Clark College

Year One Self-Evaluation Report

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Prepared for the
Northwest Commission on Colleges and Universities

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Institutional Overview

Founded in 1933, Clark College received its first accreditation in 1937 and has been accredited by the Northwest Commission on Colleges and Universities since 1948. Clark College is a community college providing two-year transfer degrees, technical training and basic skills classes for as many as 16,000 full-time and part-time students each quarter. It is the second largest college in the Washington state system of 34 community and technical colleges. Clark College serves residents of Washington's Community College Service District #14, which includes Clark, Skamania and west Klickitat counties. The majority of the students attending Clark College reside in the service district.

The president of the college reports to the Board of Trustees, consisting of five members who are appointed by the governor of Washington. Each member serves a five-year term and must live in the college's service district. The Board seeks to ensure the quality and relevance of college programs and provides stewardship of public resources. In this role, the Board is responsible for strategic planning; development and approval of college policies; and approval and oversight of the operating budget. The president and members of the college's Executive Cabinet establish, implement, and assess objectives based on the Clark College Strategic Plan, which provides a framework for supporting student success throughout the institution.

On Saturday, August 19, 1933, an article appeared on the front page of the Vancouver Evening Columbian announcing the founding of Vancouver Junior College. On October 2, the college opened its doors in one building, with fewer than 20 students, and with five faculty members who bought their own books and supplies. After struggling to stay open during its first year, the college held a community fundraiser in fall of 1934. It brought in just $30, but that was enough to help keep the college open.

The historical context is pertinent because, since those humble beginnings, Clark College has truly been the community's college. It was established through a unique partnership between a group of educators and local business leaders to boost the regional economy in the midst of the Great Depression. That partnership has laid the groundwork for the college's leadership role in Southwest Washington for nearly 80 years.

Today, Clark College offers classes in approximately 100 programs at multiple locations. Many of the college's students attend part-time, juggling work and family responsibilities as well as their education. To provide greater access and flexibility, Clark College has introduced new ways to earn a degree and certificate in recent years. A student can now earn an associate degree online, through a weekend degree program or through a two-day-a-week degree program. Co-admissions partnerships with Washington State University Vancouver, Portland State University, Marylhurst University, and Concordia University – as well as a partnership with Eastern Washington University – provide seamless pathways for Clark College students to earn bachelor's degrees.

Clark College students can also earn certificates in a wide range of programs, utilizing today's technology and learning on state-of-the-art equipment. More than 250 professionals serve on 26 advisory committees, representing more than 170 businesses and industries. They help Clark College provide the best career and technical education and training possible for its students while meeting today's business and industry needs.

Clark College also partners with the Columbia River Economic Development Council and the Southwest Washington Workforce Development. New programs such as medical radiography, power utilities and mechatronics have emerged from the college's partnerships and its commitment to meet emerging regional demands for a skilled workforce, supporting the economy and quality of life in the region.

Clark College's beautiful main campus is located on 101 acres in Vancouver's historic Central Park. The college's partnerships with the Washington State School for the Deaf and School for the Blind,

both neighbors within Central Park, provide outstanding educational opportunities for students from those schools.

Beyond the main campus, the college serves students at three primary locations, and many off-campus community locations. Clark College at Columbia Tech Center (CTC) opened in 2009 to better serve residents of eastern Clark and western Skamania counties. A state-of-the-art facility which has earned LEED® gold certification, CTC offers general education classes and is home to the college's power utilities and mechatronics programs as well as the college's Corporate Learning Center, established by the college's Corporate & Continuing Education department.

Clark College at Washington State University (WSU) Vancouver is a dynamic building that hosts the college's nationally-recognized nursing program as well as general academic classes. It also supports the long-time partnership between the two institutions, which began when WSU Vancouver first opened its doors on the Clark College campus.

Because learning takes place both in and out of the classroom, student activities play a vital role in the life of the college. They include the Associated Students of Clark College (ASCC), the student government; The Independent, the award-winning student newspaper; Phoenix, the nationally-recognized student art and literary magazine; more than 30 chartered student clubs; and the chapter of Phi Theta Kappa, the national honor society for two-year colleges, which has received numerous national awards.

Diversity is both a prevalent value and core theme. The college serves a significantly more diverse student body than exists within the service district. The college has effectively taken the lead to enhance learning by recognizing and mitigating the consequences of personal or institutional systems of privilege, power and inequality.

Clark College students have the opportunity to participate in – and attend – an impressive array of events throughout the year. These include lectures, performances and multicultural events that also bring members of the greater community to the college. In the classroom and through clubs and activities, students learn about and visit countries around the world, preparing them to be thoughtful members of today's global society.

Keeping current through today's technology, Clark College encourages students to stay connected – with the college and with each other – through Facebook, Twitter and other channels. At the same time, the college's successful mature learning courses led to the college's selection as a mentor college in AACC's national Plus 50 program, which supports learners who hope to be "rehired, rewired and reinspired."

With a focus on learning and student success – supported by thoughtful planning and continuous improvement – Clark College's vision is clear:

Extraordinary Education · Excellent Services · Engaged Learners · Enriched Community

Preface

Clark College has fully implemented the 2009-2014 Strategic Plan and assessment processes throughout the college. The college has actively worked to assess all outcomes associated with both college-wide department and instructional programs. The assessment findings have facilitated needed improvements in instructional programs and college-wide departments. These continuous improvement activities align goals, objectives, activities, measureable outcomes, and improvement strategies to the Clark College 2009-2014 Strategic Plan. Other than this significant feat of continuing to build a culture of assessment throughout all areas of the college, there have been no other significant changes since the spring 2010 focused interim Northwest Commission on Colleges and Universities (NWCCU) accreditation site visit.

Clark College has received notification from the NWCCU that it is out of compliance with the Commission's criteria for accreditation, specifically related to program assessment (former Standard 2.B.2 and Policy 2.2) in August 2010. Substantial progress has been made to ensure all of Clark College educational programs have or will immediately demonstrate that students who complete their programs, no matter where or how they are offered, have achieved these outcomes.

The college has invested in two full-time faculty assessment liaisons to work with other faculty throughout all college educational programs to ensure that learning outcomes, sound assessment methodologies, and evaluative data exist. In addition, the liaisons consult with faculty to ensure improvement strategies to enhance student learning are developed and implemented based on the assessment findings. Moreover, the college has also invested in software to help institutionalize assessment activities for all educational programs, relating it to the college's strategic plan and resource prioritization process. The work has been successful as faculty and administrators work in partnership with each other to effectively build a culture of assessment and evidence. See *Addendum: Response to 2010 Focused Interim Recommendation* located at the end of this report for the program assessment accomplishments the college has made within the last year.

Chapter One: Mission, Core Themes, and Expectations, presents the Clark College mission, core themes, objectives, indicators, and desired outcomes. Section A describes Clark College's fulfillment of NWCCU's second and third eligibility requirements. Section B explains the college's mission and quantitatively defines mission fulfillment. Section C through Section G each identify one of the five core themes, alignment of the core theme to the mission, and each of the objectives related to the core theme. Sections C through G also identify, for each objective, the indicators used to measure each objective, the desired outcome for each indicator, and the rationale for selecting the indicator and desired outcome as it measures the objective.

Chapter One: Mission, Core Themes, and Expectations

Section A: Eligibility Requirements

Eligibility Requirement #2 – Authority:
Clark College meets NWCCU Requirement #2. Clark College is one of 34 community and technical colleges in the state of Washington and derives its authority from the Community College Act of 1967 (revised as the Community and Technical Act of 1991), Revised Code of Washington (RCW 28B.50). The Washington State Board of Community and Technical Colleges (SBCTC) authorizes Clark College to operate as a higher education institution and to award degrees. Authority is further delineated in RCW 25B.50.140, which defines the Board of Trustees' duties and powers, stating that it "may grant to every student, upon graduation or completion of a course of study, a suitable diploma, degree, or certificate under the rules of the state board for community and technical colleges that are appropriate to their mission."

Eligibility Requirement #3 – Mission and Core Themes:
Clark College meets NWCCU Requirement #3. Clark College's mission and core themes are clearly defined in the Clark College 2009-2014 Strategic Plan, which was approved on June 15, 2009 and implemented on July 1, 2009, by the Clark College Board of Trustees. The Board of Trustees directs the college president to carry out the strategic plan throughout all operations of the institution. The college accomplishes its mission by directly linking all efforts within the college to at least one core theme and related objective as appropriate to the work performed in each area of the college. Since all college efforts are linked to a core theme, and the core themes derive from the mission—which is fully articulated in the strategic plan—all Clark College resources are used to support the educational mission and, by extension, those resources are well invested in the residents of Clark College's service district.

Section B: Mission and Mission Fulfillment

Mission

The Clark College Mission Statement declares that "Clark College provides opportunities for diverse learners to achieve their educational and professional goals, thereby enriching the social, cultural, and economic environment of our region and the global community." The mission statement manifests in full the properties mandated by Standard 1.A.1, which states, "*The institution has a widely published mission statement – approved by its governing board – that expresses a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community."*

The Clark College mission statement, developed by representatives drawn from every part of the college community and approved by the Board of Trustees, makes public the purpose of Clark College as explicitly and comprehensively as possible. The mission statement constitutes the lodestone of the college's strategic plan and thus guides every endeavor at Clark. Clark College's current strategic plan, the Clark College 2009-2014 Strategic Plan, was developed from a comprehensive assessment of the higher education-related needs and desires of students and industry, as well as local and global communities. The data was evaluated, and the plan drafted, by the taskforce President Knight convened in January 2008, consisting of representatives from the whole college community, including the Board of Trustees, the Foundation, the Foundation Board, the president, faculty, Student Affairs, Administrative Services, Planning and Effectiveness, Instruction, staff, and students. The taskforce studied information from external and internal focus groups and environmental scanning activities, such as service district demographics, economics, and occupational labor market and wage information. From this data, the taskforce developed the vision, mission, core themes, and objectives, which together comprise the strategic plan. The strategic plan delineates the collective work of the college and sets its direction for the next five years.

The 2009-2014 Strategic Plan, guided by the mission statement, compels the implementation of five core themes vital to the continued excellence and improvement of the college. The core themes are realized through the college's leadership, its community partnerships, its infrastructure, the services it provides, and the values it practices. The five core themes are 1) Focus on Learning, 2) Expand Access, 3) Foster a Diverse College Community, 4) Respond to Workforce Needs, and 5) Enhance College Systems. Each core theme is operationalized by multiple objectives. In turn, each objective focuses attention on—and identifies indicators to gauge the success of—those decisions and actions, which, taken in the aggregate, constitute the fulfillment of the mission. These objectives articulate how the college will serve the educational interests of its students by providing them the opportunity to fulfill their educational and professional goals, e.g. earning degrees and certificates. The objectives also guide the college in developing learner-centered opportunities that enrich the community. Furthermore, college departments explicitly link all their efforts to one or more college objectives within each of the core themes. Direct links between departments and objectives verify that all college resources are allocated within the framework of the strategic plan.

The strategic plan is clearly communicated both internally and externally. Vision and mission statements are located in the common areas throughout the college. The strategic plan, i.e., vision, mission, core themes, and objectives, is available on the College's intranet and internet sites. Moreover, at every Board of Trustees meeting, each member of Executive Cabinet presents his or her exceptional monthly activities and outcomes linked to the 2009-2014 Strategic Plan's core themes. This information is recorded publicly.

Mission Fulfillment

The Clark College Strategic Plan and improvement practices meet the criteria for *Standard 1.A.2: The institution defines mission fulfillment in the context of its purpose, characteristics, and*

expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment. Fulfillment of the mission can be accomplished only through continuous improvement that aligns with the mission statement, which articulates the purpose of the college. At Clark College, the continuous improvement process consists of four main actions: plan, do, assess, and improve.

Plan: The 2009-2014 Strategic Plan sets forth the direction of the college for the next five years.

Do: Clark College accomplishes the strategic plan as its functional areas (i.e., departments, units, programs, and areas) link their goals to the college's objectives in the strategic plan, and, if appropriate, the one-year institutional goals. All functional areas then evaluate how well they met their goals.

Assess: The scorecard measures annually how well Clark College is fulfilling its mission through a series of indicators and related desired outcomes for each objective and core theme. The scorecard measures progress and provides the necessary information to identify areas in need of improvement.

