



Clark College
BOT Meeting
Tuesday, November 14, 2017 5:00 PM (PST)
GHL 213



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- I. Call to Order/Agenda Review - Chair Rupley
- II. Introductions - President Knight
- III. Action Items - Chair Rupley
 - A. 2017-2018 Salary & Workload Documents - Ms. Sullivan
 - B. October 2017 Board Minutes
- IV. Audience Statements - Chair Rupley
- V. Constituent Reports
 - A. AHE - Kimberly Sullivan
 - B. WPEA - Billie Garner
 - C. ASCC - Grace Moe
 - D. Foundation - Lisa Gibert
- VI. Reports from Board Members - Chair Rupley
- VII. President's Report
 - A. Student Success Story - Wiwin Hartini
 - B. Dental Hygiene Outreach to Underserved Populations - Kristi Taylor, RSD, M.S.Ed.
 - C. Update on Bachelor of Applied Science-Human Services Program - Dr. Cook
 - D. Scorecard Discussion
 - E. Statistics

Budget Status and Fund Balance reports will be available at the meeting.
- VIII. Next Meeting

The next meeting of the Board of Trustees is currently scheduled for Wednesday, December 6, 2017 in the Ellis Dunn Community Room, GHL 213.
- IX. Executive Session

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

Action Items

No documents for this item



*Clark College Association of Higher Education
1933 Fort Vancouver Way
Vancouver, WA 98663-3598*

TO: Board of Trustees, Clark College
FROM: Kimberly Sullivan, CCAHE President
DATE: November 3, 2017
SUBJECT: Salary and workload proposal, 2017-2018

Below you will find a summary of the workload and salary proposal sent to faculty with the documents to be added to the contract if ratified. The negotiation teams worked very hard to address compensation inequities among adjunct faculty and to bring the starting salary at Clark College to a living wage for a single parent. I thank the administration for sharing our concerns and working with us to take steps to achieve our goals.

Summary of the 2017-2018 salary and workload changes put forward for a vote:

- All increments are fully funded
- A 2.3% salary increase (COLA) across the board
 - For adjuncts, affiliates, and associates, there is a slight different in percentages to round each rate to \$.10 and the final exam rate to an even dollar amount.
 - Full-time faculty will realize, on average, 2.3% increase. However, in an attempt to round out the figures, some steps may receive slightly more or slightly less than 2.3%. (The amount below 2.3% is \$30 per year or \$1.25 per paycheck. This was done in an attempt to bring the starting salary near the living wage for a single parent of one in Clark County. That step is still \$387 below living wage.)

- Appendix B.5 has been revised to reflect the following changes:
 - Methods of Payment A and C were combined.
 - A new section, Method of Payment D, was added. This is the first step toward parity pay for affiliate and associate adjuncts. Those at 68% parity are having their parity increased with a multiplier to bring affiliate and associate pay up to the 78% parity of other adjuncts across campus.

Our goal is to bring those who are currently at 78% to 81% parity next year. The following year, the goal is to bring all affiliate and associate adjuncts to 81% parity. Reframing the affiliate and associate adjunct salary calculations as a percentage of load is in line with the way the state calculates health care benefits and unemployment.

This parity calculation will not apply to adjuncts who have been with the college fewer than 9 quarters or moonlight classes (anyone who has a full-time contract is excluded from the multiplier).

- A Learning Communities Compensation Variable has been added so that no faculty teaching in a learning community will receive a bill at the end of the year if their load is off 1 credit or less.
- Focus on Mature Learning classes and Continuing Education Classes will **not** be included in adjunct faculty 90% workload calculations.
- The College 101 classes are not included in the 90% workload limitations for adjuncts. However, adjuncts are limited to four contact hours per quarter when teaching COLL 101.

-Kimberly Sullivan, AHE President

Proposed FT Faculty Salary Schedule
Adding 2.3% to each step

Step		Current Salary		Proposed Salary
A	\$	50,000	\$	51,500
B	\$	53,121	\$	54,340
C	\$	56,442	\$	57,740
D	\$	59,973	\$	61,352
E	\$	63,730	\$	65,200
F	\$	67,726	\$	69,250
G	\$	71,976	\$	73,600
FP	\$	74,817	\$	76,538

Stipends:

Vocational	\$500	\$500
Doctoral	\$900	\$900

ss 10/27/17

Part-time Faculty Salary Increases for 2017-18

(Note: the variance in the % increase for each rate and the small difference between cost and funds available are because of the need to round each rate to \$.10 and the "final" rate to an even dollar amount.)

		Estimated Base Hours	Current Rate	New Rate	Amt. of Increase	Total Cost	% Increase
Adjunct	Lecture	11,157	\$ 61.40	\$ 62.80	\$ 1.40	\$ 15,620	2.28%
	Lab	9,556	\$ 52.40	\$ 53.60	\$ 1.20	\$ 11,467	2.29%
	Final-Flat Rate	265	\$ 118.00	\$ 121.00	\$ 3.00	\$ 796	2.54%
Affiliate	Lecture	58,104	\$ 69.40	\$ 71.00	\$ 1.60	\$ 92,966	2.31%
	Lab	20,959	\$ 60.40	\$ 61.80	\$ 1.40	\$ 29,343	2.32%
	Final-Flat Rate	1,141	\$ 136.00	\$ 139.00	\$ 3.00	\$ 3,422	2.21%
Associate	Lecture	21,839	\$ 70.50	\$ 72.10	\$ 1.60	\$ 34,943	2.27%
	Lab	6,112	\$ 61.30	\$ 62.70	\$ 1.40	\$ 8,556	2.28%
	Final-Flat Rate	530	\$ 138.00	\$ 141.00	\$ 3.00	\$ 1,589	2.17%
Other Assignment		5,749	\$ 32.80	\$ 32.80	\$ -	\$ -	0.00%
Librarians	Adjunct	0	\$ 61.40	\$ 62.80	\$ 1.40	\$ -	2.28%
	Affiliate	1,009	\$ 69.40	\$ 71.00	\$ 1.60	\$ 1,614	2.31%
	Associate	0	\$ 70.50	\$ 72.10	\$ 1.60	\$ -	
Counselors	Adjunct	20	\$ 61.40	\$ 62.80	\$ 1.40	\$ 28	2.28%
	Affiliate	75	\$ 69.40	\$ 71.00	\$ 1.60	\$ 119	2.31%
	Associate	0	\$ 70.50	\$ 72.10	\$ 1.60	\$ -	

\$ 200,464	Salary
<u>26,762</u>	Benefits at 13.35%
<u>\$227,226</u>	Total cost

Appendix B.5: Clarification Of Salary Basis--Moonlight, Adjunct, & Affiliate Faculty

Method of Payment A

Method of Payment A

If enrollment in the courses below is 12 or higher, courses will be counted as in-load or paid at the regular moonlight or adjunct lab rates. If enrollment is less than 12, load or salary will be pro-rated based on tenth day enrollment (Enrollment/12). For instance, if 6 students are enrolled in a 2-credit course listed below, the course would count as (6 students/12 minimum enrollment) x 2 credit hours = 1 contact hour in-load or paid at the regular moonlight or adjunct lab rates. For variable credit courses, the calculation will be based on the specific number of credits taken by each student regardless of the number of students enrolled in the section.

(Dept)	199	Co-op Work Experience
ACED	210/211	Field Placement
CGT	240	Capstone Practicum
PHAR	118/128	PHAR Externship
PHLE	197	Phlebotomy Clinical Exp
BMED	166	Med Asst Directed Practice
BMED	225/226	Directed Practice
CADD	299	CADD Capstone Practicum
CTEC	200	PC Help Desk
CTEC	295	Capstone Experience

Method of Payment B

Paid 1 lecture credit, plus remainder paid as lab credit(s).

BIOL	208	Field Studies
ENVS	218	Field Studies
GEOL	218	Field Studies

Example: If class offered for 4 credits, paid 1 lecture credit plus 3 lab credits. (Plus per diem)

Method of Payment C

Paid a pro-rated salary based on enrollment at the end of the second week of the quarter (10th day). If a class is allowed to run with less than minimum enrollment, a pro-rated salary (Enr/15) may be paid if arrangements are made in advance and approved by the Instructional Dean.

Example: 2nd Year Language Classes

If 10 or more enrolled, paid full salary. If less than 10, paid pro-rated salary based on enrollment. (Enr/15 x salary)

Method of Payment D

In an ongoing effort to achieve parity pay, a composition multiplier of 1.2 shall be applied to the compensation calculation for the following classes:

ENGL 097
ENGL 098
ENGL& 101
ENGL& 102
PTWR 135
ENGL& 235

For example: An affiliate teaching one PTWR 135 section (a 5 contact hour lecture course) will receive compensation for 1.2 x the standard affiliate lecture rate for a 5 contact hour section. The multiplier will apply to Affiliate and Associate faculty only. Moonlight contract hours/credit hours are excluded from parity pay calculations. The calculations will not affect Health Benefits calculations or load calculations.

The 1.2 multiplier will not apply to the compensation for college employees with a current full-time employment contract.

Clustered Classes

Clustered classes are paid as a single class. If one class in the cluster meets longer than the others, the faculty member will be paid the hours the longer class meets.

If classes have different combinations of lecture/lab hours, the faculty member will be paid maximum lecture credits, according to the Catalog Master, with the remainder of the total credits paid as lab credits.

Team Taught Classes

Faculty members are paid according to percentage of total class each is teaching. Payroll forms are prepared for each participating faculty member. Each form indicates "T/T with ___". Payment will not exceed the amount paid if taught by a single instructor.

