



Clark College
BOT Meeting
Wednesday, September 26, 2018 5:00 PM (PDT)
GHL 213



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GHL 213

- I. Call to Order/Agenda Review - Chair Pollard
- II. Introductions - President Knight
2018-2019 ASCC Officers
- III. Action Items & First Reading - Chair Pollard
 - A. BAS Policy First Reading - Chair Pollard
 - B. Resolution/Letter in Support of Re-opening I-5 Bridge Replacement Negotiations - Chair Pollard
 - C. August 2018 Board Retreat Minutes - Chair Pollard
 - D. August 2018 Board Meeting Minutes - Chair Pollard
- IV. Audience Statements - Chair Pollard
- V. Constituent Reports
 - A. AHE - Kimberly Sullivan
 - B. WPEA - Billie Garner
There will not be a written report this month.
 - C. ASCC
There will not be a written report this month.
 - D. Foundation - Mr. Munson
- VI. Reports from Board Members - Chair Pollard
- VII. President's Report - President Knight
 - A. Student Success Story - ASCC Finance Director Shalana Marshall
 - B. Faculty Presentation - Drs. Peter Williams, Mika Maruyama, and Karl Bailey
Course-based Undergraduate Research Experiences at Clark College.
The faculty presentation will take place at 5:15 pm.
 - C. Scorecards
 - D. Statistics
 - E. Guided Pathways
- VIII. Next Meeting - Chair Pollard
The next meeting of the Board of Trustees is currently scheduled for Wednesday, October 17, 2018 in the Ellis Dunn Community Room, GHL 213.
- IX. Executive Session - Chair Pollard
An Executive Session will be held for the purpose of evaluating the performance of the President.

X. Adjournment - Chair Pollard

Time and order are approximate and subject to change.

Call to Order/Agenda Review

No documents for this item

Introductions

No documents for this item

Action Items & First Reading

No documents for this item

Board of Trustees Policy 100.H00

The Board reserves the right to approve all applications to the State Board for Community and Technical Colleges for Bachelor of Applied Science (BAS) degree programs at Clark College. The president shall ensure the application process is implemented in accordance with Clark College Administrative Procedure - 330.030 Bachelor of Applied Science Program Development.

Clark College Administrative Procedure

330.030 Bachelor of Applied Science Program (BAS) Development

To develop a new Bachelor of Applied Science (BAS) degree program, Clark College will follow the steps below:

1. The Instructional Planning Team (IPT) will recommend the development of a new BAS degree program to the Vice President of Instruction, based on the IPT Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis. The IPT SWOT Analysis will include a review of regional labor market gaps and feasibility analysis.
2. The Vice President of Instruction will review the recommendation to develop a new BAS degree program and will notify IPT if the recommendation is approved or rejected.
3. The college will present an overview of the proposed BAS program to the Board of Trustees. This presentation is for information only and no formal Board action will be taken at that time.
4. The college will notify the Washington State Board for Community and Technical Colleges (SBCTC) of the intent to offer the BAS degree program so that it can be posted to the Interinstitutional Committee for Academic Program Planning (ICAPP) grid for higher education notification.
5. The college will seek approval from the Board to submit the Statement of Need to SBCTC.
6. Upon Board approval, the college will submit the Statement of Need for the proposed BAS degree program to SBCTC.
7. The college will present the Statement of Need at the SBCTC Board meeting for consideration, with the 30-Day Review completed and any concerns addressed prior to this presentation.
8. College faculty from the appropriate program area(s) will select two external experts to review the proposed BAS degree program, in accordance with the SBCTC Program Proposal requirements.
9. The college will present the proposed BAS program to the Board for formal approval of the program. The presentation will include an overview of the following: curriculum; qualified faculty; selective admissions process (if applicable); appropriate student services plan; sustainability plan; program specific accreditation (if applicable); pathway options beyond baccalaureate degree; and results of the external expert evaluation.
10. The college will submit the Program Proposal to SBCTC staff for initial review and peer review process.
11. The college will present the Program Proposal at SBCTC Board meeting for Board action.
12. The college will complete accreditation approval with the Northwest Commission on Colleges and Universities (NWCCU) and Financial Aid and Veterans' benefits through the Department of Education (DOE).

September 26, 2018

The Honorable Jay Inslee
Governor of the State of Washington
Office of the Governor
PO Box 40002
Olympia, WA 98504-0002

Dear Governor Inslee:

On behalf of the Board of Trustees of Clark College, Community College District #14 in the state of Washington, I am submitting this letter to urge your support for renewing efforts to replace the Interstate (I-5) Bridge.

The Board of Trustees believes that Clark College, and the communities it serves, needs a modern transportation system to support our region's growing population and economic potential. Unfortunately, congestion on the aging Interstate Bridge continues to impede the safe, reliable and convenient movement of commerce, goods, and people all along the I-5 corridor.

In the four years since the collapse of the Columbia River Crossing Project, the number of vehicles accessing the Interstate Bridge has only grown larger, commute times have only grown longer, and rush hour delays have only grown worse. The Board understands that a project as ambitious and complex as replacing the Interstate Bridge will require years of planning and coordination across multiple jurisdictions, but we can think of no other project as critically important to the future of our region. And now is the time to get started again.

As the largest institution of higher education in Southwest Washington, serving more than 15,000 students a year, Clark College is deeply invested in the economic vitality of our community. The key, we believe, is building a new Interstate Bridge. We ask you to support this much-needed project, and we are prepared to take part in any conversation to help move it forward.

Sincerely,

Royce Pollard
Chair
Clark College Board of Trustees

cc: Robert K. Knight, Clark College President

Clark College
Minutes of the Board of Trustees Retreat
Friday, August 24, 2018
CTC Rooms 430 & 335

In Attendance:

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

Administrators:

Robert Knight, President
Dr. Sachi Horback, Vice President of Instruction
William Belden, Vice President of Student Affairs
Shanda Diehl, Associate Vice President of Planning & Effectiveness
Dr. Travis Kibota, Special Assistant to the President for Guided Pathways
Leigh Kent, Executive Assistant to the President

Others:

Jennifer Mankowski-Dixon, Assistant Attorney General

I. Call to Order – Chair Pollard

Chair Pollard called the meeting to order at 9:15 am.

Today's retreat will encompass a review of the accreditation process; how the accreditation document will address the college's review; the Bachelor's in Applied Science approval process/how Clark prefers to handle it; and a guided pathways update. The guided pathways team met with the national coach yesterday in preparation for the next Institute which will take place September 13-15 in Scottsdale, AZ.

The trustees will then complete their annual self-evaluation and hold an executive session to review the performance of the president.

II. Accreditation—Ms. Diehl

- Standard 1: mission of the college, core themes, and mission fulfillment.
Ms. Diehl reviewed the mission of the college, the four core themes of academic excellence, social equity, economic vitality, and environmental integrity. There are six mission fulfillment outcomes— increase completion; improve learning; eliminate systemic disparities in educational outcomes; enable students to obtain gainful employment and/or transfer; reduce student debt; achieve enrollment targets. These six mission fulfillment outcomes are reported to the board each month via the scorecard pages. Every core theme has associated objectives and the objectives have indicators of achievement.

- Standard 2: resources and capacity, new and revision of programs process, including the BAS. There are seven areas for review under this standard—governance and policies (what Clark refers to as “shared governance”); human resources, educational resources; student support resources; library; finance; facilities and technology. The year 2013 was the first year Clark did not receive a recommendation in the area of (shared) governance. Every year from 1966 onwards it was a recommendation. The accreditors want to verify that the Board has no conflict of interest, and that they speak as one. They want to make sure the college has policies and procedures for all that is done and that they are followed. Accreditors want to make sure there is enough staff and faculty, that staff performance is being evaluated and professional development is offered. Reviews will also take place on whether appropriate HR functions are taking place (e.g., reference checks).
- Standard 3 reviews planning for core themes, programs, and services.
- Standard 4: assessing and improving core themes, programs, and services.

Accreditation is a good time to learn new ways of doing things. The college identifies areas in need of improvement and the accreditors appreciate hearing this as opposed to pointing out areas of shortfall.

- The Academic Plan is Clark’s primary operational plan for achieving its goals.
- The primary framework for mission fulfillment is guided pathways.
- Instead of using departmental operational plans, the college is using the essential practices from guided pathways to improve programs and services.
- Guided pathways will “un-silo” college operations.