Improve: The findings of the scorecard evaluation inform the college of the areas that need improvement directly related to accomplishing the strategic plan. The one-year institutional goals then articulate necessary changes in those areas, and these goals serve as priorities for the college to ensure progress toward fulfilling its mission.

Mission fulfillment is measured using the scorecard. The scorecard consists of indicators, desired outcomes, and evaluative scores that identify areas for improvement and areas of progress. Each indicator and desired outcome references an objective and hence a core theme. The scorecard measures the objectives by comparing the indicators with the desired outcomes. The desired outcomes were selected based on a number of criteria that take into account the following:

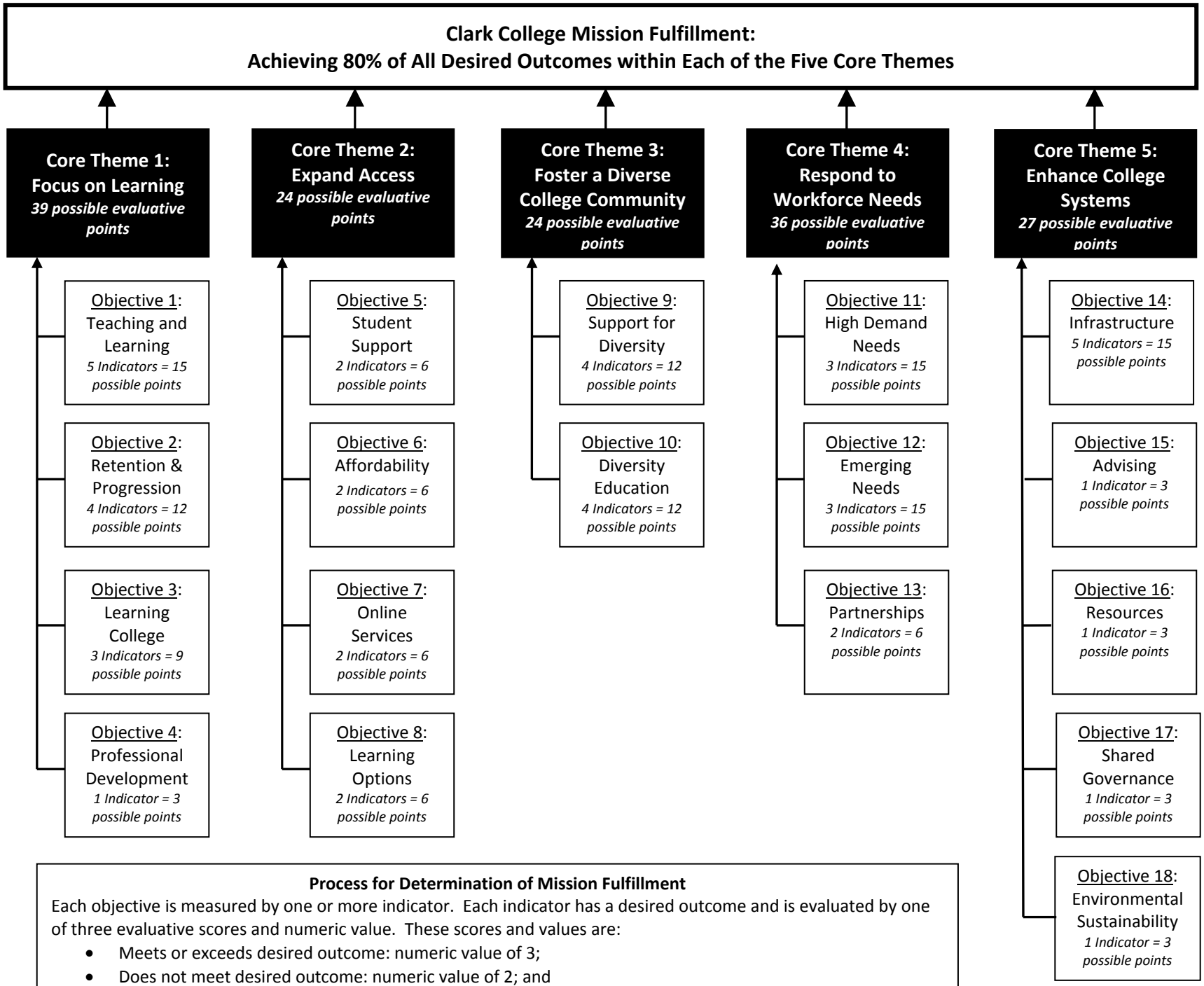
- Limitations of the college's power to affect the indicator, e.g., areas over which Clark College does or does not have control;
- Limitations in survey-measured perception data;
- Type of higher education institution, i.e., comprehensive community college;
- Impact of external forces, e.g., significantly high correlation with unemployment rates; and
- Realistic expectations for improvement.

Multiple indicators are often used to measure objectives, especially when the objective cannot be measured directly. In addition, as indicated by the mission statement—which refers to students' own goals—Clark College values the experience of the entire college community and recognizes that each person measures success for himself or herself based on a multitude of individual factors. Therefore, student and employee perception data are used as indicators, with the assumption that perception can be reality.

Clark College quantitatively measures mission fulfillment as attaining an evaluative rating of 80% for all desired outcomes within each of the five core themes. Each indicator is given one of three possible evaluative scores and numeric value. These scores and values are as follows:

- Meets or exceeds desired outcome: numeric value of 3;
- Does not meet desired outcome: numeric value of 2; and
- Does not meet desired outcome, well below: numeric value of 1.

For each core theme, the numerator is the sum of all numeric evaluative scores and the denominator is the total possible points. The evaluative score is included each time the indicator is used. For example, if an indicator is used for two of the four objectives within Focus on Learning, then its evaluative score is used twice in the numerator and six points are added to the denominator. For each core theme, the percent is calculated by summing all of the evaluative scores for all indicators (numerator) and dividing by the total possible points (three times the number of indicators; i.e. the denominator). (See *Clark College Mission Fulfillment: Achieving 80% of All Desired Outcomes within Each of the Five Core Themes*.)



Process for Determination of Mission Fulfillment

Each objective is measured by one or more indicator. Each indicator has a desired outcome and is evaluated by one of three evaluative scores and numeric value. These scores and values are:

- Meets or exceeds desired outcome: numeric value of 3;
- Does not meet desired outcome: numeric value of 2; and
- Does not meet desired outcome, well below: numeric value of 1.

For each core theme, the percent is calculated by summing all of the evaluative scores for all indicators (numerator) and dividing by the total possible points (three times the number of indicators; i.e. the denominator).

Section C: Core Theme – Focus on Learning

Mission Alignment: Fulfillment of the Clark College mission depends on its focus on learning. Only when the college provides—and stakeholders engage in—appropriate learning opportunities, can our students achieve the educational goals that will enrich the regional and global communities.

Description: As a core theme, Clark College's focus on learning serves as the foundation for decisions and actions that 1) provide high-quality, innovative education and services that permit students to achieve their goals; 2) support intended outcomes related to students, faculty, and the entire college community; and 3) enhance current teaching and learning as well as the college's continuous pursuit of future improvements with respect to planning, technology, location (service delivery), instructional methods, assessment, and outcomes.

Objective 1 – Teaching and Learning: Identify, offer, and support teaching and learning strategies that enhance student success.

1.1 Indicator	Desired Outcome
Percent of degree-seeking students completing degrees or certificates within three years	Clark's % =75th percentile of all National Community College Benchmark Schools (e.g. 26.1% in 2009-10)

Objective 1, Teaching and Learning, Measurement Rationale: This indicator effectively measures Objective 1 because the expected completion rate cannot be met unless students do engage in successful teaching and learning strategies. The 75th percentile was selected as the desired outcome to take into consideration the college's comprehensive nature (i.e., offering many learning opportunities to meet a multitude of education goals) compared to other community colleges and the high transfer rate before completing a degree or certificate.

1.2 Indicator	Desired Outcome
Percent of students engaged in expanded teaching and learning innovations/strategies that support student success	Increase in the percent of students engaged in innovative learning strategies identified by the Retention Committee.

Objective 1, Teaching and Learning, Measurement Rationale: This indicator not only illustrates but also promotes the college's commitment to identifying and supporting innovative teaching and learning strategies that lead to improved student success. To become life-long learners (especially in a world where people will change careers far more frequently than in past decades) students must understand learning as a continuous, self-driven, and highly individualized activity. Clark College believes students need to learn how to learn; hence the college must help each student become familiar with a wide range of learning strategies to select what works best for him or her both at Clark College and after leaving. The Retention Committee evaluates new strategies to identify which ones will count for this indicator.

1.3 Indicator	Desired Outcome
Percent of students satisfied with support they receive in learning (as measured by Noel Levitz's Student Satisfaction Inventory)	75% of the student responses will affirm that students are satisfied with the following areas: quality of instruction, timely feedback about student progress, availability of office hours, and faculty consideration of student differences

Objective 1, Teaching and Learning, Measurement Rationale: The college expects students will notice and be satisfied with some of the ways the college supports teaching and learning. The desired outcome of 75% was selected based on the limitation inherent to student perception data and the fact that a large portion of the classes are taught by adjunct faculty and adjunct faculty are neither required nor expected to hold office hours.

1.4 Indicator	Desired Outcome
Percent of employees satisfied with college support in providing opportunities to enhance student learning (as measured by the Personal Assessment of College Environment (PACE) survey)	75% of the employee responses will affirm that employees are satisfied with the following areas: opportunity to be creative in work; learners receive high quality, innovative education and services; the strategic decisions in the distribution of limited resources, and the provision of high quality facilities, equipment, and technology infrastructure.

Objective 1, Teaching and Learning, Measurement Rationale: This indicator assumes all employees work to support the student learning environment. Satisfaction indicates the college's commitment to an innovative and effective learning environment, assuming that faculty are committed and are therefore unsatisfied when a positive learning environment is not available. The desired outcome of 75% was selected based on the limitation inherent to employee perception data.

1.5 Indicator	Desired Outcome
Average Student Achievement Initiative (SAI) Points Earned – Basic Skills, Development, and College Level	1.0 point earned on average each year among students in – Basic Skills, Development, and College Level

Objective 1, Teaching and Learning, Measurement Rationale: Washington State's Student Achievement Initiative (SAI) identifies six educational gains that students earn as they progress through their community college career, beginning in basic education and ending with the completion of a degree or 45-credit certificate. This indicator takes into account the college's large proportion of part-time students, but it also assumes students will make educational gains if their learning is supported.

Objective 2 –Retention and Progression: Increase the retention and progression of all students, with emphasis on first generation students.

2.1 Indicator	Desired Outcome
Percent of degree-seeking students completing degrees or certificates within three years	Clark's % = 75th Percentile of all National Community College Benchmark Schools (e.g. 26.1% in 2009-2010)

Objective 2, Retention and Progression, Measurement Rationale: Also used for Objective 1, this is an indicator for retention because students who have earned a degree or certificate must have been retained to complete.

2.2 Indicator	Desired Outcome
Fall-to-Fall retention rate of first-time, first-year, degree-seeking students who began Fall quarter	55%

Objective 2, Retention and Progression, Measurement Rationale: Fall-to-fall retention is an obvious indicator of retention; the desired outcome, i.e., 55%, takes into consideration the fact that many students transfer or receive employment within one year and therefore would not be retained.

2.3 Indicator	Desired Outcome
Average Student Achievement Initiative (SAI) points earned – Basic Skills, Development, and College Level	1.0 point earned on average each year among students in – Basic Skills, Development, and College Level

Objective 2, Retention and Progression, Measurement Rationale: Student Achievement points are another way to measure retention. Some of the SAI points are earned based on successfully completing multiple college-level courses. This indicator is also used to measure Objective 2 because it assumes that retention is occurring if the students are accumulating SAI points.

2.4 Indicator	Desired Outcome
Average Student Achievement Initiative (SAI) Points earned among	Average Student Achievement Initiative (SAI) Points earned among students first generation students will be

first generation students	equal to or greater than students who are not first generation

Objective 2, Retention and Progression, Measurement Rationale: Despite the risk factors associated with first generation students, the college strives to support all students in retention and progression.

Objective 3 – Learning College: Refine and implement continuous improvement planning consistent with the "learning college" model.

3.1 Indicator	Desired Outcome
Percent of students engaged in expanded teaching and learning innovations/strategies that support student success	Increase in the percent of students engaged in innovative learning strategies identified by the Retention Committee.

