CLARK COLLEGE
EST. 1933

2022 NWCCU Mid-Cycle Self-Evaluation Report: Evaluation of Institutional Effectiveness

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INTRODUCTION

Clark College guides individuals to achieve their unique educational and professional goals. From the founding of Clark College in 1933, as the first institution of higher education in Southwest Washington to today, Clark College serves the community within an environment of increasing population, significant changes in diversity, dynamic economic realities, impactful global events, and rapidly expanding regional opportunity.

Clark College serves a geographically and demographically diverse community in one of the fastest-growing regions in one of the fastest-growing states in the nation. The Clark College service district includes Clark, Skamania, and Klickitat counties, with over one-half million people (522,749) and is expected to grow another 8% over the next ten years. Clark College is in the city of Vancouver, Washington (pop. 190,915) and is part of the Portland-Vancouver MSA (pop. 2,510,259) (Annual Population Estimate, US Census Bureau, American FactFinder.gov, 2019).

In Academic Year 2021-2022, Clark enrolled 11,511 students across all programs and locations, generating 5,659 Full-Time Equivalent Students (FTES). This includes Basic Education for Adults (HC: 1,274, FTES: 459), Professional Technical Programs (HC: 2,989, FTES: 1,494), Academic/Transfer Programs (HC: 6,170, FTES: 3,468), and others, including Community and Continuing Education (HC: 1629, FTES: 238) (https://www.sbctc.edu/colleges-staff/research/data-public/enrollment-data-dashboard.aspx).

Clark College has four (4) campuses: (1) Main campus in downtown Vancouver, (2) Clark College at Washington State University Vancouver (WSUV) campus, (3) Columbia Tech Center campus in East Clark County, and (4) Education Center at Larch Mountain Correctional Facility. Additionally, Clark offers online and hybrid education programs, including 14 online degree programs. In January 2022, Clark College broke ground for the Boschma Farms campus in Ridgefield, WA, providing new educational access and opportunity to North Clark County communities.

The Clark College Board of Trustees provides oversight for the College and supervises the President of Clark College. Clark College has been accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1948 with the most recent self-study report and evaluation being the 2018 Mission Fulfillment and Sustainability Year Seven Comprehensive Report. The 2019 NWCCU Evaluation concluded with several commendations and recommendations, two (2) of which remain outstanding and are addressed in addendums to the 2022 Mid-Cycle Self-Evaluation Report.

CHANGES SINCE 2018 YEAR SEVEN REPORT

New Leadership

Dr. Karin Edwards, President of Clark College, joined Clark College in 2020 and brings with her over 35 years of experience in higher education. Dr. Edwards shows an unwavering commitment to the mission of community colleges by ensuring access to quality education and training, promoting economic and community development, and responding to local and regional workforce needs. Dr. Edwards was accepted into the 2021-2022 Aspen New Presidents Fellowship, which aims to improve outcomes for community colleges by reducing barriers and disparities affecting low-income students and students of color. As one of 25 community college presidents, Dr. Edwards employs a data-informed approach to increase Clark College's graduation rates, ensure alignment of academic programming with workforce needs, and close equity gaps for first-generation students and students of color.

Enhancing Academic Programming and Meeting Workforce Needs

Since 2018, Clark College has added new academic programs, as well as enhanced existing academic offerings to meet local and regional workforce needs and increase student success and post-completion outcomes. Most notably, Clark has developed three new Bachelor of Applied Science programs: Human Services (Summer 2018), Cybersecurity (Fall 2020), and Teacher Education (commencing Fall 2022). These applied baccalaureate degree programs provide seamless pathways for students to meet critical workforce shortages in Clark College's service area. A comprehensive list of academic program revisions and additions is included in Appendix A.

American Association of State Colleges and Universities and the Aspen Institution College Excellence Program Transfer Student Success and Equity Intensive – Clark College and Washington State University Vancouver

Clark College and Washington State University Vancouver (WSUV) are improving equitable transfer student success as one of 30 institutional teams in the 2022-2023 Aspen-AASCU Intensive: Transfer Student Success and Equity. Through a data-informed approach, Clark College and WSUV are accelerating transfer reform and advancing practices and policies associated with improved and more equitable student success.

Guided Pathways – American Association of Community Colleges, Community College Research Center, Washington State Board of Community and Technical Colleges

Clark College has made considerable progress toward implementing the Guided Pathways student success model, including several structural changes to program offerings, enhanced

student support systems, and efforts toward being a more data-informed campus. Guided Pathways funding has been instrumental in providing equity-centered professional development for faculty and staff, resources for career pathway development, and technology support for critical campus functions associated with student onboarding, retention, and completion. The Clark College Guided Pathways Advisory Council is a collaborative, cross-campus steering committee guiding the College toward projects and initiatives aimed at continual improvement, with specific focus on addressing equity gaps.

Clark College has a robust and extensive Guided Pathways framework that will lead to improved student outcomes in the next few years, including the 2022-2023 State Plan that was submitted to the State Board for Community and Technical Colleges in April 2022 in alignment with the 2021-2024 College-wide Strategic Enrollment Management Plan. Focus areas include outreach, enrollment, retention, completion, and elimination of equity gaps through holistic student support services and processes and fostering culturally inclusive classroom environments; the English Department's at-scale co-requisite composition redesign project is one noteworthy example of a Guided Pathways reform supported by the College-wide SEM Plan. These plans were developed through collaboration with campus stakeholders and have been shared in targeted spaces for feedback and progress tracking.

Clark College has developed an inclusive budget project proposal process to allow staff and faculty to put forward innovative ideas related to student success measures. Additionally, long-term plans also include funding for Communications and Marketing to improve information dissemination and reporting about Guided Pathways activity to campus constituencies. Finally, Guided Pathways provides budget support for Assessment and Institutional Research (AIR) to ensure that the College develops plans and strategies based on effective quantitative and qualitative data tracking, compilation, and analysis.

Equity-Centered Strategic Planning

In Fall 2021, Clark College began development of the 2022-2027 Clark College Equity-Centered Strategic Plan, which will guide the College's work over the next five (5) years. Through a thoughtful, intentional, inclusive, and collaborative process, this plan will set a course to greater diversity, equity, and inclusion; increased student enrollment and engagement; and elevated student learning and success. This process is outlined in further detail in the subsequent *Mission Fulfillment* section of this report. The Clark College Board of Trustees anticipates approving the new Equity-Centered Strategic Plan in Fall 2022.

