



Clark College
BOT Meeting
Wednesday, December 18, 2019 5:00 PM (PST)
GHL 213



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GHL 213

- I. Call to Order/Agenda Review - Chair Jacobsen
- II. Introductions - Interim President Fowler-Hill
- III. Action Items - Consent Agenda - Chair Jacobsen
 - A. #1 - November 13, 2019 Board Meeting Minutes
 - B. #2 - December 2, 2019 Special Board Meeting Minutes
 - C. #3 - December 9, 2019 Special Board Meeting Minutes
- IV. Presidential Finalists - Paul Speer
Executive Session
- V. Audience Statements - Chair Jacobsen
Audience statements will be limited to two minutes each.
- VI. Constituent Reports
 - A. AHE - Suzanne Southerland
 - B. WPEA - Dee Harris
 - C. ASCC - Evans Kaame
 - D. Foundation - Lisa Gibert
- VII. Reports from Board Members - Chair Jacobsen
- VIII. President's Report - Interim President Fowler-Hill
 - A. Student Affairs Presentation
No Student Affairs presentation this month.
 - B. Faculty Presentation
No Faculty presentation this month.
 - C. Board Priorities
 - D. Scorecards
 - E. Statistics
- IX. Next Meeting
The next meeting of the Board of Trustees is currently scheduled for Wednesday, January 22, 2020 at 5pm in the Ellis Dunn Community Room, GHL 213.
- X. Executive Session - Chair Jacobsen
An Executive Session may be held for any allowable topic under the Open Public Meetings Act.
- XI. Adjournment - Chair Jacobsen
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 - Consent Agenda

No documents for this item

Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, November 13, 2019
GHL 213

In Attendance

Jane Jacobsen, Chair
Rekah Strong, Vice Chair (via phone)
Jeanne Bennett, Trustee
Jada Rupley, Trustee
Paul Speer, Trustee

Administrators

Dr. Sandra Fowler-Hill, Interim President
Bill Belden, Vice President of Student Services
Dr. Sachi Horback, Vice President of Instruction
Kelly Love, Chief Communications Officer
Kevin Witte, Vice President of Economic & Community Development
Rashida Willard, Interim Associate Vice President of Diversity, Equity & Inclusion
Bob Williamson, Vice President of Administrative Services
Stefani Coverson, Vice President of Human Resources & Compliance
Valerie Moreno, Chief Information Officer

Others

Kimberly Witherspoon, Assistant Attorney General
Joel Munson, Senior Vice President and Chief Advancement Officer, Clark College Foundation
April Mixon, AHE Representative
Sarah Thorsen, WPEA President

I. Call to Order/Agenda Review

Chair Jacobsen called the meeting to order at 5:11pm.

II. Introductions

Interim President Fowler-Hill expressed gratitude and appreciation implementing the successful conversion to ctclink. The following ctclink Team Leaders were acknowledged:

Susan Maxwell, myClark ctclink Project Director
Sabra Sand, Director of Business Services and Financial Management Pillar Lead
Mirranda Saari, Associate Dean of Enrollment Services and Registrar and Campus Solution Pillar Lead
Guisela Eberle, Human Resources Assistant Director and Human Capital Management Pillar Lead
Genevieve Howard, Associate Vice President of Instruction and Instructional Lead
Andy Barsotti, Director of Data Services and ITS Lead
Tanya Kerr, ctclink Internal Controls and Business Analyst (Campus Solutions and Financial Management)
Jennifer Ward, Program Manager for myClark ctclink

Shanda Haluapo, Associate Vice President of Planning and Effectiveness and myClark ctcLink
Executive Sponsor

III. Action Items and/or Consent Agenda

- A. #1 - Draft President's Job Description (Administrative Staff Position Description 001000)
- B. #2 - 2019-2020 Academic Calendar (corrected)
- C. #3 - October 23, 2019 Board Meeting Minutes
- D. #3 - October 17, 2019 Special Board Meeting Minutes
- E. #4 - October 29, 2019 Special Board Meeting Minutes

MOTION: Trustee Rupley made a motion to approve the Consent Agenda Items III A-E. Trustee Speer seconded the motion and it unanimously passed.

IV. Audience Statements

Chair Jacobsen read a statement:

The Board of Trustees welcomes public comment on all issues. A reminder that we have a two minute time limit to accommodate everyone who wishes to speak. We value all voices and perspectives.

Gloria Rudzinski, a student at Clark, spoke in support of one of her adjunct Professors. Ms. Rudzinski shared that students are concerned that faculty are not being paid fairly and stated her support in favor of the teachers if they choose to strike.

V. Constituent Reports

A. AHE

April Mixon, AHE representative, read three letters from adjunct professors. The letters stated that turnover among adjuncts is high due to the lack of opportunity, salaries and benefits. The letters expressed an outcome of equitable pay, retention, organization and stability.

Ms. Mixon shared figures for the cost of living in Clark County in conjunction with the average salary an adjunct professor receives. Ms. Mixon stated that social justice represents distribution of wealth, opportunities and breaking barriers for social mobility. Ms. Mixon stated that Clark College has not been able to achieve this.

B. WPEA

Sarah Thorsen, WPEA representative, spoke about training new students, conducting regular meetings and correcting the Academic Calendar to include the Native American Heritage Day, which will be formally recognized the day after Thanksgiving.

C. ASCC

President Kaame shared that he participated in a conference call with other student leaders regarding the upcoming legislative year, legislative priorities and campus civic engagement. President Kaame was invited, along with five other student leaders to advocate for the legislative agendas. President Kaame shared about activities on campus for student connection. President

Kamma reported that there are currently 40 student representative positions filled out of the 63 available.

Trustee Speer thanked President Kaame for the comments he made at the Foundation Scholarship Awards event.

D. Foundation

Joel Munson, Senior Vice President and Chief Advancement Officer, shared that overall campaign figures are approaching 24 million with the goal of 35 million. A campaign, called 5k Voices, is designed to capture 5k unique donations through December 2021. Currently, there are 4500k unique donors in which 65% are new donors to the Clark College Foundation. An annual audit is currently being completed and no issues are anticipated. Mr. Munson also reported that the Savoring Excellence Gala is going to be held on May 13, 2020 at the Hilton in downtown Vancouver, with the theme, *Momentous Milestones - Tremendous Tomorrows*.

VI. Reports from Board Members

A. Presidential Search Update

Trustee Speer reported that 40 applicants have currently applied for the Presidential position which closes on Friday, November 15. The Search Advisory Committee will evaluate the applicants utilizing a matrix screening process. Trustee Speer shared that video interviews will be taking place and the Board of Trustees will be approving the finalists at their next meeting. Finalists will be conducting forums and panels in January. A final decision will be made in February identifying the future President.

B. Trustee Bennett

Trustee Bennett reported that she attended the Foundation Scholarship event which she found inspirational. Trustee Bennett reported that as the Foundation Liaison, she recently spent time with staff and members of the board. Trustee Bennett reported that she attended the ACT conference. Trustee Bennett shared that she is helping collect financial contributions for the Phi Theta Kappa Thanksgiving baskets.

C. Chair Jacobsen

Chair Jacobsen reported that she attended the ACT and expressed her appreciation to Interim President Fowler-Hill regarding the positive reputation she has within the community college community. Chair Jacobsen also reported that she attended the Foundation Scholarship event. Chair Jacobsen reported that the BOD/BOT meetings have been successful and will be continuing on a bi-monthly basis.

D. Trustee Rupley

Trustee Rupley volunteered her time to Trustee Speer.

E. Trustee Speer

Trustee Speer shared that he had some shop time with Dr. May-Varas, Professor of the IBEST Welding Program. Trustee Speer reported that he attended Clark Colleges Powwow, a celebratory community event. Trustee Speer met with the Equity Advisory Council which provided constructive feedback. Trustee Speer discussed the DACA ruling and reaffirmed the message that Clark students are wanted and welcomed.

F. Trustee Strong

Trustee Strong reported that she attends the BOD/BOT meetings and has found them to be effective and productive.

VII. President's Report

A. Student Affairs Presentation

Mirranda Saari, Associate Dean of Enrollment Services and Registrar, John Maduta, Director of Advising Services, Vanessa Watkins, Director of Entry Services and a Clark student reported on the ctcLink implementation process. Ms. Saari reported that Tuesday, October 12, 2019 was the first day of registering current students online, receiving online payments and new student enrollment using ctcLink.

A Clark student, demonstrated the ctcLink in live time, highlighting the new features; such as his contact details, school schedule, registering for classes, swapping classes, adding classes to his shopping cart and financial obligations with clear deadlines and payment options.

B. Faculty Presentation

Dr. Sarah Kuzera, Director of Medical Assisting & Practicum Coordinator thanked Andreana DiGiorgio and Dr. Brenda Walstead for their leadership and support. Dr. Kuzera gave a PowerPoint presentation emphasizing what Medical Assistants role and duties are as well as highlighting that MA's are one of the fastest growing professions. Dr. Kuzera presented historical and current data reflecting program completion, exam passage and job placement.

C. Scorecards

Interim Dr. Fowler-Hill shared that there was a limited Scorecard report due to the launch of ctcLink. A ctcLink update and post review of the implementation process is available. December's report will have a full Scorecard report.

VIII. Next Meeting

The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, December 18, 2019 in the Ellis Dunn Community Room, GHL 213 at 5pm.

Board Retreat

The Board of Trustees is currently scheduled for Wednesday, December 18, 2019 from 10:00am-2:00pm at Clark's Columbia Tech Center campus in Room, 430 for a Board Retreat

IX. Executive Session

The Board did not have an Executive Session.

X. Adjournment

There being no further business, the meeting adjourned at 6:51pm.

Jane Jacobsen, Chair

Stephanie Weldy
Recorder
Date: November 13, 2019

Clark College
Minutes of the Special Meeting of the Board of Trustees
Monday, December 3, 2019
PUB 258C

In Attendance

Jane Jacobsen, Chair
Jeanne Bennett, Trustee
Paul Speer, Trustee

Absent

Rekah Strong, Vice Chair
Jada Rupley, Trustee

Others

Sandra Fowler-Hill, Interim President
Tsering Cornell, Assistant Attorney General
Bill Belden, Vice President of Student Affairs
Shanda Haluapo, Associate Vice President of Planning and Effectiveness
Dr. Chris Hill, Dean of Research, Planning and Institutional Effectiveness at Mira Costa College

I. Call to Order/Agenda Review

Chair Jacobsen called the meeting to order at 4:02pm.

II. Special Session

The Board convened a special session at 4:02pm for a presentation by Dr. Chris Hill, regarding Guided Pathways 2.0 Project.

III. Adjournment

There being no further business, Chair Jacobsen adjourned the special meeting at 5:00pm.

Jane Jacobsen, Chair

Stephanie Weldy
Recorder
December 2, 2019

Clark College
Minutes of the Special Meeting of the Board of Trustees
Monday, December 9, 2019
President's Conference Room

In Attendance

Jane Jacobsen, Chair (via phone)
Rekah Strong, Vice Chair
Jada Rupley, Trustee (via phone)
Jeanne Bennett, Trustee
Paul Speer, Trustee

Others

Sandra Fowler-Hill, Interim President
Kimberly Witherspoon, Assistant Attorney General
Kelly Love, Chief Communications Officer
Stefani Coverson, Vice President of Human Resources
Bob Williamson, Vice President of Administrative Services
Sachi Horback, Vice President of Instruction
Stephanie Weldy, Interim Executive Assistant to the Board of Trustees

I. Call to Order/Agenda Review

Chair Jacobsen called the meeting to order at 7:35am.

