

Appendices



Appendices

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Strategic Plan Components: 2009 - 2014

VISION: Extraordinary Education • Excellent Services • Engaged Learners • Enriched Community

MISSION: Clark College provides opportunities for diverse learners to achieve their educational and professional goals, thereby enriching the social, cultural, and economic environment of our region and the global community.

STRATEGIC DIRECTIONS AND FIVE-YEAR COLLEGE GOALS

Focus on Learning

The College will focus on learning as the foundation for decision making with respect to planning, technology, location, instructional methods and successful outcomes. Learners will receive high-quality, innovative education and services that foster student success in achievement of their goals.

- Identify, offer, and support teaching and learning strategies that enhance student success.
- Increase the retention and progression of all students, with emphasis on first-generation students.
- Refine and implement continuous improvement planning consistent with the “learning college” model.
- Provide all employees with opportunities for professional development.

Expand Access

The college will offer programs and services that are affordable and accessible to students of the community. Students will be provided flexible options for learning in locations that are accessible and resources that help make their education affordable.

- Provide appropriate support services and reduce procedural barriers to help students enroll in college.
- Expand options to increase the overall affordability of education.
- Expand online services across the college.
- Expand learning options by offering courses and services in various modalities, timeframes, and locations.

Foster a Diverse College Community

The college will provide programs and services to support the needs of diverse populations.

- Recruit, retain, and support a diverse student population and college workforce.
- Provide comprehensive training and educational resources to help all members of the college community interact effectively in a diverse world

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STRATEGIC DIRECTIONS AND FIVE-YEAR COLLEGE GOALS

Respond to Workforce Needs

The college will provide educational services that facilitate the gainful and meaningful employment for students seeking training, retraining or continuing education. College programs and services will meet the economic needs of the community.

- Identify and support high-demand workforce needs.
- Identify and support emerging workforce needs, including technology training and green industry skills.
- Establish, maintain, and expand partnerships that support workforce needs.

Enhance College Systems

The College will continually assess, evaluate, and improve college systems to facilitate student learning.

- Improve college infrastructure to support all functions of the college.
- Develop and implement an effective advising system to enhance student success.
- Seek alternate resources, such as grants, philanthropy, and partnerships to fulfill the college mission.
- Refine, communicate, and implement a shared governance system.
- Integrate environmental sustainability practices into all college systems.



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Planning Function:

Five-year College Goals (Required) Institutional Goals (if appropriate)	PLAN: Objective (Formerly Known as Operational Goal)	DO: Activities	PLAN: Desired Outcomes And Estimated Completion Date	ASSESS: Results and Actual Completion Date	IMPROVE: Use of Results	Additional Funds Requested from Grants or Outside Sources? (Yes/No) If Yes, List Total Estimated Cost ¹

¹ No additional Operational Funds are available for the 2009-2010 academic year. However, to facilitate resource development to accomplish Clark College's mission it is important to identify needs to direct resource development activities.



2008-2009 Scorecard

January 20, 2010

Office of Planning and Effectiveness

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Scorecard Workgroup – Fall 2009

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Introduction

The purpose of this report is to measure progress toward accomplishing the Clark College 2009-2014 Strategic Plan. The Scorecard was developed in Fall 2009 by the scorecard workgroup, consisting of representatives throughout the college as well as some cross-over membership from the 2009-2014 Strategic Planning taskforce (January 2008 – June 2009).

The scorecard consists of indicators, benchmarks, and evaluative scores that identify areas for improvement and areas of progress. The scorecard will be updated each year. Specifically, this report presents the 2008-2009 Scorecard that is used to evaluate the college's progress toward meeting the 2009-2014 Strategic Plan and establishing the 2010-2011 one-year institutional goals.

The scorecard indicators were selected to measure the progress toward accomplishing the five-year college goals within the Strategic Plan. The indicators do not perfectly align with any one five-year college goal. Rather, the indicators measure various aspects of multiple goals. Collectively and individually, the measurement and evaluation of the indicators compared to benchmarks provide the information to determine the areas of progress and areas in need of improvement. The areas of improvement are transformed into one-year institutional goals.

The scorecard provides an evaluation tool to measure the five-year goals by comparing the indicators with the benchmarks listed on the scorecard. The benchmarks were selected based on a number of criteria. These criteria included taking into account:

- Limitations of the various indicators, e.g., what Clark College has control over and perception data from survey results;
- Type of higher education institution, i.e., comprehensive community college;
- Impact of external forces, e.g., significantly high correlation with unemployment rates; and
- Reasonable expectations in improvement.

The report is organized into five sections. The first three sections present the Clark College 2009-2014 Strategic Plan, the continuous improvement process, and the most recent scorecard. The fourth section consists of each strategic direction, the description, related five-year goals, and the scorecard indicators. The information pertaining to each scorecard indicator includes definitions, sources, rationale for the benchmarks, and trends where available. The fifth section lists the 2010-2011 one-year institutional goals based on the scorecard presented in this report.

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SECTION 1

CLARK COLLEGE 2009-2014 STRATEGIC PLAN

VISION:

Extraordinary Education • Excellent Services • Engaged Learners • Enriched Community

MISSION:

Clark College provides opportunities for diverse learners to achieve their educational and professional goals, thereby enriching the social, cultural, and economic environment of our region and the global community.

STRATEGIC DIRECTIONS AND FIVE-YEAR COLLEGE GOALS

Focus on Learning

The College will focus on learning as the foundation for decision-making with respect to planning, technology, location, instructional methods and successful outcomes. Learners will receive high-quality, innovative education and services that foster student success in achievement of their goals.

- Identify, offer, and support teaching and learning strategies that enhance student success.
- Increase the retention and progression of all students, with emphasis on first-generation students.
- Refine and implement continuous improvement planning consistent with the “learning college” model.
- Provide all employees with opportunities for professional development.

Expand Access

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- Provide comprehensive training and educational resources to help all members of the college community interact effectively in a diverse world.

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The college will provide educational services that facilitate the gainful and meaningful employment for students seeking training, retraining or continuing education. College programs and services will meet the economic needs of the community.

- Identify and support high-demand workforce needs.
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- Develop and implement an effective advising system to enhance student success.
- Seek alternate resources, such as grants, philanthropy, and partnerships to fulfill the college mission.
- Refine, communicate, and implement a shared governance system.
- Integrate environmental sustainability practices into all college systems.

SECTION 2

CLARK COLLEGE'S CONTINUOUS IMPROVEMENT PROCESS

The Clark College continuous improvement process consists of the 2009-2014 Strategic Plan, the operational plans, the scorecard, and the one-year institutional goals.



Plan

The 2009-2014 Strategic Plan sets forth the direction of the college for the next five years. The Strategic Plan has four major components: 1) Mission, 2) Vision, 3) Strategic Directions, and 4) Five-Year College Goals.

- Mission – a statement that identifies and defines the work of Clark College
- Vision – a statement of what we want to work toward or be in the future
- Strategic Directions – the core themes that direct our work toward accomplishing the mission and vision
- Five-Year College Goals – the statements that describe how we will accomplish our mission and vision

APPENDIX 1.3

Do

Clark College will accomplish the Strategic Plan based on the work of the college community through the development and implementation of each functional area's operational plans. The operational plans are developed at each organizational grouping of the college, e.g., departments, divisions, units. These plans represent the objectives, activities, desired outcomes, assessment, and improvement actions taken within the year. Each operational plan's objectives are related to the five-year college goals and, if appropriate, the one-year institutional goals.

Assess

The scorecard measures how well Clark College is meeting its Strategic Plan through a series of indicators and related benchmarks. The scorecard will be updated and evaluated annually to measure progress and identify areas in need of improvement or attention.

Improve




The evaluation of the scorecard will identify areas that need improvement in order to accomplish the strategic plan. These areas of improvement will be transformed into the one-year institutional goals. These goals will serve as priorities for the college to assure progress toward the strategic plan.

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SECTION 3 SCORECARD

Focus on Learning	Benchmark	2008-09 Data	Score
Percent of Degree-Seeking Students Completing a Degree or Certificate Within Three Years	25.7%	25.3%	Does Not Meet
Number of Students Engaged in Expanded Teaching and Learning Innovations/Strategies that Support Student Success	Benchmark forthcoming for 2009-10	No data for 2008-09	N/A
Percent of Students Satisfied with Support They Receive in Learning	75%	74% Winter 2008	Does Not Meet
Percent of Employees Satisfied with College Support in Providing Opportunities to Enhance Student Learning	75%	63% Spring 2008	Does Not Meet, Well Below
Fall-to-Fall Retention Rate of First-Time, First-Year, Degree-Seeking Students Who Began Fall Quarter	70%	73.9%	Meets or Exceeds
Average Student Achievement Points Earned - Basic Skills, Developmental, and College Level	1.0	0.96	Does Not Meet
Average Student Achievement Points Earned Among Student First Generation	1.27	1.29	Meets or Exceeds
Percent of Operational Plans Completed	100%		N/A
Percent of Employees Satisfied with Professional Development and Training Opportunities	75%	72% Spring 2008	Does Not Meet

Expand Access	Benchmark	2008-09 Data	Score
Percent of Students Satisfied with Student Support Services	70%	66% Winter 2008	Does Not Meet
Percent of Service District High School Population Entering Clark College	28%	28% Class of 2007	Meets or Exceeds
Percent of Students Satisfied with Availability of Financial Aid and Convenient Ways of Paying School Bills	65%	62% Winter 2008	Does Not Meet
Percent of Students Receiving Opportunities to Reduce Cost of Education	~~	53%	N/A
Executive Cabinet's Operational Plan Objectives for "Expand online services across the college" are met	100%	No data for 2008-09	N/A
Percent of Students Satisfied with Class Times and Convenience	72%	68% Winter 2008	Does Not Meet
Percent of Students Satisfied with Academic Support and Advising	72%	69% Winter 2008	Does Not Meet

-  -Meets or exceeds goal; continuous effort needed to maintain or improve even further.
-  -Does not meet goal; action is needed to meet goal.
-  -Does not meet, well below goal and immediate action is needed.

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SCORECARD (Continued)

Foster a Diverse College Community	Benchmark	2008-09 Data	Score
Percent of Clark College Workforce Compared to Student Population	24%	11%	Does Not Meet, Well Below
Average Number of Student Achievement Points Earned by Historically Disadvantaged Students	1.05	1.04 Students of Color, Low Income, & with Disability	Does Not Meet
Percent of Students Satisfied with Sense of Belonging and Welcoming Environment of Clark College	70% Winter 2008 White Students &/or without Disability	72% Winter 2008 Students of Color &/or with Disability	Meets or Exceeds
Percent of Employees Satisfied with Clark College's Importance of Student Ethnic and Cultural Diversity, Respect for Differences, and Multiple Perspectives	70.8% Spring 2008 White Employees	51.2% Spring 2008 Employees of Color	Does Not Meet, Well Below

Respond to Workforce Needs	Benchmark	2008-09 Data	Score
Number of Students Receiving Workforce Development Education Opportunities	8,582	8,891	Meets or Exceeds
Proportion of Workforce Development Focused Grant Opportunities Sought with Regional Partnerships	TBD	No data for 2008-09	N/A
Proportion of New Programs Created within High Demand Fields as Determined by Clark College	50%	56%	Meets or Exceeds
Percent of Career and Technical Education Completers Receiving Jobs within Nine Months	82%	79%	Does Not Meet

Enhance College Systems	Benchmark	2008-09 Data	Score
Percent of Operating Budget in Reserves	5%	10%	Meets or Exceeds
Fund Balance Used for Ongoing Operational Commitments Spanning Two Biennium	No	No	Meets or Exceeds
Percent of Remodeling, Maintenance, and Improvement Projects Completed	95%	72%	Does Not Meet, Well Below
Total Grants and Contract Funding Expended and Clark College Foundation Philanthropic Contributions Received in Biennium	\$6,564,924 2005-2007	\$7,788,396 2007-2009	Meets or Exceeds
Percent of Students Satisfied with the College-Wide Advising Activities/Function	70%	56.5% Winter 2008	Does Not Meet, Well Below
Percent of Employees Satisfied with Shared Governance	70%	55.1% Spring 2008	Does Not Meet, Well Below
Strategic Plan for Environmental Sustainability	Yes	No	Does Not Meet, Well Below



-Meets or exceeds goal; continuous effort needed to maintain or improve even further.

-Does not meet goal; action is needed to meet goal.

-Does not meet, well below goal and immediate action is needed.

SECTION 4
STRATEGIC DIRECTIONS AND FIVE-YEAR COLLEGE GOALS

FOCUS ON LEARNING

The College will focus on learning as the foundation for decision making with respect to planning, technology, location, instructional methods and successful outcomes. Learners will receive high-quality, innovative education and services that foster student success in achievement of their goals.

Five-Year College Goals

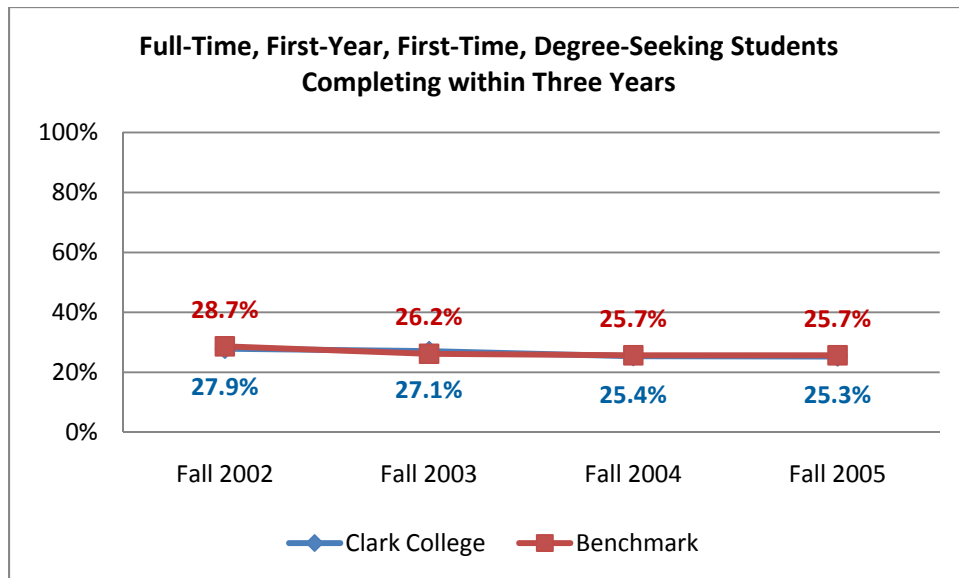
- Identify, offer, and support teaching and learning strategies that enhance student success.
- Increase the retention and progression of all students, with emphasis on first-generation students.
- Refine and implement continuous improvement planning consistent with the “learning college” model.
- Provide all employees with opportunities for professional development.

SCORECARD INDICATORS

Percent of Degree-Seeking Students Completing a Degree or Certificate Within Three Years

The National Center for Education Statistics of the U.S. Department of Education developed and maintains the Integrated Post-Secondary Education System (IPEDS). All institutions of higher education submit data about their college every year. One data item is the number of full-time, first-time, first-year degree-seeking students. These students are tracked over a three-year period to determine if they complete a degree or certificate. Over the past five years, Clark College's degree completion rate of these students has remained fairly stable.

Clark College also participates in the National Community College Benchmark Project (NCCBP) every year. The proportion of the first-time, first-year students completing a degree or certificate reported to IPEDS is also submitted to the NCCBP to compare completion rates to other participating community colleges in the nation. The benchmark used to evaluate the proportion of Clark College students who earn a degree or certificate is the proportion reported as the 75th percentile of all participating community colleges.



Number of Students Engaged in Expanded Teaching and Learning Innovations/Strategies that Support Student Success

Innovative teaching and learning strategies that support student success have been identified through various committees, taskforces, and program review and outcomes assessment projects. These strategies have been supported through different avenues at the college. The Assessment Committee assesses, reviews, and identifies these methods based on well-documented and researched teaching and learning strategies that demonstrably improve student success. For the 2008-2009 academic year, the Assessment Committee identified the following teaching and learning strategies that fit this category:

- Learning communities/linked classes
- I-BEST
- Service learning
- Co-curricular activities associated with courses (e.g., Model UN, Debate, Music ensembles)

While data exists for some of these courses, it is not complete. The college is working toward a more systematic way to identify students engaged in these teaching and learning strategies. Clark College expects the number of students engaged in these innovative learning options to increase every year. The indicator will be a cumulative number of unduplicated students engaged in all types of strategies (listed above) throughout the academic year. In other words, each student will be counted once (unduplicated) as engaged in an expanded teaching and learning strategy regardless of the type of strategy or how many strategies they are engaged. Data will be forthcoming for the 2009-2010 academic year.

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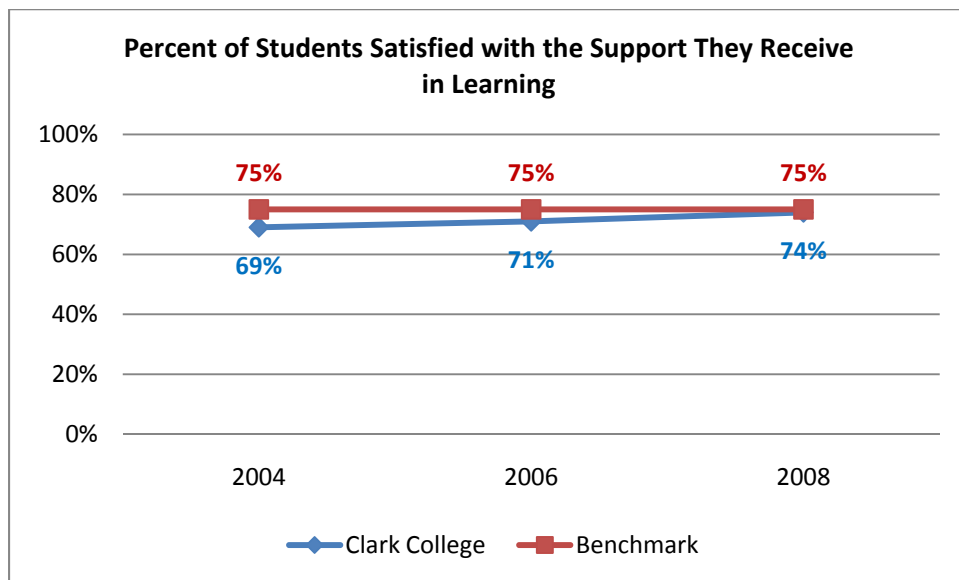
Percent of Students Satisfied with Support They Receive in Learning

Four statements are used from the Noel-Levitz Student Satisfaction Inventory (SSI) to measure students' satisfaction of the support they receive in their learning. The statements consist of:

- The quality of instruction I receive in most of my classes is excellent.
- Faculty provide timely feedback about student progress in a course.
- Faculty are usually available after class and during office hours.
- Faculty take into consideration student differences as they teach a course.

Of the students who rated each statement, the proportion of students that were satisfied with each statement was calculated. Since 2004, student satisfaction continues to increase pertaining to the support they receive and their experience in their classes.

The benchmark of 75% was selected based on the limitation of students' perception data. In addition, a large proportion of Clark College's classes are taught by adjunct faculty, and adjunct are not required nor expected to hold office hours.

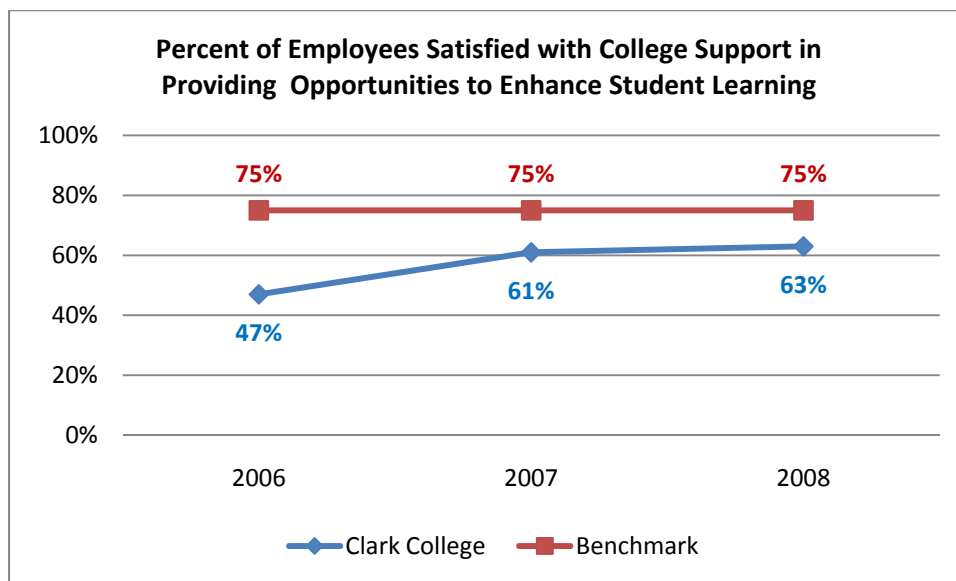


Percent of Employees Satisfied with College Support in Providing Opportunities to Enhance Student Learning

The results of the Personal Assessment of the College Environment (PACE) survey, an employee survey¹, were used to measure employees' satisfaction of four statements pertaining to support they are given to implement teaching and learning strategies.

- The extent to which I am given the opportunity to be creative in my work.
- The extent to which learners receive high quality, innovative education and services.
- The extent to which the college makes strategic decisions in the distribution of limited resources.
- The extent to which the college provides high quality facilities, equipment, and technology infrastructure.

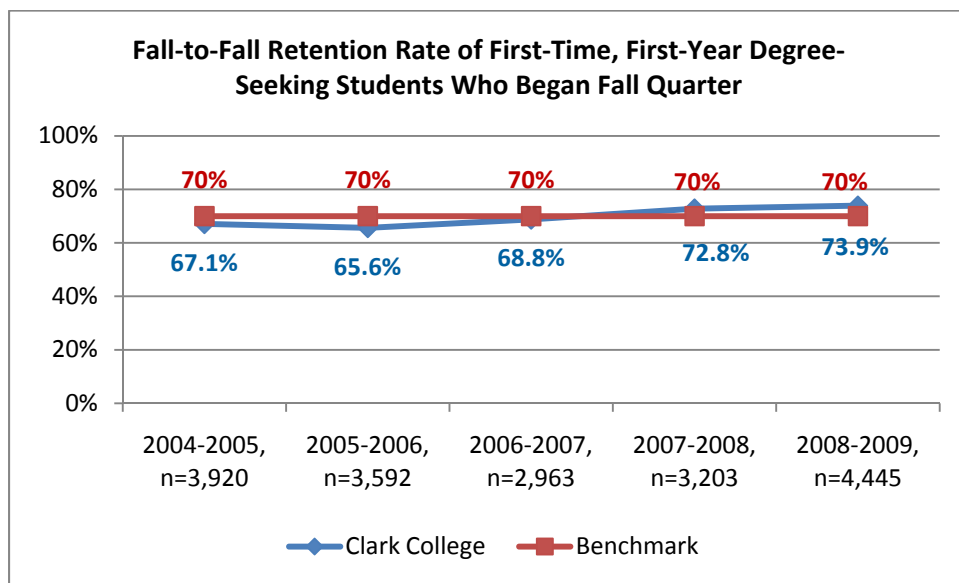
All employees of the college, especially those who work directly with students, are encouraged to offer, incorporate and support various learning opportunities with their work. Of the employees who rated each statement, the proportion that was satisfied with each statement was calculated. Since 2006, employee satisfaction has increased. The college expects that the satisfaction rate among employees will increase to 75%.



¹ An employee survey was not offered in 2009. The next employee survey will be offered during the 2010-2011 academic year.

Fall-to-Fall Retention Rate of First-Time, First-Year, Degree-Seeking Students Who Began Fall Quarter

The fall-to-fall retention rate of degree-seeking students is used to measure retention. First-time, first-year, degree-seeking students who begin fall quarter are expected to return the following fall. Over the past five years, the proportion of degree-seeking students retained has increased. However, the significant increase in the retention rate could be due to the substantial decline in the economy. The optimal retention rate of 70% was selected based on the factors Clark College has control over, such as academic and support services. In addition, the college should not expect a close-to-perfect retention rate as students who may transfer after one year without a degree are still considered to be progressing toward their educational goals.

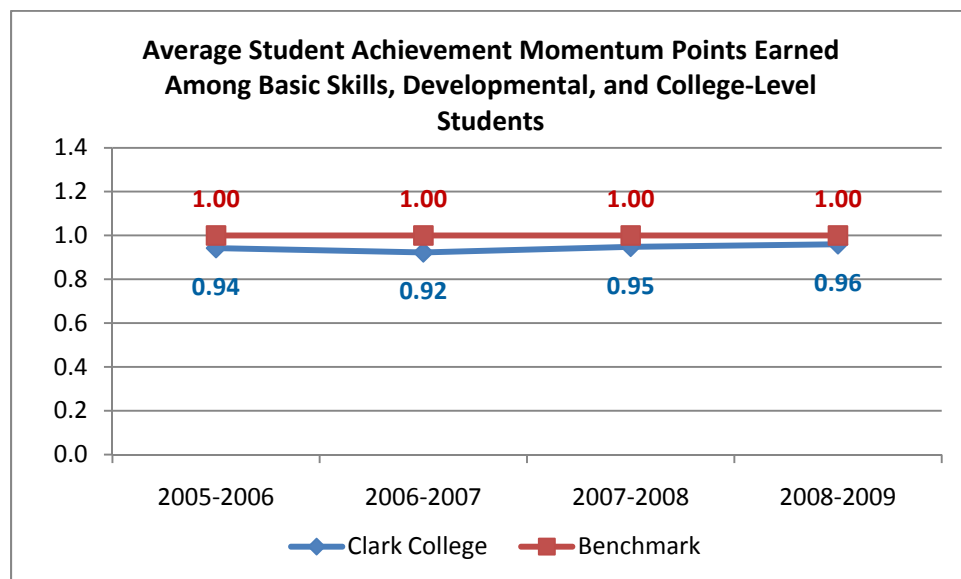


Average Student Achievement Points Earned

The Washington State Board for Community and Technical Colleges developed a Student Achievement Initiative momentum point system. The Student Achievement Initiative has six momentum points or educational gains that students earn as they progress through their community college educational career, beginning in basic skills and ending with the tipping point, i.e., earning a degree or a 45-credit certificate. Following are the momentum points:

- Makes nationally recognized standardized test gains in math or in English language reading and listening or by earning a GED or high school diploma
- Passes a remedial math or English course with a qualifying grade to advance toward college-level work
- Earns the first 15 college-level credits
- Earns the first 30 college-level credits
- Completes the first 5 college-level math credits
- Earns a certificate backed up by at least one year of college, earns a two-year degree or completes an apprenticeship – *Tipping Point*

As students earn these points, they build momentum toward accomplishing their educational goals. In other words, as they earn more points they become more likely to complete their degree and achieve their goals. Basic skills, developmental, and college-level students are those eligible to earn momentum points. Clark College should expect students in these categories to earn momentum points within a year, although there are some exceptions, e.g., students only wanting to take a one credit course. Since the development of the Student Achievement Initiative in 2005-2006, basic skills, developmental and college-level credit students earn less than one point per year, per student. The college would like to see this increase to at least one point earned on average per year. This benchmark takes into consideration the large population of part-time students (52%, Fall 2009), students who may transfer early, and those in short-term training programs.



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Average Student Achievement Points Earned Among First-Generation

First-generation students have significant barriers to achieving their educational goals. Clark College began to collect information to identify first-generation students who enrolled in credit classes in 2008-2009 through application and registration processes. This indicator only measures the average points earned among students who have declared whether or not they are first-generation students. At Clark College, first-generation students earn on average a similar number of points as students not identified as first-generation.

Average Number of Student Achievement Points Earned for First-Generation Students

	Average Student Achievement Points Earned First- Generation	Average Student Achievement Points Earned Not First-Generation
2008-2009	1.29	1.27

Percent of Operational Plans Completed

Clark College will accomplish the strategic plan based on the work of the college community through the development and implementation of each organizational grouping or functional area's operational plan. The operational plans are developed at the functional areas of the college, e.g., departments, divisions, units. Each planning function will develop objectives related to the strategic directions, five-year college goals and the one-year institutional goals when appropriate.

A complete operational plan is consistent with the "learning college model." It identifies the objectives, i.e., what the area aims to accomplish, desired outcomes, activities associated with the objective, assessment results, and identifies strategies to improve. The operational planning process is a continuous improvement process where the organizational areas will engage in identifying what it is they seek to accomplish through the objectives and outcomes, whether they accomplished it, and identify areas and strategies to improve or maintain. This model is consistent with and supports the Northwest Commission on Colleges and Universities accreditation standards revision and adoption expected for 2011.

Clark College currently has ten distinct areas of Executive Cabinet and each of these is expected to have an operational plan as well as the organizational groupings reporting to them. The Executive Cabinet areas are 1) President's Office, 2) Instruction, 3) Student Affairs, 4) Administrative Services, 5) Corporate and Continuing Education, 6) Human Resources, 7) Diversity and Equity, 8) Communications, 9) Planning and Effectiveness, and 10) Clark College Foundation. Some of these areas have multiple operational plans at the department and unit levels of the college. The total numbers of operational plans expected for each area are listed below.

Number of Operational Plans Expected by Executive Cabinet Areas

Executive Cabinet Areas	Number of Plans Expected
President's Office	2
Office of Instruction	9
Student Affairs	14
Administrative Services	8
Corporate and Continuing Education	1
Offices of Human Resources and Diversity and Equity	1
Communications and Marketing	1
Office of Planning and Effectiveness	1
Clark College Foundation	1
Total Operational Plans Expected	38

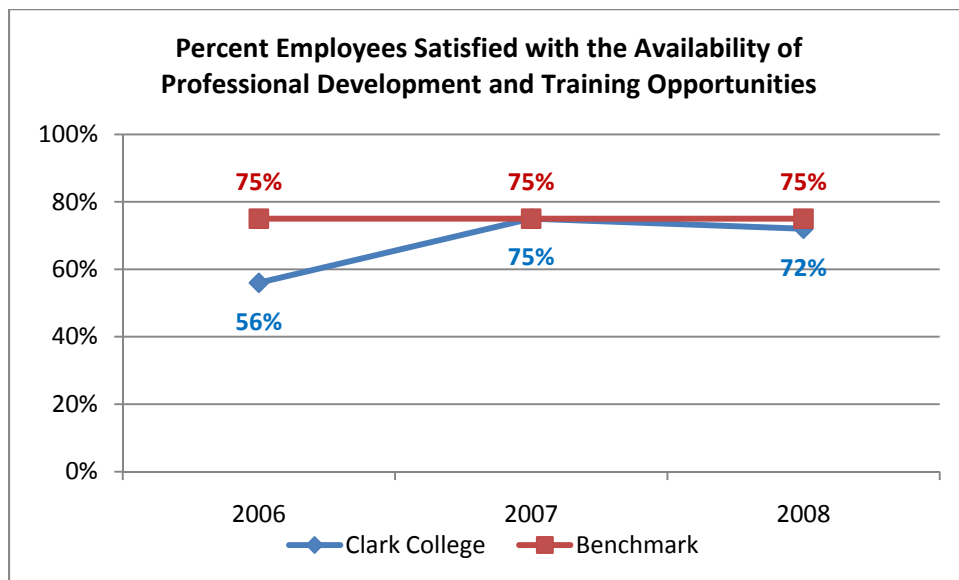
An operational plan is considered complete once the objectives and desired outcomes have been assessed for that year and the strategies for the following year have been developed to improve,

continue, or establish the accomplishment of the objective have been documented.² Since this process was just implemented for the 2009-2010 academic year, no operational plans have been completed using the current model. All Executive Cabinet areas have developed their operational plans for the 2009-2010 academic year; however, they will not be completed until the end of the academic year. The departments directly under Executive Cabinet members are expected to have completed operational plans for the 2010-2011 academic year. All other plans will be developed and completed for the 2011-2012 academic year.

Percent of Employees Satisfied with Professional Development and Training Opportunities

Clark College prioritizes and values professional development opportunities for its employees. The PACE employee survey asked all employee respondents to rate their satisfaction with the extent to which professional development and training opportunities are available. Employees' satisfaction slightly decreased in 2008 from 2007. This decrease could be due to the decline in the economy and consequently declining discretionary budgets that may support professional development activities. However, the satisfaction rate in both 2007 and 2008 was much higher than in 2006.

The benchmark of 75% was selected due to the expectation that the state budget will continue to decrease over the next three years. Clark College values professional development; therefore the expectation is that satisfaction will not decrease and other opportunities to engage in professional development opportunities requiring minimal resources will be sought and supported.



² Many objectives and desired outcomes span multiple years, so the operational plan will be considered complete if assessment or progress has been documented as well as a plan for the next year.

EXPAND ACCESS TO EDUCATION

The college will offer programs and services that are affordable and accessible to students of the community. Students will be provided flexible options for learning in locations that are accessible and resources that help make their education affordable.

Five-Year College Goals

- Provide appropriate support services and reduce procedural barriers to help students enroll in college.
- Expand options to increase the overall affordability of education.
- Expand online services across the college.
- Expand learning options by offering courses and services in various modalities, timeframes, and locations.

SCORECARD INDICATORS

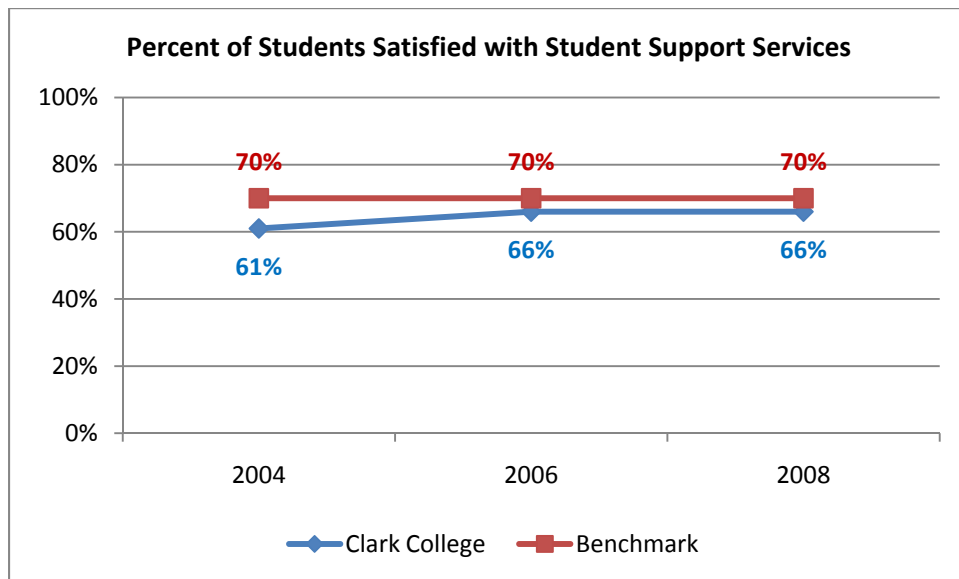
Percent of Students Satisfied with Student Support Services

Students are asked to take the Noel-Levitz Student Satisfaction Inventory (SSI) every two years. The inventory consists of many statements that students are asked to rate how important each statement is and their level of satisfaction. One of the measures chosen to evaluate students' satisfaction with student services and processes is a metric calculated from the SSI results of the following statements:

- The personnel involved in registration are helpful.
- Child care facilities are available on campus.
- Financial aid awards are announced to students in time to be helpful in college planning.
- Personnel in the Veteran's Services Program are helpful.
- The campus provides effective support services for displaced homemakers.
- Financial aid counselors are helpful.
- The career services office provides students with the help they need to get a job.
- Policies and procedures regarding registration and course selection are clear and well-publicized.
- The student center is a comfortable place for students to spend their leisure time.
- Admissions staff are knowledgeable.
- Class change (drop/add) policies are reasonable.
- There are adequate services to help me decide upon a career.
- New student orientation services help students adjust to college.
- I seldom get the "run-around" when seeking information on this campus.

APPENDIX 1.3

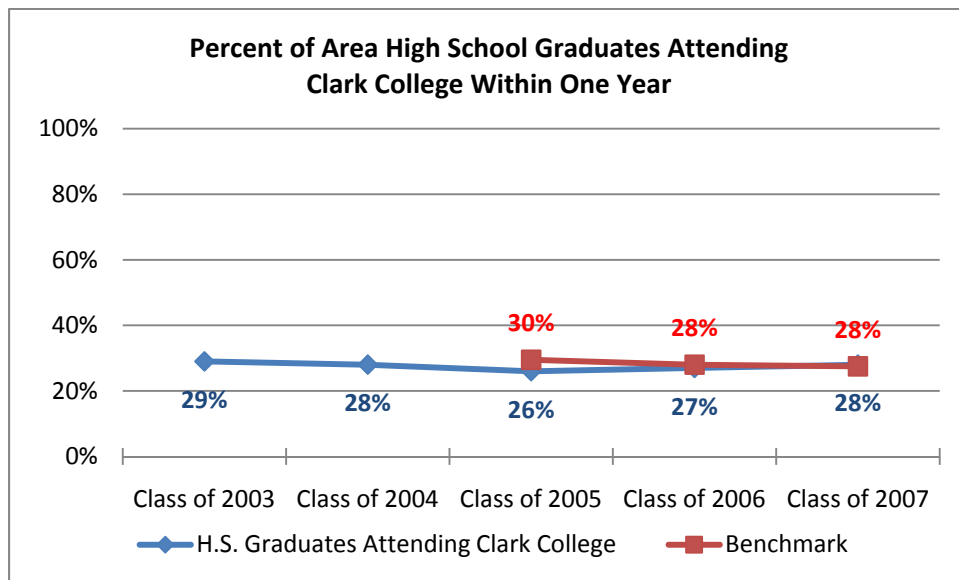
Due to the narrow focus of some of the statements listed above (e.g., child care, veterans, etc.), the metric identifies the proportion of students who were satisfied among only those students that identified each statement as important. (If the student did not rate their level of satisfaction, the response was excluded.) Since 2004, student satisfaction in the support services offered has slightly increased. This indicator was selected to only be calculated from responses that identified the service as important due to the narrow focus of some of the statements within the metric (e.g. child care, veterans, etc.). The benchmark of 70% was selected to control for variability in students' perceptions of services and due to the regulations Clark College must abide by to offer many of these services.



Percent of Service District High School Population Entering Clark College

Each year, the Office of Planning and Effectiveness compiles a report based on a one year follow-up of high school graduates in the Clark College area. The report calculates the percent of high school graduates who come to Clark College. This indicator was selected as a proxy for access. Since Clark College serves no other captive population, it is nearly impossible to identify an adult population that is in need and wants higher education. Therefore, this data is used as an indicator of access to educational opportunities at Clark College overall.

The benchmark is one percentage point higher than the average of the previous three years. This benchmark was selected to account for changes that may affect the percent of high school graduates attending Clark College of which the college has no control, e.g., unemployment rate.



Percent of Students Satisfied with Availability of Financial Aid and Convenient Ways of Paying School Bills

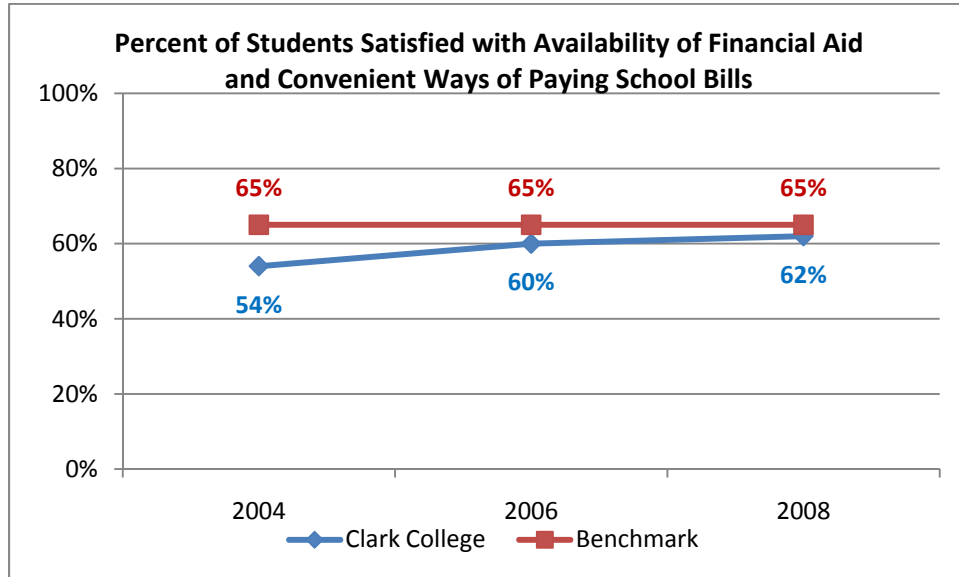
Students are asked to rate their satisfaction with some affordability measures from the Noel-Levitz SSI. A metric was calculated to evaluate students' satisfaction with two statements pertaining to affordability of which Clark College has some control. These statements are:

- Adequate financial aid is available for most students.
- There are convenient ways of paying my school bill.

Clark College has little control over the cost of tuition and other related student costs. The Washington State Board of Community and Technical Colleges determines tuition. However, the college can find ways to assist students in covering these costs. The intent of the five-year goal, "Expand options to increase the overall affordability of education," was to lead Clark

APPENDIX 1.3

College to do what it can to minimize educational costs or offer additional opportunities and solutions to minimize costs to the students. Overall, student satisfaction is increasing. The benchmark of 65% was selected due to the fact that costs of attending Clark College fall outside the control of the college. Therefore, the college would like satisfaction to increase based on the activities and policies the college can create and implement to improve this.



Percent of Students Receiving Opportunities to Reduce Cost of Education

One indicator of affordability is availability of various opportunities to offset the cost of education to students. Clark College offers a variety of scholarships, financial aid, waivers, and special programs that reduce the cost of attendance to students. (This indicator does not include loans or company sponsored education.) Slightly more than half of the students (53%) received some type of benefit to reduce the cost of education in 2008-2009. While there is no comparison to other colleges, Clark College would like to increase the percent of students receiving financial benefits to reduce the cost of credit instruction every year.³

Executive Cabinet's Operational Plan Objectives for "Expand online services across the college" are Met

Each Executive Cabinet area has an operational plan. These plans have stated objectives. Each objective is linked to one or more of the five-year college goals. All of the Executive Cabinet's objectives related to this goal should be met. Since this is the first year of the 2009-2014 Strategic Plan, not enough time has elapsed to determine if Clark College was able to accomplish the objectives related to this specific five-year goal.

