



The Clark Journal

FALL 2007



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THE PRESIDENT'S PERSPECTIVE

As we prepare to honor our past through our 75th anniversary celebration, we're working hard to ensure a vibrant future. That's what this issue of *The Clark Journal* is all about.

In 1948, Clark College received its first accreditation from the Northwest Association of Schools and Colleges. Every decade since then, members of our college community have come together to prepare for our ten-year, full-scale accreditation visit.

Accreditation recognizes institutions of higher education for performance, integrity, and quality to merit the confidence of the educational community and the public. Work for our upcoming accreditation has been underway for nearly a year. In this issue of *The Clark Journal*, we'll update you on our progress, share some of your feedback from our accreditation fair and outline the next steps as we move toward our accreditation visit in October 2008.

The college's most recent facilities master plan was approved by the City of Vancouver in 2003. Since that time, the college has made significant improvements, including the construction of the Penguin Union Building and Joan Stout Hall as well as renovations to central Gaiser Hall and the O'Connell Sports Complex. Recent forums – with the college community and the community at large – are helping us update the plan. If you couldn't attend those sessions – and even if you could – you'll want to read this new article about our Facilities Master Plan.

Just as the Facilities Master Plan changes and grows as the college does, so do our strategic priorities. Some are ongoing – some are new. They all have the goal of supporting student success and enriching our college and our community.

On November 19, we are scheduled to break ground for Clark College at Columbia Tech Center. When it opens in fall of 2009, Clark College at Columbia Tech Center will offer general education classes, professional and technical training, basic skills classes, workforce development and personal enrichment courses.

In the same way that Clark College at WSU Vancouver (WSUV) has enhanced our partnership with WSUV and provided additional educational access to people in the northern part of our service district, Clark College at Columbia Tech Center will enhance educational access for the people in the eastern part of the district for the next 75 years – and beyond. 🌱

Robert K. Knight, President

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ONE YEAR AND COUNTING: AN UPDATE ON PROGRESS TOWARD CLARK COLLEGE'S 2008 ACCREDITATION VISIT

As October 2007 rolls along, it marks the one-year point until Clark College's 10-year accreditation review. Much work has been done already – and there is more to come – before the accreditation team arrives in October 2008. Here, an update on progress since last spring; highlights of feedback received thus far; and the timeline moving forward.

SINCE LAST WE MET...

Since last reporting on the accreditation process (see the April 2007 issue of *The Clark Journal*), members of the college's standards committees have continued their work of gathering, reviewing and interpreting data and drafting chapters of the self-study report.

One component of this work was the distribution of the accreditation survey – a multiple-item survey that arose directly from those standards committees that sought data from employees and students alike. Questions on the survey related to one of four standards: Institutional Mission and Goals, Planning and Effectiveness; Library and Information Resources; Physical Resources; and Institutional Integrity. A total of 315 employees completed the survey, representing 30% of the employee population at the time of the survey; a total of 760 students responded to the survey, representing 7% of the student population at the time of the survey. (Reports containing raw data from the accreditation survey are available in the "Accreditation" section of the Clark College Intranet.)

The Office of Planning and Advancement has been assisting committees to access data from a variety of sources. College-level surveys, including the Noel-Levitz Student Satisfaction Inventory (SSI) from 2004 and 2006, the Personal Assessment of the College Environment (PACE) survey from 2006 and 2007, the Community College Student Experiences Questionnaire (CCSEQ) from 2003, and the Noel-Levitz Adult Learner Inventory (ALI) from 2006 have been reviewed by committees. Data has been provided to faculty for accreditation notebooks based on the annual program data. Additionally, the office has provided data for individual requests for tables and graphs representing a range of college information, including enrollment trends, student success data, retention rates, class enrollments and ratios of teaching by full- and part-time instructors.

Beyond just gathering information, members of the standards committees have been working to interpret the data and its meaning for Clark College. In some respects, this process has proved challenging. "From the standpoint of data on ethics – which is the subject of standard nine – we had to create and design our own questions for the accreditation survey," said Dr. Willy Cushwa, biology professor and standard nine co-chair. "In many cases, the data we have right now gives us snapshots at different points over the last ten years – but may not have been gathered consistently enough to give an accurate assessment of changes over time. Part of our challenge now is to help establish and communicate what information needs to be collected toward the next 10-year accreditation process."

AN AFFAIR TO REMEMBER...

During the fall orientation schedule, dedicated time was given to the accreditation process – including a morning work session and an accreditation fair, which was held on September 18.

