



Clark College
BOT Meeting
Wednesday, May 23, 2018 5:00 PM (PDT)
GHL 213



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BOT Meeting
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GHL 213

- I. Call to Order/Agenda Review - Vice Chair Pollard
- II. Introductions - President Knight
- III. Action Items - Vice Chair Pollard
 - A. 2018-2019 Sabbatical Requests
Detail in the May 2018 Work Session packet
 - B. 2018-2019 ASCC Budget - Vote will take place at June 2018 meeting
Detail in the May 2018 Work Session packet
 - C. 2018-2019 College Budget - Vote will take place at the June 2018 meeting
Detail in the May 2018 Work Session packet
 - D. 2019-2021 Academic Calendar Recommendation
 - E. Response to AHE Concerns - President Knight
 - F. April 2018 Board Minutes
- IV. Audience Statements - Vice Chair Pollard
- V. Constituent Reports
 - A. AHE - Kimberly Sullivan
 - B. WPEA - Billie Garner
 - C. ASCC - Grace Moe
 - D. Foundation - Lisa Gibert
- VI. Reports from Board Members - Vice Chair Pollard
- VII. President's Report
 - A. Student Success Story - Matthew May
 - B. Faculty Presentation
There will not be a faculty presentation this month.
 - C. Scorecards
 - D. Statistics
- VIII. Guided Pathways - President Knight
- IX. Next Meeting
The next meeting of the Board of Trustees is currently scheduled for Wednesday, June 13, 2018 in the Ellis Dunn Community Room, GHL 213.
- X. Executive Session
An Executive Session will be held to discuss with legal counsel representing the agency matters relating to agency

enforcement actions, litigation, or potential litigation.

XI. Adjournment - Vice Chair Pollard

Time and order are approximate and subject to change.

Call to Order/Agenda Review

No documents for this item

Introductions

No documents for this item

Action Items

No documents for this item

2018-2019 Sabbatical Requests

No documents for this item

2018-2019 ASCC Budget

No documents for this item

2018-2019 College Budget

No documents for this item



MEMORANDUM

TO: Dr. Tim Cook, Vice President of Instruction

FROM: Academic Calendar Committee - Rachele Bakic, Chair

DATE: March 19, 2018

SUBJECT: Recommendation for 2019-2021 Academic Calendar

The Academic Calendar Committee has finalized its recommendation for the 2019-21 Academic Calendar. The draft calendar is included below (page 3).

I want to acknowledge the Academic Calendar Committee members for their work. The committee participants include, Marylynne Diggs, Elizabeth Donley, Mike Godson, Chato Hazelbaker, Sherri Meadors, Grace Moe (ASCC President), Mirranda Saari, Joanne Savage, Susan Simpson and Darla Utter (non-voting).

In February 2018, the committee surveyed the campus regarding placement of the faculty workdays. There were a total of 59 responses to the survey. 63% were from faculty, with nearly half of all responses coming from Tenure / Tenure-Track faculty (47%). The results are as follows:

Select one of the options for placement for the pre-term spring workday for the 19-20 & 20-21 Academic Calendars:

ANSWER CHOICES	RESPONSES	
OPTION 1: Move the Pre-term spring faculty workdays (Fri., April 3, 2020 and Fri., Apr. 2, 2021) to the Monday's post-term when grades are due (Mon. June 22, 2020 and Mon., Jun. 21, 2021)	45.76%	27
OPTION 2: Do not move the pre-term spring faculty workday.	54.24%	32
	TOTAL	59

In addition to the survey, further discussion ensued on the Academic Excellence Council Connect site. After reviewing all feedback, the committee deliberated and determined the pre-term faculty workdays would be moved to the Mondays grades are due to avoid interruption of winter and spring breaks and recognize grade submission deadlines.

The committee would like to note that a distinct committee, The Teaching and Learning Advisory Committee, organizes faculty professional development. Anyone interested in serving on that committee is encouraged to contact tlc@clark.edu.

The committee is appreciative for the guiding principles document created by a previous Academic Calendar Committee. We fully support future Academic Calendar Committees reviewing the guiding principles prior to the start of their work to help provide consistency in the development of the academic calendar. A copy of the guiding principles is included below.

Finally, the dates below reflect the final calendar approval process per committee:

- Academic Excellence – March 21
- Executive Council – April 17
- Board of Trustees – June 13

Thank you for your consideration of the recommended 2019-2021 academic calendars.

Regards,

Rachele Bakic
Chair, Academic Calendar Committee
Associate Dean of Instructional Operations
Office of Instruction

Clark College
2019-2021 Academic Calendar
DRAFT – PENDING APPROVAL

	2019-20	2020-21
SUMMER QUARTER		
July 4 th Holiday	July 4 (Th)	July 3 (F) Observed
Classes begin	July 8 (M)	July 6 (M)
End of 1 st 4-week session	Aug. 2 (F)	July 31 (F)
2 nd 4-week session begins	Aug. 5 (M)	Aug. 3 (M)
Last day of 2 nd 4-week session	Aug. 30 (F)	Aug. 28 (F)
Last day of 8-week session	Aug. 30 (F)	Aug. 28 (F)
FALL QUARTER		
Labor Day Holiday	Sept. 2 (M)	Sept. 7 (M)
Faculty Workday	Sept. 13 (F)	Sept. 11 (F)
Faculty Workdays, Orientation Week	Sept. 16 - 20 (5 days)	Sept. 14-18 (5 days)
Classes Begin	Sept. 23 (M)	Sept. 21 (M)
Faculty Workday (no classes)	Oct. 11 (F)	Oct. 9 (F)
Veterans Holiday	Nov. 11 (M)	Nov. 11 (W)
Faculty Workday (no classes)	Nov. 27 (W)	Nov. 25 (W)
Thanksgiving Holiday	Nov. 28-29 (Th-F)	Nov. 26-27 (Th-F)
Last Day of Classes	Dec. 6 (F)	Dec. 4 (F)
Final Exams	Dec. 9 -12 (M-T-W-Th)	Dec. 7-10 (M-T-W-Th)
Faculty Workday	Dec. 13 (F), Dec. 16 (M)	Dec. 11 (F), Dec. 14 (M)
Christmas Holiday	Dec. 25 (W)	Dec. 25 (F)
WINTER QUARTER		
New Year's Day Holiday	Jan. 1 (W)	Jan. 1 (F)
Classes Begin	Jan. 6 (M)	Jan. 4 (M)
Martin Luther King Holiday	Jan. 20 (M)	Jan. 18 (M)
Presidents Day Holiday	Feb. 17 (M)	Feb. 15 (M)
Last Day of Classes	Mar. 13 (F)	Mar. 12 (F)
Final Exams	Mar. 16-19 (M-T-W-Th)	Mar. 15-18 (M-T-W-Th)
Faculty Workday	Mar. 20 (F) Mar. 23 (M)	Mar. 19 (F) Mar. 22 (M)
SPRING QUARTER		
Classes Begin	Apr. 6 (M)	Apr. 5 (M)
Memorial Day Holiday	May 25 (M)	May 31 (M)
Last Day of Classes	June 12 (F)	June 11 (F)
Final Exams	June 15-18 (M-T-W-Th)	June 14-17 (M-T-W-Th)
Graduation	June 18 (Th)	June 17 (Th)
Faculty Workday	June 19 (F) June 22 (M)	June 18 (F), June 21 (M)

	<u>Fall 2019</u>	<u>Winter 2020</u>	<u>Spring 2020</u>	<u>Fall 2020</u>	<u>Winter 2021</u>	<u>Spring 2021</u>
Instructional Days	50	48	49	50	48	49
Exam Days	4	4	4	4	4	4
Faculty Workdays	10	2	2	10	2	2
	64	54	55	64	54	55

NOTE: For classes that fall on a Monday holiday, instructors will need to adjust schedule to accommodate for instructional time.

ACADEMIC CALENDAR COMMITTEE CALENDAR DEVELOPMENT GUIDELINES

The purpose of this document is to outline a set of guidelines in creating the biennial academic calendar. The guidelines are intended to ensure consistent decision-making and application of calendar scheduling decisions.

- Ensure that a week of instructional time is a period of seven (7) consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) scheduled day of study for examination occurs. (FSA definition).
- When developing the academic calendar, ensure that it complies with the FSA definition of an academic year which is defined as “at least 30 weeks of instruction time.”
- Establish a minimum of two weeks between instructional quarters with the exception of fall and winter quarter, which will typically have three weeks. Rationale: Student Affairs needs time to process grades and determine financial aid eligibility.
- Review summer start date upon full implementation of ctclink (PeopleSoft).
- For now, start summer term after fiscal year begins (July 1).
- Terms always begin on Mondays. Monday should not be the last day of classes whenever possible.
- Ensure that faculty contractual dates are accounted.
- Holidays will be scheduled for the day it is observed nationally. Rationale: Reduced holiday bus schedules and childcare issues for students can be challenging. The following holidays are celebrated:
 - July 4-Independence day
 - First Monday in September-Labor Day
 - NOT OBSERVED- Second Monday in October-Columbus Day Holiday
 - Nov. 11-Veteran’s Day
 - Fourth Thursday of November-Thanksgiving preceded by a Wednesday Faculty Workday
 - Dec. 25-Christmas Day
 - Jan 1-New Year’s Day
 - Third Monday in January-Martin Luther King Day
 - Third Monday in February-President’s Day Holiday
 - Last Monday in May-Memorial Day
- Traditionally, the faculty workday for fall term is scheduled on the Friday before Columbus Day Holiday. Rationale: Local schools generally have the Friday before and Monday of Columbus Day off. This allows students to be home for childcare.
- The Academic Calendar Committee will present the proposed calendar to the Vice President of Instruction, who will in turn present to Executive Cabinet. Once approved, it will be submitted to the Board of Trustees no later than June 30th of the year prior to the start of the new Academic Biennial Calendar (i.e. this year it needs to be submitted by at least May 2018).

Seldom do I come before you troubled, but tonight I need to report on faculty concerns about the Pathways Project.

Beyond the social justice concerns to be addressed by Pathways, the reality at Clark College is that if we do not increase enrollment and retention, we will see more layoffs of staff and faculty. We will not see increased or even sustained state funding. Faculty support the Guided Pathways model and have **invested heavily** in its success.

Upon the release of the AARAO report, AHE identified key areas of the report identifying the significant steps faculty need to take to increase retention. Of the six steps AHE outlined for faculty in September, we have made significant work toward five. However, perhaps the most important aspect of the AACRAO report is a comprehensive picture of the challenges facing Registration and Advising. Faculty and instructional staff have seen the problems from those areas, but we have not really understood the effects of high turnover, low pay, changes to processes and software, and endless attempts (“initiatives”) to address the problem. As Dr. Kerline best put it, “. . .there are some units [areas] operating without a plan, seemingly because the environment [in Registration and Advising] does not support it.”

We now hear that the Pathways project is to be handed off to Student Affairs leadership.

Faculty have identified six specific concerns about the placement of the Pathways Project under Student Affairs:

1. AHE is attempting to negotiate a viably-compensated faculty advising model. AHE has proposed a faculty model but without a clear, viable advising plan from Student Affairs our proposal may result in a model lacking the integration of instruction and student affairs we believe necessary for the success of pathways.
2. AHE believes that the systemic issues associated with advising/Student Affairs have not been solved through administration. AHE believes that

putting Guided Pathways under Student Affairs leadership will disincentivize faculty work on pathways and stall implementation.

3. Further, AHE believes that at this time Guided Pathways needs to be directed by Instruction rather than by Student Services.
4. AHE is concerned about the lack of an advisor position dedicated to Running Start, especially given the significance of the Running Start income stream to Clark. (This may also be the result of an advising reorganization that faculty have not been told about.)
5. AHE believes that issues exist at present with specific administrative accountability and responsibility.
6. AHE is concerned that different constituents appear to be receiving different messages about the possibility and impossibility of funding related to developing and implementing Pathways. Faculty workload has been experiencing creep. Faculty do not see any funding of the Pathways infrastructure to support additional wrap-around advising needs. AHE fears that putting Pathways under the direction of Student Affairs will thwart the need for cross training of faculty and advisors and do little to secure the funding we believe is necessary to build a pathways infrastructure.

