



Clark College
BOT Meeting
Wednesday, May 22, 2019 5:00 PM (PDT)
GHL 213



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- I. Call to Order/Agenda Review - Chair Pollard
- II. Executive Session - Chair Pollard
An Executive Session will be held under RCW 42.30.140 (4)(a) to plan or adopt the strategy or position to be taken by the governing body during the course of any collective bargaining, professional negotiations, or grievance or mediation proceedings, or review the proposals made in the negotiations or proceedings while in progress; and to discuss with legal counsel representing the agency matters relating to agency enforcement actions, or litigation, or potential litigation.
- III. Introductions - President Knight
- IV. Action Items - Chair Pollard
 - A. Approval of 2019-2020 Sabbatical Requests
Packet sent under separate cover
 - B. Approval of April 24, 2019 Board Minutes
 - C. Approval of May 3 Special Board Minutes
- V. Audience Statements - Chair Pollard
Audience statements will be limited to two minutes each.
- VI. Constituent Reports
 - A. AHE - Kimberly Sullivan
 - B. WPEA
 - C. ASCC
 - D. Foundation - Lisa Gibert
- VII. Reports from Board Members - Chair Pollard
 - A. Presidential Search Update - Trustee Speer and Vice Chair Jacobsen
- VIII. President's Report - President Knight
 - A. Veterans Resource Center - GEN (RET) Les Burger, Edie Blakley, David Daly
6:00 start
 - B. Student Success Story--Alison Warlitner and Jaime Ackley
 - C. Faculty Presentation--The Phoenix - Professors Elizabeth Donley and Kathrena Halsinger
 - D. Guided Pathways
 - E. Scorecards
 - F. Statistics
- IX. Next Meeting - Chair Pollard
The next meeting of the Board of Trustees is currently scheduled for Wednesday, June 12, 2019 in the Ellis Dunn

Community Room, GHL 213.

X. Adjournment - Chair Pollard

Time and order are approximate and subject to change.

Call to Order/Agenda Review

No documents for this item

Executive Session

No documents for this item

Introductions

No documents for this item

Action Items

No documents for this item



MEMORANDUM

DATE: May 2, 2019
 RE: **Sabbatical Requests for 2019-2020 Academic Year**
 FROM: Dr. Sachi Horback, Vice President of Instruction *SH*
 TO: Robert Knight, President

Attached are sabbatical leave applications for the 2019-2020 academic year. The Professional Placement and Advancement Committee (PPAC) met February 6, 2019, and recommended approval of the following applicants. My recommendations are as follows:

FACULTY	DEPARTMENT	NUMBER OF QUARTERS	QUARTERS REQUESTED
Angie Bailey	Nursing	1	Winter 2020
Garrett Gregor	Math	1	Spring 2020
Garrett Hoyt	Health and Physical Education	1	Fall 2019
Grant Hottle	Art	2	Fall 2019 Winter 2020
Nancy Thompson	English	2	Fall 2019 Winter 2020
Natalie Miles	Transitional Studies	1	Winter 2020
Total		8	

I recommend that all of the applicants on this list be awarded sabbatical leave. My recommendation constitutes a total of 8 quarters for 2019-2020. Please let me know if you have any questions or need additional information.

Enclosures
 SH: jwhc

- Cc:
- file
 - PPAC Chairperson
 - Human Resources

Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, April 24, 2019
GHL 213

In Attendance

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

Administrators:

Robert Knight, President
Dr. Sachi Horback, Vice President of Instruction
William Belden, Vice President of Student Affairs
Bob Williamson, Vice President of Administrative Services
Kevin Witte, Vice President of Economic & Community Development
Shanda Haluapo, Associate Vice President of Planning & Effectiveness
Rashida Willard, Interim Vice President of Diversity, Equity, & Inclusion
Kelly Love, Chief Communication Officer
Leigh Kent, Executive Assistant to the President and Board of Trustees

Others

Jennifer Mankowski-Dixon, Assistant Attorney General
Lisa Gibert, CEO, Clark College Foundation
Kimberly Sullivan, AHE President
Dr. Marylynne Diggs
Prof. Gail Robinson
Ryan Rouse, Student
Sarah Thorsen, WPEA

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

Chair Pollard called the meeting to order at 5:12 pm.

II. **Introductions**

Trustee Rupley has been a member of the Washington State ACT awards committee for the past three years. This year, Sabra Sand and Prof. John Mitchell were nominees for outstanding Professional Staff Member and Outstanding Faculty Member. Trustee Rupley has taken several classes with Prof. Mitchell and can attest to the fact that he is an outstanding faculty member. Although the recipient of this year's professional staff award works in the student affairs area, Trustee Rupley is extremely proud of Sabra whose work has been recognized at the state level.

III. **Action Items**

A. Minutes from the March 13 Regular Board of Trustees Meeting

MOTION Trustee Rupley made a motion to approve the March 13, 2019 regular board meeting minutes; Vice Chair Jacobsen seconded the motion and it was unanimously approved.

B. Minutes from the April 10, 2019 Special Board of Trustee Meeting

MOTION Trustee Speer made a motion to approve the April 10, 2019 special board meeting minutes; Trustee Rupley seconded the motion and it was unanimously approved.

C. Interim President's Job Description

The Interim President's Job Description was reviewed by the AHE, ASCC, WPEA, Office of Diversity, Equity & Inclusion, Human Resources, and the Foundation; each area made edits and suggestions based upon their reviews. In the spirit of transparency, all the suggestions and edits were listed in a separate document and the disposition of each was noted. The duties section is prioritized based upon what will be most important for the next 12-18 months. Today, the completed description is being presented for approval.

Trustee Rupley thanked Trustee Speer and Vice Chair Jacobsen for their work on the job description, and for their clear and concise edits and explanations. Over the weekend, an additional attribute was suggested: "Understanding the challenges pertinent to student success, curriculum development and relevance, inclusive practices, and outcomes assessment at the department and classroom level".

MOTION Trustee Speer made a motion to approve the amended Interim President's Job Description with the inclusion of the attribute: "Understanding the challenges pertinent to student success, curriculum development and relevance, inclusive practices, and outcomes assessment at the department and classroom level"; Vice Chair Jacobsen seconded the motion and it was unanimously approved.

Vice Chair Jacobsen offered her appreciation to the groups who reviewed and contributed to the job description.

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

Dean of BEECH, Jim Wilkins-Luton said the waiver will bring Clark College into alignment with the other school districts in this service area. In 2020 and 2021, the state has put more stringent graduation requirements into place but are allowing districts to put waivers into place until they determine how to bring their programs into alignment with the requirements. Clark will be doing the same thing with our high school programs; this will take a couple of years for all the school districts to be in compliance, but they will have to meet the new requirements at some point.

MOTION Vice Chair Jacobsen made a motion to approve the Resolution to Temporarily Waive High School Graduation Requirements for the Classes of 2020 and 2021. Trustee Strong seconded the motion and it was unanimously approved.

IV. **Audience Statements**

The following faculty members read letters from faculty and students and spoke in favor of equitable pay for adjunct faculty: Lucille Worthington, Arwyn Spicer, James Powers, Siri Wickramaratne, Jennifer S. Ward, Kathrena Halsinger, Lisa Apfelbacher, April Mixon, Kimberly Sullivan, Mary Ellen Pierce, Valerie Cline, Hannah Jackson, Michelle Roth, and Nancy Nowak.

The following students and community members spoke in support of the Veterans Resource Center: Jeannie Ackley, Raylynn Rader, and Randy Broberg.

The following student spoke in support of students' desire to be included in the presidential hiring process so that they can reflect the perspectives of all students and requested that a diverse student be on the hiring committee: Vita Blanco.

Student Alyssa Gowan spoke about the need for Running Start students to feel supported by Clark and their high schools and to be treated equitably with other students.

V. **Constituent Reports**

A. AHE

AHE President Kimberly Sullivan requested the college conduct a climate survey so that the interim president and the Vice President of Instruction can have a benchmark from which to start the new year.

She requested equitable pay for adjunct faculty and requested that both adjunct and full-time faculty can spend more time with their students. She would like the college to address faculty needs now and not leave them for the interim president to handle.

B. WPEA

Sarah Thorsen reported on behalf of the WPEA. The union is requesting an employee climate survey be done before the end of April. The March Classified Open Dialogue was cancelled and has not been rescheduled yet; the union would like to know the date the dialogue will take place. Degundrea Harris travelled to Olympia with President Knight and met the SW Washington legislators. She shared stories about Clark's classified staff and requested salary increases as raising employee wages helps the entire community.

C. ASCC

Bryce Regian thanked the students for speaking today allowing everyone to hear their voices. ASCC has been using various forms social media to engage students more and have so far reached 50,000 people. The WA Student Action Network is a coalition of students from across the colleges. They met with legislators in March to request full funding of the State Need Grant. Of five bills the coalition supported, four moved forward and are on the governor's desk. There are now 21 clubs on campus and 10 are in the chartering process.

ACTION: Trustee Strong asked that the student comments be forwarded to the president's office.

D. Foundation

Ms. Gibert thanked the faculty for sharing the adjunct letters. As the fundraising arm of the college, it is helpful to have this type of information as they go out to speak with donors in the community. It helps to share Clark's stories, especially in today's tough economic climate.

The foundation has had some recent success raising funds for the Veterans' Resource Center—a donor has pledged \$500,000 in support of the center. Please continue to tell your stories because they can make a difference to our community.

VI. **Reports from Board Members**

Trustee Rupley said she has spent the past month in state meetings with the ACT awards committee reviewing applications for the trustee, faculty, CEO, and professional staff awards which will be handed out at the May ACT spring meeting.

Trustee Strong attended the tour of the Larch Tutoring Center where they saw work being done by the GED students and the entrepreneur business track program. Clark is one of the few colleges in the state that offers education to incarcerated people. The tutoring staff is doing amazing work and encourages others to visit and see their classrooms. The Sakura Festival had beautiful weather this this. She greatly appreciates the work staff and facilities put into this event to make the grounds look so nice. Trustee Strong's organization, Educational Opportunities for Children and Families, is partnering with Clark to provide their program parents with early childhood education. Once they complete the program, they will be hired by EOCF. There was 100% participation by their parents in this endeavor. She thanked Miles Jackson and Ally McLaughlin for bending over backwards to make this partnership happen.

Vice Chair Jacobsen suggested that anyone who can attend the Larch Graduation on June 19 should do so. The tutoring center tour was so inspiring. She and Trustee Speer have been spending the majority of their time on the presidential search. She thanked everyone who has provided input into the process for the help it has proven to be for the process. She attended the AACC guided pathways conference and was pleased to see that there are many, many colleges in the U.S. who are seeking ways to help students be successful.

