



Clark College
BOT Work Session
Wednesday, November 13, 2019 3:30 PM (PST)
PUB 258C



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- I. Call to Order - Chair Jacobsen
- II. Student Engagement and Outcomes by Implementing Guided Pathways
Bill Belden, VP Student Affairs
Sachi Horback, VP Instruction
Rashida Willard, AVP Equity, Diversity, & Inclusion
- III. Applied Baccalaureate in Education
Sachi Horback, VP Instruction
Miles Jackson, Dean of Social Sciences & Fine Arts
- IV. Adjournment - Chair Jacobsen

Call to Order

No documents for this item



GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
AACC PATHWAYS PROJECT 2.0 COLLEGES' ASSESSMENT OF PROGRESS IN IMPLEMENTING PATHWAYS AS OF FALL 2019

Revised February 2019

Institution Name: Clark College

Date: September 11, 2019

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, student services staff, and administrators from across divisions at your college to discuss the extent to which each practice listed in the first column is currently implemented at your college as of fall 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners will also use this information to follow your college's progress in implementing guided pathways over time.

A new addition to the SOAA: Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

We have updated the SOAA to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team fills out the SOAA, please (1) refer to the equity consideration questions to facilitate initial conversations about connections between the college’s pathways and equity efforts and (2) if it is useful, refer to your college’s ratings from fall 2017. **Please submit the completed SOAA to Gretchen Schmidt (gschmidt@aacc.nche.edu) of AACC by September 13, 2019.** Hana Lahr (lahr@tc.columbia.edu) and Amy Brown (aeb2265@tc.columbia.edu) from CCRC will be conducting short interviews with college teams at the institute in New Orleans (September 26-28) to discuss responses in the SOAA. For more information, or if you have questions about the SOAA, please reach out to Hana or Amy.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p> <p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note:</i></p>	<p>Scaling in progress</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Internal program maps have been completed by deans and advising department. These are internal documents and have not been published to the college’s website. • All programs have been organized under 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Complete our public facing program maps for posting to website. • Design of public facing maps must be refined and completed. • Marketing department requires

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<i>This practice was added to the SOAA in February 2019)</i>		<p>Areas of Study and are posted to our website.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring quarter 2019</p>	<p>staffing/financial resources to design website resources. Allocate resources to support contracting with outside vendor to support this work.</p> <ul style="list-style-type: none"> College timelines/deadlines coordinated to support comprehensive support of catalog, registration, enrollment activities <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Winter/Spring quarter 2020
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p>Scaling in progress</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Advisory committees are utilized to guide CTE program alignment with regional workforce needs. All programs are mapped Identified need for college-wide program viability process, consistent across all program areas <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring quarter 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Utilize College Spark rubric to assess programs Implementing program viability process. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring quarter 2020
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p>Scaling in progress</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Adopted SuperStrong, career clarity tool, for use in College 101 and in the Career Plan. Career information is integrated with program plans, some refinement is still necessary. Launched online Career Advising resources to support continuing and prospective 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Decide on a common source and link career/wage information to every program map. Faculty and career services review information for consistency and accuracy Launch interactive career clarity tool with onboarding process and make it

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		<p>students.</p> <ul style="list-style-type: none"> Faculty completed KSA for each program of study fall quarter 2018 <p>Term, if at scale or scaling: Fall quarter 2018</p>	<p>public facing on college website.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring quarter 2020
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<p>In progress</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> All internal program maps are completed Planning and Effectiveness identified critical success course for use in map development. These courses need to be updated with recent program changes. <p>Term, if at scale or scaling:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Implementation of Tableau for consistent source of truth for program data information Program data training scheduled to ensure consistency in how data is being used in decision-making. Marketing department requires staffing/financial resources to design website resources. Allocate resources to support contracting with outside vendor to support this work <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring quarter 2020
<p>e. Required math courses are appropriately aligned with the student's field of study <i>(Note: This essential practice was moved from Area 2)</i></p>	<p>Scaling in progress</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Our pre-college math sequence (092 and 096) has been redesigned to increase student entry to college-level for applied algebra college-level math gateway courses. A separate but refined alignment of algebra based college-level math sequences (090 and 095) for Calculus based math courses to accompany a supplemental instruction/co-requisite model (102, 104, and 110). 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Provide intentional discussions between math faculty and program faculty to ensure appropriateness of the required math courses <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2019