To: Robert Knight, President
From: William Belden, Vice President of Student Affairs
Date: May 16, 2018
Subject: AHE Concerns

President Knight,

At the April Board of Trustee's meeting, AHE President, Kimberley Sullivan, raised concerns about the Guided Pathways Initiative and alignment of the project under Student Affairs. The following points are provided as a response/context to the concerns raised.

Response to the 2017 AACRAO report. This report highlighted seven recommendations. These recommendations and an overview of the steps taken by Student Affairs to address the identified topics are highlighted. Significant progress has been made to address the findings of the AACRAO consultant.

1. Assure a shared vision and ownership of Guided Pathways. The college identified the Vice President of Instruction (VPI), Vice President of Student Affairs (VPSA) and two GP Liaison positions as the leads for the Guided Pathways initiative, with the VPI as the lead contact for both the American Association of Community Colleges (AACC) and College Spark/SBCTC. In addition, a college-wide steering committee was convened to identify the six Areas of Study. This steering committee operated under the leadership of the Guided Pathway liaisons. An additional leadership team, composed of the VPI, VPSA, GP Liaisons, AVP of Planning and Effectiveness, and Dean of Student Enrollment, met weekly to align the work of Guided Pathways and Strategic Enrollment Management.
2. Strengthen the effectiveness of entry services. Through Guided Pathways, teams were developed to address the first three pillars of Guided Pathways. Pillar II – Getting Students on a Path - developed a comprehensive redesign of the student onboarding experience. This redesign includes creation of Enrollment Navigator positions to guide students from the point of first contact, through the enrollment steps, and ensuring students have a scheduled appointment with Advising Services. In addition, placement functions have been co-located with Enrollment Services to provide support for incoming students as they navigate our expanded assessment options – the college implemented multiple measures in coordination with the English and Math departments.
3. Review and update communication strategies with prospective, incoming and continuing students. The Welcome Center and Communications & Marketing have developed a new student communication plan aligned with our onboarding experience. We have hired a consultant to make recommendations to strengthen our use of our Customer Relations Management tool (CRM), Salesforce. This tool tracks and manages our communications with prospective and admitted students throughout the enrollment cycle.
4. Review Advising Services model. The new Advising Plan was first presented to the Board of Trustees in fall quarter and an updated version was presented in winter quarter. The implementation of caseload management and mandatory advising for new students will begin with in summer/fall quarters. In addition, Advising and Career Services are working to provide

cross-training to ensure new, undecided students, receive earlier career interventions. Also, Student Affairs has worked closely with IT to assess the current phone system capabilities to improve routing of incoming calls, revising phone messages and response times, and monitoring data related to call volumes. We continue to look for opportunities to improve and clarify information on our website. Lastly, Student Affairs and IT created an advising dashboard that gives advisors access to student information and the ability to log notes (eventually replacing AdvisorTrac). This dashboard can be accessed by anyone working directly with students and will also transition to PeopleSoft.

5. Improve the position of Clark College in providing credential evaluation in support of advising and student progress. The delayed implementation of PeopleSoft (ctcLink) required the college to reassess our existing credential evaluation tools and processes. The Advising/Credentials department has spent months updating our degree audit system. While not as robust as the PeopleSoft tool, this resource will improve service to students and save valuable time during advising sessions.
6. Review selected processes. Our AACRAO consultant encouraged the college to produce an annual class schedule, examine waitlist procedures, and determine if College 101 should be mandatory for all new students – these efforts are under the leadership of Instruction and the conversations are being supported by Student Affairs. In addition, the college convened cross-departmental teams to review Strategic Enrollment Management and flexible scholarships to support increased enrollment.
7. Review optimal enrollment options. This topic is being discussed as part of our broader SEM and Guided Pathways discussions.

Registration and Advising do not have a departmental plans. This point is accurate, however, it is important to note that our work on the redesign of the student onboarding experience has resulted in a comprehensive redesign of services inclusive of Advising, Career Services, Enrollment Services, Financial Aid and Welcome Center. These efforts are being overseen by our Dean of Enrollment Services and are being approached comprehensively to ensure alignment between all of these functions. As we continue with the implementation of Guided Pathways this effort will grow to include our comprehensive support services. This year required a more direct focus on key enrollment activities.

Areas of Concern. The document read by Kimberly Sullivan at the BOT meeting identified themes related to Guided Pathways Leadership being placed with Student Affairs. It is important to note that the project leadership was not placed under Student Affairs – only the coordination of the College’s communication with our external agencies, AACC and College Spark/SBCTC, was being aligned with the Vice President of Student Affairs during the leadership transition of Dr. Cook. Both AACC and College Spark/SBCTC request these initiatives to be aligned with the institutions Chief Academic Officer.

Advising Plan. As noted above, the Advising Plan has been in development for many months and has been presented to the Board of Trustees twice in the past six months. Student Affairs agrees that all advising functions must be closely aligned to best meet the goals of Guided Pathways and student success.

Systemic issues with Advising/Student Affairs. The move to Guided Pathways has brought significant attention to advising, which is a core student intervention and identified in all of the

literature related to student success. The current advising model at Clark College is not capable of providing caseload, intrusive advising for all students given our current (professional) advisor-to-student ratios in excess of 1:700. The College and AHE are currently in discussions about how to increase engagement of faculty in student advising. The referenced Advising Plan calls for an advisor-to-student ratio of 1:300.

Instructional leadership of Guided Pathways. Student Affairs agrees that the responsibility of this initiative cannot live with one area of the college, which includes Instruction and Student Affairs. The governance of this project has to be collaborative and must engage all areas to the institution to ensure success. Student Affairs must be an active, engaged partner, providing their collective expertise in decision-making and prioritization of this work. Our success requires changes to be in alignment with our strategic plan and identified best practices.

Dedicated advisor position for Running Start. The continued success of Running Start students and the importance of this program to Clark College is clearly understood throughout Student Affairs. The decision was made to separate the RS administrative and advising functions between Enrollment Services and Advising Services. This separation allows the experts in each area to focus their attention on the strategic priorities of the respective departments. Running Start students will be assigned to advisors based on their declared Area of Study, the same as all Clark College students. The leadership in Advising Services will ensure consistent communication with our K-12 partners and support for this important population.

Funding for Guided Pathways. The funding for Guided Pathways has not been determined by the College. Budget requests were submitted by units across the college in support of Guided Pathways, which will be assessed and funded as resources are available. Student Affairs only prioritized budget requests to support implementation of Guided Pathways– including: Enrollment Navigators, Educational Planners, Assessment Services, and the Penguin Pantry. All of these resources are specifically linked to improving our wrap-around support of students and in support of strengthening Advising Services.

This response is intended to provide context for the intense workload in Student Affairs associated with implementation of Guided Pathways. What is clear from the document read by Kimberly Sullivan is the need for a more comprehensive communication and documentation strategy, clarifying the work that has been accomplished and the priorities as we move forward.

Please let me know if you have any questions related to these points.

Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, April 25, 2018
GHL 213

In Attendance:

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

Administrators:

Robert Knight, President
Dr. Tim Cook, Vice President of Instruction
William Belden, Vice President of Student Affairs
Bob Williamson, Vice President of Administrative Services
Shanda Diehl, Associate Vice President of Planning & Effectiveness
Dr. Darcy Rourk, Interim Vice President of Human Resources & Compliance
Val Moreno, Chief Information Officer
Leigh Kent, Executive Assistant to the President

Administrators Absent:

Dr. Loretta Capeheart,
Dr. Chato Hazelbaker,
Kevin Witte,

Others

Jennifer Mankowski-Dixon, Assistant Attorney General
Lisa Gibert, President/CEO Clark College Foundation
Kimberly Sullivan, AHE President
Grace Moe, ASCC President
, Student

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

Chair Rupley called the meeting to order at 5:10 pm. The trustee work session consisted of a review of the student climate survey and updates on student food and housing insecurity.

The student success follow-up report will be deferred to a future board meeting.

The student success story was moved to the top of the agenda so the student could make his 5:30 class start time.

II. **Student Success Story—Hany Ibrahim**

Career Advisor Patrick Willis introduced this evening's speaker, Hany Ibrahim. Mr. Ibrahim immigrated to the United States from Egypt and lived and worked in various locations across the country. He originally visited Clark in order to use computers for a job search and ended up enrolling. He had always wanted to be in the medical field and is now realizing his dream by enrolling in the nursing program where he is now in his second quarter.

III. **Introductions**

Dr Capeheart introduced Brielle Daraja, Clark College's new Associate Director of Student Equity and Inclusion. Ms. Daraja comes to Clark from New York City by way of Philadelphia. She introduced herself to the trustees and is very excited about working with Clark students.

IV. **Action Items**

Chair Rupley abstained from the tenure votes.

A. **March 9, 2018 Tenure Executive Session Minutes**

MOTION: Trustee Burkman made a motion to approve the minutes from the March 9, 2018 tenure executive session. Trustee Jacobsen seconded the motion and it passed with one abstention.

B. **March 13, 2018 Tenure Executive Session Minutes**

MOTION: Trustee Burkman made a motion to approve the minutes from the March 13, 2018 tenure executive session. Trustee Jacobsen seconded the motion and it passed with one abstention.

C. **March 2018 Board of Trustee Meeting Minutes**

MOTION: Vice Chair Pollard made a motion to approve the minutes from the March 14, 2018 board meeting with a correction to correct the title of Vice Chair Rupley to Chair Rupley. Trustee Burkman seconded the motion and it passed unanimously.

V. **Audience Statements**

There were no statements from the audience this evening.

VI. **Constituent Reports**

A. **AHE**

Professor Kimberly Sullivan shared six concerns that the faculty has with guided pathways. President Knight assured Professor Sullivan that the college will address the faculty's issues. He indicated that guided pathways will not reside under Student Affairs, but that they will coordinate the logistics of working with the national level for future institutes. President Knight will provide information on guided pathways oversight at the next board meeting.

ACTION: The President's Office staff will forward the faculty documents to the board members.

B. **WPEA**

There was no report from the WPEA this evening.

C. ASCC

Ms. Moe reported that the students are wrapping up winter quarter and getting ready for spring. The ASCC held a student appreciation lunch for those who serve on committees to thank them for offering their perspective to the college community. All open committee positions have been filled including tenure committees. This year 25 clubs were chartered. More than 500 students attended the involvement fair. President Knight has asked the students to produce the video for September's opening day.

D. Foundation

Ms. Gibert said development activity is strong as the Foundation staff makes the final push of this fiscal year. Guided pathways is a major initiative in the comprehensive campaign. There are several significant gifts in the pipeline. The alumni are working with students to form a new entrepreneur club and match local leaders with the students to help answer questions about industries they may not have ready access to.

She is working with the college and board members on future plans for North County, advanced manufacturing, guided pathways, the Fourth Plain corner, and dark fiber.

ACTION: Chair Rupley challenged the Foundation board of directors to a 100% donation participation rate as the college board has done.

VII. Reports from Board Members

Trustee Strong attended the Sakura Festival and said that this is her favorite time of the year at the college.

Trustee Jacobsen was honored to have had the opportunity to meet Mr. Kageyama at Sakura at what will be his last visit to the college.

Trustee Burkman has been hearing what an exceptional event Sakura was this year. Mr. Kageyama was seriously moved by the remarks and gifts he received which are very fitting for his last visit. He thanked Dr. Capeheart for hosting the Penguins Together event; he felt that people were heard and had the opportunity to speak and that penguins uniting together against hate was a very positive move in setting up the Clark environment as inclusive for all.

Chair Rupley thanked the college for hosting this year's Sakura Festival.

VIII. President's Report

A. Student Success Follow-up—Former student Diane Robinson will speak at a future meeting.

B. Faculty Presentation—Dr. Judith Hernandez Chapar introduced the Teaching & Learning Center (TLC) to the trustees. The TLC is one of the tools the college uses to make sure faculty and staff are up-to-date with their professional education. Despite budget challenges, they have collaborated with faculty and partners to provide professional development educational support for the college community. The trustees complimented Dr. Hernandez Chapar on the research-based approach she is taking towards professional development.