II. Special Session

The special meeting was called to order at 7:35am by Board Chair Jacobsen. The Board went into a closed meeting and executive session under RCW 42.30.140(4)(b) to plan or adopt the strategy or position to be taken during the course of any collective bargaining, professional negotiations, or mediation proceedings, or review the proposals made in the negotiations or proceedings while in progress; and under RCW 42.30.110(1)(i) to discuss with legal counsel representing the College litigation or potential litigation to which the College is likely to become a party. The executive session was scheduled to end at 8:05 pm. At 8:05am the executive session was extended until 8:22am. At 8:22am, the executive session was extended until 8:37am. At 8:37am, the executive session ended and the Board went back into open public meeting. Trustee Speer made a motion for the Board to adopt the resolution as prepared, that the Clark College Board of Trustees delegates authority to the Interim College President, and names the Interim College President, Dr. Sandra Fowler-Hill, as the representative of the Board of Trustees to invoke the jurisdiction of the Clark County Superior Court to issue an appropriate order pursuant to RCW 28B.52.078 against the Clark College Association for Higher Education (CCAHE, the Clark College faculty union); Washington Education Association (WEA); the Uniserv Representative for the CCAHE; National Education Association (NEA); the CCAHE President; and the individual members of the CCAHE. Vice Chair Strong seconded the motion. All members voted in favor, none opposed, no abstentions. Chair Jacobsen noted the motion carried and ended the meeting.

III. Adjournment

There being no further business, Chair Jacobsen adjourned the special meeting at 8:40am.

Jane Jacobsen, Chair

Stephanie Weldy
Recorder
December 10, 2019

Presidential Finalists

No documents for this item

Audience Statements

No documents for this item

Constituent Reports

No documents for this item

AHE

No documents for this item

WPEA/UFCW Local 365, Clark College Unit

Board Report for December 2019

MEETINGS

WPEA Steward Meeting January 2, 2020

WPEA monthly conversation with Dr. Sandra Fowler-Hill December 17, 2019

LMCC Meeting January 22, 2020

COMMUNICATION

Current contact for campus stewards:

Co-Chief Shop Stewards

Sarah Thorsen 360-992-2075

Heather Adams 360-992-2900

Communications Officers

David Sims 360-992-2132

Degundrea Harris 360-992-2382

Shop Stewards in Training

Chris Layfield 360-992-2933

Angela Dawson 360-992-2515

Shop Stewards in Training

Danielle Plesser 360-992-2273

Becky Udway 360-992-2740

News and Congratulations to our Classified Staff:

- Big congrats to our penguins that logged steps, Aaron McPherson from facilities with 826,264 steps!
- Thank you to Janice Taylor and her continued communication and service on the Budget Committee
- Thank you to all of the enrollment, advising and entry services classified staff that have been fielding questions from students regarding registration and ctclink!
- Huge thank you to all of the IT & Business services staff working around the clock with ctclink, keeping us running and paid!

Labor Management Communication

WPEA stewards will be meeting with management in January to discuss: Diversity and job retention of employees, unfilled classified positions and vacancies, length of time in filling positions, interim positions, and demand to bargain business.

Updates and Announcements

- WPEA looks forward to continued and regular meetings with management and President Fowler-Hill throughout the 2019-2020 academic year.

ASCC

BOARD OF TRUSTEES REPORT

November 2019

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

College Accessibility

- ❖ **The ASCC Vice President have been utilizing social media to promote and enhance student engagement through Student Life Facebook Page. Also, she has been working to promote student leadership employment opportunities for all students in the college.**
- ❖ **The student government have proposed an idea is aimed in achieving one of the priorities by the end of the spring quarter. The idea is the creation of a standardized cost for renting books in the book store. The ASCC Vice President had a meeting with Monica Knowles the bookstore manager regarding the idea and it was promising conversation. Additionally, we are working with the foundation to discuss on how we can bridge on the costs of renting different books.**
- ❖ **The ASCC Vice President had a meeting with Dr. Michael Brown (Dean of the Library) to talk about how we can help students borrow the textbooks outside of the library and how to have cheap textbooks for students in general. The outcome of the meeting was positive and the student government have the obligation to reach out to the student through conducting a survey in order to determine the need of different types of books that will be borrowed outside the library with a convenient time-frame. The Dean of the Library also suggested that reaching to the faculty will make it easy to identify different kinds of textbooks from different departments that are in greater need/demand.**

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

Professional Development

- ❖ **29 student representatives. Filled: 43, Empty: 20**
- ❖ **18 students attended the committee orientation.**
- ❖ **New promotion paper for PR positions, keep checking with students who are interested in joining ASCC.**
- ❖ **On Friday, November 22, ASCC Student Government and Activities Programming Board leaders received an overview of the proposed MyPlan from Career Services staff. Student Leaders were provided an opportunity to preview the plan and provide feedback prior to use with all students.**
- ❖ **On Friday, November 22, the ASCC officers, peer mentors, and student ambassadors received a training for the Legislative Breakfast Day that will be hosted on December 2nd, 2019 at Clark College. The training was organized and facilitated by Kelly Love the Chief Communication Officer. The purpose of the training was to help students leaders who will be attending the Legislative Breakfast understand the plan of the event, how to initiate and maintain conversations with legislatures and other invited guests, and share their stories about Clark College.**

ECONOMIC VITALITY

Facilitate student learning by providing programs, services, and conditions that improve the economic well-being of the students, college, and community.

- Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.
- Align program offerings with regional workforce needs to include technical and work-readiness skills.
- Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships.
- Maximize the college's return on investment by responsibly allocating available resources.
- Leverage resources to create and sustain future innovations.

Progress

College Affordability

- ❖ **On November 5th, 2019 the ASCC Civic and Sustainability Director reminded students and other community members to submit their ballots for the general election day.**
- ❖ **The ASCC Civic and Sustainability Director organized and promoted Fall Quarter Food Drive from November 11-22, 2019. The Food drive competition was conducted between programs and clubs the winner was Child and Family programs. The total item they bought was 517, and they received total of \$200 for program funding.**
- ❖ **Student Government Budget Committee on November 13th reviewed the one-time funding request from the Penguin Pantry and approved \$30,000. The Funding were to**

be used by the pantry management to fund the Program Coordinator, a potential Americorp worker, supplies and other operations that sustain the pantry.

- ❖ Student Government Budget Committee scheduled on November 20th reviewed the one-time funding request from the Clark College Comics Club and approved \$15,754.00. The funding were to be used in the creation and publication of the 2nd issue of the Iceberg, hold the release event, advertising, provide food and drinks for the attendees, and compensate the Guest panel.
- ❖ ASCC Finance Director attended the IT Committee on November 20th, and discussed about Strategic Plan for IT Committee and transparency. This meeting was just a brief observation of the purpose of committee, the vision, and the future plans.
- ❖ Working towards getting in contact with Foundation representative in order to get some additional information on how to engage with local businesses for fundraising reasons

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

College Accessibility

- ❖ Developing the concept and plan for the new Student Support/Need page in order to increase accessibility and make it easier to inform students about services and support provided in Clark College. The ASCC Finance Director is working with the IT Committee to develop strategic ways to effectively create the web page. The purpose for the web page is to enhance the optimization of college web search engine and allow students to easily access resources.
- ❖ Club Room: The ASCC Club Coordinator submitted an official proposal that was passed by a vote of majority to change how clubs may access the club room under the supervision of the student life office.
- ❖ CSF: 12 hours of club service funding were given out, totaling \$150 in allotments
- ❖ Dedicated to continuing to support clubs through the chartering process, keeping on top of CSF, and advocating for a change in usage for the club room.
- ❖ Chartering: An additional club has chartered bringing the total to 14.
- ❖ In the process of creating a Social Media Spirit Week to increase the amount of students to join our Social Media and making ASCC to be more active because we don't have a Students Relations and Promotions Coordinator yet.
- ❖ The student government have finished planning for the next quarter by preparing on different activities that will be done for the welcome week and other activities for the rest of the quarter. Events such as Involvement Fairs, ASCC Social, and Food Drive. The theme for next quarter's welcome week is to promote and enhance the Penguin Spirit and Pride for the Penguin Nation through different mediums including social

media, in-class visitations, Posters, and Flyers. In order to make this effective, we have allocated enough funds for various projects particularly rewarding students who will be actively engaging in building the Penguin Spirit and Pride for the Penguin Nation.

**Foundation
December 2019**

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

1. **Advancement:**

We are quickly approaching the final \$10 million of the \$35 million goals. The foundation thanks all of our donors and supporters who believe in Clark College and the Clark College Foundation and continue to demonstrate that they care about these important institutions and the roles each one plays in our community.

Our year-end issue of *Clark Partners* is coming out soon and reflects the strong progress made this year. The December issue highlights some of our recent successes including the scholarship reception (also reflected in our most recent podcast, Penguin Chats). We also have a wonderful profile on our “Education Senator” Al Bauer as he reminisces about Clark College and Clark College Foundation over the years. Senator Bauer is profiled in a new podcast, as well. We also highlight the generous scholarship support from Kate Jones and Marty Rifkin of KMR Foundation and their dedication to not only providing financial support to Clark Students but moving them into strong employment opportunities with their company, as well. It’s a fascinating article on two remarkable people and their transformative impact on students.

2. **Strategic Alignment:** *Builds on the mantra “together we are stronger.”*

Strategic alignment indicators for FY 2020 involve:

- Enhance communication between institutions
- Collaborate on advocacy at a governmental level
- Progress development of real estate holdings

The Foundation continues to work closely with the college on communication efforts between the two institutions. These efforts have included increased face-to-face conversations involving the chair and vice-chair of each respective board, along with the two executives. These conversations have been extremely insightful and have provided an opportunity to explore the working relationship between the entities on a much deeper basis. The college and the foundation are faced with some difficult challenges. Although difficult, we will get through these challenges together by keeping in mind the importance of our respective missions.

Issues are further addressed through regular ongoing face-to-face meetings between the college President and foundation CEO. Participation in a team-

building retreat with the executive cabinet provided additional opportunities to build a better working climate at Clark College.

Governmental advocacy is beginning in December, as the legislative breakfast at Clark College is planned. The foundation plays a supportive role in Clark's initiatives with the capital funding playing one area of support that carries over from the last legislative session. Given the voter-approved initiatives, this capital may be at risk due to reduced anticipated tax revenue from vehicle licensing. This situation will need to be monitored closely.

Development activity at Boschma Farms is taking hold. Look, we have a road!



This is tremendously exciting and shows that our project is on the move. Also, the transfer of 10 acres of campus land is set to occur in the next few weeks, so the property will be in the College's hands and ready to move forward with the first academic building. Meetings to further discuss the unified vision for the academic and non-academic offerings are scheduled to reconvene in early December. The excitement continues to build around this project as several community groups hear about this wonderful opportunity to support economic development within our region.

3. **Fiduciary Responsibility:** *Ensuring compliance and fiduciary oversight to the organization's asset base.*

The audit for the year ended June 30, 2019, has been completed. The foundation's audit firm, Moss Adams LLP, reported to the foundation's finance committee and the audit was approved. No issues were noted and the foundation received a clean audit opinion. The audit report will be forwarded to the full board for approval in December 2019.

