



Mission Fulfillment and Sustainability Self-Evaluation Report

August 2018

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

**Clark College
1933 Fort Vancouver Way
Vancouver, Washington 98663
www.clark.edu**

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Institutional Overview

Institutional Overview

Clark College, Washington State's Community College Service District 14, is situated in the southwest region of the state, serving Clark, Skamania, and western Klickitat counties. As a community college, located in the city of Vancouver, Washington, Clark is part of the Portland (Oregon)-Vancouver MSA; yet the college also benefits from strong local roots and a community identity distinct from Portland to the south. Clark College offers two-year transfer degrees, career and technical education programs, basic education classes, bachelor of applied science degrees, and corporate and continuing education; in total, Clark serves more than 20,000 full-time and part-time students each year. In 2017-2018, Clark was the fourth largest district in terms of full-time equivalent students (FTES) in the Washington State system of 34 community and technical colleges. The significant majority of students reside within the service district.

Clark College has well-qualified and dedicated faculty, staff, and administrators. The president of the college reports to the Board of Trustees, consisting of five members who are appointed by the governor of Washington State. 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 personnel management of the president, strategic planning, development and approval of college policies, and approval and oversight of the operating budget. The president, members of the president's Executive Cabinet, and the college community establish, implement, and assess objectives based on the strategic plan, which provides the blueprint for supporting student learning and success throughout the institution.

Since Clark College's beginnings in 1933, the college has provided high-quality learning opportunities that meet the community's needs and enable students to achieve their educational and professional goals. Today, the college takes a more active approach to serving the community and students: rather than just *providing* high-quality learning opportunities, the college now concentrates on *guiding* individuals to achieve their educational and professional goals—in service to the community—through its focus on academic excellence, social equity, economic vitality, and environmental integrity.

Clark College takes pride in and seeks to improve its programs, services, and ability to guide learners. The college is undergoing a major transformation of its programs and services to implement the essential practices of guided pathways, the primary framework the college has chosen for mission fulfillment. This transformation requires the college to shift its operations from preparing students to be college-ready to making the college student-ready. This shift evolved as the college examined improvement strategies—based on assessment of the conditions necessary to meet community need, facilitate student learning and success, and advance the effectiveness of programs and services. These assessments showed that, in addition to offering excellent programs and services, the college must provide students with clear paths and guidance to maximize the value of their education and increase their ability to succeed.

Academic Excellence is woven through all of Clark's operations. The college has identified the methods shared by other academically excellent programs, and has developed plans to incorporate the best of these methods within the core theme objectives, essential practices of guided pathways, and the academic plan. Specially, Clark will implement or enhance its active learning strategies; dynamic and reflective curriculum; virtual and physical environments conducive to learning; equitable learning outcomes; learning opportunities integrated into the external community; and direct pipelines to gainful employment and transfer. The college engages students in more than 100 certificate and degree certificate programs at multiple locations. Clark College students can earn career and technical education degrees, transfer degrees, college credit to transfer to a baccalaureate institution, applied bachelor's degrees, and certificates in a wide range of programs, in which students learn today's technology and use Clark's state-of-the-art equipment to develop the skills that employers will expect them to bring to the job. To meet today's business and industry needs, more than 240 professionals serve on 25 career and technical education program advisory committees, representing more than 160 businesses and industries.



Because learning takes place both in and out of the classroom, community events and student activities play a vital role in the life of the college. Community events provide enrichment opportunities outside the classroom and include lectures, performances, and multicultural events that bring members of the greater community to 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 50 chartered student clubs and student programs, such as the Black Student Union 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 commits to **Social Equity** by continuous improvement of the conditions necessary for all students to learn and achieve their educational goals. Equity is more important than ever, given that the student body is becoming increasingly diverse as the college attracts more students from systemically non-dominant communities each academic year. Today, one-third of Clark’s students enrolled in state-supported classes are people of color, three in four are first-generation, three in five students are low-income, 7% are students living with a disability, and 13% of students report a systemically non-dominant sexual orientation or gender identity. The college recognizes that intercultural competency among employees and students is essential for all students to learn. The college encourages, and in some cases requires, employees and students to participate in learning opportunities related to challenging systems of power, privilege, and inequity that increase intercultural competency to effectively and equitably compete in an increasingly global society and workplace.

Clark College is an open-access institution committed to **Economic Vitality** for its students, community, and itself. Many students attend part-time, juggling work, family, and educational pursuits. In recent years, Clark College has added a financial literacy program, increased scholarship awards, and found alternatives for expensive textbooks. Clark has implemented processes that regularly monitor and improve its educational programs that result in 1) students’ gainful employment after leaving Clark and/or transferring to a baccalaureate institution, and 2) alignment with high-demand occupations in the region. Finally, the college, supported by the Clark College Foundation, manages its resources and engages in resource generating activities to improve its capacity to effectively serve its students, and thereby fulfill the mission.

The college selected the core theme, **Environmental Integrity**, to make sure the college implements environmental sustainability practices while still ensuring that the physical, virtual, and social environments are conducive to student learning. Beyond the main campus, the college serves students through Clark College Economic and Community Development and at Clark College at Columbia Tech Center (CTC), a state-of-the-art facility with LEED® gold certification. Clark also plans to serve students in a new building expected to open in 2021 in Ridgefield: Clark College at Boshma Farms, located 13 miles north of the college’s main campus.

With a focus on student learning and success—supported by thoughtful planning and continuous improvement—Clark College’s vision is clear: *Clark College inspires learners to excel, transforms lives, and strengthens our increasingly diverse community.*



Basic Institutional Data Form

NWCCU REPORTS | 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. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institution:

Mailing Address: _____
Address 2: _____
City: _____
State/Province: _____
Zip/Postal Code: _____
Main Phone Number: _____
Country: _____

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): _____
First Name: _____
Last Name: _____
Position (President, etc.): _____
Phone: _____
Fax: _____
Email: _____

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): _____
First Name: _____
Last Name: _____
Position (President, etc.): _____
Phone: _____
Fax: _____
Email: _____

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): _____
First Name: _____
Last Name: _____
Position (President, etc.): _____
Phone: _____
Fax: _____
Email: _____

Institutional Demographics

Institutional Type *(Choose all that apply)*

- ☐ Comprehensive
- ☐ Specialized
- ☐ Health-Centered

- ☐ Religious-Based
- ☐ Native/Tribal
- ☐ Other (specify): _____

Degree Levels *(Choose all that apply)*

- ☐ Associate
- ☐ Baccalaureate
- ☐ Master

- ☐ Doctorate
- ☐ If part of a multi-institution system,
name of system: _____

Calendar Plan *(Choose one that applies)*

- ☐ Semester
- ☐ Quarter
- ☐ 4-1-4

- ☐ Trimester
- ☐ Other (specify): _____

Institutional Control *(Choose all that apply)*

- ☐ City
- ☐ County
- ☐ State
- ☐ Federal
- ☐ Tribal

- ☐ Public
 - ☐ Non-Profit
- OR
- ☐ Private/Independent
 - ☐ For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: _____ (most recent year) FTE Student Enrollments

Classification	Current Year: _____	One Year Prior: _____	Two Years Prior: _____
Undergraduate			
Graduate			
Professional			
Unclassified			
Total all levels			

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

Official Fall: _____ (most recent year) Student Headcount Enrollments

Classification	Current Year: _____	One Year Prior: _____	Two Years Prior: _____
Undergraduate			
Graduate			
Professional			
Unclassified			
Total all levels			

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- 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								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Faculty (all locations)

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		
Associate Professor		
Assistant Professor		
Instructor		
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

College Statement of Cash Flows

Clark College

Statement of Cash Flows
For the Years Ended June 30, 2017

	<u>2017</u>
Cash flow from operating activities	
Student tuition and fees, net	19,533,521
Grants and contracts	23,584,796
Payments to vendors	(19,614,603)
Payments for utilities	(900,840)
Payments to employees	(46,816,705)
Payments for benefits	(15,840,178)
Auxiliary enterprise sales	5,920,592
Payments for scholarships	(15,803,552)
Loans issued to students	(105,157)
Collection of loans to students	113,079
Other receipts	4,526,907
Net cash used by operating activities	<u>(45,402,140)</u>
Cash flow from noncapital financing activities	
State appropriations	33,814,631
Pell grants	12,450,915
Building fee remittance	(2,442,232)
Innovation fund remittance	(603,657)
Principal paid on noncapital debt	(25,000)
Interest paid on noncapital debt	(16,137)
Net cash provided by noncapital financing activities	<u>43,178,520</u>
Cash flow from capital and related financing activities	
Proceeds from capital debt	2,133,599
Capital appropriations	4,279,888
Capital contribution-Foundation	1,622,993
Purchases of capital assets	(7,389,464)
Net cash used by capital and related financing activities	<u>647,016</u>
Cash flow from investing activities	
Income of investments	125,989
Net cash provided by investing activities	<u>125,989</u>
Increase (decrease) in cash and cash equivalents	(1,450,615)
Cash and cash equivalents at the beginning of the year	17,794,779
Cash and cash equivalents at the end of the year	16,344,164

The notes to the financial statements are an integral part of this statement

Statement of Cash Flows, continued

Reconciliation of Operating Loss to Net Cash used by Operating Activities

Operating Loss \$ (49,829,080)

Adjustments to reconcile net loss to net cash used by operating activities

Depreciation expense \$ 4,063,546

Changes in assets and liabilities

Receivables, net	\$ 2,731,386
Inventories	138,835
Other assets	(120,758)
Accounts payable	332,427
Accrued liabilities	(1,001,107)
Deferred revenue	(1,534,807)
Compensated absences	7,503
Pension liability adjustment expense	(199,458)
Deposits payable	1,451
Loans to students	7,922

Net cash used by operating activities. \$ (45,402,140)

The notes to the financial statements are an integral part of this statement

College Statement of Cash Flows

Clark College

Statement of Cash Flows
For the Years Ended June 30, 2016

	2016
Cash flow from operating activities	
Student tuition and fees, net	23,055,586
Grants and contracts	23,619,182
Payments to vendors	(14,794,477)
Payments for utilities	(870,270)
Payments to employees	(45,471,349)
Payments for benefits	(15,040,449)
Auxiliary enterprise sales	6,424,175
Payments for scholarshipss	(18,246,159)
Loans issued to students	(70,968)
Collection of loans to students	63,012
Other receipts (payments)	(493,984)
Net cash used by operating activities	(41,825,701)
Cash flow from noncapital financing activities	
State appropriations	30,512,801
Pell grants	13,867,167
Building fee remittance	(2,504,162)
Innovation fund remittance	(586,290)
Net cash provided by noncapital financing activities	41,289,516
Cash flow from capital and related financing activities	
Capital appropriations	23,047,319
Capital contribution-Foundation	328,685
Purchases of capital assets	(22,768,636)
Net cash used by capital and related financing activities	607,368
Cash flow from investing activities	
Income of investments	58,444
Net cash provided by investing activities	58,444
Increase (decrease) in cash and cash equivalents	129,627
Cash and cash equivalents at the beginning of the year	17,665,152
Cash and cash equivalents at the end of the year	17,794,779

The notes to the financial statements are an integral part of this statement

Statement of Cash Flows, continued

Reconciliation of Operating Loss to Net Cash used by Operating Activities

Operating Loss	\$ (45,172,262)
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Adjustments to reconcile net loss to net cash used by operating activities

Depreciation expense	\$ 3,726,799
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Changes in assets and liabilities

Receivables , net	\$ (2,107,674)
Inventories	282,291
Other assets	24,178
Accounts payable	383,484
Accrued liabilities	793,751
Deferred revenue	1,092,427
Compensated absences	179,736
Pension liability adjustment expense	(997,364)
Deposits Payable	(23,111)
Loans to students and employees	(7,956)

Net cash used by operating activities	\$ <u>(41,825,701)</u>
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The notes to the financial statements are an integral part of this statement

College Statement of Cash Flows

Clark College Statement of Cash Flows For the Years Ended June 30, 2015

Cash flow from operating activities

Student tuition and fees, net	\$ 22,702,309
Grants and contracts	22,219,001
Payments to vendors	(16,477,929)
Payments for utilities	(898,613)
Payments to employees	(45,046,002)
Payments for benefits	(13,173,795)
Auxiliary enterprise sales	6,735,950
Payments for scholarships and fellowships	(20,188,485)
Loans issued to students	(93,632)
Collection of loans to students	83,763
Other receipts (payments)	3,784,062
Net cash used by operating activities	<u>\$ (40,353,371)</u>

Cash flow from noncapital financing activities

State appropriations	\$ 26,327,976
Pell grants	17,230,076
Building fee remittance	(2,690,943)
Innovation fund remittance	(759,120)
Net cash provided by noncapital financing activities	<u>\$ 40,107,989</u>

Cash flow from capital and related financing activities

Capital appropriations	\$ 14,482,858
Purchases of capital assets	(13,129,191)
Principal paid on capital debt	(1,040,000)
Interest paid	(23,780)
Net cash used by capital and related financing activities	<u>\$ 289,887</u>

Cash flow from investing activities

Income of investments	<u>\$ 23,301</u>
Net cash provided by investing activities	<u>\$ 23,301</u>

Increase (decrease) in cash and cash equivalents \$ 67,806

Cash and cash equivalents at the beginning of the year \$ 17,597,346

Cash and cash equivalents at the end of the year \$ 17,665,152

The notes to the financial statements are an integral part of this statement

Statement of Cash Flows, continued

Reconciliation of Operating Loss to Net Cash used by Operating Activities

Operating Loss	\$ (43,758,613)
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Adjustments to reconcile net loss to net cash used by operating activities

Depreciation expense	\$ 3,692,131
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Changes in assets and liabilities

Receivables , net	\$ 2,317,347
Inventories	(39,364)
Other assets	148,184
Accounts payable	217,195
Accrued liabilities	(974,572)
Unearned revenue	(1,615,696)
Compensated absences	(49,992)
Pension liability adjustment expense	50,810
Capital asset adjustment	(330,092)
Deposits Payable	(840)
Loans to students and employees	(9,869)

Net cash used by operating activities	\$ (40,353,371)
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Noncash capital, Financing and Investing Activities

Donated capital asset, land	\$ 1,690,100
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The notes to the financial statements are an integral part of this statement

College Statement of Net Position

Clark College

Statement of Net Position

As of June 30, 2017

	<u>2017</u>
Assets	
Current Assets	
Cash and cash equivalents (Note 3)	15,245,563
Restricted cash and cash equivalents (Note 3)	1,098,601
Restricted investments for COP Proceeds (Note 3)	6,405,529
Accounts receivable, net (Note 4)	5,402,190
Student loans receivable, net (Note 5)	14,524
Inventories (Note 6)	817,867
Prepaid expenses	251,158
Total current assets	<u>29,235,432</u>
Non-Current Assets	
Non-depreciable capital assets (Note 7)	16,087,289
Depreciable capital assets, net (Note 7)	120,461,462
Total non-current assets	<u>136,548,751</u>
Total assets	<u>165,784,183</u>
 Deferred Outflows of Resources (Note 8 and 18)	 3,549,045
Liabilities	
Current Liabilities	
Accounts payable	1,417,872
Accrued liabilities (Note 9)	2,808,811
Compensated absences (Note 12)	346,579
Deposits payable	121,012
Unearned revenue (Note 10)	1,692,959
Certificates of participation, current portion (Note 14)	510,000
Total current liabilities	<u>6,897,233</u>
Non-Current Liabilities	
Compensated absences (Note 12)	4,996,886
Pension liability (Note 17)	19,177,193
Unamortized premium (Note 14)	1,190,999
Certificates of participation, long term portion (Note 14)	7,255,000
Total non-current liabilities	<u>32,620,078</u>
Total liabilities	<u>39,517,311</u>
 Deferred Inflows of Resources (Note 8 and 18)	 1,752,373
Net Position	
Net Investment in Capital Assets	133,744,435
Restricted for:	
Expendable	914,217
Student loans	35,758
Unrestricted	(6,630,866)
Total Net Position	<u>128,063,544</u>

The notes to the financial statements are an integral part of this statement

College Statement of Net Position

Clark College Statement of Net Position As of June 30, 2016

	<u>2016</u>
Assets	
Current Assets	
Cash and cash equivalents (Note 2)	16,982,723
Restricted cash and cash equivalents (Note 2)	812,056
Accounts receivable, net (Note 3)	7,158,210
Student loans receivable, net (Note 4)	22,446
Inventories (Note 5)	956,702
Prepaid expenses	130,400
Total current assets	<u>26,062,537</u>
Non-Current Assets	
Non-depreciable capital assets (Note 6)	43,522,941
Depreciable Capital Assets, Net (Note 6)	89,633,590
Total non-current assets	<u>133,156,531</u>
Total assets	<u>159,219,068</u>
 Deferred Outflows of Resources (Note 7 and 14)	 2,456,961
Liabilities	
Current Liabilities	
Accounts payable	947,204
Accrued liabilities (Note 8)	3,809,918
Compensated absences (Note 11)	337,239
Deposits payable	119,561
Unearned revenue (Note 9)	3,227,766
Total current liabilities	<u>8,441,688</u>
Non-Current Liabilities	
Compensated absences (Note 11)	4,998,723
Pension liability (Note 13 and 14)	12,667,828
Total non-current liabilities	<u>17,666,551</u>
Total liabilities	<u>26,108,239</u>
 Deferred Inflows of Resources (Note 7 and 14)	 2,190,884
Net Position	
Net Investment in Capital Assets	133,156,531
Restricted for:	
Nonexpendable	-
Expendable	348,419
Student loans	35,893
Unrestricted	<u>(163,937)</u>
Total Net Position	<u>133,376,906</u>

The notes to the financial statements are an integral part of this statement

College Statement of Net Position

Clark College Statement of Net Position As of June 30, 2015

Assets

Current Assets

Cash and cash equivalents (Note 2)	\$	16,494,998
Restricted cash and cash equivalents (Note 2)		1,170,154
Accounts receivable, net (Note 3)		5,007,416
Student loans receivable, net (Note 4)		14,490
Inventories (Note 5)		1,238,992
Prepaid expenses		154,578

Total current assets \$ 24,080,628

Non-Current Assets

Non-depreciable capital assets (Note 6)	\$	21,043,910
Depreciable capital assets, net (Note 6)		92,641,516

Total non-current assets \$ 113,685,426

Total assets \$ 137,766,054

Deferred Outflows of Resources Related to Pensions (Note 7)

\$ 1,544,964

Liabilities

Current Liabilities

Accounts payable	\$	642,277
Accrued liabilities (Note 8)		2,527,212
Compensated absences (Note 11)		339,954
Deposits payable		142,672
Unearned revenue (Note 9)		2,135,339

Total current liabilities \$ 5,787,454

Noncurrent Liabilities

Compensated absences (Note 11)	\$	4,816,272
Pension liability (Note 15)		10,418,069

Total non-current liabilities \$ 15,234,341

Total liabilities \$ 21,021,795

Deferred Inflows of Resources Related to Pensions (Note 7)

\$ 4,526,010

Net Position

Net Investment in Capital Assets \$ 113,685,426

Restricted for:

Expendable		1,123,921
Student loans		43,816

Unrestricted (1,089,950)

Total Net Position \$ 113,763,213

The notes to the financial statements are an integral part of this statement

**CLARK COLLEGE
2017-18
STATE ALLOCATION & PROJECTED REVENUE**

	Funded FTE's	2016-17 Base Budget	Funded FTE's	2017-18 Base Budget
STATE ALLOCATION				
General Fund	7,105	29,885,497	7,088	30,942,263
University Contracts	17	97,118	17	97,118
Aerospace	40	315,504	40	315,504
Worker Retraining	191	1,002,698	188	987,323
	<u>7,353</u>	<u>31,300,817</u> *	<u>7,333</u>	<u>32,342,208</u>
TUITION & OTHER				
Tuition	6,278	17,899,375	6216	17,279,204
Excess Enrollment	-	-	-	-
BAS Tuition	78	377,473	109	601,932
International (145)	144	1,152,431	75	573,059
Running Start (145)	1,700	9,525,689	2,000	11,568,511
Use of Fund Balance (148)		-		-
	<u>8,200</u>	<u>28,954,968</u>	<u>8,400</u>	<u>30,022,706</u>
DEDICATED FUNDS				
Matriculation Fee		408,975		402,174
Continuing Education Fees		922,367		1,163,400
Resale Charges		507,620		507,620
Class Fees		1,478,173		1,559,274
Tech Fee		1,122,218		1,264,802
GED Testing Fees		15,000		16,500
Career Center Fees		2,500		2,500
Admissions Fee		170,000		176,469
Admissions Fee - Accounting		14,000		14,000
Surplus Revenue		14,000		14,000
Testing		35,000		-
Health Occupation Admissions		30,000		30,000
Registration Late Fee		14,800		15,000
Transcript Services		56,500		56,500
		<u>4,791,153</u>		<u>5,222,239</u>
Subtotal (Operating)		65,046,938		67,587,153
OTHER FUND SOURCES				
Grant & Contracts		4,598,899		4,066,843
Internal Support Services		577,514		565,068
ASCC & Clubs		1,798,810		1,827,678
Bookstore		4,494,707		4,239,403
Parking		448,370		563,673
Auxiliary Enterprises		2,036,009		2,132,868
Student Financial Aid		39,264,609		33,439,953
Capital Projects		7,921,944		6,272,161
		<u>61,140,862</u>		<u>53,107,647</u>
Subtotal		61,140,862		53,107,647
TOTAL COLLEGE BUDGET		126,187,800		120,694,800

* Adjusted Base

s.sand
8/22/2017

CLARK COLLEGE
2016-17
STATE ALLOCATION & PROJECTED REVENUE

	Funded FTE's	2015-16 Base Budget	Funded FTE's	2016-17 Base Budget
STATE ALLOCATION				
General Fund	6,533	26,587,262	6,899	28,228,677
ABE Enrollments	37	223,850	37	223,850
Apprenticeship	9	37,350	9	37,350
University Contracts	17	97,118	17	97,118
Aerospace	40	315,504	40	315,504
STEM	14	122,449	14	122,449
I-Best	16	156,000	16	156,000
High Demand	98	862,771	98	862,771
Workforce High Demand	24	210,000	24	210,000
Early Ed, Math & Science	8	44,400	8	44,400
Worker Retraining	204	1,018,073	191	1,002,698
	<u>7,000</u>	<u>29,674,777</u> *	<u>7,353</u>	<u>31,300,817</u>
TUITION & OTHER				
Tuition	6833	18,283,432	6500	17,899,375
Excess Enrollment	-	-	-	-
BAS Tuition	27	88,810	78	377,473
International (145)	167	1,261,705	144	1,152,431
Running Start (145)	1,500	8,297,157	1,700	9,525,689
Use of Fund Balance (148)	-	-	-	-
	<u>8,527</u>	<u>27,931,104</u>	<u>8,422</u>	<u>28,954,968</u>
DEDICATED FUNDS				
Matriculation Fee		392,263		408,975
Continuing Education Fees		869,480		922,367
Resale Charges		507,620		507,620
Class Fees		1,210,403		1,478,673
Tech Fee		1,286,071		1,122,218
GED Testing Fees		66,000		15,000
Career Center Fees		5,000		2,500
Admissions Fee		160,000		170,000
Admissions Fee - Accounting		14,000		14,000
Testing		24,000		35,000
Health Occupation Admissions		30,000		30,000
Registration Late Fee		-		14,800
Transcript Services		55,000		56,500
		<u>4,619,837</u>		<u>4,777,653</u>
Subtotal (Operating)		62,225,718		65,033,438
OTHER FUND SOURCES				
Grant & Contracts		4,051,718		4,598,899
Internal Support Services		572,583		577,514
ASCC & Clubs		1,758,603		1,798,810
Bookstore		4,533,413		4,494,707
Parking		439,738		448,370
Auxiliary Enterprises		1,346,010		2,036,009
Student Financial Aid		46,625,798		39,264,609
Capital Projects		35,096,909		7,921,944
Subtotal		94,424,772		61,140,862
TOTAL COLLEGE BUDGET		156,650,490		126,174,300

* Adjusted Base

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6/29/2016

CLARK COLLEGE
2015-16
STATE ALLOCATION & PROJECTED REVENUE

	Funded FTE's	2014-15 Base Budget	Funded FTE's	2015-16 Base Budget
STATE ALLOCATION				
General Fund	6,533	22,380,144	6,533	26,460,509
ABE Enrollments	37	223,850	37	223,850
Apprenticeship	9	37,350	9	37,350
University Contracts	17	97,118	17	97,118
Aerospace	40	315,504	40	315,504
STEM	14	122,449	14	122,449
I-Best	16	156,000	16	156,000
High Demand	98	862,771	98	862,771
Workforce High Demand	24	210,000	24	210,000
Early Ed, Math & Science	8	44,400	8	44,400
Worker Retraining	207	1,023,198	204	1,018,073
	<u>7,003</u>	<u>25,472,784</u> *	<u>7,000</u>	<u>29,548,024</u>
TUITION & OTHER				
Tuition		19,511,868		19,545,137
Excess Enrollment	890	4,153,586	-	-
BAS Tuition		-		88,810
Interest (101/149)		-		-
Running Start (145)	1,450	7,344,703	1,500	8,297,157
Use of Fund Balance (148)		169,819		-
	<u>2,340</u>	<u>31,179,976</u>	<u>1,500</u>	<u>27,931,104</u>
DEDICATED FUNDS				
Matriculation Fee		440,797		392,263
Continuing Education Fees		724,866		869,480
Resale Charges		507,620		507,620
Class Fees		1,010,903		1,210,903
Tech Fee		1,100,000		1,286,071
GED Testing Fees		66,000		66,000
Career Center Fees		5,000		5,000
Admissions Fee		160,000		160,000
Admissions Fee - Accounting		14,000		14,000
Testing		24,000		24,000
Health Occupation Admissions		30,000		30,000
Transcript Services		55,000		55,000
		<u>4,138,186</u>		<u>4,620,337</u>
Subtotal (Operating)		60,790,946		62,099,465
OTHER FUND SOURCES				
Grant & Contracts		3,731,567		4,051,718
Internal Support Services		547,891		572,583
ASCC & Clubs		1,736,278		1,758,603
Bookstore		4,481,601		4,533,413
Parking		463,891		439,738
Auxiliary Enterprises		1,521,862		1,346,010
Student Financial Aid		63,367,960		46,625,798
Capital Projects		37,049,314		35,096,909
Subtotal		112,900,364		94,424,772
TOTAL COLLEGE BUDGET		173,691,310		156,524,237

* Adjusted Base

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8/21/2015

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for _____ - _____ (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. *(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)*

** This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit 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

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Clark Center WSUV	14204 NE Salmon Creek Avenue	Vancouver, WA 98686	CE-Nursing Assistant; CA-Phlebotomy; AAT-Pharmacy Technician Leadership; CP-Pharmacy Technician; Associates in Arts DTA (Interest areas in American Sign Language, Journalism/News Media, Communications, Drama, English, Japanese Language, Philosophy, Spanish Language, or Studio Arts) ; Associates in Arts DTA (Interest areas in Pre-Med Biology, Health & Physical Education) ; Associates in Arts DTA (Interest areas in Elementary Education, Geography, History, Political Science, Power Privilege and Inequity, Sociology, Women's Studies) ; Associates in Arts DTA (Interest areas in Anthropology, Mathematics, or Psychology); AA-Nursing	38	609	24

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Columbia Tech Center	18700 SE Mill Plain Blvd	Vancouver, WA 98683	AAT-Network Technologies; AAT-Administrative Assistant; AAT-Mechanical Automation; AAT-Instrumentation/Control Automation; CP-Mechanical Automation; CP-Instrumentation/Control Automation; CC-Mechatronics Fundamentals; AAT-Industrial Maintenance Technologies; CA-Industrial Maintenance Technician; AA-Associate in Arts DTA; Business Management-General Education Theory; Associates in Arts DTA (Interest areas in American Sign Language, Journalism/News Media, Communications, Drama, English, Japanese Language, Philosophy, Spanish Language, or Studio Arts) ; Dental Hygiene-General Education Theory; Associates in Arts DTA (Interest areas in Pre-Med Biology, Health & Physical Education) ; Associates in Arts DTA (Interest areas in Elementary Education, Geography, History, Political Science, Power Privilege and Inequity, Sociology, Women's Studies) ; Associates in Arts DTA (Interest areas in Anthropology, Mathematics, or Psychology)	84	2080	62
West Coast Bank	500 Broadway St	Vancouver, WA 98660	NULL	5	133	2
Marshall Community Center	1009 E McLoughlin Blvd	Vancouver , WA 98663	NULL	3	47	1
Adventist Medical Center	10123 SE Market	Portland , OR 97216	NULL	1	23	2

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Crosley Bowl Lanes	2400 E Evergreen Blvd	Vancouver , WA 98661	NULL	1	18	1
Clark County Jail	707 West 13th Street	Vancouver , WA 98660	NULL	1	172	3
Fort Vancouver Convalescent	8507 NE 8th Way	Vancouver , WA 98664	NULL	1	48	3
Good Samaritan Hospital	1015 NW 22nd	Portland , OR 97210	NULL	1	22	1
Larch Corrections Center	15314 NE Dole Valley Road	Yacolt , WA 98675	CP - Small Business Entrepreneur; CC-Supervisory Management; CA -	22	403	5
Legacy Salmon Creek	2211 NE 139th Street	Vancouver , WA 98686	NULL	1	30	2
NW Regional Training Center	11606 NE 66th Circle, Suite 103	Vancouver , WA 98662	NULL	1	69	1
Open House Ministries	900 West 12th Street	Vancouver , WA 98666	NULL	2	40	2
PeaceHealth SouthWest Medical Center	400 N.E. Mother Joseph Place	Vancouver, WA 98664	NULL	2	90	7
Source Climbing Center	1118 Main Street	Vancouver , WA 98660	NULL	1	57	1
Sarah J. Anderson Elementary	2215 NE 104th Street	Vancouver , WA 98686	NULL	1	32	1
Cascade Middle School	13900 NE 18th St	Vancouver, WA 98684	NULL	1	75	1
Hathaway Elementary School	630 24th St	Washougal, WA 98671	NULL	1	31	1
Henrietta Lacks High School	9105 NE 9th St	Vancouver, WA 98664	NULL	1	21	1
Legacy High School	2205 NE 138th Ave	Vancouver, WA 98684	NULL	1	22	2
Battle Ground School District	11104 NE 149th St	Brush Prairie, WA 98606	NULL	1	52	2

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. ***If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.***

**** This listing does not substitute for a formal substantive change submission to NWCCU***

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	AAS-Accounting (Associate in Applied Science)	Accounting	213	No	N/A
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	AAS-Business Administration (Associate in Applied Science)	Business Administration	255	No	N/A
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	AAS-Early Childhood Education (Associate in Applied Science)	Early Childhood Education	172	No	N/A
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	AAS-Marketing (Associate in Applied Science)	Marketing	53	No	N/A
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	AAS-Supervisory Management (Associate in Applied Science)	Supervisory Management	50	No	N/A
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	AA-Associate in Arts DTA (Associate in Arts DTA)	Associate in Arts DTA	5234	No	N/A
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	AA-Elementary Education WSUV (Associate in Arts in Elementary Education WSUV/DTA)	Elementary Education WSUV	283	No	N/A
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	AA-Business Administration DTA/MRP (Associate in Business Administration DTA/MRP)	Business Administration DTA/MRP	1071	No	N/A

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	AS-Transfer Track 2 (Interest areas in Astronomy, Computer Science, Physics) (Associate in Science Transfer - Track 2)	Transfer Track 2 (Interest areas in Astronomy, Computer Science, Physics)	406	No	N/A
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	AST-Bioengineering and Chemical Engineering MRP (Associate in Science Transfer in Bioengineering and Chemical Engineering - Track 2/MRP)	Bioengineering and Chemical Engineering MRP	69	No	N/A
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	AST-Computer Engineering and Electrical Engineering MRP (Associate in Science Transfer in Computer Engineering and Electrical Engineering - Track 2/MRP)	Computer Engineering and Electrical Engineering MRP	430	No	N/A
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	CP-Accounting Clerk (Certificate of Proficiency)	Accounting Clerk	38	No	N/A
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	CP-Office Software Applications (Certificate of Proficiency)	Office Software Applications	5	No	N/A
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	CP-State Early Childhood Education Certificate (Certificate of Proficiency)	State Early Childhood Education	4	No	N/A
Clark College	1933 Ft. Vancouver Way, Vancouver, WA 98663	CP-Supervisory Management (Certificate of Proficiency)	Supervisory Management	8	No	N/A

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 coursework is offered, including study abroad programs and educational operations on military bases.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- **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 Sites outside the United States

Name of Site	Physical Address	City, State/Province, Zip/Postal Code	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount



Preface

Preface

Clark College is a dynamic institution of higher learning that strives to meet the needs of students and the community. Since the last review by the Northwest Commission on Colleges and Universities in 2013, the college has made significant changes. The college developed and adopted a new strategic plan that takes a proactive role in serving the educational needs of the community, in part by doing more than ever before to guide individuals to achieve their educational and professional goals. No longer does Clark just provide high-quality educational opportunities in hopes that students will succeed. The college annually assesses the community's needs and the factors associated with student learning and success. The college uses these assessments to make the necessary improvements to its programs and services, ensuring that Clark offers relevant educational programs and the necessary conditions for all individual students to learn and succeed. Finally, the college's recent, thoughtful, and comprehensive assessments illuminated the value of guided pathways, leading Clark College to adopt the American Association of Community College's pathways model as the primary framework for mission fulfillment.

The [*Clark College 2015-2020 Strategic Plan*](#) took two years to develop. The considerable scope of Clark's programs and services and its impact on the community account in some ways for the extended timeline of this undertaking. More accurately, however, the lengthy process can be attributed to Clark's intentional inclusivity and shared governance. The development process reached out to students, faculty, administrators, employees, board of trustees, local school districts, local businesses, transfer universities, as well as economic and workforce organizations. Over the period of the plan's development, these groups worked collectively and individually. They brainstormed. They envisioned. They critiqued. They questioned. They suggested. Quite simply, they dreamt. They dreamt of an institution that can overcome its challenges, change students' lives, and serve as a leader for the future good of its community. And while those dreams were wide-ranging and diverse, a common thread ran through them all: a commitment to inspiring, supporting, and enhancing student learning. This focus informed many of the developmental conversations that gave shape to the plan; in turn, this new strategic plan continues to guide the direction of the college's future.

The strategic plan development process brought about a significant culture shift toward supporting the whole student, rather than just the student's learning: Learning is impeded if students' basic needs are not met or if they are victims of bias—and an increasing number of Clark students face multiple impediments. Approximately 88% of Clark College students come to Clark from systemically non-dominant groups, including low-income, first generation, people of color, people living with a disability, non-cisgender, and/or systemically non-dominant sexual orientation; there are also many students who are academically underprepared and/or experiencing food or housing insecurity. Some students belong to more than one of these groups. This finding was illuminated by the environmental scan produced in support of the strategic plan development. The scan led to the development of the strategic plan, including the four core themes, within which, all of the Clark's programs and services now operate.

The *Clark College 2015-2020 Strategic Plan* includes a vision that recognizes and values its obligations to its students and the broader community: Clark College inspires learners to excel, transforms lives, and strengthens our increasingly diverse community. Its mission statement acknowledges the common focus of the college's employees in supporting student learning: Clark College, in service to the community, guides individuals to achieve their educational and professional goals.

The plan includes four core themes: Academic Excellence, Social Equity, Economic Vitality, and Environmental Integrity. Each theme advances the goal of facilitating student learning and success, but with a particular focus. **Academic Excellence** seeks to *provide the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking*. **Social Equity** directs the college's work to *provide the conditions that improve educational outcomes and eliminate systemic disparities among all groups*. **Economic Vitality** emphasizes *providing programs, services, and conditions that improve the economic well-being of the students, college, and community*. **Environmental**

Integrity directs the college to facilitate student learning by *providing the conditions that continually improve the college's physical, virtual, and social environment.*

Finally, the plan asserts six values—ideals that guide Clark's pursuit of its mission, vision, and core theme objectives: social justice, partnerships, innovation, sustainability, continuous improvement, and shared governance.

Clark's culture shift resulting from the new strategic plan was so significant that it needed operational plans and a framework to fulfill its mission. Therefore, the college immediately organized teams to create the [Clark College 2016-2021 Academic Plan](#)—the college's primary operational approach to the strategic plan—and the [Clark College 2015-2020 Social Equity Plan](#). These operational plans outline the “how” by establishing processes and clear intended results for the goals that link to the core themes and core theme objectives. Yet still, achieving these plans' goals did not bring about the hoped-for degree of success. Therefore, the college sought to join—and was accepted into—the [AACC Pathways 2.0 Project](#) cohort in spring of 2017. Guided pathways and the AACC Pathways 2.0 Project membership provide the necessary structure and tools for mission fulfillment, as the guided pathways outcomes perfectly align with Clark College's six mission fulfillment outcomes:

- Increase student completion;
- Improve student learning;
- Eliminate systemic disparities in educational outcomes;
- Enable students to attain employment and transfer;
- Reduce student debt; and
- Achieve enrollment targets.

The college is proud of the many accomplishments it has made since the last evaluation visit in 2013, including being named one of the nation's top 150 community colleges in 2017 by the Aspen Institute. Highlights of these accomplishments and changes are presented below within the context of the college's core themes: Academic Excellence, Social Equity, Economic Vitality, and Environmental Integrity:

Academic Excellence

Utilizing the U.S. Department of Education, Title III-A Strengthening Institutions funding, awarded from 2011-2016, Clark institutionalized practices that support evidence-based and data-informed decision making at the college in order to increase student completion. These data included assessment of regional economic demand, community demand, student success indicators, and student learning outcomes assessment. With these resources and the goal to implement and institutionalize practices that increase completion, the college community determined that a comprehensive operational plan (i.e., academic plan) was needed to align programs and services throughout the college. The development of the Clark College 2016-2021 Academic Plan identified guided pathways as the primary framework for mission fulfillment. The Academic Plan also included strengthening the educational program improvement process to include greater focus on program-level learning outcomes assessment, use of active learning strategies, destination pathways for students exiting the program, and inclusive and dynamic curriculum.

Social Equity

With the adoption of social equity as a core theme, the college developed and adopted the Clark College 2015-2020 Social Equity Plan. The plan identifies strategies to accomplish the three core theme objectives. Clark has made significant progress to improve social equity at the college:

- Created and adopted a policy to ensure all course materials are universally designed, per [Administrative Policies and Procedures 440.070](#).
- Developed curriculum for College 101 to improve students' intercultural competency, including students' ability to analyze the impact of power, privilege, and inequity in the United States.

- Developed a rubric to determine which courses support the mastery of student learning regarding the ability to analyze power, privilege, and inequity.
- Offered multiple professional development opportunities, specifically designed for faculty, regarding mitigating, challenging, and bringing awareness to power, privilege, and inequity in the classroom.
- Improved hiring practices to ensure 25% diversity in all employee applicant pools. Clark now requires Equity in Hiring Training among all people serving on hiring committees, and employs a full-time employee recruiter focused on representatives from systemically non-dominant communities reflective of Clark's students.

Economic Vitality

The college's commitment to the community is at the forefront of its mission statement: "Clark College, in service to the community, guides individuals to achieve their educational and professional goals." The college takes that commitment seriously in its annual scans of its community and workforce needs. Born from these external assessments are the college's newer bachelor of applied science (BAS) programs. Two BAS programs are currently serving students: Bachelor of Applied Science in Dental Hygiene and Bachelor of Applied Science in Applied Management. The third program, Bachelor of Applied Science in Human Services, has begun accepting students to begin in Fall 2018. [See Appendix A.](#)

To ensure that Clark College's programs are aligned with regional workforce needs, an annual report outlines the college's educational programs strengths, weaknesses, opportunities, and threats – including the need for emerging programs. The Instructional Planning Team (IPT) analyzes the information and identifies the need for changes in current programs and potential programs as a crucial component of their work. IPT conducts this work to make sure programs are designed to transition students to gainful employment directly or through transfer institutions. The Program Improvement Process Committee, a subgroup of IPT, examines labor market data for program graduates and makes sure program faculty have strong partnerships with relevant community organizations. Where programs fall short, the Program Improvement Process (PIP) Committee recommends improvement strategies.

Clark College has made significant gains in making college more affordable for Clark's students. As a national leader in the [Working Student Success Network](#), Clark developed a financial literacy/wellness program that includes the following: integration of curriculum within College 101, student success workshops, and a full-time dedicated Financial Literacy Coach. In addition, the Clark College Foundation increases its scholarships awards every year to reduce dependence on student loans; in 2017-2018 the Clark College Foundation awarded about \$1,000,000 in scholarships to students.

To maximize the college's return on investment by responsibly allocating available resources, the college recently adopted a comprehensive budget process. This process includes development of college-wide annual strategies to enable the college to achieve mission fulfillment. The budget development process engages the entire college community to identify resources needed to support annual strategies to accomplish the core theme objectives.

Environmental Integrity

The college recognizes that in order for students to learn and be successful, the physical, virtual, and social environment must be conducive to learning. Goal 4 of the Academic Plan outlines the criteria for the physical and virtual learning environments. The college has used these criteria to build new spaces and to remodel existing spaces, including classrooms. In addition, the college has a new STEM building that opened in Fall 2016, which the built environment adheres to the criteria written in Goal 4 as well as sustainability practices. The college also assesses its adherence to the Clark County Sustainability Standards and is listed as a Clark County Green Business. In addition, The Associated Students of Clark College (ASCC) purchased water bottles refill stations to reduce the amount of water bottle waste.

The social climate is also key to a healthy environment conducive to learning. To improve cross-departmental collaboration, mutual respect, and shared governance, the college reorganized its committee structure. The new structure attempts to reduce the number and redundancy of the college's committees' scope and align the work with the mission fulfillment outcomes, core theme objectives, and indicators of achievement. In addition, Clark developed an internal student experiences survey specific to the strategic plan and guided pathways to assess and use the results to make improvements to the students' experiences and social climate.

Clark College is amidst transformation throughout the college, programs, and services to meet the community's needs and guide individuals to achieve their educational and professional goals. The most significant transformation is guided pathways, which has provided the framework to engage in continuous improvement and the redesign of college programs and services practices. Implementing the essential practices of guided pathways will result in making the college student ready by institutionalizing the interrelated practices and conditions for all students to learn and be successful.

Response to Commission's Previous Recommendations

- 1. The Evaluation Committee recommends that, for each year of operation, Clark College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate, and comprehensive manner by the Board of Trustees (Eligibility Requirement 19 and Standard 2.F.7).**

Clark College has taken the necessary steps to fully comply with the Commission's Eligibility Standard 19 and Standard 2.F.7 as documented in the [NWCCU response February 22, 2016](#). Clark College has met the three milestones of coming into compliance with the Northwest Commission on Colleges and Universities' Eligibility Requirement 19 and Standard 2.F.7. The college completed the following:

- 1) Developed and submitted [financial statements](#) in accordance with generally accepted accounting principles to the Washington State Auditor's Office. Beginning with the first submission in December 2014, statements are now submitted annually.
- 2) Contracted with the Washington State Auditor's Office, professionally qualified personnel, to audit the financial statements. The first audit was in Spring 2015 and audits have been carried out annually since that time.
- 3) Reviewed and considered the results of the financial statement audit in a timely, appropriate, and comprehensive manner by the college's [administration and board](#) annually beginning in June 2015.

- 2. The Evaluation Committee recommends that Clark College ensure that all courses have published learning outcomes and that assessment methodologies are being used for program improvement and learning across the institution (Standards 2.C.2 and 2.C.5).**

Clark College prioritizes learning outcomes assessment and has addressed the concern and second recommendation of the Fall 2013 Year Three Report. At the time of the evaluation, all courses had stated learning outcomes. However, these learning outcomes were not published publically. Subsequent to the report, the Clark College Catalog published learning outcomes for each of its courses beginning with the 2014-2015 catalog and continuing through the current catalog for 2017-2018 catalog. The course outcomes are now listed in the [class schedule](#) beginning in 2018-2019. This change provides students with the ability to review course outcomes as they are selecting classes. As was true in 2013, the courses learning outcomes are also published in the course syllabi. Program learning outcomes continue to be published within the Clark College Catalog.

The college uses assessment methodologies and findings as criteria within the program improvement process, as stated in the [Clark College 2016-2021 Academic Plan](#) and documented in the [Program Improvement Process Handbook](#). In 2017-2018, the [Outcomes Assessment Committee](#) took a more formal and proactive role in reviewing the outcomes assessment methodologies and findings for the degree and certificate programs that are scheduled to be reviewed in the subsequent years. This review is intended 1) to improve the assessment methodologies used for program and learning improvement throughout all of the college's educational programs and 2) to increase the use—and usability—of the findings to make improvements, as student learning outcomes are a crucial component of the program improvement process.



Standard One Mission, Core Themes, and Expectations

Standard One: *Mission, Core Themes, and Expectations*

Section A: Eligibility Requirements

Eligibility Requirement #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 of 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.”

Eligibility Requirement #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 2015-2020 Strategic Plan](#), which was approved [on March 18, 2015](#), and implemented on July 1, 2015, 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: Standard 1.A, Mission

Mission

The Clark College Mission Statement declares that “Clark College, in service to the community, guides individuals to achieve their educational and professional goals.” 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.*”

Clark College complies with the components of Standard 1.A.1 as the college publishes its mission statement throughout the college in order to provide directions through well-articulated objectives; that statement, generally understood by the college community, was created by a rigorous and lengthy process of shared governance and approved by the [Clark College Board of Trustees](#) at the March 2015 board meeting. The [Clark College 2015-2020 Strategic Plan](#) development process reached out to students, faculty, administrators, the board of trustees, employees, local school districts, local businesses, and transfer universities, as well as economic and workforce organizations. Over the two-year period of the plan’s development, these groups worked collectively and individually. A common thread ran all of the engagement activities, reading groups, and forums: a commitment to inspiring, supporting, and enhancing student learning and success. This focus informed much of the developmental conversations as the plan took shape, and it continues to be the path for the college’s future.

Specifically, the mission statement was crafted to represent what the college needed to do to support student learning for all students. It became clear that the work done by all the college’s employees was aimed – directly or indirectly – toward the achievement of student learning. Similarly, members of the greater community, regardless of their particular industry priorities, shared an investment in that same student learning. Succinctly stated, the mission, core themes, and objectives direct the college to become student ready – a significant cultural shift away from expecting students to be college ready.

In detail, the *Clark College 2015-2020 Strategic Plan* includes a vision that recognizes and values its obligations to its students and the broader community: Clark College inspires learners to excel, transforms lives, and strengthens our increasingly diverse community. The mission statement acknowledges the common focus of the college’s employees in supporting student learning. As well, the plan includes four core themes: Academic Excellence, Social Equity, Economic Vitality, and Environmental Integrity. Each theme advances the goal of facilitating student learning from its particular focus. Academic Excellence seeks to *provide the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking*. Social Equity directs the college’s work to *provide the conditions that improve educational outcomes and eliminate systemic disparities among all groups*. Economic Vitality emphasizes *providing programs, services, and conditions that improve the economic well-being of the students, college, and community*. Finally, Environmental Integrity directs the college to *facilitate student learning by providing the conditions that continually improve the college’s physical, virtual, and social environment*.

The strategic plan is clearly communicated both internally and externally. 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 2015-2020 Strategic Plan’s core themes and mission fulfillment outcomes. This information is recorded publicly.

