



Clark College
BOT Meeting
Tuesday, September 19, 2017 5:00 PM (PDT)
GHL 213



Clark College
BOT Meeting
Tuesday, September 19, 2017 5:00 PM (PDT)
GHL 213

- I. Call to Order/Agenda Review - Chair Rupley
- II. Introductions - President Knight
ASCC Student Leadership will introduce themselves to the trustees this evening. There will be no formal report.
- III. Action Items - Chair Rupley
 - A. Election of Board Officers/Committee Representatives
 - B. August 2017 Board Meeting Minutes
 - C. August 2017 Board Retreat Minutes
 - D. 2017-2018 President's Goals
 - E. 2017-2018 College Budget
- IV. Audience Statements - Chair Rupley
- V. Constituent Reports
 - A. AHE - Kimberly Sullivan
 - B. WPEA - Billie Garner
 - C. Foundation
- VI. Reports from Board Members
- VII. President's Report
 - A. Student Success Story - Jason Ernst
 - B. Economic & Community Development Presentation - Kevin Witte
 - C. Highlights
 - D. Financial Aid Statistics
- VIII. Next Meeting
The next meeting of the Board of Trustees is currently scheduled for Wednesday, October 25, 2017 in the Ellis Dunn Community Room, GHL 213.
- IX. Executive Session
An Executive Session may be held for any allowable topic under the Open Public Meetings Act.
- X. Adjournment
Time and order are approximate and subject to change.

Call to Order/Agenda Review

No documents for this item

Introductions

No documents for this item

Action Items

No documents for this item

Election of 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.

- 1. Chair Jada Rupley
- 2. Vice Chair Royce Pollard

For September 2017

Committee appointments to be made include:

- 3. Clark College Foundation Board of Directors
 - Foundation Board (Position #1): _____
 - Executive Committee (Position #2): _____
 - Board Chair/Vice Chair (BOD/BOT) Committee: Jada Rupley/Royce Pollard
- 4. Representative to Washington State Association of College Trustees (ACT)
 - _____ Primary
 - _____ Alternate
- 5. Workforce Education Liaison _____
- 6. Shared Governance Committee _____
- 7. Facilities Master Plan _____
- 8. Planning/Accreditation Committee _____
- 9. North County Master Plan Committee _____

Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, August 23, 2017
GHL 213

In Attendance

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

Administrators

Robert Knight, President
Dr. Tim Cook, Vice President of Instruction
Bob Williamson, Vice President of Administrative Services
William Belden, Vice President of Student Affairs
Dr. Chato Hazelbaker, Chief Communications & Information Officer
Shanda Diehl, Associate Vice President of Planning & Effectiveness
Dr. Loretta Capeheart, Associate Vice President of Diversity, Equity, and Inclusion
Dr. Darcy Rourk, Interim Vice President of Human Resources
Leigh Kent, Executive Assistant to the President

Absent

Kevin Witte, Vice President of Economic & Community Development

Others

Jennifer Mankowski-Dixon, Assistant Attorney General
Lisa Gibert, President/CEO Clark College Foundation
Selena Castro, Dean of Student Enrollment & Completion
Rachele Bakic, Associate Dean of Instructional Operations
Brenda Walstead, Dean of Business & Health Sciences
Miles Jackson, Dean of SOFA

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

Chair Rupley called the meeting to order at 5:00 pm. There were no changes to the agenda. Chair Rupley reviewed the work session; the trustees heard an update from the Advising Department and reviewed the draft report from the AACRAO enrollment consultant.

II. Introductions

There were no introductions this evening.

III. Action Items

A. **Budget Resolution Extension**

Since the state legislature was unable to complete the budget by July 1, the trustees approved an extension of the 2016-2017 college budget at their June 2017 meeting. Clark College received final figures from the state today, August 23, and will have a formal budget on September 19. The executive cabinet completed the final budget allocation on Tuesday, August 22, which incorporated a one percent across-the-board budget cut. It is necessary to extend the June 2017 budget extension for one more month.

MOTION: Trustee Burkman moved that the Board of Trustees, extend Resolution Number 150 for one more month. Trustee Pollard seconded the motion and it passed unanimously.

B. **Approval of June 14, 2017 Board Minutes**

MOTION: Trustee Pollard made a motion to approve the minutes from the June 14, 2017 board meeting. Trustee Jacobsen seconded the motion and it passed unanimously.

IV. Audience Statements

There were no statements from the audience this evening.

V. Constituent Reports

A. **AHE**

There was no report from the AHE this evening.

B. **WPEA**

There was no report from the WPEA this evening.

C. **ASCC**

There was no report from the ASCC this evening.

D. Foundation

President Knight reported on Ms. Gibert's behalf. The Foundation hosted an event last evening honoring Burgerville CEO Tom Mears. He recently wrote a book and spent considerable time with the guests in a candid Q&A session. Everyone agreed that the STEM building patio is a nice venue for events. The Foundation is doing well on the level of donations this year.

VI. Reports from Board Members

Trustee Pollard attended last evening's Foundation event. He said the Foundation is very well known for their great receptions. He was quite impressed that Mr. Mears answered questions very openly even when he was asked uncomfortable questions.

Trustee Jacobsen attended the Foundation board meeting two weeks ago. She complimented the staff for making their financial reporting so much more clear and informative. She said that while they are doing very well in overall donations, the funds are designated and earmarked for specific uses. Most of it is used for scholarships and is student directed and cannot be used to build buildings or for any other need the college may have.

President Knight said that Mr. Mears pointed out that he has purposely never donated to Clark College since the college is doing so well. He said this is an issue he finds throughout the community and addresses when he speaks with community groups. The focus should be on how much money and funding the college is providing to students, not how much is in the Foundation's endowment. Chair Rupley suggested that it may be time to look at new fundraising strategies; perhaps stressing that the college is no longer state-funded, but only state-assisted. Trustee Jacobsen said the messaging should be getting donations into more scholarships and opening up more access to students who otherwise cannot attend college.

A foundation director may be sending a letter to the editor of *The Columbian* regarding the lack of legislative action on capital funding and President Knight will send the draft letter to the board as soon as it is ready to go. The Greater Vancouver Chamber of Commerce is sending *The Columbian* a similar letter. Business budgets as well as state institution budgets are affected and the legislature may not vote on the capital budget again until January 2018. This would mean the loss of a year on planning construction of the North County campus; Vancouver schools and WSUV will also be severely affected as will employees who may be laid off throughout the county. President Knight wants to keep pressure on the legislators to complete their budget process. The culinary project is already being affected as the Department of Enterprises Services who are overseeing construction is not being funded and their entire staff may be laid off next week.

Trustee Burkman attended a recognition event for the college's Advisory Committees. They had a very good turnout and it was the first time a number of attendees had been in the STEM building. He acknowledged the Office of Diversity & Equity for holding a unity event in response to the Charlottesville tragedy. It is important to students, faculty, and the community to hold events like this.

VII. President's Report

- A. President Knight reviewed the current enrollment report. If the college stays on track with the current level of enrollees, the year will end with 1,185 fewer students than are registered today. He is currently in the process of completing evaluations for the executive cabinet member. Cabinet will be holding a retreat on September 12 and will be discussing the AACRAO report, board and president's goals, diversity, equity and inclusion, identification of strategies to meet the strategic plan's 17 objectives, and discussion of the book, *"Who We Choose to Be: Facing Reality, Claiming Leadership, Restoring Sanity"*, by Margaret J. Wheatley. President Knight will order the book for trustees who would like a copy.

Once the culinary building is completed, the GVCC will host a Business After Hours event and invite the local business community in to see the building.

Opening Day is at 10:00 am on September 18 with classes starting on September 25.

B. Student Success Story

There was no Student Success presentation this evening.

C. Faculty Presentation

There was no Faculty Presentation this evening.

D. Highlights

Dr. Cook met with the deans today to discuss an opportunity that has been presented to the college. Mill A School District is located between Stevenson and White Salmon in Cook, WA. Mill A has received a grant to start College in the High School from scratch for a 20-student micro-school. With Clark's assistance, they have hired five teachers and are now partnering again to develop their curriculum. Clark now has a pilot school and an engaged faculty who will be starting classes next week. It is an exciting opportunity for both schools. Mill A looked at partnerships with CWU, UW, MHCC, and chose Clark from this whole group. The grant will pay for the students' college credits at no cost to them, and Clark will receive credit for the FTES.

President Knight and Dr. Cook are also talking with Western Governors' University to offer a K-12 teacher certification at Clark. President Knight has discussed this opportunity with WSUV briefly.

VIII. Next Meeting

The next meeting of the Board of Trustees is the annual work session/retreat scheduled for Wednesday, August 30 at 10 am at Clark College at CTC in Room 430. The next regular meeting is scheduled for Tuesday, September 19, 2017 in the Ellis Dunn Community Room, GHL 213.

IX. Executive Session

There was no executive session this evening.

X. Adjournment

There being no further business, Chair Rupley called for a motion to adjourn.

MOTION: Trustee Pollard made a motion to adjourn the meeting at 5:35 pm. Trustee Jacobsen seconded the motion and it passed unanimously.

Jada Rupley, Chair

Leigh Kent
Recorder
September 6, 2017

Clark College
Minutes of the Work Session/Retreat of the Board of Trustees
August 30, 2017
GHL 213

In Attendance

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

Administrators

Robert Knight, President
Dr. Tim Cook, Vice President of Instruction
Shanda Diehl, Associate Vice President of Planning & Effectiveness
Dr. Loretta Capeheart, Associate Vice President of Diversity, Equity, and Inclusion
Leigh Kent, Executive Assistant to the President

Others

Michael Shinn, Assistant Attorney General

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

Chair Rupley called the meeting to order at 10:05 am. There were no changes to the agenda and she called for a motion to approve.

Each meeting attendee then shared what their individual goal was for the retreat.

The following items were added to the agenda:

- The op-ed letter to the editor from Foundation Trustee Newt Rumble.
- The meeting agenda for the August 31 BOD/BOT meeting. Chair Rupley wants to discuss the agenda and meetings with the full board so that she can make sure Clark's board understands the purpose of these quarterly meetings.

