



August 20, 2025

Clark College Year Seven Evaluation of Institutional Effectiveness Report

Submitted to the Northwest Commission on Colleges and Universities

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)


(Signature of Chief Executive Officer)

7/8/25
(Date)

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Common Acronyms Used at Clark College

The following acronyms are frequently used within this report. While they are defined within the document itself, this overview is provided for quick reference.

BOT	Board of Trustees
CTE	Career and Technical Education
EC	Executive Cabinet
HUSOC	Historically Underserved Students of Color
IE	Institutional Effectiveness
IPT	Instructional Planning Team
KPI	Key Performance Indicators
OAC	Outcomes Assessment Committee
PVP	Program Viability Process
RCW	Revised Codes of Washington
SBCTC	State Board of Community and Technical Colleges

Institutional Overview

Clark College is a comprehensive community college serving the residents of Clark and Skamania Counties, with its main campus located in Vancouver. Founded in 1933, it is the oldest and largest institution of higher education in southwest Washington, with an annual enrollment for 2023-24 of nearly 14,000 students and annual FTE over 5,500. Students of all ages and backgrounds pursue their educational or career paths at Clark College each quarter, earning associate and bachelor's degrees, high school diplomas, GEDs, and certificates in a variety of programs.

Clark College is deeply committed to ensuring an equitable educational experience for all students. Key campus partners—such as the Center for Teaching and Learning and the Office of Diversity, Equity, and Inclusion—play a vital role in this effort by offering workshops and hosting events that promote inclusivity and equity across the college community.

As part of its commitment to student wellness and alleviating food insecurity, Clark College opened the Penguin Pantry in 2017. This on-campus food bank provides students with free food and hygiene products, supporting their health and wellbeing. As a proud member of the college/University Food Bank Alliance and an agency partner of the Clark County Food Bank, the Penguin Pantry demonstrates the college's dedication to meeting students' basic needs.

In 2018, Clark College implemented Guided Pathways, redesigning how students navigate from academics to careers. The college has organized its pathways into six areas of study: Advanced Manufacturing & Mechanical; Business & Entrepreneurship; Creative & Communication Arts; Healthcare & Biosciences; Public Service, Society, & Education; and Science, Technology, & Engineering.

To support these complex and evolving programs, Clark College has opened satellite campus locations throughout the Southwest Washington region over the years. These include Columbia Tech Center, Clark Center at WSU Vancouver, and most recently, Clark College at Boschma Farms in Ridgefield—opening its doors for the first Advanced Manufacturing cohort in fall 2025.

Clark students have many opportunities to build community and grow their leadership skills. The Associated Students of Clark College (ASCC) Student Government, along with more than 20 clubs and programs, support co-curricular engagement. Signature programs include Math, Engineering, and Science Achievement (MESA); the Veterans Center of Excellence (VCOE); and Tutoring Services certified through the college Reading & Learning Association. The college also welcomed over 1,500 high school juniors and seniors for the fall 2024 quarter through its robust Running Start program. Clark College's programs are deeply embedded in the communities it serves. As a major employer in Southwest Washington, the college employs over 1,000 faculty and staff. Through Community and Continuing Education classes, Clark offers lifelong learning opportunities to more than 10,000 people each year. This may include

customized learning and development for local businesses and organizations, community education classes for individuals seeking to learn new skills, or professional development classes for employees to enhance their abilities. These non-credit offerings allow the college to extend its mission beyond traditional degree pathways.

Clark also partners with many regional colleges, universities, and technical institutions to ensure that students can seamlessly apply credits earned at Clark toward their bachelor's degrees, supporting long-term academic success and regional workforce needs.

The college offers a variety of Allied Health programs that prepare students for careers in diverse healthcare settings, including dental hygiene, emergency medical services, medical assisting, health information management, phlebotomy, pharmacy technician, and the new surgical technology program that launches fall 2025. As the home to one of the oldest and most respected nursing programs in the region, Clark College has an established reputation as a premier trainer of health care professionals, training skilled workers to support the health of its community. Students and community members alike benefit from access to affordable healthcare through the Firstenberg Dental Hygiene Education and Care Center on campus. The clinic offers affordable dental care for more than 2,000 patients annually, featuring modern technology and equipment to ensure quality care for patients. This high-quality, low-cost care allows Clark's dental hygiene students to receive hands-on training under the direct supervision of licensed dental hygienists and dentists.

At the Tod and Maxine McClaskey Culinary Institute, Clark College is building on nearly 60 years of excellence in culinary education to offer programs that prepare students to meet the growing demand for culinary and hospitality professionals. Its programs emphasize the mastery of the fundamentals as well as management skills to prepare students for a range of career opportunities, all while working in a state-of-the-art facility. The Culinary Institute also creates a community space on campus that highlights the growing influence of food on our culture while giving students valuable hands-on experience in a production kitchen, retail bakery, food kiosks, and a full-service dining room. The college takes pride in its role as a cultural and educational hub for the region, hosting a wide range of events throughout the academic year that help add to the college's vibrant campus life. As a vibrant cultural and educational hub, Clark College provides students and the community with multiple opportunities for enrichment. From exploring diverse cultures at its Sakura Festival to engaging with best-selling authors at the Creative Writing Festival or experiencing nationally recognized art at the on-campus Archer Gallery, the college's extensive calendar of performances, festivals, lectures, contests, readings, and discussions enriches the region, with most events being free and open to the public.

Preface: Changes Since 2018 Year Seven Report

The reporting years of 2018–25 have seen the most dynamic changes at Clark College in its recent history. From transitioning to a new state-sponsored student information system (ctcLink) and launching several Bachelor of Applied Science (BAS) degrees, to navigating the COVID-19 pandemic and undergoing extensive leadership transitions, Clark College has demonstrated both resilience and forward momentum. College leaders, the Board of Trustees, and institutional stakeholders have embraced these changes as opportunities to re-envision Clark's identity and community connection. With a newly adopted mission, vision, and values grounded in equity, and a Board-approved 2023–28 Equity-Centered Strategic Plan, Clark has an inclusive foundation and equity-driven roadmap for continued growth and transformation.

In 2020, the college welcomed Dr. Karin Edwards as president. Dr. Edwards has championed diversity, equity, and inclusion throughout her career, and has led initiatives which adopt data-informed, equity-centered approaches throughout the college. She is an Aspen New Presidents Fellowship Cohort alumnus (2021–22), and demonstrates an unwavering commitment to the mission of community colleges, including:

- employing a data-informed approach to align academic programs with workforce needs,
- increasing degree attainment and transfer leading to living wage careers,
- addressing and close equity gaps for first-generation students and students of color.

In 2020, Clark's Board of Trustees identified four institutional priorities for Dr. Edwards (student success, community engagement, financial stability, and campus climate) articulating new mission, vision, and values statements and setting a clear institutional path forward grounded in racial equity and inclusive excellence. The 2023–28 Equity Centered Strategic Plan was approved by the Board in March 2023, the product of a strategic planning committee, with input from the campus community, providing new mission and vision statements, values, and tenets with corresponding priorities and a racial equity statement.

During the spring and summer of 2021, a cross-functional team developed a new, college-wide Strategic Enrollment Management Plan. The plan is designed to advance racial, social, and economic justice by achieving equitable student outcomes in terms of aspirations, access, economic progress, and educational and career attainment. The equity-centered three-year plan integrates with Guided Pathways to close equity gaps. This college-wide effort ensures a transparent, student-centered experience that promotes academic success and entrance into a career field leading to a living wage job.

Key and notable aspects of the Strategic Enrollment Management Plan include implementation of caseload advising with faculty for each Area of Study, linked with the student CARE process, a referral system for holistic and academic support for students

during the term. Student input was integral in determining the impact of interventions in providing successful support, coaching, and resources.

Since 2018, Clark launched several student support services, such as Penguin Pantry (established 2018), which distributed 54,000 pounds of food to 800 student's families in 2024, and the Basic Needs Hub (established 2024).

In 2023, Clark College was awarded a five-year, \$2.2 million Title III, Strengthening Institutions Program, grant from the U.S. Department of Education. The grant money will focus on increasing student enrollment, retention, and completion rates through implementing data-informed, technology-enabled career pathways via three objectives:

- Create a culture of improvement at the college through assessment with a particular focus on non-instructional departments.
- Implement Penguin Path (outreach, prepare, engage, commit, achieve, thrive), an integrated student success model that connects each student with evidence-based practices that address their individualized needs.
- Create flexible learning opportunities through a centralized career hub that integrates career information into course outcomes and increases equitable access to work-based learning opportunities for students.

The Office of Diversity, Equity, and Inclusion (ODEI) has partnered closely with the Teaching and Learning Center (TLC) to offer various annual equity-centered trainings, events, and discussions, and to host multicultural graduation receptions. The college has also initiated a variety of professional development opportunities for faculty and staff, including college-wide supervisory training, leadership development, and a program on intercultural competency and equity in leadership, Broadening Understanding and Intercultural Leadership and Development (BUILD).

Clark College diligently continues its reform work to examine college-wide structures and operations to fundamentally adapt the college into a student-ready institution. Clark has developed, and continues to deliver, several outreach and recruitment events such as a two-week "Level Up" mathematics and college readiness seminar, Noche de Familia events for outreach to Latinx communities, Black Student and Family Day, STEM Camp, Career and Technical Education Showcase Day, a Healthcare Pathways Camp, Penguin Welcome Days and other events provided by the Entry Services department. Current efforts are working to embed career-connected learning throughout student pathways, expanding work-based learning opportunities aligned with programs of study.

Vision and primary support for this work remains via Clark's Guided Pathways Advisory Council (GPAC), a cross-campus steering committee with faculty, staff, and college leadership. Clark's GPAC has greatly benefitted in its work since 2017 as an American Association of Community College's (AACC) 2.0 cohort institution. In April 2022, Clark College submitted its 2022–23 state plan to the State Board for Community and Technical Colleges (SBCTC) aligned with the 2021–24 College-wide Strategic Enrollment Management Plan. This work continues with significant collaboration and participation with the penguin path work and Title III.

Guided Pathways funding, both state and local, has been instrumental in providing resources and opportunities. Guided Pathways uses an inclusive annual project proposal process to promote and fund innovative ideas from staff and faculty to support student success. This funding has also been shared with Communications and Marketing, the Office of Diversity, Equity and Inclusion (ODEI), and Planning & Effectiveness to ensure this work is collaborative and connected across the institution.

Since 2018, Clark College has added new, and enhanced existing, academic programs to meet local and regional workforce needs and increase student success and post-completion outcomes. By working with community employers, to ensure growth and economic vitality in southwest Washington, and listening to our students, Clark has proposed and/or developed the following programs:

- Bachelors of Applied Science (BAS) degrees: Cybersecurity, Human Services, and Teacher Education
- Bachelor of Science (BS) in Computer Science (projected fall 2025)
- Associate of Applied Technology (AAT) degrees: Civil Engineering Technology, Computer Science, Integrated Technician, and Surgical Technology
- Direct Transfer Agreement (DTA): Construction Management (projected TBD)

Construction of the Advanced Manufacturing Center, a 49,000 square-foot building, began in summer 2023. Clark College took ownership of the building in fall of 2024. Starting in fall 2025, advanced manufacturing classes, as well as general education classes, will be held in the new building at the Boschma Farms campus in Ridgefield, Washington.

In April 2023, Clark College was certified as a Bee Campus USA affiliate, the fifth in Washington, committing to pollinator education, habitat restoration, and sustainable landscaping practices. Through cross-disciplinary coursework, service learning, and community science, students engage in supporting and studying native bees and other pollinators, contributing to the health of our shared environment. This certification symbolizes the college's broader commitment to sustainability, student engagement, and community partnerships.

Clark College enters 2025 as a markedly different institution than it was in 2018—more inclusive, responsive, and focused on equitable student success. Clark has leaned into every challenge as an opportunity to improve outcomes for all students and set a foundation for the decade ahead. The college is committed to continuous improvement, informed and driven by mission, sustained through intentional collaboration, and data-informed decision-making. Clark College enters its next accreditation cycle with renewed purpose and a firm commitment to closing opportunity gaps, expanding access to high-quality learning, and serving as a vital resource for the diverse communities of southwest Washington.

Recommendation #1

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.
(Standards 1.B.1, 1.B.2)

Over the past year, Clark College has made significant strides in developing robust processes to assess student learning and student support services, thereby enhancing planning and resource allocation. Key advancements include:

- Integrated Institutional Effectiveness Plan: An institutional effectiveness plan has been developed to clearly demonstrate the interconnected relationship between the strategic plan, budgeting, and assessment and evaluation processes.
- Continued Development of Assessment Documentation & Training: Comprehensive assessment documentation and training have been provided.
- Expanded Service Unit Assessment: Service unit assessment, aligned with the equity-centered strategic plan's Key Performance Indicators (KPIs), has been successfully implemented. This year, additional units, including Instruction, Human Resources, and the Office of Diversity, Equity, and Inclusion, were integrated into the assessment process.
- Refined Budget Process: The Budget Committee convened weekly during the spring quarter to refine the college's budget process, notably incorporating the requirement for evidence when resources are requested.

Additional details are provided in the narratives for 1.B.1, 1.B.2, and 1.C.7.

Recommendation #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. (1.C.6, 1.C.7)

Improved measurement of general education outcomes was a previous recommendation for Clark College. To that end, the following steps were taken to improve in Standard 1.C.6:

- A director of assessment role was developed and hired (completed February 2025).
- A new set of General Education Competencies, with associated learning outcomes, was developed and approved by faculty-led curriculum and assessment committees (completed March 2025).
- A list of programs and transfer degree subject areas required to submit assessment reports was developed (completed April 2025).
- Required assessment reporting questions were revised to include a question about alignment to the newly approved general education competencies: For full programs, each program learning outcomes (PLO) was required to align to one of the general education competencies, and then they were asked how they assessed it. For each transfer degree subject area, faculty were asked to align a key assignment to a general education competency and how they assessed it (completed June 2025).
- Preliminary data can be found in more detail in 1.C.5 and will be shared widely with the Clark community in fall 2025.

The college plans to continue improvement in this area through the following next steps:

- Faculty and staff development about alignment, programmatic assessment, and the meaning and use of general education competencies and outcomes (plan to complete by June 2026).
- Improvement of process and forms to bring clarity to the process and submission requirements for faculty (plan to complete by April 2026).
- Development of a program assessment rubric, including dimension(s) related to general education competency alignment (plan to complete by June 2026).
- Development of a general education competency dashboard and instructional materials to show faculty examples and general alignment trends.
- Restructure Outcomes Assessment Committee to be able to focus on programmatic assessment review, development of the programmatic assessment rubric, and engage in training around programmatic assessment best practice.

Improved processes to increase and enhance the use of data to improve student learning and support services was a previous recommendation for Clark college. To that end, the following steps were taken to improve in Standard 1.C.7:

- Addition of question to the assessment reports for both full programs and transfer degree subject areas to describe how they used assessment results to improve student learning. Results were then scanned to determine if the program was

doing nothing, monitoring results, or had staged an intervention/change as a result of performance on an assessment. See more details on results of assessment reporting in 1.C.6 (completed June 2025).

While most programs and subject areas did answer the assessment reporting question about use of results, they answered inconsistently, did not evaluate all program learning outcomes, didn't answer the question correctly, or were monitoring results only. Very few interventions were described in responses. As a result, the college plans to continue improvement in this area by:

- Developing a program assessment rubric, including dimension(s) related to use of data (plan to complete by June 2026).
- Separating the planning for assessment and the reporting on assessment processes (plan to complete by September 2026).
- Developing training for faculty and staff on the assessment cycle (plan to complete by June 2026).
- Restructuring the Outcomes Assessment Committee to be able to focus on programmatic assessment review, development of the programmatic assessment rubric, and engage in training members in the use of data to inform change (plan to complete by June 2026).
- Developing, or enhancing, student support services assessment committees/work groups (plan to complete by June 2026).
- Creating or enhancing existing communication lines, especially around student learning outcome results, between student support and instruction (plan to complete by June 2026).

1.A Institutional Mission

1.A.1

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Clark College's mission statement clearly articulates its commitment to student learning and achievement within an equitable framework.

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

In 2022, an equity-centered strategic plan was developed with input from the campus community. This plan, featuring updated mission, vision, values, and tenets, guides the college's direction for the next five years (2023–28). It was approved by the Board of Trustees (BOT) in March 2023, as outlined in the Clark College BOT Policies & Procedures Manual (100.B.70, Item 15).

Evidence Documentation for Standard 1.A.1
1.A.1.1 <u>Clark College Equity-Centered Strategic Plan</u>
1.A.1.2 <u>Board of Trustees Minutes, March 8, 2023</u>
1.A.1.3 <u>Board of Trustees Policies and Procedures Manual, 100.B.70, Item 15</u>

1.B Improving Institutional Effectiveness

1.B.1

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

Continuous Process to Assess Institutional Effectiveness

Clark College's Institutional Effectiveness (IE) plan, developed in 2022 and updated in 2025, outlines a comprehensive framework for continuously assessing institutional effectiveness, including student learning and achievement and support services. This framework is detailed in the IE Plan document and the accompanying diagram. See figure 1 in appendix A. A brief overview is presented below.

At Clark College, institutional effectiveness is achieved through a structured, interconnected framework that begins with the college's mission and strategic plan. These foundational elements guide the budgeting process, which in turn supports the operationalization of the mission and strategic plan with the development of college-wide plans and the identification and assessment of Key Performance Indicators (KPIs). These plans and KPI assessment inform the college's assessment, evaluation, and accreditation processes.

- **Assessment** measures outcomes in student learning and support services to ensure that both educational and operational goals are being achieved.
- **Evaluation** encompasses employee performance evaluation and program review/evaluation, providing a comprehensive view of how well employee activities and programs and services align with the mission and strategic plan.
- **Accreditation** reinforces institutional accountability and quality assurance through structured reviews at both the institutional and program levels, demonstrating that the college meets established standards and is committed to continuous improvement.

At the heart of this framework is data analysis and interpretation, which serves as a continuous, integrative process. It informs each domain by transforming raw data into actionable insights, enabling evidence-based decision-making. This analytical process supports the refinement of KPIs, the allocation of resources, and the validation of institutional performance.

The College's internal processes are also influenced by:

- Equitable Decision Making - Ensures that institutional actions and policies are inclusive, fair, and just—supporting diverse perspectives and promoting equity across all areas of the college.

- Environmental Scanning - Enables the institution to remain responsive and adaptive by continuously monitoring external trends and internal needs, informing strategic planning and resource allocation.
- Guided Pathways - Aligns institutional efforts with student success by providing clear, structured, and supportive routes to educational and career goals, helping students navigate their journey with confidence and clarity. Together, these components create a dynamic and responsive model for institutional effectiveness, driven by strategic planning and sustained by data-informed practices.

Integrated Planning, Budgeting, and Assessment Processes

Clark College utilizes a cycle of improvement as defined by Kinzie, Hutchings, and Jankowski (2015)¹. See [figure 2 in appendix A](#). This multi-level, systemic process is built into the institution's assessment and reporting processes and involves a regular review, reflection, and change process.

1. Fall Quarter: Plan – Outcomes, Methods, and Targets

Planning activities typically occur during the fall quarter as outlined in the [Strategic Plan, Budget, and Assessment calendar](#). Strategic planning activities include coordinating with the appropriate vice president (VP) on KPI data collection (see 1.B.2 for a list and definition of each KPI and the VP Lead). Budgetary planning includes committee selection, review of the governor's budget, and the first meeting of the Budget Committee. Student learning assessment activities in the fall quarter focus on reviewing curriculum maps and developing/reviewing assessment plans to ensure alignment with the tenets and corresponding KPIs of the strategic plan. Similarly, student support units use the fall quarter to plan for the upcoming year's assessment activities.

For programmatic assessment, data are collected on all outcomes over a two-year period. Data collection for outcomes occurs annually, with results reported over a two-year cycle. The six institutional competencies are assessed over a two-year cycle.

2. Fall, Winter, Spring Quarters: Do – Data Collection

KPI and assessment data collection occurs throughout the academic year, beginning in the fall quarter. For the budgetary process, the VP of operations develops a budget based on the governor's first balanced budget. As resources are available, Executive Cabinet (EC) areas may submit requests for additional staff, technology, and other resources. For this component of the budgetary process, requestors submit a detailed description of the proposed budgetary item, evidence to demonstrate need, and alignment to the strategic plan and its associated tenet(s). The Budget Committee evaluates and ranks each proposal and submits it to EC for the final decision.

¹ Kinzie, 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. Kinzie (Eds.), *Using Evidence of Student Learning to Improve Higher Education* (51-72). John Wiley & Sons, Inc.

As part of Guided Pathways, Clark College receives annual state funding to support projects that enhance student success. The Washington State Legislature enacted the Workforce Education Investment Act, 2019, allocating funds to all 34 community and technical colleges to implement Guided Pathways. This framework aims to establish structured student support from enrollment through completion. A portion of this funding is dedicated to student success initiatives through a proposal process where faculty or staff demonstrate alignment with the college's strategic plan. Proposals submitted through the Guided Pathways funding request for proposal (RFP) process must align with at least one tenant and KPI of the college's equity-centered strategic plan tenet and focus on improving student learning and achievement. Each spring, the Guided Pathways request for proposal process opens.

3. Spring Quarter: Assess/Share – Analyze and Interpret Data

During the spring quarter, data collection is completed. The results are analyzed and interpreted based on established targets and within the context of the strategic plan.

4. Spring Quarter: Act – Use of Results

At Clark College, data are used in one of two ways:

- Monitoring: Monitor performance, collect data again, and review results.
- Action planning/Interventions: Develop concrete strategies designed to improve student learning and achievement and support services.

Faculty and staff report how data are used and develop interventions/action plans as appropriate. All reports are finalized and submitted by the first Friday of June. Follow-up is documented to indicate that the action plan or intervention was implemented, and the cycle restarts to determine any potential impacts of the planned actions.

Integrated Planning, Budgeting, and Assessment Processes to Improve Student Learning and Achievement Examples

As described in the previous section, two of the ways in which resources are assigned for improvement are through the Guided Pathways RFP process and the annual budgeting process (as funding is available). Below are examples of the related assessment process:

Student Support Unit Assessment: Guided Pathways²

The Guided Pathways Advisory Council (GPAC) establishes a biennial workplan and actively monitors student achievement data³ to include completion of English and mathematics in year one, fall-to-fall retention, completion, and transfer rates. This work clearly aligns to the strategic plan tenet, "Equitable Student Experience" and its KPIs, completion and post-completion outcomes.

²Data were derived from the State Board of Technical and Community College (SBCTC), First-Time Entering Student Outcomes Dashboard.

³The cohort is defined as first-time students and first-time in college.

Targets of success for each metric are listed below:

- Retention – 2% increase annually
- Completion – 1% increase annually
- Transfer – 1% increase annually

For all groups, retention rates improved overall by 11% when comparing the 2022 cohort with the 2023 cohort, meeting the expected target. For historically underserved students of color ⁴ (HUSOC), the retention rate improved by 10% and 13% for non-HUSOC. See [figure 3 in appendix A](#).

The targets for completion rates were met for all groups. Completion rates for both the overall student population and non-HUSOC⁵ cohorts improved by 1% when comparing the 2020 and 2021 cohorts, successfully meeting our target. For HUSOC, three-year completion rates increased by 3%. See [figure 4 in appendix A](#).

When comparing the 2019 cohort with the 2020 cohort, the target of a 1% increase for four-year transfer rates was met for the cohort overall and for non-HUSOC students. Overall, transfer rates improved by 4% when comparing the 2019 cohort with the 2020 cohort, 5% for non-HUSOC. However, for HUSOC transfer rates remained constant at 23% for the 2019 and 2020 cohorts. See [figure 5 in appendix A](#).

For the most part, targets were met for retention, completion, and transfer rates. However, with overall completion and transfer rates 30% or lower, Guided Pathways has provided additional funding opportunities for projects that focus on improving student achievement and learning. Examples of two projects are provided below.

MATH& 146⁶

The Mathematics Division requested funds to develop corequisite support for MATH& 146 (Introduction to Statistics). The primary purpose of this corequisite support course is to help students enter 100-level mathematics courses faster and address systemic barriers for HUSOC. Beginning in fall 2023, students concurrently enrolled in specific sections of MATH& 146 and a two- or three-hour credit support course covering prerequisite topics. Figure 6 presents success rates in MATH& 146, comparing the periods before and after the introduction of the co-requisite course disaggregated by race/ethnicity. For all groups, success rates improved.

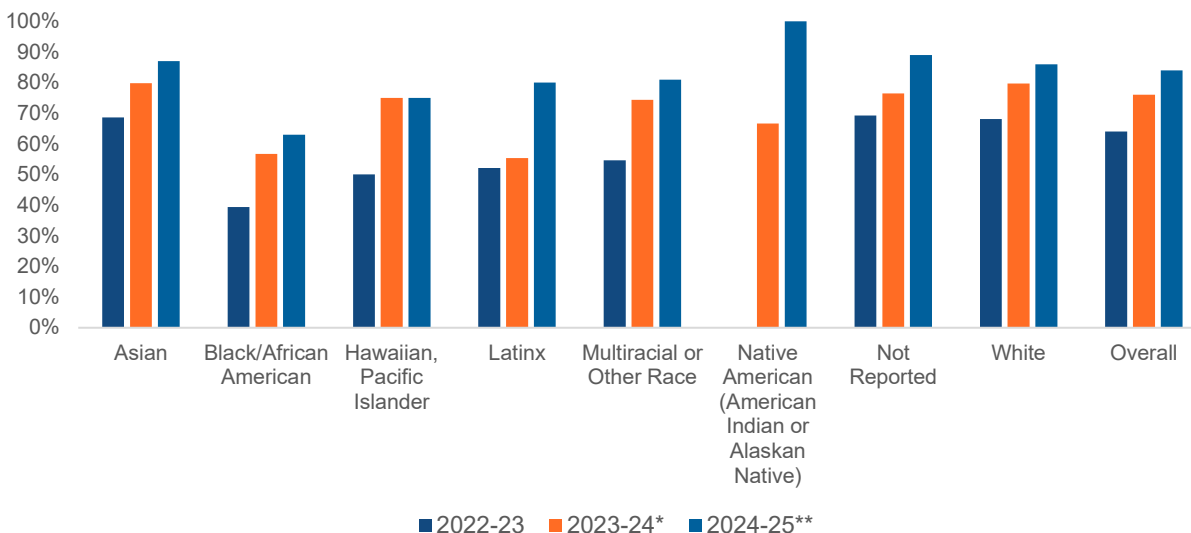
⁴Historically Underserved Students of Color (HUSOC) are defined as Black/African American, Hawaiian/Pacific Islander, Hispanic/Latino, and Native American students.

⁵Non-HUSOC are defined as White and Asian students.

⁶Data derived from [Course Enrollments and Success Trends](#).

