

Clark College

2008

Appendices



Introduction

INTRODUCTION



CLARK COLLEGE *Campus Map*

Program/Department Locations

BRD Accounting Services Office
BRD Administrative Services
PUB Admissions/Welcome Center
GHL Advising
APH Agriculture/Horticulture
PUB Archer Gallery
FAC Art
OSC Athletics Office
PUB Assessment/Testing
FLD Athletic Complex – tennis courts/fitness trail/soccer field
AA1 Automotive Technology
AA1 Automotive T-TEN
GHL Bookstore
SHL Business/Business Technology Office
AA4 CADD/Data Networking/Electronics/Manufacturing Systems Technology
GHL Career & Employment Services
GHL Cashier's Office
PLS Central Receiving
CFS Child & Family Studies program
GHL Clark Dining Room
BHL Communications & Marketing
SHL Computer Technology
TBG Corporate & Continuing Education
GHL Counseling
GHL Culinary Arts
HSC Dental Hygiene
AA5 Developmental Education
DSL Diesel Technology
GHL Disability Support Services
LIB eLearning
GHL Eligibility Programs
GHL Financial Aid/Veterans Affairs
OSC Fitness Center, Thompson
FHL Foster Auditorium
AA4 Graphic Communications/Printing
GHL Health Occupations Advising
HSC Health Services
BRD Human Resources/Equity & Diversity
FHL Humanities/Social Sciences
BHL Instruction, Office of
PUB International Programs
AA5 Machining Technology
BHL Math
TBG Mature Learning
MUS Music
CCW Nursing
OSC PE/Health
HSC Pharmacy Technology
FAC Photography

BRD Planning & Advancement
PLS Plant Services Office
BRD President's Office
TBG Professional Development
BRD Purchasing Services Office
GHL Registration
GHL Running Start
SCI Science Building Complex
APH Science
GHL Security
GHL Student Affairs & Student Center
PUB Student Life
GHL Teaching & Learning Center
BHL Tech Prep Office
FAC Theatre, Decker
HKH Tutoring/Writing Center
PUB Welcome Center
AA2 Welding
BHL Workforce Education



All Clark College buildings are accessible; designated accessible parking stalls are available in all college parking lots.

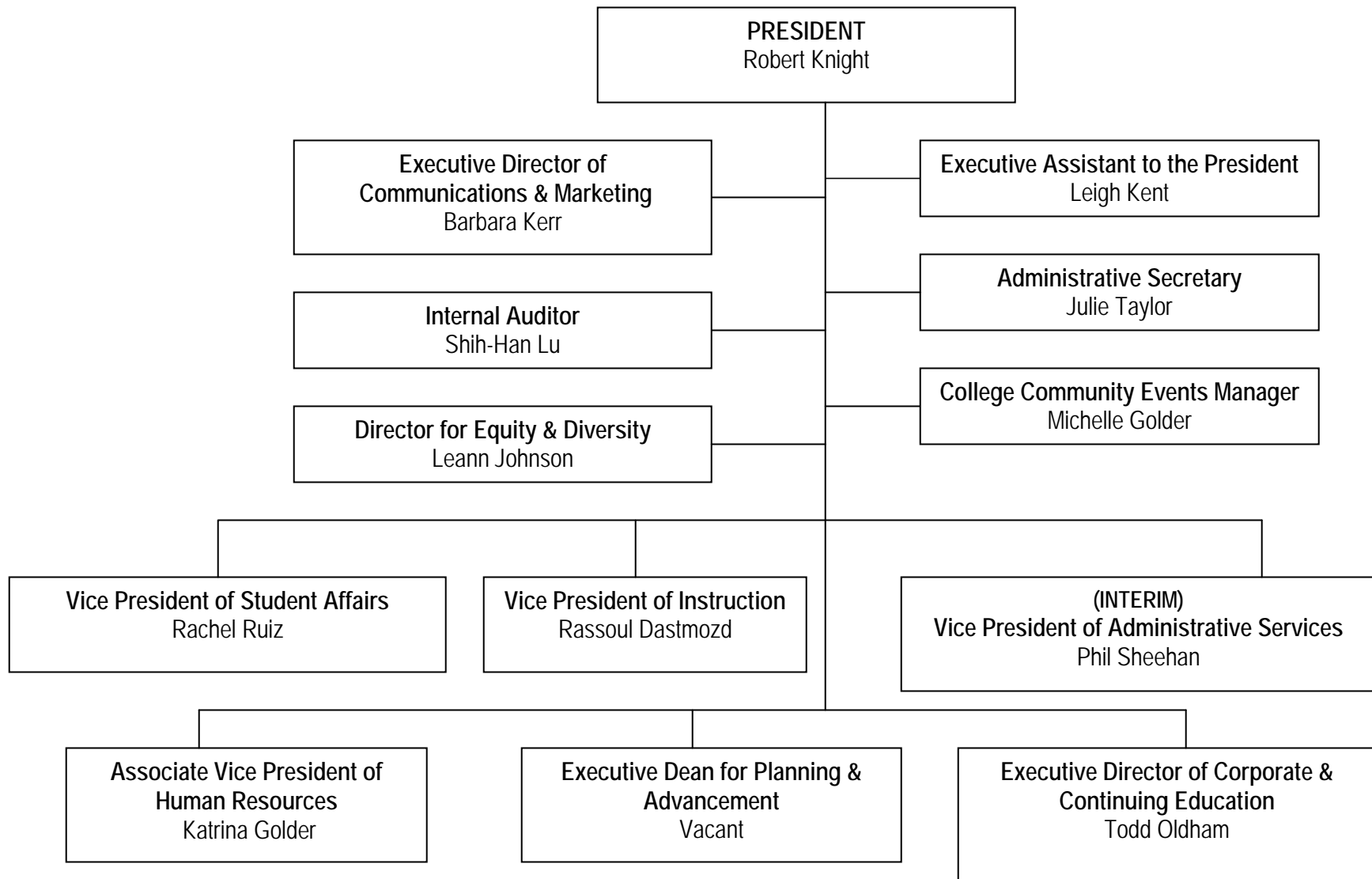
ClarkCollege *The Next Step*
1933 Fort Vancouver Way
Vancouver, WA 98663-3598

Building Codes

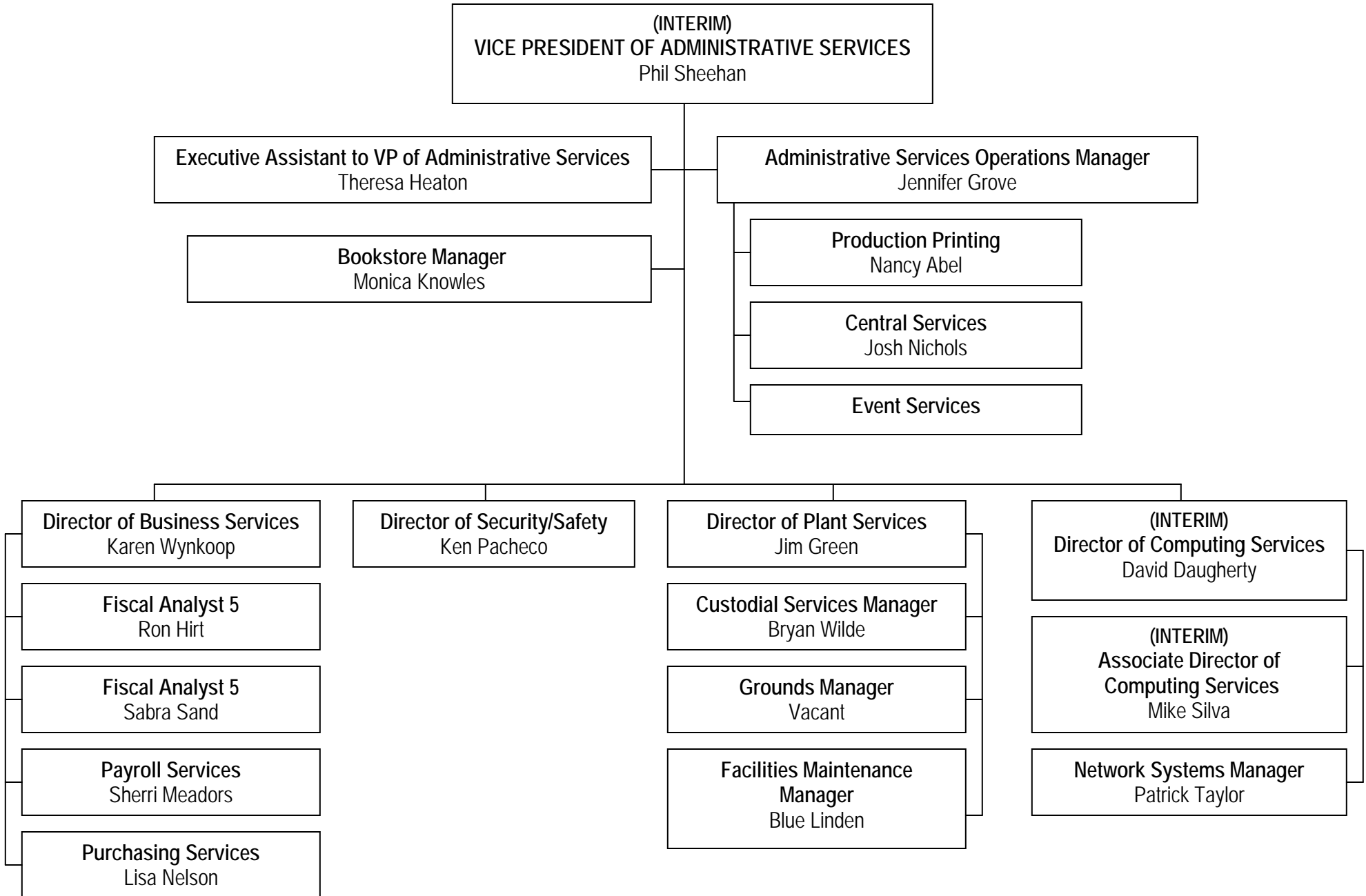
AA1 Applied Arts
AA2 Applied Arts
AA4 Applied Arts
AA5 Applied Arts
APH Pechanec Hall
ATH Athletic Annex Building
BHL Bauer Hall
BRD Baird Administration
BRH Brown House
CCW Clark College at WSU Vancouver Foundation
CCF Foundation
CFS Child & Family Studies
DSL Diesel
FAC Frost Arts Center
FHL Foster Hall
GHL Gaiser Hall
Greenhouse
HHL Hanna Hall
HKH Hawkins Hall
HSC Health Science
JSH Joan Stout Hall
LIB Cannell Library
MUS Music
OSC O'Connell Sports Center
PLS Plant Services
PUB Penguin Union Building
SCI Science Building Complex
SHL Scarpelli Hall
TBG "T" Building
TPC Clark College at Town Plaza



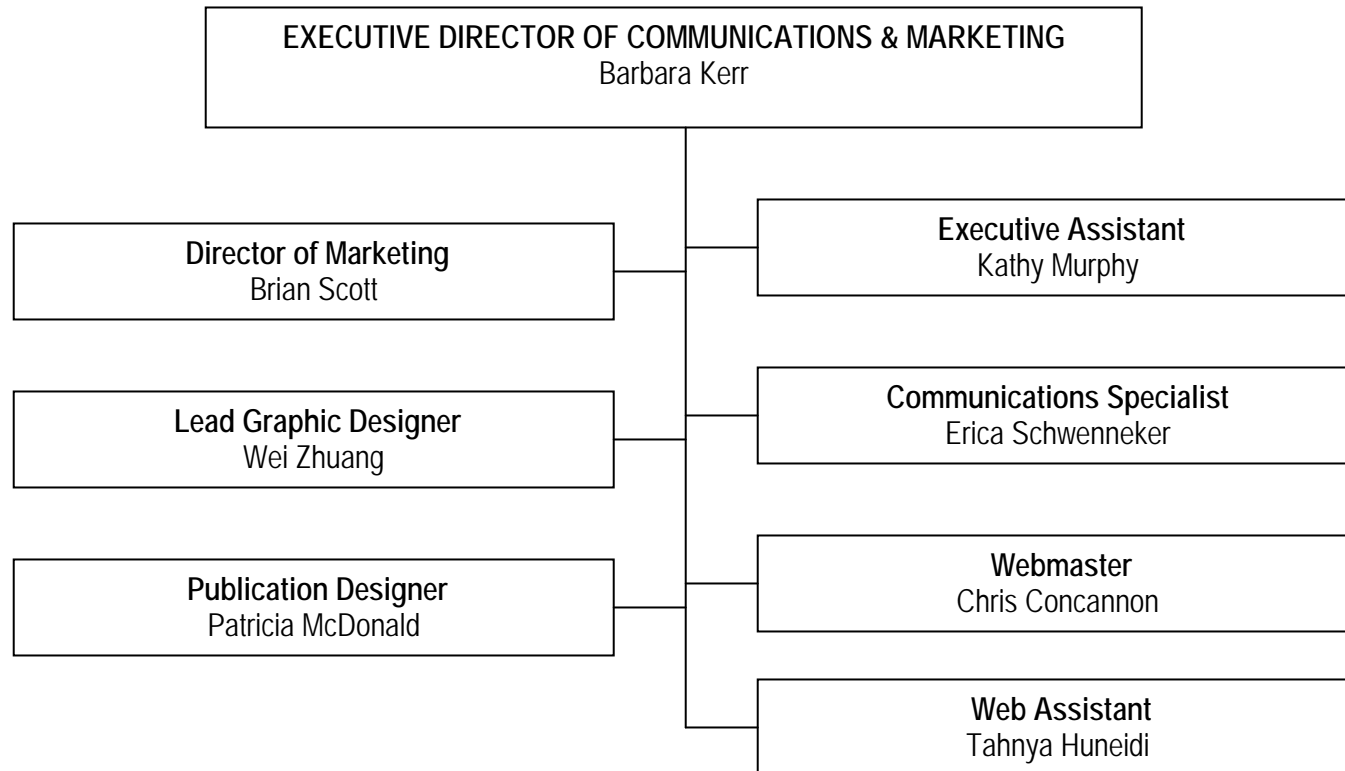
GENERAL ORGANIZATION CHART



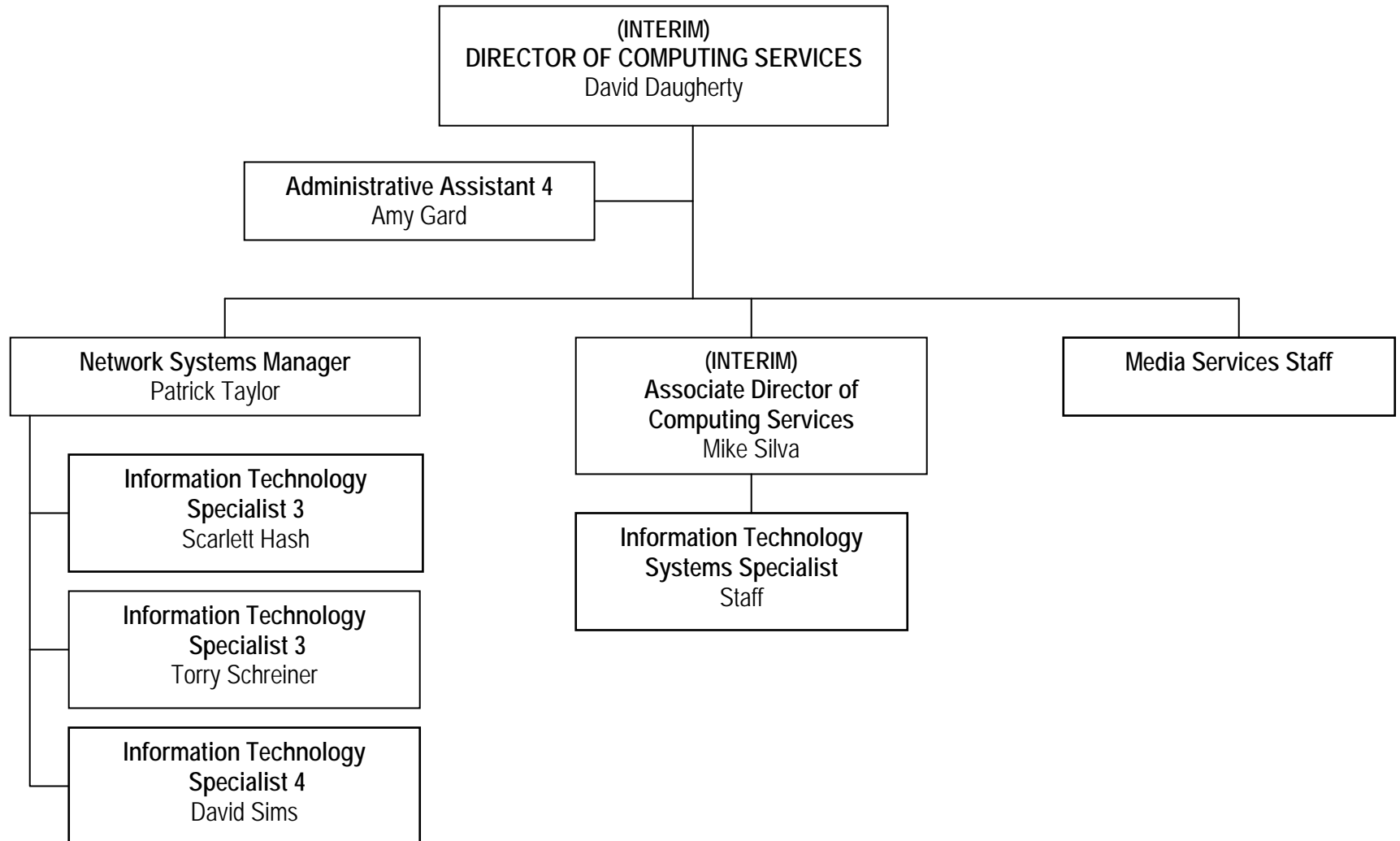
ADMINISTRATIVE SERVICES ORGANIZATION CHART



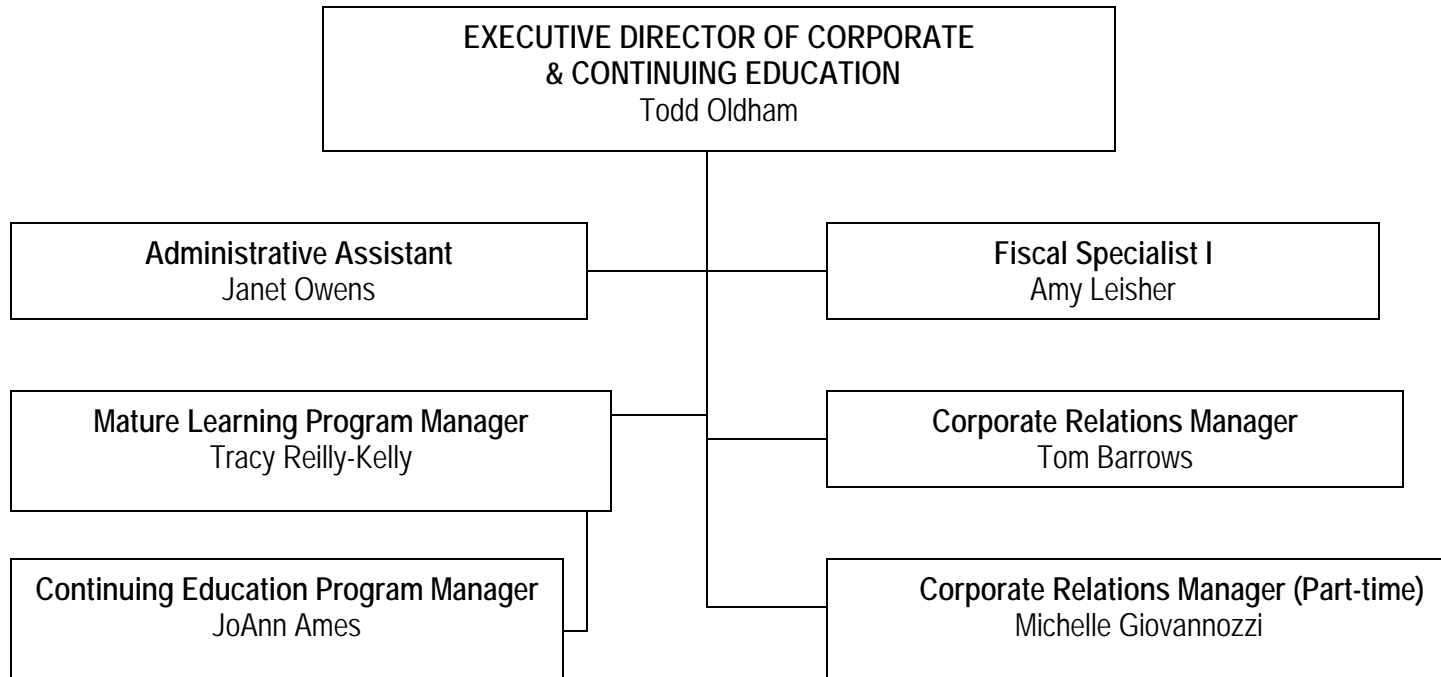
COMMUNICATIONS & MARKETING ORGANIZATION CHART



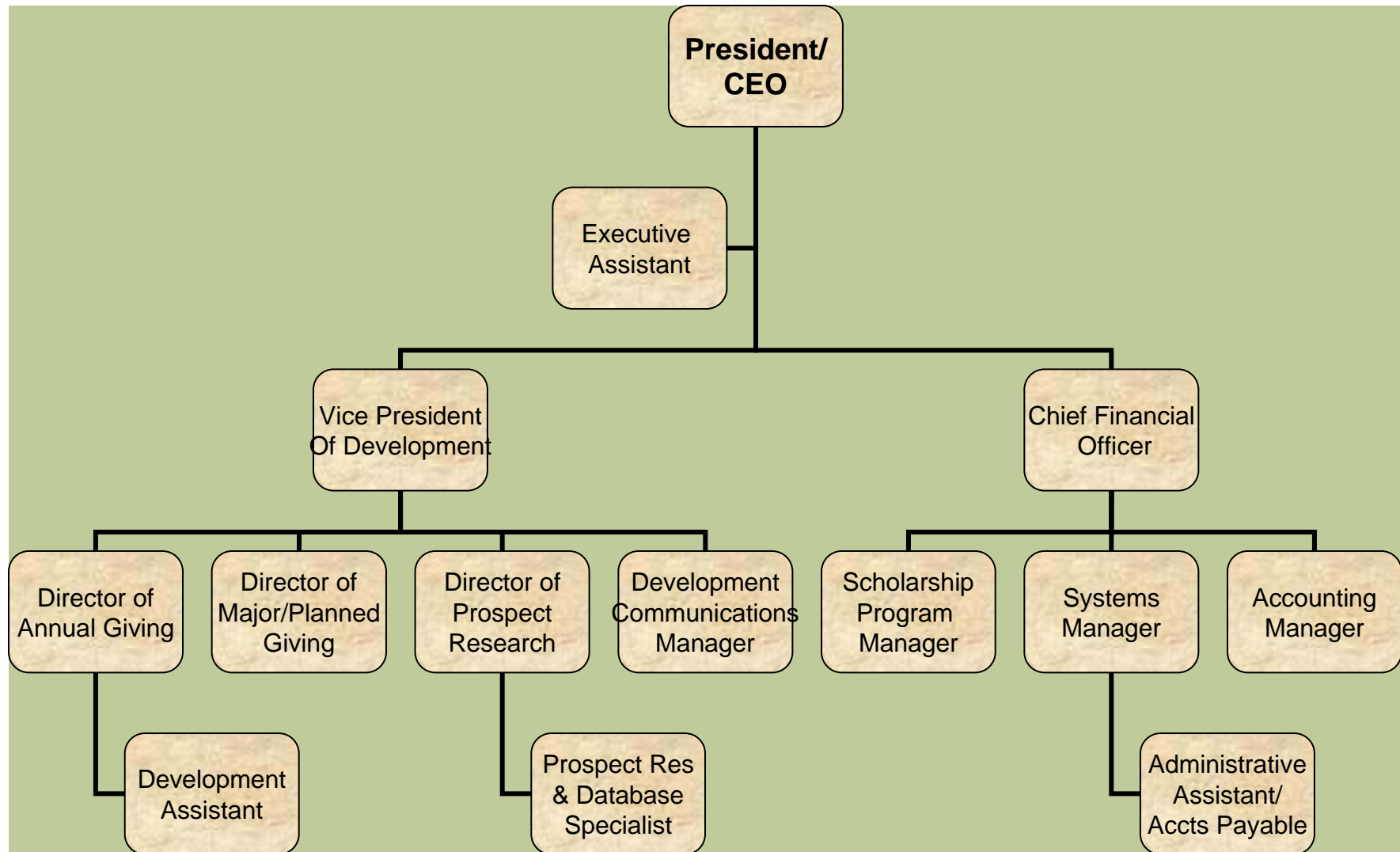
COMPUTING SERVICES ORGANIZATION CHART



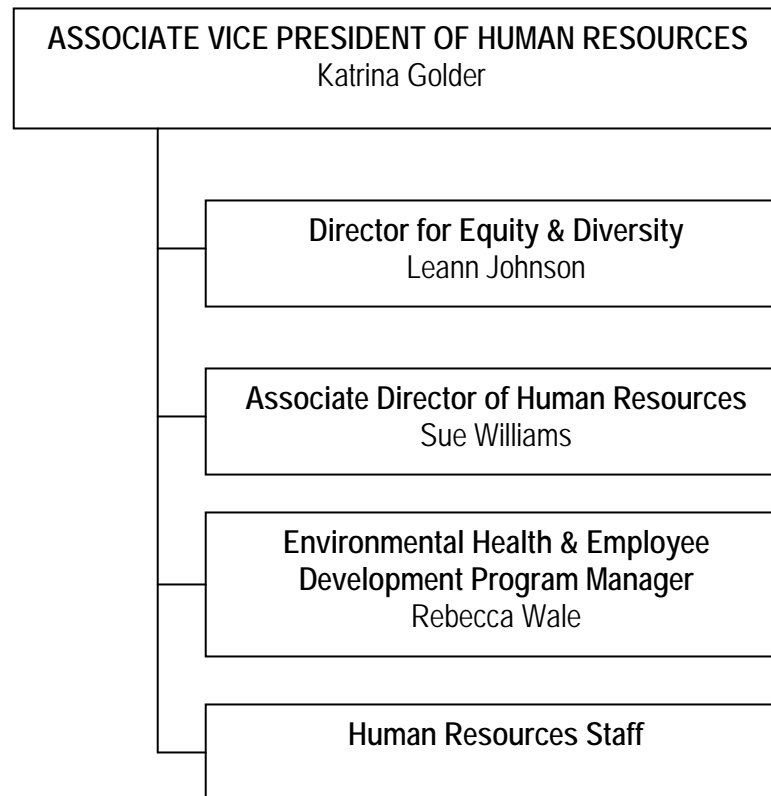
CORPORATE & CONTINUING EDUCATION ORGANIZATIONAL CHART



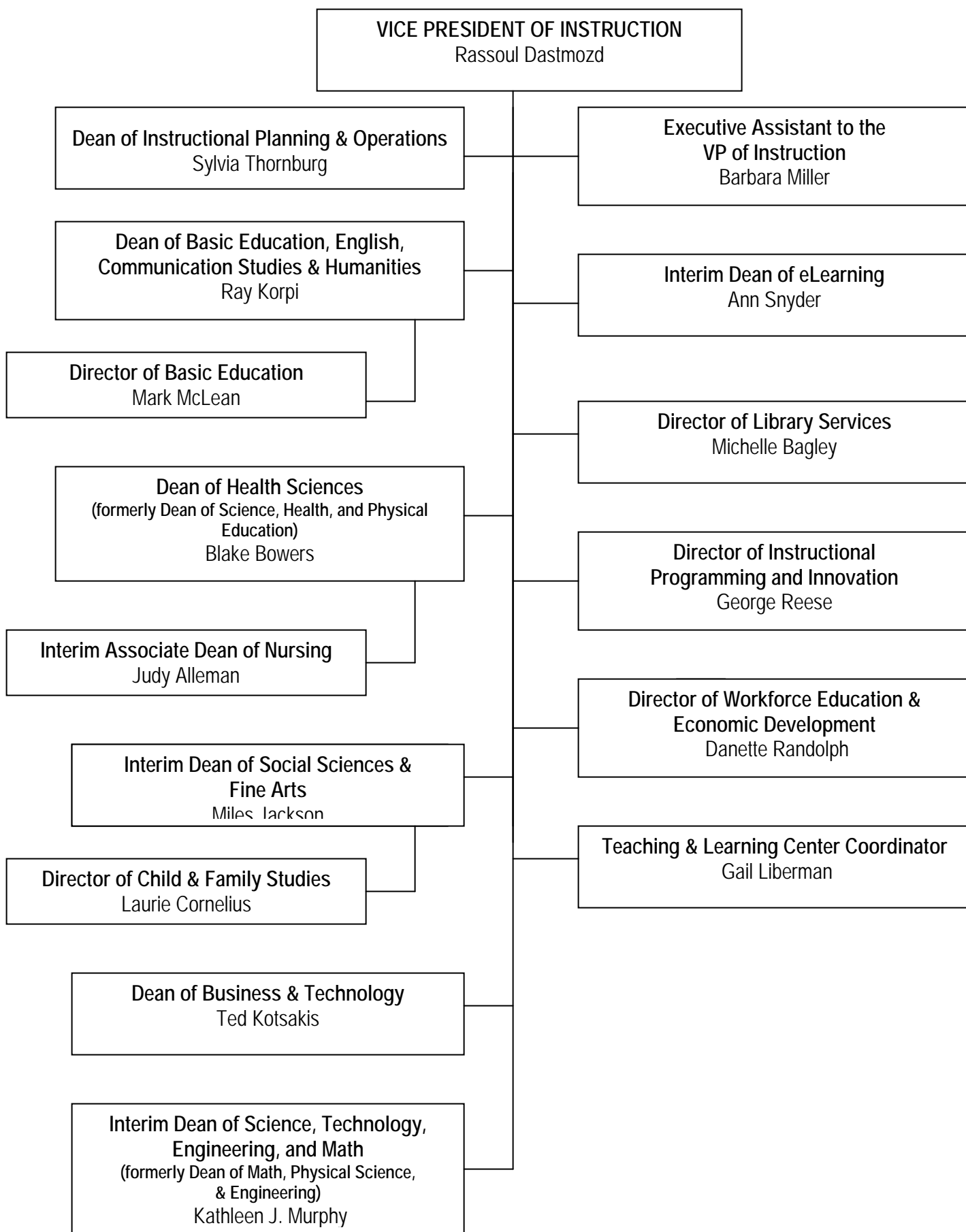
2008 Clark College Foundation Organization Chart



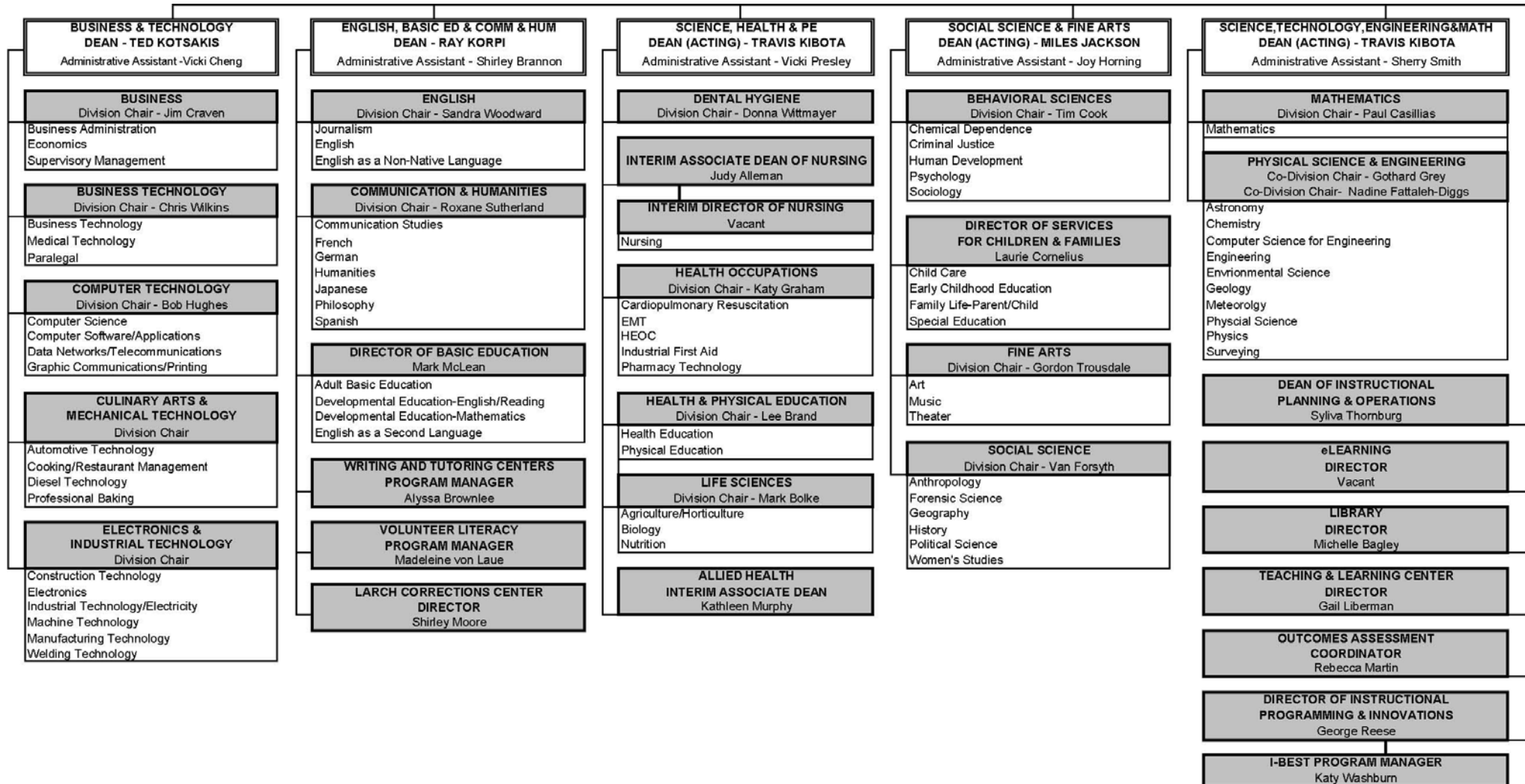
HUMAN RESOURCES ORGANIZATION CHART



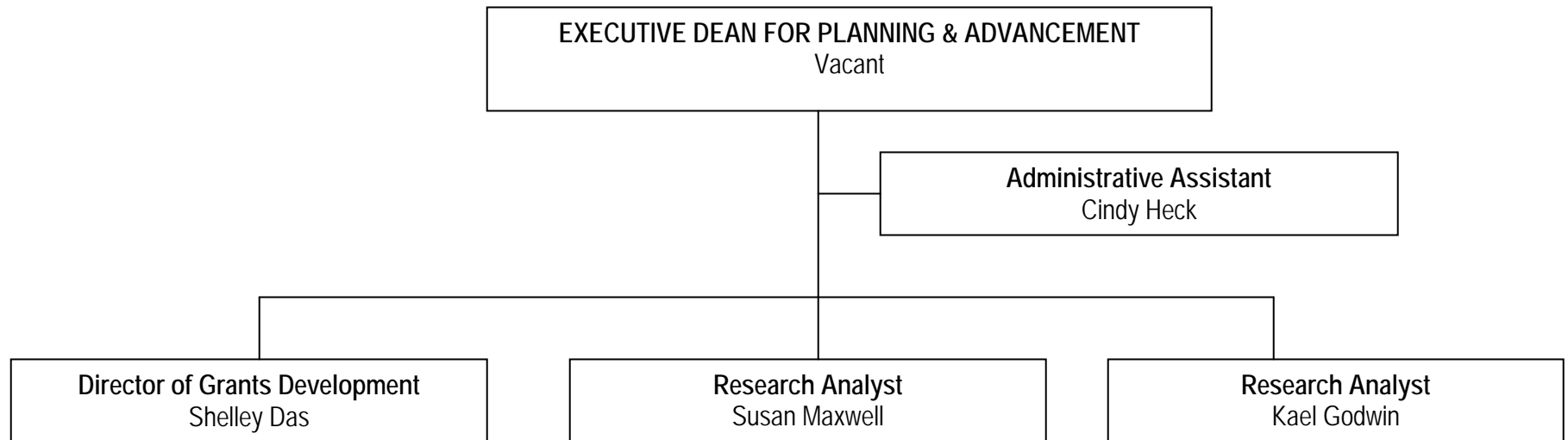
INSTRUCTIONAL ADMINISTRATORS ORGANIZATION CHART



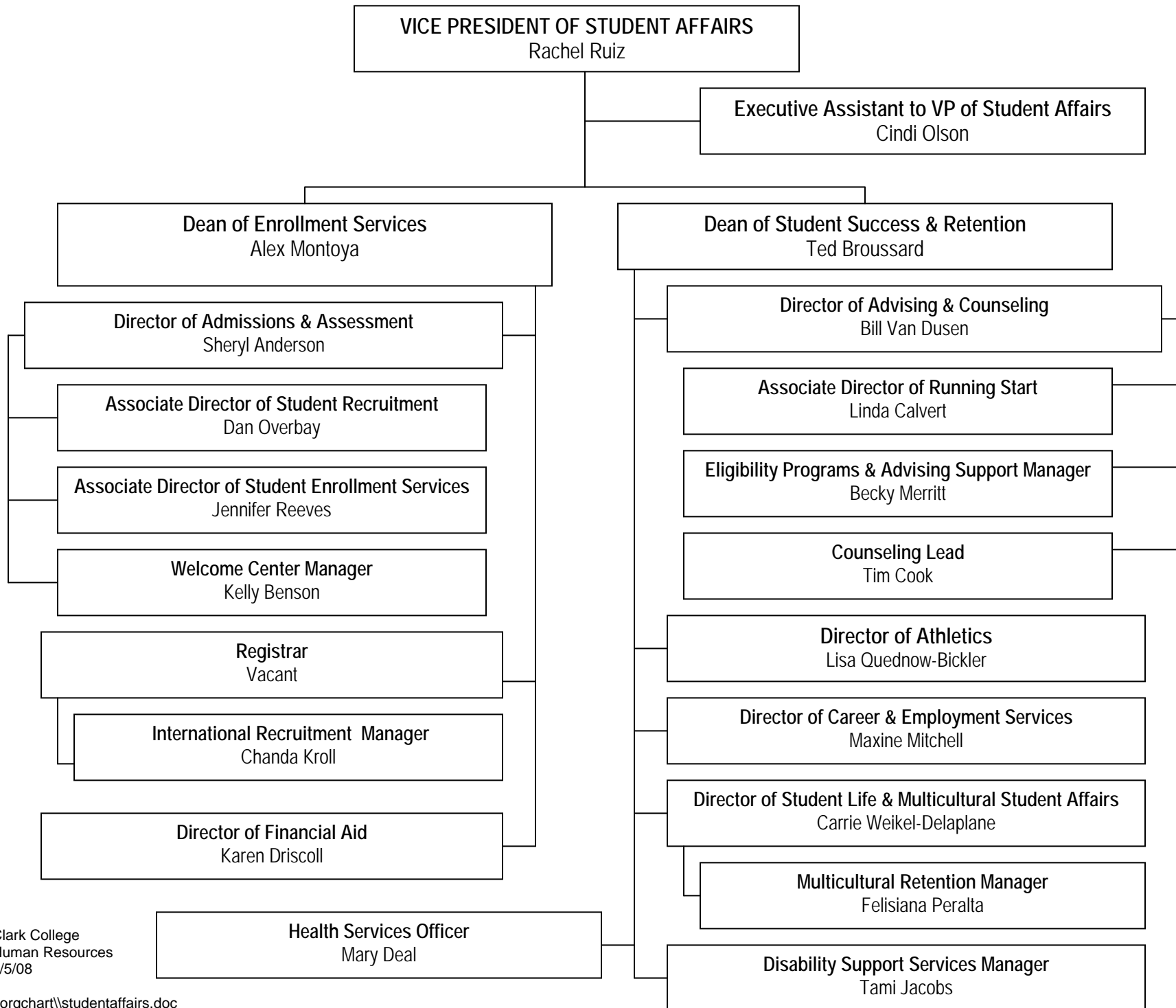
INSTRUCTIONAL UNITS & DIVISIONS



PLANNING & ADVANCEMENT ORGANIZATION CHART



STUDENT AFFAIRS ORGANIZATION CHART





Standard One

Institutional Mission and Goals, Planning and Effectiveness

STANDARD 1

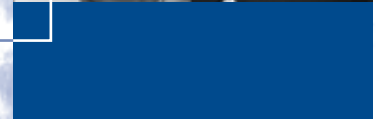
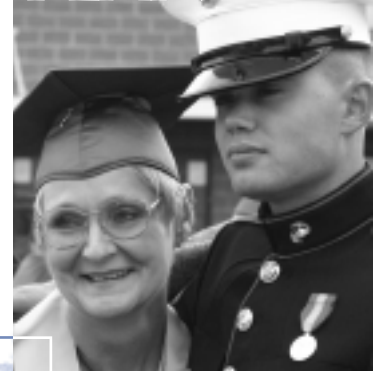


CLARK COLLEGE

STRATEGIC PLAN

2004-2009

Positioning the College for its leadership role
in a changing community.





STRATEGIC PLANNING

DEVELOPING THE STRATEGIC PLAN: THE PROCESS

A Strategic Planning Task Force consisting of twenty-seven members was convened in October 2003 with the goal of completing the Strategic Plan by May 2004. Those serving on the Task Force included representatives from the Board of Trustees; College faculty, staff and administrators; local legislators; and community partners from business, workforce development and government. The College Council, composed of faculty and staff representatives from the four instructional units, administrative and exempt employees, student government and the campus bargaining units, reviewed key documents, surveyed their constituent groups and provided feedback to the Task Force. Contributions from many members of the College and local community then produced this Strategic Plan.

STRATEGIC PLANNING TASK FORCE MEMBERS



Ardyth Allen	Student Development Operations Manager
Roger Baker	Association of Higher Education
Candy Bennett	Executive Dean of Planning & Advancement, Co-chair
R. Wayne Branch	President, Co-chair
Karen Brown	Director of Multicultural Student Affairs
Rita Carey	Faculty representative: English, Math and Basic Skills
Don Carlson	Senator, Washington State Legislature
Tim Cook	Faculty representative: Social Sciences and Humanities
Bob Evans	Interim Vice President of Instruction
Sue Fratt	Clark College Board of Trustees
Lisa Gibert	Interim President, Clark College Foundation
Mike Godson	Faculty representative: Professional/Technical Programs
Sue Groth	Director of College and Community Relations
Cindy Heck	Staff Assistant
Leonor Ingraham-Swets	Director of Library Resources
Travis Kibota	Faculty representative: Science, Health Science and Health/PE
Bob Knight	Vice President of Administrative Services
John McKee	Director of Vocational Services
Sherry Murphy	President, Associated Students of Clark College
Lisa Nisenfeld	Executive Director, Southwest Washington Workforce Development Council
Blaine Nisson	Vice President of Student Development
Bart Phillips	Executive Director, Columbia River Economic Development Council
Kimberley Pittman-Schulz	President, Clark College Foundation
Patti Serrano	Faculty representative: Business and Technology
Phil Sheehan	Director of Computing Services
Sylvia Thornburg	Dean of Social Science and Humanities
Jennifer Wheeler	President, Washington Public Employees Association





Fall 2004



R. Wayne Branch
President

Clark College, an educational leader in Southwest Washington for over seventy years, currently serves one of the fastest growing regions in the state of Washington. Economic forecasts, U.S. migration patterns and industry indicators predict that this environment will remain dynamic for the next several years. As the population in the community has grown, the College enrollment has continued to increase proportionately, producing significant stress on College programs and personnel. A high turnover rate in senior leadership positions over the past ten years has also taken its toll on the College's momentum.

As President and Board Chair, we both identified completion of a five-year Strategic Plan as our top priority for 2003–2004. The Strategic Plan intentionally directs College energy and resources to maintain the institution's value to the community. The Plan repositions the College to address the external forces of a rapidly growing community as well as the internal issues that impact the effectiveness of the institution. The Strategic Plan also proactively addresses recommendations from our regional accrediting body that relate to continuing efforts to develop a system for measuring and communicating institutional effectiveness.

The Strategic Plan is the result of thoughtful deliberation by many dedicated individuals in the College and in the community. It sets a direction for the next five years that positions Clark College as a leader in educational and training programs of the highest standards and as a committed community partner contributing to the economic, intellectual and cultural vitality of the region. Specifically, the Plan accomplishes three institutional goals:

- n Define and communicate the vision, values and priorities of Clark College;
- n Provide the basis for assessing institutional effectiveness;
- n Provide a foundation for budget development that aligns College resources with College priorities.

We share our Plan with a great sense of pride and commitment to the community we serve.

R. Wayne Branch
President

Susan Fratt, Chair
Board of Trustees



Susan Fratt, Chair
Board of Trustees

CLARK COLLEGE VISION

A new Vision Statement provides a reinvigorated view along with a set of expectations for the College's role in shaping the future of individuals, their families, the community and society.

CLARK COLLEGE VISION STATEMENT

“ Clark College, a respected leader in Southwest Washington, will be nationally recognized for our commitment to student success and excellence in teaching, empowering learners to enrich the social, cultural, and economic vitality of our region and the global community. ”

STATEMENT OF BELIEFS

Clark College affirms the following Beliefs as fundamental to its mission.

- ▮ We believe in a focus on learning as the foundation for decision-making.
- ▮ We believe in support for the efforts of faculty, staff and students in achieving high standards.
- ▮ We believe in the importance of a campus environment that fosters open communication and shared decision-making at all levels.
- ▮ We are committed to broad-based partnerships that support student learning, shared community resources and increased educational opportunities.
- ▮ We believe in program improvement and results-oriented decision-making that fosters innovation and creativity.
- ▮ We believe in accountability through goal setting and meaningful evaluation.





CLARK COLLEGE MISSION

The Mission of Clark College is integral to our success, and reaffirmation of the Mission Statement is central to our planning.

CLARK COLLEGE MISSION STATEMENT

"Clark College provides opportunities for individuals from diverse backgrounds to pursue their educational goals. The College offers accessible, comprehensive education; provides services to support student success; and fosters community partnerships that enhance student learning. The College focuses on professional/technical training, academic transfer, pre-college and basic skills, personal development, and cultural enrichment."

MISSION IMPERATIVES

Six Mission Imperatives provide the framework for planning and future decision-making:

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 a high-quality, innovative education and services that foster student success in achievement of their stated goals. Members of all employee groups will be provided with opportunities for professional development.

Access to Education

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

Respect for Differences

The College will demonstrate a respect for differences and an appreciation of multiple perspectives. The campus environment will be governed by open communication and shared decision making and programs and services that support the needs of diverse populations.

Workforce Development

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

Broad-based Partnerships

The College will establish and maintain internal and external partnerships that support student learning, shared community resources, increased educational opportunities and shared governance. Partnerships will be fostered externally with education, business and industry and other community groups, and internally as cross-collaborations among students, faculty, disciplines and organizational units.

Management Excellence

The College will make strategic decisions in the distribution of limited resources and implement processes that enhance quality, demonstrate effectiveness, and ensure public accountability. The College will provide high-quality facilities and equipment, a healthy technology infrastructure and well-designed support services.



OPPORTUNITIES AND CHALLENGES

Completion of an external scan provided valuable information about the College's service district, including its economic, cultural and educational characteristics. The following list of Opportunities and Challenges faced by the College resulted from integrating data from the external scan with the knowledge base of members of the College community.

Resources Effective use of both human and capital resources is a major challenge for the College in these years of continued growth in enrollment and accompanying decline in state and federal funding. The College must prioritize allocation of funds in order to maximize use of existing dollars. An equally important challenge is to continue to attract and retain high quality and diverse faculty and staff. The College must be flexible and analyze new ways to increase funding, including entrepreneurial ventures and creative uses of technology. Identifying resources that help learners access education despite rising tuition and decreased state funding is vital to our mission. Keeping abreast of changes in technology will allow the College to be competitive with our peers. As we identify and prioritize resources, the College will be able to influence legislative discussions at local and state levels.

Curriculum and Programs A key challenge for the College is to create innovative programs that meet the changing needs of the community while maintaining an appropriate program mix and flexible delivery modes. We must evaluate and adjust offerings in professional/technical, transfer, basic skills and continuing education in response to demographic and economic changes in our service district.

Job Training As the leading provider of job training in Southwest Washington, the College must remain innovative and proactive in addressing job-training needs in the community. We need to partner with business and industry, the Workforce Development Council and other regional agencies. Access to quality job training will provide immigrants and disadvantaged residents with skills to obtain jobs.

Campus Community and Collaboration

Supporting internal collaboration within the campus community will strengthen the cohesiveness and responsiveness of the College. Partnerships with K-12 districts, other colleges and universities, and business and industry will allow the College to optimize educational offerings to the community. We have a special responsibility to meet the needs of students from the State Schools for the Deaf and Blind, and should act as a deliberate, proactive leader to accomplish our goals with a high level of visibility.

Ethos and Spirit The College has a responsibility to maintain a campus culture that values and respects students, faculty and staff, and that recognizes and appreciates their diversity and uniqueness.

Space Management The College must effectively manage facilities by linking multiple sites through organizational and resource allocations, optimum classroom scheduling and the use of technology. We must address the increasing need for more parking.

The College expects to open its new Clark Center on the campus of Washington State University Vancouver in the fall of 2005. We anticipate opening another site, envisioned as a technology education and training center, in East Clark County within the next four years. We must assertively develop management plans to assure the effective use of resources, including faculty and staff, and establish enrollment and service target markets for both of these sites.

Support Cultural Events The community looks to the College as a prime supporter of cultural events. In addition to events sponsored solely by the College, such as theater, music and art, we can provide a proactive leadership role by collaborating with community partners to jointly support broader cultural initiatives, such as a Center for the Arts and the National Historic Reserve.





STRATEGIC PRIORITIES

Within the framework of the Mission Imperatives, Clark College will address several priorities identified as fundamental requirements for a leading comprehensive community college of our size and service district characteristics. A focus on these critical needs will allow us to build a proper platform to realize our vision.

Off-Campus Sites (East County Site and Clark Center)

In order to address the continuing expansion in enrollments, the College will finalize and implement a plan for delivery of instruction in East Clark County and in the Clark Center at Washington State University Vancouver.

Outcomes Assessment

In response to public demands for accountability, the College will complete a major curricular review and update that focuses on assessment of student learning. The College will also complete a cycle of review of College programs with the same focus on accountability.

Professional Development

The College will focus energy on designing and implementing comprehensive professional development plans for all employees, including faculty, administrators and staff.

Campus Climate

The College will support a campus climate and spirit that values quality faculty and staff and supports collaborative decision making. We will develop and nurture communication processes that strengthen the cohesiveness and responsiveness of the College.

Distance Learning

The College will develop a comprehensive distance learning program as one method of meeting the educational needs of our growing regional population and staying competitive in the educational environment of the future.

IMPLEMENTING THE STRATEGIC PLAN: THE OPERATIONAL PLAN

The Strategic Plan is a foundational document that will guide decisions at all levels of the College. The Mission Imperatives provide the framework for developing annual operational plans. Each year, beginning in July, all areas of the College will develop operational plans to be implemented during the ensuing year. The operational plans, composed of a series of goals that align with the Mission Imperatives and Priorities, will include timelines and the means to measure achievement. Broad participation by all employee groups will be central to the success of the operational plans, which will be monitored throughout the year and evaluated at the close of the academic year. Progress will be reported annually to the Clark College Board of Trustees at its June meeting.

The annual operating plans will be used to guide development of the College's budget. Allocations will be made based upon the strategies that enable the College to uphold our Mission Imperatives and meet the challenges of our Priorities. We will base the evaluation of the College's effectiveness upon measurements of performance as well as use of fiscal and human resources.



APPENDIX 1.1



1800 E. McLoughlin Blvd.
Vancouver, WA 98663-3593
www.clark.edu



CLARK COLLEGE

Strategic PLAN

>> PROGRESS UPDATE 2007





LETTER FROM THE PRESIDENT

What makes a college great?

I've been thinking a lot about that question as Clark College updates its Strategic Plan.

First, it's about people. Our faculty and staff are outstanding. They are professional and dedicated and committed to student success. That combination creates a welcoming and supportive environment for our students to do their best.

It's also about classes. Clark offers a broad range of programs and courses to meet student needs. Our programs are created in partnership with local businesses and industry groups to ensure that our students receive the kind of training employers need.

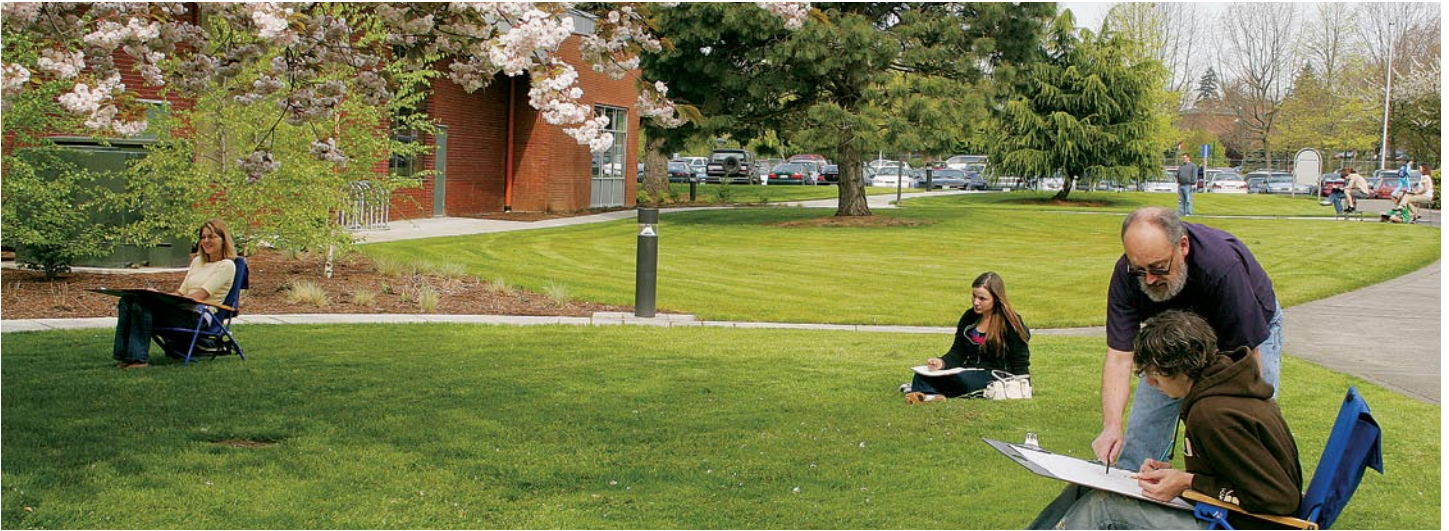
It's about how you feel when you're at the college. Our beautiful main campus, with its fountain, Chime Tower and historic cherry trees, is located in Vancouver's Central Park. Clark College at WSU Vancouver, home to our nationally-recognized nursing program, has won design awards. Clark College at Town Plaza Center hosts vibrant classes and multicultural events. Clark College at Columbia Tech Center, the next step in higher education for Southwest Washington, is scheduled to open in fall 2009, enhancing learning opportunities in the eastern portion of our service district.

Our Strategic Plan celebrates our mission, vision and beliefs and our commitment to serving the community. It guides planning and decision-making at all levels of the college. The Strategic Plan provides the pathway for the college's operations and aspirations. The updated Plan includes a full set of key performance indicators that measure how well we support student success. As always, our students are at the heart of everything we do.

On behalf of our "Penguin Nation," we present our updated Strategic Plan with pride in our history and excitement about our bright future.



Robert K. Knight
President, Clark College



Vision

Clark College, a respected leader in Southwest Washington, will be nationally recognized for our commitment to student success and excellence in teaching, empowering learners to enrich the social, cultural and economic vitality of our region and the global community.

Mission

Clark College provides opportunities for individuals from diverse backgrounds to pursue their educational goals. The College offers accessible, comprehensive education; provides services to support student success; and fosters community partnerships that enhance student learning. The College focuses on professional/technical training, academic transfer, pre-college and basic skills, personal development, and cultural enrichment.

Statement of Beliefs

CLARK COLLEGE AFFIRMS THE FOLLOWING BELIEFS AS FUNDAMENTAL TO ITS MISSION.

- ❖ We believe in a focus on learning as the foundation for decision-making.
- ❖ We believe in support for the efforts of faculty, staff and students in achieving high standards.
- ❖ We believe in the importance of a campus environment that fosters open communication and shared decision-making at all levels.
- ❖ We are committed to broad-based partnerships that support student learning, shared community resources and increased educational opportunities.
- ❖ We believe in program improvement and results-oriented decision-making that fosters innovation and creativity.
- ❖ We believe in accountability through goal setting and meaningful evaluation.



