Clark College
BOT Meeting
Wednesday, October 17, 2018 5:00 PM (PDT)
GHL 213

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I.   Call to Order/Agenda Review - Chair Pollard

II. Introductions - President Knight

III. Action Items - Chair Pollard

   A. ASCC Revised Constitution - Carryover from August 2018

   B. BAS Policy - Carryover from September 2018

   C. Guided Pathways Budget

   D. Minutes from September 2018 Meeting

IV. Audience Statements - Chair Pollard

V.   Constituent Reports

   A. AHE - Kimberly Sullivan

   B. WPEA - Billie Garner

   C. ASCC

   D. Foundation - Lisa Gibert

VI. Reports from Board Members

VII. President's Report - President Knight

   A. Student Success Story - Madeline (Maddie) Forbes

   B. Faculty Presentation--Clark Programs at Larch Corrections Center - Instructors Michael Ashton and Lauren Zavrel

   C. Guided Pathways

   D. Scorecards

   E. Statistics

VIII. Next Meeting - Chair Pollard
The next meeting of the Board of Trustees is currently scheduled for Wednesday, November 14, 2018 in the Ellis Dunn Community Room, GHL 213.

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

X.   Adjournment - Chair Pollard
Time and order are approximate and subject to change.

Call to Order/Agenda Review

No documents for this item

No documents for this item

Action Items

No documents for this item

No documents for this item

Clark College Administrative Procedure

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

1) The Instructional Planning Team (IPT) will recommend the development of a new BAS degree program to the Vice President of Instruction (VPI), based on the IPT Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis. The SWOT will include a review of regional labor market gaps and a feasibility analysis.

2) The VPI will review the recommendation and will notify IPT if the recommendation is approved or rejected.

3) If approved by the VPI, the college will notify the Washington State Board for Community and Technical Colleges (SBCTC) of the intent to offer the BAS degree program so that it can be posted to the Interinstitutional Committee for Academic Program Planning (ICAPP) grid for higher education notification.

4) The college will notify the Board of Trustees of the intent to post the proposed BAS degree program on the ICAPP grid.

5) The identified program leads will develop a Statement of Need that will be reviewed by IPT for recommendation to the VPI for approval. Upon VPI approval, the college will present an overview of the Statement of Need to the Board that will include:
   - Occupational demand and wage expectations,
   - Availability of qualified faculty,
   - Curriculum and student services plans, [including program entrance, advising, career services]
   - Implementation budget and sustainability plan, [to include student projections]
   - Pathways in to the program and Pathways options beyond the baccalaureate degree,
   - Career map,
   - Program specific requirements (if applicable),
   - Discussion with four-year partner institutions,
   - Student financial aid implications: availability and ability to repay loans.

6) Upon Board approval, the college will submit the Statement of Need to the SBCTC Board for consideration.

7) Upon approval from the SBCTC the college will develop a Program Proposal for the BAS degree.

8) In accordance with SBCTC requirements, college faculty will select two external experts to review the proposed BAS degree Program Proposal.

9) IPT will review the results of the external evaluation and submit a final recommendation to the VPI..

10) The VPI will review the recommendation and will notify IPT if the proposed BAS degree program is supported, rejected, or recommended for continued revision. The VPI will notify the President accordingly.

11) Should the VPI approve the program to move forward, the college will present the Program Proposal to the Board of Trustees for approval.

12) Upon Board of Trustees approval, the college will present the Program Proposal at the SBCTC Board meeting for Board action.

13) The college will complete accreditation approval with the Northwest Commission on Colleges and Universities (NWCCU) and Financial Aid and Veterans' benefits through the Department of Education (DOE).

Board of Trustees Retreat
(Guided Pathways Budget)

October 2018

2018-19 Guided Pathways Funding Needs

Need	Cost
Accessibility Support Technician	($17,500)
Finish Line Game (25 sets)	$2,000
SuperStrong Early Career Decision Tool*	$9,000
Enrollment Navigator*	$31,000
Enrollment Event	$25,000
English Precollege Redesign	$158,000
Penguin Pantry Program Coordinator*	$14,600
Guided Pathways Conference Travel	$42,875
Guided Pathways Training and Communications	$85,850
Security Camera Installation	$147,000
Total	**$532,825**

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* Requires ongoing expenses in 2019-

2018-19 Guided Pathways Ongoing Needs

Need	Cost
Financial Literacy Coach	$60,351
SuperStrong Early Career Decision Tool*	$9,000
Enrollment Navigator*	$61,053
Educational Planners	$138,528
Faculty Advisors	$143,125
Financial Aid Program Specialist 2	$53,587
DSS Program Specialist	$59,544
Veterans Resource Center Manager	$75,852
Credentials Evaluator	$52,624
Penguin Pantry Program Coordinator*	$59,544
Total	**$716,208**

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In Attendance:
Jack Burkman, Trustee
Jane Jacobsen, Vice Chair
Royce Pollard, Chair
Rekah Strong, Trustee

Trustees Absent:
Jada Rupley

Administrators:
Robert Knight, President
Dr. Sachi Horback, Vice President of Instruction
William Belden, Vice President of Student Affairs
Bob Williamson, Vice President of Administrative Services
Shanda Diehl, Associate Vice President of Planning & Effectiveness
Rashida Willard, Interim Associate Vice President of Diversity, Equity & Inclusion
Dr. Darcy Rourk, Interim Vice President of Human Resources & Compliance
Val Moreno, Chief Information Officer
Dr. Travis Kibota, Special Assistant to the President for Guided Pathways
Hannah Erickson, Interim Director of Communications & Marketing
Leigh Kent, Executive Assistant to the President

Administrators Absent:
Stefani Coverson, Vice President of Human Resources & Compliance
Kevin Witte, Vice President of Economic & Community Development

Others:
Jennifer Mankowski-Dixon, Assistant Attorney General
Joel Munson, Senior Vice President of Development, Clark College Foundation
Dr. Peter Williams, Dean of STEM
Dr. Selena Castro, Dean of Student Enrollment & Completion
Sarah Gruhler, Director of Student Life
Kimberly Sullivan, AHE President
Prof. Lisa Apfelbacher, Nursing
Francois Wevers, Director of Economic Partnerships & Customized Learning
Katherine, School for the Deaf Interpreter

I. <u>Call to Order/Agenda Review</u>

Chair Pollard called the meeting to order at 5:00 pm. He noted that the trustees held an executive session during the work session to discuss the president's evaluation for 2017-2018. When decisions are made on compensation, they will be made in an open meeting.

Chair Pollard honored Trustee Jack Burkman. This evening's meeting was the final meeting for Trustee Burkman, whose 10 years' of service as a Clark College board member is coming to an end. He has been involved in the Vancouver community for many, many years, and he has been instrumental in setting the stage for Clark to move forward.

President Knight said it has been a pleasure to work with Trustee Burkman during his two terms as a trusted advisor and confidant. In ten years, he has only missed one board meeting. President Knight thanked him for the advice and leadership over the years and said Trustee Burkman will continue to be an informal leader in Vancouver, but still a leader. President Knight, Executive Cabinet, and entire college appreciates the work he has done on behalf of Clark for these past ten years.

President Knight presented Trustee Burkman with a quilt made from Clark t-shirts as a thank you gift. Chair Pollard read a letter from Governor Inslee to Trustee Burkman thanking him for his service. Cake was then served to the assembled guests.

II. <u>Introductions</u>

Director of Student Life Sarah Gruhler introduced this year's student officers and planning board members. Each of them introduced themselves to the board with their names, board positions, and their areas of study. Student leaders are as follows:

Bryce Regian, ASCC President
Yoo Sang "Meika" Ahn, ASCC Vice President
Shalana Marshall, ASCC Finance Director
Alyssa Dolan, ASCC Executive Assistant
Randi Richards, ASCC Club Coordinator
Ndeye Astou Cisse, ASCC Promotions Coordinator
Kailee Hibbs, ASCC Activities Director
Taegon Lee, APB Cultural Events Coordinator
Maddie Forbes, APB Family Events Coordinator
Timothy Kintz, APB Educational Events Coordinator
Hong "Sophie" Nguyen, APB Awareness Events Coordinator

President Knight also thanked Dr. Darcy Rourk for her service as Interim Vice President of Human Resources over the past year and a half. This is her last meeting and she is leaving Clark to retire. He appreciates all she has done for the college.

III. **Action Items**

A. **BAS Policy—First Reading**
As discussed in the work session, changes will be made for a second approval by the IPT before a draft BAS moves forward to the SBCTC for approval. The policy will be edited and brought forward to the October meeting for consideration of approval at that time.

B. **Resolution/Letter in Support of Re-opening the I-5 Bridge Replacement Negotiations**

MOTION: Vice Chair Jacobsen made a motion to approve the Resolution/Letter in Support of Re-opening the I-5 Bridge Replacement Negotiations with the correction to change the number of students served from 15,000 to 23,000 of unduplicated students. Trustee Burkman seconded the motion and it unanimously passed. The correction will be made and Chair Pollard will sign the letter.

C. **August 2018 Board Retreat Minutes**

MOTION: Trustee Burkman made a motion to approve the August 2018 Board Retreat Minutes. Vice Chair Jacobsen seconded the motion and it unanimously passed.

D. **August 2018 Board Minutes**

MOTION: Trustee Burkman made a motion to approve the August 2018 Board Minutes. Trustee Strong seconded the motion and it unanimously passed.

IV. **Audience Statements**
Prof. Lisa Apfelbacher, Nursing, addressed the trustees, indicating that the college is not taking the concern of the nursing faculty seriously. They are feeling the impact of the loss of nurse educators. They feel the primary reason for their leaving is the low salary scale and the inability of Clark to compete with other nursing schools. They asked the President to acknowledge their contributions to the college and the value they bring to the local community. They will tell the accreditors the program is in danger and the State Nursing Board is concerned about the number of full-time tenure track instructors in the program.

Chair Pollard acknowledged their value to the college and community and directed the President to look into their request to see if there is anything that can be done to help them.

V. **Constituent Reports**

  A. **AHE**
Prof. Sullivan thanked Trustee Burkman for his service and said how much she will miss him. The union worked with Dr. Horback over the summer and wanted to publicly welcome her. Ms. Coverson has been wonderful and insightful in their interactions.

The union met with President Knight today to discuss faculty salaries. With the settlement of the latest contract, the local K-12 teachers now earn an average of $84,000 annually. Clark's average is $64,000. Instructors will be lost to the K-12 system as well as the nursing faculty. Staff in the K-12 system also received increases and the AHE is concerned about keeping administrators. She and the president discussed lobbying the legislators in Olympia. The state government works very slowly and it may be necessary to request emergency funding the same way the Seattle Colleges have. She would welcome the opportunity to accompany President Knight to go to Olympia to pursue funding.

Chair Pollard agreed that this is a serious issue. The WACTC presidents have compensation in the number one position on their agendas this year. Chair Pollard is also willing to visit Olympia and acknowledged that the local legislators are very supportive of Clark. President Knight said the colleges cannot lobby the legislators but they can inform them of the situation and he would welcome any faculty, staff, student, or board member to go to Olympia with Prof. Sullivan and himself.

  B. **WPEA**
There was no report from the WPEA this evening.

  C. **ASCC**
  D. There was no report from the WPEA this evening.

  E. **Foundation**
Mr. Munson spoke to the board on behalf of Ms. Gibert who was away due to the passing of a family member. The Foundation raised $4.5 million last year and have set a stretch goal of $7 million this year. He is confident this amount can be surpassed.

He is expecting 400 attendees at the November 15 Savoring Excellence where the public portion of the campaign, "Promising Pathways", will be announced. The annual scholarship reception is scheduled for October 19, and he invited the trustees to attend. In response to a question from a trustee, he explained that Savoring Excellence is a showcase event, designed to display the students, faculty, programs, and outstanding alumni to the community. Its second function is to announce the Presidential Excellence Awards to outstanding philanthropic donors. It is not designed to be a fundraising event, but a "friendraising:" event that is self-supporting. The foundation prefers to use their resources to develop relationships with individuals who have the ability to make significant gifts to the college.

VI. **Reports from Board Members**

Trustee Burkman said that Opening Day was very well done. He has enjoyed watching the college grow and change over the past 10 years. President Knight did an exceptional job recognizing employees who received the presidential coins. He recognized Ms. Diehl for her work on accreditation and said he will miss working with such dedicated people at the college.

Two of Trustee Strong's favorite events are Opening Day and Commencement. Everyone who presented at Opening Day did a great job and the importance of accreditation was front and center. She hopes that the trustees can participate in Opening Day videos in the future.

Trustee Jacobsen congratulated Trustee Burkman on his tenure as a trustee. She has learned so much from him during her short time on the board. Everyone at the college, trustees included, must pay close attention to guided pathways. One thing to remember is that the pathways are all individualized, they are not a one-size fits all pathway. She reiterated that she learned a lot from the guided pathways conference in AZ last week. Clark's team worked together very well and we are lucky to have them working here.