Mission Fulfillment

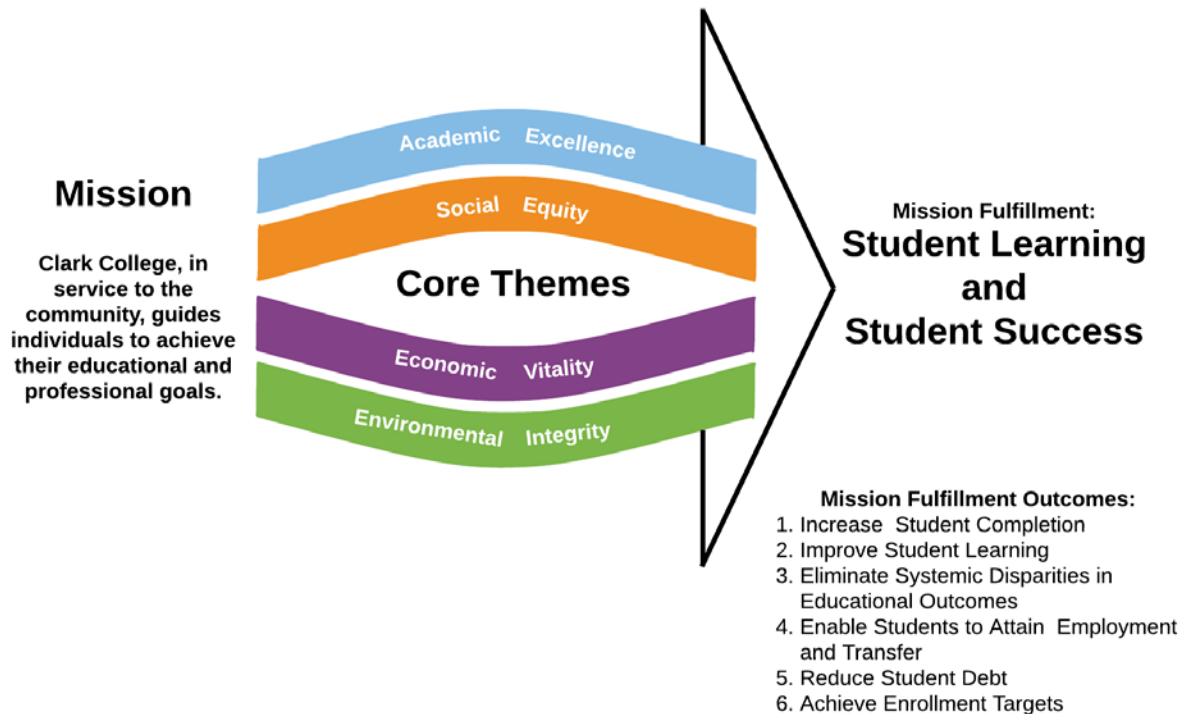
The implementation of the *Clark College 2015-2020 Strategic Plan* and improvement practices meets the criteria for *Standard 1.A.2: The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, they articulate institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.* At Clark College, six mission fulfillment outcomes are monitored monthly through their respective indicators of achievement. Updates of mission fulfillment outcomes, related indicators of achievement, and highlights of work accomplished are presented to the Clark College Board of Trustees monthly in the form of [scorecards](#). Clark College declares that it has reached mission fulfillment when all six of the mission fulfillment outcomes are achieved by 2020:

Core Theme	Mission Fulfillment Outcome
Academic Excellence	Increase Completion - 40% or more of all degree and certificate students earn a degree or certificate within 3 years
	Improve Student Learning - 100% of degree and certificate programs improved curriculum based on assessment of program learning outcomes
Social Equity	Eliminate Disparities in Educational Outcomes - Eliminate the disparity in degree or certificate completion rates among all groups of systemically non-dominant students with systemically dominant students
Economic Vitality	Achieve Enrollment Targets - Achieve annual enrollment and budget targets
	Enable Students to Attain Employment and Transfer - At least 85% of graduates are employed or transfer within one year of graduation
	Reduce Student Debt - Decrease the three-year student loan default rate to less than 15%

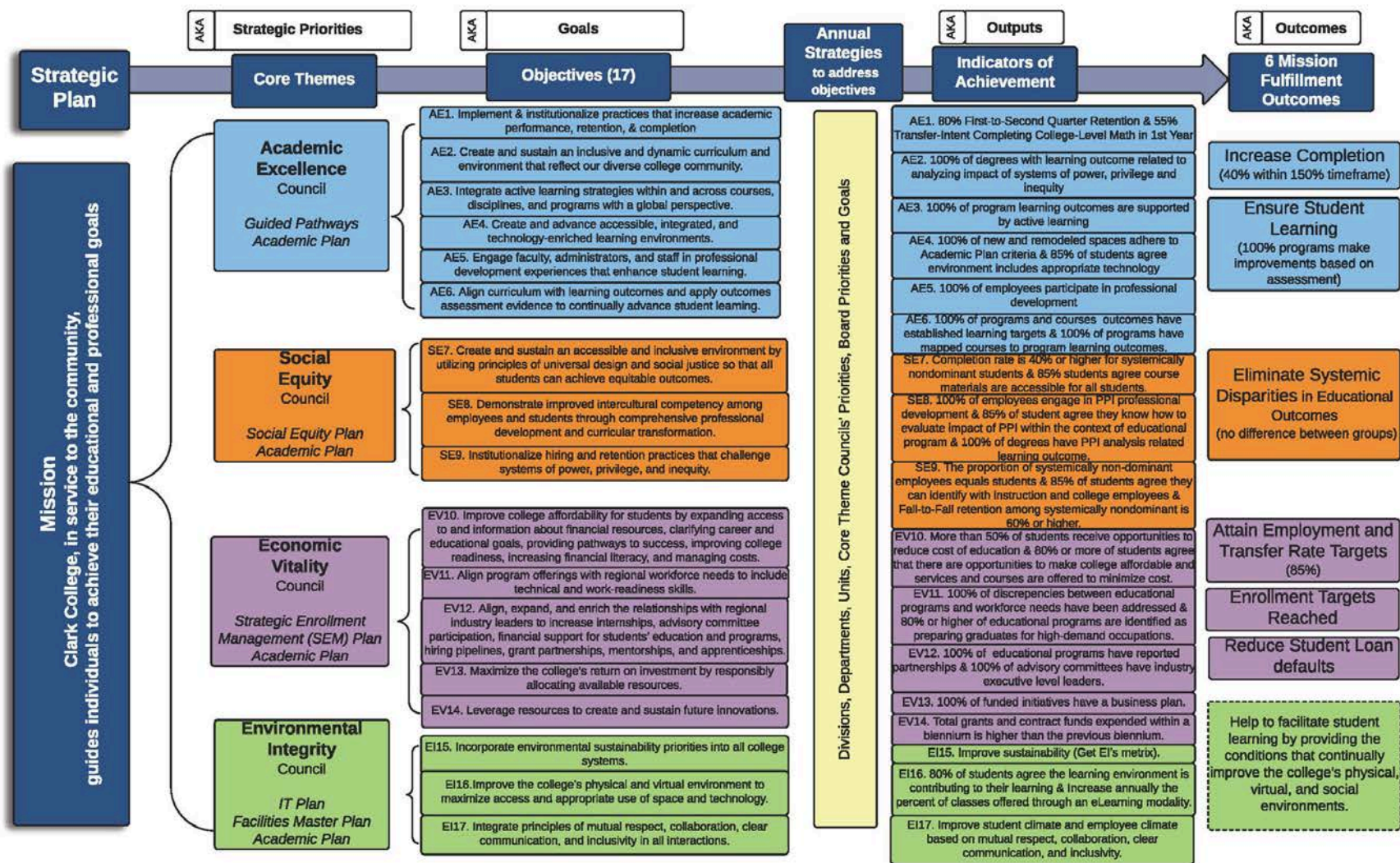
Clark College selected these mission fulfillment outcomes because they are specific to the mission: **student learning and student success**. The objectives represent active and broad strategies to organize the work of the college's departments both independently and collaboratively that will result in achievement of the mission fulfillment outcomes.

The college ensures it is using both the organizational structure and system of shared governance to evaluate and enhance progress toward mission fulfillment. The six mission fulfillment outcomes have been assigned to core themes – and the progress for objectives and mission fulfillment outcomes have been assigned to both an executive cabinet member as well as a core theme council. However, it is important to note that the Environmental Integrity core theme does not have a direct mission fulfillment outcome because the objectives are related to process and infrastructure conducive to support student learning and success.

Clark College Mission, Core Themes, and Mission Fulfillment



The [Clark College 2015-2020 Strategic Plan](#) provides the framework to achieve equity and improve teaching and learning by infusing support services throughout the student experience. Moreover, it directs the college to offer programs and services in a manner that truly benefits the region's workforce as well as students. The Strategic Plan acknowledges the need for a change in culture and perspective to enable the college to fulfill its mission. Therefore, the college developed the [Clark College 2016-2021 Academic Plan](#) as the primary operational plan for the strategic plan. And, it outlines the process of transforming the college's programs and services within the framework of guided pathways. In addition, the [Clark College 2015-2020 Social Equity Plan](#) was created to operationalize the objectives within the Social Equity core theme so that the college can effectively eliminate systemic disparities in educational outcomes. The college's commitment to these two plans is demonstrated in the selection of indicators of achievement for the objectives within each core theme.



Section C

Standard 1.B, Core Themes

Clark College “identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission,” as stated in Standard 1.B.1. The core themes, Academic Excellence, Social Equity, Economic Vitality, and Environmental Integrity, are the thematic areas on which the college must focus all its efforts to effectively guide individuals to achieve their educational and professional goals. The core themes were selected in the process of developing the [*Clark College 2015-2020 Strategic Plan*](#) in order to be more deliberate in serving Clark’s community and students.

One of the first steps of the strategic plan development process was to conduct an [environmental scan](#). The environmental scan, released in June 2014, details both the challenges and the opportunities that lie ahead for the college. Taken as a whole, those details painted a comprehensive picture of the state of the college and the broader educational landscape. During the time in which the development process was underway, the college was recovering from the impact of significant cuts in public funding that supports infrastructure, spurring awareness of sustainability, both fiscal and environmental. All of the development work identified what must be done to support individual students with their needs and within their cultural context – but how does the college meet this mandate with no additional funding and in a way that respects our environment and value of environmental sustainability? Given this challenge, the environmental scan was framed within the three pillars of sustainability which the college adopted as our core themes (i.e., Social Equity, Economic Vitality, and Environmental Integrity). Additionally, Academic Excellence was identified as a core theme in direct support of Clark College’s purpose.

Following the three-pronged framework of the scan’s sustainability framework, the research first delves into social equity. As an open-access institution, Clark College plays a vital role in sustaining and advancing social equity for its students and community. Related specifically to student learning, the college found that most students enter Clark below college-level in at least one area of study, and at varying levels of technological proficiency. In addition, Clark College’s students are largely low-income and more diverse than the college’s faculty, staff, and the greater community. Only about 25% of degree-seeking students actually attain educational completion. Finally, students of less privileged backgrounds express more dissatisfaction with the college climate and succeed at significantly lower rates.

With its research into the regional economics of student learning, the environmental scan details that local counties (Clark, Skamania, and Klickitat) have lower rates of educational attainment than the rest of Washington State. Research further reveals that the local service district population is aging, with more volatile unemployment rates than the state or nation. As for the economics of the college itself, state support remains disproportionate to the number of full-time equivalent students (FTES) served by the college, and this funding continues to decline significantly. For their part, Clark College’s students are facing tighter federal financial aid regulations, while former students are defaulting more frequently on their student loans than they have in the past. Moreover, tuition rates and school-related expenses have increased significantly over the past decade.

The environmental scan’s third area of concern focused on Clark College’s environment. It found that efforts to promote environmental sustainability at the college lacked coherent organization. It also found that the college’s infrastructure is aging significantly, with one of the smallest allotments in the state of square footage for its students. Resources, facilities, technology, and shared governance earned the lowest marks among Clark College employees’ perception of climate.

Academic Excellence was a necessary core theme to specifically address Clark's official purpose as stated in the Revised Code of Washington: The college is mandated to "offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education, including basic skills and general, family, and workforce literacy programs and services" ([RCW 28B.50.020\(2\)](#)). Academic Excellence at Clark College provides the consistent theme to improve the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking, and thereby honor the true purpose of Clark College.

Clark College's core themes, objectives, and indicators of achievement, taken comprehensively, paint a clear picture, unique to Clark College, about the ways in which the college strategizes and works to produce comprehensive student learning and success.

Academic Excellence

Mission Alignment: Fulfillment of the Clark College mission depends on academic excellence. Only when the college guides students to and through the relevant educational opportunities that support the community and workforce needs, can individuals achieve their educational and professional goals.

Description: With academic excellence as a core theme, Clark College facilitates student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. The conditions necessary are engaging teaching and learning methods - such as active learning strategies and a dynamic curriculum; an environment reflective of our students and of global perspectives; and the necessary infrastructure and practices required to support learning. The dedication to providing those conditions 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 AE1 – Implement and institutionalize practices that increase academic performance, retention, and completion.

AE1.1 Indicator	Indicator of Achievement
Percent of degree-seeking students that are retained from first to second quarter	Clark's % = 80%

Objective AE1, Retention and Completion, Measurement Rationale: This indicator effectively measures Objective AE1 because students cannot complete unless they are retained from quarter to quarter. Students are most vulnerable in their first quarter. Therefore, in order for the college to increase completion to 40%, students will need to be retained. First-to-second quarter retention is one of the most predictive indicators of completion.

AE1.2 Indicator	Indicator of Achievement
Percent of transfer students completing college-level math within first four quarters.	Clark's % = 55%

Objective AE1, Retention and Completion, Measurement Rationale: This indicator was chosen due to its power in predicting whether students will complete. Among transfer students who placed in the lowest levels of pre-college math, fewer than 10% earn college-level math credit – a requirement for associate of arts and science transfer degrees. Moreover, students in many of Clark's Career and Technical Educational programs are not required to complete a college-level math course as a degree requirement. Therefore, this indicator focuses on college-level math course success among transfer students as an indicator for the first objective.

Objective AE2 – Create and sustain an inclusive and dynamic curriculum and environment that reflects our diverse college community.

AE2.1 Indicator	Indicator of Achievement
Percent of college's degrees with a PPI learning outcome.	Clark's % = 100%

Objective AE2, Dynamic and Reflective Environment, Measurement Rationale: The [Clark College 2016-2021 Academic Plan](#) calls for each degree program the college offers to have a learning outcome associated with preparing students to analyze power, privilege, and inequity. This indicator is a preliminary indicator and, once achieved, a new indicator will be set: “80 percent of students in all degree programs will be able to demonstrate their ability to analyze systems of power, privilege, and inequity.”

Objective AE3 – Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective.

AE3.1 Indicator	Indicator of Achievement
Percent of program learning outcomes that are supported by active learning strategies	Clark’s % = 100%

Objective AE3, Active Learning Strategies, Measurement Rationale: To promote a deeper level of student learning, more dynamic instructional strategies have been developed to help students think critically and creatively, work effectively in groups, and develop personal connections to the learning process. Active learning strategies result in 1) a shift of emphasis from transmitting knowledge to developing student skills; 2) student engagement in analysis, synthesis, and evaluation – higher-order thinking skills; and 3) activity-based learning. This indicator is measured at the time that the degrees and certificates are reviewed.

Objective AE4 – Create and advance accessible, integrated, and technology-enriched learning environments.

AE4.1 Indicator	Indicator of Achievement
Percent of new and remodeled learning spaces that have adhered to the criteria listed in the academic plan, Goal 4.	Clark’s % = 100%

Objective AE4, Learning Environment, Measurement Rationale: In order to foster an inclusive learning environment that supports active learning, Clark’s physical spaces must provide for mobile learning, connected learning (connecting students to resources and the broader learning community), visual and interactive learning, and universally designed and supported learning. Annually, the college measures whether the new and remodeled areas throughout the college adhere to the criteria as outlined in the academic plan.

AE4.2 Indicator	Indicator of Achievement
Percent of students who agree that learning environment includes appropriate technology to support student learning.	Clark’s % = 85%

Objective AE4, Learning Environment, Measurement Rationale: Because this indicator focuses on students’ experiences and perceptions of how technology is used to enhance learning, this indicator measures the effectiveness of technology indirectly. Nevertheless, the indicator does measure students’ perceptions of whether technology strategies and tools support their learning. The indicator of achievement is set at 85% to take into account the wide range of expectations and students’ aptitude for technology as they enter the college. The indicator is measured by a representative sample survey of the student body once every two years.

Objective AE5 – Engage faculty, administrators, and staff in professional development experiences that enhances student learning.

AE5.1 Indicator	Indicator of Achievement
Percent of faculty/staff (adjuncts included) who participate in professional development activities – beyond the required professional development activities – related to universal design; challenging systems of power, privilege, and inequity; active learning strategies; and guided pathways.	Clark's % = 100%

Objective AE5, Professional Development, Measurement Rationale: The 2015-2020 Strategic Plan was transformational. The plan directed the college community to change its focus from expecting students to be college-ready to expecting the college to become student-ready. In order to make this significant change, employees must understand the reasons for and the scope of the shift. Therefore, this indicator focuses the college to invest in the necessary professional development specifically designed on the key components of that transformation. The indicator is measured by tracking employee participation in professional development opportunities.

Objective AE6 – Align curriculum with learning outcomes and apply outcomes assessment evidence to continually advance student learning.

AE6.1 Indicator	Indicator of Achievement
Percent of program and course learning outcomes that have established learning targets.	Clark's % = 100%

Objective AE6, Outcomes Assessment, Measurement Rationale: Student learning is at the heart of Clark's Strategic Plan. Therefore, in order to assure students are learning within courses and programs, the courses and programs must have established learning targets and assess learning for those targets. Clark has a well-developed system of student learning outcomes assessment and this indicator is the most foundational expectation of this system. This indicator is measured within the required annual reporting of assessing and improving curriculum based on assessment findings.

AE6.2 Indicator	Indicator of Achievement
Percent of programs that have mapped the courses to the program learning outcomes.	Clark's % = 100%

Objective AE6, Outcomes Assessment, Measurement Rationale: Clark's primary strategy for mission fulfillment is guided pathways. The key component to guided pathways is having coherently designed educational programs that optimize student learning. The college, specifically faculty, must ensure that every course is deliberately selected, appropriately sequenced, and rigorously assessed as part of a continuous cycle of curricular and structural improvement that will result in students' mastery of the program learning outcomes.

Social Equity

Mission Alignment: The [Clark College 2015-2020 Strategic Plan](#) requires the college to provide the conditions that improve educational outcomes and eliminate systemic disparities among all groups. The college's strategic plan established the expectations that all students are prepared for life and work in a multicultural, diverse, and international society, and that they are exposed to a variety of beliefs, cultures, and differences as a catalyst for intellectual growth while challenging the systems of power, privilege, and inequity. The core theme, Social Equity, directs the college's work to provide the conditions that improve educational outcomes and eliminate systemic disparities among all groups.

Description: The *Clark College 2015-2020 Strategic Plan* unites all members of the college to support student learning and to become student ready. In order to fulfill this renewed purpose, the college must address its role –on both a micro and macro level – in social equity. The only way to eliminate systemic disparities in educational outcomes is to challenge systems and mitigate consequences of power, privilege, and inequity. This core theme explicitly recognizes, facilitates awareness of, and addresses patterns of social inequity at Clark College. This desire for equity is reflected in its definition and vision at Clark College and is based on several assumptions:

1. Clark College approaches diversity from the standpoint of differences among social groups, not among individuals. For example, while the presence of a variety of psychologically diverse attributes, such as personality or individually based values, are critical to our institutional development, these are not the areas specific to social inequity in which groups of people systemically experience inequitable treatment and institutional barriers to success.
2. Social groups are marked by socially created differences in power, privilege, and access. Approaches to social difference, social identity, social location, and social inequity call for appreciation of the multiple, complex, fluid, and cross-cutting aspects of social identities, and awareness that the inequities experienced by any and all disadvantaged groups warrant attention and collective efforts towards remedy (Adams et al., 2013).
3. Fostering social equity requires purposeful, institutional-level change. Individual-level strategies by themselves cannot create and sustain a diverse college community.
4. The terminology used in the strategic plan replaces “historically disadvantaged” with the title “systemically non-dominant” to bring the attention to the current systems of oppression and address the way oppression manifests today. For purposes of this core theme, systemically non-dominant groups refer to groups of people outside the dominant group within systems of oppression. Systems of oppression provide benefits and assets for members of specific groups. The recipient groups are referred to as dominant groups because such advantages grant impacting levels of power, privilege, and status within social, economic, and political infrastructures of a society (Jenkins, 2015).

Objective SE1 – Accessible and Inclusive Environment: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.

SE1.1 Indicator	Indicator of Achievement
Percent of degree-seeking systemically non-dominant students who complete a degree or certificate within 150% of expected time.	Clark's % = Whichever is higher: \geq 40% or equal to or higher than systemically dominant students.

Objective SE1, Accessible and Inclusive Environment, Measurement Rationale: One of the six mission fulfillment outcomes is to eliminate systemic disparities in educational outcomes. Completion of a degree or certificate – which is the degree- or certificate-seeking students' goal – is the direct indicator of making sure students from systemically non-dominant groups achieve their goals equitably. The indicator keeps

the college focused on the outcome and the objective provides a framework to achieve the outcome. Moreover, the [Social Equity Plan](#) identifies the strategies the college has determined will provide the conditions for students from systemically non-dominant groups to achieve their goals equitably.

SE1.2 Indicator	Indicator of Achievement
Percent of students who agree that course materials are accessible for all students.	Clark's % = 85%

Objective SE1, Accessible and Inclusive Environment, Measurement Rationale: Accessibility of course materials is a requirement for students to be successful. Clark has policies and procedures in place that require course materials to be universally designed. While the policies and procedures focus on students with disabilities, accessibility is also a perception that can disproportionately impact students victimized by oppression. Therefore, this indicator measures students' perceptions of course materials – measuring whether the college's course materials are student ready and accessible for all.

Objective SE2 – Intercultural Competency: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.

SE2.1 Indicator	Indicator of Achievement
Percent of employees who engage in professional development to understand and challenge systems power, privilege, and inequity.	Clark's % = 100%

Objective SE2, Intercultural Competency, Measurement Rationale: Intercultural competency is necessary to challenge systems of power, privilege, and inequity as well as to create and sustain the conditions that produce equitable outcomes. In order to create these conditions, employees from all levels need to be able to evaluate the cultural relevancy of our environment, policies, and practices for students from all backgrounds.

SE2.2 Indicator	Indicator of Achievement
Percent of students who agree they know how to evaluate the influence of power, privilege, and inequity within the context of their educational program.	Clark's % = 85%

Objective SE2, Intercultural Competency, Measurement Rationale: While this indicator is an indirect measurement of intercultural competency for students, it does measure whether students are aware of the expected learning outcome related to analyzing the influence of power, privilege, and inequity. Understanding systems of power, privilege, and inequity comes only when students are exposed to different cultures and how the consequences of oppression shape others' perceptions and interactions with people from different cultures.

SE2.3 Indicator	Indicator of Achievement
Percent of college's degrees with a PPI learning outcome.	Clark's % = 100%

Objective SE2, Intercultural Competency, Measurement Rationale: The [Clark College 2016-2021 Academic Plan](#) calls for each degree program the college offers to have a learning outcome associated with preparing students to analyze power, privilege, and inequity. This indicator is a preliminary indicator and, once achieved, will be revised to state that “80 percent of students in all degree programs will be able to demonstrate their ability to analyze systems of power, privilege, and inequity.”

Objective SE3 – Retention and Hiring: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.

SE3.1 Indicator	Indicator of Achievement
Percent of full-time employees from systemically non-dominant groups is equal to or higher than the student population (race, gender identity, disability, and sexual orientation).	Clark’s Employee % = Clark’s Student %

Objective SE3, Retention and Hiring, Measurement Rationale: The intent of this indicator is to make sure that Clark College students who identify as a person from systemically non-dominant race, gender identity, disability status, and sexual orientation find people like them so they can connect, be supported, and be understood within their specific culture and experiences. Accomplishing this expected outcome will strengthen the college’s ability to provide the conditions that are relevant and relatable to students within their cultural context.

SE3.2 Indicator	Indicator of Achievement
Percent of students who agree with the metric based on the following two items: 1) I can identify with my instructors and 2) I can identify with college employees.	Clark’s % = 85%

Objective SE3, Retention and Hiring, Measurement Rationale: Similar to the intent of the SE3.1 indicator, this indicator measures whether students are understood and can connect with instructors and other employees. Their comfort in this regard is especially important because research in higher education associates students’ relationships with faculty members especially, but also other employees, as a significant positive predictive factor for student success.

SE3.3 Indicator	Indicator of Achievement
Fall-to-fall retention of systemically non-dominant degree- or certificate-seeking students.	Clark’s % = 60% and/or equal or greater than systemically dominant students

Objective SE3, Retention and Hiring, Measurement Rationale: The purpose of the strategic plan’s ninth objective is to provide the human connections and conditions for students from systemically non-dominant groups to be more successful. A primary indicator that measures the effectiveness of those conditions is that students from systemically non-dominant students will return the next year to complete their educational goals with the college.

Economic Vitality

Mission Alignment: Economic vitality is a core theme needed to make sure students are guided to achieve their educational and professional goals. The college focuses its work in this area on three components of economic vitality: 1) aligning educational programs to workforce needs, 2) making the college affordable, and 3) sustaining fiscal stability. Clark works to make sure that the programs are aligned and continuously improved to serve the workforce needs resulting in gainful employment for students once they leave Clark College or after they successfully complete higher credentials at a baccalaureate institution. The college also focuses on improving its affordability to students by designing programs and educational experiences that allow students to use their time at Clark most effectively – thereby reducing student loan debt and opportunity costs. Finally, in order to adequately support student learning and success – to become ready for each individual student – the college strives to be fiscally responsible so that investments and innovation can be made.

Description: 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 through short-term training programs and career and technical programs, in both credit and noncredit instruction. Moreover, the college is redesigning all of its educational programs, including the transfer programs, within the guided pathways framework with the ultimate goal of meaningful and gainful employment.

Objective EV1 – College Affordability: Improve college affordability by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.

EV1.1 Indicator	Indicator of Achievement
Amount of average loans taken out annually	Clark's Average Annual Loan Amount < \$2,500

Objective EV1, College Affordability, Measurement Rationale: Clark wants students to accrue as little debt as possible. The college and the Clark College Foundation implement debt reduction strategies that include scholarships, institutional hires, and coherent degree designs to decrease the chance that students will pursue unnecessary credits or spend more time than needed at Clark.

EV1.2 Indicator	Indicator of Achievement
Percent of students receiving opportunities to reduce cost of education (i.e., scholarships, financial aid grants, waivers, and special programs that reduce the cost of education)	Students receiving opportunities to reduce cost of education > 50%

Objective EV1, College 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 to increase both the opportunities and the number of students utilizing the opportunities to reduce the cost of education.

EV1.3 Indicator	Indicator of Achievement
Percent of students who agree that the college has created	80% of the student responses will agree with the following: 1) I have the skills and knowledge to make informed decisions with my financial resources; 2) I know what classes I need to complete my degree; 3) I know

an educational experience that is affordable (as measured by the Student Experiences Survey)	how long it will take to earn my certificate or degree; 4) I know the certificate or degree(s) I need for my preferred career; 5) I have the information I need about financial resources to complete my educational goals; 6) I have access to financial resources, including financial aid and scholarships, to complete my educational goals; 7) I have access to purchase, rent, or borrow the textbooks and course materials required for my classes; 8) Clark College is committed to making college affordable for all students.
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Objective EV1, College Affordability, Measurement Rationale: Because this indicator focuses on students' agreement with aspects of college affordability, this indicator measures accessibility indirectly. Nevertheless, the indicator does measure students' perceptions of the many aspects of making college affordable within the framework of guided pathways.

Objective EV2– Aligning Programs and Need: Align program offerings with regional workforce needs to include technical and work-readiness skills.

EV2.1 Indicator	Indicator of Achievement
Percent of discrepancies in alignment between educational programs and regional labor market are addressed in feasibility subgroups with recommendations to VPI	Clark's % = 100%

Objective EV2, Aligning Programs and Need, Measurement Rationale: The college annually reviews the alignment between its existing programs and workforce needs. Through analysis, the college identifies occupations that are not being served by the colleges throughout the Portland-Vancouver metropolitan area. Once these occupations are identified, the college convenes a subgroup to look at the feasibility of creating a program to meet the needs. This indicator was selected to keep the college on track for this type of regular and systematic analysis of programs.

EV2.2 Indicator	Indicator of Achievement
Percent of programs that are identified as preparing graduates for high-demand occupations	Clark's % \geq 80%

Objective EV2, Aligning Programs and Need, Measurement Rationale: The college has set up processes as outlined in the *Clark College 2016-2021 Academic Plan* to ensure that the educational programs prepare students for high-demand occupations. This indicator measures the progress toward aligning programs with the high-demand workforce needs.

Objective EV3 – Partnerships: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships.

EV3.1 Indicator	Indicator of Achievement
Percent of educational programs that have reported partnerships	Clark's % = 100%

Objective EV3, Partnerships, Measurement Rationale: Clark College's program improvement process outlines the multiple indicators of the program's success. One such indicator is that partnerships are established and utilized as described in the twelfth objective. When programs come up for review, these partnerships are identified as a part of the review process.

EV3.2 Indicator	Indicator of Achievement
Percent of workforce-development focused grant applications submitted that require regional partnerships	Clark's % \geq 50%

Objective EV3, Partnerships, Measurement Rationale: To identify emerging workforce needs, Clark College relies on its partnerships in business and industry. Joint projects strengthen our bonds with partners and clarify mutual goals. Collaborating with area partners increases the quality of the grant proposals that Clark College submits, the likelihood of acquiring those grants, the interest of employers in Clark's students prior to their graduation, and, ultimately, the benefits provided to students during and after their education at Clark.

EV3.3 Indicator	Indicator of Achievement
Percent of degree and certificate program advisory committees that have executive-level industry leader members	Clark's % = 100%

Objective EV3, Partnerships, Measurement Rationale: Executive-level industry leaders provide the vision and put the resources into place to achieve the vision for the regional workforce. This type of vision is essential for the continuous improvement of the college's programs and, therefore, Clark College seeks to have at least one executive-level member on each of the college's advisory committees.

Objective EV4 – Return on Investment: Maximize the college's return on investment by responsibly allocating available resources.

EV4.1 Indicator	Indicator of Achievement
Percent of funded initiatives that have a measureable business plan	Clark's % = 100%

Objective EV4, Return on Investment, Measurement Rationale: Clark College recognizes the importance of business plans due to the significant transformations occurring (e.g., guided pathways and changing the student, finance, and personnel management systems) regarding timeline, processes, and expected outcomes. This indicator tracks the progress toward outlining an implementation plan for the funded components of the transformation, thereby maximizing the college's return on investment.

Objective EV5 – Leverage Resources: Leverage resources to create and sustain future innovations.

EV5.1 Indicator	Indicator of Achievement
Total grants and contracts funds expended and Clark College Foundation's philanthropic contributions received in a biennium	Clark's total amount of grants and contracts funds expended and the philanthropic contributions increased from previous biennium.

Objective EV5, Leverage Resources, Measurement Rationale: Clark College approaches acquiring new resources and utilizing existing resources as a way to create and sustain future innovations. Acquiring additional resources, as outlined in this indicator, requires investment. This investment is a primary way to leverage resources to fund future innovations. The college should expect to see an increase in funds and other support derived from grants, contracts, and philanthropic efforts each biennium.

Environmental Integrity

Mission Alignment: Environmental Integrity is one the four core themes of the [Clark College 2015-2020 Strategic Plan](#). Specifically, this theme directs the college to “facilitate student learning by providing the conditions that continually improve the college’s physical, virtual, and social environment.” This charge acknowledges that our shared outcome of student learning is influenced to a large extent by the environments in which learning takes place. In short, high quality learning is impeded by substandard physical and virtual learning spaces as well as an unhealthy social climate.

Clark College must maintain and enhance its infrastructure in order to accomplish the mission of guiding individuals to achieve their educational and professional goals in service to the community. This core theme frames the necessary infrastructure within the context of environmental integrity. The college values environmental sustainability and aims to embed this value within the context of the built and virtual environment. Moreover, environment is likewise affected by the social climate as it provides the conditions for students and employees to do their best work. Clark College emphasizes environmental integrity 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 make all of the college practices environmentally sustainable. Sustainable practices can enhance the college systems, especially in terms of cost savings, minimized depreciation of college facilities, and the reduction of the carbon footprint of Clark College operations. The conditions and tangible built environment where learning occurs encompass both brick-and-mortar buildings and available technology. Physical comfort, climate setting, classroom arrangements, and equipment are all critical elements in creating a physical environment conducive to students’ meeting course and program learning outcomes (Hiemstra & Sisco, 1990). Moreover, the built environment influences both the cognitive and social dynamics that contribute to learning.

Considerations of the physical settings in which Clark College situates learning, therefore, must emphasize accessibility and adaptability in order to foster inclusiveness. Bolted-down desks and non-compliant technologies might do more than just inhibit students’ interactions with course material; inhospitable classrooms or campus spaces might lead to undue hardships for, or outright exclusion of, groups of students. At the same time, the college recognizes the importance of incidental learning when reconsidering our physical surroundings. Creating inviting gathering spaces, both physical and virtual, – in which students, faculty, and staff might interact with one another – is a crucial strategy in promoting an inclusive and sustainable community of learners. Beyond the controlled environment of our classroom, unplanned encounters with others with diverse backgrounds and ideas – in lounges, libraries, and eating spaces – have the potential to contribute directly to the learning of every person on campus.

Objective EI1 – Environmental Sustainability: Incorporate environmental sustainability priorities into all college systems.

EI1.1 Indicator	Indicator of Achievement
Improve the Sustainability of Facilities based on a metric provided by completion of the Clark County Green Survey.	Continue to increase score (average score in 2018 is 2.1)

Objective EI1, Environmental Sustainability, Measurement Rationale: Clark County, the location of Clark’s main campus, promotes environment sustainability throughout the county. [One of the county’s initiatives](#) is to have local companies or organizations annually assess their own environmental sustainability practices and submit results to the county. The environmental sustainability areas assessed are energy usage, storm-water, waste and recycling, water and wastewater, messaging to the organization, and use of toxins. For each area there is at least one clear standard by which the college is asked to rate its adherence on a five-point scale. The criteria for compliance with the standard is put into a rubric; if the organization is not meeting the standard, it will be rated as 1 and if the college does more than meet the standard, it will be rated as a 5. All of the scores are averaged. Clark College expects that its average score will increase annually. This indicator was chosen because it effectively measures the effectiveness of the college’s environmental sustainability for discrete standards with criteria.

Objective EI2 – Physical and Virtual Environment: Improve the college’s physical and virtual environment to maximize access and appropriate use of space and technology.

EI2.1 Indicator	Indicator of Achievement
Percent of students who agree that the college has physical and virtual environments supportive of learning	80% of the student responses will agree with the following: 1) Learning environments are designed to contribute to learning, 2) Learning environments demonstrate the college’s commitment to the student and their learning, 3) Online learning environment is well-organized and easy to navigate.

Objective ES2, Physical and Virtual Environment, Measurement Rationale: Although student perception is an indirect measure of whether the college achieved this outcome, it is important to determine if students feel that the learning environments are conducive to their individual learning.

EI2.2 Indicator	Indicator of Achievement
Percent of classes offered through eLearning modalities	Current Year % > Previous Year %

Objective EI2, Physical and Virtual Environment, Measurement Rationale: Increasingly, Clark students need more options for courses offered in eLearning modalities. The college has determined this through student surveys; the annual increase the numbers of online courses for more than a decade; and the fact that online and hybrid classes fill faster, on average, than face-to-face classes. To meet this need, the college must continue to offer online and hybrid classes (i.e., classes in eLearning modalities) to meet the needs of the students.

Objective EI3 – Social Environment: Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions.

ES3.1 Indicator	Indicator of Achievement
Percent of students who agree that the college has an environment of mutual respect, collaboration, clear communication, and inclusivity	The average score of student responses will be 4.0 or higher (scale: 1=strong disagree and 5=strongly agree) cumulatively with the following: Mutual Respect: 1) People at Clark College respect and support one another and 2) Most of my instructors genuinely care about my success in their courses; Collaboration: 3) Most of my classes at Clark College require me to cooperate in groups to explore course material and 4) Clark College has contributed to working effectively with others; Clear Communication: 5) Employees make sure I get to the right place when I need to find information or resolve an issue and 6) During my first quarter at Clark, I received the information and services I needed to be a successful student; and Inclusivity: 7) I feel accepted and included as part of the Clark College community and 8) Clark College’s campuses are accessible and welcoming for all students, including students with disabilities.

Objective EI3, Social Environment, Measurement Rationale: The Student Experiences Survey is an internally developed and administered survey that allows the college to measure students’ experiences directly related to the college’s expectations. This objective is dependent on students’ perceptions of mutual respect, collaboration, clear communication, and inclusivity which are defined and operationalized by Clark College.

ES3.2 Indicator	Indicator of Achievement
Percent of employees who agree that the college has an environment of mutual respect, collaboration, clear communication, and inclusivity	The average score of student responses will be 5.0 or higher on a 7-point scale (scale: 1=strong disagree and 7=strongly agree) cumulatively with the following: Mutual Respect: 1) Employees are expected to treat each other with respect and 2) Overall, Clark College provides an environment conducive to the open discussion of issues; Collaboration: 3) Areas and departments throughout the college work cooperatively and 4) When other areas and departments across the college make decisions that impact my work, I am able to offer input before the decision is made; Clear Communication: 5) I am well informed about what is happening at Clark College and 6) Criteria by which decisions are made are clearly communicated; and Inclusivity: 7) I feel accepted and included as part of the Clark College community and 8) My work area provides an environment that is welcoming for employees from systemically non-dominant groups.

Objective EI3, Social Environment, Measurement Rationale: The Clark College Climate Survey is an internally developed and administered survey that allows the college to measure employees’ experiences directly related to the college’s expectations. This objective is dependent on employee’s perceptions of mutual respect, collaboration, clear communication, and inclusivity which are defined and operationalized by Clark College.



Standard Two Resources and Capacity

Standard 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 (NWCCU).

Eligibility Requirement #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 guiding individuals to achieve their educational and professional goals. Moreover, Clark College has the operational independence and capacity to meet NWCCU's standards and eligibility requirement.

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 on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal. The college engages in meaningful educational opportunities, dialogue, recruitment, and retention strategies to support and enhance diversity as experienced by all students and employees.

Eligibility Requirement #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 417.030 and Board of Trustees 100.B30/103.B35 policies.

Eligibility Requirement #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.

Eligibility Requirement #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 adopted by the Board of Trustees. Neither the college president nor any other executive officer of the institution chairs the Board of Trustees.

Eligibility Requirement #9—Administration:

Clark College employs a sufficient number of qualified administrators. These administrators have a clearly defined scope of responsibility, defined by their position descriptions. Administrative employees of the college meet all qualifications and have the appropriate level of education to effectively lead and manage the institutional functions. Administrators work collaboratively across functions to fulfill the college's mission and accomplish its core theme objectives.

Eligibility Requirement #10—Faculty:

The college employs a core of [professionally qualified, full-time faculty](#), adequate in number and qualifications to achieve the educational mission and core theme objectives 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 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.

Eligibility Requirement #11—Educational Programs:

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; are of sufficient content, length and rigor; and make effective 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 four core theme councils.

Eligibility Requirement #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.

Eligibility Requirement #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.

Eligibility Requirement #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, which are directly linked to both the college's Strategic Plan and to the Washington State Board for Community and Technical Colleges' (SBCTC) facilities and capital projects funding processes. Clark College also engages in information technology planning for the college, which is directly aligned with and in support of the college's Strategic Plan. SBCTC provides the technological management systems to support students, payroll, finance, and human resources.

Eligibility Requirement #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.

Eligibility Requirement #16—Admissions:

The college is an open [admissions](#) institution, with selective eligibility and special admissions procedures for some programs, including [Nursing](#) and [Dental Hygiene](#). Admission requirements are published in the college catalog, and adherence to these policies is monitored through Student Affairs.

Eligibility Requirement #17—Public Information:

The college annually publishes an electronic [catalog](#) 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.

Eligibility Requirement #18—Financial Resources:

The college maintains a stable funding base, [a budget development process](#) that supports institutional mission and objectives, a balanced budget, and a limited level of debt.

Eligibility Requirement #19—Financial Accountability:

Clark College is audited by the Washington State Auditor's Office as mandated. The most recent audit—completed in [December of 2017](#)—focused on grants, contributions, and expenditures. No findings or management letters were issued. The college complies with all federal, state, OFM, and Governmental Accounting Standards Board (GASB) requirements. All audit results are reported to the president and the Board of Trustees.

Eligibility Requirement #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 to carry out its evaluation and accreditation functions.

Eligibility Requirement #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 adopted. Various aspects of these roles and responsibilities are articulated in multiple resources available in many formats. Significant effort has been made by the college 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) and to articulate that alignment in 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 role 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 [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 [Clark College 2015-2020 Strategic Plan](#), where one of the college's stated values is Shared Governance: Clear communication, inclusive consultation, and respectful consideration of multiple perspectives guide decision-making throughout the college. The college also has a college-wide

objective to support the core theme Environmental Integrity that identifies the commitment to “integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions.”

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, some employees have misinterpreted shared governance as shared decision-making. The college continues to reinforce that shared governance is not 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 Winter 2017 college-wide [Employee Climate Survey](#), 79% of the employee respondents reported that their supervisor considers their input. Clark College engages in these processes in many ways, some of which are identified below:

Shared Governance Committees/Groups and Responsibilities

<u>Committee/Group</u>	<u>Responsibilities</u>
Academic Excellence Council	<p>Core theme councils are responsible for the following within the context of mission fulfillment outcomes and strategies, core theme objectives, and college programs and services:</p> <ul style="list-style-type: none"> Evaluate indicators of achievement, mission fulfillment outcomes, and college practices related to the core theme objectives. Develop and provide appropriate recommendations of strategies that improve programs and services to the college’s leadership teams, especially the President’s Executive Cabinet, based on the findings of the evaluation. Assist with establishing a process for annual budget development and reviews budget projections
Social Equity Council	
Economic Vitality Council	
Environmental Integrity Council	
Instructional Council	Makes recommendations to the Vice President of Instruction about instructional programs, resources, and planning
Student Affairs Council	Discusses and makes recommendations to the Vice President of Student Affairs regarding 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.
Clark College Association of Higher Education (CCAHE) President, CCAHE Vice President, Vice President of Instruction, and College President – meet monthly	Discusses issues impacting faculty and the college.

Shared Governance Committees/Groups and Responsibilities (Cont.)

<u>Committee/Group</u>	<u>Responsibilities</u>
Clark College Washington Public Employee Association (WPEA) job stewards and college administration – meet monthly	Meets to provide communication between the parties and promote constructive, meaningful, and cooperative labor-management relations.
Penguin Roundtable	Solicits input on college issues as well as provides training.
Associated Students of Clark College (ASCC) and Executive Cabinet – meet quarterly	Discusses issues of concern, provides student input in decision-making, and builds stronger working relationships with Executive Cabinet mentors.
Quarterly President’s Open Dialogue – meet intermittently	Provides announcements on matters that impact the college and responds to questions from the college community.
CCAHE Vice President, CCAHE President, Associate Vice President of Human Resources, and Vice President of Instruction – meet weekly	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 [SBCTC](#) governs the Washington State public community and technical college educational system. Clark College is one of the 34 community and technical colleges within the 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 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 district and, therefore, the college president is responsible for all other decisions. The president delegates authority for specific matters. The delegated authorizations are 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. Compliance with accreditation standards and eligibility requirements is ensured through analysis of policies and procedures; compliance is emphasized throughout department improvements made to programs and services.

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 by 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 associate dean of instructional operations.

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 is monitored to ensure accreditation standard compliance by the [president's Executive Cabinet \(EC\)](#).

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.50.140](#). 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 August 2018.

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
Royce Pollard, Chair	Former Mayor of Vancouver	2016 - 2021
Jane Jacobsen, Vice Chair	Gramor Development and the City of Vancouver	2016 - 2019
Jack Burkman	Former Vancouver City Council Member	2013 - 2018
Rekah Strong	Educational Opportunities for Children & Families	2017 - 2022
Jada Rupley	Clackamas Education Service District	2015 - 2020

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, as mandated 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 2018. The Board of Trustees plans to [review their policies and procedures](#) every two years.

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 the board "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, the board formally reviews the [college's scorecards](#) monthly—one scorecard for each of the six mission fulfillment outcomes. The scorecards also include timely updates to selected indicators of achievement that the board has identified as critical. The board also reviews reported progress the college's mission fulfillment strategies as included on the scorecards and in the monthly [President's Report](#). These annual mission fulfillment strategies are developed to address the most critical gaps as revealed by the indicators of achievement and the mission fulfillment outcomes.

During its annual retreat, the Board of Trustees develops goals for the college president based on the annual mission fulfillment strategies as well as progress toward the mission fulfillment outcomes, linking the board's agenda with the strategic plan. The board also uses this retreat to review the progress the college has made in implementing the mission fulfillment strategies.

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. The Board [uses materials](#) prepared by the college to evaluate the performance. Every three years, the Board of Trustees conducts a 360° evaluation process of the president. This process includes an anonymous community survey to 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 core theme objectives. The three typical agenda items (i.e., evaluation of president, [self-evaluation of the board](#), and evaluation of the college's progress toward mission fulfillment) are data-informed, utilizing the college's scorecards. 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; Information Technology Services; Planning and Effectiveness; Communications and Marketing; Economic and Community Development; and Diversity, Equity, and Inclusion. 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.

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 [scorecards](#)—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 EC is the Administrative Services Leadership Team, Instructional Council, and the Student Affairs Council. The appropriate members of EC lead the second tier 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: the [Clark College Association for Higher Education](#) and the [Washington Public Employees Association](#).

All stakeholder groups are represented at the college's four core theme councils, which make 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 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; Chief Information Officer; Associate Vice President of Planning And Effectiveness; Associate Vice President of Diversity, Equity, and Inclusion; Vice President of Human Resources and Compliance; Vice President of Economic and Community Development; and the Clark College 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 Associate Dean of Instructional Operations, program directors who report to the deans, and the 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, and 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. At the monthly meeting, the vice president also shares information and decisions from EC, the 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

Title	Name	Qualifications/Experience
<u>President</u>	Robert Knight	Executive MBA, Golden Gate University 30 years in Leadership
<u>Vice President of Instruction</u>	Sachi Horback	PsyD, Chesnut Hill College 15+ years Higher Education/Leadership
<u>Vice President of Administrative Services</u>	Bob Williamson	M.A., Western Washington University 31 years Education/Leadership
<u>Vice President of Student Affairs</u>	William Belden	M.Ed., Western Washington University 23 years Higher Education/Leadership
<u>Vice President of Human Resources and Compliance</u>	Stefani Coverson	M.A., Washington State University 17 years of Human Resource Leadership
<u>Vice President of Economic and Community Development</u>	Kevin Witte	M.B.A., University of Michigan 30+ years Executive Leadership
<u>Director of Operations and Risk Management and Interim – Associate Vice President of Diversity, Equity, and Inclusion</u>	Rashida Willard	M.B.A., Concordia University 19 years Risk Management
<u>Associate Vice President of Planning & Effectiveness</u>	Shanda Diehl	M.P.H., University of Washington 19 years Higher Education/Leadership
<u>Chief Information Officer</u>	Valerie Moreno	B.S., DeVry University 30+ years IT Leadership
Interim Director of Communications & Marketing	Hannah Erickson	B.A., Macalester College 10 years Leadership
<u>Director of Planning and Grant Development</u>	Julie Robertson	M.P.H., M.S.W., Portland State University 10 years Planning, Grant Development, Evaluation

Lead Administrators (Cont.)

Title	Name	Qualifications/Experience
<u>Director of Business Services</u>	Sabra Sand	B.A., Washington State University 12 years Leadership
<u>Director of Facilities Services</u>	Tim Petta	Avis Contractor's License School 27 years Construction and Maintenance
<u>Director of Security & Safety</u>	Mike See	M.S., Kaplan University 20 years Management/Leadership
<u>Dean of Social Sciences & Fine Arts</u>	Miles Jackson	M.S., University of Washington 30 years Higher Education/Leadership
<u>Interim Dean of Libraries and Academic Success Services</u>	Korey Marquez	M.A. Portland State University 22 years Higher Education/Leadership
<u>Dean of Basic Education, English, Communications & Humanities</u>	Jim Wilkins-Luton	M.A., Gonzaga University 26 years Education/Leadership
<u>Dean of Business & Health Sciences</u>	Brenda Walstead	Ed.D., Walden University 22 years Higher Education/Leadership
<u>Dean of Science, Technology, Engineering & Mathematics</u>	Peter Williams	Ph.D., Oregon State University 29 years Higher Education/Leadership
<u>Dean of Workforce & Career Technical Education</u>	Genevieve Howard	M.A., California State University 15 years Higher Education/Leadership
<u>Director of the Teaching & Learning Center</u>	Judith Hernandez Chapar	Ph.D., Oregon State University 10 years Higher Education
<u>Dean of Student Enrollment</u>	Selena Castro	Ph.D., Washington State University 16 years Higher Education/Leadership
<u>Dean of Student Engagement</u>	Cathleen "Cath" Busha	M.S.W., Arizona State University 25 years Education/Leadership
<u>Director of Advising Services</u>	John Maduta	M.S., Warner Pacific College 7 years Higher Education/Leadership
<u>Director of Athletics</u>	Christopher Jacob	MA, University of Albany 10 years Leadership
<u>Director of Career Services</u>	Edie Blakley	Ed.M., Oregon State University 22 years Education/Leadership
<u>Director of Disability Support Services and ADA Compliance Officer</u>	Megan Jasurda	M.Ed., Portland State University 10 years Higher Education/Leadership
<u>Director of Enrollment Services/Registrar</u>	Mirrandra Saari	M.Ed., Concordia University 17 years Higher Education/Leadership
<u>Director of Financial Aid</u>	Chitpasong "Chippi" Bello	M.S., Portland State University 20+ years Higher Education/Leadership
<u>Director of International Programs</u>	Jane Walster	M.S.W., University of Washington 6 years Higher Education/Leadership
<u>Director of Services for Children and Families</u>	Michele Volk	B.S., Warner Pacific 32 years Education/Leadership
<u>Director of Student Life</u>	Sarah Gruhler	M.Ed., Seattle University 12 years Higher Education/Leadership
<u>Director of Workforce Education Services</u>	Armetta Burney	M.B.A., Cardinal Stritch University 10 years Higher Education/Leadership
<u>Interim Director of Student Care</u>	Natalie Shank	Ed.D., George Fox University 18 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 support one or more core theme objectives and to align work within the college's mission. Moreover, these teams across the college function to coordinate and unite the work performed within each department to achieve the core theme objectives.

Administrators lead the work throughout the college in alignment with the institution's mission core theme objectives, and annual mission fulfillment strategies. This work is recorded in Strategic Planning Online (SPOL). Each core theme objective plan identifies the annual strategies and indicators of achievements for each objective. Through the annual evaluation process, administrators identify what activities are needed for the subsequent year to bring the college closer to mission fulfillment. The strategies are presented to their respective leadership groups annually. All progress toward the mission fulfillment strategies and core theme objectives are accessible to the public in the [monthly Board of Trustees materials](#).

Collectively, the entire college community annually evaluates Clark College's effectiveness. The evaluation instrument utilized is referred to as the mission fulfillment [scorecards](#). The scorecards present the mission fulfillment outcomes and selected indicators of achievement. The core theme councils monitor progress toward mission fulfillment, review college programs and services within the context of mission fulfillment outcomes, and recommend improvement strategies. Simultaneously, each core theme objective of the strategic plan is assigned to an executive cabinet member. The executive cabinet members review progress and align efforts to implement the annual strategies and improve progress to achieve mission fulfillment. The results of the evaluation toward mission fulfillment performed by leadership, core theme councils, and college departments are used to develop the strategies that are priorities in budget development for the subsequent year.

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 publications. These include the [Clark College Association of Higher Education contract](#), the 300 section of the [Clark College Administrative Procedures](#), the [Clark College Catalog](#), [course syllabi](#), [Clark College Student Handbook](#), [Clark College website](#), [Faculty Handbook](#), and [New Student Orientations](#).

Clark College has a procedure outlining the college's credit hour policy in [administrative procedure 320.001](#). The credit hour policy outlines the number of hours a student should expect to spend in class and in class preparation work. These expectations are based on both the number of credits and type of course. The State Board for Community and Technical Colleges has established rules for how community and technical colleges determine course credit hours. These rules are based on the type of instructor contact hours and the number of weeks in a quarter. "Credit hours" are defined as the unit by which an institution measures its course work. The number of credit hours assigned to a course is defined by the number of hours per week in class and the number of hours per week in out of class preparation. Clark College uses these rules to establish credit hours assigned to each course offered by the college. Credit loads are determined based on the credit hours for which a student enrolls.

A credit hour is an amount of work necessary to achieve the intended learning outcomes, verified by evidence of student achievement, and institutionally established as an equivalency that reasonably approximates not less than:

- a. One hour of classroom (or direct faculty) instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter of credit, or the equivalent amount of work over a different time; or
- b. At least an equivalent amount of work as required in the above paragraph for other academic activities as established by the institution, including laboratory work, internships, practicums, studio work, and other academic work leading to the award of credit hours.

Credit ratios for the three basic categories of instruction, based on a quarter, rather than a semester, system are:

- **Theory:** Students are engaged with faculty and class members in learning theoretical material and/or engaging in activities to apply the theory leading to mastery of course outcomes. Modes of instructional delivery could include, but are not limited to, lecture, small group discussion, guided conversation, demonstration, case studies, role-playing, problem based inquiry, and collaborative activities. Instruction may be a mix of presentation, facilitation, and guided activities, evidenced by frequent ongoing communication between instructor and students. Such activities could take place in a variety of instructional modalities. One credit is generated by one weekly contact hour of instruction or the equivalent amount of work over a different amount of time, and generally requires out-of-class student effort, typically two hours per class hour.
- **Guided Practice:** Students are actively engaged in practicing and mastering skills under the supervision of the instructor. This category of instruction could include but is not limited to, labs, studios, shops, clinical experiences, computer-mediated learning, hands-on projects, or other skill building activities. Instruction may be individualized or group-focused and include skills assessment. Such activities could take place in a variety of instructional modalities. One credit is generated by two weekly contact hours of instruction or the equivalent amount of work over a different amount of time, and may also include out-of-class student effort, typically one hour per two class hours.
- **Field-Based Experience:** Students are engaged in autonomous study or related work activity under the intermittent supervision of the instructor. This mode includes working with or under the direction of professional practitioners and may include preceptorships, co-ops, internships, or service learning activities. Verification of learning outcomes is documented by college faculty in collaboration with professional practitioners. One credit is generated by a minimum of three weekly contact hours of supervised learning experience. Programs may determine that additional hours are needed for the student learning needs. However, only one credit will be generated for enrollment counting purposes as well as the students' transcripts.