SIX MISSION IMPERATIVES PROVIDE THE FRAMEWORK FOR PLANNING AND FUTURE DECISION-MAKING

KEY PERFORMANCE INDICATORS AND ANNUAL OPERATIONAL PLANS MEASURE OUR PROGRESS

1	FOCUS ON LEARNING	
	<p>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 a high-quality, innovative education and services that foster student success in achievement of their stated goals. Members of all employee groups will be provided with opportunities for professional development.</p>	
<p>Key Performance Indicators</p>	<ul style="list-style-type: none"> Degrees and certificates earned Students prepared for transfer Students who transfer Diversity of learning delivery options Employee development opportunities Learning outcomes 	

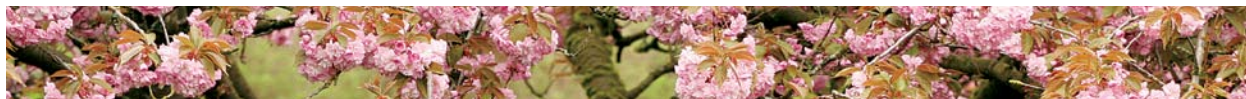
2	ACCESS TO EDUCATION	
<p>Key Performance Indicators</p>		<p>The College will offer programs and services that are affordable and accessible to residents of the community. Students will be provided flexible options for learning in locations that are easily accessible and resources that help make their education affordable.</p> <ul style="list-style-type: none"> Participation rate in service area Student financial aid support Students by program type, location and time Affordability Retention Basic skills education progress Access to technology Goal accomplishment Course completion



3	RESPECT FOR DIFFERENCES	
<p>Key Performance Indicators</p>		<p>The College will demonstrate a respect for differences and an appreciation of multiple perspectives. The campus environment will be governed by open communication and shared decision making and programs and services that support the needs of diverse populations.</p> <ul style="list-style-type: none"> Diversity of students Diversity of employees Demographic diversity of students Global diversity and awareness College climate Cultural pluralism Open communication and decision-making

APPENDIX 1.2

4	WORKFORCE DEVELOPMENT	<p>The College will provide educational programs and services that facilitate gainful and meaningful employment for students seeking training, retraining or continuing education. College programs and services will meet the economic needs of the community.</p>
	Key Performance Indicators	<ul style="list-style-type: none">Completion rates for professional/technical degrees and certificatesEmployment rates of graduatesProfessional continuing educationEmployer satisfactionEmployee satisfactionProgram match with community needs
5	BROAD-BASED PARTNERSHIPS	<p>The College will establish and maintain internal and external partnerships that support student learning, shared community resources, increased educational opportunities and shared governance. Partnerships will be fostered externally with education, business and industry and other community groups, and internally as cross-collaborations among students, faculty, disciplines and organizational units.</p>
	Key Performance Indicators	<ul style="list-style-type: none">College-K-12 partnershipsCollege-post-secondary institution partnershipsCollege-community partnershipsCollaborative partnerships within college
6	MANAGEMENT EXCELLENCE	<p>The College will make strategic decisions in the distribution of limited resources and implement processes that enhance quality, demonstrate effectiveness, and ensure public accountability. The College will provide high-quality facilities and equipment, a healthy technology infrastructure and well-designed support services.</p>
	Key Performance Indicators	<ul style="list-style-type: none">College decision-making processClassroom technology capabilitiesTechnology infrastructureAccess to dataTechnology plan progressPlanning and budgeting linkages



STRATEGIC PRIORITIES 2007-09

ALLIED HEALTH PROFESSIONS

In partnership with local health care providers, the College will expand allied health programs to anticipate and respond to the needs of the community.

COLLEGE CLIMATE

The college will foster a positive college climate through processes and actions that support quality, diversity, collaborative decision-making and enhanced communication. By building trust and goodwill at the College, we will also build community confidence and support.

eLEARNING/ONLINE SERVICES

The College will support expansion of eLearning opportunities and online support services that provide increased access for all students.

FACILITIES MASTER PLAN

The College will update its Facilities Master Plan to provide a roadmap for facilities planning and development over the next ten years. The plan will establish priorities for building renovations or replacements with Foster Hall replacement as the top priority. The plan will also identify future growth requirements including potential sites for a satellite facility in North/North Central Clark County.

HEALTH AND FITNESS

The College will foster a culture of wellness that contributes to a healthier, more productive college environment for staff, faculty and students by implementing a college-wide initiative to develop and support wellness activities.

SERVICE LEARNING

The College will expand service learning opportunities beyond the classroom to integrate meaningful community service and encourage lifelong civic engagement.

WORKFORCE TRAINING AND CORPORATE EDUCATION

The College will expand programs and improve delivery of corporate and workforce education, training, and services.

LEARNING COLLEGE

The College will define and establish processes in support of a Learning College model.



1933 FORT VANCOUVER WAY
VANCOUVER, WA, 98663-3598
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Strategic Plan 2004 – 2009
Operational Plan – Year Three
Final Report

June 2007

Clark College

Operational Plan - Year Three

Final Report

2006 - 2007

1. *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 a high quality, innovative education and services that foster success in achievement of their stated goals. Members of all employee groups will be provided with opportunities for professional development.

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
President	Develop an Instruction Plan that supports the needs of our students and our community.	Framework for instructional plan developed.	June 2007	In Progress.
President	Begin the upgrade of the first 30 classrooms to smart classrooms.	Standards for classroom technology developed and 30 classrooms meet standards for technology-enhanced classroom.	June 2007	Completed. 30 classrooms completed as Phase I of 3 year project.

2. *Access to Education*

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

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
President	Develop the Enrollment Management Plan.	Marketing and Recruitment Plans completed.	June 2007	Completed. Final Report presented to Board of Trustees at March 2007 work session.

Clark College
Operational Plan - Year Three
Final Report
2006 - 2007

3. Respect for Differences

The College will demonstrate a respect for differences and an appreciation of multiple perspectives. The campus environment will be governed by open communication and shared decision-making, and programs and services that support the needs of diverse populations.

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
President	Conduct the diversity audit and begin development of the Diversity Plan.	Audit completed and diversity plan developed.	Spring 2007 - audit Fall 2007- draft plan	In progress. Diversity survey completed; analysis in progress. Plan to be developed in 2007-08.

4. Workforce Development

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

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
President	Reassess the planned development and organizational structure of the Workforce Development and Continuing Education office.	Reorganized structure has been determined.	June 2007	In progress. Reorganization taking place.

Clark College Operational Plan - Year Three Final Report 2006 - 2007

5. *Broad-based Partnerships*

The College will establish and maintain internal and external partnerships that support student learning, shared community resources, increased educational opportunities and shared governance. Partnerships will be fostered externally with education, business and industry and other community groups, and internally as cross-collaborations among students, faculty, disciplines and organizational units.

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
President	Strengthen our partnership with the school districts and our co-admission universities through regularly established meetings that exchange data on the benefit of the partnerships.	Common reporting format for K-12 student information developed and distributed; meetings held with superintendents.	June 2007	In progress. Reports distributed to all K-12 districts in service area; meetings held with school boards of Vancouver and Evergreen; Clark hosted June meeting of Superintendents.

6. *Management Excellence*

The College will make strategic decisions in the distribution of limited resources and implement processes that enhance quality, demonstrate effectiveness, and ensure public accountability. The College will provide high quality facilities and equipment, a healthy technology infrastructure, and well-designed support services.

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
President	Strengthen the bond between faculty and our advising office to improve the quality of student advising.	Preliminary improvement.	June 2007	In progress. Hiring of new Director of Advising will allow strengthening to improve next year.
President	Complete the new ten-year Master Facilities Plan.	Plan completed.	June 2007	In progress. Task Force met throughout winter and spring quarters. College forums held to review draft. Plan to be finalized by August 2007.

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2006 - 2007

1. 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 a high quality, innovative education and services that foster success in achievement of their stated goals. Members of all employee groups will be provided with opportunities for professional development.

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Administrative Services	Develop technology standards for "smart" classrooms.	Standards documents for classroom technology developed.	March 2007	Completed.
Administrative Services	Implement classroom technologies in 75 percent of classrooms over three years (~90 classrooms).	~30 classrooms meet the standards for technology-enhanced classrooms during year.	June 2007	Completed. Phase I. In progress. Phase II.
Administrative Services	Define desired information technology needs for the various employee groups at the College and develop appropriate training opportunities.	Completed prioritized list of technology competencies by employee groups.	June 2007	Completed. Faculty goal for smart classroom competencies complete. Ongoing goal for other employee groups.
Administrative Services	Define and communicate the IT services that the College will provide for students.	Information about IT services readily available.	June 2007	Completed.
Administrative Services	Implement IT infrastructure for the T Building and West Gaiser Hall/PSU (excludes Gaiser Central and East renovation).	Successful implementation.	September 2006	Completed.
Administrative Services	Implement IT infrastructure in Joan Stout Hall.	Successful implementation.	September 2006	Completed.
Administrative Services	Provide ongoing training opportunities for all staff in: 1) budget and planning; 2) financial management; 3) purchasing and travel, and 4) payroll.	Quarterly training to College staff resulting in an increased understanding of how to manage financial resources.	Ongoing	Completed. Ongoing.

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2006 - 2007

1. Focus on Learning (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Administrative Services	Help ASCC Finance Committee improve efficiency of budget projection processes.	Projections submitted to the ASCC Finance Committee are accurate and timely.	December 2006	Completed.
Communications & Marketing	Bring all admissions-related materials under one design umbrella. Revise and enhance college program sheets (two-color).	Achievement of college goals in student recruitment and retention.	June 2007	Completed. Corrections, revisions and reprinting are ongoing. Adult viewbook (for students 25+) to be delivered on or before June 29, 2007.
Communications & Marketing	Establish a process and procedures that identify the design and quality level of print materials at Clark College.	Level of service (including specified hours of free design time for the college community); level of excellence of completed materials.	Spring 2007	Completed. Process and procedures have been established and implemented.
Communications & Marketing	Increase online registration at Clark College.	Baseline established to determine projected quarterly/annual growth in online registration.	Ongoing	In progress. Online registrations continue to be strong. Percentage of students registering online: Spring 07: 67.0%
Human Resources	Support supervisors in developing their skills and implementing processes related to classified position competencies (knowledge, skills and abilities) and performance development plans.	Competencies for classified positions developed; PDP's initiated for all new hires and completed during probationary and trial service periods and annually.	Ongoing and as positions are recruited	Completed. 2006 Supervisory Boot Camp; Supervisory training on PDP's, competencies and WPEA agreement; HR coaching individual supervisors.
Human Resources	Provide screening committees and hiring authorities knowledge, skills and tools to integrate diversity into recruiting and screening.	Every hiring committee includes a trained diversity representative.	June 2007	Completed. Training provided for all screening committees in addition to 2 general sessions for faculty committees.
Human Resources	Provide training on processing investigations, complaints, grievances, including harassment and discrimination.	Supervisors and administrators acquire knowledge and skills to avoid and process complaints.	Ongoing	Completed.

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2006 - 2007

1. Focus on Learning (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Instruction	Advance, through strategic dialogue and training, a learner-centered approach for Instruction.	-Location for TLC established. -Staff hired. -Resources for faculty available. -Training and dialogue opportunities scheduled throughout the year.	Established by Fall 2006. Offerings ongoing	Completed. Goal will continue next year.
Instruction	Work with Computing Services to implement classroom technology upgrades.	30 classrooms upgraded and training provided.	End of fall quarter 2006	Completed. Year One schedule. Year Two classrooms identified.
Instruction	Examine the effectiveness of the institution's alignment of ABE, ESL, and GED courses to student needs.	-Computed transition rates for ABE, GED and ESL students moving to pre-college and college level courses and programs. -Goals identified goals for students in ABE, GED and ESL.	Ongoing	In progress. Ongoing.
Instruction	Integrate the recommendations of the Innovation and Learning Task Force into the establishment of the TLC programs and support services.	Outcomes identified pending availability of recommendations.	Spring 2007	In progress. Ongoing.
Planning & Advancement	Collaborate with Instruction to document assessment of student learning outcomes.	Database and related forms developed.	March 2007	Completed. Database completed.
Planning & Advancement	Provide professional development opportunities for college faculty and staff in area of grants development.	At least 2 workshops held for faculty on grant resources and proposal development.	May 2007	Completed. Two workshops held.
Planning & Advancement	Facilitate completion of strategies for 2005-07 performance reporting measures.	Task forces reconstituted and reconvened. Strategies completed and communicated with campus.	September 2006	Completed. Strategies developed and progress documented.

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2006 - 2007

1. Focus on Learning (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Planning & Advancement	Support professional development opportunities for P&A staff.	Each staff member attended at least one regional or national conference.	June 2007	Completed. Each staffer attended at least 1 conference.
Student Affairs	Conduct workshops in areas such as Financial Aid, Health Services, and International Programs, etc. to increase student learning.	Eight content specific workshops held.	June 2007	Completed. Workshops conducted.
Student Affairs	Administer an Athletic satisfaction pilot survey to obtain baseline satisfaction data.	Baseline data obtained.	June 2007	Completed. Survey will be administered again next year.
Student Affairs	Develop and pilot a new Service Learning course.	Course developed and piloted as HDEV 280 during winter and spring quarters.	June 2007	Completed. Course developed.
Student Affairs	Foster civic engagement outside the classroom by conducting a Service Learning Project during spring break.	Upon completion of the project 75% of the students articulate the importance of becoming an engaged citizen.	June 2007	Completed. Student presentation related to Habitat project.
Student Affairs	Develop and pilot an online workshop for students on academic probation.	Workshop developed and piloted.	June 2007	Completed. Workshop developed and piloted.
Student Affairs	Develop and pilot an Early Alert Program.	Ten faculty members identified who participate in program development and implementation of the pilot.	June 2007	Completed. Program developed and piloted.
Student Affairs	Increase completion rates of students in DVED-level courses in Math, Writing, Reading by providing targeted advising.	DVED course completion rates increase by 10% from 2005-06. (cont from last year)	June 2007	Changed. Unable to increase due to decline in enrollment.
Student Affairs	Provide quarterly educational workshops for Washington State Achiever recipients.	Retention rate increased to 80%.	June 2007	Completed. 83% completion rate.

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2006 - 2007

1. Focus on Learning (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Student Affairs	Pending successful grant funding, develop and implement a one-credit new student seminar course for low-income or first generation students who are in their first year of college study.	80% of students completing the course enrolled the following quarter.	June 2007	Completed. Seminar developed and conducted; 82% completed the course and enrolled the following quarter.
Student Affairs	Identify and recommend an operational system to support student success. (Course scheduling, advising, registration, etc.)	Changes made in a manner mutually determined by Student Affairs and Instructional Council.	June 2007	In progress. Systemic changes in collaboration with Instructional Council.
Workforce Development	Develop and implement a target marketing initiative based on a student enrollment database that directly informs what classes we offer and where and when classes occur.	Increased repeat student enrollment.	June 2007	Completed.
Workforce Development	Evaluate all training and learning opportunities provided to ensure quality outcomes have been achieved.	All training offered in 2006-2007 evaluated and outcomes reported to advisory committees and EC.	June 2007	In progress. Ongoing.
Workforce Development	Increase relevant course and program offerings that meet the needs of the community.	-Expanded program offerings in Travel Studies, Community Education and Mature Learning focused on arts, youth and world culture offerings. -One association based workshop series offered on an ongoing basis.	June 2007	Completed. 164 new courses & certificate programs created.
Workforce Development	Offer select Corporate Education Courses for Continuing Education Units (CEUs).	Four courses offered for CEUs with letter grade option.	June 2007	Completed. Corp. Ed. delivered four courses for Continuing Education Units (CEUs).

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1. Focus on Learning (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report – June 15, 2007</i>
Workforce Development	Become an approved training provider for corporate training assistance.	Two courses offered through two major Corporation's tuition assistance programs.	June 2007	In progress. Corp. Ed. delivered six courses through the Verizon Tuition Assistance Program (VZTAP).
Workforce Development	Establish a methodology for data analysis including participation and completion rates of Tech Prep students.	New data sets identified and utilized in analysis of Tech Prep student participation and completion rates.	November 2006	In progress. Student completion rates for 2005-06 have been collected & reported.
Workforce Development	Expand implementation of online Tech Prep assessment system to increase student access to articulated college courses.	At least three articulated college courses added to the online assessment system.	June 2007	In progress. Tech Prep staff is working with Computing Services to assess moodle server capability.

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2. Access to Education

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

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Administrative Services	Maintain 2005-2006 revenue levels during Central Gaiser remodeling.	Development and implementation of an "Open for Business" plan for the Bookstore.	August 2006 Ongoing	Completed. Ongoing.
Administrative Services	Design and begin Gaiser Hall renovation.	Project on budget and on schedule.	June 2007	Completed. On schedule for completion in early 2008.
Administrative Services	Complete design for the construction of Clark Center East.	Completion of design on budget and on schedule.	June 2007	In progress. 90% drawings complete. Bid set to be completed in August 2007.
Administrative Services	Design and construct the O'Connell Sports Complex Match Project.	Completion of project on budget and on schedule.	August 2007	In progress. Construction scheduled to be complete in December 2007.
Administrative Services	Manage the development of the Triangle Property projects including the funding source and design of the Ft. Vancouver Way crossing.	-Pre-design for Health and Advanced Technology and associated areas completed. -Design and funding strategy for Ft. Vancouver Way crossing completed.	June 2007	Completed. T-Building renovation complete. Goal carried over to 2007-08 as pre-design money for Health & Adv. Tech. Bldg. becomes available.
Administrative Services	Establish Signage Master Plan for main campus and implement signage.	New signage implemented.	June 2007	In progress. Permitting process delayed project. Completion est. Fall 2007.
Administrative Services	Improve traffic safety on campus.	Number of accidents reduced.	June 2007	Completed. Ongoing.
Administrative Services	Increase awareness of available campus parking spaces.	Parking checker surveys indicate improvement of utilization of parking lots and reduction in complaints.	June 2007	Completed. Ongoing.
Administrative Services	Develop crime prevention awareness plan.	Number of recorded incidents on campus reduced.	June 2007	Completed. Ongoing.

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2. Access to Education (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Administrative Services	Develop a comprehensive IT Security, Disaster Recovery and Business Continuity plan to ensure access in the event of a crisis.	A Security, Disaster Recovery and Business Continuity plan developed that can be tested and updated regularly.	June 2007	Changed. Security Program completed. Funding for DR/BC plan not approved in 2006-07.
Administrative Services	Develop a comprehensive IT infrastructure plan to support the growing student population.	Fully implemented infrastructure in place.	June 2007	In progress. Network upgrade complete. Wireless to be completed by July 2007.
Administrative Services	Develop written standards for the core network infrastructure.	Written standards document for core network infrastructure developed.	June 2007	In progress. 75% complete. Completion of wireless standard est. Summer 2007.
Administrative Services	Plan IT infrastructure for Gaiser Hall renovation.	IT resources identified for Gaiser Hall renovation.	June 2007	Completed.
Administrative Services	Research and recommend a tuition and fee payment plan.	Students have access to a tuition and fee payments plan.	December 2006	Completed.
Communications & Marketing	Input the Clark College academic program curriculum into a database which can be updated by Instruction.	Completed data base; training and usage by Instruction; currency and accuracy of database.	Summer 2007	Completed. Database construction and testing is complete; data entry of program sheet content is ongoing and will continue into Summer 2007.
Communications & Marketing	Redesign schedule sections of <i>Clark College Connections</i> to provide easier access to information for students.	Completed schedules.	Spring 2007	In progress. Implementation of redesign plan began January 2007. Results of redesign plan and increased expenses will be considered and implemented in production of fall 2007 schedule and beyond.

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2. Access to Education (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Communications & Marketing	Complete redesign and rebuilding of Clark College Internet and Intranet sites (design and navigation).	Completed website; customer feedback on look and usability. Ensured that they provide timely and accurate information, support the College brand, and conform to the College's new design standards.	June 2007 (and ongoing)	Completed. Internet. In progress. Intranet: 2007-2008 academic year.
Communications & Marketing	Assess the feasibility of providing the Clark College catalog in electronic form only.	Assessment; completed customer feedback.	Winter 2007	Completed. The working group recommended that it is not currently feasible to offer the catalog in electronic form only.
Instruction	Develop a Retention Plan.	-Research re best practices completed. -Retention Plan developed. -Targets for improvement identified.	Spring 2007	Changed. *This goal is being continued for 2007-08 academic year. Joint meeting of Student Affairs and Instruction will take place in Summer 2007 to lay the ground work for integrating current progress and initiatives into a comprehensive retention/ persistence plan. *Advising System and Course Scheduling processes will also be examined during Summer 2007. * Select initiatives were also completed 2006-07 to initiate a dialogue concerning the retention/persistence issues--URL was established by the library for college community to access articles and periodicals concerning retention models, best practices; early warning reporting pilot system was established by the Student Affairs.

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2. Access to Education (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Instruction	Pursue funding opportunities supporting student success.	Two or more grant applications submitted.	Spring 2007	Completed.
Instruction	Increase enrollment (e.g. Clark Center, Distance Learning, Summer Session, ABE/ESL).	-Marketing plan in place. -Total FTE's reach excess enrollment target.	Spring 2007	In progress. Ongoing.
Instruction	Develop course & program schedules and patterns that increase the flexibility of student learning options.	A minimum of 3 changes to schedule or program delivery implemented that expands student options.	Spring 2007	Completed.
Instruction	Input the Clark College Catalog curriculum into a database which can be updated by Instruction.	-Completed data base. -Training and usage by Instruction. -Currency and accuracy of database.	Fall 2006	Completed.
Planning & Advancement	Analyze characteristics of web registration user groups.	Database developed for analysis of Fall quarter students and web use.	December 2006	Completed.
Planning & Advancement	Develop reporting format for area school districts regarding students who attend Clark College.	Annual Report framework to include Tech Prep and Running Start developed. Reports created and disseminated.	Framework by June 2007 Data is end of year data - so reports not done until late summer	Completed. Format developed; first year data compiled and distributed to area school districts.
Planning & Advancement	Identify and submit technology and distance education grant.	List of technology funding priorities & top grant opportunities to match those priorities developed. Grants applications submitted where applicable.	June 2007	Completed. Several successful grants.
Planning & Advancement	Develop data sets supporting the Enrollment Management Plan.	Data sets identified and collection initiated.	June 2007	Completed.

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2. Access to Education (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Planning & Advancement	Communicate broadly Noel Levitz survey reports, including adult learner survey.	Presentations made to Student Affairs Leadership Team and Instructional Council.	December 2006	Completed. Shared with IC, SALT, Mgmt. Team and Board of Trustees. Posted on intranet.
Student Affairs	Data entry of degrees / certificates from Degree Works to CIS degree audit.	Input of evaluation data for CIS degree audit complete.	June 2007	In progress. Rehosting delayed.
Student Affairs	Increase the number of students who enroll online.	Increased online registration by up to 20% from 54% to 65%.	June 2007	Completed. Achieved 21% increase.
Student Affairs	Increase enrollments of students from the Displaced Homemaker Programs.	At least 50% of Displaced Homemaker participants enrolled in additional Clark College courses.	June 2007	Completed. Achieved 15% increase.
Student Affairs	Increase usage of online Admissions applications.	Increase in online applications by 25%.	June 2007	Completed. Achieved 25% increase.
Student Affairs	Conduct assessment to identify and enhance online services.	Assessment completed.	June 2007	Completed. Enhancements made.
Student Affairs	Pilot early assessment project for students in area high schools based on Partnership Agreements.	In partnership with Regional Public Schools, 90% of targeted students will be assessed.	June 2007	Completed. 100% assessment for schools that chose to participate.
Student Affairs	Create a publication so that students can navigate support services during the temporary location of Student Affairs.	Students report ability to locate services as indicated by Comment Card data.	September 2006	Completed. 89% of students surveyed reported ability to locate services.
Student Affairs	Increase conversion rate of applications to enrollments.	Conversion rate increased by 10% from 48% to 58%.	June 2007	Completed. Achieved 59% increase.

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2. Access to Education (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Student Affairs	Create Enrollment Management Plan that focuses on marketing and recruitment.	Marketing and Recruitment Plans completed.	June 2007	Completed. Final report presented to Board of Trustees in March Work Session.
Student Affairs	Increase the monetary value of scholarship packages for individual athletes in coordination with the Foundation.	The monetary value of athletic scholarship package increased by 40%.	June 2007	Completed. Foundation agreed to raise 40% scholarships for athletes.
Workforce Development	Establish on-line courses and services.	-Four new online courses developed for Professional Development. -One new online course for Tech-Prep Students.	June 2007	In progress. Seven online mortgage classes and one online home inspection course were offered in Winter & Spring 2007. An online Tech Prep course has not been developed.
Workforce Development	Cross-list credit courses within the Professional Development quarterly schedule.	Four courses cross listed and jointly marketed.	June 2007	Completed. Fifteen Computer Technology credit courses were cross-listed.
Workforce Development	Increase the number of students earning Tech Prep credit by 5% over 2005-2006.	Tech Prep participation rates (credit awarded) increased by 5% over previous year.	June 2007	In progress. Final data will be available in Fall 2007.
Workforce Development	Increase the transition rate of recent high school Tech Prep graduates by 5%.	Transition rate of recent Tech Prep high school graduates increased by 5% over previous year.	Carryover	In progress. Increased participation rates will be available Fall 2007.

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2. Access to Education (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Workforce Development	Increase Tech Prep awareness through outreach efforts to K-12 students.	-At least 150 students and parents participated in Try-A-Trade/Try-A-Technology Event. Planning to increase attendance to 350 high school students this year. -Over 200 junior high school students participate in Exploring New Options event. -More than 500 copies of "In Step with Business" newsletters are distributed to local businesses with stories featuring Tech Prep students. -At least 75 participants from special populations take part in the Try-A-Trade/Try-A-Technology event. -Quarterly meetings arranged and attended by at least 15 high school Career Specialists.	June 2007	In progress. Tech Prep staff conducted eight high school outreach sessions for 870 students. In May, the Tech Prep Program co-sponsored a Women and Trades Fair.
Workforce Development	Create new Tech Prep articulation agreements in high wage/high-demand programs.	At least four new articulation agreements completed through consortium-wide articulation meetings.	June 2007	Completed. In 2006-07, six new articulation agreements were approved.
Workforce Development	Provide high school students with quality advising about Tech Prep programs.	All faculty and counselors have the tools they need to advise students and parents on the advantages of Tech Prep and the opportunities available <ul style="list-style-type: none"> • At least 1 orientation held at every participating high school for staff • 900 Direct Credit Registration forms distributed • 100+ h.s. classroom visits. 	February 2007	In progress. Tech Prep staff made over 30 classroom visits.

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2. Access to Education (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Workforce Development	Create a process to train high school (ECE) faculty and articulate courses with the college.	-High school faculty provided with STARS Teacher Certification training. -Consortium-wide Early Childhood Education articulation agreement is finalized. -At least 15 high school students earn Direct Credit in Early Childhood Education program.	June 2007	In progress. ECE High School Faculty training was not accomplished this year.
Workforce Development	Maximize coordination, efficiency and profitability between Customized Job Skills Training and courses open to the public with customized training.	Increased class fill rate for joint Customized Job Skills Training/public offering classes by 10%.	Spring 2007	In progress. Nursing Assistant Certified has been integrated for enrollment for both WorkFirst sponsored students and private pay enrollments through Corp. Ed.
Workforce Development	Develop and offer a healthcare career fair for high school students and their parents with healthcare providers, WSU Vancouver, ESD 112 and the Workforce Development Council.	A healthcare career fair, funded by healthcare partners, provided to at least 200 high school students.	April 2007	In progress. Plans under discussion for joint effort with Student Affairs and Office of Instruction next year.

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3. Respect for Differences

The College will demonstrate a respect for differences and an appreciation of multiple perspectives. The campus environment will be governed by open communication and shared decision-making, and programs and services that support the needs of diverse populations.

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report – June 15, 2007</i>
Administrative Services	Increase understanding of how to include diversity and respect for differences in all of our decision making.	Decision making and training that reflects consideration of diversity and respect for differences.	June 2007 Ongoing	Completed. Ongoing.
Administrative Services	Minimize physical barriers on campus.	Reduced physical barriers.	June 2007	Completed. Ongoing.
Administrative Services	Survey all students to determine availability of home technology resources.	Report completed that describes the technology resources available to the student population.	June 2007	Completed.
Administrative Services	Develop IT equipment standards for ADA accommodation.	Standards developed for IT equipment.	June 2007	Completed.
Communications & Marketing	Partner with the YWCA to sponsor the 2007 Women of Achievement luncheon; discuss, with the Foundation, possibilities for an annual reunion event for Women of Achievement honorees.	Completed event; positive stakeholder feedback.	March 2007	Completed.
Communications & Marketing	College communications products (internal and external) will reflect our diversity goals in faculty, staff and student recruitment and retention.	-College communications products (internal and external) reflect our diverse audiences. -Campus diversity goals and initiatives – including recruitment and retention of faculty and students – supported through internal and external communications.	Ongoing	In progress. Through college publications – including the catalog, schedule and newsletters – and marketing materials, efforts continue to represent diversity in ways that are consistent with goals.

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3. Respect for Differences (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Communications & Marketing	Lead and promote diversity initiatives and intentions in hiring and training.	Ensure diverse applicant pools for new hires (if applicable) and internship/co-op opportunities.	Ongoing	In progress.
Communications & Marketing	Finalize and implement a new internal communications plan for the college.	Completed plan; implemented action items.	Ongoing	In progress. Draft plan was presented to the Board of Trustees in October 2007. Implementation plans will be based on staffing, funding and college-wide participation.
Human Resources	Lead and promote diversity initiatives and intentions in hiring and training.	-Diversity of recruitment pools increase an average of 10% over 2005-06. -Workforce is more diverse in each employee group.	Ongoing	In progress. Dialogue sessions at EC, IC, Screening Committees, department training; Diversity Summit; Faculty and Students of Color Conference; Diversity workshops.
Human Resources	Refine and enhance resume bank; develop technology support for use and accessibility.	Useable tool for referring candidates to department and applicant pools; hiring departments are familiar with resume bank.	June 2007	Changed. Will incorporate into new on-line application process.
Human Resources	Conduct diversity audit and develop diversity plan.	Audit completed and diversity plan developed. Support for multicultural committee.	Spring 2007 - audit Fall 2007- draft plan	In progress. Diversity survey completed; analysis in progress. Plan to be developed in 2007-08.
Human Resources	Promote positive communication and college environment.	Quarterly forums held.	ongoing	In progress. New Employee Success Training; improved communications on weather closures; acknowledgement of Veteran employees; Classified Award program; discussion sessions on civility.

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3. Respect for Differences (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report – June 15, 2007</i>
Instruction	Develop strategies for recruitment of diverse candidates.	-A comprehensive plan for faculty searches created including strategies for recruitment contacts, advertising and criteria templates that will encourage diversity, and competitive timelines. -Plan executed.	Plan operational by Fall 2006 Plan to be executed throughout hiring period	In-progress. Ongoing.
Instruction	Re-establish study abroad opportunities for students and faculty.	-Preparation and planning for trips abroad in Summer, 2007, completed.	Spring 2007	Completed. Ongoing.
Instruction	Faculty and staff in instruction will have regular access in a variety of ways to information regarding college directions, goals, and initiatives.	- Establishment of Instructional distribution list. - Standing committee meeting minutes posted within one month of meetings. -Key information plus instruction's board report emailed to instruction monthly. - Unit-specific updates emailed by deans to unit members. -Monthly VPI forums.	Fall 2006	Completed. Ongoing.
Instruction	Initiate discussion and efforts to incorporate multicultural awareness across Instruction.	Two events held this year to focus on this goal.	Spring 2007	Completed.
Planning & Advancement	Develop framework to support diversity initiatives at college.	Technical assistance provided to Cultural Pluralism Committee for college-wide diversity audit.	June 2007	Completed. Survey framework designed and survey conducted.

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3. Respect for Differences (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Planning & Advancement	Seek out and apply for grant funding to support diverse populations across all college units.	Grant applications submitted to more federal and private funding sources including Dept. of Ed. and other public/private Health and Student Success-related funding sources.	June 2007	Completed. Several grants submitted including Student Success; Pride Foundation; NW Health Birth to 5; ECE classes for Russians.
Planning & Advancement	Expand Planning and Advancement staff awareness of diversity and respect for differences.	All staff members participated in at least one diversity awareness activity/event.	June 2007	Completed. All staff attended at least one training activity/event.
Student Affairs	Promote diversity awareness for students.	Multicultural events held on campus.	June 2007	Completed. Variety of college-wide events were held.
Student Affairs	Increase the amount of non-English publications available in Student Affairs offices.	Non-English publications increased by 20%.	June 2007	Completed. Achieved 20% increase in Spanish and Vietnamese.
Student Affairs	Increase administration of GED testing in Spanish.	GED testing in Spanish increased by 30%.	June 2007	Completed. Achieved 83% increase.
Student Affairs	Increase enrollment of International students.	International student enrollment increased by 20% from 2005-06.	June 2007	Completed. Achieved 98% increase.
Student Affairs	Increase staff participation in diversity awareness.	100% of Student Affairs staff participated in at least one diversity awareness activity/event.	June 2007	Completed. Achieved 100% staff training.
Student Affairs	Increase the diversity of the workforce in Student Affairs to better reflect the diversity of the student population.	Increased diversity of workforce in Student Affairs from 53% to 58%.	June 2007	In progress. Waiting for year end statistics from Human Resources.

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3. Respect for Differences (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Workforce Development	Lead and promote diversity initiatives and intentions in hiring and training.	Diversity of department increased from 3% to 20%.	March 2007	In progress. On Sept. 27, 2006, Corp. Ed. co-sponsored a Bafa Bafa Cultural Simulation seminar to 71 participants. A second seminar is scheduled for September 2007. Cont. Ed. hired 12 Adjunct Faculty, from diverse backgrounds. Workforce Education hired one employee of diversity.
Workforce Development	Develop & implement enrollment strategies for attracting diverse populations to courses and programs.	All staff participate in a diversity enrollment strategy workshop and the top three identified strategies implemented.	June 2007	In progress. Corp Ed. created catalog of cultural programs and placed ads in local Russian publications. In Spring 2007, Professional Development identified instructors qualified for new programs targeted toward diversity and cultural awareness. Cont. Ed. actively participated in college and community cultural events.
Workforce Development	Develop and enhance communications and collaborative relationships with campus departments.	-Electronic Newsletters sent out to campus in November, January, March and June. -Monthly meetings held with Instructional Deans to inform them of Corporate Education programs and activities.	June 2007	In progress. The Executive Dean meets with the VP of Instruction; Dir. of Workforce Ed. regularly attends Instructional Council.
Workforce Development	Enhance current Workforce Development curriculum to include diversity and cultural awareness training.	Each student receives diversity training through the Workforce Development CJST courses.	Spring 2007	Completed. Diversity and cultural awareness training has been integrated into the WorkFirst Customized Job Skills Training Programs.

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4. Workforce Development

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

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Communications & Marketing	In partnership with Workforce Development, expand Corporate Education marketing and communications efforts to target audiences.	Print/electronic materials delivered to target audiences.	June 2007	Completed. Marketing and communication efforts in place for 2006-2007.
Communications & Marketing	Create templates that support the Program Management System and the overall design look of the college.	Print/electronic materials.	Ongoing	Completed. Print and web templates in place.
Human Resources	Market desirability of College and region to attract and maintain a qualified workforce.	Marketing materials reflect desirability of College and region; recruitment pools increased.	Ongoing	Completed. Brochures and web site updated.
Human Resources	Update and implement classified employee training on promotional opportunities and hiring processes at the college.	Classified employees provided with information about hiring processes and how to be more competitive.	June 2007	Changed. Delayed in order to incorporate new on-line application process.
Human Resources	Implement Leadership Development Program.	- 10 cohort participants complete leadership development program. - 6 training sessions offered throughout the year for interested college participants.	June 2007	Completed. 10-member cohort completed program; 15-member cohort selected for 2007-08.
Instruction	Collaborate with Student Affairs, Workforce Development and Continuing Education, and industry partners to develop a strategic plan for health careers programs and services.	-Plan developed. -Administrative support structure established. -Advisory committee established.	Spring 2007	In progress. Ongoing.

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4. Workforce Development (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Instruction	Continue to work with the Advanced Center for Transportation Technologies and industry partners to identify programs or courses that will meet employer and student needs.	A minimum of one new program identified for development.	Spring 2007	Completed.
Instruction	Complete alignment of advisory committee policies and procedures with SBCTC guidelines and ensure that they are consistent across the institution.	All committees have bylaws, elected officers, and have considered the development of work plan.	Spring 2007	Completed.
Planning & Advancement	Develop resource guide to locate demographic and labor market information to assist in projections of enrollment and economic impacts.	Print and web link guide developed and training held for Instructional Council and Instructional Planning Team.	June 2007	Completed. Distributed to Executive Cabinet and primary users; posted on intranet and web.
Planning & Advancement	Collaborate with Workforce and INST to identify funding opportunities in workforce areas.	At least two federal grants submitted and private grants in workforce expanded both regionally and nationally.	June 2007	Completed. Bellevue NSF ATE grant, Motor Carrier grant, two NSF CCLI grants submitted.
Planning & Advancement	Communicate results of Community Needs survey to decision-makers.	Findings communicated.	December 2006	Completed. Survey report distributed to Cabinet and Board and posted on intranet.
Student Affairs	Increase the number of co-ops and internships in under enrolled professional technical programs.	Co-ops and Internships increased by 5%.	June 2007	Completed. Achieved 95% increase.
Student Affairs	Provide educational programs that inform students about career opportunities.	Five Career Awareness Days conducted.	June 2007	Completed. Five career awareness days conducted.

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4. Workforce Development (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Student Affairs	Assist Workforce Development to set up and manage student / course management system.	IT solutions and processes are in place.	June 2007	Completed. Installation completed.
Student Affairs	Convene quarterly meetings of High School Career Specialists to promote Tech Prep.	Quarterly meetings scheduled and attended by at least 15 Career Specialists.	June 2007	Changed. High school career specialists assumed scheduling task and quarterly meetings were successfully convened.
Student Affairs	Provide immigration orientation to International students in customized programs.	Immigration law compliance completed for students in WFD customized programs.	June 2007	Changed. Due to reorganization, goal will be revisited.
Workforce Development	Secure funding sources that support innovative training programs for targeted populations meeting local labor market demand.	Job Skills Grant target of \$150,000 achieved.	June 2007	Completed. Corp. Ed. delivered three Job Skills Program (JSP) grants in the 2006-07 fiscal year totaling \$177,000 in funding.
Workforce Development	Identify and develop new programs/services to address emerging markets and technologies in: <ul style="list-style-type: none"> • Small Business Support Center with SCORE • Continuing Education for Healthcare Providers • Process Improvement for manufacturing 	Eight new Corporate Education courses from the following categories: <ul style="list-style-type: none"> • Small Business Support Center • Continuing Education for Healthcare Providers • Process Improvement • Cultural Competency 	June 2007	In progress. Corp. Ed. will co-locate with SCORE in August 2007 and initiate the Small Business Support Center. Corporate Ed. developed and offered courses for Pharm Tech and healthcare workers. Corp Ed. delivered process improvement training in ISO 9001, Lean Manufacturing and Six Sigma Process Improvement.
Workforce Development	Identify programmatic and curricular opportunities for Workforce & Instruction to meet the needs of the ACTT.	High Demand Occupations and Professional Technical Training identified.	June 2007	Changed. Initial funding expired in October 2006. Outreach activities for funding will continue.

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4. Workforce Development (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report – June 15, 2007</i>
Workforce Development	Develop reporting format to provide retention rates of Tech Prep performance to inform high school partners.	Annual Tech Prep Report created and disseminated to high schools.	June 2007	Completed. The 2005-06 Annual Report was-distributed in January 2007.
Workforce Development	Develop modularized Customer Service, Workplace basics and soft skill curricula.	-Curriculum created and ready for implementation -Each student enrolled in Workforce Development course received training in the customer service, workplace basics and soft skill areas as part of core training curriculum.	Winter 2007	In progress. New modularized training components were developed in technology & job seeker seminars.
Workforce Development	Each new TANF/WorkFirst applicant referred by DSHS will receive a CASAS (Comprehensive Adult Student Assessment System) Appraisal. <i>We are a test site for the Comprehensive Evaluation per the SBCTC.</i> <i>Policy implemented statewide June 1, 2006. Parameters may change to reflect statewide policy decisions.</i>	-100% of those referred had a face-to-face meeting with Clark College Advisor. -100% referred offered the CASAS appraisal that is proctored and scored by WorkFirst staff. -Once CASAS Appraisal is completed, applicant meets one-on-one with Clark Advisor to discuss educational and self-sufficiency plans.	Ongoing	In progress. Each TANF/WorkFirst applicant is assessed by the College for a total of 3,345 applicants in 2006-07. Currently three Comprehensive Evaluations are conducted weekly.

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5. *Broad-based Partnerships*

The College will establish and maintain internal and external partnerships that support student learning, shared community resources, increased educational opportunities and shared governance. Partnerships will be fostered externally with education, business and industry and other community groups, and internally as cross-collaborations among students, faculty, disciplines and organizational units.

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Administrative Services	Increase facility rentals through our partnership with Southwest Washington Convention Bureau and by cultivating additional external partnerships.	Increased number of conferences held annually with one or more groups described in mission imperative.	June 2007 Ongoing	Changed. Goal temporarily suspended due to limited facilities availability during campus renovation projects.
Administrative Services	Enhance Plant Services function.	Partnerships developed with local and State educational facilities departments to share experiences and resources and create learning opportunities.	June 2007	Completed. Ongoing.
Administrative Services	Develop partnerships with College instructional programs to promote learning opportunities for students and cross-collaboration between the department and the instructional program.	-A working relationship with the AutoCAD program developed. -A working relationship with the Horticulture program developed.	June 2007	In progress. Completion est. Fall 2007
Administrative Services	Maintain existing and expand external law enforcement and Department of Corrections partnerships.	Additional law enforcement partnerships formed.	June 2007	Completed.
Administrative Services	Strengthen the effectiveness of the IT Council governance by clarifying roles and expectations, and by promoting active member participation.	IT Council members attended and participated in at least 90 percent of the scheduled meetings, and all recommendations aligned with the Clark College Technology Plan.	June 2007	Completed. Ongoing.

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5. Broad-based Partnerships (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Administrative Services	Benchmark the College's performance metrics for computer support against other organizations.	Service calls evaluated against performance benchmarks.	June 2007	In progress. Est. completion by Fall 2007.
Communications & Marketing	Expand learning opportunities outside the classroom through creation of a Distinguished Lecture series.	Completed event.	Spring 2007	Completed. The Distinguished Lecture Series featured Richard Clarke on May 7, 2007.
Communications & Marketing	Represent the college to community groups.	Participation with organizations and at community events.	Ongoing	In progress.
Foundation	Increase the number of donors and obtain consistency in giving by: <ul style="list-style-type: none"> • Introductions, Cultivation, and pre-solicitation • Asking • Stewardship • Recognition 	-Donors identified and prioritized based on existing data; constituents re-evaluated in Raisers Edge and their giving prioritized. -Each development staff member conducted 15 - 18 substantive visits per month followed by an action plan. -Ten current and prospective corporate donors per month cultivated. 8 - 10 direct mail pieces conducted annually. -Number of current donors increased overall by 15%. -Club/association fees and benefits revised. -Donor recognition process created. -Acknowledgement letters revised. -Donor giving levels identified and appropriate recognition by level given.	June 2007 Ongoing	Completed. 160 visits 964 donors contributed in 2006-07 408 visits 235 Circle of Excellence members

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5. Broad-based Partnerships (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Foundation	<p>Strengthen relationship between the College and the Foundation.</p> <ul style="list-style-type: none"> • Increase access to Faculty/Deans • Build relationships with Staff and Administration • Assist in Foundation/ College policy creation • Improve Board-to-Board relations 	<p>-Campus appeal conducted.</p> <p>-Access to faculty gained. Options explored for a presence on campus.</p> <p>-Successes at Clark recognized.</p> <p>-College better informed about Foundation.</p> <p>-Executive Cabinet participation.</p> <p>-Giving opportunities created (ie. Opening day, new employee packet, orientation, etc.)</p> <p>-Foundation Funds Allocation Committee process and timing reviewed and updated.</p> <p>-Articles of Incorporation approved.</p> <p>-Naming policy process finalized.</p> <p>-College and Foundation budgetary processes aligned.</p> <p>-Strategic Advisory Committee refined and utilized to facilitate communication between the PAC, Alumni, Foundation and College Board of Trustees.</p> <p>-Working Board retreat created and attended by board members.</p> <p>-Foundation strategic long range planning initiated.</p>	<p>June 2007</p> <p>Ongoing</p>	<p>Completed.</p> <p>Completed.</p> <p>In progress.</p> <p>In progress.</p> <p>Next phase will be attendance of department meetings to further educate College personnel and enhance understanding of the role of the Foundation in securing private support for our programs and students.</p>

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5. Broad-based Partnerships (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Foundation	Improve and increase volunteer participation <ul style="list-style-type: none"> • Enhance Alumni Association operations • Enhance PAC operations • Review all Foundation committee structures and processes • Evaluate events • Facilitate Board governance processes • Initiate strategic planning process • Implement an annual retreat • Educate Board members on fundraising 	Outcomes developed by Foundation Strategic Advisory Committee in October.	June 2007 Ongoing	In progress. In progress. In progress. In progress. In progress. In progress. Completed. In progress. Next phase will be adoption and implementation of the Clements Group recommendations.
Human Resources	Promote environmental conservation and develop emergency response partnership.	-Environmental conservation activities held. -Emergency Response partner established/planning begun.	Ongoing	Completed. Environmental conservation projects. In progress. Emergency response task force.
Human Resources	Determine data needs for HR that support effective decision making.	Determination of data needs and plan for implementing measures to collect data, e.g. turnover, recruitment stats, staffing plans, training needs.	June 2007	In progress. Tracking and collecting data on recruitments, turnover.
Human Resources	Establish linkages with community organizations whose mission is to promote diversity and inclusion.	Partnerships created and resources identified.	June 2007	In progress. Partner with: NAACP on Rites of Passage, Clark County -Women and Minority Business Conf, Native American Indian Community on Pow Wow; Urban League, Latino Job Fair.
Human Resources	Establish linkages with community organizations whose mission is to promote inclusion for persons with disabilities.	Partnerships created and resources identified.	June 2007	In progress. Partner with SWWA Center for Deaf and Hard of Hearing on CFD campaign.

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5. Broad-based Partnerships (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Instruction	Define the scope, policies and procedures for higher education partnerships.	-Scope established. -Policies and procedures in place. -Eastern and EWU and MSW and baccalaureate graduate programs operationalized.	Spring 2007	Completed.
Instruction	Continue to increase faculty participation in outreach activities (e.g. MESA, CIP, WSU-Vancouver).	Faculty participation increased.	Ongoing	Completed.
Instruction	Build partnerships with K-12 and universities to enhance transitions within math, science, and English.	-At least one faculty member involved in the HECB transitions project for science & English. -Two meetings held linking high school science and English teachers with Clark faculty.	Spring 2007	Completed.
Instruction	Increase the number of tech/prep students matriculating into related Clark programs.	Number of students transferring into Clark Programs increased by 5%.	Ongoing	Completed.
Instruction	Develop a system for improved communications with and in response to health care partners.	Establishment of a health care "super" advisory committee for the School of Health and Human Services.	Fall 2006	In progress. Ongoing.
Planning & Advancement	Inform college community of issues affecting institution to support legislative agenda.	Webpage created and up.	January 2007	Completed. New legislative intranet and web page posted; feature articles in 24/7 and <i>Clark Journal</i> .
Planning & Advancement	Expand communications with state legislators to increase awareness and acquisition of resources.	Legislative calendar developed; Informational mailings increased; Olympia visits increased over 2005-06.	June 2007	Completed.

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5. Broad-based Partnerships (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Planning & Advancement	Expand federal advocacy locally and nationally on issues impacting Clark College.	-Quarterly updates held with district representatives for Senators Cantwell, Murray and Rep. Baird. -College publications and reports mailed to offices. -At least 2 trips per year to Wash. D.C. completed.	June 2007	Completed. Initiated quarterly meetings and tours of campus and WSUV for SWWA reps; mailed monthly <i>Clark Journal</i> .
Planning & Advancement	Serve as clearinghouse for VIP database for campus mailings and events.	VIP database maintained and updated quarterly and made available to the campus.	Ongoing	Completed. Available to EC.
Student Affairs	Increase outreach events with educational partners by establishing a \$5,000 budget.	Budget established to support outreach.	June 2007	Completed. Outreach events increased due to additional budget.
Student Affairs	Increase transition rate of Temporary Assistance for Needy Families (TANF) recipients that enroll in Clark College courses.	10% of referred recipients enrolled in ABE, GED, CJST, or credit courses.	June 2007	Completed. Achieved 18% enrollment.
Student Affairs	Represent the college to community groups.	Collectively, SALT members participated in at least six community boards or groups.	June 2007	Completed. Collectively, SALT serves on 19 community groups.
Student Affairs	Expand external community partnerships to support future grant opportunities.	20 new community partnerships established.	June 2007	Completed. Achieved 28 new community partnerships.
Student Affairs	Create a College is Possible (CIP) Advisory Committee to provide oversight and explore growth and future grant opportunities.	Advisory Committee established and meets on quarterly basis.	June 2007	Completed. Advisory committee established.
Student Affairs	Provide oversight to new and existing co-admission programs.	Students report satisfaction of co-admission transfer process.	September 2006	Changed. Program moved to Office of Instruction.

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5. Broad-based Partnerships (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Student Affairs	Increase availability of advising by college representatives for transfer students.	Increased appointment schedule for transfer students.	June 2007	Completed. Increased availability of transfer college representatives by 20%.
Student Affairs	Provide retention rates of Running Start and Tech Prep performance to inform high school partners.	Annual Running Start Report and Tech Prep published and disseminated to feeder high schools.	June 2007	Completed. Report distributed.
Student Affairs	Complete the research of an International Cooperative Education work experience program.	Written report published and disseminated.	June 2007	Completed. Report distributed.
Workforce Development	Identify and pursue federal funding to support programs for Adult Learners.	Two proposals submitted by Director of Grants Development.	June 2007	In progress. Dir. of Cont. Ed. and Dir. of Grants Development continue to look for grant funding for both Continuing & Corporate Education. Special funding of \$3,500 was awarded to the Learning for Life program from the Clark College Foundation to support dance, cultural activities and Friday Night Dinner lecture series.
Workforce Development	Develop, maintain and enhance relationships with institutional partners (CREDC, SWWDC, SBDC).	Monthly participation in CREDC and SWWDC leadership group meetings.	June 2007	Completed. Corp. Ed participated in two Business Best Practices Series in conjunction with the CREDC, SWWDC & SBDC and IQ Credit Union. Corp. Ed. Director meets quarterly with the CREDC, SBDC and SWWDC.

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5. Broad-based Partnerships (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Workforce Development	Partner with private organizations to deliver high quality training to niche markets.	Two partnerships created with companies resulting in the creation of three new training programs.	June 2007	In progress. Customized Training secured 59 training contracts serving 33 local companies. Corp. Ed. developed two new fiber optic courses.
Workforce Development	Convene and lead quarterly Workforce Education Advisory Committee Meetings.	Recommendations for new programs drafted and distributed to partners within and outside Clark College. The advisory committee has met at least two times.	Quarterly	In progress. The Workforce Ed. Advisory Committee met twice.
Workforce Development	Recognize companies who have partnered with Workforce Development & Continuing Education in the past, and to showcase new training providers.	Event held with at least 20 companies in attendance.	Carryover	In progress. Because of delays transitioning to the T-building, the instructor recognition event will be planned for next year.
Workforce Development	Create additional funding streams to support Tech Prep and Apprenticeship Programs.	Funding secured through collaboration with the Youth Council and ESD 112.	May 2007	In progress. The College entered into a partnership with the Clark County Skills Center to support apprenticeship development opportunities.
Workforce Development	Increase awareness of career and earning potential in Professional Technical fields.	A regional Tech Prep Professional/ Technical Day and Try-a-Trade Day coordinated and delivered for at least 350 high school students and their parents, funded by outside sources.	May 2007	In progress. Tech Prep staff participated in several outreach efforts to promote enrollment into professional technical fields.

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5. Broad-based Partnerships (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report – June 15, 2007</i>
Workforce Development	Conduct outreach to labor community to increase support for and participation in the Tech Prep program. Develop relationships with JATC's.	Tech Prep Manager attended at least 8 Labor Roundtable meetings.	June 2007	Completed. The Tech Prep manager attends monthly Joint Apprenticeship Training Council meetings of the Oregon, Southwest Washington JATC.
Workforce Development	Develop and implement math and reading basic skills modularized training.	-Coordinated with Workforce Education Advisory Committee including, SWWDC, WaferTech, WIA and Clark College staff to develop math and reading basic skills modularized training. -Meeting set up to survey and prioritize needs. -Curriculum developed based on identified needs and priorities. -Curriculum and new training schedule implemented.	Winter 2007	In progress. The Workforce Ed. Dir. has been actively engaged in the efforts of OOI to design and implement I-BEST training at the College.
Workforce Development	Represent the college to community groups for the purpose of increasing awareness of workforce development aspect of the College's mission.	10 presentations made to community groups.	June 2007	In progress. The Executive Dean meets regularly with the SWWDC, CREDC & SBDC.

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6. *Management Excellence*

The College will make strategic decisions in the distribution of limited resources and implement processes that enhance quality, demonstrate effectiveness, and ensure public accountability. The College will provide high quality facilities and equipment, a healthy technology infrastructure, and well-designed support services.

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Administrative Services	Remodel food services facilities.	Stout (kitchen infrastructure), PSU, and OSC concession infrastructure, Bauer, Gaiser kitchen remodel (Phase I) completed.	To Be Determined	Changed. Stout Hall complete. Funding not approved for other identified projects.
Administrative Services	Greater utilization and efficiency of space allocated.	Transition to electronic scheduling completed.	June 2007	In progress. Implementation 70% complete. Work needed to profile individual instructor/course requirements to be performed during 2007-08.
Administrative Services	Increase revenue from events management department.	Revenue increased.	June 2007	Changed. Goal temporarily suspended due to limited facilities availability during renovation projects.
Administrative Services	Reduce cost; improve efficiency in copying and duplicating.	Objective report of imaging efficiency and cost savings completed.	January 2007	In progress. Delayed due to temporary reassignment of Auxiliary Services functions. Est. completion Summer 2007.
Administrative Services	Improve customer service and efficiency through implementation of Computerized Maintenance Management System (CMMS).	Response to maintenance requests and work orders monitored and improved by implementing CMMS.	June 2007	In progress. Full implementation scheduled for Summer 2007.
Administrative Services	Create a maintenance management position to oversee all aspects of building operations.	Position created.	September 2006	Completed.

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6. Management Excellence (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Administrative Services	Establish standard level of services in events planning.	Administrative procedure developed with feedback mechanism.	January 2007	In progress. Delayed due to temporary reassignment of Auxiliary Services functions. Est. completion Summer 2007.
Administrative Services	Establish a contract/agreement/MOU request procedure.	Standardized process for contract requests developed with a feedback mechanism.	August 2006	Changed. Current process has been deemed as adequate to meet college needs; therefore a new procedure will not be established.
Administrative Services	Create a systematic approach for the approval of events to be officially sponsored by the College.	Administrative procedure developed.	December 2006	In progress. Delayed due to temporary reassignment of Auxiliary Services functions. Est. completion Summer 2007.
Administrative Services	Create a comprehensive approach to risk management.	Risk management plan developed.	June 2007	In progress. Delayed due to temporary reassignment of Auxiliary Services functions. Est. completion Summer 2007.
Administrative Services	Perform cost analysis of current business processes versus re-engineered processes that leverage information technologies.	Documented cost analysis of current process versus process leveraging technology.	Three-year project. Final completion date: June 2009	In progress.
Administrative Services	Develop a comprehensive set of written IT standards and policies.	Written IT standards and policies developed.	June 2007	Completed.
Administrative Services	Evaluate and implement automated technologies to increase the efficiency of Computing Services support staff.	Appropriate manual systems automated.	June 2007	Completed. Research phase only. Changed. Funding for implementation approved for 2007-08.
Administrative Services	Install data center safety equipment including high capacity Uninterruptible Power Supply (UPS) and non-destructive fire suppression system.	Installation successfully implemented.	February 2007	In progress. Completion delayed until August 2007 due to renovation of data center.

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6. Management Excellence (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Administrative Services	Develop standardized, menu driven reports for Financial Management System (FMS), Student Management System (SMS), and Computing Options Company - COCO/FMS (reconciliation).	Customized FMS, SMS, and COCO/FMS reports developed.	6 to 12 months after Re-Hosting is completed.	In progress. Delayed until re-hosting complete. Re-hosting implementation est. Spring 2008.
Administrative Services	Research and develop options for more timely access to financial information.	Fiscal management application to high demand users piloted.	June 2007	Completed.
Administrative Services	Research and make a recommendation about implementing an electronic time slip process.	A recommendation in place prior to the 2007-2008 budget process.	March 2007	Completed.
Administrative Services	Research and make a recommendation about converting to a new purchasing system.	A recommendation in place prior to the 2007-2008 budget process.	June 2007	Completed.
Communications & Marketing	Begin implementation of high-level marketing plan and expand throughout the institution in support of Enrollment Development and in support of the college brand.	Completed high-level plan and action items; achievement of college goals in student recruitment and retention.	Ongoing	In progress. Marketing plan in place.
Communications & Marketing	Hire an Information Technology Applications Specialist to support the college's Internet and Intranet programs.	Successful search and hiring.	Fall 2006	Completed.

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6. Management Excellence (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report – June 15, 2007</i>
Foundation	Improve administrative processes by: <ul style="list-style-type: none"> • Creating fiscal transparency • Evaluating staff • Reviewing donor files • Effectively utilizing budget 	-Schedule and types of reports to donors determined. -Annual report produced in timely manner. -Development functions within the Foundation restructured. -Annual staff evaluation process clarified and refined. -Guidelines established for capturing information within the database. -Budget realigned with goals. -All vested parties involved within the budget process.	June 2007 Ongoing	In progress. Completed. In progress. In progress.
Foundation	Become a cohesive fundraising staff <ul style="list-style-type: none"> • Clarify responsibilities • Enhance skill sets • Develop a fundraising plan 	-Organizational chart updated. -Job titles and responsibilities revisited. -Opportunities pursued to educate staff about campus programs. -Training sessions to meet staff's educational needs identified and attended. -Coaching and mentoring of staff institutionalized. -Fundraising avenues/strategies identified. -Steps in fundraising plan elaborated. -Fundraising calendar established.	June 2007 Ongoing	Completed. In progress. In progress.