C. Guided Pathways Update—guided pathways Student Affairs liaison Dani Bundy has taken a position at the SBCTC on the ctLink team. She will be assigned to Clark College as liaison when the college goes live next year. Since the start of the guided pathways project, there has been one liaison from the Office of Instruction and one from Student Affairs. The college is now looking at an appropriate organizational structure since guided pathways is so much more than those departments. Many staff will attend a guided

pathways conference at the end of April and will discuss the evolving structure with the national guided pathways staff members. Completion rates are starting to go up and should continue to increase as each step of guided pathways is implemented.

ACTION: Trustee Burkman asked to see what changes have occurred between each scorecard measure as guided pathways has moved forward. FTES have continued to drop and trustees would not know this without comparisons. Although some measures change on a month-to-month basis, others change over a longer term and he wants to know when these changes take place.

- D. Budget Process—the college is in the process of setting the 2018-2019 budget and is involving the college community more intentionally in this activity. Executive Cabinet received 80 budget suggestions from the college community. The outcome of this input was a request for an additional \$2 million in funding rather than suggestions for reallocations or budget reductions. Executive Cabinet will meet in a budget retreat to go through the suggestions and determine next year’s priorities and what cuts should be made.

The budget will be presented to the Board at the May meeting and voted upon in June.

- E. The college is looking at ways to blend the Sakura Festival with the Nez Perce Celebration in 2019. Both events are held typically two days apart and it would be meaningful to connect the two events.

President Knight and Mr. Witte met with executives from Boeing and Siemens yesterday. The companies are looking to site a training center on the West Coast and are considering establishing one at the Boschma Farms campus in connection with the Advanced Manufacturing program. The companies have given sizable donations to community colleges and they ~~would~~ could assist in the design of the manufacturing facility. Siemens is the world leader in industrial automation.

President Knight met with Andy Lowery, the CEO of RealWear, which recently relocated to Vancouver, and is a wearable tech company. Mr. Lowery wants to partner with the college to provide goggles to automotive students to try out as they would like a case study to present to two automakers who are considering their equipment.

International Budget—the trustees looked at the past three years’ return on investment for the International Program. Most years, revenue has exceeded expenses, but the margin is falling due to fewer international students choosing to study in the United States. Some colleges have seen up to 10% of their enrollments drop due to the loss of these students. Clark has responded by transferring and international student advisor into general advising, expanding markets and using more electronic recruiting.

- F. Vice Presidential Search Update—the college and recruiting company have narrowed the Vice President of Human Resources & Compliance candidate search to five individuals. Executive Cabinet will be interviewing the five candidates via Skype and will further narrow the search to three people to bring in for personal interviews. The college is pleased with the pool as they are a very diverse group of candidates.

The Vice President of Instruction search committee is screening applications now. They are very confident the pool will yield successful candidates. President Knight intends to have both positions selected by June 30.

G. **Next Meeting**

The next meeting of the Board of Trustees is currently scheduled for Wednesday, May 23, 2018 in the Ellis Dunn Community Room, GHL 213. Chair Rupley will not be able to attend and Vice Chair Pollard will chair the meeting.

H. **Executive Session**

There was no executive session this evening.

I. **Adjournment**

There being no further business, the meeting adjourned at 6:26 pm.

Jada Rupley, Chair

Leigh Kent
Recorder
May 15, 2018

Audience Statements

No documents for this item

Constituent Reports

No documents for this item

AHE

No documents for this item

WPEA

No documents for this item

ASCC
BOARD OF TRUSTEES REPORT
May 2018

ACADEMIC EXCELLENCE

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

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

Progress

- **From May 4th through May 5th, ASCC officers Grace Moe, Ndeye Astou Cisse, and Ken Teoh participated in the Student Voice Academy Conference at Whatcom Community College in Bellingham, WA. At the conference, officers had the opportunity to learn about how we can participate in state government. At the Conference, we also decided what agenda items will be focused on for the 2018-2019 WACTCSA agenda. ASCC promoted Textbook Affordability in support of Clark College students, and was the only school who did so. ASCC Officers presented the idea to other schools, caucused, and made several speeches in support. In the end, we received support from 3 schools that vowed to devote their 2018-2019 to textbook affordability. The motion to put Textbook Affordability into the 2018-2019 WACTCSA agenda passed with a unanimous vote from the WACTCSA Board of Representatives.**

SOCIAL EQUITY

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

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

Progress

- **From the dates of April 9th through April 12th of the spring term, student leaders in ASCC and APB hosted Welcome Week and served students by providing information, answering questions, and handing out snacks and supplies on each Clark College campus. The resources helped students prepare for their classes in the first week by providing**

them with food and school supplies so that they can be focused in class without feeling hungry or unprepared. Student leaders walked around campus with a cart of supplies, and held a table in the Penguin Union Building. In total, we handed out 4,740 items of snacks and school supplies. This effort is in support of both the ASCC Priorities of Food Insecurity and Increased Student Support.

- On Tuesday April 23rd ASCC hosted the final Involvement Fair for the 2017-2018 year. The fair took place in the fountain area outside and lasted from 10:00am-1:00pm. The Involvement Fair gives clubs and programs the opportunity to showcase what they support, and promote to students who share the same interests. The event was 1990s themed, so many clubs and programs decorated their booths with different decorations associated with the 1990s. ASCC served cookies, smoothies, and pizza to students. In all, we had approximately 500 students who were served at the event. This event fulfilled the ASCC priority of Student Support.
- Since February of 2018, ASCC has been promoting for ASCC Officer Positions for the 2018-2019 school year. ASCC has been promoting positions by presenting in classrooms, setting up recruitment tables in different buildings, promoting on social media, promoting to students in Student Life, and promoting at different events. ASCC also hosted a zip line on campus on Tuesday, May 1st from 11:00am-2:00pm. ASCC officers promoted positions in 2018-2019 Student Government. This gave students an opportunity to zip line while also learning about student government positions. In all, 145 students participated. We received 13 applications for next year's Student Government.

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

- **Recently, ASCC Executive Budget Committee approved a few one-time funding requests. The total amount funded is \$19,862.**
- **The first request approved was the Swing Club funding for their camp Jitterbug Conference in Seattle. The approved amount of money is \$11,205 to cover registration, transportation, meals, housing, and parking expenses. This request was approved at the Executive Council Budget Committee on Thursday, April 19th.**

- **The other request that was approved was submitted by the Phoenix for their Unveiling event happening on May 15th, from 3:00pm-4:00pm in Gaiser Student Center. The approved amount of money is \$1,945 to cover the food and supplies. This request was approved at the Executive Council Budget Committee on Thursday, April 19th.**
- **The next request that was approved was the request from the ACES Club to attend the National Conference on Alcohol and Addiction Disorders. The request was approved for \$6,712 to cover transportation, meals, housing, and conference fees.**

ENVIRONMENTAL INTEGRITY

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

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

Progress

- **In all, we have 26 clubs that have been chartered.**
- **ASCC has 3 open positions in committees, and 2 open positions in Tenure committees.**

Foundation
May 2018

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

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

Fundraising for FY 2018 continues to build as we approach the last two months of the fiscal year. To-date, more than \$3.3 million has been secured in gifts, pledges, planned gifts and gifts-in-kind. This is 50% more than was raised for the entire previous year. In addition, several other large gift agreements are in the works to be completed before June 30, 2018; so there is a concerted dash to the finish line and what looks to be a very good fundraising year.

Progress toward the public announcement of the comprehensive campaign also continues to be made. Plans are underway to hopefully announce the campaign at this year's *Savoring Excellence* to be held on November 15, 2018. This announcement depends on our ability to reach the half-way point of the overall campaign goal of \$35 million. The goal to announcement then is within reach but will require some addition special gifts to come in between now and November. The development team is working diligently to try and make that happen.

The foundation's *Conversations* program continues to expand and grow, with three events scheduled between now and August. The three *Conversations* will focus on the college's Entrepreneurship and Leadership programs; the *Small-World Antibiotics Research Initiative* which Clark is part of, along with Yale and dozens of other four-year plus institutions; and the future of the Boschma Farms Campus, including the Advanced Manufacturing Project. All three *Conversations* will be held in the homes of Clark College donors and supporters and will include dozens of "new" individuals who have not had much interaction with Clark to date, but have the potential to learn more about the institution and how to partner with Clark and the foundation.

One of Clark's signature annual alumni events is scheduled this month at Buffalo Wild Wings in Hazel Dell on May 21, 2018. The event will feature networking opportunities and other fun activities, a welcome from President Bob Knight and plenty of good food and drinks. Tickets are required and all are welcome!

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

trustees.

As collaborative efforts between the college and the foundation grow exponentially with the increase in campaign activity, community outreach and real estate development, open lines of communication from a variety of levels remains critical. These topics begin to blend together as development activity is in direct support of college related programming and campaign priorities. The most active areas of strategic alignment at this juncture involve the following:

- Guided Pathways – a number of discussions are occurring to determine a process to effectively and efficiently identify recipients for flexible scholarship awards. Student affairs personnel are working directly with foundation staff to create a process in an effort to impact those of greatest need. The foundation board will hear more on the status of Guided Pathways at their retreat on May 18, 2018.
- Advanced manufacturing – this campaign area is obtaining significant momentum from the work lead by Brad Skinner and Kevin Wittte. Matching industry need to current curriculum offerings and envision the changes required to be relevant in the future, faculty, staff and industry are coming together to plan a building to meet those needs.
- Dark fiber – Mode Five LLC has been conducting the feasibility interviews related to the dark fiber project. Access is deemed critically important for the success of the Boschma Farms campus, but is also a key to long-term success and development in Southwest Washington.

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

Form 990: A draft Form 990, Return of Organization Exempt from Income Tax, and related IRS and state filings has been completed. The filings will be presented by the foundation's tax consultant during the finance committee on May 8, 2018 and filed with the IRS by May 15, 2018.

Bylaws: A taskforce made up of select members of the foundation staff and board completed an extensive review of the bylaws. Changes drafted into a red-lined version will be reviewed by the executive committee on May 3, 2018, and approved by the full board on June 5, 2018.

Budget: The fiscal year 2018-19 budget has been drafted and approved by the finance committee. Additional meetings to review and approve the budget

include executive committee (May 3, 2018), a board workshop (May 25, 2018), and the board meeting (June 5, 2018).

Utilization of assets: The Commercial Property Development task force has continued to meet and define next steps related to the first state funded building at Clark College at Boschma Farms. Membership is made up of foundation and college staff, board members, and a college trustee. Topics have included traffic studies, identification of property lines associated with the first building, and steps to transfer identified land from the foundation to college.

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

No further activity to report at this time.

