



# CLARK COLLEGE

## BOARD OF TRUSTEES



## **VISION**

Clark College inspires learners to excel, transforms lives, and strengthens our increasingly diverse community.

## **MISSION**

Clark College, in service to the community, guides individuals to achieve their educational and professional goals.

CLARK COLLEGE BOARD OF TRUSTEES  
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October 26, 2016

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## Clark College Board of Trustees

Wednesday, October 26, 2016,

Ellis Dunn Community Room, GHL 213

BOARD WORK SESSION AGENDA—PUB 258C	ACCOUNTABLE	PURPOSE	TIME ESTIMATE
Call to Order	Chair Burkman		3:30 pm
<b>HOT TOPICS</b>			
• Transforming Lives Interviews	President Knight	Informational	3:30-4:15
• Math Pathways	Dr. Cook/Ms. Zoellner	Informational	4:15-4:50

BUSINESS MEETING AGENDA--GHL 213	ACCOUNTABLE	PURPOSE	TIME ESTIMATE
Call to Order/Agenda Review	Chair Burkman		5:00 pm
Audience Statements	Chair	Informational	<i>3 minutes each</i>
<b>Action Items</b> <ul style="list-style-type: none"> <li>2016-2017 AHE Salary Workload Agreement</li> <li>Resolution No. 147 Reauthorizing Request for Student Recreation Center</li> <li>September 28, 2016 Board of Trustee Meeting Minutes</li> </ul>	Chair Burkman	For Approval	<i>10 minutes</i>
<b>Constituent Reports—</b> <ul style="list-style-type: none"> <li>AHE</li> <li>WPEA</li> <li>ASCC</li> <li>Foundation</li> </ul>	Kimberly Sullivan Billie Garner Sarah Moe Lisa Gibert/Joel Munson	Informational	<i>15 minutes</i>
<b>Reports from Board Members—</b>	Chair Burkman Vice Chair Rupley Trustee Jacobsen Trustee Pollard Trustee Strong	Informational	<i>10 minutes</i>
<b>President's Report—</b> <ul style="list-style-type: none"> <li>Student Success Story</li> <li>Faculty Presentation—HS 21+ Curriculum/Student Achievement</li> <li>Accreditation Reporting Schedule</li> <li>Academic Excellence</li> <li>Social Equity</li> <li>Economic Vitality</li> <li>Environmental Integrity</li> </ul>	<i>Xaalan Dolence</i>  <i>Professor Sara Gallow, English as a Second Language &amp; Transitional Studies Program Manager Monica Wilson</i>  President Knight	Informational	<i>30 minutes</i>
<b>FUTURE TOPICS</b>		<b>WATCH LIST</b>	
Board Presence in the Community (December 2016)		Accreditation	
Review of Board Policies			
<b>Next Meeting</b>			
<i>The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, November 16, 2016 in the Ellis Dunn Community Room, GHL 213.</i>			
<b>Executive Session</b>			
<i>An Executive Session may be held for any allowable topic under the Open Public Meetings Act.</i>			
<b>Adjournment</b>		Chair Burkman	
<i>Time and order are approximate and subject to change</i>			

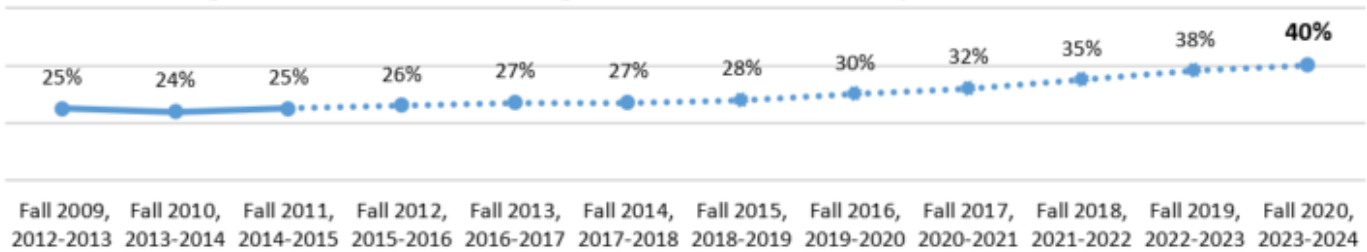
# COMPLETION



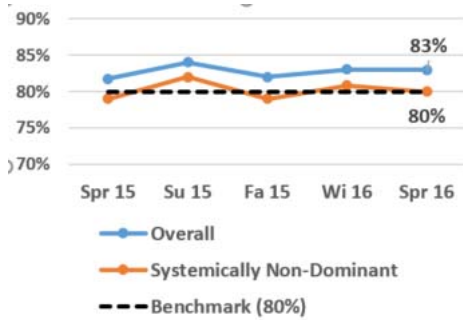
OCTOBER 2016

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

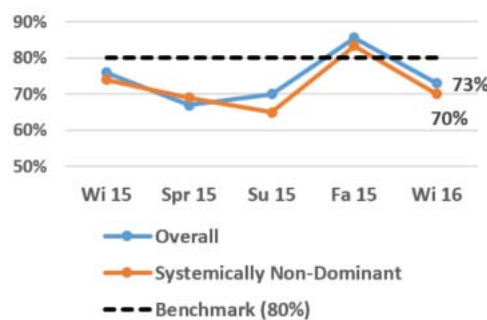
## Degree or Certificate-Seeking Full-Time Student Completion Rate Within 3 Years



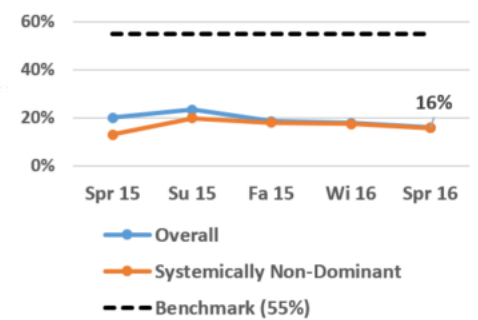
### Course Success Rate: Certificate or Degree-Seeking Students



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



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



## Monthly Highlights

- ◇ Advising Services hosted the first, of many, small group advising sessions on October 10 dedicated to help 1st time college students understand the importance of academic planning, identify college resources and help build academic plans for their first year of studies.
- ◇ Students who successfully completed College 101 in their first quarter (Fall 2013 cohort) were statistically significantly more likely to complete a degree or certificate in three years (35%), compared to students who did not enroll in the course (24%). This difference remained statistically significant when isolating to both Running Start (28% vs 19%) and non-Running Start students (46% vs 31%).

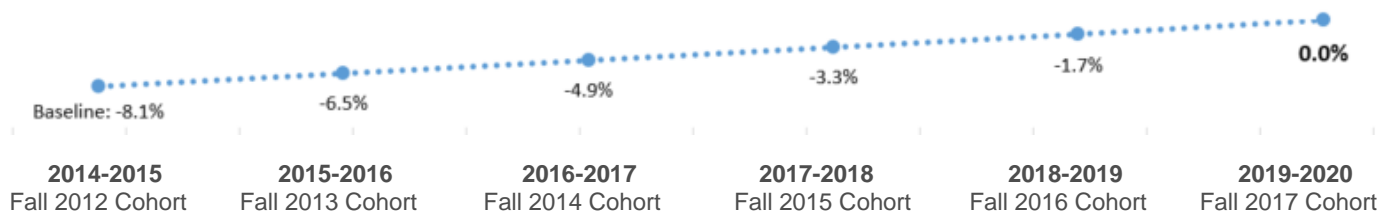
# SOCIAL EQUITY



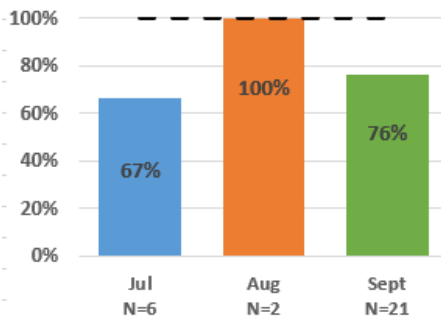
OCTOBER 2016

*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**

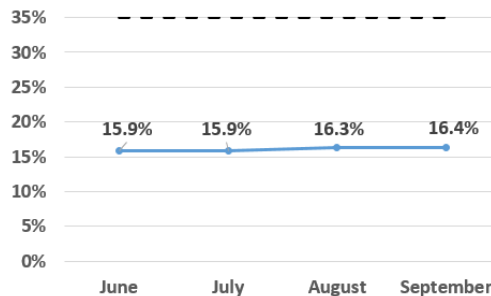


**Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with**



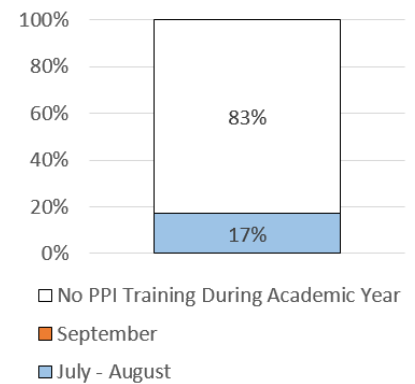
-- Benchmark: 100% of Applicant Pools

**Percent of Employees Of Color or Employees with Reported Disability**



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

**Percent of Employees Engaged**



## Monthly Highlights

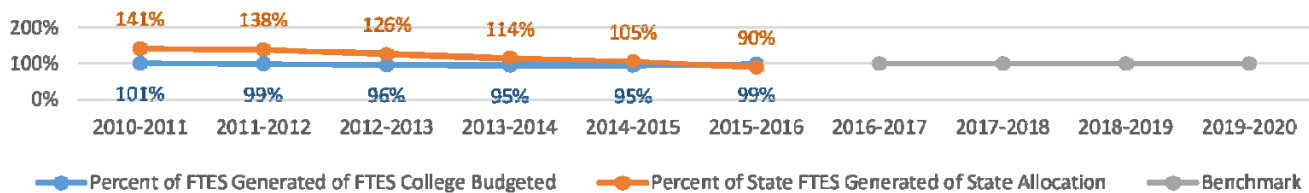
- ◇ Three Clark College faculty members were selected and attended the Statewide Collaborative Mentoring Program for Faculty of Color. This is a yearlong pilot program that had their kickoff retreat on September 30. Approximately 70 faculty enrolled from 21 different institutions.
- ◇ Clark College was represented at the Peace and Justice Fair to support enrollment of students and promote careers at Clark College on September 17 at Esther Short Park.
- ◇ The Student Leadership participated in Power, Privilege and Inequity Training and Safe Zones Training.
- ◇ Bevyn Rowland, Faculty Counselor/Professor, graduated from the Washington State Social Justice Leadership Institute in August 2016. Marianne Luther, Program Coordinator, applied to and was accepted into the Washington State Social Justice Leadership Institute for 2016-2017.
- ◇ Bevyn Rowland was granted funds for a Professional Learning Community (PLC) focused on Power, Privilege, and Inequity through SBCTC. She is currently launching her PLC with 15 Clark College employees.
- ◇ On Thursday, October 6 over 200 people attended "Income Inequality: Is the American Dream at Risk?" a faculty panel discussion.