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6. Management Excellence (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Human Resources	Update HR web page and develop on-line application.	Professional informative HR web page. Simple, easily accessible on-line application.	June 2007	In progress. On-line application software purchased and implementation underway.
Human Resources	Assess confined space entry operations and provide appropriate training and information.	Confined space entries comply with WISHA regulations; supervisors and employees provided training and information.	June 2007/ongoing	Completed. Audited program, provided training. In progress: labeling spaces.
Human Resources	Develop procedures and identify responsibility for hazardous waste storage.	Hazardous waste storage identified; implementation plan developed; responsibilities identified.	June 2007	In progress. Needs assessment conducted; security plan developed; awaiting funding for storage facility.
Human Resources	Expand recycling efforts on main campus to include classrooms.	All classrooms on main campus have recycle bins.	December 2006	In progress. Plan underway to expand recycling into classrooms.
Human Resources	Conduct audit of Environmental Health and Safety programs to ensure compliance and effectiveness of EHS.	Audit conducted; EHS plan developed.	June 2007	Completed. Confined space, lockout tag out and hearing conservation. In progress. Audit has been conducted. Program review and revisions underway.
Human Resources	Review and revise HR-related policies and procedures in the College Administrative Procedures Manual.	Updated/developed new HR-related policies and procedures; Updated process for administrative job description revisions.	June 2007	In progress.
Human Resources	Implement new initiative for averaging part-time faculty workload to determine benefit eligibility.	Automated system developed to track adjunct faculty and eligibility for benefits.	June 2007	In progress.

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6. Management Excellence (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report – June 15, 2007</i>
Human Resources	Develop and implement a hazardous materials management system.	-Web-based inventory and MSDS system for hazardous materials developed and implemented. -College-wide labeling system for hazardous materials established.	June 2007	Completed. Inventory, MSDS input; labels for all hazardous materials sent out for feedback from stakeholders; hazardous material planning document developed. In progress. Labeling planned for fall.
Human Resources	Provide leadership to IBB process and implementation of AHE agreement.	Continual improvement of relationship with AHE and faculty and addressing issues related to CBA.	Ongoing	Completed. 2006 AHE agreement revised and distributed; newly negotiated changes implemented. In progress. Bargaining accreditation notebooks and salary.
Human Resources	Provide leadership to WPEA labor management and WPEA CBA.	Continual improvement of relationship with WPEA and classified employees and addressing issues related to CBA.	Ongoing	In progress. Labor management committee meetings held monthly; interpretation/training on CBA ongoing.
Instruction	Establish a schedule and format through which the deans assess each program based on annual program review data and recommend specific targets for intervention by department members as needed.	Accurate cost per FTES <i>model</i> designed with process outlined for implementation.	December 2006	In progress.
Instruction	Utilize Advisory Committees and other constituent groups to evaluate and make recommendations on equipment, curriculum and program options.	-Advisory committees apprised of strategic priority. -Equipment plans have AC endorsements. -AC minutes reflect review of curriculum, equipment and program options.	Spring 2007	Completed.

Clark College
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2006 - 2007

6. Management Excellence (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Instruction	Develop and implement a plan with budget to shorten recruitment times.	Maximum time from closure date to offer made does not exceed 10 weeks for all hires within Instruction.	Spring 2007	In progress.
Instruction	Identify best practices that will inform an instructional planning process.	A framework for Clark's Instructional Plan developed.	Spring 2007	In progress.
Instruction	Increase effectiveness of current and proposed Instructional initiatives with additional manpower in OOI.	-Instruction consistently represented on all standing committees where VPI is required. -New initiatives have consistent OOI leadership	September 2006	In progress.
Planning & Advancement	Facilitate and provide administrative support for 2008 accreditation.	Standards committees selected; standards reviewed; beginning of data collection and rough draft of self study.	June 2007	Completed. Provided support to co-chairs and steering committee.
Planning & Advancement	Collaborate with Administrative Services to develop administrative policies and procedures for grants management.	All grant-related recommendations in Moss-Adams report addressed.	June 2007	In progress. Moss Adams complete. Updating procedures manual in collaboration with Jen Grove.
Planning & Advancement	Create and distribute electronic grant newsletter to college community.	Newsletter created and distributed quarterly.	June 2007	Completed. First issue distributed.
Planning & Advancement	Coordinate implementation of Year 4 of Strategic Plan.	Year 4 of Strategic Plan completed and mid-year and final progress report submitted to Board.	July 30, 2007	Completed. Launched new goal and budget development process and prioritization of funding.
Student Affairs	Assess and develop a new advising structure.	New structure implemented.	January 2007	In progress. Carry over to next year in collaboration with Instructional Council.
Student Affairs	Provide Quality Service Training to staff and faculty in coordination with HR.	100% of Student Affairs staff has participated in at least one Quality Service Training course.	June 2007	Change. Program not implemented.

Clark College
Operational Plan - Year Three
Final Report
2006 - 2007

6. Management Excellence (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report - June 15, 2007</i>
Student Affairs	Determine data needs to inform recruitment strategies.	Baseline data produced.	September 2007	Completed. Demographics identified and targeted in Recruitment Plan.
Workforce Development	Develop customer service standard and provide excellent customer service.	Customer service standard implemented and monitored.	January 2007	In progress. In January 2007, Corp. Ed. implemented a new digital receptionist to help direct callers to the proper staff member more quickly. CampusCE Enrollment Management System is being implemented in preparation for Fall Quarter.
Workforce Development	Implement a comprehensive Department Program Management System to increase customer service, streamline staff workflow and increase the overall efficiency of registration, performance/financial reporting, and marketing communications.	Creation of operational efficiencies as demonstrated by the following capabilities: <ol style="list-style-type: none"> 1. Course management 2. Instructor Database 3. e-Marketing Management 4. Contract Training 5. Online Registration & Payment Processing 6. Student Transcript Ability 7. Performance Reporting 8. Customer Relationship Management (CRM) 	January 2007	In progress. Administration function of CampusCE was operational on June 15 with online registration capability and completion of website integration planned for July, 1, 2007 in preparation for a full launch for Fall Quarter 2007.

Clark College
Operational Plan – Year Three
Final Report
2006 - 2007

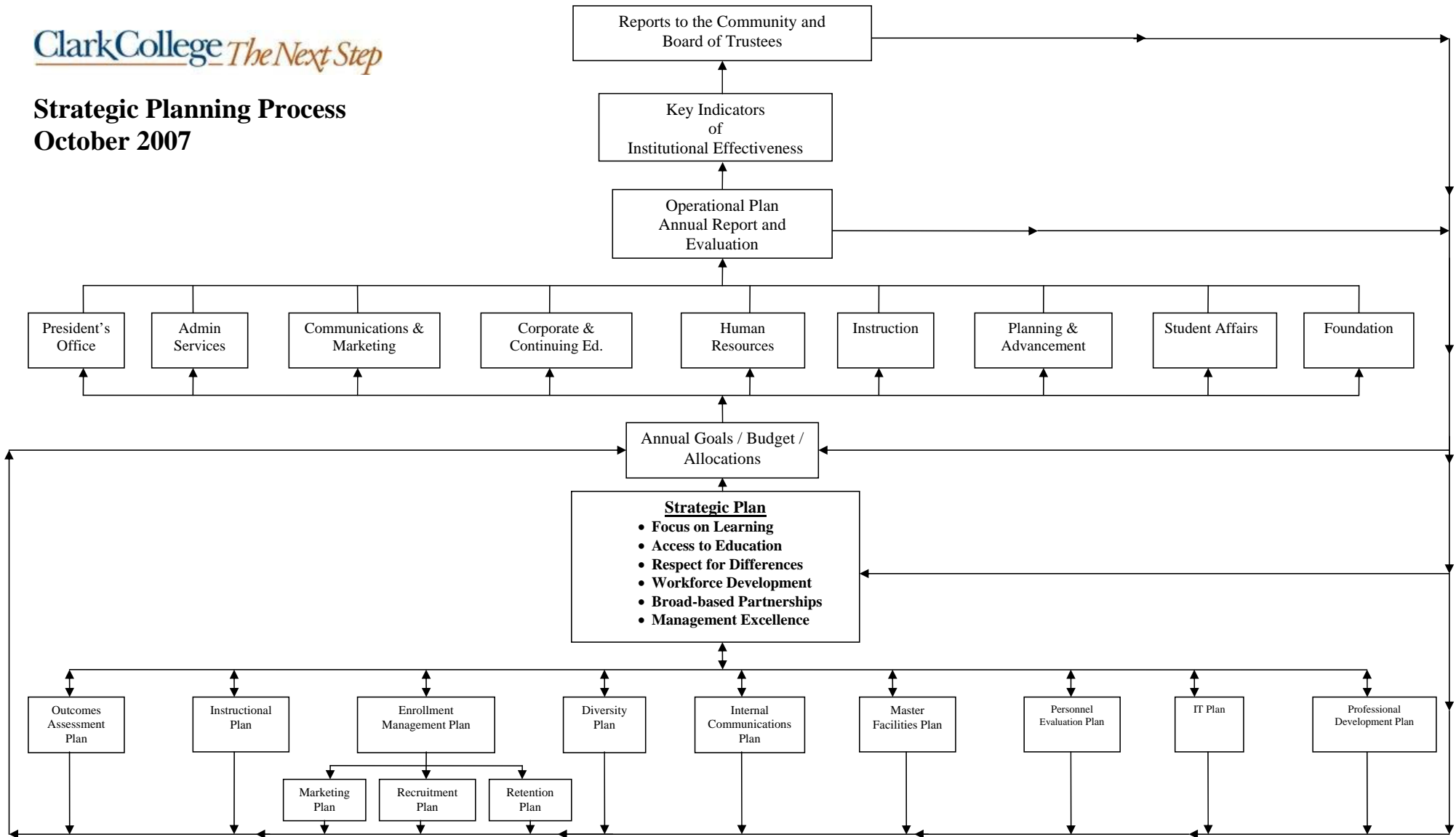
6. Management Excellence (Continued)

<i>Unit</i>	<i>Goal</i>	<i>Outcomes</i>	<i>Estimated Completion Date</i>	<i>Final Report – June 15, 2007</i>
Workforce Development	Collaborate with the Executive Director of Communications to expand marketing and communication efforts to target audiences.	Marketing and communications delivered quarterly to: <ul style="list-style-type: none"> • Healthcare Providers • Special Interest Groups (SWHRMA, Women in Action, etc...) • Chambers of Commerce • Public Partners (WDC, CREDC, et al) 	June 2007	In progress. In collaboration with Communications & Marketing, a new design was created for the quarterly Professional Development mailer, as well as a new Tech Prep poster, folder & brochure. Corp. Ed. has collaborated with the Dir. of Marketing in creating a six month direct marketing plan for Customized Training to be launched in August 2007.
Workforce Development	Increase retention of professional staff.	Each Director and Manager has participated in one staff development activity.	June 2007	In progress. Turnover of exempt staff has dropped 71% from 86% in 04/05 to 25% in 06/07. Turnover of total staff has dropped 39% from 33% in 04/05 to 20% in 06/07.

APPENDIX 1.4



Strategic Planning Process October 2007



APPENDIX 1.5

From: Baldwin, Wonder
Sent: Friday, December 01, 2006 8:33 AM
To: College Master List
Subject: College Goals and Budget Development Requests

Attachments: Picture (Metafile); New Goal and Budget Development Request.doc;
Mission-Vision-Mission Imperatives.doc



Date: November 30, 2006
To: Members of the Clark College Community
From: Bob Knight, Interim President
Re: Strategic Planning Process
New Goal and Budget Development Request Packet for **2007-08**

During each of the past three years, Clark College has developed an annual Operational Plan to support the six Mission Imperatives and strategic priorities of our Strategic Plan. The Operational Plan consists of a series of goals and related budget requests developed by each of the college units: Instruction, Student Affairs, Administrative Services, Planning and Advancement, Communications and Marketing, Human Resources, and Workforce Development and Continuing Education.

It is time to begin work on our **2007-08** Operational Plan. This year, we want to expand the planning process to ensure that everyone has an opportunity to take part. This is a chance for each of us to evaluate the needs of our department, program or area and submit a goal and budget request that supports our Mission Imperatives, strategic priorities and, most of all, student success. That's why this "New Goal and Budget Development Packet" was created. Here's the process:

- If you have a goal to recommend, simply complete the attached form and submit it to your supervisor, division chair or department head. Some goals may require funding; others may not.
If you are a faculty or staff member in **Instruction**, please submit your requests to your department or program head. **In all other units**, please submit your requests to your manager or director.
- **The deadline for submitting New Goal and Budget Development Requests to your supervisor is January 22, 2007.**
- Requests will be prioritized by each department or program, then by the unit deans or supervisors. The Vice Presidents and Executive Deans will then merge those requests into an overall prioritized list for their areas of the college. Those lists of prioritized goal and budget requests will be sent to the Executive Cabinet by March 1, 2007.

APPENDIX 1.5

This is the first time that we've reached out in this way to the college community during our planning and budgeting process. We don't know yet what our budget for 2007-08 will be. We won't know that until the state legislature has completed its work next spring. We also don't know how many goal and budget requests we'll receive from the college community. We do promise to review them all and clearly communicate which goals and priorities will be adopted and why. If you have any questions about the planning process, please contact Candy Bennett, Executive Dean of Planning and Advancement (cbennett@clark.edu or Ext. 2421.)

Each of us is in a unique position to look at the needs in our areas and think about ways in which we can better serve our students. We want this to truly be a college-wide process. Thank you for helping us do just that.



New Goal and
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APPENDIX 1.5

From: Knight, Robert
Sent: Friday, October 26, 2007 9:42 AM
To: College Master List
Subject: New Goal and Budget Development Announcement

Attachments: Picture (Metafile); FINAL timeline 2008-09 SIMPLE.doc; New Goal and Budget Development Request 08-09.doc; FINAL Mission Imper-Strat Prior-Pres Goals.doc



Date: October 25, 2007
To: Members of the Clark College Community
From: Bob Knight, President
Re: Strategic Planning Process - New Goal and Budget Development Request Packet for **2008-09**

A lot of exciting things are happening at Clark College this year and we want to keep building on that energy as we start developing our **2008-09** Operational Plan.

Last year, we expanded our budget and goal process by inviting every member of the college community to take part. After the state legislature and the State Board for Community and Technical Colleges (SBCTC) approved and distributed funding, the college received funding for additional FTE enrollments. With those new dollars, to date we have been able to fund 2007-08 new goal and budget requests totaling \$640,365 in permanent funding, and \$204,805 in temporary funding, as well as \$886,000 in support of our Information Technology Plan for funding additional Smart Classrooms.

As we start planning for 2008-09, I am inviting each one of you to once again consider the needs of your department, program or area and submit a goal and/or budget request that supports our Mission Imperatives, strategic priorities, and most of all, student success. Along with the request form, this packet also includes, for your information, the college's strategic priorities, and the president's (institutional) goals for 2008-09.

Here is the process and timeline for **2008-09**:

- If you have a goal to recommend, simply complete the attached form or download the [New Goal and Budget Development Request 2008-2009](#) and submit it to your instructional dean or supervisor. Some goals may require funding; others may not.
- **The deadline for submitting New Goal and Budget Development Requests to your instructional dean or supervisor is January 25, 2008.**

APPENDIX 1.5

- Requests will be prioritized by the instructional deans or supervisors. The Vice Presidents and Executive Deans will then merge those requests into an overall prioritized list for their areas of the college. Those lists of prioritized goal and budget requests will be sent to the Executive Cabinet by **March 14, 2008**.

It's important to remember that we won't know what our budget for 2008-09 will be until the state legislature has completed its work next spring and SBCTC has communicated new budget numbers to each college. This year, that process wasn't completed until August. We also don't know how many goal and budget requests we'll receive from the college community.

We do promise to review them all and clearly communicate which goals and priorities will be adopted and why. If you have any questions about the planning process, please contact Candy Bennett, Executive Dean of Planning and Advancement (cbennett@clark.edu or Ext. 2421.)

We want this to truly be a college-wide process. Each of us is in a unique position to look at the needs in our areas and think about ways in which we can better serve our students. Thank you for your role in helping us do just that.



FINAL timeline
2008-09 SIMPLE....



New Goal and
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APPENDIX 1.5

Clark College New Goal and Budget Development Request Strategic Plan and Budget Development: 2008-2009

Submit this form to your instructional dean or supervisor by January 25, 2008

1. Your Name: _____ Extension: _____ Date: _____
Area: Administrative Services
2. Proposed new goal:
3. Briefly describe the activity or item needed to achieve this goal:
4. Desired outcome(s): (Outcomes must be measurable. For example: Increase enrollment by 2% or Web page developed)
5. Which Mission Imperative does your goal support? **Focus on Learning**

*****If your goal does not require funding, stop here. If funding is required, please complete item #6*****

6. Budget details of activity/item: Contact Sabra Sand (X2674) in Budget Dev. Office for assistance in filling out budget.

Category	Description	Amount
Salaries (indicate position title)		
Benefits		
Goods & Services		
Travel		
Equipment/Facilities		
Total Request		

Shaded area to be filled out by supervisor.

Type of funding: ☐ One-time only ☐ Permanent (recurring)

Budget Acct # (where funds should be deposited, if approved): _____

Potential Sources of Funding:

☐ Operating Budget ☐ Grants ☐ Foundation Funds ☐ Philanthropy ☐ Other (Specify) _____

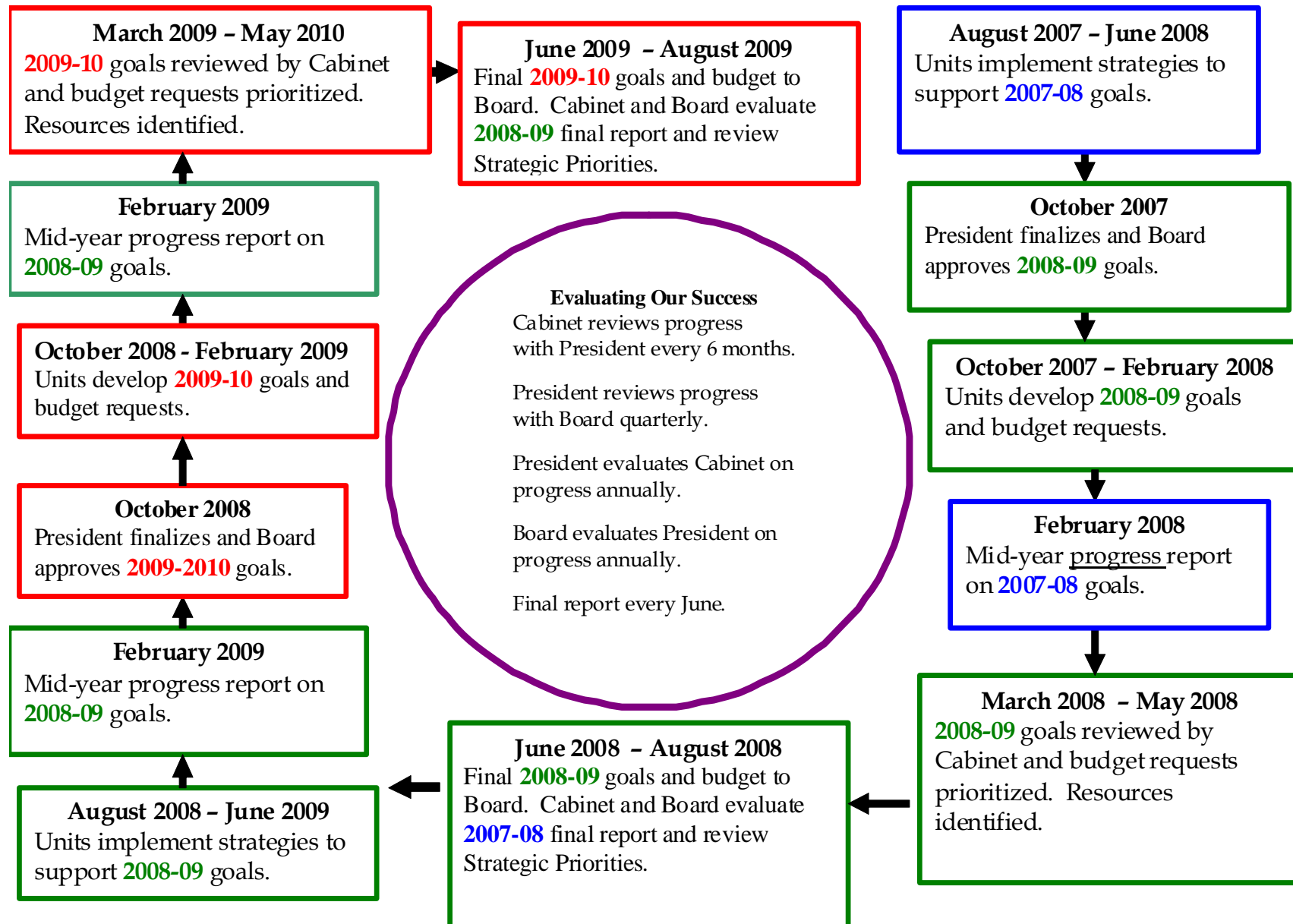
Vice-President, Executive Dean

Date

Unit Priority (Ordinal ranking)

APPENDIX 1.6

Strategic Plan Operational Cycle 2007-2009





Standard Two

Educational Program and its Effectiveness

STANDARD 2



Teaching and Learning Center Report

History

For many years faculty advocated for a Teaching and Learning Center and many faculty members were involved with this movement over the years. In fall 2004 two faculty members, Rita Carey and Rodger Baker, were preeminently instrumental in making the current TLC a reality. They spearheaded and worked with a steering committee that advised and guided their efforts. The steering committee was comprised of: Roger Baker, Joan Carey, Rita Carey, Kathy Chatfield, William Cushwa, Marylynne Diggs, Mike Godson, Katy Graham, Miles Jackson, Randy Johnson, April Mixon, Nancy Novak, Gary Phillips, Les Rivera, Marcia Roi, Shelley Sendak, Patti Serrano, Mitzi Schrag, Suzanne Southerland, Tani McBeth, Hill Taylor, Honor Vallor, and Jean Watson. As a result of the committee's work a Proposal by the Faculty of Clark College was presented to the administration. This proposal included why we need a Teaching and Learning Center and a TLC Charter. Administrators Katrina Golder and Sylvia Thornburg continued to advocate for the TLC and helped to make it a reality.

Administration worked with the Library to provide temporary space for the TLC in the Library. This space consists of 2 offices, a reception area and lab space.

In August 2006 Gail Liberman accepted the position as Director of the Teaching and Learning Center. She is a full-time faculty member on full release time with a 173 day contract. Gail was the director of the Clark College Dental Hygiene program for 20 years and taught full-time for 10 years prior to become DH director. The director of the TLC reports directly to the VP of Instruction and budgeted out of the Office Of Instruction.

College Council granted the TLC \$130,448 for start up money to purchase necessary equipment and supplies. At the end of the first year, June 2007, there was a balance of \$31,615 remaining to purchase the furniture for the new TLC space in Gaiser Hall.

The Outcome Assessment Liaison, Rebecca Martin, works out of the TLC, has a separate budget and answers directly to the VP of Instruction. (See Outcome Assessment).

TLC Mission, Goals and Vision

The TLC has aligned its mission with that of the college's mission and strategic plan. The Steering Committee has guided the TLC to provide faculty development opportunities that could make real change at the college.

Mission: The TLC reflects the mission of the college in its commitment to student success by cultivating and supporting teaching excellence and innovation in a welcoming, collaborative environment.

APPENDIX 2.1

Goals Year One:

1. Establish the temporary physical set-up for the Teaching and Learning Center in the Cannell Library
2. Introduce the TLC to the campus
3. Conduct Faculty Development Needs Assessments
4. Establish a New Faculty Development Program for both full and part-time faculty
5. Establish professional development programs for established faculty based on needs assessments.
6. Develop a website for the TLC
7. The Steering Committee will evaluate the goals at the end of each year and make adjustments.

Goals Year Two:

1. Continue campus-wide education campaign to inform & promote Learning-Centered College concepts
 - a. Mary Ellen Weimer will present in October, 2007
 - b. Panel discussion consisting of faculty/staff from Learning Centered Colleges.
2. Provide adjunct faculty with professional development opportunities
 - a. Provide a new adjunct orientation for 2 hours, once a quarter (fall, winter and spring).
 - b. Implement three Adjunct Faculty Institutes, each 10 hours in length. Sessions for each institute will be 2 hours, held over a 10 week period every other week. (fall, winter, spring).
3. Provide a new full-time faculty 3-day Retreat prior to fall quarter
4. Facilitate the new full-time faculty development program which will meet once a month for two hours over a nine month period of time.
5. Initiate a pilot Faculty Mentoring Program
6. Sponsor a Faculty Speaker Series titled "Sharing Our Knowledge".
7. Schedule conversation/listening cafes which will be scheduled monthly.
8. Provide individual confidential consultations for faculty.
7. Maintain the TLC as a place to share ideas with other faculty in a confidential environment.
8. Create and maintain resources supporting excellence in instruction.
9. Facilitate the Development of "Faculty Learning Communities"
10. Provide the "Teaching Squares" opportunity campus-wide.

Goals Year Three:

All of the goals in year two AND

1. Provide technology support and training to enhance teaching and learning.
2. Sponsor a Great Teachers summer institute

APPENDIX 2.1

Vision for the TLC

The Teaching and Learning Center is working with Staff Development, and other campus offices offering instructional activities, in an atmosphere of mutual cooperation. The synergy that is occurring creates greater opportunities to maintain visibility on campus and *stimulate instructional and organizational change and aid in the enhancement of the Campus Climate.*

The Teaching and Learning Center is becoming a means rather than an end. When the TLC is taken as an end, too much emphasis is placed *solely* on the number of programmatic activities generated in a year and the number of people involved in those activities. The focus, then, for the TLC too easily becomes planning, implementing and attendance reporting. That in itself is not necessarily a detriment to the TLC; planning, implementing and reporting need to occur.

However, the TLC is becoming a means, with the focus shifting beyond the TLC to the organizational level. Instead of the TLC justifying its existence with numbers, it is more appropriately focusing on the linkage between programmatic activities and the accomplishment of College goals. Such a focus integrates the TLC more fully into the institution and sets the stage for more meaningful evaluation of faculty professional development. With the TLC serving as a change agent it is an advocate of teaching and learning, aiding in addressing specific institutional needs and helping create solutions for change.

Emphasis for the 2007-08 Academic Year

The TLC's goals address some pressing needs of the faculty and the College. We will continue our development of a campus-wide understanding of the Learning Centered College. This initiative will inform and give structure to our other endeavors. We will expand our programming to help faculty (a) cope with technology utilized in instruction but unknown to many faculty, (b) effectively cope with the needs of the diverse learners enrolling at Clark, (c) provide learning centered programs and courses, and (d) adapt to a constantly changing environment.

We will be directly addressing the needs of the new faculty to become acclimated to the college, its vision and mission, through a variety of programming efforts. To be successful the Teaching and Learning Center will require strong leadership from the director of the center and the college administration.

Resources and Facility

Currently there is one full-time director of the TLC. Gail Liberman has a 173 day full-time faculty contract to administer the center and facilitate programs. Melissa Payne is a full-time Program Assistant who divides her time equally between Outcome Assessment and the TLC. Work-study students have been hired to aid in completing the everyday tasks although they have been unreliable in their employment thus far.

The budget for the TLC is as follows:

APPENDIX 2.1

\$2000	Clark College Foundation (food and Maryellen)
\$8,900	Maryellen Weimer (All day campus-wide event)
\$130,448	College Council
\$12,000	Base Budget
\$7,000	Adjuncts,
\$20,000	Learning College initiative

The TLC is temporally housed in the library and will be moving into our new location in Gaiser Hall in March 2008. We will be co-located with Staff Development and working with them when appropriate to link programmatic activities with the accomplishment of College goals.

The director, Gail, and program assistant, Melissa, have begun the process of developing a website for the TLC. This project is a continuously developing entity designed to inform the college community of the programs and offerings through the TLC.

Assessments Completed at Start of TLC

The director conducted a series of assessments starting in September 2006 to determine the needs and interests of the faculty. These assessments consisted of interviews with faculty and division chairs, focus group sessions with full and part-time faculty, and an electronic survey sent to all faculty. (See exhibits for assessment results) We also looked at assessments and surveys completed by the college such as the Climate Survey and student surveys. The Steering Committee examined the college mission and imperatives to align the mission and programming of the TLC with the college.

Advisory Committee

From the outset the TLC has had an active Steering Committee that has guided the efforts of the TLC. The committee meets once a month. An agenda is sent out ahead of time and minutes are provided for each meeting.

In July 2007 the Steering Committee met for a 2-day planning meeting to determine the direction of the TLC. The facilitator, Helen Burnstad, led the group through an evaluation of the college mission and strategic plan, strengths and opportunities, and proposed programming and how to make it happen.

Programs Offered

From the assessment activities the Steering Committee directed the development of the following programs listed below. Included are the program completed the first year of operation and the programs planned for our second academic year, 2007/08.

The TLC continues to support the college in its journey to become a learning college. Utilizing information from a variety of assessments and information gathering techniques, the TLC, through guidance from the Steering Committee, developed a number of new programs and events to meet the professional development needs of faculty and the organizational needs of the college. Ultimately through these efforts more students will be successful in their courses and programs.

APPENDIX 2.1

Influencers	To date the Teaching and Learning Center has:
Focus Group and Individual Faculty/Division Chair Interviews; Mission Imperatives	1. Sponsored a campus-wide distribution of written information clarifying what a learning centered college could be.
Steering committee; research on World Café model; campus climate survey	2. Sponsored two college-wide discussions on the Learning Centered College using the World Café method. Sixty-five Clark employees participated in the events increasing their understanding of what learning centered could look like at Clark.
Web Generated Assessment conducted by TLC, Individual Interviews	3. Provided throughout the academic year many one to two-hour workshops on themes relating to learning centered concepts.
Individual Interviews, Campus Climate Survey	4. Provided New Faculty Orientations for full and part-time faculty. In addition the TLC provides a Reception for all new faculty in the fall so they can meet the important players in the college in an informal welcoming setting.
Web Generated Assessment conducted by TLC, Individual Interviews; climate survey, Mission Imperatives	5. Provided a two day (20 hours) workshop for 45 full and part-time faculty with Learning Centered College and Classroom as the primary theme.
Focus Group and Individual Faculty/Division Chair Interviews; Literature review; climate survey; Mission Imperatives	6. Sponsored two 6-hour Adjunct Institutes teaching Collaborative Learning Techniques serving 60 adjunct faculty.
Visiting other TLC's and individual interviews	7. Created a web site with a section on The Learning Centered College.

APPENDIX 2.1

Influencers:	To date the Teaching and Learning Center has:
Focus Group and Individual Faculty/Division Chair Interviews; review of the literature; Outcome Assessment program evaluations; Mission Imperatives	8. Sponsored faculty attendance at <ul style="list-style-type: none"> a. A visitation to Lane Community College for 7 faculty members who learned how Lane CC functions as a learning college. b. The Learning Centered College Summit in Dallas, TX where 4 faculty/employees increased their understanding of The Learning Centered College c. The Teaching, Learning and Assessment Conference in Vancouver, WA. where 47 faculty attended. This was sponsored through Outcome Assessment.
TLC directors participation in NCSPOD programs, workshops and conferences.	8. Invited Helen Burnstad, College Organizational Development Consultant, to work with the TLC Steering Committee and Staff Development to create a long range strategic plan for the TLC and Staff Development. This plan will help the TLC to effectively meet the college Imperative to be more learning centered.
Review f the literature focusing on learning; WA state mandates; Accreditation requirements and standards; Mission Imperatives	9. Worked closely with Outcome Assessment in the development of campus-wide Student Learning Outcomes through the Outcome Assessment Committee. The Outcome Assessment Committee has been teaching faculty how to assess student achievement of campus-wide SLOs. <ul style="list-style-type: none"> a. Workshops/seminars have been provided for formative and summative assessment techniques in the classroom. b. Provided Angelo and Cross CATs book for all new full-time faculty.
Review f the literature focusing on learning; WA state mandates; Accreditation requirements and standards	10. Through Outcome Assessment developed a database that tracks outcome assessment efforts across campus.

APPENDIX 2.1

Influencers:	To date the Teaching and Learning Center has:
Focus Group and Individual Faculty/Division Chair Interviews; Literature review; climate survey; Mission Imperatives	11. Piloted the program “Teaching Squares” where four faculty from different disciplines formed a Teaching Square to improve their teaching, student learning and build community through a structured, non-evaluative process of classroom observation and shared reflection.
Focus Group and Individual Faculty/Division Chair Interviews; Literature review; Web Generated Assessment conducted by TLC	12. Developed a Faculty resource Library

Influencers:	In the upcoming academic year the Teaching and Learning Center will provide the following Learning College programs:
Focus Group and Individual Faculty/Division Chair Interviews; Mission Imperatives; Climate Survey	1. <u>Panel Discussions</u> The TLC will sponsor discussions throughout the academic year clarifying the various components of a Learning Centered College, answering questions and generating discussion and reflection on this new direction for Clark College. Faculty who attended the Lane Community College visit and those attending the Learning Centered College Summit in Dallas will participate in one or more panel discussions. We will also invite faculty involved in Learning Centered College initiatives at their college come and present at one of the discussions.
Focus Group and Individual Faculty/Division Chair Interviews; Mission Imperatives; Climate Survey; Web Generated Assessment conducted by TLC	2. <u>Maryellen Weimer</u> Maryellen is an author of learning centered books, international speaker on the learning centered classroom and college, editor of the Teaching Professor and a college professor in speech communications. She will lead a full day of discussion and workshops on October 12, 2007 on the Learning Centered College.
Influencers:	In the upcoming academic year the Teaching and Learning Center will provide the following Learning College programs:

APPENDIX 2.1

Focus Group and Individual Faculty/Division Chair Interviews; Mission Imperatives; review of the literature; Visiting other successful TLC's	3. <u>New Full-Time Faculty Fellows</u> Once a month for nine months, new full-time faculty will meet at the TLC for 2 hours to discuss issues of concern to the cohort group. Discussion topics can include curriculum development, facilitating student learning, classroom management, assessment of student learning, and college policies. Attending faculty completing the Full-Time Faculty Fellows Program will receive 1 PPAC credit after completing and submitting all required paperwork to the PPAC Committee.
Web Generated Assessment conducted by TLC. Open house event	4. <u>New Full-Time Faculty Retreat</u> New full-faculty will attend a three day (20-hours) retreat held on campus September 5-7, 2007. Gail Liberman and Rebecca Martin will be the retreat facilitators. Attending faculty receive the Teaching Tips book by McKeachie.
Individual Interviews, Campus Climate Survey	9. <u>Orientations and Reception for New Faculty</u> Provided New Faculty Orientations for full and part-time faculty. In addition the TLC provides a Reception for all new faculty in the fall so they can meet the important players in the college in an informal welcoming setting.
Focus Group and Individual Faculty/Division Chair Interviews; review of the literature, Open House event	5. <u>Faculty Mentoring Program</u> Faculty can apply to the TLC to participate in a Faculty Mentoring Program. The program will partner requesting faculty with an appropriate mentor. The formal mentoring process can span up to 9 months as determined by the mutual arrangement with both mentor and mentee.
Web Generated Assessment conducted by TLC Visiting other successful TLC's; review of the literature	6. <u>Adjunct Faculty Institutes</u> Adjunct faculty will have the opportunity to participate in three separate Adjunct Faculty Institutes each academic year. Each institute consists of five two-hour sessions and will have a unique focus: 1) Course organization and college policies, 2) facilitating student learning, and 3) assessment of student learning.

APPENDIX 2.1

Influencers:	In the upcoming academic year the Teaching and Learning Center will provide the following Learning College programs:
Web Generated Assessment conducted by TLC; Focus Group and Individual Faculty/Division Chair Interviews; Mission Imperatives; Climate Survey;	<p>7. <u>Faculty Learning Communities</u> A cohort-based learning community of 8-12 trans-disciplinary faculty and professional staff meeting bi-monthly and engaging in an active, collaborative curriculum about enhancing student learning and student success. The 6-9 month curriculum is shaped by the participants to include a broad range of teaching and learning areas and topics of interest to them. Faculty Learning Communities are a continuous process of learning and reflection, supported by colleagues, with the intention of getting things done.</p>
Focus Group and Individual Faculty/Division Chair Interviews; Mission Imperatives; Climate Survey; Web Generated Assessment conducted by TLC; Review of the literature Open House event	<p>8. <u>Teaching Squares</u> Four faculty from different disciplines form a Teaching Square to improve teaching, student learning and build community through a structured, non-evaluative process of classroom observation and shared reflection. Each participant observes the other three faculty in their Square, reflect on what they learned from the experience, and share their reflections with their partners. The goal of the Teaching Squares is to observe, analyze and celebrate good teaching.</p>
Climate survey, Focus Group and Individual Faculty/Division Chair Interviews; Climate Survey; review of the literature; TLC Steering Committee	<p>9. <u>Conversation Cafes</u> Faculty, staff and students from the Clark Community are invited to engage in a formatted conversation around diverse issues such as learning, positive environment, cross pollination of ideas, the future, and any topics participants suggest for conversation. Over a couple of hours participants gather in three different small groups with a facilitator/recorder. Their gathered thoughts are shared with the large group and on the TLC web site. Former participants have said “We want more of this! We rarely get to be heard or to hear other people from other departments!”. We are heeding this request.</p>

APPENDIX 2.1

Influencers:	In the upcoming academic year the Teaching and Learning Center will provide the following Learning College programs:
Adjunct Faculty input; review of the literature; Mission Imperatives; Focus Group and Individual Faculty/Division Chair Interviews; Climate Survey	<p>10. <u>Listening Salons</u> In the winter we will begin salons where faculty, staff and students can gather around coffee and refreshments to learn how to really listen and to practice those skills. Once a month we will teach a session in how to really listen. Then there will be weekly salons where you can drop in and practice listening to one, two or three people AND be listened to. You can share anything you need to talk about, an idea, a calling, a decision, a problem and the other person will listen without giving advice, interrupting, telling their story, or telling other people (confidentiality is a must.) The main purpose of these salons is to give you a neutral place to practice your listening skills. Listening is a fundamental skill necessary for good families, good workplaces, good classrooms and good colleges.</p>
Popular demand and interest by faculty across the campus; climate survey; Web Generated Assessment conducted by TLC	<p>11. <u>Faculty Speaker Series</u> The Faculty Speaker Series features dynamic Clark College faculty who are recognized for their expertise in specific areas of teaching, learning and student success. This speaker series will provide a wide array of issues confronting colleges and educators today. The goal of the series is to spot light faculty, enhance teaching and student success, share ideas with others and support each others efforts to enrich our college community.</p>
Focus Group and Individual Faculty/Division Chair Interviews; Literature review; Web Generated Assessment conducted by TLC	<p>12. <u>Resource Library</u> The TLC will continue to build its resource library on teaching, learning, assessment, course/curriculum/program development, learning centered college, student success, mentoring and personal/professional renewal.</p>

APPENDIX 2.2

Tutoring/Writing Center Report

For a number of years, Clark College has provided supplemental help for students through its Writing and Tutoring Centers. As of fall quarter of 2001, the decision was made to collapse these two distinct centers into one program, under Instruction, and bring it under the direction of one Program Manager, whose salary was funded through Running Start. Prior to this time, the centers were not operational during summer term, and therefore the Program Manager was hired as a cyclical employee, scheduled to work from September through June of each academic year. Despite this fact, in response to faculty and student outcry, the Center has remained open during each summer term as of 2002.

Fall quarter of 2001 brought not only new leadership to the recently joined centers, but a new addition as well. The Business Division's Accounting tutor was moved out of her small room in Scarpelli Hall, and brought into the Tutoring Center. Accounting tutoring continues to be available in the Center from fall through spring quarter of every academic year.

The Writing Center, originally housed in Hawkins Hall, was moved into a room adjoining the Tutoring Center in Joan Stout Hall in September of 2002, and despite two subsequent moves, the newly named "Tutoring/Writing Center" or TWC, have remained a cohesive unit ever since.

Following another move and a one-year stay in the Penguin Union Building from March of 2005 through June of 2006, the TWC was relocated in Hawkins Hall for the start of summer quarter of 2006. It remains there and now occupies two adjoining rooms (102 and 103). In September of 2006, in an effort to be more accessible to students on the other end of campus, the TWC was granted another room, now called The Annex, in Applied Arts Building 4, in which to serve students who might not otherwise venture across campus for help. One of the primary motivators for this addition was the desire to better serve our Developmental Education students whose classes are typically held in the Applied Arts buildings and Joan Stout Hall.

The TWC strives to provide high quality tutors for the widest variety of course offerings possible. Tutors generally fall into one of these categories: peer (student) tutors or faculty members (full-time or adjunct). Our peer tutors are recruited through faculty recommendation. Faculty members teaching courses for which we will need more tutors are sent class rosters at the end of each term. Instructors then indicate on the rosters which of the students would be considered strong potential tutors. These tutors may earn up to 3 credits (1 credit for every 20 hours/quarter they tutor) in either TUTOR 185 (general tutoring, usually math, science, etc.) or TUTOR 186 (writing tutoring). Peer tutors may also be hired and paid through a federal workstudy grant, or as an institutional hire employee paid through either the TWC's general budget, or through Carl Perkins

APPENDIX 2.2

Professional/Technical funds. The TWC also employs a number of adjunct faculty members to offer drop-in help in a variety of locations across campus. Other full-time faculty members volunteer two or more office hours per week to be spent in one of our locations.

Since 2003, the TWC has experienced considerable growth. During spring quarter of 2003, 446 students sought and received tutoring help in the Center, while 522 students were registered to receive tutoring during spring term of 2007. These figures reflect the number of students who either submitted registration cards in order to make appointments with tutors, or signed in for help from the Accounting tutor. These figures do not include students who received help in the TWC-funded Math Help Sessions, or who came in solely to take advantage of any of our ancillary resources (see below).

In addition to providing free one-on-one and small group tutoring (appointments or drop-in) to students in a wide variety of courses and programs, the Tutoring/Writing Center:

- Facilitates study groups
- Provides supplemental tutoring in the Math Help Lab (Bauer 107), hosted by a paid adjunct faculty member
- Provides educational materials and resources (books, videos, audio tapes, software, etc.) for a wide variety of subjects
- Provides Waive Tests for students wishing to waive out of a variety of CTEC courses
- Proctors make-up tests, final exams, etc., by arrangement with instructors
- Provides twelve computer work stations for use by students, tutors, faculty, and staff

The most recent changes and additions to the TWC are that in an effort to better serve our evening and distance learning (eLearning) students, we now offer free 24/7 online tutoring in a variety of subjects to all registered Clark students through eTutoring.org. This award winning online tutoring platform is supported by a consortium of 35 colleges and universities nationwide. Additionally, in an effort to reach Clark students enrolled in courses at the Clark Center at Washington State University Vancouver (WSUV), we have hired several tutors to provide help in Math and Chemistry. We plan to continue adding tutors and subjects in the near future. Lastly, as of summer term, 2007, the Program Manager's position was fully funded year-round, going from a 10-month to a 12-month contract.

APPENDIX 2.3

Clark College Units and Departments with Degrees and Certificates Offered														
BTEC			BEECH			SHAPE			SOFA			MPSE		
	Degree	Cert / Other		Degree	Cert / Other		Degree	Cert / Other		Degree	Cert / Other		Degree	Cert / Other
Automotive	AAS AAT	CP	Adult Basic Skills & GED			Agriculture Horticulture	AAS 🔄	CP	Addiction Counselor Ed	AAS 🔄	CP	Astronomy	🔄	
Business Administration	AA* AAS 🔄	CP CA	Communication Studies	🔄		Biology	AST1 🔄		Anthropology	🔄		Chemistry	AST1 🔄	
Business Tech. (Legal, Medical and Regular Office)	AAS	CP CA SA CERT	Developmental			Dental Hygiene	AA* AAS 🔄		Art	🔄		Computer Science and Engineering	AST2	
Computer Aided Design & Drafting		CP	English	🔄		Emergency Medical Training	AAS	CA	Early Childhood Education	AAS AAS-T 🔄	CP CA CERT	Computer Science	🔄	
Computer Tech.	AAS AAT	CA CP	English – non-native			Fitness Trainer	AAS		Education	🔄		Environmental Science	AST1	
Construction Tech.	AAS AAT	CP2	English -Second Language			Health	🔄		Forensic Science			Geology	AST1	
Culinary Arts	AAS AAT	CP2 CP CA CERT	Foreign Languages			Health Occupations		CERT	Geography	🔄		Math	🔄	
Data Networks and Telecommunication	AAS	CA	Humanities			Health/Physical Ed	🔄		History	🔄		Meteorology	🔄	
Diesel	AAS	CP2	Journalism	🔄		Medical Radiography	AAS	CERT	Human Development	🔄		Physical Science	🔄	
Economics	🔄		Philosophy	🔄		Nursing	AAS AA*		Military Science	🔄		Physics	AST2	
Electronics & Power Utilities	AAS AAT	CA CP CERT	Professional Technical Writing			Nutrition	🔄		Music	🔄				
Graphics	AAS AAT	CP	Reading			Pharmacy Tech		CP	Political Science	🔄				
Machining	AAS AAT	CP2				Physical Ed			Psychology	🔄				
Management	🔄								Sociology	🔄				
Paralegal	AAS	CP							Theatre	🔄				
Welding	AAS AAT	CP2 CA CERT							Women’s Studies	🔄	CERT			
Field Survey		CP												

* direct transfer agreement for Associate of Arts (AA) degree

☺ AA degree prepares students to major in this field

CP2 >=90 credit certificate

CP 45 – 89 credit certificate

CA <45 credit certificate

CERT <45 credit, non transcribed, certificate

APPENDIX 2.3

Degree and Certificates Awarded at Clark College			
	2005-06	2006-07	2007-08
Associate of Arts	505	553	611
Associate in Business	84	88	88
Associate in Science	40	34	36
Associate in Chemistry Ed	1	0	0
Associate of Applied Science	299	314	323
Certificates *	420	343	1,245
Apprentices	1	0	0
Unique Programs of Study *	179	89	75
High School	72	58	25
GED	173	149	157
TOTAL Completions	1,774	1,628	2,560

Source: SBCTC DW Completions

* Certificates include non-transcripted short term certificates awarded by departments now called Unique Programs of Study.

College Abilities



Clark College has identified six college-wide abilities that help students apply what they learn. The core abilities are taught across the curriculum and students continually practice and improve their skills in the six areas.



COMMUNICATION

The ability to understand and deliver written, spoken and visual communication clearly and accurately.



CRITICAL THINKING/PROBLEM SOLVING

The ability to formulate, evaluate and synthesize facts, data, ideas, assumptions, values and points of view.



EFFECTIVE CITIZENSHIP

The ability to identify community issues; evaluate and respect various opinions and values; and articulate one's own perspective.



GLOBAL/MULTICULTURAL PERSPECTIVES

The ability to identify, analyze and demonstrate how culture shapes world perceptions, values and behaviors.



INFORMATION/TECHNOLOGY

The ability to identify resources; retrieve and manage data; interpret, evaluate and use information; and adapt to changing technologies.



LIFE-LONG LEARNING

The ability to set and revise goals, access resources and assume responsibility for one's own learning.

Clark College *The Next Step*

1933 FORT VANCOUVER WAY
VANCOUVER, WA 98663-3598
360-699-NEXT | WWW.CLARK.EDU

COLLEGE-WIDE STUDENT LEARNING OUTCOMES



Organized into nine outcome areas, the outcomes are measured throughout our instructional program to focus on student learning and reflect our commitment to providing an innovative, accessible education to our community members.

COMMUNICATION

- ❖ Locate information applicable to task, discipline, and/or occupation
- ❖ Synthesize information appropriately
- ❖ Present information effectively through written and/or oral communication
- ❖ Demonstrate principles of ethical communication in the presentation of ideas
- ❖ Demonstrate ability to adapt to a variety of audiences appropriately
- ❖ Demonstrate effective oral and/or written communication appropriate to the discipline and/or the occupation

HEALTH & PHYSICAL EDUCATION

- ❖ Demonstrate progress toward healthier behaviors

HUMAN RELATIONS

- ❖ Demonstrate effective interpersonal/human relations skills appropriate to the discipline and/or the occupation

HUMANITIES

- ❖ Demonstrate how a discipline in the humanities influences or reflects cultures
- ❖ Produce, create, interpret or critique works from a discipline in the humanities
- ❖ Explain why the humanities are important to cultures, communities or individuals

INFORMATION

- ❖ Recognize how information changes one's knowledge base and value system
- ❖ Determine the nature and extent of information needed
- ❖ Access needed information effectively and efficiently
- ❖ Evaluate information and its sources critically
- ❖ Identify the ethical, legal, and personal responsibility issues surrounding the access, creation, and use of information

QUANTITATIVE

- ❖ Comprehend the content and evaluate the quality of quantitative information
- ❖ Use appropriate vocabulary and notation of quantitative methods
- ❖ Analyze and solve quantitative problems using appropriate methods
- ❖ Interpret and explain solutions to quantitative problems
- ❖ Perform accurate mathematical operations appropriate to the discipline and/or the occupation

SCIENCE

- ❖ Demonstrate comprehension of fundamental principles and relationships in the natural sciences
- ❖ Communicate concepts and issues in the natural sciences
- ❖ Acquire scientific information from appropriate sources
- ❖ Analyze issues, claims, and situations using scientific methodology

SOCIAL SCIENCE

- ❖ Demonstrate a broad base of knowledge consistent with current scholarship of human behavior, events, societies, and humanity's place in nature
- ❖ Assess the strengths and limitations of theories and methods used by social scientists
- ❖ Analyze and evaluate the human condition from multiple perspectives
- ❖ Apply relevant concepts, theories and research to evaluate real-life social problems and propose plausible solutions for contemporary social problems
- ❖ Demonstrate global and multicultural awareness

TECHNOLOGY

- ❖ Identify and effectively use the appropriate technology to achieve a desired outcome or result
- ❖ Explain the value of technology in one's life and how it can be used effectively
- ❖ Analyze the ethical and legal issues surrounding access to and use of technology
- ❖ Assess the potentials and limitations of technology

College Wide Outcomes and Abilities Crosswalk

Outcome	Ability
Communication 1	Locate information applicable to task, discipline, and/or occupation <i>Communication</i> <i>Information / Technology</i>
Communication 2	Synthesize information appropriately <i>Communication</i> <i>Critical Thinking</i>
Communication 3	Present information effectively through written and/or oral communication <i>Communication</i>
Communication 4	Demonstrate principles of ethical communication in the presentation of ideas <i>Effective Citizenship</i>
Communication 5	Demonstrate ability to adapt to a variety of audiences appropriately <i>Communication</i> <i>Effective Citizenship</i>
Communication 6	Demonstrate effective oral and/or written communication appropriate to the disciplines and/or the occupation <i>Communication</i>
Health / Physical7	Demonstrate progress toward healthier behaviors <i>Life-Long Learning</i>
Human Relation 8	Demonstrate effective interpersonal / human relations skills appropriate to the discipline and/or the occupation <i>Communication</i>
Humanities 9	Demonstrate how a discipline in the humanities influences or reflects cultures <i>Global / Multicultural Perspectives</i>
Humanities 10	Produce, create, interpret or critique works from a discipline in the humanities' <i>Critical Thinking</i>
Humanities 11	Explain why the humanities are important to cultures, communities or individuals <i>Effective Citizenship</i> <i>Global / Multicultural Perspectives</i>
Quantitative 12	Comprehend the content and evaluate the quality of quantitative information <i>Critical Thinking</i>

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Outcome	Ability
Quantitative	13 Use appropriate vocabulary and notation of quantitative methods <i>Communication</i>
Quantitative	14 Analyze and solve qualitative problems using appropriate methods <i>Critical Thinking</i>
Quantitative	15 Interpret and explain solutions to quantitative problem <i>Communication</i> <i>Critical Thinking</i>
Quantitative	16 Perform accurate mathematical operations appropriate to the disciplines and/or the occupation <i>Critical Thinking</i> <i>Information / Technology</i>
Science	17 Demonstrate comprehension of fundamental principles and relationships in the natural sciences <i>Critical Thinking</i>
Science	18 Communicate concepts and issues in the natural sciences <i>Communication</i>
Science	19 Acquire scientific information from appropriate sources <i>Information / Technology</i>
Science	20 Analyze issues, claims, and situations using scientific methodology <i>Critical Thinking</i>
Social Science	21 Demonstrate a broad base of knowledge consistent with current scholarship of human behavior, events, societies, and humanity's place in nature <i>Global / Multicultural Perspectives</i>
Social Science	22 Assess the strengths and limitations of theories and methods used by social scientists <i>Critical Thinking</i>
Social Science	23 Analyze and evaluate the human condition from multiple perspectives <i>Critical Thinking</i> <i>Global / Multicultural Perspectives</i>
Social Science	24 Apply relevant concepts, theories and research to evaluate real-life social issues and generate effective solutions for contemporary social problems <i>Life-Long Learning</i>
Social Science	25 Demonstrate global/multicultural awareness <i>Global / Multicultural Perspectives</i>

APPENDIX 2.6

Outcome	Ability
Information	26 Recognize how information changes one's knowledge base and value system <i>Information / Technology</i>
Information	27 Determine the nature and extent of information needed <i>Information / Technology</i>
Information	28 Access needed information effectively and efficiently <i>Critical Thinking</i>
Information	29 Evaluate information and its sources critically <i>Critical Thinking</i>
Information	30 Identify the ethical, legal, and personal responsibility issues surrounding the access, creation, and use of information <i>Global / Multicultural Perspectives</i>
Technology	31 Identify and effectively use the appropriate technology to achieve a desired outcome or result <i>Information / Technology</i>
Technology	32 Explain the value of technology in one's life and how it can be used effectively <i>Communication</i>
Technology	33 Analyze the ethical and legal issues surrounding access to and use of technology <i>Critical Thinking</i>
Technology	34 Assess the potentials and limitations of technology <i>Critical Thinking</i>

Outcome Assessment

*Clark College
Office of Instruction*

2007-2008 Report

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APPENDIX 2.7

Student Learning Summary

Since the fall of 2006, Clark College faculty have documented student achievement of outcomes in a campus-wide effort. Their work is compiled and recorded in the Outcomes Assessment Office. After two years of project implementation, 143 projects were underway at Clark College with 90 of those complete by early June of 2008. All of the assessment projects are directly tied to the college-wide outcomes and have a connection to the college abilities. A complete report of all of the projects is available online and through the Outcome Assessment office.

By combining the results of individual course and program assessment projects, overall trends become apparent. The following graphs represent student achievement of the College-Wide Outcomes (pg 5) and the Clark College Abilities as of early June 2008.

