Policies, Regulations, & Financial Review (PRFR)
Evaluation Report

September 2024

APPENDIX J:
INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)

NWCCU
NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES

Institutional Report Certification Form

On behalf of the Institution, I certify that:

☑ There was broad participation/review by the campus community in the preparation of this report.

☑ The Institution remains in compliance with NWCCU Eligibility Requirements.

☑ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Clark College
(Name of Institution)

Dr. Karin Edwards
(Name of Chief Executive Officer)

Dr. Karin Edwards   Digitally signed by Dr. Karin Edwards
                             Date: 2024.08.23 13:38:28 -07'00'
(Signature of Chief Executive Officer)

8.31.2024
(Date)

Table of Contents

Acknowledgements

Clark College would like to acknowledge the following individuals for their contributions to the Performance, Regulations, and Financial Review. Your hard work, expertise, and willingness to collaborate were instrumental in developing this report.

Julie Austad	Emily Meoz
Brad Avakian	Vanessa Neal
Vanessa Bural	Mashelle Ostermiller
Sandra Bush	Rosalba Pitkin
Kathy Chatfield	Tina Redd
Michele Cruse	Rocio Rodgriguez
Kevin Damore	Nora Rofjotur
Karin Edwards	Chris Samuels
Darci Feider	Sabra Sand
Byron Ford	Lindsey Schuhmacher
Sudha Frederick	Thao Schmidt
Kate Jacky	Sara Seyller
Megan Jasurda	Ramona Sott
Tanya Kerr	Andra Spencer
Donna Larson	Julie Taylor
Mike Law	Mona Tiniakoff
Yingcong Li	Vanessa Watkins
Alyssa Montminy	Christi Williams
Cecelia Martin	Feddie Young

A very special thank you to Aleksandr Anismov for efficiently generating all of the links for the evidence in this report. Thank you!

Common Acronyms Used at Clark College

The following acronyms are frequently used within this report. While they are defined within the document itself, this overview is provided for quick reference

ASCC	Associated Students of Clark College
BOT	Board of Trustees
CCAHE	Clark College Association for Higher Education
CC	Curriculum Committee
EC	Executive Cabinet
IPT	Instructional Planning Team
KPI	Key Performance Indicators
OAC	Outcomes Assessment Committee
RCW	Registered Codes of Washington
SBCTC	State Board of Community and Technical Colleges
WAC	Washington Administrative Codes
WPEA	Washington Public Employees Association

Executive Summary - Mission Fulfillment

The institution provides a one-page executive summary which describes the institution's framework for its ongoing accreditation efforts. This might include evidence of institutional effectiveness, Core Themes, or appropriate mechanisms for measuring fulfillment of its mission.

In 2022, the strategic planning committee with input from the campus community developed a new equity-centered strategic plan approved by the Board of Trustees (BOT), March 2023. The updated plan includes new mission and vision statements, values, and tenets with corresponding priorities for the academic years 2023-2028. The revised mission of Clark College's Equity-Centered Strategic Plan is *to cultivate an inclusive, equitable, and vibrant community, Clark College educates, empowers, and elevates individuals to achieve their personal and professional goals.*

The associated tenets of the strategic plan are listed below.

- Equitable Student Experience
- Employee Engagement, Empowerment, and Excellence
- Community Partners Engagement
- Institutional Effectiveness and Equity

To monitor mission fulfillment, Clark College engages in an annual cycle of planning and assessment at the institutional, departmental, and programmatic levels. At the institutional level, the strategic plan is assessed by 19 key performance indicators (KPI) with results updated annually and reported in the KPI dashboard. Targets were established by the College's Executive Cabinet based on a review of historical data, external expectations, and input from stakeholders. The data may be disaggregated by demographic characteristics as appropriate. KPIs were also aligned with each functional area of the college and provide the foundation for programmatic and service area assessment. Beginning in 2023, an integrated calendar was developed to align the planning, budgeting, and assessment processes. Currently, the assessment and planning processes are aligned. The budgeting process will be incorporated with assessment and planning processes beginning in 2025.

In summer 2024, the results for the KPIs were presented to the Board of Trustees and the Executive Cabinet. Beginning in Fall 2024, the Planning and Institutional Effectiveness committee will coordinate the review process of the KPIs. Each fall, the committee will review the data, make recommendations for improvement to the reporting units, and monitor the implementation of action planning. Members of the Executive Cabinet will share results with their constituents. A summary report will be shared with the campus community and relevant stakeholders highlighting the past year's accomplishments and opportunities for improvement.

Eligibility Requirements

Clark College has maintained continuous accreditation by the Northwest Commission on Colleges and Universities since 1948. Clark College attests to adherence with all of the accreditation eligibility requirements. Applicable sections of this report include supporting evidence to substantiate the institution's adherence to these requirements.

2.A Governance

2.A.1

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Clark College fosters mission fulfillment through a collaborative governance structure comprised of three distinct levels.

1. State Board for Community and Technical Colleges (SBCTC)
2. Clark College Board of Trustees (BOT)
3. Clark Internal Governance Structures
   a. Executive Cabinet
   b. Collective Bargaining Agreements (Faculty and Classified Staff) and Human Resources Policies
   c. College Committees
   d. Associated Students of Clark College (ASCC)

State Governance

Clark College's operations are coordinated and overseen by SBCTC, adhering to the legal framework outlined in the Revised Codes of Washington (RCWs), applicable to community colleges. SBCTC is comprised of nine members who are appointed by the governor, and represent the different geographic areas of the state, per RCW 28B.50.050 – State Board Supervision.

Board of Trustees

The Clark College BOT is comprised of five members appointed by the Governor of Washington and serve as the authorized link between the college and all members of the college's service district. Members serve a five-year term and must live in the college's service district. These members possess well-defined authority, roles, and responsibilities as outlined in RCW 28B.50.100 – Board of Trustees and the Board Policies & Procedures Manual, published on the College's website. They do not have a contractual, employment relationship, or personal financial interest in the institution. Board Packets which include agendas, institutional reports, and minutes are publicly available**.**

Clark Internal Governance Structure

Clark College's [leadership organizational chart](#) provides a clear visual representation of reporting lines and relationships between the Board of Trustees (BOT) and the Executive Cabinet. Additional documentation such as the [Clark College Association for Higher Education](#) (CCAHE) and [Washington Public Employees Association](#) (WPEA) contracts, [human resources administrative policies and procedures](#), and the Clark College BOT Policies & Procedures Manual further define the rights, responsibilities, and operating procedures for each group within the college. Although the Executive Cabinet is responsible for final decisions or making recommendations to the Board of Trustees, Clark College uses a framework of [shared governance](#) in conjunction with the College's [equitable decision-making tool](#) to engage the college community in the decision-making process.

Faculty, administrative exempt employees, and classified staff all actively participate in governance through [college committees](#). These committees' function with representatives from different employee classifications or departments, ensuring that diverse perspectives are considered.

The [Associated Students of Clark College](#) (ASCC) serves as the official student voice, advocating for student needs and acting as a liaison between students, faculty, staff, administration, and the broader community.

Next Steps

As part of the September 2024 consent agenda, the Board of Trustees will develop a calendar to review their policies and procedures.

Evidence Documentation for Standard 2.A.1	
System governance policies/procedures	2.A.1.1 RCW 28B.50.050 – State Board Supervision
Institutional governance policies/procedures	2.A.1.3 RCW.28B.50.100 – Board of Trustees 2.A.1.4 Clark College Board Policies & Procedures 2.A.1.5 Clark College Board Packets 2.A.1.6 Leadership Organizational Chart 2.A.1.7 Clark College Association for Higher Education Contract 2.A.1.8 Washington Public Employees Association Contract 2.A.1.9 Human Resources Administrative Policies and Procedures 2.A.1.10 Shared Governance and You 2.A.1.11 Equitable Decision-Making Tool 2.A.1.12 Policy 800.000 - Committees and Organizations 2.A.1.13 Policy 801.000 - Procedure for Committee Assignments

	2.A.1.14 Associated Students of Clark College
Additional Evidence for 2.A.1	
2.A.1.2 Clark College Board of Trustees website	

2.A.2

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

Clark College's leadership team follows a standard model for educational institutions, ensuring effective management across all operations.

President

As outlined in Board of Trustees' policies and procedures and the presidential contract, the president acts as Clark College's CEO (Chief Executive Officer). This role comes with the responsibility of implementing the Board's policies and procedures and setting the strategic direction of the college. To achieve this, the president has the authority to delegate responsibilities to a qualified leadership team - the Executive Cabinet (EC).

Executive Cabinet

Membership of EC include the president, who serves as chair and the vice presidents of the college's major divisions. The vice presidents all report directly to the president.

- Diversity, Equity, and Inclusion
- Human Resources and Compliance
- Information Technology
- Instruction
- Operations
- Student Affairs

The vice presidents are highly qualified leaders with extensive experience in their respective areas. Each lead a dedicated team of faculty, staff, and administrators, ensuring their divisions (Instruction, Student Affairs, Operations, etc.) function smoothly. All faculty and full-time administrators, exempt staff, and classified staff participate in performance evaluations. These reviews focus on accountability, professional development, and opportunities for improvement.

To ensure Clark College stays on track toward mission fulfillment, EC members conduct regular assessments of the 19 Key Performance Indicators (KPIs) that directly align with their areas of responsibility. These KPI inform unit-level assessments within their

respective divisions. This data-driven approach ensures a cohesive assessment process across the college.

Evidence Documentation for 2.A.2
2.A.2.2 Executive Cabinet Curriculum Vitae
2.A.2.3 Leadership Organizational Chart
Additional Evidence for 2.A.2
2.A.2.1 Policy 854.000 – Executive Cabinet
2.A.2.4 Policy 660.000 – Evaluation of Faculty
2.A.2.5 Policy 665.000 – Evaluation of Administrators and Exempt Staff
2.A.2.6 Policy 662.000 – Evaluation of Classified Employees
2.A.2.7 KPI Alignment
2.A.2.8 Bookstore Assessment Report

2.A.3

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Clark College's Board of Trustees appointed Dr. Edwards in 2020 to serve as president of the college. Dr. Edwards is appropriately qualified and serves the institution in a full-time capacity. She holds a bachelor's degree in psychology and a master's degree in Education Administration both from the State University of New York at Albany. She also earned a doctorate in Education Leadership from Johnson and Wales University in Providence, Rhode Island.

Dr. Edwards has over 35 years of experience in higher education administration and is committed to the mission of community colleges to provide access to quality education and training, promote economic and community development, and respond to local and regional workforce needs. Dr. Edwards has championed diversity, equity, and inclusion throughout her career.

As the chief executive officer of Clark College, she has oversight for all programmatic, instructional, financial, and student support services. Dr. Edwards is very active in community outreach and engagement, and workforce development. She plays a critical role in creating promising pathways for students and ensuring equitable student success. As part of the president's role to strengthen the college's connection to the community and promote the college, Dr. Edwards serves on numerous boards at the community, state, and national levels to promote Clark College.

Evidence Documentation for 2.A.3
2.A.3.1 Clark College President Curriculum Vitae

2.A.4

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Clark College's equity-centered strategic plan prioritizes *Employee Engagement, Empowerment, and Excellenc*e and an *Equitable Student Experience.* These tenets work together to create a vibrant campus environment where both employees and students are actively engaged. Shared governance and equitable decision-making are the framework that ensures the voices of faculty, staff, administrators, and students are heard and considered on matters directly affecting their roles within the college.

Board of Trustees Meetings

Clark College fosters open communication by holding monthly Board of Trustees meetings, per [RCW 42.30.075 – Schedule of Regular Meetings](). These meetings provide opportunities for:

- **Public Comment:** Any member of the college community - employees, students, or the public - can raise concerns or share their perspectives directly with the Board.
- **Union and Student Representation:** The president of the faculty union, representatives from the classified staff union, and the student government president offer regular updates, reports on activities, and express any concerns they wish to raise with the Board.

Collective Bargaining Agreements

Clark College fosters a collaborative environment by facilitating regular meetings between representatives from the Clark College Association for Higher Education (CCAHE) and the Washington Public Employees Association - Higher Education (WPEA) and members of the Executive Cabinet. These meetings provide a dedicated space for employees to:

- Raise Concerns: Representatives can voice any issues or challenges faced by their members.
- Offer Suggestions: Valuable employee perspectives and suggestions for improvement are directly communicated to college leadership.