# ENROLLMENT

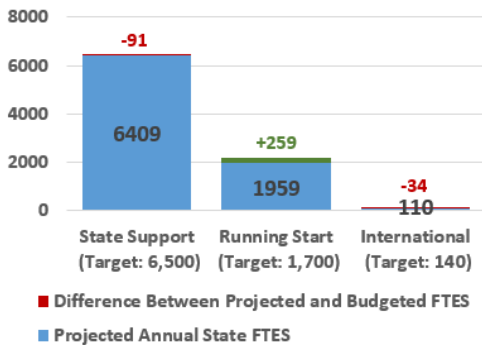
OCTOBER 2016

*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.*

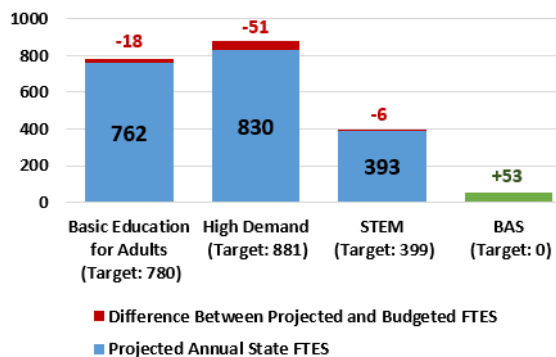
Percent of Full-Time Equivalent Students (FTES) Generated based on College Budget and State Allocation



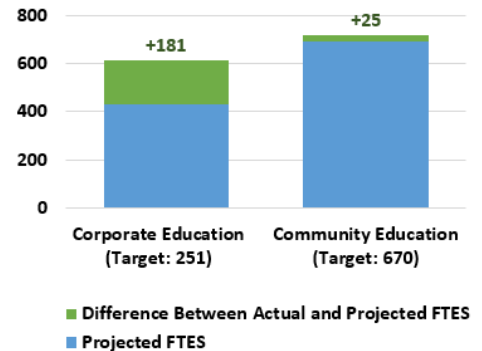
Projected Final Annual FTES Based on Current FTES (Oct 1)



Projected Priority FTES Based on Current FTES (Oct 1)



Projected Corporate and Community Education FTES



## Monthly Highlights

- ◇ Ten (10) recruitment visits were made to local high schools in September.
- ◇ Two (2) visits were made to the Clark County jail to present at their Educational Re-Entry Program.
- ◇ Student Affairs and Instruction are currently coordinating the Enrollment Labs for Winter. They will begin the week of November 28 and run through the first week of January.
- ◇ Clark was one of the first colleges to contact the Portland-based ITT Tech students affected by the recent nationwide closure and hosted an information session to approximately 25 students on September 15.

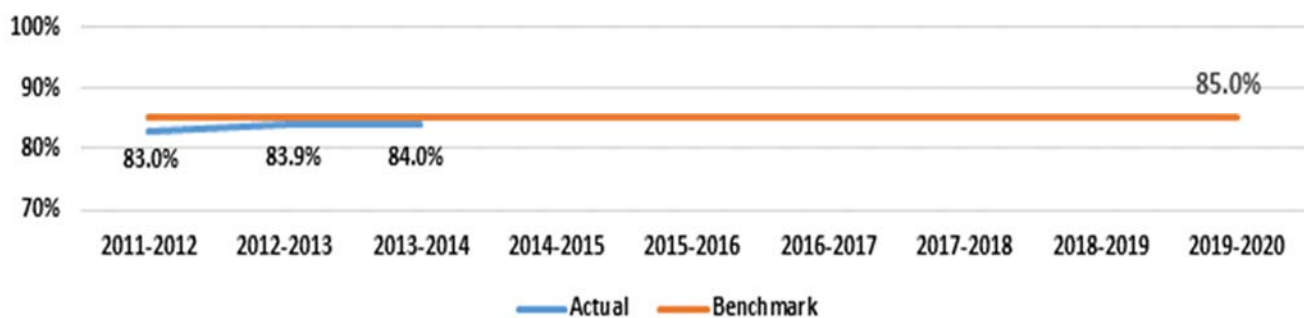
# EMPLOYMENT/TRANSFER



OCTOBER 2016

*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

- ◇ Staff from Career Services presented a Career Coach workshop on October 7 during Learning and Assessment Day to demonstrate to faculty and staff the enrollment and retention tool that identifies wage and employment outlook data important for forecasting living-wage job opportunities and regional demands.
- ◇ WorkSource Southwest Washington is now a participant in the Basic Food Employment and Training (BFET) program. The BFET program is designed to provide training and education assistance that supports Federal Basic Food recipients in attaining a living wage career.



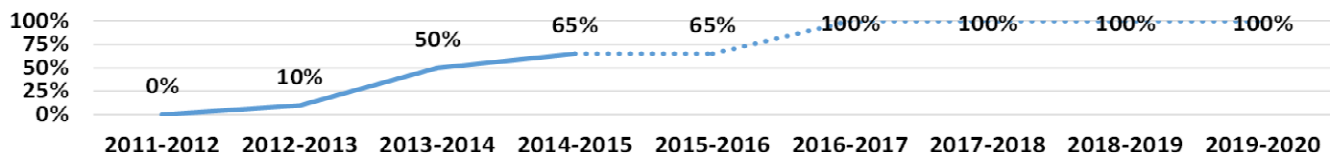
# STUDENT LEARNING



OCTOBER 2016

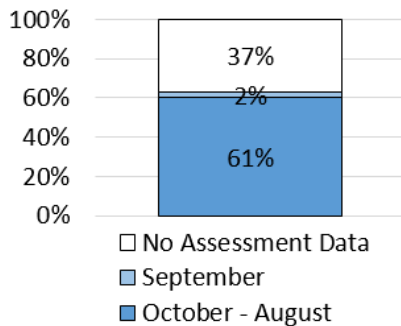
*Clark College facilitates student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. Clark College's degrees and certificates awarded are the result of a culmination of learning. The college aligns its curriculum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

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

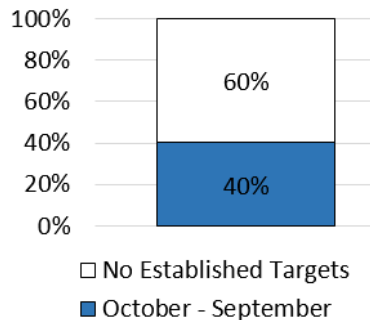


Due to faculty workload, the expectation is that faculty will complete their program assessment work by September 30th of the next academic year.

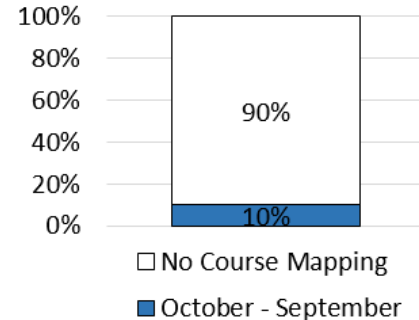
**Proportion of Programs with Assessment Data On File**



**Proportion of Learning Outcomes with Established Learning Targets**



**Proportion of Programs that have Course Mapping**



## Monthly Highlights

- Over 115 full-time and adjunct faculty from both Transfer and Professional Technical Education programs gathered together to assess student learning program outcomes at Clark's 2nd Annual Outcomes Assessment Faculty Workday (October 7, 2016). All of the General Education outcomes were assessed using student artifacts across several distribution areas.
- Student learning assessments in Network Technology and Computer Technology indicated the level at which students were learning skills in specific areas were not meeting the needs of the skill level demanded by the business community. As such, they have re-evaluated and adapted courses to increase student attainment in those skill areas that benefit the student when seeking employment post-graduation.

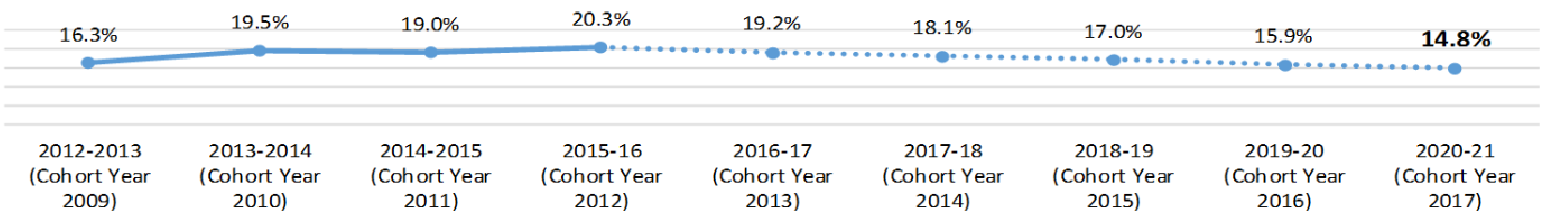
# STUDENT DEBT



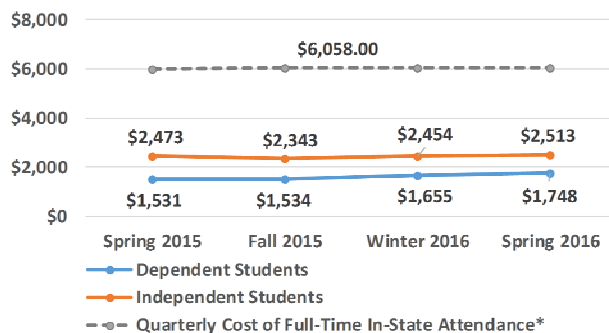
OCTOBER 2016

*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.*

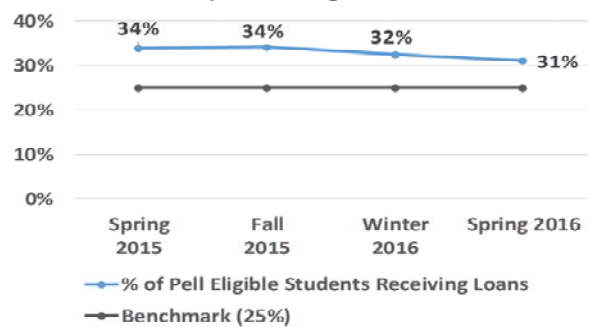
**Student Three Year Loan Default Rate**



