BoardEffect

Clark College

BOT Meeting

Wednesday, February 5, 2020 5:00pm (PST)

GHL 213

Board of Trustees Agenda, Wednesday, February 5, 5:00pm in GHL 213

I. Call To Order/Agenda Review - Chair Jacobsen

II. Introductions - Interim President Fowler-Hill

    A. Transforming Lives Winner - Jorge Maravilla

III. Action Items - Consent Agenda - Chair Jacobsen

    A. #1 - December 18, 2019 Board Meeting Minutes

    B. #2 - January 13, 2020 Special Board Meeting Minutes

    C. #3 - January 16, 2020 Special Board Meeting Minutes

    D. #4 - January 21, 2020 Special Board Meeting Minutes

    E. #5 - New BAS Degree

    F. #6 - Reserves and Fund Balances

    G. #7 - C-Tran/PacTrust

IV. Audience Statement - Chair Jacobsen
    Audience statements will be limited to two minutes each.

V. Constituent Reports

    A. AHE - Suzanne Southerland

    B. WPEA - Dee Harris

    C. ASCC - Evans Kaame

    D. Foundation - Lisa Gibert

VI. Reports from Board Members - Chair Jacobsen

VII. President's Report - Interim President Fowler-Hill

    A. Student Affairs Presentation - Kim Brewer and Victoria Walters, Enrollment Navigators

     A. Student Success - Jovan Merceron

   B. Program Presentation - Dalila Paredes, Director of MESA

   C. Scorecards

VIII. Next Meeting
The next special meeting of the Board of Trustees is currently scheduled for Friday, February 14, 2020 from 11:30am-1:30pm in the President's Conference Room, BRD 102.

The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, February 26, 2020 at 5pm in the Ellis Dunn Community Room, GHL 213.

IX. Executive Session - Chair Jacobsen
An Executive Session may be held for any allowable topic under the Open Public Meetings Act.

X. Adjournment - Chair Jacobsen
Time and order are approximate and subject to change.

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Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, December 18, 2019
GHL 213

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In Attendance
Jane Jacobsen, Chair
Rekah Strong, Vice Chair
Jeanne Bennett, Trustee
Paul Speer, Trustee

Absent
Jada Rupley, Trustee

Administrators
Dr. Sandra Fowler-Hill, Interim President
Bill Belden, Vice President of Student Services
Dr. Sachi Horback, Vice President of Instruction
Genevieve Howard, Interim Associate Vice President of Instruction
Kelly Love, Chief Communications Officer
Kevin Witte, Vice President of Economic & Community Development
Rashida Willard, Vice President of Diversity, Equity & Inclusion/Chief Diversity and Equity Officer
Bob Williamson, Vice President of Administrative Services
Shanda Haluapo, Associate Vice President of Planning & Effectiveness
Stefani Coverson, Vice President of Human Resources & Compliance
Valerie Moreno, Chief Information Officer

Others
Kimberly Witherspoon, Assistant Attorney General
Lisa Gibert, CEO, Clark College Foundation
Suzanne Southerland, AHE President
Dee Harris, WPEA Representative

I. **Call to Order/Agenda Review**
Chair Jacobsen called the meeting to order at 5:05pm. Chair Jacobsen read a statement.

Good afternoon. The Board of Trustees welcomes public comment on all issues. A reminder that we have a two minute time limit to accommodate everyone who wishes to speak. We value all voices and perspectives. We ask everyone to be respectful in their comments. If you wish to speak, please sign up and we will call your name. Thank you.

II. **Introductions**
No introductions at this time.

III. **Action Items and/or Consent Agenda**

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A. #1 - November 13, 2019 Board Meeting Minutes

B. #2 - December 2, 2019 Special Board Meeting Minutes

C. #3 - December 9, 2019 Special Board Meeting Minutes

MOTION: Trustee Bennett made a motion to approve the Consent Agenda Items III A-C. Trustee Speer seconded the motion and it unanimously passed.

IV.   <u>Audience Statements</u>
The following individuals shared public comments in support of the faculty during Audience Statements:
- Suzanne Southerland
- Malcom McCoy
- Ron Lajoy
- Sarah DeYoreo
- Karina Bjork
- Cassia Gammill
- Sydney Braunnara
- Dr. Gerry Dunn
- Diane Coafrey
- Alexis Nelson
- Greg Finley
- Raul Moreno
- Siri Wickramaratne
- Christine Gregor
- April Mixon
- Nadine Fortealeh
- Adam Aguilera
- Jen Ward
- A Spicer
- Mike Arnold

V.   <u>Executive Session</u>
The Board went into Executive Session at 6:05pm under RCW 12.300110(1) (g) to evaluate the qualifications of an applicant for public employment. It was announced that the Executive Session will last until 6:30pm. The meeting was extended to 6:45pm. The Executive Session ended at 6:45pm, the Board went back into open meeting.

VI.   <u>Presidential Search:</u>
Trustee Speer shared that there were 65 Presidential applicants. Gold Hill Associates narrowed the search to 21 applicants. The Presidential Search Advisory Committee reviewed the 21 applicants and after an in depth review, ten semi-finalists were selected. The Presidential Search Advisory Committee conducted interviews with the ten semi-finalists through video conferences and four finalists were selected. The four finalists are: Dr. Karin Edwards, president of the Cascade Campus of Portland Community College; Dr. Joaquín G. Martínez, district vice provost of institutional effectiveness at Miami Dade College; Dr. Lamata D. Mitchell, vice president of instruction and academic operations at Pima Community College; and Dr. Sara Thompson Tweedy, vice president of

student access, involvement, and success at SUNY Westchester Community College. The finalists will be on campus the week of January 13 and January 20. After the college interviews and forums have taken place, a small team will visit the finalists' campus for a tour and reference checks. A decision and announcement of the next President will be made by February.

MOTION: Chair Strong made a motion to approve the Presidential semi-finalists. Trustee Bennett seconded the motion and it unanimously passed.

VII.   <u>Constituent Reports</u>
   A. AHE
       President Southerland stated concern about the message a strike sends to the Presidential finalists. President Southerland requested Clark to act upon stated values with living wages, social equity and an investment in attracting and retaining faculty.

   B. WPEA
       Dee Harris congratulated Aaron McPherson in the amount of steps taken during the Walktober Challenge. Ms. Harris also expressed appreciation to Janis Taylor, Budget Committee Enrollment, Advising and Entry services and fielding questions regarding ctcLink IT/Business services. Ms. Harris announced that a Labor Management communication meeting is scheduled in January to discuss job diversity and bargaining; regular meetings are expected to take place throughout the academic year.

   C. ASCC
       President Kaame presented the ASCC November monthly report. President Kaame highlighted the Legislative Breakfast and the ASCC Penguin Pantry. The three priorities of the student government were evaluated with a reduction in the cost of books, optimization of website and sustaining the Penguin Pantry with short term and long term goals. The ASCC has partnered with local business within Clark County and worked with the Foundation to identify those businesses and leaders in order to sustain and improve the Penguin Pantry program.

   D. Foundation
       CEO Gibert stated that the Holidays are an opportunity to build connections with donors and advocating for Clark. CEO Gibert shared that the Penguin Pantry has secured a 10k donation match in order to "challenge" the campus to match through participation. CEO Gibert announced that 10 acers at Boschma Farms has been transferred to the College.

VIII.   <u>Reports from Board Members</u>
   A. Trustee Bennett
       Trustee Bennett shared that she attended the Legislative Breakfast, Guided Pathways meeting with Dr. Chris Hill, AACC Coach, discussed the onboarding process for the new president and a Foundation Board meeting. Trustee Bennett expressed appreciation to Phi Beta Kappa for their Thanksgiving basket fundraising goals.

   B. Chair Jacobsen
       Chair Jacobsen shared that she attended the Legislative Breakfast and the Presidential Search Advisory Committee.

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C. **Trustee Speer**
Trustee Speer shared that he attended the Student of Color Lunch, Legislative Breakfast, STEM project work visit, Guided Pathways meeting with Dr. Chris Hill, AACC Coach, Community Equity Advisory Council meeting and a LEAD meeting.

D. **Trustee Strong**
Trustee Strong shared that she attended the Legislative Breakfast.

IX. **President's Report**
A. **Student Affairs Presentation**
No Student Affairs Presentation.

B. **Faculty Presentation**
No Faculty Presentation.

C. **Scorecards**
Interim President Dr. Fowler-Hill reported progress made on each of the 10 Board Priorities would be presented at a Board of Trustees Work Sessions throughout the year. Progress to date is included in the Board packet. Dr. Fowler-Hill shared that activities are reflected in the December highlights with indicators that progress is being made for each priority.

No budget report provided this month. A budget report will be provided at the January meeting.

X. **Next Meeting**
The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, January 22, 2020 in the Ellis Dunn Community Room, GHL 213 at 5pm, however, it may change to a later date.

XI. **Executive Session**
The Board went into a closed meeting at 8:00 pm to plan or adopt the strategy or position to be taken by the Board during the course of collective bargaining or mediation proceedings or to review the proposals made in the negotiations or proceedings while in progress. The meeting was extended to 8:15pm, and again to 8:45pm, and again to 9:00pm. The closed meeting ended at 9:00pm and the Board went back into open meeting. No action taken and the meeting was adjourned.

XII. **Adjournment**
There being no further business, the meeting adjourned at 9:00pm.

_____   Stephanie Weldy
Jane Jacobsen, Chair   Recorder
                                                                          Date: December 18, 2019

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Clark College
Minutes of the Special Meeting of the Board of Trustees
Monday, January 13, 2020
President's Conference Room

In Attendance
Jane Jacobsen, Chair
Rekah Strong, Vice Chair
Jeanne Bennett, Trustee (via phone)
Jada Rupley, Trustee
Paul Speer, Trustee

Others
Kimberly Witherspoon, Assistant Attorney General

I. Call to Order/Agenda Review
Chair Jacobsen called the meeting to order at 7:20am.

II. Special Session
The Board convened a special session at 7:20am to discuss with legal counsel representing the College litigation or potential litigation to which the College is or is likely to become a party and under RCW 42.30.140(4)(b) to plan or adopt the strategy or position taken by the College during the course of collective bargaining or mediation proceedings or review proposals made in the negotiations or proceedings. No action taken and special session adjourned at 8:00am.

The Board convened a second special session at 8:00am under RCW 42.30.110(g) to evaluate the qualifications of an applicant for public employment.

III. Adjournment
There being no further business, Chair Jacobsen adjourned the special session at 9:30am.

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Jane Jacobsen, Chair

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Stephanie Weldy
Recorder
January 13, 2020

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Clark College
Minutes of the Special Meeting of the Board of Trustees
Thursday, January 16, 2020
President's Conference Room

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In Attendance
Jane Jacobsen, Chair
Rekah Strong, Vice Chair
Jeanne Bennett, Trustee (via phone)
Jada Rupley, Trustee
Paul Speer, Trustee

Others
Jennifer Mankowski Dixon, Assistant Attorney General

I. Call to Order/Agenda Review
Chair Jacobsen called the meeting to order at 8:00am.

II. Special Session
The Board convened a special session at 8:00am under RCW 42.30.110(g) to evaluate the qualifications of an applicant for public employment. No action taken.

III. Adjournment
There being no further business, Chair Jacobsen adjourned the special session at 9:30am.

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Jane Jacobsen, Chair

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Stephanie Weldy
Recorder
January 16, 2020

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Clark College
Minutes of the Special Meeting of the Board of Trustees
Tuesday, January 21, 2020
President's Conference Room

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In Attendance
Jane Jacobsen, Chair
Rekah Strong, Vice Chair
Jeanne Bennett, Trustee (via phone)
Jada Rupley, Trustee
Paul Speer, Trustee

Others
Kimberly Witherspoon, Assistant Attorney General

I.   Call to Order/Agenda Review
Chair Jacobsen called the meeting to order at 8:00am.

II. Special Session
The Board convened a special session at 8:00am under RCW 42.30.110(g) to evaluate the qualifications of an applicant for public employment. No action taken.

III. Adjournment
There being no further business, Chair Jacobsen adjourned the special session at 9:30am.

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Jane Jacobsen, Chair

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Stephanie Weldy
Recorder
January 21, 2020

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CLARK COLLEGE

BACCALAUREATE OF

APPLIED SCIENCE –

TEACHING PRESCHOOL-3RD GRADE

Prepared by Sarah Theberge, M.A.
on behalf of the ECE faculty
Winter 2019

CONTENTS

Appendices:

Letters of Support

Student Survey results

Employer Survey results

Introduction

We have a teaching crisis in the State of Washington and here in southwest Washington at Clark College, we are ready to serve! The PESB (Professional Educators Standards Board) in an email of December 9th, 2019 indicated in its most recent data that our service district is experiencing a shortage in elementary education, early learning education and special education.

Clark College, established in 1933 in Vancouver, Washington in service district 14 serves Clark, Skamania, and western Klickitat counties; the total population in the service district is 748,031. The College had a fall 2018 enrollment headcount of 11,717 students. Clark College has three campuses, with the main campus situated on 78 acres and supporting 683,900 sq. ft. of building space. The main campus is nestled next to the Columbia River, the largest river in the Pacific Northwest. It is worth noting the proximity to the Portland, Oregon metropolitan area of which this proposed degree also can serve. Clark College is less than 10 miles to Portland, Oregon. Opened in 2009, Columbia Tech Center is a one building campus located 10 miles east of main campus with a capacity of 69,984 sq. ft. The Clark College center as WSU-V, which opened in 2006, is also a one-building campus co-located on the WSU campus on Vancouver's north side with a building capacity of 63,334 sq. ft.

Clark College awards five Associates degrees: the Associate in Arts degree, the Associate in Science degree, the Associate in Fine Arts degree, the Associate in Applied Science degree, and the Associate in Applied Technology degree. The college also currently offers three Applied Baccalaureate degrees: Dental Hygiene, implemented in 2015, Applied Management, which began in 2017, and Human Services that opened in 2018.

Clark College (CC) is proposing to develop a Bachelor of Applied Science in Teaching (BASIT) that will include Teacher Certification Kindergarten through Third Grade. We will build a degree that offers an educational pathway for Early Learning Education students, para-educators, preschool teachers, and childcare providers. As an educational pathway, this degree will build upon the AAS degree, and offer a wider net of career and wage opportunity for those in early learning.

The Academic Plan created for use at Clark College is a five-year plan that guides the college through the year 2020. In the Academic Plan, it states,

"Within Clark College's service district (Clark, Skamania and Western Klickitat Counties), only one-third of adults 25 years or older have an associate's degree or higher. That figure compares to just 28% of workers with postsecondary

education nationally in 1973. At the same time, it is projected that **65% of the jobs in the workforce will require some type of post-secondary higher education by 2020** (American Association of Community Colleges, 2014).