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		<ul style="list-style-type: none"> The AA Math concentration and Math Education curriculum maps are correct. The Math Division provided several departmental consultations related to providing guidance on integrating new math sequences into program maps. <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	Scaling in progress	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Clark College created Enrollment Navigator positions in summer 2018, whose role is to work with admitted students and assist them through the onboarding process. This includes exploring career/college options. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Collect data and student feedback to use for continuous improvement in orientation planning Discuss integration of students transferring into Clark College from other institutions into the orientation

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		<ul style="list-style-type: none"> Pillar 2 (Getting Students on a Path) is exploring areas of improvement to eliminate onboarding barriers for students. All new and returning (away for more than 2 years) students are required to attend a mandatory orientation, including career planning/exploration information, financial wellness information and an advising. Students must attend this orientation prior to class registration. Partial implementation of case management advising model for new students. <p>Term, if <i>at scale</i> or <i>scaling</i>: Summer 2018</p>	<p>program</p> <ul style="list-style-type: none"> Establish permanent orientation budget Continue implementation of case management/ appreciative advising model <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2019
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p>Not occurring</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Need has been identified through Guided Pathways Steering Committee. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Continue conversations within Guided Pathways leadership structure, aligning work across support services and instruction. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2020
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was</i></p>	<p>At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Developed a new accelerated, two-quarter applied algebra precollege sequence for the majority of students who are destined for pathways outside 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> A second iteration of the model based on the evidence gathered in our program and emerging best practices statewide is in development for

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<p><i>added to the SOAA in February 2019)</i></p>		<p>of STEM and business. This sequence streamlines the content to focus on core topics, support active learning pedagogies, and embed student success skills (such as growth mindset). This new sequence is fully scaled and is offered in both face-to-face and online formats: in Spring 2019, 436 of 593 pre-college students – 74% of the total – were enrolled in the new precollege pathway.</p> <ul style="list-style-type: none"> • Co-Requisite Remediation (CRR) courses have been developed for key STEM and business college-level math courses. These courses allow students to place early into college-level classes with concurrent just-in-time remediation of precollege topics. Clark is one of the first developers in the Pacific Northwest of so-called “coreq” course formats, and continues to be a regional leader in their adoption. These courses have been running for a year, and the math department continues with iterative refinement, training additional faculty, and working with our partners statewide. • Defined pathway from Transitional Studies allowing students who complete CAP 046 Math Applications with a B or better to move directly into Math& 107 Math and Society 	<p>review by curriculum committee in Fall 2019</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2019

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		Term, if <i>at scale</i> or <i>scaling</i> : Spring 2019	
d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i>	Scaling in progress	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The English Division redesigned its pre-college composition sequence into a co-requisite support model, which will eliminate two pre-college courses and allow most students to self-place directly into English 101. • The English Readiness Assessment has been eliminated to make way for a Guided Self-Placement Model. <p>Term, if <i>at scale</i> or <i>scaling</i>: Pilots will run in Winter 2020 and full implementation by Summer 2020. Guided Self-Placement will begin in October 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Incorporation of English co-requisite support in program maps. • Data collection and analysis from pilots for continuous improvement. • Timeline for implementing next steps To be completed in the 2019-20 academic year <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Pilots will run in Winter 2020 and full implementation by Summer 2020. Guided Self-Placement will begin in October 2019
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	Planning to scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Establishment of Professional/Technical I-BEST model of instruction in 4 of 6 areas of study <ul style="list-style-type: none"> ○ Advanced Manufacturing and Mechanical = Welding 102. ○ Business and entrepreneurship = Business 028, 029, 102 and Business& 101 ○ Health Care and Biosciences = Health Occupations 100, 104 and Business Technology Medical Office 110, 111. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Develop a Professional /Technical I-BEST program in each area of study. <ul style="list-style-type: none"> ○ Creative and Communication Arts = no I-BEST program ○ Science, Technology, and Engineering = no I-BEST program. Discussion around I-BEST Math. ○ Develop a schedule for Healthcare and ECE that is scaled to more than one quarter.

