



Clark College
BOT Meeting
Wednesday, February 28, 2018 5:00 PM (PST)
GHL 213



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- I. Call to Order/Agenda Review - Chair Rupley
- II. Introductions - President Knight
Presentation of Transforming Lives Award to Nicholas Freese
- III. 2016-2017 Audited Financial Statements - Sabra Sand
The Financial Statements are located in the addendum to this packet.
- IV. Action Items - Chair Rupley
 - A. Minutes from January 2018 Board of Trustees Meeting
- V. Audience Statements - Chair Rupley
- VI. Constituent Reports
 - A. AHE - Kimberly Sullivan
 - B. WPEA - Billie Garner
 - C. ASCC - Grace Moe
 - D. Foundation - Lisa Gibert
- VII. Reports from Board Members
- VIII. President's Report
 - A. Student Success Story - Zack Hofschneider
 - B. Faculty Presentation--Library Resources' Accessibility & Usability Improvements - Prof. Radmila Ballada & Prof. Julie Austad
 - C. Guided Pathways - President Knight
 - D. Scorecards
 - E. Statistics
- IX. Next Meeting
The next meeting of the Board of Trustees is currently scheduled for Wednesday, March 14, 2018 in the Ellis Dunn Community Room, GHL 213.
- X. Executive Session
An Executive Session may be held for any allowable topic under the Open Public Meetings Act.
- XI. Adjournment
Time and order are approximate and subject to change.

Call to Order/Agenda Review

No documents for this item

Introductions

No documents for this item

2016-17 Financial Statement

February 2018

Annual Financial Statement Audit

- Conducted by the Washington State Auditors Office
- 4th annual Financial Statement Audit
- College Received an unmodified audit opinion – a clean opinion
 - No issues or concerns

Annual Financial Statement Audit

- Major Areas SAO focused on:
 - GASB 68: Pension reporting and disclosures
 - GASB 73: Pensions outside the scope of GASB 68
 - Financial Aid
 - Any Significant estimates: Scholarship allowance
 - Tuition revenues
 - Risk of management override of controls

Implementation of GASB 68 and 73

- GASB 68 Year 3 and forward requires layering of the amortization schedules for deferred outflows and inflows related to actual pension earnings compared to expected
- GASB 73 requires booking an estimated pension liability and a decrease in net position for the retirement liability
 - Clark College was first to work with the SBCTC through this process
 - Clark College created the template for SBCTC to use for other Colleges

Net Position Comparison without GASB 68 and 73

		Unadjusted	GASB 68/73
Net Position			
	Net Investment in Capital Assets	\$ 133,744,435	\$ 133,744,435
	Restricted for:		
	Expendable	914,217	914,217
	Student Loans	35,758	35,758
	Unrestricted	10,749,654	(6,630,866)
	Total Net Position	\$ 145,444,064	\$ 128,063,544

Net pension liability reduces the college's net position by \$17,380,520

Annual Financial Statement Audit

- Major Changes to the College's Financial Position
 - Increase in Current Assets
 - Mainly COP funds for Culinary in Investments \$6,405,529
 - Changes in Capital Assets
 - STEM Building in Completion, \$2,330,663
 - Culinary Arts in Construction in Progress, \$4,439,522
 - Decrease in Current Liabilities
 - No summer quarter accrual of financial aid
 - Increase in Noncurrent Liabilities
 - Net Pension Liability increased \$6,509,365
 - Culinary COP Liability \$8.5 million

Annual Financial Statement Audit

- Looking forward...
 - GASB 75: Post employment benefit disclosures (OPEB)
 - GASB 84: Fiduciary Activities
 - GASB 87: Leases
 - Risk Assessment-Internal Control Framework

*The Board does not need to take official action, but does need to acknowledge this presentation at the public meeting.

Questions?

Action Items

No documents for this item

Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, January 24, 2018
GHL 213

In Attendance

Jack Burkman, Chair
Jada Rupley, Vice Chair
Jane Jacobsen, Trustee
Royce Pollard, Trustee
Rekah Strong, Trustee

Administrators:

Robert Knight, President
Dr. Tim Cook, Vice President of Instruction
Bob Williamson, Vice President of Administrative Services
Shanda Diehl, Associate Vice President of Planning & Effectiveness
Dr. Loretta Capeheart, Associate Vice President of Diversity, Equity & Inclusion
Dr. Darcy Rourk, Interim Vice President of Human Resources & Compliance
Valerie Moreno, Chief Information Officer
Leigh Kent, Executive Assistant to the President

Administrators Absent:

William Belden, Vice President of Student Affairs
Dr. Chato Hazelbaker, Chief Communications & Information Officer
Kevin Witte, Vice President of Economic & Community Development

Others:

Jennifer Mankowski-Dixon, Assistant Attorney General
Sarah Pagan, Assistant Attorney General
Lisa Gibert, President/CEO Clark College Foundation
Kimberly Sullivan, AHE President
Grace Moe, ASCC President
Prof. John Mitchell, Math

I. **Call to Order/Agenda Review**

Chair Rupley called the meeting to order at 5:10 pm and said that there would not be a student speaker this evening.

At the work session prior to this evening's meeting, the trustees heard presentations about proposed Bachelors' in Applied Science programs in Human Services and Early Childhood Education; and updates on the guided pathways project and new board packet format.

II. **Introductions**

President Knight introduced new Chief Information Officer Valerie Moreno who comes to Clark from Portland Community College.

Assistant Attorney General Jennifer Mankowski-Dixon introduced Assistant Attorney General Sarah Pagan. AAG Pagan has an interest in education representation and attended this evening's meeting as an observer.

III. **Action Items**

A. November 2017 Board of Trustee Meeting Minutes.

Trustee Burkman made a motion to approve the November 2017 meeting minutes.

MOTION: Vice Chair Pollard seconded the motion and it unanimously passed.

IV. **Audience Statements**

There were no statements from the audience this evening.

V. **Constituent Reports**

A. AHE

Professor Sullivan read an email from an adjunct faculty member concerning inequities in the adjunct faculty salaries and benefits structure.

B. WPEA

There was no report from the WPEA this evening.

C. ASCC

ASCC President Grace Moe highlighted the activities of the student government members during November and December. Student leaders spent time in Olympia learning about how the legislative process works, filmed a video about textbook affordability, and funded a "Yes Means Yes" counseling fair.

D. Foundation

Foundation President Lisa Gibert was pleased to announce the Foundation completed their annual audit and received a clean opinion. A Boschma Farms task force has been formed to look at how the Foundation should handle commercial development at the new property. Vice Chair Pollard has agreed to join this task force. Ms. Gibert plans to visit the Boschma family and discuss their plans for the remaining 102 acres that are adjacent to the college's property.

VI. **Reports from Board Members**

Trustee Jacobsen expressed her pride of the students and staff who worked so diligently on the Penguin Pantry. She has been in several times and sees many volunteers from across the college working staffing the Pantry. Grace Moe did a wonderful job speaking with the local representatives at the Legislative Breakfast in December. She also hopes that the mobile Black History 101 museum can also be exhibited in Vancouver so that more people have an opportunity to see it.

Trustee Burkman attended the three-day guided pathways institute in November. He attended the audit exit meeting and, once again, Clark received a perfect audit. The State Auditor's Office was very complimentary of Sabra Sand and pointed out how much they enjoy working with her. The Martin Luther King, Jr. Day speaker replayed events of 1968 which brought back memories for some in the audience who lived through those times. The mobile Black History 101 exhibit deserves to be in a museum. The State of the College went very well and President Knight did a great job.

Trustee Strong appreciated the President handing out community coins at the State of the College as it creates a bond between the college and the community. The all-college meeting about guided pathways was very exciting and leads the trustees to all want to spend more at the college.

Vice Chair Pollard said the Legislative Breakfast was very well done, but he was very disappointed that more legislators did not attend. The all-college pathways meeting was outstanding. He recognized Trustee Burkman for completing 12 years of service as a city council member. He did a great job for the city.

Chair Rupley complimented the President on the State of the College event. After the speech, the college and foundation trustee leadership had a lunch meeting in the new restaurant area in the cafe. She, too, was disappointed in the Legislative Breakfast turnout and said Grace Moe was the star of the event. Chair Rupley sat on the Association of College Trustees' (ACT) Transforming Lives Committee this year and had the opportunity to meet Clark's nominee, Nicholas Freese. Nicholas will be attending the February board meeting where he will be formally recognized by the trustees. She thanked Trustee Burkman for the work he is doing on pathways, and Dr. Hazelbaker for preparing the video for the trustees' spring conference which will be held at Clark on May 10 and 11. She asked the trustees to add it to their calendars.

