Clark College

Board of Trustees Work Session Packet

Wednesday, June 8, 2022 at 3:30 PM

Zoom Meeting Link:

https://us02web.zoom.us/j/85639298591?pwd=UmtGNDZHbHRQaHJYbW9uK0NaVzNCQT09

Meeting ID: 856 3929 8591
Passcode: 094781

Dial in: (253)215-8782

Physical Location:

Gaiser Hall, Room 213

Board of Trustee Work Session Packet, June 8, 2022 at 3:30 PM

I.   Call to Order/Agenda Review – Vice-Chair Speer

II.   Bargaining Faculty Contracts – Brad Avakian

III.   College-wide Strategic Enrollment Management – Dr. Cruse

IV.   Public Comment – Vice-Chair Speer
           Public comment will be limited to two minutes each.

V.   Adjournment – Vice-Chair Speer

CLARK COLLEGE AND AHE BARGAINING

Traditional bargaining is adversarial in nature – where each side starts by staking out their position.

We use Interest Based Bargaining, where each side begins by discussing what their needs are.

INTEREST BASED BARGAINING

A process where the negotiators become joint problem solvers.

The process assumes that solutions based on mutual gains are more durable and best achieved when the parties help each other to reach a positive result.

Process

- Bargaining teams meet separately to identify their needs.
- Bargaining teams meet with constituents to inform and gain feedback.
- Negotiations begin with opening statements.
- The parties develop a list of standards to use in the evaluation of options.
- Identify the issues and the interest each party has in each issue.
- Identify options for each issue.
- Agree on the acceptable option.

Noteworthy changes to the AHE contract:

M. Adjunct and Temporary Faculty Positions

1. Adjunct and full-time temporary positions ~~may~~ will be opened internally within the College per (K)(7) or advertised externally at the request of the department.

2. Recommendations for hiring will be made by the division chair/department head to the Dean, and for full-time temporary positions, approved by the Vice President of Instruction.

3. Reference checks will be conducted by the department, the Dean, or screening committee prior to making an offer.

4. Application materials will be submitted to Human Resources before the position is finalized. Application materials for positions opened externally will be maintained in Human Resources.

5. An adjunct faculty member teaching in the current term shall be considered active. An adjunct faculty member who is not teaching in the current term but has taught in at least one of the six (6) academic terms shall be considered inactive. After six (6) consecutive terms without teaching, an adjunct employee shall be considered separated from the College. Upon returning to teach at the College, an adjunct who was inactive or separated shall retain the same seniority as when they were last active. If an adjunct teaches in summer term, they shall be considered active in that term; however, summer term shall be excluded from calculating number of inactive terms.

6. Adjuncts who are inactive but not separated from the College shall retain the following rights: the right to use their College email address for business related to the College; the right to be listed in the faculty directory; the right to access the same login-protected services they could access as an active professor (e.g., Canvas, CTCLink), and the right to access College library services as a faculty member.

P. Application Process for Associate ~~Adjunct Faculty~~ Positions and Benefit Slots

1. To improve job security for ~~highly qualified~~ adjunct instructors, <u>benefit slots and</u> associate faculty contracts will be assigned annually as describedbelow.

    ~~Affiliate faculty (adjuncts with nine or more terms of teaching experience) are eligible for associate faculty contracts. The assignment of associate faculty contracts will take into consideration a variety of factors, including thefollowing:~~

~~3.~~2. If necessitated by the immediate needs of the department and if benefit slots are available, adjunct faculty may become benefitted before going through the application process. In all other cases, benefit slots and associate contracts may be assigned to affiliate faculty (adjuncts who have completed nine or more terms of teaching experience) according to the following procedure.

~~4.~~3. After the number of newly open benefits slots and associate positions has been determined each spring, the Deans and the Vice President of Instruction will allocate a number of open benefits slots and/or associate positions to departments based on instructional needs. Nothing precludes an adjunct from applying to both benefitted slots or associate positions.

~~5.~~4. Once newly open benefits slots and associate positions have been allocated to departments, the department will send an email to notify adjunct faculty how to apply for the benefits slots and/or associate positions.

~~6.5.~~ Beginning June of the prior year, department leadership will screen applicants according to the following considerations and forward their recommendations to the Instructional Dean for approval.