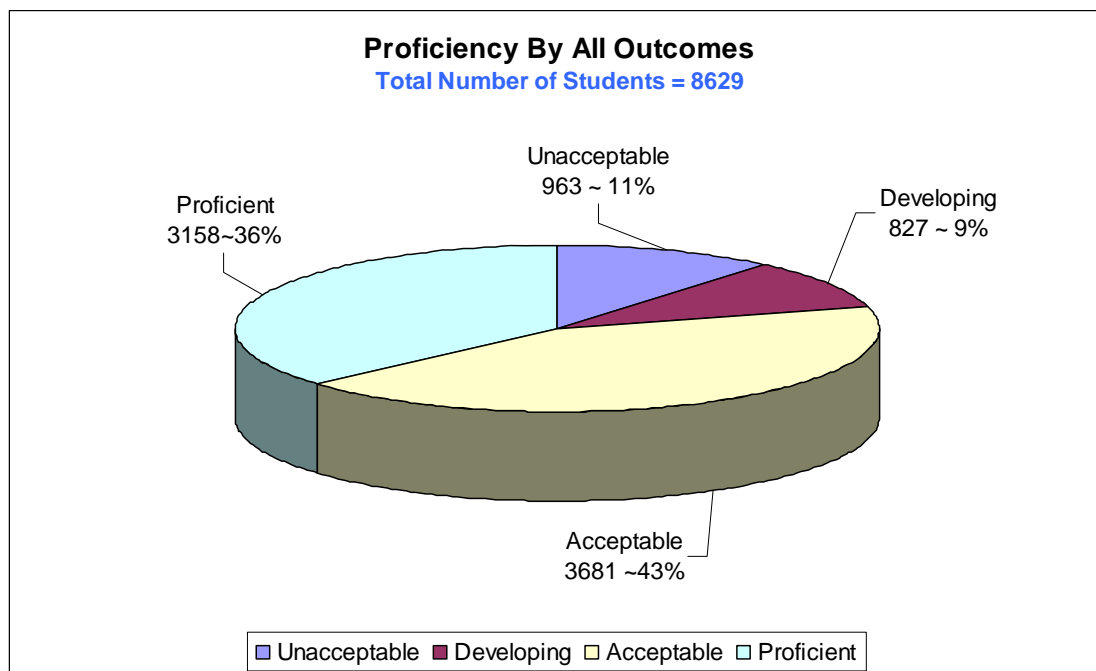
Student data is reported on a rubric with 4 categories:

Proficient Applies knowledge, processes, terminology and conventions to investigate, analyze, synthesize and/or evaluate: ideas, claims, different assignments, problems, and other contexts

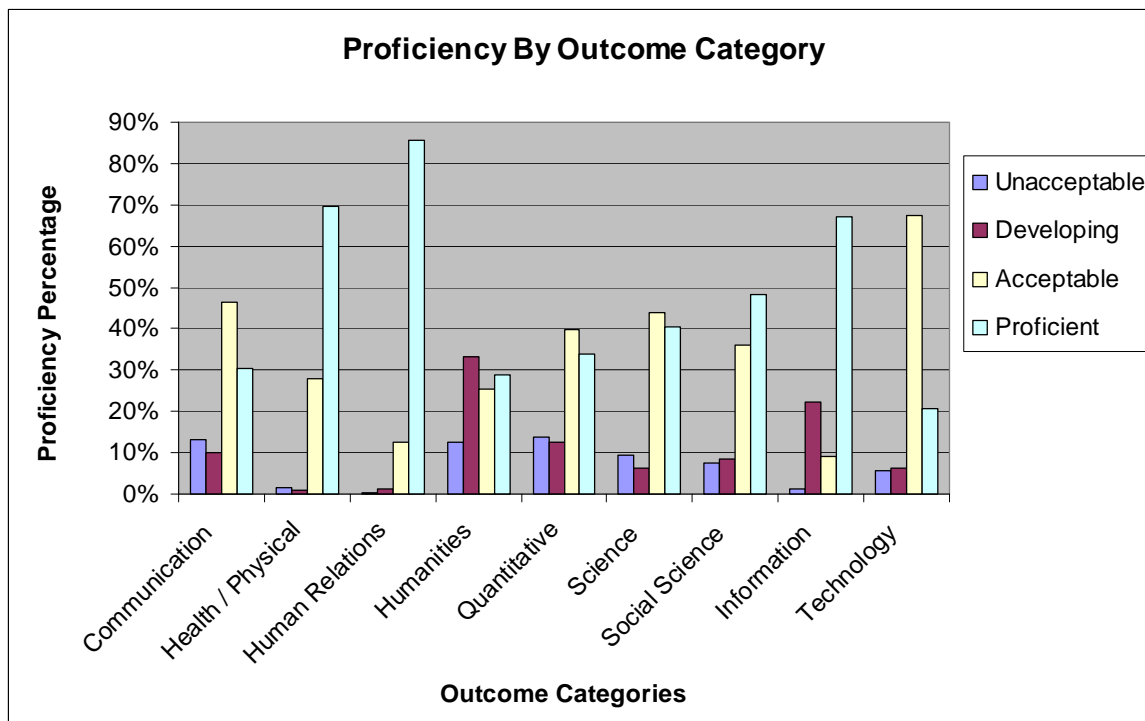
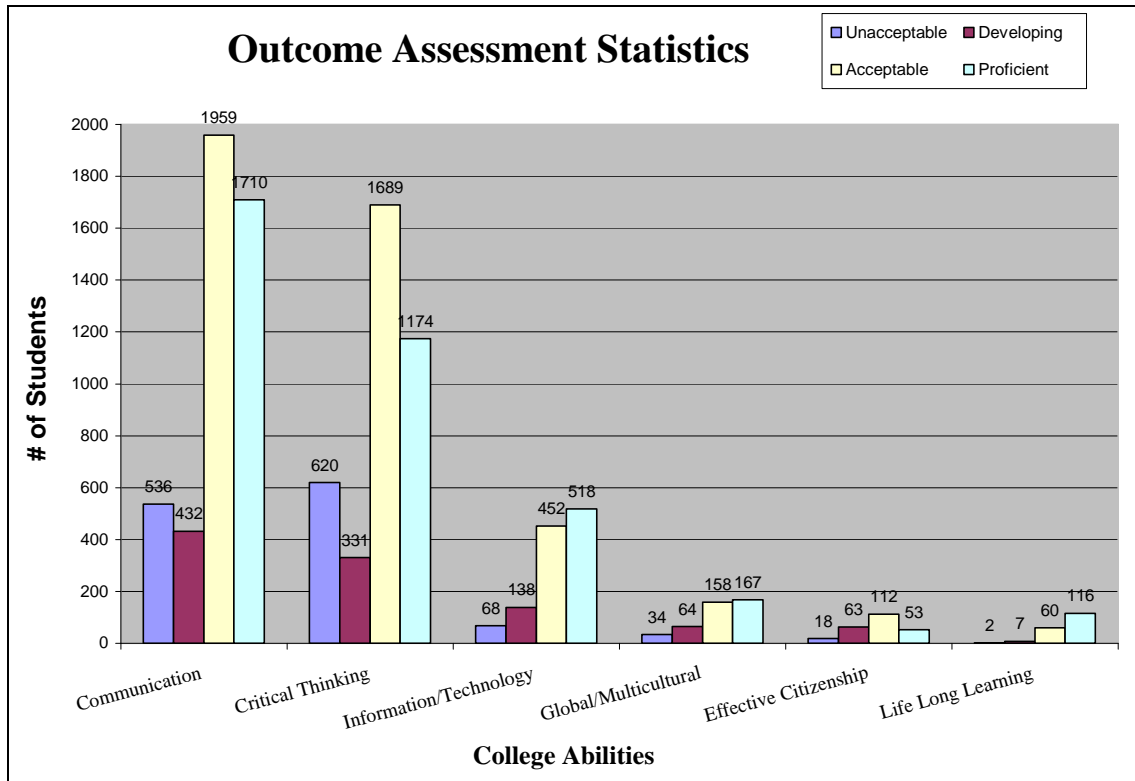
Acceptable Uses knowledge, processes, terminology, technology or conventions to investigate and analyze problems in familiar contexts; some extensions to new contexts

Developing Superficial understanding of knowledge, processes, terminology, technology or conventions in familiar contexts; cannot independently apply knowledge of processes in new contexts

Unacceptable Incorrect use of discipline-specific knowledge, processes, or conventions in familiar contexts



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College-Wide Student Learning Outcomes

COMMUNICATION

- Locate information applicable to task, discipline, and/or occupation
- Synthesize information appropriately
- Present information effectively through written and/or oral communication
- Demonstrate principles of ethical communication in the presentation of ideas
- Demonstrate ability to adapt to a variety of audiences appropriately
- Demonstrate effective oral and/or written communication appropriate to the discipline and/or the occupation

HEALTH & PHYSICAL EDUCATION

- Demonstrate progress toward healthier behaviors

HUMAN RELATIONS

- Demonstrate effective interpersonal/human relations skills appropriate to the discipline and/or the occupation

HUMANITIES

- Demonstrate how a discipline in the humanities influences or reflects cultures
- Produce, create, interpret or critique works from a discipline in the humanities
- Explain why the humanities are important to cultures, communities or individuals

INFORMATION

- Recognize how information changes one's knowledge base and value system
- Determine the nature and extent of information needed
- Access needed information effectively and efficiently
- Evaluate information and its sources critically
- Identify the ethical, legal, and personal responsibility issues surrounding the access, creation, and use of information.

QUANTITATIVE

- Comprehend the content and evaluate the quality of quantitative information
- Use appropriate vocabulary and notation of quantitative methods
- Analyze and solve quantitative problems using appropriate methods
- Interpret and explain solutions to quantitative problems
- Perform accurate mathematical operations appropriate to the discipline and/or the occupation

SCIENCE

- Demonstrate comprehension of fundamental principles and relationships in the natural sciences
- Communicate concepts and issues in the natural sciences
- Acquire scientific information from appropriate sources
- Analyze issues, claims, and situations using scientific methodology

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SOCIAL SCIENCE

Demonstrate a broad base of knowledge consistent with current scholarship of human behavior, events, societies, and humanity's place in nature

Assess the strengths and limitations of theories and methods used by social scientists

Analyze and evaluate the human condition from multiple perspectives

Apply relevant concepts, theories and research to evaluate real-life social problems and propose plausible solutions for contemporary social problems

Demonstrate global and multicultural awareness

TECHNOLOGY

Identify and effectively use the appropriate technology to achieve a desired outcome or result

Explain the value of technology in one's life and how it can be used effectively

Analyze the ethical and legal issues surrounding access to and use of technology

Assess the potentials and limitations of technology

APPENDIX 2.7

Three Year Goals

This year marks the 2nd year of the 3 year plan below. Many tasks are completed or ongoing tasks are moving forward. The final year for this plan is 2008-2009. It is assumed that accreditation recommendations from the fall of 2008 will be used to draft a new multi-year plan for the outcome assessment effort at Clark College.

Outcome Assessment

**Three Year Plan
Fall 2006-Spring 2009**

Goal #1: Support outcome assessment projects across campus.

Initiative	Estimated Completion Date	Status as of 5/08	Responsible Party
1. Increase the number of assessment projects completed and the participation of faculty in assessment on an annual basis.	June each year	17 FT faculty have not documented their participation for the past 2 years – unit liaisons specifically contacted these faculty Sp08	All units
2. Liaison (and committee members) meets regularly with deans and departments to encourage project design and implementation. Department needs for support will be prioritized annually and used for resource allocation decisions.	Ongoing	College Council supported several dept. assessment projects this year Met with deans quarterly	Liaison and IC
3. Maintain electronic resources including addition of assessment methods resources section in 2006-07 to intranet.	Ongoing	Updated except for spring 08 events	OA staff
4. Work collaboratively with distance learning to create resources for online instructors.	Ongoing Dec 08	Collaboration with LERN to offer online assessment conferences in	OA staff and eLearning

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		2008	
5. Develop an online version of the project database.	Sept 07	Access point is available, several faculty and deans are using online access	OA staff, Rick Eaton, & Pat Taylor
6. Provide support on data analysis and interpretation of assessment results.	Ongoing	Unit liaisons are helping with this Analysis is included in all assessment trainings	Liaison, unit liaisons & Inst Researcher

Goal #2: Establish adequate support for faculty to learn more about assessment and emphasize student centered learning.

Initiative	Estimated Completion Date	Status as of 5/08	Responsible Party
1. Help support the Teaching and Learning Center by offering regular trainings and seminars focused on assessment.	Ongoing	Co-facilitated new faculty workshop and spring workshop Assisted faculty fellows with assessment discussion	OA staff and faculty
2. Sponsor and facilitate assessment related sessions during Fall Orientation (Fall Focus on Teaching & Learning).	Each Sept.	Partial day session for Fall Focus in 2008 due to accreditation Focus on assessment with breakout sessions on project design	OA staff and committee
3. Identify funding for part time faculty to participate in assessment work.	June 07	Units offered this funding in 2008 along with some college council funding	IC and Liaison
4. Develop marketing information to promote assessment and provide guidance to faculty. Add email series with links to web page information in 2008-09.	Ongoing	Outcomes in college media Need highlights in 24/7, journal and other venues	OA staff and Graphics Dept
5. Collaborate with TLC to offer follow-up sessions to institutes and workshops such as discussion groups	07-08	Institutes designed to occur over multiple weeks to encourage ongoing discussion Follow-up discussion groups were not implemented	TLC director and Liaison

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Goal #3: Further articulate linkage between assessment program and the Teaching & Learning Center as the TLC develops.

Initiative	Estimated Completion Date	Status as of 5/08	Responsible Party
1. Work collaboratively with Teaching & Learning Center Director to meet identified needs (based on assessment results) in instructional strategies.	Ongoing	Conducted spring workshop and helped facilitate new faculty retreat	OA and TLC
2. Participate in TLC Steering Committee.	Ongoing	Liaison participates	Liaison
3. Support the move to a permanent office location in 2008.	Completed	Move is complete	TLC staff
4. Collaborate to identify staffing needs and requests.	Ongoing	Coordination with TLC director and staff development manager Budget proposal for staffing submitted jointly for 08-09 year	TLC and HR
5. Support the designation of professional development days throughout the academic calendar.	Ongoing	Calendar committee rejected request for 07-08 and for 08-09 Plan to offer events on faculty workdays	Calendar committee

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Goal #4: Address institution-level needs in outcomes assessment.

Initiative	Estimated Completion Date	Status as of 5/08	Responsible Party
1. Assist in the reporting of assessment work for accreditation.	April 08	Completed OA notebook Completed drafts for Std 2 notebook	Liaison
2. Evaluate the role of an e-portfolio program at Clark to address summative assessment for graduating students to compliment our classroom and program level assessment efforts.	June 08	Reviewed e-portfolio options, not ideal for college-wide use at this time Program specific portfolio is in place in dental hygiene	Liaison & sub committee
3. Develop a process to articulate the role of the Clark College Abilities and the College Wide Outcomes.	June 08	Proposal for abilities to serve as college umbrella was proposed at Fall Focus 2007 Strategic Plan Committee is considering using abilities for overall college plan	Dean of P&A, Liaison, Joe Pitkin, Lee Brand, Sub committee Strategic Plan Committee
4. Encourage the inclusion of assessment knowledge and experience in the recruitment, job announcement, and hiring criteria for faculty and administrators and in the tenure process for new faculty.	Ongoing	Job announcements and interviews included assessment experience Need to continue integration with tenure process	President, VPI, HR, Deans, Liaison, tenure committees
5. Systematically incorporate assessment information into program review, CAR process in curriculum committee, curriculum changes in IPT to support institutional effectiveness.	Ongoing	OA committee members on curriculum committee, clarification of assessment and program review committee formed in Sp08 to clarify in Fall of 08 via deans and unit meetings	OA committee members serving on committees, Liaison, Deans

APPENDIX 2.7

6. Create outcomes revision process that involves all relevant stakeholders before changes are approved.	Complete 11/06	Complete – 2 new categories of outcomes were added using new system	OA committee
7. Establish liaison support at the unit level with release time for faculty members to provide direct support to a group of departments	Implemented Spring 2008 Proposed for 08-09	College Council provided funding spring 2008 for unit liaisons – 5 worked spring quarter Budget request was made for 08-09 – listed as priority #11 for one time funding as of May 2008	IC, Cabinet, OA committee, liaison

Goal #5: Participate in initiatives and activities at the state and national level relating to assessment.

Initiative	Estimated Completion Date	Status as of 5/08	Responsible Party
1. Fund faculty attendance at the annual Washington Assessment Conference. a. 2007 in Vancouver, target 40 faculty to attend and 5 minimum to present b. 2008 & 2009 support travel and attendance of at least 5 faculty per year with at least 2 presenters annually. Attendees will present seminar after returning to benefit Clark faculty.	May each year	2007 – 47 attended and 10 presented Conference in Vancouver 2008 – 5 registered to attend, OA paid for 1 attendee, no presenters from Clark College Conference in Spokane	OA staff announce and coordinate logistics OA committee promotes participation
2. Continue involvement in Lumina Foundation Grant Consortium a. Clark representatives attend at June 2007 conference and discussion group with Pierce Community College and Anne Arundel College.	June 08 - Complete	Grant project complete	Lee Brand, Joe Pitkin, Liaison
3. Encourage and support faculty presentations at conferences and assessment publications	Ongoing	Prioritized in 06-07 but not in 07-08 partially due to budget constraints	Liaison with faculty

Fall Focus on Teaching and Learning 2007

In September, full time faculty attended a ½ day session on outcome assessment during the opening fall orientation session for the 2007-2008 academic year. The event emphasized the assessment projects across disciplines that measure student learning and success based on the college-wide outcomes. Eleven faculty presented on assessment work they had completed.

Fall Focus on Teaching & Learning 2007

Agenda

September 18th from 10:30 to 3:30

10:30 -10:50 Fall Focus Opening Remarks

Rebecca Martin

Foster Auditorium

10:50-11:15 The connection between the Abilities and the College Outcomes

Lee Brand and Joe Pitkin

Foster Auditorium

11:30 – 12:10 **Concurrent Sessions**

Hanna Hall

All sessions are designed to apply to broad range of disciplines

Please attend one of the following

1. When a student performs a task, how do I assess student learning?
Marci McReynolds, Theater Hanna 107
2. Assessing student learning gains through pre and post assessments
Deena Bisig, Communication Studies Hanna 120
3. Assessing student skill development using the tools of the profession
Kathleen Murphy & Kathleen Lesley, Medical Radiography Hanna 118
4. Using student surveys to track behavior changes
Lee Brand, Health & Physical Education Hanna 116
5. Information Outcomes and Technology Outcomes – *New in 2007*
Question & Answer Session Hanna 121
Kitty Mackey, Library and Bob Hughes, Computer Technology
6. Getting the big picture: How to coordinate using multiple assessment measures together
Gothard Grey, Physical Sciences Hanna 119

12:30-1:10 Concurrent Sessions

Please attend one of the following and bring your lunch

1. Oral assessment techniques in Spanish and Japanese foreign language classes
Betsy Ubiergo, Spanish & Michiyo Okuhara, Japanese Hanna 105
2. Assessing student learning gains through pre and post assessments
Deena Bisig, Communication Studies Hanna 120
3. Assessing student skill development using the tools of the profession
Kathleen Murphy & Kathleen Lesley, Medical Radiography Hanna 118

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4. Using student surveys to track behavior changes
Lee Brand, Health and Physical Education Hanna 116
5. Department Level Assessment: Lessons learned from the broad assessment of student writing in English 101
Joe Pitkin, English Hanna 121
6. Getting the big picture: How to coordinate using multiple assessment measures together
Gothard Grey, Physical Science Hanna 119

1:30 – 3:30 Department outcome assessment planning time

Spring Workshop

Once again, the assessment committee sponsored a two day faculty development workshop for two days during spring break 2008. Thirty-five faculty members attended and the event was co-facilitated by Gail Liberman, Teaching & Learning Center Director, and Rebecca Martin, Outcome Assessment Liaison. The event combined strategies in teaching and assessment by using collaborative learning models for all workshop activities. The sessions were organized around the levels of cognition outlined in Bloom's taxonomy moving from basic knowledge to analysis and synthesis skills developed through critical thinking. Deborah Fleskes, a part-time faculty member in the chemistry department, facilitated a session on using cooperative learning techniques in the classroom.

Participants at Spring Workshop

Full time Faculty	Part time Faculty	# of Departments	Professional Technical Faculty	General Education Faculty
16	19	18	10	25

Clark College Spring Workshop March 25 and 26, 2008

Agenda

Tuesday, March 25

8:30 Welcome
Introductions
Overview of Workshop

Learning Centered College, Learning Centered Classroom

Break

Identifying curriculum Big Ideas and writing learning outcomes

Strategies for learning basic facts, terminology and concepts

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Lunch

Designing and Evaluating Group Learning

Break

Active teaching methodologies promoting critical thinking

3:30 Adjourn

Wednesday, March 26

8:30 Introduction to themes, response to feedback from day 1

Creating and using grading tools (rubrics & scoring guides)

Break

Student/Faculty Reflection in the Learning Process

Using tests as assessment tools

Lunch

Coordinating all of the pieces

Break

Looking at the big picture: how to use evidence to make changes to our teaching or curriculum

Wrap-up and implementation planning

3:30 Adjourn

New Faculty Retreat & LERN Online Professional Development

The Outcome Assessment Liaison helped co-facilitate the new faculty retreat sponsored by the Teaching and Learning Center in September 2007. Thirteen new faculty attended the retreat and two new faculty guest facilitators helped support the event. The attendees at the retreat continued meeting monthly with TLC Director, Gail Liberman to provide ongoing support during the first year at Clark College.

In partnership with the Teaching and Learning Center and e-Learning, Outcome Assessment sponsored several online workshop sessions for faculty that will continue into the 2008-09 academic year. These sessions were part of the professional development offered by the Learning Resources Network (LERN) and were paid for by Outcomes Assessment.

Attendees for online LERN conferences in 2008 (Total = 43)

Alireza	Aliabadi	Rebecca	Martin
Betty	Barrows	Kanchan	Mathur
Bill	Bland	Carole	Mackewich
Amy	Bratton	Tani	McBeth
Veronica	Brock	Dana	McCutchen
Geneva	Chao	John	Mitchell
Kathy	Chatfield	Kathleen	Murphy
Ericha	Clare	Lynne	Nolan
Holly	Cullom	Melissa	Payne
Leonard	Dixon	Gary	Phillips
Elizabeth	Donley	Peter	Ritson
Shannan	Fasold	Gail	Robinson
Melissa	Favara	Ann	Snyder
Zach	Grant	Sarah	Theberge
Jeanne	Hoff	Dian	Ulner
Julie	Hutchin	Kevin	Vryan
Glenn	Johnson	Katy	Washburne
Gene	Johnson	Lisa	Watts
Sally	Keely	Chris	Wilkins
Gail	Liberman	MaryJean	Williams
Luanne	Lundberg	Tess	Yevka
Carole	Mackewich		

Spring Institute on Assessment

During spring quarter, 27 full and part time faculty gathered every other week to focus on outcome assessment strategies for their classrooms and programs. Rebecca Martin, OA Liaison, facilitated the 10 hours of training. Using a framework provided by Linda Suskie's book, *Assessing Student Learning*, the group developed a foundation for assessment work and created specific tools to use in face to face and online classrooms. The participants and the assessment committee recommended this become a regular offering during fall or winter quarter in future years.

Participants at Spring Institute

Full time Faculty	Part time Faculty	# of Departments	Professional Technical Faculty	General Education Faculty
11	16	18	7	20

Assessment Institute

Agenda Spring 2008

Fridays 2:30-5pm

Day 1 April 18

Suggested Readings from Suskie

The learning – assessment cycle

Ch 1, 2 pg 18-26

What is meaningful assessment and how does it benefit the teacher and the student

The terminology of assessment & writing outcomes

Classroom Assessment Techniques (CAT): Quick and simple assessment tools for regular classroom feedback (bring your Angelo & Cross book if you have one)

Day 2 May 2

Student Panel on Assessment

Creating effective assignments

Ch 8

Student reflection

Ch 9

APPENDIX 2.7

Day 3 May 16

Follow-up on assignments activity

Designing rubrics or grading guides
Involving students in assessment

Ch 7

Option: Read your choice of
Ch 10, 11,12

Divide into groups based on interest: writing tests, online discussions, creating surveys, using portfolios

Day 4 May 30

Using real-life scenarios for authentic assessment

Ch 6 pg 106-114, Ch 14, Ch 16

Using multiple assessment measures to understand student levels of proficiency

Using assessment data to inform your teaching

Assessment Committee

Our seventeen member assessment committee met twice each quarter to offer input on assessment activities. The members represent all of the instructional units including full-time and part-time faculty and administrators from Student Affairs, Planning and Advancement and Instruction.

Committee Member

Department

1. Jacqueline Allen-Bond	English as a Second Language
2. Candy Bennett	Executive Dean of Planning and Advancement
3. Deena Bisig	Communication Studies
4. Rassoul Dastmozd	Vice President of Instruction
5. Roxanne Dimyan	Library
6. Gothard Grey	Physics
7. Miles Jackson	Interim Dean of Social Sciences and Fine Arts
8. Nancy Johnson	Business Technology
9. Lew Lewin	Psychology
10. Gail Liberman	Director of Teaching & Learning Center
11. Rebecca Martin	Biology / Assessment Liaison
12. Chris Milner	Mathematics
13. Bill Monroe	Mathematics
14. Rachel Ruiz	Vice President of Student Affairs
15. Patti Serrano	Business Administration
16. Sylvia Thornburg	Dean of Operations
17. Bill Van Dusen	Director of Advising

UNIT LIAISONS

1. Marylynne Diggs	BEECH Unit
2. Lew Lewin	SOFA Unit
3. Mary Evens	BUS Unit
4. Kay Barnhill Yates	MPSE Unit
5. Brenda Walstead	SHAPE Unit

COLLEGE COUNCIL FUNDED PROJECTS IN 2008

Unit Liaisons

Five faculty members served as assessment resources in their instructional units during spring quarter 2008. The unit liaisons focus was individual faculty support for assessment work. They were responsible for helping faculty members generate assessment ideas, review student information they collected and complete required documentation forms. The liaisons helped to clarify the process of assessment for faculty that had not previously participated in documented assessment projects. The number of projects that were completed and reported during spring quarter increased thanks to the work of these faculty members.

1. Marylynne Diggs	BEECH Unit
2. Lew Lewin	SOFA Unit
3. Mary Evens	BUS Unit
4. Kay Barnhill Yates	MPSE Unit
5. Brenda Walstead	SHAPE Unit

Program Assessment Projects

Two assessment projects focused on career and technical programs this year. The first was an effort to compile updated program outcomes from each degree on campus. Program faculty either revised their outcomes or confirmed their existing outcomes. These were then published to the Clark College website.

The second project, funded by College Council, offered funding to program faculty interested in revising program outcomes and assessments. The Paralegal program and the Data Networking program both participated in this effort. In Paralegal, the department head and adjunct faculty coordinated an effort to align course curriculum with the expectations of the American Bar Association. Individual courses were revised to redefine core outcomes and identify appropriate assessments. The Data Networking program revised its program outcomes to meet the changes in the professional field. Courses were aligned with one another to best sequence to meet the program outcomes.

E-Learning Report

Approval and Purpose

Mission and Goals

Clark College's eLearning department has conducted both primary and secondary research into the distance education market and has identified a segment that is significantly underserved. eLearning at Clark College is uniquely positioned to serve this segment of the market because of its knowledgeable faculty, the quality of its existing college programs and curriculum, and the Clark College name and reputation. The eLearning department embodies process and procedures that are student-centric and increase access to learning.

The program supports the college Mission to "offer accessible, comprehensive education;" "provide services to support student success;" and "foster community partnerships that enhance student learning." The program supports the related Mission Imperatives including "Focus on Learning," "Access to Education," and "Broad-based Partnerships." The goal of Clark College's eLearning program is to provide learners worldwide with access to Clark College academic programs and resources in a sustainable, technology-based learning environment. The eLearning program has positioned itself to offer online services that enhance student access to education by coordination of online programs and services throughout the college and its service district.

Clark College enjoys an excellent reputation in the community for providing quality educational programs; with the addition of a new delivery mechanism, the college is now able to serve more students throughout its service district. With the establishment of a comprehensive eLearning program and online support services at Clark College, eLearning students will be able to complete certificate and degree programs without means of traditional modes of face-to-face instruction.

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eLearning is also partnering with high schools within the Clark College service district to establish College in the High School programs and to support Running Start students. Other strategic partnerships are being established within the college community to include workforce development, career and technical education training, and the academic college transfer programs.

Authorization

The Board of Trustees is given primary responsibility under the law for the educational programs of Clark College District #14 (*RCW 28B.50.140 11, 12*). Specific authority is granted to the Board to modify education, training, and services as needs occur (*RCW 28B.50.020 6*) and to encourage innovation in the development of new educational and training programs and instructional methods (*RCW 28B.50.90 9*).

Development of a comprehensive distance learning program was identified as one of the five Strategic Priorities in the 2004-2009 Clark College Strategic Plan, approved by the Board of Trustees in May 2004.

“The College will develop a comprehensive distance learning program as one method of meeting the educational needs of our growing regional population and staying competitive in the educational environment of the future.”

Beginning in 2004-05, goals and activities for development of the distance learning program have been approved each year of the Strategic Plan’s annual Operational Plan.

Curriculum and Instruction

Educational Offerings

The need to gain approval to move current curriculum from the traditional face-to-face environment to the online environment did not require approval from either the college’s Curriculum Committee or the Instructional Planning Team since the courses and programs had already been approved.

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Technology to deliver eLearning

Products and services provided by or through the eLearning department will include:

- Online services to students and faculty
- Course management software (CMS) training for faculty
- Course development training for faculty
- Interactive Television (ITV) services
- Telecourse services
- Hybrid services
- Teleweb services
- Weekend College services
- College in the High School services
- eLearning course scheduling
- Online orientation for eLearning students

Online services to students and faculty include access to online courses, telecourses, teleweb, and ITV classes via the college and state infrastructure, as well as the K-20 network. Enhancing online course delivery through partnerships with local high schools' digital TV networks will be an ongoing process.

Included in online services to students, in addition to those listed above, are the college services such as admissions, registration, advising, financial aid, library services, and a technical helpdesk via email and phone.

Services to faculty will include online course design and management training, access to technical support via phone and email, and a variety of other online college services.

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Course management software training currently focuses on training faculty how to effectively use and implement the new tool into their classes. Faculty are being trained to use the course management software in a variety of class settings to include:

- Face-to-face: classroom enhancement
- Hybrid: combination of face-to-face elements and online elements
- Online: delivered completely online with no required meetings
- Teleweb: combination of Telecourse and online elements
- Telecourse offerings and ITV classes will have training elements as well to ensure consistent online delivery methods are used in these mediums.

Course development training focuses on the pedagogical side of online course development. Trainings focus on effectively designing and developing curriculum for online delivery.

ITV services are the responsibility of the eLearning department to ensure a consistent online delivery format is followed as well as to enhance eLearning opportunities to a variety of clients throughout the college's service area. It is the intent to enhance course offerings district wide so that classes can be offered in a variety of locations.

Telecourses are also serviced out of the eLearning department. The eLearning department has moved from the current TV ETC (Local Educational Service District Cable Programming) contract to a streaming video and DVD checkout service to ensure telecourse videos are available for the students in a myriad of modalities. The telecourse mode of delivery will be evaluated to ensure its viability in the coming years.

The eLearning department coordinates with each of the college units to ensure that the scheduling of eLearning classes meets the requirements of the college and degree offerings. This

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includes managing online program growth and ensuring faculty new to online course delivery are trained and ready to develop and teach online courses.

An online and live orientation for eLearning students has been developed to ensure student success in online courses. The orientation courses focus on how to navigate through the course management system, where to find and use online college services, and how to access and use the college library from off campus.

Planning

Student expectations of flexible learning options are driving the needs of colleges to develop complete online programs that deliver quality programs and college services totally online. The ability for a student to complete an entire degree online is also causing accreditation agencies to take a closer look at these programs and offerings. It is becoming critical for colleges to provide students “any time any place” options to reduce educational barriers and support mission priorities.

According to the Washington State Board for Community and Technical Colleges, internet-based classes in the community and technical college system are filled to capacity, and Clark College is no exception. Expanding these programs requires more faculty training in how to teach online and careful coordination of course offerings across all levels of the higher education system.

The target population for Clark College’s eLearning program is primarily students within the college’s service area. Most of the eLearning students may not necessarily be geographically distant; they may tend to be temporarily distant, as work, family, and other obligations do not allow these students to maintain a regular schedule of traditional classes.

Within the same target population are students who intend to complete a complete a two-year transfer degree. Clark College will offer a complete online Associate in Arts transfer degree option to meet this growing demand.

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Another local target market is the school districts located within the Clark College service area. Creating partnerships with the local high schools that allow for dual enrollment, Running Start programs, and College in the High School will benefit the community, high schools, and Clark College.

While the majority of the eLearning students may be local students, the program also markets to students who are geographically distant. Faculty members teaching online courses will need to accommodate geographically distant students who may enroll in their classes (no required live meetings).

The eLearning department, in conjunction with the instructional units, has developed and utilized a program and course evaluation process by which online course and online programs can be evaluated on an annual basis to ensure both faculty and student success.

Online student and faculty surveys and evaluation forms are being created to gather information about the online program effectiveness and customer satisfaction.

It is intended that the eLearning program will grow at a steady, yet manageable, rate during the first three years. National research shows that newly formed eLearning programs grow at a rate of between 25% and 35% during the first three years. As Clark College continues to place entire degrees and certificates online we are realizing this growth.

In order to meet the needs of future online students, the growth of eLearning will be dependent upon meeting a variety of student needs in a responsive and effective manner. Ensuring there are services available online for students who choose to take courses from a distance is imperative to the success of the eLearning program at Clark College. The eLearning department will work closely with all departments, programs, and services at the college to encourage their movement towards provision of an online service component.

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Ensuring the college infrastructure is ready to support a total eLearning program will also be evaluated. The eLearning department is working closely with the Information Technology director to assure that the demands on the network are monitored and can meet the current and projected demands. The technology that will change the way online courses and programs are delivered include video and audio streaming and live videoconferencing from the desktop.

In addition to the infrastructure needs, the eLearning department is working in conjunction with the IT department in the establishment of a portal system to ensure course management systems and online services are made available to students in a timely manner.

Coordinating the transfer degree with the Washington State University system to ensure they accept complete online degree offerings from Clark College is also the task of the eLearning department. Establishing an articulation agreement with WSU and other four-year universities within the region will ensure the eLearning program will grow and flourish, and students will be able to complete their educational goals by transferring to a four-year institution.

Finally, a marketing plan has been developed to ensure our eLearning program is recognized as a leader in distance education among students and other colleges in Southwest Washington, Northwest Oregon, and throughout the state, country, and world.

Timetable

Distance Learning has been offered at Clark College through a variety of modes since the early 1990's. In the fall of 2000, Clark College announced a moratorium on the development of Distance Education classes in order to evaluate and systematically plan for the future of distance education at the college.

In 2004, the college identified the need to offer a comprehensive Distance Education program as one of the Strategic Priorities in its 2004-2009 Strategic Plan. A new Distance

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Education department was established in 2005 with the hiring of a new Distance Education Director.

A Distance Learning five year Business Plan was created that would help guide the college in the delivery of a complete online degree program and provide timely development and training to faculty. In 2006 the Distance Learning department developed the capacity to offer a complete online degree three years ahead of schedule. Also in 2006, Distance Learning re-branded itself to eLearning in order to better delineate the program's services. Currently, in the year 2007, the eLearning department continues to grow the college's online and e-offerings.

Library and Information Resources

In 1999, the Commission on Colleges of the Northwest Association of Schools and Colleges revised accreditation standards with a new emphasis on distance learning and on each college's expanded responsibility to distant learners. This new language includes the following statement:

“The institution ensures that students have access to and can effectively use appropriate library resources.” (Standard 2.6.j.)

The Library Media Directors Council offers the following guidelines to assist Washington community and technical colleges in developing services in support of distance learning and in compliance with the associated standards:

- Community and technical colleges will provide library media instruction, resources, and services to distant learners that are analogous to those provided to on-campus students and instructors.
- The college that enrolls the student is responsible for adherence to standard 2.6.j.
- Students and faculty involved in distance learning will typically require non-traditional services that necessitate a dedicated effort to achieve adherence to this standard.

Equitable access to information resources.

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- Educating users to effectively locate, evaluate, and manage information.
- Providing access to catalogs and indexes of the Library Media Centers' collections.
- Providing access to electronic resources.
- Delivering books, videos, copies of articles and other physical materials promptly.
- Facilitating loan of materials from other libraries.

Collaboration between librarians and course instructors.

- Integrating information literacy and research abilities into the course curriculum.
- Developing the services required for a course.
- Identifying the resources required for student success in the course.
- Reference service to all students and faculty
- Subject and literature searches on course topics
- Equitable access to equipment and media production support
- Systematic performance assessment

Faculty Support

Faculty

At the present time, the eLearning program is growing due to the number of full and part time faculty who are interested in teaching using Blackboard. Faculty are finding this to be a viable tool to aid them in finding new and innovative ways to facilitate learning.

The eLearning program has been offering numerous trainings for faculty members who utilize the Blackboard platform in their face-to-face courses, teaching hybrid courses, or purely online courses. These trainings have proven successful to the faculty who are continually striving to create better learning environments for their students. The eLearning department has provided many professional development opportunities for faculty who teach online.

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The Clark College Association of Higher Education (AHE) Agreement provides the framework for recruitment, hiring, and compensation of all faculty members at Clark College. Faculty who teach online are required to demonstrate the same qualifications and credentials as faculty who teach traditional face-to-face classes. Online faculty are hired and evaluated in the same manner as other faculty members. The compensation for faculty who teach online is identical to those who teach in the traditional classroom.

Staff

Currently the eLearning department employs a Director, an Administrative Assistant, a Secretary Senior, an Instructional Designer, and a Blackboard Administrator—all of whom are essential to the delivery of online based education. As the eLearning department has grown over the last two years, it has become apparent that the staffing needs will continue to grow.

Student Services

In 2005-06, the Vice President of Student Affairs at Clark College established a Student Affairs Online Task Force to develop an online support system for eLearning students that included registration, financial aid, advising, career information, and transfer pathway services, which were in line with the 2005-06 strategic initiative goals. The findings of this task force have helped to inform the college of the needs of eLearning students.

Admissions and registration. The Admissions department has implemented procedures to meet the growing population of eLearning students. Since the inception of eLearning there has been a 63% growth for the total student body using online admissions services. With the growth of eLearning, online registration has risen 86%.

Financial Aid. While the implementation of online payment processing and financial aid funds distribution is underway, the Financial Aid department has all documents that may be required available online for both eLearning students and campus based students.

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Testing. Although testing is performed in Washington with the use of software that requires proctoring, testing and assessment have been made available online with the intention of improving overall services to the eLearning student.

Advising. Currently the advising department at Clark College is providing services to eLearning students in the form of a dedicated email account and phone number. There is an advisor available to provide services to students who are at a distance. The college is in the process of providing electronic educational planning tools to all students. Within the next year the state of Washington will have in place an electronic advising system to provide colleges a tool to communicate and advise students online.

Disability Services. The Director of Disability Services believes that anything that can be, is, and always has been, available online. The impact of students at a distance has not been an issue. There has been no case where a disabled student has not been able to come to the department as needed. Because of confidentiality clauses and the concern of assuring that the student is in fact who they say they are, it is preferable that they come in face-to-face to reinforce their legitimacy. However, if there was a need for alternate means it would be addressed and resolved. To accommodate the students even further, the Disability Services department will be working with the eLearning department to create a location on the management system for the online environment that will contain as much of the services provided as possible. The Director of Disability Services attested that the Director of eLearning has actually made education accessible to all students—which is the biggest impact.

Bookstore. In 2006, the bookstore processed 1,424 orders and approximately 50% of these orders were mail orders—an indication that the whole student body is taking advantage of the processes initiated.

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Overall, the additions made to the standard services that have been provided to benefit students at a distance have increased the efficiency for the rest of the student body.

Facilities and Finances

Since its inception, the eLearning department has provided training and support of all faculty members. This includes those who use Blackboard to either teach totally online, as a hybrid model, or to support their face-to-face classes. The current eLearning facility consists of the following areas which total 950 square feet:

- Reception area
- Director's office
- Instructional Designer's office
- Systems Administrator's office
- Instructional Technologist's office

In the past two years, eLearning has grown over 500%. This extraordinary growth has placed great strains on the eLearning staff and facilities. Currently the eLearning department is located in a space that has quickly become inadequate for the growth the department is experiencing. The area is also the training and design facility for every faculty member and every course that uses Blackboard. At the present time, this space does not adequately support large scale training and production services.

In the future, the eLearning department will require at least 2,500 square feet of space for offices, computer labs and production labs. eLearning is part of the current Clark College Facilities Master Plan. It is anticipated that new eLearning facilities will be available in the future to ensure there is adequate room for training and production facilities.

Equipment

APPENDIX 2.8

Clark College uses Blackboard to support its eLearning program. Currently all equipment is located off site in Washington D.C. Blackboard hosts our servers and performs all maintenance and backups as needed.

Currently, technical support for faculty and students is provided through the eLearning department. The Systems Administrator is the main point of contact during normal business hours for technical support. After hours and on weekends, the director assumes responsibility for all technical support related matters.

Budget

The eLearning department was provided a budget beginning in fiscal year 2004-05. Prior to this time there was not a set budget for eLearning. Budgeting for eLearning was part of the Social Sciences and Humanities Unit and eLearning fees were collected as a means to offset costs to the Social Sciences and Humanities Unit.

Current Funding

The college supports the eLearning department by providing state dollars to pay for current and future staffing levels along with ongoing budget considerations. The eLearning budget also includes any and all DL fees associated with online, telecourse, teleweb, and hybrid courses. The eLearning fee account is part of the overall eLearning budget and these fees help offset the operational costs for this college wide program, including;

- Course Management System (CMS) yearly licensing costs
- Faculty training incentives
- eLearning conferences
- Licensing fees
- eLearning department staffing
- eLearning Marketing

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- Marketing Costs

First year start-up costs were offset by a onetime infusion of monies from the college fund balance. These funds helped purchase the CMS that the college uses to deliver online courses, hybrid courses, teleweb courses, and to supplement traditional course offerings. Ongoing licensing costs for the course management system will be paid through the eLearning budget.

A comprehensive budget was established during the 2005-06 year to ensure the continued growth and viability of the eLearning program. This budget was implemented during the 2006-07 year.

Future Funding

The eLearning program not only has state funding and revenue from dedicated fee funds to maintain a viable program, but other funding opportunities will be aggressively sought out. The research of possible grant funding and eventual grant administration is a high priority for the eLearning program. This level of funding will not only ensure a viable eLearning program, but will also help to ensure eLearning is successful in meeting the college-wide Mission Imperatives highlighted earlier in this document.



Standard Three

Students

STANDARD 3



APPENDIX 3.1

TABLE 2
Student Affairs Staff Profile

(Data requested may be provided in computer format compatible to the institution's data information system.)				
	Professional	Support	Student	Other
Female	18	80	38	57
Male	6	7	10	13
Degrees: PhD, EdD	2			
MD, JD, MSW				
MA, MS	20	4		7
BA, BS	2	25		27
AA, AAS, Certificate, etc.		23	2	33
Years Experience in field: None			18	
Less than 5	1	42	30	37
5-10	7	22		16
11-15	10	13		7
16-20	1	7		4
More than 20	5	3		6
Full-time: 9/10 months	4			2
12 months	17	57	10	
Part-time: 9/10 months	3	5	18	13
12 months		25	20	55



2007-08

STUDENT *Handbook*

Clark College *The Next Step*





Phone NUMBERS

Admissions	2107
Adult Basic Education/ESL	2741
Advising	2345
Affirmative Action/ Equal Opportunity	2355
Assessment & Placement Testing	2588
Athletics	2691
Bookstore.....	2149
Career/Employment Services	2155
Counseling Services.....	2345
Cashier	2177
Community Ed	2739
Credential Evaluations.....	2805
Dental Hygiene	2158
Disability Support Services.....	2314
Discrimination/Harassment	2355
eLearning.....	2654
Facilities Use.....	2713
Financial Aid.....	2153
Fitness Center (Thompson).....	2808
Food Service.....	2304
Gallery, Archer	2246
Health Services.....	2264
Information	2000
International Students/Programs	2495
Library.....	2151
Lost and Found	2437
Mature Learning.....	2213
Registration Office.....	2183
Running Start	2842
Security	2133
Student Life & Multicultural Student Affairs	2441
Peer Mentor Program.....	2284
Tutoring/Writing Center	2253
Volunteer Adult Literacy Tutoring.....	2750

MAIN CAMPUS

360-992-2000

OFF-CAMPUS OFFICES

Town Plaza Center:

360-992-2741

Clark College at WSU Vancouver:

360-546-9779

EMERGENCY

Life Threatening: Dial 92, listen for dial tone, call 911, report emergency. Next, call Campus Security x2133.

From Pay Phone

Dial 911 first. Next call Campus Security at 360-992-2133.

Non-Life Threatening

From Campus Phone: Dial 2133
From Pay Phone: Push "Security" button

FAX

Registration Office
360-992-2876

WEB ADDRESS

www.clark.edu

MAILING ADDRESS

If you wish to send materials to the college, please use the following address:

Registration Services
Clark College
1933 Fort Vancouver Way
Vancouver, WA 98663-3598



Clark College *The Next Step*

Welcome to Clark College.



PRESIDENT'S MESSAGE

What makes a college great? I've been thinking a lot about that question as Clark College prepares to celebrate its 75th anniversary.

First, it's about people. Our faculty and staff are outstanding. They are professional and dedicated and absolutely committed to your success. That combination creates a welcoming and supportive environment for you to do your very best academically.

It's also about classes. Clark offers a broad range of programs and courses to meet your needs. Our programs are created in partnership with local businesses and industry groups to ensure that our student receive the kind of training employers need. If you're looking for new ways to learn, consider taking one of the many classes offered through our eLearning department.

It's about how you feel when you're here. Our beautiful main campus is located on 80 acres in Vancouver's Central Park. Take a break between classes to gather around the fountain, stroll through our historic cherry trees, or take in a great art exhibit at Archer Gallery. Don't forget the amazing array of events that take place in the Penguin Student Union and Gaiser Student Center throughout the year.

Most of all, a college is great because of its students. Everyone who comes to Clark College has their own dreams and goals. You make Clark College unique. You make us great. We are proud to have you as a member of the Penguin Nation.

Robert K. Knight
Interim President
Clark College



CLARK COLLEGE VISION STATEMENT

Clark College, a respected leader in Southwest Washington, will be nationally recognized for our commitment to student success and excellence in teaching, empowering learners to enrich the social, cultural and economic vitality of our region and the global community.

CLARK COLLEGE MISSION STATEMENT

Clark College provides opportunities for individuals from diverse backgrounds to pursue their educational goals. The College offers accessible, comprehensive education; provides services to support student success; and fosters community partnerships that enhance student learning. The College focuses on professional/ technical training, academic transfer, pre-college and basic skills, personal development and cultural enrichment.

MISSION IMPERATIVES

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 a high quality, innovative education and services that foster student success in achievement of their stated goals. Members of all employee groups will be provided with opportunities for professional development.

Access to Education

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

Respect for Differences

The College will demonstrate a respect for differences and an appreciation of multiple perspectives. The campus environment will be governed by open communication and shared decision-making, and programs and services that support the needs of diverse populations.

Workforce Development

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

Broad-Based Partnerships

The College will establish and maintain internal and external partnerships that support student learning, shared community resources, increased educational opportunities and shared governance. Partnerships will be fostered externally with education, business and industry and other community groups, and internally as cross-collaborations among students, faculty, disciplines and organizational units.

Management Excellence

The College will make strategic decisions in the distribution of limited resources and implement processes that enhance quality, demonstrate effectiveness and ensure public accountability. The College will provide high quality facilities and equipment, a healthy technology infrastructure and well-designed support services.

GENERAL INFORMATION

History

Clark College was founded as a private junior college in 1933. Vancouver's historic Hidden House served as the first campus through 1937 and initial accreditation was granted in 1936-37 following a visit by professors from the University of Washington. The College occupied four different facilities within the city during the next two decades and in 1951 an evening program began in the Applied Arts Center, the first building on the current 80-acre campus in Vancouver's Central Park.

Clark College first received state financial support in 1941. Five years later, the College was placed under the general supervision of the State Board of Education with the Vancouver School Board serving as its policy-making body. In 1967, the Washington State Legislature created a state system of community college districts. Clark Community College District No. 14, one of 32 Washington community and technical colleges, serves residents of Clark, Skamania and west Klickitat counties. The College is governed by a five-member board of trustees appointed by the Governor.

Accreditation

Clark College is accredited by the Commission on Colleges and Universities of the Northwest Association of Schools and of Colleges and Universities. The Associate Degree Nursing Program is accredited by the National League for Nursing Accrediting Commission. The Dental Hygiene Program is accredited by the Commission on Dental Accreditation. Clark College is a member of the American Association of Community Colleges and the Northwest Association of Community and Technical Colleges. Several of the college's professional/technical training programs also have received industry certification.

College-wide Abilities

Clark College has identified six college-wide abilities that help students apply what they learn. The core abilities are taught across the curriculum and students continually practice and improve their skills in the six areas.

- ❖ **Communication:** The ability to understand and deliver written, spoken and visual communication clearly and accurately.
- ❖ **Critical Thinking/Problem Solving:** The ability to formulate, evaluate and synthesize facts, data, ideas, assumptions, values and points of view.
- ❖ **Effective Citizenship:** The ability to identify community issues, evaluate and respect various opinions and values, and articulate one's own perspective.
- ❖ **Global/Multicultural Perspectives:** The ability to identify, analyze and demonstrate how culture shapes world perceptions, values and behaviors.
- ❖ **Information/Technology:** The ability to identify resources, retrieve and manage data, interpret, evaluate and use information, and adapt to changing technologies.
- ❖ **Life-long Learning:** The ability to set and revise goals, access resources and assume responsibility for one's own learning.

NOTICE OF NONDISCRIMINATION AND EQUAL OPPORTUNITY

Clark College affirms a commitment to freedom from discrimination for all members of the College community. Clark College expressly prohibits discrimination against any person on the basis of race, creed, religion, color, national origin, sex, age, sexual orientation, marital status, the presence of any physical, sensory or mental disability, or status as a disabled or Vietnam era veteran. The responsibility for, and the protection of, this commitment extends to students, faculty, administration, staff, contractors, and those who develop or participate in College programs. It encompasses every aspect of employment and every student and community activity.

Discrimination is prohibited by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Age Discrimination in Employment Act Amendment of 1978, Vietnam Era Veterans Readjustment Assistant Act of 1974, Equal Pay Act of 1963, Executive Orders 11246 and 11375, and federal and state statutes and regulations.

CULTURAL PLURALISM

Clark College is strongly committed to cultural, ethnic, and racial pluralism – a commitment which means that individuals representing different cultural, ethnic, and racial communities interact in a dynamic and collaborative way while maintaining and valuing their differences. This interaction produces an environment in which different perspectives are equally valued and utilized in the decision-making process. The College community believes that the future depends upon the promotion of such positive interaction. Therefore, the College resolves that cultural pluralism is and will continue to be an institutional priority.

DRUG AND ALCOHOL ABUSE POLICY

The college maintains a drug-free environment and campus in accordance with the Federal and State policies. Prohibited acts include, but are not limited to:

1. Furnishing, purchasing, sale, possession, or consumption of alcoholic beverages (as defined by Federal or State law) on college-owned or controlled property, or at a college or student organization supervised function. When these acts occur with the prior permission of the Board of Trustees or its authorized designee and under a permit issued by the State of Washington Liquor Control Board or its designee, they shall not constitute a violation of this provision. Being demonstrably under the influence of alcoholic beverages is a violation in any case.
2. Possession, consumption, or furnishing of any narcotic or dangerous drug, or being demonstrably under the influence of drugs as defined in Chapter 69.41 RCW as now law or hereinafter amended, except when use or possession is prescribed by an authorized individual under that statute.

SEXUAL ASSAULT POLICY AND PROCEDURES

Victims of a sex offense at Clark College should contact Vancouver Police Department by calling Emergency 911 (from a campus phone, dial 91-911, from a pay phone dial 911) immediately and then contact the Clark College Security/Safety Department at 992-2133 (on-campus 2133). An Officer will respond to the location to be with the victim to provide assistance until the police arrive.

Victims of a criminal sexual assault on the college campus should not attempt to clean themselves or tamper with any evidence until the proper law enforcement agency can be contacted. Victims should not take showers, use a tampon, or change clothing until the appropriate law enforcement agency is contacted and an incident report and medical examination are completed. The clothing and examination by a qualified physician are important evidence that should be preserved to prove that a sexual assault has occurred and to help with the successful prosecution of the offender.

Victims have the option of contacting the Vancouver Police Department or the college Security/Safety Department. If the Security/Safety Department is contacted first, they will assist in notifying the proper authorities.

Sex offense educational materials are available in Health Services and Student Support Services. After an alleged sex offense, academic situations will be changed upon request, if reasonable alternatives are available. Disciplinary procedures and sanctions for sex offenses are prescribed in the Student Code of Conduct or employee contracts/personnel rules, as applicable.

The college's Health Services (campus extension 2264 and pager 735-6137), and Student Support Services (campus extension 2366) are located in Gaiser Hall. Counseling services and/or referrals are available in these offices.

CODE OF STUDENT 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.

APPENDIX 3.2

- ❖ 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.]

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.]

WAC 132N—120 030 Definitions.

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

1. “Academic dishonesty” means plagiarism, cheating on classwork, fraudulent representation of student work product, or other similar act of academic dishonesty.
2. “Alcoholic beverages” means liquor as defined at RCW 66.04.010(15) as now or hereafter amended.
3. “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.
4. “ASCC” means the associated students of Clark College as defined in the constitution of that body.
5. “Board” means the board of trustees of Community College District No. 14, state of Washington.
6. “President” means the president of Clark College and Community College District No. 14, state of Washington.
7. “College” means Clark College and any other community college centers or facilities established within Washington State Community College District No. 14.
8. “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.
9. “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.
10. “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.

APPENDIX 3.2

11. “Controlled substance” means and includes any drug or substance as defined in chapter 69.50 RCW as now law or hereafter amended.
12. “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.
13. “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.
14. “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.
15. “Committee on student conduct” means the judicial body provided in this chapter.
16. “Trespass” means the definition of trespass as contained within chapter 9A.52 RCW, as now law or hereafter amended.
17. “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.
18. “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.]

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 vice president 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.]

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).
 - 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.]

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.
 - 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 individuals 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 their official capacity as such.
 - c. Refusal to provide identification. Refusal to provide 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 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.]

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

The vice president of student services or 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 vice president of student services or 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.]

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 vice president of student services or 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 vice president of student services or designee(s), with copies placed on file in the office of the vice president of student services. 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 vice president of student services or 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 vice president of student services 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 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.]

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 vice president of student services in writing. The allegation shall state specifically the alleged violation and summarize the supporting evidence. The vice president of student services or designee will be responsible for gathering information and documentation in the investigation of the allegations. Disciplinary

proceedings will be initiated by the vice president of student services or 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 vice president of student services or 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 vice president of student services from making a decision and imposing or recommending sanctions. The student will be informed of which provision(s) of the rules of conduct the student is charged with violating, and what appears to be the range of penalties, if any, that might result from disciplinary proceedings. The vice president of student services 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 vice president of student services 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 the 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 vice president of student services 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.]

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 vice president of student services 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 vice president of student services or 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 vice president of student services. 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.]

WAC 132N—120 100 Committee on student conduct.

1. The committee on student conduct shall be convened by the vice president of student services 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 vice president of student services, and one alternate appointed by the president of the college (two-year appointment).
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.]

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 them and be informed of the identity of its source; and
 - b. Present evidence and argument in their 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 vice president of student services; 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. 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 them 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.]

WAC 132N—120 120 Recordkeeping.

1. The vice president of student services 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 vice president and not appealed.
2. Final disciplinary actions shall be entered into student records, provided that the vice president of student services 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.]

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 the student 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 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.]

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 vice president of student services 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 their 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.]

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 so chosen, exercised the student's right to appeal. However, if the vice president of student services or designee(s) has cause to believe that any student:
 - a. Has committed a felony; or
 - 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 vice president of student services or designee.
3. After review, the vice president of student services shall issue a written decision continuing, modifying or rescinding the summary suspension and/or taking any further disciplinary action that they 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.]

WAC 132N—120 160 Suspension for failure to appear.

The vice president of student services 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.]

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 vice president of student services; and
 - b. The student has been officially notified of the outcome of the 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.]

WAC 132N—120 180 Final decision.

The president or designee(s) shall review the findings and conclusions of the vice president of student services 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.]

Grievance procedures for student conduct disciplinary action:

See Code of Student Conduct in Student Catalogue for full policy or online at http://www.clark.edu/about_clark/policies/student_code.php

A student may appeal a disciplinary action assigned by the Student Conduct Officer by filing a written request with the committee on student conduct, within ten days after the mailing of notice of the disciplinary action stating one of the following grounds for the appeal:

APPENDIX 3.2

- (a) A procedural error
- (b) New evidence
- (c) The decision was not supported by substantial evidence
- (d) The severity or appropriateness of the sanction(s).

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

- (a) Disciplinary action taken by the Student Conduct Officer may be appealed by filing a written application for a hearing 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.

GRADE CHANGE/ACADEMIC APPEAL PROCEDURES

(Refer to Grade change/Academic Policy in Student Catalogue or online at http://www.clark.edu/about_clark/policies/grade_appeal.php)

An academic appeal refers to a claim by a student that a specific grade assigned to the student by an instructor is unfair.

The student must file a written complaint within 90 calendar days after the course has ended. Grade appeal process forms are available through the instructional deans' offices or the Office of Instruction.

Students having complaints relative to academic performance evaluation should follow the steps below:

Step 1: The student should complete a grade appeal process form and discuss the complaint with the instructor. If the complaint is not resolved, proceed to Step 2.

Step 2: The student should speak to the appropriate division chair. The division chair must notify the student within 15 working days of the resolution after the meeting with the student. If the student is not satisfied with the resolution, the student should proceed to Step 3.

Step 3: The student will provide a written statement describing the nature of the appeal to the instructional dean or supervisor. A meeting will then be scheduled with the student, the instructional dean or supervisor, and the instructor to discuss the appeal. A decision by the dean or supervisor will be made within 15 days of the meeting. The decision of resolution of the dean or supervisor will be final and cannot be appealed further.

ACADEMIC HONESTY

Clark College takes academic honesty very seriously. It is a breach of the Code of Student Conduct for a student to submit any work product that the student fraudulently represents to the faculty member as the student's work for the purpose of fulfilling any assignment or task required by the faculty member as part of the student's program of instruction. Students who are referred to the Student Conduct Officer for any offense related to academic honesty are subject to the full range of disciplinary sanctions.

SERVICES FOR STUDENTS

Bookstore

The Bookstore carries required and optional materials for Clark classes, including those located at WSU-Vancouver. The Bookstore provides many services to assist students including online ordering and book reservations, in-store and financial aid book holds, book buyback, gift cards, special orders, computer software sales, copy and fax services, student IDs, bus passes and much more. For more information go to www.clarkbookstore.com.

C-TRAN Bus Passes/C-VAN Service

Clark College students may purchase a C-TRAN BackPASS bus pass endorsement with their student ID card for an additional \$12 per quarter. The endorsement provides free bus transportation throughout Clark County. The deadline to purchase a BackPASS for each quarter is six weeks following the first day of the term. Passes are sold through the Clark College bookstore. C-VAN service is available at a reduced rate to students with disabilities; for information call the C-VAN Paratransit Service at 360-695-8918.

Cannell Library

Cannell Library provides students with a comprehensive range of academic resources and excellent library instruction. Students research using the Cannell Library Web page, a book collection of over 65,000 book titles, and a variety of full-text periodical databases. Because Clark is a member of both the PORTALS and ORBIS Cascade Alliance consortia, Clark students have borrowing privileges at over 30 academic libraries across Washington and Oregon. Cannell's state-of-the art catalog makes this possible. For more information about the library please go to <http://www.clark.edu/Library>.

Career Center

The Career Center, in the "T" Building room 155, offers a multi-media library of information about occupations, education, training, and job search techniques. You'll also find a computerized career guidance system and access to the Internet for career research. Staff are available to assist students using these resources.

Child Care

Child care services are available in the Child and Family Studies Program located on the north end of campus. Services are provided for children of Clark College students, faculty, staff and local community parents/caregivers. Children ages 16 months to 10 years may be enrolled. Students should call the Child and Family Studies Program to arrange a tour. Day and evening care is available.