Figure 6

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



*Co-requisite course offering, **Data are incomplete

ENGL& 101

This project originated several years ago in response to data indicating disparities by race/ethnicity in English placement, student success, and first-year completion. Specifically, it was observed that a lower percentage of low-income and students of color students placed into college-level English. In addition, students of color were less likely to complete college-level English in their first year. To address these disparities, a co-requisite course was developed for ENGL& 101 (English Composition I). Guided Pathways provided funding for training on the co-requisite course implementation.

When examining ENGL& 101 grade distributions for the Academic Years 2021-22 to 2024-25, success rates have risen since 2021 for Latinx, Multiracial, White, and students overall. For Asian students, success rates dropped in 2023-24 as compared to 2022-23. See [figure 7 in appendix A](#). For Black/African American, Hawaiian/Pacific Islander, and Native American students, success rates have fluctuated over the four-year period. These fluctuations may in part be due to small sample sizes (e.g. in 2022-23, there were 16 Hawaiian, Pacific Islander and 16 Native American (American Indian or Alaskan Native) students).

Student Support Unit Assessment: Tutoring Services

Tutoring Services (see [exhibit 1, appendix B](#)) at Clark College provides comprehensive support for students in various subjects, including accounting, business, English, writing, language, mathematics, chemistry, science, physics, and engineering. For the 2025 Fiscal Year, Tutoring Services requested a budget increase to fund higher hourly wages and a third full-time staff member to meet increasing programmatic needs

required to support staffing and student demands. Usage statistics show a significant increase from 7,037 visits in 2022-23 to 10,603 visits in 2023-24, a 51% rise that surpasses the projected increase of 3%. This data supported the addition of more staff and a full-time office assistant to ensure Clark students continue to receive comprehensive and quality Tutoring Services. Budget requests were also supported by data showing students using Tutoring Services demonstrated higher success in gateway courses and had improved quarter-to-quarter retention rates and higher GPAs compared to those who did not use services. Based on the assessment data provided and the budget requests submitted, the college Budget Committee and EC recognized the importance of funding these requests and provided additional funding of \$60,000 to split between the classified staff position, increased costs to help maintain program certification standards, and meet student staffing needs. As presented in figure 8, students engaging with Tutoring Services for the Academic Years 2023 and 2024 reported higher success rates in first year English and mathematics courses. Data illustrates the positive impact engaging with Tutoring Services had on select student achievement indicators. See figures 8, 9, and 10 in appendix A.

Next Steps

Beginning in fall 2025, the Institutional Excellence Committee (see exhibit 2, appendix B) will coordinate with VP leads (see 1.B.2) to review KPI data for each tenet of the strategic plan. The committee will also recommend how data can be used for improvement and ensure the implementation of action plans or interventions. The Accreditation Committee (see exhibit 3, appendix B) will meet quarterly to review NWCCU standards and supporting evidence, ensuring ongoing compliance. The committee will also make recommendations for improving Clark's adherence to accreditation standards.

In fall 2025, Heliocampus will be implemented as the assessment management tool for the college. With this platform, programmatic and general education assessment data can be disaggregated by demographic characteristics and programs of study.

Lastly, the Budget Committee has been updating its materials to clarify the budgeting process and incorporating assessment data into the budget request process.

Evidence Documentation for Standard 1.B.1
<u>1.B.1.1 Institutional Effectiveness Plan</u>
<u>1.B.1.2 Employee Evaluations</u>
<u>1.B.1.3 Equitable Decision-Making Tool</u>
<u>1.B.1.4 Strategic Plan, Budget, and Assessment Calendar</u>
<u>1.B.1.5 Guided Pathways Funding Request for Proposal</u>
<u>1.B.1.6 Guided Pathways Assessment Report, 2024-25</u>
<u>1.B.1.7 Tutoring Assessment Report</u>
<u>1.B.1.8 Tutoring Center Budget Increase Request</u>

1.B.2

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison, with regional and national peer institutions.

Defining Mission Fulfillment

Clark College articulates its mission—to educate, empower, and elevate individuals within an inclusive, equitable, and vibrant community—through four core tenets (see core tenets below in table 1). These tenets are further operationalized and tracked using 19 Key Performance Indicators (KPIs). Serving as the foundation for all Clark College student learning and service unit assessment, evaluation, and accreditation activities, the KPIs identified for each tenet and their respective unit leads are detailed below in table 1.

Table 1

Clark College's Equity-Centered Strategic Plan Tenets and Aligned KPI by Unit Lead

Tenet 1: Equitable Student Experience	Unit Lead
<i>Key Performance Indicators (KPIs)</i>	
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
Tenet 2: Employee Engagement, Empowerment, and Excellence	Unit Lead
<i>Key Performance Indicators (KPIs)</i>	
Employee Demographics: Employee racial/ethnic demographic averages are 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

Tenet 3: Community Partners Engagement	Unit Lead
<i>Key Performance Indicators (KPIs)</i>	
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
Tenet 4: Institutional Effectiveness and Equity	Unit Lead
<i>Key Performance Indicators (KPIs)</i>	
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 a 10 year budget planning cycle.	Operations
Efficiency: Institutional policies, processes, and practices are clearly documented.	Information Technology

Each KPI includes an annual and a mission fulfillment target. Mission fulfillment is achieved when at least 80% of the defined annual or mission fulfillment targets are met. Vice Presidents annually collect activities related to each KPI and develop plans of improvement as indicated (see the KPI Annual Report). The Office of Planning & Effectiveness collects annual KPI results, which are presented in both the KPI Dashboard and the KPI Annual Report, summarizing progress for each tenet and comparing it to established targets. See figure 11 in appendix A.

Each KPI result is categorized as follows:

- Met mission fulfillment target
- Met annual target
- Did not meet annual target

For example, in 2023-24, the annual target was not met for the KPI, for Post-Completion Outcomes (see definition in table 1). The expectation is that there will be a 1% increase in both metrics annually based on the baselines of 66% for transfer rates and 44% for employment in a living wage job within nine months of completing a Career and Technical Education (CTE) degree or certificate. Below is a list of activities departments are engaging in related to this KPI.

Examples of activities departments are engaging in related to the Post-Completion Outcomes KPI

Instruction

- Created a Clark College/Washington State University, Vancouver (WSUV) Biology transfer program map that gives Clark College advisors/faculty/mentors and WSUV advisors/faculty/mentors a common document with a unified goal that can form the basis for support and communication throughout the student's pathway (both pre- and post-transfer)
- Created a Clark Science, Technology, Engineering, and Mathematics/WSUV peer mentoring program pairing a Clark MESA student with a former transfer student who is now at WSUV
- Increased communication between Clark/Longview Community College/WSUV STEM advisors

Career Services

- Offered alumni free employment support: resume review, interview preparation, LinkedIn profile support, and job search strategies
- Managed and promoted Penguin Jobs, a job and internship search platform specifically for Clark College students

Below are examples of how the college will be using this data for improvement:

Office of Instruction and Student Affairs

- Developing a comprehensive "Penguin Path" (Title III grant) that is an institutional approach to guiding and supporting students through their academic journey.
- Conducting focus groups with students to gather feedback on their experiences at Clark College. This valuable input ensures the college is providing students with the tools to be successful in their chosen careers.

The dashboard and the KPI annual report are posted on the [Accreditation, Mission Fulfillment page](#) on the college's website. The annual results are also reported to the Board of Trustees at their annual summer retreat.

Peer Comparisons to Improve Institutional Effectiveness

Peer comparisons have been an important part of the work of the Guided Pathways Advisory Council (GPAC) comprised of both staff and faculty in multiple functional areas. They meet periodically to review data, identify priorities, and develop plans of improvement related to the [Guided Pathways workplan for Clark College](#).

In the past, these comparisons have focused on comparing Clark to the other technical and community colleges within the state system. To make more meaningful comparisons, Planning & Effectiveness developed a [methodology](#) and selected five regional and five national peer institutions based on a set of shared characteristics. Peer institutions were selected based on institutional characteristics defined by the

National Center for Educational Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS). A sample of these characteristics include degree-granting status, Carnegie Classification 2021, degree of urbanization, and institutional size.

Table 2

Clark College's National and Regional Peers, 2023-28

College	Location	Peer-Type
Henry Ford College	Dearborn, MI	National
Midland College	Midland, TX	National
Pueblo Community College	Pueblo, CO	National
Tallahassee Community College	Tallahassee, FL	National
Tyler Junior College	Tyler, TX	National
Edmonds College	Lynnwood, WA	Regional
Bellevue College	Bellevue, WA	Regional
Modesto Junior College	Modesto, CA	Regional
Spokane Community College	Spokane, WA	Regional
Tacoma Community College	Tacoma, WA	Regional

Comparisons were made with regional and national peers on select student achievement indicators available from IPEDS, defined below.

- Graduation rate and transfer rate of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion for the 2016 cohort.
- Graduation rates by race/ethnicity and type of student aid received for the same cohort and time period.

One area of concern identified by this analysis was the transfer rate of Clark College students. For the 2016 cohort, the transfer rate for Clark was 9% lower than our national peers and 5% lower than our regional peers. See figures 12, 13, and 14 in appendix A.

To better understand student achievement and identify any potential gaps, select measures were further disaggregated by race/ethnicity and compared with Clark's instate peer institutions. The cohort is defined as all students (part-time and full-time)⁷ who are first-time at Clark and first-time in college. The measures include:

- Fall-to-fall retention
- Completion
- Transfer
- Completion of English in year one
- Completion of mathematics in year one

⁷In any given term, approximately half of Clark College's students are part-time.

For the fall 2023 cohort, overall and by race/ethnicity, fall-to-fall retention rates for Clark College students (55%) compared to instate peers (57%) are lower. See figure 15 in appendix A. A similar pattern was found for the 2022 cohort. For the 2020 and 2021 cohorts, fall-to-fall retention rates were higher when compared to instate peers.

For the most recent cohort (2021) Clark College's three-year completion rates are higher when compared to instate peers overall and by race/ethnicity. See figure 16 in appendix A. Completion rates for Clark College students were lower for 2017, 2018, and 2019 cohorts when compared to instate peers. Completion rates for the 2020 cohort were higher overall and for non-historically underserved students of color (non-HUSOC) when compared to peers. However, completion rates for Clark College HUSOC students were 3% lower when compared to peers (17% and 20%, respectively).

For the past four cohorts, transfer rates for instate peer institutions are higher when compared to Clark. See figure 17 in appendix A.

Rates of completing English in the first year are similar for Clark and instate peers. However, completing English in the first year for HUSOC at Clark has been declining for the past four years. For 2019, 2020, and 2021, rates of completing English in the first year were higher for Clark HUSOC when compared to peers. For the 2023 cohort, however, 37% of Clark HUSOC completed mathematics as compared to 42% of their peers. See figure 18 in appendix A.

For the measure, completing mathematics in the first year, Clark College is lagging behind instate peers. The gap for the 2023 cohort overall and for non-HUSOC is 6% and for HUSOC, the gap is 7%. See figure 19 in appendix A.

Clark College is actively engaged in multiple projects and initiatives aimed at improving student achievement, with a strong focus on racial equity and inclusiveness. Key efforts include:

- Guided Pathways: Supporting curriculum development in mathematics and English, funding a retention manager and student success coaches, and expanding the use of Open Educational Resources (OER) in mathematics, English, and STEM.
- HUSOC Initiatives: Providing culturally relevant support services and spaces, conducting outreach events, promoting trauma-informed and culturally responsive teaching practices, implementing universal design for learning (UDL), and organizing celebratory events.
- Cultivating Belonging: Continuing to champion the "Caring Campus" model to enhance students' sense of belonging.

Aligned with its college-wide strategic plan, which sets specific outcome metrics for closing racial equity gaps, Clark College is also taking significant steps in its human resources practices. New human resources processes support the hiring of Black, Indigenous, and People of Color (BIPOC) staff and faculty to better mirror the diversity of the student body. Additionally, power, privilege, and inequity (PPI) concepts are central to course planning, with mandatory annual PPI training for staff and faculty. The

college further demonstrates its commitment through the year-long, cohort-based "Broadening Understanding, Intercultural Leadership and Development Program" (BUILD) and by leading the Northwest Regional Equity Conference.

Clark College was awarded a Title III grant⁸ for the years 2023–28. As part of its Title III grant and ongoing Guided Pathways initiatives, Clark College developed the Penguin Path and identified six crucial stages in the student lifecycle: (1) outreach, (2) prepare, (3) engage, (4) commit, (5) achieve, and (6) thrive. The intent of this framework is to ensure the support provided is impactful. To this end, Clark established dedicated work groups comprised of faculty, staff, and administrators. These groups are focused on improving student outcomes at each stage, guided by objectives set by a larger ad hoc group. That group initially assessed existing student support, ensuring each objective aligns with at least one strategic plan tenet and KPIs. For every objective, workgroups are developing at least one deliverable, complete with a clear definition of student success metrics, and a detailed task breakdown.

Next Steps

Clark College has acquired Watermark Student Success & Engagement software through a Title III grant. This comprehensive platform is designed to improve student outcomes. Clark College plans to utilize its tools for early alert systems, academic advising, retention initiatives, and progress tracking, with the expectation that this will enhance student achievement.

Concurrently, Planning & Effectiveness has developed a Data Driven Decision-Making Framework for Clark College to share KPIs and student achievement data with various campus groups. The department will also periodically review selected peer institutions to ensure their continued alignment with Clark College's characteristics. Starting summer of 2025, mathematics and English faculty are collaborating with Planning & Effectiveness to analyze data related to mathematics and English success, including the completion and timing of placement exams and first-year courses, and will collect student feedback on the placement process. The Institutional Excellence Committee will monitor student achievement and make recommendations to the Executive Cabinet for plans for improvement.

Evidence Documentation for Standard 1.B.2
<u>1.B.2.1 Clark College Mission and Strategic Plan</u>
<u>1.B.2.2 KPI Dashboard</u>
<u>1.B.2.3 KPI Annual Report, 2023-24</u>
<u>1.B.2.4 Mission Fulfillment Webpage</u>
<u>1.B.2.5 Guided Pathways Framework</u>
<u>1.B.2.6 Peer Institutions Methodology</u>

⁸See 1.B.4 for the grant narrative.

1.B.3

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Inclusive Planning Processes

Clark College employs a multi-level planning framework that actively engages representatives from all campus groups—including full-time and part-time faculty, administrative/exempt and classified staff, students, and community members—to ensure broad participation in the planning process.

Planning at Clark College occurs at three levels:

1. Strategic Planning
2. College-wide Planning
3. Unit Assessment Planning

1. Strategic Planning

Guided by its equity-centered strategic plan, Clark College's planning process ensures that resource allocation decisions and efforts to improve institutional effectiveness are rooted in shared governance and equitable decision-making (see 1.B.1.3). Assessment data, such as KPIs, student learning outcomes, and service unit metrics, directly informs the strategic planning process and subsequent resource allocation.

Planning for the current equity-centered strategic plan began in 2021 with the recruitment of a diverse Strategic Planning Committee (including representatives from each Executive Cabinet (EC) area and employee group, students, and the community) and the engagement of a consulting group. Informed by an environmental scan and institutional analysis, the committee developed and reviewed drafts that were shared with the broader campus for feedback. These drafts were then submitted to the EC and the Board of Trustees (BOT) for review and approval. Subsequently, the Strategic Planning Committee collaborated with the Office of Assessment and Institutional Research to establish 19 Key Performance Indicators (KPIs) with targets and to gather baseline data (see 1.B.2).

2. College-Wide Planning

College-wide planning at Clark College involves all EC levels and representation from each. There are numerous committees that engage in planning activities including the Instructional Planning Team (IPT), the Curriculum Committee, Outcomes Assessment Committee (OAC), the Budget Committee, the Administrative Policies and Procedures Committee (APPC), etc. (see appendix B exhibits 4, 5, 6, 7, and 8, respectively.)

3. Unit Assessment Planning

Clark College's assessment planning process is intentionally inclusive, actively engaging diverse constituencies across the institution. At Clark, the academic year is

organized around the assessment cycle (see 1.B.1 for a detailed description). Unit assessment at Clark College takes three forms:

- Program learning outcomes assessment,
- General education outcomes assessment,
- Student support unit assessment.

In the fall, the focus of the day is on the planning process. Faculty review outcomes and assessments to ensure they are aligned and accurately reflect what students should know, value, or be able to do upon completion of the program. In the spring, the focus of the work is on analyzing and interpreting results and developing interventions aimed at improving student learning and achievement. Assessment provides opportunities for collaboration among faculty and staff to ensure that outcomes, methods, and the utilization of findings reflect a broad range of perspectives and expertise.

Examples of unit-level planning processes are presented below.

Student Affairs

The vice president of student affairs developed an overall framework with the members of Student Affairs Council for assessment of student support services. As the next step, meetings were held with institutional research associates to discuss the data needs and to develop a process for data collection. A dashboard was developed to measure (1) fall-to-fall and quarter-to-quarter retention rates and (2) academic progress. Students engaging with services are compared to those who do not based on the measures listed above.

Advising, Career, and Student Success

The associate dean of advising, career, and student success holds weekly leadership meetings with the associate director of advising and student success, the associate director of career and student success, and the program manager. These meetings serve as a forum to discuss emergent issues and conduct planning for the Advising Services, Career Services, and Student Success coaching teams. Leadership within advising, career, and student success also convenes for fall term and broader strategic planning during summer retreat days. This leadership group strategizes information to share with their teams, solicits feedback, makes necessary adjustments, implements plans, and reassesses their effectiveness over time. Communication regarding planning occurs through staff meetings and email correspondence.

The Advising Services, Career Services, and Student Success teams participate in quarterly combined meetings and at least one annual day-long retreat each year. These gatherings facilitate collective planning and training in preparation for upcoming terms or the academic year. Furthermore, sub-teams meet regularly, either focused on specific topics or organized by department, to engage in targeted planning. For instance, exploratory advisors meet to plan programs, workshops, and strategies aimed at supporting students who are exploring academic and career options. Similarly, Career Services holds weekly meetings to plan upcoming career-connected events for the current and future terms.

New Program Development

Program development involves three college-wide committees that include representatives from instruction and student affairs and, in the case of professional technical program development, an advisory committee that includes members from the local community and businesses. The committees include IPT, the Curriculum Committee, and OAC. These committee meetings are open to the college community with agendas and minutes shared in advance.

In addition, all career and technical education programs have advisory committees (see exhibit 9, appendix B). Meeting minutes from the advisory committee highlight the professional expertise that provides valuable insights into how to best prepare students to meet the demands of the workforce. As examples, see Surgical Technology, AAT, and the Addiction Counseling program meeting minutes.

Allocation of Resources

Budget Process

Clark College follows an inclusive budgetary planning process. The vice president of operations initiates this process annually by presenting the upcoming year's college's budget to the campus community, detailing projected revenues and expenditures. As funding is available or reductions necessary, units may submit proposals for additional resource allocation or potential reductions. These proposals (see 1.B.1 tutoring center request as an example) are presented in college-wide open forums and then reviewed by the Budget Committee that is comprised of members from various campus employee groups. All materials are posted on the college's intranet.

The Budget Committee members seek constituent feedback after the college-wide forums and evaluates each proposal, and then its chair presents a ranked list of funding recommendations to the EC for consideration. Ultimately, EC retains authority for final budgetary decisions.

Guided Pathways

As discussed in 1.B.1, Guided Pathways provides funding to support student success-focused projects. Examples of these projects include course revision and co-requisite course development for mathematics and English courses as discussed in 1.B.1 and increasing the use of Open Educational Resources, as discussed in 1.B.2.

Allocation of Resources to Improve Institutional Effectiveness

The following sections provide two examples of initiatives (see evidence numbered 1.B.2.3 KPI Annual Report) aimed at improving institutional effectiveness, aligned with two tenets of the Clark College equity-centered strategic plan.

Tenet #1 Equitable Student Experience

Tenet Definition: Clark College supports student success and retention through equitable access to quality education; pathways leading to transfer, completion, and living wage careers; and positive contributions to our community.

Aligned KPI: Percent of Clark College students completing a degree or certificate within 150% of the time to completion.

Target: The target for 2024 is 28%.

Result: For 2024, the result was 24%.

Use of Results: To potentially improve student success rates and lower educational costs, a Guided Pathways funded project focused on expanding the use of Open Educational Resources (OER). The high cost of textbooks at two-year institutions, averaging over \$1,400, underscores the importance of this project.¹ Although in its initial phases, the project yielded cost savings for students in the 2023–24 academic year, ranging from \$60.17 per student in winter 2024 to \$66.29 per student in fall 2023. Furthermore, student success rates were notably higher in OER courses during 2023–24, with an 87% success rate compared to 77% in non-OER courses (see figure 20 in [appendix A](#)).

Figure 21 (in [appendix A](#)) presents the percentage-point difference in course success rates (C or better) between OER and non-OER courses, broken down by race/ethnicity and overall. From 2021-22, the data shows that OER courses have generally yielded higher success rates for most racial/ethnic groups. For example: in 2024-25, the success rate for African American and Latinx students in OER courses was 12% and 13% higher, respectively when compared to African American and Latinx students enrolled in non-OER courses.

Tenet #2 Employee Engagement, Empowerment, and Excellence (EEEE)

Tenet Definition: Clark College employees are valued, celebrated, and respected, and are offered opportunities for equitable professional growth.

Aligned KPI: Anti-Racist Professional Development

Target: Employees annually complete one or more diversity, anti-discrimination, and harassment training sessions with 50% of employees completing at least one training session annually.

Results: For 2023-24, 28% of employees met this KPI.

Use of Results: In response to these results, the Office of Diversity, Equity, and Inclusion are allocating additional resources to improve employee participation. These include:

- Providing department leads with quarterly attendance updates for college leadership.

- Conducting targeted outreach to departments and employee groups with low completion rates.

Next Steps

Beginning in 2026, Clark College will begin strategic planning for its next cycle, 2028–33 and refining the components of the Institutional Effectiveness Plan. The Institutional Excellence Committee will review data identified for the peer groups and develop a communication plan to share out the data for community feedback. The College is also revising its shared governance statement to clarify the role of the college community in the decision-making process. The Budget Committee is revising its processes to ensure there are sufficient opportunities for community feedback.

Evidence Documentation for Standard 1.B.3
<u>1.B.3.1 Institutional Effectiveness Planning Framework</u>
<u>1.B.3.2 Shared Governance</u>
<u>1.B.3.3 Support Unit Usage Dashboard</u>
<u>1.B.3.4 New Program Development Process</u>
<u>1.B.3.5 Surgical Tech Advisory Committee Minutes</u>
<u>1.B.3.6 Addiction Counseling Advisory Committee Minutes</u>
<u>1.B.3.7 Budget Presentation, 2024-25</u>
<u>1.B.3.8 Budget Proposal Forums, 2024-25</u>
<u>1.B.3.9 Constituent Feedback</u>
<u>1.B.3.10 Budget Committee Evaluation Form, 2024-25</u>
<u>1.B.3.11 Budget Proposal Evaluation Rankings, 2024-25</u>

1.B.4

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

The institution proactively monitors its internal and external environments to identify and respond to current and emerging trends, patterns, and expectations. The institution's governance system leverages these findings to assess its strategic position, define its future direction, and guide the necessary revisions to its mission, plans, program outcomes, and performance indicators.

Monitoring of Internal and External Environments

In 2022, the college, led by an external consultant and with input from all campus groups and the local community, initiated a comprehensive, equity-centered process to develop its current strategic plan. This process included an analysis of student demographics and achievement data, focus groups, surveys, interviews, and an

environmental scan incorporating U.S. population data trends over the past decade. The equity-centered strategic plan is annually assessed by 19 Key Performance Indicators (KPIs), (see 1.B.2) deriving data from both internal and external sources.

Student Surveys and Focus Groups

Student surveys are conducted to provide a range of feedback on their experiences at Clark College. As examples, Advising and Tutoring Services routinely collect feedback from students after accessing surveys. Institutionally, a graduation survey is sent to all graduating students. Biennially, a student sense of belonging survey is administered to all students. Focus groups are regularly conducted with students on topical issues. Most recently, a series of these groups aimed to better understand students' entire educational experience to inform the development of the Penguin Path.

Employee Surveys

At Clark College, various departments conduct employee surveys to gauge the effectiveness of workshops. The results of these surveys are consistently used to inform decisions, identify areas of concern, and enhance employee training. This ongoing effort aims to foster an inclusive and equitable campus environment, directly supporting our mission.

Office of Diversity, Equity and Inclusion

Delivers Antiracist Professional Development, in compliance with RCW 28b.10.145. After each training session, participants receive a follow-up email with the training Power Point slides, resources shared by the presenter, and an evaluation form.

Human Resources

Administer several surveys to gather feedback on various training, to improve and refine offerings to meet the needs of faculty and staff. The survey types are listed below.

- Follow-Up Training Surveys
- New Employee Orientation Survey (see appendix B, exhibit 10)
- Equity in Hiring Training Survey (see appendix B, exhibit 11)
- Staff Development Days Feedback Survey (see appendix B, exhibit 12)

The Teaching and Learning Center (TLC)

Administers surveys to assess interest in learning topics and whether the expectations and needs of faculty are being met. For collaboration projects, surveys are used to ensure the goals of the TLC and the needs of the collaborator are met.

eLearning

Administers surveys to faculty participating in eLearning training to include:

- Active Delivery Workshops
- Universal Design for Learning (UDL) Workshops
- eLearning workshops

Climate Survey

Conducts the Higher Education Data Consortium Climate Survey and listening sessions biennially in alternating years. These data are reviewed by the Social Equity Advisory Council and the Climate Improvement Task Force. Moving forward, the Institutional Excellence Committee will also review the survey.

The results of the Climate Survey are used to develop questions for the listening sessions. Reports are posted on the college website and shared out to the campus and community for review.

Community Relationships and Advisory Committees

Clark College ensures the quality and relevance of its career and technical education (CTE) programs through strong community engagement. Each program is supported by an advisory committee that includes representatives from local businesses and industries, program graduates, faculty, staff, students, and the community. These committees meet at least twice annually to provide suggestions for improvement and growth. Review Surgical Technology Advisory Committee minutes as an example.

Budget Planning

Internal factors

As part of the annual budgeting process, the college uses the fall-to-fall retention rate in the annual budget projection development. The enrollment summary for budgeting dashboard monitors daily enrollment patterns for budget planning.

External factors

Tuition rates are set by the Legislature each year. The student and activity fee component of tuition is set locally by the Student and Activity Committee but does have a maximum set by the Legislature.