The foundation continues to support college needs and priorities. For the three months ending September 30, 2019, the foundation made the following college and student-related expenditures:

Scholarships	\$ 380,828
College program support	151,757
College staff salaries/benefits/stipends	41,138

College and community relations	<u>19,414</u>
Total	\$ 593,137

4. **Board Relations:** *Implement and maintain processes by which board ensures its relevance through appropriate succession planning and evaluation of efforts.*

The foundation board is in the process of building a pipeline and affiliated process for vetting interest in board service. Recognizing our growing community, the foundation is seeking a variety of avenues to broaden the board in several categories, including but not limited to, vocational expertise, racial, cultural, geographic, gender and other relative aspects of diversity. The board is critically important in being able to reflect our community and provide inroads for additional support for the health and welfare of the college. A stable educated workforce will provide our community with the assets needed to be strong.

5. **Other:**

Clark College Foundation is near the top of a list that was published on November 18, 2019, edition of the publication, *Community College Daily*. This article gives a good perspective of the state of endowments for community colleges.

["Endowments: They're not just for elite universities anymore"](#)

The public two-year colleges with the largest endowments included:

[Miami Dade College](#) Foundation (Florida), \$486 million

[Valencia College](#) Foundation (Florida), \$74.3 million

[College of Central Florida](#) Foundation, \$71.7 million

[Clark College](#) Foundation (Washington), \$65.2 million

[Broward College](#) Foundation (Florida), \$63.9 million

[Northampton Community College](#) Foundation (Pennsylvania), \$51.9 million

[Northwest College](#) Foundation (Wyoming) \$39.6 million

[Sinclair Community College](#) Foundation (Ohio), \$36.3 million

Cuesta College Foundation (California), \$33.9 million

[SUNY Broome Community College](#) Foundation (New York), \$33.1 million

The State of Florida is very supportive of its institutions of higher education. Based upon prior discussions with Miami Dade College Foundation, their success has been embedded with significant state support and outstanding private philanthropy. The figure noted above is particularly interesting, as something must have occurred in the past two years (\$124M in 2017) to build their endowment levels to this amazing level. It is inspiring to see a community

college rise to such significance. Currently, Miami Dade College has a total of eight campuses and twenty-one outreach centers. It is the largest college in the Florida College System with over 165,000 students and is the second-largest college or university in the United States.

Respectfully submitted,

Lisa Gibert
Chief Executive Officer
December 3, 2019

Attachments:

Financial Dashboard
Development Dashboard
Annual Giving Comparison
Campaign Committed Gifts Report

Financial Dashboard as of September 30, 2019

Contributions/Donations Received

	1973 - Present				
	Year to Date	6/30/2019	6/30/2018	6/30/2017	Life to date
Unrestricted \$	216,387	\$ 586,858	\$ 644,781	\$ 351,760	
Temp. Restricted	902,276	1,546,038	2,096,785	1,483,984	
Perm. Restricted	244,917	6,582,984	1,752,797	103,677	
Total \$	1,363,580	\$ 8,715,880	\$ 4,494,363	\$ 1,939,421	\$ 106,270,877

College Support Expended

Program	Year to Date		6/30/2019		6/30/2018		6/30/2017		1973 - Present Life to date
	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	
Boschma Farms land acquisition	\$ 42,619	\$ 150,275	\$ 230,950	\$ 1,327,240	\$ 470,922	\$ 601,058	\$ 298,054	\$ 495,521	\$ 35,570,812
Capital projects-STEM/Dental Hyg./Oth.	-	-	2,082,091	-	444,444	-	444,444	-	5,932,722
College & Community Relations	19,414	-	57,317	-	47,306	603,265	175,000	252,559	13,986,855
Scholarships	7,488	373,341	17,622	1,174,984	8,210	960,649	81,718	-	290,507
Total	\$ 69,521	\$ 523,615	\$ 2,387,980	\$ 2,502,224	\$ 970,882	\$ 2,164,972	\$ 1,008,279	\$ 1,648,118	\$ 68,363,475

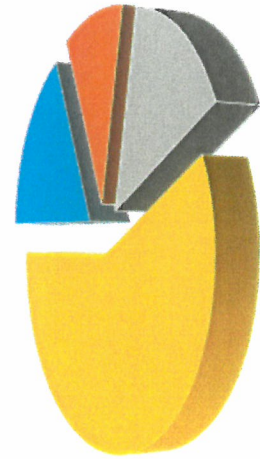
Scholarships

	YTD	6/30/2019	6/30/2018	6/30/2017	6/30/2016
Number of students receiving awards	350	561	516	421	383
Clark College Students (Fall Census excl. Running Start)	7,576	7,973	8,490	8,880	9,118

Net Assets by Type

Unrestricted	\$ 18,483,639
Board Restricted	\$ 10,923,979
Temporarily Restricted	15,592,154
Permanently Restricted	60,935,124
Net Assets	\$ 105,934,896

Net Assets by Type

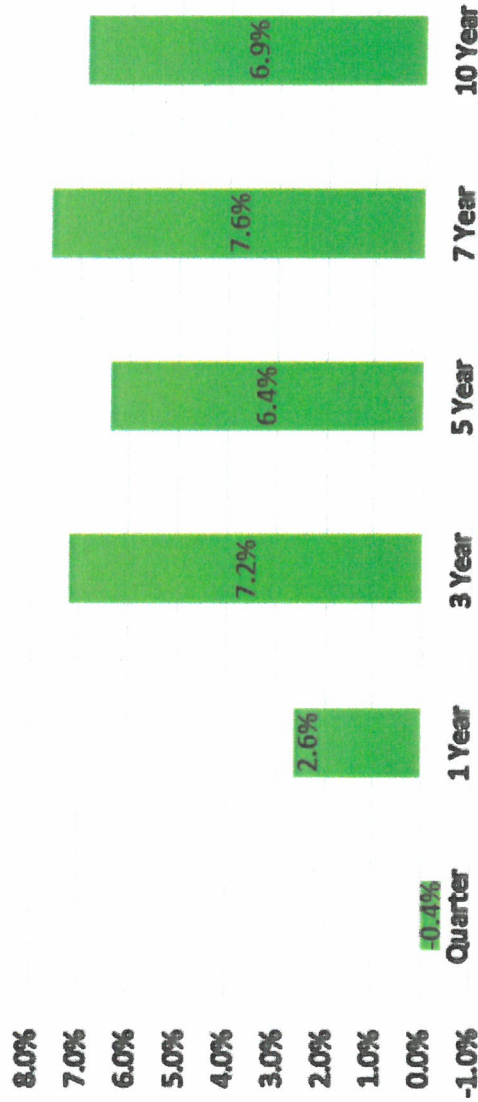


*Cost of tuition (2019-2020).
 12 credits for 3 qtrs. = \$3,879.
 Lower division courses.
 Excludes books or addtl.
 fees such as nursing, labs,
 etc.*

	9/30/2019	6/30/2019	6/30/2018	6/30/2017	6/30/2016
Unrestricted Net Assets					
Assets					
Cash	\$ 17,798	\$ 81,765	\$ 32,573	\$ 533,396	\$ 434,119
Investments	5,451,146	6,120,908	8,103,108	7,067,349	7,797,334
Receivables	298,728	265,344	122,925	133,280	65,880
Prepays/Deposits/Other Assets	457,411	312,012	337,341	164,818	120,217
Land/building/equipment	12,828,331	12,821,759	12,728,727	12,731,837	13,038,307
Liabilities					
A/P/Other Liabilities	(569,775)	(1,086,594)	(888,502)	(422,434)	(1,957,849)
Note Payable	-	-	(2,082,091)	(2,481,701)	(2,873,600)
	<u>\$ 18,483,639</u>	<u>\$ 18,515,194</u>	<u>\$ 18,354,081</u>	<u>\$ 17,726,545</u>	<u>\$ 16,624,408</u>

	6/30/2020	6/30/2021	6/30/2022	6/30/2023	6/30/2024
Projected Liquid	563,545	610,245	656,945	703,645	550,345
Unrestricted Net					
Assets Available					

Investment Pool Returns (Losses)



Endowment

Distribution Details

	FY 20	FY 19	FY 18	FY 17	FY 16
College Program	\$ 1,100,044	\$ 1,522,786	\$ 1,229,465	\$ 1,187,928	\$ 1,153,185
Unrestricted	2,275,514	1,884,177	1,733,270	1,704,605	1,650,472
College Program Reserves	99,247	221,260	232,247	201,368	248,212
	<u>\$ 3,474,805</u>	<u>\$ 3,628,223</u>	<u>\$ 3,194,982</u>	<u>\$ 3,093,901</u>	<u>\$ 3,051,869</u>



Dashboard



Strategic Initiatives:

- Development
- Strategic Alignment
- Fiduciary Responsibility
- Board Relations

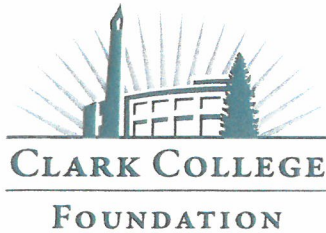
	Current fiscal year to-date	Prior fiscal year to-date	Prior fiscal year
Fiscal year	7/1/2019 - 11/8/2019	7/1/2018 - 11/8/2018	7/1/2018 - 6/30/2019
Total number of donors	734	744	1,962
Number of new donors acquired	301	283	768
Number of new major gift donors acquired	1	6	19
Number of \$1,000+ donors	64	82	230
Number of confirmed irrevocable planned gifts	1	8	7
Number of confirmed revocable planned gifts	0	0	1
Foundation board participation*	60%	79%	95%
College trustee participation	60%	33%	100%
Executive Cabinet participation	64%	63%	70%
Foundation staff participation	67%	85%	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 30, 2019**

	FY2020	FY2019	FY2018	FY2017
TYPE				
Cash/Stock/Property	\$297,707	\$2,145,169	\$3,135,656	\$1,032,495
Pledge	\$1,457,945	\$884,101	\$99,974	\$1,015,831
In-kind	\$11,589	\$65,868	\$41,124	\$220,399
Deferred Irrevocable at Face Value*	\$10,000	\$4,916,732	\$1,158,712	\$100,000
TOTAL	\$1,777,242	\$8,011,870	\$4,435,467	\$2,368,725
SOURCE				
Board Members (includes ex officio)	\$22,800	\$193,438	\$95,380	\$641,410
Employees	\$22,600	\$53,491	\$36,108	\$54,078
Alumni	\$35,484	\$568,992	\$1,039,995	\$185,508
Friends	\$72,416	\$981,835	\$615,815	\$545,993
Estates	\$720	\$4,723,175	\$1,087,717	\$26,200
Family Foundations and Trusts	\$434,418	\$806,115	\$850,600	\$337,988
Corporate & Community Foundations	\$1,095,710	\$343,691	\$499,208	\$222,342
Corporations/Other Organizations	\$92,991	\$329,989	\$204,394	\$353,892
Government Entities	\$103	\$11,144	\$6,249	\$1,314
TOTAL	\$1,777,242	\$8,011,870	\$4,435,467	\$2,368,725
PURPOSE				
Current Use				
Unrestricted	\$128,032	\$129,599	\$396,376	\$495,391
Faculty Support	\$0	\$0	\$0	\$0
Programs/Other	\$903,259	\$519,077	\$315,270	\$423,516
Scholarships	\$95,468	\$690,585	\$717,393	\$377,189
Sponsorships	\$5,900	\$86,100	\$13,384	\$34,600
Technology/Equipment	\$0	\$0	\$0	\$0
Endowed				
Unrestricted	\$0	\$0	\$0	\$0
Faculty Support	\$0	\$0	\$0	\$0
Programs/Other	\$250,154	\$180,880	\$80,243	\$33,456
Scholarships	\$384,428	\$1,476,297	\$1,747,579	\$103,393
Technology/Equipment	\$0	\$0	\$0	\$0
Capital				
Culinary	\$0	\$12,600	\$6,370	\$780,515
STEM	\$0	\$0	\$140	\$20,465
Programs/Other	\$0	\$0	\$0	\$200
Deferred Irrevocable at Face Value*				
Programs/Other	\$10,000	\$4,916,732	\$1,158,712	\$100,000
TOTAL	\$1,777,242	\$8,011,870	\$4,435,467	\$2,368,725
*Number of irrevocable gifts secured	1	7	3	1
Deferred Revocable at Face Value	\$10,000	\$170,000	\$1,010,000	

