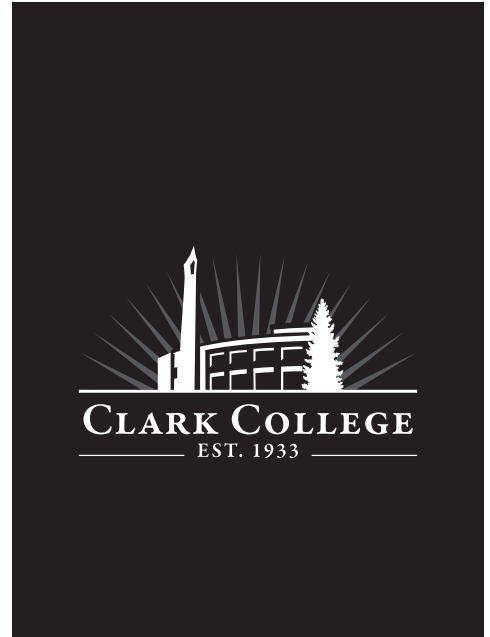


Clark College Board of Trustees



June 11, 2014

Clark College
The Next Step



Vision Statement

Extraordinary Education ❖ Excellent Services ❖ Engaged Learners ❖ Enriched Community



Mission Statement

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



2013-2014 Institutional Goals

Focus on Learning

- Engage in innovative teaching and learning strategies and services to support student success and retention. *Executive Cabinet (EC) Lead: Tim Cook*
- Increase the number of employees engaged in professional development opportunities. *EC Leads: Darcy Rourk and Tim Cook*
- Engage the college community in what it means to be a learning college to align continuous improvement activities with educational program assessment. *EC Leads: Shanda Diehl and Tim Cook*

Foster a Diverse College Community

- Increase the percentage of historically disadvantaged communities represented at each level of the hiring process. *EC Leads: Sirius Bonner and Darcy Rourk*
- Increase participation among all employees and students in educational opportunities related to power, privilege, and inequity to support student, staff and faculty retention and success. *EC Leads: Sirius Bonner, Darcy Rourk, and Tim Cook*

Enhance College Systems

- Monitor and ensure continued improvement with the advising plan. *EC Lead: Bill Belden*
- Evaluate and reorganize the committee structure to ensure effectiveness of committees in decision-making processes, greater collaboration institution-wide, and broader cross-section of representation. *EC Lead: Shanda Diehl*
- Consistent with the College's decision-making process¹, gather input from and then communicate the decision rationale to faculty, staff, and students. *EC Leads: Bob Knight and Chato Hazelbaker*
- Develop an environmental sustainability plan. *EC Lead: Bob Williamson*
- Promote a culture of safety by addressing deficiencies identified by WISHA and developing a proactive safety and health compliance plan.² *EC Lead: Bob Williamson*

¹ The College's decision-making process is outlined in the Shared Governance Subcommittee Report to the Clark College Council.

² The basis of this goal originated with the WISHA findings rather than the Scorecard.

**Clark College
Board of Trustees Packet
June 11, 2014**

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CLARK COLLEGE BOARD OF TRUSTEES
Wednesday, June 11, 2014
Ellis Dunn Room, GHL 213

AGENDA

All regular meetings of the Board are recorded.

BOARD WORK SESSION, PUB 258C

4:00-5:00 p.m.

- | | | |
|---|---------------------------------|-----------|
| ♦ | Bus Rapid Transit/Great Streets | 4:00-4:25 |
| ♦ | ASCC Budget, 2014-15 | 4:25-4:40 |
| ♦ | College Budget, 2014-15 | 4:40-4:55 |

BUSINESS MEETING

I. CALL TO ORDER

5:00 P.M.

II. BUSINESS MEETING

A. Review of the Agenda

B. Statements from the Audience

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

C. Constituent Reports

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

D. Statements and Reports from Board Members

E. President's Report

Student Success Presentation: Princeton McBride

Faculty Presentation: Dental Hygiene Update, Prof. Brenda Walstead

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III. ACTION ITEMS

First Reading

- ◆ ASCC Budget, 2014-15
- ◆ College Budget, 2014-15
- ◆ Board Elections

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Consent Agenda

- ◆ Minutes from May 28, 2014 Board of Trustees Meeting

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IV. FUTURE TOPICS

- ◆ College Safety
- ◆ Facility Plan
- ◆ Fermentation/Restaurant/Maker Center
- ◆ K-12
- ◆ PPI Certificates
- ◆ Review of College Policies
- ◆ Service Learning
- ◆ Standard 2 Highlights
- ◆ The Open Government Training Act

WATCH LIST

- ◆ Accreditation
- ◆ GISS Student Completion
- ◆ STEM

V. DATE AND PLACE OF FUTURE MEETING

The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, August 27, 2014 in the Ellis Dunn Room.

VI. EXECUTIVE SESSION

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

VII. ADJOURNMENT

Time and order are approximate and subject to change.

**PRESIDENT'S REPORT
JUNE 2014**

FOCUS ON LEARNING

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

- Identify, offer, and support teaching and learning strategies that enhance student success.
- Increase the retention and progression of all students, with emphasis on first-generation students.
- Refine and implement continuous improvement planning consistent with the “learning college” model.
- Provide all employees with opportunities for professional development.

Progress

- I-BEST (Integrated Basic Education & Skills Training)— On May 30, Clark College hosted approximately 30 faculty from WA State at an I-BEST training. Seven teams of I-BEST instructors attended in preparation for the 2014-2015 academic year. (OOI)
- On May 2, 2014, student Dena Brill and Professors Ray Korpi, Kate Scrivener, Ann Fillmore, and Deena Godwin presented Clark College’s I-BEST program to the FACTC (Faculty Association of Community & Technical Colleges) Board at their Spring meeting. (OOI)
- ATL (Assessment Teaching and Learning) – Approximately 25 faculty and staff from the BEECH Unit attended the 2014 WA State Assessment, Teaching, and Learning Conference held in Vancouver, WA on May 1-2. Four presentations were provided throughout the conference by BEECH (Basic Education, English, Communications & Humanities) faculty:
 - English Professors Ray Korpi and Lindsey Christopher, along with 3 students, presented, “We Are Here: Mobilizing Geographic Diversity in Fully Integrated Learning Communities.”
 - Communication Studies Professor and Interim Dean Deena Godwin presented, “Get to Know Your Lime Day! An Exercise in Teaching Diversity Applicable to Any Discipline.”
 - English Professors Will Durden, Kendra Birnley, Meredith Stewart, and Matthew Gallaher presented, “Learning to Assess and Assessing to Learn: The Course-level Analytic Rubric as Embedded Assessment Tool.”
 - ESL (English as a Second Language) Professors Catherine Johnston, Jackie Allen-Bond, Nancy Novak, and Donna Aase presented, “Establishing ESL Foundations 1-3: From Planning to Practice.” (OOI)
- On Wednesday, May 14, English Professor Elizabeth Donley and Art Professor Kathrena Halsinger hosted the unveiling of the 2014 Phoenix. Approximately 70 people were in attendance in celebration of this art and literary project. (OOI)
- The English department coordinated Clark’s annual literary festival from May 28-30. They hosted a free book exchange, a reading from award-winning author Karen Russell, and a Clark Crossings reading from Clark College faculty and students. (OOI)
- The English department reviewed and awarded the annual Hawkins and Gallivan writing awards. First-place Hawkins winners receive a check for \$100, and second-place winners receive a check for \$60. The first place Gallivan winner receives a check for \$250, and the second-place winner receives a check for \$125. Awards were given as follows:
 - Academic Essay
 - First Place: “‘Dying to Play’ Summary and Response,” by Megan Cover for Kendra Birnley’s 098 class.
 - Second Place: “Vanport?” by Sunshine Hill for Mel Favara’s 280/098 class.

FOCUS ON LEARNING

- Expository Essay
 - First Place: “Thirsty for Justice,” by Astrid DuBois for Gerry Smith’s 101 class.
 - Second Place: “Privatization: More Obstacle than Solution,” by Megan Ramirez for Joshua Patrick’s 101 class.
- Research Essay
 - First Place: “Great White Sharks: Mindless Eating Machines or Intelligent Alpha Predators?” by Rebecca Herren for Matthew Gallaher’s 102 class.
 - Second Place: “Being a Princess of Color: The Struggle for Racial Representation,” by Tasha Mayer for Kendra Birnley and Kushlani de Soyza’s ENGL 102 and WS 101 class.
- Critical Essay
 - First Place: “Journey into the Sun,” by Kyle Hansen for Jill Darley-Vanis’s 103 class.
 - Second Place: “The Quest for Knowledge,” by Juanita Kolbe for Jill Darley-Vanis’s 103 class.
- Fiction
 - First Place: “18 Hours,” by Tim Roduner for Alexis Nelson’s 121 class.
 - Second Place: “Two Roses for the Gun,” by Mariah Geiger for Mel Favara’s 123 class. (OOI)
- The Clark County Board of Health recognized Child and Family Services Director Laurie Cornelius for her leadership in promoting communitywide initiatives that improve the health of children and families. She received the 2014 Public Health Community Award at the Board’s monthly meeting on Wednesday, May 28. Congratulations to Laurie on her well-deserved recognition! (OOI)
- Students in the Clark Aerospace ASCC Club travelled to Salt Lake City for a culminating main launch event at the Bonneville Salt Flats on Saturday, May 17. This competition is run out of the Marshall Space Flight Center in Huntsville, AL. It was sponsored by ATK, a major aerospace corporation. This is the third year running that Clark students have been accepted into this competition, and this year was their best performance to date. Thirty one colleges and universities were accepted; 20 teams were able to attend the main launch event; and a total of just 16 rockets were launched. The Clark team was among these 16, one of just 3 community colleges among a field of major universities. (OOI)
- On May 16, 2014, Roberto Anitori (Biology), Murali Krishna (Mathematics), and Travis Kibota (Biology) attended a Faculty Development Workshop at the Institute for Systems Biology (ISB) in Seattle. ISB is a research and education institute that employs an integration of many scientific disciplines—genomics, chemistry, ecology, computer science, and mathematics—to gather and analyze large and seemingly unrelated data sets to uncover patterns that can help explain and address complex issues ranging from the diagnosis and treatment of cancer to the detecting and predicting the effects of global climate change. The workshop focused on the importance of infusing systems-level thinking into the undergraduate science curriculum and developing a more integrated approach to undergraduate education. (OOI)
- Professor of Sociology Carlos Castro was the featured speaker at the Faculty Speakers Series on May 8. “Borderlines: Political and Economic Differences between Nicaragua and Costa Rica,” highlighted Castro’s interpretation on the historic, geopolitical and economic events that have shaped vast differences between these two neighboring countries. The event was attended by more than 35 students, faculty, staff, and community members. (OOI)
- The weekly Spring Faculty Discussion Series “Student Voices: Better understanding to enrich student learning” began April 17 with a presentation and follow-up discussion with Jennifer Knapp, associate director of Workforce Career and Technical Education. She was joined by a former student in the WorkFirst program who now works for Clark College, Brianna Bullick. Subsequent events have included Felis Peralta, Multicultural Retention Manager, with students Nadia Martinez and Frankie Cordova-Regalado on underrepresented student populations; Linda Calvert, associate director of Running Start with a student in the Running Start program, Autumn Crawford; Tiffany Williams, Workforce Pathway manager, discussing students in poverty; Jane Walster, director of International Programs, with students Majed Alhumaidani, Lulu Chen, and Fatoumata Diabate discussing international students at Clark. The series will end in June with discussions on disabled students and veterans. Attendance has averaged about six or seven participants per session. (OOI)