Respectfully submitted,

Lisa Gibert
Foundation Chief Executive Officer
May 7, 2018

Attachments:

Financial Dashboard
Development Dashboard
Annual Giving Comparison



Financial Dashboard as of February 28, 2018

Contributions/Donations Received

1973 - Present

	Year to Date	6/30/2017	6/30/2016	6/30/2015	1973 - Present Life to date
Unrestricted	\$ 532,451	\$ 351,760	\$ 1,022,195	\$ 638,948	
Temp. Restricted	756,713	1,483,984	4,128,267	805,178	
Perm. Restricted	800,084	103,677	346,685	220,404	
Total	\$ 2,089,249	\$ 1,939,421	\$ 5,497,147	\$ 1,664,530	\$ 93,670,133

	Year to Date		6/30/2017		6/30/2016		6/30/2015		1973 - Present
	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Life to date
Program	\$ 109,077	\$ 438,532	\$ 298,054	\$ 495,521	\$ 432,044	\$ 643,482	\$ 434,710	\$ 369,297	\$ 33,295,357
Boschma Farms land acquisition	296,296	-	444,444	-	1,244,444	-	444,444	-	5,429,627
Capital projects - STEM/Dental Hyg./Othe	-	304,217	175,000	252,559	-	1,537,786	5,415	175	13,687,806
College & Community Relations	25,575	-	81,718	-	46,821	-	37,931	-	192,044
Scholarships	5,973	644,953	9,063	900,038	9,416	848,625	19,353	672,913	10,691,212
Total	\$ 436,920	\$ 1,387,702	\$ 1,008,279	\$ 1,648,119	\$ 1,732,724	\$ 3,029,893	\$ 941,853	\$ 1,042,385	\$ 63,296,046

College Support Expended

	Year to Date		6/30/2017		6/30/2016		6/30/2015		1973 - Present
	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Life to date
Program	\$ 109,077	\$ 438,532	\$ 298,054	\$ 495,521	\$ 432,044	\$ 643,482	\$ 434,710	\$ 369,297	\$ 33,295,357
Boschma Farms land acquisition	296,296	-	444,444	-	1,244,444	-	444,444	-	5,429,627
Capital projects - STEM/Dental Hyg./Othe	-	304,217	175,000	252,559	-	1,537,786	5,415	175	13,687,806
College & Community Relations	25,575	-	81,718	-	46,821	-	37,931	-	192,044
Scholarships	5,973	644,953	9,063	900,038	9,416	848,625	19,353	672,913	10,691,212
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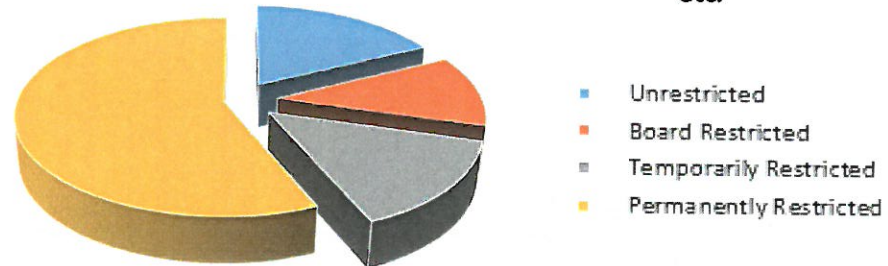
Scholarships

	YTD	6/30/2017	6/30/2016	6/30/2015	6/30/2014
Number of scholarship awards	737	715	846	789	743
Total number of Clark College Students (Fall Census)	10,959	11,313	11,392	12,123	12,917

*Cost of tuition (2017-2018).
12 credits for 3 qtrs. = \$3,613.
Lower division courses.
Excludes books or addtl.
fees such as nursing, labs,
etc.*

Net Assets by Type	2/28/2018
Unrestricted	\$ 17,227,466
Board Restricted	11,516,898
Temporarily Restricted	14,229,435
Permanently Restricted	55,832,641
Net Assets	\$ 98,806,441

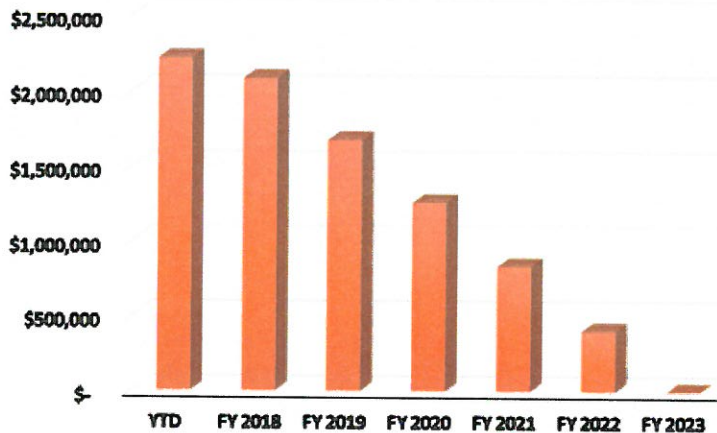
Net Assets at 2/28/2018



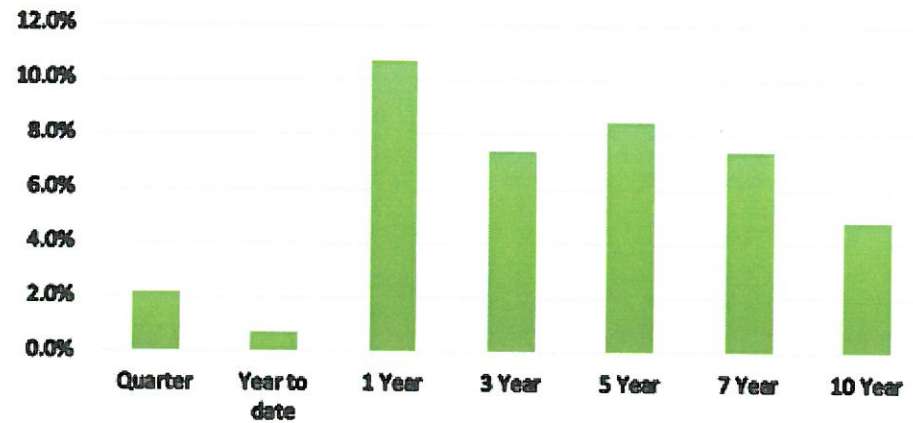
Unrestricted Net Assets	Year to Date	6/30/2017	6/30/2016	6/30/2015	6/30/2014
Assets					
Cash	\$ 98,921	\$ 533,396	\$ 434,119	\$ 493,183	\$ 517,523
Investments	6,840,967	7,067,349	7,797,334	7,174,405	6,783,040
Pledges Receivable	121,061	133,280	65,880	62,090	73,939
Prepays/Deposits/Other Assets	372,937	164,818	120,217	116,667	127,934
Land/building/equipment	12,721,096	12,731,837	13,038,307	13,041,589	12,896,207
Liabilities					
A/P/Other Liabilities	(711,356)	(422,434)	(1,957,849)	(675,487)	(516,391)
Note Payable	(2,216,160)	(2,481,701)	(2,873,600)	(4,251,388)	(4,628,310)
Unrestricted Net Assets	\$ 17,227,466	\$ 17,726,545	\$ 16,624,408	\$ 15,961,059	\$ 15,253,942

Projected Liquid Unrestricted Net Assets Available (Balance in Future Years)	
6/30/2018	\$ 2,874,898
6/30/2019	2,194,453
6/30/2020	1,675,009
6/30/2021	1,180,564
6/30/2022	686,120
6/30/2023	253,712

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



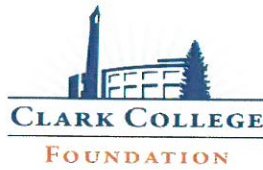
Investment Pool Returns - Through 2/28/18



Endowment

Distribution Details

	FY 18	FY 17	FY 16	FY 15	FY 14
College Program	\$ 1,229,465	\$ 1,187,928	\$ 1,153,185	\$ 1,049,170	\$ 911,842
Unrestricted	1,733,270	1,704,605	1,650,472	1,455,009	1,344,005
College Program Reserves	232,247	201,368	248,212	203,443	160,332
Total	\$ 3,194,982	\$ 3,093,901	\$ 3,051,869	\$ 2,707,622	\$ 2,416,179



Dashboard



Strategic Initiatives:

- Development
- Strategic Alignment
- Fiduciary Responsibility
- Board Relations

	Current fiscal year to-date	Prior fiscal year to-date	Prior fiscal year
Fiscal year	7/1/2017 - 4/19/2018	7/1/2016 - 4/19/2017	7/1/2016 - 6/30/2017
Total number of donors	1,717	1,427	1,636
Number of new donors acquired	660	602	688
Number of new major gift donors acquired	12	9	16
Number of \$1,000+ donors	190	159	181
Number of confirmed irrevocable planned gifts	3	1	1
Number of confirmed revocable planned gifts	1	5	6
Foundation board participation*	91%	86%	100%
College trustee participation	100%	100%	100%
Executive Cabinet participation	82%	88%	88%
Foundation staff participation	84%	76%	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 April 19, 2018

	FY2018	FY2017	FY2016	FY2015
TYPE				
Cash/Stock/Property	\$2,903,329	\$1,032,495	\$1,254,375	\$1,654,918
Pledge	\$77,459	\$1,015,831	\$4,442,124	\$171,375
In-kind	\$25,261	\$220,399	\$81,907	\$55,319
Deferred Irrevocable at Face Value*	\$208,013	\$100,000	\$9,953	\$62,425
TOTAL	\$3,214,062	\$2,368,725	\$5,788,359	\$1,944,037
SOURCE				
Board Members (includes ex officio)	\$91,880	\$641,410	\$111,404	\$53,710
Employees	\$27,600	\$54,078		
Alumni	\$1,001,383	\$185,508	\$380,645	\$746,654
Friends	\$520,463	\$545,993	\$331,164	\$542,097
Estates	\$895,181	\$26,200	\$23,000	\$6,083
Family Foundations and Trusts	\$74,124	\$337,988	\$4,450,530	\$292,295
Corporate & Community Foundations	\$451,360	\$222,342	\$140,220	\$187,560
Corporations/Other Organizations	\$145,896	\$353,892	\$343,482	\$106,480
Government Entities	\$6,175	\$1,314	\$7,914	\$9,158
TOTAL	\$3,214,062	\$2,368,725	\$5,788,359	\$1,944,037
PURPOSE				
Current Use				
Unrestricted	\$391,591	\$495,391		
Faculty Support	\$0	\$0		
Programs/Other	\$222,509	\$423,516		
Scholarships	\$1,391,602	\$377,189		
Sponsorships	\$13,384	\$34,600		
Technology/Equipment	\$0	\$0		
Endowed				
Unrestricted	\$0	\$0		
Faculty Support	\$0	\$0		
Programs/Other	\$4,000	\$33,456		
Scholarships	\$976,523	\$103,393		
Technology/Equipment	\$0	\$0		
Capital				
Culinary	\$6,350	\$780,515		
STEM	\$90	\$20,465		
Programs/Other	\$0	\$200		
Deferred Irrevocable at Face Value*				
Programs/Other	\$208,013	\$100,000		
TOTAL	\$3,214,062	\$2,368,725	\$0	\$0
*Number of irrevocable gifts secured	3	1		
Deferred Revocable at Face Value	\$130,000			

Reports from Board Members

No documents for this item

May 2018 Board Report

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

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

- Career Services and Advising Services members have developed a training curriculum for Professional Advisors to expand knowledge in areas of career clarity tools and resources for new and continuing students. The first cross-functional training/learning opportunity is scheduled for May 11, 2018. (SA)
- The yearlong schedule developed through the Office of Instruction will debut on May 4, 2018. This forecasting tool will allow for improved scheduling with increased predictability for advisors and students when educational plans are being developed for individual student needs. (SA)
- The week-to-week objectives for an advisor's student caseload has been drafted and will follow close alignment to other pathways schools' curriculum with how/when advisors conducts intrusive outreach to advisees. (SA)
- The reinstatement of the Academic Early Warning tool (AEW) will compel the work done through AEW to overlap with what advisors are expected to complete with student caseloads when a student goes off track. Right now, the conversations taking place focus on how the work will come together for the faculty and staff connected to early alert efforts. (SA)
- Distance advising through our Canvas shell would allow for greater access to students who prefer to connect with their advisor using this modality. The Canvas LMS also allows for chat and information exchange through a bolt-on tool called Zoom. Zoom can accommodate audio/video conversations as well as document sharing and exchange. (SA)
- The faculty advising role/process is currently in the contract negotiation phase. (SA)
- More than 85% of initial program maps have been developed. Currently professional advisors are working with Deans and faculty to review the maps and get them ready for student use. (OOI)/

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

- Eight Clark staff members participated in a workshop Spring Quarter by Disability Support Services staff on Creating Accessibility in Microsoft Word. The principles learned apply to creating Word documents for student handouts shared on department webpages and shared out to students. The result will be more access for students with disabilities who use assistive technologies and help Clark meet it's Accessible Technology Policy. (SA)

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

Objective 10: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.