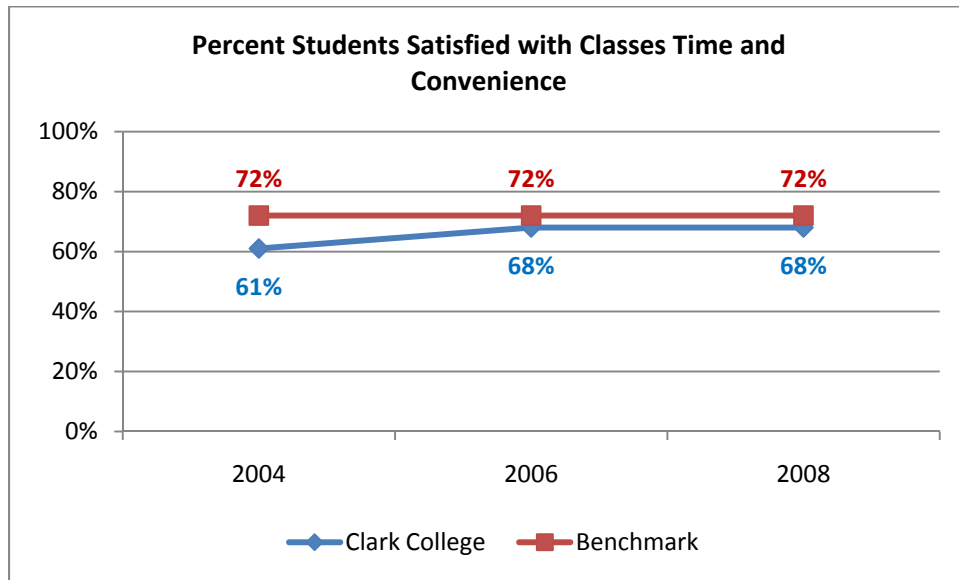
³ Data Source: SLDFAPC (2,WAIVER); SLDCAWAIVE (2,A,WAIVER); SLDFAPCCAW

Percent of Students Satisfied with Class Times and Convenience

Students' satisfaction with their ability to take the classes they need at a time they need is an important indicator of how well Clark College is providing access to the needed learning options including offering courses in various modalities, timeframes, and locations. A metric was calculated to evaluate students' satisfaction with two statements presented on the SSI pertaining to the convenience of taking classes. These statements are:

- Classes are scheduled at times that are convenient for me.
- I am able to register for classes I need with few conflicts.

Clark College expects 72% of students satisfied with this measure. The benchmark, 72%, was selected to allow for issues outside of the control of the college, such as faculty available to teach at different times, modalities, and classes that will limit the ability to offer some classes. Students' satisfaction is slightly increasing from 2004, but has not reached 72%.

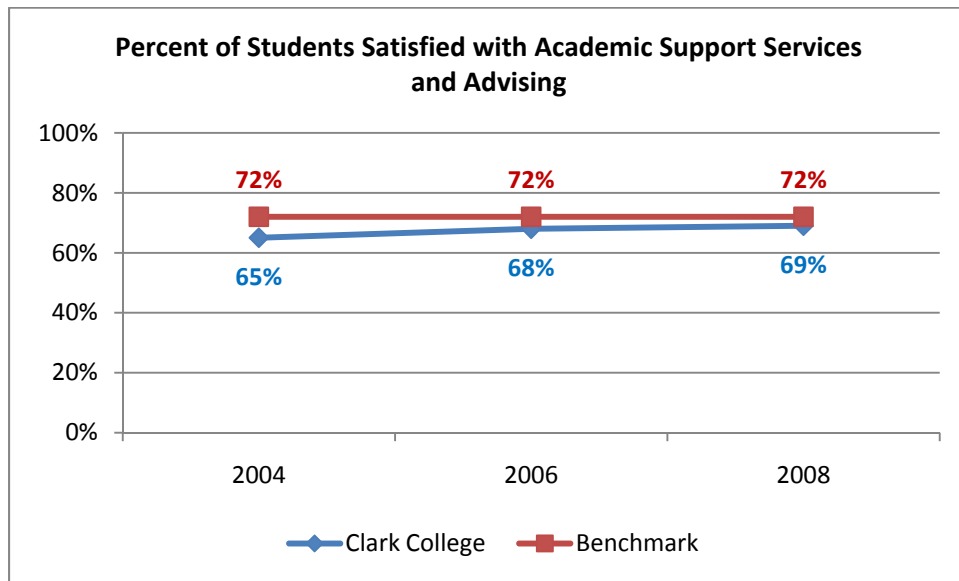


Percent of Students Satisfied with Academic Support and Advising

Students' satisfaction with academic support and advising can help Clark College evaluate academic support services at the college level. The SSI asks students to rate their satisfaction with a variety of statements that are related to support services. These statements are:

- Library resources and services are adequate.
- There are a sufficient number of study areas on campus.
- Library staff are helpful and approachable.
- Computer labs are adequate and accessible.
- The equipment in lab facilities is kept up to date.
- Tutoring services are readily available.
- Academic support services adequately meet the needs of students.
- My academic advisor helps me set goals to work toward.
- My academic advisor is knowledgeable about my program requirements.

A benchmark of 72% was also selected for this measure because of the diversity of academic support services used to calculate this metric. The overall satisfaction with these academic support services and programs is slightly increasing over time.



FOSTER A DIVERSE COLLEGE COMMUNITY

The college will provide programs and services to support the needs of diverse populations.

Five-Year College Goals

- **Recruit, retain, and support a diverse student population and college workforce.**
- **Provide comprehensive training and educational resources to help all members of the college community interact effectively in a diverse world.**

Clark College adopted the Diversity Plan in Spring of 2009. The Cultural Pluralism Committee deliberately defined diversity to be related to social groups.

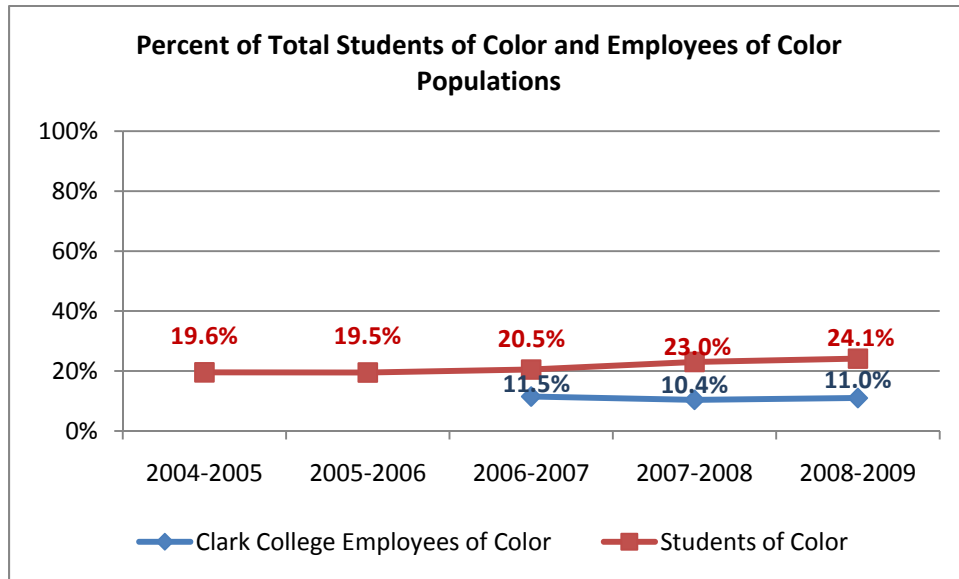
Diversity at Clark College is defined as the participation of a rich variety of social groups in the college community with particular emphasis on including historically disadvantaged groups in the college. A diverse college community enhances learning through individuals working collaboratively with people from other social groups and backgrounds. Social groups that perpetuate personal or institutional systems of privilege, power and inequality are inconsistent with the intent of this plan.

The populations that may be identified as historically disadvantaged include persons with a disability, people who identify as Gay, Lesbian, Bisexual, Transgender (GLBT), persons of color, and others. The purpose of the scorecard is to quantitatively measure college-level indicators. This includes information about historically disadvantaged groups. However, data or information is collected to identify a very limited number of historically disadvantaged populations. Therefore, data displayed in this section pertain to limited populations and is intended to be used as an indicator or proxy.

SCORECARD INDICATORS

Percent of Clark College Workforce Compared to Student Population

Clark College serves a higher proportion of students of color (24%) than the service district of Clark, Skamania, and western Klickitat counties combined population of color (12%). However, Clark College aims to have an internal workforce reflective of the student population, based on race.

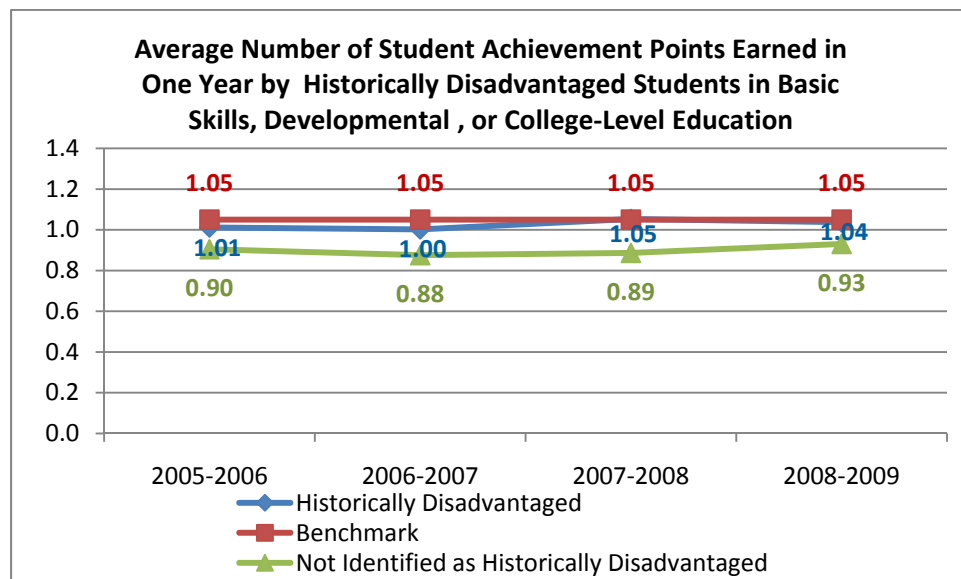


APPENDIX 1.3

Average Number of Student Achievement Points Earned by Historically Disadvantaged Students

Clark College has limited ways to identify populations. The populations that the college has ways to measure are students living in poverty (only among college and developmental level credit students), students of color, and students who receive services from Disability Support Services. If students have one or more of these characteristics, this indicator places that student in the historically disadvantaged group. All other students are in the “Not Identified as Historically Disadvantaged Students.”

The State Board for Community and Technical Colleges developed the Student Achievement Initiative, a system to measure student progress or momentum toward degree attainment. The average number of student achievement points earned is higher for students who have been identified in the state’s lowest quintile of socio-economic status based on where they live, students of color, or students receiving Disability Support Services (i.e., historically disadvantaged populations) compared to students not identified as historically disadvantaged. The benchmark was chosen at 1.05 average student achievement points earned among students who have been identified as historically disadvantaged; this number is higher than students who are not identified as historically disadvantaged. This benchmark is chosen to be higher based upon historical obstacles of discrimination and oppression that remain prevalent today; the higher benchmark provides a buffer for students who continue to confront systemic impediments to success.

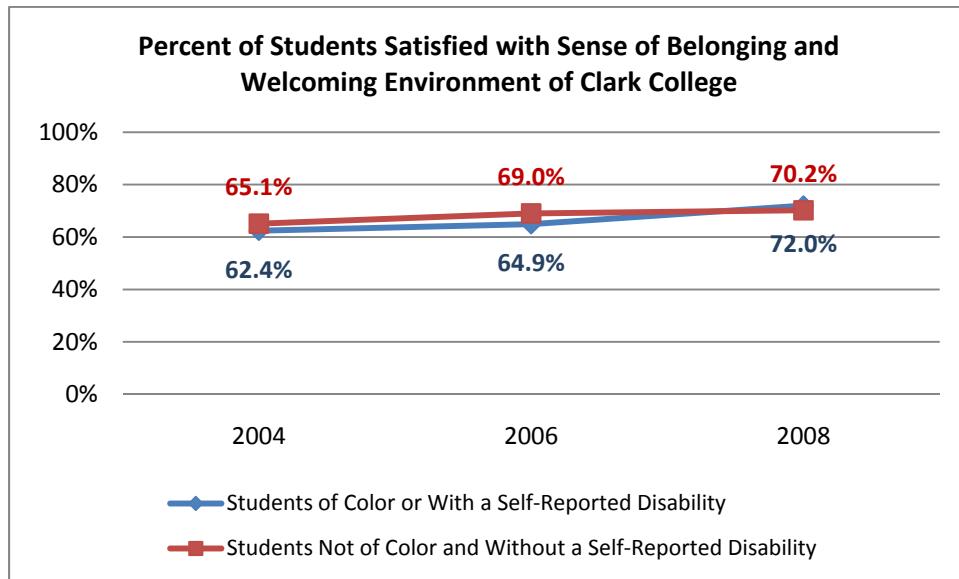


Percent of Students Satisfied with Sense of Belonging and Welcoming Environment of Clark College

On the Noel-Levitz SSI, students are asked to rate their satisfaction with a sense of belonging and welcoming environment. A metric was calculated to evaluate students' satisfaction with two statements pertaining to a sense of belonging and welcoming environment.

- Most students feel a sense of belonging here.
- Students are made to feel welcome on this campus.

Students' satisfaction was compared among students who identified on the survey as a student of color or a student with a disability. No significant difference exists in students' satisfaction of the sense of belonging and welcoming environment at Clark College between the two groups of students.



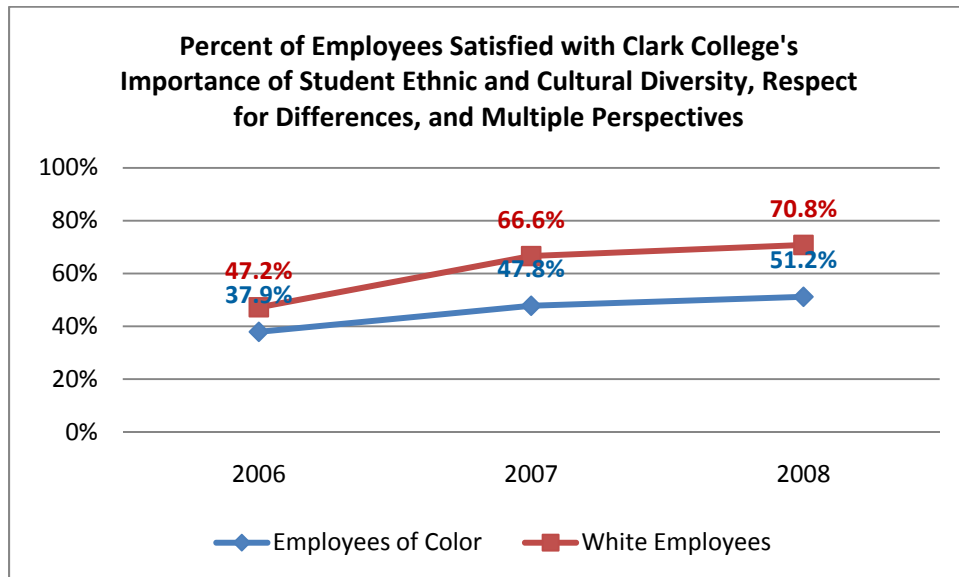
APPENDIX 1.3

Percent of Employees Satisfied with Clark College's Value of Importance of Student Ethnic and Cultural Diversity, Respect for Differences, and Multiple Perspectives

Employees are asked to rate their satisfaction with a number of statements on the PACE survey. Two of these statements capture the essence of fostering a diverse college community.

- The extent to which student ethnic and cultural diversity are important at this institution.
- The extent to which the college demonstrates a respect for differences and an appreciation of multiple perspectives.

In order to identify if there is a difference in the satisfaction of these statements, a metric was calculated and compared between employees who identified as a person of color and white. Significant differences exist between these two groups, demonstrating a lower satisfaction rate with these areas of the college among employees of color. It should be noted that the satisfaction rate is increasing.



APPENDIX 1.3

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RESPOND TO WORKFORCE NEEDS

The college will provide educational services that facilitate the gainful and meaningful employment for students seeking training, retraining or continuing education. College programs and services will meet the economic needs of the community.

Five-Year College Goals

- Identify and support high-demand workforce needs.
- Identify and support emerging workforce needs, including technology training and green industry skills.
- Establish, maintain, and expand partnerships that support workforce needs.

SCORECARD INDICATORS

Serving the Number of Students in Workforce Development Education Opportunities

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 in workforce development opportunities. These include upgrading job skills, short-term training programs, and career and technical programs both in credit and noncredit instruction.

The college's enrollment is highly correlated with the unemployment rate ($r=.9$). Therefore, the college should expect increases and decreases in enrollment consistent with changes in the number of unemployed workers. The number of unemployed workers in Clark and Skamania counties is calculated by the Labor Market and Economic Analysis Branch of the Washington State Employment Security Department. (Klickitat County was excluded due to the fact that Clark College only serves a portion of the county and the population size is quite small and will not affect the benchmark.)

APPENDIX 1.3

Clark College should expect to see an increase or decrease in the number of students it serves in workforce development education opportunities offered in both credit and noncredit instruction based on the change in unemployment. The benchmark for the number served in workforce development education is half of the rate change in unemployment from the previous year applied to the number of students served. The rate change between 2007 and 2008 in unemployed labor force increased 28%; therefore the college expects to experience a 14% increase in the number students served in workforce development.

Number of Students Receiving Workforce Development Education and Unemployed Workers in Clark and Skamania Counties

	Indicator: Number of Students Receiving Workforce Development Education	Number of Unemployed Workers in Clark and Skamania Counties	Percent Change in Unemployed	Benchmark: of the Number of Students in Workforce Development Education
2007-2008	7,528	11,970		
2008-2009	8,891	15,360	28%	8,582

Proportion of Workforce Development Focused Grant Opportunities Sought with Regional Partnerships

Clark College is able to apply for grant funding to enhance and develop workforce education programs with regional partnerships through a variety of funding sources. These grantors include the Workforce Development Council, the Washington State Board for Community and Technical Colleges, and various federal departments such as the Department of Labor. Responsibly responding to the workforce needs of Clark College's service area leads the college to participate in these funding opportunities with regional partnerships. The Office of Planning and Effectiveness, specifically the Grants Development Office, becomes aware of these opportunities and works with various departments to determine the feasibility, support of the college-wide strategic plan, and available resources to work on the grant.

The Office of Planning and Effectiveness has not previously collected an inventory of all available opportunities that meet these criteria: 1) workforce development focused and 2) requires regional partnerships. Beginning in 2009-2010 an inventory has been developed and data will be available for the 2009-2010 Scorecard. Clark College expects that half of all workforce development grants requiring regional partnerships will be sought and a proposal will be submitted. This benchmark has been selected based on the variability of the number of

opportunities that become available and the limited resources the college has to work toward developing a proposal and carrying out the work.⁴

Proportion of New Programs Created within High-demand Fields as Determined by Clark College

Clark College's workforce development professionals both in the Office of Instruction and Corporate and Continuing Education identify the high-demand fields for the service district every year. These high-demand areas are determined based on consideration of projected occupational growth as well as the high-demand occupations determined locally by the Workforce Development Council. The high-demand fields determined by Clark College for our service area currently are: 1) Healthcare, 2) Information Technology, 3) Green/Environmental Sustainability fields, 4) Manufacturing.

In 2008-2009, 18 new programs were developed. These include new certificates, short-term programs, and corporate (noncredit) education programs. Of those programs, ten (56%) were within the high-demand fields. Clark College expects that at least half of the new programs developed will be within these pre-determined high-demand areas. This benchmark was selected to allow for changes and additional needed programs outside these areas to occur, while still maintaining a focus toward fulfilling the needs of the employers in high-demand and emerging fields. Below is a list of the programs developed in 2008-2009; the asterisk identifies those that are considered a program that supports one of the high-demand or emerging occupations.

- Becoming Employer of Choice* (*Manufacturing*)
- Cisco Certified Network Professionals* (*Information Technology*)
- Clark-Larch - Automotive Service & Maintenance
- Diesel Technology
- DISC Assessment
- Early Childhood Educational - Initial Childcare
- Fire Academy
- Healthcare Peer Support Certification* (*Healthcare*)
- IT Office Clerk-Level 1* (*Information Technology*)
- Land Survey Technician
- Leading A Generational Diverse Workplace (*Manufacturing*)
- Lean for Healthcare* (*Healthcare*)
- Para-educator Training- Conflict, Interpersonal, Grammar, Child Development
- Physics 101 (*Information Technology*)
- Pulling in the same Direction (Supervising Skills)* (*Manufacturing*)
- Succession Planning* (*Manufacturing*)
- Truck Driving School

⁴ Since no data exist currently, this benchmark may have to be reexamined.

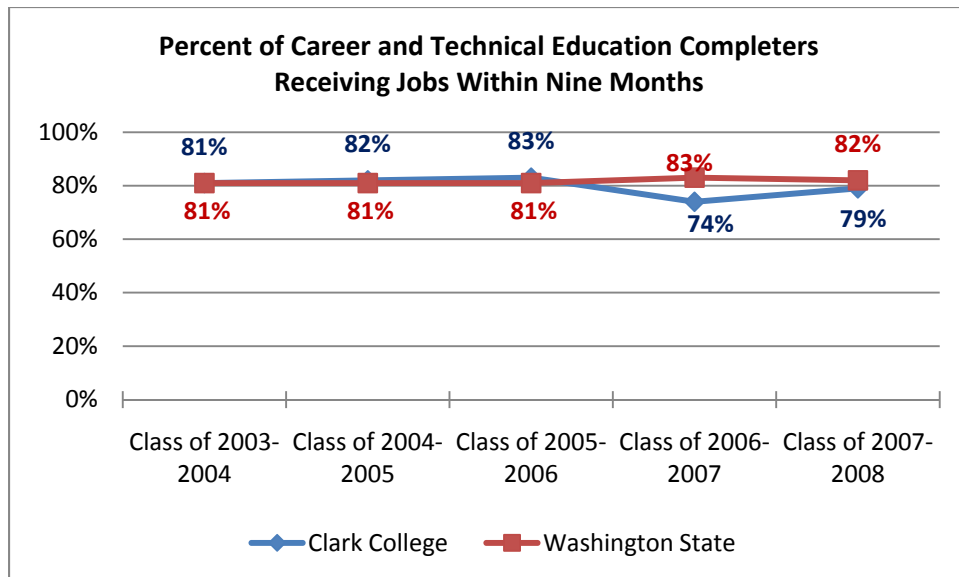
APPENDIX 1.3

- Workforce Innovation in Regional Economic Development (WIRED)* (*Information Technology*)

Percent of Career and Technical Education Completers Receiving Jobs within Nine Months

The training Clark College students receive in career and technical education programs (i.e., credit instruction) prepare them for the workforce in various fields. The Washington State Board for Community and Technical Colleges (SBCTC) identifies students who have completed a career or technical program with either a degree or certificate and tracks the student into employment within a business or industry that has covered wages. Covered wages means that the employer has unemployment insurance with five or more employees. The SBCTC has full records of employers who have unemployment insurance for the states of Washington, Oregon, Idaho, and Montana. The data does not differentiate between jobs within their field or whether they had the job before they completed their program.

Clark College had the same or a slightly higher employment rate for completers in career and technical education programs within nine months after completion than completers in the other community and technical colleges within the state. However, Clark College's class of 2006-2007 had a significantly lower employment rate than the class of 2006-2007 throughout the state's community and technical colleges, this could have been caused by an inconsistency in coding. The proportion of the 2007-2008 class receiving jobs within nine months is lower than the state average. This is most likely due to the significantly higher unemployment rates in Clark College's service district as compared to the state.



ENHANCE COLLEGE SYSTEMS

The College will continually assess, evaluate, and improve college systems to facilitate student learning.

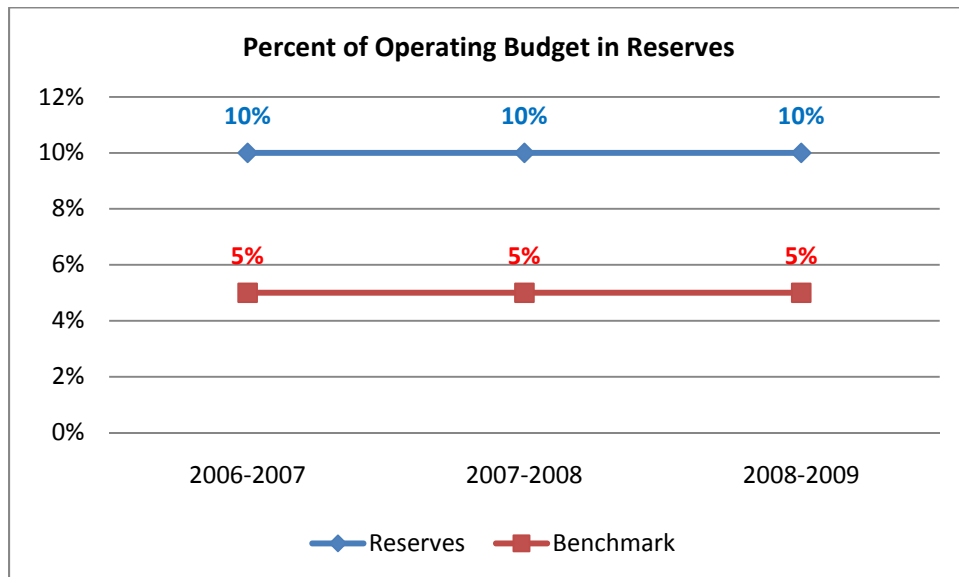
Five-Year College Goals

- Improve college infrastructure to support all functions of the college.
- Develop and implement an effective advising system to enhance student success.
- Seek alternate resources, such as grants, philanthropy, and partnerships to fulfill the college mission.
- Refine, communicate, and implement a shared governance system.
- Integrate environmental sustainability practices into all college systems.

SCORECARD INDICATORS

Percent of Operating Budget in Reserves

The Clark College Board of Trustees' policy is that the college shall keep a reserve (i.e., savings account) between 5% and 10% of the operational budget, never falling below 5%. This indicator was selected to measure financial stability for the college's operations. The reserve level provides the college a sum of one-time funding to use in the event of an economic crisis or unforeseen need. Over the past five years, Clark College has remained above the 5%. In 2008-2009, Clark College set aside 10% of the operational budget in reserves.



Fund Balance Used for Ongoing Operational Commitments Spanning Two Biennium

The fund balance is any revenue which exceeds expenditures from the prior year excluding the reserve. The college may choose to use the fund balance above the required reserve levels to pay for one-time expenses. Based on an economic hardship, such as a decrease in state funding, it might be necessary for the college to supplant operational expenditures with the fund balance to support student enrollment levels. The college must weigh this decision with the likelihood of future increases in costs or decreases in revenue. Clark College has not used fund balance to cover operational expenses over the past two biennium.

Percent of Remodeling, Maintenance, and Improvement Projects Completed

The Washington State Board for Community and Technical Colleges receives funding from the legislature to allocate to each of the 34 community and technical colleges for Remodeling, Maintenance, and Improvement (RMI) each biennium. Clark College receives the funding and the college administrators request projects to be funded out of the RMI allocation to the Vice President of Administrative Services. Executive Cabinet prioritizes and determines the projects to be funded. The benchmark is 95% of the approved RMI projects are completed within the biennium. In the 2007-2009 biennium, 72% of the projects were completed.

Percent of 2007-2009 Biennium Remodeling, Maintenance, and Improvement and Improvement (RMI) Projects Completed

Biennium	Number of Requests	Number Completed	Number Completed and Carried over from Previous Biennium	Percent Completed	Benchmark Percent Completed
2007-2009	34	24	2	72%*	95%

*Carry-over projects were added to both the number of requests and number completed to calculate the percent completed.

Percent of Students Satisfied with the College-wide Advising Activities/Function

One of the recommendations Clark College received from the 2008 Accreditation Evaluation pertained to academic advising. Specifically, the recommendation states that the college assures a systematic process of academic and other educational program advisement in place that adequately informs and prepares faculty and other personnel responsible for the advising function. If this systematic advising process were in place, students' perceptions of advising would improve.

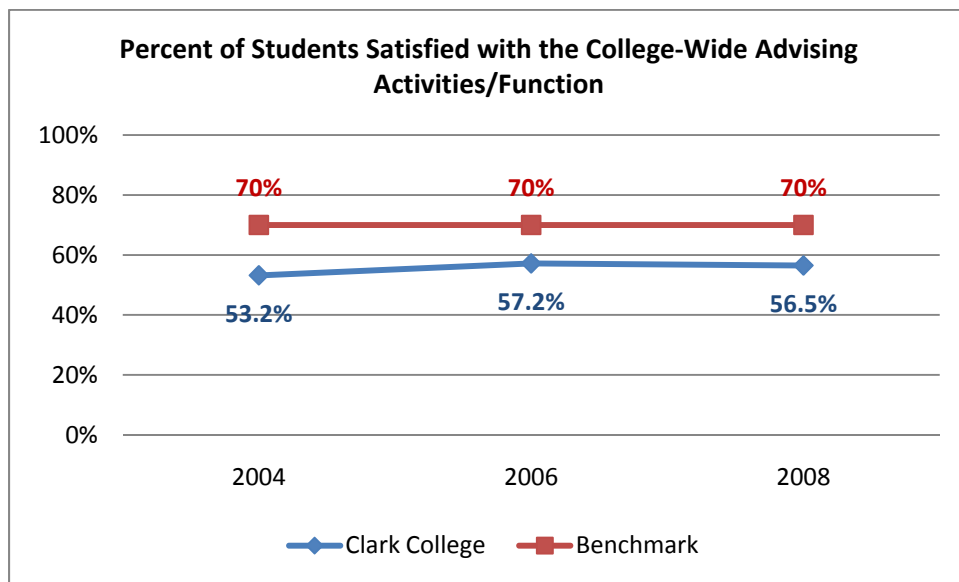
APPENDIX 1.3

A number of statements pertaining to advising are listed in the Noel Levitz SSI student survey. These statements include:

- My academic advisor is approachable.
- My academic advisor helps me set goals to work toward.
- My academic advisor is concerned about my program requirements.
- My academic advisor is knowledgeable about my program requirements.
- My academic advisor is knowledgeable about the transfer requirements of other schools.

A metric was calculated to identify the percent of students satisfied with the advising function. It is noted that the advising function is college-wide and this indicator is dependent on the students' definition of advising which will include their faculty program advisor, instructor, advisors within the Advising Center, and counselors.

Clark College has prioritized improving the advising system. Therefore, the college expects to see a significant improvement (i.e., up to 70% satisfaction rate) in students' perception of advising over the span of the five-year strategic plan.



Increase in Grants, Contracts, and Philanthropy

Clark College and the Clark College Foundation, i.e., Foundation, seek and secure additional funding to support the goals, objectives, and outcomes of the college mission. This work is becoming more essential due to the decreased availability of state funds and the increasing needs of the College's student body. Coordinated and deliberate efforts and resources are needed to effectively obtain additional funding and resources to meet the needs of the students and accomplish the strategic plan.

The College and the Foundation seek and receive various grants and contracts from both private and public organizations and foundations. These include state, federal, and other

APPENDIX 1.3

public-funded grants such as Perkins, WorkFirst, National Science Foundation (NSF), and the American Recovery and Reinvestment Act (ARRA). In addition, the College receives funding for specific activities from private foundations, such as College Spark.

Currently, the Foundation has begun a comprehensive campaign to raise the needed funding for some of the college priorities and goals. These include:

- *Expand Access* to education through scholarships;
- *Focus on Learning and Respond to Workforce Needs* through strengthening resources in Science, Technology, Engineering, and Mathematics (STEM) and healthcare programs; and
- *Enhance College Systems* through increasing and enhancing facilities and technology.

As the College and Foundation have committed resources to increasing grants, contracts, and philanthropy, the college should expect to see an increase in resources related to grants, contracts, and philanthropic contributions each biennium. Expenditures funded by grants and contracts and the revenue secured by the Foundation has increased from the 2005-2007 biennium to the 2007-2009 biennium by 19%.

Total Grants and Contract Funding Expended and Clark College Foundation Philanthropic Contributions Received in Biennium

	2005-06	2006-07	2007-08	2008-09
	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>ACTUAL</u>
Total <u>Expenditures Funded</u> by Grants & Contracts*	\$1,821,450.57	\$2,522,475.79	\$2,633,718.57	\$2,699,495.83
Clark College Foundation <u>Philanthropic Contributions</u> **	\$1,141,238.00	\$1,079,759.00	\$979,787.00	\$1,475,395.00
Total Grants, Contracts, & Philanthropic Contributions	\$2,962,688.57	\$2,630,450.79	\$3,613,505.57	\$4,174,890.83
Biennium Total	\$6,564,923.36		\$7,788,396.40	

*Source: 2009-10 Budget Book

(Grants & Contract summary less Foundation Funds Allocation, International Programs, Work Study, Overhead accounts, T701, College Council Allocations, and Grant Office)

**Source: Clark College Foundation Performance Benchmarking Statement (L. Gibert)

Percent of Employees Satisfied with Shared Governance

Another recommendation received by the Northwest Commission on College and Universities in 2008 dealt with shared governance. Specifically, the standards on shared governance demand that there are provisions for the consideration of faculty, student, and staff views and judgments in matters that these constituencies have a direct and reasonable interest. The recommendation states:

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

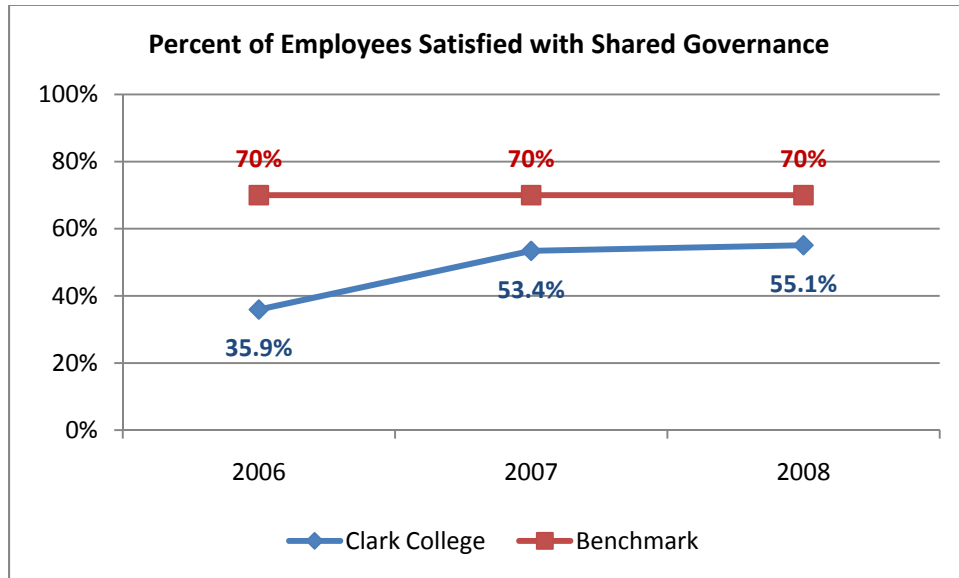
- *Administrators, faculty, staff, and students understand and fulfill their respective roles in the governance system.*
- *The system of governance ensures that the authority, responsibilities, and relationships among and between the administrators, faculty, staff, and students are clearly described in policy documents.*
- *The system of governance makes provision for the consideration of faculty, student, and staff views and judgments in those matters in which these constituencies have a direct and reasonable interest.*
- *The role of faculty in institutional governance, planning, budgeting and policy development is made clear and public. (Standard 6.A.1, 6.A.2, 6.A.3, 6.D)*

Employee perception of these issues is an important indicator. The PACE survey asks employee respondents how satisfied they are with different aspects of shared governance. The statements are:

- The extent to which decisions are made at the appropriate level at this institution.
- The extent to which information is shared within this institution.
- The extent to which I am able to appropriately influence the direction of this institution.
- The extent to which open communication is practiced at this institution.
- The extent to which there is an opportunity for all ideas to be exchanged within my work team.
- The extent to which my supervisor actively seeks my ideas.
- The extent to which my supervisor seriously considers my ideas.
- The extent to which I have the opportunity to express my ideas in appropriate forums.

APPENDIX 1.3

A metric was calculated to measure the satisfaction of all employee responses to these statements. Overall, there is low satisfaction with aspects of shared governance at Clark College. The benchmark of 70% was selected to significantly increase the satisfaction of shared governance among employees.



Strategic Plan for Environmental Sustainability

Clark College is at the initial stages of integrating environmental sustainability practices into all college systems. Currently, a volunteer committee meets to identify ways to improve environmental sustainability practices. In addition, the Associated Students of Clark College has prioritized sustainability and is working to develop a plan. Since Clark College is at the beginning of the process of identifying the environmental sustainability practices and determining the overall outcome to the college, the indicator selected is that a plan will be developed. This indicator may have to be changed in the next year or two to reflect the intended outcomes of that plan.

SECTION 5



***One-Year Institutional Goals
2010-2011***

College Climate

- Improve the college climate⁵ with special emphasis on historically disadvantaged populations encompassing the entire college community. *Enhance College Systems*

Shared Governance

- Communicate, implement, and monitor a shared-governance framework that identifies the role administrators, faculty, staff and students each play in the college decision-making process. – *Enhance College Systems*

Diversity

- Increase recruitment, retention, and educational resources in direct support of the Diversity Plan. – *Foster a Diverse College Community*

Student Achievement

- Increase student achievement by improving academic support services and ensuring a supportive-learning environment is present throughout the entire college. – *Focus on Learning*

Advising

- Implement and monitor a long-term and systemic advising plan. – *Enhance College Systems*

Environment Sustainability

- Develop an environmental sustainability plan. – *Enhance College Systems*

⁵ College climate refers to the current social environment, perceptions, attitudes, and expectations that define the institution and its members. Peterson, M.W., and M.G. Spencer. 1990. "Understanding Academic Culture and Climate." In "Assessing Academic Climates and Cultures," edited by W.G. Tierney. New Directions for Institutional Research No. 68. San Francisco: Jossey-Bass.

