



The Clark Journal

FALL 2009



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THE PRESIDENT'S PERSPECTIVE

This fall, Clark College opened its newest educational facility—Clark College at Columbia Tech Center.

Clark students are taking classes at that beautiful new building as well as our main campus, Town Plaza, and Clark College at WSU Vancouver. The college has also established Pathways Learning Centers in Stevenson, White Salmon and other locations across our region. This fall, we welcomed more than 16,000 students—an all-time record.

Providing classes and programs at times and locations that are convenient for our students is at the heart of our mission as the community's college. It provides both opportunities and challenges. In this issue of *The Clark Journal*, we explore what it means to be a multi-site college.

Another of our key accomplishments in 2009 was the creation of an updated strategic plan as well as a new vision and mission for the college. A feature article in this edition chronicles our strategic planning process and explains its importance.

Despite the budget challenges that we currently face, I believe that we are on the right path. As we enter a new year and a new decade, I am confident that we'll continue to take The Next Step to build a bright future for our students and the community that we serve.

Robert K. Knight,
Clark College President

Four sites, one college: On being a multi-site institution



As Clark College at Columbia Tech Center (CTC) opened its doors this fall, the college took The Next Step in its educational mission to provide opportunities to diverse learners. CTC joins the college's other physical locations—the Central Park (main) campus, Clark College at Town Plaza (TPC) and Clark College at WSU Vancouver (CCW)—and the college's diverse eLearning offerings, in fulfilling that mission.

But what goes in to making Clark a multi-site institution? Beyond the construction process, what impact does opening a new facility have on the various areas of the college?

To honor and recognize the work of departments and units across the college in support of Clark's multiple locations, members of Clark's executive cabinet were asked:

What does it mean, for your area, that Clark College is a multi-site institution?

"For Instruction, it means that Clark College is being responsive to [the] needs of its constituencies by providing quality and accessible programs and services at Columbia Tech Center. The scope of our programming efforts is focused on ABE/ESL, developmental education, professional career technical education (power utilities, DNET, business technologies), as well as business administration and the transfer associate of art degree. In terms of delivery of instruction, we are committed to providing the same level of quality of instruction when compared to our main campus. In many ways, we are bringing a comprehensive slice of our college to the community at the east end of Vancouver."

—DR. RASSOUL DASTMOZD, *vice president of Instruction*



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The Clark Journal

Four sites, one college: On being a multi-site institution

“For Administrative Services, supporting a multi-site institution means finding cost-effective ways to duplicate as best we can the core services that staff and students have come to expect on the main campus.

This has been a challenge. At CTC, for example, we hired new staff in Facilities, Information Technology, and Security based on a Monday-Thursday schedule. But, due to growth, CTC also operates in the evenings and weekends. As a result, there are some gaps in the availability of our services. In addition, some units, such as Security, must continually juggle finite staff resources to meet growing demands for coverage.

For Business Services and the Bookstore, the biggest challenge of serving multiple locations has been the need to develop and implement new processes and systems. Using CTC as an example again, Business Services has had to address everything from mail pickup and delivery, to copying and vending, to cashiering and payroll. The Bookstore likewise has had to figure out a gamut of issues, including delivery of college supply orders and other items, coordination of print marketing to reach the outlying centers, planning sales activities on limited dates and times, and staying connected to students without having an on-site physical presence.

Administrative Services is committed to support all of the college’s students, faculty and staff, regardless of their location. As we are learning with CTC, meeting this goal requires thoughtful planning and consideration of the true level of resources—staff and otherwise—that we need.”

—BOB WILLIAMSON, *vice president of Administrative Services*

“Through the planning for CCW and now CTC, we realized that we would have to think outside of the box as to how to make information and resources available without a full duplication of services and staffing at each site. That kind of innovative thinking had a positive impact on our main campus services by encouraging us to pursue even more online services and look for new ways to automate processes for ongoing efficiency.

Student Affairs has always made an effort to remember that not all Clark College students are on the main campus. Now with even more ability to impact service where people live, Student Affairs has committed to including a specific objective in our current operational plan to expand communication strategies and program offerings to all students, including satellite location populations.”

