Clark College

Board of Trustees Work Session Packet

Wednesday, December 6, 2023, at 3:30 pm

https://clark-edu.zoom.us/j/81865538457?pwd=Qzc5WVNuK1VoS2dibVNUOU8zRTVPdz09

Meeting ID: 818 6553 8457
Passcode: 849181

Dial in: 1 (253) 215 8782

Physical Location:

Gaiser Hall, Room 213

Board of Trustee Work Session Packet, December 6, at 3:30 pm

I.   Call to Order/Agenda Review – Chair Canseco Juarez

II.   Office of Diversity Equity and Inclusion (ODEI) RCW Reporting and PPI Update
Presented by Director of Employee Equity and Engagement Alyssa Voyles

III.   Guided Pathways Update
Presented by Director of Guided Pathways and Partnerships Rhianna Johnson

IV.   Adjournment – Chair Canseco Juarez
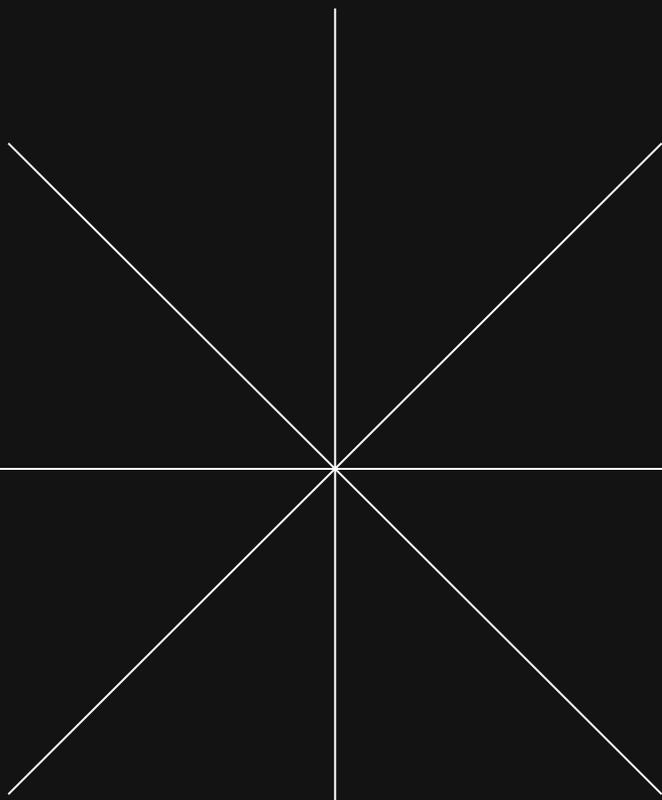
Diversity, equity, inclusion and antiracism Professional Development

RCW 28B.10.145

Academic Year 2022-2023 Report

Agenda

- Context
- RCW Deliverables
- Clark College Antiracist training policy
- Power, Privilege and Inequity Frameworks
- Current Offerings
- Training Scheduling
- Attendance data
- Workshop Evaluations
- Findings, Learnings, and Opportunities
- Celebrating successes
- Overcoming challenges

Context

- State level commitment to equity professional development at legislative level

- RCW and subsequent work connects 34 schools in the SBCTC system to align in the building of DEI offices, visions, and work

- Before this bill, Clark was already a leader with an established training program
  - BUILD started in fall 2019
  - NWREC started in February 2020
  - Long-standing partnership with Human Resources with Equity in Hiring training
  - Provided trainings and created partnerships to SW WA community
  - Professional Development Dashboard for self-tracking and now used for broader reporting

RCW Deliverables

- DEI-centric strategic plans
  - Launched in Spring 2023
  - RCW 28B.50.920
- Faculty Diversity Program
  - OOI + HR submitted to SBCTC on July 1, 2023
  - RCW 28B.50.920
- Culturally appropriate student outreach
  - Ongoing – Noche de Familia is an example
  - RCW 28B.50.920
- Peer Mentoring
  - Already in place with ODEI and DSS peer mentors
  - RCW 28B.50.920
- DEI Glossary
  - Published on Clark website
  - RCW 28B.50.920

- Campus Climate Assessments
  - First one launched in April 2022, next to be launched in April 2024
  - RCW 28B.50.920
- Listening and Feedback sessions
  - Next round to be held in January 2024
  - RCW 28B.50.920
- **Anti-Racist training programs**
  - **80% of all faculty and staff starting 22-23**
  - **All degree-seeking students starting 24-25**
  - **Evals must be collected**
  - **Attendance stats and eval reports to be shared with state board**
  - RCW 28B.10.149

Clark College Antiracist training policy

- The training program includes the following requirements:
  - One (1) 2-hour Power, Privilege and Inequity (PPI) trainings presented by the Office of Diversity, Equity and Inclusion to be completed annually. Trainings are generally offered August through May each year. This requirement will be due June 30th.
  - One (1) 1-hour online training module to be completed within 30 days of hire.
  - One (1) 2-hour Equitable Decision-Making workshop, to be completed every 2 years.
- Overtime eligible employees must take the training during regularly paid time.

- Policy 650.015 Power, Privilege and Inequity Training

Power, Privilege and Inequity (PPI) Frameworks

- All workshops share a foundation in the same foundational theories, listed below.

- Workshops are developed with input from multiple angles.

  o Some are meant to be foundational, and are created by the ODEI team to introduce topics that will be addressed in other sessions.

  o Feedback from the college community also impacts the creation of certain workshops.

  o Other workshops are created in response to current social and political movements.

  o Additionally, feedback like evaluation data and other college assessments provide direction on the formation and refinement of workshops.

- Common frameworks that shape every workshop include:

  o Intersectionality (Crenshaw, 1989)

  o White Supremacy Culture (Okun, 2001)

  o Critical Race Theory (Crenshaw et al. 1995)

- Shared definitions can be found on the Clark College website

  o These definitions provide a shared language to refer to, which assists in ensuring participants can be sure of the meaning of key words and phrases.

Current PPI Offerings

- Legacies of Colonization, pt 1 and 2
- Mitigating Stereotype Threat
- Power, Privilege and Inequity
- Safe Zone
- Understanding Intersectionality
- Understanding Implicit Bias
- Unpacking Whiteness
- We Have Always Been Here
- White Women in Power, pt 1 and 2
- Best Practices for Supporting Dreamers
- Beyond the Binary
- Critical Race Theory
- Disability Justice 101
- Fundamentals of Equitable Decision Making

- Everyday Ableism
- Financial Inequities
- Impact of Microaggressions

New in 2023-2024

- Combatting Antisemitism: Understanding and Taking Action
- Implementing Equitable Decision Making
- Topic on Hate
- Environmental Justice
- Redefining Professionalism
- Queer Intersectionality

Trainings offered

- 44 Trainings were offered in 2022-2023
  - Strategies to inform and increase participation:
    - ODEI staff led a "roadshow" informing the college community of the updated policies, with visits to LEAD meetings, EC meetings, QUILT and OOI leadership meetings, and departmental/divisional meetings. Multiple emails were also sent to the college
    - Presented at Fall Faculty Focus for the first time, and increased number of full-time faculty completing the PPI training requirement
    - Offered trainings outside of 9a-5p workday – trainings were offered at 6am, 8am, 5pm, 6pm, 8pm, and 10pm. This gave us the benefit of supporting staff who worked on a shift-based schedule
    - Trainings were offered both in face-to-face and virtual modalities
    - ODEI began sending a monthly e-mail newsletter to college community with training reminders and updates

- This year, we currently have 51 trainings offered and continue to add more to the schedule

2021-2022 Training Attendance

24% of Clark employees completed the PPI requirement in the 21-22AY

336 employees out of 1,443 total, based on a list compiled in March 2022

- Completion by employee type:
  - 65% of Admin/Exempt
  - 59% of Classified Staff
  - 27% of Full-Time Faculty
  - 13% of Hourly Employees
  - 8% of Part-Time Faculty

Note: student employee attendance was not reported on in 2021-2022

2022-2023 Training Attendance

2022-2023 Power, Privilege and Inequity Workshop Attendance by Employee Type			
Employee Type	Fall	Winter	Spring – Final Number
Administrative	39 out of 96 41%	64 out of 102 63%	79 out of 102 77%
Classified	39 out of 252 15%	121 out of 257 47%	176 out of 271 65%
Hourly	8 out of 285 3%	51 out of 295 17%	92 out of 297 31%
Faculty	87 out of 192 45%	118 out of 195 61%	152 out of 194 78%
Adjunct Faculty	24 out of 527 5%	66 out of 545 12%	140 out of 552 25%
Student Employee	Not tracked	21 out of 272 7%	57 out of 305 19%
Total	15%	26%	40%

Note: a. Per RCW 28B.10.149, the state sets an expectation of 80% attendance compliance
b. Intentional outreach and education about updated policy occurred in Winter Quarter

Workshop Evaluations

- After each workshop, emails are sent with the slides from the session and a link to an evaluation

- Per the RCW, evaluations must be collected for each training session, and data (both quantitative and qualitative) is to be used to inform future sessions

- In the 22-23AY, we had 1,157 total attendees who were sent evaluations
  - 324 (28%) evaluations were completed
  - 267 (82%) agreed with the statement "This session met my expectations"
  - 261 (81%) Agreed with the statement "I can apply these concepts to my everyday life"
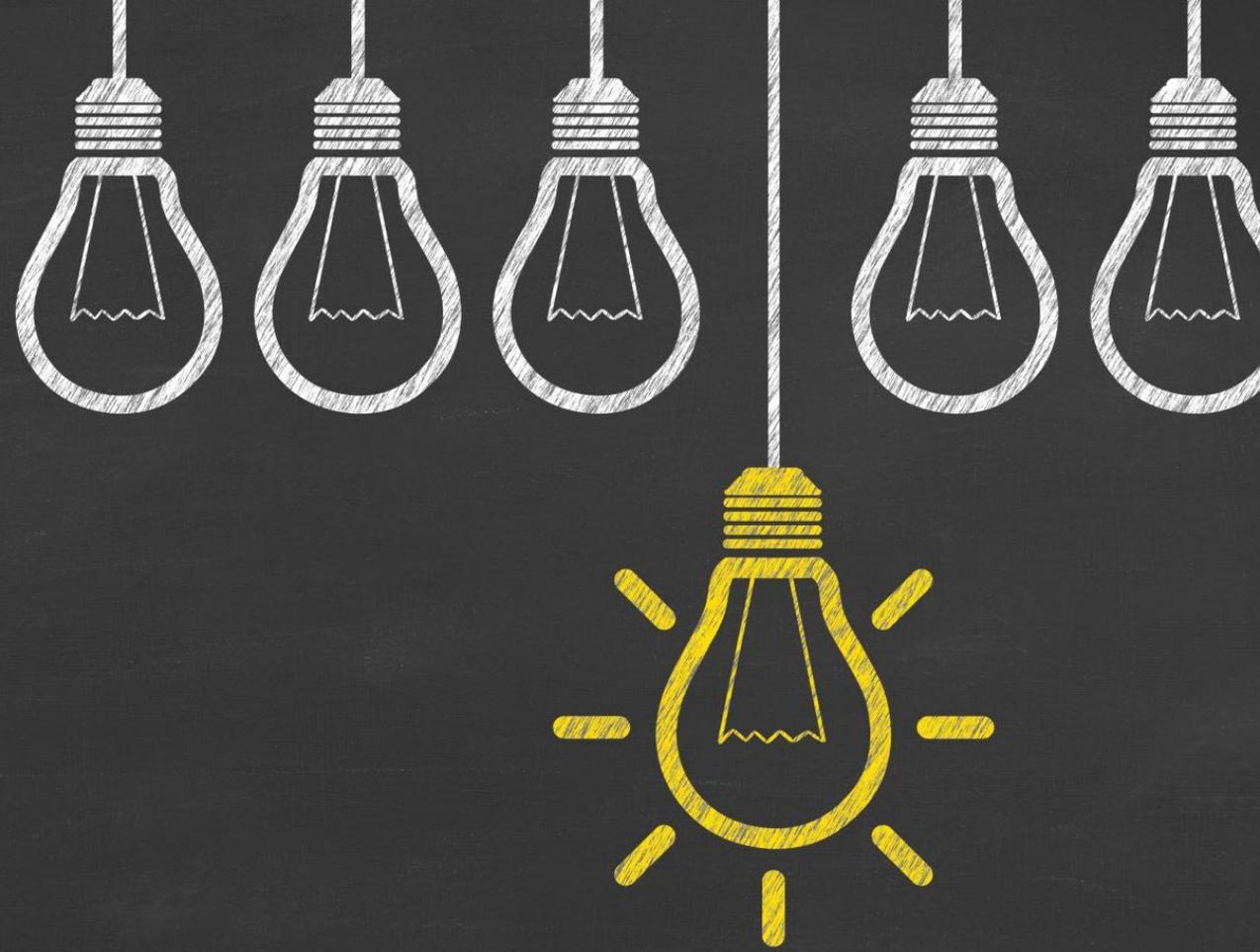
Findings, Learnings, and Opportunities

