

# Clark College Ad Hoc Report

February 24, 2020

Prepared for the  
Northwest Commission on Colleges and Universities

Clark College  
1933 Fort Vancouver Way  
Vancouver, Washington 98663

[www.clark.edu](http://www.clark.edu)

# TABLE OF CONTENTS

<b>Introduction .....</b>	<b>1</b>
<b>Progress Update on Recommendation One .....</b>	<b>3</b>
Clark College’s 2015-2020 Strategic Plan .....	3
Clark College’s 2019-2020 Interim Strategic Plan .....	4
Clark College 2019-2021 Strategic Plan – Interim: Core Theme Objectives and Indicators .....	6
<b>Progress Update on Recommendation Two.....</b>	<b>9</b>
Core Theme Councils .....	9
Reorganizing Core Theme Council Work .....	9
<b>Progress Update on Recommendation Five .....</b>	<b>12</b>
Clark College Board of Trustees Policies .....	12
Clark College Administrative Policies and Procedures – Including Departmental Policies and Procedures.....	12
<b>Progress Update on Recommendation Six .....</b>	<b>14</b>
Clark College Information Technology (IT) Plan .....	14
Areas of Focus .....	14
IT Plan Planning Process.....	14
<b>Conclusion.....</b>	<b>15</b>
<b>Appendices.....</b>	<b>16</b>
A. Clark College 2015-2020 Strategic Plan	
B. Clark College Board of Trustees Minutes for July Retreat 2020 and August 2020 meetings	
C. Clark College 2019-2021 Strategic Plan – Interim	
D. Clark College Board of Trustees Board Priorities – 2019-2020	
E. Scorecards – February Example	
F. Board of Trustees Schedule for Work Session	
G. Board of Trustees Minutes for August 2018 Meeting	
H. Board of Trustees Policy Review Schedule .	
I. Administrative Policies and Procedure Review, Update, and Add Process	
J. Administrative Policies and Procedure Review, Update, and Add Tool	
K. Clark College Information Technology (IT) Plan	

## Introduction

In Fall of 2018, Clark College underwent a comprehensive evaluation of compliance with the Northwest Commission on Colleges and Universities' (NWCCU) accreditation standards. Based on that evaluation of compliance, NWCCU granted Clark College re-affirmation of accreditation status. In addition, the college received six commendation and six recommendations, two of which were out of compliance findings. The Commission directed the College to prepare an ad hoc progress report in Spring 2020 for four of the six recommendations:

- Recommendation One: Ensure that the identified core themes individually manifest essential elements of its mission and collectively encompass the mission, and that each Core Theme is associated with objectives that have meaningful, assessable, and verifiable indicators and form the basis for evaluating accomplishment of the objectives (Standards 1.A.2, 1.B.1, 4.A.1).
- Recommendation Two: Continue to clearly define the Core Theme Councils' functions within the College's governance structure and core theme planning processes (Standards 2.A.1, 3.A.2, 3.B.1).
- Recommendation Five: Utilize a process for regular and documented review – with revision as necessary – of Board of Trustees policies, administrative policies and procedures, and departmental policies and procedures through its governance and decision-making structures, across all areas of campus (Standards 2.A.6, 2.A.13, 2.A.18, 2.F.3). (Out of Compliance)
- Recommendation Six: Develop, implement, and regularly review a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services (Standard 2.G.8). (Out of Compliance)

Since receiving and reviewing these recommendations, Clark College has implemented a host of revisions, reforms, and enhancements, ranging from mission fulfillment assessment to committee restructuring, from policy and procedure review to the drafting of a comprehensive Information Technology Plan.

More specifically, in response to Recommendation One, the college has engaged in a systematic, inclusive redesign of its core theme objectives and indicators. This effort has resulted in a streamlined process by which mission fulfillment can be measured using meaningful, assessable, and verifiable indicators. This revision work naturally led the college to address Recommendation Two, resulting in a reorganization of the existing committee structure that was in place to monitor the progress of strategic indicators. These improvements have resulted in a streamlined governance structure that provides for a clearer, more specific focus on – and assessment of – relevant institutional objectives.

