Clark College

Board of Trustees Work Session Packet

Wednesday, June 11, 2025, at 3:30 p.m.

Location: Penguin Union Building, Room 258C

Virtual Option:

Zoom Link

Meeting ID: 831 3722 6333
Passcode: 418803

Dial in: (253) 215-8782

Board of Trustee Work Session Packet, June 11, 2025, at 3:30 pm

I.   Call to Order/Agenda Review – Chair Gideon

II.   Public Comment – Chair Gideon
Public comment will be limited to two minutes each.

III.   Executive Session – Chair Gideon
An Executive Session may be held for any allowable topic under the Open Public Meetings Act.

Pursuant to RCW 42.30.110 (1)(g), the Board shall convene an executive session to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee.

Tenure-Track Candidate Interviews – Dr. Terry Brown, Vice President of Instruction.

        i.   3:35-3:45   Kevin Edwards
       ii.   3:47-3:57   Tina Jenkins

IV.   Student Outcomes
Presented by Dr. Cecelia Martin, Assn VP of Planning and Effectiveness (with additional contributors)

V.   Adjournment – Chair Gideon

Equity-Centered Strategic Plan Update

Closing Gaps in Student Achievement

Agenda

- Accreditation and Student Achievement
- Equity-Centered Strategic Plan
- Guided Pathways
- Math 146
- English 101
- Open Education Resources
- Other Initiatives
- Indicators of Student Achievement

Accreditation

- *1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and **improve student learning and achievement.***

Accreditation

- *1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely **a set of indicators for student achievement** including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and **close barriers to academic excellence and success (equity gaps).***

Equity-Centered Strategic Plan Mission

- To cultivate an inclusive, equitable, and vibrant community, Clark College educates, empowers, and elevates individuals to achieve their personal and professional goals.

Strategic Plan

- Tenet - Equitable Student Experience
  - Clark College supports student success and retention through equitable access to quality education; pathways leading to transfer, completion, and living wage careers; and positive contributions to our community.
- Key Performance Indicators
  - Completion Rate and Post-Completion Rates

Guided Pathways

- Structured student support
- Annual RFP process
- Results from 3 projects
  - Math 146
  - English 101
 - Open Educational Resources

Results

Math 146 Proposal

- Requested funds to develop corequisite support for MATH&146
  - Enable students to enter 100-level math courses more quickly
  - Address systemic barriers for historically underrepresented students

Success Rates (C or better) in Math&146, Introduction to Statistics, by Race/Ethnicity, Academic Years 2022-23 – 2024-25
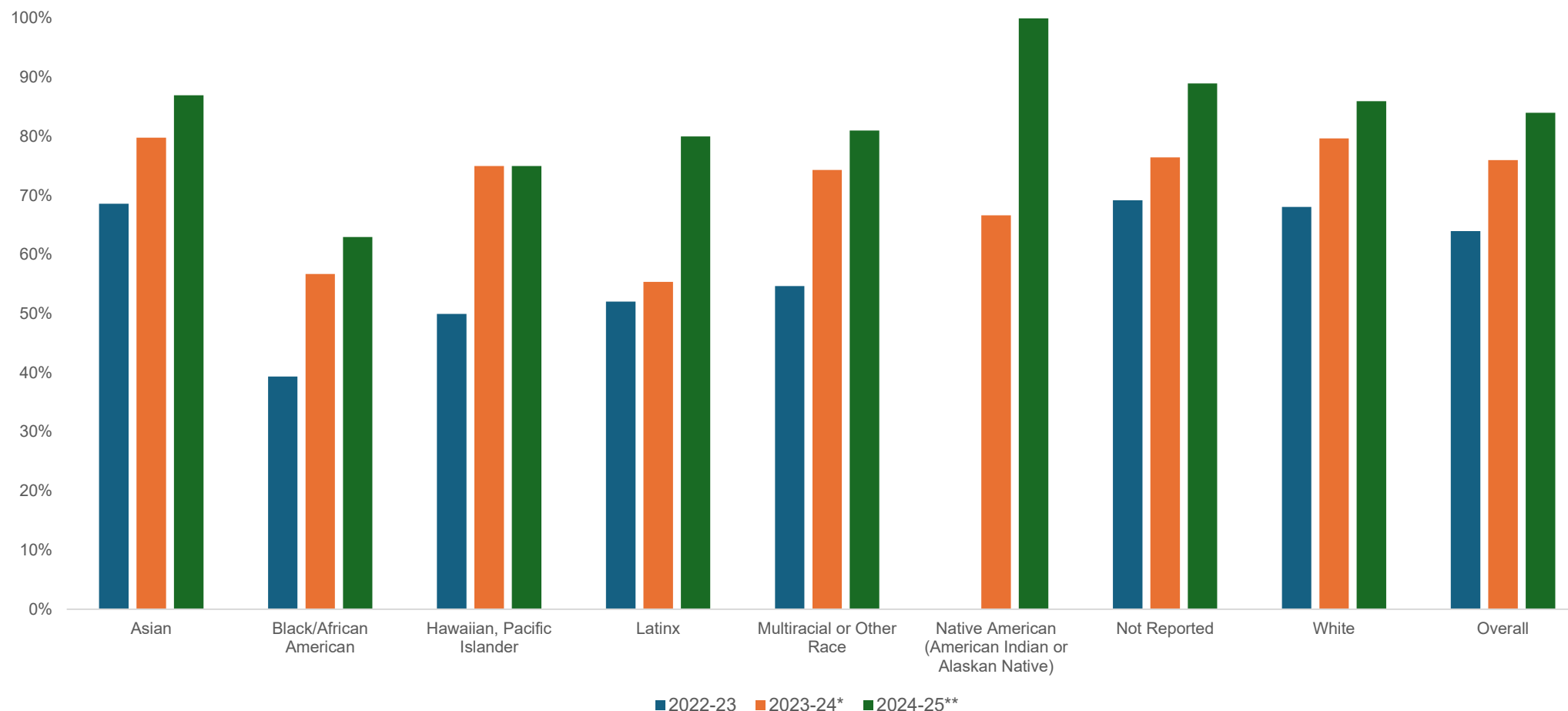
*Co-req offered; **Summer, Fall, and Winter quarters