Chair Pollard said Opening Day was very informative and everyone will need to know about guided pathways. Staff is the most important part of pathways so that they can help the students get where they need to be. He highlighted an article in The Columbian about Clark's pharmacy tech program being named best in the country. He attended the Athletic BBQ which was a wonderful event, showcasing student athletes, their families, supporters, and former baseball players.

VII. **President's Report**

President Knight reminded those gathered that accreditation is coming in a couple of weeks! He will be gathering input from faculty and staff in the coming weeks about replacing the Chief Diversity and Information Officer positions. The classified staff shared their concerns about salaries at the most recent open forum. He will be having a follow-up meeting with them on October 1. The K-12 strikes and subsequent contract ratifications have shone a light on how low community college salaries really are.

Running Start enrollment is ahead of target, and the college is reaching its budget numbers but is still not reaching the overall state enrollment targets. He believes the enrollment navigators will have a direct impact on new students. The college continues to reach out to build relationships with continuing students in order to retain them.

Action: Trustee Strong thanked Ms. Diehl for disaggregating enrollment data by race. She asked that the monthly scorecard highlight boxes be changed to have black printing on white background rather than white printing over a color.

Trustee Strong addressed the information in the Social Equity Scorecard. The numbers are not where they should be yet, but it will take a while to turn it around. Student Completion is not where it should be, but encouragement will make a huge difference to students when they are shown a different pathway.

A. Student Success Story—Shalana Marshall, ASCC Finance Director
   Students need to be engaged with the staff who will guide and develop them. Ms. Marshall is among the ASCC officers who identify students to serve on tenure committees. She started working at Goodwill and enrolled in HS 21 at Clark in 2015. She received her diploma in 2016 and became a peer mentor for transitional studies students. She will receive her AAS in Business Administration and Certificates in Small Business Management and Accounting in Spring 2019, and would like to continue working at Clark as an advisor.

B. Faculty Presentation
   Dr. Horback introduced Drs. Williams and Maruyama, and Bailey and student Mary McPherson. CURES is a project-based course that engages students in addressing an open-ended research question or problem of interest to a scientific community. It is interdisciplinary in nature and the question is never answered. There are many faculty across the college who are conducting research with students in CURES courses.

   The project the group is working on is whether people are able to obtain the same benefits of interaction with companion animals in a virtual reality environment as they would with a live companion animal.

VIII. Next Meeting
   The next meeting of the Board of Trustees is currently scheduled for Wednesday, October 17, 2018 in the Ellis Dunn Community Room, GHL 213.

IX. Executive Session
   There was no executive session this evening.

X. Adjournment
   There being no further business, the meeting adjourned at 6:29 pm.

_____   Leigh Kent
Royce Pollard, Chair   Recorder
                                                                      October 9, 2018

Audience Statements

No documents for this item

No documents for this item

AHE

No documents for this item

WPEA

No documents for this item

ASCC STUDENT GOVERNMENT
BOARD OF TRUSTEES REPORT
October 2018

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 academic year, student leaders of ASCC and APB attended training from September 4th to September 21st. Throughout these weeks of training, we learned how to work as a team, best serve the student body, and efficiently do our individual jobs.**
- **From September 5th to September 7th, the ASCC and APB team attended the Washington State Student Leadership Conference in Olympia, Washington. The conference allowed for student leaders to network with other leaders from colleges in the Washington CTC system. We attended several educational sessions that taught us how to use our own personal strengths, interests, and leadership styles in order to be inclusive of everyone, to better serve our students and campus, and to achieve goals of student and civic engagement.**

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
- **The Washington Community and Technical College Student Association's, commonly known as WACTCSA, released their legislative agenda for the 2018-2019 school year. The agenda includes the New Hope legislation for previously incarcerated students (HB 2890), affordability and accessibility of textbooks and open educational resources, college affordability, and addressing campus food insecurity. As this year's WACTCSA**

1

delegate for Clark College, I will work to assist in and implement the legislative actions of WACTCSA and advocate on behalf of Clark College and its students.

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

- **The ASCC Student Government Budget Committee approved two one-time funding requests on October 4th. The first request approved was for the Counseling and Health Center to cover the salary of a fill-in mental health counselor. The approved $13,560 amount will allow the Counseling and Health Center to aid the students of Clark without being severely under-staffed while a permanent counselor is on parental leave.**
- **The second request was made by the Diversity Center for the Queer I Am Conference taking place in Olympia, Washington from October 26th to October 27th. ASCC approved the amount of $4,421 for the trip. The students participating will engage and network with other LGBTQ+ students in the Washington State CTC system and will develop their sense of pride, leadership, and belonging in the community.**

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

- **The ASCC is participating in Governor Jay Inslee's Voter Registration Challenge. We are competing with other Washington State community colleges to register the most voters on our individual campuses. We have continuously promoted civic engagement since Welcome Week by registering voters and updating existing voter registrations.**
- **Fall Involvement Fair was held on October 2nd and served over 400 students who had the opportunity to visit and engage with 34 services, programs, and clubs.**
- **There are currently 21 of the 71 available student representative positions on College committees have been filled.**

Foundation
October 2018

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

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

   Momentum is building as the foundation prepares to publicly launch *Promising Pathways: The Campaign for Clark College* at Savoring Excellence on November 15. The foundation will announce that it has exceeded the 50% mark toward the $35 million campaign goal.

   Fundraising for this year has been strong; almost $5 million has already been secured just three months into the new fiscal year. This year's fundraising stretch goal is $7 million, making us well on our way to meet or surpass this goal. A stretch goal is an additional goal you set for your campaign in case you exceed your initial funding goal, and is generally used to finance another specific aspect of your project.

   The invitation for Savoring Excellence went out last week and 33 out of 40 tables have already been secured. We are anticipating a full house of approximately 400 people. We are truly grateful to our sponsors for their support of this important community event.

   The foundation's scholarship reception, one of our largest and most important events, is scheduled for October 19 at Gaiser Hall. We encourage our leaders to be there as it is a wonderful opportunity to demonstrate support for both our students and our generous donors.

   As part of the launching of the campaign, the foundation's new website and the revamped *Partners Magazine*, which will now be called *Clark Partners*, will be unveiled in November and December. Along with our new podcast program – *Penguin Chats* – we are reaching out to more donors, alumni and friends than ever before with stories and experiences that are demonstrating the quality of our programs, faculty and students here at Clark College.

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

Clark College at Boschma Farms has been an ongoing area of interest this past month as the statewide teacher strikes have raised concern over other state budgets. Given the excitement and momentum building within our service district, a possible delay of capital funding for the first building at the Boschma Farms campus is troubling. Clark College Foundation and Clark College are working to build talking points for board members and other leaders so that a broader advocacy force can be formed for the region. Other groups are forming their governmental agenda and Clark College's building at the Boschma Farms campus should be well represented based upon the economic impact it would provide to the region.

Clark College Foundaton is also happy to be collaborating on the activities surrounding accreditation. The foundation is proud to support student success through its development efforts. Most notably is the impact on students access to education and academic excellence through private investment in programming, facilities, faculty/staff and equipment.

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

The audit for the year ended June 30, 2018 continues to progress. On site work has been completed by the auditors and testing will be complete once the foundation receives final statements for various investment holdings. Following the audit, the audit firm will report to the foundation's finance committee (November 2018) and board (December 2018). There are no issues that have been noted by the auditors and it is expected the foundation will once again receive a clean audit opinion.

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

The Board Relations Committee has reviewed and identified the key aspects of their work for FY 2019. Given the campaign priorities, it has been determined that continued recruitment and increased engagement by board members is critical to the foundation's overall success. Identification of potential board members who align with areas of focus are under consideration. Current board members are also looking into specific ways that each of them can make meaningful contributions to campaign efforts that are outside of financial resources. Particular emphasis at this time surrounds advocacy and introductions to Clark College through Savoring Excellence and other noteworthy events throughout the college.

Respectfully submitted,

Lisa Gibert
Foundation Chief Executive Officer
October 8, 2018

Attachments:
Financial Dashboard
Development Dashboard
Annual Giving Comparison
Campaign Committed Gifts Report

Financial Dashboard as of June 30, 2018

CLARK COLLEGE
FOUNDATION

Contributions/Donations Received

	Year to Date	6/30/2017	6/30/2016	6/30/2015	1973 - Present Life to date
Unrestricted	$ 706,059	$ 351,760	$ 1,022,195	$ 638,948	
Temp. Restricted	2,199,630	1,483,984	4,128,267	805,178	
Perm. Restricted	1,710,046	103,677	346,685	220,404	
Total	$ 4,615,735	$ 1,939,421	$ 5,497,147	$ 1,664,530	$ 96,196,619

College Support Expended

	Year to Date		6/30/2017		6/30/2016		6/30/2015		1973 - Present
	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Life to date
Program	$ 470,922	$ 601,058	$ 298,054	$ 495,521	$ 432,044	$ 643,482	$ 434,710	$ 369,297	$ 33,819,728
Boschma Farms land acquisition	444,444	-	444,444	-	1,244,444	-	444,444	-	5,577,775
Capital projects - STEM/Dental Hyg./Othe	-	603,265	175,000	252,559	-	1,537,786	5,415	175	13,986,854
College & Community Relations	47,306	-	81,718	-	46,821	-	37,931	-	213,775
Scholarships	8,210	960,649	9,063	900,038	9,416	848,625	19,353	672,913	11,009,144
Total	$ 970,882	$ 2,164,972	$ 1,008,279	$ 1,648,119	$ 1,732,724	$ 3,029,893	$ 941,853	$ 1,042,385	$ 64,607,277

Scholarships

	YTD	6/30/2017	6/30/2016	6/30/2015	6/30/2014
Number of scholarship awards	840	715	846	789	743
Total number of Clark College Students (Fall Census)	10,959	11,313	11,392	12,123	12,917

Cost of tuition (2017-2018). 12 credits for 3 qtrs. = $3,613. Lower division courses. Excludes books or addtl. fees such as nursing, labs, etc.

Net Assets by Type

	6/30/2018
Unrestricted	$ 18,354,079
Board Restricted	11,120,901
Temporarily Restricted	15,345,449
Permanently Restricted	54,594,102
Net Assets	**$ 99,414,531**

Net Assets at 6/30/2018
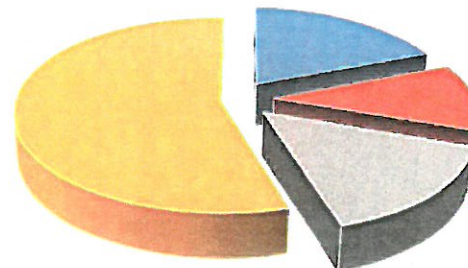
- Unrestricted
- Board Restricted
- Temporarily Restricted
- Permanently Restricted

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Unrestricted Net Assets

	Year to Date	6/30/2017	6/30/2016	6/30/2015	6/30/2014
Assets					
Cash	$ 32,573	$ 533,396	$ 434,119	$ 493,183	$ 517,523
Investments	8,103,109	7,067,349	7,797,334	7,174,405	6,783,040
Pledges Receivable	122,923	133,280	65,880	62,090	73,939
Prepaids/Deposits/Other Assets	337,342	164,818	120,217	116,667	127,934
Land/building/equipment	12,728,726	12,731,837	13,038,307	13,041,589	12,896,207
Liabilities					
A/P/Other Liabilities	(888,503)	(422,434)	(1,957,849)	(675,487)	(516,391)
Note Payable	(2,082,091)	(2,481,701)	(2,873,600)	(4,251,388)	(4,628,310)
Unrestricted Net Assets	$ 18,354,079	$ 17,726,545	$ 16,624,408	$ 15,961,059	$ 15,253,942

Projected Liquid Unrestricted Net Assets Available (Balance in Future Years)

6/30/2018	$ 2,412,372
6/30/2019	2,032,474
6/30/2020	1,538,030
6/30/2021	1,068,585
6/30/2022	599,141
6/30/2023	166,733