Annual Reporting Outline

- ☐ Complete this form in Microsoft Word
☐ Email completed form to Unit Dean

1. Project Group *(Program, department, interdisciplinary group...)*

2. Date Submitted

3. Faculty Member(s) involved in the initiative

Name	Extension	Name	Extension

4. Describe the initiative.

5. What information led to the proposal of the initiative? *(Provide evidence from which the initiative was derived)*

6. Describe the tasks that will be undertaken. *(Include delegation of tasks among multiple faculty members if applicable)*

APPENDIX 2.1

7. What is the duration of the initiative? How often will progress reporting occur? *(Quarterly data could be gathered or the initiative may require a full year or more to provide the needed impact)*

8. What is the method for assessing the success of this project?

Results *(To be completed after proposed improvements have been implemented and assessed)*

9. Summarize your results in relation to the intended impact.



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**Please note that some project groups have been renamed for consistency. Contact [Tyler Chen](#) to revise your project group name or for any other additions or revisions to the posting board.*

Unit A: Business & Technology

Project Group	Group Members	Postings
Automotive	Michael Godson, Bob Jones, Tom Curvat and Jason Crone	• ARO (Word)
BTEC Division	Mary Evens, Nancy Johnson, Chris Wilkins, Melanie Mooney and Barbara Anderson	• ARO (Word)
BTEC - Medical Office Technology	John Clausen and Mary Klatt	• ARO (Word)
Business Department	Adnan Hamideh, John Fite, Patti Serrano, Steve Walsh, James Craven, Gene Johnson and Shon Kraley	• ARO (Word)
CTEC Division	Robert Hughes, Michael Scotto di Carlo, William Hafer and Dwight Hughes	• ARO (Word)
Culinary Arts	Ian Titterton, George Akau and Larry Mains	• ARO (Word)
Electronics	Chris Lewis	• ARO (Word)
Graphic Communications Department	Kristl Plinz and Robert Hughes	• ARO (Word)
Machine Technology A	Bruce Wells	• ARO (Word)
Machine Technology B	Bruce Wells and Pat Sevier	• ARO (Word)
PRLE	Layne Russell	• ARO (Word)
Welding	Patrick Gonzales and Kenny Snyder	• ARO (Word)

Unit B: Basic Education, English, Communications and Humanities

Project Group	Group Members	Postings
Adult Basic Education A	Anita Lundy, Katy Washburne, Carol Beima and Jody McQuillan	• ARO (Word)
Adult Basic Education B	Carol Beima and Jody McQuillan	• ARO (Word)
Adult Basic Education C	Jody McQuillan	• ARO (Word)
Cross Cultural Communication	Suzanne Southerland, Roxane Sutherland, Deena Bisig, Dave Kosloski and Dan Anderson	• ARO (Word)
Developmental	Luanne Lundberg, Gary Phillips and Jim	• ARO (Word)

Education and Reading Department	Wilkins-Luton	
English A	Don Erskine, Geneva Chao and Sandra Woodward	• ARO (Word)
English B	Rita Carey, Jill Darley-Vanis, Jim Finley, Don Erskine, David Oates, Heidi Thompson Rich, Sandy Woodward, Gerry Smith, Geneva Chao, Marylynne Diggs, Pat Fulbright, Kate Kallal, Mitzi Schrag, Nancy Thompson, Kate Scrivener and Kim Sullivan	• ARO (Word)
English C	Rita Carey, Jill Darley-Vanis, Don Erskine, Pat Fulbright, David Oates, Kate Scrivener, Gerry Smith, Nancy Thompson, Jill Stukenberg, Geneva Chao, Marylynne Diggs, Jim Finley, Kate Kallal, Mitzi Schrag, Heidi Thompson Rich, Kim Sullivan, Sandy Woodward	• ARO (Word)
English Dept. - Distance Learning Committee	Gerard Smith, Rita Carey, Elizabeth Donley and Nancy Thompson	• ARO (Word)
ESL Department	Randy Wulff, Les Rivera, Sara Gallow, Nancy Novak, Jacqueline Allen-Bond and Catherine Johnston	• ARO (Word)
Philosophy Prerequisite Check	Chuck Epton and Otto Schlumf	• ARO (Word)
Journalism	Christina Kopinski	• ARO (Word)
World Languages	Erika Nava, Elizabeth Ubierno, Michiyo Okuhara, Julian Nelson and Doug Mrazek	• ARO (Word)

Unit C: Health Science and Physical Education

Project Group	Group Members	Postings
Dental Hygiene	Donna Wittmayer, Brenda Walstead, Honey Knight, Karla Sylwester and Katy Graham	• ARO (Word)
Fitness Trainer Program	Lisa Borho	• ARO (Word)
Health and Physical Education Division	Veronica Brock, Dave Caldwell and Vonie Katlich	• ARO (Word)
Health and Physical Education A	Jeanne Hoff	• ARO (Word)
Health and Physical Education B	Lee Brand	• ARO (Word)
Medical Radiography	Thomas King	• ARO (Word)
Nursing A	Dix Dixon	• ARO (Word)
Nursing B	Gail Fujimoto, Randy Givens, Laurie Brown and Angie Marks	• ARO (Word)
Nursing C	Dix Dixon	• ARO (Word)
Nursing D	Lori Ellerbroek and Dix Dixon	• ARO (Word)
Nursing E	Angie Marks	• ARO (Word)
Nursing F	Sarah Buttrell, Lori Ellerbroek and Barbara Neely	• ARO (Word)
Nursing G	Chris Bothwell	• ARO (Word)
Nursing H	Becky Ellis, Cindy Myers and Chris Bothwell	• ARO (Word)
Nursing: NLNAC Accreditation Standard 2 Committee	Nancy Sheppard and Rosemary Sievila	• ARO (Word)
Nursing: NLN Standard IV	Randy Givens, Laurie Brown, Angie Marks and Gayle Fujimoto	• ARO (Word)
Physical Education	Mike Arnold	• ARO (Word)

Unit D: Social Science and Fine Arts

Project Group	Group Members	Postings
Anthropology	John Lundy	• ARO (Word)
Art	Lisa Conway, Jenene Nagy, Sally Tomlinson, Kathrena Halsinger and Senseney Stokes	• ARO (Word)
ECE & Family Life Depts/ Child and Family Studies	Dian Ulner, Kathy Bobula, Sarah Theberge, Michelle Mallory, Kay Beauliere, Laurie Cornelius and Kay Schlemmer	• ARO (Word)
Family Life/Parent Child	Michelle Mallory, LaRae Fletcher, Gail Schief and Sarah Theberge	• ARO (Word)
History	Van Forsyth, Sam Triebs, Anita Fisher and Katherine Sadler	• ARO (Word)
Music	Don Appert, Ben Moll and Richard Inouye	• ARO (Word)

Unit E: Science, Technology, Engineering and Mathematics

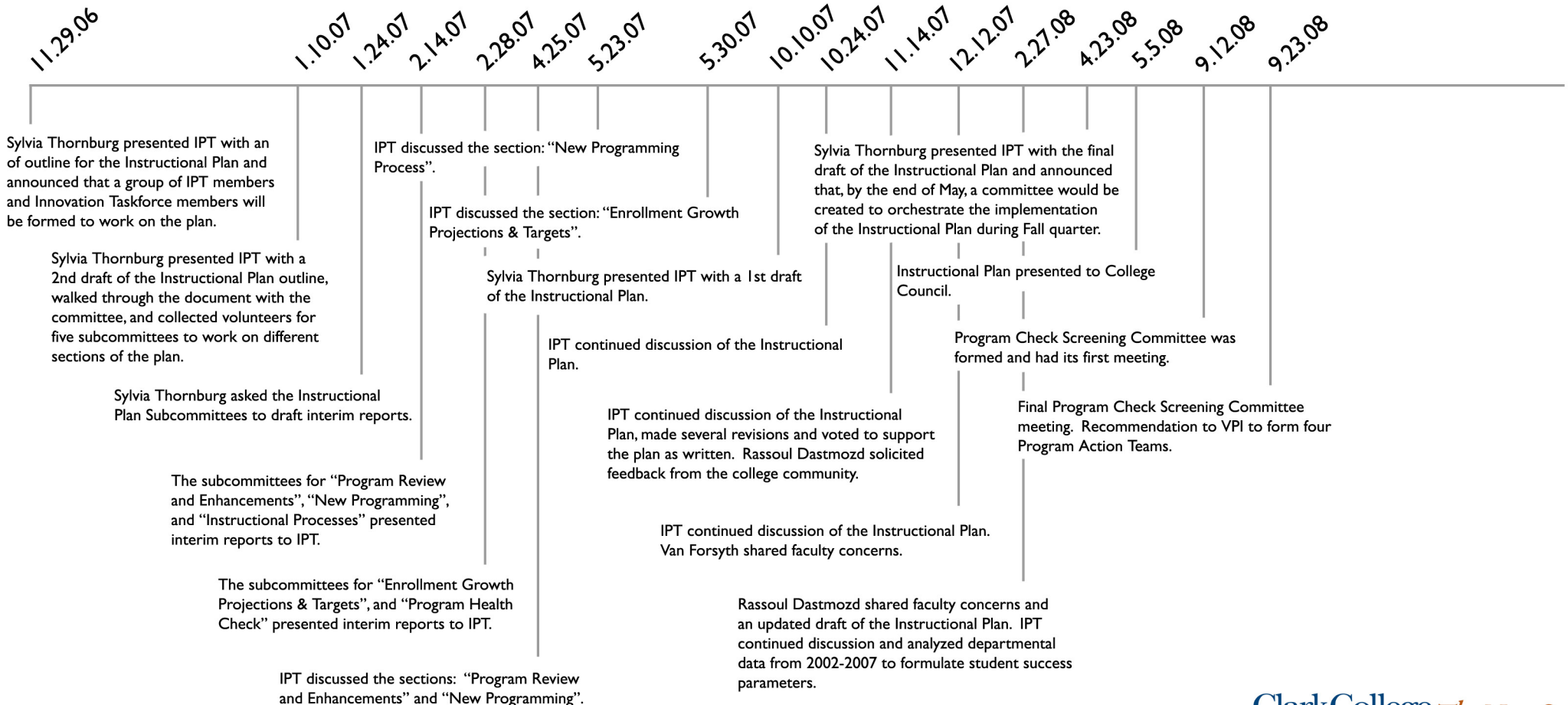
Project Group	Group Members	Postings
Biology	Willy Cushwa	• ARO (Word)
Chemistry A	April Mixon, Karl Bailey, Susan Brookhart, Amanda Crochet, Nadine Fattaleh and Birdi Jacobs	• ARO (Word)
Chemistry B	April Mixon, Karl Bailey, Susan Brookhart, Amanda Crochet, Nadine Fattaleh and Birdi Jacobs	• ARO (Word)
Chemistry C	Nadine Fattaleh, Karl Bailey, April Mixon and Amanda Crochet	• ARO (Word)
Chemistry D	April Mixon, Loan Vo, Susan Brookhart and Peter Ritson	• ARO (Word)
Chemistry E	April Mixon, Karl Bailey, Susan Brookhart, Amanda Crochet, Nadine Fattaleh and Birdi Jacobs	• ARO (Word)
Chemistry F	Nadine Fattaleh, Karl Bailey, April Mixon and Amanda Crochet	• ARO (Word)
Chemistry G	Susan Brookhart, Peter Ritson and Tamis Root	• ARO (Word)
Engineering and Computer Science	Tina Barsotti, Pamela Dake, Izad Khormaei and Bill Wheeler	• ARO (Word) • Assessment Results (Word)
Environmental Science	Rebecca Martin	• ARO (Word)
Math A	Kristine Barker, Bill Monroe and Chris Milner	• ARO (Word)
Math B	Kayoko Barnhill	• ARO (Word)
Math C	Ray Burns	• ARO (Word)
Math D	Jennifer Farney and Kanchan Mathur	• ARO (Word)
Math E	Marina Frost	• ARO (Word)
Math F	Sally Keely	• ARO (Word)
Math G	John Mitchell	• ARO (Word)
Math H	Wes Orser	• ARO (Word)

Library

Project Group	Group Members	Postings
Library A	Joan Carey	• ARO (Word)
Library B	Zachary Grant	• ARO (Word)
Library C	Radmila Ballada	• ARO (Word)
Library D	Roxanne Dimyan	• ARO (Word)



Instructional Plan Timeline



Clark College *The Next Step*



CLARK COLLEGE



Instructional Plan



INSTRUCTIONAL PLAN

REVISED 03/25/08

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Instructional Planning for Student Success & Institutional Accountability

Executive Summary

The Instructional Plan (IP) for Clark College has been under development for over a year. Up to now we have not had a comprehensive or systematic process for getting input from our college community on enrollment growth, program improvement, and new programming. Thanks to extensive feedback from faculty, staff, and administrators, and we now have a document that will define and guide our decisions regarding how we provide a high quality innovative education that fosters student success. We will examine annually where and how we intend to increase enrollment, what specific offerings can be suitably expanded or developed to achieve that growth, and what processes, resources or interventions may be needed to continuously improve the range of learning opportunities that will prepare students for today's employment and transfer opportunities.

The IP consists of four parts that (a) define enrollment targets for expansion, (b) ensure that our offerings are effectively meeting the needs of our students and other stakeholders, (c) provide a systematic approach to new program development, and (d) outline realistic timeframes for these activities.

1. **Part I** details the means by which we will identify enrollment targets, both in terms of specific numbers of class seats or sections and in terms of new or expanded programs.
 - a. First, we will identify programs or departmental courses with seats available and decide what efforts are feasible to fill them.
 - b. In other cases we will address programs or classes that demonstrate a need for expansion to accommodate unmet demands.
 - c. Finally, we will identify potential *new* offerings and forecast a target enrollment that could be served by them.
2. **Part II** describes the process through which current programs and departmental offerings are regularly assessed via a number of key indicators of student success, responsiveness to student demand and community needs, and program costs.
 - a. First, we consolidate basic data for every department or program that will indicate student success rates, the levels of student interest, and resource use.
 - b. A team of faculty and administrators screens this data to recommend to the relevant faculty and dean one of two processes to follow.
 - c. The screening group will *either* trigger a formal program check by faculty and the relevant dean *or* forward the data to the faculty and dean for normal consideration as part of the current Program Review and Enhancement Policy.
 - d. If issues of concern have been noted, the faculty and dean are to devise and implement a specific action plan to address them.
 - e. The cycle is repeated the following year to determine the success of the action plan and to once again check all programs. This is to be an ongoing improvement process for every instructional department and program on campus.

3. **Part III** identifies the steps through which new offerings or programs may be proposed, developed, approved, and included in our array of choices for students and community members.
 - a. The pre-design stage examines proposals for new coursework or programs to be weighed against an annual Environmental Scan for initial relevance to student demand and community or workforce needs.
 - b. A second stage will determine in more detail the needs and feasibility of specific proposals.
 - c. A proposal deemed viable will receive institutional support for further development and will be guided through the formal stages of approval internally and externally (if applicable). This will also include identifying short and long term funding and establishing an Advisory Committee.
 - d. Program implementation will proceed through course development and approval, marketing, recruitment, advising, and admissions as required and any facilities renovations needed.
4. **Part IV** identifies the timelines and means by which the plan will be phased in and implemented routinely in future years.

Instructional Planning for Student Success & Institutional Accountability

Introduction

Since 2006, the instructional deans, faculty members, and other key staff members have been developing a comprehensive Instructional Plan (IP) to enhance both student success and institutional accountability. The purpose of the plan is to provide priority and direction to the College's program and course offerings. Specifically it will guide the College in allocating institutional resources to achieve the highest possible quality of instruction in offerings that most effectively meet the needs of our students and our community of interest. The ultimate goal of the IP is to maximize the success of our students.

In most educational endeavors there is a need to balance access, quality and cost. Instructional planning is no exception. While abundant access, i.e., allowing all students to take any possible course, is theoretically desirable, it would be difficult to provide such an array with consistent high quality or within realistic limitations in cost, i.e., resources. Alternatively, if the highest possible quality is sought, the costs involved in providing state of the art learning facilities, the most skilled faculty and a low student/faculty ratio may drive costs to the point where access will be restricted. Within any institution, certainly including Clark, there will be arguments that some decision makers are far too cost-conscious to allow sufficiently abundant academic choices for students. Indeed, any attention to costs or examination of numerical trends such as enrollment or graduation rates is commonly held to conflict with "legitimate" educational goals. However, financial impacts of educational decisions are real and must not be ignored. For example, too many resources poured into one program means that others may be financially "starved". Resources, particularly tax funded state allocations, are indisputably finite. An effective Instructional Plan must provide some guidance for providing balance among the competing factors of cost, quality and access. Focusing exclusively on any two of these issues almost automatically creates a crisis in the third.

One additional factor must be accounted for in Clark's instructional planning process: a critical need for growth in educational opportunities in our region. The arguments for enrollment growth are articulated in rich detail in the most recent Facilities Master Plan. (See Appendix A.) This growth needs to be reflected in two ways. First is a need for an overall increase in the level of service Clark provides to the population in our service district. Clark College is currently 33rd of the 34 community and technical colleges in terms of the percent of our district population that participates in the educational opportunities we offer. In order to serve a more acceptable share of students (throughout the college, not just in particular programs), the college will need to grow its enrollment. This is a mandate supported by student achievement initiatives promoted by the State Board for Community and Technical Colleges, and it is a long-standing goal of Clark's own Board of Trustees. The second way Clark needs to be able to grow is in the array and mix of programs and courses we are able to offer in response to the shifting demands of both our students and our local businesses and industries. We already know of limited enrollment programs that need more seats available for students, and there are needs in the local workforce that are not yet being adequately addressed by our offerings. Growth, even as an overall goal,

should not be sought in every class, every department or every program. It must be balanced against demonstrable needs and prudent allocation of resources.

Relationship between Instructional Plan and other College Plans

The IP joins a growing number of interlinked documents that, taken together, will continue to enhance and provide detail for the College's multi-year Strategic Plan and the annual Operational Plan. The IP includes four components, each detailed in separate sections below.

Part I

Part I provides specific procedures for defining overall and program-specific enrollment growth projections and targets. Once these projections are solidified, the College's **Marketing Plan** strategies will help achieve that generic growth through promotion of a college education as a vital step in enhancing an individual's quality of life and economic potential. Based on specific program targets that the IP process defines each year, marketing strategies will also be identified to target groups most likely to benefit from those individual programs. The **Recruitment Plan** specifies the activities for our recruiters that are most apt to be fruitful in attracting students that will best match the advantages and opportunities offered through each program.

Part II

Part II of the IP provides mechanisms for systematically assessing and improving student success and program effectiveness. We will annually examine key indicators of student success levels, patterns of access, and costs in each program and department through carefully defined criteria. Then, depending on what this data tells us, faculty and instructional administrators will collaboratively work to determine what changes may be needed to enhance student success. Clearly, a simplified numerical scan will not provide a comprehensive picture of what might be needed to increase the likelihood of students succeeding in a given department or program, and it is not intended to do so. Input throughout the development of the IP has clearly emphasized that the complexities of student learning and success can not be simplified to single numbers, and the use of such numbers has not been assumed to provide a "diagnosis" any more than a single abnormal result in an array of blood tests is definitive by itself in determining a person's health. Such numbers may, however, serve as legitimate signals that further examination should take place.

Defining what is needed to better serve students will be the primary responsibility of departmental faculty and their dean. Such changes could include adjustments to curriculum, course sequencing, prerequisites, instructional practices, or resource support (e.g., equipment, staffing) to maximize the opportunities for student success in our instructional processes. In instances where solutions require a new approach to matching prospective students to programs they are able to succeed in, it may be critical to invite participation of those outside the department (e.g., personnel from marketing, recruitment, advising). The IP quite deliberately does *not* presuppose what solutions would be helpful because of the uniqueness of most departments or programs and the complexities involved that the faculty are uniquely qualified to examine and address.

The **Retention Plan**, now under development, will further provide coordinated guidance toward general strategies that the entire college community can embrace to increase student success,

retention, and progress toward defined academic goals. Thus, the Marketing, Recruitment and Retention Plans are the three components of our overall **Enrollment Management Plan** which will provide vital support as we fully implement the IP.

Part III

Part III of the IP provides a roadmap for identifying and developing viable *new* programs and courses that respond to documentable community needs. This is an increasingly vital component of our planning process, not only to allow us to remain responsive to the specific expressed needs of business and industry and institutions that receive our graduates, but also to provide a vehicle through which the College will be able to grow its enrollment, thus better serving the Southwest Washington region.

Part IV

Part IV will identify the timelines and means by which the plan will initially be phased in and routinely implemented in future years.

Facilities Master Plan

Yet another strategic planning document, the **Facilities Master Plan**, has a strong relationship to the IP. Obviously the choice of specific programs or clusters of programs directs the priorities for our capital requests in terms of what types of buildings are needed most urgently. In addition, the unique facilities requirements of particular programs also dictate the design and layout of specific rooms or suites of instructional space. Finally, as the current Facilities Master Plan specifies, emerging principles of instruction need to direct our facilities plans, not only for capital projects, but also for renovations. New ideas regarding the prerequisites for effective student learning include shifts from more traditional classroom or building designs. These include spaces for student teamwork and group learning, both in and outside formal classrooms, flexibility in spatial design that will support variations in classroom sizes, accessible technology for both students and instructors, study spaces that are conducive to both technology requirements and group interactions, and accessible arrangements of a wide range of support services. The section of the Facilities Master Plan that addresses “Educational Trends and Implications” clearly reflects the instructional drivers that impact facilities. (See Appendix B.)

In summary, the Instructional Plan consists of four components: (a) Part I includes “Enrollment Growth Projections and Targets;” (b) Part II describes the “Annual Program Check;” (c) Part III outlines our steps for developing “New Programming; and (d) Part IV identifies the process and timeline for implementing these various components.

I. Enrollment Growth Projections & Targets

This component of the IP is based on the assumption that Clark College should grow for the foreseeable future. The IP subdivides that potential growth into three categories, each of which is based on relevant data and thoughtful consideration. Efforts to reach these projections will be tailored to the unique needs of these three distinct sources of growth.

1. Identify current *unfilled capacity* within programs and courses.

APPENDIX 2.2

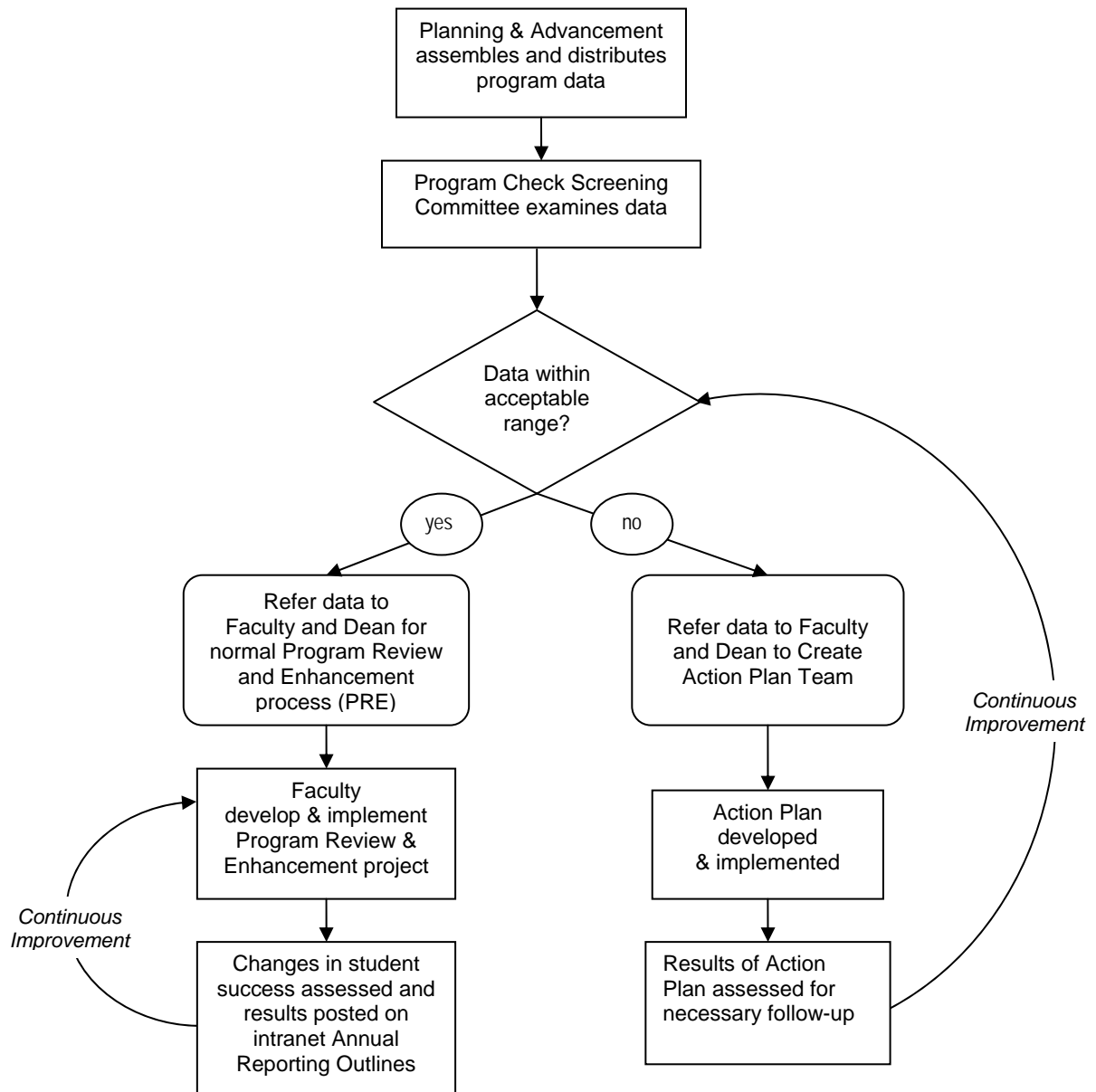
- a. Deans will examine class fill rates to look for areas where there is a consistent pattern of available seats within a department or program. As each quarter reaches the 10th Day reporting deadline, the Registrar's Office provides a comprehensive report listing each section of each course with its official maximum capacity, the number of students enrolled, and the remaining seats available. ("Day 10" refers to the point in any course where enrollment is officially counted, not just a specific calendar date; it accounts for the fact that some courses start later in the term or finish earlier than usual.) Initial identification of departments having "unfilled capacity" would include those with enrollments of 75% of their capacities across all available sections. Where entire programs are considered, an "unfilled" program would include those where 8 seats or 25% of the available seats are available, whichever is smaller.
 - b. In discussions with departmental faculty and/or Division Chairs, the academic Deans will explore whether specific courses or programs identified in "a" above can realistically increase enrollment in terms of job market data, student demands, or available program support in terms of staff, adequate goods and services, etc. Throughout a given unit, a Dean will consult with faculty to identify strategies for increasing enrollments in each specific department, and costs (if any) anticipated for those strategies. These discussions should consider needs for marketing or recruitment, eLearning options, strategic location of program on main campus or alternative sites (Town Plaza Center, Clark College at Washington State University-Vancouver, Columbia Tech Center, etc.). It is critical at this stage that these discussions also involve any additional personnel relevant to each of these issues as appropriate, such as the Directors of Marketing, the Director of Academic Services (who will be coordinating offerings at sites away from the Central Park campus), the Associate Directors of Recruitment, or the Dean of eLearning. Programs for which there is demonstrable employer demand should receive the highest priority for consideration.
 - c. Departmental faculty and the Dean then need to examine, clarify or enhance current placement of programs within career pathways or ladders that may increase the attractiveness of programs or impact success of students transitioning into or beyond specific program milestones including transfer institutions.
 - d. The Deans pool the results of these discussions in Instructional Council (IC) to obtain a total estimate of growth possible in targeted programs.
2. Identify courses or programs where *current capacities* are not meeting student demand or employer need.
 - a. Gather data internally and externally to identify programs which are consistently filled or over-enrolled for which employer demand exists. Student Affairs can provide student demand data. Consistent 10th Day fill rates of 95% or higher constitutes student demand. A variety of employer connections and an ongoing Environmental Scan (see Part III – New Programming) will help identify projections of ongoing or emerging employer demand. Suggested criteria for employer need: graduate employment in related fields of at least 80% of those reporting; consistent identification of program graduates as "in demand" by state and local workforce or economic development councils or advisory groups.
 - b. Deans consult with faculty to identify the resources needed to support program expansion: faculty, space, library materials, support budget, eLearning course

- development, etc. These resources must be included in departmental and unit budget requests associated with program growth goals.
- c. Where specific marketing or recruitment efforts appear to be needed, the Director of Marketing and one of the Associate Directors of Student Recruitment should be involved immediately to provide guidance and support for the most effective strategies to attract students who will ultimately be able to meet employer needs.
 - d. IC must consider annually whether growth in current (or new) programs should be directed toward one or more campus sites other than main campus or within an eLearning growth initiative (such as hybrid classes or a Weekend College format) as part of our overall growth plan.
 - e. Deans pool results of these discussions in Instructional Council to obtain total estimate of growth possible in targeted programs.
3. Determine specific enrollments that are expected to result each year from the development and initiation of *new programs or courses*. It is assumed that new programming will need to be a key part of our growth strategy on an ongoing basis in order to create the capacity for 150 to 200 new FTES (Full Time Equivalent Student) per year and to respond to emerging needs and demands by employers and students. (See Part III - New Program Development for the processes associated with this activity.)

II. Annual Program Check

This component of the IP is intended to formalize an annual assessment of generic data that are indicative of department and program effectiveness at an institutional level. It includes the established Program Review and Enhancement Policy which is already included as a routine part of faculty activities designed to enhance student achievement. Part II begins with a brief, quantitative scan that may highlight issues that need further discussion and possible intervention. The scan is based on data that, for the most part, we are already gathering and distributing. However, it will make the cycle of examination, improvement, and re-examination an annual and predictable process that is applied to all departments simultaneously. While this process is not intended to constitute an in-depth analysis of student success or the comprehensive effectiveness of a department or program, it *will* allow a single group of observers to view certain global indicators of program success or effectiveness in relation to the college resources being used. If indicators suggest that a more comprehensive analysis is needed, the faculty and dean of the area are immediately charged with that analysis. Establishing a formal program check procedure will help the College identify areas where it needs to focus support for departments and programs, more efficiently allocate resources, respond to community needs, and guide the systematic enhancement of programs.

The program check procedure consists of five steps: (a) annual collection and assembly of program check data, (b) initial screening of program check data, (c) formation of program check teams as needed or routine delegation of program enhancements to faculty members according to the Program Review and Enhancement Policy, (d) development of an action plan, and (e) follow-up evaluation of action plan outcomes. Please refer to the flow chart on the next page that illustrates the sequence of these elements.

Annual Program Check Flow Chart

1. *Program check datasheet.* A number of important program/department indicators will be aggregated annually for all the programs and departments at the College. This data will be compiled and distributed by the Office of Planning and Advancement, the Office of Instruction, and Administrative Services. It is intended to provide only a quick snapshot of numerical indicators that may signal a need for greater institutional support of a given program or department. The purpose of this quick scan is to see if the college needs to make any adjustments to enable students to better achieve academically in courses and programs which meet their needs. A corollary purpose is to use state resources efficiently to raise the educational level of Washington residents and serve employers. The following outlines each of the types of data to be compiled for all programs or departments.
 - a. Departmental student success rate – It is assumed that grades awarded reflect the level of student performance in a course, i.e., that the degree to which a given student has mastered the course objectives is reflected in an earned grade. “Success” is defined in this context as the percentage of students receiving a grade of “C” or better in comparison to the total Day 10 enrollment. While acknowledging that a student who receives something less than a C may, indeed, have achieved some degree of success, the college as an institution already provides various sanctions for performance that does not reach at least a C level. These include the definition of probation as less than a C level performance overall, the failure of courses to serve as prerequisites if a C or better performance level is not achieved, and, in professional/technical courses, the need to repeat a course where a C level has not yet been demonstrated. What defines a suitable level of student success when measured in this way will require judgments by the screening group. For example, a 100% success rate is neither realistic nor even desirable where open access and few if any prerequisites are operational. Where A-F grades are not awarded, adjustments to this measurement will be required.
 - b. Overall Departmental Fill Rate – This figure represents the percentage of seats taken in comparison to those available as of the first week of the class, averaged across all courses within the department. When most classes are largely filled, it is assumed that there is a good match between student interest or demand and the offerings of a department. If fill rates are extraordinarily high, there may be needs for more sections; if rates are unusually low, there may be alternative schedules or patterns of offerings that will better match student demand to the resources available. There are some specific cases, e.g., music performance ensembles, or clustered classes, where “fill rate” will need to be viewed with particular sensitivity to the variables that have determined “capacity”.
 - c. Numbers of Certificates (Achievement, Participation & Proficiency) & Degrees Earned in the Past 5 Years – It is assumed that if a department or program offers these types of benchmarks of achievement, successful students will earn them. (In a number of departments, of course, such benchmarks are not expected or suitable.) A pattern over a 5 year period will provide a more valid record than a single year’s results.

APPENDIX 2.2

- d. Employment Rate – This figure is sometimes challenging to interpret as the data gathering process is inexact and may not result in a full picture. In spite of acknowledged shortcomings, however, it warrants attention.
- e. Part Time, Full-Time, and Proportion of Full-Time Equivalent Faculty (FTEF) by Department and Program – These figures provide a view of the relative proportions of full and part-time faculty contributing to a department or program. A low proportion of full-time faculty may highlight a need to shift the proportion when staffing decisions are made.
- f. Departmental Student/Faculty Ratio – This figure helps to define the efficiency of a department or program in terms of staff resources required and will also be helpful in interpreting variations in program or departmental costs per FTES.
- g. Five-year History of FTES and Percent Change in Past 3 Years – This is information that will help identify if a program is gaining or losing enrollment and whether the changes appear to be significant. A growing program or department will be in a position to garner additional staff support; a program or department whose enrollment is diminishing may need to examine the reasons and propose suitable responses. This may be considered an “early alert” for a program that might need to change its focus, increase its marketing and recruitment, or consider alternative scheduling or delivery modes, etc.
- h. Direct Cost per FTES – Clearly, not all programs cost the same amount to run. Offering a viable range of programs and courses demands that the College accept considerable variation in cost per student allocations from one program or department to another. There is no reason to assume either that an expensive program is “bad” or an inexpensive one is “good”. Almost certainly, the professional/technical departments as a whole will be more costly than those with transfer as their primary purpose. However, while program cost can not be the focus to the exclusion of either quality or access, it must not be ignored. We must be willing to examine allocations of resources to departments and be prudent, particularly where other departments may be short-changed as a result of an unwise imbalance in funding.
- i. Five year Trend in Cost per FTES – As figures become available over several years, looking at changes in FTES costs may provide an early warning that greater support is needed if that area is to remain viable.

2. *Screening of program data.* Annually, prior to the beginning of the Fall Orientation period, a “Program Check Screening Committee” will meet to evaluate the program check data for each program and department. This committee will consist of the Instructional Deans, plus eight Division Chairs or Department Heads, with at least one from each unit. In addition, the Vice Presidents of Student Affairs and Administrative Services will designate one person each from their units to take part. Based on their assessment of the program data, the Program Check Screening Committee will identify specific indicators as (a) satisfactory or (b) in need of improvement or further discussion and will recommend these findings to the Vice President of Instruction.
 - a. If all data points within a program or department are satisfactory, the data are simply shared with each department during fall orientation; this data can be used as the basis for the formal Program Review and Enhancement (PRE) project for the faculty connected to the courses, department or program as in item 6 below. (The PRE Policy remains in effect as approved by the Instructional Planning Team and faculty contract negotiations.)
 - b. If items are evident that need improvement or further discussion, a Program/Department Action Team is formed according to item 3 below. It is anticipated that the PRE project for faculty members associated with the course(s), department or program *should* definitely focus on one or more of the issues of concern raised by the initial program data.
3. *Program Action Team.* The program action team will consist of program/department faculty and the instructional dean or director at a minimum. Others *may* be included, depending on the nature of the item(s) flagged and as invited by the faculty and dean. Additional members could include students, advisory committee members, staff, or faculty outside the program/department depending on the nature of the issues that signaled a need for action. The chair of the program action team will be selected by the team members.
4. *Development of action plan.* Based on the evaluation of the program data, further data gathering if needed, and discussions with program faculty, the program action team will identify program challenges and generate an action plan to improve program outcomes. This action plan should consist of (a) specific and realistic interventions to improve program outcomes, (b) operationally defined outcomes linked to each of the specific interventions, (c) an explicit and feasible timeline for achieving the outcomes, and (d) clear identification of any resources necessary to accomplish the outcomes. Interventions should address significant challenges documented in the program check datasheets (e.g., low course success rates, low enrollment, few graduates, etc.).

Resource needs for longer range goals and outcomes should be developed as needed in the following budget cycle to reflect the connection to the activities and outcomes of the action plan. Budget requests realistically tied to a program’s action plan will receive high priority consideration for budget allocation at the program, unit and college-wide levels. In addition, faculty professional development requests directly linked to a program’s action plan will be given high priority for funding from any available faculty development funds.

5. *Follow-up evaluation.* The program action team will conduct a follow-up evaluation as specified in the timeline for each of the outcomes documented in the action plan. If the Program Action Team identifies that specified outcomes are achieved, the program check procedure is complete; if one or more of the specified outcomes are not achieved, the program action team will generate a new action plan to address those unmet outcomes and repeat the cycle.

If the Program Screening Committee or the Program Check Action Team cannot reach consensus in their deliberations, then IPT will adjudicate the dispute and make the final recommendations for action to the Vice President of Instruction.

6. *Links to Program Review and Enhancement (PRE) Policy.* This new policy was approved in the AHE contract and first implemented in the fall of 2006. Since a key component of this policy is that it should be driven by student success data, these projects are intended to focus faculty efforts on making documentable differences in the success of their students. Deans (or in some cases, directors) are responsible for reviewing with their faculty the key elements of this policy (timetables, suitable samples of projects, the need for follow-through, and mechanisms for sharing project outcomes) during the fall orientation period and on an ongoing basis as needed. The specific steps of the PRE Policy include the following faculty activities:
 - a. review program data or other student achievement data;
 - b. define annual project;
 - c. post the PRE project to the intranet by October 15 as per the Annual Reporting Outline (ARO);
 - d. implement the project or intervention(s) proposed throughout the quarter or year;
 - e. assess the impact of the project on student achievement or success;
 - f. post the project results on the intranet ARO at the end of the year.

This policy is in place on a continuing basis. The Instructional Deans are responsible for ensuring that the required activities are taking place in a timely and effective manner.

III. New Programming

The third part of the IP describes our process for identifying and developing new instructional offerings. Assuming the development of new programming is a key part of our growth, it needs to be systematically coordinated and intentional, with resources being strategically allocated to support such growth. It is particularly important that new programming initiatives be aligned with the production and implementation of the College operational plan for each year and that they be coincident with workforce demands. To ensure this, we need an internally produced “Environmental Scan,” updated annually, that projects state and local needs within the workforce. Such a scan, coordinated through Planning and Advancement, should consolidate information from state and local government agencies as well as local economic and workforce development councils. The scan should inform both immediate and long range planning efforts for new programs whether they are short term certificates or degree. It should be used to help refine a list of proposed programs to a realistic number for development within any given budget

cycle. We recommend that the Environmental Scan be completed and distributed by the end of Summer Quarter each year. The Scan should be presented and discussed throughout the campus, specifically including IPT, Executive Cabinet, leadership groups throughout the College, and the Board of Trustees. The Scan should also be provided to everyone on campus and posted to the Intranet.

The New Programming procedure consists of four phases: (a) pre-design, (b) needs and feasibility assessment, (c) design and approvals and (d) implementation. At each phase, new proposals are reviewed for continuing approval and for funding to support continued development. Various support functions should also be tied to the new program development process so that marketing, recruitment, admissions processes (if applicable), as well as any extra needs for staffing, library resources, equipment or facilities renovation all coalesce in time for a successful launch of the new offering.

1. *Pre-Design.* The Pre-Design phase is initiated with a new program idea that percolates from any area of campus. These ideas are usually first discussed locally (within departments or divisions) where an informal but important vetting and molding process occurs. An Environmental Scan or input from other outside sources (K-12, various business and industry or workforce councils, etc.) may result in obvious targets for a new program. Promising ideas, which may still be in an immature state, are submitted for Pre-Design approval.
 - a. An Innovation Team (including the Director of Instructional Programming and Innovation plus members of IPT, Planning and Advancement, and IC), will meet to provide guidance for the first phases of program development. The Pre-Design submission is a short, simple description of the new program idea. Not to exceed 200 words (1/2 page), the Pre-Design should answer a few basic questions: What is the concept? How does it benefit students? How does it benefit the community? How does it align with the Environmental Scan and current strategic planning elements of the College?
 - b. Pre-Design proposals can be submitted at any time throughout the year to the Innovation Team. The Innovation Team must review proposals in a timely manner with a goal of making quick decisions to move the proposal forward to phase two or three (or to reject or defer it) so that focused development can proceed quickly if warranted. New program proposals should be considered once a quarter and those most promising should be forwarded immediately.
2. *Needs and Feasibility Assessment.* The usual next phase of the New Program Development process is a needs and feasibility assessment. This assessment will address more detailed information regarding job demand, transfer, wages, career pathways, competing programs, College resource needs, funding availability, and preliminary suggestions for development experts if possible. The New Program Development Worksheet will conform in format and information required to the Program Need section of the State Board for Community and Technical Colleges (SBCTC) Professional-Technical Program Approval Request form. The Innovation Team will consider the proposal and provide its recommendation to IPT for possible further action.

3. *Design and Approval.* A program design person (or team) will be identified internally or externally to lead the program's Planning Committee including members of the external community (e.g., industry representatives) and members of the campus community including Instruction, Student Affairs, and Marketing. The Program Design should address the Program Description section of the SBCTC Professional-Technical Program Approval Request form and Questions 14-22 of the current Clark College New Program Development Worksheet (<http://intranet.clark.edu/forms/instruction/ProgramDevelopmentForm1.doc>). The Design should also describe short-term and ongoing sources of funding for the new program in more refined detail than presented in phase two. Approvals of the proposed design should include (in sequential order) the Program Advisory Committee, the Instructional Planning Team, Executive Cabinet, the Board of Trustees, and the State Board.
4. *Program Implementation.* Early in the implementation phase, courses must be developed to the satisfaction of Curriculum Committee. The Program Design Planning Committee, especially personnel from Student Affairs (Recruiting and Admissions as required), Marketing, and Administrative Services must contribute their expertise to ensure that students will be informed of the program in time to apply for admission (if necessary), that the program is developed to afford students maximum and efficient access to financial aid, and that classes will be housed in appropriate facilities. The Program Designer, Division Chair, and Unit Dean must communicate and coordinate with all these entities as early as information is available relevant to these issues.

IV. Plan for Implementation

While the Instructional Plan is a new document, a number of its elements have been operational for some time. For example, the last cycle of new enrollments projections for the current budget year specifically identified departments and programs experiencing unfilled capacity, programs needing greater capacity to meet demand, and a number of specific new programs now under consideration for development. Instruction has worked with the Director of Marketing and Associate Directors of Recruitment to target programs that could benefit from more specific marketing efforts and potential students who would most likely be attracted to specific programs. We have had the Program Review and Enhancement policy in place for over a year and have already been assessing the degree to which that policy has been successfully implemented. Similarly, we have had program review data available for a number of years and have been using it to focus efforts within instruction to redirect or reinvigorate programs where room for such improvement has been identified. Planning and Advancement is already acquiring the annual Economic Modeling Specialists Inc. (EMSI) scans which will serve as the Environmental Scan with only minor elaborations from local labor and workforce groups.

Many of the steps or pieces of the IP are intended to be implemented at least annually. However, a new academic year is already underway, and the next annual cycle of strategic and operational planning will begin shortly. Although the typical cycle would begin in summer, we will be continuing to incorporate as many of the IP elements as possible as we move through academic year 2007-08. The Instructional Planning Team has already examined a first draft of the data to

be used in Part II of the plan, and we are in the process of adjusting to identified gaps or other anomalies of these tables. Refinements to this data will be an ongoing part of the plan's implementation.

As of next summer, we will begin the full year's cycle of IP activities as they should ideally be scheduled in coordination with the budget and goal development process. A timeline of the Part I and Part II activities slated to take place annually is illustrated on the next page. Although it is desirable to add the timeframes for new program development activities outlined in Part III, it would be misleading to do so. That process varies both in terms of when in a given year a particular program might receive initial consideration and how long various steps in the development process can take. As a result, a second timeline indicating the sequence and a realistic time allotment is offered on page 19 as an illustration. This time sequence could be superimposed on a calendar year starting from virtually any date. While some time components of that process are strictly defined, most are quite flexible and will be dependent on program complexity, availability of curriculum expertise, specialized equipment needs, separate admission processes, accreditation requirements, etc.

APPENDIX 2.2

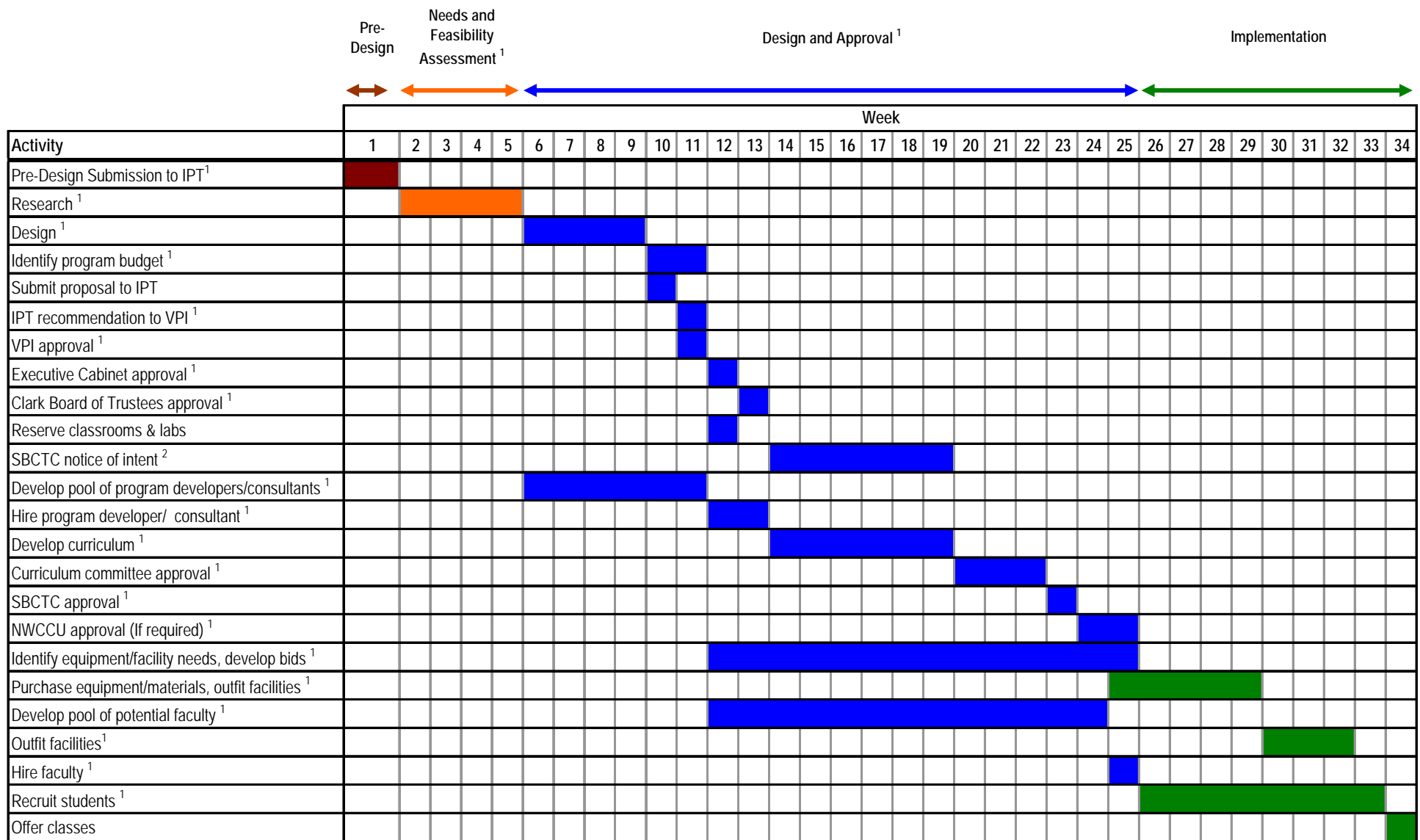
Instructional Plan Timeline

Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Part I - Enrollment Growth Projections and Targets												
Unfilled Capacity												
Deans examine class fill rates as of 10 th day (2nd week of October)												
Deans discuss w/faculty possible growth areas & resources necessary to achieve growth												
Explore creation or revisions of pathways within CTE programs												
IC determines realistic growth estimate for the following academic year												
Identify where current capacities are insufficient for need												
Deans examine waitlists, 10 th day enrollment, previous year's fill rates												
Deans examine internal environmental scan for sections/programs not meeting student/employer demands												
Faculty and Deans consult to identify needed resources for inclusion in budget requests												
Identify marketing needs where employers' needs are not being met by student demands												
IC considers where growth should be "located," i.e., campus/modality most suitable for course/program growth												
IC considers pool of possible targets & determines realistic estimate of growth for the following academic year												
Part II - Annual Program Check												
Assemble Program Check Data Sheet (OOI and Planning & Advancement)												
Program Check Screening Committee screens data during fall orientation period												
Committee refers results to departments/deans for PRE process												
Committee refers results to departments/deans for creation of Program Action Plan												
Dean and faculty create Program Action Plans as needed (or PRE is submitted)												
Dean and faculty incorporate resources needs into budget submissions												
Evaluation of result of Program Action Plan (timing is based on individual plan or ARO submission in June)												
Part III - New Programming (see following page)												

[illegible]

APPENDIX 2.2

Sample Program Development Timeline



1. The actual time required for this step will depend on factors such as: complexity of the program, ability to hire program developer or faculty, required resources and facilities, etc.