FOCUS ON LEARNING

- The Language Lab has begun hosting language game hours for Spanish and Japanese, which allows students to practice their language skills in an informal social setting through interactive games. Response has been very positive, with students and instructors enjoying the cultural exchange. An ASL game hour was held on May 23. The plan is to continue hosting the game hours in other languages in the future. (OOI)
- On April 23, 2014 Brendan Pust and Dennis Davis presented at 2014 the NWMET (Northwest Managers of Educational Technology) Conference – Digitalandia: Navigating the Digital Landscape. During their presentation, “Centralizing Technical Student Support”, Brendan and Dennis shared the impact of Clark’s successful TechHub. (OOI)
- Both Cannell Library and the iCommons at CTC celebrated Library Snapshot Day on April 23. In addition to collecting photos that demonstrate the impact that the library has on our community, the college was invited to contribute naming ideas for the new library catalog. Cannell also hosted a special “30 Clicks” workshop that highlighted the features of the new library system and thanked the students in Prof. Bob Hughes’ Computer Graphics Technology CGT 105: User Experience Design class. Prof. Hughes’ class partners annually with the library for usability testing for the library’s web-based systems. The iCommons also hosted a technology petting zoo. (OOI)
- The College Prep and Transfer Division of Advising Services delivered “Educational Planning” presentations in the five sections of COLL 101: College Essentials. These presentations provided students with strategies and resources to develop clear plans for completion of their educational goals. (SA)
- The College Prep and Transfer Division of Advising Services collaborated with Career Services to present “Undecided About Your Major” on May 8. This workshop provided students with an understanding of how to explore careers and how to link career goals with academic programs offered at Clark. (SA)
- The College Prep and Transfer Division of Advising Services presented “Transfer Degree 101” on May 21. This session clarified program requirements and critical steps for attendees who plan to transfer to another college for a bachelor’s degree. (SA)
- A record number of 235 Running Start students will complete associate degrees at the same time they graduate from high school. Of these, 10 had perfect 4.0 GPA’s (With Highest Honors); 21 had GPA’s between 3.90 and 3.99 (With Highest Honors); 106 had GPA’s 3.4 to 3.89 (With Honors); and 58% of the 235 grads earned a cumulative GPA of 3.4 and above. (SA)
- 75.1% of Running Start students were retained from Fall 2012 to Fall 2013 compared to 46.8% of non-RS students. In addition, 85.1% of RS students were successful in courses (2.0 or better) in their first quarter compared to 73.1% for non- RS students Fall 2012. (SA)
- The ASCC hosted a lunch with the Washington State Supreme Court on May 13. Student and club leaders were invited to interact with the Supreme Court justices to gain insight into their jobs, personal viewpoints and how our legal system functions. It was a successful event with 37 people in attendance. (SA)
- The ASCC hosted the annual Student O.S.W.A.L.D. Awards (Outstanding Students With Academic, Leadership and Development skills) on May 27. The event recognized 237 students at the annual awards ceremony for their exceptional achievements. (SA)
- The U.S. Department of Education’s Title III, Strengthening Institutions grant, is funding a new professional development program to increase student completions. Based on feedback from faculty in the strategic planning process and from best practices in student retention, the people who work with students should understand the impact of power, privilege, and inequity as well as student support systems and services available throughout the college. Therefore, the Teaching and Learning Center is offering all faculty and others training consisting of three modules: 1) Navigating Systems; 2) Power, Privilege, and Inequity; 3) Advising. (P&E)

FOCUS ON LEARNING

- The U.S. Department of Education's Title III, Strengthening Institutions grant is funding approximately 20 first-quarter communities – i.e., a cohort of students will take the same classes. These communities are for first-term and full-time students, and most of the learning communities pair math or English with College 101.
 - The course success rate for students who successfully completed College 101 in fall quarter 2013 was 90% (n=252) compared to 78% for those who did not take College 101.
 - The fall 2013 to winter 2014 retention rate among the first-term, degree-seeking, non-Running Start student cohort was statistically significantly higher for those who enrolled in College 101 (91%) compared to those who did not enroll in College 101 (77%).
 - 87% of students who took math and English their first quarter were significantly more likely to return than students who did not take both math and English their first term. (P&E)
- The U.S. Department of Education's Title III, Strengthening Institutions grant funded the development of the Outcomes Assessment Toolbox (OAT), a collection of 14 homegrown web applications and reports. The OAT tool provides the necessary framework for faculty to conduct effective learning outcomes assessment. The OAT was released this academic year and is now being widely used by faculty.
 - 95% of degree and certificate programs, including short-term certificates, have learning outcomes documented in the new OAT.
 - 93% of courses have learning outcomes documented in the OAT. This is an increase of 34 percentage points from June 2013. (Course outcomes are now in the course catalog for the first time.) (P&E)
- **Update on the 2015-2020 strategic planning process:** Taskforce 2, the environmental scan group, has completed their work. Based on a recommendation from College Council, the environmental scan is organized into three chapters: social equity, economics, and environment. These chapters are presented in the framework of student learning and contain a plethora of data about the college overall, the students, the community, and best practices.

In addition to the community-wide data, a number of key informant interviews were conducted and more than 1,000 community and business leaders were surveyed. Taskforce 2 preliminarily identified a number of draft highlights by today (May 29, 2014). The latest draft of highlights is listed in the executive summary and below. To find the latest drafts of highlights and environmental scan go to:

https://intranet.clark.edu/department_information/planning_effectiveness/planning/EnvironmentalScan.pdf

| SOCIAL EQUITY in STUDENT LEARNING | |
|--|---|
| Theme | Highlight |
| Academic Preparedness | <ul style="list-style-type: none"> ○ 16% of new, non-Running Start students place into college-level math. ○ Most Clark College students enter college below college-level in at least one area. ○ Students enter college at all levels of competencies in technology. ○ A strong relationship exists between people from historically disadvantaged communities and academic under-preparedness. |
| Socio-Economics and Demographics | <ul style="list-style-type: none"> ○ A large proportion of Clark College’s students are low income. ○ Clark College students are more diverse than the community it serves. Best practices in student learning, especially among diverse students, recommends educating the student within the context of their culture, family, and community. ○ Significant achievement gaps exist among different demographic and identity characteristics in terms of student achievement, course success, and retention. ○ The demographics of faculty and staff of Clark College do not reflect the student demographics. ○ Clark College students from less privileged demographics are less likely to be satisfied with the college climate, especially students who identified as American Indian or Alaskan Native, African American or Black, Hispanic, living with a disability, queer, lesbian, and other sexual orientations. |
| Retention and Completion | <ul style="list-style-type: none"> ○ About one in four Clark College students complete. Most notable are the low rates of degree or certificate completion among part-time students, non-Running Start students, students of color, students in their 20s, male students, and students who were not successful in their first quarter. ○ Competency-based education and credit for prior learning are important to increase completion rates and engage the student. ○ Students are more likely to be successful if they take English and math in the first quarter. Structured pathways clearly articulate the learning outcomes for programs and expectations. Structured pathways in career and technical education lead directly to employment and structured pathways in academic transfer lead to economically necessary programs at universities. ○ Students who enroll in College 101 and Math Academy have significantly higher retention and course success rates. These are examples of entry points where students enroll these classes offer and mandate participation in wrap-around services. ○ Success in a student’s first quarter is essential. ○ The college has implemented successful pilots to support student learning, retention, and completion. Adult Basic Education has concrete plans to implement these pilots for all basic education students. Pre-college and college-level pilots, generally speaking, have not scaled up the pilots to include all students. |

FOCUS ON LEARNING

| ECONOMICS of STUDENT LEARNING | |
|---|---|
| <i>Theme</i> | <i>Highlight</i> |
| <i>Economics of the Region</i> | ○ Business partnerships are important to offering relevant programs and providing experiential learning opportunities. The college has opportunity to improve. |
| | ○ Clark, Skamania, and Klickitat counties have lower educational attainment than the state of Washington. |
| | ○ Hard skills required for employment include health care, information technology; digital technology; cargo, trade, and transportation; manufacturing – including 3D printing; and STEM (especially entry level). |
| | ○ Internships are vital to employment for students. As reported by former students and business/community leaders, as well as being proven best practices, there is a need at Clark College for increased experiential learning opportunities such as internships and service learning. |
| | ○ Soft skills are important to employers. These skills include thinking and analyzing; logging, tracking, and reporting; communication and technical writing; technology; team oriented; customer service skills; basic math; safety; diversity of thought and experience; and others. |
| | ○ The service district population is aging. |
| | ○ Unemployment rates for the service district have been volatile, even more so than the state or nation. |
| <i>Economics of the College</i> | ○ Clark College Foundation is successful. |
| | ○ Clark College has received about \$1,000 less per FTES in state-support than the average funding per FTES in community or technical colleges in Washington State – but the college served 1.4 times the number of FTES than funded. |
| | ○ At Clark College, Clark County has the lowest rate of enrollment AND the lowest educational attainment rate among the five most populated counties in the state of Washington. Skamania and Klickitat counties’ populations have the lowest rates of enrollment at Clark College than any other counties in Washington State. |
| | ○ State funding has declined significantly. Ten years ago, the majority of the college’s operating budget was state support. |
| <i>Economics of the Students</i> | ○ Clark College’s former students are defaulting on their student loans at higher rates. Initial findings suggest the \$ALT financial literacy program is associated with fewer delinquencies. |

| ENVIRONMENT FOR STUDENT LEARNING |
|--|
| Highlight |
| ➤ Efforts regarding environmental sustainability are not centrally coordinated. |
| ➤ Small study areas – equipped with outlets – places to gather (for both students and employees), and tutoring spaces are important environments to offer to students that enhance student learning. |
| ➤ Technology enhances the student learning experience. (P&E) |

- The U.S. Department of Education’s Title III, Strengthening Institutions grant funded the development of a Program Toolbox. The Program Toolbox contains all information about current programs offered at Clark College including enrollments and completions by program. The Program Toolbox can be accessed at <https://apps.clark.edu/Program/Default.aspx>. (P&E)
- The 2014-2015 Institutional Goals were finalized. These goals serve as key areas for the college to focus on in 2014-2015 that will bring us closer to mission fulfillment. The goals were developed by College Council based on the findings of the latest scorecard. (P&E)

Clark College 2014-2015 Institutional Goals

Focus on Learning

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

Expand Access

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

Foster a Diverse College Community

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

Respond to Workforce Needs

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

Enhance College Systems

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

EXPAND ACCESS

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

- Provide appropriate support services and reduce procedural barriers to help students enroll in college.
- Expand options to increase the overall affordability of education.
- Expand online services across the college.
- Expand learning options by offering courses and services in various modalities, timeframes, and locations.