Boschma Debt Paydown (payments $37,037/month)
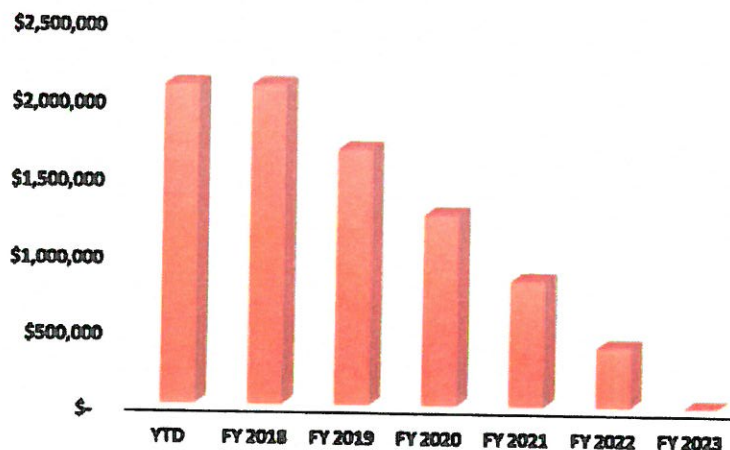
Investment Pool Returns – Through 6/30/18
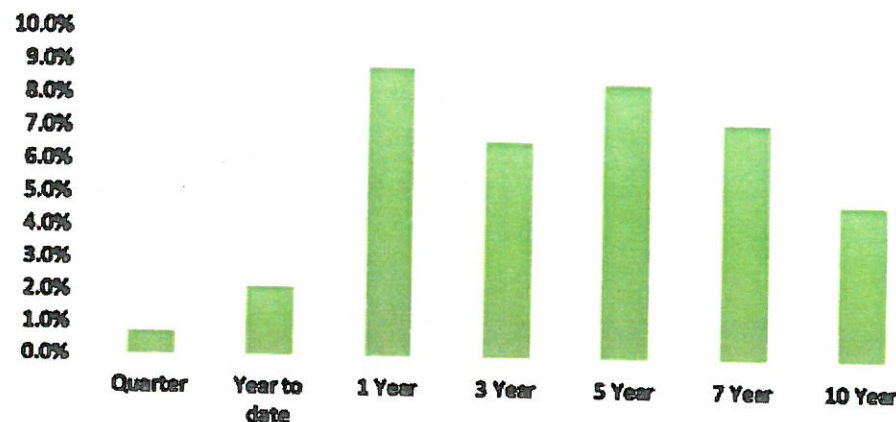
Endowment Distribution Details

	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

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Dashboard

CLARK COLLEGE FOUNDATION
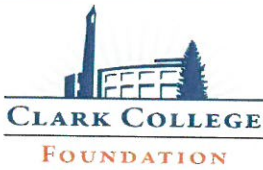
Strategic Initiatives:
Development
Strategic Alignment
Fiduciary Responsibility
Board Relations

	Current fiscal year to-date	Prior fiscal year to-date	Prior fiscal year
Fiscal year	7/1/2018 - 9/12/2018	7/1/2017 - 9/12/2017	7/1/2017 - 6/30/2018
Total number of donors	313	332	2,076
Number of new donors acquired	58	89	858
Number of new major gift donors acquired	2	2	18
Number of $1,000+ donors	42	46	224
Number of confirmed irrevocable planned gifts	0	0	3
Number of confirmed revocable planned gifts	0	0	2
Foundation board participation*	60%	84%	100%
College trustee participation	40%	60%	100%
Executive Cabinet participation	64%	88%	91%
Foundation staff participation	70%	100%	100%

*excludes ex-officio members

Soft credits are considered in this report, giving each constituent credit for gifts directly from them as well as gifts from a spouse/partner, personally-owned business, individual foundation or trust, donor choice program or donor advised fund.

Major gift donor is defined as a donor with a total gift commitment of $10,000 or more during a single fiscal year. Matching gift commitments are considered in the donor's giving total.

Gift types considered: cash, recurring gift payment, pledge, property/stock, in-kind.

Clark College Foundation
Annual Giving Comparison
as of September 12, 2018

	FY2019	FY2018	FY2017	FY2016
TYPE				
Cash/Stock/Property	$256,845	$3,135,656	$1,032,495	$1,254,375
Pledge	$207,580	$99,974	$1,015,831	$4,442,124
In-kind	$2,941	$41,124	$220,399	$81,907
Deferred Irrevocable at Face Value*	$0	$1,158,712	$100,000	$9,953
TOTAL	$467,365	$4,435,467	$2,368,725	$5,788,359
SOURCE				
Board Members (includes ex officio)	$21,030	$95,380	$641,410	$111,404
Employees	$6,806	$36,108	$54,078	
Alumni	$275,905	$1,039,995	$185,508	$380,645
Friends	$41,984	$615,815	$545,993	$331,164
Estates	$50,000	$1,087,717	$26,200	$23,000
Family Foundations and Trusts	$2,500	$850,600	$337,988	$4,450,530
Corporate & Community Foundations	$30,900	$499,208	$222,342	$140,220
Corporations/Other Organizations	$38,138	$204,394	$353,892	$343,482
Government Entities	$103	$6,249	$1,314	$7,914
TOTAL	$467,365	$4,435,467	$2,368,725	$5,788,359
PURPOSE				
Current Use				
Unrestricted	$16,653	$396,376	$495,391	
Faculty Support	$10	$0	$0	
Programs/Other	$64,039	$315,270	$423,516	
Scholarships	$111,818	$717,393	$377,189	
Sponsorships	$8,300	$13,384	$34,600	
Technology/Equipment	$0	$0	$0	
Endowed				
Unrestricted	$0	$0	$0	
Faculty Support	$0	$0	$0	
Programs/Other	$54,000	$80,243	$33,456	
Scholarships	$196,545	$1,747,579	$103,393	
Technology/Equipment	$0	$0	$0	
Capital				
Culinary	$16,000	$6,370	$780,515	
STEM	$0	$140	$20,465	
Programs/Other	$0	$0	$200	
Deferred Irrevocable at Face Value*				
Programs/Other	$0	$1,158,712	$100,000	
TOTAL	$467,365	$4,435,467	$2,368,725	$0
*Number of irrevocable gifts secured		3	1	
Deferred Revocable at Face Value		$1,010,000		

Clark College Foundation Campaign with Grant Awards
Committed Gifts Report
By Campaign Initiative
July 1, 2015 - September 14, 2018

	Endowment	Current	Capital	Irrevocable Planned Gift	In Kind	Total
Scholarships ($8 MM)						
FISP	$ -	$ 48,100	$ -	$ -	$ -	$ 48,100
Unit / Program Based	$ 2,446,692	$ 1,263,123	$ -	$ 10,012	$ 5,577	$ 3,725,404
Foundation Unrestricted	$ -	$ 107,704	$ -	$ -	$ -	$ 107,704
Advanced Manufacturing ($5 MM)						
Personnel	$ -	$ -	$ -	$ -	$ -	$ -
Facilities	$ -	$ -	$ -	$ -	$ -	$ -
Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Program	$ -	$ -	$ -	$ -	$ -	$ -
Guided Pathways ($4 MM)						
Professional Development	$ -	$ -	$ -	$ -	$ -	$ -
Personnel	$ -	$ -	$ -	$ -	$ -	$ -
Financial Literacy	$ -	$ 35,000	$ -	$ -	$ -	$ 35,000
Technology / Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Smart Classrooms	$ -	$ -	$ -	$ -	$ -	$ -
Automotive ($2 MM)						
Personnel	$ -	$ -	$ -	$ -	$ -	$ -
Facilities	$ -	$ -	$ -	$ -	$ -	$ -
Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Program	$ -	$ 6,162	$ -	$ -	$ 178,761	$ 184,923
Veteran's Resource Center ($2 MM)						
Emergency Fund	$ -	$ 4,125	$ -	$ -	$ -	$ 4,125
Transportation / Childcare	$ -	$ -	$ -	$ -	$ -	$ -
Professional Development	$ -	$ -	$ -	$ -	$ -	$ -
Transition Boot Camp	$ -	$ -	$ -	$ -	$ -	$ -
Program	$ -	$ 270,942	$ -	$ -	$ 2,805	$ 273,747
Craft Beverage ($500 K)						
Personnel	$ -	$ -	$ -	$ -	$ -	$ -
Facilities	$ -	$ -	$ -	$ -	$ -	$ -
Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Program	$ -	$ -	$ -	$ -	$ -	$ -
Culinary ($10.5 MM)						
Personnel	$ -	$ -	$ -	$ -	$ -	$ -
Facilities	$ -	$ -	$ 4,794,410	$ 148,700	$ -	$ 4,943,110
Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Program	$ -	$ 33,505	$ -	$ -	$ 6,104	$ 39,609
Mature Learning ($1 MM)						
Program	$ -	$ 11,060	$ -	$ -	$ -	$ 11,060
Other						
Restricted	$ 47,000	$ 591,518	$ 329,840	$ 160,772	$ 105,107	$ 1,234,238
Unrestricted	$ -	$ 1,271,630	$ -	$ -	$ 48,017	$ 1,319,647
Total ($35 MM)	$ 2,493,692	$ 3,642,870	$ 5,124,250	$ 319,484	$ 346,371	$ 11,926,667

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Reports from Board Members

No documents for this item

No documents for this item

No documents for this item

An Episode within Canvas

Episode II: The Story Continues (7500 XP Total)   Complete All Items ✓   +   ⋮

The Prologue   ✓ ⋮

📄 READ - Episode II: Objectives and Outcomes
View   ✓ ⋮

📝 STUDY - Episode II: Reading from College Accounting 10E
Oct 7 | View   ✓ ⋮

📄 VIEW - Episode II: Quest List
View   ✓ ⋮

🚀 COMPLETE - Episode II: Pre-Evaluation
50 pts | Submit   ✓ ⋮

The Training Montage   ✓ ⋮

📄 STUDY - What Is the Accounting Cycle?   ✓ ⋮

📄 STUDY - Recording Transactions   ✓ ⋮

Your Adventure   ✓ ⋮

Mandatory Quests   ✓ ⋮

🚀 MANDATORY QUEST - Mastery Assessment II (<= 2500 XP))
2,500 pts | Submit   ✓ ⋮

📝 MANDATORY QUEST - II (<= 2500 XP)
Oct 13 | 2,500 pts | Submit   ✓ ⋮

Side Quests   ✓ ⋮

📝 SIDE QUEST - Textbook II (<= 2500 XP)
Oct 13 | 0 pts | View   ✓ ⋮

📝 SIDE QUEST - Artisitic II (<= 2500 XP)
Oct 13 | 0 pts | View   ✓ ⋮

📝 SIDE QUEST - Presentation II (<= 2500 XP)
Oct 13 | 0 pts | View   ✓ ⋮

The Epilogue   ✓ ⋮

🚀 COMPLETE - Episode II: Post-Evaluation
50 pts | Submit   ✓ ⋮

Episode Quest List

VIEW - Episode II: Quest List

Mandatory Quests:

1. Complete the Episode II: Mastery Assessment and take note of your score.
2. If you are using the textbook: College Accounting, 10th Edition, complete ONE of the following mandatory quests (≤2500 XP):
   1. Chapter 2 Problem Set A on pages 71 - 74
   2. Chapter 2 Problem Set B on pages 74 - 77

SIDE QUESTS (≤2500 XP each)

If your score after completing the Episode 2 Mastery Assessment AND Mandatory Quest II is:

- Greater than or equal to 5,000 XP, complete at least **ONE** Side Quest.
- Between 2,500 XP and 5,000 XP, complete at least **TWO** Side Quests.
- Less than or equal to 2,500 XP, complete at least **THREE** Side Quests.

- Textbook Quests
  - Answer the end of chapter Discussion Questions on page 67 in College Accounting, 10th Edition.
  - Complete the end of chapter 2 exercises on pages 68 - 71 in College Accounting, 10th Edition.
  - Define ALL Chapter 2 Key Terms as listed on Page 42.
- Artistic Quests
  - Design a classroom poster illustrating the Learning Objectives above.
  - Write a graphic novel illustrating the Learning Objectives above.
  - Write and perform an original song demonstrating the Learning Objectives above.
- Presentation Quests
  - Give a live presentation in class using the classroom Whiteboard.
  - Design a self guided PowerPoint show demonstrating the Learning Objectives above.
  - Record a paper/pencil demonstration of the Learning Objective above using the ELMO document camera.
- Submit a Quest proposal for approval from your instructor.

NOTE: Additional Quests from this page may be completed to increase your chances for a higher score. However, no additional XP will be awarded once you have achieved the XP cap for this objective.

Mandatory Quest Page for Episode II

MANDATORY QUEST - II (<= 2500 XP)

Due Saturday by 11:59pm   **Points** 2,500   **Submitting** a text entry box or a file upload

DIRECTIONS

Choose and complete ONE of the following mandatory quests: (≤2500 XP)

- If you are using the textbook: College Accounting, 10th Edition:
  - Chapter 2 Problem Set A on pages 71 - 74 in College Accounting, 10th Edition
    - Click Here for Microsoft Excel Version
  - Chapter 2 Problem Set B on pages 74 - 77 in College Accounting, 10th Edition
    - Click Here for Microsoft Excel Version

SUBMITTING COMPLETE QUESTS:

OPTION 1: If you completed your mandatory quest on a paper handout:

1. Click "Submit Assignment at the top of this page.
2. Click the "Text Entry" tab.
3. Type: "I [*your name*] have completed this quest using paper and pen and submitted it to my instructor on [*today's date*]."
4. Present your completed quest to your instructor.
5. Verify that your instructor documents receipt of your completed quest by leaving a comment in Canvas.