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		<ul style="list-style-type: none"> ○ Public Services, Society, and Education = Early Childhood Education & 105, 107, 120. ● Academic I-BEST, in the 34 credit model has been eliminated due to cost and lack of evidence that students were moving further faster. ● Transitional Studies has moved to a caseload support model for all students with a focus of transition to college. Each student in Transitional Studies is supported with a Pathway Advisor and Peer Mentor ● Partial implementation of case management advising model for new students. <p><i>Term, if at scale or scaling:</i> The Transitional Studies caseload support model is in full implementation in 2019-20</p>	<ul style="list-style-type: none"> ● Next steps for Transitional Studies caseload support model is to collect data and continuously improve. Our goal is to increase our transition rate from Transitional Studies to college-level programs. <p><i>Timeline for implementing next steps:</i> Plan completed in 2019-20 for full implementation in 2020-21</p>
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p>Scaling in progress</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> ● Clark College has two Admissions Recruiters who are actively involved in working with our high schools, community organizations ● Guided Pathways, and how the model will assist students, is core to our recruitment strategy – focusing on timely completion and living wage employment/transfer. ● Our Recruitment Task Force is one entity that attempts to inform all 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> ● Increase the number of schools in our service district which we have monthly office hours ● Work to improve our relationships with our K-12 partners by introducing them how the changes we are making will benefit them, their students and our community ● Work to find ways to increase our Running Start population, particularly with systemically non-dominant

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		<p>aspects of recruitment and community engagement to ensure information consistency.</p> <ul style="list-style-type: none"> In the 2018-19 year, Admissions Recruiters worked with the largest feeder schools in our district to have monthly office hours to better assist our prospective students. Clark College administrators are working with their K-12 counterparts to inform them of the changes we are making with Guided Pathways which will benefit their students and to continuously improve our relationship with those partners <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	<p>populations</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2019
<p><u>Equity Considerations in Area 3:</u></p> <ul style="list-style-type: none"> How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p>Not systematic/Planning to scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> New integrated case management advising model established and operationalized for Fall 2018 new student enrollments. Current paper/electronic note taking 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Refine current paper and electronic tracking methods to keep students on the path and align with case management advising, career, financial aid, faculty advising, and

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		<p>system in Advisor Track refined and in place until ctclink go live Oct 2019</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: NA</p>	<p>other student support services.</p> <ul style="list-style-type: none"> Integrate and update existing process with ctclink implementation. Identify access of programs and departments and provide training for effective case management within the technology available <p><i>Timeline for implementing next steps:</i> Winter 2020, in conjunction with ctclink implementation.</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p>Scaling in progress</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> myClark.edu student portal updated to allow some self-tracking for students based on program of study. Updated internal software for Degree Audit Tool Academic Early Warning (AEW) used by faculty during the academic term to alert student support services staff to intervene with struggling students. Credentials team is currently creating AAR reports for all active degrees and certificates, with one-third completed. 40 Academic Advisement Reports have been completed in PeopleSoft <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Integrate and update existing process with CtcLink implementation (AAR reporting, student portal, etc). Evaluate CtcLink capabilities and program accordingly to support student self-tracking of their progress and early alerts. <p><i>Timeline for implementing next steps:</i> October 28, 2019. Students will begin using MyClark ctclink on October 31, 2019 and will register for winter class in November</p>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and</p>	<p>Not systematic</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Students in specific programs/plans have monitoring through WES, Financial 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Create operational plan for acting on reporting for at risk students in a