II. **Diversity Leadership Initiative/Employee Diversity**

Dr. Capeheart said that in order to be successful, diversity efforts must come from the board of trustees. She presented current diversity numbers for both employees and students. The student body continues to diversify.

Dr. Capeheart is reprioritizing the work of her staff to bring focus back into the college and on the students instead of outside focus in the community. She would like to collect evidentiary data to see if students who use the Diversity Center do better in their classes and in retention than those who do not.

She would also like to have increased access to employee applicants' diversity data than is currently available. Human Resources was hesitant to provide the data due to privacy issues, but as the information is not illegal to release and identifying information is not available, the executive cabinet agreed this week that it should be released. The college does track diversity information on all employees but not on applicants. She will use the data to make sure there is no bias as the hiring process progresses. Without the applicant data, she cannot track the process. Once she has the data, she can prepare a gap analysis and then develop an employee retention strategy.

The college has increased the number (+2) and percentage (+1.7%) of employees of color in faculty and staff since 2012, but the number of overall staff has dropped by 128. In comparing diversity of staff to that of the student population, the college remains very far behind. She believes that the college lags behind the greater community as well. Currently the student population is 34% of color and 13.9% faculty and staff. As the community continues to diversify, faculty and staff will need to diversify.

By analyzing the data, she will be able to determine the areas from which employees of color are leaving. A staff member started a Black/African-American resource group in hopes of retaining employees of color. There are similar groups in Portland institutions that are referred to as affinity groups. They are employee-initiated and institutionally supported. It is a place where employees of color can share, feel comfortable, and support each other in order to retain them. Dr. Capeheart is very happy to see the groups starting at Clark. A mentoring group for staff/faculty of color has started at the state level and 80 faculty are now involved in the mentoring group. She would also like to see the churn from other employee demographic areas, too, to see who else was lost and the significance of those numbers. She suggested that exit interviews be conducted by Human Resources and herself in addition to those conducted by President Knight as staff may feel more comfortable talking to them instead of the President.

Clark's Latino population matches that of the greater community at 12.9%. Current 2016-2017 data will be available later this fall.

The trustees said they would like to see more diversification of staff by color. They requested an update from Dr. Capeheart that will shift the hiring processes and strategies for student and staff retention. They would like information on how the students are progressing and what their disparities of experience may be.

Dr. Capeheart is also looking into alternatives for replacing the Intercultural Development Inventory (IDI) that Clark has been using for several years. There has been some difficulty in utilizing the training and she would prefer a tool that meets people where they are. She plans to develop a four-level PPI curriculum for the college so staff and faculty can understand the social construction of identities that people receive from society. Once this is understood, staff can then understand how to interact and identify implicit biases. The curriculum would show where the constructs originated and what they mean; once everyone understands this, you can move on strategies on how to

overcome the constructs and change policies and practices. Each individual would start at the 100 level and move up to a 400 level. Outcomes assessment would be built into the curriculum.

The IDI is considered a psychological evaluation and was designed as a tool to help students who were going to be studying internationally. It is now being used by organizations for something that was not its original intent and tends to be more polarizing than anything else. She does not feel it is an appropriate use in the workplace. The Educational Testing Service did an assessment of the IDI to see if hiring practices changed in organizations that used it. Nothing did change, so she feels this is a good time to move away from it. She wants to use an interactive tool to bring people into conversations comfortably so the college can prepare for the future. There are ways to address cultural competency without being offensive. She will work closely with groups who have been invested in the IDI to make sure they understand that moving away from IDI is not a personal or professional rejection of them or of the tool. This is very complex and challenging work. President Knight will be addressing this in his Opening Day remarks.

The trustees assured her that they are supportive of her work and would like her to work with them and offer them training opportunities. There could be a full diversity work session or have a quarterly diversity discussion.

III. Guided Pathways

Dr. Cook led the discussion and began with a review of the college's journey with guided pathways.

Last year, the college had three goals:

1. Hire OOI and SA project liaisons.
2. Develop a steering committee.
3. Develop meta majors.

Outcomes:

1. Karl Bailey and Margit Brumbaugh were hired and tasked to form the steering committee.
2. The steering committee started up in spring quarter. It is comprised of a strong group of individuals from faculty and SA. Their task was to develop the meta majors.
3. Meta majors work was completed within a quarter and renamed "areas of study", as this term was viewed more favorably by student focus groups. Six areas of study were developed:
 - a. Creative & Communication Arts
 - b. Public Service, Society, & Education
 - c. Business & Entrepreneurship
 - d. Advanced Manufacturing & Mechanical
 - e. Healthcare & Biosciences
 - f. Science & Technology

Some colleges have an "undecided" category but the committee decided against this as data shows community college students who are undecided don't succeed in their college careers; it is better to force a student to make an area of study choice. There will be a large amount of career information embedded in the pathway model so students are informed before they choose an area of study.

This year, the steering committee will be broken down into sub-committees and each one will work on one of the four guided pathway pillars:

1. Mapping pathways to student end goals—50% of the pathways will be developed in 50% of the areas of study and program maps will be created.
2. Helping students choose and enter a program pathway;
3. Keeping students on path;
4. Ensuring that students are learning.

Running Start students are essentially already in a pathway as their goal is high school graduation; they have the highest completion rate of any student category.

Clark applied for and was accepted into the AACC Guided Pathways 2.0 project as one of 18 colleges in the country and the only college from WA or OR. The Clark team includes President Knight, Trustee Burkman, Dr. Cook, Ms. Diehl, Mr. Belden, and a faculty member, along with a mentor assigned by AACC. Clark will attend three national meetings over the next three years, the first being November 16-18, 2017 in Washington, DC. The mentor will visit campus once per year.

Advising is critical to the success of guided pathways. GP 2.0 will give advising the structure they need to help students, to simplify and become transparent. The registration process is so confusing that employees cannot figure it out. Everyone at the college should be able to answer any question a student may have which is why students were so involved in this process—the best ideas come from the people who are within the system.

Schools who have been through the GP 2.0 process are now seeing completion rates of 60%-100%.

Action: The board requested monthly GP 2.0 updates.

IV. **Accreditation—Board Policies**

The next NWCCU site evaluation will be in October 2018. Prior to the visit, the board policies need to be reviewed to ensure they are in alignment with WA RCWs and WACs. The NWCCU will meet with multiple trustees during this visit.

Ms. Diehl requested two trustees work with her to make recommendations to the full board for any changes that need to be made.

The latest date for changes is June 2018.

The board needs to reaffirm that the scorecards are the goals to reach mission fulfillment and must align with the president's goals.

The current six scorecards were chosen because the Department of Education wants accrediting bodies to review these categories.

A new NWCCU director is coming on board and Ms. Diehl expects more accreditation changes by 2019.

V. President's Goals

Must be aligned with the strategic plan. The goals will be adopted at the September board meeting:

1. Fully develop at least half of the guided pathways identified within the areas of study (curriculum maps, entry process, wrap-around support services, and exit pathways).
2. Implement an integrated advising model by 6/30/18 that
 - a) guides students to make informed choices,
 - b) strengthens clarity about transfer and career opportunities at the end of each college path,
 - c) confirms development of an academic plan with predictable schedules,
 - d) regularly reviews student progress, and
 - e) intervenes when students go off track. (Comes from AACCC Pathways Project Pillar 3 description of advising)
3. Hire a VP of Human Resources and Compliance by 1/1/18.
4. Complete the project plan for Advanced Manufacturing at Clark College Boschma Farms.
5. Decrease the systemic disparity in employee retention and employee satisfaction as identified in the Climate Survey.
6. Meet the enrollment target of 8,200 FTES in state support classes.
7. Develop a new budget development process in partnership with the Economic Vitality Council.

Action: The trustees requested that the monthly enrollment report be distributed during the work session rather than the meeting.

VI. Board Goals

For 2017-2018, it makes sense to continue with the same goals as they align with the five year strategic plan. President Knight will be very deliberate in speaking about the board this year during his public engagements. The board chair is always welcome to speak at events such as Opening Day. This year's remarks will concern pathways, hiring/retention, enrollment, and information on the new BOT scholarship fund.

It was remarked that the Clark board is a policy board, not an operational board and not everyone within the college and local community may understand this difference.

The trustees also reviewed the Guided Pathways Statement of Support and made suggestions for edits. The new draft reads as follows:

The Clark College Board of Trustees affirms the Guided Pathways model as the college's primary strategy for mission fulfillment. Students will be guided to achieve their educational goals with simplified choices that lead to employable and transferrable certificates and degrees. The Clark College Board of Trustees will regularly measure progress toward implementing Guided Pathways

based on the American Association of Community Colleges Pathway Project's key performance indicators.

VII. Follow-up from June 14 Public Comment on Health/Counseling Center and Op-Ed Letter to the Editor

President Knight researched the students' question from the June board meeting and followed up with them with answers.

The trustees reviewed the op-ed piece written by Foundation director Newt Rumble concerning the legislature's failure to pass a capital budget.

The chairs, vice chairs, and presidents of the college and Foundation boards have a quarterly meeting and discuss mutual issues that they then take back to their respective organizations. The trustees reviewed the agenda for the 8/31/17 meeting and offered their options to Chair Rupley on which items should be removed due to their operational nature.

VIII. Adjournment

There being no further business, the meeting adjourned at 2:00 pm.

Jada Rupley, Chair

Leigh Kent
Recorder
September 7, 2017

2017-2018 PRESIDENT'S GOALS

1. Fully develop at least half of the guided pathways identified within the areas of study (curriculum maps, entry process, wrap-around support services, and exit pathways).
2. Implement an integrated advising model by 6/30/18 that
 - a) guides students to make informed choices,
 - b) strengthens clarity about transfer and career opportunities at the end of each college path,
 - c) confirms development of an academic plan with predictable schedules,
 - d) regularly reviews student progress, and
 - e) intervenes when students go off track. (Comes from AACCC Pathways Project Pillar 3 description of advising)
3. Hire a VP of Human Resources and Compliance by 1/1/18.
4. Complete the project plan for Advanced Manufacturing at Clark College Boschma Farms.
5. Decrease the systemic disparity in employee retention and employee satisfaction as identified in the Climate Survey.
6. Meet the enrollment target of 8,200 FTES in state support classes.
7. Develop a new budget development process in partnership with the Economic Vitality Council.