Action: The trustees requested a work session on the virtual notebook to see where the future jobs are in Clark’s service area.

The first students will graduate under guided pathways in 2022-2023.

III. **Bachelor’s in Applied Sciences Approval Process—Dr. Horback**

The Baccalaureate Leadership Council (BLC) has representation from many colleges throughout the state. The four-year colleges and universities became concerned about community colleges conferring baccalaureate degrees. The BLC assured them that the BAS degree was to create a pathway for students where a pathway was not available. It primarily is associated with professional/technical programs, and serves students that the four-years don’t intend to serve.

Once a college has an area they would like to explore, they submit their interest to the BLC and “get on the grid”, at the SBCTC. This gives notice to the other community colleges that someone is interested in a BAS program. (A college does not necessarily have to move forward on this interest). Once on the grid, the college completes a feasibility study to see if there are family-wage jobs available. When the feasibility study is completed, the college will submit a Statement of Need. The Statement of Need is presented to the SBCTC Board. The Board reviews the Statement and will advise the college if more development is needed. The college must also document it has had conversations with other institutions about forming partnerships.

The local boards are not involved in the process at the “getting on the grid” level since that is a discovery process. The board is notified before the college presents the Statement of Need to the SBCTC.

Once approved by the SBCTC Board, the college moves into the program proposal phase where curriculum is planned and costs are determined. If the college realizes they do not have the capacity for the program,

it can pull back at this point. If the college moves forward, the local board may formally approve the program before it is presented to the SBCTC for the second time (the SBCTC Board only looks at BAS proposals twice per year). The VPI, or upper administrator, dean and a faculty member will present the program to SBCTC. Once the SBCTC approves the program, the college must receive accreditation for the program before it can be offered. The bulk of the due diligence work is done after the Statement of Need is approved.

In WA, roughly 50% of the local boards are involved in the process and become involved during the program proposal phase.

Follow-up:

- The Clark College Board wants to receive an FYI notification at the time the college goes on the grid for a program.
- They want to be made aware of a potential BAS program before it moves to the Statement of Need phase.
- The Board wants a presentation before a Statement of Need moves forward, and a second presentation before the proposal goes to the SBCTC. If there is need for the program in this service area, the Board will then approve for it to be presented to the SBCTC Board.

Follow-up: The Clark Board will create a policy stating that they want to oversee the BAS program process.

IV. Guided Pathways—Dr. Kibota

The four pillars of guided pathways were developed by the Community College Research Center. The SBCTC added Equity as a fifth pillar. The CCRC assumed that that Equity would be embedded within the first four pillars and intentionally did not make it the fifth pillar.

The pillars are: mapping pathways, helping students enter a pathway, keeping students on the path, making sure students are learning, and focus on equity. Each pillar then has associated deliverables attached. Dr. Kibota reviewed each of the pillars and discussed the deliverables and associated costs to each.

Follow-up: The Board requested that Clark use consistent language with regard to the four pillars. Clark will use its own language instead of the CCRC's language.

Follow-up: The College will formally request one-time funds from board reserves at the September meeting.

Follow-up: The Board requested that up-front and sustaining costs be broken out and presented separately at the September meeting.

Follow-up: The Board asked that housing insecurity plans with the Vancouver Housing Authority be added to this slide package.

V. 2017-2018 Board Self-Evaluation

The Board completed their 2017-2018 self-evaluation.

VI. **Executive Session—President’s Evaluation**

At 1:55 pm, the Board convened in Executive Session under RCW 42.20.110(10) for the purpose of evaluating the performance of the President for 20 minutes. At the conclusion of the Executive session, the Board will reconvene its meeting.

The Executive Session was expected to last until 2:15 pm.

No final action will be taken during the Executive Session.

At 2:15 pm, announcement was made that the Executive Session would be extended to 2:35 pm.

At 2:35 pm, announcement was made that the Executive Session would be extended to 2:55 pm.

The Executive Session under RCW 42.30.110(1) ended at 2:55 pm.

The regular meeting reconvened at 2:56 pm.

No action was taken by the Board during Executive Session.

VII. **Adjournment – Chair Pollard**

There being no further business, the meeting adjourned at 2:56 pm.

Royce Pollard
Chair

Leigh Kent
Recorder
August 30, 2018

Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, August 22, 2018
GHL 213

In Attendance

Jack Burkman, Chair
Jane Jacobsen, Trustee
Royce Pollard, Trustee
Rekah Strong, Trustee

Trustees Absent:

Jada Rupley, Vice Chair

Administrators

Robert Knight, President
Dr. Sachi Horback, Vice President of Instruction
Bob Williamson, Vice President of Administrative Services
William Belden, Vice President of Student Affairs
Stefani Coverson, Vice President of Human Resources & Compliance
Kevin Witte, Vice President of Economic & Community Development
Shanda Diehl, Associate Vice President of Planning & Effectiveness
Valerie Moreno, Chief Information Officer
Dr. Darcy Rourk, Interim Vice President of Human Resources & Compliance
Leigh Kent, Executive Assistant to the President

Others

Jennifer Mankowski-Dixon, Assistant Attorney General
Lisa Gibert, President/CEO Clark College Foundation
Keith Stansbury, Professor, Computer Aided Drafting & Design
"Rocket Students" from Prof. Stansbury's class

I. Call to Order/Agenda Review

Chair Pollard called the meeting to order at 5:00 pm.

II. Introductions

President Knight was very pleased to introduce the two newest members of Clark's Executive Cabinet: Dr. Sachi Horback, Vice President of Instruction, comes to Clark from Pierce College, and Stefani Coverson, Vice President of Human Resources & Compliance, comes from Seattle University. He is very excited that they are here and looks forward to moving the college forward under their respective leaderships.

III. Action Items

- A. **2018-2019 Election of Officers/Committees.** At the June 2018 meeting, Vice Chair Pollard and Trustee Jacobsen were elected Chair and Vice Chair respectively. The remaining committee assignments were voted upon this evening. The trustees elected to remain in their currently appointed committee assignments.

Trustee Burkman made a motion to approve to approve committee assignments for the 2018-2019 academic year. Vice Chair Jacobsen seconded the motion and it unanimously passed.

Clark College Foundation Committees

Board (Position #1)	Jane Jacobsen
Executive Committee (Position #2)	Rekah Strong
<u>College & Foundation Board Chair/Vice Chair (BOD/BOT) Cte.</u>	Royce Pollard/ Jane Jacobsen

MOTION: Representative to Washington State Association of College Trustees (ACT)

Jada Rupley, Primary
Rekah Strong, Alternate

<u>Workforce Education Liaison</u>	Jack Burkman
<u>Facilities Master Plan</u>	Royce Pollard
<u>Guided Pathways Committee</u>	Jack Burkman
<u>Commercial Property Development Task Force Committee</u>	Royce Pollard

B. Board of Trustees Policies and Procedures Manual

Vice Chair Jacobsen made a motion to approve the following changes to the Clark College Board of Trustees Policies and Procedures Manual.

- Regarding policy 100.A10: Legal Status and Authority of the Board—replace “Community College Act of 1976” with “Community and Technical College Act of 1991”.
- Regarding policy 100.A70: College Mission—replace the mission statement as currently stated with the following: “Clark College, in service to the community, guides individuals to achieve their educational and professional goals”.
- Regarding policy 100.B20: Vacancies—eliminate the words, “and confirmed by the Senate” in the first sentence.
- Eliminate the Addendum #1 regarding Resolutions
- Regarding policy 100.F10: Presentation and Adoption of Policy—eliminate the words, “Addendum #3, Resolutions”.
- Adopt the review schedule of the Clark College Board of Trustees Policies and Procedures Manual to be July/August 2018; July/August 2020; July/August 2022; and July/August 2024.

MOTION: Trustee Burkman seconded the motion and it unanimously passed.

C. Approval of the President’s Contract Addendum and Salary Adjustment (2% COLA)

President Knight received the same salary adjustment in July as all other college employees did, but the Board must approve his adjustment.

Vice Chair Jacobsen made a motion to approve a 2% COLA salary adjustment for the President effective July 1, 2018. Trustee Strong seconded the motion and it

MOTION: unanimously passed.