OPTION 2: If you completed your mandatory quest using a Microsoft Excel or GNUCash file:

- Click "Submit Assignment at the top of this page.
- Select the "File Upload" tab if it is not already selected.
- Click the "Choose File" button.
- When the "Open" dialogue box appears, navigate to your home drive where you saved the file.
- Select the correct file to turn in and click the "Open" button.
- Verify the correct file has been attached.
- Click the blue "Submit Assignment" button.
- Verify the assignment has been "Turned In" before moving on to the next page.

Textbook Side Quests for Episode II

SIDE QUEST - Textbook II (<= 2500 XP)

Submit Assignment

Due Saturday by 11:59pm   **Points** 0   **Submitting** a text entry box or a file upload

DIRECTIONS

If your score after completing the Episode 2 Mastery Assessment AND Mandatory Quest II is:

- Greater than or equal to 5,000 XP, complete at least **ONE** Side Quests.
- Between 2,500 XP and 5,000 XP, complete at least **TWO** Side Quests.
- Less than or equal to 2,500 XP, complete at least **THREE** Side Quests.

TEXTBOOK SIDE QUESTS

- If you are using the textbook: ***College Accounting, 10th Edition***:
    - Answer the end of chapter Discussion Questions on Page 67
    - Complete the end of Chapter 2 exercises on Pages 68 - 71
    - Define all Chapter 2 Key Terms as listed on Page 42
- If you are using the textbook: ***College Accounting, 11th Edition***:
    - Answer the end of chapter Discussion Questions
    - Complete the end of Chapter 2 exercises
    - Define all Chapter 2 Key Terms as listed

SUBMITTING COMPLETE QUESTS:

OPTION 1: If you compelted your mandatory quest on a paper handout:

1. Click "Submit Assignment at the top of this page.
2. Click the "Text Entry" tab.
3. Type: "I [*your name*] have completed this quest using paper and pen and submitted it to my instructor on [*today's date*]."
4. Present your completed quest to your instructor.
5. Verify that your instructor documents receipt of your completed quest by leaving a comment in Canvas.

OPTION 2: If you completed your mandatory quest using a Microsoft Excel of GNUCash file:

- Click "Submit Assignment at the top of this page.
- Select the "File Upload" tab if it is not already selected.
- Click the "Choose File" button.
- When the "Open" dialogue box appears, naviagte to your home drive where you saved the file.
- Select the correct file to turn in and click the "Open" button.
- Verify the correct file has been attached.
- Click the blue "Submit Assignment" button.
- Verify the assignment has been "Turned In" before moving on to the next page.

Artistic Quests for Episode II

SIDE QUEST - Artisitic II (<= 2500 XP)

Due Saturday by 11:59pm   **Points** 0   **Submitting** a text entry box or a file upload

DIRECTIONS

If your score after completing the Episode 2 Mastery Assessment AND Mandatory Quest II is:

- Greater than or equal to 5,000 XP, complete at least **ONE** Side Quests.
- Between 2,500 XP and 5,000 XP, complete at least **TWO** Side Quests.
- Less than or equal to 2,500 XP, complete at least **THREE** Side Quests.

AVAILABLE ARTISTIC SIDE QUESTS

- Design a classroom poster illustrating the Learning Objectives above.
- Write a graphic novel illustrating the Learning Objectives above.
- Write and perform an original song demonstrating the Learning Objectives above.

SUBMITTING COMPLETE QUESTS:

OPTION 1: If you compelted your mandatory quest on a paper handout:

1. Click "Submit Assignment at the top of this page.
2. Click the "Text Entry" tab.
3. Type: "I [*your name*] have completed this quest using paper and pen and submitted it to my instructor on [*today's date*]."
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5. Verify that your instructor documents receipt of your completed quest by leaving a comment in Canvas.

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- When the "Open" dialogue box appears, naviagte to your home drive where you saved the file.
- Select the correct file to turn in and click the "Open" button.
- Verify the correct file has been attached.
- Click the blue "Submit Assignment" button.
- Verify the assignment has been "Turned In" before moving on to the next page.

Presentation Quests for Episode II

SIDE QUEST - Presentation II (<= 2500 XP)

Submit Assignment

Due Saturday by 11:59pm   **Points** 0   **Submitting** a text entry box or a file upload

DIRECTIONS

If your score after completing the Episode 2 Mastery Assessment AND Mandatory Quest II is:

- Greater than or equal to 5,000 XP, complete at least **ONE** Side Quests.
- Between 2,500 XP and 5,000 XP, complete at least **TWO** Side Quests.
- Less than or equal to 2,500 XP, complete at least **THREE** Side Quests.

AVAILABLE PRESENTATION SIDE QUESTS

- Give a live presentation in class using the classroom Whiteboard.
- Design a self guided PowerPoint show demonstrating the Learning Objectives above.
- Record a paper/pencil demonstration of the Learning Objective above using the ELMO document camera.

SUBMITTING COMPLETE QUESTS:

OPTION 1: If you compelted your mandatory quest on a paper handout:

1. Click "Submit Assignment at the top of this page.
2. Click the "Text Entry" tab.
3. Type: "I [*your name*] have completed this quest using paper and pen and submitted it to my instructor on [*today's date*]."
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College Reading & Learning Association

CRLA (formerly WCRLA) is a group of student-oriented professionals active in the fields of reading, learning assistance, developmental education, tutoring, and mentoring at the college/adult level. CRLA is inherently diverse in membership. CRLA's most vital function and overall purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members.

Members give practical application to their research and promote the implementation of innovative strategies to enhance student learning. In a spirit of community, members share their own successful experiences with others so that all may benefit.

Any individual who belongs to a faculty or administration of a public or private college or university, and who has an interest in college learning assistance, tutorial programs, reading, and developmental education, is invited to join the College Reading and Learning Association.

About International Tutor Training Program Certification (ITTPC)

ITTPC certifies tutor training programs in postsecondary educational institutions. Once granted CRLA certification, the tutor training programs each have the authority to recognize their tutors as having met the approved ITTPC tutor training program requirements.

Purpose
The purpose of the ITTPC program is twofold. First, it provides recognition and positive reinforcement for tutors' successful work from an international organization, CRLA. Second, CRLA's tutor training program certification process sets an internationally accepted standard of skills and training for tutors. ITTPC does not certify tutors or tutor trainers, but instead certifies tutor training programs which can, in turn, recognize their tutors who have met all of the requirements of their tutor training program.

History
Introduction to Learning Standards, Outcomes, and Possible Assessments
Endorsements
CRLA's ITTPC has been endorsed by the Council of Learning Assistance and Developmental Education Associations (CLADEA), National Association for Developmental Education (NADE), and the Commission XVI of the American College Personnel Association. In addition, other national organizations/programs who endorse CRLA's ITTPC program include:

- ATCLA: Association of Colleges for Tutoring and Learning Assistance
- ATP: Association for the Tutoring Profession
- NCLCA: National College Learning Center Association
- NCDE: National Center for Developmental Education

Benefits of Certification

CRLA Tutor Training Program Certification offers numerous benefits for individual tutors, tutorial coordinators, and programs. The following is a partial list of the opportunities/benefits that are possible with CRLA Tutor Training Program Certification:

- Develop a superior tutoring program from scratch by utilizing certification guidelines, CRLA's *Tutor Training Handbook* or the newer *Handbook for Training Peer Tutors and Mentors*, and the experience of other professionals attending CRLA Conferences.
- Utilize allotted time for development of an individual certification plan to carefully rethink an existing tutorial program, an opportunity for a fresh perspective.
- Using CRLA guidelines, organize separate training sessions into a coherent curriculum and possibly a credit course.
- Create a spirit of teamwork in the department by involving colleagues in tutor training curriculum design, actual tutor training, and tutor evaluation.
- Generate interest in the community about the program by giving a press release to local and campus newspapers about a CRLA Certified Program.
- Secure greater student and faculty confidence and respect for tutorial staff and program.
- Attract attention and interest among other tutorial services on campus that may stimulate interaction for the betterment of both programs such as working together on training.
- Attract highly motivated tutors with CRLA Certification credentials and extensive training.
- Tie wage rates to CRLA Certification levels in order to provide incentive for additional training and experience, as well as help with retention of tutors.
- Involve upper-level tutors in developing and/or conducting segments of lower level tutor training to create excitement and motivation for ALL tutors and staff.
- Honor tutors who have completed all requirements of your CRLA-certified tutor training program.
- Emphasize the transferability of CRLA Tutor Certification to other certifying colleges and universities. In other words, a tutor trained at Level I at one institution would be recognized at another.
- Encourage tutors to add completion of their institution's CRLA ITTPC Tutor Training Program certification to their resumes and to talk about their training and experience in job interviews.
- Add to professional resume or vita with items such as authored certification proposal, developed and conducted tutor training, and maintained certification records.

This is the CRLA list of tutor training topics. Each training program may choose any 8 to acquire CRLA certification.

Clark College's Chosen Training Topics:

1. Definition of tutoring and tutor responsibilities
2. Basic tutoring guidelines (do's and don'ts)
3. Techniques for successfully beginning and ending a tutor session
4. Adult learners, learning theory, and/or learning styles
5. Assertiveness and/or handling difficult students
6. Role modeling
7. Setting goals and/or planning
8. Communication skills
9. Active listening and paraphrasing
10. Referral skills
11. Study skills
12. Critical thinking skills
13. Compliance with the ethics and philosophy of the tutor program, sexual harassment, and/or plagiarism
14. Modeling problem solving
15. Other (please specify)

Larch's Chosen Training Topics:

1. Definition of tutoring and tutor responsibilities
2. Basic tutoring guidelines (do's and don'ts)
3. Techniques for successfully beginning and ending a tutor session
4. Adult learners, learning theory, and/or learning styles
5. Assertiveness and/or handling difficult students
6. Role modeling
7. Setting goals and/or planning
8. Communication skills
9. Active listening and paraphrasing
10. Referral skills
11. Study skills
12. Critical thinking skills
13. Compliance with the ethics and philosophy of the tutor program, sexual harassment, and/or plagiarism
14. Modeling problem solving
15. Other (please specify)

LARCH INTERNSHIP PROGRAM

In fall of 2017, I proposed we create an internship program for graduate students in adult education programs. When I was in graduate school at OSU, I wanted to work specifically in corrections, but it was very hard to get my foot in the door. I worked with the Dean of Adult Basic Ed at Lane Community College where I worked at the time to create an internship position for myself at the county jail. This experience was the reason I was offered a position teaching in Clackamas County Jail, which was pivotal in landing my full time position at Larch. I thought there were surely other students out there who were interested in a career in corrections education, so I wanted to create an opportunity for them to work at Larch.

OSU eCampus (which attracts students primarily from the Portland area), PSU and WSU Vancouver all have adult education programs. After several months of setup and planning, we were able to recruit and hire 2 interns in the spring of 2018.