The Professional Education Standards Board (PESB) of the State of Washington reports a critical teacher shortage and the report card offers data that supports the need for affordable education opportunities in our state. In the opening statement of this report it says: (*The Data and the Education Story: Educator Shortage in the State of Washington, www.PESB.wa.gov)*

> *Educator shortage is a critical issue; it impacts almost every aspect of the education system in Washington. Spanning specific content areas, geographic regions, and disproportionate racial, ethnic, and linguistic demographics between educators and their students, the educator shortage is a complex issue that cannot be summed up or explained by a simple set of data points or research excerpts. By examining indicators and identifying approaches, this report explores the complexities of the shortage, dives into the descriptive data, and discusses current strategies.*

> *Additionally, community colleges have developed and are now offering bachelor's degrees, increasing access in areas of great teacher shortages. Community colleges have prioritized first generation college students, paraeducators, and early learning employees becoming teachers. Community college teacher education programs can offer support services that effectively meet the needs of first-generation applicants through pathways for professional and technical associate degrees. Programs focus on high need endorsement areas, including developing bilingual, special education, and early learning endorsed teachers. These programs work closely with districts to develop educators, addressing regional educator shortage through a teacher education bachelor's degree in the local community.*

> *Supporting our students means investing in our educators. This can happen through:*

> > *• Growing our own educator pathways*

> > *• Eliminating testing barriers*

> > *• Lifting up paraeducators*

> > *• Creating opportunities for professional growth across the career continuum and teacher leadership*

> > *• Empowering diverse educators*

> > *• Incentivizing partnerships between districts and preparation programs*

The Early Childhood Education department desires to promote higher education in our service area by providing the BAS-Teaching degree. We note the need for an education degree that reflects the true definition of Early Learning by providing a pathway that educates the workforce in preschool through third grade.

The purpose of this proposed degree is to provide a pathway of education and training needs of a professional workforce who provide learning and caring environments for young children ages three through eight. This workforce is in diverse settings, including childcare centers, preschools, elementary schools, in-home settings, corporate childcare centers, and coaching and mentoring.

A BASIT offered at Clark College will accomplish the following objectives:

➢ Provide an accessible pathway to a four-year degree with teacher certification to students who are often place-bound and employed in both childcare industries and in the K-12 system.

➢ Provide a degree that allows those in the workforce access to higher wage earning positions a four-year degree allows.

➢ Provide an educational pathway to a four-year degree with teacher certification to those holding an AAS degree in Early Childhood Education.

➢ Provide our service district with qualified teaching candidates that reflect our demographics and can assist with our regional teacher and substitute teacher shortages.

We will design a BASIT degree providing an educational pathway for place-bound working adults and the needs within our service area. Currently, our only regional program offered is located at Washington State University – Vancouver, unless the student is willing to pay out of state tuition in Oregon. Many of these place-bound working adults are employed by school districts, Head Start/ECAEP, early learning centers and are hungry for an affordable route to a baccalaureate degree. In fact, in our survey sent to students and alumni, out of **122 responses, 60.66% indicated an "extreme" interest in the BASIT degree and 24.59% indicated interest. The total number of surveys sent out was 380 and we had a 32% response rate.**

In this Statement of Need, we will discuss how this BASIT degree from Clark College:

➢ Supports statewide strategic plans

➢ Meets the demands of employers and community in the service area

➢ Builds on existing professional-technical programs offered by the college

➢ Meets student demands in the service area

➢ Maximizes state resources to serve place-bound students

Criteria 1: Relationship to Institutional Role, Mission, and Program Priorities.

Describe how the proposed program reflects and supports the role and mission of the institution and reflects program priorities.

[The Mission and Value of Clark College](#) is to ensure the following:

Clark College, in service to the community, guides individuals to achieve their educational and professional goals

Our college vision includes values of inspiration, transformation of lives and strengthening our growing diverse community. This is no small task, and faculty and staff here at Clark College are up to this challenge. In the Early Childhood Department, we are creating this degree so that those in the early learning industry have an opportunity for an affordable educational pathway and one that also allows the professional to be prepared for higher wage positions. This pursuit embraces the spirit of inspiration, transformation and community strength.

The implementation of a BASIT degree aligns with the 2019-2021 Strategic Plan of Clark College. In particular, one of the Core Themes of the Strategic Plan is:

Economic Vitality

Facilitate student learning by providing programs, services, and conditions that improve the economic well-being of the students, college, and community.

- Ensure graduates are employed in livable wage jobs either directly after professional/technical program or after successful transfer to four-year institution.
- Reduce the cost of education.
- Align program offerings with regional workforce needs to include technical and work-readiness skills.

This degree will offer working adults in the field of early learning, who traditionally are paid lower wages, opportunities to meet the requirements of higher paying wages in the industry such as, coaching and mentoring, Head Start/ECAEP teachings, Center Directors, Administrative roles, K-3rd grade teaching and Paraeducators.

Our advisors have reported over the years that students frequently request a pathway into a four-year degree program that is accessible both geographically and financially. It is also important to note the relationship based advising and teaching in the ECE program here at Clark. Over the years,

our students requested time and time again, to be able to stay on this campus and continue their educational journey. The ECE program is preparing to honor that need by providing this degree.

The cost of four-year tuition at universities in the region is significantly higher than community college tuition. This reduces the cost of education and access to statewide scholarship funding targeted for the Bachelor degree-seeking student is significant. By accessing these Child Care Aware scholarship dollars at the cost of the community college tuition, this leaves more resources for allocation. It is because of these mentioned dynamics along with the data, this degree fulfills the core theme of Economic Vitality from our Mission Statement.

Another theme of the Strategic Plan is:

Social Equity

Facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups.

- Eliminate racial disparities in educational outcomes.
- Improve intercultural and multicultural competencies among students and employees (including educational opportunities and institutionalizing hiring and retention practices that challenge systems of power, privilege and inequity).

Social Equity is one of the ECE program's top priorities. Our faculty have been heavily involved in embedding anti-bias and equity understanding into our curriculum. In addition, faculty in our program are involved in local and state-wide initiatives around equity. In order for us to respond to the elimination of systemic disparities among all groups, it is important for us to understand whom we are currently serving. In the Early Childhood Education department, here are some numbers that reflect our 2018-2019 academic year.

Table 1: Department Demographics

	ECE	All other
Student of color	30.66%	31.3%
White non-Latinx	69.4%	68.9%
First Generation Student	80.8%	73.3%
Low Income Student	75.8%	63%
Student with Disability	15.9%	7.9%
Age 25 or older	50.5%	45.3%
LGBTQIA	18.9%	14.5%
Female	94.5%	57.5%

As you can see, these numbers reflect areas of diversity a well-designed BASIT degree can have impact on in terms of eliminating systemic disparities. This can be accomplished by increasing wage opportunities, and with carefully constructed curriculum that embeds outcomes of cultural competency, awareness of systemic oppression and learning activities that are accessible to our diverse student population. It is also important to recognize the need for educational roles of teaching and leadership to reflect the demographics of those being served. Our ECE program is a place where systemically non-dominant populations are studying and entering the professional workplace. Having people of systemically non-dominant populations present as educators and leaders provides models of support for children to whom they represent. Students and children of color can feel alienated when they are not represented by those whom represent them. Because of our demographics, we can work to shift opportunity profoundly and close the achievement gap.

Criteria 2: Support of Statewide Strategic Plans.
Describe how the program will support SBCTC Mission goals outlined in the Mission Study and WSAC policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education

The SBCTC commissioned a diverse task force to explore a variety of implications on the state of higher education in community colleges. This 2010 report included information that allows us to understand the future needs of community colleges based on economic, financial, cultural and demographic trends as well as identifying emerging and effectives means of delivering education. This document begins with a strong statement, "***Our state's most urgent need is educating more people to higher levels of skills and knowledge***." In the 20-year action plan, one of the strategies included "contribute more to the production of baccalaureate degrees" by an increase of 25% and grow by 1400 degrees.

In addition, the SBCTC report indicates a goal of increasing educational pathways for professional and technical associate graduates who have been limited in their ability to apply credits toward a bachelor degree. Often times, the typical student with an AAS degree has to complete at least an additional year to transfer into a four-year university. This dilemma presents a substantial barrier to the workforce student population that is comprised of a large portion of people of color, older working adults and people who are place bound. In addition, we see a very high population of women in the ECE workforce who often have family responsibilities.

According to the 2019-2021 WSAC Strategic Plan: (Washington Student Achievement Council)

Increasing educational attainment is critical to Washington's future. An educated populace reduces the strain on social services while increasing civic engagement and economic prosperity. And the demand for an educated workforce is high, as more than three-quarters of job openings require education beyond high school, with two-thirds requiring an associate degree or higher. Our state must develop its own talent pipeline to fill these critical openings.

In addition, some highlights from the WSAC roadmap include:

> **Washington's Roadmap establishes two goals for 2023:**
>
> • All adults in Washington, ages 25–44, will have a high school diploma or equivalent.
> • At least 70 percent of Washington adults, ages 25–44, will have a postsecondary credential.
> Currently, 89 percent of adults, ages 25–44, in Washington have a high school diploma or equivalent. Less than 50 percent of adults, ages 25–44, have a postsecondary credential.

The BASIT degree will help to address the needs of educational pathways in our service area by closing the opportunity gap for underrepresented populations of people of whom are our deserving students. The opportunity to re-engage adult learners who are longing for an affordable educational pathway will result in reaching these longed for goals.

Systemic change needs to occur in order to obtain the robust recommendations of the WSAC strategic plan. Some of the changes needed involve an "amply funded" postsecondary system and "regional leaders" that are committed to developing educational support and increase the attainment of educational goals at all levels. Our faculty is committed to taking the lead on creating a degree that reflects the needs of our community, constructing innovative curriculum and assessment and do so with an affordable rate for students in Southwest Washington. This will contribute to the goal of increasing both access and completion of the four-year degree and the creation of a more educated workforce to meet the state's economic need.

Criteria 3: Employer and Community Demand
Employer demand must exceed regional supply of graduates with relevant degrees.
Demand must be based on data sources including but not limited to local employer survey,
traditional labor market data, industry data, trade associated date, and other transactional data.

Please provide evidence of the gap between the numbers of program graduates verses he number of job opening locally and regionally.

Clark College, located on the southern border between Washington and Oregon, primarily serves Clark, Skamania and Klickitat Counties. The region also includes Educational Service District 112, which serves over 100,000 students in 30 public school districts, numerous private schools and two state schools. The three service district county combined populations is 508,291 (2017). Clark College sits in the heart of Vancouver, the largest city in the service district with a population of 183,012 (2018). There has been substantial growth in Vancouver, WA., with a 1.46% annual growth rate and is well on its way to hitting 200,000. With this combined service district, and the only community college in the southwest Washington gorge area, Clark College is well positioned to make a meaningful and significant contribution toward closing the employment gap of teachers in our region.

In Vancouver, Washington according to the 2017 US Census ACS Table, 17.9% of the population had obtained a Bachelor's degree, lower than the state average that hovers around 35%. Our service district needs more options for the working professional in their educational pathway that can leverage their earning potential.

Labor market and Statewide Employer Data:

You will see from the table below, the labor market data provide a compelling rationale for creating this degree:

Table 2: Regional labor market demand (Clark, Klickatat, Skamania, Washington, Multnomah, and Clackamas Counties)

	Preschool Teachers, Except Special Education	**Kindergarten Teachers, Except Special Education**	**Elementary School Teachers, Except Special Education**
SOC	**25-2011**	**25-2012**	**25-2021**
2019 Jobs	4,316	1,034	8,076
2029 Jobs	4,963	1,108	8,641
2019 - 2029 % Change	15%	7%	7%
Annual Projected Openings	513	110	642
Median Hourly Earnings	$15.13	$35.65	$32.94

According to EMSI: Economic Modeling Specialist International (2019), the current number of kindergarten and elementary education teachers employed in our geographic region stands at 9,110. It is projected the growth rate will be 7% over the next 10 years. More specifically, there are 752 annual openings projected for kindergarten and elementary education teachers in our region. In 2018, there were 239 Bachelor's degree or higher completions in kindergarten/elementary education programs leaving an estimated annual supply gap of 513.

While the AAS degree currently helps address the labor market demand for preschool teachers, we anticipate the BASIT degree will offer more opportunity for those career bound student workers who could then seek higher paid roles in Head Start, NAEYC accredited facilities, Administration and Coaching and Mentoring positions. Also, higher education degrees allows for access to higher scores in the QRIS (Quality Rating and Improvement System) rating scale for licensed child care facilities.

Our early learning centers that offer ECEAP and Head Start slots typically have requirements for teachers to have or pursue a Bachelor's degree. This puts a strain on teachers as the number of childcare slots for ECEAP and Head Start rise. Consider this chart of ECEAP expansion from the Washington State Department of Children, Youth and Families (DCYF):

ECEAP Expansion
Slots needed for statutory entitlement

19,417 Slots — School year 2022-23 +1,663 slots

17,754 Slots — School year 2021-22 1,663 slots

16,091 Slots — School year 2020-21 +1,300 slots

14,791 Slots — School year 2019-20 +1,300 slots

13,491 Slots — School year 2018-19
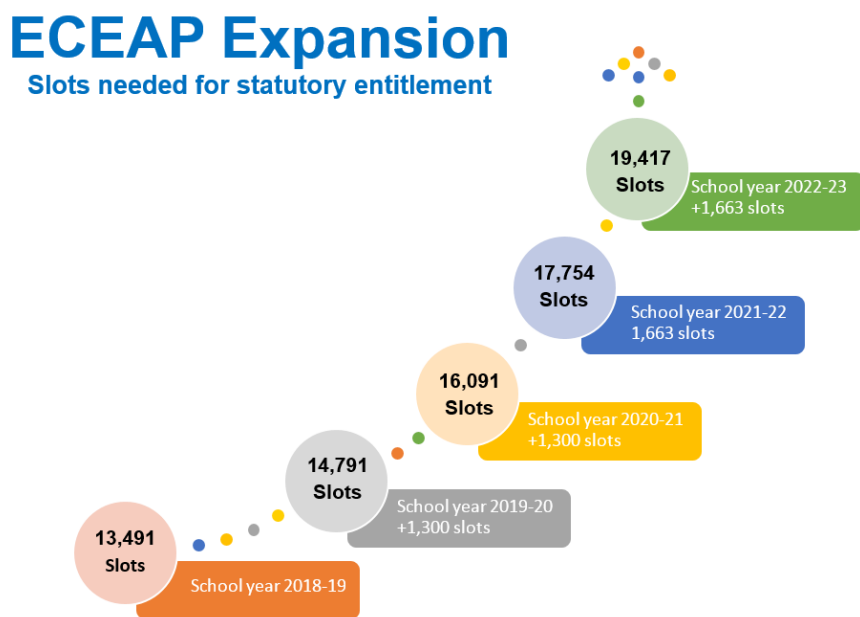
As you can see, during the 2018-19 school year, 13,491 children were served. More importantly, 18,614 eligible children were not served and of those, 4,670 would likely have participated if there was room. The percentage of children who are served stands at 55%, yet 83% would likely participate. By the year

2022-23, we need 5,926 more slots, and that creates a need for more teachers, particularly those in early learning with a Bachelor's degree.

In our survey with employers, we had a positive response for having employees they would refer for a BAS degree – 88.64% of respondents indicated yes and 75% indicated a BAS degree would assist their organization in finding qualified applicants. Some of the anecdotal comments and feedback are as follows:

> *"Our community needs a program to support professionalizing the field and supporting providers in getting an education focused on working with early learning that goes beyond an associate's degree!"*
> *"I think this is a wonderful idea! Classes would need to be online or in the evenings as most centers are open from 6am-6pm and teachers work full time."*
> *"I am very excited about this possibility for my program."*
> *"I am so excited about this program and am looking forward to being a part of it."*

Both the employer and student/alumni surveys are included in the appendix.

Criteria 4: Applied baccalaureate program builds from existing professional and technical degree program offered by the institution

Describe he existing professional and technical degree program that will be used as the foundation for applied baccalaureate program. Include how long the program has been in existence and the enrollment history of the program over the past five years.

