



# CLARK COLLEGE

## BOARD OF TRUSTEES



## ***2014 - 2015 Institutional Goals***

### ***Focus on Learning***

- Continue to engage the college community in what it means to be a learning college to align continuous improvement activities with educational program assessment.
- Increase the number of employees engaged in professional development opportunities.

### ***Expand Access***

- Conduct the activities associated with the retention plan and strategic enrollment management plan to expand access and focus on learning.

### ***Foster a Diverse College Community***

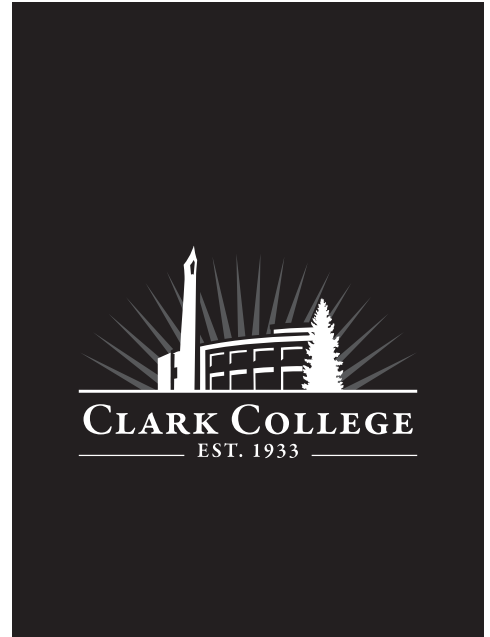
- Implement an employee recruitment plan to increase the proportion of diverse employee applicants for each open position to develop a workforce more reflective of the student body.
- Support all employees' and students' engagement in educational opportunities related to power, privilege, and inequity to improve student, staff and faculty retention and success.

### ***Respond to Workforce Needs***

- Prioritize partnerships with local businesses and economic development efforts to provide relevant educational programs.

### ***Enhance College Systems***

- Implement the environmental sustainability plan.
- As required by the State of Washington, prioritize and perform activities required to prepare for the successful implementation and maintenance of the new enterprise system (i.e., ctLink).



# Vision Statement

Extraordinary Education ❖ Excellent Services ❖ Engaged Learners ❖ Enriched Community



# Mission Statement

Clark College provides opportunities for diverse learners to achieve their educational and professional goals, thereby enriching the social, cultural, and economic environment of our region and the global community.

**CLARK COLLEGE BOARD OF TRUSTEES**  
**Wednesday, March 18, 2015**  
**Ellis Dunn Community Room, GHL 213**  
**AGENDA**

**BOARD WORK SESSION**

**4:00-4:50 p.m.**

- ◆ Board of Trustees Budget 4:00-4:25
- ◆ SBCTC Board of Trustees Meeting at Clark, May 6-7, 2015 4:25-4:50

**BUSINESS MEETING**

**I. CALL TO ORDER**

**5:00 P.M.**

**II. ACTION ITEMS**

**First Reading**

- ◆ Consideration of Tenure—from February 2015
- ◆ 2015-2020 Strategic Plan—from February 2015

**Consent Agenda**

- ◆ Consideration of Tenure Page 29
- ◆ 2015-2020 Strategic Plan Pages 30-38
- ◆ Minutes from February 25, 2015 Board of Trustees Meeting Pages 39-42

**III. BUSINESS MEETING**

**A. Review of the Agenda**

**B. Statements from the Audience**

*Members of the public are provided an opportunity to address the Board on any item of business. Groups and individuals are to submit their statements in writing to the President of the College whenever possible no less than two weeks prior to the meeting. The Board Chair reserves the right to determine time limits on statements and presentations.*

**C. Constituent Reports**

1. AHE
2. WPEA
3. ASCC
4. Foundation

**D. Statements and Reports from Board Members**

**E. President's Report**

*Student Success Presentation: Kandice King*  
*Faculty Presentation: Professor Carol Beima, Instructor Natalie Miles, Adult Basic Education, "High School 21"*

*Enrollment Report*

Focus on Learning Pages 4-7  
Expand Access Pages 9-10  
Foster a Diverse College Community Page 12  
Respond to Workforce Needs Pages 14-16  
Enhance College Systems Pages 18-19  
Statistics Pages 21-27

**IV. FUTURE TOPICS**

- ◆ College Safety
- ◆ Facility Plan
- ◆ K-12
- ◆ PPI Certificates
- ◆ Review of College Policies
- ◆ Service Learning
- ◆ Standard 2 Highlights

**WATCH LIST**

- ◆ Accreditation
- ◆ GISS Student Completion
- ◆ STEM

**V. DATE AND PLACE OF FUTURE MEETING**

*The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, April 22, 2015 in the Ellis Dunn Room.*

**VI. EXECUTIVE SESSION**

*An Executive Session may be held for any allowable topic under the Open Public Meetings Act.*

**VII. ADJOURNMENT**

*Time and order are approximate and subject to change.*

# **FOCUS ON LEARNING**

**PRESIDENT'S REPORT  
MARCH 2015**

**FOCUS ON LEARNING**

The College will focus on learning as the foundation for decision making with respect to planning, technology, location, instructional methods and successful outcomes. Learners will receive high-quality, innovative education and services that foster student success in achievement of their goals.

- Continue to engage the college community in what it means to be a learning college to align continuous improvement activities with educational program assessment.
- Increase the number of employees engaged in professional development opportunities.

*Progress*

- Tiffany Williams, Workforce Pathways Program Manager, led a Transitional Studies Friday Collaboration focused on incorporating and utilizing technology in Transitional Studies courses. Approximately 30 faculty attended. (OOI)
- On February 10, Jill Darley-Vanis, tenured English professor, and Janette Clay, Transitional Studies Learning Communities Manager, attended the 34<sup>th</sup> annual conference on the First Year Experience (FYE) in Dallas, TX. Jill presented, "Assignment Design across the Curriculum: Cueing for Transfer." This session description follows: "Instructors are often perplexed when students confront each new assignment tabula rasa. How, instead, can we teach for transfer, modifying assignments to make clear those connections to skills and concepts already learned in other disciplines and contexts? This interactive session will provide attendees with an opportunity to rethink assignment design in an attempt to cue for both low- and high-road transfer, all in an effort to help first year and first-generation students experience the benefits of intentionally integrated course design." Approximately 20 faculty, including two international participants, attended. The interactive session generated enthusiastic conversations with engaged and curious faculty members. (OOI)
- The Columbia Writers Series hosted award-winning author Jess Walter in February, drawing approximately 50 attendees. Walter is a former National Book Award finalist and winner of the Edgar Allan Poe Award. His 2012 novel, "Beautiful Ruins", was a #1 New York Times Bestseller. (OOI)
- Twenty members of the Indy staff traveled to Los Angeles for the 32<sup>nd</sup> annual Associated Collegiate Press convention the last weekend in February. Some 800 college students from across the country attended more than 60 workshops and sessions presented largely by journalism professionals and faculty and a few student groups. Clark College's Indy staff is one of the handful of student-led groups to present; their workshop was entitled "Taking the Pulse of Your Student Body" about how to conduct polls to facilitate better reporting. In addition, the Indy finished third in Best of Show for print publications among community colleges. (OOI)

**FOCUS ON LEARNING**

- Below is a summary of student visits to each Tutoring center during winter quarter 2015 to date (Jan 5 – Feb 26). Data from CTC is not available yet. (OOI)

<b>Center</b>	<b># of student visits</b>
Language & Writing Center	1,730
Stem Help Center/Women in STEM	5,447
Accounting & Business Lab	1,297
Tutoring Commons @ CTC	n/a
Student Learning Center	523
eTutoring	141
<b>TOTAL VISITS</b>	<b>9,138</b>

- Faculty Speaker Series – Dr. Mika Maruyama, Psychology, was the featured speaker at the Faculty Speakers Series Feb. 18. “Why Do We Need a Pet?” highlighted Maruyama’s research on the effects of animals on children’s socio-emotional development. Her evidence included research conducted in Japan and the U.S. The event was attended by more than 100 students, faculty, staff, and community members. (OOI)
- The Bookstore’s Eighth Annual Clark College Book Drive was another smashing success, thanks to the many generous donators from across the community. On March 2, 100 books were delivered to King Elementary School, one for each kindergartner. Bookstore staff volunteers distributed and read to each kindergarten classroom in conjunction with the National Education Association’s event, Read Across America Day. (AS)
- Diana Jaramillo, Associate Director of Advising, offered Faculty Advisor Training on January 29. This first of two winter opportunities provided faculty with the training needed to begin or continue providing advising services to Clark students, with a focus on key resources, referral opportunities, and development of the education plan. Attendance at this training satisfied the annual training requirement for faculty advisors, making those faculty eligible for advising stipends contingent on the number of documented advising interactions. (SA)
- Craig Ebersole, Financial Literacy Coach in Career Services, conducted budgeting workshops for all seven of the College 101 classes. There were a total of 130 students in attendance. Students were given instruction on how to identify their financial goals and then how to put a budget in place to achieve them. Craig will begin seeing students next week for one-on-one financial coaching. (SA)