VII. **President's Report**

Dr. Cook announced that the micro-school district, Mill-A near White Salmon, received a grant to transform into a College in the High School institution. Their last class is now in place and students are receiving college credit without the commute to Vancouver. Clark is going to look at how to partner with more schools in rural areas to get College in the High School for them as well.

President Knight said that ctLink appears to be moving along and people are starting to feel more confident about it. The SBCTC project manager is looking at Clark to be the next go-live college in 2019. There are still internal concerns about the financial module and the college will not move forward until Ms. Sand feels confident about the financial management piece.

The capital budget was finally passed. Many colleges benefitted from the passage and were pleased with the lobbying efforts Clark put forth to make this happen. There will be a large number of construction projects in the next biennium and President Knight does not know whether there will be enough in the construction budget to start construction on Boschma Farms. The design and permit documents may be completed in 18 months.

Ridgefield would like to build a school near the Boschma Farms campus and it may work out that it will be a technical school and sited next to the advanced manufacturing building.

Student Success Story

There was no student presentation this evening.

Faculty Presentation

Math Division Chair Prof. John Mitchell discussed the study of mindfulness. He offers classes to students and through Economic & Community Development. He distributed small reminder cards to the audience to pay attention to what is happening “now”.

VIII. **Next Meeting**

The next meeting of the Board of Trustees is currently scheduled for Wednesday, February 28, 2018 in the Ellis Dunn Community Room, GHJ 213.

President Knight invited the trustees to attend Guided Pathways lecturer, Rob Johnstone’s keynote address on February 13. He is speaking at 9:00 am and 2:00 pm and trustees are welcome to attend one, or both, sessions.

The AACC is holding another guided pathways institute in April 2018 in Dallas, TX, prior to the start of the annual convention.

IX. **Executive Session**

There was no executive session this evening.

X. **Adjournment**

There being no further business, Chair Rupley adjourned the meeting at 6:15 pm.

Jada Rupley, Chair

Leigh Kent
Recorder
February 5, 2018

Audience Statements

No documents for this item

Constituent Reports

No documents for this item

AHE

No documents for this item

WPEA

No documents for this item

**ASCC
BOARD OF TRUSTEES REPORT
February 2018**

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

- **None**

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.

Progress

- **From the dates of January 8th through January 11th of the winter term, student leaders in ASCC and APB hosted Welcome Week and served students by providing information, answering questions, and handing out snacks and supplies on each Clark College campus. The resources helped students prepare for their classes in the first week by providing them with food and school supplies so that they can be focused in class without feeling hungry or unprepared. Student leaders walked around campus with a cart of supplies, and held a table in the Penguin Union Building.**

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

- **ASCC has approved a few One-Time Funding Requests in the current term. In total, we approved \$21,215.**
- **The first request was from the Penguin Deaf Club for the "Hedy and Heidi: The Lost Sister Movie Event". The request was approved for \$5,325.**
- **The next request was from Dental Hygiene Program for water hydration station installation in the Health Science Center. The request was approved for \$2,622.**
- **The next request was from The Independent for Independent travel to the annual Associated Collegiate Press convention. The request was approved for \$8,168.**
- **The final request was from the Outdoor and Recreation Program for their Zion Canyon trip over spring break. The request was approved for \$5,100.**

ENVIRONMENTAL INTEGRITY

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

- **From the dates of January 8th through February 2nd, ASCC participated in the Northwest Athletic Conference 2018 Mascot Challenge. This challenge was a chance for CTC schools to show their school spirit and post a variety of pictures to social media each week, with a specific theme in mind. Whichever school had the most likes and retweets, based on how many followers they have, moved onto the next week. Our team made it to week three, but did not move on to the finals.**

- **On Tuesday, January 23rd ASCC held their winter term Involvement Fair in Gaiser Student Center from 10:00am-1:00pm. The Involvement Fair provided clubs and programs a chance to reach out to students. The clubs and programs talked to students who attended the event, and promoted the opportunities that their group brings to students. In addition to the tables, ASCC hosted a free photo booth, two free hot chocolate bars, and free Krispy Kreme doughnuts for the students to enjoy while attending the event. In total we served 597 students.**
- **On Wednesday, January 31st, ASCC handed out free pizza from 5:00pm to 8:00pm for the Basketball Student Appreciation Night in O'Connell Sports Center. Prior and during both games, ASCC officers handed out pizza to students who attended the game. Officers also had the chance to promote our upcoming events, as well as connect with students. In total we served 143 students.**
- **On Tuesday, February 6th, ASCC hosted the winter term ASCC Tie-Dye Social in SCI 119 from 11:00am-12:00pm. Students had the chance to come and meet their student government while tie-dying a free white tee shirt. ASCC officers had the opportunity to interact with students and share what their role is at Clark College. We also recruited students for the open officer positions for the 2018-2019 academic year. In total, we served 54 students.**
- **ASCC filled all open positions in committees except for 9 positions in Tenure committees.**
- **ASCC has chartered 24 clubs.**

**Foundation
February 2018**

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

1. **Development:** *Increase donor participation, fundraising and efficiency in operations.*

The foundation continues to make good progress toward its goals in terms of dollars raised, but also preparing for the public phase of the comprehensive campaign. Six months into the fiscal year, the foundation has secured approximately \$2 million in booked gifts and verbal commitments, with another \$950,000 expected in an estate distribution. The rest of the year is also looking promising from a donor pipeline perspective. The front-line fundraising team is working diligently to close on significant gift opportunities between now and the end of the fiscal year. Regarding the campaign, the draft of the overall case for support document is complete (with the exception of the advanced manufacturing project) and is currently under review by the president's executive cabinet. Advanced Manufacturing's case statement is expected in the early spring once the business plan for the program is better articulated. The communications strategy for the campaign is also complete and is now being reviewed by various groups for their advice. The foundation is now working on a campaign theme and determining what communications resources will be required to support the campaign efforts. Regarding staff, the foundation hired its newest major gift fundraiser – Kathy Chennault – who is focusing on corporate and foundation gifts, along with major gifts up to \$75,000. We also have a new director of stewardship and special events. Her name is Erica Schwenneker and she comes to us most recently from Dallas, Texas, but is a former resident of Vancouver and a past employee of Clark College who worked under Barbara Kerr in communications and marketing.

2. **Strategic Alignment:** *Builds on the mantra, "together we are stronger. "Develop a process in which foundation involvement is improved, agree upon matrix that establishes the campaign components, collaborate advocacy at local, state and federal levels to support higher education and philanthropic initiatives and report annually to college trustees.*

Over the past month, strategic alignment between the two institutions has been at its best. The two entities have met board to board and furthered conversations around campaign efforts, Guided Pathways, development at Boschma Farms and access to high speed internet. These topics were further explored in separate committee and foundations board related meetings. As many of these projects are beginning to progress quickly, having regular touch points to maintain alignment is critical in assuring equal understanding.

The foundation also enjoyed having Dr. Karl Bailey and Ms. Dani Bundy (co-leads for the Guided Pathways initiative) present and give the foundation board a more in-depth and insightful presentation on what this initiative really means and how the foundation can have an impact. The foundation has been pleased in gaining regular access to President Knight as several of the development staff have needed input on next steps to keep these urgent topics moving along as required.

- Fiduciary Responsibility:** *Clear reporting to the board to make financial decisions, oversight of key financial processes and compliance with governing documents, transparency to the college regarding support and assets available and maximizing foundation assets.*

Form 990: The foundation started work on Form 990 – Return of Organization Exempt from Income Tax. Information reported on Form 990 includes income, expense, assets and liabilities for the fiscal year ended June 30, 2017. It also includes nonfinancial information such as board member makeup, significant activities undertaken in the year and compliance with legal requirements. The return will be reviewed by the foundation's board before the IRS filing deadline of May 15, 2018.

Financial dashboard/board of trustee education: The finance committee will review the current dashboard during their February 13, 2018, meeting. Additionally, the foundation will provide a tutorial during the February 28, 2018, board of trustees meeting highlighting the dashboard's purpose and key metrics monitored by foundation management and board members.

Bylaws: A taskforce made up of select members of the foundation staff and board completed an extensive review of the bylaws. Changes drafted into a red-lined version will be reviewed by the executive committee in March 2018 before review/approval by the full board in June 2018.

Compliance with operating agreement: A letter detailing compliance with the college and foundation's operating agreement for the fiscal year ended June 30, 2017, was completed and issued to the college president. Key requirements of the operating agreement were addressed and disclosure provided on the foundation's fundraising and college support expenditures. The foundation's board and college's executive cabinet also received a copy of the letter for review.