All instructional modalities use the credit hour determination provided above. Credit hours for all instructional modalities are determined based on the equivalence of credit hours to the Clark College's traditional face-to-face courses.

Contact hours in online, hybrid, and competency-based classes may vary from more traditional face-to-face classes. Students should demonstrate equivalent learning outcomes regardless of instructional modality.

- **Traditional (face-to-face) Classes:** Students and instructors meet together for a certain number of hours in a classroom and on a regular weekly schedule.
- **Online Classes:** Online classes consist entirely of online elements with no face-to-face component. Some online classes require students to interact with each other, the faculty, and content at specific times, while others are entirely self-paced. The number of credits offered in an online course is based on equivalency of learning outcomes of face-to-face modality.

- **Hybrid Classes:** Hybrid classes combine face-to-face classroom time with online instruction. Students in a hybrid class come to campus at scheduled times and meet face-to-face with instructors and students. Many class activities are conducted online, including class work assignments, discussions, and group projects. The number of credits offered within a hybrid course is based on equivalency of learning outcomes of face-to-face modality.
- **Flipped Classes:** The flipped classroom reverses the traditional educational arrangement by delivering instructional content outside of the classroom, often online. Students spend classroom time actively engaging in concepts to clarify and apply the knowledge, under the guidance of the instructor. The number of credits offered within a flipped course is based on equivalency of learning outcomes of face-to-face modality.
- **Competency-Based Education:** Competency-based education (CBE) allows students to earn credit based on their proven mastery of a subject rather than classroom time. The number of credits offered within a CBE course is based on equivalency of learning outcomes of face-to-face modality. CBE courses are offered within the quarter system. A week of instruction within the CBE courses are any seven-day period in which the institution makes available to the students enrolled in the CBE program the instructional materials and faculty support to enable the student to engage in an educational activity. CBE courses are faculty led with weekly consultations between faculty members and students to discuss academic course content in addition to assessments of learning.

Exceptions are noted in the quarterly schedule (some classes are not scheduled in the usual college class periods.) On the class [syllabus](#), faculty members identify the number of class hours weekly and provide the assignments students will be required to complete. 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 students are 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](#), as listed in the catalog and on the [Credential Evaluation website](#), 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 (WSUV) 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 the bachelor's degree in social work; 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. Additional [agreements and partnerships](#) are maintained with City University, Seattle; Colorado State; Concordia University; Eastern Washington University; Evergreen State College; Portland State University; University of Phoenix; University of Portland - Airforce ROTC; Warner Pacific University; Washington State University Vancouver, 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 college uses multiple measures to assess writing 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:

- Students may utilize the following methods for mathematics:
 - Smarter Balanced scores
 - High School Math Bridge Class
 - Prior COMPASS placement
 - AP placement
 - ALEKS - requires three hours of pre-test review
 - Transfer credits
 - Placement from another Washington State community and technical college to place into math courses at Clark College
- Student may utilize one of the following placement methods for English:
 - Smarter Balanced scores
 - High School English Bridge Class
 - High School GPA-2.75 or higher
 - Prior COMPASS placement
 - AP placement

- English Readiness Assessment: Students respond to an essay prompt, which is then evaluated by English faculty for placement.
- Transfer credits
- Placement from another WA State CTC to place into English courses at Clark College

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 Transitional Studies: CAP, 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 the college's [core themes](#): Academic Excellence, Social Equity, Economic Vitality, and Environmental Integrity. 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 processes and conditions for employment/volunteerism; 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 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 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.

To ensure that new employees benefit from a consistent orientation process, employees, excluding part-time faculty, are required to complete twelve assigned training modules within 30 days of their start date. Online Compliance training modules are offered through a Learning Management System (LMS) called [Higher Ed Works](#) and cover 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. Specifically, training modules are titled as follows:

1. Clark College Policies and Procedures.
2. Disability in the Workplace.
3. Discrimination-Free Workplace.
4. Drug-Free Workplace.
5. Emergency Protocols at Clark College.
6. Ethics in Public Service Act.
7. Hazard Communication.
8. Mandatory Reporting of Child Abuse and Neglect.
9. New Employee Success Training (NEST).
10. Sexual Harassment.
11. Slip, Trips and Falls Prevention.
12. Student Privacy Rights (FERPA).

Each employee receives an email training notification with instructions to access the online course. After an employee successfully completes all twelve modules, trainings will be due on an annual basis (usually September 29 of each year). A record of incomplete and complete training modules is maintained electronically and can be accessed by Human Resources. Throughout the year, incomplete training reports and reminder emails are sent to each employee and their direct supervisor. To ensure compliance with [Fair Labor Standards Act](#) (FLSA), non-exempt employees are instructed to complete training modules only during work hours and are provided time to do so.

Newly benefited permanent employees are also able to attend [New Employee Success Training](#) sessions, which cover the following:

- How to be a Clark College Brand Ambassador.
- Employee Development, how to connect and engage. (Retention)
- 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. (Retention)
- Payroll. (Procedure)
- Security procedures and Information Technology Services.

- Information from the Washington Public Employee Association. (WPEA)
- Strategic Plan.

Offering both online and on-campus new employee training is consistent with Clark College's core theme objective: "Academic Excellence: engage faculty, administrators, and staff in professional development experiences that enhance student learning."

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. New faculty training is also offered annually to provide newly hired full-time faculty with information about college policies, benefit options, and other resources. Faculty job descriptions are published in the CCAHE agreement.

Human Resources publishes [job classification descriptions](#) for college employees (other than faculty) and the [process for requesting classification reviews](#) on the intranet site. Human Resources staff are available to help answer questions in the areas of employment, compensation, benefits, training and development, employee and labor relations, and employee records.

Human Resources publishes [job classification descriptions](#) for college employees (other than faculty) and the [process for requesting classification reviews](#) on the intranet site. 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 a locked room 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 ensure 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 printed publications, the [Clark College Catalog](#), [syllabi](#), and, most commonly, the Clark College [website](#). All mediums are reviewed and updated at least 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](#) 417.030 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. 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 CCAHE. 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 WPEA. 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 procedures 417.031 and 417.032](#). 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 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.

In accordance with the 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 [440.00 section](#) of the Clark College Administrative Policies and Procedures Manual. Consultant/contractor agreements are those services that are considered professional or technical in nature to accomplish a specific study, project, task or other specialized work. Consultant/contractor agreements should be used strictly to meet particular college needs. College departments shall work with Purchasing Services to establish such agreements.

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 September 24, 2014*). 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 *AHE Contract* 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.

[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](#). 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 Clark College [305.000 - Academic Freedom](#) webpage.

Clark College administrative procedure [417.030](#), which accords with [Chapter 42.52 RCW of the Ethics in Public Service Act](#), 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-125-030](#) which 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 1) inspire learners to excel, 2) transform lives, and 3) strengthen the increasingly diverse community while the mission statement recognizes students as individuals within their own cultural context. The Clark College mission statement mandates the college to guide individuals, in service to the community, to achieve their educational and professional goals.

The "[Values of the Clark College Community](#)," presented in the policy on "Diversity and Free Expression," proclaims a learning environment absent of censorship and bigotry. This document commits to 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 2015-2020 Strategic Plan](#) establish foundations for innovative education and development opportunities for all employees. The first core theme, Academic Excellence, is the underpinning for high-quality and innovative education, and stipulates all employees have opportunities for professional development. The core theme Social Equity calls the college to improve the intercultural competency among all community members to eliminate systemic disparities in educational outcomes that improve social equity and social justice.

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

Clark's [administrative procedure 510.090](#) 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.

[*The Code of Student Conduct*](#) ensures students' rights to academic freedom ([WAC 132N-125-030](#)) 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 their utterances. Hence they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not an institutional spokesperson.

[*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 Code of Student Conduct*](#), available on Clark website, 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](#). 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, and administering the annual budget](#). The Board of Trustees receives [monthly budget and expenditure status reports](#), and it reviews and approves the annual operating budget sometime between June and September, depending on when the state legislature passes a budget.

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 debt [of \\$7,765,000, excluding interest, related to an energy efficiency grant and the remodel of our culinary facility](#) and has minimal 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 guides individuals 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 Academic Excellence, Social Equity, Economic Vitality, and Environmental Integrity. Collectively, the work of these qualified employees culminates in students' ability to learn and achieve their educational and professional goals.

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 and 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 as identified below:

- 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 as follows: executive cabinet members bring staffing needs to carry out a function directly supporting an institutional objective, or department/unit leads identify their needs within the context of the mission fulfillment strategies, core theme objectives, and six mission fulfillment outcomes. If the college is not making the expected progress, then the executive of the related programs and services requests resources needed as 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 the requested faculty positions (including tenure-track and non-tenure track) that 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 an online application 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 locked and secured file cabinets in the Human Resources Department. 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 other year, receive a comprehensive evaluation. A comprehensive evaluation includes three components: 1) self-evaluation; 2) evaluation by peers, subordinates, students, or others as designated by the supervisor; and 3) 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 case of administrators, success 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 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 Academic Excellence and the objective, "Engage faculty, administrators, and staff in professional development experiences that enhance student learning," 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.

Human Resources, along with the Teaching and Learning Center (TLC), ensures the college provides all employees with the appropriate opportunities and support for professional development.

There are two essential guides at the college which guide the direction for professional development on campus: [Employee Development](#) and [Faculty Development](#) (the latter of which is led by the Director of the Teaching and Learning Center). Under the direction of Human Resources, Employee Development

leads professional development opportunities for administrative, exempt, classified, and temporary hourly staff. The Faculty Development department leads professional development opportunities for faculty. The two 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.

Employee Development within Human Resources offers a variety of growth and development opportunities for staff and faculty through on-campus trainings, online learning, the [Employee Assistance Program \(EAP\)](#), employee recognition, supervisory training, wellness activities, and professional development funding. In addition, employee development 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. Past training sessions include topics on Drug Free Workplace, the WPEA contract, Equity in Hiring, leadership training, policy and law, just cause and employee discipline, 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 (i.e., Higher Ed Works), 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 are relevant to the employee's job duties.

Faculty Development offers a rich variety of resources and faculty development opportunities designed to support Clark College's mission, core themes, and core theme 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.

The Teaching and Learning Center partners with Outcomes Assessment, [eLearning](#), the [Office of 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.
- Classified employees can also access an additional \$500 of funding from the classified staff professional development fund.

Clark College is able to provide many opportunities specifically for administrative and exempt employees because of its membership with the [Community and Technical College Leadership Development Association \(CTCLDA\)](#), a professional development organization for college leaders of publicly-funded community and technical colleges in Washington State. Clark College professionals are encouraged to attend conferences sponsored by CTCLDA, 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. Clark College annually sends executive leaders to the [Washington Executive Leadership Academy \(WELA\)](#) that provides year-long and in-depth training and mentorship to become a vice president or president. Supervisory staff members are also encouraged to attend many of the supervisory trainings offered by the college, located in the region, and sponsored by the Washington State Board for Community and Technical Colleges.

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 contractual agreements with the Clark College Association of Higher Education (CCAHE) regarding 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 those made for 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 Transitional Studies, 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, Program Improvement Process Committee, Associate of Arts (AA) Advisory Committee, and tenure review committees. Faculty members also serve on the college's core theme councils and guided pathways pillar workgroups, which are important vehicles for shared governance.

The college's educational objectives, academic policies, and the integrity and continuity of academic programs are addressed primarily 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 composed predominantly of faculty members as specified in the collective bargaining agreement.

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 components of program review. Most committee members are faculty.

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 made up predominately of faculty members as specified in the collective bargaining agreement.

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 in which there is 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 that faculty oversee 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 specifies 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 in the collective bargaining agreement. Workload is a composite of many factors and may include contact hours, office hours, number of class preparations, assessment of student learning, 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 work 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 they are 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 methods—consistent with the Tenure Review Oversight Committee rules and appropriate for the discipline or program—of evaluating the performance of each probationer and advises each probationer, in writing, at least quarterly of the probationer's progress. The consistency of the tenure process among probationers is overseen by the Tenure Review Oversight Committee, as described in the collective bargaining agreement. The tenure-review committee recommends tenure or termination 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 feedback and observations; 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 areas for improvement, if needed. 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 in need of improvement. The instructional dean or supervisor then reviews both the faculty professional development plan and the individual's 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 annually 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 assessments used to evaluate other non-tenured or tenure-track faculty members (e.g., full-time temporary faculty and adjunct). 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 guide individuals to achieve their educational and professional goals, and consistent with core themes, Clark College offers baccalaureate-level and 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 for a terminal Associate of Arts [AA] degree from those for a transfer AA degree because internal 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 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 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 biological sciences, chemistry, earth science, environmental/resources sciences, and geology in preparation for transfer to a baccalaureate institution;
- Associate in Science Transfer 2 (AST-2) degree: completion of a program of study in computer science, atmospheric science, engineering, and physics 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:

- Bachelor of Applied Science (BAS): completion of an applied baccalaureate program in a career-technical area with ability to transfer to graduate-level programs of another institution;

- Associate in Applied Science (AAS) degree: completion of an applied program of study in a career-technical area;
- Associate in Applied Science—Transfer (AAS-T) degree: completion of an applied 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 [Transitional Studies](#), 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.

The Transitional Studies department offers opportunities to earn a high school diploma, take the GED test, learn English, or gain skills to be college or work ready. The department includes the following:

- [Adult Basic Education](#) (Career and Academic Preparation (CAP))
- [English as a Second Language](#)
- [High School 21+ Program](#)
- [Adult Diploma Program](#)
- [General Educational Development Preparation \(GED\)](#)
- [I-BEST](#)
- [Transitional Studies Tutoring Center](#)

Through integrated processes, Clark College ensures that all degree and certificate programs are composed 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. The Instructional Planning Team (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, consisting primarily of faculty members,

has three 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; 2) it supports the development and assessment of course learning outcomes; and 3) it assists in the Program Improvement Process to ensure programs are closing the loop and improving based on assessment feedback. Currently, there is a college initiative for instructional departments to formally review course-level outcomes and link them to the appropriate program-level learning 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](#), including baccalaureates of applied science. 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 [substantive changes 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 and revised [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. PIP was revised in 2016-2017 to include new indicators of academic excellence as outlined in [Goal 2 of the academic plan](#).

Program review begins each fall when the Program Improvement Process (PIP) Committee 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 is updated annually and is available to program faculty members and administrators on the Clark College intranet.

In addition to the virtual notebook data, the PIP Committee reviews the following information from the Clark College Academic Plan: identification of entry (including pre-college) paths; organization of program curriculum within a guided pathway; exit pathways to transfer and/or employment; mapping of courses and assignments to program outcomes; self-reported active learning strategies to support each program outcome; evidence that students have learned program and course outcomes; evidence of students' ability to analyze systems of power, privilege, and inequity; evidence that the appropriate advisory committee has reviewed the program improvement process indicators; identification of program improvement strategies (especially since last review); and active partnerships of program faculty with actual businesses, educational institutions, and others.

Currently, learning outcomes are communicated to the PIP Committee by the college's outcomes assessment liaison who serves as an advisory member to the PIP Committee. The liaison provides information to the committee about the previous year's outcomes assessment projects and student achievement of program-level learning outcomes.

The PIP Committee 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, consisting 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, made up 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.

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 Academic Plan](#). As a recommending body to the Vice President of Instruction, IPT has a direct line of communication to the college's Executive Cabinet. A primary responsibility of IPT is to help set the direction of the college's program offerings. The Instructional Planning Team will still provide program approval functionality (as it historically has done), but it now also has a more central role in the instructional planning process. As of 2016-2017 IPT undertakes regular evaluation of regional labor-market gap analysis coupled with information from community partners such as the Columbia River Economic Development Council (CREDC) and Workforce Southwest Washington, educational partners along the K-20 continuum, and information from members of the college community.

Based on this evaluation, IPT develops a work plan that prescribes the major programmatic changes that Instruction will enact. Thus, IPT has become a more directive body, providing recommendations about programs to expand, new programs to develop, programs that should be closed, and timelines for these changes. To perform this new proactive and directive role, IPT conducts analysis of current programs annually during fall quarter, based on an annual [SWOT](#) (strengths, weaknesses, opportunities, and threats) report of Clark's educational programs produced by the Office of Planning and Effectiveness for the six-county region in both Washington and Oregon: Clark, Skamania, Klickitat, Multnomah, Washington, and Clackamas. These SWOT reports include information from the labor-market gap analysis between community need and college service, a mapping of college programs to community/industry sectors, and an overlay of program costs/revenues on this mapping. The report data—along with the identification of priority areas—derives from Economic Modeling Specialists International (EMSI), the Columbia River Economic Development Council, Greater Portland Inc. (GPI), advisory committees, strategic plans of regional partners, instructional program faculty, and the Clark College Foundation. These reports also help identify the emerging need for new programs. IPT convenes subgroups with associated faculty to further assess themes that emerge from the SWOT analysis. The subgroups assess either the viability of potential new programs or changes in workforce and higher education institutions that impact the college's current educational programs.

Once the proposed or major revisions to a current program's curriculum and outcomes have been developed, they are presented to and approved or rejected by the appropriate program advisory committee. Once approved, the 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 complete syllabi. 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 clarify and 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](#) and on the online [class schedule](#) when determining the course item number. All new courses, course deactivations, and revisions to existing courses require [Course Action Request forms](#) that specify student-learning outcomes and that 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](#). 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 to award a high school diploma as an indicator of high school-level completion. 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. Clark College facilitates student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. To provide these conditions, the college has committed to the following core theme objectives:

- Implement and institutionalize practices that increase academic performance, retention, and completion.
- Create and sustain an inclusive and dynamic curriculum and environment that reflect our diverse college community.
- Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective.
- Create and advance accessible, integrated, and technology-enriched learning environments.
- Engage faculty, administrators, and staff in professional development experiences that enhance student learning.
- Align curriculum with learning outcomes and apply outcomes assessment evidence to continually advance student learning.

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 \(ICRC\)](#), which oversees 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 by 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 Process (PIP) Committee and the Outcomes Assessment Committee (OAC). Clark College has developed a comprehensive Program Improvement Process (PIP), which involves the joint efforts of the PIP Committee and OAC. The work of the PIP Committee takes place under the direction of the Instructional Planning Team. The PIP Committee and IPT 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. 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 admissions 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 online annual student 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. As per the official committee description, 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."

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 [in areas] 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 Process 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 one faculty outcomes assessment liaison. The program improvement process at Clark College improves and enhances student learning through continuous improvement of instructional programs. Program improvement ensures that Clark's programs practice academic excellence by ensuring the conditions for student learning and intellectual growth.

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 one faculty outcomes assessment liaison. Additionally, Appendix C of the *AHE Collective Bargaining Agreement* specifies "fulltime and associate faculty participate in outcomes assessment activities that impact student success."

Under the direction and guidance 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 liaison, 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 (Division, Department and/or Outcome Assessment Committee members) 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.

As outlined in the college's [Academic Plan](#) and expected as one of the six mission fulfillment outcomes, all programs must implement at least one action to improve student learning based on the results of outcomes assessment. To achieve this, each degree and certificate must:

- Maintain assessable program learning outcomes,
- Complete the assessment cycle for each of its program learning outcomes,
- Map assignments and courses to program learning outcomes, and
- Base curricular improvements on assessment results.

The Outcomes Assessment Committee, in partnership with the PIP Committee, will ensure, assist and support this work.

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 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 collection development partnerships between librarians and other faculty.

The Dean of Clark Libraries and Academic Success Services is one of the six instructional deans under the Vice President of Instruction. Faculty learn about library and information resources through faculty development events (e.g., New Faculty Orientation) and collaboration with librarians.

The librarians collaborate with other faculty to design [library instruction sessions](#) to meet specific course outcomes, objectives, and assignments. Library faculty teach classes to a number of courses within many departments. Librarians use the [Clark College Libraries website](#) as an instructional tool, working with faculty across the college to develop point-of-need [class guides](#) that are customized to the outcomes of the class. Librarians have also created a number of [subject-specific tutorials](#) for faculty to use in their classrooms.

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 provide access to classroom [films](#). Additional partnerships with departments provide access to [equipment](#) and [study spaces](#).

Clark College's transfer degrees call for information literacy. The librarians updated the competencies for the information literacy outcome in 2016 to align with the [Framework for Information Literacy for Higher Education](#). In Fall 2017, faculty librarians used artifacts from biology, chemistry, and communication studies classes to assess the college-wide information literacy outcome. [Findings and next steps](#) were submitted to the college's outcomes assessment liaison.

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 removal.

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.

Credit for Prior Learning (CPL) is the academic credit awarded and transcribed only when a student's demonstration is documented and assessed to show that applicable course outcomes are met as a result of their prior learning experience(s). Policy:

1. Credit for Prior Learning (CPL) may be awarded for documented experiential learning outside the college upon the recommendation of appropriately qualified teaching faculty. Appropriately qualified faculty hold credentials substantiating their experience, training, and degrees commensurate with their designated career and professional areas and disciplines. Documentation may be in the form of, but is not limited to, a licensure or certification document, a transcript, or a portfolio project that demonstrates that learning outcomes have been accomplished. Experiential learning outside the college may include volunteer and community involvement experiences, military service, cooperative education, work experience, business and industry certifications, and other applicable life experiences.
2. Credits may be determined and awarded only upon the recommendation of appropriately qualified teaching faculty to ensure that the learning experiences fall within the regular applicable course outcomes of the college.
3. No more than 25% of degree or certificate requirements can be satisfied by CPL credit. Students with International Baccalaureate (IB) and/or Advanced Placement (AP) credits earned prior to entering college may transfer in up to 60 credits. IB and AP credits do not apply to the 25% of degree or certificate requirements that can be satisfied by CPL.
4. Prior learning assessment processes, procedures and associated fees will be communicated to potential students through publication on the Clark College Website and in the college catalog.
5. Clark College will track data on the number of students awarded credit for prior learning including, but not limited to: the number of credits awarded for prior learning, types of assessment methods used, and associated costs to the students. This data, as well as other

required information, will be submitted to the Washington Student Achievement Council as required.

6. Documentation for all Prior Learning Assessments will be kept in accordance with the Washington Student Achievement Council and state archiving requirements.

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 composed 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 [Articulation and Transfer Council](#) (ATC), which is part of the Washington State Board for Community and Technical Colleges (SBCTC). The ATC recommends solutions related to state-wide transfer issues to the SBCTC's Instruction Commission and generally carries out the state-wide work of implementing the solutions to issues once those recommendations have been approved by the Instruction Commission. 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 help 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, like students from U.S. schools, 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 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, certificates of proficiency requiring 45 quarter credits, and bachelor of applied science degrees. The transfer associate of arts degrees require coursework in general education areas identified within this standard as well as coursework designed to help students meet outcomes in health and physical education; information literacy; and power, privilege, and inequity. Career and technical education baccalaureate-level, associate-level, and certificate programs require not only 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	Required General Education Credits						
	Humanities and Fine Arts	Mathematics and Natural Science	Social Science	Communication	Computation	Human Relations	Other ¹
Bachelor of Applied Science	10	15	10	10	N/A	N/A	15
Associate of Arts	15	20	15	15	N/A	N/A	25
Associate of Science Transfer—Track 1	5-10	62	5-10	5	N/A	N/A	8
Associate of Science Transfer—Track 2	5-10	35	5-10	5	N/A	N/A	35
Associate of Fine Arts—Graphic Design	5	10	5	5	N/A	N/A	65
Associate of Fine Arts—Studio Art	5	10	5	5	N/A	N/A	65
Associate of Applied Science	3	3	3	6	3	3	62
Associate of Applied Technology	N/A	N/A	N/A	5	5	5	75
Certificate of Proficiency	N/A	N/A	N/A	3	3	3	36

¹ All other college-level credits required to earn a degree or certificate.

The general education learning outcomes are listed below:

Humanities and Fine Arts:

- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance.

Mathematics and Natural Science:

- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically.
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem.
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world.

Social Science:

- Evaluate, analyze and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences.

Communication:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English.
- Apply communication theory to demonstrate effective oral communication skills.

Computation:

- Demonstrate and clearly explain an effective strategy to solve a quantitative problem 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 guides 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](#); equity within the context of systems of power, privilege and inequity; [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, in service to the community, guides individuals to achieve their educational and professional goals." To assist students in achieving this end, Clark College's transfer and applied baccalaureate degrees are designed around assessable student learning outcomes consistent with the college's mission, with emphasis on the college's commitment to academic excellence, social equity, and economic vitality.

All of Clark College's transfer and applied baccalaureate 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 ability to assess 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) and general education components of the bachelor or applied science degree are clearly identified in the catalog and listed below. Clark College's applied baccalaureate degrees share the same general education learning outcomes as the transfer degrees. Each outcome is systematically assessed by multi-disciplinary groups of faculty members with teaching responsibilities.

- Associate of Arts
 - Obtain, evaluate, and ethically use information.
 - Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English.
 - Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically.
 - Demonstrate and clearly explain an effective strategy to solve a quantitative problem.
 - Demonstrate progress toward healthier behaviors.
 - Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance.
 - Analyze patterns of power, privilege, and inequity in the United States.
 - Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences.

- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world.
- Apply communication theory to demonstrate effective oral communication skills.
- Bachelor of Applied Science
 - Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance.
 - Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences.
 - Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world.
 - Apply communication theory to demonstrate effective oral communication skills.
 - Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English.
 - Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically.

Clark College's science degrees have similar yet distinct outcomes appropriate to the degree. Assessment of all program-level outcomes for all transfer-associate degrees and applied baccalaureate degrees follows a systematic process overseen by the Outcomes Assessment Committee. The assessment projects of the shared learning outcomes across the AA, two associate of science degrees, and bachelor of applied science degree are common and results are used to measure the learning outcomes across all transfer and applied baccalaureate 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
 - Apply scientific methodologies to develop and answer questions about the natural world.
 - Demonstrate understanding of the derivative as an instantaneous rate of change and the definite integral as a limit of a sum.
 - Analyze and solve multi-step problems using techniques through single-variable calculus.
 - Acquire scientific information from appropriate sources to analyze issues, claims or situations.
 - Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world.
 - Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English.
 - Demonstrate progress toward healthier behaviors.
 - Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance.
 - Obtain, evaluate, and ethically use information.
 - Analyze patterns of power, privilege, and inequity in the United States.
 - Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences.
 - Apply communication theory to demonstrate effective oral communication skills.
 - Demonstrate and clearly explain an effective strategy to solve a quantitative problem.
- Associate of Science Transfer—2
 - Demonstrate understanding of the derivative as an instantaneous rate of change and the definite integral as a limit of a sum.

- Apply fundamental principles and relationships from the Natural Sciences to analyze technological or scientific problems.
- Apply scientific and technological knowledge and methodologies to creatively solve technological or scientific problems.
- Demonstrate progress toward healthier behaviors.
- Obtain, evaluate, and ethically use information.
- Acquire scientific and technological information from appropriate sources to examine issues, claims or situations.
- Analyze and solve multi-step problems using techniques through single-variable calculus.
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English.
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance.
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences.
- Analyze patterns of power, privilege, and inequity in the United States.
- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically.
- Apply communication theory to demonstrate effective oral communication skills.
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem.

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 associate-level 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 as follows:

- Communications: Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. as appropriate for a career and technical education program
- Computation: Demonstrate and clearly explain an effective strategy to solve a quantitative problems 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: Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance 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.
- Natural Science: Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world.

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 a 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 faculty members who teach 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.

[Economic & Community Development's](#) (ECD) lifelong learning programs offer training and courses for upgrading job-related skills, as well as personal and cultural enrichment. These programs support the college's core themes of academic excellence and economic vitality. Because ECD plays such a critical role in carrying out the strategic plan, the vice president reports directly to the president, and also meets regularly with the Vice President of Instruction to partner in their offerings where appropriate. ECD offers courses and training that 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.

Economic & Community Development 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.

Economic & Community Development'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 Economic & Community Development'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 Economic & Community Development 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.

Economic & Community Development offers classes, workshops, and seminars for Continuing Education Units (CEUs) according to Northwest Commission on Colleges and Universities (NWCCU) and Washington State's Office of the Superintendent (OSPI) [guidelines and policies](#).

The Economic & Community Development 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.

Economic & Community Development 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.

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 and success needs as reflected in the mission statement and the first college-wide objective of the core theme, [Academic Excellence](#): “Implement and institutionalize practices that increase academic performance, retention, and completion.” 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 Alert

Early alert systems in higher education are a best practice to enhance academic performance, retention, and completion. In response to student feedback, Clark College developed an early alert technology application in 2010 to support student success and learning at the course level. In Summer 2018 that technology application was replaced with a different application—[Penguin Alert for Student Success \(PASS\)](#)—that allows faculty to indicate specific areas of academic concern and write comments to students who then receive official notification of the alert through their Clark College email. Staff who support specific student cohorts then outreach to those who receive alerts to discuss academic and personal challenges, provide individualized recommendations for campus support services, and encourage communication with instructors.

Tutoring Services

[Tutoring Services](#) at Clark College provides academic support at no cost to students in a variety of pre-college and college-level courses. Tutoring focuses not only on helping students to understand course content, but also on teaching them to build strategies and habits that enhance student success: e.g. study skills, organization, and time management. Four tutoring centers are located on the main campus: Language & Writing Center, Accounting & Business Center, Transitional Studies Tutoring Center, and Science, Technology, Engineering, & Math Center. Additionally, Clark College is a member of the Western eTutoring Consortium on eTutoring.org, which offers synchronous and asynchronous tutoring online 24 hours a day, seven days a week.

To ensure quality and consistency of support for students, Tutoring Services is overseen by an associate director and employs two additional full-time administrative staff. Faculty, paraprofessional, and peer tutors are available to meet the diverse academic needs of Clark’s student population. Tutoring help is offered by appointment and on a drop-in basis. Tutoring Services utilizes tracking software that allows the college to gather student usage data that is correlated with students’ academic records.

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. I-BEST 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 \(DSS\)](#) staff assist those with disabilities in pursuing their educational goals. The DSS staff is committed to ensuring that Clark College, its services, programs, and activities are accessible to all 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 provide full accessibility to qualified persons with disabilities. The DSS office is the primary focus of efforts by Clark College to ensure nondiscrimination on the basis of disability. Through DSS, qualified persons with disabilities express their concerns regarding attitudinal or procedural barriers. DSS addresses any academic adjustments and/or auxiliary aids needed to ensure equal access. DSS provides information and auxiliary aids or services, and 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.

Co-Curricular Activities

Many co-curricular activities—most of them funded by the Associated Students of Clark College (ASCC)—are offered to students. 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.

Co-Curricular Activity	Description
Archer Gallery	Provides educational and cultural exhibitions to the Clark College main campus, as well as to the community as a whole.
Athletics	Supports various athletic programs at Clark. Funds allocated for athletics cover costs for insurance, tournaments, officials, and training supplies.
Child and Family Studies	Offers on-campus childcare to Clark College students, faculty, staff and local community parents.
Clark Art Talks	Brings an artist in each month to talk about different artistic techniques as well as their experiences as an artist.
Counseling and Health Center	Provides Clark students with valuable advice, counseling, and treatment for health-related issues.
The Independent	Produces the Clark College campus newspaper, <i>The Independent</i> .
Instrumental Music	Provides students the opportunity to participate in Jazz Band.
Intramural	Provides students the opportunity to participate in intramural sports.
Men's and Women's Athletics	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.
Model United Nations (MUN)	Provides opportunities to participate in simulated United Nations activities. Students become delegates representing different countries and research topics to adopt that country's view.
Diversity and Equity	Focuses on supporting diversity at Clark by providing program support, services, and activities that assist all students, staff, faculty, and the greater community.
Orchestra	Provides students the opportunity to participate in Concert Band.
Pathway Peer Mentors	Provides services to support students' academic success and personal development. The goal is to mentor students and help them overcome barriers as they transition to higher-level coursework from basic education.
Pep Band	Provides the opportunity to students to participate in Pep Band.
Phi Theta Kappa	Provides opportunities to students to develop leadership and service skills among students who have a cumulative grade point average of 3.5 or above.
The Phoenix	Creates and publishes an award winning art and literary magazine titled <i>The Phoenix</i> .
Student Ambassadors	Provides outreach, both at Clark and away. Ambassadors provide services such as tours and general information.
Student Government	Provides opportunities to participate in Student Government, a service-oriented program that emphasizes ethical leadership.
Student Nursing Association of Clark College	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.
Students of the American Dental Hygienists' Association	Focuses on student professional development and community service through support of social, cultural, educational, and leadership experiences with the college campus, local community, and the National Dental Hygiene Association.
Theatre	Presents three plays each year, generally one musical dinner theatre and two plays.
Vocal Music	Provides students the opportunity to participate in Vocal Jazz Ensemble, Concert Choir, and Women's Choir.
World Languages	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.

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 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.

The [Pathways 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 Science, Technology, Engineering, and Math (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 for courses in math, astronomy, chemistry, physics, and other areas. 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's [Security and Safety](#) department reports to the Vice President of Administrative Services and is dedicated to ensuring that faculty, staff, students, and visitors can work, study, and

participate in college activities in a reliably safe environment. To this end, the college provides 24/7/365 security coverage—including holidays—on the main campus and at the Columbia Tech Center. Security at the Clark Center is provided by WSU-Vancouver’s campus law enforcement.

Security and Safety’s primary responsibility is to promote safety by preventing crime: responding to incidents and medical calls; providing information to all members of the college community; enforcing parking and traffic regulations; lending emergency assistance; managing lost and found; escorting faculty, staff, and students to and from buildings and/or parking lots as requested; working closely with other areas of the college—such as the bookstore, cashiering and the Student Conduct Office—to address specific risks; and collaborating with local law enforcement, including the school resource officer at nearby Hudson’s Bay High School.

In the past year, the college has undertaken a number of security enhancement initiatives, including upgrading exterior lighting, installing window coverings in buildings vulnerable to an active shooter, and adding security cameras. [Crime statistics and other required disclosures](#), available on the college website, indicate that Clark continues to be a safe environment, even given our large population of faculty, staff, students, and visitors and the size of the main campus (over 100 acres).

In addition to managing day-to-day security operations, the director of Security and Safety also serves as one of two main points of contact for launching the college’s bias-based incident response protocol, oversees the Emergency Management and Response program, and lends expertise as a standing member of the college’s Behavioral Intervention and Threat Assessment (BITA) team (see below for more information).

The multi-disciplinary BITA team is a crucial part of the college’s overall security program. The team proactively identifies, intervenes, and responds to student behaviors that raise concerns that a student poses a danger to self, others, or the college community. Anyone in the college community can report unusual or threatening behavior by students to the online [BITA Incident Report/Referral Form](#) even if such behavior is not perceived as a direct threat or an immediate danger. The BITA team consists of representatives from Student Affairs, Diversity and Equity, Security and Safety, Student Conduct, Disability Support Services, Counseling, 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 Entry Services and Enrollment Services 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 both participate in an orientation event and meet with an advisor 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 information 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 [Curriculum and Program Development](#), as well as program changes and/or deletions.

The Clark College teach-out procedure is established by the Vice President of Instruction to direct in the elimination of an instructional program at Clark College. Programs enter the teach-out process upon the direction of the Vice President of Instruction.

Key roles of all campus entities:

- a. Dean of affected program (hereafter referred to as “the dean”): Initiates the teach-out process; serves as initial main point of communication for students, faculty, and staff; presents information to students in open forum setting (if applicable); collects and tracks pertinent documents for teach-out; and moves the program(s) through the appropriate internal deactivation process.
- b. Enrollment Services: Eliminates the program intent code associated with the teach-out program, assigns and applies an Unusual Action (UA) track code, and monitors the students in teach-out program each term to verify eligibility for program.
- c. Planning and Effectiveness: Provides pertinent data about all students eligible for teach-out, such as courses students are currently enrolled in, courses completed, and courses remaining.
- d. Advising: Assists students identified in teach-out and assists the dean on developing course-sequencing schedule for courses remaining for program completion and makes recommendations for course offerings.
- e. Office of Instruction (OOI): Assists dean and affected department(s) with the deactivation of program and courses through the appropriate committees, updates the Program Toolbox to reflect these changes, sends notice of changes to impacted entities (SBCTC, other departments, Financial Aid, Dept. of Ed, NWCCU, Advisory Committee volunteers, etc...), and updates all appropriate documents and media.
- f. Financial Aid: Assists students with any financial aid questions or concerns regarding the teach-out process. Notifies the Department of Education of program deactivation. Financial aid is able to provide funding for up to three years for students participating in a teach-out.
- g. Communication and Marketing: Removes program from website, removes key word search capabilities from the website, deactivates social media accounts, discards recruitment materials, and removes mention of program from future advertising materials.
- h. Program Faculty: Assist the dean in the communication of the teach-out process, refer students to the campus resources, and assist in tracking the students in program.

1. Starting the Teach-Out Process:

- a. The dean will provide OOI with a memo notifying OOI of the program teach-out with effective deactivation date. OOI will then change status of teach-out program to “hidden” in the program list interactive in the program toolbox, which removes it as an option on the major declaration application. OOI will submit memo to IPT and identify and notify any other programs that rely on courses that are exclusive to the program in teach-out. Once approved, OOI will put the deactivation date in the program tool box as well as remove the program from the next year’s catalog and notify the State Board Community and Technical Colleges (SBCTC) and Financial Aid of program deactivation and teach-out timeline. The

- dean and department will provide a list of “do not print” courses for the catalog, and submit a deactivation CARs to OOI.
- b. The dean will define a date and/or term when the teach-out process will begin. To be considered for the teach-out process, a student must be coded as pursuing the program of study by the designated date.
 - c. Planning and Effectiveness will compile a list of all students currently coded as pursuing a certificate or degree in the program being taught out. In addition to current students, all students coded as pursuing the teach-out program from the past three years will be included in the teach-out eligibility list.
 - i. All students who have successfully completed the program will be removed from the teach-out eligible list.
 - ii. All students are required to identify a program of study upon entering the college. Intent codes are periodically checked against enrollments by Financial Aid and Advising to ensure the coding is as accurate as possible.
 - d. The dean will communicate pertinent teach-out information to other impacted instructional areas and to the larger college community and will work with Communications and Marketing to remove all program information from the college website, social media, and advertising materials.
 - e. The dean will draft a letter explaining both that the program is being deactivated and that a teach-out process is being initiated. The letter will provide an overview of the process and instruct the student that, if they want to complete the program, they need to fill out the accompanying Major Declaration Form (MDF) and return the form to the dean’s office by the date named in the letter. Generally, students are given three to four weeks to return the form to the college. If the student is not interested in completing the program, no action is required. The letter, along with the MDF, is sent via email and US postal service to all students on the teach-out eligibility list.
 - f. Upon receipt in the dean’s office, all MDFs are time and date stamped.
 - g. Once the date for returning the MDF has passed, a list of those who have indicated a desire to complete the program is generated.
 - i. The official teach-out list of students is sent to Advising Services, Financial Aid, and Enrollment Services.
 - ii. Enrollment Services applies the Unusual Action code to all students on the teach-out list.
 - h. Using the teach-out list, the dean and Advising will create a spreadsheet of courses required for degree completion, noting each teach-out student’s successfully completed coursework and identifying the remaining requirements specific to program completion.
 - i. Based on the identified courses required, the dean will work with faculty and Advising Services to create the teach-out schedule. The teach-out schedule outlines what quarters each courses will be offered to provide each student with an opportunity to complete all required coursework in the most efficient timeframe. This process takes into account pre-requisite course requirements and the number of credits students can reasonably be expected to attempt in a given quarter.
 - ii. In conjunction with the development of the teach-out schedule, Advising develops educational plans for each student.
 - iii. It is the responsibility of each student to successfully complete all coursework identified in their teach-out schedule. Failure to do so may jeopardize their ability to continue in the teach-out.
 - i. All courses in the given program area are changed to permission only and an Unusual Action (UA) code is created by Enrollment Services and placed on the transcript of each student

- participating in the teach-out. This step allows the college to identify and track those students who are confirmed teach-out participants.
- j. The dean and/or associated faculty will take the program deactivation through IPT, and once approval is granted, OOI will remove the program(s) slated for teach-out from the upcoming catalog, communicate the deactivation of the program to the SBCTC, and update the program toolbox.
 - k. Once the program teach-out is complete, the program deletion will be finalized with SBCTC and the Department of Education, and all associated classes will be deleted from the college's inventory through Curriculum Committee.
2. Monitoring the Teach-Out Process:
- a. Once a program has been officially deactivated, SBCTC allows the institution three (3) years to conduct the teach-out. If a student does not meet the deadline for completion, the student is removed from the teach-out and prompted to declare a new program of study by Enrollment Services.
 - b. Instructional dean, Enrollment Services, and Advising Services will monitor quarterly the enrollment and progress of students in the teach-out program and assigned the Unusual Action (UA) code for the teach-out. These entities will find and flag the following:
 - i. A break in enrollment and program requirements prevents the student from] completing with remaining course offerings; student will be removed from teach-out process.
 - ii. A student changes their program code (UA should be removed).
 - iii. A student is enrolled in courses that are not part of teach-out program.
 - c. If students who are not part of the teach-out return with an old program code, Enrollment Services will remove the code and prompt the student to declare a new major.

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.

The [Clark College Catalog](#) is located online with the option to download by page, or in its entirety as a PDF. The Catalog Review Team includes representatives from Instruction, Advising Services, Registrar, Student Engagement, Enrollment Services, and Financial Aid. The catalog has moved to CourseLeaf software to increase accuracy and accessibility.

Information for Clark College's [academic programs](#) can be accessed through numerous online entry points including the following: the main page, program pages/areas of study, and the academics drop down menu. When a program is selected, degrees and certificate options 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* publishes Clark College's vision, mission, and core themes on the main homepage. In the section titled Enrollment, Aid and College Life, one can readily locate information, policies, and procedures that address admissions requirements, financial aid, refund policies

for students who withdraw from enrollment, tuition and fees, and grading policies. Visitors to the site will find program costs 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 the section called College Information. Directories, located in the section titled Directories and Academic Calendar, include the name, title, degrees held, and conferring institutions for the Board of Trustees, Executive Cabinet, Administration, Faculty, and Clark College Foundation staff. 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. The [Career Pathways](#) webpage 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 Technician](#), 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.

Clark College publishes Federal Education Rights and Privacy Act (FERPA) information in the [Clark College Catalog](#), on the [Policies and Procedures](#) page of the college's website, and in the [Administrative Procedures Manual](#) (710.020). 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 Clark College [Financial Aid Office](#) is instrumental in achieving the first objective of the Economic Vitality core theme by providing opportunities that improve college affordability 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 and sign a master promissory note](#) prior to loan certification. Clark College requires the student to submit an annual application that specifies the period of the loan, type of loan, and amount the student 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 by Clark College provides current students and alumni with debt management strategies to reduce loan delinquency and default. Clark College has also created a financial wellness/literacy coach position to educate students about finance, borrowing, and managing their money. Additionally, financial literacy education is embedded in the first-year experience course designed to increase student success and retention. Clark College is researching other vendors to enhance Clark's financial literacy program and reduce loan delinquency and default.

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 two college core themes, Academic Excellence and Economic Vitality. 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 following features:
 - Advising worksheets;
 - An advising syllabus;
 - Frequently Asked Questions regarding Advising and Student Services;
 - Math and English course sequencing flow charts;
 - A new student checklist;
 - Links to related departments; and
 - Advising contact information.
- Weekly department meetings implemented for ongoing professional development of advising staff and communication on important advising information; and
- Advising tracking software utilized by professional and faculty advisors to ensure a seamless advising experience as students work with advising staff.

Clark College's Advising Services department has made significant improvements in line with the strategic plan and in accordance with NWCCU recommendations. [Continued improvements](#) are being

made to adhere to the [guided pathways essential practices](#) as outlined by American Association of Community Colleges, as directed by the [Goal 1 of the academic plan](#).

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:

- **Academic Excellence**—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.
- **Social Equity**—Co-curricular and extracurricular opportunities are designed to support the needs of diverse populations and to offer various experiences and resources to students.
- **Economic Vitality**—Through the use of Service and Activities (S&A) fees, learning opportunities beyond the classroom are made available to students to allow access where affordability may be a barrier. Students who work in student government, on the activities programming board, or in 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.
- **Environmental Integrity**—Involvement in student government and other student programs and activities allows students a voice in the shared governance process. ASCC is dedicated to institutionalizing sustainable practices.

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 enhance the quality of the educational environment and support students to be effective learners: a college bookstore and a variety of food service options.

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 themes of Academic Excellence and Economic Vitality by offering students affordable options for obtaining needed course materials, classroom supplies, computers and software (through partnerships with Dell and journeyed.com), and technology accessories (e.g., jump drives, earbuds, etc.). To sustain high levels of services and respond to changing customer needs, the bookstore engages in continuous improvement and shared governance by actively soliciting input from students, staff, and faculty regarding its services and resources. For example, in Fall 2016 and Spring 2017, the bookstore participated in the national [Student Watch course material survey](#). In addition, the bookstore has a Survey Monkey tool on its [public website](#) to invite feedback from customers on an ongoing basis. The bookstore manager routinely reviews survey results and takes action as appropriate.

One of the bookstore's most popular services is its book rental program. Students save approximately \$400,000 annually over costs of purchasing by renting from among 300 titles. At a time when other

schools are contracting out bookstore services, the college is pleased to continue to run its own operations where, as the Clark College Bookstore's website proudly proclaims, every dollar spent stays with the college.

Primary food service at Clark College is provided through the [Culinary Arts Institute program](#), which reports to the [Dean of Workforce, Professional and Technical Education](#). After a five-year hiatus this program was brought back in Fall 2017 with a revamped curriculum and a new, state-of-the-art culinary facility. 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 (to be opened in Fall 2018). When culinary students aren't in class, food service is sustained throughout the day by paid professional staff. In addition to cuisine, the college also offers a full-service retail bakery counter, selling fresh baked items made by students in the program.

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 pizza](#). These services are owned and operated by outside vendors who contract with the college. Last year, in response to a growing concern about food insecurity among our students, the college opened up the [Penguin Pantry](#), which provides healthy grab-to-go snacks and grocery items to full and part-time students at no cost.

Currently, food service is available at Clark College's two satellite facilities. Despite repeated efforts, outside food vendors have not been successful at either the Clark Center the campus of [Washington State University-Vancouver](#) or the [Columbia Tech Center in east Vancouver](#). However, WSU-V does have a cafeteria on its campus available to Clark's faculty, staff and students, and a number of retail food venues are available within walking distance of the Clark Center.

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](#) facilitate student learning and success, and guide individuals to achieve their educational, personal, and professional 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 (Associated Students of Clark College) 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 four (4) 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 through the advising office. 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 Conference \(NWAC\)](#) requirements published in both the [NWAC Code Book](#) and the [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 (eLearning) courses. This process ensures student privacy and informs students about current and projected charges as well as materials costs associated with this process.

All Clark College students are assigned a student identification number (SID). An initial password is issued to the student; during the first login, the student is required to change the password. The SID and a secure password are required for logging into the course management system or learning management system (LMS), which supports Clark College's online classes.

In addition to the above security and identity verification process, instructors of individual eLearning courses use a variety of methods to verify student identity in the assessment process. Some Clark College instructors require proctored high-stakes exams for online and hybrid courses.

Students can request a password reset link via the LMS in the event of a forgotten password. This link is sent to the student email listed in the LMS for recovery. The student's email is their Clark College email account, but students can add an additional personal email account for further account recovery options.

In order to access additional necessary online resources, such as library databases, all students have a lab login account. The lab account, as well as the Clark College student email password, can be managed through the student self-help portal, [My Clark](#). This 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 receive 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.

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.

[Clark College Libraries](#) are an essential service offered to support mission fulfillment by playing a crucial role in programs, services, and all four of the college's core themes: Academic Excellence, Social Equity, Economic Vitality, and Environmental Integrity. The entire college community uses the resources provided by the library in some capacity. A central part of the library's role is providing access to information resources necessary to support students and faculty in the learning process.

Academic Excellence

Clark College Libraries provide current, relevant, and extensive library collections and information resources to support the college's programs and services. The [collections](#) provide access to essential print materials, licensed electronic resources, and [computers and other equipment](#). Library personnel also offer traditional, value-added [library services](#) and [research assistance](#) 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 and universities in Washington, Oregon, and Idaho. A key value of membership in the Alliance is the shared collection (Summit) of books, periodicals, and other formats available to the students and faculty of Clark College. The Orbis Cascade Alliance operates the Shared Integrated Library System, which facilitates Summit borrowing. The Summit collection is composed of 22 million physical items. Clark College students may borrow materials directly from this vast collection with an average delivery time of five days. The 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 Libraries retain full authority and control to select materials most needed to support the college's 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. The library's [Collection Development Policy](#) states that the library endeavors:

- To provide organized collections of information resources in varied formats;
- To make information resources readily accessible by providing adequate staff and appropriate facilities, furnishings, equipment, and supplies; and
- To facilitate learning and support literacy and community service by encouraging creative instruction, independent study, and effective use of library resources by students, faculty, staff, and the community.

Three recent examples of the partnership between library faculty and program faculty are illustrated below:

- Since 2014, program faculty, librarians, library staff, eLearning staff, and Disabilities Support Services (DSS) staff have collaborated to ensure that all new streaming videos added to the library collection are closed-captioned prior to being available online to students.
- In 2016, librarians collaborated with faculty of Clark's Tod and Maxine McClaskey Culinary Institute to withdraw a significant number of outdated materials from the culinary book collection

and rebuild the collection with new titles. The new collection emphasizes regional and culturally representative cuisines to support Clark College's Social Equity objectives.

- In 2016-2017, librarians finalized a five-year-cycle collection management plan in order to maintain a relevant and useful print collection for Clark College students. The plan divides the collection by subject, and each librarian is responsible for their liaison areas. Identifying discrete areas of focus for individual librarians allows systematic review, deselection, and purchase of new materials for each call-number range, in collaboration with subject faculty. As a result, each area gets focused attention once every five years, in addition to ongoing collection development work.

To ensure students have access to relevant, current, and accessible information, Clark College librarians also regularly evaluate print and electronic periodical subscriptions and continue to migrate resources from print to electronic formats whenever practical.

Social Equity

Clark College Libraries ensures that the entire college community has access to resources to facilitate learning about issues related to power, privilege, 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. The libraries also make quarter-long loans of netbooks, calculators, and some course textbooks to support students who are not able to afford them, and purchase equipment that allows people with visual impairment to access print materials. To accommodate users of all heights, including those who need wheelchair access, the reference desk was changed to an adjustable desk.

Economic Vitality

Faculty 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 demonstrated in the [class guides](#). In order to improve college affordability, the library has a collection of [course reserves](#) textbooks, and librarians also work with faculty to support the use of [Open Education Resources \(OER\)](#). In 2014 and 2015, the library secured two separate [grants to fund OER](#) work at Clark College. Both grants came from [Librarians as Open Education Leaders \(LOEL\)](#), a Washington State Library initiative. In April 2018, librarians facilitated a workshop about the feasibility of an OER program at Clark.

Environmental Integrity

Consistent with the college's core theme of Environmental Integrity, library and information resources are available and accessible to students and employees in both physical and virtual spaces. Two branches exist as physical locations: Cannell Library on the main campus and the Information Commons at Columbia Tech Center (CTC). In response to student need, [places for groups or individuals to study](#) have been reconfigured over the past few years. A third branch, 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.

