



Clark College
BOT Meeting
Wednesday, October 25, 2017 5:00 PM (PDT)
GHL 213



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- I. Call to Order/Agenda Review - Chair Rupley
- II. Introductions - President Knight
- III. Public Hearing - Bob Williamson
Updates to WACS

WAC 132N-156-550, Parking and Traffic Rules and Regulations, ILLEGAL PARKING
WAC 132N-276-090, Public Records, COPYING
- IV. Action Items - Chair Rupley
 - A. Approval of President's Contract & Salary Adjustment
 - B. 2018 Board of Trustee Meeting Dates
 - C. Approval of WAC 132N-156-55p Illegal Parking
 - D. Approval of WAC 132N-276-090 Copying
 - E. September 2017 Board of Trustee Minutes
- V. Audience Statements - Chair
- VI. Constituent Reports
 - A. AHE - Kimberly Sullivan
 - B. WPEA - Billie Garner
 - C. ASCC
 - D. Foundation - Lisa Gibert
- VII. Reports from Board Members
- VIII. President's Report
 - A. Student Success Story - Chris Higley
 - B. Faculty Presentation--Gastropods Project - Catherine Crosby
Introduction by Brenda Walstead, Dean of Business & Health Sciences
 - C. Financial Aid Statistics
 - D. October Scorecards
 - E. Budget Status Report--September 2017
 - F. Fund Balance--September 2017
- IX. Next Meeting
The next meeting of the Board of Trustees is currently scheduled for Tuesday, November 14, 2017 in the Ellis Dunn Community Room, GHL 213.

X. Executive Session

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

XI. Adjournment - Chair Rupley

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

Public Hearing

No documents for this item

Action Items

No documents for this item

ADDENDUM TO CONTRACT

This addendum to Robert K. Knight's employment contract extends the appointment on August 3, 2007 through midnight, August 31, 2020.

The annual salary shall be one hundred ninety five thousand, five hundred ninety nine dollars (\$195,599), effective July 1, 2017 upon signature by all parties and subject to whatever additional increases may be provided by the Board periodically during the term of the contract. The term of the contract is not affected.

Executed this _____ day of _____, 2017

Jada Rupley, Chair, for and on behalf of,
Board of Trustees of Community College District 14

Accepted:

Robert K. Knight, President
Community College District 14

September 24, 2014
August 26, 2015
October 28, 2015
August 24, 2016
September 28, 2016
June 19, 2017
September 20, 2017

CLARK COLLEGE BOARD OF TRUSTEES

PROPOSED 2018 MEETING DATES

| Proposed Meeting Dates | Conflict |
|--|---|
| January 24 <i>Jan 31 as alternate date</i> | ACT & WACTC, January 22-24 |
| February 28 | |
| March 14 | |
| April 25 | |
| May 23 | CESD Board /Budget Committee meetings |
| June 13 | |
| July Retreat TBD | |
| August 22 | |
| September 26 | |
| October 24 <i>October 31 as alternate</i> | ACCT Leadership Congress Oct. 24-27, NYC |
| November 28 <i>Suggesting Nov 14 as alternate</i> | AESA Conference |
| December 12 | Holding 12/12 and 12/19 for CESD Board |

Approval of WAC 132N-156-55p Illegal Parking

No documents for this item

Approval of WAC 132N-276-090 Copying

No documents for this item

Clark College
Minutes of the Regular Meeting of the Board of Trustees
Tuesday, September 19, 2017
GHL 213

In Attendance

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

Trustees Absent

Jane Jacobsen, Trustee

Administrators

Robert Knight, President
Dr. Tim Cook, Vice President of Instruction
Bob Williamson, Vice President of Administrative Services
William Belden, Vice President of Student Affairs
Dr. Chato Hazelbaker, Chief Communications & Information Officer
Kevin Witte, Vice President of Economic & Community Development
Dr. Loretta Capeheart, Associate Vice President of Diversity, Equity & Inclusion
Shanda Diehl, Associate Vice President of Planning & Effectiveness
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
Kimberly Sullivan, AHE President
Dr. Selena Castro, Dean of Student Enrollment and Completion
Sabra Sand, Director of Business Services
Sarah Gruhler, Director of Student Life
Chris Jacob, Director of Athletics
Jason Ernst, Student
Grace Moe, President
Ndeye Astou, Vice President
Jordan Hamilton, Club Coordinator
Bryce Van Patten, Student Relations & Promotions Coordinator
Ken Teoh, Finance Director
Ryan Hall, Executive Assistant
Lydia Straub, Activities Director
Diem Nguyen, Cultural Events Coordinator
Angela Dechand, Educational Events Coordinator
Gloria Boieriu, Family Events Coordinator
Amber Evans, Social Events Coordinator
Meizhi Teoh, Awareness Events Coordinator
Cheree Nygard, Foundation Board Chair

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

Chair Rupley called the meeting to order at 5:05 pm. The board added the topic of “Guided Pathways Statement of Support” to the agenda for approval later in the meeting. There was also an addition of a health center and advertising update to the President’s Report which will be delivered by Dean of Student Engagement Cath Busha.

Chair Rupley announced that she needs to leave the meeting early this evening due to a previous engagement; Vice Chair Pollard will take over the meeting at that time. She then updated the guests about the board work session held earlier this afternoon and thanked the college community for its hard work on this year’s budget.

II. **Introductions**

President Knight introduced Sarah Gruhler, Director of Student Life; Ms. Gruhler then introduced this year’s ASCC officers and programming board. In attendance were:

Grace Moe, President
Ndeye Astou, Vice President
Jordan Hamilton, Club Coordinator
Bryce Van Patten, Student Relations & Promotions Coordinator
Ken Teoh, Finance Director
Ryan Hall, Executive Assistant
Lydia Straub, Activities Director
Diem Nguyen, Cultural Events Coordinator
Angela Dechand, Educational Events Coordinator
Gloria Boieriu, Family Events Coordinator
Amber Evans, Social Events Coordinator

III. **Action Items**

A. **Guided Pathways Statement of Support**

Chair Rupley read the statement to the audience. The board feels strongly that they need to publicly affirm support of guided pathways as it speaks to the mission of the college, student retention, completion, and student success.

Trustee Burkman made a motion to approve the Guided Pathways Statement of Support. Trustee Strong seconded the motion and it unanimously passed.

B. **Election of Board Officers**

Trustee Burkman made a motion to approve the committee assignments for 2017-2018. Trustee Pollard seconded the motion and it unanimously passed.

Clark College Foundation Board of Directors

| | |
|---|---------------------------|
| Foundation Board (Position #1): | Jane Jacobsen |
| Executive Committee (Position #2): | Rekah Strong |
| Board Chair/Vice Chair (BOD/BOT) Committee: | Jada Rupley/Royce Pollard |

**Representative to Washington State
Association of College Trustees (ACT)**

Jada Rupley, Primary
Rekah Strong, Alternate

**Workforce Education Liaison
Shared Governance Committee**

Jack Burkman

Facilities Master Plan

Eliminated

Planning/Accreditation Committee

Royce Pollard

North County Master Plan Committee

Eliminated

Guided Pathways Committee (new)

Jada Rupley

Jack Burkman

C. August 23, 2017 Board Meeting Minutes

Trustee Pollard made a motion to approve the minutes. Trustee Burkman seconded
MOTION: the motion and it unanimously passed.

D. August 30, 2017 Board Retreat Minutes

Trustee Burkman made a motion to approve the minutes. Trustee Strong seconded
MOTION: the motion and it unanimously passed.

E. 2017-2018 President’s Goals

President Knight indicated that he supports each of the proposed goals, and addressed each one with additional information. The next student survey will take place during winter quarter 2018; the next employee survey will be in 2019.

Goal #2, which addresses implementation of a new advising model, will be a multi-year goal as it cannot be developed and implemented in one year.

The trustees added to Goal #5: “Decrease the systemic disparity in employees, retention and employee satisfaction as identified in the Climate Survey”*”by identifying key strategies and performance indicators based on data”*.

The trustees will review and update the goals with specific measures at the January or February 2018 meeting.

Trustee Burkman made a motion to approve the 2017-2018 president’s goals with the addition of the italicized statement above. Trustee Pollard seconded the motion
MOTION: and it unanimously passed.

F. 2017-2018 College Budget

Chair Rupley said the trustees appreciate the hard work that the staff puts into a very complex budget. The executive cabinet reached out to all levels of the college for input and they feel this is the best budget they have seen in terms of layout and graphic presentation.

Trustee Pollard made a motion to approve the 2017-2018 college budget. Trustee

MOTION: Burkman seconded the motion and it unanimously passed.

IV. Audience Statements

There were no statements from the audience.

V. Constituent Reports

A. Update on Counseling Center

Dean of Student Engagement Cath Busha has been working with the students who brought their concerns about the counseling center to the June 14, 2017 board meeting. Cath has spoken with the health center staff and looked into what other schools offer their students, and will be following up with the student group within the next couple of weeks. The students and health center staff will meet together to coordinate a decision. The college has a formal complaint process for students, but no current way for student to offer ideas; this issue has presented the college with a good opportunity to have students become involved.

Action: Trustee Burkman requested an update at the October 2017 meeting as to how the combined staff/student meeting went.

B. AHE

Ms. Sullivan said the college and faculty met in negotiations for eight hours last week working on improvements for adjunct faculty. The AHE is very excited about the opportunity to help this large group of faculty. She thanked the trustees for acknowledging President Knight on Opening Day. He does such a good job of acknowledging everyone else it is nice for him to receive it, too.

Ms. Sullivan said she was very surprised and disappointed to hear about the drop in perception of shared governance at opening day. The union feels that the college keeps them well informed about decisions and offered that it may be that messaging should be improved because shared governance is much better than is being reported. She feels that there is no more powerful example of shared governance than the core council leadership meeting regularly with the executive cabinet.

The trustees thanked Ms. Sullivan for her comments regarding shared governance.

C. WPEA

There was no report from the WPEA this evening.

D. ASCC

There were no additional comments from ASCC this evening.

E. Foundation

Ms. Gibert entertained questions from the trustees. She noted that shared governance exists between the college and Foundation as well. She appreciates input from the trustees about this year's Savoring Excellence event. One of the Foundation's flagship events, the Scholarship Reception, will be held on October 5. She hopes that the trustees will be able to attend.

Chair Rupley complimented the Foundation on their financial dashboard exhibit. It is very clear and easy to understand. She also thanked Foundation Chair Cheree Nygard for attending today's work session. The Foundation will begin asking President Knight to interview their new board members and attend college board meetings so that they can fully understand the organization.

VI. Reports from Board Members

Trustee Burkman was pleased with the Opening Day program and events. He thanked President Knight for his 10 years' of service to the college and the community. It was nice to see the video recognition of staff and their years of service.

Trustee Strong thanked Felis Peralta for her many years of work and commitment to the college. She said that Opening Day is always her favorite event and she was pleased to see the standing ovation from the staff for President Knight's comments regarding DACA. The college is a large voice in this community and she was very proud of his comments that all students are welcome here.

Trustee Pollard agreed and said he has many friends around the state who have told him how lucky Vancouver is since other community colleges do not have the type of president that Clark has.

Chair Rupley felt this was the best Opening Day the college has had and thanked Dr. Hazelbaker for his assistance in drafting her remarks.

VII. President's Report

Executive Cabinet held their annual retreat last week where they worked through the college and president's goals and had a focused discussion on objectives in support of the strategic plan.

He brought the trustees' attention to the annual crime report contained in their packets. The report showed incidents at the college to be at their lowest in several years. This report is provided to the college on an annual basis.