Committees

Beyond public forums, Clark College empowers faculty, staff, and students to actively participate in shaping the college through various committees. These committees provide

critical input and recommendations on crucial matters. As specified in Policy 801.000 – Procedure for Committee Membership:

> *The president or designee will solicit from all recognized employee and student organizations, and from current employees, the names of interested members for committee assignments.*

For example, faculty provide oversight on academic issues through participation in the various committees that include the Instructional Planning Team (IPT), Curriculum Committee (CC), and the Outcomes Assessment Committee (OAC). Recommendations from these committees reach the Vice President of Instruction, the Executive Cabinet, and the President, ensuring diverse perspectives are considered during decision-making.

Evidence Documentation for 2.A.4
Institutional Governance Policies and Procedures. The relevant evidence for this standard is listed in 2.A.1.
Additional Evidence for 2.A.4
2.A.4.5 RCW.42.30.075 – Schedule of Regular Meetings

2.B Academic Freedom

2.B.1

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Clark College's strategic plan prioritizes equity, empowerment, and respect which are central to the ideals of academic freedom and independence. This commitment safeguards our entire college community – faculty, staff, and students – from undue internal and external pressures. It fosters an environment where diverse voices and perspectives are valued and freely expressed, contributing to a more just and inclusive learning experience.

The statement on academic freedom as outlined in the Clark College Association for Higher Education (CCAHE) agreement aligns with the 1940 Statement of Principles issued by educational organizations. This policy empowers faculty with the following:

- Freedom of Inquiry and Publication: Conduct research and publish findings without restriction, fostering innovation and knowledge creation.
- Exclusive Right to Evaluate: Determine student grades and academic evaluations.
- Responsible Instruction: Exercise careful judgment when introducing potentially controversial topics to ensure respectful dialogue.

Clark College extends academic freedom protections to students as well. The Conduct Student Process per Washington Administrative Code (WAC) 132N-125-030 – Statement of Student Rights, ensuring their pursuits are safeguarded within college policies. This safeguards their right to:

- Free Inquiry: Explore ideas freely and critically.
- Expression: Share their perspectives openly and respectfully.
- Assembly: Engage in peaceful gatherings and discussions.
- Protection from Arbitrary Standards: Be evaluated fairly and consistently.
- Appropriate Learning Environment: Be free from harassment and conducive to learning.

The entire college community is protected from all forms of harassment through Policy 622.000 - Discrimination and Harassment.

Evidence Documentation for 2.B.1	
Academic Freedom policies and procedures	2.B.1.2 CCAHE – Academic Freedom 2.B.1.5 Policy 622.000 - Discrimination and Harassment

Evidence Documentation for 2.B.1	
Evidence that the students also have academic freedom	2.B.1.3 WAC 132N-125-030 – Statement of Student Rights 2.B.1.4 Conduct Student Process
Additional Evidence for 2.B.1	
2.B.1.1 Clark College Equity-Centered Strategic Plan	

2.B.2

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Clark College reaffirms its commitment in accordance with RCW 28B.50.020, emphasizing that higher education serves the common good rather than individual interests. The pursuit of truth and its exposition are paramount, as underscored in the Clark College Association for Higher Education.

Within the context of its mission and values, Clark College actively promotes an academic environment that upholds the principles of independent thought and the open exchange of ideas. Clark College affirms the freedom of faculty, staff, administrators, and students to engage in scholarly discourse and share their reasoned conclusions with others. This commitment to intellectual freedom is further reinforced by Clark's Procedure 510.090, which ensures freedom of expression while prohibiting hateful speech. As articulated in the procedure, Clark College is dedicated to maintaining an environment free from prejudice, inequity, and the misuse of power and privilege while actively fostering opportunities for open dialogues, debates, and discussions to broaden understanding of the scope of protected speech and promote tolerance within the community.

Furthermore, the Code of Student Conduct reaffirms students' rights to academic freedom, ensuring their entitlement to free inquiry, expression, and assembly within college facilities that are open to the public. By upholding these principles and policies, Clark College remains committed to fostering a vibrant intellectual community where diverse perspectives are valued, respected, and encouraged.

Evidence Documentation for 2.B.2
The relevant evidence for this item is listed in 2.B.1.

2.C Policies and Procedures

2.C.1

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Clark College adheres to the transfer policies and procedures outlined by the Washington State Board for Community and Technical Colleges (SBCTC). These policies include Technical College General Education Course Acceptance, Inter-College Reciprocity Policy, Placement Reciprocity Policy and Procedure, and Common Course Numbering.

Furthermore, to facilitate smooth course transferability and develop robust transfer programs, Clark College actively collaborates with universities through various organizations such as the Intercollege Relations Council (ICRC), Articulation and Transfer Council (ATC), and Joint Transfer Council (JTC). Additionally, SBCTC and the Washington Student Achievement Council (WSAC) work collaboratively to strengthen established transfer pathways and govern unified statewide transfer agreements for core courses within major fields of study.

Transferring - Out Students

The catalog provides students with an overview on transfer degree requirements, with detailed information on general education requirements by program. Procedures for ensuring students' transfer and success are also incorporated into advising practices. Advising services provides readily accessible transfer equivalency guides for universities to which students frequently transfer. Additionally, admissions counselors from regional universities hold on campus fairs, offering valuable assistance to students contemplating transfer to a four-year institution. They also provide students with a course planning and review guide for the Associate in Arts, Direct Transfer Agreement. For some programs, students are also advised by faculty and veterans may also receive advising services tailored to their needs.

Transferring – In Students

Credential Evaluation outlines the policies, procedures, and the specific criteria and guidelines for accepting transfer credits from other institutions, ensuring the alignment of courses with our program requirements. Clark College adheres to a rigorous standard of credit acceptance, only granting credit for coursework completed at institutions accredited by national accrediting agencies recognized by the Department of Education. To ensure the most effective and efficient utilization of student coursework, evaluators leverage a variety of resources. Notably, course descriptions for transfer courses undergo meticulous review within the online Transfer Evaluation System (TES) to

ensure at least a 75% similarity, guaranteeing that the learning outcomes of the transferred coursework align with our curriculum.

Credit for Prior Learning

In accordance with Washington State law (RCW 28B.77.230), Clark College recognizes the value of prior learning and offers students the opportunity to earn academic credit through the Academic Credit for Prior Learning (ACPL) program. This initiative encompasses knowledge and skills acquired through work, military service, or formal and informal training, both domestically and internationally. The program is designed to validate students' prior achievements and accelerate their progress towards degree completion.

Evidence Documentation for 2.C.1	
Transfer of credit policies/procedures	2.C.1.10 Transfer Degree Requirements 2.C.1.11 Transfer Equivalency Guide 2.C.1.14 Credential Evaluation
Statewide Equivalency Agreements and Additional Credit Transfer Guidance	2.C.1.1 Course Acceptance and Reciprocity Agreements 2.C.1.8 Types of Degrees and Certificates - SBCTC 2.C.1.15 RCW 28B.77.230 Academic Credit for Prior Learning 2.C.1.16 Clark College Academic Credit for Prior Learning Program
Additional Evidence for 2.C.1	
2.C.1.2 Inter-College Reciprocity Policy 2021	
2.C.1.3 Placement Reciprocity Policy and Procedure	
2.C.1.4 Common Course Numbering Project	
2.C.1.5 ICRC Handbook	
2.C.1.6 Articulation and Transfer Council – SBCTC	
2.C.1.7 Joint Transfer Council	
2.C.1.9 Washington Student Achievement Council Transfer Student Rights Responsibilities	
2.C.1.12 Advising Event Calendar	
2.C.1.13 Course Planning and Review Guide	

2.C.2

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Code of Conduct – Academic Honesty and Conduct

The Code of Conduct addresses student rights to include academic freedom, privacy, and due process, prohibited student conduct, and disciplinary procedures. Links to applicable Washington Administrative Codes (WAC) are also provided on the Code of Conduct page. A link to the code of conduct is also provided in the catalog, Student Rights and Responsibilities. (See also Clark College Policies 710.000 – Student Rights and Responsibilities and 720.000 - Code of Student Conduct.)

Policy 735.000 - Student Complaints and Procedure 735.001- Student Complaints Policy and Procedure describes the student complaint process with an overview of the informal and formal processes. For the formal complaint process, student complete the Student Complaints and Student Care Report Form.

Appeals and Grievance Procedures

Appeals and/or complaint processes are outlined in the Grade Change Academic Appeals Policy, Financial Aid, Family Educational Rights and Privacy Act, WAC 132N-126-105, WAC 132N-126-130, and WAC 132N-126-145 (see The Code of Conduct). Clark College also has a comprehensive Title IX process with clear reporting parameters. WAC 132N-126-240 outlines the appeals process for Title IX complaints (See The Code of Conduct).

These processes are administered by the Community Standards Team whose membership includes Student Affairs professionals and the Student Conduct Committee. This group ensures due process for all student complaints, grievances, and/or appeals. Community Standards and Conduct seeks to provide fair and equitable processes for reviewing and responding to incidents.

Disability Support Services

Clark College strives to provide an equitable and inclusive learning environment for all students. In accordance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, as reflected in Procedure 710.060 – Students with Disabilities, Disability Support Services offers comprehensive support services to students with documented disabilities. Students are made aware of these services through campus events, a syllabus statement (page 6), and a robust website that provides students with information on their services including how to request accommodations, resources, staff information, and student accommodation responsibilities and rights.

Evidence Documentation for 2.C.2	
Academic honesty and conduct	2.C.2.1 Code of Conduct – Prohibited Student Conduct
Appeals, grievances	2.C.2.1 Code of Conduct - Hearing Procedures 2.C.2.7 Grade Change Appeal Policy 2.C.2.8 Financial Aid 2.C.2.9 Family Educational Rights and Privacy Act (FERPA) 2.C.2.11 Community Standards 2.C.2.12 Policy 892.000 - Student Conduct Committee
Accommodations for persons with disabilities	2.C.2.14 Procedure 710.060 – Students with Disabilities 2.C.2.15 Syllabus template 2.C.2.13 DSS website
Additional Evidence for 2.C.2	
2.C.2.2 Student Rights and Responsibilities	
2.C.2.3 Policy 710.000 – Student Rights and Responsibilities	
2.C.2.4 Policy 720.000 – Code of Student Conduct	
2.C.2.5 Policy 735.000 – Student Complaints and Procedure 735.001 – Student Complaints Policy and Procedure	
2.C.2.6 Students Complaints and Student Care Report Form – Advocate System	
2.C.2.10 Title IX	

2.C.3

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Admissions and Placement

The Office of Admissions provides prospective students with detailed information regarding the admission process to include an application, important dates and deadlines, and contact information. Per Procedure 710.030 – Admission, Clark College operates as an open access institution, ensuring admission to all applicants. Eligibility for enrollment extends to individuals under 18 who have completed high school, while those under 18 without a high school diploma can enroll in programs for High School or GED preparation. Non-degree seeking students admitted can enroll in courses without prerequisites. High school students may take college courses through various dual credit programs such as Running Start, Career Technical Education Dual Credit, and College in the High School programs.

All degree and certificate-seeking students must demonstrate prerequisite knowledge, evaluated through a multiple measures system. Besides conventional placement tests (ACT, SAT, Accuplacer), completed high school math courses are considered for certain High Schools within the service district. Placement for college courses with English, Math, and Chemistry prerequisites takes place within Enrollment Services. Students enrolling in GED preparation, Career and Academic Prep (CAP), or English as a Second Language (ESL) courses must complete testing directly through the Transitional Studies department.

Academic Challenges

Policy 725.000 - Academic Standards outlines the process for identifying and supporting students experiencing academic challenges. Students whose quarterly GPA falls below 2.0 are identified and offered timely intervention. The policy mandates early intervention for at-risk students. These students receive prompt notification and access to a range of support resources, including:

- Academic advising
- Tutoring services
- Student success workshops

Students facing extenuating circumstances can submit petitions to the Academic Standards Committee. These petitions request exceptions to program requirements. This committee, comprised of qualified personnel, convenes monthly to review petitions. The committee adheres to a fair and transparent process, ensuring each appeal receives careful consideration before a final decision (approval or denial) is reached.

Satisfactory Academic Progress

Clark College's Satisfactory Academic Progress (SAP) policy adheres to federal and state regulations, to ensure continued financial aid eligibility for students receiving grants, loans, work-study, and scholarships. The SAP policy establishes clear and measurable standards that students must meet to maintain financial aid eligibility. These standards are reviewed at the end of each term and encompass three key areas:

- Grade Point Average (GPA): Students must maintain a minimum cumulative GPA of 2.0.
- Pace of Progression: Students must complete at least 67% of their attempted credits towards program completion.
- Maximum Time Frame: Students must complete their program within 150% of the standard time frame.