MISSION FULFILLMENT

Clark College Mission Statement

Clark College, in service to the community, guides individuals to achieve their educational and professional goals. In service of this mission, Clark College engages in ongoing efforts to evaluate mission fulfillment through assessment of institutional effectiveness.

Clark College's Framework for Ongoing Accreditation Efforts

As outlined in the Spring 2020 Ad-Hoc Report prepared for NWCCU, Clark College reaffirmed the Vision, Mission, Core Themes, and Values of the 2015-2020 Strategic Plan, and introduced proposed revisions to the Strategic Plan's objectives, indicators of achievement, and measurements of mission fulfillment. This informed the development of the 2019-2021 Clark College Strategic Plan – Interim, which serves as the current strategic plan for Clark College.

In Fall 2021, the Clark College community began development of the 2022-2027 Equity-Centered Strategic Plan to articulate a renewed vision for Clark College and chart a new course for the future. The process was facilitated by external consultants guided by the leadership of the Vice President of Diversity, Equity, and Inclusion and the Vice President of Instruction. This multi-step process included: (1) Data collection from multiple sources, including strategic institutional plans, social equity frameworks, Guided Pathways documentation, fiscal reports, and student success and retention dashboards; (2) Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis; (3) An environmental scan; (4) Inclusive focus groups; and (5) The Inclusive Strategic Planning Committee, comprised of students, staff, faculty, community members, and industry partners. A month-by-month process update on the development of the Equity-Centered Strategic Plan is provided to the college community, which includes internal and external stakeholders to maximize transparency and community engagement in the process. The data-gathering process was conducted in Spring 2022, and included reviewing survey results, student enrollment and graduation data, and interviews with individuals and groups throughout the college and community. In Summer 2022, the Strategic Planning Committee was formally established and created project plans and team expectations, with regular meetings for drafting and reviewing the Strategic Plan starting in August 2022. The Equity-Centered Strategic Plan is expected to be completed in December 2022 after iterative development with faculty and staff, and an external community review during Fall 2022. The Equity-Centered Strategic Plan will be vetted and formally ratified by the Clark College Board of Trustees shortly thereafter.

While Clark College's current Values, Mission, and Vision will undoubtedly evolve with the development of the new Equity-Centered Strategic Plan, the new plan will be data-informed with equity and student success centered and infused throughout the plan's strategic initiatives. More specifically, centering equity is foundational to advancing justice for the Clark College community. Clark College's commitment includes a formal, explicit Racial Equity Statement:

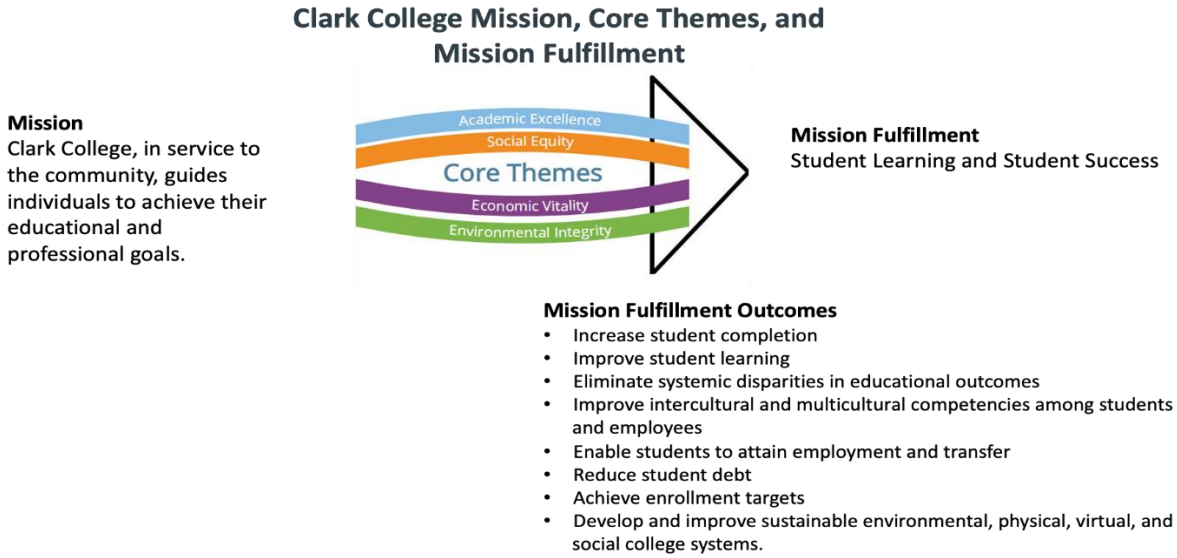
> *Clark College leads with racial equity as a holistic approach to identify barriers and best practices relating to the retention, enrollment, and completion of historically underrepresented racial and ethnic groups. Using data to guide us, we proactively seek out best practices and eliminate barriers to ensure equitable outcomes for students and employees. We accomplish this through abolishing practices that do not effectively serve students or employees, dismantling White Supremacy Culture, and by adopting principles of anti-racism, disability justice, and universal design (Clark College Racial Equity Statement, 2022)*

Clark College's commitment to advancing justice includes the embracing of Abolitionist Frameworks, Inclusive Practices, Transformative Mindsets, and Collective Care (see Advancing

Justice at Clark College). These principles and practices are institutionalized in the Social Equity Core Theme and corresponding core theme objective (i.e., eliminate systemic disparities and improve intercultural/multicultural competencies).

Defining Mission Fulfillment and Strategic Goals

Mission fulfillment has been evidenced in progress toward the following core theme objectives: (1) Increase student completion; (2) Improve student learning; (3) Eliminate systemic disparities in educational outcomes; (4) Improve intercultural and multicultural competencies among students and employees; (5) Enable students to attain employment and transfer; (6) Reduce student debt; (7) Achieve enrollment targets; and (8) Develop and improve sustainable environmental, physical, virtual, and social college systems.



During the onboarding of President Edwards in 2020, the Board of Trustees identified four (4) institutional priorities which provided the framework for making progress towards mission fulfillment in her first two (2) years:

1. Student Success: All students, specifically those from non-dominant populations, will enroll, persist, have a positive college experience, and complete degrees and certificates in programs that lead to living wage fields of employment.
2. Community Engagement: Clark College will be responsive to community needs and actively engage in community and economic development by advancing equity, community and continuing education, and workforce development.
3. Financial Stability: Operate in a manner that eliminates financial imbalances and secures adequate reserves and fund balances.
4. Campus Climate: Ensuring the college provides opportunities for students and employees to work and learn in an environment that is safe, just, diverse, welcoming, inclusive, supportive, and conducive to learning.