- Compliance and Accountability
- Rotating and Updating training offerings
- Benefit of trainings outside of 9a-5p
- Opportunities for partnership
- Embed learning into KPIs
- Build a sense of the "Collective We" and shared responsibility to climate of the college
- Increase behavioral commitments
- Implementing student PPI training requirement

Celebrating Successes

- BUILD program and engagement
  - Open to those looking to go beyond basic requirements and gain more in-depth knowledge and skills application
  - Participants join a cohort with training requirements, group work, and additional opportunities to engage in dialogue
  - Program continues to grow every year
    - 23-24 is our 5th year, with 41 participants
    - EC participated last year and this year, and Deans are also in process of participating

- Responsive scheduling
  - We have found success in scheduling in the evenings and mornings – our 10pm training had almost 20 attendees!
  - We are also intentional about scheduling remote options during breaks when the college campus is closed, so employees have more options for remote work

- External speakers
  - in 22-23 we hosted an "NWREC Spotlight" series bringing in popular presenters from the conference to guest host PPI trainings
  - This year, we are working to bring in guest speakers who are able to build upon and expand on the knowledge currently covered in our trainings
    - Our first speaker was Tanna Engdahl in November, who spoke to a full Gaiser Student Center about the Cowlitz Tribe

Overcoming challenges

- Clark College is not immune to the current, and national political climate, and this has impacted responses to training

- Going from theory to action (behavioral changes)
  - Can take the form of causing harm in sessions, like the session that led to Dr. Edwards sending a Bias Awareness email in Spring 2023
  - Can also take the form of perpetuating microaggressions and other forms of harm in workspaces and classroom, as shown in responses to the Campus Climate Survey from April 2022

- ODEI and other partners across the college continue to assess the impact of these challenges, and work to find actionable ways to mitigate harm and bias
  - Climate Listening Sessions will be held in January 2024
  - Next round of the Campus Climate Survey will be launched in April 2024

Diversity, equity, inclusion, and antiracism Professional development.

RCW 28B.10.145

2023

Diversity, equity, inclusion and antiracism – Professional Development
RCW 28B.10.145
Clark College
Academic Year: 22-23

Introduction

As written in the 2023-2028 Equity Centered Strategic [Plan](), adopted in Spring 2023, Clark College's vision is rooted in social justice. As an institution committed to inclusivity, equity, and community, we lead with racial equity to actively work toward dismantling systemic racism and other forms of oppression. Through embarking on this anti-racism journey collectively as an institution, we aim to empower students, faculty, and staff to recognize and challenge bias, discrimination, white supremacy and inequity within our college and beyond.

This comprehensive diversity, equity, inclusion and antiracist professional development plan serves as a guiding framework to equip Clark College staff and faculty with the knowledge, skills, and resources necessary to actively combat racism and create a more inclusive college community.

Training Framework/Theory of Change/Theory of Action

Program Development

Power, Privilege, and Inequity (PPI) trainings have been presented at Clark for many years by the ODEI team and have been an integral part of professional development at the college. Since 2019, ODEI has been intentional about continuing to add new training topics and update existing workshops, so the information presented is accurate, timely, and impactful. While some trainings, like Impact of Microaggressions or Mitigating Stereotype Threat, are meant for those who might be new in their diversity, equity, inclusion and antiracism journey. Other workshops are more specific and specialized, like Critical Race Theory and We Have Always Been Here. All trainings share a foundation in the same foundational theories, addressed below. Additionally, the ODEI team maintains a glossary of terms used in workshops for consistency across topics and presenters.

Workshops are developed with input from multiple angles. Some workshops, like PPI 101, are meant to be foundational, and are created by the ODEI team to introduce topics that will be addressed in other sessions. Feedback from the college community also impacts the creation of certain workshops. For example, after the ODEI team received reports from students detailing microaggressions occurring in classrooms, it was determined there was a need for additional training in this area, and the Creating Inclusive Learning Spaces session was developed. Other workshops are created in response to current social and political movements, like Critical Race Theory, which is meant to provide attendees with an understanding of what Critical Race Theory is, and how it shows up at Clark. Additionally, feedback like the evaluation data included in this report and other college assessments provide direction on the formation and refinement of workshops.

PPI trainings at the college are provided by either ODEI staff, or external presenters sponsored by ODEI. This is done to ensure trainings are presented by individuals with innate and acquired experience and expertise in the field of diversity, equity, inclusion, and antiracism, in compliance with RCW 28B.10.145. The ODEI team engages in professional development opportunities like external conferences and workshops, current writings and laws and personal research to ensure the team is up-to-date and consistent in their knowledge and presentation skills.

In the Summer of 2023, the ODEI team's website will undergo a refresh, with guidance from the Communications and Marketing team, and the professional development content framework will be included in that refresh.

Theoretical Framework

A consistent element of Clark College's Power, Privilege, and Inequity (PPI) trainings is a strong grounding in theories and frameworks. With increased attention on diversity, equity, inclusion and anti-racism work, both locally and nationally, we have found that including data, studies and theories help to provide a historical

context, shed light on how power operates within society, and help attendees to move beyond surface-level discussions and delve into the complexities of identity, privilege and oppression.

By providing our professional development through interactive, live workshops, we strive towards creating spaces where attendees can critically examine and challenge existing social norms and beliefs, question tenets of white supremacy and question their own biases and assumptions. These interactive workshops provide a balance between learning the material and developing strategies to apply concepts, allowing attendees to actively contribute to creating a more inclusive environment at the college.

Many workshops offered are grounded in theories unique to their specific subject matter – for example, the Power, Privilege, and Inequity 101 training covers the [Nested Model of Oppression](#) (Dugan 1996). Another example is the White Women in Power series, which offers an in-depth discussion of the [Captivity Narrative](#). While all workshops have a basis in some specific and unique theories and frameworks, there are some theories and frameworks that are foundational within the Clark College anti-racist professional development program and are discussed in all workshops. These theories are outlined here:

1. Clark College uses the phrasing "Systemically Non-Dominant" ([Jenkins](#), 1995-present) to refer to membership outside of the dominant group within systems of oppression. Systems of oppression are created to provide benefits and assets for members of specific groups. The recipient groups are referred to as dominant groups because such advantages grant impacting levels of power, privilege, and status within social, economic, and political infrastructures of a society. For example, such frameworks are established to specify who is in control and who is not, what is acceptable and what is unacceptable, and who will have access to resources and who will not. This phrasing is used in place of "minority" or "marginalized" and is defined and explained in every workshop. This phrasing is also used across the college, reinforcing the understanding that oppression is systemic in nature. (More: [Clark College Social Equity Framework](#))

2. In order to be in compliance with RCW [28B.10.145](#) - Diversity, equity, inclusion and antiracism Professional Development – all of our workshops include elements of Critical [Race Theory](#), which is an examination of how laws, social and political movements and media are shaped by social conceptions of race and ethnicity. In doing this, historical context is centered, and it is made clear how racism is deeply ingrained in society, resulting in systemic discrimination and oppression. Examples of this theory being used in trainings include discussion on the impact of ethnicity on the immigration process in Best Practices for Supporting DREAMers, or the impact of implicit bias based on race and ethnicity on the hiring process in Understanding Implicit Bias.

3. Another strategy to infuse antiracism into all workshops is the prominent use of the theory of [Intersectionality](#) (Crenshaw, 1991) in our sessions. This theory is always introduced with the explanations of the court cases that led Crenshaw to develop the theory and is applied to the subject matter being covered in the workshop. For example, in the Everyday Ableism workshop, the limited mental health resources available to communities are discussed, and in the Beyond the Binary workshop, the Black Trans Lives Matter movement, and the disparate impact of violence on Black Trans Women is discussed.

4. In addition to the above theories, the [White Supremacy Culture](#) framework by Tema Okun is utilized throughout the workshops offered by our department. This framework is useful in that it provides vocabulary and an easily explainable/understandable way to discuss the impact of whiteness and dominant culture in our current systems. Most often applied to the culture at the college, attendees can think critically about their specific working environments, or more broadly about the college as a collective and the impact of White Supremacy Culture. An example of this is the Equitable Decision Making workshop, mandatory for all employees, where participants are asked to discuss the approach to decision making both in their specific departments, and at the college-wide level. Specific examples of this framework being used include the centering of "Right to Comfort" when talking about white women's tears in the White Women in Power workshop or discussing how "Individualism" leads to critique of white privilege in the Unpacking Whiteness workshop.

Social Equity Definitions

In addition to theories and frameworks, and as aligned with the Equity-Centered Strategic Plan, we also provide a living document where all Social Equity definitions are stored and can be referred to by both internal and external stakeholders. These definitions are key to gain a better understanding of the concepts and foundations in trainings. It also allows everyone to be working from the same definitions. We present the following list of definitions, which can also be found here:

Anti-Racism: "Anti-racism is the active dismantling of systems, privileges, and everyday practices that reinforce and normalize the contemporary dimensions of white dominance." (Crenshaw)

Diversity: The presence of different types of people (from a wide range of identities of ethnicity, race, socioeconomic status, sexual identity, gender, religion, language, ability, and experience. This list is not finite, can change, and is intersectional beyond definition).