Progress

- Clark College has been awarded a \$25,000 Community Foundations for SW WA grant. This grant will enhance Pathways Center services and programs by purchasing needed equipment and technology. The grant will address these major inhibitors to breaking the cycle of intergenerational poverty: 1) lack of understanding about and access to college and workforce systems, 2) inadequate communication and literacy skills and 3) low self-esteem and low confidence. The Center will provide comprehensive training and education to minimize the poverty inhibitors. This includes: a) technology literacy training, b) technology tutors, c) peer mentoring to support structured, self-directed learning and d) career transition and job survival skills training. (OOI)
- The Business Economics, Accounting & Management (BEAM) Division awarded two business students with the Scarpelli Scholarship for the 2014-15 academic year. Each student will receive an award of \$2,000 for tuition and books. Recipients are required to continue their program at Clark next year, have earned at least 30 credits, and hold a minimum 3.0 GPA. (OOI)
- Faculty members Tina Barsotti and Erin Harwood accompanied four students from the NERD (Not Even Remotely Dorky) Girls to the American Association of University Women recognition event on Sunday, May 18. The event was for junior and senior high school women in the region celebrating their excellence in STEM areas. Jessica Molner, the President of NERD girls, gave a brief speech to the group about Clark and NERD Girls. Then the group presented an engineering lip balm activity and handed out information about Clark College and the Science, Technology, Engineering, & Math (STEM) programs. (OOI)
- Meyer Memorial Trust has provided a \$400,000 matching grant to Clark College for equipment, furnishing, and educational materials for the college's planned Science, Technology, Engineering, and Mathematics (STEM) building. The college will break ground on a new public/private-financed STEM building in September. The 70,000+ square-foot facility will house many of Clark's STEM programs at its main campus. When it opens in Fall 2016, the center will establish partnerships with industry and other educational institutions to explore new learning techniques. This is especially important because economists project that there will be 18,700 STEM-related jobs in Southwest Washington by 2021. (OOI)
- As of May 22, there are 1,200 new Running Start students eligible for entry Fall 2014 compared to 990 at the same time last year. (SA)
- 320 students received the College Bound Scholarship this year. Clark has the highest number of recipients in the state for the 2013-2014 academic year. (SA)
- 36 DREAMers have submitted their applications for State Need Grant and the Financial Aid Office will begin awarding eligible students this summer quarter. (SA)
- The Student Ambassadors conducted 13 individual campus tours in May, assisting 13 individuals. In addition, they assisted with five college events in May: Latino Celebration, the visit by the State Supreme Court, Volunteer Service Learning Recognition Lunch, Health Careers Fair, and Savoring Excellence. (SA)

EXPAND ACCESS

- The Recruitment Office hosted two group visits to Clark College in May. The Talent Search program, a cooperative program between Astoria High School and Clatsop Community College, brought 20 students for a visit on May 9; they received an admissions presentation and a campus tour. Twenty students from Lewis & Clark High School visited on May 14 and received an admissions presentation and a campus tour. (SA)
- The Recruitment Office hosted our annual Gateways: A Student of Color Open House on May 8. Approximately 100 students attended from five local high schools. These students received welcoming remarks from the Associate Director of Eligibility Programs along with admission and financial aid presentations. The students then chose to attend either a session on Women of Color in Higher Education and the Workplace led by an Academic Advisor or Men of Color in Higher Education and the Workplace led by Director of Athletics. The students were provided lunch, received a keynote address from the Multicultural Student Affairs Manager, and engaged in a Student of Color Panel Discussion. (SA)
- The Recruitment Office hosted our annual Educators Luncheon on May 16 which was attended by 25 counselors and career specialists from our service district. The event serves as a thank you for their partnership with us over the past year, as well as a venue to provide college updates to the counselors. (SA)
- The Veterans Resource Center had a successful Memorial Day Celebration and Ribbon-cutting Ceremony on May 22. Physics professor Dick Shamrell, an Air Force Veteran, spoke and the donors involved in helping to create the VRC were acknowledge for their generous contribution by cutting the ribbon. For more information, visit: <http://news.clark.edu/2014/05/honoring-those-who-fell-supporting-those-who-served/>. (SA)
- During winter quarter 2014, the college surveyed 3,132 students using the Noel-Levitz Student Satisfaction Inventory that measures both what students think is important and how satisfied they are. The report is in Addendum A and shows that the college has made significant gains in student satisfaction with their experiences and support over the past 10 years. The Inventory presents respondents with a number of statements. Student respondents are asked to rate each statement by how important it is to them and how satisfied they are with it. The Gap is the difference between importance and satisfaction. In most cases, the gap is important to look at as the college can use this information to inform how initiatives are prioritized. The greatest areas of improvement in satisfaction from 2012 to 2014 are listed below:
 - Academic advising and counseling;
 - Admissions and financial aid;
 - Safety and security; and
 - Service excellence. (P&E)
- Admissions and Communications and Marketing are working together to research how to make portions of the Clark College website more user centric. Surveys of high school students were conducted over the past month, with that data informing the creation of focus group guides which will be used in focus groups conducted at high schools in June. Planning and Effectiveness was a key partner in this effort. (C&M)

FOSTER A DIVERSE COLLEGE COMMUNITY

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

- Recruit, retain, and support a diverse student population and college workforce.
- Provide comprehensive training and educational resources to help all members of the college community interact effectively in a diverse world.

Progress

- On Friday, May 9, Spanish Professor Elizabeth Ubierno coordinated and hosted Dia del Niño/Dia del Libro, celebrating children and reading. Student volunteers read bilingual books to children; children make their own books and enjoyed face painting; and a puppet show produced by Professor Ubierno during her Fall 2013 and Winter 2014 sabbatical was also performed. (OOI)
- Music professor and band director Rich Inouye was the speaker at the Student of Color Luncheon on May 15. He shared his reflections on his Japanese-American heritage, assimilation to dominant culture, and the integral role of music in his life. Thanks to Rich for his thoughtful presentation. (OOI)
- Power, Privilege and Inequity in the Classroom, a quarterly student panel series sponsored by the Office of Diversity and Faculty Development, was moderated by Felis Peralta, Multicultural Retention Manager. The topic focused on DREAMers, or undocumented students, with a panel of three students who spoke candidly about their experience at Clark. The event was attended by more than 35 staff, administration, students and faculty. Evaluations of the event were highly favorable. (OOI)
- The Office of International Programs enrolled 168 students from 26 countries for spring term 2014. This compares to 66 international students enrolled spring term 2013. (SA)
- The Intensive English Language Program (IELP) was approved by the Curriculum Committee and will begin offering classes fall term 2014. The IELP will replace the current ENL (English as a Non-Native Language) program and allow international students at any language level to attend Clark College. The new IELP will increase our ability to attract international students from around the world. (SA)
- Clark College has been selected to host a German exchange student in 2014-15 through the Congress-Bundestag Youth Exchange for Young Professionals (CBYX) program which is jointly funded by the U.S. and German governments. As required by the program, the student will live with a host family in the Vancouver area and complete an internship along with her studies at Clark College. (SA)
- David Kosloski, Professor of Communication Studies, was chosen by the Washington Community College Consortium for Study Abroad (WCCCSA) to teach in the Florence, Italy Study Abroad program in 2015. (SA)
- Student Life hosted SafeZone training attended by 30 students, faculty, and staff on May 16. Presented by Dian Ulner and John Kellermeier, the SafeZone training provided information and resources around vocabulary, inclusive language, sexual identity, issues of coming out, transgender issues and how to be an effective ally. A panel of current and past Clark students provided insight into the LGBTQI experience on our campus. (SA)
- For the past five years, Touchmark at Fairway Village has supported and partnered with the Mature Learning program. With this partnership, Corporate and Continuing Education has expanded the Mature Learning academics program with several well-received music appreciation courses since January 2014. The Food and Wine program has a successful partnership with Whole Foods Markets making it possible for Corporate and Continuing Education to offer popular classes like “Vegan Cooking for a Healthy Life” and “Vegan Asian” over the past fiscal year. (CCE)
- On May 18, Mature Learning and the American Association of Community Colleges Plus 50 Encore Initiative had a table at the Human Services Council’s 50+ Expo. Program Manager Tracy Reilly Kelly and five volunteers attended the event. (CCE)

RESPOND TO WORKFORCE NEEDS

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

- Identify and support high-demand workforce needs.
- Identify and support emerging workforce needs, including technology training and green industry skills.
- Establish, maintain, and expand partnerships that support workforce needs.

Progress

- Career Pathways Manager Tiffany Williams provided training to partner organization staff in the Gorge with instruction on how to teach basic technical skills workshops (covering topics such as computer basics, email, Internet, and word processing) for clients and provide technical support to participants/users. This training concluded the previously awarded \$850 LPA (Local Planning Area) Innovation Incentive Grant. (OOI)
- Part two of the Motivational Interviewing training was attended by approximately 40 community individuals on Thursday, May 22, at Partners in Careers. This concluded the \$5000 grant obtained to train WorkFirst staff and partners around Clark County. (OOI)
- Career Services hosted a Health Careers Job Fair on May 20 to approximately 135 students and 20 employers. The event offered job opportunities and career information for students in Pharmacy Tech, Nursing, Dental Hygiene, Nursing Assistant Certified, and Business Technology Medical Office. (SA)
- The Volunteer & Service-Learning Program hosted the annual VSL Recognition Luncheon on May 14. The Dean of Student Success and Retention provided opening remarks and Katie Maldonado, student in Felipe Montoya's Spanish course, presented about their community partnership with the American Red Cross and the Cesar Chavez Blood Drive. Student volunteers and twenty non-profit community organizations received certificate awards for their participation. (SA)
- Outreach to new businesses included 146 calls and 19 in person meetings. The Corporate Education team visited several businesses this month, including Core Fitness, Catholic Charities, Harry's Fresh Foods, Pacific Foods, SafeTec, Sigma Design and Trupp HR. (CCE)
- Corporate Education attended a number of community and networking events this month, including partnership meetings with the Southwest Washington Workforce Development Council, WorkSource, the Southwest Washington Regional Health Alliance, Southwest Washington Human Resource Management Association, Greater Vancouver Chamber of Commerce Business After Hours, Leadership Clark County alumni retreat, and the Community Leadership Task Force. (CCE)

ENHANCE COLLEGE SYSTEMS

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

- Improve college infrastructure to support all functions of the college.
- Develop and implement an effective advising system to enhance student success.
- Seek alternate resources, such as grants, philanthropy, and partnerships to fulfill the college mission.
- Refine, communicate, and implement a shared governance system.
- Integrate environmental sustainability practices into all college systems.