    Instructor availability, including courses and mode of instruction, may be used as filters to screen out applicants who cannot fill department needs. Other screening factors include:

    a. Length of service to the ~~college~~College.
    b. Contributions to department, program, and college goals<u>, including diversity, equity, and inclusion.</u>
    c. Qualifications to teach designated courses, including education background, experience, professional development, and innovations in course delivery and development.
    d. <u>For associate positions, priority may be given to applicants who already have benefits.</u>

    <u>Full-time and part-time faculty members within the department shall vote on assessment criteria for items (b) and (c) every Spring quarter.</u>

7.6.   Associate faculty contracts will offer ~~an annual~~ teaching load of at least 50% of a full-time teaching load averaged over the academic year for a period of two (2) years. Associate faculty's teaching load during the ~~annual~~ two-year contract period shall only be reduced if both of the following circumstances apply: (a) one or more of the associate faculty's assigned sections are cancelled due to low enrollment and
(b) all other class sections that the associate faculty is qualified to teach are staffed by full-time faculty. In all other circumstances, associate faculty will be offered an adjusted teaching assignment to maintain the annual teaching load as documented in the associate faculty contract.

8.7.   The number of associate faculty contracts offered each year will be based on the number of affiliates teaching spring term of the preceding academic year. The number of affiliates in the calculation will exclude any full-time employees at the college whohave affiliate status.

Calculations: At least 20% of affiliates must be associates at a minimum of 66% of full-time teaching load. ~~At~~ Beyond this, at least 10% of affiliates must be associates at a minimum of 50% of full-time teaching load.

9.8.   All associate faculty contracts ~~are assigned annually and~~ may be renewed on the approval of the Division Chair and the Unit Dean. Notification of associate faculty appointments for the subsequent academic year will occur no later than June 30. In cases where a contract is not renewed, the associate will receive written notice with a brief explanation of the reason for non-renewal. During the annual contract period, associate faculty will be afforded due process as described in Article III.A. and shall only be dismissed for sufficient cause

10.9. Associate faculty are eligible for medical benefits if they meet the eligibility criteria established by the Public Employees Benefits Board of the State of Washington. Associate faculty are encouraged to consult with Human Resources staff to determine medical benefit eligibility.

11.10.   Associate faculty must attend at least one department or instructional unit meeting per quarter, for which no additional salary is earned.

R. Adjunct Scheduling

1. The College will consider the following criteria when scheduling adjunct faculty:

    a. Availability to teach the course(s).

    b. The faculty member's qualifications to teach the course(s). Preference may be given to faculty with unique qualifications to teach the course(s).

    c. Length of service to the College.

    d. Department needs to develop adjunct faculty and to meet College goals around diversity, equity and inclusion.

    e. Preference may be given to faculty to teach a course that they have designed, developed or significantly redesigned.

    f. Balancing loads to meet College commitments in associate contracts.

2. The College may adjust adjunct teaching loads to maintain individual benefits and maintain benefitted slots.

~~I.~~G. Retirement/Resignation Early Notification Stipend

1. To assure sufficient time for an effective search for a replacement, the College will provide a one-time stipend to faculty in ~~probationary or~~ tenured positions who provide notification to the College by October 1 prior to the calendar year of retirement or resignation. ~~Probationary or tenured~~ Tenured faculty who have at least ten (10) years of service, including temporary, special programs, probationary and tenured faculty appointments, as of their last date of employment, will receive a $~~5,000~~ 10,000 stipend; ~~probationary or~~ tenured faculty with less than ten (10) years of service as of their last date of employment will receive a $~~3,000~~ 5,000 stipend.

2. To qualify for this payment, the President must receive signed, written notification from the faculty member, including the last date of employment. Payment of the stipend will be made to the employee in a lump sum in the final paycheck.

3. The stipend will not count for contributions to or in calculating benefits from a retirement system.

3. Faculty professional development funds must be used for lawful expenses associated with professional development such as, but not limited to:

   a. Travel to and from professional conferences, seminars or meetings;

   b. Paying fees and expenses for professional conferences, seminars or meetings;

   c. Purchase of professional books and materials;

   d. Subscriptions to professional magazines;

   e. Dues in professional organizations.

4. Adjunct faculty shall be required to complete annual Higher Ed Works training and Power, Privilege, and Inequity training. Higher Ed Works completion shall occur within the first 30 days of employment and annually thereafter. Part-time faculty shall be compensated annually for completing Higher Ed Works training and Power, Privilege, and Inequity training. Compensation will be a total of two hours at the current adjunct hourly lecture rate, received upon completion of both requirements.