- The library licenses [online research tools](#), such as *Academic Search Premier*, *ProQuest*, *Gale Virtual Reference Library*, *CQ Researcher*, *IT Pro*, and *Access Science*.
- Clark College Libraries currently provide students, faculty and staff with access to over 44,300 ebooks via local subscriptions and 219,500 e-books through the Orbis Cascade Alliance.

- Users of Clark College Libraries catalog can also easily locate and use open access individual ebooks from collections such as Open Textbook Library, Gutenberg Library, and HathiTrust.
- In 2014, Clark College Libraries implemented a new Shared Integrated Library system, Ex Libris Alma/Primo, which includes a web-scale discovery option. Thanks to this functionality, with one powerful search in the library catalog, users can search all physical library resources and the majority of the online research materials available to them. The public search interface, Primo, provides users with research tools, such as saving or emailing search results and receiving alerts about new resources.

Migrating to make 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. To sustainably align library funding with student needs, library staff conduct cost-benefit analyses, monitor usage, review relevance and subscription cost, and implement cost-saving strategies, such as participation in licensing and packages negotiated by a consortium. Additionally, print collection funds are diverted toward ongoing online subscriptions, and endowment funds are used for purchasing print and other one-time cost materials.

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 the purview of the Clark College Libraries and Academic Success unit. Areas of focus include collections, services, learning spaces, instruction and outcomes assessment, technology, and personnel. Planning initially begins with the ongoing [operational plan](#), which is linked directly to the college's core themes and objectives.

The 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 them to anticipate what library and information resources are needed to support new initiatives or revisions to the initiatives. These [committees](#) include the Outcomes Assessment Committee, Curriculum Committee, Information Technology Council, Student Technology Fee Committee, Teaching and Learning Advisory Committee, and Instructional Council. The operational plan is flexible enough to be revised throughout the year based on the feedback reported by library members who serve on these committees.

The dean, librarians, and library staff also actively engage in regional consortia to ensure that students, faculty, staff, and administrators have access to appropriate library and information resources. Information gleaned from these consortia informs the development of the operational plan. These consortia increase the library's resources and capacity to carry out its operational plan. For example, membership in the [Orbis Cascade Alliance](#) gives the Clark College community access to resources from 39 college and university libraries in Washington, Oregon, and Idaho.

The planning process is also informed by the use of data. The college-wide [Clark College Student Experiences Survey](#), administered by the Office of Planning and Effectiveness, provides feedback that helps the library identify strengths, weaknesses, and areas for improvement. In addition, the library reports statistics to both the [Integrated Postsecondary Education Data System](#) (IPEDS) and the [Association of College and Research Libraries](#) (ACRL) on a regular schedule. These reports are used to monitor progress and chart new directions. For example, when student feedback demonstrated the desire for physical spaces that reflect students' technology needs and learning preferences, spaces within Cannell Library were redesigned using funding from the Student Technology Fee committee.

The libraries' [departmental plan](#) is consistently updated based on the aforementioned information and on the shared insights gained from library and information resources employees who gather in various meetings as listed below:

- Reference & Instruction, Access Services, and Technical Services each hold regular meetings as individual departments
- Cross-departmental and work group meetings occur both formally and informally as needed;
- Library Leadership Team meets weekly to provide oversight and direction for procedures, collections, and services;
- All library employees meet quarterly;
- The Dean of Clark Libraries and Academic Success Services 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 Clark Libraries and Academic Success Services meets regularly with the Vice President of Instruction to provide updates on the progress of the operational plan, long-term vision, and financial resources needed to achieve the desired outcomes; and
- The Dean of Clark Libraries and Academic Success Services is a member of the Instructional Council, which meets weekly.

The Dean of Clark Libraries and Academic Success Services conveys library budget needs to the Instructional Council (IC) and the Vice President of Instruction for consideration. The library's recommendations to IC focus on the college's core themes. Successful completion of the goals in the library's operational plan is often dependent on funding. The library makes use of the following sources of supplemental funds:

- To augment funding, the library seeks alternative funding opportunities from the Clark College Foundation and other college entities.
- Each year, Clark College Libraries receives income from a library endowment managed by the Clark College Foundation for library resources.
- The library has 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 Student Technology Fee Committee.
- Library faculty also seek out college funds to enhance curriculum. For example, funding was secured for the following initiatives:
 - Guided Pathways
 - BAS degree support

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.

Clark College Libraries are teaching libraries that guide students by utilizing academically excellent educational opportunities for diverse learners. Librarians and library staff influence student learning through classroom instruction, reference services, the Clark College Libraries website, information resources, and academic technologies. Students have expanded access to learning beyond the classroom with each of these modes of instruction.

Classroom Instruction

Clark College Libraries operates an active and well-developed [information literacy program](#) that 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.

Recognizing the changing needs of learning environments, librarians have updated the Cannell Library instruction lab:

- In 2015, an Associated Students of Clark College grant doubled the number of computers available, from 14 to 28. This increase provides computer access for every student in the classroom.
- In 2017, librarians collaborated with IT to redesign the library classroom. The new configuration allows for a more versatile learning space for students that provides the following:
 - two TV monitors;
 - wall-to-wall whiteboards, including one installed at a height accessible to people using wheelchairs; and
 - face-to-face seating to encourage collaboration.
- In order to collect data on the impact of library instruction on student success, librarians have collaborated with the Office of Planning and Effectiveness to create kiosks for recording which students attend library sessions.

Librarians maintain a well-developed collection of [Research Guides](#) on the library website to connect students to learning resources beyond the library instruction session. During academic year 2016-2017, 282 guides were viewed 80,640 times.

Reference Services

Personnel at the library reference desk focus on teaching students to locate and recognize authoritative information of all types, including content from subscription databases, free internet sites, and traditional print tools. [Reference service](#) is provided 61 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. 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](#) 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

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.

In Spring 2016, librarians started using the LibGuides platform for instructional content and resources. Librarians prepare [class guides](#) for every library instruction session, as well as for online classes and other classes that cannot meet physically in the library. Librarians have also created a number of [tutorials](#), including six updated, interactive Information & Research Instruction Suite (IRIS) tutorials created by two librarians during their sabbatical in Fall 2014. The IRIS “Avoiding Plagiarism” tutorial has been added to Canvas Commons for adoption by other schools.

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 library website and related search tools. This highly successful and rewarding partnership has yielded [annual improvements](#) to the library's website and web-based [tutorials](#).

Information Resources

Library staff provide access to resources and equipment needed by students, staff, faculty, administrators, and community members. Library staff instruct students in searching for items in the library catalog, finding materials on the shelves, and using library equipment. They also facilitate use of the materials available through the Orbis Cascade Alliance by processing Summit and Interlibrary Loan requests.

Technical Services staff and faculty maintain and provide support for print and digital collections. Their support of physical and online resources enables efficient and effective access to library and information resources.

Academic Technologies

With the growing use of digital technology in instruction, Academic Technologies staff provide crucial technical support for students, staff, and faculty through the [TechHub Student Help Desk](#) and [eLearning Technologies Center](#). Areas of instruction and support include Canvas LMS, computer labs, campus wireless network, student e-mail, and Office 365.

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 and Academic Success Services [unit](#) regularly evaluates the quality, adequacy, utilization, and security of library and information resources and services through multiple quantitative and qualitative measures. This process is part of the ongoing operational planning process described in 2.E.2.

The formal evaluation methods include surveys, outcomes assessment, website feedback, usability testing, and data submitted to the Integrated Postsecondary Education Data System (IPEDS) and Association of College & Research Libraries (ACRL). The library uses these assessments to add, discontinue, revise, or enhance library and information resources and services.

- The following surveys have been used to evaluate our information resources and services:
 - [Employee climate survey](#)
 - The biennial [Clark College Student Experiences Survey](#) administered by the Office of Planning and Effectiveness
- Data submitted to [IPEDS](#) and [ACRL](#) are used to monitor progress and chart new directions in library instruction, reference, collections expenditures, and other areas. These data are compared with other institutions to determine benchmarks and advocate for additional resources.
- Usage statistics compiled internally and via consortia reports are also used to inform decisions about services and resources.
- Outcomes assessment results are used to evaluate and inform planning. For example, Clark College librarians participate actively in annual, college-wide outcomes assessment work to evaluate the information literacy outcome for the Associate of Arts transfer degree.
- [Website feedback and usability data](#) are used to evaluate and inform planning:
 - The Clark College Libraries User Experience Committee (UX) regularly reviews feedback received through the [“website feedback” link on the Clark College Libraries website](#) to plan improvements and modifications to the library website. Suggestions often result in larger projects that may become case studies for the college’s CGT 105 User Experience Design course.
- Library staff and faculty, in collaboration with experts from Clark’s Disability Support Services, Orbis Cascade Alliance, and Washington State Board of Community and Technical Colleges,

evaluate accessibility of online library resources, and work with vendors to improve the accessibility of their products.

- In collaboration with IT Services, the Technical Services team monitors the security of library online platforms and updates as needed.

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 finance 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 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 may 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 its fiscal health on a monthly basis by preparing and reviewing a college-wide budget status report that compares actual revenue and expenditures to budget figures. The college also 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% 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% level. Financial planning is based on the [estimated revenue](#) and expenditure 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 as needed.

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 forecast 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 of Trustees 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.

In response to feedback from the 2017 climate survey in which employees indicated they did not feel informed or engaged in the budget development process, the newly formed [Economic Vitality Council](#) spent spring and fall quarters of 2017 evaluating the current college budget process, researching best practices in budget development, and examining how other schools, as well as state agencies, prepared their budgets. Through this work, the Economic Vitality Council recommended a new budget process to begin with preparation of the 2018-19 fiscal year budget to Executive Cabinet. This new process emphasizes stronger shared governance and includes the following completed, ongoing, and proposed steps:

- College-wide presentations on how the budget works, as well as the budget outlook for the new fiscal year, were provided in January—March 2018.
- Following these presentations, the college community was invited to submit requests for budget increases, decreases, and reallocations through a survey on the [college intranet](#).
- As of this writing, each Executive Cabinet member is engaging their teams to review requests assigned to their areas and to identify departmental budget priorities.
- Executive Cabinet will meet in a retreat to review and discuss each department's budget priorities.
- Executive Cabinet members will present their departmental budgets to the college community at an open forum. Additional feedback will be solicited at that time.
- After reviewing all college feedback, Executive Cabinet will prepare a balanced budget to present to the Board of Trustees for approval in June.
- The college president will conclude the process by sending a college-wide email detailing all budget requests submitted, including those not funded, with an explanation for the basis of the decision to fund or not fund.

The Economic Vitality Council is continuing its evaluation of the college budget process and plans to recommend further improvements to be implemented for the 2019-20 budget development cycle.

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 groups. The college uses internal controls as required. Business Services staff and the college [internal control officer](#) 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 enhancements, listed below, that have increased the transparency and accuracy of financial data and improved support of employees responsible for financial management.

- Converted the asset inventory to a new, more detailed system that allows for tracking of depreciation associated with each individual asset.
- Prepared [annual financial statements](#), audited by the Washington State Auditor's Office for each year beginning with Fiscal Year 2014.
- Determined that Business Services staff will attend training annually on new GASB (Governmental Accounting Standards Board) standards.

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 remodeling, renovating, replacing, or building new facilities; undertaking improvements for tenants; adding or updating signage; and repairing facilities, roofs, or sites (e.g., upgrade lighting). 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 college currently has [debt](#) related to two capital activities. The first debt was incurred to fund an energy efficiency project, adding LED lighting in campus parking lots, low flow appliances to restrooms, and HVAC system improvements. The second was to complete a major renovation of the college's culinary arts facility. The debt related to the energy efficiency project is serviced by savings

achieved in utility costs. The debt related to the culinary arts facility is serviced by Clark College Foundation donations as well as local funds from the college.

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 financial statement audits on an annual basis for the college. The audit reports are included as part of the college's [annual financial statement](#) report for each fiscal year. In addition, the State Auditor's Office performs accountability audits of the college on a four year rotational basis. The last accountability audit was conducted for the period July 1, 2011, through June 30, 2015. The college has also randomly been selected for various other audits, including a GASB 68 audit, part of the state [CAFR](#) audit, and part of the statewide single [audit](#). 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 received one finding in its inaugural financial statement audit for fiscal year 2014. Problems with capital asset recording were corrected as a result of that audit. 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:

- Chief Executive Officer: Certified Public Accountant (CPA), Certified Fund-raising Executive (CFRE).
- Chief Advancement Officer.
- Chief Financial Officer: Certified Public Accountant (CPA).
- Vice President of Development: Juris Doctor (J.D.), Legal Masters in Taxation (LL.M.)

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 quantity and quality to ensure healthful learning and working environments that support the college’s mission, programs, and services.

Facilities Services, which reports to the Vice President of Administrative Services, is primarily responsible for the planning and implementation of capital projects, preventative and ongoing maintenance, building repairs and improvements, grounds maintenance, and custodial services. A Facilities Master Planning and Space Allocation Committee (FMPC), made up of representatives from every cabinet-level department, ensures all areas of the college participate in identifying and prioritizing facility needs in alignment with the [mission, core themes, and core theme objectives](#). [Goal 4 of the Academic Plan](#) also identifies criteria consistent with the core themes to improve physical and virtual spaces as well as create new spaces.

The college uses five buckets of state capital funding to maintain a physical environment that is accessible, safe, secure, and sufficient for supporting healthful learning and working environments.

1. Washington State’s Minimum Operating Allocation (MOA): MOA is given to each college in the system. These dollars are used for preventative and ongoing facility maintenance and building repairs. They provide the base funding that makes it possible for the college to hire professional staff and purchase the supplies and equipment needed to sustain a reliable, responsive, and well maintained physical environment.
2. Minor Works—Preservation: These dollars are intended to fund minor improvements and emergencies to ensure buildings and infrastructure needs are addressed before they become acute. Every biennium, the college invites faculty and staff to submit requests for preservation funding in support of specific projects. Requests are then scored and prioritized by the FMPC and presented to Executive Cabinet for approval. Special attention is given to accessibility, a particularly important focus for Clark due to our proximity to the state schools for the deaf and blind. In the current biennium, for example, the college has prioritized requests to add ADA accessible doors at several locations and to upgrade exterior and interior lighting.
3. Minor Works—Program: Colleges have wide discretion in how to use these dollars, though projects must cost less than \$2 million. Projects are expected to address critical goals of the institution and improve the overall educational environment. In the previous biennium, these dollars were used to help finance the remodel of our culinary arts facility. In the current biennium, funds will be used for minor works in support of Guided Pathways.
4. Minor Works—Repairs: These dollars are allocated by the state specifically to address deficiencies identified in the biennial [Facilities Condition Survey](#). Projects include replacement and upgrades of HVAC control systems, isolation valves, sidewalks, sewers lines, roofs, air handlers, and switchgears. Due to our aggressive preventative maintenance and repair program, few of Clark College’s facilities scored at the state’s high-severity deficiency level. Even though the Clark College campus is one of the oldest 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 and the strategic use of minor capital funding.
5. Major capital projects. Funding in this category is allocated on a system-wide, competitive basis. Some of Clark’s most recent projects funded with major capital dollars include the Columbia Tech Center and the new STEM building. The college’s next major capital project is a 70,000 square foot building at our new North County location in Ridgefield. Funding has been awarded in the current biennium for pre-design and design. Construction funding is expected in the 2019-

21 biennium. The long-range master plan calls for constructing six buildings over a 50-year period at the Ridgefield site on 70 acres purchased for the college by the Foundation.

Overarching all of our major and minor capital work is the college's [Facilities Master Plan](#). For more than 25 years, the Facilities Master Plan has guided the expansion, renovation, and improvement of the college's [physical environment](#). Last updated in [2014](#) and amended in [2016](#), the Facilities Master Plan ensures that campus development is consistent with the college's [mission, core themes, and core theme objectives](#), reflects changing needs and emerging opportunities, and complies with other government agency requirements, such as the [City of Vancouver's Central Park Plan](#). In the years since the last accreditation report, the college has used the Facilities Master Plan to successfully compete for and receive state capital funding and loans to construct a new women's softball field, remodel our dental hygiene clinic, build a new STEM facility, completely renovate the culinary arts facility, and make improvements to a number of buildings. The table below identifies the college's most recent capital projects.

Capital Projects and Additional Space Since 2012

Facility	Date	Sq. Ft.	Investment
Women's Softball Field	2013	47,878	\$408,229
Dental Hygiene Clinic	2015	11,168	\$2,874,869
Baird and Bauer Hall Roof Replacements	2015	34,781	\$841,317
T-Building Roof Repair	2015	33,564	\$357,156
T-Building HVAC Upgrade	2015	NA	\$432,946
Energy Efficiency (lighting, HVAC, plumbing)	2015	NA	\$761,255
Christensen Soccer Field Press Box	2015	384	\$76,665
Cannell Library Remodel	2015	10,613	\$442,732
STEM Building	2016	69,634	\$40,747,110
Culinary Arts Institute	2017	18,315	\$11,240,689

In addition, the college has leveraged the resources of the Clark College Foundation to secure land for growth projects and to fill in the gap left behind by reductions in state capital dollars. For example, when funding for our new STEM building was reduced by 13%, the Foundation raised more than \$1.7 million to acquire the highly specialized instructional equipment needed for this facility.

Through strategic use of both state and local resources, Clark College has consistently provided adequate resources to maintain a high level of facilities maintenance, operation, and improvement. As a result, the college is frequently recognized as one of the most attractive and well-maintained campuses in the state.

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 and implemented policies and procedures to regulate the purchase, use, storage, and disposal of chemicals and products with the potential to create hazards. These policies and procedures, which conform to state and federal regulations and best practices, can be found in the [520 section of the Administrative Procedures Manual](#).

The [Environmental Health and Safety \(EHS\) program](#) is part of the college's Risk Management office, which reports to the Vice President of Administrative Services, and has primary responsibility for workplace safety. EHS staff provide information, consults, and assessments to ensure faculty, staff, and students understand, and are able to implement, our policies and procedures on managing hazardous and

toxic materials and products. Specific topics covered by EHS include: fall protection, respiratory protection, chemical hygiene, confined spaces, lockout, drug-free workplace, blood-borne pathogens, and hearing protection. [Material Safety and Data Sheets \(MSDS\)](#) are conveniently available on ClarkNet in a searchable format.

To support safety compliance, particularly for employees exposed to occupational hazards and/or hazardous materials, EHS also provides a wide range of training opportunities, both in person and online through Higher Ed Works. Training topics include asbestos, chemical safety, electrical safety, environmental management, flammable liquid safety, hazardous waste management, lead based paint, personal protective equipment, safe use of pesticides, and safe work practices in science labs.

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.

Physical development at Clark College is guided by a Facilities Master Plan, last updated in [2014](#) and amended in [2016](#). This plan ensures that additions and improvements to the college's physical infrastructure, including buildings, grounds, and utilities are in alignment with the institution's mission and core themes, its Academic Plan, and its financial resources.

Responsibility for overseeing the development, evaluation, and updating of the Facilities Master Plan is assigned to the [Facilities Planning and Space Allocation Committee](#). Membership on the committee includes representatives from each Executive Cabinet-level department, one member of the Board of Trustees, and a student. The college contracts with an architectural consultant to provide the technical expertise and support needed to complete a complex, long-range plan of this nature. The college community is invited to provide input during the planning process through open forums and an online survey tool. The next full-scale update of the Facilities Master Plan is expected to begin in 2019.

As has been the case in years past, the upcoming facilities master planning process will be organized 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 educational needs of Clark College's service area;
- To efficiently use existing sites and facilities;
- To anticipate future site and facility 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.

It is also expected that the next iteration of the Facilities Master Plan will include recommendations for modifying the physical infrastructure to support implementation of the guided pathways framework.

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.

Through the college’s standard budget development and allocation process, funding is identified for every cabinet-level department to purchase furniture, fixtures, and equipment. Instruction, the largest institutional department with the greatest functional needs, budgets approximately \$559,000 per year in permanent and other funding (such as course fees) to support the acquisition or replacement of equipment.

Until 2015, the Clark College Foundation allocated between \$400,000 and \$1.2 million a year, depending on investment returns, to fund institutional equipment needed for classrooms, science laboratories, and vocational programs. However, these dollars have been repurposed by the Foundation to pay down the note for the purchase of 70 acres in Ridgefield, the site of the college’s next growth project. In the meantime, the Foundation continues to raise funds to support specific capital improvements, including \$1.7 million for equipment to outfit the college’s new STEM building, which opened in Fall 2016. Foundation funding for ongoing equipment replacement is expected to return in 2022.

Clark College commits funding each year to support the computer replacement plan for instructional programs and employees. The money goes to upgrade smart classroom equipment on an annual basis, replace hardware in our computer labs, and modernize outdated infrastructure, such as WiFi capacity on the main campus.

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 \(ITS\) Department](#): a 41 - employee centralized service organization supporting academic and administrative computing at the college. ITS maintains the network infrastructure and provides desktop computer support for employees and instructional labs throughout the institution. ITS maintains smart classroom technologies and other media equipment. ITS also provides software development services for the institution.

A number of other IT staff are employed by specific departments to support specialized IT needs. These departments include the Clark College Libraries, 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 50 Mbps metropolitan fiber-optic wide-area network circuits. A 1 Gbps connection to the Washington State K-20 network provides connectivity to the internet. Campus inter-building 10-Gig fiber was upgraded in 2015 to support additional bandwidth needs for the foreseeable future.

Clark College uses managed Cisco network technologies for its core network switch, routers, and edge switches. This equipment has been replaced, when needed, using local fund balances. In 2017, the primary firewall was upgraded to Palo Alto to provide enhanced security visibility and remediation tools.

ITS maintains the server environment supporting email services; file, print, and video services; enterprise database applications; reporting services; SharePoint sites; and web servers. ITS makes extensive use of server virtualization in conjunction with storage area network technologies to increase efficiency and resiliency of the server environment. The server environment is sufficient to meet the college’s current needs with plenty of room for growth. The college has been moving certain services into

cloud configurations like Office 365 for email and SharePoint, as well as to other vendors that are moving this direction and that meet security requirements and standards.

Wireless Network Access: Clark College provides ubiquitous wireless technology throughout the college in order to provide access to services from mobile devices utilizing a Ruckus enterprise controller system with 150 access points. The College performed a major upgrade to the wireless infrastructure in 2015 to provide better coverage and access to modern transmission protocols. The ITS group recently met with our Wi-Fi consultants and engineers of the Ruckus Wi-Fi system for a deep engineering review of our configuration and completed a wireless redesign in order to optimize the access points for Clark College's changing physical environment.

Telecommunications: Clark College provides telecommunications services using a Cisco Voice over Internet Protocol (VoIP) telephone system. This system, installed in 2011 and upgraded in 2017, is sufficient to meet the institution's current needs. Its latest major upgrade virtualizes the Cisco VoIP computing cluster to provide more flexibility and potential redundancy to the system. Because the college installed telephones in most classrooms, offices, and meeting rooms, the Cisco VoIP system also serves as the institution's primary emergency notification system.

Student Computing: Clark College maintains 86 computer labs with approximately 1,500 computers available for student use. The institution provides [nine 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. 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 202 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. Sophisticated control systems and uniform hardware make the systems easy to use for faculty, and facilitate more efficient preventative maintenance. 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, certifying whether every Canvas shell is universally designed for student accessibility requirements, utilizing Ally. This ensures Clark College is creating and advancing accessible, integrated, and technology-enriched learning environments. In addition, by utilizing principles of universal design students can achieve equitable outcomes. Faculty members are encouraged to use LMS Canvas 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. 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) have been implemented (300 seats) and are being investigated to improve access while keeping costs manageable.

With the use of Microsoft SCCM, all of our employee desktops are centrally managed and the ITS group is actively building centralized application deployment.

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 multi-year phased approach for all 34 Washington State community and technical colleges. Clark College is scheduled to migrate to PeopleSoft in the second wave of implementations in Fall 2019.

Application Development Services: ITS employs four 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 web 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.

Web Services: ITS maintains the infrastructure components of [Clark College's website](#) as well as the creation and management of 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, to better support mobile devices, and to incorporate the essential practices of guided pathways. A content management system (OU Campus) was implemented for the public website and the college intranet to allow content providers to better manage the content on department webpages.

Capital Projects: Technology is a critical component of capital projects. Recently, the STEM building was opened, and technology and infrastructure were major components of the project. Today the college is preparing to build facilities in Ridgefield, WA, in response to the college's *2007 Facilities Master Plan* where North County was identified as an area in need of access to educational services. The Washington State Board of Community and Technical Colleges has prioritized building projects for the upcoming biennium—where the north county site is on the prioritized list; [construction](#) of the first building is planned to occur in 2020.

Position of the CIO: In 2017 the Clark College Executive Cabinet recognized the need for a cabinet level position for Chief Information Officer (CIO). The CIO was hired in January 2018; this hire enabled stronger engagement with the key senior stakeholders at Clark College and elevated key IT decisions to cabinet level discussions. An example of this has been the ability in 2018 for the CIO to have an ongoing dialogue with both Executive Cabinet and Board of Trustees regarding information security awareness and strategic needs IT of the college. In addition, the CIO attends meetings with deans of instruction and other key stakeholders to discuss ongoing initiatives in support Clark College's guided pathways initiatives in a support role to assist in providing student facing software solutions.

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 approach is generally used by faculty teaching in technical programs and by IT professionals to upgrade skillsets. Other training methods include the following:

- 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*. ITS also provides direct training on major new system releases, such as Windows 10 and One Drive. 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 offered by ITS at the college during mandatory New Employee Training.
- A [Help Desk](#) operated by ITS 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. ITS also maintains an online service center where employees can find answers to frequently-asked questions. ITS also creates leaflets and marketing material that is placed in the workrooms across campus with support information.
- 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 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.

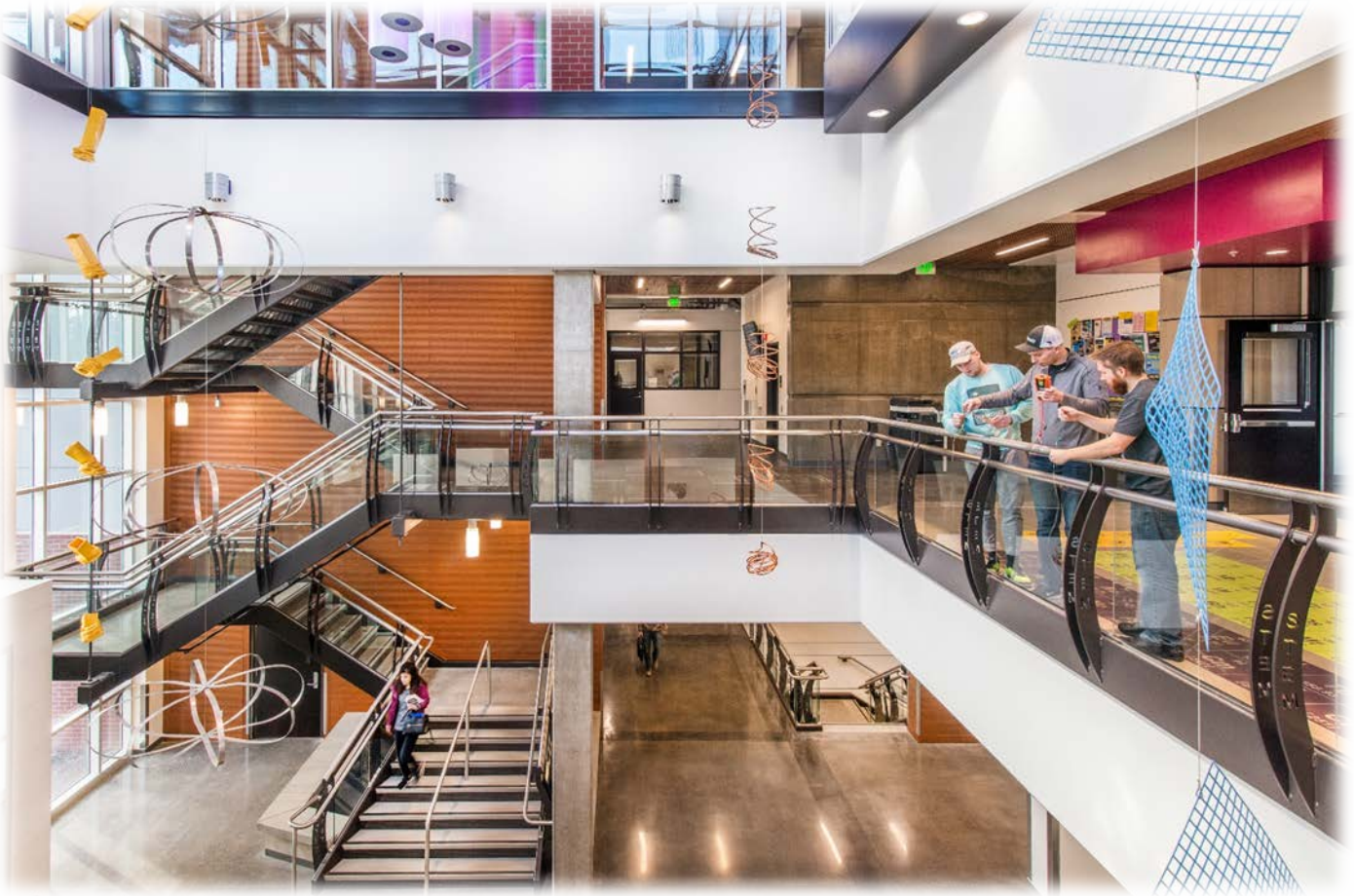
Major technology investments at Clark College are driven by institutional need. Development and planning are driven by the technology support staff and the constituencies of the college. With the onboarding of a new CIO, developing and adopting a comprehensive information technology planning is a priority. (The information technology plan has not been updated after the 2012 IT Plan.) The forthcoming plan will use constituency feedback and participation, and culminate in the setting of broad goals and associated outcome measures that tie into Clark College’s Strategic, Academic, and Social Equity Plans. Additional planning input is provided by the [Tech Fee Committee](#) with student representatives. Clark College makes use of a college-wide representative sample of employees in order to prioritize the college’s technology application solutions needs and participate in planning and coordinating the development, implementation, and integration of technology application solutions within the [Application Development Oversight and Planning Committee \(ADOPC\)](#). ITS staff serve on this committee to provide expertise and advice.

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 developed, implemented and funded the *2012 IT Plan*. However, due to three leadership transitions over the past four years, the college has not developed an updated IT plan that ensures its technological infrastructure is adequate to support its operations, programs, and services. The Chief Information Officer, hired in January 2018, immediately began and continues to conduct a comprehensive needs assessment. The CIO will convene the Information Technology Committee in Fall 2018, to develop a comprehensive IT plan to address the best ways to support the college's operations, programs, and services. Moreover, the plan will anticipate the future technology needs as the college transforms its programs and services into guided pathways.

Clark College has a [computer replacement plan](#) for employee computers and instructional computers. Computers are replaced on a five-year rotation; all computers are assessed annually and upgraded with software and hardware updates and/or replaced entirely each year. Employee computers are standardized in a way that lowers the costs of maintenance and provides maximum purchasing power to ensure costs remain adequate to sustain the four- to five-year replacement cycle. Replacement intervals vary for smart classroom technology depending on equipment type.

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 facilitate student learning.



Standard 3A

Institutional Planning

Standard 3A: *Institutional Planning*

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

The continuous improvement process is deeply embedded into the cultural DNA of Clark College. A direct outgrowth of this culture is the commitment to institutional planning and shared governance. This commitment has been especially apparent through the development of the Strategic Plan and the subsequent reorganization of the committee structure. Operational plans have also been developed and implemented to achieve mission fulfillment. These operational plans have supported the college's philosophical shift from expecting the students to be college ready to expecting the college to be student ready.

The [*Clark College 2015-2020 Strategic Plan*](#) is built around a college-wide consensus that Clark College's core mission is student learning and student success. The plan includes a vision that recognizes and values its obligations to its students and the broader community: *Clark College inspires learners to excel, transforms lives, and strengthens our increasingly diverse community*. Its mission statement acknowledges the common focus of the college's employees in supporting student learning and student success: *Clark College, in service to the community, guides individuals to achieve their educational and professional goals*.

The *Clark College 2015-2020 Strategic Plan* requires the college to holistically change culture and context in how it serves its community and students. As the college's primary focus shifted from access (i.e., providing educational opportunities) to outcomes (i.e., producing student learning and success), many changes were and continue to be necessary. The most immediate and paramount changes were redesigning the committee structure and the development and implementation of the [*Clark College 2016-2021 Academic Plan*](#), [*Clark College 2015-2020 Social Equity Plan*](#), and [*Clark College Facilities Master Plan*](#).

The changes were organized around the college's four core themes (i.e., Academic Excellence, Social Equity, Economic Vitality, and Environmental Integrity) to drive achievement of mission fulfillment. One of the most important changes was redesigning the committee structure. Four core theme councils – one representing each core theme – replaced a number of committees at the college, including College Council, Retention Committee, Strategic Enrollment Management Committee, Cultural Pluralism Committee, Planning and Accreditation Committee, and more. The responsibilities of these former committees were put into the context of the 2015-2020 Strategic Plan and assigned to a core theme council. The purpose of these councils is to monitor progress toward mission fulfillment and to recommend strategies to other departments and leadership groups that will improve Clark's progress toward mission fulfillment.

The mission fulfillment outcomes are each aligned with one core theme council, as detailed in the following table:

Mission Fulfillment Outcomes	Corresponding Core Theme Council
1. Increase student completion	Academic Excellence
2. Improve student learning	
3. Eliminate systemic disparities in educational outcomes	Social Equity
4. Enable students to attain employment and transfer	Economic Vitality
5. Reduce student debt	
6. Achieve enrollment targets	

The council corresponding to the fourth core theme—environmental integrity—oversees the physical, virtual, and social conditions under which the outcomes above will be met: that is to say, the systems, infrastructure, and college climate will enable the college to meet the mission fulfillment outcomes.

The primary operational plan of the Strategic Plan is the Academic Plan, with the first goal directing the college to transform and redesign the structure of how Clark College offers teaching and learning. Guided pathways, based on research from the Community College Research Center (CCRC) and recommended strategies of the American Association of Community Colleges, result in achieving all six of the college’s mission fulfillment outcomes. The reform required to implement the essential practices as identified in the CCRC and Washington State Community and Technical Colleges Scale of Adoption Assessment (SOAA) requires a cultural shift in all aspects of how the college offers its programs and services. Therefore, it has required a significant amount of planning at the leadership level and within the core theme councils, committees, programs, and services.

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

Strategic Plan

The best evidence for the ongoing and systematic quality of institutional planning is the genesis of [Clark College 2015-2020 Strategic Plan](#). The development of the plan involved a two-year process of self-study, of research into best practices, and of the active participation of hundreds of college stakeholders in providing input and feedback. By the time the Strategic Plan was approved by [Clark’s Board of Trustees in March 2015](#), the college community had composed new vision and mission statements for Clark, identified four core themes with objectives for each, and articulated the set of institutional values to which the college is committed. More importantly, the process modeled for the college community how to use data on student learning and student success, completion, and college climate to inform institutional planning. And, the result called for a transformation of how the college offered teaching and learning to the community.

One of the first indicators of the comprehensiveness of the Strategic Plan has been its effect on the structure of the college. In order to ensure that the college maintains its focus on the core themes and the outcomes of mission fulfillment, it was necessary to scrutinize the ways committees, departments, and workgroups align—or fail to align—with the outcomes of mission fulfillment. The result was a reorganization of Clark’s entire committee structure, which included the retirement of several committees whose work did not align with these outcomes, or whose work was duplicated by other committees. The remaining committees fell into two categories: 1) committees that still exist to address one or more objectives within the Strategic Plan that a council may not have the capacity to address, or 2) committees

that still exist due to contractual or legal requirements. Committees that fell into these categories were reorganized to be aligned with one of the [four core theme councils](#).

Within the shared governance framework, each core theme council is assigned to monitor progress toward mission fulfillment for the objectives and measurements of success related to its core theme. Each of these core theme councils has a member of the [President's Executive Cabinet](#) as a non-voting member. Moreover, the chairs of the core theme councils attend one Executive Cabinet meeting per month to discuss ongoing assessment findings and recommendations to improve progress toward achieving the core themes' objectives measurement of success and mission fulfillment outcomes. In addition, every [objective is assigned and led by one executive cabinet member](#) who monitors and follows-up with strategies related to the objectives.

To operationalize the *Clark College 2015-2020 Strategic Plan*, the Academic Plan, Social Equity Plan, and Facilities Master Plan were developed, which provide the specific practices and initiatives by which the college will improve performance on those outcomes which measure the fulfillment of Clark's mission statement.

Before the Strategic Plan was officially adopted by the Clark College Board of Trustees, the development of the [Social Equity Plan](#) began. Then immediately following the adoption of the Strategic Plan, in Spring 2015, planning for the Academic Plan began. Simultaneously, the alignment between the [Facilities Master Plan](#) and new Strategic Plan was being assessed and affirmed. All of these planning processes included cross-representation of the college.

After these three plans were in place and work had begun, the college developed a new continuous improvement process that relied more on these college plans and initiatives and less on operational planning within departments. The primary rationale for this change was the fact that operational plans, initiatives, and departmental activities under the former strategic plan often occurred in a silo, occasionally competed with other resources and priorities, and, a few times, conflicted with other departmental goals and intended results. Therefore, departmental goals are aligned with the objectives of the Strategic Plan and departmental activities are developed and reported out to the college community within the context of the annual strategies related to each of the core theme objectives. The department and college-wide progress on the strategies related to each core theme objective are reported to the [Clark College Board of Trustees monthly](#).

Academic Plan

Because student learning is central to the college's mission, the [Academic Plan](#) is Clark's primary operational plan. Under the auspices of strategic planning, the Academic Plan lays out a set of six goals whose accomplishment will result in significant gains toward Clark's mission fulfillment outcomes. Each of these six goals is derived from research into best practices, both at Clark and at community colleges nationwide. This plan is designed to focus the college's efforts; it is an official recognition that, while Clark College cannot be all things to all people, with coordinated and focused efforts, the college can improve specific measures of student learning. The six goals with related core theme are listed in the table below:

Academic Plan Goal	Core Theme
1. Establish well-defined pathways for all degree and certificate programs.	Academic Excellence
2. Align program offerings with regional workforce and community needs.	Economic Vitality
3. Improve student preparedness.	Academic Excellence
4. Develop physical and virtual spaces that engage and inspire all learners.	Environmental Integrity
5. Integrate active learning strategies.	Academic Excellence
6. Infuse the study of power, privilege, and inequity within the curriculum.	Social Equity

Each of the goals in the Academic Plan is aligned with one or more outcomes of mission fulfillment. Just as importantly, each of these goals is aligned with *specific practices*, which research suggests will lead to achievement of the goal and, hence, to measurable gains on mission fulfillment outcomes.

This plan provides a common language around the priorities of the college, so that when a Clark employee expresses confusion about guided pathways, the Academic Plan provides a specific definition that the college community has already adopted. Moreover, each of the core theme councils uses the Academic Plan and its intended results and strategies as a basis of measuring progress on strategies and activities the college puts forth to achieve mission fulfillment.

Clark's other operational plans all focus on specific aspects of college infrastructure, climate, or culture that are conditions for accomplishment of the goals in the Academic Plan, or conditions that must be in place for the accomplishment of Academic Plan goals to be sustainable.

Guided Pathways

The first goal of the Academic Plan is such a tremendous shift in how the college offers its programs and services that it has required planning of its own. The college has attempted to use the CCRC's [Implementing Guided Pathways: Tips and Tools](#) publication as the framework for the redesign of the college's teaching and learning programs and services. However, there were a few false starts. Due to the significant change required, Clark's executive leadership solicited volunteers to serve on a Guided Pathways Steering Committee and did not deliberately link that work to the new core theme councils. Within less than a year of the steering committee being in operation, it was disbanded because there was no clear direction, no decision-making authority, and the membership did not comprehensively reflect the scope of responsibility needed, such as the Director of Advising.

Right after Clark College hired two liaisons to work with faculty and staff throughout the college in the guided pathways reform and convened the steering committee, the college was accepted to become a member of the [American Association of Community Colleges Guided Pathways 2.0 Project](#). The membership requires multiple teams, always led by the college president, to attend national workshops and produce work plans based on the essential practices each workshop addresses. It very much became the cliché: flying the plane as you are building it. By the end of the 2017-2018 academic year, the college realized that it needed a comprehensive plan for each of the essential practices – even if it is iterative in nature. The college needs to understand for each program and services the vision – or future state – for how the college will offer its programs and services. The [first draft of the plan](#) was completed in August 2018 and recognized as the first of many iterations as the college learns more from its membership in the Pathways 2.0 Project and initial implementation of the essential practices of guided pathways.

Clark College is redesigning its teams that plan and improve the implementation of the essential practices of guided pathways consistent with the principles of shared governance. The leadership team will be facilitated by the special advisor to the president on guided pathways and have members from instruction, student affairs, communication and marketing, economic and community development, and planning and effectiveness. Four teams will be convened, organized around four of the five pillars described in the American Association of Community College (AACC) Scale of Adoption Assessment (SOAA):

- Pillar 1: Mapping Pathways to Student End Goals
- Pillar 2: Helping Students Choose and Enter a Pathway
- Pillar 3: Keeping Students on the Path
- Pillar 4: Ensuring Students are Learning

The fifth pillar: Essential Equity Practices will be deliberately woven in the work of the other four pillar teams. Guided by the principles of shared governance, the pillar teams are comprised of members whose work is directly impacted by the changes required for guided pathways. These pillar teams will use

and improve the business plan for each essential practice to engage in planning and continuous improvement throughout the implementation of guided pathways.

Social Equity Plan

The [Clark College 2015-2020 Strategic Plan](#) requires the college to provide the conditions that improve educational outcomes and eliminate systemic disparities among all groups. The college's Strategic Plan establishes the ongoing expectation that all students are prepared for life and work in a multicultural, diverse and international society and that they are exposed to a variety of beliefs, cultures, and differences as a catalyst for intellectual growth while challenging the systems of power, privilege, and inequity. This [Social Equity Plan](#) guides the college in these efforts.

Student learning is the foundation of the *Clark College 2015-2020 Strategic Plan*. Throughout the development of the college's Strategic Plan, social equity rose to the forefront. The college identified social equity as a core theme that must permeate throughout every aspect of the college so that students – all students – can effectively learn. In January 2015 and during the final stages of the Strategic Plan's development, the former Cultural Pluralism Committee (CPC) began to develop an operational plan that outlined how to meet the college's Strategic Plan objectives within the social equity core theme. The operational plan became the Social Equity Plan.

The Cultural Pluralism Committee began by reviewing the *Clark College 2009-2014 Diversity Plan*, under the former [Clark College 2009-2014 Strategic Plan](#). The committee affirmed that the college had made gains in cultural competency, yet still had an arduous, but meaningful and important road ahead. The committee identified goals that were not yet accomplished in the former diversity plan, analyzed whether they were still relevant, and, if so, used these goals as the starting point for the development of the new Social Equity Plan.

Consistent with the first diversity plan, CPC began the development process for the Social Equity Plan within the context of respect, equity, and civility for the interaction among diverse constituents of the college. Speech and actions which perpetuate minimization, hate, oppression, group supremacy, or exclusion are not recognized as productive and constructive forms of diversity at Clark College. As a result, rather than using the term “historically disadvantaged,” the CPC chose to use “systemically non-dominant” terminology developed by a Clark College faculty member. (Jenkins, 2015)

The Social Equity Council uses the goals and strategies from the Social Equity Plan and Goal 6 of the [Academic Plan](#) to monitor progress toward eliminating systemic disparities in educational outcomes, as well as the measurements of success for each of the objectives. The results of these assessments form recommendations to the [Executive Cabinet](#) on an ongoing basis (at least annually in the annual strategy development to meet the objectives) to effectively eliminate the systemic disparities.

Facilities Master Plan

The [Clark College Facilities Master Plan](#) is a document that describes and illustrates a direction for overall facility development based upon the issues that are currently evident and anticipated for the future. The process to create the master plan included review of the Strategic Plan, academic programs, population and enrollment trends, and the condition of existing facilities as a background for projecting future needs. The process is traditionally reviewed and updated every 5 to 10 years as trends and indicators change. The Facilities Master Plan was adopted in 2014 during the beginning phases of the current Strategic Plan. When the Strategic Plan was adopted in March of 2015, it was assessed for alignment with the current Strategic Plan by the Facilities Master Planning Committee and then reaffirmed based on determined alignment.

The Facilities Master Plan is a valuable tool in creating a practical, strategic, and calculated facility development plan over the next several years. The plan creates a vision of what could be, what should be

considered, and what should be further developed in an implementation plan. The conceptual plan is an overview that is subject to changes in funding, priorities, and needs of the college. The [Environmental Integrity Council](#) uses this document and Goal 4 of the [Academic Plan](#) to monitor progress toward creating and sustaining physical, virtual, and social conditions that will lead the college to mission fulfillment.

Budget Planning

In the recent years – due to declining enrollment and significantly increasing expenditures because of annual additions of legislatively mandated regulations, the college has been focused on creating a balanced budget just to continue essential services. Therefore, in Fall 2017, the Economic Vitality Council proposed and the President’s Executive Cabinet agreed to, a [new budget development process](#) in alignment with the Strategic Plan. The budget planning process was developed in response to employee feedback based on their perception that they were not actively involved in the budget planning process. This new process ties budget requests specifically to annual strategies and mission fulfillment outcomes while supporting the college’s value of shared governance.

Executive Cabinet (EC) members and core theme councils’ members begin identifying strategies they believe the college needs to focus on in the next academic year based on their assessment of progress toward mission fulfillment during fall quarter. EC takes that information and meets in a full-day retreat to discuss the recommendations from the core theme councils, and consider other mission-fulfillment strategies to guide budget development – in December and January. Once the strategies for each Strategic Plan objective are finalized in February, the college holds open forums to provide the budget outlook for next academic year, including revenue and expenditure projections and any deficits or surpluses anticipated at that time. Then the college solicits feedback for funding requests, reallocations, and reductions based on those strategies. EC uses this to develop the budget for the next academic year (March – May).

Instructional Program Planning

Clark College plays a critical role in the community’s economic development by providing a variety of educational opportunities to improve the community’s workforce. Currently, Clark College offers about [120 degree and certificate programs](#). The effort is led by the [Instructional Planning Team](#) (IPT) – consisting of representation from each unit of Instruction and advisory members in Student Affairs and institutional research – in IPT’s renewed capacities to establish curricular priorities based on the needs of the regional workforce. This IPT process is based on 1) community and industry feedback, and 2) labor market data and projections to anticipate and prioritize programs that may be needed.

As a recommending body to the Vice President of Instruction, IPT has a direct line of communication to the college’s Executive Cabinet. A primary responsibility of IPT sets the instructional direction of the college. The Instructional Planning Team provides program approval functionality in addition to engaging in an instructional planning process. IPT annually evaluates regional labor-market needs coupled with information from community partners, such as the [Columbia River Economic Development Council](#) (CREDC); the [Workforce Southwest Washington](#); [Greater Portland Inc.](#); educational partners along the K-20 continuum; and members of the college community. Based on this evaluation, IPT develops a work plan that prescribes the major programmatic changes that Instruction will enact. Thus, IPT provides recommendations about programs to expand, new programs to develop, programs that should be closed, and timelines for these changes.

IPT conducts an analysis of current programs annually during fall quarter, based on an annual [Strengths, Weaknesses, Opportunities, and Threats \(SWOT\)](#) report produced by the Office of Planning and Effectiveness for the six county region: Clark, Skamania and Klickitat counties in Washington and Multnomah, Washington, and Clackamas counties in Oregon. These SWOT reports include information

from the labor-market gap analysis between community need and college service, a mapping of college programs to community/industry sectors, and an overlay of program costs/revenues on this mapping. IPT convenes subgroups with associated faculty to further assess themes that emerge from the SWOT analysis. The subgroups will assess the viability of potential new programs, changes in the area workforce, and information from other higher education institutions that might impact the college's current educational programs. The subgroups can then make recommendations to IPT; that committee can then advise the Vice President of Instruction on the development of new—or the revision of existing—instructional programs. All information and documentation used at each IPT meeting is sent to the college community via email.

Overall

All college-wide plans are widely published and easy to access on the Clark College website as well as the intranet. The content for each plan—strategic, academic, and social equity—is abbreviated and formatted on a laminated pocket-sized card employees often keep with them or place on their desks. These pocket-sized cards are also distributed to community partners regularly.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

Strategic Plan

A comprehensive approach to collecting and reporting stakeholder feedback was necessary to develop the [Clark College 2015-2020 Strategic Plan](#). The first step in the process began in February of 2013. Under the theme of “Vision 2020,” the college community was asked to consider what Clark College would look like in the year 2020: its role in the community, its values, its instructional programs, its student services, and its budget priorities.

This feedback was collected by the Office of Planning and Effectiveness and relayed to the former Planning and Accreditation Committee. In March of 2013, the members of that committee identified commonalities in the collected responses. These themes would help structure future discussions and, eventually, give more concrete shape to the many visions being shared.

From this exercise, in fact, one broad theme emerged, cutting across responses of all types: a focus on student learning. It became clear that the work done by all the college's employees was aimed – directly or indirectly – toward the achievement of student learning. Similarly, members of the greater college community – regardless of their particular industry's priorities – shared an investment in that same student learning.

With this in mind, the Strategic Plan was developed with student learning at the center of its future discussions. This thematic focus was introduced at the Opening Day Activities in September 2013. Student learning was formally defined as “the knowledge, skills, and connections gained at Clark College.” Small, interdepartmental groups were convened and tasked with providing their input on four key aspects of student learning: access, environment, engagement, and commitment.

Throughout Fall 2013 and into Winter 2014, approximately fifty groups with about ten members met four times to discuss readings about each of the four key aspects of student learning. They were asked for their feedback on how Clark College currently provides for each element of student learning, and how the college might better do so in the future. These responses were recorded and – much like the Vision2020 exercise – this feedback was collected and themes were identified.

By February 2014, the feedback from these conversations had been collected, and the Strategic Plan entered a more empirical phase of development. A dedicated group – Taskforce 1 - Communication – had been appointed in July 2013 to provide continuous updates on the plan's progress to the wider college

community. Now, Taskforce 2 – Environmental Scanning joined the effort. An interdepartmental team of more than 40 college representatives collectively considered the themes that had emerged from the college-wide discussions on student learning and then researched related internal and external data.

Together with input from former College Council members, this research was organized within a framework of sustainability. More specifically, Taskforce 2 conducted research in three broad areas of sustainability: social equity, economic vitality, and environmental integrity. Research was conducted pertaining to students as well as to local and national data, drawing on recognized best practices to promote student learning and increase educational attainment. The results of this research were published in the 115-page [*Clark College Environmental Scan*](#).

Upon the publication of the environmental scan's findings, Taskforce 3 was convened over the summer months of 2014. Taskforce 3's job was to review the substantial information presented in the environmental scan, and then draft the mission, vision, core themes, and values that would comprise the *Clark College 2015-2020 Strategic Plan*.