D. Proposed 2019 Board of Trustee Meeting Dates

Trustee Strong made a motion to approve the calendar year 2019 Clark College Board of Trustee meeting dates. Vice Chair Jacobsen seconded the motion and it

MOTION: unanimously passed.

E. June 13, 2018 Board of Trustee Meeting Minutes

Vice Chair Jacobsen made a motion to approve the June 13, 2018 meeting minutes.

MOTION: Trustee Strong seconded the motion and it unanimously passed.

IV. Audience Statements

Vancouver City Mayor Anne McEnerny-Ogle shared a presentation from the Vancouver City Council concerning replacement of the I-5 bridge. The council, in an eight to six (8-6) vote, passed a resolution asking Governor Inslee to move discussion of a replacement project forward. The Washington State Legislature has requested funding to study the project. The Oregon Senate President agrees with the Council and wants to start negotiations. The Mayor asked Clark College to submit a letter or resolution in support of the project in early September 2018.

Professor Keith Stansbury brought several of his students to report on this year's rocket competition and show the rockets used in the events. Clark College placed 19 out of 120 team entries and scored the highest of all the participating schools in Washington and Oregon. The rocket flew 8,400 feet out of a 10,000 foot goal. Clark also participated in a drone competition, placing 20 out of 69 teams. There were only two community colleges participating this year and Clark scored higher in both competitions. Professor Stansbury said that the rockets are being retired, and he would like to see them mounted and displayed in the STEM building. He thanked President Knight for inspiring the teams, Mr. Williamson for allowing students to stay overnight in the lab to finish the rockets, and the ASCC for providing them with funding.

V. Constituent Reports

A. AHE

There was no report from the AHE this evening. President Knight met with the AHE prior to this meeting and relations are moving along well.

B. WPEA

There was no report from the WPEA this evening.

C. ASCC

There was no report from the ASCC this evening.

D. Foundation

Ms. Gibert distributed Penguin Passports to the trustees. Businesses in the community are stamping the passports and once the books are full, the recipients can bring them to the foundation for a gift. Businesses are offering discounts and other perks to Penguin Passport carriers.

The Foundation had a great financial year, ending the year with an 87% increase in fundraising performance and a nine percent return on their investment portfolio.

A highlight of the year were the Conversation Nights in donor homes. They are very well received. There will be six Conversation Nights this academic year.

The comprehensive campaign will go public in November and the Foundation will be focusing more on Advanced Manufacturing and Guided Pathways.

VI. **Reports from Board Members**

Trustee Burkman thanked the Evergreen Public Schools board for meeting with the Clark Board in August. It is nice to hear what is happening around this district and he has enjoyed the growth of the two organizations' partnership over the past 10 years.

Trustee Strong is pleased with the synergy with Evergreen and the alignment with their superintendent.

Vice Chair Jacobsen noted that Evergreen has a similar pathway program to Clark's designed to help students graduate. She has been meeting with Chair Pollard and Ms. Diehl in anticipation of the accreditation visit in October. She acknowledged how much she has learned from Ms. Diehl.

Chair Pollard welcomed Dr. Horback and Ms. Coverson and thanked them for coming to Clark. He said that the college is at a very interesting point in its evolution and guided pathways will drive Clark to a level of excellence never seen before.

VII. **President's Report**

President Knight thanked Ms. Diehl for spending the summer writing the accreditation document. She was the key to getting it completed.

He thanked the foundation for its efforts and said the Conversation Nights are a great venue in which to share the college's accomplishments.

The college is in the process of reviewing the Vice President of Diversity & Equity's job description. Once faculty comes back in September, their input will be requested. He thanked Dr. Horback and Ms. Moreno for their work on the job description and working with the committee reviewing it; Ms. Coverson will be joining this group soon.

The foundation's feasibility study came back indicating that Clark can move forward on the dark fiber project. The foundation will make a decision within the next 90 days about whether they will invest in this project. Advanced Manufacturing can move forward without dark fiber by buying access to it from another utility although the college would prefer to have a stake in it. Ms. Moreno is conducting due diligence as a neutral party to determine what is best for the college. The decision has to be made by the foundation and he stressed that there is no need for a quick answer, and the board does not need to expedite the project.

Action: Trustee Strong requested an update on dark fiber.

The Clark College golf tournament had the largest number of participants in several years. The tournament did well and raised funds for the Athletic Department.

As President of the WACTC group this year, President Knight was honored to host this year's annual retreat at Skamania Lodge. He thanked the Clark College staff who were involved in helping plan the event.

Student Success Story

There was no student success presentation this month.

Scorecard Presentation

Ms. Diehl reviewed each of the six scorecards (Completion, Employment/Transfer, Enrollment, Social Equity, Student Debt, and Student Learning) and explained how data feeds into the outcomes and spent considerable time discussing enrollment. Clark has recruiters going out into the community and there are several community agencies referring potential students to the college. The strong economy has made it difficult for recruiters to convince people to leave their jobs to go back to school. Clark is looking at ways to implement night or online classes so that adult learners can continue to work during the day and provide for their families. Student Debt and Employment/Transfer are making progress. Ms. Diehl pointed out changes the college is making in order for improvement in the other categories. She will be sharing more of the data collection information during this year's board meetings.

VIII. **Next Meeting**

The next meeting of the Board of Trustees is currently scheduled for Wednesday, September 26, 2018 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 Pollard adjourned the meeting at 6:30 pm.

Royce Pollard, Chair

Leigh Kent
Recorder
August 29, 2018

Audience Statements

No documents for this item

Constituent Reports

No documents for this item

AHE

No documents for this item

WPEA

No documents for this item

ASCC

No documents for this item

Foundation
September 2018

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

1. **Development:** *Incorporate all aspects of the development program: Promising Pathways (Campaign goes public), cost effectiveness of foundation's development operations, expansion of the constituent base and enhancement of strategic constituent engagement and/or stewardship.*

The new academic year is underway from a fundraising perspective. To build on the very positive year we had last year, raising nearly \$4.5 million, this year our stretch goal is \$7 million. *Promising Pathways: the Campaign for Clark College* will officially be unveiled at Savoring Excellence on November 15, where we are expecting more than 400 people in attendance. In addition to launching the campaign, this year's program will feature outstanding faculty, students and alumni. Quality entertainment will be provided by Clark alumni and mezzo-soprano, Laura Birch Thornson, along with her accompanist and husband (also an alum) Joel Thornson. A commissioned piece, incorporating music, spoken word and video, from three of our Phoenix publication student awardees will be premiered, as well as a performance from our concert choir. The reception will feature various student demonstrations and our culinary and baking arts students will prepare and personally serve the hors d'oeuvres while mingling with guests before the program begins. It promises to be a fantastic evening and we hope you will all be there.

Another one of our signature events – our scholarship reception – is scheduled for October 19 in Gaiser Hall. This event is one of the most powerful displays of philanthropy and its impact on the lives of our students. We highly encourage your attendance as it truly is inspiring to see the interaction between the students and their scholarship donors.

We recently held another Conversation event. These salon-type discussions with invited guests from our community, highlights our outstanding programs, projects and faculty. The latest Conversation event featured a panel of college and industry leaders – including President Knight – discussing the new advanced manufacturing program slated for at the Boschma Farms campus. The event was held at the home of Jim and Becky Parish; Jim is a member of the foundation board. About 40 people from the community were in attendance. The Conversation program has been a very important and successful tool for us to introduce new people to the College.

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

This summer, there has been a number of opportunities that focused on the alignment of the institutions. These have primarily centered on the development of the campus at Boschma Farms. The topics tend to be twofold. The first involves the actual development activity involved in moving the project forward from a construction aspect. The foundation has created a commercial development taskforce made up of outside professional councils, representatives from the two separate boards, and leadership from each institutional management team involved in the project. Discussions revolve around site plan issues, transportation requirements, environmental concerns, agricultural activities, funding challenges and long term vision for commercial/retail aspects of the site. Taskforce meets monthly and with potential capital allocation challenges possible regarding the funding of the first building, the work within this group is critically important.

The second consideration involves the primary academic program anticipated to occur at Boschma Farms. A significant amount of work is occurring within the campus to build awareness of the intent to create an advanced manufacturing site worthy of servicing the needs of industry today and beyond. Ongoing conversations with employers, faculty, board members and administrators are occurring as the vision for this program evolves.