For Fiscal Year 2025, the college operating budget receives approximately 60% of its funding from the state allocation. State funding is allocated by the Legislature to the State Board for Community and Technical Colleges (SBCTC). SBCTC then allocates funding to each of its 34 colleges based on an allocation model that is largely based on a three-year rolling average full-time equivalent (FTE). Funding is allocated to the college not only based on the college's FTEs, but also in comparison to all other 34 colleges' FTEs. In addition, funding is also provided to cover a portion of any salary and benefit increases, as well as any initiatives provided for by the Legislature. As of Fiscal Year 2022, all colleges in the SBCTC system are under-enrolled, or not meeting their FTE target as set by the allocation model. Currently, Clark College accounts for 7.5% of the total system under-enrollment. If the time comes when colleges are meeting their target and Clark College is not, the college can anticipate a large reduction in its state allocation funding. Using a five-year historical compounding average to project forward, the college could anticipate additional state allocated dollars, but only to the extent of any required salary and benefit increases. Using the 10-year compounding average, the college is projected to see a small increase in state-allocated dollars. This reflects a loss

of funded FTEs, offset by additional funding tied to salary and benefit increases. An updated state allocation model is under review by SBCTC.

Another strategy for monitoring external environments is participation in state-level committees. For example, the president participates in the Washington Association of Community and Technical Colleges, college staff and faculty are represented on the Joint Transfer Council, the Guided Pathways Advisory Council, the Instruction Commission, Research and Planning Commission, to name a few.

Data Use and Data Dissemination

Planning & Effectiveness has developed a series of dashboards (see 1.D.3) focusing on a variety of metrics to include enrollment, student success, completion, and impact of support unit services on student success. The KPI dashboard is used to assess the strategic plan and is hosted on the college's accreditation, mission fulfillment webpage. All dashboards include an overview page with definitions and where they may access support.

The Economic Value of Clark College, Lightcast Report

For the upcoming strategic planning cycle, Clark College commissioned an economic impact assessment from Lightcast. The information from this report will inform the strategic planning cycle for 2028–33 that will begin in 2026.

Perkins and Title III

Clark College participates in the Perkins V Washington state plan, a federal grant program supporting career and technical education. This funding integrates academic learning with technical skills development to prepare students for specific careers. To further enhance these programs, Clark College received a Title III grant focusing on career-connected learning, ensuring all programs offer work-based learning opportunities.

New Program Development Process

The office of instruction is designing a new program development process. This process aims to ensure new programs align with the strategic needs of the college and local community, state expectations, and NWCCU accreditation requirements. While the vice president of instruction currently holds sole approval authority for new programs, beginning in fall 2025, the Executive Cabinet will assume responsibility for all new program approvals, signifying a broader institutional review (1.B.3 for additional details).

Institutional Effectiveness and Clark College's Governance System

Clark College integrates equity at all levels of its data-driven governance system to promote mission fulfillment. This is evidenced by its use of shared governance framework and the equitable decision-making tool to promote engagement of the college community in the decision-making process.

The Board of Trustees (BOT) serve the educational needs of Clark College and are responsible for developing the policies of Clark College under which Clark College operates (Policy 100.A10, Legal Status and Authority of the Board). Policy 100.B70

outlines the BOT duties and responsibilities that include determining the broad general policies that guide the operation of the college. The BOT has also established a process to review policies and procedures periodically. The BOT receives regular updates on the budget and the college's progress toward mission fulfillment. They must also approve (agenda from June) the proposed budget and the fund balance usage report for the upcoming year.

BOT are provided quarterly 10-day census reports and have opportunities for questions to address the college's strategic position and potential areas of focus for the future. Beginning in 2025, a Strategic Plan Equity Update was presented to the BOT to discuss closing equity gaps.

The college has a comprehensive committee structure where decisions are made related to college functions. These committees' function with representatives from different employee classifications or departments, ensuring that diverse perspectives are considered. These committees include the Instructional Planning Team, Curriculum Committee, Administrative Policy and Procedure Committee, and Budget Committee. Working groups or subcommittees are often formed to address specific topics. For example, the Curriculum Committee created a subcommittee to address class caps.

Next Steps

The Institutional Effectiveness committee will create a comprehensive schedule, inventory, and documentation for all institution-wide surveys. This includes outlining how survey data is used and establishing a formal survey policy. This initiative will ensure that surveys align with the Strategic Plan, collected data are actively utilized, and respondents are not overburdened by requests. Since new programs impact all areas of the college, EC will approve all new programs beginning fall 2025. Finally, in conjunction with the president, Planning & Effectiveness is developing a process to monitor external environments based on information from the Society for College and University Planning. This information will be incorporated into the next strategic planning cycle for the college.

Evidence Documentation for Standard 1.B.4
<u>1.B.4.1 Advising Survey</u>
<u>1.B.4.2 Tutoring Survey</u>
<u>1.B.4.3 Graduation Survey</u>
<u>1.B.4.4 Sense of Belonging Survey</u>
<u>1.B.4.5 Antiracist Professional Development, RCW 28b.10.145</u>
<u>1.B.4.6 DEI Workshop Evaluation</u>
<u>1.B.4.7 Training Follow-Up Survey</u>
<u>1.B.4.8 TLC Workshop Evaluation</u>
<u>1.B.4.9 eLearning Surveys</u>
<u>1.B.4.10 HEDS Survey Report</u>
<u>1.B.4.11 Advisory Committees</u>
<u>1.B.4.12 Surgical Technology Advisory Committee Minutes</u>

Evidence Documentation for Standard 1.B.4
1.B.4.13 <u>Enrollment Summary for Budgeting Dashboard</u>
1.B.4.14 <u>Institutional Research Dashboards</u>
1.B.4.15 <u>Economic Impact Report</u>
1.B.4.16 <u>Title III</u>
1.B.4.17 <u>BOT Policy 100.A10</u>
1.B.4.18 <u>BOT Policy 100.B70</u>
1.B.4.19 <u>Mission Fulfillment</u>
1.B.4.20 <u>Board of Trustees June 2025 Agenda and Budget Reports</u>
1.B.4.21 <u>Board of Trustees 10-Day Census Report</u>
1.B.4.22 <u>Strategic Plan Equity Update</u>

1.C Student Learning

1.C.1

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Clark College offers nearly 100 academic programs that reflect the institution's mission *to educate, empower, and elevate individuals to achieve their personal and professional goals*. Programs are designed to ensure appropriate content and rigor and culminate in the attainment of clearly identified student learning outcomes aligned with collegiate-level degrees, certificates, and credentials.

Appropriate Program Content

Academic credentials offered by the college are outlined in table 4 and in the [Clark College Catalog](#). The catalog serves as the official source for all degrees and certificates offered. It outlines the curriculum and learning outcomes for each program, ensuring consistency with statewide educational expectations and recognized fields of study. The degrees and certificates are coded with standard Classification of Instructional Programs (CIP) designators that reflect the academic and workforce content, consistent with state and national norms.

Table 4

Credentials by Credit Hours Offered at Clark College

Credential	Credits
Associate in Applied Sciences (AAS)	90 minimum
Associate in Applied Technology (AAT)	90 minimum
Associate in Arts-Direct Transfer Agreement (AA-DTA)	90 minimum
Associate in Arts-Major Related Programs (AA-DTA/MRP)	90 minimum
Associate in Fine Arts (AFA)	90 minimum
Associate in Science-Transfer (AST)	90 minimum
Associate in Science-Track 1 (AST1)	90 minimum
Associate in Science-Track 2 (AST2)	90 minimum
Bachelor of Applied Sciences (BAS)	180 minimum
Bachelor of Science (BS)*	180 minimum
Certificate of Achievement (CA)	20 minimum
Certificate of Completion (CC)	19 maximum
Certificate of Proficiency (CP)	45 minimum

*Clark is currently in the process of launching its first BS degree program, which is reflected in the 2025-26 Catalog

Clark College's processes for program development, revision, and elimination strictly adhere to clearly defined guidelines established by the Washington State Board for Community and Technical Colleges (SBCTC) and reinforced by the college's own program development process (1.B.3) and course and curriculum change process (see Policy 330.000). Specific frameworks—including the Professional Technical Program Approval Process⁹, Transfer Program Approval Process, and Bachelor Program Approval Processes—ensure that all program changes are rigorously reviewed and implemented to align with workforce needs, transfer expectations, and upper-division academic rigor.

For transfer programs, the Intercollege Relations Commission (ICRC) Handbook serves as a guiding document for course design and program structure, ensuring seamless student transitions to four-year institutions. These transfer degrees comply with Direct Transfer Agreement (DTA) and Associate in Science-Transfer (AST) degree standards, alongside other state-recognized transfer pathways.

Faculty serve as the primary arbiters of the curriculum, holding a central and vital role in all program and curricular processes at Clark College to ensure integrity and relevance. Three faculty-led committees oversee the curriculum development, approval, and revision process for the college. The Instructional Planning Team (IPT) centrally reviews new program applications (see Professional Technical Program Approval Request). Subsequently, the Curriculum Committee reviews and approves the proposed curriculum, and the Outcomes Assessment Committee (OAC) reviews and approves program learning outcomes and drives programmatic and general education assessment processes. Further ensuring seamless student progression, student affairs staff serve as voting members on the IPT, Curriculum Committee, and OAC, ensuring they are fully aware of, and can contribute to, any programmatic or curricular changes.

Clark College also offers a range of Transitional Studies programs, detailed in table 5 and on the Transitional Studies webpage. See exhibit 13, appendix B. These offerings are clearly aligned to Clark's mission as they are designed to help students prepare for college-level coursework and secure higher-wage employment. These programs and support services empower students to:

- Learn English
- Earn a high school diploma or GED
- Get ready for college
- Gain valuable job skills

⁹ At Clark College professional and technical education is equivalent to career and technical education (CTE).

Table 5

Transitional Studies Programs

Program	Description
Basic Education for Adults: Career and Academic Preparation (CAP)	CAP classes help students work on their foundational skills—reading, writing, mathematics, technology, and English language. Students earn high school credit and prepare to transition to college-level classes in CAP courses.
English as a Second Language (ESL)	ESL classes help non-native speakers gain the communication skills needed for college and careers. These classes are for adult immigrants and refugees. Coursework emphasizes reading, writing, speaking, and listening.
General Education Development (GED)	The GED is a four-part test that demonstrates that students have the same level of knowledge as high school graduates and is an alternative to adult high school diploma programs. Clark College's CAP classes help prepare students to take the GED tests.
High School+	High School+ is a competency-based high school diploma program for students aged 21 or older. Prior life, work, or school experience can count towards students' diplomas.
High School Adult Diploma	The High School Adult Diploma is a high school diploma issued from the State of Washington through Clark College. Students' complete college credit-bearing classes at a reduced tuition rate to count toward both their remaining high school requirements and a degree or certificate.
NorthStar Digital Literacy	Clark College partners with NorthStar Digital Literacy to provide free training in three areas: Essential Computer Skills, Essential Software Skills, and Using Technology in Daily Life.

Appropriate Rigor in Student Learning Outcomes

To uphold the academic integrity and quality of its offerings, Clark College utilizes various robust mechanisms to ensure program rigor. Several of these key processes are outlined in the following section.

Course Sequencing (additional information in 1.C.2)

Program content and structure are comprehensively supported through program maps, program-specific webpages, and professional advising support. Program maps were designed to promote clear student pathways that are interactive and display program requirements in a recommended course sequence. All program maps are thoroughly reviewed and approved by the IPT. Academic advising professionals collaborate directly with students to create long-term educational plans, serving as personalized roadmaps to graduation.

Assessment Process

Program learning outcomes (PLO) are approved by OAC and annually assessed through an institution-wide assessment process. See 1.C.5 for more details of the college's assessment process.

Curriculum Mapping

Programs develop curriculum maps to ensure coherence, progression, and achievement of program learning outcomes. Maps link specific PLOs to individual courses, indicating where outcomes are introduced, reinforced, and addressed at an advanced level. This explicit alignment ensures that every component of the program contributes to the achievement of defined PLOs, and that students encounter material in a logical and increasingly complex manner.

- Program #1 – Nursing
- Program #2 – Digital Media Arts
- Program #3 – Computer Support

Program Viability Process

IPT oversees the Program Viability Process (PVP), a comprehensive, multi-year program review process on which the SBCTC provides guidance. This process encourages faculty to reflect on their programs by reviewing key data points such as student course success, retention, economic opportunities (job growth, advancement, living wages), diversity and equity initiatives, and outcomes assessment reporting. Programs complete the appropriate reflection and tracking forms (CTE PVP reflection report and Transfer PVP reflection report), submit to the IPT, who then review and make recommendations to the vice president of instruction (VPI). The VPI then sends the program a memo, which outlines the major feedback findings from IPT. The program then crafts an action to address feedback. Moving forward, a new program review and evaluation process is being developed.

Advisory Committees

Workforce and career and technical education programs benefit from active program advisory committees, composed of industry professionals who provide feedback on current trends, industry standards, and graduate preparedness. This feedback is used to inform curriculum changes and maintain program relevance (see 1.B.4).

Articulation Agreements

Clark College partners with numerous colleges and universities across the United States. These partnerships may reflect specific programs and degree interests or may be general transfer agreements which allow students a seamless entry into the partnering institution. Approximately half of Clark College's student population indicates an interest in transferring into an academic program at another institution. Clark College's partnerships aim to remove additional barriers and increase access for students who wish to transfer to another institution after their time at Clark College.

Programmatic Accreditation

At Clark College, five programs have specialized accreditation:

- Addiction Counseling (National Addiction Studies Accreditation Commission)
- Dental Hygiene (Commission on Dental Accreditation, American Dental Association)
- Medical Assisting (Commission on Accreditation of Allied Health Education Programs)

- Nursing (Accreditation Commission for Education in Nursing)
- Toyota T-Ten & HITECC (National Automotive Technician Education Foundation)

Post-Completion Outcomes

Licensure is required for nine programs at Clark College (see appendix B, exhibit 14) for additional information on licensure. The 2023-24 nursing cohort had a pass rate on the National Council Licensure Examination (NCLEX) of 94% with 96% employed. For the Bachelor of Applied Science in Teacher Education, five of the six students in the first cohort completed the program and at this point, 80% have passed the licensure exam and are employed in a teaching position. The 2025 Dental Hygiene cohort ($N=25$) had a 100% pass rate on their licensure exams. Post-completion is also a Key Performance Indicator for the college's strategic plan (see 1.B.2). For the college overall, the completion and transfer rates for the three most recent cohorts are 60% or higher.

Career-Connected Learning

Clark College has made a strong institutional commitment to career-connected learning, a comprehensive approach designed to enhance student preparedness for the workforce. This initiative encompasses three key areas:

- robust professional development for faculty and staff,
- integration of career readiness competencies directly into the curriculum,
- establishment of a centralized career services resource known as the Career Hub.

To support faculty, the college provides resources for incorporating teaching strategies that help students build transferable, workplace-relevant skills. The career-connected liaison actively collaborates with faculty to integrate additional work-based learning experiences into their courses. For instance, during the winter and spring quarters, the liaison facilitated communities of practice focused on course-level design and enhancing students' exposure to career pathways through experiential learning.

Complementing the integration of work-based learning throughout the curriculum, all career and technical education programs at Clark College include a culminating experience, such as a capstone project, internship, or practicum, ensuring students apply their knowledge in real-world settings. See 1.C.2 for additional information on culminating experiences.

Next Steps

The PVP is being updated to an annual program review and cyclical program evaluation reporting processes. These new review and evaluation processes are designed to be closely aligned with programmatic and institutional assessment processes. The curriculum mapping process will continue, but future iterations of this process will integrate with the Heliocampus platform.

As part of the Title III grant, the college will continue to focus on career-connected learning to:

- secure quality local internships,
- increase experiential learning in classrooms,

- build and launch the career hub,
- continued professional development.

Evidence for 1.C.1
1.C.1.1 <u>Clark College 2024-25 Catalog</u>
1.C.1.2 <u>SBCTC Policy Manual, Instructional Program and Course Development</u>
1.C.1.3 <u>SBCTC Program Development Process</u>
1.C.1.4 <u>Policy 330.000 Course and Curriculum Change Procedures</u>
1.C.1.5 <u>SBCTC Professional Technical Program Approval Process</u>
1.C.1.6 <u>SBCTC Transfer Program Approval Process</u>
1.C.1.7 <u>SBCTC Bachelor Program Approval Process</u>
1.C.1.8 <u>ICRC Handbook</u>
1.C.1.9 <u>Professional Technical Program Approval Request</u>
1.C.1.10 <u>Human Services BAS Program Map</u>
1.C.1.11 <u>Dental Hygiene Webpage</u>
1.C.1.12 <u>Curriculum Map: Nursing, DTA</u>
1.C.1.13 <u>Curriculum Map: Digital Media Arts AAT</u>
1.C.1.14 <u>Curriculum Map: Computer Support AAT</u>
1.C.1.15 <u>Program Viability Process</u>
1.C.1.16 <u>SBCTC Program Viability Analysis</u>
1.C.1.17 <u>CTE PVP Reflection Report</u>
1.C.1.18 <u>Transfer PVP Reflection Report</u>
1.C.1.19 <u>PVP Memo</u>
1.C.1.20 <u>PVP Action Plan</u>
1.C.1.21 <u>Articulation Agreements</u>
1.C.1.22 <u>Programmatic Accreditation</u>
1.C.1.23 <u>Licensure</u>
1.C.1.24 <u>Career Hub</u>
1.C.1.25 <u>Faculty and Staff Career Resources</u>

1.C.2

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Clark College is committed to awarding credit, degrees, certificates, and credentials based on the achievement of clearly defined course, program, and general education learning outcomes. Clark College's programs are designed to ensure that each credential represents an appropriate breadth, depth, sequencing, and synthesis of knowledge and skills required for success in a chosen field or for further academic pursuits.

Student Learning

All programs at the college are required to develop measurable learning outcomes, explicitly defining what students should know and be able to do upon completion of a course or program. Utilizing the curriculum map as a guide, the plan for programmatic assessment is to integrate both formative and summative approaches. This typically involves selecting a course assignment early in the program for assessment, alongside a comprehensive capstone experience. This strategic design allows faculty to determine if students are acquiring foundational content related to program learning outcomes early in their academic journey. Should any learning challenges be identified, this structure facilitates earlier intervention, enabling timely support and adjustments before students reach the culmination of their program.

Course-level outcomes are required on all syllabi and provide transparency for students and accountability for instructional effectiveness.

Examples are presented below:

- HIST& 215 Women in U.S. History
- SOC 315 Organizational Behavior
- DMA 201 Video and Sound Production I

Appropriate Breadth

All programs at Clark College require students to complete general education courses that focus on a range of topics and disciplines (see section 1.C.6 for in-depth discussion of general education outcomes). This ensures that students receive a broad education, giving them a foundational understanding across various fields relevant to their chosen area of study and beyond. Below are links to general education requirements by program type.

- Bachelor of Applied Sciences Programs
- Transfer Programs
- Career Technical Programs

Appropriate Depth

Depth is achieved through specialized coursework within specific programs, allowing for concentrated study and the development of expertise. For example, students enrolled in the Bachelor of Applied Science in Dental Hygiene must complete course sequences in Dental Hygiene Techniques, Pharmacology, Oral Radiology, etc. Using Bloom's Taxonomy as a guide, the director of assessment and the Outcomes Assessment Committee work with faculty to ensure that program learning outcomes reflect the appropriate level of learning expected for a graduate of the program.

Sequencing

The sequencing of courses and learning experiences is deliberately structured to facilitate a logical progression of knowledge and skill acquisition, building from foundational concepts to more advanced applications. Foundational knowledge and skills are introduced first, with subsequent courses building upon them, ensuring a

progressive and systematic acquisition of complex abilities. This ensures a coherent learning path and is captured in the program curriculum map and program maps.

- Curriculum Map: Nursing, AAT
- Curriculum Map: Digital Media Arts, AAT
- Curriculum Map: Computer Support, AAT
- Program Map: Marketing, AAS
- Program Map: Addiction Counselor, AAS
- Program Map: Electrical and Computer Engineering, AST2

Synthesis of Learning

Upon completion of programs, students are able to integrate knowledge, skills, and concepts from different courses and apply them holistically to solve complex problems or navigate real-world scenarios. For example, the majority of Bachelor of Applied Sciences and career and technical education programs include a culminating experience where they have the opportunity to integrate knowledge from various courses and apply it to complex problems or real-world scenarios.

Examples are presented below.

- Baking, AAT
- Digital Media Arts, AAT

Next Steps

In spring of 2026, the director of assessment will partner with the Teaching and Learning Center to update the syllabus template to include an alignment map of general education competencies, programmatic outcomes to course learning outcomes, and assignments.

Evidence for 1.C.2
<u>1.C.2.1 Template for Curriculum Map</u>
<u>1.C.2.2 HIST& 215 Women in U.S. History</u>
<u>1.C.2.3 SOC 315 Organizational Behavior</u>
<u>1.C.2.4 DMA 201 Video and Sound Production I</u>
<u>1.C.2.5 Bachelor of Applied Sciences Programs General Education Requirements</u>
<u>1.C.2.6 Transfer Program General Education Requirements</u>
<u>1.C.2.7 Career Technical Programs General Education Requirements</u>
<u>1.C.2.8 Dental Hygiene, BAS</u>
<u>1.C.2.9 Dental Hygiene, BAS Course Sequences</u>
<u>1.C.2.10 Curriculum Map: Nursing, DTA</u>
<u>1.C.2.11 Curriculum Map: Digital Media Arts, AAT</u>
<u>1.C.2.12 Curriculum Map: Computer Support, AAT</u>
<u>1.C.2.13 Program Map: Marketing, AAS</u>
<u>1.C.2.14 Program Map: Addiction Counselor, AAS</u>
<u>1.C.2.15 Program Map: Electrical & Computer Engineering, AST2</u>
<u>1.C.2.16 Culminating Experiences Courses</u>

Evidence for 1.C.2
1.C.2.17 <u>Professional Baking Capstone</u>
1.C.2.18 <u>Digital Media Arts Capstone</u>

1.C.3

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Expected Program Learning Outcomes Provided to Students

Clark College clearly defines and publicly shares expected learning outcomes for all programs, degrees, certificates, and courses. Learning outcomes for programs and certificates are published in the catalog and program maps. Students may also access the catalog from program webpages.

- Program Map: Cybersecurity, BAS
- Program Map: Digital Media Arts, AAT
- Program Map: Phlebotomy, CA
- Catalog: Cuisine Management, AAT
- Catalog: Digital Media Arts, AAT
- Catalog: Medical Assisting, AAS

Expected Course Learning Outcomes Provided to Students

Students have access to the expected learning outcomes for all courses in which they are enrolled as part of the course syllabi.

- Course Syllabus: CTEC 121 Introduction to Programming
- Course Syllabus: GEOL 102 Introduction to Geology II
- Course Syllabus: NTEC 473 Cybersecurity Analyst

Evidence 1.C.3
1.C.3.1 <u>Program Map: Cybersecurity, BAS</u>
1.C.3.2 <u>Program Map: Digital Media Arts, AAT</u>
1.C.3.3 <u>Program Map: Phlebotomy, CA</u>
1.C.3.4 <u>Catalog: Cuisine Management, AAT</u>
1.C.3.5 <u>Catalog: Digital Media Arts, AAT</u>
1.C.3.6 <u>Catalog: Medical Assisting, AAS</u>
1.C.3.7 <u>Course Syllabus: CTEC 121 Introduction to Programming</u>
1.C.3.8 <u>Course Syllabus: GEOL 102 Introduction to Geology II</u>
1.C.3.9 <u>Course Syllabus: NTEC 473 Cybersecurity Analyst</u>

1.C.4

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Clark College ensures that its admission, program completion, and graduation requirements are designed to support informed entry into the college, successful progress through programs, and the timely awarding of degrees and certificates.

Admissions Requirements and Accessibility

Clark College maintains open-access admissions policies for most of its programs, with clearly defined requirements published on the college website, in the Enrollment Services section of the Clark College Catalog, and shared with prospective students through email, printed materials, and direct communication during recruitment and outreach events. Students can meet with admissions recruiters or One-Stop Center staff, either in-person or virtually—to receive support with admissions and onboarding steps.

Special populations, such as Running Start students, have access to dedicated information sessions and online resources outlining the application and enrollment process.

For programs with selective admissions (SA), all requirements and application materials are posted on program-specific webpages, and include detailed instructions, evaluation rubrics, and frequently used worksheet templates.

Programs with SA requirements include several Bachelor of Applied Science degrees (e.g., Applied Management, Cybersecurity), Allied Health programs (e.g., Nursing, Medical Assisting, Surgical Technology), and others. SA programs maintain applicant files and utilize structured evaluation methods to ensure consistency and transparency in admission decisions.

- Cybersecurity Application
- Dental Hygiene Application
- Dental Hygiene Checklist
- Dental Hygiene Application Worksheet
- Surgical Technology Application

Program Completion and Advising

Program completion requirements are clearly communicated through the degree and certificate section of the Clark College Catalog, program webpages, and program maps, which outline course sequences and program learning outcomes. These resources help students plan their academic journey and ensure they meet all necessary requirements for graduation.

Students can track their progress through academic advisement tools available in ctclink (PeopleSoft)—one for their declared program and another for exploring

alternative pathways. These tools are also accessible to academic advisors, ensuring shared understanding and collaboration in student planning.

Students are encouraged via email to meet with academic advisors to co-develop individualized education plans. Exploratory advisors also assist students in identifying parallel plans when considering program changes. Advising includes considerations such as course availability, part-time or full-time status, and external commitments, allowing for personalized timelines to completion.

Graduation Evaluation and Credential Awarding

The Credential Evaluations (CE) team oversees the formal credential evaluation process and awards degrees and certificates. CE uses several tools and documents, including:

- The Clark College Catalog
- Academic Advisement Reports
- Documented exceptions and waivers approved by faculty
- A Graduation Application Coversheet for each student
- A Graduation Status Letter sent to students upon application or enrollment change

To enhance the recognition of student achievement, CE has piloted proactive outreach to students who completed short-term certificates but did not apply for graduation or realize they had enough credits for a credential. Informed by summer and fall 2024 data, these efforts are planned for standardization in the 2025–26 academic year. Furthermore, a Short-Term Certificate Auto-Awarding Proposal was presented to the Instructional Planning Team and the vice president of instruction in fall 2024 to streamline this process. This was approved on October 7, 2024.

Curriculum and Program Maps

To support academic clarity and planning, program maps are integrated into the college's annual assessment cycle. Programs regularly review their maps for accuracy, and Clark is working to articulate the differences between curriculum maps (which show alignment between course outcomes and program outcomes) and program maps (which guide students through course sequencing). This will improve both instructional planning and student support.

Through its clearly defined and accessible systems for admissions, advising, program tracking, and graduation, Clark College ensures that students can navigate their educational pathways with clarity and confidence, from entry to credential completion.

Next Steps

The director of assessment is working with web services to develop an outcomes assessment webpage, which will articulate the general education competencies, the processes by which programs and disciplines report on assessment of learning outcomes, and features upcoming faculty and staff development opportunities around assessment best practice.