Utilization of assets: The foundation convened a Marketplace at Boschma Farms taskforce. The taskforce evaluates land identified for commercial development at Clark College at Boschma Farms, develops an objective/purpose statement to guide taskforce efforts and serves as a body that develops and submits

recommendations to the foundation and college boards. Membership is made up of foundation and college staff, board members and trustees.

4. **Board Relations:** *Review and define a process for finding, recruiting and nominating new board members, further clarify the of expectations of board members, annual review and evaluation of the performance of board members and understanding of the college's and foundation's vision and goals.*

The Board Relations committee was reconstituted under the leadership of foundation board chair Cheree Nygard. Cheree is currently looking for a permanent chair of the committee to oversee the important work of that group. Meantime, the committee, as part of its prioritized task list, is developing a mentorship program to help "on-board" new directors of the foundation in a more effective and consistent manner.

Respectfully submitted,

Lisa Gibert
Foundation Chief Executive Officer
February 12, 2018

Attachments:
Financial Dashboard
Development Dashboard
Annual Giving Comparison

Reports from Board Members

No documents for this item

President's Report February 2018

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

Objective 1: Implement and institutionalize practices that increase academic performance, retention, and completion.

- As an American Association of Community Colleges Pathways 2.0 college, Clark is assigned a coach to support us in the development and implementation of guided pathways. Our AACC coach, Dr. Lori Suddick, successfully led the implementation guided pathways at Northeast Wisconsin Technical College. Dr. Lori Suddick visited Clark on February 8 and 9. She met with groups throughout the college to share information about guided pathways. College workgroups redesigning the students' educational experience into guided pathways presented their work. Dr. Suddick provided compliments of the work and recommended that the college improve the change management and leadership strategies. She emphasized the importance of integrating guided pathways design work within the existing organizational structure. Finally, she advised the college to understand that successfully implementing guided pathways requires a culture change that tolerates imperfection but is committed to continuous improvement. (P&E)
- Program faculty leads submitted draft curriculum maps in October. These maps identify the sequence of courses that students should take to complete the degree or certificate program. Since October, the Guided Pathways Pillar 1 workgroup has been preparing program-specific information for the faculty that include courses that have low success rates, course alignment with degree requirements, students' placement and entry requirements, labor market and transfer data related to the program, and other information. Faculty will take these pieces of information and create programs map that include what support services are needed throughout the duration of the program for students to be successful. These program maps are expected to be completed by March 5. (P&E)
- Dr. Rob Johnstone, a Guided Pathways national leader and CEO of National Center for Inquiry and Improvement, joined Clark College and offered two keynotes on guided pathways to our college community on February 13. Dr. Johnstone is a highly engaging speaker who articulated how guided pathways reform impacts every area of the college. He also complimented Clark's work in redesigning the students' experience into guided pathways. Similar to Dr. Suddick, he urged the college to view the implementation of the components of guided pathways – such as advising, onboarding, and program maps – as an iterative process where there is always room for improvement. (P&E)

Objective 4: Create and advance accessible, integrated, and technology-enriched learning environments.

- Disability Support Services staff and Math and STEM faculty collaborated to procure and implement the tool, Math Type. This tool provides faculty the capabilities to create accessible math content to build or replicate their content for blind or low vision students who may need to access and engage in their courses in the future. (SA)

Objective 5: Engage faculty, administrators, and staff in professional development experience that enhance student learning.

- The Social and Fine Arts (SOFA) unit funded four faculty of color to participate in the statewide Faculty of Color Cross-Institutional Mentorship program on 1/26/18 in Tacoma. Mentoring programs for faculty of color are an effective recruitment and retention strategy for a diverse college workforce that reflects our student population. (OOI)
- Student Affairs, in conjunction with the Teaching and Learning Center, held leadership training in employee engagement. This training included all Student Affairs managers and climate committee members, and covered topics related to building a culture of engagement and a common understanding of engagement. This training was the second in a three part series. (SA)

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

Objective 7: 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.

- Between December and early February, 24 faculty members participated in the Accessible Canvas Objects course (eLearning 131). Twenty-five additional faculty members received individual accessibility support to improve their course files in order for those classes to be designed for all to participate, especially vital for students with disabilities who use specific technology to learn. (SA)
- Fifty five students seeking services in the Diversity Center were documented as receiving services. (DEI)

Objective 9: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.

- The Teaching and Learning Center, Human Resources, the Office of Diversity and Equity, and Information Technology met to evaluate the current PPI tracking application and develop improvements on that system to assure that all PPI training is captured and reported along with other required employee training. The application is in development as needs and requirements are being identified. "Equity in Hiring" training was delivered to 32 employees. (DEI)

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

Objective 10: 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.

- The Homelessness Prevention and Housing Consortium, of which Clark is a partner, was selected as one of the City of Vancouver Affordable Housing Grant finalists, and presented its proposal to the City of Vancouver grant review team. (SA)
- Clark College hosted representatives from the City of Vancouver for an on campus meeting and tour. The Vancouver Housing Authority is interested in potentially partnering with Clark College to provide housing vouchers to homeless students, and were interested in learning more about the high touch supportive services that the college offers. (SA)

Objective 13: Maximize the college's return on investment by responsibly allocating available resources.

- As part of the new budget process proposed by the Economic Vitality Committee, two budget information presentations were held on January 30 and February 2. The sessions provided information about the proposed college budget process, where the college funding comes from, how it is spent and limitations surrounding budget development. The sessions were well attended by the college community. (AS)

ADDENDUM TO PRESIDENT'S REPORT FEBRUARY 2018

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.

Progress—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

An activity that involves partners within the community—identify the partner and purpose of the partnership.

- Disability Support Services implemented a new access service called Video Description for blind and low vision students to receive an audio described narration of the visual content of their course videos. Three students' science course videos and one student's early education videos have been described thus far to create equitable experiences. *Progress Being Made: 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. (ODE)*

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—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

An activity that involves partners within the community—identify the partner and purpose of the partnership.

- Seventy-seven (77) international students from 25 countries enrolled for winter term 2018. New international students arriving for winter term represent China, Ireland, Japan, Korea, Malaysia, Peru and Taiwan. International Programs is meeting the target of 75 annualized FTEs for 2017-2018. *Progress being made: Maximize the college's return on investment by responsibly allocating available resources. (SA)*
- Employer Relations Specialist Scott Clemans connected with over 50 hiring organizations in January to establish relationships, raise awareness of Career Services, and promote open positions to college students and alumni. *Progress being made: Align program offerings with regional workforce needs to include technical and work-readiness skills. (SA)*
- Employment Specialist Trisha Haakonstad conducted a classroom presentation on Resume Building and Cover Letters for HDEV 200 *Professional Development* (Instructor Cath Keane) on January 23; approximately 20 students attended. *Progress being made: Align program offerings with regional workforce needs to include technical and work-readiness skills. (SA)*
- Employment Specialist Trisha Haakonstad and Employer Relations Specialist Scott Clemans represented Clark College Career Services and participated in mock interviews for Prairie High School (PHS) students on January 19. Students enrolled in vocational classes at PHS participated as part of their class requirement, and received one-on-one interview support with verbal feedback and written evaluations. *Progress being made: Align program offerings with regional workforce needs to include technical and work-readiness skills. (SA)*
- The Bookstore's winter rental program, including books and calculators, resulted in savings of more than \$100,000 for Clark students, when compared to purchasing new books. (AS)

ENVIRONMENTAL INTEGRITY

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—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

An activity that involves partners within the community—identify the partner and purpose of the partnership.

- In January, Emergency Management and IT implemented a transition from an "opt-in" to an "opt-out" enrollment approach for RAVE, our emergency notification text messaging system. Under "opt-in", only 2,900 faculty, staff and students had taken the initiative to sign up for RAVE. Under "opt-out" that number rose to over 14,000. This greatly enhances our ability to reach the college community in the event of an emergency. The new system was successfully tested during the lockdown drill exercise on January 29.

