Clark College
BOT Meeting
Wednesday, April 24, 2019 5:00 PM (PDT)
GHL 213

Clark College
BOT Meeting
Wednesday, April 24, 2019 5:00 PM (PDT)
GHL 213

I.   Call to Order/Agenda Review - Chair Pollard

II.   Introductions - President Knight

III.   Action Items - Chair

    A. Minutes from March 13 Regular Board Meeting

    B. Minutes from April 10 Special Board Meeting

    C. Approval of Interim President's Job Description

    D. Approval of Resolution to Temporarily Waive High School Graduation Requirements for Classes of 2020 and 2021

IV.   Audience Statements - Chair Pollard
Audience statements are limited to two minutes each.

V.   Constituent Reports

    A. AHE - Kimberly Sullivan

    B. WPEA

    C. ASCC

    D. Foundation - Lisa Gibert

VI.   Reports from Board Members - Chair Pollard

    A. Presidential Search Update - Trustee Speer and Vice Chair Jacobsen

VII.   President's Report - President Knight

    A. Student Success Story - Ryan Rouse

    B. Faculty Presentation--English Co-Req Composition Redeisgn - Dr. Marylynne Diggs and Prof. Gail Robinson
Under separate attachment

    C. Guided Pathways

    D. Scorecards

    E. Statistics

VIII.   Next Meeting - Chair Pollard
The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, May 22, 2019 in the Ellis Dunn Community Room, GHL 213.

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

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

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Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, March 13, 2019
GHL 213

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<u>In Attendance</u>
Royce Pollard, Chair
Jane Jacobsen, Vice Chair
Jada Rupley, Trustee
Paul Speer, Trustee
Rekah Strong, Trustee

<u>Others</u>
Jennifer Mankowski-Dixon, Assistant Attorney General

I. <u>Call to Order/Agenda Review</u>
    Chair Pollard called the meeting to order at 5:10 pm.

II. <u>Introductions</u>
    There were no introductions this evening, and Chair Pollard welcomed members of the faculty to the meeting.

III. <u>Action Items</u>

    A. Consideration of Tenure.

        Trustee Rupley abstained from the tenure vote, as she was not in attendance at the March 8 executive session.

MOTION	Vice Chair Jacobsen moved that the Board of Trustees, after having given reasonable consideration to the unanimous recommendations of the Probationary Review Committee and having been advised that AHE, the Tenure Review Committee and the tenure candidate have all signed a written agreement to extend tenure review for Rheannin Becke for three additional quarters in order to provide time to satisfactorily complete a performance improvement plan. The motion was seconded by Trustee Strong and was approved.
MOTION	Vice Chair Jacobsen moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the tenure review committee, grant tenure to Amy Castellano. The motion was seconded by Trustee Strong and was approved.

MOTION	Vice Chair Jacobsen moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the tenure review committee, grant tenure to Cara Cocchiarella. The motion was seconded by Trustee Strong and was approved.
MOTION	Vice Chair Jacobsen moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the tenure review committee, grant tenure to CeCe Crosby. The motion was seconded by Trustee Strong and was approved.
MOTION	Vice Chair Jacobsen moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the tenure review committee, grant tenure to Jacob Funk. The motion was seconded by Trustee Strong and was approved.
MOTION	Vice Chair Jacobsen moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the tenure review committee, grant tenure to Hannah Jackson. The motion was seconded by Trustee Strong and was approved.
MOTION	Vice Chair Jacobsen moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the tenure review committee, grant tenure to Julie Lemmond. The motion was seconded by Trustee Strong and was approved.
MOTION	Vice Chair Jacobsen moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the tenure review committee, grant tenure to Sophie Lin. The motion was seconded by Trustee Strong and was approved.
MOTION	Vice Chair Jacobsen moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the tenure review committee, grant tenure to Meredith Lynch. The motion was seconded by Trustee Strong and was approved.
MOTION	Vice Chair Jacobsen moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the tenure review committee, grant tenure to Sam May-Varas. The motion was seconded by Trustee Strong and was approved.
MOTION	Vice Chair Jacobsen moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the tenure review committee, grant tenure to Donivee Randall-Jones. The motion was seconded by Trustee Strong and was approved.
MOTION	Vice Chair Jacobsen moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the tenure review committee, grant tenure to Michelle Roth. The motion was seconded by Trustee Strong and was approved.
MOTION	Vice Chair Jacobsen moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the tenure review committee, grant tenure to Michelle Stoklosa. The motion was seconded by Trustee Strong and was approved.

B. February 24, 2019 Board of Trustee Meeting minutes

MOTION   Trustee Speer made a motion to approve the February 24, 2019 board minutes. Trustee Rupley seconded the motion and it unanimously passed.

C. February 26, 2019 Special Board Meeting

MOTION   Trustee Speer made a motion to approve the February 26, 2019 special board minutes. Vice Chair Jacobsen seconded the motion and it unanimously passed.

IV. <u>Audience Statements</u>

Heather Adams, Student Affairs Administrative Services Manager addressed the trustees regarding college budget issues. She had several questions about the ECD budget.

Professor April Mixon spoke about the difficulties faculty have meeting their day-to-day expenses.

Professor Kathrena Halsinger questioned why there were new administrative positions requested. She stated that it is inherently unfair that administrative cuts cannot be bargained but the faculty can go through a RIF process. She believes the college's priorities appear to be out of synch.

Professor Suzanne Southerland suggested administration is not bargaining in good faith.

Dr. Willie Cushwa said the trustees and administration should go to the state rather than the faculty. The state is requiring the college negotiate with local funding and this is requiring the college to re-evaluate how the college money is allocated. He also suggested the trustees pronounce tenure candidate names correctly.

V. <u>Constituent Reports</u>
A. AHE

Professor Sullivan requested the college conduct a baseline climate survey so the new Vice President of Instruction and incoming President know what they are facing. The AHE administered a workplace psychological survey to the faculty. Results indicate the faculty feel marginalized, anxious and depressed. Many are holding second jobs, and also drink and use medications to help them cope with work. The AHE was shocked at the results. She and Prof. Mixon met with President Knight today to discuss the budget and impact of raises. President Knight said that he would not commit funds beyond the FY 19/20 budget year to burden the new president with budget constraints like this. She feels this is wrong to consider the budget impact on someone who may not even be at the college for another two years and hurtful to the people who work here now.

B. WPEA

Heather Adams spoke and said the WPEA did not have a formal report for this evening. She traveled to Olympia with President Knight in February and Dee Harris will be going next week. She appreciated the opportunity to speak with senators and representatives about the budget and employee raises.

C. **ASCC**

Bryce Regian reported that the ASCC has collected donations for the Penguin Pantry at a recent basketball game. They held a Student Appreciation Day on National Cereal Day to de-stress at the end of quarter. The student WACSA group is in support of HB 1300 that will reinvest funds into the community college system to establish offices of ODEI at all Washington campuses. The officers held a social with Voodoo Donuts, answered student questions, and promote campus involvement. The officers funding requests were for the Crew Club and a David Buckley Horton workshop on engineering and environmental artwork, sustainability, and the Model UN for their members to attend a conference. They have changed the name of the Promotions Coordinator to Student Relations and Promotions Coordinator. The Activities Director was changed to Civics and Sustainability Director. They met with Director of Security Mike See to see how the parking meter funds are being used. They also discussed locations on campus where students have felt there are safety issues. They are looking forward to having a large turnout at Entrepreneur Day in April.

D. **Foundation**

Ms. Gibert delivered an obituary for Shirley Sackman. Miss Sackman received the very first Presidential Coin and was a member of the Exceptional Faculty. She was a silent and generous soul who gave pennies to people around the college. She retired in 1992 but stayed on as an adjunct faculty member; she retired for good in 2007. Clark College was her home and she talked about everyone here constantly. She was the only part-time faculty member to have their own office and she negotiated the space with Ray Korpi—Ms. Gibert thanked Dr. Korpi for doing this. There is an endowment in her name that was formed by a former student and her entire estate has gone into the endowment. There will be a Celebration of Life event announced soon.

Ms. Gibert also received a call from the Cowlitz Tribe and they are interested in supporting the Penguin Pantry and the Nerd Café.

VI. **Reports from Board Members**

Trustee Speer said that this year's Iris Awards were fantastic as was the theatre's *Godspell* performance. He also attended the Engineering Project Expo and had the outstanding opportunity to meet and speak with some very interesting students about their projects.

Trustee Rupley had the honor to introduce Trustee Strong at this year's Iris Awards. She was very sorry to have been unable to participate in the tenure discussions this year. This is her ninth year as a trustee and the very first year she could not be there, but acknowledged that there were 13 really good candidates. She hopes that trustees will have the correct name pronunciations next year.

Trustee Strong described this year's Iris Awards as "cool". The tenure notebooks this year were a joy to read. The trustees dig in-depth into the notebooks to really learn about the candidates. She commended the hard work and dedication of the candidates and the committees. She agrees it is important to have pronunciations and assured the audience that there was no ill intent by trustees in making incorrect pronunciations. They are so focused on getting the legal language correct that there were slip ups and they will make sure they are correct next year.

Vice Chair Jacobsen apologized for the mispronunciation of names. She did not intend any disrespect and acknowledged that receiving tenure is a huge honor. The trustees spent many hours reviewing the notebooks and it was a pleasure this year to go through them and see the skills the new candidates possess. She and Trustee Speer spent a considerable amount of time on the presidential search time. It was wonderful to see Trustee Strong receive and Iris Award this year and she congratulated all of the awardees. Many times, the recipients are the quiet people who are doing good work for the community and she is very happy that they receive such recognition.

Chair Pollard congratulated Trustee Strong on the Iris Awards. He understands the concerns everyone had about correct name pronunciation and said they will make every effort in the future to get it right. Tenure was very interesting this year and he there were a number of candidates who are true superstars and the college is fortunate to have them.

Presidential Search Update

Trustee Speer reported. The trustees received a "Presidential Search 101" presentation from the SBCTC on how presidential searches work. On March 1, a special meeting was held to review the input received from peers at other campuses, faculty, Executive Cabinet, the AAG, the Foundation, and community members. Currently, they are looking at the timing of search firm and appointment schedules and will use shared values of equity to guide the work every step of the way. They will develop a calendar from January to August 2019 to work around search firms, onboarding plans, to work with Val Moreno and Kelly Love to put the presidential search webpage together. From September 2019 to January 2020, they will train the search committee that will be working with the search firm. There will be about 60 applications that will be narrowed to three. In March 2020 a final review of applicants will be done they will be brought to the campus for interviews. Members from Clark will visit finalists' campuses. In June-July 2020 the new President will be named and start in September 2020. An interim will be selected to serve from August 2019 to June 2020, and this will be a mini version of the full search. The board has delegated and entrusted Vice Chair Jacobsen and Trustee Speer to work on initiating an RFP for the search firm process. The process will be shared at the April meeting and executed after the full board's approval.   They expect to have a special meeting in April to approvethe March 1 minutes and timelines.

VII. ### President's Report

President Knight said that it was very disheartening to hear the disparaging remarks about the bargaining team and college administration. The college and faculty have had a very good relationship over the years. Up until last year, the colleges were not allowed to negotiate salaries with the faculty. Last year, the colleges were given the mandate to negotiate, but were not given any funds to negotiate with.

He thanked Ms. Adams for going to Olympia as a WPEA representative. He again reiterated that they must go as a unified group—college, staff, and faculty together. There may be differences in opinion on the budget process, but faculty members are on the budget committee and have been since its implementation. There is plenty of opportunity for faculty to provide budget input. They are also involved in guided pathways and the Boschma Farms design. He said the tenor of today's meeting with Prof. Sullivan and Mixon was completely different than what they are

presenting this evening. He cannot commit permanent funding for salaries that the college does not have. He agreed that administration has grown over the last 10 years; previously administrative staff was significantly lower than other colleges and several classified positions were moved to administration. The state average is 54.5 students for each administrator and Clark has 85 students for each administrator—fewer than almost any other college in the state.

Things are being presented out of context. The college values all of its faculty members and believes all categories of staff deserve increases. This atmosphere is divisive especially when articles appear in the newspapers and the legislators do not believe everyone is working together.

He recently had a good meeting with the new Community Diversity Advisory group. He sent them copies of the Social Equity and Strategic Plans and is planning on expanding the members in the group.

The budget committee met with the Executive Cabinet to learn about the requests in the budget. There will be another meeting to hear the budget committee recommendations. There are six faculty members on this committee.

The Automotive Department will be holding an open house in March to increase interest and enrollment.

Chair Pollard assured the faculty that the Board hears their frustration. The people who need to hear this frustration are in Olympia. Clark does not have the funds; everyone must be going to Olympia together to address this issue.

A. Student Success Story
    Bill introduced Melissa Williams, Associate Director of Student Success Programs.
    She oversees Academic Early Warning and manages intensive supports for students who need additional support and interventions. She and peer mentors intervene with these students. Ms. Williams is a champion of equity and inclusion and conducts a lot of training and advocacy. There are three peer mentors on her team, and she introduced Josiah Willard, this evening's speaker.

    Josiah Willard has been at Clark since 2017. He offers a willingness to help, calm demeanor, and shares levity and his inspiring story with others. He came to Clark during his senior year of high school through Running Start to which he was introduced by his mother. His success came from his mom, and school taught him how to invest in himself, use his time wisely, and use resources the school has. Nothing is impossible at Clark. His job as a student success peer mentor got him out of his comfort zone and he now connects students with the resources they need. His life has been turned around 180 degrees. He will be transferring to WSUV for a degree in public affairs.

B. Faculty Presentation
    Prof. Alexis Nelson and Instructor Jim Finley discussed the Columbia Writers' Series. It has been in operation since 1988. Prof. Don Erskine started it, Prof. Gerry Smith took it over in the 1990s, and then handed to Instructor Finley in 2003. They have been co directors for the past three years. National and international writers visit Clark to read from their works. All events are free and open to the public, students, and staff. It is entirely funded by ASCC. It has been a wonderful event for many years. Current writers have been highlighted and the program has enhanced

student learning by building an understanding of literature as a real-world pursuit. The program inspires students personally, academically, and professionally. Diverse voices are brought to Clark enriching the cultural life of the campus and reinforces Clark's role as a cultural and artistic center of the community.

C. <u>Enrollment Scorecard and Student Onboarding</u>
Ms. Diehl and Ms. Watkins presented.

Pillar I is mapping paths.

Pillar II is how to get students on the path.