The college is preparing for their trip to Washington, DC to meet with the ACCT guided pathways grants committee. There is a great deal of pre-work to be completed before everyone leaves on November 15.

Annual enrollment continues to erode and the college needs an additional 269 FTES to reach this year's state target. Adult Basic Ed is also being affected by the current immigration environment.

Student Success Story

Mr. Belden and Mr. Jacobs introduced Jason Ernst, this evening's student success presenter. Mr. Ernst is a runner who previously qualified for the Paralympics. Due to an injury, he has had to take some time off, but looks forward to starting again as soon as he is able. He plans to obtain his degree in Business Administration with the goal of owning his own business, working for a professional sports team, or working at a college.

Staff Presentation

Mr. Witte provided an overview of the Economic & Community Development unit and the work they do to support students at the college and in the community. Last year they served over 8,000 students in non-credit classes at the college and in corporate training. Their largest enrollments are in mature learning and community education. They currently support 464 open enrollment classes, 25% of which are new. Each of the classes also has their own learning outcomes, assessments, and syllabi.

Between 2012 and 2015, ECD grew by 52%, but dropped by about 3% between 2015 and 2017. Their Limited English Proficiency classes are also experiencing falling enrollment due to the immigration environment.

Currently, they are working with 15 companies to bring them through the sales contract process to offer employee training opportunities. It takes between six and twelve months to complete a contract closure. Their largest competitors are Portland Community College in the community education area and Impact Washington for manufacturing.

VIII. Next Meeting

The next meeting of the Board of Trustees is currently scheduled for Wednesday, October 25, 2017 in the Ellis Dunn Community Room, GHJ 213.

IX. Executive Session

There was no executive session this evening.

X. Adjournment

There being no further business, Vice Chair Pollard adjourned the meeting at 6:24 p.m. called for a motion to adjourn.

Jada Rupley, Chair

Leigh Kent
Recorder
October 6, 2017

Audience Statements

No documents for this item

Constituent Reports

No documents for this item

AHE

No documents for this item

WPEA

No documents for this item

ASCC
BOARD OF TRUSTEES REPORT
October 2017

ACADEMIC EXCELLENCE

Facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking.

- Implement and institutionalize practices that increase academic performance, retention, and completion.
- Create and sustain an inclusive and dynamic curriculum and environment that reflect our diverse college community.
- Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective.
- Create and advance accessible, integrated, and technology-enriched learning environments.
- Engage faculty, administrators, and staff in professional development experiences that enhance student learning.
- Align curriculum with learning outcomes and apply outcomes assessment evidence to continually advance student learning.

Progress

- **In preparation for the upcoming school year, student leaders of ASCC and APB did trainings from September 5th through September 22nd. In these trainings, student leaders learned how to work as a team, how to best serve the students, and how to efficiently do our individual jobs.**
- **From September 6th through September 8th, The ASCC and APB team attended the Washington State Student Leadership conference in Pasco, Washington. At the conference, student leaders were able to network with other leaders from community colleges across Washington State, become more connected as a team, and learn about how we can be student leaders on campus. We attended many educational sessions that taught us about how to be inclusive to everyone, how to be a leader, and how to connect with people around campus. The educational sessions we attended included WACTCSA and others. We also had the opportunity to vote on the WACTCSA president for this year, and regional representatives. At the conference, we bonded as a team and learned how to be better leaders.**

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

- **WACTCSA, the Washington Community and Technical Colleges Student Association, has given us a legislative agenda to focus on for this upcoming 2017-2018 school year. The agenda includes textbook affordability, higher education for undocumented students, and redefinition of basic education. This year, I am the WACTCSA delegate for Clark College. In this position, I work to implement the legislative actions of WACTCSA. In ASCC meetings, we will be focusing on how we can implement these goals of the legislative agenda at Clark College.**

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

- **Recently, ASCC Executive Budget Committee approved a few one-time funding requests. One request that was approved was the request made by the Counseling and Health Center to approve funding for a part-time Advanced Registered Nurse Practitioner (ARNP) to administer the health needs of students. The approved amount of money is \$67,300 to cover the salary of the Nurse Practitioner, as well as medical supplies and personal care items for the students to use. This request was approved at the Executive Council Budget Committee on Wednesday, October 4th.**
- **The other request that was approved was also submitted by the Counseling and Health Center for the salary and benefits of a part-time counselor. The approved amount of money is \$54,000 to cover the salary of the counselor. This request was approved at the Executive Council Budget Committee on Wednesday, October 4th.**

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

- For the first few weeks of classes, we have been focusing on student involvement around campus. Student voter registration, student voices on committees, club involvement and chartering, and attending events.
- For club participation, our involvement fair was a success in recruiting students to clubs, programs, and resources. The Involvement fair was held in the Gaiser Student Center on October 2nd from 10:00AM to 1:00PM. We had 156 students enter a giveaway, which consisted of the students visiting 10 different tables to learn more about each resource that Clark College offers. To shed light on how many students attended the event, there were 436 students who received food at the event.
- For our Voter Registration day, we had 12 students register to vote.
- Out of the 62 student representative positions on College committees, 37 positions have been filled.

**Foundation
October 2017**

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

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

Campaign Marketing & Communications Strategy – CCF’s communications department and the chief advancement officer are working with a consultant, Zach Hyder, on the current campaign marketing/communications strategy. Mr. Hyder was part of Quinn Thomas, the firm that produced the college’s recently refreshed brand. Mr. Hyder is now a private consultant. This campaign strategy work is an extension of the brand work the college has done. Initially when the brand process started two years ago, the request for proposal (RFP) included a preliminary campaign strategy component. However, given budget limitations, that work was postponed until the college’s brand creation was complete. Now we are moving forward with CCF’s campaign strategy.

A draft of a campaign strategy plan has been created and a progress report of that plan was presented to select CCF board, executive and campaign leadership for initial feedback on October 6, 2017. The plan identifies target audiences, goals, outcomes and actions, and primary and supporting strategies for messaging. These items are contained within a strategy brief that is for internal use. Next steps including communicating the strategy with and getting feedback from CCF and CC board members and the college’s Executive Cabinet (EC); and revising the brief and crafting message maps for the target audiences.

Regarding the comprehensive campaign, the fundraising priorities continue to be narrowed down and consolidated into appealing and compelling categories with preliminary fundraising goals attached to each priority. This list will next be sent to EC for final discussion and approval over the next few weeks. At the same time, the case statements for each of these priorities are being written and are due by the end of this calendar year. By the beginning of next year, the priorities, case statements and communications plan will come together to form the structure and strategy for the comprehensive fundraising campaign.

Meanwhile, the pipeline of donors and potential new philanthropic partners continues to grow as the result of consistent development-related activities, including the Conversations events, October 5 scholarship reception, custom-made activities and the upcoming Savoring Excellence dinner and program, where more than 400 people are expected to attend – many of them for the very first time.

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

The commitment to maintaining alignment between the college and the foundation remains strong, yet communications this past month has caused confusion. The outcome from misunderstandings and underlying misperceptions is a renewed recognition of the duty to assure transparency and consideration in the work between the institutions. As a result, foundation leadership worked to answer all outstanding questions and concerns particularly around the much anticipated 2017 Savoring Excellence event. The event has evolved from its past format to include much more about our fine faculty, students, alumni and funding partners by better communicating the outstanding work they all do. The intent is to open the college's doors to even more community members to witness firsthand what their community college has to offer.

At the October 3, 2017, board meeting, foundation board members continued to inquire how they might best help the institution in state advocacy efforts. President Knight discussed the capital budget status and expressed the state board's current position to hold off any further message campaigns until after the November election results. It is possible the demographics within Olympia might change after the election, which might make a 2017 vote on the capital budget more likely. President Knight is committed to keeping the board posted as to whether their involvement might be needed in the future.

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

The finance committee continues its efforts to refine the foundation's financial dashboard. The dashboard provides figures and metrics that allow users to quickly review and track key information and trends. The most recent addition included a life-to-date figure (1973 through the present), which reports total contributions received by the foundation and total support provided to the college. As of June 30, 2017, life-to-date contributions totaled \$91,615,000 and **life-to-date support to the college totaled \$60,021,000!** This is truly an amazing accomplishment.

The audit of the foundation's financial statements is currently underway. Moss Adams LLP performed onsite testing the week of September 4. Audit work will be completed at the end of October and conclude with a report to the

foundation's finance committee in November and to the full board in December. All communications from Moss Adams LLP indicate the audit is proceeding smoothly with no issues or matters noted.

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

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

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

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

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

The board relations committee assembled and introduced its plan to improve the processes around identification, recruitment and welcoming of new foundation board members. The outline includes a mentoring program that is under development, as well as a comprehensive checklist of the events, financial documents, academic programs and college leadership that are necessary in order for new board members to be introduced and work on behalf of, the numerous programs and projects at Clark College. The committee is soliciting feedback on this new program. The new policies will take effect thereafter.

Respectfully submitted,

Lisa Gibert
Foundation President/CEO
October 12, 2017

Attachments:

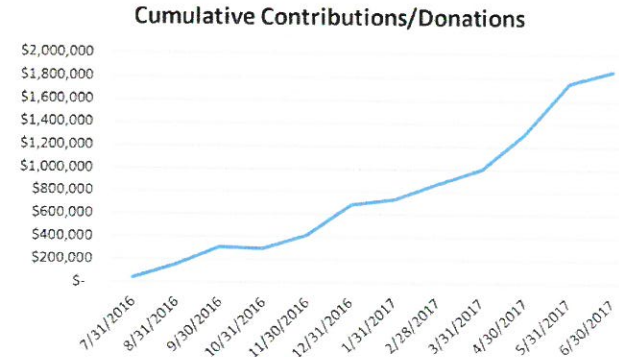
Financial Dashboard
Development Dashboard
Contributions Received



Financial Dashboard as of June 30, 2017

Contributions/Donations Received

| | 6/30/2017 | 6/30/2016 | 6/30/2015 | 6/30/2014 | 1973 - Present Life to date |
|------------------|---------------------|---------------------|---------------------|---------------------|--------------------------------|
| Unrestricted | \$ 329,937 | \$ 1,022,196 | \$ 638,948 | \$ 4,160,435 | |
| Temp. Restricted | 1,414,410 | 4,128,267 | 805,178 | 2,438,795 | |
| Perm. Restricted | 103,677 | 346,685 | 220,404 | 1,413,888 | |
| Total | \$ 1,848,024 | \$ 5,497,148 | \$ 1,664,530 | \$ 8,013,119 | \$ 91,614,598 |



College Support Expended YTD

| Program | 6/30/2017 | | 6/30/2016 | | 6/30/2015 | | 6/30/2014 | | 1973 - Present |
|---|---------------------|---------------------|---------------------|---------------------|-------------------|---------------------|---------------------|---------------------|----------------------|
| | Unrestricted | Temp Restricted | Unrestricted | Temp Restricted | Unrestricted | Temp Restricted | Unrestricted | Temp Restricted | Life to date |
| Program | \$ 298,054 | \$ 495,521 | \$ 432,044 | \$ 643,482 | \$ 434,710 | \$ 369,297 | \$ 1,022,134 | \$ 495,843 | \$ 29,334,265 |
| Boschma Farms land acquisition | 444,444 | - | 1,244,444 | - | 444,444 | - | 3,037,037 | - | 5,170,368 |
| Capital projects - STEM/Dental Hyg./Other | 175,000 | 252,559 | - | 1,537,786 | 5,415 | 175 | - | 1,983,477 | 15,656,266 |
| College & Community Relations | 81,718 | - | 46,821 | - | 37,931 | - | 48,995 | - | 215,464 |
| Scholarships | 9,063 | 900,038 | 9,416 | 848,625 | 19,353 | 672,913 | 4,702 | 620,867 | 9,644,988 |
| Total | \$ 1,008,279 | \$ 1,648,119 | \$ 1,732,724 | \$ 3,029,893 | \$ 941,853 | \$ 1,042,385 | \$ 4,112,868 | \$ 3,100,186 | \$ 60,021,352 |

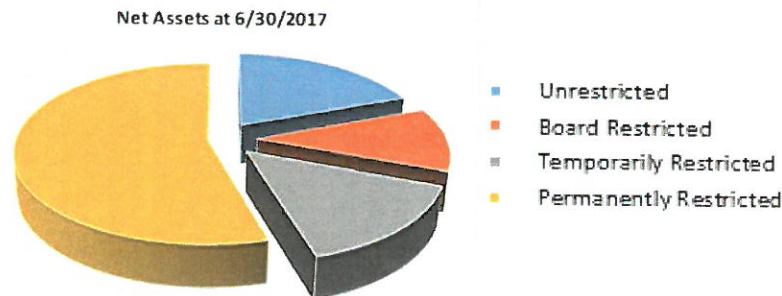
Scholarships

| | 6/30/2017 | 6/30/2016 | 6/30/2015 | 6/30/2014 | 6/30/2013 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of scholarship awards | 715 | 846 | 789 | 743 | 719 |
| Total number of Clark College Students (Spring Census) | 10,184 | 10,536 | 11,061 | 11,720 | 12,805 |

Cost of tuition (Spring 2017) - 12 credits for 3 qtrs. = \$3,528. Excludes books or additional fees such as nursing, labs, etc.