F. Intellectual Property Rights and Copyright

1. All written and online materials, multi-media materials, inventions and products (collectively "Intellectual Property") developed by a faculty member on his or her own time, which incur no more than incidental cost to the College, are deemed to be the property of the faculty member. Use of ~~this property~~ such Intellectual Property by the College is accomplished by standard procedures through publishers or negotiated agreements with producers.

~~All written materials, multi-media materials, inventions and products developed by a faculty member who is reimbursed by the College for the work, produces it during regular College work hours, or consumes goods/services purchased by the College become the property of the College and will be copyrighted or patented in the College's name, with creative credit given to the author. The College may exercise all rights and privileges of ownership.~~

   a. Clark College shall not assert ownership, whether expressed or implied, of any faculty member's course content and curriculum as the result of any processing, transfer, storage, archiving, delivery, or any other like action taken in and with the Clark College Learning Management System (i.e., Canvas).

2. Intellectual Property will be owned by the College if the faculty member was commissioned in writing and compensated by the College to develop the Intellectual Property (*e.g.*, with released time or stipends) or if the Intellectual Property is student work product associated with a class

3. The faculty member, using College resources for development, who wishes to market the ~~material~~ Intellectual Property commercially, must submit an approved budget prior to the development from which he or she could reimburse the College for production costs. All such transactions must be negotiated by means of a copyright/ownership agreement with the President or designee.

4. The written agreement is initiated by the faculty member. This request must be dated and signed by the President of the College or designee. If this agreement is not requested, the

College may exercise all rights and privileges of ownership including the marketing of the ~~materials/product~~ Intellectual Property and the granting of copyright permission at the discretion of the President.

5. The faculty member and the College may share both the costs and the rights and privileges of ownership when appropriate. All such transactions must be negotiated with the President or designee by means of a writtenagreement.

Appendix B.2: Workforce Education Fund Enhancements to Nursing Faculty

~~Retroactive to July 1st, 2019, Nursing educators shall receive a 31.5% bonus in addition to the 18-19 and 19-20 negotiated general full-time wage increase totaling 10%.~~

~~Using the Workforce Education funds, the college plans to hire three additional full-time Nursing faculty positions in the current 19-20 academic year.~~

The College's appropriation of funding for the purpose of salary enhancements for nursing faculty will be allocated as follows. The allocation of these funds is wholly contingent on this special legislative funding and may be modified by the legislature at any time. In the event legislative funding is diminished or eliminated, both parties will come together to meet to bargain changes within twenty-one (21) calendar days. Unless specified otherwise, the following provisions will be retroactive to July 1, 2020.

1. Nurse educators will receive a 31.5% supplement in addition to their regular salary rate to be paid quarterly. This enhancement will automatically renew absent legislative funding reductions.

2. Nursing educators shall be exempted from Article IV Salaries and Benefits, B.1. with regards to placement on the salary schedule.

3. Load reduction for Nursing faculty from 16 to 14.

4. 67% release time for (FT tenured) Nursing Dept Chair and $3000 stipend for Nursing Dept Chair. Additionally, effective Fall Quarter 2021, the College shall grant 186% release time for experienced tenured faculty Nurse Leads, which will initially be distributed as follows:

    1st & 2nd program quarter (50%)

    3rd & 4th program quarter (50%)

    ~~One-time recruitment and retention bonus of $24,000 for current Full Time Nursing faculty and $19,000 for current Part Time Nursing faculty employed at the time of the 2017-2020 contract ratification.~~

    ~~The College and the Union shall confer every year following the legislative session regarding the Nursing enhancement funding and its impact on Nursing stipends and teaching loads. In the event the Legislature continues this funding. Nursing salary bonuses will continue.~~
    5th & 6th program quarter (86%)

5. Release time may be redistributed by Nursing administration, following consultation with the faculty, to address program needs.

6. In the event that payments pursuant to this Appendix and any related agreements will exceed the special funding provided to the College in a fiscal year, the parties will meet to identify an expenditure reduction to match required expenditures to special funding.