Evidence for 1.C.4
1.C.4.1 <u>Enrollment Services Clark College Catalog</u>
1.C.4.2 <u>Running Start Information Session</u>
1.C.4.3 <u>Cybersecurity Application</u>
1.C.4.4 <u>Dental Hygiene Application</u>
1.C.4.5 <u>Dental Hygiene Checklist</u>
1.C.4.6 <u>Dental Hygiene Application Worksheet</u>
1.C.4.7 <u>Surgical Technology Application</u>
1.C.4.8 <u>Clark College Catalog Certificate and Degree Requirements</u>
1.C.4.9 <u>Credential Evaluations Team: Academic Advisement Reports 1</u>
1.C.4.10 <u>Exploratory Advising Appointments Webpage</u>
1.C.4.11 <u>Clark College Catalog Credential Evaluation</u>
1.C.4.12 <u>Credential Evaluations Team: Academic Advisement Reports 2</u>
1.C.4.13 <u>Graduation Application Coversheet</u>
1.C.4.14 <u>Graduation Application Status Letter</u>

1.C.5

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

System of Assessment

The college's [system of assessment](#) follows the below general schedule (also [see figure 2](#) in [appendix A](#)):

1. Fall Quarter: Plan – Outcomes, Methods, Targets

Student learning assessment activities in the fall quarter focus on reviewing curriculum maps and developing an assessment plan to measure outcomes, determine assessment methods, and set targets of success to ensure alignment with either the general education core competencies (in academic assessment, see below and 1.C.6 for more detailed information) or the tenets and corresponding KPIs of the strategic plan.

For programmatic assessment, data are collected on all program outcomes every year with reporting on a two-year cycle. This allows programs, particularly smaller programs, the opportunity to collect a meaningful sample for analysis and interpretation, while also addressing urgent issues which may emerge. The six general education competencies and learning outcomes are also assessed on a two-year cycle and are aligned to program and course learning outcomes and key assessment/assignment. See [figure 22](#) in [appendix A](#).

As part of the full program assessment report, faculty were asked how they plan for assessment and many of them indicated regularly engaging in a wide range of stakeholders and working beyond their departments.

Examples are presented below:

Applied Management BAS

- “Over the next academic year, we will be meeting quarterly to plan for and engage in the assessment process. This will include looking at student results from assignments to identify if an outcome is being met. If it is not, determine how to change the assignment to improve assessment results. This is not meant to make the assignment “easier” but rather change what we perceive is a problem within the assignment. This will be an ongoing process.”

Digital Media Arts AAT

- “In the Digital Media Arts (DMA) program, assessment planning is an ongoing process discussed regularly through both formal and informal channels. Faculty meet quarterly during DMA faculty meetings to review student work, align outcomes, and reflect on the effectiveness of instructional strategies and course content. These meetings serve as structured opportunities to evaluate how well assignments support program learning outcomes and to plan for necessary adjustments in curriculum and delivery. Additionally, the DMA Advisory Board - composed of faculty, industry professionals, alumni, and college staff - meets biannually to review program direction, student preparedness, and emerging trends in media arts. These meetings provide essential feedback loops that inform our assessment approach, helping ensure alignment between industry expectations and student competencies. Student work, such as capstone projects or public-facing assignments like the animated logo, is often highlighted and evaluated during these sessions to maintain relevance and rigor.”

Medical Assistant AAT

- “We meet informally as a department to discuss. We also must provide annual report forms to our program's third-party accreditation specifying data related to course outcomes. We meet two to three times per year with our program advisory board made up of students, staff, alumni, providers, and business partners. We share all relevant data with them and ask them for information we need to help improve outcomes and better our students in preparation for immediate employment in an entry level position as a medical assistant.”

Network Technology AAT

- “Formal meetings each term: one department meeting with faculty to discuss outcomes and how the outcomes are assessed; one advisory committee meeting with industry businesses reviewing courses and program outcomes to stay aligned to business industry trends. Informally faculty discuss outcomes and assessments in our department Microsoft Teams site. Especially when creating a new course or revising one. Also, speaking regularly to alumni post-graduation using Microsoft LinkedIn about how well our program met their skills needs as an employee in the tech sector (often this is done as part of a survey).”

Nursing DTA

- “Nursing faculty have established a schedule for our assessment projects so that each end of program student learning outcome (EPSLO) is assessed every two to three years. We use the schedule to plan specific assessments during the outcomes assessment faculty workday each fall during structured workshop time. We have evaluation and outcomes meetings at least once per quarter to work on outcomes assessment and other program assessment and evaluation requirements related to our regulatory and accreditation requirements. Faculty come together to analyze data and plan changes and improvements based on our outcomes assessment efforts during the faculty workday each spring. We engage the Nursing Education Advisory Committee, made up of representatives from the healthcare industry including employers, alumni and university partners outcomes assessment. We regularly report outcomes and share our projects with them. They provide input and feedback to help inform our processes and guide our program improvement efforts.”

Health and Physical Education

- “The faculty in the Health and Physical Education Division, comprised of three departments (Health, Health and Physical Education and Physical Education), meet several times a year to discuss their assessment plans. The first meeting is during the fall assessment day. During this meeting, the faculty review the data collected over the past year, identifying common themes and ways to improve both the assessment tool/method and teaching practices. Each faculty member sets a goal based on the results related to teaching and learning. The second meeting is during spring assessment day. During this meeting the faculty check in on how far they have come toward accomplishing their goal and then collaborate to complete the annual assessment report. During regularly scheduled division meetings, faculty will check in on best practices that may relate to the goals identified at the fall meeting.”

2. Fall, Winter, Spring Quarters: Do – Data Collection

Key Performance Indicators (KPI) and assessment data collection occur throughout the academic year, beginning in the fall quarter.

3. Spring Quarter: Assess/Share – Analysis and Interpretation

During the spring quarter, data collection is completed and shared in the following ways. For institutional data, the results are analyzed and interpreted based on established criteria and within the context of the strategic plan and shared back to appropriate stakeholder groups. For programmatic data, programs and transfer degree subject areas share alignment and student outcome data via the assessment report.

4. Spring, Summer, Fall Quarter: Act – Use of Results

Faculty and staff implement, or plan to implement, the changes they reflect upon in their assessment reports.

At Clark College, data are used in one of two ways:

- Monitoring: Monitor performance, collect data again, and review results
- Action planning/Interventions: Develop concrete strategies designed to improve student learning and achievement

Faculty and staff report how data are used and develop interventions/action plans as appropriate. All reports are finalized and submitted by the first week of June.

Follow-up is documented regarding the implementation of the action plan or intervention.

In Progress and Planned Improvements for Programmatic Assessment

To address previous accreditation findings, the newly hired director of assessment worked with the Outcomes Assessment Committee (OAC) chair (a faculty member) and the associate vice president of planning & effectiveness to redesign and create a more robust system of programmatic assessment. The first step was to create and adopt a new set of general education competencies and associated learning outcomes. This work was completed in the winter of 2025 by the OAC.

The second step was to determine a list of required reporting units for program assessment. Following the NWCCU definition of an academic program, 36 full program reporting units were identified, including 6 transfer degree programs. During the 2024-25 cycle, 31 programs were required to report programmatic assessment findings via the full assessment report template.

Full programmatic assessment report examples

- Nursing Full Assessment Report
- Digital Media Arts Full Assessment Report

Additionally, it was decided transfer degrees would not be reported during the 2024-25 cycle due to upcoming state of Washington changes to transfer degree requirements. The Office of Instruction is working to convene transfer degree advisory groups, to be established for the 2025-26 Academic Year. Instead, as transfer degree programs are very broad and encompass many different subjects and departments at the college, it was decided to measure alignment to the new general education competencies for each of the transfer degree subject areas. 32 transfer degree subject areas were then identified as required to report using the abbreviated assessment report template.

Abbreviated assessment report examples

- Math Abbreviated Assessment Report
- Music Abbreviated Assessment Report

In both full and abbreviated reports, faculty were asked to report on:

- alignment between program learning outcomes (PLO), key assessments/assignments, and general education competencies,

- how they use the results from key assessments/assignments to inform curricular changes and improvement.

Additionally, in the full assessment report, faculty were asked to report on:

- the accuracy of program and curriculum maps,
- how they plan for assessment.

For results in each of these areas, see below (2025 General Education and Programmatic Learning Outcomes Assessment Reporting).

Assessment reports for both the full and abbreviated units are collected each spring, results are compiled and analyzed each summer, and then results are communicated, in aggregate back to the campus community each fall. The goal is to give individual programs and degree transfer subject areas peer feedback on submitted reports, guided by a programmatic assessment rubric. OAC will be working to develop feedback in fall 2025, and the rubric during the 2025-26 Academic Year. Almost 97% of both full programs and transfer degree subject areas submitted assessment reports. See table 6.

2025 General Education and Programmatic Learning Outcomes Assessment Reporting Results

Table 6

Overall Submission Rates for Both Full and Abbreviated Reports

Program Assessment Report Type	% Submission
Transfer degree subject areas assessment report (Abbreviated)	96.88%
Full program assessment report (Full)	96.77%
Total	96.83%

Transfer Degree Subject Area Alignment to General Education Competencies

According to reports submitted during spring 2025, transfer degree subject areas align to all the general education competencies, but the competency with which most subject areas chose to align is critical thinking ($n=12$ out of 32). See [figure 23 in appendix A](#).

As this is the first time transfer degree subject areas have been asked to align to the general education competencies, and faculty were able to choose to which competency they wanted to align, it cannot be said whether more assignments in the general education curriculum align to critical thinking. Transfer degree advisory groups will be asked to make meaning of alignment to all the general education competencies when they are formed in the 2025-26 Academic Year.

Transfer Degree Subject Areas Using Data to Inform Curricular Changes

As part of the abbreviated assessment report, transfer degree subject areas were asked to reflect on how assessment results were used. Approximately 72% of transfer degree

subject areas were actively monitoring results, 22% were planning an intervention to help improve the curriculum, and 6% were not planning any interventions or monitoring, or did not respond to the question. See [figure 24 in appendix A](#).

Examples of transfer degree subject areas using results to improve the curriculum:

- “We compared our results from 2023 – 24 this year. By adding specific criteria into our rubric, we made our expectations for using evidence clearer to students. A higher percentage of our students met the target this year.”
- “The rubric for the final presentation will be revised. Originally, the draft portion of the presentation was assigned as homework. However, to emphasize the importance of focusing solely on JAPN& 121, Japanese I, course content and to discourage the use of AI or other external sources, this assignment will now be included as part of the final presentation grade. As a result, the final presentation will carry more weight in the overall course grade, and the rubric will be adjusted accordingly.”
- “Data will be presented to the department during fall 2025 assessment day; we will use the information to refine our grading rubric to more specifically address communication learning outcomes. We will also use the data to decide how to assess other outcomes for [the] next year.”

Since spring 2025 is the first time this type of information has been collected, the instruction and Planning & Effectiveness teams will work together to clarify expectations of programs and faculty, guide the advisory committees, once formed, with the goal of identifying key assignments in the transfer and general education curriculum, actively reflecting on whether students have met the outcomes, and making changes as needed.

Full Program Assessment Results

Academic programs were asked to align one assessment/assignment to each of their program learning outcomes, and to one of the general education competencies. Programs were allowed to select which competency was best aligned, rather than aligning one assignment to each of the general education competencies. Although response rates were high, some full programs found tracking, measuring, and aligning all of their student learning outcomes difficult, especially on a yearly cadence. OAC will discuss some of the faculty concerns and results and adapt the process as needed for next year. Additionally, professional development around how to fill out the report will be provided by the director of assessment throughout the 2025-26 Academic Year.

Most programs reported assessments/assignments aligned with an average of three out of the six general education competencies. Three programs did not align to any of the general education competencies due to a lack of understanding or response to the directions in the form. See [figure 25 in appendix A](#).

Problem-solving, critical thinking, and communication were the most frequently selected general education competencies by full programs. The competencies of equity, information literacy, and civic and global consciousness were chosen less often. However, because programs were able to self-select their competency alignment, it is not possible to determine the extent to which the competencies are covered in the curriculum. See [figure 26 in appendix A](#).

The goal of alignment in the future is to make sure students are meeting each of the general learning education competencies, whether in program-specific courses or within the general education curriculum. Guidance and training will be provided to ensure the faculty understand the form and how to submit assessment data.

Full Programs Using Data to Inform Curricular Change

Approximately 16% of full programs reported they had no interventions planned, even though faculty had to submit a higher number of assessments/assignments for the full programmatic report (one per general education competency was requested). 39% of full programs reported an intervention planned, compared to 22% of transfer degree subject areas. See [figure 27 in appendix A](#).

Future Planning & Effectiveness efforts will dig deeper to determine whether this is a misunderstanding of what is being asked, or if 61% of programs are not making curricular changes, as the responses seem to suggest. See 1.C.7 for examples of how some programs and transfer degree subject areas are using data to inform changes to improve student learning.

Planning for Assessment

Full academic programs were asked to answer the following question:

“The goal of this section is to collect data on how planning for assessment is happening across the institution. In your program, how do faculty plan for assessment, whether that be course, program, or other types of assessment? How often do you talk about it? Does it happen formally or informally? If you engage other stakeholders (like students, staff, alumni, business partners, etc.), describe how you engage those groups.”

Themes that emerged from the responses were descriptions of:

- faculty collaboration
- assessment planning structure and frequency
- other stakeholder involvement in assessment (e.g. alumni, students, industry/clinical partners)
- challenges and barriers to engaging in regular assessment work

Below are some helpful quotations which came from faculty responses:

Faculty Collaboration

- “... Faculty routinely review student work samples together...”
- “In the Surveying and Geomatics department assessment planning is a collaborative and ongoing process...”

Assessment Planning Structure and Frequency

- “We meet two - three times per year with our program advisory board made up of students, staff, alumni, providers, and business partners. We share all relevant data with them and ask them for information we need to help improve outcomes and better our students in preparation for immediate employment in an entry level position as a medical assistant.”

Stakeholder Involvement

- “... the DMA Advisory Board - composed of faculty, industry professionals, alumni, and college staff - meets biannually to review program direction, student preparedness, and emerging trends in media arts. These meetings provide essential feedback loops that inform our assessment approach, helping ensure alignment between industry expectations and student competencies. Student work, such as capstone projects or public-facing assignments like the Animated Logo, is often highlighted and evaluated during these sessions to maintain relevance and rigor.”

Challenges and Barriers

- “... We will meet three times a year with all full-time faculty on outcomes assessment days to share our progress in the new plan. Full-time faculty will be asked to collaborate with adjunct faculty to collect data and other assessment information. Engagement and participation are always a challenge around assessment...”

Curriculum Mapping

Full programs were asked to reflect on their curriculum maps and whether the previously submitted map was accurate. Approximately 39% of programs said their maps were not accurate, and most are planning to work on them in the 2025-26 Academic Year. Of the 61% who said they were accurate or fixed them so that they were accurate by time of report submission, many of the forms are not filled out correctly. See figure 28 in appendix A. For examples of curriculum maps, see evidence for 1.C.2.

The director of assessment will work with programs individually to clarify expectations of the curriculum map question on the assessment report and train faculty on how to fill out curriculum maps correctly.

Reporting of Programmatic Assessment Results

The associate vice president of planning & effectiveness and the director of assessment will report the above programmatic assessment reporting results to faculty stakeholders (OAC, IPT, Curriculum Committee), to executive leadership, and to dean's council, and directly back to program and subject area leads. Recommendations for improvement of these measures will be solicited. This feedback will be used to create new KPIs for assessment and a programmatic assessment rubric will be developed collaboratively with faculty.

Central Role of Faculty

Consistent with the Clark College Association for Higher Education (CCAHE) contract and its commitment to academic principles, Clark College adheres to the 1940 Statement of Principles on Academic Freedom and Tenure (Policy 305.000). This foundational document, issued by the American Association of University Professors and the Association of American Colleges, has been widely endorsed by various professional groups, including the American Association of Colleges for Teacher Education, the Association for Higher Education, and the National Education Association. Therefore, faculty at Clark College play a pivotal role, not only in curriculum development but also in leading student learning assessment and initiating curricular improvements.

In addition, faculty-led committees, Instructional Planning Team (IPT), Curriculum Committee, and Outcomes Assessment Committee (OAC), oversee program review processes, program and course development, and the development of program learning outcomes.

Implementation of Assessment Software

The college is in the middle of implementation of the Heliocampus system for assessment with a goal to simplify the assessment reporting process. The data assurance process was completed in spring 2025 and integration and pilot testing will occur in summer 2025, with the Nursing program piloting the self-study module in the software. In fall 2025, College 101 courses will pilot integration of Canvas assessment data into the Heliocampus system.

Evidence 1.C.5
<u>1.C.5.1 Annual Assessment Reporting Expectations</u>
<u>1.C.5.2 Full Assessment Report Template</u>
<u>1.C.5.3 Nursing Full Assessment Report</u>
<u>1.C.5.4 Digital Media Arts Full Assessment Report</u>
<u>1.C.5.5 Abbreviated Assessment Report Template</u>
<u>1.C.5.6 Math Abbreviated Assessment Report</u>
<u>1.C.5.7 Music Abbreviated Assessment Report</u>
<u>1.C.5.8 Music Animated Logo Assignment</u>
<u>1.C.5.9 Academic Freedom Policy</u>
<u>1.C.5.10 HelioCampus</u>

Evidence 1.C.5
1.C.5.11 <u>HelioCampus Progress Report</u>

1.C.6

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Recommendations from 2018

Recommendation #4 from the 2018 EIE visit stated that the college needed to “evaluate general education outcomes through an effective and regular system that documents student achievement and can lead to improvements in programs and student learning.” As a result of the 2018 recommendation, the college has begun a complete overhaul of the process of examining programmatic and institutional assessment, which was described in more detail in 1.C.5. Additionally, the following steps were taken to improve in Standard 1.C.6:

- A director of assessment role was developed and hired (completed February 2025).
- A new set of general education competencies with associated learning outcomes) was developed, and approved, by faculty led curriculum and assessment committees (completed March 2025).
- A list of programs and transfer degree subject areas required to submit assessment reports was developed (completed April 2025).
- Required assessment reporting questions were revised to include a question about alignment to the newly approved general education competencies: For full programs, each program learning outcome (PLO) was required to align to one of the general education competencies, and then they were asked how they assessed it. For each transfer degree subject area, faculty were asked to align a key assignment to a general education competency and how they assessed it (completed June 2025).
- Preliminary data can be found in more detail in 1.C.5 and will be shared widely with the Clark community in fall 2025.

The college plans to continue improvement in this area through the following next steps:

- Faculty and staff development about alignment, programmatic assessment, and the meaning and use of general education competencies (plan to complete by June 2026).
- Improvement of process and forms to bring clarity to the process and what faculty need to submit in June of 2026.
- Development of a program assessment rubric, including dimension(s) related to general education competency alignment (plan to complete by June 2026).

- Development of a general education competency dashboard and instructional materials to show faculty examples and general alignment trends.
- Restructure Outcomes Assessment Committee (OAC) to focus on programmatic assessment review, development of the programmatic assessment rubric, and engage in training around programmatic assessment best practice.

General Education Competencies and Learning Outcomes

Beginning in 2024, OAC began a process to revise general education learning outcomes as they were not measurable. OAC engaged the college community and developed a purpose statement, defining a set of possible competencies with aligned and measurable learning outcomes, including such sets as the National Association Colleges and Employers Career-Readiness Competencies and American Association of Colleges and Universities Essential Learning Outcomes.

OAC hosted three sessions and invited faculty and staff to develop a set of competencies and a purpose statement. Based on the feedback from the focus groups, college-wide surveys were distributed to collect feedback on the draft purpose statement, proposed general education competencies, and associated learning outcomes. The purpose statement and new set of competencies were approved on January 22, 2025, and the associated learning outcomes on March 5, 2025.

To evaluate the appropriateness of the newly approved competencies, both transfer degree subject areas and standalone academic programs were asked to align key assessments/assignments in their subject areas to the general education competencies and associated outcomes. See 1.C.5 for a detailed discussion of the initial results of the alignment activity.

Next Steps

Communication of results

The associate vice president of planning & effectiveness and the director of assessment will report the results of programmatic assessment to faculty stakeholders (OAC, Instructional Planning Team, Curriculum Committee), to executive leadership (Executive Cabinet, Board of Trustees), dean's council, and directly back to program and subject area leads. Results will also be shared at fall faculty assessment day, where faculty will be asked to collaborate across disciplines to work on alignment with the general education competencies.

General Education Competency Measurement Improvement

Alignment data will be used to help guide training and support faculty and staff around understanding, and aligning to, the general education competencies. Recommendations will be made to improve the process and what training faculty need to improve outcomes assessment. Recommendations will be prioritized and implemented by the Planning & Effectiveness team, in collaboration with instruction and the OAC.

Heliocampus

Heliocampus is a centralized data warehouse meant to help higher education institutions see, set and track actionable opportunities for continuous improvement. A

pilot project with faculty instructors teaching college preparation courses will begin in fall. During this pilot we plan to gather assessment data from our learning management system or (LMS), Canvas. This is an ideal pilot scenario as the content and assessment are uniform for all instructors and students enrolled in this course and most students take the course during their time at Clark. After the initial meetings to develop the pilot protocol, the following goals were established:

- Evaluate continuous improvement focus areas at the course level by using summative course assessment data
- Gather and analyze assessment data, especially as it relates to measurement of general education competencies, to identify instructional and learning gaps
- Align course level assessment(s) to rubric(s) within the Heliocampus platform

This project will import existing assessments from the LMS, so the burden and training for faculty should be minimal, provided there is adequate technical support for the Heliocampus platform and integration between systems. Faculty may also align key assignments and rubrics to student learning outcomes in these college preparation courses. The Heliocampus platform will enable faculty to contribute directly to ongoing assessment tasks linked to their LMS courses.

Evidence 1.C.6
1.C.6.1 <u>NACE Career Competencies</u>
1.C.6.2 <u>AACU Essential Learning Outcomes</u>
1.C.6.3 <u>General Education Purpose Statement, Competencies, and Outcomes</u>

1.C.7

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Recommendation #4 from the 2018 EIE visit stated that the college needed to “evaluate general education outcomes through an effective and regular system that documents student achievement and can lead to improvements in programs and student learning.” As a result of the 2018 recommendation, the college has begun a complete overhaul of the process of examining programmatic and institutional assessment, which was described in more detail in 1.C.5.

The following steps were taken to improve in Standard 1.C.7:

- Addition of a question to the assessment reports for both full programs and transfer degree subject areas to describe how they used assessment results to improve student learning. Results were then scanned to determine if the program was doing nothing, monitoring results, or had staged an intervention/change as a result of performance on an assessment. See more details on results of assessment reporting in 1.C.5 (completed June 2026).

While most programs and subject areas did answer the question about use of data to improve student learning, they answered inconsistently, did not evaluate all program learning outcomes, did not answer the question correctly, or were monitoring results only. Very few interventions were described in responses. The college will continue to drive improvement in this area by:

- developing a program assessment rubric, including dimension(s) related to use of data (plan to complete by June 2026),
- separating the planning for assessment and the reporting on assessment processes (plan to complete by September 2026),
- developing training for faculty and staff on the assessment cycle (plan to complete by June 2026),
- restructuring the Outcomes Assessment Committee to be able to focus on programmatic assessment review, development of the programmatic assessment rubric, and engage in training members in the use of data to inform change (plan to complete by June 2026),
- developing student support services assessment committees/work groups (plan to complete by June 2026),
- creating or enhancing existing communication lines, especially around student learning outcome results, between student support and instruction (plan to complete by June 2026).

Examples of Using Results to Improve Student Learning

Below are examples of programs using results to improve student learning.

Baking & Pastry Arts

Learning outcome: Apply processes of baking, including concepts of ingredient cause and effect, in a daily routine.

Assignment description: The American Culinary Federation (ACF) Mock Certification exam is based on an actual industry exam for certification as a working pastry chef. This is a timed exam during which students must make five pastries, with all components, from scratch. Students have four hours to complete and present a specified number of each pastry to the judges. This is a second-year class and at this point students should have the skills to complete it on time. The industry standard is if you're more than 15 minutes late or demonstrate poor safety and sanitation, it's an automatic failure. We allow a little more leeway with students. The second part is the appearance and taste of all products. Our assignments are different from most classes as they generally involve baking instead of doing research. Students are given the exam outline prior to the exam. On past exams, we strongly urged students to do their "mental mise en place"¹⁰ to prepare. This would include reading through all formulas, planning a production schedule that fits the given time, and writing a schedule that they will follow. The suggestion wasn't strong enough, so we made turning in an actual production schedule a requirement of the exam. Students meet during class to share their thoughts on what

¹⁰"Mental mise en place" refers to the practice of mentally preparing and organizing for tasks.

the production schedule should look like. It's a chance for them to defend their schedule to others, say why they put mixing pretzels before mixing pate au choux, or their general order of operations. Planning an efficient, accurate production schedule is key to taking this exam.

Target: 85% of all students should earn a B or better on this assignment.

Result: Fall quarter students-80% scored a B or better. Winter quarter students-100% earned a B or better.

Use of Results (as described above): Required mis en place as a formal requirement of exam.

Computer Support

Learning outcome: Identify, access, and evaluate resources, then communicate professionally—both in writing and verbally—with colleagues and customers.

Assignment Description: Leadership Reflection Project. In this assignment, students either watch three High Impact Leadership Academy videos or create a 3–5 minute leadership video of their own. They summarize what they learned and reflect on how leadership applies to mentoring, communication, and decision-making in a help desk environment. Work is graded using a rubric that emphasizes clarity, depth, and personal insight.

Target: At least 80% of students will earn 70% or higher

Result: 92% of students met the target. Reflections showed strong connections between leadership traits and help desk roles. Students appreciated the option to choose video or written format.

Use of Results: We will keep the assignment structure but add two sample student videos and a reflection guide next year to support deeper thinking and engagement.

Digital Media Arts

Learning outcome: Media Technology: Demonstrate storytelling and visual presentation skills through use of video and sound technologies to create narrative, documentary, persuasive, or experimental films (project rubrics, self/peer critiques).

Assignment description: Animated Logo for Clark College Theater or Music Department. This assignment asks students to design and animate a logo using Adobe After Effects for either the Clark College Theater or Music Department, contributing directly to the college's historical digital archive. It aligns strongly with the Media Technology program outcome by requiring students to demonstrate professional-level skills in After Effects, including animation principles, tool strategies, and export techniques. Students are

assessed through project organization, technical execution, animation quality, and creative integration of feedback, culminating in a final presentation to a real campus client.

Target: At least 80% of students should earn a grade of C or better, with a successful outcome defined as completing a technically proficient, well-organized, and creatively animated logo that meets professional standards and project specifications.

Result: Over 90% of students earned a score of 70% or higher, meeting or exceeding expectations in technical proficiency, creative execution, and professional presentation.

Use of Results: The strong results and student engagement confirmed the value of integrating real-world clients and archival initiatives into project-based assignments. Moving forward, we plan to expand opportunities for external feedback by inviting more industry professionals to participate in critiques. Additionally, based on areas where some students struggled, primarily in timing and transitions, we will scaffold earlier storyboard and motion tests into the schedule to allow for more iterative feedback prior to final animation.