Net Assets by Type

| | 6/30/2017 |
|------------------------|----------------------|
| Unrestricted | \$ 17,738,845 |
| Board Restricted | 10,633,876 |
| Temporarily Restricted | 13,936,969 |
| Permanently Restricted | 50,923,398 |
| Net Assets | \$ 93,233,088 |



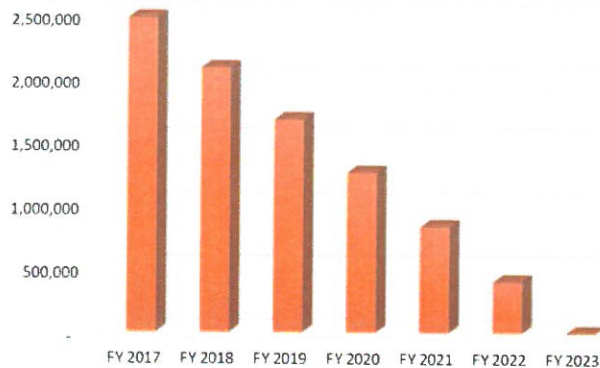
Unrestricted Net Assets

| | 6/30/2017 | 6/30/2016 | 6/30/2015 | 6/30/2014 | 6/30/2013 |
|--------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Assets | | | | | |
| Cash | \$ 533,396 | \$ 434,119 | \$ 493,183 | \$ 517,523 | \$ 578,370 |
| Investments | 7,067,349 | 7,797,334 | 7,174,405 | 6,783,040 | 9,601,876 |
| Pledges Receivable | 133,280 | 65,880 | 62,090 | 73,939 | 70,322 |
| Prepays/Deposits/Other Assets | 164,818 | 120,217 | 116,667 | 127,934 | 114,022 |
| Land/building/equipment | 12,731,837 | 13,038,307 | 13,041,589 | 12,896,207 | 1,239,686 |
| Liabilities | | | | | |
| A/P/Other Liabilities | (410,134) | (1,957,849) | (675,487) | (516,391) | (714,377) |
| Note Payable | (2,481,701) | (2,873,600) | (4,251,388) | (4,628,310) | - |
| Unrestricted Net Assets | \$ 17,738,845 | \$ 16,624,408 | \$ 15,961,059 | \$ 15,253,942 | \$ 10,889,899 |

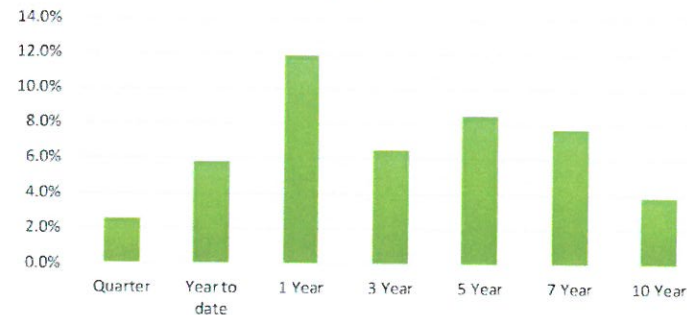
Projected Unrestricted Net Assets Available (Balance in Future Years)

| | |
|-----------|--------------|
| 6/30/2017 | \$ 3,038,423 |
| 6/30/2018 | 2,459,979 |
| 6/30/2019 | 1,940,534 |
| 6/30/2020 | 1,421,090 |
| 6/30/2021 | 926,645 |
| 6/30/2022 | 432,201 |
| 6/30/2023 | \$ (207) |

Boschma Debt Paydown (payments
\$37,037/month)



Investment Pool Returns - Through
6/30/17



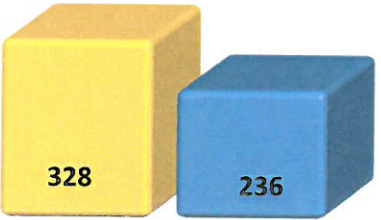
Endowment

Distribution Details

| | FY 18 | FY 17 | FY 16 | FY 15 | FY 14 |
|--------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| College Program | \$ 1,229,465 | \$ 1,187,928 | \$ 1,153,185 | \$ 1,049,170 | \$ 911,842 |
| Unrestricted | 1,733,270 | 1,704,605 | 1,650,472 | 1,455,009 | 1,344,005 |
| College Program Reserves | 232,247 | 201,368 | 248,212 | 203,443 | 160,332 |
| | \$ 3,194,982 | \$ 3,093,901 | \$ 3,051,869 | \$ 2,707,622 | \$ 2,416,179 |

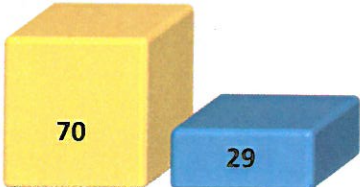
Clark College Foundation Dashboard Sep 21, 2017

Total Number of Donors



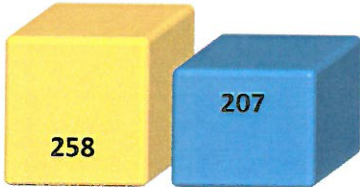
FY 18 YTD FY 17 YTD

Total Number of
New Donors



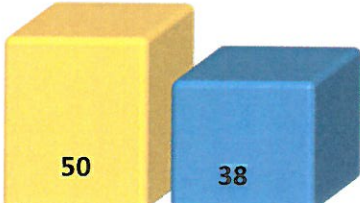
FY 18 YTD FY 17 YTD

Total Number of
Retained Donors



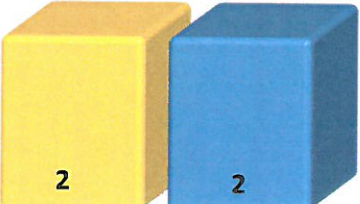
FY 18 YTD FY 17 YTD

Total Number of
\$1,000+ Donors



FY 18 YTD FY 17 YTD

Total Number of
New Major Donors



FY 18 YTD FY 17 YTD

Giving Participation

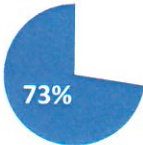
Foundation Board



Trustees



Executive Cabinet



Foundation Staff





**Clark College Foundation
Annual Giving Comparison
as of September 21, 2017**

| | FY2018 | FY2017 | FY2016 | FY2015 |
|--|------------------|--------------------|--------------------|--------------------|
| TYPE | | | | |
| Cash/Stock | \$137,883 | \$1,032,495 | \$1,254,375 | \$1,654,918 |
| Pledge | \$24,515 | \$1,015,831 | \$4,442,124 | \$171,375 |
| In-kind | \$6,107 | \$220,399 | \$81,907 | \$55,319 |
| Deferred Irrevocable at Face Value* | \$0 | \$100,000 | \$9,953 | \$62,425 |
| TOTAL | \$168,505 | \$2,368,725 | \$5,788,359 | \$1,944,037 |
| SOURCE | | | | |
| Board Members (includes ex officio) | \$27,420 | \$641,410 | \$111,404 | \$53,710 |
| Employees | \$8,133 | \$54,078 | | |
| Alumni | \$11,721 | \$185,508 | \$380,645 | \$746,654 |
| Friends | \$25,850 | \$545,993 | \$331,164 | \$542,097 |
| Estates | \$2,929 | \$26,200 | \$23,000 | \$6,083 |
| Family Foundations and Trusts | \$45,820 | \$337,988 | \$4,450,530 | \$292,295 |
| Corporate & Community Foundations | \$26,408 | \$222,342 | \$140,220 | \$187,560 |
| Corporations/Other Organizations | \$20,091 | \$353,892 | \$343,482 | \$106,480 |
| Government Entities | \$133 | \$1,314 | \$7,914 | \$9,158 |
| TOTAL | \$168,505 | \$2,368,725 | \$5,788,359 | \$1,944,037 |
| PURPOSE | | | | |
| Current Use | | | | |
| Unrestricted | \$19,066 | \$495,391 | | |
| Faculty Support | \$0 | \$0 | | |
| Programs/Other | \$49,386 | \$423,516 | | |
| Scholarships | \$92,358 | \$377,189 | | |
| Sponsorships | \$1,500 | \$34,600 | | |
| Technology/Equipment | \$0 | \$0 | | |
| Endowed | | | | |
| Unrestricted | \$0 | \$0 | | |
| Faculty Support | \$0 | \$0 | | |
| Programs/Other | \$0 | \$33,456 | | |
| Scholarships | \$6,095 | \$103,393 | | |
| Technology/Equipment | \$0 | \$0 | | |
| Capital | | | | |
| Culinary | \$100 | \$780,515 | | |
| STEM | \$0 | \$20,465 | | |
| Programs/Other | \$0 | \$200 | | |
| Deferred Irrevocable at Face Value* | | | | |
| Programs/Other | \$0 | \$100,000 | | |
| TOTAL | \$168,505 | \$2,368,725 | \$0 | \$0 |
| *Number of irrevocable gifts secured | 0 | 1 | | |

Reports from Board Members

No documents for this item

ACADEMIC EXCELLENCE

PRESIDENT'S REPORT
OCTOBER 2017

ACADEMIC EXCELLENCE

Facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking.

- Implement and institutionalize practices that increase academic performance, retention, and completion.
- Create and sustain an inclusive and dynamic curriculum and environment that reflect our diverse college community.
- Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective.
- Create and advance accessible, integrated, and technology-enriched learning environments.
- Engage faculty, administrators, and staff in professional development experiences that enhance student learning.
- Align curriculum with learning outcomes and apply outcomes assessment evidence to continually advance student learning.

Progress—

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

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

- An accreditation site visit was completed for the Dental Hygiene department on July 19 and 20, 2017. The visit was a success, resulting in two minor recommendations that are easily addressed. One recommendation concerns adding one credit hour, two instructional hours, to two clinical courses in the first year of the program. The paperwork for the additional credits has been submitted to OOI and has been added to both the IPT and Curriculum Committee agendas. Kristi Taylor, Director of the Dental Hygiene Program, and Brenda Walstead, Dean of Business and Health Sciences, will present this information to the respective committees in the month of October. The other recommendation involves tracking patient experiences and student learning during those experiences. Evaluations have been in place for many years, and the experience-tracking process is currently being implemented. The report to the Commission on Dental Accreditation (CODA) is due on December 1, 2017. The Dental Hygiene Program remains fully accredited. *Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion. (OOI)*

ACADEMIC EXCELLENCE

- The second Bachelor of Applied Science (BAS) in Applied Management new student orientation took place on Thursday, September 21, 2017, on Clark College's main campus. The orientation welcomed 30 students into the BAS in Applied Management Program from various professional and technical education disciplines. The program was designed to fill the wide ranging, unmet needs of employers for technically diverse and trained management personnel within the Clark College service district and economic region.