- Disability Support Services is now lending assistive technology devices as of Spring quarter to students to better facilitate access to alternate format which DSS also provides them. These devices (Victor Reader Streams,) were purchased with funds generously granted by the Smith scholarship through the foundation for the purpose of giving blind and low vision students access to assistive technologies on a trial basis. This will enable students to make better informed decisions about what assistive tech devices to purchase for their personal or professional use while simultaneously giving them better access to their textbooks and other alternate formats. (SA)
- Student Affairs is working with Communications & Marketing and Planning & Effectiveness to recreate the home screen on MyClark for students. The new screen, specifically for new students, will include an onboarding checklist to assist them through the process of on-boarding. This will also include a new student Entry Survey, a best practice within Guided Pathways. This survey will allow the Enrollment Navigators, Educational Planners and other offices to better assist students and provide them the resources or referrals they need to be successful. These new additions to MyClark are scheduled to go live in early May. (SA)
- Continued refinement of information delivery (when/what) to new students is being done through several workgroups within Advising Services. One workgroup is focusing on creating a Canvas shell to enroll new students in as they start their experience at Clark (this will allow us to decide when a student gets what information as they need it, rather than giving them too much information at once or at the wrong time). Another workgroup is collaborating with Career Services to improve the career readiness of a student who has declared a certificate or degree intent (this takes on elements of the Appreciative Advising model where inquiry of student goals becomes integral to engagement and relationship building for advisor/advisee). A third workgroup is charged with professional advisor training as well as faculty advisor training (elements of which refine our current training materials/resources, but looks to bring in more Appreciative Advising tools/approaches to student engagement). All workgroups aim to complete initial build and rollout by end of spring term 2018. (SA)

Objective 12: 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.

- The temporary employee analyzing Salesforce implementation as our Customer Relationship Management (CRM) tool has started. So far, an analysis has been completed for student enrollment, and next week she will begin working with the Office of Instruction, Communication and Marketing, and Economic and Community Development to analyze their use of the CRM and see how to combine these products. (C&M)

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

- As per EVC (Economic Vitality Council) recommendation, the new budget process continued through the months of April and the beginning of May. In April, budget forms were completed by the college community. A total of 80 budget forms were completed by the college community. Those requests were compiled and assigned to each appropriate EC member. Each EC member reached out to their constituent groups to obtain feedback to assist with budget prioritization. In May, EC came together in a retreat to discuss their individual area prioritization, and then to prioritize those in one final list. This list was compared to funding levels and assessed as to what could be funded for the 2018-19 year. On May 8, the EC conducted two campus wide open forums to discuss their budget prioritizations and obtain feedback. (Economic Vitality Council)

Economic Vitality Addendum

- Eighty (80) international students from 26 countries enrolled for spring term 2018. New international students arriving for spring term represent Cambodia, China, Japan, Morocco, South Korea, Thailand and Vietnam. International Programs is meeting the target of 75 annualized FTEs for 2017-18. *Making progress toward: Maximize the college's return on investment by responsibly allocating available resources.* (SA)
- Entry Services completed the following recruitment/outreach/onboarding activities in March:
 - Recruitment Events: 17;
 - Transitional Studies Orientations: 2;
 - Group Tour Visits: 4; and
 - Individual Tours: 30.*Making progress toward: 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.* (SA)
- Rebecca Kleiva, Worker Retraining Program Specialist, attended two Rapid Response events for Georgia Pacific in partnership with WorkSource, on April 17 and April 18. There were 75 attendees, and she has had appointments with nine individuals. Rapid Response events provides transitional services that are designed to assist individuals who are experiencing a layoff. *Making progress toward: 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.* (SA)
- Rebecca Kleiva, Worker Retraining Program Specialist, facilitated two Clark College/Workforce Education Services Information Sessions at WorkSource on April 10 and April 24. There were approximately 20 participants in these sessions. *Making progress toward: 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.* (SA)

Economic Vitality Addendum, continued

- Angelica Pravettoni, Re-entry Navigator, facilitated two Clark College/Workforce Education Information Sessions at the Clark County Jail on April 10 and April 24. Of the 22 participants, 18 of them completed admissions applications to Clark College. *Making progress toward: 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.* (SA)
- Angelica Pravettoni, Re-entry Navigator, facilitated one Clark College/Workforce Education Information Session at Larch on April 25 to 16 participants. She also conducted 11 one-on-one appointments at Larch on April 19, and represented Clark at the Larch Re-entry Fair on April 27 when approximately 60 individuals visited the Clark College table and received Clark informational materials. *Making progress toward: 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.* (SA)
- Career Services hosted its annual Career Clothing Closet on main campus April 17-19. This year, the Clothing Closet open hours were 10 am-2 pm Tuesday and Thursday, and 2-6 pm on Wednesday. In total, 232 individual students participated in the three-day event, with many students returning to the event more than once (314 distinct logins). From a participation standpoint, the event day with later hours had less than half the participation of the mid-day event dates. Overall, the event was highly successful in bringing together volunteers from departments and divisions across campus and providing excellent professional clothing to many of our student body. Surveys collected from the event indicate students were highly satisfied with their experience. One student commented, "I think this is an amazing idea. I have been looking for good professional clothes and this really helped me out!" *Making progress toward: 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.* (SA)

Economic Vitality Addendum, continued

- Career Services hosted its annual Resume/LinkedIn Clinic on May 1. Eleven employers assisted 48 students over the course of the event from 4-7 p.m. Employers were impressed with the turn out and appreciated the opportunity to work with students. This is the first time we have offered the event to include evening hours and there was a steady flow of students until the end of the event. The breakdown of services is Resume Assistance – 44; Cover Letter Assistance – 18; Practice Interviews – 17; Career Fair Tips – 15; and LinkedIn Profile Assistance – 10. *Making progress toward: 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.* (SA)
- Career Services hosted the Annual Career Fair on May 3 from 11 am – 3 pm, in the O’Connell Sports Center Gym. There were 110 companies representing job opportunities from across many sectors including Health Care, Engineering, Manufacturing, Government and Utilities, Business and Finance, and Hospitality. The event was attended by 923 students and community members who also had access to the LinkedIn Photo booth which was available for professional headshots during the hours of the fair. *Making progress toward: 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.* (SA)
- Career Services assisted 302 individual students with employment services during winter quarter. This included 235 one-on-one appointments for 214 students receiving assistance with resumes, cover letters and job search. Eighty-eight students utilized drop in resume help with employment assistants (peer assistance) for 101 separate visits. Additionally, we distributed 142 Student Employment referrals to 97 students participating in Student Employment, which includes Work-Study and Institutional Hire positions. *Making progress toward: 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.* (SA)
- The Career Center experienced a 35% increase in one-on-one appointments serving 26.5% more students during winter quarter 2018 (356 appointments/296 students) compared to winter quarter 2017 262 appointments/234 students). Clients are meeting to work through a career development process, explore careers and choose a program for the appropriate credentialing. Additionally, the Career Center experienced a 20.5% increase for drop-in visits (523) during winter 2018 quarter compared to winter 2017 with 434 drop in visits. These visits to the career center are people using the computers for job search activities or career exploration. *Making progress toward: 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.* (SA)
- Through the Bookstore’s rental program, including books and calculators, students saved more than \$106,000 in spring quarter when compared to purchasing new. Overall, for fall, winter and spring quarters, the rental program saved students more than \$283,000. *Making progress toward: 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.* (SA)

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

Objective 16: Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.

- Environmental Health & Safety strategized a plan for how to expand awareness including Ergonomic scheduling, training schedule and needed resources. (AS)

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

Social Equity Addendum

- Disability Support Services and Entry Services staff hosted Woodland High School events on campus on April 25. Ten juniors and seniors with disabilities learned about Clark's offerings, how to get started, and detailed program information on accommodation options available at Disability Support Services. *Making progress toward: 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.* (SA)
- The associate director of student equity and inclusion position was filled. This position is responsible for managing the Diversity Center and the ODE peer mentors. This position will create and sustain a safe place for students to gather and will engage the campus in our efforts to diversify and include all students on our campus in an equitable way. This position helps to identify structural and systematic barriers that continue to prevent or limit opportunities for systemically non-dominant current and future students. *Making progress toward: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.* (ODE)
- Twenty-four Clark College students attended the Students of Color Conference in Yakima, WA to support students to become more active proponents of their own education and life choices, and expand the opportunities and possibilities for students to become agents of change for our campus. This conference aids us to identify structural and systematic barriers that continue to prevent or limit opportunities for systemically non-dominant current and future students. *Making progress toward: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.* (ODE)
- The Office of Diversity and Equity offered five employee development trainings regarding intersectionality. These trainings helped the 27 attendees improve their understanding of intersectional identities and they learned how to leverage the aspects of privilege held to dismantle systemic inequities. *Making progress toward: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.* (ODE)
- Five ODE-sponsored events were held this past month: the Sakura Festival, Solidarity Stance, Día del Niño/Día del Libro - Celebrate Children's Day/Book Day, and two presentations from Raquel Salas Rivera Poet Laureate of Philadelphia. To showcase the college's commitment to inclusivity and equity as well as raise awareness and appreciation of multicultural practices. *Making progress toward: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.* (ODE)

Student Success Story

No documents for this item

Faculty Presentation

No documents for this item

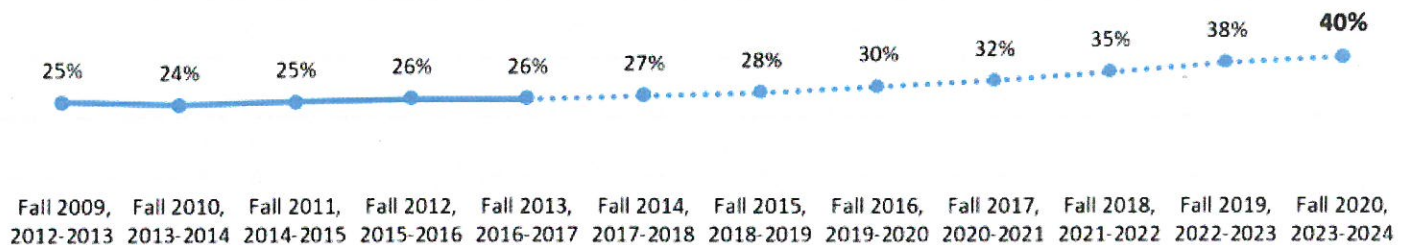
COMPLETION



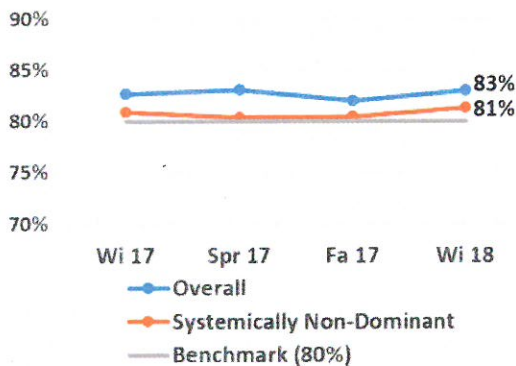
MAY 2018

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

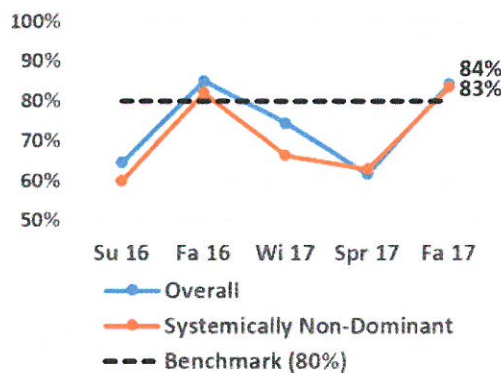
Degree or Certificate-Seeking Full-Time Student Completion Rate Within 3 Years



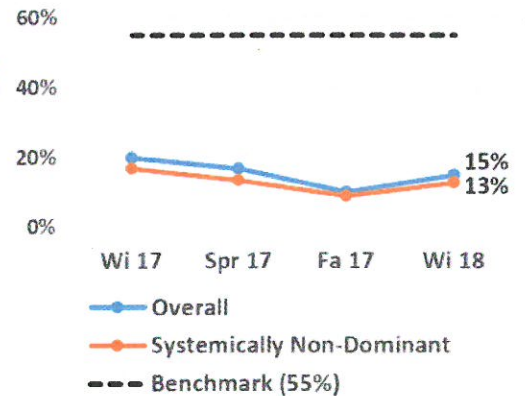
Course Success Rate: Certificate or Degree-Seeking Students