Academic Programs

The associate vice president of planning & effectiveness and the director of assessment will report the programmatic assessment reporting results from 1.C.5 to faculty stakeholders (Outcomes Assessment Committee, Instructional Planning Team, Curriculum Committee), to executive leadership (Executive Cabinet, Board of Trustees), to student affairs units, to deans council, and directly back to program and subject area leads with the goal of implementing changes which improve student learning outcomes.

Student Support Units

International Programs

The International Programs assessment plan is primarily focused on ensuring the academic success of its students. A key expectation is that all international students maintain a minimum 2.5 GPA each term to demonstrate satisfactory academic progress. During the 2024–25 academic year, 99% of international students successfully progressed from quarter to quarter, achieving a GPA of 2.5 or higher.

Use of Results: To support this, the Office of International Programs (OIP) will continue to collaborate closely with the student success retention manager, enabling OIP staff to conduct more frequent and targeted check-ins with students regarding their grades, class schedules, and compliance issues.

Student Success Coaching

The focus of this assessment is on multiple engagements with the student success coaches and their impact on academic success. For this year, the plan is to establish a target for fall-winter persistence. Eighty-five unique students met with a student success coach (hereafter referred to as success coach) one or more times in fall 2024. Twenty-four of these students met with a success coach two or more times and had a fall-winter

persistence rate of 88% compared to students who had met with a success coach once and had a persistence rate of 75%.

In fall 2024, 85 unique students engaged with a student success coach. Of these, 24 students participated in two or more coaching sessions, demonstrating an 88% persistence rate from fall to winter quarters, significantly higher than the 75% persistence rate for students who met with a coach only once.

An analysis of age demographics reveals notable differences in persistence. While approximately 28% of all students who met with a success coach had more than one meeting, this figure rose to 50% ($n=14$) for students aged 19 and under. Within this youngest cohort, 86% of those with two or more meetings persisted, compared to an 81% persistence rate for those with a single meeting – a 5% difference.

More substantial differences were observed in the 20-29 age range, with persistence rates of 62% for one meeting versus 100% for two or more meetings. Similarly, the 30-39 age range showed persistence rates of 86% for one meeting compared to 100% for two or more meetings, though the sample sizes for both these groups were considerably smaller. Notably, all students aged 40 or above who engaged with a success coach had two or more meetings.

Use of Results: Consider why students 20 and over are not pursuing more success coaching opportunities. Partner with the Penguin Early College (PEC) Center to explore outreach strategies for students 19 and under.

Academic Retention Concern

To monitor the long-term academic success of students receiving an academic retention concern from a faculty, the assessment focused on academic standing. One theme that emerged from the data analysis is that there were high rates of stop-outs and re-admissions.

Use of Results: These are some of the actions taken to improve student success among students on academic concern.

- Over the course of the 2024-25 Academic Year, we began mid-term check-ins with students at each stage of the academic standards policy to continue to offer college support and resources and to keep these students engaged.
- The language of the academic standing letters was also modified to ensure the tone was one of support, not punishment. Particularly with academic concern letters, where we are clear that it is an opportunity to make sure the students are aware of their current grade point average, and to help connect them to the resources and support services at Clark to help them improve it.
- Students on academic intervention received additional text outreach and encouragement to meet with a student success coach to create an academic success plan.
- Clark has updated materials (webpages, emails, the catalog, etc.) to ensure that Academic Standards Policy (ASP) progression is clear and in alignment so

students placed on ASP and the college community have a better understanding of what ASP is, how students' progress through it, and what they will need to achieve to return to good academic standing (term and cumulative GPA of 2.0 or above).

Next Steps

An update on the impact of these actions will be reported in next year's assessment reports for all programs, transfer degree subject areas, and student support services.

Evidence for 1.C.7
<u>1.C.7.1 International Programs Assessment Report 2024-25</u>
<u>1.C.7.2 Student Success Coaching Assessment Report 2024-25</u>
<u>1.C.7.3 Academic Retention Concern Assessment Report 2024-25</u>

1.C.8

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Clark College is committed to recognizing prior learning and facilitating student progress through clearly defined, widely published, and easily accessible policies governing transfer credit and academic credit for prior learning (ACPL). These policies are designed to ensure academic quality and consistency with institutional standards. Comprehensive information, including eligibility, submission procedures, and evaluation timelines, is publicly available in the Clark College catalog and on the credential evaluations webpage, providing essential transparency for students and advisors.

Clark College adheres to Washington State Board for Community and Technical Colleges (SBCTC) guidance and regulations related to ACPL (see 4.10.40) and transfer credit (see 4.30.10), as outlined in SBCTC Policies and Rules. The college is also an active participant in the Intercollege Relations Commission (ICRC) of Washington, a statewide body that facilitates the smooth transfer of academic credit among member institutions. The ICRC Handbook serves as a key reference document, ensuring that transfer practices align with statewide frameworks for academic rigor, content comparability, and programmatic relevance.

In accordance with Washington state law (RCW 28B.77.230), Clark College's ACPL program values knowledge and skills acquired through diverse experiences, including work, military service, or formal and informal training, both domestically and internationally. This program, detailed in Clark College Procedure 320.030, offers structured pathways for students to earn academic credit through course challenges, portfolio assessments, standardized exams (such as Advanced Placement, International Baccalaureate, and College-Level Education Program), and industry

certifications. This initiative is designed to validate prior achievements and accelerate degree completion while upholding academic integrity.

To maintain academic standards, all transfer credit evaluations are conducted by Credential Evaluations (CE). This department follows internal college-specific procedures and regularly consults with faculty to determine course equivalencies and ACPL options, ensuring alignment with Clark's curricular expectations and degree requirements. Clark College adheres to a rigorous standard of credit acceptance, only granting credit for coursework completed at institutions accredited by institutional accrediting agencies recognized by the Department of Education. To ensure the most effective and efficient utilization of student coursework, evaluators leverage a variety of resources. Notably, course descriptions for transfer courses undergo meticulous review within the online Transfer Evaluation System (TES) to ensure at least a 75% similarity, guaranteeing that the learning outcomes of the transferred coursework align with our curriculum.

For courses without automatic matches, CE collaborate with faculty to review syllabi, learning outcomes, and assessment methods, making informed, student-centered decisions. The Course Action Request (CAR) process further supports this by allowing faculty to indicate whether a course may be challenged through ACPL or if internal equivalencies exist, centralizing faculty's role in safeguarding credit quality.

Finally, Clark College honors the Transfer Student Bill of Rights, developed by the Washington Student Achievement Council (WSAC), affirming students' rights to clear information, timely evaluation, and fair treatment. Inquiries about transfer credit decisions are promptly handled by the CE team, often with instructional faculty input, ensuring appropriate credit without compromising academic standards.

Evidence for 1.C.8
1.C.8.1 <u>Credential Evaluations Credit for Prior Learning</u>
1.C.8.2 <u>SBCTC Policy Manual Chapter 4 Instructional Program and Course Development</u>
1.C.8.3 <u>RCW 28B.77.230 Academic Credit for Prior Learning</u>
1.C.8.4 <u>Procedure 320.030 - Earning and Awarding Academic Credit for Prior Learning</u>
1.C.8.5 <u>Course Action Request Form</u>
1.C.8.6 <u>Transfer Student Rights and Responsibilities</u>

1.D Student Achievement

1.D.1

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

At Clark College, the pathway to student success begins long before the first day of classes. True to the mission of providing access and opportunity to a diverse community of learners, the college has developed a comprehensive, student-centered approach to recruitment, orientation, and advising that helps students enter and progress through their academic journeys with clarity and confidence.

Recruitment

Recruitment is rooted in equity and outreach. The college's Entry Services and recruitment teams are active in the community year-round, holding office hours twice a month at partner high schools and engaging with prospective students at college fairs and local events. Staff regularly represent Clark College at cultural celebrations like Juneteenth, 4 Days of Aloha, and Pride in the Park, providing welcoming and inclusive opportunities to connect with students who may have been historically excluded from higher education.

Campus-hosted events, such as *Discovering College Confidence*, a BIPOC-centered engagement program, and the *Career and Technical Education Showcase*, which provides hands-on experiences in skilled trades, ensure that prospective students can envision a future at Clark that aligns with their goals. Outreach is further strengthened through partnerships and grant-funded efforts, such as the Gates Horizons Grant, which supports students in rural areas across Clark and Skamania counties, and the Washington State College Grant, which helps expand access to financial aid resources for low-income and first-generation students.

To support family engagement—a key component in student success—Clark hosts language- and identity-specific events such as *Noche de Familia* and *Black Student and Family Night*. These events are designed to demystify the college experience and affirm the role of community and culture in a student's educational journey. Virtual outreach options, including presentations to high school classrooms and community organizations, further enhance accessibility and engagement.

Orientation and Onboarding

Orientation at Clark is both required and robust, tailored to ensure that all new, returning, and transfer students begin their studies with a clear understanding of how to navigate college. Delivered through an online platform, the orientation covers key topics such as account access, placement, financial aid, registration, student rights and

responsibilities, and pathways to completion. Students can access this anytime, and modules are available in Spanish and Vietnamese to reflect the linguistic diversity of the student population.

Special populations receive targeted onboarding and support. The Penguin Early College (PEC) Center provides wraparound support and mentoring to Running Start and Underage Scholars throughout their time at Clark. Students in career and technical programs—such as Allied Health, Automotive, and Welding—participate in program-specific orientations that include expectations, laboratory safety, and career information, helping them transition smoothly into hands-on learning environments.

To foster community from the outset, Clark hosts Penguin Welcome Days before each term, where students can meet with advisors and instructors, tour campus, and gain familiarity with college resources. Additionally, student athletes and student-parents are offered targeted advising and support to meet their unique needs.

Advising at Clark is integrated and proactive. In 2023, the college transitioned to a caseload advising model in which students are assigned to specific advisors based on their area of study or student identity (e.g., international, TRIO, Running Start). Advisors conduct individualized academic planning sessions, classroom visits, and proactive outreach via email and phone. These relationships are further supported by advising workshops and dedicated support staff in departments such as Veterans Services and Worker Retraining.

Students are introduced early to academic planning, including in the required college 101 course (College Essentials: Introduction to Clark) for Associate of Arts-Direct Transfer Agreement (AA-DTA) students. In this course, students build essential skills in educational goal development, time management, decision-making, and accessing campus resources. For students in career and technical education programs, introductory coursework and program orientations emphasize similar planning and success strategies.

Clark equips students and advisors with tools to monitor and support academic progress. Academic advisement reports (AARs) in ctcLink offers real-time tracking toward degree completion. The Advising Services webpage provides planning documents, transfer guides, and university-specific information, while students interested in transfer can join campus tours, attend fairs, and schedule individual advising sessions through the transfer center.

The college also supports students seeking credit for prior learning, with credential evaluators reviewing and awarding credit for military transcripts, Advanced Placement (AP), International Baccalaureate (IB), and other forms of non-traditional learning. Clark's adherence to the Washington State Transfer Bill of Rights ensures fair and equitable transfer practices, and the college maintains clear program maps that align with common statewide transfer pathways.

Graduation planning is embedded throughout the student experience. Advisors guide students through the credential application process, and the student affairs team provides timely communication about degree requirements and deadlines. For students preparing to transfer, events and advising help them identify the next steps and connect with university representatives.

Through a coordinated, equity-minded approach—spanning recruitment, orientation, advising, and transfer—Clark College ensures that students are not only welcomed, but empowered to succeed. Every phase of the student lifecycle is designed with intentionality and care, creating a clear, supported path from inquiry to graduation.

Evidence for 1.D.1
1.D.1.1 <u>Recruitment Viewbook</u>
1.D.1.2 <u>Welcome Center Events</u>
1.D.1.3 <u>2024 High School Counselors Guide to Clark College</u>
1.D.1.4 <u>Horizons Advising Partnership</u>
1.D.1.5 <u>Arts & Events</u>
1.D.1.6 <u>Orientation Canvas</u>
1.D.1.7 <u>Penguin Early College Center Board of Trustees Presentation</u>
1.D.1.8 <u>Medical Assisting Spring Orientation</u>
1.D.1.9 <u>Penguin Welcome Day Booklet</u>
1.D.1.10 <u>Advising Event Calendar</u>
1.D.1.11 <u>College 101 Advising Assignment</u>
1.D.1.12 <u>Transfer Equivalency Guides</u>
1.D.1.13 <u>Military Experience</u>
1.D.1.14 <u>Advanced Placement</u>
1.D.1.15 <u>International Baccalaureate</u>
1.D.1.16 <u>Program Map Music AA</u>
1.D.1.17 <u>Credential Evaluation Events</u>

1.D.2

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

Student Achievement Processes and Practices

The processes and practices surrounding the selection of student achievement indicators, engaging with the college community, selecting peer institutions, and disaggregating data are presented below. While the information is presented as

occurring stepwise, in many instances, these conversations are happening simultaneously.

Selection of Indicators

Clark College's foundational mission — *'To cultivate an inclusive, equitable, and vibrant community, Clark College educates, empowers, and elevates individuals to achieve their personal and professional goals'* — is aligned with the Guided Pathways mission: *'To create an equitable system that prepares all learners to engage in a diverse society and workforce, achieve economic mobility through educational attainment and contribute to a socially just society.'* The interconnection of these mission statements serves as the framework for learning and transformation across the college, directly informing the selection of student achievement indicators that demonstrate progress toward both foundational commitments.

The following metrics include both leading and lagging indicators of student achievement and are aligned with the State of Washington's Plan for Guided Pathways:

- retention rates (lagging)
- completion rates (lagging)
- transfer rates (lagging)
- completion of mathematics in year one (leading)
- completion of English in year one (leading)

By utilizing a combination of leading and lagging indicators, the college can effectively ensure students are achieving their professional goals (lagging) while proactively identifying and addressing any potential barriers (leading) to success. These student achievement data are regularly reported through the Clark College Guided Pathways spring update (see in next section) and the Strategic Plan Equity Update: Closing Gaps in Student Achievement presentation to the Board of Trustees. To enhance accessibility, Planning & Effectiveness has developed a comprehensive student success dashboard for these metrics, allowing disaggregation by select demographic characteristics, including race/ethnicity, age, and enrollment status, which is posted on the college's website. Additionally, a separate dashboard provides student success rates by course and section, offering similar disaggregation capabilities.

In addition, several of the Key Performance Indicators (KPIs) for the college's strategic plan (see 1.B.2), focus on student access and achievement:

- Student Access: Student racial/ethnic demographic averages meet or exceed service area demographics
- Completion Rate: Student completion of degree/certificate within three years (150% time to completion)
- 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 nine months of completing CTE degree or certificate

- K-12 Matriculation: Percent of students directly matriculating into the college within one year of HS Graduation
- Adult Engagement: Number of non-traditional age students enrolled at the college (Age 25 or Older)

These KPIs are disaggregated by race/ethnicity. As discussed in 1.B.1, these KPIs are reported annually.

College Engagement Process

Engagement with student achievement data is robustly integrated across several areas at Clark College. The Guided Pathways Advisory Council annually reviews data as part of its reporting process. The Executive Cabinet (EC) and the Board of Trustees (BOT) examine student achievement data as part of their annual retreats with the BOT receiving quarterly updates during their work sessions.

The college is working toward broader engagement with the campus community on academic success and has developed a Data Driven Decision-Making (3DM) plan to promote greater involvement in the discussion and use of data for reflection and improvement.

Identification of Peer Institutions

As discussed in 1.B.2, Planning & Effectiveness developed a methodology, selecting five regional and five national peer institutions based on a set of shared characteristics, as defined by Integrated Postsecondary Education Data System. See peer institutional analysis for additional details related to the selection process for Clark College's regional and national peers. Review of peer institutions is part of the five-year strategic planning process (see 1.B.2). See table 7.

Peer comparisons are important as they offer a multi-faceted approach to understanding institutional performance and identifying opportunities for reflection and improvement. Specifically, these comparisons provide feedback on what is working well, areas of improvement, provide context for realistic targets of success based on shared characteristics, and to inform strategic planning and decision-making.

Peer institutions are reviewed during the strategic planning cycle of five years (see 1.B.2). These institutions are for the current strategic plan, 2023–28.

Table 7

Peer Institutions

College	Location	Peer-Type
Henry Ford College	Dearborn, MI	National
Midland College	Midland, TX	National
Pueblo Community College	Pueblo, CO	National
Tallahassee Community College	Tallahassee, FL	National

College	Location	Peer-Type
Tyler Junior College	Tyler, TX	National
Edmonds College	Lynnwood, WA	Regional
Bellevue College	Bellevue, WA	Regional
Modesto Junior College	Modesto, CA	Regional
Spokane Community College	Spokane, WA	Regional
Tacoma Community College	Tacoma, WA	Regional

As outlined in 1.B.2, comparisons were made with regional and national peers on select indicators available from IPEDS, defined below:

- Graduation rate and transfer rate of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion for the 2016 cohort
- Graduation rates by race/ethnicity and type of student aid received for the same cohort and time period

These data are updated each winter quarter in preparation for the spring meeting of the Guided Pathways Advisory Council (GPAC).

Equitable Outcomes

All student achievement metrics can be disaggregated by a range of demographic characteristics. During the summer 2024 retreat for the EC, attendees were provided with data on retention, completion, and transfer rates by race/ethnicity, age group, and economic status.

Throughout the year, the BOT are provided updates on student achievement data, focusing on equitable outcomes. The most recent update to the Board of Trustees focused on race and ethnicity (see Strategic Plan Equity Update). In 1.B.1., examples of improving outcomes of students by race/ethnicity were provided for mathematics, English, and the use of OER courses. In the upcoming year, additional updates will be provided on age group and economic status. Guided Pathways Advisory Council also monitors these data and as part of the KPI Annual Report, activities and use of results are captured for each KPI.

The analysis of the student achievement indicators serves as a starting point for assessment of programs and service areas. For example, to assess the equitable impact of its services, student affairs partnered with Planning & Effectiveness to develop a new dashboard. This collaboration led to the development of a dedicated academic student support unit usage dashboard, which provides comprehensive insights into how student participation in Student Affairs initiatives impacts GPA, retention rates, and overall academic progress.

One of the metrics included in the dashboard is fall-to-fall retention rates. In the case of advising services, 95.8% of students (N=549) who co-developed a long-term plan with an advisor persisted from fall 2023 to winter 2024 compared to 73.5% of students who

persisted during this same time frame who did not co-develop a long-term plan. For this same time frame, disaggregated data by race shows increased persistence rates across all students, but rates vary across races. The two largest changes in percentage points for persistence in students who had a long-term plan appointment were for Hawaiian and Pacific Islander students (38.2% increase) and for Native American students (44.1% increase), but both had very small *n*'s (five and two, respectively). The smallest changes in percentage points were for Black and African American students (19.7%) and for Multiracial or Other Race (18.1%) with *n*'s of 18 and 94, respectively.

Next Steps

As part of the Institutional Effectiveness Plan, a “Data Driven Decision-Making Framework for Student Achievement at Clark College” has been developed and will be implemented beginning fall 2025. In addition, additional student achievement metrics will be added to the annual reporting process, beginning in fall 2025. These include:

- term-to-term retention
- number of credits completed first year
- disaggregation of student achievement metrics by program

The Institutional Excellence Committee will begin meeting in fall 2025 and along with GPAC will be responsible for identifying and sharing strategies of improvement. Finally, Clark recently partnered with Watermark to implement its Student Success and Engagement program. This initiative will provide faculty and staff advisors with deeper insights into student progress through disaggregated data, enabling more targeted support within their assigned caseloads.

The available data will include students' LMS activity, engagement with key resources, alerts, and registration patterns. By leveraging these insights, the college aims to address equity gaps at a micro level—ensuring more timely interventions that, as adoption grows, contribute to closing equity gaps institution-wide. The program is expected to roll out this fall, marking a significant step toward enhancing student success and engagement.

Evidence for 1.D.2
<u>1.D.2.1 Clark College Guided Pathways Plan</u>
<u>1.D.2.2 Clark College Guided Pathways Spring Update</u>
<u>1.D.2.3 Equity-Centered Strategic Plan Update</u>
<u>1.D.2.4 First-time Enrollment Outcomes Dashboard</u>
<u>1.D.2.5 Course Trends and Enrollments Dashboard</u>
<u>1.D.2.6 Guided Pathways Work Spring Update</u>
<u>1.D.2.7 EC Annual Retreat/Weekly Meetings</u>
<u>1.D.2.8 Board of Trustees Retreat</u>
<u>1.D.2.9 Data-Driven Decision-Making</u>
<u>1.D.2.10 Peer Institutions Analysis</u>
<u>1.D.2.11 Support Unit Usage Dashboard</u>

1.D.3

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Student Achievement Data Accessibility

Student achievement data are published on the college's public-facing accreditation webpage and include an overview page with definitions and how the dashboard is organized. On the Planning & Effectiveness intranet webpage, faculty and staff have access to a variety of dashboards that focus on student achievement. For example, faculty and staff may access data on all courses and disaggregate by modality, age, race/ethnicity, sex, age group, campus location, and program (see figure 29 in appendix A).

Below is a list of other dashboards available on the website.

Institutional Research Dashboards

- [ALEKS Test Scores and Course Success](#)
- [CHEM Sequence and Placement Course Success](#)
- [Chemistry Course Success for CHEM&141-143](#)
- [Clark College Employee Retention](#)
- [College 101](#)
- [Course Trends and Course Completions](#)
- [English Course Success](#)
- [Enrollment Fact Card](#)
- [Enrollment Management – Current and Historical](#)
- [Enrollment Summary for Budgeting](#)
- [HEDS Quantitative Results](#)
- [KPI dashboards – 19 KPIs with five summary pages](#)
- [Program Enrollments and Completions](#)
- [Student Support Unit Usage Dashboard](#)
- [Tutoring Service Dashboard](#)

Aligning and Benchmarking with Peers

Clark College selected five regional and five national peer institutions using commonly defined institutional characteristics. In addition, Planning & Effectiveness reviewed demographic characteristics of the county in which the institution is located. As described in 1.B.2, Clark College comparisons are made with peer institutions based on available data from IPEDS.

Given that four of Clark's peer institutions are instate, additional comparisons are made using student achievement data. The expectation is that Clark students will achieve at the same rate as, or higher than, the selected peers. For the strategic plan's Key Performance Indicators (KPI), targets were established based on the previous years' results (see example of how KPI targets were determined).

Next Steps

As discussed in 1.D.2, a "Data Driven Decision-Making Framework for Student Achievement at Clark College" has been developed and will be implemented beginning this fall. Planning & Effectiveness is leading a conversation around data integrity, ensuring the college is using consistent definitions for common student achievement indicators such as retention and completion.

Planning & Effectiveness is in the process of branding all dashboards to ensure they have the same capabilities for disaggregation and clear directions for use. The department is also purchasing ticketing software to assist in coordinating data requests, determining where gaps exist in data and training, and organizing the reporting process for all data requests. In addition, the institutional research associates will begin a data literacy program for the campus community to include training on how to use the dashboards, how to ask data-related questions, and strategies on how to use data to improve student learning and achievement.

Evidence for 1.D.3
1.D.3.1 <u>Student Achievement Webpage</u>
1.D.3.2 <u>Student Achievement Dashboard</u>
1.D.3.3 <u>Benchmarking for KPI's</u>

1.D.4

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Data Collection and Analysis

Planning & Effectiveness coordinates all data collection and analysis of student achievement indicators. Data are collected from ctcLink and the State Board Community and Technical Colleges (SBCTC) warehouse. Data are reported in reports, dashboards, and as part of presentations. In all instances, data sources are included.

Use of Disaggregated Achievement Data

In 1.B.1 and 1.B.3, examples were provided of how the college allocates resources to close achievement gaps. Additional examples are provided below.

Open Educational Resources

As discussed in 1.B.3, the library received funding to expand the offerings of Open Educational Resources. One department, Communication studies, has moved the

majority of their course materials to Open Educational Resources (OER). In most instances, success rates are higher for all races and ethnic groups. See [figure 30 in appendix A](#).

Disability Access Center

The Disability Access Center (DAC) has proactively expanded its capacity to support students. Through dedicated funding from Guided Pathways for the Academic Years 2022-23, 2023-24, and 2024-25, DAC secured disability access mentors, two accommodation specialists, and direct student support. Due to a significant enrollment increase (from 531 to 710 students) and a rise in online courses requiring ADA accessibility, the DAC requested a new program support supervisor/accommodated testing coordinator position for the 2024-25 budget. Although the Budget Committee initially denied funding, the position was ultimately financed using additional DAC budget funds and Perkins Grants.

Evidence of DAC's impact is tracked through the [student support usage dashboard](#), which monitors fall-to-fall retention rates for students receiving services compared to those who do not. While retention rates for students not utilizing DAC services remained relatively consistent, the 2023 cohort of students receiving DAC services saw an impressive 8% increase in fall-to-fall retention from the previous cohort.

Nationally, students with disabilities (SWD) tend to retain and persist at lower rates due to health and disability challenges. See [figure 31 in appendix A](#).

Diversity, Equity, and Inclusion Programming

The Office of Diversity, Equity, and Inclusion (ODEI) offers an extensive series of workshops that focus on DEI issues. Annually, employees are required to complete one Power, Privilege, and Inequity (PPI) training and every other year, [Equitable Decision-Making Training](#). PPI workshops focus on a range of topics to include: *Allyship in Action*, *Everyday Ableism*, *Becoming the Best Version of Ourselves*, etc. In addition, the Teaching and Learning Center offers workshops on creating accessible documents, inclusive learning strategies, and universal design. All workshop participants provide [feedback](#) at the end of each session.

Taken together, the college's DEI program creates a common language for faculty and staff. In turn, students benefit from a more equitable, supportive, and intellectually stimulating educational environment that not only improves their academic outcomes but also prepares them to navigate and contribute positively to a complex and diverse world.

Next Steps

Beginning fall 2025, all programs will engage in a program review process to be completed annually and a program evaluation process, every five years. This will ensure that student data are regularly reviewed at the program level. As discussed in 1.D.2, a "Data Driven Decision-Making Framework for Student Achievement at Clark College" has been developed and will be implemented beginning this fall. An updated

budgetary submission process has been developed and will be implemented for the 2025-26 Academic Year. This new process clearly aligns budgetary requests with evidence.

To facilitate transparency in decision-making, all non-instructional units will be required to write an annual report starting in the 2025-26 Academic Year. The report template is currently being developed and will include sections on alignment to institutional mission, student outcomes (where and if appropriate), and other helpful updates and information to be provided to the campus community.

Evidence for 1.D.4
1.D.4.1 <u>Student Support Usage Dashboard</u>
1.D.4.2 <u>Example of Presentation: Equitable Decision-Making Training</u>
1.D.4.3 <u>EDM Evaluation</u>

Addendum A: Response to PRFR Findings

The review of Clark College's Year Six Policies, Regulations, and Financial Review (PRFR) resulted in two findings.