The Early Childhood Education program began in 1968 and was originally part of the Home Economics Department. In the mid-1970's, ECE became a separate department which brought about changes and specificity in ECE curriculum. The program expanded and the Early Childhood Education Laboratory School became the program's teaching laboratory. The department currently offers an AAS degree, AAS-T degree as well as the stackable certificates agreed upon with common curricula by our consortium.

The Early Childhood Education Department at Clark College has a long-standing positive reputation in our service area. We have a robust advisory committee that represents various agencies throughout our area. We have collaborated with K-12 school districts in articulation agreements and are members of the ECTPC (Early Childhood Teacher Prep Council)coalition. This coalition has created "Stackable Certificates" that are designed to offer a pathway toward achievement of the AAS degree. Our AAS degree includes 71 ECE credits and 25 general education credits, for a total of 96. Clark also offers the State Stackable Certificates that uses common courses created by our

coalition of community colleges. These stackable certificates move directly into the AAS degree and begin with the 12 credit Initial Certificate. It is this Initial Certificate that we have articulated with K-12 school districts in our area.

Our main college campus hosts our ECE program and we currently have three tenured faculty positions and one adjunct faculty. Most recently, our dear friend and colleague, and tenured ECE faculty member passed away. The administration at Clark College recently notified the college campus this position will be filled and the job posting will open in January 2020. It is our intent to consider the needs of a BAS degree, issues of power, privilege and inequity and curriculum development when creating the job description.

In addition, our campus hosts the Child and Family Studies Program where our students engage in their hands-on lab experiences. Our lab is quite well known in the area and our program provides a wide margin of the work force needs. Our lab instructors observe and assess our AAS students in collaboration with a dedicated faculty position that coordinates the lab. Our lab school is internationally known and has been featured in a Reggio Emilia tour of facilities and our outdoor space is seen in textbooks.

Information about enrollment data can be seen in this table:

Table 3: Enrollment and Completion Data

	Enrollment In ECE Program Group	**Enrollment in ECE (AAS, AAS-T Coded Only)**	**Completions (AAS,AAS-T)**
2014-2015	243	238	30
2015-2016	231	222	21
2016-2017	223	204	20
2017-2018	203	191	22
2018-2019	252	219	19

For more specificity, data in this table reflect the 2018-19 academic year according to completions of Associate degrees and certificates. It is worth noting the lack of completions of AAS-T students. The lack of opportunity for transfer in our area contributes to this statistic.

Table 4: 2018-19 Completion data

EARLY CHILDHOOD EDUCATION 2018-2019 Academic Yea	ASSOCIATES	CERTIFICATES
AAS-T ECE	0	
AAS - ECE	19	
State Initial Certificate		43
State Short Certificate of Specialization - General		19
State Short Certificate Specialization – Infants and Toddlers		8
State Short Certificate Specialization – School Age Care		7
State Short Certificate Specialization – Family Child Care		2
State Short Certificate Specialization - Administration		3

Lastly, the ECE program is beginning the process of adopting the common courses for the Paraeducator stackables created by the ECTPC consortium. This will provide an additional lift to those people in the Paraeducator workforce who desire teaching certification.

CRITERIA 5: STUDENT DEMAND FOR THE DEGREE IN THE REGION
Evidence of student interest and demand from multiple sources, such as but not limited to: students graduating with technical associate degrees in the region, survey of students within the region, demand in excess of opportunity to enroll in related traditional bachelor's programs, and changes in industry standards

The student and alumni demand for an early learning Bachelor's degree at Clark College is extremely strong and has been for quite some time. Our two advisors report the challenges faced in our service area for a pathway for students in our ECE program. If a student wants to attend our closest partner, they would transfer to WSU-V and most enter the Human Development program. It has been only recently we have had an articulation agreement with WSU-V on that pathway. Students who want to continue with their ECE studies are limited to Concordia University and Portland State University, both in Oregon. Students can also apply for on-line programs, and the larger percentage of our students do not prefer an on-line modality.

Clark College sent out a survey in early fall 2019 to graduates and was also distributed via Canvas for current ECE students. We sent out 380 surveys and 122 responded for a 32.1% response rate. From this survey, we were able to hear from students and alumni indicating they were **"extremely interested" with a percentage of 60.66%.** In addition, 24.14% percent showed an interest. Only a

total of 14.66% percent showed below that. In addition, when asked the question, "What are your areas of interest within the ECE and Teaching program", the largest percentage is in preschool and teaching certification. It is worthy to note that comments also mentioned Special Education as a preferred interest.

A few other questions of particular interest address reasons for and access to a Bachelor's degree. When asked if our surveyed participants would be more likely to pursue a Bachelor's degree at a community college, **70.19% strongly agreed and 21.15% agreed.** When the question of pay posed, "A Bachelor's degree would increase my pay," 72.55% responded with strong agreement and 14.71% responded with agree.

Included are a few of the student comments from the survey.

➤ *"I've been hoping for this day to come!"*
➤ *"This would mean the world to me. It is exactly what I am wanting for my BA and the location would help me as well".*
➤ *"This is the best idea I've ever heard. Clark College changed my life getting my ECE associates. I would LOVE to come back for my Bachelors".*

Table 5: FTE projections

Program FTE projections						
Item	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Annualized FTE	0	24	36	48	60	72

Criteria 6: Efforts to Maximize State Resources to serve place-bound students

Describe how program will serve place-bound working adults
Identify similar program offered by public o independent institution in the region.
Describe options that have been explored for collaboration with other public baccalaureate institution, businesses, and/or community organizations considered in the development of the proposal and include a brief description of initial conversations.
Describe collaboration with similar CTC BAS programs and related Centers of Excellence.
Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion would be desirable or necessary.

Based on the student survey results, Clark College is prepared to develop a BAS degree that serves the diverse needs – such as place-bound students, working students, affordability and comfortable access.

This degree, designed with primarily face-to-face options and will honor the survey requests for hybrid courses and evening offerings. This will provide flexibility for our working populations so employers are not overwhelmed. This is important for the responsibilities of working students who also have demands of family and other commitments.

Outcomes that prepare students to meet competencies identified by professional institutions such as NAEYC, PESB and Educator Preparation organizations will be embedded into a robust curriculum.

The limited options for our service area students to obtain a four-year degree is one of the primary drivers of our pursuit. If a student wants to continue their ECE pathway, they find themselves often needing an additional year of general education requirements because the AAS does not have a pathway directly in to the university. In addition, our students have limitations to other universities located in Oregon (since we are a border town), where out-of-state tuition becomes a barrier. These challenges put additional stressors on students and limits their financial aid opportunities.

As we look at the stretch of state resources, it becomes imperative to create pathways that are accessible for the workforce, for financial implications and for the amount of time needed for completion.

We also want to emphasize the bridge that can be developed between Early Learning and the elementary systems through this BAS degree. Intentional curriculum that addresses early learning in its professional identification as birth through age eight, this degree offers the opportunity to integrate research that supports this identity. Our community benefits from maximizing resources and distributing those same resources to more students through affordable accessibility. The residents of our community can access a degree that is reasonable and in a timely manner, and this benefits and aids the community economic goals and uses resources responsibly.

Conversations with university partners that have ensued thus far, have been initiated by faculty from Clark with Portland State University and Washington State University-Vancouver. Our initial conversation with the Co-Coordinator Master's of Early Childhood: Inclusive Ed, was extremely positive and we were offered resources and the door is wide open to explore a Master's pathway with their program. We also had an initial conversation with WSU-V with the Department Chair of Educational Leadership and Sport Management in the College of Education who also was generous with resources and information and indicated we are welcome to continue our outreach with them.

Our ECE faculty will be at the table with our K-12 partners who are beginning discussions with the Vancouver Education Diversity and Inclusion Committee to talk with community leaders how we can partner to "grow our own" systemically non-dominant K-12 teachers. This partnership is greatly important to our ECE faculty and a value in creating this degree. We also have an upcoming meeting in January that brings together Human Resource representatives from our service district elementary schools, organized by our local ESD at our request using this degree as the catalyst for discussion. We want to be sure the degree best reflects the hiring needs of our partner school districts.
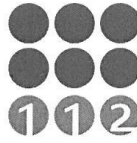
SUMMARY AND CONCLUSION

It is with great pride faculty of Clark College present this opportunity for consideration. Clark College has been the hub of education in southwest Washington not only as a gem at the heart of Vancouver, but more specifically, with our history of support in early learning. From the Kaiser shipyards during WWII, family partnerships and parent education grew as women found their way to the workforce. Over the years, we have set trends in lab school curriculum, outdoor classrooms, I-Best instruction, family partnerships and equity based learning and teaching.

Given the trends and data that show the crisis in regards to teaching hiring and retention, and the number of children and families that go without education and resources, we are committed to address this head-on with our own unique brand of educational opportunity. Our faculty work tirelessly to address the needs of our students and this is a critical moment in our local area for us to respond to the long asked for education path for our students.

Our offering of this degree will serve to remove financial, geographical and perhaps most important, psychological barriers experienced by the unique professional-technical community college student. By granting permission for Clark College to create this degree, you will have joined us in the pursuit of an equitable educational and accessible path for Early Learning and Education students in Southwest Washington.

Appendix A. Letters of support

EDUCATIONAL SERVICE DISTRICT 112

COUNTIES
CLARK
COWLITZ
KLICKITAT
PACIFIC
SKAMANIA
WAHKIAKUM

BOARD OF DIRECTORS
LEANNE BREMER
ANN CAMPBELL
RICHARD GRAHAM
JENNIFER HAWKS-CONRIGHT
MARK HOTTOWE
DARLENE STICKEL
STEVE WRIGHTSON

SUPERINTENDENT
TIM MERLINO

January 24, 2020

Washington State Board for Community and Technical Colleges
PO Box 42495
Olympia, WA 98504-2495

Please accept this letter of support of the Clark College application for an expansion for a Bachelor's of Science degree in Teaching. The Clark College proposal is an important component of the efforts in our region to diversify the workforce and to recruit and retain highly qualified educators.

ESD 112 ESD-U is collecting candidate interest to become a teacher of individuals in the SW Washington. Most hold a Bachelor's degree and some are seeking a pathway to earn a Bachelor's degree. This BAS program would provide an opportunity for SW Washington community members, school volunteers, child care providers, preschool teachers and K-12 paraprofessionals an affordable educational pathway to complete a Bachelors program. This pathway could support advancement of their careers with a current employer or provide access to a teacher certification program. In partnership with ESD 112 and Clark College, ESD 112 School Districts would have an affordable option to refer quality and handpicked "grow your own" candidates toward a pathway to certification.

A recent ESD 112 survey of school districts shows that nine Clark and Cowlitz County districts serving approximately 89,000 students have identified diversification of workforce as important to their system and workforce development. ESD 112 and Clark College, partnering to support this BAS program and local districts, could make gains to recruit, grow and retain educators that reflect the students served by school districts in the region. ESD-U program is looking forward to working with Clark College to identify, name, and promote a clear pathway to earn an affordable degree. Then, partner with Clark College, school districts, and local agencies to recruit, grow, and retain teachers.

The Southwest Washington Career Connected Learning Network would like to offer their support in developing these pathways into potential career launch endorsed programs through connect Washington. We also see the value of growing career preparatory experiences down into high school career technical classes that focus on education, training and industry to prepare the next generation of elementary teachers. We believe connecting these two ends of career pathways is an asset to our community.

Educational Service District 112 has a history of collaborative and impactful work with Clark College, and Clark is poised to provide an affordable and accessible educational pathway in Southwest Washington. We fully support this application as an important extension of our efforts to continue to provide pathways to meet the needs of our community. We urge you to give the proposal your consideration.

Respectfully,

Kathy Whitlock

Kathy Whitlock
Executive Director
Educational Service District 112

2500 NE 65TH AVENUE, VANCOUVER, WA 98661-6812 | **T** 360 750 7500 **F** 360 750 9706 **TDD** 360 750 7510
WE SERVE CHILDREN, SCHOOLS AND THEIR COMMUNITIES

January 22, 2020

Washington State Board of Community and Technical Colleges

To Whom It May Concern:

I am pleased to submit this letter of support for Clark College's development of a Bachelor of Science degree in Teaching Preschool – 3rd Grade.

Clark College has been a partner of SELF since 2001. Over the last 19 years Clark College has not only work closely with early care and education programs throughout Clark County, they have also been a leader in offering relevant educational pathways for those working in the field. Clark College continues to be a leader in offering high quality education and early childhood programs.

In the 2018 we expanded our scope of work to include employment of nearly 300 staff working in 40 early care and education programs in Clark and Cowlitz County. The development of a Bachelor of Science degree in Teaching Preschool -3rd grade will be of great benefit to our current and future employees as they seek an affordable, accessible educational pathway that focuses on teaching with the early learning years in mind.

I ask your approval of Clark College's proposal.

Sincerely,

Debbie Ham
Executive Director
Tax ID # 27-1423723

12214 SE Mill Plain Blvd. Suite 203 · Vancouver, WA 98684 | 360.529.5286 | selfwa.org

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Appendix B. Student survey results

1. If a Bachelor of Applied Science (BAS) degree in Early Childhood Education and Teaching was offered at Clark College, how likely would you be to enroll?

Extremely Interested	60.98%	75
Interested	24.39%	30
Unsure	7.32%	9
Not Interested	2.44%	3
Not Interested At All	4.88%	6
	Answered	123

2. What are your areas of interest within the Early Childhood Education and Teaching program? [Select all that apply]

Infant/toddler	49.09%	54
Preschool	67.27%	74
Teaching certification (P-3rd)	70.00%	77
Other (please specify)	12.73%	14
	Answered	110
	Skipped	13

Other (please specify):
All ages in middle school
Special education
Special education, speech, OT.
School age child care requirements for upcoming WAC change
K-8
Special education with children who have learning disabilities
Administration
coaching families
Management
Administration, Counseling, Social Behavior Studies
Teaching elementary school
Human Development
Special education
Special Education

3. When would you most likely enroll?

Fall 2020	45.45%	50
Winter 2021	7.27%	8
Fall 2021	11.82%	13
Winter 2022	1.82%	2
Unsure	33.64%	37
	Answered	110
	Skipped	13

4. If you were to enroll in the Early Childhood Education and Teaching BAS Degree at Clark College, what would your status as a student be for enrollment purposes?

Would attend the BAS Degree full-time (3+ courses per quarter)	40.91%	45
Would attend the BAS Degree part-time (1-2 courses per quarter)	41.82%	46
Not sure if I would attend BAS Degree full-time or part-time	17.27%	19
	Answered	110
	Skipped	13

5. If you were to enroll in the Early Childhood Education and Teaching BAS Degree at Clark College, what format would you chose to have these classes held in?