Computer Labs

Students enrolled in credit classes may use the open computer lab facilities at Clark College. Student logins are required. Open computer labs are located at the following locations:

- Bauer Hall, Room 105
- Cannell Library, Room 203
- Scarpelli Hall, Room 023 & Room 135

Cooperative Education

Cooperative Education is an academic program that combines practical work experience with related coursework. Students can earn one (1) to five (5) college credits for learning that takes place in either volunteer or paid work experiences. Approval of co-op credits for existing jobs must be requested through the co-op instructor. The co-op director is in the “T” Building, room 170.

Counseling

Counseling faculty assist students with personal and academic issues, as well as career exploration. Counselors are located in the Counseling Center and in Health Services.

Disability Support Services

Clark and Disability Support Services (DSS) are committed to assuring Clark College, its services, programs, and activities are accessible to individuals with disabilities. DSS assures nondiscrimination on the basis of disability. Through DSS, qualified persons with disabilities can address their concerns regarding attitudinal or procedural barriers, as well as any need for academic adjustments or auxiliary aids.

Displaced Homemaker

The Southwest Washington Displaced Homemaker program is available to individuals who have spent at least 10 years as a homemaker; who are not gainfully employed and have lost their primary source of financial support due to the death or disability of a spouse or partner, divorce or separation; and who need assistance to secure employment. Classes are provided at no charge in a four-week program that addresses job skills, dealing with stress, job opportunities, job applications and resumes and support.

Employment Services

Services include on- and off-campus employment referrals, job development, co-op/internships, service learning, labor market and employer/contact information. Extensive job search handouts available. Free use of computers

and printers for career and job research. All jobs are posted on a bulletin board outside the center, and are viewable through the Career and Employment Services Web site. Employment Services is located in the Career & Employment Services Center, room 170, “T” Building.

Financial Aid

The Financial Aid office assists eligible students in meeting educational expenses through a variety of federal, state, and Clark College resources. Several different types of financial assistance are available including grants, educational loans, student employment, scholarships, and tuition waivers. More information on funding availability, the application process, and eligibility determination is available in the Financial Aid office, located in the “T” Building, or on the Clark College Web site at www.clark.edu/finaid.

Fitness Center

Recreational use of facilities: Eligible users must pay \$15 per quarter at the Cashier’s Office to use the fitness facilities during open hours. Eligible users: 1) Clark students, 2) Clark employees, emeritus faculty, spouses, and their children over 16, PAC and Alumni members, and their children over 16. Student members pay \$15 per quarter, all others pay \$15 per quarter or \$40 annually at the Cashier’s Office.

Health Insurance

A low-cost health insurance plan is available to all students taking at least six credits. This plan provides coverage 24 hours a day and for most risks unless specifically excluded. Students may enroll for accident or accident/illness coverage. There is also an option to enroll dependents. The insurance may be purchased by mail directly from the company. For more information, including cost and an application form, please pick up a brochure at the Health Services Center in Health Sciences or at the Cashier’s Office. International students are required to have health insurance and must discuss this subject with their advisor. A separate plan is available.

Parking

Student parking at the Clark College main campus does not require a permit. Students park in unmarked spaces; spaces marked “F/S” are reserved

for faculty and staff with permits. Complete parking regulations are available at the Security Office in Gaiser Hall. Parking at off-campus sites is administered by the facility operator.

Service Learning/Volunteerism

Service learning is a method of teaching and learning that combines academic work with service to the community. Students learn by doing through a clear application of skills and knowledge while helping meet needs in the classroom or the greater community. The Service Learning manager is located in the Career & Employment Services Center, room 170, “T” Building.

Student Life & Multicultural Student Affairs

The Office of Student Life (SL) & Multicultural Student Affairs (MSA) coordinates programs, support services and activities that enhance the educational experience of a diverse student population and foster the intellectual and personal development of students on campus.

Student Life services includes student activities, student clubs, student-funded programs and student government. The Office of Student Life and the Associated Students of Clark College (ASCC) plan and present more than 50 events each year, including a yearly multicultural artists/film/lecture series, breast cancer awareness, Global Student series, Earth Week, Women’s History Month and Spring Thing.

Services available through MSA include information and referral to campus resources, support services, counseling and advising; programs and services; outreach and education within community organizations; and student activities and cultural awareness programs designed to promote cultural understanding.

Housing the peer mentors, ASCC offices and a student-use lunchroom featuring free coffee, tea and cocoa, the SL & MSA office is the hub for students to gather on campus. For more information on any of these services, contact the Office of Student Life & Multicultural Student Affairs, located in the Penguin Student Union room 160.

Sponsored Programs

Sponsored Programs assists students under agency sponsorship with a variety of services to include educational planning and advising, information and referrals, cost estimates and eligibility requirements for funding.

Student ID Cards

A student photo identification card is available for \$3.00 per quarter. The ID card provides free or discounted admission to events and may offer discounts at local businesses.

Tutoring/Writing Center

Tutoring services are available free of charge to all registered Clark College students. Qualified tutors provide help in many subject areas. Students are encouraged to visit the Tutoring/Writing Center (HKH 102 and AA4 106) early in the quarter to request help. Appointments and drop-in hours are available.

Volunteer Literacy Tutor Program

The Adult Literacy program provides free tutoring to adults learning English as a second language or who want to improve their basic reading and writing skills. Contact the literacy program if you would like information about becoming a tutor or would like a tutor.

Voter Registration Information

Voter registration forms are now available at the following Clark College locations:

- Bookstore
- Disability Support Services
- Financial Aid Office
- Registration Office

For more information on registering and voting in Clark County, contact: Clark County Elections Department

1500 D. Street, PO Box 8815

Vancouver, Washington 98666-8815

(360) 397-2345 • www.co.clark.wa.us/auditor

Work Study Referrals

The Career & Employment Services Center in the “T” Building maintains a database for, and provides on- and off-campus job referrals to, students who have accepted a financial aid award and have work study eligibility. To those who do not have work study eligibility, the center can make referrals for students who are enrolled in at least 6 credits to on-campus institutional hire jobs.

Worker Retraining

Worker Retraining, created by the state of Washington, provides funding to community and technical colleges so unemployed workers can be enrolled in retraining programs. Worker Retraining students must be:

- eligible for unemployment compensation, or
- a current recipient of unemployment compensation or someone who has exhausted their benefits within the past 24 months, or
- a laid-off worker with an interstate claim.
- A Washington state resident.

WORKFIRST

Short training programs are available to WorkFirst participants. Training programs can help individuals achieve exposure to the workforce and independence, provide opportunities for self-discovery, and provide help finding a career.

CAMPUS SECURITY

Clark College Security/Safety works to provide a safe and secure environment in which members of the college community can pursue their educational goals and professional commitments. The Security/Safety Department staffs a walk-up and phone-in service and information center open weekends and extended hours during quarter sessions, and for limited hours during breaks. Any time during open campus hours, security assistance may be contacted by coming to the Security-Information desk in Gaiser Hall, or by pressing the campus security number button.

The Security/Safety Department can provide informational and directional assistance, aid to stranded motorists, including jumpstarts and lockout

service, security escorts across campus, crime prevention advice, and other general assistance to students and other members of the campus community. The Safety/Security Department also issues student body identification cards, and provides all information required by the Clery Act.

SECURITY INFORMATION AND CRIME STATISTICS

This material is excerpted from the annual report written to comply with Section 28B.10.569 of the Revised Code of Washington and with the Federal Student Assistance General Provisions; Campus Safety (Student Right to Know and Campus Security Act, 34CFR Part 668). For current statistical information, contact the Security/Safety Department or access it online at http://www.clark.edu/about_clark/security/annual_crime_report.php.

CLARK COLLEGE DIRECTORY

Admissions	PSU 002.....	992-2107
Health Occupations Admissions.....	PSU 002.....	992-2262
Adult Basic Education/ESL	TPC.....	992-2741
Advising.....	TBG	992-2345
Displaced Homemakers' Center.....	TBG	992-2321
High School Completion.....	TBG	992-2274
Work-Based Learning Tuition.....	TBG	992-2321
Worker Retraining.....	TBG	992-2274
WorkFirst Programs	TBG	992-2321
Affirmative Action/Equal Opportunity	ADM.....	992-2355
Archer Gallery	PSU.....	992-2246
Assessment Center		
GED Testing	PSU.....	992-2588
Placement Testing	PSU.....	992-2648
Athletics.....	OSC.....	992-2691
Bookstore.....	GHL.....	992-2149
Career, Counseling, and		
Employment Services	TBG	992-2902
Career Center	TBG	992-2155
Cooperative Education.....	TBG	992-2239
Counseling.....	TBG	992-2345
Employment Services	TBG	992-2154
TBG.....	992-2391	
Service Learning/Volunteerism	TBG	992-2447
Work Study Referrals	TBG	992-2902
Cashier	PSU 162.....	992-2177

APPENDIX 3.2

Child Care

16 mos.-3 yrs.	CFS.....	992-2179
3-5 yrs.	CFS.....	992-2393
5-10 yrs.	CFS.....	992-2179

Community Education.....	BHL.....	992-2739
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Credential Evaluations.....	BRH.....	992-2805
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Dental Hygiene	HSC	992-2158
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Disability Support Services.....	PSU.....	992-2314
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TTY.....	992-2835
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VP.....	192.102.5.20
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Discrimination/Harassment	ADM.....	992-2355
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eLearning.....	LIB.....	992-2654
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Facilities Use.....	ADM.....	992-2713
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Financial Aid.....	TBG	992-2153
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Sponsored Programs.....	TBG	992-2307
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Veterans Affairs.....	TBG	992-2112
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Work Study.....	TBG	992-2416
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Fitness Center (Thompson).....	OSC.....	992-2808
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Food Service.....	GHL.....	992-2304
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Information	GHL.....	992-2000
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International Students/Programs	PSU.....	992-2495
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Library (Cannell).....	LIB.....	992-2151
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Lost and Found	GHL.....	992-2437
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Mature Learning.....	BHL.....	992-2213
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Registration Office.....	PSU 002.....	992-2183
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Running Start	TBG	992-2842
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Security	GHL.....	992-2133
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Officers on duty 24 hours

Student Health Services

Primary Care Services	HSC	992-2264
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Mental Health/Personal Counseling.....	HSC	992-2264
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Student Life & Multicultural

Student Affairs.....	PSU.....	992-2441
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Student Activities.....	PSU.....	992-2353 x3132
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Student Government.....	PSU.....	992-2353 x3353
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Student Clubs	PSU.....	992-2353 x3169
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Peer Mentor Program.....	PSU.....	992-2284
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Tutoring/Writing Center.....	HKH.....	992-2253
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Volunteer Adult Literacy Tutoring	TPC.....	992-2750
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WSU Vancouver Advising.....	TBG	546-9779
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Welcome Center	PSU 002.....	699-NEXT
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Workforce Development &

Continuing Ed.....	BHL.....	992-2939
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Travel Studies.....	BHL.....	992-2422
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Clark College Map

- All classroom buildings have bike racks
 Bus stops
 Handicapped access
 Handicapped parking
 Parking
 Main level
 Upstairs or downstairs level



Clark College *The Next Step*

1933 Fort Vancouver Way
Vancouver, WA 98683-3598

Program/Department Locations

Accounting Services Office	ADM 1	Central Receiving	CFS 52	Health Occupations Advising	TBG 42	Presidents Office	ADM 5
Admissions/Registration Office	PSU 39	Child and Family Studies Program	GHL 33	Health Services Center	HSC 37	Professional Development	BHL 6
Advising/Counseling	TBG 31	Clark Dining Room	BHL 6	Human Resources	ADM 3	Purchasing Services Office	ADM 2
Agriculture/Horticulture	APH 53	Community Education	SHL 18	Humanities/Social Sciences	FHL 27	Science Building Complex	SCI 50
Archer Gallery	PSU 29	Computer Technology	GHL 35	Instruction, Office of	BHL 7	Security	APH 49
Art	FAC 23	Culinary Arts	HSC 47	International Center	PSU 28	Student Center	GHL 38
Athletic Complex—Tennis Courts/ Fitness Trail/Soccer Field	FLD 19	Dental Hygiene	AA5 11	Machining Technology	AA5 8	Student Life	GHL 34
Automotive Technology	AA1 15	Developmental Education	DSL 16	Mature Learning	BHL 9	Teaching & Learning Center	PSU 32
Automotive T-1EN	AA1 14	Dielectric Technology	PSU 45	Music	BHL 6	Tech Prep Office	BHL 56
Bookstore	GHL 40	Disability Support Services	LB 44	Nursing	CUS 22	Theatre, Decker	FAC 25
Business/Business Technology Office	SHL 17	Financial Aid/Veterans	TBG 36	PE/Health	OSC 21	Tutoring/Writing Center	BHL 12
CAD/Data Networking/Electronics	PSU 10	Fitness Center, Thompson	OSC 20	Pharmacy/Technology	HSC 46	Welding	AA2 13
Manufacturing Systems Technology	TBG 43	Foster Auditorium	FHL 26	Photography	FAC 24	Workforce Development	BHL 6
Career/Employment Offices	TBG 43	Graphic Communications/Printing	AA4 10	Planning & Advancement	ADM 4		
Cashier's Office	PSU 30	Greenhouse					

BUILDING CODES

AA1 Applied Arts	BRH Brown House
AA2 Applied Arts	CCW Clark College
AA3 Applied Arts	CCF Foundation
AA4 Applied Arts	CCF Child & Family Studies
ADM Administration	INS Instruction, Office of
APH Peaback Hall	FAC Frost Arts Center
ATH Athletic Annex Building	FHL Foster Hall
BHL Baugh Hall	GHL Gaiser Hall
CCW Clark College	HHL Hanna Hall
CCF Foundation	HKH Hawkins Hall
CCF Child & Family Studies	HSC Health Science
INS Instruction, Office of	LHL Linn Hall
FAC Frost Arts Center	LIR Linn Hall
FHL Foster Hall	MUS Music
GHL Gaiser Hall	OSC O'Connell Sports Center
HHL Hanna Hall	PSU Penguin Student Union
HKH Hawkins Hall	SCT Science Building Complex
HSC Health Science	SHL Scarpelli Hall
LHL Linn Hall	TTC Town Plaza Center
LIR Linn Hall	
MUS Music	
OSC O'Connell Sports Center	
PSU Penguin Student Union	
SCT Science Building Complex	
SHL Scarpelli Hall	
TTC Town Plaza Center	

APPENDIX 3.3

CLARK COLLEGE STUDENT FACT SHEET FALL 2005

Number of Students

Total students (Headcount)	11,465
Total full time equivalent students (FTES)	7,143
Average Credits	9.3
<i>Additionally:</i>	
Non-Credit only Students	1,142
Waiver Students	62

Student Purpose for Attending

Workforce Education (Vocational)	4,187	(37%)
Transfer	5,004	(44%)
Basic Skills as Final Goal	1,136	(10%)
Home and Family Life/Other	1,098	(9%)

Selected Types of Students

Running Start	878
International	31
Worker Retraining	318
Corrections Programs	179

Students Taking Classes In**

Distance education	443
Non-credit classes	2,151
ESL	795
Mature Learning	588

New and Returning Students

New to college	2,337	
New transfer	479	
Total New students	2,816	(25%)
Continuing	6,728	
Former	1,921	
Total Returning Students	8,649	(75%)

Full-time/Part-time Student Status

Full-time (12+ cr)	4,859	(42%)
Part-time	6,606	(58%)

Day and Evening FTES

Day FTES	5,912	(52%)
Evening FTES	1,230	(48%)

Non Washington Student

Oregon	418	(4%)
Other state	9	

APPENDIX 3.3

CLARK COLLEGE STUDENT FACT SHEET FALL 2005

Gender

Female	6,826	(60%)
Male	4,635	(40%)

Median Age:

Male	27.4
Female	30.4
All students	29.2

Age Groupings

Under 20	3,319	(29%)
20-29	4,246	(37%)
30-39	1,665	(15%)
40 and older	2,202	(19%)

Race and Ethnicity

Asian	652	
Pacific Islander	30	
Native Hawaiian or other Pacific Islander	26	
Alaskan Native	16	
Native American	112	
African American/Black	302	
Latino/Hispanic	790	
Other	117	
Multi Racial	135	
Total Students of Color	2,180	(20%)
White	8,788	(80%)

Immigrant Students	776	(7%)
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Veterans	433	(4%)
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Disability

Physical or mental impairment	520	(5%)
Receiving Services	251	(2%)

Family Status

Single with children	1,120	(11%)
Couple with children	2,153	(20%)
Students without children	7,337	(69%)

Employment Status while enrolled

Work full-time	2,137	(30%)
Work part-time	3,314	(31%)
Seeking work	2,505	(23%)
Out of labor force	2,747	(26%)

APPENDIX 3.3

CLARK COLLEGE STUDENT FACT SHEET FALL 2006

Number of Students

Total students (Headcount)	11,658
Total full time equivalent students (FTES)	7,259
Average Credits	9.3
<i>Additionally:</i>	
Non-Credit only Students	1,127
Waiver Students	65

Student Purpose for Attending

Workforce Education (Vocational)	4,487	(38%)
Transfer	4,615	(40%)
Basic Skills as Final Goal	1,328	(11%)
Home and Family Life/Other	1,228	(11%)

Selected Types of Students

Running Start	918
International	52
Worker Retraining	297
Corrections Programs	139

Students Taking Classes In**

eLearning (distance ed)	919
Non-credit classes	2,178
ESL	893
Mature Learning	466

New and Returning Students

New to college	2,419	
New transfer	445	
Total New students	2,864	(25%)
Continuing	6,796	
Former	1,998	
Total Returning Students	8,794	(75%)

Full-time/Part-time Student Status

Full-time (12+ cr)	4,889	(42%)
Part-time	6,769	(58%)

Day and Evening FTES

Day FTES	5,763	(79%)
Evening FTES	1,203	(17%)
eLearning	292	(4%)

APPENDIX 3.3

CLARK COLLEGE STUDENT FACT SHEET FALL 2006

Non Washington Student

Oregon	427	(4%)
Other state	4	

Gender

Female	7,008	(60%)
Male	4,614	(40%)

Median Age:

Male	27.4
Female	30.6
All students	29.3

Age Groupings

Under 20	3,349	(29%)
20-29	4,200	(36%)
30-39	1,815	(16%)
40 and older	2,234	(19%)

Race and Ethnicity

Asian	685	
Pacific Islander	39	
Native Hawaiian or other Pacific Islander	42	
Alaskan Native	21	
Native American	100	
African American/Black	296	
Latino/Hispanic	910	
Other	93	
Multi Racial	205	
Total Students of Color	2,391	(22%)
White	8,702	(78%)

Immigrant Students

715 (7%)

Veterans

407 (3%)

Disability

Physical or mental disability	571	(5%)
Receiving Services (still enrolled after 10 th day)	305	(3%)
Blind	26	
Deaf	44	
Learning / attention	75	
Psychiatric	69	

APPENDIX 3.3

CLARK COLLEGE STUDENT FACT SHEET FALL 2006

Family Status

Single with children	1,159	(11%)
Couple with children	2,212	(21%)
Students without children	7,152	(68%)

Employment Status while enrolled

Work full-time	2,275	(21%)
Work part-time	3,400	(32%)
Seeking work	2,323	(22%)
Out of labor force	2,630	(25%)



APPENDIX 3.3
STUDENT FACT SHEET
FALL 2007

Number of Students

Total students (Headcount)	11,528
Total full time equivalent students (FTES)	7,466
Average Credits	9.7
<i>Additionally:</i>	
Non-Credit only Students	1,147
Waiver Students	76

Student Purpose for Attending

Workforce Education (Vocational)	4,345	(38%)
Transfer	4,773	(41%)
Basic Skills as Final Goal	1,281	(11%)
Home and Family Life/Other	1,128	(10%)

Selected Types of Students

Running Start	993
International	78
Worker Retraining	333
Corrections Programs	148

Students Taking Classes In**

eLearning (distance ed)	1,172
Non-credit classes	1,790
ESL	923
Mature Learning	606

New and Returning Students

New to college	2,396	
New transfer	450	
Total New students	2,846	(25%)
Continuing	6,753	
Former	1,929	
Total Returning Students	8,682	(75%)

Full-time/Part-time Student Status

Full-time (12+ cr)	5,049	(44%)
Part-time	6,479	(56%)

Day and Evening FTES

eLearning	385	(5%)
Day FTES	5,853	(78%)
Evening FTES	1,228	(17%)

APPENDIX 3.3

CLARK COLLEGE STUDENT FACT SHEET FALL 2007

Non Washington Student

Oregon	415	(4%)
Other state	4	

Gender

Female	6,932	(60%)
Male	4,651	(40%)

Median Age:

Male	27.4
Female	29.9
All students	29.0

Age Groupings

Under 20	3,591	(31%)
20-29	4,119	(36%)
30-39	1,712	(15%)
40 and older	2,062	(18%)

Race and Ethnicity

Asian	657	
Pacific Islander	29	
Native Hawaiian or other Pacific Islander	34	
Alaskan Native	16	
Native American	106	
African American/Black	288	
Latino/Hispanic	993	
Other	119	
Multi Racial	282	
Total Students of Color	2,524	(23%)
White	8,297	(77%)

Immigrant Students

713 (6%)

Veterans

389 (3%)

Disability

Physical or mental disability	554	(5%)
Receiving Services (still enrolled after 10 th day)	280	(2%)
Blind	21	
Deaf	35	
Learning / attention	60	
Psychiatric	64	

APPENDIX 3.3

CLARK COLLEGE STUDENT FACT SHEET FALL 2007

Family Status

Single with children	1,053	(10%)
Couple with children	2,210	(21%)
Students without children	7,167	(69%)

Employment Status while enrolled

Work full-time	2,196	(21%)
Work part-time	3,322	(31%)
Seeking work	2,401	(23%)
Out of labor force	2,614	(25%)

APPENDIX 3.3

STUDENT FACT SHEET COMPARISON OF FALL 2002, 2003, 2004, 2005, 2006, AND 2007



	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Difference 06 to 07
Number of Students							
Total students (Headcount)	11,635	12,255	11,969	11,465	11,658	11,528	-130
Total full time equiv.students (FTES)	7,049	7,420	7,194	7,143	7,259	7,466	207
Average Credits	9.1	9.1	9.0	9.3	9.3	9.7	.4
<i>Additionally:</i>							
Non-Credit only Students	1,819	1,426	1,442	1,142	1,127	1,147	20
Waiver Students	62	58	68	62	65	76	11
Student Purpose for Attending							
Workforce Education (Vocational)	4,262	4,545	4,380	4,187	4,487	4,345	-142
Transfer	4,393	4,988	5,003	5,004	4,615	4,773	158
Basic Skills as Final Goal	1,332	1,454	1,356	1,176	1,328	1,281	-47
Home and Family Life/Other	1,648	1,268	1,230	1,098	1,228	1,128	-100
Selected Types of Students							
Running Start	646	681	696	878	918	993	75
International	32	23	30	31	52	78	26
Worker Retraining	517	535	370	318	297	333	36
Corrections Programs	154	137	170	179	139	148	9
Students Taking Classes In **							
eLearning (Distance ed)	425	435	429	443	919	1,172	253
Non-credit & community ed classes	2,987	2,444	2,489	2,151	2,178	1,790	-388
ESL	937	1,016	931	795	893	923	30
Mature Learning	586	662	624	588	466	606	140

APPENDIX 3.3

STUDENT FACT SHEET

COMPARISON OF FALL 2002, 2003, 2004, 2005, 2006, AND 2007



	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Difference 06 to 07
New and Returning Students							
New to college	2,460	2,483	2,460	2,337	2,419	2,396	-23
New transfer	407	468	425	479	445	450	5
Total New students	2,867	2,951	2,885	2,816	2,864	2,846	-18
Continuing	7,047	7,308	7,049	6,728	6,796	6,753	-43
Former	1,721	1,996	2,035	1,921	1,998	1,929	-69
Total Returning Students	8,768	9,304	9,084	8,649	8,794	8,682	-112
Full-time/Part-time Student Status							
Full-time (12+ cr)	4,603	5,017	4,944	4,859	4,889	5,049	160
Part-time	7,032	7,238	7,025	6,606	6,769	6,479	-290
Day and Evening FTES							
eLearning FTES	115	111	109	121	292	385	93
Day FTES	5,639	5,912	5,791	5,803	5,763	5,853	90
Evening FTES	1,295	1,396	1,292	1,219	1,203	1,228	25
Non Washington Student							
Oregon	340	402	387	418	427	415	-12
Other state	7	8	5	9	4	4	0

APPENDIX 3.3

STUDENT FACT SHEET COMPARISON OF FALL 2002, 2003, 2004, 2005, 2006, AND 2007



	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Difference 06 to 07
Gender							
Female	6,874	7,402	7,244	6,826	7,008	6,832	-176
Male	4,757	4,849	4,720	4,635	4,614	4,651	37
Median Age:							
Male	28.5	28.5	28.2	27.4	27.4	27.4	0
Female	31.2	31.1	31.0	30.4	30.6	29.9	-.7
All students	30.1	30.1	29.9	29.2	29.3	29.0	-.3
Age Groupings							
Under 20	3,067	3,170	3,186	3,319	3,349	3,591	242
20-29	4,198	4,540	4,377	4,246	4,200	4,119	-81
30-39	1,893	1,958	1,901	1,665	1,815	1,712	-103
40 and older	2,439	2,567	2,453	2,202	2,234	2,062	-172
Race and Ethnicity							
Asian	699	689	653	652	685	657	-28
Pacific Islander	See Asian	0	13	30	39	29	-10
Native Hawaiian /other Pacific Isl.	See Asian	36	25	26	42	34	-8
Alaskan Native	NA	0	9	16	21	16	-5
Native American	154	151	114	112	100	106	6
African American/Black	248	317	289	302	296	288	-8
Latino/Hispanic	691	899	895	790	910	993	83
Other	145	139	121	117	93	119	26
Multi Racial	NA	17	92	135	205	282	77
Total Students of Color	1,937	*2,248	2,189	2,180	2,391	2,524	133
White	9,517	9,882	9,509	8,788	8,702	8,297	-405
*race coding changed in 2003							
Immigrant Students	1,484	1,196	886	776	715	713	-2

APPENDIX 3.3

STUDENT FACT SHEET COMPARISON OF FALL 2002, 2003, 2004, 2005, 2006, AND 2007



	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Difference 06 to 07
Veterans	Not available	Not available	440	433	407	389	-18
Disability							
Physical or mental disability	679	756	641	520	571	554	-17
Receiving services (still enrolled after 10 th)	152	275	307	251	305	280	-25
Blind	18	24	25	19	26	21	-5
Deaf	38	47	46	31	44	35	-9
Learning / attention	46	104	99	77	75	60	-15
Psychiatric	16	48	54	43	69	64	-5
Family Status							
Single with children	1,114	1,250	1,169	1,120	1,159	1,053	-106
Couple with children	2,663	2,705	2,450	2,153	2,212	2,210	-2
Students without children	7,276	7,668	7,558	7,337	7,152	7,167	15
Employment Status while enrolled							
Work full time	2,546	2,546	2,308	2,137	2,275	2,196	-79
Work part-time	3,032	3,282	3,315	3,314	3,400	3,322	-78
Seeking work	2,804	3,098	2,761	2,505	2,323	2,401	78
Out of labor force	2,733	2,781	2,871	2,747	2,630	2,614	-16

CLARK COLLEGE

Revised May, 2008



- **History & Accreditation:** Founded in 1933, accredited by the Northwest Commission on Colleges and Universities
- **Service Area:** District No. 14, serves Clark, Skamania and western Klickitat counties
- **NWAACC Varsity Sports:** Cross Country, Basketball, Soccer, Track, Women's Volleyball and Softball
- **Facilities:** Clark College main campus, 101 acres in Vancouver's Central Park, Clark College at Town Plaza and Clark College at WSU Vancouver
- **Budget:** Operating budget of \$46.4 million, grants and contracts of \$7.6 million and proprietary budgets of \$8.4 million (2006-07)
- **Annual Tuition:** \$2,912 (2007-08, 45 credits)
- **Financial Aid Disbursed:** \$19 million for 4,429 students, including \$849,183 in scholarships (2006-07)
- **Foundation:** Assets of \$81 million including endowment of \$57 million (June 2007)
- **Employment:** 930 Employees, 179 Full-Time, 391 Part-Time Faculty, 55 Admin./Managers, 305 Classified (Fall 07)

CAREER AND TECHNICAL PROGRAMS

Agriculture-Horticulture

Landscape, Nursery

Applied Technology

Auto, CADD, Construction, Diesel, Electronics, Machining, Welding, Power Utilities

Business Administration

Business Administration, Paralegal, Marketing

Business Technology

Office, Legal, Medical

Computer Related

Computer Support, Networks, Web/Multimedia, Software, Data Networks, UNIX, Graphics

Culinary Arts


Early Childhood Education

Health Related

Addiction Counseling, Nursing, Dental Hygiene, Phlebotomy, Pharmacy Technician, EMT, Paramedicine, Fitness Trainer, Radiography

APPENDIX 3.3

Fall 2007 by THE NUMBERS

Student Population		Credit Students Class Enrollments & Demographics	
11,528	Credit students	58% Academic	59% Female
1,147	Non-Credit Students	26% Vocational	23% of Color
12,675	Total	16% Basic Skills	29 Average Age
7,466	Credit FTES		44% Full-time
Program Enrollments		Class Enrollments	Degrees & Awards (2005-06)
993	Running Start	923 ESL	698 AA/AS
78	International	1,172 eLearning	321 AAS
333	Worker Retraining	606 Mature Learning	527 Certificates/Other
		1,790 Community Ed	215 HS/GED
<ul style="list-style-type: none"> • Transfers: 683 to a four-year Washington Public school, Marylhurst University or Portland State University (2006-07) • Clark County High School graduates ('05) attending college: 49% choose Clark • Employment: 88% of career and technical students employed within six months; 73% of these working full-time (2005-06) 			
<p>Oswald, Clark College Mascot, a Galapagos Penguin</p>			
Clark College <i>The Next Step</i>		360-699-NEXT	WWW.CLARK.EDU

APPENDIX 3.4

Clark College Committees Student Participation

ACADEMIC STANDARDS COMMITTEE

Description:

The Academic Standards Committee:

1. Evaluates and rules on petitions to waive educational requirements.
2. Evaluates and rules on petitions to "set aside" past records.
3. Evaluates and rules on petitions for reinstatement from academic suspension.
4. Recommends to IPT guidelines for challenging courses, for granting credit by CLEP examinations, and for granting credit for experience.
5. Evaluates credits transferred from non-accredited institutions, service schools, training institutions, etc.
6. Refers to IPT recommended policies or modifications related to educational requirements of the College.

The committee selects the chair

Members:

Vice President of Student Affairs

Director of Financial Aid

Registrar

Director of Advising and Counseling

4 Faculty Members

ASCC Representative

BOOKSTORE ADVISORY COMMITTEE

Description:

The Bookstore Advisory Committee provides advice to the bookstore manager on issues such as pricing policies, marketing, hours of operation, refund procedures, textbook ordering, and the availability of trade and supply items.

Members:

Bookstore Manager, Chair

Administrative Representative

2 Faculty Members

Classified Employee

ASCC Representative

CLARK COLLEGE COUNCIL

Description:

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.

Members:

President

Administrative Secretary

Interim Vice President of Administrative Services

Vice President of Instruction

Vice President of Student Affairs

Executive Dean for Planning & Advancement

APPENDIX 3.4

Foundation President or Designee
AHE Representative
WPEA Representative
Faculty Member, Librarian
Faculty Member, SHAPE
Faculty Member, Social Science & Humanities
Faculty Member Business & Technology
Faculty Member, BEECH
Faculty Member, Math/Phys Science
2 Faculty Members, Adjunct
Classified Employee, Administrative Services
Classified Employee, Instruction
Classified Employee, Student Affairs
Executive Classified Staff Member
2 Exempt Employees
ASCC Representative (President)
2 ASCC Representatives

CLASSIFIED EXCELLENCE AWARDS COMMITTEE

Description:

The Exceptional Classified Staff Awards Committee reviews applications and determines the granting of exceptional classified staff awards. The committee develops and reviews selection criteria.

The committee selects the chair.

Members:

Foundation President or Designee (*non-voting*)
Associate Vice President of Human Resources
3 Classified Employees, Former Recipients
3 Classified Employees, Non-Recipients
Board of Trustees Member (*non-voting*)
ASCC Representative

CULTURAL PLURALISM COMMITTEE

Description:

The Cultural Pluralism Committee recommends programs, activities, and strategies to realize the values espoused in Clark College Board Policy 300.E00 - Cultural Pluralism. The committee recommends changes in College policies, procedures, and programs that facilitate cultural pluralism.

The Cultural Pluralism Committee:

1. Promotes the interaction of different cultural, ethnic, and racial communities in a dynamic and collaborative way while maintaining and valuing their differences.
2. Contributes to the creation of a College environment in which different perspectives are equally valued and utilized in the decision-making process.
3. Recommends ways to reflect cultural pluralism in College artwork, printed materials, library resources, speakers for commencement, the Apsler lecture, and other events.
4. Recommends and develops recruiting strategies to achieve affirmative action goals.
5. Assists in the identification and resolution of problems that occur in the administration of policies that impact cultural pluralism, and recommends action.

The committee selects the chair.

Members:

Director for Equity and Diversity, Chair

APPENDIX 3.4

Administrative Assistant
Director of Student Life & Multicultural SA Co-chair
Administrative Representative
6 Faculty Members
4 Classified or Exempt Employees
2 ASCC Representatives

CURRICULUM COMMITTEE

Description:

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

The committee selects the chair.

Members:

Vice President of Instruction or Designee
Registrar
ICRC Representative
2 Tenured Faculty Members, BEECH
2 Tenured Faculty Members, BTEC
2 Tenured Faculty Members, MPSE
Tenured Faculty Member, SOFA
Tenured Faculty Member, SHAPE
Tenured Faculty Member, Library
ASCC Representative

ENVIRONMENTAL HEALTH & SAFETY COMMITTEE

Description:

The Environmental Health/Safety Committee coordinates and communicates matters involving employee and student safety and health arising from the College's physical environment and:

1. Studies current safety and health measures, equipment, and supplies, and prioritizes recommendations for change or improvement.
2. Reviews College safety records by accident type, person, and department, and recommends remedial action where appropriate.
3. Brings to the administration's attention safety concerns not resolved through campus service departments.
4. Reviews and recommends in-service training sessions on environmental health and safety.
5. Fosters cooperation with related College and off-campus organizations.
6. Solicits reports from and monitors the activities and effectiveness of the divisional safety committees and makes recommendations to the administration as appropriate.

The committee selects the chair.

Members:

Interim Vice President of Administrative Services, Chair
Director of Security/Safety
Director of Plant Services
Associate Vice President of Human Resources
Health Services Officer
Environmental Health/Hazardous Materials Mgr.
Disability Support Services Manager
ASCC Representative
Elected Representative, Social Science & Fine Arts
Elected Representative, Business & Technology

APPENDIX 3.4

Elected Representative, SHAPE
Elected Representative, MAPS
Elected Representative, BEECH
2 Elected Representatives, Plant Services
Elected Representative, Gaiser Hall
Elected Representative, Baird Administration Bldg.
Elected Representative, Bauer Hall
Elected Representative, Cannell Library
WPEA Representative

FACULTY EXCELLENCE AWARDS COMMITTEE

Description:

The Faculty Excellence Awards Committee reviews applications and determines the granting of exceptional faculty awards. The committee develops and reviews selection criteria.

Members:

Foundation President or Designee (*non-voting*)
Vice President of Instruction or Designee*
3 Faculty Members, Former Recipients
3 Faculty Members, Non-Recipient
Board of Trustees Member (*non-voting*)
ASCC Representative

FINANCE COMMITTEE FOR ASCC

Description:

The Finance Committee is responsible for developing a Service and Activity Fee Budget for presentation to the ASCC Executive Council. After the approval by the ASCC Executive Council, the budget is presented to the Clark College Executive Cabinet and, subsequently, to the Clark College Board of Trustees for approval. The Finance Committee also advises the ASCC finance director on other budgetary matters.

Members:

ASCC Finance Director, Chair
Director of Business Services or Designee
Director of Student Life & Multicultural SA(*non-voting*)
VP of Student Affairs or Designee (*non-voting*)
2 Faculty Member, Non-ASCC Program Director
3 ASCC Representatives, Non-Executive Board Member

FOUNDATION FUNDS ALLOCATION COMMITTEE

Description:

The Foundation Funds Allocation Committee provides faculty and program administrators with maximum access to the application process for unrestricted funds as well as vocational program support afforded by the Roy G. Andersen Endowment. The committee reviews proposals that have been reviewed, approved, and forwarded by the appropriate vice president. Recommendations from the committee will be submitted to the College president who will take the recommendations to the Board of Trustees for approval.

The committee selects the chair.

Members:

Foundation President or Designee (*non-voting*)
Vice President of Instruction
Interim Vice President of Administrative Services
Vice President of Student Affairs

APPENDIX 3.4

Faculty Member, Business & Technology
Faculty Member, BEECH
Faculty Member, MPSE
Faculty Member, SOFA
Faculty Member, SHAPE
Faculty Member, Vocational (*at large*)
2 Classified Employees
ASCC Representative

INFORMATION TECHNOLOGY COUNCIL

Description:

The purpose of the Information Technology Council is to:

1. Perform short-term and long-term planning related to information technology on campus with input from the Executive Cabinet, Computing Services, and the campus community.
2. Act as liaison between the College administration, Computing Services, and the campus community on matters related to information technology.
3. Work with Computing Services, the Technology Fee Committee, the Foundation Funds Allocation Committee, and other College committees to establish annual priorities for major information technology projects on campus. Review and recommend projects to be funded. Prepare and submit budgetary information to appropriate entity for approval.
4. Establish and maintain policies related to the acquisition and use of information technology resources, and forward to Executive Cabinet for approval.
5. Recommend hardware and software standards for information technology on campus. Periodically review standards and update as needed.
6. Assess the training needs of the campus community and formulate recommendations to the Executive Cabinet to satisfy those needs.
7. In cooperation with Computing Services, review the technical support needs of the campus community. Recommend to the Computing Services technical support changes or additions.
8. Assist in maintaining the alignment between administrative and instructional goals in the area of information technology.
9. Through the president or director of computing services, provide input and recommendations to the Center for Information Services (CIS) as needed. Recommend the allocation of College physical resources and personnel to assist with the evaluation or implementation of CIS projects.
10. Maintain hardware/software/network standards established by the CIS that are required to efficiently and reliably execute CIS developed and maintained administrative applications and third-party products that interface with CIS applications.

Members:

Interim Director of Computing Services
Administrative Services Representative
Instruction Representative
Student Affairs Representative
Classified Employee
4 Faculty Members
ASCC Representative

INSTRUCTIONAL. PLANNING TEAM

Description:

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

The committee selects the chair.

APPENDIX 3.4

Members:

Vice President of Instruction
Dean of BTEC
Dean of BEECH
Interim Dean, MPSE/SHAPE
Interim Dean, SOFA
Director of Corporate Education
Registrar
AHE President
2 Tenured Faculty Members, SOFA
2 Tenured Faculty Member, BTEC
2 Tenured Faculty Member, BEECH
2 Tenured Faculty Member, SHAPE
2 Tenured Faculty Member, MPSE
ASCC Representative

INTERNATIONAL EDUCATION COMMITTEE

Description:

The purpose of the International Education Committee is to:

1. Advise the College on international programs efforts.
2. Encourage the development of international projects and linkages.
3. Foster campus curricula that include international dimensions.
4. Facilitate the visits of international experts, faculty, and consultants.
5. Encourage on-campus as well as community outreach events of cross-cultural interest.
6. Encourage attendance at internationally-oriented seminars and conferences.

The International Education Committee consists of the director of international and extended programs (chair and standing member) and is open to all interested faculty and staff.

Meetings are open.

Members:

Vice President of Student Affairs
Registrar & Interim Dir of International Programs
2 Student Affairs Representative
3 Faculty Members, BEECH
ASCC Representative
Faculty Member, SOFA
Community Representative
Board of Trustee Member

SECURITY/PARKING ADVISORY COMMITTEE

Description:

The Security/Parking Advisory Committee is responsible for advising Security/Safety on security and parking operations and:

1. Reviews parking regulations and fees and recommends their adoption to the administration.
2. Reviews and recommends suggested changes to parking lot configuration and use to improve quality and quantity of parking on campus.
3. Reviews provisions for security on campus and recommends to the administration practices and procedures for the enhancement of security.

APPENDIX 3.4

Members:

Interim Vice President of Administrative Services
Director of Security/Safety, Chair
Disability Support Services Manager
2 Faculty Members
Classified Employee
WPEA Classified Employee
ASCC Representative

STUDENT CONDUCT COMMITTEE

Description:

The Student Conduct Committee will be convened by the vice president of student development or designated conduct officer no later than October 15 of each academic year. The committee provides a fair and impartial hearing and makes decisions on all disciplinary decisions appealed to it. Vacancies on the committee will be filled as they arise.

The committee selects the chair.

Members:

Administrative Employee
Alternate Administrative Employee
2 Faculty Members
2 Alternate Faculty Members
2 ASCC Representatives

TECHNOLOGY FEE COMMITTEE

Description:

The purpose of the Technology Fee Committee is to:

1. Review and approve the annual technology fee budget.
2. Review and approve proposals for special projects to be funded with technology fee funds.
3. Monitor and evaluate information technology services to students and recommend action to improve/expand services.
4. Work with the Information Technology Council-and Computing Services on information technology planning.

Members:

Interim Director of Computing Services, Chair
Instructional Administrator
Director of Business Services
Director of Student Programs (*non-voting*)
2 Faculty Members
ASCC President or Designee
ASCC Finance Director or Designee
2 Non-government ASCC Representatives

APPENDIX 3.5

STANDARD THREE – STUDENTS TABLE 1 ADMISSIONS REPORT (Data requested may be provided in computer format compatible with the institution's data information system. *Not all data requested may be applicable to all institutions.*)

	Evaluation Year (2007 - 2008)	1 Year Prior (2006 - 2007)	2 Years Prior (2005 - 2006)	3 Years Prior ()
First Time Freshmen Applications Received				*See Note
Admitted	3,099	2,813	3,351	
Denied	N/A	N/A	N/A	N/A
Enrolled	3,099	2,813	3,351	
Transfer Applications Received				
Admitted	1,581	1,923	1,608	
Denied	N/A	N/A	N/A	N/A
Enrolled	1,581	1,923	1,608	
Readmission Applications Received				
Admitted	1,823	1,343	1,174	
Denied	N/A	N/A	N/A	N/A
Enrolled	1,823	1,343	1,174	
Graduate Applications Received	This section is not applicable to Clark College			
Admitted				
Denied				
Enrolled				
Professional Applications Received				
Admitted				
Denied				
Enrolled				
Non Degree Applications Received				
Admitted				
Denied				
Enrolled				

*Note: Clark College did not code students in previous years by student classification (new, returning, transfer). In summer 2008, the institution began using a new coding system that will allow the retrieval of this type of data more easily and accurately.

APPENDIX 3.6*About Clark***Graduation Rates - Student Right to Know**

Below is the federal Graduation Rate Survey Information for Clark College (accurate as of Spring 2004). The federal Graduation Rate Survey definitions pertain to a very small group of Clark College students: new students attending full time, with degree or certificate intentions, without prior college experience.

- Combined transfer out/completion/graduation rate: 33%
- GRS completion or graduation rate: 25%
- GRS transfer-out rate: 8%
- First time fall 2004 students still enrolled fall 2005: 52% of part-time students and 65% of full-time students

Clark College provides this information pursuant to the federal Student Right to Know Act so that prospective students can make informed decisions about colleges they might wish to attend. For help in interpreting these data, contact the Office of Planning & Advancement, (360) 992-2506.

- National Center for Education Statistics website:
http://nces.ed.gov/ipeds/compare_colleges/cool_summary.asp
- [Clark College Retention/Graduation Rates report](#)

RETENTION/GRADUATION RATES

Retention Rates ([What is this?](#))

First-time student retention

Graduation Rates ([What is this?](#))

Percentage of entering class represented by GRS cohort:	34%
---	-----

For full-time, first-time undergraduates who began program in 2002

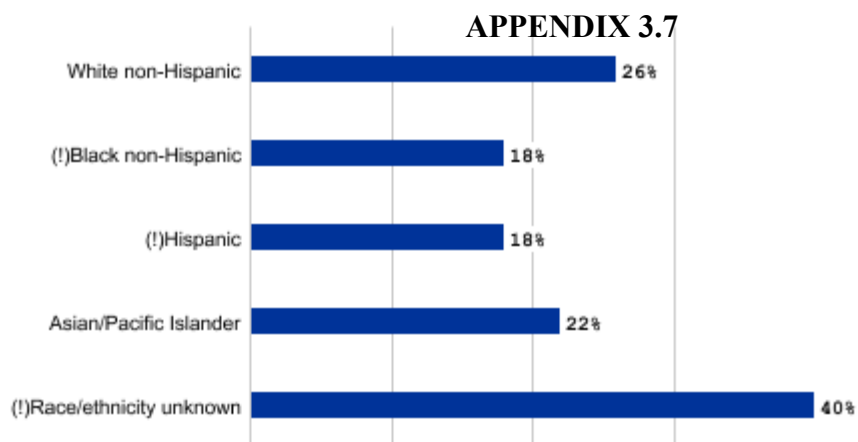
Overall graduation rate:	25%
--------------------------	-----

Transfer-out rate:	8%
--------------------	----

Graduation rate by gender



Graduation rate by race/ethnicity



- One or more lines are not present in the gender and race ethnicity categories because of an insufficient number of cases.
- (!) Interpret data with caution. There are insufficient cases for a reliable estimate.

Close



Standard Four

Faculty

APPENDIX 4.1

Full-Time Tenure-Track and Non-Tenure Track Faculty Demographics 2006-2007 Academic Year

Rank	Number	Demographic Data			Degrees				Salary			Clark Experience in years		
Full-time		F	M	Protected	Doc	Mast	Bach	AA	Min	Med	Max	Min	Med	Max
Prof	161*	83	78	36**	33	111***	13	7	40,733	51,923	62,400	<1	10	37
Inst	24	15	9			21	1	2	40,733	40,733	48,881	<1	5	12

* 2 faculty hold vocational certification only and is not reflected in the terminal degree breakdown totals

** includes ethnic minority, Vietnam veteran, disabled veteran, and disabled

*** reflects 7 faculty with double degrees

Administration Demographics 2006-2007 Academic Year

	Number	Demographic Data			Degrees				Salary			Clark Experience in years		
		F	M	Protected	Doc	Mast	Bach	AA	Min	Med	Max	Min	Med	Max
Full-time	63	42	21	16*	8	35	9	1	34,000	64,630	156,350	< 1	4	30

*includes ethnic minority, Vietnam veteran, disabled veteran, and disabled

APPENDIX 4.2

Institutional Faculty Profile 2006-2007																			
Rank or Class	Number		Full-Time Faculty																
			Number of Terminal Degrees					Salary, 9 Months			Years of Experience at Institution			Total Years of Teaching Experience			Previous Fall Term Credit Hour Load		
	Full Time	Part Time	Dr	Mast	Bach	Prof Lic.	< bach	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
Professor	161*	N/A	33	111**	13		7	40,733	51,923	62,400	<1	10	37	<1	10	37	2	13.5	27
Associate Professor	N/A	N/A																	
Assistant Professor	N/A	N/A																	
Instructor	24			21	1		2	40,733	40,733	48,881	<1	5	12	<1	4	40	1	12.4	38
Graduate Assistant	N/A	N/A																	
Research Assistant	N/A	N/A																	
Visiting Lecturer	N/A	N/A																	
Other:	N/A	N/A																	

* 2 faculty hold vocational certification only and are not reflected in the terminal degree breakdown totals

** reflects 7 faculty with double degrees

APPENDIX 4.3

Number And Source of Terminal Degrees of Faculty				
Full-Time Faculty, Permanent				
Institution granting terminal degree	Ph.D.	Masters	Bachelors	Associates
Antioch University		1		
Ball State University		1		
Bowling Green State University	1			
California State University		1		
California State University, Long Beach		1		
California State University, Sacramento		3		
Carnegie Mellon University		1		
Central Michigan University		1		
Central Washington University		1	1	
Clackamas Community College				1
Clark College				4
East Stroudsburg University		1		
Eastern Oregon State College			1	
Eastern Washington University		1		
Emory University	1			
Emporia State University		1		
Florida State University	1			
Golden Gate University		2*		
Gonzaga University		1		
Humboldt State University		1		
Illinois State University		1		
Indian Institute of Technology	1			
Indiana University		1		
International Graduate School	1			
Iowa State University		1	1	
ITT Technical Institute			1	
Lehigh University		1		
Lewis and Clark College		2		
Louisiana State University		1		
Minnesota State University		1		
Mississippi State University		1		
Naval Post Graduate School		2*		
New Mexico State University		1		
New York University		1		
Northeast Missouri State University		1		
Northern Illinois University		1		
Northwestern University	1			
Ohio University	1			
Oregon College of Education		1		
Oregon Graduate Institute	1			
Oregon Health and Sciences University		3		
Oregon Institute of Technology				1
Oregon State University	2	3	1	
Pacific Oaks College		2		
Pacific University	1	1		
Pennsylvania State University			1	
Portland State University	2	20	3	
Rochester Institute of Technology		1		
San Francisco State University		3		
San Jose State University		1		

APPENDIX 4.3

Number And Source of Terminal Degrees of Faculty				
Full-Time Faculty, Permanent				
Institution granting terminal degree	Ph.D.	Masters	Bachelors	Associates
School for International Training, Brattleboro		1		
Simmons College		1		
Southern Illinois University		1		
Stephan F. Austin State University		1		
Texas Tech University		1		
The Evergreen State College			2	
Troy State University		1		
University College Dublin		1		
University of California, Berkeley	1			
University of California, Davis	3			
University of California, Los Angeles	1			
University of Colorado, Boulder	1			
University of Denver		1		
University of Hawaii		1		
University of Illinois		2		
University of Iowa		1		
University of Kansas	1	1		
University of Manitoba		1		
University of Michigan		1		
University of Missouri		2		
University of Nevada, Las Vegas	1			
University of New Haven		1		
University of Novosibirsk, Russia	1			
University of Oregon	5	3		
University of Phoenix		2		
University of Portland		4		
University of Southern California		1		
University of Texas, San Antonio		1		
University of Utah		1		
University of Washington	2	6	1	
University of Wisconsin, Madison	1			
University of Witwatersrand, South Africa	1			
University of Wyoming		1		
Vermont College of Norwich University		1		
Washington State University	2	4		
Webster College		1		
Western Washington University		1	1	
Yuba College				1
Total Institutions: 88	Totals:	33	111	13
				7

*Reflects faculty members with double degrees.

This report reflects five faculty members who each have two terminal degrees. This report does not reflect two faculty members who have vocational certificates and one faculty member with an associate degree from an unknown college.

APPENDIX 4.3

Number And Source of Terminal Degrees of Faculty				
Full-Time Faculty, Temporary				
Institution granting terminal degree	Ph.D.	Masters	Bachelors	Associates
Arizona State University		1		
Chapman University		2		
Duquesne University		1		
Eastern Washington University		1	1	
Georgetown University		1		
Lewis & Clark College		1		
Oregon Health and Sciences University		1		
Oregon State University		2		
Portland Community College				2
Portland State University		3		
San Diego State College		1		
South Dakota State College		1		
University of New Mexico		1		
University of Oregon		2		
University of Phoenix		1		
Washington State University Vancouver		1		
Western Washington University		1		

This report reflects two faculty members who each have two terminal degrees.

This report does not reflect one faculty member who has a vocational certificate and one faculty member who has no post-secondary education.

APPENDIX 4.4

Full-time Faculty Salary Schedule History 1998–2006			
Year	Salary Range		Increase
	A1	B15	
1998	28,365	46,765	No increase
1999	30,500	49,300	7.5% - 5.4%
	Salary Range		
	A	B	
2000	34,500	54,200	13.1% - 9.9%
2001	36,500	57,100	5.8% - 5.4%
2002	37,700	58,960	3.3% - 3.3%
2003	37,700	58,960	No increase
2004	37,700	58,960	No increase
2005	38,090	59,560	1% - 1%
2006	40,733	62,400	6.9% - 4.8%

C. Faculty Tenure

1. A Tenure Review Committee will be established for each probationer. The committee will be responsible for working with the probationer until he or she is either granted tenure or is no longer employed at the College. The Tenure Review Committee is composed of five members, including an administrator, a student representative, and three faculty representatives.
2. The Vice President of Instruction will appoint Position #1. Positions #2, #3 and #4 will be tenured faculty members selected by the AHE in consultation with the administration. For each new probationer, the President of the AHE will nominate a candidate for each position, then call a meeting of the senate to ratify the nominations. Position #5 will be filled by a full-time student selected by the Associated Students of Clark College.
3. The Vice President of Instruction is responsible for coordinating the activities of the tenure review process and assuring that Tenure Review Committees are formed and that they fulfill their duties. Each Tenure Review Committee will have its first organizational meeting within the first three weeks of instruction in the probationer's first quarter of employment.
4. Each review committee will choose its own chair, adopt guidelines for its operation, and will meet at least once each quarter at the call of the chair.
5. If a vacancy exists on the review committee, prior to the expiration of any such appointment, the committee chair must request in writing to the appointing body the replacement of an administrative member, a faculty member, or student.
6. Any deviation from these procedures must be agreed to in writing by the parties.
7. The tenure review process is directed toward enhancing the quality of the probationer's performance relating to or in their discipline or program. The Tenure Review Committee will establish its method of evaluating the performance of each probationer. The Tenure Review Committee will advise each probationer, in writing, at least once each quarter, of his or her progress during the probationary period and receive the probationer's written acknowledgement of such notice.
8. The committee's recommendation to award or not to award tenure will be based solely on the following:
 - a. Self Evaluations. Probationers will evaluate themselves once a year, utilizing the forms and methods that have been agreed upon by the College and AHE.
 - b. Tenure Review Committee Evaluations. Probationers will be evaluated in the classroom at least three times during the course of the year, beginning in the first quarter of probation. Evaluations will be by at least two different members of the Tenure Review Committee and take place at least once each quarter.
 - c. Student Evaluations. Student evaluations will be conducted in all of the probationer's class sections each quarter, using a standard form.
 - d. Supervisory Evaluations. Supervisory evaluations will be completed by the Division Chair, Program Director, and/or Instructional Dean at least once each academic year.

- e. Peer Evaluations. All tenured faculty members of the division or, if appropriate, the department, will be given the opportunity to evaluate the probationer in writing with regard to strengths and weaknesses and suggestions for professional development to enhance improvement in their discipline.
- 9. The Tenure Review Committee will begin its review process no later than three (3) weeks after the beginning of the probationer's first quarter of employment and will reach agreement regarding the criteria and procedures to be used in the evaluation to enable them to notify the probationer in writing and discuss their proposed criteria and procedures with him/her by the end of the fourth (4th) week of the quarter. The probationer will acknowledge in writing to the committee chair, within a week of receipt, his or her understanding of these criteria and procedures.
- 10. The Committee will meet at least once each quarter with the probationer starting with the first quarter of the evaluation process and continuing until the committee is discharged. These meetings are for the purpose of evaluating the probationer's progress and performance. During the first quarter the Committee will meet twice: once for an organizational meeting, and again to discuss the results of the first quarter evaluations with the probationer.
- 11. During the 3rd, 4th, 6th and 7th quarters, the meeting with the probationer will be held no later than the seventh (7th) week of the quarter. The Committee will provide a written summary of the evaluations, noting the probationer's strengths and weaknesses, plus written recommendations as to suggested procedures to be used by the probationer to correct such weaknesses. A copy of each summary will be provided to the probationer, and to the Vice President of Instruction.
- 12. At the second (2nd) and fifth (5th) quarter meetings, the Tenure Review Committee has the responsibility of making a written recommendation to the appointing authority, through the Vice President of Instruction, regarding the continued employment of the probationer for the following year, by the midpoint of the quarter. A written summary noting the probationer's strengths and weaknesses, plus written recommendations as to suggested procedures to be used by the probationer to correct such weaknesses, must also be provided to the Vice President of Instruction and the probationer.
- 13. During the eighth (8th) quarter of tenure review, the Tenure Review Committee must make a written recommendation for granting or denying tenure by the midpoint of the quarter, and forward its recommendations to the Vice President of Instruction, who will then forward the recommendations to the President, so that the Board of Trustees may review the Committee's recommendation(s) prior to its decision concerning the granting of tenure.
- 14. Written summaries and recommendations to renew or not to renew contracts or to grant tenure must be consistent with and based on data shared with the probationer at the quarterly meeting(s).
- 15. The Tenure Review Committee can recommend and the appointing authority can grant tenure at any time during the probationary period, if substantial evidence of quality performance exists.

16. The final decision to award or withhold tenure rests with the Board of Trustees after it has given reasonable consideration to the recommendations of the Tenure Review Committee and reasonable consideration to the recommendation of the College President.
17. If the probationer is dismissed prior to the expiration of the contract, the case will be considered by the Dismissal Review Committee in accordance with the laws of the State of Washington and the dismissal policy of the College.

D. Evaluation System for Faculty, Other Than Probationary

1. The purpose of faculty evaluation is to provide for professional and personal faculty growth and to foster a standard of teaching and service that provides for quality student education. All parties will conduct evaluations objectively in an equitable and professional manner. Requests for supplemental evaluation data by appropriate administrators as outlined in the provisions of this Section may be made on a random basis or to address legitimate instructional concerns, but will not be made to place an unfair or inequitable burden on any faculty member. The provisions of this Section do not apply to probationary faculty members.
2. The appropriate Vice President or designee is responsible for implementing the evaluation procedure for post-tenure, temporary, special programs and adjunct faculty.
3. Evaluation forms: A committee of 3 faculty (appointed by AHE) and 3 administrators (appointed by the Vice President of Instruction) shall be responsible for developing and revising all forms associated with faculty evaluation. The committee will submit to the AHE President and the Vice President of Instruction final recommendations for consideration by constituents. Forms will be implemented upon mutual agreement by the Vice President of Instruction and the AHE President.
4. Post-Tenure Faculty Evaluation Process
Post-tenure faculty evaluations will be conducted on a five-year schedule using the following indices:

Student evaluations– 1 course per year (5th year scheduled in Fall or Winter)

Peer evaluation – 1 peer evaluation will be conducted in the 5th year (scheduled in Fall or Winter); faculty to be evaluated will submit 3 names of faculty from the unit for the Dean to select as peer evaluator.