Equity: The process of ensuring equally high outcomes for all and removing the predictability of success or failure in our experiences that correlates with any current or historical racism and systems of privilege that continue to disadvantage marginalized groups and privilege others.

Inclusion: The process of putting diversity into action by creating an environment of involvement, respect, and connection—we value each individual, their backgrounds, and unique contributions. We take collective responsibility for creating a caring culture, so that we can all be authentic and feel fully welcomed, valued, supported, and heard.

Community of Care: A community where the organizational culture begins the process to shift from one of control to one of connecting (Bailey, Mrock & Davis, n.d.).

Demographic Diversity: Differences in observable attributes or demographic characteristics such as age, gender and, ethnicity (Landy & Conte, 2007, p. 555).

Historically Disadvantaged Group: A group in U.S. society that has been systematically discriminated against over a significant period of time (e.g. Native American/First People's, Lesbian/Gay/Bisexual/Transgender communities).

Institutional (as in institutional barriers): Refers to both the institution such as Clark College and systemic societal dynamics.

Intersectionality: "A metaphor for understanding the ways that multiple forms of inequality or disadvantage sometimes compound themselves." (Crenshaw)

Marginalization: occurs in part when some observable characteristic or distinguishing behavior shared by a group of individuals is systematically used within the larger society to signal the inferior and subordinated status of the group (Cohen, 1999).

Power and Privilege: Rights, entitlement, advantage, or immunity granted or enjoyed by certain people or groups of people beyond the common advantages of others.

Psychological Diversity: Differences in underlying attributes such as skills, talents, personality characteristics, attitudes, beliefs, and values; may also include functional, occupational, and educational background (Landy & Conte, 2007, p. 555).

Reciprocal Student Development Pipeline: A two-way, mutually beneficial relationship between the college and the community.

Social Equity: Facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups.

Social Justice: Institutional commitment to produce equitable outcomes and challenge systems of power, privilege, and inequity.

Social Group: People sharing a social relation sometimes based on demographic or cultural similarity.

Systemically Non-Dominant* Groups: Systemically non-dominant* (Jenkins, 1995-present) refers to membership outside of the dominant group within systems of oppression. Systems of oppression are created to provide benefits and assets for members of specific groups. The recipient groups are referred to as dominant groups because such advantages grant impacting levels of power, privilege, and status within social, economic, and political infrastructures of a society. For example, such frameworks are established to specify who is in control and who is not, what is acceptable and what is unacceptable, and who will have access to resources and who will not.

Universal Design: Universal Design involves designing products and spaces so that they can be used by the widest range of people possible. Universal Design evolved from Accessible Design, a design process that addresses the needs of people with disabilities. Universal Design goes further by recognizing that there is a wide spectrum of human abilities. Everyone, even the most able-bodied person, passes through childhood, periods of temporary illness, injury and old age. By designing for this human diversity, we can create things that will be easier for all people to use.

White Supremacy Culture: the widespread ideology baked into the beliefs, values, norms, and standards of our groups (many if not most of them), our communities, our towns, our states, our nation, teaching us both overtly and covertly that whiteness holds value, whiteness is value (Okun).

Roadmap

Prior to the passing of SB 5227, Clark College had a policy in place requiring all employees to attend one Power, Privilege, and Inequity (PPI) training each year. This policy had been approved and was included in the Human Resources section of the Administrative Policies and Procedures manual, but only had less than 30 percent completion rates annually.

In August of 2022 the Office of Diversity, Equity, and Inclusion (ODEI) began the process of revising the policy. With guidance from the Diversity and Equity Officers' Commission (DEOC), the policy was updated to be in alignment with learning outcomes outlined in the new RCW, and the updated definition of a training program as outlined by the DEOC.

The updated policy – 650.015 Power Privilege and Inequity Training, approved by Executive Cabinet in March 2023 reads:

> To advance the college's commitment to equity and advancing social justice, and to remain in compliance with SB5227, all college employees will be required to complete an annual anti-racist training program. The course must be approved in advance by the Office of Diversity, Equity, and Inclusion.

The training program includes the following requirements:

One (1) 2-hour Power, Privilege, and Inequity (PPI) trainings presented by the Office of Diversity, Equity, and Inclusion to be completed annually. Trainings are generally offered August through May each year. This requirement will be due June 30th.

One (1) 1-hour online training module to be completed within 30 days of hire.

One (1) 2-hour Equitable Decision-Making workshop, to be completed every 2 years.

Overtime eligible employees must take the training during regularly paid time.

PPI trainings will be anti-racist and will be centered around race, gender, gender identity, sexual orientation, ability, citizenship status, religion, or other intersections AND participants should learn three or more of the following outcomes:

- Engage in dialogue around topics of power, privilege, and inequity (including race, gender, sexual orientation, ability, citizenship status, religion or other intersections)
- Identify institutional racism and systemic inequities and learn how to respond appropriately to these systems
- Create community around multiple (intersectional) identities
- Examine other's perspectives and stories from a social justice lens
- Identify and create strategies or tools to challenge and interrupt systemic oppression
- Strategies to empower participants to apply new knowledge of power, privilege and inequity concepts to everyday life
- Recognize the intersectionality of identities (self and others) in relation to systems of power, privilege and inequity
- Increase awareness of social equity, privilege, and structural racism

Employees are expected to adhere to this policy as intended, using, and applying their training to advance the college's social equity goals and strategic plan. Employees' progress toward goals will be documented in their Performance Development Plans Expectations and Evaluations.

When the policy was approved, the ODEI team began a tour across the college as a way of providing awareness and understanding around both Senate Bills, attendance expectations and tracking, as well as accountability. These tour visits included Executive Cabinet (President and Vice Presidents); LEAD Meetings (College-wide Managers meeting); IC (Instruction administration + department chairs); management groups and individual department meetings.

Implementing this updated policy also involved developing new partnerships throughout the college. For the first time, the ODEI team presented workshops at Fall Faculty Focus – an in-service day for all faculty. We also partnered with some departments to deliver trainings specifically to their teams, which led to focused conversations. In looking at the attendance data for the year, we will be spending Summer '23 identifying gaps and developing other necessary partnerships.

Diversity, Equity, and Inclusion | Anti-Racism Trainings Offered

As outlined in the professional development policy, our program centers on a series of 2-hour workshops developed and led by the ODEI team. Each year, the members of the team develop a few new trainings based on feedback from campus climate surveys, evaluations from other workshops, and other qualitative data collected around campus. For example. Unpacking Whiteness was developed in Summer '22 to address a gap in workshops – the need to provide a space to have deeper conversations about whiteness and how it shows up at the college. Another new thing we did this year was host some of our highly rated speakers from the Northwest Regional Equity Conference (NWREC) that our department hosts every February. Called the

NWREC Showcase, these sessions in Spring Quarter allowed employees to learn about unique topics coming from unique voices not present at our college.

For those who are interested in going beyond the basic PPI training requirement, ODEI offers a certification program. Known as the BUILD Program (Broaden Understanding, Intercultural Leadership and Development), participants apply in the spring and are accepted into a cohort that runs from October to June. In this program, participants take five (5) PPI trainings and attend monthly BUILD chats that provide an opportunity to go beyond the workshops and discuss implementing the learning. As a final capstone, participants are separated into "BUILD Buddy" groups and work together to create some kind of project to present to the group. Projects this year ranged from the development of a Disability Awareness Canvas shell for new employees to a proposal for a professional networking event for Systemically Non-Dominant Students to be held in the Fall. Annually, around 30 employees complete the program, and the 22-23 year was the fourth year it was run. In the 22-23 academic year, five (5) members of Executive Cabinet – to include Clark College President, Karin Edwards – actively participated and completed the BUILD program, demonstrating deep unwavering commitment, engagement, and support from college leadership in the work of diversity, equity, inclusion and antiracism.

2022-2023 Power, Privilege, and Inequity Trainings				
Date(s) and Time(s) Offered	Title of Training	Description	Outcomes	Partners
JUN 8 at 6am	**Allyship in Action**	What is an "ally" and how do I become one? Is there a right way to be an ally, and a wrong way? What strategies are most effective? This session will breakdown what it means to be an ally vs. Accomplice vs . Advocate, and strategies to put your thoughts into tangible action. Participants will review examples of allyship and identify opportunities to get involved.	**Understand** the difference between ally, accomplice and actor **Learn** new vocabulary around allyship **Identify** strategies to be an ally/accomplice in my current role at Clark	Developed by ODEI team in Spring 2020
SEP 13 at 10am APR 13 at 10am	**Best Practices for Supporting DREAMers**	This workshop helps participants expand their knowledge about working effectively with undocumented students as well as how to be inclusive and reduce barriers for them. Attendees will learn who DREAMers are, challenges they face, the impact of education bills in Washington State, and the resources Clark College offers to support undocumented students and their families.	**Understand** who DREAMers are and the challenges they face **Understand** the resources available to DREAMers **Gain** skills to reduce barriers for DREAMer students, and strategies to increase inclusion and belonging for them	Developed by Rosalba Pitkin in Winter 2020
NOV 21 at 1pm MAR 31 at 10am	**Beyond the Binary**	Building on the Safe Zone discussion of gender identities, this session will offer an in-depth look at gender identity development and systemic oppression and discrimination faced by trans and gender nonconforming folx. Attendees will gain an understanding of	**Understand** the difference between sex and gender **Understand** the process of gender identity development	Developed by Alyssa Voyles in Summer 22

| | | strategies for allyship and advocacy and will practice opportunities for disruption. | **Identify** and **recognize** examples of gender disparity

Understand the concept and harmful impact of trans antagonism

Understand use of "trans" as an umbrella term | |
|---|---|---|---|---|
| APR 28 at 10am | **Creating Inclusive Learning Spaces** | Creating inclusive learning spaces is ongoing and dynamic work. We can have diverse groups, but that does not mean everyone feels valued or welcomed. We will explore ways to create a sense of belonging by centering systemically nondominant students. | **Understand** concept of anti-racism

Understand the relationship between diversity, equity, and inclusion.