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



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



## Monthly Highlights

- ◇ The Bookstore's rental program continues to provide savings to students. In Fall 2016, students saved \$133,061 through renting books rather than purchasing new. In addition, 800 more units were rented in Fall 2016 compared to Fall 2015.
- ◇ In the month of September, the Department of Education released the 2013 Final Cohort Default Rate (CDR). Clark's 2013 CDR is 20.6% a slight increase of .3 percent from the 2012 CDR. Of the four Portland Metro community colleges, Clark had the lowest increase.
- ◇ For Fall 2016, Clark College has disbursed \$4,540,488.65 to 3,139 financial aid students. These are all degree seeking students.
- ◇ Eighty-nine graphing calculators were donated to the library from the Mathematics department. By Day 3 of the quarter, all were on quarter-long loan. This program will save students a combined total of \$3,115.

# ACTION ITEMS

## THE AHE SALARY PACKAGE VOTE

- A 1.8% salary increase for all full time and part time faculty, effective fall quarter 2016.
- All earned increments beginning fall quarter 2016, to be paid from turnover dollars
- \$932 added to each step, A through FP, on the full time salary schedule. The College will contribute \$108,677 of local funds toward this adjustment and AHE will use \$87, 218 of unused turnover dollars.
- A new part time faculty salary schedule that includes the addition of an "Associate" faculty pay series at a rate 1.55% above the Affiliate rate, after the 1.8% salary increase, at a cost to the College of \$45,343.
- A change to the music load from 16 to 15, at a cost to the College of \$7,383
- A suspension of Article IV C 2 for a one time increment enhancement to be applied to the permanent salary schedule. This increment enhancement will be in effect retroactively, from September 12, 2016. This MOU expires on June 30, 2017, at which time Article IV C 2 will be restored to its original language.

**Faculty Salary Schedule 2016-17-Potential with 1.8% increase  
Scenario 3- Adding \$932 + associated benefits to all steps**

Step	Salary	Increase A to \$50k	Cost of Increase	Benefit cost	# at each step	Total Cost	Full Increment		
A	\$ 49,068	\$ 50,000	\$ 932	\$ 152	29	\$ 31,461			1.90%
B	\$ 52,189	\$ 53,121	\$ 932	\$ 169	7	\$ 7,710	\$ 3,121	6.36%	1.79%
C	\$ 55,510	\$ 56,442	\$ 932	\$ 161	17	\$ 18,576	\$ 3,321	6.36%	1.68%
D	\$ 59,041	\$ 59,973	\$ 932	\$ 159	24	\$ 26,175	\$ 3,531	6.36%	1.58%
E	\$ 62,798	\$ 63,730	\$ 932	\$ 164	18	\$ 19,720	\$ 3,757	6.36%	1.48%
F	\$ 66,794	\$ 67,726	\$ 932	\$ 159	13	\$ 14,188	\$ 3,996	6.36%	1.40%
G	\$ 71,044	\$ 71,976	\$ 932	\$ 167	58	\$ 63,737	\$ 4,250	6.36%	1.31%
FP	\$ 73,885	\$ 74,817	\$ 932	\$ 170	13	\$ 14,328	\$ 2,841	4.00%	1.26%
					179				1.55%
<u>Stipends:</u>									
Vocational	\$500	need to look at FP			total cost	\$ 195,895			
Doctoral	\$900	available from remaining turnover			(shortage)	\$87,218			
						<b>(\$108,677)</b>			

ss 7/28/16

## Part-time Faculty Salary Increases for 2016-17

1.8% Increase, plus adding an "Associate" rate series with a 1.55% increase above Affiliate

		Current Rate	New Rate
Adjunct	Lecture	\$ 60.30	\$ 61.40
	Lab	\$ 51.50	\$ 52.40
	Final-Flat Rate	\$ 115.00	\$ 118.00
Affiliate	Lecture	\$ 68.20	\$ 69.40
	Lab	\$ 59.30	\$ 60.40
	Final-Flat Rate	\$ 133.00	\$ 136.00
Associate	Lecture	\$ 68.20	\$ 70.50
	Lab	\$ 59.30	\$ 61.30
	Final-Flat Rate	\$ 133.00	\$ 138.00
Other Assignment		\$ 32.20	\$ 32.80
Librarians	Adjunct	\$ 60.30	\$ 61.40
	Affiliate	\$ 68.20	\$ 69.40
	Associate	\$ 68.20	\$ 70.50
Counselors	Adjunct	\$ 60.30	\$ 61.40
	Affiliate	\$ 68.20	\$ 69.40
	Associate	\$ 68.20	\$ 70.50

## ACTION ITEMS

### Resolution No. 147 A Resolution by the Board of Trustees, Clark College, Supporting the Request for Student Recreation Center

#### **Brief Description**

Clark College is requesting the State Board include a \$35,000,000 Certificate of Participation in the system's 2017-19 capital budget request for design and construction of a Student Recreation Center on the main campus.

#### **Background Information and Analysis**

IN 2014, over 900 Clark College students asked for a referendum in support a Student Recreation Center on campus. The Associated Students of Clark College spent \$45,000 on a feasibility study to gather details and prepare for the student body vote in the spring of 2014. This vote was not approved by the students, however, the 2016-17 ASCC executive committee voted to move forward with new conversations and a possible vote in 2017.

The Clark College Board of Trustees is being asked to re-approve the submission of this COP project and related funding subject to the students approving the necessary fee in 2017. The approval previously provided by the Board of Trustees expires with the 2015-17 biennium.

The facilities master plan identifies the need for a new recreation center. A recreation center will support student success and retention and create engaging opportunities for Clark students, which is consistent with the College's strategic plan and institutional goals.

The College is requesting the State Board include authority to borrow up to \$35,000,000 to apply toward construction of the Student Recreation Center in their 2017-19 Capital Budget request.

#### **Board Resolution: Student Recreation Center**

A resolution relating to Clark College's request that a \$35,000,000 Certificate of Participation (COP) be added to the State Board's 2017-19 capital budget request for their Student Recreation Center on main campus. The project is expected to cost \$35,300,000, including up to \$300,000 in local cash.

**WHEREAS**, the Associated Students of Clark College has completed a feasibility study;

**WHEREAS**, The Associate Students of Clark College will conduct information sessions, leading to a possible student vote in 2017 to ask the student body to assess themselves the fees necessary to support the design and construction of a Student Recreation Center; and

**WHEREAS**, Clark College Board of Trustees approves of this project and related funding subject to the students voting in favor of the fee necessary to support this project in 2017; and

**WHEREAS**, the recreation center is incorporated into the Clark College Facilities Master Plan and will support student success and retention, and create engaging opportunities for Clark students consistent with the College's strategic plan and institutional goals;

**THEREFORE BE IT RESOLVED**, that the Clark College Board of Trustees supports the addition of a \$35,000,000 Certificate of Participation to their 2017-19 capital budget request for Clark College to apply toward the design and construction of a Student Recreation Center on main campus.

**BE IT FURTHER RESOLVED**, that the Clark College Board of Trustees authorizes Clark College and the Associated Students of Clark College to spend up to \$300,000 in local cash toward the design of this project.

**BE IT FURTHER RESOLVED**, that if the students of Clark College do not approve the fees necessary to support this project, that the COP request will be withdrawn.

**APPROVED AND ADOPTED** on October 26, 2016.

CLARK COLLEGE  
COMMUNITY DISTRICT 14

BY:

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Jack Burkman  
Chair, Board of Trustees

ATTEST:

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Robert K. Knight  
President, Clark College  
Secretary, Board of Trustees

Signed and adopted by the Chair of the Board and the President of Clark College this 26<sup>th</sup> day of October 2016.



Minutes of the Business Meeting of the Board of Trustees  
 Clark College, District No. 14  
 September 28, 2016  
 Ellis Dunn Room GH1 213

	TOPIC	DISCUSSION	ACTION
I.	CALL TO ORDER/AGENDA REVIEW		Chair Burkman called the meeting to order at 5:00 pm.
II.	AGENDA REVIEW	<ul style="list-style-type: none"> <li>The trustees received an update about the Advising Department redesign at today's work session.</li> <li>The agenda was accepted as presented.</li> </ul>	
III.	AUDIENCE STATEMENTS	<ul style="list-style-type: none"> <li>There were no statements from the audience this evening.</li> </ul>	
IV.	INTRODUCTIONS		
	ASCC Officers	<ul style="list-style-type: none"> <li>The 2016-2017 ASCC Officers introduced themselves to the trustees and shared their majors:               <ul style="list-style-type: none"> <li>Sarah Moe, President, Accounting</li> <li>Ruixuan Bai, Vice President, International Student, Biology/Business Administration</li> <li>Bill Skates, Finance Director, Chemical Engineering</li> <li>Jennette Kachmar, Executive Assistant, Former Running Start Student, Biochemistry</li> <li>Marco Morales, Student Relations &amp; Promotions Coordinator, Business Administration, Marketing, Sales</li> <li>Emma Tran, Activities Director, International Student, Biology</li> </ul> </li> </ul>	The trustees congratulated the students on their appointments and thanked them for attending today's meeting.
V.	ACTION ITEMS		
	2016-2017 College Budget	<ul style="list-style-type: none"> <li>This year's budget was delayed while the state completed their work on the statewide financials.</li> </ul>	<b>A MOTION</b> was made by Trustee Pollard to approve the 2016-2017 college budget. Trustee Jacobsen seconded the motion which passed unanimously.
	2016-2017 Presidential Contract Addendum	<ul style="list-style-type: none"> <li>There was a minor change to the language in President Knight's contract which clarified that his evaluation would be completed by the outgoing chair and in alignment with the annual retreat</li> </ul>	<b>A MOTION</b> was made by Trustee Pollard to approve the 2016-2017 Presidential Contract Addendum. Trustee Jacobsen seconded the motion which passed unanimously.
	August 24, 2016 Board Meeting Minutes		<b>A MOTION</b> was made by Vice Chair Rupley to approve the minutes of the August 24, 2016 Board Meeting. Trustee Strong seconded the motion which passed unanimously