This undertaking was completed in time for the college's Opening Day event in September 2014. At this point, the draft of the plan was presented to the greater college community for review and comment. Taskforce 3 collected and reviewed the college's feedback and made changes to the vision, core themes, and values based on the college's response. The revised version circulated in October 2014 and shortly thereafter, small teams were convened to draft objectives for each of the plan's core themes, in order to more specifically chart the college's progress toward the goals expressed in the plan itself.

The plan is the culmination of a sustained, inclusive effort that featured hours of conversations and months of research. As a whole, it determines how Clark College achieves its Vision 2020 – mission fulfillment – honoring its commitment to the community and to the students it serves.

Academic Plan

Clark College officially began the development process during Fall 2014 by convening the Academic Planning Team of 22 representatives throughout the college, led by the Associate Vice President of Planning and Effectiveness. Academic Planning Team members gathered a tremendous amount of research regarding national best practices in student learning and success, conducted an environmental scan of the workforce and educational needs of the region, and collected information from the college community in more than five forums. This work occurred from Fall 2014 through Winter 2015 and was used to build the framework of the Academic Plan.

On Opening Day of 2015, the entire college community reviewed the goals and intended results of the draft Academic Plan. The Academic Planning Team took the college feedback and convened small groups of experts for each of the six goals to develop the processes to achieve the intended results. In Winter 2016, the draft contents of the Academic Plan were once again reviewed by the college community and, by that time, only small changes were made due to the fact that the development process had been so inclusive. Overall, the [*Clark College 2016-2017 Academic Plan*](#), adopted in Spring 2016, and is the culmination of extensive research on best practices in student learning and success, the educational and workforce needs of the region, and college-wide feedback.

The core theme councils, as noted earlier, and the Instructional Council monitor the progress toward achieving the intended results of the Academic Plan. The councils develop recommendations for improvements and changes, if necessary, based on their assessment of progress. The Instructional Council developed the timeline and regularly refines the action-steps to achieve the intended results for each of the six goals. Moreover, Instructional Council will either work to reallocate existing resources within Instruction to achieve the intended results or request additional funding during the budget process.

Guided Pathways

With guided pathways serving as the primary framework for mission fulfillment, Clark College has integrated this work into the discussion and decision-making throughout the college. Opportunities for engagement, review and feedback have been integrated into the professional development days at the college. During the faculty workday in January 2018, all employees were convened to attend a presentation hosted by the President and a member of the Board of Trustees that had attended the AACC Pathways 2.0 Project Institutes. This opening session laid the foundation for why the college is pursuing guided pathways – to improve learning and increase the social mobility of students – with structured activities held throughout the day to collect feedback on the first iteration of the transformed programs and services. For example, this included review of the first iteration of program maps to evaluate how the structured approach to offering programs at the college would impact student learning within a program of study. Program faculty also had an opportunity to engage in cross-discipline conversations with faculty teaching general education courses, with structured discussion on which general education courses best prepare students to successfully transition to workforce – including opportunities to revise current course content to contextualize learning within a program of study or develop new courses to meet an unmet need. Feedback was collected from faculty and staff and used in the refinement of the second iteration of program maps that were completed in Spring 2018.

Social Equity Plan

In December 2014 and January 2015, the former Cultural Pluralism Committee (CPC) knew that the change in focus regarding diversity and equity in the new Strategic Plan would require a new [Social Equity Plan](#). Therefore, CPC separated into three groups in January 2015 to develop goals and activities for each of the three social equity objectives in the 2015-2020 Strategic Plan.

- Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.
- Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.
- Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.

The goals and strategies in the Social Equity Plan were developed relatively quickly because the plan operationalizes the Social Equity core theme. The content was drafted by CPC during winter quarter 2015. And, in late winter and early spring quarter of 2015 a series of forums were held at the college campuses to solicit feedback and build awareness. The Social Equity Plan is a product of all the research and discussions about how to create and sustain Clark College as a socially equitable college for all groups. The goals and strategies of the Social Equity Plan are intentionally broad and provide the opportunity for individual units and departments to lead the implementation.

The [Social Equity Council](#), informed by the college community, is charged with regularly reviewing progress toward eliminating systemic disparities in educational outcomes (social equity mission fulfillment outcome). The council uses the goals and strategies as outlined in the Social Equity Plan to recommend improvements to both departments and leadership teams throughout the college.

Facilities Master Plan

The [Facilities Master Plan](#) was developed by the Facilities Master Plan Committee. (The Space Allocation Committee merged with the Facilities Master Plan Committee around this time.) The committee has representation from each of the Executive Cabinet areas with the addition of a Board of Trustee member and is coordinated by the Director of Facilities Services. The development of the plan began with an environmental scan and opportunities for the college community to provide feedback.

The college was committed to engaging as many individuals in the planning process as possible. This effort began by soliciting feedback from almost 50 stakeholders at the college who represented the entire college community – students, staff, faculty, and the members of the Clark College Foundation. These individuals responded to an online survey that collected input on facility needs and trends. The results of the survey were organized into themes. The themes were redistributed to the same group of participants for them to prioritize. The initial invitation to provide input asked four open-ended questions: what are the facility challenges; what are the key strengths; what are some creative ideas; and what other thoughts should be considered. From this process, the committee got its first glimpse of the critical issues and highest priorities.

Based on the environmental scan and college-wide feedback, the Facilities Master Plan Committee drafted the Facilities Master Plan in 2014. The plan was presented to the college community in open forums, to the City of Vancouver, and to the Clark College Foundation. The land use and development requirements were reviewed with City of Vancouver planning staff to get their input on the codes and standards that must be followed in the development of the campus. Four open forums were held at the college to collect feedback on the framework. The Clark College Foundation attended a similar presentation of the framework and offered its input. The Facilities Master Plan was finalized in 2014 and serves as the basis for capital improvements and new capital projects. When the college has a chance to make changes to the facilities, the programs and employees impacted are provided opportunities to inform the decision-making process through their representation on the Facilities Master Plan Committee.

Budget Planning

The [budget planning](#) process involves all members of the college community. In the development of the annual strategies toward mission fulfillment, leaders of the Executive Cabinet solicits feedback from their respective areas of the college community. The college-representative members of the core theme councils likewise solicits feedback from their constituencies and provides input to EC. Moreover, once the strategies are developed, the college community is asked to identify budget needs to complete the strategies that enable the college to make progress toward the mission fulfillment outcomes. EC uses this information to draft the budget and presents the draft by EC area to the college community. The final budget is developed based on the college feedback and final allocation from the legislature during May and June.

Instructional Program Planning

Instructional program planning is a broad-based planning process that includes opportunities for input by appropriate constituencies. Instructional Planning Team (IPT), a standing college committee, includes tenured faculty members, instructional administrators, and representatives of departments throughout the institution (e.g., financial aid, planning and effectiveness, and registration). Before every meeting, the college community receives all of the materials presented at IPT. Members of the college community can contact their representative to inform the conversation or discussion.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

Through Clark's Office of Planning and Effectiveness, data collection and analysis both play critical roles in Clark's planning processes. In some ways, this focus on data is commonsensical: before establishing indicators for the outcomes of mission fulfillment, the college must know how well those outcomes are being met today. Much of the work that went into the Strategic Plan, therefore, involved identifying accurate measures of several student success criteria: for instance, how well students were meeting learning outcomes, at what rates they were graduating, and how much student debt they were incurring. Some of these data are readily available through the normal course of the college's record-

keeping or from state and federal records. Other data, including some of the most important measures (such as how well students are meeting learning outcomes), can prove remarkably intractable.

Clark College's planning and continuous improvement processes are informed by the collection and review of appropriately defined data. The data for all of the plans are robust, diverse, and comprehensive but at the same time overlap. Clark intentionally uses standard sets of data to inform the development of all plans to result in complementary plans and reduce the chance of conflicting plans. These data sets are most often developed, analyzed, and shared out by the Office of Planning and Effectiveness. These include the following:

- [Environmental scans](#) as used to develop the strategic, academic, social equity, facilities master plans;
- Labor market information as used in the Instructional Program Planning process, as well as strategic, academic, and facilities master plans;
- Student success and achievement data;
- Student learning data;
- [Employee Climate Survey](#) data;
- [Student Experience Survey](#) data;
- Transfer data from the National Student Clearinghouse;
- Institutional data related to entry, retention, completion, enrollment, financial aid, course success, etc. and disaggregated to identify any disparities;
- Analysis of regional economic development organizations' priorities;
- Focus groups and additional surveys pertaining to more specific topics; and
- Feedback from advisory committees and regional employers.

Where data are difficult to gather, the college is faced with the question of whether better data gathering is practicable—in other words, whether the extra effort and cost needed to acquire more reliable data is justified by the value of that data. In the case of student learning outcomes, it quickly became obvious that for a college whose mission is student learning and success, having reliable data on how well students are meeting learning outcomes is essential. To that end, the college embarked in 2011 on a massive project of outcomes assessment reform: faculty in each degree program group were asked to map the required courses for their degrees to each degree outcome, to identify specifically how each degree outcome would be assessed, and to focus assessment efforts on how well students were meeting each degree-level outcome. Just as importantly, Clark's regimen of program review—called the [Program Improvement Process](#), or PIP—was retooled to require a far greater focus on students' meeting of program-level learning outcomes based on data.

Nowhere has this reform affected Clark's planning more profoundly than in the AA-Direct Transfer Agreement (DTA) degree. After some years of frustrated attempts to measure rates of student learning of the AA-DTA outcomes, these outcomes were assessed systematically for the first time in [2014-2016](#). The results were instructive in two ways: first, for many outcomes, faculty had a remarkable amount of difficulty agreeing whether any given student artifact met the outcome being assessed. And second, where faculty did agree, students met degree outcomes at dishearteningly modest rates.

An honest appraisal of Clark students' difficulties meeting student learning outcomes, and of faculty's difficulties measuring mastery of those outcomes, led many in the college community to conclude that these troubles are a natural consequence of the structure of the AA-DTA degree. This scrutiny of the organization of the AA-DTA dovetails with other lines of evidence—for example, students' perceptions of student services, such as advising and registration, as reported in Clark's biannual student experiences survey—which suggest guided pathways as a major structural reform of instruction and student affairs. In other words, Clark's adoption of guided pathways as the keystone of the Academic Plan stems from an appraisal of Clark's own student success data.

Because the mission of Clark College centers on student learning and student success, the effectiveness of any college plan may be measured by the degree to which it is informed by student success measures, such as completion, retention, and course success. These measures are assessed on a monthly basis for the Board of Trustees, who since 2016 have sought out and received regular updates of those indicators, which are aligned with Clark's core themes and its mission fulfillment outcomes. While Clark's Board of Trustees does not take a role over the day-to-day management of the college's affairs, they do signal, through their oversight of the president, what aspects of the Strategic Plan need to be prioritized. Since 2016, the Board of Trustees has clarified to the college community that Clark's primary focus will be to improve student learning and student success as measured through rates at which students enroll, meet learning outcomes, graduate, transfer, obtain employment, and leave Clark with a minimum debt. Other measures for improvement are the college's ability to meet social indicators.

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The *Clark College 2015-2020 Strategic Plan* guides decisions on resource allocation and application of the institution's capacity, including the Strategic Plan's operational plans: Academic Plan, Social Equity Plan, and Facilities Master Plan. The budget is developed annually and is predicated on the development of strategies to make measureable progress toward the six mission fulfillment outcomes. During the budget planning process, the college realized that a more comprehensive and defined plan that included timelines, who is responsible, and budget information, was needed in order to redesign programs and services within the guided pathways framework. The development of the annual strategies is based on the evaluation and improvements recommended to achieve each of the Strategic Plan's objectives as measured by the corresponding indicators/measures of success that lead to achievement of the mission fulfillment outcomes. These strategies are the basis of the budget development process. Moreover, these strategies inform and, in some cases, are redundant to the [Clark College Board of Trustees' priorities](#) for the year.

As stated in the response to 3.A.2, the college budget development process begins during fall quarter. The core theme councils continue their review process of each of the core theme objectives as related to the applicable mission fulfillment outcomes. By the end of January, the strategies are drafted, and during the first part of February, the strategies are finalized based on the recommendations of councils, Instructional Planning Team (IPT) instructional program planning recommendations, and executive leadership analyses of gaps and progress in achieving the mission fulfillment outcomes. These strategies serve as the foundation for decision-making for budget allocation to ensure the institution has capacity to perform the strategies that lead toward achieving the six mission fulfillment outcomes.

All budget changes requested – whether it be during the formal process or throughout the year – are required to articulate the connection to the strategies and achievement of the mission fulfillment outcomes.

3.A.5 The institution's planning includes emergency preparedness and contingency planning continuity of operations should catastrophic events significantly interrupt normal institutional operations.

Clark College's [Emergency Management Program](#) operates under the Director of Safety and Security. A college-wide Emergency Management and Preparedness Committee (EMPC) provides advice on the development of the College's emergency response protocols, procedures, and training plan. With foundational funding provided by an Emergency Management in Higher Education grant from the Department of Education in 2010, Clark has been able to create and sustain a comprehensive emergency preparedness program consisting of the following components:

- [An eight-minute training video](#) that covers essential response procedures, such as evacuation and lockdown. This video has been used as a template by other colleges in the state system.
- On-line emergency response training required of all faculty and staff every two years.
- An emergency mass notification system that allows messages to be sent instantly and simultaneously to every computer, phone, and loud speaker in the College, as well as to personal devices.
- [Easy-to-read emergency response posters](#) displayed in classrooms, offices, meeting spaces, and gathering areas. This poster is provided in multiple languages.
- [An Emergency Response Guide](#), available to faculty staff in electronic and paper formats, that provides detailed information for responding to earthquakes, fires, severe weather, active shooters, bomb threats, and other hazards.
- [An all-hazards Emergency Operations Plan](#) (EOP).
- A Continuity of Operations Plan (COOP). For obvious reasons, this plan is not posted on Clark's website. A copy can be made available upon request.
- Annual emergency response training that includes one earthquake drill, three lockdown drills (one unannounced and one in the evening), and one fire/evacuation drill. Surveys are conducted after each drill and results are reviewed by the EMPC.
- EMPC members and administrators trained in the National Incident Management System (NIMS).
- Trailers containing emergency supplies (including food and water) and equipment to support sheltering in place for 72 hours.
- [Emergency Building Coordinators](#) (EBCs) trained to help execute emergency response protocols in each building.
- [Community Emergency Response Team](#) (CERT) members trained to help others in emergencies by executing critical rescue and life-sustaining actions in coordination with first responders.
- Campus signage that identifies assembly areas for evacuation: [Main Campus](#); [Columbia Tech Center \(CTC\)](#)

One enhancement made this year was to transition from an “opt-in” to an “opt-out” approach for enrolling faculty, staff and students in [RAVE Alert](#), the college's emergency notification text messaging system. This move, executed in Winter Quarter 2018, increased the number of RAVE participants from around 2,900 to over 14,000. As a result, Clark's ability to reach the college community in the event of an emergency has been greatly improved.



**Standard 3B and
Standard Four
Core Theme Planning,
Assessment, and Improvement**

Standard 3B and Standard Four:
Core Theme Planning, Assessment, and Improvement
Section A – Eligibility Requirements

Eligibility Requirement 22. STUDENT ACHIEVEMENT: The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Clark College identifies and publishes expected learning outcomes for all credit courses and degree and certificate programs in the college catalog and on the college website (Standard 2.C.2). The college assesses student achievement of program learning outcomes in a three-year Program Review (Program Improvement Process) process as well as in continuous assessment of course-level outcomes (Standards 2.C.5, 4.A.2, and 4.A.3).

Eligibility Requirement 23. INSTITUTIONAL EFFECTIVENESS: The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes, it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Clark College applies clearly defined evaluation and planning procedures to programs and services as well as at the institutional-level. The college assesses mission fulfillment by measuring the mission fulfillment outcomes, measuring the indicators of achievement for each objective, and by using the results of all assessments, regardless of organizational level and area, to make improvements. These results are presented monthly to the Clark College Board of Trustees and made available through the Board reports, on ClarkNet, and in Strategic Planning Online (SPOL).

Clark College conducts multiple evaluation and planning processes for core themes, core theme objectives, and programs and services to ensure institutional effectiveness. These planning and improvement processes for academics, facilities, social equity, annual budgets, annual mission fulfillment strategies, guided pathways, and accreditation. Clark College generates and embeds data and information into all of its processes with deliberate attention to accessibility and usability. These research and reporting tools were created to support the college's planning and improvement processes – establishing evaluation systems that support multiple planning processes simultaneously. The use of clear evidence allows the college to make strategic decisions that ensure Clark's viability and sustainability.

Section B

Core Theme Planning, Assessment, and Improvement

STANDARD 3.B – PLANNING AND IMPLEMENTATION

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

STANDARD 4 – EFFECTIVENESS AND IMPROVEMENT

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

Clark College engages in continuous improvement at all levels of the organization: core theme, core theme objectives, and programs and services. Specifically, planning, assessment, and improvement at Clark College are based on 1) assessing student learning, student success, and the environment/conditions of the internal and external community; 2) developing corresponding goals and objectives for the opportunities uncovered in the scan; 3) implementing the corresponding programs, services, and strategies; 4) assessing the effectiveness of programs, services, and strategies; and 5) improving the programs, services, and strategies. The continuous improvement process at Clark College today emerged from the development of the [Clark College 2015-2020 Strategic Plan](#). Based on the results of the [2014 Clark College Environmental Scan](#), the college identified the need to plan, assess, and improve comprehensively in order to improve student success.

Prior to the current Strategic Plan, planning to improve services and programs to achieve mission fulfillment occurred independently. Each Clark College department created its own operational plan to develop individual program goals and intended outcomes. This “silo structure” led to the development of conflicting and competing goals and services. Individual departments did not collaborate in planning and assessment outside their areas to meet a common goal. In effect, the failure to work in sync defeated the comprehensive planning process. Additionally, the college believed that changing or improving a few discrete programs or services—such as adding first-year mentoring or eliminating courses that duplicated curriculum in Adult Basic Education and precollege—would improve student success. This approach did not yield progress toward achieving the mission fulfillment outcomes.

Ultimately, Clark College realized that increasing student success and effectively serving the community requires a comprehensive approach to improving individual programs and services within the context of one framework that captures the collective student experience: guided pathways. This critical shift in perspective is manifested in the core themes and objectives as they guide all programs and services with articulated context and indicators of achievement. Furthermore, the six mission fulfillment

outcomes have the same expected outcomes as guided pathways, and the core theme objectives overlap with the essential practices of guided pathways. Therefore, in addition to the core theme objectives, planning for, assessing, and improving (i.e., continuous improvement) Clark's programs and services utilizes the [Scale of Adoption Assessment](#) (SOAA) essential practices.

This chapter presents the processes and findings of continuous improvement (i.e., planning, assessment, and improvement) at Clark College for core themes, core theme objectives, and programs and services for each of the standards in 3.B and 4 in Section B. Section C has four parts, one for each core theme, that describe continuous improvement for each core theme objective and corresponding programs and services as related to standards 3.B and 4.

3.B.1. Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to the accomplishment of the core theme's objectives.

Throughout the development of the [Clark College 2015-2020 Strategic Plan](#), the college began to recognize that the institution needed to implement significant changes to the way it offers teaching and learning for students to be successful. Specifically, the mission statement uses two deliberate words to inform that change: "guide" and "individual." Through the research and discovery process in the development phases of the Strategic Plan, it became clear that the college could no longer just provide educational opportunities to the community (the essence of the former strategic plan). **The college must guide people, based on their individual needs, through Clark's academically excellent programs** (Academic Excellence) **that are affordable** (Economic Vitality), **meet the needs of the community** (Economic Vitality), **and improve social equity** (Social Equity) **with the necessary resources and capacities** (Environmental Integrity and Economic Vitality).

As described in standards 3.A, the primary operational plan for the Strategic Plan is the [Academic Plan](#). It addresses most, but not all, of the objectives of the Strategic Plan and provides direction for the college's programs and services. The fundamental framework for mission fulfillment is guided pathways as articulated in the Academic Plan. Guided pathways, as the first goal of the Academic Plan, provides the framework to implement all of the changes necessary to achieve mission fulfillment as listed within the Academic Plan, [Social Equity Plan](#), and [Facilities Master Plan](#). Moreover, when the college set out to create a Strategic Enrollment Management (SEM) plan due to declining enrollment, it realized the extreme overlap between guided pathways and SEM. The college decided to wait until the guided pathways business plan was fully developed to determine whether there were gaps that a SEM plan would address.

In the Clark College Academic Plan, guided "pathways map out integrated sequences of courses and support services, and are grounded in clear learning outcomes that are aligned with next steps in students' education or career [goals]." The [national guided pathways model](#) provides colleges a roadmap with specific essential practices required for degree or certificate seeking students to be successful at community colleges. The ultimate goal of guided pathways is to create the conditions for individual students to be successful, specifically by increasing the completion rate and eliminating systemic disparities in educational outcomes. Guided pathways directs the college to create pathways to students' end goals; help students choose and enter a pathway; keep students on the pathway; ensure that students are learning throughout the pathway; and increase equity. Each of the five pillars has specific essential practices that structure the college's transformation of its programs and services. Planning done to increase completion rates largely influenced the development of the Academic Plan – which directs the college to adopt guided pathways, prepare students for college-level work, improve teaching and learning strategies and environments, and integrate the ability to analyze systems of power, privilege, and inequity into the curriculum. All of the Academic Plan's goals and intended results determine the strategies and either complement or overlap with the essential practices of guided pathways.

The Community College Research Center of Columbia University created the [Scale of Adoption Assessment \(SOAA\)](#). The SOAA tool provides the framework, with the essential practices, for colleges to ensure they have—and can track their implementation of—appropriate programs and services. Within Clark’s second planning year of guided pathways, faculty members created the first drafts of [curriculum maps \(referred to as program information sheets\)](#) that offer more coherent information to facilitate program completion, advisors redesigned the advising process, and admissions restructured the entry process. More specifically, the college realized that the programs and services that support student success and learning needed to be structured and coherent but also flexible to meet individual students’ needs. The shift reorients the college from designing programs and services to get students college-ready to designing programs and services to get the college student-ready.

As stated in the second goal of the Academic Plan, and as an essential practice in the SOAA, instructional programs align with the workforce needs. Following the process outlined in the second goal of the Academic Plan, the college has recently developed multiple programs that meet community needs: A [Bachelor of Applied Science in Applied Management](#) and a [Bachelor of Applied Science in Human Services](#) are in place, and the college is currently in the development phases of a Bachelor of Applied Science in Cybersecurity. In addition, the Associate of Arts-transfer concentration areas that respond to workforce needs were selected for the areas of study within the guided pathways framework.

As conditions of approval, proposals to select new programs and services, as well as requests for budgets for existing programs and services, must directly align with guided pathways and the Strategic Plan’s core theme objectives and must result in progress towards the mission fulfillment outcomes.

3.B.2. Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

As described in the introduction, the operational planning process evolved to be more holistic in the approach to planning and improving programs and services. Immediately after the Strategic Plan was adopted, the [Social Equity Plan](#) and [Academic Plan](#) were developed and implemented. These two operational plans – in addition to the [Facilities Master Plan](#) – provide direction for programs and services throughout the college.

As stated in 3.A.1, the college began operational planning to select the components of programs and services as they contribute to achievement of core theme objectives. These operational plans include the Academic Plan, the Social Equity Plan, and Facilities Master Plan. [These plans operationalize the core theme objectives](#) and identify the programs, services, and components thereof. The [Academic Plan](#) is the primary operational plan for the Strategic Plan. It is comprehensive, addressing almost every core theme objective within the context of teaching and learning.

As guided pathways is the primary framework to achieve mission fulfillment, the college has begun implementing changes to most programs and services to better align them with the five pillars and essential practices that comprise the [CCRC Scale of Adoption Assessment \(SOAA\)](#). Clark uses the SOAA as developed by the Community College Research Center (CCRC) and revised by the Washington State Board for Community and Technical Colleges to plan for the programs and services to ensure they are aligned with and contribute to achieving each of the six mission fulfillment outcomes among individual programs and services and the college as a whole. The SOAA tool provides the framework for the college to plan, assess, and improve individual programs and services as a part of an interdependent and complex system. The pillars and corresponding essential practices have informed the selection of the programs’ and services’ components/characteristics, while ensuring that the programs and services overall are [aligned with the core themes](#) and contribute to achieving the mission fulfillment outcomes and core theme objectives.

3.B.3. Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals and intended outcomes of those programs and services.

Clark College's planning and continuous improvement processes are informed by regular and systematic collection and analysis of appropriately defined data. Planning for programs and services utilizes data to inform decision-making, including but not limited to, assessment of the alignment of college programs and services to meet the core theme objectives, analyzing the college's progress towards the indicators of achievement for the core objectives, and developing annual strategies to improve programs and services to achieve the core theme objectives. To ensure alignment of all programs and services under the framework of guided pathways and in keeping with the appropriate core theme objective, Clark College intentionally uses standard data sets to inform development and improvement of all programs and services. Data is used throughout each step of the decision-making process, based on the core theme objective with which that program or service is directly associated. Primarily developed, analyzed, and shared out by the Office of Planning and Effectiveness, these sets of data provide the college with comprehensive, consistent information to ensure complementary alignment of all programs and services at the college.

Common sets of data include the following and can be found in the [Data Navigator](#):

- Environmental scans as used to develop the strategic, academic, social equity, facility master plans;
- Labor market information as used in the Instructional Program Planning process, as well as in strategic, academic, and facility master plans;
- Student learning outcomes assessment;
- Student success and achievement data;
- Student learning data;
- Employee Climate Survey data;
- Student Experiences Survey data;
- Transfer data from the National Student Clearinghouse;
- Student, graduate, and leaver employment data from the Washington State Employment Security Department;
- Institutional data related to entry, retention, completion, enrollment, financial aid, course success, etc. and disaggregated by student demographics or characteristics to identify any disparities;
- Analysis of regional economic development organizations' priorities;
- Feedback from economic development organizations and employers; and
- Focus groups and additional surveys pertaining to more specific topics.

Additionally, as outlined in 3.B.2, Clark College utilizes the CCRC Scale of Adoption Assessment to measure the college's progress towards implementing the [22 essential practices of guided pathways](#). This qualitative data provides the college with an assessment of progress towards the core theme objectives, as well as development of an [action plan](#) for transforming programs and services to improve student learning and student success.

Analysis of the college's progress towards the indicators of achievement for each core theme objective, as well as development of annual strategies to improve programs and services, is conducted on a monthly, quarterly, or annual schedule, based on the data availability. [Monthly scorecards](#), which include up to three indicators of achievement relevant to each of the six mission fulfillment outcomes, have been provided to the Board of Trustees since 2016. These six monthly scorecards provide the Board of Trustees, the college community, and the public with an overview of the progress towards the indicators of achievement and an overview of progress of the improvement strategies.

Indicators of achievement for each core theme objective (as outlined in Standard 1.B) are assessed by college leadership for current progress, trends, and disaggregation through an equity lens (as outlined in Standard 4.1.A). Collectively, assessment of progress towards the indicators of achievement are used in the development of [annual strategies](#) to improve programs and services (as outlined in Standard 4.A.2). [Core theme councils](#) review the indicators of achievement for their respective core theme, providing recommendations to [Executive Cabinet](#) to develop annual strategies that improve programs and services and thereby achieve the core theme objectives. Executive Cabinet examines the core theme objectives collectively, developing annual strategies – that guide prioritization of planning, resources, capacity and practices - to ensure responsible allocation of available resources for continuous improvement of programs and services. This institutionalized continuous improvement process, which is integrated at the institutional, core theme, and core theme objective level, enables the college to intentionally incorporate appropriate data to inform planning, evaluation and improvement of programs and services to achieve mission fulfillment.

4.A.1. The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data, quantitative and/or qualitative, as appropriate to its indicators of achievement, as the basis for evaluating the accomplishment of its core theme objectives.

--and--

4.A.4. The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

[Each core theme objective has an executive cabinet member assigned](#) to evaluate the progress for the annual strategies identified for each core theme and the progression toward meeting the objectives' indicators of success. The executive cabinet member serves as the executive sponsor to coordinate and align programs and services relevant to the objectives and strategies and mission fulfillment outcomes assigned for the appropriate core theme.

The [president's Executive Cabinet \(EC\)](#) adopts [annual mission fulfillment strategies](#) based on opportunities for improvements. The strategies originate from the evaluation of the contribution made both individually and comprehensively by programs and services to meet the indicators of achievement of the core theme objectives. This comprehensive evaluation ensures holistic alignment and integration of programs and services – including the necessary programs and services that are organizationally outside of scope of responsibility for the executive cabinet member/executive sponsor.

The [core theme councils](#) also regularly evaluate the alignment, effectiveness, and integration of programs and services within the context of all core theme objectives. The councils use the [objectives' indicators of achievement](#) as progress milestones toward achieving the mission fulfillment outcomes assigned to their core theme; for example, academic excellence mission fulfillment outcomes are to increase completion and improve student learning. The councils use the results of the biennial [student experiences survey](#) and they review the progress of programs and services in meeting the associated operational plans as evidenced in the councils' meeting minutes. Based on its evaluation and assessment findings, each council develops strategies that strengthen programs and services that lead to mission fulfillment, which are provided to the President's Executive Cabinet (EC). These recommended strategies are prioritized when EC finalizes the adoption of annual mission fulfillment strategies.

In addition to the executive sponsor and the core theme councils, evaluation of programs and services is conducted by the organizational leader. For example, advising is an essential component of all of the core themes as it impacts the ability to achieve all six of the mission fulfillment outcomes. Advising is also a crucial service for guided pathways. While the Vice President of Instruction is the executive sponsor of guided pathways, the Vice President of Student Affairs is organizationally responsible for an advising system that meets the essential practices outlined in the [CCRC Scale of Adoption Assessment \(SOAA\)](#), integrates within each of the educational programs, and is aligned with other programs and

services to achieve many of the objectives' indicators of achievement and six mission fulfillment outcomes.

4.A.2. The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Clark College engages in an effective systemic evaluation of its programs and services within the context of the core theme objectives and the framework for mission fulfillment: guided pathways. All of the college's programs and services align with one or more of the core theme objectives and contribute to attaining the indicators of achievement. Through monthly monitoring and annual evaluation of each core theme objective, [strategies for mission fulfillment](#) are developed to improve the college's programs and services.

As the college is transforming how it offers teaching and learning through guided pathways, evaluation and improvement of its programs and services are planned and implemented based on the SOAA essential practices. Using these essential practices, the college began to evaluate and improve its programs and services in Spring 2017. To date, the [most significant changes](#) have been a redesign of the entry process; the creation of a mandatory, [case-load model for advising](#); and an improvement in the coherency of the educational programs by creating and posting [program information sheets](#) to inform students about recommended courses and the careers opportunities toward which each program will lead.

4.A.3. The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

All educational programs are comprehensively assessed every three years through the [program improvement process](#) that improves and enhances student learning through continuous improvement of instructional programs. Program improvement ensures that Clark's programs achieve the college's vision to inspire learners to excel, transform lives, and strengthen an increasingly diverse community. Further, the program improvement process is the method by which Clark College practices academic excellence by ensuring that each of its educational programs offers the conditions for student learning and intellectual growth.

The members of Clark College's faculty bear the primary responsibility for reviewing existing programs to ensure their effectiveness and responsiveness to community need. This duty is not only in keeping with their discipline and curricular expertise, it also aligns with the college's structure of shared governance. Further, the [Association of Higher Education \(AHE\) negotiated agreement](#) has identified in the faculty job description that faculty "participate in program improvement and outcomes assessment activities that impact student success." In keeping with these mandates, as well as with established best practices, the college's program improvement process requires sustained faculty involvement. Together with the contributions of appropriate college staff and administrators, program faculty assume principal responsibility for the effectiveness of program improvement.

The program improvement process is the responsibility of the [Instructional Planning Team \(IPT\)](#), a standing college committee. A faculty member chairs IPT, which also includes 10 tenured faculty members who serve for a three-year rotating term. The specific logistics of program improvement are coordinated by members of an IPT subcommittee, the Program Improvement Process (PIP) Committee.

The program improvement process requires regular review of multiple aspects of enrollment, teaching, learning, and alignment with regional need of each educational program. The following are the purpose and required activities of PIP:

Purpose

- Establish a systematic, ongoing process of review and improvement for each for-credit program group (credentials related by discipline); and
- Establish a clear communication process to IPT, program faculty, and other college stakeholders to ensure the holistic health and vitality of a program group (i.e., degree(s) and certificate(s) within one discipline).

Required Activities

- Evaluate and improve processes to result in compliance with accreditation standards.
- Establish a systematic, ongoing process of educational program review and improvement.
- Ensure that faculty members engage in all phases of the review process.
- Link vitality indicators, outcomes assessment, and best practices in teaching and learning.
- Assess the health, vitality, and student learning of/within the program group.
- Provide a process that will assist and support faculty who request a program improvement review.
- Establish clear communication processes to IPT, program faculty, and other college stakeholders regarding the outcomes and program improvement results.

Faculty hold the primary responsibility for program review. The Instructional Planning Team oversees program review through the work of its subcommittee, the Program Improvement Process (PIP) Committee, ensuring faculty representation on the PIP Committee as well as in leading all program review efforts. The program review process begins in the spring term of each academic year, when IPT identifies the PIP Committee membership. Members of this committee serve for a two-year term and do not have to be members of IPT.

Every spring quarter, an announcement is made at IPT regarding membership updates as well as a reminder of the programs that will be reviewed beginning the upcoming fall term. Programs desiring a program improvement review that are not on the current schedule, or that want to coordinate with third-party accreditation cycles, can make the request directly to PIP.

In conducting [program reviews](#), the PIP Committee examines the following existing indicators of program effectiveness:

- Enrollment
- Completion
- Student course success rate
- Retention
- Employment rate of leavers/completers
- Wages of former students (leavers/completers)
- Labor market outlook – based on confirmation of Standard Occupational Classification (SOC) codes
 - Projected positions
 - Salary
- Identification of entry (including pre-college) paths (see [Academic Plan](#) Goal 1)
- Organization of program curriculum within a guided pathway - CTE programs identify General Education requirements in the pathway (see [Academic Plan](#) Goal 1)
- Identified and implemented exit pathways to transfer and/or employment (per program, see [Academic Plan](#) Goal 1)

- Mapping of courses and assignments to program outcomes
- Self-reported active learning strategies to support each program outcome and embedded global perspective (see [Academic Plan](#) Goal 5)
- Evidence that students have learned program and course outcomes
- Evidence of students' ability to analyze systems of power, privilege, and inequity (degree programs only, see [Academic Plan](#) Goal 6)
- Evidence that the appropriate advisory committee has reviewed the program improvement process indicators
- Identification of program improvement strategies, especially since last review
- Affirm active partnerships of program faculty with actual businesses, educational institutions, and others (see “Partnerships” sections for all [Academic Plan](#) goals)

4.A.5. The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

As mentioned previously, the college uses its [Strategic Plan](#), operational plans, and [SOAA](#) as guiding documents to holistically evaluate the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment to achieve the intended outcomes of its programs and services related to each of the college's four core themes. Each month, the college records and evaluates the progress toward meeting the all seventeen of the core theme objectives. Specifically, the progress is recorded in Strategic Planning Online (SPOL) and evaluated as it pertains to the annual strategies for mission fulfillment; the progress is also [reported to the Clark College Board of Trustees](#).

Based on the evaluation, opportunities for improvements are discovered, integration of programs and services are deepened, and the allocation of resources to improve programs and services are requested and often obtained. If the capacity and practices required to improve the programs and services are too large or too complex to immediately implement but are necessary to mission fulfillment, the program/service organizational leader or the executive sponsor of the related core theme objective may recommend that as an annual strategy for the following year. In addition, the [core theme councils](#) also identify opportunities for improvement based on the evaluation and then determine what additional resources and capacity are necessary to improve the programs and services. Officially, the [core theme councils recommend these strategies](#) and priorities to the organizational leaders/managers and Executive Cabinet. The councils ask Executive Cabinet to prioritize the resources and capacity necessary to operationalize the strategies.

The [college-wide budget planning process](#) requires that all budget requests are aligned with core theme objectives and each objective's strategies for mission fulfillment, ensuring alignment of all resources and capacities of programs and services to achieve mission fulfillment. Ultimately, the executive sponsor evaluates and prioritizes the budget requests for each strategy based on how well it aligns with the indicators of achievement for each of the core theme objectives, while making sure the resources and capacities are appropriate for the outcome expected.

4.A.6. The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Clark College regularly reviews its assessment processes to ensure that they appraise authentic achievements and lead to improvement through three systems: core theme councils, guided pathways leadership team, and the program improvement process. The core theme councils' purpose is to improve college's effectiveness and progress toward mission fulfillment. Embedded in this purpose is regular review to make sure that the assessment processes and indicators of achievement align with the mission fulfillment outcomes. The guided pathways leadership team – which is still evolving – reviews the assessment processes and progress toward the SOAA essential practices to ensure the college is making

measurable and authentic achievement in student outcomes. The program improvement process is a systematic, ongoing process of review and improvement for each educational program group (e.g. related credentials by discipline).

Core Theme Councils

The purpose of the core theme councils is to improve the college's effectiveness and progress, holistically, toward meeting the core theme objectives and related mission fulfillment outcomes. The councils also make recommendations to the appropriate decision-making bodies regarding improvement strategies within the context of the core theme objectives and guided pathways. By assessing and identifying strategies to support conditions that continually enhance and modernize the college's physical, virtual, and social environment, the work of this committee results in improved student learning. Each council makes recommendations to college leadership teams related to assessment processes, operational processes, and improvement of programs and services as related to the indicators of achievement and mission fulfillment outcomes.

The councils conduct this work in the following three ways:

1. Discuss improvement of student learning within the context of the core theme objectives and indicators of achievement.
 - a. [Academic Excellence Council's](#) discussions aim to improve student learning and increase retention, academic progress, and completion.
 - b. [Social Equity Council's](#) discussions aim to eliminate systemic disparities in educational outcomes and increase the intercultural competency of all college community members, with particular focus on the recruitment and retention of both students and employees from systemically non-dominant populations.
 - c. [Economic Vitality Council's](#) discussions aim to improve the economic conditions of the college, students, and regional workforce. The foci of the discussions are college affordability, institutional budget planning and development, leveraging resources for innovation, and institutionalizing external partnerships to ensure student success and enhanced workforce development.
 - d. [Environmental Integrity Council's](#) discussions aim to improve environmental sustainability, facilities and technology infrastructure planning, and climate.
2. Continuously review and evaluate Clark College's progress toward mission fulfillment, specifically in regards to the core theme objectives. The method used to evaluate will be the mission fulfillment outcomes for each core theme and indicators of achievement.
3. Develop and provide appropriate recommendations of strategies that improve programs and services to the college's leadership teams, especially the President's Executive Cabinet. When relevant, the council will also make recommendations of strategies to improve economic vitality to college units/departments and other related committees.

Guided Pathways Leadership Team

The extensive transformation required for guided pathways initially resulted in many false starts to the make-up of an effective leadership team to implement guided pathways. However, with the support of Clark's membership in the [American Association of Community Colleges \(AACC\) Pathways Institute 2.0](#), the college is finalizing its leadership team. The core of the guided pathways leadership team has been and will continue to be the Vice President of Instruction, as the executive sponsor; a faculty liaison; Vice President of Student Affairs; Associate Vice President of Planning and Effectiveness; the Dean of Student Enrollment and Completion, and—recently added—Special Advisor to the President on Guided Pathways. The team regularly evaluates whether the college is assessing the appropriate indicators and the authenticity of progress. For example, advising services has been actively trying to improve its service to

the college for the past two years. While the redesign of advising services model in 2016-2017 did meet some of the intended results, it did not yield meaningful results that improved the student experience. Throughout the 2017-2018 academic year, the leadership team regularly reviewed the essential practices and intended results as advising services was creating the new advising model.

Program Improvement Process (PIP)

All educational programs are assessed every three years through the [program improvement process](#). The program improvement process at Clark College boosts student learning through continuous improvement of instructional programs. Student learning and student success indicators are evaluated independently and holistically by the Program Improvement Process (PIP) Committee. The team evaluates whether the assessment processes used by each instructional program appraise authentic achievement and yield meaningful results that lead to improvement. Based on their review and evaluation, the team recommends improvements of assessment processes and actions that are intended to lead to improvements in student learning and success.

After a few years of the PIP Committee's recommendations for improvement to student learning outcomes and to programs, the [Outcomes Assessment Committee](#) added an important role to their scope of work. [Programs that the PIP Committee will review within the next two years](#) will present their outcomes assessment findings, as well as their suggested strategies for improving learning based on those assessments to the Outcomes Assessment Committee for review. The Outcomes Assessment Committee reviews each program's assessment process and methodologies, their findings, and their improvement strategies to ensure they are measuring authentic achievement and implementing improvement strategies based on those findings.

4.B.1. Results of core theme assessments and results of assessment of programs and services are a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Results of the core theme assessment and results of the assessment are available on the Strategic Planning Online (SPOL) website, which includes all 17 core theme objectives, intended core theme objective intended results, annual strategies for mission fulfillment, and monthly updates on progress made towards annual strategies for mission fulfillment. Having a place in which all of the college-wide planning is located provides the college community with a transparent process, including assignment of executive sponsors, annual strategies for mission fulfillment for each core theme, monthly progress updates, and educational program improvements.

A) Institutionally Identified Indicators

Assessments of core theme objectives and related programs and services are recorded within the SPOL framework, which includes the institutionally identified intended results for each core theme objective. These intended results provide meaningful, quantitative or qualitative targets that provide evidence of whether the college, including specific programs or services, is achieving its intended goals. Please refer to Standard 4.A.1 for each individual core theme objective for the specific indicator(s) of achievement, intended result, and baseline and current measures.

B) Used for Improvement

Improvement strategies that derive from the assessment of core theme objectives and assessment of related programs and services are used in the development of [annual mission fulfillment strategies](#), specific to the core theme objectives. The annual mission fulfillment strategies are then used in the college-wide budget process to allocate resources and capacity to support collaborative development of solutions to reach the intended results and core theme objectives.

C) Made Available

Each month, the Board of Trustees receives a monthly scorecard report on each of the six mission fulfillment outcomes. These mission fulfillment monthly scorecards provide a transparent progress report and provide the timely information needed to analyze the college's effort towards meeting each core theme mission fulfillment outcome. Mission fulfillment [monthly scorecards are available to the public via the Clark website](#), as well as through internal links on the [core theme council communication tool](#).

Student Learning

Every three years, student achievement and student learning data are reviewed for each program as a part of the program improvement process. For example, enrollment, student learning, and completion (three mission fulfillment outcomes) in addition to many other indicators are assessed for each program. The data are analyzed by PIP and program faculty members to identify and strategize how to acquire resources and capacity that may be needed to improve. All results of the program improvement process are presented to the Instructional Planning Team (IPT) and shared college-wide in the posting of minutes.

4.B.2. The institution uses the results of its assessment of student learning to inform academic and learning support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Since the 2008 comprehensive evaluation of compliance with NWCCU accreditation standards, Clark College has made significant improvements to student learning outcomes assessment in response to the out of compliance finding regarding program learning outcomes assessment. While the professional technical education degrees and certificates were assessed at the program (i.e., degree and certificate) level, the academic transfer programs' student learning was only assessed at the discipline/department level. In response to the out of compliance finding, the college urgently developed the [program learning outcomes for the academic transfer degrees](#), including the Associate of Arts and Associate of Science-Transfer degrees.

Teams of multi-disciplinary faculty members who taught courses that support the academic transfer programs convened to develop assessment criteria for the program learning outcomes in 2009. The framework developed by these teams was used to write a proposal for the college to receive a U.S. Department of Education, Title III-A Strengthening Institutions grant. The grant was awarded in 2011 and the college embarked on a massive project of outcomes assessment reform: Faculty in each degree program group were asked to map the required courses for their degrees to each degree outcome, to identify specifically how each degree outcome would be assessed, and to focus assessment efforts on how well students were meeting each degree-level outcome. Just as importantly, Clark's regime of program review—called the Program Improvement Process, or PIP—was retooled to require a far greater focus on students' meeting of program-level learning outcomes.

The outcomes assessment reform began with training faculty members throughout the institution to understand best practices in methodology and analysis of student learning outcomes assessment for programs. (Faculty members had been and continue to be actively engaged in course level assessment that leads to improvement of student learning.) The purpose of the training was to help faculty members, especially academic transfer faculty members, see how their courses fit into program degrees and certificates.

Over the duration of the Title III-A grant, the college established processes to ensure that students' learning for all educational courses, programs, and degrees was assessed. Engagement in outcomes assessment became an essential criteria for the health of the degrees and programs within the program improvement process. The first faculty-workday in fall quarter, held in October, became the Learning and Assessment Day. On this day, faculty systematically review and assess the learning outcomes for more

than 1,000 artifacts of student learning. The [report of their findings](#) outlines systematic changes needed to improve students' learning outcomes.

Nowhere has this reform affected Clark's planning and practices more profoundly than in the AA-Direct Transfer Agreement (DTA) degree. After some years of trial and error, the AA outcomes were assessed systematically for the first time in [2015 and 2016](#). The results were instructive in two ways: first, for many outcomes, faculty had significant difficulty agreeing whether any given student artifact met the outcome being assessed. And second, where faculty did agree, students met degree outcomes at dishearteningly modest rates.

An honest appraisal of Clark students' challenges meeting student learning outcomes, and of the faculty's difficulties measuring mastery of those outcomes, led many in the college community to conclude that these troubles are an inherent consequence of the structure of the college's AA-DTA degree. A lack of coordination among departments, coupled with inadequate advising, meant that students moved through their respective programs without the benefit of a big-picture strategy for where, when, and how each student would gain the skills and knowledge to meet each of the program-level learning outcomes. One recommendation of the PIP Committee was to convene an AA advisory committee, similar to the professional technical education advisory committees, to holistically examine and improve the AA degree.

The information from the [2015](#), [2016](#), and [2017](#) learning outcomes assessments of the AA and the work done by the AA Advisory Committee identified weaknesses inherent in the structural organization of the AA-DTA. Moreover, the data that led to those conclusions dovetails with other lines of evidence and their implications for change. For example, students' perceptions of student services, such as advising and registration—as reported in Clark's biennial Student Experiences Survey – suggested a major structural reform of instruction and student affairs was needed – leading to adoption of guided pathways. In other words, Clark's adoption of guided pathways as the centerpiece goal of the [Academic Plan](#) stems from the appraisal of Clark's student success data more than it does from the evidence presented by nationally renowned educational experts.

The improvements in learning have been documented in a variety of methods. Every program annually records their assessments of learning for courses and programs (i.e., certificates and degrees) in an [outcomes assessment Canvas shell](#) to which all faculty members have access. In addition, the findings and improvements of student learning are included in the program review as outlined in the [program improvement process](#). Moreover, faculty members who seek revision to curriculum are asked to provide the [rationale for the change](#). [Requests for new programs](#) must articulate their program learning outcomes as well as the methodology to assess those outcomes.

Section C

Core Themes, Objectives, and Programs and Services Planning, Assessment, and Improvement

Academic Excellence

The [objectives of the Academic Excellence \(AE\) core theme](#) commit the college to facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. Each of the objectives identifies the necessary components, appropriate strategies, and resources to facilitate student learning. The first objective is the expectation that the college will deliberately implement and institutionalize practices that increase academic performance, retention, and completion (AE1). The remaining objectives within Academic Excellence operationalize the conditions necessary to facilitate student learning with the following foci: inclusive and dynamic curriculum (AE2); active learning strategies (AE3); accessible, integrated, and technology-enriched learning environments (AE4); professional development (AE5); and outcomes assessment and improvement of student learning (AE6). Collectively, these objectives are expected to result in increased student completion and improved student learning, two of the college's six mission fulfillment outcomes.

AE1. Implement and institutionalize practices that increase academic performance, retention, and completion.

Clark College chose the first objective of the Strategic Plan to ensure decision making that concerns any other objective must first consult the imperative to enhance—and never to compromise—student achievement. This intentional planning catapulted the college toward the primary framework of guided pathways to achieve mission fulfillment. Every program and student service at the college influences academic performance, retention, and completion, both individually and collectively, and guided pathways calls for a complete redesign of those individual programs and services; this redesign focuses on the concept of *guided* as identified in the [Clark College mission statement](#).

Clark's [retention](#) and [completion](#) rates among certificate- and degree-seeking students, similar to community colleges nationally, are dismal and in need of improvement. This change is more important now than in years past due to the increasing expectation that the workforce in all industries have post-secondary credentials (American Association of Community Colleges, 2014 and Brunell, 2014). As a consequence of systemic inequity, people of color are disproportionately represented in the lowest socio-economic quintiles in Clark College's service district. Clark College's planning for programs and services addresses that inequity as it seeks to improve conditions for all students. Over the past several years, specific plans have been developed to improve first-to-second quarter retention as well as to decrease the time it takes to achieve college-level credit in precollege math: essential practices of guided pathways.

As described in Clark's response to Standard 1, the two indicators of achievement of the first objective are 1) first-to-second quarter retention and 2) transfer students completing college math. These indicators were selected because they are predictive of student academic performance, retention, and completion. Overall, Clark College currently meets only the first indicator of achievement: first-to-second quarter retention.

AE1.1 Indicator	Indicator of Achievement	Baseline	Current (2017-2018)
Percent of degree-seeking students who are retained from first to second quarter	Clark's % = 80%	Fall 2015 to Winter 2016: 82% Fall 2016 to Winter 2017: 82%	Fall 2017 to Winter 2018: 82%

The college has consistently monitored first-to-second quarter retention quarterly for more than ten years. During this time, significant changes have been made to various programs and services throughout the college. A few of these changes include the new college introduction course, academic early warning, and redesigns of placement and advising. As described in 3.B.2, these silo-ed approaches to improving programs and services did not yield the hoped-for improvements in student outcomes. For this reason (and other reasons identified throughout this chapter), Clark College adopted guided pathways as its framework for mission fulfillment.

The college developed a [College Essentials course \(COLL 101\)](#), which includes curriculum on college readiness, financial literacy, clarifying career goals, creating an educational plan, managing college costs, and understanding the consequences of systems of power, privilege, and inequity. The first-year experience course ensures that students have the preparation within a pathway to be successful at Clark. The Associate of Arts degree now requires the COLL 101 course and has increased resources and capacity to facilitate the mandatory requirement of the COLL 101 course.

An early alert warning system was adopted in 2009 in response to a lower course success rate and to students' dissatisfaction with timely warning of academic trouble. In 2010, the college implemented a technology tool faculty members can use to identify the student and course, and to describe the issue(s) (e.g., absence, not turning in homework, low test scores, etc.). The technology application provided the information to professionals assigned to groups of students. These professionals connect with students referred by the academic early warning system to advise them of and refer them to the support services appropriate for the students. Many faculty members use the academic early warning system.

Students who place below college-level in reading, math, and/or writing are most at risk for drop-out. The college has made significant changes in its placement procedures to improve the accuracy and support students receive throughout the placement process. While the new improvements were necessary, the college made these changes quickly because the COMPASS placement assessment was no longer available. Today, the college uses multiple measures for placement. The Washington State Board for Community and Technical Colleges and the Office of the Superintendent of Public Instruction have an articulation agreement that students who have earned a 3 or higher on the high school assessment are placed at college-level in math, reading, and writing. If that information is old or never existed, the [ALEKS](#) assessment is used for math placement. It not only identifies the strengths and weaknesses of each student in mathematical concepts, it provides modules for students to learn the concepts they need to place at college level. The college developed its own reading and writing placement assessment that assesses placement based on a writing sample.