2. Assuming no objections from other WA CTCs

Summary

The Instructional Plan will now comprehensively guide our activities in defining the courses and programs we will offer our students. We will be examining each fall our potential for growing our enrollment within established courses and programs and through expansion of existing and new offerings. All departments will be taking part in an examination of data intended to capture trends or signals that adjustments are needed so that we may better serve students as they seek to reach their goals. At the same time, the College will have the opportunity to direct its resources to strategically enhance our offerings so that more students can benefit from the array of learning opportunities we provide. Finally, when ideas for new programs or new courses emerge, we will have a systematic procedure for evaluating those ideas and for providing the formal support needed as new options move from rough ideas to successful students.

This formal IP now represents the process through which we will make our previous efforts more systematic and consolidated, more deliberately focused, and more routinely effective in helping the College facilitate the success of all our students. As has been the case throughout the development of the IP, feedback from those involved and examination of the success with which the IP works will continue to be an ongoing component of the process. Implementing this plan will allow us to respond so that we serve our students and our community as successfully as we possibly can.

Section 3: Population and Enrollments

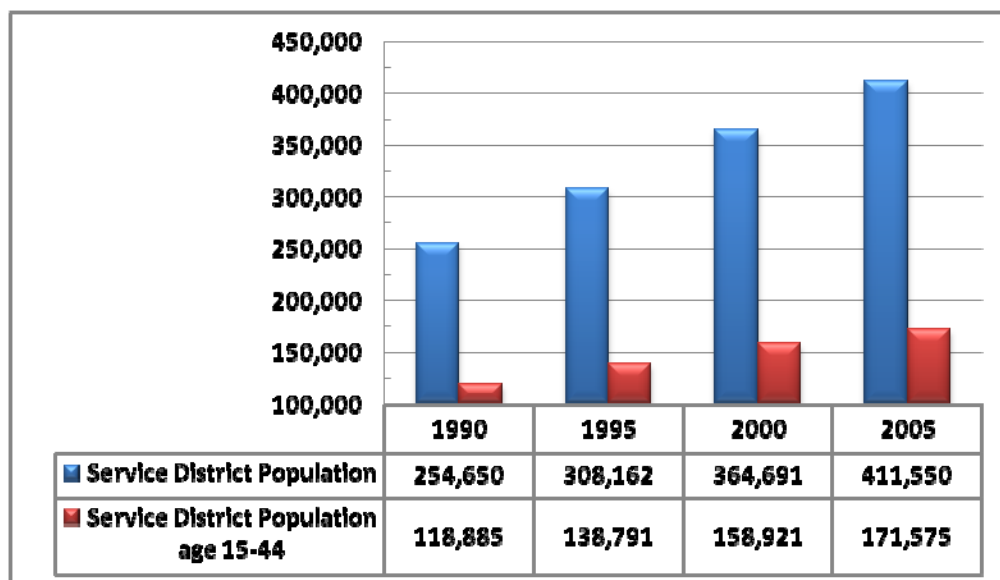
CLARK COLLEGE DISTRICT POPULATION

POPULATION HISTORY

Clark College District 14 serves the people and communities of Clark County, Skamania County, and the western portion of Klickitat County. During the past fifteen years, the population in Clark's service district has experienced an extraordinary rate of growth, expanding from 254,650 in 1990 to 411,550 in 2005 - an increase of 62 percent. During this 15 year period, the population in Clark County alone increased 65 percent from 238,053 to 391,500. Since the beginning of the 21st century, Clark County has continued to post the highest or second highest growth rate of all counties in the State of Washington.

Figure 1 graphically illustrates growth in population in the Clark College service district from 1990 to 2005. It depicts not only growth in total population but also growth in the 15 to 44 year old age group that historically has been used by the State Board for Community and Technical Colleges and the Office of Financial Management in determining the level of service delivered by each college in its service district.

Figure 1. Service District Population: 1990-2005



Source: OFM Forecast Division. April 1 data

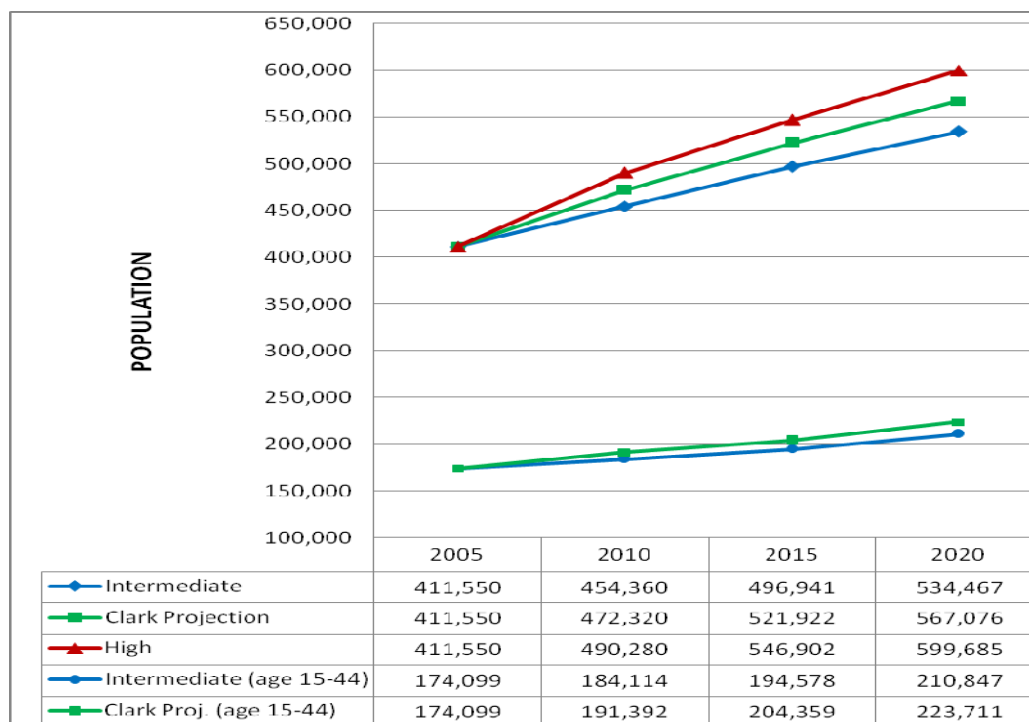
Rapid population growth in Clark County is expected to continue for several decades. Pressure from the Portland metropolitan area is increasing as growth opportunities decline in Portland as a result of higher taxes, stricter land use regulations, and increasing traffic congestion. In contrast, Clark County has fewer restrictions on growth, a more favorable tax system, and, less traffic congestion.

POPULATION PROJECTIONS

The State of Washington Office of Financial Management provides population projections based on three projected growth categories: low, intermediate and high. The formulae used to develop the projections are based on historical population change and specific factors that may contribute to more or less growth in each county.

Historically, the growth rates in Clark College’s service district have fallen between the intermediate and high OFM projections. Figure 2 depicts OFM growth projections for the general population in Clark’s service district in the intermediate and high growth categories. A third category labeled “Clark Projection” has been plotted midway between the OFM categories to better represent anticipated growth based on historical growth rates. Figure 2 also shows the OFM projection for the 15-44 age group (intermediate category only), and another “Clark Projection” plot using adjusted intermediate data to better model projected growth in the 15-44 age bracket based on past growth rates in the College’s service district. These adjustments are discussed further in Section 4.

Figure 2. Service District Growth Projections: 2005-2020

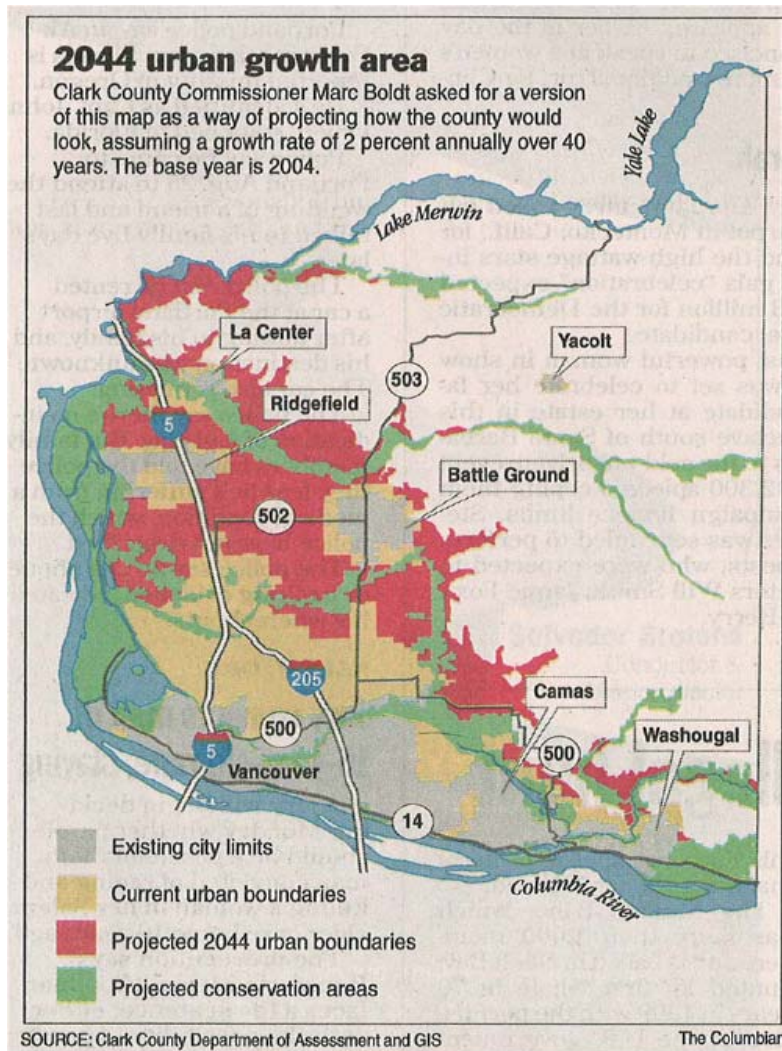


Sources: Intermediate and High Projections – OFM Washington State County Growth Management Population Projections (2002); OFM Forecast of the State Population by Age and Sex 1990 to 2030 (2002).

Based on the adjusted intermediate projections, the overall Clark College service district is expected to increase in population by 38 percent between 2005 and 2020 to a total of 567,076. Local data mirrors this trend as well. As part of the Growth Management Act, the Regional Transportation Council has projected population growth for Clark County even further into the

future. The Council is developing its plan based on the population in Clark County exceeding 1,000,000 residents by 2044. A map of the projected increase in population and distribution is shown in Figure 3.

Figure 3. 2044 Urban Growth Area Map



SERVICE DISTRICT POPULATION HISTORY AND PROJECTIONS

Figure 4 summarizes service district population, including actual and projected populations, at the intermediate level for each of the counties in our three-county service district from 1990 to 2020.

Figure 4. Population History and Intermediate Projections: 1990-2020

County	Actual [†] Est.				Projected Projected		
	1990	1995	2000	2005	2010	2015	2020
Clark	238,053	291,000	345,238	391,500	432,479	473,674	509,876
Skamania	8,289	9,550	9,872	10,300	10,813	11,731	12,344
Klickitat*	8,308	9,050	9,581	9,750	11,068	11,536	12,247
Dist. 14 Total	254,650	309,600	364,691	411,550	454,360	496,941	534,467

**50% of Klickitat reported.*

† 1995 and 2005 data are estimates

Source: History: US Census Projections: OFM Projections of the Total Resident Population for Growth Management (2002)

CLARK COLLEGE ENROLLMENTS

Enrollments at Clark College have steadily grown over the 15 years from 1990 to 2005, although not as rapidly as the 62 percent rate of growth in the district population. Total headcount enrollment increased from 15,149 in 1990-91 to 19,100 in 2005-06, an increase of 26 percent. Using the state calculations, college annualized FTES enrollments increased by 47 percent from 1990 to 2005, growing from 5,187 to 7,640. The state computes annualized FTES by totaling the number of full-time equivalent students enrolled in all four quarters, including summer quarter, and dividing the total by three, in order to account for the historically lower enrollments during summer quarter.

Historical enrollment figures can also be broken out into two categories when discussing funding and budgets: (1) “state” supported students, and (2) “contract” supported students. State supported students are those enrolled in classes funded by state dollars, and include worker retraining students and apprentices. Contract-supported students are students funded by contracts with other entities, including high school students enrolled in the Running Start program, international students, students served through the Department of Corrections, and students served by other workforce contracts with businesses and agencies.

Figures 5 and 6 provide enrollment data from 1990-91 to 2005-06 broken out by headcount and annualized FTES for both state supported students and contract supported students.

Figure 5. Clark College Annual Headcount: 1990-91 to 2005-06

Annual Headcount	1990-91	1995-06	2000-01	2005-06
State	12,633	14,860	15,803	15,944
Contract	2,516	1,090	2,267	3,156
Total	15,149	15,950	18,070	19,100

Source: SBCTC Academic Year Reports

Figure 6. Clark College Annualized FTES: 1990-91 to 2005-06

Annualized FTES:	1990-91	1995-06	2000-01	2005-06
State	4,710	5,312	5,931	6,837
Contract	477	383	602	803
Total	5,187	5,695	6,533	7,640

Source: SBCTC Academic Year Reports

STATE-FUNDING AND FTES

STATE-FUNDED FTES VS. ACTUAL ENROLLMENTS

Each biennium, the state Legislature provides funding to the State Board for Community and Technical Colleges, which, in turn, allocates new enrollment slots to colleges in the community and technical college system. If more students enroll than the legislature funds, the excess enrollments are underfunded by the difference between the allocation for a fully funded FTE and the tuition dollars collected from “excess” FTES. In 1990, the College received state funding for 4,631 FTE students but served 4,710 students. In 2005 the College received state funding for 6,371 FTE students and served 6,837, producing an excess of 466 FTES. Although the district grew by 156,900 over that 15 year time period, state-funded FTE enrollments grew by only 1,740. State-funded enrollment slots lagged actual enrollments by 7 percent in that period. Figure 7 shows the difference in FTES served by the college and FTES funded by the state in 1990 and 2005.

Figure 7. State-Funded FTES vs. Actual FTES Enrolled 1990 and 2005

Year	Service Dist. Population	State-funded FTES	Actual FTES Served	Excess Served
1990	254,650	4,631	4,710	79
2005	411,550	6,371	6,837	466

Section 4: Enrollment Growth and Facilities Needs

LEVEL OF SERVICE

“Level of Service” is one way to describe the relative amount of educational service delivered by a community college to residents in its service district. The SBCTC defines level of service as the ratio of state-funded annualized FTE enrollment slots to the district population in the 15-44 age group. The level of service is calculated using the following formula:

$$\text{Level of Service} = \frac{\text{State funded annualized FTES slots}}{\text{Service district population aged 15-44}}$$

Historically, Clark College’s service level has ranked either the lowest or second lowest in the state system of 34 community and technical colleges. In Fiscal Year (FY) 2006, our service level was 3.9 percent. In contrast, the system average was 4.5 percent. This is a slight improvement over FY 2004 data where the College’s service level was 3.7%, compared to the system average of 4.6%. (*Source: SBCTC GSF Budgeted*)

The level of service measure is helpful in establishing service targets and related facilities needs for a growing population. The following analysis serves to predict the facilities needed to serve the increasing District 14 population in the decades ahead. The “Keep-up” model seeks to maintain the current 3.9 percent level of service, whereas the “Catch-up” model seeks to close the gap between Clark College’s 2006 level of service and the state average by 50 percent.

LEVEL OF SERVICE OPTION A - “KEEP-UP” MODEL

(Maintain the 2006 Level of Service at 3.9%)

The population figures use in this growth analysis are OFM projections for Clark, Skamania and 50 percent of Klickitat County. Future growth in Clark’s service district is expected to continue at or near historical rates for the next several decades. Based on this assumption, the future growth rate for the general population will fall between the OFM intermediate and high level projections. Therefore, a new projection was calculated midway between the intermediate and high levels. This projection is labeled “Clark Projection” and is plotted on Figure 2. Since population growth in the 15-44 age bracket is only supplied by the OFM for the intermediate level projections, the data was scaled to provide a more realistic projection in the 15-44 age group for Clark’s service district. The scaling factor was determined by calculating the percent change between the Intermediate and “Clark Projection” for each of the years 2010, 2015, and 2020 and applying that scaling factor to the corresponding projections in the 15-44 age group data. The resulting growth in FTES is shown in Figure 8.

Figure 8. Enrollment Growth Requirements (“Keep-up” Model)

Service Dist. Population	Current	Projected		
	2005	2010	2015	2020
“Clark Projection” (age 15-44)	174,099	191,392	204,359	223,711
State-funded FTES required	6,371	7,464	7,970	8,725
FTES growth required in 5 year period		1,093	506	755
Cumulative FTES growth requirement		1,093	1,599	2,354

Based on the data shown in Figure 8, the College would need an additional 157 FTES allocations each year (2,354 total FTES growth over 15 years) to maintain its current level of service of 3.9 percent.

PROJECTED FACILITIES REQUIREMENTS FOR OPTION A – “KEEP-UP” MODEL

Using a State Board average of 110 gross square feet (gsf) per state-funded FTE, the College would need to acquire 258,940 sq. ft. of new facilities to serve an additional 2,354 FTES in the year 2020.

Two College buildings are currently in the capital budget pipeline: Clark College at Columbia Tech Center, a 70,000 sq. ft. facility with occupancy in 2009; and the Allied Health and Technology 2007 growth project of 70,000 sq. ft. with occupancy scheduled in 2013. The sum of these two buildings total 140,000 sq. ft., leaving a facilities deficit of approximately 118,940 sq. ft. that would need to be planned and constructed prior to 2020. The 118,940 sq. ft. is roughly equivalent to 1.7 new buildings.

LEVEL OF SERVICE OPTION B - “CATCH-UP” MODEL

(Make up 50% of the difference in the 2006 service level between Clark College at 3.9% and the state average of 4.5%)

Figure 9. Enrollment Growth Requirements (“Catch-up” Model)

Service Dist. Population	Current	Projected		
	2005	2010	2015	2020
“Clark Projection” (age 15-44)	174,099	191,392	204,359	223,711
State-funded FTES required	6,371	8,038	8,583	9396
FTES growth required in 5 year period		1,667	545	813
Cumulative FTES growth requirement		1,667	2,212	3,025

Based on the data shown in Figure 9, the College would need an additional 202 FTES allocations added each year (3,025 total FTES growth over 15 years) to meet the 4.2 percent “Catch-up” level of service.

PROJECTED FACILITIES REQUIREMENTS FOR OPTION B - “KEEP-UP” MODEL

Assuming 110 gross square feet per state-funded FTE, the College would need to acquire 332,750 sq. ft. of new facilities to serve an additional 3025 FTES in 2020. With the 140,000 sq. ft. of facilities currently in the capital budget pipeline as described in Option A above, there would be the need to develop an additional 192,750 sq. ft. of new facilities prior to 2020. The 192,750 sq. ft. of new facilities is roughly equivalent to 2.8 buildings of 70,000 sq. ft. each.

Note: as this Facilities Master Plan was in the final review process, OFM released its 2007 update to the population projections. For the year 2020, the revised intermediate projection for Clark County is 513,010, or an additional 3,134 people. Since the change is relatively small, the plan was completed using the data from the 2002 projections.

Section 5: Educational Trends and Implications

Many of the issues identified in the 2001 Facilities Master Plan are relevant today. The trends identified six years ago predicted that students will enter the College from learner-centered environments and that they will:

- Have worked in groups and teams
- Have learned through active learning processes
- Know how to apply content to new problems and new situations
- Understand and use systems thinking
- Be technically literate
- Know how to manage information
- Be lifelong learners

Building on these trends and incorporating findings from the Final Environmental Scanning Summary Trend Document (FESST) produced by the State Board for Community and Technical Colleges (SBCTC), five broad themes emerged during the facilities master planning process:

- Classroom Ecology
- Integrating Technology into the Fabric of the College
- Building a College Community
- Building Partnerships Within and Without
- Educational Program Development

CLASSROOM ECOLOGY

The student population at Clark College is comprised of three distinct generations (Baby Boomer, Gen X and Gen Y) whose approaches to education, communication and technology vary significantly. These differences pose unique challenges as the institution works towards its goal of becoming a learning centered college. But facilities design standards that emphasize flexible use of space can help to resolve the sometimes conflicting requirements associated with this complex pedagogical convergence.

Trends in classroom instruction signal a move toward more collaborative learning, active learning, service learning, and increased small group communication. The conventional layout for classrooms using tablet arm chairs or long tables with chairs, work in a lecture environment but are not well suited to alternative instructional methods. The fixed placement of multimedia teaching stations within classrooms also serves to reinforce this static model of instructional delivery. Therefore, room layout, furnishings and instructional technologies need to accommodate this shift in instructional methodology.

The size and shape of classrooms must also be reexamined in light of these educational trends. The ability to easily reconfigure classroom orientation and furniture layout to satisfy the requirements of different instructional methodologies will require additional space compared to a traditional lecture serving the same number of students.

Changes in pedagogy have implications for non-lecture learning spaces as well. Science labs and computer labs may require alternative layouts, furniture and technical infrastructure that better facilitates collaborative learning.

Additionally, informal study spaces, or social instructional spaces, are increasingly recognized as powerful learning environments that augment more traditional classroom activities. The popularity of informal study spaces at Clark College at WSUV and in the Cannell Library on Clark's main campus reinforces this conclusion. Informal spaces not only promote interaction among students, but provide more opportunities for student-teacher interaction, especially for adjunct faculty members who often lack dedicated office space. The incorporation of informal study space should be a priority in all future capital projects. Fortunately, the importance of informal study spaces has been recognized by the SBCTC staff and is now treated more favorably in the capital project scoring criteria.

INTEGRATING TECHNOLOGY INTO THE FABRIC OF THE COLLEGE

The FESST document strongly asserts the importance of technology in the college environment: "Technology is the impetus for on-going institutional change with respect to the delivery of educational services, driven by the respective needs of students, business, industry, and the community."

Technology is now a driving force in the 21st century classroom. Students and instructors expect "smart" classroom technology, where digital projectors, computers, interactive white boards, digital presenters and built-in sound systems provide users access to a wide variety of media in one integrated system. Therefore, new facilities and building renovations at Clark must incorporate the necessary infrastructure to support smart classroom technology, not only to promote learning, but to attract and retain students in an increasing competitive environment.

The rapid growth of online learning (eLearning) at Clark has important implications for facilities planning. While "pure" eLearning courses may eliminate the need for classroom space, hybrid and blended courses require classrooms for face-to-face interaction between students and teachers. The Blackboard CMS, the College's primary eLearning technology tool, is used in about 70 percent of all Clark College classes, but only 23 percent of the College's course offerings are conducted entirely online. eLearning technology can reduce the need for traditional classroom space and provide opportunities for more efficient use of existing classrooms, but other eLearning facilities requirements are emerging including space for faculty training and resources, office and work space for support staff, rooms for proctoring certain types of testing, and science laboratories where hands-on lab activities are either required or desirable.

Technology is transforming Clark's library as well. Traditional collections of print materials, particularly periodicals, are rapidly giving way to online resources. Online library collections

including e-books and full text databases are essential resources needed to support students enrolled in the College's eLearning program and for those attending satellite facilities where print collections are limited. While the space required to house print collections may diminish as investments are shifted to online resources, additional space will be needed for library support services and computer access terminals.

A robust and scalable network infrastructure with adequate bandwidth to support eLearning activities, access to online library resources, and other instructional and administrative uses is an essential consideration in facilities planning efforts. Wireless network access is widely available in Clark College facilities and is being used extensively by students. The availability of wireless access in classrooms will have a significant impact on teaching and learning. Coupled with more flexible and collaborative room layouts, wireless technology can contribute to a rich classroom experience by enabling real-time research and rapid information retrieval of information. The importance of informal learning spaces also reinforces the need for pervasive wireless access.

As the baby boomer generation moves towards retirement age, the nation is facing an acute shortage of professionals in the science, technology, engineering and math (STEM) disciplines. In order for Washington State and the nation to remain competitive in an increasing global marketplace, leaders in government, industry and higher education have recognized the urgent need to interest new students in professional -technical careers. This conclusion is echoed in the FESST: "There is an increasing gap between the demand for math, science and engineering employees and the ability of Washington State's educational system to produce math, science and engineering graduates."

In response to this need, new funding is being earmarked by the State to develop innovative programs to encourage students to pursue careers in STEM disciplines. Facilities planners must be mindful of this emergent need and take steps to ensure that there are adequate specialized facilities to meet the demand for STEM programs in the years ahead.

Additionally, the arts are rapidly incorporating technology into the curriculum. As the faculty in the arts apply technology in areas such as digital music, graphic design, time-based art, interactive art, and other art forms, facilities planners must recognize that in order to be successful, art-based technologies must be able to integrate with "traditional" art spaces. This creates new challenges and opportunities in the design of instructional spaces.

APPENDIX 2.2

Program Action Team (PAT) Report Format

	Action	Target Dates	Completion Dates
1	Program Check Team recommendations to VPI	Week 1, Fall Q	
2	Notification of PAT requirement by VPI to Dean	Week 2, Fall Q	
3	PAT established; plan developed & shared with VPI	Week 10, Fall Q	
4	Interim report of PAT Progress submitted to IC	Week 10, Win Q	
5	Final report of PAT Activities submitted to VPI	Week 10, Sp Q	
6	Updated data prepared for consideration by Program Check Committee	End of August	

1. A PAT has been established for the following program/department:
2. The specific data of concern that led to this decision include the following (check all that apply):
 - a. ☐ FTES Trend
 - b. ☐ S/F ratio
 - c. ☐ Fill rate
 - d. ☐ Student success rate
 - e. ☐ Placement rate
 - f. ☐ Cost per FTES
3. Members of the PAT include (list all):
4. Summarize the particular interventions planned to improve the program data points in Item 2 above in the following table. Attachments are welcome to further elaborate the plans.

[illegible]

APPENDIX 2.3

Program Action Team (PAT) Report Format

	Action	Target Dates	Completion Dates
1	Program Check Team recommendations to VPI	Week 1, Fall Q	September 24, 2008
2	Notification of PAT requirement by VPI to Dean	Week 2, Fall Q	Oct 22, 2008
3	PAT established; plan developed & shared with VPI	Week 10, Fall Q	Oct 24, 2008
4	Interim report of PAT Progress submitted to IC	Week 10, Win Q	March , 2009
5	Final report of PAT Activities submitted to VPI	Week 10, Sp Q	June 16, 2009
6	Updated data prepared for consideration by Program Check Committee	End of August	TBD

1. A PAT has been established for the following program/department: AG HORT/STEM
2. The specific data of concern that led to this decision include the following (check all that apply):
 - a. ☒ FTES Trend
 - b. ☐ S/F ratio
 - c. ☒ Fill rate
 - d. ☐ Student success rate
 - e. ☐ Placement rate
 - f. ☐ Cost per FTES
3. Members of the PAT include (list all): Herb Orange, Mark Bolke, Kathleen Murphy, Sylvia Thornburg
4. Summarize the particular interventions planned to improve the program data points in Item 2 above in the following table. Attachments are welcome to further elaborate the plans.

Data Type (a-f)	Outcome Sought	Strategic Intervention(s)	Date of Completion	Identification of Needed Resources
a	CTE plan	Vocational Education/ CTE 5 year plan includes interventions; see CTE plan completed Feb 09.	Feb 09.	online at Voc Ed/CTE site
a, c	PAT MEETINGS	Minutes of meetings and notes can be provided: Sept 08 (IPT), Oct, 08 (PAT), December 8, 08 (Advisory); Feb 10, 09 (PAT); Mar 6, 09 (PAT); April 15, 09 (Advisory); May 14,09(PAT); June 11, 2009 (PAT/HR)	December-May 09	
a-c	PAT final	All documented at various meetings throughout academic		

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		year, see above. Deadline for submission of PAT projects was June 15, 2009.	NOT Completed	

Item	Description	Progress to date	Completion due date	Responsible
Program Action Team (PAT)	PAT initiated 9/08 by VPI. Required elements outlined in fall 08, discussed at Advisory meetings; and reviewed during regular PAT team meetings during 08-09 academic year.	Required elements NOT completed, see items 1-4 below	June 15, 2009	Herb Orange
1. AG Hort ENROLLMENTS	Enrollment data from 05 to 09. Numbers of graduates each year from 05-09 in AG HORT who have jobs and where.	Completed NOT Completed	June 15, 2009	Herb Orange
2. AG HORT SCIENCE COURSE	Developing Ag Soils Science course. Course needs to be submitted as a completed project which includes: lecture outlines/notes, detailed syllabus, tests, quizzes, exams, relevant homework assignments, list of sites and lab assignments. This completed course needs to get on the IPT spring agenda.	NOT completed	June 15, 2009	Herb Orange was chartered to develop the complete lecture/lab course. The <i>completed</i> course and labs would then be reviewed by Mark Bolke to see if it met Science rigors. (Completed course was not submitted to Mark)
3. AG HORT Industry/ Employer SURVEY	Ag Hort Online Survey: to be developed with Office of Planning by Herb. The survey will	NOT completed	June 15, 2009	Herb Orange

APPENDIX 2.3

AG HORT

PAT

08-09

	be sent out to the Advisory committee members who will send the links to those in various Landscape and Horticulture groups such as WALP. Results will be collated and available by spring 09.			
4. Post Tenure	Post Tenure Evaluation Process Self evaluation completed, Supervisor evaluation completed, Peer evaluation missing	<i>Not completed/submitted by the due date</i>	June 15, 2009	Herb Orange submits to KM

Compiled by KM
6/18/09

APPENDIX 2.3

Program Action Team (PAT) Report Format

	Action	Target Dates	Completion Dates
1	Program Check Team recommendations to VPI	Week 1, Fall Q	Week 1 Fall Q
2	Notification of PAT requirement by VPI to Dean	Week 2, Fall Q	Week 2 Fall Q
3	PAT established; plan developed & shared with VPI	Week 10, Fall Q	Week 8 Fall Q
4	Interim report of PAT Progress submitted to IC	Week 10, Win Q	Winter Q
5	Final report of PAT Activities submitted to VPI	Week 10, Sp Q	Interim Report, Wk 2, Summer Q; work will continue in Fall
6	Updated data prepared for consideration by Program Check Committee	End of August	TBD

1. A PAT has been established for the following program/department: English as a Non-native Language
2. The specific data of concern that led to this decision include the following (check all that apply):
 - a. ☐ FTES Trend
 - b. ☐ S/F ratio
 - c. ☒ Fill rate
 - d. ☐ Student success rate
 - e. ☐ Placement rate
 - f. ☐ Cost per FTES
3. Members of the PAT include (list all): Sandra Woodward, Jim Wilkins-Luton, Pat Fulbright, Sara Gallow, Priscila Martins-Read, Ray Korpi, Susan Taylor, Chanda Kroll, Karen Matz, Todd Nashiwa (as of Fall 09)
4. Summarize the particular interventions planned to improve the program data points in Item 2 above in the following table. Attachments are welcome to further elaborate the plans.

Data Type (a-f)	Outcome Sought	Strategic Intervention(s)	Date of Completion	Identification of Needed Resources
c	Decide on appropriate levels to offer given Clark resources; review impact of addition of Levels 1 and 2	Levels 1 and 2 will be eliminated during the 2009-10 school year as these levels have not had high fill rates nor can the College provide the total support necessary for low-level F-1 students. The PT adopted a recommendation for changing the Admissions standards as soon as possible,	Published admissions standards for 2009-10 will need to be	Resources to change the materials and web site for international students.

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		with hard implementation in Fall 2010. The standards would go back to historic levels for international students with the Inter Education office working with local English language providers to help those who fall below our levels.	honored as best as we can. The admissions standards will become firm Fall 2010. Levels 1 and 2 will only be offered in fall 2009; low-level students will take special projects courses in Winter and Spring attached to Level 3	
c	Review intent of program given current student trends, recruitment, and need in community	Create new four-level program with better tie-in to the current English and reading offerings. Develop oral communications classes for second-language students that assist students as well as provide classes to assist in the needs of the College (internship issues, e.g.).	Draft copies of what has been completed are being sent in with this report.	Work will need to continue on this project in 2009-10. As Dean, I am designating this PAT as an essential program review function.
c	Develop crosswalks for ESL students	Need to identify the levels of ESL that crosswalk with these programs and start to work with ESL department to make better efforts to provide meaningful transition opportunities for students.	Fall 2010	Continuation of Team, including ESL input.

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6/15/09 by Pat Fulbright

Revised SLO's for New ENL Level C & D

Upper Advanced Grammar Development, Level C—3 credits

This class will parallel English 098 and offer substantial additional support for students in grammar, vocabulary, and documentation.

- Write complete sentences consistently with few fragments and run-ons.
- Accurately use a full array of verb tenses and constructions while maintaining a consistent point of view and appropriate tense logic.
- Write complex sentences capturing details in a variety of subordinate phrases and clauses (including verbal phrases, adjectival, adverbial and noun clauses).
- Demonstrate clear improvement in editing individual problems of grammar and syntax in one's written assignments.
- Choose language that is accurate, free from slang, and appropriate to the topic.
- Use quotations with appropriate signal phrases and in-text citations (MLA Style).
- Write informative summaries of assigned readings, capturing key information and emphasizing key ideas and logic.
- Write summaries free of plagiarized language.
- Write accurate paraphrases of assigned short readings, avoiding unintended plagiarism.
-

College Grammar Support, Level D—2 credits

Students will be enrolled in English 101. This class will parallel English 101 and provide support for those students needing improved skills in word choice, grammar, punctuation, mechanics, and syntax.

- Demonstrate skills to edit and proofread one's sentences to repair problems in word choice, syntax, grammar, and punctuation, so that no multiple or chronic errors occur.
- Demonstrate editing skills in recognizing and eliminating ESL trouble spots as described in Rules for Writers, sections 28-30: verb form and tense, articles and other noun markers, complex sentence structures, verbal phrases, and idioms.
- Develop increased skills in writing complex sentences to capture key information in main clauses and details in appropriately subordinated phrases and clauses.
- Develop increased skills in writing accurate paraphrases and summaries of college-level readings while avoiding unintended plagiarism.
- Develop increased skills in making inferences, describing hypothetical situations, and articulating unstated assumptions.
- Develop increased skills in recognizing and discussing strengths and weaknesses of arguments and ideas presented in college-level readings.

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Level A: Intermediate Oral Communication

Rationale: Students at this level need a great deal of listening/speaking practice both inside and outside of class to gain confidence and improve their skills.

Students will meet the following student learning outcomes:

1. Plan an in-class PowerPoint-assisted oral presentation.
2. Present an in-class PowerPoint-assisted oral presentation.
3. Speaking using grammar that is understood without difficulty by instructor and classmates.
4. Speaking using pronunciation that is understood without difficulty by instructor and classmates.
5. Assess own and classmates' oral presentations.
6. Comprehend lectures on familiar topics presented in class by native speakers.
7. Take useful notes on lectures on familiar topics presented in class by native speakers.

Level B: Advanced Oral Communication

Rationale: Students at this level need to focus on the communication acceptable in U.S. classrooms.

Students will meet the following student learning outcomes:

1. Speak using grammar that is understood without difficulty by native speakers.
2. Speak using pronunciation that is understood without difficulty by native speakers.
3. Comprehend lectures on unfamiliar topics given by native speakers.
4. Participate in classroom activities appropriate for U.S. college classrooms.
5. Deliver oral summaries of short oral presentations and discussions.
6. Research and synthesize information from various sources for an oral presentation.
7. Deliver oral presentations based on researched, synthesized information.
8. Organize and present short academic speeches on argumentative topics.

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Professional & Workplace Communication

Rationale: Students need to refine their communication skills (pronunciation, body language, eye contact, assertiveness skills, etc.) for success in the workplace.

Students will meet the following student learning outcomes:

1. Speak using grammar that is understood without difficulty in the workplace setting.
2. Speak using pronunciation that is understood without difficulty in the workplace setting.
3. Comprehend typical communications from coworkers and the public in the workplace setting.
4. Assess communication strategies appropriate for the workplace setting.
5. Demonstrate appropriate work-place communication strategies in role-plays.
6. Improve pronunciation skills in the workplace setting.
7. Improve communication skills in the job interviewing setting.

Pronunciation/Accent Correction: Independent Study-- 2 credits???

Rationale: Students with serious pronunciation issues, especially with minimal pairs and dropping the final sounds on words, are going to need focused, individualized work on their specific problems.

Students will meet the following student learning outcomes:

1. Demonstrate improved pronunciation skills to be understood by native speakers in the classroom or workplace.
2. Demonstrate improved grammar to be understood by native speakers in the classroom or workplace.

Academic Preparation Program

for English Language Learners at Clark College

1. Level A:

(1) **Intermediate Oral Communication** with an emphasis on conversational and academic English. The class will include conversational partners-style activities—4 credits

(2) **Intermediate Written Communication & Applied Grammar**—4 credits

(3) **Basic Reading 081**—4 credits. (This class exists now and parallels 082 for native speakers.)

IELTS, 3-3.5

TOEFL iBT, 32-39

TOEFL Computer, 97-117

TOEFL paper, 400-430

2. Level B:

(1) **Academic Reading 083**—4 credits.

(2) **Advanced Written Communication & Applied Grammar**, emphasizing increasing production of sentences easily comprehended by native speakers and academic writing conventions and styles—4 credits

(3) **Advanced Oral Communication**, with emphasis on academic language as well as conversational English, oral presentations, and interviews. The class will include a Service Learning component—3credits.

(4) Students will also enroll in a credit-bearing elective in math, physical education, arts “performance,” or library research—all choices focusing heavily on skills other than English—1-5 credits.

IELTS, 4

TOEFL iBT, 40-48

TOEFL Computer, 120-140

TOEFL paper, 433-460

3. Level C:

(1) Students enroll in **English 098**—5 credits.

(2) Students enroll in **Critical Reading 087**—4 credits.

(3) Students enroll in **Integrated Skills 100**. Note-taking skills, documentation, summary, paraphrase, and quotation, academic writing conventions and styles, and the consistent production of sentences easily comprehended by native speakers—3 credits. (This class must be developed and approved.)

APPENDIX 2.3

June 15, 2009, FINAL Draft, ENL Proposal

- (4) Students may also enroll in a second, carefully-selected college-credit class in math, physical education, arts “performance,” library research, or speech—3-5 credits.

IELTS, 4.5 TOEFL iBT, 49-60 TOEFL Computer, 143-170 TOEFL paper, 463-497

4. Level D:

- (1) Students enroll in **ENGL 101**—5 credits.

- (2) Students enroll in **College Reading 100**—4 credits.

- (3) Students enroll in **Advanced Integrated Skills 103**. This class will continue the focus on producing complex, but easily understandable English sentences. Exercises to contextualize grammar will be based on the 101 common readings—2 credits. (This class must be created and approved. It may be a late-start class.)

- (4) Students enroll in additional college classes to reach or exceed the required twelve.

IELTS, 5 TOEFL iBT, 61-67 TOEFL Computer, 173-187 TOEFL paper, 500-520

5. Additional Classes

Cultural & Academic Fundamentals, a 100-level HDEV class emphasizing American cultural behaviors in education settings and involving class/workshop visits—2 credits, required for students in their first quarter in ENL, no matter what level. (This class must be created and approved.)

Professional and Workplace Communication, a 100-level ENL class designed for non-native speakers at C level or above who want to improve their ability to communicate with native speakers,. It will focus on cultural awareness, vocabulary, and pronunciation in key work settings—2 credits, P/F, repeat credit possible.

Pronunciation/Accent Correction: Independent Study, a 100 level ENL class designed for students with serious pronunciation issues (especially with minimal pairs and dropping the final sounds on words). The class will provide focused, individualized work on each student’s specific problems.

*Students may place in college courses with no support with the following scores:

IELTS, 5.5+

TOEFL iBT, 68+ (minimum of 18 on writing)

TOEFL Computer, 190+

TOEFL paper, 520+

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Draft (updated 6/15/2009) by Pat Fulbright

ENL Grammar and Writing Level B Outcomes

Students who complete this course will demonstrate these student learning outcomes:

A. Essay-level SLO's

1. Plan and write outlines for academic paragraphs and essays on assigned topic.
2. Develop detailed examples for academic paragraphs.
3. Develop detailed factual support for main ideas.
4. Write clear, precise topic sentences for academic paragraphs
5. Write clear, focused thesis statements for multi-paragraph essays.
6. Write introductions, conclusions, and transitions to create a clear line of thought in paragraphs and essays.
7. Use academic documentation style to indicate quotation, paraphrase, and summary.
8. Write summaries of assigned articles, using both quotation and paraphrase accurately and ethically.

B. Sentence-level SLO's

1. Write compound and complex sentences using complete, accurate word order.
2. Write both active and passive sentences correctly and appropriately.
3. Use a variety of subordinate clauses.
4. Use a variety of prepositional phrases.
5. Use correct, appropriate verb tenses and aspects.
6. Use verbal complements and other verbal phrases appropriately.
7. Demonstrate improvement using articles and other quantifiers.
8. Demonstrate clear improvement in identifying and editing individual problems of grammar and syntax in your writing.
9. Use the mechanical conventions of academic written English.
10. Choose language that is accurate and appropriate to the topic.
11. Assess the strengths and weaknesses in your own writing.

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Program Action Team (PAT) Report Format

	Action	Target Dates	Completion Dates
1	Program Check Team recommendations to VPI	Week 1, Fall Q	
2	Notification of PAT requirement by VPI to Dean	Week 2, Fall Q	
3	PAT established; plan developed & shared with VPI	Week 10, Fall Q	
4	Interim report of PAT Progress submitted to IC	Week 10, Win Q	
5	Final report of PAT Activities submitted to VPI	Week 10, Sp Q	
6	Updated data prepared for consideration by Program Check Committee	End of August	

1. A PAT has been established for the following program/department: Fitness Trainer
2. The specific data of concern that led to this decision include the following (check all that apply):
 - a. ☐ FTES Trend
 - b. ☐ S/F ratio
 - c. ☒ Fill rate
 - d. ☐ Student success rate
 - e. ☐ Placement rate
 - f. ☐ Cost per FTES
3. Members of the PAT include (list all): Lisa Borho, Lee Brand, Blake Bowers
4. Summarize the particular interventions planned to improve the program data points in Item 2 above in the following table. Attachments are welcome to further elaborate the plans.