Objective 3, Learning College, Measurement Rationale: The learning college model places learning first and prioritizes educational experiences. This indicator, also used for Objective 1, is based on the expansion of teaching and learning strategies and on an embedded continuous improvement process, where the Retention Committee, determines the effectiveness of each strategy through assessment.

3.2 Indicator	Desired Outcome
Percent of employees satisfied with college support in providing opportunities to enhance student learning (as measured by the Personal Assessment of College Environment (PACE) survey)	75% of the employee responses will affirm that employees are satisfied with the following areas: opportunity to be creative in work; learners receive high quality, innovative education and services; the strategic decisions in the distribution of limited resources, and the provision of high quality facilities, equipment, and technology infrastructure.

Objective 3, Learning College, Measurement Rationale: Also used to measure Objective 1, employees' perception or trust in the college to support student learning indicates that the college makes strategic decisions based on the learning process of identifying what is effective and a commitment to student learning.

3.3 Indicator	Desired Outcome
Percent of operational plans completed	100% of operational plans (Continuous Improvement) are complete and documented each year in all major areas of the college. The components of continuous improvement are goals, connection to college-wide objectives, activities, desired outcomes, assessment results, and use of results for the subsequent year.

Objective 3, Learning College, Measurement Rationale: This indicator was selected because the process of operational planning mirrors the learning college model. The activities associated with operational planning are 1) engage employees in learning activities directly related to their work, e.g. evaluation of work, 2) research of best practices, 3) implementation of improvement strategies and 4) re-evaluation. Meeting the desired outcome depends on the timely creation of complete and accurate plans, results, and use of results.

Objective 4 – Professional Development: Provide all employees with opportunities for professional development.

4.1 Indicator	Desired Outcome
Percent of employees satisfied with professional development and training opportunities (as measured by the Personal Assessment of College Environment (PACE) survey)	75% of employees satisfied

Objective 4, Professional Development, Measurement Rationale: This desired outcome was selected because the college is committed to professional development. Despite anticipated budget reductions, the college does not expect to see a decline in satisfaction because the college actively engages in professional development opportunities that require minimal resources.

Section D: Core Theme – Expand Access

Mission Alignment: Clark College's multiple locations, variety of learning opportunities, and ease of access for diverse learners sets the college apart from all other higher education institutions in the region. Only when students can access appropriate learning opportunities can they use their experiences to succeed personally and to enrich the social, cultural, and economic environment of our community.

Description: Clark College continually assesses the accessibility of learning opportunities provided to the community at large. The college facilitates access by 1) offering appropriate support services to aid students as they enroll, 2) limiting—to the extent possible-–procedural barriers to enrollment, 3) considering the affordability of education, and 4) making available courses and services in multiple modalities, timeframes, and locations. Clark College aims to be the community's college not only by providing various learning opportunities but also by making the process to enroll as convenient as possible. Overall, the student population has grown by 24% in last three years. This increase indicates both that the community has a great need for the educational opportunities offered by Clark College and that the community can access those opportunities.

The college offers programs and services that are affordable and accessible to the community. The college strives to provide students with flexible options for learning in locations that are accessible and resources that help make their education affordable. Students determine accessibility according to individual factors such as availability of necessary classes (pre-requisites, program requirements, course sequences); compatibility with family, employment, or educational schedules at other educational institutions; days vs. evenings; Monday through Friday versus weekend classes, preferred times; distance from home; availability of public transportation; online versus face-to-face, and American Disability Act accommodations. Enrollment numbers alone do not measure access. Student perception is just as important – if not more important – to measuring the effectiveness of expanding access. Using perception data is also consistent with Clark College's emphasis on ensuring a positive experience for all students. The indicators used in this section reflect heavily on how students rate different aspects of accessibility.

Objective 5 – Student Support: Provide appropriate support services and reduce procedural barriers to help students enroll in college.

5.1 Indicator	Desired Outcome
Percent of students satisfied with student support services (as measured by the Noel Levitz's Student Satisfaction Inventory)	70% of the student responses among those who used the services will affirm students are satisfied with the following: 1) helpfulness of personnel involved in registration, 2) availability of child care facilities, 3) timeliness of financial award announcements, 4) helpfulness of personnel in Veteran's Services, 5) effective support services for displaced homemakers, 6) helpfulness of financial aid counselors, 7) helpfulness of the career services office to students in need of a job, 8) clarity and publication of policies and procedures regarding registration and course selection, 9) comfort of the Student Center, 10) knowledge of the admissions staff, 11) reasonableness of the class change policies, 12) adequacy of career exploration services, 13) helpfulness of student orientations, and 14) ability to quickly find information needed.

Objective 5, Student Support, Measurement Rationale: Clark College serves students from a wide range of backgrounds, including those with special needs. This indicator quantifies students' satisfaction with the support services Clark offers to reduce procedural barriers and help students access learning opportunities. The desired outcome of 70% was selected to control for variability in students' perceptions of services and to account for the regulations by which the college must abide in delivering services.

5.2 Indicator	Desired Outcome
Percent of service district high school graduates entering Clark College	One percentage point higher than the average of the previous three years

Objective 5, Student Support, Measurement Rationale: Since Clark College serves no captive population other than high school completers, who usually have not benefitted from higher education previously, it is nearly impossible to identify any other discrete adult population that needs and wants higher education. Therefore, this data is used as an indicator for access to the educational opportunities offered by the college overall. The desired outcome was selected because the college aims to increase access. However, the college must also have a realistic expectation because this outcome may be impacted by changes of which the college has no control, e.g., tuition, unemployment rate, etc.

Objective 6 – Affordability: Expand options to increase the overall affordability of education.

6.1 Indicator	Desired Outcome
Percent of students satisfied with availability of financial aid and convenient ways of paying school bills	65% of the student responses will affirm that students are satisfied with the following areas: 1) adequate financial aid is available for most students and 2) there are convenient ways of paying the school bill.

Objective 6, Affordability, Measurement Rationale: The percentage selected as a desired outcome for this indicator is lower than in other measures because the college has little control over the cost of tuition and other student costs. This indicator is still important because it focuses the college's efforts to do what it can to minimize educational costs. If the college expands options to increase affordability then students should be more satisfied.

6.2 Indicator	Desired Outcome
Percent of students receiving opportunities to reduce cost of education (i.e., scholarships, financial aid grants, waivers, and special programs that reduce the cost of education)	Annually increase the percent of students receiving opportunities to reduce the cost of education

Objective 6, Affordability, Measurement Rationale: Clark College can secure and offer opportunities that reduce the cost of education and increase the affordability for students. This indicator holds the college accountable to engage in activities to increase both the opportunities and the number of students utilizing the opportunities to reduce the cost of education.

Objective 7 – Online Services: Expand online services across the college.

7.1 Indicator	Desired Outcome
Executive Cabinet's (EC) operational plan objectives to "Expand online services across the college" are accomplished	100% of all EC's operational plans targeted to "Expand online services across the college" are accomplished

Objective 7, Online Services, Measurement Rationale: All major areas of the college have operational plans, which annually document and evaluate the main goals for that area. The indicator assumes that the college's highest priorities are identified in each EC member's operation plan. Therefore, if the college were to successfully expand online services, those areas' goals and outcomes related to online services would be accomplished completely and in a timely manner.

7.2 Indicator	Desired Outcome
Percent of students satisfied with class times and convenience (as measured by the Noel Levitz's Student Satisfaction Inventory)	72% of the student responses will affirm that students are satisfied with the following areas: 1) classes are scheduled at times that are convenient, 2) ability to register for classes with few conflicts.

Objective 7, Online Services, Measurement Rationale: Because the indicator focuses on students' satisfaction with class scheduling and registration, this indicator measures accessibility indirectly. Nevertheless, the indicator does measure students' perceptions that courses—whether online or face-to-face—are conveniently scheduled and their sense that at least one impediment—schedule conflicts—can be surmounted. Since the students' ability to register for classes at times that work for them is vital to Clark's efforts to expand access, these indicators provide important assessment of those efforts. The desired outcome is set at 72% to take into account factors that the college does not control such as faculty availability to teach at different times or in different modalities.

Objective 8 – Learning Options: Expand learning options by offering courses and services in various modalities, timeframes, and locations.

8.1 Indicator	Desired Outcome
Percent of students satisfied with class times and convenience (as measured by the Noel Levitz's Student Satisfaction Inventory)	72% of the student responses will affirm that students are satisfied with the following areas: 1) classes are scheduled at times that are convenient and 2) ability to register for classes with conflicts.

Objective 8, Learning Options, Measurement Rationale: This indicator, also used as to measure Objective 7, is repeated under this objective because it assumes that if students are satisfied then the college has effectively expanded learning options by offering courses and services convenient to students. The desired outcome is set at 72% to account for factors that the college does not control, such as faculty availability to teach at different times or in different modalities.

8.2 Indicator	Desired Outcome
Percent of students satisfied with academic support and advising (as measured by the Noel Levitz's Student Satisfaction Inventory)	72% of the student responses will affirm that students are satisfied with the following areas: 1) adequacy of the library resources and services, 2) sufficiency in the number of study areas, 3) helpfulness of library staff, 4) accessibility and adequacy of computer labs, 5) presence of up-to-date lab facilities, 6) availability of tutoring services, 7) adequacy of academic support services, 8) helpfulness of academic advisor in setting goals, and 9) knowledge of academic advisor in program requirements.

Objective 8, Learning Options, Measurement Rationale: This indicator assumes that by offering courses and other services in locations and modalities that students need and that if students are satisfied with their ability to access services, then the college effectively addresses the core theme to expand access.

Section E: Core Theme – Foster a Diverse College Community

Mission Alignment: Clark College is the institution of choice for students from diverse communities throughout the service district. The college intentionally fosters a diverse college community by offering opportunities to learners with various backgrounds and levels of preparation that permit them to achieve their educational and professional goals. The college fosters this community by recruiting learners with various backgrounds and levels of preparation and offering them opportunities that help them to achieve their educational and professional goals.

Description: Fostering a diverse college community depends on providing the programs and services needed to support diverse populations. This core theme is supported by two objectives and also by a more explicit and comprehensive Diversity Plan. The Diversity Plan focuses the college's efforts on the core theme's objectives: 1) to recruit, retain, and support all members of a diverse college community and 2) to provide all members of the college community with the comprehensive training and educational resources they need to equitably and effectively interact with a diverse student population.

Clark College has a rich variety of social groups in the college community, particularly historically disadvantaged groups. A diverse college community enhances learning as individuals collaborate with people from other social groups and backgrounds. Social groups and activities that perpetuate personal or institutional systems of privilege, power and inequality are inconsistent with the intent of the college's Diversity Plan. The populations that may be identified as historically disadvantaged include persons with a disability; people who identify as gay, lesbian, bisexual, transgender (GLBT); persons of color; and others. However, few historically disadvantaged populations are identified in college data; therefore, data displayed in this section pertain to limited populations and are intended to be used as an indicator or proxy.

Clark College serves a significantly higher proportion of students of color than the proportion within the service district population. In addition, Clark College has a population of international students. These characteristics make it even more important that the college proactively supports the needs of diverse populations.

The two objectives of this core theme function in tandem. Fostering a diverse, egalitarian community of faculty, staff, administrators, and students, and meeting outcomes for the diverse student and community population the college serves are interdependent endeavors. Building a diverse college community requires both individual and collective commitments to increasing intercultural competency, and these commitments, in turn, are possible and meaningful only when the college diversifies its membership and engages in learning opportunities that increase the ability of college employees and students to interact in a diverse world. Therefore, the two objectives for this core theme share indicators, outcomes, and rationale.

Objective 9 – Support for Diversity: Recruit, retain, and support a diverse student population and college workforce.

Objective 10 – Diversity Education: Provide comprehensive training and educational resources to help all members of the college community interact effectively in a diverse world.

9-10.1 Indicator	Desired Outcome
Percent of individuals from historically disadvantaged communities among Clark College workforce compared to student population	Percent of individuals from historically disadvantaged communities among workforce are equal to student population

Objective 9, Support for Diversity, and Objective 10, Diversity Education, Measurement Rationale: The percent of Clark College students who are of color is higher than the percent of the general population in Clark's service district who are of color. Therefore, the college aims to have a workforce reflective of the student body to support the student community.