In response to Recommendation Five, Clark College conducted a sweeping review of administrative processes in place at other institutions of higher learning. Informed by these insights, the college then proceeded with a comprehensive review of its own administrative policies and procedures processes. This examination has led to an enhanced process of review and revision which takes advantage of a new tool for creating, maintaining, and updating

policies and procedures, as well as mindfully incorporating and implementing feedback from multiple stakeholders.

Finally, Clark College has addressed Recommendation Six through the planning, drafting, and publication of a comprehensive Information Technology (IT) Plan. This roadmap for technology investment was produced with input gathered from students, faculty, staff, and administration and has been designed to ensure that the college's central strategic initiatives remain continuously supported by its technological infrastructure.

Given these reforms, Clark College expects to be judged by the Commission as in compliance. In submitting this report, the college can look back at a host of revisions and enhancements in support of its mission, just as we look ahead to still more improvements in future. The appointment of a new president, the drafting of a new strategic plan, and the development of guided pathways all provide opportunities to further the college's work of continuous improvement, undertaken with a committed and unifying focus on student learning.

## Progress Update on Recommendation One

Recommendation One: Ensure that the identified core themes individually manifest essential elements of its mission and collectively encompass the mission, and that each Core Theme is associated with objectives that have meaningful, assessable, and verifiable indicators and form the basis for evaluating accomplishment of the objectives (Standards 1.A.2, 1.B.1, 4.A.1).

### Clark College's 2015-2020 Strategic Plan

The *Clark College 2015-2020 Strategic Plan* was comprised of vision, mission, core themes, objectives, values, and indicators of achievement that culminated in mission fulfillment outcomes (see Figure 1; Appendix A).