Clark College recognizes that unforeseen circumstances may impact a student's ability to meet the SAP standards. Students who experience extenuating circumstances can submit an appeal for financial aid reinstatement. Appeals must include all required

documentation and be submitted by the established deadline as outlined on the Financial Aid website. Incomplete appeals will not be considered.

A dedicated committee of financial aid professionals review appeals. Their decision regarding reinstatement is final. In the event of an approved appeal, financial aid may be reinstated, potentially with specific academic conditions attached (e.g., credit load requirements, mandatory advising sessions). These conditions aim to guide students towards academic success and ensure continued progress towards their program completion.

Students are notified of their SAP status and any appeal decisions through official college communication channels. The Financial Aid website also serves as a comprehensive resource, providing detailed information on the SAP policy, appeal procedures, and relevant deadlines.

Selective Admissions

While most programs at Clark College are open access, there are 13 selective admissions programs and eight programs that lead to professional licensure or certification, such as Dental Hygiene and Bachelor of Applied Science Teacher Education that have distinct program admission processes to ensure relevant skill sets for program success. Also, these programs provide students with information about program progression, readmission policies and procedures, and standards for continuation or suspension.

Evidence Documentation for 2.C.3	
Policies/procedures for recruiting, admitting, and placing students	
Admission standards	2.C.3.2 Procedure 710.030 – Admissions Standards 2.C.3.3 Running Starts Steps to Enrollment 2.C.3.10 Transitional Students Testing Center 2.C.3.15 Dental Hygiene 2.C.3.16 Bachelor of Applied Science Teacher Education
Placement	2.C.3.6 English Placement Information 2.C.3.7 Math Placement Information 2.C.3.8 Chemistry Placement Information 2.C.3.9 General Educational Development Testing (GED)
Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies and procedures	
Academic progress	2.C.3.11 Policy 725.000 – Academic Standards 2.C.3.12 Policy 803.000 – Academic Standards Committee 2.C.3.13 Satisfactory Academic Progress Policy
Additional Evidence for 2.C.3	
2.C.3.1 Admissions website	
2.C.3.4 Career Technical Education Dual Credit	
2.C.3.5 College in the High School	
2.C.3.14 Financial Aid	

2.C.4

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Family Educational Rights and Privacy Act

Clark College complies with the Family Educational Rights and Privacy Act (FERPA) that protects student records' privacy and the institution's obligations in the areas of release of records and access provided to student records. Only designated school officials who receive training on FERPA and are deemed to have a legitimate educational interest have access to student records. The Associate Dean of Enrollment and the Registrar is responsible for student record policies and procedures.

The college demonstrates its commitment to student privacy through a comprehensive FERPA compliance program. All campus staff receive annual training on FERPA ensuring the proper handling and safeguarding of student data. Students are empowered with readily available FERPA information through the college catalog and website, as well as annual notifications sent directly to their preferred email address. This transparency allows students to actively manage the release of their educational records and opt out of directory information sharing at any time.

Security Measures

The College prioritizes robust IT security by following industry-leading practices outlined in the NIST Cybersecurity Framework. The College outlines its data security and privacy policy protocols for the secure handling of student records, ensuring confidentiality and protection against cybersecurity threats through Procedure 455.045 – Network Security and on its website. Regular external audits verify adherence to these standards and internal policies.

Data Backup and Retention

Data are backed up nightly to safeguard student information in the event of emergencies or system failures. Student record retention is made possible through the college's use of Perceptive Content, a document imaging system offered by Hyland. The college adheres to the Community and Technical College records retention schedule authorized by the state of Washington in accordance with RCW 40.14 – Preservation and Destruction of Public Records.

Evidence Documentation for 2.C.4
Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies
2.C.4.1 Family Educational Rights and Privacy Act (FERPA) policies and procedures 2.C.4.2 Designated School Officials

Evidence Documentation for 2.C.4
[2.C.4.5 Catalog - Notification Student Rights Under Family Educational Rights Privacy Act](#)
[2.C.4.7 Procedure 455.045 – Network Security](#)
[2.C.4.9 Community and Technical College records retention schedule](#)
[2.C.4.10 RCW 40.14 – Preservation and Destruction of Public Records](#)
Additional Evidence for 2.C.4
[2.C.4.3 FERPA Higher Ed Works Annual Training](#)
[2.C.4.4 Higher Ed Works FAQ](#)
[2.C.4.6 FERPA for Students website](#)
[2.C.4.8 Cyber Security](#)

2.D Institutional Integrity

2.D.1

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

College Communications

Clark College represents itself clearly, accurately, and consistently through its announcements, statements, and publications. As outlined in [Policy 415.000, Communications and Marketing](#), Communications and Marketing play a vital role in achieving this goal through a comprehensive communication outreach.

- Reviews campus materials and external sites to ensure accurate representation of the college's programs, degrees, and services.
- Maintains a comprehensive [brand guide](#) that ensures visual and written content across all platforms aligns with the college's mission and vision.
- Develops and edits the college's primary publications, including the website, news releases, blog posts, news bulletins, and major outreach materials.
- Assists academic departments in updating their program webpages using the college's content management system.
- Manages the college's social media presence on various platforms to include Facebook, X/Twitter, Instagram, LinkedIn, and YouTube.

Catalog

The [catalog](#) serves as the official document outlining all academic programs, courses, and their associated credit requirements for degree and certificate completion. To ensure the accuracy and timeliness of this vital resource, the college adheres to a rigorous annual review process. This process involves a comprehensive review of the catalog content, followed by ongoing revisions throughout the year as needed.

Student Success Metrics

Clark College provides prospective students, current students, and the broader community with valuable insights into student completion and transfer pathways. The College publicly disseminates [graduation and transfer-out rates](#) in the catalog.

Next Steps

Marketing and Communications is developing a schedule to systematically review all materials.

Evidence Documentation for Standard 2.D.1
Policies/procedures for reviewing published materials (print or websites) that assures institutional integrity
2.D.1.1 Policy 415.000 – Communications and Marketing
Additional Evidence for 2.D.1
2.D.1.2 Brand Guide
2.D.1.3 2024 – 2025 Catalog
2.D.1.4 Graduation Rates

2.D.2

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Ethics in Public Service

Clark College recognizes its fundamental responsibility to cultivate a just and ethical environment for all members of its community. As outlined by the State Board of Community and Technical Colleges (SBCTC), all college employees to include the Board of Trustees must abide by the provisions of Chapter 42.52, the Ethics in Public Service Act, College Policy and Procedure, 417.030 Ethics in Public Service. All college employees are also required to annually complete an online training module on Ethics in Public Service Act. The Board of Trustees Policies and Procedures Manual also include a Statement of Ethics based on the Ethics in Public Service Act.

Complaints and Grievances

Clark College has a robust system of processes for addressing complaints and grievances for students, college employees, and community members to ensure all concerns are reviewed in a fair, equitable, and timely manner. Each process outlines the associated steps, format of the complaint or grievance, timeline, and parties involved in resolving the issue.

Policy 622.000 Discrimination and Harassment outlines the process for filing a discrimination complaint for the college and includes other options for reporting such as the Vancouver Police Department, US Department of Education Office for Civil Rights, and the Equal Employment Opportunity Commission. (This policy is available publicly on Clark College's website.)

The Clark College Association for Higher Education (CCAHE) Contract – Discipline/Right to Due Process/Representation outlines specific disciplinary and due process procedures for faculty. For classified staff, disciplinary procedures are outlined in Article 28: Disciplinary Procedures of their most recent contract. Policy 680.000 – General Grievance Procedure for Administrators, Exempt Staff, and Certain Classified Employees addresses this process for employees not covered as part of a bargaining agreement. (This policy is available publicly on Clark College's website.)

Policy 735.000 - Student Complaints and Procedure 735.001- Student Complaints Policy and Procedure describes the student complaint process with an overview of the informal and formal processes. (This policy is available publicly on Clark College's website.) For the formal complaint process, students complete the online Student Complaints and Student Care Report Form. (The reporting tool is available publicly on Clark College's website). The catalog also links to the Code of Student Conduct for the college which is based on Chapter 132N-126 Washington Administrative Codes. (The code of conduct is available publicly on Clark College's website.) The student complaint process is overseen by the Office of Student Complaints. Students may also file grade appeals.

Students, college employees, and community members may submit an incident report form online for student conduct referrals and/or biased-based incidents. (The reporting tool is available publicly on Clark College's website.) Students, college employees, and community members may also submit a via the reporting tool. Title IX report via the reporting tool. (The reporting tool is available publicly on Clark College's website.)

Evidence Documentation for 2.D.2	
Policies/procedures for reviewing internal and external complaints and grievances	
Workplace Behavior and Grievances	2.D.2.7 Policy 622.000 – Discrimination and Harassment (website) 2.D.2.8 Clark College Association Higher Education Contract - Discipline/Right to Due Process/Representation 2.D.2.9 Washington Public Employees Association Contract - Disciplinary Procedures 2.D.2.10 680.000 - General Grievance Procedure for Administrators, Exempt Staff, and Certain Classified Employees (website)
Student Complaints	2.D.2.11 Policy 735.000 - Student Complaints and Procedure 735.001- Student Complaints Policy and Procedure (website) 2.D.2.12 Student Complaints and Student Care Report Form (website)
Reporting Process	2.D.2.14 Student Incident Form 2.D.2.15 College Employee Incident Form 2.D.2.16 Community Member Incident Form (website)
Title IX Reporting	2.D.2.17 Title IX Reporting Options

Evidence Documentation for 2.D.2	
	(website)
Additional Evidence for 2.D.2	
2.D.2.1 SBCTC Policy Manual – Chapter 2 – Ethics in Government	
2.D.2.2 Chapter 42.52 RCW Ethics in Public Service	
2.D.2.3 Procedure 417.030 – Ethics in Public Service	
2.D.2.4 Higher Ed Works Annual Training FAQ	
2.D.2.5 Higher Ed Works Annual Training Module in Ethics	
2.D.2.6 Board of Trustees Policies and Procedures – Ethics	
2.D.2.13 Student Code of Conduct	
(website)	

2.D.3

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Policies and Procedures

Clark College prioritizes ethical conduct by ensuring its internal policies reflect the Washington State Ethics in Public Service Law. This law outlines prohibited activities for public employees, helping to prevent conflicts of interest and fostering public trust. The Board of Trustees adhere to an expected code of conduct regarding conflicts of interest for all employees and Board members. Board policy also clearly defines the qualifications to serve on the Board**:**

> *Every trustee shall be a resident and qualified elector of the District. No trustee may be an employee of the community college system, a member of the board of directors of any school district, or a member of the governing board of any public or private education instruction.*

The Board of Trustees Policies and Procedures Manual also specifically addresses conflict of interest.

> Each member of the Board and all employees of Clark College are expected to place the interests of the College above their self-interests. Board members and employees are expected to resolve issues in favor of good, ethical judgment and in keeping with the basic principle that their position of trust may not be used for personal gain or private advantage.
>
> In resolving issues regarding conflicts of interest, the following statements from state law shall be considered:
>
> 1. Board members and College employees may not have a financial interest or engage in any activity that conflicts with the proper discharge of their official duties.

2. Board members and College employees may not use their official position to secure special privileges for themselves or any other person.
3. Board members may not receive compensation from any person, except the State of Washington, for performing their official duties.

Reporting

Clark's Procedure 417.033 – Whistleblower Program offers employees instructions for reporting suspected improver governmental action.

Training

The Board of Trustees and all college employees are required to annually complete Higher Ed Works training that includes an online training module on the Ethics in Public Service Act.

Evidence Documentation for 2.D.3	
Policies/procedures prohibiting conflict of interests among employees and board members	
Washington State Ethics in Public Service	2.D.3.2 Chapter 42.52, RCW, the Ethics in Public Service Act
Clark College	2.D.3.3 Board of Trustees Policies and Procedures Manual – Code of Conduct 2.D.3.4 Board of Trustees Policies and Procedures Manual - Conflict of Interest
Additional Evidence for 2.D.3	
2.D.3.1 Procedure 417.030 – Ethics in Public Service	
2.D.3.6 Procedure 417.033 – Whistleblower Program	
2.D.3.7 Higher Ed Works Annual Training FAQ	
2.D.3.8 Higher Ed Works Annual Training Module in Ethics	

2.E Financial Resources

2.E.1

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

To ensure Clark College can achieve its mission in alignment with the Strategic Plan, college leadership monitors the status of the current year's budget monthly. Cash flow projections are monitored daily to ensure sufficient resources are available to meet the college's short-term commitments. The College follows Procedure 450.033 – Investment Policy to ensure that all cash resources are invested, allowing liquidity needs to be met while maximizing returns.