Pillar III is keeping them on the path. The college is using predictive analytics to determine how to give just in time services to students when they need it. They have created models that predict the subjects students are likely going to drop, and who are likely not to come back. This will allow the college to do more direct targeting of services relevant to specific students.

Pillar IV is student/active learning. They are redesigning the outcomes assessment process to be much more proactive and culturally reflective of students.

Ms. Watkins discussed Pillar II onboarding. Enrollment continues to decline but there is evidence that suggests when core sequences are identified, the college can determine what courses should be offered next term based on the classes taken this term.

She presented a streamlined flow chart that showed a student's first contact through registration. Two enrollment navigators work in the Welcome Center with students who are admitted but not yet registered for classes. They help them through all of the onboarding work. They have been reaching out to these students and invite them to come in. They have conducted over 800 student appointments this year. They also help with referrals and assessments. The college is very optimistic that these processes will soon reflect an increase in student retention.

When students log into their portal, there will be a check list on everything they need to do an in the order it needs to be completed. Required advising started for new students last fall. They will see an annual schedule and registration information so they will have access to classes that will be available during the year; they will also be allowed to register for two quarters at a time: either summer/fall or winter/spring. If a student registers but does not meet entry requirements, they are automatically withdrawn and referred to an advisor. The onboarding group is working on a required orientation, extending the timeline for drop for non-payment of tuition, and academic/career/financial planning is in development over the next two years. All students will have this access. Ms. Watkins then updated the trustees on ctcLink going live in October and user testing starting in April.

The trustees asked Ms. Diehl how the college will know if all of these activities are contributing to good outcomes for the students. She said the college now has a biostatistician who can measure the effects of an outcome and can continuously improve them based on what has worked in similar institutions.

VIII.   **Next Meeting**
         The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, April 24, 2017 in the Ellis Dunn Community Room, GHL 213.

IX.   **Executive Session**
         There was no executive session this evening.

X.   **Adjournment**
         There being no further business, the meeting adjourned at 7:00.

_____   Leigh Kent
Royce Pollard, Chair   Recorder
                                                                                    April 7, 2019

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Clark College
Minutes of the Special Meeting of the Board of Trustees
Wednesday, April 10, 2019
GHL 213

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In Attendance
Royce Pollard, Chair
Jane Jacobsen, Vice Chair
Jada Rupley, Trustee
Paul Speer, Trustee
Rekah Strong, Trustee

Administrators:
Robert Knight, President
William Belden, Vice President of Student Affairs
Bob Williamson, Vice President of Administrative Services
Kevin Witte, Vice President of Economic & Community Development
Stefani Coverson, Vice President of Human Resources & Compliance
Shanda Diehl, Associate Vice President of Planning & Effectiveness
Rashida Willard, Interim Associate Vice President of Diversity, Equity & Inclusion
Kelly Love, Chief Communications Officer
Valerie Moreno, Chief Information Officer
Leigh Kent, Executive Assistant to the President and Board of Trustees

Administrators Absent:
Dr. Sachi Horback, Vice President of Instruction

Others:
Jennifer Mankowski-Dixon, Assistant Attorney General
Lisa Gibert, CEO, Clark College Foundation
Eric Merrill, Chair, Clark College Foundation
Miles Jackson, Dean of SOFA
Cath Busha, Dean of Student Engagement
Dr. Selena Castro, Dean of Student Enrollment & Completion
Prof. Kimberly Sullivan, AHE President
Prof. Suzanne Southerland, Communication Studies
Dave Duback, Accounting Instructor
Julie Robertson, Director of Planning & Grant Development
Colleen Butcher, Director of Information Technology Project Management

I.   **Call to Order/Agenda Review**
      Chair Pollard called the meeting to order at 4:00 pm.

II.   **Approval of March 1, 2019 Special Board Meeting Minutes**

                  Trustee Speer made a motion to approve the March 1, 2019 special board meeting minutes.
      MOTION: Vice Chair Jacobsen seconded the motion and it unanimously passed.

III. **Presidential Search**

    A. Trustee Speer provided a review and summary of the work that has been undertaken since the March 1 special meeting. At the March meeting, it was agreed that Trustee Speer and Vice Chair Jacobsen would move forward on the following items:

        a. Initiate the search firm vetting process for the interim and permanent presidents. Trustee Speer recognized Mmes. Coverson and Hasart, and Mr. Williamson, for providing complete and thorough information on the proposal process and ensuring the Request for Proposal was issued on a timely basis. The RFP was sent out on March 29 and responses are due on April 19. The trustees anticipate making the search firm selection on May 3.

        b. Overall search process—Trustee Speer created a detailed planning schedule for the search process extending through the onboarding period of the new President.

        c. Process to identify an interim president—Vice Chair Jacobsen and Trustee Speer, with support from Ms. Coverson, drafted an interim search process model which the board will review and vote upon this evening.

        d. Delegation of speaking authority—Trustee Speer and Vice Chair Jacobsen continued conversation with constituent groups and community members. They also worked with IT and ComMark to develop and begin implementation of the presidential search page as well as moving to a proactive communications plan with ComMark. Trustee Speer acknowledged Ms. Moreno and Ms. Love, and their teams, for their work in these areas.

    B. At today's meeting, the board members will be asked to review and provide feedback on the proposed search process for the interim president; review and provide feedback on the interim president's position description; review the overall timeline and next steps; and see a preview of the new presidential search webpage.

        Constituent groups (AHE, WPEA, ASCC, and Clark Foundation) will be asked to participate in the interim position description review and update in support of shared governance and transparency. These groups are being included to help ensure the college community is all on the same page.

        The position description will reflect the priorities of the Board and College and will assist the firms in making sure that all candidates are screened to the same criteria. The interim president screening team (Trustee Speer, Vice Chair Jacobsen, Ms. Coverson), will evaluate five interim candidates that are presented for consideration by the search firm and will present two or three of them to the college and board members for interviews. The board of trustees anticipates making the final interim President selection during the June 12 board meeting.

        The board seeks to have an aggressive search schedule to provide the opportunity for college participation prior to the summer break and ensure an interim president is in place prior to President Knight's departure. In the event a qualified candidate does not emerge from the search on this schedule, the search will be continued through the summer with a decision as soon as possible consistent with the search values of equity, transparency, and inclusion.

        Trustee Rupley asked how board members should advise interested candidates who contact them directly about the position. Trustee Speer advised the trustees, or anyone else, to provide the prospective candidates with the search firm name, so they can apply through them. Trustee Speer and Vice Chair Jacobsen will provide the firm with all known names and ask that the firms include them in their outreach, but not to be considered as a preferred candidate.

        Trustee Strong complimented Trustee Speer and Vice Chair Jacobsen on their work. Chair Pollard thanked them and said they have done an outstanding job. It is an ambitious and transparent plan. He indicated that search firms may try on occasion to lengthen a search, but Clark is making it clear that this one is to be done quickly.

ACTION:	Slide 8—add the AHE and WPEA to the constituent groups that will interview the interim candidates.
MOTION:	Trustee Rupley made a motion to approve Slide 8 with the addition of the AHE/WPEA as groups to interview the interim presidential candidates. Trustee Strong seconded the motion and it was unanimously approved.

C.   Interim Position Description
A draft position description using input from the March 1 meeting was discussed and the Board considered input follows:

Slide 9 (Overview)
- Reinforced that the interim president will not be considered for the permanent position of president.
- Per Chair Pollard, update language to reflect Clark not just being "a community college", rather "the community's college"

Slides 10 (Duties)
- Bullet 2—add equity to "…an environment of clear priorities, equity, trust, empowerment, and accountability….".
- Bullet 3—add campus expansion plans to the list of college initiatives.
- Bullet 5—include "local business community".

Slide 11 (Position Requirements)
- Bullet 2 – include ctcLink (Peoplesoft).
- Include a bullet indicating an active supportive role in Foundation fundraising efforts.

ACTION:	Trustee Speer will add the requested language and send a new job description to the constituent groups on April 11 for any additional feedback by April 18. BOT will review and approve on April 24.

D.   Updated Timeline and Milestones
Slide 13 outlined the overall search and onboarding process timeline from January 2019 to July 2020 per March 1 BOT meeting. A detailed schedule of work tracks was included in the board packet.

E.   Presidential Search Web Page
The Board was given a demo of the Presidential Search Web page. Slide 16 summarized the key features of the page. The page will be updated regularly and remain active for up to a year after the new president starts as a historical chronology of the entire process.
- Candidates will be directed to this page for information about the position and they will also be able to contact the search firm directly from this page.
- Once the position finalists are selected and their names becomes public, their bios and related information is expected to be placed on this page.
- The page was modeled after the pages of Highline and Everett Community Colleges.
- If anyone (staff/faculty/community member) has a question about the search, they will send the question to the address on the page and will receive an acknowledgement. An FAQ section will be updated as questions come in.
- The plan is to have the page active by the end of the week.

Trustee Speer acknowledged Ms. Moreno, Ms. Butcher, and Ms. Love for their hard work on this page as they took the group through a virtual tour of the page.

  ACTION: Add information about the diversity of the college and the community.

  ACTION: The title will be, Clark College: The Community's College.

  ACTION: Add Trustee information will be included on the Search Process tab.

           Trustee Speer will generate content and responses for the FAQs and have the first draft
  ACTION: available by April 12.

  F. Next Steps
  Vetting of the search firms begins on April 19 with the selection of firm anticipated at May 3 BOT meeting. Contract and work will begin immediately following the selection.

  The interim job description anticipated to be finalized on April 24.

  The interim search anticipated to begin on April 30.

  Selection of the interim anticipated to be made at the June 12 board meeting. An extension on the search process will be made if a qualified candidate is not identified by then.

IV. **Audience Statements**
Accounting instructor David Duback thanked President Knight for his service to the college. He spoke directly to the trustees about past presidential searches, things that have worked out well and those that have not, mistakes other boards have made during the searches, and asked that this board please be very mindful of selecting a candidate that can serve the college well in years to come.

Ms. Willard thanked Trustee Speer and Vice Chair Jacobsen for their thoughtfulness and the importance of equity around this position.

Trustee Strong asked if the search firms will be asked about the number of diverse candidates they have placed and those candidates' length of tenure at those jobs. Trustee Speer confirmed, yes.

Chair Pollard closed with the following comments:
- He wants the college community to be aware of the huge effort Trustee Speer and Vice Chair Jacobson have put towards this search. The community will be the recipients of their work.
- He assured the board and guests that he will be on the board for the foreseeable future and will be involved in the selection of interim president.
- He does not support an interim co-president model.
- He shared his belief that the final selection will be of someone who understands rules and policies of Washington State, the community and technical college system, guided pathways, and must be capable of keeping Clark on a steady course, protecting the standards of success of the community and students, until the permanent president is on board. It is mandatory that the selected candidate must have a proven track record of success at a community college.

V. Executive Session

There was no executive session this evening.

VI. Adjournment

There being no further business, the meeting adjourned at 5:16.

_____   Leigh Kent
Royce Pollard, Chair   Recorder
                                                                       April 12, 2019

Interim-President of Clark College

Position Description (April 19, 2019)

Overview:

As the premier community college of SW Washington, Clark College is the "community's college." Clark College's Board of Trustees seeks to hire a qualified interim-President (full-time/temporary) for the College. The successful Interim president would begin transitioning and onboarding in late July of 2019 prior to the departure of the current President. The Interim president will continue to the beginning of the new President's term in the summer of 2020. The interim-President will not be considered for the position of President.

Reports to:
Board of Trustees

Level of Supervision:
Chief Executive Officer

Purpose and Responsibilities of Position:
To provide administrative leadership for achieving the institutional goals established by the Board of Trustees for Clark College and Community College District 14.

Duties:
The highest-level priority for this position is to ensure continuity of the College's operations, critical internal initiatives, and external relationships during this important period of transition. General duties for the role are as described in Administrative Staff Position Description 001000 President, with a special emphasis on the following:

- Effectively executing the core functions of the office of the president, prioritizing student outcomes and institutional success.
- Guiding, leading, and managing the college's Executive Cabinet to operate as a high-performance team building an environment of clear priorities, equity, trust, empowerment, and accountability. Role model for the broader college community.
- Evaluating and aligning resources to ensure progress on key college plans and initiatives including the 2015-2020 Strategic Plan, Social Equity Plan, Guided Pathways, ctcLink, and campus expansion plans. Budgeting for and managing resources and agreements consistently with current and projected revenue realities.
- Effectively partnering with the Clark College Foundation as required to support goals of the Promising Pathways fundraising campaign.
- Ensuring effective external relationships in the local community, community and technical college system, state college system, and with local businesses and legislators as the primary "face of Clark College."
- Conducting an objective college-wide assessment of strengths, weaknesses, opportunities, and threats - considering current status, and future trends and requirements. On completion of interim term present the assessment and recommendations to the permanent President and Board of Trustees.

The Successful Candidate Will Demonstrate:

- Multi-year effectiveness in a position of similar scope, in an educational organization of similar size and complexity, operating under a system of transparency, shared governance, loosely coupled systems, and reporting to a Board.
- Understanding of the college systems, processes, culture, and environment necessary for success of Guided Pathways and PeopleSoft based ctcLink.
- Placing the highest value on the success of students and eliminating disparities in educational outcomes.
- Team building and executive leadership skills including:
  - Leading from an equity-minded framework and holding teams accountable for the same. Practicing personal leadership in equity, diversity, and inclusion in service of an open environment to people from all backgrounds and experience levels.
  - Delegating and inspiring others through words and actions, toward fulfillment of the college's vision and strategic priorities. Building and fostering an environment of innovation and excellence, trust and respect, empathy and engagement. A personal orientation toward teamwork, collaboration, and transparency.
  - Leaning into conflict, when needed, using conflict resolution skills – fair but firm.
- Ability to quickly assess complex technical and social systems and to prioritize, focus, delegate, adapt, and hold accountable to accomplish required outcomes. Ability to utilize data, best practices, and a multi-year time horizon in considering alternatives. Not afraid to take strategic or calculated risks.
- Effectiveness leading through periods of declining revenue and/or enrollment, including successful budget management.
- Ability to play an effective partnership role in support of Foundation development activities.
- Flexibility and persistence to effectively navigate change and lead strategic initiatives.
- Ability to strengthen community partnerships and legislative relationships.
- Strong verbal and written communications skills, analytic skills, and strategic/systems thinking.
- Effectiveness working with others in a collective bargaining environment including working knowledge of unions and applicable Collective Bargaining Acts.