Comparison of Success Rates (C or better) in Math&146, Introduction to Statistics, between Courses with Co-Req Support to Courses without Co-Req Support, by Race/Ethnicity, 2023-24
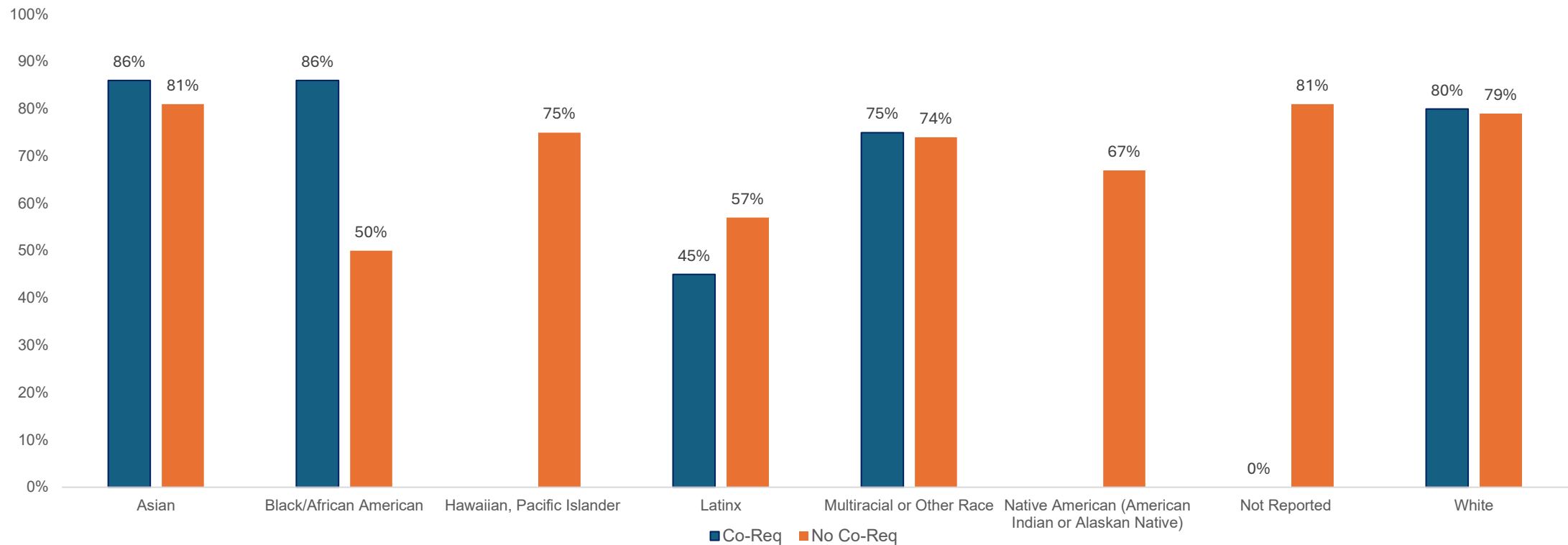
Faculty Insights

- Faculty reported that increased time with course material supported student understanding of course material.
- Reading is a fundamental skill in statistics, and time was spent on developing reading comprehension of statistical ideas.
- More support needed.

English 101 Proposal

- A co-requisite course was developed to address:

    - Lower percentages of low-income students were placing into college-level English.
    - Lower percentages of students of color, compared to white non-Latinx students, were placing into college-level English and earning their first college English credits in their first year.

English 101 Proposal

- This funding request focused on:
  - Co-requisite course instructional training
  - Additional data collection and analysis to determine the impact on student outcomes and equity gaps

Success Rates (C or better) in Engl& 101, English Composition, by Race/Ethnicity, Academic Years 2021-22 – 2024-25
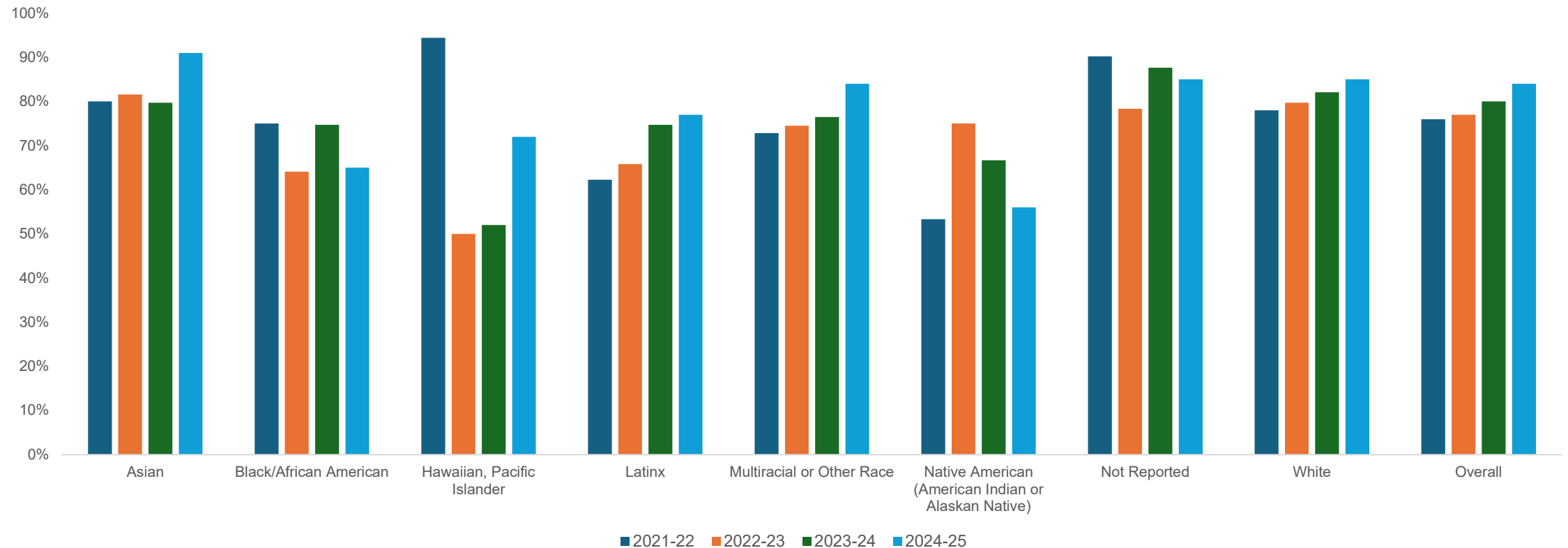
Faculty Insights