Although faculty, staff and students are now automatically enrolled in RAVE if they have previously provided a cell phone number, they still have the option of opting out. Since the new system went online, less than a 100 have opted out. *Progress being made: Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology. (AS)*

Student Success Story

No documents for this item

No documents for this item

Guided Pathways

No documents for this item

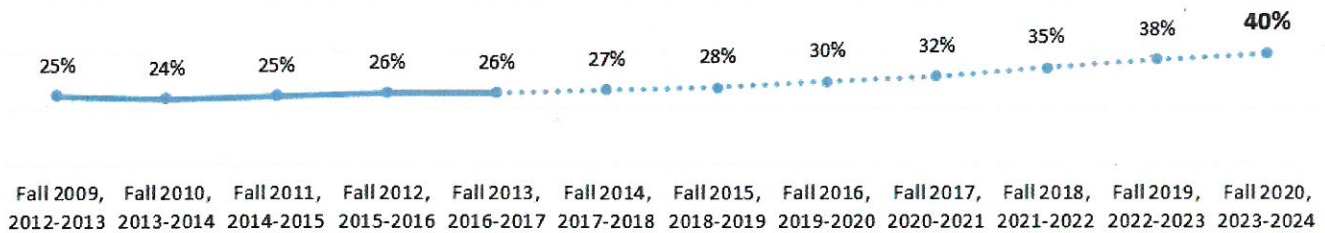
COMPLETION



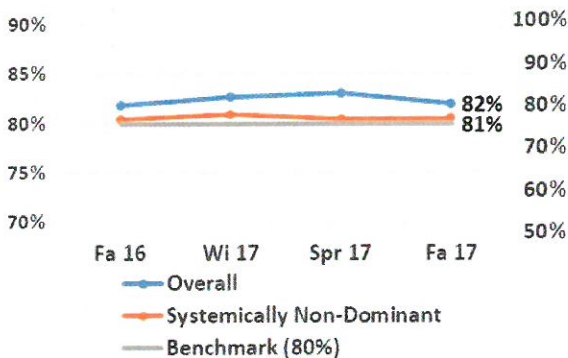
FEBRUARY 2018

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.

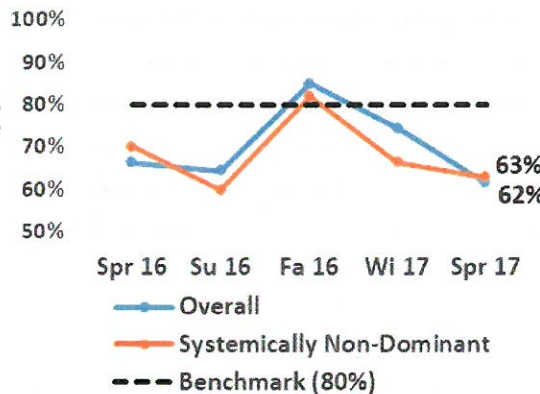
Degree or Certificate-Seeking Full-Time Student Completion Rate Within 3 Years



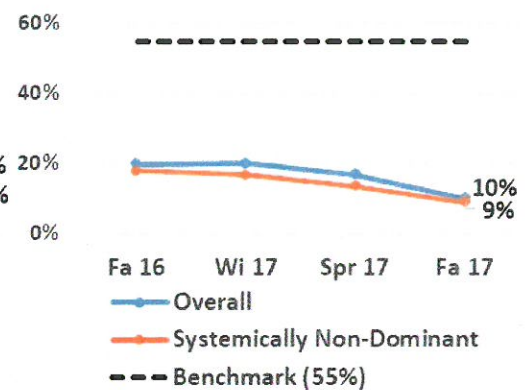
Course Success Rate: Certificate or Degree-Seeking Students



First-to-Second Quarter Retention: Certificate or Degree-Seeking Students



Transfer-Intent Students Completing College-Level Math Within First 4 Quarters



Monthly Highlights

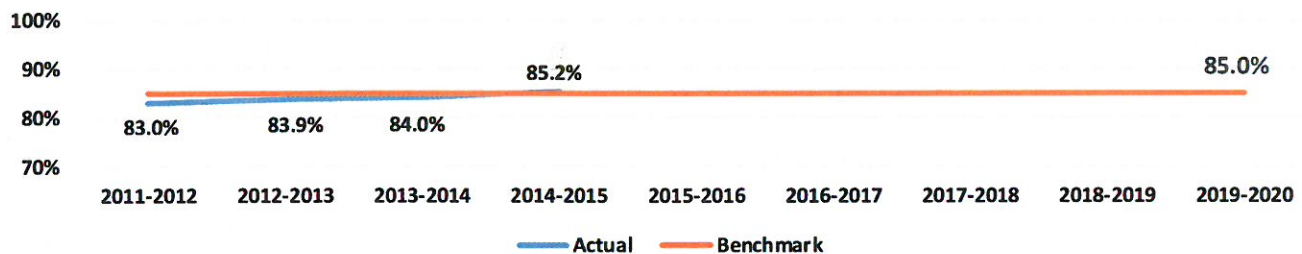
- ◇ An Integrated Advising Plan has been drafted by a work-group from Guided Pathways Pillar 3 with recent reviews/feedback by both the AHE Bargaining Unit and Faculty Senate. The Plan will now undergo revisions as needed to fit Clark's unique model of integrated advising and helping students stay on the path. Additionally, the Integrated Advising Plan aims to create a network of support for all students in the hopes of creating a better sense of engagement with the campus and specific individuals (faculty, staff, etc.) poised to support a student achieve their goals from enrollment to completion.

EMPLOYMENT/TRANSFER

FEBRUARY 2018

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.

Percent of Graduates by Year Who Transfer and/or are Employed within 1 Year of Graduation



Monthly Highlights

- ◇ The program proposal for the BAS in Human Services was submitted to the State Board for Community and Technical Colleges in November and was approved at the State Board meeting on February 8.
- ◇ The statement of need for the BAS in Early Childhood Education was submitted to the State Board for Community and Technical Colleges in November and will be considered for approval at the State Board meeting on February 8.

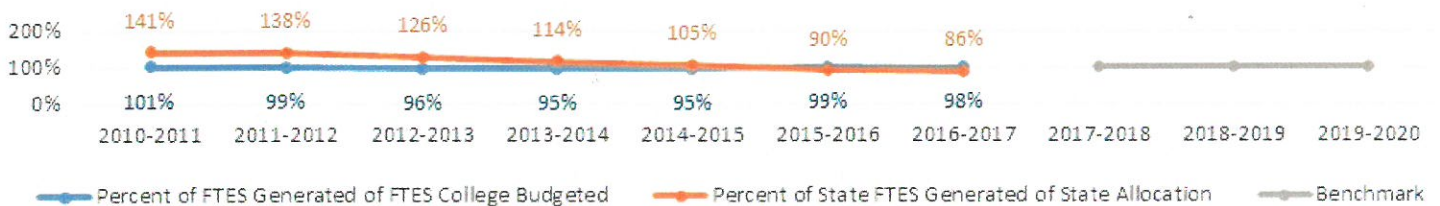
ENROLLMENT



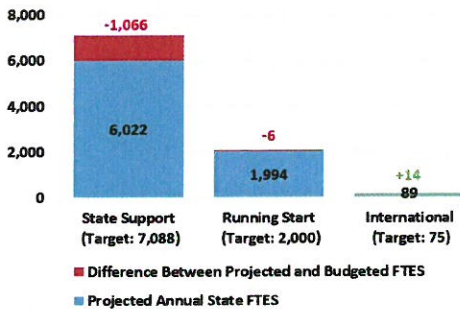
FEBRUARY 2018

Clark College facilitates student learning by providing programs, services, and conditions that improve the economic well-being of the student, college, and community. Through the college's focus on enrollment and budget to serve its community, the college aims to increase the community's educational attainment by leveraging resources to create and sustain innovations that improve student learning and increase enrollment.

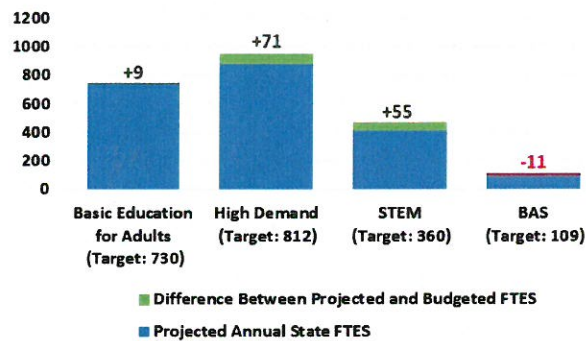
Percent of Full-Time Equivalent Students (FTES) Generated based on College Budget and State Allocation



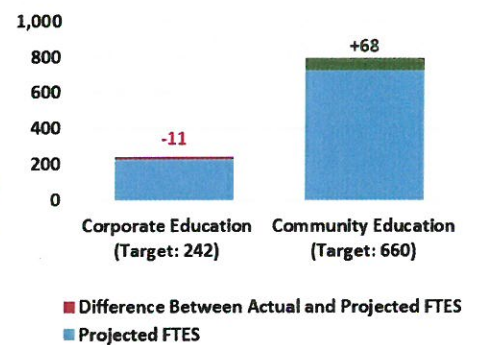
Projected Final Annual FTES Based on Current FTES (Feb 1)



Projected Priority FTES Based on Current FTES (Feb 1)



Projected Corporate and Community Education FTES Based on Current FTES (Feb 1)



Monthly Highlights

- ◇ The Guided Pathways Pillar 2 workgroup is continuing to redesign the student entry experience. The entry experience will begin from the time a person indicates interest in attending Clark; this includes students who apply. In this new plan, entering students will be assigned an enrollment navigator to assist them through the many steps of Clark's entry process. The workgroup is continuing to streamline the steps between inquiry and enrollment while infusing career, academic, and financial planning throughout the experience.