Exceptions

HDEV 100/101	If taught by an adjunct faculty member, paid regular rate plus .5 lab credits. If any other employment status, paid regular rate only.
BIOL 011	Arranged open lab will be open (and paid .5 lab credit per student enrolled (rounded to the nearest 20). Examples: 15-30 enrolled/pay lab credit; 31-50 enrolled/pay 2 lab credits.
ECE 214	Learning Experience Lab

ECED& 120 All lab sections (AL, BL, etc.) are paid based on the number of students enrolled at the end of the 10th day of the quarter.

3-6 enrolled 100% of 1 lab credit

2 enrolled 50% of 1 lab credit

1 enrolled 25% of 1 lab credit

Learning Communities Compensation Variable

A one-credit variable will be applied to Learning Communities. (If the faculty member is within a credit of fulfilling load, the load will be considered whole.) The intent is that no faculty receive an overpayment notice (or bill) at the end of the term or academic year. Learning communities are defined as any grouping of classes in which students are expected to be enrolled simultaneously.

Applied Music

Applied Music classes will be paid 10 lecture hours per student with enrollment established on the 10th day of the quarter.

Focus on Mature Learning Classes

Most focus classes meet and are paid 1 or 2 lecture credits. Art classes meet and are paid 0.5 lecture credits/0.5 lab credit or 1 lecture credit/1 lab credit. Vigor in Mature Learning classes are paid as lab credits.

Focus on Mature Learning classes will not be included in adjunct faculty 90% workload calculations.

College 101 Classes (COLL 101)

COLL 101 classes do not count toward the 90% teaching load limit for adjuncts. The limit shall be four contact hours per quarter.

Continuing Education Classes

Continuing Education classes will not be included in adjunct faculty 90% workload calculations.

Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, October 25, 2017
GHL 213

In Attendance

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

Administrators

Robert Knight, President
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

Administrators Absent:

Dr. Tim Cook, Vice President of Instruction

Others

Jennifer Mankowski-Dixon, Assistant Attorney General
Lisa Gibert, President/CEO Clark College Foundation
Dr. Brenda Walstead, Dean of Business & Health Sciences
Grace Moe, ASCC President
Chris Higley, Student
Cheree Nygard, Board Chair, Clark College Foundation

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

Chair Rupley called the meeting to order at 5:03 pm.

The Student Success presentation was moved to the beginning of the agenda followed by a public hearing on changes to the College's Washington Administrative Code (WAC).

II. **Introductions**

There were no introductions this evening.

III. **Public Hearing**

At 5:20, Chair Rupley opened the public hearing on the adoption of the **Washington Administrative Code 132N-156-550 Parking and Traffic Rules and Regulations** and **Washington Administrative Code 132N-276-090 Public Records, Copying** as published. She asked if there were any comments to the proposed rules; there were none. Chair Rupley asked Mr. Williamson if he had received any written comments on the proposed rules. Mr. Williamson stated that he had not received any comments.

Chair Rupley then called for motions on both WAC revisions.

Trustee Pollard made a motion to approve the **Washington Administrative Code 132N-156-550 Parking and Traffic Rules and Regulations** as published. Trustee
MOTION: Burkman seconded the motion and it was unanimously passed.

Trustee Pollard called for a motion to approve **Washington Administrative Code 132N-276-090 Public Records, Copying** as published. Trustee Burkman seconded the
MOTION: motion and it was unanimously passed.

Chair Rupley closed the public hearing at 5:06 pm and resumed the regular meeting.

IV. **Action Items**

A. **Approval of President's Contract & Salary Adjustment.**

President Knight received a 2% COLA increase that all staff members received in July 2017. As his contract is separate from those of other staff members, his contract and increases must be approved separately.

Trustee Jacobsen made a motion to approve the addendum to the president's contract, effective July 1, 2017. The addendum extends his appointment to August 1, 2020 and increases his salary by 2% to a total of \$195,599. Trustee Pollard seconded
MOTION: the motion and it was unanimously passed.

B. **2018 Board of Trustee Meeting Dates**

The trustees agreed that the November 2018 meeting should be held on November 14.

Trustee Burkman made a motion to approve the 2018 board of trustee meeting dates with a change in the date of the November meeting to November 14. Trustee
MOTION: Jacobsen seconded the motion and it was unanimously passed.

C. September 2017 Board of Trustee Meeting Minutes

Trustee Pollard made a motion to approve the September 2017 board meeting minutes. Trustee Strong seconded the motion and it was unanimously passed.

MOTION:

V. Audience Statements

There were no audience statements this evening.

VI. Constituent Reports

A. AHE

Ms. Sullivan was unable to attend this evening. President Knight met with Ms. Sullivan and Ms. Mixon today and they asked him to pass on their regards to the board.

B. WPEA

There was no report from the WPEA this evening.

C. ASCC

ASCC President Grace Moe highlighted October's student activities. The officers attended the Washington Student Leadership Conference and attended sessions about how to be better leaders on their respective campuses. The students' legislative agenda this year includes textbook affordability, higher education for undocumented students, and the redefinition of basic education.

ASCC has approved a one-time funding request from the Health Center for a nurse practitioner and a counselor. The Health Center did not submit their annual funds request on time for the 2017-2018 year, resulting in the elimination of a counseling position over the summer. The ASCC had to decide whether to allocate one-time funds to reinstate the positions or allow them to remain vacant for a year. They chose to fund the positions since they are so crucial to student success. The ASCC did send out reminders to the groups who are funded by student fees to make sure to submit their applications by the deadline.

D. Foundation

Chair Rupley welcomed Foundation Board Chair Cheree Nygard.

Last week, Ms. Gibert attended services for Hank Boschma, one of the donors of the land for Clark's North County campus. She provided a glimpse of what guests and donors can expect at Savoring Excellence on November 2. Culinary building tours, student culinary demonstrations, and student entertainment are in store for attendees. The Foundation is very excited about this year's program.

Chair Rupley complimented the Foundation on the format of their financial report. Trustee Pollard thanked Ms. Gibert for attending Mr. Boschma's funeral. He is very pleased that Clark College will be able to sustain his legacy.

VII. **Reports from Board Members**

Trustee Jacobsen was very excited about today's Penguin Pantry opening and the combined efforts of students, the Foundation, the Community Foundation of Southwest Washington, and Sysco Food Corporation on helping to bring this two-year project to fruition.

Trustee Strong attended the national ACCT Leadership Conference—Pathways to Prosperity, in September with Chair Rupley and President Knight. She will report on the conference at the November meeting.

Trustee Burkman attended the Penguin Pantry ribbon cutting today and said it is unfortunate that there are so many students in need. He thanked the Foundation for hosting the Scholarship Reception again this year. It is always fun to hear what the scholarships mean to the recipients and to see them meet their donors for the first time. He acknowledged everyone on campus who is working on the Guided Pathways 2.0 Institute. It is a huge undertaking and there is a great deal of work involved. He is looking forward to the college's participation in Institute #1 in November. He reminded everyone about the November 3 Indigenous Peoples Celebration and Pow-Wow.

Chair Rupley enjoyed the Pathways to Prosperity conference. She was particularly impressed with a Nebraska community college/foundation partnership which offered free summer classes to students who had left college and not completed their degrees. The free classes would help them reenroll and complete their studies. She asked everyone to save May 10 and 11 for the SBCTC ACT (trustees') Spring Conference which will be held at Clark College. It will provide a wonderful opportunity to showcase the new culinary program.

Trustee Pollard spoke about the Penguin Pantry and how pleased he was to attend the opening.

VIII. **President's Report**

Dr. Cook is attending the SBCTC board meeting this evening and Dr. Brenda Walstead introduced this evening's faculty presenter, Dr. Catherine Crosby. Dr. Crosby provided a lively presentation about "*Gastropods of the Gorge*" (i.e., snails and slugs) and fielded questions from the trustees. She and her students are creating a database on the varieties of gastropods who live in the Columbia Gorge, as this has never been completed. She expects to gather a lot of information about what has happened to the gastropods as the Gorge recovers from this summer's fire, the overall effect of changing climate on them, and invasive species who may be threatening them.

Student Success Story

Director of Disability Support Services, Megan Jasurda, introduced Ms. Chris Higley, this evening's Student Success Story presenter. Ms. Higley is a non-traditional student who is returning to college after many years. She discussed the experiences she has had at the college working with DSS and using various accessibility tools to help with her classes. The college has helped her regain confidence and believe in herself.

President Knight discussed preparations for the Guided Pathways Washington, DC trip in November. The college has embraced guided pathways and this group will bring back learning that will help the college move forward as we transition to this new framework.

The college and the faculty union are in negotiations and talks are progressing. They expect to bring items to the trustees for a vote in November.

The Penguin Pantry fits in with Guided Pathways' wraparound services design. The Pantry will be another way for the college to make sure that students have what they need and takes away another obstacle from their success.

The college has received a temporary occupancy permit for the instructional portion of the new culinary building. Faculty are moving equipment back in and students should be using the facility in another week and a half. There is still work to be completed in the café and restaurant.

President Knight recognized Program Manager Chris Chaffin from Tutoring Services for the great job he did on the keynote address at this quarter's Queer Students Luncheon. Today was the inaugural Students with Disabilities Luncheon with a focus on ableism; it was very well attended.

A Filipino musical group will perform this weekend at the college. The joint WA/OR Filipino organization is led by Eric and Vivian Tadeo; they have helped the college in the past and want to remain connected to Clark. The event is the same day as College Goal Sunday, when various colleges get together to assist people with the financial aid process. Last year, 170 community members attended College Goal Sunday.

President Knight highlighted some of the sessions he attended at the Pathways to Prosperity Conference; he plans to incorporate some of the ideas he learned about at Clark. He has asked Associate Vice President of Planning & Effectiveness, Shanda Diehl, to take the lead on preparing new onboarding materials for new trustees to Clark College. He attended a session on Critical Race Theory put on by Portland Community College and has asked Associate Vice President of Diversity, Equity, & Inclusion, Loretta Capeheart, to meet with her PCC counterpart to see what they are doing at their institution. He is also having the college look into how many students stay in this area after graduation.