To: Robert Knight, President
From: Bob Williamson, Vice President of Administrative Services
Date: August 22, 2017
Subject: 2017-18 Budget

Background:

As was the case in 2013 and 2015, the state legislature did not pass a new two-year budget until the last day of the expiring fiscal year. This impacted the ability of the College to complete development of the 2017-18 budget on time and necessitated asking the Board of Trustees to adopt a resolution in June to carry forward the 2016-17 operating budget through the summer. Once our initial allocation from the state board was received in July, Executive Cabinet was able to finalize a balanced budget for 2017-18 that is now ready for you to present to the Board of Trustees on September 19.

Key elements of this budget include the following:

- The state increased resident tuition rates and Running Start reimbursement rates for 2017-18, which could produce more than \$700,000 in additional local revenue if we meet our enrollment targets;
- Part of this additional revenue will have to be used to offset state-approved adjustments in wages and benefits that were not fully funded by the legislature. The College's share of these costs will be \$360,627;
- The College is projecting to serve 6,400 state-support FTES, down 100 from the 2016-17 budget and 933 below our state funded enrollment target;
- The College is building 2,000 Running Start FTES into the budget, 300 more than budgeted for in 2016-17;
- The College's District Enrollment Allocation Base (DEAB) decreased by \$77,996 as a result of declining enrollment in state-support FTES;
- Cabinet departments took an across-the-board 1% spending reduction in order to fund other College initiatives, including Guided Pathways.

Recommendation:

I recommend approval of the College's 2017-18 operating budget per the attached documents:

- Page 1.** State Allocation & Projected Revenue: total budget of \$120,701,601 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. 2017-18 Budget by Area of Responsibility illustrates the allocation of resources among the divisions of the College.

**CLARK COLLEGE
2017-18
STATE ALLOCATION & PROJECTED REVENUE**

	Funded FTE's	2016-17 Base Budget	Funded FTE's	2017-18 Base Budget
STATE ALLOCATION				
General Fund	7,105	29,885,497	7,088	30,942,263
University Contracts	17	97,118	17	97,118
Aerospace	40	315,504	40	315,504
Worker Retraining	191	1,002,698	188	987,323
	7,353	31,300,817 *	7,333	32,342,208
TUITION & OTHER				
Tuition	6,278	17,899,375	6216	17,279,204
Excess Enrollment	-	-	-	-
BAS Tuition	78	377,473	109	601,932
International (145)	144	1,152,431	75	573,059
Running Start (145)	1,700	9,525,689	2,000	11,568,511
Use of Fund Balance (148)	-	-	-	-
	8,200	28,954,968	8,400	30,022,706
DEDICATED FUNDS				
Matriculation Fee		408,975		408,975
Continuing Education Fees		922,367		1,163,400
Resale Charges		507,620		507,620
Class Fees		1,478,173		1,559,274
Tech Fee		1,122,218		1,264,802
GED Testing Fees		15,000		16,500
Career Center Fees		2,500		2,500
Admissions Fee		170,000		176,469
Admissions Fee - Accounting		14,000		14,000
Surplus Revenue		14,000		14,000
Testing		35,000		-
Health Occupation Admissions		30,000		30,000
Registration Late Fee		14,800		15,000
Transcript Services		56,500		56,500
		4,791,153		5,229,040
Subtotal (Operating)		65,046,938		67,593,954
OTHER FUND SOURCES				
Grant & Contracts		4,598,899		4,066,843
Internal Support Services		577,514		565,068
ASCC & Clubs		1,798,810		1,827,678
Bookstore		4,494,707		4,239,403
Parking		448,370		563,673
Auxiliary Enterprises		2,036,009		2,132,868
Student Financial Aid		39,264,609		33,439,953
Capital Projects		7,921,944		6,272,161
		61,140,862		53,107,647
Subtotal		61,140,862		53,107,647
TOTAL COLLEGE BUDGET		126,187,800		120,701,601

* Adjusted Base

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8/22/2017

Clark College
2017-18
FTES (For Budget Purposes)

	FTES			
	2016-17	2017-18	Change	% Change
State Allocation				
State Basic	7,105	7,088	(17)	-0.2%
Aerospace	40	40	-	0.0%
University Contracts	17	17	-	0.0%
Worker Retraining	191	188	(3)	-1.6%
State Allocation Sub-total	7,353	7,333	(20)	-0.3%
Other				
BAS	78	109	31	39.7%
International	144	75	(69)	-47.9%
Running Start	1,700	2,000	300	17.6%
Total Other FTE	1,922	2,184	262	13.6%
Total FTES	9,275	9,517	242	2.6%

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8/22/2017

**Clark College
2017-18
Funding from FTES**

	Funding			
	2016-17	2017-18	Change	% Change
State Allocation				
State Basic	29,885,497	30,942,263	1,056,766	3.5%
Aerospace	315,504	315,504	-	0.0%
University Contracts	97,118	97,118	-	0.0%
Worker Retraining	1,002,698	987,323	(15,375)	-1.5%
State Allocation Sub-total	31,300,817	32,342,208	1,041,391	3.3%
Tuition & Excess				
Tuition From State FTE's	17,899,375	17,279,204	(620,171)	-3.5%
BAS Tuition	377,473	601,932	224,459	59.5%
Total Budgeted FTES	49,577,665	50,223,344	645,679	1.3%
Contractual Programs				
International Education	1,152,431	573,059	(579,372)	-50.3%
Running Start	9,525,689	11,568,511	2,042,822	21.4%
Total Contractual Programs	10,678,120	12,141,570	1,463,450	13.7%
Total Funding	60,255,785	62,364,914	2,109,129	3.5%

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8/22/2017

**Clark College
2017-18
By Area of Responsibility**

	2016-17 Operating Base*	2017-18 Operating Base w/ Adj	Change	% Change	Other Accounts	2017-18 Total By Area
President						
Operating	765,973	769,808	3,835	0.5%		769,808
Associate Vice President for Diversity, Equity and Inclusion	468,497	518,095	49,598	10.6%		518,095
Vice President of Administrative Services						
Operating	8,599,251	9,221,685	622,434	7.2%		
Internal Support Services					565,068	
Bookstore					4,239,403	
Parking					563,673	
Auxilliary Services					2,132,868	
Capital Projects					6,272,161	
						22,994,858
Vice President of Instruction						
Operating	38,453,022	39,357,982	904,960	2.4%		39,357,982
Vice President of Student Affairs						
Operating	8,628,077	8,947,230	319,153	3.7%		
ASCC					1,827,678	
Financial Aid					33,439,953	
						44,214,861
Associate Vice President of Planning and Effectiveness						
Operating	785,042	677,839	(107,203)	-13.7%		677,839
Vice President of Corporate & Continuing Ed						
Operating	1,140,100	1,379,247	239,147	21.0%		
Grants & Contracts					1,070,266	
						2,449,513
Chief Communications and IT Officer						
Operating	5,213,906	5,565,836	351,930	6.7%		5,565,836
Vice President of Human Resources and Compliance						
Operating	984,209	1,030,528	46,319	4.7%		1,030,528
Other						
Grants & Contracts					2,996,577	2,996,577
Contingency	8,861	66,582	57,721			66,582
Benefit/Salary Changes to be allocated	-	59,122	59,122			59,122
Total	65,046,938	67,593,954	2,547,016		53,107,647	120,701,601

*Ending

s.sand
8/22/2017

Audience Statements

No documents for this item

Constituent Reports

No documents for this item

AHE

No documents for this item

WPEA

No documents for this item

**Foundation
September 2017**

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

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

Plans for Savoring Excellence continue to move forward. More than 400 people are expected to attend the event, scheduled for November 2, 2017 at O’Connell Sports Center on the Clark College campus. The event will feature seven entertainment acts; will focus on students, alumni, faculty and donors; and will include the presentation of the Presidential Awards for Excellence in Philanthropy and the Outstanding Alumni Awards. This annual event is not a fundraiser, but rather an opportunity to advance the college and the foundation in the eyes of the public and to showcase our outstanding programs, projects, students, alumni and supporters.

Fundraising priorities for the upcoming Clark College Foundation comprehensive campaign continue to be narrowed and refined. Nearly all of the priorities have been identified and fundraising needs are being attached to these priorities. The case statements for these priorities will be completed by the end of the calendar year. The marketing and communications plan for the campaign is also being developed. Once the case statements are written and approved, the marketing and communications plan will be implemented to support the campaign messaging.

All of the foundation committees and subcommittees continue to focus on their work, which centers on the FY 2018 strategic initiatives of the foundation board.

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

The working relationship between the institutions has never been greater. The summer’s focus has been on donor cultivation for culinary, STEM and athletics. This cultivation has resulted in a potential gift in support of athletic scholarships and facilities improvements. The key to success has been the open dialogue in pursuing this support which is a need of the institution and a passion of the donor.

At the August 31 BOD/BOT meeting, work to identify the group’s charge was initiated. The campaign matrix was discussed along with development perceptions on the projects and amounts stipulated. The matrix will continue to be adjusted as additional facts become known.

Lastly, the foundation board continues its interest in using their individual clout to further college initiatives in Olympia. Board members have worked directly with President Knight and sought feedback from each governing body.

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

The finance committee has continued efforts to refine the financial dashboard. The dashboard reports figures and metrics that allow users to quickly review and track key information and trends. The finance committee is also considering board education topics to address during meetings and further increase understanding of key financial processes.

The executive committee is continuing the review of the foundation bylaws. This review will result in bylaws that more closely reflect current foundation operations and has been a beneficial exercise to bring more awareness to the bylaws and governing structure.

The foundation has reported on the foundation's "non-performing assets" to the college's executive cabinet, several college trustees, and the foundation board. These assets are characterized by land that is held by the foundation but not currently used to maximize their educational and/or financial capacity (1 – corner of Fourth Plain and Fort Vancouver Way and 2 - Ridgefield/Clark College at Boschma farms land identified for commercial use during the campus visioning process).