Adnan Hamideh, Division Chair for Business, welcomed the students by assuring them that the Business Division supports them in terms of class spaces, tutoring services, and recruiting qualified faculty members. Also, the students heard a unified message of support from Clark College administrators, Student Affairs and Student Service specialists, and BAS in Applied Management faculty, as they mingled with their cohort of peers to begin this new, exciting, and educational journey within the 90-credit, upper-division program. *Progress being made: Create and sustain an inclusive and dynamic curriculum and environment that reflect our diverse college community. (OOI)*

- In August, Psychology Professor Mika Maruyama and a colleague at Portland State University were awarded a \$50,000 National Institute of Health research grant. Dr. Maruyama will conduct research on the impact of virtual reality on emotions, and interested students will serve as research assistants on the project. *Progress being made: Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective. (OOI)*
- Adjunct Art instructor Damien Gilley recently had a solo exhibition at Sharjah Art Museum in the United Arab Emirates. This past summer, he was awarded a fellowship by the Ford Family Foundation to attend the Vermont Studio Center artists' residency. He also completed a Public Art project for the City of Salem, a permanent mural in the urban core of downtown, through Salem Public Art. *Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning. (OOI)*
- During September, the Recruitment and Outreach Team completed eight (8) recruitment visits to the Peace and Justice Fair, Covington Middle School Fair, Vancouver Farmers Market, Experience Ridgefield, Hayes Freedom High School, Washougal High School, iTech Prep, and Hudson's Bay. *Progress being made: Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective. (SA)*
- In September, the Welcome Center hosted their seventh and final Penguin Welcome Days session for fall incoming new students. The event was a collaboration between multiple departments from Student Affairs and Instruction. Approximately 834 new students attended throughout the summer. Students received a presentation about their area of study and advising, and had three (3) sessions where they could choose the topic that would benefit them the most. *Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion. (SA)*

ACADEMIC EXCELLENCE

- In September, the Welcome Center, in collaboration with the Transitional Studies department, hosted their seventh and final fall Transitional Studies new student orientation for Career and Academic Preparation (CAP) students and English as a Second Language (ESL) students. Approximately 117 new ESL students attended and 60 new CAP students. *Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion. (SA)*
- During September, the Student Ambassadors assisted over 2,032 students and community members at the Gaiser Hall Information Desk and assisted with five (5) campus-wide events. *Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion. (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 provided them with the opportunity to engage with new faculty to help them share information about the resources and services available for career exploration, internship, networking and successful job search resources with their students. *Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning. (SA)*
- Three Clark students participated in an “Irish Life and Culture” study abroad program in Ireland from September 3–17. Students were exposed to 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, 2016. 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)*
- Clark College submitted for and was awarded “rollover” funds through the SBCTC Basic Education for Adults (BEa) Master Grant totaling \$ 37,283. Funds will support I-BEST books/supplies, 10% salary and benefits for Transitional Studies Program Manager and Transitional Studies Coach, travel to curriculum planning retreats and other trainings/conferences relevant to the work. *Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning. (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.

- On Thursday September 21, STEM faculty Carol Hsu and Tina Barsotti hosted a session at Focus on Learning: "Stereotype Threat and Resilience". Attendees discussed how to prepare students to become more resilient and deal with Stereotype Threat, and gave specific examples of what they do (and what they are going to try this year) to teach students how to become more resilient. The steps discussed were:
 - 1) Promote Social connectedness; Peer support, NERD Girls, NERD Cave, Outreach, etc.
 - 2) Goals; Guided Pathways – create a detailed education plan for each student for their field of study and transfer school.
 - 3) Problem Solving; Open ended problems such as quarterly design competition, value through failure.
 - 4) Other; attitude, emotions, self-affirmation, and laughter.

Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (OOI)

- Megan Jasurda, Director of Disability Support Services, facilitated a workshop on "Creating Equity for Students with Disabilities in the Classroom" at Focus on Learning Day on September 21. Ten (10) faculty members engaged in complex case studies and discussed challenging classroom access scenarios and strategized solutions together. *Progress being made: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes. (SA)*

SOCIAL EQUITY

- Zach Lattin, Accessibility Specialist with Disability Support Services, co-presented with eLearning staff Scott Coffie and Aleks Anisimov on Ally, the new accessibility tool now available in all CANVAS courses at Focus on Learning Day on September 21. *Progress being made: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes. (SA)*
- Megan Jasurda, Director of Disability Support Services, presented on Clark's New Accessibility Policy to approximately 110 faculty at three events: a Focus on Learning Days workshop on September 21, the Business & Health Science Unit Meeting on September 18, and a STEM Unit Meeting on September 18. *Progress being made: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes. (SA)*
- Dr. Cal Crow from the Center for Learning Connections at Edmonds Community College conducted an "It's All About the Future" workshop for Workforce Education Services on September 14 at Clark College; Career Services staff also participated. Attendees learned strategies to help students develop positive views about their futures, learned the value of asking a well-framed question, and learned methods of helping students "own" their futures. *Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (SA)*
- 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 do not 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, 8 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)*

- Clark College was awarded funds from Department of Justice Office on Violence Against Women to fund three years of partnership strengthening with YWCA Clark County and the Vancouver Police Department. This will streamline our resource/referral systems to better support survivors of sexual

SOCIAL EQUITY

violence, training for all enrolling students related to sexual violence, training for all security staff and disciplinary board members related to sexual violence response and investigation best practices, bystander intervention training campus-wide, and ensuring that access to confidential resource/referral is available through partner agencies for anyone on campus. Clark requested \$300,000; however, the total amount awarded is not yet confirmed. *Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (P&E)*

- Associate Vice President for Diversity, Equity and Inclusion Dr. Loretta Capeheart, met with Portland State University's Chief Diversity Officer, Dr. Carmen Suarez, on September 6. The meeting was set to establish relationships that will inform the work of ODE at Clark College. *Progress being made: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes. (DE)*
- Associate Vice President of Diversity, Equity and Inclusion Dr. Loretta Capeheart, visited and presented at the MESA site at Clark College on September 19. Her presentation focused on the commitment of diversity, equity and inclusion in the program. *Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (DE)*
- Associate Vice President of Diversity Equity and Inclusion, Dr. Loretta Capeheart, was the keynote speaker for Clark College's Focus on Learning Conference on September 21. She addressed how we get to diversity, equity, and inclusion at Clark College. *Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (DE)*
- Diversity Outreach Specialist Rosalba Pitkin, represented Clark College at the Community Rapid Respond Training hosted by the League of United Latin American Citizens (LULAC) on September 22. The purpose of the training was to educate community leaders to organize their communities and support immigrant communities. There were over 30 people, leaders from YWCA, WSU-V, OneAmerica, NAACP, who attended this training. *Progress being made: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes. Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (DE)*
- Diversity Outreach Specialist Rosalba Pitkin, in collaboration with Gliserio Zurita, Coordinator of OneAmerica -Vancouver, and other community groups such as the Latino Community Resource Group (LCRG), and League of United Latin American Citizens (LULAC), gave two presentations of *Know Your Rights* on September 28. These were informative presentations about the process of the Deferred Action for Child Arrivals (DACA)- where DREAMers students need to know about enrolling in colleges and universities in Washington State. The sessions provided resources and information to DACA students about the deadlines and what is needed in order to renew the DACA

SOCIAL EQUITY

permission. There were more than 35 students and staff in attendance in the sessions. *Progress being made: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes. Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (DE)*

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.

- Tenured Music faculty Don Appert guest conducted the Vancouver Symphony Orchestra on July 20, 2017, as part of Riverview's Six to Sunset concert series. Included on the program was Dr. Appert's own composition, "Riffs", the third movement of a larger work, "Northwest Triptych". Adjunct Professor of Voice Linda Appert was the soprano soloist performing "The Laughing Song" from Johann Strauss' opera "Die Fledermaus" and Victor Herbert's "Art is Calling Me" ("The Prima Donna Song"). Ten thousand people attended the concert. *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)*
- Tenured Theater faculty H. Gene Biby was invited and is currently serving on the City of Vancouver's Cultural, Art & Heritage Plan Advisory Committee. *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)*
- In August, History professors Joe Cavalli and Cynthia Landrum joined the Community Outreach Committee for the Fort Vancouver National Trust. The Trust's mission is to inspire "civic pride and economic vitality through education, preservation, and celebration of our community's history." *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)*

ECONOMIC VITALITY

- On September 30, the Friends of Fort Vancouver and the National Park Service hosted a book signing and presentation for History professor Cynthia Landrum's latest book, *The Valley of the Kings: Rehabilitation of the People of the Columbia River and Pacific Rim through Ceremonialism*. *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)*
- On Thursday September 14, STEM faculty Carol Hsu and Tina Barsotti attended the OSU Community College Drive in at Oregon State University in Corvallis, Oregon. This conference connects the community colleges in Oregon (and Clark College) with the Engineering programs at OSU. Several Clark students over the years have completed their BS at OSU in Civil Engineering, Construction Management, Mechanical Engineering, and Nuclear Engineering. OSU has also added a minor in Aerospace Engineering which will be of great interest to Clark students. An OSU Engineering tour is being planned later this quarter. *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)*
- International Programs enrolled 85 students for fall 2017. Nineteen (19) new students were welcomed representing Austria, Cambodia, China, Ethiopia, Japan, Norway, Philippines, Poland, Spain, Ukraine, Venezuela and Vietnam. *Progress being made: Maximize the college's return on investment by responsibly allocating available resources. (SA)*
- Jody Shulnak, International Recruitment and Marketing Manager, participated in an Education USA Fair in Chile, Peru, Ecuador and Colombia, September 4–12. Included in the recruiting trip were Education Fairs, visits to High Schools, networking with regional university representatives and U.S. Consular Officer Briefings. There was strong interest in the Intensive English Language Program (IELP) from all four countries and specific inquiries regarding the culinary program. *Progress being made: Maximize the college's return on investment by responsibly allocating available resources. (SA)*
- Austin Keever, Financial Literacy Coach, worked in collaboration with Andrew Viscariello, Financial Aid, to bring the college into compliance with Senate Bill 5100 that mandates live financial literacy seminars for students at higher education insitutions. They made website updates to make information about financial aid processes and personal finance available through the website. Additionally, the "Paying for College" landing page was updated to insure uniform information across the website and to organize information in a way that is accessible and useful to students and meets the criterion of SB 5100. *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

- The Financial Aid Office continues to work on our Default Management Prevention Plan to help students understand their rights, responsibilities, and resources available to them as borrowers. In September, we received our FY 2014 Official Three-Year Cohort Default Rate (CDR), which stands at 19.6%. This is an approximate 1% decrease from last year's CDR. The work continues, and in September, we made calls to approximately 41 students and sent emails to 581 students who were delinquent on their loans. The purpose of the calls and emails is to educate students about the implication of their delinquency to their credit and to provide them with resources to help them get back on track. *Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs. (SA)*
- Megan Jasurda, Disability Support Services Director, advocated 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)*

ENVIRONMENTAL INTEGRITY

ENVIRONMENTAL INTEGRITY

Facilitate student learning by providing the conditions that continually improve the college's physical, virtual, and social environment.