One intern is currently working to download all HS21+ curriculum from the SBCTC Canvas shells that were recently made available. She will then import all the content to Canvas at the facility so that we have operational shells for HS21+ courses to offer our ABE students. The other intern, Hanan Al'Zubaidy, completed her Reentry Resource Guide in September, which is a Canvas shell now available in the facility. Here are some screen shots of the shell.
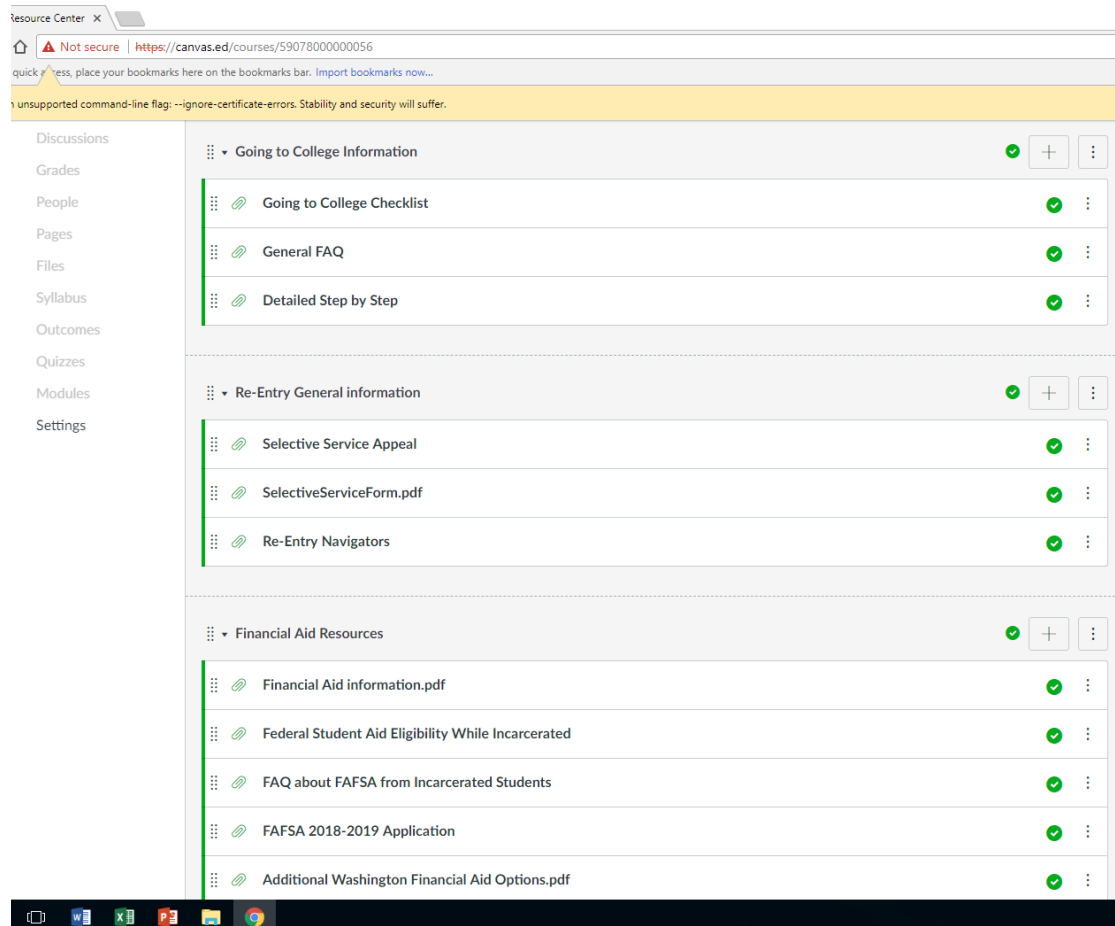
← → C ⌂ ⚠ **Not secure** | ~~https~~://canvas.ed/courses/59078000000056

⠿ Apps   For quick access, place your bookmarks here on the bookmarks bar. Import bookmarks now...

You are using an unsupported command-line flag: --ignore-certificate-errors. Stability and security will suffer.

CLARK COLLEGE

👤 Account

🛡 Admin

🎛 Dashboard

🖥 Courses

📅 Calendar

📥 Inbox

⠿ ▾ Clark College (CC)

⠿ ⬭ CC Steps to Enroll

⠿ ⬭ CC Course Catalog

⠿ ▾ Clover Park Technical College (CPTC)

⠿ ⬭ CPTC Programs

⠿ ▾ Centralia College (CC)

⠿ ⬭ CC workforce Education options

⠿ ⬭ CC Course Catalog

⠿ ▾ Edmonds Community College (ECC)

⠿ ⬭ ECC New Student Checklist

⠿ ⬭ ECC Career Program Listings

⠿ ▾ Everrett Community College (ECC)

⠿ ⬭ ECC Catalog

⠿ ▾ Gray Harbor College (GHC)

⠿ ⬭ GHC Course Catalog

⠿ ▾ Green River College (GRC)

⠿ ⬭ Green River Course Catalog

Moving forward, we intend to recruit again for more interns! Specifically, we want to expand our search to interns who can specifically help in the business program. We may also expand the search to include upper division undergraduate students who demonstrate the ability to commit to working in a corrections environment.

ENHANCING THE

INMATE-STUDENT EXPERIENCE

CLASSROOM INNOVATIONS:

MICHAEL ASHTON

BUSINESS FACULTY

DEVELOPING HUMAN POTENTIAL:

LAUREN ZAVREL

ABE/GED FACULTY

CANVAS

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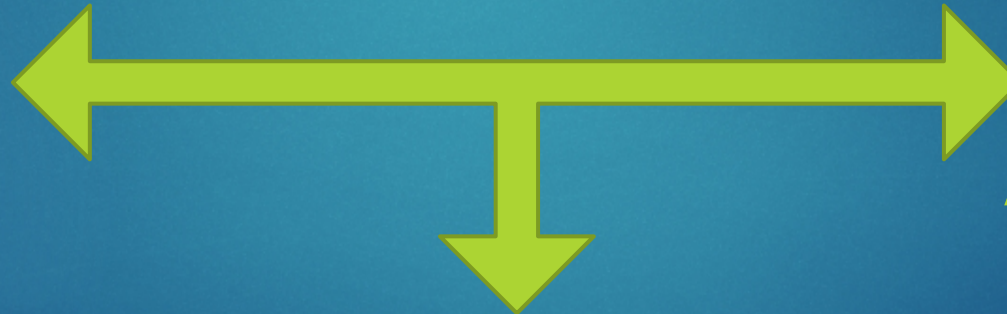
Gamification

CREATING AN EQUITABLE AND ENGAGING CLASSROOM USING GAME DESIGN AND MECHANICS.

Gamification Structure

Story

Course

Episodes

Outcome 1

Outcome 2

Quests

Self-Evaluations

Mandatory Quests

Side Quests

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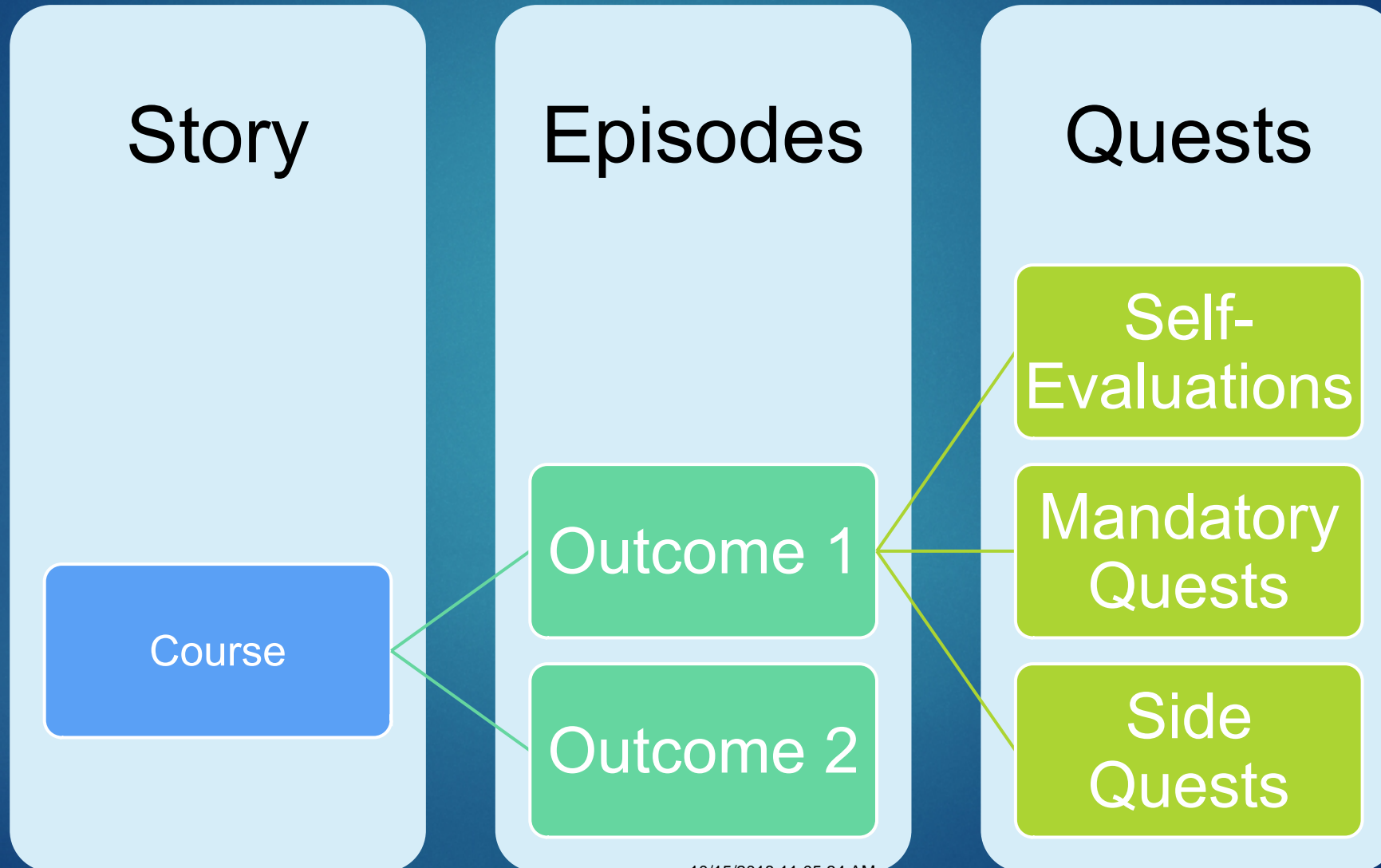
Gamification Point Systems

Character Points
(CP)

Experience Points
(XP)

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Gamification Foundations
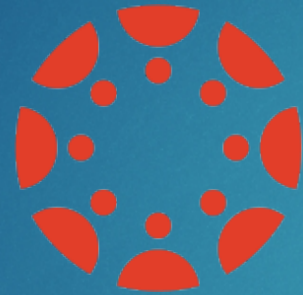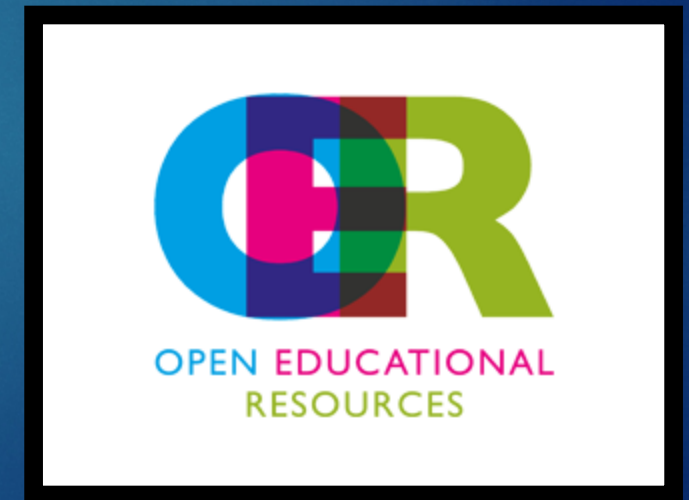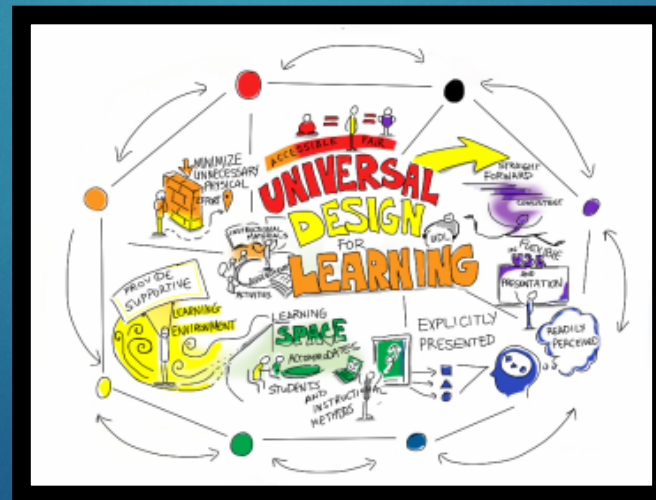
Tutor Certification

CRLA TRAINING FOR INMATE TUTORS AT LARCH CORRECTIONS CENTER

10/15/2018 11:05:34 AM

CRLA Certification **For**^ Larch Tutors

- ◆ (see handout)
- ◆ Clark, Pierce, Chemeketa, Lane
- ◆ Transferrable skills, recognized credential

- ◆ DOC inmate employees
- ◆ 42 cents per hour
- ◆ 4 at Larch currently, will hire more
- ◆ Currently no formal training exists
- ◆ Work is crucial to student success

Employability of tutors upon release

Formalizes and validates the work

Attracts more tutor candidates

Provides better service to students

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What Could Be <u>Even Better</u>?

◆ Our TAs are developing curriculum!

And we have a volunteer!

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Internship Program

CREATING UNIQUE OPPORTUNITIES FOR GRADUATE STUDENTS

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PENGUINS AND VIKINGS UNITE!

- ◆ Inspired by my graduate program

- ◆ Hired 2 PSU Adult Ed interns in spring 2018

- ◆ Outcomes:
  - ◆ Reentry Resource Guide
  - ◆ HS21+ in the works

- ◆ Intend to recruit more!

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Thank you!

◆ Thank you for the opportunity to present this evening. Our work would not be possible without the support of the Board and the Clark College administration.