- Faculty report meaningful connections with students
- Coreq teacher training has been invaluable
- Additional funding needed to support faculty training

Open Educational Resources (OER)

- Expand the use of Open Educational Resources (OER) to potentially improve student success rates and lower educational costs

- Mayer (2023)[*] reported that OER courses had passing rates (C- or higher) 7 percent higher than non-OER courses

[*]Mayer, J. (2023). Open educational resources (OER) efficacy and experiences: A mixed methods study. *Libraries and the Academy, 23, 4(773-798.* *https://doi.org/10.1353/pla.2023.a908701*

Enrollment*

	2020-21	2021-22	2022-23	2023-24	2024-25
Total Enrollment	68,163	61,715	64,010	70,453	52,829
% of courses using OER	2%	2%	12%	10%	8%

*Duplicated Headcount

Impacts of OER

- For the students enrolled in our OER or Low-Cost classes from Summer 2023 to Spring 2024, they saved $1,122,132.00

- More accessible courses materials

- 3 future Z-degrees identified (Communications, Cybersecurity, Digital Media Arts)

Comparison of Overall Course Success Rates (C or Better) by Use of OER, 2022-23 – 2024-25
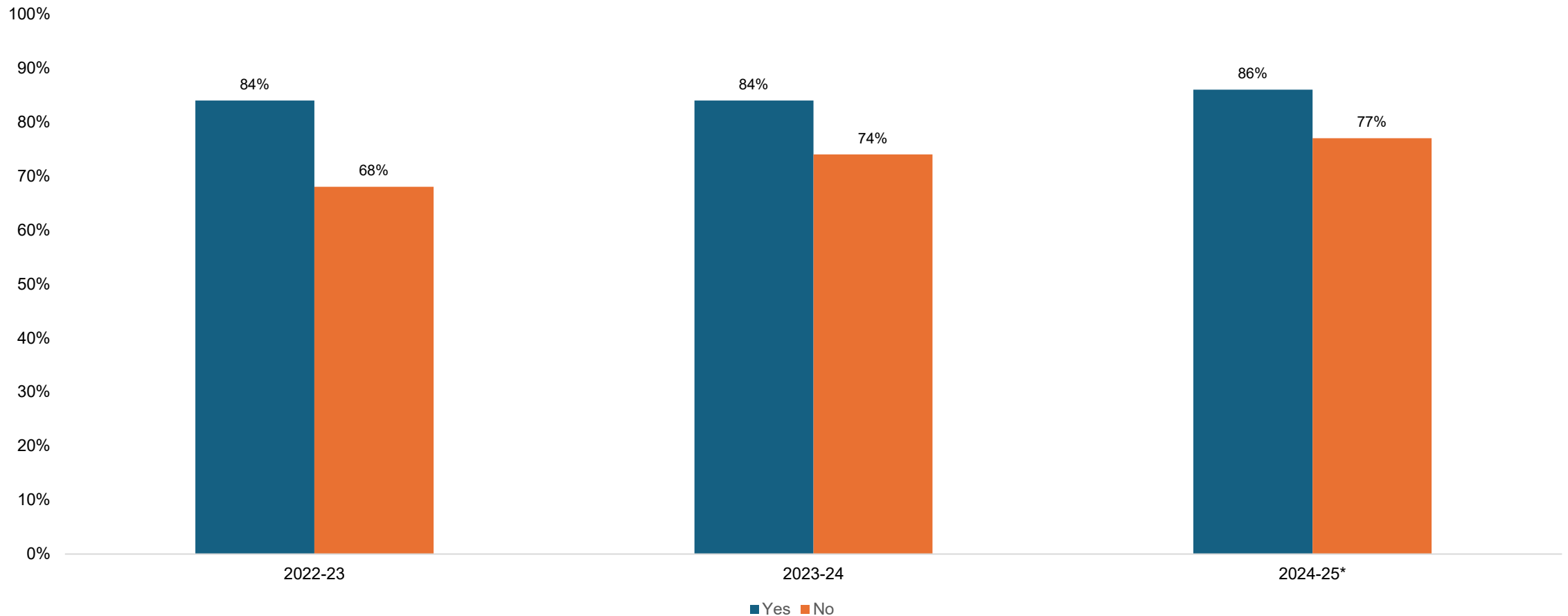
*Summer, Fall, and Winter Quarters

Comparison of Overall Course Success Rates (C or Better) by Use of OER by Race/Ethnicity, 2023-24


Race/Ethnicity	Yes	No
Asian	87%	78%
Black/African American	73%	70%
Hawaiian, Pacific Islander	62%	62%
Latinx	76%	67%
Multiracial or Other Race	80%	78%
Native American (American Indian or Alaskan Native)	79%	77%
Not Reported	84%	32%
White	86%	79%