Members of the Penguin Nation – including faculty, staff and administrators – gathered in the Gaiser Student Center for the accreditation fair. "The fair idea came out of ideas we had heard from other institutions," said Accreditation Co-Chair Dr. Charlene Montierth. "It was perfect both for the time of day and the feedback we wanted to collect. We didn't want to lecture at people – especially given the morning time slot we had received on the [orientation] schedule."

The fair provided each standard committee their first opportunity to report findings to the college community and obtain feedback. Sporting dark red t-shirts emblazoned with the words "Penguin Nation Accreditation Team," members of each standards committee answered questions and shared one challenge and one celebration from their work thus far.

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ONE YEAR AND COUNTING *(continued)*

The fair format was chosen specifically to allow one-on-one interaction between members of the Clark community. It also marked a turning point in the self-study process. “The fair was our opportunity to take work from the level of the standards committees to the larger college community and get their feedback,” said Montierth. (For more on the accreditation fair, see the October 1, 2007, issue of *Clark* 24/7).

Obtaining feedback was achieved by the use of feedback forms that were filled out and submitted by fair attendees. All feedback received through the fair is available on the Clark College Intranet for viewing by the college community (see the “Accreditation Fair 2007” options in the “Accreditation” section). The celebration and challenge shared by each standard committee, as well as a sampling of comments received for each, are as follows:

Standard One: Institutional Mission, Goals, Planning and Effectiveness

Celebration: We have a vision, mission and mission imperatives (goals) that are widely understood and supported, and we have a five-year strategic planning process based on those statements.

Feedback:

- I’m not sure I appreciate the difference between mission & vision and how, separately, they direct decision-making.
- We are passionate about our vision, mission, and goals and it is visible.

Challenge: Too many pieces (statements, plans, surveys, reports), too few connections.

Feedback:

- There is a lot of confusion (too many separate statements) as to what Clark is really trying to communicate in its vision statements. The goals should be short and simple, not so all-inclusive and politically correct.
- There are too many pieces – the work and reason for committees is misunderstood...Selection process for committees is also unclear – should encourage more participation.



Standard Two: Educational Program and Its Effectiveness

Celebration: Establishment of the Teaching and Learning Center to complement the continued, systematic growth and development of the educational assessment goals of Clark College.

Feedback:

- Excellent example (TLC) of a progressive move toward a learner-centered college that emphasizes professional development for faculty and staff.
- I’m not sure how the TLC will be completely responsive to faculty needs unless the faculty become “stakeholders” in this new institution.

Challenge:

Address the need for faculty involvement in Student Advising in order to improve our quality service to students and thereby improve retention.

Feedback:

- Faculty definitely needs to be involved in student advising since they know what their classes consist of and are more informed to let students know more about their classes. If a student wants to go into a specific program, they need to talk to a faculty member to see if that is really what they want to go into.
- This is a difficult challenge with the variety of students and [as] the college grows. Taking small steps will get us there.

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Standard Three: Students

Celebration: The Financial Aid Office is now able to process most students' financial aid files in as little as one week, compared to three months five years ago. The Washington State Need Grant funding allocation to Clark College increased from \$1,338,707 in 1998 to \$3,301,267 in 2007.

Feedback:

- This is amazing and supportive to student learning.
- Continue to meet the eligibility requirements for these grants as an institution.

Challenge:

Address and revise the current advising model to more accurately reflect the needs of students.

Feedback:

- This may be good to ask for feedback from the students. What do they feel they need? What do they feel is lacking? How do they wish they had gotten advising better? Possibly checking in with alums.
- Many standards reflect this same challenge.

Standard 4: Faculty

Celebration: There is increased involvement of faculty in academic planning, curriculum development and review, which is an aspect of shared governance. This involvement indicates recognition, by the administration, of faculty expertise both in their fields and in teaching.

Feedback:

- Faculty are the experts and they need to continue to be involved in all aspects of academic planning.
- Glad to see increased involvement of faculty.

Challenge: There continues to be an imbalance among departments in the ratio of full-time to part-time faculty, with more than half of faculty in some departments being part-time.

Feedback:

- Adjuncts can be, and will be, a most valuable part of our team provided they are continually mentored, adequately rewarded and empowered. What really is the ideal ratio of full-time/part-time faculty?
- Open more full-time faculty positions to have faculty retention and to build strong community relationships which [has] implications [for] student retention.

Standard 5: Library and Information Resources

Celebration: Cannell Library celebrates "information" as a new college-wide outcome, and supports it with an exemplary information literacy program. Increased planning efforts made in the information technology arena and the IT plan in particular.

Feedback:

- The addition of services and hours have been imperative for the success of our students. Good job!
- The integration of technology and academics is so vital – students look for technology more and more in choosing an institution so we need to continue to support development in this area.