Meetings have taken place with foundation personnel, Bob Knight and the owner of a building and land near the Fourth Plain/Fort Vancouver Way corner. This owner's property is important to a future corner project and the owner has expressed a willingness to work with the college in future development. He is an alumnus of the college and his family has deep, positive ties with the institution. A future meeting with legal counsel has been agreed upon and is in the process of being scheduled.

No development plans have been made for land holdings. A process will be established to create taskforces that will identify the vision and propose development for college trustee and foundation board approval.

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

The Board Relations Committee recently met under the leadership of the new chair, Mr. Tom Cook. The committee created a list of tasks they want to take on to help the overall board be more effective in the recruitment and selection of new board members. The first priorities for the committee will be focusing on how to better orient new board members, as well as creating on-boarding experiences that will help these new board members become acquainted with the college. Currently there are 19 members on the foundation board. The goal is to add as many as six new members over the next year.

Clark College in in the News

Clark College has had a great deal of media attention the last few months. Attached is an article on the Discovery Corridor.

1. Vancouver Business Journal, August 11, 2017, *Strategy takes shape for marketing Discovery Corridor*

Respectfully submitted,

Lisa Gibert
Foundation President/CEO
September 6, 2017

Reports from Board Members

No documents for this item

ACADEMIC EXCELLENCE

PRESIDENT'S REPORT
SEPTEMBER 2017

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—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

An activity that involves partners within the community—identify the partner and purpose of the partnership.

- Salmon Creek American Legion Post 176 hosted a graduation picnic on June 17 for Clark College student veterans who completed their degrees/certificates. The Post Adjutant, Sergeant-at-Arms and Historian attended along with approximately 45 people including several community members such as Anne McEnery-Ogle, Larry Smith, Jane Hagelstein, Robert McFarlin, (Brigadier General, USA Ret), and Edie Blakely, Director of Career Services. Seven of the 16 student veterans were honor graduates who received a special diploma frame. *Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion. (SA)*
- Workforce Education Services staff developed and presented a workshop titled 'Workforce Education Services, Who, What, Why?' during Teaching and Learning Days. *Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning. (SA)*
- The Welcome Center staff, in coordination with the Assessment Center and Transitional Studies, began orientations for students enrolling in CAP (Career and Academic Preparation) or ESL classes. Orientations continue throughout September, currently over 200 students have attended. *Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion. (SA)*
- The Welcome Center, in coordination with multiple groups and departments across the college, has coordinated and held five Penguin Welcome Days this summer. There are three more scheduled for September. Approximately 750 students have attended the events, which are designed to assist them with their transition to college and help them be prepared when classes begin. *Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion. (SA)*

ACADEMIC EXCELLENCE

- Clark College submitted a proposal to SBCTC to develop and redesign I-BEST courses/sequences. This is expansion funding from SBCTC, which will allow Clark to serve an additional 17 FTES annually for three years with a total annual budget of \$106,250. This grant aligns with Academic Excellence, specifically to integrate active learning strategies within and across courses, disciplines, and programs. *Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion. (P&E)*

SOCIAL EQUITY

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—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

An activity that involves partners within the community—identify the partner and purpose of the partnership.

- Estancia Cota was hired as the Penguin Pantry Coordinator and the Penguin Pantry had its “soft opening” on July 24. Thus far, the Pantry has provided 712 items to 45 students (including repeat visitors) as well as received over 3,100 donations from the Clark College community. Through a connection with Clark College Foundation, SYSCO provided the Penguin Pantry with a generous donation of \$4,000 to help with start-up costs and is interested in a continuing supportive relationship with the Pantry. The Official Grand Opening for the Penguin Pantry is scheduled for Wednesday, October 25, 2017 from 3:00-3:30 pm at the Pantry (SCI 101). *Progress being made: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.* (SA)
- Angelica Pravettoni, Workforce Education Services Resource Coach, participated in training designed for re-entry service providers to learn best practices, and to strengthen relationships among service providers, educators, community organizations, and justice-involved individuals. *Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.* (SA)
- Megan Jasurda, Disability Support Services Director, facilitated two workshops on Creating Accessible Documents at Teaching and Learning days with 61 participants in total. Staff learned skills such as incorporating heading structure, inputting alternate text descriptions of images, using appropriate color contrast, formatting tables accessibly, and more to provide access to students who utilize assistive technologies such as screen magnifiers and readers. *Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.* (SA)
- Zach Lattin, Accessibility Specialist, presented on Website Accessibility to 22 staff members during Teaching and Learning Days. Staff learned about the standards of accessibility that are evaluated and considerations as staff input content on college websites. *Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.* (SA)

SOCIAL EQUITY

- Disability Support Services has increased its outreach to new Clark students including new workshops at summer Penguin Welcome Days. DSS continues to proactively remind current students about continuing their enrollment for fall. Presently DSS is 15% higher in FTES enrolled for Fall Quarter 2017 than this time last year. *Progress being made: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.* (SA)
- Diversity Administrative Support, Roslyn Leon Guerrero, was selected to participate in the National Pacific American Leadership Institute (NAPALI) from July 13-21 in Honolulu, HI. The mission of NAPALI is to identify, train and nurture Pacific American Emerging Leaders. It is a leadership program that integrates the leadership values of Pacific American cultures and Western Society. *Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.* (ODE)
- Associate Vice President for Diversity, Equity and Inclusion, Dr. Loretta Capeheart, presented an overview of her plans for Diversity, Equity and Inclusion at Clark to the Board of the Clark Foundation. Discussion occurred around how best to integrate that work into the Foundation Board and to utilize skills when meeting with donors and potential donors. *Progress being made: 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.* (ODE)
- Associate Vice President for Diversity, Equity and Inclusion, Dr. Loretta Capeheart, and 12 Clark College employees attended the Title IX Investigator training on August 8 and August 9 at CTC. There were also six people from local and regional campuses in attendance. *Progress being made: 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.* (ODE)
- Diversity Outreach Manager, Dolly England, Diversity Outreach Specialist, Rosalba Pitkin, and HR Consultant Assistant 1, Amy Harrington, staffed the Clark College booth at the Clark County Fair on August 9. Fair participants were engaged through the “Keep it Real” Diversity Board game. Clark staff spoke to over 300 people about being a part of the Clark Community. *Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.* (ODE/HR)
- Diversity Outreach Manager, Dolly England, and several Clark College employees attended the Partners in Diversity event “Say Hey” designed for employers to welcome new employees of Color to the Pacific Northwest on August 10. Pedro Hernandez, Program Specialist 2 in Transitional Studies, and Dr. Judith Hernandez Chapar, Director of Teaching and Learning Center, were recognized and honored. Over 200 people attended this event. *Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.* (ODE/HR)
- Diversity Outreach Manager, Dolly England, helped to organize a retention activity with the Black Employee Resource Group called “Cooking with Earl” on August 11. This event featured Cuisine Instructor, Earl Fredrickson, BBQ for Clark Employees and family members at Orchards Park in Vancouver, WA. Over 25 Black Employees and family members attended this event. *Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.* (ODE/HR)

SOCIAL EQUITY

- Associate Vice President for Diversity, Equity and Inclusion, Dr. Loretta Capeheart, attended a meeting with the Associate Vice President of Economic and Community Development, Kevin Witte, with the leadership of the Bridgeview Education and Employment Resource Center to continue discussions of Clark's use and support of this facility. *Progress being made: 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.* (ODE/ECD)
- Associate Vice President for Diversity, Equity and Inclusion, Dr. Loretta Capeheart, presented The Politics of Expression and Oppression during Teaching and Learning Days on August 15. Fifty-six employees attended this workshop. *Progress being made: 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.* (ODE)
- Diversity Outreach Manager, Dolly England, and Operations Manager, Rashida Willard, presented information on Employee Resource Groups during Teaching and Learning Days on August 15. Twenty-five employees attended this workshop. *Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.* (ODE/HR)
- Diversity Outreach Manager, Dolly England, and Director of Human Resources, Sue Williams, presented, "Equity in Hiring" to 24 employees on August 15 and 16. This training is mandatory for anyone who serves on a screening committee and supports our commitment to equitable hiring practices. To date more than 403 college employees have received the training. *Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.* (HR)
- Associate Vice President for Diversity, Equity and Inclusion, Dr. Loretta Capeheart, was interviewed by Temple Lentz for her local radio show, "Hello Vancouver" on August 18. The interview focused on how Clark College moved forward in the shadow of Charlottesville and was aired on August 24. *Progress being made: 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.* (ODE)
- Diversity Outreach Manager, Dolly England, represented the college at the 7th Annual Jamie Herrera-Beutler Career fair in Vancouver, WA on August 21. Forty-four job seekers visited the Clark College table. *Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.* (ODE/HR)
- Diversity Outreach Manager, Dolly England, represented the college at the City Career Fair and Diversity Hiring Panel in Portland, OR on August 23. Seventy-five job seekers visited the Clark College table. The event was part of the package of Career Fairs that take place across the country. *Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.* (HR)
- Clark College submitted a proposal to SBCTC to launch a Clark College Washington MESA (Mathematics, Engineering, Science Achievement) student center and robust MESA student support programming. MESA participants must be students who are systemically non-dominant, financially and educationally disadvantaged, and who are majoring in calculus-based (STEM) fields and seeking a four-year transfer; they must also be enrolled in elementary algebra. Clark is to serve 100 students consistently over the one-year grant period. The budget is \$124,982.56 and supports hiring of one full-time Director and one part-time Retention Coordinator.

SOCIAL EQUITY

The student center will be exclusive to program-enrolled students and includes a light dining area, casual area, study area with computers, and access to tutoring, resources, support, and a MESA-designed workshop series that supports rigorous study of core required classes. Clark has long collaborated with WSUV's MESA Center. The grant supports the Social Equity core theme, specifically to 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. (P&E)

ECONOMIC VITALITY

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—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

An activity that involves partners within the community—identify the partner and purpose of the partnership.