7. The College shall bargain annually any remaining funds not utilized in the aforementioned provisions.

Strategic Enrollment Management Plan

Update – 5/25/22

Advancing Justice

Clark College leads with racial equity as a holistic approach to identify barriers and best practices relating to the retention, enrollment, and completion of historically underrepresented racial and ethnic groups. Using data to guide us, we proactively seek out best practices and eliminate barriers to ensure equitable outcomes for students and employees. We accomplish this through abolishing practices that do not effectively serve students or employees, dismantling White Supremacy Culture, and by adopting principles of anti-racism, disability justice, and universal design.

SEM

Strategic Planning

SEM
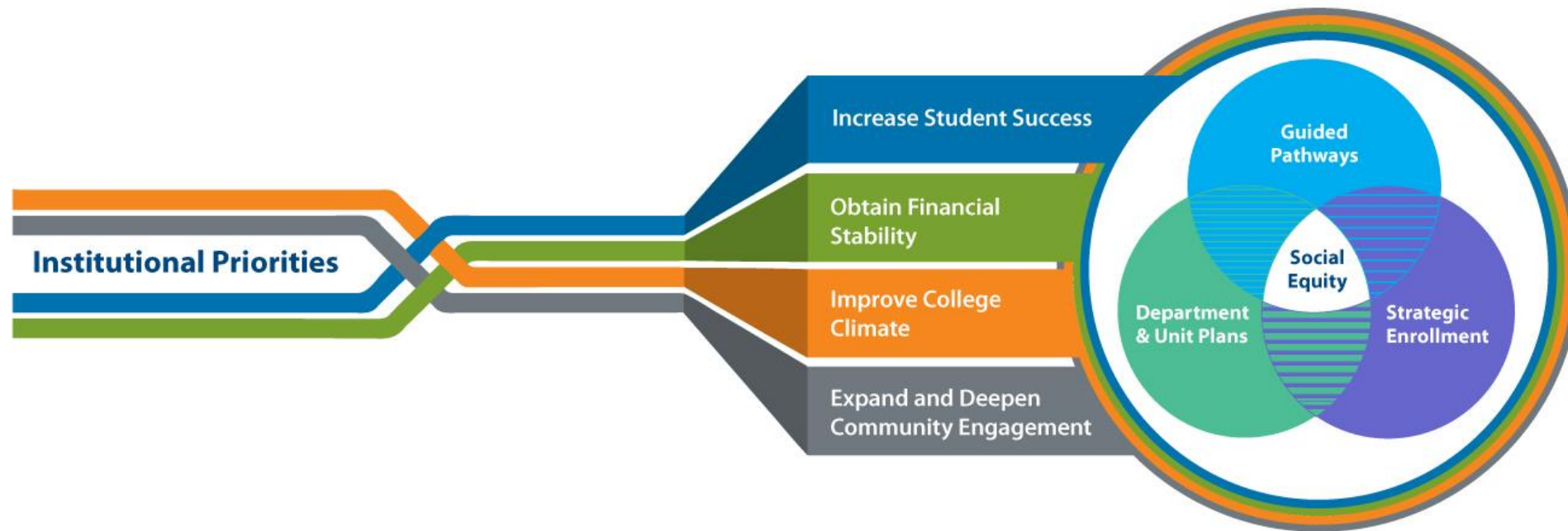
GOAL 1

By 2024, increase prospect pool by 20%, increase conversion from prospect to applicant by 10%, increase applicant to enroll students by 5%, and experience flat enrollment.