	TOPIC	DISCUSSION	ACTION
VI.	CONSTITUENT REPORTS		
	AHE	<ul style="list-style-type: none"> <li>• Professor Sullivan met with President Knight and Dr. Cook earlier today.</li> <li>• The AHE just concluded salary negotiations and has come to agreement with the college. She was happy to announce that there will be a salary increase for both tenured and adjunct faculty members. The contract will be presented to the AHE Senate on October 3 and member voting results will be available by October 6 with announcement of the results at the October Board meeting. Professor Sullivan thanked everyone who was involved with this year's negotiations.</li> </ul>	
	WPEA		<ul style="list-style-type: none"> <li>• No report from the WPEA this evening.</li> </ul>
	ASCC	<ul style="list-style-type: none"> <li>• ASCC President Sarah Moe reported. This year's officers participated in three weeks of student leadership training prior to classes starting and attended the Washington Student Leadership Conference. It was a very good opportunity for all the colleges to get together and share each other's processes and activities. The conference provided information on civic engagement and leadership specific to each ASCC position.</li> <li>• The ASCC is chartering new clubs and recruiting to fill committee positions. They will also host a voter registration drive and teach students about civic engagement. They also plan to host a student feedback forum to hear issues so they can set team goals that are relevant to the student body and so they can have more say in what is done this year.</li> <li>• Vice President Trans said that a presidential debate-watching event attracted 65 students</li> </ul>	<ul style="list-style-type: none"> <li>• The trustees would like the ASCC officers to attend this year's Legislative Breakfast on December 7 and speak about their legislative agenda. The students plan to have their legislative agenda ready by the first week of November.</li> </ul>
	Foundation	<ul style="list-style-type: none"> <li>• Ms. Gibert said this year's scholarship reception will take place on September 30. It is always an exciting event as each scholarship recipient meets their donor. The students are always very appreciative for the investments that the donors make on their behalf.</li> <li>• The Foundation will announce on Friday that they have received \$1 million in scholarship donations.</li> <li>• The first "Conversations" event focused on the Veterans Resource Center. The conversations are different from other Foundation events in that they are not for fundraising but to raise awareness. The events bring outside parties closer to what is happening at the college when they might otherwise not be involved or aware. There will be other conversation events throughout the year that focus on faculty and innovative programming. Trustee Pollard said there is a lot of support in our community who want to support our veterans; Clark is one of the few community colleges with a VRC. Veteran support is a college issue rather than a military issue. The vets want mentors and advisors to help them become productive citizens and members of the community.</li> <li>• The Foundation collaborated with the college in support of the summer enrollment initiatives. The Foundation provided incentives for the students and they are looking forward to see if the initiatives were successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Chair Rupley offered congratulations on raising \$1 million in support of college scholarships.</li> <li>• Trustee Pollard said the conversations event was outstanding and Kelly Jones did a great job.</li> <li>• Trustee Strong was amazed that 80% of students who apply receive scholarships from the Foundation. She thanked them for the work they do on behalf of our students.</li> <li>• Ms. Gibert will send the monthly financial reports to the trustees through the president's office.</li> </ul>

	TOPIC	DISCUSSION	ACTION
	Statements & Reports from Board Members	<ul style="list-style-type: none"> <li>Chair Burkman enjoyed the Opening Day events and appreciates the college focus on data and Guided Pathways. The Scholarship Reception is one of his favorite events and he is looking forward to attending it and the STEM ribbon cutting on October 3.</li> <li>Vice Chair Rupley echoed Chair Burkman's comments about Opening Day and complimented Dr. Cook for his presentation on Guided Pathways.</li> <li>Trustee Strong gave a shout out to President Knight. It is so meaningful to the faculty and staff when he presents the coins and service awards. It speaks to him as a president and the interpersonal connections he has with the college.</li> <li>Trustee Jacobsen enjoyed the VRC conversation event and Opening Day. She said one of best things you can do is to say, "thank you" to the people you work with. President Knight did great job selecting this year's coin recipients and she could see their genuine gratitude. These awards point out to everyone that we have a fabulous faculty and staff.</li> <li>Trustee Pollard thanked Student Affairs for today's advising update. It was very clear and provided a good exchange of information and he is looking forward for some results. He is also looking forward to the STEM ribbon cutting next week as he has heard people say that the building would never be built!</li> </ul>	
VII.	PRESIDENT'S REPORT		
	President's Report	<ul style="list-style-type: none"> <li>Interim Athletic Director Chris Jacob introduced this month's Student Success presenters. September is student athlete month.</li> <li>Daniel Soriano is a member of the men's cross-country team in the fall and he also runs 5K track in spring. He was recruited to attend Clark and this is his last quarter. He thanked Mr. Jacob and Ms. Walker for recruiting him and Lizette Drennan who makes sure his scholarship goes through each year. He plans to attend PSU for a degree in graphic design. He is the second person in his family to graduate college and cannot thank everyone enough for giving him the opportunities he has had at Clark.</li> <li>Tresa Marsh is a member of the women's cross-country team and track. She will be attending WSUV in the summer to become an elementary school teacher. She acknowledged the many faculty and staff members who helped her get through college along with a very traumatic incident in her family's life.</li> </ul>	<ul style="list-style-type: none"> <li>President Knight recognized women's cross-country Assistant Coach Katarina Mueller</li> </ul>

	TOPIC	DISCUSSION	ACTION
	<p>President's Report</p>	<ul style="list-style-type: none"> <li>Mr. Belden introduced Associate Director of Advising Services John Maduta who spoke about the ITT Tech closing several weeks ago. ITT Tech students started to call Clark College to see if there were any options for them. Mr. Maduta started to reach out to them but did not think any of them would come to Clark. He put an informational session together and invited them to attend. Some of the students who came in were in the technical programs while others were nurses or held other certifications. Some of the ITT students were denied admission at other community colleges because of the differing accreditation standards between ITT Tech and the community colleges. Clark was their last hope. Advising brought them in, gave them information about their options, and then connected them with individuals and organizations who could help them. Many of the students were very near completion and were left high and dry by the closure. Advising did not want to burden them with any more concerns and brought in loan specialists who invited them to go through the Department of Education for loan forgiveness. At least five of the students have now enrolled at Clark. He wanted to let them know that Clark wasn't their only option and they should go to whatever institution was the best fit. The dust has not settled yet and the college will be working with these for a while. The students told Mr. Maduta that Clark was the only school willing to sit down and talk to them about what their options were.</li> <li>Mr. Williamson reported that the Culinary Arts remodel went out for its second bid, as the first one was higher than the college could manage. This time, President Knight deliberately contacted construction companies and the college received six competitive bids. He is now working with the state's Department of Enterprise systems and is prepared to enter into a contract in a few days. The state is in the process of conducting due diligence on the contractor. The contract will be signed following the October 4 Foundation Board meeting. The Foundation has committed to additional funding towards the project. The state not going out for a certificate of participation in a November bond sale but will do so in February or March. Until then, the college must have a cash flow plan to cover the cost of instruction until the loans go out, and will then be able to repay the funds in March. Two million dollars in the college's reserve will be used for those few months.</li> <li>Mr. Williamson reviewed the costs of the project which will total \$10.5 million. The construction is scheduled for a 10-month period which means construction must start immediately to be ready by next fall's promised opening. The Foundation is actively fundraising for additional resources; they fully intend to raise the full \$ 10.5 million cost which includes furniture, fixtures, equipment, and design costs. Jim Watkins will be the project manager.</li> <li>STEM Building change orders are now being negotiated. There were significant additional costs incurred due to environmental issues. Work had to pause, but the sub-contractors had to be paid.</li> </ul>	<ul style="list-style-type: none"> <li>Chair Burkman thanked Mr. Maduta and the Advising staff for offering their help to the ITT Tech students. Trustee Strong said these actions will resonate in the community and word will spread about what they did.</li> <li>Vice Chair Rupley said that Centralia and Grays Harbor now offer a bachelor's degree in in teaching and asked if there was a way for Clark to offer teacher training as there is a terrible teacher shortage. Dr. Cook said Clark is getting ready to analyze new potential programs and that degree is a very innovative one that could be reviewed.</li> <li>Chair Burkman asked about the 2016-2017 key budget elements. Mr. Williamson said that the 1.8% salary adjustment cost the college \$100,000 and was not fully funded by the state so hit the college's operating budget directly. The state did not backfill the tuition decreases last year either. The college is continually affected by the \$100,000-\$200,000 annual hits and it is seriously hurting the college's ability to serve students. President Knight sent a letter to our legislators about Moore v HCA and he was told by one of our legislative reps that our delegation is looking into it. The charge went through to the college when the legislature was out of session and they were unaware that it had happened. We will not get the money back, but the legislature may afford some future adjustment. The community colleges will be making a huge ask of the legislature this year.</li> </ul>

	TOPIC	DISCUSSION	ACTION
		<ul style="list-style-type: none"> <li>The STEM ribbon cutting is on October 3 at 3 pm. Representative Jaime Herrera will be speaking at the event.</li> <li>Enrollment is at the same level as in 2015 and the full picture will be available after the tenth day of the quarter.</li> <li>Planning &amp; Effectiveness has been spearheading the redesign of the college's committee structure. The college is moving to a four council model that focuses on the core themes. The college community has been working on the restructure for the past one-and-one-half There will be a committee update on the November agenda.</li> </ul>	<ul style="list-style-type: none"> <li>Chair Burkman also asked about the VP of HR search. The college is in the final steps of hiring and will meet with a third candidate on September 30. There will be more information forthcoming next week.</li> </ul>
VIII.	<b>DATE AND PLACE OF FUTURE MEETING</b>		
	<ul style="list-style-type: none"> <li>The next regular meeting of the Board of Trustees is scheduled for October 26, 2016 in the Ellis Dunn Community Room, GHJ 213 at 5:00 pm.</li> </ul>		
IX.	<b>EXECUTIVE SESSION</b>		
	<ul style="list-style-type: none"> <li>No Executive Session was held this evening.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>
X.	<b>ADJOURNMENT</b>		
	<ul style="list-style-type: none"> <li>There being no further business, Trustee Pollard made a motion, seconded by Trustee Jacobsen, to adjourn meeting. The motion passed unanimously and the meeting adjourned at 6:25 pm.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>