- Incorporate environmental sustainability priorities into all college systems.
- Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.
- Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions.

Progress—

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

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

- The most recent employee climate survey indicated that faculty and staff feel less certain about what to do in an emergency than in past years. To address this concern, the Emergency Management and Planning Council submitted for Executive Cabinet's approval a comprehensive 2017-18 emergency preparedness training and exercise schedule. Drills for the coming year include the following:

Earthquake Drill

- Thursday, October 19, 2017 at 10:19 a.m., in conjunction with the Great Washington Shake Out exercise.

Lockdown Drills

- Tuesday, November 7, 2017 at 2:15 p.m. (CTC)
- Thursday, November 9, 2017 at 2:15 p.m. (Main Campus)
- Monday, January 29, 2018 at 10:15 a.m. (Main Campus)
- Wednesday, January 31, 2018 at 10:15 a.m. (CTC)
- Tuesday, April 17, 2018 at 7:15 p.m. at (CTC)
- Thursday, April 19 at 7:15 p.m. (Main Campus)

Evacuation Drill

- Monday, May 21, 2018 beginning at 9:15 a.m. (CTC)
- Wednesday, May 23, 2018 beginning at 9:15 a.m. (Main Campus)

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

ENVIRONMENTAL INTEGRITY

- The culinary arts remodel project is moving to completion at a frenetic pace. The outside of the building is nearly complete and gives the appearance that it is ready to occupy. The concrete work has been finished and the McClaskey lettering has been installed. Most of the equipment in the main kitchen area has been installed. The project passed its first Health Department inspection on October 9. Several inspections remain as equipment continues to be connected and started. The date of the projected temporary certificate of occupancy is October 16. The contractor is continuing to work 12 hour days and over the weekends to meet this timeline. *Progress being made: Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.* (AS)
- Facilities Services completed the first "model" classroom upgrade in Bauer Hall 001. An interactive discussion between Facilities and math faculty produced a plan to change carpeting, paint, lighting, and other features to create a more inviting and supportive learning environment for students. Feedback from users so far over the first part of Fall Quarter has been very positive. The goal is to replicate this model classroom elsewhere across the College in conjunction with faculty. *Progress being made: Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.* (AS)

Student Success Story

No documents for this item

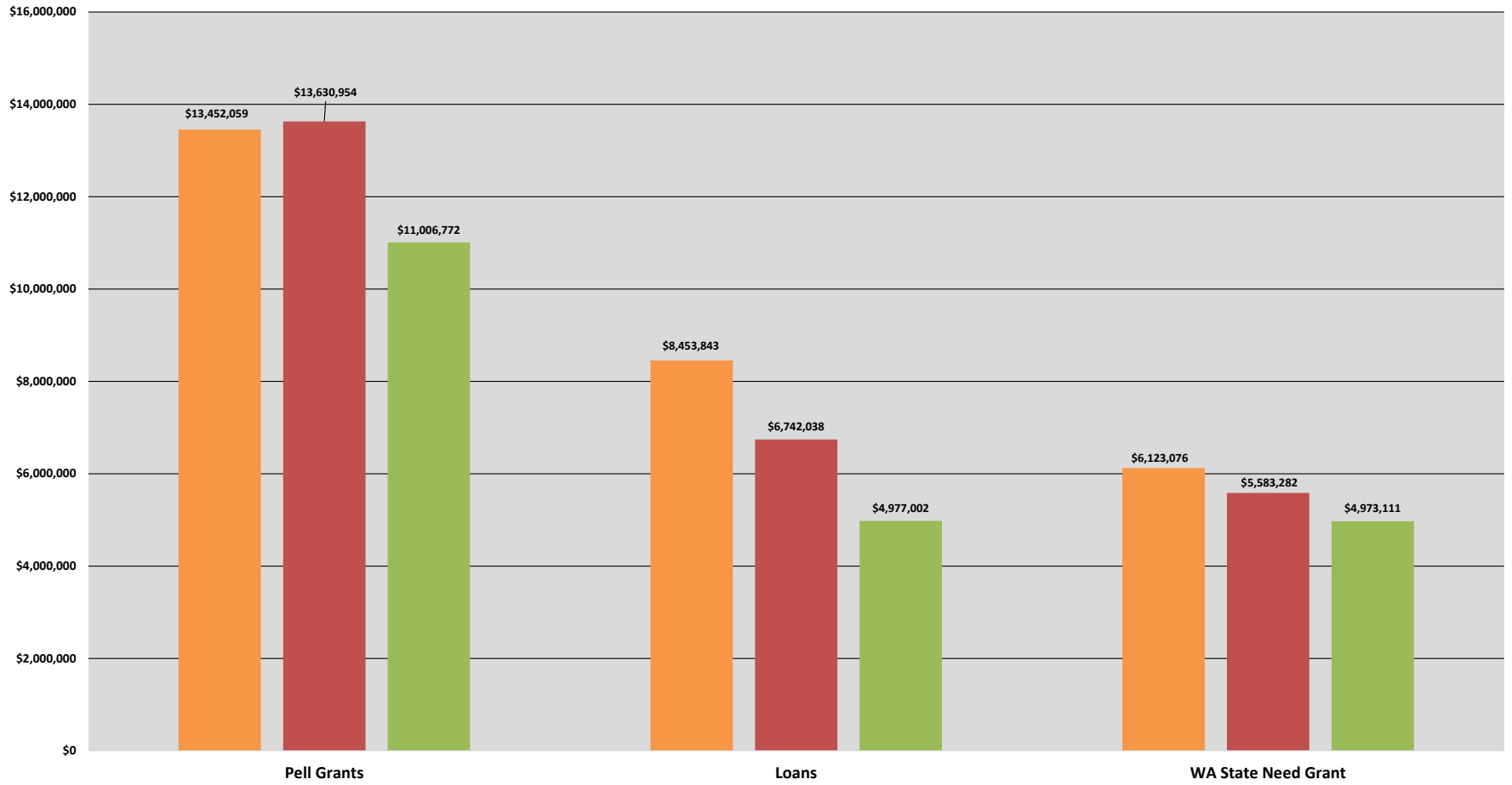
Faculty Presentation--Gastropods Project

No documents for this item

3 Year Comparison of Awards by Category
September YTD

■ 2015-2016
■ 2016-2017
■ 2017-2018

Dollars (millions)