Prospect Pool – 20%

Prospect Conversion – 10%

Applicant to Enrollment - 5%
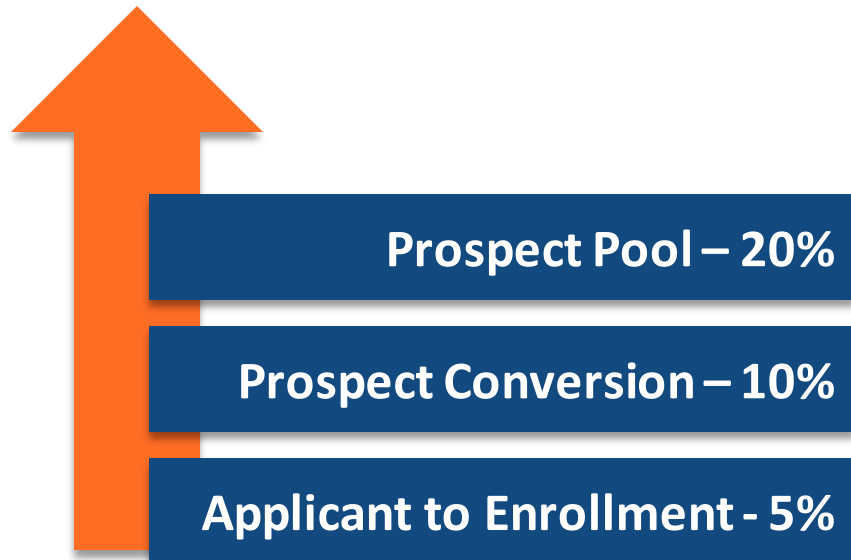
GOAL 1

GOAL 1 – Strategy Highlights

Strategy 1: Review, revise, and implement comprehensive prospective student recruitment and marketing systems. Implemented Prospect and Recruitment Module in ctcLink.

Status:
- Use of SBCTC HUSOC RS plan, enrollment data, & focus groups to develop and deploy intentional activities, programs, marketing and outreach, for the recruitment & enrollment of HUSOC RS students.
- Establishing metrics for evaluating activities and events.
- Created business processes and implemented Prospect Recruitment.
- Guided Pathways funding was used to create new AoS marketing videos.

GOAL 1

GOAL 1 – Strategy Highlights

Strategy 2: Create systems and models (data and processes) to support enrollment management; including student-facing systems/services, regular data reviews, and process mapping.

Status:

- Partnered with Information Technology to purchase and participate in workflow mapping with areas of Student Affairs including, ES, WES, FA and VRC.
- Several contractor services were submitted for procurement related to obtaining data dashboards, survey consulting, assessment consulting, Rapid Insight software, and training videos related to data tools.

GOAL 1

GOAL 1 – Strategy Highlights

Strategy 3: Create enrollment funnel to determine where students fall out of the funnel and implement intentional supports to pull students through.

Status:

- Tracking system being used to track zoom room traffic for Entry/Enrollment zoom room, as well as One-Stop.
  - Fall Term One Stop Visits: 5,928
  - Winter Term One Stop Visits: 3,755
  - **Fall/Winter Total: 9,683**
- Implemented pilot of ctcLink Prospect Module

GOAL 1

GOAL 1 – Strategy Highlights

Strategy 3: Create enrollment funnel to determine where students fall out of the funnel and implement intentional supports to pull students through.

	Applications	Unique Students	New Applicants	YeildRateNewStudents
Fall 2020	4428	4406	3890	57%
Winter 2021	980	978	753	41%
Spring 2021	1889	1762	998	35%
Summer 2021	1587	1526	919	32%
Fall 2021	6078	5716	4300	49%
Winter 2022	2254	2132	1327	27%

GOAL 1

GOAL 1 – Strategy Highlights

Strategy 4: Increase outreach and recruitment efforts to Transitional Studies students.

Status:

- **Completed in Fall:** Developed and implemented a process for handoff to Advising and Financial Aid.
  - 13 students have completed HS+ diploma and received a warm hand-off to advising.
- Collaborated with the Transition Studies team to streamline residency process after program completion.
- Entry Services and Transitional Studies continues to partner on outreach events, such as CTE Dual Credit events, high school visits, etc.

GOAL 1

GOAL 1 – Strategy Highlights

Strategy 5: Develop and Implement placement prep Math boot camp that can be offered with a condensed COLL101 in Summer.

Status:

- The team is developing a two-week Math/College 101 bootcamp.
- Level Up is focused on students from systemically non-dominant populations.
- The program will be held from August 22nd to September 2nd.

GOAL 1

GOAL 1 – Strategy Highlights

Strategy 6: Streamline Running Start Enrollment Process: Connect to High schools, connect to families, connect to CTE programs.

Status:

- Enrollment Services has partnered with service district Running Start Counselors to utilize a shared drive for uploading EVFs as well as student placement information.
- Work continues on participation in a statewide approach/change to EVF collections. Data sharing between OSPI, SBCTC and WSAC is also being discussed at a state level and the Clark team is participating in that work.
- Ongoing print and digital communications to k-12 partners.
- Working on focus groups for LatinX and Black families to gather data. Will only be able to complete one set of focus groups in Spring.

GOAL 1

GOAL 1 – Strategy Highlights

Strategy 7: Increase number of students who apply for Financial Aid

Status:

- Paying for Clark Information Sessions being held in April-June 2022.
- FAFSA/WASFA workshop held May 17th.
- Direct Admissions Pilot seems to have stalled. Checking back in with WSAC as contacts for the project seem to have changed
- Weekly outreach to students who have submitted FAFSA application, but no admissions application
  - Total number of students reached out to for 2022-23 FAFSA: 205

GOAL 1

GOAL 2

By 2024, increase fall-to-fall retention of all students by 10%.