—TED BROUSSARD, *interim associate vice president of Student Affairs and dean of Student Success & Retention*

“With the college moving to multiple sites, Human Resources has a number of opportunities and considerations. First and foremost, new sites may require additional staff—so there are position descriptions to develop, classifications to assign, recruitments and new employees to orientate. In addition, Human Resources must consider the needs of the site in terms of official postings, services, trainings, hazardous material handling, safety, work schedules, and basically any human resource functions that apply to all employees. The department must also assess and ensure that labor relations activities include all sites and how the needs and uniqueness of various sites might be affected by changes to college policy and procedures and bargaining agreements.”

—KATRINA GOLDER, *associate vice president of Human Resources*

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Four sites, one college: On being a multi-site institution

“The Office of Planning and Effectiveness serves the college, including all locations, in the areas of institutional research, grants development, strategic planning, legislative affairs and accreditation. The question was posed, ‘What does it mean, for the Office of Planning and Effectiveness, that Clark College is a multi-site institution?’ The answer is that the office may be impacted by an increase in travel to various college locations to attend meetings and connect with the college community. In addition, the office will have to make sure that the employees at each location are aware of the services we provide and how to contact our office. And although there may be an increase in data needs, funding needs from grants, and accreditation reporting, our staff look forward to continuing to work with the college community, regardless of location. We are excited to be part of the increased access that multi-sites provide the service area!”

—SHANDA DIEHL, *associate vice president for Planning and Effectiveness*

“For Corporate and Continuing Education, being a multi-site institution means being able to serve our businesses and overall community with high-quality programs at convenient locations throughout our service district. Each location provides another opportunity to create and deliver programming that benefits our business and personal enrichment students with state-of-the-art technology and facilities.”

—TODD OLDHAM, *executive director of Corporate & Continuing Education*

“We don’t just say that Clark College is The Next Step. We prove it by growing and reaching out to meet the needs of our region. Being a multi-site college means more classes, more options, and more convenience for more students. From a communications viewpoint, it becomes more challenging—internally and externally. We want to ensure that our students are able to find the information they need to take classes—and be successful—at any of our locations. And we want to ensure that our faculty and staff throughout the college feel connected to each other—because that’s how great institutions succeed.”

—BARBARA KERR, *executive director of Communications & Marketing*

“Clark’s presence at multiple sites emphasizes commitment, vision and community partnerships. Clark is committed to providing access to education for students all over our region. Whether this represents location or online access, Clark is serving a tremendous demand for higher education.

The site at CTC is the most recent offering that has been welcomed with open arms and great anticipation. It is also important to note that Clark had a vision for this facility as early as 1985 when the college and the foundation entered into an agreement to secure land from Tektronics. That vision was realized with the opening of this beautiful east county college location.

The community partners piece recognizes that it takes support from our entire community to make Clark College the successful institution that it is today. Clark’s rich history continues to thrive through a community that sees that an investment in Clark will strengthen our region culturally and economically.”

—LISA GIBERT, *president/CEO, Clark College Foundation*



A new vision for a bright future: Clark College revises its strategic plan



“It is a living document that we will continue to refine to reflect the needs of our students—now and in the future.”

—John White,
Clark College
Board of Trustees

In the January 2007 issue of *The Clark Journal* appeared “Strategic Plan 101”—an article that outlined the elements of the college’s 2004–2009 strategic plan including the mission and vision statements, the college’s guiding beliefs and principles, the mission imperatives, strategic priorities and the college’s operational plan.

Since that article was written, the college has completed its periodic revision and update of the strategic plan. The new 2009–2014 strategic plan is available on the college Web site: http://www.clark.edu/about_clark/documents/StrategicPlan2009-2014.pdf.

THE TIME HAD COME

At the direction of Clark College President Bob Knight, the Strategic Planning Task Force began its work in January 2008. (See the sidebar for a list of task force members.)

Meeting on a bi-monthly basis, the task force reviewed the 2004–2009 strategic plan with an eye toward updating and simplifying the plan. Changes to the plan were considered in light of relevant research, including internal and external focus group findings, environmental scans, and trends in higher education.