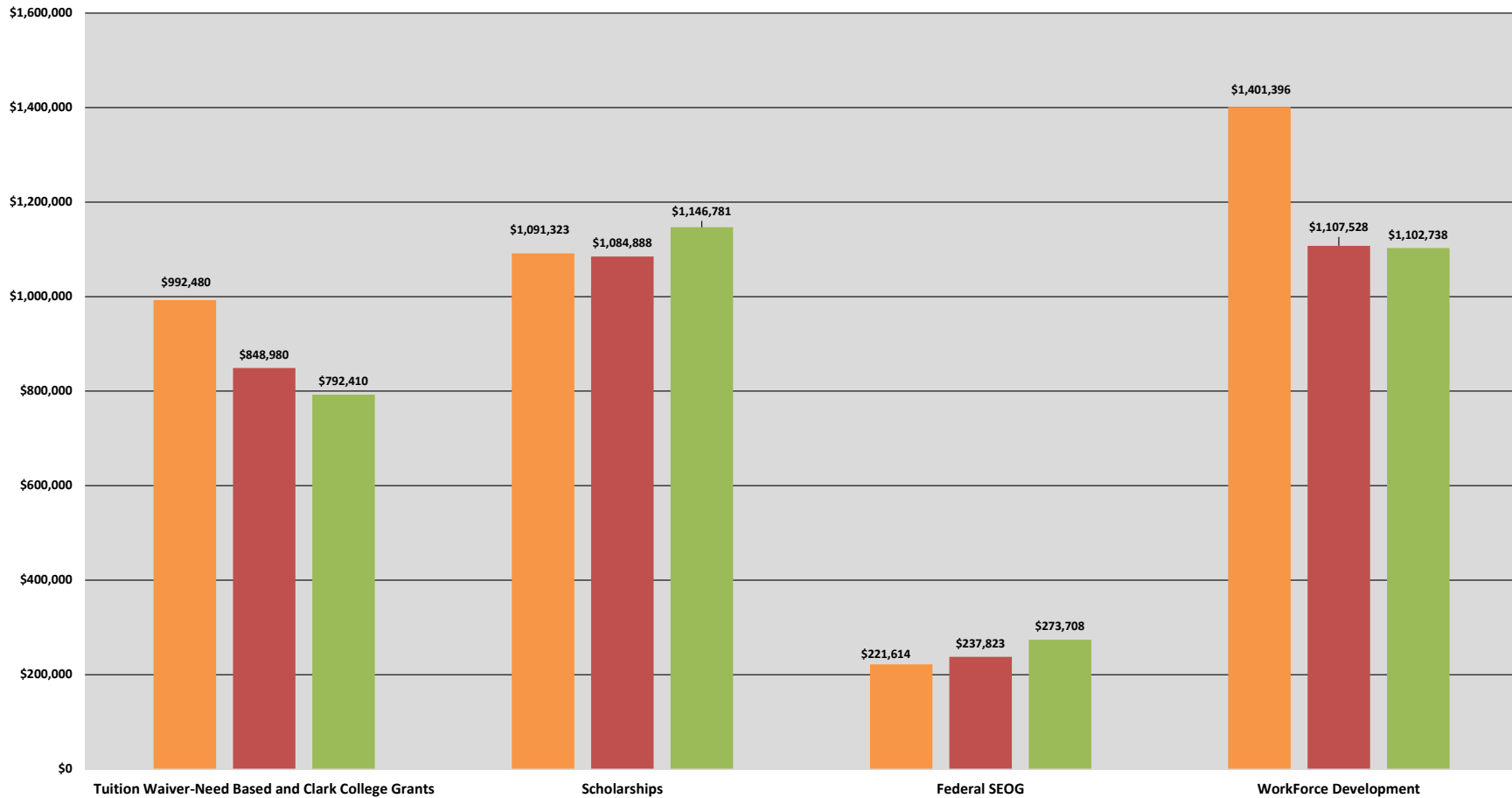


Note: WA State Need Grant includes College Bound Scholarships

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

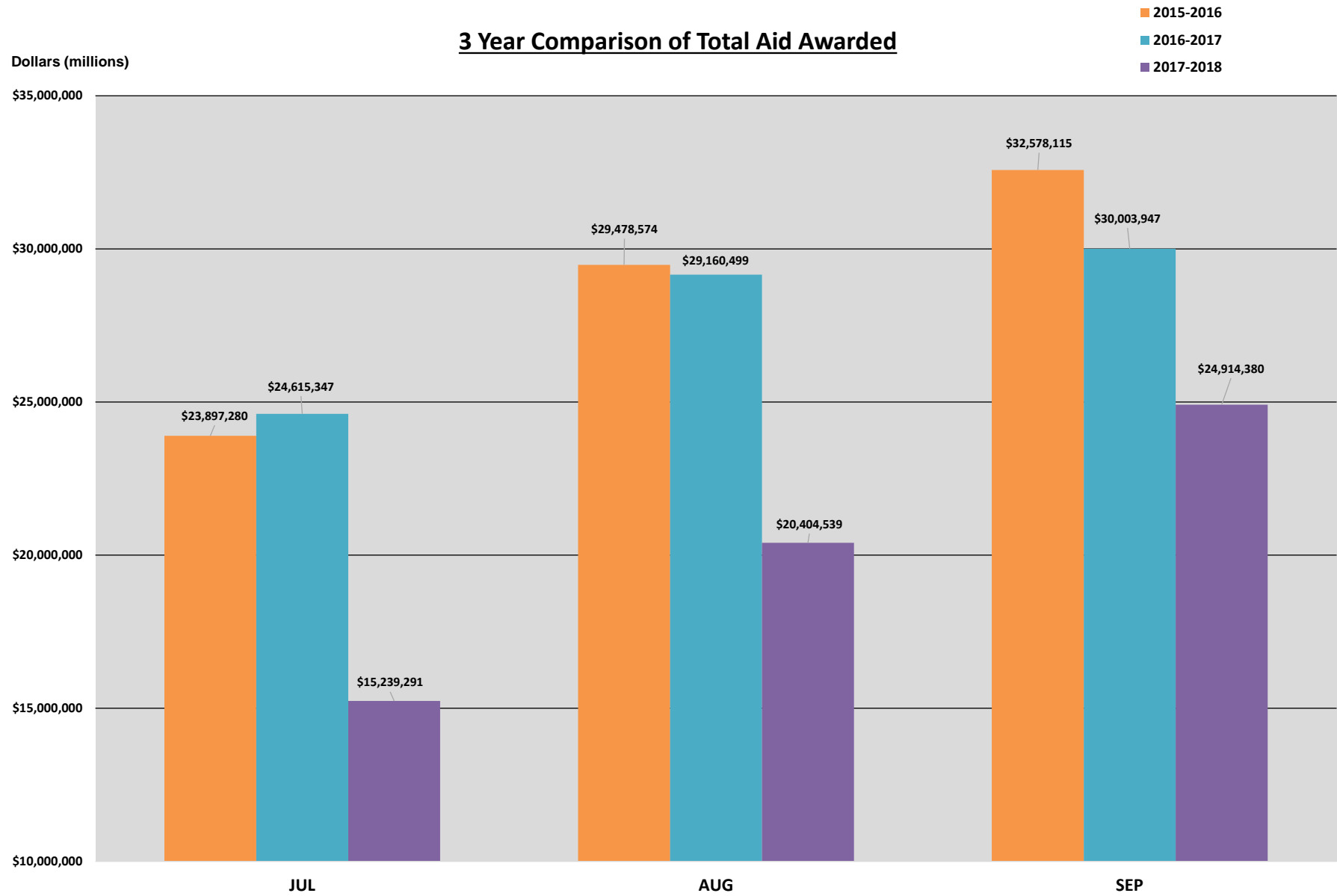
■ 2015-2016
■ 2016-2017
■ 2017-2018

Dollars (millions)



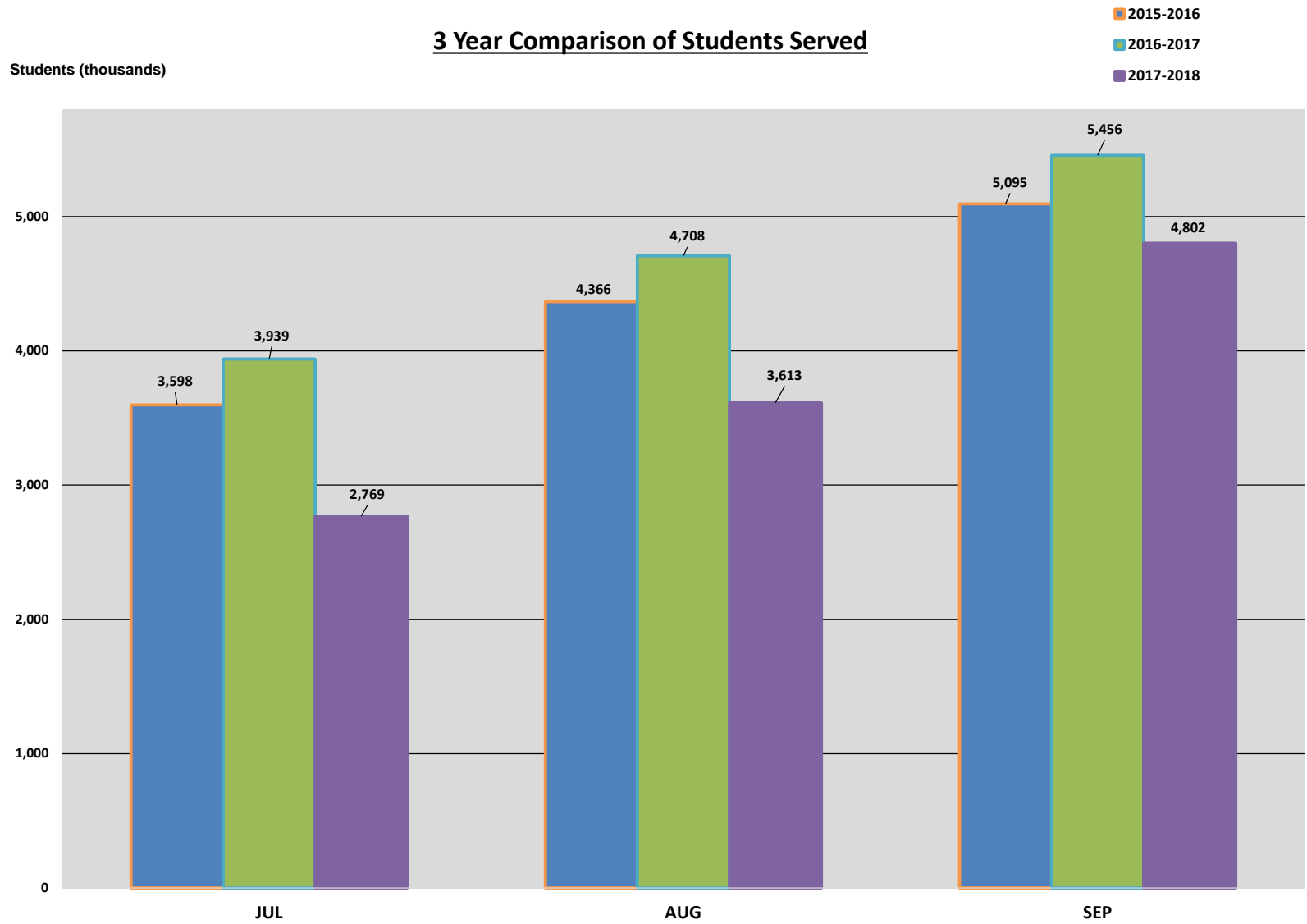
Note: WorkForce Development includes WorkFirst, Worker Retraining, BFET, Opportunity Grants, and Sponsored Programs

3 Year Comparison of Total Aid Awarded

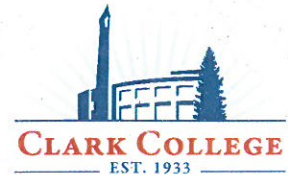


Note: 2017-2018 Awarding is still in progress

3 Year Comparison of Students Served



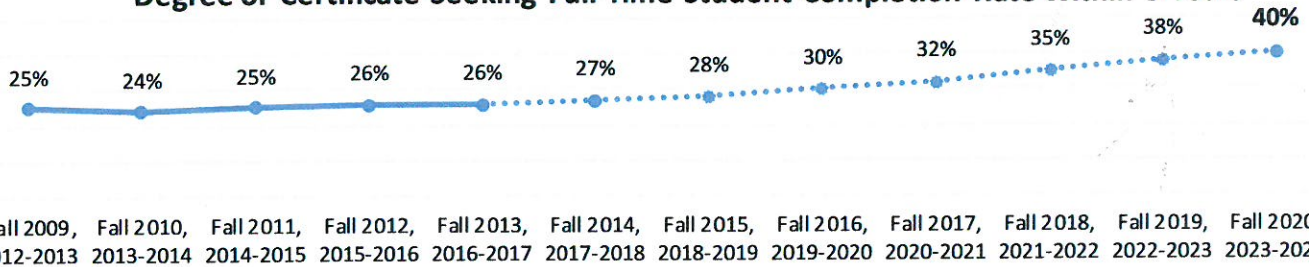
COMPLETION



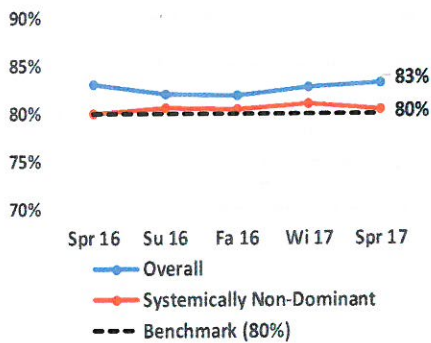
OCTOBER 2017

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

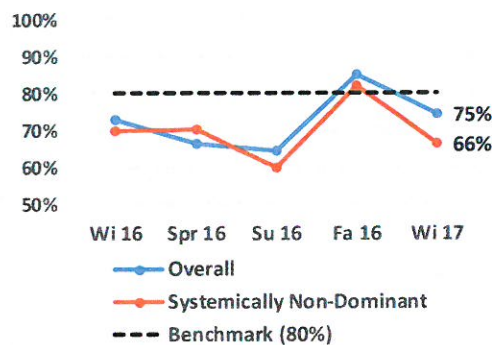
Degree or Certificate-Seeking Full-Time Student Completion Rate Within 3 Years



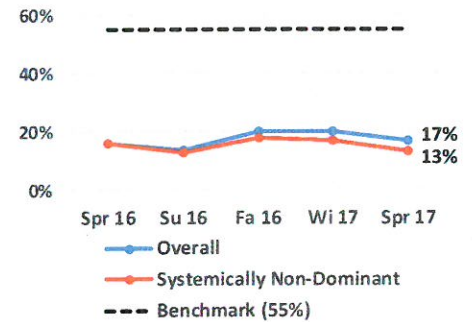
Course Success Rate: Certificate or Degree-Seeking Students



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



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



Monthly Highlights

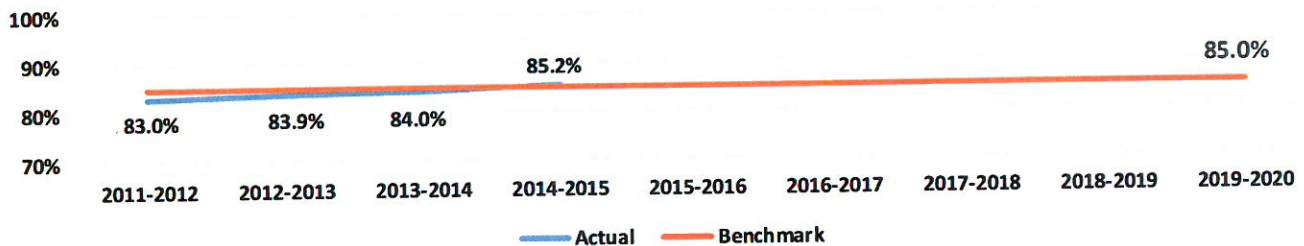
- ◇ Approximately 60 student athletes participated in a two-week College 101 fast-paced course on September 11-22, in preparation for fall quarter.
- ◇ Advising Services presented at Focus on Learning Days highlighting the many benefits of including Credit for Prior Learning (CPL) options in program development and program revision. CPL is widely known to close the achievement equity gap for some of our students and doubly contribute to completion efforts.
- ◇ During the month of October and as a part of the advising redesign, the college is 1) drafting student learning outcomes for advising; 2) drafting a step-by-step process for the student experience of advising at Clark - including identifying progress milestones; 3) drafting a revision of operational policies, procedures, and process (e.g. scheduling, student flow during appointments); 4) drafting professional advisor roles and responsibilities—including academic and career advisors; 5) drafting faculty roles and responsibility for advising (in collaboration with deans and lead faculty); and 6) identifying information and technology needs for successful implementation.