10%

GOAL 2

GOAL 2 – Strategy Highlights

Strategy: Develop outreach/marketing specific to student populations based on retention data sorted by demographics.

Status:

- SA, ODEI, STEM, & MESA- Outreach to African American and Latinx students via partnership with:
  - Migrant Youth Conference – 5/25/ or 5/26
  - iUrban Teen – STEMoWEEN – 10/29
  - Dr. A. Terrell Institute – BSU's in Vancouver/PDX - Fall 2022
  - United Negro College Fund – Portfolio Project – Fall 2022
  - Lo Que Sigue – Migrant Re-engagement - 7/25

GOAL 2

GOAL 2 – Strategy Highlights

Fall 2021 Applicant Data

	New			Returning		
	Applicants	Percent Enrolled in Appl Term	Percent Enrolled Later Term	Applicants	Percent Enrolled in Appl Term	Percent Enrolled Later Term
Overall	4,282	49 %	5 %	932	44 %	0 %
Age						
Under 19, No HSD	1,252	75 %	3 %	6	100 %	0 %
Hist. Underrep.	222	71 %	5 %			
Not Hist. Underrep.	1,012	77 %	3 %	4		
Under 19, with HSD	1,120	50 %	6 %	29	52 %	0 %
Hist. Underrep.	390	47 %	6 %	7	14 %	0 %
Not Hist. Underrep.	712	52 %	6 %	22	64 %	0 %
19 to 24	956	34 %	7 %	335	54 %	0 %
Hist. Underrep.	309	27 %	7 %	90	39 %	0 %
Not Hist. Underrep.	632	38 %	7 %	242	59 %	0 %
25 to 44	764	28 %	7 %	466	38 %	0 %
45+	182	29 %	6 %	96	31 %	0 %
Race*						
Asian	410	53 %	5 %	65	54 %	0 %
Black	262	38 %	7 %	54	26 %	0 %
Latinx	765	42 %	5 %	142	35 %	0 %
Native American	125	42 %	5 %	52	44 %	0 %
Pacific Islander	121	43 %	6 %	21	29 %	0 %
White	3,267	52 %	6 %	759	46 %	0 %

GOAL 2

GOAL 2 – Strategy Highlights

Winter 2022 Applicant Data

	New			Returning		
	Applicants	Percent Enrolled in Appl Term	Percent Enrolled Later Term	Applicants	Percent Enrolled in Appl Term	Percent Enrolled Later Term
Overall	1,290	26 %	6 %	589	34 %	0 %
Age						
Under 19, No HSD	73	37 %	8 %			
Hist. Underrep.	20	20 %	25 %			
Not Hist. Underrep.	52	42 %	2 %			
Under 19, with HSD	137	22 %	8 %			
Hist. Underrep.	43	14 %	7 %			
Not Hist. Underrep.	93	26 %	9 %			
19 to 24	434	27 %	8 %	204	47 %	0 %
Hist. Underrep.	140	27 %	5 %	72	38 %	0 %
Not Hist. Underrep.	279	29 %	9 %	130	52 %	0 %
25 to 44	527	23 %	8 %	317	28 %	0 %
45+	117	25 %	2 %	63	25 %	0 %
Race*						
Asian	112	29 %	4 %	46	35 %	0 %
Black	92	20 %	2 %	51	35 %	0 %
Latinx	291	23 %	8 %	119	28 %	0 %
Native American	33	33 %	6 %	30	33 %	0 %
Pacific Islander	30	13 %	7 %	10	30 %	0 %
White	869	27 %	7 %	448	36 %	0 %

GOAL 2

GOAL 2 – Strategy Highlights

Strategy: Increase the number of fully online degree pathways available to students.

Status:

- 10 new online degree offerings launched, in addition to existing three.
- Identify degree offerings for Fall 2022.
  - 14 online degrees available, listed on the website and included in a marketing campaign.
  - We are in process of identifying and adding all related certificate programs to the website list.