Supervisor evaluation – 1 in 5th year; supervisory evaluation form will include classroom observation and non-teaching duties (conducted by Dean or Program Director).

Self-evaluation – The faculty member will complete a self-evaluation during the 5th year using the self-evaluation form; the faculty evaluatee will observe a minimum of one class at the evaluatee's discretion, to be used in conjunction with self-evaluation.

5. Non-tenured faculty evaluation

Non-tenured faculty, including adjunct, temporary and special programs, will be evaluated during the first three years of employment with the college using the following indices:

Student evaluations - 1 course per quarter

Peer evaluation - 1 course per year, including classroom observation

Supervisor evaluation - 1 evaluation per year, including classroom observation

After 3 academic years of employment with the College, the post-tenure evaluation process and indices (described in Article III. D. 4.) will be used.

6. The evaluation instruments for tenured, temporary, special programs, and adjunct faculty will be collected and delivered to the Instructional Dean or supervisor by a person other than the faculty member being evaluated. Evaluation summaries will be compiled by the Instructional Dean or supervisor and a copy provided to and reviewed with the faculty member. The evaluations will be retained until the next subsequent evaluations are accomplished. Upon completion of the new evaluation, the evaluation summaries will be turned over to the faculty member.
7. The faculty member, Instructional Dean, or Vice President may have access to the evaluations for the purpose of improving job performance. The evaluations may not be used for disciplinary purposes. However, where deficiencies in a faculty member's performance are identified, the faculty member is responsible for remediating the deficiencies. The College will assist the faculty member through appropriate developmental opportunities. Failure to correct a deficiency may result in an administrative directive requiring appropriate remedial action.
8. The Instructional Dean or supervisor will be responsible for reviewing evaluations with the faculty member. Based upon this review, if areas for improvement are identified, the faculty member, in consultation with the Instructional Dean or supervisor, will develop a professional development plan or revise any existing professional development plan. The final plan must be approved by the Instructional Dean or supervisor and must contain these elements:
 - a. Major strengths.
 - b. Specific knowledge, skills and attitudes needed to improve job performance.
 - c. Specific changes in practices and procedures needed to improve job performance.
 - d. A design for achieving the above improvements, including an appropriate timeline.
 - e. Identification of resources, including those the College may provide, to achieve the above requirements.

A summary of the evaluation, including the plan, if necessary, will be submitted to the appropriate Vice President.

9. The Instructional Dean or supervisor will review all faculty professional development plans and progress toward achievement of plan objectives with the faculty member and the appropriate Vice President at least annually.

E. Faculty Member Rights/Nondiscrimination

1. The College ensures that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoffs, College sponsored training, education, tuition waivers and assistance, social and recreation programs, will be administered without regard to race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, disabled veteran status or Vietnam era veteran status, and groups subsequently protected.
2. The best qualified person is actively recruited for all positions and consideration is based solely on merit.

F. Sexual Harassment

1. Sexual harassment is a form of sex discrimination that involves the inappropriate introduction of sexual activities or comments that demean or otherwise diminish one's self-worth on the basis of gender into the work or learning situation. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing, (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decision affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.
2. Sexual harassment often involves relationships of unequal power and contains elements of coercion -- as when compliance with requests for sexual favors becomes a criterion for granting work, study, or grading benefits. However, sexual harassment may also involve relationships among equals, as when repeated sexual advances or demeaning verbal behavior have a harmful effect on a person's ability to study or work.
3. Faculty members who feel they have been victims of sexual harassment are encouraged to file complaints through the College's sexual harassment grievance procedure or through the grievance procedure of this Agreement.
4. All investigations and hearings surrounding sexual harassment complaints will be designed to protect the privacy of the accused as well as the complainant.

G. Personnel Files

1. The following provisions pertain to the personnel files of all faculty members:
 - a. The faculty member has access to his or her personnel file upon request to Personnel Services.
 - b. Materials may be added to or removed from the faculty member's file by the personnel officer and a copy or notice of additions or removal will be sent to the employee. Records eligible for disposal according to state records retention

Standard Five

Library and Information Resources

STANDARD 5



Standard 5

No Appendix



Standard Six

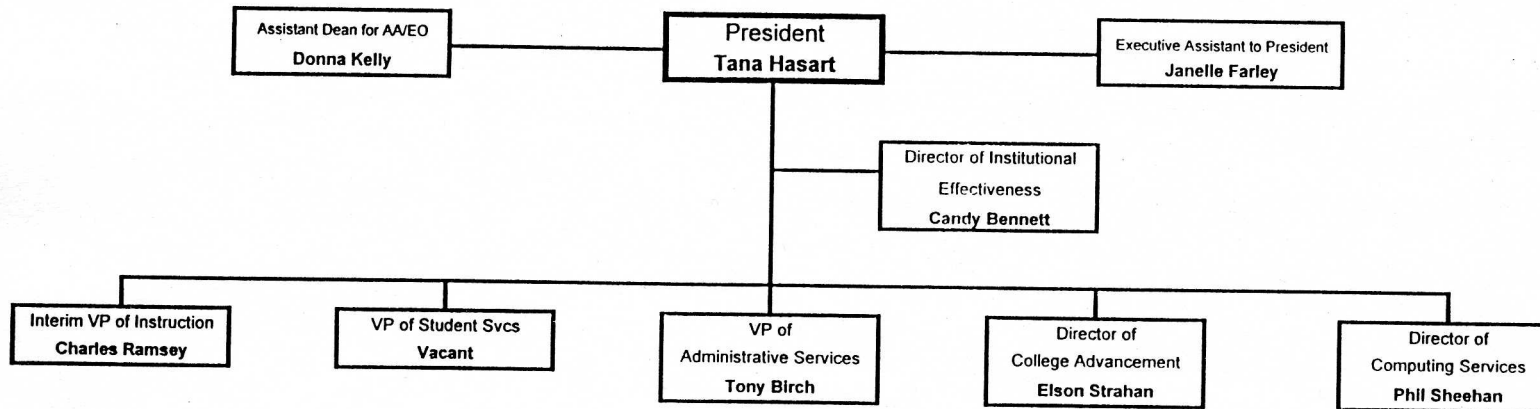
Governance and Administration

STANDARD 6



APPENDIX 6.1

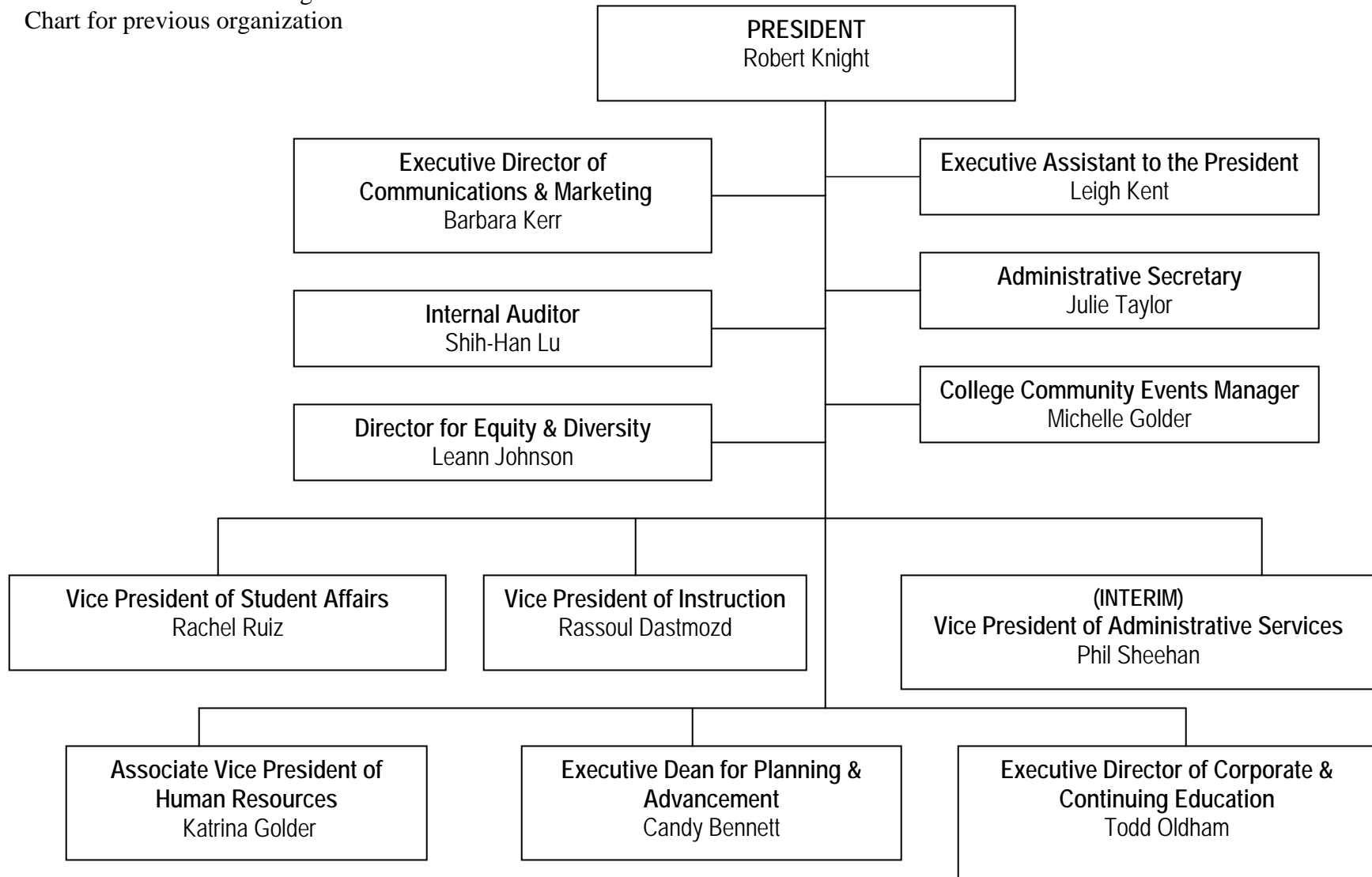
1998 GENERAL ORGANIZATION



APPENDIX 6.1

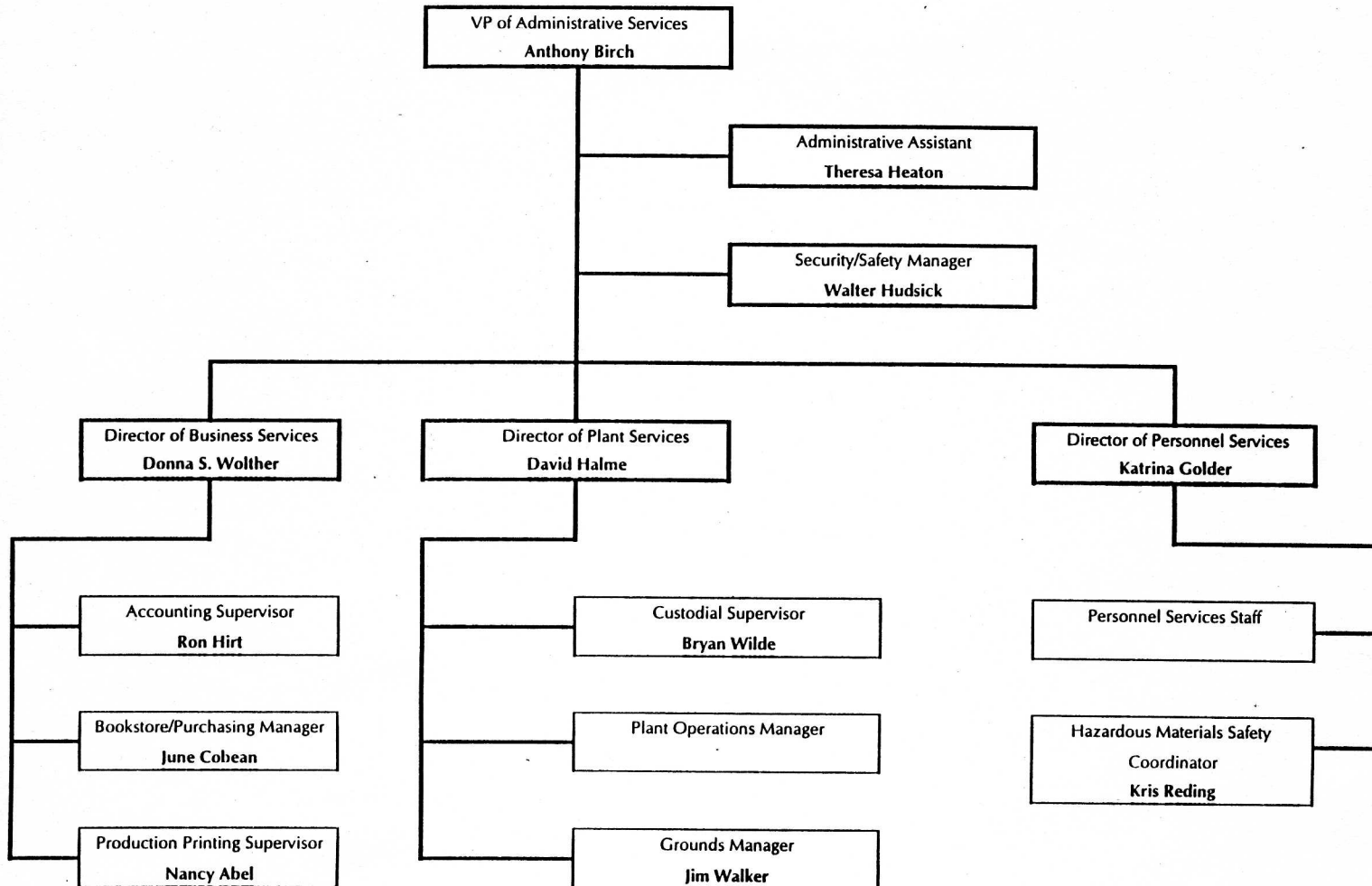
2008 GENERAL ORGANIZATION CHART

Note: See 1998 General Organization
Chart for previous organization



1998

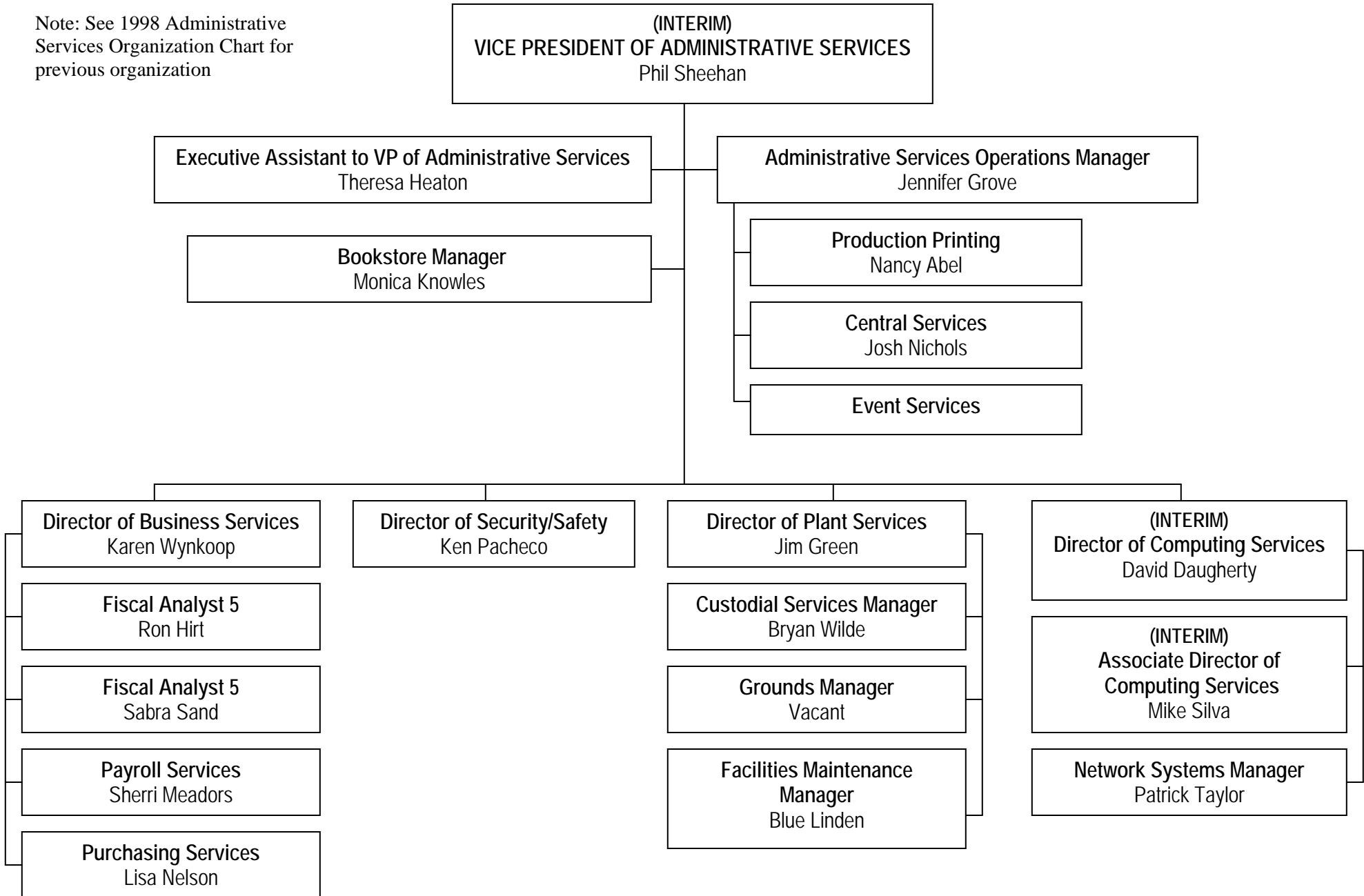
ADMINISTRATIVE SERVICES ORGANIZATION CHART



APPENDIX 6.1

2008 ADMINISTRATIVE SERVICES ORGANIZATION CHART

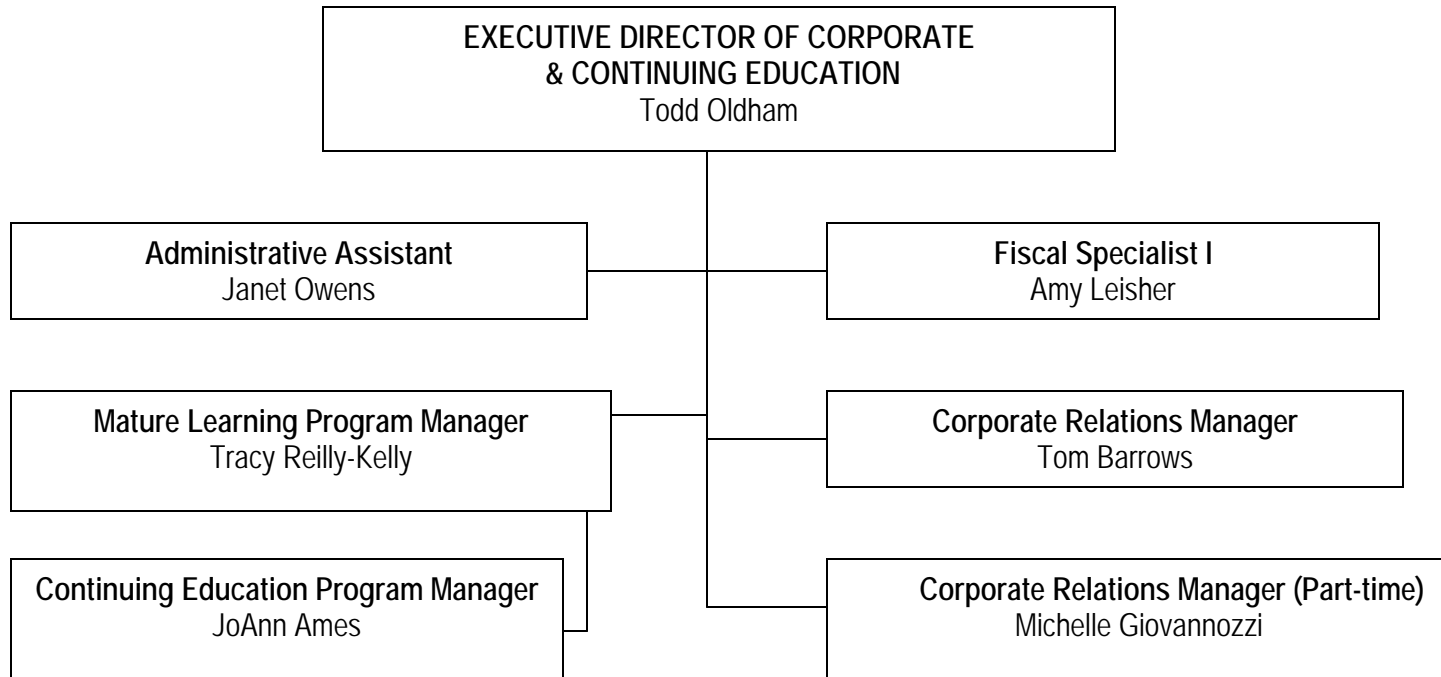
Note: See 1998 Administrative Services Organization Chart for previous organization



APPENDIX 6.1

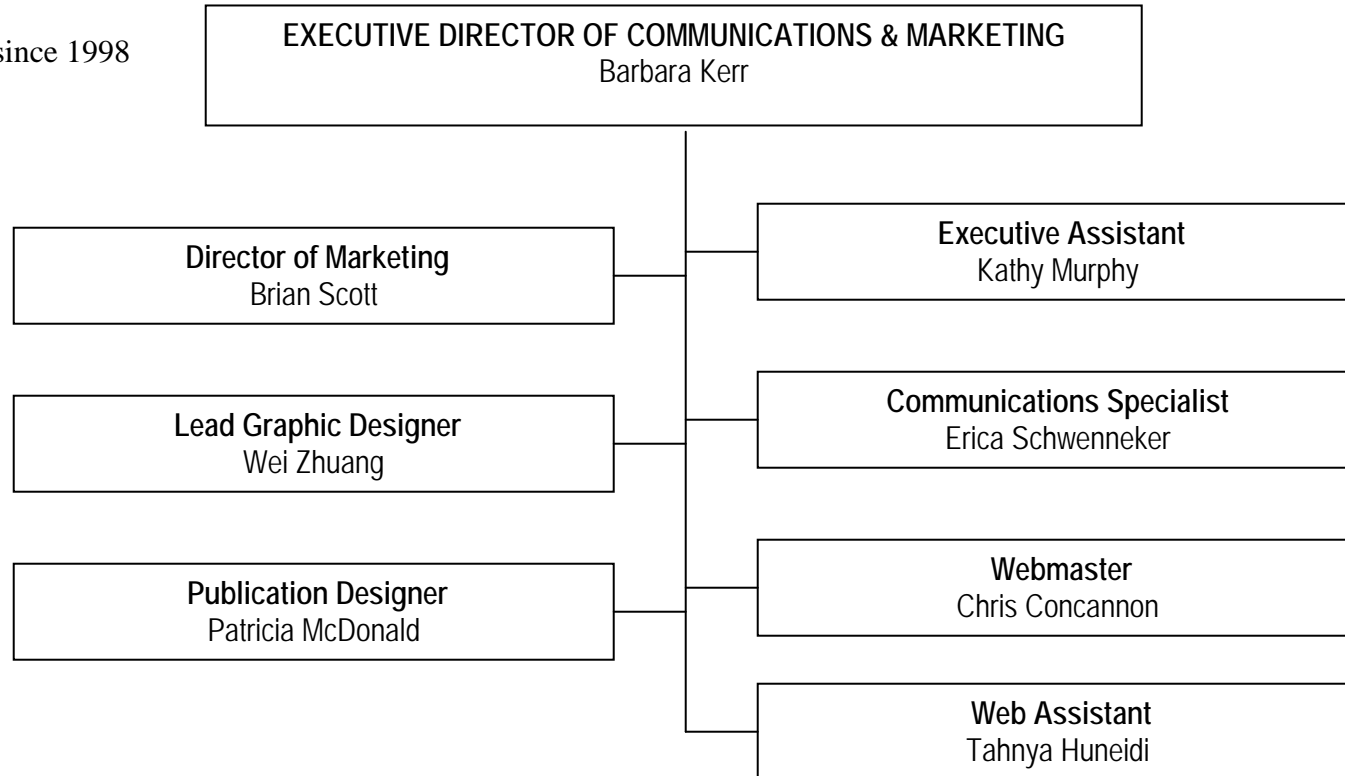
2008 CORPORATE & CONTINUING EDUCATION ORGANIZATIONAL CHART

Note: New unit since 1998



2008 COMMUNICATIONS & MARKETING ORGANIZATION CHART

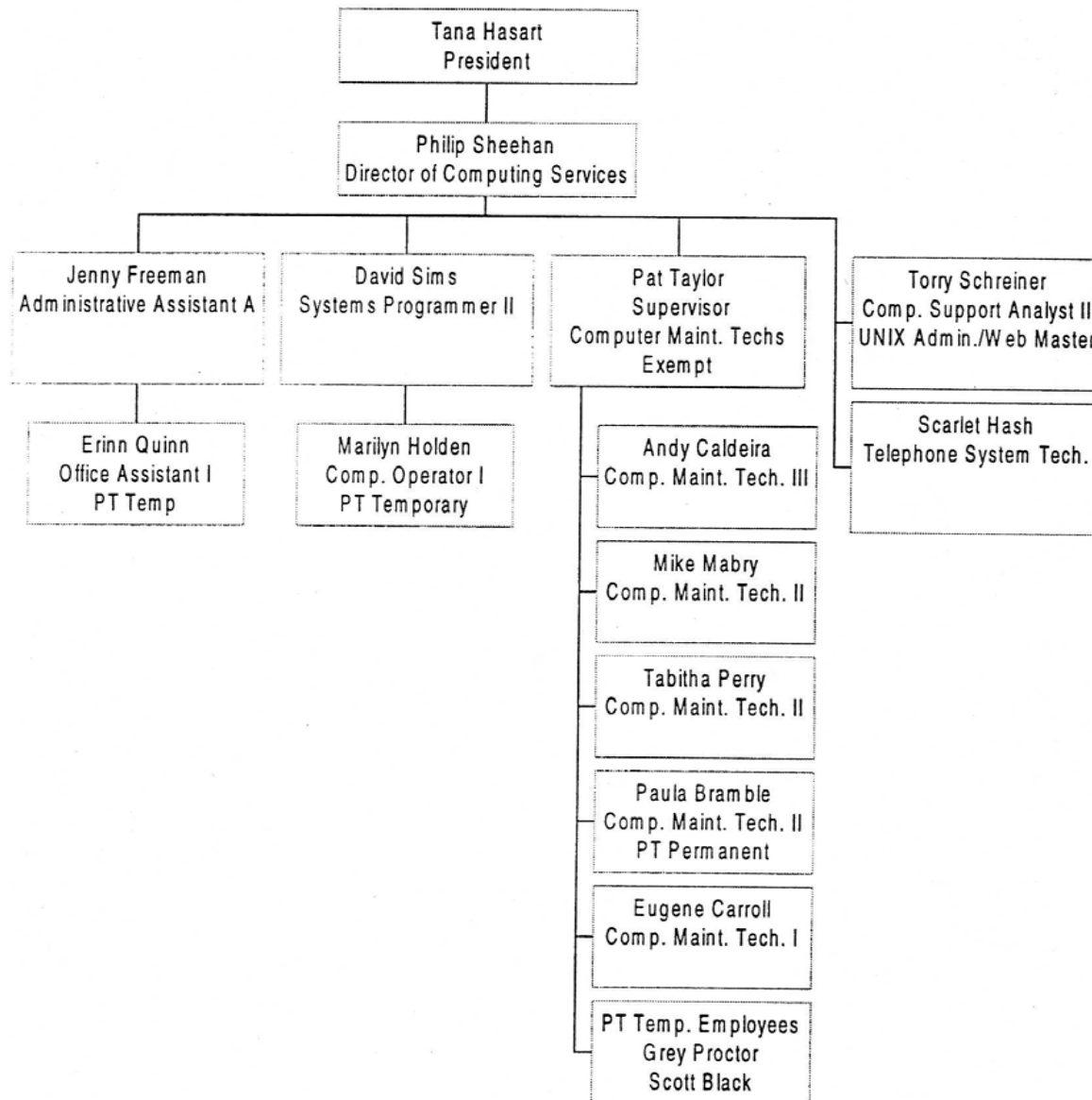
Note: New unit since 1998



APPENDIX 6.1

1998

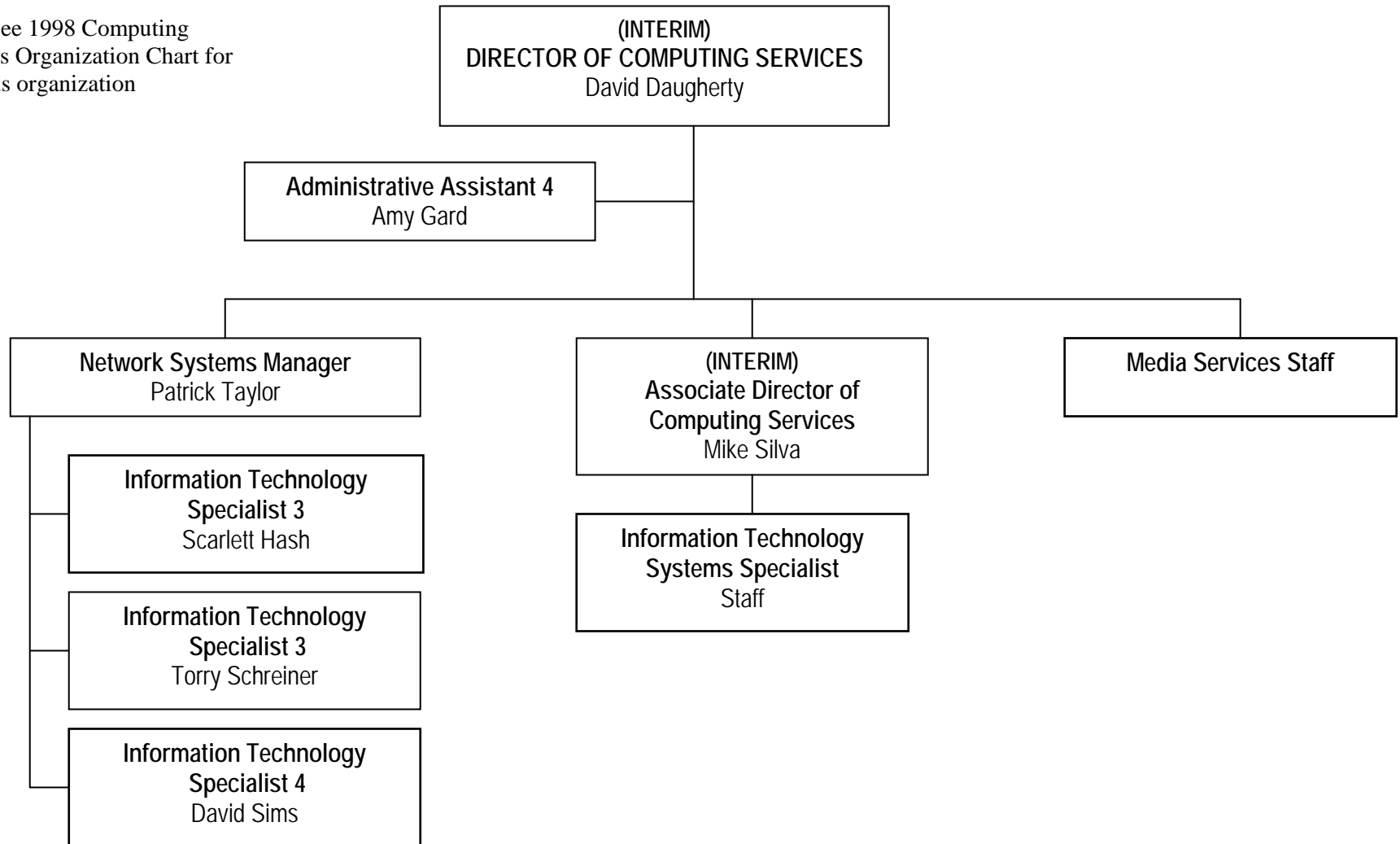
Computing Services Organization Chart



APPENDIX 6.1

2008 COMPUTING SERVICES ORGANIZATION CHART

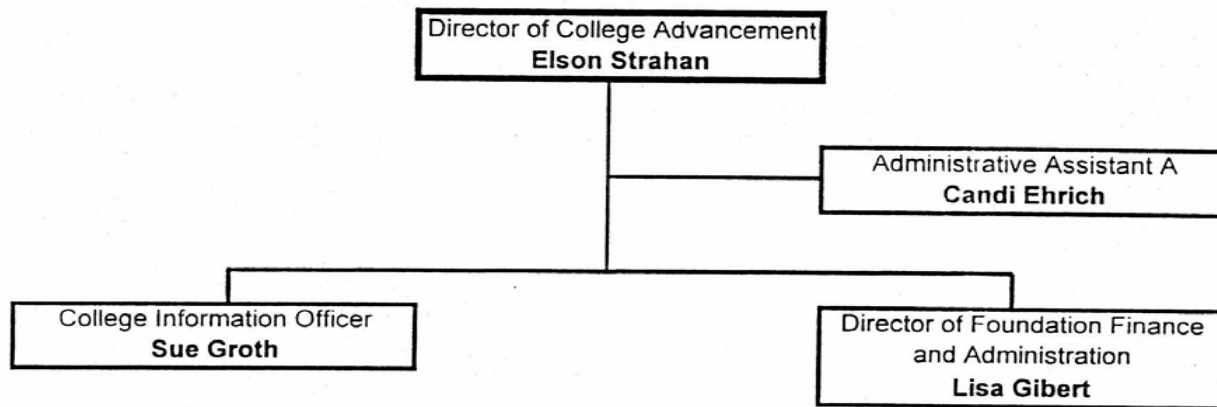
Note: See 1998 Computing Services Organization Chart for previous organization



APPENDIX 6.1

1998

FOUNDATION ORGANIZATION

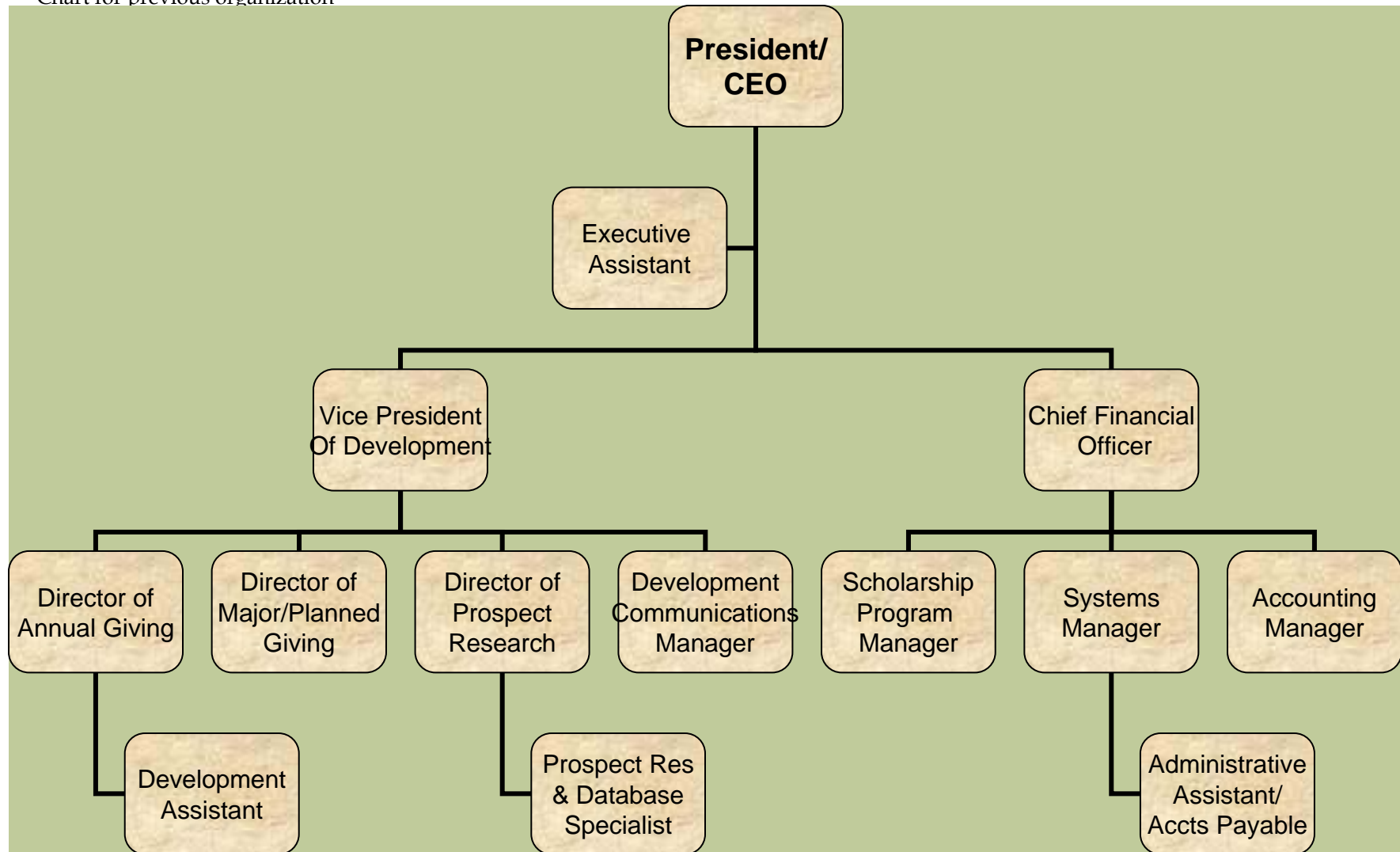


APPENDIX 6.1

2008 Clark College Foundation Organization Chart

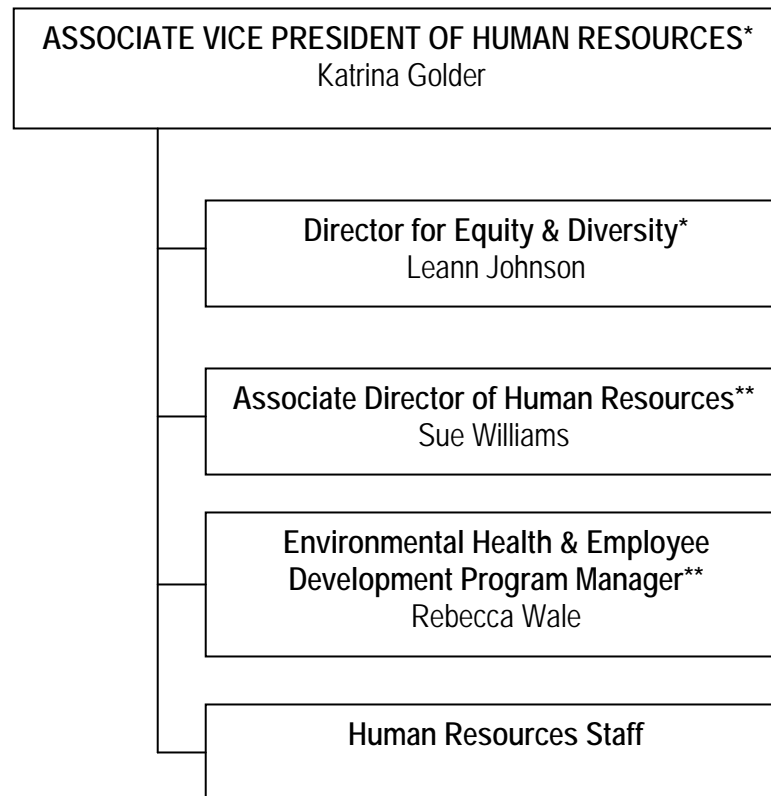


Note: Please see 1998 Foundation Organization Chart for previous organization



APPENDIX 6.1

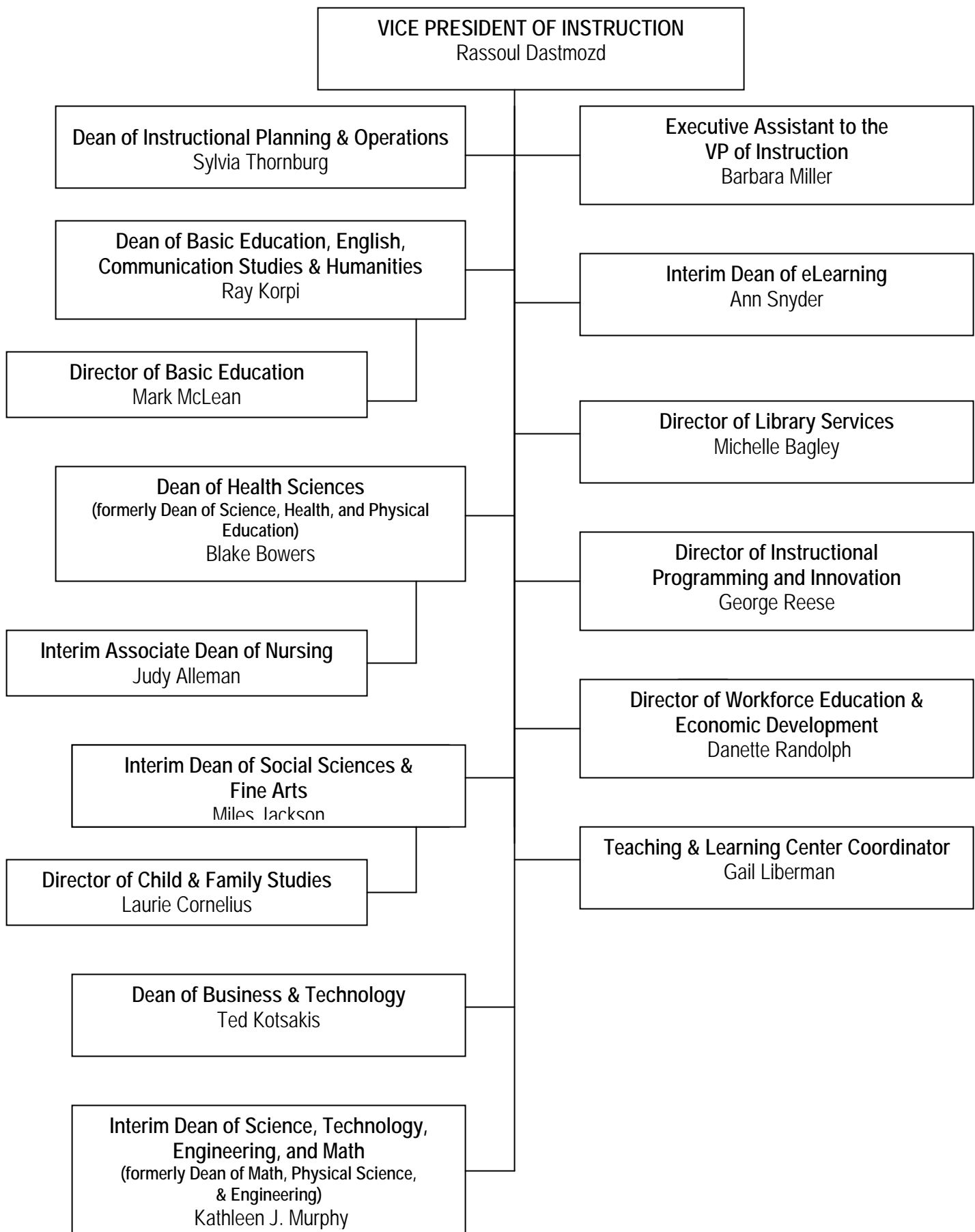
2008 HUMAN RESOURCES ORGANIZATION CHART



*New title since 1998 Accreditation visit

**New position since 1998 Accreditation visit

2008 INSTRUCTIONAL ADMINISTRATORS ORGANIZATION CHART



APPENDIX 6.1

1998

DIVISION CHAIRS ORGANIZATION CHART

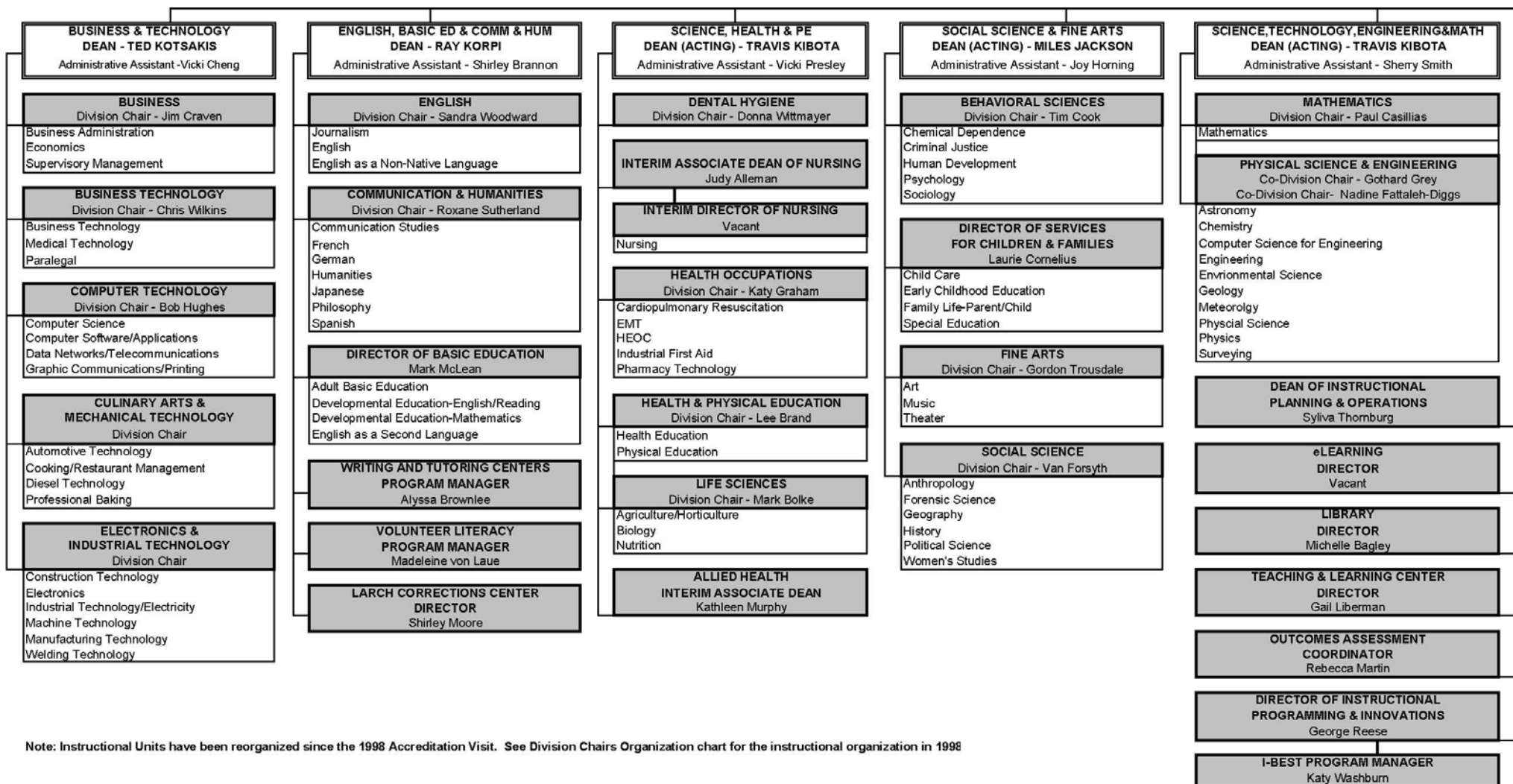
Interim Vice President of Instruction
Charles Ramsey

Human Development	Applied Technology	Business	Education	Health Occupations	Health and Physical Education	Humanities	Science and Engineering	Math and Computer Science	Social Science and Social Services
John Gibbons	Mike Godson	Patricia Serrano	Terri Woodward	Kathryn Graham	Rod Smith	Chuck Ramsey	Wayne Colony	Louise Hoover	Charles Davidson

Counseling	Automotive Technology • Construction Technology • Culinary Arts/Baking Culinary Arts/Cooking • Diesel Technology • Electronics • Electro-Mechanical/ Engineering Technology • Graphic Communications/ Printing • Industrial Technology/ Industrial Technology- Electricity • Machining Technology • Telecommunications • Welding Technology	Business Administration • Business Technology • Paralegal • Supervisory Management • Economics	Adult Basic Education • Developmental Education • English As A Second Language • Tutoring • Education • English As A Non-Native Language	Dental Hygiene • Nursing • Pharmacy Technician • Phlebotomy	Health Education • Physical Education	Art • English • Foreign Languages • Journalism • Music • Philosophy • Speech, Theatre • Technical Writing	Agriculture/Horticulture • Biology • Chemistry • Engineering • Floristry • Geology • Physics	Computer Information Systems/Computer • Science • Math • Computer Network Administration • Microcomputer Support Specialist	Criminal Justice • Chemical Dependence • Counseling • Anthropology • Early Childhood Education • Geography • History • Parent Education • Political Science • Psychology • Sociology • Women's Studies
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APPENDIX 6.1

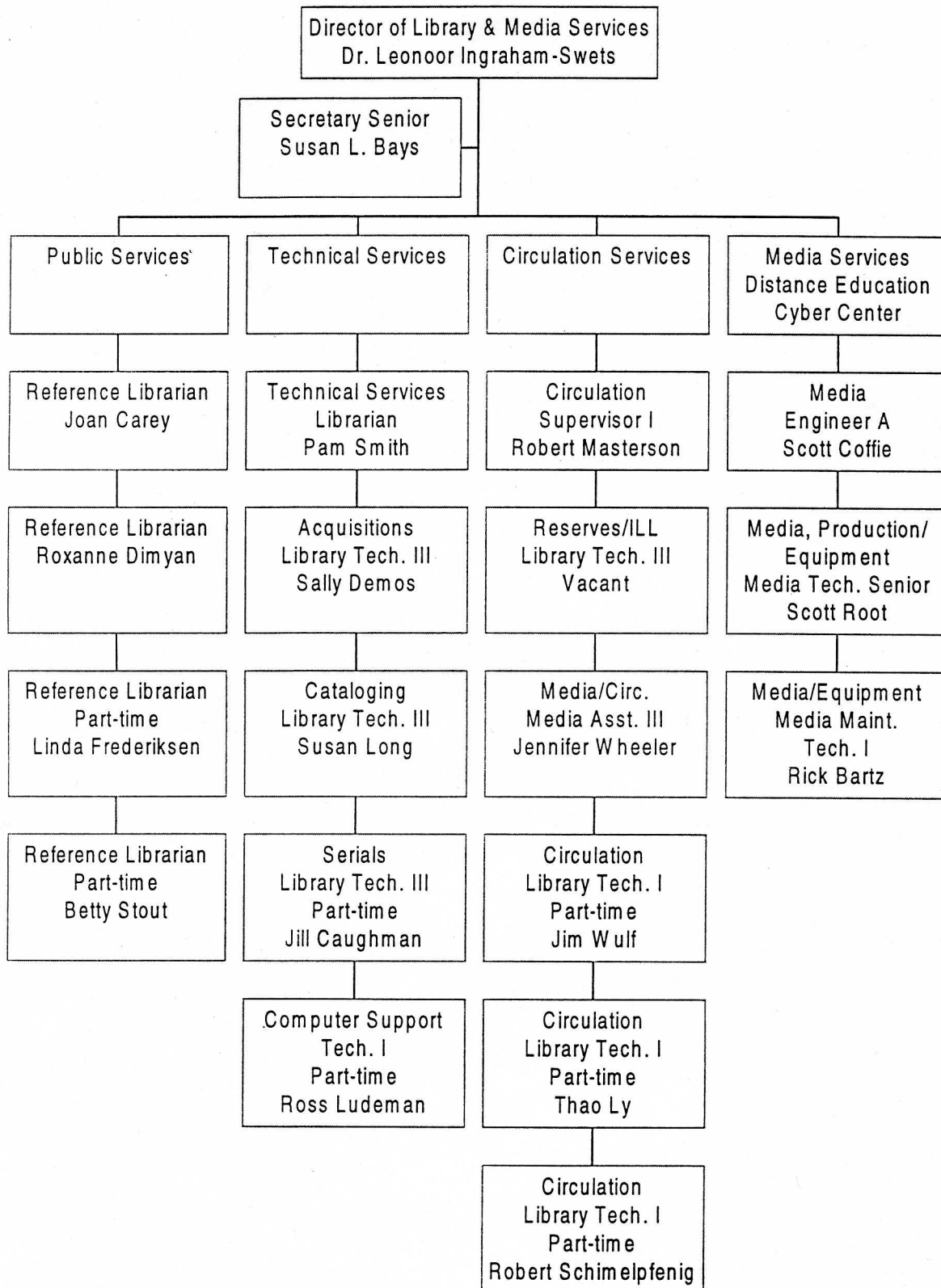
2008 INSTRUCTIONAL UNITS & DIVISIONS



Note: Instructional Units have been reorganized since the 1998 Accreditation Visit. See Division Chairs Organization chart for the instructional organization in 1998

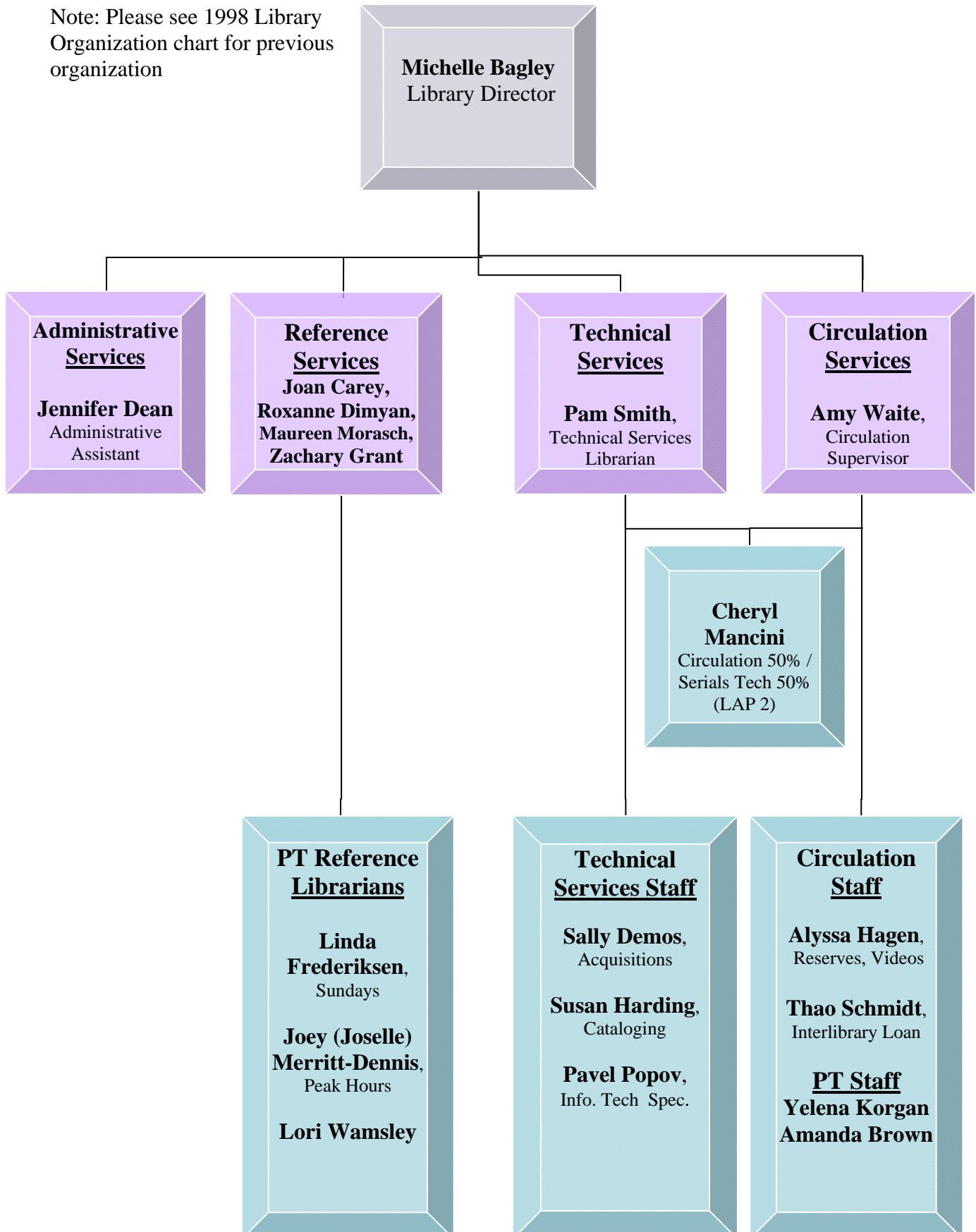
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1998 LIBRARY ORGANIZATION CHART



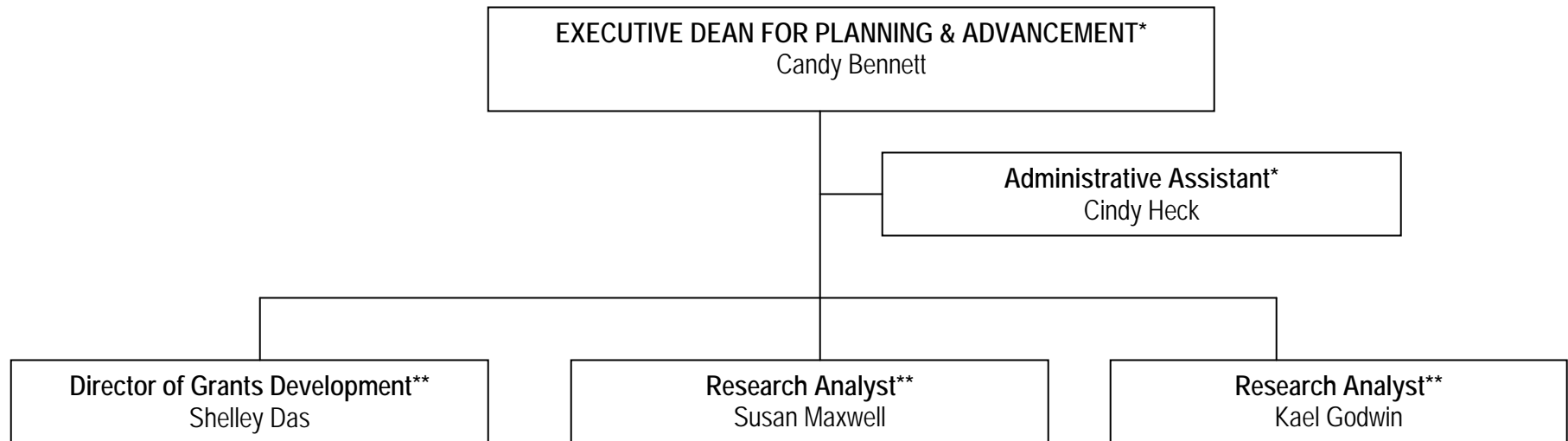
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2008 Cannell Library Organization Chart

Note: Please see 1998 Library Organization chart for previous organization



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2008 PLANNING & ADVANCEMENT ORGANIZATION CHART

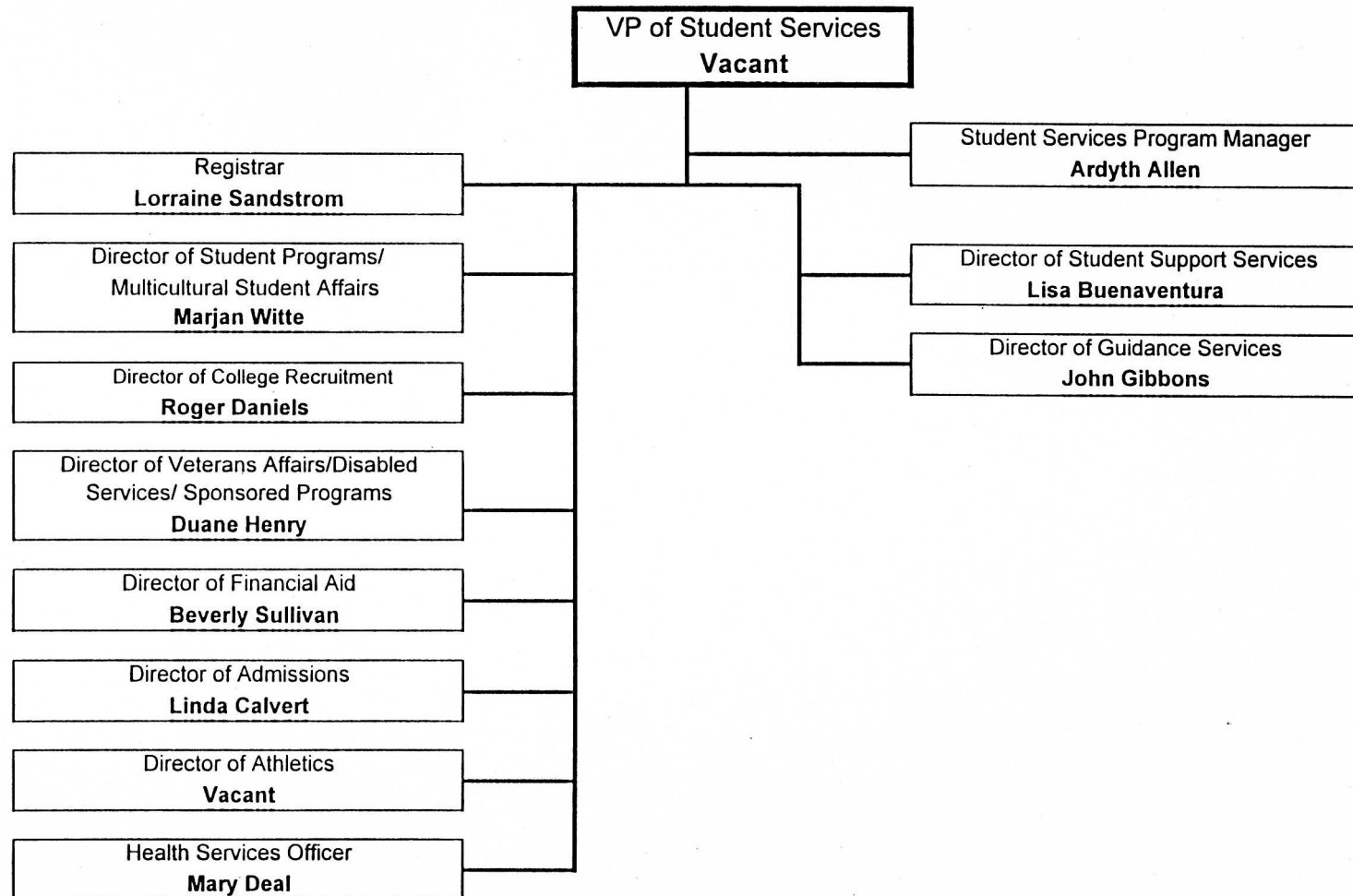


*New title since 1998 Accreditation visit

**New position since 1998 Accreditation visit

1998

STUDENT SERVICES ORGANIZATION CHART



2008 STUDENT AFFAIRS ORGANIZATION CHART

VICE PRESIDENT OF STUDENT AFFAIRS
Rachel Ruiz

Executive Assistant to VP of Student Affairs
Cindi Olson

Note: See 1998 Student Services Organization Chart for previous organization

Dean of Enrollment Services
Alex Montoya

Director of Admissions & Assessment
Sheryl Anderson

Associate Director of Student Recruitment
Dan Overbay

Associate Director of Student Enrollment Services
Jennifer Reeves

Welcome Center Manager
Kelly Benson

Registrar
Vacant

International Recruitment Manager
Chanda Kroll

Director of Financial Aid
Karen Driscoll

Health Services Officer
Mary Deal

Dean of Student Success & Retention
Ted Broussard

Director of Advising & Counseling
Bill Van Dusen

Associate Director of Running Start
Linda Calvert

Eligibility Programs & Advising Support Manager
Becky Merritt

Counseling Lead
Tim Cook

Director of Athletics
Lisa Quednow-Bickler

Director of Career & Employment Services
Maxine Mitchell

Director of Student Life & Multicultural Student Affairs
Carrie Weikel-Delaplane

Multicultural Retention Manager
Felisiana Peralta

Disability Support Services Manager
Tami Jacobs

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Addison Jacobs - Vice Chair

Profile:

Appointed: 2000 - **Reappointed:** 2005 - **Term Ends:** 2010

Ms. Jacobs is Public Affairs Director for the Port of Vancouver.