Challenge: Cannell Library's challenge is to secure stable funding for information resources that support student learning. Need for technical solutions to aid in reaching mission imperatives.

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ONE YEAR AND COUNTING *(continued)*

Feedback:

- Stable funding for the Library is crucial.
- We need to share the wireless knowledge quickly across campus to fully utilize the technology.

Standard 6: Governance and Administration

Celebration: Opportunities for open communication and meaningful input in college governance have increased since the last accreditation visit.

Feedback:

- Improved morale and focused effectiveness of the entire college community is apparent.
- We are now in a position for optimal collaboration and effective communication with all “sides” – let’s all look ahead to the possibilities and be a part of the solution rather than part of the problem.

Challenge: Official governance documents should more consistently guide the actions of all members of the college community.

Feedback:

- For us as a college to maintain success, we must follow our bylaws/governances and hold ourselves accountable for excellence in all areas!
- I understand the challenge to best guide our college community with documents that will benefit all. It seems our college community is growing and changing; the challenge is to connect with all for all to understand.

Standard 7: Finance

Celebration: Strong financial management and controls. Excellent Foundation support for programs and scholarships.

Feedback:

- Finance is often an overlooked benefit – we all want the \$, but don’t appreciate the behind-the-scenes work. Good job!
- Foundation support for programs is exceptional!

Challenge: Maintaining current technology levels requiring additional resources for equipment, training, and staffing support needs to be on the forefront of our budgetary planning.

Feedback:

- Having new technology is great, but without good training on how to use it, it can’t be maximized.
- With rehosting and constant changes in technology, sufficient financial resources are essential.

Standard 8: Physical Resources

Celebration: User-focused design.

Feedback:

- Let’s continue to make user-focus a priority. We have so much knowledge here on campus, we need to do a better job utilizing it.
- Our physical resources are stellar – grounds, cleaning and maintenance. Parking is so much better!

Challenge: Flexible learning spaces, classrooms, informal, on and off campus.

Feedback:

- I’m excited by the opportunity we have before us – keep the beauty and integrate flexible learning spaces.
- Producing areas conducive to learning impacts [a] students’ decision on the school they attend. They want the areas to be attractive as well as usable. Students I have spoken to really like buildings like PUB.

Standard 9: Institutional Integrity

Celebration: Accurate representation of Clark College in official publications, such as schedule and catalog.

Feedback:

- Publications reflect very positively of the college.
- It’s a very important aspect of any institution to keep official publications uniform and professional. I’ve seen great progress in the last few years.

Challenge: Open and civil internal communication as a reflection of high ethical standards and shared governance.

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ONE YEAR AND COUNTING *(continued)*

Feedback:

- Communication has been a concern for a long time. I have seen improvement but there is always room for more.
- We must model the behaviors we want to instill in our students and nurture in our communities – respect, involvement, fairness.

“We are thrilled and pleased with the comments we received from the accreditation fair,” concluded Montierth. “People felt they had an opportunity to interact with those who are writing about the standards – and part of this self-study process is about people interacting with one another.”

IS IT DRAFTY IN HERE?

With data in hand, and armed with feedback from members of the college community, the process of writing the self-study report has begun. Committee members have written the first draft of their standard’s chapter, which were due on October 15.

Maintaining consistency throughout the self-study report document is a daunting task, but one that has been taken on by Clark College English professor Dr. Rita Carey. As editor of the self-study report, she will work each chapter of the report into a single, cohesive document. “The self-study report will be edited in order to produce a seamless document that is both honest and reflective of the college personnel’s experience in their respective areas,” said Carey. “It is very important for the truth to shine through this document – to honor what was researched and brought forth by the faculty, staff and administrators serving on the standards committees and the accreditation steering committee.”

Carey’s long years of experience with the accreditation process, and her experience as a trained accreditation site visitor for the Northwest Commission on Colleges and Universities (NWCCU), shapes her perspective on the accreditation process and the self-study report. “It is a mighty challenge to edit a report this large and this comprehensive,” she explained, “because it is an historical document we will rely on for planning for the next 10 years. I have great reverence for the faculty, staff and administrators who produced this document. They worked so diligently to produce a carefully-wrought and honest study of their areas.”

The edited draft of the report will be completed and available to the college community for review and feedback in January 2008. “The report will go back to the college community for review and revisions, so there will be an opportunity for faculty and staff to provide feedback,” said Carey. “This is an important process, and we need faculty and staff input on every level.” Accreditation Co-Chair Dr. Tim Cook echoes Carey’s sentiment. “What we really need from members of the college community come January is time spent reading the draft – at least through the standard that applies to their area, if not the whole document – and providing feedback,” he said.