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

The foundation's financial statements are undergoing an audit by accounting firm Moss Adams. On site testing will be completed in early September with a final report due in December. Audit testing encompasses all of the financial accounts and controls within the foundation with particular attention to investments, expenses and donor contributions.

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

The board continues to work on processes to ensure appropriate board member

engagement and successful succession planning for the foundation. Both the recruitment and the onboarding processes have been updated and are now being implemented. Prospective board members are always being sought and evaluated based on their personal interest, propensity and fit within the board. Certain areas of interest include industry specifications, geographic regions and areas of individual diversity.

Respectfully submitted,

Lisa Gibert
Foundation Chief Executive Officer
September 10, 2018

Attachments:

Savoring Excellence 2018 Proposed Elements of the Program
Financial Dashboard
Development Dashboard
Annual Giving Comparison
Campaign Committed Gifts Report

Reports from Board Members

No documents for this item

President's Report

No documents for this item

Student Success Story

No documents for this item

Faculty Presentation

No documents for this item

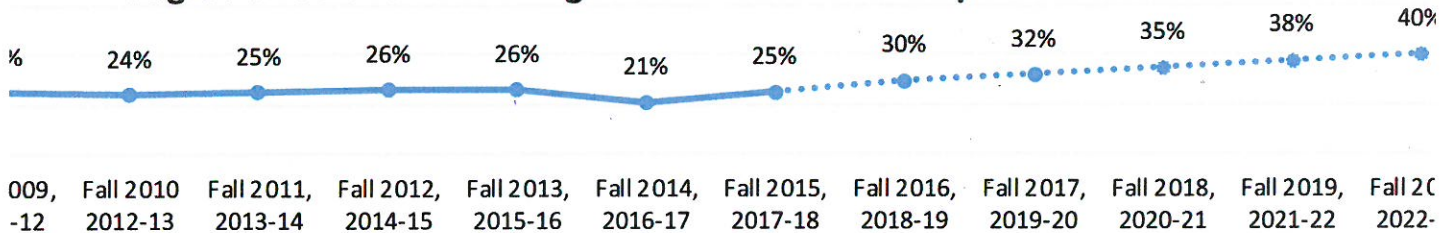
COMPLETION



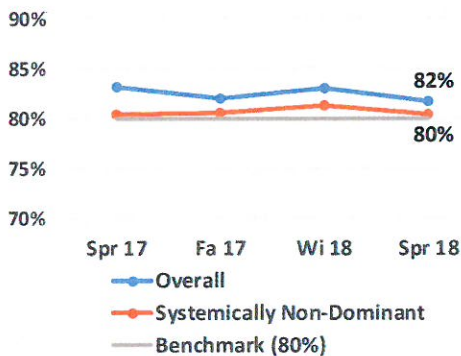
SEPTEMBER 2018

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

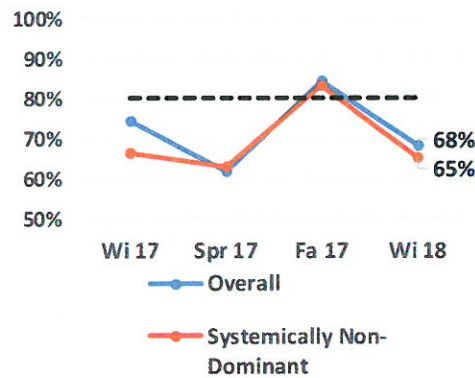
Degree or Certificate-Seeking Full-Time Student Completion Rate Within 3 Years



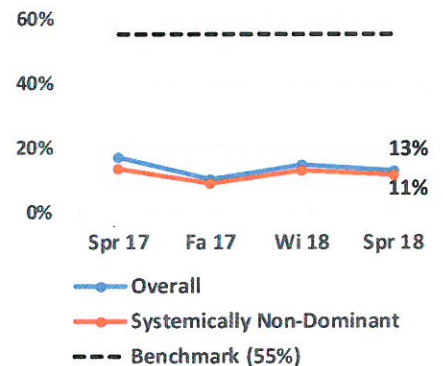
Course Success Rate: Certificate or Degree-Seeking Students



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



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



Monthly Highlights

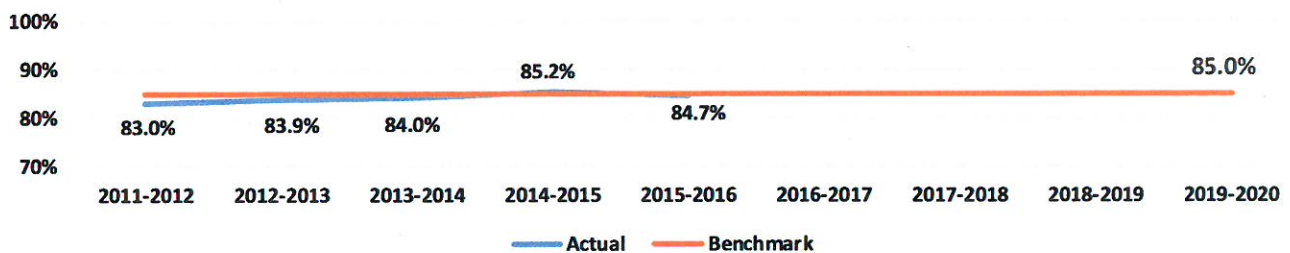
- ◇ The Clark College English Department developed a proposal to redesign its composition sequence in a co-requisite model, focusing on addressing equity gaps and reducing the time pre-college students take to earn college-level English credits. The proposal has been approved by college leadership and preliminary work has begun.
- ◇ Working in close collaboration with Instruction and Advising, Communications & Marketing redesigned the Clark website's Programs pages to align with Guided Pathways. In addition to reflecting the re-organization of program areas, the new website is mobile-friendly and offers at-a-glance views of the degrees and certificates offered in each program, facilitating navigation by both current and prospective students.

EMPLOYMENT/TRANSFER

SEPTEMBER 2018

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

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



Monthly Highlights

- Working closely with the State Board of Community and Technical Colleges (SBCTC), Economic & Community Development (ECD) received three Job Skills Program (JSP) grants that provided the funding to train employees in 12 companies in new ISO Certification Standards and Lean Six Sigma for a total of 380 hours of training. The three grants totaled \$152,200 with an additional cash/wages match from employers of \$361,000. Employer feedback has been very positive. These grants are very competitive with more applications than there are funds available--winning three grants in a row is exceptional.

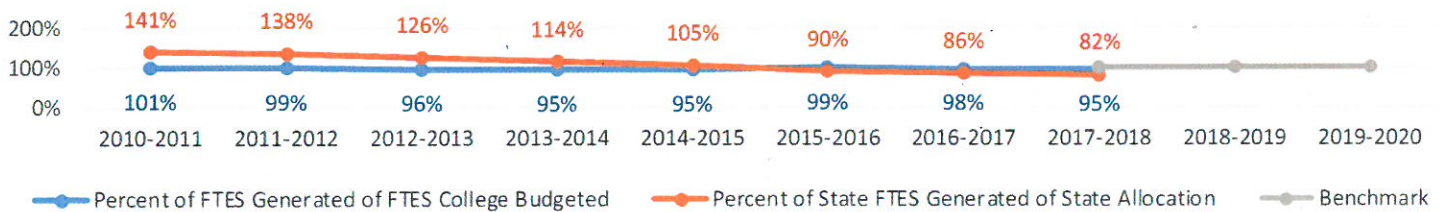
ENROLLMENT



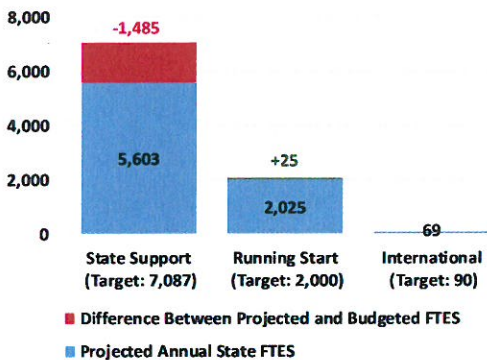
SEPTEMBER 2018

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

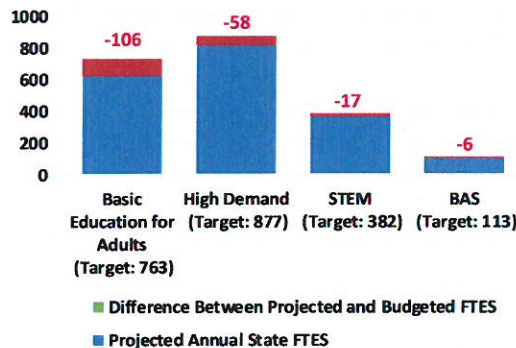
Percent of Full-Time Equivalent Students (FTES) Generated based on College Budget and State Allocation