■ Yes ■ No

Communication Studies Courses: Comparison of Overall Course Success Rates (C or Better) by Use of OER, 2024-25

*Summer, Fall, and Winter Quarters
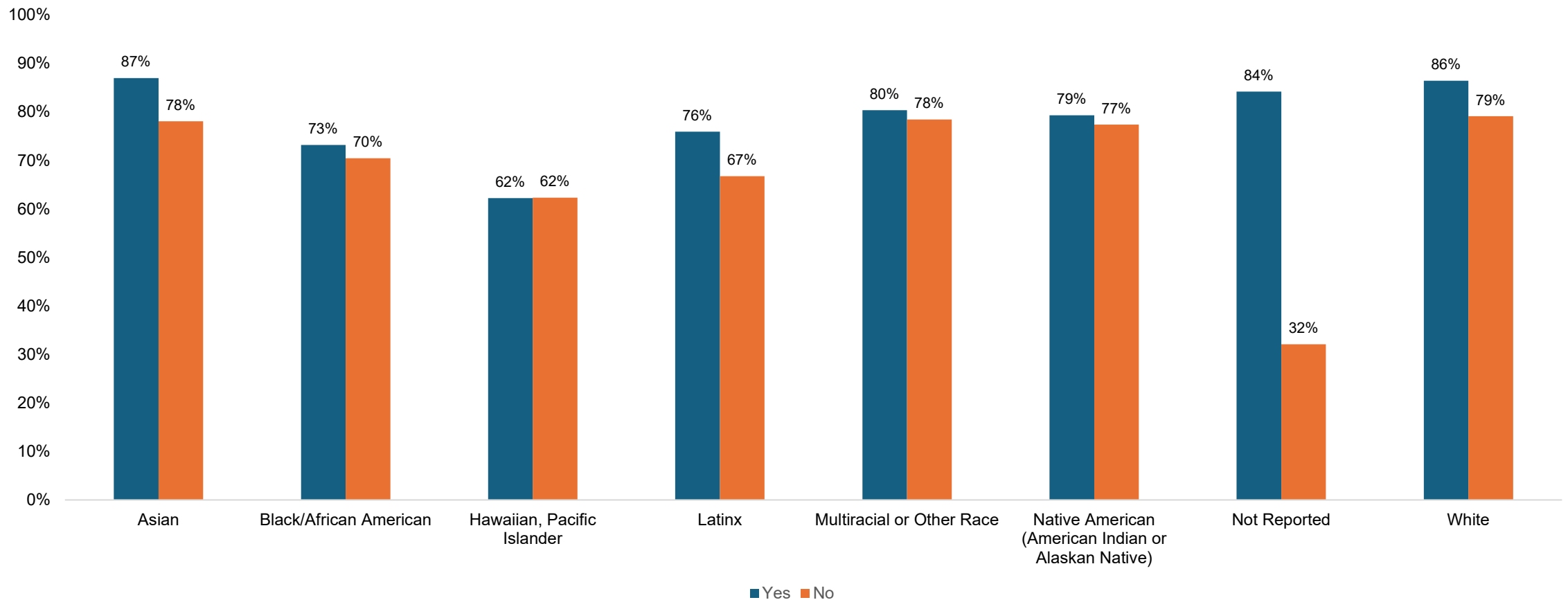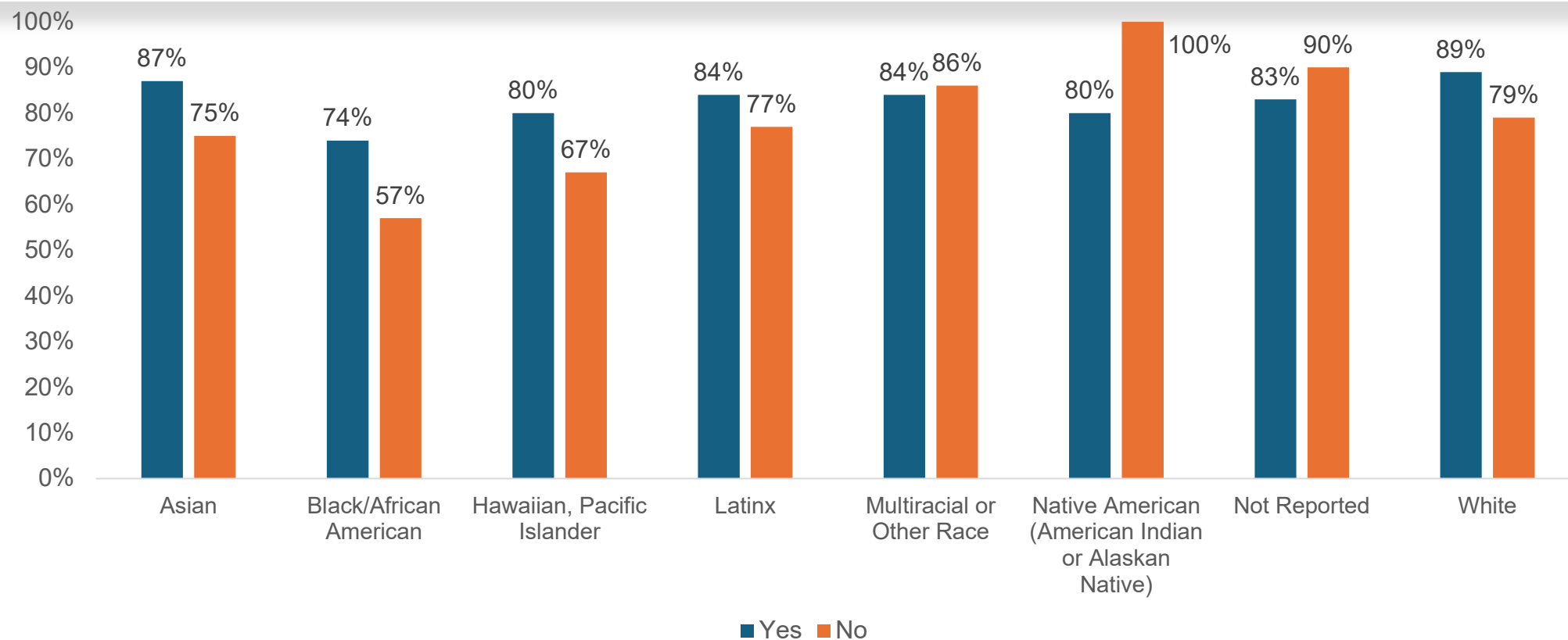
OER Faculty Insights