ACTION: The trustees had questions about the drop in the number of diverse candidate hires from the hiring pools. The trustees asked to see disaggregated data on diverse candidates to see where disparities lie.

Chair Rupley asked how the college plans to provide financial literacy to new students as a new senate bill is requiring. Clark provides information through College 101 and during Penguin Welcome Days, as well as an online program that shows students how to pay for college. The state is compiling information on best practices in financial aid literacy; they expect reporting on the topic will be required soon.

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**

There was no executive session this evening.

XI. **Adjournment**

There being no further business, Chair Rupley adjourned the meeting at 6:32 pm.

Jada Rupley, Chair

Leigh Kent
Recorder
November 2, 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
November 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

- **On Friday, October 13th student leaders including peer mentors, student ambassadors, and student government attended a dependable strengths training in room PUB 258A. In this training, there were 30 participants all learning how to better their work environment. In the dependable strengths training participants learned how to use their individual strengths to work productively as a team. The learning opportunity was useful to understand how everyone's different abilities can work together efficiently.**

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, requested that ASCC share a textbook affordability survey across campus for students to participate in. The survey includes a series of questions regarding the costs of classroom resources. The survey gives the students an opportunity to have a voice in the affordability of the college experience. The action of sending out the survey supports ASCC's priority of Textbook Affordability, as well as WACTCSA's 2017-2018 Legislative Agenda Item, Textbooks and Open Educational Resources (O.E.R.s) Affordability and Accessibility. As of October 31st, Clark College had the largest response from students out of all the community and technical college systems totaling 376 responses.**

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. These requests and approvals total \$40,838.00 leaving \$1,012,893.00**
- **The first request from the Black Employee Resource Group for a Black History Mobile Museum was approved for \$4,650.00.**
- **The request from the Office of Diversity and Equity for White Cane Day and Students with Disabilities Luncheon was approved for \$6,075.00.**
- **The request from the International Education Week Committee for International Day was approved for \$3,150.00**
- **The request from Mundo Clark for the Spanish Publication was approved for \$3,654.00**
- **The request from Orchestra for String Coaching was approved for \$309.00.**
- **The request from the Clark Entrepreneur Club for the Transformational Leadership Speaker was approved for \$23,000.00.**

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

- **We have chartered 17 clubs.**
- **For committees, we have filled all open positions besides 4 positions within the tenure committees.**
- **On October 18th, ASCC held a social in PUB 161. Students had the opportunity to meet their student government and learn what our positions entail. We served the students pastries and muffins as well as a free coffee bar. In total, 150 students were served.**

- **From the dates of October 16th-27th ASCC hosted a food drive to support the Penguin Pantry. The drop off locations included Gaiser Hall, Foster Hall, Scarpelli Hall and Bauer Hall. In total, we collected a total of 512 items to donate to the Penguin Pantry.**
- **On October 27th, ASCC hosted a student appreciation night for the women's volleyball game. We served pizza to a total of 76 students.**

**Foundation
November 2017**

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

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

Development activities continue on three parallel tracks, all centered around the upcoming comprehensive campaign.

- a. As a result of recent development events, including the Conversations program and Savoring Excellence, fundraising is moving forward at a significantly accelerated rate. Nearly 400 guests have RSVP'd for Savoring Excellence, scheduled for November 2.
 - b. The college and foundation continue to fine-tune programs and projects that “constitute campaign priorities.” Case statements outlining these priorities are currently being produced and should be completed by the December 31.
 - c. The over-all communications and marketing strategy for the upcoming campaign has been outlined and is being tested in front of several groups for feedback and clarification. After this strategy has been discussed and feedback received, work will focus on the exact tactics that will be established. These tactics will include themes, materials, use of social media, traditional media, etc. The goal is to have these tactics developed and phased into action in early spring of 2018.
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.*

No actions to report since last submittal.

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 audit of our financial statements by Moss Adams is nearing completion. Moss Adams concluded onsite testing and provided the foundation a draft opinion on the financial statements. The opinion, expected to be finalized in early November, states that the foundation’s financial statements present fairly, in all material respects, the financial position and changes in net assets and cash flows in accordance with accounting principles generally accepted in the United

States of America. This is also termed a “clean audit opinion” which the foundation strives for each year. No issues related to operation of internal controls or application of accounting practices and standards were noted.

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.*

A strong outline has been developed to improve the onboarding process used to recruit new foundation board members. This will most likely include a mentoring program, which is currently under discussion. With that, we are pleased to welcome LeAnne Bremer, the newest member of the foundation board.

Respectfully submitted,

Lisa Gibert
Foundation President/CEO
November 2, 2017

Attachments:

Financial Dashboard
Development Dashboard
Annual Giving Comparison

Financial Dashboard as of August 31, 2017

Contributions/Donations Received

	8/31/2017	6/30/2017	6/30/2016	6/30/2015	1973 - Present Life to date
Unrestricted \$	35,413	\$ 329,937	\$ 1,022,196	\$ 638,948	
Temp. Restricted	114,016	1,414,410	4,128,267	805,178	
Perm. Restricted	4,819	103,677	346,685	220,404	
Total \$	154,248	\$ 1,848,024	\$ 5,497,148	\$ 1,664,530	\$ 91,768,846

College Support Expended YTD

Program	8/31/2017		6/30/2017		6/30/2016		6/30/2015		1973 - Present Life to date
	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	
Boschma Farms land acquisition	\$ 9,832	\$ 67,120	\$ 298,054	\$ 495,521	\$ 432,044	\$ 643,482	\$ 434,710	\$ 369,297	\$ 32,052,117
Capital projects - STEM/Dental Hyg./Othe	74,074	-	444,444	-	1,244,444	-	444,444	-	5,207,405
College & Community Relations	-	103	175,000	252,559	-	1,537,786	5,415	175	13,672,892
Scholarships	6,579	-	81,718	-	46,821	-	37,931	-	173,048
Total	1,227	227,916	9,063	900,038	9,416	848,625	19,353	672,913	10,269,429
	\$ 91,711	\$ 295,139	\$ 1,008,279	\$ 1,648,119	\$ 1,732,724	\$ 3,029,893	\$ 941,853	\$ 1,042,385	\$ 61,374,892

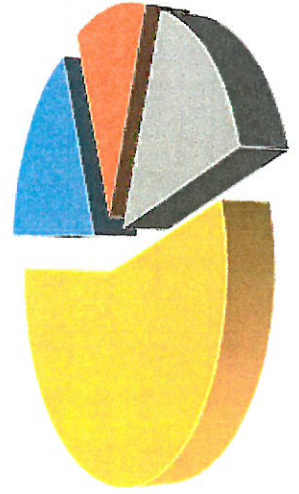
Scholarships

	8/31/2017	6/30/2017	6/30/2016	6/30/2015	6/30/2014
Number of scholarship awards	157	715	846	789	743
Total number of Clark College Students (Fall Census)	10,959	11,313	11,392	12,123	12,917

Net Assets by Type 8/31/2017

Unrestricted	\$ 17,585,016
Board Restricted	10,826,886
Temporarily Restricted	14,052,951
Permanently Restricted	51,822,221
Net Assets	\$ 94,287,074

Net Assets at 8/31/2017



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

- Unrestricted
- Board Restricted
- Temporarily Restricted
- Permanently Restricted

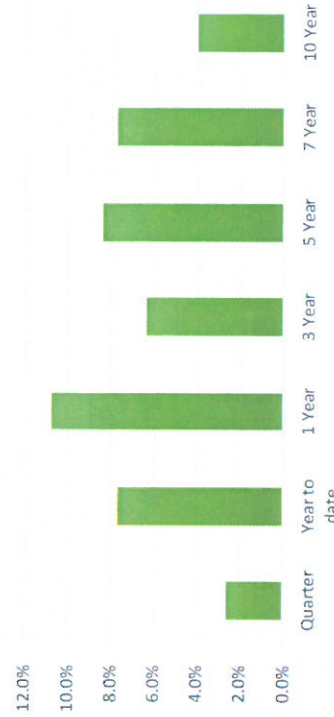
Unrestricted Net Assets

	8/31/2017	6/30/2017	6/30/2016	6/30/2015	6/30/2014	Projected
Assets						
Cash	\$ 276,622	\$ 533,396	\$ 434,119	\$ 493,183	\$ 517,523	Unrestricted Net Assets Available
Investments	7,146,123	7,067,349	7,797,334	7,174,405	6,783,040	(Balance in Future Years)
Pledges Receivable	182,296	133,280	65,880	62,090	73,939	
Prepays/Deposits/Other Assets	429,125	164,818	120,217	116,667	127,934	
Land/building/equipment	12,727,422	12,731,837	13,038,307	13,041,589	12,896,207	6/30/2018 \$ 2,629,936
Liabilities						6/30/2019 2,110,492
A/P/Other Liabilities	(760,933)	(410,134)	(1,957,849)	(675,487)	(516,391)	6/30/2020 1,591,047
Note Payable	(2,415,639)	(2,481,701)	(2,873,600)	(4,251,388)	(4,628,310)	6/30/2021 1,096,603
Unrestricted Net Assets	\$ 17,585,016	\$ 17,738,845	\$ 16,624,408	\$ 15,961,059	\$ 15,253,942	6/30/2022 602,158
						6/30/2023 169,751

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



Investment Pool Returns - Through 8/31/17



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



Dashboard



Strategic Initiatives:

- Development
- Strategic Alignment
- Fiduciary Responsibility
- Board Relations

	Current fiscal year to-date	Prior fiscal year to-date	Prior fiscal year
Fiscal year	7/1/2017 - 10/22/2017	7/1/2016 - 10/22/2016	7/1/2016 - 6/30/2017
Total number of donors	519	330	1,636
Number of new donors acquired	87	46	688
Number of new major gift donors acquired	4	3	16
Number of \$1,000+ donors	63	50	181
Number of confirmed irrevocable planned gifts	1	1	1
Number of confirmed revocable planned gifts	0	2	6
Foundation board participation*	75%	78%	100%
College trustee participation	80%	100%	100%
Executive Cabinet participation	82%	88%	88%
Foundation staff participation	60%	55%	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 October 22, 2017**

	FY2018	FY2017	FY2016	FY2015
TYPE				
Cash/Stock/Property	\$412,784	\$1,032,495	\$1,254,375	\$1,654,918
Pledge	\$28,765	\$1,015,831	\$4,442,124	\$171,375
In-kind	\$6,152	\$220,399	\$81,907	\$55,319
Deferred Irrevocable at Face Value*	\$50,000	\$100,000	\$9,953	\$62,425
TOTAL	\$497,701	\$2,368,725	\$5,788,359	\$1,944,037
SOURCE				
Board Members (includes ex officio)	\$28,035	\$641,410	\$111,404	\$53,710
Employees	\$10,102	\$54,078		
Alumni	\$250,953	\$185,508	\$380,645	\$746,654
Friends	\$88,191	\$545,993	\$331,164	\$542,097
Estates	\$2,929	\$26,200	\$23,000	\$6,083
Family Foundations and Trusts	\$45,849	\$337,988	\$4,450,530	\$292,295
Corporate & Community Foundations	\$32,458	\$222,342	\$140,220	\$187,560
Corporations/Other Organizations	\$39,051	\$353,892	\$343,482	\$106,480
Government Entities	\$133	\$1,314	\$7,914	\$9,158
TOTAL	\$497,701	\$2,368,725	\$5,788,359	\$1,944,037
PURPOSE				
Current Use				
Unrestricted	\$22,026	\$495,391		
Faculty Support	\$0	\$0		
Programs/Other	\$62,668	\$423,516		
Scholarships	\$223,990	\$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	\$137,407	\$103,393		
Technology/Equipment	\$0	\$0		
Capital				
Culinary	\$100	\$780,515		
STEM	\$10	\$20,465		
Programs/Other	\$0	\$200		
Deferred Irrevocable at Face Value*				
Programs/Other	\$50,000	\$100,000		
TOTAL	\$497,701	\$2,368,725	\$0	\$0
*Number of irrevocable gifts secured	1	1		

Reports from Board Members

No documents for this item

ACADEMIC EXCELLENCE

PRESIDENT'S REPORT
NOVEMBER 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.

- The Education Department at Larch Corrections Center continues to lead the state in the number of GEDs earned with 21 earned since July 2017. *Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion.* (OOI)
- Michael Ashton, Business Instructor at Larch Correction Center, has implemented Canvas in all of his courses, and is currently assisting both the Basic Education and Automotive faculty at Larch in implementing the use of the platform. *Progress being made: Create and advance accessible, integrated, and technology-enriched learning environments.* (OOI)
- The Mechatronics department's Rural Access Mechatronics Program (RAMP), the National Science Foundation grant funded pilot, has 18 students enrolled in class and the initial response to the program has been overwhelmingly positive. *Progress being made: Create and advance accessible, integrated, and technology-enriched learning environments.* (OOI)

ACADEMIC EXCELLENCE

- A workgroup consisting of Joan Zoellner (Math faculty), Sally Keely (Math faculty), John Mitchell (Math Division Chair) and Peter G. Williams (Dean of STEM) attended a “Designing Math Pathways” workshop at South Seattle College. Clark’s approach to math pathways uses an innovative, nationally recognized best practice known as “co-requisite remediation,” (a student takes both a developmental course and a credit course at the same time) and is the first college in Washington State to do so. It was clear from the feedback received that Clark is seen as an innovator and leader in pathways work by other math departments statewide. Clark will pilot PMR (a Pre-college Math Reform project) this year, and convert its entire program to the new model in 2018-19. *Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning.* (OOI)
- The fall STEMinar series kicked off on Friday October 20, with Dr. Duane Ray discussing telescopes: their history, current usage, and future technology advancements. About 20 students, five faculty and several community members attended the talk in the STEM Building from 12 noon to 1 pm. *Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning.* (OOI)
- The Teaching and Learning Center, in conjunction with the Professional Development Planning committee, hosted the 3rd Annual Teaching and Learning Days on August 15 and 16. Teaching and Learning Days is a two-day professional development conference for classified and exempt staff. This year’s conference modeled the Guided Pathways model and provided participants with the opportunity to select one of four learning tracks: Guided Pathways, Leadership Development, Student Experience, or Technology. Embedded in each of the learning tracks were workshops to enhance participants’ understanding of Power, Privilege and Inequity. Approximately 312 staff members participated in the conference. *Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning.* (OOI)
- Focus on Learning, an in-service day for Clark College faculty, occurred September 21, 2017. Drawing from the six goals of the Academic Plan, this quarter’s Focus on Learning events explored the connections between Power, Privilege and Inequity, student engagement, and social equity to increase student learning. A total of 199 faculty and staff participated in this event. *Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning.* (OOI)
- Advising Services, through the coordination of transfer advisor Joe Jenkins, hosted the Washington Council for High School-College Relations (WCHSCR) fall transfer fair on October 10. The event was comprised of twenty baccalaureate representatives from the western states region. An estimated 200 Clark students attended the transfer fair to gain information about transfer options and career pathways. In addition to this event, Advising Services hosted several tabling events from transfer admissions representatives throughout the month of October. *Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion.* (SA)

ACADEMIC EXCELLENCE

- Dani Bundy, Student Affairs ctLink Operations Manager and Chris Concannon, Webmaster, created an enhancement to how information is provided to students in their MyClark account. This enhancement now displays registration blocks on students' accounts. These blocks are placed on student accounts from multiple areas across campus for various reasons. Previously, there was not a way to display what the exact block was or how to resolve it at the point of online registration. In our former process, students would only see "you have a flag on your account, contact registration." With this new process, the student logs into MyClark and it displays any blocks associated with the student record that prohibit registration. The text describes what the block is and provides contact information for the department on how to resolve the issue. In addition, Dani is analyzing the amount and reason for the multiple blocks that we place on students and significant cleanup has already been done. When this process started, there were 9,116 blocks on student accounts, and this has dropped to 6,476 blocks. Additional business process review is being done to clean up additional blocks. *Progress being made: Create and advance accessible, integrated, and technology-enriched learning environments. (SA)*

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.

- Tre Sandlin, Instructional Accessibility Tech and Megan Jasurda, Director of Disability Support Services, facilitated an Accessibility workshop for course content with seven health and physical education faculty on October 26. These seven faculty members learned how to edit their course files so students with a visual or reading disability who have accessibility needs can use their screen reader or other technology to fully participate along with their classmates. *Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (SA)*
- Entry Services, in partnership with the Office of Diversity and Equity, hosted our annual Gateways: A Student of Color Open House on October 26. Nearly 100 students, from six schools in our service district, attended. Each student attended three sessions: a student of color panel with current Clark College students; a Goals and Dreams workshop, facilitated by Melissa Williams, Student Success Manager; and a Keynote presentation from Rashida Willard, Administrative Services Operations Manager. *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)*
- On October 23 Loretta Capeheart, Associate Vice President of Diversity, Equity and Inclusion, provided training on Power, Privilege and Inequity 101 to the Administrative Services Management Advisory Council (ADMAC), comprised of the supervisors, managers and directors in the Administrative Services department. The training broke down the definitions of power, privilege and inequity and created a framework for ADMAC leaders to use in conducting deeper PPI conversations with their staffs. *Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (AS)*

SOCIAL EQUITY

- Diversity Outreach Specialist, Rosalba Pitkin, in collaboration with Gliserio Zurita, coordinator of OneAmerica Vancouver, Latino Community Resource Group (LCRG), and LULAC, coordinated the Emergency Family Plan on October 10 at Washington State University-Vancouver. During the event, family and immigration attorneys were helping families with legal advice. *Progress being made: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes. (ODE)*
- Diversity Outreach Manager, Dolly England, and Director of Human Resources, Sue Williams, presented “Equity in Hiring” to 19 employees during Focus on Learning on October 11. There were four individuals from Mt. Hood Community College’s HR Department and executive team. This training is mandatory for anyone who serves on a screening committee and supports our commitment to equitable hiring practices. To date more than 444 college employees have received the training. *Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (ODE/HR)*
- Associate Vice President, Dr. Loretta Capeheart gave two PPI workshops on Friday, October 13 to 39 members of the faculty and staff titled “PPI: 351, The Politics of Expression and Oppression”. She also gave a PPI workshop on October 26 to 14 members of the Administrative Services management team. *Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (ODE)*
- Diversity Outreach Specialist, Rosalba Pitkin, represented Clark College at the Education Committee meeting with the Mexican Consulate on October 13. During this meeting, the committee selected students, educational institutions and nonprofit organizations to receive financial support (Mexican Grants). The Institute de los Mexicanos en el Exterior or Education Mexican Foreign Affairs and their scholarship programs wants to provide support for disadvantaged students who need financial support to begin or continue their studies at local community colleges or universities. *Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (ODE)*

SOCIAL EQUITY

- The Office of Diversity and Equity, in partnership with Disability Support Services, hosted an event in honor of Disability Awareness month called “White Cane Day” on October 16. White Cane Day celebrates individuals who are blind and visually impaired. Our event featured a sighted guide activity where 10 participants learned etiquette for assisting someone who is blind or visually impaired. *Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (ODE)*
- The Office of Diversity and Equity, in partnership with Disability Support Services, hosted the first ever Students with Disabilities Luncheon on October 25. This lunch featured staff speaker Assistive Technology/Information Technology Accessibility Specialist, Zach Lattin. One hundred fifty people attended this event and ASCC providing funding for the food. *Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (ODE)*

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.