A Budget Status Report for the most recent month ending is included in the Board Packet provided to the Board of Trustees and the Executive Cabinet. It is also posted on the college website prior to each board meeting. This report compares the annual budget to the current revenue and expenditures broken down by functional unit. Annually after the fiscal year-end, a Fund Balance Report is also included in the Board Packet that details discretionary and non-discretionary fund balances for the entire college.

Clark College maintains a reserve in the amount of ten percent of its general operating budget in accordance with Policy 450.070 - Reserves and Fund Balances. The required reserves are calculated at the beginning of each fiscal year.

The Board of Trustees must approve the annual budget. The Vice President of Operations presents the proposed budget to the Board in May and the Board approves it in June before the start of the next fiscal year. Any usage of fund balance must also be approved by the board.

Clark College prepares an annual financial report in accordance with accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB). The College engages the Washington State Auditor's Office (SAO) to perform annual financial statement audits. The Independent Auditor's Report is included in the college's annual financial report for each fiscal year. The final results of the annual financial statement audit are shared with the Board and the President at the audit exit conference. The audit was clean with no findings.

To further the College's ability to expand its services, programs and supports for students, the College receives funding annually for various earmarks and provisos provided by the State of Washington. These amounts are allocated to all eligible colleges by the State Board for Community and Technical Colleges. For FY25, the College is currently projected to receive $9,496,220 in provisos and earmarks that must be spent in accordance with the stipulations established by the legislature. Additionally,

the College applies for various federal, state and private grants to further build and support programs and student success. For FY25, the College is projected to receive $5,361,787 in grant funds.

Evidence Documentation for 2.E.1	
Policies/procedures that articulate the oversight and management of financial resources	2.E.1.1 Procedure 450.033 – Investment Policy 2.E.1.4 Policy 450.070 – Reserves and Fund Balances
• Latest external financial audit including management letter • Audited financial statements	2.E.1.7 2022-23 Clark College Audited Financial Statements 2.E.1.8 Clark College Audit Exit Handout FY23
• Cash flow balance sheets • Tuition and fees, educational, auxiliary revenue for undergraduate and graduate enrollment • Significant contracts/grants • Endowment and giving reports • Investment revenue	2.E.1.2 Budget Status Report 05-2024 2.E.1.3 Fund Balance Report 2.E.1.5 FY25 Proposed Budget 2.E.1.9 Grants and Contract
Additional Evidence for 2.E.1	
2.E.1.2 Budget Status Report May 2024	

2.E.2

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Clark College works closely with the State Board of Community and Technical Colleges (SBCTC) to follow the legislative session for bills that might have future impacts on the college budget such as fluctuations in state appropriations, changes to tuition rates, anticipated salary and benefit increases and other unfunded mandates. The Office of

the Vice President of Operations projects future enrollment based on historic trends and any planned increases in expenditures for new programs or facilities. A 5-year budget projection is prepared using a 10-year historical compounding average. The projections are shared with the Board of Trustees, Executive Cabinet, Budget Committee and the college community every year during the winter quarter with the Annual Budget Kickoff presented by the Vice President of Operations and the Director of Business Services.

In 2019, the College created a new Budget Committee to improve shared governance by increasing the transparency of the budget development process. The committee includes representatives from different employee classifications from across the campus to provide insight from many departments. The committee typically convenes in October each year and meets as needed through June. The Vice President of Operations and Director of Business present the current year budget activity and share future projects to determine what adjustments need to be made.

Executive Cabinet units are encouraged to present budget requests for their areas during open meetings conducted over Zoom for the Budget Committee and the college community. After hearing all proposals, Budget Committee members solicit feedback from the constituencies they represent. The Budget Committee then considers all feedback as they rank the proposals. This ranked list is presented to Executive Cabinet and the President for consideration. Once the Executive Cabinet have agreed upon which proposals to move forward to the budget, their final decisions are shared with the college community. All budget documents and videos of the presentations are posted on the College's intranet.

The Board of Trustees approves the annual budget to finance the college's operation. The Board of Trustees has delegated the responsibility for preparing, submitting to the board, and administering the annual budget to the President (Board Policy 100.B70 and 100.C65). A Budget Status Report is sent to the Board and Executive Cabinet monthly so they can stay abreast of the College's short-term financial health.

Evidence Documentation for 2.E.2	
Policies/procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds	2.E.2.5 Clark College Board Policy Procedures 100.B70 – Board Duties and Responsibilities and 100.C65 - President

Evidence Documentation for 2.E.2	
Sample of meeting agendas, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders	2.E.2.1 24-25 Budget-Kickoff presentation 2.E.2.2 Budget Committee Meeting Agenda 2.29.24 2.E.2.3 Executive Cabinet Budget Proposals_24-25 2.E.2.4 Executive Cabinet Final FY24-25 Budget Proposal Ratings
Additional Evidence for 2.E.2	
2.E.2.6 Budget Status Report May 2024	

2.E.3

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

The Clark College Board of Trustees is responsible for approving the annual budget (Board Policy 100.B70). All other management of financial resources, including approving the expenditure of all budgeted funds, has been delegated to the President (Board Policy 100.C65). The current status of the budget is shared in the Board Packet prepared monthly and also posted to the College website.

Clark College Policy 450.000 - Financial reiterates the Board's policies and provides detailed procedures for the managing College financial resources. Clark College uses Peoplesoft to record all student, human resource and financial transactions. This ERP system, referred to as ctcLink, is managed by the SBCTC and used by all 34 community and technical colleges in Washington. ctcLink provides a consistent method for recording and managing financial activity and ensures that transactions are processed in accordance with the methodology prescribed by the Washington State Office of Financial Management (OFM) State Administrative and Accounting Manual.

Evidence Documentation for 2.E.3	
Description of internal financial controls	2.E.3.3 Board of Trustees Meeting Packet
Board approved financial policies, state financial policies, or system financial policies	2.E.3.1 Clark College Board Policies and Procedures Manual – 100.B70 2.E.3.2 Clark College Board Policies and Procedures Manual – 100.C65 2.E.3.4 Policy 450.000 – Financial
Additional Evidence for 2.E.3	
2.E.2.6 Budget Status Report May 2024	

2.F Human Resources

2.F.1

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Faculty, staff, and administrative/exempt employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination through job descriptions, and admin/exempt), Policy Group 600 Human Resources, and Clark College Association for Higher Education (CCAHE) and Washington Public Employees Association (WPEA) collective bargaining agreements.

Key employment details such as salary, job responsibilities are also communicated via job announcements (faculty, staff, and admin/exempt) and confirmed in personalized appointment letters. The New Employee Success Training (NEST) provides employees with information and resources for a successful transition to Clark College and includes information on benefits, payroll, training and development, and information on college services, and safety protocols.

The table below outlines the various sections of the CCAHE, WPEA, and Human Resources Procedures that address the components of this standard.

Component of 2.F.1	Faculty	Classified Staff	Admin/Exempt Staff
Conditions of Employment	• Article VI – General working conditions (pp.53-60)	• Article 7 – Hours of Work (pp.10-14); Article 10.2 – Conditions of Employment (p. 17)	• Job Description
Work Assignments	• Article VI.F – Full-time faculty teaching load (pp. 54-56) • Article VI.G – Moonlight assignments (pp.57-58) • Article VI.H – Additional Assignments (p.58)	• Article 4.2 – Types of Appointment (p. 4)	• Job Description

Component of 2.F.1	Faculty	Classified Staff	Admin/Exempt Staff
	• Article VI.I. – Advising (pp.58-59)		
Rights and Responsibilities	• Article III.A – Discipline/ Right to Due Process/ Representation (pp.17-18) • Article III.E – Faculty Member Right/ Nondiscrimination (p. 24) • Article III.I – Division Chairs (p. 26) • Article III.S – Work Week/College Day (p. 35) • Article III.T – Work Year – Full-Time Faculty (p. 36)	• Article 2 – Non-Discrimination (pp.1-2) • Article 3 – Workplace Behavior (pp. 2-3) • Article 5 – Title IX (p. 9) • Article 7 – Hours of Work (pp.10-14) • Article 8 – Overtime (pp.14-15) • Article 9 - Training and Employee Development (pp.16-17) • Article 10 - Licensing and Certification (pp.17-18) • Article 11 - Holidays (pp.18-21) • Article 12 - Vacation Leave (pp. 21-24) • Article 13 - Sick Leave (pp. 24-26) • Article 21 - Safety and Health (pp. 47-48) • Article 24 - Drug and Alcohol Free Workplace (pp. 49-51)	• Procedures 620.000 – Equal Opportunity and Affirmative Action • 622.000 – Discrimination and Harassment

Component of 2.F.1	Faculty	Classified Staff	Admin/Exempt Staff
		• Article 34 - Reasonable Accommodations and Disability Separation (pp. 64-67)	
Criteria and Procedures for Evaluation	• Article III.C – Faculty Tenure (pp. 19-22) • Article III.D– Evaluation system for faculty, other than probationary (pp. 22-24)	• Article 6 – Performance Evaluation (pp. 9-10)	• Procedure 665.000 - Evaluation of Administrators and Exempt Staff
Criteria and Procedures for Retention	• Article VII.A – Professional Development (p.61) • Article VII.A – Travel Approval and Reimbursement (p.61) • Article VII.D – Individual Professional Development (p. 62) • Article VII.E – Adjunct Faculty Professional Development (pp. 62-63) • Article VII.G – New Faculty Orientation (p.64)	• Article 9 - Training and Employee Development, pp. 16-17 • Article 42 - Compensation (pp. 89-96)	• Procedure 630.000 Salary/Benefits Information; • Procedure 650.000 Faculty and Staff Development and Training Program
Criteria and Procedures for Promotion	• Article III.C – Faculty Tenure (pp.19-22)	• Article 42 - Compensation (pp. 89-96) • Procedure 610.051 - Classification/Re allocation of	• Procedure 610.005 Promotion from Within

Component of 2.F.1	Faculty	Classified Staff	Admin/Exempt Staff
		Classified Staff Positions	
Criteria and Procedures for Termination	• Article III.B – Dismissal (p.18)	• Article 9 - Training and Employee Development (pp.16-17) • Article 10 - Licensing and Certification (pp.17-18)	• Procedure 640.000 – Resignation, Dismissal for Cause, Reduction in Force, Retirement

Evidence Documentation for 2.F.1	
Human resource policies/procedures	2.F.1.1 Policy Group 600 Human Resources
Policies/procedures related to teaching, scholarship, service, and artistic creation	2.F.1.2 Clark College Association for Higher Education 2.F.1.4 Faculty Job Announcement
Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination	2.F.1.1 Policy Group 600 Human Resources 2.F.1.2 Clark College Association for Higher Education 2.F.1.3 Washington Public Employees Association
Additional Evidence for 2.F.1	
2.F.1.5 Job Announcement Template – Classified Staff	
2.F.1.6 Job Announcement Template – Admin/Exempt	
2.F.1.7 Admin/Exempt Employment Contract	
2.F.1.8 New Employee Success Training	

2.F.2

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Clark College demonstrates a strong commitment to the professional growth and development of its faculty, staff, and administrators. A dedicated committee, comprised of representatives from Human Resources, Diversity, Equity, and Inclusion, Instruction, and Planning and Effectiveness, collaborates to curate a comprehensive professional development framework.

All employees are required to complete annual professional development modules that ensure they possess essential knowledge. These modules cover critical areas such as laws, regulations, and college policies governing their work environment. Additionally, all employees annually complete a training on Power, Privilege, and Inequity, and every two years, a workshop on Equitable Decision-Making is required.

Clark College prioritizes investment in its employees' professional development by allocating funds to support faculty and staff growth initiatives as outlined in Policy 650.000 – Faculty and Staff Development and Training Program and Professional Development Funding Instructions. Beyond required training, a wide range of optional professional development opportunities are available through various departments, including Human Resources, the Office of Diversity, Equity, and Inclusion, the Teaching and Learning Center, Information Technology, and eLearning.

Clark College offers structured programs to support new employees and faculty. All new employees participate in the New Employee Success Training (NEST) program, a comprehensive onboarding experience. New faculty receive a dedicated onboarding program in September, and both staff and faculty benefit from targeted development opportunities throughout the year. For instance, dedicated staff development days are held each August, followed by fall faculty orientation and focus events addressing specific topics relevant to instructors.

To ensure transparency and accessibility, professional development opportunities are offered in multiple modalities and at varying days and times throughout the week. Information about all available programs and events is readily available on the college's centralized Events Calendar.