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<p>supports in place to intervene in ways that help students get back on track.</p>		<p>Aid, and other sources but there is no systematic monitoring, notification, or intervention.</p> <ul style="list-style-type: none"> • ctcLink implementation is to coordinate advising, instruction, and career to support student on/off the path. • “At risk of falling off” indicators have been identified and are being used to generate reporting of individuals that may be at risk of dropping and/or not returning. • Mapping is underway and entrance/exit points are being identified. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>time-sensitive, personalized, consistent manner.</p> <ul style="list-style-type: none"> • Determine how ctcLink will monitor student progress with aligned supports. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Develop comprehensive plan for advisor monitoring and intervention for at-risk student Fall 2019 • ctcLink implementation October 2019
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p>Not systematic</p>	<p><i>Progress to date</i></p> <ul style="list-style-type: none"> • Career Services offers one on one career advising appointments to students and provide on-line resources such as WOIS & CIS. • Advising makes regular referrals to Career Services when working with students who are not admitted to limited entry programs. • Gateway courses identified for program mapping. • Financial Aid talks to students who are on appeal about possibly switching programs/path • Faculty advising training integrates these elements to support student/faculty interactions. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Integration of alternative plans/paths to send students who are not accepted to program through collaborative dialog between Instruction and Advising within each program • Integrate conversation expectations into Advisor roles/responsibilities • Integrate conversation expectations into Faculty roles/responsibilities <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2020 advising/faculty advising training.

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		Term, if <i>at scale</i> or <i>scaling</i> :	
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	Scaling in progress	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> We utilized our program map information to build visual schedule map for each program for internal use. Many transfer and CTE programs have added courses in the morning, late afternoon/evening, hybrid, and online to allow for various times and modalities that fit a student's needs. Many programs have also done well with ensuring that the paths are clear and have avoided any unnecessary credits in their programs. Fall 2019, we will be working on a larger perspective, doing a crosswalk of all of our instructional programs to ensure that we are cognizant of requirements (core courses and GE classes) within a program that have conflicting times, as well as becoming aware of other factors impacting student lives. <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> We are developing a database of courses based on the program maps that will provide information about what specific classes need to be offered in a given term. Using historical enrollment data to help us determine number of students starting in a given term paired with the newly developed databased we will layout a quarter-by-quarter schedule for each program offered at main campus. We anticipate this will be a multi-layered effort that will require continuous improvements to get us to a predictable annual schedule. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2020

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p>At Scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • All programs have program-level learning outcomes, professional technical programs have advisory committees to align curriculum with industry employers. <p><i>Term, if at scale or scaling:</i> Spring 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Aligning our Outcomes Assessment Process with robust program review. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2020
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Scaling in progress</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • We are redesigning our program review process that will allow for deeper reflection utilizing data to assess programs, with resources for improvement. At this time, our process utilizes a Program Improvement Process that evaluates every program on a five-year cycle, including utilization of active learning strategies. • Significant steps have been taken to align the work of Outcomes Assessment 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Identify the key components of program pathways that must be routinely reviewed, updated and maintained and embed those items within the program viability process <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2020

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>Committee, AA Advisory Committee, Curriculum Committee, and PIP as part of the redesign process to review and assess learning in all programs. Focus on Learning professional development days have been utilized for training and alignment of active learning, linked courses, and other opportunities to enhance and promote student learning in all programs.</p> <ul style="list-style-type: none"> In addition, there have been continuous professional development opportunities through our Teaching & Learning Center, engaging faculty through learning communities, small department groups, and one-on-one support. <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p>Scaling in progress</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> We are designing program maps to include opportunities wherein students will participate in work site learning, service learning projects and/or outside class activities to expand students' experiences, as well as, reinforcing program outcomes. The goal is that all programs will have multiple opportunities identified for students to participate in as part of their educational pathway. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Identify the key components of program pathways that must be routinely reviewed, updated and maintained and embed those items within the program viability process <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2020