A second round of rewriting and editing will take place during late winter and early spring quarters 2008. “We are committed to having the final draft of the report to the college community by June,” said Cook. The final self-study report will be mailed to the NWCCU in advance of the October 2008 accreditation team visit. 🌿



GROWTH PLANNING INCLUDES NEW AND RENOVATED FACILITIES AT CLARK COLLEGE



Clark College's facilities master plan (FMP) was developed in 2001. Recent work to update the plan is part of an on-going process to make sure that the college meets both college and community needs, is competitive in the budgeting process, and honors the design elements of the college. Because it is important that all planning be well grounded in the mission and vision of the college, the facilities master plan references the college mission and vision, the mission imperatives and the strategic priorities.

Clark College at Columbia Tech Center is The Next Step for the college in terms of growth projects – and in expanding services eastward in our service district.

Through a process of review, revision and feedback that began last December, the facilities master plan (FMP) update is nearing completion. Members of the steering committee, working in subteams, drafted the update in late August and early September. The draft plan update was then shared with the Executive Cabinet (EC), the college community and the neighborhood community.

Comments from all groups were reviewed and addressed in the final draft. The current update draft is now being reviewed by the Board of Trustees. The Facilities Master Plan update is a key element in support of the 2009-2011 capital budget submittal process, which begins in December 2007.

Current demographic data was used to determine the level of growth that Clark College will experience in the next 12-year period. From 1990 to 2005, the college's service district (defined as Clark and Skamania counties and the western part of Klickitat County) experienced population growth of 62%. During that same period the college experienced tremendous continued growth. Headcount grew 27%; full-time equivalent (FTE) students grew 47% in the past 15 years. Historically Clark College has been last or next to last in the state in terms of service level. The delivery of FTE per service district population is at 3.9% while the state average is at 4.5%.

The update discusses the needs of Clark College until 2020. In order to catch up with the statewide average, the college needs an additional 113,000 square feet of building space, or two new buildings. In order to close the gap by 50%, the college would need 175,000 square feet, or three new buildings.

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Additionally, the FMP update includes information on instructional trends to make sure that facilities plans support these trends. The update includes information regarding analyzing trends in the classroom and identifying short-term (one- to three-year) and long-term (five- to 10-year) program plans. The college needs instructional and informal learning spaces that are flexible to support the students' learning styles. The college also incorporates technology with online classes. In addition, the number of traditional class sections using the Blackboard online system has increased by 70%. Support for technology and wireless connectivity is very important. From an instructional and student support perspective it is important to build community. This must be factored into the design of Clark College as it adds additional campus sites. To integrate the two existing satellite sites (and future sites), the college needs to build intercampus relationships. Programming a site before developing it is also important.

As part of the 2001 facilities master plan, a number of projects have been completed. These include: the child care facility, additions to the music building, renovation of four of five buildings in the AA vocational complex, the Penguin Union Building addition, the Gaiser Hall remodel (in progress) and renovation of the O'Connell Sports Center building (in progress). Additionally, the north parking lot has been restructured, new parking was added to the triangle property, and lighting improvements are in progress. The college is also beginning its campus wayfinding project and new signage will continue to be installed in the campus interior.

One last piece to the FMP update is an assessment of the condition of the existing facilities. In order to successfully qualify a facility for renovation or replacement, the facility must be documented to be in need of renovation or replacement. The process of capital funding addresses three main types of projects: 1) growth (adds capacity to match growth in student head count), 2) replacement of existing facilities, and 3) renovation of existing facilities. During a biennium, the college can submit a project of each type, but they must be prioritized. The State Board may provide funding for zero, one or two projects. The FMP update focuses on projects that will likely be requested in the next four to six years, but also identifies opportunities beyond that timeframe for up to 12 years in the future.

TIMELINE:

December 2006: A steering committee representing a cross-section of the Clark College community – including administrators, faculty, classified employees and student groups, the Clark College Foundation and LSW Architects – begins work on the facilities master plan update process.

February 2007: The facilities master plan update steering committee hosts an open forum for the college featuring two master planning experts, Dr. Susan Wolff and Tom Henderson, to provide their insight and knowledge of master planning and to encourage the college community's involvement in the process.

August & September 2007: Committee members, working in subteams, draft the facilities master plan update, which is shared with Executive Cabinet (EC). Input from members of EC is incorporated into the update. Open forums – for the college community and for the general public – are held. Comments gathered through forums are reviewed and addressed in the final draft.