Understand the concept of decolonization | Developed by Andra Spencer in Spring 23 |
| FEB 9 at 9am | **Critical Race Theory** | Learn about Critical Race Theory (CRT), what it is, and what it is not. This training will help participants understand the theory, its tenets, and its implications. Other concepts will be explored in relation to CRT such as privilege, social location, and antiracism. | **Understand** the tenets of Critical Race Theory

Gain an understanding of what Critical Race Theory is

Understand concept of anti-racism

Understand race neutrality

Understand the myth of meritocracy

Gain tools to educate yourself on Critical Race Theory | Developed by Dr. Rashida Willard in Fall 2021 |
| NOV 8 at 3pm | **Cultural Appropriation** | Why can't I wear a sombrero on Halloween? Or a feathered headdress to a concert? Attendees in this session will learn the history | **Understand** the difference between cultural appropriation and appreciation | Developed by Dee Harris and Rosalba Pitkin in Summer 21 |

	vs. Cultural Appreciation	of cultural appropriation and its impact on those whose marginalized identities are being appropriated. We will discuss why these actions can be problematic and what it looks like to appreciate rather than appropriate a culture.	**Understand** the term white washing and black fishing **Identify** and **recognize** examples of white savior complex	
JAN 20 at 1pm MAY 12 at 3pm	**Disability Justice 101**	Participants will learn the intricacies of the disability community, including affirming and non-affirming language, types of disabilities and learning about neurodiversity. Participants will also learn what these concepts mean and how to put these tools into practice in the Clark College community.	**Understand** the concept of ableism **Gain** an understanding of the concept of Disability Justice **Learn** examples of inclusive language **Recognize** the barriers people with disabilities face **Gain** tools to educate myself about Disability Justice	Developed By Dr. Rashida Willard in Winter 20
SEP 13 at 10am OCT 24 at 8am DEC 8 at 3pm JAN 30 at 3pm MAR 21 at 9am MAY - CCF MAY 11 at 10am JUN 7 at 6pm JUN 8 at 10am	**Equitable Decision Making**	Participants will learn how to use an equity lens to make equitable decisions, learn how certain decisions can have negative impacts on systemically marginalized people, and learn how to put tools into practice at work and home.	**Understand** the difference between equality and equity **Understand** the importance of disaggregating data **Understand** the concept of leading with racial equity **Understand** White Supremacy Culture as a framework **Gain** new tools to make more equitable decision	Developed by ODEI team in Fall 19

MAR 14 at 2pm MAY 16 – IT dept. MAY 18 at 5pm	**Everyday Ableism**	This workshop will examine and unpack "ableism" through the discussion of microaggressions, discrimination, and bias. Through an antiracist and disability justice-centered lens, participants will be able to identify instances of ableism, and will be equipped with strategies to disrupt these behaviors.	**Understand** the concept of Ableism **Learn** new vocabulary around disability and ableism **Recognize** how ableism can show up in my work at Clark College **Gain** tools to recognize and reduce ableism	Developed by Alyssa Voyles in Spring 23
SEP 13 at 10am	**How to support Systemically Non-Dominant Students**	This session explores the history and definition of the term "systemically non-dominant (SND)," and offers an overview of the characteristics, needs, and challenges of SND students at Clark College. Participants will discuss strategies and best practices for supporting these students, using the Community Cultural Wealth Model as a guiding framework.	**Understand** Systemically Non-Dominant students' strengths and challenges **Recognize** and give examples of Community Cultural Wealth **Identify** 1-2 specific ways to support Systemically Non-Dominant students at Clark in your specific role	Developed by Student Success Coaches in Summer 22
OCT 24 at 3pm APR 5 at 2pm	**Impact of Microaggressions**	In this workshop attendees will learn how to define and identify the three types of microaggressions, learn how to recognize microaggressions within our community and more broadly, and learn tools for responding to them and minimizing harm.	**Learn** about the three types of microaggressions **Understand** the difference between individual and environmental microaggressions **Understand** the concept of tone policing and reverse racism **Learn** about how microaggressions impact marginalized communities	Developed by ODEI team before 2019

NOV 18 at 10am	**Legacies of Colonization, pt. 1**	In this workshop participants will define colonization, understand its origins, and identify the consequences of colonial systems on Indigenous communities.	**Understand** the concept of colonialism **Understand** the four different forms of colonialism **Learn** about the impacts of colonialism in Africa, India, and Latin America **Learn** about modern colonialism and the motives of exploitation	Developed by Rosalba Pitkin in 2022
MAY 5 at 10am	**Legacies of Colonization, pt. 2**	While part 1 of "Legacies of Colonization" discussed the history of colonization, part 2 will discuss the last impacts of colonization in today's communities, and steps participants can take to mitigate these impacts.	**Define** and provide examples of colonialism **Understand** the role colonialism has played in developing systems of oppression **Learn** modern examples of the lasting impact of colonialism and neocolonialism	Developed by Rosalba Pitkin and Katia Quintero in Spring 23
FEB 14 at 8am MAY 3 at 8pm	**Mitigating Stereotype Threat**	Stereotype threat can cause certain individuals to perform poorly in their academics and almost always affects systemically non-dominant groups disproportionately. Participants will learn about social and personal identity, discuss how labels affect others, define stereotype, and stereotype threat and leave with tools to disrupt stereotypes and stereotype threat for students and employees.	**Understand** the concept of stereotype threat **Understand** identity contingencies **Understand** imposter syndrome **Gain** tools to reduce stereotype threat and bias	Developed by ODEI team prior to 2019
DEC 12 at 1pm MAR 30 at 9am	**Power, Privilege, and Inequity 101**	Participants will learn and review definitions and vocabulary, discuss how power, privilege and inequity impacts how different people with	**Understand** personal and social identity	Developed by ODEI team in Fall 2019

APR 26 at 10pm		different identities navigate various spaces. Participants will leave with tools to help interrupt systems of oppression.	**Understand** the concept of intersectionality **Understand** privilege and oppression **Understand** oppression on all levels (internal, interpersonal, organizational, structural, and historical) **Understand** White Supremacy Culture	
OCT 11 at 12pm APR 28 at 1pm	**Safe Zone**	Participants will understand the intricacies of the LGBPTQIA2S+ community, review definitions and vocabulary, and discuss heterosexual/cisgender privilege. Participants will also learn how to put these concepts into practice at Clark College.	**Understand** the concept of sex and gender **Learn** new core LGBTQ+ vocabulary **Understand** the concept of pronouns and why we use them here at Clark College **Gain** tools to reduce bias and homophobia	Developed by Alyssa Voyles in Summer 19
OCT 7 at 9am	**Understanding Intersectionality**	Attendees will have the opportunity to understand what social identity is and what identities they hold. We will also discuss the theory of intersectionality and opportunities to leverage privilege to dismantle systems of oppression.	**Understand** the concept of intersectionality **Learn** new vocabulary around identity type and categories **Identify** aspects of intersectionality within my own personal identities	Developed by Alyssa Voyles and Dee Harris in Summer 20

			Gain tools to approach my work with an intersectional lens	
OCT 28 at 10am FEB 28 at 2pm	**Understanding Implicit Bias**	Implicit Biases are pervasive and unconscious and impact our every interaction. Through this workshop, participants will learn how implicit biases are formed, what the different types of bias are, and how to recognize and disrupt instances of bias.	**Understand** the concept of implicit bias better now than before the training **Learn** new vocabulary **Understand** the concept of bias and how it impacts my work at Clark College **Gain** tools to recognize and reduce bias	Developed by Alyssa Voyles in Winter 23
SEP 13 at 10am MAY 15 at 9am	**Unpacking Whiteness**	We often talk about "whiteness" in our training workshops – but what does that mean? This session will explore the development of whiteness as both a concept and an identity, and the lasting impacts of whiteness on systems of power, privilege, and oppressions.	**Understand** the development of whiteness as a structure and a concept better now than before the training **Learn** new vocabulary around whiteness, privilege and power **Understand** better how privilege can show up in my work at Clark College	Developed by Mike Law and Alyssa Voyles in Summer 23
JAN 26 at 5pm APR 20 at 1pm	**We have Always Been Here**	Queer history has not been part of curriculums, and some people perpetuate the idea that queer identities are a "phase" or a "fad." This session will provide an in-depth overview of queer history – stories of community leaders, political actions, and significant events.	**Understand** the timeline of Queer History **Gain** insight into the Queer community **Understand** the concept of white-washing, specifically in regards to historical events	Developed by Alyssa Voyles in Summer 21

			Understand anti-Blackness, and how it impacts the history that is celebrated	
MAR 3 at 10am	**White Women in Power, pt. 1**	In this session participants will gain an understanding of the intersections of race and gender, and the influence of whiteness on feminism and social equity. Through a historical look at the role that White women have played in social justice movements and the at times negative impact of those roles, we will discuss strategies that can be used to advocate for systemically marginalized identities and interrupt harmful patterns of white supremacy culture.	**Understand** the role white women have played in shaping American History **Understand** the connection between historical events and how women are portrayed in the media today **Identify** strategies to hold myself and others accountable to committing to anti-racist actions	Developed by Alyssa Voyles in Fall 2019
MAR 20 at 11am	**White Women in Power, pt 2**	Building on the discussions in White Women in Power, this session will move beyond the discussions of the impact of race and feminism and will focus on the personal implications of these intersecting identities. Participants will unpack how these intersecting identities can impact relationships professionally and socially and will identify ways to recognize and utilize privilege to disrupt harm and amplify historically excluded voices.	**Recognize** inequities in society that benefit white women **Understand** the concept of the Captivity Narrative and the lasting impact it has on the protection of white women **Identify** strategies to hold myself and others accountable to committing to anti-racist actions	Developed by Alyssa Voyles in Spring 23

Attendance Reports

In 2018, Clark built an internal, ADA-compliant attendance tracking system for all professional development sessions – this system is called the Professional Development Dashboard (PDD) and was championed by our current Vice President of Diversity, Equity, and Inclusion and IT Application Development group. Attendance for PPI workshops is tracked through this internal tracking system, and the ODEI team will be working with the Software Development team in the coming months to provide the software tool with updates related to tracking and reporting data. With face-to-face workshops, attendees scan in at attendance kiosks using their ID badge, and in virtual sessions, ODEI team members manually enter attendance for each workshop. As attendance is tracked, employees can log into their Professional Development Dashboard on the Clark website, which tracks all trainings they have attended during their time at Clark, PPI and otherwise. Supervisors are also able to log in to the dashboard and monitor attendance of all supervisees.

At the end of each quarter, a report on attendance is updated for Executive Cabinet, presenting updates on attendance by both employee type and departments. These updates are presented in the table below. Each column builds on the previous quarter, with the Spring Quarter attendance data being the data for the academic year.

2022-2023 Power, Privilege and Inequity Workshop Attendance by Employee Type			
Employee Type	**Fall**	**Winter**	**Spring – Final Number**
Administrative	39 out of 96 **41%**	64 out of 102 **63%**	79 out of 102 **77%**
Classified	39 out of 252 **15%**	121 out of 257 **47%**	176 out of 271 **65%**
Hourly	8 out of 285 **3%**	51 out of 295 **17%**	92 out of 297 **31%**
Faculty	87 out of 192 **45%**	118 out of 195 **61%**	152 out of 194 **78%**
Adjunct Faculty	24 out of 527 **5%**	66 out of 545 **12%**	140 out of 552 **25%**
Student Employee	Not tracked	21 out of 272 **7%**	57 out of 305 **19%**
Total	**15%**	**26%**	**40%**

Evaluation Feedback

After each training, participants receive a follow-up email with the training Power Point slides, resources shared by the presenter, and Microsoft Forms evaluation. Beginning in the spring quarter for the Zoom presentations, the evaluation was shared during the last few minutes. With this change the number of evaluations returned increased, and yet this is an area that needs more attention to increase returned evaluations. Currently, this data is kept within the ODEI department, and over Summer 2023 strategies to share feedback with the college, community and State Board will be developed.

The evaluation includes Likert scaled questions asking about the learning outcomes unique to the PPI as well as standard questions (including the 2 presented in the chart below) asked in every workshop evaluation.

The standard quantitative questions used in each evaluation are:
1. I had a chance to engage in meaningful dialogue around the [topic].
2. This session met my expectations.
3. I felt discomfort around this subject.
4. The facilitator was knowledgeable about the subject matter.

