



Ad Hoc Report – Recommendations #3 and #4 Evaluation Report

Submitted September 2024

APPENDIX J: INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☒ There was broad participation/review by the campus community in the preparation of this report.
- ☒ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☒ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.


Clark College

(Name of Institution)

Dr. Karin Edwards

(Name of Chief Executive Officer)

Dr. Karin Edwards

 Digitally signed by Dr. Karin Edwards
Date: 2024.08.23 13:37:34 -07'00'

(Signature of Chief Executive Officer)

8.31.2024

(Date)

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Introduction

In a letter dated February 27, 2023, the Northwest Commission on Colleges and Universities (NWCCU) requested that Clark College prepare and submit Ad Hoc Reports without a visit in Fall 2024 regarding Recommendations 3 and 4 from the Fall 2018 Year Seven Report. This document provides a narrative overview and supporting exhibits demonstrating the College's ongoing response to Recommendations 3 and 4.

Recommendation 3: Fall 2018 Mission Fulfillment and Sustainability

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.

Clark College's Model of Institutional Effectiveness

Assessment

To foster a culture of continuous improvement, Clark College employs the Plan-Do-Assess-Act framework as a foundational structure for assessment activities (Adapted from Kinzie, Hutchings, & Jankowski, 2015, p. 57).¹ This cyclical approach ensures data-driven decision-making by providing a clear path to collect, analyze, and utilize assessment information. Recognizing the historical inconsistencies in assessment practices, the college has implemented dedicated resources and training initiatives to enhance faculty and staff understanding of assessment principles and methodologies. Examples of resources and training materials are listed in the evidence section below. Over the past year, participation and engagement in assessment-related activities has increased at the program-level. For FY23, 13 reports were submitted. In FY24, 25 reports were submitted. Examples of reports are listed below:

Programs

- [Accounting](#)
- [Nursing](#)
- [Pharmacy Tech](#)

Faculty have also been developing curriculum maps to inform the program assessment process. Examples of curriculum maps are provided below.

¹Kinzie, J., Hutchings, P., & Jankowski, N. (2015). Fostering greater use of assessment results: Principles for effective practice. In G. D. Kuh, S.O. Ikenberry, N. A. Jankowski, T. R. Cain, P.T. Ewell, P. Hutchings, & J.), *Using Evidence of Student Learning to Improve Higher Education* (51-72). San Francisco, CA: Wiley. Kinzie (Eds)

- [Culinary Management](#)
- [Dental Hygiene](#)
- [Fine Arts](#)

For academic and student support services and administrative units, the cycle of assessment began in 2023-24 with participation from Operations, Human Resources, and Student Affairs.

- [Bookstore](#)
- [Business Services](#)
- [Facilities Services](#)
- [Human Resources](#)
- [Veterans Center of Excellence](#)

For the upcoming year, an [assessment calendar](#) has been developed and will be shared with all employees. The campus community will receive regular updates from Planning and Effectiveness to promote quality assessment practices and compliance with deadlines. In addition, assessment reporting will begin in Instruction and Information Technology for 2024-25 academic year. A two-year cycle of assessment is being recommended for all assessment units.

Programs and departments participating in 2023-24 assessment cycle will document the impact of any proposed actions in 2024-25.

Institutional Planning and Assessment

To measure progress toward the institution's equity-centered strategic plan, nineteen key performance indicators (KPIs) were established by the Executive Cabinet. These KPIs align with the plan's four tenets and serve as the foundation for developing unit-level assessments across academic and student support services, and administrative units. A new Planning and Institutional Effectiveness committee will convene in Fall 2024 to oversee this process. The KPIs for each tenet are listed below.