## FOCUS ON LEARNING

- The Employee Development Department recently supported the following on-campus training sessions, serving more than 140 Clark employees:
  - Adjunct Faculty Benefits**, *presented by Clark College Benefits staff*
  - Benefits Open Enrollment Q & A**, *presented by Clark College Benefits staff*
  - Business Writing Essentials**, *presented by Clark College instructor, Cheryl Konen*
  - Change Management**, *presented by Jane Beatty, Director of Change Management*
  - DREAMers 102**, *presented by Office of Diversity and Equity*
  - Drug Free Workplace**, *presented by Department of Enterprise Services*
  - Healthy Eating 101: Food as Medicine**, *presented by PeaceHealth*
  - Mindfulness Seminar**, *presented by Clark College instructors, John Mitchell and Dr. Bevyn Rowland*
  - Performance Development Plan (PDP)**, *presented by Sue Williams, Director of Human Resources*
- Karen Ferguson, Employee Development Program Specialist, attended the 28<sup>th</sup> Annual Healthy Worksite Summit in Lynwood, Washington. Presented by the Association of Washington Cities Employee Benefit Trust, and in collaboration with the American Heart Association, the University of Washington Health Promotion Research Center and the Washington State Dairy Council, this two-day event provided training and networking opportunities for 350 participants of public and private sector organizations interested in promoting and supporting health and wellness programs at their worksite.
- Clark College is a new member to Team WorkWell through the Washington State Health Care Authority. Team WorkWell is a statewide program made up of state agencies and higher education institutions who are working to promote employee wellness in support of Governor Inslee's Executive Order 13-06. Karen Ferguson, Employee Development Program Specialist, will serve as the designated wellness coordinator for the college, and a wellness team has been formed with employee representatives from a broad range of departments.
- Economic & Community Development's student art gallery will have a photography theme for spring quarter. The show begins March 9, 2015 and will run through June 19, 2015. Spring quarter will be the tenth showing since the gallery opened in the winter of 2013. Over 300 pieces of framed art from Mature Learning and Community Education students have been displayed. Students have the opportunity to practice professionalism in framing and presentation. Art instructors conduct tours of the art to discuss a wide variety of techniques and practice visuals, enhancing instruction. The gallery is located in the Corporate Education Building in downtown Vancouver and is open to the public. (ECD)
- Economic & Community Development's spring class schedule "Explorations" was delivered to Clark County residents on March 5, 2015. There are many new Community Education and Mature Learning classes in the spring. New Community Education offerings include car maintenance for women, bicycle maintenance for everyone and DIY (Do It Yourself) classes. New for Mature Learners will be a series on taking charge of your health and a special 42nd Anniversary Symposium on April 1, 2015. (ECD)

## **FOCUS ON LEARNING**

- Rosalba Pitkin, Diversity Outreach Coordinator, represented Clark College at the Commission on Hispanic Affairs / OneAmerica joint meeting on February 11 while serving on the Educational Committee. She also met with several state legislators including Sharon Tomiko Santos and Luis Moscoso regarding higher educational bills. (ODE)
- Dolly England, Diversity Outreach Manager, attended the Diversity and Equity in Hiring and Professional Development meeting on February 11 at Everett Community College. She represented Clark College at the meeting where she joined the Statistics and Data Collection sub-committee. This sub-committee will focus on making formal requests from both the SBCTC and individual colleges regarding disaggregated and detailed demographic information relating to faculty, staff, and administrators within the system. (ODE)

# **EXPAND ACCESS**

## EXPAND ACCESS

The college will offer programs and services that are affordable and accessible to students of the community. Students will be provided flexible options for learning in locations that are accessible and resources that help make their education affordable.

- Conduct the activities associated with the retention plan and strategic enrollment management plan to expand access and focus on learning.

### *Progress*

- Nicole Hopkins was hired as the Transitional Studies Transitions Coach funded through the Working Families Success Network and WorkFirst grants. This position will focus primarily on targeting and coaching students ready to transition from Adult Basic Education courses to college-level, credit-bearing courses. Nicole will start her new role officially in March. (OOI)
- Transitional Studies Division Chair and English as a Second Language (ESL) tenured professor, Sara Gallow, and ESL tenured professor Les Rivera attended a statewide "Innovations in ESL" meeting. This training was a professional development opportunity for ESL faculty to prepare for the changes in ESL instruction which will be necessary to comply with the new Workforce Innovation and Opportunity Act (WIOA) legislation. In order to ensure that all students are on a defined pathway, all classes will have: 1) Instruction contextualized, even at the lowest levels, around HS 21+ subjects and employability skills, 2) Math for ESL, 3) Work readiness skills and career pathways, and 4) Alignment with the College and Career Readiness Standards. (OOI)
- Winter quarter continues to demonstrate the savings and benefits of the Bookstore Rental program for Clark students; 3,336 units were rented winter quarter, which saved Clark students \$132,581 when compared to the purchase of new books. (AS)
- Two Running Start Information Nights were held on January 14 and February 11 in the O'Connell Gymnasium for prospective RS students who are interested in registering for spring or fall quarter. Linda Calvert, Associate Director of Running Start, spoke to hundreds in attendance each night about the process to become eligible for RS. Three current RS seniors offered their personal testimonies about their RS experience, including two officers in Phi Theta Kappa. (SA)
- Mike Shingle, Advising Educational Planner; Amy Tam, Program Specialist; Vanessa Watkins, Program Manager; Tiffany Williams, Workforce and Career Pathways Manager, worked to create a drop-in New Student Orientation session that was offered to incoming Transitional Studies students on January 5. This orientation session provided an opportunity for incoming students to access support services and register for courses. (SA)
- Joe Jenkins, Academic Advisor, provided event management for the Baccalaureate Community & Technical College Fair in Clark's Penguin Union Building on January 15. This free event provided Clark students and community members an opportunity to consult with representatives from 23 baccalaureate campuses. (SA)

## EXPAND ACCESS

- Jami Fordyce and Stephon Okibedi, Enrollment Services' Student Recruiters, conducted six recruitment/outreach visits in February to Washougal High School, David Douglas (OR) High School College & Career Fair, Hood River Valley (OR) High School Career Fair, Latino Family Night at Mountain View High School, Gresham (OR) High School Community College Night, and Columbia Sportswear Education Fair (OR). They also attended individual networking meetings with the Vancouver Chamber of Commerce and SW Washington Leads, a CHARGE meeting at the First Friends Church, the Southwest Washington College Access Network (SWWCAN) meeting, and met with both the operations manager at Smith-Root to discuss potential partnerships and attended a meeting with DREAM-BIG to discuss how Clark College can partner with this event. (SA)
- Student Ambassadors conducted 18 individual campus tours during the month of February, assisting 20 individuals. They also conducted three group tours in February: 30 from Summit View High School on February 10 and two visits with the Clark County Skills Center Bridges Program with a total of 15 students on February 9. These students received a campus presentation and a campus tour that focused on Dental Hygiene, Automotive, Business, and Early Childcare Education. (SA)
- Enrollment Services' outreach team hosted Clark College's annual Professional Technical Day on February 26. This well-received event was attended this year by approximately 400 students from 14 high schools who were welcomed by Dean Genevieve Howard. Fifteen Clark College departments offered hands-on workshops from which each student selected two sessions, followed by an optional campus tour. A new highlight this year for counselors and chaperones was a panel discussion by local industry leaders which was followed by a tour hosted by Dean Howard of professional and technical classrooms. (SA)
- Economic and Community Development (ECD) has partnered with the National Testing Network to offer certification exams for public employees. Topics include firefighting, law enforcement, corrections, and emergency communications. The ECD testing center continues to grow in the downtown Vancouver location: 55% more tests were administered in 2014 than 2013 (1,197 tests in 2013 vs. 1,854 tests in 2014). (ECD)

# **FOSTER A DIVERSE COLLEGE COMMUNITY**

## FOSTER A DIVERSE COLLEGE COMMUNITY

The college will provide programs and services to support the needs of diverse populations.

- Implement an employee recruitment plan to increase the proportion of diverse employee applicants for each open position to develop a workforce more reflective of the student body.
- Support all employees' and students' engagement in educational opportunities related to power, privilege, and inequity to improve student, staff and faculty retention and success.

### *Progress*

- In celebration of National Engineers' Week, the engineering program hosted the Eighth Annual Galactic Griddle Cakes on Thursday 2/26/15. Engineering students organized, cooked, and served free pancakes and sausages to over 80 students. (OOI)
- Both John Maduta, Associate Director, and Wende Fisher, Educational Planner, from Advising Services facilitated another round of diversity training on First Generation and New Traditional Students on February 6. The audience for this session was the Financial Aid department with members from Workforce Education Services and the Veterans Resource Center in attendance. (SA)
- The Human Resources recruiting team is within the heart of the recruiting season currently. Ten tenure-track faculty positions, Dean of Basic Education, English, Communications and Humanities, Associate Dean of Instructional Operations and Associate Vice President of Human Resources are just a few of the positions presently in interviews.
- Dolly England was appointed to Diversity Outreach Manager in January 2015. Her primary role is to assist Human Resources in recruiting a more diverse workforce. She has been focusing her energy on building relationships at the college and in the community and region as well as attending many events and meetings in an effort to further the college's diversity mission. Ms. England is developing a diversity recruiting outreach plan that will provide guidance on recruitment objectives and practices. She has been researching and exploring various venues to attract and engage diverse talent. We are fortunate to have Ms. England join the Clark College workforce and excited to see results of her short- and long-term recruitment plan.
- Clark College Employee Development recently launched a buddy program for new employees. This voluntary program is an important part of the new employee orientation process and will connect new employees with an experienced employee (buddy) outside their department. The program is intended to build community, while helping to support the new employee as they acclimate to the college. Twenty employees representing full-time faculty, classified, exempt, and hourly employee groups have volunteered to serve; and since the launch, nine new employees have been matched to a buddy.
- Employee Development supports the Quarterly Classified Staff Excellence Award. Congratulations to Heather White, the 2014 Fall Quarter Award Recipient! Heather received a \$400 cash award and will be recognized, along with all the 2014-2015 nominees and recipients, at the Annual Ice Cream Social.