Finding Type I

The following standards are areas that are substantially in compliance but where improvement is needed. (2020 Standard(s) 2.D.1; 2.G.7)

2.D.1

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

The College's Response to the PRFR Committee Feedback

Working with the Administrative Policies and Procedures Committee (APPC), the Director of Marketing developed Procedure 415.005, Annual Review and Update of Departmental Collateral and Web Content. It was approved by APPC on June 6, 2025 and the Executive Cabinet on June 24, 2025.

The procedure establishes an annual schedule for reviewing and updating:

"All printed materials, digital brochures, promotional items, social media accounts, and associated web pages on the college website. The Communications & Marketing office will serve as a support resource and final reviewer for any content changes submitted as part of this process. Reviews must be conducted between January 15 and March 31 each year to ensure updates are ready for the upcoming academic year. Communications & Marketing will issue a reminder and a review checklist by January 15 annually."

Evidence Documentation for Standard 2.D.1

Policies/procedures for reviewing published materials (print or websites) that assures institutional integrity
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Addendum A 2.D.1.1 <u>Procedure 415.005 Annual Review and Update of Departmental Collateral and Web Content</u>

2.G.7

The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Note: Institutions should refer to NWCCU Distance Education Policy for guidance and definitions related to the required evidence.

The College's Response to the PRFR Committee Feedback

Working with the Administrative Policies and Procedures Committee (APPC) and input from faculty, the Dean's Workgroup and the vice president of instruction developed a Regular and Substantive Interaction in Online and Hybrid Courses (RSI) Policy. The policy has been approved by the Administrative Policy and Procedure Committee and was approved by the Executive Cabinet on August 5, 2025.¹¹

The policy provides clear definitions for the following:

Regular Interaction

Interaction that is initiated by the instructor, scheduled and predictable, and responsive to student needs. This includes:

- Frequent and consistent instructor presence throughout the course
- Timely monitoring of student progress
- Proactive outreach to students demonstrating disengagement or lack of progress

Substantive Interaction

Engagement that involves teaching, learning, and assessment activities that contribute to student learning and achievement of course outcomes. Examples include:

- Providing direct instruction (e.g., lectures, demonstrations, administering and responding to assessments)
- Facilitating discussions or engaging in academic dialogue with students about course content
- Offering individualized, content-specific feedback on student assignments
- Participating in and guiding structured learning activities

Non-Substantive Activities

The following do not meet the definition of substantive interaction on their own:

- Auto-graded quizzes or exams

¹¹ While the policy is approved, it had not been published on the website. It will be published prior to the site visit.

- Pre-recorded lectures without instructor interaction
- Student-only peer discussions or group work
- Administrative communications such as grade notifications, deadline reminders, or technical troubleshooting

Addendum B: Distance Education Response

For more information on this and guidance on how to address these requirements, please reference the [NWCCU Distance Education Policy Verification Notice](#).

Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit.

Clark College employs multiple layers of security to ensure that the student who registers for a distance education course is indeed the same individual who participates in the course and ultimately receives credit.

Secure Account Creation and Access

The process begins when new students apply through the State Board of Community and Technical Colleges (SBCTC) online admissions application portal (OAAP), a system utilized by all 34 community and technical colleges across Washington State. As part of this application, individuals certify their identity and the accuracy of all submitted information. Upon acceptance, students receive a ctcLink ID number along with clear instructions for activating their Clark College account.

To engage in online coursework within Canvas, the college's learning management System (LMS), students must log in using single sign-on (SSO) credentials exclusively issued by Clark College. Access is strictly controlled by IT Services, and only active users are granted login rights. For enhanced security, students are required to change their system-generated password upon their initial login. Both a secure, self-selected password and their MyClark username are necessary to access the LMS. Secure password reset processes are managed directly through Canvas and MyClark, the college's dedicated student self-help portal. Students are explicitly informed that the use of another person's credentials constitutes a violation of college policy. Additionally, each student receives a lab account to access other essential online tools and library databases, with passwords for both their lab and student email accounts managed through MyClark. This portal provides secure access to account setup, password resets, and various other online student services.

Policies and Fraud Prevention

Clark College's comprehensive [Student Computing Resources Policy](#) (710.065) expressly prohibits password sharing, the submission of forged messages, and any other fraudulent activity. These expectations are further reinforced through the Student Code of Conduct and various acceptable use agreements, including those specifically governing the K–12 educational network.

To proactively combat fraud, Enrollment Services maintain a formal [identity verification process](#) applicable to all students, regardless of whether they enroll in person or online. Each night, a random selection process identifies one in every 20 students applying to a financial aid-eligible program for identity verification. Students selected for this process

are promptly notified via email and provided with multiple convenient options for verifying their identity. These options include an in-person verification with a government-issued identification or an electronic submission involving a photo of themselves holding their ID. Furthermore, staff within Enrollment Services diligently review daily application patterns for potential indicators of fraud. These indicators include but are not limited to: duplicate or suspicious addresses, similar email naming conventions across applications, an exclusive enrollment in online-only course loads, the appearance of known fraudulent addresses, flags originating from other educational institutions, and inconsistent or conflicting personal information, such as mismatched names or Social Security numbers. If any suspicious activity is identified, appropriate service indicators are immediately placed on the student's record, and full identity verification is required before the student can proceed with their enrollment.

Ongoing Security Enhancements

In summer 2024, Clark College initiated a partnership with BMTX to implement a robust identity verification tool. This collaboration has enhanced the college's ability to reduce both synthetic and third-party fraud. While the college has successfully mitigated numerous fraudulent attempts, it acknowledges that new sophisticated approaches to fraud continue to emerge. As an additional safeguard and deterrent, the college will reinstate a \$30 application fee for all applicants, effective July 1, 2025.

Clark College also maintains an Identity Theft and Prevention Committee. This committee is comprised of representatives from key departments including instruction, information technology (IT), eLearning, student affairs, and operations. The group convenes quarterly to monitor emerging trends, address ongoing security challenges, and coordinate comprehensive institutional responses to protect student and College data. Smaller teams meet weekly in Student Affairs, and monthly between Student Affairs and IT to discuss any short-term immediate threats or concerns.

Finally, in June 2025, Clark College is moving forward with the full implementation of multi-factor authentication (MFA) for all student accounts, utilizing the Okta platform. This added layer of security will play a critical role in ensuring that only authorized individuals are able to access student systems and sensitive information.

Policies and Procedures on Student Privacy

The College is committed to protecting student privacy, which is highlighted by its requirement for all staff to complete an annual Family Educational Rights and Privacy Act (FERPA) training. Additional training sessions are facilitated by the Registrar during staff training days and are available upon request to ensure understanding and adherence. Student rights and privacy protections are comprehensively outlined in Administrative Policy 710.000 – Student Rights and Responsibilities. This policy specifically addresses:

- 710.010: Protection against improper disclosure of records.
- 710.020: Family Educational Rights and Privacy Act (FERPA).

Students receive an annual FERPA notification to keep them informed of their rights and the college's responsibilities regarding the privacy of their educational records.

Notifications to Students at the Time of Registration of Any Additional Charges Associated with Verification Procedures

Students are notified of all applicable fees, including technology, facility, matriculation, and student activities fees. This information is readily available via the college website, the catalog, and through tuition statements. All fees associated with a particular course are transparently displayed when students register and access their ctcLink account to pay tuition. At this time, there are no additional charges specifically associated with identity verification processes.

Academic Policies and Procedures for Instructors to Implement Requirements for Regular and Substantive Interactions in Distance Education Courses or Programs

The College is actively developing a comprehensive Regular and Substantive Interaction (RSI) Policy (see Addenda A) designed to fully comply with Department of Education guidelines. This work is being spearheaded by the vice president of instruction, in close collaboration with faculty and the Academic Policies and Procedures Committee. Once approved, this policy will be formally incorporated into the Faculty Collective Bargaining Agreement, ensuring its official adoption and implementation across all relevant instructional areas. In the interim, faculty members are expected to meet the existing Department of Education RSI standards in all distance education courses.

The Institution's Distance Education Programs are Consistent with the Mission and Educational Objectives of the Institutions (Standard 1.C.1)

Clark College's distance education programs are fully consistent with the college's mission and overarching educational objectives. This consistency is maintained by ensuring that all courses and programs, regardless of their delivery modality (e.g., face-to-face, hybrid, or online), undergo the exact same rigorous approval process. This comprehensive evaluation ensures their strong alignment with both student and broader community needs, reflecting the college's commitment to quality education across all formats.

Institutions that Offer Courses or Programs Via Multiple Delivery Modalities Ensure Learning Outcomes and Levels of Student Achievement Are Comparable Across Modalities (Standard 1.C.6)

All courses and programs at Clark College, irrespective of their delivery modality, must receive approval from the Curriculum Committee. Course learning outcomes are established at the course level, meaning that every class section, whether face-to-face, hybrid, or entirely online, is held to an identical set of learning outcomes. The same principle applies to program learning outcomes. During the Program Viability Process, faculty rigorously examine student achievement levels across various modalities to ensure and confirm comparable student achievement, thereby maintaining academic integrity and consistency. Examples of course syllabi by modality are presented below.

Table 8

Examples of Course Syllabi by Modality

In Person	Online
<u>ANTH& 215, Bioanthropology</u>	<u>ANTH& 215, Bioanthropology</u>
<u>CMST& 230, Small Group Communications</u>	<u>CMST& 230, Small Group Communications</u>

Faculty monitor success rates by modality using the Course Success Dashboard. When comparing success rates for English 101 by modality, the success rates in online courses have steadily improved in English 101 over the past 3 years. For the 2022-23 academic year, 75% of online students compared to 85% of students in face-to-face classes made a C- or better. In 2024-25, 82% of online students successfully completed the course as compared to 86% of students enrolled in in person classes. The success rate for hybrid students was 80% for the past two academic years (see [figure 32 in appendix A](#)).

For the past three years, PSYC& 200, Life Span Psychology, students have performed better in the courses offered in person when compared to performance in hybrid and online courses. The gap in the success rates (see [figure 33 in appendix A](#)) has decreased to 4% in 2024-25 when comparing online students to students enrolled in in person courses. In 2022-23, the gap between in person and online student performance was 10%.

Finally, when reviewing overall success rates by modality, the percentage of students earning a C- or higher is within 5% for all years. See [figure 34 in appendix A](#).

Evidence for Distance Education Response
Addendum B.1 <u>Procedure 710.065 – Student Computing Resources Policy</u>
Addendum B.2 <u>Identification Verification Process</u>
Addendum B.3 <u>Okta Multi-Factor Authentication</u>
Addendum B.4 <u>Policy 710.000 – Student Rights and Responsibilities</u>
Addendum B.5 <u>Annual FERPA Notification</u>
Addendum B.6 <u>Tuition and Fees Website</u>
Addendum B.7 <u>Tuition and Fees Catalog</u>
Addendum B.8 <u>Course Syllabus: ANTH& 215, Bioanthropology, In Person</u>
Addendum B.9 <u>Course Syllabus: ANTH& 215, Bioanthropology, Online</u>
Addendum B.10 <u>Course Syllabus: CMST& 230, Small Group Communication, In Person</u>
Addendum B.11 <u>Course Syllabus: CMST& 230, Small Group Communication, Online</u>

Conclusion

The development of an equity-centered strategic plan, operationalized by 19 Key Performance Indicators, marks a significant step forward in Clark College's commitment to mission fulfillment. The college has demonstrated a clear trajectory of progress, successfully addressing previous recommendations by developing an institutional effectiveness plan, a dashboard and annual report to monitor mission fulfillment, engaging student support services in assessment, establishing new general education competencies, piloting systematic outcome measurements, and hiring a director of assessment to guide these efforts. The reporting of these data on the college website and the engagement of departments in KPI-related activities indicate a growing institutional capacity for evidence-based practice.

While these achievements are notable, the college recognizes several key areas for growth to more fully institutionalize a culture of continuous improvement. The next phase will focus on strengthening data engagement and literacy across the college community. This includes developing a dedicated committee structure to foster deeper, more coordinated data discussions and implementing a comprehensive data literacy program to empower all staff and faculty. Furthermore, ensuring the full functionality of the dashboard webpage is essential to make institutional data more accessible and usable. Finally, while progress on student achievement is evident, more concerted efforts in coordinated data review and assessment will be necessary to drive further improvements. Engaging with the insights and recommendations of site visitors will be invaluable in enhancing these processes and fostering broader community engagement. By addressing these areas, Clark College can build upon its strong foundation and accelerate its progress toward mission fulfillment.

Clark College Seven Year Report to NWCCU: Evaluation of Institutional Effectiveness

Appendix A

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¹ Click on the Figure you would like to review, and you will be directed to the appropriate page.

Figure 1

Clark College – Institutional Effectiveness Plan

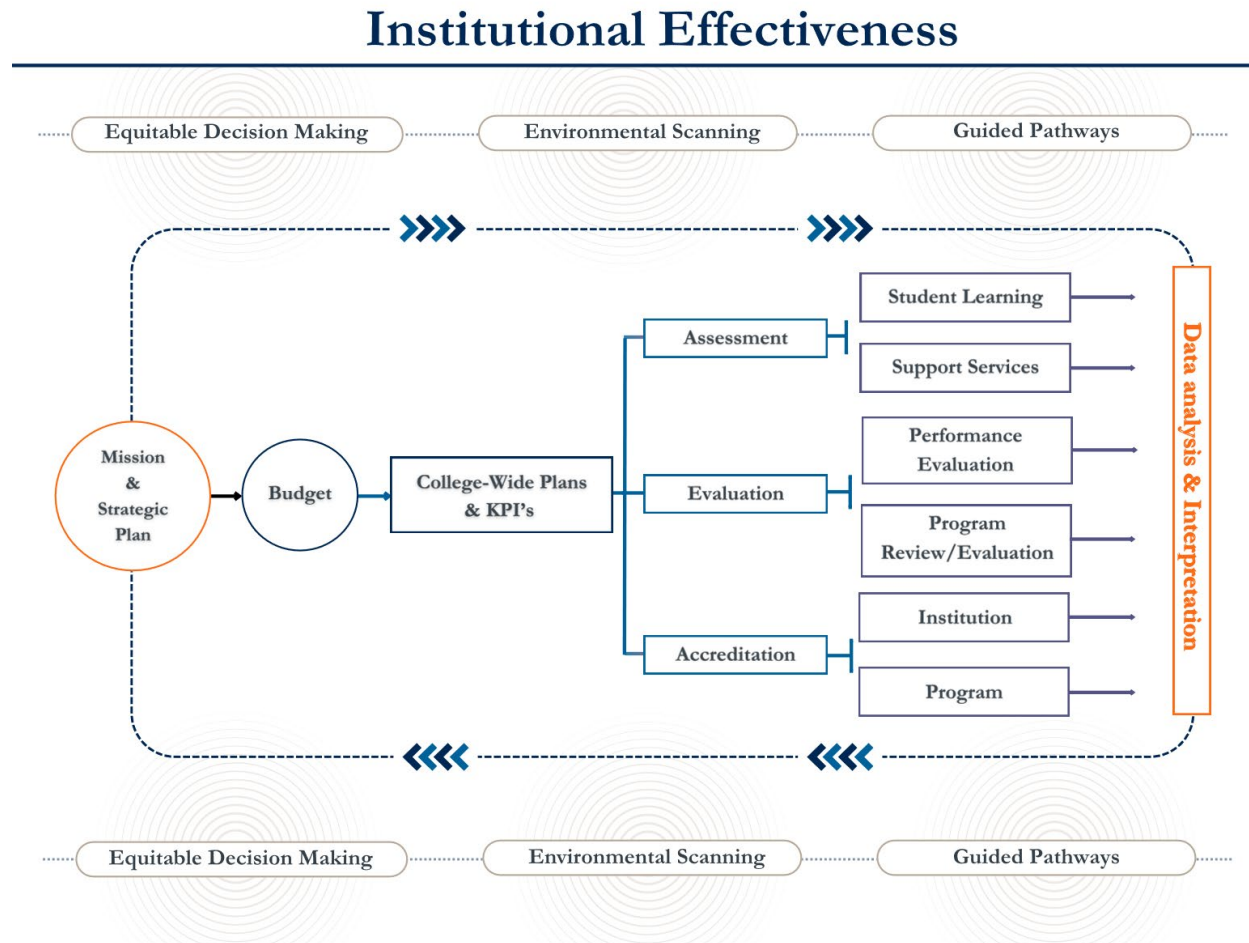


Figure 2

Assessment Cycle: Reflection, and Improvement at Clark College



Figure 3

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

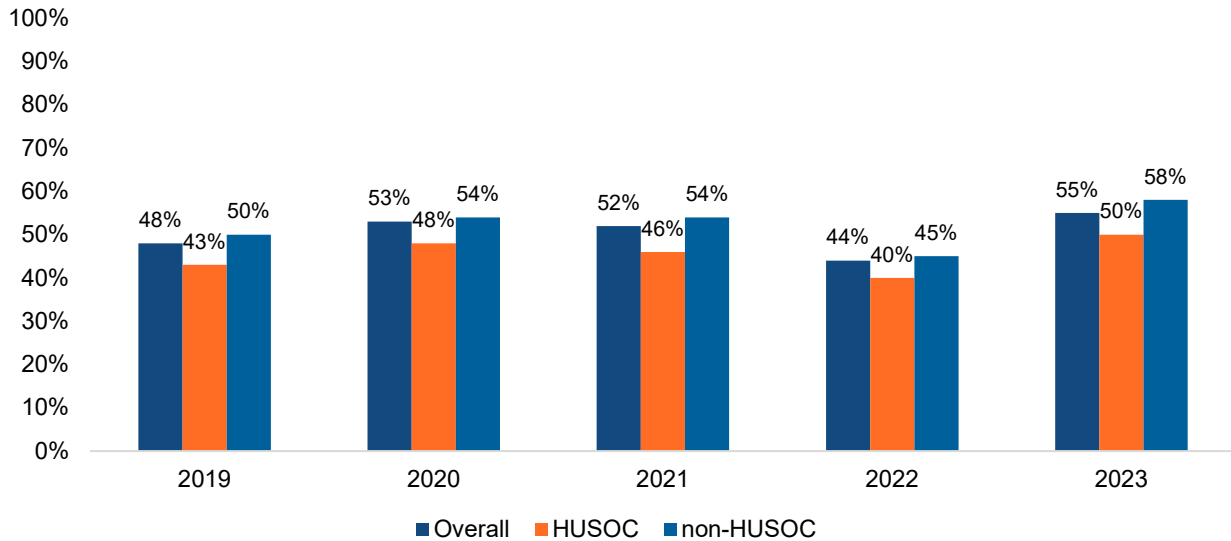


Figure 4

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

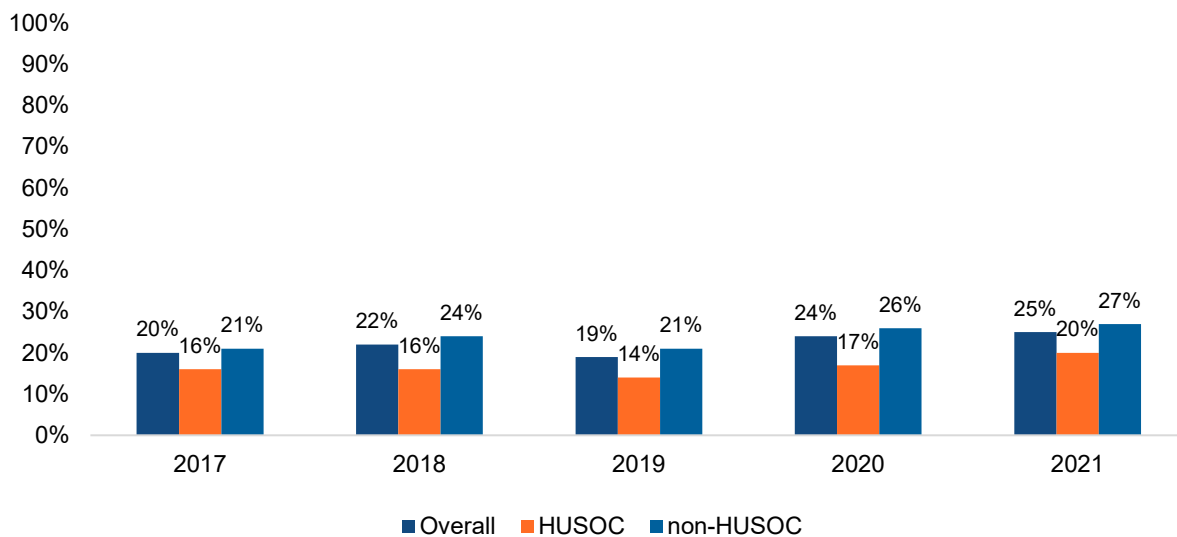


Figure 5

Year 4 Transfer Out Rates of First Time Students, 2019 – 2023 Cohorts by Race/Ethnicity

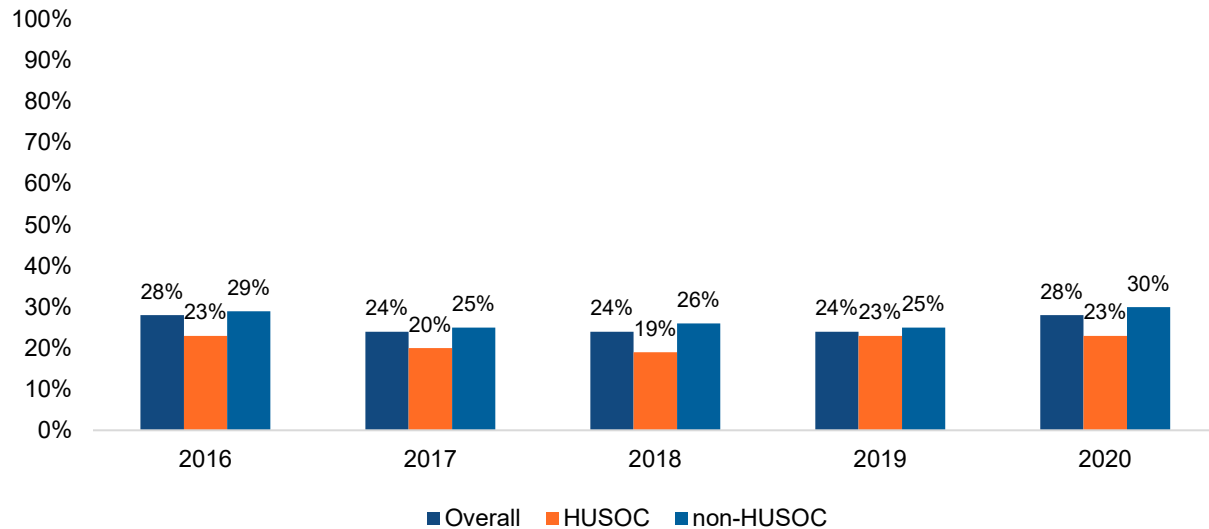
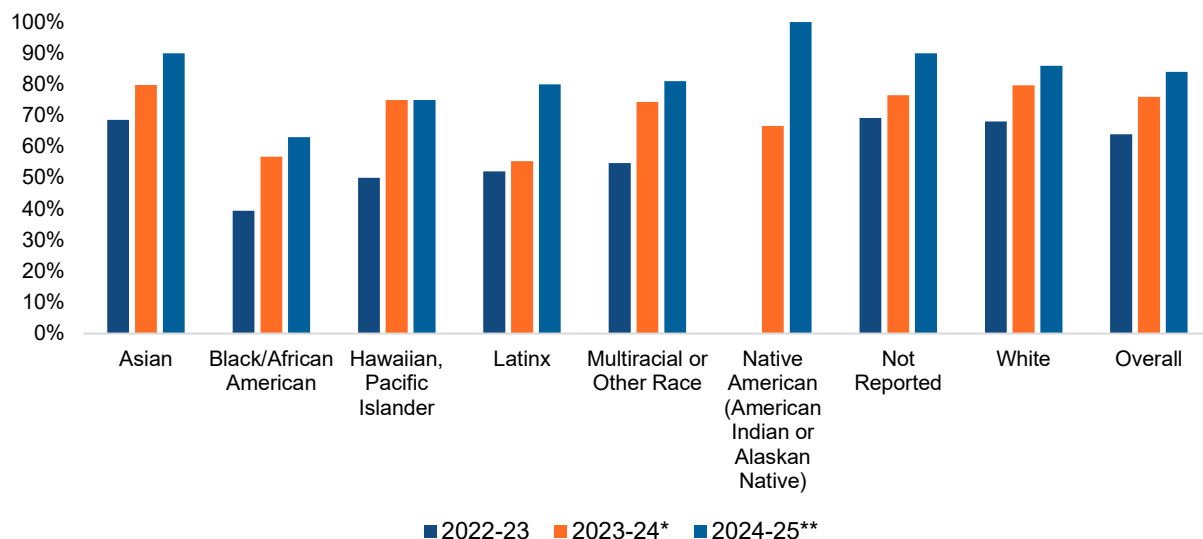


Figure 6

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



*Co-requisite course offering; **Data are incomplete

Figure 7

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

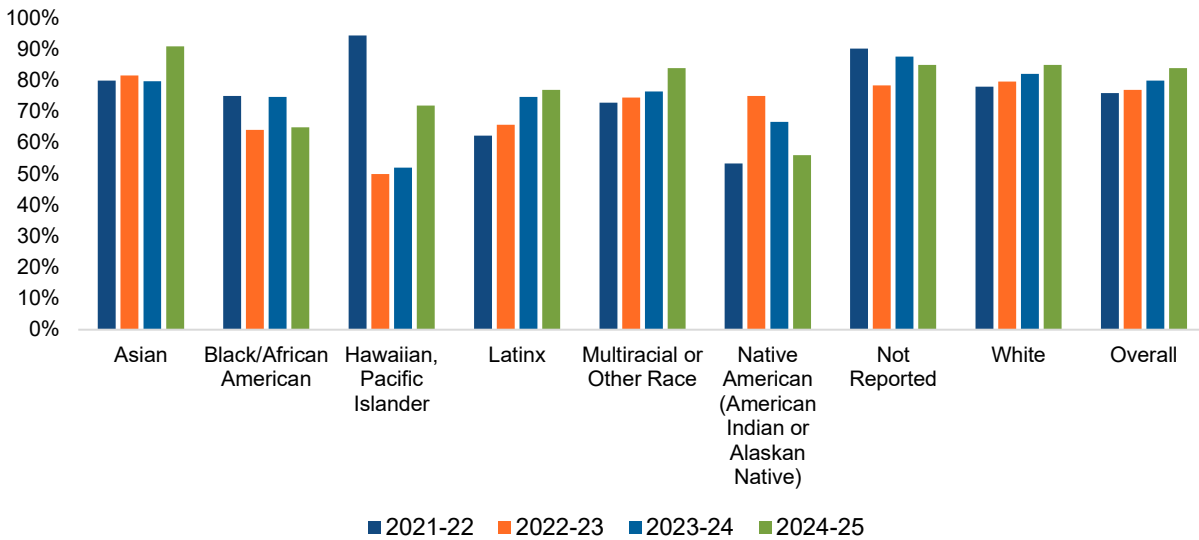


Figure 8

Success Rates (C or better) in Year 1 English and Math Courses, by Engagement with Tutoring Services Academic Years 2023-24 – 2024-25