5. The session was interactive.
6. I can apply these concepts to my job and everyday life.

There are three standard qualitative questions used in each evaluation:
1. What was the most useful part of this session and why?
2. What part of this session needs the most improvement?
3. Please provide any additional comments you have about this training.

Workshop Title	Number of times offered throughout 22-23 academic year	Number of attendees for the 22-23 academic year	Number of evaluations completed and percentage of attendees	Respondents who agree to "this session met my expectations"	Number of respondents who agree to "I can apply these concepts to my job and everyday life"
Allyship in Action	1	8	8 100%	8 100%	8 100%
Best Practices Supporting Dreamers	2	50	0%	--	--
Beyond the Binary	2	58	20 34%	13 65%	19 95%
Creating Inclusive Classrooms	1	45	13 29%	6 60%	8 80%
Critical Race Theory	1	27	13 48%	10 77%	11 85%
Cultural Appropriation	1	15	6 40%	5 83%	6 100%
Disability Justice 101	2	47	19 40%	18 95%	18 95%
Equitable Decision Making	9	209	45 21%	36 80%	36 80%
Everyday Ableism	3	2	23 25%	20 87%	23 100%
How to Support SND Students	1	62	0	NA	NA
Impact of Microaggressions	3	40	13 33%	7 54%	11 85%
Legacies of Colonization	1	30	10 33%	9 90%	7 70%
Legacies of Colonization, Part 2	1	31	8 26%	3 38%	7 86%
Mitigating Stereotype Threat	2	69	44 64%	32 73%	38 84%

NWREC PPI: Justice Impacted Students, Presented by Hanan Al-Zubaidy	1	**19**	11 58%	9 82%	10 91%
NWREC PPI: Creating Black Culturally Centered Assignments: Presented by Dr. Ramycia McGee	1	**15**	4 27%	4 100%	4 100%
NWREC PPI: The Roots & Lingering Effects of Anti-Blackness….: Presented by Dante King	1	**20**	5 25%	4 80%	4 80%
NWREC PPI: Preventing Compound Injuries: A Trauma Informed Approach…: Presented by Stefani Coverson	1	**26**	11 42%	10 91%	10 91%
NWREC PPI: Healing from White-Body Supremacy…: Presented by Molly Kennedy	1	**22**	3 17%	2 67%	3 100%
Power, Privilege and Inequity 101	3	**62**	10 16%	8 80%	9 90%
Safe Zone	2	**43**	13 30%	12 92%	12 92%
Understanding Intersectionality	1	**14**	7 50%	7 100%	7 100%
Understanding Implicit Bias	2	**12**	59 53%	43 73%	47 80%
Unpacking Whiteness	2	**89**	19 21%	18 95%	16 84%
We Have Always Been Here	2	**50**	13 26%	11 87%	11 87%
White Women in Power	1	**17**	6 35%	6 100%	6 100%
White Women in Power 2	1	**50**	8 16%	5 63%	6 75%

Qualitative Comments

A snapshot of qualitative comments is provided here. Over Summer 2023, ODEI staff will be reviewing this feedback, along with qualitative feedback from the Campus Climate Survey, to gain insight into concerns at the college, and to identify areas to improve or strengthen.

What was the most useful part of this session and why?

- Getting a clearer sense of differences intended between appropriation and appreciation. Having lived in various cultures/countries around the world, I can now link distinct situations of appropriation and appreciation to some of those experiences.
- I appreciated the group sharing that happened during this training bringing together different personal stories made me feel more comfortable and connected to the group.
- The truth about historical timeline, I had some of this but many gaps. I appreciated the pause moments when people could share thoughts and resources either verbally or in the chat for further exploration and reflection after. Thank you!
- Reviewing definitions, acronyms again, connecting with colleagues, hearing specific examples and scenarios
- I learned about the term "intersectionality" and was able to think and reflect about it based upon the examples provided. I appreciated the videos to help illustrate the "real life" aspects to make the concept more clear.
- The conversation among peers was the most useful part of this session, spurred by the questions that were raised.
- I attended this presentation before, but it made more sense 2nd time around. Appreciated learning about other participants' thoughts/ideas/experiences.
- The reverse racism section because I have heard the term but this explanation clarified any questions I had about it.
- The most useful part of this session was to learn how hard-wired implicit biases can be, and that being aware of them is the best way to overcome them.
- The most useful part of this session was understanding myself better. I struggle with imposter syndrome and sometimes fall for stereotype threats that affect my professional and academic life. After this training, I better understand why I act the way I act and why I feel the way I feel.
- The videos that gave context to what you were explaining.
- I think the most useful part of the session were the terms and having our department all understand the language together for future discussion, reflection and actions. The fact that this was personalized to reach early learning, it was very meaningful to the team.This was my first PPI class as a new employee and I am sorry to say that my expectations were not high, HOWEVER, I am very impressed with the content, presenters and interaction with participants. I have taken away several of the share links to delve into some more. Thank you!

What part of this session needs the most improvement?

- More time for the small group discussion!
- This session is one that I feel has constant room for growth and improvement not because it's not always wonderful but because the gift of each enriches all! Inviting more voices and more eyes is always great.
- I would have preferred larger type/font. Several times we were asked to participate in reading and the type size was not large enough for some people to volunteer.
- The chat function, while incredibly useful, can sometimes become a distraction when separate conversations are taking place there, in addition to the presenter and main discussion.
- The breakout rooms were a bit silent.
- The timing. I felt like there wasn't enough time for the speaker to get through the slide.

- I didn't have a clear understanding of what disaggregating data.
- Updating case scenarios to potentially reflect situations reflective of smaller decisions, or decisions that could be made by folx at any level of power.
- More small group discussion. I enjoy hearing from the large group, but that made it difficult for me to speak up.
- updating, for those of us that have been through the trainings over the course of 5+ years it would be nice to have a deeper dive into information or a 101 /201 series differential
- time management
- Maybe add a quick survey or quick questionnaire that ill allow people to assess one small idea that they may hold that they didn't know about. IE: The example of the site you went to and found you thought men were career oriented. Maybe set up something like that so the audience could do the same thing to find out something about themselves. Just a thought. It might make it more personal.
- The pace of the session needs to be a bit slower, with fewer terms/definitions given - give time to concentrate better on those that are covered. The sheer quantity of new acronyms/terms felt overwhelming at times.
- Please break it up into subject specific groups. We STEM folks like to get to the point and get on with it.
- I may be an outlier, but I don't consume enough media to get most of the pop culture references that were used as examples of ableism. Characters from TV shows, etc. There were plenty of other examples throughout the presentation that were fine.
- The prompts for participation were open-ended and led to many attendees refraining from participating. Perhaps we could explore other ways to foster engagement and conversation

Please provide any additional comments you have about this training.
- I understand that the transcript at the bottom of the screen is necessary for all access, but it's really bad about picking up many words correctly. It was pretty funny sometimes to read the interpretation as it was distracting and countered the seriousness of the topics with so many misspellings. Perhaps there is a way for us to turn it off? If so, you might want to mention that at the start of the presentation, for those of us who don't need/want it.
- This training will directly impact my work at the college - not only in my own interactions/actions, but in how I teach. I teach the concept of Implicit Bias in one of my courses and this training gave me so many good ideas for how to improve it. Thank you!!
- It was great to see the diverse voices and to know that people at Clark, may not always get it right, but we're all trying to be inclusive.
- I didn't gain much from this program. Coming from an employment industry with leadership which has focused on equity for years, I already knew most of these items. Finally having the definition of what the college deems "White Supremacy Culture" was helpful for me to be able to see the definitions. Up to this point, I have always been offended by this term in the same way that people of color are offended by certain terms used previously in America. The use of such polarizing terminology divides rather than unites groups. And it serves to defeat the purpose of what the voice is trying to accomplish. Creating an inclusive culture is important and often this is done on an one on one and small group basis.
- I feel like this should be expanded into a two-part session so that we have time to cover everything, including time to run through scenarios, which I think are the most crucial part of the learning process and really push folx out of their comfort zone.
- Appreciated that this was a virtual learning environment.
- I marked many of my responses "Neutral" because I completed this training in the past plus a year of BUILD - such a great program (thank you ODEI!).

- At some point it felt a little like a "complaint" session instead of a positive learning experience. That served to narrow our perspective considerably; perhaps fewer attendees would help. I would like to hear more about some of the positive and unbiased aspects of our community and our nation. Is it really all that bad? Any room for gratuity? I would also like to hear more positive ways of addressing bias. For example, what role can a sincere faith or religion play in reducing bias? What other creative positive forces are out there?
- I watched the doc Disclosure after the meeting and it was fabulous. Thank you for the rec! I would love a list of books/docs/talks/etc. for future use:) This was a great training! Loved the history so much! More focus on intersectionality could be cool.
- While it was a topic I am already very familiar with, I appreciated a lot of the introductory information for people who may not have as much experience with discussions like this.
- We are so very fortunate to have an ODEI group to help make me a better and more aware manager. Before ODEI I thought I was a "great" employee ... what I didn't think about is how others perceive me and how powerful just listening to someone who is different than myself can be. It's not always about what I think. I look forward to joining the B.U.I.L.D. program as soon as I can get enough time.
- I wish this specialized kinds of trainings were mandatory for everyone - there are still a lot of places on campus that need to take these things more seriously.

Findings/Learnings

As with any implementation of a program, there were several lessons to be learned this year with our training program. PPI trainings were discussed more often than they had been in years past, and more feedback was being provided by the college community. Maintaining the administrative aspect of the program was a heavier lift than expected, and lead to increased communication about attendance, challenges with scheduling, and partnering with departments. Some of our specific findings and learnings are listed below.

- Compliance and Accountability
  - With new RCW guidance around attendance timelines and requirements, ODEI was tasked with tracking attendance now from a compliance standpoint. This meant increased auditing and reporting updates to college leadership and supervisors, as well as increased communication from employees with questions about what qualifies, what doesn't, and what the actual requirements are. This shift toward how attendance is tracked has led to conversations about our attendance tracking systems, and strategies for improvement. Currently, the system is very manual and there is a lot of room for error. For example, to create the quarterly updates, there are approximately 10 spreadsheets that need to be manually reconciled – like taking data from one sheet that just lists names and attendance, and incorporating it into another sheet that has names, employee types and department. Ultimately, the year ended with attendance far lower than stated in the RCW, which has shown us gaps in offerings, and groups that will need additional support in completing this requirement.
- Rotating and updating training offerings
  - As shown in the table above outlining the different workshops offered, new workshops are continually being developed and added into the rotation. We have received positive feedback on this effort, as we are providing opportunities for employees to engage in more specific conversations, learn more about areas they are interested in or want to know more about, or just to expand their knowledge. As the evaluation data has been read, there is some work to be done to update trainings – especially trainings like Impact of Microaggressions or Mitigating Stereotype Threat, which have been offered for over 4 years. Additionally, the feedback from the evaluations is giving some insight into workshops that can be modified or expanded – current ideas being considered based on evaluation feedback include splitting Everyday Ableism into two parts and adding additional follow-up trainings to Equitable Decision Making.
- Benefit of extended hours

- An intentional effort was made this year to offer trainings during extended hours – times outside of standard business hours. This was done in recognition that not all employees at the college work a traditional schedule – offering early morning, evening and late-night trainings allowed those on swing or night shift, or adjunct faculty working elsewhere an opportunity. Workshops were offered at 6am, 5pm, 6pm, 8pm, and 10pm in the Winter and Spring Quarters. Feedback was received that these sessions were also helpful to folx who worked a traditional schedule, as doing a training outside of regular business hours allowed them to focus more on the workshop and not on regular daily interruptions. This is a practice that will be continued into future years and expanded upon.
- Opportunities for partnerships
  - An exciting aspect of implementing this new policy has been increased opportunities for collaboration and partnerships. Some specialized trainings were offered for different departments, which allowed for more specific discussions about the application of content. We increased partnership with the Teaching and Learning Center, the department at the college with oversight over Faculty professional development. This was the first year PPI workshops were offered at Fall Faculty Focus, which is a fall Inservice day for all faculty. Additionally, a virtual PPI opportunity was offered the day after. More opportunities for partnerships have been found and will be discussed in the Next Steps section.