Data Type (a-f)	Outcome Sought	Strategic Intervention(s)	Date of Completion	Identification of Needed Resources
c	Improve program advising to help students move efficiently through program..	Set up advising system at program level, including master advising plan for FT students, post advising appointment sign-up sheet on bulletin board across from FT Program Coordinator's office, and email all interested students to sign-up for advising appointments.	ongoing	Advising
c	Identify students in the first year of program.	Asked instructors to inform students to go to program coordinator for advising in first year classes.	ongoing	Help from instructors outside of FT department.
c	Code students with	Online admission form does not have a place to declare	ongoing	Degreeworks/Registration.

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	program code	major, so have to identify students and submit verification with additional students who have been identified.		
c	Identify student success issues--namely progress through MATH requirement.	<ul style="list-style-type: none"> -Change "master advising plan" to include place for placement test scores. Put Math at the beginning of the program schedule. Include place for placement tests on "Statement of Intent" both online and available in the bulletin board outside my office. -Pull student records to monitor progress regularly. 	<ul style="list-style-type: none"> -Fall 09 (changes to master advising plan) -Ongoing (monitoring progress) 	Advising/Assessment
c	Internal recruitment	<ul style="list-style-type: none"> -Hold quarterly information meetings (posters, website, mailer to students who have complete prereqs). -Recruitment mailer to student enrolled in Health, HPE and PE courses. -Clark homepage to feature Fitness Trainer. -Created a new Fitness Trainer Bulletin board. -Scholarship workshop fair participant (Jan 09) 	ongoing	Recruitment/Marketing
c	External recruitment	<ul style="list-style-type: none"> -Develop website (launched Fall09). -Development of recruitment brochure and letter to be sent to targeted areas. -Clark homepage features Fitness Trainer program -Participated in recruitment events (Professional/Technical Day, Financial Aid -Established email list with interested students.. 	<ul style="list-style-type: none"> Fall 08 (website) Spring 09 (brochure/letter) 	Marketing & Recruitment

APPENDIX 2.3

Program Action Team (PAT) Report Format

	Action	Target Dates	Completion Dates
1	Program Check Team recommendations to VPI	Week 1, Fall Q	
2	Notification of PAT requirement by VPI to Dean	Week 2, Fall Q	
3	PAT established; plan developed & shared with VPI	Week 10, Fall Q	
4	Interim report of PAT Progress submitted to IC	Week 10, Win Q	
5	Final report of PAT Activities submitted to VPI	Week 10, Sp Q	7/8/09
6	Updated data prepared for consideration by Program Check Committee	End of August	

1. A PAT has been established for the following program/department: Health Occupations
2. The specific data of concern that led to this decision include the following (check all that apply):
 - a. ☐ FTES Trend
 - b. ☒ S/F ratio
 - c. ☒ Fill rate
 - d. ☐ Student success rate
 - e. ☐ Placement rate
 - f. ☐ Cost per FTES
3. Members of the PAT include (list all): Blake Bowers, Katy Graham, Cathi Byrd, Heather King
4. Summarize the particular interventions planned to improve the program data points in Item 2 above in the following table. Attachments are welcome to further elaborate the plans.

Data Type (a-f)	Outcome Sought	Strategic Intervention(s)	Date of Completion	Identification of Needed Resources
b/c	Improve HEOC advising and communication	Work more closely with HEOC advising: standing invitation to HEOC advising to all unit meetings; periodic meetings with HEOC advisors for updates and questions in regard to HEOC programming; access to agenda and minutes for leadership team meetings; include HEOC advisors at entry-level discussions when programs or curriculum is changing i.e. core curriculum.	completed and ongoing	Cross department collaboration between HEOC advisors and HEOC instructors and staff
b/c	Enhance course	Analyze data for time and method of delivery in regard to	ongoing	Office of Planning and

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	scheduling practices	<p>HEOC classes.</p> <p>Adhere to course cancellation and prorate policies.</p> <p>Work closely with BTEC for student volume generating needed sections at times that do not interfere with BTEC core courses.</p> <p>Increase online and hybrid offerings.</p> <p>Analyze course offerings at multiple site locations.</p>		<p>Effectiveness</p> <p>Office of Instruction</p> <p>BTEC stakeholders</p> <p>e-Learning and faculty</p> <p>Office of Instruction/</p> <p>Office of Planning and Effectiveness</p>
b/c	Appropriate CAR enrollment caps	Analyze and adjust HEOC CARs enrollment caps to appropriate level if necessary.	ongoing	HEOC instructors/content experts
b/c	Increase communication with BTEC department supported by HEOC	<p>Work towards quarterly cross-department meetings between HEOC faculty/staff and BTEC stakeholders.</p> <p>Increase formal and informal collegial discussions for topics that pertain to all parties.</p>	ongoing	Collaboration between units
b	Fill vacant full-time HEOC faculty position and create deeper adjunct pool	<p>Advertise, interview, and hire HEOC content expert for vacant full-time faculty position.</p> <p>Advertise for adjunct instruction with HEOC content expertise.</p>	May 2009	<p>Human Resources</p> <p>Office of Instruction</p> <p>Faculty committee</p>

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Appendix A – Additional HEOC Information

- HEOC is not a program. HEOC includes one short-term certificate (Phlebotomy) and a series of support courses that feed into multiple certificate and degrees within Health Sciences and Business & Technology.
- In 2008-09, all HEOC courses were taught by part-time instructors.
- In 2009-10, HEOC will now have filled the vacant full-time temp faculty position and will transition from a long-standing department chair to a new director for Allied Health.
- Healthcare core curriculum will continue to change the landscape for HEOC courses over the next academic year.
- Although student/faculty ratio has been declining, HEOC still has the 4th highest S/F ratio of all CTE programs.

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Program Action Team (PAT) Report Format

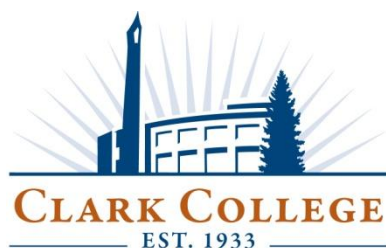
	Action	Target Dates	Completion Dates
1	Program Check Team recommendations to VPI	Week 1, Fall Q	Week 1 Fall Q
2	Notification of PAT requirement by VPI to Dean	Week 2, Fall Q	Week 2 Fall Q
3	PAT established; plan developed & shared with VPI	Week 10, Fall Q	Week 8 Fall Q
4	Interim report of PAT Progress submitted to IC	Week 10, Win Q	N/A
5	Final report of PAT Activities submitted to VPI	Week 10, Sp Q	Week 2, Sum Q
6	Updated data prepared for consideration by Program Check Committee	End of August	

1. A PAT has been established for the following program/department: Philosophy
2. The specific data of concern that led to this decision include the following (check all that apply):
 - a. ☐ FTES Trend
 - b. ☐ S/F ratio
 - c. ☐ Fill rate
 - d. ☒ Student success rate
 - e. ☐ Placement rate
 - f. ☐ Cost per FTES
3. Members of the PAT include (list all): Otto Schlumpf, Chuck Epton, Ray Korpi
4. Summarize the particular interventions planned to improve the program data points in Item 2 above in the following table. Attachments are welcome to further elaborate the plans.

Data Type (a-f)	Outcome Sought	Strategic Intervention(s)	Date of Completion	Identification of Needed Resources
d	Improved student success in Phil&106, Logic	A study done by Planning and Advancement showed that students who had completed Math 093/095 had better success in Logic. The difference was significant enough to merit the addition of a prerequisite: "Completion of Math 093 or 095 strongly recommended." CAR will be filed in Fall 2009; advising has been notified to advise students	Study and Analysis-- Spring 2009; CAR--Fall 2009.	None
d	Improved student success in PHIL115,	1. The primary instructor found that 35 of 41 students who had received F's had done so as they had not withdrawn	Study and Analysis--	A second study, looking at reading scores in

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	116, and 117	from the course. He will actively attempt to use AEW in coming quarters to help. 2. A study done by P & A found no statistically significant correlation between writing course completion and success in these courses. The sample size was deemed too small to draw conclusions. Given discussions of reading success currently ongoing, a second study will be requested.	Spring 2009	correlation with success in any non-Logic philosophy class, will be requested of P & A for follow-up next year.



OFFICE OF PLANNING
AND EFFECTIVENESS

Mathematics and English Placement and Course Outcome in PHIL& 106, 115, 116, 117

March 11, 2009

Introduction

As a part of Program Review and Effectiveness, two philosophy professors requested an examination of the course outcomes of PHIL& 106, and PHIL 115, 116, and 117 based on student preparedness in mathematics and English. Planning and Effectiveness analyzed two research questions:

- Is there a relationship between mathematics preparedness and course success in PHIL& 106
- Is there a relationship between English preparedness and course success in PHIL 115, 116 and 117?

Over the study period, summer quarter 2005 to spring quarter 2008, the philosophy department, including all courses, had a success rate¹ of 64.7 percent. During the same period, the college success rate was 80.1 percent. In the 16 introductory courses with the highest enrollment during the study period, the success rate was 78.8 percent. As is shown in the table below, the success rate for PHIL& 106 for the study period was 61.1 percent, and the success rate for PHIL 115, 116 and 117 combined was 54.3 percent. These success rates are notably below the department, college and introductory course averages.

Overall Course Outcomes in PHIL& 106 and PHIL 115, 116 and 117, Compared to the College and Introductory Courses (Summer 2005 through Spring 2008)

	Percent Successful	GPA in All Enrollments
PHIL& 106	61.1%	2.01
PHIL 115, 116 or 117	54.3%	1.62
Philosophy	64.7%	2.44
College	80.1%	2.81
Introductory Courses	78.8%	2.64

¹ Success is defined as earning a C or better, or completing with an 'S' grade.

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Additionally, while the GPA in all enrollments for the College over the study period was 2.81, the GPA in all enrollments for PHIL&106 was 2.01 and aggregate GPA in PHIL 115, 116, and 117 was 1.62.

Methodology

This study identified all students who were enrolled in one of the four courses of interest during the study period. Students were then matched to their course outcomes, their placement test results, and any English or mathematics courses they had successfully completed (received a C or better) prior to enrollment in the course of interest. Only a student's first attempt to complete each of the courses of interest is included in the analysis.

Students were assigned both an English and a mathematics preparedness level based on their test scores and subject course completion. Students were grouped into four levels of college preparedness for each subject:

- College-level by course: All students who completed a college-level course, or the developmental course that would enable the student to enroll in a college-level course, were coded as college-level by course.
- College-level by test or transfer: Students who were eligible to enroll in a college-level course based on the results of their placement test, or who transferred college-level mathematics or English credits were coded as college-level by test or transfer.
- Pre-college: Students who tested but were not eligible to enroll in college-level courses were coded as pre-college.
- No data: Students lacking a test/transfer record and without a course completion were classified as no data.

Thus, each student was assigned a level of English preparedness, and a level of Mathematics preparedness.

Using these preparedness levels and the students' grades for the courses of interest, Planning and Effectiveness performed several logistic regression and analysis of variance (ANOVA).

APPENDIX 2.3

Results

PHIL& 106

The results of the analyses are shown below. The preparedness level of students with the best success rate had successfully completed MATH 093 or higher. **College-level math students who had completed the developmental math coursework were 3.2 times more likely to successfully complete PHIL& 106 than those students who were at the pre-college level mathematically.** Additionally, their success rate, 83.6 percent, exceeded both the College success rate (80.1 percent) and the College introductory course success rate (78.8 percent). **Students who placed at college-level via a test or transfer credits were 1.7 times more likely to successfully complete PHIL& 106 than those who were at the pre-college level.**

Course Success in PHIL& 106 and Mathematics Preparedness

	Students	Odds Ratio	Success Rate
Pre college (Test or Course)	132	1.0	61.4% ***
No Test/Transfer	282	0.6 **	47.2% ***
College level (Course)	73	3.2 **	83.6% ***
College level (Test/Transfer)	186	1.7 *	73.1% ***

Note: Students who have taken a college-level math course, or who have completed MATH 093 or MATH 095 were 3.2 times more likely to successfully complete PHIL& 106 than students at the pre-college level. Students who placed at college-level via a test or transfer credits were 1.7 times more likely to successfully complete PHIL& 106 than students at the pre-college level.

* $p < .05$, ** $p < .01$, *** $p < .001$

Those who succeed, regardless of their math preparedness, earn similar grades in PHIL& 106.

PHIL 115, 116 and 117

Neither English preparedness, nor mathematics preparedness, is associated with success rate differences, or student's final grade in PHIL 115, 116, and 117. This is the case when students from all three courses are analyzed together, and when each course is examined separately. This could be due to the relatively small sample size ($n=219$).

Conclusion

Based on the results of this study, students who enroll in PHIL& 106 with below college-level mathematics ability are less likely to succeed. No relationship exists between English ability and the success rate of PHIL 115, 116, and 117.

Goal and Guidelines for Program Assessment Work Groups

Work group goal: Draft one or two core learning outcomes for students who have completed the xxx AA degree requirement.

Guidelines:

1. To help us systematically and regularly measure program-level learning outcomes, the outcome statements should refer to directly observable student behaviors (e.g., describe, explain, compare, perform). For instance, the outcome statement “Use appropriate technology to effectively retrieve and manage information” refers to a behavior that can be directly observed and measured. In contrast, avoid outcome statements that refer to internal psychological states (e.g., appreciate, understand, comprehend, realize).
2. Check the provided degree distribution list to make sure that students will be exposed to coursework related to your draft outcome(s), regardless of which courses they take to meet the degree requirement. Each outcome must be stated broadly enough so that *most or all* of the courses in the degree requirement area address the learning outcome.
3. Feel free to draw on the college-wide abilities and the general education outcomes as appropriate. However, do not let that previous assessment work constrain your brainstorming.
4. After your work group generates an initial draft, faculty who teach in the degree requirement area should identify some specific course activities and assignments that help students learn the proposed outcome(s). If it is difficult for the faculty in the work group to identify course activities and assignments that are directly relevant to the outcome(s), then the outcome(s) should be revised.
5. The draft outcome(s) should be submitted to the IPT Program Assessment Subcommittee no later than Nov. 20. The subcommittee will review and revise the submitted draft outcomes as appropriate and distribute the proposed outcomes to faculty for further input. The proposed outcomes will be considered for formal approval at IPT on Dec. 9.

Thank you in advance for your work on this important initiative. Your participation will help us meet accreditation standards and generate meaningful evidence of learning that will guide college decision-making.

mvj
10.6.09

APPENDIX 2 4

[illegible]

Assessment of program outcomes (or How I learned to stop worrying and love accreditation standards)



Fall Focus 2009



Assessment of program outcomes

- ▶ I. IPT recommendations
- ▶ II. Timeline
- ▶ III. Concerns/issues
- ▶ IV. Discussion
- ▶ V. What's next?

I. IPT recommendations

- ▶ A. Program = area of study leading to a degree or certificate
- ▶ Note: Under this IPT definition, academic departments like English and Math are not programs! They are part of the general AA program.
- ▶ Our existing definition of CTE programs is unchanged.

I. IPT recommendations

- ▶ B. Creation or review of program outcomes and assessment methods is the IPT-defined program review and outcomes assessment activity for 09-10
- ▶ For CTE programs: review existing program outcomes and assessment methods, revise as appropriate
- ▶ For general transfer AA program: create program outcomes and assessment methods

I. IPT recommendations

- ▶ Program-level assessment helps us answer three important questions:
- ▶ 1. What important skills should students learn if they earn a degree in a specific program?
- ▶ 2. How do we demonstrate that students in a specific program learned these important skills?
- ▶ 3. How do we use this evidence to enhance student learning in our programs?

II. Timeline

- ▶ A. Program outcomes created/revised by the end of Fall term 2009
- ▶ B. Program assessment methods created/revised by the end of Winter term 2010
- ▶ C. Pilot data gathered by June 2010

III. Concerns/issues

- ▶ A. Why bother?
- ▶ 1. Accreditation requirements
- ▶ 2. Evidence-based decision-making
- ▶ 3. Public trust

III. Concerns/issues

- ▶ B. Why can't we just continue doing course-level assessment using the general education outcomes and/or college-wide abilities?
- ▶ Level of analysis mismatch: course-level assessment does not allow us to systematically evaluate program-level outcomes

III. Concerns/issues

- ▶ C. How do we find the time?
- ▶ Program assessment work replaces some of the nonteaching duties you had last year (e.g., course-level outcomes assessment projects, program review projects, committee meetings); if your plate is full, take something off!

III. Concerns/issues

- ▶ D. Other questions or concerns?

IV. Discussion

- ▶ A. Program outcomes
- ▶ A program outcome is an important skill/competency that program graduates should have.
- ▶ Dental Hygiene example:
Evaluate the effectiveness of the implemented clinical, preventive, and educational services and modify as needed. (American Dental Education Association, 2003)

IV. Discussion

- ▶ Discussion question: What is one important skill that students should have if they graduate from your program?
- ▶ Liberal Arts & Sciences faculty: your program is the *general transfer AA degree program*, not your academic department!
- ▶ Share program outcomes at your table, 10 minutes

IV. Discussion

- ▶ B. Program assessment methods
- ▶ Program assessment tools allow us to measure whether or not program graduates have learned core program skills/competencies.

IV. Discussion

- ▶ Some examples of program assessment methods
- ▶ 1. Standardized test
- ▶ 2. Locally developed test
- ▶ 3. Portfolios
- ▶ 4. Capstone course
- ▶ 5. Course-embedded items

IV. Discussion

- ▶ Discussion question:
- ▶ *CTE faculty*—How do you demonstrate that graduates from your program have learned the important skill you identified earlier?
- ▶ *Liberal Arts & Sciences faculty*—Drawing on one of the examples above, how could you demonstrate that graduates from the general transfer AA program have learned the important skill you identified earlier?
- ▶ Discussion at table, 10 minutes

V. What's next?

- ▶ A. IPT Program Assessment Subcommittee will evaluate today's input, identify important themes, report results
- ▶ B. *Liberal Arts & Sciences faculty*: Faculty workgroups will develop specific program outcomes and appropriate assessment methods; workgroup proposals will be distributed to all Liberal Arts & Sciences faculty for further review and revision
- ▶ C. *CTE faculty*: Program faculty will review and revise program outcomes as appropriate

APPENDIX 2.5

Feedback form--Assessment of Program Outcomes

Instructions: Please respond to the three prompts below. Feel free to revise or add to your initial responses based on discussion at your table. Your input will be forwarded to the IPT Program Assessment Subcommittee for further consideration. Thanks in advance for your brainstorming!

1. Your primary degree program:
2. Briefly describe one important skill students should have if they graduate from your program. *[Discussion at table—10 minutes]*
3. How do you or how could you demonstrate that graduates from your program have learned the important skill you described above? *[Discussion at table—10 minutes]*

APPENDIX 2.5

Summary—Fall focus input on Program Assessment (*n* = 27)

1. Program graduates should have the following skills:

Communication

- Write a coherent essay with correct syntax and spelling
- Use critical thinking and research to communicate concepts effectively to a diverse, global audience
- Students will be able to communicate effectively in both written and oral form
- Students should be able to communicate effectively about a wide variety of topics with an emphasis on citizenship and a global/cultural perspective

Critical thinking/inquiry

- Produce critical analysis of artistic work with informed perspective and relevant vocabulary
- Read and understand a scientific article
- Effectively evaluate sources and communicate scientific ideas at a level appropriate to career goals
- Ability to evaluate best practices in research and critical thinking skills
- Critical thinking to help make decisions
- Critical thinking (ability to evaluate and analyze data or information)
- Identify a problem in the Social Sciences, conduct research, evaluate data, and apply to solve problem
- Obtain, analyze, evaluate sources of information

Quantitative analysis

- Be able to read, understand, and verify quantitative information

Diversity

- Analyze systems of power, privilege, and inequity within the context of one's own place in society

Personal/community development

- Progress toward healthier behaviors
- Time management
- Effective citizenship—working together as a community

Natural Sciences

- Science General Education outcomes

Other input

- College-wide abilities
- Information literacy
- examples of specific CTE, ABE, ESL program competencies

APPENDIX 2.5

2. Appropriate assessment methods (number of responses in parentheses):

Portfolio of course work (e.g., essays, presentations, lab reports, art work) (12)

Exit exam/essay (6)

Course embedded items (5)

Capstone course (3)

Exit/alumni survey (1)

mvj

9.21.09

APPENDIX 2.6

Draft—Call for faculty to develop AA outcome assessment rubrics

The IPT Program Assessment Subcommittee is implementing a pilot project to evaluate the feasibility of using an e-portfolio system to regularly assess the ten AA outcomes (see attached AA outcome list). One component of this pilot project is the development of assessment rubrics to evaluate relevant student learning artifacts for each of the ten outcomes. Each of the ten rubrics will have a maximum of six elements and three evaluation categories (*e.g., developing, competent, exemplary*). Please see the attached AACU Information Literacy rubric for a relevant example.

We are recruiting interested and knowledgeable faculty to develop these assessment rubrics during Spring break or in the first half of Spring term. Given that this rubric development work will require a significant time investment, faculty selected for participation will receive up to 25 hours of compensation at the “other” pay rate (\$31.30/hr). If you are interested in participating in this work, reply to this email with the following information:

1. Which of the ten assessment rubrics you want to develop (choose no more than one AA outcome)
2. Disciplinary expertise relevant to chosen AA outcome
3. Relevant assessment experience (rubric development in particular)

Please reply no later than March 12 to be considered for selection. The IPT Program Assessment Committee will select 10 faculty based on relevant disciplinary expertise and assessment experience. Both full-time and part-time faculty are encouraged to respond. Let me know if you have any questions.

Cheers,

Miles Jackson
On behalf of the IPT Program Assessment Subcommittee

APPENDIX 2.7

Draft proposal—Biyearly procedure for assessment of AA outcomes

<i>Biyearly procedure</i>	<i>Questions to address</i>
1. As students complete AA degree requirements, they select course artifacts that demonstrate learning relevant to each of the 10 AA program outcomes	Orientation to e-portfolio system? Modality of orientation (face to face, hybrid, online)? Role of faculty in helping students identify relevant artifacts? Number of artifacts per outcome?
2. Students collect, organize, and archive the relevant course artifacts in an e-portfolio system	Student training? IT support? Linkage between LMS and e-portfolio system? Maintaining permanent archive?
3. Students submit a completed e-portfolio	Align with capstone course? Modality of capstone (face to face, hybrid, online)? Establish e-portfolio as a formal degree requirement?
4. Institutional researchers select a random sample of e-portfolios for detailed analysis	Size of sample?
5. Faculty evaluators use rubrics to assess level of proficiency demonstrated in artifacts for each specific outcome	Development of rubrics? Recruiting/selecting faculty evaluators? Committee work, hourly rate, bargained stipend?
6. Institutional researchers conduct data entry and data analysis	Support from Planning & Effectiveness?
7. Results are distributed to college community and community partners	Support from Communications and Marketing?
8. Appropriate organizational action is taken, based on results	Role of IPT? IC? Assessment Committee?

mvj
2.22.10

APPENDIX 2.8

PERKINS LEADERSHIP BLOCK GRANT

PROPOSED TRAINING AND DEVELOPMENT FOR CTE FACULTY ON PROGRAM OUTCOMES ASSESSMENT

PURPOSE:

The focus of the use of the Perkins Leadership Block Grant monies is two-fold:

- Provide CTE faculty with current assessment tools that may be used to measure their program outcomes. Pros and cons of each method will be discussed.
- Provide CTE faculty with one-on-one departmental/unit consultation providing them feedback on program learning outcomes and proposed assessments.

All CTE lead faculty will be invited to attend one late afternoon workshop (4:00-6:00 p.m.) The workshop will be scheduled on two different dates to accommodate faculty schedules and to maximize attendance. Suggested dates are: **Thursday, April 29 and Wednesday, May 19.**

WORKSHOP

INTRODUCTION – 5 minutes

- Purpose of training
- Outcomes for session
 1. Clarify the direction and purpose for program outcomes assessment.
 2. Explain how program assessment is linked to program review, instructional budget and planning.
 3. Describe the pros and cons of various outcomes assessment tools.
 4. Apply appropriate outcomes assessment tools to program learning outcomes.
- Introduction of presenters

OVERVIEW OF DIRECTION OF ASSESSMENT FOR CLARK COLLEGE – 15 minutes-Shanda/Ray

- Institutional direction for outcomes assessment and relation to new accreditation standards-Shanda
- Linkage of program assessment to program review, instructional budget and planning. Shanda
- IPT directive to CTE faculty – clarification - Ray

OVERVIEW OF OUTCOMES ASSESSMENT TOOLS-90 minutes- TLC Staff/Faculty Presenter

The following assessment methods will be discussed and pros and cons for using each method will be highlighted. Resources for further information will also be provided.

Direct assessments of student learning-requires students to present, produce or demonstrate their learning.

- Student Portfolios
- Standardized/licensure exams
- Capstone courses
- Oral exams
- Case studies
- Course embedded assessments
- Performance assessment
- Localized instruments

Examples of program learning outcomes and suggested direct assessment measures that could be used will be provided.

APPENDIX 2.8

Indirect assessments of student learning-capture's students' perceptions of their learning attitudes, perceptions, and experiences.

- Focus groups
- Student surveys and exit interviews
- Interviews
- Alumni Surveys
- Self-reports

Projected Workshop Cost

Workshop

Attend workshop: 60 CTE faculty x 2 hours @ \$31.30 =	\$ 3,756.00
Faculty presenters: 2 @ 2 hours x 31.30=	125.20
Resource materials (books) to be provided to faculty – 60 @ \$45 =	<u>2,700.00</u>
Total workshop cost	\$ 6,581.20

CTE Program Learning Outcomes Review /Consultation

This second area of focus would establish sessions for CTE faculty/and or departments to work with consultant to review current program learning outcomes and identify specific assessments that will be used to measure the outcomes. The program learning outcomes and suggested assessments that have been prepared on the Reporting Form for Program Assessment will be reviewed by the consultant prior to the meeting with faculty/and or departments. The outcome of the meeting will be 1) to review, clarify and if necessary, revise program learning outcomes to ensure that they are written in clear, measurable terms and 2) identify specific assessment methods that will be used for each program outcome. Specifics on how this will be implemented:

- One hour work sessions will be set up for each program.
- Five consultants (TLC Staff, faculty, etc.) will be determined. Each consultant would work directly with 5-6 programs.
- Consultants will determine objectives in working with programs (e.g. clarification of outcomes, discussion of assessment tools, etc.)

Projected cost:

Faculty attend program consultation meeting(60 faculty x 2 hour @\$31.30) =	\$3,756.00
Faculty consultants 2 faculty x20 hours @ \$31.30 (each faculty would provide consultation to 10 program areas) Instructional staff and TLC staff would conduct other remaining sessions.	<u>1,252.00</u>
Total Program Consultation Cost	\$5,008.00
Total training cost	\$11,589.20

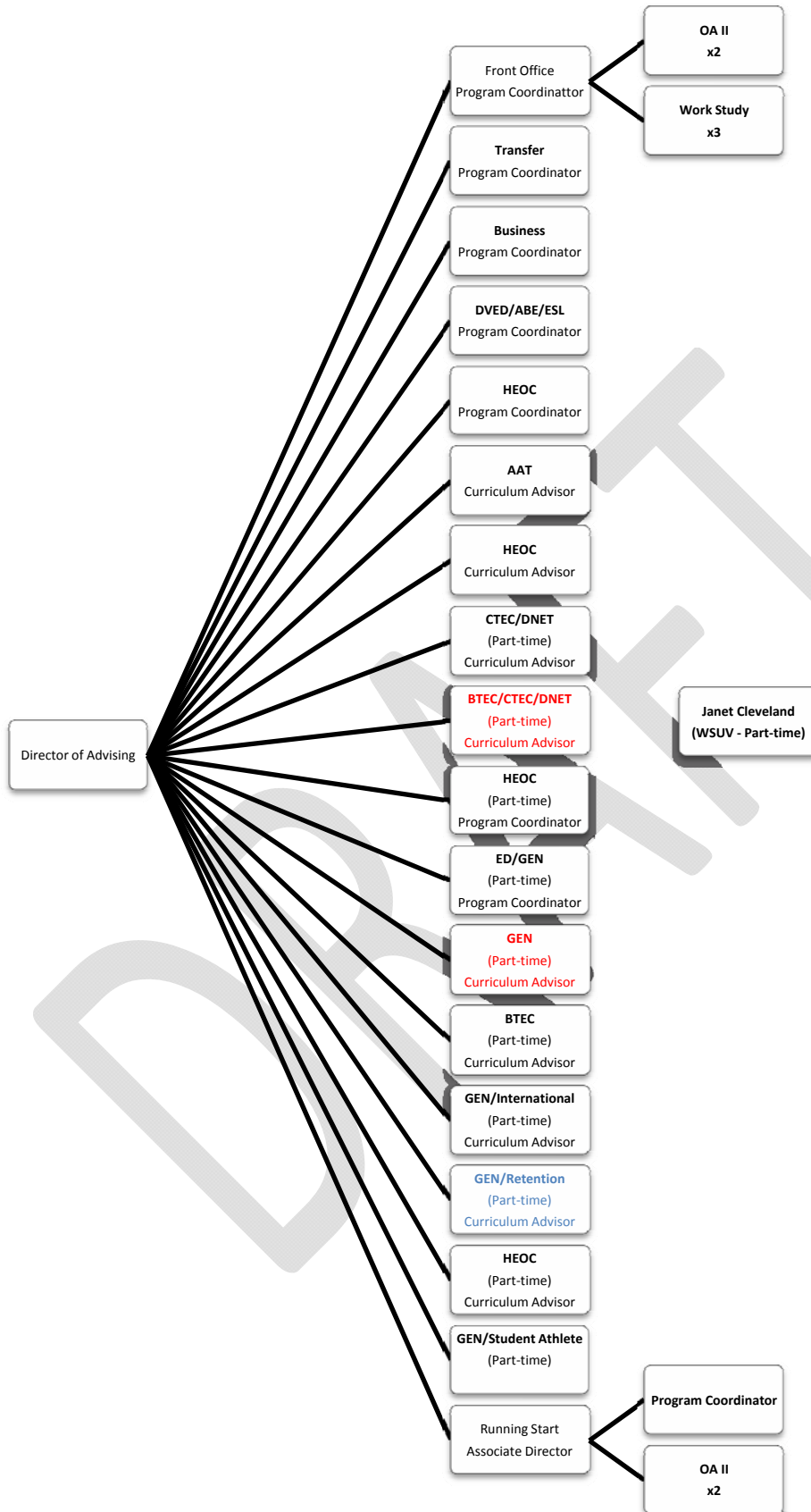
Advising Department

**Proposed organizational change with projected cost and new
advisor classifications**

**Prepared by Andrew Long, Director of Advising, October 19,
2009**

APPENDIX 4.1

Current Advising Department Organizational Structure

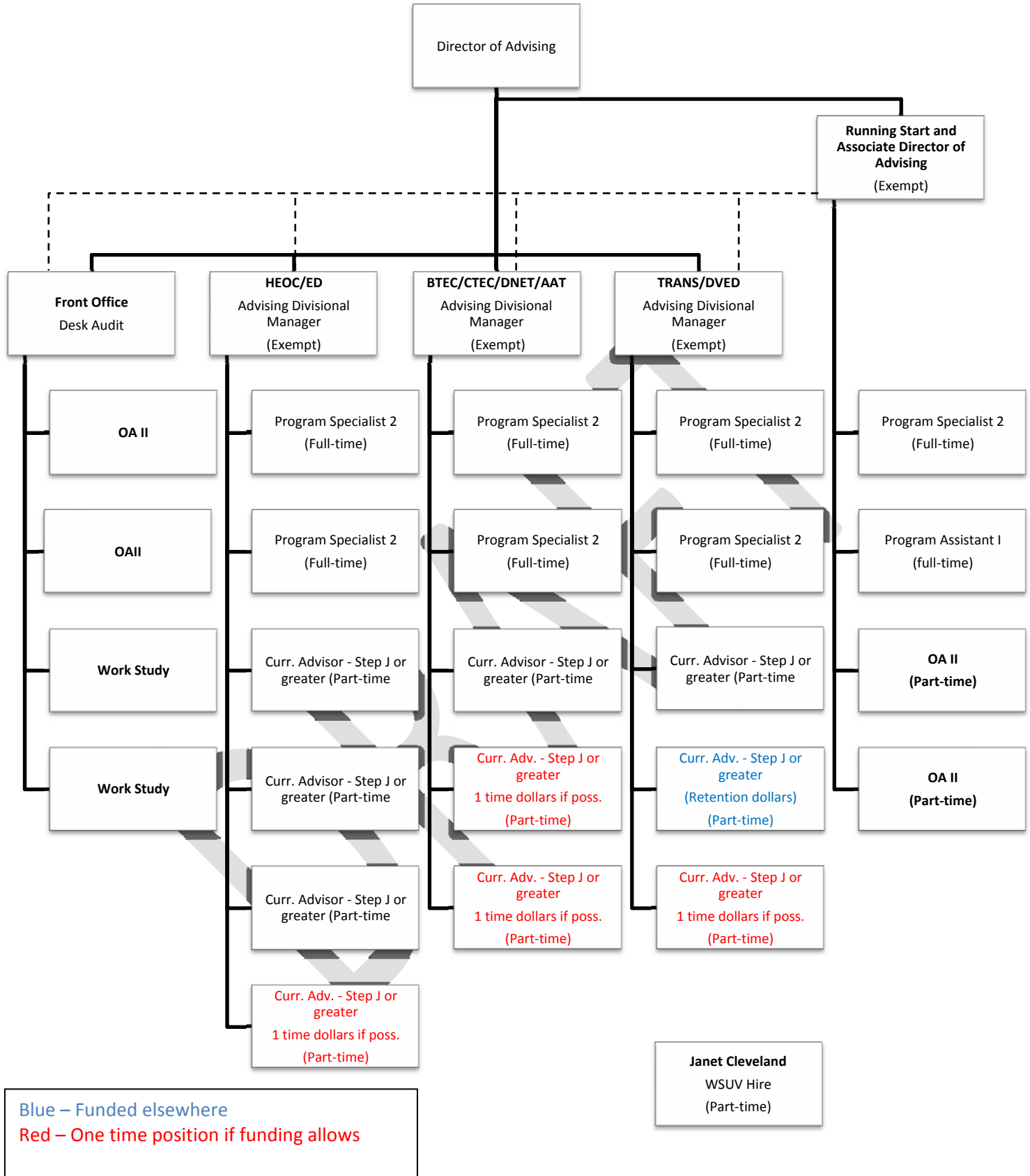


Blue – Funded elsewhere

Red – One time position - Excess Enrollment

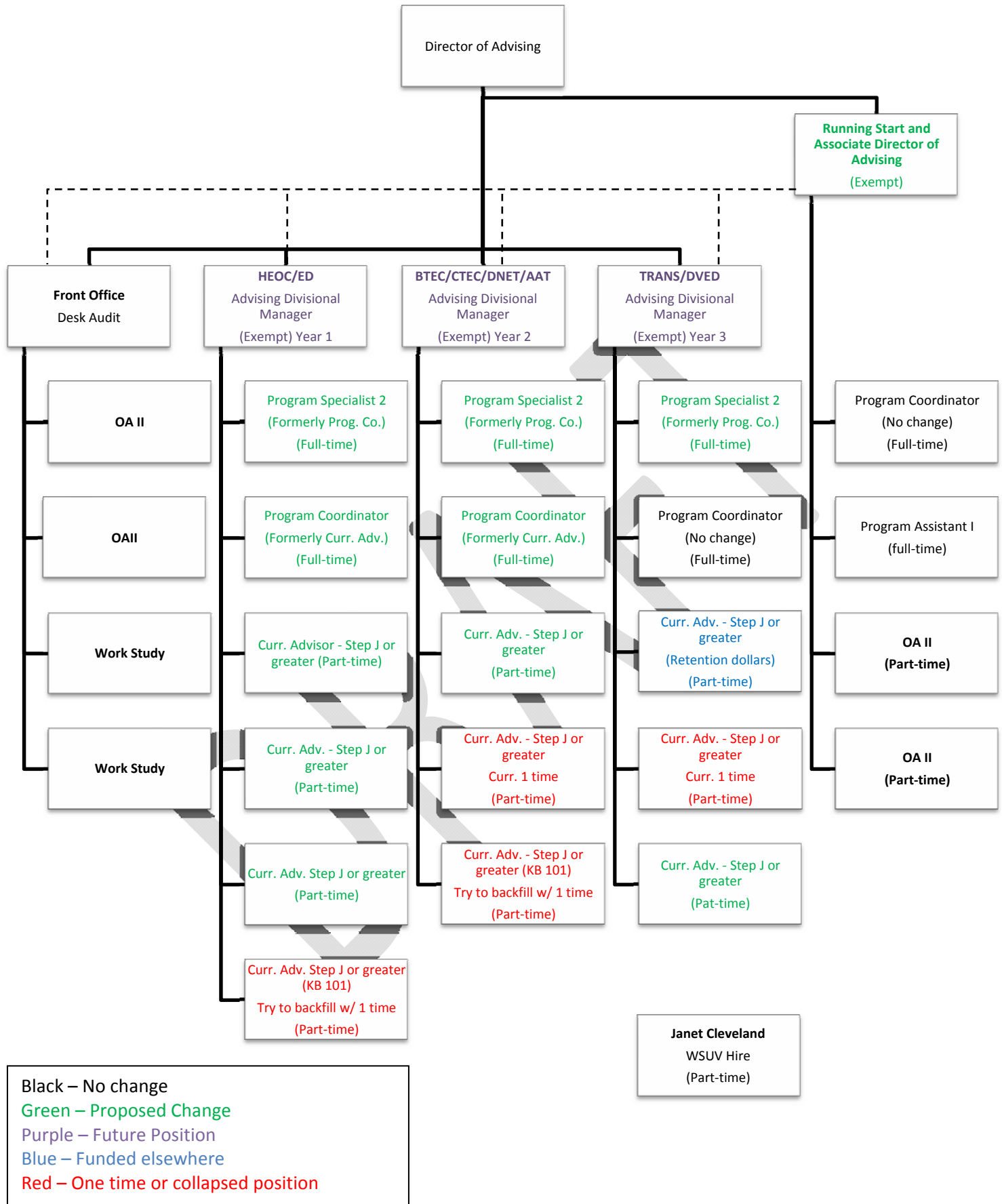
APPENDIX 4.1

Proposed **Draft** of Advising Department Organizational Chart



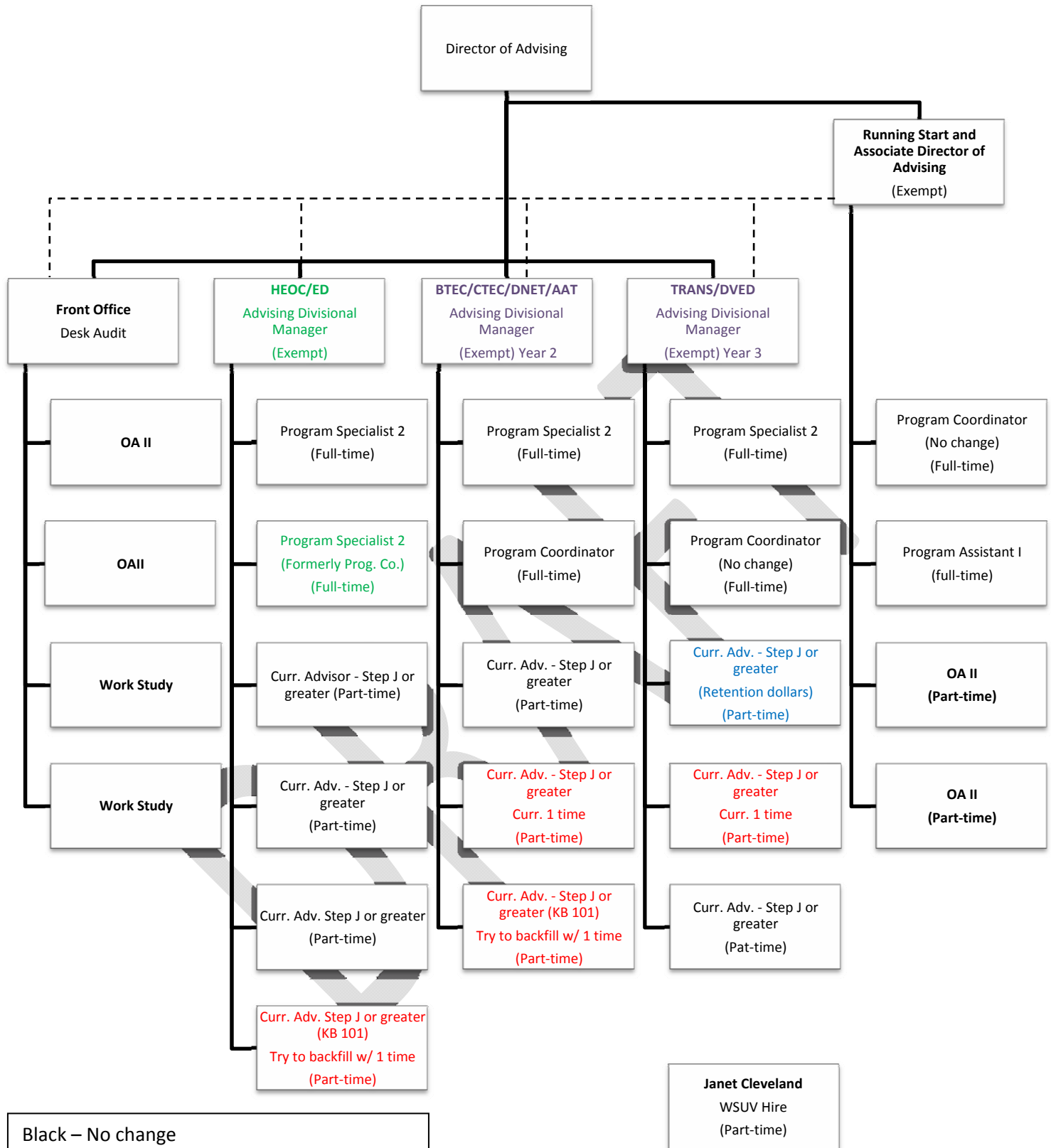
APPENDIX 4.1

Proposed **Draft** of Advising Department Organizational Chart – 9-21-09 – Proposed January 2010