Jack Burkman, Chair

Leigh Kent  
Recorder  
October 6, 2016

Minutes of the Work Session of the Board of Trustees  
Clark College, District No. 14  
October 24, 2016

**TRUSTEES PRESENT**

Jack Burkman  
Jane Jacobsen  
Royce Pollard  
Jada Rupley

**TRUSTEES ABSENT**

Rekah Strong

**ADMINISTRATORS**

Robert Knight	President
Dr. Tim Cook	Vice President of Instruction
William Belden	Vice President of Student Affairs
Robert Williamson	Vice President of Administrative Services
Dr. Chato Hazelbaker	Chief Communication & Information Officer
Shanda Diehl	Associate Vice President of Planning & Effectiveness
Kevin Witte	Associate Vice President of Economic & Community Development
Leigh Kent	Executive Assistant to the President

**OTHERS**

Jennifer Mankowski-Dixon	Assistant Attorney General
Joel Munson	Senior Vice President of Development
Kimberly Sullivan	AHE President
Chris Jacob	Interim Athletic Director
John Maduta	Associate Director of Advising Services
Daniel Soriano	Student
Tresa Marsh	Student

**Clark College**  
**Accreditation Reporting/Visit Schedule**  
**2018 - 2025**

<b>Year</b>	<b>Report Year/Standard</b>
<b>2018</b>	Year Seven Report and Visit <i>Standard Three: Planning and Implementation</i> <i>Standard Four: Effectiveness and Improvement</i> <i>Standard Five: Mission Fulfillment, Adaption, and Sustainability</i>
<b>2019</b>	Year One Report <i>Standard One: Mission and Core Themes</i>
<b>2021</b>	Year Three Report and Visit <i>Standard Two: Resource and Capacity</i>
<b>2025</b>	Year Seven Report and Visit <i>Standard Three: Planning and Implementation</i> <i>Standard Four: Effectiveness and Improvement</i> <i>Standard Five: Mission Fulfillment, Adaption, and Sustainability</i>

# ACADEMIC EXCELLENCE



PRESIDENT'S REPORT  
OCTOBER 2016

**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.*

- The 2016 edition of *Phoenix*, Clark's art and literary journal, has received two notable awards: The American Scholastic Press Association recognized Phoenix as the Best Community College Art and Literary Magazine in the United States (first place with special merit), and the Community College Humanities Association awarded Phoenix first place in the Literary Magazine Competition, Pacific-Western Division. Congratulations to the Phoenix advisors, staff, and student contributors for these well-deserved accolades! Progress being made: Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective. (OOI)
- The STEM Building Ribbon-Cutting Ceremony occurred on October 3, 2016. A number of dignitaries were present, including Governor Jay Inslee. A number of interactive activities were available, including a microbiology display, new high definition camera system in the Anatomy Lab, a helicopter drop in the Drop Tower, an electric car in the Collaboratorium, and technology demonstrations in the Machining Room. Guided building tours and refreshments were also offered. Progress being made: Create and advance accessible, integrated, and technology-enriched learning environments. (OOI)
- The second annual Learning & Assessment Day was held on Friday, October 7. Classified and administrative/exempt staff had the opportunity to attend various workshops held throughout the day. Activities included tours of the Child Family Studies facility and the STEM building, Happy Brain Science, a forum about the North County campus, and many other activities. Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning. (OOI)

## ACADEMIC EXCELLENCE

- New Full-Time Faculty Retreat -- A retreat for new tenure-track and full-time faculty was held at CTC on Friday, October 7. There were 18 participants in attendance from Transitional Studies, Nursing, Counseling, History, Health & PE, Biology, Business Medical, Cuisine, Music, Intensive English, Physics, Business, Math, Geology, and Automotive. Presenters included Kimberly Sullivan, AHE President, who explained highlights of the AHE contract; Felisciana Peralta, Multicultural Retention Manager, discussing cultural competence and universal design; Bevyn Rowland, Counselor and Human Development Professor, on classroom management and behavioral intervention; and Zach Lattin, IT Specialist 3 from Disability Support Services, on accessibility strategies for the Canvas learning management system. Joan Zoellner, Math Professor, led a workshop on active learning strategies. Miles Jackson, Rachele Bakic, and Cathy Sherick presented highlights of the Academic Plan with the group. Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning. (OOI)
- Three Clark students participated in an "Irish Life and Culture" Study Abroad Program in Ireland from September 3-17. Students were exposed to the Gaelic language, Irish sports and music, mythology, excursions in Southern and Northern Ireland, and a service learning experience. Progress being made: Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective. (SA)
- One Clark student participated in the Costa Rica Study Abroad Program from August 17-September 14. This student studied in a Spanish immersion program and took courses in Costa Rican Art, Central American issues, Diversity of Costa Rica forests, and Costa Rican Folk Music. Progress being made: Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective. (SA)
- Student Affairs departments provided office-wide support for the Enrollment Labs hosted in the months of August and September. The goal of these labs was to increase enrollment for the upcoming academic year and improve engagement with our student body by connecting them directly with staff members that could help guide students toward resources (both tangible and intangible) available for their success. Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion. (SA)
- During the month of September, the Recruitment and Outreach Team completed nine (9) recruitment visits to local high schools (Hayes Freedom, Fort Vancouver, Hudson's Bay, Skyview, HeLa, Ridgefield, Parkrose, Hockinson, and Camas High) and visited one (1) job fair in Woodland. Progress being made: Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective. (SA)
- The Recruitment & Outreach Team has partnered with the Clark County Jail Re-Entry Education Program to provide admissions presentations to their class twice a month. This effort is led by Tyler Bieber, Student Recruitment Specialist. So far, we have had two (2) sessions, resulting in presenting to 19 prospective students and receiving 12 admissions applications. Progress being made: Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective. (SA)
- Catharine Keane, Career Services Associate Director, presented at the New Faculty Orientation on October 6. This was the first time Career Services was included on the faculty orientation agenda, and it provided the opportunity for us to engage new faculty to ensure they were able to share with students about the resources and services available for career exploration, internship, networking and successful job search resources. Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning. (SA)

## ACADEMIC EXCELLENCE

- In an effort to support faculty and students, Career Services sent a survey to all faculty inviting them to consider ways we can partner together. The survey included some examples of how we could collaborate, and also left space for faculty to share other possibilities, perhaps an idea they've been considering but hadn't had time to fully develop. It was also a good opportunity to remind them not to cancel a class if they had to be absent, but to contact us to present on a career or employment related topic. Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion. (SA)
- Career Services continues to engage the college community with a variety of workshops and development opportunities. Staff presented the following Student Success workshops, "Professional Development" series including the first three workshop presentations: "Will Anyone Ever Hire Me?," "Resume Building", and "Informational Interviews." Additionally, staff was present at the ITT Tech Students Information session, Student Ambassador training, COLL 101 for athletes, and for presentations for HEOC (Health Occupations) students and HDEV (Human Development) classes at CTC. Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion. (SA)
- Fall 2013 was the first quarter that we had a large enough student sample enrolled in College 101 to compare student retention and completion. Now that three years has passed, we are able to compare completion rates for students who enrolled in College 101 their first quarter with students who did not enroll in the course.
- As you will see below, first-term, degree-seeking students who enrolled in College 101 their first quarter had a statistically significant higher rate of completion within three years.
  - Overall, this difference was seven percentage points. When isolating to students who were successful in the course, the difference extends to 11 percentage points (35% vs 24%)
  - For Non-Running Start students, this difference was 4 percentage points. When isolating to students who were successful in the course, the difference extends to nine percentage points (28% vs 19%).
  - For Running Start students, this difference was 13 percentage points. When isolating to students who were successful in the course, the difference extends to 15 percentage points (46% vs 31%).

### Student Retention Rates and Completion Rate within Three Years, by Enrollment in College 101

Fall 2013 First-Term, Degree-Seeking Students

	# of First-Term, Degree-Seeking Students	% who were Enrolled for Winter 2014	% who were Enrolled for Fall 2014	% who Completed a Degree or Certificate Within 3 Years
Did Not Enroll in College 101 in First Quarter	2,496	83%	59%	24%
Enrolled in College 101 First Quarter	258	91%*	70%*	31%*
Successful in College 101 First Quarter	220	95%*	75%*	35%*

*\*Difference in completion rate was statistically significantly higher, compared with students who did not enroll in the course.*

ACADEMIC EXCELLENCE

Student Retention Rates and Completion Rate within Three Years, by Enrollment in College 101 and Running Start Status

	# of First-Term, Degree-Seeking Students	% who were Enrolled for Winter 2014	% who were Enrolled for Fall 2014	% who Completed a Degree or Certificate Within 3 Years
<b>Non-Running Start Students</b>				
Did Not Enroll in College 101 in First Quarter	1,478	75%	49%	19%
Enrolled in College 101 First Quarter	167	89%*	62%*	23%*
Successful in College 101 First Quarter	139	95%*	68%*	28%*
<b>Running Start Students</b>				
Did Not Enroll in College 101 in First Quarter	1,018	93%	74%	31%
Enrolled in College 101 First Quarter	91	96%*	85%*	44%*
Successful in College 101 First Quarter	81	96%	88%*	46%*

Fall 2013 First-Term, Degree-Seeking Students

*\*Difference in completion rate was statistically significantly higher, compared to students who did not enroll in the course.*

