



Northwest Commission on College and Universities (NWCCU)
Annual Update for Washington State Quality Awards (WSQA)
Academic Year 2021 - 2022
Due October 28, 2022

College Name: Clark College

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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
<p>Recommendation 3: Consistently complete and document assessment processes which provide meaningful data that is used to inform institutional planning, decision-making and resource allocation for program and service improvement for all programs and services (academic and nonacademic) (Standards 3.B., 4.B.1, 5.B.2).</p>	<p>Recommendation 3 Clark is actively engaged in a college-wide process of improving planning, implementation, and evaluation systems for both academic and operational (nonacademic) programs and services through the Outcomes Assessment Committee (OAC) and within leadership teams with institutional pillars (Instruction, Student Affairs, etc.).</p> <p>To initiate and guide this work, an Assessment Consultant was hired in Spring 2022 to provide assessment support, infrastructures, and framework, and serve as liaison with internal and external software providers, faculty, and staff. The College also formed an Accreditation Steering Committee.</p> <p>The College developed a Program Planning and Assessment Model that focused on operational</p>	<p>The College has made considerable progress in establishing frameworks to ensure integrated processes, which have momentarily delayed at-scale implementation. With current frameworks in place, the College is on-track for institution-wide academic and operational department (non-academic) assessment and continuous improvement processes to be at-scale before its Year Seven visit.</p> <p>Fall 2021/Spring 2022: For Academic Year 2021-2022, 45 of 57 possible academic programs returned 2021-22 Faculty Outcome Assessment Reports. By 2023-2024, all service area outcomes will have been established and a cycle of assessment completed which will inform planning and resource allocation.</p>

	<p>department (nonacademic) assessment. This model addresses the recommendation based on original standards, as well as the new 2020 Standards to ensure that the approach meets immediate and long-term planning and assessment needs. While this model was developed in Spring 2019 for implementation in Academic Year 2019-2020, implementation was deferred due to compounding factors. The initial deferment was to Spring 2020, due to the conversion of Clark College's enterprise student management system to ctLink/PeopleSoft, which occurred in October 2019. This work was further deferred with a faculty strike in January 2020, and the onset of the COVID-19 pandemic in March 2020.</p> <p>To bridge from program assessment to holistic planning, a cross-institutional team was assembled in Spring 2022 to review assessment software that facilitates comprehensive, collaborative outcomes assessment – specifically with maps to institutional planning, decision-making, and resource allocation for improvement. A new software was adopted and will be implemented in January 2023 to allow for the comprehensive integration with operational department assessment, institutional planning, decision-making, and resource allocation.</p>	<p>Fall 2021: The quality of Clark College's courses and degree and certificate programs is now monitored and improved through the work of the Instructional Planning Team (IPT), the Program Viability Process (PVP), and the Outcomes Assessment Committee (OAC).</p> <p>Fall 2022: Creation of Accreditation Steering Committee to oversee both accreditation college-wide and provide oversight and accountability for the outcomes assessment process for both instruction and non-instruction.</p> <p>Fall 2022: Selection of software completed. The implementation of the software will help facilitate input, tracking, dissemination, and use of assessment results to drive planning and resource allocation.</p> <p>Fall 2022: Establishing program and service purpose statements for each student support service at the college. Establishing service-level goals and outcomes that are aligned with Executive Cabinet and college-wide strategic priorities. Developing methodology and data assessment practices to measure progress towards service-level goals and outcomes</p>
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<p>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 (Standards 2.C.10, 4.B.2).</p>	<p>Recommendation 4: Each general education outcome and corresponding distribution area has a newly developed, Outcomes Assessment Committee (OAC) approved formal application to accept new courses, which includes a student learning rubric and course rubric. These rubrics are being used to approve new courses for distribution area inclusion and for the inclusion of existing courses in new distribution areas, such as PPI.</p> <p>Standardizing the student learning rubric has been a foundational component of refinement of Outcomes Assessment Committee processes. In 2021-2022, several departments individually assessed general education student learning, including Natural Sciences (Earth & Environmental Sciences); Written Communication (English); Humanities (Graphic Design); Social Sciences (Sociology and History); Health & Physical Education (HPE). OAC processes are in development to aggregate individual assessment data to assess student learning holistically to assess broader general education goals at the college.</p> <p>Create and institutionalize an inclusive, cross-departmental assessment of the general education outcomes.</p>	<p>2021-22: Clark College has designated nine (9) general education outcomes, operationalized within seventeen (17) distribution areas. Distribution areas represent subsets of core options based on level of degree or certificate. These include Written Communication; Oral Communication; Quantitative Reasoning; Human Relations; Humanities; Natural Sciences; Social Sciences; Health and Physical Education; and Power, Privilege, and Inequity.</p> <p>Winter-Spring 2022: Of the general education and distribution area outcomes, eight (8) have newly developed student learning outcome rubrics to measure student learning (Written Communication; Social Sciences; Quantitative Reasoning; Power, Privilege, and Inequity; Oral Communication; Natural Sciences; Humanities; Health and Physical Education, with one drafted and in-review in Human Relations.</p> <p>Fall 2022: OAC's work in developing gen ed assessment practices engaged the broader Clark faculty during Assessment Day, an annual faculty in-service day in October. This provided professional development opportunities and guided-working sessions for faculty across departments that serve in a general outcome distribution areas to collectively review student artifacts, student learning outcomes, and develop action plans to promote student learning at all levels of assessment.</p>