Clark College Foundation Campaign with Grant Awards

Committed Gifts Report

By Campaign Initiative

July 1, 2015 - November 8, 2019

	Endowment	Current	Capital	Irrevocable Planned Gift	In Kind	Total
Scholarships (\$8 MM)						
FLEX	\$ -	\$ 52,350	\$ -	\$ 4,157,939	\$ -	\$ 4,210,289
Unit / Program Based	\$ 4,043,147	\$ 2,776,628	\$ -	\$ 1,188,806	\$ 5,577	\$ 8,014,158
Foundation Unrestricted	\$ -	\$ 294,985	\$ -	\$ -	\$ -	\$ 294,985
Advanced Manufacturing (\$5 MM)						
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Guided Pathways (\$4 MM)						
Professional Development	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Financial Literacy	\$ -	\$ 49,100	\$ -	\$ -	\$ -	\$ 49,100
Technology / Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Smart Classrooms	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ 575,156	\$ -	\$ -	\$ 4,769	\$ 579,925
Veteran's Resource Center (\$2 MM)						
Emergency Fund	\$ -	\$ 4,125	\$ -	\$ -	\$ -	\$ 4,125
Transportation / Childcare	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transition Boot Camp	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ 250,000	\$ 592,996	\$ -	\$ -	\$ 5,075	\$ 848,071
Culinary (\$10.5 MM)						
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ 4,831,010	\$ 297,000	\$ -	\$ 5,128,010
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ 46,780	\$ -	\$ -	\$ 19,862	\$ 66,642
Mature Learning (\$1 MM)						
Program	\$ -	\$ 14,815	\$ -	\$ -	\$ -	\$ 14,815
Other						
Restricted	\$ 184,034	\$ 952,448	\$ 329,840	\$ 345,819	\$ 304,007	\$ 2,116,149
Unrestricted	\$ -	\$ 1,477,674	\$ -	\$ 199,953	\$ 76,336	\$ 1,753,963
Total (\$35 MM)	\$ 4,477,181	\$ 6,868,138	\$ 5,160,850	\$ 6,189,517	\$ 420,888	\$ 23,116,574

Reports from Board Members

No documents for this item

President's Report

No documents for this item

Student Affairs Presentation

No documents for this item

Faculty Presentation

No documents for this item



Clark College Board of Trustees Progress on 2019-2020 Board Priorities

Increase student engagement and outcomes by implementing Guided Pathways that result in student completion and equity.

(Academic Excellence, Social Equity, and Economic Vitality)

Develop external program maps and get them on the website.

- All program maps are going through a final editing process by the deans to ensure that the maps are sequential and student-centered according to best practices. We are also in the process of interviewing potential vendors/consultants to design our website to ensure a student-friendly, easy-to-navigate space that connects career to program pathways. (Instruction)

Increase students who complete math and English in the first year.

- Disability Support Services created digital braille with Math Type and Duxbury softwares for Math 107. (Student Affairs)
- The Mathematics Division is piloting a nationally used growth mindset course module within several courses from the Stanford-based PERTS (Project for Education Research that Scales) consortium. The project is being led by faculty member Mark Eddinger (who has also facilitated faculty and staff workshops on growth mindset). To date, 448 students have completed the module, and were assessed before and after the module on questions such as “You have a certain amount of intelligence, and you really can’t do much to change it,” an example of a fixed mindset. The module had a statistically significant impact on mindset, with a 10% increase (from 61% to 71%) in those showing a growth mindset. This shift is not just supportive of students being successful in their math courses, but in subsequent courses. The Mathematics Division will continue to expand the program, and would encourage other departments to consider it too. (Instruction)

Increase first to second quarter retention.

- Academic Advisors connected (in-person) with 624 continuing students during the month of November. Support provided ranged from educational planning to enrollment for winter term. All of this work was done in our new ctLink environment. The in-person visits do not reflect the additional triage support provided from our quick questions desk, kiosk stations, nor the numerous emails and phone calls supporting enrollment priorities and connections to resources/services. Advising Services will also transition to support all our new incoming students during mandatory orientation starting December 12th. (Student Affairs)
- On November 6, a team of Student Affairs and Instruction representatives attended the Guided Pathways Student Success Institute at the Heathman Lodge. Dr. Estela Bensimon’s keynote presentation, “Building sustainable equity-minded practitioners and leaders,” emphasized the importance of putting racial equity at the center of our guided pathways work. (Instruction)

Improve the college climate and employee morale, including shared governance.

(Environmental Integrity and Social Equity)

Develop and implement action plan based on results of Fall 2019 employee climate survey.

- The quantitative and qualitative results of the fall 2019 climate survey were released to the college community. The VP of Diversity, Equity, and Inclusion and the AVP of Planning and Effectiveness are convening a taskforce to develop strategies to improve the climate. The taskforce will commence in January 2020 and is set to conclude in June 2020 with actionable strategies developed. (Planning and Effectiveness)
- Office of Instruction had a celebration to recognize the intense workload related to preparing for ctclink. Office of Instruction is actively working to develop new traditions to replace older dominate-cultural celebrations of the past that are inclusive of all beliefs and celebrate our work as a team. (Instruction)

Develop and implement an action plan based on results of a cultural engagement survey that will be conducted winter quarter 2020.

- Planning and Effectiveness and the Office of Diversity, Equity and Inclusion are in the process of planning the survey. (Planning and Effectiveness)

Develop and implement comprehensive professional development to improve employee intercultural and multicultural competencies.

(Social Equity)

Describe the progress you have made in implementing Broadening Understanding, Intercultural Leadership and Development (BUILD) program.

- The Office of Diversity, Equity and Inclusion (ODEI) hosted the B.U.I.L.D. Kickoff meeting in which B.U.I.L.D. participants confirmed participation, received materials for the program and started work on the program. (Office of Diversity, Equity, and Inclusion)
- The Office of Diversity, Equity and Inclusion (ODEI) offered the training *Red, White & Brown: The History of Race in America* – one module of the B.U.I.L.D. Program. Through a historical timeline, this training explored the formation of race in the United States and its lasting effects on systemically non-dominant groups. Attendees identified key elements of systemic racism; how systemic racism manifests in institutions and policy; and how systemic racism affects students and employees of color at Clark College as an institution of higher education. (Office of Diversity, Equity, and Inclusion)
- The Office of Diversity, Equity and Inclusion (ODEI) offered the training *Disability Justice 101* – one module of the B.U.I.L.D. Program. Participants learned about the intricacies of the disability community, including affirming and non-affirming language; types of disabilities and neurodiversity; and how to put these tools into practice in the Clark College community. (Office of Diversity, Equity, and Inclusion)

Develop the plan to add a section regarding cultural relevancy and intercultural and multicultural competencies on the performance development plan.

- This work will commence during winter 2020.

Institutionalize hiring and retention practices that are equitable and inclusive. (Social Equity)

Increase employees of color retention.

- Human Resources is cataloging Racial Equity Inventory Tool to determine current state of resources/programs and working to ensure all college employees are required to complete yearly Higher Ed Works and Power Privilege and Inequity training. (Human Resources)

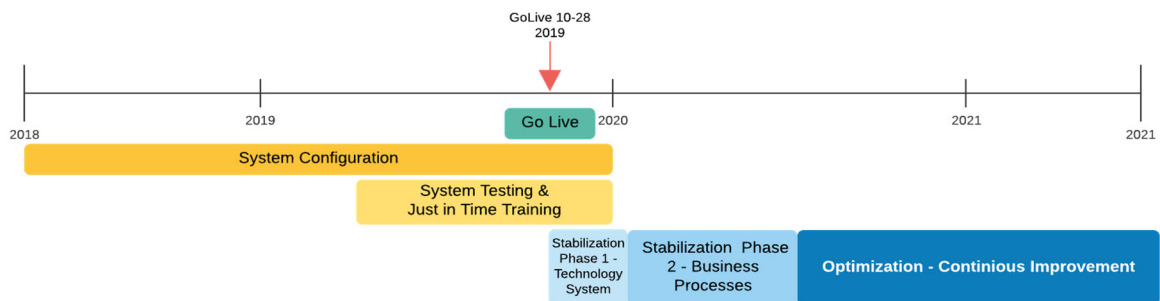
Evaluate equity, utilizing data, at every step of the hiring process.

- The student employment programs (federal, state, and institutional hire) are conscientious of marketing our programs to all students and our diversity rate for student employment is above the college 25% threshold. (Student Affairs)
- Human Resources is reviewing current recruitment processes and advertisement sources to increase diverse applicant pools and identify recruitment tools for specialized positions. (HR)
- In preparation for tenure track faculty hiring this winter and spring, instructional administrators have developed an equity-minded faculty job announcement template. The template emphasizes the college's commitment to hiring faculty who will engage in equity-based practices and help the college ensure equitable student outcomes. (Instruction)

Implement ctcLink technologies. (Environmental Integrity)

GoLive with PeopleSoft/ctcLink.