Progress toward mission fulfillment, utilizing these four (4) institutional priorities, will inform the development of the 2022-2027 Equity-Centered Strategic Plan as described below.

Evidence of Institutional Effectiveness

Adopted by the Clark College Board of Trustees, the 2019-2021 Clark College Interim Strategic Plan includes relevant indicators of institutional achievement. Collectively, these indicators form the basis for evaluating the College's progress toward mission fulfillment. Clark College had established a scorecard to provide monthly updates to the Clark College Board of Trustees (see Appendix C). An updated interim tracking template for Core Theme Objective and Indicators is included in **Table 1** below.

Table 1. Clark College 2019-2021 Strategic Plan – Interim: Core Theme Objectives and Indicators

Core Theme Objectives	Indicators of Achievement	Current Status
Academic Excellence: Facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking.		
Increase completion	Three-year completion rate is 40% or higher	20%
	Course success rate is 80% or higher	83%
	First-to-second quarter retention rate is 80% or higher	78%
	Increase first-year college-level Math completion rate	25%
Improve student learning	100% of programs have completed program-level outcomes assessment projects	75%
	100% of full-time faculty participate in outcomes assessment projects	Contractual and ongoing
	100% of programs report on equity in outcomes assessment projects	40%
	100% of programs have completed evidenced-based improvements for the year	54%
Social Equity: Facilitate student learning by providing conditions that improve educational outcomes and eliminate systemic disparities among all groups.		
Eliminate racial disparities in	Historically underrepresented students' completion rate is 40% or higher	15%

educational outcomes*	Increase the percentage of students who agree that course materials and college technology are accessible	67%
	Historically underrepresented students first-to-second quarter retention rate is 80% or higher	Fall-to-Winter: 74%
Improve intercultural and multicultural competencies among students and employees (including educational opportunities and institutionalizing hiring and retention practices that challenge systems of power, privilege and inequity)	Equalize representation between students and college employees in terms of race and disability	Fall 2021 Employees: 20% People of Color // 7% Disability Reported Community: 24.5% People of Color // 9.1% Disability Reported
Economic Vitality: Facilitate student learning by providing programs, services, and conditions that improve the economic well-being of the students, college, and community.		
Ensure graduates are employed in livable wage jobs either directly after professional/technical program or after successful transfer to four-year institution	Increase percent of graduates with living-wage employment (professional-technical programs only)	53%
Reduce the cost of education	Increase students receiving opportunities to reduce the cost of education (e.g., waivers, scholarships, etc.)	46%
	Decrease cost of books, materials, and fees from year prior	$702
	Decrease average student loan debt from year prior	$2,785
Align program offerings with regional workforce	80% of Clark's program groups contain high-demand occupations	37%

needs to include technical and work-readiness skills		
Environmental Integrity: Facilitate student learning by providing the conditions that continually improve the college's physical, virtual, and social environment.		
Develop and improve sustainable environmental, physical, virtual, and social college systems	Increase sustainability of facilities, as measured by the Clark County Green Survey, from prior year	2.8
	Student climate survey reflects an average 4.0 level of agreement for mutual respect, collaboration, clear communication, and inclusivity	4.07
	Employee climate survey reflects an average 5.0 level of agreement for mutual respect, collaboration, clear communication, and inclusivity	5.01

**Racial disparities are explicitly, although not exclusively, the focus of the objective, due to the substantial disparities in educational outcomes by students' race/ethnicity. By leading with race, where the largest disparities exist, the College will address the pervasive structural and systemic inequities that impact educational outcomes for all students, especially systemically non-dominant students.*

For several reasons, the most significant being a lack of ready accessibility, these status updates and score cards have not been provided to the Clark College Board of Trustees in the holistic format represented above or in Appendix B since May 2020. In lieu of the scorecards, quarterly presentations were provided to the Board of Trustees on progress towards mission fulfillment within the context of Guided Pathways and Strategic Enrollment Management; these reports included real-time enrollment snapshots. Appendix C contains links to the quarterly presentations updating the Board of Trustees on institutional effectiveness.

As Clark College develops the 2022-2027 Equity-Centered Strategic Plan, each newly developed strategic priority will incorporate the following components: (1) objectives and actions; measurements; (2) considerations of diversity, equity, and inclusion; (3) timelines; and (4) project owners. The new composite scorecard will reflect continuous updating for each strategic priority to assist Clark College's leaders and community members in needs assessment and decision-making. This forward-focused approach to measuring and assessing 2022-2027 mission fulfillment outcomes and indicators of achievement will be a valuable and transparent tool in support of the College's Equity-Centered Strategic Plan.

This work will be enhanced through participation by Dr. Michele Cruse, Vice President of Student Affairs, as a NWCCU Data Equity Fellow. Dr. Cruse will work with Clark College Executive Cabinet and a cross-discipline group of campus stakeholders to advance institutional mission fulfillment and equity initiatives through data-informed approaches to assessment,

reflection, and planning to eliminate equity gaps. This work will also support operational department (nonacademic) assessment, planning, and continuous improvement work at Clark College.

STUDENT ACHIEVEMENT

Clark College has developed four (4) Core Themes with eight (8) Mission Fulfillment Outcomes. Student achievement data is used to evaluate mission fulfillment as related to student retention, completion, and post-college transfer and employment outcomes. More specifically, alignment of student achievement indicators to the Mission Fulfillment Outcomes and Core Themes is provided in **Table 2.**

Table 2. Alignment of Core Themes, Mission Fulfillment Outcomes, and Student Achievement Indicators

	Mission Fulfillment and Student Achievement
Academic Excellence	Outcome: Increase Completion Leading Indicators: - Retention - College-level credits earned in first year - College-level Math/English completion in first year
Economic Vitality	Outcome: Ensure graduates are employed in livable wage jobs either directly after professional/ technical program or after successful transfer to four-year institution Indicators: - Student transfer rates to four-year institutions - Student employment and hourly wage
Social Equity	Outcome: Eliminate racial disparities in educational outcomes *Disaggregation of all student achievement outcomes/indicators*

Clark College conducts ongoing self-reflection on student achievement indicators, including College-identified thresholds, current status, five-year trends, and analysis of disparities. A high-level scorecard with the mission fulfillment outcomes and student achievement indicators is provided in **Table 3.**

Table 3. High-Level Scorecard for Student Achievement Outcomes and Indicators

For each indicator, the cohort includes First-Time Students, Excluding Running Start Students.