Progress made toward: 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.*

- To support the college's goal of achieving greater social equity, *The Independent's* Editor-in-Chief, Emily Hancock, *Independent* Managing Editor Ieva Braciulyte and Journalism faculty member/adviser Dee Anne Finken, attended the Summit on Diversity & Inclusion at Oregon State University from September 30 to October 1, 2016. More than 100 students and faculty from universities and colleges from across the country attended the event where the discussions centered on reporting about race, ethnicity, gender, class, ability, religion, and LGBTQ issues; how to create more inclusive and welcoming newsrooms; covering conflict; exploring identity; the impact of implicit bias on hiring and news coverage; and tools for engaging diverse communities. The event was sponsored by College Media Association, the Orange Media Network, and Oregon State University. ASCC provided the funding that enabled the two students and adviser to attend. Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (OOI)
- Learning & Assessment Day (October 7) featured six sessions that count towards the college's social equity benchmark of 100% of employees attending one social equity professional development activity beyond the required training. The workshops were,
  - Reporting Sexual Misconduct
  - Get Personal: Challenging Assumptions and Removing Stigma
  - How to Create Accessible Documents
  - Equity in Hiring
  - Supporting Queer Students
  - Understanding Guided PathwaysProgress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (OOI)
- On Thursday, October 6, more than 200 people attended "Income Inequality: Is the American Dream at Risk?" a faculty panel discussion sponsored by the Teaching & Learning Center. Four faculty representing an array of disciplines provided their perspectives on the current state of income inequality in the U.S. The panel members were Patricia Atkinson (Economics), Professor Kushlani de Soyza (Women's Studies), Professor Michael Ceriello (Political Science), and Dr. Don Ludwig (Sociology). The discussion was moderated by Professor Dave Kosloski (Communication Studies). *The Columbian* also covered the story - <http://www.columbian.com/news/2016/oct/09/panel-clark-college-american-dream-inequality/>. Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (OOI)

## SOCIAL EQUITY

- Disability Support Services compared the number of eligible students to the number who start the term using accommodations and what types of accommodations. It is important to note that, for a variety of reasons, not all students choose to use accommodations every term and many students don't request accommodations at the start of the term. As of the first day of Fall term, 351 students with disabilities were registered and eligible for some type of accommodation. Out of 351, nearly fifty percent, 175 students, requested accommodations by the first day of the term and accommodation letters were emailed to all of their instructors, equating to 421 classes. Within these 421 classes many students have multiple accommodations, from assistive technology such as a screen reader, to testing, and more. Some of the large groups of accommodations include: 361 class requests for accommodated testing, 227 class requests for ability to record the lecture, 124 class requests for note taking, 81 class requests for alternate format (which includes e-text, braille, or large print of textbooks and course materials), 24 class requests for sign language interpreters, eight class requests for real time captioning transcription for students who are hard of hearing, and 55 class requests for flexibility with attendance. Additionally, an estimated 93 classes use CANVAS and involve some need for accessibility, from needing accessible documents of all the course online content to closed captioning of videos. Progress being made: Facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups. (SA)
- The Financial Aid Office (which includes Workforce Education Service and Veteran Certifying Team) participated in the Teaching and Learning Day on October 7. This professional development event offered the team opportunity to choose from a variety of different topics such as "How to Support Queer Students", "Happy Brain Science", "Canvas Basics", etc. This professional development will help the team gain knowledge and skills to improve themselves, their work, and their service to students. For example, the presentation on "How to Support Queer Students" helped the team gain the correct terminologies to use in identifying different genders, expressions, and emotions. More importantly, the presentation gave the team a deeper understanding of the challenges of our LGBTQ students. In the "Happy Brain Science" presentation, the team learned different methods and tools to use to help increase work productivity, feel satisfied, and be happy. The team is grateful to the college for providing wonderful opportunity for professional and personal development. Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (SA)
- Diversity Outreach Manager Dolly England and Director of Human Resources Manager Sue Williams presented a training on "Equity in Hiring" during Learning and Assessment Day October 7. This training is required of all hiring managers and all employees who serve on screening committees. Since its implementation last year, 361 employees have received this training. Progress being made: institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity, and demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.

# 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.*

- The Southwest Washington Recovery Coalition held its annual forum in the Student Center at Clark College on September 17. A luncheon was catered by Lifeline Connections Treatment. Approximately 250 people attended the forum to hear about recovery resources in the community, recovery stories, and the progress of the SWWRC in creating new opportunities for recovery in Clark County. A combined total of almost 800 years of sobriety by the participants was recorded. Dr. Marcia Roi, Department Chair of the Addiction Counseling Education Department, was presented with an award for her work in promoting recovery through her work as a member of the coalition. Clark College joined the coalition as a corporate sponsor earlier this year. 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. (OOI)
- The Clark College Libraries expanded the collection of equipment available for long-term checkout:
  - 89 graphing calculators were donated to the library from the Mathematics department. By day three of the quarter, all were on quarter-long loan. This program will save students a combined total of \$3,115.
  - There are 41 netbooks available for 21-day loan.
  - There are 75 laptops available for students enrolled in the three sections of I-DEA classes (Transitional Studies).

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. (OOI)

## ECONOMIC VITALITY

- Disability Support Services Director Megan Jasurda advocated for and negotiated a higher discount on braille material conversion with the Washington State School for the Blind OGDEN Resource Center. Clark received a 15% discount last academic year but due to the high volume of materials and the intention for continued partnership, a 20% discount was offered for this 2016-2017 academic year. (Last academic year DSS spent \$106,000 on braille material conversion from OGDEN Resource Center, all to accommodate our students). Progress being made: Leverage resources to create and sustain future innovations. (SA)
- Fall term 2016, International Programs enrolled 97 students representing 31 countries including students from Ecuador, Italy, Senegal, and Yemen. International students in F-1 (student visa) status pay out of state tuition that supports the International Program, the Intensive English Language Program and contributes to the college general fund. Progress being made: Maximize the college's return on investment by responsibly allocating available resources. (SA)
- Advising Services Associate Director, John Maduta, volunteered to be the point of contact for all Portland-based ITT Tech students affected by the recent nationwide closure. Clark was one of the first colleges to react to this closure and was swift in providing support for those students during a time of both confusion and frustration. Aside from one-on-one advising, phone and email communications, Clark also hosted an information session to approximately 25 students on September 15. The information session allowed those in attendance to weigh their options for continuing their education whether at Clark or elsewhere. Reactions to our support were positive even if we were not able to mitigate the circumstances in full. Representatives from Instruction and Student Affairs were present at the information session to provide students with clear information on their next steps. 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)
- Student Debt: The Financial Aid Office is continuing its work on the default management prevention plan. For the month of September, we emailed 400 delinquent former students reminding them of their debt and resources and send them an additional reminder again this week. We also emailed 1,138 current students with a notice of their estimated debt thus far and resources on campus to assist with managing their debts. In addition, we provided a default management training session for staff on October 7 as part of the Teaching and Learning Day at Clark. Finally, we have created a #HarvestFunds digital campaign to educate and update students on College Goal Washington as well as scholarships to help lower debt. 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 September, the Department of Education released the 2013 Final Cohort Default Rate (CDR). Clark's 2013 CDR is 20.6% a slight increase of .3 percent from the 2012 CDR. Of the four Portland Metro community colleges, Clark had the lowest increase. We cannot compare ourselves to other Washington community colleges because our FTE and number of students receiving federal financial aid is much higher than any of the community colleges in the state of Washington. The average CDR in the state of Washington is 17.18%. The average change for default rates in the population reviewed was an increase of .4%. 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

- For Fall 2016, Clark College has disbursed \$4,540,488.65 to 3,139 financial aid students. These are all degree seeking students. 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)
- Brianna Lisenbee, Employer Relations Specialist, met and/or spoke with various local companies including The Management Group, Safeway, and U.S. Forest Service, to cultivate partnerships and opportunities for Clark College students by posting job and internship openings on Penguin Jobs, setting up recruitment events on campus and coordinating program tours for company representatives. 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)
- Brianna Lisenbee, Employer Relations Specialist, and Patrick Willis, Career Advisor, presented a Career Coach workshop on October 7 during Learning and Assessment Day. They demonstrated the enrollment and retention tool with the purpose of better preparing Clark College staff for opportunities to share and explain the tool with prospective and current students. Career Coach identifies wage and employment outlook data important for forecasting living-wage job opportunities and regional demands. They also emphasized how good-fit careers and programs lead to a higher academic success rate for students by placing them more quickly on a career pathway. 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)
- A Strengths, Weaknesses, Opportunities, and Threats (SWOT) report, compiled by the Office of Planning & Effectiveness, was prepared for the Instructional Planning Team (IPT) as a tool to understand and evaluate labor market trends and educational projected trends, as outlined in the 2016-2021 Clark College Academic Plan. As stated in the 2016-2021 Clark College Academic Plan, the SWOT report includes information from the labor-market gap analysis between community need and college service, a mapping of college programs to community/industry sectors, and an analysis of program costs/revenues.

Current and emerging occupations and industries were compared to Clark College programs for a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Report, compiled by the Office of Planning & Effectiveness. This report identified opportunities for program improvements and emerging programs, including but not limited to: advanced manufacturing, agronomy, and BAS degrees in community health, computer and network technologies, and education. The SWOT report was presented to Instructional Planning Team (IPT) on October 10, which will be used to inform their SWOT analysis to assure that Clark College's program mix is responsive to community needs. Progress made toward: Align program offerings with regional workforce needs to include technical and work-readiness skills. (P&E)

- Economic and Community Development is now offering non-credit open enrollment Nursing Assistant Certified (NAC) classes. The fall class began on September 27, 2016. Classes are six weeks long and include 60 hours of instruction and 60 hours of clinical training in a nursing care facility. The NAC program's primary audience has been refocused to workforce entrants. The enrollment strategy follows an influencer-based model, going through WorkSource, local agencies, and nursing care facilities to reach prospective students. For winter quarter, ECD will offer an evening and a day class to accommodate student schedules. In addition to NAC classes, ECD is offering Department of Social and Health Services (DSHS) classes in Adult Family Home Administrator Training, Mental Health Specialty Training for caregivers and Dementia Specialty Care for caregivers and facility managers. Progress being made: align program offerings with regional workforce needs to include technical and work-readiness skills. (ECD)

# 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.*

- Learning & Assessment (Friday, October 7) featured Ayla Lewis from Happy Brain Science. Ms. Lewis led two 75-min workshops with a total of 115 classified and administrative/exempt staff in attendance. The workshop provided “actionable techniques to increase job happiness, organized around the themes of goals, relationships, and attitude.” Progress being made: Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions. (OOI)
- The new STEM building opened on schedule and began serving students on September 19. Facilities Services staff continue to work in the building refining details and supporting the contractor with punch list and warranty items. Progress being made: improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.
- Facilities Services has completed its demolition work at the culinary arts site in preparation for the contractor to begin full construction later in October. Progress being made: improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.