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



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



Monthly Highlights

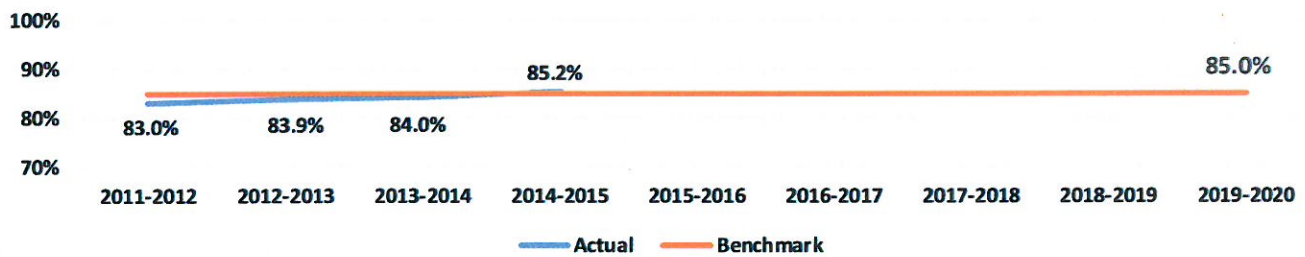
- ◇ Advisors and program faculty have engaged in reviewing newly created program information sheets and program maps as they work to advise new students into degree and certificate pathways. This collaboration project is specifically set to complete by end of May 2018.
- ◇ Perhaps the first ever annual class schedule has gone live. This allows students to plan their entire year of classes at one time. An important component in retention in that students can now have predictable schedules to build around work and family priorities. Additionally, faculty and Deans can now add classes and hire new faculty in response to student demand. This is the first step in the implementation of an annual registration process that will allow students to choose and register for an entire year of coursework.

EMPLOYMENT/TRANSFER

MAY 2018

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

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



Monthly Highlights

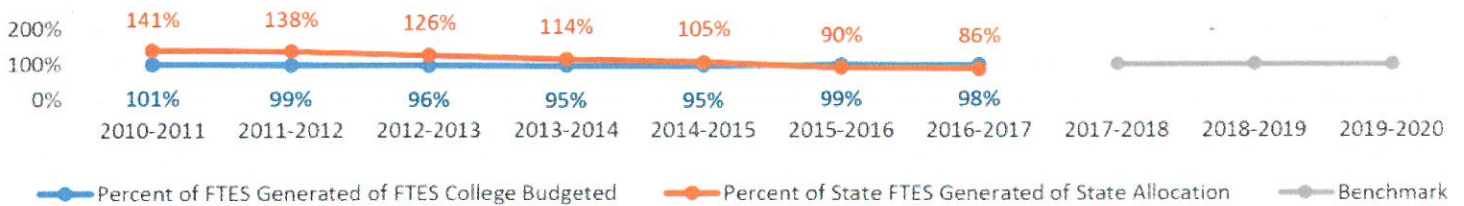
ENROLLMENT



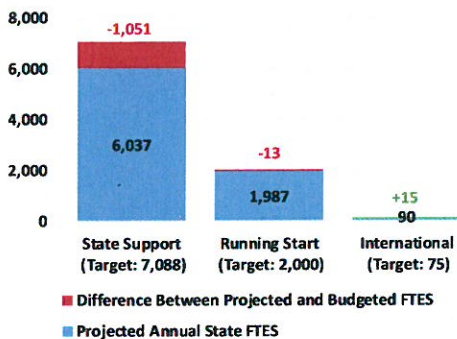
MAY 2018

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

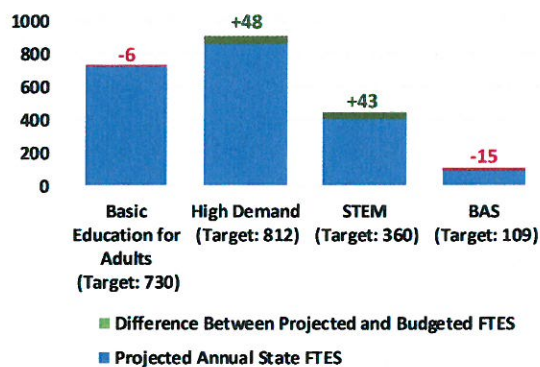
Percent of Full-Time Equivalent Students (FTES) Generated based on College Budget and State Allocation



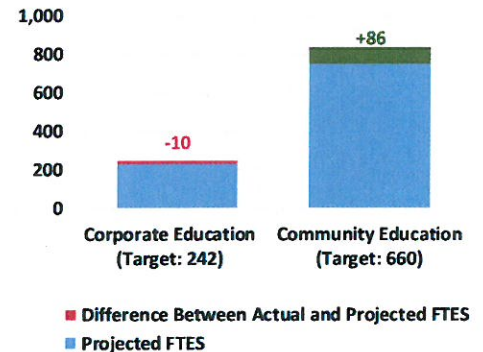
Projected Final Annual FTES Based on Current FTES (May 1)



Projected Priority FTES Based on Current FTES (May 1)



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



Monthly Highlights

- ◇ Spring 2018 state-support FTES (fulltime equivalent students) are down by 7% from Spring 2017 this time last year. Running Start spring FTES are up by 1% from spring 2017 from this time last year.
- ◇ Three television advertisements, 10 billboards, and a range of social media advertising have all been launched to support fall quarter enrollment. A recent report back from the Oregonian Digital Group shows that our advertisements are performing better than national benchmarks and leading to additional inquiries.

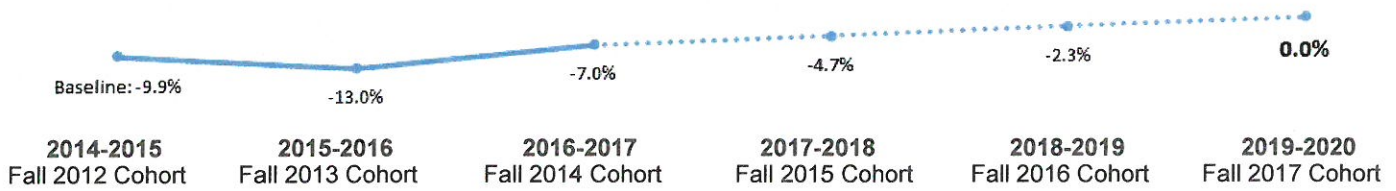
SOCIAL EQUITY



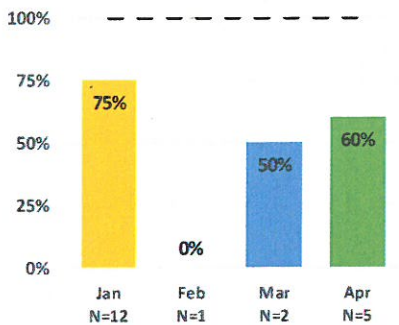
MAY 2018

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

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

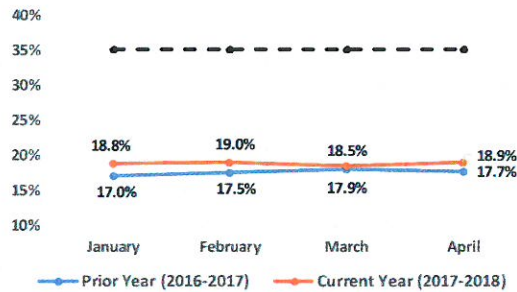


Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability



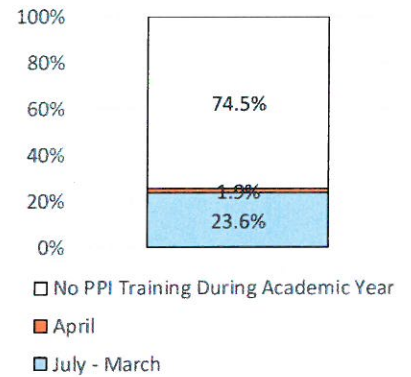
-- Benchmark: 100% of Applicant Pools

Percent of Employees Of Color or Employees with Reported Disability



-- Benchmark: 35% of Employees to Match Student Demographics

Percent of Employees Engaged in Professional Development Opportunities in PPI



Monthly Highlights

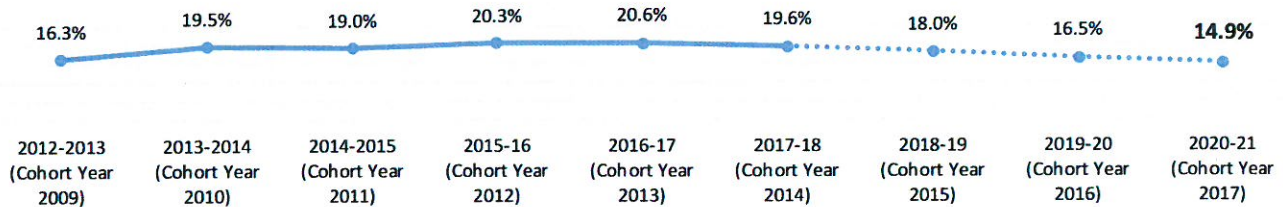
STUDENT DEBT



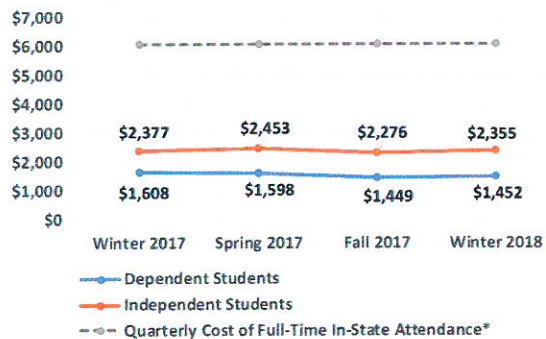
MAY 2018

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

Student Three Year Loan Default Rate

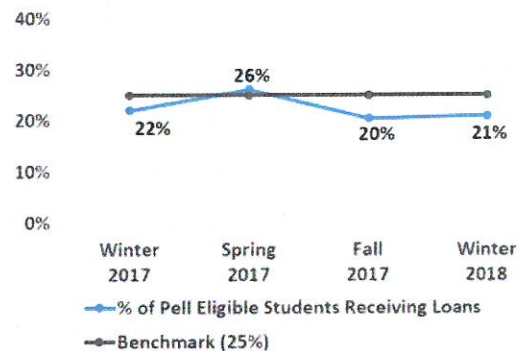


Average Loans Awarded and Received by Students, by Independent/Dependent Status



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

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



Monthly Highlights

- ◇ The Homelessness Prevention and Housing Consortium agreement has been approved and the MOU is being routed through the approval process. Clark College has continued to participate in the Consortium planning meetings.
- ◇ As of April 23, a signed agreement has been completed and sent to vendor partner. Steps are now being coordinated to integrate vendor services enabling set up of the Bookstore's Digital Content Access, schedule for select test roll out winter 2019.

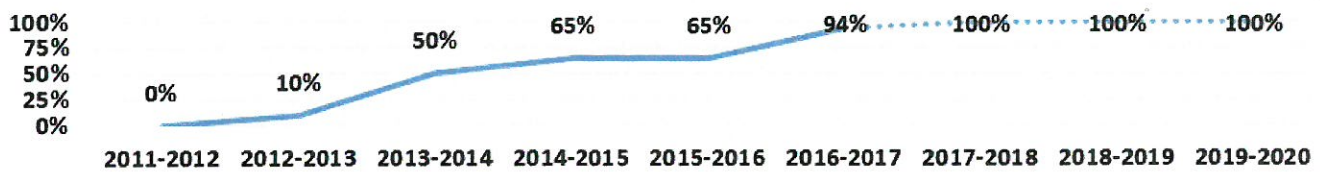
STUDENT LEARNING



MAY 2018

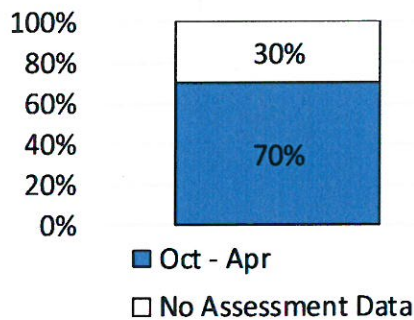
Clark College facilitates student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. Clark College's degrees and certificates awarded are the result of a culmination of learning. The college aligns its curriculum with learning outcomes and applies evidence to continually advance student learning.