Daytime Classes, held on Campus	10.00%	11
Evening Classes, held on Campus	11.82%	13
All Classes taken Online	20.91%	23
Hybrid, Classes held on Campus and taken Online	47.27%	52
No Preference to format	10.00%	11
	Answered	110
	Skipped	13

6. Please identify the reasons you would pursue an Early Education and Teaching BAS Degree at Clark College: [Select all that apply]

Allow me to meet increasing education requirements for my job.	51.82%	57
To be eligible for promotion and advanced positions.	52.73%	58
Add to my current job skills.	57.27%	63
Earn a bachelor's degree.	72.73%	80
Lower cost than attending a 4-year university.	70.00%	77
I have a job/family here and would like to stay local to avoid additional travel expenses.	41.82%	46
The Early Childhood Education and Teaching Program content is focused on my career goals.	69.09%	76
The quality of education offered at Clark College.	55.45%	61
Other (please specify)	3.64%	4
	Answered	**110**
	Skipped	**13**

Other (please specify):
I have attempted online twice and the format does not work for me.
possible scholarship through Early Achievers
The Awesome Professors!
Familiarity of Program and Campus

7. Are you currently employed in:

Child care	42.57%	43
Head Start	17.82%	18
ECEAP	21.78%	22
Private Pre-school	13.86%	14
Public elementary	5.94%	6
Unemployed	22.77%	23
	Answered	**101**
	Skipped	**22**

8. Please rate your level of agreement or disagreement with each of the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
I would be more likely to pursue a Bachelor's degree if it were offered at a community college.	70.91% 78	20.91% 23	8.18% 9	0.00% 0	0.00% 0	110
I need a Bachelor's degree in Clark County because I'm unable to relocate to complete the degree I desire.	34.58% 37	18.69% 20	35.51% 38	6.54% 7	4.67% 5	107
A bachelor's degree would give me more job options or promotions.	75.23% 82	20.18% 22	3.67% 4	0.92% 1	0.00% 0	109
A Bachelor's degree would increase my pay.	70.37% 76	15.74% 17	13.89% 15	0.00% 0	0.00% 0	108
A Bachelor's degree would add to my skills so I can do my job better.	72.48% 79	18.35% 20	9.17% 10	0.00% 0	0.00% 0	109
I need a Bachelor's degree to keep my job.	13.76% 15	11.01% 12	33.03% 36	33.03% 36	9.17% 10	109

9. Please provide any questions or comments you have regarding a new Bachelor of Applied Science (BAS) degree in Early Childhood Education and Teaching.

Responses
If this program or degree is offered, please let students and staff know as soon as possible, so they can sign up!
When would the program possibly begin? For students working full time and raising a family would there be flexibility in the timeline and course offerings? Will there be any additional financial aid?
Would I need to complete "transfer credits?" I have my AAS in ECED from Lower Columbia College.
I've been waiting for this opportunity to start last Fall. I would be the first to enroll!!! I would like online and evening classes.
I would love an option other than WSU- Vancouver. The writing heavy program they offer is not conducive to going to school while working full time. The heavy emphasis on formatting does not match my needed job skills so it is very hard to stay motivated.
I chose Hybrid format for preferred class format, however, I would like to clarify that it would be nice if it could also include classes offered at night for individuals who have daytime commitment jobs and would otherwise only be able to attend online but also enjoy in-class learning methods. I loved my experience at Clark College because of flexibility it provided with when I could take my classes and in what format worked best for my learning style and work schedule. Currently I am enrolled at WSUV, however, I find it hard to juggle the course load and as there is a primary push to attend full time. Would love to have a feasible part time option of completing a Bachelor's degree.

Responses
Please do this!!!!!
I am unsure that I want to receive my degree in education, but I for sure know I want to work with children.is there any other options for myself to work with children, and have this apply, but not become a teacher?
I just want to say that this would be amazing. Its my goal to get my bachelors in ECE. I have found that very little schools in our area offer this. The nearest is LLC in Longview. To attend would require a 2 hour commute round trip each day I attended class. Having this program at Clark College would not only be more affordable for me as a student but it would also let me stay in my own home city and still further my education.
No questions
This is the best idea I've ever heard. Clark college changed my life getting my ECE associates. I would LOVE to come back for my bachelors.
I've been hoping for this day to come!!!
This is awesome! If this program becomes an option I will be among the first to sign up!
I wish this degree was being offered when I was at Clark College. I finished my AAS in ECE and AA at Clark and I loved it! I completed my BS in ECE at CU and now halfway through my master as well in ECE. Thanks to wonderful teachers like you Sarah who I started with!! I am excited for this new program for teachers and students!!!!!
This would mean the world to me. It is exactly what I am wanting for my BA and the location would help me as well.
Would this allow you to work at a school district as a kindergarten or first grade teacher in the state of WA?
This is a beautiful idea to add to Clark college amazing ece program. Child and family studies is packed with learning, loving, understanding, and quality care. I feel this program would benefit children everywhere teachers students and have a ripple affect of positivity if allowed at Clark. All the good things. Love you Sarah and Michelle.
I think it's great idea, and I would love to see it in the community.
I am extremely excited to hear about this and look forward to new advancements in education at Clark College.
Would the AA Math and English be enough to work towards a Bachelor's degree or would I have to take more Math and English to even qualify to begin the Bachelor's Degree? I took Math 030 and English 101.
If Clark College offered BAS I will enroll. I want to continue my education to grow the my career. Please contact me as soon the degree is open at Clack college.
I am interested in finding more information about this degree but at the moment I am homeschooling my own children and not looking for employment. But I may still be interested.
Would love to start a bachelor's asap! Just filled out my FAFSA and cant decide on a college as I'm not happy with the options
I am moving to Southern Oregon to pursue my bachelors, offering the program here would really heighten the odds of staying in Vancouver
I guess by getting my Bachelor's degree at Clark College will give me the opportunity to serve better the children who will be under my care....
Would this bachelor program offer boarder degrees such human development?
I would absolutely love this! I also know so many other people who are not currently enrolled in Clark who would do this program as well
When are you tempted, does the program begin, if it is approved?

Responses
Clark has been a wonderful school for me because of the affordability. I wouldn't be able to attend a 4 year college because of the tuition fee.
Clark College is amazing and I would love to stay and continue to pursue my early childhood education past my associate's
I believe this would benefit many students who can't really pay or have the option to go to a university due to other responsibilities.
I think this is a wonderful idea !

10. If you are not interested in acquiring a BAS degree in Early Childhood Education and Teaching at Clark College, can you tell us the reason for not pursuing it? [Select all that apply]

Already hold a bachelor's degree.	33.33%	3
Financial cost of completing a bachelor's degree.	11.11%	1
The time requirements in completing a bachelor's degree.	22.22%	2
Would prefer to earn a bachelor's degree in another field.	22.22%	2
Already have plans to attend another college or university.	11.11%	1
Satisfied with an Associate's degree or certificate (no need to further my career path).	0.00%	0
Other (please specify)	33.33%	3
	Answered	9
	Skipped	114

Other (please specify)
need a teaching cert program...
I no longer work. So, no need to further my education
Already retired

Appendix C. Employer survey results

1. Your position:

Responses
Superintendent
Assistant Superintendent
HR Director, Workforce Development
Assistant Superintendent
Superintendent
HR Coordinator
Special Education Preschool Teacher
Owner & Director
owner
Childcare Supervisor
Speech pathologist
Childcare Director - school age
Owner of a childcare center and family home cc
Director
Director of Education
Education Manager
Owner/Director
School Age Director
Director of Camas Community Education
Preschool Teacher Assistant
Owner / Director
Early Learning Coordinator, Ridgefield School District
In Home Childcare Owner
Owner/Operator
Center Director
Owner
Child Care Center Director
Director
Education and Operations Services Coordinator
Education Manager
Director
School Age Assistant
Center Director
Program director
Preschool teacher
Director
Family home childcare provider

Responses
Operations Director
Center Director
Director
Owner director
Center Director
Director
Director
Child Care Center Director
Early Learning Director
HR and Talent Development Manager
Director
Director of Early Learning
Owner
HR Coordinator

2. Your organization:

Responses
Hockinson School District
Longview School District
Vancouver Public Schools
Woodland Public Schools
Skamania School District
Evergreen Public Schools
Evergreen School District
Kiddie academy of Vancouver - Fishers Landing
Sandi's Day Care
Lifeline Connections
South Bend School Dist WA
SWCCC
Candy's Learning and Play Playce
Children's Village BR & Children's Village SC
The Goddard School
EOCF
LAKESHORE LEARNING CENTER
SELF
Camas School District
Willapa Valley ECEAP
Miss Jaime's Early Learning Center
Ridgefield School District

Responses
Many Minis (Previously known as Martha's Home Childcare)
Gathering Tree Early Learning
SELF and ESD112
Artistic Adventures Childcare
SWCCC-Sunset
SWCCC
ESD112
EOCF
Cardinal Preschool
Fircrest SWCCC
Swccc
Southwest Washington Learning Center
Self employed
Wee Care Day Care & Preschool
Family Home-Early Achievers
SELF
Child Care Center
Wee Care Daycare
Daybreak early learning center
KinderCare Learning Centers
Learning Avenues Child Care Centers
Wee Care Day Care
Support for Early Learning and Families/ ESD112
South Bend School District
Support for Early Learning and Families
Country Friends Child Care
Camas School District
Kiddie Academy Salmon Creek
Ridgefield School District

3. I have a favorable impression of Clark College's ability to produce qualified graduates for employment in my organization.

Strongly disagree	19.23%	10
Disagree	0.00%	0
Neither disagree or agree	11.54%	6
Agree	23.08%	12
Strongly Agree	46.15%	24
	Answered	52
	Skipped	0

4. I employ people to work in:

Head Start	14.00%	7
ECEAP	28.00%	14
Child Care	80.00%	40
K-12 classroom para-educator	20.00%	10
K-3 classrooms certificated	18.00%	9
	Answered	50
	Skipped	2

5. How many early childhood education and teaching positions, if any, do you currently have open?

Responses
I do not believe we have any open currently.
0
0
0
0
We have more than 4 positions at para educator.
3
none
1
At least two are currently open in the center
0
None at this time.
5
2
5

Responses
2
1
none
0
2
2
5
0
4
None
0
None
20
3
0
1
4
0
2
0
32
3
4
0
3
1
1
1
1
18
none at moment but will need two teachers in January 2020
1
3-5
0

6. How many early childhood education and teaching positions, if any, do you anticipate having open in the next 3 years?

Responses
I will defer to Julie Dobbins, our HR Director. But I did want to add that the Hockinson School District is looking to build an early learning program starting as early as Fall 2020. We already offer an after school program for elementary students. This preschool option and possibly 1-2-3 Grow program (depending on how our pilot goes this winter) would be a great compliment. There is a lot of parent interest in all day preschool.
10-20
1
5-6
0-1
Teaching: We hire an average 180 teachers per year, hard to guess how many will be early childhood
More than 10
10
none
2
At least 3 teaching
1-2
Depends, could be as many as 5.
unknown
2 to 5
50
Many will come and go
1 to 2
4
2
2-3
6-8
Not sure, but enough to run a 24 hour childcare center.
1-3
2
1
1
A few
100
This is hard to say; we typically have several per year.
2-3
2
4
0

Responses
10
0
50+
2
20
3
5
5
5
14
3
At any given point we have between 10-20 vacancies.
depends on turnover but probably 2-5
2-3
3-5
100

7. When hiring for a new position, please state whether you require and/or prefer each of the following degrees:

	Required		Preferred		Not Required / Not Preferred		Total
Associate's Degree	13.04%	6	50.00%	23	36.96%	17	46
Associate's Degree in Early Childhood Education	22.45%	11	67.35%	33	10.20%	5	49
Bachelor's Degree	8.70%	4	56.52%	26	34.78%	16	46
Bachelor's Degree, with P-3 Certification	8.89%	4	48.89%	22	42.22%	19	45
Bachelor's Degree in Early Childhood Education	6.38%	3	70.21%	33	23.40%	11	47
Bachelor's Degree in Early Childhood Education, with P-3 Certification	6.67%	3	57.78%	26	35.56%	16	45

8. A Bachelor's of Applied Science (BAS) Degree in Early Childhood Education and Teaching would assist our organization in finding qualified applicants to fill the position(s).

Strongly disagree	15.69%	8
Disagree	3.92%	2
Neither disagree or agree	3.92%	2
Agree	31.37%	16
Strongly agree	45.10%	23
	Answered	**51**
	Skipped	**1**

9. Please provide the job titles of the positions at your organization that graduates of the Clark College BAS in Early Childhood Education and Teaching program would be qualified to fill.

Responses
Teacher Para-educator
Early Childhood Education Teacher
K-2 classroom teacher Para educator
Para educator
Lead Teacher; Education Supervisor; Program Supervisor; Assistant Director; Director
Therapeutic Childcare Teacher
I am not in a management position that does hiring. I would assume that lead teachers and/or specialist positions would benefit greatly from this educational program. Specialist positions (early intervention, 0-3, and administrative supervisory roles) should require this training.
Director roles
Lead teacher in a preschool classroom, assistant director, and director.
Early Head Start, ECEAP, Early ECEAP and gen ed teachers
Assistant Teacher, Lead Teacher, Assistant Director, Curriculum Specialist, Director
Education Manager CFSS (Director) Teacher-EHS, HS, ECEAP
Any Lead Teacher Position, Assistant Director, Program Assistant
Lead teacher and/or Director
Pro-Tech Preschool Teacher Para classroom assistant
Preschool Teacher
Assistant Director, Program supervisor and lead teachers

Responses
Lead Preschool Teacher Assistant Preschool Teacher
Lead Teacher Positions Supervisor Positions Fill in for Lead Teacher & Supervisor Positions
Lead teacher Assistant teacher
Center Directors Site Coordinators Lead Teachers Lead Assistants
I'm not sure at this point
Lead ECEAP Teachers, Assistants, Lead Childcare Teacher, Assistant Childcare Teacher
Lead teacher, Director, Services Coordinator, Manager.
Teacher Assistant ECE Teacher Teacher & Family Advocate Child & Family Services Supervisor
PreK teacher, ages 4-5
Center directors
Our childcare provides a private kindergarten program and wanting to increase it to first grade.
None
Lead Teacher School Age Program Assistant Director Director
Lead Preschool Teacher Assistant Preschool Teacher Lead Infant/Toddler Teacher Assistant Infant/Toddler Teacher
Lead teacher for Childcare, ECEAP, and EHS Family Support Specialist Director
Lead teaching position and administration positions
Assistant director, lead teachers, co-lead teachers
Lead teacher
Lead Teacher, Assistant Director, Center Director, Education Consultant, Curriculum Developer.
Head Start Lead Teacher, ECEAP Lead Teacher, Assistant Director, Director
Early Childhood Education
Child Care Center Director
Program Supervisor Lead Teacher

Responses
Center Directors, EHS Lead and Assistant Teachers, ECEAP Lead and Assistant Teachers, Child Care Lead and Assistant Teachers
Lead Teacher, Assistant Director, Director
Preschool Special Education Teachers Preschool Pro-tech teachers High Needs para educators
Academy Director Assistant Academy Director
Preschool Teacher

10. The starting wage for a teacher with a Bachelor's Degree in my organization is:

Less than $20,000	8.33%	4
$20,000 to $29,999	22.92%	11
$30,000 to $39,999	29.17%	14
$40,000 to $49,999	29.17%	14
$50,000 to $59,999	8.33%	4
$60,000 or more	2.08%	1
	Answered	48
	Skipped	4

11. I have current employees that I would refer to the Bachelor of Applied Science (BAS) in Early Childhood Education and Teaching Program at Clark College?

Yes	80.39%	41
Maybe	17.65%	9
No	1.96%	1
	Answered	51
	Skipped	1

12. Please provide any comments, questions or concerns that Clark College should consider when creating this Bachelor of Applied Science Degree in Early Childhood Education and Teaching to meet the needs of your organization.

Responses
I am sorry I left some of these questions blank. Julie Dobbins is the most qualified person to answer them. But I do want to express support for this program. We are currently unable to find qualified employees for our after-school and Comm Ed offerings. I anticipate that this program would help connect us with candidates.