- 2023-2025: 34 faculty trained on OER

- 2023-2025: 39 OER mini grants distributed

- Additional funding needed to support implementation

Other Initiatives

Comparison of HUSOC* Retention Rates by Engagement with Professional Advising, 2023-24
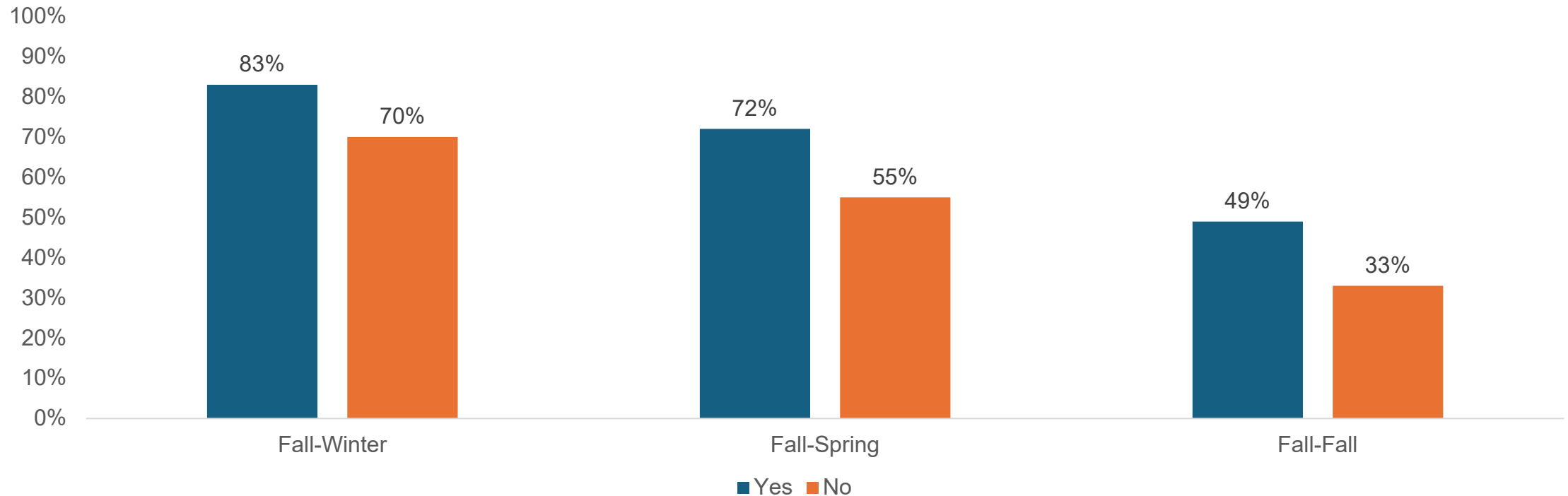
*Historically Underserved Students of Color

Comparison of HUSOC* Retention Rates by Long-Term Educational Plan Co-creation with Professional Advising, 2023-24
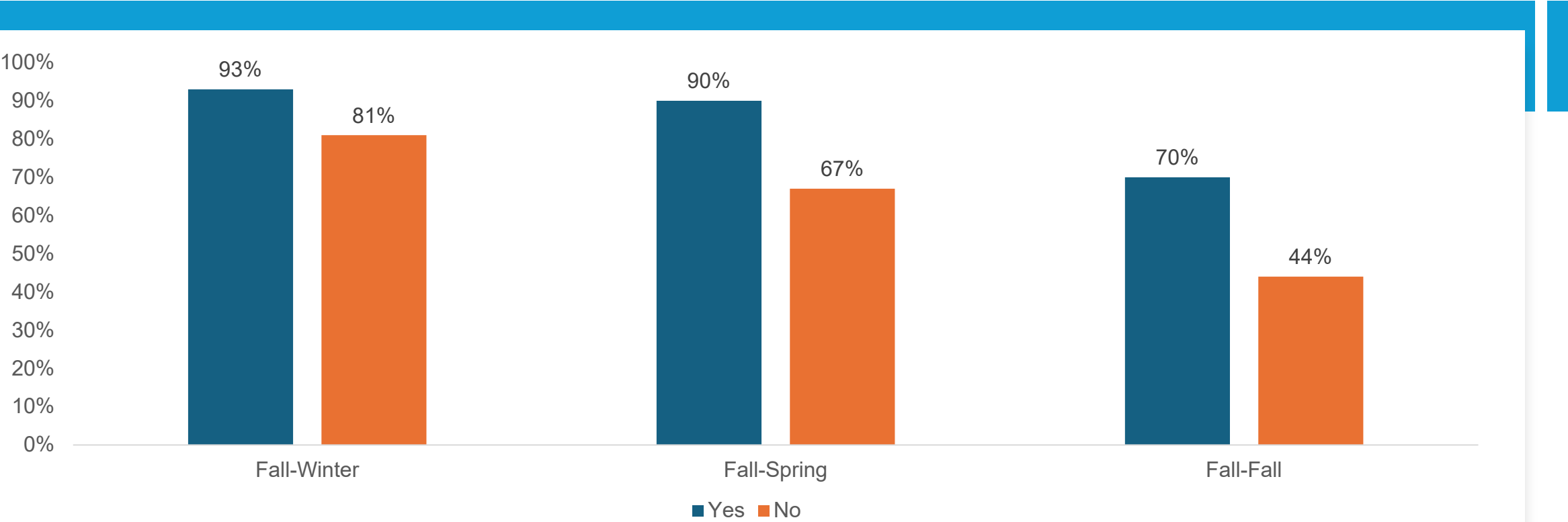
*Historically Underserved Students of Color