Progress

- The ABE (Adult Basic Education) Master Grant has been approved. Included were two commendations focused on the five-year plan and specifically the plan to implement HS21+, a program focused in getting students their high school diploma after they turn 21 or older. A minor recommendation focused on a more detailed explanation for professional development, which has now been completed. (OOI)
- On April 21, the Language Lab in Bauer Hall implemented a computer sign-in program that was built with Title III funds from the Office of Planning and Effectiveness. The system enables the college to track the purpose of each student's visit (English, Spanish, French, Japanese, German, ASL, or computer/printing). Students can scan their ID card or manually enter their sign-in information. The information collected is similar to what tutoring centers have collected from the paper sign-in sheets, but now this data can be accessed, sorted, and manipulated quickly and easily to get a better sense of how the center is being used. (OOI)
- A TechHub ticket tracker has been developed and is fully operational. The system tracks contacts made with students and includes an escalation process. (OOI)
- The Bookstore is pursuing the opportunity to operate a coffee/convenience location at the Columbia Tech Center beginning fall 2014. This operation will fulfill a much needed service for faculty, staff, and students at the College's east county location, as well as lay the foundation for the possibility of offering limited Bookstore services to our exclusive CTC students. (AS)
- Results of fall textbook adoptions obtained in the new Verba Collect tool, rolled out in April, are favorable. To date, the number of fall adoptions submitted is at 80% of the total, in line with our expected target. Outstanding adoptions are largely comprised of courses awaiting faculty assignment or new textbook selection processes underway, which are expected each quarter. Feedback from the majority of users has been very positive. This tool helps to ensure we are meeting federal higher education act requirements by measuring the number of outstanding courses. It also increases the Bookstore's ability to deliver best options for Clark students. (AS)
- Environmental Health and Safety (EHS) staff conducted ladder safety training at the Facilities Services safety meeting (16 in attendance). (AS)
- Re-inspections for the EHS Comprehensive Assessments were conducted in a number of buildings including the AA Complex, Facilities Services and Frost Arts Center. (AS)
- A Psychological First Aid training was conducted by Counseling and Health Services staff for the College Emergency Response Team (CERT) and Emergency Building Coordinators (EBCs) on May 16. Also discussed were emergency team updates (23 in attendance). (AS)
- The Employee Safety Committee met to discuss incident trends and prepare for the next round of building assessments (to be conducted summer 2014). (AS)
- Activities related to STEM planning and construction are moving forward according to schedule. A pre-bid walkthrough was conducted on May 27 for nearly 40 contractors, subcontractors, and vendors, including six major general contractors who should provide a competitive bidding environment. Receipt of bids and bid opening is slated for Tuesday, June 17 at 3:00 PM. With acceptable bid results, and a clean review of the Bidder's Responsibility Criteria, we anticipate ideally issuing a Notice to Proceed (NTP) by mid- to late July. Early work will be concentrated in two areas: 1) expanding and resurfacing Yellow One parking lot before fall quarter, and 2) hazmat remediation at the building site.

ENHANCE COLLEGE SYSTEMS

The required archaeology survey has been submitted to the state Department of Archaeological and Historic Preservation. We have also distributed the report to the National Park Service (NPS) office here at Fort Vancouver, and this information will also be provided to all affected tribes contacted earlier. The findings and recommendation of the archaeologist is “**No Historic Properties Affected**”, which means the site is clean from an historical/archaeological perspective. (AS)

- The Enrollment Services Office is implementing Salesforce, an adaptable CRM program which will allow the Recruiting Office to better track and communicate with prospective students. In addition, Enrollment Services is hiring a full-time adult-student recruiter to help recruit a greater number of students from the over-25 population. (SA)
- The Counseling and Health Center partnered with Emergency Management by presenting on Psychological First Aid on May 16 in an outreach to CIMT members, CERTS and Emergency Building Coordinators. The purpose of this outreach was to strengthen the ability of Clark College’s faculty and staff to support emergency mental health needs following a significant incident. (SA)
- The college is actively pursuing a number of state and federal grants. (P&E)

ENHANCE COLLEGE SYSTEMS

| Grant | Agency | Program Focus | Lead Institution/ Clark Lead | Budget | Status |
|--|--|---|--|--|---|
| STEM Higher Ed Partnership | NIH BUILD | Faculty development and research infusion into STEM curricula | Portland State University/ Peter Williams and Travis Kibota | \$24.2 million total Clark share: \$3,547,510 over 5 years | Submitted to PSU. |
| Maker Center | Economic Development Admin, (Department of Commerce) | CCE/ Instruction | Kevin Witte/ Chato Hazelbaker | Public Works grants: \$200,000 to \$3 million (requires 1:1 match) | Proposal deadline: June 13 or Oct 17 |
| Bridging Cultures at Community Colleges | National Endowment for the Humanities | Learning communities involving Humanities | Clark College/ CGCC/ Confluence Project | \$120,000 | 2013 Grant not approved. Proposal Resubmission Deadline: August 21 |
| Advanced Manufacturing Center (?) | NSF-Adv Technological Education (ATE) | Instruction | Genevieve Howard/ Tim Cook | ATE Projects: \$25,000 to \$300,000 per year (for three years) | Generate a white paper on possible program focus. Proposal deadline: Oct 17 |
| Student Success/ Retention/ Completion | Dept of Ed. Fund for Improving PostSecondary Education (FIPSE)/First in the World (FITW) | College-wide | | | FITW Pre-Application Webinars: May 28 (Diehl) and June 4 (Kibota). Proposal deadline: June 30, 2014. |

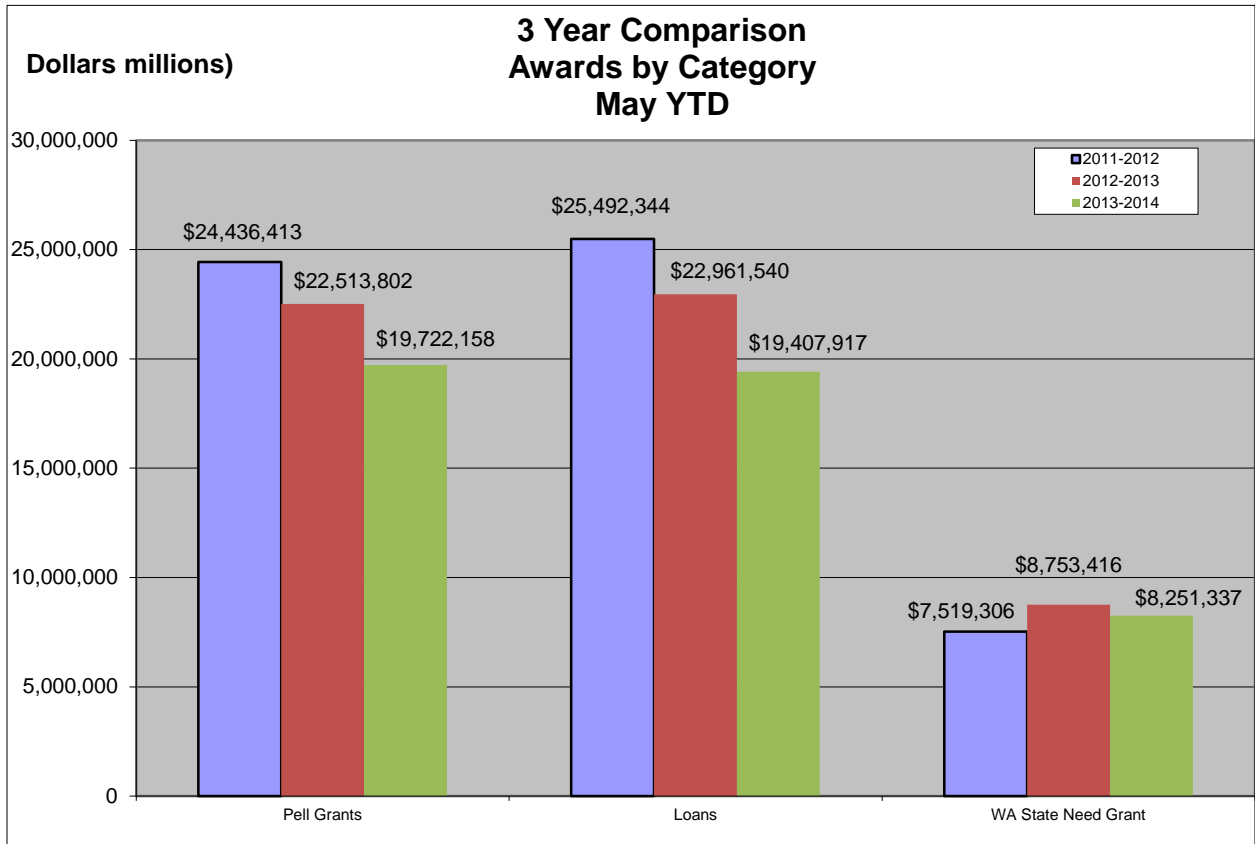
ENHANCE COLLEGE SYSTEMS

| Grant | Agency | Program Focus | Lead Institution/ Clark Lead | Budget | Status |
|-----------------------------------|--|-------------------------------|---|--|--|
| TAACCCT | US Dept of Ed | Automotive | Mike Godson/ Genevieve Howard | Up to \$2.5 million for single college | Godson, Kibota meeting: April 24 Godson, Howard, Godwin, Kibota meeting: May 7 Alcalde & Fay Conf Call: May 8 Godson and Auto faculty are developing 2-year program with stackable credentials. Will present to employer groups (beginning May 30) and ask for hiring commitments. Proposal Due July 7 |
| Mathematics Education (?) | NSF-Improving Undergraduate STEM Education | Mathematics / Instruction | Garrett Gregor/ Peter Williams | No budget limits. Typically 3-5 year grants. | Proposal deadline is rolling. Possibly focus on WIDER (Widening Implementation and Demonstration of Evidence-Based Reforms) |
| Restaurant & Fermentation Center | | CCE | Kevin Witte | | Project proposal in preparation. |
| ESL-IDEA | SBCTC | Technology for ESL students | ESL | \$54,200 + \$42,235 | Approved pending modifications (due April 26) |
| ABE-EL Civics Grant | SBCTC | Adult Basic Ed/ ESL | Clark/Sara Gallow | \$250,000 to \$300,000 | Approved ABE Master = \$260,439 (college match = \$86,813) EL Civics = \$56,631 (college match = \$18,877) Total = \$317,070 (reduction of \$34,123 from 2012-13). Minor proposal revision due May 14. |
| Grant | Agency | Program Focus | Lead Institution/ Clark Lead | Budget | Status |
| Working Families Success Network | Achieving the Dream | Low-income students | SBCTC/ Armetta Burney and Edie Blakley | \$84,503 (Yr1) \$84,063 (Yr2) \$84,063 (Yr3) | Submitted. Selected as semi-finalist. Site visit at Highline CC on May 14. Award announcements expected by June 6. |
| Early Achievers Opportunity Grant | SBCTC | Scholarships for ECE Students | Laurie Cornelius | \$150,000 | Submitted May 1. |