Community activities include:

- Vancouver School District Management Task Force (1998-present)
- Greater Vancouver Chamber of Commerce (1990-present)
- SW Washington Workforce Development Council (2004-2006)
- Vice Chair and Member, City/County Cable Commission (1995-1999)
- Chair, Community Issues Committee, Identity Clark County (1995-1999)
- Founding Chair, InterACT -- Framing Clark County Priorities (1997-1999)
- President/Member, Women in Action Board of Directors (1987-1991)
- Chair, SW Washington Branch Children's Home Society (1986-1988)
- Member, SWIFT Board of Directors (1989-1993)



Education:

- B.A. in Business Administration, University of Puget Sound
- Graduates Studies, Master of Business Administration, Portland State University & Marylhurst University

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Sherry W. Parker -- Chair

Profile:

Appointed: 2004 - **Reappointed:** 2005 - **Term Ends:** 2009

In January 2007, Mrs. Parker assumed the duties of County Clerk of Clark County, Washington. She has worked for Clark County since 1991 and is currently employed as a courtroom clerk in the Clark County Clerk's Office. She previously worked as the secretary for the Data Processing Department at Clark College and taught computer skills classes.



Community activities include:

- Past Executive Board Member and Past President, Salmon Creek Lions Club
- Member, City of Vancouver Transportation Finance Task Force (2003)
- Executive Board Member, Troop and Pack 340, Boy Scouts of America

Education:

B.A. in Education and English, University of South Florida; A.A.S. in Data Processing and Computer Programming, Clark College

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Kim Peery

Profile:

Appointed: 1998 - **Reappointed:** 2003 - **Term Ends:** 2008

Mr. Peery most recently served as Director of Governmental Relations for Public School Employees of Washington. He previously owned a consulting firm specializing in public affairs and governmental lobbying with local governments and the Washington Legislature. He served ten years in the Washington State House of Representatives, taught and coached in the Washougal and Camas school districts, and owned an insurance agency based in Camas and Vancouver for eighteen years.



Community activities include:

- Past President, Camas-Washougal Chamber of Commerce
- Former Board Member, Columbia River Economic Development Council
- Former Chair, Clark County Planning Commission

Education:

B.A. in Political Science and Economics, Western Washington University; Teacher Certification, Lewis and Clark College

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Rhona Sen Hoss

Profile:

Appointed: 2002 - **Reappointed:** 2007- **Term Ends:** 2012

Ms. Sen Hoss is the Community Partnerships Manager at The Columbian. Her position at the newspaper involves managing community and business events and forging partnerships with non-profit organizations such as local school districts and the YMCA.



Community activities include:

- Washington State University Vancouver President's Advisory Council
- Evergreen School District Foundation and Shared Leadership Team
- Vancouver-Clark Parks and Recreation Sports Fields Advisory Committee
- Former Executive Director, Southwest Washington Independent Forward Thrust (SWIFT) Auction (1988-1998)

Education:

B.S. in Fashion Merchandising, Minor in Music
Oklahoma State University

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John White

Profile:

Appointed: 2006 - **Term Ends:** 2010

John D. White is a Vice President of BERGER/ABAM Engineers Inc. and manages their JD White division, which specializes in land use planning, natural resources, and public involvement.

John's practice involves strategic planning, agency coordination, and overall project management for public and private sector projects throughout the Northwest.



Community activities include:

John serves on the boards of Southwest Washington Medical Center, Columbia United Providers, Southwest Washington Regional Surgery Center, the Bank of Clark County, and the National Neon Sign Museum, as well as the Clark County YMCA Board of Managers and the WSU Vancouver Advisory Committee, and is active in various professional organizations.

Education:

B.A. in Architecture, Kansas State University

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Standard Seven

Finance

STANDARD 7



APPENDIX 7.1

Standard Seven

Documentation #15

A list and description of financial and management reports regularly provided to the governing board.

Annual Budget Approval Documents

- State Allocation & Projected Revenue
- FTES (For Budget Purposes)
- Funding from FTES
- 2007-2008 Budget by Area of Responsibility

Annual Operating Budget Book


Monthly Budget Status Report

Monthly Fund Balance Report



MEMORANDUM

To: Robert K. Knight, President

From: Philip Sheehan, Interim Vice President of Administrative Services 

Date/Ref: August 17, 2007/PS78

Subject: 2007-2008 Budget

Background:

Over the last six months, the President and the Executive Cabinet have worked with College units, and as a Cabinet, to develop a budget proposal for the 2007-2008 fiscal year. The goals of this process were to:

- Increase participation at every level.
- Clarify the process and make it transparent.
- Expand communication.
- Use the President's goals as the framework.
- Connect goals and resource allocation.
- Advance the timeline to allow for early input.
- Make progress in coordinating all requests for funding, inclusive of all funding sources.

In addition to the process of developing goals and related budget requests:

- The 2006-2007 base budget has been reviewed and adjusted for College mandated increases.
- Costs of changes mandated by the State have been calculated and funded in the 2007-2008 budget.

At your June meeting, you passed a resolution which included approval for:

- Expenditure of State and local funds in an amount equal to the 2006-2007 budget.
- The ASCC budget to provide services for students during summer quarter.

APPENDIX 7.1

Robert K. Knight

Page 2

August 17, 2007

Recommendation:

I recommend that the 2007-2008 operating budget and the supporting documentation listed below be forwarded to the Board of Trustees for review and approval.

- State Allocation & Projected Revenue. Total budget of \$98,423,931, for all funds.
- FTES (For Budget Purposes). Illustrates the Student FTES supported by the proposed budget.
- Funding from FTES. Illustrates the revenue associated with each of the FTE components.
- 2007-2008 Budget by Area of Responsibility. Illustrates the permanent allocation of resources among the divisions of the College.

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Attachments

APPENDIX 7.1

CLARK COLLEGE 2007-08 BUDGET STATE ALLOCATION & PROJECTED REVENUE

	Funded FTE's	2006-2007 Base Budget	Funded FTE's	2007-2008 Base Budget
STATE ALLOCATION				
General Fund	6,225	24,567,512	6,250	27,103,359
ABE Enrollments	-	-	19	114,980
Apprenticeship	10	38,550	9	37,350
University Contracts	8	50,400	15	94,500
Growth	22	99,550	115	562,500
High Demand	54	477,771	54	477,771
Workforce Training	155	752,261	155	752,261
		<u>26,406,153</u>		<u>29,148,751</u>
TUITION & OTHER				
Tuition		11,559,754		11,330,257
Excess Enrollment	404	1,346,128	132	439,804
Enterprise Interest		100,000		100,000
Interest (101/149)		30,000		30,000
Running Start (145)	550	2,059,732 *	550	2,444,163
International Education (145)	35	403,905 *	62	544,050
		<u>15,559,540</u>		<u>15,438,254</u>
DEDICATED FUNDS				
Matriculation Fee		290,000		275,000
Continuing Education Fees		1,417,055		1,150,048
Retail Charges		525,000		555,430
Class Fees		529,200		475,700
Tech Fee		600,000		580,000
GED Testing Fees		42,000		42,000
Career Center Fees		6,000		5,000
Health Services Fees		32,000		32,000
Health Occupation Admissions		45,000		45,000
Tech Prep		6,000		5,000
		<u>3,496,255</u>		<u>3,245,178</u>
Subtotal (Operating)		45,563,948		47,835,263
ENTERPRISE ACCOUNTS				
Grant & Contracts		4,393,544		4,427,905
Internal Support Services		758,563		714,011
ASCC & Clubs		1,300,524		1,450,774
Bookstore		4,553,561		4,705,000
Parking		237,705		255,234
Auxiliary Enterprises		1,377,215		1,369,963
Student Financial Aid		18,590,475		16,883,762
Capital Projects		19,537,277		20,776,999
Subtotal		50,349,569		50,588,568
TOTAL COLLEGE BUDGET		96,513,537		98,423,931

* Adjusted Base

0.0000
0/0/2007

APPENDIX 7.1

Clark College 2007-2008 BUDGET FTES (For Budget Purposes)

	FTES		Change	% Change
	2006-07	2007-08		
State Allocation				
State Basic	6,228	6,250	22	0.4%
ABE Enrollments	-	19	19	
Apprenticeship	10	9	(1)	-10.0%
University Contracts	8	15	7	87.5%
Growth	22	116	93	422.7%
High Demand	54	54	-	0.0%
Worker Retraining	156	156	(2)	-1.3%
State Allocation Sub-total	6,480	6,618	138	2.1%
Excess				
Excess Enrollment - Base	404	132	(272)	-67.3%
Total Budgeted FTES	6,884	6,750	(134)	-1.9%
Contractual Programs				
International Programs	36	62	27	77.1%
Running Start	650	650	100	16.2%
Total Contractual Programs	686	712	127	21.7%
Total FTES	7,469	7,462	(7)	-0.1%

6/3/07

APPENDIX 7.1

Clark College 2007-2008 BUDGET Funding from FTES

	Funding			
	2006-07	2007-08	Change	% Change
State Allocation				
State Basic	24,987,518	27,109,359	2,120,841	8.5%
ABE Enrollments	-	114,950	114,950	
Apprenticeship	39,550	37,350	(1,200)	-3.1%
University Contracts	50,400	94,500	44,100	87.5%
Growth	99,550	563,500	463,950	466.0%
High Demand	477,771	477,771	-	0.0%
Worker Retraining	752,381	752,381	-	0.0%
State Allocation Sub-total	26,406,150	29,148,791	2,742,641	10.4%
Tuition & Excess				
Tuition From State FTE's	11,859,754	11,830,257	(170,503)	-1.5%
Excess Enrollment - Base	1,348,125	439,824	(908,304)	-67.3%
Total Budgeted FTES	39,412,032	41,418,872	2,006,840	5.1%
Contractual Programs				
International Programs	403,905	544,050	140,145	34.7%
Running Start	2,058,753	2,444,163	374,410	18.1%
Total Contractual Programs	2,473,658	2,988,213	514,555	20.8%
Total FTES	41,885,690	44,407,085	2,521,395	6.0%

esand 5/9/07

APPENDIX 7.1

Clark College 2007-2008 Budget By Area of Responsibility

	2006-07 Operating Base	2007-08 Operating Base w/ Adj	Change	% Change	FTE Generating Funds				Other Accounts	2007-08 Total By Area
					2007-08 Operating Base	Running Start	International Ed	Total FTE Generating		
President Operating	519,295	551,314	(37,950)	-6.5%	551,314	-	-	551,314		551,314
Vice President of Administrative Services Operating	7,605,061	8,441,651	636,770	7.5%	6,441,651	130,672	34,202	6,605,725	714,011	36,427,932
Internal Support Services									4,705,000	
Bookstore									255,234	
Parking									1,369,563	
Auxiliary Services									20,776,999	
Capital Projects										
Vice President of Instruction Operating	24,999,463	25,929,717	929,234	3.6%	25,929,717	1,922,071	313,345	28,164,135		28,164,136
Vice President of Student Affairs Operating	4,591,592	5,025,973	134,291	2.7%	5,025,973	369,443	195,500	5,611,915	1,450,774	23,551,472
ASCC									15,888,782	
Financial Aid										
Executive Dean of Planning and Advancement Operating	468,744	465,261	55,517	12.1%	465,261	-	-	465,261		465,261
Executive Dean of Workforce Development Operating	2,234,775	2,014,525	(220,250)	-10.9%	2,014,525	-	-	2,014,525	2,164,763	4,179,308
Workforce Grants & Contracts										
Executive Director of Communications Operating	1,047,203	1,030,391	33,135	3.1%	1,030,391	-	-	1,030,391		1,030,391
Associate Vice President of Human Resources Operating	1,034,365	1,036,651	11,635	1.1%	1,036,651	-	-	1,036,651		1,036,651
Other Holding Account	(1,545)	212,167	214,112	120.9%	212,167	1,977	-	214,144	2,263,122	2,477,266
Grants & Contracts										
Total	43,050,254	44,847,050	1,756,756		44,847,050	2,444,163	544,050	47,835,263	50,588,663	98,423,931

Clark College - Budget Status Report

APPENDIX I 6/30/2007 - Final

Sources of Funds (Revenues)	2006-07 Budget	Actual Rev to Date	Difference	% Budget Received
<u>Operating Accounts</u>				
State Allocation	27,340,515	27,340,515	0	100.0%
Tuition	11,719,754	11,574,276	145,478	98.8%
Interest	180,000	370,408	(190,408)	205.8%
Excess enrollment	1,346,128	598,620	747,508	44.5%
Use of Fund 148 prior balance	316,960		316,960	0.0%
Dedicated, matriculation, tech, cont ed	3,498,257	3,177,048	321,209	90.8%
Total Operating Accounts	44,401,614	43,060,867	1,340,747	97.0%
<u>Other Accounts</u>				
Grants & Contracts	7,199,812	6,796,885	402,927	94.4%
Internal Support & Fund 443 prior bal.	1,377,579	708,774	668,805	51.5%
ASCC less PUB	1,508,450	1,420,939	87,511	94.2%
Bookstore	4,553,862	5,007,937	(454,075)	110.0%
Parking	237,704	319,794	(82,090)	134.5%
Auxilliary Services	1,330,134	1,369,712	(39,578)	103.0%
Financial Aid	17,922,400	17,245,690	676,710	96.2%
Total Other Accounts	34,129,941	32,869,731	1,260,210	96.3%
Total Sources of Funds	78,531,555	75,930,598	2,600,957	96.7%

Uses of Funds (Expenses)	2006-07 Budget	Actual Exp to Date	Difference	% Budget Spent
<u>Operating Accounts</u>				
President	834,655	819,978	14,677	98.2%
VP of Instruction	24,971,081	24,796,370	174,711	99.3%
VP of Administrative Services	8,439,470	8,110,006	329,464	96.1%
VP of Student Affairs	5,047,036	4,974,844	72,192	98.6%
Executive Dean Planning & Advancement	433,851	369,804	64,047	85.2%
Executive Dean Workforce Development	2,495,299	2,036,827	458,472	81.6%
Executive Director of Communications	1,066,878	933,642	133,236	87.5%
Associate VP of Human Resources	1,113,344	988,852	124,492	88.8%
Network upgrade/wireless	-	472,563	(472,563)	
Total Operating Accounts	44,401,614	43,502,886	898,728	98.0%
<u>Other Accounts</u>				
Smart classroom	600,000	600,000	-	100.0%
Grants & Contracts	7,199,812	6,460,105	739,707	89.7%
Internal Support Services	777,579	652,243	125,336	83.9%
ASCC less PUB	1,508,450	1,331,050	177,400	88.2%
Bookstore	4,553,862	4,831,649	(277,787)	106.1%
Parking	237,704	326,694	(88,990)	137.4%
Auxilliary Services	1,330,134	1,335,337	(5,203)	100.4%
Financial Aid	17,922,400	17,673,013	249,387	98.6%
Total Other Accounts	34,129,941	33,210,090	919,851	97.3%
Total Uses of Funds	78,531,555	76,712,976	1,818,579	97.7%
Difference - Excess (Deficiency)	-	(782,378)		
Planned use of prior fund balance		916,960		
Net difference - excess		134,582		
 Capital Projects - Revenue	 19,637,277	 8,983,810	 10,653,467	 45.7%
Capital Projects- Expense less depr	19,637,277	10,071,723	9,565,554	51.3%
Difference - Excess (Deficiency)	-	(1,087,913)	1,087,913	

APPENDIX 7.1

CLARK COLLEGE Fund and Cash Balances as of July 1, 2007

		Fund Balance (minus non-cash assets) 6/30/07	Cash Balance (minus dedicated cash) 6/30/07	Required Reserves	Prior Commitments (prior to 7/1/07)	New Commitments (2007/08)	Total Available Cash
145	Grants and Contracts	2,953,707	3,277,809		388,946	400,000	2,488,863
147	Local Capital	5,637,881	5,637,881		6,159,736		(521,855)
148	Dedicated Local	3,169,886	1,856,353		-	70,500	1,785,853
149	Operating Fee	906,539	511,356				511,356
440	Central Store (Catalog)	41,449	41,449				41,449
443	Data Processing	1,512,987	1,512,987		1,512,987		-
448	Print/Copy Machine	(68,424)	(68,424)				(68,424)
460	Motor Pool	43,528	43,528				43,528
522	ASCC	1,690,089					-
524	Bookstore	1,735,371	1,735,371			-	1,735,371
528	Parking	527,335	527,335			500,000	27,335
570	Other Auxiliary Enterprise	847,173					-
790	Payroll (clearing)	159,451					-
840	Tuition/VPA	970,936					-
846	Grants - Fin Aid	77,315					-
849	Student Loans	65,227					-
850	Workstudy (off-campus)	(27,821)					-
860	Long Term Loan	225,006					-
	Reserves*			4,870,992			(4,870,992)
Totals		20,467,636	15,075,646	4,870,992	8,061,669	970,500	1,172,485

* Increase in Required Reserves due to additional Growth allocations from SBCTC

APPENDIX 7.2

Clark College Accreditation Study Debt Service Schedule

Fiscal Year	Penguin Student Union Building					
	Prin Bal 6/30	Prin pd-year	Int Bal 6/30	Int pd-year	Revenue Rec	
04/05	5,385,000	395,000	15,840	166,790	589,024	
05/06	4,995,000	390,000	14,693	158,940	582,388	
06/07	4,600,000	395,000	13,531	151,090	581,879	
07/08	4,195,000	405,000	12,340	143,090	580,000	est
08/09	3,785,000	410,000	11,134	133,915	580,000	est
09/10	3,360,000	425,000	9,864	122,415	580,000	est
10/11	2,925,000	435,000	8,604	109,515	580,000	est
11/12	2,475,000	450,000	7,280	96,240	580,000	est

	Child Care Play Area	
	Prin Bal 6/30	Prin pd-year
04/05	9,965	1,993
05/06	7,972	1,993
06/07	5,979	1,993
07/08	3,986	1,993
08/09	1,993	1,993
09/10	-	1,993

Ron Hirt 4/29/08
c. Karen Wynkoop

APPENDIX 7.3

Standard Seven

Required Documentation #14

The College's financial statements are provided on an accrual basis. The attached schedule, based on reports from the financial management system, demonstrate accrual information at year end for the 2006-07 fiscal year.

k.wynkoop 4/29/08

APPENDIX 7.3

Clark College Accreditation Study Accrual Activity

GL#	Receivables - change	preliminary 06/30/07	final year end 06/30/07	accrual activity
1312	Current Accounts	491,075	598,219	107,144
1314	Current Loans	4,067	3,951	(116)
1351	Due from Fed Gov	-	5,325	5,325
1354	Due from other agencies	1,863,258	2,161,375	298,117
	<u>Total</u>	<u>2,358,400</u>	<u>2,768,870</u>	<u>410,470</u>
	<u>Payables - change</u>			
5111	Accounts	154,731	201,175	46,444
5112	Interest	-	13,531	13,531
5128	Accrued comp time	819	-	(819)
5151	Due Fed Gov	-	26,771	26,771
5154	Due other agencies	-	43,921	43,921
5158	Sales/use tax	51,136	55,482	4,346
5173	Cert of participation	4,995,000	4,600,000	(395,000)
5225	Long term vac leave	1,035,848	1,124,978	89,130
5227	Long term sick leave	1,494,617	1,799,245	304,628
	<u>Total</u>	<u>7,732,151</u>	<u>7,865,103</u>	<u>132,952</u>

Not included:
due to/from other funds

Ron Hirt 4/29/08
c. Karen Wynkoop

APPENDIX 7.3

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BALANCE SHEET

VER007

ALL FUNDS

ASSETS

A CASH

1 CASH

1110 LOCAL CASH IN BANK	363,739.39-	
TOTAL CASH	363,739.39-	*

OTHER

1120 UNDEPOSITED CASH	45,087.81	
1130 PETTY CASH	13,500.00	
1150 CASH SUMMARY	363,739.39-	
1151 CASH SUMMARY CONTRA	363,739.39	
TOTAL OTHER	58,587.81	*

TOTAL CASH	305,151.58-	**
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B INVESTMENTS

1205 POOLED CASH INVEST	.00	
1206 INVST W/LOC GOV POOL	19,618,385.56	

TOTAL INVESTMENTS	19,618,385.56	**
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C ACCOUNTS RECEIVABLE

1 CURRENT RECEIVABLES

1312 CURRENT ACCTS REC	598,218.78	
1314 CURRENT LOANS REC	3,951.05	
1317 CURRENT OTHR INT REC	.00	
1318 UNBILLED REC	122,595.99	
1319 CURRENT OTHR REC	26,469.14	
1399 PAYROLL HANDWRITES	2,209.94	
TOTAL CURRENT RECEIVABLES	753,444.90	*

4 ALLOW UNCOLL REC

1342 ALLOW ACCTS REC	2,256.00-	
1344 ALLOW LOANS REC	3,950.50-	
1349 ALLOW OTHR REC	270.00-	
1644 ALLOW-LT LOAN REC	.00	
TOTAL ALLOW UNCOLL REC	6,476.50-	*

5 INTER/INTRA GOV REC

1351 DUE FR FED GOV	5,325.05	
1353 DUE FR OTHR FNDS	112,053.99	
1354 DUE FR OTHE AGENCY	2,161,374.98	
1355 DUE FR OTHR FND-CASH	19,254,646.17	
TOTAL INTER/INTRA GOV REC	21,533,400.19	*

6 LONG-TERM RECEIVABLE

1350 DUE FR OTHR FNDS-VPA	916,730.97	
1614 LONG TERM LOAN REC	.00	
TOTAL LONG-TERM RECEIVABLE	916,730.97	*

TOTAL ACCOUNTS RECEIVABLE	23,197,099.56	**
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D INVENTORIES

1410 CONSUMABLE INV	50,639.52	
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CLARK COMMUNITY COLLEGE

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BALANCE SHEET

ALL FUNDS

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----- ASSETS -----

D INVENTORIES

1420 MERCHANDISE INV 587,787.95

TOTAL INVENTORIES 638,427.47 **

E PREPAID EXP&DEF CHRG

1510 PREPAID EXPENSES 101,859.15

TOTAL PREPAID EXP&DEF CHRG 101,859.15 **

F GEN LONG-TERM OBLIG

1820 RETIRE LONG-TERM OBL 2,726,506.56

TOTAL GEN LONG-TERM OBLIG 2,726,506.56 **

H LAND

2110 LAND 3,673,356.00

TOTAL LAND 3,673,356.00 **

I BUILDINGS

2210 BUILDINGS 79,755,819.00

2220 DEPR ALLOW - BLDGS 21,679,391.00-

TOTAL BUILDINGS 58,076,428.00 **

J IMPR OTHER THAN BLDG

2310 OTHR THAN BLDGS 2,776,086.00

2320 DEPR ALLOW - OTHR 1,950,178.00-

2430 LIBRARY RESOURCES 3,292,176.38

TOTAL IMPR OTHER THAN BLDG 4,118,084.38 **

K FURNISHINGS & EQUIP

2410 FURN & EQUIP 5,348,333.00

2420 DEPRALLOW-FURN&EQUIP 3,709,946.00-

2440 DEPR ALLOW-LIB RES 2,989,473.00-

TOTAL FURNISHINGS & EQUIP 1,351,086.00- **

L CONSTR IN PROGRESS

2510 CONST IN PROGRESS .00

TOTAL CONSTR IN PROGRESS .00 **

TOTAL ASSETS 110,493,909.10 ***

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BALANCE SHEET

ALL FUNDS

APPENDIX 7.3

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REPORT GA1334

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----- LIABILITIES AND FUND BALANCE -----

** LIABILITIES **

A CURRENT LIABILITIES

1 PAYABLES

5111 ACCTS PAYABLE	201,175.21-	
5112 INT PAYABLE	13,531.00-	
5181 EMP INS DED PAYABLE	.00	
TOTAL PAYABLES	214,706.21-	*

2 ACCRUED LIABILITIES

5124 ACCRUED SALARIES PAY	970,094.32-	
5128 ACCRUED COMP TIME	.00	
TOTAL ACCRUED LIABILITIES	970,094.32-	*

3 INTER/INTRA GOV PAY

5151 DUE FED GOV	26,771.00-	
5153 DUE OTHR FNDS	112,053.99-	
5154 DUE OTHR AGENCIES	43,920.96-	
5155 DUE OTHER FNDS-CASH	19,254,646.17-	
5158 SALES/USE TAX LIAB	55,481.69-	
TOTAL INTER/INTRA GOV PAY	19,492,873.81-	*

5 CURR INSTAL&LEASEPAY

5173 CERT OF PARTICIPATN	405,000.00-	
TOTAL CURR INSTAL&LEASEPAY	405,000.00-	*

6 OTHER CURR LIAB

5191 CUSTOMER DEPOSITS	129,344.59-	
5192 DEFERRED REV	1,564,882.33-	
5199 ACCRUED LIABILITIES	5,979.16-	
TOTAL OTHER CURR LIAB	1,700,206.08-	*

TOTAL CURRENT LIABILITIES	22,782,880.42-	**
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B LONG-TERM LIAB

2 LT INSTALL&LEASE PAY

5273 LT CERT OF PARICPATE	4,195,000.00-	
TOTAL LT INSTALL&LEASE PAY	4,195,000.00-	*

3 OTHER LONG-TERM LIAB

5150 DUE OTHER FUNDS-VPA	916,730.97-	
5225 LONG TERM LEAVE PAY	1,124,977.86-	
5227 LONG TERN SICK LEAVE	1,799,244.91-	
TOTAL OTHER LONG-TERM LIAB	3,840,953.74-	*

TOTAL LONG-TERM LIAB	8,035,953.74-	**
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TOTAL LIABILITIES	30,818,834.16-	***
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** FUND BALANCE **

A REVENUES

3205 ACCRUED REV	399,875.82-
3210 CASH REV	48,973,866.38-

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ALL FUNDS

APPENDIX 7.3

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----- LIABILITIES AND FUND BALANCE -----

** FUND BALANCE **

A REVENUES

3215 IMMATERIAL ADJ-PRIOR 453,138.64

TOTAL REVENUES 48,920,603.56- **

B CASH CUSTODY - TREAS

4310 CURR TREAS CASH 34,808,008.71-

TOTAL CASH CUSTODY - TREAS 34,808,008.71- **

C ENC, EXPEND/EXPENSES

6210 ALLOTMENTS 44,024,653.00-

6410 ENC PD 25MO-APPR .00

6505 ACCRUED EXP/EXPENSES 990,378.93

6510 CASH EXP/EXPENSES 79,808,595.14

6511 DEPRECIATION EXP 213,218.00

6515 BAD DEBT EXPENSE 292.08

6516 COST OF GOODS SOLD 3,966,091.67

6591 DEPREC EXPENSE 2,091,857.00

TOTAL ENC, EXPEND/EXPENSES 43,045,779.82 **

D FUND EQUITY ACCOUNTS

1 FUND BALANCE

9400 RETAINED EARNINGS 9,500,601.82-

9556 RESERVE PETTY CASH 7,500.00-

9580 DES-OTHR FND BAL 1,540,708.28

9590 UNRES/UNDES-FND BAL 15,962,821.43-

TOTAL FUND BALANCE 23,930,214.97- *

OTHER

9100 BUDGETARY FND BAL 44,024,653.00

9510 RESERVE FOR GL 6410 .00

9540 RESERVE INVENTORIES 50,639.52-

9560 RESERVE LOANS .00

9850 INVEST GEN CAP ASSET 59,036,041.00-

TOTAL OTHER 15,062,027.52- *

TOTAL FUND EQUITY ACCOUNTS 38,992,242.49- **

E FTE'S

0120 ACTUAL STAFF MONTHS 9,686.30

0998 CONTRA STAFF MONTHS 9,686.30-

9999 OPENING CLEARING .00

TOTAL FTE'S .00 **

TOTAL FUND BALANCE 79,675,074.94- ***

TOTAL LIABILITIES AND FUND BALANCE 110,493,909.10- ****

APPENDIX 7.3

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VER007

ALL FUNDS

----- ASSETS -----

A CASH

1 CASH

1110 LOCAL CASH IN BANK	407,963.51-	
TOTAL CASH	407,963.51-	*

OTHER

1120 UNDEPOSITED CASH	.00	
1130 PETTY CASH	13,500.00	
1150 CASH SUMMARY	407,963.51-	
1151 CASH SUMMARY CONTRA	407,963.51	
TOTAL OTHER	13,500.00	*

TOTAL CASH	394,463.51-	**
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B INVESTMENTS

1205 POOLED CASH INVEST	.00	
1206 INVST W/LOC GOV POOL	19,618,385.56	

TOTAL INVESTMENTS	19,618,385.56	**
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C ACCOUNTS RECEIVABLE

1 CURRENT RECEIVABLES

1312 CURRENT ACCTS REC	491,074.98	
1314 CURRENT LOANS REC	4,066.55	
1317 CURRENT OTHR INT REC	.00	
1318 UNBILLED REC	122,595.99	
1319 CURRENT OTHR REC	26,469.14	
1399 PAYROLL HANDWRITES	2,209.94	
TOTAL CURRENT RECEIVABLES	646,416.60	*

4 ALLOW UNCOLL REC

1342 ALLOW ACCTS REC	2,256.00-	
1344 ALLOW LOANS REC	3,981.00-	
1349 ALLOW OTHR REC	270.00-	
1644 ALLOW-LT LOAN REC	.00	
TOTAL ALLOW UNCOLL REC	6,507.00-	*

5 INTER/INTRA GOV REC

1351 DUE FR FED GOV	.00	
1353 DUE FR OTHR FNDS	15,809.51	
1354 DUE FR OTHR AGENCY	1,863,258.16	
1355 DUE FR OTHR FND-CASH	19,210,422.05	
TOTAL INTER/INTRA GOV REC	21,089,489.72	*

6 LONG-TERM RECEIVABLE

1350 DUE FR OTHR FNDS-VPA	917,063.08	
1614 LONG TERM LOAN REC	.00	
TOTAL LONG-TERM RECEIVABLE	917,063.08	*

TOTAL ACCOUNTS RECEIVABLE	22,646,462.40	**
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D INVENTORIES

1410 CONSUMABLE INV	46,581.38	
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BALANCE SHEET

ALL FUNDS

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----- LIABILITIES AND FUND BALANCE -----

** LIABILITIES **

A CURRENT LIABILITIES

1 PAYABLES

5111 ACCTS PAYABLE	154,730.68-	
5112 INT PAYABLE	.00	
5181 EMP INS DED PAYABLE	.00	
TOTAL PAYABLES	154,730.68-	*

2 ACCRUED LIABILITIES

5124 ACCRUED SALARIES PAY	970,048.67-	
5128 ACCRUED COMP TIME	818.96-	
TOTAL ACCRUED LIABILITIES	970,867.63-	*

3 INTER/INTRA GOV PAY

5153 DUE OTHR FNDS	15,809.51-	
5154 DUE OTHR AGENCIES	.00	
5155 DUE OTHER FNDS-CASH	19,210,422.05-	
5158 SALES/USE TAX LIAB	51,135.66-	
TOTAL INTER/INTRA GOV PAY	19,277,367.22-	*

5 CURR INSTAL&LEASEPAY

5173 CERT OF PARTICIPATN	395,000.00-	
TOTAL CURR INSTAL&LEASEPAY	395,000.00-	*

6 OTHER CURR LIAB

5191 CUSTOMER DEPOSITS	129,649.59-	
5192 DEFERRED REV	1,564,882.33-	
5199 ACCRUED LIABILITIES	5,979.16-	
TOTAL OTHER CURR LIAB	1,700,511.08-	*

TOTAL CURRENT LIABILITIES	22,498,476.61-	**
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B LONG-TERM LIAB

2 LT INSTALL&LEASE PAY

5273 LT CERT OF PARICIPATE	4,600,000.00-	
TOTAL LT INSTALL&LEASE PAY	4,600,000.00-	*

3 OTHER LONG-TERM LIAB

5150 DUE OTHER FUNDS-VPA	917,063.08-	
5225 LONG TERM LEAVE PAY	1,035,848.17-	
5227 LONG TERM SICK LEAVE	1,494,616.51-	
TOTAL OTHER LONG-TERM LIAB	3,447,527.76-	*

TOTAL LONG-TERM LIAB	8,047,527.76-	**
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TOTAL LIABILITIES	30,546,004.37-	***
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** FUND BALANCE **

A REVENUES

3205 ACCRUED REV	5,946.64
3210 CASH REV	48,959,334.50-
3215 IMMATERIAL ADJ-PRIOR	453,138.64

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BALANCE SHEET

ALL FUNDS

APPENDIX 7.3

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----- LIABILITIES AND FUND BALANCE -----

** FUND BALANCE **

A REVENUES

TOTAL REVENUES 48,500,249.22- **

B CASH CUSTODY - TREAS

4310 CURR TREAS CASH 34,808,008.71-

TOTAL CASH CUSTODY - TREAS 34,808,008.71- **

C ENC, EXPEND/EXPENSES

6210 ALLOTMENTS 44,024,653.00-

6410 ENC PD 25MO-APPR .00

6505 ACCRUED EXP/EXPENSES 1,425,313.62

6510 CASH EXP/EXPENSES 83,837,284.11

6511 DEPRECIATION EXP .00

6515 BAD DEBT EXPENSE 292.08

6516 COST OF GOODS SOLD .00

6591 DEPREC EXPENSE .00

TOTAL ENC, EXPEND/EXPENSES 41,238,236.81 **

D FUND EQUITY ACCOUNTS

1 FUND BALANCE

9400 RETAINED EARNINGS 9,500,601.82-

9556 RESERVE PETTY CASH 7,500.00-

9580 DES-OTHR FND BAL 1,540,708.28

9590 UNRES/UNDES-FND BAL 15,966,879.57-

TOTAL FUND BALANCE 23,934,273.11- *

OTHER

9100 BUDGETARY FND BAL 44,024,653.00

9510 RESERVE FOR GL 6410 .00

9540 RESERVE INVENTORIES 46,581.38-

9560 RESERVE LOANS .00

9850 INVEST GEN CAP ASSET 53,318,717.00-

TOTAL OTHER 9,340,645.38- *

TOTAL FUND EQUITY ACCOUNTS 33,274,918.49- **

E FTE'S

0120 ACTUAL STAFF MONTHS 9,686.30

0998 CONTRA STAFF MONTHS 9,686.30-

9999 OPENING CLEARING .00

TOTAL FTE'S .00 **

TOTAL FUND BALANCE 75,344,939.61- ***

TOTAL LIABILITIES AND FUND BALANCE 105,890,943.98- ****

APPENDIX 7.4

Clark College Foundation
Calculation of three year average
December 31, 2007 Values

Acct #	Fund	Market Value 12/31/05	Market Value 12/31/06	Market Value 12/31/07	Rolling 3 year Average*	6/30/08 Total Distribution
320010	Alumni Scholarship Endowment	13,055.73	56,761.20	72,977.13	45,772.85	2,288.64
320015	Fencl, Pat GED Schol Endow	43,375.85	48,560.29	52,754.56	47,930.23	2,396.51
320017	Apsler, Ernestine Sch. Endowment	21,711.99	24,299.29	26,006.21	24,005.83	1,200.29
320020	Arts for Youth Schol Endowment	8,152.38	8,988.80	9,551.85	8,897.68	444.88
320060	Bank of Clark County Dir Sch Endow	9,089.23	29,291.72	32,354.71	23,578.55	235.79
320100	Berhow, Bryon Family Sch Endow	13,079.73	14,421.90	15,325.18	14,275.60	713.78
320110	Boose Scholarship Endowment	45,296.71	49,943.60	53,071.69	49,437.33	2,471.87
320115	Andersen, Roy G. Endowment	31,600,050.77	34,842,264.96	37,024,634.35	34,488,983.36	1,724,449.17
320117	Anderson, W. & M. Schol. End	43,558.20	54,383.06	63,967.10	53,302.79	533.03
320118	Bauer, Al Scholarship Endowment	15,472.51	17,970.18	24,848.46	17,763.72	888.19
320200	Campbell Scholarship Endowment	96,922.77	106,862.93	113,555.22	105,780.31	5,289.02
320204	Champs Scholarship Endowment	-	21,896.02	24,410.81	23,153.42	1,157.67
320205	Clark Excellence Fund	134,604.24	155,206.34	164,919.18	151,576.59	7,509.40
320206	Corwin, Kyle Schol Endowment	-	10,000.00	36,629.95	20,164.98	938.82
320207	Crandall, W & K Sch Endowment	20,715.99	23,886.69	25,370.64	23,324.44	1,166.22
320209	Davidson Ins Schol Endowment	-	5,200.00	10,770.48	5,485.24	-
320210	Davis, W.C. SS & Emer Grant Endowment	369,951.59	408,185.20	433,768.13	403,968.31	20,198.42
320300	Dental Hygiene Rest Endowment	28,334.84	31,240.83	33,197.29	30,924.32	1,546.22
320320	Dexter Scholarship Endowment	36,804.64	40,579.22	43,120.51	40,168.12	2,008.41
320400	Easter, Larry & Edna Endowment	33,812.41	42,306.87	45,193.62	40,437.63	2,021.88
320390	Engwall Scholarship Endowment	80,885.64	89,181.06	94,766.05	88,277.58	4,413.88
320500	Fendrich Scholarship Endowment	16,788.28	18,510.09	19,669.25	18,322.54	916.13
320550	Fordham Family SS Endowment	25,893.33	34,174.10	41,821.58	32,546.34	1,627.32
320575	Fowler, J Comm'n Exit SS Endowmnt	36,505.16	40,379.57	43,018.78	39,967.84	1,998.39
320600	Gallivan Schol Endowment	4,086.71	4,507.89	4,790.39	4,461.66	223.08
320603	Garrison, Arlene Unrestricted Endow.	639,349.86	705,639.70	749,923.02	698,304.19	34,915.21
320610	Gen Foundation Schol Endowment	48,436.04	53,404.57	56,749.10	52,863.24	2,643.16
320620	Greely Memorial Schol Endow	15,929.13	17,562.77	18,662.61	17,384.84	869.24
320640	Hamilton, Jean Nursing SS Endowment	46,292.09	51,062.21	55,503.29	50,532.53	2,526.63
320650	Hannah Scholarship Endowment	9,821.29	10,829.14	11,507.40	10,719.28	535.96
320750	Irwin, Clarence & June SS Endowment	267,664.87	297,330.39	317,687.49	294,227.58	14,711.38
320751	Irwin, June/Fresno Reg'l Foundation	95,463.71	105,082.41	111,500.29	104,015.47	5,200.77
321000	Leonard, Jessie Music Scholarship	126,665.03	140,625.93	149,490.14	138,927.03	6,946.35
321200	McElree SS Endowment	-	450.37	1,730.47	790.42	-
321350	Northwest Bakers Schol Endow	38,741.09	42,716.01	45,391.59	42,282.90	2,114.14
321375	O'Connell, Skeet SS Endowment	18,986.32	20,954.95	22,272.55	20,737.94	1,036.90
321390	Anonymous	100,000.00	-	-	-	-
321400	Osborne Scholarship Endowment	11,643.19	12,837.24	13,641.16	12,707.20	635.36
321450	PAC Athletic SS Endowment	18,507.39	20,417.24	47,098.07	27,674.23	1,383.71
321500	Panek Scholarship Endowment	5,474.20	6,258.74	6,888.40	6,207.11	62.07
321510	Pechanec Scholarship Endowment	12,816.29	16,391.52	17,762.94	15,656.92	782.85
321515	Peekema SS for Arts Endowment	-	-	100,000.00	-	-
321525	Peterson & Assoc CPA Endowment	-	62,677.56	84,443.59	66,095.84	3,304.79
321570	Portland Swap Meet SS Endowment	29,456.55	33,030.17	37,616.08	32,534.27	1,626.71
321600	Raymond Scholarship Endowment	23,052.67	25,416.86	27,008.61	25,159.38	1,257.97
321620	Rodriques, Kalani Athletic SS Endowment	31,585.52	54,399.24	69,991.54	48,449.21	2,168.98
321625	Rubin, Gail Scholarship Endowment	73,369.38	80,951.95	86,025.61	80,115.65	4,005.78
321628	Smith, Edgar & Louise Schol Endowment	61,915.55	68,395.41	72,731.59	67,680.85	3,384.04
321632	Strahan, Elson Schol Endowment	23,223.27	26,387.11	28,325.73	25,978.70	1,298.94
321650	Alice Suhr Nursing Endowment	256,034.35	282,446.92	300,146.50	279,542.59	13,977.13

APPENDIX 7.4

Acct #	Fund	Market Value 12/31/05	Market Value 12/31/06	Market Value 12/31/07	Rolling 3 year Average*	6/30/08 Total Distribution
321670	Sutherland, Roxanne Commun. Sch End.	21,971.67	24,261.38	25,792.12	24,008.39	1,200.42
321700	SWIFT American Schol Endowment	7,926.52	9,139.69	10,059.79	9,042.00	90.42
321710	Toyota Tech Ed Network SS End.	21,447.00	23,643.89	25,123.48	23,404.79	1,170.24
321750	Troxel, Doris Schol Endowment	44,647.49	49,317.14	52,637.84	48,800.82	2,440.04
321720	Trailer Life Schol Endowment	11,287.78	12,446.09	13,225.67	12,319.85	615.99
321900	Van Jaycees Schol Endowment	7,372.24	8,132.03	8,641.60	8,048.62	402.43
322000	Williams Estate Endowment	37,564.76	41,418.98	44,013.25	40,999.00	2,049.95
322005	Wilson, Dave Schol Endowment	9,494.17	10,468.44	11,124.15	10,362.25	518.11
	SUBTOTAL ENDOWMENTS	34,814,288.12	38,493,097.86	41,133,208.79	38,098,080.34	1,900,512.68
325000	T3 - Unrestricted Donations	1,089,527.42	1,201,276.52	1,276,504.82	1,189,102.92	59,455.15
325000T	Temp T3 - Unrestricted Donations	2,213,325.31	2,440,338.64	2,593,161.47	2,415,608.47	120,780.42
325002	T3 - AAUW Hudson's Bay Sch End	8,748.79	9,646.27	10,250.40	9,548.49	477.42
325002T	Temp T3 - AAUW Hudson's Bay Sch End	17,772.69	19,595.75	20,822.95	19,397.13	969.86
325008	T3 - Amer Bus Women's Sch End	8,748.73	9,646.12	10,250.22	9,548.36	477.42
325008T	Temp T3 - Amer Bus Women's Sch End	17,772.70	19,595.82	20,823.03	19,397.18	969.86
325010	T3 - Anderson, C. Schol Endow	8,748.83	9,646.24	10,250.34	9,548.47	477.42
325010T	Temp T3 - Anderson, C. Schol Endow	17,772.58	19,595.64	20,822.85	19,397.02	969.85
325015	T3 - Apsler Scholarship Endow	7,270.07	8,015.79	8,517.79	7,934.55	396.73
325015T	Temp T3 - Apsler Scholarship Endow	14,768.73	16,283.69	17,303.47	16,118.63	805.93
325020	T3 - Athletic Endowment	45,419.14	50,078.13	53,214.37	49,570.55	2,478.53
325020T	Temp T3 - Athletic Endowment	92,263.88	101,728.09	108,098.97	100,696.98	5,034.85
325025	T3 - Auto Schol/Garrison Endow	43,743.46	48,230.58	51,251.07	47,741.70	2,387.09
325025T	Temp T3 - Auto Schol/Garrison Endow	88,862.63	97,977.88	104,113.84	96,984.78	4,849.24
325035	T3 - Blair, Leona SS & Music Prog Support Endov	138,220.92	152,399.30	161,943.54	150,854.59	7,542.73
325035T	Temp T3 - Blair, Leona SS & Music Prog Support	279,849.43	308,555.70	327,879.40	305,428.18	15,271.41
325040	T3 - Boggs, Minnie SS Endowment	61,937.00	68,290.36	72,567.14	67,598.17	3,379.91
325040T	Temp T3 - Boggs, Minnie SS Endowment	125,821.90	138,728.38	147,416.48	137,322.25	6,866.11
325045	T3 - Bus Ed Schol/Garrison End	21,503.58	23,709.35	25,194.18	23,469.04	1,173.45
325045T	Temp T3 - Bus Ed Schol/Garrison End	43,683.28	48,164.19	51,180.50	47,675.99	2,383.80
325048	T3 - CC Foundation Schol Endow	10,385.21	11,450.52	12,167.59	11,334.44	566.72
325048T	Temp T3 - CC Foundation Schol Endow	21,097.06	23,261.17	24,717.91	23,025.38	1,151.27
325050	T3 - CSET/WPEA/ACE Classified Staff Endow	9,269.17	10,220.23	10,860.34	10,116.58	505.83
325050T	Temp T3 - CSET/WPEA/ACE Classified Staff En	18,589.96	20,497.46	21,781.33	20,289.58	1,014.48
325055	T3 - C. Baker Motley Sch Endow	10,122.86	11,161.57	11,860.70	11,048.38	552.42
325055T	Temp T3 - C. Baker Motley Sch Endow	20,563.76	22,673.81	24,093.94	22,443.84	1,122.19
325060	T3 - Dailey Rubin Schol Endow	44,138.12	48,665.66	51,713.40	48,172.39	2,408.62
325060T	Temp T3 - Dailey Rubin Schol Endow	89,664.27	98,861.79	105,053.17	97,859.74	4,892.99
325061	T3 - Dailey Volker Schol Endow	88,276.23	97,331.42	103,426.96	96,344.87	4,817.24
325061T	Temp T3 - Dailey Volker Schol Endow	179,328.68	197,723.77	210,106.50	195,719.65	9,785.98
325063	T3 - Dental Hygiene Fund Endow	43,018.87	47,431.66	50,402.13	46,950.89	2,347.54
325063T	Temp T3 - Dental Hygiene Fund Endow	87,390.70	96,355.01	102,389.34	95,378.35	4,768.92
325064	T3 - Dental Hygiene/SWW Sch En	8,595.63	9,477.36	10,070.90	9,381.30	469.06
325064T	Temp T3 - Dental Hygiene/SWW Sch En	17,461.56	19,252.75	20,458.48	19,057.60	952.88
325065	T3 - Dunn, Ellis Schol Endow	9,544.93	10,524.00	11,183.08	10,417.34	520.87
325065T	Temp T3 - Dunn, Ellis Schol Endow	19,390.09	21,379.07	22,717.94	21,162.37	1,058.12
325070	T3 - ECE Endowment	9,056.50	9,985.78	10,611.22	9,884.50	494.23
325070T	Temp T3 - ECE Endowment	18,397.60	20,285.37	21,555.97	20,079.65	1,003.98
325078	T3 - Field Music Schol Endow	44,114.48	2,046,783.65	2,235,095.30	1,441,997.81	72,099.89
325078T	Temp T3 - Field Music Schol Endow	89,616.39	98,809.02	104,997.08	97,807.50	4,890.37
325080	T3 - 1st/Firstenburg Sch Endow	174,992.76	192,943.07	205,026.38	190,987.40	9,549.37
325080T	Temp T3 - 1st/Firstenburg Sch Endow	355,488.87	391,954.03	416,500.67	387,981.19	19,399.06
325085	T3 - Femling, E. Schol Endow	24,031.40	26,497.46	28,157.16	26,228.67	1,311.43
325085T	Temp T3 - Femling, E. Schol Endow	48,818.16	53,827.80	57,199.38	53,281.78	2,664.09
325090	T3 - Floristry Dept Endowment	9,056.58	9,985.91	10,611.41	9,884.63	494.23
325090T	Temp T3 - Floristry Dept Endowment	18,397.63	20,285.40	21,555.96	20,079.66	1,003.98