- Scott Clemens, Employer Relations Specialist, prepared and delivered three Penguin Welcome Days presentations in August to new students about how to prepare for and conduct a job search. He also attended one municipal business association event and spoke individually with over 35 businesses and other organizations to establish relationships, raise awareness of the employer services offered by Career Services, and promote open positions to college students and alumni. *Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.* (SA)
- Career Services hosted 14 on-campus recruiting opportunities by six different organizations in August. *Progress being made: 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.* (SA)
- Austin Keever, Financial Literacy Coach, conducted a workshop "Being a Financial Literacy Advocate" during Teaching and Learning Days. The workshop was designed to inform staff and faculty of the basics of direct student loans, the basics of starting a discussion about money, how to spot a student in need of resources, as well as the connection between persistence/completion, default, and financial literacy. *Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.* (SA)
- Patrick Willis, Career Advisor, and Cath Keene, Associate Director, conducted 139 individual career exploration appointments during the summer term. *Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.* (SA)

ECONOMIC VITALITY

- Clark College received a \$6,100 donation to support the advancement of the Emergency Grant program administered through Workforce Education Services. The Emergency Grant program provides financial assistance to students who encounter extraordinary events or circumstances that could negatively affect their ability to complete the quarter. *Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.* (SA)
- Kevin Thomas, BFET (Basic Food Employment & Training) Program Specialist, attended a Resource Fair at Partners in Careers on August 3 to share the supports available through Workforce Education Services. *Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.* (SA)
- Armetta Burney, Director of Workforce Education Services, and Angelica Pravettoni, Workforce Education Services Resource Coach, visited Larch Corrections Center on August 10 to tour the facility and participate in a training. Angelica will be visiting Larch to meet one-one-one with individuals prior to their release to provide advising and college navigation support. *Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.* (SA)
- In August, Andrew Viscariello, Loan and Default Management Specialist from the Financial Aid Office, presented a session titled “Managing Your Student Loans after Clark” to interested students. These sessions provided education to Approximately 11 students attended the session; this is a very good turnout for the summer quarter. *Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.* (SA)
- In August, the Financial Aid Loan Committee made calls to approximately 110 students and e-mailed 540 students who are delinquent in student loan payments with details about their current debt. The purpose of the calls and e-mails are to continue to inform and educate students about the implication of their delinquency to their credits and to provide them with resources to help them stay on track. *Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.* (SA)
- The Welcome Center staff reached out, via email, to more than 2,000 students who have applied and paid for fall 2017 admission, but not enrolled in courses yet. These students were invited to come to campus and meet one-on-one with an admissions counselor in the Welcome Center. To date, just under 150 one-on-one student appointments have taken place. *Progress: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.* (SA)

ENVIRONMENTAL INTEGRITY

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—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

An activity that involves partners within the community—identify the partner and purpose of the partnership.

- The focus of work on the new culinary arts facility has shifted primarily to the interior. Much of the flooring material is in, drywall is complete, some large equipment has been moved into place, and some of the architectural interior finish is being installed. Stainless steel wall panels and other stainless steel finishes are being installed. Outside of the building, the plaza planters have been poured and the brickwork finish around doorways is underway. *Progress being made: Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology. (AS)*
- As part of the data collection for the annual Crime Report required by the Clery Act, the Security department obtained statistics from the Vancouver Police Department indicating the number of crimes that have been reported on and near Clark College properties. As you will see in the table below, there were 28 reported crimes on college properties in 2016 compared to 37 that were reported in 2015 (a reduction of 32%). One continuing area of concern is the theft category. The statistics indicate a downward trend, however, the number of reported incidents remains an area of concern for Security. The majority of these reported cases involved theft from motor vehicles that were parked on or near college property. In an attempt to reduce the number of motor vehicle thefts, Security will be sending out information to the college community early in fall quarter to help drivers identify ways to keep their vehicles and their property safe. *Progress being made: Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions. (AS)*

ENVIRONMENTAL INTEGRITY

OFFENSE CATEGORY	2010	2011	2012	2013	2014	2015	2016
ARSON			1				
ASSAULT			5	2	3		2
AUTO THEFT	1	8	7	10	10	7	6
BURGLARY				2	1		
DRUG			4	2			
ENDANGER			1				
FALSE REPORTING				1			
FORGERY	3						
FRAUD		1	2	2	1		
HARASSMENT		1		2	1		1
INFORMATION						1	1
MALICIOUS MISCHIEF	8	9	4	2	2	2	1
MENTAL ILLNESS / POLICE OFC HO						1	
OTHER**	1	1	1	3	2		
FOUND PROPERTY			1	2	2		
PROTECTION ORDERS (WA)	1	4	2	1	7	1	
RAPE		1			2		
ROBBERY					1		
RUNAWAY					1		
SEX CRIME***		1					
THEFT	18	25	12	24	17	13	12
THEFT FIREARM				1			
TRESPASS	1		1	1		2	
VEHICLE	3	4	8	1	11	3	
VEHICLE PROWL	7	12	5	14	2	4	3
WARRANT / FUGITIVE	5	4	6	5	2	3	2
WEAPON****				1			
GRAND TOTAL	48	71	60	76	65	37	28

***Note: Some offense categories were merged due to changes as of 4/10/2015 in RMS systems.**

**Other represents cases that do not have an official offense type

such as rec.stln.0a, welfare checks, civil penalties

***Sexual misconduct with minor, 17 yr. old female with a 24 yr. old male, no rape

**** Suspect arrested for MJ possession and had a folding knife in pocket

Progress being measured: integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions. (AS)

Student Success Story

No documents for this item

Economic & Community Development Presentation

No documents for this item

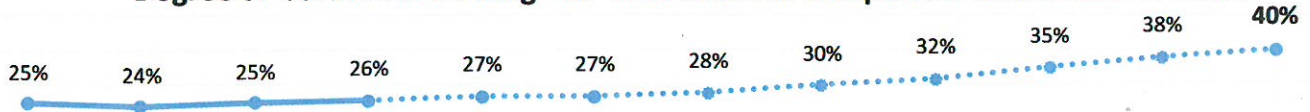
COMPLETION



SEPTEMBER 2017

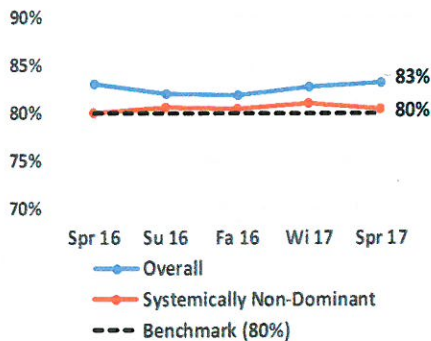
Clark College, in service to the community, guides individuals to achieve their educational and professional goals – including certificate and degree completion – by accomplishing its core theme objectives of academic excellence, social equity,

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

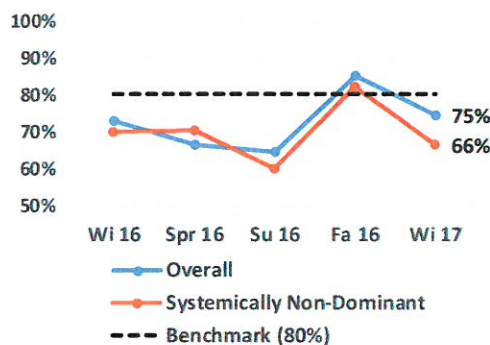


Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015, Fall 2016, Fall 2017, Fall 2018, Fall 2019, Fall 2020, 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023 2023-2024

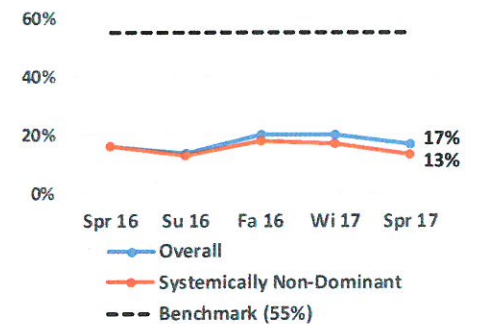
Course Success Rate: Certificate or Degree-Seeking Students



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



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



Monthly Highlights

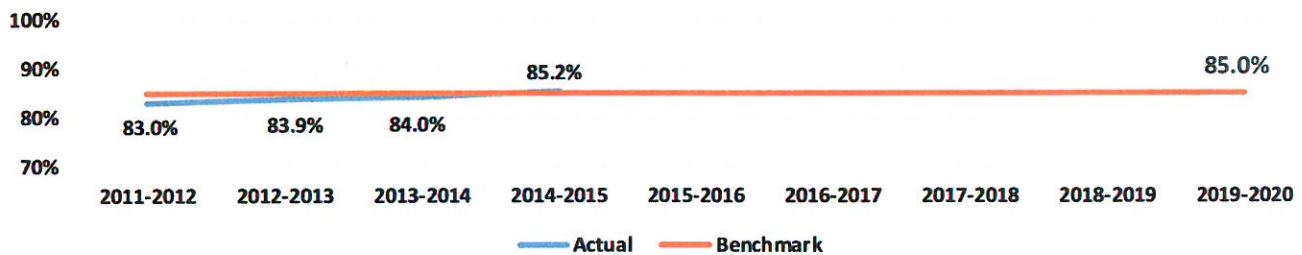
- ◇ Clark College received a \$6,100 donation to support the advancement of the Emergency Grant program administered through Workforce Education Services.
- ◇ The college is preparing for the first institute of the American Association of Community Colleges Pathway Project 2.0. The preparation includes three advance work assignments. College leaders will 1) assess the college's past experiences and potential ability to implement major reform at scale, 2) identify all of the current student success initiatives and map those to components of the four pillars of guided pathways, and 3) identify the risks that must be addressed for successful implementation of guided pathways.
- ◇ Clark has successfully validated Civitas data for its Illume platform, including Illume Students, Illume Courses, and Illume Impact. The plan is to use Civitas to inform development of guided pathways, including course sequencing, developing and evaluating wrap-around support services, and ensuring equity is infused into pathway development.

