# Clark College

## 2008

## Accreditation Self-Study

CLARK COLLEGE
EST. 1933

# Clark College
# Institutional Self-Study
# 2008

Prepared for the
Northwest Commission on Colleges and Universities

Clark College
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# Clark College
# List of Acronyms

| | |
|---|---|
| AA | Associate of Arts |
| AA/EO | Affirmative Action/Equal Opportunity |
| AA-B | Associate of Arts – Track B |
| AA-MRP | Associate of Arts – Major-Related Program |
| AAS | Associate of Applied Science |
| AAS-T | Associate of Applied Science – Transfer |
| AAT | Associate of Applied Technology |
| ACRL | Association for College and Research Libraries |
| ACRL | Association of College and Research Libraries |
| AHE | Association for Higher Education |
| ALI | Adult Learner Inventory |
| AP | Advanced Placement |
| ARRT | American Registry Radiologic Technologist |
| ASCC | Associated Students of Clark College |
| ASE | Automotive Service Excellence |
| AS-MRP | Associate of Science – Major-Related Program |
| AST-1 | Associate of Science – Track 1 |
| AST-2 | Associate of Science – Track 2 |
| BEECH | Basic Education, English, Communications and Humanities |
| BTECH | Business and Technology |
| CAR | Course Action Request |
| CAR | Course Action Request |
| CASAS | Comprehensive Adult Student Assessment System |

| | |
|---|---|
| CCAHE | Clark College Association of Higher Education |
| CCNA | CISCO Certified Network Associate |
| CCSEQ | Community College Student Experiences Questionnaire |
| CCSS | Clark College Security/Safety |
| CEU | Continuing Education Units |
| CFP | Certified Financial Planner |
| CFRE | Certified Fund Raising Executive |
| CIS | Center for Information Services |
| CLEP | College Level Examination Program |
| CMMS | Computerized Maintenance Management System |
| CPA | Certified Public Accounting |
| CTC | Columbia Tech Center |
| CTFA | Certified Trust and Financial Advisor |
| DBMS | Database Management System |
| DDI | Development Dimensions International |
| ECRP | Employee Computer Replacement Plan |
| EHS | Environmental Health and Safety |
| ERMS | Electronic Resources Management System |
| ESL | English as a Second Language |
| EWU | Eastern Washington University |
| FAE | Facilities and Equipment |
| FAS | Financial Aid System |
| FERPA | Family Educational Rights and Privacy Act |
| FFEL | Federal Family Education Loan |

| | |
|---|---|
| FISAP | Fiscal Operations Report and Application to Participate |
| FMS | Financial Management System |
| FTES | Full-Time Equivalent Student |
| FTEF | Full-Time Equivalent Faculty |
| GAAP | Generally Accepted Accounting Principles |
| GED | General Educational Development |
| HDEV | Human Development |
| HPE | Health/Physical Education |
| HS | Health Sciences |
| HVAC | Heating, ventilation and air conditioning |
| IB | International Baccalaureate |
| IBB | Interest-Based Bargaining |
| IC | Instructional Council |
| ICRC | Inter-College Relations Commission |
| ICRP | Instructional Computer Replacement Plan |
| IFDF | Individual Faculty Development Funds |
| III | Innovative Interfaces, Inc |
| ILL | Inter Library Loan |
| ILS | Integrated Library System |
| IP | Instructional Plan |
| IPT | Instructional Planning Team |
| IRB | Institutional Review Board |
| IT | Information Technology |
| JRC-ERT | Joint Review Commission on Education in Radiologic Technology |

| | |
|---|---|
| KPI | Key Performance Indicator |
| LMCC | Labor Management Communication Committee |
| LMDC | Library Media Directors Council |
| LSTA | Library Services and Technology Act |
| MPSE | Math and Physical Science |
| NATEF | National Automotive Technicians Education Foundation |
| NCAA | National Collegiate Athletic Association |
| NCCBP | National Community College Benchmarking Project |
| NCES | National Center for Education Statistics |
| NEA | National Education Association |
| NELA | Northwest Education Loan Association |
| NLNAC | National League for Nursing Accrediting Commission |
| NPAP | Nursing Program Approval Panal |
| NWAACC | Northwest Athletic Association of Community Colleges |
| NWCCU | Northwest Commission on Colleges and Universities |
| NWILL | Northwest Inter Library Loan |
| OCLC | Online Computer Library Center |
| OCR | Office of Civil Rights |
| OFM | Office of Financial Management |
| PACE | Personal Assessment of the College Environment |
| PBX | Private Branch eXchange |
| PIN | Personal Identification Number |
| PORTALS | Portland Area Library System |
| PPAC | Professional Placement and Advancement Committee |

| | |
|---|---|
| PPMS | Payroll Personnel Management System |
| PRE | Program Review and Enhancement |
| PUB | Penguin Union Building |
| RAI | Related Areas of Instruction |
| RAP | Research and Performance |
| RCW | Revised Code of Washington |
| RMI | repair and minor improvements |
| SALT | Student Affairs Leadership Team |
| SAN | Storage Area Network |
| SBCTC | State Board for Community and Technical Colleges |
| SHAPE | Science, Health and Physical Education |
| SID | Student Identification number |
| SMS | Student Management System |
| SOFA | Social Sciences and Fine Arts |
| SSI | Noel-Levitz Student Satisfaction Inventory |
| STEM | Science, Technology, Engineering and Mathematics |
| TILT | Texas Information Literacy Tutorials |
| TLC | Teaching and Learning Center |
| TWC | Tutoring and Writing Center |
| UFCW | United Food and Commercial Workers |
| VLAN | Virtual Local Area Network |
| VoIP | Voice-over Internet Protocol |
| VPI | Vice President of Instruction |
| VPN | Virtual Private Network |

| | |
|---|---|
| WABERS | Washington Adult Basic Education Reporting System |
| WAN | Wide Area Network |
| WCCCSA | Washington Community College Consortium for Study Abroad |
| WCTC | Washington Community and Technical College (system) |
| WEA | Washington Education Association |
| WPEA | Washington Public Employees Association |
| WSU | Washington State University |

# Table of Contents

Introduction

# Introduction

**CLARK COLLEGE**
EST. 1933

## Self-Study Process

The accreditation self-study process began in January 2006 with the appointment of two tenured faculty members as co-chairs. The following month, the co-chairs, College President, Vice-Presidents, and Executive Director of Planning and Advancement attended the self-study workshop offered by the Northwest Commission on Colleges and Universities (NWCCU). During the workshop our group determined that two overarching goals would drive our self-study. We would strive for authenticity throughout all areas of the report, and we would provide transparency so that members of the college community could see and comment on the self-study at any time during the process.

With these goals in mind the co-chairs and Executive Director of Planning and Advancement began meeting on a weekly basis shortly after returning from the workshop. The first, and one of the most critical decisions, was the selection of standard subcommittee co-chairs to form the self-study Steering Committee. Faculty and staff with content knowledge, credibility and institutional history were carefully selected to head each of the standard sub-committees.

The self-study was formally kicked-off for the entire College during the 2006 Welcome Back Orientation. The self-study co-chairs introduced the rest of the Steering Committee and used a feedback form to elicit information about the expertise and interest in serving of all College employees in attendance. The Executive Vice-President of the NWCCU addressed the College, and later was invited back to meet with the Steering Committee.

The subcommittee co-chairs then worked with the accreditation co-chairs to select subcommittee members who had indicated

an interest in serving or who had specific content knowledge. Members of the President's Executive Cabinet were appointed as cabinet liaisons, serving as full members of their subcommittees with the added responsibility of keeping the cabinet apprised of their committee's progress. More than 100 members of the College served on a subcommittee. A full roster of the committees follows.

During the 2006-2007 academic year, the subcommittees worked to gather available data to address the specific standards for their self-study reports. Departments across campus began to gather information and prepare documentation, including department notebooks. This work continued throughout the self-study process. When data was not readily available the subcommittees developed questions for an all college Accreditation Survey that took place during winter of 2007. Subcommittees began to address strengths and challenges of their respective standards and to develop initial findings.

A very successful Accreditation Fair was held during the 2007 Welcome Back Orientation. A name and logo, Penguin Nation Accreditation Team (PNAT), was developed by the Office of Communications and Marketing, and T-shirts were given to all committee members. Everyone who attended was given notepads and pens with the self-study logo. At the fair each subcommittee created a "booth" that highlighted their initial findings of strengths and challenges. Members of the College were encouraged to provide written feedback regarding each of the subcommittee's initial findings. Prize drawings were held throughout the fair to encourage individuals to submit their feedback forms.

All feedback was posted to the newly created accreditation web page on the

College intranet.  With this information and the data gathered from the previous year, the subcommittees began their first drafts.  As the drafts were completed, they were posted to the intranet along with anonymous feedback forms.  Members of the College were also encouraged to provide feedback to subcommittee co-chairs at any point during the process.  A tenured English professor was hired to provide initial editing of each document.

The remainder of the 2007-2008 year was spent refining the initial drafts and gathering exhibits.  As issues surfaced at various points during this process, the self-study co-chairs met frequently with the interested parties in confirmation of the original commitment to authenticity and transparency in telling the College's story.

# Accreditation 2008
# Committee Membership

*Standard Committee Co-Chair
**Executive Cabinet Liaison

## Steering Committee

| Name | Title | Department |
|---|---|---|
| Charlene Montierth | Accreditation Co-Chair, Professor | Geology |
| Tim Cook | Accreditation Co-Chair, Counselor | Counseling Services |
| Candy Bennett | Accreditation Liaison | Planning and Advancement |
| Sandra Woodward | Standard One Co-Chair, Professor | English |
| Veronica Brock | Standard One Co-Chair, Professor | HPE |
| Nancy Johnson | Standard Two Co-Chair, Professor | Business Technology |
| Patti Serrano | Standard Two Co-Chair, Professor | Business Technology |
| Tami Jacobs | Standard Three Co-Chair, Disability Support Svcs Mgr | Disability Support Services |
| Maxine Mitchell | Standard Three Co-Chair, Dir. of Career & Empl. Svcs | Employment Services |
| Mark Bolke | Standard Four Co-Chair, Professor | Biology |
| Kathy Bobula | Standard Four Co-Chair, Professor | Child & Family Services/Psychology |
| Joan Carey | Standard Five Co-Chair, Librarian | Library |
| Dave Daugherty | Standard Five Co-Chair, Assoc. Dir. of Computing Svcs | Computing Services |
| Miles Jackson | Standard Six Co-Chair, Professor | Sociology/Psychology |
| Joy Horning | Standard Six Co-Chair, Administrative Assistant | SOFA |
| Karen Wynkoop | Standard Seven Co-Chair, Director of Business Services | Business Services |
| Alex Montoya | Standard Seven Co-Chair, Director of Financial Aid | Financial Aid |
| Jim Green | Standard Eight Co-Chair, Director of Plant Services | Plant Services |
| Jennifer Grove | Standard Eight Co-Chair, Operations Manager | Administrative Services |
| Marylynne Diggs | Standard Nine Co-Chair, Professor | English |
| Willy Cushwa | Standard Nine Co-Chair, Professor | Biology |

## Standard One

| Name | Title | Department |
|---|---|---|
| *Sandra Woodward | Professor | English |
| *Veronica Brock | Professor | HPE |
| **Candy Bennett | Executive Dean of Planning & Advancement | Planning & Advancement |
| Steve Clark | Professor | Biology |
| Jill Darley-Vanis | Professor | English |
| Cindy Heck | Administrative Assistant | Planning & Advancement |
| Terri Kaufman | Program Assistant | Registration |
| George Reese | Int. Dir. of Instructional & Vocational Services | Instruction |
| Lisa Nelson | Program Manager | Purchasing |
| Chris Milner | Professor | Math |
| Sylvia Thornburg | Int. Dean of BTEC | Interim Dean of BTEC |

## Standard Two

| Name | Title | Department |
| --- | --- | --- |
| *Nancy Johnson | Professor | Business Technology |
| *Patti Serrano | Professor | Business Technology |
| **Rassoul Dastmozd | Vice President | VP of Instruction |
| Bill Monroe | Professor | Math |
| Rebecca Martin | Professor/Assessment Liaison | Biology |
| Kathleen Murphy | Professor | Health Sciences |
| Gothard Grey | Professor | Physics |
| Adnan Hamideh | Professor | Business Administration |
| Carol Beima | Professor | ABE/ESL |
| Susan Maxwell | Research Analyst | Planning & Advancement |
| Heather King | Fiscal Specialist | Instruction |
| Mirranda Saari | Program Manager | Assessment Center |
| Ray Korpi | Dean of BEECH | BEECH |
| Jordan DeVan | Program Assistant | Registration |
| Marcia Roi | Professor | Addiction Counselor Education |
| Todd Oldham | Director of Corporate Education | Workforce Development |
| Tracy Reilly-Kelly | Mature Learning/Travel Studies Program Mgr | Workforce Development |
| Glen Jenewein | Director of Distance Learning | Distance Learning |
| April Mixon | Instructor | Chemistry |

## Standard Three

| Name | Title | Department |
| --- | --- | --- |
| *Tami Jacobs | Disability Support Services Mgr | Disability Support Services |
| *Maxine Mitchell | Director of Career & Employment Services | Employment Services |
| **Rachel Ruiz | Vice President | VP of Student Affairs |
| Becky Merritt | Eligibility Programs & Advising Support Mgr | Eligibility Programs |
| Linda Calvert | Running Start Manager | Running Start |
| Nancy Heidrick | Asst. Financial Aid Director | Financial Aid |
| Ted Broussard | Dean of Student Enrollment & Financial Programs | Student Affairs |
| Katie Neiman | Bookstore Buyer | Bookstore |
| Erin Morgan | Registrar | Registration |
| Barb Davenport | Program Support Supervisor | Credentials Evaluations |
| Mary Deal | Health Services Officer | Health Services |
| John Mitchell | Professor | Math |
| Leslie Longstreet | Student | ASCC |
| Sara Theberge | Professor | Child & Family Studies |
| Mike Arnold | Professor | HPE |
| Travis Kibota | Dean of SHAPE | |

# Standard Four

| Name | Title | Department |
|------|-------|------------|
| *Mark Bolke | Professor | Biology |
| *Kathy Bobula | Professor | Child & Family Services/Psychology |
| **Rassoul Dastmozd | Vice President | VP of Instruction |
| Vicki Presley | Administrative Assistant | SHAPE |
| Chris Wilkins | Professor | Business Technology |
| Nadine Fattaleh | Professor | Chemistry |
| Jackie Allen-Bond | Professor | ESL |
| Mitzi Schrag | Professor | English |
| Lisa Conway | Professor | Art |
| Sue Williams | Assoc. Director of Human Resources | Human Resources |
| Trink Schurian | Secretary Senior | Instruction |
| Peggy McClellan | Program Support Supervisor | Instruction |

# Standard Five

| Name | Title | Department |
|------|-------|------------|
| *Joan Carey | Librarian | Library |
| *Dave Daugherty | Assoc. Director of Computing Services | Computing Services |
| **Phil Sheehan | Interim VP of Administrative Services | Administrative Services |
| Lynn Chmelir | Int. Director of Library Services | Library |
| Pam Smith | Librarian | Library |
| Mike Silva | Info Technology Systems Specialist | Computing Services |
| Robert Hughes | Professor | CTEC/GRCP |
| Joe Pitkin | Professor | English |
| Dan Overbay | Assoc. Director of Student Recruitment | Admissions |
| Scott Root | Information Technology Specialist | Distance Education |
| Jennifer Dean | Administrative Assistant | Library |

# Standard Six

| Name | Title | Department |
|------|-------|------------|
| *Miles Jackson | Professor | Sociology/Psychology |
| *Joy Horning | Administrative Assistant | SOFA |
| **Candy Bennett | Executive Dean of Planning & Advancement | Planning & Advancement |
| Bob Knight | President | President |
| Lee Brand | Professor | HPE |
| Jennifer Wheeler | Information Technology Specialist | Computing Services |
| Kelly Benson | Program Support Supervisor | Admissions |
| Don Gonser | Professor | Diesel |
| Kate Scrivener | Professor | English |
| Katrina Golder | Associate VP of Human Resources | Human Resources |
| Sherry Parker | Trustee | |
| Amanda Mayoral | Student- ASCC President | ASCC |

## Standard Seven

| Name | Title | Department |
|---|---|---|
| *Karen Wynkoop | Director of Business Services | Business Services |
| *Alex Montoya | Director of Financial Aid | Financial Aid |
| **Phil Sheehan | Interim President | President |
| Katy Graham | Professor | Dental Hygiene |
| Scott Coffie | Media Engineer | Distance Learning |
| Monica Knowles | Bookstore Manager | Bookstore |
| Jennifer Reeves | Assoc. Director of Student Recruitment | Student Affairs |
| Barbara Chen | Dir. of Resource Mgmt & Gift Planning | Foundation |
| Nicole Porter | Finance Director | ASCC |
| Ron Hirt | Fiscal Analyst | Accounting Services |
| Sabra Sand | Fiscal Analyst | Business Services |

## Standard Eight

| Name | Title | Department |
|---|---|---|
| *Jim Green | Director of Plant Services | Plant Services |
| *Jennifer Grove | Operations Manager | Administrative Services |
| **Phil Sheehan | Interim Vice President | Administrative Services |
| Jean Roniger | Maintenance Mechanic - HVAC | Plant Services |
| Rebecca Wale | Environmental Health & Employee Dev. Program Mgr | Human Resources |
| Scarlett Hash | Information Technology Systems Specialist | Computing Services |
| Anita Lundy | Professor | ABE |
| Karina Gress | Scientific Instructional Technician | Physical Sciences |
| Marci Wedemeyer | Instruction & Classroom Support Technician | Dental Hygiene |

## Standard Nine

| Name | Title | Department |
|---|---|---|
| *Marylynne Diggs | Professor | English |
| *Willy Cushwa | Professor | Biology |
| **Barbara Kerr | Exec. Director of Comm. & Marketing | Communications & Marketing |
| **Leann Johnson | Director of Equity & Diversity | Human Resources |
| Nancy Novak | Professor | ESL |
| Erica Schwenneker | Communications Consultant | Communications & Marketing |
| Rachel Stansbury | Administrative Assistant | Foundation |
| Chris Lewis | Professor | Electronics |
| Shirley Brannon | Administrative Assistant | BEECH |
| Sheryl Anderson | Director of Admissions | Admissions |
| John Fite | Tenure-track Instructor | Economics |
| Katherine Sadler | Professor | History |
| Chris Concannon | Webmaster | Communications & Marketing |

## Executive Summary

Clark College, which will celebrate its 75th anniversary on October 1, 2008, is one of 34 community and technical colleges in a system under the State Board of Community and Technical Colleges (SBCTC) of Washington State.

The current student population is approximately 13,000 students and Clark College is focused on the success of each and every one of those students. From the groundskeeper to the administrative assistant, from the lab technician to the president, from the advising staff to the faculty, we acknowledge that the only reason we are employed at Clark College is to serve the student.

The college has had continuous strong enrollment in recent years. Strong enrollment has allowed us to earn three consecutive capital growth projects through our state capital funding process. We are the only community or technical college in the state to receive growth projects in three consecutive bienniums. As a result, Clark College is expanding its facilities to an east Vancouver site that will house a 70,000 square foot building to be completed by the fall of 2009. We will add another 70,000 square foot Science, Technology, Engineering and Math (STEM) building to our main campus by the end of 2013, a project which will play a key role in Vancouver's efforts to enhance the city's Fourth Plain Corridor. We are first on the funding list for growth projects which will be funded through the 2009-11 budget process. During the next state budget cycle, we also expect approval of funding for a new facility, which will be located in northern Clark County. As the college grows and adds facilities, the demands and challenges of governance and administration of those facilities will increase. The leadership of the college is very aware of these challenges and is making plans to address them.

Despite significant turnover in leadership at the highest level of the college since the last accreditation in 1998, the past two years have brought a stabilization of leadership in the College's Executive Cabinet and improvements in college climate and morale. The improvement in climate can be attributed to a more collaborative and transparent leadership philosophy and to a college-wide focus on student success. The improvements in college climate are documented in the College's 2008 Personal Assessment of the College Environment (PACE) survey. As the theme of our upcoming diamond jubilee indicates, the College is poised to successfully embrace the future with a more stable leadership team, a strong and close relationship with the Clark College Foundation and the surrounding community, and a clear and concise strategic plan to guide us.

Clark College is blessed with a strong and committed Foundation. The Foundation currently has over $80 million in assets. Approximately two-thirds of the assets are endowed. The Foundation provides resources to the college that few other community colleges can match. The strength of the Foundation is not just in its asset size. We have a quality Foundation staff, and the Foundation Board is made up of some of the most influential and successful business leaders in the community.

Clark College is extremely pleased with the inception and progress of our Teaching and Learning Center. Providing training and education to our staff and faculty, the Teaching and Learning Center has led the way in helping the College define and become a learning college.

We are also very proud of several initiatives that have taken hold across the college during the past year. First, staff, faculty and students have embraced health and wellness and have moved the college forward in many areas in

order to become a healthier, greener and more sustainable "Penguin Nation." The second initiative is service learning. Faculty have embedded service learning in the classroom; staff have volunteered for service learning projects; and students have embraced service learning in the community, across the nation and abroad as they travel.

Our College-wide Abilities, in the past an initiative supported primarily by faculty, have been embraced by the college and added to our updated strategic plan so that the entire college community feels ownership of these abilities.

The completion of the self-study has given the college the opportunity to collectively examine and assess where we are and where we would like to be. The resulting documentation provides evidence that the college is effectively conducting its educational enterprise and managing the institution. As it has been since its founding in 1933, Clark College is focused on student success, with talented, knowledgeable and dedicated faculty and staff who respond to business and industry needs and support our region. This is a legacy to be proud of as we "preserve the past, honor the present and embrace the future" during our diamond jubilee year.

## Institutional Strengths

### Focus on Planning

The College has engaged in strategic planning processes that have included broad participation throughout all areas. Results of these efforts include the 2004-2009 Strategic Plan, Instructional Plan, Enrollment Management Plan (which includes the Retention, Marketing and Recruitment Plans), Facilities Master Plan, and Advising Plan.

A strong reliance on data and the inclusion of a broad range of stakeholders have been key driving forces in the development of these

plans. The College relies on existing institutional data when available and gathers additional information through surveys and focus groups. At all times the goal is to maintain inclusive and transparent processes.

The 2004-2009 Strategic Plan defined the Vision, Values, Mission, Mission Imperatives, and Strategic Priorities that served as the foundation for the writing of all the plans. While the plans are in various stages of implementation, it is clear the college has committed to an overarching planning process to promote its mission.

### Assessment of Student Learning

The college has committed substantial effort and resources to strengthen assessment of student learning. A decade of work has extended assessment of student learning from the classroom level to the program and institution level. A comprehensive database of classroom assessments assembled by the Assessment Liaison allows the college, for the first time, to evaluate its success in student learning at the institutional level.

### Professional Development Opportunities

The development of the Teaching and Learning Center, the expansion of employee training, and the accessibility of Corporate and Continuing Education have contributed to an explosion of professional development opportunities throughout the college. Nearly every week sessions on a variety of topics are offered. These opportunities have ranged from formal programs like the Leadership Academy and Supervisor Boot Camp to Conversational Cafes, where the topics are primarily participant-driven. Formats range from year-long cohort participation (Leadership Academy, New Faculty Training) to single sessions (Smart Classroom Training, Office 2007 Orientation, etc.).

In addition, opportunities for adjunct faculty to receive funding for conferences, and professional travel have increased. The eLearning program offers a series of online and face-to-face programs designed to improve the delivery of online courses. Workshops on communication, diversity and group dynamics occur throughout the year.

## Expanding Access

The College has made the improvement of access in all areas a priority. The addition of physical resources, electronic resources, and more efficient use of current facilities has increased opportunities for individuals throughout the Clark College Service district.

Clark College at Washington State University Vancouver houses a state of the art nursing facility and provides lower division coursework on a university campus. The opening of Clark College at the Columbia Tech Center in 2009 will provide increased access for east county residents.

Several advances in electronic delivery have made it possible for individuals to access the College in a variety of ways. Most significantly the expansion of the eLearning program has provided a noteworthy increase in the number of online and hybrid course offerings to students with full schedules or who live some distance from the college. In addition the majority of student services are now available in an electronic format so that students can be advised, apply for financial aid, register for classes, order textbooks, and settle their accounts remotely.

## Focus on Student Success

The College has engaged in several efforts to promote student success. These have also included physical additions, technology, and increased services. Critically, the current Executive Cabinet has had this focus as a main goal of their leadership activities.

The addition of the Penguin Union Building, a partnership between the college and the Associated Students of Clark College, has provided opportunities for students to meet formally and relax informally in ways that were previously in short supply on the main campus. The recently completed remodel of Gaiser Hall provides a one-stop location for student services functions, allowing students to matriculate in an efficient manner.

The conversion to "smart" classrooms has allowed instructors and students to use technology in an engaging and current format. Smart classroom technology, now available in the majority of classrooms, includes Internet access, LCD projectors, and document imaging. In addition "Wi-Fi" is now available throughout the main campus.

## Facilities and Financial Health

This self study found the college continues to excel in the areas of facilities and financial support. Carefully designed capital projects have insured the college has new, flexible buildings that contribute to the beauty of the college while maintaining responsibility toward costs. The main campus grounds continue to receive high marks from students and staff. Throughout the service district the facilities of the college are viewed as one of the strongest attributes of the college and are considered a factor in the success of students.

Financially the college has experienced a stable financial condition, has little debt, and is strongly managed. The college has experienced clean audits for the period of the self study. Budget decisions are linked to the Strategic Plan.

The college enjoys the generous support of the Clark College Foundation. The Foundation provided $4.5 million for the acquisition of the "Triangle" property and annually provides approximately $1.5 million in program support.

## **Institutional Challenges**

### College Climate

The circumstances surrounding the departure of two presidents since the last self study created upheaval at the college, and issues of trust remain throughout areas of the institution.  This has created an environment where it has been difficult to engage all members of the College community.

The College has made strides to improve climate over the past two years, but work remains. The high level of administrative turnover throughout the college has contributed to a lack of institutional memory and has created challenges in the planning process as new leaders seek to establish their vision.

### Closing the Loop

While the development of a number of significant and college-wide plans is a clear strength, additional work needs to be done to bring the pieces together and "close the loop" in the planning process.  Data needs to be used more consistently as the basis for evaluation and decision-making.  More clarification of the specific plans and goals, as well as functional integration with the Strategic Plan, will need to be accomplished before integration into the college culture will happen.  As college climate continues to improve, more engagement in the planning process will help with this outcome.

### Institutional Growing Pains

The College is struggling to respond to its growth as an institution.  This growth manifests itself not only in additional headcount but in increasingly complex demands for planning, expectations of multiple accountabilities, and complex new technologies. One of the outcomes of the growth at the college and of the information age in general is the challenge of keeping abreast of the copious amounts of data and information available. As a result college members struggle with ever-increasing and complex workloads.

### Advising

The issue of student advising emerged as an issue in several of the standards.  Student Affairs and Instruction alike recognize the college needs a systematic plan that involves the college if advising is to be successful.  A college-wide Advising Task Force developed an Advising Plan in 2007-08.  The successful implementation of that plan will greatly assist the college in responding to this challenge.

# Accreditation Eligibility Requirements

Clark College continues to meet each of the 20 eligibility requirements established by the Commission on Colleges.

1. AUTHORITY. Clark College is one of 34 community and technical colleges in the state of Washington that derives its authority from the Community College Act of 1967 (revised as the Community and Technical College Act of 1991), Revised Code of Washington (RCW 28B.50).

2. MISSION AND GOALS. The Board of Trustees adopted the College Mission in 1998 and reaffirmed the Mission in 2004 as part of the adoption of the 2004-2009 Strategic Plan. The Mission is appropriate for a public community college in providing opportunities for individuals from diverse backgrounds to pursue their educational goals. Through its annual goal and budget development process, the College allocates virtually all of its resources to supporting its educational mission and goals.

3. INSTITUTIONAL INTEGRITY. The College is governed and administered in accordance with its Mission Imperative, Respect for Differences, a commitment that the College will demonstrate a respect for differences and an appreciation of multiple perspectives.

4. GOVERNING BOARD. The college is governed by a five-member Board of Trustees, appointed by the Governor of the state of Washington. The Board is responsible for the quality and integrity of the institution and monitors progress towards achievement of the institutional Mission and Mission Imperatives. Board members have no contractual, employment or personal financial interest in the institution.

5. CHIEF EXECUTIVE OFFICER. The College President is a full-time employee, appointed by the Board of Trustees, who serves as the chief executive officer for the institution.

6. ADMINISTRATION. Clark College provides the administrative and support services necessary to achieve its mission and meet its goals, in support of its Mission Imperative, Management Excellence, which states that the College will make strategic decisions in the distribution of limited resources and implement processes that enhance quality, demonstrate effectiveness and ensure public accountability.

7. FACULTY. The College employs a core of professionally qualified, full-time faculty, adequate in number and qualifications to achieve the educational mission and goals of the College. Faculty are involved in the formulation of institutional policy through membership in college committees and councils, and they participate in curriculum development and academic planning through the Curriculum Committee and Instructional Planning Team. Faculty also participate in student academic advising and institutional governance through membership in the College Council. Full-time and adjunct faculty are evaluated periodically and systematically through well-documented

processes. Faculty workloads are defined in the Clark College Association of Higher Education Agreement and reflect the Mission and goals of the College as well as the talents and competencies of the faculty. Faculty workloads allow sufficient time for professional development and the College demonstrates its commitment to faculty development through its allocation of resources.

8.  EDUCATIONAL PROGRAM. The College offers educational programs leading to the award of four formal degrees: Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in Applied Technology. The College Curriculum Committee and the Instructional Planning Team ensure that all degrees are based on a recognized field of study, are of sufficient content, length and rigor, and are effective in the use of information resources. Specialized programs leading to the award of professional/technical degrees are accredited by the appropriate professional body. The college ensures faculty and student interaction by policies defining levels of faculty availability, academic advising and orientation sessions, student leadership activities and participation in college committees, including the College Council.

9.  GENERAL EDUCATION AND RELATED INSTRUCTION. The College's transfer degree programs require a core of general education components, commensurate with standards and requirements at receiving institutions and comparable to requirements at other community colleges. The College's professional and technical degrees include a general education component and certificates of 45 credits or more require a core of related instruction.

10. LIBRARY AND LEARNING RESOURCES. The college provides library and information technology resources and services for students and faculty for all of its educational programs wherever located and however delivered. Cannell Library provides on campus and remote access to print and non print resources, and library faculty provide instruction to students and faculty on use of the tools.

11. ACADEMIC FREEDOM. Clark College adheres to the principles of academic freedom in contractual agreements and related policy. Faculty are accorded academic freedom to pursue scholarship, research and artistic creation.

12. STUDENT ACHIEVEMENT. Learning outcomes have been defined for instructional programs, including College-wide Student Learning Outcomes for all transfer degrees plus specific program outcomes for professional/technical degrees and certificates. Faculty engage in regular and systematic assessment of student learning, and results are documented in the outcomes assessment database. In systematic surveys of professional/technical graduates, alumni report feeling prepared for their chosen occupation.

13. ADMISSIONS.  The College is an open admissions institution, with selective eligibility and special admissions procedures for selected programs including Nursing, Dental Hygiene, and Medical Radiography.  Admission requirements are published in the College Catalog and adherence to these policies is monitored through Student Affairs.

14. PUBLIC INFORMATION.  The College regularly publishes the Catalog in print and electronic versions containing accurate and current information describing the purposes and objectives, admission requirements and procedures, academic rules and regulations directly affecting students, programs and courses, degrees offered and degree requirements, costs and refund policies, student rights and responsibilities including grievance procedures, and the academic credentials of faculty and administrators.

15. FINANCIAL RESOURCES.  The College maintains a stable funding base, a budget development process that supports institutional mission and goals, a balanced budget and limited level of debt.

16. FINANCIAL ACCOUNTABILITY.  The institution's financial records are audited annually by the state auditor and reviewed with college administrators.

17. INSTITUTIONAL EFFECTIVENESS.  The College systematically participates in development and implementation of an annual operational plan in support of the College Mission and Mission Imperatives.  Mid-year and final reports of effectiveness are presented to the Board of Trustees and published on the College intranet site.

18. OPERATIONAL STATUS.  The college has offered educational programs since 1933, and was granted initial accreditation in 1937 based upon a visit by a committee of five professors from the University of Washington.  The College received accreditation from the Northwest Commission on Colleges in 1948 and has maintained continuous accreditation since that year.

19. DISCLOSURE.  The college, through annual institutional reports, and periodic accreditation reports, visits and communications, discloses to the Northwest Commission on Colleges and Universities any and all such information as the Commission may require to carry out its evaluation and accreditation functions.

20. RELATIONSHIP WITH THE ACCREDITATION COMMISSION.  The College accepts the standards and related policies of the Northwest Commission on Colleges and Universities and complies with these standards and policies as currently stated.  The College agrees that the Commission may share information with members of the public regarding its status with the Commission.

# Standard One

Institutional Mission and Goals, Planning and Effectiveness

# Standard One
## Institutional Mission and Goals, Planning and Effectiveness

## Introduction

Since last accredited in 1998, Clark College has significantly advanced its planning and effectiveness processes. Prior to Clark College's 1998 accreditation visit, the Clark College Board of Trustees had approved Mission, Vision, and Values statements and created an Office of Institutional Effectiveness to integrate research activities and provide data for institutional planning. Although the College had completed several planning documents, it had not yet integrated its planning efforts or institutionalized strategic planning.

In 2001, the Board of Trustees approved Results Policies, a series of long-range, broad-based goal statements that served as a foundation of what would eventually become the College's Mission Imperatives. On June 21, 2004, the Board of Trustees approved the College's first five-year Strategic Plan for 2004–2009, developed under the leadership of a 27-member Strategic Planning Task Force. (Appendix 1.1) The 2004–2009 Strategic Plan, now guiding all College activities, includes a new Vision Statement, the reaffirmed Mission Statement (initially approved in 1998), a series of Statements of Beliefs (values), and six Mission Imperatives, a series of broad goals that provide the framework for long-range planning and decision making. It also identified five short-term Strategic Priorities that addressed more immediate issues. A Strategic Plan Progress Report was published in 2007. (Appendix 1.2) (1.A.4)

Since 2004–2005, Clark College has based decisions on the Strategic Plan, implemented yearly Operational Plans and aligned College resources to support the Mission Imperatives.

The annual Operational Plans result from the College-wide process to identify goals, set timelines for measuring progress throughout the year, and identify responsible persons and budgetary needs. To communicate progress to the College community, mid-year and end-of-year Operational Plans are submitted to the Board and shared on the College intranet. (Appendix 1.3 and Exhibit 1.1) (1.A.4; 1.B.2)

The College during the last three years has also completed core planning documents in several major areas, producing an Enrollment Management Plan, a Retention Plan, a Facilities Master Plan, an Instructional Plan, and an Instructional Technology Plan. In addition, a Diversity Plan is under development. (Exhibits 1.2.1– 1.2.5) The Strategic Planning Process graphic shows how each institutional plan fits under the strategic planning umbrella. (Appendix 1.4) The institution has also prepared reports and conducted a number of College-wide surveys to measure effectiveness and to guide decision making. (Table 2) (1.A.4; 1.B.2)

In September 2006, the Office of Planning and Advancement (formerly the Office of Institutional Effectiveness) began collecting baseline data for a newly approved set of Key Performance Indicators. (Exhibit 1.3) Most significantly, in 2007–2008, the newly appointed President strengthened the connection between the goal and budget-making processes and broadened College-wide participation in both. (Appendix 1.5) (1.A.4; 1.B.2)

Clark College now enters the final year of the 2004–2009 Strategic Plan. The Strategic Plan accomplished its goals of defining and communicating the vision, values and priorities of the institution; providing a tool

for continuous improvement; and establishing a foundation for budget development that aligns College resources with College priorities. (1.A.4; 1.B.2)

## Vision, Mission, and Mission Imperatives

The College created its current Mission Statement through an inclusive process undertaken during the 1996–1997 academic year. It was adopted by the Board of Trustees on June 25, 1997, and reaffirmed in 2003. The Vision Statement was created and adopted during 2003–2004. In the spring of 2008, both statements are being reviewed by the Strategic Planning Task Force as part of an update to the Strategic Plan.

### Clark College Defines, Understands, and Implements Its Mission and Goals

The College has worked steadily to build understanding of its planning elements. The results of the April 2007 Accreditation Survey offer some information about the scope of College-wide understanding of three planning elements: the Vision, the Mission, and the Mission Imperatives. Three hundred and fifteen faculty and staff and 760 students participated in the survey. The aggregate data reveals that 97% of respondents understand and support the Mission, and 93% support the Vision. Additionally, in response to an item asking whether their work at Clark College affirms these statements and whether the statements provide direction in their jobs, over 88% of College employees agreed somewhat or agreed fully. (Exhibit 1.4) (1.A.1)

In addition, the College conducted the Personal Assessment of the College Environment (PACE) survey in 2006 and again in 2007 and 2008, asking employees specifically whether the "actions of this institution reflect its mission." The results in 2007 showed large gains in agreement with

the statement over the previous year, increasing from a mean of 2.77 to 3.72 respectively on a five-point Likert-type scale, with an increase to 3.76 in 2008. (Exhibits 1.5.1–1.5.2) (1.A.1)

Employees who attended the fall 2007 Accreditation Fair, an event designed to elicit feedback on each of the nine accreditation standards, agreed: Clark College employees understand and support the Vision, the Mission, and the Mission Imperatives and they believe the institution has all the pieces of a strategic planning system in place. However, participants weren't sure how the numerous plans, surveys, and reports connect with the Strategic Plan and to decision making. For many, planning seems to have too many disconnected pieces. (Exhibit 1.6) (1.A.1)

At present, as this five-year planning cycle draws to a close, a 14-person Strategic Planning Task Force, chaired by the President, is re-examining the entire Strategic Plan. (Exhibit 1.7) (1.A.1)

### Sharing the Mission, the Vision, and Progress toward Goals

The College's Mission and Vision statements have high visibility in a variety of publications, such as the College's website, catalog, class schedules, *Annual Report to the Community* and Strategic Plan. The Vision Statement also appears in the student planner, the "At-a-Glance" brochure, and in programs for special events such as commencement and the Distinguished Lecture Series. (Exhibits 1.8.1–1.8.6) (1.A.2)

The College communicates progress toward its goals to both internal and external audiences. Annual Operational Plans, as well as mid- and end-of-year progress reports, are announced via email, posted on the College intranet, and distributed to the Board of Trustees. Cabinet members provide monthly Operational Plan updates at Board meetings,

and the President sends regular announcements regarding the progress of prioritizing and funding budget priorities. Other communication tools range from College newsletters and the President's regular "state of the college" address to a variety of widely distributed brochures. (Exhibits 1.9.1–1.9.6) Table 1 shows the array of methods Clark College uses to keep its communities informed. (1.A.3 and 1.B.9)

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**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. (Revised 2004)

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**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. (Reaffirmed 2004)

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**Clark College 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 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.

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## TABLE 1

### Clark College Publications

| Title | Description | Distribution |
| --- | --- | --- |
| *Annual Report to the Community* (Exhibit 1.8) | The annual report outlines accomplishments of the College, faculty and staff members, administrators, students, alumni, and supporters. | More than 1,200 print copies of the annual report are distributed at the College and in the community. An electronic version is available on the Clark College website. |
| *Clark College Connections* (Exhibit 1.8) | *Clark College Connections* features magazine articles as a complement to the College's class schedule. Feature stories have included articles on technology (eLearning and smart classrooms), programs (adult literacy, engineering, and power utilities), tuition assistance, financial aid, scholarships, and more. Articles also profile members of the Clark College faculty, staff, and students, as well as major College initiatives and events. | *Clark College Connections* (the class schedule) is mailed to 180,000 households and businesses each quarter. An electronic version of the *Connections* magazine pages is available on the Clark College website. |
| *The Clark Journal* (Exhibit 1.9) | A quarterly newsletter, *The Clark Journal* features in-depth information on the policies and practices of Clark College. It conveys information relevant to today's operations and documents institutional progress on goals, strategic initiatives, and the College's Mission and Vision. The November 2006 issue focused on the College's Strategic Planning process. | *The Clark Journal* is sent via email to all Clark College employees, published on the College website, and mailed to state and federal legislative delegations. |
| *Clark 24/7* (Exhibit 1.9) | Published twice each month, *Clark 24/7* captures history in the making by recognizing and celebrating the work of faculty and staff members, administrators, and students at Clark College through stories on people, events, and notable achievements. | *Clark 24/7* is sent via email to all Clark College employees and published on the College website. |

## TABLE 1 (Continued)

### Clark College Publications

| Title | Description | Distribution |
|---|---|---|
| Clark College Quick Facts (Exhibit 1.9) | Quick, basic data about Clark College. | This laminated postcard is distributed to a wide array of internal and external stakeholders. |
| *Clark College at a Glance* (Exhibit 1.8) | Quick, basic data about Clark College. | This trifold brochure is available for students and members of the general community. It is distributed internally and externally during College and recruitment sessions as well as community outreach events. |
| State of the College Address (Exhibit 1.9) | An annual event focusing on College accomplishments from the past year and on goals for the future. | Invited guests and members of the College community attend. Local media cover the event, which is broadcast on local cable television and available on the station's website as well. |
| Reports to the Board of Trustees (Exhibit 1.9) | Members of the College's Executive Cabinet highlight monthly accomplishments under each Mission Imperative. | Electronic versions of the board reports are posted on the Clark College website and College intranet. |

By reorganizing and adding staff in the Office of Planning and Advancement and the Communications and Marketing department, the College has increased its commitment to effectively document and communicate goal accomplishments to both internal and external stakeholders. (1.A.3 and 1.B.9)

## Aligning Resource Allocation, Hiring, Educational Activities, Planning, and Admissions with the Mission and the Mission Imperatives

The Strategic Plan Operational Cycle graphic illustrates the iterative process of goal identification, budget development, implementation, and evaluation. (Appendix 1.6) (1.A.4; 1.A.5)

As the diagram indicates, goals in the yearly Operational Plan support the Mission Imperatives. Thus, the Strategic Plan guides decisions as each new year takes shape. (1.A.4; 1.A.5)

In the past two years, the plan has become increasingly effective as a guide to resource allocation. To allow College-wide increased involvement, the College has extended the timeline to develop annual goals and budgets. Under the most recent time frame, the President publishes his goals early in the fall, allowing College units three months to develop goals in support of these goals and the Mission Imperatives. The President invites every College employee to submit goals and budget items for consideration. Recently, this process has become the single avenue for all budget requests, including new faculty positions.

Unit supervisors prioritize these requests and send them to the Vice Presidents and Executive Deans. Members of the Executive Cabinet review and prioritize requests from their respective units and agree upon a College-wide funding priority list in late spring. (Exhibit 1.10) At each stage of this planning process, the College considers how

goals align with the Mission Imperatives, support the overall needs of the College and promote student success. In final form, these goals become the next year's operational plan, and they are funded in priority order once the state establishes College allocations for that year. (1.A.4; 1.A.5)

The College continues to align various funding processes throughout campus. Future plans include consolidating forms and timelines for budget requests from all funding sources, including the College operating funds, the Clark College Foundation, ASCC and grant opportunities. (1.A.5)

Annual Funds Source and Use charts document the percentage of new funds allocated yearly by the College and the Foundation under each Mission Imperative. They demonstrate a successful movement through the Strategic Plan, from Mission Imperatives to resource allocation. (Exhibit 1.11) (1.A.5; 1.B.1)

The Strategic Plan also guides the institution's hiring practices. When the College considers adding new faculty positions, for example, instructional leaders examine past enrollment patterns, the ratio of full- to part-time faculty, and the total number of adjunct faculty. New positions are proposed and approved based on how they align with College goals. (1.A.5)

Educational activities also take shape or receive funding based on how they support the Mission Imperatives. For example, the College has recently increased support of adjunct faculty through increased funding for professional development, offerings of the Teaching and Learning Center, and payments for adjuncts to participate in departmental planning and curriculum activities. All these changes support the Mission Imperative "Focus on Learning." (1.A.5)

Admission policies are compatible with the mission of Clark College as an open-access

institution. Only three health-related programs—Nursing, Dental Hygiene, and Medical Radiography—have a competitive-admission process. In all other cases, students who wish to attend the College are eligible to enroll. (1.A.5)

## Aligning Public Service with Mission and Goals

Public service is integrated into the Strategic Plan. According to its Mission Statement, Clark College "fosters community partnerships that enhance student learning." This focus is confirmed in the Mission Imperative "Broad-based Partnerships," which emphasizes the value of creating collaborations among College stakeholders. (1.A.6)

Public service is layered throughout the College. Faculty members often build public service into course syllabi, providing opportunities for students to serve the community. For example, community service options in Environmental Biology (BIOL 101) range from improving stream habitat or advocating for an environmental political action committee to planting trees for a nonprofit conservation organization. This type of assignment, which typically includes a reflective component, enhances student learning as well as benefits the organization served. (1.A.6, 1.B.2)

Service Learning, a formal program of the College since May 2003, helps bring faculty and community partners together. As of September 2007, the office had developed partnerships with 144 organizations offering Clark College students creative and challenging opportunities to serve the community. To further encourage and strengthen public service, the President has identified expansion of Service Learning as a College Strategic Priority for 2008–2009. These commitments demonstrate strong

support for public service at Clark College. (Exhibit 1.12) (1.A.6, 1.B.2)

The College, its students, and its employees offer public services on the campus, as well. For example, there are a variety of open-to-the-public activities sponsored by student groups, including speakers and performances for Black History Month and campus-wide activities for Earth Day each April. The Dental Hygiene Department supports a Children's Dental Health Day. The Art, Music and Theater departments offer respected and well-attended exhibits, concerts, and plays. Clark College participates in the Career Clothing Closet program, which provides interview-ready outfits to students preparing for job interviews. As a final example, the Career and Employment Services Department maintains an extensive career library and job listings open to Clark College students and to the public. (Exhibit 1.13) (1.A.6, 1.B.2)

Finally, as individuals, faculty members routinely engage in public service. A discussion of their activities can be found in Standard Four, with documentation in each department's Standard Two notebook. These exhibits provide additional examples of the importance of public service at Clark College. (1.A.6, 1.B.2)

## Planning and Evaluation of Teaching and Research

The College engages in systematic planning for and evaluation of its instructional activities in a variety of ways. For example, the Instructional Planning Team (IPT) recently completed the College's first comprehensive Instructional Plan to direct the College's efforts in three areas: enrollment growth projections and targets, program review and enhancement, and new program development. (1.B.2)

As part of the new 2006 Program Review and Enhancement process (Exhibit 1.14), the

Office of Planning and Advancement prepares and distributes program data packets each fall (Exhibit 1.15). These packets contain a three-year comparison report with data on courses, student-faculty ratios, teaching by faculty type, completions, vocational program enrollments, vocational program employment and wages, vocational program fall demographics, and transfer student follow-up and expenditures. Based on analysis of this data and other information, programs and departments select and implement curricular changes expected to improve student learning. For example, faculty members might take actions to improve retention rates or make program adjustments recommended by an advisory committee. Later, they assess the impact of changes and report results via the Program Review Posting Board. (Exhibit 1.16) In this and other ways, the Office of Planning and Advancement makes its resources available to the entire College, offering a wide array of institutional evaluation measures as well as help using, developing, and locating data. (Exhibit 1.17) (1.B.2; 1.B.7)

The College has engaged in planning for improved access in the eastern portion of the service district. The planning team considered a 2006 Community Needs Assessment Study (Exhibit 1.18) to evaluate the communities' current and future needs for education. Architects helped the College design the new Columbia Tech Center to accommodate the needs identified in that report. (Exhibit 1.19) (1.B.2)

After several years of planning to improve professional development for faculty and staff, the College established a Teaching and Learning Center (TLC) in August 2006. The TLC promotes instructional improvements and innovations to enhance student engagement and learning. It offers a variety of opportunities and resources for faculty and staff development, including workshops, seminars, and consultations supporting

specific teaching, learning, and outcome assessment goals. The center's mission and goals statement says it "reflects the mission of the College in its commitment to student success by cultivating and supporting teaching excellence in a welcoming, collaborative environment." The TLC clearly exemplifies how planning results in progress toward Mission Imperatives. (Exhibit 1.20) (1.B.2)

## Institutional Evaluation and Planning

The Office of Planning and Advancement is responsible for coordinating the development and implementation of the strategic planning process and directs the College's institutional research and grant development functions. Clark College has steadily upgraded support for this office, demonstrating a strong commitment to effective institutional planning and evaluation. Today the Office of Planning and Advancement has grown to five full-time staff members, which has improved the Office's ability to reach out to faculty and staff and expand institutional research. In addition, the Executive Dean now serves as a member of the Executive Cabinet, allowing for critical sharing of research and planning information with senior leadership and participation in College-wide decision making.

Office of Planning and Advancement staff members provide College-level data and reports to members of the Clark community. In addition, they assist individual departments, programs or instructors with research and survey projects. The research and evaluation cycle includes projects such as surveys and reports on student and employee satisfaction, student follow-up reports and individual program data. (Exhibit 1.21) (1.B.2; 1.B.6; 1.B.7)

Research informs decision making in multiple ways. For example, the College recently used Office of Planning and Advancement research

data to establish the need for a new program in medical radiography and a new certificate program for field survey technicians. (Exhibits 1.22.1–1.22.2)

In cooperation with the Office of Planning and Advancement, the Running Start program administers a survey to high school seniors participating in the program, and uses the data to make requests or changes for the following years. The report is available on the College intranet and website. (Exhibit 1.23) The Running Start manager used survey data that showed students' concerns about textbook costs to support a request for additional funding for the program's low-income students. (1.B.7)

The Office of Planning and Advancement's research, evaluation, and planning activities undergo continual review. The College President evaluates the institutional research function as documented in the mid-year and final report of the annual Operational Plan. Weekly meetings of the Executive Cabinet provide the Executive Dean feedback relating to institutional research activities and functions. The Office of Planning and Advancement also solicits feedback from other College areas through meetings with the leadership teams in Instruction and Student Affairs as well as with informal groups. (1.B.8)

## Participation in Planning

The College has purposefully expanded opportunities to participate in planning, particularly in the annual goal and budget development process. From the development of the College Strategic Plan to the consideration of day-to-day operations, planning at Clark College now relies on the participation of a wide variety of internal and external constituencies. (Exhibits 1.24.1–1.24.3) (1.B.3)

Faculty, staff, and administrators participate via several College committees, most of

which engage in planning at some level. The Instructional Council (IC) and the Student Affairs Leadership Team (SALT), which include administrators and department managers, focus primarily on strategic and operational planning for their respective areas and meet together frequently to coordinate planning of College-wide initiatives. Many groups demonstrate the broad participation in planning.

For example, faculty, staff, administrators, and students participated through membership on the College Council, the official governance body of the College, and on the Instructional Planning Team (IPT) to develop major College plans. (1.B.3)

Members of the community likewise participate in the planning process through service on College advisory committees. More than 315 representatives of 255 organizations including employers, the Southwest Washington Workforce Development Council, and WorkSource (Washington's One-Stop system) meet throughout the year, overseeing planning for career and technical education programs and the College's workforce initiatives. (1.B.3)

Finally, as can be seen in the minutes of Board meetings, the Clark College Board of Trustees ensures the quality and relevance of College programs through its oversight of strategic planning, Clark College policies, and the operating budget. In addition, individual Board members have served in the planning process through participation in the Strategic Planning Task Force and the Standard 6 Self-study group. (Exhibits 1.7; 1.25) (1.B.3)

## Planning and Evaluation Strengthen Programs and Services

Ongoing planning and evaluation processes provide a framework for determining College progress toward its Mission Imperatives, as illustrated by the Strategic Plan Operational Cycle graphic. (Appendix 1.6)

The annual operational goals come from a variety of sources, including responses to challenges identified in surveys administered by the Office of Planning and Advancement. The OPA regularly conducts satisfaction surveys, for example. (Table 2 and Exhibits 1.26.1–1.26.6) Results from these surveys have indicated concerns ranging from advising to availability of courses.

The College has responded with such changes as expanded eLearning offerings and a proposed Transfer Resource Center. The Operational Plan also frames evaluations of the President and members of the Executive Cabinet, with evaluation outcomes measured primarily by progress toward achieving goals. (1.B.4; 1.B.5)

| TABLE 2 | |
| :-- | :-- |
| **Institutional Surveys** | |
| **Student Surveys** | **Year** |
| Noel-Levitz Student Satisfaction Inventory | 2008<br>2006<br>2004 |
| Adult Learner Inventory (ALI) | 2006 |
| Community College Student Experiences Questionnaire | 2003<br>1999<br>1996 |
| Professional/Technical Student Follow-up Survey | 2006–2007<br>2005–2006<br>2004–2005<br>2003–2004 |
| Running Start Student Survey | 2008<br>2006<br>2004 |
| Graduate Survey | 2008 (fall) |
| **Employee Surveys** | |
| Personal Assessment of the College Environment (PACE) | 2008<br>2007<br>2006 |
| **Employer Satisfaction Surveys** | |
| Clark College Employer Survey | 2008 (fall)<br>2005 |

The College has conducted additional studies to identify the internal issues impacting the institution's effectiveness. The Moss Adams Fiscal Analysis Study examining Clark College's business practices serves as one example. (Exhibit 1.27) As of April 2008, Business Services reported that out of 75 recommendations, 69 have been addressed, 4 are in process, and 2 did not require action. (1.B.4; 1.B.5)

In response to one evaluation, the College revised its existing instructional organization structure. In 2004, Instruction added a fifth instructional unit and realigned numerous departments. In making this change, the College implemented recommendations from a College committee charged with responding to "An Analysis of the Effectiveness of the Instructional Organization," a study prepared by an external consultant. (Exhibit 1.28) (1.B.4; 1.B.5)

Other goals are derived from core planning documents. For example, in order to implement the Enrollment Management Plan, a number of goals, including enrollment targets, became goals in the Operational Plan. (1.B.4; 1.B.5)

Aware that a wealth of studies can generate an overwhelming amount of information, the Office of Planning and Advancement developed its "Follow-up of Clark College Surveys and Reports MATRIX" (Exhibit 1.29), summarizing the challenges for the institution from each study, the strategies adopted to address each challenge, the person(s) responsible for the strategies, anticipated completion dates, and status. These matrices will help ensure the study results produce actions and help the campus community "close the loop," connecting evaluation, planning, budgeting, and actions. (1.B.4; 1.B.5)

## Strengthening the Planning Cycle

While the entire strategic planning cycle continues to improve each year, occasionally individual projects don't complete the cycle. For example, the 2005 Benchmarking initiative has not resulted in clear, well-communicated actions. (Exhibit 1.30)  The institution didn't capitalize on the time and resources that faculty and staff invested in that project. Also, the outcomes of the first year of the College's new program review and enhancement process await significant evaluation, even as year two draws to a close. A review could identify model projects, determine whether project results meet expectations, identify any misunderstandings about the new procedures, and suggest any needed improvements in the process. (1.B.4; 1.B.5)

In fact, as a general assessment, evaluation at Clark College could be strengthened. The College supports a wide variety of activities not directly evaluated by the Strategic Planning process. Challenges and successes in such areas may emerge eventually in satisfaction surveys, but regular, direct evaluation of major activities, such as computer support services or purchasing, would give the institution more timely feedback. In addition, when new services or programs are created or old ones significantly changed, desired outcomes could be more regularly identified in advance, along with the timing and strategies for assessing them. (1.B.4; 1.B.5)

Clark College has grown more thoughtful in its use of planning to influence resource allocation and improve instructional programs, institutional services, and activities. With a strong overall Strategic Plan in place, the College now can work to consistently close the planning loop, ensuring a strong, steady focus on helping each student succeed. (1.B.4; 1.B.5)

## Substantive Change

The College has submitted a Prospectus for Substantive Change to the Northwest Commission on Colleges and Universities twice in the past decade. In 2004, a prospectus for the Paramedicine program was approved. In September 2007, a prospectus for expansion of the eLearning program was submitted and approved. (1.A.7)

## Conclusion

In the past ten years, significant turnover in leadership in both the presidency and senior administration has generated multiple shifts in priorities. These changes produced several different plans, each with its own terminology. In addition, new leaders asked for more and different surveys and projects. Predictably, these shifts caused confusion; sometimes they also limited the amount of feedback given to survey participants. Planning loops sometimes seemed disconnected or incomplete.

Still, at the end of the decade, the Clark community understands and largely approves the Vision, the Mission, and the Mission Imperatives of the College, and the idea that a Strategic Plan guides College decisions has taken root.

The College now must secure its progress. With a Strategic Plan solidly in place, Clark College can create a clearer sense of the connections between research, planning, budgeting, action, and evaluation.

## Strengths

- The 2004–2009 Strategic Plan defines and communicates the Vision, Values, Mission, Mission Imperatives and Strategic Priorities of Clark College as well as provides a foundation for an Operational Plan that aligns College resources with College priorities.

- The College Vision, Mission, and Mission Imperatives are broadly understood and supported by the College community.

- The implementation of the Strategic Plan is dynamic and data driven.

- A wide variety of stakeholders participate in planning processes.

## Challenges

- Clarify how all planning pieces fit together.

- Close the loop by consistently showing how data and evaluation result in action.

- Be consistent in basing decisions on data when making and evaluating changes to programs and services.

## Recommendations

Continue to develop an evidence-based planning climate that is:

- Transparent—process is visible, documented, and communicated

- Inclusive—many people with differing perspectives are involved in the process

- Cyclical—closes the loop by showing how data and evaluation result in action

- Complete—closes the loop by ensuring that all steps in the planning process occur systematically

## Actions Taken

- The Strategic Plan is being clarified and streamlined so that planning and decision making will be more user-friendly and College-friendly.

- Members of the Executive Cabinet have developed a systematic matrix to document goals developed and actions taken in response to challenges identified in various College-wide surveys and initiatives.