Chair Pollard said the Sakura Festival timing this year was perfect. The blossoms were out, and the weather was perfect. The tenure reception was wonderful and showcased Clark's outstanding faculty.

Trustee Speer wanted to publicly thank Vice President Bob Williamson and Facilities Director Tim Petta for taking him on two tours of the main campus. There are many elements of the college that no one ever sees, and he appreciates their work in keeping everything running. The Sakura Festival was great, and he was so proud to be able to attend the tenure reception and be part of the tenure recipients' celebration.

Presidential Search Update

The Request for Proposal for a search firm went out on March 29. Firms had until April 19 to respond. There were 11 responses from firms across the country and from the Pacific Northwest. He, Vice Chair Jacobson, Ms. Coverson, and Mr. Williamson are reviewing the submissions and will narrow the selections to three or four. There will be a special board meeting on May 3 to select the firm, and the profile sheets and scoring will be sent to the trustees prior to the May 3 meeting. The Presidential Search webpage is just about ready to go live. May 9 is being held as a fall back day in the event the review team was not able to select the top firms for presentation on May 3.

ACTION: Trustee Rupley requested copies of the full proposals of the top three search firms. Chair Pollard asked that the meeting be held on May 3 and not to push the meeting out another week.

VII. **President's Report**

Dean Jim Wilkins-Luton thanked the trustees for the work that the faculty will be presenting tonight because it is because of the guided pathways funding that the trustees approved that the work was able to be done by the faculty.

President Knight said that no budget decisions have been made yet; the machining program will be coming back in a different form through advanced manufacturing and HDEV will be embedded in College 101.

He thanked Degundrea Harris, Lisa Gibert, and Dr. Travis Kibota for travelling to Olympia with to meet with legislators and advocate for Clark College employee salaries. The local legislative delegation is very supportive of Clark. He believes the legislature will authorize a 3% COLA increase for classified and admin/exempt employees for 2019-2020 and 2020-2021. Faculty will receive a 3.2% increase in 2019-2020 and a 2.8% increase in 2020-2021. There is also discussion about a tuition increase or a new revenue package. Clark did not receive funding for the Boschma Farms design but will be next on the project list for funding either in next year's supplemental budget or in 2021-2023. This will allow the college time to design the advanced manufacturing program more thoroughly.

The Clark and WSUV leadership teams held their quarterly meeting in March. They discussed a 2+2 nursing program in concert with WSUV, culinary pathways into their hospitality program, and committed to working closely together to bring both institutions' students together.

The community diversity committee would like to add additional members to the group. This will help Clark make more connections to their respective communities so that specific actions can be implemented. President Knight plans to include the interim president in their meetings to ensure continuity.

Economic & Community Development has entered into a training contract with Siemens. Clark is the first Siemens higher education partner to become a training center. This will be a feeder into our advanced manufacturing program.

The focus of the AACC guided pathways conference was to align K-12, workforce, academics, and universities with the community colleges.

ACTION: Trustee Speer requested a work session topic about the dashboard metrics for college level math completion during the first four quarters.

Trustee Rupley asked about research into the increase into the ECD budget that was addressed last month. Mr. Witte provided a handout to the trustees that addressed each point that the WPEA had questioned last month. ECD does not have any classes that are in competition with the Office of Instruction as the ECD classes are community education, non-credit courses and students are taking the classes for their own development rather than a degree. The pharmacy tech and medical billing/coding classes are online. Students being served are from outside the service area. All the students came to Clark through the Ed2Go national website and were assigned to Clark. ECD is now doing a teach out of these two programs and have entered into an agreement with the AHE to turn away any new student for those two classes. ECD will lose revenue as a result.

A. Student Success Story

Mr. Belden introduced Cath Keane of the Career Services Office. Clark has a stellar program because of its aligned components with guided pathways. Student Ryan Rouse worked in the Career Services office while he was a Clark student; he is now a machinist apprentice at Boeing in Gresham. He plans to obtain a mechanical engineering degree after his apprenticeship is completed (three-and-a-half more years) and then work in Boeing in another engineering capacity.

B. Faculty Presentation

Dr. Horback introduced Dr. Marylynne Diggs and Professor Gail Robinson; they have developed the English Department's Composition Redesign and Co-requisite Plan which will help close the equity gap and improve student success. Students will be able to place in English 101 and 102 through various methods and co-requisite classes will allow for acceleration into 101 for students who may not be ready to place directly.

VIII. **Next Meeting**

There will be a special board meeting on Friday, May 3, 2019 at 4:00 pm in GHL 213 to select a presidential search firm. The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, May 22, 2019 at 5:00 pm 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 7:20 pm.

Royce Pollard, Chair

Leigh Kent
Recorder
May 8, 2019

Clark College
Minutes of the Special Meeting of the Board of Trustees
Friday, May 3, 2019
GHL 213

In Attendance

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

Administrators:

Robert Knight, President
Dr. Sachi Horback, Vice President of Instruction
William Belden, Vice President of Student Affairs
Bob Williamson, Vice President of Administrative Services
Stefani Coverson, Vice President of Human Resources & Compliance
Rashida Willard, Interim Vice President of Diversity, Equity & Inclusion

Others

Jennifer Mankowski-Dixon, Assistant Attorney General via telephone
Lisa Gibert, CEO, Clark College Foundation
Dr. Brenda Walstead, Dean of Business & Health Sciences
Miles Jackson, Dean of SOFA
Colleen Butcher, Director of Information Technology Project Management
Kimberly Sullivan, AHE President
Suzanne Southerland, AHE President-elect
Scott Swenson, Instructor, Business & Health Sciences
Eric Merrill, Clark College Foundation Chair

I. **Call to Order/Agenda Review—Chair Pollard**

Chair Pollard called the meeting to order at 4:01 pm. Prior to beginning the meeting, Chair Pollard thanked Trustee Speer, Vice Chair Jacobsen, and all the associated Clark staff who are working on the presidential search. He said there is no way to repay them for all the good work they have been doing over the past few months.

II. **Search Firm Selection—Vice Chair Jacobsen, Trustee Speer**

Trustee Speer provided a recap of the search process thus far and a preview of the next steps. This evening, the trustees will select the preferred search firm, and authorize the college to sign and execute the contract. Mr. Williamson and Ms. Hasart have advised the trustees that once the decision is made, state law requires that the firm be referred to as, “the apparent successful bidder” until May 13 which is the bid closure date.

The trustees have embraced a shared set of values and criteria which has been used at every step so far and will continue to be used until a permanent president is selected. Trustee Speer will remind everyone of these values at the beginning of each special board meeting.

The Request for Proposal was sent on March 29 and interested parties had until April 19 to respond. During that period, 11 firms from across the United States responded. The RFP Evaluation Team comprised of Trustee Speer, Vice Chair Jacobsen, Mr. Williamson, and Ms. Coverson scored each of the firms and narrowed the selection down to four. Trustee Speer reached out to 20 references provided and received between two and five responses on each of the four finalists. He spoke with a mix of presidents who were chosen by the firms, trustees, interim presidents, human resources staff, and executive assistants to get an idea as to how the process went for each of them. As a final step in the evaluation, Skype interviews were conducted by the team with each of the four finalists.

The firms were evaluated based on the listed criteria including the approaches they use to source candidates, their processes, the lenses they look through when evaluating candidates, strength of references, and interviews.

After presenting all the information and reference remarks to the team, the preferred search firm is Gold Hill Associates out of Jackson, MS. Gold Hill's CEO is Dr. Preston Pulliams, the former president of Portland Community College. Dr. Pulliams served as PCC president for over 10 years; he is deeply knowledgeable about the community and the cultural competency of his firm was extremely strong.

Far more than any of the other firms, Gold Hill has conducted 21 successful searches in the Pacific Northwest including:

- Cascade Community Colleges (PCC), Portland, OR
- Central Oregon Community College, Bend, OR
- Clackamas Community College, Oregon City, Oregon
- Clatsop Community College, Astoria, OR
- Columbia Gorge Community College; The Dalles, Oregon
- Lane Community College; Eugene, OR (multiple searches)
- Portland Community Colleges, Portland, OR
- Bellevue College, Bellevue, WA
- Bellingham Technical College, Bellingham, WA
- Centralia Community College, Centralia, WA
- Clover Park Technical College, Lakewood, WA
- Everett Community College, Everett, WA
- Green River Community College, Auburn, WA
- Highline Community College, Des Moines, WA (multiple searches)
- North Seattle Community College, Seattle, WA
- Olympic College, Bremerton, WA
- Renton Technical College, Renton, WA
- Seattle Central Community College, Seattle, WA
- Shoreline Community College, Shoreline, WA
- Skagit Valley College, Mt. Vernon, WA
- Whatcom Technical College, Bellingham, WA

Gold Hill received very favorable references. The firm uses very inclusive practices. As examples, more than simply advertising they actively cultivate their candidates, applications are de-identified to reduce bias, etc.

The costs of the contracts offered to the college ranged from the \$60,000 range up to \$150,000, a very large spread. The higher costs were from full service firms while the lower range was from firms who do not have the capabilities the others offered. Gold Hill may require additional support from Clark staff; how much which will be determined later. Gold Hill operates on a back-end payment structure. Rather than charging incrementally, they charge in full at the end of the search, once the person is in place. If an organization is not satisfied with the final candidates, they will redo the search and not accept a fee until a new president is placed. In addition, if the newly appointed leader leaves within one year, they will redo the search at no cost to the college.

Trustee Speer thanked Vice Chair Jacobsen, Ms. Coverson, and Mr. Williamson for participating in this search. He also thanked the IT team for managing four successful back-to-back teleconferences in one day.

The trustees discussed the additional work that may be placed on college staff and whether there will be need to backfill some positions while they take on additional search duties. They thought it best that the trustees determine the work that needs to be done and then rely on the staff to say whether it can be done with or without additional help.

III. **Motion to Approve Search Firm Recommendation**

Chair Pollard called for a motion to approve the search firm recommendation.

MOTION

Trustee Rupley moved that after having fully considered the materials and recommendation provided, I move that the Board of Trustees select Gold Hill Associates as the search firm for purposes of hiring the next President of Clark College. Trustee Strong seconded the motion and it unanimously passed.

Chair Rupley then amended the motion as follows:

MOTION

After having fully considered the materials and recommendation provided, I move that the Board of Trustees select Gold Hill Associates *as the apparent successful bidder* for purposes of hiring the next President of Clark College. The contract will be signed on May 13, 2019. Trustee Strong seconded the motion and it unanimously passed.

Chair Rupley then amended the motion as follows:

MOTION

After having fully considered the materials and recommendation provided, I move that the Board of Trustees select Gold Hill Associates as the apparent successful bidder for purposes of hiring the interim president as well as the next President of Clark College. The contract will be signed on May 13, 2019. Trustee Strong seconded the motion and it unanimously passed.