	Threshold	Current Status	Equity Gaps between Students of Color and White Students

Increase Completion	40%	20%	5 percentage point (pp) gap
Fall-to-Fall Retention	60%	51%	Even rates, HU-SOC -4pp
Earned 15 Credits First Year	65%	62%	6pp gap
College-Level Math in First Year *(First-Time Ever in College Only)*	40%	25%	4pp gap
College-Level English in First Year *(First-Time Ever in College Only)*	65%	55%	5pp gap
Employed and/or Transferred to 4 Year Institution (Follow Up After 4 Years)			
Transfer Intent: Transfer Rate to 4-Year Institution	32%	27%	6pp gap
CTE intent: Employment Rate	75%	53%	+1pp higher for SOC

Data Source: State Board for Community and Technical Colleges (SBCTC). First-Time Entering Student Outcomes dashboard.

Benchmark Comparison with Similar Colleges

Benchmarking Clark College's student achievement efforts is conducted with five (5) colleges within the Washington Community and Technical Colleges (CTC) system, based on similarities in size of institution, program offerings, and student demographics (see **Table 4**). The Washington State Board for Community and Technical Colleges (SBCTC) compiles dashboards to allow comparison with other benchmark colleges, including enrollment, student progression, and post-completion outcomes. Comparison of Clark College student achievement data with benchmark colleges is available in Appendix D.

Table 4. Enrollment and Demographics for Clark College and Benchmark Colleges. Academic Year 2020-2021.

	Edmonds College	Green River College	Highline College	Bellevue College*	South Seattle College	Clark College
FTES	6,158	7,785	6,674	11,412	4,083	6,242
Headcount	13,397	14,081	13,139	22,297	9,793	12,159
% Student of Color	50%	44%	67%	49%	44%	29%
% Female	54%	50%	62%	56%	36%	55%
% Full Time	39%	55%	38%	47%	35%	50%
% Need Based Aid	19%	19%	32%	8%	17%	28%
% Running Start	10%	16%	11%	10%	5%	19%
% Transfer Intent	40%	45%	45%	44%	29%	56%

% CTE Intent	34%	29%	22%	33%	50%	24%
% Adult Basic Ed	14%	9%	29%	8%	7%	8%

Data Source: State Board for Community and Technical Colleges (SBCTC) Enrollment Data Dashboard.
**Bellevue College is included for history as its program mix and size used to be comparable to Clark's.*

Clark College uses the comparative data from these benchmark colleges to provide context for student achievement indicators, as well as identify opportunities for best practices in Washington State. **Table 5** provides the benchmark comparison to similar colleges.

Table 5. Student Achievement Indicators with Comparison Colleges.
COHORT: All First-Time Students, Excluding Running Start Dual-Enrollment

	Edmonds College	Green River College	Highline College	Bellevue College	South Seattle College	Clark College
Completion	31%	28%	21%	20%	18%	20%
Fall-to-Fall Retention	42%	53%	43%	53%	36%	51%
Earned 15 Credits First Year	56%	61%	58%	64%	57%	62%
College-Level Math in First Year	23%	26%	28%	33%	27%	25%
College-Level English in First Year	44%	57%	60%	49%	42%	55%
Employed and/or Transferred to 4 Year Institution (after 4th year)						
Transfer Intent: Transfer Rate to 4-Year Institution	25%	24%	25%	38%	39%	27%
CTE intent: Employment Rate	69%	70%	69%	69%	61%	53%

Data Source: State Board for Community and Technical Colleges (SBCTC) First-Time Entering Student Outcomes dashboard.

PROGRAMMATIC ASSESSMENT

In an ongoing process of instructional programmatic improvement, Clark College engages in annual cycles of outcomes assessment grounded in and striving toward teaching-and-learning excellence. All full-time faculty at Clark College are contractually bound to take part in outcomes-assessment activities per review processes defined by the College's Instructional Planning Team (IPT) and take part in program review and outcomes assessment activities that affect student success as guided by the Outcomes Assessment Committee (OAC) and Office of Assessment and Institutional Research (AIR). As outlined in Clark College's response to Recommendation 3 below, Clark College has made considerable progress in ensuring institutional support for faculty and staff engaged in programmatic outcomes assessment processes. Below are two (2) representative examples of academic assessment, one transfer and the other career technical, illustrating Clark College's current state of program-level outcomes assessment and continuous programmatic improvement. While these examples demonstrate a commitment to improving teaching-and-learning outcomes, a broader college-wide consideration of assessment activity in the institutional decision-making processes is in development (See Addendum, Recommendation 3: Assessment Processes).

Programmatic Assessment Example 1: Health and Physical Education (HPE)

At Clark College, the Health and Physical Education (HPE) Division is comprised of three departments: Health (HLTH), Health and Physical Education (HPE) and Physical Education (PE). The HPE Division serves approximately 3,000 students per year.

Relevant Outcome(s)

Demonstrate progress toward healthier behaviors. This program-level outcome is included within all academic/transfer degrees, including General Associate of Arts-DTA, AS-Track 1, AS-Track 2, and Biology AA-DTA. For each of these degrees, students are required to take 3-credits within the Health and Physical Education distribution area, including at least 2 credits in HLTH and 1 credit in PE and/or 3-credit HPE course.

Methodology

Quarterly student survey conducted at the end of each quarter for students enrolled in one or more HLTH, PE, and/or HPE course. Response rate is approximately 50% across quarters. This assessment includes a 24-question survey, including term/modality of course taken; previous enrollment in HPE course; pre- and post-quarter assessments on wellness, knowledge, and behavior; and course elements contributing to healthy behaviors. Question 19 (This course helped me to make progress towards healthy behaviors) provides a quantitative/objective measure of student progression towards program-learning outcome. Additionally, there are two open-ended questions: (1) Explain what about this course helped or did not help your progress towards healthier behaviors; and (2) How can we make this course more relevant and/or accessible for members of historically underrepresented groups (on the basis of race, color, national origin, body shape/size, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed,

religion, honorably discharged veteran or military status, citizenship, immigration status, or use of a trained guide dog or service animal)? Qualitative assessment of student responses is conducted to understand the depth of student learning and themes that guide continuous improvement activities by faculty.