# **RESPOND TO WORKFORCE NEEDS**



## RESPOND TO WORKFORCE NEEDS

The college will provide educational services that facilitate the gainful and meaningful employment for students seeking training, retraining or continuing education. College programs and services will meet the economic needs of the community.

- Prioritize partnerships with local businesses and economic development efforts to provide relevant educational programs.

### *Progress*

- Clark STEM (Science, Technology, Engineering, and Mathematics) hosted 16 teachers from SW WA as part of the nPower Girls professional development program run by ESD 112. Faculty Tina Barsotti and Erin Harwood, with the outstanding assistance of six students from the (Not Even Remotely Dorky) N.E.R.D. Girls, provided the teachers with an overview of STEM at Clark, two fun hands-on activities, and a panel discussion focusing on women in STEM fields on Tuesday February 24. This was week four of six of the professional development program, focusing on increasing female student interest and retention in STEM subjects. (OOI)
- Math faculty member Erin Harwood will serve on the advisory committee for the nPower Girls professional development program in partnership with ESD 112. The program received a grant from the Office of Superintendent of Public Instruction to continue running for two additional years. Previous funding for the program was provided by the SW WA STEM Network, of which Clark is a key member. Clark will also host one school year session annually for teachers, and also assist with summer camp activities for both teachers and students. It is anticipated the program will serve 14 teachers from seven school districts, and 120 students during summer camp activities. (OOI)
- On Thursday February 26, faculty Tina Barsotti with assistance from Erin Harwood and Clark STEM students, hosted students from regional high schools for Professional Technical Day. The first session focused on engineering, and the second session focused on women in STEM, with both sessions featuring egg drop challenges using recycled materials. (OOI)
- Faculty Tina Barsotti and Carol Hsu took engineering students to the University of Washington for the 24th annual Women in Science and Engineering (WiSE) Conference at University of Washington February 27 and 28. This provided students with the opportunity to attend information workshops, connect and network with other engineering students, engineering faculty and professionals, and meet with employers of engineering graduates. (OOI)
- Catharine Keane, Career Center Manager, participated in Speed Networking for students in the Vancouver School District Flex Program at Lewis & Clark High School on February 25. This event provided an opportunity for students to practice professionalism skills in brief networking sessions with eight employers representing high-paying and/or high-demand careers that are attainable with a two-year degree, technical license, or on-the-job training. (SA)

## RESPOND TO WORKFORCE NEEDS

- Brianna Lisenbee, Employer Relations Specialist in Career Services, spoke and/or met with various local companies during February to include US Bank, Legacy Health, Clark Public Utilities, and Smith-Root Fisheries, to create partnerships and opportunities for Clark College students. (SA)
- Brianna Lisenbee also attended the Penguin Alumni Business Tour at MacKay Sposito on February 26. This event connected Clark students, alumni and staff with MacKay Sposito employees— providing an inside look at the business and showcased Clark graduates that currently work there. (SA)
- Sharron Orr, Program Assistant, and other staff in Career Services presented in 40 classrooms such as Pre-law, BMED, ESL, Welding and Machine Tech to market Career Services and upcoming events to students during winter quarter. (SA)
- Economic & Community Development (ECD) promoted the Professional Development program at the Greater Vancouver Chamber of Commerce after hours event “Shop Local” on February 24, 2015. ECD was among other local organizations supporting small businesses in our community and networking with colleagues as well as 30+ local organizations. The event gave ECD the opportunity to increase awareness of our Professional Development program with local organizations, potential students and instructors. (ECD)
- East Clark County hotels Springhill Suites, The Hampton Inn, and DoubleTree have formed a partnership to promote lodging in East Clark County. The hotels have invited Clark College Economic & Community Development at CTC to join their marketing efforts at no cost to the College. An electronic flyer has been developed that highlights the room rental space available at Clark College’s East County location. The hotels, as well as the Vancouver Visitor Association, will use the flyer to promote lodging and event space availability in East County. (ECD)
- Economic & Community Development Associate Vice President Kevin Witte and Director of Economic and Community Development Michelle Giovannozzi partnered with Chato Hazelbaker, the College’s Chief Information and Communication Officer, in meetings with companies to discuss the planning and development of Clark College's North County campus. The companies visited included Portland Plastics and Schurman Machine. Additional visits next month will include Corwin Beverage, Pacific Power Products, and United Natural Foods, Inc. (ECD)
- The Economic and Community Development team met with the following organizations and attended events to promote the College:
  - Met with the Vancouver Housing Authority (VHA) to investigate the creation of a new Federally Qualified Health Center clinic, in a VHA housing complex, focused on serving low-income Medicaid patients.
  - Met with members of the Cowlitz tribe to discuss a variety of topics from student scholarships to environmental sustainability efforts.
  - Attended meetings of the Southwest Washington Regional Health Alliance (RHA) Board of Directors in support of education in healthcare.

## **RESPOND TO WORKFORCE NEEDS**

- Conducted employer visits with Bakeworks, Cadet Manufacturing, Celestica, ICD Coating, Elkhart Plastics, Farwest Steel, Franz, Frito Lay, Northwest Paper Box, PeaceHealth and SEH America to discuss training needs. (ECD)
- The Office of Diversity and Equity staff attended the Winter Say Hey! Event that took place at the Oregon Museum of Science & Industry (OMSI) in Portland on February 19. A segment of the event honored new professionals of color relocating to the Oregon and SW Washington area. The focus on the event was to connect with the communities of color. (ODE)
- Dolly England, Diversity Outreach Manager, met with the Clark County Human Resources staff on February 12 to strategize around increasing diversity recruitment and retention efforts as a community. Both organizations plan to create a community HR group that would meet monthly to strategically address these issues in our service location. (ODE)

# **ENHANCE COLLEGE SYSTEMS**

## ENHANCE COLLEGE SYSTEMS

The College will continually assess, evaluate, and improve college systems to facilitate student learning.

- As required by the State of Washington, prioritize and perform activities required to prepare for the successful implementation and maintenance of the new enterprise system.

### *Progress*

- Emergency Management assisted the Columbia Tech Center and the Clark Center at WSU-V in conducting their lockdown exercises as part of our college-wide emergency preparedness program. (AS)
- Risk Management Services assisted and participated in the annual Fire Marshal inspection of the Child and Family Studies program (all buildings) in February. (AS)
- The aerial photo below, courtesy of our contractor Skanska, shows progress on the new STEM building through about late February. This photo is roughly facing NNW. Fourth Plain Boulevard is across the top, Ft. Vancouver Way runs across the bottom, and the T Building is at the left. The Foundation building is just north of the building site.

The larger concrete slab on the right is the second floor bonded post-tensioned slab that will be just inside the entrance, which is the smaller slab below and to the left. The two racks of rebar on the smaller slab mark the main building entrance canopy.

The second floor slab shown here covers the first floor mechanical basement. To the left (west) of this concrete slab, separated by the large wall form, is the structural fill which will later have a standard concrete slab poured on grade. That slab on grade (SOG) will be poured after all of the main floor slabs are completed, because the bonded PT slab requires continuous support until the concrete reaches design strength.

At the far left is the form for the third floor bonded post-tensioned concrete slab to be poured this week. The third, fourth and roof slabs extend the full length of the building, and will be poured in three phases from west to east (3A, 3B, 3C, 4A, etc.). Each slab will be ten inches thick. As the concrete pours progress, the forms (but not the form columns) from each phase will be stripped and moved straight up to the next floor pour. Concrete weighs approximately 2 tons per cubic yard, so this formwork must support approximately 125 pounds per square foot, or over 900 tons for the phase 3A pour. (AS)