Chair Rupley made the completed motion as follows:

MOTION

After having fully considered the materials and recommendation provided, I move that the Board of Trustees select Gold Hill Associates as the apparent successful bidder search firm for purposes of hiring the next President of Clark College. The contract will be signed on May 13, 2019. Trustee Strong seconded the motion and it unanimously passed.

Trustee Strong indicated that she is tremendously impressed with Dr. Pulliams and is very happy that the firm has been selected for Clark's presidential search.

IV. Next Meeting

- A. On May 6, a public announcement of the apparent successful bidder will be made, and the RFP Team will begin conversations with Gold Hill. The contract will be executed on May 13. The interim search will take place between May 13 and June 12. There will be an executive session held during the June 12 regular board meeting to discuss three potential candidates and choose one as the interim president. A contingent offer will be made on June 19 with the interim attending the July 24 board retreat and starting work officially on August 4.
- B. In the event an interim president is not chosen on June 12, a special meeting will be scheduled on June 25 and the trustees will make the choice at that meeting.

V. Audience Statements

AHE President Kimberly Sullivan would like the trustees to do whatever they can to move faculty salary negotiations along and assure potential candidates that good faith bargaining is taking place. She is concerned that contract violations or unfair labor practices could have serious consequences on a presidential search.

VI. Adjournment

There being no further business, the meeting adjourned at 4:31 pm.

Royce Pollard, Chair

Leigh Kent, Recorder
May 6, 2019

Audience Statements

No documents for this item

Constituent Reports

No documents for this item

AHE

No documents for this item

WPEA/UFCW Local 365, Clark College Unit

Board Report for May 2019

MEETINGS

Next WPEA Quarterly Classified Members Meeting: June 13, 2019
WPEA Stewards meeting May 2, 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.

Next LMCC scheduled May 16, 2019

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.

This request has not been honored, therefore the WPEA is asking the Board of Trustees to respond in a written statement as to the reason for preventing communication from the employees on campus to the Clark College Administration and the Board of Trustees regarding overall working conditions and campus climate.

The Board of Trustees should understand and acknowledge the importance of Clark College employee's ability to communicate to the campus leadership as well as the ability for the Board of Trustees to be able to, "Monitor Institutional Effectiveness through culture of evidence." The Employee Climate Survey is a vital piece of evidence for the Board to be able to meaningfully fulfill their responsibilities.

Additionally, the loss of the employee climate survey flies in the face of Shared Governance and the Mission fulfillment at Clark College. "Shared governance at Clark College is a decision-making framework in which institutional policies and priorities are determined in collaboration with those affected. Roles and responsibilities of students, faculty, staff, administrators, and trustees are clearly defined and communicated to ensure accountability. Effective shared governance requires all members of the college community to contribute to an environment of mutual respect and trust." -Adopted in 2004, Reaffirmed in 2010

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.

Any recent updates will be shared.

**ASCC STUDENT GOVERNMENT
BOARD OF TRUSTEES REPORT
May 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, pop-up events, and social media spirit weeks.**
- **The ASCC Spring Tie-Dye Social served 310 students and provided them the opportunity to not only tie-dye items free of cost, but to interact with different leadership programs on campus.**

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 May 3rd and 4th, five ASCC members attended the Legislative Voice Academy in Centralia, Washington. The Washington Community and Technical College Student Association, WACTCSA, gathered to create the 2019-2020 legislative priorities list and legislative agenda. Both of the ASCC's platform items, International Student Tuition and OER Training, were selected to be included on this list. The 2019-2020 legislative agenda includes the following four items:**
 - **Open Educational Resources: Provide incentives and training for faculty and staff to create, implement, and maintain courses that rely on OERs and support any legislation that helps to increase access to OERs and promote their use.**

- **International Student Tuition:** Lower the rate certain international students who meet eligibility requirements pay after completion of a two year survey of the CTC system to minimize any fiscal harm this may cause to institutions and their international programs.
- **Restoration of Voting Rights:** Restore voting rights for previously incarcerated individuals.
- **Healthcare Services on Campus:** Add healthcare services to every campus in the CTC system. Support any legislation that would add additional counselors, physicians, and health facilities and programs to CTC campuses.

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 nine one-time funding requests over the month of April and the first few days of May.**
- **\$3298 was approved for the ACES club to attend the Washington State Recovery Day Mariner's Game in Seattle, Washington. In collaboration with the Veterans Club, the event will allow members and participants to get to know each other and participate in a rewarding event that celebrates recovery.**
- **\$393 was approved for the Art Club to attend a May 18th field trip to several galleries and museums in Eugene, Oregon. The trip will provide students the opportunity to explore varying artistic works and perspectives and allow them to enhance their appreciation of the arts.**
- **\$1000 was approved for the ACES' Graduation Celebration and will provide several graduating ACES and BASHS students the opportunity to network and celebrate their achievements with each other.**
- **\$200 was approved for Intramurals to host a Bowling Night on May 23rd. The event will allow students to learn more about teamwork, sportsmanship, and how to build relationships.**
- **\$2426 was approved for the QPA club to host their fourth annual Queer Prom and Pride Day event at Clark. The event provides students with resources, community, networking opportunities, and a place to celebrate their identities.**
- **\$166 was approved for Student Life jackets for two new APB officers and to replace a stolen jacket. The jackets allow students to identify APB and ASCC officers on campus and helps spark conversation about leadership and campus resources.**

- \$56 was approved for CRU to purchase doughnuts and doughnut holes to hand out to students who may have missed a meal. Students will be given the opportunity to learn more about the club and hear about other opportunities on campus.
- \$10417 was approved for ACES to attend the National Conference on Alcohol and Addiction Disorders in Baltimore, Maryland from August 14-19. The conference allows students to attend educational sessions and lectures on addiction, special populations, treatment and care techniques, and allows them the opportunity to network with professionals in the field.
- \$4235 was approved for the Aerospace Program to send four additional students to the ERSA Spaceport America Cup International Rocketry Competition in Los Cruces, New Mexico from June 18-22. The group will represent Clark College as one of only two community colleges participating in the competition with universities across the country.

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

- The ASCC and APB hosted Spring Welcome Week from April 8th to April 12th and handed out snacks, school supplies, resources, information, and leadership applications to students across the main, CTC, and CCW campuses.
- On April 11th, 398 students attended the Spring Involvement Fair and interacted with numerous clubs and programs on campus.
- On April 17th, APB hosted an Engine Coffee event in the STEM Building. 157 students had the opportunity to receive free refreshments and interact with APB officers.
- On April 22nd, APB hosted their Earth Day Event at CCW and provide 40 students with healthy snacks, free mini-massages, crafts, and information on environmental sustainability.
- On April 23rd, APB hosted their Family Movie Night event and provided 314 participants the opportunity to eat pizza and watch *Spiderman Into The Spider-verse* and *Instant Family*.
- On April 24th, the ASCC hosted a pop-up event in the fountain area for World Penguin Day. Students had the opportunity to take pictures with Oswald, and eat popsicles, and talk with ASCC officers about environmental sustainability and campus leadership.
- On April 30th, APB hosted a comedy show revolving around the concept of and issues around our ideas of consent. The interactive show drew 166 students to learn more about what consent is and what it isn't.
- 51 of the 70 available student representative positions on College committees have been filled.
- There are 24 completely chartered student clubs.

Foundation

No documents for this item

Reports from Board Members

No documents for this item

Presidential Search Update

No documents for this item

May 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.

- Our grant partners, College Spark of Washington, sent a Seattle-based media team to the College on February 12 to make a short video highlighting the mathematics division's grant-funded work - the Mathematics Pathways Initiative (MPI) - on new co-requisite courses and precollege redesign. We are part of a small cohort of grantees chosen for this honor. The video is in final edits and will be available on College Spark's website and other social media, and all footage will be made freely available for Clark's subsequent use. (OOI)
- The mathematics department continues to improve and enhance its college-level co-requisite class options and streamlined pre-college sequence, as well as work on improvements to its college-level courses. A highlight is systemizing the adoption of an online homework system – MyStatlab – across all statistics courses. Initial evidence is that this move has resulted in a 5% increase in average success rates in our statistics courses. The department continues to assess and fine-tune. (OOI)
- A group of math faculty completed a "Teaching Square" on group work, helping them better support active learning strategies. Another teaching square will start soon on facilitating online discussions. (OOI)

Objective AE4: Create and advance accessible, integrated, and technology-enriched learning environments.

- Bruce Elgort, Computer Technology faculty, has officially been named an Amazon Web Services (AWS) Ambassador. With this designation AWS will provide the Web Development programs with AWS credits and assistance. This greatly increases the resources students in this program are able to access and learn from. (OOI)

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

- Human Resources, Employee Development along with professional development partner, the Teaching and Learning Center sent out the Teaching and Learning Days Call for Proposal. As the College engages in system-level changes, faculty and staff are being asked to offer sessions and hone skills in the following essential practices: Change; Growth; Engagement; Readiness; Goal-setting. These practices are an essential part of advancing the Social Equity, Guided Pathways, and ctclink. (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 April 17, the Office of Diversity, Equity and Inclusion hosted “Concentric Circles” Dialogue in which 20 students came to talk about the impact of assimilation and how they navigate a life outside of the dominant culture. It was a space to build community and intercultural competency. The time was closed with a Native American blessing. (DEI)
- On April 25, the Office of Diversity, Equity and Inclusion hosted a Student of Color Luncheon. Dr. Michael Brown shared his journey as a Black man in Higher Education to 75 students and staff. (DEI)
- Tutoring Services purchased ADA-compliant adjustable tables for the tutoring centers. Each of the four centers on the main campus will have at least one adjustable-height table to maximize access for students who need physical accommodations. (OOI)
- In April 2019, Accessibility Tester activities included basic searching for materials in Library Online Search Catalog with the JAWS 18 screen reader, and he identified several usability issues that Library will address with vendor and local customizations. The Accessibility Tester also tested and provided positive feedback on the new Useway accessibility widget tool on Clark College Libraries website testing server <http://lib-test2.clark.edu/>, that was implemented by Library Serials and IT Technician. Per Accessibility Tester positive review, the Library will implement this tool on the production site (library.clark.edu) in the near future to improve navigation experience for visually impaired users. (OOI)