The revised strategic plan was presented to the college community for feedback and critique via an electronic feedback form on ClarkNet. Additionally, the plan was presented and feedback was gathered from the Clark College Board of Trustees, the Penguin Roundtable, the Associated Students of Clark College (ASCC), and College Council.

The 2009-2014 Strategic Plan was approved by the Board of Trustees on June 15, 2009 and became effective on July 1, 2009. “The 2009-2014 strategic plan is a great example of shared governance at work and represents college-wide participation,” said Trustee John White, who served as a member of the task force. “It is a living document that we will continue to refine to reflect the needs of our students—now and in the future.”

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A new vision for a bright future: Clark College revises its strategic plan

CHANGE IS INEVITABLE

Just as much as there have been changes in Southwest Washington—and our nation—in the past five years, so too have there been changes at Clark College. Not surprisingly, then, there were changes made throughout the college's strategic plan to update it for the next five years.

Both the vision and mission statements were revised in the 2009-2014 plan. Clark's new vision statement moves the college toward a bright future for the next 75 years—and beyond:

CLARK COLLEGE VISION STATEMENT

Extraordinary Education • Excellent Services •
Engaged Learners • Enriched Community

The college's mission statement underscores our commitment to being a learning-centered college:

CLARK COLLEGE MISSION STATEMENT

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

In addition, the strategic directions and five-year college goals were also revised. These elements of the plan provide the framework for planning and decision-making at the college. Each strategic direction—either directly or indirectly—supports student access and success at Clark College. The strategic directions now read as follows:

FOCUS ON LEARNING

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

EXPAND ACCESS

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

FOSTER A DIVERSE COLLEGE COMMUNITY

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

RESPOND TO WORKFORCE NEEDS

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

ENHANCE COLLEGE SYSTEMS

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

“Updating the strategic plan gave us a chance to look at the latest information about our students and the community,” said English professor and task force member Sandy Woodward.

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A new vision for a bright future: Clark College revises its strategic plan



“We had the advantage of reading the latest data from Planning & Effectiveness on our students and programs, including eLearning; the 2008 accreditation recommendations; and the latest college plans for enrollment, instruction, and facilities. On top of that, however, we also studied such documents as the new college sustainability report card and the State Board’s study of the impact of current economic and social trends on community colleges. The strategic plan update process allowed the college to absorb new information and adjust its goals accordingly, an essential task for an institution that hopes to support its community—as Clark does so well.”

A PLAN FOR THE FUTURE

The 2009-2014 Strategic Plan takes on a new dimension of importance as the Northwest Commission on Colleges and Universities (NWCCU), the college’s accrediting body, implements its new accreditation process in 2011. NWCCU is changing its current accreditation process of evaluating each institution against a set of established standards to determine its accreditation status. (Clark most recently completed the formal 10-year accreditation review in October 2008.)

As of 2011, NWCCU will evaluate colleges and universities against each institution’s own strategic plan over the course of a seven-year period. Each college’s strategic plan must include the mission, core themes and college goals. College-wide indicators that evaluate and assess the college’s progress in meeting its strategic plan are also required. These elements are divided into five standards, each of which must be reported to NWCCU over the course of the seven-year cycle.

“The change in the accreditation process is consistent with the direction Clark College is forging in the strategic planning and continuous improvement efforts,” Associate Vice President for Planning and Effectiveness Shanda Diehl told *The Clark Journal* in its winter 2009 issue. “President Knight, Executive Cabinet, and all of the planning committees and task forces have already laid the foundation for an easy transition toward this comprehensive continuous improvement model.”

IT’S ALL ABOUT THE STUDENT

Student success is at the heart of Clark’s mission. With the revision and update of the college’s strategic plan, Clark is ensuring that students remain the central focus as it undertakes a continuous improvement model for planning.

2009-2014 STRATEGIC PLAN TASK FORCE MEMBERS

VERONICA BROCK, professor,
Health & Physical Education

VICKI CHENG, administrative assistant,
Business & Technology

BRUCE DAVIDSON, Clark College
Foundation chair

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