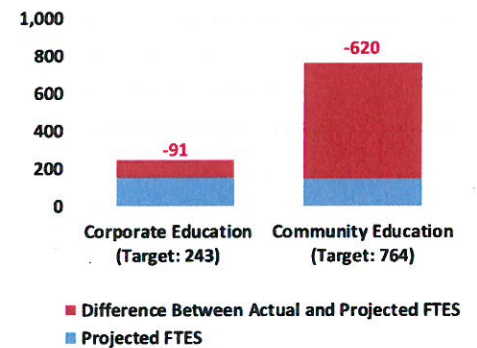
Projected Final Annual FTES Based on Current FTES (Sept 11)



Projected Priority FTES Based on Current FTES (Sept 11)



Projected Corporate and Community Education FTES Based on Current FTES (Sept 11)



Monthly Highlights

- Corporate and Continuing Education FTES, based on coding classes, were updated in September to accurately reflect the contract hours of the class, instead of a standard default rate that had been used previously.
- Advising Services purchased and is implementing a real-time scheduling software for queuing and appointment booking in order to improve access to advisors and professional staff. The tool will roll out September 2018 and will allow students to view/book times with staff from a mobile phone or other personal device.
- All new students who have registered for summer/fall courses received mandatory pre-term advising. The plan to provide pre-term advising to all new students is an intentional step in the enrollment process for any degree/certificate-seeking student.

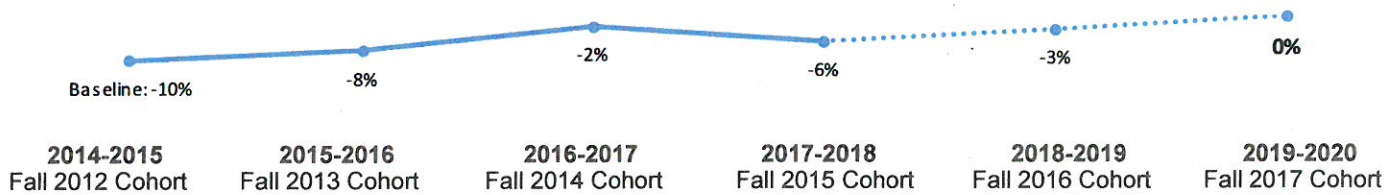
SOCIAL EQUITY



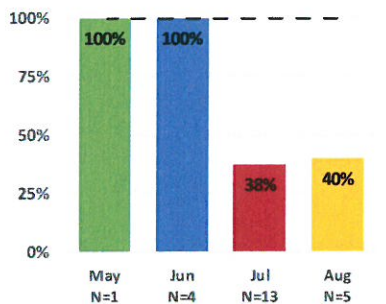
SEPTEMBER 2018

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

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

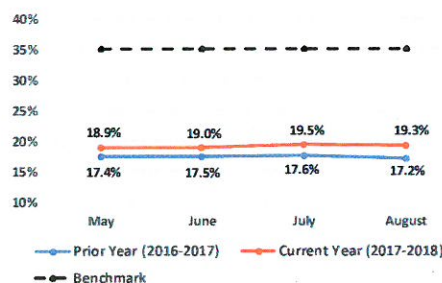


Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability



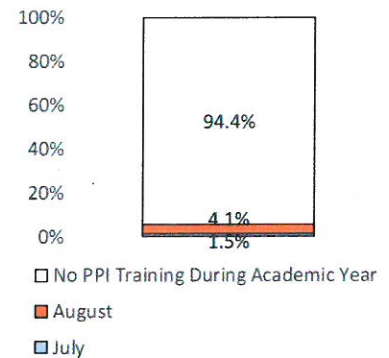
-- Benchmark: 100% of Applicant Pools

Percent of Employees Of Color or Employees with Reported Disability



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

Percent of Employees Engaged in Professional Development Opportunities in PPI



Monthly Highlights

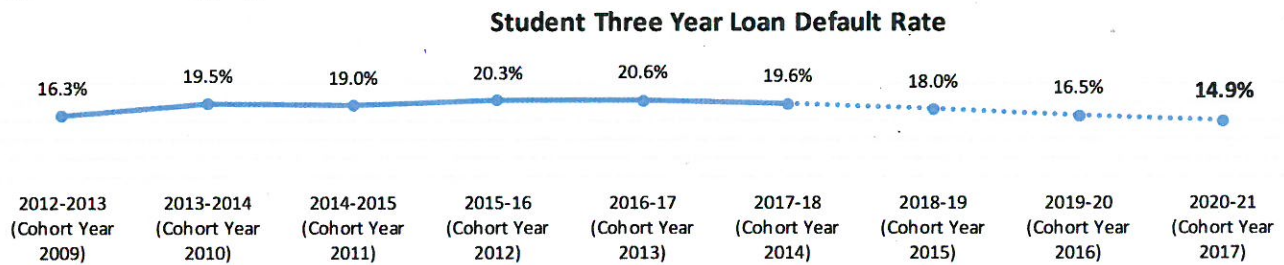
- ◇ In July 2018, there were 13 full-time applicant pools with 109 systemically non-dominant applicants — 108 People of Color; 1 Person Living with a Disability.
- ◇ In August 2018, there were 5 full-time applicant pools with 67 systemically non-dominant applicants — 61 People of Color; 6 People Living with a Disability.
- ◇ A training focused on unconscious bias and microaggressions was delivered on August 22nd as part of Clark College's Teaching and Learning days. There were approximately 40 attendees. This workshop explored how unconscious bias and individual perceptions impact daily interactions and manifest in campus culture. Participants explored effective ways to communicate across difference, had an opportunity for self-reflection and learned to define and identify microaggressions.
- ◇ The college's diversity interview questions were revamped in effort to continue to align with the diversity hiring practices.

STUDENT DEBT

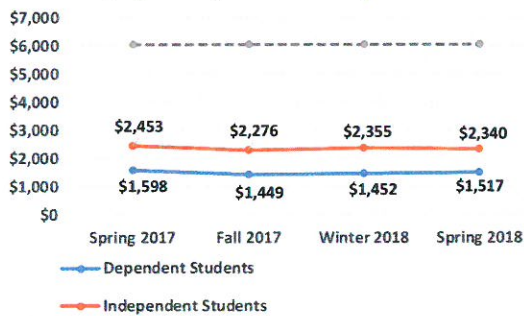


SEPTEMBER 2018

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

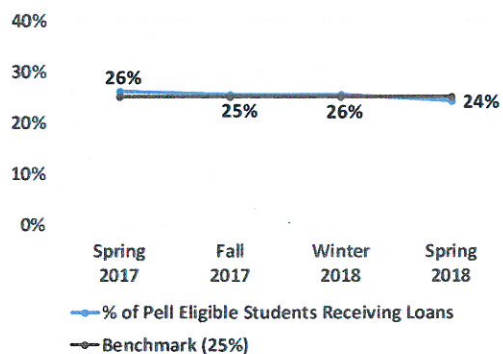


Average Loans Awarded and Received by Students, by Independent/Dependent Status



*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

- At the American Association of Community College's Pathways 2.0 Institute #2 conference in Scottsdale, Arizona, the point was made in a variety of ways that college needs to partner with agencies and resources throughout the community to connect students with resources they need to reduce housing and food insecurity, reduce out-of-pocket childcare expenses, and other non-educational related expenses that create stress and barriers for students to succeed. When a student is on a guided pathway, they will have an educational plan, career plan, and financial plan.