## Supporting Documentation for Standard One

### Appendices

Appendix 1.1    2004 – 2009 Strategic Plan

Appendix 1.2    2007 Strategic Plan Update

Appendix 1.3    2006–2007 Operational Plan Final Report

Appendix 1.4    Strategic Planning Process Graphic

Appendix 1.5    Goal and Budget Development Process

Appendix 1.6    2007 – 2009 Strategic Plan Operational Cycle


### Supporting Documentation in Team Room

Exhibit 1.1    Operation Plans and Mid–year and Final Reports (2004–2005 through 2007–2008; Operational Plan 2008–2009)

Exhibit 1.2    Core Planning Documents
        1.2.1    Enrollment Management Plan
        1.2.2    Retention Plan
        1.2.3    Facilities Master Plan
        1.2.4    Instructional Plan
        1.2.5    Instructional Technology Plan

Exhibit 1.3    Key Performance Indicators

Exhibit 1.4    2007 Accreditation Survey and Results

Exhibit 1.5    Personal Assessment of the College Environment (PACE)
        1.5.1    Spring 2006
        1.5.2    Spring 2007

Exhibit 1.6    2007 Accreditation Fair Feedback

Exhibit 1.7    2008 Strategic Planning Task Force Membership List

Exhibit 1.24     College Committee Membership Lists
                  1.24.1     Standing Committees
                  1.24.2     Advisory Committees
                  1.24.3     Penguin Roundtable (formerly Management Team)

Exhibit 1.25     Board of Trustees Meeting Minutes

Exhibit 1.26     Institutional Surveys
                  1.26.1     Noel-Levitz Student Satisfaction Inventory 2004
                  1.26.2     Noel-Levitz Student Satisfaction Inventory 2006
                  1.26.3     Adult Learner Inventory Winter 2006
                  1.26.4     Community College Student Experiences Questionnaire (CCSEQ)
                  1.26.5     Career and Technical Student Follow-up Surveys
                  1.26.6     Clark College Employer Survey 2005

Exhibit 1.27     Moss Adams Fiscal Analysis Study and Action Report

Exhibit 1.28     An Analysis of the Effectiveness of the Instructional Organization

Exhibit 1.29     Follow-up of Clark College Surveys and Reports Matrix

Exhibit 1.30     Benchmarking Team Reports

# Standard Two

Educational Program and its Effectiveness

CLARK COLLEGE
EST. 1933

# Standard Two
## Educational Program and Its Effectiveness

## Introduction

Community colleges provide equitable, excellent-quality programming initiatives that ensure maximum access and support for student success. They are the most dynamic, affordable, and accessible vehicles to respond to the educational needs of a changing constituency. The Mission of Clark College, a premier comprehensive community college, mirrors these ideals.

Clark College is the second-largest college in the Washington state system of 34 community and technical colleges. Widely recognized for its academic excellence and quality, the College provides a rich inventory of courses and programs focused on transfer and career and technical areas, pre-college and basic skills, community education, personal development, and cultural enrichment for over 22,000 full-time and part-time students each year (including non-credit enrollments).

The College is evolving to become a learning-centered institution. The Teaching and Learning Center, established in 2006, has served as a catalyst for this change by promoting an inventory of pedagogical and andragogical techniques for faculty at Clark College that focus on the student as the central purpose of activities. In a similar vein, since the last accreditation interim visit in 2003, Clark College has worked to move its focus from teaching-centered assessments toward a culture of learning-centered assessments. The journey thus far is clearly not complete. However, as of June 2008, more than 142 assessment projects are either in progress or completed, based on data from more than 10,000 students. As the Instructional Plan is more fully implemented

in 2008, the focus on student success as the litmus test for instructional decisions will continue to foster the transformation to a learning-centered college.

## General Requirements

### Human Resources

Clark College employs highly qualified adjunct and full-time faculty who hold credentials substantiating their experience, training, and degrees commensurate with their designated career and professional areas and disciplines. Generally, faculty members teaching courses eligible for transfer hold master's or doctoral degrees. Those teaching career and technical courses hold a variety of degrees including master's or doctoral degrees or have certifications or other qualifying credentials specific to their industries.

The College has historically provided opportunities for professional development of full-time faculty, and increasingly these opportunities have been extended more broadly to adjunct faculty. All faculty have a variety of opportunities to support their courses and programs on many different levels, including content, assessment, promotion, curriculum, and continuing research through conferences, travel, and sabbaticals. The Teaching and Learning Center (TLC) has provided a centralized venue and clearing house for professional development and training across the entire College. (Exhibit 2.1)

In fall 2007, the College employed 179 full-time faculty members and 391 part-time faculty members (representing the equivalent of 174 full-time positions). The

proportion of full-time to adjunct faculty is an ongoing concern in some areas, especially large departments, such as Mathematics, English, Business Technology, Business, English as a Second Language, and Adult Basic Education. Reliance on adjunct faculty creates increasingly more work for full-time faculty members who serve on committees, advise students, and support the instructional units in various leadership roles. Adjunct faculty members are not required to hold office hours or provide additional conferencing with their students. Consequently, the workload for full-time faculty can be excessive, fragmented, or inequitable across disciplines. This challenge is noted in greater detail within Standard Four. (Exhibits 2.2; 2.3)

The high rate of administrative turnover in instruction has negatively affected the flow of work and internal communications. For example, leadership continuity in the Business and Technology Unit has proven to be a particular challenge. Since 2000, six individuals have served as unit dean for durations of three months to two years. From 2002–2008, this position was occupied by a "permanent" hire for only two years; all others served in an interim capacity. In this same six years, the Vice President of Instruction position has been occupied by four individuals, two of whom served in an interim capacity for three of those years. The varied leadership styles of these administrators required faculty to make continuing adjustments, particularly with respect to their participation at the unit and institutional level. (Exhibits 2.2; 2.3) (2.A.1)

## Physical Resources

Increased enrollments and advances in technology have presented challenges for the physical resources of the College. The main campus is at or near classroom capacity during the peak hours from 9:00

a.m. to 12:00 p.m. and 5:00 to 7:00 p.m. Additional class offerings before 9:00 a.m., during the afternoon, and online have helped to maximize the use of current facilities and to expand access for students.

A significant change since the last self study is the increase in technological resources in classrooms. Students and faculty expect multimedia classrooms and access to the Internet as standard components of the modern classroom. The College has responded with the addition of "smart" classrooms that provide state-of-the-art technology, including Internet access, LED projectors, and document imaging. In 2006, Media Services merged with Computing Services to better integrate the needed support for this new technology.

| Table 1 Smart Classrooms at Clark College | |
|---|---|
| Academic Year | Number of Smart Classrooms Completed |
| 2006–2007 | 37 |
| 2007–2008 | 29 |
| 2008–2009 (projected) | 30 |
| *TOTAL (2006–2009) | 96 |

*There are an additional 24 smart classrooms at Clark Center at WSU Vancouver. The smart classroom numbers above reflect the additions each year.

Standard Eight thoroughly examines the ongoing building renovations and expansions accomplished and underway. The Facilities Master Plan addresses the need for future expansion and use of physical resources. (Exhibit 2.4)

Currently, some disciplines experience stress because many labs have grown obsolete (for example, general chemistry and anatomy/physiology areas), and new lab facilities are dispersed among three different locations. Demand from other educational institutions in the area creates challenges in obtaining and sustaining clinical sites, and health science programs require a great many such sites for extensive clinical training. The Child and Family Services Program is constrained by facilities limitations and has begun planning for a replacement facility.

## Financial Resources

Clark College's instructional units are funded operationally through student tuition, user and course fees, and state allocations to the College, based on full-time equivalent (FTE) enrollment slots, targeted high-demand programs, and other initiatives. The Clark College Foundation provides from $500,000 to $1 million annually, roughly 80% of which is restricted to use in support of Career and Technical Programs. These funds, allocated through a well-defined application and consideration process, have been used to purchase instructional equipment, to support professional development for full-time and adjunct faculty, and as a source for academic improvement projects. (Exhibit 2.5)

A number of additional funding sources are available for faculty professional development. Each full-time faculty member is entitled to $400 annually for individual professional development. In addition, faculty are able to access support from one or more of the following sources: Carl Perkins funding for faculty in career and technical areas, Clark II and Research and Performance funds (used for travel and conferences or academic development),

Faculty Excellence Awards, and sabbaticals. Funds specifically allocated for adjunct faculty development are also available in each unit. (Exhibit 2.6)

Although individual departments in some instances consider their budgets adequate, a number of common budget challenges are apparent throughout Instruction. The need for additional resources for sufficient medical benefits for adjunct instructors emerges as a common theme, as does the need to match inflationary pressures for goods and services, equipment, and information technology and software updates. The budget challenges specific to individual departments or units are further detailed within each unit through the unit reports. (Exhibits 2.2; 2.3) (2.A.1)

Two specific examples of how Clark College demonstrates its commitment to high standards of teaching and learning through human, physical, and financial resources are the Teaching and Learning Center and the Tutoring and Writing Center.

## *Teaching and Learning Center*

In fall 2004, faculty proposed a Teaching and Learning Center (TLC) to provide full-time and part-time faculty with opportunities for professional growth. The TLC has focused trainings specifically on innovations in teaching to support the College in its journey to become a learning-centered college. Referencing information from a variety of assessments and other sources, the TLC, through guidance from its steering committee, has developed a number of new programs and events to meet the professional development needs of faculty and the organizational needs of the College. The College has supported this initiative through allocation of 100% release time for a full-time faculty member, 50% of a program assistant position (shared with Outcomes Assessment), work-study students, and space for offices, training

rooms, and a reference area. (Appendix 2.1; Exhibit 2.1) (2.A.1)

## *Tutoring and Writing Center*

For over a decade, Clark College has provided tutorial assistance for students through the Tutoring Center and Writing Center. In fall 2001, these two distinct centers were merged into one program, now the Tutoring and Writing Center (TWC) under the direction of a program manager. In September of 2006, in an effort to make its services more accessible to students on the southern end of campus, the TWC was given another room in Building AA4 to serve developmental education students whose classes typically meet in the Applied Arts buildings and Joan Stout Hall. During spring of 2007, a total of 522 students either submitted registration cards to make appointments with tutors or signed in for help from the accounting tutor. These figures in Table 2 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 the ancillary resources.

| Table 2 TWC Registered Students | | |
|---|---|---|
| Quarter | 2006-2007 | 2007-2008 |
| Summer | 119 | 138 |
| Fall | 498 | 526 |
| Winter | 506 | 483 |
| Spring | 522 | 517 |

The most recent addition to the TWC is free online tutoring offered in a variety of subjects to all registered Clark College students through eTutoring.org. A consortium of 35 colleges and universities nationwide supports this award-winning tutoring platform. Additionally, in an effort to reach Clark College students enrolled in courses at the Clark Center at Washington

State University at Vancouver, the TWC hired several tutors to provide help in math and chemistry there. Future plans include adding tutors and subjects. As of summer 2007, the College fully funded the program manager's position year-round. The College allocated $177,000 in support of in the TWC for the 2007–2008 fiscal year. (Appendix 2.2; Exhibit 2.7) (2.A.1)

## Instructional Goals and Relationship to College Mission

Institutionally, the Instructional Planning Team (IPT) and the Curriculum Committee oversee educational program development. These two key committees function under the leadership of the Vice President of Instruction. Further operational details of both committees are provided on pages 2-8 and 2-9 of this chapter. The five instructional units incorporate the information, policies, and procedures approved by the IPT, the Curriculum Committee and Instruction as they develop, deliver, and monitor the quality of all instructional programming.

The instructional focus of the College, captured in the Mission statement, is to provide "professional technical training, academic transfer, pre-college and basic skills, personal development, and cultural enrichment." Educational program goals within the professional and technical areas are established by a systematic program development process articulated in the Instructional Plan. This plan is a formal reflection of long-standing practices in new program development that include a careful examination of the need for a program, in terms of both student demand and employer need. In addition to the processes described in the plan, the Curriculum Development Handbook of Instruction provides a concrete outline of all steps and documentation required to move a program from concept to reality. (Exhibits 2.8; 2.9; 2.10) (2.A.2)

Institutional bodies involved in this process include the originating department and unit, Instructional Council, the Instructional Planning Team, Curriculum Committee, Executive Cabinet, and the Board of Trustees. Criteria applied to determining the viability of a new program include projection of student demand, labor market data documenting employer demand, and the early involvement of an Advisory Committee. The process also requires opportunities for areas of the College responsible for providing support for staffing, advising, library acquisition, marketing, facilities, and equipment to provide input and feedback. This ensures that new programs can be launched with adequate support from the onset. (2.A.2)

Every new course, including those created as part of a new program, must be formally approved through the Curriculum Committee. The Course Action Request (CAR), used for submittals to this committee, asks for all pertinent details: course description, prerequisite, rationale for the course, content, hours, credits, fees, capacities, transferability, applicability to distribution requirements, and a full syllabus. (Exhibit 2.11)

In special cases, a proposed new course may be developed within a department and offered on an experimental basis without Curriculum Committee approval for up to two quarters under a generic course number (e.g., HIST 280). However, such courses generally will not be allowed to meet distribution requirements and may not transfer other than as an elective.

The process by which the institution evaluates established courses and programs periodically is detailed beginning on page 13 of this chapter.

## Program Design, Degree Designators and Objectives, and Program Length

The Instructional Planning Team (IPT) and the Curriculum Committee determine whether courses and programs meet the necessary requirements for transfer degrees, in accordance with Washington State's Inter-College Relations Commission (ICRC). In career and technical areas, members of local advisory committees assist in developing the Associate in Applied Science degree and certificate programs in accordance with the policies and the guidelines of the Washington State Board for Community and Technical Colleges (SBCTC). The *College Catalog*, curriculum guides and program sheets designate the courses required. (Exhibits 2.2 – Program Sheets, Advisory Committees; 2.12; 2.13; 2.14; 2.15; 2.16)

All degree programs at Clark College require courses in general education and/or related areas of instruction. Many programs include cooperative work experience, seminars, directed practices, internships, clinical practicums, service learning and portfolios. Many programs incorporate library use into the curriculum. In addition, students are encouraged to enroll in Research in the Information Age (LIBR 105) to learn information research techniques. (Exhibits 2.2)

Clark College's Career and Technical Programs remain consistent with programs at other institutions offering similar degrees or certificates. For example, the Clark College Medical Radiography Program is comparable in length, credits, and course fees to other Washington state community colleges, based on programmatic standards from the Joint Review Commission on Education in Radiologic Technology. (Exhibits 2.11; 2.17; 2.18)

Clark College has adopted common course numbering for all of its courses considered eligible for such designation. This makes more apparent the similarities between Clark College's courses and those offered at other Washington community colleges in terms of content, depth, or credits in courses serving to meet general education distribution requirements. In addition, Clark College abides by the reciprocity agreement regarding the transfer of general education courses where students have met distribution requirements at their home campus in ways that may differ from offerings available at Clark College. (Exhibits 2.13; 2.19) (2.A.3, 2.A.6)

## Curriculum Designators

Clark College programs use degree designators consistent with program content. As appropriate, the *College Catalog*, program sheets, and course syllabi designate degree and/or program objectives, course prerequisites, and identifiable skills. The catalog and curriculum advising materials indicate courses meeting distribution or related areas of instruction (human relations, computation, and communication) requirements. (Exhibits 2.2 - Program Sheets, Syllabi; 2.20) (2.A.4)

## Degrees and Certificates

Clark College offers eight types of associate degrees and three types of certificates.

Degrees
1.    Associate in Arts Degree (AA)
2.    Associate in Arts–Major Related Programs (AA-MRP)
3.    Associate in Arts–Option B (AA-B)
4.    Associate in Science–Track 1 and 2 (AST-1 and AST-2)
5.    Associate in Science–Major Related Program (AS-MRP)
6.    Associate in Applied Science Degree–Transfer (AAS-T)
7.    Associate in Applied Science Degree (AAS)
8.    Associate in Applied Technology Degree (AAT)

Certificates
1.    Certificate of Proficiency
2.    Certificate of Achievement
3.    Certificate of Completion

### *Associate Degrees for Transfer Students*

Clark College offers six associate degrees designed for transfer students, tailored for the specific needs of various programs and institutions. Each degree's requirements are clearly defined in the *College Catalog*, on program sheets and advising handouts. All transfer degrees include general education requirements including communication skills, quantitative skills, humanities and fine arts, natural sciences, health and physical education, and social sciences. Distribution codes and definitions were first included in the 2005–2007 *College Catalog* to identify the applicability of all courses toward the AA and AS degrees. (Exhibits 2.2 - Program Sheets; 2.21)

### *Career and Technical Education Degrees & Certificates*

Clark College offers a wide range of degrees and certificates designed for students who wish to move directly into career paths. These include the associate in applied science (AAS) and associate in applied technology (AAT) degrees as well as almost 40 different Certificates of Proficiency, which all include general education or related instructional requirements in communication skills, computational skills, and human relations coursework. (2.C.1; 2.C.3)

The Certificate of Achievement is designed for students who wish to gain specialized occupational training for a specific career objective requiring fewer than 45 credits. General education requirements are not required for this type of certificate.

The Certificate of Completion is designed for students wishing to acquire entry-level skills, or for those who wish to upgrade their skills in a short period of time. Typically consisting of three to four courses taken singly or simultaneously, these programs award certificates as approved by the program advisory committee and Instruction. Certificates of Completion are not recorded on the student's transcript. (2.A.4) See Appendix 2.3 for a listing of the five units at Clark College, the departments in each unit, and types of degrees and certificates offered by each department.

## Programs with Concentrated or Abbreviated Timeframes

The institution has only one program currently offered in an abbreviated timeframe. The Automotive Program offers both a regular curriculum and a fast-track auto program. This fast-track program allows students to take classes in the evening and complete a degree in 14 months. Both programs realize a success

rate of 90% completion. (Exhibit 2.2 - Automotive Notebook) (2.A.5)

## Credits, Program Length, and Fees

Clark College awards credit based on the rules and policies of the Washington SBCTC. Clark College classes are based on the quarter system and the 50-minute hour. Additionally, some areas offer nontransferable credits that do not generally apply to Clark College's degrees. (Exhibits 2.22; 2.23)

The associate degree requires a minimum of 90 credits of college-level work. Additionally, the College offers a number of career and technical degrees and certificates with a wide range of credit requirements tailored to ensure appropriate mastery of needed technical skills. (Exhibits 2.2; 2.24)

The Curriculum Committee approves all course or "dedicated" fees. All fee requests must be justified with valid reasons for the cost with a detailed cost breakdown for each requested item. Course fees are listed in the quarterly registration schedule and online as a component of class information. (Exhibits 2.11; 2.25) (2.A.6)

## Curriculum Design, Approval, and Implementation

Two core committees provide oversight for curriculum and program design, approval and implementation. The Curriculum Committee is a long-standing College committee that approves individual course additions, changes, and deletions. The Instructional Planning Team was added after the instructional reorganization in 2000 to oversee the development of entire programs, degrees, and degree requirements.  (2.A.7)

### Curriculum Committee

Faculty make up the majority of Curriculum Committee membership. To ensure fair representation across campus, the Clark

College Association of Higher Education (CCAHE) Agreement and the Administrative Procedures Manual were amended in July 2006 to allow the appointment of 10 tenured faculty to the Curriculum Committee, two from each instructional unit. The previous policy called for eight tenured faculty "representing, to the extent possible, all instructional areas of the campus." Since its reorganization, a faculty member has always served as the chair of Curriculum Committee, ensuring that "faculty has a major role and responsibility in the design, integrity, and implementation of curriculum." (Exhibits 2.26; 2.27)

The Curriculum Committee handles all additions, changes and deletions of courses. Faculty members submit a Course Action Request designed specifically to cover each of these actions. The College intranet posts a 2006 handbook that details the curriculum development process, and hard copies are also available through Instruction. The handbook includes step-by-step instructions for completing a Course Action Request, details of curriculum-related policies/procedures, a guide to writing good course descriptions, a glossary of specialized terms and other useful information, including a guide to writing syllabi. (2.A.7) (Exhibit 2.10)

### Instructional Planning Team

Currently, IPT's mission falls within these three broad categories:

- Review of degree and program changes, additions, and deletions. Examples include the addition of the associate of applied technology degree, changes in degree requirements, and review of program changes at the curricular level.

- Review of policies that affect student success within the instructional setting. Examples include review of registration

policies, review of syllabus guidelines, and review of withdrawal deadlines.

- Review of strategic instructional planning initiatives. Examples include a 2001 review of distance education, a 2005–2006 review of the Program Review and Enhancement policy, and development of the Instructional Plan.

These categories often require different types of conversations within the committee, different approaches to problem solving, and different strategies for constituent communication. (Exhibit 2.28)

IPT has made some progress on issues such as the Program Review and Enhancement policy, and recommended an Instructional Plan for approval in November 2007. This plan provides a comprehensive document collecting a variety of new and existing planning processes and policies. IPT will continue to be involved in refining these processes. (Exhibit 2.29)

Perhaps the most problematic concern with regard to larger strategic initiatives is the need to balance week-to-week program and policy discussions with long-range strategic planning. Unlike the Curriculum Committee, IPT has a dual function, and coordinating the timing of program updates with discussion of strategic initiatives can prove challenging. At times, team members find it confusing within a single 90-minute meeting to shift back and forth from a tactical, localized discussion of program requirements to more strategic, broad-ranging discussions of College policy. Efforts have been made to clarify the

## Library Services

Many faculty members from a variety of disciplines collaborate with faculty librarians to ensure students learn to use library resources to succeed in coursework and to learn information literacy skills for

lifelong learning. In 2007, Clark College adopted an additional College-wide Student Learning Outcome titled Information. These outcomes are based in part on the Information Literacy Competency Standards for Higher Education from the Association of College and Research Libraries. (Exhibit 2.30) (2.A.8)

Instructional librarians collaborate with faculty members to design library instruction sessions to meet specific course objectives and assignments. During the 2006–2007 academic year, library faculty taught classes a number of departments as shown in Table 3.

## Curriculum Planning and Accessible Scheduling

Classes are offered at the main campus, at WSU Vancouver, and Town Plaza Center, and will be offered at the new location at Columbia Tech Center, opening in 2009. As noted each year in the report to the Commission, a number of classes are also offered at other locations throughout the service district (see Table 4). (Exhibit 2.31) (2.A.9)

The College has taken a number of steps to increase access to College courses and programs, including expanding eLearning courses and the use of multiple locations. More courses are now offered on weekends and evenings, and plans are underway to launch a Weekend College that will combine hybrid and online courses to better meet the needs of students with time and distance constraints.

| Table 3 Classes Taught by Library Faculty 2006-2007 | | | |
|---|---|---|---|
| **Department** | **# of Classes** | **Department** | **# of Classes** |
| Addiction Counselor Education | 1 | English as a Second Language | 4 |
| Anthropology | 2 | Graphics | 4 |
| Art | 2 | Human Development | 16 |
| Biology | 14 | History | 13 |
| Business Technology | 5 | Health and PE | 3 |
| Business | 2 | Nursing | 4 |
| Chemistry | 15 | Paralegal | 3 |
| Computing Technology | 30 | Political Science | 3 |
| Dental Hygiene | 1 | Paralegal | 2 |
| Developmental Education | 5 | Psychology | 3 |
| Eastern WA Social Work | 2 | Reading | 27 |
| Education | 1 | Speech | 2 |
| English | 278 | Theater | 3 |
| English as a Non-Native Language | 4 | Women's Studies | 25 |

| Table 4 Number of students at each location (KPI 2.3.2) | | | | | | |
|---|---|---|---|---|---|---|
| | 2004-2005 | | 2005-2006 | | 2006-2007 | |
| | Instruction | CCEd | Instruction | CCEd | Instruction | CCEd |
| Main Campus | 13,943 | 2,298 | 13,687 | 2,064 | 13,285 | 2,782 |
| WSU Vancouver | 390 | 169 | 740 | 133 | 775 | 388 |
| Town Plaza Center | 3,347 | 2,705 | 2,771 | 2,057 | 3,296 | 1,561 |
| Other | 2,289 | 1,354 | 2,258 | 1,437 | 2,258 | 1,004 |

**Notes:** CCEd denotes students completing classes (generally non-credit) through Corporate and Continuing Education. Each student is counted once at each location they attend. Includes students enrolled in eLearning courses with a physical meeting space. Excludes all students enrolled ONLY in courses with no definite meeting place.
**Source:** SBCTC Datawarehouse - Class and Transcript tables

Classes are offered throughout the day, beginning as early as 6:00 a.m. and running as late as 9:50 p.m. The period from 9:00 a.m. to noon continues to be in highest demand from students, and limited classroom availability has constrained response to this demand. The most significant shift in patterns of student access is in the late afternoon or early evening, when more classes are offered to respond to student preferences for courses immediately after work or, in cooperation with their employers, to overlap work hours. A good example of this is the Addictions Counselor Education Program, which offers all its coursework from 4:00 p.m. to 9:50 p.m. This delivery schedule allows students, the majority of whom are working in the field already, to achieve the needed credential and upgrade their skills while fulfilling their experience requirements. Other departments have also moved their offerings to a 5:00 p.m. or 6:00 p.m. start time in response to student preferences for finishing classes earlier in the evening. The eLearning courses offered also respond to student needs for access as they allow place-bound or time-bound students to reach their educational goals.

## Credit for Prior Experiential Learning

Students who have previously taken courses and have established a transcript record at Clark College may challenge a course if they believe that previous experience has provided them with the competencies essential for passing the course. Credit is awarded according to the Clark College Non-Traditional Credit Policy documented in the *College Catalog* and follows the guidelines for NWCCU Policy 2.3.

Prior Learning Assessment (HDEV 211), an introduction to creating a portfolio for prior

learning assessment, was introduced and approved at Curriculum Committee in 2004. Although the course remains in the catalog, it has never been offered. (2.A.10, 2.G.9, A.10, Policy 2.3)

## Deleted Programs

The College follows the SBCTC policies regarding the program approval process. Before programs are deleted, the College can request the program be placed on "inactive status" on the program inventory with the SBCTC. This listing allows time to study the continued need for the program or to modify the program, facility, equipment or staffing. During this time, no new students are allowed to enroll in the program, but those currently enrolled are able to finish. Faculty and/or advisors work with these students to help them determine if they should complete the program, especially if they are close to finishing, or change to an alternative program that may also meet their goals. Faculty may oversee a Special Projects course (course number 290 in the appropriate discipline) to allow affected students to complete their programs. (Exhibit 2.32) (2.A.11)

The maximum time a program may remain in an inactive status is three years. If the College decides not to reinstate it, it is removed from the program inventory. After deletion, SBCTC maintains the coding associated with that program for a maximum of three years. Students who were enrolled before the program was placed in inactive status and who do not finish before the program is deleted may still earn the award in that program up to three years after it is deleted if the College still offers the courses. (Exhibit 2.24) (2.A.12)

| Table 5 | | | | |
|---|---|---|---|---|
| Programs added or deleted at Clark College in past three years | | | | |
| Program | Date of Action | Added | Deleted | Inactive |
| **Fitness Trainer** | 9/2/2004 | X | | |
| **Power Utilities Technology** | 4/18/2005 | X | | |
| **UNIX/Linux** | 6/14/2005 | | | X |
| | 7/2008 | | X | |
| **Paraeducator** | 9/1/2005 | | X | |
| **Scientific-Technical Communication** | 9/1/2005 | | X | |
| **Medical Radiography** | 11/2/2005 | X | | |
| **Field Survey Technician** | 2/6/2007 | X | | |
| **CISCO Network Administrator** | 6/5/2007 | X | | |

## Educational Program Planning and Assessment

The College's processes for planning and assessing its instructional programs have evolved significantly since the last accreditation. The College has demonstrated its commitment to assessment through increases in staffing, stimulus funding, establishment of database capability, and space allocation. The College has redefined measurable outcomes as well as program success as a guide for planning. Outcomes are measured at levels ranging from individual courses to the institution as a whole and thereby define student learning and success both for the individual student and across the student body in aggregate. In addition, the College has developed specific processes for assessing these outcomes; these processes are multi-layered and involve faculty and administrators. They include classroom-, department-, program- and institutional-level assessments. The significant components of the College's planning and assessment initiatives include College-wide Student Outcomes assessment, Program Review and Enhancement articulated in the recently completed Instructional Plan, and the identification of student-centered Key Performance Indicators that define accomplishment of College Mission Imperatives. (Exhibits 2.9; 2.33; 2.34)

The Assessment Office and the Office of Planning and Advancement gathers the data generated by these assessments, and they have grown increasingly important in

planning and decision making that ranges from coursework modifications at the classroom level to resource allocation at the program and institutional levels. While implementation of these processes and reliance on the data they produce in decision making is incomplete, the College recognizes the critical importance of assessment in fulfilling its instructional Mission and commits to improvement at all levels. (2.B.1)

## Program Review and Enhancement

The College program review process has evolved several times in the past 10 years as changes in administration led to differing priorities for this process. Historically, the self-reflective program review process was completed every four years by each department. Seventeen pilots of a revised program review process were introduced between 2001 and 2004. The Instructional Planning Team created the current policy that is now referenced as part of the faculty job description in the 2006 CCAHE Agreement. Using this revised design, all departments are to engage in Program Review and Enhancement (PRE) each year as they identify their highest priority for self-examination and improvement. Departments specifically identify, design, and implement measurable "efforts to improve the program and the access or success of students within the program." (Exhibits  2.2; 2.26.2; 2.35; 2.36)

The continuous improvement of courses and programs to increase student learning is largely faculty driven. This proves both a strength and weakness. Faculty members tend to prioritize the program or curricular issues they perceive as critical and focus their efforts accordingly. This revised PRE policy, however, has confused many faculty members accustomed to prior program review processes. As a result, submitted projects reflect a great deal of inconsistency.

While some projects appear to use data effectively to evaluate and to improve program success, other projects appear to have little or no relationship to program data and may have little to do with program enhancement.

As the PRE process is still fairly new, it will take some time for faculty to fully incorporate it into their regular job responsibilities. The structure of the process itself may require adjustment. A complete guide to program review is available on the College intranet. (Exhibits 2.2; 2.36; 2.37) (Policy 2.2d)

## Instructional Plan

The College has engaged in *institutional* planning throughout the entire decade since the most recent full-scale accreditation visit in 1998. New planning initiatives, generally accompanied by new terminology, have evolved under each new administration, and as key leaders have left the institution, the College has been challenged in bringing to fruition long-term projects, including instructional planning and evaluation.

The previous section describes the most recent changes in program review policies and some resulting confusion in current practice. The College has also recognized the need to better define program evaluation measures and incorporate them into a comprehensive view of instructional offerings. Drafted in 2007 by the Instructional Planning Team, the new Instructional Plan provides a consolidated framework for several aspects of planning. It describes in Part I the process to be used to identify enrollment targets, beginning with program-level information, for both current offerings and courses or programs to be developed in the near future. This represents the first time the College has had a formal process to determine department or program enrollment targets; until 2006, enrollments

were projected only globally as an overall percentage increase or of a set number of excess FTES anticipated for the College as a whole. Lacking an explicit connection to particular programs or particular categories of targeted students, however, recruitment or marketing efforts have, of necessity, been general. Also, planning for enrollment increases or adequate resources within a particular program has tended to be reactive rather than proactive. (Exhibit 2.9)

The 2004–2009 Strategic Plan included Mission Imperatives of Focus on Learning and Workforce Education, both of which are directly linked to instruction. However, in spite of efforts to drive budget and other resource decisions via the Strategic Plan, it did not explicitly direct choices or evaluations of programs or departmental offerings. It has remained primarily an institution-level planning document, and is used for more global assessments of institutional effectiveness in the form of Key Performance Indicators (KPIs) for each of the Mission Imperatives. Much of the data for the KPIs has been gathered for many years and could be providing excellent feedback to aid programs or departments in instructional decision making. However, in spite of routine distribution by the Office of Planning and Advancement, KPIs have been used unevenly for specific instructional decisions. (Exhibits 2.8; 2.34)

Part II of the Instructional Plan is designed to ensure that the KPI data, detailed by program and department, is annually examined and used for program-level decisions. The plan defines a routine and focused appraisal process for using the KPI data to scan programs or departments for effectiveness in meeting the needs of students and other stakeholders. If the process reveals a need to intervene with additional resources, curricular revisions, or other adjustments, the faculty and dean of the area examine additional data to plan a

course of action. A program or department where evidence indicates the current offerings are fully on track is directed, instead, toward the normal Program Review and Enhancement process. (Exhibits 2.34; 2.38) (2.B.1)

Finally, Part III of the plan outlines in more detail than ever before the process for new program development. This section represents a compilation of established practice and, in conjunction with the previously created Curriculum Development Handbook, fully outlines how a new program moves from concept to reality. (Exhibit 2.10)

## Educational Assessment: Defining Outcomes

A College-wide effort spanning 15 years of work created the College-wide Abilities and, more recently, the College-wide Student Learning Outcomes, which describe learning outcomes at both the institutional and the program levels. These statements guide and provide a common basis for student learning expectations across all curricula. The College-wide Abilities represent the student attributes that all areas of the campus strive to support, from Instruction to Student Affairs to Administrative Services, and was the first statement about "global" student outcomes published by the College. Faculty developed the College-wide Outcomes in 2006; they are continually refined to better articulate general education student learning outcomes that could be readily assessed in the classroom. (Appendix 2.4; 2.5; 2.6; 2.7)

Assessment in instructional programs specifically targets measurement of the College-wide outcomes. Faculty members emphasize both course- and program-level (College-wide) outcomes in their daily teaching. They articulate the connections between these layers of student learning outcomes in course syllabi, linking their

course level outcomes with College-wide Student Learning Outcomes, College-wide Abilities and classroom assessment methods. (Exhibit 2.2 - Syllabi)

The community and the Clark College student population can access these College-wide Outcomes in the *College Catalog*, available in print and online. Additionally, most career and technical programs publish specific program outcomes in their program sheets and in program pages on the College website. Students are made aware of the College-wide Outcomes and Abilities in each course syllabus where links with specific coursework are made explicit. (Exhibits 2.2 - Program Sheets, Syllabi; 2.39; 2.40) (2.B.2)

| Table 6 | | | | |
|---|---|---|---|---|
| **Sample syllabus outcomes assessment linkage** | | | | |
| **Clark College Learning Outcomes** | **Course Outcomes** | **Examples** | **Assessed by** | **College-wide Ability** |
| Perform accurate mathematical operations appropriate for the situation. | Determine and use the appropriate method to find linear equations. | Find a linear equation that contains (1,2) and (2,5). | Labs, quizzes, and the final exam | Problem solving and critical thinking |
| Use appropriate vocabulary and notation of quantitative methods | Comprehend algebra terms (graphs, trends, etc.) and describe them in your own words. | Describe the rate of change from the graphical representation of data | Quizzes and tests | Communication |
| Analyze and solve quantitative problems using appropriate methods. | Use your graphing calculator to aid in the mathematical calculations to solve a problem | Correctly input $\dfrac{4(3+4)}{5}$ into your calculator | Labs, quizzes and the final exam | Information/ Technology |

## Tracking Assessment of Student Achievement

Assessment of student learning outcomes focuses on measuring student learning at the course and program level, with direct connections to the College-wide Student Learning Outcomes and College-wide Abilities. Most full-time faculty members and some adjuncts engage in outcomes assessment at these levels. Departments assume responsibility for identifying and prioritizing assessment efforts and linking those efforts to the College-wide Student Learning Outcomes for students seeking degrees. The Outcomes Assessment Liaison and the program assistant in the Teaching and Learning Center provide direct project support and ongoing assessment training opportunities for faculty. A standardized reporting system, facilitated by the liaison, analyzes student learning across the curriculum. (Exhibit 2.33 - Database Information)

Instructional departments design assessment plans and timelines mapped by the faculty from each department. Each year, faculty members initiate outcomes assessment projects. As they complete the projects, faculty report their findings as well as any revisions to curricula and/or instruction that the assessments may have stimulated. Through this process, instructors evaluate

their courses annually and make changes to help students achieve the identified outcomes. (Exhibit 2.33 - Forms)

The outcomes assessment project database is used to map all course curricula to the College outcomes. Using this system, the College can align individual student's transcripts to the outcomes, a first step in ensuring the College-wide Student Learning Outcomes are addressed for all graduating students. In addition, student proficiency in attaining College outcomes and abilities across the curriculum is summarized in Figure 1. Faculty and administrators have access to the database system as a resource for project collaborations. (Exhibits: 2.2; 2.33 - Database Information)

Of the 10,785 student assessments 78% of students were assessed as acceptable or proficient, as shown in Figure 1.  Only 22% were still developing the skills or had unacceptable skills.

**Figure 1**
**Student Proficiency For All Outcomes**
**Data Gathered from Spring 2006 to Spring 2008**
**Total Number of Students = 10,785**



Unacceptable
1179 ~ 11%

Developing
1189 ~ 11%

Proficient
4099 ~ 38%

Acceptable
4318 ~ 40%

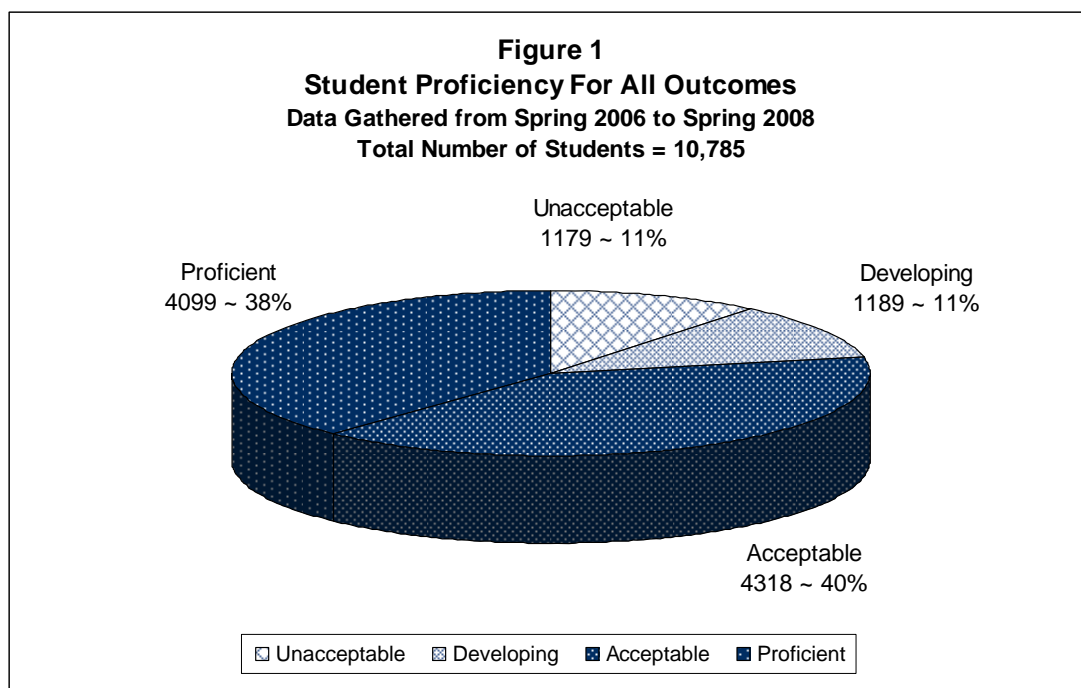Unacceptable    Developing    Acceptable    Proficient
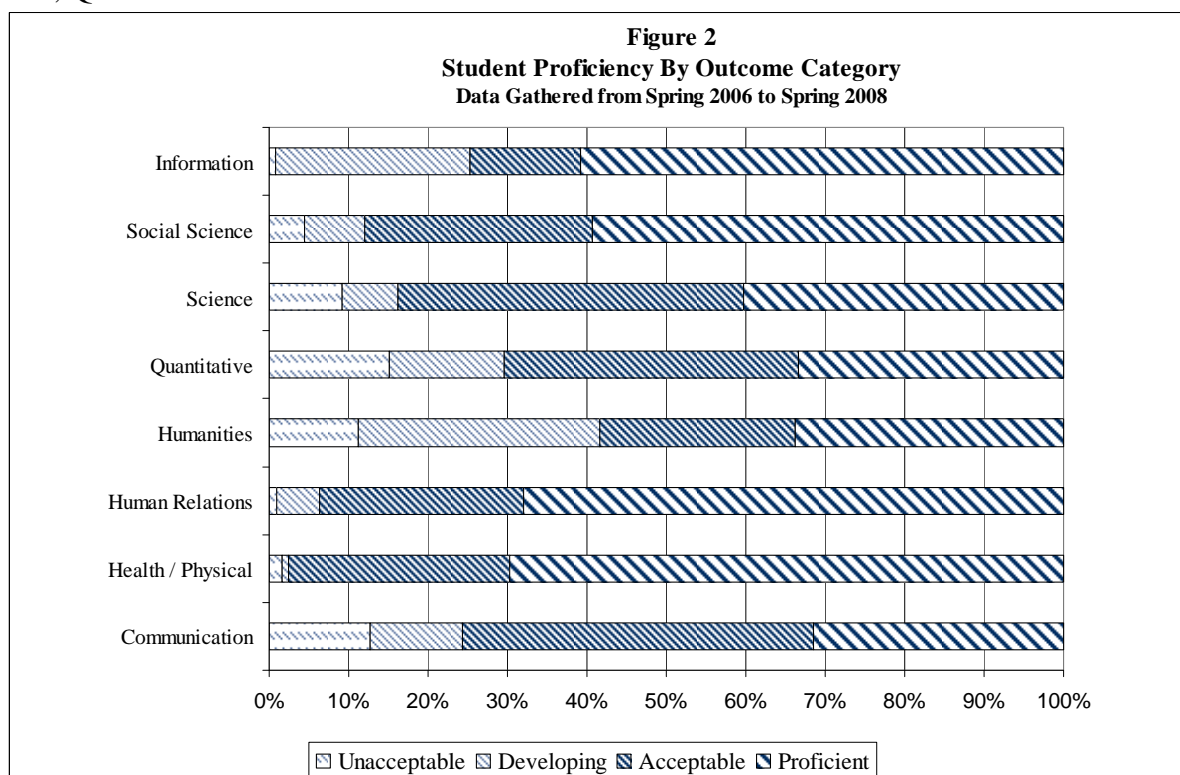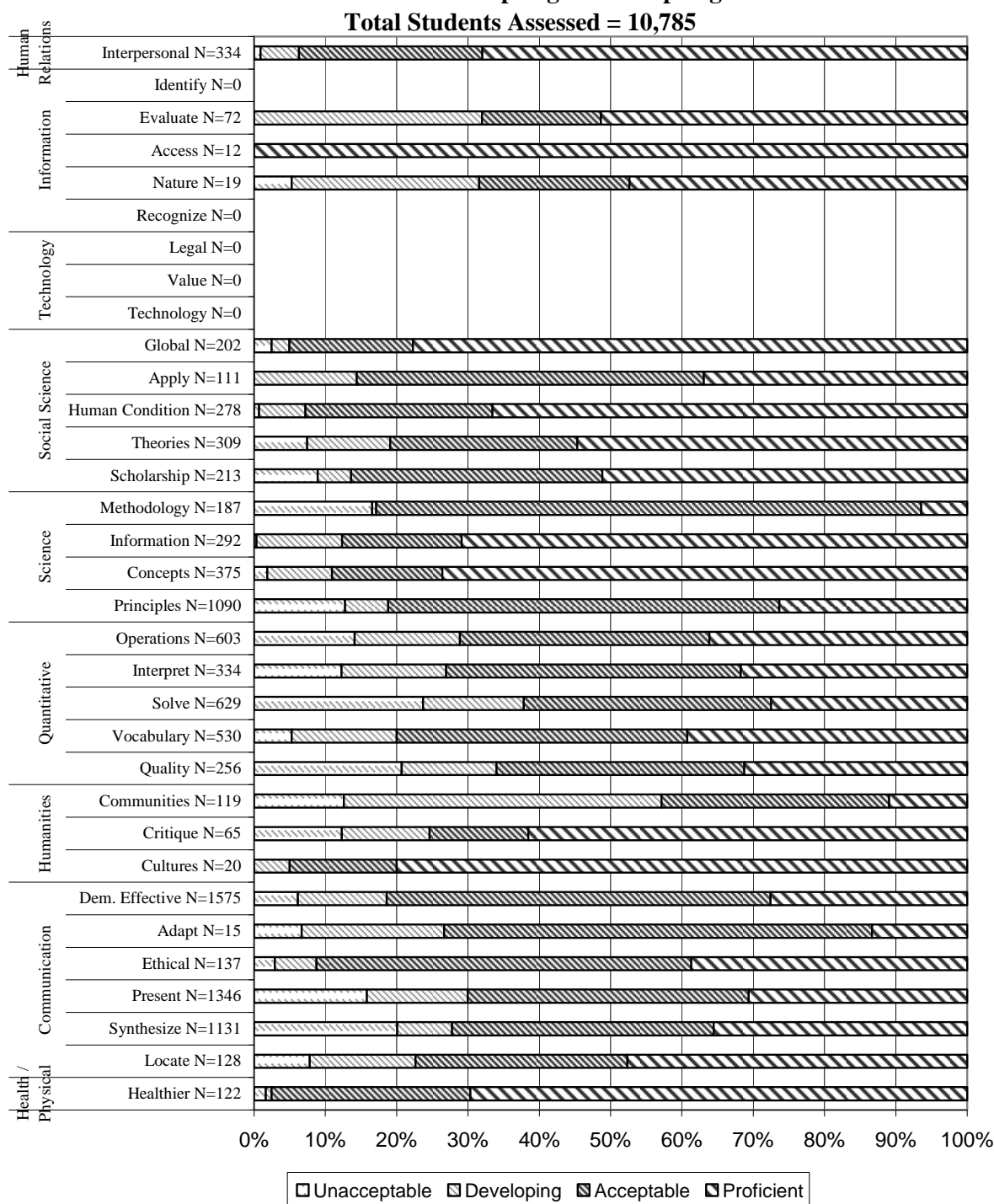
Figure 2 shows the level of proficiency in each of the eight outcome categories.  Students have done best in Health/Physical and Human Relations categories, and are least proficient in Humanities, Quantitative and Communication.

**Figure 2**
**Student Proficiency By Outcome Category**
**Data Gathered from Spring 2006 to Spring 2008**



Unacceptable    Developing    Acceptable    Proficient

Finally, Figure 3 shows each of the 33 student learning outcomes.  Some outcomes have not yet been assessed.  This level of detail allows the College to examine specific skills within a broader outcome area.  For example Humanities in Figure 2 was low.  Examining Figure 3 shows that critiquing and cultures is much higher than communities.

**Figure 3**
**Proficiency by Student Learning Outcome**
**Data Gathered from Spring 2006 to Spring 2008**
**Total Students Assessed = 10,785**

General education and transfer coursework does not currently culminate in a campuswide assessment; however, many departments use standardized exams from appropriate national associations including automotive, chemistry, biology (anatomy and physiology) and nursing as summative assessments. Part of the current three-year plan for outcome assessment includes evaluating the feasibility and relevance of an electronic portfolio system for the entire campus.  (Exhibit 2.33 - Three-year Plan)

## Assessment in Career and Technical Programs

Career and technical programs use an array of assessment tools to evaluate student learning. Course-level assessments feed summative program assessments such as portfolios and capstone courses. Annual program data, an annual Career and Technical Student Follow-up Report, and

employer surveys provide reports used to assess programs and student learning and are readily available on the College intranet. Twenty-seven program advisory committees from the workforce also provide relevant recommendations for curricular change. (Exhibits 2.2; 2.41.1; 2.41.5; 2.41.9)

## Specialized Accreditation

Five College programs are formally reviewed by external accreditation or certification organizations.  These are listed in Table 7.  One new program, Medical Radiography Technician is now in the process of completing an application for accreditation from the Joint Review Committee on Education in Radiologic Technology; full accreditation is expected to take two years for completion of the entire process. (Exhibit 2.42) (Policy 2.2d and 2.C.8)

| Table 7 | | |
|---------|---|---|
| **Programs Externally Reviewed** | | |
| **Career and Technical Program** | **Professional Association or Agency** | **Date** |
| Nursing | National League for Nursing Accreditation Commission (NLNAC) | Continued accreditation July 2003 |
| | State of Washington Department of Health – Nursing Program Approval Panel (NPAP) | Approval March 2003 |
| Dental Hygiene | Commission on Dental Accreditation of the American Dental Association | July 2003 |
| Automotive Technology Program | National Automotive Technicians Education Foundation (NATEF) oversees Automotive Service Excellence (ASE) certification. | Re-certified June 2005 |
| Pharmacy Technician | State of Washington Pharmaceutical Board | Re-approved May 2007 |
| Medical Assisting Program | Commission on Accreditation of Allied Health Educational Programs | September 2006 |

## Improvement of Teaching and Learning

The assessment cycle at Clark College focused initially on developing measurable student learning outcomes. Despite more than a decade of work defining outcomes, the transition to measuring student learning and adjusting curriculum and instruction accordingly has proven challenging for the College as a whole. When the College redefined its outcomes to match more specifically with its distribution requirements in 2004, faculty members were able to move forward with assessment activities that actually demonstrate student learning. In the fall of 2006, faculty implemented a broad range of classroom and program-level assessments at 10 times the volume documented in previous years. This shift has led to evidence-based adjustments in the classroom and revisions to curricula to enhance student learning. Each team of faculty members engaged in an assessment project articulates the results of their study. When the assessment indicates that student learning could be enhanced, the faculty team identifies a plan for adjustment and further assessment. This full-campus effort is a new endeavor for many faculty members. More than 144 assessment projects were implemented between fall 2006 and fall 2007, with 69 completed by November 2007. The outcomes assessment database tracks results and improvements. (Exhibits 2.2; 2.33) (2.B.3)

## Examples of Assessment Leading to the Improvement of Teaching and Learning

- English: The English Department sampled student writing in all fall 2006 English 101 courses. Using a common rubric, faculty scored 178 student papers for outcome proficiency. The English Department has created a common

template for a final assignment and adjusted training of adjunct faculty. The assessment was repeated in winter 2008 using a revised methodology.

- Mathematics: The Mathematics Department has assessed student quantitative skills in three multi-sectioned courses totaling 617 students. Eighty-four percent of students demonstrated they had learned each outcome at an acceptable or proficient level. The Mathematics Department is changing the emphasis on certain aspects of each course and involving more review of concepts from the prerequisite courses at the beginning of the term.

- Library: Library faculty partnered with faculty from biology, women's studies, chemistry and computer technology to assess information-literacy outcomes. Consistent results from all collaborations demonstrated students need more guided support using and evaluating online information. Instructors varied the amount of guided practice they provided to students performing research online and found consistent review and practice improved student success in this area.

- Nursing: Nursing faculty measured the quantitative outcome specific to the Washington State Related Areas of Instruction. They discovered that using a pre-test proved essential in understanding student learning as they applied mathematics skills to medical dosage tasks. In addition, the faculty determined they needed to add guided mathematics application practice to all quarters of the first year sequence.

## Institutional Data for Educational Assessment and Planning

The Office of Planning and Advancement produces a wide range of information and reports about students used by Instruction

Council and division chairs to guide program decision making. Planning and Advancement makes these available to the campus community on the College intranet, and many are also available on the College website for students and the general public. (Exhibits 2.41.1 – 2.41.9)

- Student information: Clark College has compiled annual student fact sheets available on the College's intranet to provide student demographics to the campus, including average credits, day or evening, full-time or part-time students, distance learning activity, career and technical and new students. The College has seen a steady growth in state-funded FTEs. Between 2002 and 2006, Running Start enrollment increased 42% to 918 students, student enrollment in distance learning classes increased 116% to 919 students, and enrollment of students of color has increased 23.4% to 2,391 students. New student enrollment has remained consistent since 2002, even while the economy has improved. (Policy 2.2.a)

- Annual program data encompasses a series of College-level and department-level reports. College-level reports are made available to everyone, and department reports are provided to the departments, deans, and the Vice President of Instruction. The reports provide the College with the following data. (Policy 2.2.a and 2.2.c)

  o Student completions and degrees earned

  o Student transfers to four-year schools

  o Student faculty ratios by department

  o Student enrollment in career and technical programs

  o Demographics of students in career and technical programs

  o Employment and wage data for career and technical programs

- Grade distribution reports. Clark College participates in the National Community College Benchmarking Project. Data reviewing grade distribution is part of this report.

- High School Graduates One-Year Follow-up. This report details the number of students enrolling in Clark College from local high schools.

- Career and Technical Student Follow-up. Each year, the College surveys career and technical students to provide feedback about their satisfaction with the program they studied. Employment, wages, and satisfaction with their current situations are all reviewed in this assessment. (Policy 2.2.c and 2.2.e)

- Noel-Levitz Student Satisfaction Survey: During spring quarter of 2004, 2006 and 2008, Clark College surveyed students to measure their satisfaction with a wide range of College experiences using 70 questions covering instruction, registration, advising, academic and campus support services, admissions and financial aid, campus climate, student centeredness and concern for the individual, responsiveness to diverse population, and service excellence. Average student satisfaction has risen from 4.82 in 2004 to 5.01 in 2006 and 5.13 in 2008 (on a 7-point scale).

- Survey of High School Seniors in Running Start. Every two years, the College surveys seniors enrolled in Running Start to determine their plans following graduation, their satisfaction with the RS program at Clark College and additional classes they would like to see offered.

- Clark College Transfer Report. Using the National Student Clearinghouse, the Office of Planning and Advancement follows up on students who plan to transfer to a four-year school to determine transfer rates and assess majors where students may not be doing well. (Policy 2.2.e)

- Employer Satisfaction Survey: In 2005, Clark College surveyed 1,000 employers to assess how satisfied local employers are with the job preparation and performance of Clark College graduates.

The resulting data informed development and implementation of several institutional plans, including the Enrollment Management Plan, which includes marketing, recruitment, and retention plans; the Instructional Plan; and the Advising Plan. As these plans move to the implementation phase, other areas of the campus will engage in this planning process. (Exhibits 2.43; 2.44; 2.45)

## Undergraduate Program

### General Education

General education and/or related areas of instruction courses are required for students who complete degree or certificate programs at Clark College. The *Clark College Catalog*, program sheets and curriculum advising materials clearly designate requirements of each degree or certificate program. (Exhibits 2.46; 2.47; 2.48)

The programs reflect a comprehensive design incorporating the appropriate learning outcomes. Transfer degrees (AA, AS, AAT) include distribution requirements in the humanities, communications, social sciences, natural sciences, quantitative skills, and health and physical education areas. The non-transfer degree (AAS) and certificates allow credits in the career and technical disciplines and in the related areas

of instruction (communications, human relations, and computational skills) and in other areas as designated by the program. Options are available to students in cooperative work experience, service learning, internships, directed practice, and other syntheses of learning areas (for example, capstone courses). (Exhibit 2.49) (2.C.1, 2.C.2, 2.C.3, Policy 2.1)

### Transfer In

Clark College's general transfer policy is described on A2 of the 2007–2008 *Clark College Catalog*. The College usually accepts transfer credits if the student earned the credits at an institution accredited by a regional association recognized by the Council on Postsecondary Accreditation. Clark College's participation in common course numbering for institutions in the state of Washington makes the transfer credit evaluation efficient among participating institutions. (Exhibits 2.19; 2.50) (2.C.4)

Students with credits from international institutions of education may submit their academic records for credit consideration. The amount of credit awarded varies based on the individual record of the student. Clark College does not recognize English coursework completed in countries outside of the United States, with the exception of Australia, Canada (except Quebec province), Ireland, New Zealand, and the United Kingdom. The College requires translation and evaluation of the student's academic record from an agency belonging to the National Association of Credential Evaluation Services. The Credential Evaluations Office reviews the content of each course transferred in from an institution not regionally accredited and determines the appropriate course equivalency. This process often involves faculty who compare the syllabi and course requirements to those for Clark College courses. (Exhibit 2.51)

Non-traditional credits include those credits earned through Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), military experience, cooperative education work experience, Tech Prep/Direct Credit, Special Projects (Independent Study) and Credit by Challenge. Details of the procedures for granting nontraditional credit and limitations on the number of such credits are available to students in the *College Catalog*. (Exhibit 2.52)

In instances in which a student wishes to transfer in credit to satisfy specific degree or certificate requirements, a faculty member reviews course syllabi and/or catalog descriptions to ascertain whether the course aligns with Clark College's expected outcomes. (2.C.4)

## Transferability of Clark College Credit

Clark College offers a selection of transfer courses that satisfy the lower-division general education requirements of selected four-year institutions in Washington and Oregon. Within the state of Washington, the Direct Transfer Agreement managed by the Intercollege Relations Commission (ICRC) ensures that students who earn a transfer degree from Clark College can transfer up to 90 credits, including 60 credits completing the general education program at signatory institutions such as Washington State University. Some institutions have further restrictions as listed in the ICRC Agreement. (Exhibits 2.12; 2.13; 2.14; 2.53) (2.C.4)

Transferring students are expected to meet the entrance requirements of other institutions at the time of transfer. Students can find guidance in Section D of the *College Catalog* to ensure they are prepared to transfer to another school. Discipline-specific requirements for transfer to four-year institutions are addressed in the catalog

under the various academic areas. Students meet with faculty advisors in the disciplines for current information about transfer institution requirements in their area. Career and technical courses are not transferable to all institutions, and the College advises students to work closely with faculty advisors in those disciplines. DegreeWorks software provides students enrolled in degree or certificate programs the ability to view an unofficial evaluation of credits earned at Clark College. (Exhibits 2.54; 2.55)

## Co-admission and Articulation Agreements

Clark College has entered into co-admission agreements with institutions where students frequently transfer. For instance, Clark College has cooperated with WSU Vancouver in setting up a joint admission/advising program for students planning to study at Clark College for two years and WSU Vancouver for the second two years. In addition, co-admission agreements exist between Clark College and Portland State University, Concordia University, and Marylhurst University as described in Section D, page 42 of the *College Catalog*. Articulation agreements focus on the transfer of students within select majors, allowing Clark College courses to meet major requirements at WSU Vancouver, Marylhurst University, and The Evergreen State College. (Exhibits 2.56; 2.57; 2.58; 2.59)

## Academic Advising and Faculty

Students at Clark College have access to advising in a variety of venues. New students may visit the Advising Center where advisors and counselors assist them with choosing classes and developing educational plans. In addition, faculty advisors provide assistance in many programs across the College. Faculty

advising, however, is optional, and advising loads vary widely among full-time faculty. Some faculty provide all of the advising for their programs, while others rely on the Advising Center. (Exhibit 2.60)

Optional advising training is offered at the beginning of each year for faculty advisors. In addition, the Advising Center holds weekly staff meetings and encourages faculty advisors to attend for information exchange. A specific advising telephone hotline and email address are available for faculty with advising questions. In 2008 faculty and instructional deans assisted in developing a plan to provide opportunities for faculty and advising staff to develop partnerships in the advising process. (Exhibit 2.45) (2.C.5)

## Developmental and Remedial Learning Programs

All students entering the College for the first time are encouraged to complete placement testing. The College requires placement testing for students wishing to enroll in English or math courses without prior college courses in these areas. Clark College uses the COMPASS test, a standardized placement tool approved by the U.S. Department of Education, to place students. Students who place below college level in one or more COMPASS areas are not formally limited to the number of credits they may take, but they are advised to take a reduced load. (Exhibits 2.61; 2.62; 2.63) (2.C.6)

All courses that fall below college level are numbered below 100, and such courses are not transferable and do not normally apply toward a Clark College degree. The self-study process has revealed that this distinction is not currently clearly explained in the *College Catalog*, and it recommends that the next catalog address this oversight. (Exhibit 2.64) (2.C.6)

Courses that are numbered below 100 fall into two categories: pre-college developmental courses and remedial basic education. Students who place below developmental education cut-off scores are referred to Adult Basic Education. Students are evaluated and placed in classes following an intake process that includes the Comprehensive Adult Student Assessment System test (CASAS) and may include a writing sample, oral interview (for English as a second language students), and goal setting. WorkFirst clients without high school credentials are also mandated to take the CASAS test. (Exhibits 2.62; 2.65)

## Faculty Credentials

On average, 179 full-time and 391adjunct faculty teach 7,259 FTEs students. The College ensures that faculty meet the state requirements for a master's degree within a discipline for transfer-level programs and/or work experience in the career and technical areas. Many faculty members have earned terminal degrees (master's or doctoral degrees) in a designated field. Please refer to Standard Four and department notebooks for further information about faculty qualifications.