The faculty in the HPE Division have been using this survey for about five (5) years, examining, and discussing the data annually as a group for both summative assessment of the program-level learning outcome and formative assessment for continuous improvement. During the annual review, the faculty identify trends, discuss curriculum changes, and set goals for improvement.

Results

Full survey results are included here. In the most recent iteration of the survey (2022), 96.5% of respondents indicated that they agree or strongly agree that "This course helped me make progress towards healthy behavior."

In follow-up, students were asked "To what extent did taking the course help you make progress towards healthier behavior" in a check-all-that-apply format. Respondents identified course impacts for: Increased awareness of what I can do (90.4%), Helped me prepare for action/develop plan (78.8%), Helped me take action on specific behaviors (75%), and helped me consistently make healthier choices (65.0%).

Qualitative assessment of open-ended responses to how students progressed toward healthier behaviors identified seven consistent themes: (1) Self-empowerment, changed thinking, became responsible for own health; (2) Instructor response time makes a difference; (3) Goal setting helped learning; (4) Growth as a person; (5) A lot of students are suffering with stress, anxiety, and depression; (6) Students appreciate options, prove alternative exercises; and (7) Specific improved behaviors included better eating, exercise, mindfulness practices, and sleep to name a few.

Continuous Improvement

During the annual review, the faculty identify trends, discuss curriculum changes, and set goals for improvement. Historically this included a 2020 revision to add an open-ended question about better supporting historically underrepresented groups. Based on open-ended responses, faculty are revising question for 2022 from "How can we make…" to "We'd love to hear any suggestions you have for making" as respondents indicated that they did not have the knowledge/expertise to recommend changes. This change is intended to solicit suggestions and opportunities for improvement based on their personal experience.

In 2022, discussion of opportunities for improvement have led to adding more culturally sustainable teaching and learning praxis (CSTP). Half of the full-time faculty completed a recent CSTP program offered by the College and plan to share their course improvement ideas with all the HPE faculty at department meetings. Additionally, annual review found that the survey is anonymous and subsequently does not include any demographic information to determine whether disparities in student learning are occurring. Exploring opportunities to gather limited

demographic information to allow disaggregation (while protecting student confidentiality) will be explored.

Programmatic Example 2: Network Technology (NTEC)

Clark College's Network Technology Program (NTEC) includes two associate degrees with embedded stackable certificates of proficiency. These include Network Technologies AAT and Cisco Technologies AAT. Students enter courses in the Network Technology program with the intention of gaining relevant skills to find employment and/or continue with their education to pursue a bachelor's degree program. Network Technology courses are richly hands-on, providing students with extensive experience working with equipment and associated systems that run the Internet. Clark College NTEC instructors work to measure course outcomes and have developed a system for assessing students at each level within the program structure. The degree program culminates with a project-based capstone course that measures student success in meeting the overall program outcomes.

Relevant Outcome(s)

Four (4) program-level learning outcomes were assessed regarding meeting specific business needs: (1) Design converged networks; (2) Implement converged networks; (3) Maintain converged networks; and (4) Resolve common issues within converged networks.

Methodology

Authentic student artifact review conducted within the capstone courses (NTEC 297 and NTEC 299), which includes a single team project that is completed within a single term. There are several formative assessments throughout the term: weekly progress reports, project proposal, mockup, network documentation, and final presentation. A summative assessment rubric is used to collate together scoring from these separate assessments into a final summative assessment: akin to a portfolio assessment.

A rubric is used to assess student artifacts for all program-level learning outcomes across five (5) domains: Software, Testing and Documentation, Project Management, Teamwork, and Personal Reflection/Individual. In each domain, artifacts are rated along a four-point scale of Great, Good, Fair, and Poor. In 2022, a total of 50 artifacts were assessed using the rubric. The threshold for meeting the related outcomes was set at 80%.

Results

In 2022, a total of 50 artifacts were assessed using the rubric. Of those assessed, 84% met the threshold for meeting program-level learning outcomes. Utilizing the rubric, student artifacts were scored on each of the five (5) domains with an overall threshold assessed across all domains. While this assessment process has given program faculty meaningful information to improve the Network Technology program, as shown below, the department recognizes that there are opportunities to improve methodology. More specifically, the programmatic assessment design and methodology moving forward will be revised to obtain better, more specific information on student success and opportunities for programmatic/curriculum revision to enhance student learning in each program-level learning outcome.

Continuous Improvement

Based on programmatic assessments in 2020 and 2021, Network Technology has consolidated degrees, with adding and removing courses to realign program outcomes. Moving forward, each course will be assessed with continuous revision to ensure alignment with program-level learning outcomes. The COVID pandemic forced a change to all online instruction, which posed challenges for the program's hands-on lab-heavy curricula. For example, each class has many hands-on lab activities (formative assessments), and a final performance-based assessment (summative assessment). These all had to be modified to allow for remote work over a longer time duration. Lab equipment had to be reworked to operate remotely and modern technologies had to be implemented to facilitate these changes.

Due to the significant changes in instructional modality and assessments, there are opportunities for improvement in curriculum revision to address current and emerging changes in technology to align with industry standards. This includes using new techniques and procedures for working in teams and with hardware and software in remote online environments, building and working with virtualized network hardware and software, using online collaboration tools, and project management and teamwork.

Moving Forward

Clark College recognizes the significant barriers faced since 2018, including presidential and executive leadership role transitions, holistic information systems conversion to a new state-based Enterprise Resource Planning Systems, which included a change in the student information management system (ctcLink), and the onset of COVID-19 pandemic. In the face of these and other challenges, Clark College has also recognized opportunities to re-envision and articulate Clark's educational community's collective Mission, Vision, and Values in a new Equity-Centered Strategic Plan. This is an opportunity to celebrate the excellent work that has been done during this challenging time and establish a collaborative, inclusive foundation for moving forward.

This collaborative institutional re-envisioning is also demonstrated in the development and implementation of the 2021-2024 College-wide Strategic Enrollment Management Plan. The plan includes five (5) broad goals focused on increasing student access, success, completion, and post-completion outcomes – all through the framework of closing equity gaps. This integrated planning and implementation process works in concert with the College's Guided Pathways initiatives to generate synergy and maximize effectiveness of programs and services.