Now: The final draft of the facilities master plan update is currently under review by the Clark College Board of Trustees. The updated plan is a key element in support of the 2009-2011 capital budget submittal process, which begins in December 2007.



Scheduled to open in 2009, Clark College at Columbia Tech Center will offer general education classes, professional and technical training, basic skills classes, workforce development and personal enrichment courses.





Foster Hall is considered the first priority among buildings identified for proposed replacement in the updated facilities master plan.

THE PROPOSED “REPLACEMENT” BUILDINGS IDENTIFIED ARE:

- Foster Hall (first priority)
- Haag Parent Education Center
- Science complex
- Frost Arts Center
- Baird Administration

THE PROPOSED “RENOVATION” BUILDINGS IDENTIFIED ARE:

- Gaiser Culinary
- O’Connell Gym
- Anna Pechanec Hall

THE PROPOSED “GROWTH” PROJECTS INCLUDE:

- 70,000-square foot building for electronics and the power utility programs at the Columbia Tech Center (CTC). (Construction completed in 2009.)
- Gateway structure at the intersection of Fort Vancouver Way and Fourth Plain. (2007 growth project to be constructed by 2013.)
- Growth project and mixed-use building at location to be determined.

OTHER POTENTIAL PROJECTS INCLUDE:

- New pedestrian crossing of Fort Vancouver Way;
- Utility/site infrastructure;
- Health science addition;
- Town Plaza relocation;
- Soccer field improvements and lighting;
- Multi-program facility; and
- Parking enhancements.

POTENTIAL LONG-TERM MASTER PLAN PROJECT CONSIDERATIONS INCLUDE:

- Replacement of Hanna Hall;
- Replacement of the “T” building; and
- Renovation of the Diesel building.

FUTURE GROWTH PROJECTS INCLUDE:

- Fourth Plain mixed use, and
- Satellite facilities in north and central Clark County.

OTHER POTENTIAL FUTURE GROWTH PROJECTS INCLUDE:

- Auditorium;
- University center; and
- Field house.

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GROWTH PLANNING *(continued)*

FACILITIES MASTER PLAN UPDATE STEERING COMMITTEE

The facilities master plan (FMP) update steering committee is comprised of members representing a cross-section of the Clark College community. Representatives from administration, faculty, classified employees and students, as well as the Clark College Foundation and LSW Architects, have worked as a team to provide input on the facilities master plan. The committee thanks everyone that provided input in the update process.

FACILITIES MASTER PLAN UPDATE STEERING COMMITTEE MEMBERS ARE:

Mike Arnold – professor, Health & Physical Education

Candy Bennett – executive dean, Planning & Advancement

Marta Dragomir – executive assistant, Communications & Marketing

Lisa Gibert – president, Clark College Foundation

Jim Green – director, Plant Services; steering committee facilitator

Jennifer Grove – operations manager, Administrative Services

Dave Halme – LSW Architects

Tami Jacobs – manager, Disability Support Services

Robert Knight – president

Ray Korpi – dean, Basic Education, English, Communications & Humanities

Amanda Mayoral – president, Associated Students of Clark College (2006-2007)

Mirranda Saari – program manager, Assessment Center; classified employee representative

Phil Sheehan – acting vice president, Administrative Services

Judy Van Patten – counselor

Rebecca Wale – program manager, Environmental Health & Employee Development

Ralph Wilson – LSW Architects

Casey Wyckoff – LSW Architects

STRATEGIC PRIORITIES UPDATED TO REFLECT EDUCATIONAL, SOCIAL AND ECONOMIC FACTORS AT CLARK COLLEGE AND IN THE COMMUNITY

CLARK COLLEGE'S STRATEGIC PLAN PROVIDES A FIVE-YEAR FRAMEWORK FOR THE COLLEGE AND INCLUDES THE COLLEGE'S MISSION, VISION, AND MISSION IMPERATIVES. ANNUAL OPERATIONAL GOALS ARE ESTABLISHED IN SUPPORT OF THE MISSION IMPERATIVES.

In addition to the strategic plan, Clark College identifies immediate or short-term needs that may not otherwise fit into the mission imperatives. These critical needs may arise from internal or external forces that provide opportunities to realize the larger mission and vision of the college.

The strategic priorities identified for 2007-2009 are as follows:

ALLIED HEALTH PROFESSIONS

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

COLLEGE CLIMATE

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

eLEARNING/ONLINE SERVICES

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



FACILITIES MASTER PLAN

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

HEALTH AND FITNESS

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

SERVICE LEARNING

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

WORKFORCE TRAINING AND CORPORATE EDUCATION

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

LEARNING COLLEGE

The college will define and establish processes in support of a learning college model.