At least one full-time faculty member is assigned to every degree- or certificate-granting program. This ensures that each program has a full-time faculty member to act as program lead. (2.C.7)

## Career and Technical Program Success

Career and Technical programs evaluate their effectiveness, in part, based on student and employer survey responses regarding training effectiveness, employability, and student satisfaction. The survey results are provided to all members of the Clark College Executive Cabinet as well as division chairs, program coordinators, department heads, and program faculty.

In 2005, the Clark College Employer Satisfaction Survey was sent to over 1,000 employers to assess their satisfaction of the job preparation performance of Clark College students. Responses revealed that 94% of employers of Clark College graduates were "satisfied" or "very satisfied"; 93% of employers would consider a Clark College graduate for an open position; 95% of employers who hired

Clark College graduates in the past would consider hiring another. The survey will be conducted again in fall 2008. (Exhibit 2.41.5; 2.41.9)

Students in Dental Hygiene and Nursing programs complete formal board exams before entering the workforce. Table 8 shows these programs demonstrate their overall excellence with a high passage rate on these exams.

| Table 8 | | |
|---------|---|---|
| **Board Exams** | | |
| **Program** | **Licensing Exam** | **Passage Rate** |
| Dental Hygiene | National Board Dental Hygiene Exam | 100% passage rate since 1970 |
| Nursing | National Council Licensure Examination | 91%-100% passage rate |

Many other career and technical programs prepare students to complete exams for particular job responsibilities such as horticulture certifications in irrigation or pest management, fitness trainer certification, or computer software certifications for Microsoft and other applications. (Exhibit 2.2)

The average job placement rate for students who completed career and technical programs in both 2004–2005 and 2006–2007 was 82.7%. In 2003–2004, that rate was 81.4%. Individual program statistics are available in the department notebooks and Annual Program Data. (2.C.8) (Exhibits 2.2; 2.41.2)

## Off-Campus and Other Special Programs—Credit and Non-credit

Off-campus and other special programs have undergone significant development and reorganization in the last five years, in areas offering academic credit as well as in non-credit programs. These reorganizations, driven by the strategic planning process, have been central to the instructional goals of the College (2.G.1).

Opportunities for students to earn academic credit have been expanded and improved with the transition of distance education offerings to the eLearning program, which has experienced rapid growth. Additional courses and programs offered in locations other than the main campus include Adult Basic Education, GED preparation, and

English as a Second Language, offered at a variety of locations including Town Plaza Center; nursing, the biology majors sequence and general education courses at WSU Vancouver; para-medicine offered at the Northwest Regional Training Center; construction technology at the Clark County Skills Center; and an information technology certificate offered at Larch Corrections Center. (Exhibits 2.2; 2.3; 2.31)

Non-credit programs have been reorganized under the umbrella of Corporate and Continuing Education, which oversees programs ranging from Mature Learning to Corporate Education. (Exhibit 2.66)

## General Oversight and Administration of For-credit Programs

Off-campus and special programs providing academic credit fall under the oversight of Instruction and comply with the same instructional policies and procedures as courses offered on the main campus (2.G.2, 2.G.4). Faculty who teach eLearning courses are members of discipline-specific departments, teach many of the same courses as their on-campus colleagues, and are evaluated using the same general criteria (Exhibit 2.67) (2.G.1, 2.G.3).

Clark College does not offer an external degree, degree-completion program, or special degree. (2.G.10) The College does not grant credit by outcomes alone or other nontraditional means. (2.G.11) College credit is not granted for continuing education courses. (2.G.7, 2.G.8)

## eLearning

Since the early 1990s, Clark College has offered distance learning through a variety of modes. In the fall of 2001, Clark College announced a moratorium on the development of distance education classes in order to evaluate and plan systematically.

Development of a comprehensive distance learning program was identified as one of the five Strategic Priorities in the 2004–2009 Clark College Strategic Plan and approved by the Board of Trustees. The eLearning program was established in 2005 with the hiring of a new Distance Education Director. A full prospectus for substantive change was submitted to the Commission on Colleges, and the College's request to offer associate degrees and certificate programs through eLearning was approved by the Commission in January 2008. Since its inception in the 2005–2006 academic year, the eLearning program has experienced a 478% increase in FTEs as demonstrated in Table 9.  (Exhibit 2.8; 2.68; 2.69)

| | Fall 2005 | Winter 2006 | Spring 2006 | Fall 2006 | Winter 2007 | Spring 2007 | Fall 2007 | Winter 2008 | Spring 2008 |
|---|---|---|---|---|---|---|---|---|---|
| **Table 9** | | | | | | | | | |
| **eLearning at Clark College** | | | | | | | | | |
| All Credit Enrollments | 29,721 | 28,597 | 27,576 | 30,138 | 28,551 | 27,444 | 31,077 | 29,976 | 29,092 |
| eLearning Enrollments (duplicated) | 369 | 1,039 | 1,160 | 1,230 | 1,380 | 1,240 | 1,606 | 1,880 | 1,937 |
| Percentage of College Enrollments | 1% | 4% | 4% | 4% | 5% | 5% | 5% | 6% | 7% |
| College Headcount (credit students) | 10,671 | 10,305 | 9,954 | 10,786 | 10,234 | 9,798 | 11,079 | 10,696 | 10,388 |
| Student Headcount (unduplicated) | 307 | 845 | 858 | 947 | 1,048 | 951 | 1,186 | 1,423 | 1,440 |
| Percentage of College Headcount | 3% | 8% | 9% | 9% | 10% | 10% | 11% | 13% | 14% |
| College FTES | 7,203 | 7,021 | 6,568 | 7,405 | 6,921 | 6,502 | 7,626 | 7,277 | 6,937 |
| eLearning FTES | 85 | 256 | 278 | 296 | 334 | 307 | 389 | 468 | 491 |
| Percent of College FTES | 1% | 4% | 4% | 4% | 5% | 5% | 5% | 6% | 7% |
| Fees | $11,819 | $32,273 | $35,023 | $38,502 | $39,409 | $36,439 | $46,999 | $54,258 | $56,469 |
| HC - multiple eLearn classes | 47 | 148 | 207 | 202 | 252 | 224 | 296 | 337 | 375 |
| Percentage of College Headcount | 0% | 1% | 2% | 2% | 2% | 2% | 3% | 3% | 4% |
| HC - 2 eLearn classes | 33 | 113 | 145 | 147 | 193 | 179 | 212 | 250 | 281 |
| HC - 3 + eLearn classes | 14 | 35 | 62 | 55 | 59 | 45 | 84 | 87 | 94 |
| Exclusive eLearning Students (HC) | 11 | 154 | 199 | 214 | 232 | 227 | 297 | 325 | 332 |
| Percentage of College Headcount | 0% | 1% | 2% | 2% | 2% | 2% | 3% | 3% | 3% |
| FTES - for exclusive | 4 | 59 | 76 | 91 | 95 | 91 | 127 | 130 | 137 |
| HC - 50 to 99% eLearn | 53 | 195 | 210 | 221 | 240 | 220 | 244 | 355 | 374 |
| HC - <50% eLearn | 148 | 495 | 448 | 511 | 575 | 503 | 644 | 742 | 733 |
| All New students (headcount) | 2,521 | 1,209 | 937 | 2,530 | 1,131 | 942 | 2,724 | 1,198 | 993 |
| First quarter students in eLearn. (HC) | - | 55 | 42 | 210 | 68 | 49 | 197 | 90 | 78 |
| Percentage of new students in eLearn | 0% | 5% | 4% | 8% | 6% | 5% | 7% | 8% | 8% |
| % New students cr are eLearn | 0% | 48% | 55% | 32% | 46% | 51% | 43% | 53% | 63% |
| HC - New exclusive | - | 14 | 19 | 42 | 24 | 20 | 44 | 32 | 37 |

Faculty who are interested in offering courses in a distance learning format (online, hybrid, or tele-web) or who are simply interested in taking advantage of online course management and enhancement tools to improve their traditional face-to-face courses can now access technical training opportunities and support through the eLearning program. The program oversees the technical support needs of distance learning instructors and coordinates library access and student services, including admissions and registration, financial aid, testing, advising, and disability support services for students enrolled in distance learning courses. (Policy 2.6) (Exhibit 2.69)

The College supports the eLearning program by providing state dollars to pay for staff and other budget considerations. The eLearning program gained a separate budget beginning in fiscal year 2004–2005. A permanent budget was established during the 2005–2006 year to ensure the continued growth and viability of the eLearning program, and this budget was implemented during the 2006–2007 year. The eLearning budget also includes all DL fees associated with online, tele-course, tele-web and hybrid courses. The eLearning fee account is part of

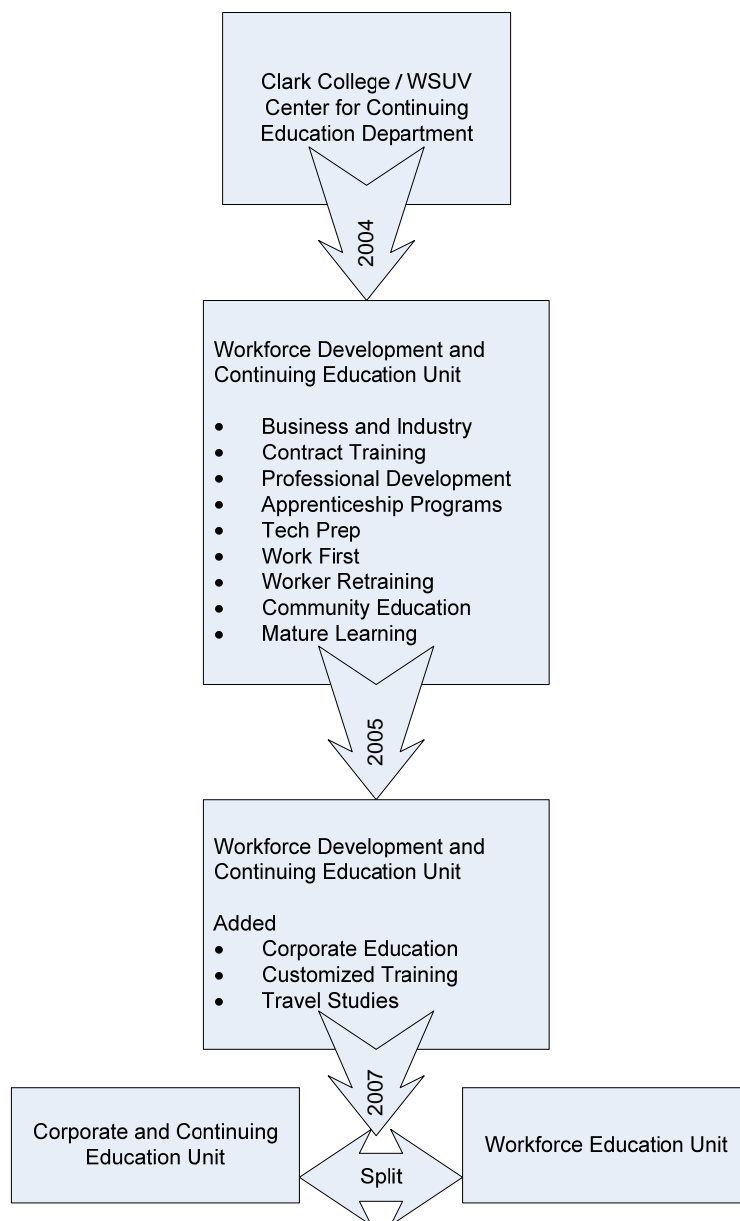the overall eLearning budget, and these fees help offset operational costs. (Appendix 2.8; Exhibit 2.69)

## Study Abroad

Clark College does not offer a formal Study Abroad program. However, opportunities do exist for students to participate in learning opportunities abroad. Non-credit Travel Studies courses have been offered through Continuing Education; international travel is sponsored by ASCC clubs and programs in conjunction with club activities; quarter-long programs are available through the Washington Community College Consortium for Study Abroad; and the College provides travel abroad tied to the foreign languages. (Exhibit 2.70) (Policy 2.4)

## Non-credit Programs and Courses

In 2004, as an outcome of research and benchmarking, the Center for Continuing Education Department at Clark College at WSU Vancouver was discontinued. A reorganization process ensued and a Workforce Development and Continuing Education unit was established, with an Executive Dean reporting to the College President. The new unit incorporated the previous programs of Business and Industry Contract Training and Professional Development; Apprenticeship Programs; Tech Prep; WorkFirst; Worker Retraining; Community Education and Mature Learning. In 2005 Corporate Education, Customized Training and Travel Studies were included in the unit. In July 2007, oversight of the Workforce Education division was transferred to Instruction, and the Corporate and Continuing Education divisions were reorganized under an Executive Director reporting to the President; the Executive Dean position was eliminated. These reorganizations are illustrated on the next page.(Exhibit 2.66)

Clark College / WSUV
Center for Continuing
Education Department

2004

Workforce Development and
Continuing Education Unit

- Business and Industry
- Contract Training
- Professional Development
- Apprenticeship Programs
- Tech Prep
- Work First
- Worker Retraining
- Community Education
- Mature Learning

2005

Workforce Development and
Continuing Education Unit

Added
- Corporate Education
- Customized Training
- Travel Studies

2007

Corporate and Continuing
Education Unit

Split

Workforce Education Unit

Non-credit corporate and continuing education and other special programs are administered under appropriate institutional policies and regulations, and are periodically evaluated under established institutional procedures. Full-time faculty representing appropriate disciplines and fields of work are consulted and involved in planning and evaluation of approximately 30% of Continuing Education's programs and special learning activities. (Exhibits 2.66; 2.71) (2.H.1)

The institution maintains a variety of records for audit purposes, including registration and financial records, instructor contracts, class schedules, and advisory committee information. Continuing Education Units (CEUs) are available for select programs and classes. The department also works with outside organizations and associations to
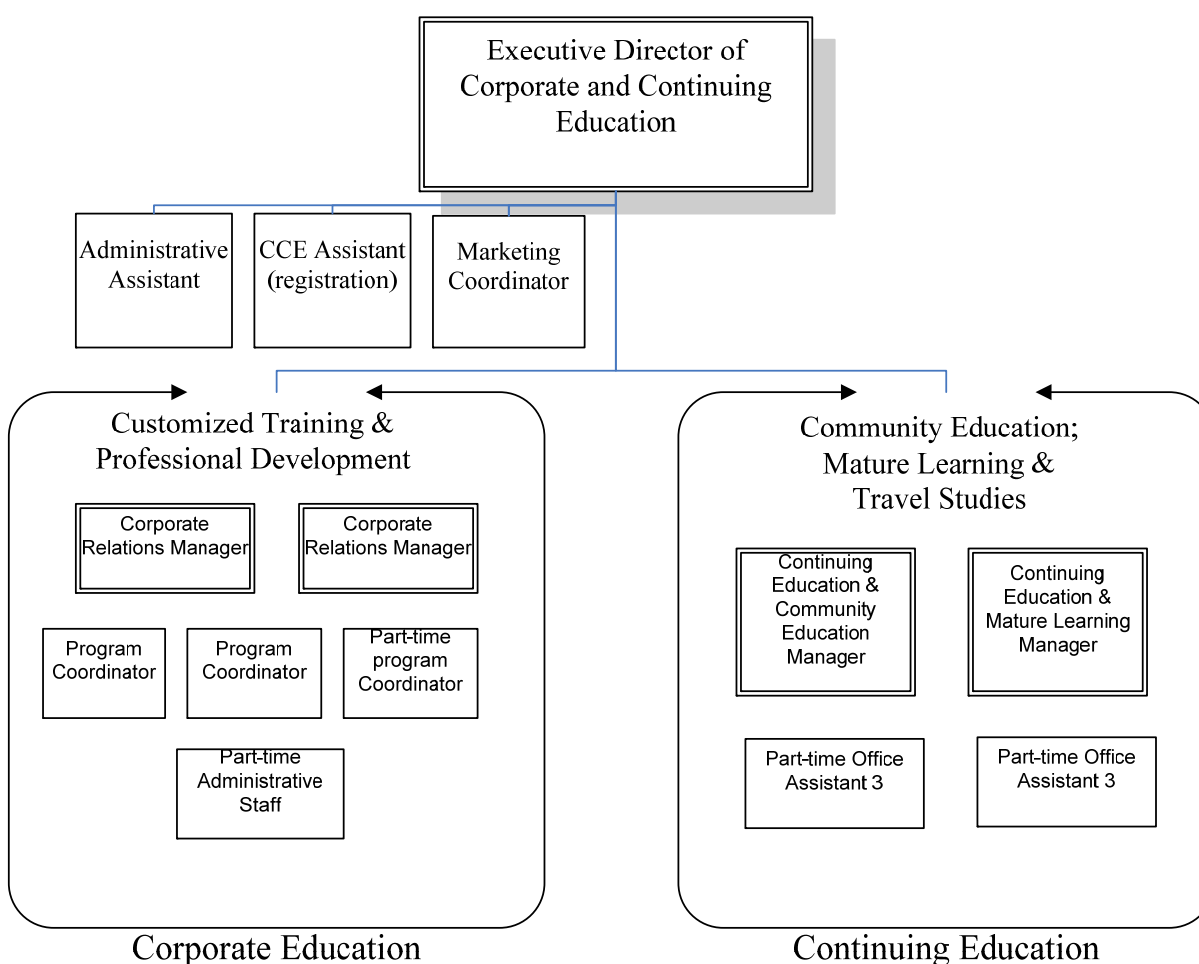
sponsor CEUs for non-credit workshops, training events, and conferences. One CEU is equivalent to 10 contact hours of instruction. (Exhibit 2.66) (2.H.2) (2.H.3)

## Corporate and Continuing Education

Corporate and Continuing Education at Clark College contains two different areas under the supervision of an Executive Director; they are Corporate Education and Continuing Education.

Five programs are contained within these two areas: Customized Training, Professional Development, Community Education, Mature Learning, and Travel Studies.

Except for Mature Learning, each program operates entirely as a self-supported unit, including administrative and instructor salaries and direct program costs.

```
                  ┌─────────────────────────────┐
                  │   Executive Director of     │
                  │  Corporate and Continuing   │
                  │         Education           │
                  └─────────────────────────────┘
```

| Administrative Assistant | CCE Assistant (registration) | Marketing Coordinator |

**Customized Training & Professional Development**

| Corporate Relations Manager | Corporate Relations Manager |

| Program Coordinator | Program Coordinator | Part-time program Coordinator |

| Part-time Administrative Staff |

Corporate Education

**Community Education; Mature Learning & Travel Studies**

| Continuing Education & Community Education Manager | Continuing Education & Mature Learning Manager |

| Part-time Office Assistant 3 | Part-time Office Assistant 3 |

Continuing Education

Each program has an Advisory Committee composed of interested community members who meet monthly or quarterly at the College. Managers and coordinators evaluate every class to assess student learning and use these evaluations to assess current and future offerings and program emphasis. Information on each of these areas is available in the Workforce Development and Continuing Education unit notebook. (Exhibit 2.66)

Additionally, Corporate and Continuing Education provides assessment, advising, counseling services, job skills training, technical training, and certification programs for dislocated workers. A schedule of personal enrichment programs for all ages includes onsite and campus travel study programs, senior citizen education, and cultural enrichment courses and programs. Each of Clark College's Mission Imperatives is central to the educational, professional, and cultural offerings of Corporate and Continuing Education and mirrors the overriding Mission of Clark College. (Exhibit 2.72)

Corporate Education contains Customized Training and Professional Development programs. Staffing includes two corporate relations managers, 2.5 program coordinators and a part-time administrative staff. Corporate Education provides a wide range of customized training solutions and professional development workshops and seminars to businesses throughout Southwest Washington and Portland, Oregon. Services include needs assessment, program and event coordination as well as the development and delivery of onsite training programs on topics ranging from business skills and industry-specific technical training to executive leadership development. In addition to offering customized programs, Clark College Corporate Education is also a licensed partner for several top-tier curriculum

providers including Development Dimensions International (DDI), the American Management Association, and Achieve Global.

Professional Development offers business-focused classes, workshops, and seminars to enhance students' knowledge, productivity, job satisfaction, and career success. Offerings include Prometric Testing, ed2go on-line courses, business and management skills, real estate and mortgage lending, continuing education for healthcare professionals, and the Chemical Dependency Training Consortium of Southwest Washington.

Continuing Education includes Community Education, Mature Learning, and Travel Studies programs. This area contains two managers and two part-time office assistants. The Community Education program offers a wide array of courses, including computers, creative arts, food and spirit studies, fitness activities from dance to youth camps, personal finance, and world culture. An emphasis on high-quality instruction in world languages has resulted in high enrollments in this area. Demand for personal technology such as digital photography and home software utilize College computer labs in innovative ways.

Mature Learning, the senior citizen educational and cultural enrichment program initiated at Clark College in 1977, continues its focus on afternoon, academically based courses such as Contemporary World Problems and History and Science, often taught by Clark College faculty or retired professionals. A wide array of arts and fitness courses, cultural events and day trips to local places of interest attract high interest. Volunteers are a strong component of its structure, assisting in student registration and lending office assistance and media support. The Mature Learning Program receives a state-funded FTE

reimbursement allocation and also operates as a partially self-supported program.

Travel Studies has traditionally offered from three to five culturally or educationally focused international or U.S. trips each year, escorted by Clark College faculty or local experts in their fields. Examples include trips to the Oregon Shakespeare Festival; Washington, D.C., with local retired elected officials; Cooking School in Tuscany; and New York City Broadway Theatre Tour. Three yearly Elderhostel programs focus on local Fort Vancouver history and on the ecology of the Long Beach Peninsula. English as a Second Language Short Stay cultural immersion programs for Japanese students have included host family and College study curricula.

## Strengths

- Strong commitment and desire across various operational units of the College to use data to improve student learning.

- Faculty alignment of their assessments to College-wide outcomes.

- Development of a College-wide outcomes model through a collaborative decision-making process, evidenced by widespread participation of full-time faculty in classroom assessment projects.

- Establishment of the Teaching and Learning Center to provide a wide range of workshops and resources for adjunct and full-time faculty.

- Accelerated growth of the eLearning Program in the past two years, offering online and hybrid courses in a variety of disciplines.

## Challenges

- Managing and utilizing the copious amounts of information and data available to Instruction.

- Faculty engagement in College-wide improvement efforts has been uneven.

- Lack of clarification of the Program Review and Enhancement process and its relationship to Outcomes Assessment.

- Lack of opportunities to engage adjunct faculty more fully in instructional assessment at all levels and in all venues.

- Need to address faculty involvement in the advising process.

## Recommendations

- Continue improvement efforts in all levels of Outcomes Assessment to include training, support, and accountability.

- Analyze the Program Review and Enhancement process and provide policies and procedures for its improvement.

- Increase engagement of part-time and full-time faculty in Outcomes Assessment.

- Fully integrate student assessment into all levels of decision making at the College.

- Formalize the operating procedures for the Instructional Planning Team (IPT).

- Improve the allocation of human, physical, and financial resources throughout the College.

- Create a communication feedback loop to provide an interface between the information and data located in the Office of Planning and Advancement with the instructional areas.

- Establish a campus culture in which College-wide improvement efforts address the needs openly and collaboratively and are resolved through administrative processes.

## Actions Taken

- Revised and implemented Program Review and Enhancement and Outcomes Assessment metrics in fall 2006.

- Completed the Instructional Plan in 2008.

- Developed a comprehensive Advising Plan in spring 2008.

- Increased training and assessment opportunities for part-time faculty through the Teaching Learning Center (2006–2008).

- Established Unit Faculty Assessment Liaisons to assist with Outcomes Assessment efforts.

## Supporting Documentation for Standard Two

### Appendices

Appendix 2.1    Teaching and Learning Center Report

Appendix 2.2    Tutoring/Writing Center Report

Appendix 2.3    Clark College Units and Departments with Degrees and Certificates Offered

Appendix 2.4    College-wide Abilities

Appendix 2.5    College-wide Student Learning Outcomes

Appendix 2.6    Abilities and College-wide Outcomes Crosswalk

Appendix 2.7    Outcomes Assessment 2007-2008 Report

Appendix 2.8    eLearning Report

### Supporting Documentation in Team Room

Exhibit 2.1     Teaching and Learning Center Notebook

Exhibit 2.2     Instructional Department Notebooks

- ABE/GED
- Addiction Counselor Education
- Agriculture/Horticulture
- Anthropology
- Art (2)
- Automotive Technology
- Biological Sciences
- Business Administration
- Business Technology
- Chemistry
- Communication Studies
- Computer Aided Design & Drafting
- Computer Science
- Culinary Arts
- Dental Hygiene
- Developmental Education
- Diesel Technology
- Early Childhood Education
- Education
- Electrical Engineering, Computer Science and Engineering
- Electronics Technology
- Engineering & Science Institute
- English

- English as Non Native Language
- English as Second Language
- Fitness Trainer
- Foreign Languages
- Geography
- Geology
- Graphic Communications
- Health Occupations
- History
- Human Development
- Larch Corrections Center
- Journalism
- Machining Technology
- Mathematics
- Medical Office Assistant
- Medical Radiography
- Music
- Nursing
- Paralegal
- Pharmacy Technician
- Philosophy
- Physical Education and Health Education
- Physical Science
- Political Science
- Psychology
- Services for Children & Families
- Sociology
- Theatre
- Welding Technology
- Women's Studies

Not Available:
Computer Technology
Data Networks and Telecommunications
Economics

Exhibit 2.3      Instructional Unit Reports Notebook

Exhibit 2.4      Facilities Master Plan

Exhibit 2.5      Foundation Funds Allocation Report

Exhibit 2.6      Budget Summary - Other Instructional Accounts

Exhibit 2.7      Tutoring and Writing Center Notebook

Exhibit 2.8      2004 – 2009 Strategic Plan

Exhibit 2.9       Instructional Plan

Exhibit 2.10      Curriculum Development Handbook

Exhibit 2.11      Course Action Request (CAR) for Medical Radiography Program

Exhibit 2.12      ICRC Handbook

Exhibit 2.13      CTC Inter-College Reciprocity Policy – Transfer Distribution Courses and
                  Areas

Exhibit 2.14      Transfer Policy in Washington State – Report of the Joint Access Oversight
                  Group

Exhibit 2.15      SBCTC Policy Manual, Chapter 4

Exhibit 2.16      2007 – 2008 Clark College Catalog, Section B

Exhibit 2.17      New Program Development Worksheet

Exhibit 2.18      Standards for an Accredited Educational Program in Radiologic Sciences

Exhibit 2.19      Memorandum: Common Course Numbering

Exhibit 2.20      2007 – 2008 Clark College Catalog, pages B6 and B7

Exhibit 2.21      2007 – 2008 Clark College Catalog, pages B21, section C and D

Exhibit 2.22      SBCTC Policy Manual, Section 4.10.00 and Appendix B

Exhibit 2.23      2007 – 2008 Clark College Catalog, Section E

Exhibit 2.24      Professional-Technical Program Inventory

Exhibit 2.25      SBCTC Policy Manual, Section 5.90.00

Exhibit 2.26      Clark College Association for Higher Education Agreements (CCAHE)

                  2.26.1      CCAHE Agreement 2004
                  2.26.2      CCAHE Agreement 2006

Exhibit 2.27      Administrative Procedures Manual, Section 845.000

Exhibit 2.28      Administrative Procedures Manual, Section 865.000

Exhibit 2.29      Instructional Planning Team (IPT) Meeting Minutes

Exhibit 2.30      Information Literacy Competency Standards for Higher Education

Exhibit 2.31      Northwest Commission on College and Universities Annual Report

Exhibit 2.32      Washington State Board for Community and Technical Colleges Professional-
                  Technical Program Approval Process

Exhibit 2.33      Outcomes Assessment Notebook

Exhibit 2.34      Key Performance Indicators for the 2004 – 2009 Strategic Plan

Exhibit 2.35      Extended Program Evaluation

Exhibit 2.36     Policy for Program Review and Enhancement

Exhibit 2.37     Program Review and Enhancement Posting Board

Exhibit 2.38     Program Screening Data for Instructional Planning Team Grid

Exhibit 2.39     2007 – 2008 Clark College Catalog, pages F2 and F3

Exhibit 2.40     Program Web Pages

Exhibit 2.41     Office of Planning and Advancement Resources

      2.41.1  Student Information
      2.41.2  Annual Program Data
      2.41.3  Grade Distribution Reports
      2.41.4  High School Graduates Follow-up
      2.41.5  Career-Technical Student Follow-up
      2.41.6  Noel-Levitz Student Satisfaction Inventory
      2.41.7  Survey if High School Seniors in Running Start
      2.41.8  Transfer Intent Student Follow-up
      2.41.9  Employer Satisfaction Survey

Exhibit 2.42     External Program Accreditation and Certification Letters
- Nursing Program
- Dental Hygiene Program
- Automotive Technology Program
- Pharmacy Technician Program
- Medical Assisting Program

Exhibit 2.43     Enrollment Management Plan

Exhibit 2.44     Retention Plan

Exhibit 2.45     Advising Plan

Exhibit 2.46     2007 – 2008 Clark College Catalog, pages B22-27

Exhibit 2.47     Program Sheets

Exhibit 2.48     2007 – 2008 Associate in Arts Degree Worksheet – Unofficial Evaluation

Exhibit 2.49     2007 – 2008 Clark College Catalog, pages D2

Exhibit 2.50     2007 – 2008 Clark College Catalog, pages A2

Exhibit 2.51     National Association of Credential Evaluation Services (NACES) Information

Exhibit 2.52     2007 – 2008 Clark College Catalog, pages B17

Exhibit 2.53     2007 – 2008 Clark College Catalog, pages B4 and D2

Exhibit 2.54     2007 – 2008 Clark College Catalog, Section D

Exhibit 2.55     Degree Works

Exhibit 2.56    Clark College and Washington State University Vancouver Partners in Education

Exhibit 2.57    Articulation Agreements

- Marylhurst University
  - Department of Art
  - Department of Science
  - Department of Music
  - Department of Communication Studies
- The Evergreen State College – Early Childhood Education

Exhibit 2.58    Co-Admission Agreements
- Washington State University Vancouver
- Portland State University
- Marylhurst University
- Concordia University

Exhibit 2.59    2007 – 2008 Clark College Catalog, pages B42-44

Exhibit 2.60    Advising Center Notebook

Exhibit 2.61    COMPASS Placement Test and Placement Data

Exhibit 2.62    2007 – 2008 Clark College Catalog, pages A6

Exhibit 2.63    Students New to Clark College Summer or Fall [Placement Data]

Exhibit 2.64    2007 – 2008 Clark College Catalog, page B4 and Section C

Exhibit 2.65    About CASAS

Exhibit 2.66    Workforce Development and Continuing Education Unit Notebook

Exhibit 2.67    Instruction Organizational Chart

Exhibit 2.68    Prospectus for Substantive Change for eLearning and NWCCU Approval Letter

Exhibit 2.69    eLearning Department Notebook

Exhibit 2.70    Learning Abroad Opportunities

Exhibit 2.71    Revised Code of Washington – RCW 28B.50.020

Exhibit 2.72    Continuing Education Class Schedule

# Standard Three

Students

CLARK COLLEGE
EST. 1933

# Standard Three
## Students

## Introduction

Clark College actively recruits and admits a diverse student population that benefits from its programs, in consistency with its Mission, Vision, and Statement of Beliefs. The services that Student Affairs provides address the identified needs of the students and enhance a supportive learning environment. The entire student pathway through the College experience is characterized by a concern for student access, retention, and success. The institution assures the quality of student services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the Mission of the institution. Student Affairs staff members assist students in achieving their educational, career, and personal goals by providing students access to an environment that recognizes and respects diversity, and by promoting opportunities for social, cultural, intellectual, and emotional growth of students in concert with their academic pursuits.
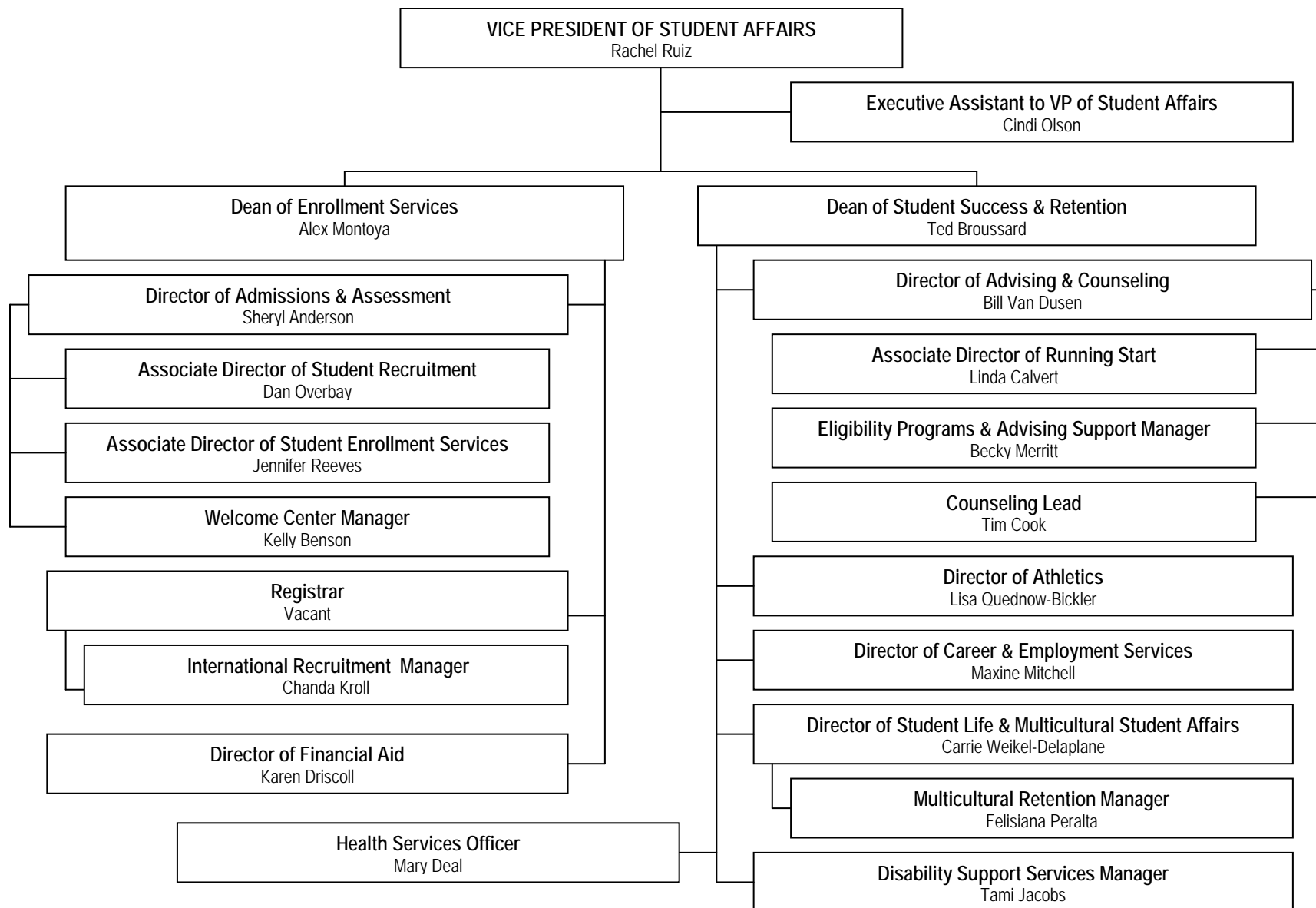
## Purpose and Organization

In the last decade, tremendous organizational change has occurred throughout Clark College, including Student Affairs. In an effort to remain consistent with national trends, Student Affairs changed its name from "Student Services" to "Student Development," and finally to "Student Affairs." (3.A.1) Along with the name changes came the complete restructuring of Student Affairs, including the full implementation of the two-dean

model. Permanent funding for the Dean of Student Success and Retention occurred in 2004–2005 and in 2005–2006 for the Dean of Enrollment Services. *(*Figure 1, Appendix 3.1 and Exhibit 3.1) (3.A.1, 3.A.4)

The physical facilities for Student Affairs have also changed over the last ten years, and recently completed renovations improved services to students. The remodel of Gaiser Hall involved the Student Affairs Leadership Team (SALT) in the planning process. The new Gaiser Hall is designed as a one-stop shop model that houses Student Affairs offices and provides convenient access to the core services of Registration and Credential Evaluations, Advising/Counseling and Financial Aid. Career and Employment Services, Eligibility Programs and Disability Support Services are situated adjacent to the core services. This design concept offers walk-up counters with multiple services that are easily accessible for students. The ultimate goal of this new approach for service delivery is to minimize the number of stops that students must make in order to receive the services they request. The newly built Penguin Union Building opened in the spring of 2005 and provides excellent space for the Student Life and Multicultural Student Affairs Offices, Associated Students of Clark College, International Programs, Assessment, and the Welcome Center.

# FIGURE 1
# STUDENT AFFAIRS ORGANIZATIONAL CHART



**VICE PRESIDENT OF STUDENT AFFAIRS**
Rachel Ruiz

**Executive Assistant to VP of Student Affairs**
Cindi Olson

**Dean of Enrollment Services**
Alex Montoya

**Dean of Student Success & Retention**
Ted Broussard

**Director of Admissions & Assessment**
Sheryl Anderson

**Director of Advising & Counseling**
Bill Van Dusen

**Associate Director of Student Recruitment**
Dan Overbay

**Associate Director of Running Start**
Linda Calvert

**Associate Director of Student Enrollment Services**
Jennifer Reeves

**Eligibility Programs & Advising Support Manager**
Becky Merritt

**Welcome Center Manager**
Kelly Benson

**Counseling Lead**
Tim Cook

**Registrar**
Vacant

**Director of Athletics**
Lisa Quednow-Bickler

**International Recruitment Manager**
Chanda Kroll

**Director of Career & Employment Services**
Maxine Mitchell

**Director of Financial Aid**
Karen Driscoll

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

**Multicultural Retention Manager**
Felisiana Peralta

**Health Services Officer**
Mary Deal

**Disability Support Services Manager**
Tami Jacobs

To align with student health care needs, Health Services moved to a larger location in the Health Sciences building. The 2007 remodeling of O'Connell Sports Center includes the addition of an elevator and represents the final piece in making all Clark College main campus buildings accessible to people with disabilities. *(Exhibit 3.2)* (3.A.4)

Student Affairs employs qualified personnel to support student programs and services wherever offered. Personnel are provided opportunities for professional development and are evaluated regularly and systematically. The individual credentials for staff provide a clear picture of the professional and educational backgrounds of each member. Student Affairs personnel have the professional training, academic preparation, and experience necessary to carry out their assignments effectively. *(Exhibits 3.3 –Professional Profiles; 3.4)* (3.A.2, 3.A.4) The leadership of Student Affairs encourages staff to participate in professional development activities to enhance job skills and to support an inclusive environment where mutual respect and equity are encouraged and valued. Strategic Initiatives in 2007–2008 include the goal for all full-time Student Affairs staff to attend at least one presentation, workshop, or conference on diversity; participate in at least one Quality Service Training course; and attend at least one presentation, workshop, or conference to enhance job skills. *(Exhibit 3.5)* (3.A.2) The Human Resources Office maintains a schedule for all Student Affairs staff evaluations; classified staff is evaluated annually in compliance with the bargaining agreement and Washington Administrative Code. Administrative/exempt staff has a comprehensive evaluation every three years. A current position description for each Student Affairs staff member resides on file

in Human Resources. *(*Appendix 3.1; Exhibits 3.3 – Job Descriptions; 3.6) (3.A.2)

The Student Affairs Leadership Team develops an annual comprehensive operational plan that reports prioritized staffing and budgetary needs aligned with the goals from the College's 2004-2009 Strategic Plan to the Vice President of Student Affairs. (Exhibit 3.7) The Clark College Foundation, Associated Students of Clark College, technology fee funds, Carl Perkins grants, and a variety of state and federal grants provide additional funding opportunities. (Exhibit 3.8) The Strategic Plan  also includes annual Student Affairs strategic initiative goals developed, in part, from student survey results. The Student Affairs Leadership Team reviews goals quarterly and reports outcomes to the President and the Board of Trustees at monthly board meetings. The team submits a mid-year and end-of-year report to the President. (3.A.3, 3.A.4, 3.B.6)

Student Affairs maintains appropriate policies and procedures aligned with its goals and the College Mission. The *Clark College Catalog* (Section A), *Clark College Connections,* student handbook and departmental websites publish policies and procedures impacting students. Policies and procedures are reviewed periodically for compliance with state and federal regulations, and adjustments are made with a focus on improving service to students. Student Affairs departments have access to Contribute software, which allows real-time updates to departmental web pages and provides current and future students with the most current information. (Appendix 3.2; Exhibit 3.9; 3.10) (3.A.3)

## General Responsibilities

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

### Student Characteristics

Clark College serves over 12,000 students quarterly, and the online and paper admission and registration processes collect demographic characteristics of students. (Exhibit 3.11) The Office of Planning and Advancement publishes this demographic data annually. The Clark College Fact Sheet identifies student characteristics such as purpose for attending, full or part-time status, day/evening status, race and ethnicity, veterans, disabilities, family status, and employment status. (Appendix 3.3) The Clark College Transfer Study describes student transfer rates and the colleges and universities where they transfer. (Exhibit 3.12) A College committee analyzes state-identified performance indicators, including an indicator focused on transfer students. (3.B.1)

Individual counseling appointments allow the student and the counselor to work together to determine academic and personal goals. The Counseling Center also provides regular workshops and offers a variety of assessments to students, including the Myers-Briggs Type Indicator, Strong Interest Assessment, Kolb Learning Styles and various other values and interest assessments. In addition, free one-hour Student Success sessions, offered throughout each quarter on a variety of topics, assist students to identify goals and increase study skills. A critical component of the counseling function is referral to resources both on and off campus. Referral information is available to students through counseling appointments, workshops, new student orientations, and human development classes as well as through College publications, including the Clark College website and various program publications. On-campus referrals are made to all Student Affairs units. (Exhibits 3.3 – Advising/Counseling Notebook; 3.13) (3.B.1)

Disability Support Services provides academic adjustments and auxiliary aids to students with documented disabilities as required by federal and state laws. The College serves a large population of students who are blind and who are deaf, due to the close proximity of the Washington State School for the Blind and the Washington School for the Deaf. The Disability Support Services Office supported 445 active students in the 2006–2007 academic year. (Exhibit 3.3 – Disability Support Services Notebook) (3.B.1)

In 2006, Clark College received a grant from College Spark Washington focusing on persistence and degree completion. The one-credit human development class, New Student Seminar, developed and piloted fall quarter 2006, orients students to the College, student services and college life. The course allows students to create a long-range academic plan based on their educational goals. Although funding for the College Spark Washington Grant ended, the College continues to offer this class. (3.B.1)

### Student Involvement

Outside the classroom, students are encouraged to participate in various co-curricular and leadership development programs designed to augment the student's academic experience by providing supplemental opportunities to develop socially, intellectually, personally, and culturally. The College has a very active student government. Students are involved in numerous campuswide decision-making

committees, providing them invaluable experience and evidencing the College's commitment to shared governance. College staff members encourage students to participate in committees in a way that balances their commitment and their academic studies. Because of the time commitment required for committee work, student involvement is not realized on every committee. Students are given an opportunity to serve on most major College committees, such as the Academic Standards Committee, College Council, Cultural Pluralism Committee, Curriculum Committee, Foundation Funds Allocation Committee, Information Technology Council and Instructional Planning Team. (Appendix 3.4) The Americans with Disabilities Act Compliance Officer moderates a Student Advisory Committee composed entirely of students with disabilities. (3.B.2) Faculty members are involved in developing policies for student programs and services in areas such as Service Learning, Cooperative Education, Finance Committee, Academic Standards, and College Council. (Exhibit 3.14) The registrar consults with the Instructional Planning Team and Instructional Council on policy changes impacting student enrollment. (3.B.2)

## Students' Rights and Responsibilities

Students' rights and responsibilities are clearly and consistently articulated in various publications, including the *Clark College Catalog* (F2–18), student handbook, College website and the Student Code of Conduct. (Exhibits 3.10; 3.15) The disciplinary process is stated clearly and implemented in a fair and consistent manner. Course syllabi encompass course-specific rights and responsibilities including attendance, lab safety/health, and available support services. Student Affairs and Instruction share oversight responsibilities

for polices and procedures. (3.B.3)

## Student Safety and Security

The Clark College Security/Safety Department (CCSS) works to ensure a safe and orderly environment where members of the College community can pursue their educational goals. The CCSS provides service and assistance to students, staff, faculty, and community members and assures compliance with College regulations. Security officers provide services on campus 24 hours a day,  365 days of the year. The principal responsibilities and objectives include ensuring public, student, and employee safety; preventing crime; providing information; and enforcing parking and traffic regulations. (Exhibit 3.16) Campus security officers realize only citizens' arrest powers. The Vancouver Police Department is prepared to deal with significant crimes committed on campus, via CCSS referrals. The CCSS Department maintains a positive working relationship with the Washington State Patrol, the Clark County Sheriff's Office, and the Vancouver Police Department for information sharing, report transferring and staff training. During special events on campus, the College employs off-duty law enforcement officers to provide additional security. (3.B.4) A record is generated each time a security situation is reported to the CCSS Department, and appropriate campus departments and law enforcement agencies receive copies of case reports. The College complies with Section 28B.10.569 of the Revised Code of Washington and the Crime Awareness and Campus Security Act of the Federal Government. (Exhibit 3.17) The Security/Information Desk provides crime statistics and security/safety information and procedures. The College website and intranet list annual crime statistics. (Exhibit 3.18) Timely crime alert warning bulletins

are distributed campuswide through email when emergency situations require immediate notification or when multiple similar incidences occur. (3.B.4)

Each quarter, the Director of Security/Safety participates in special and general student, staff, and faculty orientations to present information on personal safety, crime prevention, reporting, and campus regulations. The College President appointed the Security Assessment Task Force to assess all aspects of security procedures on campus, which resulted in the College making multiple modes of communication available in emergency situations. In fall 2007, Clark College reactivated phone paging and computer messaging features. Additions to the emergency communication system include FlashAlert, allowing reception of important information via cell phone as a text page and/or via email. The Office of Instruction requests that faculty include standard language on College-specific emergency information in all course syllabi. (3.B.4)

## College Catalog, Schedule, and Student Handbook

The College provides its constituencies various publications with precise, accurate, and current information. The *Clark College Catalog,* typically published biennially, is free to all new students. Available in hard copy at the Bookstore, the *Catalog* is also published on the College website. The *2007–2008 Clark College Catalog* remains in effect only for one year to facilitate incorporation of a statewide common course numbering system; this way, students will not have to wait for the standard, two-year rotation. (Exhibit 3.10) (3.B.5) All catalogs include admission requirements and procedures, students' rights and responsibilities, academic regulations, degree-completion requirements, credit courses and descriptions, refund policy and

other items relative to attending or withdrawing from the institution. (3.B.5)

The quarterly schedule of classes, *Clark College Connections*, contains quarterly class offerings, enrollment policies and tuition and fee schedules. *Clark College Connections* is available on campus and is mailed to a large resident population in the College service district. This information is also available on the College website. (Exhibit 3.19) (3.B.5)

In 2006–2007, the institution published a small quantity of student handbooks primarily for a College Spark Washington grant project. For 2007–2008, the institution revised the content and funded the publication of a larger quantity for all first-time students. (Appendix 3.2) (3.B.5)

## Evaluation of Student Affairs

The College evaluates Student Affairs to ensure program adequacy in meeting identified student needs, and results demonstrate their services contribute to the achievement of student success. The College uses division-specific evaluations; results of these evaluations are used as the basis for improvement. Surveys include the Community College Student Experiences Questionnaire (CCSEQ), last administered in 2003 and now replaced by the Noel-Levitz Student Satisfaction Inventory, administered spring quarters every other year; Disability Support Services Student and Faculty Satisfaction Survey administered annually; Student Athlete Satisfaction Survey, which is administered after each season; User Satisfaction Survey of Career and Employment Services' online job database system (NextJob); comment cards for immediate feedback, available in Student Affairs offices; Running Start Exit Survey, administered every other year; and the Annual Job Fair Exhibitor and Attendee

Survey. (Exhibits 3.20.1 – 3.20.9) (3.B.6)

## Academic Credit and Records

### Evaluation of Student Learning

The Washington State Board for Community and Technical Colleges (SBCTC) outlines the criteria for evaluating student performance and the awarding of credit based on policies in Chapter Four of the SBCTC *Policies & Procedures Manual*. Appropriate campus committees review and approve these criteria. The Registrar participates in campus committees that determine policy regarding the awarding and recording of credit. The *Clark College Catalog* contains clear guidelines relating to grades and student records. (3.C.1)

The evaluation of student learning leading to college credit begins with the individual class syllabus containing the grading criteria and student learning objectives for the course. Instructors keep an updated syllabus for each class, which is kept on record by each division. (Exhibits 3.21.1 – 3.21.3) The Curriculum Committee reviews and approves new courses and revisions to existing courses, including contact hours and credit values, course prerequisites, and the applicability of the course toward degrees and certificates. (3.C.1)

In response to the 1998 accreditation evaluation, the Office of Instruction implemented the Instructional Planning Team (IPT) whose purpose is to institute and oversee the instructional planning process; oversee program reviews; and make recommendations to the Vice President of Instruction regarding academic policies such as distribution, transfer, and degree requirements and regarding the approval of new programs and changes to and deletions of current programs. (3.C.1)

Academic records are accurate, secure, and comprehensive. An official Clark College transcript, a comprehensive record, includes developmental and college-level credit courses in which a student remains enrolled beyond the tenth day for fall, winter, and spring quarters and the eighth day for summer quarter. Each quarter, the College posts grades or withdrawals, credits attempted and completed, quarterly grade point average, cumulative Clark College credits, and cumulative Clark College grade point average. Student transcripts do not note the credits transferred for the awarding of degrees/certificates; however, the transfer college or university name is noted on the transcript once the degree/certificate completion is confirmed. (3.C.1)

### Criteria for Evaluation

Requirements of the Associate in Arts and Associate in Science transfer degrees are evaluated against criteria established by the Intercollege Relations Commission (ICRC), a body overseeing transfer of credit among all colleges and universities in the state of Washington. Criteria established by the College and approved by the SBCTC determine requirements for other degrees and certificate programs. The Instructional Planning Team reviews and recommends approval of new degree and certificate programs and significant changes to existing programs. (Exhibit 3.22) (3.C.2)

### Degree and Non-degree Credits

Graded credit courses, including those below college level, may apply toward certain degrees and certificates. The *Catalog* and the College website publish the requirements of each degree and certificate and the application of credit, including courses applied toward each degree and/or certificate. The transcript separates Clark College total credits and total college-level credits in the summary of credits at the end of the transcript record. (Exhibit 3.23) (3.C.3)

Clark College's Department of Corporate and Continuing Education offers select programs and classes for continuing education units (CEUs). The department also works with outside organizations and associations to sponsor CEUs for noncredit workshops, training events and conferences. Continuing education units provide a permanent record of the educational accomplishments of students completing a significant number of hours in noncredit courses, professional workshops, customized trainings, seminars, and conferences. (Exhibit 3.24) (3.C.3)

A partnership between Clark College and participating area high schools, the Tech Prep Program allows students to earn high school and college credits simultaneously through a formal articulation agreement. The Tech Prep Program follows state guidelines, and transcripts show the indicator T#P on the student transcript to indicate Tech Prep. (Exhibit 3.25) (3.C.3)

The official student transcript suppresses Adult Basic Education/English as a Second Language non-degree credit courses. Progress is indicated by the submission of S/U grades in accordance with the Washington Adult Basic Education Reporting System (WABERS) guidelines. (3.C.3)

## Transfer Credits

It is the College's established policy to accept credits only from an official transcript from regionally accredited institutions. The College uses *Accredited Institutions of Postsecondary Education*, published by the American Council on Education, as the reference guide to determine accreditation qualifications. (Exhibit 3.26) Transferable credit posted on another college's transcript is not automatically accepted. Credential evaluators determine transfer credit

applicability. Credential evaluators consult with faculty on transfer applicability, with the most significant input coming from program faculty in the professional technical areas. While most accepted transfer course work requires a grade of D or better, many College programs require a course grade of C or better. The *Clark College Catalog* states specific requirements for each degree and certificate program. The College provides DegreeWorks, a degree audit system for faculty, advisor and student use, containing information regarding applicable transfer-in credits available after a credential evaluator's review of a student's transcript(s) from other college(s). Evaluation of transcripts from another institution takes place only after a currently enrolled student has earned fifteen Clark College credits. The Academic Standards Committee reviews transfer decision appeals. (Exhibit 3.27) (3.C.4)

Recent co-admission options with Portland State University, Washington State University, Concordia College, and Marylhurst University allow students to formulate academic plans for both Associate and Bachelor's degrees at the beginning of their educational careers. Eastern Washington University (EWU) and Clark College teamed to offer bachelor's degrees in computer technology and dental hygiene through EWU on the Clark College campus. (3.C.4)

## Security of Student Records

The Registrar takes responsibility to maintain student academic records permanently, securely, and confidentially on site. Student Management System (SMS) securely stores student records electronically from fall 1976 to the present and nightly backs up the information on tape. Locally stored tapes rotate weekly to an offsite location. A locked storage room located within the Registration Office contains

paper transcripts from 1933 through 1976. The room is equipped with a sprinkler system, and access is limited to staff in Admissions, Registration, and Credential Evaluations. A separate storage room in the lower level of Scarpelli Hall houses microfiche of transcripts from 1933 through 1983. Registration staff is currently scanning the paper transcripts from 1933 to 1976 into ImageNow, an electronic scanning system, as a more reliable back-up source. (3.C.5)

In compliance with the Family Educational Rights and Privacy Act (FERPA), the dissemination of student information is tightly guarded. Information regarding student records is released only to students or authorized representatives upon presentation of appropriate and satisfactory credentials/identification. All staff, faculty, and administrators with access to student information sign a FERPA Confidentiality Statement before obtaining electronic access to student records. The College FERPA policy appears in each quarterly student schedule, online, and in the *Clark College Catalog*. (Exhibit 3.28) Access to student records is limited to those employees who require this information to complete assigned duties. No student data, other than student directory information, is released to a third party unless specified in the FERPA policy as printed in the *Clark College Catalog*. (F16-18) Students may request that directory information not be released. In these instances, "DO NOT RELEASE" appears in the student's address field in SMS. (Exhibit 3.10; 3.29) (3.C.5)

The State Board for Community and Technical Colleges' retention schedule determines the maintenance of records. A secured-document-shredding company, CINTAS, destroys records no longer needed. (Exhibits 3.30.1 – 3.30.3) (3.C.5) Students can access records using a randomly assigned student identification number (SID) and global personal

identification number (PIN). Student Affairs staff encourage students to change global PINs to reduce the possibility of others illegally accessing records. Registration Office personnel require students to present picture ID before discussing student records in person. (3.C.5)

## Student Services

### Admissions Policy

Clark College has published and fully implemented admissions policies that support open access. The *Clark College Catalog* (A2-3), *Clark College Connections*, and the Clark College website list admissions requirements for general admission, limited and/or competitive-entry programs, and exceptions to the general admission policy. (Appendix 3.5 and Exhibit 3.31) The College website publishes the selection point system and selection criteria for the Nursing program. Selection criteria for all other limited-entry health occupation programs are published on the Clark College website and within the 2007–2008 *Clark College Catalog*. Clark College fully implemented its web admissions application process in April 2006. (Exhibit 3.32) (3.D.1) Information for international student admission is located on the Clark College website and in the International Programs brochure. (Exhibit 3.33) The College does not require a score on the Test of English as a Foreign Language for admissions, but all incoming international students must take the English as a Second Language (ESL) COMPASS test. Test scores determine placement into appropriate English as a non-native language or English classes. (3.D.1)

### Student Needs and Characteristics

Students with diverse, unique, and specific needs may be served from a variety of perspectives and programs. Students who self-identify as having a disability are

referred to the Disability Support Services Office for assistance with academic adjustments and auxiliary aids. The Disability Support Services Office presents disability awareness activities that have included panels of students who are deaf and students who are blind. (3.D.2)

Clark College also makes important contributions to the programs, practices, and services that support and enhance student understanding and appreciation of diversity. To this end, each year the Office of Student Affairs coordinates various activities that honor diversity. These include International Education Week, Martin Luther King Tribute, Asian New Year, Cinco de Mayo, Hispanic Heritage Month and Native American Heritage Month. (3.D.2) Financial Aid staff members provide information sessions to a diverse group of interested students, such as displaced homemakers, single parent organizations, and Fort Vancouver High School Parent/Student Night attendees where all information is presented in Spanish. Internal printed financial aid information is available in Spanish and, if requested, presentations are also provided in Russian. (Exhibit 3.34) (3.D.2)

In 2006–2007, as a component of the institutional Enrollment Management Plan, Student Affairs created an Operational Recruitment Plan with strategies intended to realize institutional enrollment goals. This plan relies on statistical evidence to identify for recruitment various target populations including high school students, adult learners, students of color and international students. (3.D.2) International student enrollment has increased substantially over the past several years, marking a ten-year high of 77 students enrolled in spring quarter 2006. The International Programs Office hosted several events, including the first International Education Week celebration in conjunction with the ever-

growing International Club, one of the largest clubs on campus with over 200 members. Club activities have included The Books for Africa fundraiser, potlucks, overnight camping trips, and weekly conversation circles. (3.D.2)

## Student Assessment

The intent of the assessment process is to assist with appropriate course placement for students. Placement testing is available for students wishing to enroll in English and/or mathematics courses and is recommended for all new students. Clark College uses the COMPASS test to place students. The *Clark College Catalog* (A6-7) and website describe placement-testing policies. Prior to spring 2004, policy prohibited the retaking of the placement exam until twelve months had passed. At that time a new policy was implemented allowing students the right to retest individual modules once every three months. (Exhibit 3.35) (3.D.3) In 2005, Clark College converted from administering the ASSET test to COMPASS, a product of ACT, as the primary means of placement testing into English, mathematics and reading courses. Technology trends in placement testing and the desire to improve service to students motivated this change. COMPASS testing is offered on a walk-in basis and is not timed, in contrast with ASSET testing, making it more schedule-friendly and less stressful for students. Widely used throughout Washington State, COMPASS enables students to use test scores from other colleges when transferring to Clark College. As of spring 2006, the ESL COMPASS is available to all students who wish to enroll in English as a Non-native Language courses. ESL COMPASS follows the same procedures as the standard COMPASS test. (Exhibit 3.36) (3.D.3)