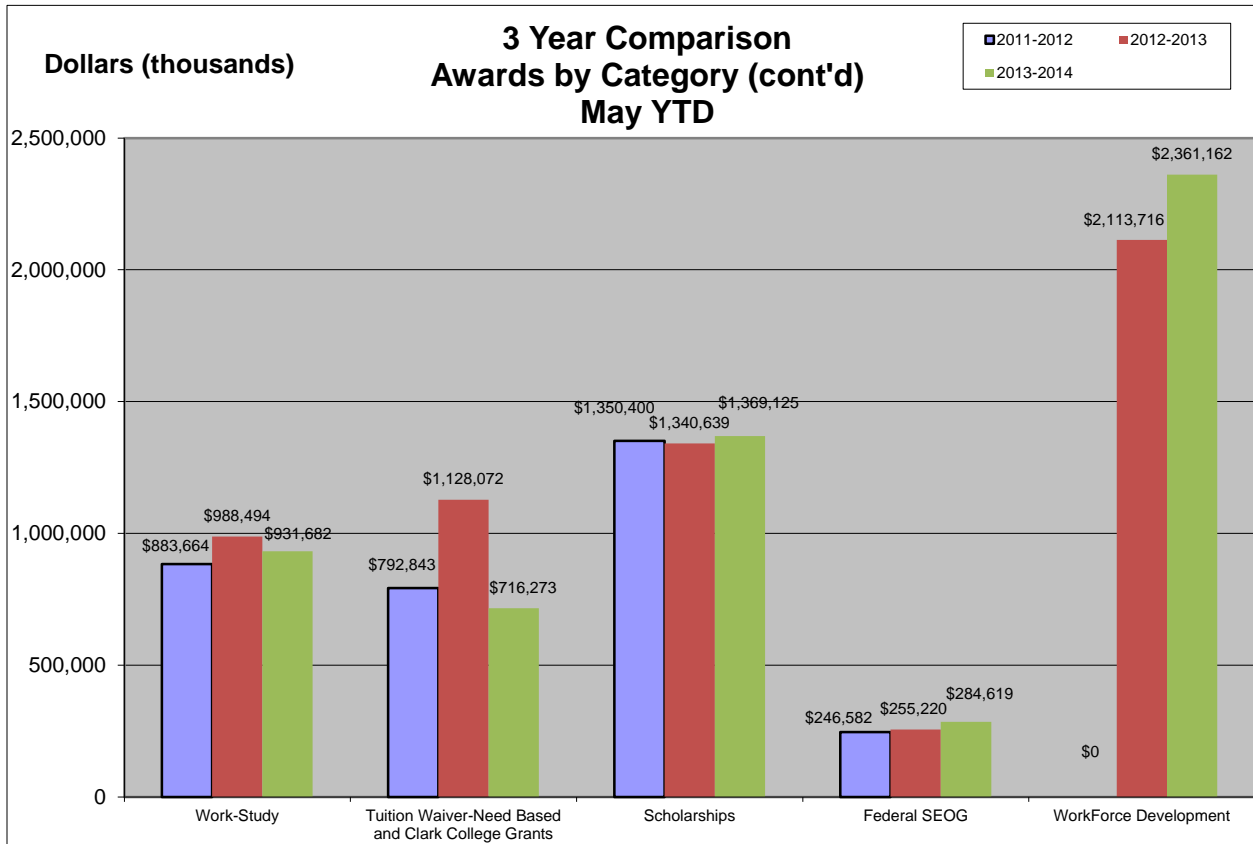
ENHANCE COLLEGE SYSTEMS

| | | | | | |
|---|-------|----------------------|----------------------------------|-------------------------------------|---|
| Aerospace FTES--CADD in Bingen. | SBCTC | STEM | Tina Barsotti/ Peter Williams | 20 FTES (\$160,000 \$157,760) | Funded at \$157,760. Requires \$103,299 in start-up funds. |
| Aerospace FTES--evening Machining | SBCTC | Workforce CTE | Genevieve Howard | 20 FTES (\$160,000 \$157,741) | Funded at \$157,714. |
| Basic Food & Employment Training (BFET) | SBCTC | Eligibility Programs | Armetta Burney | \$220,153 | Submitted: May 15. |
| ABE Leadership Block Grant | SBCTC | ABE | Sara Gallow/ Deena Godwin | \$4,386 | Due: June 5. |

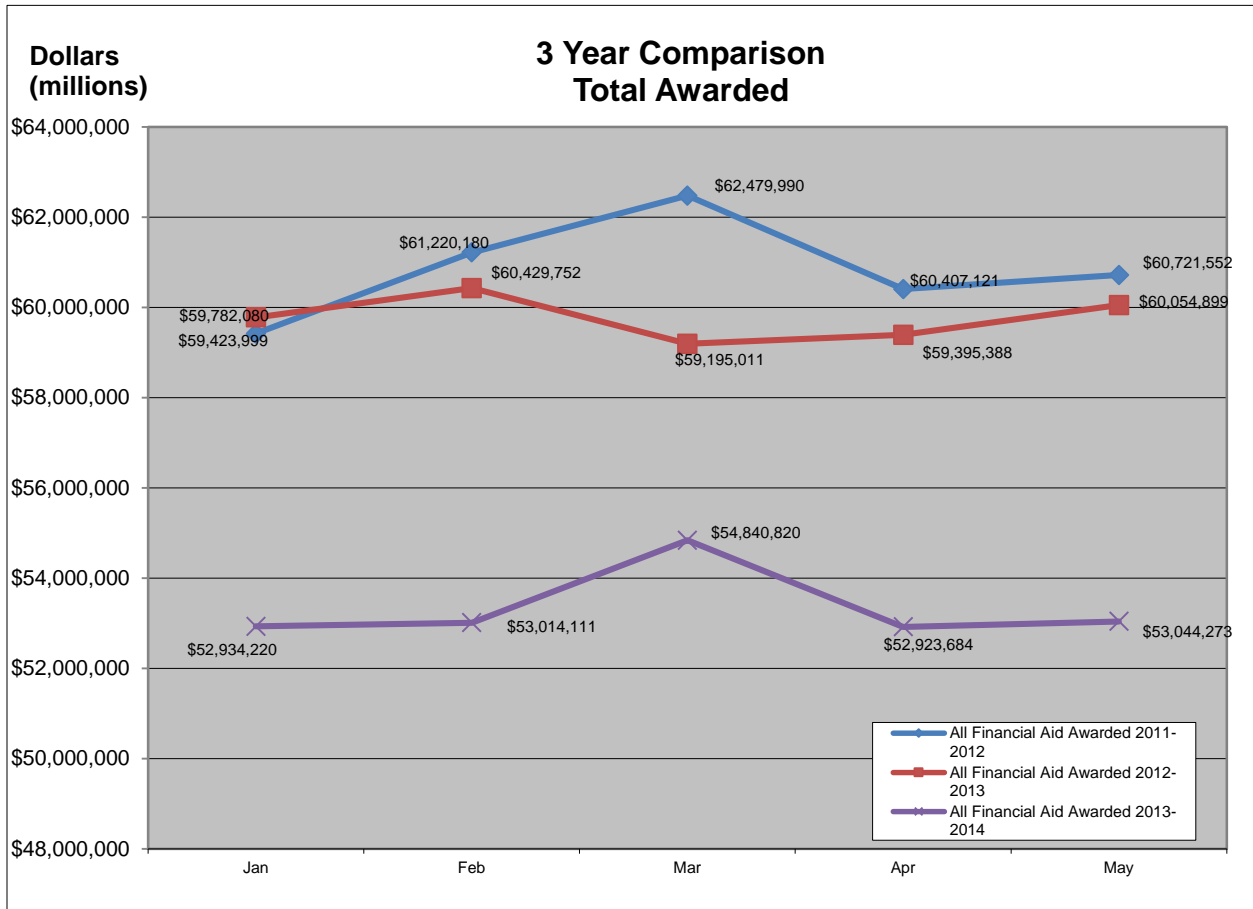
- At the end of May, Communication and Marketing launched the first ad campaigns utilizing Google Adwords. This campaign targets individuals who are searching for programs that Clark College offers, and provides us tracking from the time someone looks at the advertisement to the time they enroll utilizing college systems. (C&M)
- Communications and Marketing and Admissions began working together on implementing a new Customer Relationship Management (CRM) system to help better target and track prospective students to the college. This system will help recruiters identify the specific needs of prospects, help us to better predict enrollment trends, and track what marketing, communication, and outreach efforts are successful. (C&M)

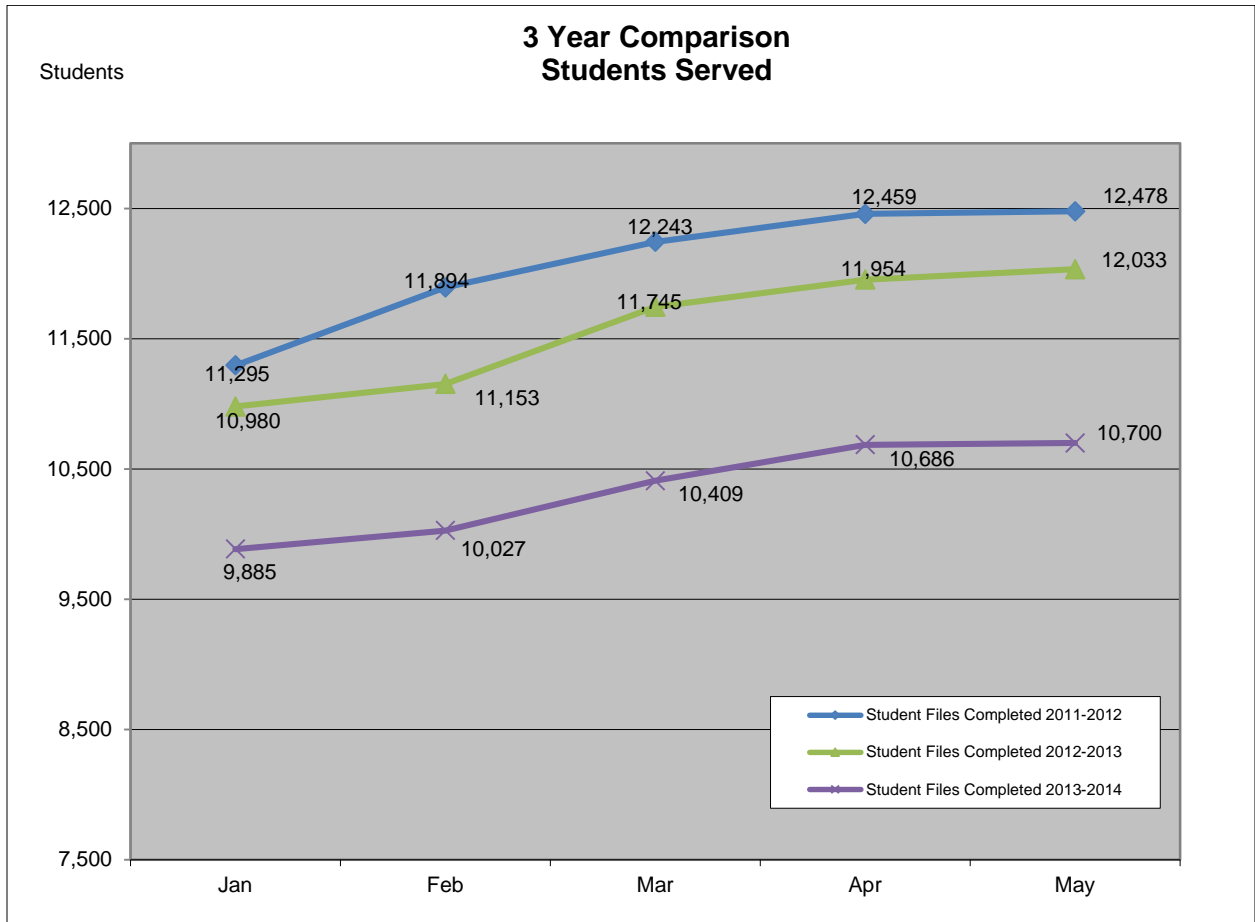


Note: WA State Need Grant totals now includes College Bound Scholarships.