Next Steps and Opportunities

The learning and insight that was gained from the first year of implementing this policy has made clear several next steps to be worked on over the Summer prior to the start of workshops for the 2023-24 academic year. Some of these next steps are listed here:

- Program participation, evaluation, training transfer process
  - **Increase program participation and beyond.** As a Community College, we have set a program completion goal of 80%, and in our first year of tracking and reporting, we are at a mid-way point to get to the intended percentage outcome. The real and desired outcome, however, is not in the form of a percentage – it is in the way folx commit to equitable outcomes for students in their daily work. Our college will continue to have conversations around our collective and individual journeys and responsibilities in this work, commitments to each other and students alongside best practices around accountability.
  - **Implement training transfer process.** Per RCW 28B.10.45, "Part-time faculty and staff who are employed at more than one institution of higher education are only required to complete the professional development program at one institution if they provide proof of completion to their other institution of higher education employers to receive credit for participation." This will mean that Clark will need to develop a process of capturing proof of completion of appropriate diversity, equity, inclusion and antiracism workshops taken at other WA-state institutions. There will be a transfer process that a participant can submit for review to the Office of Diversity, Equity and Inclusion. Our team will work to implement a process by Fall 2023.
  - **Introduce online introductory PPI module for all faculty and staff.** This online introductory PPI module will be developed during Summer 2023 and will be added for all staff, faculty, and student workers by the beginning of Fall 2023. The online module will be added to Higher Ed Works, which holds mandatory trainings for groups. This module will provide an overview of Clark College's commitment to diversity, equity, inclusion and anti-racism, an overview of PPI and focus areas, a how-to of how to find and attend PPI trainings, a link to the policy for confirmation of review, guidelines around engagement in PPI trainings, and so on.

- o **Implement strategies for evaluations**. As shown in the table above, the response rate for evaluations is low. The ODEI team will be strategizing ways to increase this response rate. In the spring quarter, the link to the evaluations started being shared during virtual sessions, to some success. That process will be continued with all virtual sessions moving forward. Some strategies to increase evaluation returns for face-to-face sessions being considered include displaying a QR Code, providing paper copies of the evaluation for folx to fill out on the spot alongside accessible ways of filling out evaluations, or connecting the evaluations to the attendance tracking.

- Strategic Plan Operationalization
  - o **Operationalize the Equity-Centered Strategic Plan**. Trainings and workshops often do not lead to behavior changes, this is meant to be part of a deeper commitment and finding the linkage to someone's daily work. Over the next several months, ODEI will be working to assist departments and individuals connect more deeply with embedding diversity, equity, inclusion, and anti-racism within goals and apply learnings from PPI workshops to their ongoing work.

- Community Guidelines and Agreements
  - o **Increase behavioral commitments.** Qualitative data from both PPI evaluations and the College Climate survey both show that there are those at the college who believe that this antiracist-centered professional development approach is "divisive" or "meant to make people with dominant identities feel bad." This belief has led to some actively choosing to avoid engaging in the PPI trainings. Data also shows that a culture of busyness and pressure to perform has led some to feel that trainings like PPI trainings aren't worth it because "they don't relate to my job." Finally, some at the college have shared that they are "over" hearing about PPI trainings, and don't understand why we keep talking about the requirement. Some time needs to be spent dedicated to strategizing how to respond to these beliefs – whether that be more visits to departments divisions, increased transparency in compliance and attendance updates, or supporting supervisors in understanding the importance of this work.
  - o **Implementing guidelines for engagement.** With attendance at PPI trainings increasing, it has become apparent that it is necessary for the ODEI team to revisit the Agreements presented at the beginning of each workshop. These agreements, which include statements like "Make Space, Take Space" and "Practice Graceful Listening" provide a general expectation for attendee engagement. This year, some workshops have experienced moments where harm has been caused intentionally by attendees actively pushing back on presenters or using the chat feature in Zoom to detract from the material being presented. One such incident, during Safe Zone on April 28th, led to a bias report being filed and an all-college email being sent to follow up on harmful trans antagonistic rhetoric. The current agreements being used have been in place since before 2019, and the ODEI will be dedicating time in the coming months to revising both the agreements, and the way in which they are presented.

- Partnership
  - o As addressed above, a key learning from this year has been the opportunity for partnership and collaboration with other units throughout the college. As work on this program moves forward, there is a need for increased partnerships. For example, in looking at the attendance breakdown by department, there are some departments with many employees (30+) who had very low rates of engagement, and outreach will be done over the summer to the

managers of these departments to discuss strategies for engagement. Partnerships will also be developed to support certain employee types needing training, like working with Career Services to provide training opportunities to work study students. In looking ahead to the 2024-25 year, partnerships will be developed to ensure compliance with the updating attendance requirements, like 35% of tenured faculty being required to complete the program. Finally, partnerships to support the administration of this program will be developed, like working with IT to adjust the tracking system.

- Student-focused PPI programming
  - As outlined in the RCW, beginning with the 24-25 academic year, the antiracist training program must be expanded to include all degree-seeking students. The upcoming year will be dedicated to taking the lessons learned from implementation for employees and using them to building this student-focused program. Decisions to be made include defining how a "program" is defined at the college, how to scale and manage the program as well as attendance tracking, and the development of a curricula.

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Rhianna Johnson, Director of Guided Pathways and Partnerships

How is that operationalized?

- Work of GPAC
- Budget process
- State plan
- Reports and surveys
- Communication strategies
- Department level work

Highlights of 2022-2023

▶ Supporting in-person outreach events, including specific focus on systemically excluded students

▶ Reengagement of the campus community around Guided Pathways via the Penguin Pathways Podcast, 24/7 news articles, and Guided Pathways and Strategic Enrollment Management Open House

▶ Review of data and identification of priorities in Guided Pathways Advisory Council (GPAC)

▶ More comprehensive and structured budget and project planning process

https://www.clark.edu/guided-pathways/penguin-pathways-podcast/

Guided Pathways: Where have we been and where are we going?

Highlights of 2022-2023

- ▶ Positive feedback from campus and external partners related to awareness of Guided Pathways, including participation in multiple community spaces

- ▶ Positive recognition from accreditation visit

- ▶ Full assessment of all pillars completed, including feedback opportunities from Guided Pathways Advisory Council

- ▶ WSIPP survey completed and submitted to capture progression of Guided Pathways at Clark College

Guided Pathways: Where have we been and where are we going?

Winter Retreat Guiding Question

▶ What are the components that need to be added or changed to the onboarding structure at Clark College to set all students up for long-term success, meaning higher retention, completion and employment outcomes with lower equity gaps?

▶ Led to further exploration of COLL 101 data and FYE development in Student Affairs

Essential Practice: Building Meta-Majors

Clark College has made significant progress in the area of program mapping.

- Meta major promotional videos have been developed to showcase career pathways in each of the "Areas of Study" at Clark College, along with the Caring Campus video that highlights the Caring Campus initiative
  - https://www.clark.edu/academics/programs/
- Clark College is the first college in the state of Washington to offer live program maps via Concentric Sky software
- Employment outcome data was recently added to program pages via Lightcast software to highlight data about job options in the various programs. See MTX example:
  - https://www.clark.edu/academics/programs/advanced-manufacturing-and-mechanical/mechatronics/
- Guided Pathways funding has been utilized to develop a new B.S. in Computer Science, and programming related to clean energy

Essential Practice: Structured Exploration

Guided Pathways funding supports strategies and initiatives in several departments to improve structured exploration. Examples include:

- ► Funding for the STEM Strategic Plan
- ► Improved placement processes in English
- ► Contextualized and corequisite math courses
- ► Development of the "My Plan" student onboarding modules
- ► Funding support for Penguin Welcome Days

Essential Practice: Student Advisement

Guided Pathways funding supports several services associated with student advisement/coaching including the following:

- Success coaches that are housed in the Office of Diversity, Equity and Inclusion-presented at Student Success Center Sept. 28th
- The student retention and communication office
- New student ambassador program
- Faculty advising
- Support for transfer student credit evaluations and access to Academic Advising Reports
- Coaching and mentoring for targeted populations including those participating in specific programs such as Disability Support Services, MESA, and other programs
- Caseload and appreciative advising part of state workplan

Essential Practice: Faculty Engagement

Guided Pathways funds have been utilized to pay faculty for:

- Professional development related to anti-racist pedagogy, teaching from a Universal Design for Learning (UDL) perspective, trauma informed teaching, Open Education Resources (OER), and several other areas associated with dynamic classroom environments

- Guided Pathways funded the revitalization of the Teaching and Learning Center in 2022-2023 AY, which provides physical space and robust programming for faculty professional development

- Curriculum and program design

- Community outreach

- Undergraduate research and other student activities related to academic enrichment

Essential Practice: Data Analytics and Student Tracking

Data informed planning continues to be a primary focus of Guided Pathways.

- ▶ Guided Pathways funds HelioCampus software, Qualtrics, and Rapid Insight

- ▶ Plans for next year include exploration of additional student tracking software to better identify students in danger of drop-out and progression toward completion

- ▶ Guided Pathways funding has been utilized for several consultants to enhance and build out specific ctcLink processes and procedures

Essential Practice: Research and Assessment

Assessment efforts were strong in 2022-2023 and continue to be a critical component of measuring effectiveness.

- ▶ Funded research associate, survey staff, and consulting related to the Assessment and Institutional Research Department

- ▶ Funding has supported four NWCCU fellowship participants and plans for 2024 include funding for faculty participation in assessment workshops

- ▶ Operations in the Teaching and Learning Center that includes topics related to course level outcomes assessment and evaluations

Additional Focus Area: Outreach and Recruitment

The college is highly focused on increasing enrollment and Guided Pathways strategies are integral.