Student Affairs staff and faculty members from the English, Mathematics, and Reading Departments collaborate in developing

placement-testing policies and procedures. Periodic evaluations, based on student success in the courses into which students placed, determine placement test score ranges. (Exhibit 3.37) (3.D.3)

Students without high school or General Educational Development (GED) diplomas can follow the "ability to benefit" policies and procedures to determine financial aid eligibility. (Exhibit 3.38) (3.D.3) Foreign language professors use placement testing services for students with a background in Spanish, French, or German. Faculty members evaluate placement test range scores using a pre-test and post-test format for students enrolled in foreign language courses. (Exhibit 3.39) (3.D.3)

## Continuation and Termination

The *Clark College Catalog* and website outline academic probation, suspension, petition process for immediate reinstatement, returning from suspension, and academic standards for professional/technical programs (A18). The Academic Standards Committee reviews all petitions for immediate reinstatement following academic suspension. (Exhibits 3.40.1 – 3.40.5) (3.D.4)

The Financial Aid Office complies with federal and state regulations regarding the satisfactory progress of each student who receives financial aid, and disbursement of funds follows a quarterly review of academic records by staff. The *Clark College Catalog* and website outline the Satisfactory Academic Progress policy (A13-14). The Financial Aid Appeal Committee reviews all petitions for suspension and for regaining eligibility. (Exhibit 3.41) (3.D.4)

## Graduation Requirements

The *Clark College Catalog* (Section B) clearly states program, degree, and certificate requirements, as well as Student Right-to-Know Act disclosures. Credential evaluators follow these program, degree, and certificate requirements for verifying completion. (Appendices 3.6; 3.7 and Exhibit 3.42) (3.D.5)

To ensure immediate and consistent application of program requirements, DegreeWorks software allows access to students as well as faculty and advisors. When the system is re-hosted, a new degree audit system supported at the state level and integrated with the Student Management System will replace it. The Credentials department will continue to issue official verification of program completion requirements. (3.D.5)

## Financial Aid

The primary purpose of the Financial Aid Office is to promote continued enrollment by providing financial assistance to all eligible students who could not pursue their educational goals without such aid. (Exhibit 3.43) Clark College exited the Quality Assurance program and the Perkins Loan program in February 2004, because of program constraints and limited application. The Financial Aid Office and Accounting Services contracted with the National Association of Student Financial Aid Administrators in 2004 to conduct a "Standards of Excellence" review to assure compliance with federal regulations. The Financial Aid Office addressed and implemented all recommendations. (3.D.6)

The Financial Aid Office processes all money received by students from outside scholarships, Title IV funds, state funds, and institutional funds while coordinating with Veteran's Affairs and Sponsored Programs offices to ensure students receive all possible gift aid without being over-awarded. The College hired an information technology specialist to address the specific

financial aid computer software and hardware needs to ensure federal and state compliance. (3.D.6)

The Financial Aid Office has responded to the electronic nature of most processes as recommended in the 1998 self-study. In 2002–2003, 79% of all applicants applied electronically for financial aid on the federal website; in 2006–2007, over 90% of all applicants applied online. All Clark College, federal, and state reporting requirements occur electronically and in web-based environments. (Exhibits 3.3 – Financial Aid Notebook; 3.44) (3.D.6)

Printed and electronic information about financial aid is readily available from a number of sources, including *The Guide to Federal Student Aid* prepared by the U.S. Department of Education; consumer information developed by the Financial Aid Office; on-campus computer information kiosks; and College website, catalog, and quarterly schedules. The Financial Aid Office makes Internet-accessible computers available to students and parents for scholarship research as well as direct submissions of financial aid data to the federal processor. (Exhibits 3.10; 3.45; 3.46; 3.47) (3.D.7)

The Outreach and Scholarships program coordinator works closely with the Admissions/Recruitment team and various high school and agency representatives in the Clark College service district, providing information to parents and students about financial literacy and state and federal student aid programs. Additional scholarship information is posted publicly in the Financial Aid Office and online. (Exhibit 3.48) (3.D.7)

Clark College participates in the subsidized and unsubsidized Federal Family Education Loan (FFEL) programs (including Stafford Loans). The Financial Aid Office regularly monitors its student loan programs and the institutional loan default rate. (Exhibit 3.49) At the end of each quarter, the office monitors enrollment of all loan recipients. (3.D.8)

Students who leave the institution, graduate, or transfer must complete an exit interview as required by federal law. The interview is available online, and data is sent automatically to the guarantee agency. If no exit interview is completed, the Financial Aid Office mails the required consumer information. (Exhibit 3.50) The National Student Loan Data System and guarantee agencies identify students who have defaulted on loans and alert the College. The FFEL program default rate for 2005 was 8.3%, comparable to the national average. (Exhibit 3.51) (3.D.8)

## Student Orientations

The Student Affairs program contributes to student access and student success by providing quality services and information to prospective students, enrolled students, instructors, and others within the College community. Orientations serve as a welcome to Clark College and provide vital information regarding services available, including course enrollment processes. Clark College provides an array of orientations for new students and special populations: Step Ahead, a general orientation including resource fair, advising, and registration for first-time new students who apply early for fall quarter; New Student Welcome Day, a general orientation for new students and their parents; New Student Seminar (HDEV 102), a one-credit orientation course; academic advising online orientation; athletics orientation, a program geared for student athletes before classes begin in fall quarter; health occupations specialty orientations, a program-specific orientation and information for Dental Hygiene, Nursing, Medical Radiography, Phlebotomy, and Pharmacy Technician

programs; Running Start program-specific orientation for high school sophomores, juniors, and seniors who wish to dual-enroll at Clark College; co-op orientation, providing general information about finding a co-op/internship and requirements for credits; Running Start Bookstore open house, where students and their parents learn about buying textbooks and other bookstore services; and International Programs Orientation for international students studying on a student visa, offered prior to the start of classes each quarter. (Exhibit 3.52) (3.D.9)

## Advising and Counseling

In the last ten years, the Advising and Counseling Department has experienced significant changes in leadership with six different directors. Many of these directors have made changes to the advising processes, including the change from mandatory advising to establishing criteria for categories of students who may self-advise. The current advising model and staffing level limit most advisors to prescriptive scheduling. The new Director of Advising and Counseling was hired in fall 2007 and recommends implementing a *developmental* advising approach. A draft comprehensive Advising Plan, developed with the assistance of a newly formed Advising Task Force, includes annual action plans and is further referenced in the Challenges section of this Standard. (Exhibit 3.53) (3.D.10)

## Career and Employment Services

The Career and Employment Services Department offers comprehensive career and job search information and services to students, graduates, and the general public. Additionally, it develops strategies to retain students until graduation and improve their transition from the classroom to the workplace. Finally, the department serves community needs by providing a range of

services and resources to local area employers, such as a job posting service and on-campus recruiting. The Career and Employment Services Center provides the following services and resources to students: an online job database system, NextJob; job search assistance; job and internship development assistance; career resource room and computer terminals for student use; annual, community-wide job fair and other targeted job fairs on campus; website resources including career exploration and job search; classroom presentations and workshops to professional/technical classes and the Employer Guest Speaker Series. (3.D.11)

Career counseling is provided free of charge to students, with career assessments available in the Career Lab. Faculty counselors meet with students to discuss career goals and to identify career directions. Counselors encourage students to enroll in career exploration classes offered through the Human Development Department. Additionally, counselors often provide presentations regarding the Career Exploration process to other classes and campus/community groups. (Exhibits 3.3 – Career and Employment Services Notebook; 3.54; 3.55*) (3.D.11)

## Health Services and Counseling

Health services and psychological counseling are made available to students to ensure positive emotional and physical health for successful pursuit of goals. Clark College is the only community college in the State of Washington and in the Portland area offering health services for students. Health Services is staffed with adult nurse practitioners licensed by the state of Washington to diagnose and treat illness and injuries, and to provide preventative care. Nurse practitioners provide low-cost and no-cost care, lab and diagnostic tests, vaccinations, and prescriptions to enrolled

students, faculty, and staff. For students unable to afford medications, Health Services makes all attempts to find a pharmaceutical patient assistance program. During 2005–2006, Health Services obtained over $120,000 worth of medication for uninsured or under-insured students. In addition, Health Services has many community partners to whom they can refer students who present complex health care needs. Mental health counseling by master's level counselors and a consulting psychologist are provided at no cost to students. Mental health counselors are available both in Health Services and the Counseling Center. This team of mental health professionals also partners with outside agencies to facilitate students' entry to agencies providing more intensive care for issues such as drug and/or alcohol dependence or significant psychiatric illnesses. The Counseling/Human Development Department faculty sponsors a series of weekly talks related to mental health concerns through their Mental Health Mondays program. They also teach classes focusing on psychological health through the Human Development Department. (3.D.12)

Nurse practitioners also provide one-on-one health education, and students employed as prevention educators provide health information to the campus community with a special emphasis on drug and alcohol abuse prevention. Annually, prevention educators host the Great American Smokeout activities and have sponsored activities relating to domestic violence and drunk driving prevention. Finally, Clark College has established itself as the first completely tobacco-free campus in the Pacific Northwest. (Exhibit 3.56) (3.D.12)

## Food Services

Award-winning and certified instructors supervise the Culinary Arts program, which operates a bakery, faculty/staff dining room and cafeteria and also caters campus events. Reasonably priced food is prepared by cooking and baking students. Chefs work with the College's Restaurant Management students and the Oregon Health and Science University's Dietary Program interns to develop menus that follow nutritional guidelines. Facilities undergo regular health inspections, and one recent inspection found structural violations which were corrected. (Exhibit 3.57) (3.D.14)

Other food service vendors on campus include Anderson's Courtyard Grill; Darla's Deli; and the Bookstore, which offers drinks and snacks. The campus also provides vending machines located in high-traffic buildings. (Exhibit 3.58) (3.D.14)

In response to earlier surveys, a Food Services Task Force provided information to management for use in the decision-making process. The Task Force found a need for more readily available food services and high-quality healthy food options; in addition, they determined that space for growth was limited in the current facilities. In response to the findings, the cafeteria expanded operating hours and selections, and the Bookstore and other service vendors also expanded food offerings. (Exhibit 3.59) (3.D.14)

## Co-curricular Activities

The Office of Student Life and Multicultural Student Affairs assists students with establishing clubs and organizations that provide a rich and multicultural dimension to college life. Students can participate in a wide range of co-curricular clubs, programs, and events. Opportunities provide for interaction with artists, lecturers, and governmental and educational leaders. Regularly scheduled Club Fairs give opportunities for students to visit various club representatives and for clubs to gain

new members. Students lead activities, and event organizers consult with the Disability Support Services Office and the Security/Safety Department to ensure accessible and safe activities and programs. (3.D.15) Students are welcome to create a program or club to represent additional activities or interests. (Exhibit 3.60) The Associated Students of Clark College (ASCC) Constitution and Bylaws clearly detail this process. (Exhibit 3.61) Clark College Administrative Procedures Manual, section 715.00, defines the policies and procedures for co-curricular programs, student organizations and publications. Further delineation exists in the Clark College Student Programs Office Policies and Procedures manual, ASCC Financial Code, and the Student Club Advisors manual. (Exhibit 3.62) (3.D.15, 3.D.16)

Student clubs and programs have the right to use accessible facilities. Students with disabilities needing accommodation can contact the Disability Support Services Office for assistance. Several clubs have adjusted meeting times in order to provide opportunities to day or evening students with different class schedules. (3.D.15)

In 2001, through the efforts of the ASCC Student Government, the students approved and implemented a student union fee designated to construct a student union building. Students participated actively in decision making through the design and construction process. The completion of the Penguin Union Building in winter 2004 provided a centralized area housing ASCC staff and support personnel. Interested students can go now to one location to contact student representatives and gather information on upcoming events and activities. (3.D.15)

## Student Recreation

Located in the O'Connell Sports Center,

College recreation facilities include locker rooms, gym, and a state-of-the-art weight room and fitness center. Students currently enrolled in a physical education course can use the facilities without charge. Students pay a $15 quarterly use fee unless enrolled in a physical education course. (3.D.17)

The Health and Physical Education Department offers a wide variety of physical education courses, including aquatics, dance, fitness, individual sports (bowling, fencing, tennis, hiking, yoga), and martial arts. A special emphasis on wellness generates offerings such as exercise contests ("Fall into Fitness" and "Take a Trip") and participation in community events, such as the Hood-to-Coast Walk and Run and Annual Kalani Rodrigues Memorial Scholarship 5K Run/Walk. Outreach to the community by the Health and Physical Education Department in support of Wellness 2010 should result in a greater number of wellness activities. (Exhibit 3.63) (3.D.17)

## Bookstore

The Clark College Bookstore reports to the Vice President of Administrative Services and is owned and operated by the College as an auxiliary service. The Bookstore strives to support student learning by providing new and used textbooks at competitive prices, textbook buyback, class-required supplies, reference books, and a complete e-commerce and informational website. Additional services offered include financial aid textbook holds, special orders, computers and educational software sales, personal shipping and document faxing, printing, and notaries. The textbook department works with faculty to provide custom textbooks. (Exhibits 3.64; 3.65) (3.D.18)

Bookstore staff members participate in

campus, regional, and national training and committees. The store forms buying groups with other college bookstores and negotiates contracts with businesses to provide better services to the College community. The Discovery Book Club, established by Bookstore staff, encourages faculty and staff to "discover the world around them" by participating in a book club. (Exhibit 3.66) (3.D.18)

The Bookstore seeks consistent input from students, staff, and faculty to assist in determining the services offered by the Bookstore. Information is gathered through a continuous online survey, in-store suggestion box, and the Bookstore Advisory Committee. (Exhibit 3.67) (3.D.18)

## Student Media

The student newspaper, *Clark College Independent*, has increased its publication frequency during the academic year from biweekly to weekly. The *Independent* is a student activity and an academic endeavor. It values watchdog and social advocacy journalism, as well as the diverse community journalism attracts. (3.D.19)

The Independent Staff Manual is a comprehensive document that contains a variety of information, such as the mission of the paper, job descriptions, and ethics code. The staff of the *Independent* consists of student personnel and a full-time, salaried Clark College advisor. The advisor's main job is to provide guidance and advice to students in all newspaper departments, with particular emphasis on the newsroom. The advisor is neither editor nor censor. While advising and teaching necessary skills, the advisor defends and respects the student staff's right to make all final decisions regarding content and staffing. The Clark College Administrative Procedures Manual, 715.010 Student Publications, states, "Clark College delegates editorial responsibility for

student publications to students and therefore assumes no responsibility for the content of the publications." (Exhibit 3.68) (3.D.19)

*Phoenix*, a student literary and art magazine and an ASCC program, is published annually in the spring. The *Phoenix* staff dedicates itself to giving Clark College students an opportunity to publish their work in a nationally award-winning publication. One of the few Washington community college literary and art magazines publishing only student work, *Phoenix* has earned awards from the Washington Community and Technical Colleges Humanities Association, the Pacific-Western Division of the National Community College Humanities Association, and the American Scholastic Press Association. The latter awarded the magazine First Place with Special Merit in 2001, 2004, and 2007. In 2006, *Phoenix* won second place in the Pacific-Western division of the National Community College Humanities Association's Literary Magazine Competition. (Exhibit 3.69) (3.D.19)

## Intercollegiate Athletics

The primary role of the Athletic Department is to promote the development of students who participate in competitive sports. Clark College offers women's volleyball, women's and men's cross country, women's and men's soccer, women's and men's basketball, women's softball, and women's and men's track and field. *(*3.E.5)

The Athletic Department maintains a high level of student participation and demonstrates its commitment to student academic performance by monitoring faculty-prepared progress reports semimonthly. The department also requires that each student athlete spend a minimum of two hours per week in study hall. Each

quarter, staff reviews student academic records and verifies eligibility; at quarter's end, the staff reviews student progress toward degree completion, and the student athlete academic advisor meets with student athletes to review individual progress. Each athlete creates an educational plan at the start of his or her first year. (3.E.1)

Student athletes follow the same admission, degree, financial aid requirements, and College policies and procedures as all other students. Academic standards for athletes meet the Northwest Athletic Association of Community Colleges (NWAACC) requirements published in both the *NWAACC Code Book* and *National Collegiate Athletic Association (NCAA) Transfer Guide*. Scheduled sports practices strive to provide the least amount of conflict with students' academic schedules, and game schedules are published before the start of each season. (Exhibit 3.70) (3.E.3, 3.E.6)

The Athletic Director attends sporting events to support coaches and student athletes, meets regularly with each coach to review team progress, compliance, recruitment, and overall departmental issues. The Athletic Director and Dean of Student Success and Retention meet with all coaches at least quarterly to review program priorities and goals, evaluate each sports program, review policies, discuss departmental business, train coaches as needed, and ensure program integrity. (3.E.1)

All department staff, including coaches, have complete job descriptions on file; many position responsibilities and duties are documented in the *NWAACC Code Book*. Yearly coaching certification issued by NWAACC is required of all coaches. Each coach must pass a certification exam, ensuring policy and rule review. A Clark College Penguins coaches' manual is made

available to all coaches. (Exhibit 3.71) (3.E.2)

Attendance at athletic events has greatly increased in 2006–2007. The *Independent* and *The Columbian* send sports reporters to many of the events to provide the College and civic community coverage of Clark College's teams and athletes. A new Student Athletic Booster Club has enhanced the collegiality and spirit of Clark College athletics.

The Athletic Department demonstrates fair and equitable treatment of all student athletes and complies with Title IX requirements. For example, 2005–2006 saw the addition of women's softball. Currently, the College is upgrading facilities for student athletes in such areas as team locker-room enhancements, training room access, and a softball game field. The Athletic Director monitors equity issues. (3.E.5)

The Athletic Director works in conjunction with the Penguin Athletic Club and the Clark College Foundation to raise funds for scholarships and program enhancements. The Clark College Foundation receives deposits and handles disbursements for all funds raised for Clark College's Athletic Department. The Business Office monitors all operations budgets allocated to athletics. The Athletic Director and the Dean of Student Success and Retention monitor the monthly athletic budgets. (Exhibit 3.72) (3.E.4)

## Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Clark College complies with Policy 3.1 on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. Advertising, publications, and promotional literature showcase the College's educational service and programs. Care is taken to ensure all statements and

representations in publications are clear, accurate, and current with supporting information available on request. Available in hard copy and on the Internet, the *Clark College Catalog* and *Clark College Connections* accurately depict the College's Mission and goals; entrance requirements and procedures; programs and courses; degree and program completion requirements; faculty; facilities; rules and regulations for conduct; tuition, fees, and other program costs; opportunities for financial aid; policies and procedures for refunding fees and charges upon withdrawal from enrollment; and the academic calendar. Publications are updated regularly. Successful certification and licensure by third parties (e.g., the health industry) is not guaranteed in College publications, and the institution's materials list such requirements.

Student recruitment has expanded over the last several years. Ten years ago, the College employed only one full-time recruiter. Currently, the department employs two full-time Associate Directors of Student Recruitment, one full-time Program Coordinator, and a number of Student Ambassadors. A formal Operational Recruitment Plan began in fall 2007 and formal view books were also published. (Exhibit 3.73)

The College does not promise employment or placement opportunities, and College publications accurately represent program costs. Advisors may discuss with students the current employment statistics in the field or for graduates of a particular program, but neither they nor administrators offer guarantees of job placement.

The College does not use independent contractors or agents for recruiting purposes, except in the case of international students, where agents are hired overseas to provide information to students interested in attending Clark College.

The *Clark College Catalog* and website accurately represent the accreditation status of Clark College, using language supplied by the Northwest Commission on Colleges and Universities (NWCCU). The catalog also presents the accreditation status of individual programs, as appropriate.

## Strengths

- Student Affairs has moved into the new Gaiser Hall to provide services to students through a "one stop-shop" model venue.

- A new Welcome Center has been opened as the "front door" of the College to welcome prospective and new students.

- Several plans have been developed and implemented to increase student enrollment and retention.

- Student Affairs continually evaluates and improves services to meet the needs of students. The question "how will this impact students?" is in the forefront of all decision making.

- In an effort to accommodate the growth in student population, the number of Student Affairs staff has increased over the last five years.

- Student Affairs actively pilots new programs and provides needed services to students to improve access and retention.

- New Student Welcome Day has now become an annual event to improve retention of students.

- Student Affairs has increased the number of such online services as online advising to support students who take eLearning classes. (Exhibit 3.74)

## Challenges

- Develop a cohesive advising model to adequately serve students.

- Acquire sufficient funding to accommodate students with disabilities.

- The ability to serve students due to the growth of facilities at other locations and the increase in students registering for eLearning courses.

- Increase institutional services to foster student retention.

- Improve partnerships with local feeder high schools.

## Recommendations

- Implement new Advising Plan and address current staffing levels and funding through the budget and planning process.

- Identify resources to adequately fund accommodations for students with disabilities.

- Implement and continually review, evaluate, and modify the Retention Plan to meet the College's needs.

- Student Affairs representatives will continue to meet with institutional task forces to identify methods for service delivery as the college continues to expand to additional locations.

- Institutional representatives will continue to meet with superintendents, principals and board members of local area high schools to improve communication and services.

## Actions Taken

- An Advising Task Force was appointed that has evaluated the purpose and scope of the advising process and developed an Advising Plan based on a developmental advising model.

- Specific changes have been identified that will help students navigate the website more easily. Online services have been added to increase accessibility and support to eLearning students. (Exhibit 3.75)

- Student Affairs representatives have met with the institutional Columbia Tech Center (CTC) work group to identify methods for service delivery at CTC.

- A College-wide Retention Committee was formed in fall 2007 and has completed a new Retention Plan to improve student retention and enhance the overall student experience. (Exhibit 3.76)

- Student Affairs representatives have met with local area high school superintendents and principals to develop partnership agreements that include provisions of services, and to ensure high school students are college-ready. In addition, the Clark College Board of Trustees has begun to meet with boards of various school districts.

## Supporting Documentation for Standard Three

### Appendices

Appendix 3.1      Student Affairs Staff Profile

Appendix 3.2      Student Handbook

Appendix 3.3      Fall Student Fact Sheets; Fall-to-Fall Comparison Student Fact Sheets;

Fall Quick Facts Card

Appendix 3.4      Clark College Committees – Student Participation

Appendix 3.5      Student Affairs Admissions Report

Appendix 3.6      Graduation Rates – Student Right to Know

Appendix 3.7      Retention/Graduation Rates

### Supporting Documentation in Team Room

Exhibit 3.1       Student Services July 2001 Alignment Team Report

Exhibit 3.2       Pre-Design Study for Gaiser Hall Renovation - Notebook

Exhibit 3.3       Student Affairs Department Notebooks

- Admissions and Welcome Center
- Advising/Counseling
- Assessment
- Athletics
- Career and Employment Services
- Credential Evaluations
- Disability Support Services
- Financial Aid
- Health Services
- International Programs
- Registration
- Running Start Eligibility Programs
- Student Life Multicultural Affairs
- Student Recruitment
- Vice President's Office/Dean of Enrollment Services/Dean of Student Success and Retention

Exhibit 3.4       WA State HECB Job Classifications

Exhibit 3.5       Student Affairs Strategic Initiatives 2006–2007 Final Report

Exhibit 3.6        Administrative Procedures Manual, Section 662.000 – Evaluations

Exhibit 3.7        2004-2009 Strategic Plan

Exhibit 3.8        Funding Request Forms and Procedures

Exhibit 3.9        Policies and Procedures Impacting Students

Exhibit 3.10       2007–2008 Clark College Catalog

Exhibit 3.11       Admissions and Registration Information/Forms

Exhibit 3.12       Transfer Study

Exhibit 3.13       Counseling Brochure

Exhibit 3.14       Strategic Planning Worksheet for Service Learning

Exhibit 3.15       Students' Rights and Responsibilities

Exhibit 3.16       Safety and Security Organizational Chart and Information

Exhibit 3.17       Clark College Connections – Security Information Page

Exhibit 3.18       Crime Reports on the Web

Exhibit 3.19       Clark College Connections

Exhibit 3.20       Evaluation of Student Affairs

        3.20.1    Noel-Levitz Student Satisfaction Survey 2004, 2006

        3.20.2    Community College Student Experiences Questionnaire (CCSEQ), 2003

        3.20.3    Office of Planning and Advancements Project Timeline

        3.20.4    Strategic Plan Implementation Cycle

        3.20.5    Student Affairs Operational Plan Year 3 Mid-Year Status Report

        3.20.6    Career & Technical Student Follow up Report, 2005–2006

        3.20.7    High School Graduate One-year Follow-up Report, 2004

        3.20.8    Survey of High School Seniors in Running Start, 2004, 2006, 2008; Running Start Exit Survey; Running Start Comment Card Results

        3.20.9    Job Fair Survey Results, 2007

Exhibit 3.21       Evidence of Student Learning

        3.21.1    Clark College Catalog – College-wide Abilities

        3.21.2    Clark College Catalog – Grades and Records

        3.21.3    2007–2008 Faculty Handbook, Pages 37–51 – Student Assessment/ Syllabi

Exhibit 3.22       Criteria for Evaluation

Exhibit 3.23       Degree and Non-degree Credit Information

Exhibit 3.24       Continuing Education Units Policies and Procedures Web Page

Exhibit 3.25       Tech Prep Web Page

Exhibit 3.26       Accredited Institutions of Postsecondary Education book

Exhibit 3.27       Transfer Credit Policy and General Information

Exhibit 3.28       Staff's Pledge of Confidentiality

Exhibit 3.54    NextJob Online Job Posting and Recruitment Site; Pathways to Your Future Job
                Fair Information; Career Counseling Brochure

Exhibit 3.55    Career and Employment Services Survey Results and Annual Report

Exhibit 3.56    Health Services and Counseling Brochure and Information; Health Services Flyer;
                Alcohol/Drug Policy

Exhibit 3.57    awards, professional certifications, sample menus, Culinary Arts Program
                Information; Administrative Procedures Section 415.023

Exhibit 3.58    Campus Food Services Vendors

Exhibit 3.59    Food Service Task Force Report, April 2004

Exhibit 3.60    Program/Club Information and Application

Exhibit 3.61    Associated Students of Clark College (ASCC) Constitution and Bylaws

Exhibit 3.62    Administrative Procedures Section 715.00 – Student Organizations and Publications

Exhibit 3.63    Fitness Center Flyers and Information

Exhibit 3.64    Bookstore Policies/Procedures Manual

Exhibit 3.65    Bookstore and Textbook Information for Students and Faculty

Exhibit 3.66    Discovery Book Club Information

Exhibit 3.67    Bookstore Online Survey

Exhibit 3.68    *The Independent*, April 16, 2008; The Independent Staff Manual 2006–2007;
                Administrative Procedures Manual Section 715.000 – Student Organizations and
                Publications

Exhibit 3.69    *Phoenix*, Volume 25 and 26

Exhibit 3.70    Athletics General Information and Eligibility Requirements; Clark College
                Penguins Media Guide

Exhibit 3.71    Coach's Manual; Athletics Job Descriptions

Exhibit 3.72    Penguin Athletic Club General and Scholarship Information

Exhibit 3.73    Clark College Viewbook

Exhibit 3.74    Student Affairs Online Services Report

Exhibit 3.75    Standard Three Sub-committee Meeting Notes and Recommendations

Exhibit 3.76    Retention Plan

# Standard Four

Faculty

# Standard Four
## Faculty

## Introduction

Clark College faculty members are a group of dedicated scholars and professionals who are committed to delivering responsive, high-quality, up-to-date instruction to the College's diverse student body. Since 1998, when the College was last accredited, faculty involvement in the key instructional committees has increased significantly, and faculty members have welcomed opportunities to positively impact the overall quality of instruction and services that Clark College offers. Faculty members also contribute their expertise to the community beyond the classroom through involvement in numerous outside activities. The first priority for Clark College faculty remains student learning and success. (Appendices 4.1; 4.2)

Clark College faculty members make a significant impact on their students, as shown by this year's nomination list for the Faculty Excellence Award. For the first time, the award was announced to the broader Clark College community via the College website. In typical years, about a half-dozen faculty members are nominated for this award. This year, with increased publicity, over 80 nominations were received.

Because faculty members have primary responsibility for the quality of the educational programs offered at Clark College, the selection, development, and retention of competent instructors is of paramount importance to the institution. The College works in collaboration with the Clark College Association of Higher Education (CCAHE), the faculty bargaining

unit, to regularly examine issues ranging from salaries and benefits for full-time and adjunct faculty to faculty involvement in governance in order to strengthen our existing faculty and attract the best possible applicants for new faculty positions; these accords are formalized in the faculty contract, called the CCAHE Agreement. (Exhibits 4.1; 4.2)

## Faculty Qualifications

Clark College faculty are professionally qualified and committed to the institution. Each department or program identifies the specific expertise and numbers of instructors needed to meet its instructional goals and develops the criteria for recruiting and selecting faculty accordingly. Tenure committee members evaluate and mentor new faculty to ascertain both the expertise and competence of instructors before tenure is granted. Strict guidelines stand in place for the recruitment, selection, and post-employment evaluation processes in order to comply with the CCAHE Agreement and to address the needs of individual departments. In general, as the Standard Two department notebooks demonstrate, the competence and commitment of Clark College faculty is exemplary. The collective educational achievements of the Clark College faculty include associate, bachelor's, master's, and doctoral degrees from both national and international institutions. (Appendix 4.3) (4.A.1)

When short-term needs arise or where the skills, knowledge, or numbers of available full-time tenured or tenure-track faculty are insufficient to meet the needs of the program, temporary full-time and/or adjunct

instructors augment the department's instructional capability or capacity. In a rare instance, the College may grant a program the authority to seek a full-time instructor, and yet the program may need to hire adjunct instructors because no full-time instructor can be located. For example, in the Nursing Program, competition for qualified personnel has led to at least one such instance. In other areas, such as the Art Department, adjunct instructors are hired to provide a highly specialized expertise necessary only for a single course. (4.A.1)

In departments where neither situation exists, however, the extent to which the College depends upon adjunct instructors poses a significant challenge to the criteria outlined in Standard 4.A.1, which calls for faculty whose "primary commitment" is to the institution. The coordination and consistency of instructional delivery may be hampered by the large numbers of faculty who lack both time and opportunity to engage fully with the institution or even with the department. Many do not and cannot participate unpaid in the activities vital to maintaining course integrity. By and large, however, faculty members at Clark College possess the needed professional qualifications and expertise in their respective instructional delivery areas and, in most cases, full-time and adjunct instructors display dedication of which the College can feel justifiably proud. (4.A.1)

## Faculty in Governance

Faculty serve the institution outside the classroom, as well. In fact in recent years, the College faculty increased their participation in academic planning, curriculum development and review, academic advising, and institutional governance. Since the last accreditation visit, the College community has worked to strengthen the faculty's role and voice in

academic planning. Within their departments, faculty members maintain a central role in curriculum planning and modification. In career and technical programs, Advisory Committee members advise the program on curriculum revisions as well as regarding advances in their respective occupational fields. Faculty members ensure the curricula of these programs meet national standards, including professional accreditation in some cases, as well as the Washington State Skill Standards. (Exhibit 4.3) (4.A.2)

In an effort to increase faculty participation, several college committees have been reorganized since the last accreditation. The Vice President of Instruction and the CCAHE President now make key committee appointments (Professional Placement and Advancement Committee, Instructional Planning Team, and Curriculum Committee) jointly. Descriptions of campus committees where faculty serve, and the role of those committees, indicate increased involvement. (4.A.2)

The Instructional Planning Team (IPT), whose responsibilities are defined in the CCAHE Agreement, institutes and monitors the instructional planning process. The IPT makes recommendations to the Vice President of Instruction regarding academic policies, such as distribution requirements, transfer and degree requirements, program reviews, and the approval of new programs. Since 1998, membership on the IPT has increased from five faculty members, including at least one division chair, to eleven tenured faculty members, representing all instructional units as well as the CCAHE. In addition, the process for selecting the committee's chair has changed. Previously, the Vice President of Instruction served as committee chair, and now the membership elects the chair. (Exhibit 4.1 - Article I.H) (4.A.2)

In accordance with its description in the CCAHE Agreement, the Curriculum Committee reviews the appropriateness and integrity of course offerings. In addition, the Curriculum Committee approves new courses, course revisions, and the elimination of individual courses when departments and programs propose such changes. Since 1998, the faculty membership of the Curriculum Committee increased from four tenured faculty members to 10. Those 10 faculty include two members from each of the institution's five instructional units. The membership now elects the chair of the Curriculum Committee. The faculty member who serves as the chair of the Curriculum Committee receives 25% release time. (Exhibit 4.1 - Article I.I) (4.A.1)

Faculty are involved in institutional policy making at various levels of College governance, through standing and ad hoc committee work, department/division work, and participation in the CCAHE, as established in the College's Administrative Procedures Manual. Faculty members serve in both decision-making and advisory roles. Opportunities for this involvement are available on any of the 21 standing committees with faculty representatives. In addition, the Curriculum Committee and the College administration have agreed to a philosophy of shared governance and interest-based bargaining. (Table 3 Exhibits 4.4; 4.5) (4.A.2)

**Table 3**
**Standing Committees with Faculty Membership**

| | |
|---|---|
| Academic Standards | Bookstore Advisory |
| Calendar | Clark College Council |
| Clark II | Curriculum |
| Cultural Pluralism | eLearning |
| Employee Development and Training Advisory | Environmental Health/Safety |
| Faculty Excellence Awards | Finance Committee for ASCC |
| Financial Aid Advisory | Foundation Funds Allocation |
| Information Technology Council | Instructional Planning Team |
| Outcomes Assessment | Professional Placement and Advancement |
| Public Relations | Scholarship |
| Security/Parking Advisory | Student Conduct |
| Technology Fee | |

Faculty participation in other areas of the institution is both less consistent and less well-defined than in the committees noted above. Although the CCAHE Agreement addresses academic advising, at the present time, the College does not offer a clear policy on advising, and faculty involvement in this area is uneven. Each faculty member participates in academic advising at his/her discretion. Advising is completed by general advisors, special program advisors, and individual faculty members, especially in career and technical programs. The strength of academic advising at Clark varies by department, with some departments engaging in extensive recruitment and individual as well as group advising. Other departments do little advising, mostly because of a lack of "majors" at the community college level. Academic advising remains an area of concern that Clark College is currently addressing via an

Advising Task Force that includes faculty, staff and administrators from Instruction and Student Affairs. (Exhibit 4.1 - Article VI.I) (4.A.2)

## Faculty Workload

The College faces another challenge in the area of faculty workloads. To maximize institutional effectiveness, faculty workloads should reflect the Mission and goals of the institution and the talents and competencies of faculty, allowing sufficient time and support for professional growth and renewal. Achieving equity in workloads, however, continues to pose a particularly challenging issue for the College. Workloads within departments range from 12 to 35 contact hours. The typical loads for most classes are 15 contact hours for "all lecture" and 18 contact hours for a combination of lecture and lab. Faculty librarians and counselors are assigned 35-hour loads, though they are generally not in traditional classroom settings. The lowest loads of contact hours (12 to 13) are contracted for classes considered to be writing-intensive (English composition, journalism and theater). Those departments with higher loads of contact hours (20 to 24) are typically seen in career and technical education classes. Differences in contact hours are based on traditional notions about how academic and vocational classes are taught, as well as traditional notions about the differences in preparation time for lecture classes versus laboratory classes. In the past, it was common for academic classes to be defined as exclusively lecture format and professional/technical classes as "all demonstration." It was assumed that classes considered "all lecture" or "purely academic" required extensive preparation by the faculty member. Conversely, the assumption was that "all demonstration classes" or laboratory and professional/technical classes demanded

little preparation by the faculty member. These perceptions led to establishing different workloads. (Exhibit 4.2 - Article VI.F) (4.A.3)

Changes in classroom pedagogy and assessment requirements at all levels call for reconsideration of these perceptions. The College has responded to various curricular directives, such as "writing across the curriculum" and "authentic assessment" of acquired knowledge and skills. Thus, many non-English composition classes (including certain professional/technical classes) now require significant writing in the form of essays, research papers, lab reports and the like. In addition, many classes outside traditional professional or technical fields require students to demonstrate skills learned in course areas such as public speaking, English composition and chemistry. The lines between academic and professional/technical classes as well as those between lecture and lab classes have blurred; hence, the College needs to revisit the workloads derived from earlier models. (4.A.3)

One method allowing this review is outlined in the CCAHE Agreement, addressing the potential problem of unequal workloads among full-time faculty members. The agreement states that a faculty member who thinks her or his workload is excessive may request a temporary or permanent adjustment. (Exhibit 4.2 - Article VI.F.5) (4.A.3).

Workload pressures are mitigated by the fact that full-time faculty members enjoy the opportunity to request time for professional growth and renewal in the form of sabbatical and "mini-sabbatical" leaves. In addition, the college calendar designates approximately 13 "faculty work days" (with most during fall orientation) during the academic year, although these days generally focus on work for which

insufficient time exists otherwise, such as lesson planning, grading, and administrative tasks or meetings. (Exhibit 4.2 - Article V.N) (4.A.3)

## Salary and Benefits

Adequate salaries are necessary to attract and retain a competent faculty. (4.A.4) The College has achieved mixed success in this regard, with faculty salaries and benefits proving adequate in some departments but not in others. For certain career and technical education areas, the College continues to struggle to locate sufficient qualified applicants for faculty openings. Industry-level salaries in areas such as nursing and computer science, for example, far exceed the top salaries paid to faculty at Clark College. In other departments, such as English and History, the College may receive more than 100 applications when it advertises a full-time faculty position. Although the College pays faculty less than instructors at other area colleges,

remuneration rates have improved. Within the immediate region, Clark College's salary levels are more than competitive. For instance, the salary range for full-time faculty at Portland Community College during the 2007 Agreement year was $43,913–$73,569, though the 9% Oregon income tax complicates the comparison, since Washington has none. Since the 1998 accreditation, salaries have increased substantially for both full and adjunct faculty. (Appendix 4.4) (4.A.4)

The College has revised the salary structure, as well. In 1998, the full-time salary schedule showed two columns, one for non-tenured faculty and one for tenured faculty. In 2000, the CCAHE bargained for a single salary schedule for all full-time faculty members, regardless of tenure status. Since 1998, entry-level salaries increased by $13,715. Top salary levels increased by $17,427. Tables 4 and 5 below illustrate the changes in salary from 1998 to 2007. (4.A.4)

| Table 4 | | | | |
|---|---|---|---|---|
| Full-Time Faculty Salary Schedule | | | | |
| Contract Year | Entry Salary | Top Salary | Vocational Certificate Stipend | Earned Doctorate Stipend |
| 1998 | 28,365 | 46,765 | 165 | 747 |
| 2000 | 34,500 | 54,200 | 250 | 900 |
| 2004 | 37,700 | 58,960 | 250 | 900 |
| 2006 | 40, 733 | 62,400 | 250 | 900 |
| 2007 | 42,080 | 64,192 | 250 | 900 |

(4.A.4)

The College has also increased salaries for adjunct instructors. In the 2004 CCAHE Agreement, the adjunct faculty salary schedule was amended to provide for two categories or levels of part-time faculty

based on the total number of classes taught over the course of employment at the College. This change provides incentive for adjunct faculty to continue teaching at Clark.

| Table 5 | | | | |
|---|---|---|---|---|
| **Adjunct Faculty Salary Schedule** | | | | |
| **Contract Year** | **Hourly Lecture** | **Hourly Lab** | **Pay for Final Exam** | **Part-time Status** |
| 1998 | 35.60 | 31.50 | None | All the same |
| 2004* | 45.40 | 38.90 | 88.00 | Adjunct |
|  | 50.80 | 44.30 | 100.00 | Affiliate |
| 2006 | 50.50 | 43.20 | 98.00 | Adjunct |
|  | 56.40 | 49.10 | 111.00 | Affiliate |
| 2007 | 55.10 | 47.10 | 106.00 | Adjunct |
|  | 61.50 | 53.50 | 120.00 | Affiliate |

*As of the 2004 CCAHE Agreement, part-time faculty members were assigned either to adjunct or affiliate status, depending on years of experience at Clark College. The CCAHE Agreement, details definitions and requirements for attaining affiliate status. (Exhibit 4.2 - Appendix B) (4.A.4)

College policies on salaries and benefits, summarized below, are available in print and online in the Administrative Procedures Manual as well as the CCAHE Agreement. Rates for adjunct and affiliate faculty are also made public via the CCAHE Agreement. (Exhibits 4.2 - Appendix B; 4.6 - Section 600.000) (4.A.4)

Full-time faculty members are paid according to the schedule in the CCAHE Agreement, Appendix A. When full-time faculty members teach "moonlight" or summer classes, they are compensated according to the adjunct faculty rate. Faculty members, especially those who teach full-time in the summer quarter, have requested that summer teaching be paid according to the salary schedule that applies in fall, winter, and spring quarters, since the adjunct rate discourages full-time faculty members from teaching during the summer term. (Exhibit 4.2 - Appendix A)

Additional compensation is provided for non-teaching activities, special projects (course number 290) classes, large advising loads (in excess of 20 students), and for activities funded by the Associated Students of Clark College (ASCC). Faculty members who serve as division chairs are

compensated with either release time or stipends. All additional compensation is governed by the appropriate sections of the CCAHE Agreement.

Policies for granting benefits are also publicly available. All full-time faculty members are eligible for benefits as outlined in the CCAHE Agreement. Adjuncts/affiliates are eligible for medical insurance if their workload exceeds 50% FTEF over two consecutive quarters, with both spring/fall and summer/fall counted as such. Adjuncts in this status may also accrue sick leave according to Washington State guidelines. (Exhibit 4.2 - Articles III, IV, V) (4.A.4)

## Faculty Evaluation and Tenure Review

The College provides for regular and systematic evaluation of faculty performance. The specific process for evaluating an individual faculty member is determined by his/her employment status as full-time tenured, tenure-track probationary or full-time temporary. The CCAHE Agreement outlines the procedures for each case. (Appendix 4.5) (4.A.5)

Except for the tenure probation process, which involves a collaborative evaluation performed by a tenure committee, differences among other faculty evaluation processes are limited to the frequency and number of reviews, not type. All faculty members, on schedules according to the employment status of each, must undergo classroom observations and student evaluations. A committee composed of three faculty members and three administrators has recently revised classroom observation forms, used for both peer and tenure review committees. Student evaluation forms, which were revised in October 2007, do not differentiate according to full-time or adjunct status. Additional student evaluation forms may be used when gathering information from non-native speakers of English or for learners with developing learning skills who may have difficulty understanding and using standard forms. In these cases the department may provide a simplified or translated version. Mode of delivery may also affect the evaluation format employed, as in an eLearning class. (Exhibit 4.7) (4.A.5)

The three-year faculty tenure process includes self-evaluations, tenure review committee evaluations, student evaluations, and supervisory evaluations. Post-tenure evaluations are conducted on a five-year schedule and include, in the fifth year of employment, one self-evaluation, one supervisory, and one peer evaluation. Tenured faculty members are also evaluated through student evaluations conducted in one course per year. (4.A.5)

During the first three years of employment, non-tenured faculty, including full-time temporary and special programs faculty, undergo three evaluations per year, one each from three different sources: a classroom of students, a peer, and a supervisor (this typically includes a classroom observation by a peer). After three academic years with

Clark College, full-time temporary and special programs faculty undergo the post-tenure evaluation process. (Exhibit 4.8) (4.A.5)

## Recruitment and Selection of New Faculty

To recruit and select full-time faculty, the College developed and follows the orderly process described in the Administrative Procedures Manual. As required, that process, as well as other institutional personnel policies and procedures, is defined and publicized on the College intranet and defined in the CCAHE Agreement. (Exhibits 4.2 - Article III.L; 4.6) (4.A.6)

In establishing minimum faculty qualifications, the College adheres to the Washington Administrative Code (WAC), Chapter 131-16. For academic transfer and basic skills departments and programs, the College requires a master's degree as a minimum requirement and complies with personnel standards in WAC 131-16-091. To be qualified to teach in their area of specialization, professional/technical program faculty must have sufficient broad and comprehensive training, industry-recognized certification when available, current applicable vocational certification and relevant work experience or relevant current teaching experience in their fields. (4.A.6)

Faculty positions are advertised locally and nationally through various media, including online and print forms of publications such as *The Chronicle of Higher Education*, *Diverse Issues in Higher Education*, *Hispanic Outlook,* and *Women in Higher Education*. Recruiting processes also include local newspapers, listserves of professional and academic societies, and Craigslist. Screening committees, made up mostly of full-time faculty, are responsible for selecting a final roster of full-time

candidates. Human Resources staff train screening committees and provide each member with a faculty recruitment and selection notebook to ensure a fair and thorough screening process. Most committee members belong to the discipline for which the new employee is sought, but the committee also generally includes one member from outside the discipline. The committee screens applicants prequalified by HR staff, interviews a qualified group, and recommends three finalists to the President and Vice President of Instruction. (Exhibit 4.9) (4.A.6)

## Academic Freedom and College Climate

As part of its commitment to foster and protect the academic freedom of faculty, Clark College subscribes to the 1940 Statement on Academic Freedom and Tenure issued by the American Association of University Professors and the Association of American Colleges. This statement is endorsed by the American Association of Colleges for Teacher Education, the Association for Higher Education, the National Education Association, and other professional groups. Academic freedom for faculty has been a component of the CCAHE Agreement since it was first adopted in 1990. Academic freedom is guaranteed in the current CCAHE Agreement. (Exhibit 4.2 - Article VI.A) (4.A.7, 4.B.7)

The College and the faculty union added new language to the section on academic freedom in the 2000 CCAHE Agreement. This new language states that "all members of the college community are to be treated with respect and with sensitivity to the impact of words and opinions." (Exhibit 4.2 - Article VI.A.5)

Another component of academic freedom, also addressed in the CCAHE Agreement,

involves the authority of the instructor to grade student work. The article grants that "faculty members have the exclusive right and responsibility to determine grades and other academic evaluations of students." (Exhibit 4.2 - Article VI.A.6) A process exists for cases where students wish to dispute the instructor's assessment. The 2005–2007 *Clark College Catalog* details the College's Grade Change/Academic Appeal Policy. "Students having complaints relative to academic performance evaluation" follow the three steps listed in the catalog. If a student complaint is not resolved with the instructor or the appropriate division chair, the complaint transfers to the instructional dean or supervisor, who meets with the student and instructor. The dean or supervisor makes a decision in regard to the appeal within 15 days of the meeting. According to the *Clark College Catalog*, "The decision by the dean or supervisor will be final and cannot be appealed further." That statement reappears unchanged in the 2007–2008 version of the catalog. A conflict exists, however, in the difference between step three in the Grade Change/Academic Appeal Policy and the CCAHE Agreement language on academic freedom; those differences are evident in the statements quoted above. This apparent conflict should be addressed in the future to clarify who holds final decision-making authority on student grades. (Exhibits 4.10; 4.11) (4.A.7)

The 2007 Accreditation Survey asked faculty about their experience in expressing their points of view outside of the classroom.

Survey respondents, a mix of faculty, administrators, and staff, assessed the validity of the following statement: "The College encourages the expression and discussion of different ideas and points of view." The results are summarized in Table 6. (4.A.7)

**Table 6**

**"The College encourages the expression and discussion of different ideas and points of view."**

| Response | Frequency | Percentage |
|---|---|---|
| Fully Agree | 92 | 30.7 |
| Somewhat Agree | 142 | 47.3 |
| Somewhat Disagree | 58 | 19.3 |
| Completely Disagree | 8 | 2.7 |
| Total | 300 | 100.0 |
| Missing | 15 | |
| Total | 315 | |

Source:    2007 Accreditation Survey Response Details

Among the 315 employee respondents, 44% of whom were faculty, only 31% agreed fully that the College encourages open expression of ideas. Overall, 78% of respondents indicated agreement and 22% indicated disagreement.  Almost two-thirds of the respondents chose "somewhat agree" or "somewhat disagree," indicating their sense that the College's climate does not clearly support and encourage "the expression and discussion of different ideas and points of view." In the survey, several people commented that following the College's recent change in leadership this aspect of the campus climate has improved, whereas others thought it continued to pose a problem. (4.A.7)

## Adjunct Faculty Recruitment and Resources

Like the full-time faculty at the College, temporary and adjunct faculty are qualified to teach in their departments. A list of the degrees attained by temporary full-time faculty is presented in Appendix 4.3. (4.A.8)

To develop and retain the adjunct faculty who teach many of the classes, the College works to provide a comprehensive orientation to the institution, both to support adjunct faculty and to encourage their engagement with the College at every level. In every office on campus, faculty, staff, and administrators strive to welcome adjunct faculty with the hospitality, collegiality, and information vital to the adjuncts' success at Clark College. In most departments, division chairs hire adjunct faculty members. In the English and Mathematics Departments where large numbers of adjunct faculty are needed, that responsibility is performed by or shared with a faculty member who does not serve as chair, but who receives release time. In the English Department, for example, where 43 adjunct instructors were employed in fall 2007, the CCAHE Agreement lists a release of 25% for a composition coordinator. Assisted by clerical staff, that person is also expected to orient and evaluate adjunct faculty. In most other departments, the division chair or a designated faculty member mentors the adjunct to orient her or him to the department and provide information needed for success at Clark College. In some departments, faculty, or support staff have developed orientation handbooks that they provide to all new faculty, including adjuncts.
(Exhibits 4.12.1 – 4.12.4) (4.A.9)

In addition to the department-specific orientation materials, the Office of

Instruction provides adjunct faculty members the Annual Faculty Handbook, an annually revised handbook of general information about the College. The Teaching and Learning Center schedules new faculty orientation sessions quarterly and now prints an Annual Clark College Faculty Resource Guide. Adjunct faculty receive a Clark College email account, and Computing Services provides a brochure detailing their services. Adjunct faculty also receive a mailbox for communication purposes, located in the offices of their respective departments. (Exhibit 4.13; 4.14) (4.A.9)

## Use of Adjunct Faculty

While the faculty and staff are keenly aware of the need to facilitate the adjuncts' entry into the College community, it is equally important that the College periodically assesses institutional policies concerning the use of adjunct faculty. Clark College does not have written policies governing part-time/full-time ratio or indicating which classes are taught by adjunct or full-time faculty. A report issued by the SBCTC for the academic year 2006–2007cites that Clark College employed 174 full-time faculty FTEF (47%) and 175 adjunct faculty FTEF (48%), expressed in terms of full-time equivalent faculty (FTEF). Full-time faculty taught the remaining courses (5% FTEF) on a "moonlight" basis. As of January 2008, full-time faculty FTEF has remained at 47%. (4.A.10)

The Washington State system average (mean) for full-time faculty FTEF is 51%, placing Clark below the average. The Washington State system average for adjunct faculty FTEF is 44%, placing Clark College above the average. Full-time faculty FTEF for Washington State ranges from 29% at Seattle Vocational Institute to a high of 89% at Bates Technical College. Of the 34 community and technical colleges in the state of Washington, 13 schools have full-time faculty FTEF at or in excess of 50%. Of the five comparably sized colleges (measured in total teaching FTEF), Clark ranks in fourth place. (Table 7) (4.A.10)

**Table 7**
**Selected Washington Community College FTEF**

| College | Total Teaching FTEF | Percentage Full-time Faculty |
|---|---|---|
| Spokane | 306 | 67% |
| Spokane Falls | 327 | 52% |
| Green River | 308 | 49% |
| Clark | 368 | 47% |
| Bellevue | 381 | 39% |

Source: SBCTC 2006-2007 Academic Year Report

In analyzing the College's progress in improving the full/adjunct FTEF ratio for faculty since the last accreditation in 1998, use of adjunct faculty has increased by almost 7%, and use of full-time faculty has dropped almost 2%. (Discrepancies in total percentages stem from the number of full-time faculty who teach on a moonlighting basis).

Aggregated numbers, however, do not reveal the entire story. Some faculty

recognize the essential need in certain departments to employ adjunct faculty, to acquire instructors equipped with particular skills and knowledge. The Art Department employs an adjunct instructor for its calligraphy course, for example. In other departments, however, the proportion of part-time faculty exceeds 50%, and they teach the same classes as the full-time faculty. In such cases, the department uses adjuncts solely to increase that department's capacity, not its capability. For instance, in fall 2006 the English Department employed more than 40 adjunct faculty and 17 full-time faculty. In spite of recent full-time hires, the English department remains unbalanced in this aspect. This creates a stressful workload situation for the person assigned to recruit, hire, and supervise such a large a group of adjunct faculty members. There is a financial cost to recruiting as well as a cost in hours that full-time faculty spend in locating, orienting, and evaluating adjunct faculty. Particularly in departments with high proportions of adjunct instructors, it is difficult to ensure continuity in sequential courses and consistency between instructors teaching multi-section classes. In addition, adjunct faculty typically do not hold office hours (for which they are not compensated), are not as available to students, and cannot be expected to make Clark College their "primary" commitment as mandated by Standard 4.A.1. (Exhibit 4.15) (4.A.10)

## Faculty Scholarship and Research

To maintain and further the competence and effectiveness of faculty, Clark College encourages and supports the scholarship, research, and artistic creation of the faculty. As is true at any community college, the Clark College faculty members are involved primarily in direct teaching. Projects that assess student learning are a key way faculty members conduct research in this primary area of responsibility. The College and faculty have formally acknowledged the importance of this kind of research by including responsibility for assessment in the faculty job description in the CCAHE Agreement.

The faculty job description also requires faculty to "keep current in the discipline" and to "renew skills and maintain currency by involvement in professional development activities." For some faculty, complying with this charge includes engagement in original scholarship, research, and/or artistic creation within their disciplines. In addition to keeping current, faculty members at Clark College are involved in various forms of scholarship, research, and artistic creation that add scope and depth to the College community. Examples of these activities are found in the Standard Two Department notebooks. (Appendix 4.6; Exhibits 4.2 - Appendix C.A; 4.16.1 - 4.16.4; Standard Two Exhibit 2.1- Faculty Vitae) (4.B.1)

The College clearly communicates its policies and procedures concerning scholarship, research, and artistic creation. The CCAHE Agreement addresses intellectual property rights and copyrights. The agreement lays out the conditions under which faculty members retain ownership of materials they develop and when those materials are considered the property of the College. This policy remains unchanged since the 1998 Agreement. (Exhibits 4.2 - Article VII.F; 4.17) (4.B.2)

Although Clark College faculty members conduct limited research, the principles and spirit addressed above govern the research that occurs. Faculty help shape the policies that guide research at Clark College. For instance, some College employees (faculty and staff) conduct research that involves human subjects, and such proposed research

is reviewed by the Clark College Institutional Review Board, established in December 1998. The Review Board includes a chairperson, a research analyst from the Planning and Advancement Department; the Executive Dean of Planning and Advancement; the Registrar; one science faculty; one non-science faculty; and one member from the civic community. (Exhibit 4.18) (4.B.3)

## Faculty Professional Development

The College takes seriously its commitment to provide opportunities for all faculty to engage in professional development, as expressed in the CCAHE Agreement. That agreement states, "the participation of College faculty in such development activities as workshops, professional meetings, continuing education, curriculum development, and research is essential for the maintenance and growth of a quality educational environment at the College." To fulfill this commitment, the College provides faculty professional development both directly—through trainings and workshops coordinated by the new Teaching and Learning Center—and in the forms of financial support, release time from teaching duties, and sabbaticals. (Appendix 4.6; Exhibit 4.2 - Article VII.A) (4.B.4, 4.B.5)

## Funding Sources

Faculty members may look to a variety of funding sources for professional development. The College allots $400 to every full-time faculty member each year through Individual Faculty Development Funds for book purchases, journal subscriptions, professional organization dues, conference registrations, and travel to support development activities. Full-time faculty may also request funding for scholarship, research, and artistic creation

activities through Clark II and Research and Performance (RAP). In addition, faculty may apply for release time from teaching to work on research, scholarship, and artistic creation through the traditional sabbatical leave as well as through the Faculty Excellence Release Time Award. Program-specific funding sources exist for faculty development, as well, such as the Murdock monies for the Sciences and Health Sciences and Carl Perkins funding for career and technical programs. (Exhibit 4.19) (4.B.3 and 4.B.4)

Like full-time faculty, adjuncts can receive Murdock funding. Adjunct faculty do not receive Individual Faculty Development Funds, but they may use Perkins (if they are involved with professional or technical programs), Foundation Faculty Development, RAP, and General Faculty Development funds allocated to the instructional units. Specified professional development funds also exist for adjunct faculty. An annual fund of $15,000 is prescribed in the CCAHE Agreement for adjunct faculty professional development activities. The use of the fund requires approval from the division chair and authorization by the dean, within the following guidelines: the maximum individual expenditure is $500 and maximum unit expenditure is $5000. The Faculty Coordinator from the Teaching and Learning Center monitors and disperses these funds. (Exhibit 4.2 - Article VII.E) (4.B.3, 4.B.4)

## Salary Advancement

Faculty professional development can help a faculty member advance in salary. Through the Professional Placement and Advancement Committee (PPAC), faculty may apply for and receive credit equivalents for advancement on the salary schedule for engaging in research, fieldwork, focused

reading, writing and publishing, professional work experience, and/or attendance at conferences, workshops, and seminars. Guidelines and procedures for PPAC credit are located in the Clark College Administrative Procedures Manual. (Exhibit 4.20) (4.B.5)

## Grants and Contracts

As Clark College is a community college, faculty members are not routinely involved in academic research. In some programs, faculty members solicit support for program enhancement through funding from grants, consistent with the College goals. Each grant is linked directly to one of the College Mission Imperatives. Many College departments take part in grant writing and procurement of funds to expand and improve programs. The State Board for Community and Technical Colleges awards many grants to the College community for program growth and development. Collectively, grant writers have secured grants from a wide variety of granting bodies over the last several years. A summary of College grants can be viewed on the College website and is included in the exhibits for Standard Four. (Exhibit 4.21)

## Strengths

- Clark College benefits from increased involvement of faculty in academic planning, curriculum review and development, and a variety of other College-wide committees.

- The College developed two categories for adjunct faculty members, which acknowledge and reward more fully the contributions of long-time adjunct faculty members.

- The College significantly increased support for adjunct faculty members in areas including salary, benefits, access to

College services and professional development.

- The College increased access to professional development opportunities and support.

## Challenges

- A fragmented system of academic advising with varying levels of faculty involvement.

- Lack of alignment between policies for faculty assignment of grades and the procedure for student challenges of grades.

- Concerns by faculty that they may risk negative consequences in voicing their ideas and points of view.

- Rates of pay for "moonlight" and summer teaching for full-time faculty remain at the adjunct rate, rather than at the rate the full-time person earns during the traditional academic year.

- High numbers of adjunct faculty in some departments continues to be an issue.

## Recommendations

- Collaborate with Student Affairs in the development of an effective academic advising system.

- Review the policies that are in conflict regarding the final decisions on grades.

- Address the high number of adjunct faculty in departments with adverse adjunct/full-time ratios.

- Address moonlight and summer pay through collective bargaining.

## Actions Taken

- An Advising Task Force, established in 2007, proposed a new advising model

along with specific budget requests to provide staffing for the model. This budget request has received partial funding for the 2008-2009 year.