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





As the monthly close will occur on June 10, the Budget Status Report will be distributed at the June 11 meeting.

CLARK COLLEGE
Fund and Cash Balances
as of July 1, 2013

| | Fund Balance (minus non-cash assets) 6/30/13 | Cash Balance (minus dedicated cash) 6/30/13 | Required Reserves | Prior Commitments (prior to 7/1/13) | New Commitments (2013/14) | Total Available Cash |
|---|---|--|------------------------------|---|---|---------------------------------|
| 145 Grants and Contracts* | 3,845,320 | 2,606,923 | | 106,356 | 398,991 | 2,101,576 |
| 147 Local Capital* | 389,184 | - | | | | - |
| 148 Dedicated Local | 4,033,301 | 62,779 | | 65,229 | 293,903 | (296,353) |
| 149 Operating Fee | 245,759 | 36,114 | | | | 36,114 |
| 440 Central Store (Catalog) | 52,107 | 52,107 | | | | 52,107 |
| 443 Data Processing* | 928,195 | 928,195 | | | 928,195 | - |
| 448 Print/Copy Machine | (23,824) | (23,824) | | | | (23,824) |
| 460 Motor Pool | 47,148 | 47,148 | | | | 47,148 |
| 522 ASCC | 2,285,472 | | | | | - |
| 524 Bookstore | 3,538,129 | 3,538,129 | | | | 3,538,129 |
| 528 Parking | 300,945 | 300,945 | | | | 300,945 |
| 570 Other Auxiliary Enterprise | 1,182,642 | 495,286 | | 30,315 | | 464,971 |
| 790 Payroll (clearing) | 210,454 | | | | | - |
| 840 Tuition/VPA | 3,699,586 | | | | | - |
| 846 Grants - Fin Aid | (1,535,778) | | | | | - |
| 849 Student Loans | 36,069 | | | | | - |
| 850 Workstudy (off-campus) | (3,793) | | | | | - |
| 860 Institutional Financial Aid Fu Reserves* | 635,418 | | 6,207,136 | | | (6,207,136) |
| Totals | 19,866,334 | 8,043,802 | 6,207,136 | 201,900 | 1,621,089 | 13,677 |

* Fund balance moved after year end

Fund Balance Less Commitments

| | |
|--|------------------|
| Available Fund Balance Before Commitments | 8,043,802 |
|--|------------------|

Prior Year Commitments

| Date | as of July, 2013 | Fund | Amount | Total |
|--------------------------------|---|------|--------|----------------|
| 7/31/2012 SA | AACRAO Strategic Enrollment Management Consultant | 145 | 50,000 | |
| 6/30/2013 SA | AACRAO Strategic Enrollment Management Consultant | 145 | 23,410 | |
| 7/31/2012 Gen | SMART CLASSROOMS | 145 | 7,544 | |
| 7/31/2012 AS | Facilities Carryforward | 145 | 25,402 | |
| | | | | 106,356 |
| 7/31/2012 AS | Emergency food and water supplies | 148 | 9,800 | |
| 1/24/2012 | LEAN Consultant | 148 | 21,270 | |
| 2/7/2013 | Hanna Lobby Furniture | 148 | 29,000 | |
| 6/30/2013 | Institutional Furniture | 148 | 5,159 | |
| | | | | 65,229 |
| 7/1/2011 | Basic Events | 570 | 18,535 | |
| 7/1/2011 | Government Events | 570 | 10,000 | |
| 11/27/2013 | Basic Events | 570 | 1,780 | |
| | | | | 30,315 |
| Total Prior Commitments | | | | 201,900 |

New Commitments July 1, 2013 to present

| Date | | Fund | Amount | Fund Total |
|------------------------------|--|------|---------|------------------|
| 12/10/2013 | IT Infrastructure | 145 | 398,991 | 398,991 |
| 7/22/2013 | STEM Grant | 148 | 50,000 | |
| 7/22/2013 | Bus Wrap | 148 | 1,545 | |
| 8/13/2013 | Sunday Streets Alive | 148 | 1,000 | |
| 9/5/2013 | Instructional Load Changes | 148 | 75,000 | |
| 11/27/2013 | Security Street Legal Carts - 2 | 148 | 26,000 | |
| 1/14/2014 | Motion Detection Lights-Oliva Family Learning Center | 148 | 6,500 | |
| 2/19/2014 | Culinary Feasibility Study | 148 | 29,378 | |
| 2/27/2014 | Advocacy Contract | 148 | 25,000 | |
| 2/4/2014 | OU Campus and Salesforce | 148 | 79,480 | |
| | | | | 293,903 |
| 7/1/2013 | CIS Funds | 443 | 370,195 | |
| 12/10/2013 | Fiber Optic Cable | 443 | 133,000 | |
| 7/1/2013 | Smart Classrooms | 443 | 425,000 | |
| | | | | 928,195 |
| Total New Commitments | | | | 1,222,098 |

Required Reserves

10% of \$62,071,364 6,207,136

| | |
|---|----------------|
| Fund Balance After Commitments and Required Reserves | 412,668 |
|---|----------------|

ACTION ITEMS--ASCC BUDGET

S&A Fee Budget Overview

The S&A Fee Committee put considerable time and effort into the creation of the 2014-2015 budget; working to advocate on behalf of their fellow students. All decisions made were with their constituent's best interests in mind.

The S&A Fee Committee received funding requests totaling \$1,857,903 with a projection of available funds for allocation in the amount of \$1,627,916. Faced with a large budget deficit, the committee members worked hard to support student needs and still balance the budget.

In order to do so, the committee took the following action:

Increase to S&A Fee

The committee made the decision to increase the current S&A Fee for credits 11-18 to \$3.00 per credit. This \$0.60 per credit increase added \$63,476 to the 2014-2015 S&A Fee budget.

| Credits | Current Fee | New Fee | Difference |
|---------|-------------------|-------------------|-------------------|
| 1-10 | \$7.45 per credit | \$7.45 per credit | \$0 per credit |
| 11-18 | \$2.40 per credit | \$3.00 per credit | \$0.60 per credit |

No Increases for Existing Programs

While the committee received many requests for additional funds for existing budgets, they determined they would not fund these requests. The one exception is Child & Family Studies (CFS) whose budget is solely student salaries. CFS received an increase of \$1,400 to account for the increase in the state minimum wage.

Reductions

Next, the committee reviewed each proposal individually and determined areas for reduction.

As part of these reductions, the S&A Fee Committee proposed a 10% reduction in program director stipends. This was a controversial decision and after initial discussions with the College Administration, the committee has determined to recommend the below actions.

Recommendations

1. The S&A Fee Committee will recommend that ASCC Executive Council cover the stipend shortage with one time funds to provide a transitional year for thoughtful change to occur.

During this transitional year, the students would like attention given to the following:

- a. **Program Director Stipends/Stipend Structure**

The Committee supports and recognizes the work the program directors put into the programs and does not intend to devalue people, but more want to bring to light the concern regarding the large cost of these stipends currently shouldered largely if not only by the students. While the committee values all the work the program directors do, they believe that this cost should be shared.

- b. **Use of S&A Fees to fund Co-Curricular Programs**

The S&A Fee Committee voted to have the internal auditor conduct a review of the current programs funded by the S&A Fee budget. There were concerns that the lines between class and non-class activities have become too blurred; leaving the students subject to paying for expenses that may not be most appropriate for this funding source. The outcomes of the audit are still pending and should help to inform future committees and the administration of needed action steps.

- c. **Clear Definition of Program Director Duties, Hiring and Reporting Structure**

Currently there are no official program director contracts; therefore duties and oversight, as well as selection and retention of Program Directors become a point of great confusion. A clear structure needs to be implemented.

2. The S&A Fee Committee will partner with Administration to implement audit findings.

Next Steps

Taking all of these items into consideration, we ask that the board adopt the attached budget. The S&A Fee Committee has made a good faith effort to work with administration on stated concerns and looks forward to future collaboration for the benefit of students.

ACTION ITEMS--ASCC BUDGET

| Proposed 2014-2015 ASCC Services and Activities Fee Budget | | | | |
|--|------------------------|------------------------|------------------------|---------------------------------------|
| Program | Current Budget | Amount Requested | Amount Approved | Difference Current Year vs. Next Year |
| Archer Gallery | \$ 21,941.00 | \$ 25,166.00 | \$ 21,941.00 | \$ - |
| Athletic Administration | \$ 134,525.00 | \$ 134,525.00 | \$ 134,525.00 | \$ - |
| Athletic Coaches | \$ 83,057.00 | \$ 83,057.00 | \$ 75,667.00 | \$ (7,390.00) |
| Men's Athletic Team | \$ 78,499.00 | \$ 78,499.00 | \$ 78,499.00 | \$ - |
| Women's Athletic Team | \$ 90,664.00 | \$ 90,664.00 | \$ 90,664.00 | \$ - |
| Child and Family Studies | \$ 57,649.00 | \$ 59,049.00 | \$ 59,049.00 | \$ 1,400.00 |
| Clark Art Talks | \$ 15,395.00 | \$ 15,395.00 | \$ 15,207.00 | \$ (188.00) |
| Club Service funding | \$ 24,000.00 | \$ 24,000.00 | \$ 19,000.00 | \$ (5,000.00) |
| College Box Office | \$ 8,000.00 | \$ 8,000.00 | \$ 8,000.00 | \$ - |
| Counseling & Health Center | \$ 138,733.00 | \$ 138,733.00 | \$ 138,733.00 | \$ - |
| <i>Independent, The</i> | \$ 77,978.00 | \$ 87,004.00 | \$ 77,485.00 | \$ (493.00) |
| Instrumental Music | \$ 47,033.00 | \$ 46,971.00 | \$ 46,478.00 | \$ (555.00) |
| Intramurals | \$ 14,400.00 | \$ 14,400.00 | \$ 12,747.00 | \$ (1,653.00) |
| Model United Nations | \$ 32,878.00 | \$ 18,839.00 | \$ 19,452.00 | \$ (13,426.00) |
| Multicultural Student Affairs | \$ 20,968.00 | \$ 20,968.00 | \$ 20,688.00 | \$ (280.00) |
| Orchestra | \$ 21,240.00 | \$ 24,322.00 | \$ 18,225.00 | \$ (3,015.00) |
| Pathways Peer Mentors | \$ 25,602.00 | \$ 45,039.00 | \$ 25,602.00 | \$ - |
| Pep Band | \$ 8,039.00 | \$ 8,039.00 | \$ 7,851.00 | \$ (188.00) |
| Phi Theta Kappa | \$ 32,140.00 | \$ 36,815.00 | \$ 31,154.00 | \$ (986.00) |
| Phoenix | \$ 35,456.00 | \$ 35,987.00 | \$ 34,948.00 | \$ (508.00) |
| Service Learning | \$ 14,000.00 | \$ 14,000.00 | \$ 13,773.00 | \$ (227.00) |
| Speech and Debate | \$ 37,728.00 | \$ 46,157.00 | \$ 35,235.00 | \$ (2,493.00) |
| STEM Nerd Girls | \$ 28,822.00 | \$ 34,185.00 | \$ 28,401.00 | \$ (421.00) |
| Student Ambassadors | \$ 11,264.00 | \$ 21,814.00 | \$ 11,264.00 | \$ - |
| Student Enrichment (APB) | \$ 101,663.00 | \$ 103,233.00 | \$ 101,663.00 | \$ - |
| Student Government | \$ 92,007.00 | \$ 89,370.00 | \$ 89,370.00 | \$ (2,637.00) |
| Student Life | \$ 181,449.00 | \$ 177,449.00 | \$ 175,949.00 | \$ (5,500.00) |
| Student Nurses (SNACC) | \$ 13,582.00 | \$ 13,582.00 | \$ 13,153.00 | \$ (429.00) |
| Theatre | \$ 113,403.00 | \$ 115,935.00 | \$ 112,974.00 | \$ (429.00) |
| Vocal Music | \$ 57,198.00 | \$ 60,090.00 | \$ 50,705.00 | \$ (6,493.00) |
| World Languages | \$ 55,104.00 | \$ 52,758.00 | \$ 52,758.00 | \$ (2,346.00) |
| Columbia Writers Series* | \$ - | \$ 14,623.00 | \$ 14,435.00 | \$ 14,435.00 |
| Discounted BackPass** - NEW | \$ - | \$ 80,600.00 | \$ 80,600.00 | \$ 80,600.00 |
| Discounted Fintness Center Pass** - NEW | \$ - | \$ 8,200.00 | \$ 8,200.00 | \$ 8,200.00 |
| International Peer Mentors - NEW | \$ - | \$ 16,175.00 | \$ - | \$ - |
| Student Dental Hygienists - SADHA - NEW | \$ - | \$ 14,260.00 | \$ 11,884.00 | \$ 11,884.00 |
| Total | \$ 1,674,417.00 | \$ 1,857,903.00 | \$ 1,736,279.00 | \$ 61,862.00 |