- The college is still in the process of stabilization and it is a tremendous effort! We will be in the process of stabilization for the next six months. We are currently in the first stage of stabilization which is stabilizing the technology system. The second stage focuses on stabilizing our business processes with the new technology; it will occur from January 2020 through June 2020. We plan to be in the optimization phase beginning in July 2020. (Planning and Effectiveness)



- Listed below are some ctcLink highlights from different departments:
 - Economic and Community Development (ECD) successfully processed faculty workloads for Fall 2019. ECD ran into issues in the conversion of existing and continuing community education. Therefore, they are contacting approximately 9,000 existing students to help them activate their new accounts for Winter Registration. ECD also attended a state-wide meeting to help plan the transition from the temporary continuing education platform to

- the permanent platform—both housed in PeopleSoft. Clark College’s ECD department is serving as a resource for the next wave of colleges that will GoLive in March 2020 with PeopleSoft and the temporary continuing education platform. (Economic and Community Development)
- All student employment hiring systems and processes are up and running, supporting student jobs. (Student Affairs)
 - Financial Aid is ready to disburse financial aid resources to students. (Student Affairs)
 - Disability Support Services and Advising Services staff promoted the ctcLink mobile app and ctcLink mobile website in helping students gain access to and register for classes in ctcLink. This is the accessible and Universally Designed option where all students can utilize many of the self-service functions of ctcLink without accessibility problems. This is an important platform for accessibility which is vital to students with disabilities who utilize Assistive Technology. (Student Affairs)
 - Human Resources is continuing data validation, evaluating and recommending security roles, correcting data/formula transfer errors, and coordinating with the SBCTC to troubleshoot. (Human Resources)
 - Since implementation of ctcLink resulted in the creation of new ODS (Operational Data Storage), the Library prepared their Integrated Library System for loading records from the new ODS. Representatives from Library Access Services and Technical Services, in consultation with the vendor, devised a strategy for this transition. Pavel Popov, Library IT Specialist, wrote a Perl script to add a new field in approximately 15,000 library user records, in order to prepare the Library system for incoming user records with the new ctcLinkID replacing SID. Together with Sergey Kachenkov, Library IT Technician, Pavel tested the script and then successfully converted all records in the ILS. As soon as Clark IT staff complete the extraction process in the new ODS, the Library will complete the second phase of this project. This will include loading the new records into the Library System to overlay records of existing students and employees and to add records for incoming students for winter 2020, so that they will have seamless access to library services. Additionally, thanks to the new configuration invented and implemented by the Integrated Library System experts at Clark Libraries, students and faculty will be able to use either their fall 2019 Clark ID cards (with SID) or new Clark ID cards (with ctcLinkID), to check out library materials for the remainder of the academic year. (Instruction)

Assess student satisfaction with new software as measured by the Winter 2020 Student Engagement Survey.

- Students will be surveyed in January 2020. The questionnaire will be finalized by the first week of the quarter. (Planning and Effectiveness)

Respond to the Northwest Commission on Colleges and Universities (NWCCU) accreditation recommendations/concerns by doing the following:

Develop institutional student learning outcomes. (Academic Excellence)

Report consistent evidence of assessment and improvement across all institution-level student learning outcomes, otherwise known as General Education curriculum, in direct response to the NWCCU Recommendation 4 visit and in anticipation of NWCCU Standard 1.C.7 from the upcoming 2020 Standards.

- Outcomes Assessment Committee has addressed assessment of General Education assessment through the following this year:
 - Completion of committee-approved assessment rubrics for all General Education Student Learning Outcomes.
 - Establishment and approval of a 6-year calendar to assess and improve all General Education Outcomes.
 - Continuation and improvement of collaborative, interdisciplinary work groups to assess General Education Student Learning Outcomes and document improvements.
 - Faculty assessment proposals are submitted for this academic year; reports including data will be submitted in Spring of this academic year (2020). (Instruction)

Implement non-instructional program planning and assessment. (Academic Excellence)

Develop an action plan/milestones for the Board priorities.

- The work sessions and monthly board report reflect these changes. (Planning and Effectiveness)

Implement instructional program planning and assessment of student learning. (Academic Excellence)

Revise the current program improvement process and implement a comprehensive program viability process by spring 2020.

- A draft Program Viability Process has been created and presented at Instructional Planning Team and Curriculum Committee to garner faculty feedback. It is the intent of the Office of Instruction that a vetted Program Viability Process will be implemented in spring 2020. (Instruction)

Implement an outcomes assessment process that includes all programs, degrees, and certificates, and leads to evidence-based improvement. All programs will have clear, measurable student learning outcomes that are publicly posted and aligned with industry.

- As part of ongoing assessment and improvement of our new “Co-Requisite Remediation” (CRR) course options in College Algebra, Trigonometry and Finite Mathematics for business, the Math Division conducted a large-scale outcomes assessment of over 200 students comparing mastery of outcomes in the co-requisite courses to performance in conventional courses. This assessment was led by math faculty and CRR project lead Robert Weston. The assessment embedded common questions focusing on core outcomes in finals during spring 2019. Scoring was done by a team of about 20 math faculty during assessment day. In summary, there were no statistically significant differences in core skills mastery between

CRR and conventional course formats. This result supports our goals for CRR classes since the intent of our CRR courses is to take students near – but not at – college-readiness, and to help them be successful at college-level math by supporting them with just-in-time remediation. (Instruction)

Develop process for review of policies and procedures. (Environmental Integrity)

Establish a process for reviewing policies and procedures.

- A cross-functional work group is finishing work on a draft process for reviewing policies and procedures in a comprehensive and systematic manner. The same process will also be used for revising or creating policies and procedures as needs arise. The draft process will be presented to Executive Cabinet for approval in January. Following approval, the new process will be used this spring to review and updates policies and procedures in the even-numbered sections of the administrative manual. Odd-numbered sections will be reviewed in odd-numbered years. (Administrative Services)

Complete IT Plan. (Environmental Integrity)

Develop and adopt the IT Plan.

- IT Services have met on two separate occasions with its [reestablished IT Committee](#). (Information Technology Services)
- The draft IT Plan was presented at the following meetings for feedback: Student Government meeting; all Deans and Operations management meetings; Student Tech Fee Committee; and Environmental Integrity Council. Overall, IT Services is making every effort to draft its comprehensive IT Plan, soliciting feedback from the college community. (Information Technology Services)
- As the pace of technology evolution is constant and its foundation will need to tie to the college's strategic plan, the IT Plan, although progressing, will need to be revised to align with the new strategic plan once completed. (Information Technology Services)
- The IT Plan will be presented to the Board of Trustees work session in March 2020. (Information Technology Services)

Create long-term budget forecasting, planning, and resource allocation process.

(Economic Vitality, NWCCU Accreditation Concern)

Develop the long-term budget forecast, plan, and resource allocation process and its adoption by the Board of Trustees.

- The Budget Committee was given three assignments this year: create the college's annual budget development process; create a long-term budget forecasting model; and review student course fees. Because budget development needs begin no later than January, the Budget Committee has been focusing on this assignment first. The committee is on schedule to present a draft process to Executive Cabinet next month. Following that, the committee will turn its focus to creating the long-range financial planning model. A template, developed by Business Services Director Sabra Sand, is already in place. The committee plans to have the completed model ready to present to Executive Cabinet and the Board in April 2020. (Administrative Services)

Foster external partnerships with stakeholders (individuals, organizations, businesses, educational institutions, and others) to achieve goals related Promising Pathways, Guided Pathways, Boschma Farms, and Social Equity.

(Academic Excellence, Social Equity, and Economic Vitality)

Convene external equity advisory council.

- On October 8, 2019, Interim President, Dr. Fowler-Hill, Interim AVP of Diversity, Equity and Inclusion, Rashida Willard, and Chief Communications Officer, Kelly Love convened an external equity advisory council at Bridgeview Resource Center made up of over 20 community members from different organizations to build and maintain community connection; inform about what Clark College is doing around diversity efforts and have the community provide counsel as the College engages in purposeful, institutional-level change that fosters social equity and eliminates systemic disparities among students, faculty and staff. (Communications and Marketing and Office of Diversity, Equity, and Inclusion)

Describe the progress you have made to create inventory of existing as well as gaps in external partnerships to create a recommendation for the new President to expand community relations.

- In order to identify relationship gaps, Economic and Community Development delivered over 300 organizations/contacts in the community to the team working on external partnerships as the first step in understanding the places Clark College already has connections in the community. (Economic and Community Development)

Finalize the holistic plan for campus expansion at Boschma Farms and implement the plan.

(Academic Excellence, Economic Vitality, and Environmental Integrity)

Transfer the Boschma Farms property.

- The transfer of the first 10 acres of property needed for the college's Advanced Manufacturing center has now been completed. (Administrative Services)

Describe the progress you have made to develop a coordinated and common vision articulated for Clark College Boschma Farms.

- A work group consisting of all critical stakeholders, including Instruction, Economic and Community Development, the Clark College Foundation, Facilities Services, Student Affairs, and IT Services, held its first meeting on December 4 and took stock of pieces already in place (e.g., pre-design for the Advanced Manufacturing Center, preliminary visioning for the commercial development and the Workforce Training Center, etc.). The college is looking at bringing in an outside consultant to facilitate the group's ongoing work. To keep the planning moving forward on an aggressive pace, the group has committed to holding multiple, part-day working sessions. (Administrative Services)

Hire and onboard the new president.

Describe the progress you have made to support the new President is hired.

- Human Resources facilitated Equity in Hiring training for the Presidential Search Advisory Committee. (Human Resources)

Describe the progress you have made to develop a process and materials to onboard the new President.

- The Board of Trustees is reviewing Clackamas Community College's process to onboard the new president in December.

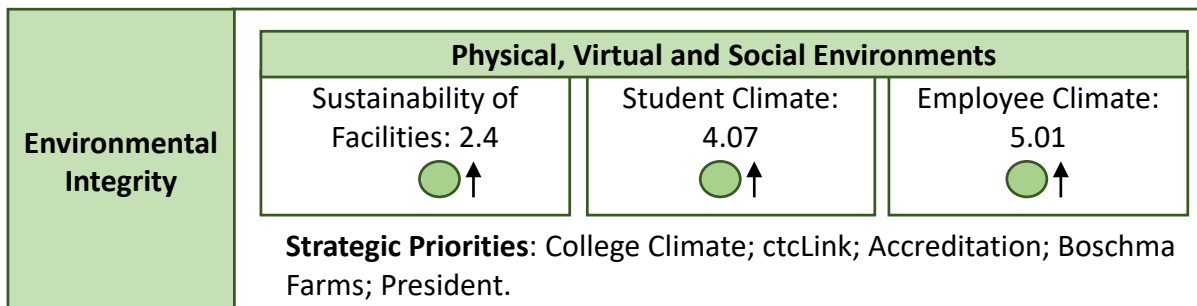
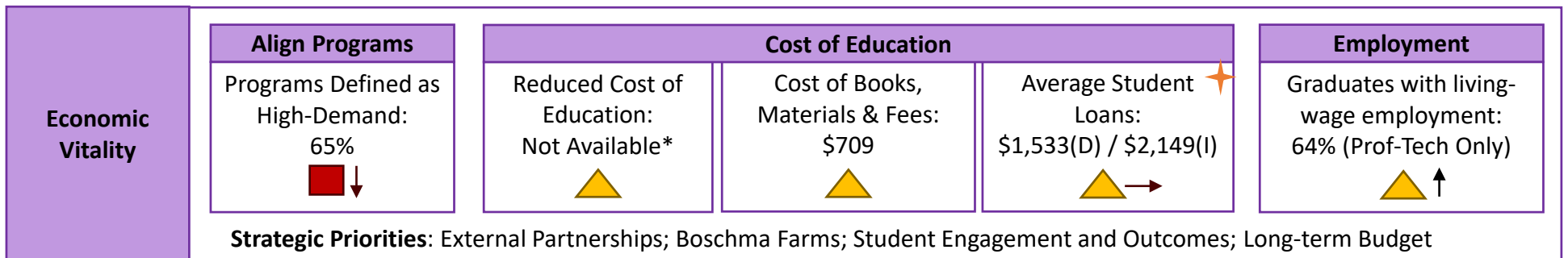
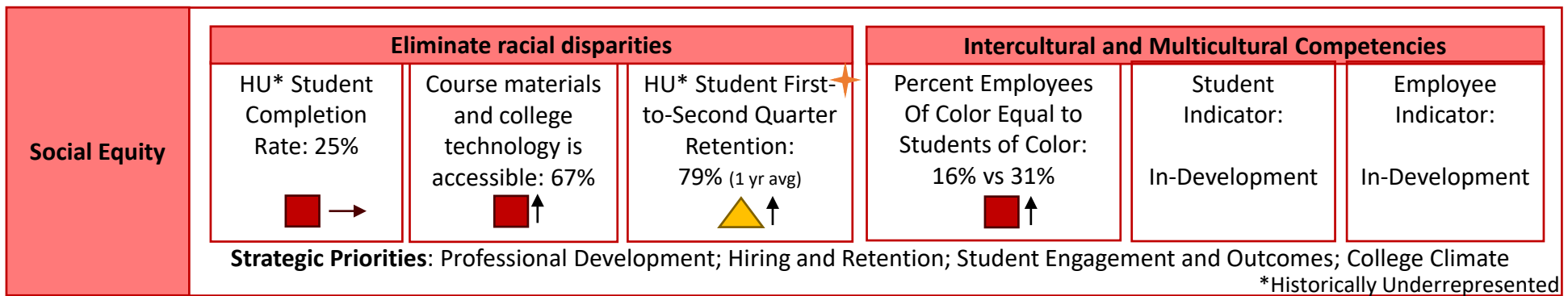
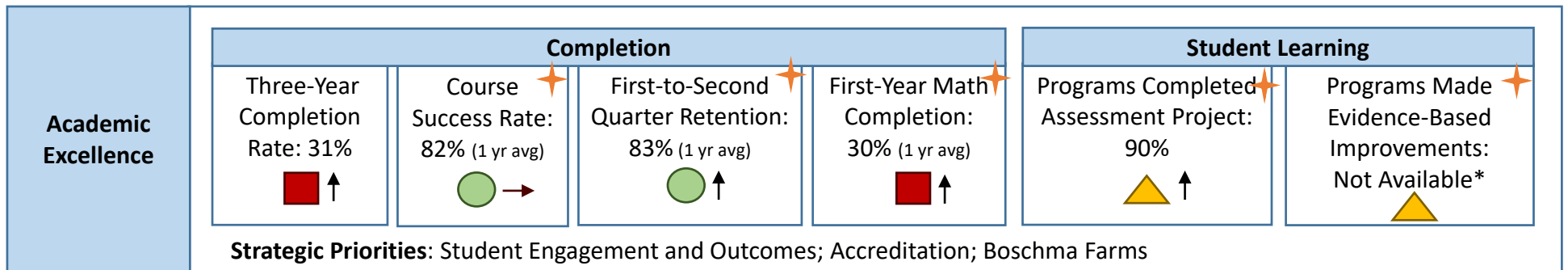
December 2019 Highlights of Activities