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

- On March 1, the full-time and adjunct faculty in the Sociology Department held a meeting to establish consistent standards for the infusion of the analysis of power, privilege, and inequity into Sociology courses. The goal of the department is to ensure that Sociology courses will help students fulfill the Transfer AA program outcome "Analyze patterns of power, privilege, and inequity in the United States." (OOI)
- Two Communities of Practice, “Is Everyone Really Equal” and “Me & White Supremacy” focused on understanding systems of Power, Privilege & Inequity, concluded with 16 faculty and staff participants. Since fall quarter 2018, 31 faculty and staff have participated in a Community of Practice focused on understanding systems of Power, Privilege & Inequity. (OOI)
- On April 5, 2019, 51 tutoring staff completed a two-hour microaggressions training provided by the Director of Diversity, Equity, and Inclusion. Participants included:
 - 25 SIH (Student Institutional Hire)
 - Seven WS (Work Study)
 - 14 1050 PT
 - One Volunteer
 - One Adjunct Faculty
 - Three FT staff(OOI)

- The Diversity Outreach Specialist went to Olympia to advocate for DREAMER students and educational bills to the Legislator of District 17, District 18, and District 49. (DEI)
- Two members of ODEI and one faculty member took 24 Clark College students to the Student of Color Conference in Yakima, WA. The Multicultural Student Services Directors Council (MSSDC) organize this annual conference. About 900 hundred students attended to this conference. During this conference, students from wide Washington State community college and some associate universities had the opportunity to attend to different workshops and some social events. (DEI)
- The Diversity Outreach Specialist worked in partnership with Latino Community Resource Group (LCRG), OneAmerica, and American Immigration Lawyers Association AILA - WA to have the Citizenship day in Clark College. During this event, Clark College students and community in general attended to apply for their citizenship application. Attorneys, paralegals and interpreters where there to give legal orientation to people who were applying for their citizenship. About 30 people were able to apply for citizenship. (DEI)
- On April 12, The Director of Student Equity & Inclusion offered “The Impact of Microaggression” training to 50 Tutoring Services personnel. Participants learned how to define and identify the three types of microaggressions and were given tools for responding and minimizing harm. (DEI)
- On April 22, ODEI offered “Where are Queer People Welcome?” hosted by Jill Winsor of Oregon Humanities. Participants were able to have important dialogue around how to be more equitable and inclusive and ensure folx within the LGBTQIA2S+ community are embraced, accepted and welcomed in all environments. (DEI)
- On April 24, The Associate Diversity Outreach, Recruitment and Retention and the Interim AVP of Diversity, Equity and Inclusion led “The Impact of Microaggression” training to all the Board of Trustees as well as the Executive Cabinet. Participants learned how to define and identify the three types of microaggressions and were given tools for responding and minimizing harm. (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.

- The MESA Program established a partnership with the Hazel Dell Community Garden to continue to develop community for STEM students at Clark College and give students an opportunity to develop leadership skills and gain community service that will benefit them in transfer applications, personal statements, and scholarship essays. (OOI)
- The Clark College MESA Program hosted our counterpart K-12 Program, MESA Southwest Washington, for their annual MESA Day on April 13. MESA Southwest Washington serves low-income students at several local middle and high schools. Forty-five student teams participated in engineering design competitions and more than 200 students, teachers, parents, and community members were present. Students received information about the Clark College MESA Program as a resource to support them if they choose to continue their education at Clark. (OOI)

- MESA students participated in a campus visit to WSUV on April 26th to learn more about the transfer process and resources available to students once they transfer including resources for low-income students. (OOI)

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

- At the end of April, the HR Benefits team facilitated a presentation for supervisors on Benefits & Leave, we had 12 supervisors attend the presentation. They expressed how helpful and interactive the session was. The presentation included an overview of all the benefits and leaves available for new employees and we provided a summary of the new WA State Paid Family and Medical Leave law, which went into effect January 1, 2019. Throughout the month of April, we participated in Data Validation and from April 29 to May 2, we are conducting User Acceptance Testing in preparation for the live date of CTC Link/PeopleSoft (October 2019), the benefits team continues to participate in data validation and other related activities as needed. (HR)
- During April, we have our two-year averaging period for part-time faculty to apply for academic year 2019-2020. Two year averaging is a benefits status that can help faculty maintain health benefits during quarters where they teach below 50 percent or do not teach. Part-time faculty had until April 30 to submit a request. (HR)

Objective EV5: Leverage resources to create and sustain future innovations.

- Clark College received \$149,644 from College Spark Washington’s Community Grants Program for the Clark College English Composition Pathways Reform. This grant will fund the development, pilot, and first year implementation of the redesigned English Composition sequence. Funds will be used for faculty release time for curriculum development; development of faculty training; faculty professional development; and instructional implementation costs for the co-requisite classes. The ultimate goal of the project is to increase the percent of students earning their first college-level English credit in their first year – through refined placement options, accelerate precollege courses, and pedagogical reform across all courses. (P&E)

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 myClark ctclink Project Management Office has been managing multiple tasks. The fourth round of data validation included student finance and financial aid data for the first time. College staff reviewed this data carefully and worked with ctclink project staff to resolve any issues. We held another week long workshop to continue the work on courses and their requirements. Moving our data to a new system provides opportunities to standardize our business processes and to document the decisions made in order to provide standards for the

future. Staff have begun training and user acceptance testing. This allows for opportunities for staff to test the new business processes and ensure they work in all situations. (P&E)

- On April 16-18, 2019 a contracted security electronics expert completed an onsite survey of main campus buildings. As a result of that survey, the contractor has provided detailed drawings that include recommendations for specific device locations as well as recommendations for which camera model should be placed in each location. Based upon those recommendations, eighty-seven (87) cameras were ordered, which should be delivered within the next 4-6 weeks. Next step: Develop detailed work plans for installation of the new devices. (AS)

Objective EI3: Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions.

- The mathematics department has been awarded a \$25,000 fund by the ASCC to furnish the open lounge area in Bauer Hall to ensure that it best serves student needs for study and community. The department is currently getting input from students and faculty, and is involving students with accessibility needs. The math division would like to thank the ASCC for this fund, which will help serve the thousands of students who take math courses in Bauer Hall each term. (OOI)

Clark College Veterans Resource Center

Established 2014



Mission

Engaging, supporting and empowering veteran-affiliated students to reach their educational goals and prepare them for success.



2018

- Received one of six commendations during the college's most recent accreditation survey
- Named by Military Times Magazine one of the top 100 community colleges in the United States in supporting Veterans



Alison Warlitner, Alumni STEM

Veteran Student Facts

- Current semester, 524* veterans or veteran family members matriculated at Clark
- Veterans have high retention and completion rate of 69%
- 53% Academic/Transfer Intent Student
- Veteran Student GPA 2.41

*Utilizing VA Benefits = 9% of Clark enrollment

2018 Data sourced from SBCTC Student Data

Equivalent Age Bracket 18 - 55



Jaime Ackley,
Business DTA/MRP

Demographics

- 75% Above the age of 25
- 74% First Generation College Student
- 31% Female Veterans
- 46% Employed while attending school
- 27% Student of Color
- 14 % Self reported disability

*2018 Data sourced from SBCTC Student Data
Equivalent Age Bracket 18 - 55*



Mario Albia, 2019 Pharmacy
Grad

VRC Services & Programs

- “Safe Place”
- Text Book Lending library
- Math and English tutoring
- Dental Care
- Mentoring
- Social activities
- Networking
- Small Scale Emergency Grant

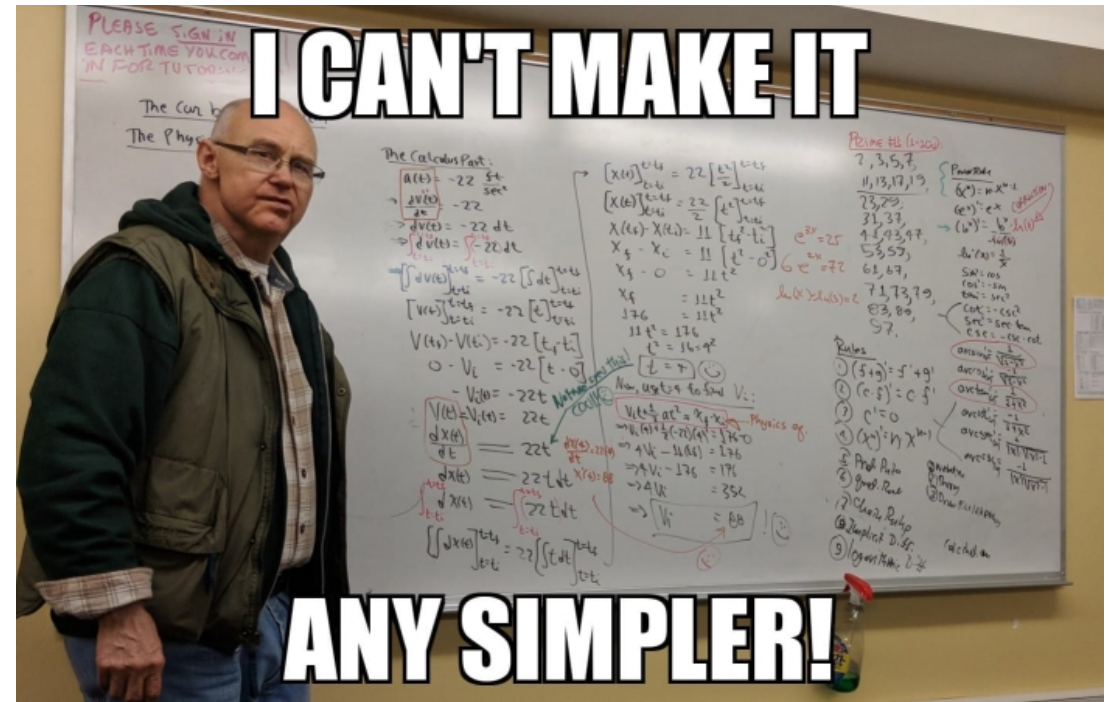


Erik Martinez,
Addiction Counseling

Math Tutoring

- Direct Support
- Flex hours to accommodate students
- Tutors from remedial through whatever this is:

- $$f(x) = a_0 + \sum_{n=1}^{\infty} \left(a_n \cos \frac{n\pi x}{L} + b_n \sin \frac{n\pi x}{L} \right)$$



Randy Broberg, USN Veteran / Math Tutor

VA Work-Study Benefit

- Resource for Veteran and Dependent Students
- Job experience while on campus
- 264 Hours per Quarter with Average Benefit of \$3,168
- Engagement with the campus community
- Speak “Veteran Language”



Heather Lloyd, 2019 Nursing Grad

Veterans & Associated Students Club



Veteran Advisory Board and Community Donors

- Assist with Financial Stability
- Mentoring and Job Shadowing
- Critical for Community Outreach
- Develops Community Partnerships