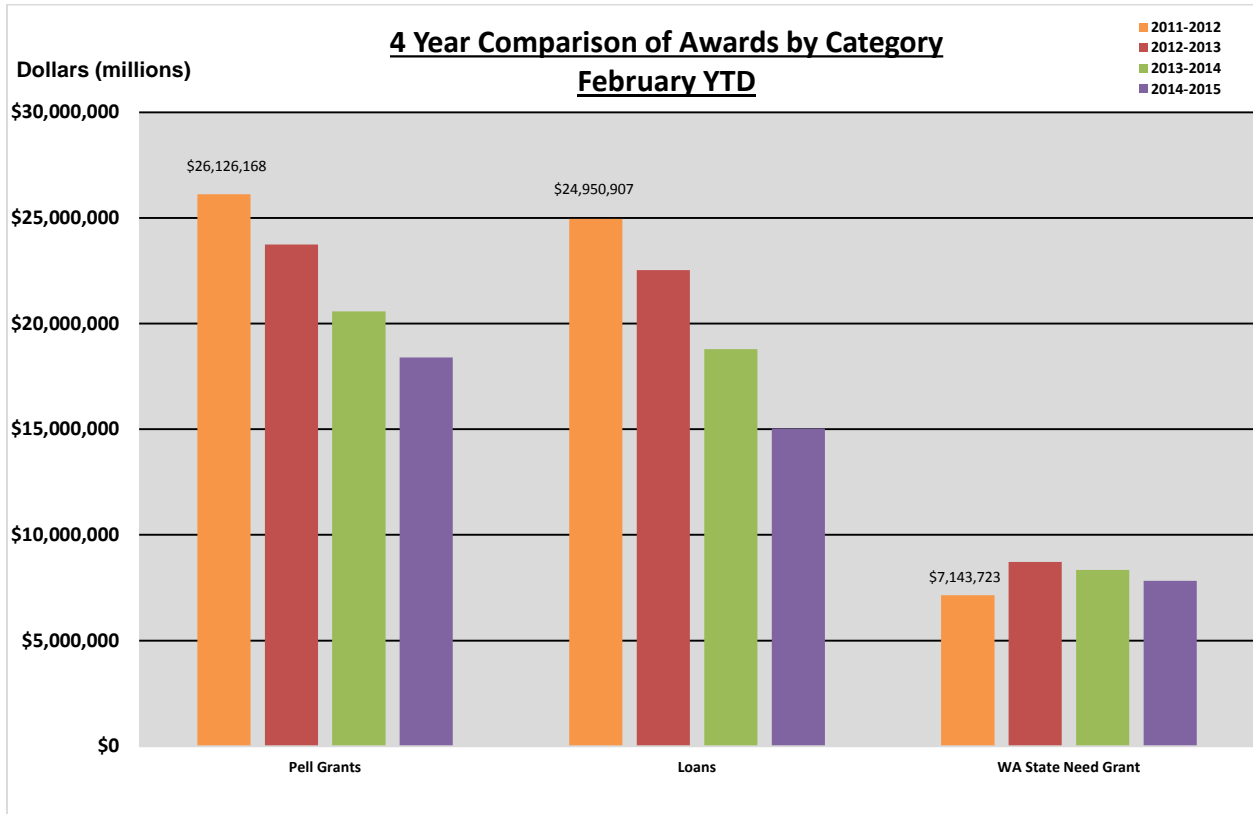
## ENHANCE COLLEGE SYSTEMS



- The Information Technology Services and Communication and Marketing departments have engaged with consultants from the SEAM (Socio-Economic Approach to Management) Institute to help improve processes on campus that will save the college money and provide more efficient processes for students, faculty, and staff. The consultants have visited the campus twice and have already identified areas of cost savings, as well as projects that can be undertaken to gain efficiency. The project was paid for by salary savings in the ITS (Information Technology Services) budget. The consultants will visit the campus one final time in March and continue to provide one-on-one coaching for managers in both departments. (C&M/ITS)