- During Fall 2019, Disability Support Services provided accommodations of alternate format for students with vision and reading disabilities, including digital editing/enlarging for thirteen textbooks and seventy-one course handouts. (Student Affairs)
- Disability Support Services received a new braille embosser printer, donated by the Smith and Gustafson Foundations, which allows in-house braille printing. During Fall 2019, the in-house braille embosser printer was used to support four courses, including three full textbooks, approximately 100 handouts, several tests, and several tactile handouts of visual content for communications and math courses. In-house equipment allows for incidences when instructors are not able to send documents with enough notice for Disability Support Services to send materials to a vendor. DSS estimates to have saved Clark \$10,000 by staff producing these four courses in-house versus using a vendor. (Student Affairs)
- To provide equitable opportunity in student learning for Clark College students with hearing disabilities from other countries and primary languages, Disability Support Services implemented a new practice of utilizing certified deaf interpreters to team with in-house American Sign Language interpreters. (Student Affairs)
- The Office of Diversity, Equity and Inclusion (ODEI) and the Welcome Center hosted the Gateways: Students of Color Open House. Dr. Michael Brown, Dean of Libraries was the keynote speaker. The purpose of this event is to connect Clark College with high school students of color within the area. (Office of Diversity, Equity, and Inclusion)
- Clark College clubs and the Office of Diversity, Equity and Inclusion coordinated the Day of the Dead celebration at Clark College, including altars arranged by the LatinX and Spanish clubs. The purpose of the event was to embrace and celebrate the diverse ethnic backgrounds of the community. A representative of The Vancouver City Mayor, Bart Hansen read the proclamations for Day of the Dead. During the event, a Mexican Folkloric group performed a dance related to Day of the Dead. (Office of Diversity, Equity, and Inclusion)
- The Office of Diversity, Equity & Inclusion hosted a conversation with Career Services focused on how to support students from an equity lens, based on questions from students who had visited the Diversity Center in the previous month. (Office of Diversity, Equity, and Inclusion)
- The Office of Diversity, Equity and Inclusion (ODEI) and Multicultural Students Association (MSA) hosted the Students of Color Luncheon. Rosalba Pitkin was the keynote speaker. The purpose of this event is to create community for Students of Color and allies. (Office of Diversity, Equity, and Inclusion)
- In collaboration with Professor Elizabeth Ubiergo, Clark College Library created a new collection of Spanish Novels for Language Learning. The purpose of this collection is to assist Spanish language students, primarily Heritage Speakers of Spanish (who are bilingual but not bi-literate) with their book review assignment. This display collection supports students in their quest to improve their Spanish reading skills and encourages them to become library users. (Instruction)
- The Office of Diversity, Equity and Inclusion (ODEI) hosted a ceremony to raise the Transgender Pride flag at the Clark College Flag Pole to remember those who have been lost in the last year. Throughout the day, a candlelight vigil displayed outside of the Gaiser Student Center, for the Clark College community to learn more about the day and those being remembered. (Office of Diversity, Equity, and Inclusion)

- The Office of Diversity, Equity and Inclusion (ODEI) and Student Affairs offered *How Search Engines Reinforce 'isms*. There were 23 employees who attended this training. (Office of Diversity, Equity, and Inclusion)
- RealWear, a Vancouver based company specializing in wearable technology, provided a presentation to faculty from Nursing, Medical Assisting, Psychology, Engineering, Automotive, Diesel and Computer Technology. The presentation described how the technology functioned and faculty discussed potential opportunities for inclusion in instructional settings. Based on that event, RealWear will work with Clark College Automotive Department and Dick Hannah Dealerships to see if the technology could be piloted for student use in the dealership setting.
- The new Business Advisory Committee had its first meeting – with Business Technology (BTEC) Advisory Committee members joining the Business Administration Advisory Committee. The Business Advisory Committee discussed the implementation of pathways, utilization of the Columbia Tech Center (CTC) campus building, and identification of new courses needed to support student preparation for the workforce. (Instruction)
- To meet the requirements of new Perkins V legislation, Clark College Office of Instruction is working with K-12 Partners to develop a shared process of collaboration to support all institutions. (Instruction)
- Clark College Economics Department invited a guest speaker from Wolf Industries to discuss “Production, Cost, and Firm” at the Lunch and Learn forum. (Instruction)
- Library UX (User Experience) Team collaborated with Professor Robert Hughes’s Computer Technology (CTEC) 117 students on usability testing of library online guides webpages. After observing this testing project, web developers from TAL Holdings LLC who adopted the testing format and methodology for their UX testing to improve and assess the usability of their website. (Instruction)
- The Alliance of Counseling Education Students (ACES) student club volunteered at the Vancouver Navigator Center Strive to Thrive event. Club members served food and distributed clothing items to people in need. (Instruction)
- The STEM Unit, in conjunction with the SW Washington Science Olympiad (WSO), hosted the Elementary Science Olympiad (formally known as the SW Region A Tournament). The events are designed to enhance and strengthen both science content and processing skills for 3rd through 5th graders from throughout SW Washington. There were 14 schools from 8 school districts, with a total of 18 teams and 270 students who participated. This event was possible thanks to dozens of students, staff, and faculty volunteers. The challenging and motivating events of WSO align with Washington State Learning Standards. (Instruction)
- The Clark College Surveying and Geomatics Department, in conjunction with the United States Forest Service, hosted Geographic Information Systems (GIS) Day. GIS is a scientific framework for gathering, analyzing and visualizing geographic data to help us make better decisions. GIS Day included a number of speakers, displays, and interactive geospatial activities. (Instruction)
- Dean of STEM Peter G. Williams attended the Washington STEM Summit at the Microsoft Conference Center in Bellevue, Washington. The 8th annual Washington STEM Summit brought together over 300 education, business, and community leaders in STEM education who are motivated and equipped to advance STEM education systems so that equity, opportunity, and access are front and center for students in Washington. (Instruction)
- At the Association of American Colleges and Universities (AAC&U) Transforming STEM Higher Education conference, Dean of STEM Peter G. Williams presented *Scaling Up Classroom Undergraduate Research Experiences State-Wide* with Dr. Carli Schiffner, Deputy Executive Director of Education, SBCTC, and Dr. Gita Bangera, Dean, RISE Learning Center, Bellevue College. (Instruction)

- Clark College Engineering and Computer Science Departments hosted University of Portland. University of Portland presented in Clark College classes, and met with students individually at a table in the Collaboratorium. (Instruction)
- Professor Tim Kent, Surveying & Geomatics, participated in the Mountain View/Union High School Career Days, exposing students to Surveying & Geomatics by guessing the length of a room and then measuring the actual length with a Total Station. Approximately 300 students participated. (Instruction)
- NERD girls and Professor Carol Hsu participated at the Pearson Field Education centers Halloween event. There were two activities with children and their families, talking about sublimation as they made dry ice bubbles and mathematics as they built Platonic Solids. (Instruction)
- Professor Carol Hsu attended Vancouver Public Schools Career and Technical Education (CTE) advisory meeting and Evergreen School District CTE advisory meeting. Both school districts identified interest in articulation opportunities for high school students to earn college credits and pathways for students to continue their education. The CTE Advisory Committees were notified of the cancelation of Clark College's CADD and Machining Programs. (Instruction)
- The Mathematics Department (Hannah Jackson, Robert Weston, John Mitchell) participated in a regional workshop on Co-Requisite Remediation (CRR) models at Highline College. In this workshop, math departments from across the state shared progress on developing and scaling co-requisite course options. (Instruction)
- Mathematics and Transitional Studies faculty (Robert Weston, Kate Cook, Garrett Gregor, John Mitchell, and Rhea Becke) attended the national American Mathematics Association of Two-Year Colleges conference. Professors Cook and Professor Mitchell gave presentations on Clark College's precollege mathematics reforms, and mindfulness for mathematics leadership respectively. Faculty had networking opportunities and brought innovative opportunities back to Clark. (Instruction)
- Professor Kanchan Mathur organized two math contests to inspire students to pursue careers in mathematics: Round 1 of American Mathematics Association of Two-Year Colleges' contest for college students, and AMC-8, which is targeted at 8th graders. Approximately 75 students in total participated. (Instruction)
- On November 22, Instructional leadership, the Associate Director for the Center of Excellence, and a key faculty lead met with Vigor to discuss and plan for a partnership to address their needs to train their incumbent workers on aluminum welding, as well as fulfill as many as 250 positions in general welding. This meeting was highly successful, with a plan to partner that would include guaranteed interviews with Vigor for each of our Welding students. (Instruction)