- A funded goal from Instruction for the 2008-2009 Operational Plan proposes to increase the number of full-time faculty at the College by 2%.

- The 2008-2009 Operational Plan includes an Instructional goal to assess Washington community colleges comparable to Clark College to identify best practices in part-time faculty use and to draft a policy with budget and goal implications for submission in the 2009-2010 goal and budget request cycle.

## Supporting Documentation for Standard Four

### Appendices

Appendix 4.1     Faculty and Administration Demographics

Appendix 4.2     Institutional Faculty Profile

Appendix 4.3     Number and Source of Terminal Degrees of Faculty

Appendix 4.4     Full-time Faculty Salary Schedule History 1998 – 2006

Appendix 4.5     Clark College Association for Higher Education Agreement,
                 Articles III.C and III.D

Appendix 4.6     List of Faculty Professional Development and Contributions Outside
                 of the Classroom

### Supporting Documentation in Team Room

Exhibit 4.1      Clark College Association for Higher Education Agreement 2004

Exhibit 4.2      Clark College Association for Higher Education Agreement 2006

Exhibit 4.3      Curriculum Development Handbook

Exhibit 4.4      Administrative Procedures Manual, Section 800.000

Exhibit 4.5      Clark College Committee Roster

Exhibit 4.6      Administrative Procedures Manual, Section 600.000

Exhibit 4.7      Tenure Review Committee and Process Handbook 2007 – 2008

Exhibit 4.8      Evaluation Procedure for Tenured Faculty and Sample Evaluation Forms

Exhibit 4.9      Human Resources Sample Recruitment/Selection Process and
                 Responsibilities Notebook (Adult Basic Education Faculty)

Exhibit 4.10     Clark College Catalog 2005 – 2007, pg. A22

Exhibit 4.11     Clark College Catalog 2007 – 2008, pg. A17

Exhibit 4.12     Faculty Handbooks

                 4.12.1  Nursing

                 4.12.2  Medical Radiography

                 4.12.3  Music

                 4.12.4  Clark Center at WSUV

Exhibit 4.13     Faculty Handbook 2007 – 2008

Exhibit 4.14          Faculty Resource Guide 2006 – 2007

Exhibit 4.15          Non-Tenure Track Adjunct Faculty Employment Contract

Exhibit 4.16          *Phoenix* – art and literary work by Clark College students

              4.16.1  *Phoenix* 2003

              4.16.2  *Phoenix* 2004

              4.16.3  *Phoenix* 2005

              4.16.4  *Phoenix* 2006

Exhibit 4.17          Administrative Procedures Manual, Section 710.065.4

Exhibit 4.18          Human Subject Review

Exhibit 4.19          Clark College Funding Sources

Exhibit 4.20          Administrative Procedures Manual, Section 335.000

Exhibit 4.21          Clark College Grants and Status

# Standard Five

## Library and Information Resources

**Clark College**

EST. 1933

# Standard Five
## Library and Information Resources

## Introduction

Cannell Library's mission to support the educational mission of Clark College clearly defines the library's traditional role in fostering the teaching and learning activities that help students find success in their studies and become lifelong learners. (Exhibit 5L.1)

Although that mission remains constant, the means to achieve it have changed profoundly. The information landscape that supports teaching and learning has altered as electronic library collections and the ubiquitous information environment of the Internet are quickly supplanting information stored on paper in printed volumes. As a result, the library strives to teach and to encourage information literacy skills for its students. (Exhibit 5L.2) (5.A.1)

Cannell Library maintains access to essential print library collections; provides access to licensed electronic collections; mediates the vast potential of the Internet; and provides traditional, value-added library services for students and faculty in creative new ways. At the beginning of the twenty-first century, Clark College finds itself with two libraries, "brick" and "click," coexisting in a symbiotic relationship for the foreseeable future as the information landscape and cyber-infrastructure continue to evolve. The brick Cannell Library is a human-centered space, a handsome building where Clark College librarians and library staff assist students, where students find comfortable places to study and collaborate on course assignments, and where students can access paper and electronic collections. The click library is the online library on the World Wide Web, and the Cannell Library

web page is the electronic gateway to this vast collection of licensed scholarly electronic information and to online instruction for using that information effectively. The physical library and the digital library work together to support learning at Clark College. The Vision Statement that concerns both library concepts is posted on the library website. (Exhibit 5L.3) (5.A.2 AND 5.A.3)

## Library Collections, Resources, and Services

Cannell Library provides authoritative and up-to-date resources to support the College's curriculum with information students need for papers, essays, presentations, projects, and intellectual growth. Librarians share responsibility for selecting library resources in assigned areas of the curriculum and encourage faculty members to develop the collection by submitting requests in their academic fields. The Cannell Library Collection Development Policy defines selection criteria and outlines procedures with respect to purchases, gifts, and weeding. (Exhibit 5L.4.1) (5.B.1, 5.B.2, 5.B.4)

Traditional books and media materials are integrated in a single collection arranged by the Library of Congress classification system. Special collections include a Washington State Documents collection, an ESL/ENL browsing collection, and the Renaissance Kids collection of children's books intended to support students who want to foster literacy by reading to their children. The Reference and Periodicals collections reside on the first floor of the library close to the Reference Desk. Current

periodicals and the New Books Collection are shelved in a nearby reading area. Videocassettes, DVDs, and CDs in high demand for classes reside behind the Circulation desk along with the Reserve collection that supports faculty course objectives.

The print reference collection currently contains over 9,000 volumes. Reference librarians work to keep the reference collection current, having carried out a major weeding project that began in 2005. During the project, librarians removed approximately 1,700 reference volumes. (Exhibit 5L.5) (5.B.1)

Students expect to complete college work when it is convenient for them; as a result, collection development increasingly focuses on electronic resources. Migrating to electronic access via the digital library requires shifts in both funding and staffing to manage the growing collection of licensed electronic resources. When available, the library licenses online reference tools such as the *Gale Virtual Reference Library, CQ Researcher, Encyclopedia Britannica, IT*

*Pro, Oxford Reference Online, and Access Science.* In fact, Cannell Library added its 10,000th e-book in 2007. As of early 2008, Cannell owns over 11,500 e-books. (Exhibit 5L.6) (5.B.5)

Librarians evaluate print and electronic periodical subscriptions annually and are currently engaged in a project to migrate from print to electronic formats whenever possible. Librarians have canceled some print serials in recent years, partly in response to increasing serial prices and static serials budgets and partly in favor of electronic journals. For the last three years, librarians have assessed the print collection in view of student demand, looking at usage statistics for print, expense, and availability of content online. An increasing portion of the periodical titles  is included in publishers' and vendors' aggregated electronic journal databases. Data, anecdotal evidence, and usage statistics point to a continuing and growing preference for electronic information both on and off campus. (Table 1 and Table 2; Exhibit 5L.7) (5.B.1)

### Table 1
#### Annual Searches in Aggregated Journal Databases

|                | 2004–2005 | 2005–2006 | 2006–2007 |
|----------------|----------:|----------:|----------:|
| **EBSCO**      | 14,550    | 26,690    | 163,949   |
| **Thompson/GALE** | 202,177 | 195,263 | 27,213    |
| **ProQuest**   | 465,772   | 786,632   | 1,003,516 |
| **Total**      | **682,499** | **1,008,585** | **1,194,678** |

Source: Cannell Library Database Usage Statistics 2004–2007 (Exhibit 5L.7)
[Note: EBSCO databases were expanded in 2006—2007 and Gale databases were scaled back.]

### Table 2
#### Proxy Server Access to Electronic Resources from On and Off Campus

|               | 2004–2005 | 2005–2006 | 2006–2007 |
|---------------|----------:|----------:|----------:|
| **On-Campus** | 45.7%     | 49.4%     | 51.4%     |
| **Off-Campus**| 54.3%     | 50.6%     | 48.6%     |

Source: Cannell Library Database Usage Statistics 2004–2007 (Exhibit 5L.7)

In 2004, Cannell Library joined the Orbis Cascade Alliance, a resource-sharing library consortium composed of public and private colleges, community colleges, and universities in Oregon and Washington (35 in the winter of 2008). Created in 2003 through the merger of two strong regional consortia, Orbis and Cascade, the Alliance demonstrates the power, influence, and extraordinary benefits of innovative collaboration among private and public academic libraries. Sustained development of Clark College's unique collection geared to the needs of community college vocational and transfer students is expected for continued membership in the Alliance. (5.C.2)

In 2007–2008, Cannell Library embarked on its first project to create its own digital collections. The library partnered with the Art Department to initiate a project to digitize the collection of art slides. With funds from the Clark College Foundation, Cannell Library purchased digitization software and ContentDM. An Art Department Foundation grant hired one staff member to scan the slides and create retrieval data. (5.B.5)

## Library Services

Cannell Library is a teaching library, and librarians influence student learning via three primary services: classroom instruction, reference services, and the library website. Students extend their learning beyond the boundaries of disciplinary classrooms using each of these access points. The reference and instruction program at Cannell Library supports the Clark College Mission and Mission Imperatives. (5.B.2)

## Instruction

In 2007, Information was added as a Clark College-wide Student Learning Outcome. Library faculty provide leadership and support for learner-focused education to encourage members of the College community to become information-literate citizens able to access, organize, evaluate, document, and present information ethically using electronic, print, and human resources. For several years, Clark College has included an Information/Technology Ability. (Exhibits 5L.8; 5L.9) (5.B.2)

The active and well-developed information-literacy program is staffed by a team of librarians with excellent teaching skills and a history of strong cooperation and collaboration with classroom faculty to develop classes and tools to support student learning. Table 3 reflects steady growth in instructional sessions.(Exhibit 5L.10)

**Table 3**

**Library Instruction Sessions Held at Cannell Library: 2000–2006**

| Academic Year | Number of Classes |
|---------------|-------------------|
| 2000–01 | 217 |
| 2001–02 | 287 |
| 2002–03 | 365 |
| 2003–04 | 364 |
| 2004–05 | 434 |
| 2005–06 | 461 |
| 2006–07 | 496 |

Source: Library Instruction Sessions (Exhibit 5L.19)

Growth numbers coincide with the hiring of additional librarians and are limited only by staffing and classroom space. The College installed smart classroom technology in the Cannell Library instruction lab. When appropriate, librarians travel to classrooms outside the library for instruction. Librarians also educate faculty and staff by offering one-hour workshops on timely topics such as new databases, plagiarism, Wikipedia, and Really Simple Syndication  (RSS) feeds. (Exhibit 5L.11)

Librarians at Clark College participated in a four-year, $160,000 federal grant from Library Services and Technology Act (LSTA) funds. Three librarians attended the Association of College and Research Library (ACRL) Information Literacy Immersion program during June 2005. Subsequently, all library faculty developed program and assessment plans in order to strengthen information literacy pedagogies. (5.D.3)

The guiding document for librarians is the Reference Department Action Plan, which details outcomes teaching librarians identify as critical components for promoting and assessing information literacy for Clark College students. The plan includes the following outcomes:

- Teach innovatively and collaboratively in order to increase student learning and success.

- Provide quality point-of-need reference instruction.

- Provide leadership and support faculty excellence by sharing with faculty new innovations, tools, techniques, and resources.

- Assess information outcomes established by the Reference Department in order to achieve teaching excellence. (Exhibits 5L.12; 5L.13)

Librarians documented session-based and course-embedded assessment of Information Literacy outcomes. The Reference Department developed departmental outcomes in 2000. A library instruction policy is also in place. (Exhibits 5L.14; 5L.15; 5L.16)

During spring term 2005 the librarians introduced a one-credit course, Research in the Information Age. The College has offered this course fall, winter and spring terms, but it proves a challenge to fill. The course, LIB 105, is being re-written and combined with CTEC 105, Introduction to the Internet. The intention is to offer a combined two-credit course in fall 2008. Curriculum Committee has approved the course, and it will be taught by both Library and Computer Technology faculty. (Exhibit 5L.17) (5.B.2)

Currently, the most pressing instructional challenge is to integrate course-related library instruction into eLearning courses. New course-integration software to enhance the library presence on the Blackboard® system, purchased in 2007, will help with this effort, as will new links to eReserves embedded within Blackboard® course shells. (5.C.1).

## Reference Service

Reference desk personnel focus on teaching students to locate and recognize authoritative information of all types, including licensed web-based library information, free Internet sites, and traditional print tools. Librarians covered the reference desk for 65 of the library's 69.5 open hours per week during the 2006–2007 academic year, an improvement over the 58.5 hours of coverage at the time of the last accreditation report. The library used salary savings in 2006–2007 to improve coverage. The College used permanent budget dollars during 2007–2008 to continue this coverage.

During summer quarter, the library is open only 34 hours per week. During the eight-week summer term, a full-time librarian, who transfers hours from his or her academic year contract, staffs the reference desk four days a week. Funding permitting, an adjunct librarian works an additional sixteen hours per week for four weeks of the summer quarter to accommodate both reference desk needs and classroom instruction. Consequently, coverage of the reference desk during summer quarter is

inconsistent. (Exhibits 5L.18; 5L.19; 5L.20) (5.D.1 and 5.D.6)

To accommodate student needs, in 2006 Cannell implemented a digital reference service, Ask a Librarian. During 2006–2007 librarians answered 114 questions via this new service. In addition, the library implemented an instant messaging reference service in late 2007. (5.B.5)

Cannell librarians also provide reference and instruction services to students in the Eastern Washington University Dental Hygiene, Social Work, and Business Technology distance programs located on the Clark College campus.

## Library Website as an Instruction Tool

Reference librarians maintain the instruction-focused Cannell Library website, using Dreamweaver. All library handouts, class links, user guides, continuing education links and other instructional materials are available on the website. A number of online tutorials, including four modules adapted from the Texas Information Literacy Tutorials (TILT) and a Plagiarism module developed in-house, are available and heavily used. Each of these modules offers a quiz to allow faculty to track usage and scores.

### Table 4
**TILT Sessions completed in 2006–2007 with Average Score**

| 2006–2007 | Students completed | Average Score |
|---|---|---|
| TILT Module 1 | 608 | 86.7% |
| TILT Module 2 | 669 | 84.8% |
| TILT Module 3 | 579 | 87.3% |
| Plagiarism | 776 | 84.2% |

Source: LSTA Grant Reporting Assessment – Spring 2006 (Exhibit 5L.14)

The website also includes a "For Faculty/Staff" section, which includes links to presentations by librarians for classroom faculty, an online library faculty handbook, and instruction policies. The *Cannell Library Chimes*, a newsletter published every quarter during the academic year since 2000, is an effective tool for communicating with faculty and staff. In May 2007, the librarians implemented Cannell Library: The Blog. The link to the blog resides on the main library website and is intended as another access point for students, faculty, and staff to receive current library updates without using campus email. RSS feeds to this blog are available. (Exhibit 5L.4.2)

Reference librarians commit to the continued development of web-based learning tools to support both on-campus and distance learners. Funding and technical training, however, remain ongoing challenges. During 2006–2007, in partnership with librarians at Whatcom and Shoreline Community Colleges, Cannell Library received a $14,990 Distributed Learning Development grant. Librarians used the funds to collaborate on developing new web-based tutorials for information-literacy skills. In accordance with the grant, these modules will be distributed to other colleges in the Washington State Community and Technical College system. (5.B.2)

Librarians continue to explore additional ways to extend information to students, faculty, and staff and to adapt services to incorporate Web 2.0 technologies. Because of the time involved, upkeep on the website

continues to prove a challenge for librarians. The library's information technology (IT) Specialist has helped to move the site toward dynamically generated content, thereby easing the upkeep load. Even with the change, librarians will continue working with the faculty and students in Interface Design and Interactivity (GRCP 210) to perform usability testing on the website. This highly successful and rewarding partnership has yielded annual improvements to the library's website since 2002. (Exhibit 5L.22) (5.B.4)

## Circulation

Staff at the Check Out Desk are on duty all open hours and assist library users to locate and use resources and equipment. The integrated library system, Millennium, includes an excellent public access catalog that tracks collection use and serves the library well. Since upgrading to the new system:

- Staff can issue library cards more quickly and easily.

- Patrons can renew eligible items online as well as track the progress of pending requests via their library record.

- Patrons receive notices faster via email to pick up books on hold and to renew materials.

- Staff members send courtesy reminders shortly before checked-out materials are due.

- Collection of fines for overdue and lost books is more efficient.

With some success, the library now uses a collection agency to recover overdue materials; as a result, the number of delinquent borrowers has declined. In 2008, the library will implement a system upgrade to allow payment of fines and lost book charges by credit card. (5.C.1)

## Summit Borrowing

In 2004, Clark College became a full partner in the Orbis Cascade Alliance and implemented Summit borrowing (online access to collections of institutions in Orbis Cascade Alliance). Students and faculty seem enthusiastic about the wealth of available resources, easy patron-initiated requesting service, and speedy delivery of books and media. Summit requests have grown steadily. The system makes adjustments for equitable borrowing and lending among libraries, so periodic load balancing has increased the number of items the library lends. Summit processing is timed with courier pickups to optimize delivery speed. (Exhibit 5L.23) (5.C.2)

## Interlibrary Loan

Via interlibrary loan, students and faculty may borrow books and media inaccessible through Summit. Journal articles are delivered to the desktop via an email link, and an authenticated, web-based interlibrary loan form makes requesting simple and rapid. (Exhibit 5L.24)

## Audiovisual Media

Faculty and staff schedule media for the classroom using an authenticated, web-based video/DVD booking request form and retrieve items at the library or have them delivered to their offices. Faculty may also renew their media items online. Computing Technology Department grants have purchased many new DVD recordings. Some titles circulate for 21 days either locally or via Summit. Frequently used titles circulate either for three days or are "library use only."

## Reserves

Course reserves have evolved with changing needs and technology. In 2001, electronic reserves were introduced using Docutek

software, bringing students uninterrupted access to supplemental course materials. Circulation staff members work closely with the eLearning Office to provide alternative access to videos integral to online and tele-web classes. Pass-through authentication was arranged between Docutek and Blackboard® software to simplify access to course reserves for eLearning students. Circulation staff help faculty and staff submit materials, make links for retrieval, and advise faculty on copyright guidelines. No budget exists to obtain permission or make payment for materials outside fair use. (Exhibit 5L.25) (5.A.3 and 5.B.5)

## Technical Services and Library Systems

In addition to purchasing, processing, and cataloging all library materials and monitoring library budgets, Technical Services staff manage or coordinate library systems, including Millennium, the Innovative Interfaces' integrated library system (ILS), Serials Solutions 360 Link, an OpenURL link resolver, and Serials Solutions AMS for managing full-text journal content available from multiple abstracting and indexing aggregators. The ILS includes a proxy server for enabling remote access to electronic resources. The Technical Services Librarian coordinates ILS support, but responsibilities are distributed to appropriate staff in Technical Services and Circulation. Circulation staff members manage and maintain Docutek ERes electronic reserves system and Clio for managing interlibrary loan transactions. ContentDM digital asset management software was added in September 2007. (Exhibit 5L.26) (5.D.2)

The College added an IT Specialist position in 2005 to support the web online public access catalog (OPAC) and assist with systems administration. With a skill set that includes relational databases and web

scripting languages, the IT Specialist has implemented numerous interactive forms on the library website. This position is also responsible for installing, configuring, and maintaining blogging (WordPress) and wiki (DokuWiki) software engines, an issue-tracking system (Mantis), and Google Analytics service for website usage statistics. Reference maintains both a public and a private blog, and other library staff members use the wiki to publish and share documentation, policies, and procedures. Currently, the IT Specialist is researching content management systems with a goal of implementing a dynamic website with content management distributed library-wide.

The impact of rapid growth in e-journals, from 8,460 in 2004–2005 to 13,888 in 2007–2008, has been felt by every staff member in Technical Services and has focused attention on improving management of licensed resources. In late 2007, Technical Services staff implemented an Electronic Resources Management System (ERMS).

## Service Challenges

Student requests for additional evening and weekend hours are a recurring theme of student surveys. As funding permits, staffing is extended in attempts to meet these expressed needs. Schedule changes include later Saturday hours, earlier weekday openings, and later Friday closings. Additional summer hours were added in 2002, 2003, and 2005, but funding no longer exists to sustain them. As well, funding and availability of temporary, part-time staff remains inconsistent. Although student staffing is essential, funding and student availability often prove unpredictable. Library staff expend a great deal of effort arranging a workable schedule to maintain library open hours. (Exhibit 5L.27) (5.E.3, 5.A.1, and 5.A.3)

Stable funding for adjunct reference librarians is necessary to staff the reference desk fully, especially during summer quarter, and to provide full-time librarians sufficient free time for other duties including webpage maintenance, information-literacy instruction in-person and online, and committee obligations. For Technical Services and Systems staff, ongoing training in a rapidly changing technological environment remains largely unfunded; securing a substantial investment for the next-generation catalog interface will be challenging. (5.B.2, 5.B.5, 5.C.1, 5.D.3 and 5.E)

## Facilities and Access

Cannell Library is a beautiful 48,250-square-foot building built in 1990 with seating for 290, seven group study rooms, one quiet study room, a library instruction lab recently upgraded as a smart classroom, 31 hard-wired public access computers, 14 VCR and/or DVD stations, eight audio stations, a wireless network, and JAWS software for the sight-impaired. Foundation grants funded new task chairs (2003 and

2007) and a microform reader/printer (2001). A Rotary grant enabled purchase of new video-viewing equipment stations to accommodate DVDs and videocassettes (2005). In 2007–2008, another Foundation grant funded seven laptop computers for student checkout. Reliable photocopiers are available, and Computing Services upgrades some computers in the instruction lab and reference area every three years. (5.A.1)

The library building is heavily used, and seating often nears capacity. Gate counts grew steadily until the last two years, when they declined as shown in Table 5. Until that time, traffic increased steadily, reflecting enrollment growth at Clark College, the effect of the information-literacy instructional program, and increased use of library and computer resources in the academic programs. The staff attributes the current dip to program moves to Clark College at WSU Vancouver and to the popularity of using the digital library from computers elsewhere. As noted above, almost half the use of electronic resources originates outside the walls of the library. (5.A.3)

| Table 5 | | | | |
|---|---|---|---|---|
| Cannell Library Gate Count | | | | |
| Year | 2002–2003 | 2003–2004 | 2004–2005 | 2005–2006 | 2006–2007 |
| Annual Total | 313,102 | 329,818 | 355,570 | 324,516 | 275,172 |

Source: Cannell Library gate count (Exhibit 5L.28)

Several areas within the library building are assigned to non-library services: a 70-seat computer lab run by Computing Services occupies about 1700 square feet; the eLearning department uses about 1000 square feet; a large meeting room with seating for 25 is one of two videoconferencing facilities on campus and is often booked for conferences and meetings. Space is a continuing concern, with office as well as student workspace at premium use. Weeding the print collections

(circulating and serials) should create more student workspace, which the library's annual student survey clearly indicates is needed. Cannell Library needs remodeling and updating for continuing functionality in the next decade. (Exhibit 5L.29)

Clark College students, faculty, and staff are well supported when they use the digital library from off-campus. Remote access to electronic collections, library catalogs, electronic reserves, online media booking,

reference help, and interlibrary loan are available through the Cannell Library website and the proxy server. An examination of library website statistics reveals website usage has increased 187% on average over the last five years, with the largest growth, 452%, coming from off campus. During fall quarter 2007, 52% of total hits to the website were from off-campus, compared with 27% in 2002. This is attributable to a growing eLearning program; students attending classes at the Clark Center at WSU Vancouver (CCW); and perhaps a general shift in how, when, and where students research. (5.B.5, 5.C.1)

### TABLE 5.6
**Average Successful Log-ons to Website per Day**

**(Access to licensed electronic resources through the website counted in Library Collection)**

| Average requests per day | 2002 (Winter qtr) | 2007 (Winter qtr) | % increase |
|---|---|---|---|
| **On-and-off campus** | 860 | 2473 | 187% |
| **Off-campus only** | 232 | 1281 | 452% |

Source: Web Server Statistics for Winter 2007 and Winter 2002 (Exhibit 5L.21)

Cannell staff work collaboratively with the WSU Vancouver library staff to ensure Clark College students enrolled at CCW feel welcomed and well served by the WSU library where Clark College maintains a reserve collection. (5.C.2)

Planning is currently underway for an 1,800-square-foot Information Commons in the new Clark College at Columbia Tech Center. Opening in summer 2009, this facility will offer mostly digital services in the brick building. In addition to computer access to online collections, the Information Commons will provide some support for reference and instruction as well as pickup and delivery services for materials delivered from Cannell Library, Summit, and interlibrary loan. Because classes offered will support an Associate of Arts degree, reference librarians as well as support staff will be needed for the new facility. (5.D.1)

Cannell Library has formed partnerships with other libraries to enhance collections available to Clark College students and faculty. In 1992, Cannell Library joined the Portland Area Library System (PORTALS) and maintains membership and committee presence in this organization. Currently, PORTALS provides continuing education opportunities for library staff in the local Portland area. Cannell Library serves students from neighboring institutions who signed articulation agreements with Clark College as well as the community patrons who live in the service district. Until 2004, Cannell partnered successfully with the Fort Vancouver Regional Library System for cataloging and joint borrowing. This partnership was dissolved in order to accommodate joining the Orbis Cascade Alliance in the fall of 2004. (5.C.2)

Since the Alliance online union catalog runs on Innovative Interfaces software, it was necessary to purchase a new online integrated library system, Millennium, from Innovative Interfaces, Inc. (III). Initial funding for Clark College's membership in the Alliance came from the Foundation. Alliance membership provides resources otherwise difficult or impossible to obtain for Clark College students and faculty in a

timely and cost-effective manner. The benefits of Alliance membership include:

- A shared union catalog, Summit: http://summit.orbiscascade.org/search/

- Patron-initiated borrowing via Summit

- Fast and reliable delivery services

- Collaborative purchasing of electronic resources at more favorable prices

- Cooperative collection development

- Staff development activities

- Participation in new service initiatives.

The Alliance union catalog includes over 9 million titles representing 27 million items, 67% of which are owned by only one member library. Clark College students, faculty, and staff may borrow materials directly from this vast collection, with an average delivery time of two business days. Developing  collections through the consortium strengthens the individual as well as the joint collections. (See consortial agreements) (Exhibits 5L.30.1 – 5L.30.11) (5.C.2)

The library's physical facility and access points are currently adequate. Future challenges are generally tied to the rapidly changing information environment, the expansion to additional locations, and the continuing need to fund technology innovations and upgrades.

## Personnel and Management

The library staff includes eight full-time classified staff, two part-time classified staff (about half of one FTE), 15–20 student workers (about four FTEs), and a full-time librarian with an administrative appointment who serves as Director. Classified staff members support circulation, reserves, video booking, interlibrary loan, acquisitions, cataloging, serials, preservation, library systems, IT support, and administrative

support. Many full-time staff members have a lengthy record of service in the library. In 2007, two part-time positions in Circulation and Serials were combined into a new full-time, classified position. Making this a permanent position avoids some of the frequent turnover in part-time staffing. All staff members are evaluated on a regular schedule in accordance with their written position descriptions and College policies. (Exhibit 5L.31) (5.D.2)

There are five full-time faculty librarians and three adjunct librarians (about half of one FTE) on staff. Faculty librarians work an academic schedule of 173 days per year. Four librarians are tenured and the fifth progresses toward tenure. Four of the faculty librarians provide reference and instruction services. The adjunct librarians help with reference desk coverage. One faculty librarian oversees technical services and library systems. All full-time faculty members select resources for the collection. (Exhibits 5L.32; 5L.33) (5.D.2)

All library staff enjoy opportunities for professional growth. Every position in the library has changed dramatically, and staff must upgrade their skills to keep pace with the dynamic technological changes in academic libraries. The Teaching and Learning Center offers on-campus training opportunities for library faculty. All staff take advantage of teleconferences, webinars, and local training opportunities provided by PORTALS, Online Computer Library Center, WebJunction, the Northwest Innovative Interface Users' Group, and conferences like Online Northwest, the Pacific Northwest Teaching & Learning Conference, and Northwest Inter Library Loan. Although the library travel budget of $250 is modest, it is supplemented by faculty and staff development funds. Washington State Library Services Technology Act grant funding is often requested; however, funding for national

participation is limited. (Exhibit 5L.34) (5.D.3)

The transition from the brick to the click library has created a number of staffing challenges. In Technical Services, the issues surrounding acquiring, maintaining, and organizing electronic resources are extremely time-intensive. While demand for print materials is declining for both monographs and serials, the growth in electronic resources, including e-books, electronic databases, and e-journals, creates new workloads for purchasing, managing trials, licensing, registering IP addresses with publishers and vendors, managing authentication via the proxy server, maintaining the serials A–Z list, and managing the link resolver. Although staffing has increased modestly in the last decade, employees struggle to keep skills current and manage the workload. (Exhibit 5L.35)

A variety of linkages to campus agencies also support library services. Computing Services administers the student computer lab located on the second floor of Cannell Library, and this department also supports the computer hardware in the library offices, library instruction lab, and the library reference area. The Foundation helps in offsetting the cost of equipment and software since the library's budget it is currently inadequate to replace staff computers, printers, scanners, software, and equipment to support library systems. The integrated library system runs on an HP Alpha server physically located with all other campus servers in the Baird Administration Building. Staff members in Computing Services maintain system backup tapes. The Technical Services Librarian serves as systems administrator for the integrated library system, and library staff handle systems and library software support. Media Services administers hardware support and teleconferencing for

the campus. Human Resources coordinates the hiring process for staff and faculty, and Plant Services maintains the library facility. (5.E.2)

The Director of Library Services reports to the Vice President of Instruction (VPI) and attends meetings of the Instructional Council (IC). Good communication exists among the library, the VPI, and the academic deans and directors. During the past three academic years, Cannell has had three different interim Library Directors. In April 2008, the College hired a permanent Library Director. (Exhibit 5L.36)

Although a faculty librarian serves on the Curriculum Committee, no organized mechanism exists to solicit library input in curriculum planning. For example, no library representative serves on the Instructional Planning Team. An advisory committee for the library does not exist. Despite these organizational gaps, the library staff is alert to curricular developments and follows through to support new programs when funds permit. (Exhibit 5L.37)  (5.D.5.)

Library resources are well maintained, and processing and housing the paper collections meet national standards. The Online Computer Library Center is the source of bibliographic and holdings information for cataloging and interlibrary loan. Electronic collections are well managed and readily accessible both on and off campus via a proxy server. (5.B.1)

One-time library purchases are generally easier to fund than recurring expenses largely due to grant support from the Clark College Foundation. In 2003, Cannell Library implemented Millennium, its new state-of-the art integrated library system. Initial purchase was funded by the Foundation. Recently, a link resolver, again funded with a Foundation grant, enhanced the system by providing one-click access
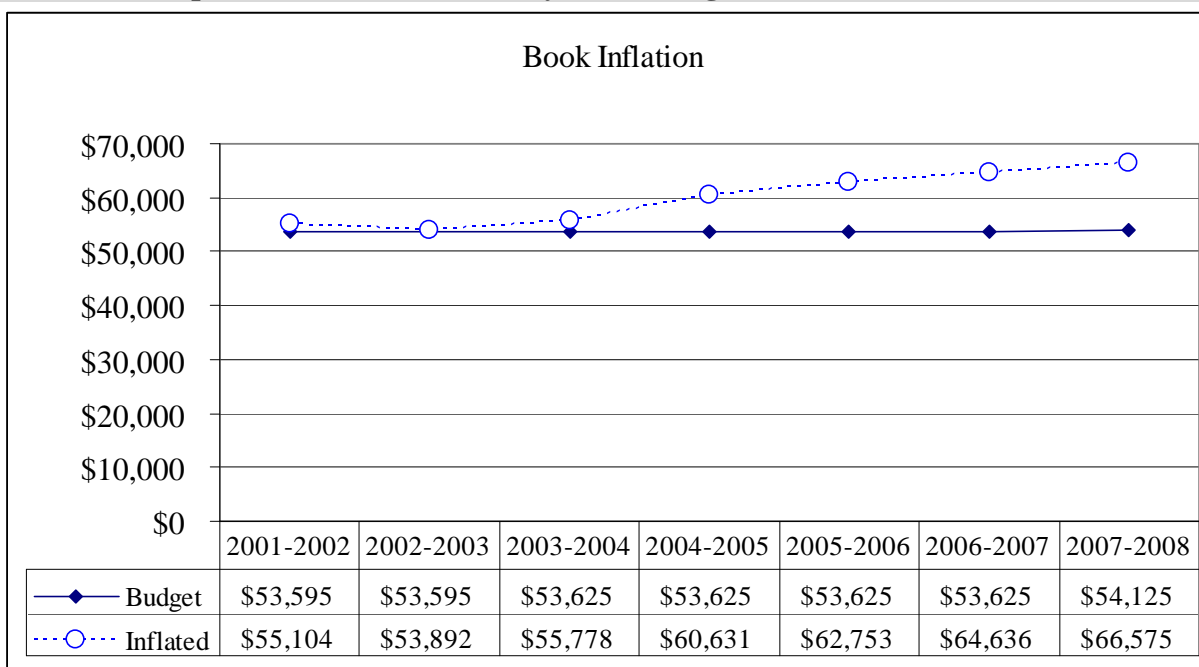
from citations to full-text articles. Foundation funds are allocated to purchase the Innovative Interface Electronic Resources Management System (ERMS), a software upgrade to manage the thousands of titles included in aggregated journal packages and e-book collections. End-of-year funds purchased an e-commerce module so students can pay bills online with a credit card and courseware integration software that makes library access from Blackboard® courses transparent.

Annual updating and renewal of library resources require stable and sustained funding year after year. The budgeted funds

for library resources do not provide sufficient resources to support the diverse curricular offerings at Clark College. (Exhibit 5L.38) (5.D.6)

For books, the budget has remained virtually flat the last seven years and even lost ground due to inflation. The small budget increase noted in Figure 1 below for 2007–2008 is the result of an internal library reallocation: $500 was moved from the small-media budget into the book budget. Both the Clark College Foundation and the College Council have given Cannell sizeable one-time grants for e-books.

**Figure 1**
**Comparison of Cannell Library Book Budget with Book Price Inflation**

Book Inflation

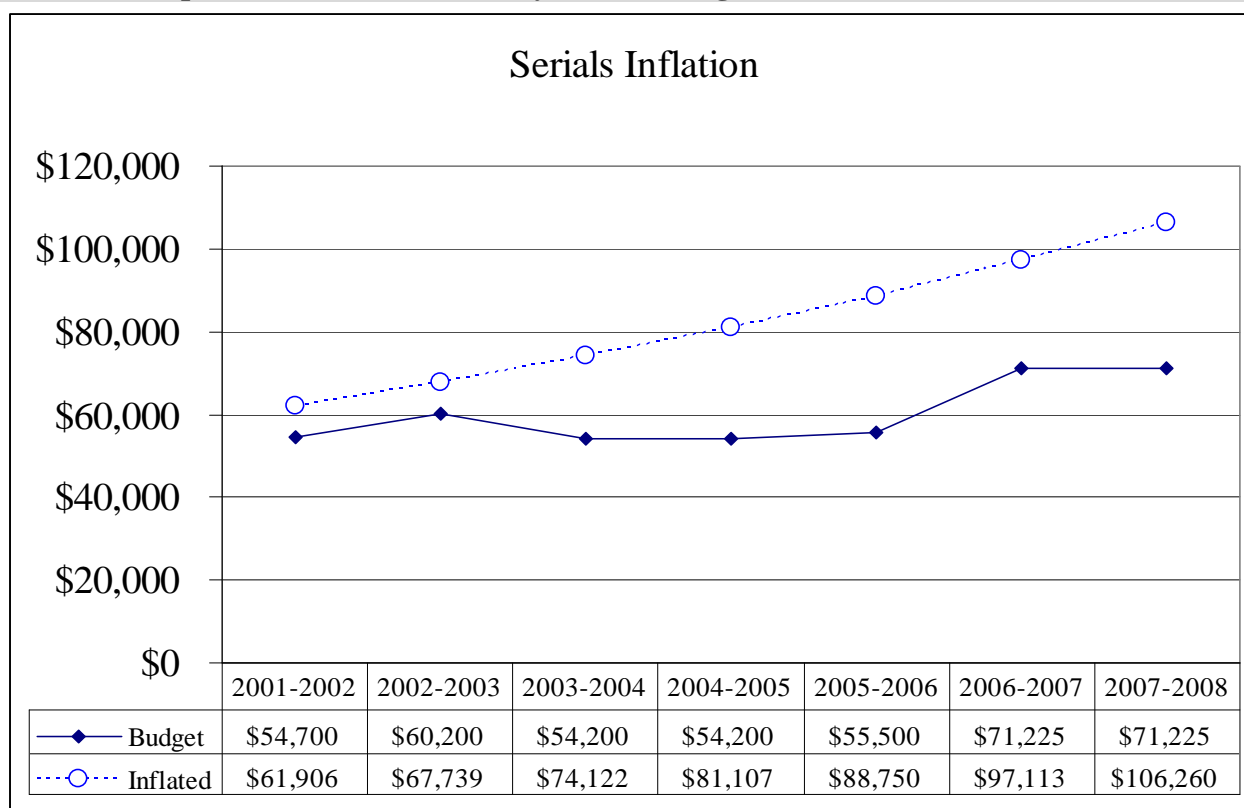| | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|---|---|---|---|---|---|---|---|
| Budget | $53,595 | $53,595 | $53,625 | $53,625 | $53,625 | $53,625 | $54,125 |
| Inflated | $55,104 | $53,892 | $55,778 | $60,631 | $62,753 | $64,636 | $66,575 |

Source: "Annual Book Price Update," http://www.ybp.com/book_price_update.html and Cannell Library Budget reports.

The budget for serials also has not kept pace with inflation as shown in Figure 2, despite a one-time increase in 2006–2007. In the migration to the click library, more resources require annual licensing. In the brick library an encyclopedia may sit on a shelf with a useful life of several years. In the digital library, the electronic text of that encyclopedia becomes an annual subscription requiring payment *every* year. Without reasonable annual increases in the serials budget, titles continue to be eliminated and new resources to support student learning are not available.(5.A.1 and 5.D.6)

**Figure 2**
**Comparison of Cannell Library Serials Budget with Serials Price Inflation**

## Serials Inflation



|          | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Budget   | $54,700   | $60,200   | $54,200   | $54,200   | $55,500   | $71,225   | $71,225   |
| Inflated | $61,906   | $67,739   | $74,122   | $81,107   | $88,750   | $97,113   | $106,260  |

Source: EBSCO Information Services and Cannell Library Budget reports.
Note: [According to EBSCO, the library serials vendor, the Clark College subscription list represents an annual 9.423% average inflation rate in recent years.]

Comparing per student expenditures for library resources at 12 Washington and Oregon institutions, the median and average per student FTE expenditure for these institutions was $27 in 2003–2004. Clark College average expenditures were $16 per student, placing it near the bottom of the group. This National Center for Education Statistics (NCES) data includes expenditures from gifts and grants as well as budgeted funds, so the Clark College figures reflect spending from the endowed funds allocated annually to Cannell Library from the Foundation. (Exhibits 5L.39; 5L.40)

The current appropriation for 2007–2008 is $193,583, including the one-time end-of-year funds and the annual Foundation endowment interest. At the current student FTE, the budgeted per student figure is now $26, unequal to the 2003–2004 average. Given inflation in print and electronic books and subscriptions since then, the comparable median expenditure would be approximately $39 per FTE. At $39 per FTE, the Clark College resources budget would total about $289,000. In 2007–2008 Cannell received an additional $35,000 in permanent funds. Even with this much appreciated capital, the Cannell resources budget is still $95,000 below the average for this group. (5.D.6)

The Vice President for Instruction (VPI), members of Instructional Council (IC), and the library administration agree improvements are needed. The library budget request for an increase in the resources allocation was ranked as the fourth priority in the Instruction budget request for 2007–2008. With a plan clearly needed for continued improvement, the VPI and members of IC commit to placing the library resources budget on an improved trajectory over the next few years.

## Planning and Evaluation

Clark College designs Strategic Initiatives every year, and library faculty, staff, and administrators participate in this process. The Director conveys library program and budget needs to IC and the VPI for consideration by the academic deans and directors and, ultimately, by the Executive Cabinet. Recommendations to IC from the library focus on the six college Mission Imperatives. The library staff engages in annual goal setting and review. Successful completion is often dependent on funding. (Exhibits 5L.41; 5L.42) (5.E.1)

To augment funding each year, the library plans for and responds to opportunities to apply for funding from the Clark College Foundation. Each year, Cannell Library receives income from a library endowment managed by the Foundation for library resources. In addition, the library has requested and received significant funding for one-time purchases through the Foundation Funds Allocation Program. Recent successful grant requests include:

- Partial funding for Innovative Interfaces' integrated library system, Millennium

- Joining fees for the Orbis Cascade Alliance

- Open URL link resolver

- Allied health e-books, licensed for one year

- Ergonomic task chairs for students

- Electronic Resource Management System (ERMS)

- Laptop computers for student checkout.

Library staff meets with student leaders occasionally to seek input on library policies and services. Recently, a trial database page was added to the library website to improve communication and invite comments. The library conducts an annual user satisfaction survey, and the results help guide library planning. The Nursing Department added three library questions to their annual student survey. Results confirm the library staff is correct in purchasing more electronic full-text health books and journals. The entire College community has opportunities to comment on library services through surveys such as the Noel-Levitz Student Satisfaction Inventory, which is conducted every two years. (Exhibits 5L.29; 5L.43; 5L.44.1; 5L.44.2) (5.E.3)

Library units, Reference, Circulation and Technical Services, meet every week. Cross-unit meetings occur both formally and informally as needed. The library

management team meets weekly to provide oversight and direction for collections and services, and the full staff meets quarterly. In addition, the Library Director meets regularly with the VPI.

A process exists for regular evaluation of staff, faculty, and administrators. Classified staff are evaluated annually. Tenure track faculty evaluations are conducted each term during the three-year process. Post-tenure faculty evaluations are conducted on a five-year rotating schedule. All faculty evaluations are conducted in accordance with the Clark College Association for Higher Education/WEA/NEA agreement. The Library Director is evaluated according to the administrative/exempt schedule.

The library reports statistics to the National Center for Educational Statistics and the Association for College and Research Libraries on a regular schedule. These summaries are used to monitor progress and to chart new directions. (Exhibits 5L.45; 5L.46) (5.E.3)

Cannell Library staff and faculty participate in a variety of committees both on and off campus. On-campus committees assist in setting the institutional agenda. These committees include Assessment, College Council, Curriculum, eLearning, Health & Safety, Information/Technology Council and Instructional Council. As a condition of membership in the Orbis Cascade Alliance and PORTALS consortia, Cannell faculty and staff contribute by serving on a variety of committees. (5.E.2)

For the Orbis Cascade Alliance:

- Summit Borrowing Committee and Steering Team
- Collection Development & Management Committee
- Committee on Electronic Resources
- Council of Librarians

For PORTALS:

- Continuing Education Committee
- Council of Librarians

## Strengths

- Cannell Library is a well-organized and well-run library.
- Cannell Library has an excellent staff that is committed to student success.
- Cannell Library offers a wide range of services to support student learning.
- Cannell Library provides an exemplary library instruction program.
- Cannell Library has a state-of-the-art technology infrastructure.

## Challenges

- Inadequate funding to support growing enrollments, online and onsite resources, and staff development.
- Lack of staff to support multiple needs.
- Lack of stable equipment budget.
- Need for additional space.
- Lack of adequate representation on major instructional decision-making bodies.
- Lack of a library advisory committee.

## Recommendations

- Improve funding to create a stable and sustained allocation for library resources to better support student learning through increased access to online and onsite scholarly information.
- Increase adjunct faculty funding for the Reference Desk during the academic year and during summer term to free full-time faculty librarians for

instructional design, teaching, web development and other professional responsibilities.

- Establish a stable equipment budget for replacing and upgrading library equipment.

- Hire sufficient staff for Clark College at Columbia Tech Center.

- Add circulation staff to provide more open evening and weekend hours and to decrease constant training of student workers.

- Reconfigure physical layout to provide adequate office space for all library staff.

- Plan for a library remodel to reflect the changing information environment.

- Improve student workspaces, especially by creating more technology-equipped group study rooms.

- Recapture space lost to non-library services as that space becomes available.

- Secure funding for ongoing technical staff training and the next-generation catalog interface.

- Work with the administration, the Clark College Association for Higher Education, and the Association of Students of Clark College to develop better mechanisms for library input into curricular development.

- Pursue gaining permanent ex-officio librarian membership on the Curriculum Committee, Information/Technology Council and the Instructional Planning Team.

- Create library advisory committee with faculty and student representatives.

## Actions Taken

- The Vice President of Instruction has committed to improving the library

resources budget through the following steps:

- Funding for library resources will be placed on the Foundation priority list for ongoing funding.

- Instructional Council appointed a task force to examine Instruction budgets and expenditure patterns to determine whether continuing funds can be transferred among instructional units to support the unfunded inflationary increases in goods and services, including library resources.

- Since stable, sustained funding is needed yearly, as new state funding is allocated to Clark College for new FTEs and other initiatives, a percentage of the new funding will be allocated permanently to the library resources budget. In 2007–2008 Cannell received $4000 from high-demand grant funds for nursing.

- The Library Director has requested ex-officio status on the Instructional Planning Team and is attending all meetings.

- The Library Director has identified the creation of a Library Advisory Board as a goal for 2008–2009. Recruitment will occur during the fall quarter of 2008.

- The Library Director has submitted an official request for the return of the library space currently occupied by eLearning, should that unit vacate the space. The library has regained occupancy of two rooms that had housed the Teaching and Learning Center until recently. Plans are to use it as additional study or meeting space for the college community and additional office space for library staff.

## Supporting Documentation for Standard Five - Library

Exhibit 5L.1      Library Bill of Rights (ALA)

Exhibit 5L.2      Cannell Library Brochure, Bookmark, Information/Contact Sheet

Exhibit 5L.3      The Brick Library and the Click Library Vision Statement

Exhibit 5L.4      Cannell Library Website

                 5L.4.1 General Policies

                 5L.4.2 Cannell Library, The Blog

Exhibit 5L.5      Acquisitions Activity Report for 2006–2007

Exhibit 5L.6      List of All Databases A-Z

Exhibit 5L.7      Cannell Library Database Usage Statistics 2004–2007

Exhibit 5L.8      College-Wide Student Learning Outcomes

Exhibit 5L.9      Clark College Abilities / Information Technology Ability

Exhibit 5L.10     Vitae of Professional Library Staff

Exhibit 5L.11     Cannell Library Organization Chart

Exhibit 5L.12     Reference and Instruction Department Action Plan 2007

Exhibit 5L.13     Assessment Projects Report for Library 105—Fall 2006

Exhibit 5L.14     LSTA Grant Reporting Assessment—Spring 2006

Exhibit 5L.15     Cannell Library Information Literacy Outcomes 2007

Exhibit 5L.16     Library Instruction Policy

Exhibit 5L.17     Library 105: Research in the Information Age Syllabus

Exhibit 5L.18     Reference Statistics (Fall 2003–2006)

Exhibit 5L.19     Library Instruction Sessions 2000–2007

Exhibit 5L.20     Cannell Library Summer Hours Survey—September 2005

Exhibit 5L.21     Web Server Statistics for Winter 2007 and Winter 2002 (off campus / on and off campus)

Exhibit 5L.22     Cannell Library Website Usability Testing Powerpoint Presentation—2007

Exhibit 5L.23     Summit Usage Statistics 2004–2007

Exhibit 5L.24     ILL Borrowing Statistics 2003–2006 and ILL Lending Statistics 2003–2007

Exhibit 5L.25     Reserve and Video Booking Annual Report Statistics 2003–2007

Exhibit 5L.26     Overview of III Millennium INN-Reach System Responsibilities

Exhibit 5L.27     Clark College Accreditation Survey Summary Report—April 2007

Exhibit 5L.28     Cannell Library Gate Count 1985–2007

Exhibit 5L.29    Cannell Library Student Survey—2007, 2005, 2004

Exhibit 5L.30    Formal Written Agreements from Other Libraries

      5L.30.1    Concordia University

      5L.30.2    Eastern Washington University

      5L.30.3    Library Media Directors Council (LMDC)—Distance Learning (Washington State Community & Technical Colleges)

      5L.30.4    Library Media Directors Council (LMDC) Reciprocal Borrowing Statement

      5L.30.5    Marylhurst University

      5L.30.6    Orbis Cascade Alliance

      5L.30.7    Orbis Cascade Accreditation Document Task Force Report & Recommendation

      5L.30.8    PORTALS

      5L.30.9    Portland State University

      5L.30.10   Washington State University Vancouver Addendum for Clark Center

      5L.30.11   WSUV Library Services for Clark College Nursing Students—2006

Exhibit 5L.31    Classified Staff Job Descriptions from Washington State Department of Personnel

Exhibit 5L.32    Librarian Position Description from CCAHE Agreement—Appendix C, Page 74

Exhibit 5L.33    Collection Development Responsibility List—2007

Exhibit 5L.34    Article VIID from CCAHE Agreement—Individual Professional Development Allowance, page 50

Exhibit 5L.35    NSF Faculty Participation Survey in Using Digital Resource Collection

Exhibit 5L.36    Library Task Force Report—August 2005

Exhibit 5L.37    SBCTC Library Advisory Committee Summary of Responses—May 2007

Exhibit 5L.38    Budget Status Reports for Library—July 2007

Exhibit 5L.39    Library Program Expenditures in Washington State

Exhibit 5L.40    Comparative Library Resources Budget Data from 2003–2004

Exhibit 5L.41    Strategic Initiatives for Cannell Library—2008–2009, 2006–2007

Exhibit 5L.42    Cannell Library List of Accomplishments—2006–2007

Exhibit 5L.43    Cannell Library Nursing Survey—May 2007

Exhibit 5L.44    Student Surveys

           5L.44.1    Noel-Levitz Student Satisfaction Inventory 2006, 2004, 2006 and 2004 Comparison

           5L.44.2    Clark College CCSEQ (Community College Student Experiences Questionnaire) —Spring 2003

Exhibit 5L.45    ALS / NCES Survey 2004, 2006

Exhibit 5L.46    ACRL Survey (2004–2005, 2005–2006)

# Library and Information Resources – Computing Services

## Introduction

Information technology (IT) resources and services at Clark College are principally administered by the Computing Services Department, a centralized IT service organization that furthers the mission of the College by providing access to modern computer hardware, software applications, instructional media, and network services including internal and external databases, online library services, wireless access, email, and the Internet. In addition, the department provides a variety of technical support services that promote teaching and learning. Support services include the following:

- Design, installation, maintenance, and staffing of instructional computer labs

- Installation and maintenance of computer hardware and software for faculty and staff

- Instructional media design and support

- Network planning, design, and security

- Systems administration including applications servers, file and print servers, web server, email and enterprise storage

- Technical consultation and guidance to faculty and staff on computer resources planning and hardware and software selection

- Telecommunications services including private branch exchange (PBX) administration, station equipment, voice mail, and cable plant maintenance

- Facilities planning for IT

- IT training for faculty and staff

Specialized IT services including web development and the Blackboard® Learning Management System are administered by other College departments.

## Focus on Teaching and Learning

The work of the College is guided by the 2004-2009 Strategic Plan, the broad goals of which are focused on student success. Major IT initiatives and investments at the College are, in turn, driven by the Clark College IT Plan, which is aligned with the institution's Strategic Plan. The IT Plan provides a technology roadmap that helps Clark College fulfill its Mission and realize its Vision. To that end, Clark College has made significant investments in information technology resources and services in the past 10 years to promote and support teaching and learning.

Clark College's IT plans have guided Computing Services operations and those of other departments supporting information technologies at Clark College for over 10 years. The Computing Services Department provides direct services to students in the form of computer labs, media equipment, and network access to College services and the Internet. The department also provides indirect services to students by supporting the faculty and staff in their efforts to ensure student success. In all, the department serves over 12,000 students, approximately 1000 full-time and part-time employees, and over 2000 computers at three locations.

## Information Resources and Services

### Resources for Students

#### *Computers for Student Use*

Clark College supports 43 computer labs for student use. Using a combination of Windows and Macintosh computers, the labs offer popular Microsoft applications as well as specialized software to support specific instructional programs. Computer labs are provided at the main campus and at additional facilities as follows.

Main campus:

- Five open-access labs
- 30 dedicated instructional labs

Clark College at WSU Vancouver (CCW):

- One open-access lab
- Four dedicated instructional labs

Town Plaza Center:

- Three dedicated instructional labs

#### *Wireless Network Access*

Clark College provides wireless Internet access for all enrolled students in every major building on the main campus and at CCW. Wi-Fi is also available outdoors in the ground at the center of the main campus.

#### *Online Services*

A web interface to the Student Management System provides students with the following online capabilities:

- Advising
- Registration
- Financial aid status
- Class schedule and information
- Degree audit
- Unofficial transcript

- Credit card payment of tuition and fees

In addition, the Clark College Bookstore operates a complete e-commerce site that allows students to purchase textbooks at the time they register online. The bookstore also offers a variety of supplies and merchandise that can be ordered online.

The Clark College Cannell Library has made great strides transitioning from a brick to click library. Online services offered by the library include the following:

- Online library catalog
- Research databases
- Full-text databases of books journals and periodicals
- eBooks
- Summit (online access to collections of institutions in Orbis Cascade Alliance)
- Online request for interlibrary loan

#### *Public Website*

The Clark College website provides a wealth of information about the College and its programs to current and prospective students, including information on computer labs, lab schedules, policies and other IT services. Website content is developed and maintained for the majority of College departments by technical and design professionals in the College's Communications and Marketing Department. (Exhibits 5CS.1; 5CS.2; 5CS.3)

#### *Email*

To improve communications between the College and students, beginning in the fall of 2008 all students will receive automatically generated email accounts using the clark.edu domain name. The College will also pilot a web portal in 2008–2009 to increase the timeliness and relevance of information it provides to students. Students

will be able to customize content in the portal to suit their individual preferences.

### eLearning

The Clark College eLearning department supports an enterprise learning management system hosted by Blackboard®. Course shells generate automatically for every class, and individual access accounts are created automatically for each class in which the student is registered. A college-provided email account facilitates communications between students. eLearning supports a mixture of fully online courses, and hybrid and blended formats.

### Technology Support

Computing Services creates and manages student computer accounts. A network account is automatically generated for all students, providing access to the Internet, printing, specific class documents and folders, email, and wireless computing. The Computing Services Department manages approximately 12,000 student accounts.

Lab assistants help students use computer hardware and software in the open-access computer labs. Application support is provided by the student lab assistants and by students manning a student help desk in fulfillment of graduation requirements in the Computer Support Specialist program. (5.B.2) The lab assistants work from a lab manual to help them execute their duties and to assist students in a thorough and uniform fashion. (Exhibit 5CS.4) (5.D.2, 5.D.3)

## Resources for Faculty and Staff

### Computers for Faculty and Staff

Clark College employs approximately 180 full-time faculty and nearly 400 adjunct faculty. All full-time faculty members are supplied with a computer that is replaced on a four-year cycle under the centralized

Employee Computer Replacement Plan (ECRP). Adjunct faculty members are not generally provided with a computer, although many departments maintain one or more computers in a pool for adjunct faculty use. Adjunct faculty computers are not funded through the ECRP but are instead purchased using departmental/unit equipment funds or by the relocation of surplus computers from computer lab replacements.

The College employs approximately 382 classified staff and administrators. All full-time administrative and support staff are provided computers that are replaced on a four-year cycle under the ECRP. Part-time staff members are provided a computer when required to perform their job duties. Part-time staff computers are not replaced under the ECRP, and funding replacements is the responsibility of the hiring department.

### Email and Voicemail

Email and voicemail services are available to full-time and part-time faculty alike. All full-time staff members are provided with email and voicemail accounts. Part-time staff may request an email and/or voicemail account.

### Online Services

Online services available to faculty and staff include the following:

- Instructor Briefcase (faculty online grade submittal)
- Blackboard® Learning Management System
- DegreeWorks (degree audit)
- Resource 25 (room and event scheduling system)
- ImageNow (document lookup)
- Megamation (Plant Services online work order system)
- Intranet

### Intranet

The College maintains an intranet for employee use. This College website provides useful information about College departments and services, publications, policies and procedures, College reports, committee meeting minutes, online forms and applications, and links to online services.

### Technology Support

Computing Services staff members assist College employees with hardware and software selection, and with the preparation of purchasing documents. Department technicians install and configure hardware and software, provide basic training, perform routine upgrades, troubleshoot problems, and repair defective equipment. Media technicians provide media support for instructional activities and events, and support smart classroom technologies. In addition, Computing Services staff members serve as consultants to faculty and staff for technical planning and design.

Computing Services posts information regarding IT services, policies, and procedures both on the College intranet and in printed material, including brochures and the faculty handbook. (Exhibit 5CS.5)

## Training

Computing Services, in collaboration with the Teaching and Learning Center, provides a number of technology training opportunities for faculty and staff, including the following:

- Use of application software
- General computing and networking skills
- "Smart" classroom instruction
- Telephone and voicemail use
- Webpage development
- Instruction on IT policies

Training participants are asked to evaluate training activities to assess quality, relevancy, and future directions. (Exhibits 5CS.6; 5CS.7)

The eLearning department has an instructional designer and an instructional technologist to assist faculty in the development of eLearning curricula or the conversion of standard curricula to the eLearning format. In addition, eLearning staff offers instruction in the use of the Blackboard® learning management system.

For employees who prefer self-paced instruction, online courses are available for popular Microsoft applications. Staff development funds are also available for employees who require specialized technology training beyond what the College offers. (5.B.2)

## Policies and Standards

In 10 years, Clark College has progressed from an institution with almost no written policies governing IT to one with a comprehensive list of policy documents, including the following:

- Student and Employee Acceptable Use Policies
- Network Security Policy
- Email policy
- Data Retention Policy
- Hardware and Software Policies
- Application Services Provider (hosted services) Policy

In addition, Computing Services staff members have developed an IT security program that includes a comprehensive set of IT security standards that govern IT operations at the College. (5.B.3)

Increasingly, legal and policy issues are consuming staff time. State mandates to develop policies related to emergency communications, risk management, email

retention intervals, and eDiscovery require focused attention. Watchdog groups such as the Recording Industry Association of America are demanding that colleges step up efforts to thwart illegal peer-to-peer file sharing and educate students on intellectual property law.

## External Networks and Resources

Clark College is connected to other colleges and state agencies and the Internet through the Washington K-20 network. Not only does this connectivity allow students and employees to reach out to world-wide resources, but it allows students from anywhere in the world to access Clark College classes and programs via the College's eLearning program. (5.B.5)

The College provides access to numerous services via the Internet, including online library services and databases, web-enabled administrative applications, the Blackboard® learning management system, and numerous instructional applications. As the demand for network bandwidth increases each year, the College responds by supplying higher-capacity circuits to the K-20 network. (Exhibit 5CS.8)

In 2007, the College's connection to the K-20 network was upgraded to a 45 Mbps fiber-optic link with additional capacity to accommodate faster data rates in the years ahead. Beginning with a single 1.5Mbps circuit, the College has experienced a 30-fold increase in Internet circuit capacity in the past 10 years. With the rapid adoption of web-hosted services, online library databases and streaming audio and video programming, continued investment in Internet circuit capacity is imperative in order for the College to fulfill its Mission in the years ahead.