EMPLOYMENT/TRANSFER

SEPTEMBER 2017

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

- ◇ During Summer term, Career Services staff presented on a number of Career and Employment related topics: Resume Building; Internships; Interview Skills; LinkedIn 101; Job Search Tips; Professional Networking; and Career Exploration.
- ◇ Employment Services conducted one on one appointments covering topics such as resume critiques, practice interviews, and job search; an additional 139 individual career explorations appointments were conducted during the summer months.

ENROLLMENT



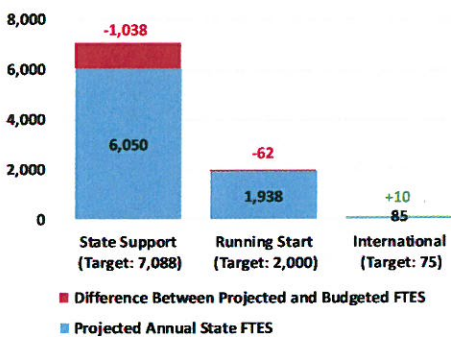
SEPTEMBER 2017

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.

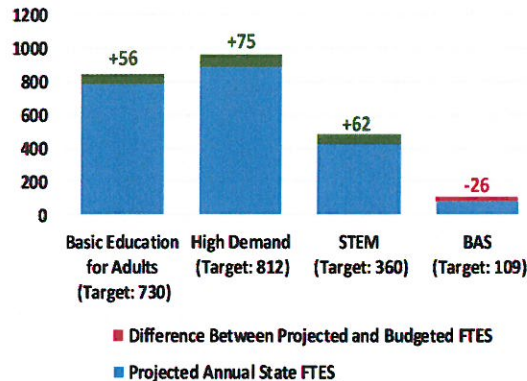
Percent of Full-Time Equivalent Students (FTES) Generated based on College Budget and State Allocation



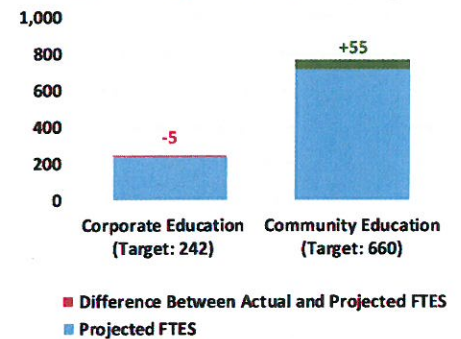
Projected Final Annual FTES Based on Current FTES (Aug 1)



Projected Priority FTES Based on Current FTES (Aug 1)



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



Monthly Highlights

- ◇ In August, college employees volunteered at the Clark County Fair to help promote Clark College.
- ◇ Disability Support Services continues to proactively remind students about enrollment timelines to support facilitation of accommodations for fall quarter. Presently DSS is 15% higher in FTES enrolled for Fall Quarter 2017 than this time last year.
- ◇ Advising Services and Career Services created a joint session for Penguin Welcome Days titled Areas of Study in spirit of our Guided Pathways initiative. Faculty were invited to participate in these sessions to provide instructional perspective to new students entering for the fall.
- ◇ Clark College received the final report from the American Association of Collegiate Registrars and Admission Officers (AACRAO) that outlined a comprehensive assessment of the college's enrollment processes and provided 29 recommendations of items to consider and improve.

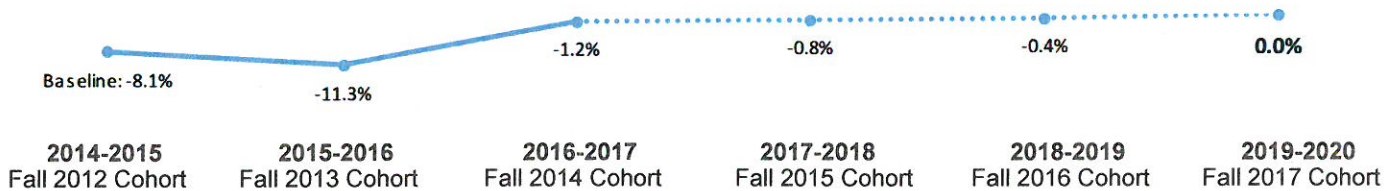
SOCIAL EQUITY



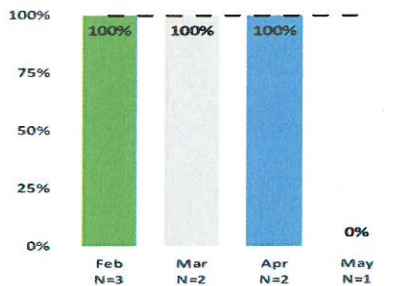
SEPTEMBER 2017

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

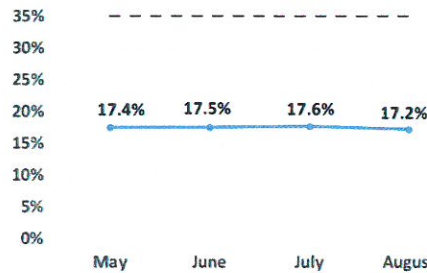


Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability



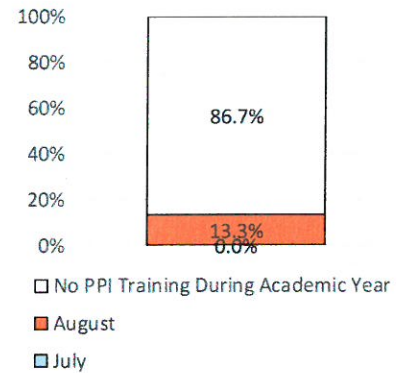
-- Benchmark: 100% of Applicant Pools

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



No PPI Training During Academic Year
 August
 July

Monthly Highlights

- ◇ The Penguin Pantry hired a Coordinator and had its "soft opening" in late July and has provided 712 items to 45 students (including repeat visitors) as well as received over 3,100 donations from the Clark College community thus far; a "grand opening" has been scheduled for late October. Through a connection with Clark College Foundation, SYSCO provided the Penguin Pantry with a generous donation of \$4,000 to help with start-up costs and is interested in a continuing supportive relationship with the Pantry.
- ◇ Three-year grant that provided integrated services that prepare low-income students for jobs with family-sustaining wages. WSSN strategy was developed to help low-income people reach financial stability and move up the economic ladder by promoting an innovative framework that strategically integrates and bundles three distinct but related services: Education and employment advancement; Income and work supports; and Financial services and asset building. During Academic Year 2016-2017, Clark College served 3,265 low-income students under the WSSN model.

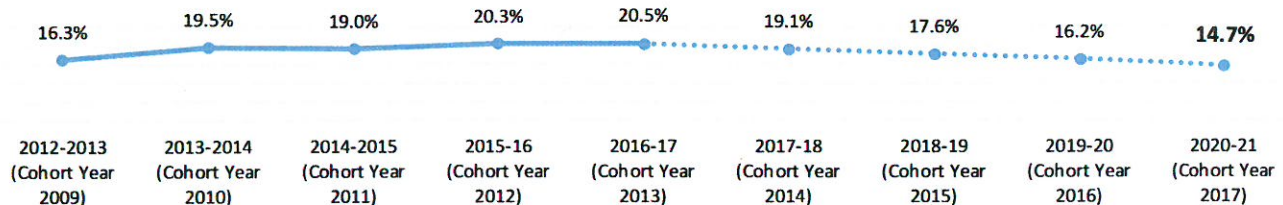
STUDENT DEBT



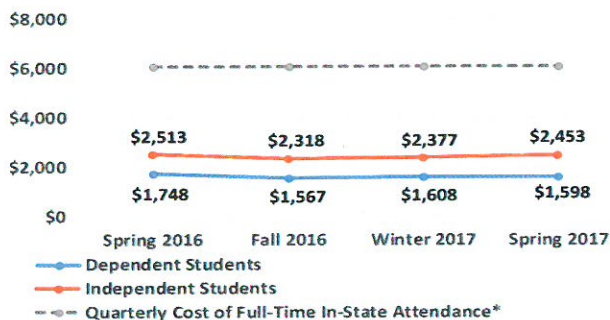
SEPTEMBER 2017

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

Student Three Year Loan Default Rate

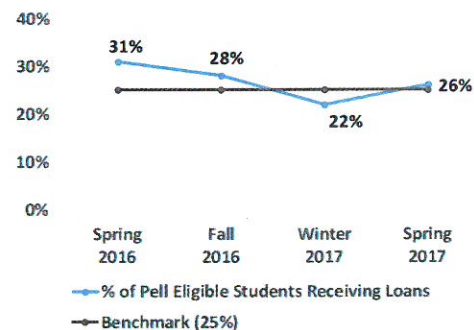


Average Loans Awarded and Received by Students, by Independent/Dependent Status



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

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



Monthly Highlights

- ◇ A series of financial literacy workshops and individual coaching took place over the summer. These included the following: The Basics of Financial Wellness; How to Pay for College, Finance Your Dreams and Conquer Credit Workshop; and eight one-on-one coaching appointments during summer quarter.
- ◇ Approximately 350 Running Start students and as many parents attended the Bookstore Open House for Running Start students.
- ◇ Financial Aid participated in the Teaching & Learning Days by providing sessions entitled "Being a Financial Literacy Advocate for Students", "Financial Aid 101", and "Work-Study Programs".
- ◇ The Financial Aid Loan Committee hosted a "How to Manage Your Loans After Clark" presentation to 10 students, made calls to 110 students, and sent e-mails to 540 students who are delinquent on their student loans.
- ◇ Financial Aid (Scholarships) received \$87,500 in scholarship funds from the KMR Group Foundation to distribute to 25 students.