- ▶ Several outreach and recruitment events including Noche de Familia events for outreach to Latinx communities, Black Student and Family Day, STEM Camp, Career and Technical Education Showcase Day, Stem-O-Ween, Latino Leadership Conference, and Healthcare Pathways Camp

- ▶ Funding supports Penguin Welcome Days and other events provided by the Entry Services Department

- ▶ Guided Pathways is funding two positions geared toward improving the website and user experience, along with other spending related to outreach and recruitment

2023-2024: Developing Pathways

▶ Work will continue to complete development of the new BSCS degree

▶ Efforts planned to ensure yearly review and updating of program maps to align with catalog information for accuracy

▶ Guided Pathways funds were used to purchase a Program Demand Gap Analysis Report to determine next steps to align with industry needs

▶ Construction industry pathway development (Professor Tina Barsotti)

2023-2024: Onboarding Students

- ▶ Guided Pathways funding supported creation of the Penguin Early College Center (PECC)
- ▶ Continued support for CTE Showcase Day, Noche de Familia, STEM Camp, Stem-O-Ween and STEM Family Outreach
- ▶ Area of Study focused career exploration events

Onboarding continued…

▶ First-generation PTK conference and training, in partnership with foundation

▶ Continued funding support for My Plan and student communication resources

▶ Funding support for equitable English placement practices and faculty training

▶ Support for Entry Services outreach and welcome events
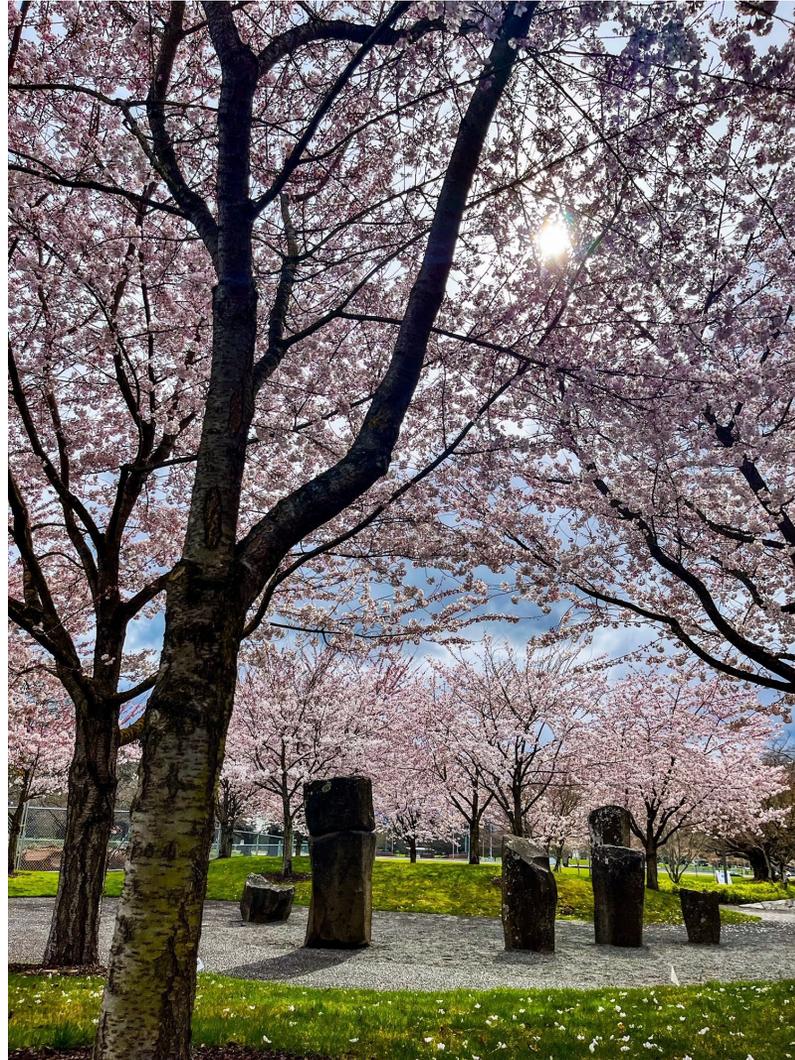
2023-2024: Student Retention

- Continued support for OER, including enhancements to college level math materials to increase completion rates
- Funding for WSUV Guaranteed Admissions partnership activities
- Increased surveys to provide data for adjusting Advising Department student advisement strategies
- Juneteenth celebration and Black Student and Family Fair
- Development of robust HBCU pathways

Retention continued…

- ▶ Multiple events and training in the Teaching and Learning Center, with a specific focus on culturally inclusive teaching and trauma responsive education

- ▶ Peer support and evaluations for students receiving/pursuing disability accommodations

- ▶ Expansion of the MESA Program to increase number of students served

- ▶ Funding support for the STEM Strategic Plan: A Braided River Approach (chemistry corequisites, biology transfer pathways, CURE projects, and engineering student mentors)

- ▶ Clark County Youth Connect convening- Better serving BIPOC students

2023-2024: Learning Outcomes and Assessment

- Assessment workshops to train faculty on effective strategies
- Continued funding for HelioCampus
- Faculty support for course level assessment techniques
- FYE conference attendance and NWCCU Data Equity team funding
- Alignment with Strategic Plan KPIs as they are developed

Questions?

Feel free to contact me!
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Guided Pathways 2022-2023 End-of-Year Report

Rhianna Johnson, Director of Guided Pathways and Partnerships

July 2023

Four Pillars of Guided Pathways

Create clear curricular pathways to employment and further education.

Help students choose and enter their pathway.

Help students stay on their path.

Ensure that learning is happening with intentional outcomes.

Overview

The 2022-2023 academic year was rich with Guided Pathways activities and initiatives. The year began with budgeted project plans that were chosen through an inclusive application and vetting process. The resulting strategies and initiatives were embedded into the restructured Strategic Enrollment Management Plan. In-person events gained traction after the pandemic and community outreach was strengthened, as demonstrated in the list of activities shown in Appendix A: 2022-2023 Career Pathways Events .

2022-2023 Strengths

- Supporting in-person outreach events, including specific focus on systemically excluded students
- Reengagement of the campus community around Guided Pathways via the Penguin Pathways Podcast, 24/7 news articles (see list in Appendix B), and Guided Pathways and Strategic Enrollment Management Open House
- Review of data and identification of priorities in Guided Pathways Advisory Council (GPAC)
- More comprehensive and structured budget and project planning process (all funds expended in fiscal year)
- Positive feedback from campus and external partners related to awareness of Guided Pathways, including participation in multiple community spaces
- Positive recognition from accreditation visit
- Guided Pathways strategies incorporated into Strategic Enrollment Management Plan
- Full assessment of all pillars completed, including feedback opportunities from Guided Pathways Advisory Council
- WSIPP survey completed and submitted to capture progression of Guided Pathways at Clark College

- Clarifying roles and responsibilities with department level leaders
- Aligning multiple projects and initiatives that are happening simultaneously
- Ensuring continuity of projects and initiatives during staff turnover
- Increasing communication and coordination of projects and initiatives that overlap functional areas
- Clarity around roles and outcomes for community engagement
- Ensuring follow-up on data that is provided
- Continuing to integrate new college projects under the Guided Pathways framework
- Empowerment of Guided Pathways at the operational level

Guided Pathways Advisory Council Activity

Participation in the Guided Pathways Advisory Council was strong this year. The group reviewed several data points including the following: qualitative data about staff and student perceptions of Guided Pathways progress based on several state guiding documents, equity gaps related to student success indicators, and disparities related to students' completion of high wage, in-demand programs. As a result of these discussions, and those that took place in the winter SBCTC retreat, the group identified the need to improve onboarding structures and develop a First Year Experience. The team's guiding question was:

> What are the components that need to be added or changed to the onboarding structure at Clark College to set all students up for long-term success, meaning higher retention, completion and employment outcomes with lower equity gaps?

Additionally, the members of GPAC, along with members of the Guided Pathways Strategic Planning Committee, agreed that a full assessment of all pillars of Guided Pathways at Clark College would be beneficial for establishing priorities to guide budget allocations and initiative decisions. A full assessment was completed and presented in Spring 2023, with consensus regarding the assessment results.

Guided Pathways Framework Assessment Spring 2023.pdf

Project Summaries (sample)

Several projects received Guided Pathways funding in 2022-2023 to advance student success outcomes. Details about each of the projects were presented to the campus community during the spring Guided Pathways and Strategic Enrollment Management Open House, which was well attended. The following is a sampling of project highlights, provided by project leads.

Project	2022-2023 Progress
Bachelor of Science in Computer Science	• Completed BSCS curriculum development outline • Developed key required courses and draft program proposal for initial state approval • Submitted 23-24 budget proposal to continue work and seek additional levels of approval at Clark and the state level
Increasing College Level Math Outcomes	• Built institutional knowledge around summer math boot camps, and increased understanding about effective and ineffective math pedagogy strategies • Created contextualized math assignments for business students within statistics courses • Developed corequisites for MATH&107 and 146 to increase completion rates of college level math
Improving STEM Transfer Pathways	• Universal Design for Learning (UDL) training was provided for multiple faculty in biology, chemistry and math • Inventories/Assessments of course materials were completed in biology, chemistry and math courses • Completed revisions of course materials to incorporate tenets of universal design in biology and chemistry courses
Increasing Completion Rates in College Level English Courses	• Streamlined English placement processes to increase historically underserved first year college level English completion • Trained faculty in anti-racist teaching practices • Continued to develop curriculum to contribute to student success outcomes
Revitalization of the Teaching and Learning Center	• Created new commons space for faculty usage

	• Provided trainings related to antiracist teaching practices, trauma-informed teaching, accessibility, universal design for learning, and open educational teaching resources • 75 participants engaged in learning communities and 200 faculty participated in workshops
MESA Program	• Recruited additional mentors and mentees, with a total of nineteen (19) students actively participating in the Peer Mentoring Program • Increased mentor-mentee pairings from five (5) at beginning of year, to a total of nine (9) current and active pairings • Diversified the fields of study for the mentor group, which now include Biochemistry, Biology, Civil Engineering, Computer Science, Cybersecurity, Electrical Engineering, Math, Mechanical Engineering, Medical Research, Medicine, Microbiology, and Neuroscience
Black Student and Family Fair	• Increased awareness of Clark College campus resources, services and programs for Black students and their families via the BSFF • Introduced programming concepts for Black Student Transfer Program • Increased Culturally Responsive Community Support Services and Programs for Black students, families and communities
Penguin Welcome Days	• Students attended on-campus engagement events prior to the start of the quarter, where they learned about the resources to ensure success in their first day/week/term at Clark • Increased retention from term to term, and persistence from Fall to Fall • Students who attended PWD retained at a rate of 84% from Fall to Winter and at 81% from Fall to Spring
Noche de Familia	• Overall 390 participants (students and families) participated in Noche de Familia • Out of 390 participants, 10% enrolled in Clark College in various departments including Transitional Studies

	• Outreach for Noche de Familia reached more than 500 to 600 community members and built awareness of Clark College programs in the Latinx community
CTE Showcase Day	• 276 students from 13 schools and 7 districts attend the event and accessed 18 Clark College workshops • *Highlight* The furthest school was from Trout Lake, Washington traveling through the snow to bring 30 students to Clark • Tremendous feedback was received from students and community partners. These events foster stronger bonds in the community, expanding knowledge of Clark programs, and creating exceptional experiences for students
Website Redesign	• Completion of 70% of top-level page redesigns (up from 30%) to improve site usability • UX Audit resulted in guidance and recommendations for revised navigation and improved user experience • Year-over-year increase in site traffic and application starts
OER (Open Education Resources)	• Improved the process by which classes are labeled as OER or Low-Cost in the catalog • Increased the percentage of classes labeled as OER or Low-Cost from 12.13% (winter 2023) to 34.09% (fall 2023) • Faculty grant projects from the year will impact over 500 students in the next academic year (in BIOL 175, PSYC 200, and CMST 210) • Updated and enhanced clark.libguides.com/oer, a dedicated space for OER information at Clark
Clean Energy Program Development	• Recruited regional industry experts to establish a Clean Energy program Advisory Board; determined target occupation and developed a Clean Energy Technician DACUM (Developing a Curriculum) • Facilitated Advisory Board discussions on Clean Energy DACUM results and alignment

	with the Clark College Advanced Manufacturing and Mechatronics programs, delivery locations and existing training equipment • Identified 18 credits of Clean Energy course work to be integrated into Mechatronics and Advanced Manufacturing Programs; presented to Advisory Board for feedback; course outlines developed • See report materials at the following link: 2022-2023 Clean Energy Report

2023-2024 Planning

The 2023-2024 Guided Pathways grant application was refined, including expanded questions and requests for data. Project leads completed an end-of-year survey to capture outcome achievements as well as challenges related to the process for spending funds and meeting stated goals. Some themes in that data include difficulties with competing priorities, the need for training and support related to processes in ctcLink, and understanding of changing rules and guidelines in purchasing or other administrative areas.