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

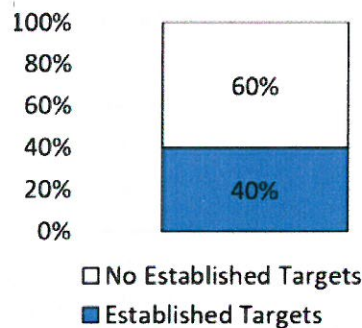


Due to faculty workload, the expectation is that faculty will complete their program assessment work by September 30th of the next

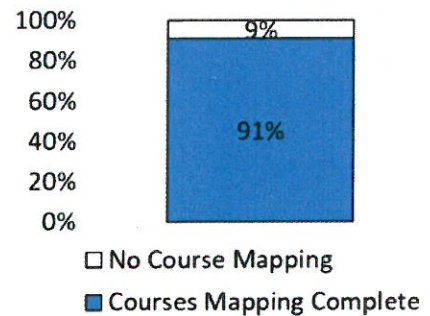
Proportion of Program Groups with Assessment Data On File



Proportion of Learning Outcomes with Established Learning Targets



Proportion of Programs that have Mapped Learning Outcomes to Courses

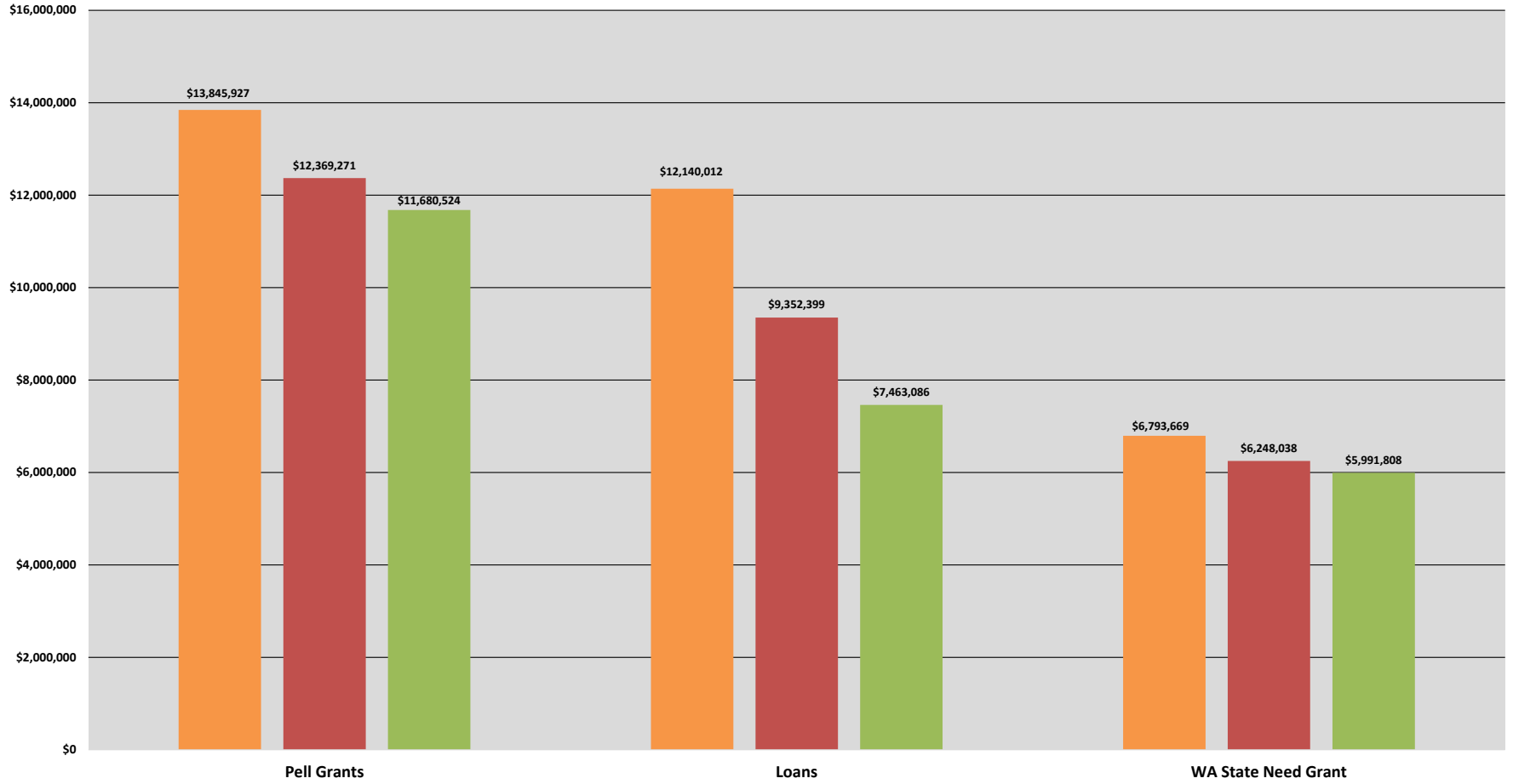


Monthly Highlights

3 Year Comparison of Awards by Category
April YTD

■ 2015-2016
■ 2016-2017
■ 2017-2018

Dollars (millions)



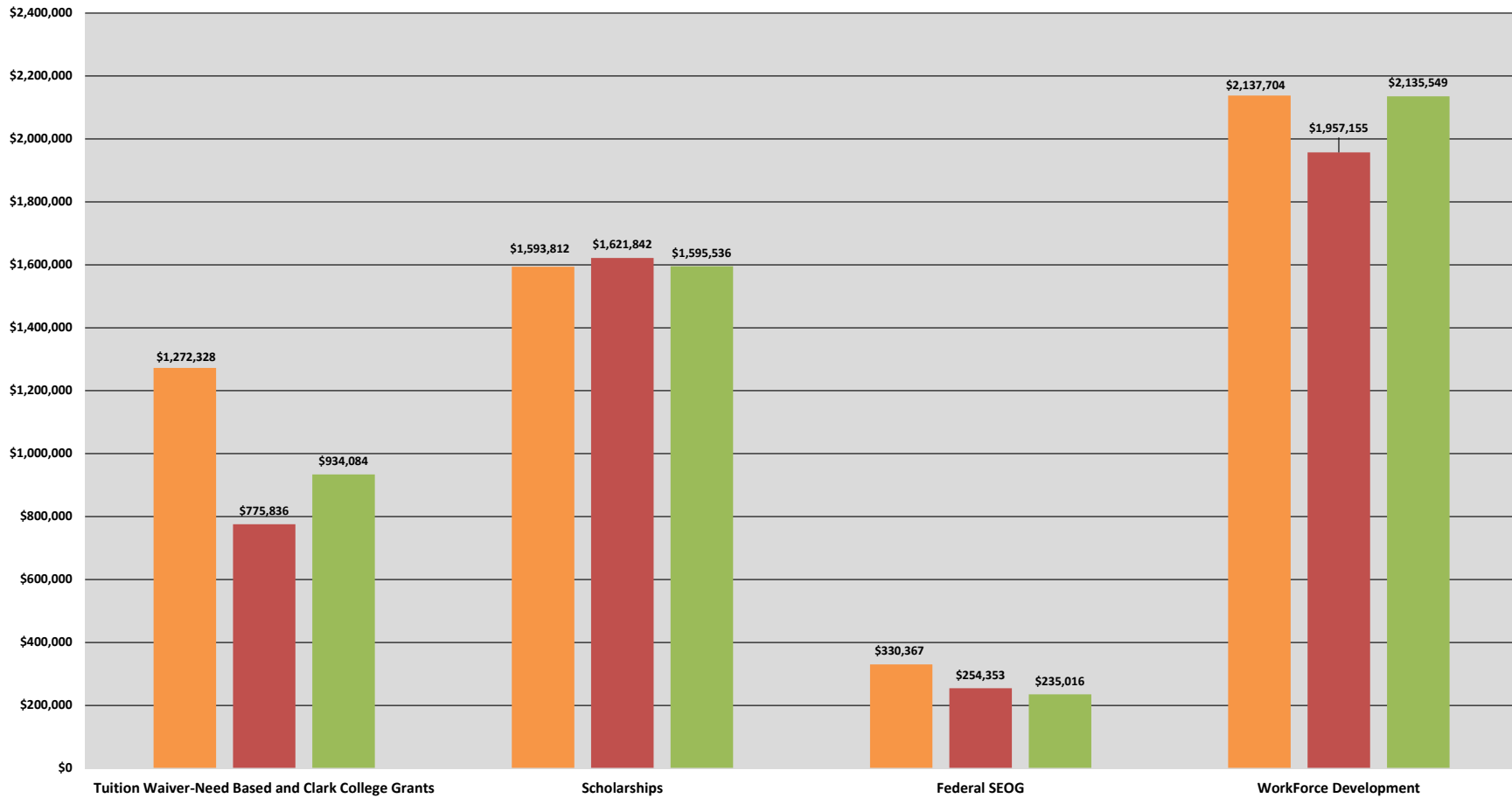
Note: WA State Need Grant includes College Bound Scholarships

3 Year Comparison Awards by Category (cont'd)

April YTD

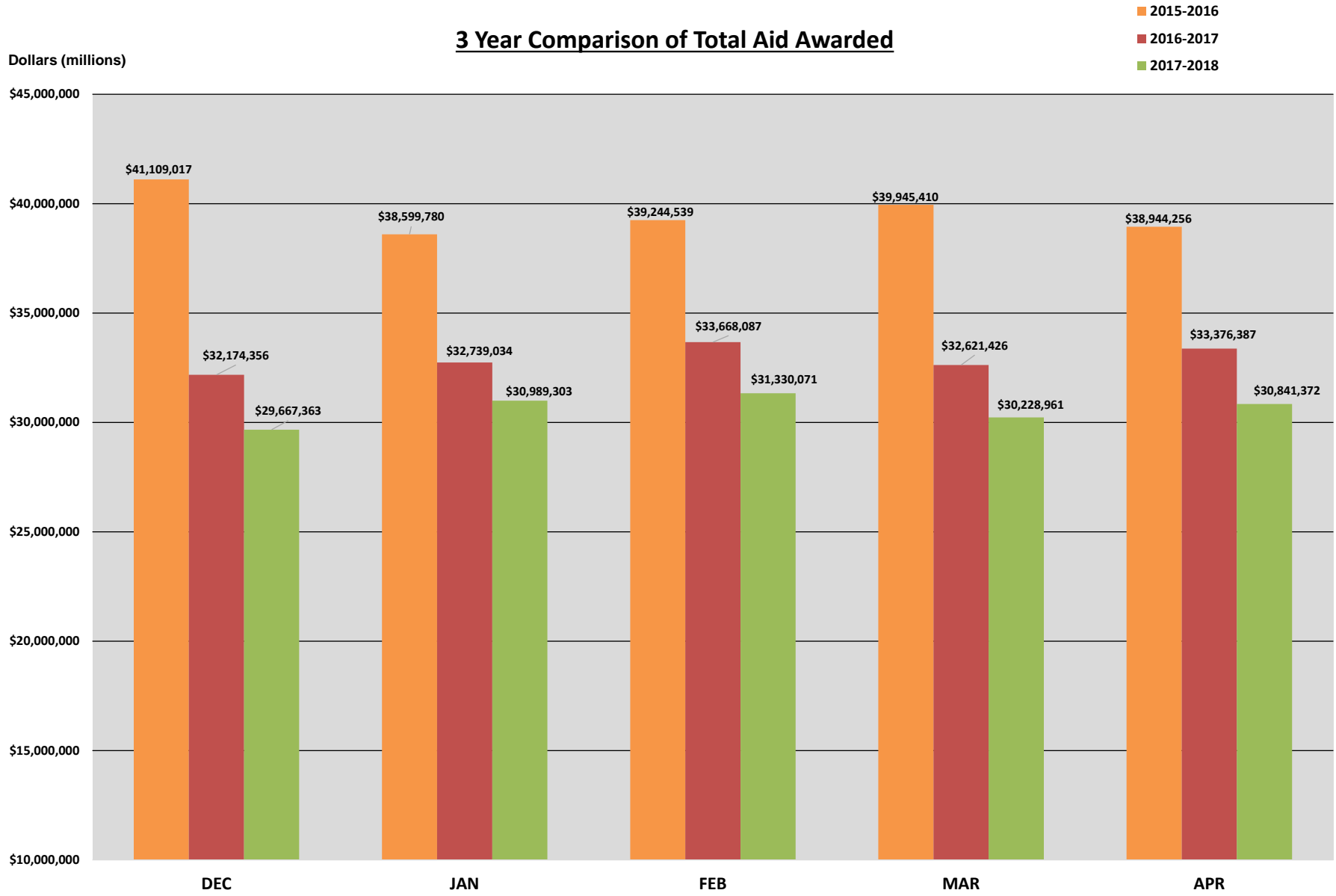
- 2015-2016
- 2016-2017
- 2017-2018

Dollars (millions)