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>Term, if <i>at scale</i> or <i>scaling</i>: Some program have incorporated components for many years. Scaling has been incorporated into program mapping Spring 2019</p>	
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p>Not systematic/Planning to scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Faculty and others participate in assessment, but do not necessarily assess whether students build knowledge, skills, and abilities throughout a program. Career technical programs assess some outcomes (although not state-required general education), and transfer programs assess outcomes individually rather than systematically (and not in the context of building skills across a program). The outcomes assessment process is undergoing revision to align assessment principles with guided pathways. The Outcomes Assessment Plan was approved in Spring 2019 and implementation will take place over the 3 years. <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Follow implementation of Outcomes Assessment Plan <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2022
<p>e. Results of learning outcomes</p>	<p>Not systematic</p>	<p><i>Progress to date:</i></p>	<p><i>Next steps:</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>		<ul style="list-style-type: none"> Although faculty complete assessments regularly, the last five years of assessment data demonstrate that almost no program-level improvements are based on assessment evidence. Also, Clark has no comprehensive program viability process, so many previous efforts to support program improvement through professional development and curriculum development were also not informed by consistent evidence. Improvements and collaboration between assessment, program improvement, program review, and professional development are underway with plans to implement over the next two years. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<ul style="list-style-type: none"> Follow implementation of Outcomes Assessment Plan Program Viability Plan will be completed by Spring 2020 <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2022
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p>Not systematic</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Where applicable CTE programs have been aligned to industry certification so that students are either completing certifications as part of the coursework or qualified to sit for industry certification exams. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Exploring use of ePortfolio <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2021

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p>Planning to scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Winter 2018 Student Experiences Survey provided evidence of barriers to students (e.g. housing and food insecurity) and insight into preference for class scheduling that will inform annual scheduling of instruction. • Winter 2017 Employee Climate Survey identified opportunities for improvement in shared governance at the college, leading to change in council structure. • Student focus groups with students identified as at-risk for not returning to Summer/Fall 2019 were conducted, with results provided to Pillar 3 group to identify student preference in wraparound support services and delivery <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Conduct Employee Climate Survey (Fall 2019) and use results develop plan to build the infrastructure to support ongoing transformational change at the college. • Conduct Student Experiences Survey (Winter 2020) and use results to understand student experiences with student support services and inform redesign of holistic student support services. • Development of Student Services Strategic Plan, informed by results of student experiences and recommendation <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Climate Survey Fall 2019 • Student Survey Winter 2020 • Student Services Plan Fall 2019

**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
WASHINGTON SBCTC COLLEGES' ASSESSMENT OF PROGRESS IN IMPLEMENTING PATHWAYS AS OF FALL 2019**

September 2019

Institution Name:

Date:

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, student services staff, and administrators from across divisions at your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, for all students in all programs of study

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps.

Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

We have updated the SOAA to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Rather, we hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and

addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

The second part of the SOAA includes additional items that ask about your institution’s equity work. These items were developed collaboratively by a group of your peers representing SBCTC, its Commissions, and leaders in Washington State’s equity and guided pathways work. In this iteration of the SOAA, we have included the same equity questions that were asked in the first SOAA administration in the spring of 2018 as well as several new questions.

Who should participate in completing the SOAA and follow-up call?

In order to facilitate productive conversations about the guided pathways work underway at your college and to adequately assess the full scope of colleges’ efforts, it is critical to ensure that a diverse group of college stakeholders participate in completing the SOAA, and join the follow-up call with CCRC staff. We suggest that in addition to securing participation from individuals in a range of roles at your college¹, it is also important to engage staff who work with students that are members of the populations most at risk to experience poor postsecondary outcomes at your college. Consider how these students move through your college and the staff and faculty with whom they routinely interact, such as staff of Educational Opportunity Programs and TRIO Programs, clubs or campus organizations devoted to specific populations, such as groups for black males or undocumented students. As you are putting together a team to complete the SOAA, we’d encourage you to ask yourselves who has not (to this point) been involved in this process?

As your team fills out the SOAA, please refer to the equity consideration questions to facilitate initial conversations about connections between the college’s pathways and equity efforts. Please submit the completed SOAA to Joe Holliday (jholliday@sbctc.edu) of SBCTC by November 1, 2019. For more information, or if you have questions about the SOAA, please contact Hana Lahr (lahr@tc.columbia.edu) or Maggie Fay (mf2812@tc.columbia.edu) of CCRC.

¹ Typically, colleges will include vice presidents of academic and student affairs, chief equity/diversity officer, deans, faculty, advising leads, advisors, and representatives from financial aid, library services, tutoring, the registrar, institutional research, information technology in the group that completes the SOAA.