GOAL 2

GOAL 2 – Strategy Highlights

Strategy: Implement Early Alert System in every class / utilize CARE team to provide student outreach

Status:

- Revised business process and use of Advocate (online reporting system) to provide early outreach (week 1, 2, & 7) to students, when faculty report students that are struggling or disengaged in their courses.
  - Number of ARC reports 9/20/21-2/19/22: 388
- AoS Coaches assist in outreach & connect students to resources and support. Deans sent email encouraging faculty engagement in Academic Retention Concern reporting.

GOAL 2

GOAL 3

By 2024, reduce the equity gap by 50% for non-dominant historically underrepresented students in retention, progression, and completion.

50%

GOAL 3

GOAL 3 – Strategy Highlights

Strategy: Enhance academic student supports to reduce equity gaps in course success

- **Status:**
  - Funds allocated to the MESA program to establish a peer mentoring program for systemically nondominant students in STEM programs.
  - A peer mentoring training system has been established in Canvas, in collaboration with the Office and Equity, Inclusion and Diversity and Disability Support Services.
- **Next Steps:**
  - Peer mentoring program will be expanded next year, and discussions are underway to incorporate similar student supports in gateway STEM classes.
- **Targeted Outcomes:**
  - Reduced equity gaps in course success rates.

GOAL 3

GOAL 3 – Strategy Highlights

Strategy: Continue to infuse culturally responsive curriculum throughout Clark programs.

- **Status:**
  - A total of 26 faculty representing 11 departments participated in the culturally sustaining teaching and learning initiative this year.
  - Each department team developed a curriculum plan to infuse culturally sustaining teaching and learning practices into department courses.
- **Next Steps:**
  - Faculty will begin implementing their teaching and learning plans summer or fall term.
- **Targeted Outcomes:**
  - Reduced equity gaps in course success rates.

GOAL 3

GOAL 4

By 2024, increase student success outcomes by 5%.

5%

GOAL 4

GOAL 4 – Strategy Highlights

Strategy: Utilize the program viability process to ensure programs are tied to industry and community needs.

- **Status:**
  - Based on Instructional Planning Team (IPT) program viability recommendations; the following programs have submitted program improvement plans for IPT approval: Business, BAS in Applied Management, EMT, Pre-Nursing, Nursing, and Phlebotomy.
- **Next Steps:**
  - IPT will review, request any needed modifications, and approve final versions of the program improvement plans by the end of Spring term.
  - Faculty will begin implementing the plans Fall 2022.
- **Targeted Outcomes:**
  - Increased enrollment, program completions, and industry relevance for programs under review.

GOAL 4

GOAL 4 – Strategy Highlights

Strategy: Provide opportunities for career connection early in pathway

- **Status:**
  - Career connections in program pathways are identified as a primary focus area in the Guided Pathways state plan that was submitted to the State Board this year.
  - Project plans include providing career outlook data on program map pages and identifying best practices for creating career connections early in students' educational pathways.
- **Next Steps:**
  - Strategies for embedding career connections early in program pathways will be developed and implemented next year.
- **Targeted Outcomes:**
  - Increased program completions and program graduate employment rates.

GOAL 4

GOAL 5

By 2024, increase enrollment at CTC & CCW by 5% through Intentional Pathways and Holistic Support Services.

5%

GOAL 5

GOAL 5 – Strategy Highlights

Strategy: Create CCW as Home to Allied Health Pathways.

- **Status:** The following Allied Health Programs have been relocated to CCW: Medical Assisting and Health Information Management. They have joined Phlebotomy, Pharmacy Technician and Nursing programs.
- **Next Steps:** Program course schedules are being updated with the new class locations, along with order and installation of equipment to ensure high-quality learning environments. An evening cohort of the Medical Assistant program was recommended for funding through the SBCTC High Demand Program to start Spring 2022, in coordination with regional employers.
- **Targeted outcome:** Increased Allied Health enrollment at CCW to meet community needs.
- **Targeted outcome:** Increase/offer Allied Health enrollment/courses at CCW in prerequisite courses.

GOAL 5

GOAL 5 – Strategy Highlights

Strategy: Rebrand Columbia Tech Center, including offering additional credit and non-credit programs and courses at CTC aligned with emerging business development.