[Academic advising](#) – including providing wrap-around services for supporting students to make informed decisions that lead to successful progress, persistence, and completion – is a national best practice and guided pathways essential practice for student success. The advising services offered at Clark College have been in a constant state of improvement for more than fifteen years, similar to colleges throughout the nation. Currently, the advising department is partnering with faculty to develop a system of advising consistent with guided pathways to improve students' onboarding, progression, and attainment of educational goals.

AE1.2 Indicator	Indicator of Achievement	Baseline	Current (2017-2018)
Percent of transfer students completing college-level math within first four quarters.	Clark's % = 55%	Fall 2015 Cohort: 19%	Fall 2016 Cohort: 20%

In light of the adoption of guided pathways, the college recognized that it needed to change the precollege math sequence to ensure student success and equity. The [redesign of precollege math](#) involves categorizing math competencies into four math pathways: 1) Liberal Arts; 2) Social Science and Education; 3) Business; and 4) Science, Technology, Engineering, and Math (STEM). These precollege math competencies will be learned in the new two-quarter precollege sequence, rather than in the four quarter sequence for those testing at the lowest non-adult basic education levels. Students will more likely be retained over a two quarter precollege math sequence than a four quarter sequence. The pathway-specific algebraic concepts necessary for math-intensive programs will be offered within a co-requisite model in the entry college-level math course for Business and STEM. The mathematics department has developed the curriculum and piloted the precollege courses. Currently, improvements continue to be made to the curriculum and design before it is fully implemented.

In order to monitor progress toward mission fulfillment, the college created the following annual strategies. The strategies to improve programs and services are also informed by the [SOAA](#) essential practices.

AE1. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none"> Fully develop at least half of the guided pathways identified within the areas of study (curriculum maps, entry process, wrap-around support services, and exit pathways). Develop a comprehensive, pathways-focused advising model inclusive of Advising Services, career clarity, and faculty role that 1) guides students to make informed choices, 2) clarifies transfer and career opportunities at the end of each college path, 3) confirms development of an educational plan with predictable schedules, 4) regularly reviews student progress, and 5) intervenes when students go off track. Develop options for distance advising and need to address/clarify contractual language – defining role of faculty in advising process. (Students will come through this model in summer.) Evaluate student placement for writing and math, including the process, and begin implementing changes based on that evaluation. Reform Precollege math curriculum/courses that will decrease the length of time to complete, align with programs of study, and increase course success. 	<ul style="list-style-type: none"> Fully develop all degree and certificate programs and offer at least half of the degrees and certificates as guided pathways (curriculum maps, entry process, wrap-around support services, and exit pathways). Redesign college-level writing and math pathway, including the process to eliminate the inequities in student placement and college-level success, that students will complete the first college-level writing and math courses within the first year of the student's enrollment.

AE2. Create and sustain an inclusive and dynamic curriculum and environment that reflects our diverse college community.

One important strategy that manifests Clark's institutional commitment to social equity is the infusion of the study of power, privilege, and inequity within college curriculum and programs. Learning the dynamics of power, privilege, and inequity will prepare students in all of Clark's degree programs to constructively participate in an increasingly diverse society and to reduce the harmful impact of existing systems of power, privilege, and inequity in the United States. The intent is that no student will earn a degree credential without successfully completing at least one course that provides the learning necessary to analyze systems of power, privilege, and inequity.

The college has taken the most action regarding student learning in the associate of arts degree. The program learning outcome related to the ability to analyze systems of power, privilege, and inequity was adopted in 2009-2010 academic year. However, the associate of arts degree does not have a distribution area related to this learning outcome. The Associate of Arts Advisory Committee proposed to add a distribution area requirement. To support this new distribution, the college has developed a [rubric](#) to evaluate student work and criteria by which a course would be designated as fulfilling the power, privilege, and inequity distribution area. The [Curriculum Committee](#) has identified that, at present, there are eleven existing courses that fulfill this requirement. More courses will be evaluated over the coming year. The [Instructional Planning Team](#) plans to make the decision to require a course from the distribution area when the college has capacity to serve the number of students in these courses. (At this time, the college does not offer the necessary sections/classes to meet the need.)

This objective is measured by one indicator of achievement: 100% of the college's degrees have a learning outcome related to the ability to analyze systems of power, privilege, and inequity. However, most of the college's degrees and certificate programs have not integrated the study of power, privilege and inequity into the curriculum.

AE2.1 Indicator	Indicator of Achievement	Baseline	Current (2017-2018)
Percent of college's degrees with a PPI learning outcome.	Clark's % = 100%	26% (20/77)	26% (20/77)

The college did not meet the benchmark for the AE2 indicator of achievement but will plan an implementation strategy for the 2019-2020 academic year. In addition, close alignment exists with the first objective in the social equity core theme: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.

Clark College does not meet this objective (AE2) because only 26% of the degree programs have a learning outcome that calls for students to be able to analyze patterns or dynamics of power, privilege and inequity. Moreover, the Program Improvement Process Committee has consistently recommended that this be accomplished (or improved) for every program that has been reviewed since the adoption of the [Academic Plan](#). In response, the [Teaching and Learning Center](#) has developed and offered many opportunities for faculty development related to teaching and learning the study of power, privilege, and inequity. To further support this work, the college plans to put resources into hiring a faculty expert to work with other faculty members to help make curriculum more inclusive, dynamic, and reflective for our students during the 2019-2020 academic year, as outlined in Goal 6 of the Academic Plan and recorded below in the 2018-2019 strategies for mission fulfillment.

AE2. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<p>[Strategies are cross-listed with AE4 and SE1]</p> <ul style="list-style-type: none"> • Implement Accessible Technology Policy – Deploy Ally in all course shells. • Identify structural and systematic barriers that continue to prevent or limit opportunities for systemically non-dominant current and future students. <p>*Develop a system to capture experiences reported to the Office of Diversity and Equity that deter/discourage systemically non-dominant students from persisting and/or advancing toward completion. The record of student experiences will be used to identify differences by area of study or other commonalities that indicate disparities between systemically non dominant students and systemically dominant students and develop corrective strategies, where appropriate.</p>	<ul style="list-style-type: none"> • Prepare students to analyze systems of power, privilege, and inequity within all degree programs.

AE3. Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective.

Active learning instructional strategies result in a) a shift of emphasis from transmitting knowledge to developing student skills; b) student engagement in analysis, synthesis, and evaluation - higher-order thinking skills; and c) activity-based learning. This wide definition permits a variety of active learning instructional strategies, which can be employed within or outside of the classroom, in individual or group settings. However, in all implementations, the instructor provides opportunities for students to both demonstrate what they have learned and receive feedback throughout the learning process. Clark identifies five active learning strategies and measures utilization of active learning for each program when they are reviewed in the program improvement process. These strategies consist of experiential learning, collaborative learning, interdisciplinary approaches, project-based learning, and problem-based learning; they are described in Goal 5 of the [Academic Plan](#).

The Program Improvement Process (PIP) Committee reviews faculty members' self-report of active learning strategies every three years. The information is collected through a survey. For the most part, professional technical education courses use the five active learning strategies outlined in the Academic Plan. The survey results for academic-transfer programs that have been reviewed indicate need for improvement. Moreover, since the use of active learning strategies has been added to the program improvement process, it has become clear that a better methodology is needed to effectively measure the use of active learning strategies. Since the adoption of the Academic Plan, 73% of program learning outcomes have been determined to use active learning strategies.

AE3.1 Indicator	Indicator of Achievement	Baseline	Current (2017-2018)
Percent of program learning outcomes that are supported by active learning strategies	Clark's % = 100%	2016-2017 78% (21 of 27 program learning outcomes measured)	2017-2018 73% (66 of 91 program learning outcomes measured)

By the end of the 2017-2018 academic year, only 28 degrees and certificates have been reviewed through the new program improvement process outlined in the Academic Plan, accounting for 91 learning outcomes. (The college's other educational programs have not gone through the program improvement process since the adoption of the Academic Plan.) While all programs reviewed under the new program improvement process used at least some active learning strategies to support program learning outcomes, all programs received a recommendation to improve the use of active learning strategies. In response, the Teaching and Learning Center has offered faculty development learning opportunities related to active learning strategies. The college has committed to incorporating the use of active learning strategies into the faculty evaluation tool to further institutionalize these techniques.

AE3. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none"> • Integrate effective Active Learning strategies into the faculty evaluation tool. • Assess and improve program active learning strategies through the Program Improvement Process. 	<ul style="list-style-type: none"> • Integrate Active Learning strategies, as defined in the Academic Plan, into the faculty evaluation tool.

AE4. Create and advance accessible, integrated, and technology-enriched learning environments.

Creating inviting learning spaces—in which students, faculty, and staff might interact with one another—is a crucial strategy in promoting an inclusive and sustainable community of learners. Goal 4 of the [Academic Plan](#) was developed to achieve this objective by identifying the criteria to foster an inclusive learning environment that supports active learning. Specifically, Clark's physical spaces must provide for mobile learning, connected learning (connecting students to resources and the broader learning community), visual and interactive learning, and universally designed and supported learning to achieve the [fourth objective of Academic Excellence](#) as well as the [first objective of Social Equity](#) and the [second objective of Environmental Integrity](#).

Clark College measures the two indicators of achievement associated with this objective by identifying whether the new or remodeled spaces adhere to the criteria as listed in Goal 4 of the Academic Plan and whether the learning environment includes the appropriate technology to support student learning. Overall, Clark meets these indicators of achievement.

AE4.1 Indicator	Indicator of Achievement	Baseline (2015-2017)	Current (2017-2019)
Percent of new and remodeled learning spaces that have adhered to the criteria listed in the Academic Plan, Goal 4.	Clark's % = 100%	100%	N/A (100% for Academic Year 2017-2018)

The budget for the college's new and remodeled learning spaces is allocated biennially, rather than in one single year. During the 2015-2017 biennium, the college reserved most of the capital and remodel budget for the [Culinary Arts project](#), leaving few resources for remodel and development of other new spaces. All of the new and remodeled spaces during 2015-2016 (i.e., new STEM building, gender neutral restrooms, lactation rooms, and Gaiser Hall remodel), met the criteria as listed in Goal 4 of the Academic Plan. During 2017-2018, the two major remodel projects, (i.e., the Culinary Arts space and the math classroom) both met the Goal 4 criteria.

The college plans to improve classroom space based on a pilot redesign of a math classroom. Mathematics faculty members sought to make the classroom more inclusive for all people to learn. Facilities redesigned a math classroom, based on faculty and student input, by painting an accent wall, putting in carpet, replacing lighting to allow the lights to be dimmed in different parts of the room, and improving the technology in the classroom. Based on the feedback of these changes, additional classrooms will be redesigned and additionally will include artwork on the wall.

AE4.2 Indicator	Indicator of Achievement	Baseline	Current
Percent of students who agree that learning environment includes appropriate technology to support student learning.	Clark's % = 85%	Winter 2016: 79%	Winter 2018: 80%

During Winter 2018, [80% of students agreed or strongly agreed](#) that the physical learning environments, such as classrooms and gathering places, include appropriate technology to support student learning - up from 79% in 2016. Systemically non-dominant (SND) students are less likely to agree that the learning environment includes appropriate technology to support student learning than students not from systemically non-dominant groups (not SND) in both years; however, systemically non-dominant students were more likely to agree in 2018 (80%) than in 2016 (77%). Some of these differences may be due to the implementation of stricter accessibility standards for teaching and learning that resulted in improvements to the Learning Management System, Canvas, that include instructional design and Ally, a Canvas add-on for accessibility. In addition, the college hired a dedicated person to ensure that all curriculum was accessible to support the implementation of these stricter standards. (See Social Equity, SE1.)

To improve the resources and capacity to achieve this objective, the college has committed to improving and increasing classroom technology and faculty development to improve the virtual environment to better facilitate learning.

AE4. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<p>[Strategies are cross-listed with AE2 and SE1]</p> <ul style="list-style-type: none"> • Implement Accessible Technology Policy – Deploy Ally in all course shells. • Identify structural and systematic barriers that prevent or limit opportunities for systemically non-dominant current and future students. 	<ul style="list-style-type: none"> • Increase the number of Smart-classrooms. • Work toward implementing a training program to assist faculty in utilizing online support tools to enhance student learning environments. • Expand Clark's current digital wireless environment with mobile device management to permit the use of tools that enrich learning environments for students. • Increase the number of course sections offered online and hybrid without compromising course success. • Increase the faculty utilization of Canvas for coursework.

AE5. Engage faculty, administrators, and staff in professional development experiences that enhance student learning.

The fifth Academic Excellence objective directs the college to engage in professional development experiences that enhance student learning. Throughout all the goals of the [Academic Plan](#), professional development is identified as a key resource. Due to the significant changes needed to all programs and services, the college recognizes that the most effective way to implement change is to engage all employees in professional development. Therefore, the college has provided the resources and many opportunities for employees to engage in professional development. For the past four years, the college has closed to the public for [two days in August](#) for employees to engage in a variety of professional development opportunities. These opportunities relate to guided pathways, organizational change, active learning strategies, equity, and other areas relevant to student learning. The [academic calendar](#) was also changed to transform faculty work days into faculty development days. Faculty members engage in [development activities](#) related to the study of systems of power, privilege, and inequity; guided pathways; active learning strategies; integrated learning; and other areas relevant to student learning.

While the college has successfully engaged its full-time employees in professional development opportunities, it continues to grapple with how to include part-time employees, especially adjunct faculty members. Since most of the college's courses are taught by adjunct faculty members, they are a large proportion of the employees. However, it requires resources to include adjunct faculty who must be paid outside of contract hours to attend. The college has set aside funds for twenty adjunct faculty members to attend the faculty development opportunities during faculty workdays that are usually awarded on a first-come, first-serve basis.

AE5.1 Indicator	Indicator of Achievement	Baseline	Current
Percent of faculty/staff (adjuncts included) who participate in professional development activities – beyond the required professional development activities – related to universal design; challenging systems of power, privilege, and inequity; active learning strategies; and guided pathways.	Clark's % = 100%	2015-2016: <20%	2017-2018: 41%

Due to the major reforms listed in the [Academic Plan](#), [Social Equity Plan](#), and essential practices of guided pathways, professional development is more necessary and extensive than ever. Many of the opportunities have been directly aligned with these reforms. These opportunities are offered throughout the academic year, including [Teaching and Learning Days in August](#), [Opening Day](#), [Focus on Learning Faculty Work Days](#), and others.

The college has added requirements for professional development to support student learning both directly and indirectly. To improve equity in hiring practices so that employees reflect the cultural backgrounds of students, any person serving on a hiring committee must complete the Equity in Hiring Training. In addition, all supervisors must complete a supervisory training to make the improvements to the working conditions of employees, which are necessary due to the significant amount of change occurring at Clark College.

To further improve the professional development opportunities to achieve the fifth Academic Excellence objective, the college has implemented the following strategies:

AE5. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none"> Engage faculty, staff, and administration in professional development opportunities related to active learning strategies, guided pathways, social equity, and accessibility (Accessible Technology Policy). 	<ul style="list-style-type: none"> Implement and evaluate the year 1 mandatory supervisory training. Implement and evaluate the year 1 mandatory professional development related to social equity.

AE6. Align curriculum with learning outcomes and apply outcomes assessment evidence to continually advance student learning.

Outcomes assessment produces reliable information that allows faculty members to have meaningful conversations about how well students are meeting outcomes in their classes, and then make informed decisions about how to better create such learning in the future. By analyzing student learning, outcomes assessment projects also provide a picture of how that learning can be impacted by areas outside of instruction: staffing, facilities, scheduling, advising, etc. In this way, administrators and staff are able to see how their support of instruction impacts student learning and make similarly informed decisions about how best to continue that support.

Goal 2 of the Academic Plan articulates the importance of outcomes assessment and outlines the process the college uses to assess student learning outcomes. As a faculty led and designed process, outcomes assessment improves both teaching and learning. Outcomes assessment is also the fourth pillar of the [Scale of Adoption Assessment](#): Ensuring Students are Learning. The fourth pillar provides clear essential practices consistent with the indicators of achievement for this objective. Therefore, outcomes assessment activities will be more intentionally integrated into the Guided Pathways work beginning 2018-2019.

Clark College measures achievement of the sixth Academic Excellence objective by 1) instituting the expectation that all program and course learning outcomes have established learning targets and 2) making sure that programs have mapped their courses to the program learning outcomes. These indicators of achievement were chosen because they are aligned with Pillar 4 of the guided pathways Scale of Adoption Assessment for guided pathways. By defining these indicators of achievement, the educational programs become more coherent both to students and the college. While Clark College has a solid outcomes assessment program, the college has room for improvement in officially establishing learning targets for every student learning outcome and mapping courses to those program learning outcomes.

AE6.1 Indicator	Indicator of Achievement	Baseline	Current
Percent of program and course learning outcomes that have established learning targets.	Clark's % = 100%	2016-2017: 40%	2017-2018: 40%

The college has not made progress on officially recording established learning targets for each program and course learning outcome. However, all programs that go through the [program improvement process](#) present the outcomes assessment findings related to the learning targets and identify strategies to improve learning. Therefore, the intent of this indicator is met through this program review process. Moreover, the college is retooling its efforts in outcomes assessment within the framework of guided pathways to make sure students are learning at the targeted rate for programs and courses connected to programs.

AE6.2 Indicator	Indicator of Achievement	Baseline	Current
Percent of programs that have mapped the courses to the program learning outcomes.	Clark's % = 100%	2016-2017: 57%	2017-2018: 91%

The college has made significant gains in aligning its courses to program learning outcomes. Much of this work has resulted from the 2017-2018 activity of creating [program information sheets](#) as one of the major activities and accomplishments under the guided pathways redesign of teaching and learning. These program information sheets suggest courses that best align with program learning outcomes to maximize learning within a general sequence of the degree requirements outlined in the catalog. (Program information sheets are the first iteration toward creating program maps.)

As stated previously, the college has realigned outcomes assessment within guided pathways as all but one of Pillar 4's essential practices are outcomes assessment. This realignment ensures that improving student learning is at the heart of the entire college, not just faculty members. In addition, the college is exploring reorganizing the outcomes assessment staffing plan to decentralize the work traditionally performed by the outcomes assessment faculty liaison to the instructional deans and a faculty team so that outcomes assessment work [becomes a core activity for instructional leadership and better defines faculty members' responsibility](#). The college adopted the following annual strategies to improve the college's ability to attain the indicators of achievement:

AE6. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none"> • Develop and revise program maps for all programs that are informed by current outcomes assessment projects. • Apply the results of learning outcomes assessments to improve the effectiveness of teaching and learning. (Guided Pathways Pillar 4.) 	<ul style="list-style-type: none"> • Apply the results of learning outcomes assessments to improve the effectiveness of teaching and learning. (Guided Pathways Pillar 4.)

Social Equity

Clark College commits, under the core theme of Social Equity (SE), to “facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups.” This statement is operationalized by three core theme objectives, focused on the following: create an accessible and inclusive environment (SE1); improve intercultural competency among students and employees (SE2); and institutionalize hiring and retention practices that challenge systems of power, privilege and inequity (SE3). Collectively, these three core theme objectives aim to provide the conditions to support the mission fulfillment outcome of eliminating systemic disparities in educational outcomes. Selection and improvement of programs and services at the college for Social Equity is aligned with the core theme objectives.

SE1. Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.

SE1 focuses on creating and sustaining an accessible and inclusive environment. In keeping with that focus, the college utilizes a data-informed approach to determine what programs and services are needed to increase accessibility of the college, and to align the integrated operational goals of each program or service with the college planning process. This data includes the [CCRC Scale of Adoption Assessment \(SOAA\)](#), [environmental scans](#), [student surveys](#), and analysis of student outcomes (e.g. rates of [completion](#), [retention](#), [course success](#)).

The two primary outcomes associated with effectively implementing guided pathways are increasing student completion and eliminating systemic disparities in educational outcomes. These outcomes direct the college to ensure all improvements made to programs and services produce equity. The work necessary to achieve these outcomes is articulated in the [Social Equity Plan](#) and the SOAA essential practices.

The biennial Student Experiences Survey measures how students experience the college. The college – including the [Social Equity Council](#) and the [Office of Diversity and Equity](#) – uses these [survey results](#) to identify the disparities in student experiences at the college. The survey results help Clark leadership and departments prioritize strategies, programs, and services that will eliminate systemic disparities in educational outcomes within the framework of guided pathways. In other words, the college identifies patterns and disparities in student experiences at the college – and develops strategies (through programs and services) to address those disparities using the SOAA essential practices; data regarding student completion, retention, course success, and student learning outcomes by student groups; and the student survey.

Two indicators measure progress towards objective SE1: 1) Completion rate among systemically non-dominant students is 40% and/or equal to systemically dominant students – whichever is higher and 2) 85% of students agree that course materials are accessible for all students. These measures provide a comprehensive analysis of college accessibility, by providing quantitative measures of locally established criteria.

SE1. Accessible and Inclusive Environment: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.

SE1.1 Indicator	Indicator of Achievement	Baseline	Current
Percent of degree-seeking systemically non-dominant students complete a degree or certificate within 150% of expected time.	Clark's % = Whichever is higher: ≥ 40% or equal to or higher than systemically dominant students.	Fall 2012 Cohort Systemically Non-Dominant (SND): 21% Not Systemically Non-Dominant (Not SND): 31% No Running Start SND: 18% Not SND: 23%	Fall 2014 Cohort Systemically Non-Dominant (SND): 31% Not Systemically Non-Dominant (Not SND): 39% No Running Start SND: 21% Not SND: 24%

This quantitative measure shows that the college has seen an increase in completion rates for systemically non-dominant (SND) students from 21% (Fall 2012) to 31% (Fall 2014). When excluding Running Start students, these rates drop to 18% (Fall 2012) and 21% (Fall 2014). Overall, this indicator provides evidence that some redesign efforts outlined in the [Social Equity Plan](#) – to provide the conditions for students from systemically non-dominant groups to achieve their goals equitably – are leading to an increase in student completion. However, external factors that may be influencing this rate include a) increase in students who place into college-level math and English; b) change in demographics with the economic recovery, leading to fewer students eligible for Pell grants; and c) increase in Running Start students who have a higher success rate. Even with this systematic, verifiable indicator, additional analysis of internal and external factors influencing student progression and completion provides the college with insights on the rates of improvement of core theme objective's strategies, programs, and services.

SE1.2 Indicator	Indicator of Achievement	Baseline	Current
Percent of students who agree that course materials are accessible for all students.	Clark's % = 85%	Winter 2016: 76%	Winter 2018: 77% SND: 74% Not SND: 79%

Biennial analysis of student perceptions of accessibility of course materials provides a reliable data source regarding the outcomes of the core theme objectives strategies, programs, and services. Assessed every other year, student level of agreement on the [Student Experiences Survey](#) provides an outcome measure of the college's efforts to improve universal design of course materials to provide the conditions for all students to be successful. Overall, this quantitative measure indicated that there has been slight improvement in student perceptions of course material accessibility (76% to 77%) over the past 2 years. After further inquiry through an equity lens, the college saw that students from systemically non-dominant (SND) groups are less likely to agree or strongly agree that course materials were accessible (74%), compared to students not from systemically non-dominant groups (79%). And comparing Winter 2016 and Winter 2018 administrations, there was no improvement in perceptions of course material accessibility for students from systemically non-dominant groups (74%). Therefore, additional strategies and interventions are needed to improve the student experience with accessibility of course materials, especially the perception from those that are victimized by oppression. Even with this systematic,

verifiable indicator, additional analysis through an equity lens provides the college with additional insights on the efficacy and efficiency of core theme objective's strategies, programs, and services.

In Academic Year 2017-2018, there was a college-wide strategy to "Implement Accessible Technology Policy." Instructional units, in cooperation with Disability Support Services, were asked to examine auxiliary course technology to ensure adherence to accessibility requirements. The [Teaching and Learning Center \(TLC\)](#) provided an instructional accessibility technician to help faculty universally design online learning environments via Canvas shells. While each program identified program-relevant strategies, the collaborative approach ensures that the college is working towards a common strategy and outcome. Evaluating effectiveness of programs and services is done within the context of the strategies and indicators of core theme objective achievement. [Disability Support Services](#) and the Teaching and Learning Center evaluate their contribution to the strategy (e.g. implement Accessible Technology Policy) and to the indicator to increase accessibility and inclusivity of learning environment and course materials. The integrated planning and evaluation approach is a culture shift, focusing on the needs of students and the infrastructure to support student learning, rather than silo-ed department-level planning.

SE1. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none"> • Implement Accessible Technology Policy. *Deploy Ally in all course shells. • Identify structural and systematic barriers that continue to prevent or limit opportunities for systemically non-dominant current and future students. *Develop a system of capturing experiences reported to the Office of Diversity and Equity that deter/discourage systemically non-dominant students from persisting and/or advancing toward completion, including review of student data to identify differences by area of study or other commonalities that indicate disparities between systemically non dominant students and systemically dominant students, and develop corrective strategies, where appropriate. 	<ul style="list-style-type: none"> • Support accessibility resources for faculty to make course content accessible through staff support (as recommended by the Social Equity Council). • Document services provided by the Office of Diversity and Equity to better serve students.

SE2. Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.

SE2 focuses the college to improve intercultural competency among employees and students. The college utilizes a data-informed approach to determine what programs and services are needed to increase intercultural competence at the college. A data-informed approach is also used to align the integrated operational goals of each program or service with the college planning process.

In order to provide meaningful guidance to students, Clark works to fully appreciate who they are, what they value, and what challenges they face. These considerations are vital in sustaining the role that any open-enrollment institution plays in its community. At Clark specifically, the majority of entering students identify with at least one demographic that is less privileged than a typical Clark County resident. Approximately 65% of students are low income. In addition, the majority are more diverse than

either their communities or college employees. The life experiences of our students require Clark to be deliberate and holistic about increasing the cultural competency of the whole college community.

Understanding and emphasizing intercultural competency has been proven to enhance learning outcomes for all students (Robinson-Armstrong, 2010). Findings have demonstrated that when diversity recognition; intercultural competency; and analysis of systems of power, privilege, and inequity are integrated into teaching and learning and support services—students make meaningful connections between their classes and life experiences. By infusing the study of power, privilege, and inequity (PPI) within the curriculum, the college will prepare students for life and work in a multicultural, diverse, and international society.

Intercultural competency is necessary to challenge systems of power, privilege, and inequity as well as create and sustain the conditions that produce equitable outcomes. In order to create these conditions, employees from all levels need to be able to evaluate the cultural relevancy of the environment, policies, and practices for students from all backgrounds. As stated previously, this work requires regular professional development for all employees.

Three indicators measure progress towards SE2: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes: 1) Percent of employees engage in professional development to understand and challenge systems power, privilege, and inequity; 2) Percent of students agree with the metric based on the following two items: I can identify with my instructors and I can identify with college employees; and 3) Percent of college's degrees with a PPI learning outcome. These measures provide a comprehensive analysis of college intercultural competency, by providing quantitative measures of locally established criteria.

SE2. Intercultural Competency: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.

SE2.1 Indicator	Indicator of Achievement	Baseline	Current
Percent of employees engage in professional development to understand and challenge systems power, privilege, and inequity.	Clark's % = 100%	2016-2017: 23%	2017-2018: 29%

Clark conducts annual analysis and monthly monitoring of employee participation in professional development opportunities to understand and challenge systems of PPI. This work provides a systematic, verifiable data source regarding the outcomes of the core theme objectives' strategies, programs and services for increasing intercultural competence. This quantitative measure indicated that there has not been significant change in employee participation in professional development opportunities in the past 2 years. With about one-in-four employees engaging in these professional development opportunities, new strategies, programs, and services are needed to promote employee understanding and challenging of systems of PPI. Recognizing that the college is not making progress towards the intended result, the college developed a 2018-2019 annual strategy for mission fulfillment to “offer professional development to improve competencies among employees in equity, inclusion, and diversity.”

SE2.2 Indicator	Indicator of Achievement	Baseline	Current
Percent of students agree they know how to evaluate the influence of power, privilege, and inequity within the context of their educational program.	Clark's % = 85%	Winter 2016: 56%	Winter 2018: 62%

[Biennial analysis of student perceptions](#) of expected learning outcomes related to analyzing the influence of power, privilege, and inequity provides a systematic data source regarding the outcomes of the core theme objective's strategies, programs, and services. This quantitative measure indicates that there has been an increase in student perceptions in the past two years, from 56% (Winter 2016) to 62% (Winter 2018). Furthermore, students who had enrolled in College 101 were more likely to agree that their educational program taught them how to evaluate the influence of power, privilege and inequity (70%), compared to students who had not enrolled in College 101 (57%). These indicators, taken together, provide evidence that some redesign efforts of curriculum, including College 101 incorporation of curriculum on the influence of PPI, are leading to the increase in student awareness of the expected learning outcome.

SE2.3 Indicator	Indicator of Achievement	Baseline	Current
Percent of college's degrees with a PPI learning outcome.	Clark's % = 100%	26% (20/77)	26% (20/77)

The college did not meet the benchmark for the AE2 indicator of achievement but will begin to plan in 2018-2019 and implement the plan during the 2019-2020 academic year. In addition, close alignment exists between AE2 and the first objective in the social equity core theme: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.

Clark College does not meet this objective because only 26% of the degree programs have a learning outcome that expects students to be able to analyze patterns or dynamics of power, privilege, and inequity. The Program Improvement Process Committee has consistently recommended that this be accomplished (or improved) for every program that has been reviewed since the adoption of the [Academic Plan](#). In response, the [Teaching and Learning Center](#) has developed and offered many opportunities for faculty development related to teaching and learning the study of power, privilege, and inequity. To further support this work, the college plans to put resources into reassigning a faculty expert to work with other faculty members to help make curriculum more inclusive, dynamic, and reflective for students during the 2019-2020 academic year, as outlined in Goal 6 of the Academic Plan and recorded below in the 2018-2019 strategies for mission fulfillment.

Programs and services use these annual strategies to develop operational plans that provide the information, resources, and support to students to collectively support the college-wide strategy for mission fulfillment. The college has had turnover in the Diversity and Equity executive cabinet position. Therefore, the college is in the process of hiring an executive cabinet member to collaborate with the programs and services throughout the college to identify systems that unintentionally perpetuate existing systems of power, privilege, and inequity.

SE2. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none">• Develop Power, Privilege, and Inequity (PPI) training for employees with outcomes focusing on the social construction of race and other identities, institutional imposition of inequity based on those identities, the impact of identity on social outcomes, tools for overcoming institutional biases, and implicit bias training. The training will be assessed based on learning outcomes of PPI training.• Use learning outcome assessment results related to students' ability to analyze patterns of power, privilege, and inequity to identify and – if appropriate – implement changes to the transfer degrees.• Review the college's four core multicultural events to ensure that the offerings are inclusive and sufficiently broad to support the college's Social Equity Plan.	<ul style="list-style-type: none">• Offer professional development to improve competencies among employees in equity, inclusion, and diversity.• Prepare students in all degree programs to analyze systems of power, privilege, and inequity.• Assess the college's four core multicultural events to ensure that the offerings are inclusive and sufficiently broad to support the college's Social Equity Plan.

SE3. Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.

SE3 directs the college to institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. The intent of this objective is to make sure that Clark College students who identify as a person from systemically non-dominant race, ethnicity, gender identity, disability status, and/or sexual orientation find people like them so they can connect, be supported, and be understood within their specific culture and experiences. Accomplishing this objective will strengthen the college's ability to provide the conditions that are relevant and relatable to students within their cultural context.

In order to effectively implement strategies to serve the community and students, the college's workforce must be representative of the community and students that the college serves. Therefore, institutionalizing hiring and retention practices that mitigate systems of power, privilege, and inequity (SE3) is required to support implementation of social equity practices and the college's transformation to guided pathways.

The college has developed and adopted the [diversity recruiting and hiring plan](#) which operationalizes the [Social Equity Plan](#), Goal 1. The plan outlines intentional efforts to increase recruitment of diverse applicant pools and train hiring committees to recognize and avoid bias in the hiring process.

Three indicators measure progress towards SE3: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. These indicators provide a comprehensive analysis of college intercultural competency, by providing quantitative measures of locally established criteria.

SE3. Retention and Hiring: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.

SE3.1 Indicator	Indicator of Achievement	Baseline	Current
Percent of full-time employees from systemically non-dominant groups is equal to or higher than the student population.	Clark's Employee % \geq Clark's Student %	April 2015 Employees: 15.1% People of Color (PoC): 13% Disability: 2% Students: 35% PoC: 32% Disability: 6%	April 2018 Employees: 18.9% People of Color (PoC): 17% Disability: 2% Students: 36% PoC: 34% Disability: 6%

Monitored each month, employee diversity rates provide the college with an outcome measure of the efforts to increase recruitment and retention of systemically non-dominant employees to match student demographics. This quantitative measure indicated that there was success in increasing diversity of employees at the college over the past 3 years. Overall, this indicator provides evidence that some redesign efforts are leading to an increase in the diversity of employees at the college but not at the same rate of students of color.

SE3.2 Indicator	Indicator of Achievement	Baseline	Current
Percent of students agree with the metric comprised of the following two items: 1) I can identify with my instructors and 2) I can identify with college employees.	Clark's % = 85%	Winter 2016: 53% SND: 51% Not SND: 54%	Winter 2018: 57% SND: 53% Not SND: 59%

Assessed every other year, student level of agreement on the [Student Experiences Survey](#) provides an indirect assessment measure of the college's efforts to institutionalize hiring and retention practices to provide the conditions for all students to be successful. Overall, this quantitative measure indicates that there has been slight increase in student identification and connection with instructors and employees (53% to 57%) over the past 2 years. Inquiry through an equity lens found that students from systemically non-dominant (SND) groups are less likely to agree or strongly agree that they identify with instructors and employees (53%), compared to students not from systemically non-dominant groups (59%).

SE3.3 Indicator	Indicator of Achievement	Baseline	Current
Fall-to-fall retention of degree or certificate-seeking systemically non-dominant degree-seeking students.	Clark's % = 60% and/or equal or greater than systemically dominant degree-seeking students	Fall 2014 Cohort SND: 58% Not SND: 62% Fall 2014 Cohort, Excluding Running Start SND: 50% Not SND: 50%	Fall 2016 Cohort SND: 62% Not SND: 65% Fall 2016 Cohort, Excluding Running Start SND: 51% Not SND: 52%

Assessed each year, fall-to-fall student retention rates for systemically non-dominant, degree-seeking students provides an outcome measure of the college's efforts. This quantitative measure indicates that there was success in increasing student retention in the past 3 years (Fall 2014: 58%; Fall 2016: 62%); however, the Fall 2016 rate is still lower for systemically non-dominant (SND) groups than for students not from systemically non-dominant groups (65%). When excluding Running Start students, this rate drops to 50% (Fall 2014 cohort) and 51% (Fall 2016 cohort), which is lower than the 60% target. Overall, this indicator suggests that some redesign efforts are leading to increased student retention; however, most of this improvement is based on the increased enrollment of Running Start students who have higher fall-to-fall retention rates. Even with systematic, verifiable indicators and additional analysis of potential impact of changing student populations led to the need for additional strategies, programs, and services to provide the conditions to support systemically non-dominant student retention.

The assessment of these three indicators of achievement has led the college to two strategies in 2018-2019 as listed in the table below:

SE3. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none"> • Perform a gap analysis to locate barriers to hiring and retention and develop strategies to remove those barriers. • Develop accountability structures for required trainings of those serving on search committees. Trainings will include implicit bias training focusing on the hiring process from first review, to hire, to onboarding, to retirement. • Support the development of Employee Resource Groups and engage those groups and employees of color in breakfasts with President Knight to gain an understanding of the disparities in employee satisfaction. 	<ul style="list-style-type: none"> • Implement strategies to remove barriers to hiring and retention. • Engage Employee Resources Groups to better understand disparities in employee satisfaction.

Economic Vitality

The objectives of the Economic Vitality (EV) core theme commit the college to facilitate student learning by providing programs, services, and conditions that improve the economic well-being of the students, college, and community. This theme is operationalized by five core theme objectives, focused on the following: college affordability (EV1); alignment of program offerings with regional workforce needs (EV2); partnerships with regional industry leaders (EV3); maximization of the college's return on investment (EV4); and leverage of resources for innovation (EV5). Collectively, these five core theme objectives aim to address three of the six mission fulfillment outcomes: Achieve Enrollment Targets, Reduce Student Debt, and Enable Students to Attain Employment and Transfer. Selection of programs and services at the college for Economic Vitality is aligned with the core theme objectives, as well as with the comprehensive planning framework of the mission fulfillment outcomes.

EV1. Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.

For effective planning of EV1 focusing on college affordability, the college utilizes a data-informed approach to 1) determine what programs and services are needed to reduce student debt and 2) identify the integrated operational goals of each program or service to align with the college planning process. This data is derived from the [CCRC Scale of Adoption Assessment \(SOAA\)](#), [environmental scans](#), [student](#) and [employee](#) surveys, and analysis of student outcomes (e.g. [course success](#), [sequence progression](#), [retention](#), and [completion](#)). All analyses are evaluated for disparities in outcomes for systemically non-dominant groups (i.e. people of color, people living with a disability, people identifying with a systemically non-dominant sexual orientation or gender identity), as well as students who may be disadvantaged by other factors such as income status, age, sex, veteran status, and other demographics.

With the college-wide commitment to guided pathways, comprehensive planning for programs and services begins with the [CCRC Scale of Adoption Assessment \(SOAA\)](#). This data-informed tool analyzes the college's progress towards redesigning its programs and services to serve all students. The SOAA essential practice 2A: Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible is aligned with the EV1. The college rated our current practices regarding this essential practice as "Not Systematic," thus signaling the need to redesign the student onboarding process at the college. Within the guided pathways framework, Clark College is strategically coordinating the planning of all programs and services to focus on college affordability and cost-effectiveness – including increasing access to financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.

There are three indicators of achievement identified to measure progress towards EV1: 1) Amount of average loans taken out annually; 2) Percent of students who receive opportunities to reduce cost of education; and 3) Percent of students who agree that the college has created an educational experience that is affordable. Combined, these three measures provide a comprehensive analysis of college affordability, by providing quantitative measures of student debt, the college's efforts to manage student costs, and student perception of affordability of Clark College.

The college has met two of the three indicators of achievement for the first Economic Vitality objective. Clark College's Financial Aid Department and Career Services Department implemented a [financial literacy/wellness](#) program. The Financial Aid component educates loan borrowers about

securing student loans. Since the program has been implemented, the amount of loans awarded has declined. As the Great Recession ended, Clark's student population has changed. Clark serves fewer low-income students than previously; therefore the proportion of students receiving the opportunities to reduce the cost of education has declined slightly. Finally, the students increasingly agree that the college has created an educational experience that is affordable; however, the college still does not meet the indicator of achievement at 80%.

EV1.1 Indicator	Indicator of Achievement	Baseline	Current
Amount of average loans taken out annually	Clark's average annual loan amount < \$2,500	Academic Year 2015-2016: \$2,255 Academic Year 2016-2017: \$1,934	Academic Year 2017-2018: \$1,714 <ul style="list-style-type: none"> • Low income: \$1,635 • Not low income: \$2,092

This quantitative measure indicated that there was success in reducing student loan debt in the past 3 years. Possible causes of a reduction in student loans include decrease in credits accumulated by students who graduate (reduction in unnecessary credits and length of time at Clark College); decrease in students who place into pre-college math and English coursework; and change in student demographics with the regional economic recovery. Overall, this indicator provides evidence that some redesign efforts are leading to the reduction in student loan-taking behavior.

The college found that students who are low-income took out smaller student loans (\$1,635), compared to students not from low-income households (\$2,092). This is partially attributable to low-income student eligibility for Pell grants and other state need grants. Additionally, the proportion of Pell-Eligible students receiving loans was also significantly reduced (36% in Fall 2014 to 20% Fall 2017) during this same timeframe.

EV1.2 Indicator	Indicator of Achievement	Baseline	Current
Percent of students receiving opportunities to reduce cost of education (i.e., scholarships, financial aid grants, waivers, and special programs that reduce the cost of education)	Students receiving opportunities to reduce cost of education >50 %	Academic Year 2015-2016: 48% Academic Year 2016-2017: 47%	Academic Year 2017-2018: 44% <ul style="list-style-type: none"> • Low income: 60.1% • Not low income: 13.0%

Assessed each quarter, this indicator provides a quantitative measure as the direct indicator of the college's efforts to decrease cost of attendance for students, and it indirectly measures whether students are receiving the information and financial resources to reduce the cost of college. The indicator shows that the percent of all students receiving opportunities to reduce cost of education has steadily decreased over the past three academic years. With further inquiry through an equity lens, the college found that low-income students were accessing resources to decrease cost of education at a higher rate (60% vs 13%); however, low-income students also saw a decrease in reducing cost of attendance since 2015-2016 academic year (62%). This decrease presents an additional opportunity to expand programs and services to attract low-income students from the community and provide them with opportunities to reduce cost of attendance.

EV1.3 Indicator	Indicator of Achievement	Baseline	Current
Percent of students agree that the college has created an educational experience that is affordable.	80%	Winter 2016: 69%	Winter 2018: 72%

Biennial analysis, from the [Clark College Student Experiences Survey](#), of student agreement with college affordability provides an indirect measure of college affordability. It is a systematic, random sample data source regarding the outcomes of the core theme objectives strategies, programs, and services. Data that measures students' perceptions of having the information, resources, and support to make college affordable is a key performance indicator within guided pathways. Without the knowledge about degree length, sequenced course selection, financial resources, and financial literacy training, students are less likely to have access to opportunities to reduce the cost of education, and thus may take on more loans. Overall, there was an increase in the percent of students who reported having the information, resources, and support to make college affordable (72%, compared to baseline of 69%). This difference was statistically significant. With further inquiry through an equity lens, the college found that there were no disparities in student perceptions of college affordability, which provides evidence that the services are designed to serve all students, providing an educational experience that is affordable.

Using the [SOAA](#) essential practices, Clark College created a clear, linear entry process for students to get started at Clark. This process includes mandatory, intrusive advising for new students to identify career goals and develop an educational plan. Students are also given integrated referrals to help them navigate paying for college; find affordable child care; access public benefits; and obtain technology support. The student entry process was informed by best practices from other colleges, analysis of student behavior through the entry process (e.g. student completion of orientation, financial aid, academic advising, and career clarity), student surveys regarding clarity of the process, and evaluation of the process through an equity lens. Evaluation of the process through an equity lens illuminated the institutional and systemic barriers that the college unintentionally imposes or fails to address for underrepresented students. Institutionally imposed impediments include assumptions that students have a) technology access and literacy; b) traditional family design for FAFSA completion; and c) clarity of both career goals and the educational program(s) needed to achieve those career goals. In addition to undoing these false assumptions, the college needs to offer unbiased placement tests and use language and communication that is welcoming.

The college determined that the onboarding process should help students develop not only a career plan and educational plan but also a financial plan to ensure that students have the information and resources to meet their educational and professional goals. The development of financial literacy education and its integration into the student onboarding process was a critical component to address college affordability.

The financial literacy program was placed under Career Services to increase the connection between students' intended career goal, program of study, and the financial resources to allow them to achieve their educational and professional goals. The financial literacy resources are intentionally located within Career Services to facilitate integrated conversations about a student's intended career goal, occupational outlook, and expected regional wages. This comprehensive view enables students to develop an individualized plan for to graduate with the least amount of student debt. Additionally, this program was integrated into the first-year experience course (College 101: College Essentials), to provide all incoming students with financial literacy curriculum.

In Academic Year 2017-2018, there was a college-wide strategy to "[e]valuate student housing and food insecurity needs." The Office of Planning & Effectiveness (P&E) identified the need to redesign the *Clark College Student Experiences Survey* to include homelessness, housing insecurity, and food insecurity questions. [Workforce Education Services \(WES\)](#) identified the need to analyze the results of

the survey to determine student needs and identify both resources currently available at the college and additional opportunities that can to address student needs. While each program identified program-relevant strategies, the collaborative approach ensures that the college is working towards a common strategy and outcome. Evaluating effectiveness of programs and services is done within the context of the strategies and indicators of core theme objective achievement. P&E and WES evaluate their contributions to both the strategy (e.g. evaluate student needs) and to the indicator to reduce student loan accrual (e.g. increasing access to public benefits to supplement financial aid).

EV1. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none"> • Expand access to scholarships (Completion, access, equity). • Destigmatize and expand awareness of public benefits. • Expand Open Educational Resources (OER). • Streamline the entry and onboarding process for students (inquiry, matriculation, second quarter persistence). • Evaluate student housing and food insecurity needs. • Establish and implement new Direct Digital Access pilot program in Winter Quarter 2018. 	<ul style="list-style-type: none"> • Expand Open Educational Resources (OER). • Implement new Direct Digital Access program.

EV2. Align program offerings with regional workforce needs to include technical and work-readiness skills.

For effective planning of EV2 focusing on alignment of program offerings with regional workforce needs, the college utilizes a data-informed approach to create and maintain a viable mix of programs that the college should offer to meet regional demand. The process by which the college aligns program offerings with workforce needs is identified in Goal 2 of the [Academic Plan](#) and in the first pillar of the guided pathway essential practice of the [Scale of Adoption Assessment](#): 1A. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Two indicators of achievement measure progress towards EV2: 1) Percent of discrepancies in alignment between educational programs and regional labor market are addressed in feasibility subgroups with recommendations to Vice President of Instruction; and 2) Percent of programs that are identified as preparing graduates for high-demand occupations. Combined, these two quantitative measures enable a comprehensive analysis of aligning programs with workforce needs. The data also facilitate follow-up feasibility studies to 1) address gaps identified in Strengths, Weaknesses, Opportunities, and Threats analysis of Clark's educational programs as listed in Goal 2 of the Academic Plan, and 2) to develop and implement programs supporting high-demand occupations.

EV2. Aligning Programs and Need: Align program offerings with regional workforce needs to include technical and work-readiness skills.

EV2.1 Indicator	Indicator of Achievement	Baseline	Current
Percent of discrepancies in alignment between educational programs and regional labor market are addressed in feasibility subgroups with recommendations to VPI	Clark's % = 100%	Academic Year 2016-2017: 100%	Academic Year 2017-2018: 100%

Annually, the [Instructional Planning Team \(IPT\)](#) reviews the IPT SWOT report prepared by P&E regarding regional workforce needs (as outlined in Goal 2 of the [2016-2021 Clark College Academic Plan](#)), analyzes the information provided, and convenes subgroups to evaluate the feasibility of identified opportunities. During Academic Year 2016-2017, five subgroups were convened to evaluate the feasibility of offering the following: Bachelor of Applied Science (BAS) in Human Services; BAS in Cybersecurity; BAS in Nursing; BAS in Gerontology Health & Wellness; and BAS in Elementary Education. Recommendations from the feasibility subgroups to the IPT were 1) to pursue the BAS in Human Services, which has begun enrolling students for Fall 2018; 2) to pursue the BAS in Infant/Toddler Education, which is currently being reviewed within the statewide process; 3) to pursue the BAS in Cybersecurity, which has started the statewide process for feasibility analysis; 4) to continue local feasibility subgroup to evaluate the BAS in Health & Wellness; and 5) to continue local feasibility subgroup to evaluate the BAS in Nursing.

During Academic Year 2017-2018, IPT determined that it would continue the ongoing feasibility subgroups from Academic Year 2016-2017, including the BAS in Health & Wellness and BAS in Nursing, as well as additional subgroups for BAS in Infant/Toddler Education; Digital Arts / Creative Media; Agronomy / Conservation Science; and Advanced Manufacturing. Recommendations from the subgroups to the Vice President of Instruction were to 1) request funding to pursue BAS in Infant/Toddler Education; 2) continue local feasibility group for Digital Arts / Creative Media; 3) continue local feasibility group for Agronomy / Conservation Science; and 4) continue vision and design of [Clark College at Boschma Farms](#) campus to support Advanced Manufacturing.

Overall, this indicator provides evidence that IPT is utilizing feasibility subgroups for opportunities identified in the SWOT analysis; however, Academic Year 2018-2019 will have an intentional focus on addressing weaknesses and threats that were also identified within the analysis. Through an equity lens, recognizing weaknesses and threats to current and emerging programs is important, particularly with the impact on projected student employment and wages after completion. It's important to determine whether students from systemically non-dominant groups are over-represented within programs identified as "weaknesses." If analysis reveals that problem, the college must develop and implement remedies to ensure that the college is producing graduates who are competitive in regional workforce needs.

EV2.2 Indicator	Indicator of Achievement	Baseline	Current
Percent of programs that are identified as preparing graduates for high-demand occupations	Clark's % \geq 80%	Academic Year 2016-2017: 69%	Academic Year 2017-2018: 69%

Annually, the Office of Planning & Effectiveness, as outlined in Goal 2 of the [2016-2021 Clark College Academic Plan](#), compiles the [SWOT report](#) for educational programs. The SWOT report utilizes Economic Modeling Specialists International (EMSI) data, as well as identification of priority areas from internal and external stakeholders to evaluate whether current Clark College programs prepare students for high-demand occupations. High-demand indicator is operationalized as 1) the number of jobs

expected in next ten years > 250; 2) the % change > current growth rate (13%); 3) current wages > \$27,000/year; and/or 4) location quotient is expected to grow by 20% over the next ten years.

Annual analysis of this data provides a systematic, verifiable data source regarding the outcomes of the core theme objectives strategies, programs, and services. Assessed each year, this indicator provides a quantitative measure, as the direct indicator of the college's efforts to align educational programs with regional workforce needs. During Academic Year 2017-2018, 69% of current Clark College programs were identified as preparing students for high-demand occupations. This number is lower than the target goal of 80%, which is partially attributable to national typical entry-level education (high school diploma); however, some programs (e.g. Welding, Machining) require skills that are learned at the college, even if a degree or certificate is not required for entry-level employment. In order to identify programs that are considered "weaknesses," the college must determine whether local industries require skills or education above the national typical entry-level standard.

The analysis of the indicators of achievement for Economic Vitality's second objective has led to multiple improvement activities. The instructional programs are improving each [program information sheet](#) to better align with workforce needs. Programs are evaluated and improved based on the [program improvement process](#) and the annual SWOT analysis of program alignment with workforce needs. Finally, the annual mission fulfillment strategies are developed based on the results of these indicators for achievement. For example, the [Columbia Tech Center](#), Clark's satellite campus, has decreasing enrollment; therefore, the college is assessing the immediate community's need to make sure the appropriate programs are offered at the satellite campus. While these are not the only strategies the college is actively engaged in, these are the college-wide approaches to ensure the college's programs meet workforce need.