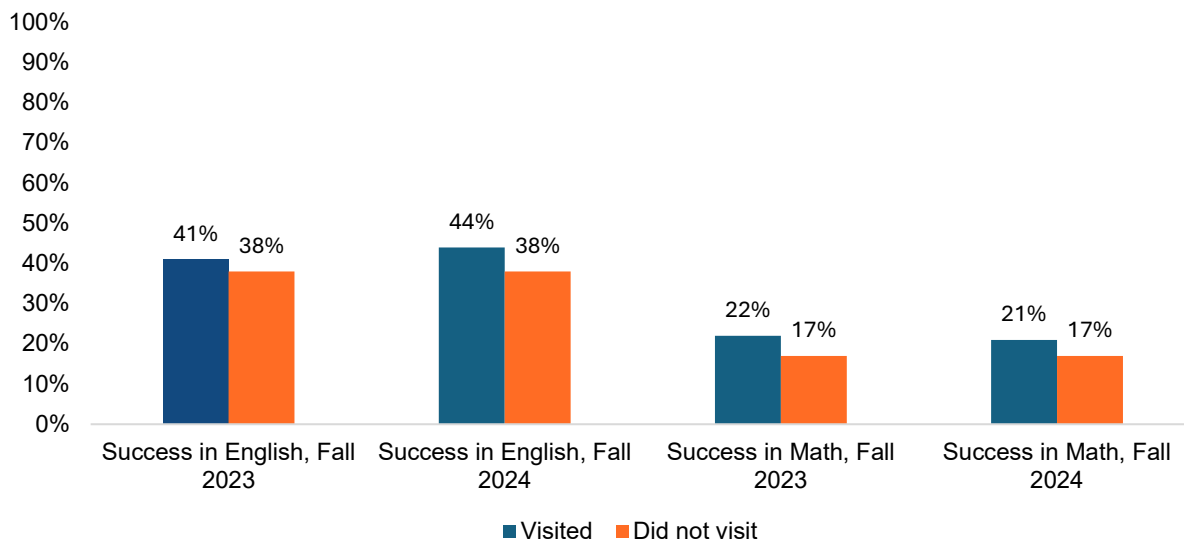


Figure 9

Fall to Winter Quarter Retention, by Engagement with Tutoring Services, Academic Years 2023-24 – 2024-25

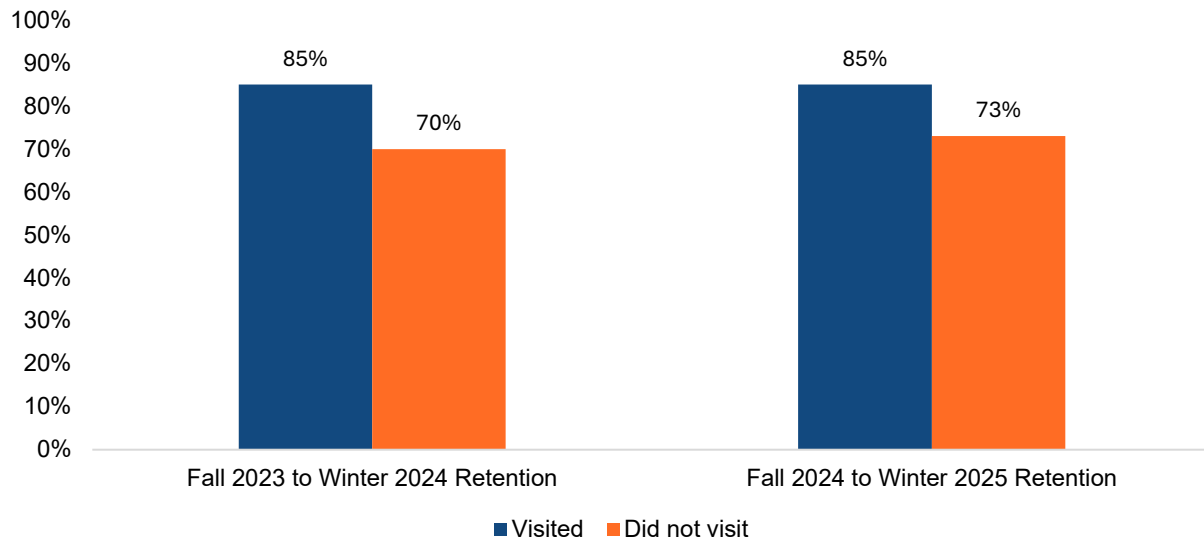


Figure 10

Fall Quarter GPA, by Engagement with Tutoring Services, Academic Years 2023-24-2024-25

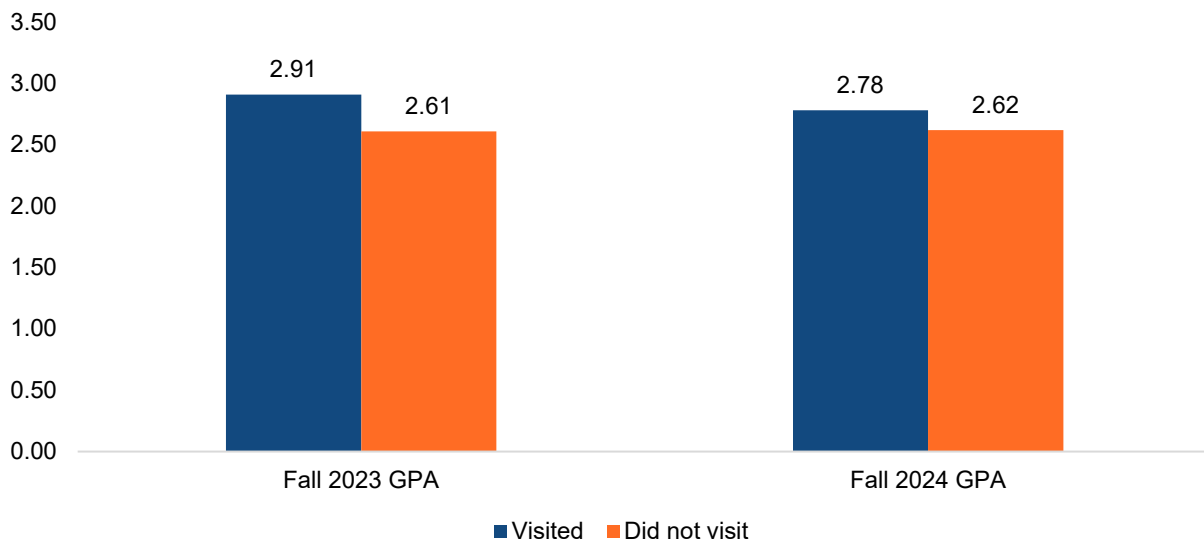


Figure 11

Example of KPI Annual Reporting



Figure 12

Comparisons with Regional and National Peers, Graduation Rate of All Full-time, First-time Degree/Certificate-Seeking Undergraduate Students within 150% of Normal Time to Program Completion 2016 Cohort

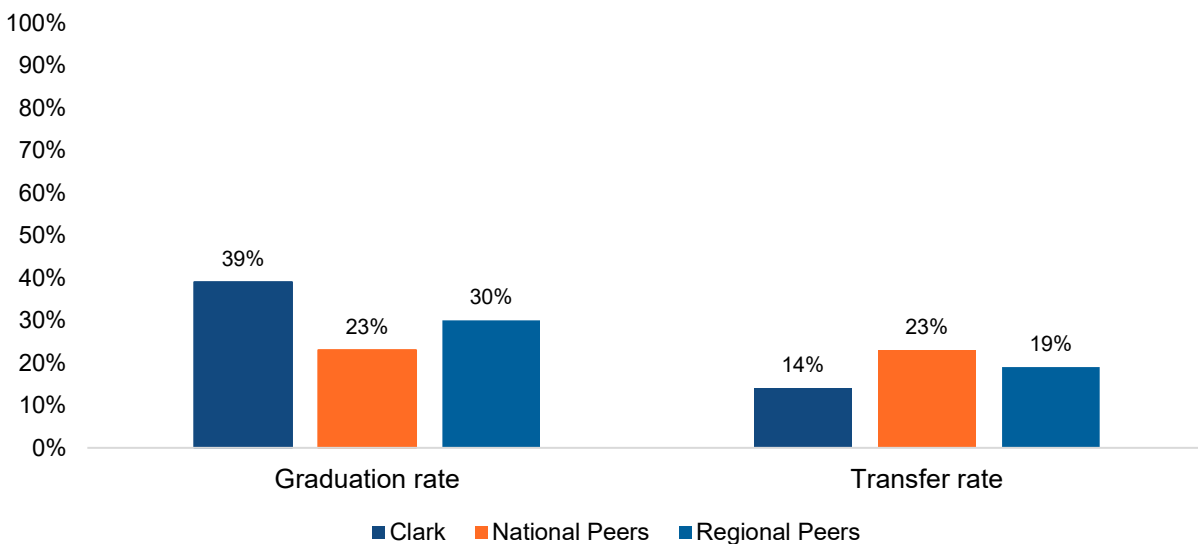


Figure 13

Comparisons with National and Regional Peers, , Graduation Rate of All Full-time, First-time Degree/Certificate-Seeking Undergraduate Students within 150% of Normal Time to Program Completion by Race/Ethnicity, 2016 Cohort

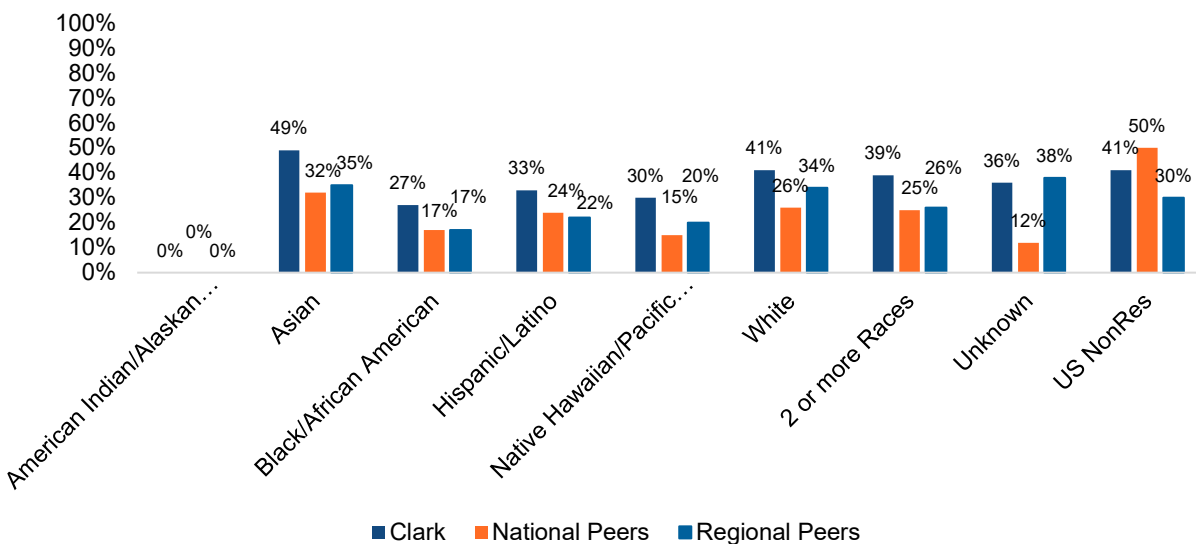


Figure 14

Comparisons with National and Regional Peers, Graduation Rate of All Full-time, First-time Degree/Certificate-Seeking Undergraduate Students within 150% of Normal Time to Program Completion by Type of Aid, 2016 Cohort

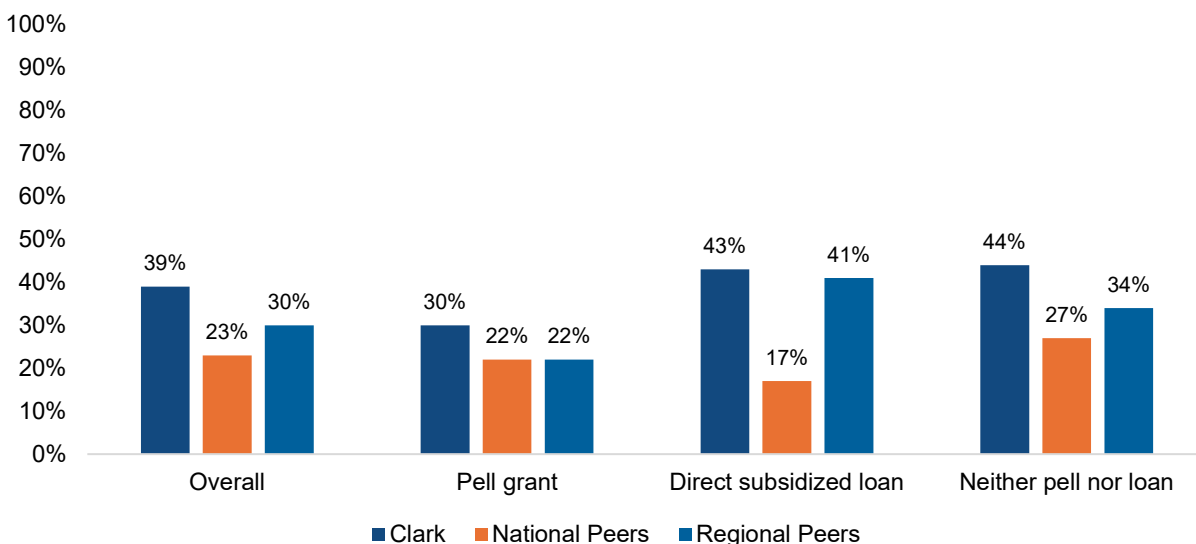


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Comparisons with Instate Peers and by Race/Ethnicity, Fall-to-Fall Retention Rates, All First-Time Students, 2019 -2023 Cohorts

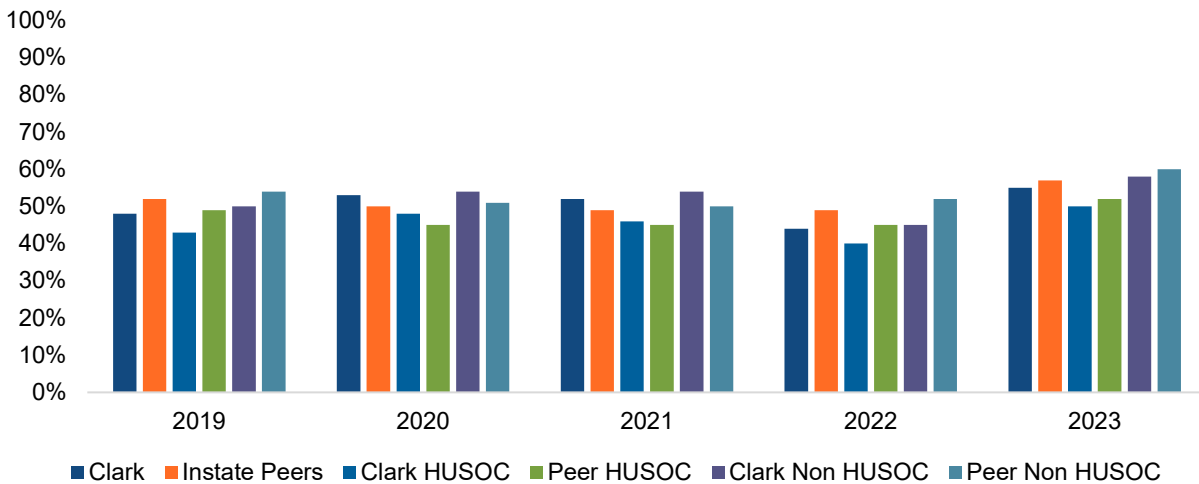


Figure 16

Comparisons with Instate Peers and by Race/Ethnicity, 3-Year Completion Rates of First-Time Students, 2019 – 2023 Cohorts

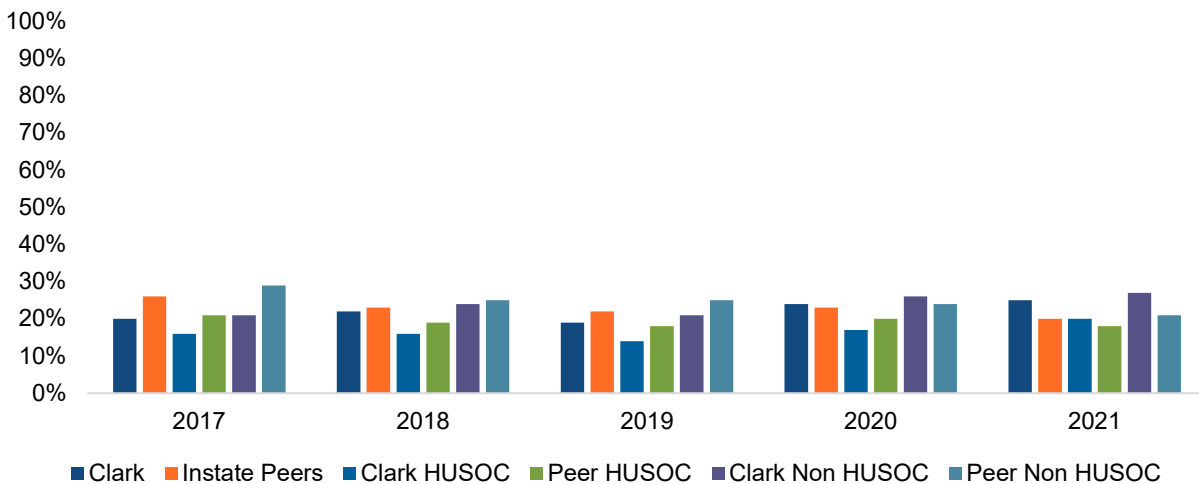


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Comparisons with Instate Peers and by Race/Ethnicity, Year 4 Transfer Rates of First Time Students, 2019 – 2023 Cohorts

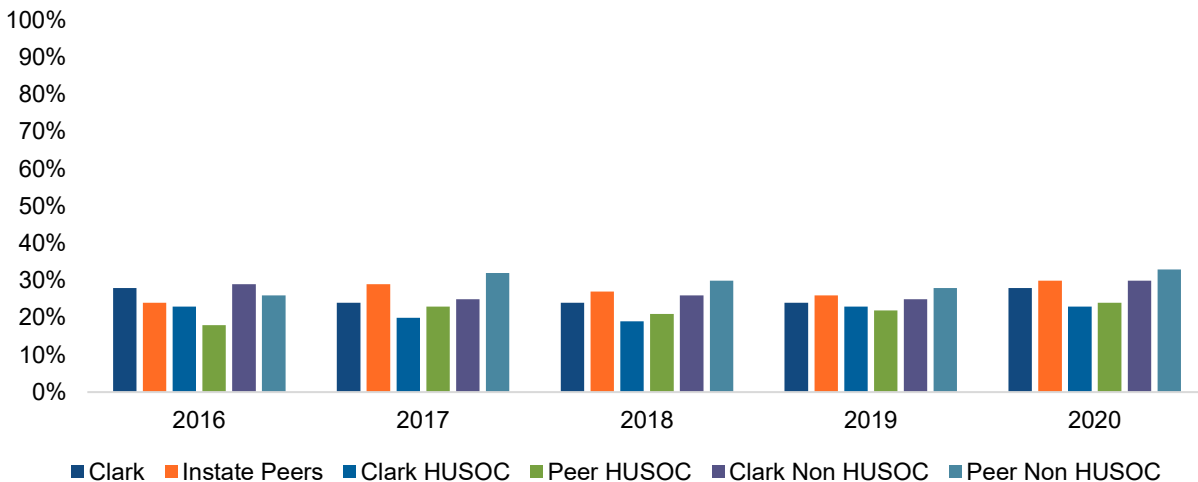


Figure 18

Comparisons with Instate Peers and by Race/Ethnicity, Completion of English in the First Year for First Time Students, 2019 – 2023 Cohorts

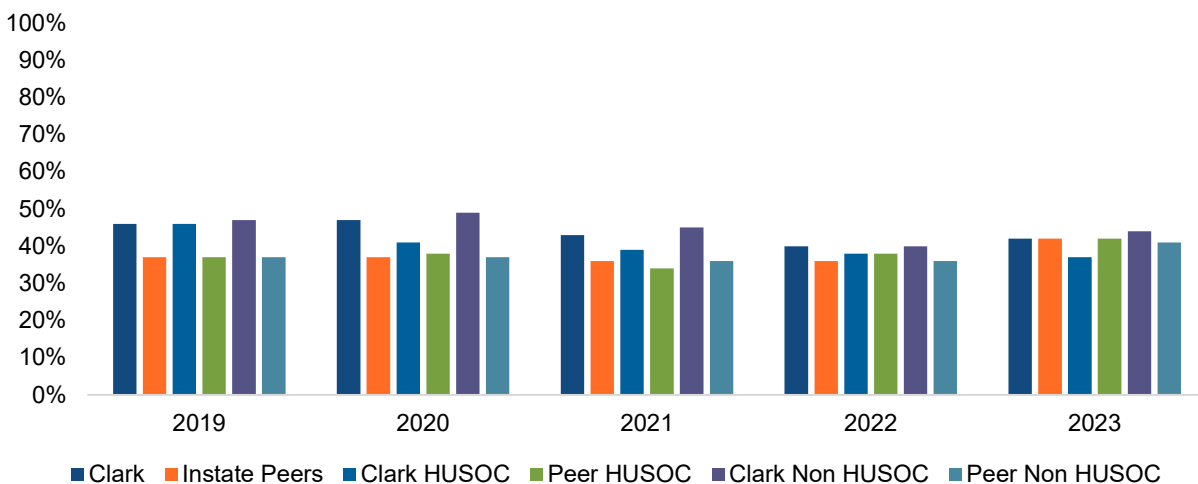


Figure 19

Comparisons with Instate Peers and by Race/Ethnicity, Completion of Math in the First Year for First Time Students, 2019 – 2023 Cohorts

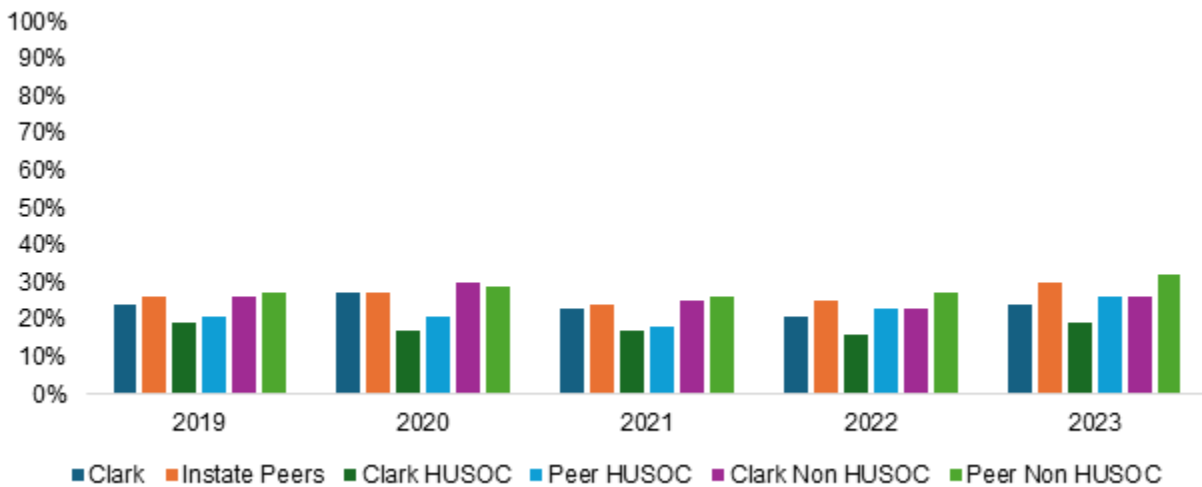
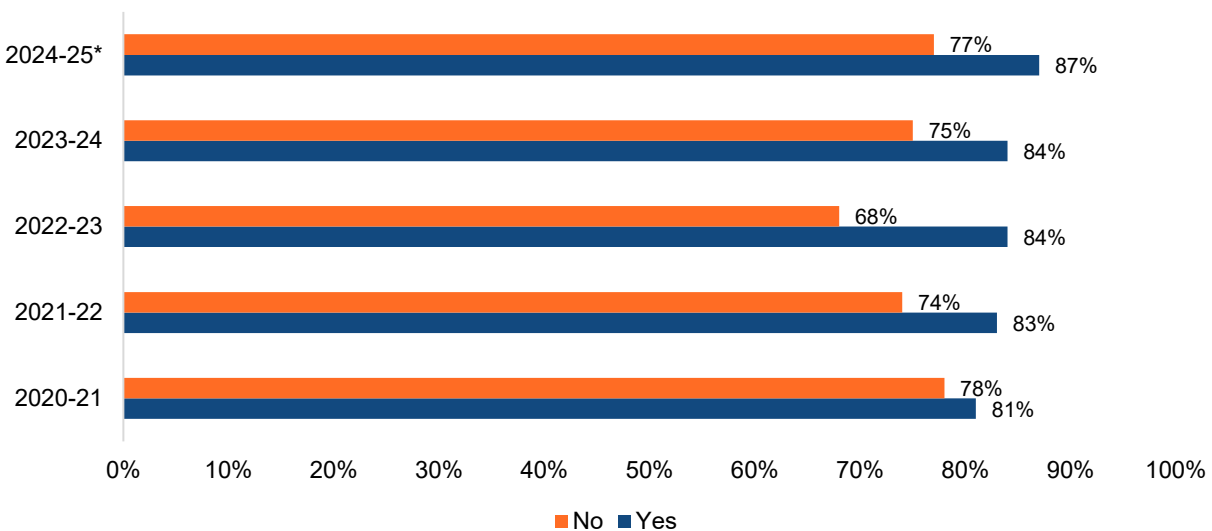


Figure 20

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



*2024-25 data are not complete

Figure 21

Comparison of Overall Course Success Rates (C or Better) by Use of OER by Race/Ethnicity, Academic Years 2023-24 – 2024-25