Lauren L. Zavrel

lzavrel@clark.edu

Michael R. Ashton

mashton@clark.edu

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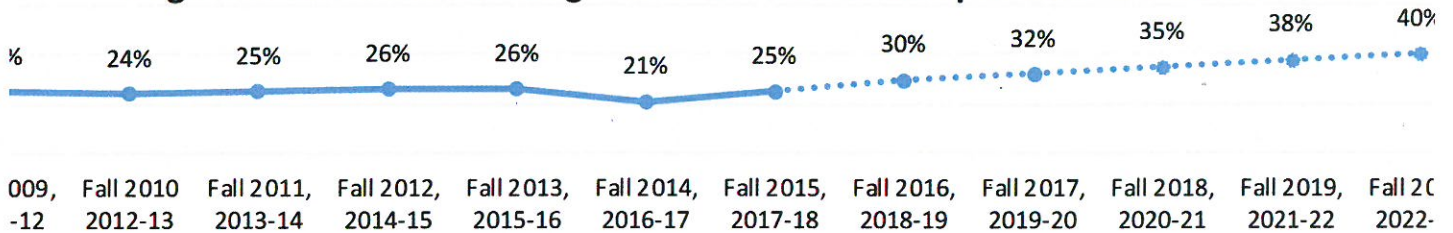
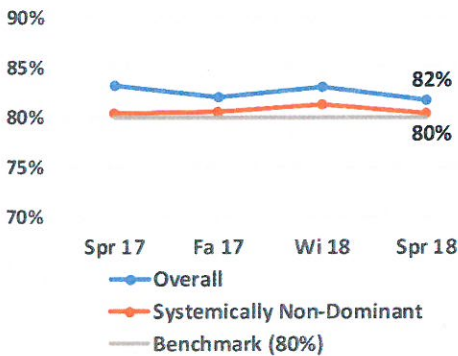*No documents for this item*

COMPLETION

CLARK COLLEGE
EST. 1933

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

009, -12	Fall 2010 2012-13	Fall 2011, 2013-14	Fall 2012, 2014-15	Fall 2013, 2015-16	Fall 2014, 2016-17	Fall 2015, 2017-18	Fall 2016, 2018-19	Fall 2017, 2019-20	Fall 2018, 2020-21	Fall 2019, 2021-22	Fall 2(2022-
%	24%	25%	26%	26%	21%	25%	30%	32%	35%	38%	40%

Course Success Rate: Certificate or Degree-Seeking Students

- Overall
- Systemically Non-Dominant
- Benchmark (80%)

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

- Overall
- Systemically Non-Dominant
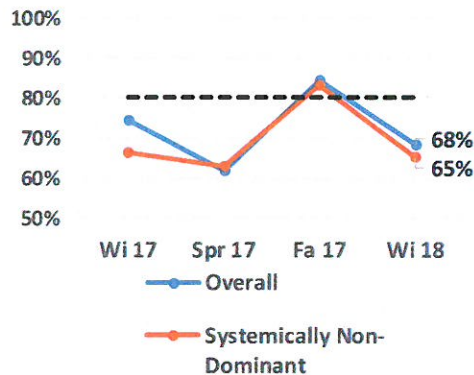
Transfer-Intent Students Completing College-Level Math Within First 4 Quarters Attended

- Overall
- Systemically Non-Dominant
- Benchmark (55%)
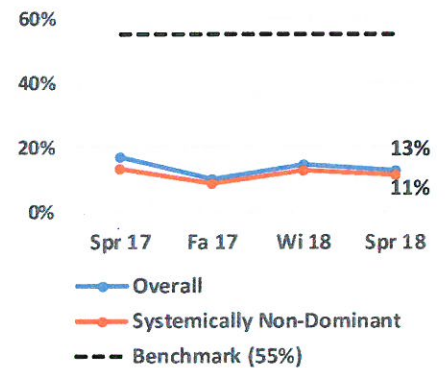
Monthly Highlights

◊ Starting Fall 2018, all new students must complete an online survey in order to register for classes, asking about college readiness in a wide range of areas (transportation, access to technology, intended major and career, child care, etc.). Students who indicate they need help or information in any of those areas can now be quickly connected to college resources that can support them.

EMPLOYMENT/TRANSFER

CLARK COLLEGE
EST. 1933

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Actual	83.0%	83.9%	84.0%	85.2%	84.7%				85.0%

Actual ——— Benchmark ———
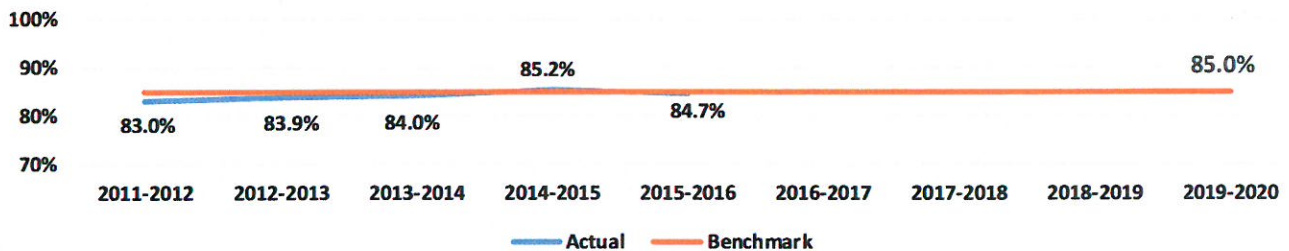
Monthly Highlights

ENROLLMENT

CLARK COLLEGE
EST. 1933

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 c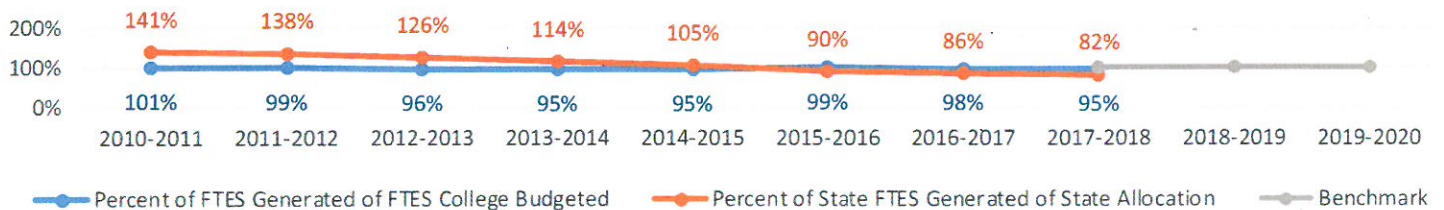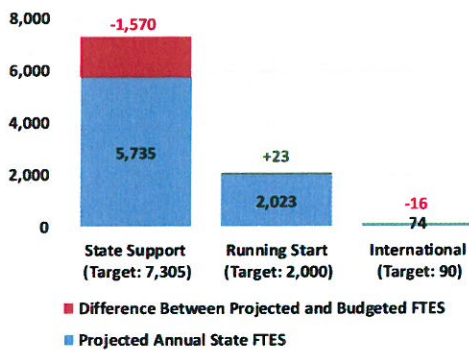ommunity, the college aims to increase the community's educational attainment by leveraging resources to create and sustain innovations that improve student learning and increase enrollment.
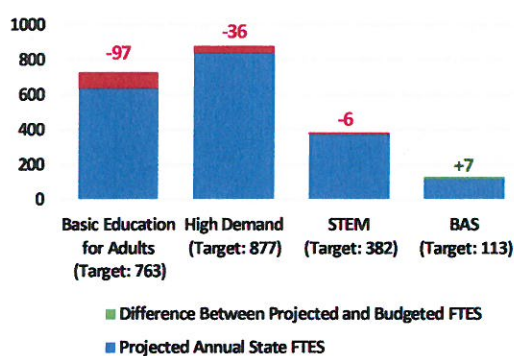
Percent of Full-Time Equivalent Students (FTES) Generated based on College Budget and State Allocation

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
State	141%	138%	126%	114%	105%	90%	86%	82%		
College	101%	99%	96%	95%	95%	99%	98%	95%		

— Percent of FTES Generated of FTES College Budgeted   — Percent of State FTES Generated of State Allocation   — Benchmark

Projected Final Annual FTES Based on Current FTES (Oct 8)

- State Support (Target: 7,305): 5,735, -1,570
- Running Start (Target: 2,000): 2,023, +23
- International (Target: 90): 74, -16

■ Difference Between Projected and Budgeted FTES
■ Projected Annual State FTES

Projected Priority FTES Based on Current FTES (Oct 8)

- Basic Education for Adults (Target: 763): -97
- High Demand (Target: 877): -36
- STEM (Target: 382): -6
- BAS (Target: 113): +7

■ Difference Between Projected and Budgeted FTES
■ Projected Annual State FTES

Projected Corporate and Community Education FTES

- Corporate Education (Target: 243): -87
- Community Education (Target: 764): -602

■ Difference Between Actual and Projected FTES
■ Projected FTES
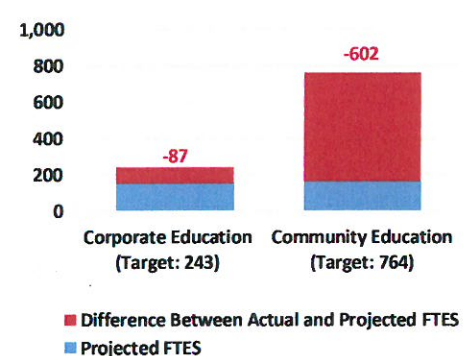
Monthly Highlights

◊ Fall 2018: As of October 8th, Clark College is down 4% in state-supported FTES, compared to this day for Fall 2017 (Day 14; including state-support and Running Start FTES).

◊ Disability Support Services (DSS) staff conducted an outreach campaign during the summer to 180 students who were enrolled for Spring but not registered for Fall. In June, DSS student enrollment for Fall 2018 was down 18% compared to Fall 2017. By the end of the first week of classes, DSS student enrollment was up 1% compared to Fall 2017.

SOCIAL EQUITY

CLARK COLLEGE
EST. 1933

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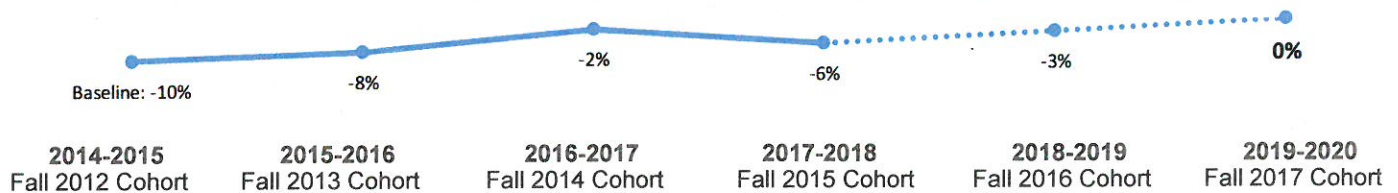oups. Two strategies the college has implemented relate to improving employee cultural competencies through professional development and hiring employees reflective of the college's diverse students.

First-Term, Certificate or Degree-Seeking, Full-Time Student Three-Year Completion Rate: Difference Between Systemically Non-Dominant and Systemically Dominant Groups
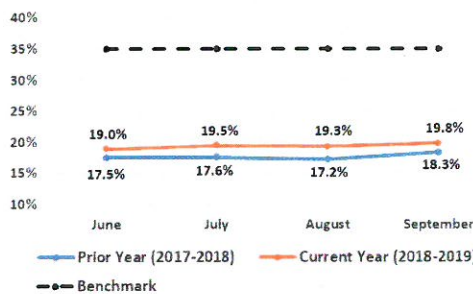
Baseline: -10%

-8%

-2%

-6%

-3%

0%

| 2014-2015 Fall 2012 Cohort | 2015-2016 Fall 2013 Cohort | 2016-2017 Fall 2014 Cohort | 2017-2018 Fall 2015 Cohort | 2018-2019 Fall 2016 Cohort | 2019-2020 Fall 2017 Cohort |

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

- Jun N=4: 100%
- Jul N=13: 38%
- Aug N=5: 40%
- Sept N=20: 55%
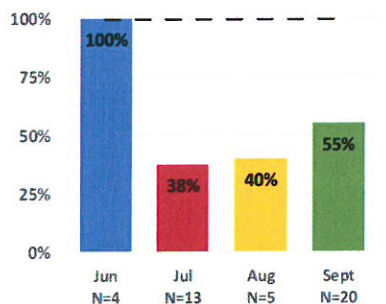
- - Benchmark: 100% of Applicant Pools

Percent of Employees Of Color or Employees with Reported Disability

- June: Prior Year 19.0%, Current Year 17.5%
- July: Prior Year 19.5%, Current Year 17.6%
- August: Prior Year 19.3%, Current Year 17.2%
- September: Prior Year 19.8%, Current Year 18.3%

— Prior Year (2017-2018) — Current Year (2018-2019)
—•— Benchmark

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

Percent of Employees Engaged in Professional Development Opportunities in PPI

- 93.6%
- 0.7%
- 5.7%

☐ No PPI Training During Academic Year
☐ September
☐ July - August
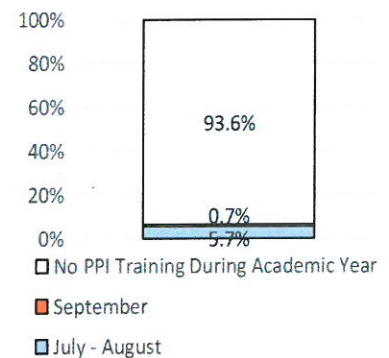
Monthly Highlights

◊ For applicant pools in September, there was a total of 1,064 applications, with 25% People of Color or People with Reported Disability (261 applicants) - including 24% People of Color and 1% People with Reported Disability.