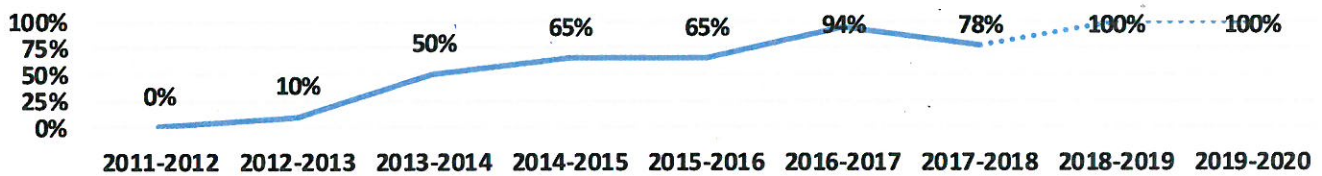
STUDENT LEARNING



SEPTEMBER 2018

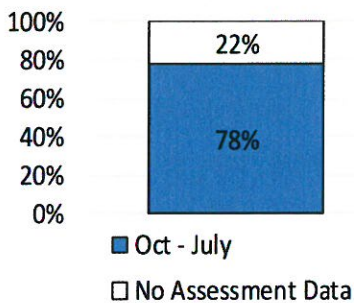
Clark College facilitates student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. Clark College's degrees and certificates awarded are the result of a culmination of learning. The college aligns its curriculum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

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

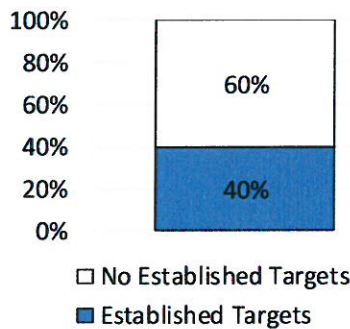


Due to faculty workload, the expectation is that faculty will complete their program assessment work by September 30th of the next

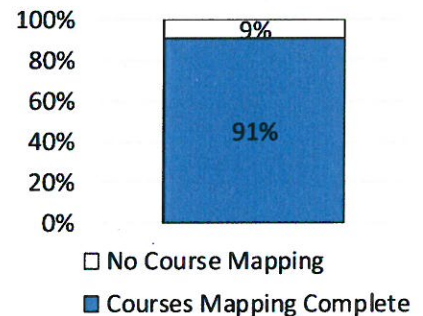
Proportion of Program Groups with Assessment Data On File



Proportion of Learning Outcomes with Established Learning Targets



Proportion of Programs that have Mapped Learning Outcomes to Courses



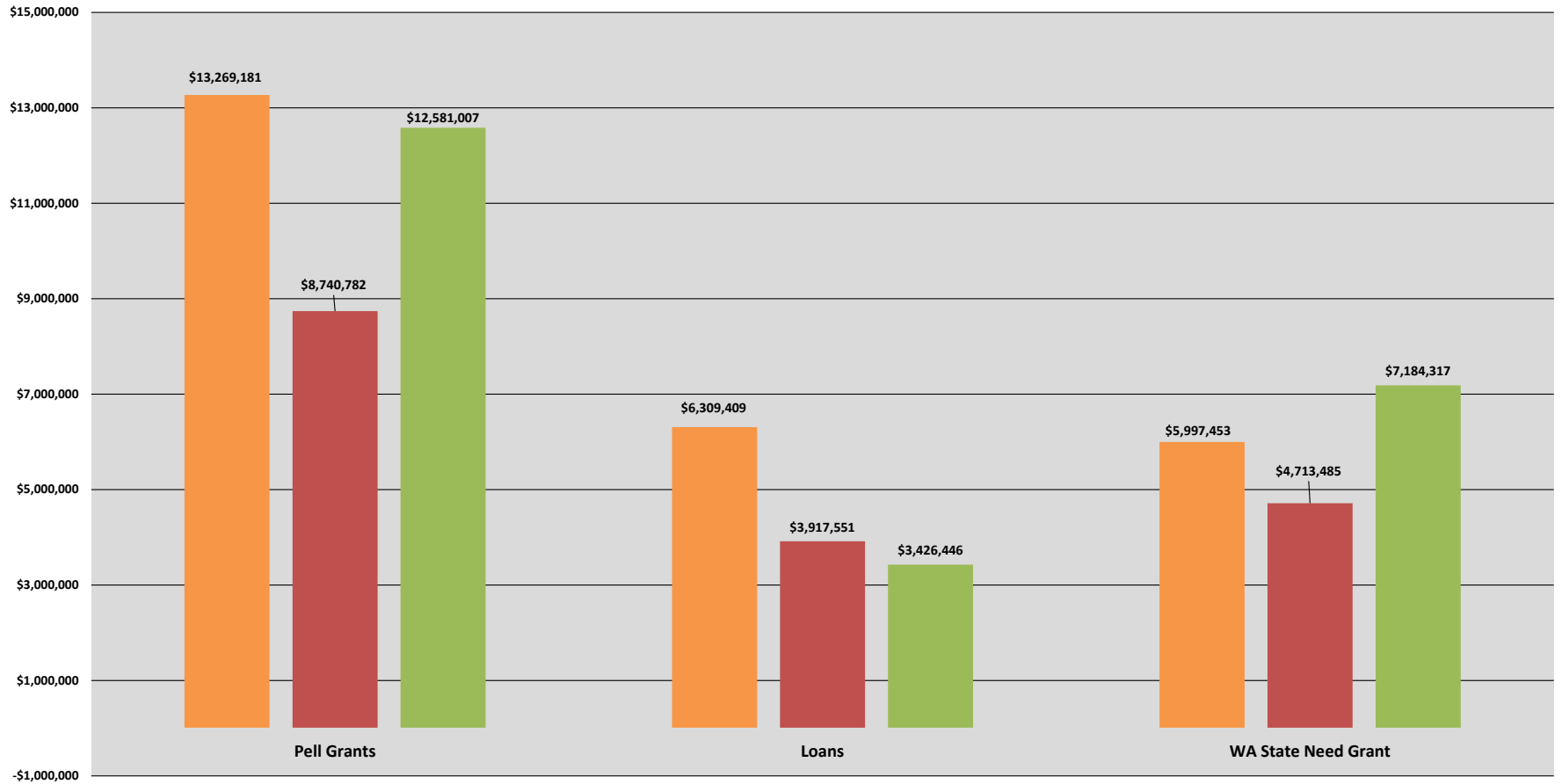
Monthly Highlights

- ◇ Each quarter the Teaching and Learning Center works with Business & Health Science administration to provide an active learning workshop during the new faculty orientation. New faculty become acquainted with what active learning strategies means and its importance as a part of the academic plan. Additionally, new faculty actively learn some active learning strategies they can apply immediately to their classes.
- ◇ The Dental Hygiene (DH) program completed assessment of their program's restorative board pass rates and why students were struggling. It was determined that the exam uses a dentoform with teeth prepared to be restored that were narrower than what actually takes place in patients' mouths. Having to take the board twice adds another \$500 to the student's already expensive board-taking process (approx. \$3,000 after all six boards are taken). The change they determined to do based on assessment results was to purchase the dentoforms required for the board exam. Students are now learning on two different dentoforms: one with the exact preps the board uses and one with preps that are closer to what students will see in private practice as well as the patients they see in the dental hygiene clinic. This last year, the DH program had only two retakes for that exam. All passed after the second attempt.