# STATISTICS

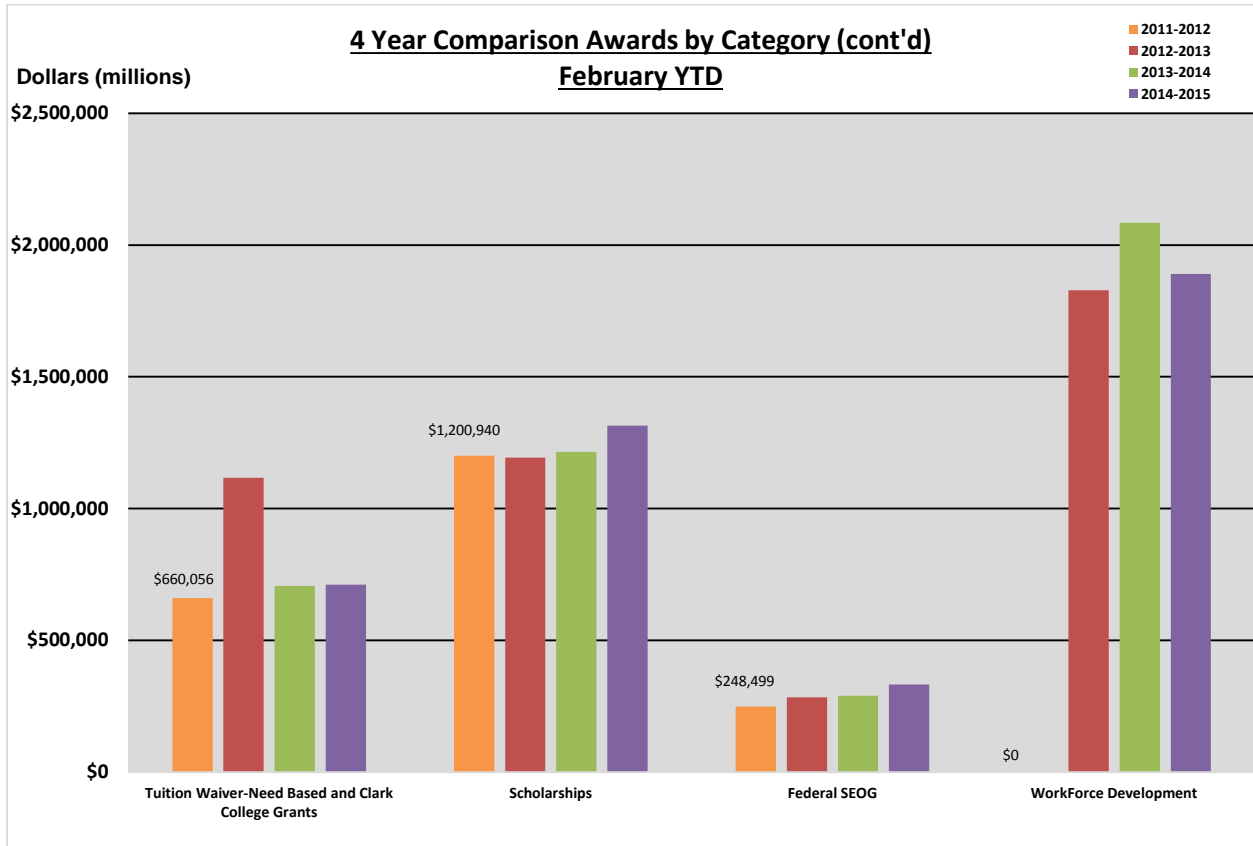
STATISTICS—1



Note: WA State Need Grant includes College Bound Scholarships

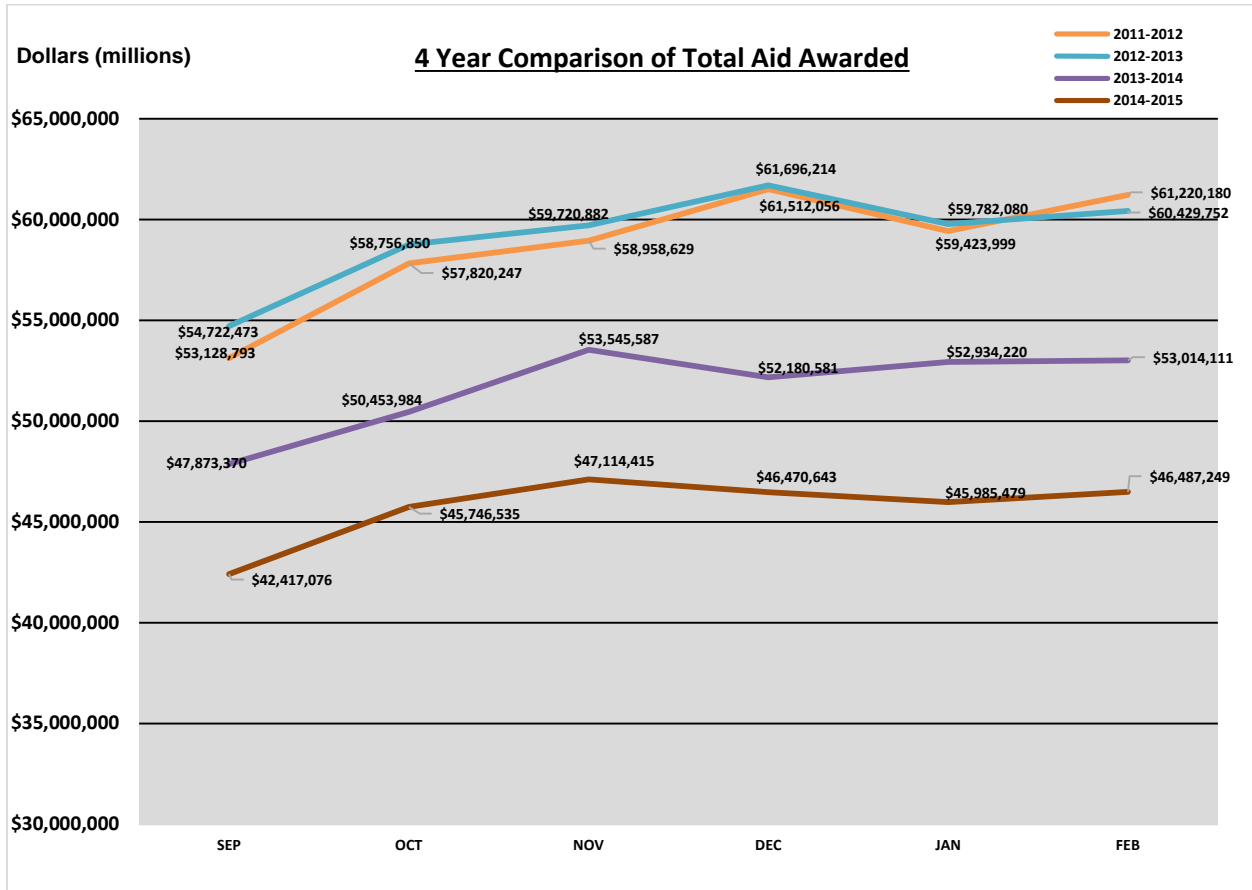


STATISTICS—2

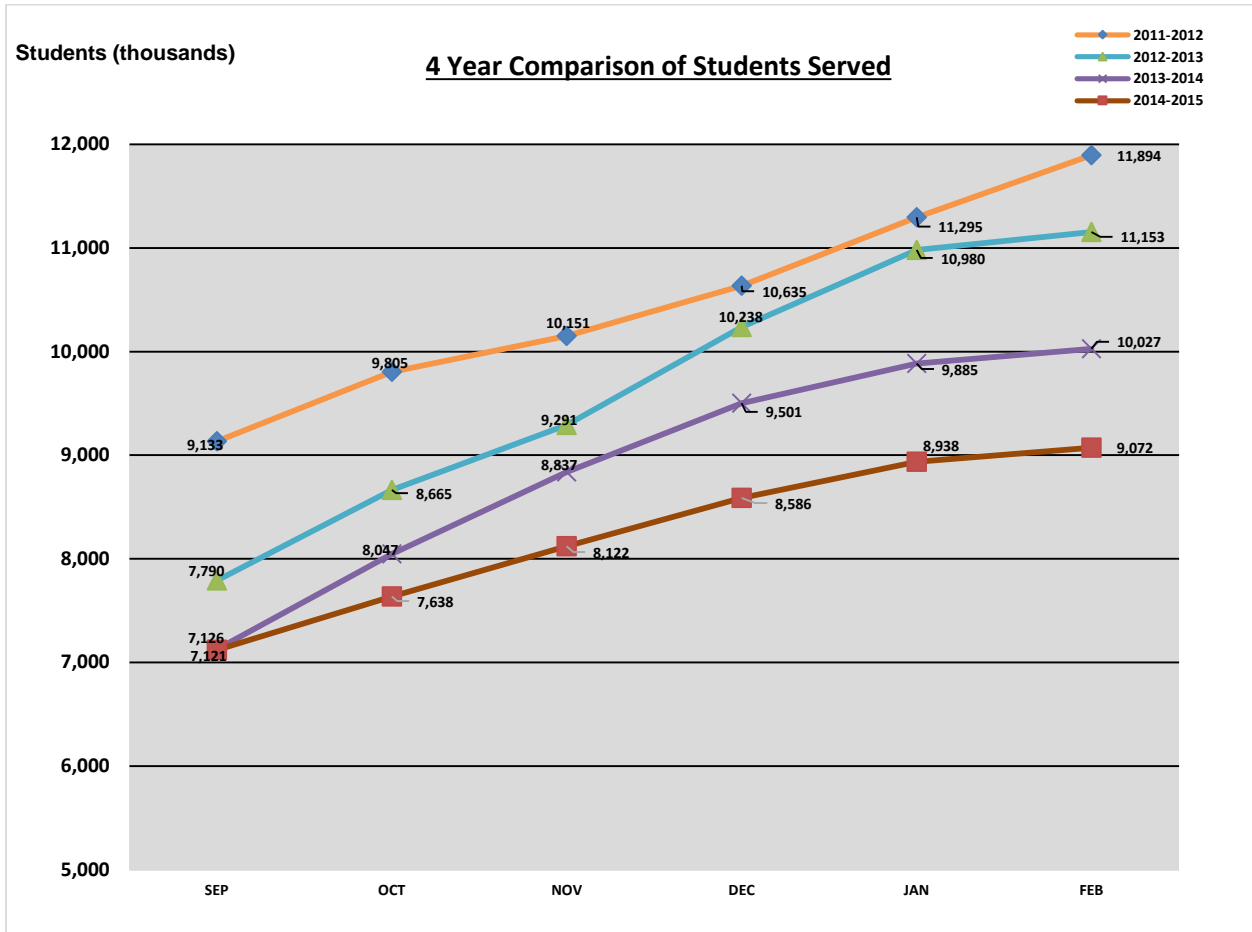


Note: WorkForce Development includes WorkFirst, Worker Retraining, BFET, Opportunity Grants, and Sponsored Programs

STATISTICS—3



STATISTICS—4



## Clark College - Budget Status Report February 28, 2015

Sources of Funds (Revenues)	2014-15 Budget	Revenues to Date	Difference	% Budget Received
<b><u>Operating Accounts</u></b>				
State Allocation	25,813,315	17,031,552	(8,781,763)	66.0%
Tuition & ABE	19,566,355	17,065,362	(2,500,993)	87.2%
Running Start	7,344,703	4,054,299	(3,290,404)	55.2%
Excess enrollment	4,153,586	1,358,082	(2,795,504)	32.7%
Planned use of prior fund 148 balance	590,929	-	(590,929)	0.0%
Dedicated, matriculation, tech, cont ed	4,138,186	3,001,621	(1,136,565)	72.5%
<b>Total Operating Accounts</b>	<b>61,607,074</b>	<b>42,510,916</b>	<b>(19,096,158)</b>	<b>69.0%</b>
<b><u>Other Accounts</u></b>				
Grants & Contracts less Running Start	5,681,404	2,198,736	(3,482,668)	38.7%
Internal Support & Agency Funds	1,130,013	853,068	(276,945)	75.5%
ASCC less PUB	1,876,372	1,515,803	(360,570)	80.8%
Bookstore	4,469,634	3,517,276	(952,358)	78.7%
Parking	463,861	324,738	(139,123)	70.0%
Auxilliary Services	1,368,170	908,714	(459,456)	66.4%
Financial Aid	49,626,636	33,329,023	(16,297,613)	67.2%
<b>Total Other Accounts</b>	<b>64,616,090</b>	<b>42,647,358</b>	<b>(21,968,733)</b>	<b>66.0%</b>
<b>Total Sources of Funds</b>	<b>126,223,164</b>	<b>85,158,273</b>	<b>(41,064,891)</b>	<b>67.5%</b>

Uses of Funds (Expenses)	2014-15 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
<b><u>Operating Accounts</u></b>				
President	772,910	478,476	294,434	61.9%
Associate Vice President of Planning & Effectiveness	449,187	319,981	129,206	71.2%
Special Advisor for Diversity & Equity	370,757	204,473	166,284	55.2%
Vice President of Instruction	37,715,244	21,585,719	16,129,525	57.2%
Vice President of Administrative Services	7,712,824	5,139,703	2,573,121	66.6%
Vice President of Student Affairs	8,123,830	5,306,748	2,817,082	65.3%
Associate Vice President of Corporate & Continuing Ed	1,063,074	627,570	435,504	59.0%
Executive Director of Communications	4,543,034	3,230,761	1,312,273	71.1%
Associate Vice President of Human Resources	856,214	491,802	364,412	57.4%
Bank & credit card fees		172,753	(172,753)	
<b>Total Operating Accounts</b>	<b>61,607,074</b>	<b>37,557,985</b>	<b>24,049,089</b>	<b>61.0%</b>
<b><u>Other Accounts</u></b>				
Grants & Contracts less Running Start	5,681,404	3,433,783	2,247,621	60.4%
Internal Support & Agency Funds	1,130,013	1,020,279	109,734	90.3%
ASCC less PUB	1,876,372	1,030,095	846,277	54.9%
Bookstore	4,469,634	3,648,397	821,237	81.6%
Parking	463,861	233,600	230,261	50.4%
Auxilliary Services	1,368,170	930,992	437,178	68.0%
Financial Aid	49,626,636	35,803,285	13,823,351	72.1%
<b>Total Other Accounts</b>	<b>64,616,090</b>	<b>46,100,430</b>	<b>18,515,660</b>	<b>71.3%</b>
<b>Total Uses of Funds</b>	<b>126,223,164</b>	<b>83,658,415</b>	<b>42,564,749</b>	<b>66.3%</b>
<b>Difference - Excess (Deficiency)</b>	<b>-</b>	<b>1,499,858</b>		
Capital Projects- Expenditures	20,149,089	8,624,427	11,524,662	42.8%

c. Bob Knight, Bob Williamson, Sabra Sand  
e. Thersa Heaton, Cindi Olson, Nicole Marcum, Bill Belden  
Linda Tuve, Accounting - March 10, 2015