Evidence Documentation for 2.F.2
Employee professional development policies/procedures
2.F.2.1 Procedure 650.015 - Power, Privilege, and Inequity Training
2.F.2.2 Policy 650.000 – Faculty and Staff Development and Training Program
2.F.2.3 Professional Development Funding
2.F.2.8 New Employee Success Training
2.F.2.9 Staff Development Days
2.F.2.10 Fall Faculty Orientation and Focus Events

Additional Evidence for 2.F.2
2.F.2.4 Office of Diversity, Equity, and Inclusion Programming and Services
2.F.2.5 Teaching and Learning Center
2.F.2.6 Information Technology Support
2.F.2.7 eLearning Resources

2.F.3

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Clark College equips itself with a qualified and sufficient workforce to fulfill its equity-centered mission and deliver impactful educational experiences. As of Fall 2022, Clark College employed a team of 300 classified staff, 120 administrators/exempt staff, and 590 faculty members (212 full-time and 378 part-time) according to State Board of Career and Technical College data. This staffing structure, reflected in the organizational charts, ensures a robust leadership framework for both administrative and academic units. The student to faculty ratio has been 12 to 1 for each fall quarter since 2020.

Furthermore, the screening process for new employees fosters diversity, equity, and inclusion. To serve on a screening committee, employees must complete a workshop on Equitable Hiring Practices, offered by the Office of Diversity, Equity, and Inclusion (ODEI) in partnership with Human Resources. The screening procedures are documented for each classification as identified below:

- Faculty Members: Clark College Association of Higher Education (CCAHE) Contract - Tenure-Track Faculty/Screening
- Classified Staff: Procedure 610.050 – Recruitment and Appointment Procedures for Classified Staff
- Administrative and Exempt Staff: Procedure 610.040 – Appointment Procedures for Full-time Permanent Administrative and Exempt Staff

Clark College adheres to rigorous hiring practices to ensure a qualified workforce through the following:

- All employees meet the baseline qualifications outlined in Washington Administrative Code (WAC) 131-16-080.
- Faculty new hires must also adhere to state-mandated qualifications outlined in WAC 131-16-091.
- Faculty credentials (transcripts, licenses) are verified and publicly listed in the Clark College Catalog, along with administrator qualifications.
- Job descriptions for faculty, classified staff, and admin/exempt accurately reflect responsibilities.

- Faculty responsibilities are further outlined in the [CCAHE Contract - Faculty Responsibilities](#).
- As part of the [onboarding checklist](#), Human Resources requires official transcripts, licenses, and a background check from all new full-time and part-time employees.

As part of the onboarding process for new hires, supervisors review the employee's position description and development plan expectations. The annual evaluation for classified staff and admin/exempt employees includes a review of position descriptions with changes made to keep the documentation current. The [CCAHE contract - Tenure and Evaluation](#) outlines the evaluation process for faculty that may include the following areas:

- Teaching/Student engagement
- Service to the department, college, and/or community
- Staying current in the discipline for which the probationer was hired as a content expert.

Staffing Needs

Clark College employs a two-pronged approach to ensure our staffing aligns with institutional needs and supports our Equity-Based Strategic Plan:

1. Strategic Alignment:

- Executive cabinet members identify staffing needs critical for functions that directly support an institutional objective outlined in the strategic plan.
- Department and unit leaders may propose staffing needs as part of the [annual budgeting process](#) that advance the Equity-Centered Strategic Plan.

2. Faculty Allocation:

- Instructional units create prioritized lists for filling full-time faculty positions.
- The Vice President of Instruction (VPI) and instructional deans annually evaluate these lists and select faculty positions based on:
  - Current and projected enrollment trends in each discipline.
  - Addressing a disproportionate number of adjunct faculty compared to full-time faculty.
- The VPI presents the proposed faculty position to the [Executive Cabinet](#) for approval.

In cases where staffing needs are critical for ongoing operations but exceed current budget constraints, the Executive Cabinet convenes to discuss, prioritize, and allocate funding for those requests that most effectively support the strategic plan.

Integrity and Continuity of Academic Programs

Faculty members are actively involved in overseeing academic policies and ensuring the integrity and continuity of academic programs through the following committees: Instructional Planning Team (IPT), Curriculum Committee. Professional Placement and Advancement Committee, Adjunct Faculty Affairs Committee, CCAHE Senate, Outcomes Assessment Committee, Program Improvement Process Committee, Associate of Arts (AA) Advisory Committee, and tenure review committees.

Evidence Documentation for 2.F.3	
Documentation about engagement and responsibilities specified for faculty and staff, as appropriate	2.F.3.8 Faculty Credentials 2.F.3.9 Administrator Qualifications 2.F.3.10 Job Announcement for Faculty 2.F.3.11 Job Announcement for Staff 2.F.3.12 Job Announcement for Admin/Exempt 2.F.3.13 CCAHE Contract - Faculty Responsibilities 2.F.3.14 CCAHE Contract - Tenure and Evaluation
Personnel hiring policy/procedures	2.F.3.2 Equity in Hiring 2.F.3.3 CCAHE Contract – Tenure-Track Faculty/Screening 2.F.3.4 610.050 – Recruitment and Appointment Procedures for Classified Staff 2.F.3.5 Procedure 610.040 - Appointment Procedures for Full-Time Permanent Administrative and Exempt Staff 2.F.3.6 WAC-131-080 – General Standards of Qualifications for Community and Technical College Personnel 2.F.3.7 WAC 131-16-091 – Additional Qualifications in Areas of Specialization 2.F.3.15 Onboarding Checklist
Academic organizational chart	2.F.3.1 Organizational Charts
Administrator/staff /faculty evaluation policies/procedures	2.F.3.14 CCAHE Contract - Tenure and Evaluation Additional evidence provided in 2.F.4
Additional Evidence for 2.F.3	
2.F.3.16 FY Budget Increase Request	
2.F.3.17 Executive Cabinet Minutes – 01.09.2024	
2.F.3.18 CCAHE Contract- Faculty Committees	

2.F.4

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Clark College fosters a culture of continuous improvement through annual performance evaluations. These evaluations, readily available on the college website, guide the discussion and feedback process between the employee and supervisor, and professional development opportunities (See narrative for standard 2.F.2).

Faculty

The processes for faculty evaluations are outlined in the Clark College Association for Higher Education (CCAHE) Contract - Tenure and Evaluation. At a minimum, faculty evaluations include feedback from supervisors, peers, and students.

Classified Staff

Performance evaluations of classified staff are outlined in the Washington Public Employees Association – Higher Education (WPEA-HE) - Classified Staff Evaluation and Policy 662.000 – Evaluation of Classified Employees. The objective of the annual performance evaluation is to provide supervisors and employees an opportunity to discuss and record performance planning, feedback, and performance outcomes.

Administrative/Exempt Employees

The procedures for the annual evaluation of administrative and exempt staff are outlined in Policy 665.000 - Evaluation of Administrators and Exempt Staff. The evaluation includes a self-evaluation and an evaluation by peers, subordinates, students, or others as designated by the supervisor related to strengths and recommendations for improvements along with any accomplishments.

Supervisory Trainings

Washington Administrative Code (WAC) 357-34-055 requires that supervisors be required to complete a series of trainings that include performance management and evaluation.

Evidence Documentation for 2.F.4	
Administrator/staff/ faculty evaluation policies/procedures	2.F.4.1 CCAHE Contract - Tenure and Evaluation 2.F.4.2 WPEA Contract – Performance Evaluation 2.F.4.3 Policy 662.000 – Evaluation of Classified Employees 2.F.4.4 Policy 665.000 – Evaluation of Administrators and Exempt Staff
Additional Evidence for 2.F.4	
2.F.4.5 WAC 357-34-065 – Supervisory Training	

2.G Student Support Resources

2.G.1

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Clark College prioritizes the creation of inclusive learning environments. This commitment is realized through a robust network of academic support services and co-curricular activities designed to empower students to achieve their academic goals and address the diverse needs of learners throughout their educational journeys.

To ensure students' needs are being met, Clark College's equity-centered strategic plan utilizes several key performance indicators (KPIs) to identify areas for improvement related to student success. These KPIs include:

- Completion Rates: Disaggregated by race and ethnicity to pinpoint achievement gaps and ensure equitable access to academic success for all students.
- Student Sense of Belonging: This metric assesses student integration and fosters a welcoming campus environment that supports student success.
- Enrollment in High-Demand, High-Wage Programs: Monitoring this indicator ensures all students have access to programs that prepare them for success in the workforce.

Additionally, departments within each vice president's unit are actively developing assessment plans focused on the college's key performance indicators (KPIs). Graduation rates of Clark College students are compared to regional and national peers. This benchmarking provides valuable context and allows the college to identify areas where improvement is needed to achieve national standards of completion. Since this is the first year of strategic plan and peer comparison data collection, the data will be reviewed by the Board of Trustees and the executive cabinet this summer. The table below provides additional information on Clark College's student support services.

Evidence Documentation for 2.G.1	
Listing of programs and services supporting student learning needs	
Area	Description
2.G.1.1 Academic Advising	Offer one-on-one advising sessions to help with identifying degree requirements, developing long-term educational plans, assisting with maximum time-frame appeals, evaluating unofficial transcripts for new students, supporting students transferring on to a university, and much more.
2.G.1.2 Assessment	Assess skills to ensure students can successfully engage with course content, and have the best chances at passing the course

Evidence Documentation for 2.G.1	
Listing of programs and services supporting student learning needs	
Area	Description
and Placement	
2.G.1.3 Associated Students of Clark College (ASCC)	Advocates and represents the students at Clark College by serving as the liaison between students and faculty, staff, administration, and the community. By involving students at the college, they seek to enhance the community through leadership, respect for difference, engagement, and service.
2.G.1.4 ASCC Clubs & Programs	Provide students with opportunities to connect with other students, build leadership skills, and have fun.
2.G.1.5 Career Services	Provides the resources and strategies to support your career and employment goals
2.G.1.6 Computing Resources	Provides resources that include various accounts that let students use technical services such as lab computers, emails and Canvas. Clark College also provides multiple resources to get technical assistance in the form of the Techhub and Lead Labs teams. Additionally, technical help with personal devices and software is available through Student Help Desk.
2.G.1.7 Counseling and Health Center	Provides physical and mental health services to support student wellness and academic success; direct care, and connection to campus and community resources.
2.G.1.8 Disability Support Services	Assist students with disabilities in pursuing their educational goals. Through DSS, students with disabilities can request accommodations to ensure equal access and discuss their concerns regarding barriers encountered. Primarily focus on approving and providing, in partnership with faculty, student disability accommodations for classes.
2.G.1.9 Diversity, Equity, and Inclusion (DEI)	Serves all students with a focus on historically underrepresented students, including students of color, students with disabilities, LGBTQIA2S+, and other non-dominant identities. ODEI supports individuals with their academic, personal, and professional development, as well as provides training and educational resources for all members of the college community around diversity, inclusion, power, privilege, inequity, social equity, and social justice. Develops and hosts diversity events, professional development for faculty and staff, training for students, identity-based scholarships administration, identity-based student groups, and provides resources to help students develop a sense of belonging at the college. Hosts student Identity groups as an intentional way to support student learning and provide a space and community such as the

Evidence Documentation for 2.G.1	
Listing of programs and services supporting student learning needs	
Area	Description
	Black Student Union, Latine Student Union, and the Queer Agenda as well as a quarterly Open House for the department. DEI organizes luncheons for Students of Color, Queer Students and Students with Disabilities with various staff and community members as speakers. They also host Noche de Familia – an event hosted in Spanish and to support the Latine community enroll at Clark College. They also oversee the Black Student and Family Fair, which another culturally specific program designed to provide Black students and their families a deeper way to connect with Clark College.
2.G.1.10 Financial Aid	Provides different types of funding to help you cover the cost of education expenses, including tuition, fees, books, and supplies. We can assist you with understanding what types of financial aid are available, and how each of them works, including student loans, grants, work study, and scholarships.
2.G.1.11 Library	Works to eliminate barriers and provide equitable information access through our services, resources, and instruction.
2.G.1.12 Mathematics, Engineering, Science Achievement	Program designed to increase the number of historically underrepresented (African American, Native American, Latino/Hispanic, and Pacific Islander/Hawaiian) community college students who transfer to universities and earn STEM (science, technology, engineering, mathematics) bachelor's degrees.
2.G.1.13 Multicultural Student Affairs (MSA) Peer Mentor Program	Support learning and retention of all Clark College students, with a focus on community-building and equity for students from systemically non-dominant groups. MSA Peer Mentors create a welcoming environment in the Diversity Center. They provide outreach to students through phone calls, email, and class visits; direct students to resources; offer support and guidance; and plan and participate in ODEI and college events. • Organize luncheons: Student of Color, Queer Student and Students with Disabilities with various staff and community members as speakers. • Noche de Familia – an event hosted in Spanish and • to support the Latine community enroll at Clark College. • Black Student and Family Fair, which another culturally specific program designed to provide Black students and their families a deeper way to connect with Clark College.
2.G.1.14 Penguin Pantry	Supports a healthy college community by reducing hunger on campus and connecting students to essential resources.
2.G.1.15 Registration	Assists with online and in-person services for admission and registration processes, enrollment verification, and official transcript requests.