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



LEGEND

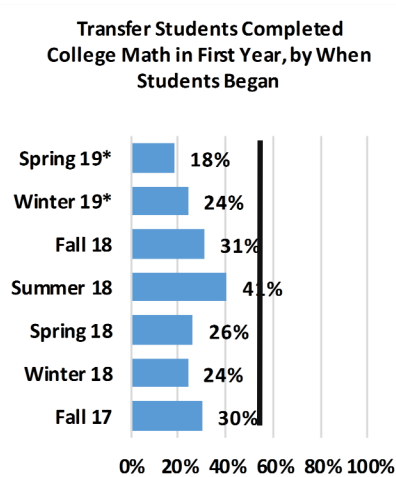
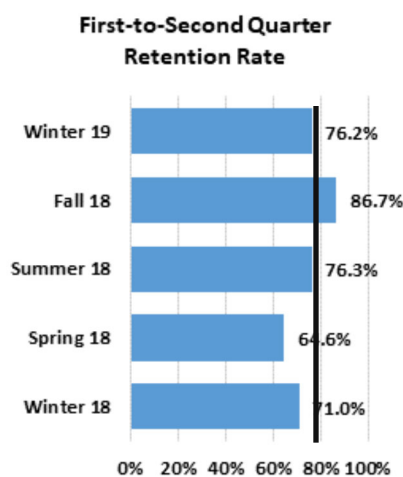
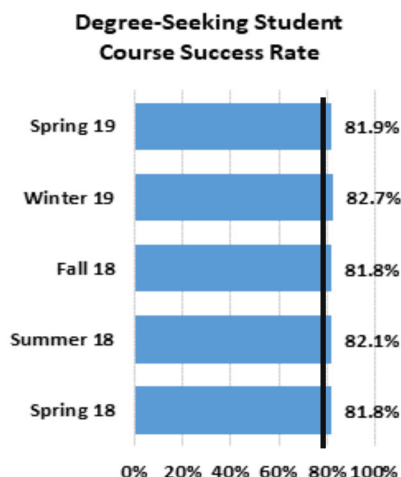
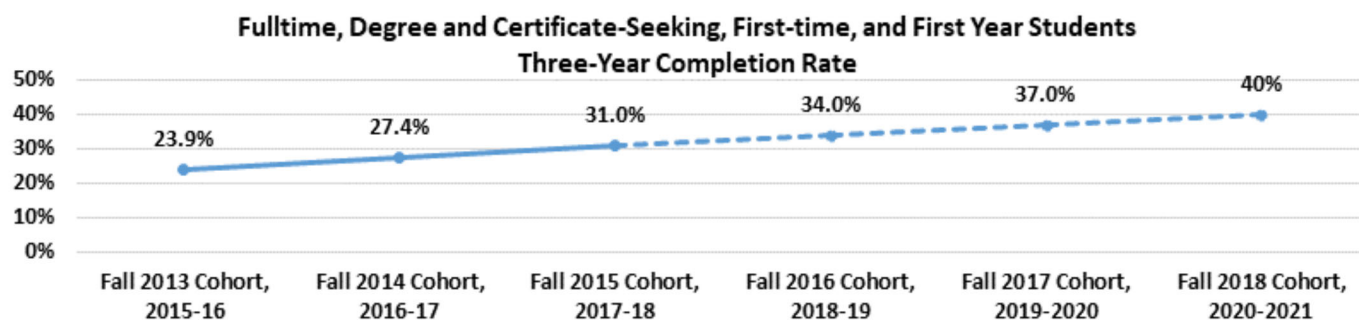
- Meets or exceeds desired outcome; continuous effort needed to maintain or improve even further.
- Does not meet desired outcome; action is needed to meet goal.
- Does not meet, well below desired outcome and immediate action is needed.
- Something changed. Rate or percentage updated.

COMPLETION



DECEMBER 2019

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, economic vitality, and environmental integrity.



*Four quarters/one-year has not occurred yet.

Monthly Highlights

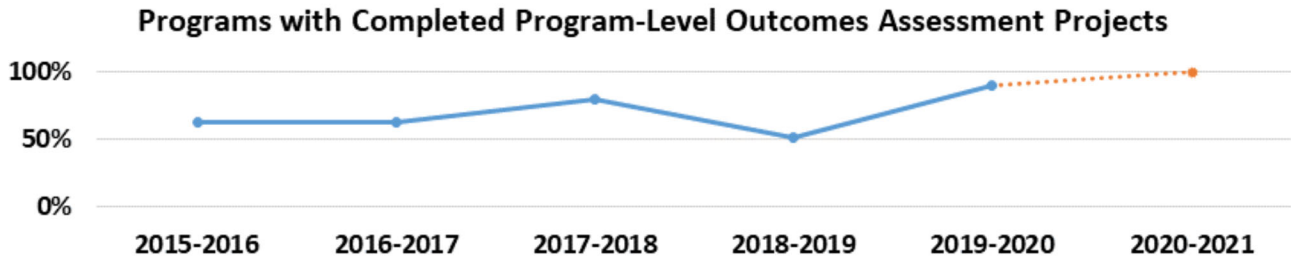
- ◇ The Mathematics Division is piloting a nationally used growth mindset course module within several courses from the Stanford-based PERTS (Project for Education Research that Scales) consortium. The project is being lead by faculty member Mark Eddinger (who has also facilitated faculty and staff workshops on growth mindset). To date, 448 students have completed the module, and were assessed before and after the module. The module had a statistically significant impact on mindset, with a 10% increase (from 61% to 71%) in students showing a growth mindset. This shift is not just supportive of students being successful in their math courses, but in subsequent courses. We will continue to expand the program, and would encourage other departments to consider it too.
- ◇ All program maps are going through a final editing process by the deans to ensure that the maps are sequential and student-centered according to best practices. We are also in the process of interviewing potential vendors/consultants to design our website to ensure a student-friendly, easy-to-navigate space that connects career to program pathways.

STUDENT LEARNING



DECEMBER 2019

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.



Percent of full-time faculty who participated in outcomes assessment projects:
88%

Percent of programs that reported on equity in outcomes assessment projects:
58%
*Full reports available in spring

Percent of programs that completed evidence-based improvements this year
*Full reports available in spring

Monthly Highlights

- ◇ In response to data from the previous year’s Power, Privilege & Inequity (PPI) outcome assessment project, faculty met, received specialized training about racial inequity, and improved assignments and common rubrics.
- ◇ First group of outcomes assessment faculty mentors have begun training, including a focus on equity and assessment with the intention of supporting faculty in assessment and improvement that will close equity gaps in learning and student success.
- ◇ Outcomes Assessment Committee has addressed assessment of General Education assessment through the following this year:
 - ◇ Completion of committee-approved assessment rubrics for all General Education Student Learning Outcomes
 - ◇ Establishment and approval of a 6-year calendar to assess and improve all General Education Outcomes
 - ◇ Continuation and improvement of collaborative, interdisciplinary work groups to assess General Education Student Learning Outcomes and document improvements
 - ◇ Faculty assessment proposals are submitted for this academic year; reports including data will be submitted in Spring of this academic year (2020).

2019-2020 Board Strategic Priorities: Accreditation—Student Learning Outcomes

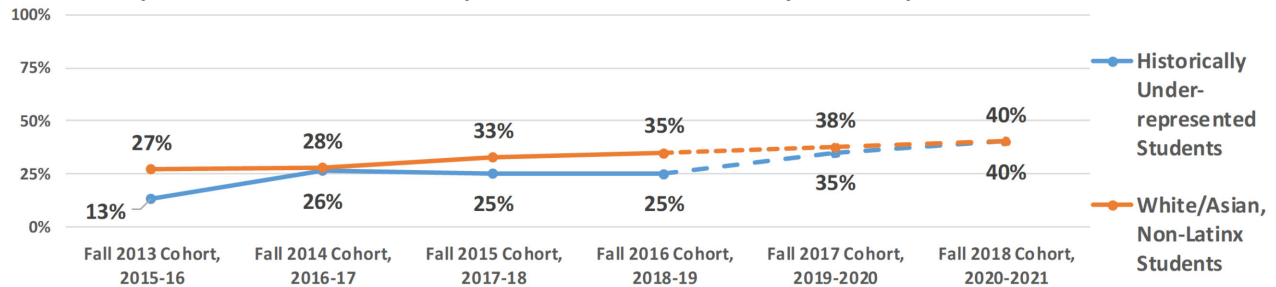
SOCIAL EQUITY



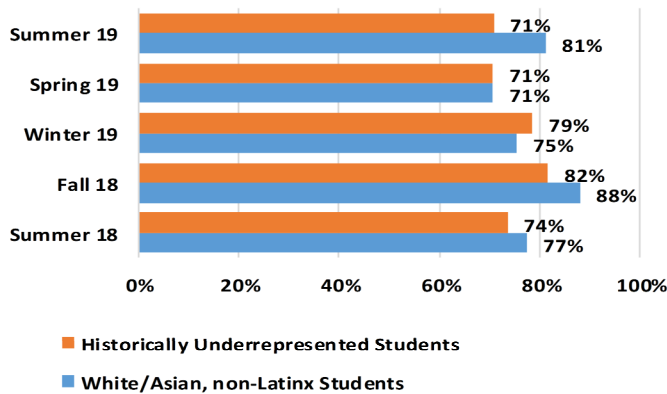
DECEMBER 2019

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.

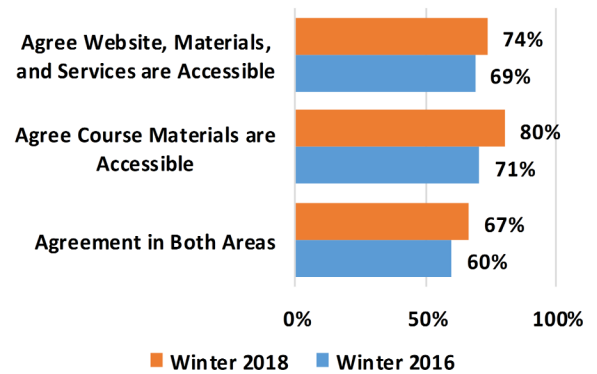
Eliminate Disparities in Three-Year Completion Rate for Historically Underrepresented Students



First-to-Second Quarter Retention Rate for Historically Underrepresented is Equal or Higher than White/Asian Students



Percent Students Agree that Course Materials and College Technology are Accessible for Student with Disabilities



Monthly Highlights

- ◇ The Office of Diversity, Equity and Inclusion (ODEI) and the Welcome Center hosted the Gateways: Students of Color Open House. Dr. Michael Brown, Dean of Libraries was the keynote. The purpose of this event is to connect Clark College with high school students of color within the area.
- ◇ The Office of Diversity, Equity & Inclusion hosted a conversation with Career Services staff in the Diversity Center. The mentors compiled questions from students who visited the Diversity Center in the weeks prior to the event and asked Career Services the questions. The conversation focused on how to support students from an equity lens.
- ◇ Clark College was awarded \$100,000 from SBCTC to expand access to the college's Student Emergency Grant Program. This funding provides monetary assistance to students experiencing unforeseen emergencies or situations that affect the student's ability to attend classes (e.g., purchasing food, and paying for transportation, child care, or other goods or services needed in order for the student to continue attending classes). This funding will provide low-barrier access for students (with no income restrictions), even if they do not meet the traditional definition of a "high-need" student.