- Sunshine Hill, a Machining student featured in Partners Magazine, earned a 14-month internship at nLight and has been hired on full-time. *Progress being made: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships.* (OOI)
- The Automotive department hosted an Open House on Thursday October 26 with all dealers involved in the Toyota T-TEN, Honda PACT and HiTECC programs greeting approximately 100 potential students and their family members. This is the first Open House for the new programs and was so successful that dealers are already requesting dates for next year's event. *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)
- Nguyen Huynh, International Admissions Manager, attended Education USA Fairs in three cities in Vietnam, October 2-6. Eighteen Vietnamese students are enrolled at Clark fall term 2017. Vietnam is currently the leading country sending students to Clark. *Progress being made: Maximize the college's return on investment by responsibly allocating available resources.* (SA)

ECONOMIC VITALITY

- Kelly Jones, VRC Manager, and her staff hosted a Vet Success Workshop on October 25. Diana Perez, USDA Forest Service Talent Acquisition Manager, spoke to 17 attendees about career opportunities within the Forest Service. She explained the different job series available, how to apply for those jobs on USAJOBS, and the veterans preferences for applying. *Progress being made: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships.* (SA)
- Austin Keever, Financial Literacy Coach, created a video presentation, "Basics of Financial Wellness" for College 101 classrooms, Canvas, and the Financial Wellness website. The video introduces students to the basics of budgeting, banking, credit, and debt. It gives students information on tools and resources available to them that will assist them on their journey to financial wellness. The video will also be used in College 101 classrooms as part of their Financial Literacy curriculum. *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)
- Austin Keever, Financial Literacy Coach, created and presented "Financial Wellness Advocacy" Training to a total of 13 staff members on October 16, 24, and 26. The presentation covered the core ideals, tools, and resources that the Financial Wellness program shares with students. He provided staff with a baseline of information to insure a consistent message and enabled them to have a productive conversation about money and personal finance. He also trained staff to serve as a proctor for the "Basics of Financial Wellness" video in a classroom setting. *Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.* (SA)
- Career Services hosted 14 on-campus recruiting opportunities in October by FedEx Ground, Quantem Aviation Services, Tutor Doctor, CAG Logistics Management Services, Oregon Reproductive Medicine, the U.S. Forest Service, and LOFT Outlet, and an October 25 "Careers in the News Media" employer panel discussion attended by three students. *Progress being made: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships.* (SA)

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.

- Environmental biology students contributed 80 hours of service in support of our county parks and college campus during the month of July. Students worked alongside Clark College facilities staff to maintain the native landscaping at the STEM building while learning about LEED innovation. In addition, the City of Vancouver urban planners shared goals for 20-minute communities in their SMART growth initiative. Clark County parks saw a reduction of 20 cubic yards of invasive plants thanks to Clark students, and students learned from WSU etymologists about the importance of helping control a new damaging invasive, the brown marmorated stink bug. *Progress being made: Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology. (OOI)*
- The culinary remodel project has entered its final phase and is nearing substantial completion. As of November 1, the facility passed all fire marshal and health department inspections. Furniture is being installed in the dining area and kitchen equipment is being fired up. Temporary occupancy has been granted for the instructional portion of the space. Final inspection and full occupancy is expected to be achieved by November 3. The contractor continues to install final exterior lighting, finishing touches and a fixed interior bench. Since outdoor landscaping was not accepted by the College as part of the alternate bid, our own Facilities staff will provide ground cover on the slopes for winter, temporarily fill the planter boxes on the patio, and prepare a planting design to be implemented in the spring. The parking lot between the culinary construction site and Ft. Vancouver Way will be turned back over to the College on November 6. Facilities will restripe the spaces for winter and will look at pavement replacement during spring or summer 2018. *Progress being made: Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology. (AS)*
- Information Technology updated the firewall which helps protect the college from cyber-threats. This update also allowed us to grown our bandwidth to the campus by 55%, providing higher speed access to faculty, students and staff. (ITS)

Student Success Story

No documents for this item

Dental Hygiene Outreach to Underserved Populations

No documents for this item

Update on Bachelor of Applied Science-Human Services Program

No documents for this item

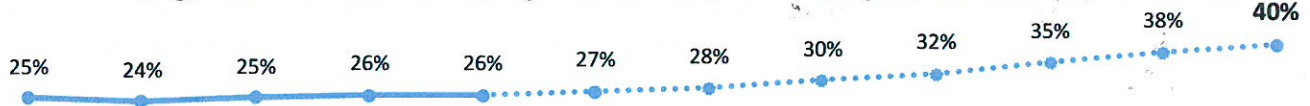
COMPLETION



NOVEMBER 2017

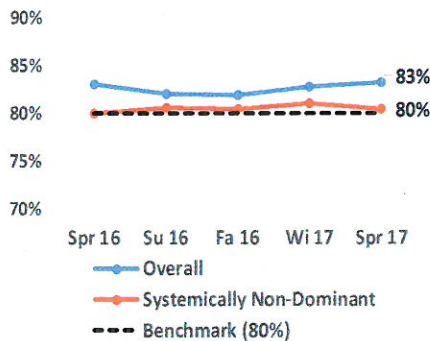
Clark College, in service to the community, guides individuals to achieve their educational and professional goals – including certificate and degree completion – by accomplishing its core theme objectives of academic excellence, social equity,

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

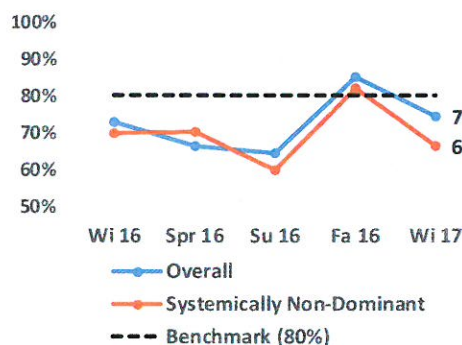


Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015, Fall 2016, Fall 2017, Fall 2018, Fall 2019, Fall 2020, 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023 2023-2024

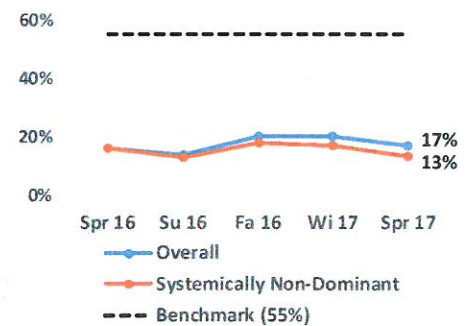
Course Success Rate: Certificate or Degree-Seeking Students



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



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



Monthly Highlights

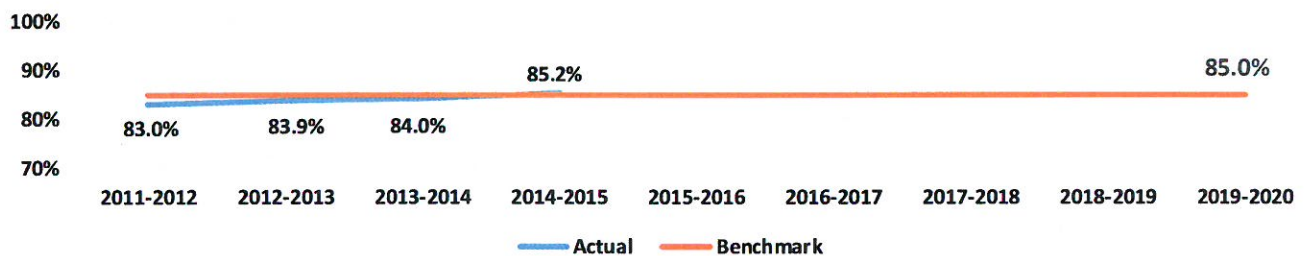
- ◇ The Running Start staff mailed letters to 684 RS seniors who have earned at least 30 credits prior to fall quarter and are enrolled in at least 12 credits for fall. The letter encouraged them to schedule advising appointments to help guide them toward degree completion. Response has been brisk so far!
- ◇ Advisors visited all 52 COLL 101 class sections in fall 2017. Advisors were able to discuss degree requirements, how to utilize the AA transfer degree to best prepare for transfer, and how to build prerequisites into their degree programs.
- ◇ WorkSource conducted a Reboot Information Session to 10 students on October 18. Reboot can provide scholarships to students who are pursuing Manufacturing and Information Technology programs.

EMPLOYMENT/TRANSFER

NOVEMBER 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.

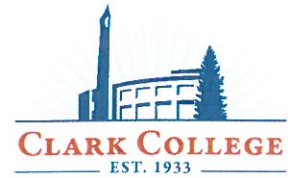
Percent of Graduates by Year Who Transfer and/or are Employed within 1 Year of Graduation



Monthly Highlights

- ◇ Advising Services presented an overview of Clark College Health Occupations programs to 20 Evergreen High School students on October 12.
- ◇ Advising Services partnered with Career Services to present a workshop series for students preparing for professional healthcare careers on October 24 (17 students attended this first workshop).
- ◇ The Veterans Resource Center hosted a Vet Success Workshop on October 11. Shawn Parker, co-founder of Fuel Medical Group, spoke about his experience in the Marines and his transition from corporate to becoming an entrepreneur. There were 14 attendees at the workshop.