Qualifications:

- An earned Master's degree from an accredited university, doctorate preferred.
- Teaching experience and/or Student Services experience in higher education.
- Five years of successful senior level administrative experience, preferably at the community college level.

Term:

Onboarding overlap period with exiting President begins August 1, 2019 through August 31, 2019. Full responsibility for position begins September 1, 2019. Availability for Board of Trustee annual retreat on July 24, 2019 preferred.

Term ends after initial onboarding of new President, expected June/July 2020.

Compensation package: TBD

Clark College is Southwest Washington's largest public institution of higher education. An open-enrollment community college, it welcomes more than 12,000 students of all ages and backgrounds pursuing their educational or career paths each quarter. Students can earn high school diplomas, GEDs, certificates, and degrees in a variety of programs including nursing, dental hygiene, and mechatronics, to name a few. Also, Clark's Running Start program is the largest in the state, with more than 1,800 high school students earning college credit for little or no cost.

Clark College strives to create a vibrant college community that supports a diverse student body, faculty, and staff. By enriching student life through leadership opportunities, personal learning and cultural experiences, we are committed to building a diverse college community that fosters creativity, innovation and student success.

Founded in 1933 as a private, two-year, junior college, Clark College received its first accreditation in 1937 and has been accredited by the Northwest Commission on Colleges and Universities since 1948. It was incorporated into the statewide community college system in 1967.

Clark College's main campus sits on the beautiful 101-acre Vancouver Central Park in the heart of Vancouver, Washington. The college also offers classes on the campus of Washington State University Vancouver and at a satellite location in east Vancouver at the Columbia Tech Center. The college's non-credit Economic & Community Development program, offers corporate and continuing-education classes. The college is currently planning for a new satellite campus in north Clark County with a potential focus on advanced manufacturing. Clark College has collaborated on partnerships with many regional colleges, universities, and technical institutions, allowing students to apply credits earned at Clark toward their bachelor's degrees.

Athletic programs at Clark College include men's and women's basketball, co-ed cross country, men's and women's soccer, softball, volleyball, and baseball. Clark College is a member of the Northwest Athletic Conference.

For more, please go to: https://clark.edu/.

001000 PRESIDENT

Reports To: Board of Trustees

Level of Supervision: Chief Executive Officer

Purpose and Responsibilities of Position:

Provide administrative leadership for achieving the institutional goals established by the Board of Trustees for Clark College and Community College District 14.

Duties Essential to the Position:

1. Assume responsibility for the organization and administration of the College.
2. Submit policy recommendations to the Board of Trustees regarding matters of concern to the College.
3. Recommend and implement changes in personnel and personnel policies including the appointment, placement, suspension, promotion, reduction-in-force, or dismissal of any or all employees of Clark College, Community College District 14.
4. Submit annual budgets to the Board and make any recommendations for budget changes.
5. Provide and/or approve programs of in-service training and development for all Clark College, Community College District 14 employees.
6. Exercise broad discretionary powers along policy lines established by the Board of Trustees.
7. Assume responsibility for establishing and maintaining an adequate public relations program.
8. Formulate all reports required by the Board of Trustees, state, and national agencies.
9. Serve as secretary or designate another person to serve as secretary (non-Board member) to the Board of Trustees. Attend all Board meetings.
10. Develop and present long-range planning recommendations relative to facilities, buildings, grounds, enrollment, and curricular development for periodic review by the Board of Trustees.
11. Recommend establishment of citizens' and trade advisory groups and assist the Board in proposing names of members to be appointed by the Board of Trustees to such groups.
12. Attend professional meetings and such conventions and conferences as deemed necessary by the Board of Trustees.
13. Administer the rules, regulations, policies, and programs adopted by the Board of Trustees.
14. Approve or disapprove all travel within budgetary allocations as approved by the Board of Trustees in the current operating budget of the College.
15. Maintain and keep current the Board Policies and Administrative Procedures.
16. Establish and maintain all committees and organizations necessary for the operation of the College.
17. The President works closely with the Clark College Foundation to align the Foundation goals and activities with the Clark College Strategic Plan. The president also assists the Foundation in fundraising by speaking to donors and potential donors about the college and by joining Foundation staff on critical and high-level donor visits.

Common Duties Established by the College:
1. Serve as chair or member of designated College committees, councils, and teams.
2. Provide leadership in accordance with the Mission and Vision established by the College, furthering Core Themes and College Objectives.
3. Ensure areas of responsibility operate effectively within the policies and procedures of the College and applicable governing agencies.
4. Develop and implement policies and procedures for operating unit(s).
5. Train, supervise, and evaluate employees in accordance with negotiated agreements, applicable state and federal laws, and College policies and procedures.
6. Exercise effective stewardship over college resources.
7. Prepare reports and analytical materials to illustrate objectives, activities, and accomplishments of areas of responsibility.
8. Create a safe, bias-free working environment, which engenders respect for differences.
9. Work to achieve the core theme of fostering a diverse college community as established by the College.
10. Engage in and promote shared governance.

Updated October 2012
Approved by Board of Trustees 10.24.12

CLARK COLLEGE

Page **4** of **4**

Suggested Change - Overview	Source	Recommended Action
1. Reinforce that Clark College is not "just a community college", rather "The Community's College"	Clark BOT	Added to overview
2. Typos	ASCC	Corrected
3. Updated for inclusive language	HR	Modified

Suggested Change - Duties	Source	Recommended Action
1. add equity to "…an environment of clear priorities, equity, trust, empowerment, and accountability….".	ODE	Added to bullet 2
2. add campus expansion plans to the list of college initiatives.	Foundation	Added to bullet 3
3. include "local business community".	Foundation	Added to bullet 5
4. <u>Focus</u> duties around four primary tasks: - Teach, lead and manage the college's executive cabinet to function as a team for the benefit of the college and the vision. - Negotiate new collective bargaining agreements. - Budget for, and manage the services provided by the college in a declining revenue environment. - Address the equity demands and any communication needs raised.	Foundation Board	These are aligned with top 3 bullets - Incorporated in bullet 2 - Incorporated in bullet 3 - Incorporated in bullet 3 - Addressed in bullet 2
5. Replace "of clear priorities" with "with clear priorities of" in bullet 2	ASCC	Bullet rewritten
6. Modify bullet 5 to differentiate CTC from state college systems "Ensuring effective external relationships in the local community, community and technical college system, state college system, and with local businesses and legislators as the primary 'face of the college'. "	ASCC	Incorporated
7. Updated for inclusive language	HR	Modified

Suggested Change – Attributes of The Successful Candidate	Source	Recommended Action
1. Ability to work with the BOT	Clark BOT	Added to bullet 1
2. Include ctcLink (Peoplesoft).	Planning and Effectiveness	Added to bullet 2
3. Include a bullet indicating an active supportive role in Foundation fundraising efforts.	Foundation	New bullet 6 added
4. Revise bullet 1 to "Demonstrated multi-year effectiveness in a position of similar scope, in an **educational** organization of similar size and complexity, operating under a system of transparent shared governance, **loosely coupled systems**, and reporting to a Board."	Foundation Board	Incorporated
5. Add "Demonstrated experience maintaining and extending services in an environment of declining resources, placing the highest value on student outcomes success."	Foundation Board	New bullet 5 added
6. Add "Demonstrated experience navigating difficult staff negotiations while cultivating strong trust relationships"	Foundation Board	Addressed in bullet 3

7. Remove bullet 2 "Demonstrated understanding of the college system and environment, especially Guided Pathways and PeopleSoft based ctcLink, placing the highest value on student outcomes success." (concern over too narrowly casting net to potential candidates)	Foundation Board	Retain bullet. These are transitions in mission critical processes and systems over the next 18-24 months.
8. Modify bullet 3 to "Demonstrate **team building and** leadership skills including:"	Foundation Board	Incorporated
9. Demonstrated history of working well with union groups or a working knowledge of unions	WPEA	Bullet 10 added
10. Demonstrated executive leadership skills, including visionary leadership, strategic thinking, and an innovative spirit with a commitment to promote excellence	WPEA	Incorporated in bullet 3
11. A thorough knowledge of best practices in higher education administration	WPEA	Incorporated in bullet 4
12. A demonstrated commitment to the creation and development of a diverse and inclusive workplace and willingness to take actions to enhance the diversity of Clark College and ensure an environment that is welcoming to people from all backgrounds and experience levels	WPEA	Incorporated in bullet 3
13. Ability to articulate values of equity, diversity, and inclusion to a range of constituents.	WPEA	Incorporated in bullet 3
14. A strong personal orientation toward collaboration, teamwork, transparency, accessibility, accountability and delegation;	WPEA	Incorporated in bullet 3
15. All final candidates possess at least 7 years of successful budget management experience	AHE	Added to bullet 5
16. AHE leadership should conduct interviews at the college of final candidates for the president search	AHE	Not included in position description, however interviews at college of final candidates are expected to take place with a representative team (including AHE) from Clark TBD this fall.
17. Modify bullet 2 to include success of students and eliminating disparities in educational outcomes	ASCC	Incorporated
18. Typo in bullet 4	ASCC	Corrected
19. Updated for inclusive language	HR	Modified

Suggested Change – Qualifications	Source	Recommended Action
1. Interim and president should possess at least 7 years teaching experience at an institution of higher education	AHE	Qualification section added reflecting critical requirements for the role and our values of inclusion.
2. The interim and the president should hold degrees in an academic discipline in addition to or instead of a Master's degree or doctorate in education (education programs, education leadership, education management, etc.)	AHE	

TO: The Washington State Board of Education

FROM: The Clark College Board of Trustees and Clark College President

RE: Temporary Waiver Available for Community Colleges from High School Graduation Requirements in WAC 180-51-068

DATE: June 2019

Whereas Clark College partners with the K12 districts Battle Ground, Camas, Evergreen, Ridgefield, Vancouver, and Washougal in our service area;

Whereas Clark College provides instruction to the student population of these districts; and

Whereas Clark College's programs are aligned to state graduation standards and in order to serve the students of our district partners; now, therefore, be it *Resolved*, the Clark College Board of Trustees and President Robert Knight, approve a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2021 instead of the graduating class of 2019.

_____

Royce Pollard
Chair, Clark College Board of Trustees

_____

Date

_____

Robert Knight
President, Clark College

_____

Date

THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

APPLICATION
Temporary Waiver from High School Graduation Requirements
Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts, private schools, and community colleges to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

> "In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application."

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district's board of directors requesting the waiver. The resolution must, at a minimum:

    1. State the entering freshman class or classes for whom the waiver is requested;
    2. Be signed by the chair or president of the board of directors and the superintendent.

- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.

- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:
Parker Teed
Policy Analyst
360-725-6047
parker.teed@k12.wa.us

For questions, please contact:
Parker Teed
Policy Analyst
360-725-6047
parker.teed@k12.wa.us

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Clark College

2. Contact information

   Name and title: Jim Wilkins-Luton, Dean of Basic Education, English, Communications and Humanities

   Telephone: 360-992-2932

   E-mail address: jwilkins-luton@clark.edu

3. Date of application: March 21, 2019

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Clark College partners with the K12 districts Battle Ground, Camas, Evergreen, Ridgefield, Vancouver, and Washougal in our service area. We provide instruction to the student population of these districts. Our program is aligned to state graduation standards and in order to serve the students of our district partners, we are requesting the waiver in order to keep our program aligned with our service district partners, which have been granted the waiver to delay implementation of the career and college ready graduation requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Clark College is currently able to fully implement the graduation requirements; however, we are requesting the waiver in order to remain aligned with our partner districts. Additionally, students in our HS21+ program, are often those for whom traditional K-12 education did not work, and requirements in addition to those of the local school districts in our service area will create additional barriers for our student population.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

        __X__ Class of 2020

        __X__ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Clark College has courses available that fully meet the graduation requirements. Our program has developed high school level courses based on OSPI curriculum standards that fulfill all credit requirements for the 24 credit high school diploma. Additionally, student that meet eligibility requirements may take college-level coursework, which transfers back into their high school diploma program. In order to serve students from participating districts including Green Mountain, Hockinson, and La Center, Clark College has implemented career and college graduation requirements for those classes prior to 2021, and we are fully able to offer the 24 credit diploma option for those who request or require it.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Applications for Waiver of Implementation of the 24 Credit Framework for Up to Two Years

RCW 28A.230.090 (1) provides that school districts may apply to the State Board of Education for a waiver to implement the Career- and College-Ready Graduation requirements adopted in 2014 beginning with the graduating class of 2020 or 2021 rather than the graduating class of 2019. The SBE is directed to grant such waiver to an applying school district at the next subsequent meeting of the Board after receiving an application. (E2SSB 6552. Chapter 217, Laws of 2014.) WAC 180-51-068 (11) implements this provision. For more information about graduation requirements, visit the Graduation Requirements page.