9-10.2 Indicator	Desired Outcome
Average number of Student Achievement Initiative points earned by historically disadvantaged students (i.e. students of color, students living in poverty, and students who receive services from Disability Support Services)	Average Student Achievement Initiative (SAI) Points earned among students historically disadvantaged students will be greater than students who are not historically disadvantaged

Objective 9, Support for Diversity, and Objective 10, Diversity Education, Measurement Rationale: Washington State's Student Achievement Initiative (SAI) identifies six educational momentum points that students earn as they progress through their community college career, beginning in basic education and ending with a degree or 45-credit certificate. When the college consistently provides the educational resources that enable the whole college community to interact in a diverse world, the college will retain students from diverse communities; those students will, therefore, progress through the educational continuum and achieve their goals. The college is committed to the achievement of students and, therefore, expects a higher average achievement among diverse students than among the student population as a whole, even after taking into account the number of part-time students. (Part-time students have less opportunity to earn achievement points because they enroll in fewer classes.)

9-10.3 Indicator	Desired Outcome
Percent of responses among students of color and/or students with a self-reported disability are satisfied with 1) most students feel a sense of belonging here and 2) students are made to feel welcome on this campus (as measured by the Noel Levitz's Student Satisfaction Inventory (SSI) survey)	Percent equal to or greater than white students and students with no reported disability responses that affirm satisfaction with the following areas:1) most students feel a sense of belonging and 2) students are made to feel welcome on this campus

Objective 9, Support for Diversity, and Objective 10, Diversity Education, Measurement Rationale: Diverse students (measured here by self-reported students of color and/or person with a disability) should feel like they belong and are welcomed at a rate at least as high as students who do not identify in a diverse group. The college's commitment to diversity as a college-wide value should be evident in

positive student perceptions when their experiences and environment are shaped by that ethos. Because the college enacts this value (or ethos) in part by welcoming, recruiting, retaining, supporting, and providing educational opportunities to diverse populations, success in these areas should produce high student satisfaction rates.

9-10.4 Indicator	**Desired Outcome**
Percent of employees of color who report satisfaction with 1) the institutional importance of student ethnic and cultural diversity and 2) college respect for differences and appreciation of multiple perspectives.	Percent equal to white employees' responses that report satisfaction with 1) the institutional importance of student ethnic and cultural diversity and 2) college respect for differences and appreciation of multiple perspectives.

Objective 9, Support for Diversity, and Objective 10, Diversity Education, Measurement Rationale: Clark College's commitment to diversity as well as its promise to provide a safe and appreciative environment should be reflected in both employees' belief that students' differences are honored and in their trust that employees, too, may have and express different perspectives and come from diverse backgrounds. The college's commitment to diversity is measured by comparing the experiences and perceptions of employees of color (the only aspect of diversity measured in the PACE survey) to that of white employees.

Section F: Core Theme – Respond to Workforce Needs

Mission Alignment: Clark College seeks out and nurtures partnerships with area businesses and agencies as part of its commitment to meet workforce needs. Together with its partners, the college identifies employers' requirements as well as appropriate learning opportunities for diverse learners to achieve their educational and professional goals. Fulfillment of workforce needs enrich the economic environment of our community.

Description: As a community college, Clark focuses both on transfer education as well as on education that directly facilitates gainful employment, especially for students seeking training, retraining, or corporate education. In collaboration with its many community partners in the service district, Clark College addresses students' employment goals and improves the economic environment by designing and providing excellent educational opportunities matched to the high demand and emerging workforce needs of our area.

Clark College serves the workforce needs of the service district by training and educating employees, workers seeking retraining, and people in career and technical programs. The college offers many different types of programs that provide workforce development opportunities. These opportunities are available through programs to upgrade job skills as well as short-term training programs, and career and technical programs, in both credit and noncredit instruction.

Objective 11 – High Demand Needs: Identify and support high-demand workforce needs.

11.1 Indicator	**Desired Outcome**
Number of students served through workforce development education opportunities (both career and technical education programs and corporate education)	Annual increase in number of students served in workforce development education opportunities after adjusting for the change in unemployment

Objective 11, High Demand Needs, Measurement Rationale: This indicator keeps the College's focus on high demand needs because the college projects that many training opportunities will exist in high demand areas and therefore the number of students served in this area will continue to rise, after adjusting for unemployment. The college's enrollment is highly correlated with the unemployment rate (r=.9). Therefore, the college should expect increases and decreases in enrollment in workforce education consistent with changes in the number of unemployed workers in our service area.

11.2 Indicator	**Desired Outcome**
Proportion of new programs created that addresses high-demand fields as determined by Clark College	50% of new programs created address high-demand fields as determined by Clark College

Objective 11, High Demand Needs, Measurement Rationale: Clark College's workforce development professionals identify the high-demand fields for the service district every year. These high-demand areas are determined by studying projected occupational growth and by considering the high-demand occupations identified locally by the Southwest Washington Workforce Development Council. Clark College expects that at least half of the new programs developed annually will address these pre-determined high-demand areas, e.g., health care, technology, manufacturing, etc. This desired outcome was selected to allow for changes and for the possibility that programs may be needed outside these areas, while still maintaining a focus on the needs of the employers in high-demand and emerging fields.

11.3 Indicator	Desired Outcome
Percent of Clark College career and technical education completers who obtain jobs within nine months	Percent of Clark College students will be greater than the percent of Washington State career and technical education community and technical college completers who obtain jobs within nine months

Objective 11, High Demand Needs, Measurement Rationale: The ultimate purpose of completing a career and technical education program is to obtain meaningful and desirable work. The Washington State Board for Community and Technical Colleges (SBCTC) identifies students who have completed a career or technical program with either a degree or certificate, and tracks the student into employment within a business or industry that has covered wages within the states of Washington, Oregon, Idaho, and Montana.

Objective 12 – Emerging Needs: Identify and support emerging workforce needs, including technology training and green industry skills.

12.1 Indicator	Desired Outcome
Number of students served in workforce development education opportunities in career and technical education programs and corporate education	Annual increase in number of students served in workforce development education opportunities after adjusting for the change in unemployment

Objective 12, Emerging Needs, Measurement Rationale: This indicator is used to measure both the high demand and emerging needs objectives. If programs related to the emerging workforce needs are added and grow within the college, then the number of students served in workforce development education will increase. The college's enrollment is highly correlated with the unemployment rate (r=.9). Therefore, the college should expect increases and decreases in enrollment in workforce education consistent with changes in the number of unemployed workers in our service area.

12.2 Indicator	Desired Outcome
Proportion of total workforce development grant proposals submitted with versus without regional partnerships.	Half of all workforce development grants are submitted with regional partnerships

Objective 12, Emerging Needs, Measurement Rationale: To identify emerging workforce needs, Clark College relies on its partnerships in business and industry. Joint projects strengthen our bonds and clarify mutual goals with partners. Collaborating with area partners increases the quality of the grant proposals Clark College submits, the likelihood of acquiring those grants, the interest of employers in Clark's students prior to their graduation, and, ultimately, the benefits provided to students during and after their education at Clark.

12.3 Indicator	Desired Outcome
Proportion of new programs that are created by the college fall within high-demand fields as determined by Clark College	50% of new programs created by the college fall within high-demand fields as determined by Clark College

Objective 12, Emerging Needs, Measurement Rationale: This indicator is used to measure both high demand and emerging needs. High-demand fields are identified by a group of college personnel who lead workforce development programs at the college after assessment of wage and labor market data and conversations with business and industry throughout the community. Clark College expects that at least half of the programs it develops annually will be within these pre-determined high-demand areas. This

desired outcome was selected to allow for changes and for the possibility that programs may be needed outside these areas, while still maintaining a focus on the needs of the employers in high-demand and emerging fields.

Objective 13 – Partnerships: Establish, maintain, and expand partnerships that support workforce needs.

13.1 Indicator	**Desired Outcome**
Proportion of total workforce development grant proposals submitted with versus without regional partnerships.	Half of all workforce development grants proposal are submitted with regional partnerships

Objective 13, Partnerships, Measurement Rationale: The indicator is used again to measure Objective 13 because partnering with business and industry allows the college to identify, support, and fulfill workforce educational needs. Grant proposal development, submission, and acquisition are fundamental to developing and fulfilling the benefits of partnerships. Activities associated with grant opportunities foster goodwill by demonstrating an investment in the partnership and remind the public in general that Clark College serves the community.

13.2 Indicator	**Desired Outcome**
Percent of Clark College career and technical education completers who obtain jobs within nine months	Clark College will be greater than the percent of Washington State career and technical education community and technical college completers who obtain jobs within nine months

Objective 13, Partnerships, Measurement Rationale: This indicator is used to measure both the high demand and partnership objectives because the college utilizes partnerships to place students in internship and employment opportunities. The number and strengths of the partnerships should yield a strong proportion of career and technical students receiving jobs within nine months.

Section G: Core Theme – Enhance College Systems

Mission Alignment: Clark College must maintain and enhance its infrastructure in order to accomplish the mission of providing learning opportunities for diverse learners to achieve their educational and professional goals, thereby enriching the social, cultural, and economic environment of the community. While the effective operation of the college infrastructure may seem implicit, Clark College identifies enhancing college systems as a core theme in its own right because the college recognizes that success in every other core theme and in their constituent objectives—i.e. Mission Fulfillment—becomes possible only when all systems function together seamlessly to carry out their respective tasks.

Description: College systems are all those systems that indirectly support student learning. The first objective within this core theme specifically aims to improve the college infrastructure. Infrastructure is used broadly in this context and focuses the college to operate within a balanced budget, and therefore, this objective makes the college consider the cost and cost effectiveness of operations as well as the quality of services. The objective calls for attention to college functions such as facilities, finance/budget, compliance, information technology systems, institutional research, and auxiliary services. Another objective prioritizes college activities that seek alternate resources to fulfill the college mission. These additional resources are fundamental to accomplishing the mission, especially in a time when state resources are dwindling.

This core theme also refers to systems that need improvement and are valued by the college. Advising is identified as an objective because, for almost a decade, Clark's self-studies have identified advising as an area of concern. Shared governance is another primary component of college systems; the changes needed to enhance college systems can be either delayed or expedited by the way employees' perceive shared governance, which, in turn, affects the college climate. Finally, environmental sustainability is a Clark College value where sustainable practices can enhance the college systems, especially in terms of cost savings and depreciation of college facilities.

Objective 14 - Infrastructure: Improve college infrastructure to support all functions of the college.

14.1 Indicator	**Desired Outcome**
Percent of college operating budget in reserves	5% of college operating budget in reserves

Objective 14, Infrastructure, Measurement Rationale: The Clark College Board of Trustees' policy requires the college to keep a reserve (i.e., savings account) between 5% and 10% of the operational budget, never falling below 5%. This indicator was selected to measure financial stability for the college's operations. The reserve level provides the college a sum of one-time funding to use in the event of an economic crisis or unforeseen need. College systems, like the state itself must adhere to a budget in order to continue to serve students.

14.2 Indicator	**Desired Outcome**
Uncommitted fund balance used for ongoing operational commitments spanning two biennia	Uncommitted fund balance spanning two biennia **not** used for ongoing operational commitments

Objective 14, Infrastructure, Measurement Rationale: The fund balance (also known as year-end savings) is any revenue which exceeds expenditures from the prior year excluding the reserve. The college may choose to use the fund balance above the required reserve levels to pay for one-time expenses. In the event of an economic hardship, such as a decrease in state funding, it might be necessary for the college to supplant operational expenditures with the fund balance or year-end savings to support student enrollment levels. The college must weigh this decision with the likelihood of future increases in costs and/or decreases in revenue. The disposition of the fund balance is another indicator of financial stability.

14.3 Indicator	Desired Outcome
Percent of Remodeling, Maintenance, and Improvement (RMI) projects completed within the funded biennium	95% of remodeling, maintenance, and improvement (RMI) projects completed within the funded biennium

Objective 14, Infrastructure, Measurement Rationale: The Washington State Board for Community and Technical Colleges receives funding from the legislature to allocate to each of the 34 community and technical colleges for RMI projects each biennium. Clark College receives a portion of the state-wide allocation, and college administrators submit requests for projects to be funded out of the RMI allocation to the Vice President of Administrative Services. Executive Cabinet (EC) prioritizes and determines which projects will be funded. EC considers student needs when deciding how to spend the money, to ensure the projects deemed necessary by EC are completed in a timely manner so the college can continuously and effectively serve its constituents.