Cassie Chartier,
Phlebotomy

Choisnet, Angelina R
 Watrous, Robert A
 Miller, Marcus R
 Hall, Samantha S
 Lehuy, James Q
 House, Alexander F
 Viertel, Neil W
 Whalen, Vicki L
 Sobczak, Greg A
 Cotton, Elisabeth M
 Kraut, Severn E
 Wolford, Mary M
 Price, Shawn R
 Miller, Scott M
 Schmidt, Nicholas C
 Plamondon, Kevin A
 Wirta, Jyles E
 Rhodes, Dakota L
 Estrada, Brody V
 Klarenbach, Aaron V
 Barton, Noah S
 Oberg, John P
 Kapkayev, Artem V
 Ogaz, Daniel J
 Batallones, Anne-Venice

Lloyd, Heather F
 Savenok, Maksim D
 Arriba, Mario P
 Gasaway, John L
 Schueller, Shayne A
 Mahoney, Steven D
 Taylor, Douglas G
 Martinez, Erik
 Lingenfelter, Eric A
 Page, Jessi A
 Halnan, Joel M
 Bates, Imara O
 Raudalez, William
 Baldie, Janet R
 Hill, Leanna L
 Levasseur, Colin
 Evers, Charles M
 Blackburn, Lisa M
 Connell, Michael R
 Becker, Kyle M
 Storozhko, Bogdan
 Sichley, Bryan C
 Schilling, Donald R
 Phillips, Thomas D
 Forrest, Robyn I

Szilvasi, Stephan R
 Hawthorn, Daniel B
 Caceres, Jason B
 Crawford, Steven R
 Gisby, Matthew A
 Curtis, Adalene D
 Long, Timothy C
 Lake, Nick V
 Semrau, Joshua R
 Wiswall, Ksenia
 Bali, Daren A
 Henderson, Scott S
 Delaney, Min-Kyung
 Parkinson, Israel D
 Niiranen, Andrew W
 Mitchell, Christopher J
 Duer, Anthony S
 Roper, Mark W
 O'Neill, Ian R
 Peck, Thomas E
 Hubbard, Jessica L
 Hubbard, David J
 Metcalf, Jason L
 Rodgers, Katelyn A
 Burks, Jacob H

Hamilton, Shawn M
 Hernandez, Americo
 Jarrett, Richard A
 Davis, Jerry M
 Williams, Denise L
 Schulling, Zachary J
 Reeves, Jeremy S
 Finch, Connor R
 Zych, Jeramey L
 Greenwood, Anthony A
 Horner, Mark A

86 Veterans Graduating

- Ready to work
- Refined soft skills
- Experienced



“ Without the VRC, I wouldn't be able to take the 15+ credits per term, while maintaining a spot on the Honor Roll and as a member of the Phi Theta Kappa Honor Society.”

– *Alison Warlitner*

“ “ The VRC not only gave me a place to study, it also gave me a job to help me support my family as I attend school. The VRC has become my community and allowed me a safe space in dealing with my disability. ” ”

– *Jaime Ackley*

Student Success Story--Alison Warlitner and Jaime Ackley

No documents for this item

Faculty Presentation--The Phoenix

No documents for this item

Guided Pathways

No documents for this item

Employee Fall-to-Fall Retention by Systemically Non-Dominant Status

NOTE: Excludes Hourly and Student Employees

	Fall 2017 to Fall 2018	
	# of Employees	% Retained
OVERALL	1,006	86%
Systemically Non-Dominant Status		
Not Person of Color and/or Living with a Disability	815	87%
Person of Color and/or Living with a Disability	191	84%
Person Living with a Disability	21	90%
Person of Color	172	84%
Race/Ethnicity*		
African American/Black	23	78%
Asian	59	80%
Latinx	49	84%
Indigenous Peoples**	22	91%
White, non-Latinx	852	87%
Race/Ethnicity Unknown	1	100%

*Race/ethnicity category based on SBCTC DW fields for CENS_HISP and CENS_RACE. Only 1 race field is included; therefore, employees are categorized by the primary race identified. If Latinx and any race, then included in Latinx category.

**Indigenous Peoples includes American Indian, Alaskan Native, Native Hawaiian, and Pacific Islander.

Full-Time Employees Only

	Fall 2017 to Fall 2018	
	# of Employees	% Retained
OVERALL	565	91%
Systemically Non-Dominant Status		
Not Person of Color and/or Living with a Disability	449	91%
Person of Color and/or Living with a Disability	116	89%
Person Living with a Disability	12	83%
Person of Color	106	90%
Race/Ethnicity*		
African American/Black	20	80%
Asian	32	94%
Latinx	29	90%
Indigenous Peoples**	13	92%
White, non-Latinx	471	91%
Race/Ethnicity Unknown	0	---

*Race/ethnicity category based on SBCTC DW fields for CENS_HISP and CENS_RACE. Only 1 race field is included; therefore, employees are categorized by the primary race identified. If Latinx and any race, then included in Latinx category.

**Indigenous Peoples includes American Indian, Alaskan Native, Native Hawaiian, and Pacific Islander.

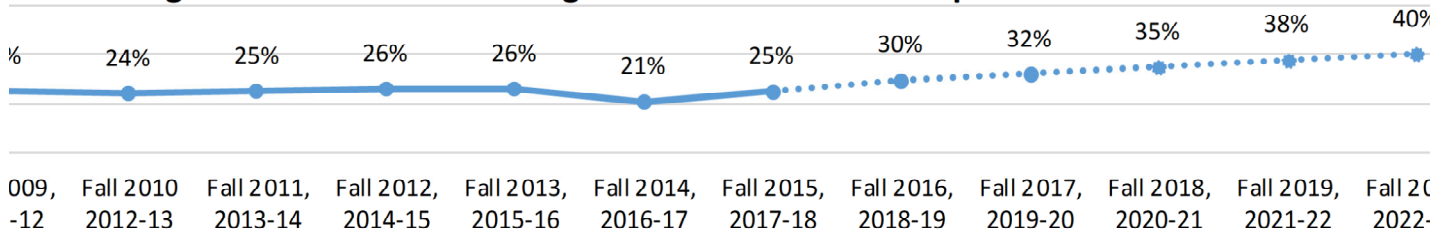
COMPLETION



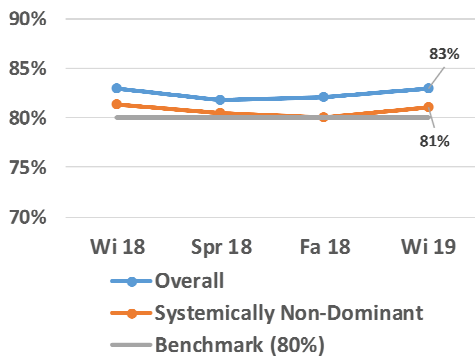
MAY 2019

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,

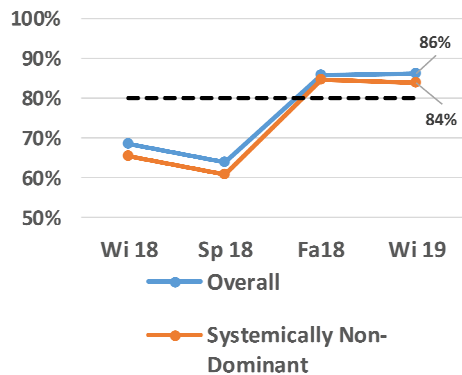
Degree or Certificate-Seeking Full-Time Student Completion Rate Within 3 Years



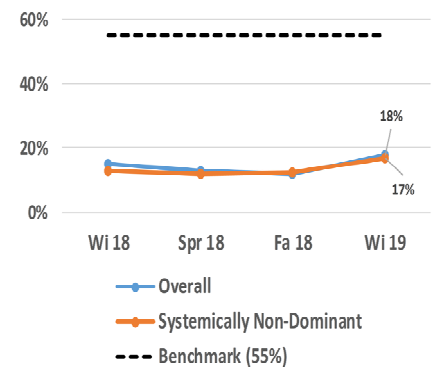
Course Success Rate: Certificate or Degree-Seeking Students



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



Transfer-Intent Students Completing College-Level Math Within One Calendar Year



Monthly Highlights

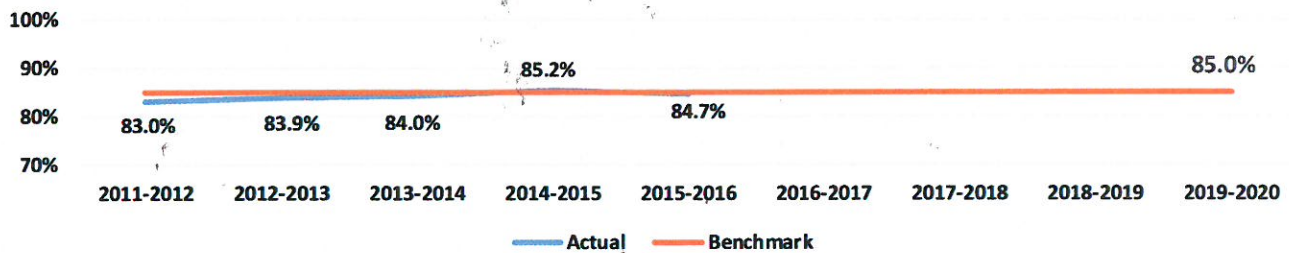
- ◇ Clark College is concluding the first full academic year of its precollege math reform. Among new transfer-intent students who began in summer or fall of 2018 and who placed into precollege or college-level math courses, 34% have already successfully completed a college-level math course by Winter 2019. Another 17% are enrolled in a college-level math course during Spring 2019. The precollege math reform has resulted in a substantial increase in the proportion of students who earn college-level credit within one year. Moreover, earning college-level math credit is one of the most predictive factors for completion. To increase the proportion of students placing into math, the new student onboarding services were changed to ensure degree-seeking students are placing into both math and English.
- ◇ A functional internal mapping (master) template has been created for all program maps. One of the Guided Pathways workgroups, Pillar 1: Get on the Path, is working to get all program information into the templates. The internal program mapping should be completed spring 2019.

EMPLOYMENT/TRANSFER

MAY 2019

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

- ◇ Worker Retraining funding provided the Diesel department with \$30,000 for the purchase of new engines to increase the lab capacity and expose students to relevant industry technology.