District (or other entity)	Date Granted	Graduating Classes Waived
Aberdeen	July 9, 2015	2019 and 2020
Auburn	January 8, 2015	2019 and 2020
Arlington	January 11, 2017	2019 and 2020
Battle Ground	January 8, 2015	2019 and 2020
Bellingham	May 14, 2015	2019 and 2020
Bethel	January 8, 2015	2019 and 2020
Blaine	March 12, 2015	2019 and 2020
Bremerton	March 10, 2016	2019 and 2020
Camas	May 14, 2015	2019 and 2020
Castle Rock	May 14, 2015	2019 and 2020
Centralia	May 12, 2016	2019 and 2020
Central Kitsap	March 12, 2015	2019 and 2020
Central Valley	March 12, 2015	2019 and 2020
Chehalis	March 12, 2015	2019 and 2020
Cheney	March 7, 2018	2019 and 2020
Chimacum	July 9, 2015	2019 and 2020
Clarkston	January 14, 2016	2019 and 2020
College Place	September 11, 2015	2019 and 2020
Concrete	January 8, 2015	2019 and 2020
Coupeville	May 14, 2015	2019 and 2020
Crescent	March 10, 2016	2019 and 2020
Darrington	July 9, 2015	2019 and 2020
Deer Park	May 14, 2015	2019 and 2020
Eastmont	May 14, 2015	2019 and 2020
East Valley (Spokane)	May 12, 2016	2019 and 2020
East Valley (Yakima)	November 10, 2016	2019 and 2020
Eatonville	July 9, 2015	2019 and 2020
Edmonds	March 12, 2015	2019 and 2020
Ellensburg	March 12, 2015	2019 and 2020
Elma	May 14, 2015	2019 and 2020
Entiat	November 5, 2015	2019 and 2020
Everett	January 14, 2016	2019 and 2020
Evergreen	July 14, 2016	2019 and 2020
Fife	September 11, 2015	2019 and 2020
Finley	May 14, 2015	2019 and 2020
Franklin	July 9, 2015	2019 and 2020
Granite Falls	May 14, 2015	2019 and 2020
Highline	March 12, 2015	2019 and 2020
Hoquiam	July 9, 2015	2019 and 2020
Kalama	March 12, 2015	2019 and 2020

District (or other entity)	Date Granted	Graduating Classes Waived
Kennewick	May 14, 2015	2019 and 2020
Kent	August 9, 2018	2019 and 2020
Kettle Falls	May 14, 2015	2019 and 2020
Kiona-Benton	March 12, 2015	2019 and 2020
Lake Stevens	July 9, 2015	2019 and 2020
Lakewood	May 14, 2015	2019 and 2020
Liberty Christian School of the Tri-Cities	July 14, 2016	2019 and 2020
Longview	November 14, 2014	2019 and 2020
Lower Columbia College	September 13, 2018	2019 and 2020
Lynden	March 12, 2015	2019 and 2020
Marysville	March 12, 2015	2019 and 2020
Mead	March 12, 2015 (Class of 2019) and July 12, 2018 (Class of 2020)	2019 and 2020
Mossyrock	July 9, 2015	2019 and 2020
Mukilteo	March 9, 2017	2019 and 2020
Naches Valley	November 5, 2015	2019 and 2020
Napavine	May 14, 2015	2019 and 2020
North Kitsap	March 12, 2015	2019
North Thurston	March 12, 2015	2019 and 2020
Okanogan	May 12, 2016	2019 and 2020
Omak	November 8, 2018	2019 and 2020
Olympia	May 14, 2015	2019 and 2020
Pasco	March 12, 2015	2019 and 2020
Port Angeles	March 10, 2016	2019 and 2020
Prosser	March 12, 2015	2019 and 2020
Quilcene	May 14, 2015	2019 and 2020
Raymond	January 11, 2017	2019 and 2020
Renton	May 14, 2015	2019 and 2020
Richland	March 12, 2015	2019 and 2020
Ridgefield	July 9, 2015	2019 and 2020
Rochester	July 9, 2015	2019 and 2020
Seattle	January 8, 2015	2019 and 2020
Sedro Woolley	March 12, 2015	2019 and 2020
Shelton	May 14, 2015	2019 and 2020
Shoreline	March 12, 2015	2019 and 2020
Snohomish	November 14, 2014	2019 and 2020
South Bend	March 12, 2015	2019 and 2020
Spokane	January 14, 2016	2019 and 2020
Stanwood-Camano	January 8, 2015	2019 and 2020
Sultan	March 12, 2015	2019 and 2020
Sumner	May 14, 2015	2019 and 2020
Taholah	May 14, 2015	2019 and 2020
Tahoma	March 12, 2015	2019 and 2020
Tenino	July 14, 2016	2019 and 2020
Toledo	July 9, 2015	2019 and 2020
Touchet	May 14, 2015	2019 and 2020
Toutle Lake	March 12, 2015	2019 and 2020
Tukwila	May 14, 2015	2019 and 2020
Tumwater	May 14, 2015	2019 and 2020
Vancouver	May 14, 2015	2019

District (or other entity)	Date Granted	Graduating Classes Waived
Walla Walla	May 14, 2015	2019 and 2020
Washougal	November 5, 2015	2019 and 2020
Wellpinit	January 8, 2015	2019 and 2020
Wenatchee	May 14, 2015	2019 and 2020
West Valley (Spokane)	July 9, 2015	2019 and 2020
White Pass	July 9, 2015	2019 and 2020
White Salmon	July 9, 2015	2019 and 2020
Wishram	November 8, 2018	2019 and 2020
Winlock	May 14, 2015	2019 and 2020
Yelm	May 14, 2015	2019 and 2020

WPEA/UFCW Local 365, Clark College Unit

Board Report for April 2019

MEETINGS

WPEA Quarterly Classified Members Meeting: June 13, 2019

COMMUNICATION

Current contact for campus stewards:

Sarah Thorsen   360-992-2075
Sara Seyller   360-992-2214
David Sims   360-992-2132
Gayla Shanahan   360-992-2336*
Heather Adams   360-992-2900
Degundrea Harris   360.992.2382
This number is the main line for Facilities Services—please be cautious when leaving messages.

Labor Management Communication
WPEA stewards met with management and discussed:
The scheduled LMCC Meeting on 3/21/19 was cancelled.

WPEA Member topics and concerns:

WPEA Classified members present at the March 14, 2019 quarterly classified meeting were united in their desire to have this year's Employee Climate Survey take place as scheduled. WPEA ask that the survey be conducted before the end of April 2019.

Cancellation of the March 14, 2019 President's Open Dialog with Classified Staff has not been rescheduled.

Classified Staff would like to know the date when the Classified Open Dialog is rescheduled.

Degundrea Harris traveled to Olympia with President Knight in March. Dee shared personal stories that our Classified Staff submitted for our Legislators to read and understand. Dee related the vital need for local wage increases and the importance of keeping revenue within local communities and within our State.

Any recent updates will be shared.

ASCC STUDENT GOVERNMENT
BOARD OF TRUSTEES REPORT
April 2019

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
- **ASCC is continuing to reach out to others across social media platforms in order to promote campus and student engagement. Through OSWALD the Open-Handed Penguin and various other events such as social media spirit weeks, there has been a good increase in online engagement from the beginning of the year.**

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
- **On March 24th and 25th the ASCC President attended the action day for the Washington Student Engagement Network, a coalition of students from community and technical colleges, independent and private colleges, and state and public colleges. He met with legislators in Olympia in order to advocate on behalf of Clark's student for the full funding of the state need grant. The complete funding of the state need grant would aid in eliminating disparities in educational outcomes and create a stronger and more prepared workforce in Washington.**
- **Of the 5 bills supported by ASCC, 4 are moving forward in the legislative process and have, at the very least, moved from one house to the other. These bills include:**
  - **HB 1702 which would make it a requirement to notify students which courses are considered low cost (under $50) during registration.**

1

- o **HB 1714 and companion bill SB 5113 which would allow students obtaining an AA degree to also be granted a high school diploma as long as they are 16 years or older and have completed necessary coursework.**
- o **SB 5775 which would allow the boards of colleges and universities to waive all or a portion of tuition for veterans or National Guard members.**
- o **HB 1355 which would establish hiring standards for counselors in the CTC system and implement a ratio of one counselor per nor more than every 900 students.**

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

- ▪ **The ASCC Student Government Budget Committee approved four one-time funding requests on March 13th. The first request was approved for the amount of $9127 for the purpose of sending the Poppin' Penguins Club to Seattle to participate in Camp Jitterbug, a camp that would provide them the opportunity to learn more dance skills, network, and build community.**
- ▪ **The second request was made by Career Services. The $2000 approved amount would provide 50 Strong Interest Inventory tests and 50 Meyers Briggs Type Indicator tests to students who otherwise might have not been able to afford it.**
- ▪ **The third request was made by the college's literary and arts publication, The Phoenix. $999 will go towards creating a special edition cover for the 2019 issue as well as five awards for students.**
- ▪ **The final request was for the amount of $33505 for the Queer Penguins and Allies. This money was allocated for 20 students to attend the 50th anniversary of the World Pride Festival and Stonewall in New York City. This trip will provide attendees with the opportunity to visit historical and important sites, allow them to connect with other students, represent Clark, and learn from varying perspectives.**

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.

2

Progress

- **On March 13th, the Activities Programming Board hosted an event at the Columbia Tech Center campus that aimed to relieve the stress students were facing at the end of the quarter. The event, appropriately called "Stress Less", provided 117 students with free coffee, smoothies, and muffins.**
- **54 of the 71 available student representative positions on College committees have been filled.**
- **There are currently 21 completely chartered student clubs and 10 clubs that are somewhere in the chartering process.**

Foundation
April 2019

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

1. <u>**Development:**</u> *incorporates all aspects of the development program: Promising Pathways – Campaign goes public, Cost effectiveness of foundation's development operations, Expansion of the constituent base, Enhancement of strategic constituent engagement and/or stewardship*

   As the foundation moves into its final quarter of the fiscal year, it is full-steam ahead. By all accounts it looks like the foundation will reach or possibly exceed its stretch fundraising goal of $7 million for this year. Currently the foundation stands at about $6.2 million raised with more than $500,000 in verbal commitments awaiting final processing. With regards to the campaign, nearly $19.3 million has been secured towards our $35 million campaign goal to-date. We anticipate by the end of the fiscal year we will be at nearly $20 million raised.

   We have a number of activities and events supporting our campaign. Our *Conversations* program continues to be a successful tool in terms of opening the doors to new relationships. On April 8, we will be holding a *Conversation* focusing on the Penguin Pantry and the issue of food insecurities on campus. On April 29, we are holding a *Conversation* in support of the economic community development department's new Advanced Manufacturing training program for corporations. This event will be held at the Arlington Club in Portland and will include a number of manufacturing business owners and CEO's. Our *Penguins in the Desert* event was held last month at the La Quinta Hotel in Palm Springs, California, where about 13 friends and alumni attended a reception. In addition, the foundaiton's development staff and President Knight met with several others who are living in the desert area (we have nearly 400 alumni and friends who live in and around the Coachella Valley). We hope to grow this opportunity and turn this event into an annual tour as we visit and cultivate our significant supporters in Arizona and California.

   Our foundation team helped support two important events in February and March – the Athletic Hall of Fame dinner and the Iris Awards. Both were well attended and were packed with inspiring messages about the people in our community and their support for Clark College.

   Finally, we are putting the final touches on a mini-campaign known as **5,000 Voices**. By the end of the campaign in 2021 the goal is to secure more than 5,000 unique individuals and entities who will participate financially in the campaign – and with this mini-campaign. The goal is to put a "voice" to these supporters and let them share why they support Clark College Foundation and Clark College. You'll be hearing and seeing more about this effort as part of *Promising Pathways: the Campaign for Clark College.*

2. **Strategic Alignment:** *Builds on the mantra, "together we are stronger. Process to bridge and support communication between institutions, maintain transparency and collaborate advocacy at the local, state and federal levels.*

Since the March 2019 foundation board meeting, the two primary areas of foucs for ongoing institutional alignment include, 1) capital funding for Boschma Farms, and 2) the Clark College Presidential Search and leadership transition. The foundation staff and board volunteer leadership have been actively involved in both of these areas of foucs, offering extra support and input. Mr. Eric Merrill, the foundation's current board vice chair, has agreed to serve as a community representative for the Presidential Search, while Lisa Gibert continues her role and involvement as requested. Development activities continue at CC at Boschma Farms where a portion of the site is now prepared for land transfer to the college for the first academic building. Coordination between the college and the foundation is ongoing with assistance from the foundation's real estate legal counsel and the City of Ridgefield.

3. **Fiduciary Responsibility:** *Insuring compliance and fiduciary oversight to the organizations asset base. Clear reporting to board to make financial decisions, oversight of key financial processes and compliance with governing documents and transparency to college regarding support and assets available.*

The foundation continued support of college needs and priorities. For the eight months ending February 28, 2019 the foundation made the following college and student related expenditures:

Scholarships	$ 816,613
College program support	473,886
Boschma Farms land debt payments	296,296
Culinary COP payment	171,750
College staff salaries/benefits/stipends	192,758
College and community relations	35,227
Total	$ 1,986,530

4. **Board Relations:** *Implement and maintain processes by which board insures its relevance through appropriate succession planning and evaluation of efforts. Identification, recruit and nomination of new board members, assessment of process for board member engagement.*

Two prospective board members are in the pipeline for possible participation in foundation governance. Interest is being determined and a decision should be made prior to the end of FY 2019, (June 30, 2019).

Respectfully submitted,

Lisa Gibert
Foundation Chief Executive Officer
April 8, 2019

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

Financial Dashboard as of February 28, 2019

CLARK COLLEGE FOUNDATION

Contributions/Donations Received

	Year to Date	6/30/2018	6/30/2017	6/30/2016	1973 - Present Life to date
Unrestricted	$ 343,101	$ 702,866	$ 351,760	$ 1,022,195	
Temp. Restricted	825,853	2,096,785	1,483,984	4,128,267	
Perm. Restricted	2,830,777	1,752,797	103,677	346,685	
Total	$ 3,999,732	$ 4,552,448	$ 1,939,421	$ 5,497,147	$100,133,064

College Support Expended

	Year to Date		6/30/2018		6/30/2017		6/30/2016		1973 - Present
	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Life to date
Program	$ 109,013	$ 729,381	$ 470,922	$ 601,058	$ 298,054	$ 495,521	$ 432,044	$ 643,482	$ 34,658,121
Goschma Farms land acquisition	296,296	-	444,444	-	444,444	-	1,244,444	-	5,874,071
Capital projects-STEM/Dental Hyg./Oth.	-	-	-	603,265	175,000	252,559	-	1,537,786	13,986,854
College & Community Relations	35,227	-	47,306	-	81,718	-	46,821	-	249,002
Scholarships	12,365	804,248	8,210	960,649	9,063	900,038	9,416	848,625	11,825,757
Total	$ 452,901	$ 1,533,629	$ 970,882	$ 2,164,972	$ 1,008,279	$ 1,648,119	$ 1,732,724	$ 3,029,893	$ 66,593,807

Scholarships

	YTD	6/30/2018	6/30/2017	6/30/2016	6/30/2015
Number of scholarship award payments	830	840	715	846	789
Clark College Students (Fall Census excl. Running Start)	7,973	8,490	8,880	9,118	10,081

Cost of tuition (2018-2019). 12 credits for 3 qtrs. = $3,755. Lower division courses. Excludes books or addtl. fees such as nursing, labs, etc.