Given the need for alignment with the college's overall planning process, this work was determined to align with the development of the Strategic Enrollment Management (SEM) plan. This undertaking included a strategy from the Office of Planning & Effectiveness to [evaluate student enrollment patterns and regional industry priorities](#) and to include that work in the college-wide SEM plan. Additionally, the Office of Instruction identified the need to convene a team to increase enrollment and utilization of the Columbia Tech Center (CTC) campus that would assess current programs and services offered, vision for future utilization of the space, and discuss the development of an identity to align with community needs. While each area (Office of Instruction and Office of Planning & Effectiveness) identified discrete program-relevant strategies, the collaborative approach ensures that the college is working towards a common strategy and outcome. As contrasted with earlier silo-ed department-level planning, this integrated planning and evaluation approach is a culture shift that focuses on the needs of students and the infrastructure to support student learning.

EV2. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none"> • Create and maintain a viable mix of programs based on the analysis of the SWOT report that cuts costs to incur emerging program costs. • Develop a CTC plan that will improve service and performance, create accountability for continuous improvement, [and] make an impact on the economic and social prosperity of our service region. This work will include developing an identity for CTC. 	<ul style="list-style-type: none"> • Develop an identity for Columbia Tech Center. • Develop the advanced manufacturing programming at Boschma Farms, including business plan and partnerships with the community.

EV3. Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships.

For effective planning of EV3 which calls for development of partnerships with regional industry leaders, the [2016-2021 Clark College Academic Plan](#) incorporates this expectation into each goal and intended result. Using the Academic Plan, environmental scans, evaluation of current and potential partnerships (both internal and external), and the [CCRC Scale of Adoption Assessment](#) provides an assessment of how Clark College is—and should be—partnering with regional industry leaders.

Planning for this core theme objective started with assessment of the regional economy and projections for what the college needs to do to serve the community. This assessment included a finding that the nature of the workforce is changing. In fact, by 2020, 65% of the jobs in the workforce nationally will require some type of post-secondary higher education (American Association of Community Colleges, 2014 and Brunell, 2014). Preparing students for this changing reality requires the college to continuously evaluate regional workforce needs with clear and consistent criteria. The projection that two-thirds of jobs in the workforce will require postsecondary education is in sharp contrast to the fact that only 36% of residents age 25 or older in our service district have earned an associate's degree or higher. Given that our area's level of education is lower than the Washington State average, Clark College recognizes its role in preparing the community to meet regional workforce demand.

The role Clark must play is consistent with the CCRC Scale of Adoption, which compels *1A: Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.* The college self-study ranked this as “Not Systematic,” indicating a need for intentional focus on partnership development and utilization of existing relationships not only to align program offerings with workforce needs (EV2), but to ensure that students who complete a program of study are adequately prepared to meet industry standards, with collaborative support from those who will hire Clark College graduates (EV3).

Clark College planned a comprehensive approach in Goal 2 of the Academic Plan to address student transition after completion at Clark College, including the Intended Result: *All degrees and certificates have identified pathway destinations upon successful completion of the program, such as employment and articulation agreements with transfer institutions.* Goal 2 also compels all programs to identify pathway destinations for graduates, whether those pathway destinations are internal, external, transfer, or employment. Pathway destinations must coordinate the student learning each program provides with the regional workforce demands to meet community needs.

The college utilizes partnerships to capitalize on quantitative and qualitative data to develop specific strategies to align, expand, and enrich the relationships with regional industry leaders as identified in each section of the Academic Plan. Partnerships, internal and external, are essential to tackle the projected need for two-thirds of jobs in the workforce requiring postsecondary education by 2020. These partnerships are reviewed in the program improvement process.

There are three indicators identified to measure progress towards EV3: 1) Percent educational programs with reported partnerships; 2) Percent of workforce-development focused grant applications submitted that require regional partnerships; and 3) Percent of degree and certificate program advisory committees that have executive-level industry leader members. These three indicators provide quantitative measures of existing and developing partnerships to support the transformation of all educational programs and services into the framework of guided pathways. Combined, these three measures provide a comprehensive analysis of Clark College partnerships with regional industry leaders.

EV3.1 Indicator	Indicator of Achievement	Baseline	Current
Percent of educational programs have reported partnerships	100%	Academic Year 2015-2016: 100%	Academic Year 2017-2018: 100%

In order to achieve this intended result, the college develops partnerships with business and industry to match its education and training with jobs for graduates, including intentional partnerships with industry and business groups, advisory committees, government agencies, community organizations, labor unions, school districts, and [transfer institutions](#).

Advisory Committees: Advisory committees, especially for professional and technical programs, provide expertise and resources to programs in developing or revising pathway destinations. This development includes review of program-level learning outcomes to ensure alignment with industry standards, grant partnerships to strengthen relationships between educational and industry leaders, and intentional design of programs to integrate local businesses through internships, mentorship, and apprenticeships. This qualitative data on current industry demands shapes the review of program learning outcomes, as evidenced with the [Bachelor of Applied Science in Applied Management](#) program, which is continuously reviewed by the [Business Administration Advisory Committee](#). This degree has included provision of internships to current students and development of curriculum to meet emerging occupations and industry demand.

Government Agencies: The U.S. Census, Washington State Employment Security Department, and Bureau of Labor Statistics provide vital data on the demographic and employment trends and forecasts for Clark's regional population and workforce. These quantitative data inform programs as they develop or revise pathway destinations.

Community Organizations: Community organizations provide insights into wraparound support services and workplace relations and employment, which inform programs in developing or revising pathways. Community-identified housing insecurity, combined with results from the [2018 Clark College Student Experiences Survey](#) identifying that 26% of students experienced housing insecurity in the past 12 months, provides quantitative data on the extensive need for financial support for education, programs, and wraparound support services to ensure student success. Clark College has partnered with [Council for the Homeless](#) to provide students with resources to address housing insecurity. Establishing partnerships with community organizations allows Clark College to provide direct support to students to lower cost of attendance at the college and impact intergenerational poverty through increased educational attainment in the community.

Educational Institutions: Clark College deliberately partners with school districts and other institutions of higher education to improve the transfer-in experience as well as transfer-to experience. These partnerships are included as guided pathways essential practices of the [SOAA](#). While the college has a long history of close partnerships with the educational institutions throughout the region, the guided pathways framework deepens the breadth of these partnerships. Faculty members and administrators will be partnering more with these institutions as the program maps are improved.

EV3.2 Indicator	Indicator of Achievement	Baseline	Current
Percent of workforce-development focused grant applications submitted that require regional partnerships	>= 50%	Academic Year 2015-2016: 100%	Academic Year 2017-2018: 100%

The college undertakes an annual analysis of the percent of workforce-development focused grant applications submitted that require regional partnerships. This analysis provides a systematic, verifiable

data source regarding the outcomes of the core theme objectives strategies, programs, and services. Assessed each year, this indicator provides a quantitative measure of the college's efforts to respond to workforce needs by building partnerships with regional industry leaders to support review of program alignment with workforce needs, hiring pipelines, grant partnerships, and student success programs. Many of these partnerships require funding beyond Clark's current resources. Many other grant opportunities exist that support the college's Strategic Plan; therefore the selected benchmark of 50% of the grant applications submitted require industry partnerships exemplifies the college's commitment to respond to workforce needs.

EV3.3 Indicator	Indicator of Achievement	Baseline	Current
Percent of degree and certificate program advisory committees have executive-level industry leader members	100%	Academic Year 2015-2016: 50%	Academic Year 2017-2018: 100%

Assessed each year, this indicator provides a quantitative measure of the college's efforts to build partnerships with regional industry leaders to support student success. The indicator shows that the college does have executive-level industry leaders on each of the advisory committees, though recruiting members has been a significant struggle, in part, because of competing demands for industry leaders. However, because these advisory committees serve a critical role in the review of program alignment with industry standards, a lack of executive-level industry leader members obstructs the potential of the advisory committees. Without members who are in charge of their organization's strategic planning and hiring, the committees' ability to inform hiring pipelines and grant partnerships is limited.

In Academic Year 2017-2018, there was a college-wide strategy to "[c]reate a system to better develop and manage our relationships with employers with a holistic approach." Communications and Marketing identified a departmental strategy to utilize the Customer Relationship Management (CRM) system at the college to its fullest capacity, which entails additional training for staff across the college, efficient reporting methods, and effective tracking of relationships with external constituents. Additionally, Entry Services (within Student Affairs) identified a departmental strategy to configure the CRM system at the college to support the student entry process, specifically with the admissions process.

EV3. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none"> • Create a system to better develop and manage our relationships with employers with a holistic approach. 	<ul style="list-style-type: none"> • Implement the system to better develop and manage our relationships with employers with a holistic approach.

EV4. Maximize the college's return on investment by responsibly allocating available resources.

Within the framework of guided pathways, AACC provides a [Planning, Implementation, and Evaluation](#) guide that emphasizes the need to acknowledge where the college currently is, effectively plan for change, and build awareness by developing an implementation plan with roles and responsibilities. This guide is consistent with the college's planning and commitment of EV4: responsibly allocate available resources by maximizing the college's return on investment.

Recognizing the lack of consistency in comprehensive assessment of a program's or service's return on investment, planning for this core theme objective started with assessment of current strategic and operational plans for funding allocation. This assessment determined that many funding priorities did not have clear goals, intended results, or a timeline for implementation, which led to inefficiency. In order to emphasize a commitment to responsibly allocate available resources, the college determined that business plans were essential to providing the conditions to support the transformation of the college's programs and services through the guided pathways model. In order to implement significant transformation, the college determined that business plans, including timeline, processes, and expected outcomes, were required to intentionally plan allocation of all resources.

This intention is exemplified in the development of the [2016-2021 Clark College Academic Plan](#) that includes six specific goals with 13 intended results, which are all measurable and actionable, and a clear timeline for implementation. Development of this business plan included a comprehensive environmental scan with quantitative and qualitative indicators of college-specific and regional educational attainment, which identified the ideal state (goals and intended results) that the college would like to achieve. The plan also included alignment of the college's transformation within guided pathways to the [CCRC Scale of Adoption](#), which identifies the essential practices of programs and services that the college should strive to provide to students at-scale. Moving backwards from this ideal state, the Academic Planning team analyzed Clark College programs and services to determine the current state (using Scale of Adoption), and identified the necessary processes, resources, and partnerships required to achieve the ideal state. Incorporating all components of a comprehensive business plan, the *2016-2021 Clark College Academic Plan* serves as an exemplary business plan for college-wide planning.

Planning for the development or revision of programs and services at the college is supposed to be rooted in the development of a business plan. As a stated precursor to funding, business plans require thoughtful development of a) goals that are connected to at least one core theme objective; b) intended results that are measurable and achievable; c) timeline for implementation with clear progress measures; and d) assessment of financial projections of initiation and ongoing costs, as well as potential revenue generation, if applicable. By creating comprehensive business plans that align with core theme objectives and provide realistic, achievable goals for a program or service, the college can confidently support responsible allocation of available resources.

One indicator measures progress towards EV4: Percent of funded initiatives have a measureable business plan with timelines, processes, and expected outcomes. This measure allows the college to analyze the effectiveness of funded initiative or changes to programs and services by tracking progress toward outcomes, thus allowing the college to determine the return-on-investment of resources allocated. This quantitative measure allows the college to track progress towards implementation of all components of guided pathways at the college in an effective and efficient manner.

EV4. Return on Investment: Maximize the college's return on investment by responsibly allocating available resources.

EV4.1 Indicator	Indicator of Achievement	Baseline	Current
Percent of funded initiatives have a measureable business plan	100%	2015-2016: 67% (6 out of 9 Initiatives) 2016-2017: 75% (6 out of 8 Initiatives)	2017-2018: 63% (5 out of 8 Initiatives)

While the college has stated that a business plan is a precursor to funding, [not all funded initiatives or projects have created a business plan](#). In addition to the *2016-2021 Clark College Academic Plan*, the college has demonstrated success with the ctcLink Implementation Plan, capital development projects (e.g. [STEM building](#)), and development of new BAS programs. Each of these examples provided a

comprehensive business plan with goals, intended results, connection to core theme objectives, timeline, and assessment of financial implications. However, due to emerging demands, the college did not create business plans for all funded programs and services. While the requirement was included in the [2015-2020 Clark College Strategic Plan](#), the college has undergone a significant change at a rapid pace with the transformation into the guided pathways framework. In the midst of “building the plane while flying it,” the college had not developed consistent expectations regarding the development of measureable business plans. After taking a step back to re-evaluate all policies, practices, and procedures, college leadership identified the lack of comprehensive business plans for programs and services as a barrier to effective planning, coordination and alignment of services, and responsible resource allocation. Therefore, the college is committed to deliberately moving forward with a common vision and expectations for how business plans will be developed, monitored, and evaluated with specific emphasis on alignment of programs and services with core theme objectives.

In Academic Year 2017-2018, there was a college-wide strategy to “[d]evelop a new budgeting process that includes return on investment as a key decision factor.” Economic Vitality Council identified a council priority to develop a new budgeting process to be used for the [2018-2019 college budget development process](#). Additionally, Business Services identified a priority to develop open forums to share budget information, including an overview of the college funding and expenditures, projected budget outlook, and development of a mechanism for college-wide feedback. The collaborative approach ensures that the college is working towards a common strategy and outcome to develop a new budgeting process.

EV4. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none"> • Develop a new budgeting process that includes return on investment as a key decision factor. • Create and implement a strategic enrollment management plan that outlines services and processes to achieve Clark’s optimal enrollment. (AACRAO recommendation 29) • Pilot the Enterprise Risk Management framework. 	<ul style="list-style-type: none"> • Implement the new budgeting process that includes return on investment as a key decision factor. • Implement a communication calendar to students – including intent, content, and timeline – for the life cycle of students (prospective, incoming, and continuing students). (AACRAO, recommendations 9-13)

EV5. Leverage resources to create and sustain future innovations.

Effective planning of EV5 calls the college to leverage resources to create and sustain future innovations. To support the transformation of the college into the framework of guided pathways, the college needs to leverage resources by reallocating existing resources, as well as identifying of new funding opportunities to invest in infrastructure, essential conditions, and transformation of programs and services to effectively serve students.

Planning for this core theme objective started with identification of the priorities of the college for transformation. Priorities for external funding opportunities are developed in collaboration between [Clark College Executive Cabinet](#) and the [Clark College Foundation](#). The selection of the priorities is informed by assessment of programs and services that provide the greatest potential benefit to students, specifically with regard to the six mission fulfillment outcomes (i.e., student completion, student learning, social equity, student employment/transfer, meeting enrollment targets, and student debt) and core theme objectives. Alignment between 1) funding-raising priorities and 2) the core theme objectives and annual mission fulfillment strategies is critical to ensuring that all [priorities](#) are aligned to best support innovation

and transformation of the college as whole, rather than focusing on disparate initiatives without comprehensive vision.

Planning of priorities also requires systematic evaluation of all proposals to include a business plan (EV4), alignment with core theme objectives, and likelihood for competitive proposal. Given the fact that grant development and fundraising require an investment of resources, the college must responsibly allocate resources to most efficiently and effectively obtain external funding opportunities. This endeavor capitalizes on the use of a business plan to outline the entire program or service that the college is seeking funding for, including ways in which the program becomes self-sustainable or institutionalized to leverage resources to transform the college.

Federal grant opportunities are coordinated through the Office of Planning & Effectiveness – Grant Development, with the Clark College Foundation coordinating all fundraising for the college. All external funding opportunities are aligned with college priorities for student success and program excellence, with a value on innovation to support new ideas, entrepreneurship, and continuous improvement to transform lives and strengthen the community. This division of responsibility allows for a leveraging and intentional use of resources to efficiently secure funding to transform programs and services to achieve mission fulfillment.

All grant opportunities – federal, state, local, and private funding – require a data-informed needs assessment for program development, clear objectives, and an evaluation of the program objectives and impact on students. Data analysis, for the purpose of grant development and management, is used to inform evaluate continuous improvement of current programs and services.

One indicator is used to measure progress towards EV5: Total grants and contracts funds expended and Clark College Foundation’s philanthropic contributions received in a biennium. This quantitative measure provides an analysis of the funding that the college receives to fund the transformation of college programs and services into the guided pathways framework, by providing a quantitative measure of the grants, contracts, and philanthropic contributions to create and sustain innovations. The college only accounts for the amount of grant and contract funding expended because in most cases if the total grant or contract award is not spent, the college most likely must return the funding to the grantor or contractor.

EV5. Leverage Resources: Leverage resources to create and sustain future innovations.

EV5.1 Indicator	Indicator of Achievement	Baseline	Current
Total grants and contract funds expended and Clark College Foundation’s philanthropic contributions received in a biennium is higher than in the previous biennium	Total grants and contract funds expended for Current biennium > Previous biennium	2013-2015: \$14,109,890	2015-2017: \$13,538,996

Assessed each year, this indicator provides a quantitative measure of the college’s efforts to obtain grants, contracts, and Clark College Foundation’s philanthropic contributions to leverage resources for innovation. This indicator shows that the amount of grant and contracts funds expended for the current biennium is lower than for previous biennium.

While intentional planning of priorities and division of responsibility provide efficient use of resources, there have been significant barriers to federal grant development for the college. In the past five years, federal requirements for new funding opportunities have increased demand for utilizing best practices for remediation and advising support services; these areas did not have a comprehensive plan for change until the past year. At the same time, significant turnover in the Director of Grant Development position and the concomitant decline in consistency and institutional knowledge has limited the college’s ability to secure federal funding. And finally, the availability of federal grant funding was significantly decreased in 2016, increasing competition for available funds. Identifying these barriers and developing solutions (e.g. change in job description, competitive proposal development) are critical to leveraging

resources to create and sustain future innovations for student learning and success. This systematic, verifiable indicator provides the college with the ability to evaluate the accomplishment of core theme objective's strategies, programs, and services.

In Academic Year 2017-2018, there was a college-wide strategy to “[l]aunch [a] campaign that integrates the new brand framework in order to expand our reputation and reach, and drive enrollment to the college.” Communications & Marketing identified a departmental priority to develop a new brand framework for billboards, television, radio, and social media advertising. Additionally, Entry Services identified a priority to redesign the “[Get Started](#)” web page to effectively capture student inquiries so that the college can measure the effectiveness of the campaign and communicate more effectively with prospective students. While each area (Communications & Marketing and Entry Services) identified program-relevant strategies, the college is working towards a common strategy and outcome to develop a new brand framework.

EV5. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none"> • Launch campaign that integrates the new brand framework in order to expand our reputation and reach, and drive enrollment to the college. • Implement strategies to increase grant awards and private philanthropy. 	<ul style="list-style-type: none"> • Implement strategies to increase grant awards. • Support private philanthropy through the Promising Pathways campaign.

Environmental Integrity

Clark College commits, under the core theme of Environmental Integrity (EI), to “facilitate student learning by providing the conditions that continually improve the college’s physical, virtual, and social environment.” This is operationalized by three core theme objectives, focused on the following: incorporate environmental sustainability (EI1); improve physical and virtual environments (EI2); and integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions (EI3). Collectively, these three core theme objectives aim to provide the conditions to support all six mission fulfillment outcomes: increase student completion; improve student learning; eliminate systemic disparities in educational outcomes; enable students to attain employment and transfer; reduce student debt; and achieve enrollment targets. Clark’s selection of programs and services for Environmental Integrity is aligned with the core theme objectives, and provides the process and infrastructure to achieve the mission fulfillment outcomes.

EI1. Incorporate environmental sustainability priorities into all college systems.

For effective planning of EI1 focusing on incorporating environmental sustainability priorities into all college systems, the college utilizes a data-informed approach to determine both the programs and services needed to decrease the college’s environmental impact, as well as the integrated operational goals of each program or service needed to align with the college planning process. These data come from environmental [scans](#), [student surveys](#), [employee surveys](#), and evaluation of college’s environmental impact.

By adopting environmental sustainability in programs and services, and by reducing energy and water costs, the college provides conditions that support long-term sustainability for resource allocation. Cost savings allows the college to invest in innovation and resources to better support student learning and success. Each year, the college conducts the Sustainability of Facilities self-assessment, based on the Clark County Green Survey. This self-assessment is completed by companies and organizations throughout the county to assess energy usage, storm-water, waste and recycling, water and wastewater, messaging to the organization, and toxics. For each area there is at least one clear standard to which the college is asked to rate its adherence. These discrete standards and their criteria provide a comprehensive measure of the effectiveness of the college’s environmental sustainability practices. The college is thereby able to monitor progress towards the core theme objective and develop strategies to inform program planning.

Additionally, Clark College has recently joined the [Association of the Advancement of Sustainability in Higher Education \(AASHE\)](#), which includes the [Sustainability Tracking, Assessment & Rating System \(STARS\)](#) to measure environmental sustainability of the college. This tool includes assessment of Academics, Engagement, Operations, Planning & Administration, and Innovation & Leadership, each of which contains self-reporting metrics on the college’s environmental sustainability efforts, with benchmarking performance against institutions across the nation. Utilizing this data-informed tool, the college receives an overall rating for environmental sustainability, as well as individualized scores for each of the components – providing actionable data to inform planning for programs and services.

Assessment of the employee and student surveys provide stakeholder perspective on the college’s environmental sustainability efforts and integration of the programs and services at the college-wide level. While initiatives can provide economic benefit to the college, the integration and adherence to sustainability programs requires investment from students, faculty and staff to increase impact (e.g. recycling, composting, and energy efficiency practices).

There is one indicator identified to measure progress towards EI1: Improve the Sustainability of Facilities based on a metric provided by completion of the Clark County Green Survey. This measure provides a comprehensive analysis of college environmental sustainability, by providing quantitative measures of locally established sustainability criteria.

EI1 – Environmental Sustainability: Incorporate environmental sustainability priorities into all college systems.

EI1.1 Indicator	Indicator of Achievement	Baseline	Current
Improve the Sustainability of Facilities based on a metric provided by completion of the Clark County Green Survey.	Continue to increase score (average score in 2016 is 2.1)	2016: 2.1	2018: 2.4

Using this standardized measure of environmental sustainability, the Sustainability of Facilities rating provides a data source regarding the outcomes of the core theme objectives strategies, programs, and services. Assessed each year, this metric evaluates the college's progress regarding energy usage, storm-water, waste and recycling, water and wastewater, messaging to the organization, and toxics. With an overall rating, the college sets a target to increase its effectiveness. The overall rating has increased from 2.1 in 2016 to 2.4 in 2018.

Additionally, scores for individual components guide development of intervention strategies to inform programs and services for this core theme objective. Analyzing individual components identified a need to concentrate on smart lighting controls and high efficiency lighting (LED) to improve the college's sustainability rating. This awareness led to the implementation of an efficient lighting program, and the impact can be seen through the increase in the rating for the individual item raising from 2 to 3.

Programs, services, and departments across the college were asked to examine regular printing behavior and explore opportunities to decrease reliance on printing. Business Services identified the need to monitor printing costs for the college overall, as well as within each program, service, and department, to determine where there may be significant opportunities to implement a print strategy to decrease costs. The Office of Human Resources (HR) identified the opportunity to eliminate printing of employee onboarding materials and employee professional development materials through integration with online platforms.

EI1. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none"> • Pilot a managed print strategy to the college that provides high levels of service but also decreases the amount of printing and cuts costs and material usage. • Explore institutionalizing environmental integrity including the following: *Infusing environmental concepts into the curriculum and *General college practices. 	<ul style="list-style-type: none"> • Determine a managed print strategy that provides high levels of service but also decreases the amount of printing, and cuts costs and material usage. (Also consistent with Economic Vitality) • Assess travel policies and practices within the context of supporting eco-friendly travel, especially carpooling.

EI2. Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.

The college utilizes a data-informed approach to determine what programs and services are needed to improve access and student learning within our physical and virtual environment. Data sources include the [CCRC Scale of Adoption Assessment](#), [environmental scans](#), [student surveys](#), student enrollment behavior, and analysis of student outcomes (e.g. course success, course and program-level learning outcomes assessment).

The [2014 Facilities Master Plan](#) included an environmental scan of population and enrollment projections, review of existing facilities, and review of qualitative feedback from students, staff, faculty, the Clark College Foundation, and community stakeholders. This information was used in the development of a capital development plan for the next 15 years. The Facilities Master Plan sets forth the criteria that must be followed for all college plans, new building designs, renovations, departmental reconfigurations, and space allocation. Based on clear criteria, the Facilities Master Plan provides a framework to quantitatively evaluate and prioritize the programs and services needed to achieve the core theme objective and intended results. The role of the plan is shown in the most recent development of the [STEM Building on Clark College' Central Park Campus](#), upcoming development of the new [Clark College at Boschma Farms Campus](#) and in the [proposal for a new Foster/Hanna/Hawkins Building development](#).

The 2014 Facilities Master Plan showed that the quality of student learning is influenced by the environment – physical, virtual, and social learning spaces. Learning spaces include the tangible built environment (e.g. brick-and-mortar buildings) and virtual learning environments. Analysis of student surveys identified the need for universally designed spaces to accommodate all students, including students living with disabilities. In order to foster an inclusive learning environment that supports active learning, Clark's physical spaces must provide for mobile learning, connected learning (connecting students to resources and the broader learning community), visual and interactive learning, and supported learning (through adherence to principles of universal design) (Jisc, 2006). The Facilities Master Plan process identified 13 critical issues, including but not limited to Instruction & learning, broad accessibility to teaching and learning, alternative learning spaces for students, easily accessible and safety.

Over the past 5 years, Clark College students have indicated that they want more options for courses offered in eLearning modalities. The *Clark College Student Experiences Survey* responses indicate preferences for enrolling in eLearning courses and concerns about the fact that online and hybrid classes fill faster, on average, than face-to-face classes. To meet this need, the college identified the need to increase course offering in online and hybrid modalities to meet the needs of the students. Worthy to note, the college increases its eLearning class offerings each year and has for more than a decade.

The [CCRC Scale of Adoption Assessment](#) 4F. *The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.* In February 2018, the college rated this as “Planning to scale.” Analysis of the results of the Winter 2018 *Student Experiences Survey* identified opportunities for improvement and is informing content of professional development to meet student needs. The analysis calls for robust professional development to provide training resources in universal design, accessibility, and instructional design best practices. The college has dedicated experienced instructional designers to mentor faculty in the creation and delivery of engaging and inclusive virtual courses. These designers will provide a variety of resources to support faculty's online instruction, ranging from practical workshops to course reviews to discipline-specific, ready-made course shells that faculty can customize according to their needs.

Two indicators measure progress towards EI2: 1) Percent of students agree that the college has physical and virtual environments supportive of learning and 2) Percent of classes offered through eLearning modalities. These measures enable a comprehensive analysis of college environmental sustainability, by providing quantitative measures of student perceptions and current class offerings.

EI2. Physical and Virtual Environment: Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.

EI2.1 Indicator	Indicator of Achievement	Baseline	Current
Percent of students agree that the college has physical and virtual environments supportive of learning	80%	Winter 2016: 55%	Winter 2018: 60%

This quantitative measure indicates that there has been an increase in student satisfaction with physical and virtual environments in the past two years based on agreement with all three survey questions: 1) My online learning environment (e.g. library website, program websites, Canvas, and publisher sites – such as myMath Lab) is well-organized and easy to navigate; 2) The physical learning environments I have been in at Clark, such as classrooms and gathering places: Are designed to support my learning; and 3) The physical learning environments I have been in at Clark, such as classrooms and gathering places: Include appropriate technology to support student learning. However, further analysis into the three components of this measure shows that the largest gains were seen for online learning environments (70% to 75%); this analysis results in the development of strategies to improve the student experience. Additionally, through an equity lens, there are disparities in perceptions by student systemically non-dominant status. During Winter 2018, students from systemically non-dominant groups were less likely to agree with this quantitative measure (55%) than students not from systemically non-dominant groups (61%). This disparity also exists for the online learning environments (71% vs 76%).

EI2.2 Indicator	Indicator of Achievement	Baseline	Current
Percent of classes offered through eLearning modalities	Current Year % > Previous Year %	Academic Year 2015-2016: 19% Academic Year 2016-2017: 24%	Academic Year 2017-2018: 26%

This quantitative measure indicates that there has been an increase in classes offered through eLearning modalities in the past three years. However, when analyzing eLearning offerings by instructional unit, this proportion ranges from 17% - 32% for Academic Year 2017-2018. The lowest rate is for Workforce, Professional, and Technical Education (WPTE) Unit, which is expected given the need for face-to-face training in advanced manufacturing fields (e.g. mechatronics, welding). However, even among the other categories, STEM courses have a lower rate of eLearning class offerings (23%), restricting the ability for students to complete their natural sciences distribution requirement in an eLearning modality. Even with this systematic, verifiable indicator, additional analysis of the distribution of eLearning classes provides the college with additional insights on the efficacy and efficiency of core theme objective's strategies, programs, and services.

In Academic Year 2017-2018, there was a college-wide strategy to “[c]reate new learning environment models that promote more effective use of space and enhance the student experience.” The Office of Instruction identified the need to incorporate best practices in built learning environments to support student learning, including using instructor and student feedback. Facilities identified the need to prioritize renovation of pilot classrooms to incorporate the changes to classrooms (e.g. flooring, classroom technology, flexible seating). Evaluating effectiveness of programs and services is done within

the context of the strategies and indicators of core theme objective achievement. Instruction and Facilities evaluate their contribution to both the strategy (e.g. create new learning environment models) and to the indicator to improve physical learning environments (e.g. student perceptions of pilot learning environments, course success rates). The integrated planning and evaluation approach is a culture shift, focusing on the needs of students and the infrastructure to support student learning, rather than on silo-ed department-level planning.

EI2. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none"> • Upgrade college Information Technology infrastructure to prepare the college for programs of the future. • Position the college for successful implementation of ctcLink PeopleSoft. • Implement a Data Governance system that combines data management, data quality, and data policies. • Establish priorities and timeline for implementing phase one of the safety and security improvement plan by installing new exterior lighting and cameras on the main campus. • Expand awareness of the Ergonomic program to the College by offering various resources (including training and support) to proactively identify and mitigate ergonomic issues before they result in injury and time loss. • Create new learning environment models that promote more effective use of space and enhance the student experience. 	<ul style="list-style-type: none"> • Assess college Information Technology infrastructure to prepare the college for community needs of the future. This work includes increasing broadband access, moving more applications to the cloud, and focusing on security. • Implement ctcLink PeopleSoft. • Implement phase two of the safety and security improvement plan by installing cameras on the main campus. • Complete the design process of the first building at Boschma Farms.

EI3. Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions.

For effective planning of EI3 focusing on creating the environment conducive to shared governance, transparency, and inclusion, the college utilizes a data-informed approach to determine what processes and services are needed to improve college climate, as well as what integrated operational goals of each program or service are needed to align with the college planning process. This data is derived from the CCRC Scale of Adoption Assessment, student surveys, employee surveys, and continuous evaluation of programs, services, and intervention strategies.

Results from the *Student Experiences Survey* were also used in the development of [Focus on Learning Days](#), which are professional development opportunities for faculty to receive leadership development, equity training, and universal course design training. The Winter 2018 *Student Experiences Survey* provided insight into the impact of the revised student onboarding process – which is currently being improved to reflect student experiences and to integrate guided pathways essential practices. Additionally, the Winter 2018 survey includes detailed questions to evaluate the baseline experience of students on core guided pathways principles (e.g. exploring career goals, integrated course sequences, wraparound support

services) to allow thorough analysis of the impact of transformational change from the student perspective.

Analysis of the Winter 2013 and Winter 2015 [Employee Climate Survey](#) identified opportunities to improve the college environment, especially in the area of shared governance. Based on the results from the employee survey, analysis of employee time spent in committees and councils, and executive leadership focus on transparency and shared governance, the college decided to revamp the college committee structure to better include the views of faculty, staff, administrators, and students within the college's decision-making structures and processes. This restructure included development of the [four core theme councils](#) (Academic Excellence Council, Social Equity Council, Economic Vitality Council, and Environmental Integrity Council). The purpose of the core theme councils is to work within the college's governance structure (e.g., executive cabinet, leadership teams, departments, and other committees) to recommend improvement strategies related to the scope, objectives, and outcomes of the appropriate core theme.

The councils improve the college's effectiveness and progress toward meeting the Strategic Plan objectives and mission fulfillment outcomes. By continuously reviewing and evaluating Clark College's progress toward mission fulfillment, specifically in regards to the core theme objectives, this cross-functional, representative group of faculty, staff, administrators, and students provides recommendations and strategies to Executive Cabinet, college units/departments and other related committees. This model of shared governance is an integrated approach to decision-making, which is intended to increase employee satisfaction with clear communication, respect, collaboration, and inclusion throughout the college. The Winter 2019 *Employee Climate Survey* will provide the first examination of shared governance since implementation of the new structure.

Two indicators measure progress towards EI2: 1) Percent of students agree that the college has an environment of mutual respect, collaboration, clear communication, and inclusivity and 2) Percent of employees agree that the college has an environment of mutual respect, collaboration, clear communication, and inclusivity. These measures provide a comprehensive analysis of the college social environment by providing quantitative measures of student and employee perceptions of mutual respect, collaboration, clear communication, and inclusivity in all interactions.

EI3. Social Environment: Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions.

EI3.1 Indicator	Indicator of Achievement	Baseline	Current
Percent of students agree that the college has an environment of mutual respect, collaboration, clear communication, and inclusivity	Average score of 4.0 or higher	Winter 2016: 4.02	Winter 2018: 4.07

The [Student Experiences Survey](#) is an internally developed and administered survey that allows the college to measure students' experiences directly related to the college's expectations. This result is dependent on students' perceptions of mutual respect, collaboration, clear communication, and inclusivity with are defined and operationalized by Clark College. Overall, the college was meeting the indicator of achievement with slight improvement between Winter 2016 (4.02) and Winter 2018 (4.07). However, individual item analysis found that there were two items that did not meet the 4.0 score threshold, including 1) How much has Clark College contributed to your knowledge, skills and personal growth in each of the following areas: Working effectively with others and 2) During my first quarter at Clark, I received the information and services I needed to be a successful student. Through an equity lens, the college found that there were no differences in student perceptions of the college climate between students from systemically non-dominant groups and students not from systemically non-dominant

groups. These assessment findings provide the college with information to develop strategies that strengthen the social environment and thus improve the student experience.

EI3.2 Indicator	Indicator of Achievement	Baseline	Current
Percent of employees agree that the college has an environment of mutual respect, collaboration, clear communication, and inclusivity	Average score of 5.0 or higher	Winter 2017: 5.01	Winter 2017: 5.01 Winter 2019 – next iteration of the Employee Climate Survey with revised items.

Two items were newly included in the Employee Climate Survey to measure employee perceptions of college climate, making Winter 2017 the baseline year for analysis. Overall, the college was meeting the indicator of achievement for Winter 2017 (5.01). Individual analysis of items identified three items that did not meet the 5.0 score threshold: 1) Areas and departments throughout the college work cooperatively; 2) Criteria by which decisions are made are clearly communicated; and 3) When other areas and departments across the college make decisions that impact my work, I am able to offer input before the decision is made. These provide the college with specific areas to develop strategies to improve the employee experience with the college climate.

Through an equity lens, the college found that there were four items with statistically significant differences in employee responses between systemically non-dominant employees and non-systemically non-dominant employees: 1) Employees are expected to treat each other with respect; 2) I am well informed about what is happening at Clark College; 3) I feel accepted and included as a member of the college community; and 4) My work area provides an environment that is welcoming for employees from systemically non-dominant groups. Due to disparities in employee perceptions, this indicator highlights opportunities for continuous improvement in strategies, programs, and services to improve employee perceptions of climate for all employees.

In Academic Year 2017-2018, there was a college-wide strategy to “[f]ully implement the core theme council structure, including [using a] college-wide communication tool, aligning councils with existing committees and leadership teams, and providing opportunities for feedback about the council structure.” The Office of Planning & Effectiveness (P&E) identified the need to create a reliable technological tool for the [core theme councils](#) to communicate, gather feedback, and engage in discussions with all of the college community. In cooperation with the Office of Disability Support Services (DSS), the technological tool was universally designed to be accessible for all employees. Additionally, the Office of Instruction identified the opportunity to integrate the guided pathways resources with the council communication tool, including co-hosting modules on the same technology platform to increase cross-traffic and promote enhanced discussion and communication.

EI3. Strategies for Mission Fulfillment (Academic Years 2017-2018 and 2018-2019).

Academic Year 2017-2018	Academic Year 2018-2019
<ul style="list-style-type: none">• Develop a leadership program for Clark employees to develop both leadership and critical interpersonal skills.• Improved shared governance through the following strategies:<ul style="list-style-type: none">○ Economic Vitality Council: Create a more inclusive and transparent process for budget development.○ Refer to how the input informed the decision when communicating a decision.○ Assess the feasibility of taking minutes of President's Open Forums and post them in an easy-to-find place.○ Redevelop "Clark Today" – the previous campus-wide newsletter that helped keep employees informed.○ Implement a reliable technological tool for the Core Theme Councils to communicate, gather feedback, and engage in discussions with all of the college community.○ Work to develop better accessibility through ClarkNet to information regarding decision-making and discussions.• Fully implement the core theme council structure, including college-wide communication tool, aligning councils with existing committees and leaderships teams, and providing opportunities for feedback about the council structure.	<ul style="list-style-type: none">• Improved shared governance through the following strategies<ul style="list-style-type: none">○ Economic Vitality Council: Implement a more inclusive and transparent process for budget development.○ Complete communication loop on all decisions made – identifying how the input informed the decision.○ Evaluate the core theme council structure, including college-wide communication tool, aligning councils with existing committees and leaderships teams, the workload of committees, and providing opportunities for feedback about the council structure



Standard Five
Mission Fulfillment,
Adaptation, Sustainability

Standard Five: ***Mission Fulfillment, Adaption, and Sustainability***

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

Section A—Eligibility Requirement

Eligibility Requirement 24. SCALE AND SUSTAINABILITY: The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources, and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Clark College has served its community and continuously improved student learning and success since it opened its doors in 1933. Focused on the student and providing the conditions for them to achieve their educational and professional goals, Clark College has continuously and successfully managed changes in its resources. Although state funding has declined and tuition costs have increased, the college, in partnership with the Clark College Foundation, has identified needs through continuous improvement efforts and obtained alternative funding sources (e.g., grants and contracts) to strive to achieve its mission fulfillment outcomes. The needs of Clark students and of the community depends on dedicated employees at Clark College. While enrollment continues to decline, the college is working hard to transform its educational offerings to satisfy the significant changing demographics of its students as well as the changing needs of the workforce.

Section B

Standard 5A: Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

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5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment, and communicates its conclusions to appropriate constituencies and the public.

Clark College engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments towards mission fulfillment. Throughout the development of the [Clark College 2015-2020 Strategic Plan](#), the college realized that it needed to change its framework of teaching and learning to become student-ready, rather than focusing on preparing students to be college-ready. The college deliberately chose the four core themes ([Academic Excellence](#), [Social Equity](#), [Economic Vitality](#), and [Environmental Integrity](#)) and [six mission fulfillment outcomes](#) in partnership with the [Clark College Board of Trustees](#) to embody student learning and student achievement. These six mission fulfillment outcomes informed the adoption of guided pathways as the framework for mission fulfillment. As national research shows, the six mission fulfillment outcomes are also the expected outcomes for successful implementation for guided pathways.

Annually, the college community reviews the results of the mission fulfillment outcomes and the indicators of achievement for the core theme objectives to identify strategies or priority initiatives that will propel the college toward mission fulfillment within the guided pathways framework. Executive cabinet members—in their roles both as executive leaders and as executive sponsors of the objectives—work with their respective areas and committees to identify potential strategies for the next academic year to strengthen progress toward mission fulfillment. In addition, the [core theme councils](#) also assess progress toward mission fulfillment on a regular basis and make recommendations. [Executive Cabinet](#) uses these recommendations to inform the selection and adoption of the strategies for the next academic year. [These strategies are posted on the Clark College intranet](#).

Clark College is a member of the American Association for Community College Pathways Institute 2.0 cohort. The membership provides the college with professional development, coaching, and other resources throughout the guided pathways transformation. The annual strategies adopted by Executive Cabinet incorporate the essential practices to be implemented for the academic year, as outlined on the [Scale of Adoption Assessment \(SOAA\)](#). The membership and work requires participation from all college employees to support the transformation, and therefore is communicated through college meetings (e.g., Opening Day and college forums), [guided pathways Canvas shell](#), and [monthly updates](#) to the Board of Trustees within the scorecards and President's report.

As instructed by the Clark College Board of Trustees, the college provides the Board with monthly updates in the form of [scorecards](#) for each of the six mission fulfillment outcomes. The scorecards present the mission fulfillment outcome, which is measured on an annual basis with more timely (monthly or quarterly) updates on indicators of achievement as well as on monthly progress made on implementing the annual strategies adopted to bring the college closer to mission fulfillment. The Board of Trustees is also updated monthly on the progress made toward implementing guided pathways within their work session and/or at the [monthly Board meeting](#).

As described in Standard 1, each core theme has one or more mission fulfillment outcomes assigned to it, with the exception of the Environmental Integrity core theme. The Environmental Integrity core theme objectives are related to the infrastructure required to achieve the six mission fulfillment outcomes. Ultimately, the college expects to achieve mission fulfillment when guided pathways are implemented at

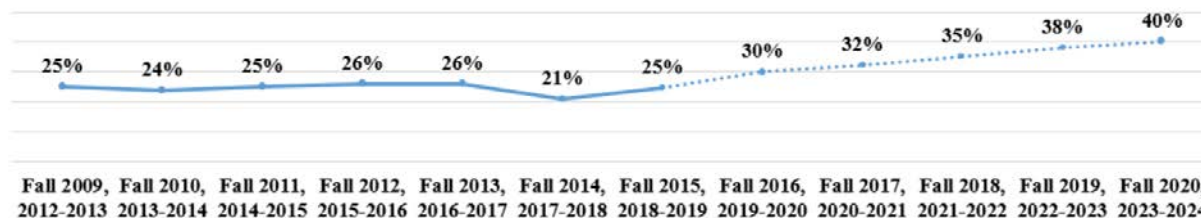
full scale. The college recognizes this will be an iterative process based on the cycle of continuous improvement: plan, implement, assess, and improve. Moreover, the college does not expect that it will achieve each of the mission fulfillment outcomes overnight.

Academic Excellence

Increasing Completion. One of Clark College's mission fulfillment outcomes is to increase the rate at which degree-seeking students complete their degrees and/or certificates. The 25% completion rate among Clark's degree- or certificate-seeking students has been fairly consistent over the past ten years. Clark's low completion rate is not unlike other community colleges; yet, it is not the rate to which Clark College aspires. Upon further analysis of Clark's completion rate, students who test below college-level in math and/or writing; students of color (excluding Asian students); part-time students; and nontraditional students have significantly lower completion rates within 150% time to degree or certificate completion. Moreover, of the students who left Clark College before completing, most did not transfer within five to ten years, and they were also disproportionately students with the characteristics listed above. These analyses led Clark to realize that not all students have the conditions to achieve their educational and professional goals, which was the primary factor in choosing the four core themes, with special emphasis on Academic Excellence and its objectives. The overlap between the mission fulfillment outcomes and national research on guided pathways helped Clark College choose guided pathways as its primary framework for mission fulfillment.

The national guided pathways model provides colleges with a roadmap of essential practices and conditions required for degree- or certificate-seeking students to be successful at community colleges. The ultimate goal of guided pathways is to increase completion rates and eliminate systemic disparities in educational outcomes by creating those conditions for students to be successful. The goal to increase completion rates has largely influenced the development of the [Academic Plan](#) that directs the college to adopt guided pathways; align programs to workforce needs; be student-ready; improve teaching and learning environments and strategies; and infuse the study of the impacts of power, privilege, and inequity into the curriculum. All of the Academic Plan's goals and intended results serve as strategies and either complement or overlap with the essential practices of guided pathways.

Degree or Certificate-Seeking Full-Time Student Completion Rate Within 3 Years



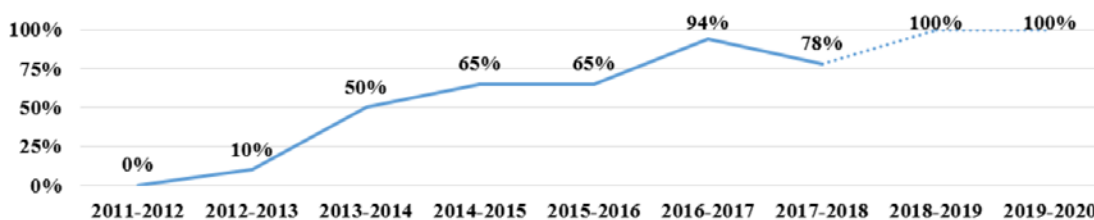
Improving Student Learning. The foundation of [Clark College's Strategic Plan](#) is student learning. A credential is just a piece of paper if it does not represent earning. Improving student learning, therefore, became one of Clark's six [mission fulfillment outcomes](#). The college knows that improving student learning requires the use of dynamic and curriculum-specific (Objective AE2) active learning strategies (Objective AE3), accessible and integrated environments (Objective AE4), professional development (Objective AE5), and outcomes assessment (Objective AE6).

After Clark received an out-of-compliance finding from the 2008 ten-year comprehensive visit, the college moved swiftly to develop, approve, and measure student learning outcomes for each of its degrees and certificates. To aid in this significant change, Clark College received a U.S. Department of Education Title III, Strengthening Institutions grant to increase completion through improving student learning,

increasing first-quarter retention, and improving advising. The grant enabled the college to institutionalize learning improvement based on systemic outcomes assessment throughout all programs, curriculum improvement processes, and program planning. While all programs have actively engaged in outcomes assessment over the past five to seven years, using the assessment results to improve learning among the majority of programs has been systemic only in the past couple of years.

The fourth pillar of [CCRC SOAA](#) provides the essential practices that ensure students are learning. Of all the guided pathways SOAA essential practices, only one is rated at-scale and that is within Pillar 4: *Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts*. This review is done primarily through the [program improvement process](#). However, five other essential practices related to student learning are not at scale at Clark College, and Clark is making changes to implement those essential practices at scale.

100% of programs have made improvements based on assessment of program learning outcomes



Social Equity

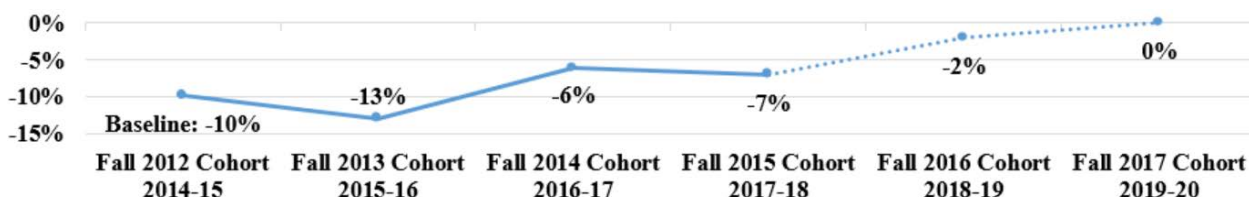
Eliminating Systemic Disparities in Educational Outcomes. Eliminating systemic disparities in completion rates requires the college to create and sustain an accessible and inclusive environment (Objective SE1), demonstrate improved intercultural competency among employees and students (Objective SE2); and institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity (Objective SE3). Utilizing the [IPEDS cohort](#), Clark College's three-year completion rate was 25% for the Fall 2012 cohort. However, the disparity in completion rates between students who are systemically non-dominant and students who are not systemically non-dominant was 10 percentage points. This disparity in educational outcomes demonstrated the need for a comprehensive plan to provide the conditions that improve educational outcomes and eliminate systemic disparities among all groups. The college's [Strategic Plan](#) established the expectations that all students are prepared for life and work in a multicultural, diverse, and international society, and that they are exposed to a variety of beliefs, cultures, and differences as a catalyst for intellectual growth while challenging the systems of power, privilege, and inequity. The college developed an operational plan that outlined how the college would meet the Strategic Plan objectives within the Social Equity core theme, which was formally adopted as the [2015-2020 Clark College Social Equity Plan](#). This plan outlines goals and strategies to operationalize the core theme objectives on a broad level, providing the structure for individual units and departments to lead the implementation.

While undertaking the institutional transformation to guided pathways, Clark College utilizes the CCRC Scale of Adoption Self-Assessment (SOAA), which articulates three essential equity practices that the college can use to assess its progress toward addressing equity gaps in postsecondary student outcomes. These practices includes adopting a common language around equity (5A), establishing equity goals (5B), and establishing measures of assessment for equity goals (5C). By integrating equity practices into the institutional transformation to guided pathways, the college planning of the Social Equity core theme is integrated into its comprehensive planning process.

Although the Social Equity core theme is directly connected to only one mission fulfillment outcome, assessing equity throughout each mission fulfillment outcome—and core theme indicator—is a central

component of the Strategic Plan. In order to evaluate the achievement of equitable student outcomes, equity is measured for each of the mission fulfillment outcomes. Rather than viewing social equity as a separate entity, it is integral to the work that is done throughout the college, ensuring that social equity is institutionalized and at the forefront of all planning at the college.

First-Term, Certificate or Degree-Seeking, Full-Time Student Three-Year Completion Rate: Difference Between Systemically Non-Dominant and Systemically Dominant Groups

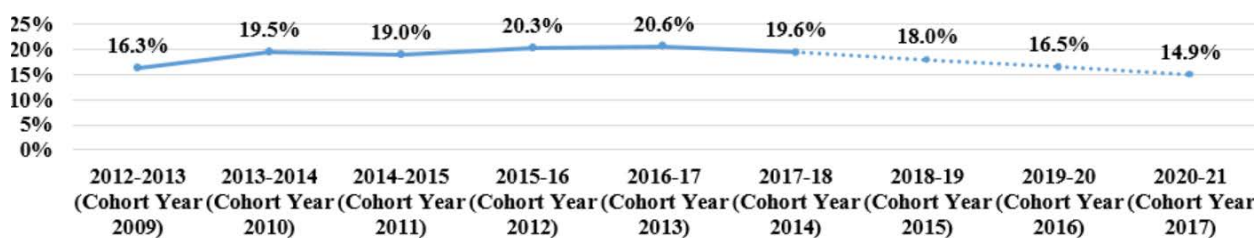


Economic Vitality

Reducing Student Debt. One of Clark College’s [mission fulfillment outcomes](#) is to decrease student debt. From 2012 to 2015, Clark College’s three-year student loan default rate rose from 16.3% to 20.3%, presenting an urgent need to redesign programs and services to address college affordability. Moreover, student debt is compounded by the effects of low completion rates and other systemic disparities in educational outcomes—two other mission fulfillment outcomes. Students who do not earn a degree or certificate are more likely to enter the workforce without the needed credential / higher wages to pay off the debt. Objective EV1 directly addresses college affordability—aligning structured planning for wraparound support services within the guided pathways framework to focus on guiding students to successfully complete an in-demand credential in the shortest amount of time and with the least amount of debt.

The American Association of Community Colleges (AACC) defines guided pathways as “intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market” ([What Is the ‘Pathways Model?’](#)). Improving college affordability requires Clark to create the conditions that allow all students to clearly identify their educational and professional goals, enter a program of study that is aligned with workforce needs, and receive wraparound student support services that increase student success. Deliberate planning has led to comprehensive development of a student onboarding process, an intrusive advising model, programs aligned with workforce demand, and financial resources to manage costs. This intentional planning to align programs and services to increase student completion, while managing costs, increases college affordability and reduces student debt.