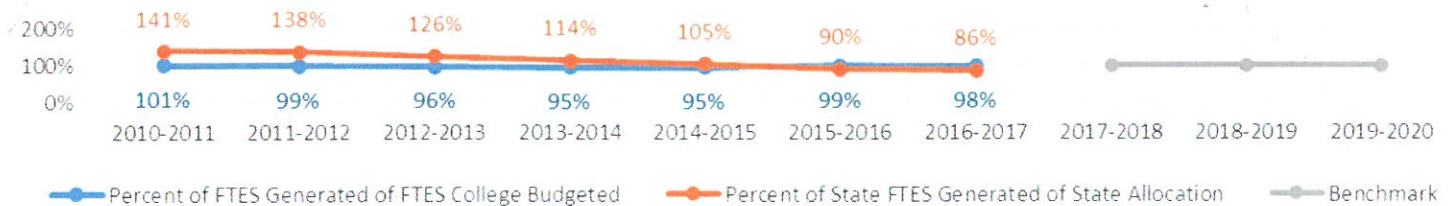
ENROLLMENT



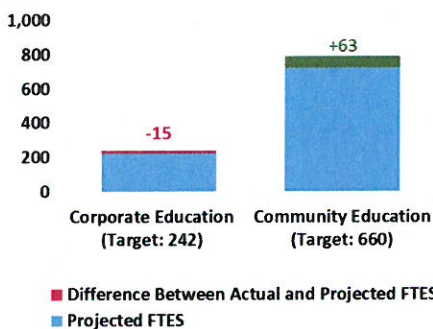
NOVEMBER 2017

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.

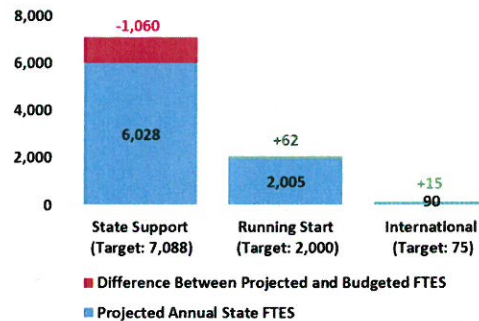
Percent of Full-Time Equivalent Students (FTES) Generated based on College Budget and State Allocation



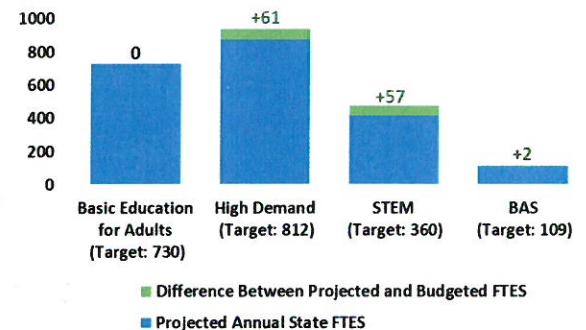
Projected Final Annual FTES Based on Current FTES (Nov 1)



Projected Priority FTES Based on Current FTES (Nov 1)



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



Monthly Highlights

- International Recruitment and Marketing met with 12 prospective international student agents while attending the Asian Agent Road Show sponsored by GMS USA on October 2 at Chemeketa Community College in Salem, OR.
- The International Admissions Manager attended Education USA Fairs in Vietnam, October 2-6, to recruit international students and meet with recruitment agencies.
- Running Start, facilitated a Running Start meeting for 30 high school counselors on October 19.
- In October, the Financial Aid Office sent out emails to approximately 150 students who still have "Incomplete Files", encouraging these students to provide the missing documents and allow processing of these files.
- The Entry Services team completed 49 off-campus recruitment and outreach visits to high schools, local community partners and businesses in October.

SOCIAL EQUITY



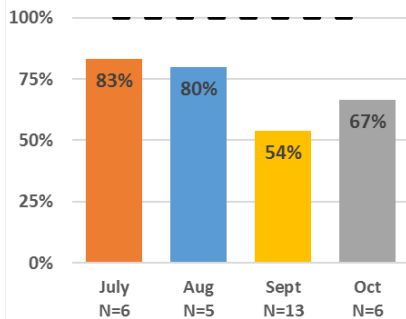
NOVEMBER 2017

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

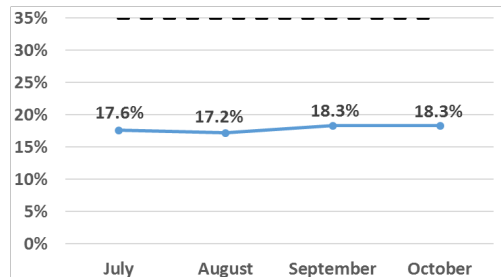


Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability



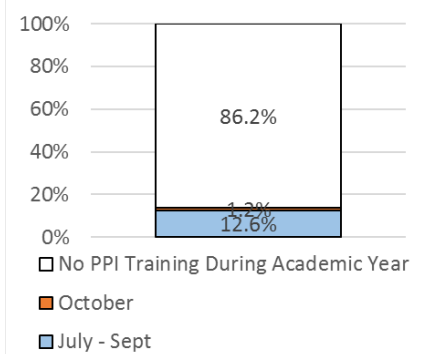
-- Benchmark: 100% of Applicant Pools

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

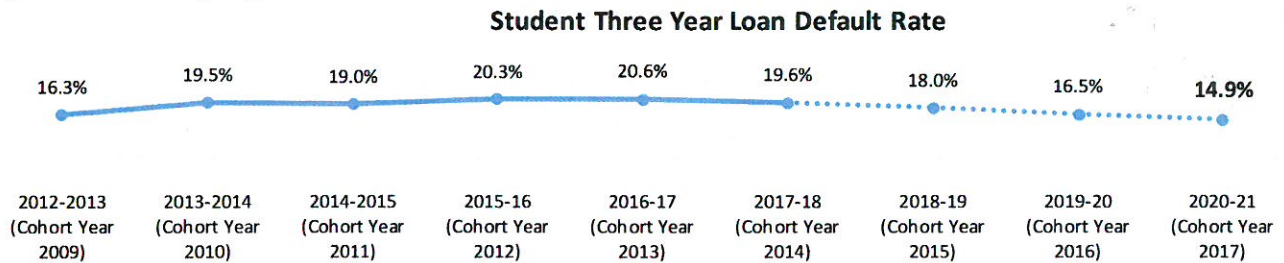
- ◇ How October Applicant Pools met the diversity requirement: 100% People of Color and 0% People with a Disability.
- ◇ Entry Services, in partnership with the Office of Diversity and Equity, hosted our annual Gateways: A Student of Color Open House on October 26. Nearly 100 students, from six (6) schools in our service district, attended.
- ◇ The Passport to College/Opportunity Grant Program Specialist, the WorkFirst Program Specialist, and the Workforce Education Services Program Support Supervisor, participated in the Youth Mental Health First Aid training on October 12 at the Hampton Inn in Vancouver. All are now certified in Youth Mental Health First Aid.
- ◇ Clark College hosted the Community Local Area Planning (LPA) meeting on October 24. PIC staff provided an introduction to the Bridges Out of Poverty Training. Thirty (30) community members representing agencies that support WorkFirst clients were in attendance.

STUDENT DEBT

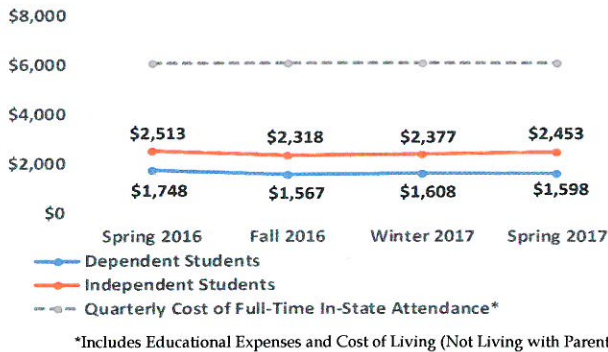


NOVEMBER 2017

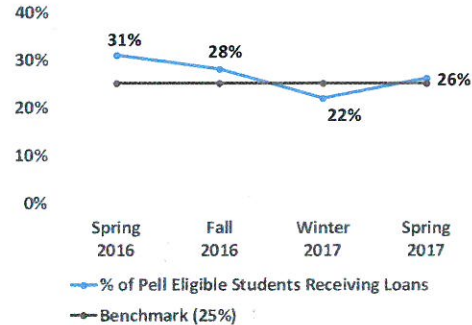
Clark College facilitates student learning by providing programs, services, and conditions that improve the economic well-being of the students by improving student affordability. Specific strategies to improve affordability are expanding access to and information about financial resources, clarifying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



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



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



Monthly Highlights

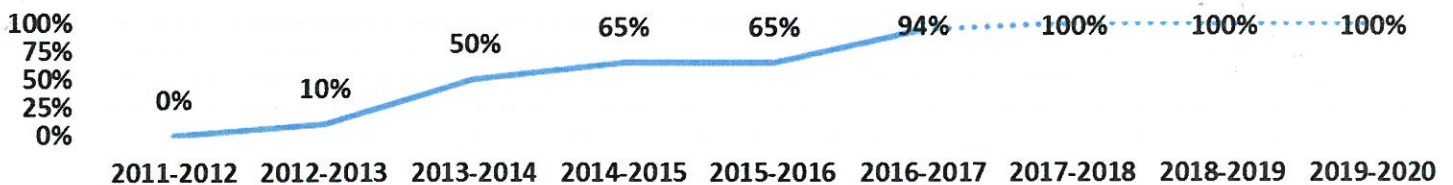
- ◇ The Financial Literacy Coach, conducted eight (8) one-on-one coaching sessions during October and presented three (3) sessions of "Financial Literacy and Paying for College" for College Goal Washington on October 21 to approximately 40 students.
- ◇ The Financial Literacy Coach developed and presented three (3) "Financial Wellness Advocacy" trainings for staff on October 16, 24, and 26 (13 attendees).
- ◇ In October, the Financial Aid Office Loan Committee made calls to approximately 90 students and e-mailed 592 students who are delinquent in student loan payments. In addition, the committee made calls to 15 students who had not completed their Exit Counseling requirement.
- ◇ In October, the Financial Aid Office sent a personalized "Debt E-mail" to approximately 865 students. The purpose of the e-mail is to provide students an idea of how much they have borrowed in Direct Loans thus far.
- ◇ The Financial Aid Office hosted the College Goal Event on October 21 where we assisted students in completing their FAFSA/WASFA application, admission application, and presented on these topics: Paying for College/Financial Wellness, Getting to College and Succeeding, Resources for Dreamers, and Scholarships. More than 150 students and their family attended the event.