Advising Insights

- Long-term educational planning with professional advisors in 2023-2024 correlated with increased retention rates (Fall-Winter, Fall-Spring, and Fall-Fall) across all these demographics:
  - Race-HUSOC
  - Economically Disadvantaged
  - First Generation
  - Veteran
  - Running Start
  - Sex
  - Age Group *(except for Fall-to-Fall retention for Age Group 30-39 fell by 4 percentage points with long-term planning)*

DEI in the Curriculum

- Power, Privilege, and Inequity (PPI) courses
  - Required for Associate of Arts-Direct Transfer Agreement Programs, AA-DTA
  - 24 courses meet the PPI requirement

Office of Diversity, Equity, and Inclusion (ODEI)

- Anti-Racist Professional Development
- Faculty Staff of Color Conference
- Northwest Regional Equity Conference
- Black Student and Family Night
- Noche de Familia
- Queer Student Luncheon

- Students with Disabilities Luncheon
- Students of Color Luncheon
- Students of Color Conference
- Student Unions
  - Pacific Islander Union
  - Black Student Union
  - Latine Student Union
  - Queer Agenda
- DEI Graduation

Office of Diversity, Equity, and Inclusion (ODEI)

- Student Pathways to a Global Inclusive World

  - o Student training program developed to meet RCW 28B.10.149 requiring all state community and technical colleges to provide a program on diversity, equity, inclusion, and antiracism to all degree seeking students in the 2024-25 academic year
  - o Online asynchronous Canvas module-estimated completion time of 2 hours
  - o Consists of 8 content modules followed by evaluation and resource modules
  - o Content developed by ODEI and faculty consultant