Net Assets by Type

Unrestricted	$ 16,855,858
Board Restricted	11,185,045
Temporarily Restricted	14,743,819
Permanently Restricted	57,701,267
Net Assets	$ 100,485,989

Net Assets by Type

- Unrestricted
- Board Restricted
- Temporarily Restricted
- Permanently Restricted
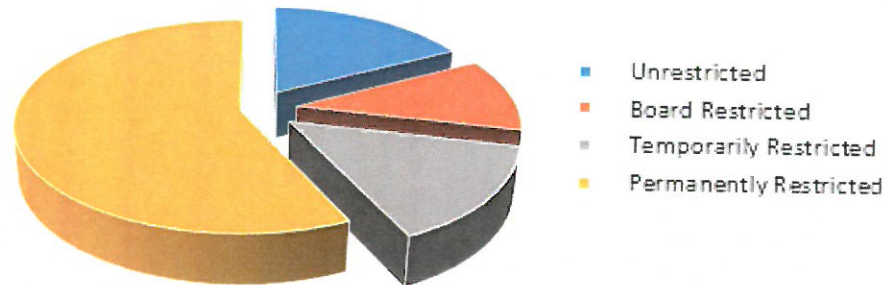
Unrestricted Net Assets

	Year to Date	6/30/2018	6/30/2017	6/30/2016	6/30/2015
Assets					
Cash	$ 27,183	$ 32,573	$ 533,396	$ 434,119	$ 493,183
Investments	5,719,398	8,103,108	7,067,349	7,797,334	7,174,405
Pledges Receivable	201,861	122,925	133,280	65,880	62,090
Prepaids/Deposits/Other Assets	514,043	337,341	164,818	120,217	116,667
Land/building/equipment	12,734,317	12,728,727	12,731,837	13,038,307	13,041,589
Liabilities					
A/P/Other Liabilities	(529,619)	(888,502)	(422,434)	(1,957,849)	(675,487)
Note Payable	(1,811,325)	(2,082,091)	(2,481,701)	(2,873,600)	(4,251,388)
Unrestricted Net Assets	$ 16,855,858	$ 18,354,081	$ 17,726,545	$ 16,624,408	$ 15,961,059

Projected Liquid Unrestricted Net Assets Available

6/30/2019	1,840,338
6/30/2020	1,320,894
6/30/2021	826,449
6/30/2022	332,005
6/30/2023	(100,403)

Boschma Debt Paydown (payments $37,037/month)

YTD	$1,811,325
FY 2019	$1,674,618
FY 2020	$1,259,128
FY 2021	$835,463
FY 2022	$403,463
FY 2023	$-
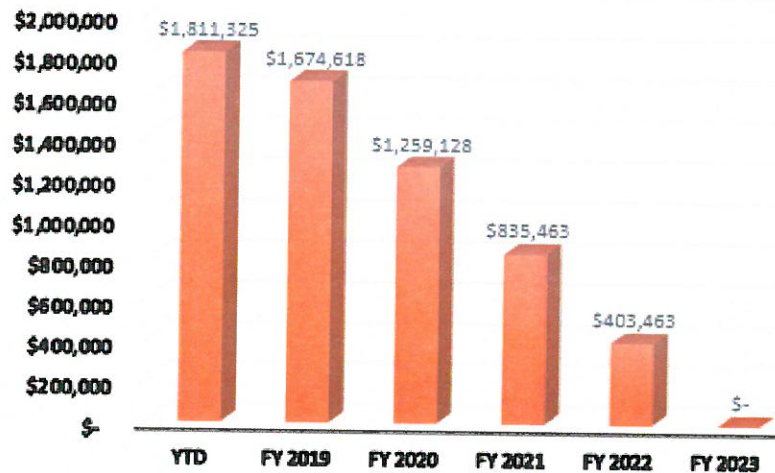
Investment Pool Returns (Losses)

Quarter	2.4%
1 Year	3.0%
3 Year	9.4%
5 Year	6.6%
7 Year	7.5%
10 Year	8.0%
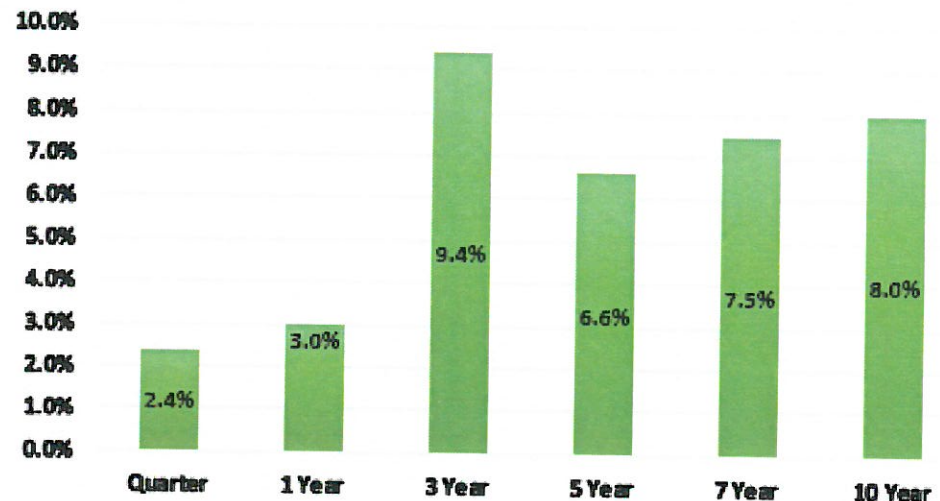
Endowment Distribution Details

	FY 19	FY 18	FY 17	FY 16	FY 15
College Program	$ 1,522,786	$ 1,229,465	$ 1,187,928	$ 1,153,185	$ 1,049,170
Unrestricted	1,884,177	1,733,270	1,704,605	1,650,472	1,455,009
College Program Reserves	221,260	232,247	201,368	248,212	203,443
	$ 3,628,223	$ 3,194,982	$ 3,093,901	$ 3,051,869	$ 2,707,622

Dashboard

CLARK COLLEGE FOUNDATION

Strategic Initiatives:
Development
Strategic Alignment
Fiduciary Responsibility
Board Relations

	Current fiscal year to-date	Prior fiscal year to-date	Prior fiscal year
Fiscal year	7/1/2018 - 3/10/2019	7/1/2017 - 3/10/2018	7/1/2017 - 6/30/2018
Total number of donors	1,459	1,527	2,076
Number of new donors acquired	530	546	858
Number of new major gift donors acquired	14	9	18
Number of $1,000+ donors	176	172	224
Number of confirmed irrevocable planned gifts	5	3	3
Number of confirmed revocable planned gifts	1	1	2
Foundation board participation*	89%	91%	100%
College trustee participation	60%	100%	100%
Executive Cabinet participation	60%	88%	91%
Foundation staff participation	95%	100%	100%

*excludes ex-officio members

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

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

Gift types considered: cash, recurring gift payment, pledge, property/stock, in-kind.

Clark College Foundation
Annual Giving Comparison
as of March 10, 2019

	FY2019	FY2018	FY2017	FY2016
TYPE				
Cash/Stock/Property	$1,087,441	$3,135,656	$1,032,495	$1,254,375
Pledge	$253,922	$99,974	$1,015,831	$4,442,124
In-kind	$40,045	$41,124	$220,399	$81,907
Deferred Irrevocable at Face Value*	$4,502,939	$1,158,712	$100,000	$9,953
TOTAL	$5,884,347	$4,435,467	$2,368,725	$5,788,359
SOURCE				
Board Members (includes ex officio)	$72,980	$95,380	$641,410	$111,404
Employees	$42,114	$36,108	$54,078	
Alumni	$523,692	$1,039,995	$185,508	$380,645
Friends	$400,740	$615,815	$545,993	$331,164
Estates	$4,236,556	$1,087,717	$26,200	$23,000
Family Foundations and Trusts	$66,750	$850,600	$337,988	$4,450,530
Corporate & Community Foundations	$292,784	$499,208	$222,342	$140,220
Corporations/Other Organizations	$247,659	$204,394	$353,892	$343,482
Government Entities	$1,072	$6,249	$1,314	$7,914
TOTAL	$5,884,347	$4,435,467	$2,368,725	$5,788,359
PURPOSE				
Current Use				
Unrestricted	$76,493	$396,376	$495,391	
Faculty Support	$73	$0	$0	
Programs/Other	$298,984	$315,270	$423,516	
Scholarships	$549,343	$717,393	$377,189	
Sponsorships	$54,800	$13,384	$34,600	
Technology/Equipment	$0	$0	$0	
Endowed				
Unrestricted	$0	$0	$0	
Faculty Support	$0	$0	$0	
Programs/Other	$50,000	$80,243	$33,456	
Scholarships	$339,115	$1,747,579	$103,393	
Technology/Equipment	$0	$0	$0	
Capital				
Culinary	$12,600	$6,370	$780,515	
STEM	$0	$140	$20,465	
Programs/Other	$0	$0	$200	
Deferred Irrevocable at Face Value*				
Programs/Other	$4,502,939	$1,158,712	$100,000	
TOTAL	$5,884,347	$4,435,467	$2,368,725	$0
*Number of irrevocable gifts secured	5	3	1	
Deferred Revocable at Face Value	$170,000	$1,010,000		

Committed Gifts Report

By Campaign Initiative

July 1, 2015 - March 10, 2019

	Endowment	Current	Capital	Irrevocable Planned Gift	In Kind	Total
Scholarships ($8 MM)						
FLEX	$ -	$ 52,350	$ -	$ 4,157,939	$ -	$ 4,210,289
Unit / Program Based	$ 2,521,337	$ 1,769,004	$ -	$ 970,012	$ 5,577	$ 5,265,930
Foundation Unrestricted	$ -	$ 138,440	$ -	$ -	$ -	$ 138,440
Advanced Manufacturing ($5 MM)						
Personnel	$ -	$ -	$ -	$ -	$ -	$ -
Facilities	$ -	$ -	$ -	$ -	$ -	$ -
Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Program	$ -	$ -	$ -	$ -	$ -	$ -
Guided Pathways ($4 MM)						
Professional Development	$ -	$ 25,000	$ -	$ -	$ -	$ 25,000
Personnel	$ -	$ -	$ -	$ -	$ -	$ -
Financial Literacy	$ -	$ 35,000	$ -	$ -	$ -	$ 35,000
Technology / Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Smart Classrooms	$ -	$ -	$ -	$ -	$ -	$ -
Program	$ -	$ 24,926	$ -	$ -	$ 347	$ 25,273
Automotive ($2 MM)						
Personnel	$ -	$ -	$ -	$ -	$ -	$ -
Facilities	$ -	$ -	$ -	$ -	$ -	$ -
Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Program	$ -	$ 6,195	$ -	$ -	$ 178,761	$ 184,956
Veteran's Resource Center ($2 MM)						
Emergency Fund	$ -	$ 4,125	$ -	$ -	$ -	$ 4,125
Transportation / Childcare	$ -	$ -	$ -	$ -	$ -	$ -
Professional Development	$ -	$ -	$ -	$ -	$ -	$ -
Transition Boot Camp	$ -	$ -	$ -	$ -	$ -	$ -
Program	$ -	$ 291,104	$ -	$ -	$ 2,805	$ 293,909
Culinary ($8.5 MM)						
Personnel	$ -	$ -	$ -	$ -	$ -	$ -
Facilities	$ -	$ -	$ 4,815,010	$ 297,000	$ -	$ 5,112,010
Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Program	$ -	$ 39,989	$ -	$ -	$ 19,862	$ 59,851
Mature Learning ($1 MM)						
Program	$ -	$ 12,415	$ -	$ -	$ -	$ 12,415
Other						
Restricted	$ 49,000	$ 705,201	$ 329,840	$ 150,819	$ 113,085	$ 1,347,946
Unrestricted	$ -	$ 1,316,499	$ -	$ 189,953	$ 63,038	$ 1,569,491
Total ($35 MM)	$ 2,570,337	$ 4,420,248	$ 5,144,850	$ 5,765,723	$ 383,476	$ 18,284,634

CLARK COLLEGE
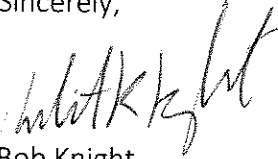EST. 1933

March 19, 2019

Royce Pollard
Chair
Clark College Board of Trustees
1933 Fort Vancouver Way
Vancouver, WA 98663

Dear Chair Pollard:

I would like to inform you of my desire to retire as the President of Clark College on August 31, 2019.

It has been an honor to serve as the president for the past nearly 13 years.

Sincerely,

Bob Knight
President

April 2019 Board Report

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

Objective AE1: Implement and institutionalize practices that increase academic performance, retention, and completion.

- A GED instructor at Larch Corrections Center was published in the Spring issue of Coalition on Adult Basic Education (COABE). The article details her efforts in creating a graduate internship program for Portland State University (PSU) students interested in prison education and the development of a tutor training curriculum for inmate teaching assistants. Both projects benefit inmate students who are working toward a high school credential and/or aspire to attend college. (OOI)

Objective AE5: Engage faculty, administrators, and staff in professional development experience that enhance student learning.

- Human Resources-Employee Development will continue to offer a series of engaging development opportunities for classified, administrative, and exempt staff. In spring quarter, we have scheduled at least 11 development sessions for supervisors, which will include:
  - Equity in Hiring
  - Budget 101
  - Budget 102
  - Title IX
  - Leave and Benefits 101
  - Managing Conflict in the Workplace 101 for Managers and Supervisors (or leadership)
  - Managing Conflict in the Workplace 102 for Managers and Supervisors (or leadership)
  - Reasonable Suspicion Training (Drug-Free Workplace)
  - Supervision Basics
  - Dialogue Sessions
    (HR)

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

Objective SE1: 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.

- On February 7, Office of Diversity Equity & Inclusion hosted a Community Kickback for student faculty and staff. Fifty people came to this event. The purpose was to let the students know that we are continuing to make ways for them to be included and have a space that they feel safe and can build community with the staff and faculty on campus. (DEI)

Objective SE2: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.

- In February and March, the Interim AVP of Diversity, Equity & Inclusion offered the PPI training, "Mitigating Stereotype Threat". This training addressed and examined social identity as well as stereotypes and stereotype threat. Participants gained strategies and tools to combat stereotype threat. Forty eight faculty and staff attended this training. (DEI)

- In February, The Office of Diversity, Equity & Inclusion offered, "White Allyship Conversation Project" and participants had the chance to explore their identities, learn how to acknowledge different lived experiences without alienating friends and neighbors, and move toward action in their own communities as well as engage in meaningful conversation about how to become a good ally. Eighteen people attended this training. (DEI)

- The Office of Diversity, Equity & Inclusion offered "The Impact of Microaggressions" and 20 people attended this training. Participants learned how to define and identify the three types of microaggressions, discussed examples of microaggressions within our community and more broadly and were given tools for responding and minimizing harm. (DEI)

Objective SE3: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.