## Facilities and Access

### Infrastructure

#### Networks

In 2007, the College completed a major upgrade of the network infrastructure. This $500,000 project involved replacing the core network switch and the majority of the edge switches in buildings on the main campus. This modern switch infrastructure provides gigabit bandwidth, at a minimum, to every building to accommodate increased demand for high-speed connectivity by students and instructional programs. The upgrade also sets the stage for converting the College telephone system to a Voice-over-Internet Protocol (VoIP) solution. (Exhibit 5CS.9)

Computing Services administers the wide-area networks linking the College to its other facilities and the Washington K-20 network (Internet). The College's facilities at CCW and Town Plaza Center (TPC) are currently served by multiple T-1 circuits for a total of 3 Mbps connectivity to each site. These circuits do not provide adequate bandwidth to these facilities, and planning is underway to upgrade the circuits when a third facility, Clark College at Columbia Tech Center (CTC), comes online in the fall of 2009. A 45 Mbps fiber-optic link, which has capacity to grow in the future, provides connectivity to the Internet via the K-20 network. (5.A.1)

#### Wireless Networks

The recent network equipment upgrade also included the provision of wireless network access to all buildings and the outdoor area in the center of the main campus. The system is easily scaled to provide greater coverage or load sharing. Students at CCW also enjoy wireless access. Currently wireless access is not provided at the College's nearby leased facility at TPC. (5.A.1)

## Telecommunications

Telephone service on the main campus and at Town Plaza Center is provided by a traditional private branch exchange (PBX) switch. Service to the Clark College Foundation and to CCW is provided by VoIP phones that are integrated with the main campus PBX. This was done to lower cost and make more efficient use of available wide-area network (WAN) bandwidth.

The main campus PBX is dated and approaching its service capacity. The College will need to evaluate a modern VoIP solution for the advantages such a system offers in terms of voice/data integration or application convergence before committing to further investments to expand the existing PBX platform. Telecommunications and network staff will gain valuable experience in this area by implementing a smaller-scale VoIP solution at CTC in east Vancouver that is scheduled to open in the fall of 2009. (5.A.1)

## Systems Administration

Computing Services staff members provide system administration functions for the College's administrative applications server, web server, file and print servers, email server, purchasing system, library system, bookstore system, and document management system. The department administers 30 Microsoft Windows servers, four Linux hosts, and one Apple X server. In addition to servers, Network Systems staff administers an enterprise storage area network and a comprehensive disk-to-disk and tape backup solution. Computing Services also provides remote access to the College network using virtual private network technology.

In support of administrative data processing, the department provides a part-time machine operator who performs software

implementation and backup functions, and oversees production report printing, document preparation, and delivery. (5.D.1)

## IT Security

The College employs a number of standard security practices including routers, firewall, and packet shaper on the hardware side and virtual local area networks (VLANs), anti-virus, and anti-spam solutions on the software side. The institution has no intrusion detection/prevention system, primarily because these systems are staff-intensive to monitor. Despite this, network support personnel do an excellent job of protecting the network from threats by adhering to best practices in systems administration, aggressively patching systems, and thoroughly monitoring system logs.

Computing Services staff has developed a comprehensive IT Security Program with written policies and standards governing the operation of Computing Services and the use of information technologies by College employees. The College IT operation undergoes a comprehensive IT security audit performed by an outside auditor every three years as mandated by the state Department of Information Systems. For the past two years, the College has also engaged the services of a network security firm to perform penetration testing on the College network. (Exhibit 5CS.10)

The security of the IT infrastructure remains an ongoing challenge as new threats are identified frequently. The College must continue to implement new security safeguards as they become available and be more proactive in elevating employee awareness of IT security issues.

## Emergency Communications

The College currently supports three methods of communicating emergency information to students and employees: 1)

Flashalert.net, a web-based program capable of sending emergency information in the form of a text page to cell phones and email, 2) computer messaging to employee computers, 3) and desk telephone page. The use of the text messaging service is voluntary and currently has a relatively low participation rate by students. College-provided email service will be made available to all students beginning in the summer of 2008.

Despite these measures, the College is challenged to provide a sufficiently diverse and robust emergency communications system to successfully weather a campus-wide emergency incident. The College will investigate individual classroom notification technology as a more comprehensive solution. This option may be addressed by converting the telecommunications infrastructure to a VoIP solution with IP speakerphones in each classroom.

## Computer Labs

The College has continually invested resources to provide computing resources and services to support the institution's educational programs and to support the general computing needs of students. The current inventory of student computer resources is adequate to meet the needs of most instructional programs

Clark College operates 43 computer labs on the main campus, CCW and TPC. Of these, seven labs are open to all students without need to schedule; the remaining are dedicated labs used to support specific vocational, academic transfer, and developmental education programs and are scheduled accordingly. Computers in open and instructional labs are replaced under the centralized Instructional Computer Replacement Plan on a four-year rotation. (Exhibits 5CS.1; 5CS.11; 5CS.12)

Access to open computer labs is available to any currently enrolled Clark College student. Students enrolled in particular classes or programs have access to dedicated instructional computer labs used to support the curriculum. Computer labs with open hours are staffed by student lab assistants who are selected, trained, and supervised by Computing Services staff. Lab assistants help students with application questions, printing, accessing network resources, and troubleshooting, and maintain cleanliness and order in the lab. Lab assistants are paid with revenue generated by a student technology fee. Technology fee revenues are also used to purchase replacement equipment, application software, and consumable supplies such as paper and toner cartridges.

Computer labs are equipped with Microsoft Windows-based machines or Apple Macintosh computers, and most have the Microsoft Office suite of office productivity software installed. Specialized software used by instructional programs, including graphics applications, CADD applications, software development tools, statistical packages, and discipline-specific tutorials, is installed in specific labs. To support the after-hours needs of students in specialized programs, Computing Services will equip a number of stations in the open lab facilities with specialized application programs. All laboratory facilities are connected to the campus network and provide access to the Internet.

Each computer lab is equipped with one or more Americans with Disabilities Act-compliant workstations. These workstations include appropriate furniture to permit wheelchair access and assistive technologies for hearing- and sight-impaired students. (Exhibit 5CS.13) (5.C.1)

The demand for additional computing facilities, particularly from disciplines that

traditionally have not been heavy users of computer technology, is an ongoing challenge for the College. Statistical data on lab usage is captured to anticipate needs and to justify the reallocation of resources if necessary. (Exhibit 5CS.14)

It is clear that computing resources cannot be expanded at a rate sufficient to satisfy demand. The College will need to explore creative approaches to satisfy the technology needs of students. One alternative to explore is supplying a notebook computer to Clark College students, or the students in select programs. While this is a relatively common practice at four-year colleges and universities, the diverse and transient student population attending a community college makes implementing such a program more challenging. Still, with the price of portable computers falling at a steady pace, this may be a viable solution in the years ahead. In that event, it will be possible to redirect some equipment replacement dollars to support other instructional technologies. (5.A.1, 5.B.1)

## Smart Classrooms

"Smart" classroom technology refers to a standardized suite of multimedia tools where LCD projectors, interactive displays, digital presenters, DVD players, and computers are integrated with sophisticated control and monitoring systems to provide a comprehensive, easy-to-use multimedia environment for teachers, students, and support personnel. The College incorporates smart classroom technology in all new facilities and has completed the first two phases of a three-year $1.8 million project to retrofit 90 existing classrooms on the main campus with smart classroom technology. When the project is completed in 2009, the College will have 125 state-of-the-art technology-enhanced classrooms. (5.A.1, 5.B.1)

Computing Services, collaborating with the faculty and Plant Services staff, has developed a set of equipment and construction standards for smart classroom installations. These standards were developed to provide a uniform experience for faculty as they are assigned to different classrooms, and to simplify procurement and maintenance practices. (Exhibit 5CS.15) (5.B.3)

## Teaching and Learning Center

The Teaching and Learning Center (TLC) serves as a learning resource for faculty and staff to explore pedagogical issues and trends, including the effective use of information technologies in teaching and learning. The TLC, in collaboration with Computing Services, provides faculty training on the use of smart classroom equipment, and faculty and staff training on the use of application software, and other computing topics. (5.B.2)

## Administrative Computing

The Center for Information Services (CIS), a state agency administered by the Washington State Board for Community and Technical Colleges (SBCTC) on behalf of the community and technical college system, develops, maintains, and administers a core suite of administrative applications for the system, including the following:

- Student Management System
- Financial Management System
- Personnel and Payroll Management System
- Financial Aid System
- Degree Audit System
- Reporting tools
- Web interfaces and e-commerce functions for the above applications.

These legacy applications have been highly tailored to the Washington Community and Technical College system, but the computing platform and underlying software architecture are antiquated and difficult to adapt. In 2003, the CIS undertook the first of a two-phase project to "re-host" the legacy applications by migrating the software to a modern database and hardware platform and ultimately recoding the applications in a modern programming language.

Unfortunately, the re-hosting project has been abandoned after a five-year development effort. The lost time and financial resources represent a major setback for the community and technical college system in Washington. Moreover, a virtual 100% code freeze lasting the duration of the project has resulted in few enhancements to the legacy applications, despite great demand from users within the system. Beginning in the summer of 2008, it is estimated to take between six and twelve months to analyze the project failure and determine an alternative course of action.

It is apparent that Washington community colleges will need to rely on the legacy administrative applications for some time to come at the cost of modern functionality and system availability. Because the administrative applications for the college system are funded, developed and maintained at the state level, Clark College has neither the authority nor the necessary resources to pursue a local alternative. Colleges, including Clark, will rely increasingly on collaboratively developed or third-party bolt-on applications to extend the functional limitations of the legacy system until a long-term solution is found. (5.A.1, 5.C.2)

## Collaborative Development

Clark College collaborates with the CIS and other colleges in the community and technical college system to develop applications that extend or enhance the functionality of the core administrative systems. Chief information officers at each of the colleges meet quarterly to work on projects taken on by the Information Technology Commission. Software developed by one institution may be used at another, depending on the needs of each college. Some of these programs involve documented agreements. (5.C.2) Currently, the College is implementing several auxiliary applications that were either developed at other colleges, or by third-party application developers to augment the legacy systems. These include the following:

- Enrollment Management System
- Ed Plan (education planning tool for students)
- Academic Early Warning System (identifies students with performance problems)
- Public Degree Display (online catalog tool for advisors)
- Health Occupations Advising Application
- Portal Project.

Another project that will likely be pursued in collaboration with the CIS and other colleges is a data warehouse which would provide much-needed institutional research and decision support data. The College approved the addition of a database administrator/developer to the Computing Services staff in 2008. This new hire will allow Clark College to help develop and implement a data warehouse and other software applications in collaboration with other colleges in the system.

## Additional Facilities

The College is careful to ensure that operations have adequate resources to service the educational programs offered at

its various sites. Clark College's two major facilities beyond the main campus, CCW and TPC, generally have IT resources on par with those provided on the main campus. Both facilities have adequate computing equipment and technical support services. Neither facility has adequate network bandwidth to meet current needs. This problem will be addressed during the WAN planning and implementation for the College's new building in the Columbia Tech Center in east Vancouver. The TPC facility lacks smart classroom equipment and wireless access. Several classrooms at TPC will be equipped with smart classroom equipment during the third phase of the smart classroom project to be completed in 2009. Wireless access at TPC is currently impracticable because of limited network bandwidth. This deficiency will be resolved when the WAN link is upgraded. (5.A.3)

## Personnel and Management

### Organizational Structure

The Computing Services Department is a centralized IT service organization that provides desktop computer support, computer lab support, media support, network services and training for the College community. In some cases, Computing Services provides customized end-user support for areas with a high concentration of technology. In this unique model, technicians have offices in the departments in which they work but report to Computing Services. This allows the technician to work closely with the customer while receiving backup support and training from Computing Services. This arrangement also promotes more uniform service and adherence to technical standards.

The department personnel report to different managers depending on whether they provide direct end-user support or network services. A lab manager is responsible for

maintaining College open computer labs and supervising student lab assistants. (Exhibit 5CS.16)

The College also hires technical personnel outside of Computing Services to support specialized IT functions such as web development, eLearning, the TLC, the Cannell Library, and the Financial Aid department.

Recognizing the convergence of computing and media technologies, the College moved the Media Services under the umbrella of Computing Services in 2006 to better coordinate the delivery of services and to make more efficient use of technical personnel in both departments. As a result of this reorganization, Computing Services is now able to provide support for evening and weekend classes and events. (5.E.2)

### Technical Staff

Computing Services employs IT specialists who are assigned one or more instructional and administrative units that are their primary areas of responsibility. Each of these skilled IT specialists is trained on the hardware, software, and systems used in their areas of responsibility.

Besides the technical support offered by the desktop support team, Computing Services employs a network systems team skilled in network administration and security, telephone and wireless communication, and operation of the HP 3000 mainframe. These individuals are experienced professionals capable of handling the requirements and challenges of a multi-server-switched environment.

The department also retains outside consultants, when needed, to help analyze, design, and implement IT initiatives such as major network upgrades or the deployment of wireless network access across campus. Security consultants also perform IT

security program audits and network penetration testing for the College.

Staffing levels in Computing Services are generally sufficient to support the College's instructional programs and related administrative support services. The department has been sorely understaffed in the database administration/ application development area. The demand for telecommunications services has grown beyond the department's sole telecommunications technician's ability to handle the workload. The College provided funding in 2008 for a database administrator/developer and an additional telecommunications specialist. (5.D.1 and 5.D.2)

To stay abreast of the growing demand for IT services at the same time that staffing resources are becoming scarcer; Computing Services recognizes that it must leverage technology to increase the productivity of the support staff. To this end, the College allocated funds in 2007 for an enterprise remote client-management system allowing speedier resolution of desktop computer problems, and the automated distribution and installation of software patches and updates. The IT Plan recommended the use of remote management technology, and the implementation of this system satisfies that goal. Technicians will resolve more problems at their desks than they would by traveling to each system or user. As the College expands, especially at additional sites, this improvement strategy is crucial to the success of the Computing Services' mission. The department will also take advantage of the remote tools that allow us to monitor the smart classrooms and the condition and status of the technology installed in those rooms. Again, these tools will allow the department to provide solutions remotely with less down time for both the equipment and the technician.

## Staff Qualifications and Responsibilities

Job responsibilities and required competencies are clearly spelled out in detailed job descriptions and performance expectations. Candidates for technical support positions are carefully screened during the application and interview process.

The Computing Services staff does an excellent job of providing a high level of service to computer and network users at Clark. The staff works in a highly complex and demanding computing environment consisting of multiple hardware platforms, operating systems, and networking protocols. Moreover, the staff must cope with an ever-changing computing environment, and the technical problems that inevitably arise with change, to satisfy the instructional and administrative goals of the college. Amid all this activity, the staff must find time to perform planning tasks and update their technical skills. This challenge requires a high degree of skill, dedication, and perseverance. (Exhibit 5CS.17)

## Staff Development

Human Resources provides ongoing training opportunities and staff development funds for College employees. Computing Services employees frequently use these funds for specialized classes to assist in staying current with the latest technology. When possible, Computing Services employees expand their areas of expertise by rotating work assignments to different areas on campus that require new skills and responsibilities. Examples of recent training activities include Apple Macintosh support, Windows XP administration, Microsoft Office 2007 and Vista training, Microsoft Office SharePoint Server, and remote tools administration training. (5.D.3)

Despite the progress that has been made, limited staff development funds and high workloads among Computing Services staff members create challenges to keeping employee skills current.

## Evaluation and Assessment

Employee performance is evaluated annually using standardized College employee evaluation instruments. In 2007, the department developed detailed performance standards to aid end-user support personnel in achieving department goals and to establish clear evaluation benchmarks. (Exhibit 5CS.18) (5.E.3)

## Planning and Assessment

### IT Planning

Strategic IT planning at the College is undertaken periodically by convening an IT planning task force comprised of faculty, students, staff and administrators. An outside consultant is generally retained to coordinate and guide the planning effort. Planning efforts are aligned with the Mission Imperatives identified in the College's 2004-2009 Strategic Plan. The work of the task force is informed by the ongoing work of the Information Technology Council, Technology Fee Committee, IT staff, and other College committees and stakeholders. The work of the task force culminates in the development of a three- to five-year IT plan with specific goals, implementation guidelines, and proposed funding strategies. The Executive Cabinet of the College reviews and approves the plan. (Exhibit 5CS.19) (5.E.1)

Operational planning efforts are conducted by the IT Council, Tech Fee Committee and Computing Services staff, and major IT initiatives are aligned with the broad goals of the IT Plan. Operational Plans for IT are developed and submitted by Computing Services and other departments during the

annual College-wide goal and budget development process. (5.E.1, 5.E.2)

## IT Funding

Clark College understands the strategic importance of information technology in fulfilling its educational mission. The College's IT Plan has provided a roadmap for IT investments with specific recommendations and implementation timelines. Despite the limited availability of new operating revenues, the College has aggressively pursued the fulfillment of the IT Plan goals. Each year the institution makes additional investments in IT equipment, personnel and services to keep abreast of technology requirements. (Exhibit 5CS.20)

The College has done an admirable job of developing and funding replacement plans for student and employee computers. However, the Instructional Computer Replacement Plan (ICRP) was funded only for the number of computers identified at the plan's inception, and does not accommodate growth in instructional computing facilities. At the recommendation of the Tech Fee Committee, the College recently lengthened the replacement interval for instructional computers from three to four years. The funds made available by this adjustment are sufficient to add the previously unsupported computers at CCW to the ICRP. As new facilities are built, including CTC in the fall of 2009, new permanent funding will need to be identified to add these facilities to the ICRP. (Exhibit 5CS.21)

The College's three-year $1.8 million project to retrofit 90 existing classrooms with smart technology will create additional funding challenges in the future, as no equipment replacement funds have been identified. In all, the equipment in approximately 125 smart classrooms located in new and existing buildings on the main

campus and at its other facilities will eventually need to be replaced.

The College does not have established plans to routinely replace IT infrastructure including wiring, network equipment, telecommunications equipment, and servers, although the institution has done an acceptable job of funding these activities as needed with budget surpluses, cash reserves, or other one-time funds.

Funding for new IT staff positions is requested through the annual College goal and budget development process. New permanent funding to support staff increases or new program development is scarce and never sufficient to satisfy the demand. Even so, the College will need to commit to funding additional IT staff positions as the institution grows.

The College is fortunate to have a Foundation with assets in excess of $60 million. The Clark College Foundation annually allocates between $500,000 and $1.2 million (depending on investment returns) to fund equipment and innovative programs. This allocation includes approximately $175,000 in permanent funding for IT equipment replacement, which goes a long way toward maintaining high-quality instructional programs at the College. As the Foundation embarks on a major fundraising campaign in the next two years, the College will have an opportunity to identify additional IT investments that the Foundation could potentially underwrite. (5.D.6)

## IT Governance

IT governance at Clark College is vested is several committees. The College Council, the primary shared governance committee at the College, deliberates on issues that affect the entire institution. Major IT policies and initiatives are presented to the College

Council, whose members solicit feedback from their constituent groups.

The Information Technology Council, composed of faculty members, students, administration, and classified employees, meets monthly and provides an opportunity for employees to actively participate in the planning and development of the information resources used on campus. (Exhibit 5CS.22)

The Technology Fee Committee oversees the use of the student technology fee revenues. Composed of students, faculty members, administrators, and classified employees, this committee meets regularly to review and develop the technology fee budget, consider requests for one-time funding of special IT initiatives, and discuss relevant issues. (Exhibit 5CS.23)

Although all of these committees discuss information resources and services, the IT Council serves as the principle recommending body to the Executive Cabinet on IT matters. Therefore, it plays a significant role in IT planning and decision-making on campus. Even so, the IT Council determined that it needs more input and participation from the College community related to IT issues. As a result, the IT Council made it a priority for the 2008–2009 academic year to increase its visibility across campus and encourage more participation from the various campus groups. Institutionalizing active participation in planning and governance is an ongoing challenge facing the College. (5.B.4, 5.E.1)

## Evaluation and Assessment

Computing Services currently uses surveys and informal meetings with department heads and users to assess the adequacy and quality of information resources at the College. Typically, services are evaluated on an informal basis during routine meetings between College departments and

Computing Services staff. In 2007, the College conducted a more formal survey of faculty, staff, and students on the adequacy of the computing facilities across campus. The survey results indicate that, on the whole, the campus community is satisfied with available computing resources. (Exhibit 5CS.24) (5.C.1)

While the College has done a good job in the area of IT planning, measuring the adequacy and effectiveness of IT investments and support services is an ongoing challenge at the College. The Clark College IT Plan recommends the development of a thorough and regular process to assess IT at the College. Current assessment practices include the identification of outcome measures associated with each goal in the annual goal and budget development process. A Key Performance Indicator for the institution is the annual progress the College is making implementing the recommendations of the IT Plan. Other IT assessment instruments include IT security audit, penetration testing, annual performance evaluations of IT staff, and an IT component in the annual Pace student satisfaction survey.

To ensure that high-quality and efficient technical support services are delivered to the College community, the Computing Services Department developed and instituted employee performance standards in 2007. These standards will allow the department to measure technician response times, quality of services, network issues and how they impact users, technicians' workloads, and user satisfaction. As well, the standards will provide data to determine staffing requirements and outside technical consultant needs.

The Computing Services Department needs to focus more effort on obtaining regular feedback from the campus community to measure the adequacy and efficiency of

technical support services. To do so, the department is developing a webpage to enable the campus community to address their ongoing concerns or satisfaction level after every service call. Users will be able to access this service electronically by email or through the webpage after a service call for technical assistance. This will give the College and the department immediate feedback on completed work for every individual. (5.E.3)

## Strengths

- The College has developed and implemented an IT Plan that is linked to the institution's 2004-2009 Strategic Plan and has the buy-in of the Executive Cabinet and the Board of Trustees.

- The College has made significant investments in instructional technologies (computers labs, smart classroom equipment, Blackboard® LMS) to enhance teaching and learning.

- The College has created an effective Teaching and Learning Center equipped with state-of-the-art instructional technology.

- Capital project planning focuses on IT infrastructure and services that support teaching and learning

- The College has established permanently funded instructional and employee computer replacement plans.

- Computing Services has a well-trained and dedicated technical support staff and a creative and effective service model.

## Challenges

- Lack of a comprehensive disaster recovery/business continuity plan for IT services.

- Providing adequate funding for IT staffing, software systems, equipment,

and services to meet the increasing demand for technology.

- Providing adequate administrative systems and decision support tools to meet current and emerging needs.

- Addressing increasing regulatory requirements related to IT (risk management, eDiscovery, peer-to-peer file sharing, security).

- Providing collaborative and effective IT governance at the College.

- Keeping abreast of the ever-changing threats and requirements related to IT security.

## Recommendations

- Identify funding mechanism to add new instructional technology to the Instructional Computer Replacement Plan.

- Develop and implement a comprehensive disaster recovery/business continuity plan.

- Develop/purchase applications that extend/enhance the features and capabilities of the legacy administrative systems to improve services to students and enhanced capabilities for employees.

- Augment/improve existing emergency communications systems.

- Improve communications with students and employees related to available services, policies, and procedures.

## Actions Taken

- The College is serving as a pilot institution for a collaboratively developed web portal.

- A student email system has been implemented to improve communications and support eLearning.

- The College has thoroughly upgraded its network infrastructure (including pervasive wireless access) to support new technologies and improve access.

- The College has added needed IT staff in the areas of telecommunications support and application development/database administration.

- Computing Services employee performance measures have been implemented.

- The College has made significant investments in hardware, software, and services to improve network security.

- Computing Services has implemented an enterprise-class suite of desktop computer management tools to improve service and employee productivity. The College has regularly increased Internet bandwidth to keep pace with demand.

- Computing Services has implemented an enterprise data storage solution (storage area network) to increase capacity, efficiency, and reliability of networked storage.

## Supporting Documentation for Standard Five – Computing Services

Exhibit 5CS.1        Computer Lab Schedules

Exhibit 5CS.2        Web Pages for IT Services

Exhibit 5CS.3        Clark College Student Computing Resources Policy and Clark College
                     Employee Computing Resources Policy

Exhibit 5CS.4        Lab Assistant Handbook

Exhibit 5CS.5        Printed Information Describing User Services

Exhibit 5CS.6        Statistical Data on Training Classes for Faculty and Staff

Exhibit 5CS.7        Training Evaluations

Exhibit 5CS.8        Internet Usage Charts

Exhibit 5CS.9        Network Design and Layout

Exhibit 5CS.10       IT Security Standards and Guidelines

Exhibit 5CS.11       Computer Lab Inventory

Exhibit 5CS.12       Instructional Computer Lab Replacement Schedule

Exhibit 5CS.13       Clark College Computer Software Policy and Standard Supported Computer
                     Software at Clark College

Exhibit 5CS.14       Computer Lab Statistical Data

Exhibit 5CS.15       Smart Classroom Standards

Exhibit 5CS.16       Organizational Charts

Exhibit 5CS.17       IT Staff Qualifications and Experience

Exhibit 5CS.18       Computer Service Standards of Performance

Exhibit 5CS.19       Information Technology Plan for Clark College, 2006-2009

Exhibit 5CS.20       IT Budget Information

Exhibit 5CS.21    Clark College Information Technology Hardware Policy (includes Employee and Instructional Computer Replacement Plans)

Exhibit 5CS.22    Clark College Administrative Procedure 862.000—Information Technology Council

Exhibit 5CS.23    Technology Fee Committee Bylaws and Meeting Minutes

Exhibit 5CS.24    Computer Resource and Technology Employee and Student Survey

# Standard Six

Governance and Administration

# Standard Six
## Governance and Administration

## Introduction

The College has undergone significant governance changes in recent years, with College leadership changing most dramatically. The College President, two Vice Presidents, and most of the Deans in Instruction and Student Affairs have been hired within the past three years. In addition to integrating this new leadership, the College has implemented substantive policy and procedural changes including (a) the development of the College's first Strategic Plan, (b) alignment of budget processes with the Strategic Plan, (c) coordination of College and Foundation activities, and (d) substantial revisions to the College Council bylaws. Not surprisingly, these governance changes have been accompanied by various conflicts among and within College stakeholder groups. Perhaps the most dramatic illustration of the conflict related to these governance changes is the Board of Trustees' decision not to renew the former College President's contract in August 2006.

Given this recent history of substantial institutional change, the accreditation self-study provided a fortuitous opportunity to systematically document and evaluate the College's governance policies and procedures. The first seven sections of this chapter assess each of the following crucial aspects of governance and administration at the College: (a) the governance system, (b) the governing board, (c) leadership and management, (d) faculty role in governance, (e) students' role in governance, (f) affirmative action policies and procedures, and (g) the impact of collective bargaining. The chapter concludes with a discussion of strengths, challenges, specific strategies for

improvement, and actions taken that emerged from this comprehensive analysis of College governance.

## The Governance System at Clark

### Documentation of Governance Relationships

The governance relationships among the students, classified staff, faculty, administrators, Board of Trustees, and the Washington State Board of Community and Technical Colleges (SBCTC) are detailed in the following governance documents.

1. Organizational charts accessible on the College intranet depict the authority relationships and job titles of personnel in each of the College units. (Appendix 6.1)

2. The Administrative Procedures Manual documents a wide range of institutional procedures, including administrative job titles and duties, employee evaluation processes, student rights and responsibilities, and protocols for the use of facilities. (Exhibit 6.1)

3. The Board Policies and Procedures Manual specifies the Board of Trustees' duties and responsibilities, Board meeting procedures, the selection of Board Chair and Vice Chair, and the governance relationship between the Board of Trustees and the College President. (Exhibit 6.2)

4. The Washington Public Employees Association (WPEA) and Clark College Association of Higher Education (CCAHE) collective bargaining agreements specify job responsibilities, working conditions, and compensation for classified staff and faculty, respectively. (Exhibits 6.3; 6.4; 6.5; 6.6)

5. The Constitution and Bylaws of the Associated Students of Clark College (ASCC) describe the structure and scope of student government and the governance relationship between ASCC and the College. (Exhibit 6.7 and Standard 6 section "Student Role in Governance")

6. The Policy Manual of the Washington State Board of Community and Technical Colleges (SBCTC) and supporting governance documents at the SBCTC website identify SBCTC responsibilities and the governance relationship between the SBCTC and the state's community and technical colleges, including Clark College. (Exhibit 6.8)

7. The Revised Code of Washington (RCW) section 28B.50 (Community and Technical Colleges) specifies the laws guiding the operations of community and technical colleges in the state of Washington (e.g., distinct boundaries, SBCTC authority, part-time faculty health-care benefit eligibility, and the full-time faculty tenure process). (Exhibit 6.9) These RCWs are available at the Washington Legislature website, http://apps.leg.wa.gov/RCW/default.aspx?cite =28B.50.

Although these diverse governance documents explicitly describe governance authority, roles, and responsibilities at the College, governance documents are not consistently and effectively aligned. For example, WPEA job representatives documented a number of significant discrepancies between the College Administrative Procedures Manual and the current WPEA collective bargaining agreement. (Exhibit 6.10) Similarly, the currently available version of the Administrative Procedures Manual includes an evaluation schedule for administrative/ exempt staff inconsistent with the schedule posted on the Human Resources section of the College intranet. (Exhibit 6.11) The various inconsistencies among these governance

documents lead, at times, to confusion and inefficient operations. College leadership has responded to this issue by initiating a comprehensive review and revision of the Administrative Procedures Manual. The revisions of the manual are scheduled for completion in August 2008. (6.A.1., 6.A.4)

## Compliance with Governance Documents

The identified governance documents frequently guide College activities. For instance, the Board of Trustees operates consistently in compliance with the Open Public Meetings Act (RCW 42.30); the College consistently complies with the faculty tenure procedures outlined in RCW 28B.50.850-869 (Faculty Tenure); and the Human Resources Department ensures that employee search processes are consistent with both state statutes and local bargaining agreements.

Notwithstanding the institution's general compliance with governance standards, at times practices are out of alignment with College governance documents. Examples follow.

1. Deletion of programs. According to the Administrative Procedures Manual, the Instructional Planning Team (IPT) is charged with making recommendations to the Vice President of Instruction concerning all substantive program additions, revisions, and deletions. (Exhibit 6.1 - Section 865.000) However, in the past four years, three instructional programs—Manufacturing Technology, Scientific-Technical Communications, and Graphic Communications/Printing—were deleted without formal action by the Instructional Planning Team (IPT). Efforts are underway to better inform the College community about the governance role of IPT at the College.

2. Employee evaluations. College governance documents stipulate annual evaluations for

College administrators and classified staff. (Exhibit 6.1 - Section 665.000; Exhibit 6.3 - Article 3.2) During the data collection period for this accreditation self-study, annual evaluations were completed for only about 25% of administrative/exempt staff and 50% of classified staff. The College has identified this as significant issue, and the President and all members of the Executive Cabinet identified a goal for timely evaluation of all College employees in their 2007–2008 Operational Plans.

3. Stakeholder meetings with the Board of Trustees. As stated in the Clark College 1998 Accreditation Self Study, the Board of Trustees established a regular meeting schedule with internal and external College stakeholder groups. The goal of these meetings was to improve communication about important College-wide issues. This practice was discontinued without notice to the College community about two years after the initial meetings.

4. Presidential hiring process. At the April 2007 Board meeting, the Board of Trustees announced that they were bringing forward the current interim College President as a viable candidate for the permanent College President position. A number of public forums with the candidate were held to gather feedback from the College community about the Board's proposal. At  its May 2007 meeting, the Board formally appointed the interim President as permanent College President.

The College community's response to this decision was mixed. (Exhibit 6.12)

On one hand, the College was united in support of the newly appointed President, and it was recognized that the Board's decision circumvented a long and potentially costly search process. On the other hand, concerns lingered about the hiring process itself. According to the Board Policies in effect in April 2007, a presidential hiring committee

widely representative of College stakeholder groups is responsible for conducting the presidential search process and forwarding finalists to the Board for consideration. (Exhibit 6.13 - Section 610.025) Given this well-defined and inclusive procedure, some stakeholder groups at the College (most notably the faculty union) contended that the hiring process was inconsistent with (a) established College policies and (b) the College's documented commitment to shared governance. (Exhibit 6.14) From the perspective of the Board and their supporters, the hiring process was appropriate, given the Board's formal authority as the body responsible for hiring and evaluating the College President. As of the date of this accreditation report, these differing perspectives on the presidential hiring process persist. (6.A.2)

## Opportunities for Meaningful Input

The College governance system provides the College community with various opportunities to provide input about important issues.

1. Board meetings are open to the public, and the monthly agenda consistently includes time for public statements to the Board. Moreover, the Board agenda includes reports from diverse stakeholder groups at the College, including the College President, all members of the Executive Cabinet, the College Foundation, student government, and the classified and faculty unions. (Exhibit 6.15)

2. Over 30 standing College committees make recommendations and/or decisions about a variety of important aspects of College operations. (Exhibits 6.1; 6.16) For instance, College Council is a broadly representative committee that "makes recommendations to the President on matters that impact a significant majority of the College community. The Council provides a mechanism for meaningful input through

shared governance, ensuring that communication flows in all directions." (Exhibit 6.17) Some examples of College committees and their responsibilities are presented in Table 1.

| Table 1 Examples of College Committees | |
|---|---|
| **Committee** | **Responsibilities** |
| Clark II | Recommendations on funding priorities for projects designed to encourage innovative instructional techniques |
| College Council | Oversight of institutional planning, budget development, and institutional effectiveness systems |
| Cultural Pluralism Committee | Development of strategies to create a learning environment in which students of all diverse backgrounds and perspectives can achieve their personal, academic, and career goals |
| Curriculum Committee | Approval of new courses, course revisions, and course deletions |
| Foundation Funds Allocation Committee | Recommendations on funding priorities for annual allocation of Foundation funds |
| Instructional Planning Team | Oversight of instructional planning process and program review process; recommendations about new programs, program revisions |
| Outcomes Assessment Committee | Discussion and planning that improve student learning via assessment |
| Professional Placement and Advancement Committee | Recommendations concerning professional advancement credits for full-time faculty |

3. The College periodically convenes temporary task forces and committees to develop specific recommendations about important issues. Examples of recent temporary task forces include the Retention Committee, the College Climate Committee, the Advising Task Force, and the Facilities Master Plan Task Force. These temporary task forces typically include a mix of faculty, classified staff, and administrators.

4. The College President and Vice President of Instruction hold regular open forums to discuss College initiatives, answer questions and gather input from the College community.

5. Screening committees for open positions at the College typically include employees most directly impacted by the hire. For instance, screening committees for open classified staff positions typically include classified staff from a related area; screening committees for administrative positions normally include representatives from various areas of the College that would work with the position; and screening committees for open faculty positions typically include faculty from the same department or program. (Exhibit 6.4 - Article III.L.)

6. Union representatives hold regular meetings with representatives of the College administration to communicate classified staff and faculty concerns and interests.

7. The Goal and Budget Development procedure, initiated in fall 2005, provides faculty, classified staff, and administrators with a formal, documented means to request funds in support of the College's Mission Imperatives and Strategic Priorities. (Exhibit 6.18)

8. The Administrative Procedures Manual, the WPEA collective bargaining agreement, and the CCAHE collective bargaining agreement describe employee evaluation procedures including formal opportunities for peers and/or supervisors to provide feedback about the work performance of classified staff, faculty, exempt staff, and administrative staff.

These various opportunities notwithstanding, some employees voice dissatisfaction about the governance process at the College. At times, faculty, staff, and administrators doubt their recommendations exert any meaningful effect on important College decisions. This concern about College decision-making processes is reflected in recent Personal Assessment of College Environment (PACE) survey results. As displayed in Figure 1, College employees surveyed in 2006 tended to be dissatisfied with the extent to which they were able to appropriately influence the direction of the institution, the extent to which decisions were made at the appropriate level, and the extent to which the institution is appropriately organized. In comparison, following the change in presidential leadership, the 2007 and 2008 responses to these governance items improved dramatically; mean satisfaction scores are now comparable with PACE norms for two-year colleges. However, it should be noted that the PACE consultants have consistently identified these three governance-related items among the "areas in need of improvement" at the College in each of the past three years. (Exhibit 6.19)

Governance concerns are also reflected in divergent perceptions of shared governance at the College. In December 2004, College Council approved the following definition of shared governance:

Shared governance at Clark College is a decision-making framework in which institutional policies and priorities are determined in collaboration with those affected. Roles and responsibilities of students, faculty, staff, administrators, and trustees are clearly defined and communicated to ensure accountability. Effective shared governance requires all members of the College community to contribute to an
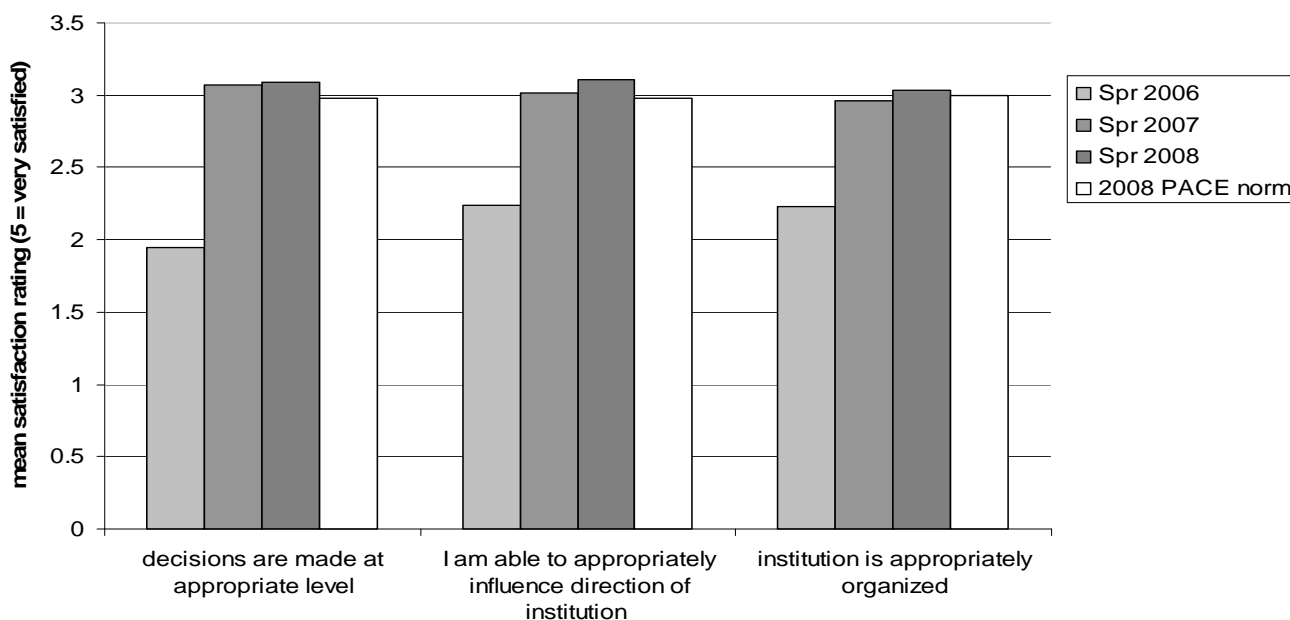
environment of mutual respect and trust. (Exhibit 6.20)

This philosophical statement has been interpreted in at least two ways in the College community. According to the "recommending body" perspective, if a committee such as College Council makes recommendations to the President about a specific course of action, and the President makes the final decision, then the decision making process is shared governance as defined above. According to the "participatory decision-making body" perspective, if a committee makes a recommendation and is not actively involved in the final decision-making process,

then policies and priorities at the College are not genuinely "determined in collaboration with those affected," and this decision-making process is not an example of shared governance. In contrast, committees such as Curriculum Committee, in which members actively make decisions rather than provide recommendations to a higher authority, genuinely embody the College's shared governance principles. As of the date of this accreditation report, the College has not reached a consensus about which model of shared governance described above will help the College most effectively fulfill its mission. (6.A.3)

**Figure 1**
**College Employee Satisfaction with College Governance System**



Source: PACE 2006 (n = 198), PACE 2007 (n = 182), and PACE 2008 (n = 291) survey results

## Governing Board

### Board Representation

The Clark College Board of Trustees is composed of five members appointed by the Governor of the state of Washington and confirmed by members of the Washington State Senate. As shown in Table 2, the current Board of Trustees represents various stakeholder groups in the local community and has a substantial record of public service. (Appendix 6.2) All Board members reside in the College district and are qualified electors. No Board member is an employee of the College. As specified in RCW 28B.50.100 (Boards of trustees—Generally), the Governor appoints Clark College Trustees to five-year terms, thus ensuring continuity and change in Board membership. In addition, Board leadership responsibilities are rotated among the trustees via the annual election of the Chair and Vice Chair. (6.B.1)

| **Table 2** | | | |
|---|---|---|---|
| **Clark College Board of Trustees, 2007–2008** | | | |
| **Board Member** | **Appointment** | **End of Term** | **Occupation** |
| Kim Peery | 1998, 2003 | 2008 | Public Affairs and Governmental Lobbyist |
| Addison Jacobs | 2000, 2005 | 2010 | Public Affairs Director, Port of Vancouver |
| Rhona Sen Hoss | 2002, 2007 | 2012 | Community Partnerships Manager for *The Columbian* |
| Sherry Parker | 2004, 2005 | 2009 | Clark County Clerk |
| John White | 2006 | 2010 | Vice President, BERGER/ABAM Engineers |

### Board Policies and Procedures

The Clark College Board Policies and Procedures Manual and RCW 28B.50.100-140 (Board of Trustees) codify the responsibilities, organizational structure, and operating procedures of the Board. (Exhibit 6.2) Critical Board practices aligned with these governance documents are enumerated below.

1. The Board consistently functions as a committee of the whole, as specified in its policies. (Exhibit 6.2) During the June 2004 to June 2007 accreditation data collection period, the Board consistently reached decisions in open Board meetings that satisfied quorum rules. (Exhibit 6.15)

2. The Board appoints and regularly evaluates the College President as

prescribed in the Board Policies and Procedures Manual. Presidential reviews have been conducted by the Board in executive session each year since 2004. (Exhibit 6.2 - Section 100.B70)

3. The Board regularly reviews and approves the mission of the College and the academic and administrative structure. As part of the 2004–2009 strategic planning process, the Strategic Planning Task Force recommended, and the Board approved, the reaffirmation of the College Mission statement adopted in 1998. The Board will review the Mission again as part of the development of the 2009–2014 Strategic Plan. New programs of study, and degrees and certificates are approved by the Board and documented in its minutes. For example, the Board approved a Paramedicine program in 2005 and a Field Survey Technician program in 2006. (Exhibit 6.15)

4. In alignment with its policies, the Board consistently delegates College operations to the President. (Exhibit 6.2 - Section 100.C61)

5. The Board exercises diligent budgetary and fiscal oversight of the College in a variety of ways. First, at monthly Board meetings, the Vice President of Administrative Services provides written financial reports to the Board. Second, Board work sessions are scheduled during the capital budget development process and prior to approval of the annual operating budget of the College. Third, the Board formally approves the annual operating budget of the College at its June meeting. Fourth, the Board receives and reviews the annual audit report prepared by the state auditors. The Board's fiscal oversight is also vividly illustrated by its authorization of a Moss Adams external assessment of College financial operations. The Board has received regular updates about College efforts to

resolve the issues identified in the report. (Exhibit 6.21)

Although the Board practices described above are laudable, one concern should be noted. In the accreditation data collection period from June 2004 to June 2007, the Board did not conduct formal self-evaluations. (Exhibit 6.15) However, informal discussions and self-review of effectiveness were undertaken.  The Board recognized the importance of conducting formal self-evaluations and has now approved the use of a standardized self-evaluation tool.  ( Exhibit 6.2 - Section 100.B70; Exhibit 6.22) The Board used this tool to conduct self-evaluations during work sessions February 28, 2008, and March 10, 2008.

### Involvement in Accreditation

Board members have conscientiously monitored the institution's accreditation status, and the Board approved the interim reports submitted to the Northwest Commission on Colleges. As the College prepared for full-scale accreditation, the Board received monthly progress updates and periodic updates at Board meetings. One Board member has actively served as a member of the Standard Six committee. (6.B.9)

## Leadership and Management

### Effectiveness of Administration

The role of the College administration in support of the Mission and goals of the College is multifarious. Some important indicators of effective administrative policies, procedures, and activities are described below.

1. The College President provides administrative leadership in accordance with the College's Mission, Vision, Statement of Beliefs, and Strategic Plan. The President's

full-time responsibility is the organization and administration of the College, including rules, regulations, policies, and programs, as well as goals and strategic initiatives adopted by the Board of Trustees. (Exhibit 6.1 - Section 215.001) Specific information about the current President and documentation of his full-time responsibility to the College is provided. (Exhibit 6.23) (6.C.1)
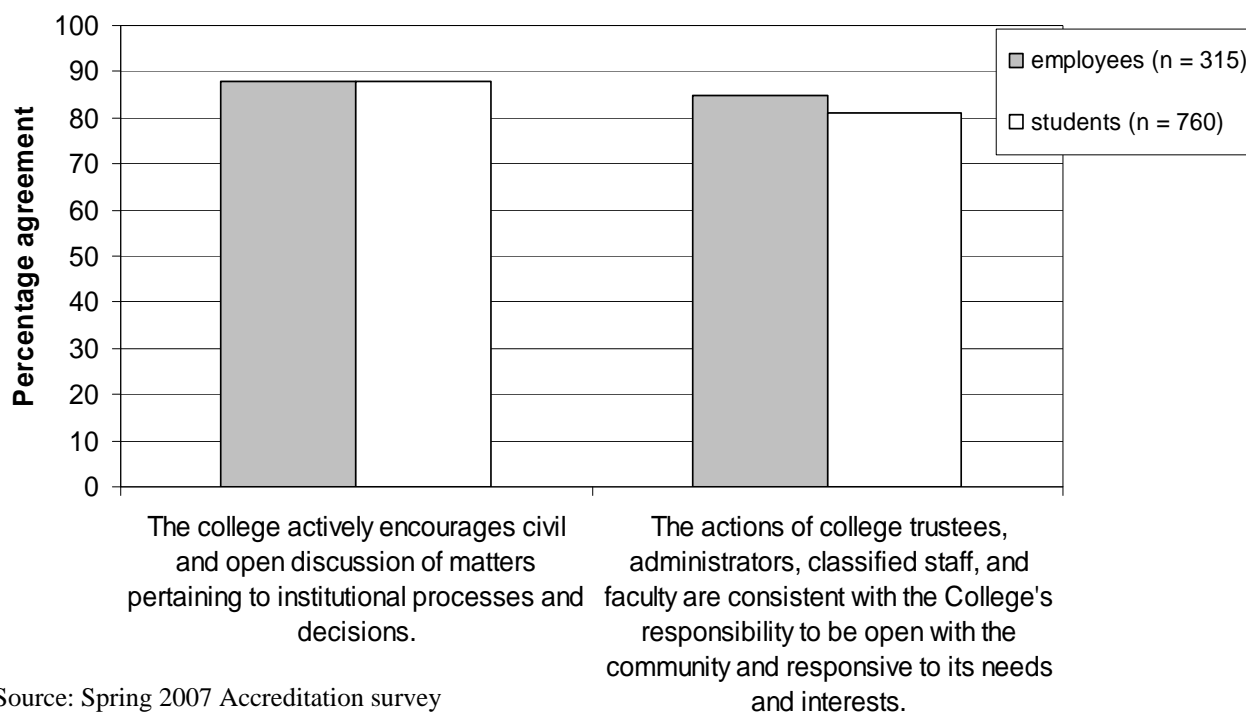
2. Broadly accessible College governance documents guide administrative practices in a number of significant ways. First, ethical conduct requirements are stipulated in section 415.030 of the Administrative Procedures Manual and as an element of the job duties for all College administrators. (Exhibit 6.1 - Sections 415.030 and 200.000) Administrators routinely comply with and help enforce these ethical standards. Second, Section 610.000 of the Administrative Procedures Manual and Washington Administrative Code (WAC) 131-16-080 and 131-16-191 specify the Board and the College will establish appropriate employee selection criteria to ensure a highly qualified College workforce. Screening committees play an important practical role in establishing specific desirable qualifications for a particular position, evaluating the applicant pool and ensuring finalists possess exemplary qualifications. Third, appointment, evaluation, promotion, retention, and termination procedures for College personnel are clearly codified. Section 600 of the Administrative Procedures Manual describes personnel procedures for

administrative/exempt employees, and the CCAHE collective bargaining agreement describes personnel procedures for faculty. (Exhibits 6.1; 6.4) The WPEA agreement, the Washington Administrative Code (WAC) 357-19 (Appointment and Reemployment), and the Washington State Department of Personnel govern classified staff personnel procedures. (Exhibit 6.3) The Washington State Department of Personnel website, at www.dop.wa.gov, provides easy access to personnel information for employees.

All of these personnel procedures are periodically reviewed and revised. For instance, the administrative/exempt employee evaluation procedure was most recently updated in December 2006, and the classified staff evaluation procedure was significantly changed through WPEA bargaining at the statewide level in 2005. As noted in section 215.001 of the Administrative Procedures Manual, the College President is responsible for ensuring the implementation of the personnel procedures referenced above. (Exhibit 6.1) (6.C.2, 6.C.3, 6.C.8)

3. Administrators at the College typically facilitate cooperative working relationships and encourage open communication. As documented in the spring 2007 Accreditation Survey results, a significant majority of the employees and students surveyed agree the College actively encourages open communication. (Figure 2) (6.C.6)

**Figure 2**
**Spring 2007 Accreditation Survey: Perception of Open Communication at the College**



Source: Spring 2007 Accreditation survey

Although the above examples suggest administrative practices often facilitate the Mission and strategic goals of the College, three governance concerns should be noted. First, formal job descriptions are not documented for 24 of the 75 current administrative/exempt positions at the College. Coordination of administrative employees and effective management of College operations are challenging when this important information is not available. Documentation is currently underway to ensure the accessibility of all job descriptions to the College community. (6.C.2)

Second, as noted earlier, many administrators have not been evaluated regularly as specified in the current administrative/exempt evaluation procedures. (Exhibit 6.11) As of the date of this accreditation report, only 25% of the administrators at the College have

completed a formal evaluation since 2003. The College recognizes this is a significant lapse in procedure, and the President and members of the Executive Cabinet included timely implementation of employee performance plans and evaluations in all units as goals in their 2007–2008 Operational Plans. (6.C.3)

Third, the College's record of facilitating timely decisions is mixed. In some cases, strict timelines are set and followed (e.g., tenure approval, Curriculum Committee course additions and deletions, the Office of Planning and Advancement's regular distribution of program data). In other cases, however, decisions and actions are significantly delayed. For instance, one of the Instruction Unit goals for 2006–2007 was to develop a comprehensive plan for the recruitment of diverse candidate pools for open faculty positions. As of the date of this

accreditation report, this goal is not yet completed. (6.C.5)

## Institutional Advancement Activities

The Clark College Foundation coordinates a variety of institutional advancement activities in partnership with the Clark College Penguin Athletic Club and the Clark College Alumni Association. (This may be seen at the Foundation website at http://www.clarkcollegefoundation.org.) As shown in Exhibit 6.24, the mission statements for all three organizations emphasize support of the College Mission. Moreover, the activities of the organizations systematically reflect a commitment to the College's Mission in two notable ways. First, in support of the Focus on Learning Mission Imperative, the Foundation provided $1.1 million to academic programs and departments during the 2006–2007 academic year to fund faculty and staff professional development, student learning resources, and state-of-the-art instructional equipment. Second, in support of the Access to Education Mission Imperative, the Foundation allocated $361,000 in scholarships to Clark College students during the 2006–2007 academic year.

In addition to providing financial support, the Foundation is committed to close coordination of Foundation and College initiatives and priorities. The 2006–2007 and 2007–2008 College Operational Plans formally document the commitment to "strengthen [the] relationship between College and Foundation" and describe strategies to achieve this goal. (Exhibits 6.25; 6.26) Throughout the 2006–2007 academic year, a number of action steps were implemented to increase communication between the Foundation and the College. For example, Foundation representatives attended meetings with various small groups of faculty and administrators across the College to identify immediate instructional needs. This outreach led to timely instructional support for a number of programs. In addition, the College and the Foundation are exploring strategies to better align the Foundation's fundraising activities with the College's strategic and operational plans.

In addition to these Foundation efforts, the College's Office of Planning and Advancement has contributed to institutional advancement in two distinct ways. First, in support of grant development activities, the office added a Director of Grants Development position in 2004. Grant proposals are linked to the College Mission Imperatives and support the goals in the annual Operational Plans. In 2006–2007, the College received over $2,750,477 in grant funding. Second, the Executive Dean of Planning and Advancement maintains regular communications with local, state, and federal elected officials to provide information on legislative issues that support the College Mission and Mission Imperatives. (6.C.4)

## Institutional Research

The Office of Planning and Advancement conducts institutional research, including production of regularly scheduled reports, special projects and surveys; support for the development of College grants; annual instructional program data; support for College planning efforts; and responses to individual faculty requests related to teaching and learning.

The Office of Planning and Advancement distributes annual program data to the instructional department chairs and program heads each August for use in planning and decision making. The annual data includes three-year comparisons on courses, student faculty ratios, teaching by faculty type, completions, career and technical program enrollments, demographics, and transfer

history. Faculty engaged in annual program review and enhancement projects confer with College research analysts to develop project frameworks and collect data that will result in program improvement. The Office of Planning and Advancement provides regular assistance to faculty who conduct research projects to assess student learning and improve the teaching-learning process.

During the last three years, the College completed several major planning efforts. The Office of Planning and Advancement provided data and research design assistance to support development of the Enrollment Management Plan, Recruitment Plan, Marketing Plan, Retention Plan, Master Facilities Plan, Diversity Plan and Instructional Plan. Results of major research activities are distributed through the College email, posted on the College intranet and/or College website, and shared with members of College leadership groups, including the Instructional Council, Student Affairs Leadership Team, the Executive Cabinet and Board of Trustees. Although the research area makes available an abundance of reports and related data, it continues to look for ways to encourage College employees to make use of the data for continuous improvement. (6.C.7)

## Administrative/Exempt and Classified Staff Salaries and Benefits

Prior to 2003, administrative/exempt salaries were identified by position based on job duties and level of responsibility in the organization. The structure lacked formal classification or salary structure, and in many areas, the College was not salary-competitive with the market. The Human Resources Planning Group conducted a review and analysis, and the Board of trustees approved a recommended salary schedule and structure on October 16, 2003. The consultant's report noted that the College trailed the local and regional market

for salaries by 11.1%. The recommended structure included four broad pay groups: leadership, senior management, management/supervision, and program coordination. Each pay group included point-value levels based on knowledge, skills, abilities, and accountability for the position, and each position was assigned a point value.

With the new salary structure established in 2003, the College has made some strides in maintaining competitive salaries; however, challenges remain in attracting and retaining administrative/exempt employees. The Washington State Board for Community and Technical Colleges conducts a salary survey each year to compare college administrative salaries. According to the 2007 survey, 15 comparable administrative positions at Clark fall below the Washington state average, ranging from 1% to 22% below the average. Of significant concern are the eight positions that are more than 10% below the state average. The salaries for the other 13 comparable positions range from 1% to 15% above the state average. (Exhibit 6.27)

Although not large, recruitment pools for administrative positions are typically adequate. For 2006–2007, applicant pools for seven positions ranged from 9 to 49 applicants per position, with an average of 38.8 applicants. From 2004 to fall of 2007, the College received nine refusals to position offers, predominantly based on salary. This is significant, considering the time and effort expended to conduct recruitment and the College's desire to hire quality employees. Colleges in the Portland metropolitan area provide strong competition when recruiting, given the higher salaries in Oregon community colleges. Balancing salary competitiveness for new hires and maintaining equity with current employees is a challenge for the College.

Classified staff positions at the College include office support, instructional support, facilities and maintenance, security, information technology, research analysts, interpreters, receiving, printing, child care, and student support services. Classifications are designated through bargaining agreements and the state Department of Personnel, and positions are assigned a particular range based on their job classification. Employees automatically move on the salary schedule at the end of their six-month probationary period and every year after until they reach the top of the salary schedule (approximately five years). Classified employees may also be promoted or reallocated if they are assigned additional duties at a higher classification. Any general cost-of-living increases the legislature allocates are in addition to these position moves.

Classified employees experienced significant changes in position classification and compensation over the last two years. Changes stemmed from a number of statewide initiatives, including expansion of collective bargaining, class consolidation between general government and higher education positions, and corrections based on salary surveys in which salaries for some positions were deemed to fall short of salaries in similar positions in the private sector by over 25%. In addition to salary increases resulting from class consolidation, classified employees received regular cost-of-living increases in recent years (2005: 3.2%; 2006: 2.6%; 2007: 3.2%; and 2008: 2.0%).