Responses
Regarding Q 8, a BA/BS and Washington Teaching Certificate is required for certificated positions. Paras need to demonstrate appropriate skills but I do not believe they need an AA. Also, I love the articulation/partnerships between Clark and WSU that give students access to a bachelors degree while staying local.
We would be interested in hosting student teachers. In addition, we would like to offer pre-school and early childhood programs if there were funding.
It would be really helpful if the classes were offered before/after work hours so that the teachers could take advantage of them without too much interruption from work.
Language acquisition, development, and (some) disorders, ASD/spectrum early detection and intervention.
Having part of it online would be helpful since we are not always able to provide sub coverage for staff who need to leave for classes during the middle of the day. This would be very beneficial to us though.
When WAC changes were made in August, I was hoping Clark would partner with DCYF and Early Achievers and Child Care Aware to form a program that could allow staff to continue to work for my company.
I am very excited about this possibility for my program
Please consider how you will address the ongoing struggle to fulfill STARS/credit hours for ECE professionals. Could you offer online courses to help them maintain these? We are partnering with OSPI to anticipate a move for school districts to release from DCYF and only be governed by OSPI. The WACs are not in line with what educational systems need/prefer.
The cost as well as balance of trying to attend school and live everyday life.
Our community needs a program to support professionalizing the field and supporting providers in getting an education focused on working with early learning that goes beyond an associates degree!
You should consider the fact that many people we would refer to your program are people have already completed college or have started their college process. Some of the people have bachelors degrees but not in Early Childhood Education and are in need of college credits that are associated with education and children in order to be in our leadership positions.
I am interested in this for myself.
Many of our staff are interested in further education opportunities
I am looking to go back to school to get my Bachelors in an ECE field.
I am so excited about this program and am looking forward to be a part of it.
any one working through this program would still need to be available to work full time. I don't have very many employees that can afford to work part time while they go to school.
Online classes preferred!
When creating this program please keep in mind that several people are already working in their career and would benefit from online classes and night time classes.
I am super excited about this opportunity
Scholarships grants
I think it is a great idea and hope that it could be tied to Early Achievers Grant money that helps current employees affordably get degrees at their own pace. I do believe we will lose people with this degree to the public school system which has higher wages. Also we will not attract people with this degree because of the same reason.
Yes! This will be awesome!

Responses
If this could be an online program many more staff will be able to participate. The challenge with our program is that staff who receive a teaching certificate leave early learning because our positions are classified and not certified, meaning that they leave to work in the K-12 system that pays approximately three times as much. This is a great opportunity. Best of luck with your ventures.
I think this is a wonderful idea. Classes would need to be online or in the evenings. Most child care centers are open from 6a-6p and teachers work full-time.
It would be wonderful and highly desired to have special education be a component of the certification.
The requirements for Early Childhood centers in Washington come from DCYF, but K-12 requirements come from OSPI. They don't align with one another.

450.070 RESERVES AND FUND BALANCES

Clark College will maintain a total of ten percent of its General Operating Budget within its Discretionary Fund Balances as a "Reserve" to allow for fluctuations in revenue and/or expenditure amounts in any given fiscal year. Dedicated Fund Balances will not be included in the College "Reserve." Five percent of this reserve is set aside for the costs of disaster recovery to restore College operations and five percent is set aside for unexpected downturns in revenue such as reductions in state allocations or less than expected tuition revenue. Only the Board of Trustees can authorize a reserve of less than 10% for any one fiscal year at a time. Unless additional action is taken by the Board, the reserve will return to 10% the following fiscal year.

In addition to maintaining ten percent of its General Operating Budget as reserves for disaster recovery and reductions in revenue, the College will maintain dedicated funds for the following:

- Technology upgrades (Communications and Information Systems account)
- Parking lot maintenance and repair
- Certificate of Participation (COP) repayment in the event ASCC does not have funds to maintain the payment schedule
- Litigation reserve to be used for settlements, legal fees, and other costs incurred as a consequence of litigation and claims not covered by the State Agency Self Insurance Liability Program.
- Capital projects to be used for the costs of capital projects not covered by other funding sources
- Program continuity reserve to fund costs of high priority programs that have been funded for a limited time by external sources, and
- Other items or initiatives that have been identified as high priority in the College's efforts to serve students, maintain accreditation and fulfill its mission and vision.

Reserves and fund balance levels will be reviewed each year with the Board of Trustees. Reserve amounts in excess of the 10% amount for items listed above will be recommended for Board approval annually.

If future state-level budget cuts appear likely, it may be appropriate to bring the balances to a higher level, allowing the College to maintain valuable infrastructure during reduction periods.

Board of Trustees' approval is required for the use of these funds. In case of an emergency the president has the authority to draw on these funds and provide the Board with a report for ratification at its next meeting.

The administration is authorized, provided there are discretionary fund balances, to use excess fund balances for expenditures that support the vision and mission of the College. In August of each year, the president will provide the Board with recommendations for using excess, discretionary fund balances to support the vision and mission of the College. The Board may direct that all or a portion of discretionary fund balance be held in reserve or used to reimburse prior use of the Board's 10% reserve. Discretionary fund balances are not available to fund ongoing operational needs.
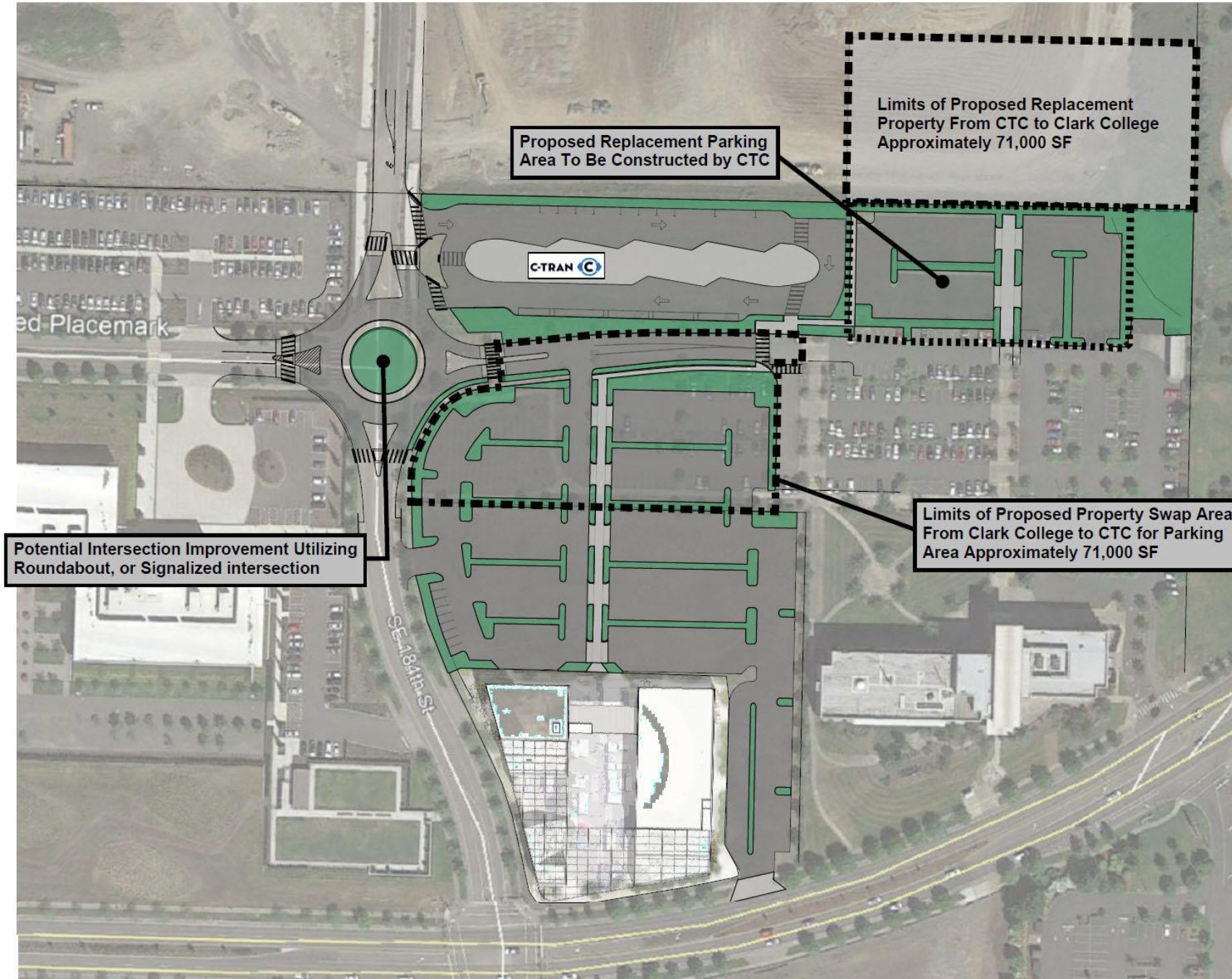
Definitions

The General Operating Budget is composed of the state allocation (Fund 101), tuition and operating fees (Fund 149), worker retraining (Fund 123), dedicated revenues (Fund 148), and running start (Fund 145). This budget is considered to represent the basic ongoing operations of the College.

Dedicated Fund Balances are those portions of the fund balances that are committed or accounts with fund balances that are not discretionary due to their fund source or purpose. Fund 145 – Grants and Contracts; Fund 147 – Local Capital; Fund 148 – Lab Fees, Continuing Education, and Resale; Fund 149 – Tuition and Fees; Fund 522 – ASCC; Fund 790 – Payroll; Fund 840 – Trust and Agency Funds;

Fund 846 – Financial Aid Grants; Fund 849 – Student Loans; Fund 850 – Work Study; and Fund 860 – Long Term Student Loans represent funds in this category.

Discretionary Fund Balances are those portions of the fund balances that have been generated by College operations and have not been committed to specific projects. The primary funds and activities in this category are Fund 145 – Running Start and Grant Overhead; Fund 147 – Local Capital (not yet obligated); Fund 148 – Excess Enrollment; Fund 440 – Central Stores; Fund 443 – Data Processing; Fund 448 – Printing/Copy Machines; Fund 460 – Motor Pool; Fund 524 – Bookstore; Fund 528 – Parking; and Fund 570 – Auxiliary Services (Events, Food Service, Vending Machines, and Director of Auxiliary Services.)

COLUMBIA TECH CENTER PROPERTY MAP

Proposed Replacement Parking Area To Be Constructed by CTC

Limits of Proposed Replacement Property From CTC to Clark College Approximately 71,000 SF

C-TRAN C

Limits of Proposed Property Swap Area From Clark College to CTC for Parking Area Approximately 71,000 SF

Potential Intersection Improvement Utilizing Roundabout, or Signalized intersection

Today's date

Wayne Doty
Capital Budget Director
State Board for Community and Technical Colleges
1300 Quince Street SE
Olympia, WA 98504-2495

Re: Requests for Property

Dear Wayne,

On behalf of Clark Community College District #14, we the trustees of the board, are submitting this letter of support for two property requests presented to us on December 18, 2019. The first request comes from C-Tran, the local public transportation agency. The second comes from Pac-Trust, a major developer in the area. Both requests impact state property on or near our Columbia Tech Center (CTC) building in east Vancouver.

C-Tran
The Board of Trustees supports C-Tran's request for a 35-year no-cost ground lease for 2.5 acres of state-owned property to build a Bus Rapid Transit (BRT) terminus station just north of the college's CTC building (please see attached map).

Two years ago, C-Tran opened its first BRT line with three stops stationed near our main Vancouver campus. This new line has proven to be enormously beneficial to the faculty, staff, students, and visitors who rely on public transportation to get to and from the college.

C-Tran's proposed second BRT line will run along Mill Plain Blvd., one of Vancouver's busiest corridors. The preferred local option, recommended by a community task force that included Clark College, proposes siting the eastern BRT terminus within walking distance of CTC. The expanded BRT service, as well as the proximity of the east-end station to CTC, will provide a number of benefits for the college, including:

- Safe and convenient access to the new BRT line for the nearly 800 faculty, staff and students who work or take classes at CTC.
- Connection to and from the main campus via a single, high-quality transit line with improved travel times and reliability.
- Improved mobility for those who are unable to drive.
- A viable and cost-effective transportation option for those who choose not to drive.
- Reduced demand for limited parking at the CTC campus.

Mr. Wayne Doty
Page 2
Today's date

C-Tran has also agreed to cover costs associated with any property line adjustments required by the City of Vancouver.

Pac-Trust
The Board of Trustees supports Pac-Trust's request to take ownership of the west parking lot at CTC to accommodate a new multi-use development, which will include office space, a restaurant, and a coffee shop, planned for construction immediately next to our campus. In exchange, Pac-Trust will build a new lot of equal size on state-owned property north of our building and donate 71,000 square feet of land, valued at $710,000, for future college development at the CTC site (please see attached map).

The Board believes that Pac-Trust's proposal to essentially swap parking areas and provide land at no cost is a fair exchange that offers at least two important benefits for the college.

1. Pac-Trust's new development will provide convenient access to a restaurant and coffee shop. Previous attempts to provide these services ourselves within CTC did not work out financially. As a result, faculty, staff and students must leave campus to find the nearest food and drink options. Pac-Trust's new development will now provide these options within easy walking distance of our facility.
2. Pac-Trust's donation of property will support future development at CTC. Given the high cost of land in east Vancouver, options for expanding the CTC campus are limited. However, Pac-Trust's offer to donate 71,000 square feet of property gives us a real opportunity to begin visioning for growth at CTC to meet our region's critical educational and workforce training needs.

The proposals from C-Tran and Pac-Trust have been thoroughly reviewed by college staff in facilities and safety and security.   No impacts on college operations or costs were identified or foreseen.

The Board of Trustees supports the proposals from C-Tran and Pac-Trust and encourages the same from the state board. If you have any questions, please feel free to contact me at jjacobsen@clark.edu or President Sandra Fowler-Hill at sfowler-hill@clark.edu.

Sincerely,

Jane Jacobsen, Chair
Clark College Board of Trustees

Cc: Sandra Fowler-Hill, President
        Bob Williamson, Vice President of Administrative Services

WPEA/UFCW Local 365, Clark College Unit

Board Report for February 5, 2020

MEETINGS

WPEA Steward Meeting February 6, 2020
WPEA Steward monthly conversation with Dr. Sandra Fowler-Hill February 18, 2020
LMCC Meeting March 18, 2020

COMMUNICATION

Current contact for campus stewards:
Co-Chief Shop Stewards
Sarah Thorsen   360-992-2075
Heather Adams   360-992-2900

Communications Officers
David Sims   360-992-2132
Degundrea Harris   360-992-2382

Shop Stewards
Chris Layfield   360-992-2933
Angela Dawson   360-992-2515
Danielle Plesser   360-992-2273
Becky Udwary   360-992-2740

News and Congratulations to our Classified Staff:
- Congratulations to the Fall 2019 Classified Excellence Award recipient: Bryton Williams, AA3 in Business & Health Sciences.
- Shout out and congratulations for our staff excellence nominees: Brenda Shular (Purchasing & Central Services), Everett Yu (Grounds), Brandon Johnson (IT), John Condit (IT), Mike Silva (IT), Rick Bartz (IT), Peg Estes (Credential Evaluations), Mitch Scott (WPTE), Neil Fykerud (Transitional Studies), Thao Schmidt (HR).
- We want to formally thank our staff for their hard work and commitment to students over the past few weeks.
- Our deepest appreciation goes to our classified staff in purchasing and payroll as they have kept things running while working through challenging system changes.