- Office of Diversity, Equity & Inclusion included two students on two hiring committees this quarter to include student voices and help with retention of current staff and student engagement. (DEI)

- February 25-28, Office of Diversity Equity & Inclusion partnered with each Employee Resource Group (ERG) group to help build community during Affinity week. We engaged staff and students to build connections in hopes of building retention for Systemically Non-Dominant groups. (DEI)

- Started a multi-cultural resource group March 19. The Multicultural Employee Resource Group provides support for Clark College employees who identify as people of color. We provide opportunities to engage in intentional community-building across a variety of non-dominant racial identities. (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 EV3: 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.

- Clark's Early Childhood Education program is partnering with Educational Opportunities for Children and Families (EOCF) to offer a dedicated class section of EDUC& 130--Guiding Behavior spring term for EOCF parents and staff. Under the terms of the agreement between Clark and EOCF, EOCF will

cover the tuition and fees and textbook cost for the course. This course is part of EOCF's Parent University program that is designed to recruit new classroom teachers from the ranks of parents who rely on EOCF services for their own children. Special thanks to EOCF Executive Director Rekah Strong for partnering with the college on this initiative. (OOI)

Objective EV4: Maximize the college's return on investment by responsibly allocating available resources.

- In March, the Human Resources (HR) Benefits team focused on notifying eligible employees of the special one-time open enrollment opportunity for optional Long-Term Disability (LTD) insurance, which lasted from March 1 through March 31, 2019. Employees did not need to provide evidence of insurability (proof of good health) to enroll, changes take place effective May 1, 2019. The benefits team will work with Public Employees Benefit Board (PEBB) to process changes in Optional LTD insurance in the local Human Resource Information System (HRIS).

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

Objective EI2: Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.

- The third cycle of data validation was successfully conducted with 40 staff participating. Clark hosted the SBCTC project team for a week to assist with the updates needed to the course catalog. Over 7,000 instructional and continuing education courses exist in the new PeopleSoft course catalog which is in production and used by the First Link colleges. Staff were able to update a third of these records during the work session. Finance staff are reviewing student finance data for the first time in anticipation of the fourth round of data validation to begin mid-April. The myClark ctcLink Project Management Office is preparing for the beginning of user acceptance testing at the end of April by designating testers, and creating documents to track the training and testing. (P&E)

- To date, nine cameras have been installed. Seven of the new cameras cover the Orange 2 parking lot; one has been installed on the Library looking at the Andersen Fountain; and one has been installed onto Hanna Hall looking at the Chime Tower. In February 2019, the project team learned that the costs associated with equipment necessary for installing cameras in most of the main campus parking lots is prohibitively expensive. Based on direction from Executive Cabinet, the project team sought proposals from vendors offering design and technical assistance services. Of the three proposals submitted, a vendor was selected. That vendor has begun the initial stages of the design analysis and plan to be on-site on April 16 & 17 to conduct walk-through inspections of the interior spaces not being considered for expansion of the security camera system. (AS)

COMPLETION

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

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

	Fall 2010 2012-13	Fall 2011, 2013-14	Fall 2012, 2014-15	Fall 2013, 2015-16	Fall 2014, 2016-17	Fall 2015, 2017-18	Fall 2016, 2018-19	Fall 2017, 2019-20	Fall 2018, 2020-21	Fall 2019, 2021-22	Fall 20 2022-
	24%	25%	26%	26%	21%	25%	30%	32%	35%	38%	40%

Course Success Rate: Certificate or Degree-Seeking Students

- Overall
- Systemically Non-Dominant
- Benchmark (80%)

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

- Overall
- Systemically Non-Dominant
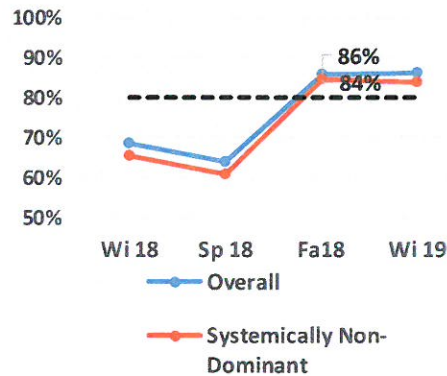
Transfer-Intent Students Completing College-Level Math Within First 4 Quarters Attended

- Overall
- Systemically Non-Dominant
- Benchmark (55%)
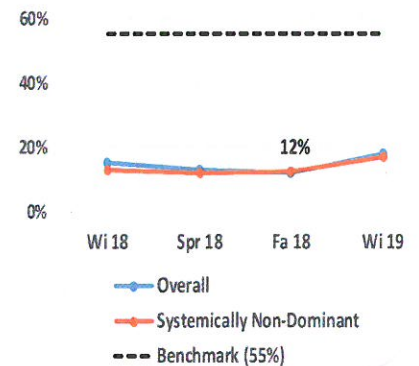
Monthly Highlights

◊ On March 15th, all department representatives from the Workforce, Professional & Technical Education (WPTE) unit met in small groups with advisors to review and revise their program pathways. This interaction was beneficial for two reasons; 1) provided a more holistic review of existing pathways and 2) served to strengthen relationships between faculty and advisors in their focus areas.

CLARK COLLEGE
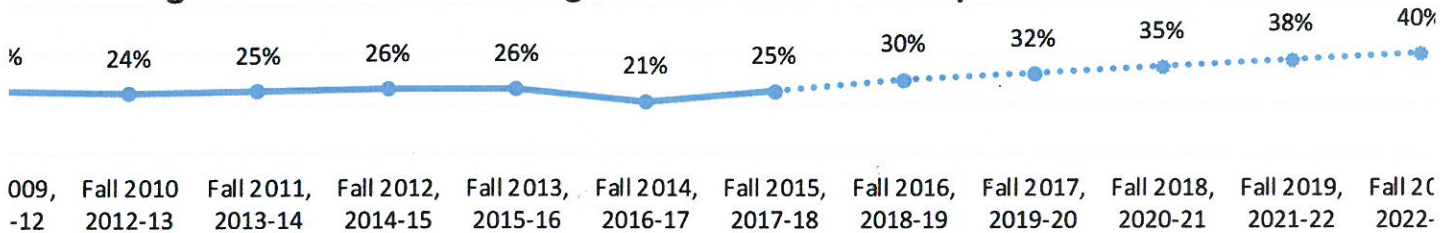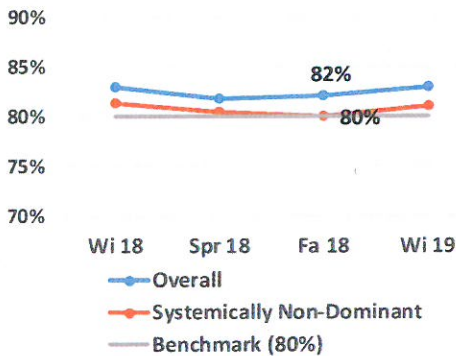EST. 1933

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

83.0%	83.9%	84.0%	85.2%	84.7%				85.0%
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

— Actual   — Benchmark

Monthly Highlights

◊ Economic & Community Development (ECD) partnered with Siemens, a $92 billion dollar global company, to open an authorized factory training center for industrial automation in late spring 2019. Wi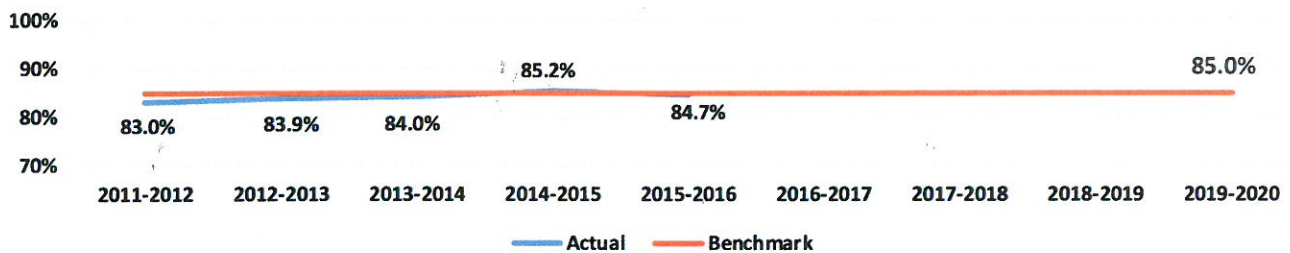th a territory encompassing Washington State, Oregon, Idaho and Montana, ECD is Siemens first United States higher education partner to become a factory authorized training center in industrial automation. As an OEM (original equipment manufacturer) supplier, Siemens will help generate regional partnerships, paving the way for ECD's Center for Workforce Innovation and Technology to enhance the region's workforce automation knowledge and skills. Siemens is the world's largest automation company and has been Fortune magazine's most respected company four years in a row.

ENROLLMENT

CLARK COLLEGE
EST. 1933

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

Percent of FTES Generated of FTES College Budgeted — Percent of State FTES Generated of State Allocation — Benchmark
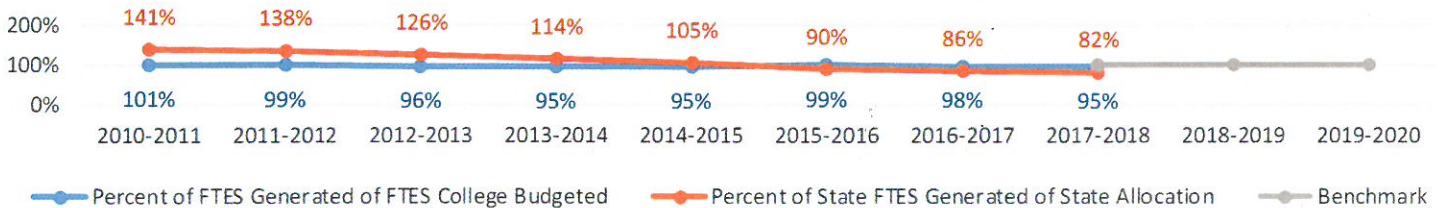
Projected Final Annual FTES Based on Current FTES (April 9)

- Difference Between Projected and Budgeted FTES
- Projected Annual State FTES

Projected Priority FTES Based on Current FTES (April 9)

- Difference Between Projected and Budgeted FTES
- Projected Annual State FTES
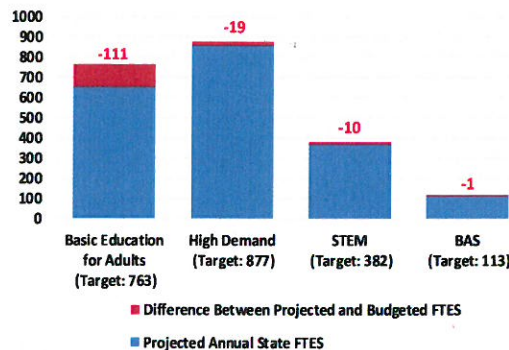
Projected Corporate and Community Education FTES

- Difference Between Actual and Projected FTES
- Projected FTES
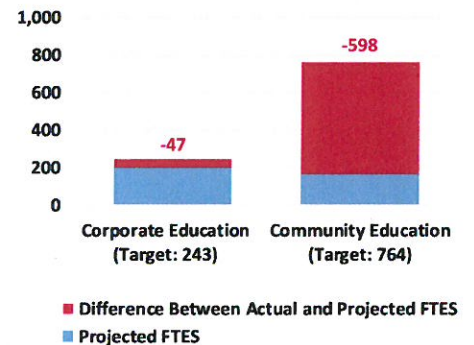
Monthly Highlights

◊ Clark College, in partnership with the High Tech Council and the STEM Network, continue to develop an "earn and learn" pathway for students employed by the High Tech Council businesses into and through the Mechatronics certificate and degree programs. We currently have one cohort of five students participating, and we are hoping that with funding from the Governor's Career Launch program we will be in a position expand this project and be a leader within the state for this model of educational attainment.

SOCIAL EQUITY
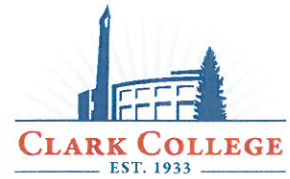
CLARK COLLEGE EST. 1933

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

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

Baseline: -10%   -8%   -2%   -6%   -3%   0%

| 2014-2015 Fall 2012 Cohort | 2015-2016 Fall 2013 Cohort | 2016-2017 Fall 2014 Cohort | 2017-2018 Fall 2015 Cohort | 2018-2019 Fall 2016 Cohort | 2019-2020 Fall 2017 Cohort |

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

Dec N=3	Jan N=6	Feb N=3	March N=4
67%	100%	67%	50%
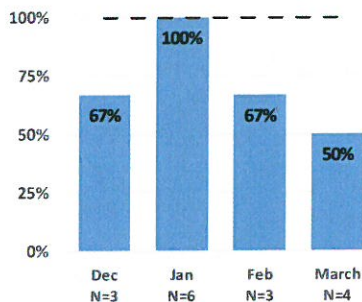
- - Benchmark: 100% of Applicant Pools

Percent of Employees Of Color or Employees with Reported Disability

	December	January	February	March
Prior Year (2017-2018)	19.0%	18.8%	18.7%	18.8%
Current Year (2018-2019)	18.2%	18.6%	17.5%	18.5%

─●─ Prior Year (2017-2018)   ─●─ Current Year (2018-2019)
─ ─ Benchmark
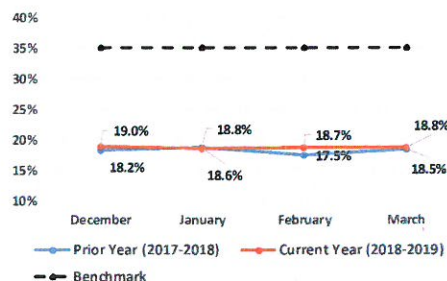
- - Benchmark: 35% of Employees to Match Student Demographics

Percent of Employees Engaged in Professional Development Opportunities in PPI

75.3%
1.9%
22.7%

☐ No PPI Training During Academic Year
☐ March
☐ July - Feb
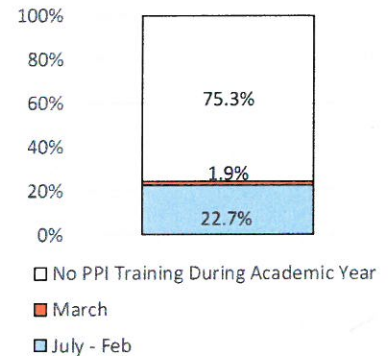
Monthly Highlights

◊ In February 2019, there were 3 full-time applicant pools with 39 applicants that were Persons of Color. In March 2019, there were 4 full-time applicant pools with 27 applicants that were Persons of Color.