14.4 Indicator	Desired Outcome
Amount awarded to the college in grants, contracts, and philanthropy in each biennium	Increase in grants, contracts, and philanthropy awarded to the college in each biennium

Objective 14, Infrastructure, Measurement Rationale: Clark College and the Clark College Foundation seek and secure additional funding to support the goals, objectives, and outcomes of the college mission. This work is becoming more essential due to the decreased availability of state funds and the increasing needs of the college's student body. Coordinated and deliberate efforts and resources are needed to effectively obtain additional resources to meet the needs of the students. The college and the Foundation seek and receive various grants and contracts from both private and public organizations and foundations. As the college and Foundation have committed resources to increasing grants, contracts, and philanthropy, the college should expect to see an increase in funds and other support derived from these sources each biennium.

14.5 Indicator	Desired Outcome
Strategic plan for environmental sustainability	Strategic plan for environmental sustainability has been designed and approved

Objective 14, Infrastructure, Measurement Rationale: Clark College is at the initial stages of integrating environmental sustainability practices into all college systems. The first step is developing and implementing a strategic plan specific to environmental sustainability. This indicator helps measure aspects of infrastructure because the college is committed to improving the environmental sustainability of its infrastructure.

Objective 15 - Advising: Develop and implement an effective advising system to enhance student success.

15.1 Indicator	Desired Outcome
Percent of students satisfied with college-wide advising activities/ function	70% of the student responses will affirm that students are satisfied with the following areas: 1) academic advisor is approachable, 2) academic advisor helps set goals to work toward, 3) academic advisor is concerned about success as an individual, 4) academic advisor is knowledgeable about the program requirements, 5) academic advisor is knowledgeable about the transfer requirements of other schools.

Objective 15, Advising, Measurement Rationale: The college aims to ensure a systematic process of academic and other educational program advisement to adequately inform and prepare faculty and other

personnel responsible for the advising function. If this systematic advising process were in place, students' perceptions of advising would improve. Over time, student perception of the advising system has been highly correlated with the organization and investment the college has put into advising through its faculty and staff. The mission to serve students will be enhanced when faculty are aware of student goals and academic planning beyond faculty's own class(es).

Objective 16 - Resources: Seek alternate resources, such as grants, philanthropy, and partnerships to fulfill the college mission.

16.1 Indicator	Desired Outcome
Amount awarded to the college in grants, contracts, and philanthropy in each biennium	Increase in grants, contracts, and philanthropy awarded to the college in each biennium

Objective 16, Resources, Measurement Rationale: While also important to support the college's infrastructure, increasing the amounts of grants, contracts, and philanthropy awarded to the college each biennium will strengthen the college systems. Through deliberate efforts to increase resources specific to the college's strategic plan and hence its mission, the college should expect to see an increase in funds and other support derived from these sources each biennium. Often these resources are sought in partnership between different areas of the college the Foundation. This work is becoming more essential due to the decreased availability of state funds.

Objective 17- Shared Governance: Refine, communicate, and implement a shared governance system.

17.1 Indicator	Desired Outcome
Percent of employees satisfied with shared governance	70% of the employee responses will affirm that employees are satisfied with the following areas: 1) decisions are made at the appropriate level, information is shared, 3) the employee is able to appropriately influence the direction of this institution, 4) open communication is practiced at this institution, 5) there is an opportunity for all ideas to be exchanged within work teams, 6) supervisors actively seek ideas, 7) supervisors seriously consider ideas, 8) opportunity exists to express ideas in appropriate forums.

Objective 17, Shared Governance, Measurement Rationale: The college can only be effective as it relations among administration, faculty, and staff and the health of the shared governance system. Clark College received recommendations in the last two accreditation self-studies pertaining to shared governance. Intensive assessment work indicates that the college climate seems to be directly related to shared governance. The college leadership is implementing consistent decision-making protocols that ensure the views and judgments of faculty, students, and staff will be considered in matters in which they have a direct and reasonable interest. Employee perception of shared governance and their opportunity to be heard and influence the decision-making process are key to assessing satisfaction with this objective.

Objective 18 - Environmental Sustainability: Integrate environmental sustainability practices into all college systems.

18.1. Indicator	Desired Outcome
Strategic plan for environmental sustainability	Strategic plan for environmental sustainability has been designed and approved

Objective 18, Environmental Sustainability, Measurement Rationale: This indicator measures both the effective infrastructure and environmental sustainability because developing a strategic plan is the first step to integrating environmental practices into all college systems.

Conclusion

Clark College's mission statement is rooted in the tradition of providing excellent learning opportunities, improving the economic vitality of the region, and enhancing access to all learners with special emphasis to those from diverse communities. The college's five core themes are the components within the mission that strategically focus and unite the college's activities toward a common purpose. Each core theme is further articulated by a set of 18 objectives. Each objective is measured by one or more indicators and benchmarked for success by desired outcomes. The desired outcomes have been carefully selected by a college-represented group to push the college toward excellence, while balancing the limitations in the measurements and the college's authority and ability to affect change. Mission fulfillment is, therefore, that at least 80% of the indicators have reached the desired outcome for each core theme.

The college has developed, articulated, and implemented the mission, core themes, and expectations through a deliberative process of engaging all constituents of the college community. College-wide task forces developed the vision, mission, core themes, indicators, and desired outcomes over a two year span (i.e., January 2008 through December 2009). The work began by asking both external and internal constituencies to identify and reaffirm the role of the college, identify the strengths and areas in need of improvement/focus, and determine the goals the college should work toward over the period of the 2009-2014 strategic plan. These findings, supplemented with other sources of information, were used to develop the strategic plan and college-wide continuous improvement process. Throughout the development stages, the college community was invited to critique, edit, and discuss the drafts of the strategic plan and continuous improvement process, including the Scorecard, and recommend changes in these documents and processes for improvement. The vision, mission, core themes, objectives, and evaluative methods (i.e., indicators and desired outcomes) effectively shape the work of the college because the principles of shared governance framed the development and implementation.

In conclusion, the college has become more effective by aligning all college functions and activities to the mission, core themes, and objectives (i.e., Standard One). These benefits include:

- **Common purpose:** The work across all departments and functions is unified. Each college unit has identified their main functions and how each function relates to an objective(s) and core theme. This process has explicitly tied all of the work done at the college to the strategic plan. Additionally, all departments and functions report their exceptional accomplishments to the Board of Trustees each month, through a framework relating them to objectives and core themes.
- **Common definition and measurement of effectiveness:** At the college level, the objectives, related to each core theme and the mission, are measured by common indicators and desired outcomes annually. The evaluation of results occurs in three college-wide committees with opportunities for all college constituencies to provide feedback. Using the common measurements, the three college committees determine the college priorities for the next year, with an emphasis on improving those outcomes that didn't meet the benchmark. In addition, each year all college units evaluate the effectiveness of their work as it ties to the objectives and core themes.
- **Framework for prioritizing resources and new initiatives:** Despite the economic challenges Clark College currently faces, the college has effectively used the mission, core themes, and objectives to prioritize resource allocations and to offer new and enhanced learning opportunities that support student success. Moreover, college resources, in some cases, have been redistributed to enhance college programs and services to ensure progress toward fulfilling the mission.
- **Commitment to serve students:** Every aspect of Clark College is about the student. The components of the strategic plan and continuous improvement process all align to engage the college in pursuits specific to the enhancement of the learner-centered experiences and outcomes.

Addendum
Response to 2010 Focused Interim Recommendation

Recommendation: While a timeline is in place and work has begun, it is recommended the college identify and publish the expected learning outcomes for each of its degree and certificate programs. Furthermore, it is recommended the college demonstrate, through regular and systematic assessment, that students who complete their programs, no matter where or how they are offered, have achieved these outcomes. (Standard 2.B.2 and Policy 2.2)

College Response

The college responded swiftly to the results of the 2008 Clark College accreditation ten-year self-study, the resulting recommendation, and the out-of-compliance finding regarding program assessment. After the 2008 site visit, the college immediately convened a subcommittee from the Instructional Planning Team (IPT)[1] to determine how the college should move forward to ensure all programs are engaged in learning outcome development and ongoing assessment cycles. It quickly became clear that the definition of "program" varied greatly among college faculty, administrators, and staff. As a result, the subcommittee recommended, and the Vice President of Instruction (VPI) and IPT concurred, that a program be defined as an "area of study leading to a degree or certificate." The new definition shifted the focus of program assessment to align with accreditation standards. The program definition change was officially approved at the end of the 2008-2009 academic year.

The official change in the definition of program laid the foundation for the college to both come into compliance with the accreditation standards and also to improve the quality of education by providing students and the community clearly articulated learning outcomes associated with each program.

During the 2009-2010 academic year, IPT decided to convene another subcommittee to begin focusing on general education learning outcomes in the Associate of Arts (AA) degree. The general education courses that fulfill AA requirements are often courses that fulfill general education requirements for Career and Technical Education (CTE) programs as well. Thus, the subcommittee decided to first establish the AA degree learning outcomes, which would then serve as a starting place to identify general learning outcomes in the CTE programs. Moreover, the AA degree was chosen to be evaluated first because, up until this time, the degree had not been assessed in a holistic way.

Through discussion and literature reviews of educational assessment processes, IPT approved 10 learning outcomes for the AA degree on January 27, 2010, based on the distribution areas of the AA degree: communication skills, quantitative skills, health/physical education, humanities, natural science, and social science. Although not tied directly to AA degree distribution requirements, outcomes were also developed and approved by IPT in the areas of Information Literacy and Power, Privilege, and Inequality. After comprehensive discussions across a variety of instructional committees (e.g., IPT, Curriculum

[1] Instructional Planning Team is a committee defined in the faculty union (Clark College Association of Higher Education, or AHE) contract, which includes two faculty members from each unit, one adjunct faculty member, the registrar, instructional deans, the Vice President of Instruction (VPI), the President of AHE, and up to two students. IPT has the following responsibilities: 1) Institute and oversee the instructional planning process; 2) Make recommendations to the Vice President of Instruction regarding academic policies such as distribution, transfer, and degree requirements; 3) oversee program reviews, and 4) make recommendations to the VPI regarding the approval of new programs and changes to and deletions of current programs.

Committee, and Outcomes Assessment Committee), constituencies, intranet feedback forms/surveys, and email, the AA degree learning outcomes have been finalized as follows:

- Obtain, evaluate, and ethically use information.
- Communicate with various audiences using a variety of methods.
- Perform mathematical calculations without the aid of a calculator.
- Solve quantitative problems and interpret the solutions.
- Demonstrate progress toward healthier behaviors.
- Analyze, interpret, and evaluate works and ideas in the Humanities within appropriate global and historical contexts.
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences.
- Analyze patterns of power, privilege and inequality.
- Apply fundamental principles and relationships from the Natural Sciences to solve problems.
- Evaluate claims about the natural world using scientific methodology.

Immediately, faculty within each distribution area began developing rubrics to assess the learning outcomes related to student work in courses designated to fulfill the requirements. Rubrics for each outcome area were drafted by September 2010.

With this foundational work complete and the findings of the 2010 accreditation focused interim site visit, IPT and the VPI concluded the college needed to be more aggressive in ensuring that program review and assessment was being conducted in all college programs. The college recognized that only faculty representatives could speed up the timeline and progress so that each program would have associated learning outcomes and be engaged in assessing the attainment of those outcomes among all program completers. Therefore, two significant changes were implemented prior to October 2010:

1. Two tenured faculty members were released one-hundred percent, serving as outcome-assessment liaisons, to work with faculty members to help them develop learning outcomes and assessment methodologies, conduct assessments, analyze results, and propose and implement necessary improvements. One faculty member was designated to work on CTE programs. The other faculty member was designated to work on academic/transfer programs. The new faculty outcomes-assessment liaisons were standing members of IPT and had served as members of the IPT assessment sub-committee, which had developed the AA degree learning outcomes for approval the year before.
2. IPT and the VPI requested that the charge and scope of the Outcomes Assessment Committee (OAC) change. The college approved the change through its shared governance process. The change specifically allowed IPT to delegate the oversight and coordination of the development of program-level assessment plans for all academic/transfer and CTE degree and certificate programs to the OAC. Because of the nature and scale of developing the college's outcomes-assessment system, IPT could not balance both the work of coordinating the development of all program learning outcomes and its regular contractually defined work; the two full-time released outcome-assessment liaisons both serve on IPT and co-chaired the OAC.