The College attracts qualified candidates for the majority of the open classified positions, and salaries are fairly competitive. Salaries are very competitive in such areas as technology and child care. When the unemployment rate is low, recruitment pools are smaller; however, pools are typically adequate. In 2006–2007, recruitments for 49 positions resulted in applications received ranging from 2 to 89 per position, with an average of 27.5. The existence of 276 classified positions at the College provides many opportunities for promotions. In 2006–2007, 22 out of 49 classified hires were promotions. Additional information on classified staff compensation and classifications is available at the Washington State Department of Personnel website and in the WPEA collective bargaining agreement. (Exhibit 6.3)

The comprehensive benefits package increases the attractiveness of the job positions at the College. Benefits for administrative/exempt as well as classified employees include retirement, medical insurance, dental and vision coverage, long-term disability, life insurance, annual and sick leave, paid holidays, tuition waiver, flexible medical expense plan, and a sick leave buyout plan upon retirement. The College contributes to retirement plans, medical insurance and basic plans for long-term disability and life insurance. (6.C.9)

## Faculty Role in Governance

As documented in the Administrative Procedures Manual (Exhibit 6.1) and the Clark College Association of Higher Education collective bargaining agreement (Exhibit 6.4), the institution involves faculty in governance in five major ways. First, faculty members serve on a wide variety of standing committees and participate in many significant decision-making processes at the College, from new course approval to instructional planning. (Table 1) Second, as documented in the CCAHE agreement, faculty are integrally involved in both faculty hiring and the tenure approval process for new faculty. (Exhibit 6.4 - Articles III.C. and III.L.) Third, faculty members are typically included in screening committees for administrative personnel.
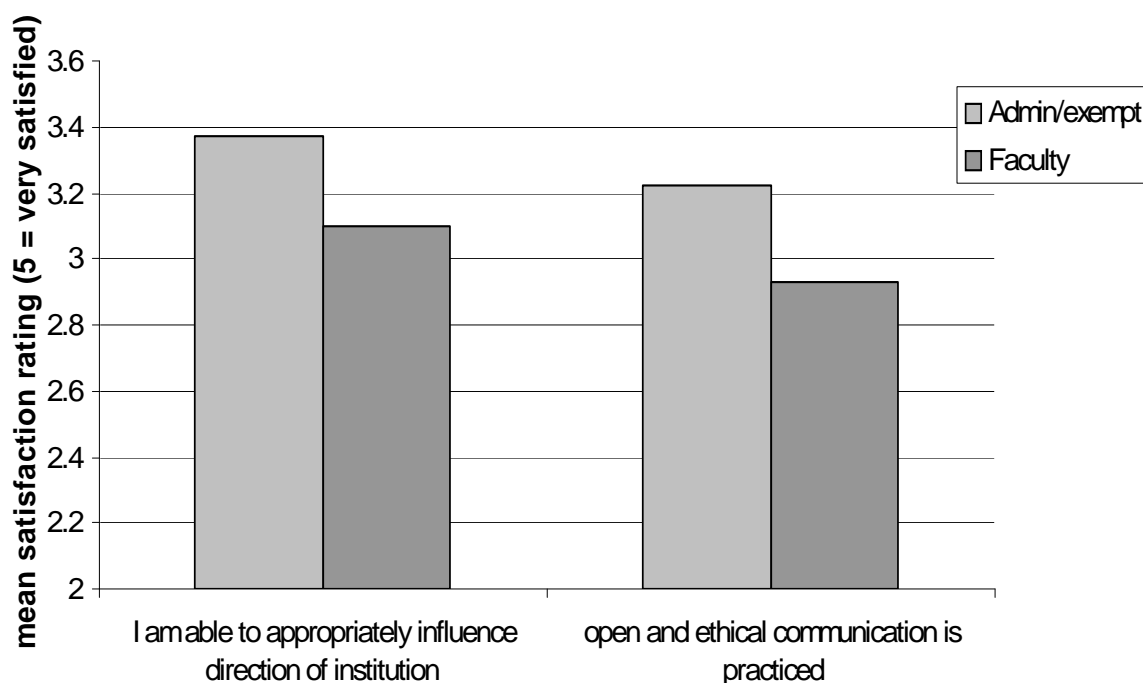
Fourth, task forces affecting instruction consistently involve faculty. For instance, the recently convened Retention Committee includes faculty from both career/technical programs and academic departments. Fifth, the faculty use interest-based bargaining (IBB) to reach consensus with the College concerning faculty working conditions and wages (see "Impact of Collective Bargaining" below).

Although the scope of faculty input in College governance is substantial, three concerns should be highlighted. One significant practical problem is recruiting full-time faculty to serve on committees and scheduling meetings when all faculty members can attend. Given full-time faculty members' varying work schedules and teaching duties, scheduling committee meetings at times when all members can attend is often difficult. In addition, limited opportunities exist for part-time faculty to

serve on committees. At present, part-time faculty representation is only mandated on one committee, College Council, and committee work is not included in the part-time faculty job description. (Exhibit 6.4 - p. 77) As the proportion of part-time faculty grows at the College, meaningful faculty participation in shared governance becomes more challenging.

The third and perhaps most significant governance concern is faculty frustration about what they perceive as the limited scope of their decision-making authority in matters affecting them. This frustration is documented in the 2008 PACE survey results. As shown in Figure 3, faculty are less satisfied than administrative/exempt employees concerning their opportunities to influence the direction of the institution and the extent to which open and ethical communication is practiced.

**Figure 3**
**2008 PACE Survey Results Comparison, Administrative/exempt Staff**
**(n = 54) and full-time faculty (n = 73)**

One major source of this faculty frustration is the governance relationship between the College administration and College committees. Often, committees are charged to provide recommendations to the President or Executive Cabinet; thus, faculty are not directly involved in the final decision making process. For instance, the CCAHE agreement specifies that tenure-track screening committees submit three unranked candidates to the Vice President of Instruction and the College President for the final hiring decision. (Exhibit 6.4 - Article III.L.) From the perspective of many faculty, given the significant impact of tenure-track hiring decisions on departmental working relationships, goals and initiatives, faculty should be actively involved in the final decision-making process. In contrast, the College administration considers faculty hiring decisions a management right clearly consistent with the CCAHE agreement. As a result of these differing perspectives, administrative decisions incongruent with the recommendations of affected faculty result in frustration and low morale. (6.D)

## Student Role in Governance

The Associated Students of Clark College (ASCC) formally represents students at the College. As documented in the ASCC Bylaws and Constitution, students elect three ASCC officers: the President, the Vice President, and the Club Coordinator. (Exhibit 6.7) These three elected officers and four appointed student officers comprise the ASCC Executive Council, the governing body of ASCC. As described in the ASCC Bylaws, the purpose of the ASCC executive council "is to manage, direct, and to monitor all of the activities, policies, and procedures of the ASCC, and to act as a voice for the students of Clark College." (Exhibit 6.7) In addition to this executive body, the ASCC governance system includes boards and

committees. (Exhibit 6.28) These various committees make recommendations and decisions about a variety of College matters directly impacting students. For instance, the construction of the student union, now known as the Penguin Union Building (PUB), was a student government initiative funded by an ASCC-approved increase in student fees.

In addition to these ASCC governance committees, students also participate in College governance by serving on tenure review committees, screening committees, and a wide variety of standing College committees ranging from College Council to the Student Conduct Committee. (Exhibit 6.1 - Section 800.000) The ASCC recruits and assigns students to these committees.

Although the ASCC governance structure and committee appointments provide students with meaningful opportunities for participation in College governance, one important governance issue should be noted. ASCC formally represents all credit course students at the College; however, typically less than 5 percent of eligible students vote in ASCC elections. This low turnout raises a significant governance question: if so few students participate in student government elections, to what extent do ASCC decisions and priorities reflect the perspective of Clark students as a whole? ASCC is aware of this issue, and ASCC officers have implemented a number of strategies for increasing turnout (e.g., election announcements in classes, mobilization of student club members, and distribution of election materials at ASCC-sponsored events). (6.E)

## Affirmative Action Policies and Procedures

Philosophically, Clark College is committed to diversity as evidenced in its Strategic Plan. The Respect for Differences Mission Imperative is one of six priorities put forth in the 2004–2009 Strategic Plan for Clark College. In addition, the College is working to institutionalize that philosophical commitment into daily practice and operations. While the College has made strides toward this integration, work remains in this area.

One tangible sign of progress is the appointment of a Director for Equity and Diversity in January 2006. This Director serves on the President's Executive Cabinet and convenes the Clark College Cultural Pluralism Committee. That committee is currently developing a diversity plan that will provide strategies for creating and supporting a diverse college community. The Director provides individualized consultation, support to work teams, and dialogue sessions on the many facets of diversity. The Director also assists the Associate Director of Human Resources in diversity recruitment and serves as the College's AA/EEO officer investigating allegations of discrimination and harassment.

Clark College remains in compliance with Washington state laws regarding discrimination and harassment. The Teaching and Learning Center and Employee Development hold quarterly training sessions for the College community regarding the Discrimination and Harassment policies of the College. In 2006, the Discrimination and Harassment Grievance Procedure was updated to include protection in the area of gender identity and gender expression. This revision was motivated by a discussion between the Director for Equity and Diversity and

Clark's Queer Penguin Student Club, which is chartered to create a safe and fun community for lesbian, gay, bisexual, transgender, and straight students. The inclusion of gender identity and gender expression and the previous inclusion of sexual orientation preceded the posting of state guidelines, putting Clark College on the forefront of this movement in the state of Washington. The College also submits affirmative action statistics and an Affirmative Action Plan as required by the state of Washington. (Exhibit 6.29)

With respect to federal guidelines, Clark College participated in a routine compliance visit of its institutional policies and practices by the Office of Civil Rights (OCR) in July 2006. The College awaits the OCR's official letter of finding, but an oral report from the Washington State Board of Community and Technical Colleges, working on behalf of OCR, provided feedback. Best practices were noted in the College's selected admissions process, the *College Catalog*, financial aid, Disability Support Services and the Recruitment Plan. The oral report also commended the College for translating its discrimination and harassment grievance procedures into Spanish and Russian. Areas noted for improvement included signage, accessibility at O'Connell Sports Center, and the placement of the non-discrimination notice. The OCR representatives noted the College already identified these concerns and planned to address them prior to OCR'S visit. The recent remodeling of the O'Connell Sports Center and new campus signage in 2007–2008 are evidence of the College's commitment in this area. (Policy 6.1)

## Impact of Collective Bargaining

Two employee groups, faculty and classified staff, have entered into collective bargaining agreements with the College. Given the distinctions between the union affiliations for each group, the impact of each of the two bargaining agreements on institutional effectiveness will be considered separately.

### Classified Staff

The Washington Public Employees Association (WPEA) represents classified staff, and in 2003, the WPEA approved affiliation with the United Food and Commercial Workers International Union (UFCW). The Washington Public Employees Association represents two distinct bargaining units at the College: non-supervisory classified staff and supervisory classified staff.

Although the WPEA collective bargaining agreement is currently bargained at the statewide level, local WPEA job representatives play an important role working with the College administration to ensure that College practices and policies align with the statewide agreement. As specified in Article 33 of the current WPEA agreement, Labor Management Communication Committee (LMCC) meetings are conducted regularly to resolve issues at the local level as appropriate. (Exhibit 6.3) During the 2005–2006 academic year, three LMCC meetings were held, and beginning in 2006–2007 LMCC meetings occurred monthly. These meetings provide an important forum for the classified staff to present concerns about contract issues and work conditions without immediately resorting to the formal grievance process. They also serve as an opportunity for better communication between staff and administration.

### Faculty

The Clark College Association of Higher Education (CCAHE) represents faculty members locally and affiliates with the Washington Education Association (WEA) at the statewide level and the National Education Association (NEA) at the national level. Although union membership is optional for faculty and no agency fees are currently charged to nonmembers, about 85% of the full-time faculty belongs to CCAHE. In contrast, fewer than 10% of part-time faculty are union members. Given that part-time faculty outnumber full-time faculty by more than two to one and currently teach nearly 50% of the class sections at the College, CCAHE is committed to increasing part-time faculty representation in the union.

The faculty union functions with a "weak executive" model of governance. The CCAHE President holds limited formal authority; the CCAHE Senate, a representative body that includes faculty from each instructional unit and two part-time faculty members, must approve significant union actions such as proposed grievances and bargaining proposals. In the absence of an academic faculty senate at the College, the CCAHE Senate widely represents the interests and concerns of all faculty, not only CCAHE members.

Unlike the Washington Public Employees Association, CCAHE bargains a contract at the local level. The contract bargaining team typically consists of four to five CCAHE faculty representatives and four to five College administrators. One significant change in the bargaining process since the College's 1998 accreditation self-study is the use of interest-based bargaining (IBB) in the place of traditional positional bargaining. The distinctions between these two bargaining approaches are summarized in Table 3.

| Table 3 Comparison of Positional Bargaining and Interest-Based Bargaining | |
|---|---|
| **Positional bargaining** | **Interest-based bargaining** |
| Present preferred solution and information supporting the position | Explore all interests to define issue under consideration |
| Insist on own preconceived position | Be open to creative possibilities |
| Act in own interest | Help satisfy shared interests |
| Use power and pressure to force others to own position; compromise if necessary | Mutually define a good solution and reach consensus |

Moving from traditional positional bargaining to interest-based bargaining (IBB) has proved a slow and challenging process for the College. Interest-based bargaining, however, has generated a number of important decisions that have improved College operations and provide opportunities for collaboration between the faculty and the administration.

One notable example of a successful IBB outcome is the program review and enhancement procedure bargained in 2006. Prior to this time, program review was formally identified in all governance documents as the responsibility of instructional deans; it was not formally included in the faculty job description. In IBB sessions, faculty and administration agreed program review was an important College activity that should be faculty-driven. After exploring potential solutions, the IBB team reached agreement on a proposal to add program review and assessment activities to the faculty job description. In recognition of the additional workload, the IBB team also agreed to a $2,000 annual salary increase for full-time faculty. CCAHE-affiliated faculty and the Board of Trustees ratified this agreement in June 2006. As a result, faculty participation in program review and enhancement and assessment activities has increased significantly.

Although not all IBB sessions produce such successful outcomes, IBB shows significant promise as an institutional problem-solving process. By identifying common interests and generating consensually agreed-upon solutions, the IBB process points the way toward a more positive, trusting, and inclusive governance relationship between faculty and administration.

## Benefits of Collective Bargaining

The impact of collective bargaining on institutional effectiveness is manifold. Most

important, union representation ensures the active involvement of both faculty and classified staff in decisions regarding their wages, hours, and working conditions. Thus collective bargaining is a compelling example of shared governance at the College. In addition, union bargaining contributes to attractive compensation and working conditions that help the College recruit qualified applicants for job openings, retain experienced and effective employees, and maintain faculty morale. Finally, union representatives play an important role in formally and publicly voicing concerns about important College issues. Given the non-retaliation safeguards in the WPEA and CCAHE collective bargaining agreements, union representatives can speak openly about controversial issues and represent the concerns of less protected employee groups. (Policy 6.2)

## Strengths

Based upon an analysis of the data summarized above, a number of governance practices and policies should be commended.

- Transparency of College communication has improved significantly.

- College employees report positive and collaborative working relations with their immediate supervisors. A spirit of cooperation exists in their workteams.

- A number of inclusive formal and informal decision-making processes provide faculty, staff, and students with opportunities for direct involvement in College decisions that affect them.

- The College and the Clark College Foundation have increased coordination of activities and are thoughtfully coordinating their Strategic Plans and fundraising priorities to more effectively serve the community.

## Challenges

- The most notable governance challenge is lack of compliance with documented governance documents and procedures.

- Lack of consensus among the College community about which philosophy of shared governance should guide College operations.

- Lack of formal and regular evaluation processes for all employee groups.

- Lack of opportunities for meaningful input to the Board of Trustees from College stakeholders.

- High levels of administrative turnover and resulting lack of institutional memory among administrators.

- Lack of timely communications of decisions impacting college employees.

- Ineffective conflict resolution practices result in mistrust, hostility and resentment.

## Recommendations

- Implement a regular schedule for review and revision of all major policy documents.

- Reach consensus on the definition of shared governance and align College practices accordingly.

- Ensure that all College constituent groups are regularly and formally evaluated.

- Re-establish opportunities for meaningful input between the Board and the internal and external College stakeholders.

- Improve the way important decisions are communicated by sharing decision-making timelines for committees and task forces with the College community

and identifying the parties responsible for communicating results promptly and effectively to all stakeholders.

- Interweave interest-based bargaining principles into College operations and procedures by embedding IBB procedures in College governance documents. Include IBB training in professional development plans for classified staff, faculty, and administrators, and systematically expand conflict resolution training and services to foster collaboration and creative problem solving among all College stakeholder groups.

## Actions Taken

- The primary governance document for the Board of Trustees, the Board Policies and Procedures Manual, has undergone a comprehensive review and revision. The revised manual was approved in April 2008.

- Clark College's primary administrative document, the Administrative Procedures Manual, is undergoing review and revision; target date for completion is August 2008.

- Scheduled evaluations for all employees have been included in the annual Operational Plans of all members of the Executive Cabinet.

- The change in College leadership has been accompanied by a reduction in administrative turnover.

## Supporting Documentation for Standard Six

### Appendices

Appendix 6.1     Organizational Charts 1998 and 2008

Appendix 6.2     Board Membership

### Supporting Documentation in Team Room

Exhibit 6.1     Administrative Procedures Manual

Exhibit 6.2     Board Policies and Procedures Manual

Exhibit 6.3     Collective Bargaining Agreement By and Between the State of Washington and Washington Public Employees Association of Higher Education (WPEA HE)

Exhibit 6.4     Agreement By and Between Clark College and Clark College Association for Higher Education/WFA/NEA

Exhibit 6.5     Faculty Handbook

Exhibit 6.6     N.E.S.T. New Employee Success Training

Exhibit 6.7     Associated Students of Clark College ASCC Constitution and ASCC Bylaws

Exhibit 6.8     SBCTC Policy Manual and General SBCTC Information

Exhibit 6.9     RCW 28B.50 Community and Technical Colleges

Exhibit 6.10    Discrepancies Between the WPEA Collective Bargaining Agreement and the Administrative Procedures Manual

Exhibit 6.11    Administrative Procedures Manual, Section 660.000 and Human Resources Administrative/Exempt Evaluation Process

Exhibit 6.12    Accreditation 2008 Responses to Celebrations and Challenges

Exhibit 6.13    Board Policies in Effect in April 2007

Exhibit 6.14    CCAHE Letter to Board Concerning Presidential Hiring Process, June 2007

Exhibit 6.15    Clark College Board of Trustees Agendas and Minutes

Exhibit 6.16   Clark College Committee Roster 2007-2008

Exhibit 6.17   Clark College Council Bylaws

Exhibit 6.18   Clark College New Goal and Budget Development Request; Strategic Plan and
               Budget Development: 2007-2008

Exhibit 6.19   PACE – Personal Assessment of the College Environment 2006, 2007, 2008

Exhibit 6.20   Clark College Council, December 8 2004 [minutes]

Exhibit 6.21   Memo: Moss Adams Audit: Progress Report and
               Moss Adams Fiscal Analysis Study November 2006 Matrix of Responsibilities

Exhibit 6.22   Clark College Board of Trustees Self-Evaluation

Exhibit 6.23   President's Biographical Information

Exhibit 6.24   Mission Statements for the Foundation and Related Organizations

Exhibit 6.25   Clark College Foundation Accreditation Handbook

Exhibit 6.26   Clark College Operational Plan – Year Three Final Report 2006–2007 and
               Clark College Strategic Initiatives 2007-2008 Mid-Year Status Report

Exhibit 6.27   Administrative/Exempt Salaries in Comparison to Washington Community and
               Technical Colleges Statewide Average

Exhibit 6.28   ASCC Boards and Committees

Exhibit 6.29   Clark College 2005 Affirmative Action Plan Narrative

# Standard Seven

Finance

CLARK COLLEGE
EST. 1933

# Standard Seven
## Finance

## Introduction

Since its last accreditation visit, Clark College has grown from 5,633 FTES in fall quarter 1996 to 7,259 FTES in fall quarter 2006 and has experienced a commensurate increase in expenditures and revenues to support this growth. Clark's long-term stable financial history has allowed it to use accumulated resources to expand course offerings as well as to fund new and remodeled facilities and improve equipment resources. Student technology fees support general and dedicated computer lab access, and an employee computer replacement program funds regular upgrading of desktop computing resources. The substantial assets of the Clark College Foundation provide resources to purchase property for the College as well as continue support for equipment, vocational education, and faculty and staff development. Increased resources from the state as well as the College's commitment to hiring and retaining a high-quality faculty resulted in progress toward a competitive salary scale. Collaborative goal development and budget request processes provide the means to allocate resources to fulfill the College's Mission and move its Vision forward through clearly prioritized goals. Strong financial management and controls have resulted in audits without findings.

## Financial Planning

### Authority

The Washington State Legislature grants overall authority for financial management of the community and technical colleges to the State Board for Community and Technical Colleges (SBCTC ). (Exhibit 7.1) In addition, other boards and state agencies exercise authority over specific financial management requirements. (7.A.1)

The State Board for Community and Technical Colleges establishes policies and procedures for the system regarding budget planning and submission, and financial management and reporting. (Exhibits 7.2.1; 7.2.2) These policies and procedures, which establish the budget and accounting structure, comply with the basic principles required by the Governor's administrative financial and budget office, the Office of Financial Management, as well as additional criteria developed by SBCTC to support management of the community and technical college system. The State Department of General Administration also governs many fiscally related matters, such as purchasing and risk management. The Office of the Attorney General and the State Auditor's Office issue rulings, opinions and procedures that apply to the fiscal operations of the College.

Locally, the College Board of Trustees has the authority to adopt an annual budget to finance the operation of the College. (Exhibit 7.3) The Board of Trustees has delegated the responsibility for preparing, submitting to the Board, and administering the annual budget to the President. (Exhibit 7.4) New directions, initiatives and partnerships developed by the College must comply with all requirements established by the legislature, the SBCTC and all other state agencies and boards with authority over colleges and state agencies. Clark College, however, holds the ability to exercise significant initiative and creativity in the development of programs and services to fulfill its Mission.

## External Capital and Operating Budget Processes

The planning and allocation process for capital budgets is distinctly different from that used for the operating budget. The capital budget planning process includes an eight-year moving structure for major facilities and consists of Facilities Master Plan updates, pre-design, design, and construction phases. Each college within the Washington Community and Technical College system develops a Capital Plan reviewed biennially by an inter-institutional committee composed of representative Presidents, administrative Vice Presidents, facilities directors, and others. The committee reviews each proposal and develops prioritized recommendations for the SBCTC. Once approved, the request is submitted as part of the SBCTC capital budget for inclusion in the governor's budget proposal to the legislature. Renovations and building replacements are included in a four-year process of design and construction; all other elements of the capital budget, repairs, minor improvements, and minor buildings (less than $1,000,000) operate on a two-year planning cycle. The College has also accumulated local funds that it allocates to specific capital projects upon approval by the Board of Trustees.

A significant component of Clark College's operating budget comes from the legislative processes and a biennial allocation to the State Board for Community and Technical Colleges. The Washington Community and Technical College System budget is submitted as a combined request to the Governor. Through the Presidents' Association Operating Budget Committee, each institution, however, has an opportunity to address needs from the perspective of their own local college and provide input into systemwide priorities. Once the SBCTC receives the biennial appropriation, allocations are made to colleges in the system annually.

## Internal Capital and Operating Budget Processes

Mission Imperatives identified in the College's Strategic Plan drive the planning and budget development process. In addition, other plans such as the Instructional Plan, Enrollment Management Plan, Facilities Master Plan and Information Technology Plan provide direction as the institution develops strategic goals and related resource requirements. (7.A.2)

### Capital Budget

Capital budget requests develop from the College's Strategic Plan and the Facilities Master Plan. The College periodically reviews and updates the Facilities Master Plan to reflect the latest data on population and educational trends. Each biennium, the College identifies and prioritizes facility needs and requests for capital construction for the ensuing six years and submits them to the SBCTC. Requests are justified by the Strategic Plan and the Facilities Master Plan, which includes a 10-year proposed schedule for capital projects. (Standard 8 addresses this process in greater detail.) (7.A.2)

### Operating Budget

Each fall, the President communicates goals for the subsequent fiscal year. In January, each major unit of the College engages its constituents in a process of developing goals and budget requests that support the Mission Imperatives. (Exhibit 7.5) Analysis of the currently allocated budget as well as external challenges and opportunities are included in this process. Revenues and expenditures are estimated for all units and expense categories based on proposed initiatives, enrollment projections, and cost increases. All College employees, as well as student leaders, enjoy the opportunity to participate in the process. Leadership in each major unit reviews the goals and related budget requests before

submitting the requests to the President and Executive Cabinet for analysis and decision.

The College works closely with the SBCTC and the legislature to anticipate fluctuations in state appropriations, growth allocations, tuition rates, and expenditure levels. College staff monitor expenditure levels and anticipated salary and benefit changes to identify trends that impact the budget for subsequent years. Strategies to cover unfunded mandated increases have been implemented. Operations costs for new programs and facilities are identified and included in budget allocation processes well in advance of implementation. The College monitors a Financial Health Indicators report provided by the SBCTC and maintains a reserve policy that provides flexibility during times of decreasing state support and revenue. (Exhibit 7.6) (7.A.2)

In April, the Executive Cabinet reviews and prioritizes the budget requests and drafts a balanced budget in preparation for receiving an allocation from the State Board for Community and Technical Colleges. The SBCTC allocates the legislative appropriation among 34 institutions according to formulas related to items such as base budget allocations and enrollment history. Once the College receives an allocation, the Executive Cabinet develops final recommendations to submit to the College Board of Trustees for approval. (Appendix 7.1) Once the Executive Cabinet approves the budget, members communicate budget decisions to the College community; budget documents, including historical data, are finalized and made available and necessary budget entries recorded in the Financial Management System (FMS). (Exhibits 7.7; 7.8) (7.A.3)

Administrators may initiate changes to the currently allocated budget based on updated revenue projections during the fiscal year. The changes are recorded in FMS and reflected on monthly reports distributed to

operating units along with revenue and expenditure detail. Revenue and expenditures are monitored carefully during the year and adjusted as necessary to assure sound use of resources to support the College's Mission Imperatives. (7.A.3)

## Institutional Debt

The Revised Code of Washington (RCW 28B.50.140) authorizes the Board of Trustees to "borrow money and issue and sell revenue bonds or other evidences of indebtedness" with the approval of the State Board for Community and Technical Colleges. (Exhibit 7.9) The College has rarely used debt. The College incurred a small, no-interest debt to secure a community development block grant to fund a major renovation of the Child Care Play Space. A small balance of less than $4,000 remains and will be paid in 2009. In addition, the College borrowed $5.7 million to fund the Penguin Union Building after students voted to tax themselves to repay the loan. Student fees provide adequate funding each year for repayment. (Appendix 7.2) (7.A.4, 7.B.2)

## Adequacy of Financial Resources

### Source and Use of Funds

The College uses a variety of funding sources to support its programs and services. State allocations appropriated by the legislature, tuition revenue, and user and course fees provide the primary operational support for the College. The SBCTC makes final state allocations based on legislative appropriations. It also sets tuition levels and earmarks portions of the allocation for specific programs. The Office of the Superintendent for Public Instruction sets tuition reimbursements rates for Running Start students. The College sets use and course fees. The Clark College Foundation provides additional significant resources to

support the College and its students. As of December 31, 2007, the value of scholarship, unrestricted, and program-specific endowments held by the Foundation exceeded $57 million. Distributions for College and Foundation support from these endowments, enhanced by gifts from the community, permit the Foundation to be self-supporting while providing $6.2 million in FY2007 for College program, capital, and scholarship support. (7.B.1)

Over the past five years, the College has seen a slight increase in the level of state funding as a percentage of the total operating budget. In the 2007-2008 fiscal year, the SBCTC allocated new funding to support the growth in student FTEs at the College, which increased the state-allocated portion to an average level of 65%. During the years where the proportion of the state allocation decreased as a percentage of the entire operating budget, the reliance on tuition dollars increased slightly.

In recent years, the College has estimated revenue more precisely in its annual budget planning process. Refined analysis of enrollment trends to tighten tuition estimates, along with inclusion of Running Start and International Education revenue, assures prudent use of available funds. These changes have been implemented carefully in order to maintain the College's long-term financial strength.

Transfers of monies between funds are in compliance with SBCTC policies and College policy. Board of Trustees policy delegates authority for inter-fund borrowing to avoid negative cash balances in local operating funds at the close of a biennium. (Exhibits 7.10; 7.11; 7.12) (7.B.4)

The College engages in numerous activities to identify needs and locate sources of revenues to address them. The operating budget process involves faculty, staff, and student leaders in the development of goals and budget requests,

and it provides the opportunity for campus constituencies to identify and communicate program needs. While program funding requests typically exceed available resources, funds are allocated annually to address the most urgent priorities. (Exhibit 7.13) (7.B.5)

The College seeks and maintains active partnerships with its local community to provide students with quality program support, including instructional equipment, student scholarships, and advisory board activities. The Clark College Foundation provides extraordinary support for students through funding for scholarships and for College activities. The Foundation provides more than $300,000 each year for student scholarships, and it grants between $500,000 and $1 million annually to College-generated proposals for faculty and staff development, equipment, and one-time projects. A College committee, composed of students, faculty, staff, administrators and Foundation Board of Directors members, recommends funding decisions. The Foundation also provides funding for property acquisition. (Exhibits 7.14; 7.15)

The Associated Students of Clark College allocate more than $1.4 million per year for programs, clubs, and activities, many of which directly support the College's instructional programs. (Exhibit 7.16) The College has recently funded a full-time Director of Grants Development to seek added resources from external funding sources to support the institution. (7.B.1)

The College experiences challenges in some areas. Technological changes require a significant investment of resources to maintain equipment, training, and staffing support at quality levels. Inadequate funding for adjunct faculty salaries and medical benefits continues to impact the College's ability to attract and retain quality part-time faculty. Although the SBCTC allocates funds quarterly to support students with disabilities,

current costs exceed allocations and the institution must absorb them. The College's proximity to the Washington School for the Deaf and the Washington State School for the Blind contribute to the need for additional support in these areas. As the College expands to additional locations, resources to coordinate services between the sites and serve a large number of students must be identified.

## Financial Aid

The College actively seeks all sources of financial aid for its students. (Table 4 and additional information in Standard 3) The College allocates 3.5% of the tuition revenue annually to financial aid for students and seeks supplements to initial state allocations of financial aid from the Higher Education Coordinating Board and annual federal allocations from the Department of Education. The College has opportunities to request supplemental state aid through multiple avenues. The College submits quarterly interim reports and requests for both the Washington State Need Grant and Washington State Work Study programs. Further, annual allocations are based on year-end reports for each respective program as well as a comprehensive report referred to as the Unit Record Report to the Higher Education Coordinating Board. A mechanism does not exist for supplemental requests to the federal aid programs.

The Washington State Need Grant fund allocation to Clark College increased from $1,338,707 in 1998 to $3,301,267 in 2007. The Washington State Work Study also increased funding from $234,017 in 2002 to $433,935 in 2007. The College may waive student tuition for needy students up to 3% of the projected revenue in a fiscal year.

The College participates in the Federal Family Education Loan Program. In fiscal year 2006–2007 the College processed $6.4

million in Stafford loans. The default rate for FY2006, the most recent available, is 9.0%. (Exhibit 7.17)

State law and the SBCTC establish mandatory and non-mandatory tuition and fee waivers. The College regularly reviews non-mandatory waivers to balance student access with institutional financial needs and makes adjustments as necessary. In 2007, the Board of Trustees approved changes to specific waivers to support student access and approved a newly established athletic tuition waiver program. In the 2007–2008 academic year, the College implemented a mandated waiver for children and spouses of fallen or disabled veterans. The Foundation worked with the College's Financial Aid office to award $344,700 to over 310 students in 2006–2007. (Exhibits 7.18; 7.19) (7.B.6)

## Financial Reserves

The College updated its reserves policy in 2004. The current policy requires a minimum of 5% and a maximum of 10% of its general operating budget as reserves to allow for fluctuation in revenue and/or expenditure amounts in a given fiscal year. Since the College implemented this policy, reserves have been maintained at 10%. In addition, the College carefully analyzes and prioritizes requests for one-time funds and approves allocations for these items out of cash balances exceeding the 10% reserve requirement. The administration reviews a fund balance report monthly with the Board of Trustees, detailing reserve requirements and approved allocations. (Exhibit 7.20) (7.B.7)

## Income Stability

The College has demonstrated strong financial stability over the last five years. Although significant improvements in technology and facilities have been financed from accumulated fund balances, the College continues to operate in the positive, allowing

continued improvements in these areas. (Exhibit 7.21) (7.B.3)

## Auxiliary Enterprise Accounts

The College uses auxiliary enterprise units (Bookstore, Copy and Printing Services, Events and Food/Vending Services) to provide necessary services to the College; each pay overhead as appropriate. The College does not use enterprise income to balance education and general operations, and it does not use education and general revenue to subsidize enterprises. Inter-fund loans within the auxiliary enterprise accounts cover negative cash balances at year end. In total, auxiliary enterprise funds maintain a healthy fund balance, although copy machines and printing services currently operate in the deficit. (Exhibit 7.22) (7.B.8)

## Financial Management

The Vice President of Administrative Services assumes responsibility for the business, facilities, IT, security, and operations services of the College and reports directly to the College President. (Exhibit 7.23) The Vice President of Administrative Services manages the fiscal resources and related services to ensure compliance with federal, state, district, and College policies, procedures, laws, regulations and employee union agreements. As a member of the Executive Cabinet, the Vice President of Administrative Services provides a monthly financial report to the Clark College Board of Trustees and serves as the contracting officer for the institution. (7.C.2)

Budgeting and controllership functions are assigned to the Director of Business Services, who reports to the Vice President of Administrative Services. (Exhibit 7.24) Excluding these two positions, staff numbers increased by 40% in the last 10 years to 21 permanent staff positions in the Business Services departments, including accounting, budgeting, cashiering, payroll, and

purchasing. This increase provides adequate staffing for the financial management of the College. The Internal Auditor, reporting directly to the President, provides auditing services to the College. (Exhibit 7.25) (7.C.2)

The Vice President for Administrative Services provides monthly and year-end reports to the Board of Trustees. (Appendix 7.1) The Board also meets with the Executive Cabinet as annual goals and related budgets are developed and finalized. (7.C.1)

The Center for Information Services (CIS), which supports Washington State's community and technical colleges, furnishes the budgeting, accounting, and payroll software for Clark College Information Services. For the past twenty-five years, CIS has processed the administrative data with HP3000 computer systems. When Hewlett-Packard announced in early 2000 it would no longer manufacture and support these computers, CIS initiated a re-hosting project to migrate all applications (financial management system, payroll personnel management system, facilities and equipment, financial aid system, and database management system) to a new computer environment. Following recent review of progress by an outside consultant/ auditor, the SBCTC has recently halted the re-hosting project. Over the next several months, planning and analysis will determine how to modernize the system's technology environment.

The College hosts a version of the *e-Plus* purchasing software for procurement functions and has recently issued a purchase order to upgrade the application software. Work will continue over the summer to assure full implementation by winter quarter.

The College controls all income and expenditures and includes all incomes and expenditures in the biennial audit as well as in the monthly financial reports provided to the Board of Trustees. "Other fund" budgets,

such as grants and contracts, corporate and continuing education, internal support services, Associated Students of Clark College, parking, auxiliary enterprises, student financial aid, and capital projects are included in the budget development and approval process. (Exhibit 7.8) (7.C.3)

## Cash Management and Investing

The College follows investment guidelines provided by the Office of the State Treasurer, Washington State Office of Financial Management, state of Washington law and its own investment policy. (Exhibits 7.26; 7.27; 7.28) Cash management is an ongoing function addressed by the College accounting staff and the state auditors. The College's Internal Auditor performs periodic risk assessments and subjects higher-risk areas to further review. (Exhibit 7.29) (7.C.4)

The College follows specific policies on cash management and investing. (Exhibit 7.30) By resolution, the Board of Trustees authorizes use of the Local Government Investment Pool, but the College uses other allowable investment vehicles when rates are favorable. The administration monitors the source of investment, earnings, and distribution of earnings on a monthly basis. (Exhibit 7.31) (7.C.4)

## Accounting Systems

The accounting system used by the College is systemwide software developed and supported by CIS. This software performs the basic accounting, payroll, financial aid, cashiering, inventory and human resource processes. Although the current system does not provide sufficient management reports, many needs can be satisfied with reports readily prepared with data extraction software.

The College must follow extensive accounting rules established by the Washington State Office of Financial

Management (OFM) as well as by the State Board for Community and Technical Colleges. (Exhibit 7.32) The Washington Community and Technical Colleges statewide Budget, Accounting and Report Council, and ultimately the Business Affairs Commission, establishes additional accounting rules the College follows. The state auditor's review and the SBCTC Performance Review assure compliance with the established accounting rules and procedures.

Financial statements published by OFM are the official statements for the colleges, since individual colleges do not prepare audited financial statements. The College completes the IPEDS reports annually. (Exhibit 7.33) In accordance with RCW43.88.037, OFM adopts generally accepted accounting principles (GAAP) as applicable to state government. (Exhibit 7.34) Clark College is in compliance with GAAP. (Appendix 7.3) As a state agency, the College is audited on a biennial basis by the Office of the State Auditor. That office may use its own audit staff or contract with independent audit firms for support of specialized audits. At the completion of the biennial audit, an exit conference is held with the auditors, College staff and administrators, and a member of the College Board of Trustees. In Washington, audit reports are public documents and released to the press. The Vice President of Administrative Services presents the audit report to the Clark College Board of Trustees. (Exhibit 7.35) (7.C.5)

The state auditors discuss identified audit concerns with College staff. The state auditors may address significant issues in a "management letter" to the College Board of Trustees. Significant issues not corrected in a timely fashion may be included in the next formal audit report as a "finding." In that event, the College must publicly respond to the finding with corrective action. In turn, the state auditor comments on the appropriateness of the College's response. (7.C.12)

The College's biennial audit by the Office of the State Auditors includes all College-administered financial aid. The Clark College Foundation is subject to an independent audit each year as a separate 501(c)(3) entity. College audit reports are available for review in the office of the Vice President for Administration Services, and Foundation audit reports are available for review at the Foundation office. (7.C.13)

## Internal Controls

The College uses controls wherever appropriate and attainable, but risk of the loss of assets exists due to the size and decentralized nature of the institution. Recommendations from the state auditors and College staff are implemented whenever possible. The College internal audit office conducts risk and internal control evaluations to ensure compliance with established accounting procedures, state statues and regulations, and College policies and procedures. (7.C.11)

## Fundraising and Development

### Clark College Foundation

The Clark College Board Policies and Procedures Manual and Administrative Procedures Manual designate the Clark College Foundation as a separate, nonprofit corporation whose primary mission is to obtain financial and other direct support and benefit for the College. (Exhibits 7.36.1; 7.36.2) The College and the Foundation define their relationship and govern their work through an operating agreement dated September 25, 1998, with amendments dated March 19, 2001, and August 6, 2001. (Exhibits 7.37.1; 7.31.2; 7.37.3) A policy dated December 14, 1999, details the role of the Foundation to the College. (Exhibit 7.38) These agreements emphasize the subordinate role of the Foundation, with the College determining fundraising priorities and Foundation staff working cooperatively with

College staff. In exchange for providing development services to the College, the Foundation receives computing and telephone support, meeting room space, and other services valued at less than $200,000 per year from the College. (7.D.3)

The Clark College Foundation has 501(c)(3) status with the Internal Revenue Service and annually files Form 990 and required schedules. The Foundation was incorporated in the state of Washington in 1973 and registered with the Washington Secretary of State pursuant to the Charitable Solicitations Act. The Washington State Office of the Insurance Commissioner authorizes the Foundation to issue charitable gift annuities. The College Board of Trustees must approve any changes to the Foundation's articles of incorporation. Changes to the Foundation's governing documents are submitted to the Washington secretary of state and the Internal Revenue Service. (Exhibit 7.39.1) (7.D.1)

The College President and two trustees serve as ex-officio members of the Clark College Foundation Board of Directors. The College President or designee and a trustee also serve on the Foundation Executive Committee and may attend other committee meetings in order to monitor Foundation activities. The Foundation President serves as a member of the College's Executive Cabinet to ensure a clear and complete understanding of the institution's priorities and to understand where private resources might be used to meet College needs. Two trustees and two Foundation Board of Directors members meet informally on a regular basis throughout the year to promote understanding of the issues facing the two organizations and to maintain open communication and productive working relationships. (7.D.3)

Bylaws of the Clark College Foundation govern its internal affairs. In addition, an extensive policy manual guides activities of the Foundation Board of Directors, made up

of 24 directors plus the Foundation President, College President and two College Trustees who serve as ex-officio members. (Exhibit 7.40) The Clark College Foundation is reviewing and updating its bylaws and Board Policy manual in fiscal year 2007–2008 as the organization revitalizes its fundraising functions. The Foundation subscribes to the Donor Bill of Rights and to the basic principles and recommendations of the Council for Advancement and Support of Education regarding ethics and confidentiality in development research. The Foundation executive team holds the following professional designations and adheres to the professional codes of ethics of the awarding organizations: (7.D.2)

- President/CEO: Certified Public Accountant (CPA), certified fund-raising executive (CFRE)

- Vice President of Development: CFRE

- Chief financial officer: certified financial planner (CFP), certified trust and financial advisor (CTFA)

### Endowment, Life Income Funds and Investments

The Foundation Board of Directors oversees the management of endowment and life income funds and Foundation investments, with daily responsibility placed with the Foundation's Chief Financial Officer. (Appendix 7.4) The Foundation undergoes an annual independent audit to assure compliance with applicable legal requirements. The audit includes a separate audit of the Title III funds held by the Foundation as a result of a 1992 campaign for federal matching funds. (Exhibit 7.39.2) (7.D.2)

The Foundation maintains complete records for all of these funds in its own accounting system. Accounting standards conform to generally accepted accounting practices. The

Foundation monitors expenditures of funds regarding adherence to donor intent. Scholarship funds and endowments are administered in accordance with the contractual agreements between the Foundation and individual donors or donor entities. (Exhibit 7.39.3) (7.D.2)

### College Fundraising Policies

The Clark College Administrative Procedures Manual includes fundraising direction for the College. The Administrative Procedures Manual section 415.005, Gift and Donation Acceptance, outlines the general gift acceptance policy. Section 415.007, Fundraising, provides policy governance for fundraising by College employees. (Exhibits 7.36.2; 7.41) Associated Students of Clark College (ASCC) and student fundraising follow College guidelines per the ASCC Financial Code. (Exhibit 7.42) (7.D.1)

## Strengths

- The College has historically experienced a stable financial condition. (Table 7.3)

- The College has entered into minimal debt. (Appendix 7.2)

- The College maintains strong financial management and controls.

- The College has experienced clean audits without findings over the last 10 years. (Exhibit 7.35)

- The College facilitates collaborative budget development processes linking budget development with Strategic Plan Mission Imperatives. (Exhibit 7.5)

- The College receives consistent support from the Clark College Foundation. (Exhibits 7.14; 7.15)

- The College has made significant progress in implementation of the Information Technology Plan (Standard 5 data)

- The College has continued to increase salaries and medical benefits for adjunct faculty over the last several years.

## Challenges

- Lack of fully implemented Information Technology Plan

- Lack of resources to recruit and retain adjunct faculty

- Due to close proximity to the Washington State School for the Blind and the Washington School for the Deaf, Clark College serves a large population of students who are blind and/or deaf. Expenditures to provide academic adjustments and auxiliary aids for students with disabilities significantly exceed allocations.

- Lack of resources to continue historical level of services in areas of media services, security and plant operations

- Increase in external requests for use of College facilities

- The copy machine function has operated at a loss for the last four years, with the 2006–2007 loss equaling $46,715.

- The printing function has operated at a loss for the last six years, with the 2006–2007 loss equaling $44,783.

- Lack of clarity and awareness of College policies regarding fundraising activities organized by College employees and students

- Lack of clarity regarding fundraising priorities

- Lack of resources to provide for alternate location coordination

## Recommendations

- Complete implementation of the Information Technology Plan.

- Place support for and replacement of technology in the forefront of College budgetary planning.

- Identify additional resources to fund fully adjunct faculty medical benefits.

- Analyze fully the costs of providing services to students with disabilities, and budget adequate funds to cover these costs.

- Complete development of a consistent policy to charge College departments for service beyond a standard level.

- Complete policy to guide decisions in response to external groups' requests for sponsorship and access to space for community events.

- Clarify and increase awareness of College policies regarding fundraising activities organized by College employees and students.

- Clarify with more precision fundraising policies in Music, Athletics, Child and Family Studies, and ASCC clubs.

- Provide clearer direction to the Clark College Foundation regarding the College's fundraising priorities. In updating its Strategic Plan, the College has begun this priority-setting exercise, but additional detail will be required.

- Identify and fund resources to provide coordination between additional facilities at Clark College at WSU Vancouver and Clark College at Columbia Center and the main campus.

## Actions Taken

- Several items recommended in the Information Technology Plan have been implemented, including

  (a) Installation of Smart technology in classrooms

(b) Upgrading of network infrastructure and completion of wireless network access to all campus buildings
(c) Implementation of an automatic software distribution and desktop management system and a storage area network
(d) Initiation of a process to develop an Information Technology disaster/recovery and business continuity plan

- The College has recently increased resources to provide medical benefits for additional adjunct faculty.

- The College has negotiated with Clark College Association for Higher Education to increase adjunct faculty rate of pay.

- The College has reduced expenses and increased rates in the Copy Machine function to assure break-even financial activity.

- A financial analysis is in progress of the Printing function and its relationship to the Instructional program.

- The Internal Auditor has worked with faculty and staff in several departments to ensure proper controls are in place when donations and entrance fees are accepted.

- The Foundation and the College are working collaboratively to confirm fundraising priorities and to integrate donated funds into the College's budget process.

- The Foundation has made the integration of donated funds into the College's budget process one of its mid-range goals.

# Table 1
## Standard Seven – Finance Table 1  Current Funds Revenues – Clark College Accounting

| Source (IPEDS Report) | | ACTUAL | | | | | | PROJECTED | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Year 1 ( 04-05) | | Year 2 (05-06) | | Year 3** ( 06-07) | | Year 4*** ( 07-08) | | Year 5 ( 08-09) | | Year 6 (09-10) | |
| | | Amount | %* | Amount | % | Amount | % | Amount | % | Amount | % | Amount | % |
| Tuition and Fees | | 15,502,896 | 20% | 16,042,959 | 20% | 15,702,043 | 20% | 16,487,145 | 20% | 17,311,502 | 20% | 18,177,078 | 20% |
| Government Appropriations | | | | | | | | | | | | | |
| Federal | | | | | | | | | | | | | |
| State | | 23,104,366 | 30% | 26,119,866 | 33% | 27,805,015 | 36% | 29,195,266 | 36% | 30,655,029 | 36% | 32,187,780 | 36% |
| Local | | | | | | | | | | | | | |
| Government Grants & Contracts | | | | | | | | | | | | | |
| Federal | Unrestricted | 291,290 | 0% | 205,406 | 0% | 280,469 | 0% | 294,492 | 0% | 309,217 | 0% | 324,678 | 0% |
| | Restricted | 6,137,786 | 8% | 6,171,864 | 8% | 5,776,911 | 7% | 6,065,757 | 7% | 6,369,044 | 7% | 6,687,497 | 7% |
| State | Unrestricted | 2,273,627 | 3% | 2,471,436 | 3% | 2,650,301 | 3% | 2,782,816 | 3% | 2,921,957 | 3% | 3,068,055 | 3% |
| | Restricted | 2,886,663 | 4% | 3,369,407 | 4% | 3,616,966 | 5% | 3,797,814 | 5% | 3,987,705 | 5% | 4,187,090 | 5% |
| Local | Unrestricted | 2,609,408 | 3% | 2,805,752 | 4% | 3,766,348 | 5% | 3,954,665 | 5% | 4,152,399 | 5% | 4,360,019 | 5% |
| | Restricted | 622,776 | 1% | 776,059 | 1% | 714,632 | 1% | 750,364 | 1% | 787,882 | 1% | 827,276 | 1% |
| Private Gifts, Grants, Contracts | Unrestricted | | | | | | | | | | | | |
| | Restricted | 81,728 | 0% | 15,995 | 0% | 91,757 | 0% | 96,345 | 0% | 101,162 | 0% | 106,220 | 0% |
| Endowment Income | Unrestricted | 395,996 | 1% | 840,139 | 1% | 977,653 | 1% | 1,026,536 | 1% | 1,077,862 | 1% | 1,131,756 | 1% |
| | Restricted | | | | | | | | | | | | |
| Sales and Services of Educational Activities | | | | | | | | | | | | | |
| Auxiliary Enterprises | | 7,011,025 | 9% | 6,101,228 | 8% | 6,079,250 | 8% | 6,383,213 | 8% | 6,702,373 | 8% | 7,037,492 | 8% |
| Hospitals | | | | | | | | | | | | | |
| Other Sources | | 1,613,232 | 2% | 1,937,798 | 2% | 2,024,294 | 3% | 2,125,509 | 3% | 2,231,784 | 3% | 2,343,373 | 3% |
| Capital Appropriations | | 13,234,874 | 17% | 13,166,196 | 16% | 8,693,255 | 11% | 9,127,918 | 11% | 9,584,314 | 11% | 10,063,529 | 11% |
| **Total Current Funds Revenues** | | 75,765,637 | 100% | 80,024,105 | 100% | 78,178,894 | 100% | 82,087,839 | 100% | 86,192,231 | 100% | 90,501,842 | 100% |

*Percentage of Total Current Fund Revenues  **Most recent fiscal year for which audited financial statements are available  ***Budget for Current Year

## Table 2

**Standard Seven – Finance Table 2  Current Funds Expenditures and Mandatory Transfers – Clark College Accounting**

| Source (IPEDS Report) | ACTUAL | | | | | | PROJECTED | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Year 1 (04-05) | | Year 2 (05-06) | | Year 3** (06-07) | | Year 4*** (07-08) | | Year 5 (08-09) | | Year 6 (09-10) | |
| | Amount | %* | Amount | % | Amount | % | Amount | % | Amount | % | Amount | % |
| **Education and General Expenditures** | | | | | | | | | | | | |
| Instruction | 25,164,102 | 41% | 27,858,163 | 40% | 28,709,237 | 40% | 30,144,699 | 41% | 31,651,934 | 41% | 33,234,530 | 41% |
| Research | | | | | | | | | | | | |
| Public Service | | | | | | | | | | | | |
| Academic Support | 3,792,788 | 6% | 4,182,060 | 6% | 4,161,373 | 6% | 4,369,442 | 6% | 4,587,914 | 6% | 4,817,309 | 6% |
| Student Services | 5,487,932 | 9% | 5,930,871 | 9% | 6,061,185 | 9% | 6,364,244 | 9% | 6,682,456 | 9% | 7,016,579 | 9% |
| Institutional Support | 4,574,834 | 7% | 5,229,981 | 8% | 6,543,365 | 9% | 6,870,533 | 9% | 7,214,060 | 9% | 7,574,763 | 9% |
| Plant Operations & Maintenance | 6,885,150 | 11% | 6,396,579 | 9% | 6,832,685 | 10% | 5,890,439 | 8% | 6,184,961 | 8% | 6,494,209 | 8% |
| Scholarships and Fellowships | | | | | | | | | | | | |
| Awards from Unrestricted Funds | 646,629 | 1% | 2,830,971 | 4% | 3,540,794 | 5% | 3,717,834 | 5% | 3,903,725 | 5% | 4,098,912 | 5% |
| Awards from Restricted Funds | 9,298,046 | 15% | 10,562,504 | 15% | 10,299,541 | 14% | 10,814,518 | 15% | 11,355,244 | 15% | 11,923,006 | 15% |
| Discounts & allowances | (3,452,059) | -6% | (3,640,330) | -5% | (3,543,342) | -5% | (3,720,509) | -5% | (3,906,535) | -5% | (4,101,861) | -5% |
| Total Educational and General Expenditures/Mandatory Transfers | 52,397,422 | 86% | 59,350,799 | 86% | 62,604,838 | 88% | 64,451,200 | 88% | 67,673,760 | 88% | 71,057,448 | 88% |
| Auxiliary Enterprises | 6,551,340 | 11% | 6,943,973 | 10% | 6,079,250 | 9% | 6,383,213 | 9% | 6,702,373 | 9% | 7,037,492 | 9% |
| Interest | 182,630 | 0% | 157,793 | 0% | 149,928 | 0% | 157,424 | 0% | 165,296 | 0% | 173,560 | 0% |
| Other Expenses | 494,831 | 1% | 368,892 | 1% | 636,758 | 1% | 668,596 | 1% | 702,026 | 1% | 737,127 | 1% |
| Depreciation | 1,472,653 | 2% | 2,090,315 | 3% | 1,635,674 | 2% | 1,717,458 | 2% | 1,803,331 | 2% | 1,893,497 | 2% |
| Total Current Funds Expenditures | 61,098,876 | 100% | 68,911,772 | 100% | 71,106,448 | 100% | 73,377,890 | 100% | 77,046,785 | 100% | 80,899,124 | 100% |

*Percentage of Total Current Fund Revenues  **Most recent fiscal year for which audited financial statements are available  ***Budget for Current Year

## Table 3

### Standard Seven – Finance Table 3  Summary Report of Revenues and Expenditures – Clark College Accounting

| | ACTUAL | | | PROJECTED | | |
|---|---|---|---|---|---|---|
| | Year 1 (04-05) | Year 2 (05-06) | Year 3** (06-07) | Year 4*** (07-08) | Year 5 (08-09) | Year 6 (09-10) |
| | Amount | Amount | Amount | Amount | Amount | Amount |
| **Education and General** | | | | | | |
| Revenues | 53,906,506 | 58,818,883 | 61,382,095 | 64,451,200 | 67,673,760 | 71,057,448 |
| Expenditures | 52,397,422 | 59,350,799 | 62,604,838 | 64,451,200 | 67,673,760 | 71,057,448 |
| Transfers – Mandatory | | | | | | |
| - Non Mandatory | | | | | | |
| Net Excess (Deficit) | 1,509,084 | (531,916) | (1,222,743) | 0 | 0 | 0 |
| **Auxiliary Enterprises & Other** | | | | | | |
| Revenues | 21,859,131 | 21,205,222 | 16,796,799 | 17,636,639 | 18,518,471 | 19,444,394 |
| Expenditures | 8,701,454 | 9,560,973 | 8,501,610 | 8,926,691 | 9,373,025 | 9,841,676 |
| Transfers – Mandatory | | | | | | |
| - Non Mandatory | | | | | | |
| Net Excess (Deficit) | 13,157,677 | 11,644,249 | 8,295,189 | 8,709,948 | 9,145,446 | 9,602,718 |
| **Net Operational Excess (Deficit)** | 14,666,761 | 11,112,333 | 7,072,446 | 8,709,948 | 9,145,446 | 9,602,718 |

*Optional for Public Institutions  **Most recent fiscal year for which audited financial statements are available  ***Budget for Current Year

## Table 4

### Standard Seven – Finance Table 4  Sources of Financial Aid – Clark College Accounting

| | ACTUAL | | | | | | PROJECTED | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Year 1 (04-05) | | Year 2 (05-06) | | Year 3** (06-07) | | Year 4*** (07-08) | | Year 5 (08-09) | | Year 6 (09-10) | |
| | Amount | %* | Amount | % | Amount | % | Amount | % | Amount | % | Amount | % |
| Annual Private Contributions | 200,508 | 2% | 96,020 | 1% | 0 | 0% | 145,324 | 1% | 305,179 | 2% | 160,219 | 1% |
| Governmental State Aid | 2,541,223 | 26% | 2,644,944 | 20% | 2,692,255 | 19% | 2,761,147 | 19% | 3,051,794 | 20% | 2,883,945 | 18% |
| Federal Aid (PELL, SEOG, WS) | 5,898,793 | 59% | 6,162,796 | 46% | 5,779,487 | 46% | 6,684,882 | 46% | 6,866,536 | 45% | 7,370,082 | 46% |
| Endowment Earnings (Non-Foundation) | | | | | | | | | | | | |
| Institutional Unfunded Aid | 986,660 | 10% | 4,088,794 | 31% | 4,779,166 | 35% | 4,359,706 | 30% | 4,425,101 | 29% | 4,806,575 | 30% |
| Federal Student Loans (see below) | | | | | | | | | | | | |
| Nonfederal Workstudy Aid-SWS | 317,491 | 3% | 400,921 | 3% | 589,427 | 4% | 581,294 | 4% | 610,359 | 4% | 801,096 | 5% |
| **Total Financial Aid** | 9,944,675 | 100% | 13,393,475 | 100% | 13,840,335 | 100% | 14,532,352 | 100% | 15,258,969 | 100% | 16,021,918 | 100% |
| Federal Loans–Stafford–Not part of total Financial Aid | 6,219,691 | | 6,667,260 | | 6,420,511 | | 6,741,537 | | 7,078,614 | | 7,432,544 | |

*Optional for Public Institutions  **Most recent fiscal year for which audited financial statements are available  ***Budget for Current Year

## Table 9

### Standard Seven – Finance Table 9  Operating gifts and Endowments – Public and Private Institutions (If Applicable)

### Clark College Accounting

| | ACTUAL | | | PROJECTED | |
|---|---|---|---|---|---|
| | Year 1 ( 04-05 ) | Year 2 ( 05-06 ) | Year 3* ( 06-07 ) | Year 4** ( 07-08) | Year 5 ( 08-09) |
| | Amount | Amount | Amount | Amount | Amount |
| **Annual Gifts** | | | | | |
| Operations Restricted | 4,292,746 | 259,450 | 279,306 | 336,000 | 300,000 |
| Operations Unrestricted | 403,037 | 372,839 | 542,347 | 217,000 | 350,000 |
| Endowments Exclusive of Foundation Gifts | 395,332 | 508,949 | 258,106 | 163,000 | 200,000 |
| Plant | | | | | |
| Total | 5,091,115 | 1,141,238 | 1,079,759 | 716,000 | 850,000 |
| Ratio of Annual Gifts to E&G | 9.44% | 1.94% | 1.76% | 1.11% | 1.26% |
| **Endowment Fund Balance** | | | | | |
| Permanent | 36,043,816 | 43,080,077 | 48,086,693 | 48,000,000 | 48,200,000 |
| Term | 6,733,430 | 7,518,790 | 8,348,566 | 8,000,000 | 8,000,000 |
| Quasi | 581,427 | 545,308 | 632,239 | 1,675,000 | 1,675,000 |
| Total | 43,358,673 | 51,144,175 | 57,067,498 | 57,675,000 | 57,875,000 |

*Most recent fiscal year for which audited financial statements are available   **Budget for Current year
Note: If applicable, explain/describe Foundation relationship and prepare separate statement for Foundation gifts to the institution.