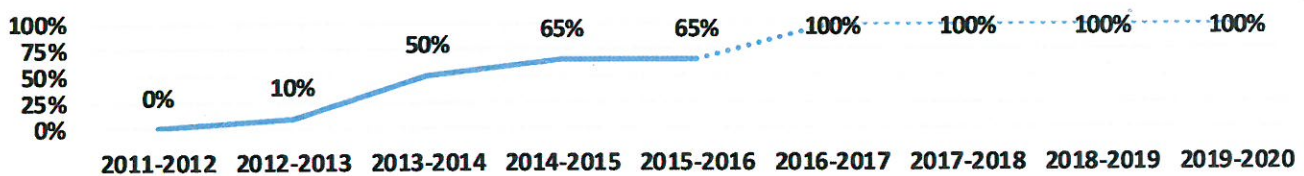
STUDENT LEARNING



SEPTEMBER 2017

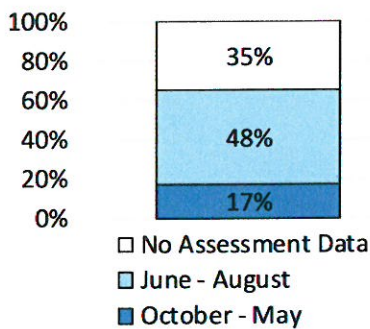
Clark College facilitates student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. Clark College's degrees and certificates awarded are the result of a culmination of learning. The college aligns its curriculum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

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

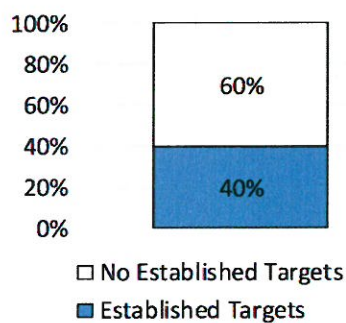


Due to faculty workload, the expectation is that faculty will complete their program assessment work by September 30th of the next

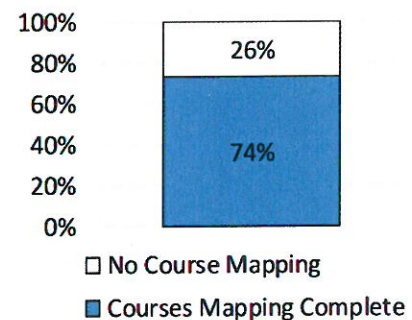
Proportion of Programs with Assessment Data On File



Proportion of Learning Outcomes with Established Learning Targets



Proportion of Programs that have Mapped Learning Outcomes to Courses



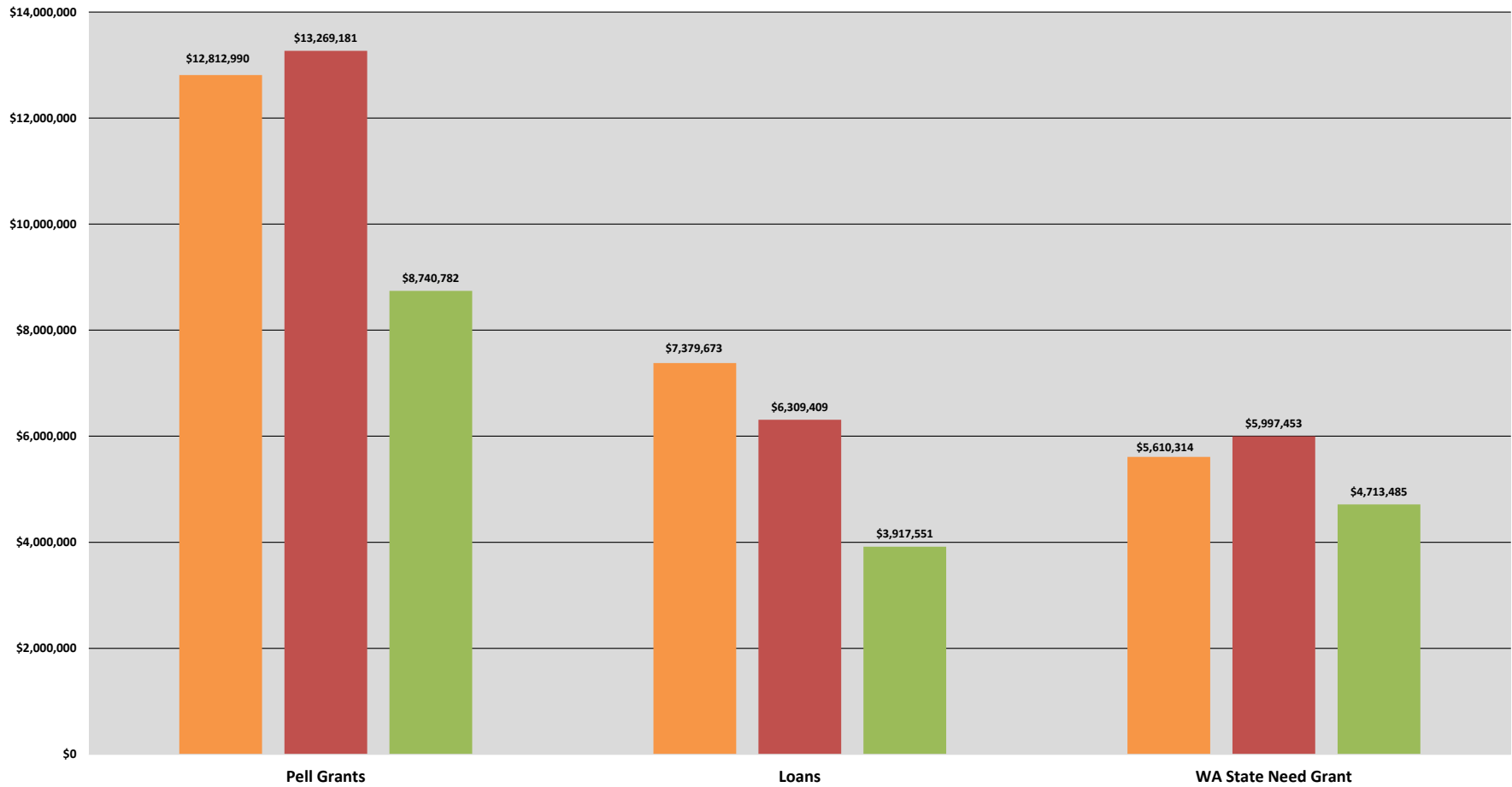
Monthly Highlights

- ◇ Student Engagement participated in the 2017 Teaching & Learning Days by providing a session titled "Student Behavior...When It's More Than Just Botherome" which provided staff across campus the opportunity to learn about managing difficult situations and introduced them to the resources available to support students and staff.
- ◇ (Faculty are off contract.)

3 Year Comparison of Awards by Category
August YTD

■ 2015-2016
■ 2016-2017
■ 2017-2018

Dollars (millions)