**Part II: Washington State Board for Community and Technical
Colleges (SBCTC) Focus on Student Equity**

The following set of essential equity practices are designed to assess your college’s progress toward goals that reflect the SBCTC’s priority to address equity gaps in postsecondary student outcomes. The equity practices are listed in the left-hand column. Please provide concrete examples of progress your college has made toward addressing each equity practice as of fall 2019 in the middle column, and describe plans for future activities related to each goal and a timeline for next steps in the right-hand column.

Essential Equity Practices	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
<p>a. Our institution has adopted a common language around equity. If so, please explain how this common language is being used to advance the college’s equity and pathways work.</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The language Clark College uses to identify populations that are marginalized by structures of power, privilege, and inequity is systemically non-dominant. This language is used in our strategic plan as well as our social equity plan. People at Clark College are familiar with both plans, particularly the strategic plan. • We developed a training plan and definitions are clearly articulated. Faculty and staff faculty and staff have access to it and are encouraged to complete it. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Because the language is throughout the college, it needs reinforcement. The difficulty in the use of language is the measurement. Clark College only asks employees and students a few demographic type questions, so our ability to measure equity in all populations that have less opportunities due to power, privilege, and inequity is not as strong as it could be. We have the least information about employees. We are discussing ways to collect this information. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Overall, our Social Equity Plan runs through 2020. As we work that plan we will refine our implementation, language, and build for the next steps in the plan that will continue our work beyond 2020. In the revision of the social equity plan (2020-2025), definitions will be embedded within the plan. The revision begins 2019. • We expect to have a plan in place by the end of spring quarter.

Essential Equity Practices	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
<p>b. Our institution has established equity goals. If so, please list the college's equity goals.</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The Social Equity Plan identifies clear goals within each of the college's strategic plan objectives under the social equity core theme. Although the social equity plan has been adopted and in place since 2016, due to staff and leadership turnover, substantial progress on those goals has not been made. With new leadership we are working towards aligning our budget priorities with our equity goals. • The strategic plan was recently revised to clarify our objectives related to equity. The college frames its equity work by leading with racial equity. • We are currently developing an equity possibility statement that will frame all of our work, especially guided pathways. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Each year as the college develops college-wide strategies within the context of developing the next year budget, the college will identify the strategies within the social equity plan goals to be funded, if required. The college will quantify the intended results at that time, where they currently may lack quantification. • We are revising the social equity plan. • Solidifying the college's possibility statement. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • By the end of the 2019-2020 academic year, we anticipate having a revised social equity plan and possibility statement. The plan that will follow 2020 will establish new goals based on our successes and where work remains.
<p>c. Our institution has established measures of assessment for equity goals. If so, please include the measures your college is currently using and explain how your college is using them to inform practice.</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The Clark College Board of Trustees adopted 2019-2020 Board priorities. Equity is woven throughout most of the priorities, including improving college climate, eliminating systemic disparities for students; and developing an equity-minded workforce. • The college has a social equity core theme with two revised objectives where progress is measured by the indicators of achievement. Progress is reported to the Board of Trustees on a monthly basis. These revised objectives frame our equity work by leading with 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • The college is working to improve the data and measurements within all of the goals and strategies in the social equity plan, including assessments for our trainings and other related measures. • We are currently administering the climate survey with an emphasis on equity. We will be using those results to identify action strategies to improve equity within the college climate. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Assessments are developed every year as we work on our Social Equity Plan and will continue as we complete the current plan and develop the plan beyond 2020.

Essential Equity Practices	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
	<p>race.</p> <ul style="list-style-type: none"> The social equity plan was developed (as mentioned previously) to identify goals and strategies that the college must employ to eliminate those systemic disparities. Much of the plan – albeit prior to adoption of the guided pathways transformation – is consist with guided pathways. Much of the other goals and strategies focus on improving equity for our employees, both for good in equity as well as making sure our students are involved in a total environment that values and embraces equity. The college uses employee and student data, including student and employee data and survey data to assess the strategic plan social equity objectives as well as the goals in the social equity plan. 	
<p>d. Our institution has identified specific student populations that we seek to improve outcomes for as a part of the pathways work. If so, please specify these groups.</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Leading with race, the college has identified the student populations with the highest equity/opportunity gaps. This was used as the foundation for our indicators of achievement – where the college assesses progress toward achieving equity. These groups are African American/Black, Indigenous, Pacific Islander, and Latinx. Using data, students with non-dominant sexually orientation and gender identity do not have disparities in 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> We are currently developing culturally relevant and engaging strategies for our specific student populations within our guided pathways work. We are just at the beginning of this work. We are developing professional development strategies for our employees so that they are conducting their work by effectively engaging with our students using an equity-mindset. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> The professional development programs have already begun. We will use this training as the