# STATISTICS

## Clark College - Budget Status Report September 30, 2016

Sources of Funds (Revenues)	2016-17 Budget	Revenues to Date	Difference	% Budget Received
<b>Operating Accounts</b>				
State Allocation	31,300,817	8,375,888	(22,924,929)	26.8%
Tuition & ABE	19,429,279	8,395,305	(11,033,974)	43.2%
Running Start	9,525,689	(30,216)	(9,555,905)	-0.3%
Excess enrollment	-	-	-	0.0%
Planned use of prior fund 148 balance	1,914,503	-	(1,914,503)	0.0%
Dedicated, matriculation, tech, cont ed	4,777,653	1,676,562	(3,101,091)	35.1%
<b>Total Operating Accounts</b>	<b>66,947,941</b>	<b>18,417,539</b>	<b>(48,530,402)</b>	<b>27.5%</b>
<b>Other Accounts</b>				
Grants & Contracts less Running Start	4,363,990	477,688	(3,886,302)	10.9%
Internal Support & Agency Funds	1,170,993	570,270	(600,723)	48.7%
ASCC	1,814,310	625,774	(1,188,536)	34.5%
Bookstore	4,494,707	1,650,260	(2,844,447)	36.7%
Parking	490,377	103,506	(386,871)	21.1%
Auxilliary Services	1,459,678	258,252	(1,201,426)	17.7%
Financial Aid	36,876,312	9,089,308	(27,787,004)	24.6%
<b>Total Other Accounts</b>	<b>50,670,367</b>	<b>12,775,057</b>	<b>(37,895,310)</b>	<b>25.2%</b>
<b>Total Sources of Funds</b>	<b>117,618,308</b>	<b>31,192,596</b>	<b>(86,425,712)</b>	<b>26.5%</b>

Uses of Funds (Expenses)	2016-17 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
<b>Operating Accounts</b>				
President	859,760	162,338	697,422	18.9%
Associate Vice President of Planning & Effectiveness	873,587	113,123	760,464	12.9%
Special Advisor for Diversity & Equity	381,221	74,063	307,158	19.4%
Vice President of Instruction	38,427,713	7,172,127	31,255,586	18.7%
Vice President of Administrative Services	9,914,376	4,251,876	5,662,500	42.9%
Vice President of Student Affairs	8,787,843	2,147,924	6,639,919	24.4%
Associate Vice President of Economic & Community Dev	1,222,327	296,985	925,342	24.3%
Chief Communication & Information Officer	5,230,909	1,692,488	3,538,421	32.4%
Associate Vice President of Human Resources	1,250,205	294,369	955,836	23.5%
Bank & credit card fees	-	40,262	(40,262)	
<b>Total Operating Accounts</b>	<b>66,947,941</b>	<b>16,245,554</b>	<b>50,702,387</b>	<b>24.3%</b>
<b>Other Accounts</b>				
Grants & Contracts less Running Start	4,363,990	1,261,325	3,102,665	28.9%
Internal Support & Agency Funds	1,170,993	659,375	511,618	56.3%
ASCC	1,814,310	608,164	1,206,146	33.5%
Bookstore	4,494,707	1,715,868	2,778,839	38.2%
Parking	490,377	119,618	370,759	24.4%
Auxilliary Services	1,459,678	503,831	955,847	34.5%
Financial Aid	36,876,312	9,176,272	27,700,040	24.9%
<b>Total Other Accounts</b>	<b>50,670,367</b>	<b>14,044,453</b>	<b>36,625,914</b>	<b>27.7%</b>
<b>Total Uses of Funds</b>	<b>117,618,308</b>	<b>30,290,007</b>	<b>87,328,301</b>	<b>25.8%</b>
<b>Difference - Excess (Deficiency)</b>	<b>-</b>	<b>902,589</b>		
Capital Projects- Foundation and Grant Contributions	54,000	54,500	(500)	100.9%
Capital Projects- Expenditures	8,220,610	1,974,304	6,246,306	24.0%

**CLARK COLLEGE**  
**Fund and Cash Balances**  
as of July 1, 2016

	<b>Fund Balance</b> (minus non-cash assets) <b>6/30/16</b>	<b>Cash Balance</b> (minus dedicated cash) <b>6/30/16</b>	<b>Required Reserves</b>	<b>Prior Commitments</b> (prior to 7/1/16)	<b>New Commitments</b> (2016/17)	<b>Total Available Cash</b>
145 Grants and Contracts	6,768,462	5,291,762		375,733	1,949,326	<b>2,966,703</b>
145 CIS	377,797	377,797			-	<b>377,797</b>
147 Local Capital	(1,569,058)	-				-
148 Dedicated Local	3,046,591	(487,859)		75,000	514,424	<b>(1,077,283)</b>
149 Operating Fee	394,200	153,838				<b>153,838</b>
440 Central Store (Catalog)	-	-				-
448 Print/Copy Machine	17,012	17,012				<b>17,012</b>
460 Motor Pool	105,705	105,705				<b>105,705</b>
522 ASCC	1,435,056	-				-
524 Bookstore	4,161,622	4,161,622		2,000,000		<b>2,161,622</b>
528 Parking	231,381	231,381				<b>231,381</b>
570 Other Auxiliary Enterprise	1,082,182	337,112		30,315		<b>306,797</b>
790 Payroll (clearing)	177,344					-
840 Tuition/VPA	1,849,021					-
846 Grants - Fin Aid	(1,141,921)					-
849 Student Loans	21,910					-
850 Workstudy (off-campus)	(3,054)					-
860 Institutional Financial Aid Fui Reserves*	790,146		4,503,344			<b>(4,503,344)</b>
<b>Totals</b>	<b>17,744,396</b>	<b>10,188,370</b>	<b>4,503,344</b>	<b>2,481,048</b>	<b>2,463,750</b>	<b>740,228</b>

\*Reserves of 10% reduced by \$2,000,000 on October 21, 2014 to fund Culinary remodel as approved by Board  
(Reserves amount is an estimate until budget is finalized)

S.SAND 10/11/16



## Fund Balance Less Commitments

<b>Available Fund Balance Before Commitments</b>	<b>10,188,370</b>
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<b>Prior Year Commitments</b>				
Date	as of July, 2016	Fund	Amount	Total
8/1/2015	CTC Cash Flow Shortage-FY 2017	145	375,733	375,733
7/22/2013	STEM Grant	148	25,000	
1/28/2016	Salary Survey Consultant	148	50,000	75,000
10/21/2014	Culinary Remodel-use of reserves	524	2,000,000	2,000,000
7/1/2011	Basic Events	570	18,535	
7/1/2011	Government Events	570	10,000	
11/27/2013	Basic Events	570	1,780	30,315
<b>Total Prior Commitments</b>				<b>2,481,048</b>

### New Commitments July 1, 2016 to present

Date		Fund	Amount	Fund Total
7/1/2015	Moore vs. Healthcare Authority Settlement	145	1,293,579	
7/1/2015	STEM FFE	145	447,441	
7/1/2015	Athletic Coaches	145	31,500	
7/1/2015	ECD Computer Replacement	145	10,400	
7/1/2016	Lawnmower	145	70,000	
7/1/2016	Culinary Arts COP	145	71,406	
10/11/2016	Firewall Software	145	25,000	1,949,326
7/1/2014	Funds formerly held at CIS	145	-	-
7/1/2015	CTC Link Cost	148	459,274	
7/1/2015	Teaching and Learning Days	148	4,150	
7/1/2015	Assessment Cost	148	29,000	
7/1/2015	Penguin Welcome days	148	22,000	514,424
<b>Total New Commitments</b>				<b>2,463,750</b>

### Required Reserves

10% of \$65,033,438 less \$2,000,000\* 4,503,344

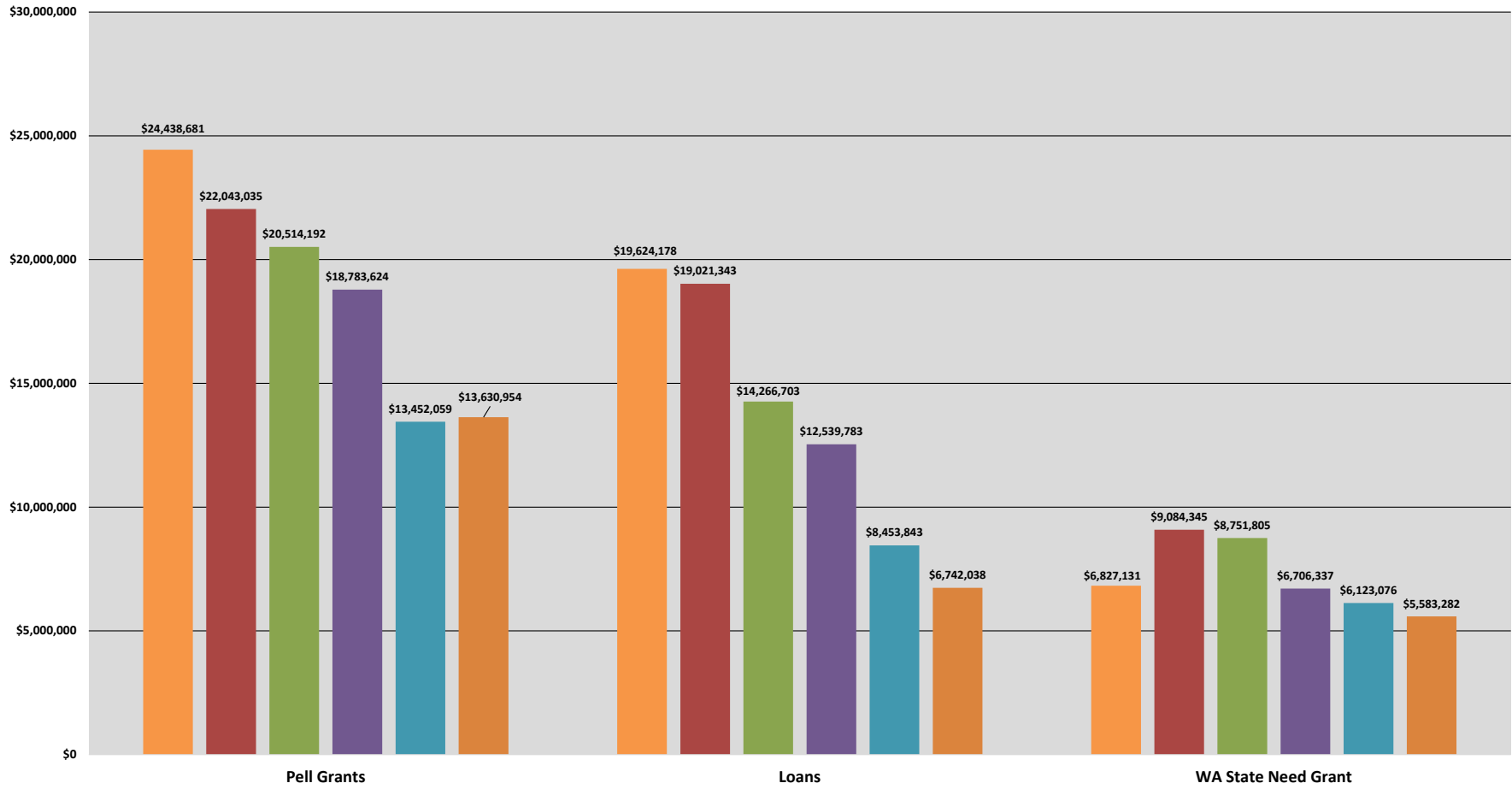
<b>Fund Balance After Commitments and Required Reserves</b>	<b>740,228</b>
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\* Reserve as approved by the Board on June 11, 2014, use of reserve approved 10/21/14