3 Year Comparison of Awards by Category
August YTD

■ 2016-2017
■ 2017-2018
■ 2018-2019

Dollars (millions)



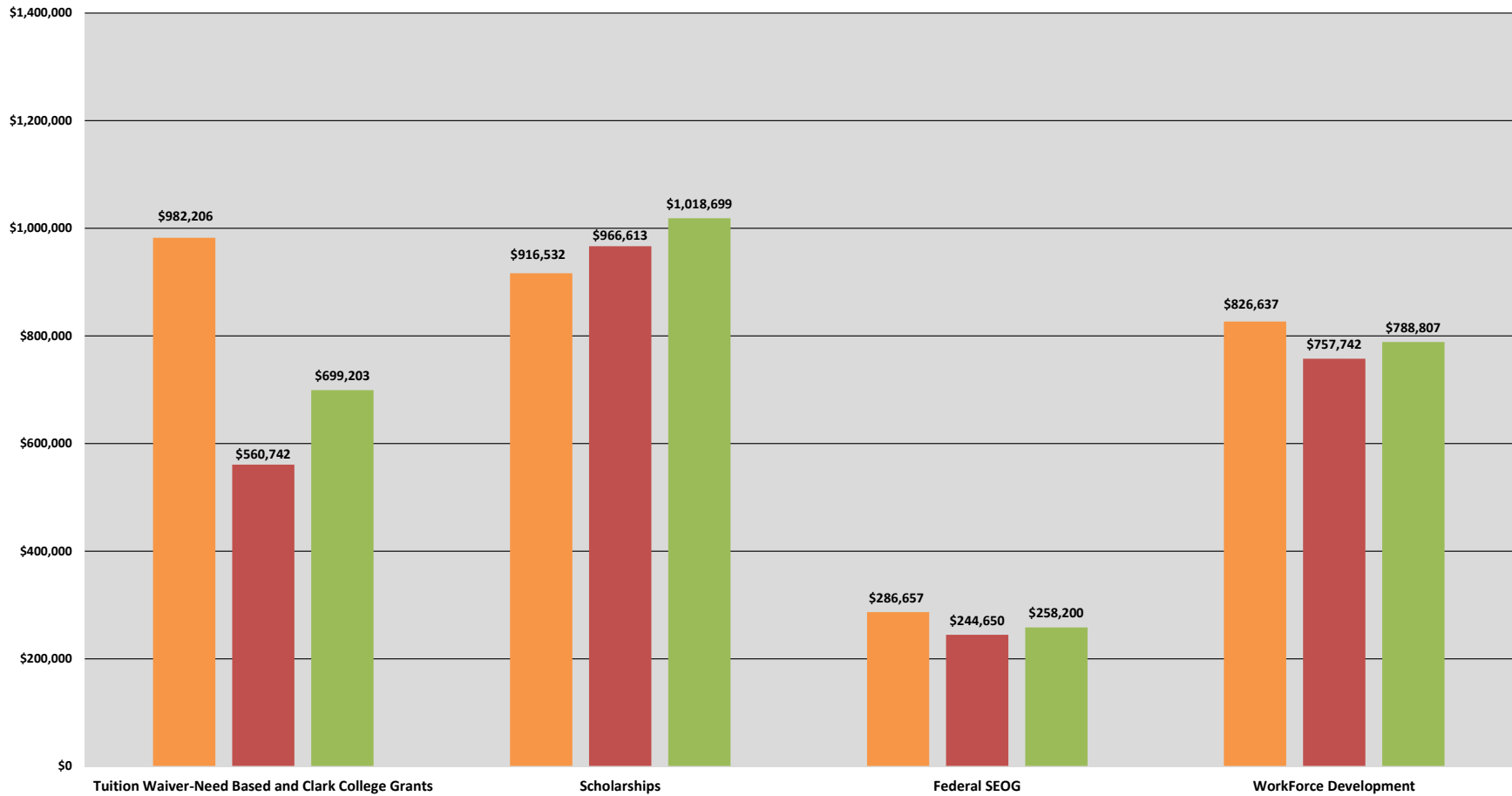
Note: WA State Need Grant includes College Bound Scholarships

3 Year Comparison Awards by Category (cont'd)

August YTD

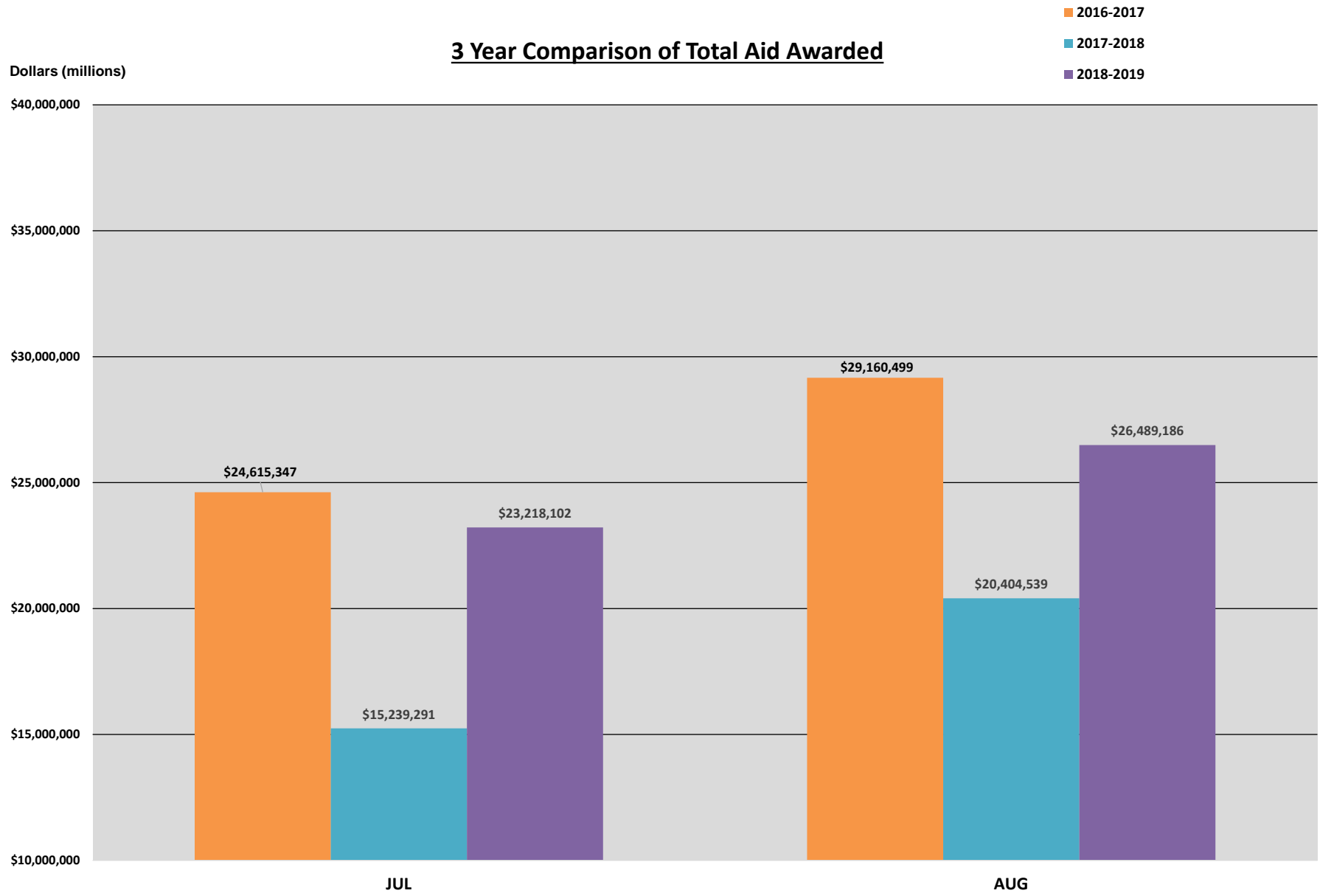
- 2016-2017
- 2017-2018
- 2018-2019

Dollars (millions)