Over the course of the 2010-2011 academic year, substantial progress was accomplished within each program in developing learning outcomes (if none existed), developing assessment methodologies, conducting assessments, and identifying needed improvements throughout many programs. College faculty became aware of the expectations for their work in program assessment through emails from the VPI outlining the faculty charge, during the 2010 Fall Focus presentation, and in one-on-one meetings with the outcome-assessment liaisons. Additionally, the assessment liaisons individually contacted all

program-lead faculty members and coordinated the development of program outcomes and assessment projects.

Program assessment work for the 2010-2011 academic year began with an emphasis on program assessment during the Fall 2010 Faculty Focus, Clark College's intensive two-day training for faculty, which occurs just before the start of fall quarter each year. The assessment liaisons led a three-hour workshop for all faculty during Fall Focus outlining the history of outcomes assessment at Clark College and the challenges presented by the out-of-compliance NWCCU finding. Faculty were provided a program assessment overview, assessment definitions, examples of well-written outcomes, time to work with fellow faculty on assessment projects, and an opportunity to schedule appointments for future consultation with the assessment liaisons. The assessment liaisons developed a 2010-2011 schedule for activities to be completed within the year and convened the OAC to help lead and facilitate the work (See Appendix A). Because of the scale of the work and the need to complete projects as quickly as possible, the OAC opted to meet every-other-Tuesday, instead of the previous once-a-month schedule outlined in the Clark College Association of Higher Education (CCAHE) contract (i.e., the faculty union contract).

OAC members developed an understanding of accreditation requirements related to program assessment and how to identify effective program-level outcomes in October and November of 2010. The role of the OAC is to approve learning outcomes and mentor faculty groups in assessment methodologies when assistance is requested; OAC members feel faculty groups should be allowed flexibility in determining the best way to assess particular outcomes but also actively communicate with faculty groups as they develop outcomes and carry out yearly assessment projects. Furthermore, the liaisons' responsibilities are to actively provide guidance when needed. OAC members were trained during these months by the assessment liaisons, based on the expertise the liaisons had gained from past experience on IPT and the AA assessment sub-committee and research of the NWCCU standards and both internal and external program assessment best practices. OAC members then developed a rubric to determine the effectiveness of program-level outcomes; this rubric also assisted faculty groups in creating their learning outcomes (See Appendix B).

Also during October and November, the OAC worked to identify the number of official programs that required assessment, i.e. an area of study that leads to a certificate or degree. The number of academic/transfer programs identified was three; consisting of the Associate of Arts (AA) degree, the Associate of Science Transfer 1 (AST1), and the Associate of Science Transfer 2 (AST2). The OAC determined that 90 Career and Technical Education (CTE) programs fell within the definition of a program. The OAC, and hence IPT, expected that these programs would develop full and ongoing assessment cycles which include robust learning outcomes, assessment methodologies, data collection, result analysis, improvement strategies based on assessment results, and process and findings documentation.

The assessment liaisons engaged faculty in different program assessment workshops. One of the most successful, the Spring Assessment Institute, was an all-day workshop that occurred during the 2011 spring break. Forty-seven faculty members attended to learn about the "learning college" (the student-centered college), how assessment is essential to determining student success, how all programs link with other programs in the Clark College system, and how various learning and teaching styles relate to effective assessment.

Assessment Day was another workshop that occurred in June 2011. Assessment Day was an all-day workshop where all faculty members were invited to attend to work on program-assessment projects in their area of expertise. Faculty groups were able to complete different components of the assessment cycle, including developing learning outcomes, designing assessment methodologies, analyzing data, and identifying improvement strategies for their programs. The assessment liaisons and other OAC members were available to assist faculty throughout the day.

The OAC worked diligently with program faculty in CTE programs during 2010-2011. Since the AA outcomes had already been approved by IPT the prior year, this allowed the OAC to focus on the development of outcomes and assessment projects in CTE programs. One new role the OAC served, based on the change in scope, was to review, critique, and approve program-level outcomes presented to the committee by program faculty. Faculty members submitted program-learning outcomes to the OAC prior to each committee meeting for initial review. A program-lead faculty member presented the outcomes to the OAC at the next meeting; the outcomes were then approved, after discussion and revision, by simple majority vote.

Academic/Transfer Programs

Assessment work pertaining to the academic/transfer degree focused solely on the AA degree during the 2010-2011 academic year and those outcome areas common to the AA, AST 1, and AST 2 degrees. Because of the size of the assessment projects, the OAC and the academic/transfer assessment liaison believed that if the college could successfully complete one full cycle of assessment for all 10 outcome areas in the AA degree, that the evidence compelling the college faculty community to engage in this work would be positive and helpful in fully implementing assessment for all programs in the future. Moreover, the OAC decided to fully implement the assessment cycle because the learning outcomes of the academic/transfer degrees overlap. The outcomes that are common across academic/transfer degrees have been identified and noted in Appendix C. Outcomes unique to the AST 1 and AST 2 degrees have been identified and are scheduled for development in the fall of 2011 and assessment in the winter and spring of 2012.

Faculty members performed pilot projects for each of the 10 AA degree learning outcome areas in the fall and winter quarters of 2010-2011; these pilot projects assessed student work but focused primarily on the viability of rubrics developed by faculty teams the previous year. Faculty members fully implemented the assessment methodology on a larger scale in spring 2011, using the revised rubrics and student work sampling strategies recommended by the college's institutional researchers. As a part of the process, faculty identified improvement strategies for each of the 10 learning outcomes, which they then implemented. These were large-scale projects, and numerous academic/transfer faculty members throughout the college contributed to the assessment of the learning outcomes. For example, 40 faculty members developed three separate assessment projects to support the AA communication outcome in 2010-2011: the first involved every member of the English Department, the second involved every member of the Communication Studies Department, and the third involved an interdisciplinary team of 20 faculty members from a dozen different college departments. Faculty members used the program outcome assessment reporting guide to document assessment activities (See Appendix D). Faculty members will have completed full assessment cycles for the three academic/transfer programs by the end of the 2011-2012 academic year; this includes the completion of two full assessment cycles for the AA. A new outcomes-assessment page in is development for the Clark College website, and approved program learning outcomes will be published on the website by the end of September 2011.

Career and Technical Education Programs

The CTE faculty assessment liaison worked with CTE programs throughout the college to develop and document learning outcomes. Among the CTE programs without established learning outcomes, the deans, instructional directors, and members of the OAC assisted the CTE program-lead faculty in developing learning outcomes and/or assessments. As a guide, faculty members can use the CTE Program Learning Outcomes Post-Assessment to help frame their assessment work (See Appendix E). However, some CTE programs had already completed full assessment cycles and had been engaging in this work for many years. The CTE programs with advanced assessment practices include all the programs that hold third party accreditation credentials.

Most CTE programs (77 of the 90) have fully developed program-specific learning outcomes. Of those, 60 CTE programs have had their learning outcomes reviewed by the OAC. Sixty-four programs (71%) have developed assessment methodologies. Nineteen programs have completed at least one full assessment cycle (See Appendix F). Full assessment cycles will be complete for all CTE programs by the end of 2012-2013. The program learning outcomes will be published on the outcomes-assessment page of the Clark College website by the end of December 2011.

After the successful completion of the assessment cycle for the AA learning outcomes, the assessment liaisons wanted to use this information to develop ways to both identify and assess the general education learning outcomes associated with CTE programs. During the summer of 2011, nine faculty teams representing transfer and CTE distribution areas volunteered to work on general education outcomes and assessments for the college's CTE programs, also known as the Related Areas of Instruction. The assessment liaisons led the faculty teams, and used the AA degree learning outcomes as the starting place. The faculty groups unanimously agreed that the general education learning outcomes of the AA degree were appropriate for the general education outcomes of the CTE programs. A tag will be added to the end of each AA outcome specifying the CTE program. The tag will read: "as appropriate for a career and technical program." With appropriate project planning and student sampling, this will allow the college to assess how well CTE students are being served in courses simultaneously fulfilling AA transfer and CTE general education requirements without developing additional assessment projects.

Faculty will take two approaches in assessing general education learning outcomes within CTE programs. First, faculty members will sample and assess student work in existing AA courses that fulfill general education requirements for CTE programs. Second, prior to graduation from a CTE program, each CTE student will respond to an exit survey where he or she will be asked to rate, on a Likert scale, how a specific course contributed to their learning of a particular general education learning outcome. For example, a student who took Sociology 101 to fulfill the social science related general education learning outcome[2] will receive a survey with a question that reads: *"Sociology 101 enhanced my ability to recognize and apply Social Science concepts to my career and technical field of study."*

Documenting Assessment

Clark College believes that the only way to fully institutionalize program assessment is to have a common reporting tool that both the faculty and administration can use. The tool must document learning outcomes, assessment methodologies and findings related to outcomes, and improvement strategies. In addition, such a tool must locate programs within the college's organizational structure and link them to the budget prioritization process.

The college purchased a software package, Strategic Planning Online (SPOL), from Think Education Solutions during fall 2010. One of the four modules of SPOL pertains to learning outcomes assessment associated with programs linked with general course and outcome information. This module provides all of the functionality the college identified as necessary for program assessment. The other modules are strategic planning, budget, and accreditation. All in all, this software package, once fully implemented, will allow the college to be more intentional in its activities as they relate to the strategic plan and continuous improvement in all areas. Full implementation of SPOL is expected by the end of fall quarter 2012.

[2] Social Science Outcome: Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences as appropriate for a career and technical education program.

The outcomes-assessment liaisons vetted SPOL in spring of 2011 and attended several training sessions designed to highlight the program's value in documenting assessment projects and findings during the summer of 2011. They are eager to incorporate SPOL as an organizational and reporting tool in 2011-2012 and have opted to adopt SPOL and abandon the college's aging, in-house assessment database. They are excited by the potential SPOL has in communicating project results to all of the college's assessment stakeholders.

Conclusion

Clark College has aggressively invested substantial resources to come into compliance regarding assessment. It has accelerated the original six-year timeline of full implementation of identifying and engaging in regular and systematic assessment for the purposes of documenting student achievement of degree and certificate learning outcomes.

- Faculty members have led the way as the college has institutionalized the expectation of program-level outcomes and assessment. This will be documented and written into policies and procedures during the 2011-2012 academic year.
- The college has provided faculty with many different opportunities for program assessment training, including
    - Fall Focus
    - Spring Assessment institute
    - Assessment Day
- 71% of all CTE programs have outcomes and assessment methods developed and documented.
- Assessment methods of general education outcomes within CTE programs have been developed.
- The Associate of Arts degree has identified learning outcomes, piloted assessment methodologies, and completed one full cycle of assessment.
- Initial implementation of the assessment software, SPOL, has begun to
    - Document all aspects of program-level assessment;
    - Connect course-level assessment work as it supports program-level outcomes; and
    - Tie assessment findings to the strategic plan, budget process, and accreditation self-study process.

The college will continue to make significant progress during 2011-2012. The improvements the college has made during 2010-2011 have created the foundation to ensure that full cycles of assessment for each program, no matter how or where the programs are offered, will be assessed and improvement strategies implemented. By 2012-2013, the college expects that all programs will have completed cycles of assessment and that assessment findings and improvements will be documented in the SPOL software. Moreover, the college also expects that curricular changes, program modifications and enhancements, and budget requests will be prioritized for implementation based on assessment findings.