APPENDIX 7.4

Acct #	Fund	Market Value 12/31/05	Market Value 12/31/06	Market Value 12/31/07	Rolling 3 year Average*	6/30/08 Total Distribution
325095	T3 - Focus Program Endowment	20,613.31	22,727.75	24,151.09	22,497.38	1,124.87
325095T	Temp T3 - Focus Program Endowment	41,875.00	46,170.46	49,061.91	45,702.46	2,285.12
325100	T3 - Gustafson Fund Endowment	14,226.26	15,685.69	16,668.06	15,526.67	776.33
325100T	Temp T3 - Gustafson Fund Endowment	28,899.86	31,864.60	33,860.31	31,541.59	1,577.08
325105	T3 - Hall, Ned Schol Endow	61,369.13	67,664.23	72,465.27	66,976.21	3,348.81
325105T	Temp T3 - Hall, Ned Schol Endow	124,668.28	137,456.45	146,064.82	136,063.18	6,803.16
325107	T3 - Hawkins Writing SS/Award End	9,128.43	10,064.79	10,695.07	9,962.76	498.14
325107T	Temp T3 - Hawkins Writing SS/Award End	18,543.72	20,445.90	21,726.37	20,238.66	1,011.93
325108	T3 - H Dell/S Crk Bus Sch End	17,497.61	19,292.44	20,500.64	19,096.90	954.84
325108T	Temp T3 - H Dell/S Crk Bus Sch End	35,545.26	39,191.42	41,645.89	38,794.19	1,939.71
325109	T3 - Hi-School Pharm Schol End	9,058.39	9,987.88	10,613.49	9,886.59	494.33
325109T	Temp T3 - Hi-School Pharm Schol End	18,401.46	20,289.65	21,560.46	20,083.86	1,004.19
325112	T3 - Koplan's Furn Schol Endow	13,155.91	16,530.87	17,673.40	15,786.73	789.34
325112T	Temp T3 - Koplan's Furn Schol Endow	21,347.26	23,537.61	25,011.83	23,298.90	1,164.95
325113	T3 - Leach Engineer Schol End	117,731.18	129,807.73	137,937.11	128,492.01	6,424.60
325113T	Temp T3 - Leach Engineer Schol End	239,164.71	263,697.67	280,212.08	261,024.82	13,051.24
325115	T3 - Library Endowment	130,462.31	143,843.47	152,851.48	142,385.75	7,119.29
325115T	Temp T3 - Library Endowment	265,030.02	292,213.27	310,512.70	289,252.00	14,462.60
325120	T3 - Machine Shop Endowment	34,987.54	38,576.44	40,992.36	38,185.45	1,909.27
325120T	Temp T3 - Machine Shop Endowment	71,075.35	78,366.12	83,273.93	77,571.80	3,878.59
325122	T3 - Marshall, J. Schol Endow	22,751.63	25,085.43	26,656.41	24,831.16	1,241.56
325122T	Temp T3 - Marshall, J. Schol Endow	46,218.77	50,959.70	54,151.14	50,443.20	2,522.16
325125	T3 - Moose Lodge Schol Endow	8,748.77	9,646.20	10,250.33	9,548.43	477.42
325125T	Temp T3 - Moose Lodge Schol Endow	17,772.69	19,595.81	20,822.99	19,397.16	969.86
325130	T3 - Moore, P. Nurse Schol End	9,410.65	10,375.97	11,025.73	10,270.78	513.54
325130T	Temp T3 - Moore, P. Nurse Schol End	19,117.10	21,078.05	22,398.09	20,864.41	1,043.22
325140	T3 - McCordic, Edda Schol End	343,085.20	378,278.01	401,968.24	374,443.82	18,722.19
325140T	Temp T3 - McCordic, Edda Schol End	696,960.20	768,452.63	816,578.07	760,663.63	38,033.18
325145	T3 - Murdock Grant Endowment	177,002.62	195,161.03	207,383.77	193,182.47	9,659.12
325145T	Temp T3 - Murdock Grant Endowment	359,570.97	396,458.69	421,288.49	392,439.38	19,621.97
325150	T3 - Northcutt, R. Schol Endow	21,628.50	23,847.09	25,340.52	23,605.37	1,180.27
325150T	Temp T3 - Northcutt, R. Schol Endow	43,937.30	48,444.29	51,478.09	47,953.23	2,397.66
325154	T3 - Nurses for Nursing Sch En	9,161.55	10,101.69	10,734.42	9,999.22	499.96
325154T	Temp T3 - Nurses for Nursing Sch En	18,611.00	20,520.83	21,806.22	20,312.68	1,015.63
325155	T3 - Nursing Department Endow	7,950.89	8,766.46	9,315.50	8,677.62	433.88
325155T	Temp T3 - Nursing Department Endow	16,151.98	17,808.81	18,924.11	17,628.30	881.42
325158	T3 - Oliva (Russian) Scholarship Endow	9,058.40	9,987.90	10,613.45	9,886.58	494.33
325158T	Temp T3 - Oliva (Russian) Schol Endow	18,401.43	20,289.59	21,560.41	20,083.81	1,004.19
325160	T3 - PacifiCorp Grant Endow	108,677.75	119,829.00	127,334.42	118,613.72	5,930.69
325160T	Temp T3 - PacifiCorp Grant Endow	220,771.58	243,424.65	258,671.31	240,955.85	12,047.79
325165	T3 - Parent Ed Prog Endowment	9,427.78	10,395.21	11,046.29	10,289.76	514.49
325165T	Temp T3 - Parent Ed Prog Endowment	19,151.98	21,117.18	22,439.84	20,903.00	1,045.15
325166	T3 - PRIDE Program Endowment	18,112.86	19,971.36	21,222.24	19,768.82	988.44
325166T	Temp T3 - PRIDE Program Endowment	36,795.20	40,570.70	43,111.85	40,159.25	2,007.96
325168	T3 - Richards, Penni SS Endow.	26,989.01	29,758.35	31,622.29	29,456.55	1,472.83
325168T	Temp T3 - Richards, Penni SS Endow.	54,826.49	60,452.17	64,238.52	59,839.06	2,991.95
325169	T3 - Ringer, John Schol Endow	6,537.77	7,257.61	7,714.98	7,170.12	358.51
325169T	Temp T3 - Ringer, John Schol Endow	7,155.72	7,889.96	8,384.16	7,809.95	390.50
325170	T3 - Roberts, N. Schol Endow	15,440.01	17,024.27	18,090.60	16,851.63	842.58
325170T	Temp T3 - Roberts, N. Schol Endow	31,365.36	34,583.69	36,749.82	34,232.96	1,711.65
325175	T3 - Ryan, Barbara Schol Endow	95,359.89	105,141.71	111,726.33	104,075.98	5,203.80
325175T	Temp T3 - Ryan, Barbara Schol Endow	193,718.59	213,589.78	226,966.16	211,424.84	10,571.24
325180	T3 - Scarpelli Schol Endow	13,235.57	15,659.62	16,725.12	15,196.44	759.82
325180T	Temp T3 - Scarpelli Schol Endow	26,521.07	29,242.31	31,073.84	28,945.74	1,447.29
325185	T3 - Special Health Occ Endow	34,987.91	38,977.40	41,437.24	38,467.52	1,923.38
325185T	Temp T3 - Special Health Occ Endow	71,076.02	78,366.91	83,274.75	77,572.56	3,878.63

APPENDIX 7.4

Acct #	Fund	Market Value 12/31/05	Market Value 12/31/06	Market Value 12/31/07	Rolling 3 year Average*	6/30/08 Total Distribution
325187	T3 - Stevenson, Don Schol End	10,451.98	11,524.14	12,245.83	11,407.32	570.37
325187T	Temp T3 - Stevenson, Don Schol End	21,232.63	23,410.57	24,876.71	23,173.30	1,158.67
325189	T3 - SWIFT Perpetual Schol End	7,317.10	8,067.63	8,572.89	7,985.87	399.29
325189T	Temp T3 - SWIFT Perpetual Schol End	14,863.93	16,388.64	17,415.01	16,222.53	811.13
325190	T3 - Military Ofcr Ass'n Amer (TROA) SS Endow	9,834.60	10,843.41	22,200.71	14,292.91	714.65
325190T	Temp T3 - Military Ofcr Ass'n Amer (TROA) SS E	19,978.03	22,027.35	23,406.84	21,804.07	1,090.20
325195	T3 - Thompson Family Schol End	14,501.20	16,082.46	17,095.14	15,892.93	794.65
325195T	Temp T3 - Thompson Family Schol End	17,772.69	19,595.76	20,822.97	19,397.14	969.86
325196	T3 - Twing, J. Dale Schol End	14,632.55	16,133.49	17,143.88	15,969.97	798.50
325196T	Temp T3 - Twing, J. Dale Schol End	38,181.59	42,098.17	44,734.65	41,671.47	2,083.57
325198	T3 - Vanc Methodist Schol End	52,610.85	58,007.53	61,640.32	57,419.57	2,870.98
325198T	Temp T3 - Vanc Methodist Schol End	106,876.34	117,839.46	125,219.29	116,645.03	5,832.25
325199	T3 - Walker, J & B Library Endowment	95,285.49	115,512.80	128,480.64	111,372.84	5,568.64
325199T	Temp T3 - Walker, J & B Library Endowment	119,976.58	132,320.12	140,610.08	130,968.93	6,548.45
325200	T3 - Weber, J. Arboretum Endow	108,967.40	120,145.13	127,669.40	118,927.31	5,946.37
325200T	Temp T3 - Weber, J. Arboretum Endow	214,134.66	236,100.05	250,886.17	233,706.96	11,685.35
325205	T3 - Williams Loan Fund Endow	13,926.22	15,355.16	16,316.95	15,199.44	759.97
325205T	Temp T3 - Williams Loan Fund Endow	30,052.93	33,136.59	35,212.01	32,800.51	1,640.03
325210	T3 - Wolf Schol Endowment	10,528.44	11,608.39	12,335.36	11,490.73	574.54
325210T	Temp T3 - Wolf Schol Endowment	21,388.14	23,582.11	25,058.97	23,343.07	1,167.15
	SUBTOTAL TIII	10,885,553.09	14,014,430.64	14,969,428.90	13,287,883.74	664,394.19
115310	Simmons, Chuck SS & Athl Prog Support Endow	77,276.00	87,223.85	94,418.07	86,205.97	3,239.31
115007	Vegas Proceeds	-	4,058,901.56	4,339,792.50	4,199,347.03	166,902.89
115400	Unrestricted Fund	4,861,569.78	6,584,517.88	4,570,465.60	5,338,851.09	213,554.04
150700	Speights Quasi Endowed Funds	-	-	1,114,066.83	1,114,066.83	55,703.34
150150	Bray, Dorothy Scholarship Endowment	216,218.90	261,141.81	278,195.13	251,851.95	12,592.60
150400	Jones, Mary E. Endowment	47,549.47	52,429.03	55,712.84	51,897.11	2,594.86
150600	Schoen Unrestr Schol Endowment	184,706.20	203,667.86	216,425.37	201,599.81	10,079.99
150800	Wilson, M G Estate	-	15,825.00	17,561.11	16,693.06	166.93
325075	Exceptional Faculty Trust Fund	766,802.35	793,789.01	747,606.74	769,399.37	38,469.97
325076	Exceptional Faculty Endowment-Nursing	-	730,084.84	672,159.49	701,122.17	35,056.11
	Total other	6,154,122.70	12,787,580.84	15,144,449.74	12,731,034.38	538,360.04

APPENDIX 7.4

Clark College Foundation
Calculation of three year average
December 31, 2006 Values

Acct #	Fund	Market Value 12/31/04	Market Value 12/31/05	Market Value 12/31/06	Rolling 3 year Average*	6/30/07 Total Distribution
320010	Alumni Scholarship Endowment	3,299.55	13,055.73	57,436.20	22,695.49	226.95
320015	Fencil, Pat GED Schol Endow	40,782.50	43,375.85	48,560.29	44,006.21	2,200.31
320017	Apsler, Ernestine Sch. Endowment	10,430.91	21,711.99	24,299.29	18,814.06	940.70
320020	Arts for Youth Schol Endowment	7,764.86	8,152.38	8,988.80	8,302.01	415.10
320060	Bank of Clark County Dir Sch Endow	-	9,089.23	29,291.72	14,765.48	147.65
320100	Berhow, Bryon Family Sch Endow	12,457.72	13,079.73	14,421.90	13,319.78	665.99
320110	Boose Scholarship Endowment	43,151.83	45,296.71	49,943.60	46,130.71	2,306.54
320115	Andersen, Roy G. Endowment	30,097,894.30	31,600,050.77	34,842,264.96	32,180,070.01	1,609,003.50
320117	Anderson, W. & M. Schol. End	36,105.62	43,558.20	54,383.06	44,682.29	446.82
320118	Bauer, Al Scholarship Endowment	4,423.58	15,472.51	17,970.18	12,455.42	622.77
320200	Campbell Scholarship Endowment	92,375.81	96,922.77	106,862.93	98,720.50	4,936.03
320204	Champs Scholarship Endowment	-	-	21,896.02	-	-
320205	Clark Excellence Fund	-	134,604.24	155,206.34	144,905.29	7,175.83
320206	Corwin, Kyle Schol Endowment	-	-	10,000.00	-	-
320207	Crandall, W & K Sch Endowment	-	20,715.99	23,886.69	22,301.34	1,115.07
320209	Davidson Ins Schol Endowment	-	-	5,200.00	-	-
320210	Davis, W.C. SS & Emer Grant Endowment	351,911.21	369,951.59	408,185.20	376,682.67	18,834.13
320300	Dental Hygiene Rest Endowment	27,005.53	28,334.84	31,240.83	28,860.40	1,443.02
320320	Dexter Scholarship Endowment	35,077.99	36,804.64	40,579.22	37,487.28	1,874.36
320400	Easter, Larry & Edna Endowment	32,163.60	33,812.41	42,306.87	34,427.63	1,721.38
320390	Engwall Scholarship Endowment	77,091.04	80,885.64	89,181.06	82,385.91	4,119.30
320500	Fendrich Scholarship Endowment	16,000.64	16,788.28	18,510.09	17,099.67	854.98
320550	Fordham Family SS Endowment	18,518.60	25,893.33	34,174.10	25,862.01	1,293.10
320575	Fowler, J Comm'n Exit SS Endowmnt	31,664.87	36,505.16	40,379.57	36,183.20	1,809.16
320600	Gallivan Schol Endowment	3,889.42	4,086.71	4,507.89	4,161.34	208.07
320603	Garrison, Arlene Unrestricted Endow.	605,172.40	639,349.86	705,639.70	650,053.99	32,502.70
320610	Gen Foundation Schol Endowment	46,160.45	48,436.04	53,404.57	49,333.69	2,466.68
320620	Greely Memorial Schol Endow	15,181.86	15,929.13	17,562.77	16,224.59	811.23
320640	Hamilton, Jean Nursing SS Endowment	44,057.77	46,292.09	51,062.21	47,137.36	2,356.87
320650	Hannah Scholarship Endowment	9,354.20	9,821.29	10,829.14	10,001.54	500.08
320750	Irwin, Clarence & June SS Endowment	156,794.88	267,664.87	297,330.39	240,596.71	12,029.84
320751	Irwin, June/ Fresno Reg'l Foundation	-	95,463.71	105,082.41	100,273.06	5,013.65
321000	Leonard, Jessie Music Scholarship	119,055.88	126,665.03	140,625.93	128,782.28	6,439.11
321200	McElree SS Endowment	-	-	450.37	0.37	-
321350	Northwest Bakers Schol Endow	36,899.46	38,741.09	42,716.01	39,452.19	1,972.61
321375	O'Connell, Skeet SS Endowment	17,821.04	18,986.32	20,954.95	19,254.10	962.71
321390	Anonymous	-	100,000.00	-	-	-
321400	Osborne Scholarship Endowment	11,096.95	11,643.19	12,837.24	11,859.13	592.96
321450	PAC Athletic SS Endowment	17,491.40	18,507.39	20,417.24	18,805.34	188.05
321500	Panek Scholarship Endowment	5,027.71	5,474.20	6,258.74	5,586.88	55.87
321510	Pechanec Scholarship Endowment	12,207.03	12,816.29	16,391.52	13,051.61	652.58
321525	Peterson & Assoc CPA Endowment	-	-	62,677.56	77.56	-
321570	Portland Swap Meet SS Endowment	28,030.66	29,456.55	33,030.17	30,172.46	1,508.62
321600	Raymond Scholarship Endowment	21,971.23	23,052.67	25,416.86	23,480.25	1,174.01
321620	Rodriques, Kalani Athletic SS Endowment	-	31,585.52	54,399.24	34,085.62	1,281.71
321625	Rubin, Gail Scholarship Endowment	69,791.61	73,369.38	80,951.95	74,704.31	3,735.22
321628	Smith, Edgar & Louise Schol Endowment	56,125.66	61,915.55	68,395.41	62,145.54	3,107.28
321632	Strahan, Elson Schol Endowment	21,989.34	23,223.27	26,387.11	23,789.91	1,189.50
321650	Alice Suhr Nursing Endowment	243,627.98	256,034.35	282,446.92	260,703.08	13,035.15
321670	Sutherland, Roxanne Commun. Sch End.	20,334.56	21,971.67	24,261.38	22,189.20	1,109.46
321700	SWIFT American Schol Endowment	7,217.37	7,926.52	9,139.69	8,094.53	80.95
321710	Toyota Tech Ed Network SS End.	20,503.36	21,447.00	23,643.89	21,864.75	1,093.24
321750	Troxel, Doris Schol Endowment	40,818.57	44,647.49	49,317.14	44,927.73	2,246.39

APPENDIX 7.4

Acct #	Fund	Market Value 12/31/04	Market Value 12/31/05	Market Value 12/31/06	Rolling 3 year Average*	6/30/07 Total Distribution
321720	Trailer Life Schol Endowment	10,750.98	11,287.78	12,446.09	11,494.95	574.75
321900	Van Jaycees Schol Endowment	7,016.25	7,372.24	8,132.03	7,506.84	375.34
322000	Williams Estate Endowment	35,779.01	37,564.76	41,418.98	38,254.25	1,912.71
322005	Wilson, Dave Schol Endowment	9,042.67	9,494.17	10,468.44	9,668.43	483.42
	SUBTOTAL ENDOWMENTS	32,631,329.86	34,814,288.12	38,493,772.86	35,337,890.98	1,761,813.45
325000	T3 - Unrestricted Donations	1,038,521.38	1,089,527.42	1,201,276.52	1,109,775.11	55,488.76
325000T	Temp T3 - Unrestricted Donations	2,109,708.60	2,213,325.31	2,440,338.64	2,254,457.52	112,722.88
325002	T3 - AAUW Hudson's Bay Sch End	8,337.84	8,748.79	9,646.27	8,910.97	445.55
325002T	Temp T3 - AAUW Hudson's Bay Sch End	16,937.87	17,772.69	19,595.75	18,102.10	905.11
325008	T3 - Amer Bus Women's Sch End	8,337.83	8,748.73	9,646.12	8,910.89	445.54
325008T	Temp T3 - Amer Bus Women's Sch End	16,937.89	17,772.70	19,595.82	18,102.14	905.11
325010	T3 - Anderson, C. Schol Endow	8,337.85	8,748.83	9,646.24	8,910.97	445.55
325010T	Temp T3 - Anderson, C. Schol Endow	16,937.79	17,772.58	19,595.64	18,102.00	905.10
325015	T3 - Apsler Scholarship Endow	6,928.59	7,270.07	8,015.79	7,404.82	370.24
325015T	Temp T3 - Apsler Scholarship Endow	14,075.01	14,768.73	16,283.69	15,042.48	752.12
325020	T3 - Athletic Endowment	43,285.73	45,419.14	50,078.13	46,261.00	2,313.05
325020T	Temp T3 - Athletic Endowment	87,930.00	92,263.88	101,728.09	93,973.99	4,698.70
325025	T3 - Auto Schol/Garrison Endow	41,688.73	43,743.46	48,230.58	44,554.26	2,227.71
325025T	Temp T3 - Auto Schol/Garrison Endow	84,688.59	88,862.63	97,977.88	90,509.70	4,525.49
325035	T3 - Blair, Leona SS & Music Prog Support Endowme	131,728.33	138,220.92	152,399.30	140,782.85	7,039.14
325035T	Temp T3 - Blair, Leona SS & Music Prog Support Enc	266,704.32	279,849.43	308,555.70	285,036.48	14,251.82
325040	T3 - Boggs, Minnie SS Endowment	59,027.71	61,937.00	68,290.36	63,085.02	3,154.25
325040T	Temp T3 - Boggs, Minnie SS Endowment	119,911.83	125,821.90	138,728.38	128,154.04	6,407.70
325045	T3 - Bus Ed Schol/Garrison End	20,493.57	21,503.58	23,709.35	21,902.17	1,095.11
325045T	Temp T3 - Bus Ed Schol/Garrison End	41,631.41	43,683.28	48,164.19	44,492.96	2,224.65
325048	T3 - CC Foundation Schol Endow	9,897.36	10,385.21	11,450.52	10,577.70	528.88
325048T	Temp T3 - CC Foundation Schol Endow	20,106.10	21,097.06	23,261.17	21,488.11	1,074.41
325050	T3 - CSET/WPEA/ACE Classified Staff Endow	8,829.67	9,269.17	10,220.23	9,439.69	471.98
325050T	Temp T3 - CSET/WPEA/ACE Classified Staff Endov	17,708.35	18,589.96	20,497.46	18,931.92	946.60
325055	T3 - C. Baker Motley Sch Endow	9,642.76	10,122.86	11,161.57	10,309.06	515.45
325055T	Temp T3 - C. Baker Motley Sch Endow	19,588.59	20,563.76	22,673.81	20,942.05	1,047.10
325060	T3 - Dailey Rubin Schol Endow	42,064.89	44,138.12	48,665.66	44,956.22	2,247.81
325060T	Temp T3 - Dailey Rubin Schol Endow	85,452.57	89,664.27	98,861.79	91,326.21	4,566.31
325061	T3 - Dailey Volker Schol Endow	84,129.74	88,276.23	97,331.42	89,912.46	4,495.62
325061T	Temp T3 - Dailey Volker Schol Endow	170,905.26	179,328.68	197,723.77	182,652.57	9,132.63
325063	T3 - Dental Hygiene Fund Endow	40,998.17	43,018.87	47,431.66	43,816.23	2,190.81
325063T	Temp T3 - Dental Hygiene Fund Endow	83,285.78	87,390.70	96,355.01	89,010.50	4,450.52
325064	T3 - Dental Hygiene/SWW Sch En	8,191.90	8,595.63	9,477.36	8,754.96	437.75
325064T	Temp T3 - Dental Hygiene/SWW Sch En	16,641.36	17,461.56	19,252.75	17,785.22	889.26
325065	T3 - Dunn, Ellis Schol Endow	9,096.58	9,544.93	10,524.00	9,721.84	486.09
325065T	Temp T3 - Dunn, Ellis Schol Endow	18,479.32	19,390.09	21,379.07	19,749.49	987.47
325070	T3 - ECE Endowment	8,627.03	9,056.50	9,985.78	9,223.10	461.16
325070T	Temp T3 - ECE Endowment	17,525.15	18,397.60	20,285.37	18,736.04	936.80
325078	T3 - Field Music Schol Endow	42,042.32	44,114.48	2,046,783.65	710,980.15	35,549.01
325078T	Temp T3 - Field Music Schol Endow	85,406.94	89,616.39	98,809.02	91,277.45	4,563.87
325080	T3 - 1st/Firstenburg Sch Endow	166,773.06	174,992.76	192,943.07	178,236.30	8,911.81
325080T	Temp T3 - 1st/Firstenburg Sch Endow	338,790.84	355,488.87	391,954.03	362,077.91	18,103.90
325085	T3 - Femling, E. Schol Endow	22,888.36	24,031.40	26,497.46	24,472.41	1,223.62
325085T	Temp T3 - Femling, E. Schol Endow	46,496.14	48,818.16	53,827.80	49,714.03	2,485.70
325090	T3 - Floristry Dept Endowment	8,627.07	9,056.58	9,985.91	9,223.19	461.16
325090T	Temp T3 - Floristry Dept Endowment	17,525.20	18,397.63	20,285.40	18,736.08	936.80
325095	T3 - Focus Program Endowment	19,645.11	20,613.31	22,727.75	20,995.39	1,049.77
325095T	Temp T3 - Focus Program Endowment	39,908.03	41,875.00	46,170.46	42,651.16	2,132.56
325100	T3 - Gustafson Fund Endowment	13,555.82	14,226.26	15,685.69	14,489.26	724.46
325100T	Temp T3 - Gustafson Fund Endowment	27,537.95	28,899.86	31,864.60	29,434.14	1,471.71
325105	T3 - Hall, Ned Schol Endow	58,486.52	61,369.13	67,664.23	62,506.63	3,125.33
325105T	Temp T3 - Hall, Ned Schol Endow	118,812.34	124,668.28	137,456.45	126,979.02	6,348.95
325107	T3 - Hawkins Writing SS/ Award End	8,699.65	9,128.43	10,064.79	9,297.62	464.88

APPENDIX 7.4

Acct #	Fund	Market Value 12/31/04	Market Value 12/31/05	Market Value 12/31/06	Rolling 3 year Average*	6/30/07 Total Distribution
325107T	Temp T3 - Hawkins Writing SS/ Award End	17,672.65	18,543.72	20,445.90	18,887.42	944.37
325108	T3 - H Dell/S Crk Bus Sch End	16,675.71	17,497.61	19,292.44	17,821.92	891.10
325108T	Temp T3 - H Dell/S Crk Bus Sch End	33,875.70	35,545.26	39,191.42	36,204.13	1,810.21
325109	T3 - Hi-School Pharm Schol End	8,628.80	9,058.39	9,987.88	9,225.02	461.25
325109T	Temp T3 - Hi-School Pharm Schol End	17,528.81	18,401.46	20,289.65	18,739.97	937.00
325112	T3 - Koplan's Furn Schol Endow	11,809.73	13,155.91	16,530.87	13,165.50	658.28
325112T	Temp T3 - Koplan's Furn Schol Endow	20,334.93	21,347.26	23,537.61	21,739.93	1,087.00
325113	T3 - Leach Engineer Schol End	112,201.12	117,731.18	129,807.73	119,913.34	5,995.67
325113T	Temp T3 - Leach Engineer Schol End	227,930.69	239,164.71	263,697.67	243,597.69	12,179.88
325115	T3 - Library Endowment	124,354.76	130,462.31	143,843.47	132,886.85	6,644.34
325115T	Temp T3 - Library Endowment	252,622.68	265,030.02	292,213.27	269,955.32	13,497.77
325120	T3 - Machine Shop Endowment	33,344.13	34,987.54	38,576.44	35,636.04	1,781.80
325120T	Temp T3 - Machine Shop Endowment	67,736.77	71,075.35	78,366.12	72,392.75	3,619.64
325122	T3 - Marshall, J. Schol Endow	21,682.98	22,751.63	25,085.43	23,173.35	1,158.67
325122T	Temp T3 - Marshall, J. Schol Endow	44,047.79	46,218.77	50,959.70	47,075.42	2,353.77
325125	T3 - Moose Lodge Schol Endow	8,337.81	8,748.77	9,646.20	8,910.93	445.55
325125T	Temp T3 - Moose Lodge Schol Endow	16,937.87	17,772.69	19,595.81	18,102.12	905.11
325130	T3 - Moore, P. Nurse Schol End	8,968.61	9,410.65	10,375.97	9,585.08	479.25
325130T	Temp T3 - Moore, P. Nurse Schol End	18,219.19	19,117.10	21,078.05	19,471.45	973.57
325140	T3 - McCordic, Edda Schol End	326,969.84	343,085.20	378,278.01	349,444.35	17,472.22
325140T	Temp T3 - McCordic, Edda Schol End	664,222.58	696,960.20	768,452.63	709,878.47	35,493.92
325145	T3 - Murdock Grant Endowment	168,661.36	177,002.62	195,161.03	180,275.00	9,013.75
325145T	Temp T3 - Murdock Grant Endowment	342,626.06	359,570.97	396,458.69	366,218.57	18,310.93
325150	T3 - Northcutt, R. Schol Endow	20,612.55	21,628.50	23,847.09	22,029.38	1,101.47
325150T	Temp T3 - Northcutt, R. Schol Endow	41,873.48	43,937.30	48,444.29	44,751.69	2,237.58
325154	T3 - Nurses for Nursing Sch En	8,725.80	9,161.55	10,101.69	9,329.68	466.48
325154T	Temp T3 - Nurses for Nursing Sch En	17,725.76	18,611.00	20,520.83	18,952.53	947.63
325155	T3 - Nursing Department Endow	7,577.43	7,950.89	8,766.46	8,098.26	404.91
325155T	Temp T3 - Nursing Department Endow	15,393.33	16,151.98	17,808.81	16,451.37	822.57
325158	T3 - Oliva (Russian) Scholarship Endow	8,628.82	9,058.40	9,987.90	9,225.04	461.25
325158T	Temp T3 - Oliva (Russian) Schol Endow	17,528.78	18,401.43	20,289.59	18,739.93	937.00
325160	T3 - PacifiCorp Grant Endow	103,524.10	108,677.75	119,829.00	110,676.95	5,533.85
325160T	Temp T3 - PacifiCorp Grant Endow	210,302.29	220,771.58	243,424.65	224,832.84	11,241.64
325165	T3 - Parent Ed Prog Endowment	8,980.68	9,427.78	10,395.21	9,601.22	480.06
325165T	Temp T3 - Parent Ed Prog Endowment	18,243.73	19,151.98	21,117.18	19,504.30	975.21
325166	T3 - PRIDE Program Endowment	17,253.93	18,112.86	19,971.36	18,446.05	922.30
325166T	Temp T3 - PRIDE Program Endowment	35,050.34	36,795.20	40,570.70	37,472.08	1,873.60
325168	T3 - Richards, Penni SS Endow.	25,709.14	26,989.01	29,758.35	27,485.50	1,374.28
325168T	Temp T3 - Richards, Penni SS Endow.	52,226.53	54,826.49	60,452.17	55,835.06	2,791.75
325169	T3 - Ringer, John Schol Endow	6,146.70	6,537.77	7,257.61	6,647.36	332.37
325169T	Temp T3 - Ringer, John Schol Endow	6,816.38	7,155.72	7,889.96	7,287.35	364.37
325170	T3 - Roberts, N. Schol Endow	14,707.82	15,440.01	17,024.27	15,724.03	786.20
325170T	Temp T3 - Roberts, N. Schol Endow	29,877.95	31,365.36	34,583.69	31,942.33	1,597.12
325175	T3 - Ryan, Barbara Schol Endow	90,880.63	95,359.89	105,141.71	97,127.41	4,856.37
325175T	Temp T3 - Ryan, Barbara Schol Endow	184,619.24	193,718.59	213,589.78	197,309.20	9,865.46
325180	T3 - Scarpelli Schol Endow	12,436.05	13,235.57	15,659.62	13,423.75	671.19
325180T	Temp T3 - Scarpelli Schol Endow	25,263.41	26,521.07	29,242.31	27,008.93	1,350.45
325185	T3 - Special Health Occ Endow	33,344.46	34,987.91	38,977.40	35,636.59	1,781.83
325185T	Temp T3 - Special Health Occ Endow	67,737.43	71,076.02	78,366.91	72,393.45	3,619.67
325187	T3 - Stevenson, Don Schol End	9,961.02	10,451.98	11,524.14	10,645.71	532.29
325187T	Temp T3 - Stevenson, Don Schol End	20,235.30	21,232.63	23,410.57	21,626.17	1,081.31
325189	T3 - SWIFT Perpetual Schol End	6,973.41	7,317.10	8,067.63	7,452.71	372.64
325189T	Temp T3 - SWIFT Perpetual Schol End	14,165.72	14,863.93	16,388.64	15,139.43	756.97
325190	T3 - Military Ofcr Ass'n Amer (TROA) SS Endowmei	9,372.67	9,834.60	10,843.41	10,016.89	500.84
325190T	Temp T3 - Military Ofcr Ass'n Amer (TROA) SS End	19,039.60	19,978.03	22,027.35	20,348.33	1,017.42
325195	T3 - Thompson Family Schol End	13,662.81	14,501.20	16,082.46	14,748.82	737.44
325195T	Temp T3 - Thompson Family Schol End	16,937.89	17,772.69	19,595.76	18,102.11	905.11
325196	T3 - Twing, J. Dale Schol End	13,945.18	14,632.55	16,133.49	14,903.74	745.19
325196T	Temp T3 - Twing, J. Dale Schol End	36,388.07	38,181.59	42,098.17	38,889.28	1,944.46

APPENDIX 7.4

Acct #	Fund	Market Value 12/31/04	Market Value 12/31/05	Market Value 12/31/06	Rolling 3 year Average*	6/30/07 Total Distribution
325198	T3 - Vanc Methodist Schol End	50,139.60	52,610.85	58,007.53	53,585.99	2,679.30
325198T	Temp T3 - Vanc Methodist Schol End	101,856.11	106,876.34	117,839.46	108,857.30	5,442.87
325199	T3 - Walker, J & B Library Endowment	85,657.31	95,285.49	115,512.80	95,458.53	4,772.93
325199T	Temp T3 - Walker, J & B Library Endowment	114,217.71	119,976.58	132,320.12	122,171.47	6,108.57
325200	T3 - Weber, J. Arboretum Endow	103,848.19	108,967.40	120,145.13	110,986.91	5,549.35
325200T	Temp T3 - Weber, J. Arboretum Endow	204,076.34	214,134.66	236,100.05	218,103.68	10,905.18
325205	T3 - Williams Loan Fund Endow	13,265.81	13,926.22	15,355.16	14,182.40	709.12
325205T	Temp T3 - Williams Loan Fund Endow	28,627.71	30,052.93	33,136.59	30,605.74	1,530.29
325210	T3 - Wolf Schol Endowment	10,033.92	10,528.44	11,608.39	10,723.58	536.18
325210T	Temp T3 - Wolf Schol Endowment	20,383.50	21,388.14	23,582.11	21,784.58	1,089.23
	SUBTOTAL TIII	10,367,882.00	10,885,553.09	14,014,430.64	11,751,441.91	587,572.10
115310	Simmons, Chuck SS & Athl Prog Support Endow.	69,780.18	77,276.00	87,223.85	77,993.34	2,828.68
150150	Bray, Dorothy Scholarship Endowment	-	216,218.90	261,141.81	227,521.50	11,376.08
150400	Jones, Mary E. Endowment	45,295.08	47,549.47	52,429.03	48,424.53	2,421.23
150600	Schoen Unrestr Schol Endowment	175,908.65	184,706.20	203,667.86	188,094.24	9,404.71
150800	Wilson, M G Estate	-	-	15,825.00	-	-
325075	Exceptional Faculty Trust Fund	732,983.18	766,802.35	793,789.01	764,524.85	38,226.25
325076	Exceptional Faculty Endowment-Nursing	-	-	368,716.82	368,716.82	18,435.84
325076	Exceptional Faculty-in Speights CD	-	-	361,368.02	361,368.02	18,068.40
	Total other	1,023,967.09	1,292,552.92	2,144,161.40	2,036,643.29	100,761.18

APPENDIX 7.4

Clark College Foundation
Calculation of three year average
December 31, 2005 Values

Acct #	Fund					6/30/06
		Market Value 12/31/03	Market Value 12/31/04	Market Value 12/31/05	Rolling 3 year Average	Total Distribution
320010	Alumni Scholarship Endowment	2,944.94	3,299.55	13,055.73	6,433.41	64.33
320015	Fencl, Pat GED Schol Endow	37,228.26	40,782.50	43,375.85	40,462.20	2,023.11
320017	Apsler, Ernestine Sch. Endowment	9,309.91	10,430.91	21,711.99	13,817.60	690.89
320020	Arts for Youth Schol Endowment	7,253.66	7,764.86	8,152.38	7,723.63	386.19
320060	Bank of Clark County Dir Sch Endow			9,089.23		-
320100	Berhow, Bryon Family Sch Endow	11,629.91	12,457.72	13,079.73	12,389.12	619.45
320110	Boose Scholarship Endowment	40,329.65	43,151.83	45,296.71	42,926.06	2,146.30
320115	Andersen, Roy G. Endowment	(1) 28,117,816.46	30,097,894.30	31,600,050.77	29,938,587.18	1,496,929.36
320117	Anderson, W. & M. Schol. End	28,665.13	36,105.62	43,558.20	36,109.65	-
320118	Bauer, Al Scholarship Endowment	3,948.17	4,423.58	15,472.51	7,948.09	397.40
320200	Campbell Scholarship Endowment	86,420.84	92,375.81	96,922.77	91,906.47	4,595.31
320205	Clark Excellence Fund			134,604.24		-
320207	Crandall, W & K Sch Endowment			20,715.99		-
320210	Davis, W.C. SS & Emer Grant Endowment	314,092.29	351,911.21	369,951.59	345,318.36	17,265.91
320300	Dental Hygiene Rest Endowment	25,264.62	27,005.53	28,334.84	26,868.33	1,343.41
320320	Dexter Scholarship Endowment	32,816.72	35,077.99	36,804.64	34,899.78	1,744.99
320400	Easter, Larry & Edna Endowment	28,707.04	32,163.60	33,812.41	31,561.02	1,578.05
320390	Engwall Scholarship Endowment	72,121.38	77,091.04	80,885.64	76,699.35	3,834.96
320500	Fendrich Scholarship Endowment	14,969.18	16,000.64	16,788.28	15,919.37	795.96
320550	Fordham Family SS Endowment	13,637.28	18,518.60	25,893.33	19,349.74	967.49
320575	Fowler, J Comm'n Exit SS Endowmnt	28,322.71	31,664.87	36,505.16	32,164.25	1,608.21
320600	Gallivan Schol Endowment	3,534.47	3,889.42	4,086.71	3,836.86	191.85
320603	Garrison, Arlene Unrestricted Endow.	542,679.32	605,172.40	639,349.86	595,733.86	29,786.70
320610	Gen Foundation Schol Endowment	43,129.13	46,160.45	48,436.04	45,908.54	2,295.44
320620	Greely Memorial Schol Endow	14,203.16	15,181.86	15,929.13	15,104.72	755.24
320640	Hamilton, Jean Nursing SS Endowment	40,069.78	44,057.77	46,292.09	43,473.21	2,173.66
320650	Hannah Scholarship Endowment	8,731.47	9,354.20	9,821.29	9,302.32	465.11
320750	Irwin, Clarence & June SS Endowment	-	156,794.88	267,664.87	212,229.87	10,611.50
320751	Irwin, June/Fresno Reg'l Foundation			95,463.71	95,463.71	4,773.19
321000	Leonard, Jessie Music Scholarship	59,940.16	119,055.88	126,665.03	101,887.02	5,094.35
321350	Northwest Bakers Schol Endow	34,471.53	36,899.46	38,741.09	36,704.03	1,835.20
321375	O'Connell, Skeet SS Endowment	15,995.54	17,821.04	18,986.32	17,600.96	880.05
321390	Oliva SS Endowment			100,000.00		-
321400	Osborne Scholarship Endowment	10,381.67	11,096.95	11,643.19	11,040.61	552.04
321450	PAC Athletic SS Endowment	15,985.97	17,491.40	18,507.39	17,328.26	866.41
321500	Panek Scholarship Endowment	4,527.05	5,027.71	5,474.20	5,009.65	50.10
321510	Pechanec Scholarship Endowment	11,403.83	12,207.03	12,816.29	12,142.38	607.11
321570	Portland Swap Meet SS Endowment	25,359.58	28,030.66	29,456.55	27,615.60	1,380.79
321600	Raymond Scholarship Endowment	20,554.89	21,971.23	23,052.67	21,859.60	1,092.99
321620	Rodriques, Kalani Athletic SS Endowment			31,585.52		-
321625	Rubin, Gail Scholarship Endowment	62,291.30	69,791.61	73,369.38	68,484.10	3,424.20
321628	Smith, Edgar & Louise Schol Endowment	50,775.38	56,125.66	61,915.55	56,272.20	2,813.61
321632	Strahan, Elson Schol Endowment	19,934.49	21,989.34	23,223.27	21,715.70	1,085.79
321650	Alice Suhr Nursing Endowment	219,998.31	243,627.98	256,034.35	239,886.88	11,994.35
321670	Sutherland, Roxanne Commun. Sch End.	18,149.25	20,334.56	21,971.67	20,151.83	1,007.59
321700	SWIFT American Schol Endowment	6,556.72	7,217.37	7,926.52	7,233.54	-
321710	Toyota Tech Ed Network SS End.	19,211.65	20,503.36	21,447.00	20,387.34	1,019.36
321750	Troxel, Doris Schol Endowment	36,431.90	40,818.57	44,647.49	40,632.66	2,031.64
321720	Trailer Life Schol Endowment	10,035.32	10,750.98	11,287.78	10,691.36	534.56
321900	Van Jaycees Schol Endowment	6,375.88	7,016.25	7,372.24	6,921.46	346.06
322000	Williams Estate Endowment	33,423.79	35,779.01	37,564.76	35,589.19	1,779.46

APPENDIX 7.4

Acct #	Fund		Market Value 12/31/03	Market Value 12/31/04	Market Value 12/31/05	Rolling 3 year Average	Total Distribution
322005	Wilson, Dave Schol Endowment		8,440.72	9,042.67	9,494.17	8,992.52	449.64
	SUBTOTAL ENDOWMENTS		30,218,070.41	32,631,329.86	34,814,288.13	32,590,283.57	1,626,889.32
325000	T3 - Unrestricted Donations	(2)	970,822.12	1,038,521.38	1,089,527.42	1,032,956.97	51,647.85
325000T	Temp T3 - Unrestricted Donations	(2)	1,972,179.98	2,109,708.60	2,213,325.31	2,098,404.63	104,920.24
325002	T3 - AAUW Hudson's Bay Sch End		7,791.59	8,337.84	8,748.79	8,292.74	414.64
325002T	Temp T3 - AAUW Hudson's Bay Sch End		15,828.20	16,937.87	17,772.69	16,846.25	842.31
325008	T3 - Amer Bus Women's Sch End		7,791.59	8,337.83	8,748.73	8,292.72	414.64
325008T	Temp T3 - Amer Bus Women's Sch End		15,828.21	16,937.89	17,772.70	16,846.27	842.31
325010	T3 - Anderson, C. Schol Endow		7,791.59	8,337.85	8,748.83	8,292.76	414.64
325010T	Temp T3 - Anderson, C. Schol Endow		15,828.20	16,937.79	17,772.58	16,846.19	842.31
325015	T3 - Apsler Scholarship Endow		6,474.69	6,928.59	7,270.07	6,891.12	344.55
325015T	Temp T3 - Apsler Scholarship Endow		13,152.88	14,075.01	14,768.73	13,998.87	699.95
325020	T3 - Athletic Endowment		40,449.90	43,285.73	45,419.14	43,051.59	2,152.59
325020T	Temp T3 - Athletic Endowment		82,169.32	87,930.00	92,263.88	87,454.40	4,372.71
325025	T3 - Auto Schol/Garrison Endow		38,957.61	41,688.73	43,743.46	41,463.27	2,073.16
325025T	Temp T3 - Auto Schol/Garrison Endow		79,140.35	84,688.59	88,862.63	84,230.52	4,211.54
325035	T3 - Blair, Leona SS & Music Prog Support Endc		123,098.18	131,728.33	138,220.92	131,015.81	6,550.79
325035T	Temp T3 - Blair, Leona SS & Music Prog Suppor		249,231.65	266,704.32	279,849.43	265,261.80	13,263.09
325040	T3 - Boggs, Minnie SS Endowment		55,160.64	59,027.71	61,937.00	58,708.45	2,935.41
325040T	Temp T3 - Boggs, Minnie SS Endowment		112,056.00	119,911.83	125,821.90	119,263.24	5,963.16
325045	T3 - Bus Ed Schol/Garrison End		19,150.94	20,493.57	21,503.58	20,382.70	1,019.14
325045T	Temp T3 - Bus Ed Schol/Garrison End		38,904.00	41,631.41	43,683.28	41,406.23	2,070.31
325048	T3 - CC Foundation Schol Endow		9,248.97	9,897.36	10,385.21	9,843.84	492.20
325048T	Temp T3 - CC Foundation Schol Endow		18,788.80	20,106.10	21,097.06	19,997.32	999.86
325050	T3 - CSET/WPEA/ACE Classified Staff Endow		8,242.94	8,829.67	9,269.17	8,780.59	439.04
325050T	Temp T3 - CSET/WPEA/ACE Classified Staff E		16,531.78	17,708.35	18,589.96	17,610.03	880.50
325055	T3 - C. Baker Motley Sch Endow		9,002.06	9,642.76	10,122.86	9,589.22	479.46
325055T	Temp T3 - C. Baker Motley Sch Endow		18,287.05	19,588.59	20,563.76	19,479.80	973.99
325060	T3 - Dailey Rubin Schol Endow		39,309.07	42,064.89	44,138.12	41,837.36	2,091.86
325060T	Temp T3 - Dailey Rubin Schol Endow		79,854.29	85,452.57	89,664.27	84,990.38	4,249.51
325061	T3 - Dailey Volker Schol Endow		78,618.16	84,129.74	88,276.23	83,674.71	4,183.74
325061T	Temp T3 - Dailey Volker Schol Endow		159,708.68	170,905.26	179,328.68	169,980.88	8,499.05
325063	T3 - Dental Hygiene Fund Endow		38,312.28	40,998.17	43,018.87	40,776.44	2,038.81
325063T	Temp T3 - Dental Hygiene Fund Endow		77,829.42	83,285.78	87,390.70	82,835.30	4,141.76
325064	T3 - Dental Hygiene/SWW Sch En		7,655.20	8,191.90	8,595.63	8,147.58	407.39
325064T	Temp T3 - Dental Hygiene/SWW Sch En		15,551.16	16,641.36	17,461.56	16,551.36	827.56
325065	T3 - Dunn, Ellis Schol Endow		8,500.67	9,096.58	9,544.93	9,047.39	452.36
325065T	Temp T3 - Dunn, Ellis Schol Endow		17,268.71	18,479.32	19,390.09	18,379.37	918.96
325070	T3 - ECE Endowment		8,053.80	8,627.03	9,056.50	8,579.11	428.95
325070T	Temp T3 - ECE Endowment		16,360.70	17,525.15	18,397.60	17,427.82	871.39
325078	T3 - Field Music Schol Endow		39,287.99	42,042.32	44,114.48	41,814.93	2,090.75
325078T	Temp T3 - Field Music Schol Endow		79,811.61	85,406.94	89,616.39	84,944.98	4,247.25
325080	T3 - 1st/Firstenburg Sch Endow		155,847.24	166,773.06	174,992.76	165,871.02	8,293.55
325080T	Temp T3 - 1st/Firstenburg Sch Endow		316,595.55	338,790.84	355,488.87	336,958.42	16,847.91
325085	T3 - Femling, E. Schol Endow		21,360.80	22,888.36	24,031.40	22,760.19	1,138.01
325085T	Temp T3 - Femling, E. Schol Endow		43,392.97	46,496.14	48,818.16	46,235.76	2,311.79
325090	T3 - Floristry Dept Endowment		8,053.84	8,627.07	9,056.58	8,579.16	428.95
325090T	Temp T3 - Floristry Dept Endowment		16,360.74	17,525.20	18,397.63	17,427.86	871.40
325095	T3 - Focus Program Endowment		18,358.11	19,645.11	20,613.31	19,538.84	976.95
325095T	Temp T3 - Focus Program Endowment		37,293.53	39,908.03	41,875.00	39,692.18	1,984.61
325100	T3 - Gustafson Fund Endowment		12,663.44	13,555.82	14,226.26	13,481.84	674.10
325100T	Temp T3 - Gustafson Fund Endowment		25,725.10	27,537.95	28,899.86	27,387.64	1,369.39
325105	T3 - Hall, Ned Schol Endow		54,654.90	58,486.52	61,369.13	58,170.18	2,908.51
325105T	Temp T3 - Hall, Ned Schol Endow		111,028.53	118,812.34	124,668.28	118,169.72	5,908.49
325107	T3 - Hawkins Writing SS/Award End		8,129.70	8,699.65	9,128.43	8,652.60	432.64

APPENDIX 7.4

Acct #	Fund	Market Value 12/31/03	Market Value 12/31/04	Market Value 12/31/05	Rolling 3 year Average	Total Distribution
325107T	Temp T3 - Hawkins Writing SS/ Award End	16,514.87	17,672.65	18,543.72	17,577.08	878.85
325108	T3 - H Dell/S Crk Bus Sch End	15,583.20	16,675.71	17,497.61	16,585.51	829.29
325108T	Temp T3 - H Dell/S Crk Bus Sch End	31,656.39	33,875.70	35,545.26	33,692.45	1,684.61
325109	T3 - Hi-School Pharm Schol End	8,055.47	8,628.80	9,058.39	8,580.89	429.05
325109T	Temp T3 - Hi-School Pharm Schol End	16,364.12	17,528.81	18,401.46	17,431.46	871.56
325112	T3 - Koplan's Furn Schol Endow	11,009.48	11,809.73	13,155.91	11,991.71	599.59
325112T	Temp T3 - Koplan's Furn Schol Endow	18,983.78	20,334.93	21,347.26	20,221.99	1,011.10
325113	T3 - Leach Engineer Schol End	104,850.47	112,201.12	117,731.18	111,594.26	5,579.71
325113T	Temp T3 - Leach Engineer Schol End	212,998.22	227,930.69	239,164.71	226,697.87	11,334.90
325115	T3 - Library Endowment	116,248.39	124,354.76	130,462.31	123,688.49	6,184.41
325115T	Temp T3 - Library Endowment	236,154.62	252,622.68	265,030.02	251,269.11	12,563.45
325120	T3 - Machine Shop Endowment	31,159.62	33,344.13	34,987.54	33,163.76	1,658.19
325120T	Temp T3 - Machine Shop Endowment	63,299.09	67,736.77	71,075.35	67,370.40	3,368.51
325122	T3 - Marshall, J. Schol Endow	20,262.46	21,682.98	22,751.63	21,565.69	1,078.29
325122T	Temp T3 - Marshall, J. Schol Endow	41,162.07	44,047.79	46,218.77	43,809.54	2,190.49
325125	T3 - Moose Lodge Schol Endow	7,791.58	8,337.81	8,748.77	8,292.72	414.64
325125T	Temp T3 - Moose Lodge Schol Endow	15,828.20	16,937.87	17,772.69	16,846.25	842.31
325130	T3 - Moore, P. Nurse Schol End	8,381.04	8,968.61	9,410.65	8,920.10	446.00
325130T	Temp T3 - Moore, P. Nurse Schol End	17,025.59	18,219.19	19,117.10	18,120.63	906.04
325140	T3 - McCordic, Edda Schol End	305,549.08	326,969.84	343,085.20	325,201.37	16,260.06
325140T	Temp T3 - McCordic, Edda Schol End	620,707.13	664,222.58	696,960.20	660,629.97	33,031.50
325145	T3 - Murdock Grant Endowment	157,558.28	168,661.36	177,002.62	167,740.75	8,387.04
325145T	Temp T3 - Murdock Grant Endowment	320,070.82	342,626.06	359,570.97	340,755.95	17,037.80
325150	T3 - Northcutt, R. Schol Endow	19,262.16	20,612.55	21,628.50	20,501.07	1,025.05
325150T	Temp T3 - Northcutt, R. Schol Endow	39,130.16	41,873.48	43,937.30	41,646.98	2,082.35
325154	T3 - Nurses for Nursing Sch En	8,143.44	8,725.80	9,161.55	8,676.93	433.85
325154T	Temp T3 - Nurses for Nursing Sch En	16,542.77	17,725.76	18,611.00	17,626.51	881.34
325155	T3 - Nursing Department Endow	7,081.05	7,577.43	7,950.89	7,536.46	376.81
325155T	Temp T3 - Nursing Department Endow	14,384.84	15,393.33	16,151.98	15,310.05	765.50
325158	T3 - Oliva (Russian) Scholarship Endow	8,055.47	8,628.82	9,058.40	8,580.89	429.05
325158T	Temp T3 - Oliva (Russian) Schol Endow	16,364.12	17,528.78	18,401.43	17,431.44	871.56
325160	T3 - PacifiCorp Grant Endow	96,645.57	103,524.10	108,677.75	102,949.14	5,147.45
325160T	Temp T3 - PacifiCorp Grant Endow	196,328.96	210,302.29	220,771.58	209,134.28	10,456.71
325165	T3 - Parent Ed Prog Endowment	8,383.92	8,980.68	9,427.78	8,930.79	446.54
325165T	Temp T3 - Parent Ed Prog Endowment	17,031.52	18,243.73	19,151.98	18,142.41	907.11
325166	T3 - PRIDE Program Endowment	16,107.56	17,253.93	18,112.86	17,158.12	857.90
325166T	Temp T3 - PRIDE Program Endowment	32,721.46	35,050.34	36,795.20	34,855.67	1,742.79
325168	T3 - Richards, Penni SS Endow.	24,000.95	25,709.14	26,989.01	25,566.37	1,278.31
325168T	Temp T3 - Richards, Penni SS Endow.	48,756.41	52,226.53	54,826.49	51,936.47	2,596.81
325169	T3 - Ringer, John Schol Endow	3,133.93	6,146.70	6,537.77	5,272.80	263.64
325169T	Temp T3 - Ringer, John Schol Endow	6,363.42	6,816.38	7,155.72	6,778.51	338.94
325170	T3 - Roberts, N. Schol Endow	13,730.56	14,707.82	15,440.01	14,626.13	731.30
325170T	Temp T3 - Roberts, N. Schol Endow	27,892.73	29,877.95	31,365.36	29,712.01	1,485.60
325175	T3 - Ryan, Barbara Schol Endow	84,926.75	90,880.63	95,359.89	90,389.09	4,519.45
325175T	Temp T3 - Ryan, Barbara Schol Endow	172,524.25	184,619.24	193,718.59	183,620.69	9,181.04
325180	T3 - Scarpelli Schol Endow	11,609.79	12,436.05	13,235.57	12,427.14	621.35
325180T	Temp T3 - Scarpelli Schol Endow	23,584.73	25,263.41	26,521.07	25,123.07	1,256.15
325185	T3 - Special Health Occ Endow	31,159.95	33,344.46	34,987.91	33,164.11	1,658.20
325185T	Temp T3 - Special Health Occ Endow	63,299.76	67,737.43	71,076.02	67,371.07	3,368.55
325187	T3 - Stevenson, Don Schol End	9,308.46	9,961.02	10,451.98	9,907.15	495.35
325187T	Temp T3 - Stevenson, Don Schol End	18,909.61	20,235.30	21,232.63	20,125.85	1,006.30
325189	T3 - SWIFT Perpetual Schol End	6,516.56	6,973.41	7,317.10	6,935.69	346.79
325189T	Temp T3 - SWIFT Perpetual Schol End	13,237.71	14,165.72	14,863.93	14,089.12	704.45
325190	T3 - Military Ofcr Ass'n Amer (TROA) SS Endow	8,758.62	9,372.67	9,834.60	9,321.96	466.10
325190T	Temp T3 - Military Ofcr Ass'n Amer (TROA) SS	17,792.21	19,039.60	19,978.03	18,936.61	946.84
325195	T3 - Thompson Family Schol End	7,791.61	13,662.81	14,501.20	11,985.21	599.26

APPENDIX 7.4

Acct #	Fund	Market Value 12/31/03	Market Value 12/31/04	Market Value 12/31/05	Rolling 3 year Average	Total Distribution
325195T	Temp T3 - Thompson Family Schol End	15,828.21	16,937.89	17,772.69	16,846.26	842.31
325196	T3 - Twing, J. Dale Schol End	13,031.59	13,945.18	14,632.55	13,869.77	693.49
325196T	Temp T3 - Twing, J. Dale Schol End	34,004.04	36,388.07	38,181.59	36,191.23	1,809.56
325198	T3 - Vanc Methodist Schol End	46,854.79	50,139.60	52,610.85	49,868.41	2,493.41
325198T	Temp T3 - Vanc Methodist Schol End	95,183.16	101,856.11	106,876.34	101,305.20	5,065.26
325199	T3 - Walker, J & B Library Endowment	74,067.89	85,657.31	95,285.49	83,311.92	4,165.60
325199T	Temp T3 - Walker, J & B Library Endowment	104,908.67	114,217.71	119,976.58	113,034.32	5,651.71
325200	T3 - Weber, J. Arboretum Endow	97,042.90	103,848.19	108,967.40	103,286.16	5,164.30
325200T	Temp T3 - Weber, J. Arboretum Endow	190,706.63	204,076.34	214,134.66	202,972.54	10,148.64
325205	T3 - Williams Loan Fund Endow	12,384.41	13,265.81	13,926.22	13,192.15	659.60
325205T	Temp T3 - Williams Loan Fund Endow	26,725.37	28,627.71	30,052.93	28,468.67	1,423.44
325210	T3 - Wolf Schol Endowment	9,376.56	10,033.92	10,528.44	9,979.64	498.99
325210T	Temp T3 - Wolf Schol Endowment	19,048.13	20,383.50	21,388.14	20,273.26	1,013.66
	SUBTOTAL TIII	9,673,352.76	10,367,881.98	10,885,553.10	10,307,237.64	515,361.84
115310	Simmons, Chuck SS & Athl Prog Support Endow	61,757.99	69,780.18	77,276.00	69,604.72	2,409.25
150150	Bray, Dorothy Scholarship Endowment			216,218.90	216,218.90	10,810.95
150400	Jones, Mary E. Endowment	42,251.28	45,295.08	47,549.47	45,031.94	2,251.60
150600	Schoen Unrestr Schol Endowment	163,779.02	175,908.65	184,706.20	174,797.96	8,739.90
325075	Exceptional Faculty Trust Fund	589,086.96	732,983.18	766,802.35	696,290.83	34,814.54
	Other	856,875.25	1,023,967.09	1,292,552.92	1,201,944.35	59,026.23



Standard Eight

Physical Resources

STANDARD 8



CLARK COLLEGE *Campus Map*

Program/Department Locations

BRD Accounting Services Office
BRD Administrative Services
PUB Admissions/Welcome Center
GHL Advising
APH Agriculture/Horticulture
PUB Archer Gallery
FAC Art
OSC Athletics Office
PUB Assessment/Testing
FLD Athletic Complex – tennis courts/fitness trail/soccer field
AA1 Automotive Technology
AA1 Automotive T-TEN
GHL Bookstore
SHL Business/Business Technology Office
AA4 CADD/Data Networking/Electronics/Manufacturing Systems Technology
GHL Career & Employment Services
GHL Cashier's Office
PLS Central Receiving
CFS Child & Family Studies program
GHL Clark Dining Room
BHL Communications & Marketing
SHL Computer Technology
TBG Corporate & Continuing Education
GHL Counseling
GHL Culinary Arts
HSC Dental Hygiene
AA5 Developmental Education
DSL Diesel Technology
GHL Disability Support Services
LIB eLearning
GHL Eligibility Programs
GHL Financial Aid/Veterans Affairs
OSC Fitness Center, Thompson
FHL Foster Auditorium
AA4 Graphic Communications/Printing
GHL Health Occupations Advising
HSC Health Services
BRD Human Resources/Equity & Diversity
FHL Humanities/Social Sciences
BHL Instruction, Office of
PUB International Programs
AA5 Machining Technology
BHL Math
TBG Mature Learning
MUS Music
CCW Nursing
OSC PE/Health
HSC Pharmacy Technology
FAC Photography

BRD Planning & Advancement
PLS Plant Services Office
BRD President's Office
TBG Professional Development
BRD Purchasing Services Office
GHL Registration
GHL Running Start
SCI Science Building Complex
APH Science
GHL Security
GHL Student Affairs & Student Center
PUB Student Life
GHL Teaching & Learning Center
BHL Tech Prep Office
FAC Theatre, Decker
HKH Tutoring/Writing Center
PUB Welcome Center
AA2 Welding
BHL Workforce Education



All Clark College buildings are accessible; designated accessible parking stalls are available in all college parking lots.

ClarkCollege The Next Step
1933 Fort Vancouver Way
Vancouver, WA 98663-3598

Building Codes

AA1 Applied Arts
AA2 Applied Arts
AA4 Applied Arts
AA5 Applied Arts
APH Pechanec Hall
ATH Athletic Annex Building
BHL Bauer Hall
BRD Baird Administration
BRH Brown House
CCW Clark College at WSU Vancouver Foundation
CCF Foundation
CFS Child & Family Studies
DSL Diesel
FAC Frost Arts Center
FHL Foster Hall
GHL Gaiser Hall
Greenhouse
HHL Hanna Hall
HKH Hawkins Hall
HSC Health Science
JSH Joan Stout Hall
LIB Cannell Library
MUS Music
OSC O'Connell Sports Center
PLS Plant Services
PUB Penguin Union Building
SCI Science Building Complex
SHL Scarpelli Hall
TBG "T" Building
TPC Clark College at Town Plaza





Standard Nine

Institutional Integrity

STANDARD 9

Standard 9

No Appendix



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