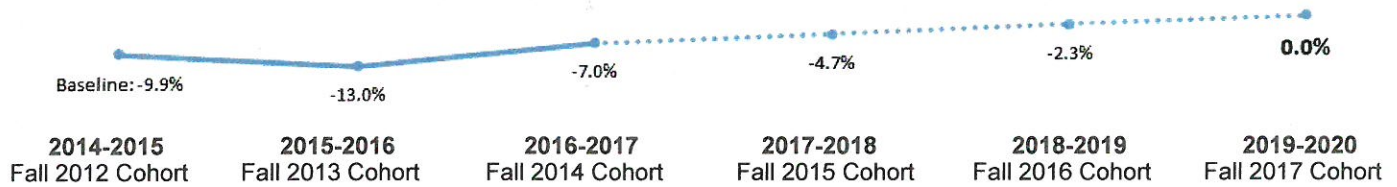
SOCIAL EQUITY



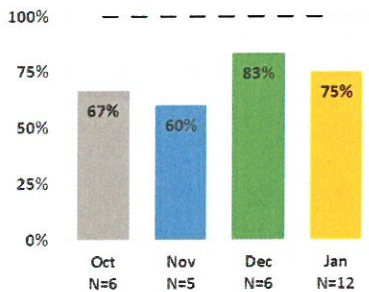
FEBRUARY 2018

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.

First-Term, Certificate or Degree-Seeking, Full-Time Student Three-Year Completion Rate: Difference Between Systemically Non-Dominant and Systemically Dominant Groups

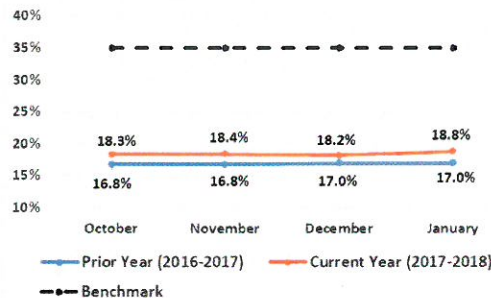


Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability



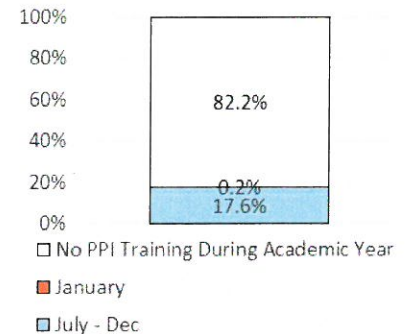
-- Benchmark: 100% of Applicant Pools

Percent of Employees Of Color or Employees with Reported Disability



-- Benchmark: 35% of Employees to Match

Percent of Employees Engaged in Professional Development Opportunities in PPI

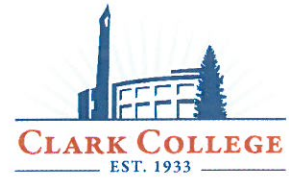


□ No PPI Training During Academic Year
 ■ January
 ■ July - Dec

Monthly Highlights

- ◇ A proposal for implementing baseline training in the 2018/2019 academic year followed by the implementation of a full year of training curriculum for the 2019/2020 academic year has been proposed to the Social Equity Council and Executive Cabinet.
- ◇ The first Core multicultural event of 2018, the Martin Luther King celebration was extended from one event to one large event partially funded by ASCC and three follow up conversation events throughout Black History Month to evaluate the capacity to extend this from a single event to a two month continuation of the conversation.

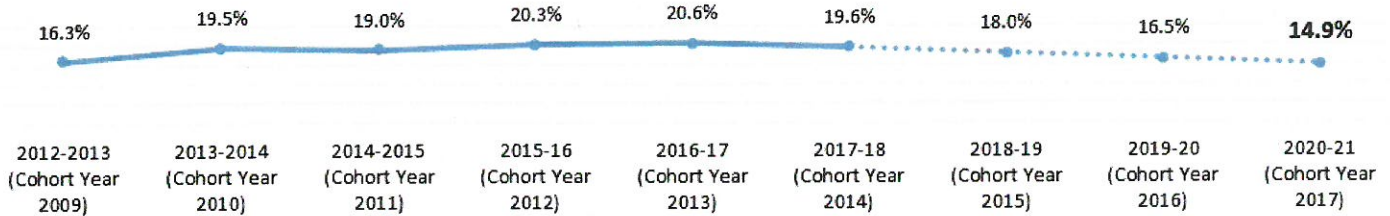
STUDENT DEBT



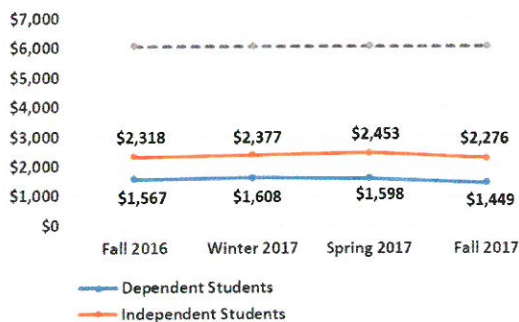
FEBRUARY 2018

Clark College facilitates student learning by providing programs, services, and conditions that improve the economic well-being of the students by improving student affordability. Specific strategies to improve affordability are 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.

Student Three Year Loan Default Rate

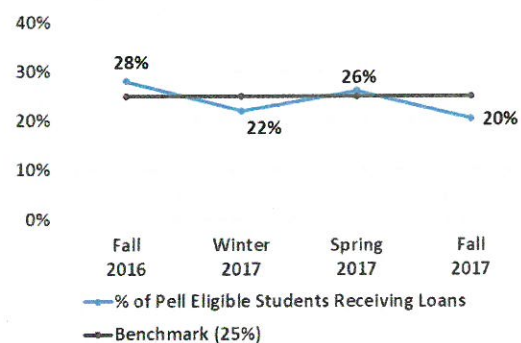


Average Loans Awarded and Received by Students, by Independent/Dependent Status



*Includes Educational Expenses and Cost of Living (Not Living with Parents)

Percent of Pell-Eligible Students Receiving Student Loans (Excluding Parent PLUS Loans)



Monthly Highlights

- ◇ The Financial Literacy Coach conducted the following presentations and outreach activities to support student financial wellness: Finance Your Dreams: learn how to set life and financial goals; Personal Finance: learn how to manage your credit (Veteran Focus); provided outreach to students in Transitional Studies; continues individual coaching sessions and outreach to currently enrolled students.