Meet & Greet with President Fowler-Hill
We thank Dr. Fowler-Hill for coming to meet with classified staff on January 29, we appreciate the continued conversations and working with Dr. Fowler-Hill to find solutions that are mutually agreeable in these challenging times.

Labor Management Communication
WPEA stewards met with management in January to discuss: Positions that have been rif'd, unfilled, lost due to attrition and how the work has impacted staff that remain. Positive solutions to budget reductions and solutions to support morale. Unfilled classified positions and vacancies, interim positions, and demand to bargain business.

Updates and Announcements
- WPEA looks forward to continued and regular meetings with management and President Fowler-Hill throughout the 2019-2020 academic year.

ASCC
BOARD OF TRUSTEES REPORT
JANUARY, 2020.

ACADEMIC EXCELLENCE
Facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking.

- Implement and institutionalize practices that increase academic performance, retention, and completion.
- Create and sustain an inclusive and dynamic curriculum and environment that reflect our diverse college community.
- Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective.
- Create and advance accessible, integrated, and technology-enriched learning environments.
- Engage faculty, administrators, and staff in professional development experiences that enhance student learning.
- Align curriculum with learning outcomes and apply outcomes assessment evidence to continually advance student learning.

Progress

College Accessibility

❖ **The Open Educational Resources (OER) which is one of the ASCC top priorities have made progress in the legislature. During the 2020 Regular Session, the HB 1702-Informing students of low-cost course materials for community and technical college courses as a form of OER passed in the House of Representative by a vote of majority. The HB 1702 was introduced in the Senate House as of January 24th, 2020. The first reading of the bill has been referred to Higher Education and Workforce Development awaiting for the next steps and processes.**

❖ **The Student Government had a meeting with the Foundation and the Bookstore Management on Monday 27th in the ASCC Conference Room. Attendees discussed the effective ways to reduce the cost of renting books here in the college. This discussion resulted in a tentative agreement to explore creating a book fund program where students can apply for funds based on specific criteria: income, field of study, general cost of the book, etc., support a lending library, work with the Library to see if additional resources can be provided, or work with faculty to reduce course material costs-specifically in core classes.**

SOCIAL EQUITY
Facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups.

- Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.
- Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.
- Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.

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Progress

Professional Development

- ❖ **The ASCC team completed the Equity in Hiring Training on Tuesday 10th, January prior to the beginning of the ASCC interview for the Presidential Candidates.**
- ❖ **The ASCC team completed the interviews for the Presidential Candidates: the first candidate interview for Dr. Sara Thompson Tweedy was held on Monday 13th January 2020, at 2:00-3:00pm in the Clark College President's Conference Room BRD 101. The second candidate interview for Dr. Karin Edwards was held on Thursday 16th, January 2020, at 2:00-3:00pm in the President's Conference Room BRD 101. Finally, the third candidate interview for Dr. Lamata Mitchell was held on Tuesday 21st, January 2020, at 2:00-3:00pm in the Clark College President's Conference Room BRD 101.**
- ❖ **The feedback for the strength and weaknesses of the candidate was submitted by the ASCC on Friday 24th, January 2020.**

ECONOMIC VITALITY

Facilitate student learning by providing programs, services, and conditions that improve the economic well-being of the students, college, and community.

- Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.
- Align program offerings with regional workforce needs to include technical and work-readiness skills.
- Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships.
- Maximize the college's return on investment by responsibly allocating available resources.
- Leverage resources to create and sustain future innovations.

Progress

College Affordability

- ❖ **The ASCC Student Government team handed over materials and information to students detailing the availability of multiple resources on campus, directing students to respective places for help and service, and advocated for different leadership opportunities offered by the Student Government in partnership with the Student Life Office.**
- ❖ **The ASCC-Student government leaders and the Activities Programming Board worked together in distributing over 3,000 items such as snacks and school supplies during the welcome week of winter quarter.**
- ❖ **The ASCC Vice President created and facilitated a social media spirit week that promoted student engagement and interaction for the whole first week of winter quarter. Students who participated in the online interactions through social media were awarded gifts to the bookstore or the culinary.**

ENVIRONMENTAL INTEGRITY

2

Facilitate student learning by providing the conditions that continually improve the college's physical, virtual, and social environment.

- Incorporate environmental sustainability priorities into all college systems.
- Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.
- Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions.

Progress
College Accessibility

- ❖ **The ASCC Club Coordinator completed club orientations whereby 9 students became new officers for existing clubs.**
- ❖ **The ASCC Club Coordinator reported that two students have begun the process of chartering new clubs.**

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Foundation
January 2020

❖ **Strategic Initiatives – Areas of significance:**

1. **Advancement:**

Clark College Foundation moves into the second half of FY 2020 with a renewed sense of energy and urgency. The foundation is closing in on $3 million of its $8 million goal for the year – slightly behind where we would like to be. However, with some key college issues now in our rear-view mirror, the foundation is optimistic that our donors will respond accordingly, and we'll see philanthropic activity begin to pick-up, as well.

We are fast approaching the last $10 million of our $35 million campaign effort, which is exciting. Our drive to successfully secure the remaining third of our fundraising goal will be an important part of the upcoming Savoring Excellence gala scheduled for May 13, 2020, at the Hilton hotel in downtown Vancouver. This year's theme is *Momentous Milestones and Transformative Tomorrows*, and we'll focus on some of the college's remarkable achievements, exciting new programs, and opportunities coming up while celebrating and acknowledging our outstanding faculty, students and community partners. We have some extraordinary musical talent lined up this year for entertainment, and hopefully, we'll have some wonderful surprises that will remind everyone just how fine our institution is and the important role it plays in our community.

Save-the-date postcards for this event were mailed this week. Seats are going quickly and we are fast-approaching our table limit. Please make sure and place your RSVP with us as soon as possible at https://www.clarkcollegefoundation.org/savoring-excellence-2020/

Our new Director of Alumni Relations, Ed Boston, has now joined us and we are thrilled to have him be part of our team. Ed comes to us from Fort Valley State University in Georgia with demonstrated success working in alumni relations. We're looking forward to putting him to good use with his extraordinary energy and profound knowledge of alumni best practices in higher education. We encourage you to reach out to Ed and help introduce him to our alumni and our community-at-large.

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2. **Strategic Alignment:** *Builds on the mantra "together we are stronger."*
Strategic alignment indicators for FY 2020 involve:
   - Enhance communication between institutions
   - Collaborate on advocacy at a governmental level
   - Progress development of real estate holdings

Strategic alignment has taken on a central focus during the past several months as the college has been faced with several organizational challenges. In response, the quarterly meetings between the college and the foundation board leadership and the two institutional CEO's have been increased to monthly. These conversations have proven to be valuable. As each entity has a distinct mission, regular communication is essential in maintaining consistent messaging and prioritization.

In addition to the above regular communication, 100% of the foundation staff have now taken the "Equity in Hiring" training required for participation in college-related job searches. We found the training to be helpful and informative. As a result of this participation, the staff was actively involved in the interview processes for the presidential candidates. Staff and board volunteers conducted a foundation affiliated interview, while others joined in the open forum sessions. The foundation appreciates the opportunity to have been able to participate in this important next chapter in Clark College's future.

3. **Fiduciary Responsibility:** *Ensuring compliance and fiduciary oversight to the organization's asset base.*

The foundation continues to support college needs and priorities. For the four months ending October 31, 2019, the foundation made the following college and student-related expenditures:

Scholarships	$ 407,137
College program support	150,676
College staff salaries/benefits/stipends	44,591
Meeting, food/meal costs	28,798
College and community relations	21,429
Faculty/staff development	18,665
Travel/lodging expense	12,245
Total	$ 683,541

Note: The above scholarship figure is a recognition of funds paid to the institution over the first four months of FY 2020. Input received from our director of scholarships, CCF has just surpassed awarding $1.3M in scholarship support this year. Funds awarded are managed and re-awarded in subsequent

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processes during the year if the awardee does not accept or utilize the funds provided.

4. **Board Relations:** *Implement and maintain processes by which board ensures its relevance through appropriate succession planning and evaluation of efforts.*

Foundation board relations is an area that is requiring additional care and support for this fiscal period. The foundation has bid farewell to two long-term board members, Mr. Rick Takach and Mr. Tim Leavitt. The foundation appreciates the combined years of service provided by these two volunteer leaders. Also, the foundation is seeking to build a pipeline of talented community leaders who can assist the foundation in fulfilling our mission to inspire philanthropy on behalf of Clark College. This is an ongoing agenda item in assuring that the experience is mutually beneficial to the volunteer and the foundation.

Respectfully submitted,

Lisa Gibert
Chief Executive Officer
January 21, 2020

Attachments:
Financial Dashboard
Development Dashboard
Annual Giving Comparison
Campaign Committed Gifts Report

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Financial Dashboard as of October 31, 2019

CLARK COLLEGE FOUNDATION

Contributions/Donations Received

	Year to Date	6/30/2019	6/30/2018	6/30/2017	1973 - Present Life to date
Unrestricted	$ 241,695	$ 586,858	$ 644,781	$ 351,760	
Temp. Restricted	992,441	1,546,038	2,096,785	1,483,984	
Perm. Restricted	245,286	6,582,984	1,752,797	103,677	
Total	$ 1,479,422	$ 8,715,880	$ 4,494,363	$ 1,939,421	$ 106,386,719

College Support Expended

	Year to Date Unrestricted	Year to Date Temp Restricted	6/30/2019 Unrestricted	6/30/2019 Temp Restricted	6/30/2018 Unrestricted	6/30/2018 Temp Restricted	6/30/2017 Unrestricted	6/30/2017 Temp Restricted	1973 - Present Life to date
Program	$ 54,765	$ 200,210	$ 230,950	$ 1,444,520	$ 470,922	$ 601,058	$ 298,054	$ 495,521	$ 35,750,172
Boschma Farms land acquisition	-	-	2,082,091	-	444,444	-	444,444	-	5,932,722
Capital projects-STEM/Dental Hyg./Oth.	-	-	-	-	-	603,265	175,000	252,559	13,986,855
College & Community Relations	21,429	-	57,317	-	47,306	-	81,718	-	292,522
Scholarships	14,990	392,147	17,622	1,174,984	8,210	960,649	9,063	900,038	12,608,888
Total	$ 91,184	$ 592,357	$ 2,387,980	$ 2,619,504	$ 970,882	$ 2,164,972	$ 1,008,279	$ 1,648,118	$ 68,571,159

Scholarships

	YTD	6/30/2019	6/30/2018	6/30/2017	6/30/2016
Number of students receiving awards	370	561	516	421	383
Clark College Students (Fall Census excl. Running Start)	7,576	7,973	8,490	8,880	9,118

Net Assets by Type

Unrestricted	$ 18,126,811
Board Restricted	10,923,979
Temporarily Restricted	15,642,899
Permanently Restricted	60,813,380
Net Assets	$ 105,507,069

Cost of tuition (2019-2020). 12 credits for 3 qtrs. = $3,879. Lower division courses. Excludes books or addtl. fees such as nursing, labs, etc.

Net Assets by Type

- Unrestricted
- Board Restricted
- Temporarily Restricted
- Permanently Restricted

Unrestricted Net Assets
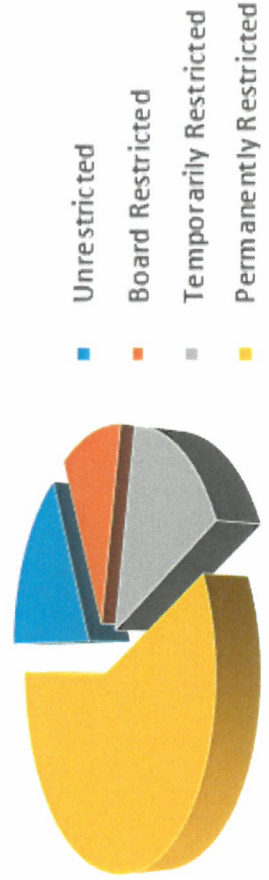
	10/31/2019	6/30/2019	6/30/2018	6/30/2017	6/30/2016
Assets					
Cash	$ 213,406	$ 81,765	$ 32,573	$ 533,396	$ 434,119
Investments	4,731,396	6,120,908	8,103,108	7,067,349	7,797,334
Receivables	297,102	265,344	122,925	133,280	65,880
Prepaids/Deposits/Other Assets	442,278	312,012	337,341	164,818	120,217
Land/building/equipment	12,828,995	12,821,759	12,728,727	12,731,837	13,038,307
Liabilities					
A/P/Other Liabilities	(386,366)	(1,086,594)	(888,502)	(422,434)	(1,957,849)
Note Payable	-	-	(2,082,091)	(2,481,701)	(2,873,600)
	$ 18,126,811	$ 18,515,194	$ 18,354,081	$ 17,726,545	$ 16,624,408

## Projected Liquid Unrestricted Net Assets Available

6/30/2020	405,457
6/30/2021	452,157
6/30/2022	498,857
6/30/2023	545,557
6/30/2024	392,257

Investment Pool Returns (Losses)

Quarter	1 Year	3 Year	5 Year	7 Year	10 Year
0.8%	7.5%	7.9%	6.5%	7.8%	7.0%
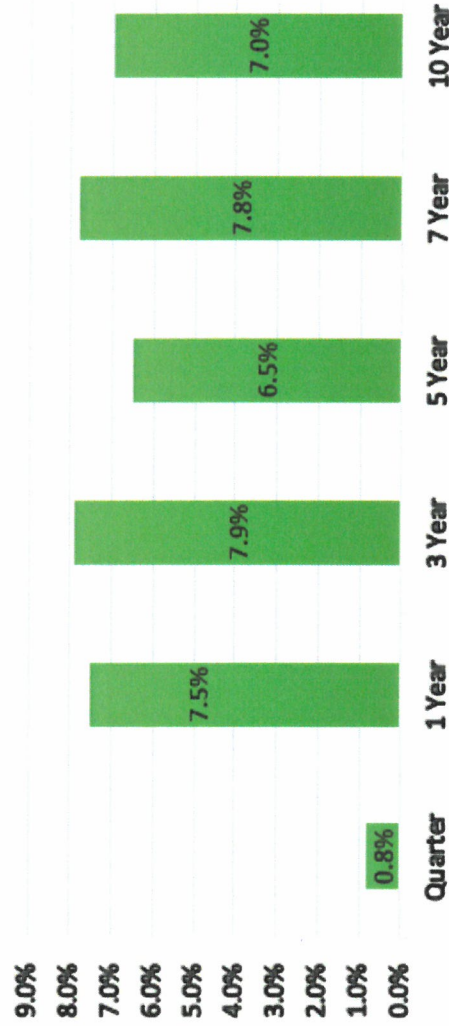
Endowment Distribution Details

	FY 20	FY 19	FY 18	FY 17	FY 16
College Program	$ 1,100,044	$ 1,522,786	$ 1,229,465	$ 1,187,928	$ 1,153,185
Unrestricted	2,275,514	1,884,177	1,733,270	1,704,605	1,650,472
College Program Reserves	99,247	221,260	232,247	201,368	248,212
	$ 3,474,805	$ 3,628,223	$ 3,194,982	$ 3,093,901	$ 3,051,869

Dashboard

CLARK COLLEGE FOUNDATION
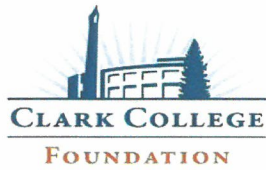
Strategic Initiatives:
Development
Strategic Alignment
Fiduciary Responsibility
Board Relations

	Current fiscal year to-date	Prior fiscal year to-date	Prior fiscal year
Fiscal year	7/1/2019 - 1/8/2020	7/1/2018 - 1/8/2019	7/1/2018 - 6/30/2019
Total number of donors	1,134	1,132	1,962
Number of new donors acquired	450	453	768
Number of new major gift donors acquired	7	11	19
Number of $1,000+ donors	122	131	230
Number of confirmed irrevocable planned gifts	1	6	7
Number of confirmed revocable planned gifts	0	0	1
Foundation board participation*	72%	90%	95%
College trustee participation	80%	57%	100%
Executive Cabinet participation	73%	56%	70%
Foundation staff participation	72%	89%	100%

*excludes ex-officio members

Soft credits are considered in this report, giving each constituent credit for gifts directly from them as well as gifts from a spouse/partner, personally-owned business, individual foundation or trust, donor choice program or donor advised fund.