**CLARK COLLEGE**  
**Fund and Cash Balances**  
as of July 1, 2014

	<b>Fund Balance</b> (minus non-cash assets) <b>6/30/14</b>	<b>Cash Balance</b> (minus dedicated cash) <b>6/30/14</b>	<b>Required Reserves</b>	<b>Prior Commitments</b> (prior to 7/1/14)	<b>New Commitments</b> (2014/15)	<b>Total Available Cash</b>
<b>145 Grants and Contracts</b>	3,547,842	2,304,365		24,883	30,000	<b>2,249,482</b>
<b>145 CIS</b>	762,109	762,109		133,000	629,109	-
<b>147 Local Capital</b>	381,142	-				-
<b>148 Dedicated Local</b>	3,895,996	(33,500)		51,000	531,407	<b>(615,907)</b>
<b>149 Operating Fee</b>	321,196	65,753				<b>65,753</b>
<b>440 Central Store (Catalog)</b>	47,079	47,079				<b>47,079</b>
<b>448 Print/Copy Machine</b>	(16,576)	(16,576)				<b>(16,576)</b>
<b>460 Motor Pool</b>	61,175	61,175				<b>61,175</b>
<b>522 ASCC</b>	2,420,013	-				-
<b>524 Bookstore</b>	3,487,059	3,487,059			2,000,000	<b>1,487,059</b>
<b>528 Parking</b>	335,853	335,853				<b>335,853</b>
<b>570 Other Auxiliary Enterprise</b>	1,094,377	384,953		30,315		<b>354,638</b>
<b>790 Payroll (clearing)</b>	220,748					-
<b>840 Tuition/VPA</b>	1,483,029					-
<b>846 Grants - Fin Aid</b>	(1,452,560)					-
<b>849 Student Loans</b>	46,204					-
<b>850 Workstudy (off-campus)</b>	(4,350)					-
<b>860 Institutional Financial Aid Fui Reserves*</b>	928,436					-
			3,953,754			<b>(3,953,754)</b>
<b>Totals</b>	<b>17,558,772</b>	<b>7,398,270</b>	<b>3,953,754</b>	<b>239,198</b>	<b>3,190,516</b>	<b>14,802</b>

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

## Fund Balance Less Commitments

<b>Available Fund Balance Before Commitments</b>	<b>7,398,270</b>
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<b>Prior Year Commitments</b>				
Date	as of July, 2014	Fund	Amount	Total
7/31/2012	Facilities Carryforward	145	24,883	<b>24,883</b>
12/10/2013	Fiber Optic Cable	145	116,984	
10/8/2014	OU Campus	145	16,016	<b>133,000</b>
7/22/2013	STEM Grant	148	25,000	
11/27/2013	Security Street Legal Carts - 2	148	26,000	<b>51,000</b>
7/1/2011	Basic Events	570	18,535	
7/1/2011	Government Events	570	10,000	
11/27/2013	Basic Events	570	1,780	<b>30,315</b>
<b>Total Prior Commitments</b>				<b>239,198</b>

<b>New Commitments July 1, 2014 to present</b>				
Date		Fund	Amount	Fund Total
7/1/2014	Softball Fence	145	30,000	
6/30/2014	Arbitration Ruling	145	133,847	
6/30/2014	Composite Feasibility Study	145	26,000	
11/25/2014	Smart Classroom replacement	145	207,000	
7/1/2014	CIS Funds	145	232,262	<b>629,109</b>
9/2/2014	EMSI	145	30,000	<b>30,000</b>
7/1/2014	Gorge-Student Affairs position	148	12,998	
6/30/2014	BAS DH	148	27,917	
6/30/2014	Diversity Plan	148	58,000	
6/30/2014	IT Strategic Plan	148	177,313	
6/30/2014	CTC Link	148	241,429	
9/9/2014	Culinary Consultant	148	10,000	
10/14/2014	Career Coach	148	3,000	
11/1/2014	ABC Costing	148	750	<b>531,407</b>
10/21/2014	Culinary Remodel-use of reserves	524	2,000,000	<b>2,000,000</b>
<b>Total New Commitments</b>				<b>3,190,516</b>

### Required Reserves

10% of \$59,537,540 less \$2,000,000\* 3,953,754

<b>Fund Balance After Commitments and Required Reserves</b>	<b>14,802</b>
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\* Reserve as approved by the Board on June 11, 2014, use of reserve approved 10/21/14

# **ACTION ITEMS**

**ACTION ITEMS**



# MEMORANDUM

To: Clark College Board of Trustees

From: Robert K. Knight  
President

Date: March 18, 2015

Re: Recommendations for Tenure

The following probationary faculty members are presented to the Board of Trustees for consideration of award or denial of tenure:

<b><u>Faculty</u></b>	<b><u>RIF Unit</u></b>
Collins, Shayna	Counseling/Human Development
Elhart-Johnson, Sunnie	Business Medical Technology
Martin, Helen	Business Technology
Reeves, Ethel	Nursing
Robinson, Stephanie	Health Occupations
Rowland, Bevyn	Counseling/Human Development
Taylor, Kristi	Dental Hygiene
Valenzuela, Linda	Nursing
Wiest, Alan	Physical Education
Zoellner, Joan	Mathematics





## MEMORANDUM

**DATE:** February 18, 2015  
**FROM:** Shanda Diehl, Associate Vice President of Planning and Effectiveness  
**TO:** Clark College Board of Trustees  
**RE:** Near Final Draft of the *Clark College 2015-2020 Strategic Plan*

The college community presents the following near final draft of *the Clark College 2015-2020 Strategic Plan*. The draft will be considered final once we receive your feedback to make further changes, if needed.

Since January 15, 2015, the Planning and Accreditation Committee has solicited feedback about the draft plan from both the internal college community and external stakeholders. On February 17, 2015, the Planning and Accreditation Committee reviewed the feedback and made some improvements. These changes were specific to improving the language around outcomes assessment, shared governance, and a couple of grammar corrections. Although the response rate was very low, more than 80% of the external community respondents agree that the plan identifies clear direction that is aligned with the needs of our community.

The plan is now ready for your final review, your feedback, and first reading at the February 2015 Clark College Board of Trustees Meeting. Presented below is the current draft of the **Clark College 2015-2020 Strategic Plan**.



## Clark College 2015-2020 Strategic Plan

### Purpose

A strategic plan is a story – one told by many authors, and for many audiences. Taken as a whole, the *Clark College 2015-2020 Strategic Plan* tells the story of who the college is, whom we serve, and how we plan to improve and expand that service in the future.

The plan is also a bridge. It spans the distance between employees' duties and departments, uniting us in a common conversation about how we all contribute to student learning. As well, the plan connects us to the students and to the communities we serve. It allows the college to allocate resources and set priorities in ways that will most benefit the people who live and work in our part of the world, and who turn to us for the knowledge and skills they need to succeed.

Finally, the *Clark College 2015-2020 Strategic Plan* is a map. It allows us to chart our progress as we grow and develop over the next five years. It offers us clear milestones for achievement and a common direction toward those goals.

The plan is not designed to answer every question that might arise in the future. Nor can it replace the dedication, innovation, and commitment of the college's employees. Instead, it will guide Clark as it moves toward achieving its Vision 2020 – in the same spirit of service that has characterized the college for more than 80 years.

### Method

The 2015-2020 Strategic Plan has been more than two years in the making. The considerable scope of Clark's services and its impact on the community account in some ways for the extended timeline of this undertaking. A more accurate explanation for the lengthy process, however, can be summarized in a single word: inclusivity.

In this case, inclusivity more precisely means that all of the college's stakeholders contribute their input in the development of the strategic plan. So, who are Clark's "stakeholders"? This term is rarely defined in detail. In truth, however, the decisions that guide Clark's development have real, lasting impacts on individuals' lives. Because the strategic plan ultimately touches so many, it's vital that those voices were heard in the discussions surrounding the plan's development.

Specifically, the development process reached out to students, faculty, administrators, board of trustees, employees, local school districts, local business, transfer universities, as well as economic and workforce organizations. Over the period of the plan's development, these groups worked collectively and individually. They brainstormed. They envisioned. They critiqued. They questioned. They suggested. Quite simply: they dreamt. They dreamt of an institution that can overcome its challenges, change students' lives, and serve as a leader for the future good of its community. And while those dreams were wide-ranging and diverse, a common thread ran through them all: a commitment to inspiring, supporting, and enhancing student learning. This focus informed much of the developmental conversations as the plan took shape, and it continues to inform the direction of the college's future.

## **Development**

Because the development of the *Clark College 2015-2020 Strategic Plan* was driven by stakeholder feedback, a comprehensive approach to collecting and reporting this input was necessary. The first step in the process began in February of 2013. Under the theme of "Vision 2020," the college was asked to consider what Clark College would look like in the year 2020: its role in the community, its values, its instructional programs, its student services, and its budget priorities.

This feedback was collected by the Office of Planning and Effectiveness and relayed to the Planning and Accreditation Committee. In March of 2013, the members of that committee identified commonalities in the collected responses. These themes would help structure future discussions and, eventually, give more concrete shape to the many visions being shared.

From this exercise, in fact, one broad theme emerged, cutting across responses of all types: a focus on student learning. It became clear that the work done by all the college's employees was directed – directly or indirectly – toward the achievement of student learning. Similarly, members of the greater college community – regardless of their particular industry's priorities – shared an investment in that same student learning.