Evidence Documentation for 2.G.1	
Listing of programs and services supporting student learning needs	
Area	Description
2.G.1.16 Student Life	Supports clubs and programs, as well as a wide variety of special activities, cultural events and intercollegiate athletic programs.
2.G.1.17 Success Coaches	Provides 1:1 coaching to support academic and personal success.
2.G.1.18 Tutoring Services	Designed to provide individualized attention that facilitates student learning and academic success. Our friendly, supportive, and encouraging tutors assist with most Transitional Studies, business, English, math, science, and general education classes offered at Clark College. Tutors will help you develop skills and confidence to become a stronger, more independent learner.
2.G.1.19 Veteran's Center of Excellence	Coordinates flexible and comprehensive support all veteran, active duty, and military affiliated students
2.G.1.20 Workforce Education Services	Administers a variety of programs that are designed to support students who are seeking certificates and degree programs with an employment goal, as well as students enrolled in Transitional Studies programs.

2.G.2

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Clark College publishes a catalog annually that is available to students via the College's website. The catalog includes the components outlined under this standard, including information on academic programs and courses, degree and program completion requirements, and information related to financial aid and the academic calendar. College stakeholders (faculty, staff, administrators) update materials and publish the annual catalog via CourseLeaf's Course Import Manager and Catalog modules. Information on grades is provided on the Registration website.

Evidence Documentation for 2.G.2	
2.G.2.1 Catalog (and/or other publications) that provides information regarding:	• 2.G.2.2 Institutional Mission • 2.G.2.3 Enrollment Services Requirements and Procedures • 2.G.2.4 Academic Standards Policy • 2.G.2.5 Academic Plans • 2.G.2.6 Course Descriptions • 2.G.2.7 Degree Requirements Examples of expected program completion requirements and learning outcomes • 2.G.2.8 Associate in Arts • 2.G.2.9 T-Ten Automotive Technology, AAT Examples of program maps that include program completion requirements, required course sequences and projected timelines to completion • 2.G.2.10 Computer Support, AAT • 2.G.2.11 Digital Media Arts, AAT Names, titles, degrees held, and conferring institutions for • 2.G.2.12 Administrators • 2.G.2.13 Full-time faculty • 2.G.2.14 Rules and Regulations for Conduct, Rights, and Responsibilities • 2.G.2.15 Tuition, Fees, and Other Program Costs • 2.G.2.16 Refund Policies and Procedures for Students who Withdraw from Enrollment • 2.G.2.17 Financial Aid • 2.G.2.18 Academic Calendar • 2.G.2.19 Grades

2.G.3

Publications and other writtn materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Eligibility criteria for state or national licensure and specific requirements for employment or career progression are provided on departmental web pages (nursing), course catalog, program advising guides, and professional licensure and certification disclosures. Career Services offers advising services and career exploration and investigation information. Program websites such as pharmacy technician and

phlebotomy also provides information on career opportunities via the U.S. Department of Labor and Statistics.

Examples of Clark College's programs that require licensure requirements and the information provided are presented below.

Examples of licensure requirements

To be licensed for practice as a Pharmacy Technician, students must complete a board-approved program, national certification, and a state license.

In Washington state, Phlebotomists are required to have a license issued by the State Department of Health.

To be licensed for practice in Dental Hygiene, students must pass seven (7) separate board exams to obtain a dental hygiene license in Washington.

To be licensed for practice in Medical Assisting in Washington, students must pass one of the national certification examinations to obtain licensing in Washington state and to practice in any other state.

Evidence Documentation for 2.G.3	
Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered	2.G.3.8 Pharmacy Technician 2.G.3.10 Phlebotomists 2.G.3.11 Dental Hygiene 2.G.3.12 Medical Assisting
Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials	2.G.3.1 Nursing Departmental Webpage 2.G.3.2 Health Information Management - Catalog 2.G.3.3 Dental Hygiene Program Advising Guides 2.G.3.4 Professional Licensure and Certification Disclosures 2.G.3.5 Career Advising 2.G.3.6 Career Exploration and Investigations 2.G.3.7 Pharmacy Technician Webpage 2.G.3.9 Phlebotomy Webpage

2.G.4

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

In support of the Clark College mission statement, "*To cultivate an inclusive, equitable, and vibrant community, Clark College educates, empowers, and elevates individuals to achieve their personal and professional goals",* the Financial Aid Office prioritizes access and affordability by conveying accurate financial information and individualized assistance to all students.

The Financial Aid Office annually publishes the Financial Aid Guide that provides students with the current information on the types of financial aid available, cost of attendance, guidelines for Satisfactory Academic Progress, financial aid timelines and deadlines, and repayment and return of Title IV funds. This information is also available on the Financial Aid website and the catalog. All students are encouraged to apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA).

Students who cannot complete the FAFSA due to citizenship status, defaulted loans or federal grant overpayments can apply for state financial aid by completing the Washington Application for State Financial Aid (WASFA).

Additionally, Clark College reserves a percentage of tuition and fee revenue to award as grants as institutional aid. Funds are prioritized to students who are Pell eligible applicants who are Washington residents. Non-standard awards may be authorized for undocumented students - DREAMers eligible for state financial aid to fulfill unmet need.

Evidence Documentation for 2.G.4	
Published financial aid policies/procedures including information about categories of financial assistance	2.G.4.1 Financial Aid Guide-FY25 2.G.4.2 Types of Financial Aid 2.G.4.9 FASFA 2.G.4.10 WASFA 2.G.4.11 Grants 2.G.4.12 Dreamers
Information to students regarding repayment obligations	2.G.4.5 Repayment of Title IV Funds 2.G.4.6 Return of Title IV Funds
Policies/procedures for monitoring student loan programs	2.G.4.1 Financial Aid Guide-FY25 2.G.4.3Satisfactory Academic Progress

Additional Evidence for 2.G.4
2.G.4.4 Financial Aid Timelines and Deadlines
2.G.4.7 Financial Aid FAQs
2.G.4.8 Financial Aid Clark College Catalog

2.G.5

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Repayment Obligations

Clark College is committed to responsible student loan management. Clark College has implemented a comprehensive loan notification process. This process ensures students are informed about their borrowing decisions and empowers them to make sound financial choices. Upon acceptance of a Federal Direct Loan and loan origination through Common Origination and Disbursement (COD), students receive a Loan Debt Notification that provides a clear overview of:

- Current year's loan amount
- Estimated cumulative loan debt
- Estimated monthly payment based on a Standard Repayment Plan
- Aggregate lifetime loan limits
- Available repayment plan options
- Links to financial planning resources

At the time of loan disbursement, students receive a separate email notification. This email provides key details, including:

- Confirmation of loan disbursement
- Specific loan type and disbursed amount
- Reminder of the 14-day window to reduce or cancel the loan
- Information regarding interest accrual on unsubsidized loans while enrolled

Clark College prioritizes responsible borrowing practices by ensuring graduating students and those leaving school are prepared for federal loan repayment. Students who receive Federal Direct Loan funds are required to complete Exit Counseling upon experiencing any of the following:

- Graduation
- Leaving school (withdrawal)
- Dropping below half-time enrollment (excluding summer term)

Clark College proactively reaches out to borrowers every 30 days via their preferred email address listed in ctcLink. These notifications begin upon a triggering event and continue until Exit Counseling is completed. Emails clearly explain the Exit Counseling requirement and its importance in understanding:

- Loan repayment obligations
- Available repayment options
- Estimated monthly payments after graduation or leaving school

Notifications include a direct link to the Department of Education's Exit Counseling website (for immediate access. In addition to email notifications, the "Exit Counseling Guide for Federal Student Loan Borrowers" is sent to the student's personal email address 30 days after the initial notification, and with subsequent notifications if no completion confirmation is received from the Department of Education. This offers an alternative format for accessing important information.

Student Loan Monitoring

Clark College demonstrates a commitment to student loan repayment success through delinquency outreach and cohort default rate transparency. The Financial Aid Office utilizes the National Student Loan Data System (NSLDS) Delinquent Borrower Report to identify students in various stages of delinquency on their Federal Direct Loans. This proactive approach allows us to target outreach efforts to those most in need of assistance. Outreach efforts focus on informing students about:

- The end of the federal student loan repayment pause (if applicable)
- Identifying their loan servicer
- Setting up a repayment plan

The College's Cohort Loan Default Rate is readily available to the public on the Direct Loan Repayment webpage, under the "Cohort Default Rate" tab. The most recent default rate is for the FY2020 cohort which is 0%. For FY2019, the default rate is 2.2% and for FY2018, 8.8%. This transparency allows students to make informed borrowing decisions.

Clark College adheres to the State Board of Community and Technical Colleges' (SBCTC) process guides for managing the Federal Direct Loan program. These guides provide a robust framework for loan origination, monitoring, and reconciliation.

The Financial Aid Office also has established a comprehensive internal document outlining higher education loan policies and procedures. This document further defines the institutional approach to monitoring the Federal Direct Loan program, ensuring consistent application of best practices.

Evidence Documentation for 2.G.5	
Published financial aid policies/procedures including information about categories of financial assistance	2.G.5.6 State Board of Community and Technical Colleges
Information to students regarding repayment obligations	2.G.5.1 Sample Loan Debt Notification 2.G.5.2 Exit Counseling 2.G.5.3 Exit Counseling Process 2.G.5.4 Direct Loan Repayment webpage
Policies/procedures for monitoring student loan programs	2.G.5.7 Financial Aid Guide-FY25 2.G.5.8 Satisfactory Academic Progress
Loan default rate published on website	2.G.5.5 Cohort Default Rate

2.G.6

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

Academic advising at Clark College is mainly provided by professional academic advisors with some advising done by faculty in specific programs. Academic advising services provided by Clark College academic advisors are publicly available and made clear to students through various formats, including on the Advising Services website landing page. Under the "Schedule an Appointment", students are provided with clear steps they need to take before scheduling an academic advising appointment. Under each option for scheduling an appointment, students can view a list of what specific services academic advisors can provide in the appointment. Students can schedule appointments organized by Area of Study, which is how academic advisors are assigned and case loaded with students. The website articulates that students have multiple modality options to meet with academic advisors. Modalities of service and important information for students to know related to academic advising is frequently also included in email signatures, and email auto-responses. Students receive a weekly communication from the college called Penguin Digest, in which academic advising information and direct links to get academic advising support is included. The publicly accessible Clark College catalog has a page dedicated to what services are provided by academic advisors for students.

Students get connected to Advising Services in a variety of ways as new or continuing students. Clark College has an email drip campaign for newly admitted students. The first week of the email campaign includes information about scheduling an appointment with their academic advisor, and what support academic advisors provide. Once the term is underway, students receive email communication from their assigned academic advisor for the purposes of making an introduction, providing an explanation of academic advising support available, and articulating ways to schedule assistance.

Effective April 2024, all new Clark College students must complete an asynchronous orientation through Canvas. Students must complete the orientation prior to registering for their first term classes. Students complete an orientation module called "First Term Advising" where they can select which Area of Study they are pursuing at Clark College. On each Area of Study page, there is a downloadable document that provides recommendations from Advising Services on which classes they should take during their first term and other information about prerequisites, program modality, and other resources.

Most students are assigned an academic advisor by Area of Study or by special population, which is a caseload model implemented in January 2023. The Advising FAQs on the Advising Services website provides instructions for students to know how to find out who their assigned academic advisor is. The Advising Services Team link on the Advising Services website brings up a page where students can click on any Advising Services staff member's name and learn more about them and which student groups for whom they are the advisor. Some programs at Clark College are only advised by faculty or staff in the Transitional Studies department, and students can find information about these advising support options linked under Program Advising Contacts. All degree or certificate seeking students assigned to academic advisors in Advising Services receive regular email communication from their assigned academic advisor throughout each term recommending that they schedule advising appointments. This email communication is sent regardless of whether the student has met with an academic advisor or not; academic advising appointments are currently not a requirement for all students.

Academic advisors are trained on all academic programs offered by the institution and develop a specialty in several areas, defined by Areas of Study. Training on curriculum and program and graduation requirements is coordinated by advising leadership staff and includes training and shadowing with all staff in the department. Before a newly hired academic advisor can meet independently with students to provide advising services, they must go through four-to-six weeks of intensive training including shadowing, and reverse-shadowing of appointments. New academic advisors are provided with a detailed shared spreadsheet of tasks and training topics as part of their onboarding and initial training. All staff in Advising Services have various procedures and expectations to follow as part of their roles and responsibilities. Advising Services staff are encouraged to participate in professional development and are required to participate in various processes to support the systemic evaluation of advising.