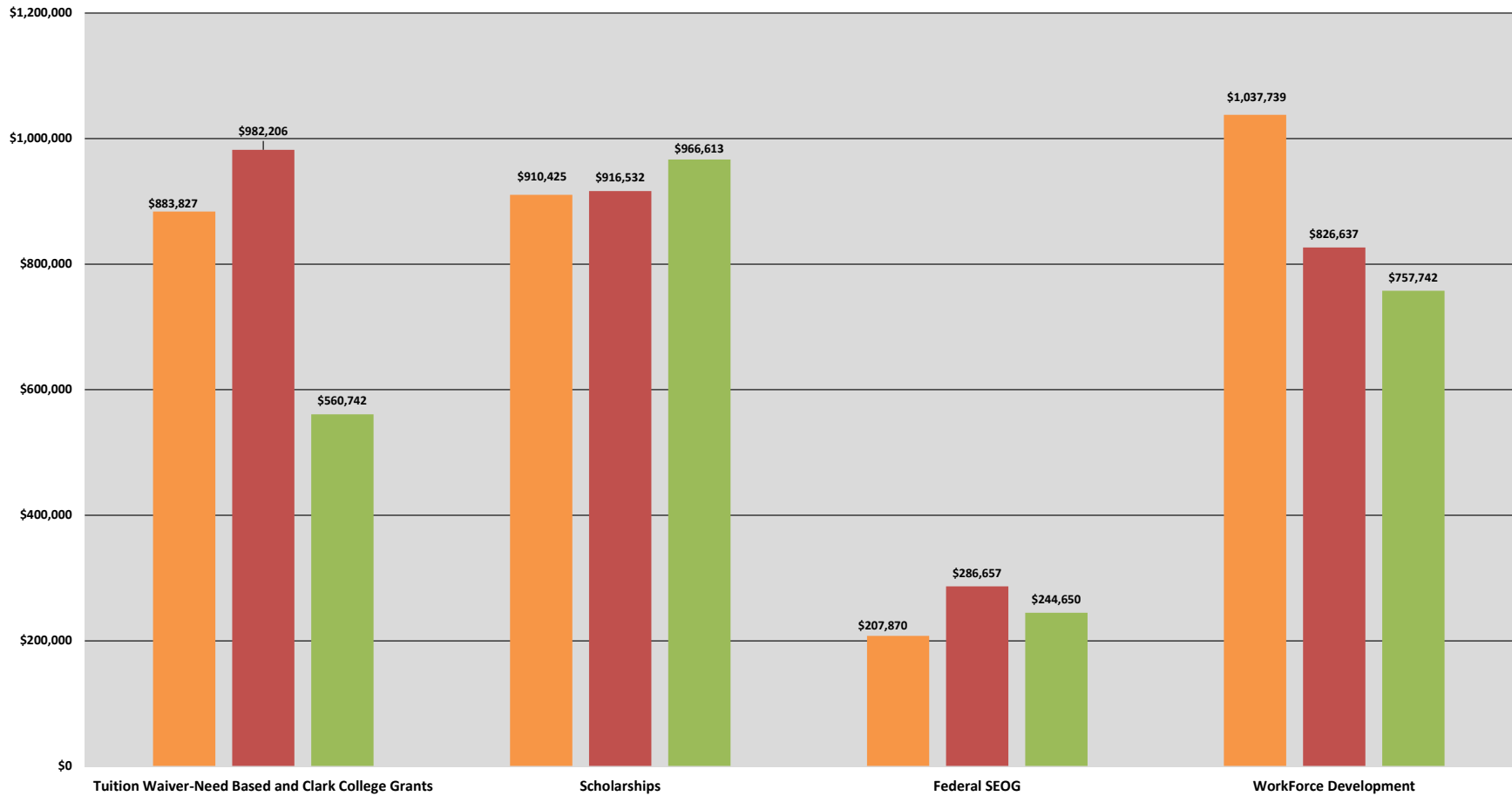


Note: WA State Need Grant includes College Bound Scholarships

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

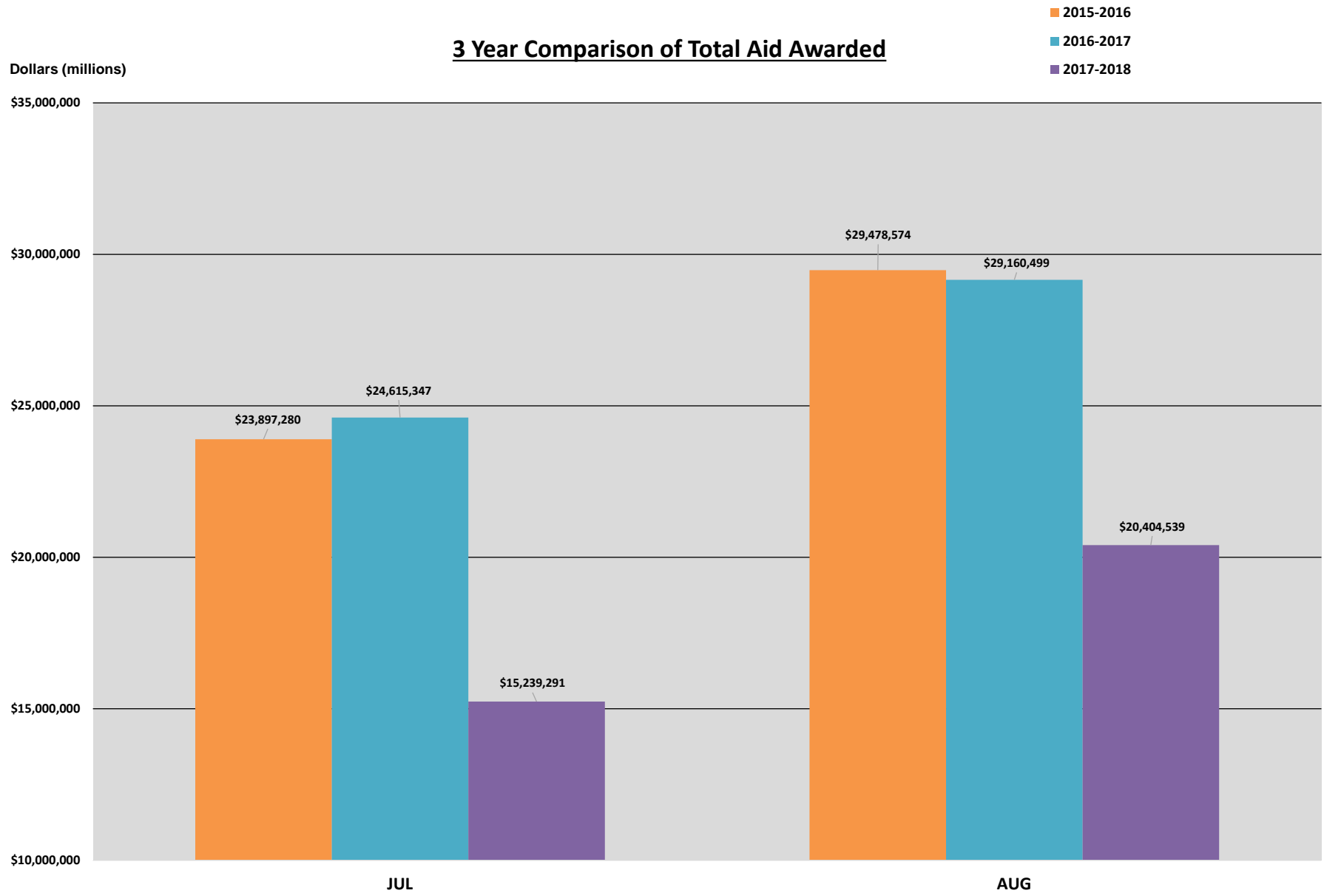
■ 2015-2016
■ 2016-2017
■ 2017-2018

Dollars (millions)



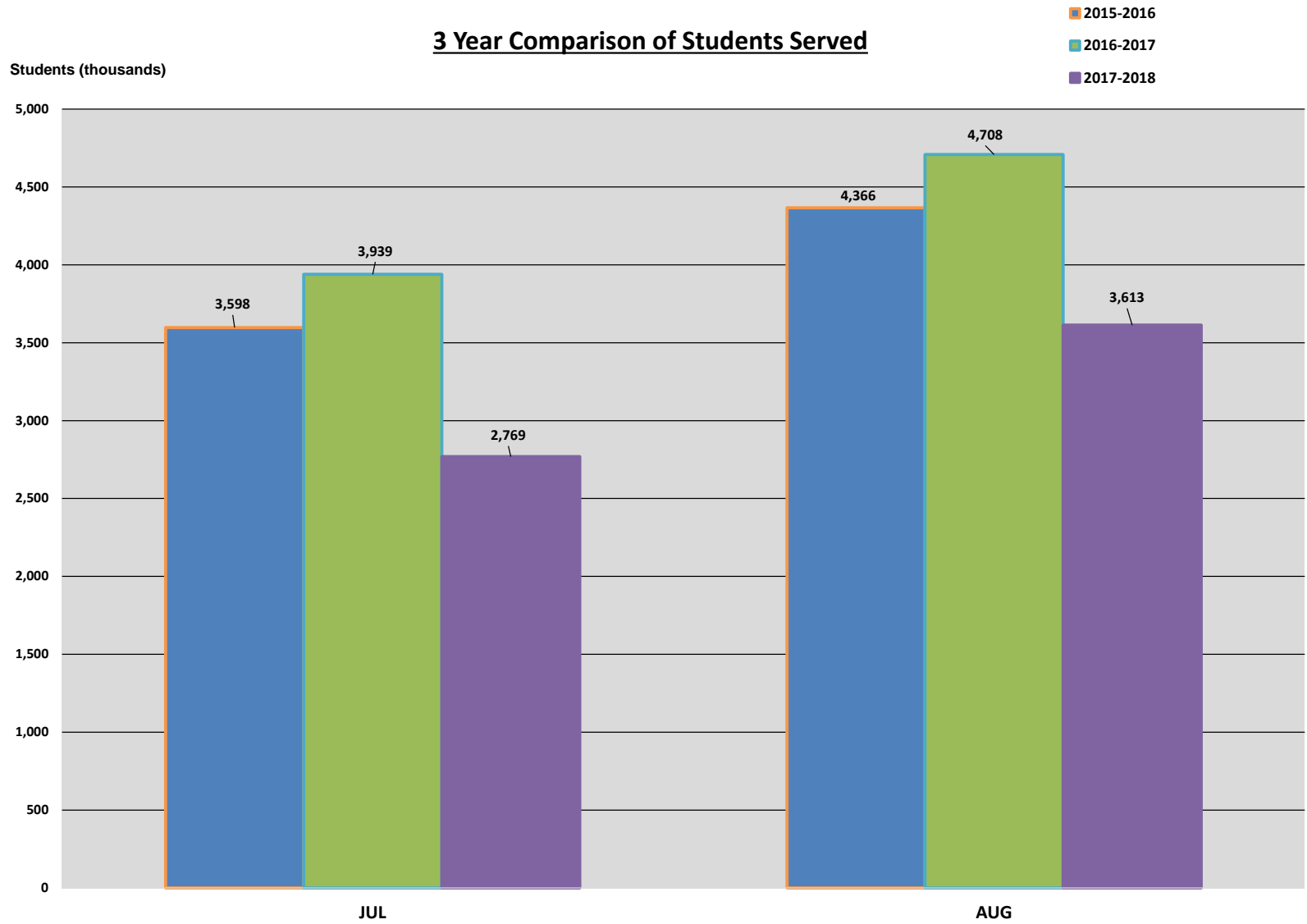
Note: WorkForce Development includes WorkFirst, Worker Retraining, BFET, Opportunity Grants, and Sponsored Programs

3 Year Comparison of Total Aid Awarded



Note: 2017-2018 Awarding is still in progress

3 Year Comparison of Students Served



Students, Enrollments, and Faculty

Headcount	15,795	FTES	8,303.4	FTEF	443.7
Enrollments (Seats)	94,542	<i>Delivery Method</i>		<i>Delivery Method</i>	
Face-to-Face	5,078	Face-to-Face	185.5	Face-to-Face	12.7
Web enhanced	65,161	Web enhanced	5,994.6	Web enhanced	324.2
Online	18,882	Online	1,586.0	Online	73.4
Hybrid	5,421	Hybrid	551.3	Hybrid	36.6
Other	0	Other	0.0	Other	0.0
Intent		<i>FTES Served by Employment Status</i>		<i>Employment Status</i>	
Academic (A or B)	58.0 %	Full-Time	2,898.3	Full-Time	168.8
CTE & Academic Transfer (M)	5.3 %	Moonlight	999.2	Moonlight	40.3
Career/Tech. (F)	1.6 %	Part-Time	4,305.0	Part-Time	233.8
Pre-Career/Tech. (G)	16.8 %	Contract	15.4	Contract	0.8
Apprentice (H)	1.1 %	Volunteer	83.3	Volunteer *	3.2
Upgrade Job Skills (J)	0.4 %	<i>FTES by Fund Source</i>		FTES/FTEF Ratio	
Basic Education (D)	11.3 %	State	6,368.6	College (excl. Waiver & Volunteer)	18.7
Basic Skills - discontinued (E)	0.0 %	Contract	1,934.8	Washington State	22.7
Other (K, L, X)	5.0 %	Waiver *	13.9	Difference	-4.0
		<i>FTES by Selected Groups</i>		College (incl. Waiver & Volunteer)	18.6
		Running Start	1,931.6		
		International	113.1		
		Students of Color	2,589.5		
				* Not included in total	

Student Demographics and Outcomes

Next Meeting

No documents for this item

Executive Session

No documents for this item

Adjournment

No documents for this item