Major gift donor is defined as a donor with a total gift commitment of $10,000 or more during a single fiscal year. Matching gift commitments are considered in the donor's giving total.

Gift types considered: cash, recurring gift payment, pledge, property/stock, in-kind.
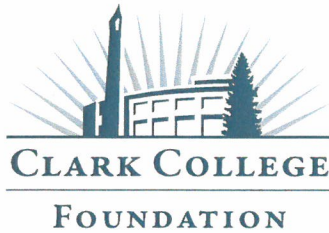
Clark College Foundation
Annual Giving Comparison
as of December 31, 2019

	FY2020	FY2019	FY2018	FY2017
TYPE				
Cash/Stock/Property	$712,344	$2,145,169	$3,135,656	$1,032,495
Pledge	$1,781,781	$884,101	$99,974	$1,015,831
In-kind	$24,841	$65,868	$41,124	$220,399
Deferred Irrevocable at Face Value*	$10,000	$4,916,732	$1,158,712	$100,000
TOTAL	**$2,528,966**	**$8,011,870**	**$4,435,467**	**$2,368,725**
SOURCE				
Board Members (includes ex officio)	$32,975	$193,438	$95,380	$641,410
Employees	$30,112	$53,491	$36,108	$54,078
Alumni	$208,942	$568,992	$1,039,995	$185,508
Friends	$145,970	$981,835	$615,815	$545,993
Estates	$15,720	$4,723,175	$1,087,717	$26,200
Family Foundations and Trusts	$517,603	$806,115	$850,600	$337,988
Corporate & Community Foundations	$1,179,215	$343,691	$499,208	$222,342
Corporations/Other Organizations	$152,588	$329,989	$204,394	$353,892
Government Entities	$245,841	$11,144	$6,249	$1,314
TOTAL	**$2,528,966**	**$8,011,870**	**$4,435,467**	**$2,368,725**
PURPOSE				
Current Use				
Unrestricted	$216,843	$129,599	$396,376	$495,391
Faculty Support	$0	$0	$0	$0
Programs/Other	$1,267,915	$519,077	$315,270	$423,516
Scholarships	$296,345	$690,585	$717,393	$377,189
Sponsorships	$33,400	$86,100	$13,384	$34,600
Technology/Equipment	$0	$0	$0	$0
Endowed				
Unrestricted	$0	$0	$0	$0
Faculty Support	$0	$0	$0	$0
Programs/Other	$250,154	$180,880	$80,243	$33,456
Scholarships	$454,309	$1,476,297	$1,747,579	$103,393
Technology/Equipment	$0	$0	$0	$0
Capital				
Culinary	$0	$12,600	$6,370	$780,515
STEM	$0	$0	$140	$20,465
Programs/Other	$0	$0	$0	$200
Deferred Irrevocable at Face Value*				
Programs/Other	$10,000	$4,916,732	$1,158,712	$100,000
TOTAL	**$2,528,966**	**$8,011,870**	**$4,435,467**	**$2,368,725**
*Number of irrevocable gifts secured	1	7	3	1
Deferred Revocable at Face Value	$10,000	$170,000	$1,010,000	

Committed Gifts Report
By Campaign Initiative
July 1, 2015 - January 8, 2020

	Endowment	Current	Capital	Irrevocable Planned Gift	In Kind		Total
Scholarships ($8 MM)							
FLEX	$ -	$ 52,350	$ -	$ 4,157,939	$ -		$ 4,210,289
Unit / Program Based	$ 4,112,928	$ 2,974,405	$ -	$ 1,188,806	$ 5,577		$ 8,281,716
Foundation Unrestricted	$ -	$ 303,285	$ -	$ -	$ -		$ 303,285
Advanced Manufacturing ($5 MM)							
Personnel	$ -	$ -	$ -	$ -	$ -		$ -
Facilities	$ -	$ -	$ -	$ -	$ -		$ -
Equipment	$ -	$ -	$ -	$ -	$ -		$ -
Program	$ -	$ 100	$ -	$ -	$ -		$ 100
Guided Pathways ($4 MM)							
Professional Development	$ -	$ 25,000	$ -	$ -	$ -		$ 25,000
Personnel	$ -	$ -	$ -	$ -	$ -		$ -
Financial Literacy	$ -	$ 49,100	$ -	$ -	$ -		$ 49,100
Technology / Equipment	$ -	$ -	$ -	$ -	$ -		$ -
Smart Classrooms	$ -	$ -	$ -	$ -	$ -		$ -
Program	$ -	$ 577,290	$ -	$ -	$ 5,446		$ 582,736
Veteran's Resource Center ($2 MM)							
Emergency Fund	$ -	$ 4,125	$ -	$ -	$ -		$ 4,125
Transportation / Childcare	$ -	$ -	$ -	$ -	$ -		$ -
Professional Development	$ -	$ -	$ -	$ -	$ -		$ -
Transition Boot Camp	$ -	$ -	$ -	$ -	$ -		$ -
Program	$ 250,000	$ 904,231	$ -	$ -	$ 14,921		$ 1,169,152
Culinary ($10.5 MM)							
Personnel	$ -	$ -	$ -	$ -	$ -		$ -
Facilities	$ -	$ -	$ 4,831,010	$ 297,000	$ -		$ 5,128,010
Equipment	$ -	$ -	$ -	$ -	$ -		$ -
Program	$ -	$ 47,388	$ -	$ -	$ 19,862		$ 67,250
Mature Learning ($1 MM)							
Program	$ -	$ 14,905	$ -	$ -	$ -		$ 14,905
Other							
Restricted	$ 184,034	$ 1,009,090	$ 329,840	$ 340,819	$ 304,015		$ 2,167,799
Unrestricted	$ -	$ 1,565,109	$ -	$ 199,953	$ 79,056		$ 1,844,118
Total ($35 MM)	$ 4,546,962	$ 7,532,459	$ 5,160,850	$ 6,184,517	$ 434,139		$ 23,858,928

MISSION: Clark College, in service to the community, guides individuals to achieve their educational and professional goals.

Academic Excellence

Completion

Three-Year Completion Rate: 31%	Course Success Rate: 82% (1 yr avg)	First-to-Second Quarter Retention: 83% (1 yr avg)	First-Year Math Completion: 30% (1 yr avg)
🟥 ↑	🟢 →	🟢 ↑	🟥 ↑

Student Learning

Programs Completed Assessment Project: 90%	Programs Made Evidence-Based Improvements: Not Available*
🔺 ↑	🔺

Strategic Priorities: Student Engagement and Outcomes; Accreditation; Boschma Farms

Social Equity

Eliminate racial disparities

HU* Student Completion Rate: 25%	Course materials and college technology is accessible: 67%	HU* Student First-to-Second Quarter Retention: 79% (1 yr avg)
🟥 →	🟥 ↑	🔺 ↑

Intercultural and Multicultural Competencies

Percent Employees Of Color Equal to Students of Color: 16% vs 31%	Student Indicator: In-Development	Employee Indicator: In-Development
🟥 ↑		

Strategic Priorities: Professional Development; Hiring and Retention; Student Engagement and Outcomes; College Climate

*Historically Underrepresented

Economic Vitality

Align Programs

Programs Defined as High-Demand: 65%
🟥 ↓

Cost of Education

Reduced Cost of Education: Not Available*	Cost of Books, Materials & Fees: $709	Average Student Loans: $1,533(D) / $2,149(I)
🔺	🔺	🔺 →

Employment

Graduates with living-wage employment: 64% (Prof-Tech Only)
🔺 ↑

Strategic Priorities: External Partnerships; Boschma Farms; Student Engagement and Outcomes; Long-term Budget

Environmental Integrity

Physical, Virtual and Social Environments

Sustainability of Facilities: 2.4	Student Climate: 4.07	Employee Climate: 5.01
🟢 ↑	🟢 ↑	🟢 ↑

Strategic Priorities: College Climate; ctcLink; Accreditation; Boschma Farms; President.

LEGEND

🟢 Meets or exceeds desired outcome; continuous effort needed to maintain or improve even further.

🔺 Does not meet desired outcome; action is needed to meet goal.

🟥 Does not meet, well below desired outcome and immediate action is needed.

✦ Something changed. Rate or percentage updated.
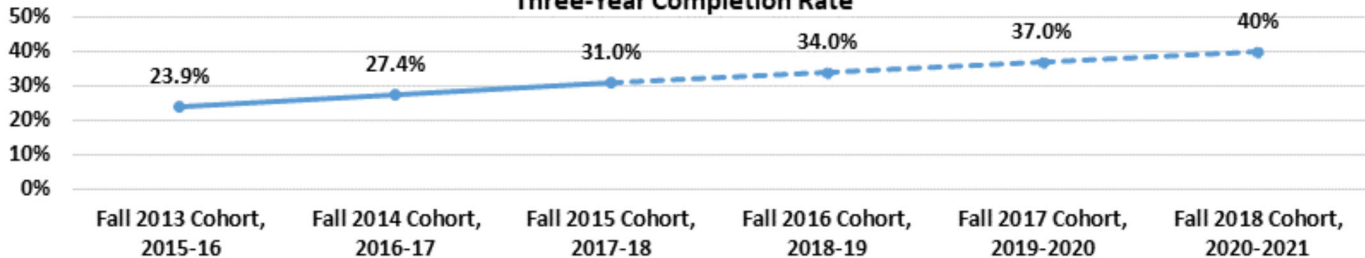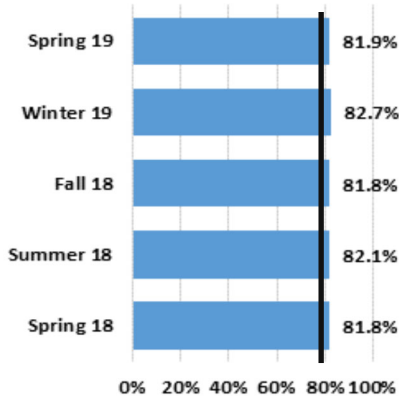
COMPLETION

Clark College, in service to the community, guides individuals to achieve their educational and professional goals – including certificate and degree completion – by accomplishing its core theme objectives of academic excellence, social equity, economic vitality, and environmental integrity.

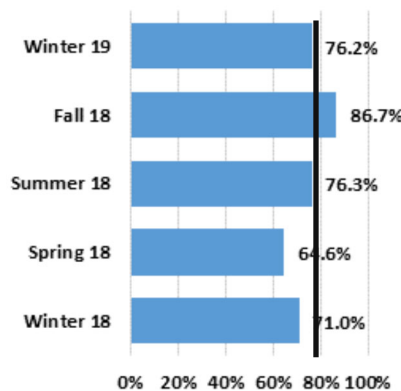### Fulltime, Degree and Certificate-Seeking, First-time, and First Year Students Three-Year Completion Rate
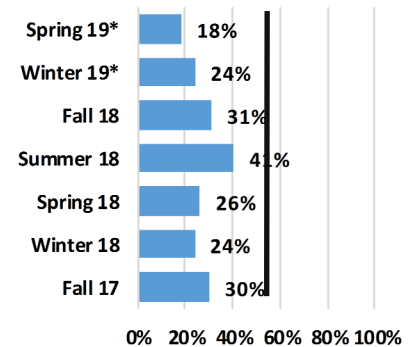
Cohort	Rate
Fall 2013 Cohort, 2015-16	23.9%
Fall 2014 Cohort, 2016-17	27.4%
Fall 2015 Cohort, 2017-18	31.0%
Fall 2016 Cohort, 2018-19	34.0%
Fall 2017 Cohort, 2019-2020	37.0%
Fall 2018 Cohort, 2020-2021	40%

Degree-Seeking Student Course Success Rate

Term	Rate
Spring 19	81.9%
Winter 19	82.7%
Fall 18	81.8%
Summer 18	82.1%
Spring 18	81.8%

First-to-Second Quarter Retention Rate

Term	Rate
Winter 19	76.2%
Fall 18	86.7%
Summer 18	76.3%
Spring 18	64.6%
Winter 18	71.0%

Transfer Students Completed College Math in First Year, by When Students Began

Term	Rate
Spring 19*	18%
Winter 19*	24%
Fall 18	31%
Summer 18	41%
Spring 18	26%
Winter 18	24%
Fall 17	30%

*Four quarters/one-year has not occurred yet.

Monthly Highlights

◊ The Guided Pathways Framework & Communications Project Manager was hired. This position has been tasked with translating the current program maps into a web presence that is easy to navigate and provides a seamless guided pathways experience for our students. In the last two weeks, significant work has been done to explore the best layout to present Guided Pathways adhering our accessibility standards.

-2019-2020 Board Priorities: Student Engagement and Outcomes

STUDENT LEARNING

Clark College's degrees and certificates awarded are the result of a culmination of learning. The college aligns its curriculum with learning outcomes and applies evidence to continually advance student learning.

Programs with Completed Program-Level Outcomes Assessment Projects
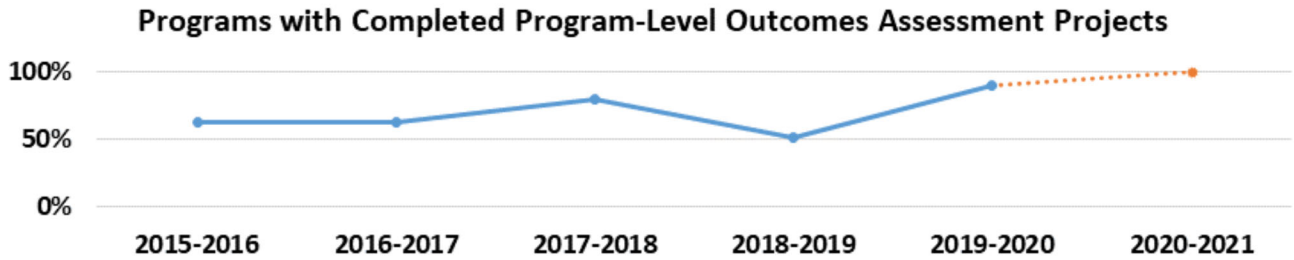
Percent of full-time faculty who participated in outcomes assessment projects: 88%	Percent of programs that reported on equity in outcomes assessment projects: 58% *Full reports available in spring	Percent of programs that completed evidence-based improvements this year *Full reports available in spring

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Monthly Highlights

◊ Outcomes assessment faculty mentors have reviewed 100% of all submitted instructional program assessment proposals. To increase communication with faculty members, a summative report will be available to the college community which will identify strengths and opportunities to improve the assessment proposals.