Appendix A

Outcomes Assessment Plan 2010-2011

Goal	Activity	Target Date	Person/Office Responsible
1. Pilot draft rubrics and begin data collection process for assessment of direct transfer AA degree	1a. Review and revise rubrics with OAC 1b. Identify courses for work sample collection 1c. Identify faculty contacts who will pilot draft assessments and rubrics 1d. Collect work samples for each outcome area 1e. Discuss additional indirect assessment methods	1a-1e. End of Fall Quarter 2010	Brenda, Jim, OAC, and Faculty
2. Preliminary consideration of data management method for all programs	2a. Review options and discuss with OAC 2b. Begin implementation of plan	2a-2b. End of Fall Quarter 2010	Brenda, Jim, OAC, and Shanda
3. Identify CTE programs for Outcomes Assessment process 2010-2011	3a. Establish a definitive list of Clark's degrees and certificates 3b. Identify programs for Outcomes Assessment process with OAC	3a-3b. October 5th	Brenda, Jim, OAC, and Susan
4. Draft program outcomes for identified CTE programs	4a. OA Liaisons will meet with faculty in identified program areas to draft program outcomes 4b. Report results to OAC for	4a-4b. End of Fall Quarter	Brenda, Jim, Faculty, and OAC

	review and revision		
5. Continue work sample, assessment, and data collection for direct transfer AA	5a. Review results of assessment process and make adjustments as necessary 5b. Review results with faculty and OAC 5c. Continue collection of work samples for each outcome area and assess using rubrics	5a-5b. Middle of Winter Quarter 5c. End of Winter Quarter	Brenda, Jim, Faculty, and OAC
6. Pilot data management system for all programs	6a. Implement data management system	6a. Middle of Winter Quarter	Brenda, Jim, Melissa, Shanda, and OAC
7. Draft program assessment methods for identified CTE programs	7a. OA Liaisons will meet with faculty in identified program areas to draft assessment methods 7b. Report results to OAC for review and revision	7a-7b. End of Winter Quarter	Brenda, Jim, Faculty, and OAC
8. Continue work sample, assessment and data collection for direct transfer AA and all identified CTE programs	8a. Continue collection of work samples for each outcome area and assess using rubrics and/or other assessment methods 8b. Review results with faculty and OAC and begin conversation about how the college will use results to improve programs	8a-8b. End of Spring Quarter	Brenda, Jim, Faculty, and OAC
9. Plan for 2011-2012	9a. Determine 2011-2012 Outcomes Assessment goals with help from OAC 9b. Plan Fall Focus activities before leaving for break	9a-9b. End of Spring Quarter	Brenda, Jim, OAC, and VPI

Appendix B
Learning Outcome Rubric

Assess Your Ability to Write Robust Learning Outcomes

Name: _____ Program: _____

Directions: Self-assess each factor below to determine if your program outcomes are adequate (meet standard or more) or are not adequate (factors are absent or need developing)

Factors	Not Adequate	Adequate
Active Is each statement in the program outcome written in active voice (doing)?		
Context Does the statement describe what we intend the learner will be able to do at the completion of the program?		
Achievable/Feasible Written in terms that are measureable?		
Complexity/Robustness Is each statement robust and complex enough to embody a significant knowledge-base of concepts, issues, skills, and key assessments?		
Redundancy/Overlap		

Comments:

Appendix C
Assessment Progress Update for AA Degree

DTAA Outcome	Courses Supporting Outcome	Outcomes-Assessment Progress as of August 2011
Information Literacy: Obtain, evaluate, and ethically use information (Also an outcome for the AST 1 and AST 2 transfer degrees)	ENGL&102—Composition II ENGL 109—Writing about the Sciences ENGL&235—Technical Writing LIBR 115—Internet Research Living Online	*Interdepartmental information literacy assessment team comprised of adjunct and fulltime faculty members formed in fall. 2010-2011 information literacy program-level assessment plan developed for transfer AA degrees. *Information literacy rubric pilot project completed during fall and winter. Annotated bibliographies were collected from LIBR 115 and ENGL&102 and evaluated using rubric drafted by faculty. Rubric was revised and recommended for large-scale use in spring and summer assessment projects. *Annotated bibliographies from LIBR 115 and ENGL 109 were collected and assessed by teaching faculty using revised information literacy rubric in spring and summer. *2010-2011 assessment project completed and recommendations for curricular and project improvement reported to Outcomes-Assessment Office for review and distribution to campus stakeholders. *2011-2012 project focusing on ENGL&135, ENGL&235, and LIBR 115 in development—team has formed and will meet to develop course-level outcomes-assessment plan in September. *Five-year plan to assess all courses in outcome area to be developed as part of 2011-2012 assessment projects. Preliminary discussions of 2011-2012 projects have begun.
Communications I: Communicate with various audiences using a variety of methods (Also an outcome for the AST 1 and AST 2 transfer degrees)	Communication Skills distribution area courses (Communications Studies)	*Assessment team comprised of fulltime faculty members in Communications Studies formed during fall to plan assessment of transfer degree communications outcome. 2010-2011 program- and course-level assessment plans completed for Communications Studies courses: CMST 210, CMST 220, and CMST 230. *Assessment project in CMST 210 designed in winter and completed in spring; recommendations for curricular and project improvement reported to Outcomes-Assessment Office for review and distribution to campus stakeholders. *2011-2012 Communications Studies course- and program-level projects in development—team has formed and will meet again to develop assessment plan in September. *Three- or five-year plan to assess all Communications Studies courses to be developed as part of 2011-2012 assessment projects; preliminary discussions of projects in CMST 220 and CMST 230 have begun.

DTAA Outcome	Courses Supporting Outcome	Outcomes-Assessment Progress as of August 2011
<u>Communications II</u>: Communicate with various audiences using a variety of methods (Also an outcome for the AST 1 and AST 2 transfer degrees)	Communication Skills distribution area courses (Composition)	*Assessment team comprised of adjunct and fulltime faculty members in English formed during fall to plan assessment of transfer degree communications outcome in composition courses. 2010-2011 program-level assessment plan focusing on ENGL&101 developed for transfer AA degrees. *Communications rubric pilot project completed during fall and winter by team of English faculty, evaluating essays in ENGL&101 and ENGL&102. Rubrics were revised (and revised again, and again) and then recommended for large-scale use in spring assessment project. *Assessment project completed in spring by interdisciplinary team of non-English Department essay reviewers focusing on ENGL&101 "common assignment"; recommendations for curricular and project improvement completed by project leads from the English Department and reported to Outcomes-Assessment Office for review and distribution to campus stakeholders. *Additionally, English Department approved common course outcomes for ENGL098, ENGL&101, and ENGL&102. Outcomes for ENGL&135 and ENGL&235 are also in development but have yet to be approved. *2011-2012 communications course- and program-level projects in development—team to meet to develop assessment plan in September. *Five-year plan to assess all composition courses to be developed as part of 2011-2012 assessment projects. Preliminary discussions of program- and course-level projects have begun.
<u>Quantitative</u>: Perform mathematical calculations without the aid of a calculator	College-level math courses	*Quantitative assessment team comprised of adjunct and fulltime math faculty members formed in fall. 2010-2011 quantitative program-level assessment plan developed for DTAA degree. *Quantitative rubric pilot project completed during fall and winter. Teaching faculty used quantitative rubric developed previous year to evaluate Math 103 final exams. Rubric and project concepts were revised and recommendations for large-scale spring and summer assessment projects were developed. *2010-2011 large-scale assessment project in Math 107 completed in spring and recommendations for curricular and project improvement reported to Outcomes-Assessment Office for review and distribution to campus stakeholders. *2011-2012 project focusing on college-level math courses in development—Math team will meet to develop program- and course-level outcomes-assessment plan in September.

DTAA Outcome	Courses Supporting Outcome	Outcomes-Assessment Progress as of August 2011
Continued **<u>Quantitative</u>: Perform mathematical calculations without the aid of a calculator**	College-level math courses	*Teaching faculty to develop outcomes and assessment projects for this distribution area as part of AST 1 and AST 2 program-level assessment projects in 2011-2012. Preliminary planning discussions with stakeholders have begun and course-level assessment projects are in development. *Five-year plan to assess all courses in outcome area to be developed as part of 2011-2012 assessment projects. Preliminary discussions of 2011-2012 projects have begun.
<u>Quantitative</u>: Solve quantitative problems and interpret the solutions	College-level math courses	*Quantitative assessment team comprised of adjunct and fulltime math faculty members formed in fall. 2010-2011 quantitative program-level assessment plan developed for DTAA degree. *Quantitative rubric pilot project completed during fall and winter. Teaching faculty used quantitative rubric developed previous year to evaluate Math 103 final exams. Rubric and project concepts were revised and recommendations for large-scale spring and summer assessment projects were developed. *2010-2011 large-scale assessment project in Math 107 completed in spring and recommendations for curricular and project improvement reported to Outcomes-Assessment Office for review and distribution to campus stakeholders. *2011-2012 project focusing on college-level math courses in development—Math team will meet to develop program- and course-level outcomes-assessment plan in September. *Teaching faculty to develop outcomes and assessment projects for this distribution area as part of AST 1 and AST 2 program-level assessment projects in 2011-2012. Preliminary planning discussions with stakeholders have begun and course-level assessment projects are in development. *Five-year plan to assess all courses in outcome area to be developed as part of 2011-2012 assessment projects. Preliminary discussions of 2011-2012 projects have begun.
<u>Health & Physical Education</u>: Demonstrate progress toward healthier behaviors (Also an outcome for the AST 1 and AST 2 transfer degrees)	Health & PE distribution area courses	*Health and Physical Education (HPE) assessment team comprised of adjunct and fulltime HPE faculty members formed in fall. 2010-2011 HPE program-level assessment plan developed for transfer AA degrees. *HPE rubric pilot project completed during fall and winter. Teaching faculty used HPE rubric developed previous year to evaluate student work in Health 101. Rubric and project concepts were revised and recommendations for large-scale spring and summer assessment projects were developed.

AA Outcome	Courses Supporting Outcome	Outcomes-Assessment Progress as of August 2011
Continued **<u>Health & Physical Education</u>: Demonstrate progress toward healthier behaviors** (Also an outcome for the AST 1 and AST 2 transfer degrees)	Health & PE distribution area courses	*2010-2011 large-scale assessment project in Health 101 completed in spring and recommendations for curricular and project improvement reported to Outcomes-Assessment Office for review and distribution to campus stakeholders. *Additionally, fulltime HPE faculty leads facilitated syllabus development sessions to communicate common course outcomes for inclusion in 2011-2012 syllabi. *2011-2012 project focusing on HPE courses in development—HPE team will meet to develop program- and course-level outcomes-assessment plan in September. *Five-year plan to assess all courses in outcome area to be developed as part of 2011-2012 assessment projects. Preliminary discussions of 2011-2012 projects have begun.
<u>Humanities</u>: Analyze, interpret, and evaluate works and ideas in the Humanities within appropriate global and historical contexts (Also an outcome for the AST 1 and AST 2 transfer degrees)	Humanities distribution area courses	*Humanities assessment team comprised of adjunct and fulltime faculty members from humanities distribution areas formed in fall. 2010-2011 humanities program-level assessment plan developed for transfer AA degrees. *Humanities rubric pilot project completed during fall and winter. Teaching faculty used humanities rubric developed previous year to evaluate British Literature essays. Rubric and project concepts were revised and recommendations for large-scale spring and summer assessment projects were developed. Concerns about use of multi-purpose humanities rubrics to assess the great diversity of student artifacts encountered in the humanities were raised by the assessment team. *2010-2011 large-scale assessment projects focusing in Humanities 101 and Japanese 135 completed in spring and summer, and recommendations for curricular and project improvement reported to Outcomes-Assessment Office for review and distribution to campus stakeholders. *2011-2012 project focusing on humanities courses in development—humanities distribution area faculty team will meet to develop program- and course-level outcomes-assessment plan in September. *Five-year plan to assess all courses in outcome area to be developed as part of 2011-2012 assessment projects. Preliminary discussions of 2011-2012 projects have begun.

AA Outcome	Courses Supporting Outcome	Outcomes-Assessment Progress as of August 2011
<u>Social Science</u>: Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences (Also an outcome for the AST 1 and AST 2 transfer degrees)	Social Science distribution area courses	*Social Science assessment team comprised of adjunct and fulltime Social Science distribution area faculty members formed in fall. 2010-2011 Social Science program-level assessment plan developed for transfer AA degrees. *Social Science rubric pilot project completed during fall and winter. Teaching faculty used Social Science rubric developed previous year to evaluate student work in Psychology 101, Sociology 101 and Women's Studies 101. Rubric and project concepts were revised and recommendations for large-scale spring and summer assessment projects were developed. *2010-2011 large-scale assessment project in Sociology 101 completed in spring and summer, and recommendations for curricular and project improvement reported to Outcomes-Assessment Office for review and distribution to campus stakeholders. *2011-2012 project focusing on Social Science outcomes in development—Social Science team will meet to develop program- and course-level outcomes-assessment plan in September. *Five-year plan to assess all courses in outcome area to be developed as part of 2011-2012 assessment projects. Preliminary discussions of 2011-2012 projects have begun.
<u>Power, Privilege, and Inequality</u>: Analyze patterns of power, privilege and inequality (Also an outcome for the AST 1 and AST 2 transfer degrees)	All HIST courses HUM 210—Intro to GLBT studies SOC& 101—Intro to Sociology SOC& 201—Social Problems SOC 131—Race and Ethnicity in the U. S. All WS courses	*Power, Privilege, and Inequality (PPI) assessment team comprised of adjunct and fulltime faculty members formed in fall. 2010-2011 PPI program-level assessment plan developed for transfer AA degrees. *PPI rubric pilot project completed during fall and winter. Teaching faculty used PPI rubric developed previous year to evaluate student work from Psychology 101, Sociology 101, and Women's Studies 101. Rubric and project concepts were revised and recommendations for large-scale spring and summer assessment projects were developed. *2010-2011 large-scale assessment project in Women's Studies 101 completed in spring and recommendations for curricular and project improvement reported to Outcomes-Assessment Office for review and distribution to campus stakeholders. *2011-2012 PPI project focusing on Women's Studies 101 and Women's Studies 201 in development—PPI team will meet to develop program- and course-level outcomes-assessment plan in September. *Five-year plan to assess all courses in outcome area to be developed as part of 2011-2012 assessment projects. Preliminary discussions of 2011-2012 projects have begun.