Student Achievement

Retention, Completion, and Transfer Out Rates

Fall-to-Fall Retention Rates of First Time Students, 2019 – 2023 Cohorts by Race/Ethnicity
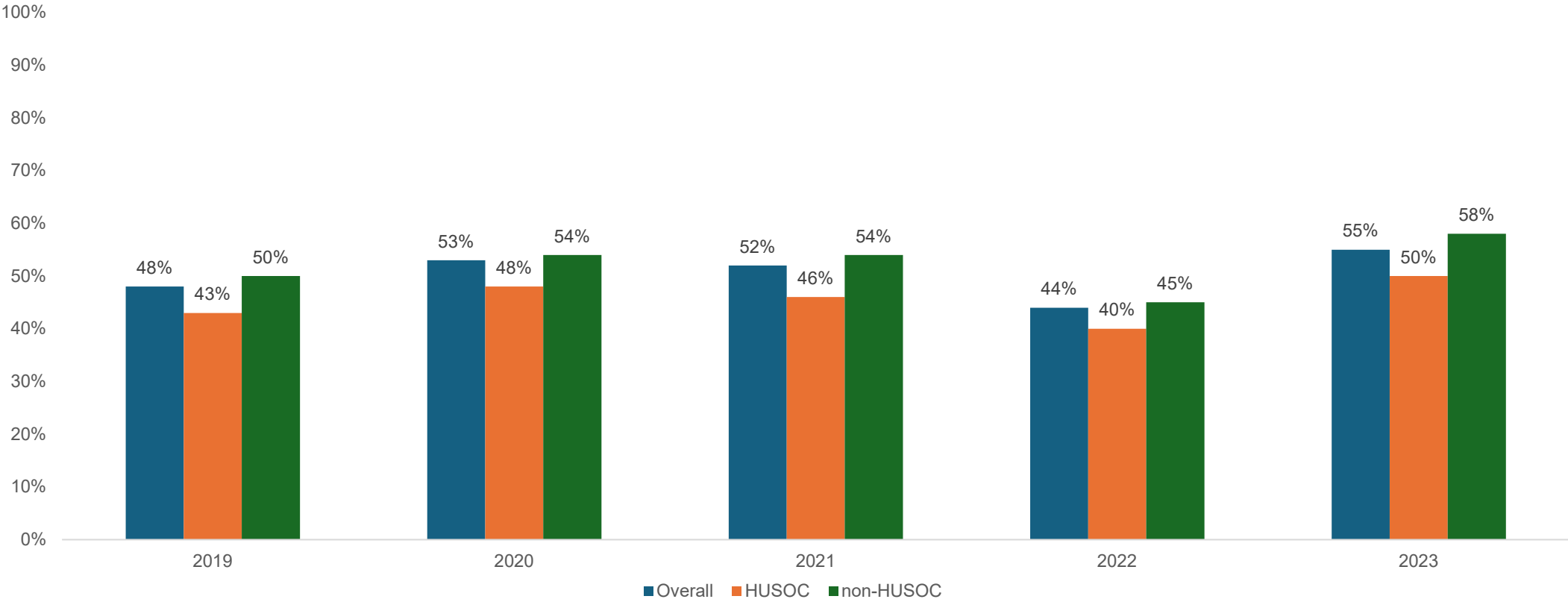
3 Year Completion Rates of First Time Students, 2017 – 2021 Cohorts by Race/Ethnicity
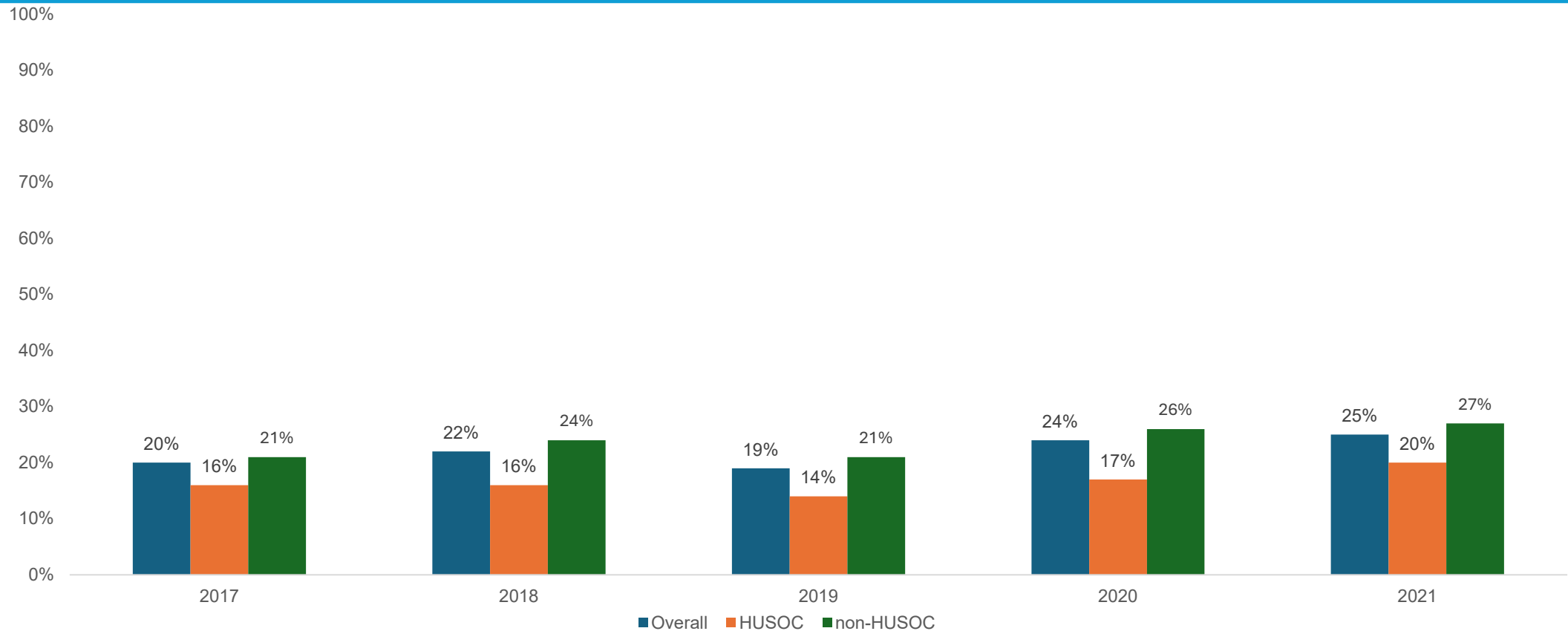
Year 4 Transfer Out Rates of First Time Students, 2016 – 2020 Cohorts by Race/Ethnicity
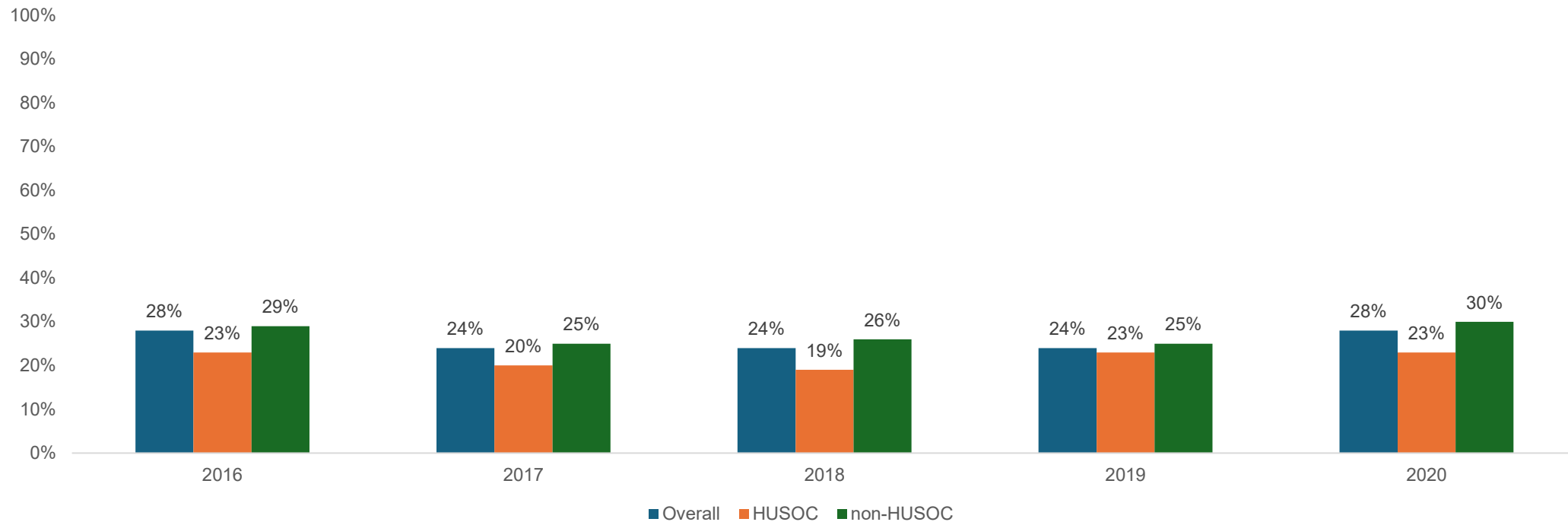
Conclusion

Next steps

- Closing equity gaps involves a multiple of initiatives and departments.

- Continue to monitor student achievement data.

- Review multiple measures.

- Conduct additional analysis.

- Implement an annual review (formative) and a 5 - 7 year evaluation (summative) review for each program.

- Establish targets of success for student achievement indicators.