STUDENT LEARNING

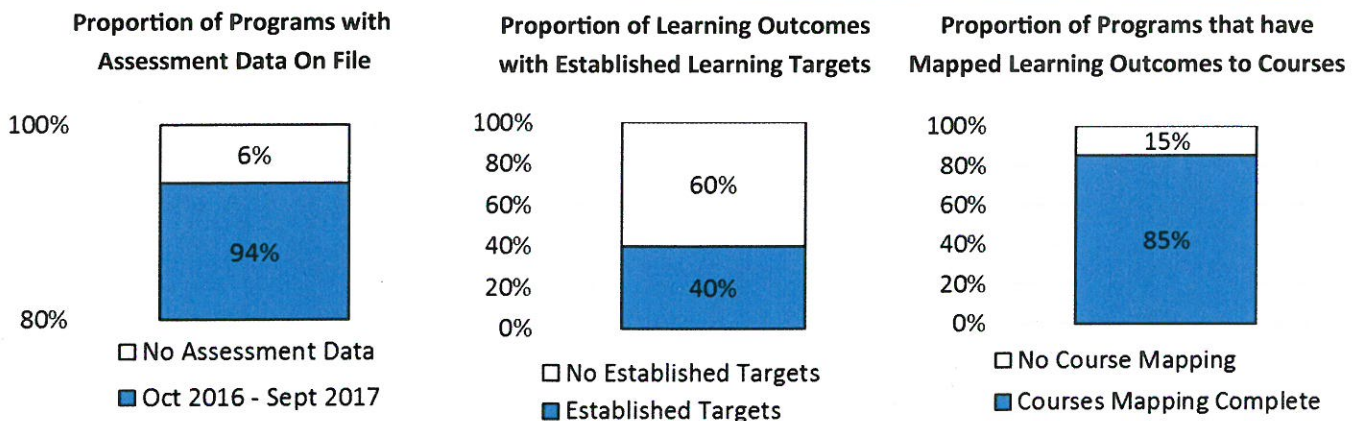
NOVEMBER 2017

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 Sep-



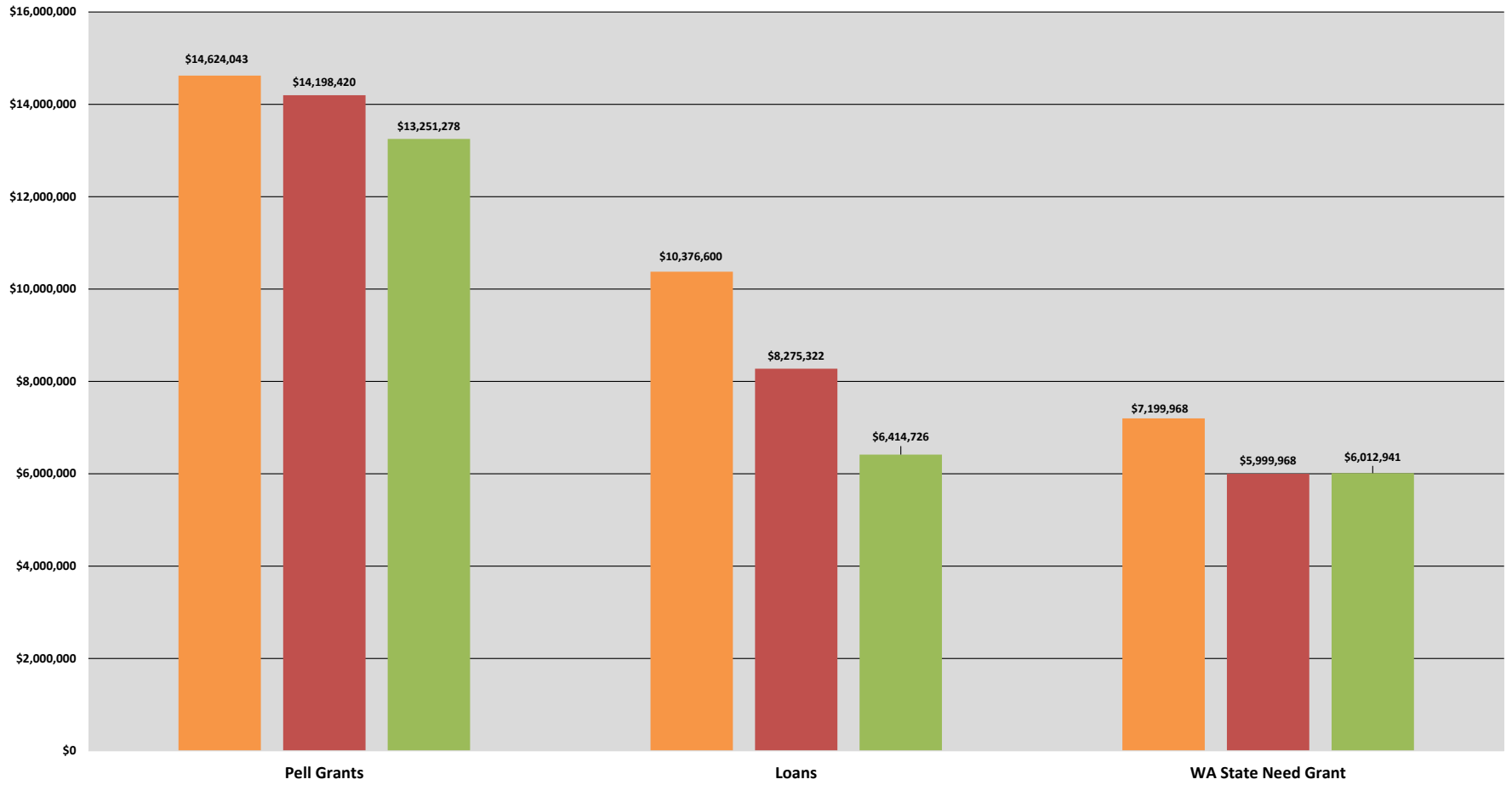
Monthly Highlights

- ◇ Two Clark College students are studying abroad in Japan and one student is studying in Barcelona, Spain during fall term 2017.
- ◇ At least 150 faculty members came together this year to assess program and course outcomes. Outcomes were assessed across 13 different professional/technical program groups, 14 different transfer departments, and three program outcomes for transfer degrees: Health/PE, Natural Science, and Information Literacy.
- ◇ The Faculty Guided Pathways Liaison worked with program faculty to conduct the first iteration of curriculum maps from October 9-27th. These curriculum maps: are clear to a student when entering the program; offer active default choices for most courses by term within each program; and 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. As of November 2nd, over 75% of programs have completed a first iteration of their curriculum map. These maps will be refined by cross-functional groups across the college, including identification of default choices for all general education requirements, identification of gatekeeper and milestone courses in each program that affect student progression, and development of wraparound support services to ensure student success in a program.

3 Year Comparison of Awards by Category
October YTD

■ 2015-2016
■ 2016-2017
■ 2017-2018

Dollars (millions)