- **Status:** This has been delayed due to most courses remaining online for this academic year, with scheduling for 2022-2023 to include the Business Core at CTC. BAS-AM leadership is exploring the feasibility of offering courses at CTC.
- Furniture that is conducive to active learning has been ordered and received for two of the classrooms at CTC-issues with the layout facilities sent us, which is designed around this accessibility code not active learning.
- **Next Steps:** The plan is to have Business Core courses offered at CTC (in addition to Main Campus) to allow students to complete foundational courses in Business at the satellite campus.
- **Targeted outcome:** Due to most courses scheduled online for 2021-2022, enrollment at CTC has not increased. With transition to more in-person classes, increased communications of program offerings will be needed.

GOAL 5

GOAL 5 – Strategy Highlights

Strategy: Develop and expand partnerships with industry and labor partners around CCW (e.g., Legacy, PeaceHealth, SIEU, etc.). Includes pathways for incumbent workers; internships/externships; placement upon completion.

- **Status:** Coordination of employer partnerships with: PeaceHealth Southwest, Legacy, and Vancouver Clinic to offer Evening Medical Assisting program for 2022-2023, with pre-requisite courses in Spring/Summer 2022. Hosted Information Night for prospective students, which included representatives from Workforce Southwest Washington and Employer Partners to increase enrollment in the program. Funding provided by High Demand Funding Program (WA State Legislature) to support expansion of Medical Assisting Program. Kaiser has reached out!

- **Next Steps:** Working to meet high demand for healthcare workforce; need for surgical technicians.
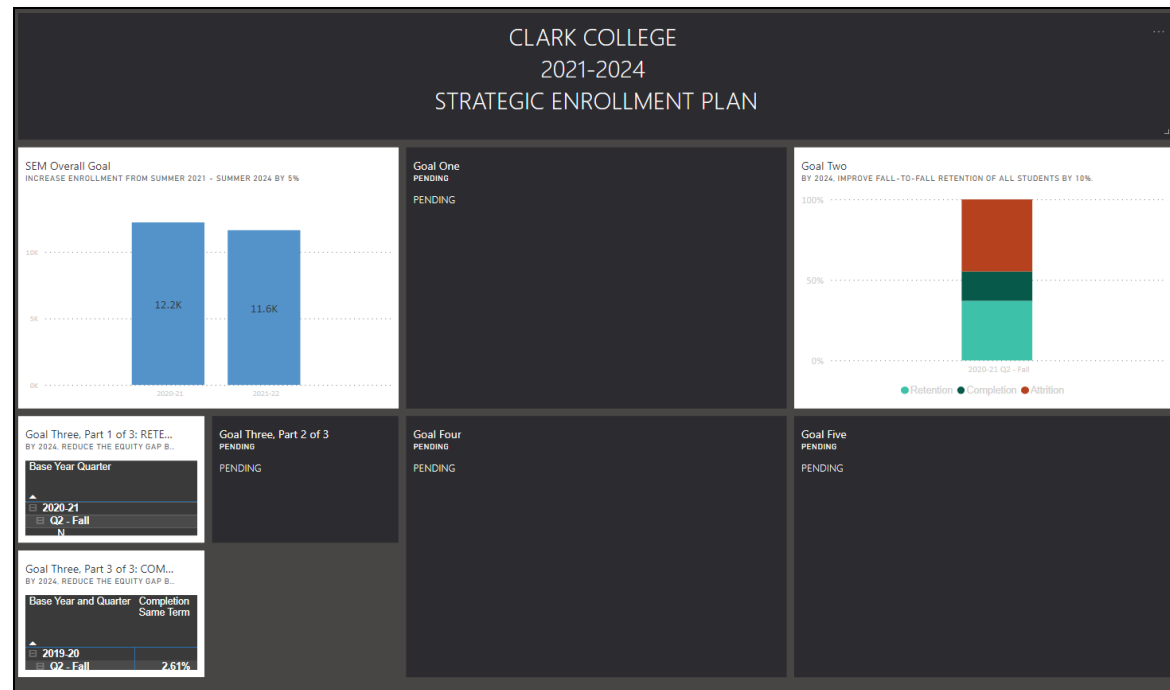
GOAL 5

GOAL 5 – Strategy Highlights

Strategy: Identify High-Demand BAS Programs to be located at CTC/CCW.

- **Status:** Potential BAS programs have been identified, with collection of relevant labor market data to inform program viability assessment.
- BAS program development priorities will be identified by the end of Spring term 2022 (MJ).
- BASAM evening cohort at CTC canceled due to lack of funding for security in evenings (BW)

GOAL 5

Next Steps

- Continue development of the data dashboard.
- Develop agreements for the definitions of the baseline data and leading indicators.

SEM