Data Sources

- Course Trends and Course Completions, Clark College
- First-Time Entering Student Outcomes

Equity-Centered Strategic Plan Update: Closing Gaps in Student Achievement

Table 1

Success Rates (C or better) in Math&146, Introduction to Statistics, by Race/Ethnicity, Academic Years 2022-23 – 2024-25

Race/Ethnicity	22-23		23-24*		24-25**	
	#	%	#	%	#	%
Asian	51	69%	94	80%	76	87%
Black/African American	33	39%	37	57%	32	63%
Hawaiian, Pacific Islander	2	50%	4	75%	8	75%
Latinx	48	52%	65	55%	91	80%
Multiracial or Other Race	128	55%	152	74%	138	81%
Native American (American Indian or Alaskan Native)	0	0%	3	67%	3	100%
Not Reported	13	69%	17	76%	19	89%
White	495	68%	596	80%	533	86%
Total	770	64%	968	76%	900	84%

*Co-requisite course added; **Summer, Fall, and Winter Quarters

Table 2

Comparison of Success Rates (C or better) in Math&146, Introduction to Statistics, between Courses with Co-Req Support to Courses without Co-Req Support, by Race/Ethnicity, 2023-24

Race/Ethnicity	Co-req		No co-req	
	#	%	#	%
Asian	7	86%	87	81%
Black/African American	7	86%	30	50%
Hawaiian, Pacific Islander	0	0%	8	75%
Latinx	11	45%	91	57%
Multiracial or Other Race	16	75%	138	74%
Native American (American Indian or Alaskan Native)	0	0%	3	67%
Not Reported	1	0%	19	81%
White	61	80%	533	79%
Total	103	76%	757	80%

Table 3

Success Rates (C or better) in Engl& 101, English Composition, by Race/Ethnicity, Academic Years 2021-22 – 2024-25

Race/Ethnicity	21-22		22-23		23-24		24-25*	
	#	%	#	%	#	%	#	%
Asian	145	80%	174	82%	153	80%	150	91%
Black/African American	52	75%	78	64%	95	75%	75	65%
Hawaiian, Pacific Islander	18	94%	16	50%	25	52%	18	72%
Latinx	191	62%	231	66%	269	75%	215	77%
Multiracial or Other Race	372	73%	412	75%	417	76%	361	84%
Native American (American Indian or Alaskan Native)	15	53%	16	75%	9	67%	9	56%
Not Reported	41	90%	37	78%	73	88%	55	85%
White	1,630	78%	1,512	80%	1,518	82%	1,412	85%
Total	2,464	76%	2,476	77%	2,559	80%	2,295	84%

*Summer, Fall, and Winter Quarters

Table 4

Comparison of Overall Course Success Rates (C or Better) by Use of Open Educational Resources (OER), 2020-21 – 2024-25

Use of OER	22-23		23-24		24-25*	
	#	%	#	%	#	%
Yes	7,413	84%	6,947	84%	4,070	86%
No	56,597	68%	63,506	74%	48,759	77%

*Summer, Fall, and Winter Quarters

Table 5

Comparison of Overall Course Success Rates (C or Better) by Use of OER by Race/Ethnicity, 2023-24

Use of OER	Yes		No	
Race/Ethnicity	#	%	#	%
Asian	415	87%	4,486	78%
Black/African American	261	73%	1,976	70%
Hawaiian, Pacific Islander	45	62%	377	62%
Latinx	611	76%	6,112	67%
Multiracial or Other Race	1,115	80%	8,656	78%
Native American (American Indian or Alaskan Native)	29	79%	239	77%
Not Reported	177	84%	3,942	32%
White	4,294	86%	37,718	79%
Total	6,947	84%	63,506	74%

Table 6

Communication Studies Courses: Comparison of Overall Course Success Rates (C or Better) by Use of OER, 2024-25*

Use of Open Education Resources	Yes		No	
Race/Ethnicity	#	%	#	%
Asian	99	87%	20	75%
Black/African American	58	74%	14	57%
Hawaiian, Pacific Islander	10	80%	3	67%
Latinx	116	84%	26	77%
Multiracial or Other Race	228	84%	44	86%
Native American (American Indian or Alaskan Native)	10	80%	2	100%
Not Reported	35	83%	10	90%
White	867	89%	165	79%
Total	1,423	87%	284	79%

*Summer, Fall, and Winter Quarters

Table 7

Fall-to-Fall Retention Rates of First Time Students, 2019 – 2023 Cohorts by Race/Ethnicity

Race/Ethnicity	2019		2020		2021		2022		2023	
	#	%	#	%	#	%	#	%	#	%
HUSOC	447	43%	292	48%	371	46%	467	40%	540	50%
Non-HUSOC	1,163	50%	814	54%	910	54%	999	45%	962	58%
Total	1,717	48%	1,137	53%	1,300	52%	1,477	44%	844	55%

Table 8

Completion Rates of First Time Students, 2017 – 2021 Cohorts by Race/Ethnicity

Race/Ethnicity	2017		2018		2019		2020		2021	
	#	%	#	%	#	%	#	%	#	%
HUSOC	401	16%	447	16%	447	14%	292	17%	371	20%
Non-HUSOC	1,233	21%	1,233	24%	1,163	21%	814	26%	910	27%
Total	1,771	20%	1,808	22%	1,717	19%	1,137	24%	1,300	25%

Table 9

Year 4 Transfer Out Rates of First Time Students, 2016 – 2020 Cohorts by Race/Ethnicity

Race/Ethnicity	2016		2017		2018		2019		2020	
	#	%	#	%	#	%	#	%	#	%
HUSOC	447	23%	401	20%	447	19%	447	23%	292	23%
Non-HUSOC	1,279	29%	1,230	25%	1,233	26%	1,163	25%	814	30%
Total	1,843	28%	1,771	24%	1,808	24%	1,717	24%	1,137	28%