With this in mind, the strategic plan developed with student learning at the center of its future discussions. This thematic focus was introduced at the Opening Day Activities in September 2013. Student learning was formally defined as "the knowledge, skills, and connections gained at Clark College." Small, interdepartmental groups were convened and tasked with providing their input on four key aspects of student learning: access, environment, engagement, and commitment.

Throughout fall 2013 term and into the winter 2014 term, these groups met to discuss readings about each of the four key aspects of student learning. They were asked for their feedback on how Clark College currently provides for each element of student learning, and how the college might better do so in the future. These responses were recorded and – much like the Vision2020 exercise – this feedback was collected and themes were identified.

By February 2014, the feedback from these conversations had been collected, and the strategic plan entered a more empirical phase of development. A dedicated group – Taskforce 1 – had been appointed in July 2013 to provide continuous updates on the plan's progress to the wider college community. Now, Taskforce 2 joined the effort. An interdepartmental team of more than 40 college representatives collectively considered the themes that had emerged from the college-wide discussions on student learning and then researched related internal and external data.

Together with input from Clark's College Council, this research was organized within a framework of sustainability. More specifically, Taskforce 2 conducted research in three broad areas of sustainability: social equity, economic vitality, and environmental integrity. Research was conducted pertaining to students as well as local and national data, drawing on recognized best practices to promote student learning and increase educational attainment. The results of this research were published in the 115-page *Clark College Environmental Scan*.

### **Our World Today: Challenges**

The environmental scan, published in June 2014, details both the challenges and the opportunities that lie ahead for the college. Taken as a whole, those details paint a comprehensive picture of the state of the college and the broader educational landscape.

Following the three-pronged framework of the scan's sustainability framework, the research first delves into social equity. As an open-access institution, Clark College plays a vital role in sustaining and advancing social equity for its students. Related specifically to those students' learning, Taskforce 2 found that most students enter the college below college-level in at least one area of study, and at varying levels of technological proficiency. In addition, Clark College's students are largely low-income and more diverse than the college's faculty, staff, and the greater community. Only about 25% of students actually attain educational completion. Finally, students of less privileged backgrounds express more dissatisfaction with the college climate.

With its research into the regional economics of student learning, the environmental scan details that local counties (Clark, Skamania, and Klickitat) have lower rates of educational attainment than the rest of Washington. Research further reveals that the local service district population is aging, with more volatile unemployment rates than the state or nation. As for the economics of the college itself, state support remains disproportionate to the number of the FTES served by the college, and this funding continues to decline significantly. For their part, Clark College's students are facing tighter federal financial aid regulations, while former students are defaulting more frequently on their student loans than they have in the past. As well, tuition rates and school-related expenses have increased significantly over the past decade.

The environmental scan's third area of concern focused on Clark College's environment. It found that efforts to promote environmental sustainability at the college lacked coherent organization. It also found that the college's infrastructure is aging significantly, with one of the smallest allotments in the state of square footage for its students. Resources, facilities, technology, and shared governance earned the lowest marks among Clark College employees' perception of climate.

### **Our World Today: Opportunities**

Among these findings, however, the environmental scan also records vital information on researched best practices that have helped to address similar challenges faced by other colleges nationwide. Local research also reveals promising data. In short, the difficulties that face the college are not without remedy. A variety of findings are put forth that can help to alleviate these pressing problems.

For example, hybrid and competency-based offerings, as well as credit for prior learning, have been shown to improve student success and completion rates, as has student enrollment in both math and English classes during their first quarter. A student's first quarter, in fact, was found to be a crucial period that often determines that student's future success. More generally, structured pathways with clear learning outcomes produce greater student completion rates and lead more directly to employment. Students who participate in mandatory wrap-around support services were found to be more successful in educational attainment than their counterparts. Research also shows that students of historically disadvantaged communities should be particularly supported to overcome the risk of academic under-preparedness.

In addition, business partnerships and internships have proven vital in the creation of relevant programs and providing valuable opportunities for experiential learning. Local employers have expressed a desire for hard skills in the areas of health care, technology, transportation, and manufacturing, among others. As well, they seek soft skills in such areas as critical thinking, communication, and diversity of thought and experience. Economic research additionally revealed the direct relationship of state funding to both enrollment and attainment and highlighted the ongoing support of the college's Foundation. Finally, the \$ALT financial literacy program has been found to be associated with fewer loan delinquencies for students.

In terms of the college's environment, in addition to redesigning and improving existing infrastructure, added small study spaces, places to gather, and dedicated tutoring spaces would further support the conditions for student learning. An increased use and presence of technology on campus was found to provide a similar effect.

### **Clark College's Role**

Upon the publication of the environmental scan's findings, a third taskforce was convened over the summer months of 2014. Taskforce 3's job was to review the substantial information presented in the environmental scan, and then draft the mission, vision, core themes, and values that would comprise the *Clark College 2015-2020 Strategic Plan*.

This undertaking was completed in time for the college's Opening Day event in September 2014. At this point, the draft of the plan was presented to the greater college community for review and comment. Taskforce 3 collected and reviewed the college's feedback and made changes to the vision, core themes, and values based on the college's response. The revised version circulated in October 2014 and shortly thereafter, small teams were convened to draft objectives for each of the plan's core themes, in order to more specifically chart the college's progress toward the goals expressed in the plan itself. The plan is the culmination of a sustained, inclusive effort that featured hours of conversations and months of research. As a whole, it determines how Clark will achieve its Vision 2020, honoring its commitment to the community and to the students it serves.

In detail, the *Clark College 2015-2020 Strategic Plan* includes a vision (*Clark College inspires learners to excel, transforms lives, and strengthens our increasingly diverse community*) that recognizes and values its obligations to its students and the broader community. Its mission statement (*Clark College, in service to the community, guides individuals to achieve their educational and professional goals*) acknowledges the common focus of the college's employees in supporting student learning.

As well, the plan includes four core themes: Academic Excellence, Social Equity, Economic Vitality, and Environmental Integrity. Each theme advances the goal of facilitating student learning, but with a particular focus. Academic Excellence seeks to provide *the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking*. Social Equity directs the college's work to provide *the conditions that improve educational outcomes and eliminate systemic disparities among all groups*. Economic Vitality emphasizes *providing programs, services, and conditions that improve the economic well-being of the students, college, and community*. Finally, Environmental Integrity directs the college to *facilitate student learning by providing the conditions that continually improve the college's physical, virtual, and social environment*.

Finally, the plan asserts six values - ideals that will guide Clark's pursuit of its mission, vision, and core theme objectives. These values are: social justice, partnerships, innovation, sustainability, continuous improvement, and shared governance.

### **The Journey Ahead**

The Clark College Board of Trustees officially adopted the *Clark College 2015-2020 Strategic Plan* on **DATE, 2015**. The conclusion of the plan's development, however, marks a new beginning for the college and its stakeholders. Clark College's future will take direction from the many who lent their hands to the plan's development. In doing so, they will have touched not only the language of the plan itself, but the lives of those who will pass through the college's doors in the years to come.

For our mission, our vision, our core themes, our objectives, and our values amount to more, ultimately, than an agreed-upon collection of words. They unite us in service, they guide us in progress, and they guarantee learning for every student who turns to us – tomorrow, and in the years ahead.

# Clark College 2015-2020 Strategic Plan

## VISION:

Clark College inspires learners to excel, transforms lives, and strengthens our increasingly diverse community.

## MISSION:

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

## CORE THEMES:

- **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.
  
- **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.
- **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.
- **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.

## VALUES:

- **Social Justice** – Institutional commitment to produce equitable outcomes and challenge systems of power, privilege, and inequity.
- **Partnerships** – Collaboration with individuals, organizations, and businesses to increase student success and improve the community.
- **Innovation** – Development and implementation of creative and agile strategies to enhance student learning and respond to market needs.
- **Sustainability** – Effective and efficient stewardship of all college resources.
- **Continuous Improvement** – Evaluation and enhancement of all college operations based on data-informed planning and resource allocation.



- Shared Governance – Clear communication, inclusive consultation, and respectful consideration of multiple perspectives guide decision-making throughout the college.



**ACTION ITEMS**

**Minutes of the Business Meeting of the Board of Trustees  
Clark College, District No. 14  
February 25, 2015  
Ellis Dunn Room GH1 213**

**Trustees Present:** Mmes. Jada Rupley, and Rekah Strong, Messrs. Jack Burkman, Mike Ciraulo, and Royce Pollard.

**Administrators:** Mr. Robert Knight, President, Dr. Tim Cook, Vice President of Instruction; Mr. Bob Williamson, Vice President of Administrative Services, Mr. Bill Belden, Vice President of Student Affairs; Ms. Shanda Diehl, Associate Vice President of Planning & Effectiveness; Dr. Chato Hazelbaker, Interim IT Director & Chief Communications Officer; Ms. Leigh Kent, Executive Assistant to the President.

**Faculty:** Ms. Tiffany Williams, Workforce Pathways Manager.

**Others:** Ms. Lynn Andrews, Vice President of Development, Clark College Foundation; Ms. Bonnie Terada, Assistant Attorney General; Mr. Billie Garner, WPEA; Mr. Kareem Boumatar, Student; Ms. Sarah Swift, ASCC Vice President; Mr. Gary Condra, Deputy Director of the Washington State Department of Veterans Affairs.