In the three (3) years prior to the Year Seven Evaluation of Institutional Effectiveness, Clark College plans to build and expand on proven strategies aligned with Clark's Mission, Vision, and community's needs, including the following:

- Developing the 2022-2027 Equity-Centered Strategic Plan that will define Clark's educational purpose and commitment to student learning and achievement

- Developing a holistic assessment of 2022-2027 Mission Fulfillment Outcomes and Indicators of Achievement for key decision-makers on campus, including the Board of Trustees, Executive Cabinet, and other campus leaders
- Creating a cross-institutional Planning & Accreditation Committee that actively monitors progress towards mission fulfillment, informing institutional planning, assessment, and resource allocation
- Enhancing data literacy across the College to inform institutional and departmental planning, assessment, and continuous improvement including software installation, migration of historical assessment cycle data, and training of faculty and staff
- Establish sustainable assessment infrastructures to support academic and operational department assessment, with integrated software that maximizes utilization of assessment results for continuous improvement, planning, and resource allocation
- Revising English and Math pathways, including placement processes, precollege and gateway course sequences, and curriculum revisions
- Reviewing and revising curriculum to be antiracist and culturally responsive
- Revising Outcomes Assessment Committee to include both academic and operational department assessment, with clear standards and quality improvements for process and continuous improvement
- Maintaining compliance to provide students with accessible, technology-enriched learning environments
- Maximizing student access to High School Dual-Credit opportunities to address affordability, access, and seamless pathways into postsecondary programs (e.g., data-sharing agreements)
- Maintaining and cultivating new employer partnerships to align programs with current and emerging industry standards
- Embedding career-connected learning throughout student pathways, including expanding work-based learning opportunities for students to gain meaningful, paid work experiences aligned with programs of study

Clark College respectfully submits the 2022 Mid-Cycle Report. By recognizing and embracing opportunities for transformation and continuous improvement, Clark College has positioned itself to make the improvements necessary to fulfill its mission and maintain full compliance with all the accreditation standards.

Addendums

Recommendation 3: Assessment Processes

3. Consistently complete and document assessment processes which provide meaningful data that is used to inform institutional planning, decision-making and resource allocation for program and service improvement for all programs and services (academic and nonacademic) (Standards 3.B., 4.B.1, 5.B.2).

Clark College is actively engaged in a college-wide process of improving planning, implementation, and evaluation systems for both academic and operational (nonacademic) programs and services through the Outcomes Assessment Committee (OAC) and within leadership teams with institutional pillars (Instruction, Student Affairs, etc.). The College has made considerable progress in establishing frameworks to ensure integrated processes, which have momentarily delayed at-scale implementation. With current frameworks in place, the College is on-track for institution-wide academic and operational department (non-academic) assessment and continuous improvement processes to be at-scale before its Year Seven visit.

Academic Planning and Assessment

The quality of Clark College's courses and degree and certificate programs is monitored and improved through the work of the Instructional Planning Team (IPT), the Program Viability Process (PVP), and the Outcomes Assessment Committee (OAC). IPT coordinates academic planning and assessment; a subgroup of IPT developed the PVP, which replaced the former Program Improvement Process. The PVP is designed to be proactive and supportive, while engaging faculty to reflect on how to increase equitable student success, retention, completion, align with industry standards, and better serve Clark's community. The PVP helps identify best-practices across campus that can be replicated in other programs, assess new program proposals to ensure they are viable additions to the College's program inventory, identify programs in need of reinvestment to serve a student or community need, and identify programs that no longer meet a student or community need and need to be eliminated.

On a 5-year rotational basis, faculty leads from each program present to IPT following a specific process and rubric (see Appendix E). IPT then provides positive and constructive feedback and makes recommendations to support faculty in program improvement. In a one-year follow-up report, lead faculty detailed how they implemented their action plan to increase student learning based on recommendations made by IPT.

The primary responsibility of the Outcomes Assessment Committee (OAC) is to oversee and coordinate the development of program-level assessment plans for all transfer and CTE degree and certificate programs. Specifically, OAC reviews and vets new course distribution areas, new program outcomes, recommends program outcomes' revision, and helps with course challenges. The current process identifies the need for college resource allocations, equitable decision-making, and guidance for planning. During Spring 2022, OAC members determined that in-depth, straightforward, equitable processes for OAC decision-making needed to be created. Therefore, OAC members, with support of an Assessment Consultant, have updated applications for new academic programs, substantive program changes, and requests to embed a distribution into a course. Each application includes assessment rubrics to both support OAC members' review of applications and to clarify the review process for faculty (see Appendix G: New Program Form (OAC), Program Substantive Change Form (OAC), see Recommendation 4 for Distribution / GE (General Elective) Application). Detailed procedures for processing OAC requests were also created (see Appendix G: OAC Process Document). These documents will be vetted through the IPT Committee at their first Fall 2022 meeting.

For Academic Year 2021-2022, 45 of 57 possible academic programs returned 2021-22 Faculty Outcome Assessment Reports (see Appendix G: 2021-22 FOARS). Cumulative and detailed data from the reports is available here. These include program-level learning and program-level operational outcomes assessment, embedded equity assessment, and development of action plans to improve student learning and achievement. Pre-2021 academic programs submitted assessment reporting either in a Canvas Faculty Outcome Assessment or in a web-based Clark-created Outcomes Assessment Toolbox (OAT).

To bridge from program assessment to holistic planning, a cross-institutional team was assembled in Spring 2022 to review assessment software that facilitates comprehensive, collaborative outcomes assessment – specifically with maps to institutional planning, decision-making, and resource allocation for improvement. Two software systems have been selected for final accessibility review. The new software will be implemented for Academic Year 2022-2023 to allow for the comprehensive integration with operational department assessment, institutional planning, decision-making, and resource allocation.

Non-Academic Program Planning & Assessment

In response to this recommendation, Clark College developed a Program Planning and Assessment Model that focused on operational department (nonacademic) assessment. This model addresses the recommendation based on original standards, as well as the new 2020 Standards to ensure that the approach meets immediate and long-term planning and assessment needs. The motivating rationale for this work is to create integrated planning and assessment to ensure that all College programs and services facilitate student learning and achievement. This will ensure the College has a solid framework for planning, assessment, and continuous improvement that will meet and exceed emerging NWCCU standards.

The model includes scaffolded stages, starting with the development of the Equity-Centered Strategic Plan, with annual cycles for operational planning, assessment, and continuous improvement. Annually, the College will holistically review planning, assessment, and continuous improvement plans to inform updates to the college-wide plans, including setting annual strategies and priorities. All this work – planning, assessment, and action plans – is done within the context of the Equity-Centered Strategic Plan, which guides decision-making at the College.