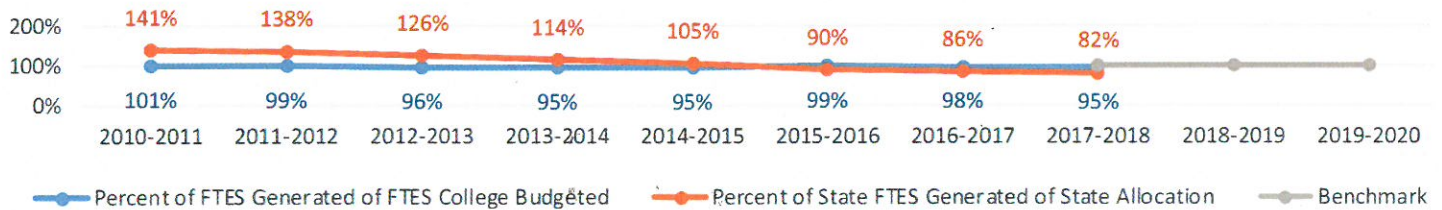
ENROLLMENT



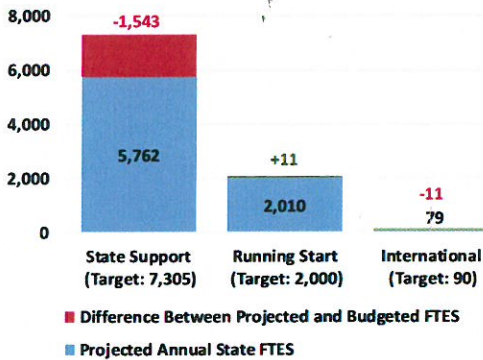
MAY 2019

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.

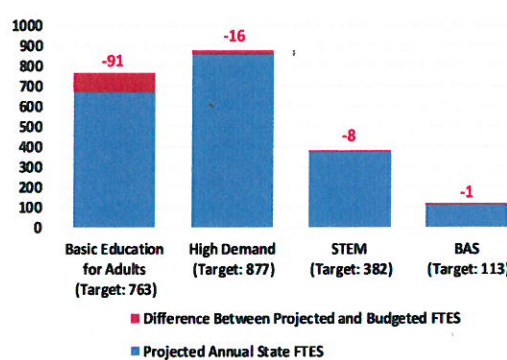
Percent of Full-Time Equivalent Students (FTES) Generated based on College Budget and State Allocation



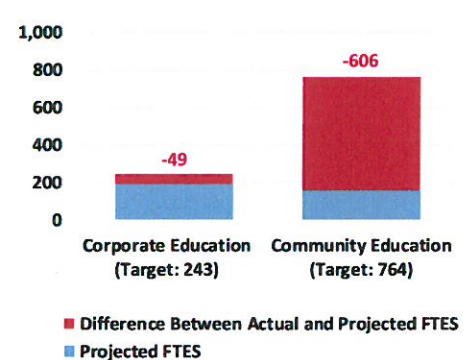
Projected Final Annual FTES Based on Current FTES (May 7)



Projected Priority FTES Based on Current FTES (May 7)



Projected Corporate and Community Education FTES



Monthly Highlights

- ◇ Advising Services will add another group of new students to their caseloads for spring term 2019. Since fall term of 2018, Advising Services has assigned all new students to an advisor. Throughout winter term, advisors connected in person or via electronic means with each new advisee and provided a weekly communication message based on needs/resources available during the term. The same practices will be in place for Spring and beyond. May 1 will also include the second attempt at a go-live date for online scheduling software for Advising Services. This scheduling tool will allow students to make an appointment with their assigned advisor based on their availability without needing to call in or visit the office in-person. So far all indicators suggest a greenlight for the tool come May 1.

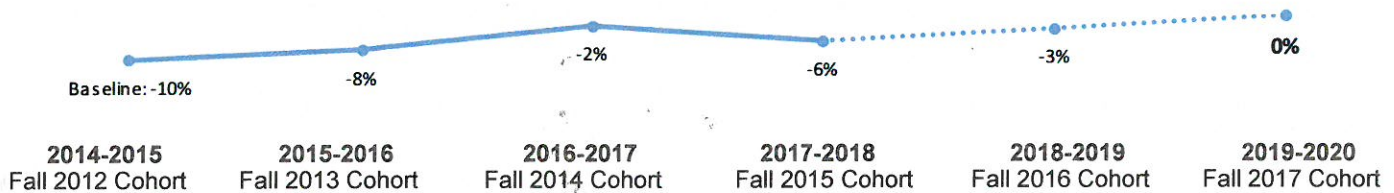
SOCIAL EQUITY



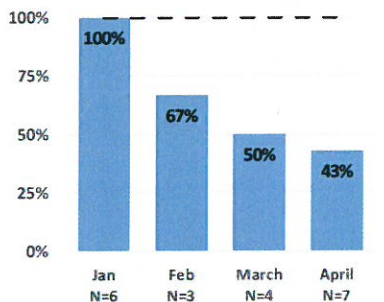
MAY 2019

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

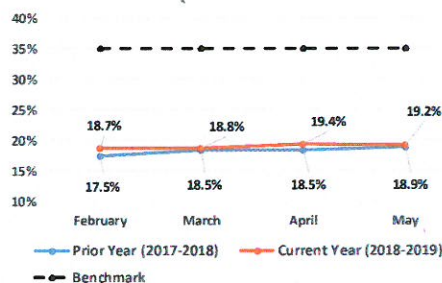


Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability



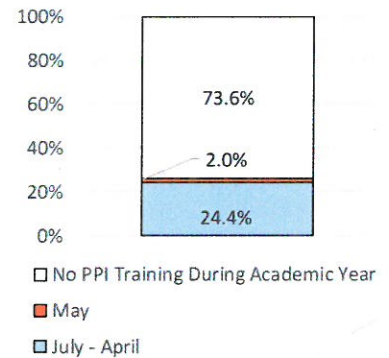
-- Benchmark: 100% of Applicant Pools

Percent of Employees Of Color or Employees with Reported Disability



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

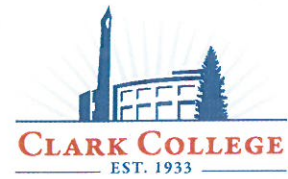
Percent of Employees Engaged in Professional Development Opportunities in PPI



Monthly Highlights

- ◇ In April 2019, there were 7 full-time applicant pools with 90 Persons of Color.
- ◇ Fifty-five percent of full-time employees have completed a professional development opportunity related to challenging power, privilege, and inequity. Only 8% of part-time employees have completed a professional developmental opportunity related to challenging power, privilege, and inequity. Therefore, the overall percent of all employees employed at some time during the academic year 2018-2019 who completed a professional development opportunity related to challenging power, privilege, and inequity is 26%.
- ◇ In Winter 2019, Clark College Libraries Technical Services hired and on-boarded a student worker for a new "Library Accessibility Tester" to test key library online resources with assistive technology. The purpose of this pilot position is targeted student user experience testing with JAWS screen reader to help Library technical experts and Library User Experience Team proactively identify usability and accessibility problems and address their causes through local customization, collaboration with DSS experts, and troubleshooting with vendors.

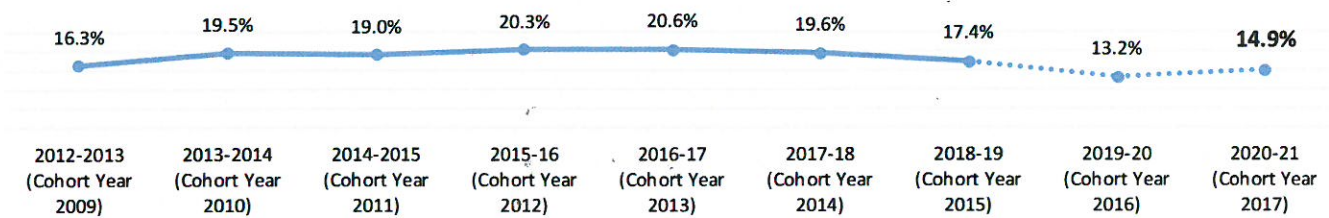
STUDENT DEBT



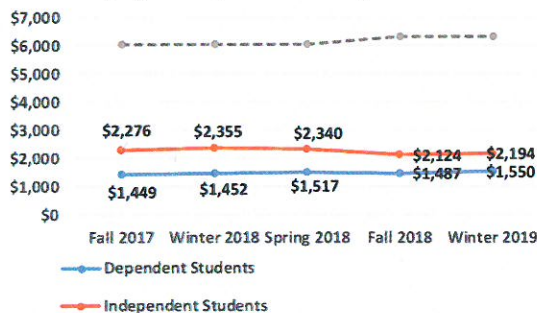
MAY 2019

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

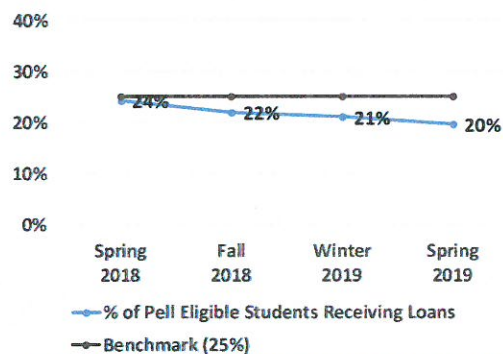


Average Loans Awarded and Received by Students, by Independent/Dependent Status



*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

- ◇ Clark College received \$180,000 (\$90,000 per year for 2 years*) from Clark County's Community Actions Funds Program for the Clark College Financial Literacy Program to Address Intergenerational Poverty. This grant will fund the Financial Wellness Coach, who provides low-income students with individualized financial planning to pay for college, resources for income and asset building to build self-sufficiency. Additionally, this funding includes \$29,649 for the Emergency Grant Fund to support students who encounter financial barriers. Through this comprehensive approach, the focus of this project will be to improve the educational success of low-income, first-generation students, and break the cycle of intergenerational poverty. *Grant is renewable for a second year (2020-2021), contingent on progress towards outcomes and availability of funding.