Essential Equity Practices	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
	quantitative outcomes.	foundation to begin the development of culturally relevant and engaging strategies within the guided pathways work.
<p>e. Our institution has realigned resources to support the needs of students who are most at risk for poor postsecondary outcomes. If so, please include specific examples.</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Although the social equity plan has been adopted and in place since 2016, due to staff and leadership turnover, substantial progress on those goals has not been made. With new leadership we are working towards aligning our budget priorities with our equity goals. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> One of the Board's priorities is to redesign our budget and allocation processes, including long-term budgeting. As social equity is a core theme, we anticipate that our budget will be more deliberately aligned with the work necessary to eliminate systemic disparities. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> The college will have completed the new budget and allocation framework as well as the long-term budget framework.

APPLIED SCIENCE – TEACHING PRESCHOOL-3RD GRADE

PRESENTED TO
BOARD OF TRUSTEES
FALL 2019



SERVICE DISTRICT DEMAND AND WAGE DATA

Service District (Clark, Skamania, and Klickitat Counties)		
	Kindergarten Teachers, Except Special Education	Elementary School Teachers, Except Special Education
SOC	25-2012	25-2021
2019 Jobs	405	2,281
2029 Jobs	441	2,546
2019 - 2029 Change	36	265
2019 - 2029 % Change	9%	12%
Annual Openings	44	196
2029 Location Quotient	2.52	1.39
Pct. 25 Hourly Earnings	\$24.72	\$28.09
Pct. 10 Hourly Earnings	\$21.48	\$22.92
Median Hourly Earnings	\$30.86	\$35.55
Typical Entry Level Education	Bachelor's degree	Bachelor's degree

OCCUPATIONAL DEMAND AND WAGE EXPECTATIONS

THE WASHINGTON STATE LEGISLATURE PASSED SB 6455: "EXPANDING THE PROFESSIONAL EDUCATOR WORKFORCE BY INCREASING ~~CAREER OPPORTUNITIES IN EDUCATION, CREATING A MORE ROBUST ENROLLMENT FORECASTING, AND ENHANCING RECRUITMENT EFFORTS~~" (WASHINGTON STATE HOUSE OF REPRESENTATIVES, 2016).

- Currently, there are **2,686 kindergarten and elementary education teachers employed in our service district, with an annual projected growth rate of 11.0% over the next 10 years.**
- More specifically, there are 240 annual openings for kindergarten and elementary education teachers in the service district. In 2018, there were 63 bachelor's degree or higher completions in elementary education programs, **leaving an estimated annual supply gap of 177.**
- *Source: Economic Modeling Specialist International, 2019.*

QUALIFIED FACULTY

- Clark College ECE faculty currently consists of three full-time tenured faculty, one with a Doctorate, and two with Master's degrees.
- We are currently in the process of considering how to replace one of our faculty members who has recently passed who had a Master's degree in Human Development specializing in Bicultural Development and Education which included a state board certified P-3 teaching credential. Therefore, strong consideration will go into planning the needs of both ECE and BAS programs as we look toward that replacement. It is also important we focus on trends in the field to embed skills of cultural competence, diversity pedagogical understandings, and dual-language learning as examples in our current and future faculty members.
- We have one adjunct faculty that holds a Master's degree and is a certified teacher with several years of K-8 teaching.
- One potential adjunct faculty with a Master's degree and lab (field experience) training.