EMPLOYMENT/TRANSFER

OCTOBER 2017

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

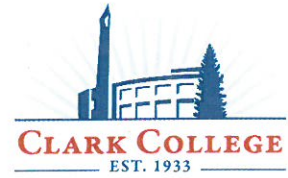
Percent of Graduates by Year Who Transfer and/or are Employed within 1 Year of Graduation



Monthly Highlights

- ◇ During September, the Financial Aid Office Work-Study Coordinator, met with external Work-Study supervisors to educate them about compliances and discuss job opportunities for our students.
- ◇ Career Services, in partnership with Financial Aid, manages the student employment program to provide professional development opportunities for students and to assist in paying for college. During September, Career Services approved and provided individual assistance with 110 student resumes; and 75 Institutional Hire Student Employees were hired throughout campus.
- ◇ All of the programs (i.e., degrees and certificates) have begun designing the guided pathways — sequencing courses — so that students who complete the program will be well prepared to transfer to the college or university of their choice and/or be prepared for employment.

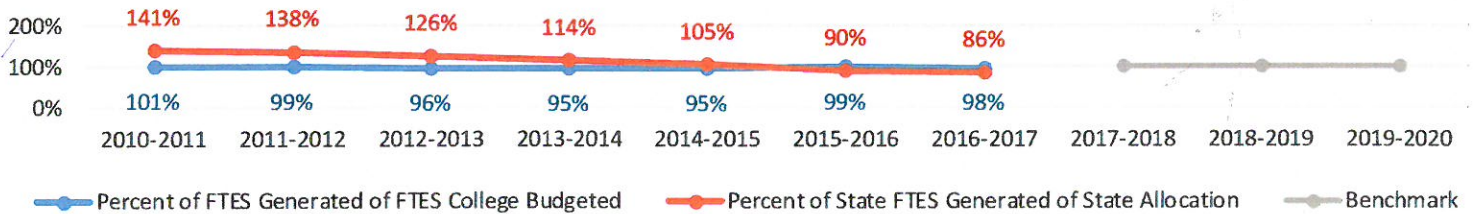
ENROLLMENT



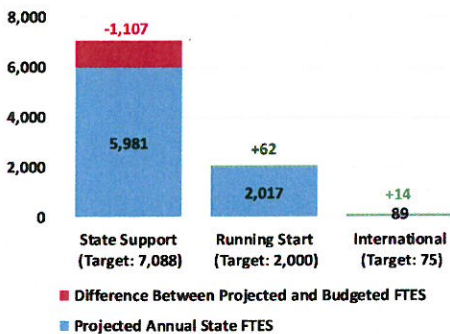
OCTOBER 2017

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

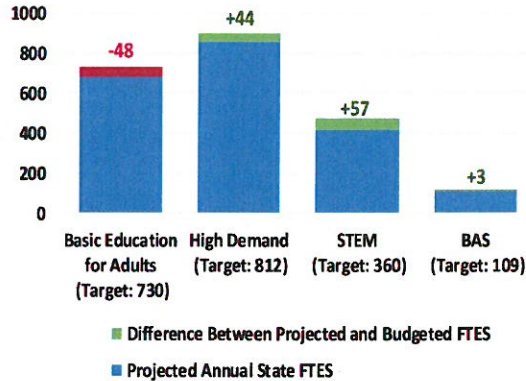
Percent of Full-Time Equivalent Students (FTES) Generated based on College Budget and State Allocation



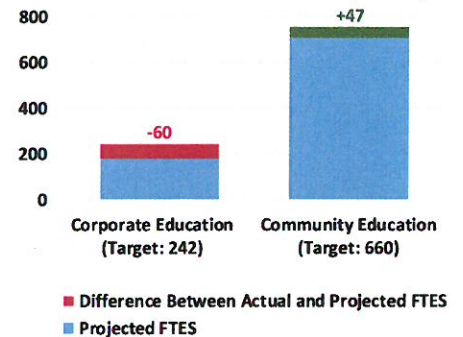
Projected Final Annual FTES Based on Current FTES (Oct 1)



Projected Priority FTES Based on Current FTES (Oct 1)



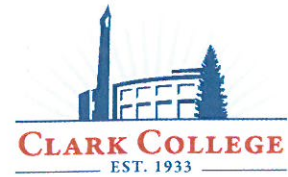
Projected Corporate and Community Education FTES Based on Current FTES (Oct 1)



Monthly Highlights

- International Programs enrolled 20 new students from 13 countries for fall 2017. Countries represented include Austria, Brazil, Cambodia, China, Ethiopia, Japan, Norway, Philippines, Poland, Spain, Ukraine, Venezuela and Vietnam.
- During October for the work of guided pathways, the college is clarifying the new student entry process by 1) identifying current "Getting Started" steps—including where processes are mandatory vs optional, and consecutive, sequential or concurrent and 2) beginning to identify information and technology needs for successful changes to process.

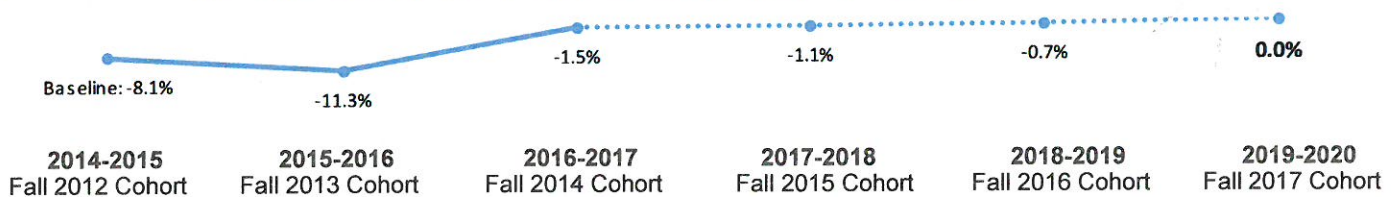
SOCIAL EQUITY



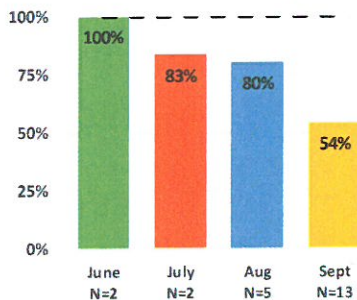
OCTOBER 2017

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

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

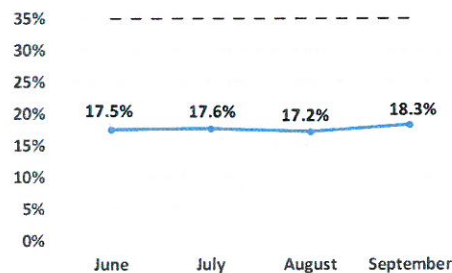


Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability



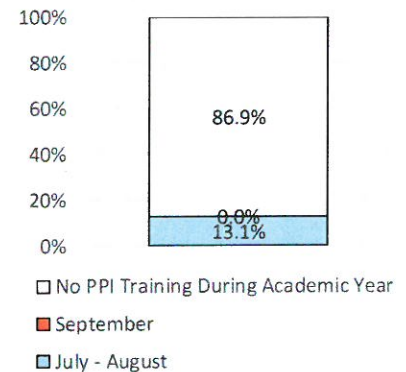
-- Benchmark: 100% of Applicant Pools

Percent of Employees Of Color or Employees with Reported Disability



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

Percent of Employees Engaged in Professional Development Opportunities in PPI



Monthly Highlights

- ◇ Disability Support Services co-presented with eLearning staff on Ally, the new accessibility tool now available in all CANVAS courses at Focus on Learning Day.
- ◇ Disability Support Services presented on Clark's New Accessibility Policy to over 110 faculty across three events and facilitated a workshop on "Creating Equity for Students with Disabilities in the Classroom" at Focus on Learning Day on September 21 where ten faculty members engaged in complex case studies.
- ◇ Workforce Education Services participated in Pathways to Success: Corrections to College WA State Planning Committee meeting to discuss issues related to the educational needs of underserved and ethnically diverse, justice-involved student populations.
- ◇ The Opportunity Grant/Passport to College Program Specialist participated in the Passport to College Leadership Team meeting with the College Success Foundation to update the Passport to College program guidelines.

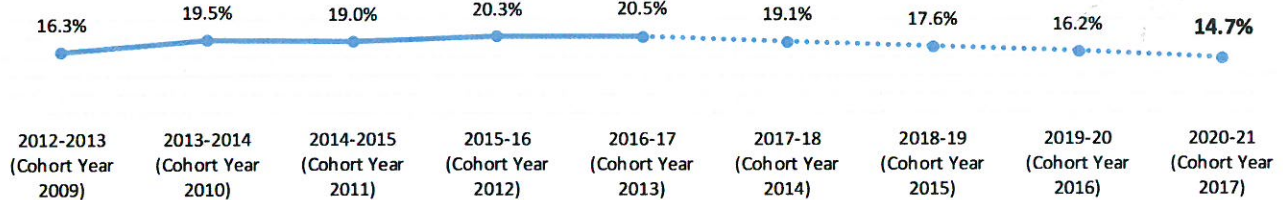
STUDENT DEBT



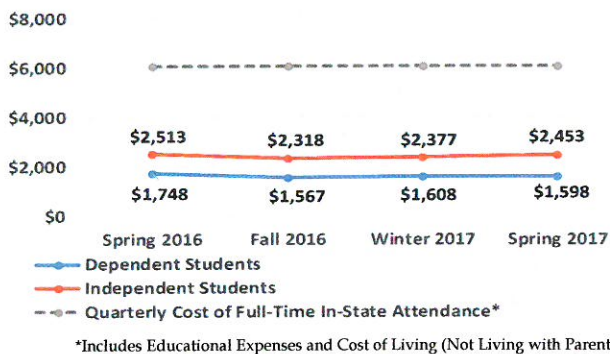
OCTOBER 2017

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

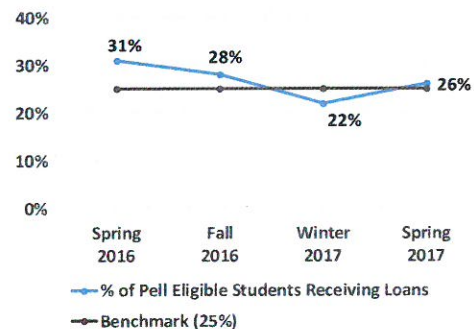
Student Three Year Loan Default Rate



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



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



Monthly Highlights

- ◇ Clark's FY2014 Official Three-Year Cohort Default Rate (CDR) is at 19.6%. This is an approximate decrease of 1% from last year's CDR.
- ◇ The Loan Committee made calls to approximately 41 students and sent 581 emails to students who were delinquent on their student loans. The purpose of the calls and emails are to educate students about the implication of their delinquency to their credit and to provide them with resources to help them get back on track.
- ◇ Athletics has awarded over \$43,000 in athletic-scholarships to student-athletes in fall quarter.
- ◇ The Veterans Resource Center hosted a new student orientation on September 22 to approximately 15 student veterans. Rebecca Kleiva, Worker Retraining Program Specialist, presented Workforce Education Services program information and as a result, three students enrolled in Workforce Education Services programs.
- ◇ In Summer and Fall Quarter 2017, the Bookstore's rental program enabled students to save \$104,600 on the costs of textbooks and calculators when compared to purchasing new items.