2019-2020 Board Priorities: Student Engagement and Outcomes

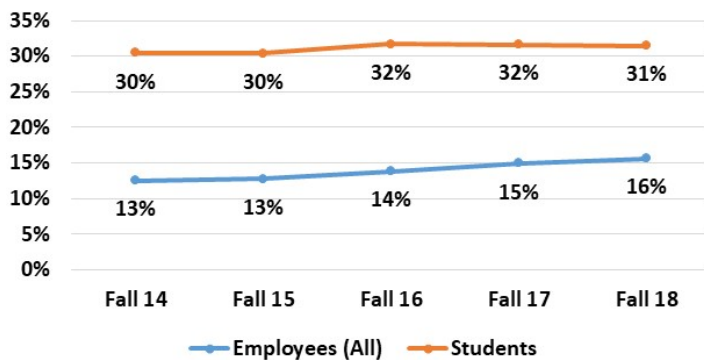
INTERCULTURAL AND MULTICULTURAL COMPETENCIES



DECEMBER 2019

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.

**Employees Reflect Student of Color Population:
Comparing Percent of Employees of Color to
Percent Students of Color**



**Student Intercultural and
Multicultural Competencies Indicator:**

In-Development

**Employee Intercultural and
Multicultural Competencies Indicator:**

In-Development

Monthly Highlights

- ◇ The purpose of the Broadening Understanding, Intercultural Leadership and Development (B.U.I.L.D.) Training Program is to build intercultural competency and equity leadership in Clark College staff, faculty and students. The B.U.I.L.D. Program provides power, privilege and inequity training opportunities through listening, learning, and practicing social equity. On October 22, the Office of Diversity, Equity and Inclusion hosted the B.U.I.L.D. Kickoff meeting in which B.U.I.L.D. participants confirmed participation, received materials for the program and started work on the program.
- ◇ In preparation for tenure track faculty hiring this winter and spring, instructional administrators have developed an equity-minded faculty job announcement template. The template emphasizes the college's commitment to hiring faculty who will engage in equity-based practices and help the college ensure equitable student outcomes.
- ◇ Human Resources is using the Cataloging Racial Equity Inventory Tool to determine current state of resources/programs.
- ◇ Human Resources is working to ensure all college employees are required to complete yearly Higher Ed Works and Power Privilege and Inequity training.
- ◇ Human Resources is reviewing current recruitment processes and advertisement sources to increase diverse applicant pools and identify recruitment tools for specialized positions.

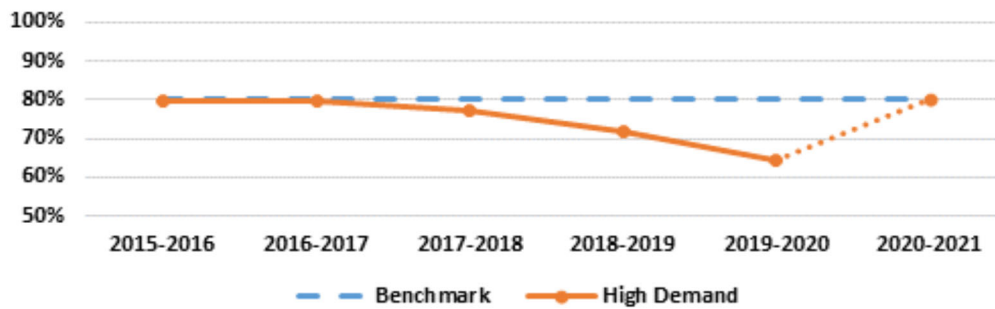
2019-2020 Board Priorities: Professional Development, Hiring and Retention, College Climate

ALIGN PROGRAMS

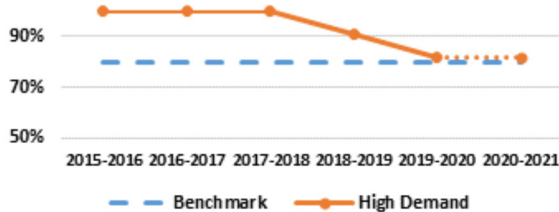
DECEMBER 2019

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.

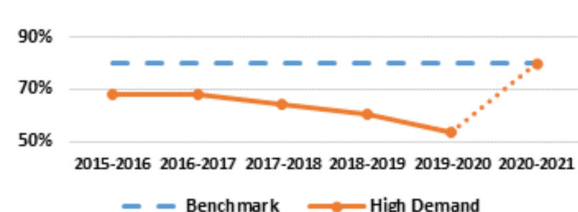
All Program Groups that Contain High Demand Occupations



Percent of Transfer Program Groups that Contain High Demand Occupations



Percent of Prof Tech Program Groups that Contain High Demand Occupations



Monthly Highlights

- ◇ Clark College's Semiconductor & Electronics Manufacturing Technician Program (Mechatronics Program, in partnership with SEH America) has been endorsed as a Career Launch Program by Career Connect Washington. In this program, students concurrently enroll in the Mechatronics program and work 25 hours per week at SEH America. This comprehensive program, with intentional integration of course curriculum and work-based learning opportunities, prepares students to enter the workforce with the knowledge, skills and abilities to be successful as a manufacturing technician. Career Launch endorsement also allows the Semiconductor & Electronics Manufacturing Technician Program to be eligible for funding for equipment and enhanced funding for enrollments in the program, to support program growth and sustainability.

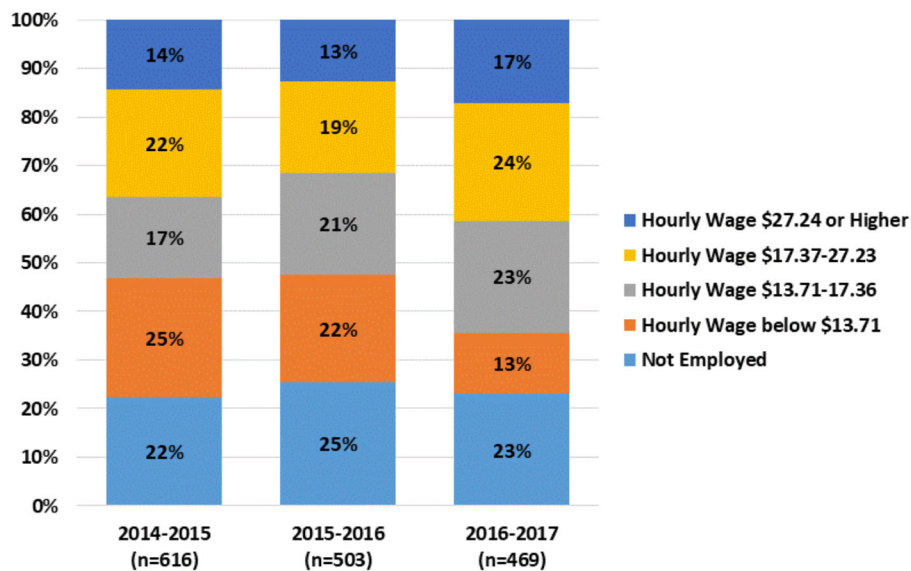
2019-2020 Board Priorities: External Partnerships, Student Engagement and Outcomes

EMPLOYMENT

DECEMBER 2019

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.

Employment Outcomes for Professional Technical Program Graduates, Nine Months After Completion



Monthly Highlights

- ◇ Instructional leadership, the Associate Director for the Center of Excellence in Semiconductors and Electronics Manufacturing, and a key faculty lead met with Vigor Industrial to discuss and plan for a partnership to address their needs to train their incumbent workers on aluminum welding, as well as fulfill as many as 250 positions in general welding. This meeting was highly successful, with a plan to partner that would include guaranteed interviews with Vigor Industrial for each of our Welding students.

2019-2020 Board Priorities: External Partnerships

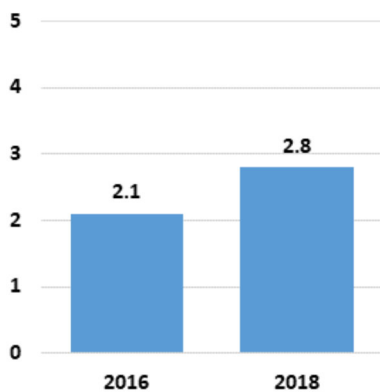
PHYSICAL, VIRTUAL, AND SOCIAL ENVIRONMENTS



DECEMBER 2019

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, economic vitality, and environmental integrity.

Sustainability of Facilities, based on Clark County Green Survey



Employee Climate:

Mutual respect, collaboration, clear communication, and inclusivity

Winter 2017: 5.01
(Meets threshold of 5.0)

Items Rated less than 5.0 threshold:

- Areas and departments throughout the college work cooperatively (4.73)
- When other areas and departments across the college make decisions that impact my work, I am able to offer input before the decision is made (3.62)
- Criteria by which decisions are made are clearly communicated (4.39)

Student Climate:

Mutual respect, collaboration, clear communication, and inclusivity

Winter 2018: 4.07
Winter 2017: 4.02
(Meets threshold of 4.0)

Items Rated less than 4.0 threshold:

- How much has Clark College contributed to your knowledge, skills and personal growth in each of the following areas: Working effectively with others (3.88)
- During my first quarter at Clark, I received the information and services I needed to be a successful student (3.81)

Monthly Highlights

- ◇ The Employee Climate Survey was administered in October 2019. Historically, Clark College administers the climate survey to all employees of the college every other year during winter quarter. The 2019 climate survey was delayed from winter quarter to fall quarter. Due to this change, the results of the 2019 climate survey will not be compared to previous climate survey results based on inconsistent methodology. Therefore, the results displayed above will not be updated with the Fall 2019 results because the threshold was determined based on the historical methodology.
- ◇ Results of the Fall 2019 Employee Climate Survey will be used to develop and implement action plan to improve the college climate and employee morale. A Climate Improvement Taskforce will review the quantitative and qualitative results of the survey and develop improvement strategies. The Taskforce will commence the work in January and will develop the improvement strategies by the end of June 2020.

2019-2020 Board Priorities: College Climate

Clark College Interim Enrollment Report
Winter 2020 Quarter*
Data Ran on December 10, 2019

Winter 2020			
	FTES	Budgeted FTES	% of Budgeted FTES
State-Funded	4,858	6,908	70%
State FTES	4,307	6,424	67%
Contract FTES	552		
Contract-Funded	5		
Student-Funded	-		

Academic Year 2019-2020				
	Allocated State FTES in State Classes	State FTES	Difference	% Difference
Summer 2019	2,719	2,068	(651)	-24%
Fall 2019	6,731	5,033	(1,698)	-25%
Winter 2020	6,424	4,307	(2,117)	-33%
Spring 2020	6,051			

Academic Year 2019-2020				
	Budgeted FTES in State Classes	State and Running Start FTES	Difference	% Difference
Summer 2019	2,070	2,068	(2)	0%
Fall 2019	7,213	7,140	(73)	-1%
Winter 2020	6,908	4,858	(2,050)	-30%
Spring 2020	6,504			

Academic Year 2019-2020			
	Total Enrollment to Date 2019-2020	Projected Enrollments	% of Projected Enrollments
Contract Corporate	562	540	104%
Community Ed	3,914	6,675	59%

*The Winter registration cycle is different than years previous. The college spread the winter registration cycle over a much longer period of time than in previous quarters/years. The decision to slow the enrollment cycle was made to ensure staff and advisors had time to learn ctLink PeopleSoft while helping students with registration.

Next Meeting

No documents for this item

Executive Session

No documents for this item

Adjournment

No documents for this item