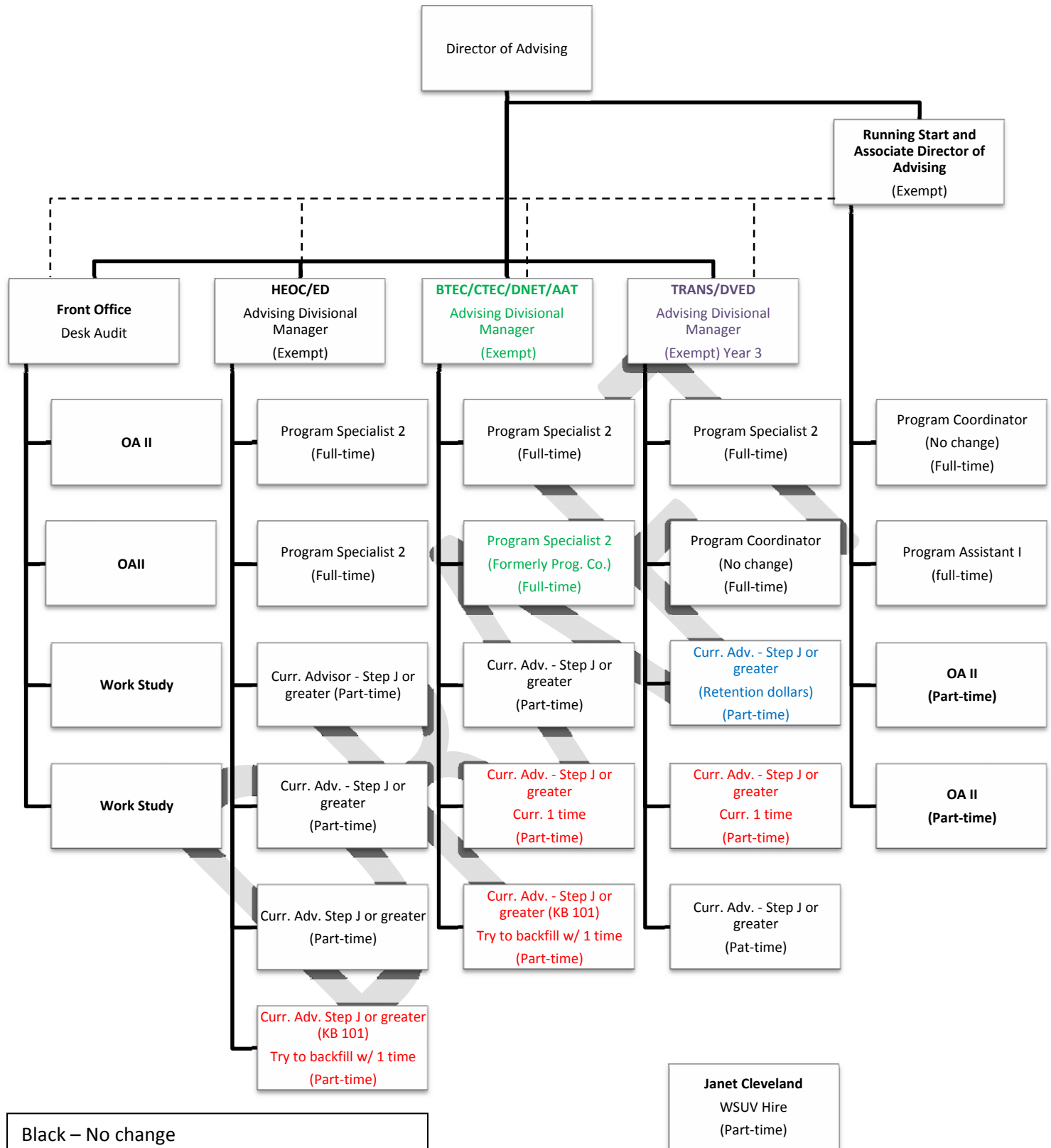
APPENDIX 4.1

Proposed **Draft** of Advising Department Organizational Chart – 9-21-09 – Proposed July 2010



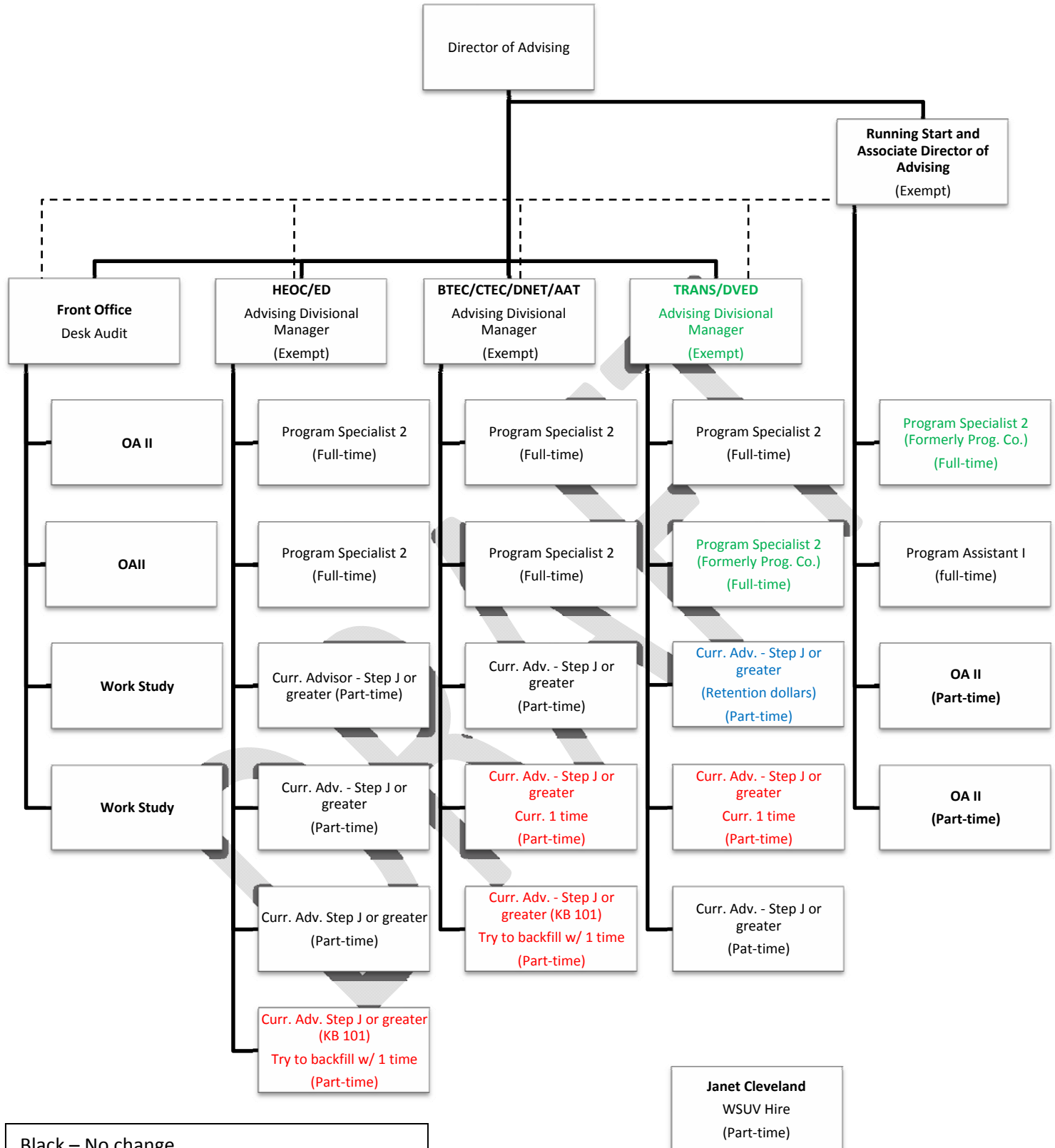
APPENDIX 4.1

Proposed **Draft** of Advising Department Organizational Chart – 9-21-09 – Proposed July 2011



APPENDIX 4.1

Proposed **Draft** of Advising Department Organizational Chart – 9-21-09 – Proposed July 2012



Organizational Structure Changes Supplemental

Advantages of proposed change:

1. This organizational change begins to address accreditation requirements to improve the advising system in place at Clark College and is a tangible measurement of progress.
2. Having fewer direct reports to the Director of Advising is in line with other campus organizational models. This structure is more efficient than the previous model.
3. Clear and professional three-tiered career-track pathway opened up for advisors.
4. New classifications more accurately reflect the skilled nature of advising work, and bring advisor salaries into line with other Washington Community Colleges. The educational requirements of a Program Specialist 2 ensure that full-time advisors have at minimum a Baccalaureate Degree, and understand from professional and personal experience what is necessary for student success.
5. “Professionalization” of advisors will reduce advisor attrition and consequently provide a higher quality of service. It typically takes about 12 months to fully understand advising responsibilities and be a competent and confident advisor, and 2-3 years to achieve “advising excellence”. With high advisor turnover and attrition, the quality of the advising experience for students suffers.
6. With Advising Divisional Managers there is a clear and accountable liaison with instruction and the Advising Department. It will be the responsibility of the Advising Divisional Manager to work with department heads and faculty for the programs they are responsible for, and then to communicate appropriate information to the advisors they supervise. These individuals will also assist faculty advisors in their work with students.
7. The role of faculty advisors will be clearly discussed in the upcoming final Advising Plan after appropriate input and feedback from the faculty. Faculty advisement is an important service that students need access to. The faculty possess knowledge and specialist expertise, which is invaluable to students. As this proposal looks at the Advising Department, and not all Advising at Clark, it does not address how faculty receive advisor support or training. However, when faculty advising is addressed in the upcoming Advising Plan, this structure will complement it by identifying the individuals from the Advising Department responsible for working with and assisting faculty advisors.

APPENDIX 4.1

8. The Assistant Director will be responsible for heading up projects such as, but not limited to, identifying, tracking, and assisting students on Academic Probation (this responsibility complements the work of the Running Start program as this is being done well for RS students), co-chairing the weekly advisor meetings, working with the Director to provide professional development and training, being responsible for student satisfaction projects and data compilation, as well as serving on campus committees where advising should be represented but is currently not. In periods of absence due to vacation, sick, professional conferences, or otherwise, reporting lines and accountability remain intact. Any student problems or concerns that arise can be dealt with in a timely manner.

APPENDIX 4.1

Washington State Department of Personnel

Class Specification

PROGRAM SPECIALIST 2

107I

Class Series Concept:

Positions in this series coordinate discrete, specialized programs consisting of specific components and tasks that are unique to a particular subject and are separate and distinguished from the main body of an organization. Positions coordinate program services and resources; act as a program liaison and provide consultation to program participants and outside entities regarding functions of the program; interpret, review and apply program specific policies, procedures and regulations; assess program needs; and develop courses of action to carry out program activities. Program coordination also requires performance of tasks and application of knowledge unique to the program and not transferable or applicable to other areas of the organization.

Examples of program areas may include, but are not limited to: business enterprises, fund raising, volunteer services, community resources, election administration and certification, juvenile delinquency prevention, recreational education and safety, energy education, aeronautic operations and safety, student housing, financial aid, and registration.

Definition:

Positions at this level work under general supervision and plan, organize, direct and coordinate operations for programs such as the business enterprise, volunteer services and community resources, elections examination/administration programs. Incumbents oversee day-to-day program operations, function as the program representative and resource, have extensive contact with program participants and outside entities, and resolve problems within a delegated area of authority. Unusual problems, probable outcomes and solutions are presented to higher levels for resolution. Incumbents may be delegated limited authority to approve budget expenditures and may assist higher-level staff with developing and coordinating statewide program activities.

Typical Work:

Provides information and technical assistance to program participants, staff and outside entities regarding program content, policies and activities and recommends alternative courses of action; promotes the program with outside organizations and resources;

Attends meetings and/or conferences as the program representative; develops and makes public presentations on program related topics;

Confers regularly with staff and outside entities regarding the interpretation and implementation of program policies; participates in establishing program standards and identifying areas for program development;

Recruits, screens and places program volunteers and resources;

Monitors program activities in relation to established program goals; within established program parameters, determines variances from program standards;

Prepares training and promotional materials, provides training and certification to program participants;

APPENDIX 4.1

Analyzes program participants' operations and performance to program policies, procedures, practices and conformance with rules and regulations; provides assistance, counseling and/or instruction as needed;

Directs the work of others and/or coordinates services of program volunteers;

May supervise lower level staff.

Legal Requirement(s):

There may be instances where individual positions must have additional licenses or certification. It is the employer's responsibility to ensure the appropriate licenses/certifications are obtained for each position.

Desirable Qualifications:

Positions typically require a Bachelor's degree or equivalent education/experience.

Class Specification History

New class consolidates 11250 Business Enterprise Program Assistant, 36480 Volunteer Resource Coordinator, 09212 Elections Examiner 2; effective January 1, 2006.

APPENDIX 4.1

Proposed Job Description for HEOC/ED Advising Divisional Manager – Exempt

Reports to: Director of Advising

Level of Supervision: General Direction

Purpose and Responsibilities of Position:

Manage the HEOC/ED Advising Division of Advising. Plan, develop and manage effective advising policies and procedures for prospective and enrolled HEOC and Education students. Supervise HEOC and Education program specialists and advisors, assist with orientations, communicate to community and interested parties on HEOC and Ed programs, and liaise with instructional departments to meet student advising needs. Report to the Director of Advising on progress, suggest improvements, and work as part of a leadership team within Advising.

Common Duties Established by the College:

1. Serve on appropriate Committees, councils, and teams.
2. Provide leadership in accordance with the Mission, Vision, and Values, established by the College, furthering Goals and Strategic Initiatives.
3. Ensure areas of responsibility operate effectively within the policies and procedures of the College and applicable governing agencies.
4. Develop and implement policies and procedures for operating unit(s).
5. Train, supervise, and evaluate employees in accordance with negotiated agreements, applicable state and federal laws, and College policies and procedures.
6. Exercise fiduciary responsibility.
7. Prepare reports and analytical materials to illustrate objectives, activities, and accomplishments of areas of responsibility
8. Create a safe, bias-free working environment, which engenders respect for differences.
9. Work to achieve and support affirmative action goals as established by the College.
10. Engage in and promote decision-making, input, and communication.

Duties essential to the position:

1. Plan, develop, organize, and implement effective and efficient advising procedures for students enrolled in, and preparing for, HEOC and Education programs; responsible for overall control of the HEOC/Ed Advising Division.
2. Develop policies and procedures advising HEOC and Education students.
3. Project future advising needs for HEOC and Education students.
4. Serve as liaison with appropriate Instructional Departments. Represent the College in outreach activities to community partners and agencies.
5. Make decisions upon the hiring of new HEOC and Education advisors.
6. Develop and provide training for new HEOC and Education advisors.
7. Support HEOC and Education advisors and exercise sound leadership decisions.
8. Advise HEOC and Education students so that they may develop education plans, enroll in appropriate classes, understand college policies and procedures, utilize online services, and be able to access and use college support services.
9. Monitor academic success of HEOC and Education students and initiate interventions as appropriate.
10. Organize and conduct HEOC and Education information meetings.
11. Monitor and evaluate the success of HEOC and Education advising through student surveys and feedback from the appropriate College sources. Implement improvements as appropriate.
12. Compile and analyze statistical data for College use. Prepare reports and presentations regarding data upon request.
13. Develop, project and monitor budgets in area of responsibility.

APPENDIX 4.1

14. Establish and maintain positive and collaborative working relationships with College offices.
15. Work closely with faculty and staff to resolve student/faculty issues and concerns regarding HEOC and Education programs.
16. Determine need for additional class sections, and work with Office of Instruction to address needs.
17. Provide assistance for general advising as needed.
18. Perform related duties as assigned.

DRAFT

APPENDIX 4.1

Phase 1 - January 2010

Proposed Structure

		Difference
Running Start and Associate Director of Advising		8,775
AAT	Program Coordinator	2,035
HEOC	Program Coordinator	119
HEOC	Program Specialist 2	1,897
BTEC/CTEC/DNET	Program Specialist 2	4,695
TRANS/DVED	Program Specialist 2	882
<u>PT Positions</u>	(2 curriculum advisors on retirement)	
HEOC/ED	PT Curriculum Advisor - Delete	(15,774)
HEOC/ED	PT Curriculum Advisor -Delete	(15,774)
Transfer/DVED	PT Curriculum Advisor	3,830
Transfer/DVED	PT Curriculum Advisor	3,830
BTEC/CTEC/DNET/AAT	PT Curriculum Advisor	3,660
BTEC/CTEC/DNET/AAT	PT Curriculum Advisor	2,919
HEOC/ED	PT Curriculum Advisor	2,919
BTEC	PT Curriculum Advisor EXCESS	-
HEOC	PT Curriculum Advisor EXCESS	-
ED/GEN	PT Curriculum Advisor RETENTION	3,660
Cost of Increase	Full Year Cost	4,013
	Half year Cost Approximate	2,007

APPENDIX 4.1

Phase 2 - July 2010

Proposed Structure

		Difference
HEOC/ED	New Advising Divisional Manager	66,959
HEOC	Program Specialist 2	4,210
Cost of Increase		71,169

Phase 3 - July 2011

Proposed Structure

		Difference
BTEC/CTEC/DNET/AAT	New Advising Divisional Manager	66,959
AAT	Program Specialist 2	3,781
Cost of Increase		70,740

Phase 4 - July 2012

Proposed Structure

		Difference
<u>Running Start</u>	Program Specialist 2	3,587
Transfer/DVED	New Advising Divisional Manager	66,959
DVED/ABE/ESL	Program Specialist 2	4,014
Cost of Increase		74,560

APPENDIX 4.1

Advising Reorganization

Phase 1	January 2010	2,007
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Phase 2	July 2010	71,169
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Phase 3	July 2011	70,740
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Phase 4	July 2012	74,560
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Total Cost	218,476
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APPENDIX 4.2

Clark College Long Term Planning Guide

Advisor: Linda Calvert Date: 2/4/2010 SID: Code: UWSS
 Student: , , L
 Program: AA - Direct Transfer Agreement Type: AA

As you place classes into the long term planning guide, be sure to plan for courses needed as prerequisites.

SUMMER: 2008		FALL: 2008		WINTER: 2009	
Tech Prep	9	ENGL& 101	5	POLS 111	5
		HIST& 146	5	ENGL 269	3
Quarter Total: 9		Quarter Total: 10		Quarter Total: 8	
SPRING: 2009		SUMMER: Select...		FALL: 2009	
PE 120	1			POLS& 203	5
Art 151	3			PSYC& 100	5
				ENGL& 102	5
Quarter Total: 4		Quarter Total: 0		Quarter Total: 15	
WINTER: 2010		SPRING: 2010		SUMMER: 2010	
MUSC 125	3	MATH& 107	5	Science #3	5
ENGL 265	3	Humanities	3	Electives	2
ECON 101	3	Science #1	5		
HLTH 100	2	ANTH& 215	5		
PSYC& 200	5				
CJ& 105	3				
Quarter Total: 19		Quarter Total: 18		Quarter Total: 7	
FALL: Select...		WINTER: Select...		SPRING: Select...	
Quarter Total: 0		Quarter Total: 0		Quarter Total: 0	
GRAND TOTAL: 90					

NOTES: No more than 5 credits of List B in Humanities. Apply for graduation from Clark no later than Jan. 2010 and you will finish degree requirements August 2010 and be able to participate in our graduation ceremony in June 2010 with this plan.

APPENDIX 4.2

Clark College Long Term Planning Guide - Unofficial Evaluation

Advisor: OSTERMILLER

Date: 2/9/2010

SID

Code: 308

Student:

Program: Dental Hygiene (DH)

Type: AAS

*As you place classes into the long term planning guide, **be sure** to plan for courses needed as prerequisites.*

SUMMER:	Select...	FALL:	Select...	WINTER:	Select...
Quarter Total: 0		Quarter Total: 0		Quarter Total: 0	
SPRING:	<u>2010</u>	SUMMER:	<u>2010</u>	FALL:	<u>2010</u>
CHEM 050	4	CHEM& 121	5	CHEM& 131	5
BIOL 164 (class)	4	HEOC 125?	3	BIOL& 251/L	4
BIOL 165 (lab)	1			BIOL 011	1
BIOL 011	1				
Quarter Total: 10		Quarter Total: 8		Quarter Total: 10	
WINTER:	<u>2011</u>	SPRING:	<u>2011</u>	SUMMER:	<u>2011</u>
NUTR 103	3	BIOL& 260/L	5		
BIOL& 252/L	4	BIOL& 253/L	4		
BIOL 011	1	BIOL 011	1		
JANUARY 8TH					
APP DEADLINE					
Quarter Total: 8		Quarter Total: 10		Quarter Total: 0	
FALL:	<u>2011</u>	WINTER:	<u>2012</u>	SPRING:	<u>2012</u>
1ST POSSIBLE					
START IN DH					
Quarter Total: 0		Quarter Total: 0		Quarter Total: 0	
				GRAND TOTAL:	46

NOTES:

APPENDIX 4.2

Clark College Long Term Planning Guide - Unofficial Evaluation

Advisor: Joe Jenkins

Date: 2/9/2010

SID:

Code: AA

Student:

Program: Nursing - WSUV Transfer (NURS)

Type: AA

As you place classes into the long term planning guide, be sure to plan for courses needed as prerequisites.

[illegible]

NOTES: Classes are suggested for Nursing transfer Degree. Suggest student applies for program

APPENDIX 4.2

Clark College Long Term Planning Guide - Unofficial Evaluation

Advisor: JOHN MADUTA

Date: 1/25/2010

SID

Code: 3811

Student:

J

Program: Business Medical (BMED)

Type: AAS

*As you place classes into the long term planning guide, **be sure** to plan for courses needed as prerequisites.*

SUMMER:		2009	FALL:		2009	WINTER:		2010

NOTES:

APPENDIX 4.3

2009-2010 Associate in Arts Degree-General Transfer Worksheet—Unofficial Evaluation

This is an unofficial evaluation for advising purposes only. Currently enrolled students may request an official evaluation of coursework from the credential evaluations office after obtaining fifteen (15) credits from Clark College. Please refer to section B of the Clark College Catalog for general information and academic residency requirements.

The Associate in Arts (AA) degree is for students intending to transfer to a four-year institution. Also known as a Direct Transfer Agreement (DTA) Associate degree, the AA meets all or most general education requirements at most universities in Washington and several in Oregon. Students are required to maintain a college level grade point average of 2.00 to receive this degree. Refer to reverse for a list of eligible courses and certain restrictions.

Student Information

Name:

ID:

General Education Requirements

Communication Skills-10 credits minimum

ENGL& 101 5

ENGL& 102 5

Credits Needed 0 Total 10

Quantitative Skills-5 credits

Select five (5) credits from any course with an Intermediate Algebra (MATH 095) prerequisite. Refer to reverse for a list of eligible courses.

Credits Needed 5 Total

Health and Physical Education-3 credits

Select two (2) credits from Health courses and one (1) credit from Physical Education courses or one of the HPE courses listed on reverse.

HLTH 100 winter 2

PE 120 1

Credits Needed 0 Total 3

Distribution Requirements

Humanities-15 credits

Select from a minimum of two (2) subject areas. A maximum of 5 credits of 100-level foreign language can be applied. A maximum of five (5) credits of B List coursework can be applied.

ENGL 269 3

ART 151 3

ENGL 265 winter 3

MUSC 125 winter 3

Credits Needed 3 Total 12

Social Science-15 credits

Select from a minimum of three (3) subject areas.

HIST& 146 5

POLS 111 5

PSYC& 100 5

Credits Needed 0 Total 15

Natural Sciences-15 credits

Select from a minimum of two (2) subject areas. One (1) laboratory course is required. A maximum of ten (10) credits from any one (1) department is allowed. Math and Computer Technology do not fulfill this requirement, except MATH 135.

ANTH& 215 spring 5

Credits Needed 10 Total 5

Elective Requirements

Specified Electives-12 credits

POLS& 203 5

ECON 101 winter 3*

PSYC& 200 winter 4*

Credits Needed 0 Total 12

General Electives-15 credits

Tech prep 9

PSYC& 200 winter 1*

CJ& 105 3

Credits Needed 5 Total 10

Total of above to equal a minimum of 90 college-level credits

Notes:

Apply for graduation 1-2 quarters in advance.

Need for spring & summer 2010:

5 cr. of college-level math
3 cr. of Humanities any dept. A or B
15 cr. of Nat. Science
5 cr. of electives
Total of 90 credits

University: U. of New Haven

Major: Criminal Justice

Advisor: Linda Calvert

Date: 11/23/09

2008-2010 Certificate of Proficiency Worksheet

Small Business Management

Unofficial Evaluation Given to Student

Name _____

The Certificate of Proficiency is designed for students who wish to receive specialized occupational training for a specific career objective. See college catalog for academic residency requirements. Students are required to maintain a cumulative grade point average of 2.00 to receive this certificate. Any course specified below must be completed with a grade of a "C" or better to satisfy requirement. Plan ahead as some courses are not taught every quarter.

Program Distribution

General Education Requirements

Note: Some General Education Requirements may be met by the specific major area requirements of the program. Check individual course descriptions in the catalog for more detailed information.

• Communication Skills — 3 credits

BTEC 087

Prerequisite: DVED 094 or recommending placement score for ENGL 097

• Computational Skills — 5 credits

MATHB 065

Prerequisite: Grade of "C" or better in DVED 023 Mathematics or recommending Placement Score

• Human Relations — 5 credits

CMST& 230

Major Area Requirements

Courses listed below are to be completed with a "C" or better.

BTEC 100	Keyboarding or Elective	3	
BTEC 150	Computer Business Applications	5	
BUS 028	Basic Accounting Procedures	3	
BUS 029	Basic Accounting Procedures	3	
BUS 036	Accounting Applications	3	
BUS 115	Small Business Management	3	
BUS 132	HR Management for Small Business	1	
BUS 133	Feasibility Plan	1	
BUS 135	Business Plan	3	
BUS& 201	Business Law	5	
BUS 251	Professional Selling	3	
BUS 260	Principles of Marketing	5	
MGMT 101	Principles of Management	3	
MGMT 107	Supervisory Communication I	3	

ADDITIONAL ELECTIVES MAY BE NEEDED TO MEET THE CREDIT MINIMUM (SEE ADVISOR FOR MORE INFO)

Total Credits Complete

Total Credits Needed

ADVISOR: _____

DATE: _____

TOTAL TO EQUAL A MINIMUM OF 54 CREDITS

2008-2010 Certificate of Proficiency Worksheet

Medical Assistant

Unofficial Evaluation Given to Student

Name _____

The Certificate of Proficiency is designed for students who wish to receive specialized occupational training for a specific career objective. See college catalog for academic residency requirements. Students are required to maintain a cumulative grade point average of 2.00 to receive this certificate. Any course specified below must be completed with a grade of a "C" or better to satisfy requirement. Plan ahead as some courses are not taught every quarter.

Program Distribution

General Education Requirements

Note: Some General Education Requirements may be met by the specific major area requirements of the program. Check individual course descriptions in the catalog for more detailed information.

- **Communication Skills — 3 credits**

BTEC 087

Prerequisite: DVED 094 or recommending placement score for ENGL 097

- **Computational Skills — 1 credit**

HEOC 011

Prerequisite: Grade of "C" or better in DVED 023 Mathematics or recommending Placement Score

- **Human Relations — 0 credits**

ADDITIONAL ELECTIVES MAY BE NEEDED TO MEET
THE CREDIT MINIMUM (SEE ADVISOR FOR MORE INFO)

ADVISOR: _____

DATE: _____

Preliminary Required Courses – For MA Selection

Courses listed below are to be completed with a "C" or better.

BTEC 082	Professional Spelling & Proof Skills	2	
BTEC 100	Keyboarding	3	
BTEC 110	Medical Terminology I	3	
BTEC 115	Medical Office Admin. Procedures	6	
BTEC 134	Medical Office Seminar	1	
BTEC 138	Legal Aspects of the Medical Office	2	

Major Area Requirements – Year Around Enrollment

BTEC 111	Medical Terminology II	3	
BTEC 112	Introduction to the Study of Disease	3	
BTEC 129	Medical Insurance	3	
BTEC 130	Medical Coding CPT/HCPCS	3	
BTEC 132	Medical Coding ICD-9-CM	3	
BTEC 137	Therapeutic Comm. Skills for Health	3	
BTEC 139	CMA Examination Review Seminar	1	
BTEC 147	Professional Self-Development	2	
BTEC 149	Computer Application Essentials	3	
BTEC 163	Medical Office Clinical Procedures I	3	
BTEC 164	Medical Office Clinical Procedures II	3	
BTEC 166	Medical Assistant Directed Practice*	3	
HEOC 100	Basic Concepts of A&P	3	
HEOC 101	Basic Concepts of A&P Lab	1	
HEOC 120	AIDS Education	1	
HEOC 130	Pharmacology for Health Assistants	3	
HEOC 160	Lab Procedures for the Medical Office	4	
IFA 032	First Aid for Health Occupations	1	

Total Credits Complete

Total Credits Needed

* Directed Practice is a non-paid, supervised work experience.

TOTAL TO EQUAL A MINIMUM OF 70 CREDITS

2008-2011 Associate in Applied Science Degree Worksheet

Machining Technology

Unofficial Evaluation Given to Student

Name _____

The Associate in Applied Science degree is designed for students who wish to complete a program with a specific professional-technical career objective. See catalog for academic residency requirement. Students are required to maintain a cumulative grade point average of 2.00 to receive this degree. Any course specified below under major area requirements must be completed with a grade of "C" or better to satisfy the requirement. Plan ahead as some courses are not taught every quarter.

Program Distribution**General Education Requirements**

Please see section B in the Clark College catalog for a listing of courses to meet the other General Education Requirements not specified below.

Check individual course descriptions in catalog for detailed information.

• **Communication Skills — minimum 6 credits (2 courses)**

ENGL 098 Credits Needed
 ENGL& 101 or CMST
TOTAL

• **Health and Physical Education — minimum 3 credits**

Select two (2) credits from Health and one (1) credit from Physical Education Activity courses or an appropriate HPE course listed for the degree in section B of the Clark College academic catalog.

Health Credits Needed
 Physical Education
TOTAL

• **Computational Skills — minimum 3 credits**

MATH 085 Credits Needed
TOTAL

• **Human Relations — minimum 3 credits**

CMST& 210 or 230* may meet this requirement

..... Credits Needed
TOTAL

• **Humanities — minimum 3 credits**

CMST& 210 or 230* may meet this requirement

..... Credits Needed
TOTAL

• **Social Science — minimum 3 credits**

CMST& 230* may meet this requirement

..... Credits Needed
TOTAL

• **Sciences — minimum 3 credits**

..... Credits Needed
TOTAL

Major Area Requirements

Courses listed below are to be completed with a "C" or better.

MACH 111	Basic General Machine Processes	5	
MACH 112	Basic Engine Lathe Processes I	5	
MACH 113	Basic Vertical Milling Processes I	5	
MACH 121	Basic Surface Grinder Processes I	5	
MACH 122	Basic Engine Lathe Processes II	5	
MACH 123	Basic Vertical Milling Processes II	5	
MACH 131	Basic Surface Grinder Processes II	5	
MACH 132	Basic Engine Lathe Processes III	5	
MACH 133	Basic Vertical Milling Processes III	5	
MACH 211	Adv. Surface Grinder Processes III	5	
MACH 212	Adv. Engine Lathe Processes IV	5	
MACH 213	Adv. CNC Milling Setup & Operations	5	
MACH 221	Surface Grinder & Processes II	5	
MACH 222	CNC Lathe Setup and Operation	5	
MACH 223	Adv. CNC Mill MasterCAM Prog.	5	
MACH 231	Adv. EDM Processes	5	
MACH 232	Adv. CNC Lathe Programming	5	
MACH 233	Adv. Milling 3D Prog. & Machining	5	
MACH 106	Mech. Blueprint Reading	4	
MACH 235	Elementary Metallurgy	2	
MACH 236	Elementary Metallurgy Lab	2	

Total Credits Complete Total Credits Needed

MINIMUM CREDITS REQUIRED: 124

Notes:

ADVISOR: _____ DATE: _____

*CMST coursework will fulfill a maximum of two distribution areas in the General Education Requirements portion of this degree.

2008-2011 Associate in Applied Science Degree Worksheet

Computer Network Administrator

Unofficial Evaluation Given to Student

Name _____

The Associate in Applied Science degree is designed for students who wish to complete a program with a specific professional-technical career objective. See catalog for academic residency requirement. Students are required to maintain a cumulative grade point average of 2.00 to receive this degree. Any course specified below under major area requirements must be completed with a grade of "C" or better to satisfy requirement. See an advisor for a listing of courses to meet the other General Education Requirements not specified below. Plan ahead as some courses are not taught every quarter.

Program Distribution

General Education Requirements

Check individual course descriptions in catalog for detailed information.

• Communication Skills — minimum 6 credits (2 courses)

ENGL& 101 or ENGL 135 Credits Needed
 CMST& 210 or CMST& 230
TOTAL

• Health and Physical Education — minimum 3 credits

Select two (2) credits from Health and one (1) credit from Physical Education Activity courses or a HPE course listed in the catalog.

Health Credits Needed
 Physical Education
TOTAL

• Computational Skills — minimum 3 credits

MATH 090 MATH 095 ELIGIBILITY Credits Needed
TOTAL

• Human Relations — minimum 3 credits

CMST& 210 or 230* may meet this requirement

..... Credits Needed
TOTAL

• Humanities — minimum 3 credits

CMST& 210 or 230* may meet this requirement

..... Credits Needed
TOTAL

• Social Science — minimum 3 credits

CMST& 230* may meet this requirement

..... Credits Needed
TOTAL

• Sciences — minimum 3 credits

..... Credits Needed
TOTAL

*CMST coursework will fulfill a maximum of two distribution areas in the General Education Requirements portion of this degree.

Major Area Requirements

Courses listed below are to be completed with a "C" or better.

BTEC 149	Computer Application Essentials	3	
CTEC 100	Introduction to Computing	3	
CTEC 102	Introduction to Windows	3	
CTEC 110	Command Line Essentials for Windows and UNIX	3	
CTEC 150	Introduction to Local Area Networks	2	
CTEC 199	Cooperative Work Experience	5	
CTEC 210	A+ Essentials	6	
CTEC 250	Windows Administration	5	
CTEC 269	Windows Network Troubleshooting (this class will need a substitution)	2	
CTEC 271	Managing Windows Server 2003 Environment	5	
CTEC 274	Network Services-Windows Server 2003	5	
DNET 121	CISCO CCNA1: Network+ and CCNA Network Basics	6	
HDEV 200	Professional Development	2	
CTEC 140	Introduction to UNIX	5	
CTEC 141	UNIX System Administration	5	
CTEC 230	Introduction to Network Security	5	

Total Credits Complete Total Credits Needed

MINIMUM CREDITS REQUIRED: 90 – 92

Notes: _____

ADVISOR: _____ DATE: _____

CLARK COLLEGE COUNCIL BYLAWS

INTRODUCTION

ARTICLE I: ROLE

Purpose

ARTICLE II: COMPOSITION

- ◆ *Standing Membership*
- ◆ *Term Membership*
- ◆ *Definition of Terms*

ARTICLE III: COUNCIL GOVERNANCE

- ◆ *Officers of College Council*
- ◆ *General Duties*
- ◆ *Officer Duties*

ARTICLE IV: ELECTIONS, VACANCIES AND REMOVAL FROM COUNCIL

- ◆ *Election of Council Officers*
- ◆ *Nominations for Chair and Vice Chair*
- ◆ *Vacancies of Officers*
- ◆ *Removal from Council*
- ◆ *Council Vacancies*

ARTICLE V: ADMINISTRATION AND OPERATIONS

- ◆ *Meetings, Format, Agenda*
- ◆ *Notices*
- ◆ *Procedures*
- ◆ *Subcommittees*
- ◆ *Minutes and Records*

ARTICLE VI: AMENDMENTS AND REVISIONS OF BYLAWS

- ◆ *Steps for Revision of Amendment of Bylaws*

REVISED: OCTOBER 21, 2009

APPENDIX 5.1

INTRODUCTION:

Shared governance occurs at Clark College in both informal and formal ways. The Clark College Council is a key component of shared governance. College wide input on key college issues is essential to informed decision making and effective policy determination.

ARTICLE I: ROLE

SECTION 1: ROLE

College Council makes recommendations to the President on matters such as strategic college-wide planning, budget and policy issues that impact a significant majority of the college community. The College Council provides a mechanism for meaningful input through shared governance, ensuring that communication flows in all directions. In addition, it supports accreditation requirements for shared governance through involvement of students, faculty, and staff representatives.

SECTION 2: PURPOSE

The purpose of the Clark College Council is to make recommendations to the President about college-wide goals and direction of the institutional planning process and institutional effectiveness systems and college-wide policies. The council is not an avenue for reporting or resolving issues that are handled through other established college protocols.

The Clark College Council will implement its purpose in the following ways:

1. Give input to the President when there is a need to revise current college-wide policy, procedures, projects, budget, and operational issues.
2. Annually review and evaluate Clark College's compliance with the strategic plan using a scorecard.
3. Review and recommend revisions to annual Institutional Goals. Periodically review, critique, and recommend implementation of the college strategic plan.

ARTICLE II: COMPOSITION

SECTION 1: STANDING MEMBERSHIP – NON-VOTING

Standing membership of the Council shall consist of the following non-voting members:

1. President (or designee)
2. Vice President of Administrative Services (or designee)
3. Vice President of Instruction (or designee)
4. Vice President of Student Affairs (or designee)
5. Administrative Secretary to the President (or designee)
6. Foundation President (or designee)
7. Associate Vice President for Planning and Effectiveness (or designee)

APPENDIX 5.1

SECTION 2, A: TERM MEMBERSHIP – TWO-YEAR APPOINTMENTS - VOTING

The Council shall consist of the following termed members. These term members are elected or selected from the areas they represent for two-year appointments. In the event that there are no candidates, the responsible administrator listed below will appoint a representative. If any area loses a representative before the end of a term, then it is the duty of the Chair, Vice Chair and/or President to notify the area. A recall from a respective unit can be done by contacting the identified respective authority.

1. Eight (8) faculty members (VPI coordinates)
 - a. One (1) from each instructional unit (currently 5)
 - i. Developmental Ed, English, Communications & Humanities
 - ii. Business & Technology
 - iii. Science, Technology, Engineering & Mathematics
 - iv. Health Sciences
 - v. Social Sciences & Fine Arts
 - b. One (1) library or counseling faculty member
 - c. Two (2) adjunct faculty members
2. Four (4) classified staff members
 - a. One (1) member from Administrative Services (VP of Admin Services coordinates)
 - b. One (1) member from Instruction (VPI coordinates)
 - c. One (1) member from Student Affairs (VP of Student Affairs)
 - d. One (1) member from Executive Unit (President's Office, Planning & Effectiveness, Human Resources, Communications & Marketing, Corporate & Continuing Education-President coordinates)
3. One (1) WPEA President (or designee)
4. One (1) AHE President (or designee)
5. One (1) exempt staff member (Associate VP of HR coordinates)
6. One (1) Clark College Foundation staff member (Foundation President coordinates)
7. One (1) administrative employee (Associate VP of HR coordinates)

SECTION 2, B: TERM MEMBERSHIP – ONE-YEAR APPOINTMENTS - VOTING

The Council shall consist of the following termed members. These term members are either elected or selected by the areas they represent for quarterly appointments.

Three (3) Student Representatives (Dean of Enrollment Services coordinates)

- a. One (1) ASCC President, or ASCC Executive Council
- b. Two (2) Student Representatives

APPENDIX 5.1

SECTION 3: DEFINITION OF TERMS

1. Term membership shall be either a one (1) or two (2) year appointment as detailed in ARTICLE II: COMPOSITION, SECTION 2, A: TERM MEMBERSHIP – TWO-YEAR APPOINTMENTS and ARTICLE II: COMPOSITION, SECTION 2, B: TERM MEMBERSHIP – ONE-YEAR APPOINTMENTS.
2. It shall be the responsibility of the secretary to stagger the terms of the members, to avoid having a complete turnaround in membership.
3. New terms will begin with the start of each fall quarter.
4. Multiple terms shall be allowable. Term limits may be set.

ARTICLE III: COUNCIL GOVERNANCE
--

SECTION 1: OFFICERS OF COLLEGE COUNCIL

The officers of the College Council shall consist of a Chair, a Vice-Chair, and a Secretary.

1. The Chair shall be elected each year by and from the term members of the Council.
2. The Vice-Chair shall be elected each year by and from the term members of the Council.
3. The Secretary shall be the current Administrative Secretary to the President. This member is a non-voting member.
4. The College President shall be responsible for the agenda of the first meeting of the fall quarter, as well as coordinating the election of the Chair and Vice-Chair.

SECTION 2: GENERAL DUTIES

1. In addition to Bylaws delineation of responsibilities associated with specific positions, all officers shall perform such other duties as may be required by law, by these Bylaws, or as assigned from time to time by the College President or the Council membership.
2. All members shall attend meetings. If unable to attend meetings they shall notify the secretary of their proxy.
3. Outgoing members should orient the incoming representative when there is a transfer of representation.
4. All members shall serve on subcommittees as requested by the council.
5. The Chair and Vice Chair of College Council are elected at the beginning of the fall quarter.
6. The President is responsible for providing to College Council feedback and rationale on all decisions that are made using College Council input.
7. College Council members will bring issues identified by the Council to their constituents for comments.
8. College Council members will strive to hear different perspectives from many constituents, so that there is representation of all viewpoints brought forth to the meetings.
9. College Council members need to include the number of responses in the comments that are brought forth for discussion.
10. Issues being addressed by the Council member and their constituents need to be addressed in reference to the college strategic plan.
11. College Council members provide clarification about recommendations made by the Council to their constituents.

APPENDIX 5.1

12. Provide input to College Council concerning policies and procedures of Clark College.
13. Council members may communicate agenda items with the Chair that may be beneficial for the college to address.

SECTION 3, A: DUTIES OF THE CHAIR

1. The Chair shall work with the College President and Vice-Chair to organize a working agenda for each Council meeting.
2. The Chair shall conduct the meeting.
3. The Chair may delegate reasonable activities and duties to Council members.
4. The Chair shall contact committee members who have missed three (3) consecutive meetings; and follow through with the coordinator in finding a replacement if necessary.

SECTION 3, B: DUTIES OF THE VICE-CHAIR

1. The Vice-Chair shall perform the duties of the Chair if the Chair is temporarily absent or unable to carry out those duties.
2. The Vice-Chair shall succeed to the Chair as described in ARTICLE IV: ELECTIONS, VACANCIES AND REMOVAL FROM COUNCIL.
3. The Vice-Chair shall work with the College President and Chair to organize a working agenda for each Council meeting.

SECTION 3, C: DUTIES OF THE SECRETARY

1. The Secretary position will be assumed by the Administrative Secretary to the President.
2. The Secretary shall maintain for the Council the official bylaws and shall issue a copy of these bylaws to newly appointed members.
3. The Secretary shall maintain for the Council an official list of membership and terms and notify the Council and its members of term expiration and the need for new members.
4. The Secretary shall prepare and maintain official minutes of meetings and follow college procedure posting and distributing the minutes.
5. The Secretary shall be the official recorder for election of officers and all votes including proxy vote.
6. The Secretary shall be responsible for notification of meetings and distribution of the agenda prior to the meetings.
7. The Secretary shall be responsible for recording attendance and notifying the Chair when there is a problem.

ARTICLE IV: ELECTIONS, VACANCIES AND REMOVAL FROM COUNCIL
--

SECTION 1: ELECTION OF COUNCIL OFFICERS

The Chair and Vice-Chair shall be elected at the first Council meeting of fall quarter, with transfer of duties occurring upon conclusion of election. Voting shall be conducted at that first meeting with the ability for proxy voting from members who will be unable to attend. A simple majority vote will indicate the new Chair and Vice-Chair.