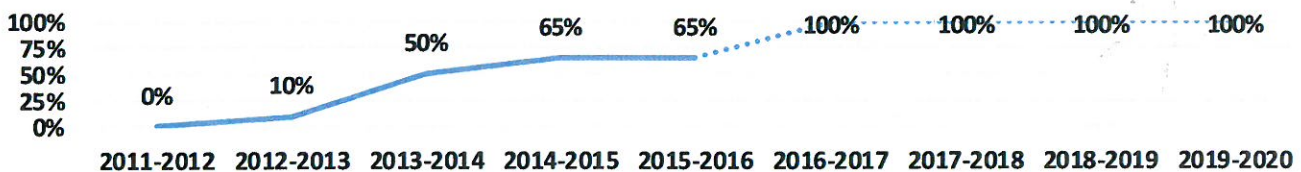
STUDENT LEARNING



OCTOBER 2017

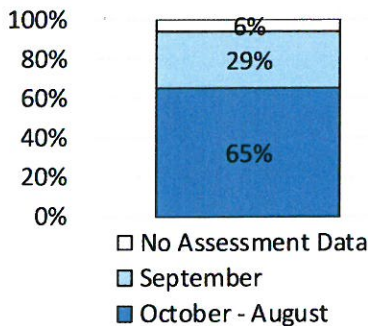
Clark College facilitates student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. Clark College's degrees and certificates awarded are the result of a culmination of learning. The college aligns its curriculum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

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



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

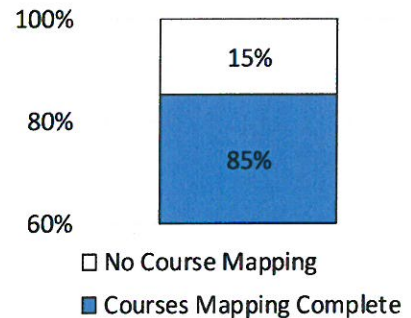
Proportion of Programs with Assessment Data On File



Proportion of Learning Outcomes with Established Learning Targets



Proportion of Programs that have Mapped Learning Outcomes to Courses



Monthly Highlights

American Association of Community College identifies Four Pillars for Guided Pathways: 1) Create clear curricular pathways to employment and further education, 2) Help students get on a path, 3) Keep students on a path, and 4) Ensure that students are learning along their path. The first pillar is work focused primarily within Instruction (i.e. faculty) and shared broadly over the college (Advising, Student Services, etc.) to create robust curriculum maps for students that:

- ◇ Are clear to a student when entering the program,
- ◇ Offer active default choices for most courses by term within each program,
- ◇ Demonstrate a coherent path through a degree that builds from introductory level work, into intermediate, and into advanced work leading to the award of a degree, transfer or placement in the professional sector.

The work of mapping each program will progress through several rounds of review with program faculty. The first round will be to establish a curriculum sequence or path for all programs based on the learning outcomes of the program. This first round of the work started in October 10 and ends on October 27, 2017.

Clark College - Budget Status Report September 30, 2017

| Sources of Funds (Revenues) | 2017-18 Budget | Revenues to Date | Difference | % Budget Received |
|---|--------------------|---------------------|---------------------|----------------------|
| Operating Accounts | | | | |
| State Allocation | 32,342,208 | 6,878,947 | (25,463,261) | 21.3% |
| Tuition & ABE | 18,454,195 | 7,497,003 | (10,957,192) | 40.6% |
| Running Start | 11,648,511 | 13,724 | (11,634,787) | 0.1% |
| Excess enrollment | - | - | - | 0.0% |
| Planned use of prior fund balance | 397,100 | - | (397,100) | 0.0% |
| Dedicated, matriculation, tech, cont ed | 5,222,239 | 1,796,407 | (3,425,832) | 34.4% |
| Total Operating Accounts | 68,064,253 | 16,186,082 | (51,878,171) | 23.8% |
| Other Accounts | | | | |
| Grants & Contracts less Running Start | 3,822,207 | 339,319 | (3,482,888) | 8.9% |
| Internal Support & Agency Funds | 1,146,902 | 214,313 | (932,589) | 18.7% |
| ASCC | 1,777,678 | 594,622 | (1,183,056) | 33.4% |
| Bookstore | 4,239,403 | 1,328,633 | (2,910,770) | 31.3% |
| Parking | 513,488 | 148,449 | (365,039) | 28.9% |
| Auxilliary Services | 1,504,151 | 282,033 | (1,222,118) | 18.8% |
| Financial Aid | 30,382,616 | 7,072,229 | (23,310,387) | 23.3% |
| Total Other Accounts | 43,386,445 | 9,979,597 | (33,406,848) | 23.0% |
| Total Sources of Funds | 111,450,698 | 26,165,678 | (85,285,020) | 23.5% |

| Uses of Funds (Expenses) | 2017-18 Budget | Encumbrances Expenditures to Date | Difference | % Budget Spent |
|--|--------------------|---|-------------------|-------------------|
| Operating Accounts | | | | |
| President | 852,648 | 157,709 | 694,939 | 18.5% |
| Associate Vice President of Planning & Effectiveness | 1,023,465 | 190,138 | 833,327 | 18.6% |
| Special Advisor for Diversity & Equity | 518,095 | 111,750 | 406,345 | 21.6% |
| Vice President of Instruction | 39,549,837 | 7,002,160 | 32,547,677 | 17.7% |
| Vice President of Administrative Services | 9,176,063 | 2,504,169 | 6,671,894 | 27.3% |
| Vice President of Student Affairs | 8,921,066 | 2,261,135 | 6,659,931 | 25.3% |
| Associate Vice President of Economic & Community Dev | 1,384,593 | 386,407 | 998,186 | 27.9% |
| Chief Communication & Information Officer | 5,587,958 | 1,486,359 | 4,101,599 | 26.6% |
| Associate Vice President of Human Resources | 1,050,528 | 237,248 | 813,280 | 22.6% |
| Bank/CC Fees, CTC Link, Unemp | - | 19,617 | (19,617) | |
| Total Operating Accounts | 68,064,253 | 14,356,692 | 53,707,561 | 21.1% |
| Other Accounts | | | | |
| Grants & Contracts less Running Start | 3,822,207 | 1,150,549 | 2,671,658 | 30.1% |
| Internal Support & Agency Funds | 1,146,902 | 598,441 | 548,461 | 52.2% |
| ASCC | 1,777,678 | 340,278 | 1,437,400 | 19.1% |
| Bookstore | 4,239,403 | 1,361,829 | 2,877,574 | 32.1% |
| Parking | 513,488 | 172,705 | 340,783 | 33.6% |
| Auxilliary Services | 1,504,151 | 448,093 | 1,056,058 | 29.8% |
| Financial Aid | 30,382,616 | 8,266,349 | 22,116,267 | 27.2% |
| Total Other Accounts | 43,386,445 | 12,338,245 | 31,048,200 | 28.4% |
| Total Uses of Funds | 111,450,698 | 26,694,937 | 84,755,761 | 24.0% |
| Difference - Excess (Deficiency) | - | (529,258) | | |
| Capital Projects- Foundation and Grant Contributions | 10,648 | 10,648 | 0 | 100.0% |
| Capital Projects- Expenditures | 7,248,338 | 1,464,199 | 5,784,139 | 20.2% |

CLARK COLLEGE
Fund and Cash Balances
as of July 1, 2017

| | Fund Balance (minus non-cash assets) 6/30/17 | Cash Balance (minus dedicated cash) 6/30/17 | Required Reserves | Prior Commitments (prior to 7/1/17) | New Commitments (2017/18) | Total Available Cash |
|------------|---|--|------------------------------|---|---|---------------------------------|
| 145 | Grants and Contracts | 5,024,141 | 3,080,345 | 42,499 | 1,200,973 | 1,836,873 |
| 147 | Local Capital | 368,438 | - | | | - |
| 148 | Dedicated Local | 3,400,748 | (21,327) | - | 7,500 | (28,827) |
| 149 | Operating Fee | 351,065 | 51,685 | | | 51,685 |
| 448 | Print/Copy Machine | 76,144 | 76,144 | | | 76,144 |
| 460 | Motor Pool | 110,386 | 110,386 | | | 110,386 |
| 522 | ASCC | 1,246,437 | - | | | - |
| 524 | Bookstore | 4,364,038 | 4,364,038 | 2,000,000 | | 2,364,038 |
| 528 | Parking | 236,034 | 236,043 | | | 236,043 |
| 570 | Other Auxiliary Enterprise | 1,013,177 | 333,043 | 30,315 | | 302,728 |
| 790 | Payroll (clearing) | 199,672 | | | | - |
| 840 | Tuition/VPA | (1,165,019) | | | | - |
| 846 | Grants - Fin Aid | 5,808 | | | | - |
| 849 | Student Loans | 21,234 | | | | - |
| 850 | Workstudy (off-campus) | (6,262) | | | | - |
| 860 | Institutional Financial Aid Fur Reserves* | 935,506 | | 4,759,395 | | (4,759,395) |
| | Totals | 16,181,547 | 8,230,357 | 4,759,395 | 2,072,814 | 1,208,473 |

*Reserves of 10% reduced by \$2,000,000 on October 21, 2014 to fund Culinary remodel as approved by Board

S.SAND 10/13/17

Fund Balance Less Commitments

| | |
|--|------------------|
| Available Fund Balance Before Commitments | 8,230,357 |
|--|------------------|

| Prior Year Commitments | | | | |
|--------------------------------|---|------|-----------|------------------|
| Date | as of July, 2017 | Fund | Amount | Total |
| 6/30/2017 | CTC Cash Flow Shortage-FY 2017 4th quarter bill | 145 | 42,499 | 42,499 |
| | | | | - |
| 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 |
| Total Prior Commitments | | | | 2,072,814 |

| New Commitments July 1, 2017 to present | | | | |
|--|--|------|---------|------------------|
| Date | | Fund | Amount | Fund Total |
| 7/25/2017 | Enrollment Consultant | 145 | 10,000 | |
| 8/8/2017 | PCI Compliance Audit | 145 | 30,000 | |
| 8/8/2017 | Civitas | 145 | 105,000 | |
| 8/22/2017 | Paid sick leave for hourly employees-HR tracking cost-SS est | 145 | 20,000 | |
| 8/22/2017 | Culinary Arts COP | 145 | 70,000 | |
| 8/22/2017 | CTC Link Costs | 145 | 226,500 | |
| 8/22/2017 | Small Mower | 145 | 30,000 | |
| 8/22/2017 | Window Coverings | 145 | 20,000 | |
| 8/22/2017 | CTC Kitchen Refrigerator replacement | 145 | 3,100 | |
| 8/22/2017 | CM - Advertising (16-17 need) | 145 | 20,000 | |
| 8/22/2017 | ALEKS Math assessment and English readiness | 145 | 75,000 | |
| 8/22/2017 | Additional Security Cameras | 145 | 37,500 | |
| 8/22/2017 | Additional Campus lighting | 145 | 19,800 | |
| 8/22/2017 | Guided Pathways support | 145 | 10,000 | |
| 8/22/2017 | Electric charging stations | 145 | 113,000 | |
| 8/22/2017 | Culinary Point of Sale and Patio Furniture | 145 | 136,073 | |
| 8/22/2017 | Assessment moves | 145 | 75,000 | |
| 8/22/2017 | Addntl employee liability | 145 | 200,000 | |
| 9/26/2017 | Culinary Arts-SHE facility costs | | | 1,200,973 |
| 8/8/2017 | Teaching and learning days | 148 | 7,500 | |
| | | | | 7,500 |
| Total New Commitments | | | | 1,208,473 |

| Required Reserves | |
|---|----------------|
| 10% of \$67,593,954 less \$2,000,000* | 4,759,395 |
| Fund Balance After Commitments and Required Reserves | 189,675 |

* Reserve as approved by the Board on June 11, 2014, use of reserve approved 10/21/14

Next Meeting

No documents for this item

Executive Session

No documents for this item

Adjournment

No documents for this item