While this model was developed in Spring 2019 for implementation in Academic Year 2019-2020, implementation was deferred due to compounding factors. The initial deferment was to Spring 2020, due to the conversion of Clark College's enterprise student management system to ctcLink/PeopleSoft, which occurred in October 2019. This work was further deferred with a faculty strike in January 2020, and the onset of the COVID-19 pandemic in March 2020.

To initiate and guide this work, an Assessment Consultant was hired in Spring 2022 to provide assessment support, infrastructures, and framework, and serve as liaison with internal and external software providers, faculty, and staff. The goal is to establish sustainable assessment infrastructures to support academic and operational department assessment, with integrated

software that maximizes utilization of assessment results for continuous improvement, planning, and resource allocation.

To lay the foundation for assessment, Student Affairs piloted "Culture of Inquiry" to establish a common understanding of the purpose of integrated planning and assessment and the processes to complete a sound assessment and planning cycle. Each department started work on developing a service area purpose statement and identifying goals and outcomes aligned with Student Affairs unit priorities. More specifically, departments initially focused on assessing whether their services lead to increased student retention as a common metric. This targeted, single-outcome approach emphasizes an integrated process of planning and assessment, while developing individualized metrics for each department. Throughout 2022-2023, Student Affairs departments will work through the holistic planning and assessment cycle with the guided workbook, which includes purpose statement development, methodology considerations, and closing the loop for continuous improvement.

The plan is to use the Student Affairs process as a pilot to revise and refine the process to be conducted across all operational departments and services. The plan is for all college areas to complete the annual planning and assessment cycle by the end of 2023-2024. As mentioned under *Academic Planning and Assessment* above, software options are undergoing extensive internal review – which would allow for the comprehensive integration with both academic and operational department assessment, institutional planning, decision-making, and resource allocation.

Academic Year 2022-2023

- Reconfigure Outcomes Assessment Committee to include both academic and operational assessment
- Software installation, migration of historical assessment cycle data, and training of faculty and staff
- Establishing program and service purpose statements for each student support service at the college
- Establishing service-level goals and outcomes that are aligned with Executive Cabinet and college-wide strategic priorities
- Developing methodology and data assessment practices to measure progress towards service-level goals and outcomes
- Pilot service-level data collection, assessment, and continuous improvement

Academic Year 2023-2024

- Software implementation to promote integrated planning, assessment, and resource allocation
- Service-level data collection, assessment, and continuous improvement
- Revision of processes to maximize impact of assessment on improving service delivery
- All programs and services complete assessment cycle by June 2024

With the progress to-date and a clear timeline for implementation, Clark College is prepared to be in full compliance with NWCCU standards for assessment of academic and operational department programs and services for institutional planning, decision-making, and resource allocation.

Recommendation 4: General Education Assessment

> *4. Evaluate its general education outcomes through an effective and regular system that documents student achievement and can lead to improvements in programs and student learning (Standards 2.C.10, 4.B.2).*

Clark College has nine (9) general education outcomes operationalized within seventeen (17) distribution areas. Distribution areas represent subsets of core options based on level of degree or certificate. These include Written Communication; Oral Communication; Quantitative Reasoning; Human Relations; Humanities; Natural Sciences; Social Sciences; Health and Physical Education; and Power, Privilege, and Inequity. Of these outcomes, eight (8) have student learning outcome rubrics to measure student learning (Written Communication; Social Sciences; Quantitative Reasoning; Power, Privilege, and Inequity; Oral Communication; Natural Sciences; Humanities; Health and Physical Education, with one drafted and in-review [Human Relations]).

Standardizing the student learning rubric has been a foundational component of refinement of Outcomes Assessment Committee processes and procedures that will be implemented Fall 2022. As noted above (Academic Planning and Assessment), each general education outcome and corresponding distribution area will have a formal application to accept new courses, which includes a student learning rubric and course rubric. A draft version is available for the Humanities general education and distribution application.

For 2021-2022, several departments individually assessed general education student learning, including Natural Sciences (Earth & Environmental Sciences); Written Communication (English); Humanities (Graphic Design); Social Sciences (Sociology and History); Health & Physical Education (HPE) (per Cumulative Assessment Data spreadsheet here)

Moving forward for Academic Year 2022-2023, the College plans to create inclusive, cross-departmental assessment of the general education outcomes. This will be initiated during Assessment Day, a faculty in-service day in October that is held annually; Assessment Day was on hiatus due to remote operations in 2020 and 2021. October 2022 will provide professional development opportunities and guided working sessions for faculty across departments that serve in a general outcome distribution area to collectively review student artifacts, student learning outcomes, and develop action plans to promote student learning. When conducted in 2017 and 2018, faculty across most departments engaged to assess student learning in each of the nine (9) general education outcomes during that two-year period. While academic outcomes assessment continued throughout the pandemic, reinstating this collaborative practice, and improving efficiency while closing the continuous improvement loop will be a priority for the College.

Additional information and links to report status and progress toward addressing Recommendations 3 and 4 are provided in Appendix G below.

Appendices Referenced in Clark College Mid-Cycle Report

Appendix A: Comprehensive List of Academic Program Revisions and Additions

Summer 2018:

- Concentration in Studio Arts AADTA
- Manual Machining CP
- Human Services BAS
- Small Business Entrepreneur CP (Larch Correctional Facility)
- Supervisory Management CA (Larch Correctional Facility)
- Computer Support Specialist AAT
- Information Technology Skills CP

Summer 2019

- Cyber Security BAS
- Concentration in Graphic Design AADTA
- Digital Media Arts AAT
- Mechanical and Instrumentation Technician AAT
- Web Development CP