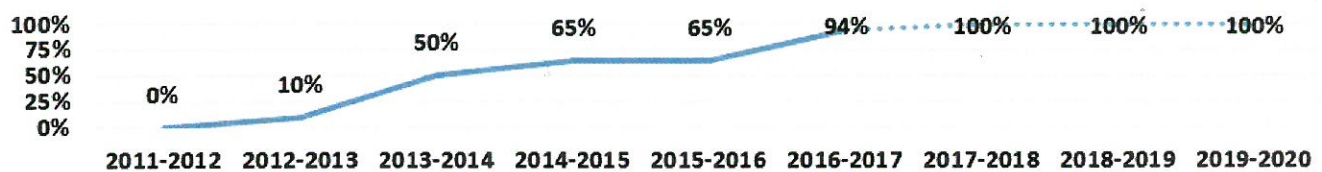
STUDENT LEARNING



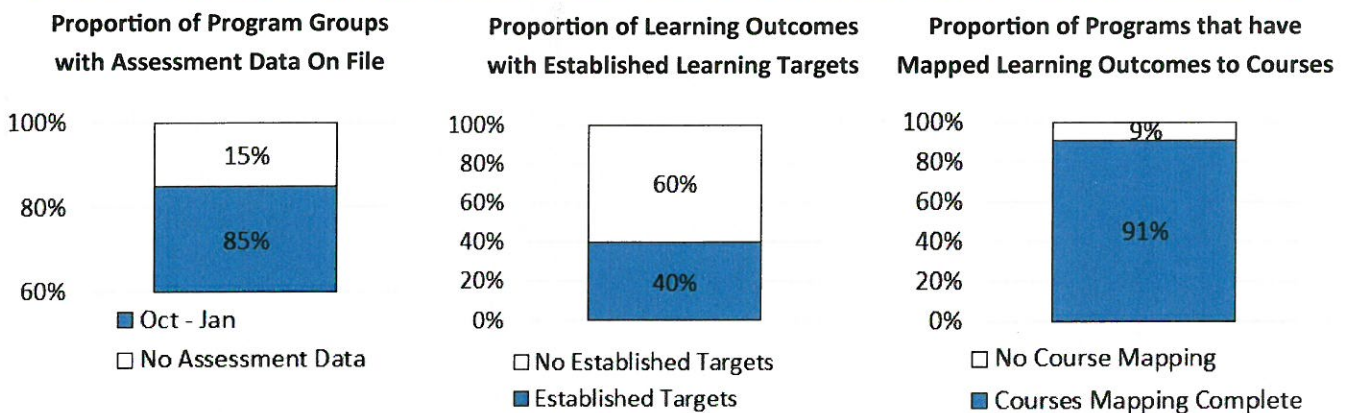
FEBRUARY 2018

Clark College facilitates student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. 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.

100% of programs have made improvements based on assessment of program learning outcomes



Due to faculty workload, the expectation is that faculty will complete their program assessment work by September 30th of the next



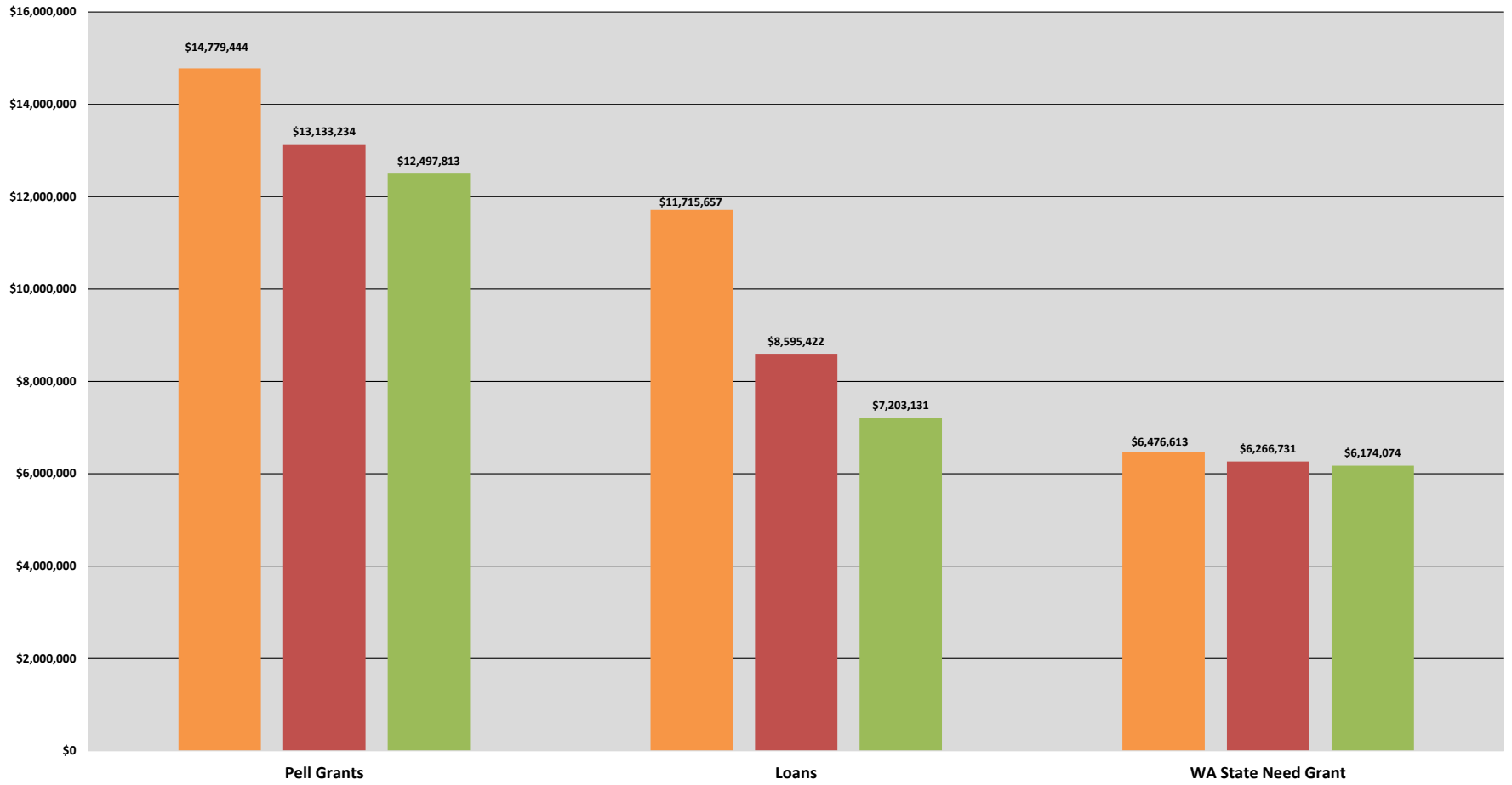
Monthly Highlights

- Faculty within the English department have moved to using an outcomes-based grading model in the classroom by utilizing Canvas' Learning Master Gradebook. This allows mastery ratings to be given for each course outcome, which can later be tallied for a conventional grade. Toby Peterson has proposed to present this approach at the spring Focus on Learning day.
- Clark's Associate of Arts Advisory Committee is planning a set of rubrics for each course distribution area following the creation of the Power, Privilege, and Inequity rubric. These rubrics will codify the general education learning outcome standards across all courses to ensure a consistent and complete experience for students. Clark's librarians have already begun working on the Information Literacy rubric.

3 Year Comparison of Awards by Category
January YTD

■ 2015-2016
■ 2016-2017
■ 2017-2018

Dollars (millions)