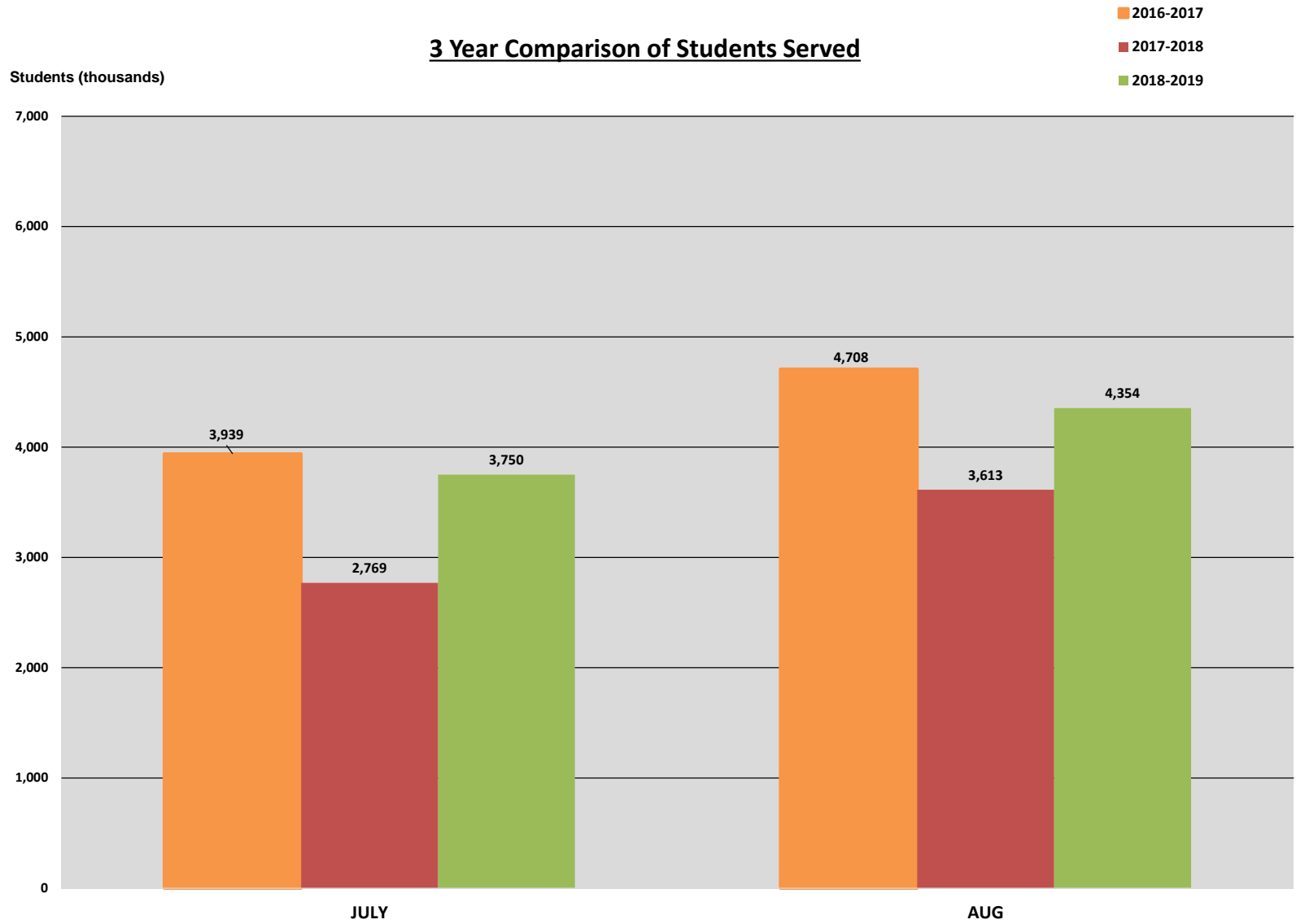
Note: WorkForce Development includes WorkFirst, Worker Retraining, BFET, Opportunity Grants, and Sponsored Programs

3 Year Comparison of Total Aid Awarded



Note: 2018-2019 Awarding is in progress

3 Year Comparison of Students Served



Clark College - Budget Status Report August 31, 2018

Sources of Funds (Revenues)	2018-19 Budget	Revenues to Date	Difference	% Budget Received
<u>Operating Accounts</u>				
State Allocation	33,485,833	4,568,249	(28,917,584)	13.6%
Tuition & ABE	17,031,608	4,671,725	(12,359,883)	27.4%
Running Start	14,126,000	1,358	(14,124,642)	0.0%
Excess enrollment	-	-	-	0.0%
Planned use of prior fund balance	-	-	0	0.0%
Dedicated, matriculation, tech, cont ed	5,237,845	1,263,639	(3,974,206)	24.1%
Total Operating Accounts	69,881,286	10,504,971	(59,376,315)	15.0%
<u>Other Accounts</u>				
Grants & Contracts less Running Start	3,450,684	325,845	(3,124,839)	9.4%
Internal Support & Agency Funds	1,138,176	414,439	(723,737)	36.4%
ASCC	2,033,236	394,975	(1,638,261)	19.4%
Bookstore	4,283,034	332,629	(3,950,405)	7.8%
Parking	532,243	92,456	(439,787)	17.4%
Campus Food Service	-	28,475	28,475	0.0%
Auxilliary Services	2,126,577	642,013	(1,484,564)	30.2%
Financial Aid	28,651,490	2,771,009	(25,880,481)	9.7%
Total Other Accounts	42,215,440	5,001,841	(37,213,599)	11.8%
Total Sources of Funds	112,096,726	15,506,811	(96,589,915)	13.8%

Uses of Funds (Expenses)	2018-19 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
<u>Operating Accounts</u>				
President	968,755	118,486	850,269	12.2%
Associate Vice President of Planning & Effectiveness	702,070	122,022	580,048	17.4%
Special Advisor for Diversity & Equity	531,402	82,068	449,334	15.4%
Vice President of Instruction	41,360,573	4,605,626	36,754,947	11.1%
Vice President of Administrative Services	9,077,770	2,322,904	6,754,866	25.6%
Vice President of Student Affairs	9,162,988	1,572,556	7,590,432	17.2%
Associate Vice President of Economic & Community Dev	1,280,625	275,010	1,005,615	21.5%
Chief Information Officer	4,669,714	718,288	3,951,426	15.4%
Chief Communication Officer	1,030,657	218,038	812,619	21.2%
Associate Vice President of Human Resources	1,096,732	204,180	892,552	18.6%
Bank/CC Fees	-	12,840	(12,840)	
Total Operating Accounts	69,881,286	10,252,020	59,629,266	14.7%
<u>Other Accounts</u>				
Grants & Contracts less Running Start	3,450,684	761,281	2,689,403	22.1%
Internal Support & Agency Funds	1,138,176	621,618	516,558	54.6%
ASCC	2,033,236	301,568	1,731,668	14.8%
Bookstore	4,283,034	580,752	3,702,282	13.6%
Parking	532,243	91,589	440,654	17.2%
Campus Food Service	-	341,810	(341,810)	0.0%
Auxilliary Services	2,126,577	293,903	1,832,674	13.8%
Financial Aid	28,651,490	5,564,135	23,087,355	19.4%
Total Other Accounts	42,215,440	8,556,656	33,658,784	20.3%
Total Uses of Funds	112,096,726	18,808,675	93,288,051	16.8%
Difference - Excess (Deficiency)	-	(3,301,864)		
Capital Projects- Foundation and Grant Contributions	-	-	-	0.0%
Capital Projects- Expenditures	9,773,596	121,541	9,652,055	1.2%

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

	Fund Balance (minus non-cash assets) 6/30/18	Cash Balance (minus dedicated cash) 6/30/18	Required Reserves	Prior Commitments (prior to 7/1/18)	New Commitments (2018/19)	Total Available Cash
145	Grants and Contracts	4,118,768	2,466,334	150,000	385,438	1,930,896
147	Local Capital	130,302	-			-
148	Dedicated Local	3,783,142	(174,120)	-	-	(174,120)
149	Operating Fee	501,103	137,507			137,507
448	Print/Copy Machine	108,224	103,045			103,045
460	Motor Pool	124,636	123,348			123,348
522	ASCC	1,317,935	-			-
524	Bookstore	4,640,416	4,479,643	-		4,479,643
528	Parking	346,499	302,961			302,961
570	Other Auxiliary Enterprise	890,104	397,542	36,315		361,227
790	Payroll (clearing)	203,747				-
840	Tuition/VPA	152,043				-
846	Grants - Fin Aid	(862,835)				-
849	Student Loans	20,268				-
850	Workstudy (off-campus)	(2,053)				-
860	Institutional Financial Aid Fur Reserves*	977,638				-
			6,988,129			(6,988,129)
<hr/>						
	Totals	16,449,937	7,836,260	6,988,129	186,315	385,438
						276,378

S.SAND 9/20/18

Fund Balance Less Commitments

Available Fund Balance Before Commitments	7,836,260
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Prior Year Commitments

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

New Commitments July 1, 2018 to present

Date		Fund	Amount	Fund Total
7/1/2018	CTC Link Costs	145	300,000	
7/1/2018	Change Management Leadership Development	145	30,000	
7/1/2018	PPI Training	145	41,563	
7/1/2018	Diveristy.edu	145	13,875	
				385,438
Total New Commitments				385,438

Required Reserves

10% of \$69,881,286	6,988,129
Fund Balance After Commitments and Required Reserves	276,378

Guided Pathways

No documents for this item

Next Meeting

No documents for this item

Executive Session

No documents for this item

Adjournment

No documents for this item