AA Outcome	Courses Supporting Outcome	Outcomes-Assessment Progress as of August 2011
<u>Natural Science</u>: Apply fundamental principles and relationships from the Natural Sciences to solve problems	Natural Science distribution area courses	*Natural Science assessment team comprised of adjunct and fulltime faculty members teaching in Natural Science outcome area formed in fall. 2010-2011 Natural Science program-level assessment plan developed for DTAA degree. *Natural Science rubric pilot project completed during fall and winter. Teaching faculty used Natural Science rubric developed previous year to evaluate student work in various science courses: astronomy, biology, chemistry, and others. Rubric and project concepts were revised and recommendations for large-scale spring and summer assessment projects were developed. *2010-2011 large-scale assessment project in Astronomy 101 completed in spring and recommendations for curricular and project improvement reported to Outcomes-Assessment Office for review and distribution to campus stakeholders. *2011-2012 project focusing on Astronomy 101; Biology 164, 164, and 167; and Chemistry sequence in development for DTAA, AST 1, and AST transfer degrees—Natural Science and AST teams will meet to develop program- and course-level outcomes-assessment plan in September. *Teaching faculty to develop outcomes and assessment projects for this distribution area as part of AST 1 and AST 2 program-level assessment projects in 2011-2012. Preliminary planning discussions with stakeholders have begun and course-level assessment projects are in development. *Five-year plan to assess all courses in outcome area to be developed as part of 2011-2012 assessment projects. Preliminary discussions of 2011-2012 projects have begun.
<u>Natural Science</u>: Evaluate claims about the natural world using scientific methodology	Natural Science lab courses	*Natural Science assessment team comprised of adjunct and fulltime faculty members teaching in Natural Science outcome area formed in fall. 2010-2011 Natural Science program-level assessment plan developed for DTAA degree. *Natural Science rubric pilot project completed during fall and winter. Teaching faculty used Natural Science rubric developed previous year to evaluate student work in various science courses: astronomy, biology, chemistry, and others. Rubric and project concepts were revised and recommendations for large-scale spring and summer assessment projects were developed. *2010-2011 large-scale assessment project in Astronomy 101 completed in spring and recommendations for curricular and project improvement reported to Outcomes-Assessment Office for review and distribution to campus stakeholders.

AA Outcome	Courses Supporting Outcome	Outcomes-Assessment Progress as of August 2011
Continued **<u>Natural Science</u>: Evaluate claims about the natural world using scientific methodology**	Natural Science lab courses	*2011-2012 project focusing on Astronomy 101; Biology 164, 164, and 167; and Chemistry sequence in development for DTAA, AST 1, and AST transfer degrees—Natural Science and AST teams will meet to develop program- and course-level outcomes-assessment plan in September. *Teaching faculty to develop outcomes and assessment projects for this distribution area as part of AST 1 and AST 2 program-level assessment projects in 2011-2012. Preliminary planning discussions with stakeholders have begun and course-level assessment projects are in development. *Five-year plan to assess all courses in outcome area to be developed as part of 2011-2012 assessment projects. Preliminary discussions of 2011-2012 projects have begun.

Appendix D

Program Outcome-Assessment Reporting Guide

Please use the template below to report the results of your Spring Quarter 2011 outcome-assessment project. Please return an e-copy of the completed template and the rubric you used to evaluate the assessment to me by **June 30th, 2011**. If you have questions about the template or would like assistance with your project, please feel free to contact me at 992-2225 or jwilkins-luton@clark.edu.

While you **do not** need to submit answers to the following questions as part of your report, it might be helpful to consider the following as you complete the template below:

1. What college-level courses in the Direct Transfer AA directly teach and assess the outcome? Are there courses that directly teach and assess the outcome that are not included in the list on the template?

2. What method will you use to assess the outcome? Please attach a copy of the rubric you used, noting how many students did not meet, met, or exceeded the standards listed in the left-hand column of the rubric. If a rubric standard does not apply to the assignment you are assessing, please mark the standard as N/A.

3. What course(s) and how many students will you assess? If you have a large number of students, consider a random sampling of student work.

4. When will you conduct the assessment? How often do you think this assessment should be performed in this course(s)? Do you know if a three-year or five-year plan has been developed to assess all courses that directly teach and assess this DTAA outcome? Do you have ideas about how to best develop a plan?

5. What were the results of the assessment? What did you discover or learn from the assessment process? How many students did not meet, met, or exceeded the standards? Give the details.

6. Based on your assessment results, what course or program-level changes would you recommend? List anything you feel is relevant, including suggestions for revisions to the rubric and/or the assessment process in general. What would you do differently next time?

7. How will you share what you've learned from this assessment cycle?

Thank you for your participation in this process. Please feel free to contact me if you have questions.

Jim Wilkins-Luton

Appendix E

CTE Program Learning Outcomes Post-Assessment

Please answer the questions directly into this Word document, save into a Word document, and send to Brenda Walstead via email (bwalstead@clark.edu). Attach any supportive documents to the email (as requested in here) and label clearly with which question number they correspond. If you have any questions, please contact Brenda Walstead.

Thank you!!

Please use this form for ONLY one assessment project. If one project assesses multiple program level student learning outcomes you may include them on this one form. However, if you have multiple projects please complete a form for each project.

1. Program (specific degree/certificate):

2. Project Year: 2010-2011

3. List the program level student learning outcome(s) that you assessed and are reporting on.

4. Provide the approximate number of students who participated or whose work/data was examined.

___ 14 or fewer

____15-25

____26-75

____76-125

____126 or more

5. Describe your program's assessment and criteria for the acceptable/unacceptable aggregate attainment of the outcome(s) by your students. In other words, what are your expectations of your students *as a group* rather than as individuals? What does your program consider to be an acceptable minimum standard?

6. Summarize the results of the assessment. Attach any documentation describing and analyzing the results.

7. What is your initial interpretation of the results?

8. What if any changes to your program do you plan in view of this information?

9. If, as a result of your assessment, you made changes to improve student learning, describe them.

10. (This question is to be completed after changes are made to improve your program based on the results of program assessment)

Did you see any differences in student learning as a result of these changes?

Describe the method (repeated/revised version of original instrument, a different instrument, some other less formal means, etc.) you used to determine whether there were changes in student learning.

Attach any additional, pertinent documents

11. Date submitted

12. Submitted by

Appendix F
Assessment Progress Update for CTE Programs

Program Name	Degree/ Certificate[i]	Outcomes Created	Outcomes Approved by OAC	Assessment Methodologies Developed	Data Collected and Reviewed
Addiction Counselor Education	AAS	X	X		
	CP	X			
Automotive Tech	AAS	X	X	X	X
	AAT	X	X	X	X
	CP	X	X	X	X
Toyota Technology	AAS	X	X	X	
Bakery Management	AAS	X	X	X	X
	CP	X	X	X	X
Baking	CA	X	X	X	
	CP	X	X	X	
Baking/Bakery Management	AAT	X	X	X	X
Cooking	CA	X	X	X	X
	CP	X	X	X	
Culinary Arts/Restaurant Management	AAS	X	X	X	X
	AAT	X	X	X	
Restaurant Management	CP	X	X	X	
Business Administration	AAS	X	X	X	X
Accounting	AAS	X	X	X	X
Marketing	AAS	X	X	X	X
Merchandising Management	AAS	X	X	X	X
Supervisory Management	AAS	X	X	X	X
Paralegal	AAS	X	X	X	
	CP	X	X	X	
Nursing	AAS	X		X	
Dental Hygiene	AAS	X	X	X	X

Program Name	Degree/ Certificate[i]	Outcomes Created	Outcomes Approved by OAC	Assessment Methodologies Developed	Data Collected and Reviewed
Medical Assistant	AAS	X	X	X	
	CP	X	X	X	
Medical Billing Coding Specialist	CP	X	X	X	
Medical Receptionist	CA	X	X	X	
Medical Transcriptionist	CP	X	X	X	
Medical Office Specialist	AAS	X	X	X	
Health Information Assistant	CP	X	X	X	
Pharmacy Tech	AAT	X	X	X	X
	CP	X	X	X	X
Medical Radiography	AAS	X	X	X	X
Computer Tomography	CA				
Phlebotomy	CP	X	X	X	
Early Childhood Education	AAS	X	X	X	
	AAS-T	X	X	X	
	CP	X		X	
Family Child Care	CA	X		X	
Foundations of Curriculum	CA	X		X	
Infants & Toddlers	CA	X		X	
School Age	CA	X		X	
Initial Child Care	IBEST-CA	X			
Fitness Trainer	AAS	X	X	X	X
Graphic Design	AFA	X	X	X	
	CP	X	X	X	
Web & Graphic Design	AAT	X	X	X	
Web Design & Development	AAT	X	X	X	
Web Design	CP	X	X	X	

Program Name	Degree/ Certificate[i]	Outcomes Created	Outcomes Approved by OAC	Assessment Methodologies Developed	Data Collected and Reviewed
Computer Network Administrator	AAS	X	X	X	
	CP	X	X	X	
Computer Support Specialist	AAS	X	X	X	
	CP	X	X	X	
Cisco Network Technologies	AAT	X			
	CA	X			
Software Solutions Development Specialist	AAS	X	X	X	
Software Solutions Development	CP	X	X	X	
Database Development	CA				
Web Programming	CA				
Computer Aided Design & Drafting	CA	X	X	X	
Data Networks & Telecommunications	AAS				
Manufacturing Systems Maintenance Technology	AAS				
Land Survey Technician	AAS	X	X	X	
Mechatronics	AAT	X	X	X	X
Power Utilities	AAT				
	CP	X	X	X	
Diesel Technology	AAS	X			
	AAT	X			
	CP	X			
Machining Technology	AAS	X	X	X	
	AAT	X	X	X	
	CP	X	X	X	

Program Name	Degree/ Certificate[i]	Outcomes Created	Outcomes Approved by OAC	Assessment Methodologies Developed	Data Collected and Reviewed
Welding Technology	AAS	X	X	X	
	AAT	X	X	X	
	CP	X	X	X	
SMAW Arc Welding/Oxyfuel Processes	CP	X	X	X	
Wirefeed/Advanced Arc Weld Process	CP	X	X	X	
Gas Tungsten Arc Welding	CA	X	X	X	
SMAW Wirefeed/TIG/Oxyfuel Process	CA	X	X	X	
Welded Sculpture & Fabrication Tech	CA	X	X	X	
Landscape Technology	AAS	X			
Construction Technology	AAS				
	AAT				
	CP				
Administrative Assistant	AAS				
Front Office Assistant	CA				
Office Assistant	CP				
Office Software Applications	CP				
Legal Administrative Assistant	AAS				
	CA				

Total Clark College CTE 2011-2012 Programs	Number of Degree/ Certificates Programs	CTE Programs with Outcomes Created	Outcomes Approved by OAC	Assessment Methodologies Developed	Data Collected and Reviewed
Numbers of CTE Programs	90	77	60	64	19
Percent of CTE Programs	--	86%	67%	71%	21%

[i] Degree/Certificate KEY:

AAS = Associate in Applied Science - Ninety (90) credits minimum

AAT = Associate in Applied Technology - Ninety (90) credits minimum

AFA = Associate in Fine Arts - ninety (90) college-level credits in specified curriculum

CP = Certificate of Proficiency - Forty-five (45) credits minimum

CA = Certificate of Achievement - Forty-four (44) credits maximum