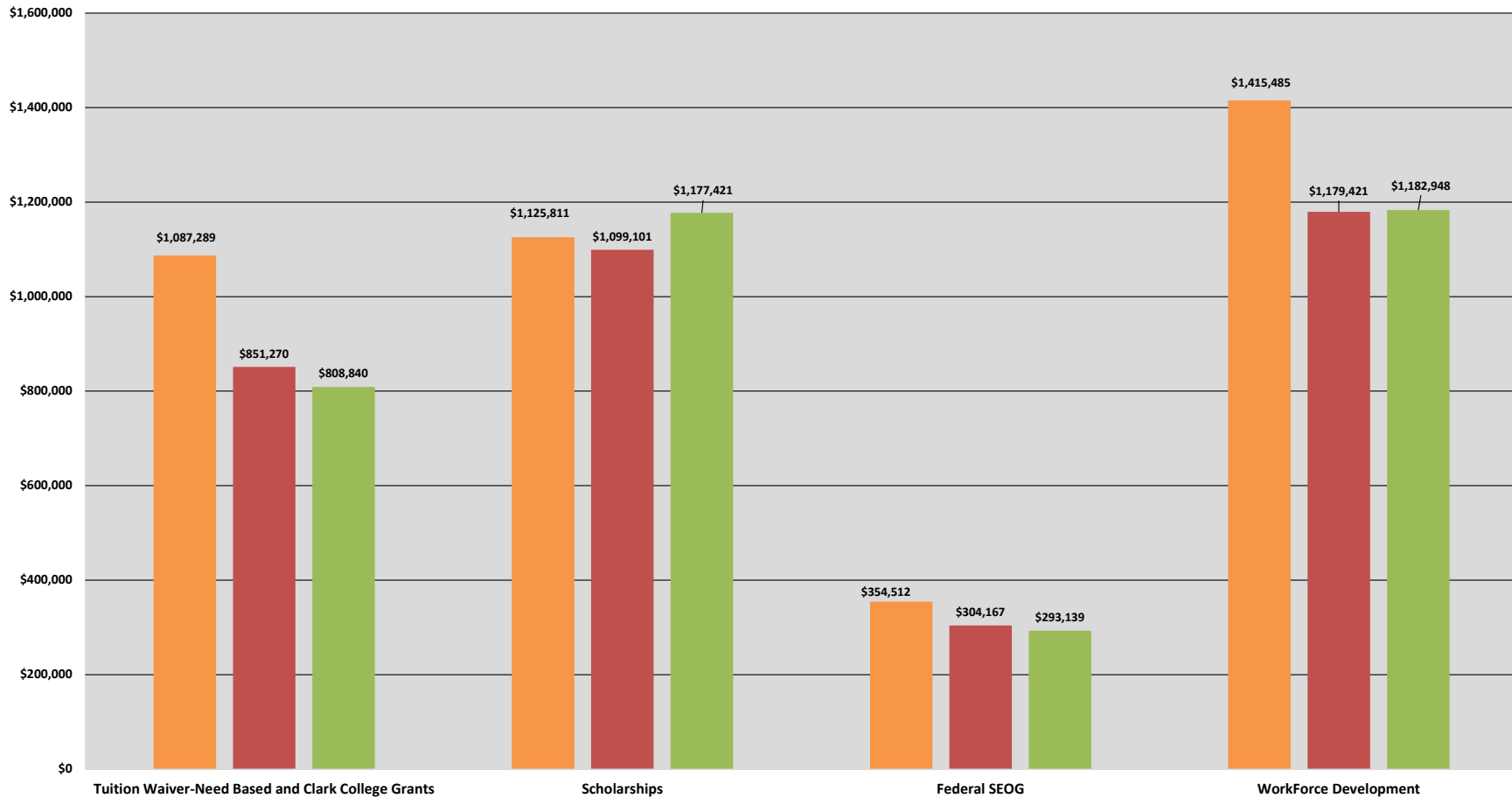


Note: WA State Need Grant includes College Bound Scholarships

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

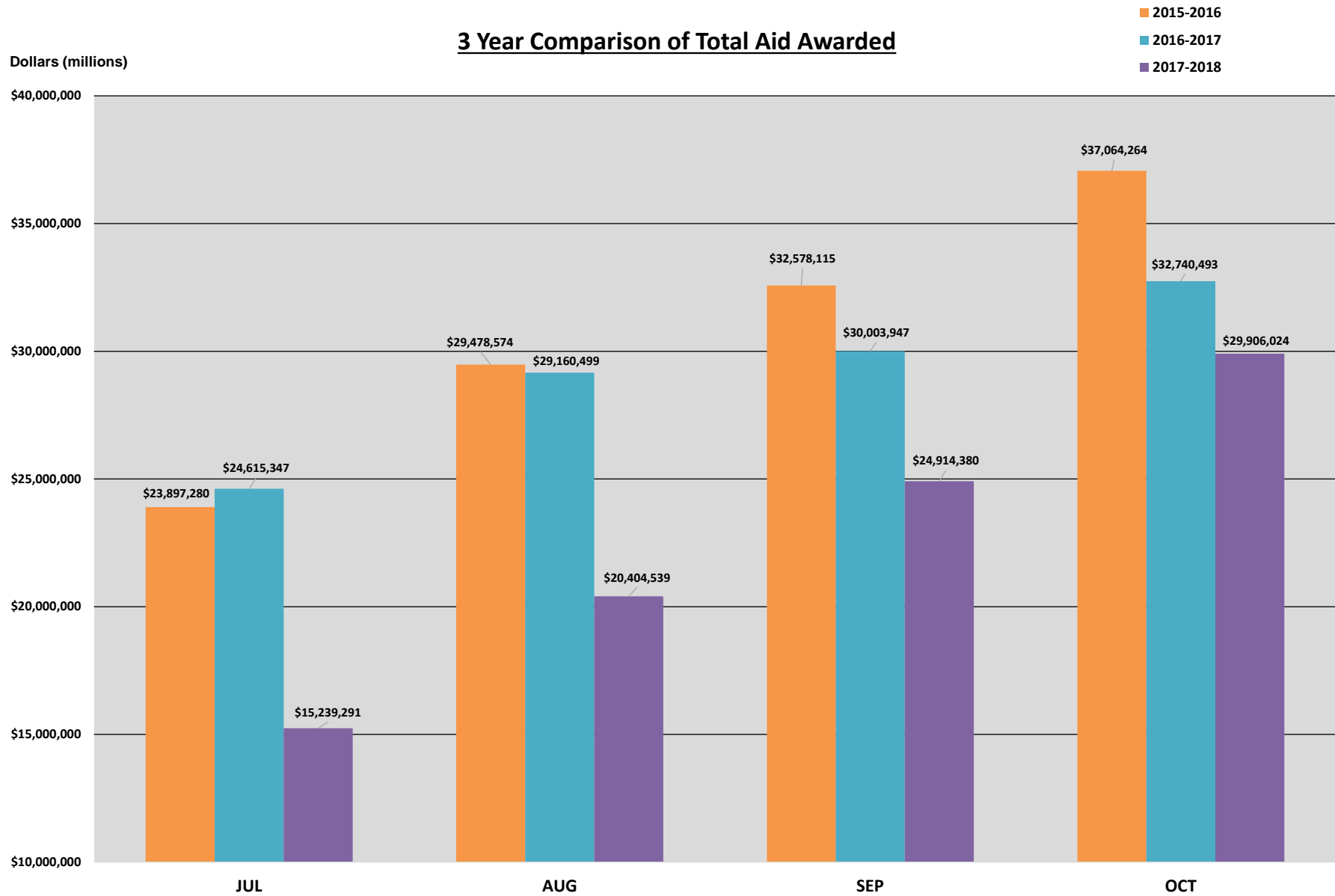
■ 2015-2016
 ■ 2016-2017
 ■ 2017-2018

Dollars (millions)



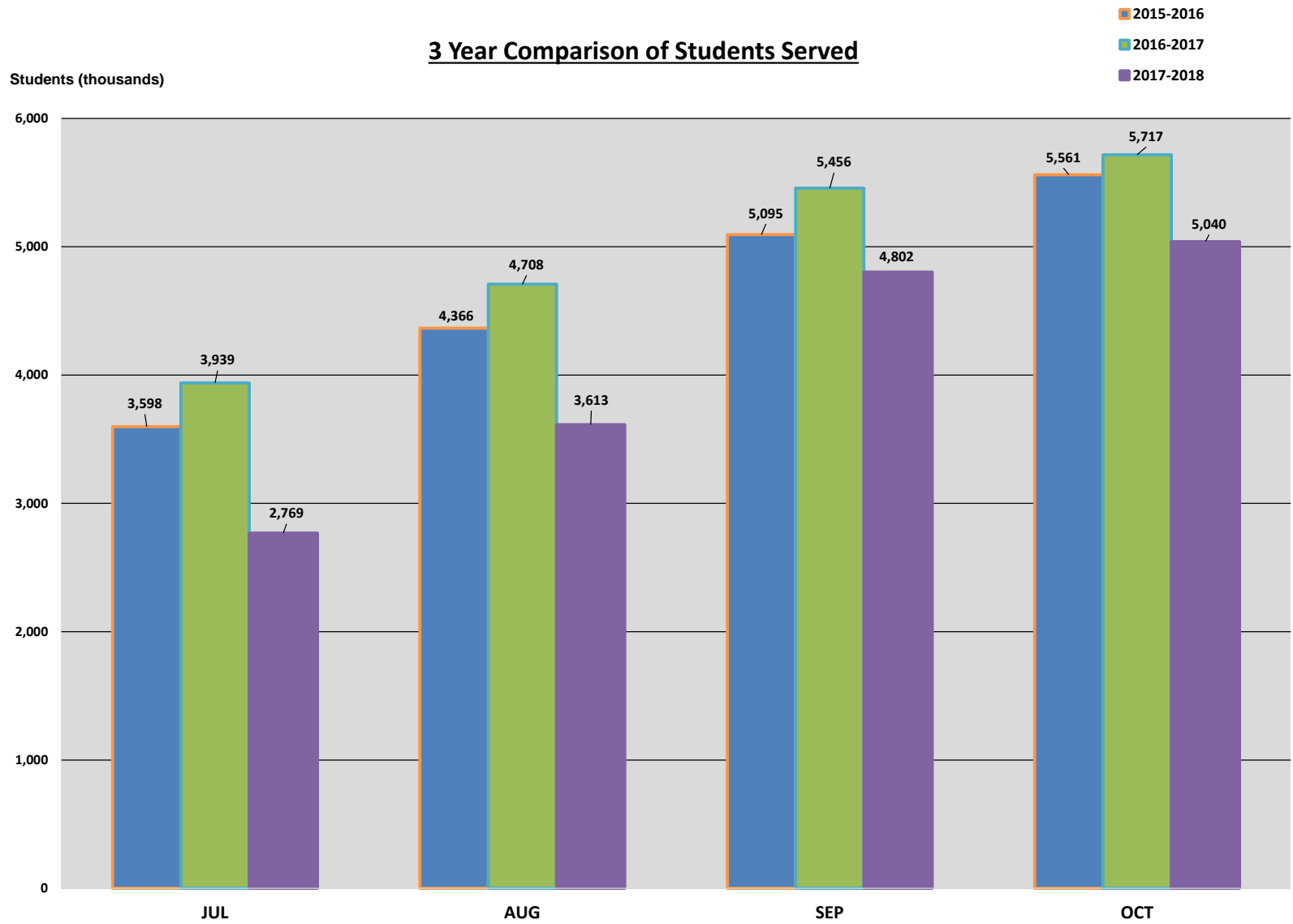
Note: WorkForce Development includes WorkFirst, Worker Retraining, BFET, Opportunity Grants, and Sponsored Programs

3 Year Comparison of Total Aid Awarded



Note: 2017-2018 Awarding is still in progress

3 Year Comparison of Students Served



Next Meeting

No documents for this item

Executive Session

No documents for this item

Adjournment

No documents for this item