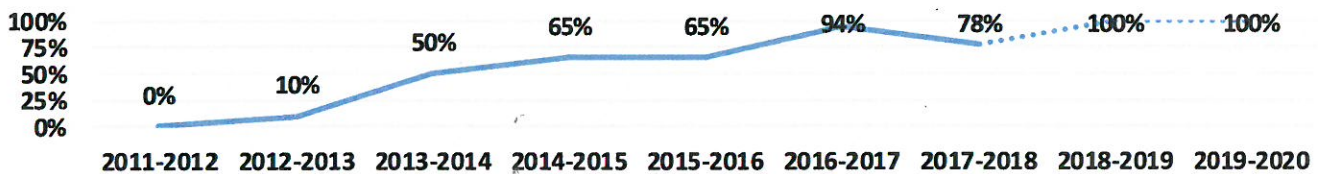
STUDENT LEARNING



MAY 2019

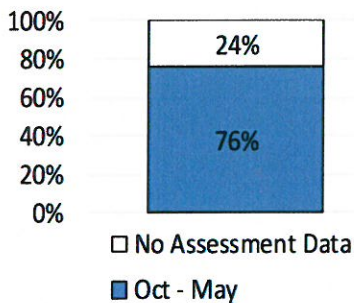
Clark College facilitates student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. Clark College's degrees and certificates awarded are the result of a culmination of learning. The college aligns its curriculum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

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

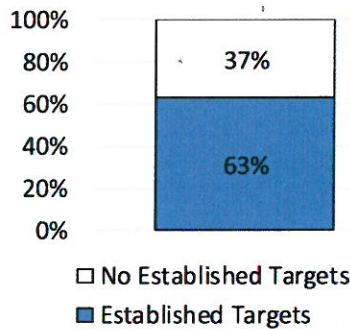


Due to faculty workload, the expectation is that faculty will complete their program assessment work by September 30th of the next

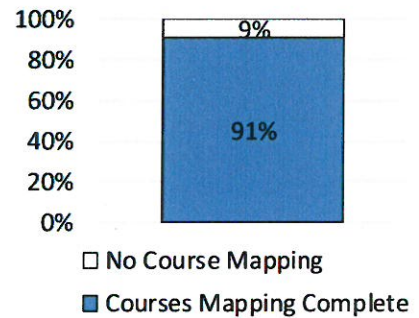
Proportion of Program Groups with Assessment Data On File



Proportion of Learning Outcomes with Established Learning Targets



Proportion of Programs that have Mapped Learning Outcomes to Courses



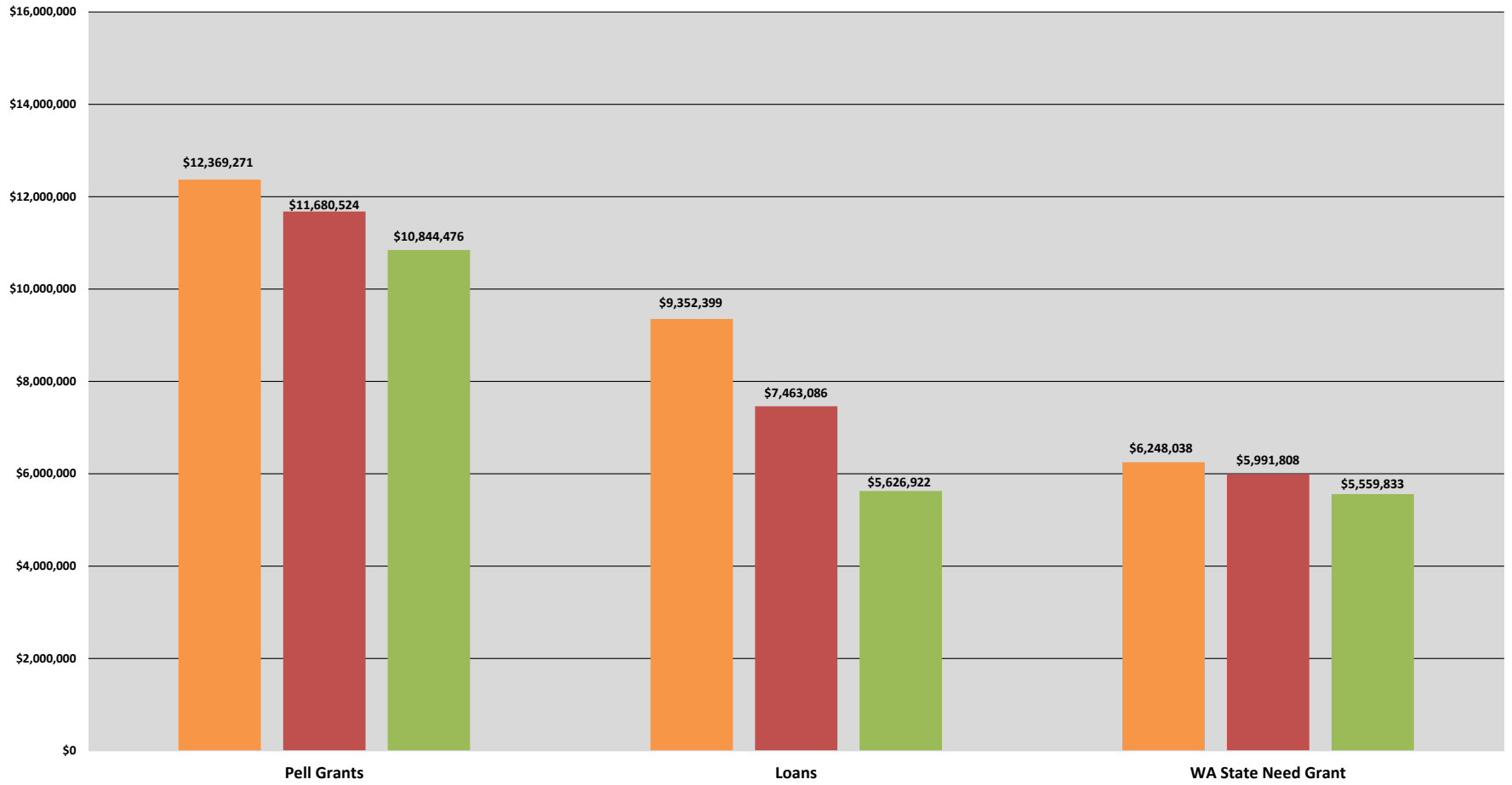
Monthly Highlights

- ◇ The Northwest Commission on Colleges and Universities is developing and proposing new accreditation standards. The current NWCCU accreditation standards are focused on institutional learning and not on student learning. The goal of the new proposed standards is to reframe accreditation to primarily focus on student learning, while expecting that the member institutions will continue institutional learning through strategic planning and continuous improvement.

3 Year Comparison of Awards by Category
April YTD

■ 2016-2017
■ 2017-2018
■ 2018-2019

Dollars (millions)



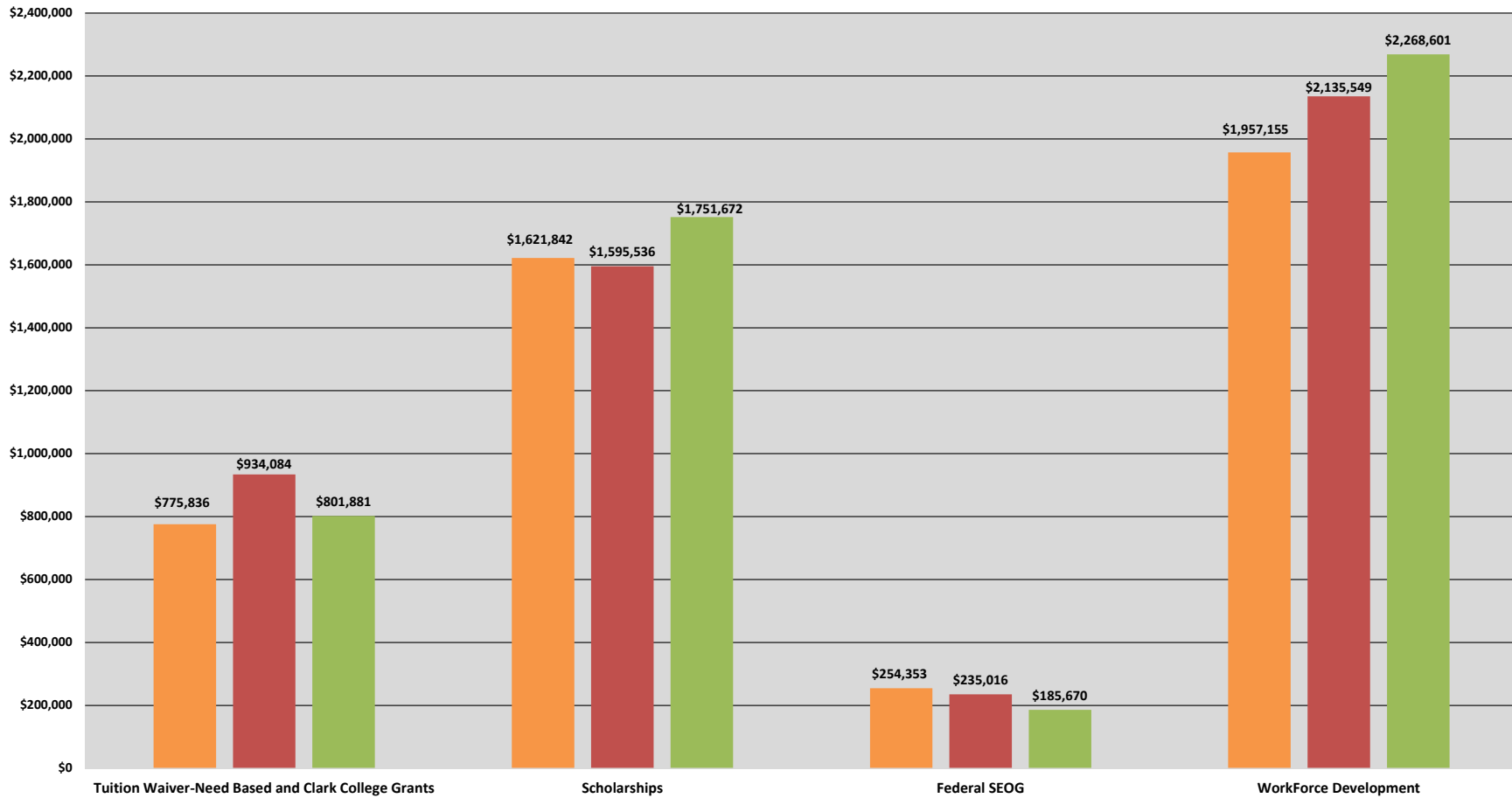
Note: WA State Need Grant includes College Bound Scholarships