STUDENT SERVICE PLANS

- Enrollment services will assist in the preparation of a *service folder* with the required documents which are passed on to either program coordinator or advisors.
- Coordinator and/or program advisors will work individually with students to ensure timely registration, and enrollment processes already defined by the college and the use of CTC link.
- The ECE Department functions with two faculty advisors using relationship based models. The same will be offered to the BAS track with Clark College AAS students already familiar with their advisor.
- The program coordinator will work closely with Career Services to ensure graduates have access to employment. In addition, close ties to the advisory committee will serve BAS graduates in this industry.
- In addition, Clark College has a robust student service menu including, tutoring, access and disability services, financial aid support, office of diversity and equity, to name a few.

ENROLLMENT AND FINANCIAL PLAN

1. Program FTE projections						
item	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
annualized FTE	0	20	28	36	44	50
2. Program revenue						
item	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Operating fee revenue (6615/FTE per State Board policy; 73% tuition capture)	0	96,579	135,211	173,842	212,474	241,448

ENROLLMENT AND FINANCIAL PLAN

3. Program expenses						
item	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Curriculum development	9,840	0	0	0	0	0
Program reviewer stipends	2,000	0	0	0	0	0
Cooperating teacher stipends	0	0	24,000	30,000	36,000	42,000
Field placement/certification manager (Program Mgr A)	0	0	58,322	60,072	61,874	63,730
Adjunct instructional salary (0.5 FTEF yr. 1; 1.0 FTEF yrs. 2-5)	0	20,151	40,302	40,302	40,302	40,302
Goods and services	0	3,000	3,000	4,000	5,000	5,000
Travel	0	3,500	3,500	4,000	4,000	4,000
Library resources	0	6,000	6,000	7,000	8,000	8,000
Marketing and outreach	0	8,000	8,000	5,000	5,000	5,000
total expenses	11,840	40,651	143,124	150,374	160,176	168,032
Revenues less total expenses	(11,840)	55,928	(7,913)	23,469	52,298	73,415

PATHWAYS INTO AND BEYOND THE PROGRAM

- Clark College currently has articulation agreements with local K-12 service districts that accept the Initial Certificate as a pathway into the AAS program.
- The AAS-ECE program will be a primary pathway for the BAS.
- AAS-ECE degrees from the State of Washington will be accepted as a direct route into the BAS program.
- AAS degrees from outside of Washington will be assessed for outcomes alignment and accepted accordingly.

CAREER MAP

Teaching P-3rd grade, Head Start Lead teacher, NAEYC accredited program lead teacher, Center Directors, Coaching and Mentors

[Labor Industry data](#)

BAS –
Teaching P
-3rd grade

Lead Teacher, Administration, Para-Educator

[Labor Industry data](#)

AAS - ECE

AAS - ECE

Entry Level: Teaching and Child Care Assistants, Nanny

High School Diploma

CDA

30 Hour STARS training

FOUR YEAR INSTITUTION PARTNER OPPORTUNITIES

- The Coordinator of Portland State University for ECE Education Master's Degree has indicated a strong interest in partnering and has provided support with research and data.
- An initial contact has resulted in a scheduled meeting with WSU-V in November to discuss future partnerships.
- Other partnering opportunities will be discussed at our December Advisory Board meeting.

FINANCIAL AID IMPLICATIONS AND ABILITY TO REPAY LOANS

- We are fortunate to have **Child Care Aware scholarship** dollars that allow students who are currently working in licensed child care facilities to access funding for Bachelor related fields.
- **Early Achiever scholarship** dollars allow students to complete the AAS degree, creating a seamless pathway into the CCA scholarship for the BAS degree.
- Tuition at community colleges are less than the 4-year institutions creating a lesser wage student loan debt ratio. (Ex: annual tuition Clark College BAS: \$6,615.00 WSU-V: \$10,512.00)

NEXT STEPS

- January 22, 2020—Clark Board of Trustees vote on submission of Statement of Need to State Board
- February 7, 2020—Deadline for submission of Statement of Need to State Board
- May 6-7, 2020—State Board presentation and vote on Statement of Need
- Fall 2020—Clark Board of Trustees presentation and vote on submission of Program Proposal to State Board
- November 13, 2020—Deadline for submission of Program Proposal to State Board
- January 2021—State Board presentation and vote on Program Proposal
- Fall 2021—Program commences

Adjournment

No documents for this item