Student Three Year Loan Default Rate

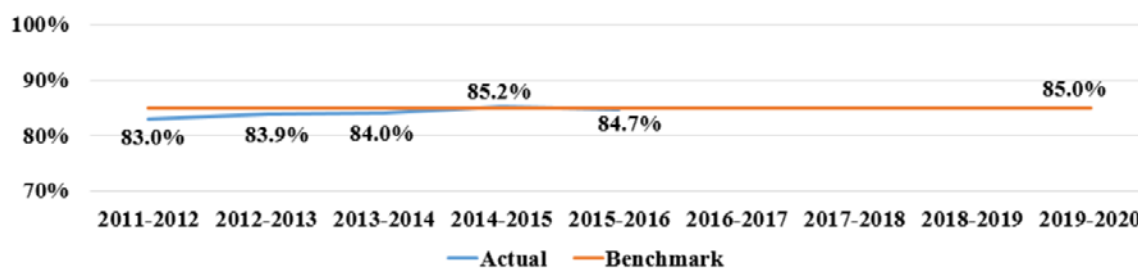


Student Employment / Transfer. The mission statement of the [Clark College 2015-2020 Strategic Plan](#) reads, “Clark College, in service to the community, guides individuals to achieve their educational and professional goals.” The emphasis on “service to the community” can be found throughout the plan’s themes, values, and objectives. It recognizes that the college is more than a local resource; it is a vital part of the economic engine that sustains its community.

To ensure the college’s meaningful role in the lives of community members, Objective EV2 directs the college to “align program offerings with regional workforce needs to include technical and work-readiness skills.” This objective charges the college to be deliberate in aligning programs—degrees and certificates, both transfer and career and technical—with the economic needs of individuals and groups that comprise the regional workforce. In order to truly align these program offerings, the college will need to assess and monitor community needs. This objective is further operationalized within the [2016-2021 Clark College Academic Plan](#), Goal 2: Align Program Offerings with Regional Workforce and Community Needs.

Recognizing the importance of partnerships in ensuring student success and learning, Objective EV3 calls for Clark College to align, expand, and enrich the relationships with regional industry leaders. Partnerships with regional industry leaders provide students with enhanced opportunities for internships, financial support, hiring pipelines, mentorships, and apprenticeships. Additionally, these partnerships are critical to development of robust grant partnerships and advisory committee participation—which ensures that the curriculum in programs prepares students for the workforce. Within guided pathways, [advisory committees](#) will provide expertise and resources to programs that are developing or revising pathway destinations; provide qualitative trends on emerging regional workforce demands; and evaluate the relevance and effectiveness of the program’s curricular designs to satisfy workforce demand. In addition, guided pathways calls for strong partnerships to facilitate the seamless transition from high school as well as seamless transition to employment or transfer to another college or university. Throughout the *2016-2021 Clark College Academic Plan*, partnerships are identified to assist in the attainment of each intended result.

Percent of Graduates by Year Who Transfer and/or are Employed within 1 Year of Graduation

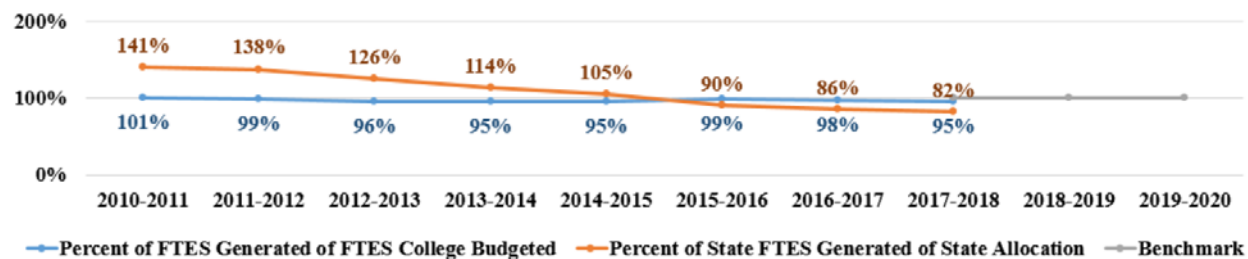


Achieving Enrollment Targets. Student enrollment is a natural consequence of effective implementation of guided pathways because guided pathways will increase pipelines of students from K-12 and current industry. Clark College expects that, once the college transforms its educational opportunities into guided pathways, enrollment will rise due to the significant increases in retention and learning anticipated. At the same time, to effectively implement guided pathways, the college must have the resources available to support students, as acknowledged in Objective EV4: Maximizing the college’s return on investment by responsibly allocating available resources. To ensure return on investment, the college identified the need to develop a business plan for any newly funded initiative/project—ensuring that there is adequate vision and planning, integration with existing programs and services, and alignment with the college’s comprehensive planning efforts.

Additionally, the college partners with the [Clark College Foundation](#) for grant development and philanthropy. With a shared focus on student success and program excellence, Clark College’s Grant

Development office and the Clark College Foundation provide financial support for Objective EV5: Leverage resources to create and sustain future innovations. With a shared framework for prioritizing the college's mission, Grant Development and the Clark College Foundation focus on supporting new ideas and continuous improvement by leveraging resources for innovation to support student success and student learning.

Percent of FTES Generated Based on State Allocation and College Budget



Environmental Integrity

Student Completion. To meet the mission fulfillment outcome of at least a 40% student completion rate within three years, guided pathways is the framework used to redesign programs and services to provide the conditions to support student learning. Implementing this framework will require significant change in leadership strategies; focus on urgency to identify and change current programs, policies, and processes that are barriers for student completion; and develop innovative solutions for students. Barriers to student completion include the college environment. [Core theme objectives](#) direct the college find potential solutions in order to improve the physical and virtual environments (Objective EI2) and social environments (Objective EI3). The environment in which students learn impacts their sense of belonging, their concentration on program content and mastery of learning outcomes, and their understanding of how programs will prepare them for their future career. Therefore, environmental changes that positively impact students will increase student retention, completion, and successful transition to a four-year institution or workforce.

Student Learning. Improving student learning requires the college to acknowledge that student learning is influenced to a large extent by the environments in which that learning takes place, as directed by Objective EI2. The college recognizes that high quality learning is impeded by substandard learning spaces. In one sense, the term “learning space” refers to the conditions and tangible built environment where learning occurs that encompasses both brick-and-mortar buildings and available technology. Physical comfort, climate setting, classroom arrangements, and equipment are all critical elements in creating a physical environment conducive to students’ meeting course and program learning outcomes (Hiemstra & Sisco, 1990).

More specifically, flexible learning environments that support the full range of active learning strategies and foster communities of all types of learners (students, faculty, staff, etc.) are prerequisites for student success. The [2016-2021 Clark College Academic Plan](#), Goal 4 directs the college to develop physical and virtual spaces that engage and inspire all learners and to operationalize the criteria that the college will use to ensure that all spaces that “can motivate learning and promote learning as an activity, support collaborative as well as formal practice, . . . provide a personalized and inclusive environment, and be flexible in the face of changing needs.”

Eliminating Systemic Disparities in Educational Outcomes. Eliminating systemic disparities in completion rates requires the college to address the physical and virtual environments (Objective EI2) and social environments (Objective EI3) that influence the student experience at the college. The built

environment influences both the cognitive and social dynamics that contribute to learning. Objective EI2 compels the college to consider the physical settings in which we situate learning, emphasizing accessibility and adaptability in order to foster inclusiveness. Bolted-down desks and non-compliant technologies might do more than just inhibit students' interactions with course material; they might lead to undue hardships for, or outright exclusion of, groups of students. At the same time, we must recognize the importance of incidental learning when considering our physical surroundings. Creating inviting gathering spaces, both physical and virtual— in which students, faculty, and staff might interact with one another—is a crucial strategy in promoting an inclusive and sustainable community of learners. Moreover, like the physical and virtual environment, the social environment is critical to student access. The social environment (as outlined in Objective EI3) focuses on principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions. The health of the social environment provides the conditions for students and employees to do their best work. Comprehensively assessing the college's physical, virtual, and social environment allows for a holistic understanding of the student experience—which impacts student success, learning, and completion. Clark College also emphasizes environmental integrity as a core theme in its own right because the college recognizes that mission fulfillment—i.e. all success in core themes and constituent objectives—becomes possible only when all systems function together seamlessly to carry out their respective tasks.

Student Employment / Transfer. Supporting student employment and/or transfer after graduating from Clark College is important to guiding students to achieve their educational and professional goals. By providing the physical and virtual environments (Objective EI2) and social environments (Objective EI3) to support student learning, Clark College prepares students to be successful in transferring to a four-year institution to complete a baccalaureate degree or obtain employment in their field of study. Both of these successful transitions (referred to as “exit pathways,” Academic Plan, Goal 1) require that students master the program learning outcomes at Clark College, as well as receive support from the physical, virtual, and social environments to be successful after leaving the college.

Reducing Student Debt and Default Rates. Guiding individuals to achieve their educational and professional goals (including completion, student learning, and successful employment and/or transfer to a four-year institution) leads to a decrease in student default rates by increasing students' ability to repay student loans. By providing the conditions that support student learning, including physical and virtual environment (Objective EV2) and social environment (Objective EV3), the college is ensuring that students learn in an environment that is conducive to mastery of program learning outcomes that provide a foundation for successful transition after completion.

Meeting Enrollment and Budget Targets. Funding to support college systems is both a requirement for and a result of achieving enrollment and budget targets. Without adequate funding, the college could not invest in infrastructure to support college programs and services; conversely, without adequate college programs and services, the college could not recruit, retain, and successfully complete students. The conditions and tangible built environment where learning occurs encompass both brick-and-mortar buildings and available technology. Objective EI1 specifically aims to embed environmental sustainability into all of the college's practices. Sustainable practices can enhance the college systems, by saving money, slowing depreciation of college facilities, and reducing the carbon footprint of Clark College operations.

Section C

Standard 5.B: Adaptation and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

Clark College regularly evaluates the adequacy of its resources, capacity, and effectiveness of operations in relation to the mission, core theme objectives, and programs and services. The college evaluates its potential to fulfill its mission, accomplish its core themes objectives, and achieve the intended results of the programs and services through continuous monitoring of the annual mission fulfillment strategies, the development of the next year's strategies, and the iterative process of implementing guided pathways. The evaluation occurs, especially within the context of guided pathways, at four levels: Clark College Board of Trustees, President's Executive Cabinet, leaders of programs and services, and core theme councils.

The Board of Trustees monitors the budget and receives a [monthly update](#) of progress and activities toward mission fulfillment. The board approves the budget annually. In addition, it sets the topics of the work sessions throughout the year based a topic's potential to strengthen or improve ways of accomplishing the core theme objectives and achieve the goals and intended results of the college's programs and services within the context of guided pathways.

The President's Executive Cabinet (EC) [meets weekly](#) to evaluate and improve its resources, capacity, and effectiveness. Agenda items for each EC meeting are proposed within the context of the core theme objectives and mission fulfillment outcomes. Most EC agenda items are related to strengthening resources—whether it be financial, human, or other—to better support the necessary programs and services that are crucial to mission fulfillment. As the college transforms its teaching, learning, programs, and services into guided pathways, all of the college's operations and decisions take into account the mission fulfillment outcomes, which are the same expected outcomes of guided pathways.

Leaders of programs and services are engaged in the conversations related to improving their areas. Educational program changes are brought before the [Instructional Programming Team](#), [Curriculum Committee](#), and [Outcomes Assessment Committee](#) to better support student learning and achievement, in alignment with the core themes of Academic Excellence, Economic Vitality, and Social Equity. Leaders of services engage with their departments and leadership teams to evaluate and implement improvement strategies to accomplish the core theme objectives and/or meet one or more of the six mission fulfillment outcomes. Departments across the college are also involved with redesigning the college's educational offerings and services into guided pathways.

The [core theme councils'](#) purpose is to evaluate the progress toward mission fulfillment and recommend improvement strategies to the appropriate body (e.g., EC, area leadership teams, departments, or other committees). The council chairs [meet with EC every month](#) to provide updates of discussions, evaluations, and recommendations for improvement. Generally, these meetings are dedicated to discussions about how the college can improve its capacity and potential to achieve the mission fulfillment outcomes within the context of the core theme objectives, indicators of achievement, and guided pathways.

Clark College has undergone significant changes over the past ten years since its last comprehensive accreditation report in 2008. The state legislature cut state funding significantly, and tuition costs have risen in its place. (Tuition at Washington State's publically funded community and technical colleges is set by the legislature.) The economic recession resulted in a significant increase in full-time equivalent students. At the height of the enrollment boom, the college served 33% more Full-Time Equivalent

Students (FTES) than were funded. During that time, the demographics of the students changed: they were more likely to be students with significant risk factors; for example, higher proportions of students placed in precollege coursework, were first generation, and/or had lower incomes. As the economy recovered and offered many opportunities for work, the college experienced a steep decline in enrollment. The college is working to implement wrap-around support services as coherent pathways, as defined in the guided pathways essential practices, to ensure the appropriate resources and capacity to effectively serve individual students and potential students.

Enrollment is interconnected to the college's adequacy of resources and capacity to fulfill its mission for two reasons. First, a higher proportion of the college's revenue comes from tuition rather than from state funding than prior to the Great Recession. Second, the Washington State Board for Community and Technical Colleges changed its resource allocation model for the thirty community and technical college districts to allocate primarily based on a rolling three-year average of state-support enrollment served. During the Great Recession, the state's community and technical colleges served more students than the legislature funded, and Clark served about 20% of the state's unfunded FTES. In the [2017-2018 academic year](#), the state's community and technical colleges served fewer students than the legislature funded due to the inverse correlation of employment and enrollment: As enrollment declines, so does funding—both state and tuition revenue. That drop erodes the college's resources and capacity to serve students. The state's new resource allocation model is likely to cut state funding further at Clark College.

The college implemented its first iteration of changes in the budget development process based on the results of the 2017 Employee Climate Survey where one of the lowest-rated items was the transparency of the budget development process. Prior to 2017-2018, the college balanced the budget by Executive Cabinet departments due to the budget deficits or budget neutral environments (depending on the year). Since the 2011-2012 academic year, if the budget for the next year was neutral, each area was, for the most part, allocated the budget amount of the prior year. If there was a budget cut, the college—for the most part—took a pro-rata cut. Beginning in [2017-2018, the college community was provided an opportunity to identify budget cuts, requests, and changes](#) within the context of the Strategic Plan. To develop the budget for the 2019-2020 academic year, the Economic Vitality Council is preparing a timeline for budget development. The budget development process will be overseen by a newly convened budget committee to improve transparency and develop a comprehensive budget to adequately fund mission fulfillment strategies.

Throughout the development of the new budget process, Clark has reaffirmed its commitment to creating and managing projects based on a business or project plan ([Objective EV4](#)). These plans should help with some very important areas in need of improvement by providing a platform to communicate progress, manage the projects, and manage/lead change. There are two departments where project management is used consistently: [Information Technology Services \(ITS\)](#) and [ctcLink](#) (i.e., conversion of current management information systems to PeopleSoft). Other areas have used project management systems, but only in an inconsistent manner. The college learned from its participation with the AACC Pathways 2.0 cohort, the initial missteps in the guided pathways reform that some of its missteps with the initial work of guided pathways as described in Standard 3A come from the lack of a comprehensive business plan that all members of the college community could reference. The college is finalizing the first draft of the guided pathway business plan. The college will use this plan to request one-time funding from the Board of Trustees' reserves as seed money for the transformational redesign. (The Board of Trustees' reserves are always held at 10% of operational budget.) This business plan is expected to keep the college community apprised of the planned changes to improve strategies just-in-time, eliminate potential redundancies, and maximize limited resources.

The college is proud of the resources and capacity offered by the [Clark College Foundation](#). The Foundation is one of five top national public community college foundations based on its endowment market shares and has over \$100 million in managed assets. The college identifies the top priorities for resource needs and the Foundation uses these priorities for fund-raising. Currently, [these priorities](#) include

guided pathways (all core themes, especially Objectives AE1, SE1, and EV2), advanced manufacturing (Academic Excellence and Economic Vitality core themes, especially Objectives EV2 and EI2), and student scholarships (Objective EV1).

To address the college's resource and capacity concerns, the college will continue to refine its budgeting and resource allocation processes, implement guided pathways—with the objective of increasing enrollment—and create business plans for funded strategies of mission fulfillment to use campus resources more strategically and sustainably.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

The college documents and regularly evaluates its cycle of planning, practices, resource allocation, and institutional capacity through the monthly review of the [mission fulfillment scorecards](#). As described throughout this document, the mission fulfillment outcomes and related indicators of achievement as published on the scorecards are updated and reviewed monthly. The [mission fulfillment strategies](#) are developed based on the evaluation of progress toward accomplishing the mission fulfillment outcomes as represented by the indicators of achievement for each objective and are aligned with the objectives as documented in Strategic Planning Online (SPOL). The budget development process prioritizes funding the strategies that require additional resources or that call for a realignment of capacity to accomplish the annual mission fulfillment strategies.

The transformation of teaching, learning, programs, and services into guided pathways occurred as a result of the evaluation of the college's practices, resource allocation, capacity, and assessment results. In order to effectively serve the changing population of the college's service area that can benefit from the college's educational opportunities, the college recognized that guidance is necessary. And, as stated previously, the redesign of the programs and services within the guided pathways framework aligns perfectly with the mission fulfillment outcomes. Listed below are a few college-wide examples of strategies adopted from results of monitoring progress toward mission fulfillment:

- The college is currently redesigning pre-college math and the placement procedures to increase the number and proportion of students who earn college-level math credit within their first year ([Completion Scorecard](#)). The college allocated one-time funding to cover the start-up costs of changing the placement procedures. The college received a College Spark Washington grant to fund the redesign of precollege math. These efforts are consistent with the guided pathways essential practices as listed on the American Association of Community Colleges, [Scale of Adoption Assessment \(SOAA\)](#), Pillar 2, essential practices: b) "Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas—not just in college-level math and English; and c) Required math courses are appropriately aligned with the student's field of study."¹
- The college is aligning, at least for the 2018-2019 academic year, student learning outcomes assessment resources within the organizational structure of guided pathways. This reorganization is based on the AACC, SOAA Pillar 4 as it pertains to ensuring students are learning ([Student Learning Scorecard](#)).
- The college has invested in the recruitment of diverse employees to improve the student retention rate. The college is also adding a distribution requirement related to the study of power, privilege, and inequity for Clark's associate of arts degree. These changes are consistent with Pillar 5 of the

¹ https://www.aacc.nche.edu/wp-content/uploads/2017/10/AACCPathways_Institute-1_PathwaysPracticeScaleofAdoptionAssessment.pdf

SOAA. (Pillar 5 was added by the Washington State Board for Community and Technical Colleges.) ([Social Equity Scorecard](#))

- A priority area of the college is to provide scholarships to students as documented in the [Clark College Foundation areas of need](#). The college has also invested in a [financial literacy/wellness program](#) aligned with both Career Services and Financial Aid; that program is embedded in the College 101 course. In addition, the college completed the first iteration of the program maps or information sheets as outlined in Pillar 1 of the SOAA. These [program information sheets](#) identify the optimal courses for each degree and certificate to prevent students from enrolling in additional credits not aligned with their program, thereby reducing tuition, opportunity costs, and other out-of-pocket educational expenses. ([Student Debt Scorecard](#))
- The college is strengthening its relationships with employers and transfer colleges to maintain and continue to improve its employment and transfer rate among students who leave the college. This undertaking is highlighted in the [Automotive Technology programs](#), [advanced manufacturing programs](#), [engineering programs](#), and other articulation agreements. Moreover, the second iteration of program information sheets will be based on the following essential practice in Pillar 4: *Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.* ([Employment/Transfer Scorecard](#))
- Due to the strong economy and increased competition--as there are many more accessible educational offerings due to eLearning--enrollment continues to decline. The college has chosen guided pathways to increase retention and successful matriculation of new students as outlined in the SOAA essential practices in Pillars 1, 2, and 3 and [Clark's guided pathways iterative business plan](#). The college feels the urgency related to increasing enrollment and, therefore, often spreads itself too thin in changing the programs and services to meet student needs. Therefore, the college decided to focus on creating the guided pathways business plan prior to creating a strategic enrollment plan. ([Enrollment Scorecard](#))

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system, it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

The college consistently scans the internal and external environments to identify current and emerging patterns, trends, and expectations through a variety of mechanisms. The college monitors the external workforce needs by completing an annual report of the strengths, weaknesses, and opportunities of the college's instructional programs, as well as threats to it. The [Instructional Planning Team \(IPT\)](#), a team of representative faculty members, deans, and other college representatives, analyzes the report findings annually to make improvements to existing programs and identify emerging workforce needs.

The [core theme councils](#), consisting of representatives throughout the college, critically analyze the internal and external environments related to the core theme and core theme objectives regularly. The core theme councils have an evidence lead position for each council. The evidence lead works with Planning and Effectiveness to know where to find both internal and external information. For existing data, the core theme councils, in addition to the college community, use [Data Navigator](#), an application the college developed to find data related to student success, college-wide surveys, and external data. Moreover, the Office of Planning and Effectiveness serves on the guided pathways leadership teams and executive cabinet, and it supports the committees and councils throughout the college. Worthy of noting, the Economic Vitality Council requested that a strategic enrollment management plan be created based on an [environmental scan](#). This scan has informed much of the work related to guided pathways during

2017-2018 in redesigning the entry process and the initial phases of strengthening the [Columbia Tech Center](#) campus.

Every [Executive Cabinet](#) (EC) meeting begins by analyzing the enrollment for the current and upcoming quarter. The weekly analysis spurs discussions of internal environment, community needs, and the categories of students who may enrolling at different rates. This weekly review has resulted in revisions to programs and services within the context of the Strategic Plan and guided pathways essential practices. The content of the monthly meetings among EC, council chairs, and the guided pathways liaison always includes the findings of the various internal and external scans to inform their discussions, especially regarding enrollment.

Overall, the college uses its system of shared governance to assess the college's strategic position and define its future direction. These discussions take place at executive cabinet, within the core theme councils, college committees, and quarterly President's Dialogues—to which all college community members are invited and where they can discuss the college's current and future priorities with the College President. With student learning and student success at its heart, Clark College is dedicated to Academic Excellence, Social Equity, Economic Vitality, and Environmental Integrity. The college uses internal and external data and environmental scans as well as its governance system to make the necessary improvements to adapt to the changes in students and workforce needs that lead to mission fulfillment.



Conclusion

Conclusion

[Clark College's mission statement](#) concisely articulates its complex purpose: *Clark College, in service to the community, guides individuals to achieve their educational and professional goals.* The core thematic areas, used by the college as a road map to mission fulfillment, direct the college to provide excellent, relevant, and rigorous learning opportunities (Academic Excellence); eliminate disparities caused by inequity (Social Equity); improve the economic strength of the region (Economic Vitality); and sustain an environment conducive to learning (Environmental Integrity). The college's four core themes are the components within the mission that strategically focus and unite the college's activities toward a common purpose. Each core theme is further articulated by a set of objectives. Each of the 17 objectives is measured by one or more indicator(s) of achievement. Clark College measures mission fulfillment by meeting all of the six mission fulfillment outcomes. When the college effectively accomplishes all of the core theme objectives as measured by the indicators of achievement, the six mission fulfillment outcomes will be achieved.

The college has developed, articulated, and implemented the mission, core themes, and expectations through a deliberative process of engaging all constituents of the college community. College-wide task forces developed the vision, mission, core themes, indicators of achievement, and mission fulfillment outcomes over a two-year span (January 2013 through February 2015). The work began by asking both external and internal constituencies to identify and reaffirm the role of the college, identify the strengths and areas in need of improvement/focus, and determine the goals the college should work toward over the period of the 2015-2020 Strategic Plan. These findings, supplemented with other sources of information, were used to develop the Strategic Plan and college-wide continuous improvement process. Because the principles of shared governance have been respected at every step in developing the vision, mission, core themes, objectives, and evaluative methods that comprise the Strategic Plan, the entire college community has a stake in its successful implementation. The college built the Strategic Plan, and, now, the plan effectively shapes the work of the college.

Similar to community colleges throughout the nation, Clark College is undergoing transformational change to improve student learning, increase student success, and better serve its community. The college uses the mission fulfillment outcomes, core theme objectives, and the related indicators of achievement for this change. The national guided pathways framework provides the essential practices and conditions for programs and services that yields the same outcomes as Clark's six mission fulfillment outcomes. Therefore, Clark adopted the national framework of guided pathways as the primary blueprint for mission fulfillment; with the mission as the foundation, guided pathways becomes the scaffold for planning, assessing, and improving programs and services. While the college has completed only the first two years of the five-to-six year plan, it has made some progress and taken some important first steps in this journey of iterative and continuous improvement.

In conclusion, the college has—and will continue to—become more effective by aligning all college functions and activities to the mission, core themes, objectives, and adopting one framework for mission fulfillment: guided pathways. The benefits are considerable:

Common purpose: The work across all departments and functions supports, both indirectly and directly, implementation of the core theme objectives within the guided pathways framework to produce student learning and success. This common purpose and related measureable indicators of achievement explicitly tie all of the work done at the college to the Strategic Plan. Additionally, all departments and functions [report their accomplishments to the Board of Trustees each month](#), related to the mission fulfillment annual strategies, objectives, and core themes.

Common definition and measurement of effectiveness: At the college level, the core theme objectives are measured annually by common indicators of achievement and mission fulfillment outcomes. The evaluation of progress toward fulfilling the mission and accomplishing core theme objectives occurs in the core theme councils with opportunities for all college constituencies to provide feedback. Using the common measurements, the core theme councils and Executive Cabinet determine the college strategies for the next year, with an emphasis on implementing the essential practices of guided pathways at scale and improving those outcomes that did not meet the benchmark. Clark allocates resources of every type— institutional, intellectual, creative, financial, technological, and others—to ensure the annual mission fulfillment strategies have the necessary fuel to be successful.

Continuous Improvement within the Guided Pathways Framework: Clark College sought and was accepted into the AACC Pathways 2.0 Project, a cohort of colleges that will transform the way in which they serve students and their communities, by taking a more active role in supporting student learning and success. At the centerpiece of this transformation project is the determination to change the role of community colleges from institutions that merely provide educational opportunities to institutions that guide individuals to achieve their educational goals. Utilizing the CCRC Scale of Adoption Assessment, Clark has critically assessed its adoption of the 22 essential practices of guided pathways. From these 22 practices, the business plan was built. Through the development of the guided pathways business plan, Clark effectively integrated the mission, core theme objectives, Scale of Adoption Assessment essential practices, and three college-wide operational plans into a coherent framework for mission fulfillment. This [guided pathways business plan](#) includes a clear vision for the future of how Clark will offer programs and services, with measurable outcomes for progress towards the future-state. Embedded within this framework is continuous improvement of the college's programs and services. Clark College will achieve its six mission fulfillment outcomes when the college's programs and services implement the core theme objectives and guided pathways essential practices at-scale, with intentional continuous improvement.

Commitment to serve students: Clark College is, and always will be, dedicated to student learning and student success. The components of the Strategic Plan and continuous improvement process all align to engage the college in pursuits specific to the enhancement of the learner-centered experiences and outcomes within the framework of guided pathways.

Clark College proudly submits the 2018 Year Seven 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 accreditation standards.

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Acronyms

Acronym	Full Name
AA	Associate in Arts
AACC	American Association of Community Colleges
AACRAO	American Association of Collegiate Registrars and Admissions Officers
AA-DTA	Associate of Arts-Direct Transfer Agreement
AAS	Associate in Applied Science
AASHE	Association of the Advancement of Sustainability in Higher Education
AAS-T	Associate in Applied Science-Transfer
AAT	Associate in Applied Technology
AAUP	American Association of University Professors
ACRL	Association of College and Research Libraries
ADOPC	Application Development Oversight and Planning Committee
AE	Core Theme: Academic Excellence
AE1	Academic Excellence Objective 1: Implement and institutionalize practices that increase academic performance, retention, and completion.
AE2	Academic Excellence Objective 2: Create and sustain an inclusive and dynamic curriculum and environment that reflect our diverse college community.
AE3	Academic Excellence Objective 3: Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective.
AE4	Academic Excellence Objective 4: Create and advance accessible, integrated, and technology-enriched learning environments.
AE5	Academic Excellence Objective 5: Engage faculty, administrators, and staff in professional development experiences that enhance student learning.
AE6	Academic Excellence Objective 6: Align curriculum with learning outcomes and apply outcomes assessment evidence to continually advance student learning.
AEW	Academic Early Warning system
AFA	Associate in Fine Arts
ALEKS	Assessment and Learning in Knowledge Spaces assessment and learning system
AP	Advanced Placement
APA	American Psychological Association
ASCC	Associated Students of Clark College
AST-1	Associate of Science Transfer-1

Acronym	Full Name
AST-2	Associate of Science Transfer-2
ATC	Articulation and Transfer Council
BAC	Business Affairs Commission
BAS	Bachelor of Applied Science
BASAM	Bachelor of Applied Science in Applied Management
BASDH	Bachelor of Applied Science in Dental Hygiene
BITA	Behavioral Intervention and Threat Assessment
C&M	Communications & Marketing
CAFR	Comprehensive Annual Financial Report
CAP	Career and Academic Preparation
CAR	Course Action Request form
CASAS	Comprehensive Adult Student Assessment Systems
CBA	Collective Bargaining Agreement
CBE	Competency-Based Education
CCAHE	Clark College Association of Higher Education
CCRC	Community College Research Center
CCW	Clark College at WSU Vancouver
CERT	Community Emergency Response Team
CEU	Continuing Education Units
CFRE	Certified Fund-raising Executive
CIO	Chief Information Officer
CIP	Classification of Instruction Programs
CODA	American Dental Association Commission on Dental Accreditation
CPA	Certified Public Accountant
CPC	Cultural Pluralism Committee
CPL	Credit for Prior Learning

Acronym	Full Name
CREDC	Columbia River Economic Development Council
CRM	Customer Relationship Management system
CCSSE	Community College Survey of Student Engagement
CTC	Clark College at Columbia Tech Center (satellite campus)
CTCLDA	Community and Technical Colleges Leadership Development Association
CTE	Career and Technical Education
CTEC	Computer Technology
DSS	Disability Support Services
DTA	Direct Transfer Agreement
EAP	Employee Assistance Program
EBC	Emergency Building Coordinator
EC	Executive Cabinet
ECD	Clark College Economic & Community Development
EHS	Environmental Health and Safety
EI	Core Theme: Environmental Integrity
EI1	Environmental Integrity Objective 1: Incorporate environmental sustainability priorities into all college systems.
EI2	Environmental Integrity Objective 2: Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.
EI3	Environmental Integrity Objective 3: Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions.
EMPC	Emergency Management and Preparedness Committee
EMSI	Economic Modeling Specialists International
EOP	Emergency Operations Plan
ERP	Enterprise Resource Planning
ESL	English as a Second Language
EV	Core Theme: Economic Vitality
EV1	Economic Vitality Objective 1: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.

Acronym	Full Name
EV2	Economic Vitality Objective 2: Align program offerings with regional workforce needs to include technical and work-readiness skills.
EV3	Economic Vitality Objective 3: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships.
EV4	Economic Vitality Objective 4: Maximize the college's return on investment by responsibly allocating available resources.
EV5	Economic Vitality Objective 5: Leverage resources to create and sustain future innovations.
EWU	Eastern Washington University
FERPA	Federal Education Rights and Privacy Act
FLSA	Fair Labor Standards Act
FMPC	Facilities Master Planning and Space Allocation Committee
FMS	Financial Management System
FTES	Full-Time Equivalent Students
GASB	Governmental Accounting Standards Board
GED	General Educational Development
GPA	Grade Point Average
GPI	Greater Portland Inc.
HR	Human Resources
HVAC	Heating, Ventilation, and Air Conditioning
IB	International Baccalaureate
I-BEST	Integrated Basic Education and Skills Training
IC	Instructional Council
ICRC	Intercollege Relations Commission
ICRC	Intercollege Relations Commission
IELTS	International English Language Testing System
IPEDS	Integrated Postsecondary Education Data System
IPT	Instructional Planning Team
IRIS	Information & Research Instruction Suite

Acronym	Full Name
ITS	Information Technology Services department
LED	Light Emitting Diode lighting
LMS	Learning Management System
LOEL	Librarians as Open Education Leaders
MDF	Major Declaration Form
MLA	Modern Language Association
MOA	Minimum Operating Allocation
MSDS	Material Safety and Data Sheets
NCAA	National Collegiate Athletic Association
NEA	National Education Association
NEST	New Employee Success Training
NIMS	National Incident Management System
Not SND	Not Systemically Non-Dominant
NWAC	Northwest Athletic Conference
NWCCU	Northwest Commission on Colleges and Universities
OAC	Outcomes Assessment Committee
OER	Open Educational Resources
OFM	Office of Financial Management
OOI	Office of Instruction
OSPI	Office of the Superintendent of Public Instruction
P&E	Planning & Effectiveness
PAR	Program Approval Request
PASS	Penguin Alert for Student Success
PIP	Program Improvement Process
PoC	People of Color
PPI	Power, Privilege and Inequity

Acronym	Full Name
RCW	Revised Code of Washington
RMI	Repairs and Minor Improvements
ROTC	Reserve Officer Training Corps
S&A	Services and Activities fees
SAO	State Auditor's Office
SBCTC	Washington State Board for Community and Technical Colleges
SE	Core Theme: Social Equity
SE1	Social Equity Objective 1: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.
SE2	Social Equity Objective 2: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.
SE3	Social Equity Objective 3: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.
SEM	Strategic Enrollment Management
SENSE	Survey of Entering Student Engagement
SID	Student Identification Number
SMS	Student Management System
SND	Systemically Non-Dominant
SOAA	Scale of Adoption Assessment
SOC	Standard Occupational Classification
SPOL	Strategic Planning Online
STARS	Sustainability Tracking, Assessment & Rating System
STEM	Science, Technology, Engineering, and Math
STEP-Eiken	Test in Practical English Proficiency
SWOT	Strengths, Weaknesses, Opportunities, Threats report
TLC	Teaching and Learning Center
UA	Unusual Action code
UX	User Experience committee

Acronym	Full Name
VDI	Virtual Desktop Infrastructure
VoIP	Voice over Internet Protocol
WAC	Washington Administrative Code
WEA	Washington Education Association
WELA	Washington Executive Leadership Academy
WES	Workforce Education Services
WPEA	Washington Public Employees Association
WPTE	Workforce, Professional, and Technical Education Unit
WREB	Western Regional Examining Board
WSUV	Washington State University Vancouver

APPENDIX A



BACHELOR OF APPLIED SCIENCE (BAS)

Dental Hygiene—AD HOC REPORT

Applied Management—AD HOC REPORT

Prepared for the
Northwest Commission on Colleges and Universities

August 22, 2018

Clark College
1933 Fort Vancouver Way
Vancouver, WA 98663
www.clark.edu

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Overview

As instructed by NWCCU, this Ad Hoc Report addresses the progress and implementation of the Bachelor of Applied Science (BAS) degree programs in Dental Hygiene and Applied Management.

In February 2014, the State Board for Community and Technical Colleges (SBCTC) approved the BAS in Dental Hygiene. In Fall 2014, senior dental hygiene students had the option of completing their AAS in Dental Hygiene or taking additional general education courses and completing their BAS in Dental Hygiene (BASDH). Twenty-three out of twenty-five students completed their BASDH while two students elected to complete their AAS degrees. Since that initial year, the program has been offered only at the baccalaureate level. To date, 73 of 75 students have earned their BASDH. The BASDH is a cohort-based program with highly committed faculty; the success of the program is evident in the high retention rate of dental hygiene students.

In May 2016, the State Board for Community and Technical Colleges (SBCTC) approved the BAS in Applied Management (BASAM) degree. The first cohort started in Winter 2017 with fifteen students. This first cohort will complete this degree in Fall 2018. The second cohort started in Fall 2017 with 31 students. The third cohort will begin in Fall 2018 with approximately 35 students.

This document presents the progress report for Bachelor of Applied Science in Dental Hygiene, followed by the progress report for the Bachelor of Applied Science in Applied Management, [after approval from Northwest Commission on Colleges and Universities](#).

Dental Hygiene (BASDH)

Curriculum Development

Curricula for the dental hygiene program continues to be developed and modified to add hybrid and online options for students. Technical advisory committee members have been recruited from the healthcare industry, from business, and from among student graduates; these members provide input for the development of the program and curricula.

A minimum of 181 credits and a grade point average of 2.0 are required to complete the Dental Hygiene program. Students typically take 2-3 years to complete preliminary coursework and 2 years to complete major program requirements, once admitted to the dental hygiene program. The entire program (preliminary and major program requirements) would take 4-5 years to complete taking 10-15 credits per term.

The BASDH program learning outcomes include the general education outcomes due to the fact that the BASDH does not require a two-year degree prior to entry into the program. The outcomes for the BASDH are as follows:

- Demonstrate and clearly explain an effective strategy to solve a quantitative problem.
- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English.
- Demonstrate progress toward healthier behaviors.
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance.
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences.
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world.
- Obtain, evaluate, and ethically use information.
- Analyze and interpret quantitative information presented verbally, graphically, numerically, and/or symbolically.

- Analyze patterns of power, privilege, and inequity in the United States.
- Integrate the roles of clinician, educator, advocate, manager, and researcher to prevent oral diseases and promote health.
- Communicate effectively and professionally, using verbal, non-verbal, and written language with patients, colleagues, the public, diverse populations, and other healthcare providers.
- Analyze professional behaviors and make appropriate decisions guided by ADHA ethical principles and core values.
- Assess, diagnose, plan, implement, and evaluate the provision of optimal, evidence-based, and patient-centered dental hygiene care.
- Successfully complete all licensing exams.
- Demonstrate the skills necessary to stay current in the profession with a rigorous and robust emphasis on the study of current research.
- Apply communication theory to demonstrate effective oral communication skills.

The BASDH program has an excellent process for assessment and revision of courses. The course list, including prerequisites are outlined in the college's request for substantive change dated April 28, 2014. This process follows the college's process as outlined in the college's response to standards 4.A.3 and 4.B.2. The results are documented in the Canvas shell as well as the [2017 report](#) outlining compliance with the American Dental Association Commission on Dental Accreditation (CODA) standards.

The Dental Hygiene track was approved in 2014 by the CODA. Upon graduation, students will qualify to take all national and regional examinations required to be licensed as Registered Dental Hygienists (RDH) in Washington State. Graduates are eligible to take the Dental Hygiene National Board and all Western Regional Examining Board (WREB) components, and to apply for a license as registered dental hygienists.

In addition to treating patients directly, dental hygienists may also work as educators, researchers, or administrators. Clinical dental hygienists may work in a variety of healthcare settings, such as private dental offices, schools, public health clinics, hospitals, managed care organizations, correctional institutions, and nursing homes, or corporate enterprises. In addition to the clinical role, dental hygienists may also work in an administrative capacity in any of the above locations or in related businesses. As the healthcare system grows to serve the needs of the population, skilled dental hygienists will be needed in these diverse employment settings. The Clark College Dental Hygiene BAS program offers the education and training for these skills to be attained.

Accreditation

The Clark College Dental Hygiene Program (CCDHP) is evaluated every 7 years by CODA. CODA, the external accreditation body for the CCDHP, is a part of the American Dental Association (ADA). The CCDHP was established in 1968 and has remained an accredited dental hygiene program since its inception. The last two accreditation visits took place in 2010 and 2017. Clark College has responded to all suggestions made by the commission, including the institution of a state-of-the art simulation lab. Furthermore, CODA has approved the proposed change to a BAS program following approval of a remodel that included more than three million dollars in donations from the community and investment by the college.

After the CODA site visit in Summer 2017, the Dental Hygiene program received full accreditation for the bachelor's degree program. The college responded to one recommendation by changing the total number of patient contact hours in a student's junior year for winter, spring, and summer quarters. The program increased two of the clinical courses by one credit hour and eliminated a credit hour from the senior year to balance out the total number of credits in the program and reduce the financial impact on dental hygiene students. The other recommendation was to revise the rubric for the quality assurance patient care plan to assess the student's ability to make use of the program's new electronic health records system. *At its February 1, 2018 meeting, the Commission on Dental Accreditation (CODA) granted the Clark College Dental Hygiene program the accreditation status of ["approval without further reporting requirements."](#)*

Facilities

During the time of the development and approval of the BASDH program, the dental hygiene facilities were remodeled -- made possible by generous donations and college funds. The Dental Hygiene program faculty members worked closely with the Commission on Dental Accreditation (CODA) to ensure compliance with accreditation standards with facilities, equipment, and curricula. The partnership provided the framework for academic excellence and led to CODA approving all changes with no further reporting requirements.

Substantial donations through the Clark College Foundation and college one-time funds provided the necessary resources for the remodel, providing over three million dollars to add a state-of-the-art simulation lab, radiology lab, and dental hygiene clinic. The simulation lab consists of 15 fully functioning simulation units that faculty and students use for instrumentation and restorative labs and practice times. The upgrade to the radiology lab included new tube-heads that can be used for film or digital-based technology and a digital panoramic machine. The upgrade also included new chairs, digital sensors, and computers for each operatory. The remodel of the dental hygiene clinic allowed Clark to double the square footage, increase the operatory chairs from 24 to 30, and install casework and privacy walls between each treatment area. Each operatory station includes a new patient dental chair, ergonomic operator stools, upgraded handpieces, suction, nitrous oxide unit, and computer technology to operate a paperless management system. The paperless management system, called axiUm, allows the program to manage all aspects of clinical, financial, and student operations. Additionally, axiUm is able to track assessments of all natures needed for student learning. The axiUm assessment tools also enable the program to track and report data required by the CODA.

Community Partnerships

The Clark College Dental Hygiene program has established strong community partnerships with the dental society and other community members in order to provide the best services to the surrounding counties. A recent generous donation allowed the program to integrate the state-of-the-art dental technology that students must master to achieve the BASDH program learning outcomes. Baccalaureate degree dental hygienists from Clark College are able to reach out to underserved populations in nearby counties whose needs for dental hygiene care are largely unmet. Community partners enhance the learning of our students and provide our students with many deep-learning opportunities that enable them to meet the dental hygiene program outcomes.

The Dental Hygiene program benefits from partnerships with the following organizations:

Lifeline Connections is a mental health and substance use treatment facility. Students offer education on oral health for those undergoing alcohol and drug treatment in the Dental Public Health course in their second year in the Dental Hygiene program. Students develop and implement a project that is geared toward the children, which is then assessed as evidence of the student's overall understanding of the information being provided.

Veteran's Resource Center (VRC) is located on Clark's campus and serves as a resource for veterans who are attending Clark College. Treatment in the Clark College Dental Hygiene Clinic is offered at no cost to Clark veterans who request it through the VRC. Students perform all treatment and are overseen by the dental hygiene faculty and a supervising dentist.

Head Start of Vancouver, WA provides full-day and part-day preschool education and family support for children and families who are income-eligible. Students offer education to children and families in the program to assist in improving oral health. Students develop and implement a project that is geared toward the children and the project is then assessed for overall understanding of the information being provided.

Vancouver School District: Hudson's Bay High School Teen Parent Program is a program offered by the Vancouver School District that helps teen parents succeed and complete high school. The dental

hygiene students plan and implement a project geared toward the teen parents to assist in overall oral health of the teen and their child(ren).

Early Childhood Education is an educational program on Clark's campus that offers students the opportunity to work with young children and their caregivers. The dental hygiene students plan and implement a project geared toward assisting young children improve their overall oral health.

Compassion Connect is an organization that provides healthcare services at no cost. These clinics are provided a couple of times a year; the dental hygiene students participate one time a year in the summer on a voluntary basis. Students provide dental hygiene services during this clinic under the supervision of dental hygiene faculty and a supervising dentist.

Longview Community Partners is a non-profit organization that provides dental treatment at no cost to residents in Cowlitz County. The dental hygiene students participate twice a year in providing dental hygiene services to the residents in Cowlitz County who have previously participated in the dental clinic provided by the University of Washington dental students. All services are provided under the guidance of dental hygiene faculty and a supervising dentist.

Progress and Achievements

Clark College is in the third year of hosting the Western Regional Dental Hygiene Exams. The Western Regional Examining Board (WREB) rents the Dental Hygiene Clinic and classrooms to administer three exams per school year. The exams administered by WREB are three of the six exams students must pass to obtain their hygiene license. Hosting the exams allows our students to take their exams in a familiar area, which reduces students' stress. WREB coordinators and testers continually praise Clark's space and express their pleasure in working with Clark College.

Clark College has been able to work with a-Dec, the dental furniture manufacturer the college has contracted with, to test new equipment and give them feedback on how it integrates into the process of dental care. The Clark College Dental Hygiene program has hosted many visitors from other schools looking to remodel. Clark's proximity to a-Dec allows their customers to see the clinic design in use at our site.

At present, the program has a retention rate of 100%. (The program's administrator had to dismiss one student in Spring 2014 who would have been in the graduating class of 2015.) Clark's successful retention and graduation rate can be attributed in part to the highly committed faculty.

Faculty and staff are involved in recruitment efforts at high schools as well as middle and elementary schools. Through Healthcare Delivery and Exploration and other courses, students interested in healthcare are able to explore their interests and are provided with a tour of all of the healthcare programs. When in the dental hygiene program, students also participate in community outreach to promote oral health as well as the profession itself.

Challenges

Dental Hygiene faculty and advisors are engaged in continuing education to enhance the overall intercultural communication among program faculty and staff, the students, and our community. In part, better understanding led to the realization that more work was needed to do more to make the program application process equitable and accessible for all students. Program advisors have found over the years that many applicants, when earning points based on their cumulative GPA, have improved their courses after maturing, learning English, and/or recovering from a debilitating life situation. As a consequence, some changes have been made to the point system used to select students.

The cumulative GPA takes into consideration the entire college experience of students, which has had a detrimental effect on some of our ESL and nontraditional students. To remedy this situation, the dental hygiene program began to look only at the GPA calculations derived from the prerequisite courses to get

into the program, and not every course a student has ever taken. The new way of tallying point evaluates a student's qualifications only after the individual has undertaken the most relevant coursework and begun to prepare in earnest for the dental hygiene program. They have a greater chance at being selected into the Clark College BAS in Dental Hygiene program. In addition to changes in the application process, faculty, students, and other representatives of dental hygienists from the community are continuing to increase community outreach regarding the dental hygiene career option.

Additionally, the director is working with the advisors, the advisory committee, middle schools, and high schools to serve a more diverse population of students. As part of the application process, students will be asked to answer the following essay questions: What is your knowledge and experience with serving a diverse community? What does serving a diverse community mean to you? Points in the application process will be calculated based on a rubric score for content.

Applied Management (BASAM)

Curriculum Development

Curricula for Applied Management continue to be developed and modified to add hybrid and online options for students. Technical advisory committee members include business-related professionals as well as students in order to provide input for the development of both programs and curricula.

There are 18 Applied Management courses for this degree that encompass eight BAS in Applied Management Program Outcomes. The college undertakes primary and secondary research with profit and non-profit organizations, makes use of pedagogical resources to guide the program construction process. As a result of that work, courses were developed to provide the theory and practical applications deemed necessary for a rigorous and quality program and professional job placements.

Curricula has been developed and is continuously improved based on the program learning outcomes:

- Describe the complexities that affect successful trading in domestic and global markets, utilizing information, data, and technologies to support effective decision making.
- Recognize and apply effective communication strategies, appropriate to organizational settings.
- Analyze and apply managerial functions, roles, styles, and effective strategies for stability and change, to be used in various managerial and leadership situations.
- Analyze legal issues for risk management and responsible oversight.
- Interpret financial models for business decision-making to support organizational goals.
- Evaluate and develop organizational structures and operating procedures to foster continuous improvement, innovation, and quality results.
- Balance theoretical and practical strategies and policies for a productive, quality, and motivated workforce, including managing diversity, ethics, and social responsibility.
- Develop and apply a marketing strategy, based on an integrated marketing plan, to produce and distribute products at optimum operational levels.

The program has an excellent process for assessment and revision of courses. The course list, including prerequisites, is outlined in the [college's request for substantive change dated May 9, 2016](#). This process follows the college's process as outlined in the college's response to standards 4.A.3 and 4.B.2. The results are documented in the [Canvas shell](#). Since the program has yet to have a graduating class, program faculty will have to wait until the first cohort completes the program to have summative assessment of program outcomes data.

Progress and Challenges

Currently, there are two cohorts enrolled in the BASAM program. The first cohort is expected to graduate at the end of Fall 2018. The second cohort began in Fall 2017 and the third cohort will begin in Fall 2018. Based on student feedback, the program reorganized its course offerings. Students continue to enroll in 15 credits each quarter; however, one five-credit course is offered online; one five-credit course is offered hybrid, meeting face-to-face one night per week for the first five weeks; and the final five-credit course is offered hybrid, meeting face-to-face one night per week for the last five weeks of the quarter. Furthermore, faculty collaborate around deadlines and workload in order to provide students more consistency in the pathway to completion. The original plan for course offerings was for students to attend four nights per week and take all 15 credits at the same time, as outlined in the proposal for substantive change to NWCCU for the BASAM.

The program is experiencing challenges in students' readiness to take some of the 300- and 400-level courses among students who completed an Associate of Applied Science and the Associate of Applied Technology. Currently, students are required to have 60 general education credits to complete the bachelor's degree. Students are required to have 30 credits prior to starting in the program; they complete 25 upper-division credits while in program and 5 additional credits before, during, or after the program. The program

had difficulty filling the cohort, and students were having difficulty receiving financial aid for prerequisites, so the program made exceptions and allowed students to start in the program so long as they were within 10 credits of completing the published admission criteria. Students need to complete those 10 credits before, during, or after the program.

To improve the student experience, BASAM program faculty leads will be taking a proposal in Fall 2018 to the Instructional Planning Team (IPT) to seek approval for changes to the program that address the challenge of students' preparation/readiness for the BASAM 300- and 400-level courses, particularly for those students who enter the BASAM program with an AAS or an AAT. The program is proposing to require 15 credits prior to starting in the program, 25 upper-division credits to be completed while in program, and the remaining 20 general education credits to be done before, during, or after the program. BASAM does not run during the summer time, so summer quarter provides students with the flexibility to take prerequisites and other general education courses required.

Despite the fact that one of the most significant unmet workforce need in the region is managers, the BASAM program encountered some significant enrollment issues:

- Many interested potential applicants do not meet the prerequisites for some of the BASAM courses when they apply, which delays matriculation and compromises the ability to have a continuous pipeline of students.
- The timelines for applying and receiving financial aid did not align with the program's admission and registration processes. Students need to know whether they are eligible for financial aid as they are registering for the program.
- Although the college has actively promoted the programs using a variety of means, it is difficult to know for sure which methods are most cost effective at bringing in students. The college is working to address these issues.

Conclusion

The last four years have been a work-intensive and exciting period as the BAS programs strive to develop and improve the BAS curricula and meet students' needs in preparation to respond to workforce demand. The BASDH program has benefitted from renovated dental hygiene facilities that allow students to treat patients using the latest technology available to private practice and has complied with the specialized CODA accreditation requirements. Strong administrative and foundation support and the commitment from both the college leadership have contributed much to the progress and achievements of the new BAS programs. Enrollment in the BASAM degree is anticipated to grow significantly as the challenges are addressed. The college is committed to offering and continuously improving these academically excellent programs.