**2019-2020 Board Strategic Priorities: Accreditation—Student Learning Outcomes**
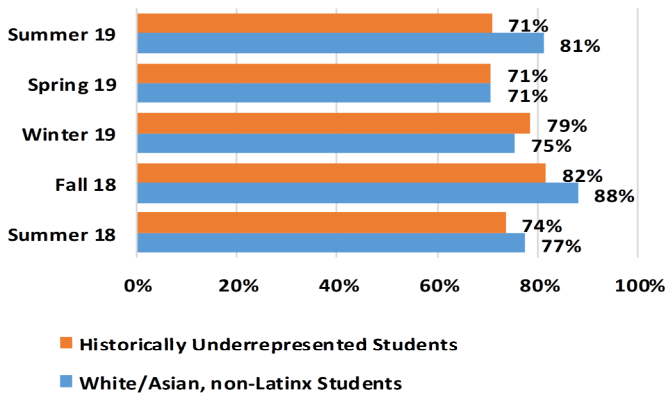
SOCIAL EQUITY

Clark College facilitates student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups. Two strategies the college has implemented relate to improving employee cultural competencies through professional development and hiring employees reflective of the college's diverse students.
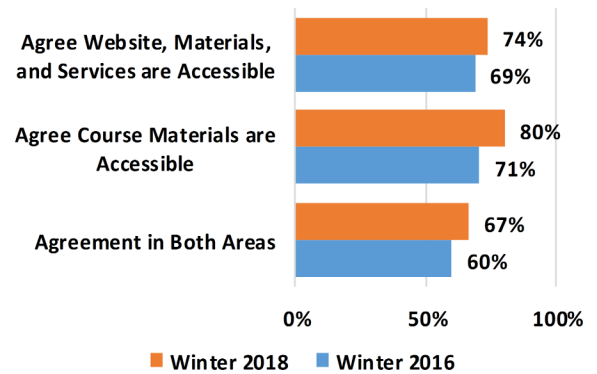
Eliminate Disparities in Three-Year Completion Rate for Historically Underrepresented Students

Historically Under-represented Students

White/Asian, Non-Latinx Students
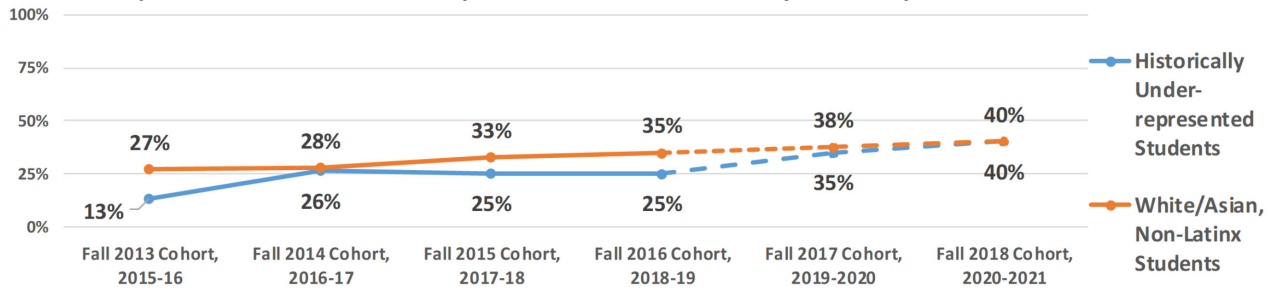
First-to-Second Quarter Retention Rate for Historically Underrepresented is Equal or Higher than White/Asian Students

Term	Historically Underrepresented Students	White/Asian, non-Latinx Students
Summer 19	71%	81%
Spring 19	71%	71%
Winter 19	79%	75%
Fall 18	82%	88%
Summer 18	74%	77%

■ Historically Underrepresented Students
■ White/Asian, non-Latinx Students

Percent Students Agree that Course Materials and College Technology are Accessible for Student with Disabilities

	Winter 2018	Winter 2016
Agree Website, Materials, and Services are Accessible	74%	69%
Agree Course Materials are Accessible	80%	71%
Agreement in Both Areas	67%	60%

■ Winter 2018 ■ Winter 2016

Monthly Highlights

◊ A United States Department of Education TRIO Student Support Services (SSS) grant was submitted, which, if funded, will provide individualized support services for SSS-eligible students (first-generation, low-income, and/or students with disabilities; with demonstrated academic need) to increase college retention and graduation; transfer rate to four-year institutions; foster institutional climate supportive for eligible students; and improve financial and economic literacy of students.

**2019-2020 Board Priorities: Student Engagement and Outcomes**

INTERCULTURAL AND MULTI-CULTURAL COMPETENCIES

CLARK COLLEGE
EST. 1933

Clark College facilitates student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups. Two strategies the college has implemented relate to improving employee cultural competencies through professional development and hiring employees reflective of the college's diverse students.

Employees Reflect Student of Color Population: Comparing Percent of Employees of Color to Percent Students of Color
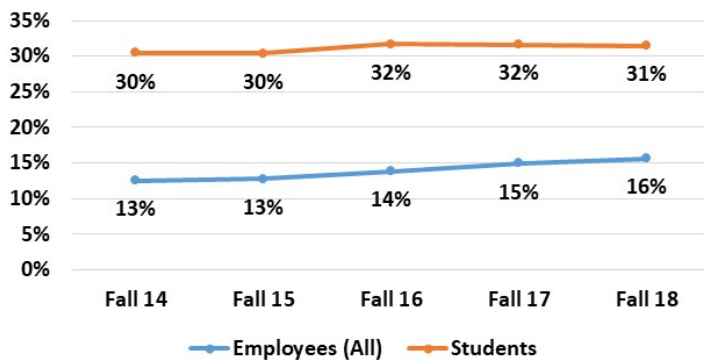
Student Intercultural and Multicultural Competencies Indicator:

In-Development

Employee Intercultural and Multicultural Competencies Indicator:

In-Development

Monthly Highlights

◊ The Washington State Governor's Office of Indian Affairs and the Cowlitz tribe hosted the Washington State's Government to Government training to 24 leaders from extended leadership teams of both Clark College and Clark College Foundation on January 8, 2020. The learning outcomes of this training are understanding the historical perspective of tribes; knowledge of the legal issues that have confronted tribes over time; and awareness of the concepts related to tribal sovereignty and tribal government structures. The intended impact of this training is to understand how Clark College can more effectively collaborate with tribal governments.

◊ This year the college is supporting three Employees of Color to participate in the Administrators of Color Leadership Program, a state-wide supported program to increase the pipeline of People of Color in key leadership positions. In addition, the college is supporting a cohort of Faculty of Color is participating in the state-wide Cross-Institution Faculty of Color Mentorship Program.

◊ Instructional leadership redesigned the job posting templates to attract diverse applicants in time for the faculty hiring cycles.

**2019-2020 Board Priorities: Professional Development, Hiring and Retention**

ALIGN PROGRAMS

Clark College, in service to the community, guides individuals to achieve their educational and professional goals. Through the college's focus on student outcomes, the college aims to connect students to their long-term educational goals. For Clark College students these goals are most often employment and/or transferring to another higher education institution.
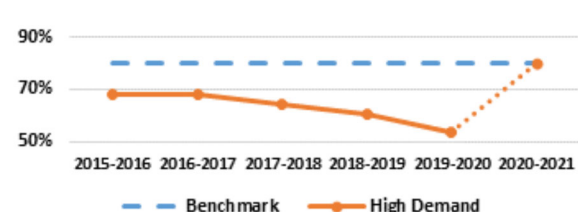
All Program Groups that Contain High Demand Occupations
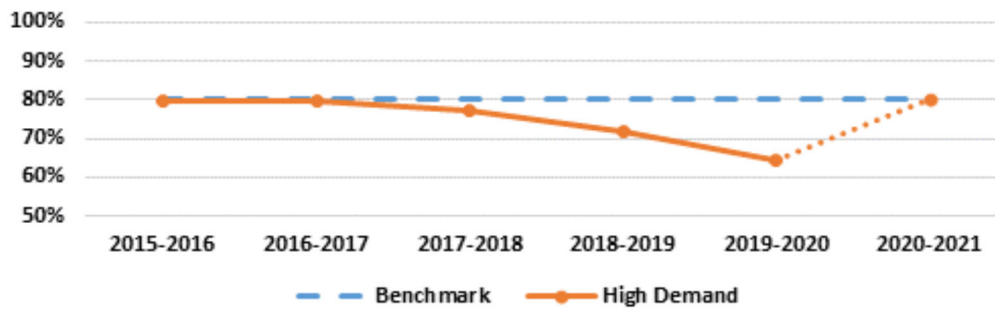
Percent of Transfer Program Groups that Contain High Demand Occupations
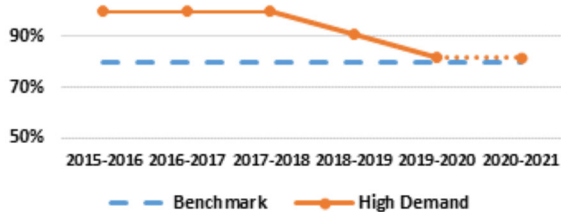
Percent of Prof Tech Program Groups that Contain High Demand Occupations

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Monthly Highlights

◊ The Boschma Farms visioning consultant, Lisa Keohokalole Schauer, President of PointNorth Consulting, continues to meet one-on-one with each member of the Boschma Farms Visioning Taskforce. The purpose of these meetings is to gather more information about the three components of the Clark College Boschma Farms campus design: Advanced Manufacturing Center, Workforce Training Site, and Commercial Development. The information gathered from these meetings will be used as the starting point for the first half-day planning session, scheduled for the Tuesday, February 18, that will ultimately result in a comprehensive vision for the Clark College at Boschma Farms campus.
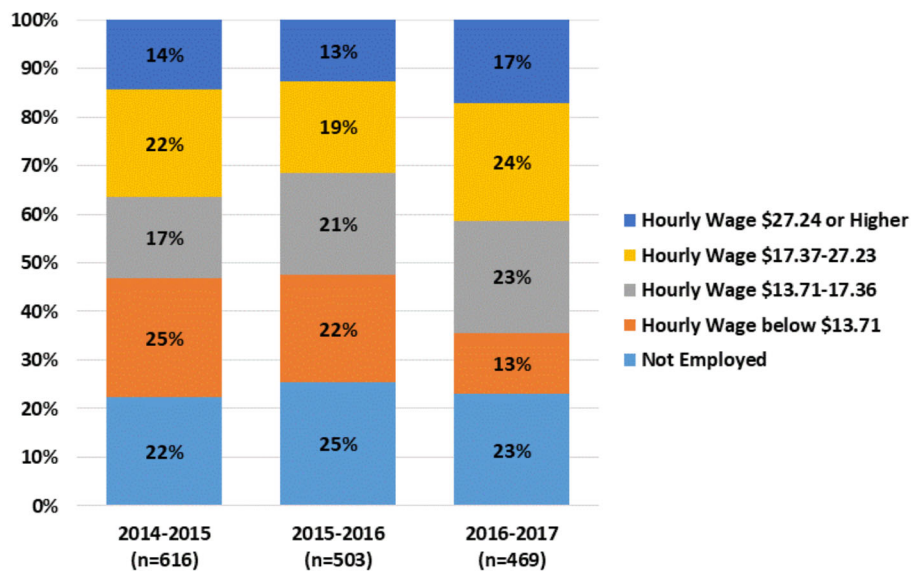
2019-2020 Board Priorities: External Partnerships, Boschma Farms

EMPLOYMENT

Clark College, in service to the community, guides individuals to achieve their educational and professional goals. Through the college's focus on student outcomes, the college aims to connect students to their long-term educational goals. For Clark College students these goals are most often employment and/or transferring to another higher education institution.

Employment Outcomes for Professional Technical Program Graduates, Nine Months After Completion

Monthly Highlights

◊ The Clark College Welding Department established a contractual agreement with Vigor Industrial to 1) offer for-credit training certificates for their incumbent workers, 2) offer guaranteed interviews to graduating welding students to address the expected significant job growth, and 3) provide job placement opportunities for Clark's welding students.

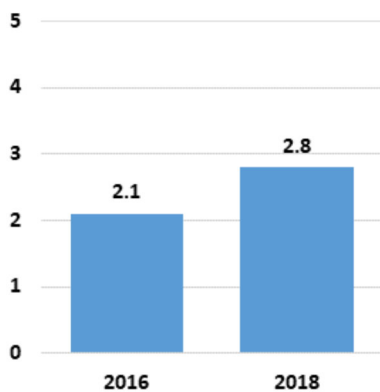**2019-2020 Board Priorities: External Partnerships**

PHYSICAL, VIRTUAL, AND SOCIAL ENVIRONMENTS

Clark College, in service to the community, guides individuals to achieve their educational and professional goals – including certificate and degree completion – by accomplishing its core theme objectives of academic excellence, social equity, economic vitality, and environmental integrity.

Sustainability of Facilities, based on Clark County Green Survey

	Employee Climate:	**Student Climate:**
	Mutual respect, collaboration, clear communication, and inclusivity	Mutual respect, collaboration, clear communication, and inclusivity
	Winter 2017: 5.01 *(Meets threshold of 5.0)*	**Winter 2018: 4.07** **Winter 2017: 4.02** *(Meets threshold of 4.0)*

Employee Climate:

Mutual respect, collaboration, clear communication, and inclusivity

Winter 2017: 5.01
(Meets threshold of 5.0)

Items Rated less than 5.0 threshold:
- Areas and departments throughout the college work cooperatively (4.73)
- When other areas and departments across the college make decisions that impact my work, I am able to offer input before the decision is made (3.62)
- Criteria by which decisions are made are clearly communicated (4.39)

Student Climate:

Mutual respect, collaboration, clear communication, and inclusivity

Winter 2018: 4.07
Winter 2017: 4.02
(Meets threshold of 4.0)

Items Rated less than 4.0 threshold:
- How much has Clark College contributed to your knowledge, skills and personal growth in each of the following areas: Working effectively with others (3.88)
- During my first quarter at Clark, I received the information and services I needed to be a successful student (3.81)

Monthly Highlights

◊ About 300 new students participated in Winter Quarter New Student orientation. Orientation includes general information about being a successful student, as well as career, financial wellness and advising presentations. It concludes with students registering for their classes.

2019-2020 Board Priorities: Student Engagement and Outcomes

Clark College Interim Enrollment Report
Winter 2020 Quarter
as of January 30, 2020 *(Day 18 of Qtr)*

Winter 2020

	FTES	Budgeted FTES	% of Budgeted FTES
State-supported	6,520*	6,908	94%
State FTES	4,578	4,892	94%
Running Start	1,926	2,016	96%

* This includes 16 non-Running Start contract FTES in state-supported classes.

Academic Year 2019-2020

	Allocated State FTES in State Classes	State FTES	Difference	% Difference
Summer 2019	2,719	2,068	(651)	-24%
Fall 2019	6,731	5,033	(1,698)	-25%
Winter 2020	6,424	4,578	(1,846)	-29%
Spring 2020	6,051			

Academic Year 2019-2020

	Budgeted FTES in State Classes	State and Running Start FTES	Difference	% Difference
Summer 2019	2,070	2,068	(2)	0%
Fall 2019	7,213	7,140	(73)	-1%
Winter 2020	6,908	6,503	(405)	-6%
Spring 2020	6,504			

Academic Year 2019-2020

	Total Enrollment to Date 2019-2020	Projected Enrollments	% of Projected Enrollments
Contract Corporate	640	540	119%
Community Ed	5,064	6,675	76%