◊ Executive Cabinet (EC) members received equity training provided by Resolutions NW. In the training, EC members learned the importance of leading with race, rather than generally focusing on improving outcomes for the broader systemically non-dominant definition (i.e., People of Color, People Living with a Disability, and People Identifying as LGBTQIA+). As racial inequities are the largest disparities in educational outcomes – and given that inequitable systems were built for white supremacy – leading with race is more effective in closing opportunity gaps for all student populations.

STUDENT DEBT
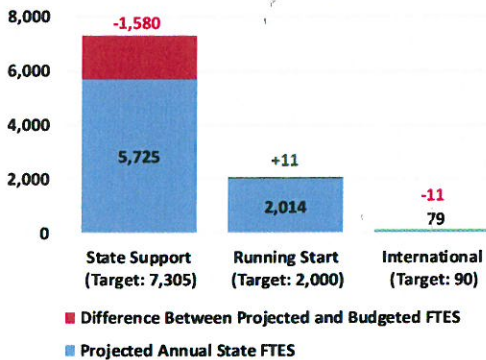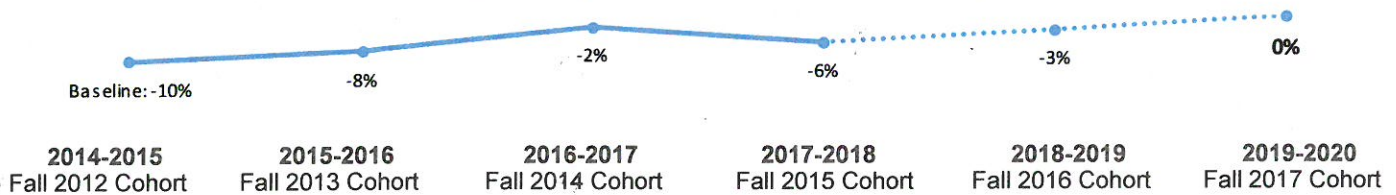
Clark College facilitates student learning by providing programs, services, and conditions that improve the economic well-being of the students by improving student affordability. Specific strategies to improve affordability are expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial liter-

Student Three Year Loan Default Rate

16.3%	19.5%	19.0%	20.3%	20.6%	19.6%	17.4%	13.2%	14.9%
2012-2013 (Cohort Year 2009)	2013-2014 (Cohort Year 2010)	2014-2015 (Cohort Year 2011)	2015-16 (Cohort Year 2012)	2016-17 (Cohort Year 2013)	2017-18 (Cohort Year 2014)	2018-19 (Cohort Year 2015)	2019-20 (Cohort Year 2016)	2020-21 (Cohort Year 2017)
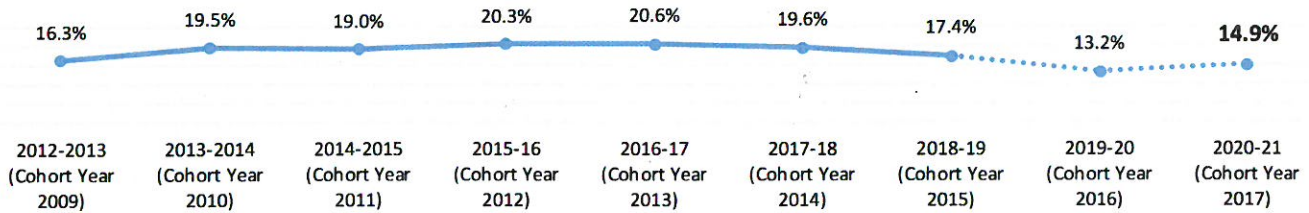
Average Loans Awarded and Received by Students, by Independent/Dependent Status

	Fall 2017	Winter 2018	Spring 2018	Fall 2018	Winter 2019
Independent Students	$2,276	$2,355	$2,340	$2,124	$2,194
Dependent Students	$1,449	$1,452	$1,517	$1,487	$1,550

— Dependent Students
— Independent Students
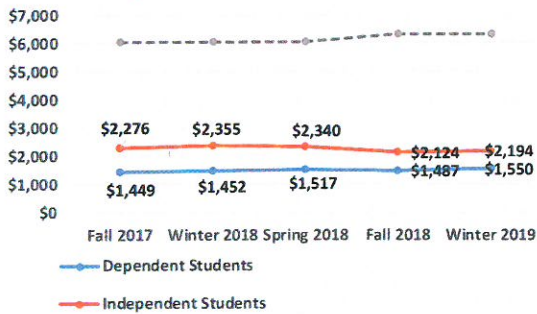
*Includes Educational Expenses and Cost of Living (Not Living with Parents)

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

Spring 2018	Fall 2018	Winter 2019	Spring 2019
24%	22%	21%	16%

— % of Pell Eligible Students Receiving Loans
— Benchmark (25%)
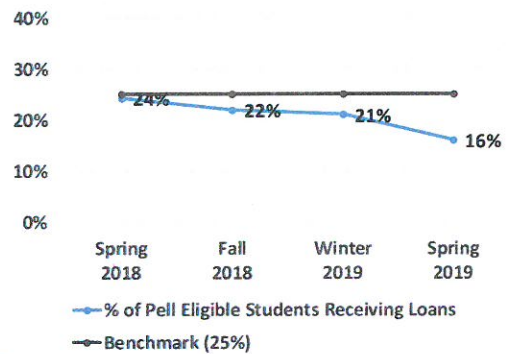
Monthly Highlights

◊ No new update.

STUDENT LEARNING

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.

Programs that have made improvements based on assessment of program learning outcomes

Year	Value
2011-2012	0%
2012-2013	10%
2013-2014	50%
2014-2015	65%
2015-2016	65%
2016-2017	94%
2017-2018	78%
2018-2019	100%
2019-2020	100%
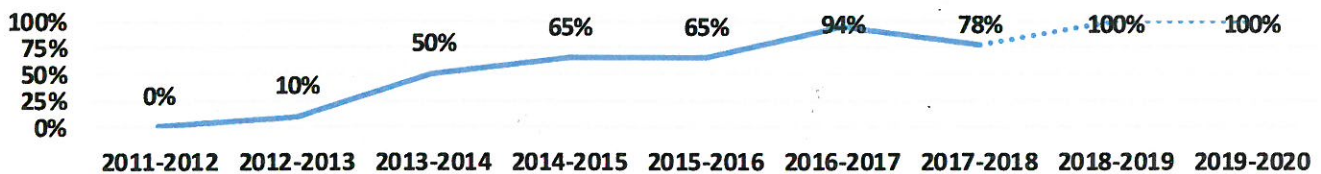
Due to faculty workload, the expectation is that faculty will complete their program assessment work by September 30th of the next

Proportion of Program Groups with Assessment Data On File
- 24% No Assessment Data
- 76% Oct - Jan
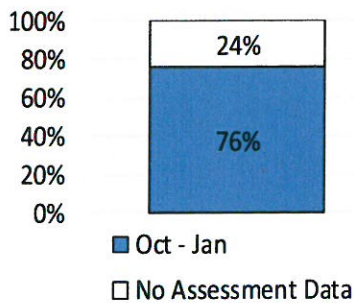
Proportion of Learning Outcomes with Established Learning Targets
- 37% No Established Targets
- 63% Established Targets
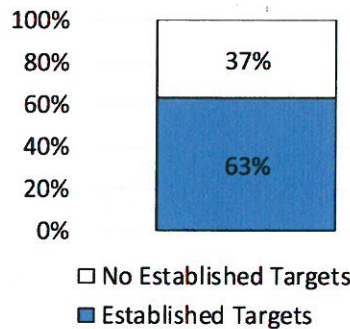
Proportion of Programs that have Mapped Learning Outcomes to Courses
- 9% No Course Mapping
- 91% Courses Mapping Complete
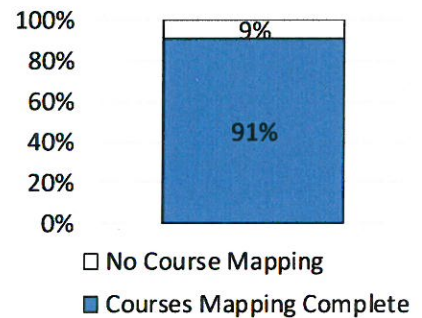
Monthly Highlights

◊ As of March 15, all certificate and degree program maps developed by faculty in the Social Science & Fine Arts (SOFA) unit include a designated Power, Privilege, and Inequity (PPI) course and/or embed program relevant PPI content into major area courses.

◊ Based on the accreditation recommendations, a taskforce comprised of members from the Core Theme Councils was convened by the Associate Vice President of Planning & Effectiveness to assess whether the college (1) keeps Environmental Integrity as one of the Core Themes, and (2) changes the Core Theme objectives to the current mission fulfillment outcomes. The taskforce identified that the college was not adhering to accreditation standards that require all degrees and certificates to have core theme-level learning outcomes. The taskforce is preparing to recommend the development of core theme-level learning outcomes to the Board, which will be forthcoming.

Clark College - Budget Status Report
February 28, 2019

Sources of Funds (Revenues)	2018-19 Budget	Revenues to Date	Difference	% Budget Received
Operating Accounts				
State Allocation	33,544,778	15,434,532	(18,110,246)	46.0%
Tuition & ABE	17,069,608	13,026,870	(4,042,738)	76.3%
Running Start	14,179,100	9,860,868	(4,318,232)	69.5%
Excess enrollment	-	-	-	0.0%
Planned use of prior fund balance	712,889	-	(712,889)	0.0%
Dedicated, matriculation, tech, cont ed	5,170,274	3,829,626	(1,340,648)	74.1%
Total Operating Accounts	**70,676,649**	**42,151,896**	**(28,524,753)**	**59.6%**
Other Accounts				
Grants & Contracts less Running Start	3,636,509	2,116,092	(1,520,417)	58.2%
Internal Support & Agency Funds	1,183,859	831,650	(352,209)	70.2%
ASCC	2,065,984	1,293,601	(772,383)	62.6%
Bookstore	4,283,034	2,442,094	(1,840,940)	57.0%
Parking	532,243	362,141	(170,102)	68.0%
Campus Food Service	-	175,497	175,497	0.0%
Auxilliary Services	2,126,577	1,854,628	(271,949)	87.2%
Financial Aid	28,651,490	18,213,176	(10,438,314)	63.6%
Total Other Accounts	**42,479,696**	**27,288,880**	**(15,190,816)**	**64.2%**
Total Sources of Funds	**113,156,345**	**69,440,776**	**(43,715,569)**	**61.4%**

Uses of Funds (Expenses)	2018-19 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
Operating Accounts				
President	739,585	484,945	254,640	65.6%
Associate Vice President of Planning & Effectiveness	1,002,751	559,429	443,322	55.8%
Associate Vice President for Diversity & Equity	587,348	260,460	326,888	44.3%
Vice President of Instruction	41,583,923	23,915,287	17,668,636	57.5%
Vice President of Administrative Services	9,068,898	6,312,975	2,755,923	69.6%
Vice President of Student Affairs	9,298,071	6,117,720	3,180,351	65.8%
Vice President of Economic & Community Development	1,280,872	839,692	441,180	65.6%
Chief Information Officer	4,945,951	2,987,671	1,958,280	60.4%
Chief Communication Officer	1,031,560	619,213	412,347	60.0%
Vice President of Human Resources	1,137,690	760,723	376,967	66.9%
Bank/CC Fees	-	147,446	(147,446)	0.0%
Total Operating Accounts	**70,676,649**	**43,005,562**	**27,671,087**	**60.8%**
Other Accounts				
Grants & Contracts less Running Start	3,636,509	3,002,711	633,798	82.6%
Internal Support & Agency Funds	1,183,859	1,060,411	123,448	89.6%
ASCC	2,065,984	1,282,749	783,235	62.1%
Bookstore	4,283,034	2,710,378	1,572,656	63.3%
Parking	532,243	289,276	242,967	54.4%
Campus Food Service	-	574,967	(574,967)	0.0%
Auxilliary Services	2,126,577	1,441,218	685,359	67.8%
Financial Aid	28,651,490	18,745,337	9,906,153	65.4%
Total Other Accounts	**42,479,696**	**29,107,046**	**13,372,650**	**68.5%**
Total Uses of Funds	**113,156,345**	**72,112,608**	**41,043,737**	**63.7%**
Difference - Excess (Deficiency)	**-**	**(2,671,832)**		
Capital Projects- Foundation and Grant Contributions	-	-	-	0.0%
Capital Projects- Expenditures	9,773,596	1,063,149	8,710,447	10.9%

Clark College - Budget Status Report
March 31, 2019

Sources of Funds (Revenues)	2018-19 Budget	Revenues to Date	Difference	% Budget Received
Operating Accounts				
State Allocation	33,565,028	17,416,205	(16,148,823)	51.9%
Tuition & ABE	17,069,608	16,623,389	(446,219)	97.4%
Running Start	14,179,100	11,192,305	(2,986,795)	78.9%
Excess enrollment	-	-	-	0.0%
Planned use of prior fund balance	663,889	-	(663,889)	0.0%
Dedicated, matriculation, tech, cont ed	5,170,274	4,876,751	(293,523)	94.3%
Total Operating Accounts	**70,647,899**	**50,108,650**	**(20,539,249)**	**70.9%**
Other Accounts				
Grants & Contracts less Running Start	3,636,509	2,377,925	(1,258,584)	65.4%
Internal Support & Agency Funds	1,183,859	945,588	(238,271)	79.9%
ASCC	2,070,876	1,684,242	(386,634)	81.3%
Bookstore	4,283,034	2,695,268	(1,587,766)	62.9%
Parking	532,243	457,321	(74,922)	85.9%
Campus Food Service	-	198,423	198,423	0.0%
Auxilliary Services	2,126,577	2,054,602	(71,975)	96.6%
Financial Aid	28,651,490	21,219,673	(7,431,817)	74.1%
Total Other Accounts	**42,484,588**	**31,633,042**	**(10,851,546)**	74.5%
Total Sources of Funds	**113,132,487**	**81,741,692**	**(31,390,795)**	**72.3%**