The College President shall be responsible for coordinating the election of the Chair and Vice-Chair.

APPENDIX 5.1

SECTION 2: NOMINATIONS FOR CHAIR AND VICE CHAIR

Nominations shall be voiced at the first meeting of fall quarter. A nominated member must accept the nomination to be voted on as an officer.

SECTION 3, A: VACANCIES OF OFFICERS

Vacancies in elected positions shall be filled following the guidelines below. As in a regular election, a simple majority vote will carry.

SECTION 3, B: VACANCY IN POSITION OF CHAIR

If the Chair is vacated, the Vice-Chair shall succeed to the Chair. In this instance, a new Vice-Chair will be elected in a regular election at the next possible Council meeting.

If the Chair AND Vice-Chair are both vacated, the College President shall become Chair until a Chair and Vice-Chair are elected. Upon election, the Chair and Vice-Chair will then take over those positions.

SECTION 3, C: VACANCY IN OFFICE OF VICE-CHAIR

If the office of Vice-Chair is vacated, the Chair shall hold a regular election to fill that post at the next possible Council meeting.

SECTION 3, D: VACANCY IN OFFICE OF SECRETARY

If the Secretary position is vacated, it shall be filled by an appointee of the College President until the position of Administrative Secretary to the President has been filled.

SECTION 4: REMOVAL FROM COUNCIL

All officers and Council membership shall be subject to removal for misconduct by a 70% vote of the Council voting membership. Misconduct shall be defined by, but not limited to, the following criteria:

- Continual disruption of Council meeting discussion.
- Harassment toward a fellow Council member.
- Repeated offensive or demeaning remarks and language.
- Other forms of misconduct as agreed upon by a majority of the Council.

SECTION 5: COUNCIL VACANCIES

Vacancies in the Council Term Membership shall be filled within 2 weeks of the vacancy being acknowledged at a Council meeting by a special election or appointment as outlined in ARTICLE II: SECTION 2. Vacancies in the Council Non-Voting Standing Membership shall be appointed by the President.

ARTICLE V: ADMINISTRATION AND OPERATIONS

SECTION 1, A: MEETINGS

Meetings shall be conducted on the first, third and fifth Wednesdays of each month during fall, winter and spring quarters following the academic year from October through June, unless an alternate date is agreed upon by the College Council. These meetings shall take place from 3:30 p.m. until 5:00 p.m. During summer quarter, the Council shall meet if needed. The College Council meetings shall be open to the Clark College community, including faculty, staff, and students.

SECTION 1, B: FORMAT

The following format for a regular meeting agenda shall normally be utilized:

1. Declaration of quorum
2. Announcements and messages
3. Adoption of minutes
4. Old business
5. New business
6. Adjournment

SECTION 1, C: AGENDA

1. The Chair shall work with the College President and Vice-Chair to organize a working agenda for each Council meeting.
2. The agenda for each College Council meeting will be sent to the entire college community with the supporting materials and the previous meeting's minutes via email the Friday prior to the meeting. The email will contain the names of the respective representatives for each constituent group to contact with feedback, information, or opinions about issues related to the agenda.
3. The Chair, Vice-Chair, and College President shall receive proposed agenda topics from the college community and shall develop quarterly priorities for meetings of the Council. It is the Chair's responsibility for submitting the list of priorities to the Secretary to be sent to the Council members.
4. The College Council will approve the list of priorities at the beginning of each academic quarter. The Secretary will send the approved priorities to the campus community.
5. College community issues brought to the attention of Council member under new business shall be voted on at the Council meeting as to whether or not the issues are relevant to the Council. The issues approved by the majority of the Council membership will be placed on the agenda of a future Council meeting.
6. Any issue not deemed relevant by the Council membership shall be directed to the appropriate committee or authority for follow up by the Council member who brought the issue forward.

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SECTION 2: NOTICES

The Secretary will be responsible for sending notices of each upcoming meeting to all Council members and the campus community. These notices shall be sent the Friday prior to the Council meeting.

SECTION 3: PROCEDURES

1. The meetings of Council shall be governed by these bylaws and Robert's Rules of Order (as newly revised). These bylaws will supercede Robert's Rules of Order unless otherwise decided by the Council.
2. A quorum shall consist of 60% of voting members.
3. Non-voting members may not initiate or second motions, nor may the presence of a non-voting member be used to establish quorum.
4. Each voting member shall have one vote on a motion. Recommendations shall be made by simple majority vote of the voting members present at the meeting who cast a vote.
5. Any voting member of Council unable to attend a meeting may vote through a proxy, as long as the Secretary is notified in writing who the proxy will be prior to the meeting.
6. Any voting member of Council may initiate a debate.
7. Proposed presentations to Council by particular groups or individuals are to be pre-approved by the Chair, Vice Chair, and College President.

SECTION 4: SUBCOMMITTEES

The Chair may appoint members of the Council to ad hoc subcommittees in order to provide feedback to the Council members. These subcommittees must be represented by Council members only unless non-members are approved by the Council.

SECTION 5: MINUTES AND RECORDS

The Secretary will keep minutes of all Council meetings, as well as archives of all records of the Council. Upon approval, the meeting minutes will be sent to the Council members in a timely manner. The meeting minutes will also be placed on the ClarkNet for the college community to view.

ARTICLE VI: AMENDMENTS AND REVISIONS OF BYLAWS
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SECTION 1: STEPS FOR REVISION OR AMENDMENT OF BYLAWS

1. Revision or amendment of the bylaws may be proposed to The Chair, Vice-Chair and President by any College Council member.
2. All discussion shall be finalized at the meeting prior to the vote.
3. A positive vote by a two-thirds majority of voting members is required to revise or amend the bylaws.

Shared Governance Task Force Report

May 2004

Shared Governance Report

- I. Appointment of Task Force
 - II. History of College Activities Related to Shared Governance
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 - A. Definition of Charge
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 - 1. Definition of Shared Governance
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 - 3. Clarification of Roles Within Organization Structure and Responsibility and Authority for Policy and Decision-making
 - D. Models and/or Methods of Shared Governance at Other Institutions
 - 1. Methodology
 - 2. What Works Well at Other Institutions
 - 3. What Aspects of Other Models/structures Might Add Value at Clark College
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-
- Appendix A.1 Shared Governance at Clark College Table
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 - Appendix A.3 Sample Definitions of Shared Governance

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I. Appointment of Task Force

The shared governance task force was established as a subset of College Council to conduct research and provide shared governance recommendations back to College Council. The original members were Juliet Amos, Barbara Chen, Barbara Simpson, Jean Roniger, Sue Williams and Felicia Morelli, Juliet Amos and Barbara Simpson resigned and were replaced by Lew Lewin and Kristin Kautz. Membership was on a voluntary basis. A second task force was established to survey the college campus regarding shared governance. Unfortunately, the results of this survey were not available at the time of this report.

II. History of Campus Activities Relating to Shared Governance

In the spring of 1998 the board of trustees hired a consultant, Dr. Patrick O'Rourke, to analyze the organizational structure and decision-making processes and make recommendations. As a result of the O'Rourke report and recommendations, President Hasart established the Transition Team in the fall of 1998 to review and make recommendations regarding the decision-making process, committee structure, and institutional organization of Clark College.

In February 2000 the Transition Team released its report, which included the recommendation to move to a different model of decision-making, with authority and responsibility shifted to those with knowledge and who would be most impacted by decisions. The new model moved from a 10 division-chair and 56-department set-up to a four-instructional unit structure with each unit led by an administrative dean.

The President and cabinet approved the recommendation to form an Instructional Planning Team and a more active Curriculum Committee over the then current large Instructional Advisory Committee. A new decision-making body was established in 2000, President's Advisory Council, later named College Council. The purpose of the Council is to review and advise on selected issues presented to the president. The Council oversees institutional planning, budget development, and institutional effectiveness systems.

In March of 2001, a Reorganization Status Report was shared with the campus outlining the progress of the structure reorganization to date. In April, feedback groups were formed to provide input about what was working well and what needed improvements. In May 2001, Mary Jo Briggs presented a Summary Report of Reorganization Feedback Groups.(Exhibit A.5) In addition, in July 2001 a Reorganization and Environmental Survey was distributed to 750 employees to gather information about employee perceptions about the college environment and the impact of the reorganization; a survey report was developed. (Exhibit A.8) Executive cabinet developed a response grid to clarify roles of faculty, staff, and administrators. This grid compiled recommendations from Deans, Faculty, Administrative Assistants, and Division Chairs, as a response to the Briggs Report. (Exhibit A.6)

The need for continued clarification of roles of faculty, department/program heads, division chairs, unit deans, and the Vice President of Instruction prompted the

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development of a Decision Grid in October 2001 that defined roles on student issues, curriculum, budget, facilities, and faculty hiring. Also, the CC/AHE agreement defined job description and selection process for division chairs. (Exhibit A.7)

In early 2002, much of this work came to a halt due to the ultimate departure of Tana Hasart. The turnover of key administrators, particularly in Instruction, has made achieving meaningful shared governance difficult. Overall, there have been steps taken to provide more opportunities for faculty and staff in shared governance and decision-making since 1998.

III. Working Definition of Shared Governance

There are a multitude of definitions of shared governance. The Task Force chose to use the following working definition to guide our efforts:

"Shared governance is a process that involves all stakeholders in making decisions affecting them and where they work. It includes an implied responsibility for the outcomes of the decisions made."

IV. Charge for the Shared Governance Task Force

A. Definition of the Charge

- Review and describe the College's current shared governance structure. Identify what is working well and what could be improved upon.
- Shared governance recommendations from the Task Force to College Council must address the response of the Northwest Commission on Colleges and Universities in the 5-year Interim Report.

Commission Response to General Recommendation#2;

"It is recommended that the College community, with the leadership of its new President, continue to work towards an agreed upon definition of shared governance for Clark College and continue to work together cooperatively to remove communication barriers. Specifically, roles within the organizational structure and responsibility and authority for policy and decision-making must be clarified."

- Study other models and/or methods of shared governance at other institutions. Determine what seems to work well at other institutions, and if aspects of other models or structure would add value at Clark. Present recommendations to Council for discussion.

B. Review of Clark College's Shared Governance Structure

1. Methodology

- The Task Force reviewed Clark College Administrative Procedures, Chapter 800.000, Committees and Organizations to determine the representation of major stakeholder groups in the committees that are currently part of the governance

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structure. (Appendix A.1) titled "Shared Governance at Clark College", summarizes this data.

- The Task Force also reviewed the documents listed below in chronological order. These documents provided a context for the shared governance discussion. It became clear to the Task Force that shared governance has been an issue on campus for many years and that many of the changes implemented by the current administration were changes requested in these documents.

<u>Title</u>	<u>Author</u>	<u>Date</u>
Clark College: Changing Times – Exciting Futures	Dr. Patrick O'Rourke	April 1998
Transition Team Report	Co-Chairs Daivd Halme & Robin Terjeson	Feb. 2000
Reorganization Status Report	Transition Team	Mar. 2001
Clark College Reorganization Feedback Groups	Mary Jo Briggs	May 2001
Clark College Reorganization & Environment Survey Report	RMC Research Corp.	July 2001
Response to the Briggs Report	Faculty	Aug. 2001
Response to the Briggs Report	Administrative Assts.	Aug. 2001
Response to the Briggs Report	Instructional Deans	Aug. 2001
Decision Grid	Executive Cabinet	Oct. 2001
Clark College Fifth-Year Interim Report (Accreditation)	Prepared for the Commission on Colleges and Universities NW Association of Schools and of Colleges and Universities	Oct. 2003

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- In January 2004, Dr. John Keyser spoke at a campus forum and presented information related to his implementation of a shared governance system at Clackamas Community College.
- The entire College Council was encouraged to read literature related to shared governance and shared governance models. Many of these articles were placed on electronic reserve at the Cannell Library:

<u>Publication</u>	<u>Article</u>	<u>Author</u>
<u>Chronicle of Higher Education</u>	“Shared Governance Under Siege: Is It Time to Revive It or Get Rid of It?”	Leatherman, Courtney
ERIC Clearinghouse for Community Colleges (ED433077) Aug 1999	<u>Shared Governance in Community Colleges, ERIC Digest</u>	Schuetz, Pam
Education Commission of the States, Center for Community College Policy (ED439766)	<u>Shared Governance in Community Colleges: A Position Paper</u>	Alfred, Richard L.
Arkansas State University (ED418617) <u>Liberal Education</u> : Summer 2000: 12-19	<u>Shared Governance: Balancing the Euphoria</u> “The Academic Profession’s Leadership Role in Shared Governance”	Guffey, J. Stephen; Rampp, Lary C. Hamilton, Neil
<u>Academe</u> : Jul-Aug 2002: 27-31	“Civic Engagement, Shared Governance, and Community Colleges”	Lucey, Carol A.

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- In addition, the following websites provided examples of shared governance models at other educational institutions. Insight was also gained into the atmosphere required for a shared governance system to work.

<u>Institution</u>	<u>URL</u>
Lansing Community College	www.lansing.cc.mi.us/executive/shared-governance/
Los Angeles City College	http://president.lacc.cc.us/sharegove1.htm#model
Dekalb College	www.dc.peachnet.edu/Governance/gov.php3
Virginia State University	www.vsu.edu/governance
Northeastern Illinois University	www.neiu.edu/~facsen/Shared%20Governance%20Meetings%20Summary.htm
University of Arizona, Tucson	W3fp.arizona.edu/senate/shared%20governance.html
Southern Illinois University	www.siu.edu/~over/governance.html
Austin Community College	www.austincc.edu/orgref/shared.htm
San Francisco State University	www.sfsu.edu/~senate/sharedgovernance.htm

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2. What is working well

There has been a new level of participation in College committees, such as Curriculum Committee, The instructional Planning Team, and College Council. The membership structure of the Curriculum Committee and Instructional Planning Team changed to include more faculty representation on each committee. (Appendix A.1) With Dr. Branch's appointment, the role of College Council has been discussed and over the last six months, that role has become more formal and meaningful, as issues have been brought to Council for discussion and recommendation to the President. Several Council members have been doing a good job taking information from Council meetings and disseminating it out to their respective employee groups and in turn gathering feedback on issues to share with College Council.

Several recommendations were made in response to, the "Briggs" Report These recommendations came from Instructional Deans, faculty, Instructional Administrative Assistants, and Division Chairs. Recommendations included themes of shared governance, workload and additional responsibilities, processes and procedures, budget responsibility, clarification of roles and responsibilities, and communication. Each recommendation identified its own activity, timeline, and responsible party (Exhibit A.6)

The recommendations prompted positive activity regarding changes in decision-making authority in several areas. A Decision Grid was developed in October 2001, indicating areas where decision-making moved to deans, division chairs, and/or faculty, as appropriate. (Exhibit -4.7)

Budget responsibility has been shifted out to the units involving the deans and unit departments in the budget process to a greater extent. Purchasing and budget training was provided to those who responsible for purchasing and monitoring and managing budgets.

The monthly Open Dialogues Dr. Branch offers have provided employees an opportunity to ask questions and comment on various issues. Dr. Branch shares information regarding various issues that affect the college. These Dialogues are well attended and seem to be appreciated as a venue to have open communication. Also, currently Dr. Branch meets with the Instructional Deans weekly to engage in open dialogue about issues affecting the Instructional units.

A Vocational Services Director was hired to provide coordination and support for all vocational technical programs. Vocational programs are a large part of the college and require a great deal of coordination and support beyond what the unit dean can provide. This position was created to manage vocational funds, administer state mandated vocational certifications of instructors, and provide leadership in strategic planning.

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To improve information sharing with the campus community, several committee meeting agendas and/or minutes are sent to the Campus Master List and meeting minutes are posted on the Intranet. Run of the Mill is offered in both electronic and print version to reach all of the campus community. It includes the President's Update of activities and issues at the College and within the community and state.

3. What could be improved upon

The college must develop and agree upon a shared governance definition.

Follow-up on what action has been done in response to the recommendations from the Deans, Faculty, Administrative Assistants, and Division Chairs.

The role and responsibility of College Council needs to be examined, clarified, and formalized. This group may be able to better serve the campus as a shared governance arm.

Continue work to clarify the budget process, budget responsibilities, and authority over budget activity within all campus units.

An evaluation process needs to be implemented in order to assess progress of shared governance initiatives and other recommendations in related environments.

Promote and engage in better communication among unit departments, administration, faculty, and staff, and across campus in general.

C. Commission on Colleges and Universities Recommendations

The 1998 accreditation report recommended:

The institution must recognize the strength that will be realized from a stronger focus on shared governance. Specifically, the college should clarify the roles of faculty in the formulation of institutional policy and should make the decision-making process regarding budget, capital equipment and staffing allocations clear and visible to the campus community. Further, it should ensure adequate participation of faculty and staff in decision-making processes.

On October 28, 2003, Dr Jacqueline C. McCrady delivered a confidential report reviewing the College's progress on recommendations from the 1998 accreditation review.

The McCrady interim report investigated progress made since 1998, and found that "In the five years since the Commission's full scale evaluation, Clark College

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has experienced two changes in administration at the president level. Reorganization of the instructional administration and support areas occurred shortly after the 199S visit which created four new dean level positions. Once filled, three of the four positions became vacant in 2002-03.

The changing roles and personnel in institutional policy and decision-making, especially in instruction, have made achieving a process of shared governance difficult. Evidence indicates that the current organizational structure and changing personnel have resulted in a lack of clarity about roles, responsibilities, and authority levels among staff, and caused some tension at the College. While some staff were pleased with the new level of participation in College committees such as the reorganized Curriculum Committee, the Instructional Planning Team, and the new College Council, others indicated they felt the new structure had, by adding an additional layer of administration, created communication barriers.

The interim report made the following recommendation:

It is recommended that the College community with the leadership of its new President continue to work towards an agreed upon definition of shared governance for Clark College and continue to work together cooperatively to remove communications barriers. Specifically, roles within the organizational structure and responsibility and authority for policy and decision-making must be clarified.

1. Definition of Shared Governance:

The Shared Governance Task Force submits that the first task should be to determine an agreed upon definition of shared governance.

2. Work Cooperatively to Remove Communication Barriers

The interim report does not spell out the communication barriers to which it alludes, and there is no detailed information defining these communication barriers, but it can be surmised from the context of the recommendation that the following are areas for improvement:

- Communication through deans to faculty and staff in relaying information to and from the top administration of the college
- Clarification of roles and responsibilities and levels of authority after the reorganization of the campus administration.
- Clarification of how information is disseminated to the constituent groups on campus.

The role of College Council and the shared governance model in this charge to remove communication barriers can be refined as the Council revises its organization. It seems clear from the direction of College Council this year that the representative nature of Council will continue to mature as the reporting to and back from Council becomes more formalized. This communication channel will contribute to relaying campus information more completely and accurately.

3. Roles within organizational structure and responsibility and authority for policy and decision-making must be clarified.

While much of the information regarding organizational structure and roles and responsibility is contained in Policies and Procedures and other documents readily available for review on the Intranet, there appears to be feelings of uncertainty about what is actually accurately reflected there. The campus is still experiencing change in administrative roles and structures which makes it important to have ongoing review and revision of the documents to reflect the current state. College Council can play a role in this review and revision and subsequent dissemination of these policy and decision-making roles.

College Council itself, as it exists today, has a role in shared governance as a "advise and consent" body with little authority as a decision-making body. "The purpose of the Clark College Council is to review selected procedures, projects, operational issues, and recommendations presented to the president for action. In addition, the Council oversees institutional planning, budget development, and institutional effectiveness systems for the College district. Members strive to base recommendations to the president on a consensus model; if the group is unable to reach consensus, a formal vote of members will be taken (Administrative Policies and Procedures Manual 832.000). As shared governance continues to be defined at Clark College, College Council could potentially evolve to have more decision-making ability.

D. Models and/or Methods of Shared Governance at Other Institutions

In this section our goal is to present the 1) methodology we used to investigate other models, 2) what seems to work well at other institutions, and 3) what aspects of other models/structures would add value at Clark.

1. Methodology

In terms of methodology, we searched the ERIC database, which is a database for publication on educational issues and research. We used the key words "shared governance", "colleges" and "evaluation" in order to locate research which had evaluated the effectiveness of shared governance models and to provide guidance in terms of what works well at other institutions.

Unfortunately, we found no such research in the absence of empirical data to guide us, we then decided to look at two example of shared governance at community colleges.

2. What works well at other colleges

The first model, which is being used at Lansing Community College (LCC), was described in a paper provided to Clark College Council in our group of readings on shared governance. Shared governance at LCC is defined "as a participatory system in which every member of the College community can influence decisions regarding operational policies and priorities, and thus help provide direction for the college."

The LCC model has six shared governance Councils: College Council, Budget and Resources Council, Curriculum and Instruction Council, Human Resources Council, Research and Effectiveness Council and Student Services Council. In terms of membership, "There has been an effort to provide each council with appropriate expertise (designated members) and breadth of perspective (appointed members). In terms of working guidelines, "Councils may create committees which will report to that Council." Also, "For issues of great consequence or broad interest, Councils may conduct panel discussion, debates, hearings, forums or opinion surveys."

The College Council "deliberates about regulatory, procedural, or priority questions which are referred to it by the President or another Council "Areas of responsibility are: "1) advising the President. 2) strategic planning, 3) appointing members to councils. 4) assigning items of business to Councils, 5) coordinating efforts of Councils, and 6) evaluation of shared governance". The College Council has twenty-three members (seventeen designated, six appointed). Members include the President, Vice-Presidents, Deans, Executive Directors, and presidents of bargaining units, a student, at-large and nonclassified/unrepresented employees.

The Budget and Resources Council "assists in the process of translating the goals and priorities of the College into a college-wide budget, facilities plan, and capital equipment plan." This council has the following responsibilities: 1) planning for the College's fiscal, facilities and equipment needs, 2) budget process, annual budget guidelines and annual budget calendar, 3) periodic budget projections of income and expenses, with changes and reallocations when appropriate, 4) sources for revenue enhancement (including tuition, fees, grants, Foundations funds and others) as well as cost avoidance or reduction, 5) fiscal and facilities guidance for implementing changes, such as those based on strategic planning and review". This Council has sixteen members (eight designated, eight appointed) and includes one individual and one faculty member from each of the instructional divisions, VP of Administrative Services, an executive office representative, a student, and two at large.

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The Curriculum Council "assists with the formulation of curricular and instructional policies". This Council's responsibilities include: "1) instructional content and delivery, including course proposals and revision, library services and instructional media services, 2) evaluation and certifications, including graduation requirements, 3) coordination with the Student Services Council in matters of shared responsibility." The Council has sixteen members (seven designated, nine appointed) including one individual and one faculty member from each of the instructional divisions, VP of Administrative Services, one Executive Office representative, a student, two support staff and two at-large.

The Human Resources Council "helps shape and develop college-wide human resources policies related to the needs, concerns and goals of the college." This Council has "responsibility for a broad range of policies pertaining to human resource, human resources development, equal opportunity and diversity for all faculty and staff, including student staff." This council has twenty-one members (eleven designated, ten appointed) including one individual from each of the instructional divisions, one individual from Administrative Services/Finance, Directors of Human Resources, Professional Development and Equal Opportunity and Diversity Programs, Asst. Director of Human Resources, Coordinator of Student Employment, Director of Operations, one individual from each of the seven bargaining units, one support staff from nonclassified/unrepresented and one student employee.

The Research and Effectiveness Council "helps translate the goal and priorities of the College into college-wide plans for research, communication, assessment and improvement." This Council has responsibilities in the following areas: 1)"planning for research and information needs, including the effective use of information technology to meet those needs, 2)processes for reviewing and improving communication, both internal and external (e.g., marketing), 3) processes for reviewing and improving operational systems within the college, and 4) processes for reviewing and improving institutional effectiveness". This council has fourteen members (nine designated, five appointed) and includes the Dean of Information Technology and Planning; Director of Institutional Research Analysis and Reporting Executive Director of Marketing, Community and Board Relations, one individual from each of the instructional units, one individual from Administrative Services, one student, and five at-large.

The Student Services Council "assists with the formulation of policies related to student services, issues, and activities." This Council has responsibilities in the following areas: "1)support services, such as counseling, tutorial assistance, and financial aid, 2)co-curricular activities, 3)student rights and responsibilities, 3)students rights and responsibilities, 4)convocations, including graduation ceremonies, 5) alumni activities, and 6)coordination with the Curriculum and Instruction Council in matters of shared responsibility.

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This Council has thirteen members (six designated and seven appointed) and includes Dean of Student and Academic Support, Director of Student Life, Chair of Counseling Services, Director of Student Relations, two students, one individual from each division and two at large.

Besides the shared governance model at Lansing CC, we also looked at the SG model at Los Angeles City College (LACC). The state of California passed a bill mandating shared governance in all community colleges. SG has "as its goal to have the college arrive at decisions and solutions that are made better through the expertise of the participants and made more acceptable through the shared process. SG is "shared involvement in the decision making process in a climate of mutual trust. It means involving all those affected by the decision in that process; faculty, classified staff, students and administration".

At LACC, they have a Shared Governance Council (SGC) which has the charge to "develop recommendations to the president on policy and procedure." It is a deliberative body that sets the institutional agenda for the college and monitors the college's progress toward achieving its goals." (It should be noted that faculty at LACC are represented by an Academic Senate and a bargaining agent (a guild). The SGC is composed of eighteen members including faculty representatives (eight) and guild and senate presidents, and chairs from campus committees.

In addition to the SGC at LACC, they have two planning committees: a budget committee and planning committee. The budget committee is a committee of SGC "that sets fiscal priorities in support of the college's mission, integrates the college's planning and budget process, and monitors budgetary effectiveness. The planning committee is also a committee of SGC "that works in conjunction with the Office of Institutional Effectiveness and offers recommendations to SGC in the development of the master planning process and the development and implementation of the strategic plan."

There are also four standing committees: Curriculum Committee, Educational Planning Committee, Staff Development Committee, and a Work Environment Committee. The Curriculum Committee is a "committee of the Senate that oversees issues relating to college curriculum including course development, curriculum updated, and graduation/certification/degree requirements". The Educational Planning Committee "is a committee of the Senate that makes recommendations regarding program reviews, educational master planning, information technology and other educational planning issues". The Staff Development Committee is "a committee of SGC that supports the Strategic Plan and Educational Master Plan by planning professional development activities and programs for faculty, staff and administrators. The Work Environment Committee "is a committee of the AFT that monitors all work environment matters and makes recommendations

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to the administration regarding the work environments. Functions are delineated in the collective bargaining agreements."

3. What aspects of other models would add value at Clark

A summary of the various councils/committees at Clark, LCC and LACC is shown in Appendix A.2.

As can be seen from this table, Clark's College Council is similar in function and composition to LCC's College Council and LACC's Shared Governance Council. In addition, Clark College's Instructional Planning Team and Curriculum Committee are similar in function and composition to LCC's Curriculum and Instruction Council and LACC's Curriculum Committee and Educational Planning Committee. Clark's Employee Development and training Advisory Committee is similar in function to LACC's Staff Development Committee, however, LACC's committee focuses on faculty, staff and administrators while Clark's committee focuses only on administrators and exempt and classified employees.

Perhaps the greatest discrepancies between Clark and the other two models are in four areas: budget, student services, research, and human resources. LCC and LACC have a Budget and Resources Council and a Budget Committee, respectively. Since the task force was unclear about the budget process at Clark, it is difficult to make informed comparisons

Also, in the area of student services, LCC had a Student Services Council, Human Resources Council, and Research and Effectiveness Council which does not seem to have a parallel at Clark.

V. Recommendations

There are elements of shared governance in place at Clark College that are common in other models, but also we found some discrepancies in that there seems there are some elements other colleges have that Clark does not. Some things that are in place are working well and some areas need some modification. The following recommendations are suggested to enhance shared governance; however, we are reluctant to recommend a specific model because more work needs to be done to determine what Clark's needs and wants are and it is not in the spirit of shared governance for our Task Force to recommend a definitive model.

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1. **Campus/College Council needs to agree on Clark's definition of shared governance.** There needs to be clear agreement between all constituencies on what shared governance means and who is responsible for decision-making. Appendix A.3 provides examples. This agreement might include processes for providing justification for why particular decisions are made.
2. **The goals of shared governance should be established and measurable objectives should be formulated.** These goals could be the goals and mission statement of the college. Other goals might be to increase communication and improve the stakeholders' morale and satisfaction with decision-making process and outcomes.
3. **The shared governance system needs to be clearly stated and codified.** Each representative body's roles and responsibilities in the decision-making process must be clearly laid out. The lines of authority and communication between advisory bodies and decision-makers need to be clear. The entire campus community needs easy access to current information on who their representatives are in each of these bodies.
4. **Consider adding a Budget and Resources Council, a Research and Effectiveness Council, Student Services Council, and/or a Human Resources Council.** These Councils may be organized to feed information to the College Council. Clark's shared-governance model may need to extend to other domains, such as Administrative Services, Student Services, and the Executive units. See discussion under IV.D.3 and Appendix A.2.
5. **The role and responsibility of College Council needs to be examined, clarified, and implemented.** Consider making the following changes in the College Council:
 - a. Examine whether the size is optimal for carrying out the goals of the Council. Examine the relationship Council has with other campus committees, and determine what standing campus committees might report to it.
 - b. Reorganize so that an elected Chair is a member of Council other than the College President. The College President is a required non-voting member.
 - c. Formal bylaws need to be established, which would address College Council member responsibility, meeting protocol, and general Council processes, such as voting methods and transition process for ingoing and outgoing members.
 - d. Some members of the campus community are not receiving information from council. A clear process for disseminating information out to the campus and gathering input to share with Council needs to be established e.
 - e. We need more collaborative problem solving and decision-making where the parties affected have an opportunity to be involved in the decision (as opposed to yes/no voting). Issues and information should be presented to Council in a more proactive fashion to allow a more collaborative process.

6. **An evaluation process needs to be implemented in order to assess progress of shared governance initiatives and other recommendations in an ongoing fashion and determine who will be responsible for the evaluation process.** It is important that before any changes in shared governance are implemented, a baseline measure be established of how well goals are being reached, and stakeholders' level of satisfaction. After changes are made, it is important to measure again how well goals are being met and the level of satisfaction. To make legitimate and meaningful comparisons, measurement instruments and methods must be kept constant across evaluations. These evaluations could serve as the basis for making decisions about further corrections in the shared governance process.
7. **Continue work to clarify the budget process, budget responsibilities, and authority over budget activity within all campus units.** The appointment of a Budget and Resources Council may assist in accomplishing this recommendation.
8. **Conduct follow-up on activity in response to the recommendations from the Deans, Faculty, Administrative Assistants, and Division Chairs.** (Exhibit 4.6)

VII. Conclusion

Shared governance poses several challenges. The initial implementation and ongoing evaluation of shared governance requires an enormous time commitment. Participating in shared governance systems, such as Councils and committees, also requires a time commitment. Individuals who are involved in shared governance are often required to work far beyond their normal workload. This can create a compensation or release time issue.

The shared governance decision-making process in itself can be extremely time consuming as well. In some cases, the college must make decisions in a timelier manner than shared governance allows. The shared governance model needs to allow for the institution to be responsive when necessary.

The success of a shared governance model depends upon relationships of mutual respect and trust, among faculty, staff and administration. There must be an ongoing collaborative dialogue as administrators, faculty, and staff governance bodies communicate with each other throughout the decision-making process. Commitment from the entire campus community to the success of a shared governance system will result in increased respect and trust as their voices are being heard.

SHARED GOVERNANCE AT CLARK COLLEGE

Definition: Shared Governance is a process that involves all stakeholders in making decisions affecting them and where they work. It includes a responsibility for the outcomes of the decisions made.

Recommending Body	Decision Maker	Admin	Faculty	Classified	Students	Foundation	Community
Board of Trustees Responsible for developing the policies under which the College operates.	Community	-	-	-	-	-	5
Executive Cabinet Responsible for administrative management of the College.	Trustees	6	-	-	-	1	-
College Council Reviews selected procedures, projects, operational issues, and recommendations presented to the president for action. Oversees institutional planning, budget development, and institutional effectiveness systems for College district.	President	9	8	5	3	1	-
Instructional Planning Team (IPT) Makes recommendations regarding academic policies such as distribution, transfer & degree requirements; new programs, & changes to & deletions of current programs; oversees program reviews.	VP Instr	7	9 tenured	-	1	-	-

HOW STAKEHOLDERS CURRENTLY PARTICIPATE

Decision Making Body	Reports To:	Admin	Faculty	Classified	Students	Foundation	Community
AHE Exclusive bargaining representative for academic employees on employment & working conditions issues.	Faculty/ Admin	-	Any who join	-	-	-	-
WPEA Exclusive bargaining representative for permanent classified employees on employment & working conditions issues.	Classified Staff/Admin	-	-	Any who join	-	-	-
Curriculum Committee Reviews appropriateness & integrity of course offerings and approves new courses, course changes, & deletion of individual courses.	Curric Comm (*VP Instr can overrule decision)	3	8 tenured	-	1	-	-
Ad Hoc Committees	President	Yes	Yes	Yes	Yes	Sometimes	Sometimes
Foundation Funds Allocation Committee Recommends proposals for funding.	President	3	4	2	1	-	-
Advisory Committees Foster cross-communication between college & business community	Departments	-	?	-	-	-	Numerous
Budget Process Exec Cabinet sets goals/objectives; disseminated to Deans & Directors, who meet with Division Chairs & Dept Heads who develop proposals that are submitted back up through those channels.	Trustees	Yes	Yes	Yes	Yes	No	No

*See Reorg Status Report for rules re VP of Instruction overruling decision of Curriculum Committee

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HOW STAKEHOLDERS CURRENTLY PARTICIPATE

Decision Making Body	Reports To:	Admin	Faculty	Classified	Students	Foundation	Community
Academic Standards Committee	IPT	4	4	-	1	-	-
Evaluates & rules on student petitions relating to awarding credits							
Bookstore Advisory Committee	Bkstore Mgr	2	2	1	2	-	-
Provides advice remarketing, procedures, textbook ordering, etc.							
Clark II	?	1	5	-	-	-	-
Recommends funding priorities for projects designed to encourage innovative instructional techniques & efficiencies.							
Classified Excellence Awards Committee	Foundation	1	-	6	1	Support	1
Reviews application and grants awards.							
Cultural Pluralism Committee	President	2	6	4	2	-	-
Recommends programs, policies & procedures to realize College's cultural pluralism goals.							
Employee Dev & Training Adv Comm	President	4	2	2	-	-	-
Advise college on campus-wide training initiatives and training for admin, exempt and classified employees.							
Enviro Health/Safety Committee	VP Admin	7	Up to 4	Up to 4	1	-	-
Coordinates matters involving employee & student safety & health arising from physical environment.							
Faculty Excellence Awards Committee	Foundation	1	6	-	1	Support	1
Reviews applications and grants awards.							
Finance Committee – ASCC	Trustees	3	2	-	7	-	-
Develops Service & Activity Fee Budget & advises ASCC finance director on budgetary matters.							
Financial Aid Advisory Committee	Director of Fin Aid	5	2	-	-	-	-
Makes policy recommendations re administration of student financial assistance programs.							
Information Technology Council	?	4	4	1	1	-	-
Performs short & long-term planning related to information technology on campus.							

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HOW STAKEHOLDERS CURRENTLY PARTICIPATE

Decision Making Body	Reports To:	Admin	Faculty	Classified	Students	Foundation	Community
Outcomes Assessment Committee	?	6	9	-	-	-	-
Engages in discussion & planning to improve student learning. Plans training for faculty.							
Prof'l Placement & Advancement Committee (PPAC)	VP Instr	2	8 tenured	-	-	-	-
Makes recommendations re professional advancement units for faculty members & award of sabbatical leaves.							
Public Relations Committee	President	4	4	2	1	-	-
Scholarship Committee	Fin Aid?	1	8 (active or emeritus)	1	-	Support	2
Reviews scholarship program, selects recipients							
Security/Parking Advisory Committee	Dir Security	3	2	2	1	-	-
Advise on security & parking operations.							
Technology Fee Committee	?	3	2	-	4	-	-
Review fee, proposals to fund with fees. Monitor info technology services for students.							

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Clark College	Lansing Community College	Los Angeles City College
<p><i>Employee Development & Training Advisory Committee</i></p> <p>Advise college on campus-wide training initiatives and training for admin, exempt and classified employees.</p>	<p><i>Human Resources Council</i></p> <p>Responsibility for a broad range of policies pertaining to human resource, human resources development, equal opportunity and diversity for all faculty and staff, including student staff.</p>	<p><i>Staff Development Committee</i></p> <p>A committee of SGC that supports the Strategic Plan and Educational Master Plan by planning professional development activities and programs for faculty, staff and administrators.</p>
<p><i>Office of Planning and Advancement</i></p> <p>Responsible for the planning and institutional advancement functions of the College, including institutional research, planning and evaluation, accreditation, performance measures compliance, grants development, governmental relations, and college and community relations. Research areas include those that impact the entire institution, such as the vocational student follow-up survey, the transfer study, the research and data required for program evaluation, and the student satisfaction study such as the Noel Levitz. The remainder of the research work is conducted in response to program and department requests for assistance with designing and administering surveys as well as research on special projects.</p>	<p><i>Research & Effectiveness Council</i></p> <p>Helps translate the goal and priorities of the College into college-wide plans for research, communications, assessment and improvement.</p> <p>Responsibilities:</p> <ol style="list-style-type: none"> 1. Planning for research and informational needs, including the effective use of information technology to meet those needs 2. Processes for reviewing and improving communication, both internal and external (e.g. marketing) 3. Processes for reviewing and improving operational systems within the college 4. Processes for reviewing and improving institutional effectiveness 	
<p><i>Student Services</i></p>	<p><i>Student Services Council</i></p> <p>Assists with the formulation of policies related to student services, issues, and activities</p> <p>Responsibilities:</p> <ol style="list-style-type: none"> 1. Support services, such as, counseling, tutorial assistance, and financial aid 2. Co-curricular activities 3. Student rights and responsibilities Convocations, including graduation ceremonies 4. Alumni activities 5. Coordination with the Curriculum and Instruction Council in matters of shared responsibility. 	

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Appendix A2

Clark College	Lansing Community College	Los Angeles City College
		<i>Work Environment Committee</i> Monitors all work environment matters and makes recommendations to the administration regarding the work environments. Functions are delineated in the collective bargaining agreements.
<i>Clark College Council</i> Reviews selected procedures, projects, operational issues, and recommendations presented to the president for action. Oversees institutional planning, budget development, and institutional effectiveness systems for College District.	<i>College Council</i> Deliberates about regulatory, procedural, or priority questions which are referred to it by the President or another Council. Responsibilities: 1. Advising the President 2. Strategic planning 3. Appointing members to councils 4. Assigning items of business to Councils 5. Coordinating efforts of councils 6. Evaluation of shared governance	<i>Shared Governance Council</i> Develops recommendations to the president on policy and procedure. A deliberative body that sets the institutional agenda for the college and monitors the college's progress toward achieving its goals.
		<i>Planning Committee</i> Works in conjunction with the Office of Institutional Effectiveness and offers recommendations to the SGC in the development of the master planning process and the development and implementation of the strategic plan.
<i>Institutional Planning Team</i> Makes recommendations regarding academic policies such as distribution, transfer and degree requirements; new programs, and changes to and deletions of current programs; oversees program reviews.	<i>Curriculum & Instructional Council</i> Assists with the formulation of curricular and instructional policies. Responsibilities: 1. Instructional content and delivery, including course proposals and revision, library services and instructional media services 2. Evaluation and certifications, including graduation requirements 3. Coordination with the Student Services Council in matters of shared responsibility	<i>Curriculum Committee</i> A committee of the Senate that oversees issues related to college curriculum including course development, curriculum update, and graduation/certification/degree requirements.

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Appendix A2

Clark College	Lansing Community College	Los Angeles City College
<p style="text-align: center;"><i>Curriculum Committee</i></p> <p>Reviews appropriateness & integrity of course offerings and approves new courses, course changes, & deletion of individual courses.</p>		<p style="text-align: center;"><i>Educational Planning Committee</i></p> <p>A committee of the Senate that makes recommendations regarding program reviews, educational master planning, information technology, and other educational planning issues.</p>
<p style="text-align: center;"><i>Budget Process</i></p> <p>Exec Cabinet sets goals/objectives; disseminated to Deans & Directors, who meet with Division Chairs & department Heads who develop proposals that are submitted back up through those channels.</p>	<p style="text-align: center;"><i>Budget & Resources Council</i></p> <p>Assists in the process of translating the goals and priorities of the college into a college-wide budget, facilities plan, and capital equipment plan. Responsibilities:</p> <ol style="list-style-type: none"> 1. Planning for the College's fiscal facilities and equipment needs 2. Budget process, annual budget guidelines and annual budget calendar 3. Periodic budget projections of income and expenses with changes and reallocations when appropriate 4. Sources for revenue enhancement (including tuition, fees, grants, Foundations funds and others) as well as cost avoidance or reduction 5. Fiscal and facilities guidance for implementing changes, such as those based on strategic planning and review 	<p style="text-align: center;"><i>Budget Committee</i></p> <p>Sets fiscal priorities in support to the college's mission, integrates the college's planning and budget processes, and monitors budgetary effectiveness.</p>

Appendix A3

Sample Definitions of Shared Governance

Definitions from the literature:

Lansing Community College: *Governance at LCC shapes and directs the life of the College, ensuring that all activities help carry out the College's mission. This system includes making operational policies and regulations, and determining priorities. Shared governance is the system by which the College President involves others in meeting those responsibilities.*

Shared governance at LCC, then, is defined as a participatory system in which every member of the College community can influence decisions regarding operational policies and priorities, and thus help provide direction for the College. For shared governance to function effectively, it is vital that the power and responsibilities of each individual and group be clearly defined and well understood.

Georgia Perimeter College/DeKalb College: *It is the policy of DeKalb College that decisions should be made in consultation with those affected, that participation in governance bodies should be broad-based, and that communication with respect to decision-making should be available to the entire College community. DeKalb College recognizes the value of diverse opinions in decision making and pursues its mission in an atmosphere of shared governance and open communication. Faculty, staff, and administrators recognize their shared accountability for the performance of the College in carrying out its mission. All members of the College community must be accountable for their roles and responsibilities.*

University of Arizona/Tucson: *Shared governance involves mutual participation in the development of policy decisions by both faculty and administration, and requires shared confidence between faculty members and administrators. This confidence extends to short-and long-range financial priorities for the University, the creation and elimination of programs and units, and a shared understanding that faculty representatives and administrators have the support of the faculty.*

Shared Governance in Community Colleges. ERIC Digest 433077: *Shared governance is a social system of self government wherein decision-making responsibility is shared among those affected by the decisions. At the community college level, shared governance means that responsibility for institutional decisions is shared among governing boards, district administrators, and faculty, with joint recognition and respect for the participation of staff and students (Lau, 1996).*

Virginia State University: *Virginia State University's Shared Governance system is based on the core values of:*

- a. Informed and inclusive decision-making,*
- b. Transparency and clarity of operations and decision-making,*
- c. Open lines of communication between and among all components and members of the VSU community,*
- d. Accountability and Mutual respect and trust.*

The governance principles of this system are intended to assure all members of the VSU community that they have a seat at the table: after all, a decision-making process is based on an open flow of information, diverse involvement, mutual respect, and collective deliberations will advance the interests of the university as a whole.