Equitable Student Experience	Unit Lead
Student Access: Student racial/ethnic demographic averages meet or exceed service area demographics	Student Affairs
Student Sense-of-Belonging: Student perceptions about feeling welcome, valued and respected, and sense of community	Student Affairs
Completion Rate: Student completion of degree/certificate within three years (150% time to completion).	Instruction/ Student Affairs
Post-Completion Outcomes: Student Transfer Rate to Four-Year Institution within one year of degree completion and/or Student Employment in Living Wage Job within 9 months of completing CTE degree or certificate	Instruction
Student Learning: Student mastery of learning outcomes for their program of study.	Instruction
Employee Engagement, Empowerment, and Excellence	Unit Lead
Employee Demographics: Employee racial/ethnic demographic averages is reflective of student demographics	Human Resources
Employee Retention: Employee retention from fall-to-fall.	Human Resources
Anti-Racist Professional Development: Employees annually complete one or more diversity, anti-discrimination, and harassment training.	Diversity, Equity, & Inclusion
Professional Development Certification: Employees who complete professional development training focused on excellence and innovation.	Human Resources
Shared Governance: Employee Climate Survey ratings on shared governance, including open communication, transparency, and college decision-making.	Human Resources
Community Partners Engagement	Unit Lead
K-12 Matriculation: Percent of students directly matriculating into the college within one year of HS Graduation.	Instruction/ Student Affairs
Adult Engagement: Number of non-traditional age students enrolled at the college (Age 25 or Older).	Instruction
Career-Connected Learning through Employer Engagement: Number of employers engaged in program review, curriculum vetting, advisory committees, classroom visits, internships/externships, customized training, philanthropic, etc.	Instruction/ Student Affairs
Program Alignment: Percent of program pathways that are aligned with high-demand regional workforce needs.	Instruction
Student Learning: Student mastery of general education learning outcomes at completion of program.	Instruction

Institutional Effectiveness and Equity	Unit Lead
Integrated Planning and Assessment: Integrated Planning and Assessment conducted for all Programs, Services, and College-Wide Plans.	President
Compliance: Institution is in compliance with defined regulatory requirements across the institution.	Human Resources
Long-Term Budget Planning: Transparent and inclusive budget process implemented and conducted annually, integrated within 10-year budget planning.	Operations
Efficiency: Institutional policies, processes, and practices are clearly documented.	Information Technology

These are tracked and updated annually on a dedicated dashboard. The results will also be published [annually](#) on Clark College's website with detailed information on how the data will be used for improvement.

Resource Allocation

In FY23, as a first step to align resource allocation with strategic priorities, budget proposals had to demonstrate clear connections to the institution's strategic plan tenets and key performance indicators. The [budget committee](#) reviewed each proposal using a [standardized instrument](#) and solicited feedback from the college community. The committee also held a debrief after the completion of the budget process to solicit feedback from the committee to improve the process next year.

KPI data, coupled with assessment results from academic, student support, and administrative units, will inform the annual budget request process beginning in 2024-25.

A [comprehensive planning calendar](#) has also been developed as a first step to illustrate the relationship between assessment, planning, and budgeting activities.

Next Steps

An institutional effectiveness process is being outlined and will be further developed during the academic year 2024-25. Clark College has also purchased Heliocampus, an assessment management software, that links to Canvas for program-level assessment. It will expedite the reporting process and allow for disaggregation of data by gender, race and ethnicity, and program.

Evidence Documentation for Ad Hoc Recommendation #3
Rec #3.1 Annual Assessment Reporting Expectations
Rec #3.2 SLO Handout for CLOs and PLOs
Rec #3.3 Faculty Development Days Presentation
Rec #3.4 Use of Results

Evidence Documentation for Ad Hoc Recommendation #3
<u>Rec #3.5 Program - Accounting Report</u>
<u>Rec #3.6 Program - Nursing Report</u>
<u>Rec #3.7 Program - Pharm Tech Report</u>
<u>Rec #3.8 Curriculum map – Culinary Management</u>
<u>Rec #3.9 Curriculum map – Dental Hygiene</u>
<u>Rec #3.10 Curriculum map – Fine Arts</u>
<u>Rec #3.11 Business Services Report</u>
<u>Rec #3.12 Facilities Services Report</u>
<u>Rec #3.13 Human Resources Report</u>
<u>Rec #3.14 Veterans Center of Excellence</u>
<u>Rec #3.15 Bookstore</u>
<u>Rec #3.16 Clark College Assessment Calendar</u>
<u>Rec #3.17 KPI Annual Report</u>
<u>Rec #3.18 Budget Committee Meeting Agenda 5.2.2024</u>
<u>Rec #3.19 Budget Committee Survey</u>
<u>Rec #3.20 Budget Debrief meeting 6.3.2024</u>
<u>Rec #3.21 Planning, Budgeting, and Assessment</u>

Recommendation 4: Fall 2018 Mission Fulfillment and Sustainability

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.