3 Year Comparison Awards by Category (cont'd)

April YTD

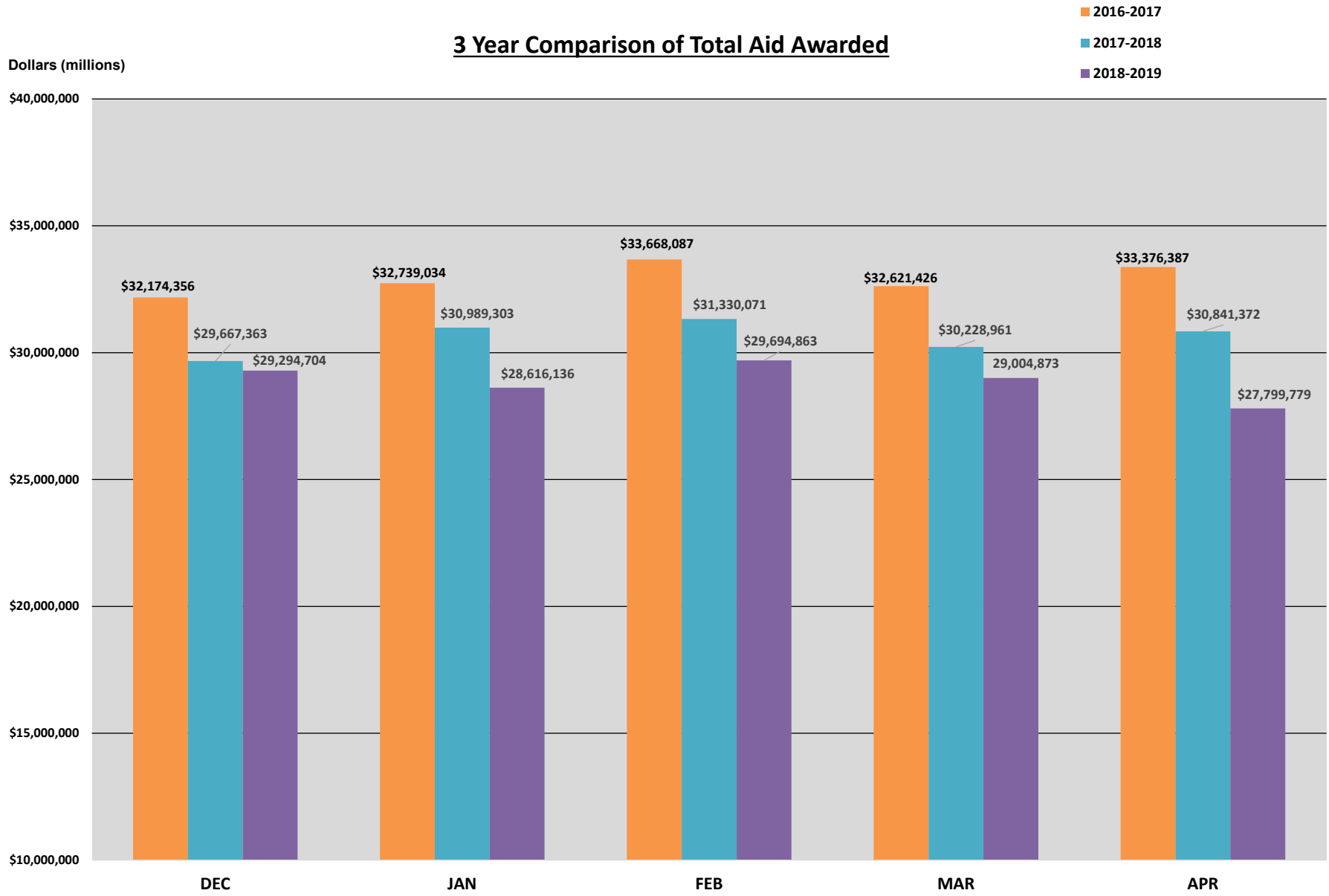
- 2016-2017
- 2017-2018
- 2018-2019

Dollars (millions)

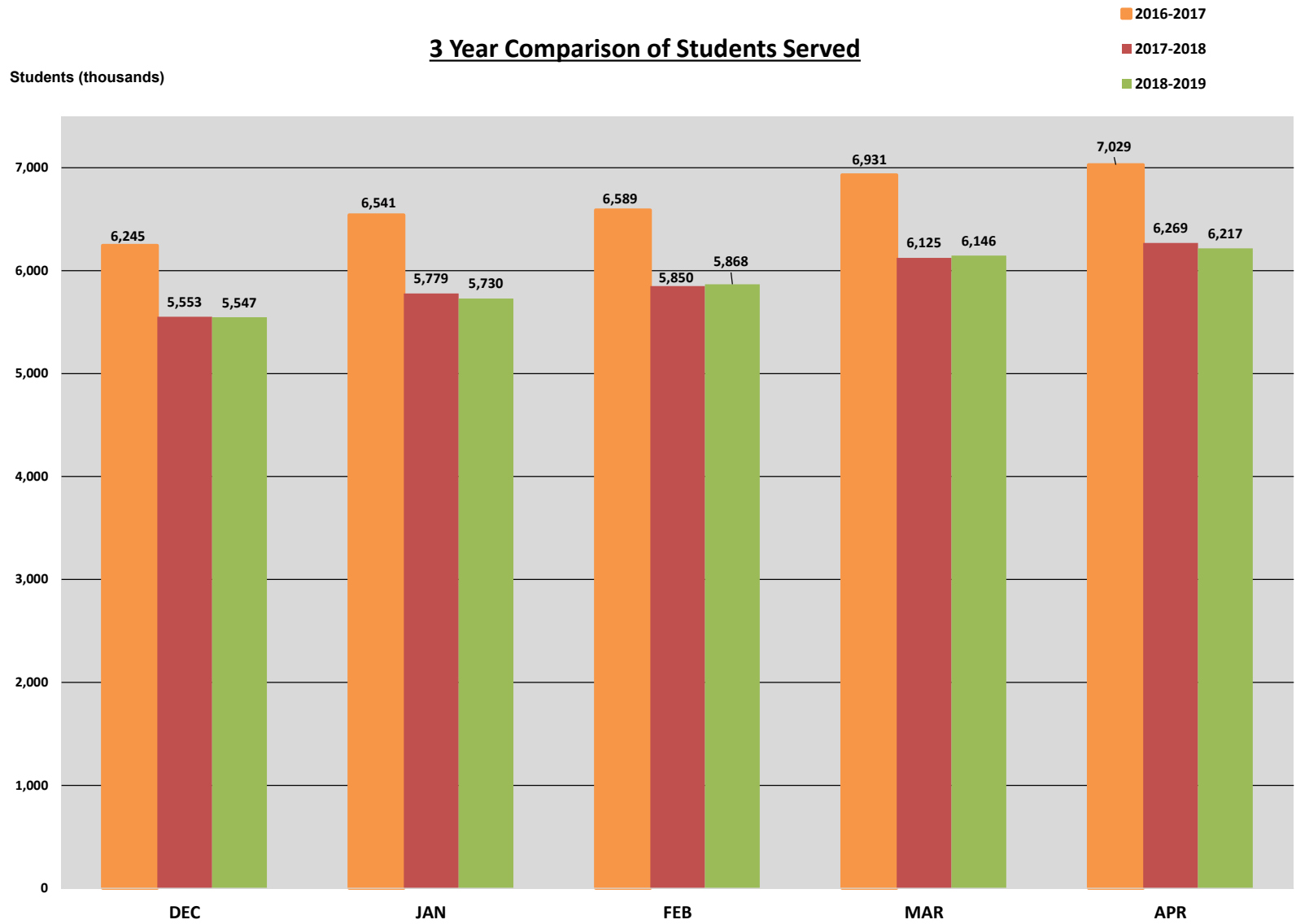


Note: WorkForce Development includes WorkFirst, Worker Retraining, BFET, Opportunity Grants, and Sponsored Programs

3 Year Comparison of Total Aid Awarded



3 Year Comparison of Students Served



Clark College - Budget Status Report April 30, 2019

Sources of Funds (Revenues)	2018-19 Budget	Revenues to Date	Difference	% Budget Received
Operating Accounts				
State Allocation	33,565,028	19,635,712	(13,929,316)	58.5%
Tuition & ABE	17,069,608	17,491,333	421,725	102.5%
Running Start	14,179,100	12,769,889	(1,409,211)	90.1%
Excess enrollment	-	-	-	0.0%
Planned use of prior fund balance	718,889	-	(718,889)	0.0%
Dedicated, matriculation, tech, cont ed	5,170,274	5,165,191	(5,083)	99.9%
Total Operating Accounts	70,702,899	55,062,125	(15,640,774)	77.9%
Other Accounts				
Grants & Contracts less Running Start	3,636,509	2,789,130	(847,379)	76.7%
Internal Support & Agency Funds	1,183,859	940,525	(243,334)	79.4%
ASCC	2,075,277	1,806,000	(269,277)	87.0%
Bookstore	4,283,034	3,224,579	(1,058,455)	75.3%
Parking	532,243	479,530	(52,713)	90.1%
Campus Food Service	-	221,897	221,897	0.0%
Auxilliary Services	2,126,577	2,212,148	85,571	104.0%
Financial Aid	28,651,490	26,634,001	(2,017,489)	93.0%
Total Other Accounts	42,488,989	38,307,810	(4,181,179)	90.2%
Total Sources of Funds	113,191,888	93,369,934	(19,821,954)	82.5%

Uses of Funds (Expenses)	2018-19 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
Operating Accounts				
President	739,585	660,671	78,914	89.3%
Associate Vice President of Planning & Effectiveness	1,002,751	700,282	302,469	69.8%
Associate Vice President for Diversity & Equity	587,348	348,881	238,467	59.4%
Vice President of Instruction	41,534,923	30,813,792	10,721,131	74.2%
Vice President of Administrative Services	9,068,898	7,502,090	1,566,808	82.7%
Vice President of Student Affairs	9,318,321	7,707,416	1,610,905	82.7%
Vice President of Economic & Community Development	1,280,872	1,048,932	231,940	81.9%
Chief Information Officer	4,945,951	4,032,675	913,276	81.5%
Chief Communication Officer	1,031,560	771,993	259,567	74.8%
Vice President of Human Resources	1,192,690	958,082	234,608	80.3%
Bank/CC Fees	-	197,321	(197,321)	0.0%
Total Operating Accounts	70,702,899	54,742,135	15,960,764	77.4%
Other Accounts				
Grants & Contracts less Running Start	3,636,509	3,750,192	(113,683)	103.1%
Internal Support & Agency Funds	1,183,859	1,146,627	37,232	96.9%
ASCC	2,075,277	1,595,468	479,809	76.9%
Bookstore	4,283,034	3,217,122	1,065,912	75.1%
Parking	532,243	384,276	147,967	72.2%
Campus Food Service	-	642,147	(642,147)	0.0%
Auxilliary Services	2,126,577	1,774,474	352,103	83.4%
Financial Aid	28,651,490	25,832,080	2,819,410	90.2%
Total Other Accounts	42,488,989	38,342,386	4,146,603	90.2%
Total Uses of Funds	113,191,888	93,084,522	20,107,366	82.2%
Difference - Excess (Deficiency)	-	285,413		
Capital Projects- Foundation and Grant Contributions	-	-	-	0.0%
Capital Projects- Expenditures	9,773,596	1,255,119	8,518,477	12.8%

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 Reserves*	977,638		6,504,304	483,825	(6,988,129)
Totals		16,449,937	7,836,260	6,504,304	186,315	984,804
				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 5/15/19

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				
			6,988,129	
	10% of \$69,881,286		(483,825)	6,504,304
Fund Balance After Commitments and Required Reserves				160,837

Next Meeting

No documents for this item

Adjournment

No documents for this item