◊ Disability Support Services and Communications and Marketing worked with faculty and students from *The Independent* (the Clark College student publication) to identify an accessible word press theme so that all students, including those with vision disabilities who use specialized technology, can access *The Independent*.

STUDENT DEBT
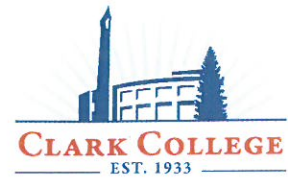
CLARK COLLEGE
EST. 1933

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

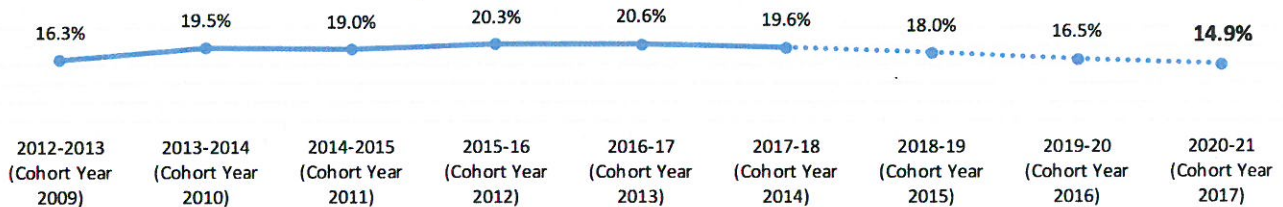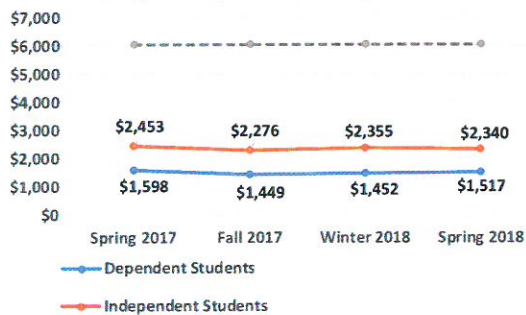|								
16.3%	19.5%	19.0%	20.3%	20.6%	19.6%	18.0%	16.5%	**14.9%**
2012-2013 (Cohort Year 2009)	2013-2014 (Cohort Year 2010)	2014-2015 (Cohort Year 2011)	2015-16 (Cohort Year 2012)	2016-17 (Cohort Year 2013)	2017-18 (Cohort Year 2014)	2018-19 (Cohort Year 2015)	2019-20 (Cohort Year 2016)	2020-21 (Cohort Year 2017)

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

Independent Students: $2,453, $2,276, $2,355, $2,340
Dependent Students: $1,598, $1,449, $1,452, $1,517

Spring 2017, Fall 2017, Winter 2018, Spring 2018

— Dependent Students
— Independent Students

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

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

26%, 25%, 26%, 24%

Spring 2017, Fall 2017, Winter 2018, Spring 2018

— % of Pell Eligible Students Receiving Loans
— Benchmark (25%)
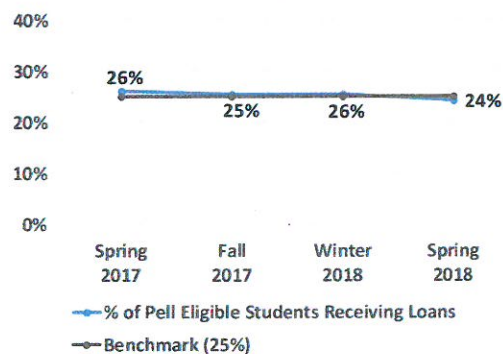
Monthly Highlights

◊ The Child and Family Studies Department received a four-year Department of Education CCAMPIS grant ($488,00 total). This grant will fund wraparound services, family education and childcare costs for student-parents, supporting student-parent retention and success.

STUDENT LEARNING

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.

Programs that have made improvements based on assessment of program learning outcomes
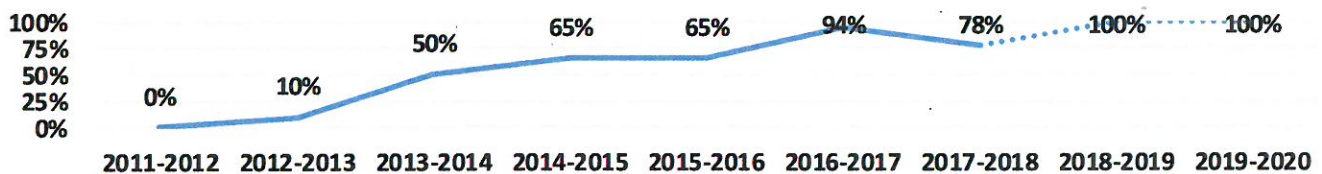

Due to faculty workload, the expectation is that faculty will complete their program assessment work by September 30th of the next

Proportion of Program Groups with Assessment Data On File	Proportion of Learning Outcomes with Established Learning Targets	Proportion of Programs that have Mapped Learning Outcomes to Courses
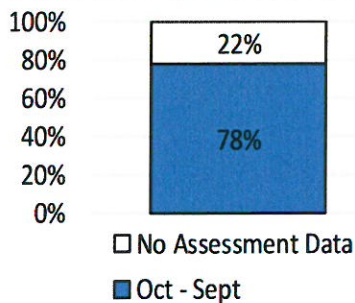
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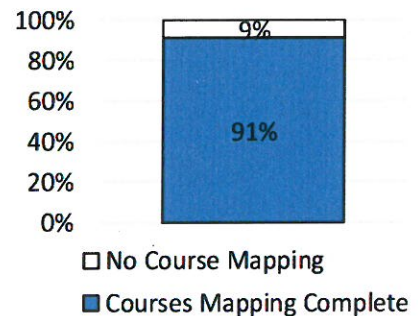
Monthly Highlights

◊ Clark College developed a guiding strategy for Course-based Undergraduate Research Experiences (CUREs) at an Accelerating Systemic Change Network workshop: "Clark College will be leaders in community college research as demonstrated in its systemic integration of Course-based Undergraduate Research Experiences (CUREs) into professional technical and transfer pathways, through equitable and high engagement teaching practices, addressing social equity and mobility with the need for access to higher wage careers."

3 Year Comparison of Awards by Category
September YTD

■ 2016-2017
■ 2017-2018
■ 2018-2019

Dollars (millions)

$15,000,000

$13,630,954

$13,023,508

$13,000,000

$11,006,772

$11,000,000

$9,000,000

$7,000,000

$6,742,038

$6,679,109

$5,583,282

$5,000,000

$4,977,002

$4,973,111

$3,703,889

$3,000,000

$1,000,000

Pell Grants

Loans

WA State Need Grant

-$1,000,000
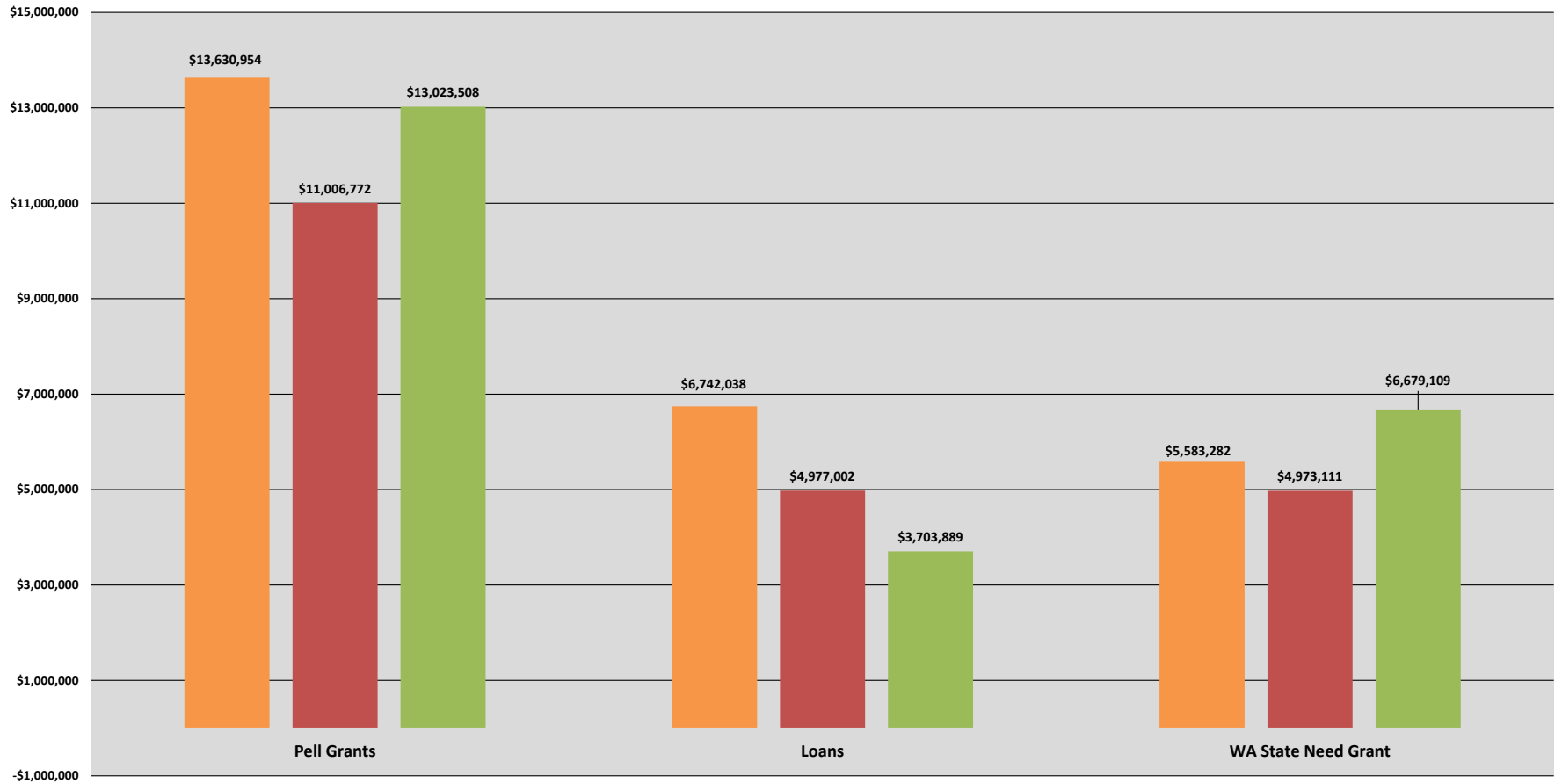
Note: WA State Need Grant includes College Bound Scholarships

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

Dollars (millions)

Legend:
- 2016-2017
- 2017-2018
- 2018-2019

Category	2016-2017	2017-2018	2018-2019
Tuition Waiver-Need Based and Clark College Grants	$848,980	$792,410	$769,662
Scholarships	$1,084,888	$1,146,781	$1,154,533
Federal SEOG	$237,823	$273,708	$242,275
WorkForce Development	$1,107,528	$1,102,738	$1,139,815

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

3 Year Comparison of Total Aid Awarded

Dollars (millions)