New Programs Not Funded for the 2014-2015 Budget Year

International Peer Mentors \$ 16,175.00

*Previously funded out of Student Life budget - \$1,500

**Third year of program; previously funded out of ASCC Fund Balance



To: Robert Knight, President
From: Bob Williamson, Vice President of Administrative Services
Date: May 23, 2014
Subject: 2014-15 Budget

Background:

Due to a tuition revenue shortfall attributable directly to declining student enrollment, an increase in annual operating costs and a net reduction in our state allocation, the College projected a budget deficit of \$3.1 million for 2014-15. However, through feedback from the Budget and Finance Advisory Committee and extensive Cabinet-level discussions, a balanced budget has been prepared and is now ready for you to present to the Board of Trustees on June 11. Key elements of this budget include the following:

- The legislature did not authorize a tuition increase for 2014-15. This, combined with declining enrollment, greatly impacted our revenue;
- The College is projecting an increase in Running Start enrollments, which will offset a portion of the decline in state enrollments;
- The College is decreasing the Non-Resident Operating fee waiver from 100% to 80%, which we anticipate will increase tuition revenues;
- To address the remaining deficit, each Executive Cabinet unit was asked to make budget reductions totaling \$1.22 million. This is in addition to the \$819,000 in reductions already taken out of the baseline budget;
- In addition to the general budget reductions, each unit was also asked to reduce travel budgets by 50%;
- Executive Cabinet spent a significant amount of time analyzing all revenue sources, and as a result, have decided to shift some expenditures from the general fund to appropriate fee and enterprise accounts;

It will be imperative to closely watch enrollment throughout the year. Future budget adjustments may be necessary. If specific, targeted spending efficiencies and reductions must be made, the College community will be fully engaged as in years past.

Recommendation:

I recommend approval of the College's 2014-15 operating budget per the attached documents:

- Page 1.** State Allocation & Projected Revenue: total budget of \$172,437,904 for all funds.
Page 2. FTES (For Budget Purposes) illustrates the Student FTES supported by the proposed budget.
Page 3. Funding from FTES illustrates the revenue associated with each of the FTE components.
Page 4. 2014-15 Budget by Area of Responsibility illustrates the allocation of resources among the divisions of the College.

CLARK COLLEGE
2014-15
STATE ALLOCATION & PROJECTED REVENUE

| | Funded FTE's | 2013-14 Base Budget | Funded FTE's | 2014-15 Base Budget |
|------------------------------|-----------------|---------------------------|-----------------|---------------------------|
| STATE ALLOCATION | | | | |
| General Fund | 6,533 | 23,710,072 | 6,533 | 22,201,675 |
| ABE Enrollments | 37 | 223,850 | 37 | 223,850 |
| Apprenticeship | 9 | 37,350 | 9 | 37,350 |
| University Contracts | 15 | 85,693 | 15 | 85,693 |
| Growth | - | - | - | - |
| STEM | 14 | 122,449 | 14 | 122,449 |
| I-Best | 16 | 156,000 | 16 | 156,000 |
| High Demand | 98 | 862,771 | 98 | 862,771 |
| Workforce High Demand | 24 | 210,000 | 24 | 210,000 |
| Early Ed, Math & Science | 8 | 44,400 | 8 | 44,400 |
| Worker Retraining | 201 | 1,089,272 | 195 | 1,023,198 |
| | <u>6,955</u> | <u>26,541,857</u> * | <u>6,949</u> | <u>24,967,386</u> |
| TUITION & OTHER | | | | |
| Tuition | | 18,192,718 | | 19,511,868 |
| Excess Enrollment | 1,566 | 7,308,444 | 890 | 4,153,586 |
| Enterprise Interest | | - | | - |
| Interest (101/149) | | - | | - |
| Running Start (145) | 1,350 | 6,372,655 | 1,450 | 6,844,703 |
| Use of Fund Balance (145) | | | | |
| | <u>2,916</u> | <u>31,873,817</u> | <u>2,340</u> | <u>30,510,157</u> |
| DEDICATED FUNDS | | | | |
| Matriculation Fee | | 439,909 | | 440,776 |
| Continuing Education Fees | | 646,698 | | 646,698 |
| Resale Charges | | 507,620 | | 507,620 |
| Class Fees | | 1,006,047 | | 1,010,903 |
| Tech Fee | | 1,100,000 | | 1,100,000 |
| GED Testing Fees | | 66,000 | | 66,000 |
| Career Center Fees | | 5,000 | | 5,000 |
| Admissions Fee | | 160,000 | | 160,000 |
| Admissions Fee - Accounting | | 14,000 | | 14,000 |
| Testing | | 24,000 | | 24,000 |
| Health Occupation Admissions | | 30,000 | | 30,000 |
| Transcript Services | | 55,000 | | 55,000 |
| | | <u>4,054,274</u> | | <u>4,059,997</u> |
| Subtotal (Operating) | | 62,469,948 | | 59,537,540 |
| OTHER FUND SOURCES | | | | |
| Grant & Contracts | | 4,054,853 | | 3,731,567 |
| Internal Support Services | | 552,313 | | 547,891 |
| ASCC & Clubs | | 1,674,417 | | 1,736,278 |
| Bookstore | | 5,291,502 | | 4,481,601 |
| Parking | | 462,894 | | 463,891 |
| Auxiliary Enterprises | | 1,504,400 | | 1,521,862 |
| Student Financial Aid | | 62,203,393 | | 63,367,960 |
| Capital Projects | | 42,869,741 | | 37,049,314 |
| | | <u>118,613,513</u> | | <u>112,900,364</u> |
| Subtotal | | 118,613,513 | | 112,900,364 |
| TOTAL COLLEGE BUDGET | | 181,083,461 | | 172,437,904 |

* Adjusted Base

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**Clark College
2014-15
FTES (For Budget Purposes)**

| | FTES | | | |
|-----------------------------------|--------------|--------------|--------------|--------------|
| | 2013-14 | 2014-15 | Change | % Change |
| State Allocation | | | | |
| State Basic | 6,533 | 6,533 | - | 0.0% |
| ABE Enrollments | 37 | 37 | - | 0.0% |
| Apprenticeship | 9 | 9 | - | 0.0% |
| University Contracts | 15 | 15 | - | 0.0% |
| Stem | 14 | 14 | - | 0.0% |
| I-Best | 16 | 16 | - | 0.0% |
| High Demand | 98 | 98 | - | 0.0% |
| Workforce High Demand | 24 | 24 | - | 0.0% |
| Early Ed, Math & Science | 8 | 8 | - | 0.0% |
| Worker Retraining | 201 | 195 | (6) | -3.0% |
| State Allocation Sub-total | 6,955 | 6,949 | (6) | -0.1% |
| Excess | | | | |
| Excess Enrollment - Base | 1,566 | 890 | (676) | -43.2% |
| Total Budgeted FTES | 8,521 | 7,839 | (682) | -8.0% |
| Other | | | | |
| Running Start | 1,350 | 1,450 | 100 | 7.4% |
| Total Contractual Programs | 1,350 | 1,450 | 100 | 7.4% |
| Total FTES | 9,871 | 9,289 | (582) | -5.9% |

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**Clark College
2014-15
Funding from FTES**

| | Funding | | | |
|-----------------------------------|-------------------|-------------------|--------------------|--------------|
| | 2013-14 | 2014-15 | Change | % Change |
| State Allocation | | | | |
| State Basic | 23,710,072 | 22,201,675 | (1,508,397) | -6.4% |
| ABE Enrollments | 223,850 | 223,850 | - | 0.0% |
| Apprenticeship | 37,350 | 37,350 | - | 0.0% |
| University Contracts | 85,693 | 85,693 | - | 0.0% |
| Stem | 122,449 | 122,449 | - | 0.0% |
| I-Best | 156,000 | 156,000 | - | 0.0% |
| High Demand | 862,771 | 862,771 | - | 0.0% |
| Workforce High Demand | 210,000 | 210,000 | - | 0.0% |
| Early Ed, Math & Science | 44,400 | 44,400 | - | 0.0% |
| Worker Retraining | 1,089,272 | 1,023,198 | (66,074) | -6.1% |
| State Allocation Sub-total | 26,541,857 | 24,967,386 | (1,574,471) | -5.9% |
| Tuition & Excess | | | | |
| Tuition From State FTE's | 18,192,718 | 19,511,868 | 1,319,150 | 7.3% |
| Excess Enrollment - Base | 7,308,444 | 4,153,586 | (3,154,858) | -43.2% |
| Total Budgeted FTES | 52,043,019 | 48,632,840 | (3,410,179) | -6.6% |
| Contractual Programs | | | | |
| Running Start | 6,372,655 | 6,844,703 | 472,048 | 7.4% |
| Total Contractual Programs | 6,372,655 | 6,844,703 | 472,048 | 7.4% |
| Total FTES | 58,415,674 | 55,477,543 | (2,938,131) | -5.0% |