The 2023-2024 Request for Proposals resulted in 36 project proposals in the following pillar areas:

Pillar I: Articulate Pathways

Work will continue to complete development of the new BSCS degree. In addition, new written processes and training will be provided to faculty from the Office of Instruction to ensure yearly review and updating of program maps to align with catalog information for accuracy.

Pillar II: Get Students on a Pathway

Several staff and faculty submitted proposals for strategies and initiatives that will support students with choosing a career pathway, a focus area identified as a need in 2022-2023 GPAC meetings. In addition, staff in Student Affairs are piloting a new onboarding process using My Plan Canvas modules and will present the outcomes at the Fall 2023 GPAC meeting. More specific projects include:

- Navigating Career Paths, Conversations on Networking: Intended for Students of Color, Queer Students, and Students with Disabilities, to be provided by Career Services and ODEI
- Improvements in the Running Start physical space as well as programming for new and continuing students
- Continued support for CTE Showcase Day, Noche de Familia, STEM Camp, and STEM Family Outreach
- Area of Study focused career exploration events
- First-generation PTK conference and training
- Continued support for My Plan and student communication resources
- Refinement of "Level Up" college preparation seminar
- Support for equitable English placement practices and faculty training

- Support for Entry Services outreach and welcome events
- Coordination of career pathways and community partnership events, as outlined in the Guided Pathways Career Pathways Series Proposal

Pillar III: Keep Students on a Pathway

- Continued support for OER, including enhancements to college level math materials to increase completion rates
- Funding for WSUV Guaranteed Admissions partnership activities
- Increased surveys to provide data for adjusting Advising Department student advisement strategies
- Juneteenth celebration and Black Student and Family Fair
- Development of robust HBCU pathways
- Multiple events and training in the Teaching and Learning Center, with a specific focus on culturally inclusive teaching and trauma responsive education
- Peer support and evaluations for students receiving/pursuing disability accommodations
- Expansion of the MESA Program to increase number of students served
- Funding support for the STEM Strategic Plan: A Braided River Approach (chemistry corequisites, biology transfer pathways, CURE projects, and engineering student mentors)

Pillar IV: Ensure Learning and Continuous Assessment

- Assessment workshops to train faculty on effective strategies
- Continued funding for HelioCampus
- Faculty support for course level assessment techniques
- FYE conference attendance and NWCCU Data Equity team

Appendix A

2022-2023 Guided Pathways Led/Funded Career Pathways Events

Name of Event	Lead Planner	Month	Career Focus
Noche de Familia	Rosalba Pitkin	October, January, May	Panelists and speakers discussed career pathways during and after Clark
Black Student and Family Day	Nicole Harris	April	Speakers discussed career pathways
CTE Showcase Day	Ellie Phillips	April	Students obtained hands-on experience in CTE and STEM programs (funding partnership with CCW)
High Tech Hiring Event	Rhianna Johnson + Alex Kison + Alyssa Joyner (WSW)	October and March	Job fair, high tech industries and manufacturing
Level Up	Andra Spencer + Kristin Sherwood + Robert Weston	September	Provides College 101 curriculum, including career exploration and math preparation
Stem-o-Ween	Rhianna Johnson + Brian VanGundy	October	Students obtained hands-on experience in CTE and STEM programs
Latino Leadership Conference (held at WSUV)	Rhianna Johnson	October	Introduced students to basic self-exploration related to career interests
STEM Camp	Tina Barsotti and Carol Hsu	June	Students obtained hands-on experience in STEM programs and learned about pathway options
Healthcare Camp	Olga Lyubar	June	Students obtained hands-on experience in healthcare programs and learned about pathway options (funding partnership with CCW)
Lo Que Sigue	Brenda Walstead	July	Students obtained hands-on experience in CTE and STEM programs

NEXT College Summit	Rhianna Johnson	May	Speakers discussed program options and choosing a career pathway
STEM outreach	Various faculty	Various	GP funds supported work on STEM outreach and conference participation, in alignment with the STEM strategic plan, to increase STEM career pathways
Welding outreach	Tatum Parsley, Don Gonser	Various	GP funds supported materials for outreach events to increase enrollment in welding pathways

Guided Pathways Career Related Community Involvement

Name of Event	Lead Entity	Month	Career Focus
Next Gen Sector Partnership	WSW	Various, Ongoing	Building industry partnerships in the manufacturing sector
SW Washington Youth Consortium	WSW	Various, Ongoing	Various partner organizations convene to discuss a variety of topics, including career pathways
WorkSource Sponsorship Team	WSW	Monthly	Various partner organizations convene to discuss a variety of topics, including career pathways and specific strategies for increasing employment in quality jobs
Washington Workforce Association Conference	WWA	November	Conference highlighting statewide efforts to improve employment outcomes
State of the Workforce Convening	Multiple	January	A regional meeting to review trends and data in the Portland/SW

			Washington metro area
Articulations and Dual Enrollment Workgroup	ESD112	Ongoing	A regional meeting including several partner organizations to discuss K-12 pathways
Columbia River Economic Development Council convenings	CREDC	May and ad hoc	Community meetings to discuss topics related to the industry and workforce landscape in SW Washington

Appendix B
Guided Pathways Communication and Engagement

One of the goals of Guided Pathways in the past two years has been to reengage the campus and external community on the Guided Pathways model, using the framework of "career pathways." The Guided Pathways Strategic Planning team discussed the desire to communicate about activities via multiple modalities. As such, the Penguin Pathways Podcast was initiated to interview project leads about their strategies.

[Guided Pathways Podcast](#)

Teams collaborated to hold an end-of-year Guided Pathways Open House Showcase was held to allow projects to display their strategies through creative exhibits.

[Guided Pathways Open House](#)

The excellent work of multiple campus staff and faculty was featured in news articles in the Clark College 24/7 publication:

[Noche de Familia Outreach Event](#)

[Black Student and Family Fair](#)

[CTE Showcase Event](#)

[Guided Pathways Foundation Article](#)

[STEM Pathway Camp](#)

[Healthcare Pathway Camp](#)

Appendix C
Clark College Career Pathways Series
Rhianna Johnson, Director of Guided Pathways and Partnerships

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Background
Data indicate that while 88% of students in the K-12 system aspire to post-secondary education, only 48% of educators believe that their students aspire to pursue further education.[1] Qualitative data gathered from the 2022 WA STEM report: High School to Postsecondary: Improving Outcomes Through Inclusive School-Based Inquiry shows that some students are struggling to navigate information systems to understand the steps that are needed to identify a career pathway and develop a plan to utilize post-secondary resources. Data from a 2022 Clark College student survey indicate that some students struggle to navigate information repositories and processes to effectively move through steps needed to complete a program.

Recent discussions in the SBCTC Guided Pathways retreat and Guided Pathways Advisory Council demonstrate consensus among participants that the onboarding system at Clark could better serve students by infusing more intentional, structured activities and experiences, to include early connections to Areas of Study. Data compiled by the Director of Guided Pathways and Partnerships and Associate Vice President of Instruction was presented at the fall Guided Pathways Advisory Council meeting and demonstrated the equity gaps that are present in employment outcomes for different student demographics. White and Asian students are making more money than systemically excluded students. Men are making more than women. White and Asian students are pursuing high wage occupations more than systemically excluded students. Clearly there is a need for greater support for students related to choosing a career pathway.

Objective
Guided Pathways is the primary framework that is used to structure the student experience at Clark College. It consists of four pillars that encompass the need to articulate pathways, help students begin a pathway, stay on track, and ensure learning outcomes are being met. Each piece is critical for student success, as defined by the students' goals at the outset. The need for effective career exploration and exposure is woven throughout each of the pillars. As such, Guided Pathways will develop a plan to implement a year-long career pathways exploration program, to include multiple stakeholders and components.

Plan
The Director of Guided Pathways and Partnerships will create a committee to establish the contents of the program and will include strategies such as the following:

- Affinity based outreach events (examples may include Noche de Familia, STEM-O-Ween, Latino Leadership Summit and Black Student and Family Day and others)
- Hiring Events (examples may include the High-Tech Hiring Event and others)

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[1] Tavares, H. (August 2022). High school to postsecondary: Improving outcomes through inclusive school-based inquiry. Washington STEM. Retrieved on 02/17/2023 from: https://bit.ly/ImprovingK12Outcomes

- Employer panels
- Industry specific outreach events (Examples may include CTE showcase, STEM camp, healthcare careers exploration, and others)
- Career exploration and college preparation experiences (examples may include Level UP and others)
- A regional symposium for individuals working in the career guidance space

Many of these activities are already taking place. The goal of this proposal is to tie them together in a formalized way to package and market them to the campus community under the Guided Pathways framework. By developing a year-long series of monthly events a level of predictability can be established internally and externally to help individuals know what they can expect around career exploration throughout the year. Additionally, promoting these activities as a branded package will bring together some of the efforts that may continue to operate in siloes. Additional ideas and details will be developed within the committee.

Stakeholders

Multiple stakeholders have an interest and perspective on the topic of career guidance and exploration. They include specific departments such as Career Services and CTE programs, as well as staff in the Office of Diversity, Equity, and Inclusion and Transitional Studies, among others. External partners also have vested interest in the career exploration activities that take place at Clark College. Some are seeking a more structured mechanism for connecting to the offerings at Clark. This project will help to address that need.

Deliverables

- A committee that will assist with planning coordination of the different components of the plan and share information with stakeholder groups
- A yearly calendar of events and activities
- A communications and marketing plan to "brand" the suite of Clark College career exploration strategies and increase awareness both internally and externally
- A list of partners to include when planning events and activities
- Written processes associated with organization of event planning