Note: 2018-2019 Awarding is in progress
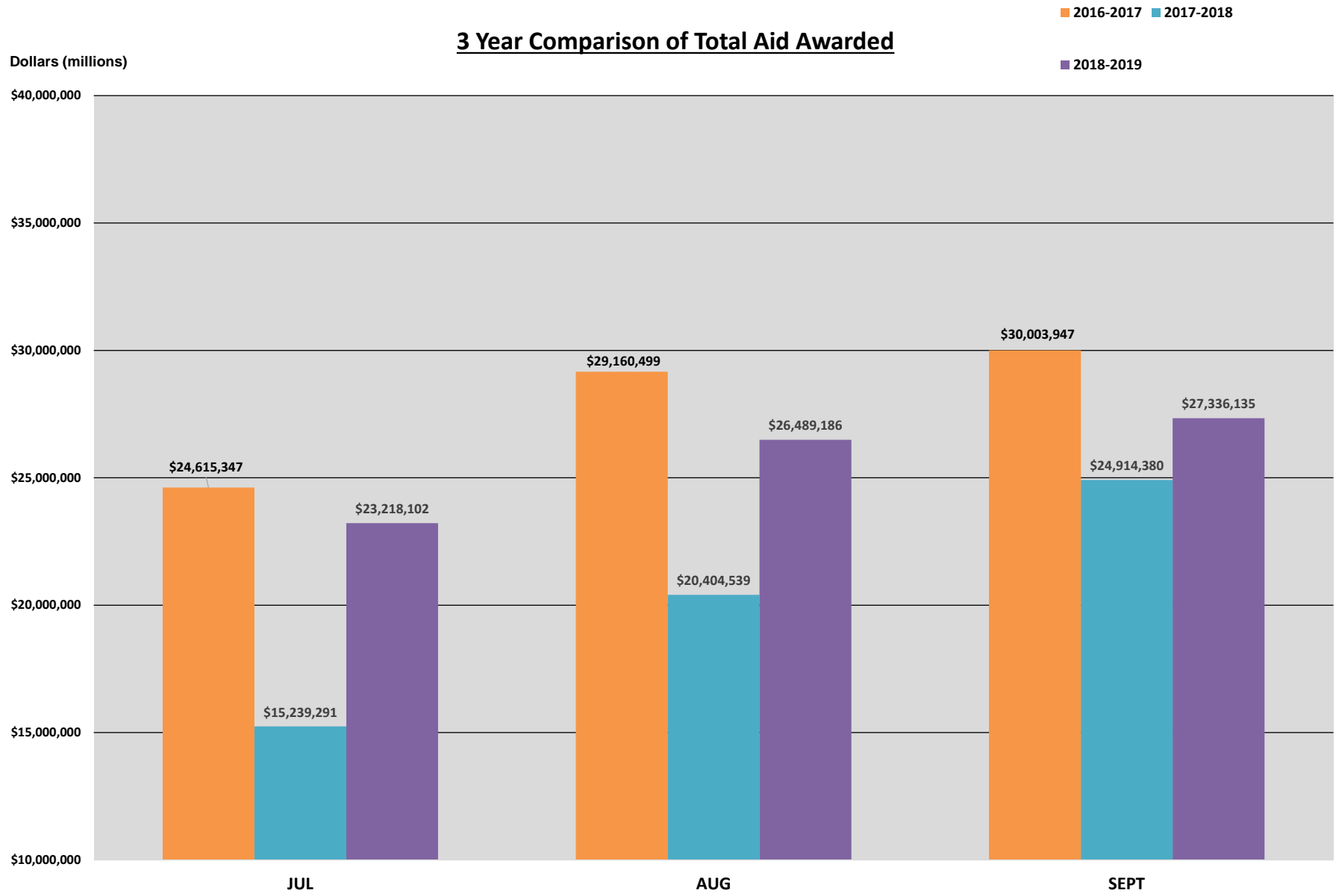
3 Year Comparison of Students Served

Students (thousands)

Legend:
- 2016-2017
- 2017-2018
- 2018-2019

JULY: 3,939 (2016-2017), 2,769 (2017-2018), 3,750 (2018-2019)
AUG: 4,708 (2016-2017), 3,613 (2017-2018), 4,354 (2018-2019)
SEPT: 5,456 (2016-2017), 4,802 (2017-2018), 4,625 (2018-2019)

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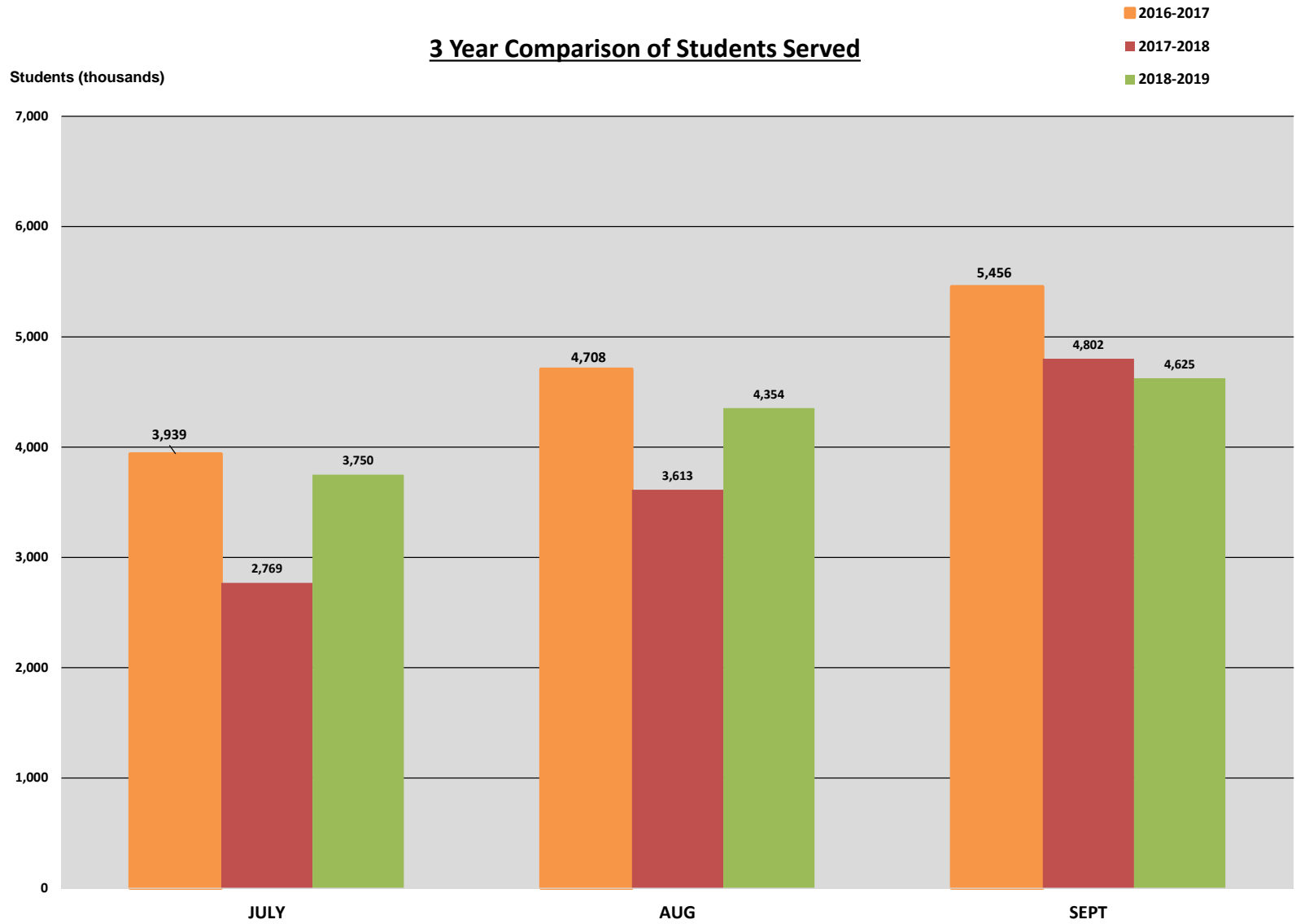
CLARK COLLEGE
Fund and Cash Balances
as of July 1, 2018

		Fund Balance (minus non-cash assets) 6/30/18	Cash Balance (minus dedicated cash) 6/30/18	Required Reserves	Prior Commitments (prior to 7/1/18)	New Commitments (2018/19)	Total Available Cash
145	Grants and Contracts	4,118,768	2,466,334		150,000	398,480	**1,917,854**
147	Local Capital	130,302	-				**-**
148	Dedicated Local	3,783,142	(174,120)		-	-	**(174,120)**
149	Operating Fee	501,103	137,507				**137,507**
448	Print/Copy Machine	108,224	103,045				**103,045**
460	Motor Pool	124,636	123,348				**123,348**
522	ASCC	1,317,935	-				**-**
524	Bookstore	4,640,416	4,479,643		-		**4,479,643**
528	Parking	346,499	302,961				**302,961**
570	Other Auxiliary Enterprise	890,104	397,542		36,315		**361,227**
790	Payroll (clearing)	203,747					**-**
840	Tuition/VPA	152,043					**-**
846	Grants - Fin Aid	(862,835)					**-**
849	Student Loans	20,268					**-**
850	Workstudy (off-campus)	(2,053)					**-**
860	Institutional Financial Aid Fur	977,638					**-**
	Reserves*			6,988,129			**(6,988,129)**
	Totals	**16,449,937**	**7,836,260**	**6,988,129**	**186,315**	**398,480**	**263,336**

S.SAND 10/6/18

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Fund Balance Less Commitments

Available Fund Balance Before Commitments				7,836,260

Prior Year Commitments

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

New Commitments July 1, 2018 to present

Date		Fund	Amount	Fund Total
7/1/2018	CTC Link Costs	145	300,000	
7/1/2018	Change Management Leadership Development	145	30,000	
7/1/2018	PPI Training	145	41,563	
7/1/2018	Diveristy.edu	145	13,875	
8/14/2018	TLC Days	145	13,042	
				398,480
				-
	Total New Commitments			**398,480**

Required Reserves

10% of $69,881,286				6,988,129

Fund Balance After Commitments and Required Reserves				263,336

Clark College - Budget Status Report
September 30, 2018

Sources of Funds (Revenues)	2018-19 Budget	Revenues to Date	Difference	% Budget Received
Operating Accounts				
State Allocation	33,485,833	6,078,053	(27,407,780)	18.2%
Tuition & ABE	17,031,608	7,152,097	(9,879,511)	42.0%
Running Start	14,126,000	1,358	(14,124,642)	0.0%
Excess enrollment	-	-	-	0.0%
Planned use of prior fund balance	-	-	-	0.0%
Dedicated, matriculation, tech, cont ed	5,525,712	1,887,212	(3,638,500)	34.2%
Total Operating Accounts	**70,169,153**	**15,118,720**	**(55,050,433)**	**21.5%**
Other Accounts				
Grants & Contracts less Running Start	3,459,585	600,461	(2,859,124)	17.4%
Internal Support & Agency Funds	1,183,859	526,146	(657,713)	44.4%
ASCC	2,033,236	559,024	(1,474,212)	27.5%
Bookstore	4,283,034	1,073,559	(3,209,475)	25.1%
Parking	532,243	148,296	(383,947)	27.9%
Campus Food Service	-	35,663	35,663	0.0%
Auxilliary Services	2,126,577	741,123	(1,385,454)	34.9%
Financial Aid	28,651,490	9,227,774	(19,423,716)	32.2%
Total Other Accounts	**42,270,024**	**12,912,046**	**(29,357,978)**	**30.5%**
Total Sources of Funds	**112,439,177**	**28,030,766**	**(84,408,411)**	**24.9%**

Uses of Funds (Expenses)	2018-19 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
Operating Accounts				
President	932,405	165,737	766,668	17.8%
Associate Vice President of Planning & Effectiveness	1,002,070	176,430	825,640	17.6%
Associate Vice President for Diversity & Equity	586,840	128,673	458,167	21.9%
Vice President of Instruction	41,178,840	7,363,314	33,815,526	17.9%
Vice President of Administrative Services	9,077,770	2,992,922	6,084,848	33.0%
Vice President of Student Affairs	9,155,417	2,310,012	6,845,405	25.2%
Vice President of Economic & Community Development	1,280,625	360,920	919,705	28.2%
Chief Information Officer	4,827,797	1,148,922	3,678,875	23.8%
Chief Communication Officer	1,030,657	305,485	725,172	29.6%
Vice President of Human Resources	1,096,732	327,935	768,797	29.9%
Bank/CC Fees	-	32,141	(32,141)	0.0%
Total Operating Accounts	**70,169,153**	**15,312,491**	**54,856,662**	**21.8%**
Other Accounts				
Grants & Contracts less Running Start	3,459,585	1,242,648	2,216,937	35.9%
Internal Support & Agency Funds	1,183,859	663,193	520,666	56.0%
ASCC	2,033,236	450,534	1,582,702	22.2%
Bookstore	4,283,034	1,079,040	3,203,994	25.2%
Parking	532,243	120,262	411,981	22.6%
Campus Food Service	-	381,650	(381,650)	0.0%
Auxilliary Services	2,126,577	424,009	1,702,568	19.9%
Financial Aid	28,651,490	9,245,170	19,406,320	32.3%
Total Other Accounts	**42,270,024**	**13,606,507**	**28,663,517**	**32.2%**
Total Uses of Funds	**112,439,177**	**28,918,998**	**83,520,179**	**25.7%**
Difference - Excess (Deficiency)	**-**	**(888,231)**		
Capital Projects- Foundation and Grant Contributions	-	-	-	0.0%
Capital Projects- Expenditures	9,773,596	341,634	9,431,963	3.5%

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Next Meeting

No documents for this item

Executive Session

No documents for this item

Adjournment

No documents for this item