## Table 10
## Standard Seven – Finance Table 10  Capital Investments

| DO NOT INCLUDE DEPRECIATION EXPENSE | ACTUAL | | | PROJECTED | | |
|---|---|---|---|---|---|---|
| | Year 1 (04-05) | Year 2 (05-06) | Year 3* (06-07) | Year 4** (07-08) | Year 5 (08-09) | Year 6 (09-10) |
| | Amount | Amount | Amount | Amount | Amount | Amount |
| **Land** | | | | | | |
| Beginning Cost | 4,153,586 | 4,153,586 | 6,449,442 | 6,449,442 | 6,449,442 | 6,449,442 |
| Additions | | 2,295,856 | | | | |
| Deductions | | | | | | |
| Ending Cost | 4,153,586 | 6,449,442 | 6,449,442 | 6,449,442 | 6,449,442 | 6,449,442 |
| **Buildings** | | | | | | |
| Beginning Cost | 40,195,463 | 54,953,494 | 74,953,494 | 79,755,819 | 94,755,819 | 109,755,819 |
| Additions | 14,758,031 | 20,000,000 | 4,802,325 | 15,000,000 | 15,000,000 | 15,000,000 |
| Deductions | | | | | | |
| Ending Cost | 54,953,494 | 74,953,494 | 79,755,819 | 94,755,819 | 109,755,819 | 124,755,819 |
| **Furniture and Equipment** | | | | | | |
| Beginning Cost | 4,324,959 | 4,762,422 | 4,965,089 | 5,348,333 | 5,750,739 | 6,173,266 |
| Additions | 579,733 | 567,975 | 516,262 | 542,075 | 569,179 | 597,638 |
| Deductions | 142,270 | 365,308 | 133,018 | 139,669 | 146,652 | 153,985 |
| Ending Cost | 4,762,422 | 4,965,089 | 5,348,333 | 5,750,739 | 6,173,266 | 6,616,919 |
| **Construction in Progress √** | | | | | | |
| Beginning Cost | 1,355,426 | | | | | |
| Additions | | | | | | |
| Deductions | 1,355,426 | | | | | |
| Ending Cost | | | | | | |
| **Debt Service – Child Care Play** | | | | | | |
| Principle balance at 6/30 | 9,965 | 7,972 | 5,979 | 3,986 | 1,993 | 0 |
| Principle paid-year 0% int | 1,993 | 1,993 | 1,993 | 1,993 | 1,993 | 1,993 |
| **Debt Service – Stu Union Bldg** | | | | | | |
| Principle balance at 6/30 | 5,385,000 | 4,995,000 | 4,600,000 | 4,195,000 | 3,785,000 | 3,360,000 |
| Interest balance at 6/30 | 15,840 | 14,693 | 13,531 | 12,340 | 11,134 | 9,884 |
| Principle/interest paid-year | 561,790 | 548,940 | 546,090 | 548,090 | 543,915 | 547,415 |
| Revenue received-year | 589,024 | 582,388 | 581,879 | 580,000 | 580,000 | 580,000 |

*Most recent fiscal year for which audited financial statements are available  ***Budget for Current Year

## Supporting Documentation for Standard 7

Appendices

Appendix 7.1    List of Financial and Management Reports Provided to the Board

Appendix 7.2    Debt Service Schedule

Appendix 7.3    Accrual Data

Appendix 7.4    Endowment and Life Income Fund Report


Supporting Documentation in Team Room

Exhibit 7.1      Revised Code of Washington 28B.50.090

Exhibit 7.2      State Board for Community and Technical Colleges Manuals

            7.2.1      SBCTC Fiscal Affairs Manual

            7.2.2      SBCTC Policy Manual

Exhibit 7.3      Board Policies and Procedures Manual 100.B70

Exhibit 7.4      Board Policies and Procedures Manual 100.C65

Exhibit 7.5      New Goal and Budget Development Request Packet for 2007–2008

Exhibit 7.6      Financial Health Indicators Report

Exhibit 7.7      Current Operating Budget

Exhibit 7.8      Operating Budget Books for 2006–2007 and 2007–2008

Exhibit 7.9      Revised Code of Washington 28B.50.140

Exhibit 7.10     SBCTC Fiscal Affairs Manual 50.10.10

Exhibit 7.11     Administrative Procedures Manual 450.050

Exhibit 7.12     Board Policies and Procedures Manual 100.B70

Exhibit 7.13     Requests for Permanent and One-time Funding for 2007–2008

Exhibit 7.14     Foundation Funds Allocations Recommendations for 2007–2008

Exhibit 7.15     Projects Funded by the Foundation over the Last 10 Years

Exhibit 7.16     ASCC Allocations, 2006–2007 and 2007–2008

Exhibit 7.17     Default Rate

Exhibit 7.18     Community College Tuition and Fee Waivers and Residency, 2006–2007

Exhibit 7.19     2006–2007 SBCTC Tuition Waiver Report

Exhibit 7.20      Administrative Procedures Manual 450.070

Exhibit 7.21      College Balance Sheet, 2002–2003 through 2006–2007

Exhibit 7.22      Auxiliary Services Financial Statements, June 30, 2007

Exhibit 7.23      Administrative Procedures Manual 215.005 and Resume for Vice President for
                  Administrative Services

Exhibit 7.24      Administrative Procedures Manual 215.075 and Resume for Director of
                  Business Services

Exhibit 7.25      List of Business Services Positions and Administrative Services Organization Chart

Exhibit 7.26      State Administrative and Accounting Manual 85.52

Exhibit 7.27      Revised Code of Washington 19.230.210

Exhibit 7.28      Administrative Procedures Manual 450.033

Exhibit 7.29      Internal Audit Plan for 2007-2009

Exhibit 7.30      Administrative Procedures Manual 450.035 and 450.038

Exhibit 7.31      Daily Cash Flow Worksheet

Exhibit 7.32      State Administrative and Accounting Manual,
                  http://www.ofm.wa.gov/policy/default.asp

Exhibit 7.33      IPEDS Reports

Exhibit 7.34      Revised Code of Washington 43.88.037

Exhibit 7.35      Audit Information

Exhibit 7.36      Policies and Procedures

                  7.36.1     Board Policies and Procedures Manual 100.G00

                  7.36.2      Administrative Procedures Manual 415.007

Exhibit 7.37      College and Foundation Operating Agreements

                  7.37.1     September 25, 1998

                  7.37.2     Amendment - March 19, 2001

                  7.37.3     Amendment - August 6, 2001

Exhibit 7.38      Policy Statement for Role of the Foundation to the College, December 14, 1999

Exhibit 7.39      Foundation Financial Information

                  7.39.1     Annual Report

                  7.39.2     Audit Report

                  7.39.3     Foundation Operating Budget

Exhibit 7.40     Clark College Foundation Board Policies Manual

Exhibit 7.41     Administrative Procedures Manual 415.005

Exhibit 7.42     Associated Students of Clark College Financial Code Article IX and ASCC
                 Fundraising Document

# Standard Eight

Physical Resources

CLARK COLLEGE
EST. 1933

# Standard Eight
## Physical Resources

## Introduction

Clark College has made great strides toward fulfilling its Management Excellence Mission Imperative to "provide high-quality facilities and equipment and a healthy technology infrastructure." The 101-acre main campus with 31 buildings totaling 613,900 square feet is located in the heart of Vancouver's Central Park District. The College also operates several additional facilities to serve the growing population in the north and east of the College's service district. (Appendix 8.1)

For the past 19 years, the College has effectively used a Facilities Master Plan to guide the development of campus facilities. Updated periodically, the Facilities Master Plan ensures consistency with the College's Mission and Strategic Plan, and conformity with other government agency requirements, including the City of Vancouver's Central Park Plan. Over the past 10 years, the College has used the Facilities Master Plan to successfully compete for state capital funds sufficient to construct four new buildings, complete five major renovations, and build several smaller additions. In addition, the College has leveraged the resources of the Clark College Foundation to secure properties to support growth and to provide ongoing support for instructional equipment replacement.

To further Clark College's Mission to provide "accessible, comprehensive education," the College has built or acquired off-campus sites to accommodate the continued population growth in the northern and eastern parts of its service district. In 2006, Clark College opened its first major additional facility on the Salmon Creek campus of Washington State University at Vancouver (WSU Vancouver). Another major facility, Clark College at Columbia Tech Center, will open in the fall of 2009. There the College will offer general education classes, professional and technical training, basic skills classes, workforce development, and personal enrichment courses to the growing population in east Clark County. The College also leases 26,000 square feet of space at Town Plaza Center, conveniently located near mass transit and the Department of Health and Human Services, where the College offers classes in English as a Second Language, Adult Basic Education and community education. (8.A.1, 8.C.3)

Facilities staff members do an exceptional job of maintaining College facilities and grounds and are responsive to the facilities needs of the instructional programs. The College has increased staffing levels in the Plant Services, Security, and Environmental Health and Safety departments to keep pace with the growth in the student population, the addition of new facilities and new regulations. In addition, appropriate automation has been implemented in these areas to improve the efficiency and effectiveness of facilities operation and management.

Lastly, the College implemented a major upgrade to the core network infrastructure in 2007 and now provides wireless network access throughout the main campus and the facility at WSU Vancouver. In the same year, a high-capacity fiber optic circuit was installed that substantially increased Internet bandwidth to the College.

## Current Facilities

Providing sufficient instructional and support facilities for an institution that continues to grow at an accelerated rate is an ongoing challenge, requiring the combined efforts and initiative of the College community, Washington State Board for Community and Technical College (SBCTC) staff, and the College district's

legislative delegation. To date, the College operates sufficient institutional facilities for the overall delivery of programs and services, and it accommodates an ever-increasing number of students and programs. Over the past 10 years, state capital funds, local funds and grants provided the resources to build 198,524 square feet of new and renovated space. These facilities are listed in Table 1. (8.A.1, 8.A.2)

| Table 1 | | |
|---|---|---|
| **New and Renovated Facilities** | | |
| **Facility** | **Date** | **Sq. Ft.** |
| Athletic Annex | 1999 | 1,604 |
| AA4 Renovation | 2001 | 11,998 |
| Child Care Addition | 2002 | 1,400 |
| Music Building Addition | 2004 | 3,685 |
| AA5 Renovation | 2005 | 10,397 |
| Penguin Union Building | 2005 | 33,030 |
| Clark College at WSU Vancouver | 2005 | 63,334 |
| Joan Stout Hall Replacement | 2006 | 6,411 |
| T-Building Renovation | 2007 | 30,000 |
| Gaiser Hall Renovation | 2008 | 27,345 |
| O'Connell Sports Center Addition | 2008 | 9,320 |
| TOTAL | | 198,524 |

Other facilities improvements include expansion and improvement of parking lots and sidewalks, new signage and wayfinding aids, and landscaping and enhancements to bring facilities in compliance with the Americans with Disabilities Act. Also underway are outdoor lighting improvements affecting safety and aesthetics for students, staff, and faculty.

The capacity of the current infrastructure, such as parking and utilities, limits the College's ability to construct major new

facilities on the main campus. By addressing infrastructure requirements, the College can increase future capacity, especially on the recently acquired Triangle property. Any additional development on the main campus must satisfy the City of Vancouver requirement to preserve open space in the central campus corridor in conformance with the recently updated Vancouver Central Park Plan. (Exhibit 8.1) Aside from any significant facilities additions on the Triangle property, the College will also propose minor building additions and infills

of less than 5,000 square feet each over the next 10 years to complete facilities development on the campus.  (8.A.1, 8.A.2)

In general, College facilities are adequate for the effective operation of the assigned activity. Construction of new facilities and the remodel and repair of existing buildings allow the College to continue to make significant improvement in this area. However, the growth in the number of students and programs, evolving pedagogical requirements, and increasing demand for technology solutions will continue to impact facility adequacy. (Exhibits 8.2; 8.3; 8.4) (8.A.2)

## Furnishings

The College has made a deliberate effort over the past 10 years to update and expand furnishings in campus facilities. The overall status is excellent due to a consistent dedicated funding of institutional furniture replacement.

The Vice President of Administrative Services is responsible for identifying funds for furnishings and directing the assessment, allocation, and purchase of institutional furnishings. During fall quarter of each year, the Vice President of Administrative Services accepts requests for the acquisition of furnishings from all departments and divisions. Plant Services staff develops cost estimates for each request, and the Executive Cabinet prioritizes and approves requests. The highest-priority requests focus on classrooms, laboratories, and public area furnishings.

Trends in pedagogy and changing student preferences have favored the replacement of fixed-tablet armchairs in classrooms with tables and individual chairs or more commodious tablet armchairs to accommodate left-handed students, students of larger stature, and those with disabilities. In response to this demand, the College

invested $152,000 in general classroom furniture replacement in the 2007–2008 academic year. (8.A.5) New instructional technologies have led to demand for specialized furnishings such as computer stations, laboratory stations, and smart classroom podia. The specialized nature of this furniture, including some custom-built pieces, has placed an additional strain on operating and capital budgets in recent years.

Office furnishings are not eligible for funding through the institutional furniture process, which focuses on general purpose classroom and public area furniture. Unless included in a capital project budget, office furniture funding is the responsibility of the requesting department. Nonetheless, over the past five years, departmental expenditures and other funding identified for this purpose have produced considerable progress in updating existing office furnishings. Standardizing modular office furniture has improved space utilization and operational efficiency. (8.A.3)

## Facilities Maintenance

The management, maintenance and operation of College facilities are adequate to ensure the continued quality and safety necessary to support the College's programs and support services. As reflected in the College's Mission and Vision statements and in the Mission Imperatives, providing a safe, quality campus environment is critical to the campus community. (Exhibit 8.5)

The College has provided adequate resources over the past 20 years to make significant improvements in facilities management and operations. As a result, the College is recognized as one of the most attractive and well-maintained campuses in the state. Even though the Clark College campus is one of the oldest campuses in Washington, the dedicated work of the Plant

Services staff has ensured a relatively low level of deferred maintenance and capital repairs needs.

Facilities deficiencies are identified and documented in the College's Facilities Condition Survey. (Exhibit 8.6) The SBCTC employs a consulting firm to perform a biennial evaluation of the facilities on each campus, and a severity score is identified for each deficiency. The Facilities Condition Survey serves as the basis of each college's capital repair funding request. Compared with other institutions in the community and technical college system, Clark has relatively few high-severity score facilities deficiencies. A negative impact of the institution's strong commitment to facilities maintenance is that the College receives a disproportionately low number of dollars for capital repairs relative to other community and technical colleges in the state.

The facilities deficiencies rated in the 2007 survey generally relate to repair or replacement of building systems that have outlived their useful life, such as 25-year-old roofs and 50-year-old mechanical systems. The College will request capital repair funds for known deficiencies and will continue to pursue alternative funding opportunities to correct deficiencies that lack a severity score sufficient to qualify for state capital repair funds. (8.A.4)

Recently, the Plant Services staff began implementing a Computerized Maintenance Management System (CMMS). When fully deployed, the system will significantly improve the process for requesting services and enhance the department's efficiency and effectiveness by providing automated tools to track projects, schedule preventative maintenance, monitor inventory, and generate management reports. (8.A.4)

## Parking and Traffic Flow

The College has an adequate number of parking spaces to serve the current student and employee population, although students often cite the lack of convenient parking. (Exhibit 8.7) The main campus offers a total of 2,806 parking spaces, many of which were constructed in the past 15 years to accommodate growth. (Table 2) Parking on the main campus is used fully during prime daytime hours when the College operates at maximum capacity. The City of Vancouver will require the College to provide additional parking for all new building projects that increase daytime capacity.

### Table 2
#### Vehicle Parking Spaces

| Parking Space | Number |
|---|---|
| Faculty and Staff | 309 |
| Disabled | 65 |
| Visitors | 7 |
| Service | 16 |
| Dental Patients | 8 |
| Motor Pool | 5 |
| Motorcycles | 18 (not included in total) |
| Open (Student) | 2, 396 |
| TOTAL | 2,806 |

With new construction and the redesign of existing facilities, the College has added 233 parking spaces for a 9% increase over the past nine years. Opportunities for constructing additional surface parking on campus are limited due to site, policy, and regulatory constraints. The addition of major new buildings on the main campus will likely require a structured parking solution to satisfy City of Vancouver code requirements.

The College has taken an active role in encouraging the campus community to choose alternative transportation. This effort has included participation in the state's Commute Trip Reduction Program, low-cost student and no-cost employee bus passes, incentives for faculty and staff to walk or bike to work, as well as other benefits described in the College's Commute Trip Reduction Program.

Staff members from Plant Services and the Security and Safety department review campus parking quarterly and make adjustments based on input from faculty and staff numbers, the needs of persons with disabilities, and the impact of construction projects.

Fort Vancouver Way, a four-lane minor arterial road bisecting the campus, creates a growing concern for pedestrian circulation and safety. The City of Vancouver recognizes these safety concerns and to reduce the hazard has taken steps, including reducing the speed limit on Fort Vancouver Way and installing high-visibility signs and signals at crosswalks and intersections. Despite these measures, pedestrian safety remains a concern. A more effective solution, such as an elevated pedestrian crossing, will be necessary as the College develops the Triangle property on the west side of Fort Vancouver Way. (8.A.1)

## Facilities Staffing

The College has increased staffing levels in the Plant Services, Security, and Environmental Health and Safety departments to keep pace with the growth in the student population, the addition of new facilities, and new regulations. (Exhibit 8.8) A journey-level staff is able to make facilities repairs and improvements in-house, resulting in considerable savings to the institution. The College has also made significant investments in specialized equipment for the maintenance of facilities and grounds to increase the efficiency and productivity of the staff.

Facilities staff at all levels are encouraged to participate in decision making and in the identification and development of operational improvements. Effective project administration and construction management have resulted in a competitive public bid climate with public works projects completed successfully, on time and within budget. The construction of Clark College's building at WSU Vancouver resulted in one of the lowest change-order percentages of all capital construction projects in the state of Washington. In the past 20 years, the College has had no construction disputes that resulted in arbitration or litigation. (8.A.4)

## Technological Demands

Technology places increasing demands on available space and building systems and services such as electrical, heating, ventilation and air conditioning (HVAC), and telecommunications. The College has made significant progress in upgrading facility systems capacity to serve both technology and program growth. The campus electrical distribution and telecommunication systems are adequate but reaching capacity. Over the last 10 years, many buildings have been updated with

higher-capacity data and phone cable. High-capacity fiber optic cable links all buildings on the main campus, and recent upgrades to network switch gear have helped satisfy increasing demand for network and Internet bandwidth. In addition, the use of Internet Protocol (VoIP) telephones at additional facilities simplifies cabling requirements and permits more efficient use of digital wide-area network circuits connecting the remote locations to the main campus.

A three-year project to retrofit 90 existing classrooms with smart classroom technology has required a $1.8 million investment in classroom and system design, infrastructure upgrades, construction, and equipment purchases. In 2008, the College's data center was upgraded to provide more space, improved electrical power and air conditioning, and a state-of-the-art fire suppression system. Overall, connectivity requirements continue to change and generate a growing workload for the telecommunications/data technicians and electrical staff. (8.B.1)

## Healthy and Safe Environment and Hazardous Materials

Maintaining a healthy and safe physical environment with adequate access for all students, employees, and members of the community is critical to fulfilling the College's mission. The College endeavors to construct and maintain facilities that meet these requirements, using a comprehensive approach to manage environmental health and safety. During the facilities design process, the Environmental Health and Safety Manager reviews plans to address possible safety and health concerns prior to construction. Staff members from Plant Services, Health Services, Environmental Health and Safety (EHS), and Security consider the mitigation of health and safety concerns the first priority for response. As

well, health and safety remain the highest-priority factors in any request for capital funding.

The College has developed policies and procedures to regulate the purchase, use, storage, and disposal of chemicals and products with the potential to create hazards and has implemented policies and procedures to control exposure to hazards. (Exhibit 8.8) Clark has developed the following EHS programs, which include an instructional component: Fall Protection, Respiratory Protection, Chemical Hygiene, Confined Spaces, Lockout, Drug-Free Workplace, Blood-borne Pathogens, and Hearing Protection. College policies and procedures conform to state and federal regulations and "best practices" recommended by regulatory agencies.

The 2004 - 2009 Strategic Plan includes goals relating to enhancing environmental protection and safety and health, and recent operational goals address a wide variety of these concerns. (Exhibit 8.2) A comprehensive training assessment for all employees exposed to occupational hazards, and a hazardous materials accountability program have been developed. To support this effort more fully and to improve access to safety information, material safety data sheets are available online. This multiyear project includes a comprehensive hazardous material inventory, standardized labeling of all hazardous materials, and hazardous material storage and disposal planning as an integral part of the purchasing process.

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

To facilitate the delivery of services from worker compensation programs, the College retained a contractor to manage worker

compensation claims. To address increasing injury rates, the Safety Committee is currently reviewing rules and will revise them to increase the level of EHS audits throughout College facilities.

The College removed barriers to disabled persons, and capital appropriations and grants from the Office of Financial Management funded projects to improve overall accessibility throughout campus. All new construction complies with the Americans with Disabilities Act (ADA) guidelines. (8.A.5, 8.B.3)

The College prioritized expansion of the recycling program, which now includes paper recycling in all classrooms as well as aluminum and plastic container recycling throughout all of the buildings.

## Additional Facilities

Most additional facilities appropriately serve the College's programs. Facilities owned by other public agencies, such as school districts, and used by the College are generally constructed and maintained to a high standard. These facilities usually present few problems for instructional program access and suitability, and pose few concerns related to health, safety and access for the physically disabled. Nonetheless, they do not always meet the same standards as the facilities on the main campus. In these cases, some of the issues include a lack of or limited access to instructional and administrative support services, libraries, food services, student common areas, and other related student support functions. (8.A.4, 8.A.5, 8.A.6)

To accommodate continued population growth in the northern part of Clark County, the College partnered with WSU Vancouver to build a freestanding facility on their Salmon Creek campus. This state-of-the-art, 70,000-square-foot facility houses the College's Nursing Program, featuring

multiple medical/surgical treatment suites with advanced teaching and learning technologies including interactive, simulated patients. In addition, Liberal Arts transfer; Science, Mathematics and Engineering disciplines create a total capacity of 1,100 FTES. The building houses 13 classrooms, four science labs, six computer labs, a multipurpose physical education space, study spaces, offices, and support areas. Great care was taken in the design to produce an innovative facility with the flexibility to accommodate a variety of curricula and changing program offerings.

Located in east Clark County, Clark College at Columbia Tech Center is scheduled to open in the summer of 2009 and is designed to support general education classes, professional and technical training, basic skills classes and Corporate and Continuing Education. In response to the rapid growth in the northern part of the county, the College is actively investigating prospective properties for future sites. (8.A.6)

At 26,095 square feet, Town Plaza Center is the largest off-campus leased site within the College's three-county service district. Other off-campus sites include facilities owned by the City of Vancouver, the local school districts, private churches, WSU Vancouver, Larch Corrections Center, and area hospitals. In addition, physical education and athletic programs use off-campus athletic fields and recreational facilities.

## Equipment and Materials

Providing the resources to acquire and maintain state-of-the-art equipment for College programs and operations is one of the greatest challenges facing Clark College in the decades ahead. Rapidly advancing technology not only results in the development of new equipment but also in

the rapid obsolescence of existing technology.

The College has established and provided stable funding for computer replacement plans for instructional programs and employees. Since the College's Information Technology (IT) Plan was updated in 2006, the leadership of the institution has been deliberate in executing the recommendations identified in the plan, bringing significant investments in IT infrastructure, classroom technologies, and automation. (See Standard Five: Library and Information Resources for more detailed information)

The Clark College Foundation, with assets in excess of $80 million, provides additional support to the College. The Foundation annually allocates between $500,000 and $1.2 million (depending on investment returns) to fund equipment, including science laboratories and vocational equipment, and innovative programs. This allocation supplements limited state funding for equipment and goes a long way toward maintaining high-quality instructional programs at the College.

Technology is now a driving force in the twenty-first century classroom. Students and newer instructors expect "smart" classroom technology, where LCD projectors, interactive displays, digital presenters, DVD players and computers are integrated with sophisticated control systems to provide a comprehensive, easy-to-use multimedia environment for teachers and students. The College incorporates smart classroom technology in all new facilities and has completed the first two phases of a three-year $1.8 million project to retrofit 90 existing classrooms with smart classroom technology. When the project is completed in 2009, the College will have 125 state-of-the-art technology enhanced classrooms.

Wi-Fi is used extensively throughout the main campus, and integrating wireless

technology into classrooms dramatically improves the ways students and faculty experience teaching and learning. Many disciplines, including chemistry, mathematics and physics, use online help and homework programs. Online, chemistry classes use a virtual lab. Wireless technology allows for real-time research and rapid information retrieval. Learner-based pedagogical trends call for incorporating more informal or social instructional spaces and accentuate the need for pervasive wireless network access.

Approximately 70% of all College classes use the Blackboard™ Learning System to enhance teaching and learning by providing content management and sharing, online assessments, student tracking, assignment management, and virtual collaboration. An instructor can develop course sites without knowing any HTML code. Courses using Blackboard have a similar look and feel, and they diminish the learning curve for students using this course modality. This figure is impressive because the number of "pure" eLearning classes compose only 23% of instructional offerings.

## Equipment Maintenance

In terms of the maintenance, inventory control, and replacement of equipment, the College performs at an acceptable level. The responsibility for maintaining College-owned equipment generally resides with the department using or controlling the piece of equipment. Instructional departments employ technicians to maintain equipment in vocational, computer, and science labs. Computing Services installs and maintains computing and telecommunication equipment, and Media Services is responsible for audiovisual equipment. The College hires specialists to service and maintain equipment when it lacks the

expertise or specialized equipment to perform the work.

## Inventory Control

In compliance with state regulations and guidelines, the College inventories and tags all state-owned equipment valued at $300 or greater with a unique inventory number. Purchasing Services, Computing Services, and Central Services initiate the process by assigning inventory numbers, recording and tagging equipment when it arrives. In the past, storage and disposal of surplus state property proved a significant problem; however, the recent practice of using Washington State Surplus for removal of surplus property works well. When the College relocates or designates equipment as surplus, the initiator completes an inventory record to keep the database accurate. Annually, each department conducts a physical inventory to verify the accuracy of the inventory database. (Exhibits 8.3; 8.4) (8.B.2)

## Physical Resources Planning

Facilities development at Clark College is guided by a Facilities Master Plan that is updated periodically to reflect emerging needs, facilities condition, changes in service district demographics, availability of capital funding, and regulatory requirements.

In the fall of 2006, the College convened a Facilities Master Plan Update Steering Committee, comprised of faculty, staff, students, and College architects, and charged the Committee with evaluating, researching, analyzing, planning, and recommending implementation of an updated Facilities Master Plan to address a 12-year timeframe. Committee members served as liaisons to their respective constituents in the College. The Steering Committee held planning meetings, focus

group workshops, and College and community forums to garner and communicate information relevant to the Facilities Master Plan.

The Facilities Master Planning process was designed to achieve the following objectives:

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

The planning process directly relates to present and future demands of College resources for the delivery of educational services. (Exhibit 8.9) (8.C.1)

## Facilities Planning Process

The campus community is involved in facility planning through periodic processes to update the College Strategic Plan, the Facilities Master Plan, and during the

detailed design of specific capital projects. Stakeholders representing Instruction, Student Affairs, employees and others affected by the design or renovation of a building actively participate in the design activities. Plant Services, collaborating with the architectural firm contracted by the College, coordinates and manages planning. They follow a discussion and sign-off process to ensure clear communication and expectation by future users of the proposed new space. The degree of constituent involvement depends on the project type and scope.

On small projects, the Dean, Division Chair or Department Manager assembles a planning committee to work with a consultant team throughout the design process. The Space Allocation Committee also plays a role in determining how new or renovated spaces will be used. On larger projects, the Vice Presidents recruit members of the campus community to assist in the programming and planning process. On major projects, the College Executive Cabinet and the Board of Trustees review and approve the project design at crucial points during the design process and prior to advertising for bid. The design team also uses the expertise of College staff to ensure the design will produce a durable and efficient outcome. College departments routinely involved in the facilities planning effort include Computing Services, Telecommunications Services, Media Services, Central Receiving and Mail Room, Custodial, Grounds, Maintenance, Security, and Disability Support Services.

College committees with a role in facility planning include the Information Technology (IT) Council and Security/Parking and Environmental Health and Safety committees. (Exhibits 8.10; 8.11) (8.C.1, 8.C.4)

## Long-range Facilities Planning

Clark Community College District Fourteen serves the people and communities of Clark County, Skamania County and the western portion of Klickitat County. During the past two decades, Clark County experienced an extraordinary rate of population growth, increasing by 34% from 1990 to 2000. The State of Washington Office of Financial Management population growth projections predict that the College's service district population will continue to increase by 30% between 2005 and 2020 to a total of 509,876.

The SB defines the level of service the IT Council a college delivers as the ratio of state-funded FTE enrollment slots to the service district population in the 15-44 age group. This metric, used in conjunction with population growth projections, is useful not only for predicting growth in student FTEs but also for planning future facilities requirements. (Exhibit 8.12) A detailed facilities requirements analysis is presented in the 2007 Clark College Facilities Master Plan. The Plan concludes that the College will need to acquire an additional 250,000 square feet of facilities space to serve an anticipated enrollment of 8,500 student FTEs in the year 2020. This capacity is required to simply maintain the College's current service level of 3.9%. In order to increase the district service level to the state average of 4.5%, the College will need to acquire 315,000 square feet of facilities space by 2020.

To help satisfy this facilities requirement, the College has secured funding through the State capital budgeting process for two new 70,000-square-foot buildings. One of these, Clark College at Columbia Tech Center, is an additional facility under construction that will be ready for occupancy in the fall of 2009. The other building, designed to serve the science, technology, engineering and

mathematics (STEM) disciplines, will be located on the main campus and will be ready to occupy in 2013. With funding for these facilities secured, the College must aggressively plan and pursue funding for between 110,000 and 175,000 square feet of additional facilities space to fulfill the remaining requirement by the year 2020.

The need for additional facilities will be partially offset by an increase in eLearning course offerings and by the shared use of facilities owned by other educational institutions or businesses. (8.A.1)

## Operational Plans

Every year, the College develops an operational plan in support of each of the six Mission Imperatives as identified in the College's 2004 – 2009 Strategic Plan. The operational plans include goals, timelines, potential funding sources, and measurable outcomes. The College recently completed its Operational Plan for 2007–2008. Its goals for physical resources include software, hardware, licenses, personnel, and support for emergency management planning, which are achieved as initiatives are funded. (Exhibit 8.13) (8.C.1, 8.C.4)

## Capital and Operating Funds

As a state-supported community college, Clark College requests capital and operating funds through the SBCTC. Each biennium and with the help of professional consultants, the College submits a capital budget request. This process ensures that the staff adequately identifies project scope and

estimated costs. The SBCTC submits capital funding requests to the state legislature in several categories including repair and minor improvements (RMI), minor capital, repairs, renovations, and major projects.

The legislature allocates RMI and minor capital funds to each college using a formula-based approach. Based on documented need, requests for repairs, renovations, and major projects are awarded competitively. Major capital projects are developed over a three-biennium, six-year schedule. Programming and preplanning is funded during the first biennium, while design documents are funded during the second biennium. Construction is funded in the third biennium.

Over the past 10 years, the College successfully documented the need for several major capital projects and subsequently secured funding for construction. New buildings include Clark College at WSU Vancouver, Penguin Union Building, Joan Stout Hall, and Clark College at Columbia Tech Center. Major renovations include AA2, AA4, AA5, Gaiser Hall, and the T-Building. In addition to the normal capital budget process, the College has been successful in obtaining capital funds and grants from additional sources. (Table 3) (8.C.2)

**Table 3**
**Alternate Funding of Facilities and Maintenance**

| Energy Conservation Grants (Bonneville Power Administration and Clark Public Utilities) |
| --- |
| Seismic Improvements (Office of Financial Management) |
| Parking and Site Development (Dedicated Fees) |
| Penguin Union Building (Student Funds) |
| Triangle Property Acquisition (Clark College Foundation) |

## Facilities Access

Administrative Services staff members have the primary responsibility for addressing facility access for special constituencies, including the physically impaired, and for providing appropriate security arrangements. The College provides adequate staffing and resources to ensure acceptable performance in this area. (Exhibits 8.14; 8.15)

The College community includes numerous special constituencies for whom access must be adequately addressed. These include a significant population of physically disabled persons, including blind and hearing-impaired persons associated with the nearby Washington State School for the Blind and Washington State School for the Deaf, senior citizens, and children in the Child and Family Studies–Early Intervention, Family Life Department and Child Care programs.

Plant Services staff members are knowledgeable about access requirements for special constituencies and seek the involvement of Disability Support Services staff in facility planning. The College requires design consultants to evaluate and incorporate required furniture access and security features in facility design. The Security Department remains responsive to the needs of campus occupants by providing appropriate security measures to ensure their safety and well being. (8.C.3, 8.A.5)

## Strengths

- The user-focused design planning process for new buildings and renovations projects has resulted in greater functionality and flexibility for learners, faculty and staff, extended useful life of facilities, and decreased costs in change orders.

- The condition of the Clark College grounds is a striking trademark and a concrete contribution to student success.

- The Clark College Foundation provided $1.3 million in campus program support and $4.5 million in capital program support for the acquisition of the Triangle property.

- The successful leverage of automation has improved management and control of facilities operation.

- A highly experienced group of in-house project managers has contributed to successful capital projects.

- Experienced and dedicated journey-level staff in key trades allow the College to perform work in-house that would normally be hired out.

- A supportive business partnership with a local architectural firm fosters an efficient and creative working

relationship and has resulted in many highly successful capital projects.

## Challenges

- Lack of adequate space, correct spatial arrangement, or design for some programs and activities in existing College facilities to accommodate current and evolving needs.

- Code changes in Vancouver Central Park Plan limiting College ability to expand on-grade parking.

- Concern for pedestrian safety across Fort Vancouver Way.

- Maintaining adequate levels of staffing in Plant Services, Security and Safety, and telecommunications support is an ongoing challenge.

- Appropriateness of additional facilities and impact on instructional programs offered at these sites (e.g., Town Plaza Center).

- Deficiencies in expansion and design of the overall management of needs in the Information Technology area.

- Lack of a comprehensive emergency management plan and disaster recovery plan.

- Equipment shortages for non-vocational transfer programs in liberal arts, social sciences, and STEM disciplines unable to benefit from Foundation endowments.

- Lack of replacement plan for smart classroom equipment and computing equipment in new additional facilities.

- Lack of telephone and cabling equipment replacement plan in addition to the evaluation of a modern voice over Internet Protocol (VoIP) solution.

- Limited facility growth on campus and the need for evaluation of opportunities for future expansion

- Need for planning for access and security needs of special constituencies to include: ADA improvements, staff, and children in the Parent Education, Pride and Child Care programs as well as planning for physical security needs in response to acts of violence and the incorporation of technology to improve security. (Exhibit 8.16)  (8.C.1, 8.C.3)

## Recommendations

- Include flexibility in facility design for complete support of eLearning.

- Seek alternative solutions to address the lack of parking on the main campus, including: alternative funding to finance a parking structure or development of additional facilities or campuses outside the Central Park area; a shared parking structure with other Central Park agencies and businesses, or expanded mass transit options that may reduce the number of parking stalls required by the city.

- Actively negotiate with federal, state, and city government agencies to mitigate risks and to address pedestrian safety through funding the construction of an elevated bridge or pedestrian plaza over Fort Vancouver Way.

- Provide adequate resources to support increased staffing in HVAC, security and telecommunications. Provide on-going training to educate employees about technological developments, changing regulatory requirements with a particular emphasis on safety and the maintenance of increasingly complex facility systems. (8.A.4)

- Conduct regular monitoring to ensure that the facilities are adequately maintained in accordance with the lease agreement.

- Consider impact on partnerships with public agencies (Department of Social

and Health Services) and the impact to students when weighing options for a new location for programs currently at Town Plaza Center

- Expand instructional technology capabilities and consider facilities requirements for digital music, computer graphic design, time-based art, interactive art, and other fine arts.

- Integrate art-based technologies with "traditional" art spaces.

- Identify additional funding for the future replacement of smart classroom equipment and computing equipment in new additional facilities.

- Secure additional equipment to enhance emergency communications on campus, in the form of outdoor broadcast systems, classroom public address systems, or speakerphones in every classroom. (8.A.4, 8.A.3)

- Continue efforts to develop a systematic approach to emergency management that includes response planning at all levels, roles and responsibilities, communication strategies and resource identification.

- Continue to assess and analyze health and safety concerns and accident reports routinely to ensure appropriate corrective action has been taken.

- Reconsider the space requirements of the library as traditional print collections give way to online databases and other electronic resources.

- Plan for access and security needs of special constituencies and circumstances, including students with disabilities, children, and needs for access and security to respond to acts of violence.

## Actions Taken

- The 2007 Facilities Master Plan identifies recommended corrective actions in future capital projects for inadequacies identified in the Facilities Demands section, such as lack of large teaching and gather spaces, insufficient library support space, and limited office space for adjunct faculty.

- In recent years the College has used new maintenance and operation funds to hire additional facilities and security staff.

- To address telecommunication support services staffing level, the 2008–2009 goal and budget development process funded an additional staff position.

- College staff attended several training sessions dealing with emergency preparedness and response.

- In the spring of 2008, the College began efforts to update the College Emergency Management Plan, developed a framework for enterprise risk management and lockdown procedure, and has taken steps to build an emergency communication plan.

- College leadership and staff are partnering to advocate for the inclusion of Learning Centered College concepts and emerging technologies that influence and shape instructional space design.

- The Board of Trustees adopted Resolution #111, directing the College to develop additional facilities to accommodate future growth to in the northern and eastern portions of the College's service district.

- The College continues to pursue and explore opportunities for developing off-campus sites.

- The College plans to consider an alternative site for programs currently

housed at Town Plaza Center at the end of the lease period in 2012.

- Responding to state mandates, the College launched parallel efforts to update the College Emergency Management Plan and develop a framework for enterprise risk management in the spring of 2008.

- The College has begun to address emergency communication needs by including standard language for emergency response in all syllabi as well

as the addition of three means to communicate emergency information.

- The College has allocated resources to update lock mechanisms on classroom and office doors to enable occupants to lock doors from the interior without a key in the event of an emergency. A recently developed lockdown procedure and posters describing the procedure will be mounted in classrooms and offices once the door hardware upgrade is complete.

## Supporting Documentation for Standard Eight

### Appendices

Appendix 8.1     Clark College Campus Map

### Supporting Documentation in Team Room

Exhibit 8.1       Vancouver Central Park Plan

Exhibit 8.2       Environmental Health and Safety Related Operational Goals 2007 – 2008 and
                  2008 - 2009

Exhibit 8.3       Equipment Inventory Unit-by-Unit

Exhibit 8.4       Facilities & Equipment Inventory

Exhibit 8.5       2004 – 2009 Strategic Plan

Exhibit 8.6       Facilities Condition Survey

Exhibit 8.7       Noel-Levitz Student Satisfaction Inventory, Spring 2006 Compared to
                  Spring 2004

Exhibit 8.8       Administrative Procedures Manual, Section 500.000

Exhibit 8.9       Facilities Master Plan

Exhibit 8.10      Space Utilization Study

Exhibit 8.11      Space Allocation Committee Meeting Minutes

Exhibit 8.12      Capital Analysis Model

Exhibit 8.13      Operational Plan 2007 – 2008

Exhibit 8.14      Security Website and Visitor Information

Exhibit 8.15      Disability Support Services Website

Exhibit 8.16      Accreditation Survey 2007 - Standard 8 Survey Results

# Standard Nine

Institutional Integrity

# Standard Nine
## Institutional Integrity

## Introduction

Clark College adheres to federal, state, and local law regarding ethics for educational institutions, and these laws are incorporated into its administrative policies and procedures. In addition, the College's Mission Statement, Statement of Beliefs, and Mission Imperatives provide a strong basis for high ethical standards and institutional integrity. While Standard One addresses some aspects of the College's self-definition more comprehensively, these aspects also form a strong basis for ethical conduct for all representatives of Clark College in their work with each other and their interactions with students and the public. These policies and belief statements require the institution to reflect its Mission, stated policies, commitment to diversity and accessibility, and attention to the needs of students and the community. In addition to subscribing to these general values for high ethical standards, Clark College strives for success in four more specific indicators established by Northwest Commission on Colleges and Universities: Evaluating and Revising Policies and Procedures, Representing the College Accurately, Defining and Prohibiting Conflict of Interest, and Demonstrating a Commitment to the Exchange of Ideas and Academic Freedom. (9.A.2-5)

Several surveys document the College's degree of alignment with these standards: The Personal Assessment of College Environment (PACE) conducted in 2006, 2007, and 2008; the 2007 Accreditation Survey; the 2004 and 2006 Noel-Levitz Student Satisfaction Inventory (Noel-Levitz SSI); the 2005 Employer Satisfaction

Survey; and the Community College Student Experiences Questionnaire (CCSEQ) conducted in 2003. Principal findings indicate Clark College generally complies with Standard Nine requirements, although challenges exist both in compliance and in the availability of data necessary to document compliance.

## Subscribing to High Ethical Standards

### Mission, Policies, and Actions

Clark College advocates integrity and sound ethics through its Mission and policies. Three consecutive years of climate surveys indicate both Clark's recent improvements and ongoing challenges. For example, on a scale of 1 to 5 (1 = "very dissatisfied"; 5 = "very satisfied") the results of the 2008 PACE survey (N = 291) showed improvement, over a two-year span, in areas relating to putting the College's Mission and its policies into action. In 2008, the statements "the actions of this institution reflect on its mission" and "the extent to which institution-wide policies guide my work" received average scores of 3.76 and 3.50 respectively, which were very similar to the results from the 2007 PACE survey (N = 182; 3.72 and 3.51 respectively). The improvement against the 2006 PACE data (N = 203) is striking; average scores to these statements were 2.77 and 3.12 respectively. (9.A.1)

Similarly, a marked improvement has been seen over the past three years in employee response to the PACE survey statement that "student needs are central to what we do." In 2008, the response was 3.86, an increase

from 3.77 in 2007 and 2.88 in 2006. (Exhibit 9.1)

According to the 2007 Accreditation Survey, responses by both employees and students to the following two statements were overwhelmingly positive. For employees (N = 315), 89% agreed (33% fully and 56% somewhat) that "the actions of the College trustees, administrators, classified staff and faculty are consistent with the College's responsibility to support student success and access" and 85% agreed (29% fully and 56% somewhat) that the actions of College representatives are "consistent with the College's responsibility to be open with the community and responsive to its needs and interests." Students' responses (N = 760) to identical statements were remarkably similar to employees' responses: 91% agreed (49% strongly and 42% somewhat;) that the actions of the College "support student success and access"; 91% agreed (53% strongly and 38% somewhat) that the actions of College representatives are "consistent with responsibility to be open with the community and responsive to its needs and interests." (Exhibit 9.2) (9.A.1)

## Diversity and Accessibility

In terms of commitment to diversity, Clark College is making progress toward meeting its stated goals. In 2006, the Washington State Board for Community and Technical Colleges (SBCTC) conducted a civil rights compliance visit to Clark College on behalf of the Office of Civil Rights. The SBCTC team noted some best practices in several areas, including the College's selected admissions process, the College Catalog, diversity initiatives in financial aid, the draft Recruitment Plan, Disability Support Services and the translation of the grievance procedure into Spanish and Russian. (9.A.1)

The College is also making progress in terms of accessibility. Although preliminary feedback from the civil rights compliance visit indicated a need for improvement in areas such as College signage, accessibility at O'Connell Sports Center, and the placement of non-discrimination notices in appropriate publications, these changes have now been implemented. The College has completed the first two phases of its wayfinding project. The first phase provided new signs for the entrances of the parking lots on the main campus. The second phase included new building identification, reflecting both the building name and acronym, installation of campus directories, and additional parking and building entrance placards. Subsequent phases will include new "gateway" signs at the main corners of the campus and, pending regulatory approval, a reader board sign near the Penguin Union Building and Welcome Center. The College completed renovation of the O'Connell Sports Center in spring 2008, addressing concerns over its accessibility. (Exhibit 9.3) (9.A.1)

In January 2007, the Clark College Cultural Pluralism Committee developed and distributed a College-wide survey in order to gather more detailed demographic information and to assess the climate of diversity among Clark College students and employees. This information is now being used to create a comprehensive College Diversity Plan. (Exhibit 9.4)

According to data obtained from the 2008 PACE survey, the average satisfaction response to the statement that "the extent to which the institution effectively promotes diversity in the workplace" was 3.61 (N = 291) on a scale of 1 to 5. This result is similar to the value observed in the 2007 survey (3.63; N = 182). Both of these values are higher than that reported in the 2006 survey, indicating improvement (2.93; N = 203). It is important to note that varying demographic representation in the three years of the PACE survey makes

interpretation of data somewhat problematic. In response to the question, "would you recommend Clark College as a place to work?" Caucasian respondents were more than twice as likely to say yes (68%) than people of color (32%), according to PACE 2006. Neither the 2007 or 2008 PACE surveys correlated race to that question. This clearly warrants attention in future college surveys.

Student satisfaction with the commitment to diversity and accessibility is somewhat higher. The 2006 Noel-Levitz SSI uses a 7 point scale (1 = not satisfied; 7 = fully satisfied). According to the 2006 Noel-Levitz SSI, "satisfaction with responsiveness to diverse populations" received a score of 5.09 (N = 2,100), close to the national mean, but still in the moderate range. According to the 2003 CCSEQ (N = 951), when students were asked "to what extent do you feel this college is a comfortable environment for all students—free of harassment of any kind?" half reported Clark College provides a "very comfortable" environment, and 41% report a "comfortable" environment. (Exhibits 9.5; 9.6) (9.A.1)

## Needs of Students

Student satisfaction remains relatively high despite some of the more moderately satisfied results described in the previous section. The 2006 Noel-Levitz SSI (N = 2,100) student respondents rated Clark College somewhat lower than the national mean on the statement "This college shows concern for students as individuals" (4.69 versus 5.03). However, the 2007 Accreditation Survey (N = 760) indicates that 91% of students surveyed believe (49% strongly and 42% somewhat) that the "actions of the College trustees, administrators, classified staff, and faculty are consistent with the College's

responsibility to support student success and access," and 91% believe (53% strongly and 38% somewhat) this college and its representatives are "open with the community and responsive to its needs and interests." (9.A.1)

## Needs of the Community

The College has conducted community surveys and focus groups on a variety of issues and topics but has generated little data relevant to Standard Nine. The end of this chapter addresses the need for more surveys of the community; surveys of enrolled students, however, provide some insight on how well the College meets the needs of the community. The 2006 Noel-Levitz SSI (N = 2,100) suggests the College is comparable to other colleges in response to the statement that "this institution has a good reputation within the community" (5.48 = Clark College; 5.44 = national mean). This value was proportionally comparable to PACE survey results of responses to the statement, "the extent to which the college offers programs and services that are accessible to the community" (3.71 in 2006 and 3.91 in 2007 and 2008). Data gathered from surveys of area employers indicate satisfaction with how well we prepare students for jobs in their fields. In a 2005 Employer Satisfaction Survey (N = 150), 94% of employers of Clark College graduates were "satisfied" or "very satisfied," and 95% of those who had hired graduates in the past would consider a Clark College graduate for another position. (Exhibit 9.7)

Three years of consecutive PACE surveys indicate both a point of concern and recent improvement in the satisfaction of Clark College employees with how well Clark College meets the needs of the community. The average employee respondent satisfaction to the statement that "the college establishes and maintains external

partnerships" was 2.99 in 2006. The average rose over the next two years (3.67 in 2007 and 3.70 in 2008), however, indicating a broader range of agreement with the statement. (9.A.1)

## Evaluating and Revising Policies and Procedures

The degree and frequency of review, evaluation, and revision of the College's policies and procedures can be viewed as a measure of institutional integrity. (9.A.2) In prior years, the Board of Trustees and administrative policies and procedures were compiled into one comprehensive document identified as the Clark College Policies and Procedures Manual. This document has now been separated into two separate documents, the Board Policies and Procedures Manual and the Administrative Procedures Manual. The Board of Trustees completed and approved a comprehensive update of the Board Policies and Procedures Manual in April 2008. A review and revision of the Administrative Procedures Manual is scheduled for completion by the end of summer 2008. In order to expedite this revision, Administrative Services staff members have identified departments whose daily functions best correlate to the procedures of each specific section of the document. Suggested updates will be forwarded to Executive Cabinet for final approval. Prior to finalizing proposed changes, the Executive Cabinet may seek further feedback from the Clark College Council, a broadly representative College committee. The process seeks feedback from the operational experts in the institution, separate from the operational decision makers, the Executive Cabinet, and separate from the authorizing body, the Board of Trustees.

It is important for the College's policies and procedures to reflect agreements reached during employee contract negotiations. Otherwise, conflicts may lead to inconsistent interpretation. Recently, the Chief Job Representative of the Clark College Chapter of the Washington Public Employees Association (WPEA) evaluated the state's master employee contract and the WPEA contract and noted several discrepancies. A Labor Management Committee addressed the issues between the WPEA and College administration, and the Director of Human Resources was assigned the task of rectifying the discrepancies. The Executive Cabinet is aware of the WPEA's concerns and defers to their contract language when the administration and classified staff raise questions or concerns. Additional documentation of the specific articles of the WPEA contract in conflict with the College's policies and procedures are posted in the documentation section of Standard Six. (Standard Six Exhibit 6.10) (9.A.2)

## Representing the College Accurately

Clark College's official communications and publications should reflect accurate information about classes, programs, educational opportunities, and partnerships, as well as information relating to financial aid, tuition and fees, registration processes, FERPA, non-discrimination policies, the student code of conduct, and safety and security. In addition, College communications should reflect and support the Mission, Vision and Values of the College in pursuit of excellence and student success. (9.A.3)

Several surveys contribute to our understanding of how well the College complies with the ethical standard of accurate representation of the College in print and web-based materials. The 2006 Noel-Levitz SSI (N = 2,100) posed the statement, "this institution has a good

reputation within the community." While this general statement seems equally applicable to many indicators of Standard Nine, it suggests students see no disconnection between the College's representation of itself and students' experience at Clark. On the seven-point scale (1 = not satisfied; 7 = very satisfied), the mean satisfaction was 5.48, which is comparable to the national mean of 5.44. Data from the 2007 Accreditation Survey support this conclusion. In response to the statement that "college publications present an accurate image of the College, its programs and its services," 90% of the students agreed (55% fully and 35% somewhat; N = 760) and 84% of the faculty agreed (39% strongly and 45% somewhat; N = 315).

The positive data on the accuracy of College publications suggests successful processes for maintaining the currency, accuracy, and relevance of all publications and extending their audience to all stakeholders in the community. The College develops major publications including quarterly schedules, the Clark College Catalog, a Report to the Community, program sheets and newsletters in partnership with individuals and departments to ensure accurate information for the benefit of students, employees, and the general public. Editors develop featured stories in the *Clark 24/7, The Clark Journal* and *Clark College Connections* through interviews with relevant parties or submissions from participating individuals; these same individuals are often asked to review and approve articles prior to publication to ensure accuracy. The Communications Office routes news releases to appropriate individuals and units for review before issuing the releases to regional and national media. These news releases are shared with the College community and the greater community through the College's website and through

the Portland Information Network, a regional electronic news distribution system. (Exhibits 9.8.1; 9.8.2; 9.8.3; 9.8.4; 9.8.5)

In 2005, Clark College began revisions of its web page to improve content, organization, and accessibility and complement new design standards. Phase one of the Clark College website redesign project was completed in October 2006 when the College's new website went online smoothly. Phase two continued throughout the 2006–2007 academic year, as additional pages from the old site/domain were migrated to the new one. The third phase of the project, including conversion of the final pages from the old site, was completed in the 2007–2008 academic year. These changes are part of the College's ongoing efforts to make its website comprehensive, organized, and accessible. (9.A.3)

Information relating to academic offerings and programs are reviewed and edited by Office of Instruction staff, the chair of the Instructional Planning Team, Registration staff, and faculty members, division chairs and deans. Multiple reviews may be conducted, as in the case of the quarterly class schedule, catalog, and program sheets. Although some inaccuracies have occurred when class schedules were posted on the web prior to final review and approval by Instruction, efforts are now in place to clarify that early schedules may be subject to revision. The two units responsible for release of schedule information (Student Affairs and Instruction) are working together to establish a College-wide best practice to determine when to publish schedule information on the website. (9.A.3)

## Defining and Prohibiting Conflict of Interest

Clark College's Ethics in Public Service section of its Administrative Procedures addresses conflict of interest definitions and

standards for faculty, staff and administrators. The Board Policy Statement directs ethics in public service for the governing Board of Trustees. (Exhibit 9.9) Policy and procedure in this arena are dictated by Chapter 42.52RCW, the Ethics in Public Service Act. A conflict of interest code assesses institutional integrity, notification to employees regarding expectations of conduct, and accountability measures relating to that code. Conflict of interest is generally characterized by circumstances where an employee or associates personally gain from employment-related activity, or the employee is influenced in a way that interferes with the appropriate performance of job responsibilities. The Clark College Administrative Procedures clearly state such standards. (Exhibit 9.10) (9.A.4)

While clear standards exist, no current data exists indicating the number of conflict of interest violations occurring at the College. Anecdotal evidence indicates conflicts of interest arose in the past. For example, faculty members who received examination copies of textbooks at no cost from publishers have reportedly sold those textbooks to independent buyers. While this is common practice on many college campuses, the impact on textbook prices for students and the apparent impropriety of profiting from faculty examination copies led to a well-communicated prohibition against such practices. This issue has been resolved, and the example indicates that the College intervenes to prohibit such practices when they occur.

The College employs an internal auditor. One of the auditor's duties is to investigate alleged violations of ethics in public service. Additionally, Clark's Human Resources department developed new employee orientation training, which contains a component on ethics in government employment. This subject has also been incorporated into the College's Supervisory Boot Camp and Leadership Academy. (9.A.4)

## Demonstrating a Commitment to the Exchange of Ideas, Ethical Communication, and Academic Freedom

The fifth and final indicator of institutional integrity requires Clark College to demonstrate, through its policies and practices, its commitment to the exchange of ideas characterized by openness and civility as well as the free pursuit and dissemination of knowledge. (9.A.5) Ethical communication is addressed in the College Administrative Procedures Manual and in the Clark College 2004–2009 Strategic Plan. The Strategic Plan includes a Statement of Beliefs referring to the importance of a campus environment that "fosters open communication and shared decision-making at all levels." (Exhibit 9.11) Perhaps less well-recognized is the statement in the CCAHE Agreement that all members of the College community should be treated with respect and with sensitivity to the impact of words and opinions.

The CCAHE Agreement statement on academic freedom aligns with other national bodies, including the National Education Association and the American Association of University Professors. Faculty members are entitled to full freedom to do research and to publish results as well as freedom in the classroom to discuss subjects that relate to what they teach. Thus, for the purposes of this discussion, all interactive college communication has been included under this heading. (Exhibit 9.12) (9.A.5)

The College's performance in the area of ethical communication is more difficult to document. In the 2008 PACE survey, the mean satisfaction with the statement that

"open and ethical communication is practiced" was 3.18. This demonstrates a marked improvement from the 2006 PACE survey in which the mean satisfaction rate was just 1.93. By 2007, the mean score had risen to a more respectable 3.16. In 2006, despite the low score for ethical communication College-wide, the statement that "there is an opportunity for all ideas to be exchanged within my work team" scored 3.53. Scores for this statement have continued to rise slightly in the 2007 (3.67) and 2008 (3.71) PACE surveys. Furthermore, the 2007 Accreditation Survey (N = 315) indicates 77% of employees believe (30% fully and 47% somewhat) the College "actively encourages civil and open discussion of matters pertaining to institutional processes and decisions." In response to the statement that "the College encourages the expression and discussion of different ideas and points of view," 78% of the employees fully or somewhat agreed.

While these percentages represent a clear majority, they also indicate that over 20% of surveyed employees do not believe the College encourages discussion and explores different points of view on these matters. Based on results from the same survey, students are much more satisfied than employees with the College's ability to encourage discussions related to institutional processes and decisions. In the statement pertaining to this issue, 87% of the students agreed (48% fully and 37% somewhat; N = 760) compared with 77% of the employees. (9.A.5)

In terms of academic freedom, the Accreditation Survey results indicate students also appear to be more satisfied with the College's commitment to encouraging the expression and discussion of different ideas and points of view. In regard to the statement pertaining to this issue, 53% of students fully agreed compared with only 31% of employees. The

CCAHE Agreement allows for a three-tiered grievance process in all matters, including those pertaining to academic freedom. Anecdotal information indicates five grievances arose in this area in the past 10 years, and most were resolved prior to the third tier. (9.A.5)

## Strengths

- The College advocates high ethical standards through its publication and distribution of all applicable federal, state and local laws as well as its administrative policies.

- The College engages in regular evaluation and revision of administrative policies and procedures.

- The College represents itself accurately in its publications and official communications.

- The College has clear standards regarding Conflict of Interest in the Ethics in Public Service section of Administrative Procedures.

- The College employs an internal auditor who monitors the institution, investigates alleged violations, and compiles data.

- The College developed a comprehensive internal communication plan designed to address concerns regarding open communication.

## Challenges

- The College has not consistently provided an environment in which the majority of employees feel confident that ethical communication and shared governance form an integral part of institutional practice.

- The College lacks sufficient data to assess differential satisfaction levels

among diverse student and employee groups.

- The College lacks sufficient data to assess community perceptions of institutional integrity.

- The College surveys lack the capability to assess the integrity of specific employee groups.

- The College does not generate quantitative data on grievances, infractions and actions taken when policies related to conflict of interest and academic freedom are not followed.

## Recommendations

- Continue to assess the degree to which employees feel confident that ethical communication and shared governance form an integral part of institutional practice.

- Provide ethics and conflict of interest training sessions to all College employees.

- Identify or develop survey instruments to measure community, trustees, employee, student and external agency satisfaction and confidence in Clark College's performance and programs, responsiveness in meeting community needs, and ethics and integrity. These surveys, to be completed at regular intervals, should permit differing responses about specific employee groups.

- Identify ways to regularly assess the College's climate from the perspective of diverse groups, including those traditionally under-represented or socially disadvantaged.

- Generate quantitative data on grievances, infractions, and actions taken

regarding conflict of interest and academic freedom.

## Actions Taken

- The President appointed a College Climate Task Force in 2007 to develop a series of recommendations related to a healthy college climate and work environment. The committee completed its work and forwarded its recommendations to the President in spring 2008.

- The timeline for a PACE survey every two years had been put in place at the request of the Board of Trustees.

- As part of the development of the 2009–2014 Strategic Plan, the College held a series of eight facilitated focus/discussion groups with stakeholders. A total of 164 individuals discussed satisfaction with and confidence in Clark College's performance, programs, and responsiveness in meeting community needs. A full report of these discussions is currently available on the College intranet, and comments have been integrated into the draft of the 2009–2014 Strategic Plan update.

- The Cultural Pluralism Committee completed a comprehensive survey of College employees and students in 2007 and initiated focus groups in 2008 to further refine the data. Plans are in place to develop a comprehensive Diversity Plan during 2008–2009.

## Supporting Documentation for Standard Nine

### Supporting Documentation in Team Room

Exhibit 9.1      Personal Assessment of College Environment (PACE) Survey Reports

      9.1.1    PACE 2006

      9.1.2    PACE 2007

      9.1.3    PACE 2008

Exhibit 9.2      Accreditation Survey 2007

      9.2.1    Standard 9 – College Climate and College Catalog Results

      9.2.2    Accreditation Survey 2007 Summary

Exhibit 9.3      Fair Treatment Policies

      9.3.1    Student Code of Conduct, Section 132N-120-050

      9.3.2    Administrative Procedures, Sections 615.000 and 620.000

Exhibit 9.4      Cultural Pluralism and Diversity Evaluation 2007

Exhibit 9.5      Noel-Levitz Student Satisfaction Inventory (Noel-Levitz SSI)

      9.5.1    Noel-Levitz SSI 2004

      9.5.2    Noel-Levitz SSI 2006

Exhibit 9.6      Community College Student Experiences Questionnaire (CCSEQ) 2003

Exhibit 9.7      Employer Satisfaction Survey 2005

Exhibit 9.8      Clark College Publications

      9.8.1    Clark College Connections (Quarterly Class Schedules)

      9.8.2    Clark College Catalog 2007 – 2008

      9.8.3    Reports to the Community 2005, 2006, 2007

      9.8.4    Clark 24/7

      9.8.5    The Clark Journal

Exhibit 9.9      Board Policies and Procedures Manual, Section 100.B30

Exhibit 9.10    Administrative Procedures Manual, Section 415.030

Exhibit 9.11    2004 – 2009 Strategic Plan

Exhibit 9.12    Agreement by and between Clark College and the Clark College Association for Higher Education/WEA/NEA

CLARK COLLEGE

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