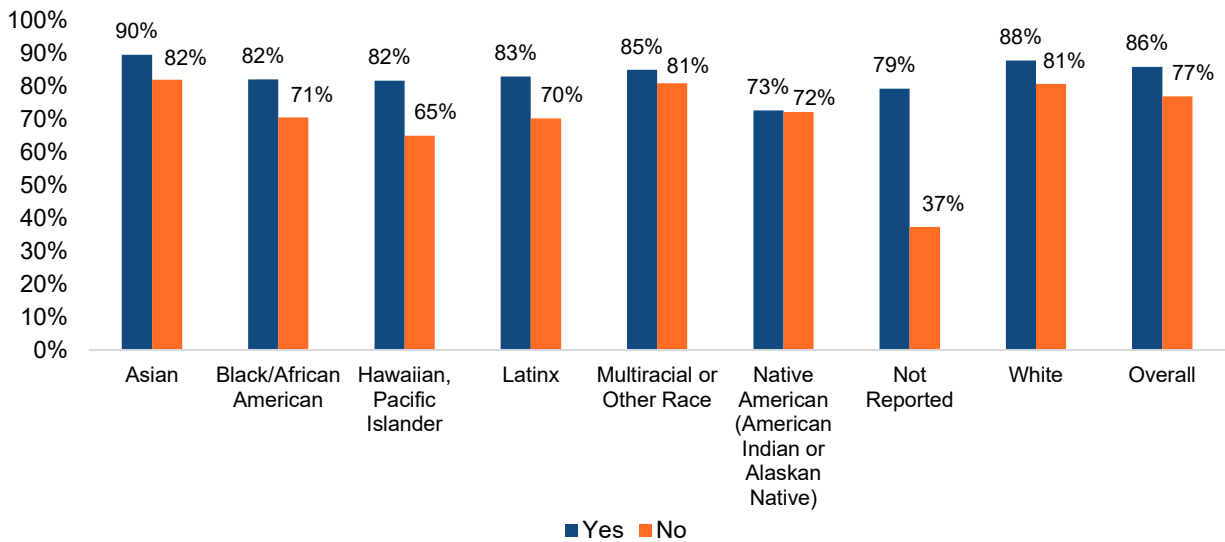


Figure 22

GE Competency and Outcome Illustration

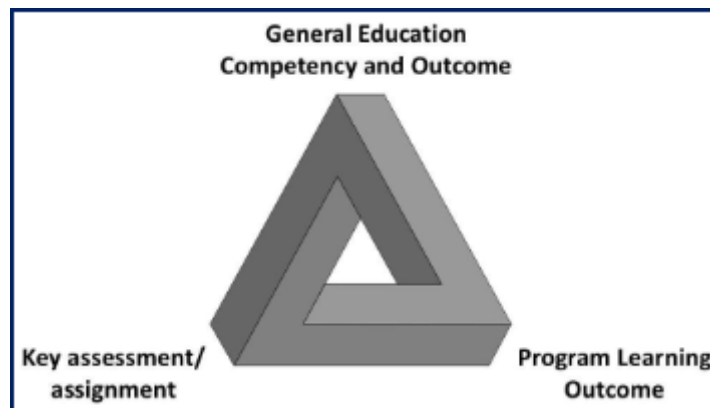
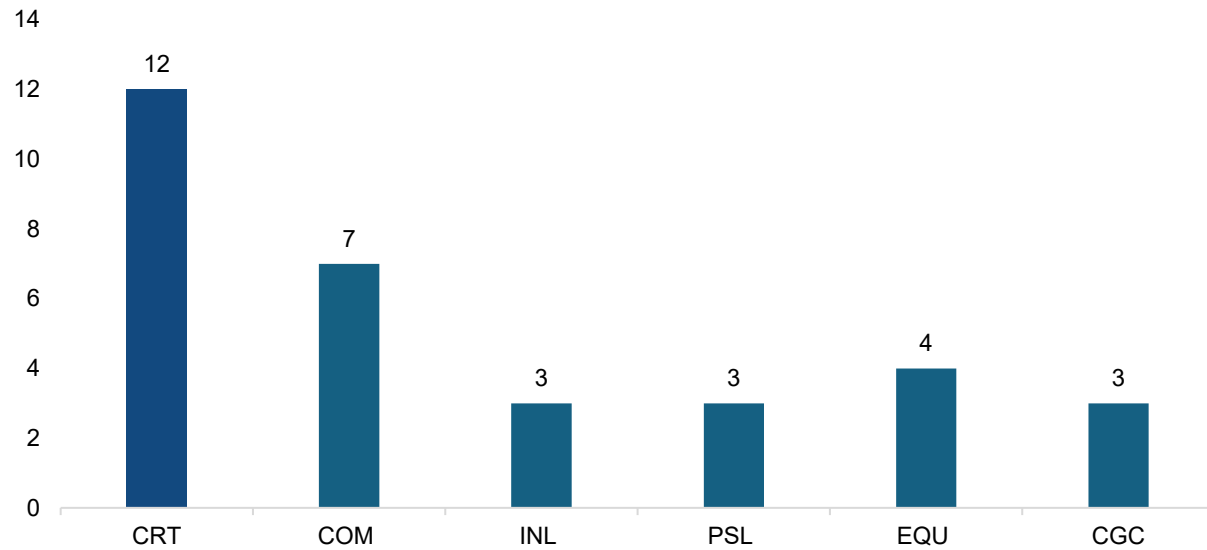


Figure 23

Count of Transfer Degree Subject Areas Aligned with General Education Competencies, Academic Year 2024-25



CRT – Critical thinking
COM – Communication
INL – Information literacy

Key:

PSL – Problem solving
EQU – Equity and Inclusion
CGC – Civic and Global Consciousness

Figure 24

Percent of Transfer Degree Subject Areas Using Assessment Data to Inform Interventions, Academic Year 2024-25

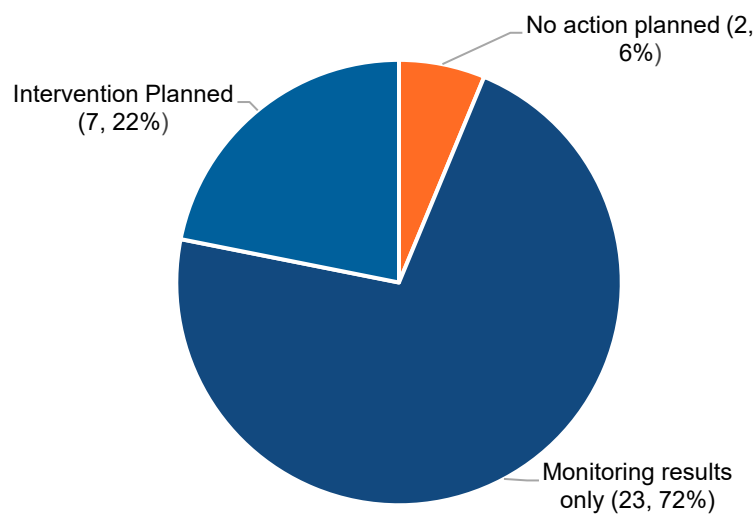


Figure 25

Count of Programs which Align to 0-6 Gen Ed Competencies, Academic Year 2024-25

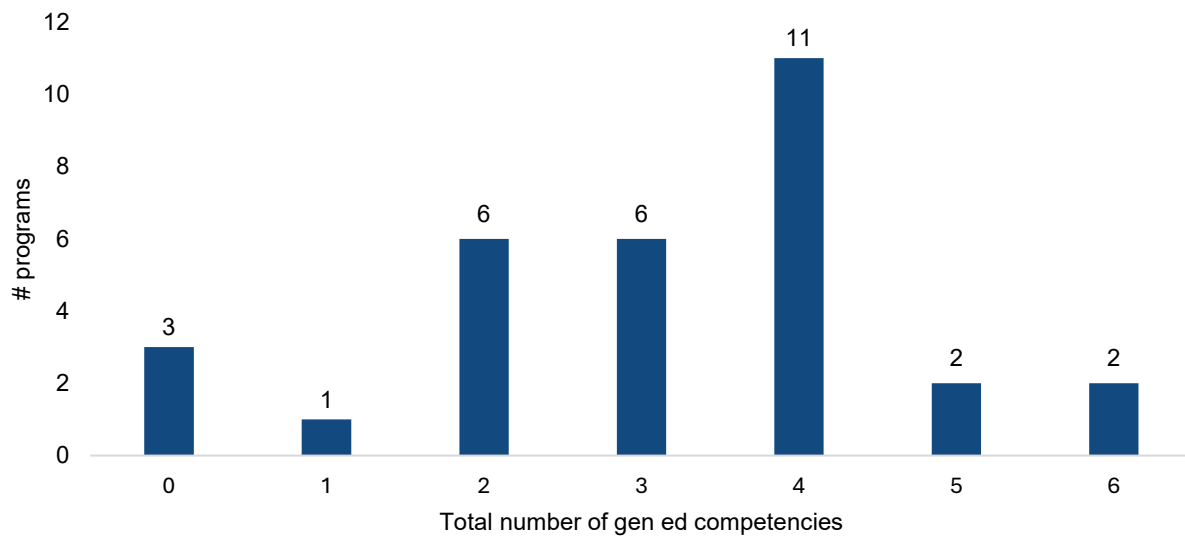


Figure 26

Count of Programs Aligned to Each General Education Competency, Academic Year 2024-25

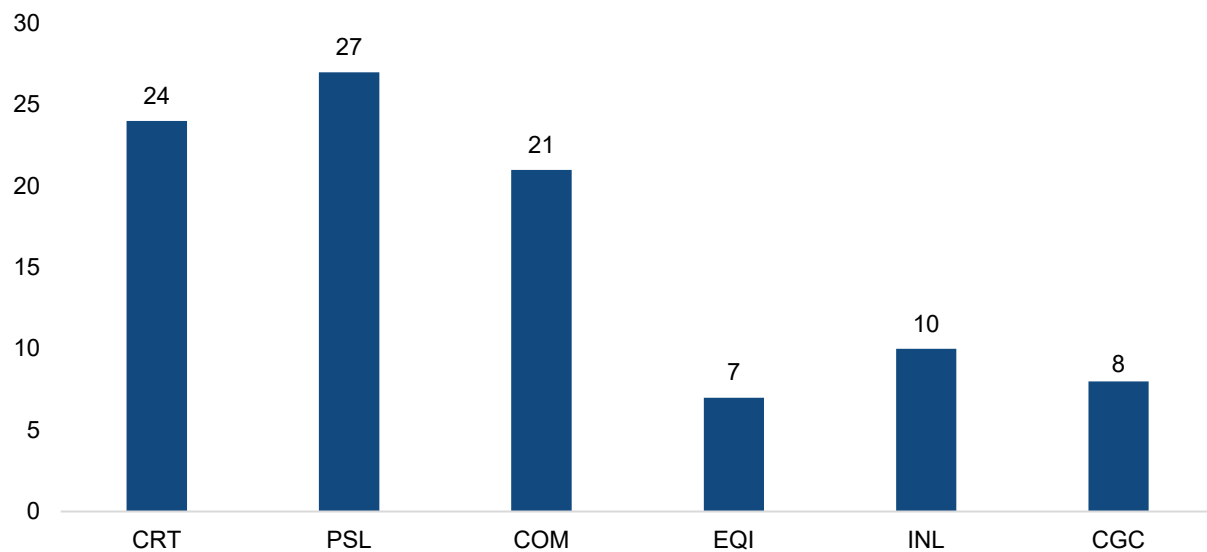


Figure 27

Percent of Programs Using Assessment Data to Inform Interventions, Academic Year 2024-25

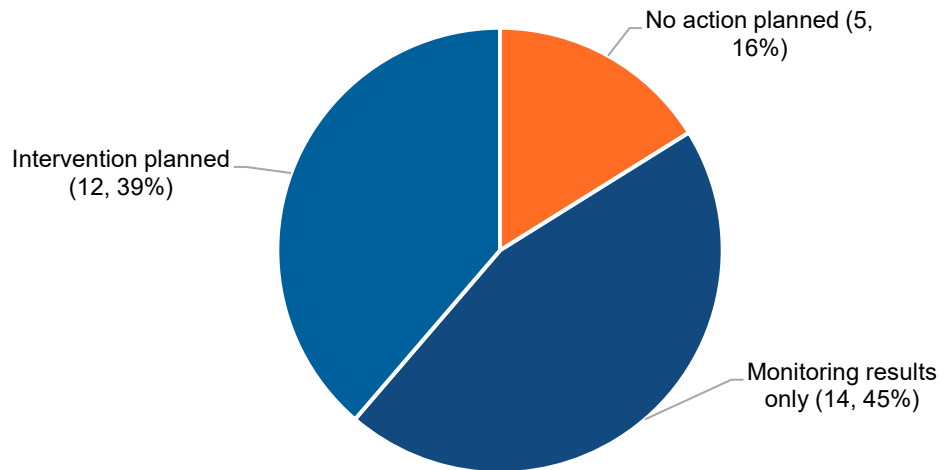


Figure 28

Percent of Full Program with Accurate Curriculum Maps, Academic Year 2024-25

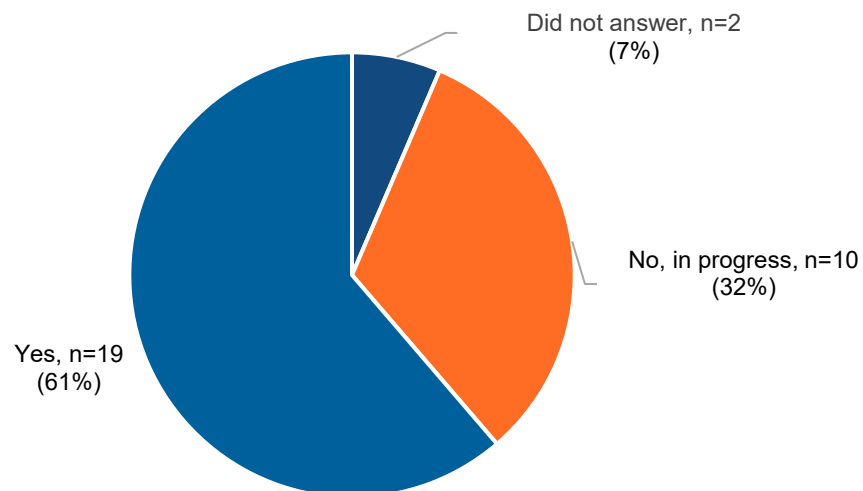


Figure 29

Enrollment Dashboard

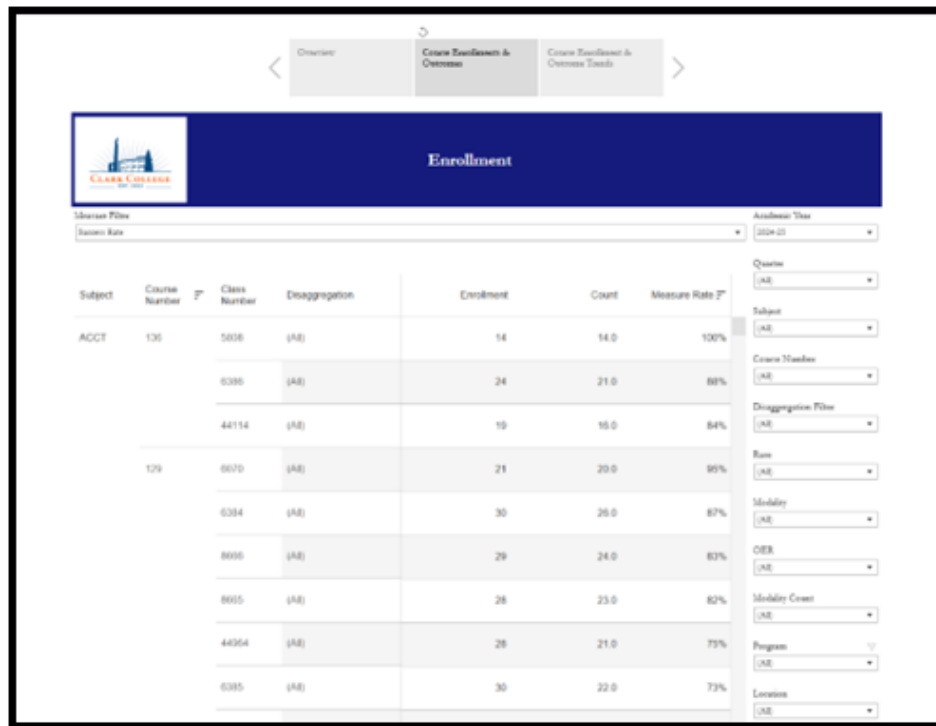
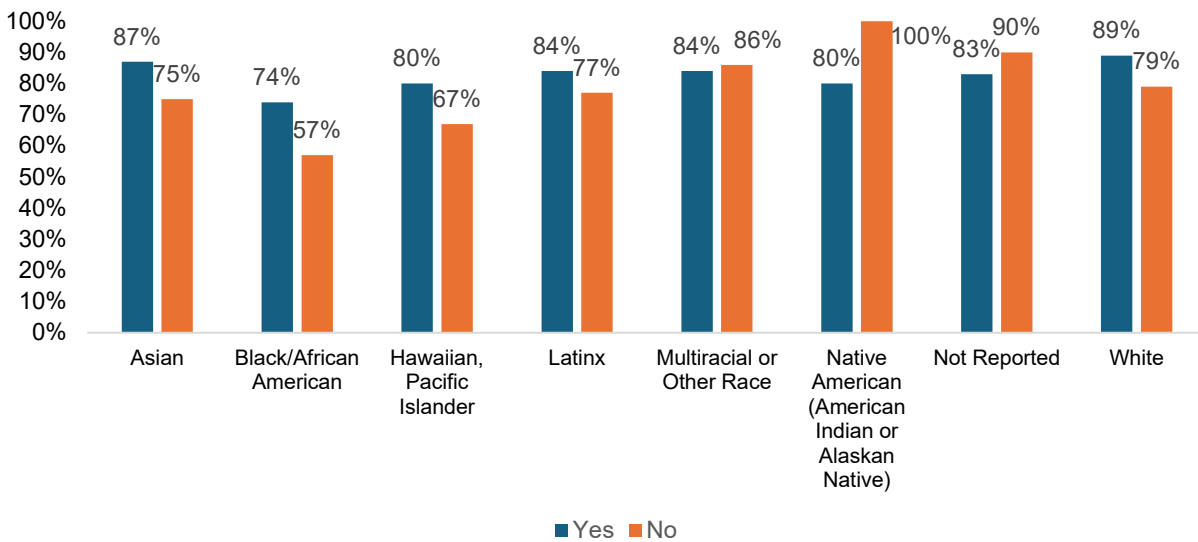


Figure 30

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



*Summer, Fall, and Winter Quarters

Figure 31

Comparison of Fall-to-Fall Retention Rates by Engagement with Disability Access Services, Academic Years 2022-23 – 2024-25

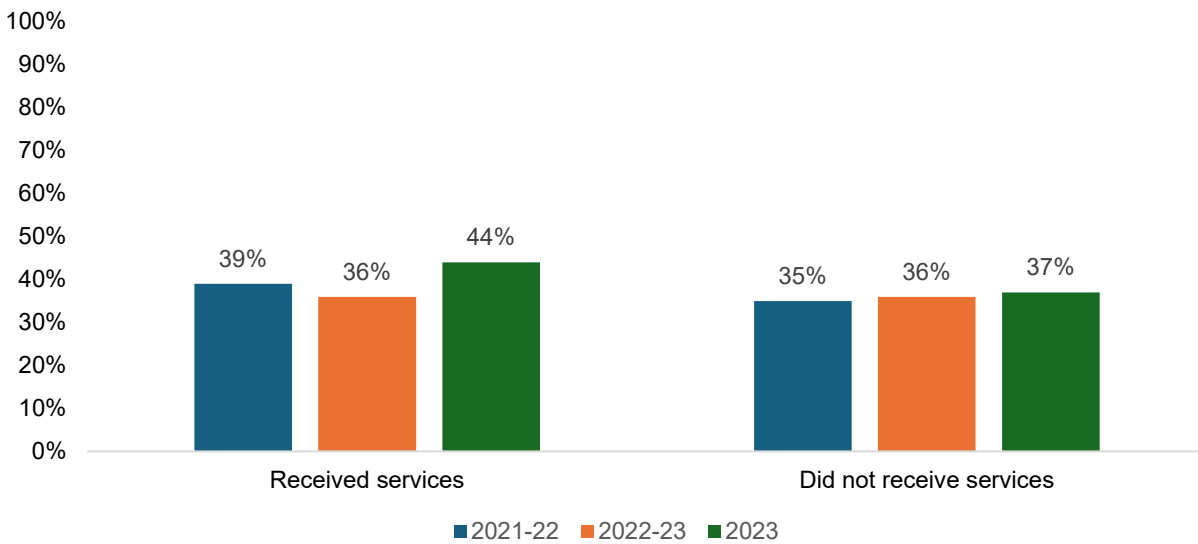


Figure 32

Success Rates (C- or higher) in ENGL& 101 by Modality, Academic Yars 2022-23 – 2024-25

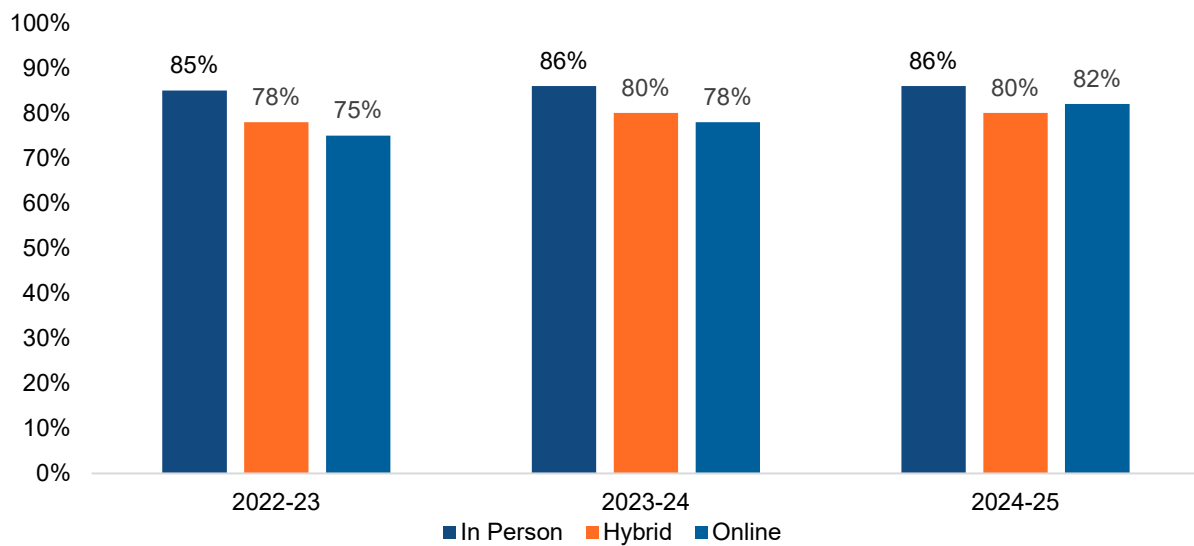


Figure 33

Success Rates (C- or higher) in PSYC& 200 by Modality, Academic Years 2022-23 – 2024-25

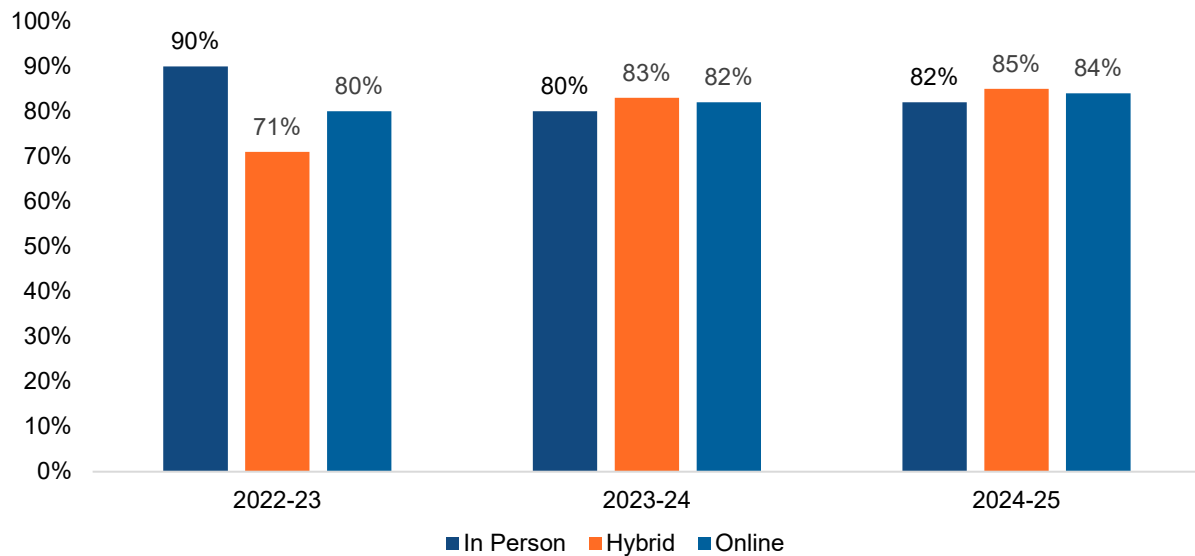
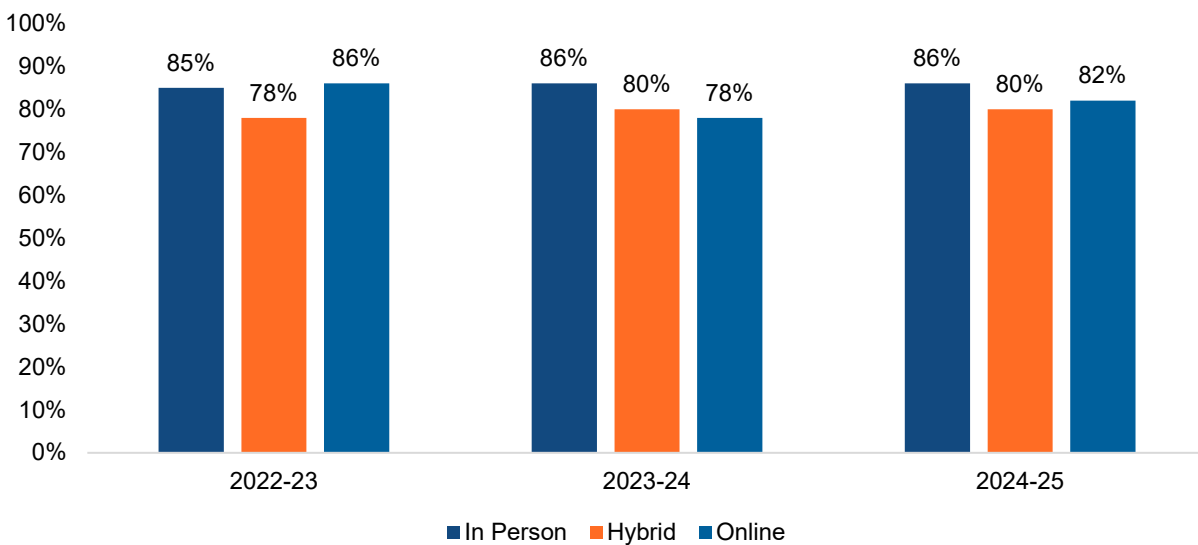


Figure 34

Success Rates (C- or higher) Overall by Modality, Academic Years 2022-23 – 2024-25



Clark College Seven Year Report to NWCCU: Evaluation of Institutional Effectiveness

Appendix B

Supporting Exhibits

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Exhibit 13 Transitional Studies Webpage	1

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Exhibit 13 [Transitional Studies Webpage](#)