Academic Advisors stay current in the curriculum, program, and graduation requirements by liaising with faculty, attending Advisory Committee meetings, and receiving updates from Advising Services leadership who attend instructional curriculum-focused meetings and work closely with the Registrar and faculty and instructional administrators.

Academic advisors are also knowledgeable about four-year college and university transfer preparation and options for students and maintain current information linked under 'Transfer' on the Advising Services web page related to how students can prepare to transfer as well as equivalency guide information. The web page also provides information about transfer advising when students schedule an appointment.

Advising Services at Clark College subscribe to the Appreciative Advising framework of supporting students. Professional development and training in Appreciative Advising is part of departmental expectations for academic advisors. All academic advisors in Advising Services have completed the Appreciative Advising course through Florida Atlantic University's Office of Appreciative Education and are either already Certified in Appreciative Advising or are new staff members who are preparing to participate in the Appreciative Advising course. The certification process has various requirements including three observed academic advising sessions each with a three-page Appreciative Advising Skills Rubric evaluation form completed by the evaluator. During summer 2023, Advising Services leadership participated in and completed the "Appreciative Administration" course offered by Florida Atlantic University through their Office of Appreciative Education.

Systemic evaluations of academic advising at Clark College includes both formal and informal procedures. Academic advising leadership periodically reviews advisor notes in ctcLink (PeopleSoft), which is a required practice following all academic advising appointments in Advising Services. Academic advising leadership periodically reviews and follows up on academic advisor work including reviewing long-term educational plans created for students, reviewing email communication, and responding to anecdotal or observed topical conversations and questions in meetings. Academic advisors meet biweekly at minimum with their supervisor for check-in meetings, which often includes conversations around areas of growth and development, training topics, and ensuring academic advisors have support they need to best serve students. This check-in meeting provides ongoing feedback, and support for academic advisor development. All this information is used to inform training for individual academic advisors and/or the entire department. Advising staff meet regularly with other departments at Clark College whose business processes and procedures impact academic advising, and this collaboration results in plans of action for discussion and modification of business processes or documentation to better support academic advising practices and support for students.

All Advising Services staff are evaluated annually, with at least one mid-year informal check-in with their supervisor to go over goal progress for the year. In July 2024, Advising Services implemented a post-appointment survey for all students who

scheduled an advising appointment. The post-appointment survey assesses the effectiveness of the appointment for the student and their overall experience with their advisor. Advising leadership uses the survey results to evaluate and improve upon the student experience with advising at the college. At the end of summer term 2024, the first quarterly academic advising survey will be sent to all students who participated in an academic advising appointment or drop-in advising session. The quarterly survey will assess the overall student experience in academic advising.

Also, in spring term 2024, academic advisors participated in an evaluation process of academic advising appointments being observed and evaluated using an adapted version of the Appreciative Advising certification evaluation rubric form. This information will inform staff development and training needs at both an individual level and for the entire team. This process will take place annually, each fall and spring term. Finally, beginning summer 2024, Advising Services received access to a dashboard that provides data on persistence and retention rates for students who meet with an academic advisor in comparison to students who have not. The data indicates a strong correlation between academic advising appointments and increased persistence and retention for students. The data also indicates that students who co-create a long-term educational plan with their academic advisor have even higher persistence and retention rates.

Evidence Documentation for 2.G.6	
Description of program, staffing, and advising publications	2.G.6.1 Advising Services Website 2.G.6.2 Schedule an Appointment 2.G.6.3 Penguin Digest Example 2.G.6.4 Advising Clark College Catalog 2.G.6.5 Drip Campaign Week 1 2.G.6.6 Week 3-Newly Enrolled Email to Caseload 2.G.6.7 First Term Advising 2.G.6.8 Business & Entrepreneurship Area of Student Module. 2.G.6.9 Business & Entrepreneurship Area of Student Advising Document 2.G.6.10 Advising FAQs 2.G.6.11 Advising Services Team 2.G.6.12 Program Advising Contact Information 2.G.6.14 Transfer Information 2.G.6.15 Program Progression – Transfer 2.G.6.16 Transfer Equivalency Guides 2.G.6.17 Transfer Programs Advising
Systematic evaluation of advising	2.G.6.21 Post-Appointment Survey 2.G.6.22 Advising Appointment Observation Form - Appreciative Advising 2.G.6.23 Qualitative Evaluation Notes - Observed Advising Appointment 2.G.6.24 Advising Data 2023-24 2.G.6.25 Long-Term Advising Plan 2023-24

Evidence Documentation for 2.G.6	
Professional development policies/procedures for advisors	2.G.6.18 FAU Appreciative Advising Online Course 2.G.6.19 Certified Appreciate Advisor Application 2.G.6.20 Advisor Note Example

2.G.7

The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.
Note: Institutions should refer to NWCCU Distance Education Policy for guidance and definitions related to the required evidence.

Clark College maintains an effective student identification process for students enrolled in distance learning (eLearning) courses at no cost to students. This process ensures student privacy and informs students about current and projected charges as well as materials costs associated with this process.

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

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

To access additional necessary online resources, such as library databases, all students have a lab login account. The lab account, as well as the Clark College student email password, can be managed through the student self-help portal, Mv Clark. This web page provides Clark students with a convenient, secure online location to determine their username, set-up their account, and access a variety of online student services. Students receive a notification that logging in with another person's credentials constitutes improper use of the system and is a violation of state and federal privacy laws.

Clark College has implemented multiple measures to support a robust identity verification process and reduce fraudulent activity. Enrollment Services has an identity

verification process to randomly select students to verify identity (1 in 20 students each night applying for admission into a Financial Aid eligible plan). This process includes both on campus and distance education courses and programs. Students who are selected receive an email letting them know they have been selected to participate in identity verification. The notice provides students with the option to verify identity with photo identification in person or by submitting information electronically through a webform or email. Students who elect to verify identity through web form are required to provide a copy of their government-issued photo ID and include a photo with the student holding a photo of themselves holding their ID to confirm the person submitting is the same person in the government-issued photo ID. Additionally, staff in the Enrollment Services department review application submissions daily to look for patterns such as duplicate addresses, similar emails, enrollment patterns such as all online classes, addresses outside of the service district, or addresses that are listed for sale. The college uses service indicators to track suspicious activity. Examples of suspicious activity include another school flagging the student as potentially fraudulent, conflicting information being provided (mismatching names, SSN, invalid characters in name etc.). Any student flagged for any of these reasons is also asked to verify using one of the above-mentioned methods.

Due to the increase in fraudulent attempts to enroll at the college, Clark College has entered into an agreement with BMTX, to implement their identity verification service beginning in summer 2024. According to the BMTX website, their identity verification process results in "85% reduction in fraud rate compared to traditional services" and "up to 95% reduction in third-party and synthetic identity fraud".

The college's Identity Theft and Prevention Committee is comprised of members from Instruction, Information Technology, Admin Services, Student Affairs, Business Services and eLearning. The group meets quarterly to discuss challenges and trends from our respective areas and collaborate on topics that need to be addressed.

To protect Clark College networks and digital information, the college enabled Multi-Factor Authentication (MFA) via Okta as an additional security measure for students beginning in January 2024.

Next Steps

Currently, the college does not have a policy for regular and substantive interaction in distance education courses/programs. The recently hired Vice President of Instruction has been made aware of this and he will partner with the eLearning Manager and the Administrative Policy and Procedure Committee to develop a policy.

Evidence Documentation for G.7	
Policies/procedures for ensuring the student who registers in a	2.G.7.1 Identify Verification Process
	2.G.7.2 BMTX
	2.G.7.3 860.000 – Identity Theft Prevention Committee
	2.G.7.4 Okta Multi-Factor Authentication

Evidence Documentation for G.7	
distance education course/program is the same student who participates in the course and receives credit	

2.H Library and Information Resources

2.H.1

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Clark College Libraries work to eliminate barriers and provide equitable information access through its services, resources, and instruction. In addition, faculty and staff are dedicated to advocating for and teaching students and community users the principles of information literacy and competency in all its forms. From resource assessment to digital fluency, the goals of the Clark College Libraries include the equitable instruction of these ideas to better align itself with the strategic plan of the college and, more specifically, with the library's Equity-Focused Strategic Plan. Clark College Libraries also supports students and faculty by offering services in a variety of formats. In addition to information literacy instruction, faculty librarians also serve as subject liaisons.

Clark College Libraries provide current, relevant, and extensive library collections, information literacy lib guides, and information resources to support the college's programs and services. The collections provide access to essential print materials, licensed electronic resources, and computers and other equipment with a thorough and liberal borrowing policy. The laptop lending program was greatly expanded during the shift to remote operations four years ago and is still in high demand with the student population even as in-person services resumed. Textbooks on Course Reserve are available to students who may not have access to the required texts. This past year, the library developed two new course reserve lending programs in partnership with the Veteran's Center for Excellence and Mathematics, Engineering, Science Achievement (MESA), respectively. The library can now facilitate quarter-loan and first-priority checkout for veteran students and students in the MESA program. Cannell Library has a variety of study areas and rooms for students to work in groups or silent study. The Clark College Libraries website also provides faculty and students with a research guide on open educational resources.

Clark College is a member of the Orbis Cascade Alliance, a library consortium composed of public and private colleges and universities in Washington, Oregon, and Idaho. A key value of membership in the Alliance is the shared collection (Summit) of books, periodicals, and other formats available to the students and faculty of Clark College. The Summit collection comprises 22 million physical items, drastically expanding the resources available to Clark students. Alliance membership leverages the capacity of each individual partner, enriching – but not substituting for – local collections. Clark College Libraries retain full authority and control to select materials most needed to support their own academic programs and needs.

To ensure the adequacy of the collections, the library has a policy and established schedule for evaluating library collections. In addition, usage statistics, liaison area communications, and the Program Viability Process further inform the adequacy of digital collections.

Library personnel are highly qualified, as evidenced in the position descriptions for the dean, faculty, and paraprofessionals who are evaluated as part of the college's annual cycle (See 2.F.3). Over the past two years, Clark College Libraries advocated for and regained library staff positions to increase its normal operational hours after a return from remote operations. Library faculty and staff contribute to college-wide Power, Privilege, and Inequity work and serve on committees such as Curriculum and Instructional Planning Team. Access Services staff have developed equity-focused training for student employees.

Evidence Documentation for 2.H.1	
Procedures for assessing adequacy of library collections	2.H.1.14 Collections Policy
Library planning committee and procedures for planning and collection development	2.H.1.15 Collection Development Cycle
Library instruction plan; policies/procedures related to the use of library and information resources	2.H.1.3 Ask a Librarian 2.H.1.4 Information Literacy Lib Guides 2.H.1.5 Faculty and Staff Information Resources 2.H.1.6 Subject Liaisons 2.H.1.8 Borrowing Policy 2.H.1.9 Laptop Lending Program 2.H.1.10 Course Reserve 2.H.1.11 Study Areas and Rooms 2.H.1.12 Open Educational Resources 2.H.1.13 Orbis Cascade Alliance
Library staff information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process	2.H.1.16 Dean 2.H.1.17 Faculty 2.H.1.18 Paraprofessionals 2.H.1.19 Student Employees 2.H.1.20 Program Viability Report Template

Additional Evidence for 2.H.1
[2.H.1.1 Clark College Equity Centered Strategic Plan](#)
[2.H.1.2 Clark College Libraries Equity-Focused Strategic Plan](#)

2.I Physical and Technology Infrastructure

2.I.1
Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Physical Facilities

The [Facilities Planning and Space Allocation Committee](#) (FMPC) is responsible for overseeing the development, evaluation, and updating of the [Comprehensive Facilities](#) Plan that provides the framework for the development, use, and maintenance of physical facilities to ensure alignment with Clark College's Equity Centered Strategic Plan. Facilities Services is primarily responsible for operationalizing the plan through the planning and implementation of capital projects, preventative and ongoing maintenance, building repairs and improvements, grounds maintenance, and custodial services.

Funding for Facilities Services

The college uses five main sources of state capital funding to maintain a physical environment that is accessible, safe, secure, and sufficient for supporting and sustaining the institution's mission, academic programs, and services.