	TOPIC	DISCUSSION	ACTION
I.	<b>CALL TO ORDER</b>	<ul style="list-style-type: none"> <li>Chair Strong called the meeting to order at 5:10 pm pm.</li> </ul>	
II.	<b>ACTION ITEMS</b>		
	<b>First Reading</b>	<ul style="list-style-type: none"> <li>Consideration of Tenure</li> <li>2015-2020 Strategic Plan</li> </ul> <p>Voting on Consideration of Tenure and the 2015-2020 Strategic Plan will take place at the March 2015 Board of Trustees meeting.</p>	
	<b>CONSENT AGENDA</b>	<ul style="list-style-type: none"> <li>Minutes from November 19, 2014 Board Meeting</li> </ul>	<p><b>MOTION:</b></p> <p>Trustee Pollard made a motion to approve the Consent Agenda. The motion was seconded by Trustee Ciraulo and unanimously approved.</p>
III.	<b>BUSINESS MEETING</b>		
A.	<b>Review of the Agenda</b>	The agenda was accepted with the addition of the 2015-2020 Strategic Plan added to First Reading.	
B.	<b>Statements from the Audience</b>	<ul style="list-style-type: none"> <li>There were no statements from the audience.</li> <li>Mr. Gary Condra, Deputy Director of the Washington State Department of Veterans Affairs, thanked Clark College for participating in Washington’s Veterans Supported Campus program. Colleges participating in the program provide opportunities for veterans who are studying under the GI bill. It is important that veterans receive the recognition and attention they have earned. Clark is the second college to complete the application and receive the certification. President Knight was honored to receive the certificate on behalf of the college and thanked Mr. Condra for traveling to Vancouver to make the presentation in person.</li> </ul>	

	TOPIC	DISCUSSION	ACTION
		<ul style="list-style-type: none"> <li>President Knight presented Clark's nominee for the State Trustee Transforming Lives Award, Dena Brill, with a certificate of achievement and scholarship to Eastern Washington University. Ms. Brill thanked the trustees and the college for supporting her and helping her transform her life during her time at Clark.</li> </ul>	
<b>C.</b>	<b>Constituent Reports</b>		
	<b>1. AHE</b>	<ul style="list-style-type: none"> <li>The AHE did not have a report this evening.</li> </ul>	
	<b>2. WPEA</b>	<ul style="list-style-type: none"> <li>Mr. Garner noted one change on the WPEA's written report. The union did not hold a Labor Management Committee meeting this month as several individuals were meeting in Olympia. Facilities employees are awaiting new uniforms that are provided for in the contract.</li> </ul>	<ul style="list-style-type: none"> <li>Mr. Williamson will check into when new uniforms will be delivered.</li> </ul>
	<b>3. ASCC</b>	<ul style="list-style-type: none"> <li>ASCC Vice President Swift updated the trustees on the student recreation center. The ASCC toured other colleges' rec centers and then conducted a student survey and focus groups to gauge interest. A feasibility study was conducted on the scope and cost of a standalone center. They met with LSW Architects and determined that the final cost was too high so looked adding on a rec center to the O'Connell Sports Complex (at a cost of approximately \$16.5 million). The ASCC will meet on February 27 with the architects to review the proposed plans and determine the per credit cost; they will then give marketing information to the students and a vote will be held during spring quarter.</li> <li>Elections will be held electronically using the Canvas system. Rekah made suggestions as to how to provide the cost to the students based on the number of the credits they are taking.</li> </ul>	<ul style="list-style-type: none"> <li>Chair Strong suggested providing students with the total cost to them based on the number of credits they are taking so that they are able to see the fees in their entirety.</li> </ul>
	<b>4. Foundation</b>	<ul style="list-style-type: none"> <li>Vice President of Development Andrews spoke in Ms. Gibert's absence and introduced herself to the trustees. There were no additions to the Foundation's report.</li> </ul>	<ul style="list-style-type: none"> <li>President Knight thanked the Foundation publicly for agreeing to conduct the feasibility study for the priority projects identified by the college.</li> <li>Trustee Pollard recognized the Foundation for the great work they did on the comprehensive campaign and for being so willing to start on another one so soon.</li> </ul>
<b>D.</b>	<b>Statements &amp; Reports from Board Members</b>	<ul style="list-style-type: none"> <li>Vice Chair Burkman recognized the work that has gone into the 2015-2020 Strategic Plan which is on First Reading tonight. It has been on task for almost two years. The development has been a very inclusive process. He recognize all who participated in the task forces and he was impressed at how seriously the charge of the plan was taken by everyone involved. There were many challenges to get to this point and they wanted to get it right. This is the most inclusive process he has ever seen at Clark and it is a very solid example of shared governance. The final plan will serve the college really well.</li> </ul>	

	TOPIC	DISCUSSION	ACTION
D.	<b>Statements &amp; Reports from Board Members</b>	<ul style="list-style-type: none"> <li>• Trustees Rupley and Ciraulo attended the TACTC winter conference and legislative meeting in Olympia in January. Trustee Ciraulo participated in the new trustee orientation prior to the conference. They learned about the items which will be in front of the legislators and the challenges the colleges will be facing this year. Trustee Ciraulo thanked President Knight for also attending TACTC and for attending Ciraulo’s Senate hearing.</li> <li>• Chair Strong attended the college’s MLK event in January and noted the wonderful turnout by the college community. It was nice being able to see the community celebration and an affirmation of amazing work done at Clark and the inclusion and social equity that is here.</li> <li>• Trustees Strong, Burkman, and Rupley attended President Knight’s presentation at the <u>Vancouver Business Journal’s</u> CEO Breakfast. He explained to the guests how the college truly benefits the local community. Trustee Burkman said many people left the event saying they really didn’t know what was taking place at Clark and President Knight was able to help them see the broader picture.</li> </ul>	
E.	<b>President’s Report</b>	<ul style="list-style-type: none"> <li>• Mr. Belden and Ms. Driscoll introduced former student worker, Kareem Boumatar, who was nominated by the financial aid department. He spoke of how the skills he learned while working with financial aid staff and students helped him as he obtained his degree and work in his field of study after graduation.</li> <li>• Ms. Williams introduced the trustees to the Workforce Pathways Program. They serve marginalized students who might not have been able to get an education otherwise as well as any student who needs their services. The department runs over 100 workshops per month for students to help them get back into the workforce. Their funding comes from the Office of Instruction and workforce grants. They partner with the Department of Social and Health Services, WorkSource, and the Vancouver Housing Authority, as well as numerous other social agencies with whom they have developed personal relationships. Ms. Williams introduced students from her classes who spoke about how the program has helped them and what it means to them to have this program available.</li> <li>• President Knight will be attending the WACTC presidents’ meeting this week and making another appeal for the overhaul of the allocation process. He will advise the board what next steps will be after the meeting.</li> <li>• His meetings have been much more concentrated outside of the college this year and it is increasingly challenging to meet with everyone who is making requests for his time. The Oregon Automotive Association wants to partner with the college and start up their latent scholarship program again. Discovery lunches with the Foundation bring in key people from the business community. Overall, the outside meetings are working really well and excellent contacts are being made.</li> </ul>	

	TOPIC	DISCUSSION	ACTION
E.	President's Report	<p><b>PRESIDENT'S REPORT</b></p> <ul style="list-style-type: none"> <li>• THE ASSOCIATION, the state professional development arm of the SBCTC, is promoting diversity this year at each of their three conferences. Felisiana Peralta, Multicultural Retention Manager will be attending their winter meeting next week and helping to facilitate sessions on how colleges can diversify their workforces.</li> <li>• The college has received a full financial audit and are awaiting the final exit interview. It is expected that the college will receive a management letter on way the new buildings' values were calculated. The value used was what state gave us and were actually valued too high, but this will not affect the overall financials. The auditors have been finding these valuation errors all over the state.</li> <li>• The Iris Awards are next Thursday night, March 5. The Athletic Hall of Fame Banquet is on Saturday, February 28.</li> <li>• Dr. Cook will be participating in a joint Clark/WSUV education summit on April 24 from 8:00-3:00 and will be sending out save the date cards soon.</li> </ul>	<ul style="list-style-type: none"> <li>• President Knight will reach out to the K-12 superintendents to set up regular meetings again, possibly in a new format that will be much more inclusive. There are a number of new superintendents coming on board in the service district and this will be a good opportunity to develop relationships with them.</li> </ul>
IV.	<b>FUTURE TOPICS</b>		<b>WATCH LIST</b>
	College Safety Facility Plan K-12 PPI Certificates Review of College Policies Service Learning Standard 2 Highlights		Accreditation GISS Student Completion STEM
V.	<b>DATE AND PLACE OF FUTURE MEETING</b>		
	<ul style="list-style-type: none"> <li>• The next regular meeting of the Board of Trustees is currently scheduled for March 18, 2015 in the Ellis Dunn Community Room, GHL 213.</li> </ul>		
VI.	<b>EXECUTIVE SESSION</b>		
	<ul style="list-style-type: none"> <li>• No Executive Session was held this evening.</li> </ul>		
VII.	<b>ADJOURNMENT</b>		
	<ul style="list-style-type: none"> <li>• There being no further business, the meeting adjourned at 6:30 pm.</li> </ul>		

Rekah Strong, Chair

Leigh Kent  
Recorder  
February 27, 2015