General education assessment at Clark College has been inconsistent, with limited implementation across academic areas. One of the major barriers has been the ambiguous learning outcomes. Samples of the learning outcomes are listed below

General Education Area	Outcome
Communication	Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English.
	Apply communication theory to demonstrate effective communication skills.
Humanities	Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, performance.
Social Sciences	Evaluate, analyze, and explain events, behavior, and institutions using perspectives and methods in the social sciences.

To document student achievement and drive improvements in student learning, the Outcomes Assessment Committee initiated a comprehensive review process in Winter 2024 of the general education assessment plan for Clark College. The timeline of activities is listed below.

Timeline for General Education Revision

1. January 2024
 - a. Review other institutions general education purpose statements and learning outcomes
2. February 2024
 - a. [Focus groups](#) with faculty and pertinent staff discussing the intent of general education and what students should learn
3. April – May 2024
 - a. Administered [survey](#) to identify themes for a purpose statement and competencies
4. June 2024
 - a. Draft [purpose statement and competencies](#) based on survey feedback
 - b. Finalize a purpose statement and competencies
 - c. Draft learning outcomes for each competency

5. October 2024
 - a. Outcomes Assessment Committee review purpose statement, competencies, and finalize learning outcomes
 - b. Vote
6. January – March, 2025
 - a. Work with faculty to develop an assessment plan by area
 - b. Select courses for a pilot
7. April - June 2025
 - a. Collect pilot data, analyze, and review findings
8. Fall 2025
 - a. Develop a schedule of assessment
 - b. Implement the updated general education assessment plan

Concurrently, assessment efforts have continued within general education courses during this revision process. Evidence provided in Recommendation #3, Annual Assessment Reporting Expectations, outlines the assessment reporting process for general education.

General Education Reporting

Prior to recent reforms, general education assessment practices within the Communication department were predominantly reliant on student surveys, an indirect method that provided limited insights into actual student learning. Recognizing the need for more robust data, [Communication](#) faculty initiated a comprehensive assessment initiative. This involved selecting summative assignments from three core communication courses and developing a standardized rubric for assessment. A random sample of 200 student papers was then assessed, with faculty receiving rigorous training on rubric application to ensure reliability.

Other examples of general education assessment reports are provided below:

- [American Sign Language](#)
- [Biology](#)
- [Earth Environmental Science](#)
- [Library](#)
- [Spanish](#)

Next Steps

The Outcomes Assessment Committee will continue to oversee the general education revision process at Clark College. The Planning and Effectiveness team will collaborate with faculty to develop a timeline for assessing all general education courses, identify specific courses for assessment, and provide additional resources and training to support faculty in their assessment efforts.

As outlined in Recommendation #3, Clark College is actively working to foster a culture of continuous improvement and integrate quality assessment practices into its

operations. This cultural shift is expected to lead to greater engagement with assessment activities and a more data-driven approach to decision-making.

Evidence Documentation for Ad Hoc Recommendation #4
<u>Rec #4.1 02.28.24 OAC Meeting Agenda</u>
<u>Rec #4.2 General Education Survey</u>
<u>Rec #4.3 Proposed General Education Purpose and Competencies</u>
<u>Rec #4.4 General Education – Communication Studies</u>
<u>Rec #4.5 General Education – American Sign Language</u>
<u>Rec #4.6 General Education – Biology</u>
<u>Rec #4.7 General Education – Earth Environmental Science</u>
<u>Rec #4.8 General Education – Library</u>
<u>Rec #4.9 General Education - Spanish</u>