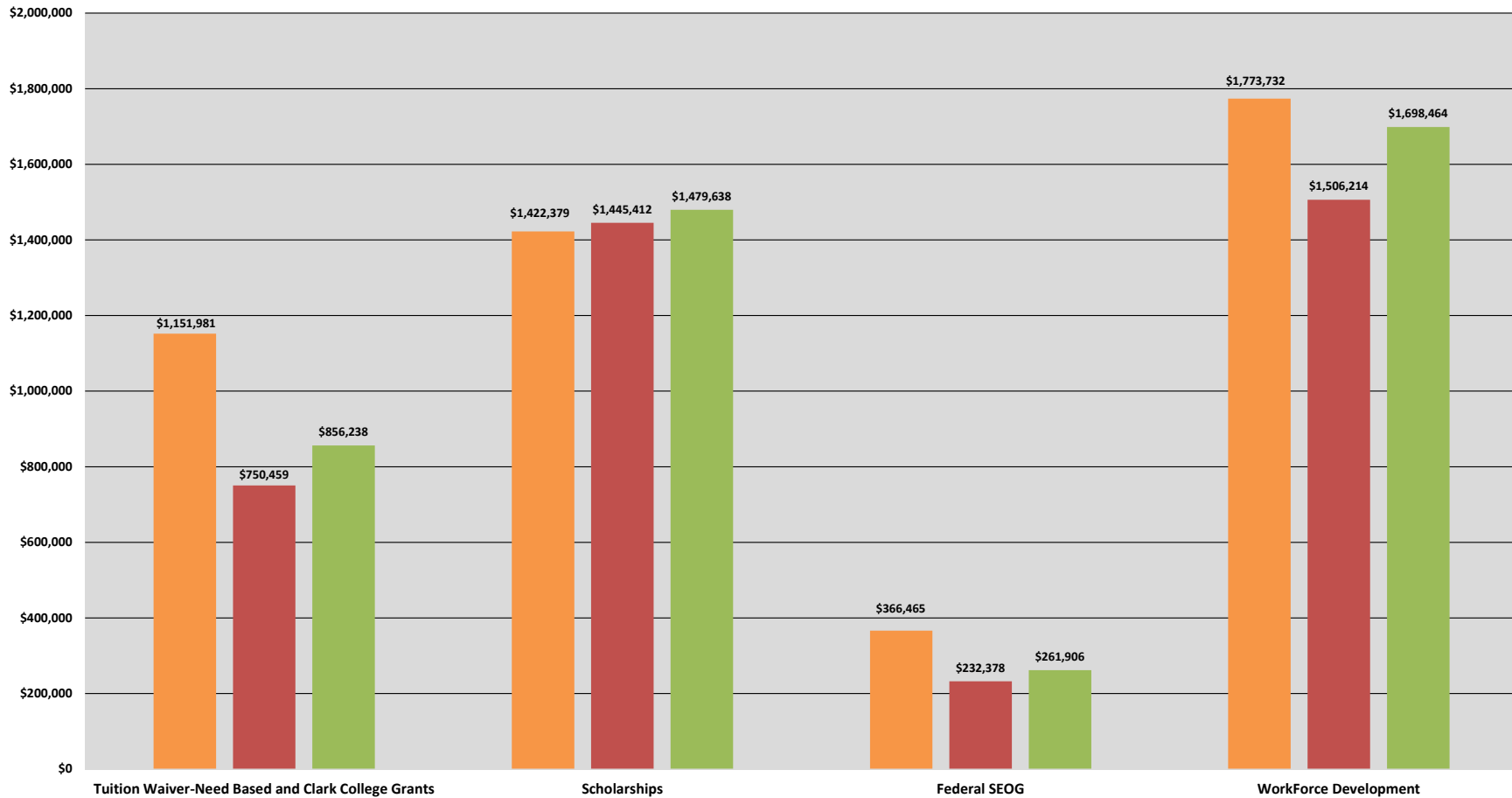


Note: WA State Need Grant includes College Bound Scholarships

3 Year Comparison Awards by Category (cont'd)
January YTD

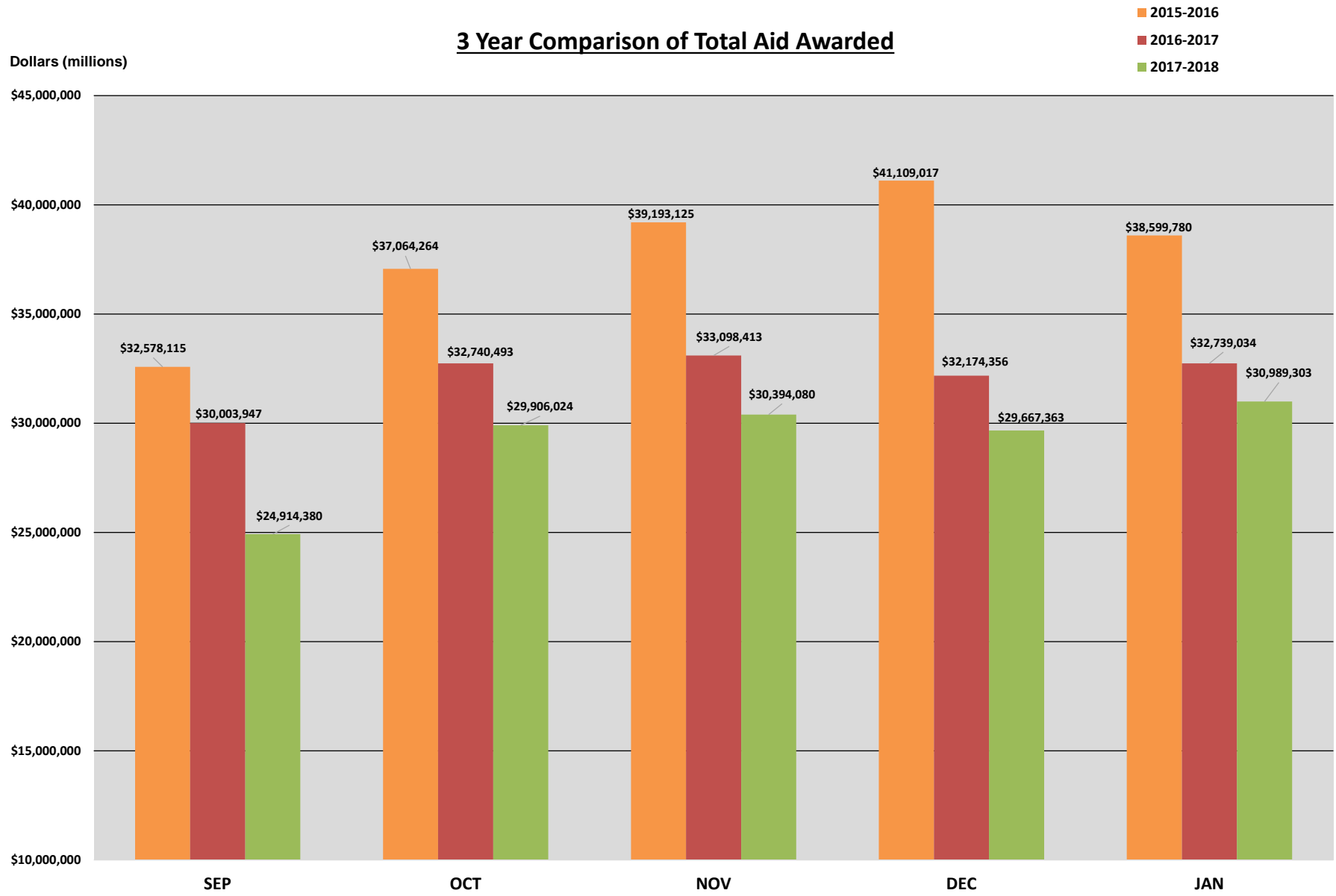
■ 2015-2016
■ 2016-2017
■ 2017-2018

Dollars (millions)



Note: WorkForce Development includes WorkFirst, Worker Retraining, BFET, Opportunity Grants, and Sponsored Programs

3 Year Comparison of Total Aid Awarded

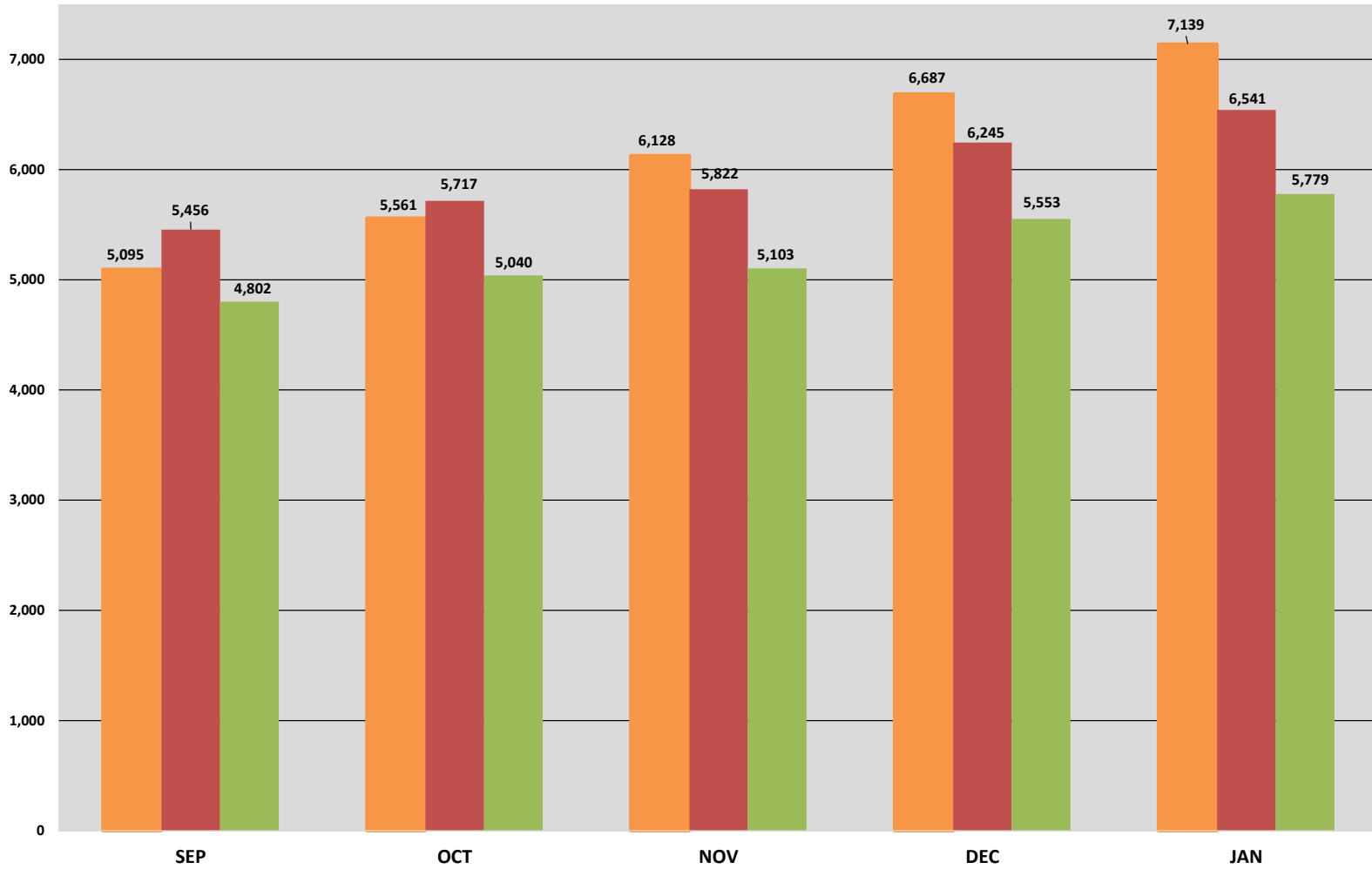


Note: 2017-2018 Awarding is still in progress

3 Year Comparison of Students Served

Students (thousands)