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**Clark College
2014-15
By Area of Responsibility**

| | 2013-14 Operating Base* | 2014-15 Operating Base w/ Adj | Change | % Change | Other Accounts | 2014-15 Total By Area |
|--|-------------------------------|-------------------------------------|--------------------|-------------|--------------------|-----------------------------|
| President | | | | | | |
| Operating | 634,996 | 640,099 | 5,103 | 0.8% | | 640,099 |
| Special Advisor for Diversity and Equity | 274,409 | 287,034 | 12,625 | 4.6% | | 287,034 |
| Vice President of Administrative Services | | | | | | |
| Operating | 7,851,604 | 7,159,663 | (691,941) | -8.8% | | |
| Internal Support Services | | | | | 547,891 | |
| Bookstore | | | | | 4,481,601 | |
| Parking | | | | | 463,891 | |
| Auxilliary Services | | | | | 1,521,862 | |
| Capital Projects | | | | | 37,049,314 | 51,224,222 |
| Vice President of Instruction | | | | | | |
| Operating | 38,804,822 | 37,645,027 | (1,159,795) | -3.0% | | 37,645,027 |
| Vice President of Student Affairs | | | | | | |
| Operating | 8,270,147 | 8,170,648 | (99,499) | -1.2% | | |
| ASCC | | | | | 1,736,278 | |
| Financial Aid | | | | | 63,367,960 | 73,274,886 |
| Associate Vice President of Planning and Effectiveness | | | | | | |
| Operating | 455,106 | 446,850 | (8,256) | -1.8% | | 446,850 |
| Associate Vice President of Corporate & Continuing Ed | | | | | | |
| Operating | 844,327 | 842,978 | (1,349) | -0.2% | | |
| Grants & Contracts | | | | | 710,698 | 1,553,676 |
| Chief Communications Officer | | | | | | |
| Operating | 4,551,962 | 4,261,288 | (290,674) | -6.4% | | 4,261,288 |
| Associate Vice President of Human Resources | | | | | | |
| Operating | 837,164 | 829,642 | (7,522) | -0.9% | | 829,642 |
| Other | | | | | | |
| Grants & Contracts | | | | | 3,020,869 | 3,020,869 |
| Contingency | (54,589) | (64,645) | (10,056) | | | (64,645) |
| Benefit/Salary Changes to be allocated | - | (681,044) | (681,044) | | | (681,044) |
| Total | 62,469,948 | 59,537,540 | (2,932,408) | | 112,900,364 | 172,437,904 |

*Ending

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ACTION ITEMS—BOARD ELECTIONS, FIRST READING

**Board of Trustees Meeting
June 11, 2014**

Election of 2014-2015 Board Officers and Committee Appointments

Board policy 100.C20 states that in June of each year the Board shall elect from its membership a chair and vice-chair to serve for the ensuing year. The chair and vice-chair of the Board are elected for a term of one year and assume office on July 1.

2014-2015 Chair _____

2014-2015 Vice Chair _____

Committee appointments to be made for 2014-2015 include:

1. Clark College Foundation Board of Directors (2 positions)

_____ #1 Representative to Foundation Board of Directors

_____ #2 Representative to Foundation Executive Committee

2. Representative and alternate to TACTC Legislative Action Committee

_____, Representative

_____, Alternate

3. Workforce Education Liaison

4. Shared Governance Committee Liaison

5. Facilities Master Plan Committee Liaison

ACTION ITEMS

**Minutes of the Business Meeting of the Board of Trustees
Clark College, District No. 14
May 28, 2014
Ellis Dunn Room GH1 213**

Trustees Present: Mmes. Sherry Parker, Jada Rupley, and Rekah Strong; Messrs. Jack Burkman and Royce Pollard.

Administrators: Mr. Robert Knight, President, Dr. Tim Cook, Vice President of Instruction; Mr. Bob Williamson, Vice President of Administrative Services, Mr. Bill Belden, Vice President of Student Affairs; Ms. Shanda Diehl, Associate Vice President of Planning & Effectiveness; Ms. Sirius Bonner, Special for Diversity & Equity; Ms. Jane Beatty, Interim Associate Director of Human Resources & Director of Change Management; Ms. Leigh Kent, Executive Assistant to the President.

Faculty: Ms. Kimberly Sullivan, AHE President; Ms. Angela Lohr, Humanities Dept. Head, Prof. Keith Stansbury, CADD; Mr. Matthew Gallagher, Phi Theta Kappa Advisor.

Others: Ms. Bonnie Terada, Assistant Attorney General; Ms. Dena Brill, ASCC President; Messrs. Christopher Bey and Taylor Silagy; Ms. Amelia Longbons and Ms. Tara Erickson, students.

| | TOPIC | DISCUSSION | ACTION |
|-------|-------------------------------------|---|--------|
| I. | CALL TO ORDER | <ul style="list-style-type: none"> Chair Pollard called the meeting to order at 5:10 pm and reviewed the discussions from today's work session. | |
| II. | BUSINESS MEETING | | |
| II. A | Review of the Agenda | <ul style="list-style-type: none"> The agenda was accepted as presented. | |
| II. B | Statements from the Audience | <ul style="list-style-type: none"> Prof. Stansbury discussed the CADD team's successful rocket launch at the NASA competition that took place at the Utah Bonneville Salt Flats. The team is now sharing their experiences at local schools and the Boys & Girls Club to interest younger students in the STEM field. Mr. Gallagher introduced Clark's All-Washington Academic Team members, Christopher Bey and Amelia Longbons. Both are Running Start students and will be receiving their AA degrees this June. President Knight congratulated the students and thanked Mr. Gallagher for assuming the advising duties for Clark's PTK chapter. | |

| | TOPIC | DISCUSSION | ACTION |
|--------|--|--|--------|
| II. C. | Constituent Reports 1. AHE | <ul style="list-style-type: none"> Ms. Sullivan discussed ongoing negotiations. The AHE will be sending a letter to the SBCTC in support of a new funding allocation model for the community and technical college system. She also talked about the difficulties facing adjunct faculty members at Clark and nationwide, many of whom must work at several institutions in order to make a living wage. Currently, 75% of Clark instructors are adjuncts and she asked for the board's support of them. | |
| | 2. WPEA | <ul style="list-style-type: none"> There was no report this evening. | |
| | 3. ASCC | <ul style="list-style-type: none"> Ms. Brill read a statement to the board members about her experiences at Clark and her appreciate of the trustees, faculty, and staff over the past two years. She also presented each trustee with a small penguin gift. She was also proud to announce that she won the Penguin Award at the OSWALD award ceremony. The ASCC approved funding for a feasibility study for a possible recreation center. ASCC members are taking surveys to their classrooms and talking to the students about it; there will be numbers available at the June meeting. | |
| | D. Foundation | <ul style="list-style-type: none"> There was no report this evening. | |
| II. D. | Statements & Reports from Board Members | <ul style="list-style-type: none"> Trustee Burkman noted that so many awards are won by the college, faculty, and students and he still hears that the community is not aware of all the wonderful things that take place here. Trustee Parker attended her final TACTC conference in Yakima two weeks ago. President Knight said that he presented Trustee Parker with the Outstanding Trustee Leadership award for the state of Washington. Vice Chair Strong attended the Supreme Court Justice event and remarked that it was a wonderful opportunity for the students and the entire community to meet the judges. It was a huge credit to the college and a benefit to the community to have them here. She acknowledged Ms. Brill for her growth and efforts and said she will miss her next year. Trustee Rupley thanked the students who presented at today's work session. She also congratulated Trustee Parker on her award and thanked her for keeping Clark in the state board's line of sight. Chair Pollard acknowledged Trustee Parker for her well-deserved award. She has served the college loyally for a long time. He agreed with Trustee Burkman that the college has to find ways to "toot its own horn", as the community does not know what they have in the gem that is the college. | |

| | TOPIC | DISCUSSION | ACTION |
|--------|--------------------|--|--------|
| II. E. | President's Report | <p>STUDENT PRESENTATION</p> <ul style="list-style-type: none"> Mr. Belden introduced student success presenter, Tara Erickson. Ms. Erickson is part of the Passport to College Program that serves children in the foster community. The program provides them with support services and helps them gain access to higher education and find a pathway to reach their goals. Ms. Erickson is a Running Start student who will graduate with her AA and high school diploma from Heritage; she has overcome enormous odds to become one of the 3% of foster children who reach college. <p>FACULTY PRESENTATION</p> <ul style="list-style-type: none"> Ms. Lohr presented information on the Humanities Faire which will take place starting on June 16 during finals week in PUB 161. The Faire showcases humanities students' final projects of the term. The projects are individually chosen and all speak to some topic that the students are passionate about and is about being human. Humanities teaches students to be critical thinkers, and how to engage in a multicultural world. <p>PRESIDENT'S REPORT</p> <ul style="list-style-type: none"> President Knight and Vice President Cook are wrapping up faculty interviews in the next couple of weeks. Applicants this year have been great and they have some hard choices to make. The North County land purchase has been completed. President Knight thanked the foundation for all their help in closing the deal. The college cannot be satisfied where it is, it must always look to the future. The past couple of weeks have been exciting; Savoring Excellence took place to recognize and honor donors who support student success, and The Phoenix was unveiled. It is another stellar publication of student art and literary works. The baseball team also made the NWAACC playoffs. So much is happening, and he is so proud of the students at Clark. Dr. Cook was pleased to announce that the college was awarded 40 aerospace FTES today. This is permanent funding and will be enough to fund the night machining program which is great for adult students. It will also fund the start-up of a CADD lab in Bingen. The lab will be set up in the conference room space of a local business and the hope is to obtain funding and equipment for a Makers Center for multi-use projects in the area. | |

| | TOPIC | DISCUSSION | ACTION |
|------|--|------------|--|
| III. | ACTION ITEMS | | |
| | FIRST READING | | |
| | <ul style="list-style-type: none"> • 2014-2015 Sabbatical Requests • Revised 2013-2015 Academic Calendar • New 2015-2017 Academic Calendar • Change to Out-of-State Waivers | | <ul style="list-style-type: none"> • MOTION: Trustee Burkman made a motion to move these items to the Consent Agenda. The motion was seconded by Vice Chair Strong and was unanimously approved. |
| | CONSENT AGENDA | | |
| | <ul style="list-style-type: none"> • 2014-2015 Sabbatical Requests • Revised 2013-2015 Academic Calendar • New 2015-2017 Academic Calendar • Change to Out-of-State Waivers • Minutes from April 23, 2014 Board Meeting | | <ul style="list-style-type: none"> • MOTION: Trustee Burkman made a motion to approve the Consent Agenda. The motion was seconded by Vice Chair Strong and was unanimously approved. |
| IV. | FUTURE TOPICS | | WATCH LIST |
| | College Safety K-12 PPI Certificates Review of College Policies Service Learning Standard 2 Highlights The Open Government Training Act | | Accreditation GISS Student Completion STEM |
| V. | DATE AND PLACE OF FUTURE MEETING | | |
| | <ul style="list-style-type: none"> • The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, June 11, 2014 in the Ellis Dunn Community Room, GH1 213. • Graduation is on June 19. | | |
| VI. | EXECUTIVE SESSION | | |
| | <ul style="list-style-type: none"> • No Executive Session was held this evening. | | |
| VII. | ADJOURNMENT | | |
| | <ul style="list-style-type: none"> • There being no further business, the meeting adjourned at 6:10 pm. | | |

Royce Pollard, Chair

Leigh Kent
 Recorder
 May 29, 2014