1. Washington State's Minimum Operating Allocation (MOA): MOA is allocated to each college in the SBCTC system. These dollars are used for preventative and ongoing facility maintenance and building repairs. They provide the base funding that makes it possible for the college to hire professional staff and purchase the supplies and equipment needed to sustain a reliable, responsive, and well-maintained physical environment.
2. Minor Works-Preservation: These dollars are intended to fund minor improvements and emergencies to ensure buildings and infrastructure needs are addressed before they become acute. In the current biennium, we have multiple projects underway, such as replacing transformers campus-wide. Also, we are addressing new roofing needs and assessing if any full roofing replacements are needed. We are also upgrading the fire and safety panels throughout the campus, replacing multiple sewer lines throughout the campus, and for emergency funding projects.
3. Minor Works-Program: Colleges have wide discretion in how to use these dollars. Projects are expected to address critical goals of the institution and improve the overall educational environment. In the current biennium, the college has prioritized the use of the funds for a lock replacement project replacing outdated core-key locks with electronic locks across campus and for emergency funding projects.
4. Minor Works-Repairs: These dollars are allocated by the state specifically to address deficiencies identified in the biennial [Facilities Condition Survey](#).

Projects include replacement and upgrades of HVAC control systems, isolation valves, sidewalks, sewers lines, roofs, air handlers, elevator controls and transformers. Due to our aggressive preventative maintenance and repair program, few of Clark College's facilities scored at the state's high-severity deficiency level.

5. Major capital projects. Funding in this category is allocated on a system-wide, competitive basis. Clark's current major project funding is for the construction of the 50,000 square foot Advanced Manufacturing Center at Boschma Farms in Ridgefield, Washington. The building is expected to be complete in winter 2025. The long-range comprehensive plan calls for constructing six buildings over a 50-year period at the Ridgefield site on 70 acres purchased for the college by the Foundation.

The college contracts with an architectural consultant to provide the technical expertise and support needed to complete a complex, long-range plan of this nature. The college community is invited to provide input during the planning process through open forums and an online survey tool.

Space Utilization

Responsibility for overseeing the development, evaluation, and updating of the Facilities Master Plan is assigned to the Facilities Planning and Space Allocation Committee. Membership on the committee includes representatives from each Executive Cabinet-level department, one member of the Board of Trustees, and a student. The college contracts with an architectural consultant to provide the technical expertise and support needed to complete a complex, long-range plan of this nature. The college community is invited to provide input during the planning process through open forums and an online survey tool. Facilities recently updated a comprehensive facilities plan in 2024.

Use, Storage, and Disposal of Hazardous Waste

Clark College has developed and implemented 520.000 – Hazardous Substance Policy and Procedures to regulate the purchase, use, storage, and disposal of chemicals and products with the potential to create hazards. These policies and procedures conform to state and federal regulations and best practices.

The Environmental Health and Safety (EHS) program is part of the college's Risk Management office and has primary responsibility for workplace safety. EHS staff provide information, consults, and assessments to ensure faculty, staff, and students understand, and can implement, our policies and procedures on managing hazardous and toxic materials and products. Specific topics covered by EHS include fall protection, respiratory protection, chemical hygiene, confined spaces, lockout, drug-free workplace, blood-borne pathogens, and hearing protection. Material Safety and Data Sheets (MSDS) are conveniently available on ClarkNet in a searchable format, as well as MSDS Online.

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

Campus Safety and Security

Clark College Security staff work to ensure a safe and orderly environment in which all members of the college community can pursue their educational goals. They provide service and assistance, ensure compliance with college regulations, and are on the main campus 24/7 every day of the year.

The [Emergency Management Planning Committee](#) is composed of representatives and technical experts who provide leadership for the College's emergency management and planning efforts. The [Emergency Operations Plan](#) covers management and coordination about any unplanned emergency event and conforms to the National Incident Management System (NIMS), falls under the Washington State Plan, and incorporates guidelines for the incident command system. It is a living document that will be evaluated and updated as necessary.

[RAVE Alert](#) is Clark College's text message and email emergency notification system. Faculty, staff, and students quickly receive urgent, critical or emergency communications via text message and email. Places on campus where alerts cannot be heard, i.e. Dental Hygiene clinic and culinary kitchen are equipped with external speakers or have the messaging system connected to the fire alert system to ensure employees, students, and community members can hear the emergency alerts.

Accessibility and Facilities

The college is committed to creating a fully inclusive environment for all students, staff, and visitors. As part of the Comprehensive Facilities Plan, [accessibility](#) upgrades are seamlessly integrated into renovation projects. This collaborative effort involves college architects with ADA expertise, the campus ADA Coordinator, and relevant departments. Key Initiatives:

- All renovations and new construction projects prioritize the creation of ADA-compliant spaces. This ensures inclusive access to offices, classrooms, meeting rooms, community areas, parking lots, and pathways throughout campus.
- Upgrades include electronic exterior door access with power door operators, retrofitting select interior doors, and modernized elevators with enhanced controls, signals, and emergency communication equipment to support all users. Additionally, older building restrooms are being renovated and reconfigured for improved accessibility. The Comprehensive Facilities Plan includes a continually updated list of [completed and planned accessibility improvements](#). This

commitment ensures the college remains on track to fulfill the Office for Civil Rights 302 Resolution Plan for accessible routes and pathways by 2027.

Technology Infrastructure

Information Technology (IT) services provide and maintain a safe, secure, and accessible technological infrastructure in support of the college's equity-centered strategic plan and its academic programs and services. The 2024-2027 Information Technology Strategic Plan provides a clear plan to ensure that a safe, secure, and accessible technological infrastructure is maintained for the Clark College community.

IT provides essential infrastructure and support services for the college's operations. This includes managing the campus network, computer labs, telecommunications, servers, data storage, desktop and laptop computers, email, document management, and a variety of enterprise applications including ctcLink, Heliocampus, and Canvas. The college collaborates with the State Board of Community and Technical Colleges (SBCTC) Information Technology and System IT Support and K-20 Education Network for internet services and administrative systems.

The Information Technology Change Advisory Committee (IT-CAC), outlined in Policy 804.000, is responsible for overseeing and prioritizing proposed IT environment modifications. The IT-CAC also approve or reject proposals for new software programs that faculty and staff want to add to our system. They also ensure that all systems proposed meet the highest accessibility standards from the federal government and play a crucial role in ensuring the ongoing sufficiency of IT services.

Funding for maintaining an up-to-date IT infrastructure is an ongoing challenge, but the college recently funded a college-wide heatmap to determine locations for weak or nonexistent Wi-Fi signals in all college buildings on the main campus. IT has a plan to replace and reposition Wi-Fi transponders to provide the best Wi-Fi access possible to students and staff in every building. Budget approved for new cybersecurity and active directory software purchases, replacing core network switches (10 years plus old)— replacing the core switch and building switches, replace laptops on the replacement cycle that are past the five-year replacement cycle, and a business analyst to review and prioritize accessibility and customer-originated projects.

Safety and Security

Network services develop, monitor, service, and upgrade the network infrastructure and security of the College, including the fiber-optic backbone, the wiring and switching equipment, internet access, Wi-Fi, and telecommunications.

The safety and security of college's infrastructure is monitored and maintained by the Cyber Security unit. They work to protect assets by preventing breaches, detecting anomalies and compromised controls, and responding to affected communities and law

enforcement agencies when necessary. They also provide the campus community with a variety of resources and training resources. Annually, the campus community Participates in an information security awareness training.

Accessibility and Technology

Clark College Information Technology (IT) Services is committed to providing accessible technology for educational and administrative services, in accordance with the Americans with Disabilities Act, the Rehabilitation Act of 1973, Web Content Accessibility Guidelines (WCAG) 2.0 and Washington State compliance requirements. The State Board of Community and Technical Colleges (SBCTC) Accessibility Center provides resources and information to help advance web and IT accessibility awareness, understanding, and implementation across Washington's 34 community and technical colleges.

Support Services

The TechHub provides centralized technical support for Clark College students, faculty, and staff. IT technicians help with software, computer devices, and accounts provided by Clark College. Quick Reference Guides are also available online. Faculty and staff needing technical assistance, may submit a request through the ITS Helpdesk. Canvas and Academic Technology Support also provides online teaching and eLearning tools like Canvas, Zoom, Panopto, Course Evaluations, Respondus Lock-Down Browser and more. Specifically, they provide support to produce the following online deliverables for faculty, with subsequent file processing and 3Play Media captioning for issue-free delivery in Canvas:

- Full lecture captures
- Activity demonstrations
- Guest speaker interview
- Quality screencasts
- Document camera
- Direct-draw tablet
- Audio recordings
- Virtual meeting and conferencing

The college maintains a video and audio studio for developing professional audio and video presentations for eLearning environments and for use in college operations.

Next Steps

A policy and relevant procedures will be developed in Fall 2024 for technology and equipment updates.

Evidence Documentation for 2.I.1	
Procedures for assessing sufficiency of physical facilities	2.I.1.1 Facilities Planning and Space Allocation Committee 2.I.1.2 Facilities Plan
Procedures for ensuring accessible, safe, and secure facilities	2.I.1.4 Environmental Health and Safety (EHS) program 2.I.1.5 520.000 – Hazardous Substance Policy and Procedures 2.I.1.6 Material Safety and Data Sheets (MSDS) 2.I.1.7 Emergency Management Planning Committee 2.I.1.8 Emergency Operations Plan 2.I.1.9 RAVE Alert 2.I.1.10 Accessibility 2.I.1.11 ADA Projects
Policies/procedures for the use, storage, and disposal of hazardous waste	2.I.1.5 Policy 520.000 – Hazardous Substance Policy and Procedures 2.I.1.6 Material Safety and Data Sheets (MSDS)
Technology master plan and planning process	2.I.1.13 Information Technology Change Advisory Committee 2.I.1.20 Technology Plan
Additional Evidence for 2.I.1	
2.I.1.3 Clark College 2023 Facility Conditions Survey	
2.I.1.12 Information Technology and System IT Support – SBCTC	
2.I.1.14 Network Services	
2.I.1.15 Cyber Security	
2.I.1.16 K-20 Education Network	
2.I.1.17 Accessibility Center – SBCTC	
2.I.1.18 TechHub	
2.I.1.19 Quick Reference Guides	

Moving Forward

The institution must provide its reflections on any additional efforts or initiatives it plans on undertaking as it prepares for the Year Seven Evaluation of Institutional Effectiveness Report.

Improving Institutional Effectiveness and Student Learning

There are a variety of initiatives in process for the upcoming year related to institutional effectiveness:

- Convene the Planning and Institutional Effectiveness in the fall to monitor institutional progress toward mission fulfillment.
- Continue alignment of academic and student support and administrative unit assessment plans with the college's equity-centered strategic plan
- Continue the institutionalization of a comprehensive assessment process by actively engaging additional programs, academic and student support and administrative units in the assessment process.
- Develop a clear communication plan for assessment activities. This plan will keep everyone informed about ongoing assessments and their importance, fostering a college-wide culture of improvement.
- Finalize revisions to general education learning outcomes. This initiative is being led by the Outcomes Assessment Committee and will be finalized in the fall.
- Implement an integrated planning, budgeting, and assessment process by using assessment data to inform the 2025 budgeting process.
- Revise the policy and procedure proposal and revision process for efficiency and to incorporate diversity, equity, inclusion, and anti-racism in the review process.

Student Achievement

To identify best practices and inform strategies for improving student achievement, Clark College selected a group of national and regional peer institutions for benchmarking purposes during 2024. A report comparing Clark to its regional and national peers has been developed. This information will be presented to the Planning and Institutional Effectiveness committee at their first meeting. The committee will review the findings and develop recommendations for improvement, considering budgetary needs and implementation feasibility. These recommendations will be forwarded to the Executive Cabinet for further review and any final decisions related to closing any gaps in achievement and/or equity.

For the upcoming year, Entry Services has updated the students' orientation experience and include:

- Requiring participation in orientation for returning and transfer students.
- Shortening the length of orientation.

- Reducing the content to focus on the specific needs of students for first term enrollment.

In 2023, Clark College received a 5-year, 2.2-million-dollar Title III grant designed to increase completion rates through the implementation of data-informed, technology-enabled career pathways. To achieve this, three strategic objectives were selected by a cross-institutional Strategic Enrollment Management team: (1) Evaluate the effectiveness of programs and services to continuously adapt and improve; (2) Implement Penguin Path, an integrated student success model that connects each student with the evidence-based practices that address their individualized needs; and (3) Engage industry partners to provide career-connected learning throughout the student pathway.

The project design will institutionalize programs and services that ensure students receive the customized support needed to be successful, with project objectives to increase student retention rates by 10%; increase student enrollment by 5%; and increase completion rates by 10%. All expenses funded by Title III funds are temporary to the grant period or lead to institutionalized processes, faculty and student service training resources, curriculum, and technological tools.