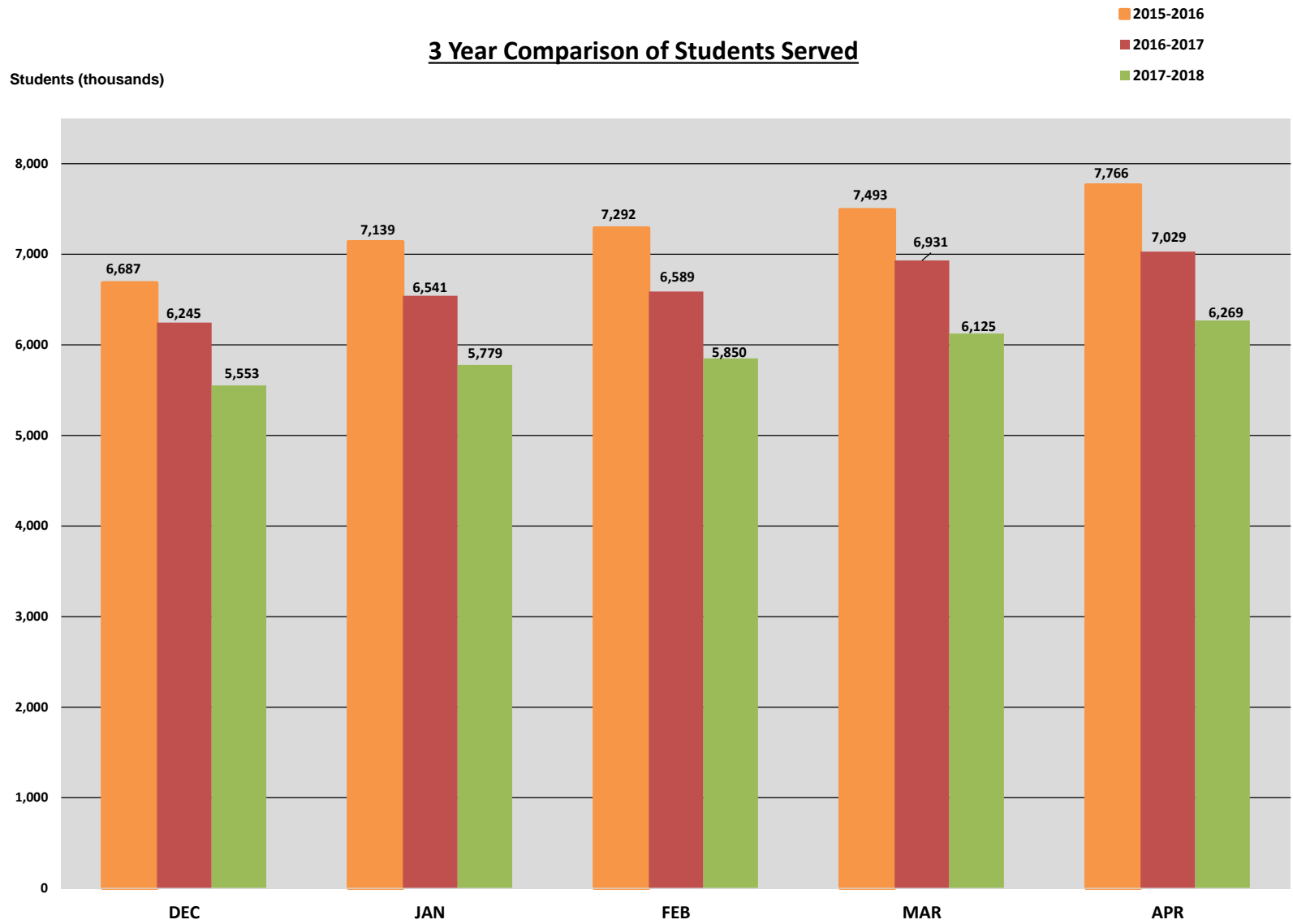


Note: WorkForce Development includes WorkFirst, Worker Retraining, BFET, Opportunity Grants, and Sponsored Programs

3 Year Comparison of Total Aid Awarded



3 Year Comparison of Students Served



Clark College - Budget Status Report April 30, 2018

Sources of Funds (Revenues)	2017-18 Budget	Revenues to Date	Difference	% Budget Received
Operating Accounts				
State Allocation	32,635,768	25,304,209	(7,331,559)	77.5%
Tuition & ABE	18,503,195	17,918,120	(585,075)	96.8%
Running Start	11,568,511	8,113,620	(3,454,891)	70.1%
Excess enrollment	-	-	-	0.0%
Planned use of prior fund balance	512,100	-	(512,100)	0.0%
Dedicated, matriculation, tech, cont ed	5,222,239	4,956,749	(265,490)	94.9%
Total Operating Accounts	68,441,813	56,292,698	(12,149,115)	82.2%
Other Accounts				
Grants & Contracts less Running Start	4,495,451	2,844,054	(1,651,397)	63.3%
Internal Support & Agency Funds	1,146,902	799,226	(347,676)	69.7%
ASCC	1,978,853	1,801,074	(177,779)	91.0%
Bookstore	4,239,403	3,518,570	(720,833)	83.0%
Parking	513,488	481,644	(31,844)	93.8%
Auxilliary Services	1,504,151	1,820,291	316,140	121.0%
Financial Aid	30,382,616	29,071,166	(1,311,450)	95.7%
Total Other Accounts	44,260,864	40,336,026	(3,924,838)	91.1%
Total Sources of Funds	112,702,677	96,628,724	(16,073,953)	85.7%

Uses of Funds (Expenses)	2017-18 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
Operating Accounts				
President	948,345	606,606	341,739	64.0%
Associate Vice President of Planning & Effectiveness	1,023,465	810,579	212,886	79.2%
Special Advisor for Diversity & Equity	518,095	347,543	170,552	67.1%
Vice President of Instruction	39,770,536	30,576,967	9,193,569	76.9%
Vice President of Administrative Services	9,161,953	7,263,236	1,898,717	79.3%
Vice President of Student Affairs	8,961,340	7,257,921	1,703,419	81.0%
Associate Vice President of Economic & Community Dev	1,384,593	1,045,972	338,621	75.5%
Chief Information Officer	4,566,278	3,619,017	947,262	79.3%
Chief Communication Officer	1,021,680	871,092	150,588	85.3%
Associate Vice President of Human Resources	1,085,528	868,970	216,558	80.1%
Bank/CC Fees, CTC Link, Unemp	-	211,302	(211,302)	
Total Operating Accounts	68,441,813	53,479,204	14,962,609	78.1%
Other Accounts				
Grants & Contracts less Running Start	4,495,451	3,650,877	844,574	81.2%
Internal Support & Agency Funds	1,146,902	1,145,049	1,853	99.8%
ASCC	1,978,853	1,541,459	437,394	77.9%
Bookstore	4,239,403	3,434,281	805,122	81.0%
Parking	513,488	336,700	176,788	65.6%
Auxilliary Services	1,504,151	1,855,896	(351,745)	123.4%
Financial Aid	30,382,616	29,305,846	1,076,770	96.5%
Total Other Accounts	44,260,864	41,270,108	2,990,756	93.2%
Total Uses of Funds	112,702,677	94,749,313	17,953,365	84.1%
Difference - Excess (Deficiency)	-	1,879,412		
Capital Projects- Foundation and Grant Contributions	23,355	23,355	-	100.0%
Capital Projects- Expenditures	7,248,338	6,408,841	839,497	88.4%

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

	Fund Balance (minus non-cash assets) 6/30/17	Cash Balance (minus dedicated cash) 6/30/17	Required Reserves	Prior Commitments (prior to 7/1/17)	New Commitments (2017/18)	Total Available Cash	
145	Grants and Contracts	5,024,141	3,080,345		42,499	1,315,973	1,721,873
147	Local Capital	368,438	-				-
148	Dedicated Local	3,400,748	(21,327)	-	7,500		(28,827)
149	Operating Fee	351,065	51,685				51,685
448	Print/Copy Machine	76,144	76,144				76,144
460	Motor Pool	110,386	110,386				110,386
522	ASCC	1,246,437	-				-
524	Bookstore	4,364,038	4,364,038	-			4,364,038
528	Parking	236,034	236,043				236,043
570	Other Auxiliary Enterprise	1,013,177	333,043	36,315			296,728
790	Payroll (clearing)	199,672					-
840	Tuition/VPA	(1,165,019)					-
846	Grants - Fin Aid	5,808					-
849	Student Loans	21,234					-
850	Workstudy (off-campus)	(6,262)					-
860	Institutional Financial Aid Fur Reserves*	935,506					-
				6,759,395			(6,759,395)
Totals		16,181,547	8,230,357	6,759,395	78,814	1,323,473	68,675

S.SAND 5/15/18

Fund Balance Less Commitments

Available Fund Balance Before Commitments	8,230,357
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Prior Year Commitments				
Date	as of July, 2017	Fund	Amount	Total
6/30/2017	CTC Cash Flow Shortage-FY 2017 4th quarter bill	145	42,499	42,499
				-
10/21/2014	Culinary Remodel-use of reserves	524		-
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-ad TLC Days	570	6,000	
				36,315
Total Prior Commitments				78,814

New Commitments July 1, 2017 to present				
Date		Fund	Amount	Fund Total
7/25/2017	Enrollment Consultant	145	10,000	
8/8/2017	PCI Compliance Audit	145	30,000	
8/8/2017	Civitas	145	105,000	
8/22/2017	Paid sick leave for hourly employees-HR tracking cost-SS est	145	20,000	
8/22/2017	Culinary Arts COP	145	-	
8/22/2017	CTC Link Costs	145	226,500	
8/22/2017	Small Mower	145	30,000	
8/22/2017	Window Coverings	145	20,000	
8/22/2017	CTC Kitchen Refrigerator replacement	145	3,100	
8/22/2017	CM - Advertising (16-17 need)	145	20,000	
8/22/2017	ALEKS Math assessment and English readiness	145	75,000	
8/22/2017	Additional Security Cameras	145	37,500	
8/22/2017	Additional Campus lighting	145	19,800	
8/22/2017	Guided Pathways support	145	10,000	
8/22/2017	Electric charging stations	145	113,000	
8/22/2017	Culinary Point of Sale and Patio Furniture	145	136,073	
8/22/2017	Assessment moves	145	75,000	
8/22/2017	Addntl employee liability	145	200,000	
9/26/2017	Culinary Arts-SHE facility costs			
3/6/2018	VP of HR Hiring Consultant	145	35,000	
4/9/2018	HIIM Obligation	145	150,000	
				1,315,973
8/8/2017	Teaching and learning days	148	7,500	
				7,500
Total New Commitments				1,323,473

Required Reserves	
10% of \$67,593,954	6,759,395
Fund Balance After Commitments and Required Reserves	68,675

Guided Pathways

No documents for this item

Next Meeting

No documents for this item

Executive Session

No documents for this item

Adjournment

No documents for this item