- 2015-2016
- 2016-2017
- 2017-2018



Clark College - Budget Status Report January 31, 2018

Sources of Funds (Revenues)	2017-18 Budget	Revenues to Date	Difference	% Budget Received
Operating Accounts				
State Allocation	32,598,353	16,424,092	(16,174,261)	50.4%
Tuition & ABE	18,503,195	13,045,318	(5,457,877)	70.5%
Running Start	11,568,511	4,644,604	(6,923,907)	40.1%
Excess enrollment	-	-	-	0.0%
Planned use of prior fund balance	477,100	-	(477,100)	0.0%
Dedicated, matriculation, tech, cont ed	5,222,239	3,412,151	(1,810,088)	65.3%
Total Operating Accounts	68,369,398	37,526,165	(30,843,233)	54.9%
Other Accounts				
Grants & Contracts less Running Start	4,460,009	1,845,162	(2,614,847)	41.4%
Internal Support & Agency Funds	1,146,902	576,567	(570,335)	50.3%
ASCC	1,958,848	1,243,178	(715,670)	63.5%
Bookstore	4,239,403	2,592,842	(1,646,561)	61.2%
Parking	513,488	327,760	(185,728)	63.8%
Auxilliary Services	1,504,151	972,044	(532,107)	64.6%
Financial Aid	30,382,616	20,639,799	(9,742,817)	67.9%
Total Other Accounts	44,205,417	28,197,352	(16,008,065)	63.8%
Total Sources of Funds	112,574,815	65,723,517	(46,851,298)	58.4%

Uses of Funds (Expenses)	2017-18 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
Operating Accounts				
President	937,680	381,352	556,328	40.7%
Associate Vice President of Planning & Effectiveness	1,023,465	488,011	535,454	47.7%
Special Advisor for Diversity & Equity	518,095	248,285	269,810	47.9%
Vice President of Instruction	39,770,658	20,361,857	19,408,801	51.2%
Vice President of Administrative Services	9,161,953	5,509,654	3,652,299	60.1%
Vice President of Student Affairs	8,934,468	5,076,732	3,857,737	56.8%
Associate Vice President of Economic & Community Dev	1,384,593	750,879	633,714	54.2%
Chief Information Officer	4,566,278	2,503,660	2,062,618	54.8%
Chief Communication Officer	1,021,680	650,500	371,180	63.7%
Associate Vice President of Human Resources	1,050,528	636,574	413,954	60.6%
Bank/CC Fees, CTC Link, Unemp	-	134,260	(134,260)	
Total Operating Accounts	68,369,398	36,741,764	31,627,634	53.7%
Other Accounts				
Grants & Contracts less Running Start	4,460,009	2,578,962	1,881,047	57.8%
Internal Support & Agency Funds	1,146,902	910,780	236,122	79.4%
ASCC	1,958,848	982,870	975,978	50.2%
Bookstore	4,239,403	2,654,355	1,585,048	62.6%
Parking	513,488	293,148	220,340	57.1%
Auxilliary Services	1,504,151	1,379,826	124,325	91.7%
Financial Aid	30,382,616	20,929,078	9,453,538	68.9%
Total Other Accounts	44,205,417	29,729,019	14,476,398	67.3%
Total Uses of Funds	112,574,815	66,470,784	46,104,031	59.0%
Difference - Excess (Deficiency)	-	(747,267)		
Capital Projects- Foundation and Grant Contributions	23,355	23,355	-	100.0%
Capital Projects- Expenditures	7,248,338	5,768,637	1,479,701	79.6%

CLARK COLLEGE
Fund and Cash Balances
as of July 1, 2017

	Fund Balance (minus non-cash assets) 6/30/17	Cash Balance (minus dedicated cash) 6/30/17	Required Reserves	Prior Commitments (prior to 7/1/17)	New Commitments (2017/18)	Total Available Cash
145	Grants and Contracts	5,024,141	3,080,345	42,499	1,265,973	1,771,873
147	Local Capital	368,438	-			-
148	Dedicated Local	3,400,748	(21,327)	-	7,500	(28,827)
149	Operating Fee	351,065	51,685			51,685
448	Print/Copy Machine	76,144	76,144			76,144
460	Motor Pool	110,386	110,386			110,386
522	ASCC	1,246,437	-			-
524	Bookstore	4,364,038	4,364,038	2,000,000		2,364,038
528	Parking	236,034	236,043			236,043
570	Other Auxiliary Enterprise	1,013,177	333,043	30,315		302,728
790	Payroll (clearing)	199,672				-
840	Tuition/VPA	(1,165,019)				-
846	Grants - Fin Aid	5,808				-
849	Student Loans	21,234				-
850	Workstudy (off-campus)	(6,262)				-
860	Institutional Financial Aid Fur Reserves*	935,506		4,759,395		(4,759,395)
Totals		16,181,547	8,230,357	4,759,395	2,072,814	1,273,473

*Reserves of 10% reduced by \$2,000,000 on October 21, 2014 to fund Culinary remodel as approved by Board

S.SAND 2/9/18

Fund Balance Less Commitments

Available Fund Balance Before Commitments	8,230,357
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Prior Year Commitments				
Date	as of July, 2017	Fund	Amount	Total
6/30/2017	CTC Cash Flow Shortage-FY 2017 4th quarter bill	145	42,499	42,499
				-
10/21/2014	Culinary Remodel-use of reserves	524	2,000,000	2,000,000
7/1/2011	Basic Events	570	18,535	
7/1/2011	Government Events	570	10,000	
11/27/2013	Basic Events	570	1,780	
				30,315
Total Prior Commitments				2,072,814

New Commitments July 1, 2017 to present				
Date		Fund	Amount	Fund Total
7/25/2017	Enrollment Consultant	145	10,000	
8/8/2017	PCI Compliance Audit	145	30,000	
8/8/2017	Civitas	145	105,000	
8/22/2017	Paid sick leave for hourly employees-HR tracking cost-SS est	145	20,000	
8/22/2017	Culinary Arts COP	145	-	
8/22/2017	CTC Link Costs	145	226,500	
8/22/2017	Small Mower	145	30,000	
8/22/2017	Window Coverings	145	20,000	
8/22/2017	CTC Kitchen Refrigerator replacement	145	3,100	
8/22/2017	CM - Advertising (16-17 need)	145	20,000	
8/22/2017	ALEKS Math assessment and English readiness	145	75,000	
8/22/2017	Additional Security Cameras	145	37,500	
8/22/2017	Additional Campus lighting	145	19,800	
8/22/2017	Guided Pathways support	145	10,000	
8/22/2017	Electric charging stations	145	113,000	
8/22/2017	Culinary Point of Sale and Patio Furniture	145	136,073	
8/22/2017	Assessment moves	145	75,000	
8/22/2017	Addntl employee liability	145	200,000	
9/26/2017	Culinary Arts-SHE facility costs			
1/18/2018	Dark Fiber	145	135,000	
				1,265,973
8/8/2017	Teaching and learning days	148	7,500	
				7,500
Total New Commitments				1,273,473

Required Reserves	
10% of \$67,593,954 less \$2,000,000*	4,759,395
Fund Balance After Commitments and Required Reserves	124,675

* Reserve as approved by the Board on June 11, 2014, use of reserve approved 10/21/14

Next Meeting

No documents for this item

Executive Session

No documents for this item

Adjournment

No documents for this item