Uses of Funds (Expenses)	2018-19 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
Operating Accounts				
President	739,585	538,870	200,715	72.9%
Associate Vice President of Planning & Effectiveness	1,002,751	623,831	378,920	62.2%
Associate Vice President for Diversity & Equity	587,348	300,567	286,781	51.2%
Vice President of Instruction	41,534,923	27,392,043	14,142,880	65.9%
Vice President of Administrative Services	9,068,898	6,875,370	2,193,528	75.8%
Vice President of Student Affairs	9,318,321	6,893,139	2,425,182	74.0%
Vice President of Economic & Community Development	1,280,872	914,888	365,984	71.4%
Chief Information Officer	4,945,951	3,388,841	1,557,110	68.5%
Chief Communication Officer	1,031,560	682,567	348,993	66.2%
Vice President of Human Resources	1,137,690	870,134	267,556	76.5%
Bank/CC Fees	-	157,199	(157,199)	0.0%
Total Operating Accounts	**70,647,899**	**48,637,448**	**22,010,451**	**68.8%**
Other Accounts				
Grants & Contracts less Running Start	3,636,509	3,432,902	203,607	94.4%
Internal Support & Agency Funds	1,183,859	1,106,424	77,435	93.5%
ASCC	2,070,876	1,434,426	636,450	69.3%
Bookstore	4,283,034	2,984,038	1,298,996	69.7%
Parking	532,243	300,120	232,123	56.4%
Campus Food Service	-	609,177	(609,177)	0.0%
Auxilliary Services	2,126,577	1,606,408	520,169	75.5%
Financial Aid	28,651,490	21,932,906	6,718,584	76.6%
Total Other Accounts	**42,484,588**	**33,406,400**	**9,078,188**	**78.6%**
Total Uses of Funds	**113,132,487**	**82,043,848**	**31,088,639**	**72.5%**
Difference - Excess (Deficiency)	**-**	**(302,157)**		
Capital Projects- Foundation and Grant Contributions	-	-	-	0.0%
Capital Projects- Expenditures	9,773,596	1,154,873	8,618,724	11.8%

CLARK COLLEGE
Fund and Cash Balances
as of July 1, 2018

		Fund Balance (minus non-cash assets) 6/30/18	Cash Balance (minus dedicated cash) 6/30/18	Required Reserves	Prior Commitments (prior to 7/1/18)	New Commitments (2018/19)	Total Available Cash
145	Grants and Contracts	4,118,768	2,466,334		150,000	500,979	1,815,355
147	Local Capital	130,302	-				-
148	Dedicated Local	3,783,142	(174,120)		-		(174,120)
149	Operating Fee	501,103	137,507				137,507
448	Print/Copy Machine	108,224	103,045				103,045
460	Motor Pool	124,636	123,348				123,348
522	ASCC	1,317,935	-				-
524	Bookstore	4,640,416	4,479,643		-		4,479,643
528	Parking	346,499	302,961				302,961
570	Other Auxiliary Enterprise	890,104	397,542		36,315		361,227
790	Payroll (clearing)	203,747					-
840	Tuition/VPA	152,043					-
846	Grants - Fin Aid	(862,835)					-
849	Student Loans	20,268					-
850	Workstudy (off-campus)	(2,053)					-
860	Institutional Financial Aid Fur	977,638					-
	Reserves*			6,504,304		483,825	(6,988,129)
	Totals	**16,449,937**	**7,836,260**	**6,504,304**	**186,315**	**984,804**	**160,837**

*Board approved use of reserves for Guided Pathways in the amount of $532,825 for the 18-19 year, English reduced by $49k, use in 2019-20

S.SAND 4/2/19

Fund Balance Less Commitments

Available Fund Balance Before Commitments				7,836,260

Prior Year Commitments

Date	as of July, 2017	Fund	Amount	Total
4/9/2018	HIIM Obligation	145	150,000	
				150,000
				-
		524		
				-
7/1/2011	Basic Events	570	18,535	
7/1/2011	Government Events	570	10,000	
11/27/2013	Basic Events	570	1,780	
3/13/2018	Basic Events-add TLC Days	570	6,000	
				36,315
	Total Prior Commitments			**186,315**

New Commitments July 1, 2018 to present

Date		Fund	Amount	Fund Total
7/1/2018	CTC Link Costs	145	300,000	
7/1/2018	Change Management Leadership Development	145	30,000	
7/1/2018	PPI Training	145	41,563	
7/1/2018	Diveristy.edu	145	13,875	
8/14/2018	TLC Days	145	13,042	
11/13/2018	ODE hiring consultant	145	55,000	
1/3/2019	AACC - Pathways 2.0 year 3 payment	145		
2/8/2019	HR ADA Remodel	145	15,000	
2/11/2019	CCC Field RFP	145	7,500	
2/25/2019	Labor Negotiator	145	24,999	
				500,979
	Guided Pathways			
10/1/2018	Accessibility Support Technician		17,500	
10/1/2018	Finish Line Game		2,000	
10/1/2018	SuperStrong Career Decision Tool		9,000	
10/1/2018	Enrollment Navigator		31,000	
10/1/2018	Enrollment Event		25,000	
10/1/2018	English Pre-college redesign		109,000	
10/1/2018	Penguin Pantry Coordinator		14,600	
10/1/2018	Guided Pathways Conference Travel		42,875	
10/1/2018	Guided Pathways training and communications		85,850	
10/1/2018	Security Camera installation		147,000	
				483,825
	Total New Commitments			**984,804**

Required Reserves

	10% of $69,881,286		6,988,129	
	Guided Pathways use of reserve		**(483,825)**	**6,504,304**

Fund Balance After Commitments and Required Reserves				160,837

3 Year Comparison of Awards by Category
March YTD

Legend: ■ 2016-2017 ■ 2017-2018 ■ 2018-2019

Dollars (millions)

Pell Grants
- $12,511,523
- $11,839,181
- $12,086,718

Loans
- $9,065,670
- $7,139,560
- $5,461,381

WA State Need Grant
- $5,854,598
- $5,745,851
- $5,799,341
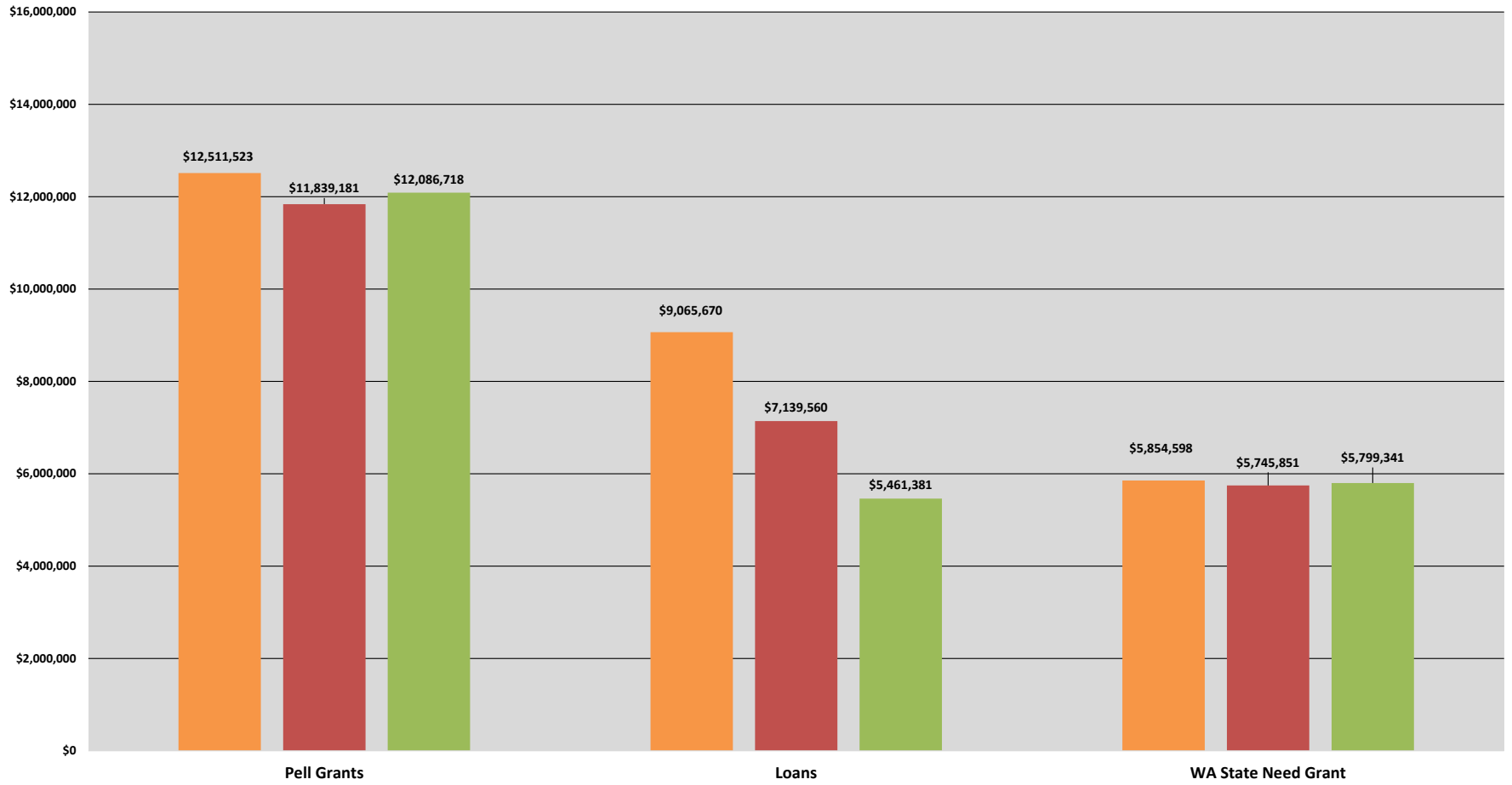
Note: WA State Need Grant includes College Bound Scholarships

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

Dollars (millions)

Legend:
- 2016-2017
- 2017-2018
- 2018-2019

Tuition Waiver-Need Based and Clark College Grants
- $774,068
- $868,708
- $810,743

Scholarships
- $1,566,931
- $1,589,367
- $1,699,075

Federal SEOG
- $217,828
- $244,991
- $235,370

WorkForce Development
- $1,827,004
- $2,010,801
- $2,122,355

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

3 Year Comparison of Total Aid Awarded

Dollars (millions)

Legend:
- 2016-2017
- 2017-2018
- 2018-2019

Month	2016-2017	2017-2018	2018-2019
NOV	$33,098,413	$30,394,080	$30,290,921
DEC	$32,174,356	$29,667,363	$29,294,704
JAN	$32,739,034	$30,989,303	$28,616,136
FEB	$33,668,087	$31,330,071	$29,694,863
MAR	$32,621,426	$30,228,961	29,004,873

Note: 2018-2019 Awarding is still in progress
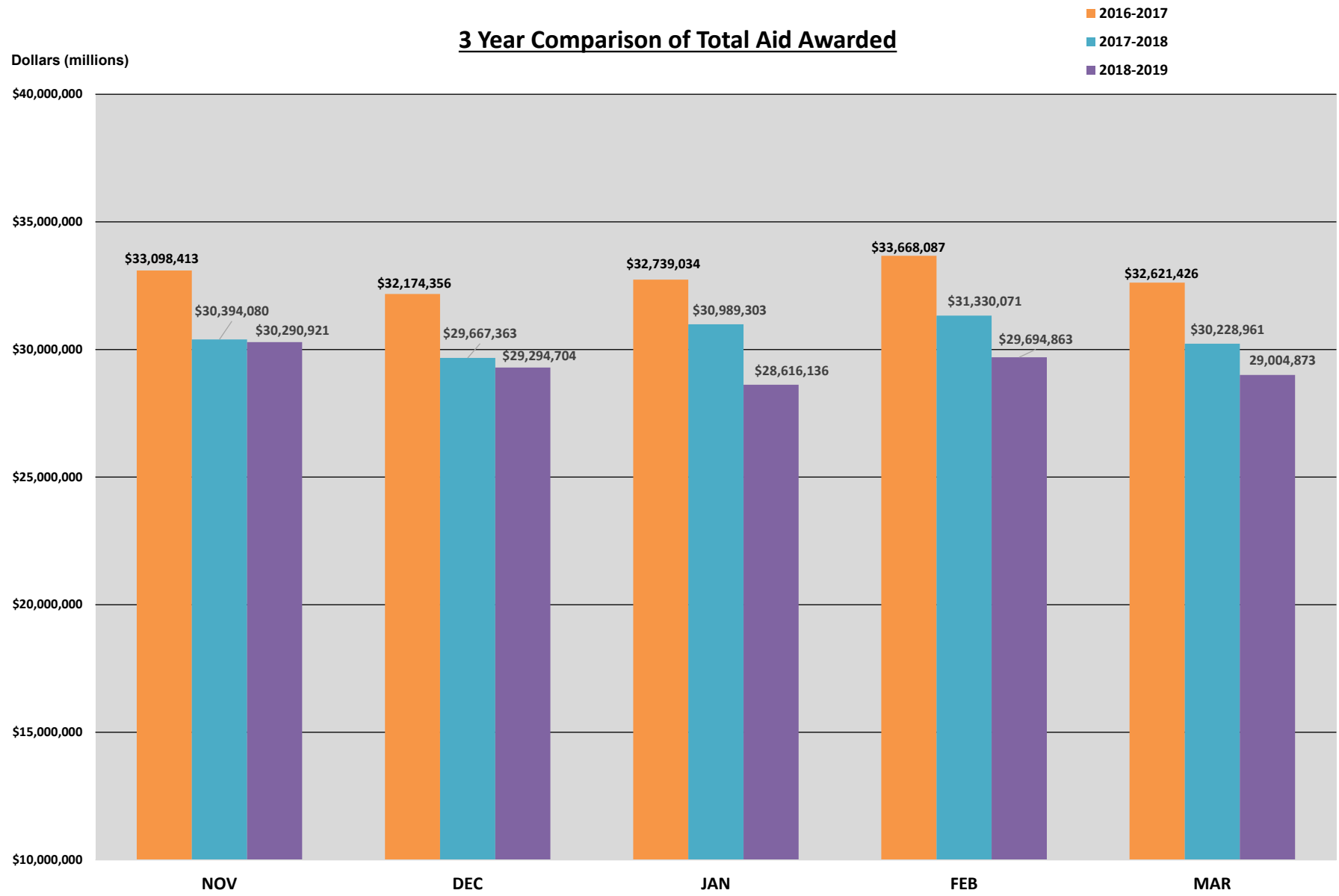
3 Year Comparison of Students Served

Students (thousands)

Legend:
- 2016-2017 (orange)
- 2017-2018 (red)
- 2018-2019 (green)

Month	2016-2017	2017-2018	2018-2019
NOV	5,822	5,103	5,262
DEC	6,245	5,553	5,547
JAN	6,541	5,779	5,730
FEB	6,589	5,850	5,868
MAR	6,931	6,125	6,146