APPENDIX 5.3**Student Code of Conduct**

Chapter 132N-120 WAC—Formerly chapter 132N-20—Last Update: 8/8/97

- 132N-120-010 Code of student conduct.
- 132N-120-020 Authority.
- 132N-120-030 Definitions.
- 132N-120-040 Jurisdiction.
- 132N-120-050 Student rights.
- 132N-120-060 Student responsibilities.
- 132N-120-065 Denial of access to Clark College.
- 132N-120-070 Disciplinary action.
- 132N-120-080 Initial disciplinary proceedings.
- 132N-120-090 Appeals.
- 132N-120-100 Committee on student conduct.
- 132N-120-110 Adjudicative proceedings before the committee on student conduct.
- 132N-120-120 Recordkeeping.
- 132N-120-130 Evidence admissible in hearings.
- 132N-120-140 Initial order—Petition for administrative review—Final order.
- 132N-120-150 Summary action.
- 132N-120-160 Suspension for failure to appear.
- 132N-120-170 Appeals from summary suspension hearing.
- 132N-120-180 Final decision.

WAC 132N-120-010—Code of student conduct.

This chapter shall be known as the code of student conduct of Clark College. Admission to the college carries with it the presumption that students have specified rights as members of the college community. In addition, when they enroll, students assume the obligation to observe standards of conduct that are appropriate to the pursuit of educational goals.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-010, filed 8/8/97, effective 9/8/97.]

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WAC 132N-120-020—Authority.

The board of trustees, acting pursuant to RCW 28B.50.140(14), has delegated to the president of the college the authority to administer disciplinary action. Pursuant to this authority, the president or designee(s) shall be responsible for the administration of the disciplinary procedures provided for herein.

Only where the institution's interests as an academic community are distinctly and clearly involved shall the special authority of the institution be asserted. Institutional action shall be based on the facts and circumstances of each case, and shall be independent of community pressure.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-020, filed 8/8/97, effective 9/8/97.]

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APPENDIX 5.3**WAC 132N-120-030—Definitions.**

As used in this chapter, the following words and phrases shall be defined as follows:

"Academic dishonesty" means plagiarism, cheating on classwork, fraudulent representation of student work product, or other similar act of academic dishonesty.

"Alcoholic beverages" means liquor as defined at RCW 66.04.010(15) as now or hereafter amended.

"Assembly" means any overt activity engaged in by two or more persons, the object of which is to gain publicity, advocate a view, petition for a cause, or disseminate information to any person, persons, or group of persons.

"ASCC" means the associated students of Clark College as defined in the constitution of that body.

"Board" means the board of trustees of Community College District No. 14, state of Washington.

"President" means the president of Clark College and Community College District No. 14, state of Washington.

"College" means Clark College and any other community college centers or facilities established within Washington state Community College District No. 14.

"Designee" means a person appointed by an officer or another person designated in a rule to perform a function, to perform that function on the appointer's behalf.

"College facilities" and **"college facility"** means and includes any and all real and personal property and real property owned, rented, leased or operated by the board of trustees of Washington state Community College District No. 14, and shall include all buildings and appurtenances attached thereto and all parking lots and other grounds.

"Disciplinary action" and **"discipline"** means and includes a warning, reprimand, probation, suspension, dismissal/expulsion, monetary fine, restitution, and any other action taken against a student as a sanction or penalty for violation of a designated rule of student conduct.

"Controlled substance" means and includes any drug or substance as defined in chapter 69.50 RCW as now law or hereafter amended.

"Faculty member" and **"instructor"** means any employee of Community College District No. 14 who is employed on a full-time or part-time basis as a teacher, instructor, counselor or librarian.

"Rules of student conduct" means those rules contained within this chapter as now exist or which may be hereafter amended, the violation of which subjects a student to disciplinary action.

"Student," unless otherwise qualified, means and includes any person who is registered for classes or is formally in the process of applying for admission to the college.

"Committee on student conduct" means the judicial body provided in this chapter.

"Trespass" means the definition of trespass as contained within chapter 9A.52

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RCW, as now law or hereafter amended.

(**"Hazing"** means any method of initiation into a student organization or any pastime or amusement engaged in with respect to such an organization that causes, or is likely to cause, bodily danger or physical harm, or serious mental or emotional harm, to any student or other person attending Clark College.

"Service," "serve," "filing" and "file" shall have the meanings in WAC 10-08-110.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-030, filed 8/8/97, effective 9/8/97.]

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WAC 132N-120-040—Jurisdiction.

(1) All rules herein adopted shall apply to every student whenever said student is present upon or in any college facility and whenever said student is present at or engaged in any college-sponsored activity.

(2) Faculty members, college employees, students, and members of the public who breach or aid or abet another in the breach of any provision of this chapter shall be subject to:

- (a) Possible prosecution under the state criminal law;
- (b) Any other civil or criminal remedies available to the public; or
- (c) Appropriate disciplinary action pursuant to the state of Washington higher education personnel board rules or the district's policies and regulations.

(3) This chapter is not exclusive, and where conduct becomes known which may also violate any other rule or provision of law, nothing herein shall limit the right or duty of any person to report elsewhere or seek another remedy for that conduct.

(4) Statutory authority of the Revised Code of Washington for this chapter is on file and available in the office of the dean of administrative services.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-040, filed 8/8/97, effective 9/8/97.]

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WAC 132N-120-050—Student rights.

The following enumerated rights are guaranteed to each student within the limitations of statutory law and college policy which are deemed necessary to achieve the educational goals of the college:

(1) Academic freedom.

- (a) 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.
- (b) Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services, subject to the limitations of RCW 28B.50.090 (3)(b).

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(c) Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.

(d) Students have the right to a learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and any and all harassment, including sexual harassment.

(2) Due process.

(a) The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.

(b) No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.

(c) A student accused of violating this code of student conduct is entitled, upon request, to procedural due process as set forth in this chapter.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-050, filed 8/8/97, effective 9/8/97.]

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WAC 132N-120-060—Student responsibilities.

Any student shall be subject to disciplinary action as provided for in this chapter who, either as a principle actor, aider, abettor, or accomplice as defined in RCW 9A.08.020 interferes with the personal rights or privileges of others or the educational process of the college; violates any provision of this chapter, or commits any of the following personal, property, or status offenses which are hereby prohibited:

(1) Personal offenses.

(a) **Assault, reckless endangerment, malicious harassment, intimidation, or interference** upon another person in the manner set forth in chapter 9A.36 RCW, and RCW 28B.10.570 through 28B.50.572, as now or hereafter amended.

(b) **Disorderly, abusive, or bothersome conduct.** Disorderly or abusive behavior which interferes with the rights of others or which obstructs or disrupts teaching, research, or administrative functions.

(c) **Failure to follow instructions.** Inattentiveness, inability, or failure of student to follow instructions of a duly authorized college employee or to abide by college rules, procedures and notices, thereby infringing upon the rights and privileges of other persons.

(d) **Illegal assembly, obstruction, or disruption.** Any assembly or other act which materially and substantially interferes with vehicular or pedestrian traffic, classes, hearings, meetings, and the educational and administrative functions of the college, or the private rights and privileges of others.

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(e) **False complaint.** Filing a formal complaint falsely accusing another student or college employee with violating a provision of this chapter.

(f) **False alarms.** Falsely setting off or otherwise tampering with any emergency safety equipment, alarm, or other device established for the safety of individual and/or college facilities.

(g) **Sexual harassment.** Engaging in unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where such behavior offends the recipient, causes discomfort or humiliation, or interferes with job or school performance.

(h) **Hazing.** Engaging in or conspiring to engage in hazing and conduct which amounts to hazing including conduct which causes embarrassment, sleep deprivation, or personal humiliation, ridicule or unprotected speech amounting to verbal abuse.

(i) **Sexual offenses.** Physical abuse, threats, intimidation, coercion and/or other conduct which is intended unlawfully to threaten imminent bodily harm or to endanger the health or safety of any person.

(2) Property offenses.

(a) **Theft and robbery.** While in any college facility or participating in a college- related program, committing theft as defined in RCW 9A.56.020 or robbery as defined in RCW 9A.56.190 or possessing stolen property as defined in RCW 9A.56.140.

(b) **Malicious mischief.** Malicious damage to college property, or the property of any person where such property is located on the college campus and malicious mischief in violation of RCW 9A.48.070 through 9A.48.090.

(c) **Unauthorized use of college equipment and supplies.** Conversion of college equipment or supplies for personal gain or use without proper authority or permission.

(d) **Other offenses.** Any student who, while in any college facility or participating in a college-related program, commits any other act which is punishable as a misdemeanor or a felony under the laws of the state of Washington and/or the United States and which act is not a violation of any other provision of the rules of student conduct, shall be subject to disciplinary action.

(3) Status offenses.

(a) **Cheating and plagiarism.** Submitting to a faculty member any work product that the student fraudulently represents to the faculty member as the student's work product for the purpose of fulfilling or partially fulfilling any assignment or task required by the faculty member as part of the student's program of instruction.

(b) **Forgery or alteration of records.** Forging or tendering any forged records or instruments, as defined in RCW 9A.60.010 through 9A.60.020 as now law or hereafter amended, of any college record or instrument to an employee or agent of the college acting in his/her official capacity as such.

(c) **Refusal to provide identification.** Refusal to provide

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identification in appropriate circumstances. Refusal to provide positive identification (e.g., valid driver's license or state identification card) in appropriate circumstances to any college employee in the lawful discharge of said employee's duties.

(d) **Illegal entry.** Entering any administrative or other employee office or any locked or otherwise closed college facility in any manner, at any time, without permission of the college employee or agent in charge thereof.

(e) **Smoking.** Smoking as described in Clark College administrative procedure 510.030.

(f) **Controlled substances.** Using, possessing, being demonstrably under the influence of, or selling any narcotic or controlled substance as defined in chapter 69.50 RCW as now law or hereafter amended, except when the use or possession of a drug is specifically prescribed as medication by an authorized medical doctor or dentist. For the purpose of this regulation, "sale" shall include the statutory meaning defined in RCW 69.50.410 as now law or hereafter amended.

(g) **Alcoholic beverages.** Being demonstrably under the influence of any form of alcoholic beverage. Possessing or consuming any form of alcoholic beverage on college property, with the exception of sanctioned events, approved by the president or his/her designee(s) and in compliance with other state law or college policy.

(h) **Weapons, explosives, and dangerous chemicals.** Illegal or unauthorized use or possession of any device or substance which can be used to inflict bodily harm or to damage real or personal property. Exceptions to this policy are permitted when the weapon is used in conjunction with a college instructional program or is carried by duly constituted federal, state, county, or city law enforcement officers.

(i) **Computers.** Infractions of Clark College administrative procedures 535.035
Use of College Computing Resources.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-060, filed 8/8/97, effective 9/8/97.]

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WAC 132N-120-065—Denial of access to Clark College.

The dean of students or his/her designee or president/designee shall have the authority and power to prohibit the entry or withdraw the license or privilege of any person or group of persons to enter into or remain in any college property or facility. Such power and authority may be exercised to halt any event which is deemed to be unreasonably disruptive of order or impedes the movement of persons or vehicles or which disrupts or threatens to disrupt the ingress and/or egress of persons from facilities owned and/or operated by the college. Any individual who disobeys a lawful order given by the dean of students or his/her designee or president/designee shall be subject to disciplinary action and/or charges of criminal trespass.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-065, filed 8/8/97, effective 9/8/97.]

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APPENDIX 5.3**WAC 132N-120-070—Disciplinary action.**

Any college administrator, except the president or a member of the committee on student conduct, may take any of the following disciplinary actions against a student:

- (1) **Disciplinary warning.** Notice to a student, either verbally or in writing, by the dean of students or his/her designee(s) that the student has failed to satisfy the college's expectations regarding conduct. Such warnings will include a statement that continuation or repetition of the specific conduct involved or other misconduct will result in one of the more serious disciplinary actions described below.
- (2) **Disciplinary reprimand.** Formal action censuring a student for violating the student code of conduct. Reprimands shall be made in writing to the student by the dean of students or his/her designee(s), with copies placed on file in the office of the dean of students. A reprimand shall indicate to the student that continuing or repeating the specific conduct involved or other misconduct will result in one of the more serious disciplinary actions described below.
- (3) **Disciplinary probation.** Formal action by the dean of students or his/her designee(s), placing conditions upon the student's continued attendance. Notice shall be made in writing and shall specify the period of probation and the conditions, such as limiting the student's participation in extracurricular activities. Disciplinary probation may be for a specific term or for an indefinite period that may extend to graduation or other termination of the student's enrollment in the college. Repetition, during the probationary period, of the conduct which resulted in disciplinary probation or a new violation may be cause for suspension or other disciplinary action.
- (4) **Disciplinary suspension.** Temporary dismissal from the college and termination of the person's student status. Notice shall be given in writing and specify the duration of the dismissal and any special conditions that must be met before readmission. Refund of fees for the quarter in which disciplinary action is taken shall be in accordance with the college's refund policy.
- (5) **Disciplinary dismissal/expulsion.** Permanent termination of a student's status. Notice must be given in writing. There shall be no refund of fees for the quarter in which the action is taken but fees paid in advance for a subsequent quarter will be refunded.
- (6) **Disciplinary restitution.** Requirement of a student to make restitution for damage or loss to college or other property. Failure to make restitution within the time limits established by the dean of students or designee will result in suspension for an indefinite period of time as set forth in subsection (4) of this section. A student may be reinstated upon payment of fee or completion of designated public service activity.
- (7) **Disciplinary penalties for hazing.**

(a) Any organization, association or student group that knowingly permits hazing shall:

(i) Be liable for harm caused to persons or property resulting from hazing; and

(ii) Be denied recognition by Clark College as an official organization, association or student group on this campus.

If the organization, association or student group is a corporation, whether for profit or nonprofit, the individual directors of the

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corporation may be held individually liable for damages.

(b) A person who participates in hazing of another shall forfeit any entitlement to state-funded grants, scholarships, or awards for not less than one academic quarter and up to and including permanent forfeiture, based upon the seriousness of the violation(s). Other sections of the student code of conduct also may be applicable to hazing violations. Hazing violations are also misdemeanors punishable under state criminal law according to RCW 9A.20.021.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-070, filed 8/8/97, effective 9/8/97.]

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WAC 132N-120-080—Initial disciplinary proceedings.

(1) Allegations of misconduct that constitute a violation of this chapter shall be filed in the office of the dean of students in writing. The allegation shall state specifically the alleged violation and summarize the supporting evidence. The dean of students or designee will be responsible for gathering information and documentation in the investigation of the allegations. Disciplinary proceedings will be initiated by the dean of students or his/her designated representative. The student may be placed on suspension pending commencement of disciplinary action, pursuant to the conditions set forth in WAC 132N-120-150(1).

(2) Any student accused of violating any provision of the rules of conduct will meet with the dean of students or his/her designee within twenty-four hours of notification, excluding nonclass days. Failure to cooperate with the meeting process may be taken into consideration and shall not preclude the dean of students from making a decision and imposing or recommending sanctions. The student will be informed of which provision(s) of the rules of conduct he/she is charged with violating, and what appears to be the range of penalties, if any, that might result from disciplinary proceedings. The dean of students or designee will be responsible for gathering information and documentation in the investigation of the allegations.

(3) After considering the evidence in the case and interviewing the student(s) involved, the dean of students may take the following actions:

(a) Terminate the proceedings and exonerate the student;

(b) Dismiss after counseling; or

(c) Impose disciplinary sanctions from WAC 132N-120-070.

(4) Within seven working days of the initial meeting, or as soon thereafter as possible, the student will be provided written notice of any disciplinary action except a verbal warning. The notice shall be delivered personally or mailed first-class to the student's last known address. The notice shall state the factual basis for the action, shall advise the student of his/her right to appeal, and indicate whether the appeal will be heard informally by the chair of the committee on student conduct or formally by the entire committee membership. In the case of an unmarried student under eighteen years of age, written notification of the disciplinary action shall also be sent to the parents or guardian of the student at the discretion of the dean of students or designee.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-080, filed 8/8/97, effective 9/8/97.]

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APPENDIX 5.3**WAC 132N-120-090—Appeals.**

A student may appeal a disciplinary action by filing with the committee on student conduct, within ten days after the earlier of personal delivery or mailing of notice of the disciplinary action, a written application for an adjudicative proceeding. The dean of students or designee has discretion to extend this deadline for good cause.

(1) A student may appeal any disciplinary action, other than a verbal warning, in the following order:

(a) Disciplinary action taken by the dean of students or his/her designee(s) may be appealed by filing a written application for an adjudicative proceeding with the committee on student conduct.

(b) Disciplinary recommendations made by the committee on student conduct may be appealed by filing a petition for administrative review with the president of the college.

(2) Any appeal by a student receiving a disciplinary sanction must be in writing, filed within ten working days from the date on which the decision is received and must state the grounds for the appeal. The following are grounds for appeal:

(a) A procedural error which materially affected the decision;

(b) New evidence not previously available which would have materially affected the decision;

(c) The decision was not supported by substantial evidence; or

(d) The severity or appropriateness of the sanction(s).

(3) All appellate decisions shall be sent from the office of the dean of students. Written decisions shall include the signature of the committee on student conduct chair.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-090, filed 8/8/97, effective 9/8/97.]

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WAC 132N-120-100—Committee on student conduct.

(1) The committee on student conduct shall be convened by the dean of students no later than October 15 of each academic year. The committee shall provide a fair and impartial hearing and will make decisions on all disciplinary decisions appealed to it. Vacancies on the committee shall be filled as they arise.

(2) The committee shall include:

(a) Two full-time students and two alternates appointed by the ASCC of Clark College vice-president of elections and appointments (one-year appointments);

(b) Two faculty members and two alternates appointed by the president or designee (two-year appointments, staggered terms);

(c) One member of the administration, but not the dean of students, and one alternate appointed by the president of the college (two-year appointment).

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(3) A quorum of the committee shall consist of three members with at least one student member present. All committee members shall have voting rights. The committee shall select its chair.

(4) The chair shall be responsible for making procedural decisions and ensuring that all procedural safeguards and guidelines specified in RCW 34.05.413 through 34.05.476 and chapters 10-08 and 132N-120 WAC are followed. In addition to the authority specified in WAC 10-08-200, the chair may conduct prehearing conferences in accordance with RCW 34.05.431 and WAC 10-08-130 and permit or conduct discovery in accordance with RCW 34.05.466 and WAC 10-08-060.

(5) Members of the committee on student conduct shall not participate in any case in which they are a defendant, complainant, or witness, in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity. Any party may petition for disqualification of a committee member pursuant to RCW 34.05.425(4).

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-100, filed 8/8/97, effective 9/8/97.]

RETURN TO TOP**WAC 132N-120-110—Adjudicative proceedings before the committee on student conduct.**

(1) The hearing shall be conducted in accordance with chapter 34.05 RCW, chapters 10-08 and 132N-120 WAC. The committee or chair shall prepare a written opinion that shall include findings of fact, conclusions, and recommendations.

(2) The student's failure to answer the charges, appear at the hearing or cooperate in the hearing shall not preclude the committee on student conduct from making its findings of facts, conclusions, and recommendations. This shall not limit the possibility of a default pursuant to RCW 34.05.440.

(3) The committee chair shall give written notice of the time and place of the hearing to all parties in accordance with RCW 34.05.434 and WAC 10-08-040. Such notice shall be given not less than ten calendar days before the date set for the hearing.

(4) The student shall be entitled to:

(a) Hear and examine the evidence against him/her and be informed of the identity of its source; and

(b) Present evidence and argument in his/her own behalf and to cross-examine witnesses.

(5) The student may have one advisor present at the hearing. The advisor may be allowed to advise the student during the proceedings, but is not permitted to speak to the committee; conduct examinations of witnesses; or disrupt the proceeding. No attorney representative of any party may participate in a hearing unless a notice of appearance has been filed and served at least five days before the hearing, but in the event of such notice the college may be represented by an assistant attorney general.

(6) In all disciplinary proceedings, the college may be represented by a designee appointed by the dean of students; that designee may then present the college's case against the student accused of violating the rules of conduct.

(7) The presiding officer is responsible for causing the hearing to be recorded. All hearings shall be recorded by manual, electronic, or other type of recording device.

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Hearings shall be recorded in accordance with WAC 10-08-170.

(8) The record in an adjudicative proceeding shall consist of all documents as required by law and as specified in RCW 34.05.476 as now or hereafter amended.

(9) The time of the hearing may be continued for good cause by the committee chair upon timely request of any party.

(10) In accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, hearings conducted by the committee on student conduct will be held in closed session; provided the student(s) involved may waive in writing this requirement and request the hearing to be held in open session. The chair may exclude from the hearing room any person who is disruptive of the proceedings and may limit the number who may attend the hearing in order to afford orderliness to the proceedings. Any person attending the disciplinary hearing who continues to disrupt the proceedings after the chair has asked him/her to cease or leave the hearing room shall be subject to disciplinary action.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-110, filed 8/8/97, effective 9/8/97.]

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WAC 132N-120-120—Recordkeeping.

(1) The dean of students shall maintain for at least six years the following records of student grievance and disciplinary actions and proceedings:

(a) Only initial and final orders in cases where a student's grievance has been sustained or a disciplinary action against a student has been reversed and the student fully exonerated;

(b) The complete records, including all orders, in all other cases where adjudication has been requested;

(c) A list or other summary of all disciplinary actions reported or known to the dean and not appealed.

(2) Final disciplinary actions shall be entered into student records, provided that the dean of students shall have discretion to remove some or all of that information from a student's record upon the student's request and showing of good cause.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-120, filed 8/8/97, effective 9/8/97.]

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WAC 132N-120-130—Evidence admissible in hearings.

(1) Only those matters presented at the hearing, in the presence of the accused student, except where the student fails to attend after receipt of proper notice, will be considered in determining whether the college committee on student conduct has sufficient cause to believe that the accused student is guilty of violating the rules he/she is charged with having violated. In determining the appropriate sanction that should be recommended, evidence of past misconduct that the committee chair deems relevant may be considered.

(2) The chair of the committee on student conduct shall, in the course of presiding at the disciplinary hearing, give effect to the rules of privilege recognized by the law

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and exclude incompetent, irrelevant, immaterial and unduly repetitious evidence. Hearsay evidence is admissible.

(3) Evidence or testimony to be offered by or on behalf of the student in extenuation or mitigation shall not be presented or considered until all substantive evidence or testimony has been presented.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-130, filed 8/8/97, effective 9/8/97.]

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WAC 132N-120-140—Initial order—Petition for administrative review—Final order.

(1) The burden of proof shall be on the party seeking to uphold the discipline to establish sufficient cause by a preponderance of the evidence. Upon conclusion of the disciplinary hearing, the committee on student conduct shall consider all the evidence therein presented and decide by majority vote whether to uphold the decision of the dean of students or to recommend any of the following actions:

- (a) That the college terminate the proceedings and exonerate the student; or
- (b) That the college impose any of the disciplinary actions as provided in this chapter.

(2) Within ninety days specified in RCW 34.05.461, and preferably within thirty days, the chair shall serve on the parties and the president an initial order. At the same time, a full and complete record of the proceedings shall also be transmitted to the president. The initial order shall include a statement of findings and conclusions and otherwise comply with RCW 34.05.461 and WAC 10-08-210. It shall also describe the available administrative review procedures specified in WAC 132N-120-140(3).

(3) The initial order shall become the final order without further action, unless within twenty days of service of the initial order:

- (a) The president or designee upon his/her own motion, determines that the initial order should be reviewed; or
- (b) A party to the proceedings files with the president a written petition for administrative review of the initial order. The president or designee shall be the reviewing officer and RCW 34.05.464 and WAC 10-08-211 shall apply to any such determination or petition.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-140, filed 8/8/97, effective 9/8/97.]

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WAC 132N-120-150—Summary action.

(1) Ordinarily, disciplinary sanctions will be imposed only after the appropriate brief adjudicative proceedings or adjudicative proceedings have taken place and after the student has, if he/she so chooses, exercised his/her right to appeal. However, if the dean of students or his/her designee(s) has cause to believe that any student:

- (a) Has committed a felony; or

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(b) Has violated any provision of this chapter; or

(c) Presents an imminent danger either to himself or herself, other persons on the college campus, or to the educational process, that student shall be summarily suspended and shall be notified verbally and/or by writing mailed by first-class mail to the student's last known address.

Summary suspension is appropriate only where (c) of this subsection can be shown either alone or in conjunction with (a) or (b) of this subsection.

(2) The notice shall be entitled "notice of summary suspension proceedings" and shall state:

(a) The charges against the student including reference to rules of student conduct or law allegedly violated;

(b) The time period during which summary suspension is effective; and

(c) That the student charged may request the summary suspension be reviewed by the dean of students or his/her designee.

(3) After review, the dean of students shall issue a written decision continuing, modifying or rescinding the summary suspension and/or taking any further disciplinary action that he/she deems appropriate. The decision shall include a brief statement of facts, conclusions and policy reasons to justify the decision to continue the summary action.

(4) A student may appeal a summary suspension like any other disciplinary action, by filing an application for an adjudicative proceeding. This appeal may be consolidated with any related pending matter.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-150, filed 8/8/97, effective 9/8/97.]

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WAC 132N-120-160—Suspension for failure to appear.

The dean of students is authorized to enforce the suspension of the summarily suspended student in the event the student has been served notice pursuant to WAC 132N-120-150 and fails to appear at the time designated for the summary suspension proceeding.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-160, filed 8/8/97, effective 9/8/97.]

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WAC 132N-120-170—Appeals from summary suspension hearing.

(1) Any student aggrieved by an order issued at the summary suspension proceeding may appeal to the committee on student conduct. No such appeal shall be entertained, however, unless:

(a) The charges have been reviewed by the dean of students; and

(b) The student has been officially notified of the outcome of the

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review; and

(c) Summary suspension or another disciplinary sanction has been upheld; and

(d) The appeal conforms to the standards set forth in WAC 132N-120-90.

(2) The committee on student conduct shall, within five working days, conduct a formal hearing according to the provisions of WAC 132N-120-110. Appeals from summary suspension take precedence over other matters before the committee.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-170, filed 8/8/97, effective 9/8/97.]

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WAC 132N-120-180—Final decision.

The president or his/her designee(s) shall review the findings and conclusions of the dean of students in conjunction with the recommendations of the committee on student conduct and will issue a final decision within three days.

[Statutory Authority: Chapters 28B.50 and 28B.10 RCW. 97-17-013, § 132N-120-180, filed 8/8/97, effective 9/8/97.]

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Executive Summary Clark College Diversity Plan

The success of Clark College students is central to the mission of the college and this plan. Clark College must prepare students for life and work in a multicultural, diverse and international society. Exposure to a variety of beliefs, cultures, and differences is a catalyst for intellectual growth. It is the responsibility of Clark College to provide a respectful, effective learning environment for all of its students.

Vision

Clark College recognizes, understands, confronts and challenges the institutional systems of privilege, power and inequality so that all members of the Clark College community can support student success.

Definition

Diversity at Clark College is defined as the participation of a rich variety of social groups in the college community with particular emphasis on including historically disadvantaged groups in the college. A diverse college community enhances learning through individuals working collaboratively with people from other social groups and backgrounds. Social groups that perpetuate personal or institutional systems of privilege, power and inequality are inconsistent with the intent of this plan.

Goals

The goals are intentionally broad and provide the opportunity for individual units and departments to develop and implement annual planning objectives that will integrate these goals throughout the institution. Suggested strategies (activities) are included in the text of the plan.

Student Recruitment and Retention

Clark College will intentionally recruit and retain students from historically disadvantaged groups.

Diversity Education and Training

Clark College will provide comprehensive and continuing training and educational resources to help college employees work effectively in a diverse college community.

Curricular Transformation

Clark College will facilitate a collaborative process of discovery regarding the dynamics and implications of power, privilege and inequality in course offerings and in the learning environment.

Employee Recruitment and Retention

Clark College will recruit, hire, and retain a more diverse workforce with emphasis on underrepresented and historically disadvantaged groups.



Clark College Diversity Plan

The success of Clark College students is central to the mission of the college and this plan. Clark College must prepare students for life and work in a multicultural, diverse and international society. Exposure to a variety of beliefs, cultures, and differences is a catalyst for intellectual growth. It is the responsibility of Clark College to provide a respectful, effective learning environment for all of its students.

Introduction

The Clark College Cultural Pluralism Committee was charged to develop a diversity plan for Clark College. Based upon the college's Strategic Plan and the best practices of the open access learning institution, the implementation of this plan is a priority for Clark College. At the core of the plan is the focus on student success and intellectual growth. As a learning institution this growth is imperative not only for Clark College students, but for those who serve them in all capacities.

The college desires and serves a diverse student body. In order to maintain and foster a more diverse college community we must explicitly recognize, facilitate awareness and address patterns of social inequality. This desire of equity is reflected in the definition of and vision for diversity at Clark College as set forth in this plan, as well as several assumptions held which ultimately drive the development of the plan. Those assumptions are:

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 in which groups of people experience inequitable treatment and institutional barriers to success.
2. Social groups are marked by socially created differences in power, privilege, and access.
3. Fostering diversity requires systematic, institutional-level change. Individual-level strategies by themselves cannot create and sustain a diverse college community.



History

The Cultural Pluralism Committee was reconvened in 2006 and charged with the task of developing a diversity plan for Clark College. The focus of that charge was to frame a plan with goals and strategies that support, enhance and ensure student success. The process by which the Cultural Pluralism Committee developed the Clark College Diversity Plan was long, arduous at times, yet ultimately rewarding. It was important to the committee that it worked in a manner consistent with the desired outcome of the process, meaning in a civil, respectful and equitable manner which fostered a community of care and trust among its members. Committee membership included faculty, students, staff and administrators, each of whom had the opportunity to contribute to the development process.

In winter of 2007, the committee administered a college-wide survey which was exploratory in nature attempting to capture some basic themes in terms of how Clark College experiences, supports and in some cases potentially undermines the healthy development of a diverse college community. A report was issued in winter 2008. That report is available on the Clark College intranet under College Committees and Report, Cultural Pluralism Diversity Evaluation (2007). The committee also tested the feasibility of student focus groups to gain first hand qualitative data regarding student experiences at Clark College by holding two focus groups in the spring of 2008. In summer of 2008, the Cultural Pluralism Committee convened a broader work group that consisted of the Executive Cabinet, the Instructional Council, Student Affairs' Deans, and Disability Support Services, Multicultural Student Affairs and International Programs staff. Diversity Consultant, Steve Hanamura, facilitated this session as well as a follow-up session with the Cultural Pluralism Committee to begin to shape Clark College's vision and definition for diversity.

Vision and Definition

While the Cultural Pluralism Committee discussed at great length the meaning of diversity and recognized that diversity is ultimately an inclusive term, the committee arrived at the conclusion that it could not, in a civil and respectful learning environment, be an ALL inclusive term. The taxonomy of diversity includes psychological diversity and demographic diversity. Psychological diversity refers to personal attributes such as skills, talents, beliefs, values, personality and attitude while demographic diversity includes differences such as age, gender, race, and ethnicity (Landy & Conte, 2007). This diversity plan focuses more on the demographic and less on psychological diversity. Additionally, the concept of social group diversity overlaps that formal taxonomy.

The greater focus on demographic and social diversity addresses issues of bigotry and bias more likely to be suffered by these diverse groups due to societal structures of



power and privilege which remain today. Quantitative and qualitative data and a review of literature support this claim. This focus is not intended to exclude other communities of people, but focus where institutional development is most needed. The success of socially disadvantaged communities serves as a critical indicator to assess whether Clark College is fostering a respectful, effective learning environment for all students.

Additionally, International Students are not considered by definition a socially disadvantaged group, yet International Students and the internationalization of our college community and curriculum foster exposure to a variety of beliefs, cultures and differences for all students. Internationalization helps prepare students for life and work in a multicultural, diverse and international society. Therefore the continued focus on internationalization is an asset to Clark College and facilitates the implementation of the mission, goals and strategies of this plan.

Respect, equity and civility provide a context for the interaction among diverse constituents of the college. As a result of this recognized context, speech and actions which perpetuate hate, oppression, group supremacy or exclusion are not recognized as productive and constructive forms of diversity at Clark College.

Prior to developing goals and strategies of the plan, the committee arrived at a vision statement for the college as well as a definition of diversity. The vision, definition, goals and strategies were all derived from a review of best practices in higher education, a comprehensive survey administered to the college community in winter 2007, student focus groups, consultation with content experts within and outside of the institution and two years of discussion and deliberation among the members of the Cultural Pluralism Committee. Update and input sessions were held at Fall Orientation 2007 and 2008.

Vision

Clark College recognizes, understands, confronts and challenges the institutional systems of privilege, power and inequality so that all members of the Clark College community can support student success.

Definition

Diversity at Clark College is defined as the participation of a rich variety of social groups in the college community with particular emphasis on including historically disadvantaged groups in the college. A diverse college community enhances learning through individuals working collaboratively with people from other social groups and backgrounds. Social groups that perpetuate personal or institutional systems of privilege, power and inequality are inconsistent with the intent of this plan.

Implementation



June 2009

The Diversity Plan is a plan for Clark College. It is the responsibility of college leadership and the college as a whole to implement the plan. In the development of this plan the Cultural Pluralism Committee embarked upon a collaborative process of discovery conducting research and contributing personal and professional experience in respectful deliberation to arrive at a framework. The plan will be further developed through broader civil deliberation and a process of discovery among members of the college community determining how the expressed goals manifest as departmental goals and actions, contributing to the value of institutional diversity.

One of the Clark College Institutional Goals for the 2009/2010 is to “Implement the diversity plan throughout the college.” This goal is based in part on the section **Foster a Diverse College Community** in the *Clark College 2008 Accreditation Self-Study; Standard 9, pg. 9-8*. Based upon this self study as well as the Strategic Plan, each area of the college is responsible for developing goals to support these institutional priorities. The Diversity Plan provides both broad goals to be accomplished in five years, along with specific strategies that can be adopted by areas of the college in the 2009/2010 development of operational goals and unit plans. The goals are intertwined in that there are strategies identified that may fit into more than one goal. Ultimately all goals and strategies relate to the original charge of the committee: to develop a diversity plan which supports, enhances and ensures student success.

The Cultural Pluralism Committee and the Director for Equity and Diversity will be responsible for the assessment of the plan based upon the operational goals set forth and will serve as a resource to the college community and a partner in the continued process of discovery.



Goals and Strategies

The goals of the Diversity Plan are intentionally broad and provide the opportunity for individual units and departments to develop and implement annual planning objectives that will integrate these goals throughout the institution. Additionally strategies are suggested. These strategies are not all inclusive nor are they intended to determine unit and department activities.

Goal: Student Recruitment and Retention

Clark College will intentionally recruit and retain students from historically disadvantaged groups.

Strategies:

Recruit, hire and retain a more diverse workforce which increases the percentage of faculty and staff from underrepresented and historically disadvantaged groups in order to attract, retain and serve students from diverse cultural groups.

Develop, implement and sustain a reciprocal student development pipeline through projects and program examples such as:

TRIO Programs
I Have a Dream
Rites of Passage
GEAR UP
Upward Bound
Gateways
Scholarships for non-traditional students
College is Possible (CIP)
Town Plaza Pathways programs
CCAMPIS

Note: Some of these programs are locally organized, others can be found on the Department of Education website.

Create a culture of care through the investment in the social infrastructure of Clark College:

Develop multiple communication conduits, relationships, and trust with members and groups in the community which represent diverse social populations.



Develop, implement and sustain a peer mentoring program for faculty, staff and administrators to develop relationships, both inter and intra cultural, and build interpersonal self-efficacy.

Develop, implement and sustain a peer mentoring program for students to develop skills in networking, self advocacy, etc.

Develop and sustain an ongoing feedback system, such as focus groups, for historically disadvantaged social groups in the college community.

Goal: Diversity Education and Training

Clark College will provide comprehensive and continuing training and educational resources to help college employees work effectively in a diverse college community.

Strategies:

Create avenues for structured professional development that enables all college personnel to learn in depth about diversity and to adapt their thinking and approaches in interactions with people from social groups other than their own.

Use Fall Orientation to launch diversity as an awareness and educational theme for Clark College.

Hold monthly forums/panels/presentations on diversity relating to historically disadvantaged groups.

Research educational and training models which focus on the personal work and systemic issues related to diversity.

Develop a web-based forum for sharing best practices and ideas.



Goal: Curricular Transformation

Clark College will facilitate a collaborative process of discovery regarding the dynamics and implications of power, privilege and inequality in course offerings and in the learning environment.

Strategies:

Develop and implement plan to restructure existing course content to incorporate diverse perspectives inclusive of teachings on power, privilege and inequality.

Establish learning communities for the sharing of best practices.

Acquire a speaker for Fall Orientation, who can address issues of power, privilege and inequality in the classroom, including curricular implications.

Implement a Multicultural/Diversity AA degree requirement.

Develop and implement plan to Internationalize curriculum.

Goal: Employee Recruitment and Retention

Clark College will recruit, hire, and retain a more diverse workforce with emphasis on underrepresented and historically disadvantaged groups.

Strategies:

Create career pathways to prepare and encourage advancement.

Develop broad and intentional recruitment practices such as:

Facilitate participation of Clark College employees as ambassadors of the college in candidate recruitment.

Human Resources assess and provide guidance on tactics and strategies, including placement of announcements in publications which produce diverse candidates from underrepresented groups.

Provide consistent training for screening committees, utilizing a web based platform in addition to group training.



Responsibility and Compliance

In addition to the goals and strategies of this plan, compliance remains a necessity from the standpoint of college policy and state and federal laws and regulations.

The responsibility for and the protection of this commitment extends to students, faculty administrators, staff, contractors and those who develop or participate in Clark College programs. Clark College affirms a commitment to freedom from discrimination and harassment for all members of the college community. The college expressly prohibits discrimination against any person on the basis of race, color, national origin, sex, disability, age, religion, sexual orientation, gender identity, gender expression, political affiliation, creed, disabled veteran status, marital status, honorably discharged veteran or Vietnam-era veteran status.

Office for Equity and Diversity: The college president delegates investigation of grievances on the basis of race, sex, creed, religion, color, national origin, age, sexual orientation, gender identity, gender expression and marital status to the Director for Equity and Diversity.

Disability Support Services: The college president delegates investigation of grievances on the basis of any physical, sensory or mental disability or status as a disabled, honorably discharged or Vietnam-era veteran to the ADA Compliance Officer (ADACO).

Cultural Pluralism Committee and the Director for Equity and Diversity: The committee will, in conjunction with the Office for Equity and Diversity, serve as a resource to the college on matters which relate to the implementation of this plan. The committee will develop goals in the annual planning process under the Office for Equity and Diversity. The committee and the director will also serve as evaluators of the plan and strategies which are implemented, in addition to continuing to monitor the diversity related climate and health of Clark College.

Timeline and Evaluation

This plan has been developed as a five-year plan, as the identified goals will take time to implement. Specific one-year strategies should be implemented each year. Both the strategies and progress toward the goals will be evaluated each year by the committee. Additional goals may be added to the plan as continued assessment of the diversity at Clark College indicates the need.



Cultural Pluralism Committee Members

The Clark College Diversity Plan was developed through the efforts of many people here at Clark College:

Leann Johnson	Director for Equity and Diversity, Committee Chair
Carlos Castro	Professor, Sociology
Tyler Chen	Secretary Senior, Office of Instruction
Sara Gallow	Professor, English as a Second Language
Miles Jackson	Interim Dean, Social Sciences and Fine Arts
Tami Jacobs	Director of Disability Support Services, Student Affairs
Debi Jenkins	Professor, Psychology and Early Childhood Education
Glennnda Mang	Advisor
Susan Maxwell	Research Analyst, Planning and Effectiveness
Lynne Nolan	Faculty, English
Felisciana Peralta	Multicultural Retention Manager, Student Affairs
Thao Schmidt	Consultant Assistant, Human Resources
Jenny Schrock	Program Supervisor, Admissions
Alejandra Silva	Student, ASCC Representative
Nancy Thompson	Professor, English
Dian Ulner	Professor, Women's' Studies
Carrie Weikel-Delaplane	Director of Student Life and Multicultural Student Affairs

Recent Past Members:

Megan Brooker	Consultant Assistant, Human Resources
Blaine Hashimoto	Student, ASCC Representative
Honey Knight	Faculty, Dental Hygiene
Pachia Thao	Student, ASCC Representative

Glossary

Community of Care: A community where the organizational culture begins the process to shift from one of control to one of connecting (Bailey, Mrock & Davis, n.d.).

Demographic Diversity: Differences in observable attributes or demographic characteristics such as age, gender and, ethnicity (Landy & Conte, 2007, p. 555).

Historically Disadvantaged Group: A group in U.S. society that has been systematically discriminated against over a significant period of time (e.g. Native American/First Peoples', Lesbian/Gay/Bisexual/Transgendered communities).

Institutional (as in institutional barriers): Refers to both the institution such as Clark College and systemic societal dynamics.



Power and Privilege: Rights, entitlement, advantage, or immunity granted or enjoyed by certain people or groups of people beyond the common advantages of others.

Psychological Diversity: Differences in underlying attributes such as skills, talents, personality characteristics, attitudes, beliefs, and values; may also include functional, occupational, and educational background (Landy & Conte, 2007, p. 555).

Reciprocal Student Development Pipeline: A two-way, mutually beneficial relationship between the college and the community.

Socially Disadvantaged Groups which are measurable: The college is allowed to gather certain demographic data from employees and students such as race and ethnicity. Prior to employment or admission, certain demographic information is optional and cannot be collected by the college on a mandatory basis. The reporting of information regarding sexual orientation, gender identity, gender expression cannot be mandated by the college prior to or post employment/admission.

Social Group: People sharing a social relation sometimes based on demographic or cultural similarity.

References

Bailey, K.A., Mrock, G., & Davis, F. (n.d.) Changing the Culture of Care. Retrieved January 30, 2009, from www.aacrc-dc.org/public/pdfs

Landy & Conte (2007). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. Malden, MA: Blackwell Publishing.



Exhibits

Recommendation One

- 1.1 Strategic Planning Task Force Notebook
- 1.2 Strategic Planning Task Force Meeting Minutes and Newsletters
- 1.3 Executive Cabinet Operational Plans
- 1.4 Scorecard Workgroup Meeting Minutes
- 1.5 College Council Minutes Related to Scorecard
- 1.6 Vision and Mission Poster and Web Page
- 1.7 Sample Board Report
- 1.8 Clark College Catalog
- 1.9 Spring 2010 Class Schedule
- 1.10 Annual Report to the Community
- 1.11 President's Annual State of the College Address
- 1.12 Clark College Quick Facts

Recommendation Two

- 2.1 Department Notebooks

Recommendation Four

- 4.1 Clark College Advising Plan Draft;
Advising Task Force Meeting Notes
- 4.2 Executive Cabinet Meeting Minutes Re: PIN
- 4.3 PIN Taskforce Meeting Notes

Recommendation Five

- 5.1 College Council Meeting Minutes (October – Present)
- 5.2 2010 Shared Governance Subcommittee Meeting Minutes
- 5.3 College Response in Budget Discussions
- 5.4 Reorganizations
- 5.5 Cultural Pluralism Committee Meeting Minutes