Summer 2020

- Health Information Management AAT

Summer 2021

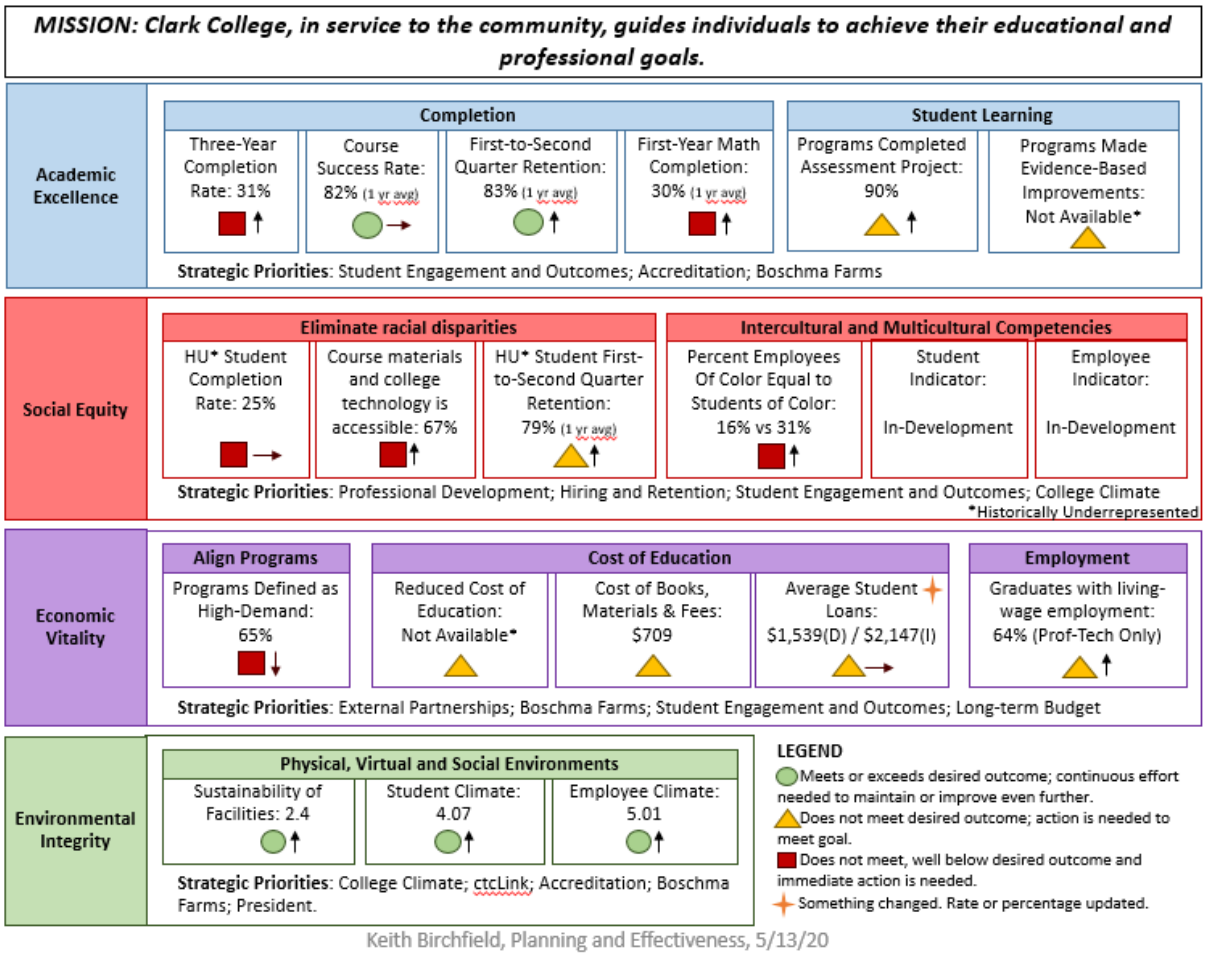
- Project Management CC

Summer 2022

- Concentration in Aeronautics Engineering AST2 (Associate of Science Transfer Degree 2)
- Concentration in Agroecology AADTA
- Concentration in Civil Engineering AST2
- Concentration in Clean/Renewable Energy AST2
- Concentration in Computer Engineering AST2
- Concentration in Computer Science AST2
- Concentration in Electrical Engineering AST2
- Concentration in Elementary Education AADTA
- Concentration in Environmental Engineering AST2
- Material Sciences AST2
- Concentration in Mechanical Engineering AST2
- Medical Assisting with Business Option AAT
- Medical Assisting with Phlebotomy Option AAT

- Teacher Education BAS

Appendix B: May 2020 Update on Mission Fulfillment Outcomes and Indicators for Board of Trustees



Appendix C: Quarterly Presentations to Board of Trustees on Institutional Effectiveness

Quarterly Presentations

- August 2022: Board of Trustees Update - Annual Update on CWSEM & Guided Pathways and the Impact on Student Achievement
- May 2022: Board of Trustees Update - Strategic Enrollment Management, Winter term updates
- April 2022: Guided Pathways Presentation
- May 2021: Board of Trustees Update – Roll-Out of Clark-Wide Strategic Enrollment Management Plan

- March 2021: Guided Pathways Advisory Committee (GPAC) Town Hall Presentation

Additional Board of Trustees Meeting Packets with Mission Fulfillment Updates

- June 8, 2022
- June 8, 2022 (Work Session Packet)
- January 26, 2022
- October 27, 2021
- September 22, 2021
- February 24, 2021

Enrollment-Specific Updates to Board of Trustees

- January 2022
- September 2021-22
- January 2021

Appendix D: Detailed Student Achievement Indicators for Clark College and Benchmark Colleges and Disaggregation by Student Populations

- Student Achievement

Appendix E: Instructional Planning Team Program Viability Process Support Documents/Links

- 2020-2025 Program Viability Process
- Program Viability Process Matrix
- Program Viability Process Plan

Appendix F: Draft Example of Distribution Area/General Education Courses, including Student Learning Rubric and Course Rubric

- 17 Distribution Content Areas
- Oral Communication CLO Rubric
- Oral Communication SLO (Student Learning Outcomes) Rubric

Appendix G: Additional Support Artifacts for Recommendation 3 and Recommendation 4

- 2021-22 Cumulative Assessment Data
- 2021-22 Faculty Outcomes Assessment Report (FOAR) Template
- 2022 April Current State of Academic Assessment and Capacity
- Current State of Operational Offices Assessment July 2022
- Operational Departments & Offices List

- 2022 Student Affairs Data Worksheet
- 2022 Operational Department Assessment Report Template
- 2022 Operational Department Assessment Plan Template
- Outcome Assessment 6-Year Calendar Template
- Clark College Assessment Cycle Visual
- OAC - New Program Application Form
- OAC Processes Spreadsheet
- OAC - Program Substantive Change Form
- Updated Software Comparison Spreadsheet

Appendix H: from NWCCU Accreditation Handbook

- Institutional Report Certification Form