**6 Year Comparison of Awards by Category**  
**September YTD**

- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015
- 2015-2016
- 2016-2017

Dollars (millions)

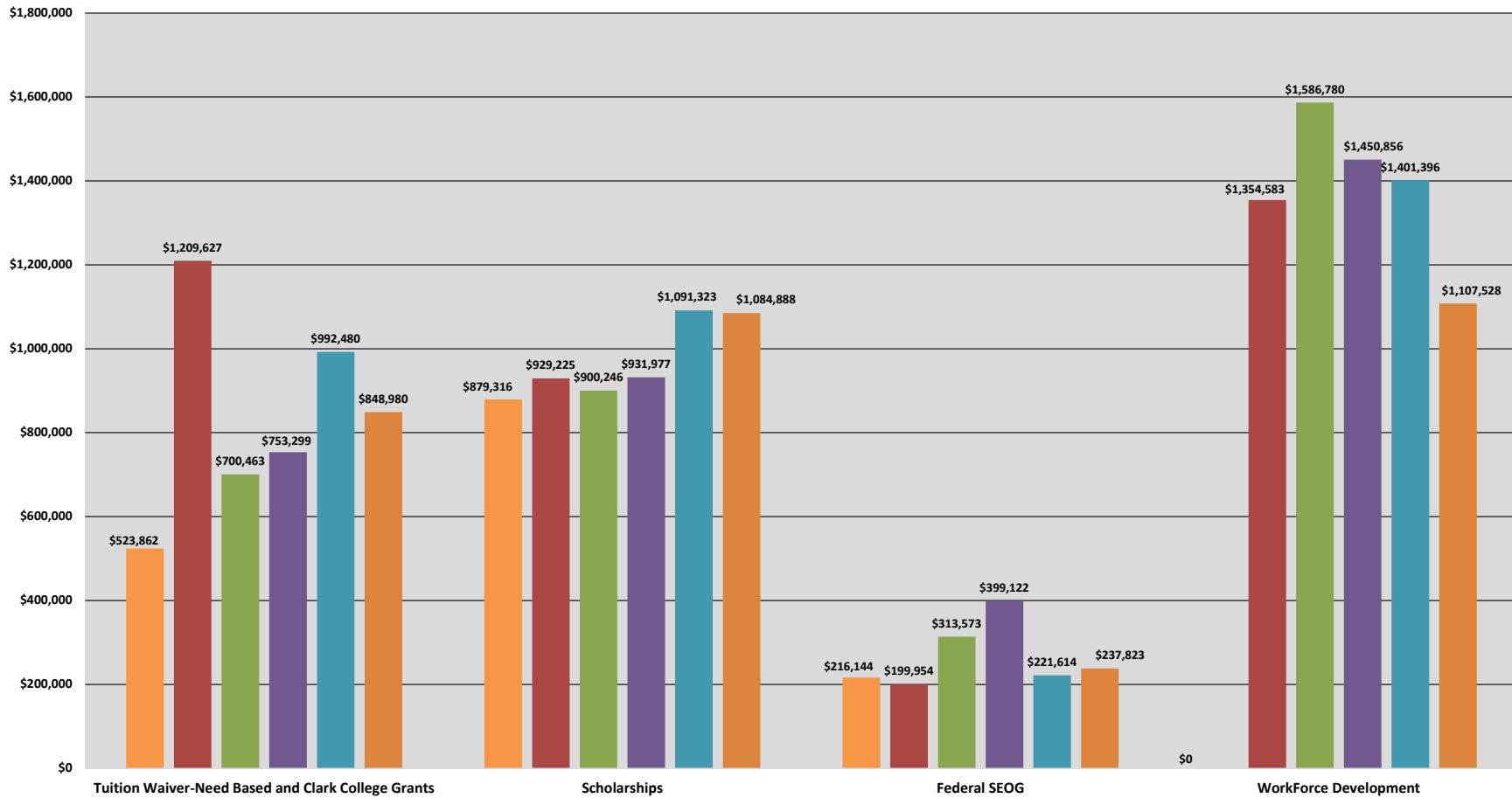


Note: WA State Need Grant includes College Bound Scholarships

**5 Year Comparison Awards by Category (cont'd)**  
**September YTD**

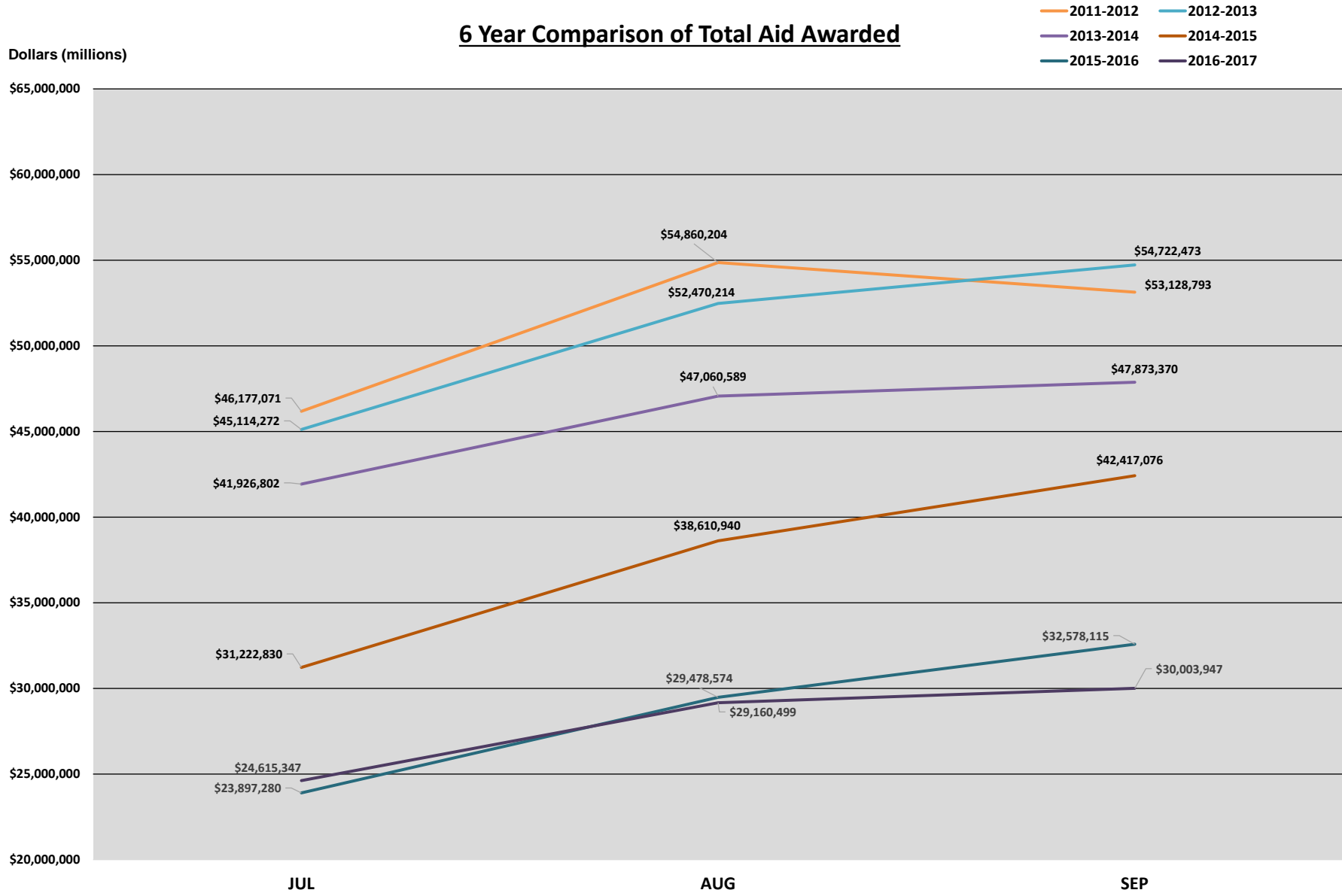
■ 2011-2012    ■ 2012-2013  
■ 2013-2014    ■ 2014-2015  
■ 2015-2016    ■ 2016-2017

Dollars (millions)



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

### 6 Year Comparison of Total Aid Awarded



### 6 Year Comparison of Students Served