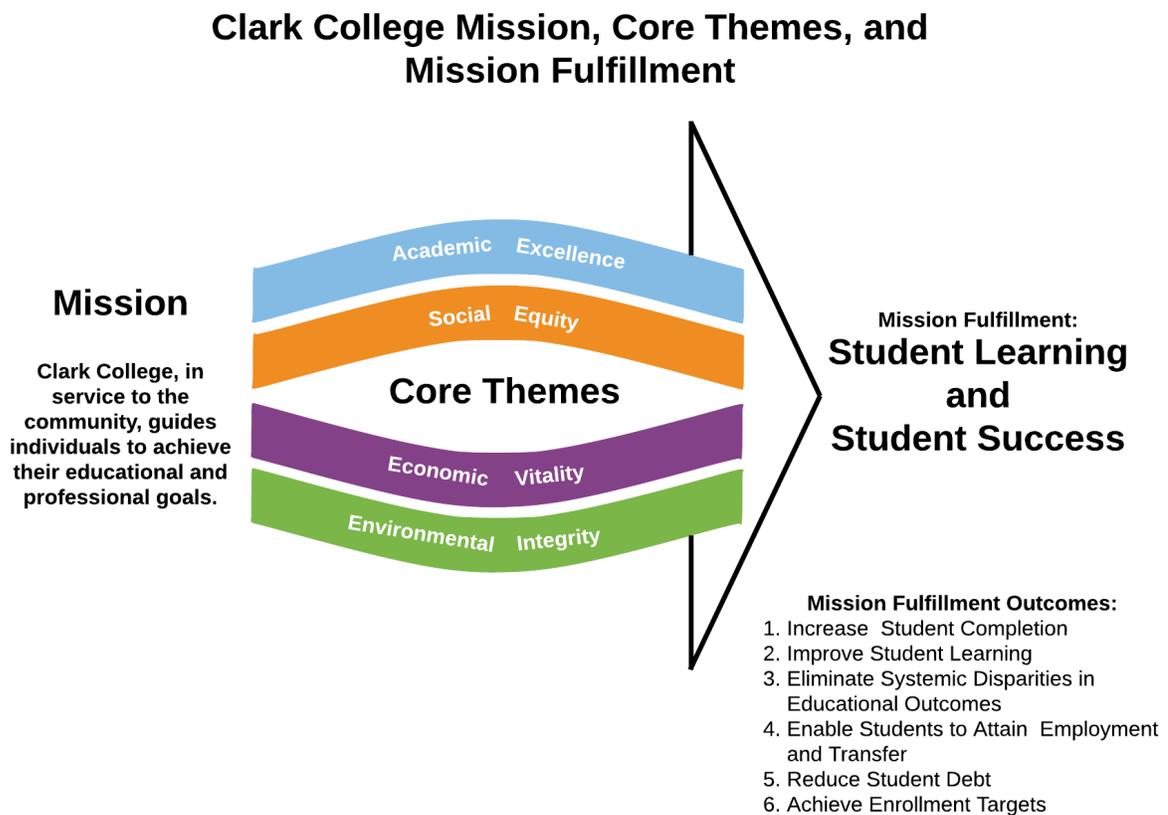


Figure 1

Specifically, the Clark College 2015-2020 Strategic Plan defined mission fulfillment as the achievement of six outcomes:

1. Increase student completion;
2. Improve student learning;
3. Eliminate systemic disparities in educational outcomes;
4. Enable students to attain employment and transfer;
5. Reduce student debt; and
6. Achieve enrollment targets.

Collectively, these indicators of achievement were designed to measure the progress of the major strategies the college needed to implement in order to successfully achieve mission fulfillment (see page 5, Figure 2).

The Northwest Commission on Colleges and Universities (NWCCU) identified that many of Clark's seventeen strategic plan objectives, however, were more operational than strategic, and that many of the corresponding indicators of achievement were process-oriented rather than outcome-oriented. Moreover, the results found that Clark's definition of mission fulfillment was not summative of the core theme objectives' indicators of achievement.

### **Clark College's 2019-2020 Interim Strategic Plan**

After receiving the NWCCU comprehensive evaluation results, Clark College acted swiftly to improve the Strategic Plan's objectives and indicators of achievement. The college sought volunteers from the four core theme councils: Academic Excellence Council, Social Equity Council, Economic Vitality Council, and the Environmental Integrity Council. These members formed the Strategic Planning Taskforce. The purpose of the taskforce was to revise the objectives and indicators of achievement to ensure that they were meaningful, assessable, verifiable, and that they formed the basis for evaluating the accomplishment of the mission fulfillment outcomes.

The taskforce began its work during winter quarter 2019, first examining the mission fulfillment outcomes, the 2015-2020 Strategic Plan objectives and indicators of achievement, as well as the complete evaluation report produced by NWCCU. The taskforce then took two steps. First, the group first reaffirmed the vision, mission, core themes, and values of the Strategic Plan. It then decided to revise the Plan's objectives, as well as the indicators of achievement and mission fulfillment. Rather than creating a new strategic plan, these revisions would serve as the Clark College 2019-2020 Interim Strategic Plan.

The rationale for this decision was two-fold: 1) the current President had given his notice of retirement and it would be important for the incoming President to help lead the development of the next strategic plan, and 2) changes in NWCCU accreditation standards were pending and it would be helpful to understand the expectations set forth by the new standards of accreditation.

The first step the taskforce made was to adopt the content of the six 2015-2020 mission fulfillment outcomes to replace the seventeen discrete academic excellence, social equity, and economic vitality core theme objectives. As well, the environmental integrity objective was revised. Strategic plan taskforce members brought these recommended changes back to their respective core theme councils. The councils approved the changes, then drafted indicators of achievement for each their respective core theme objectives. The Strategic Plan Taskforce next approved these indicators of achievement, then defined mission fulfillment as the achievement of 80% of all indicators for each core theme.

# Clark College 2015-2020 Strategic Plan Objectives

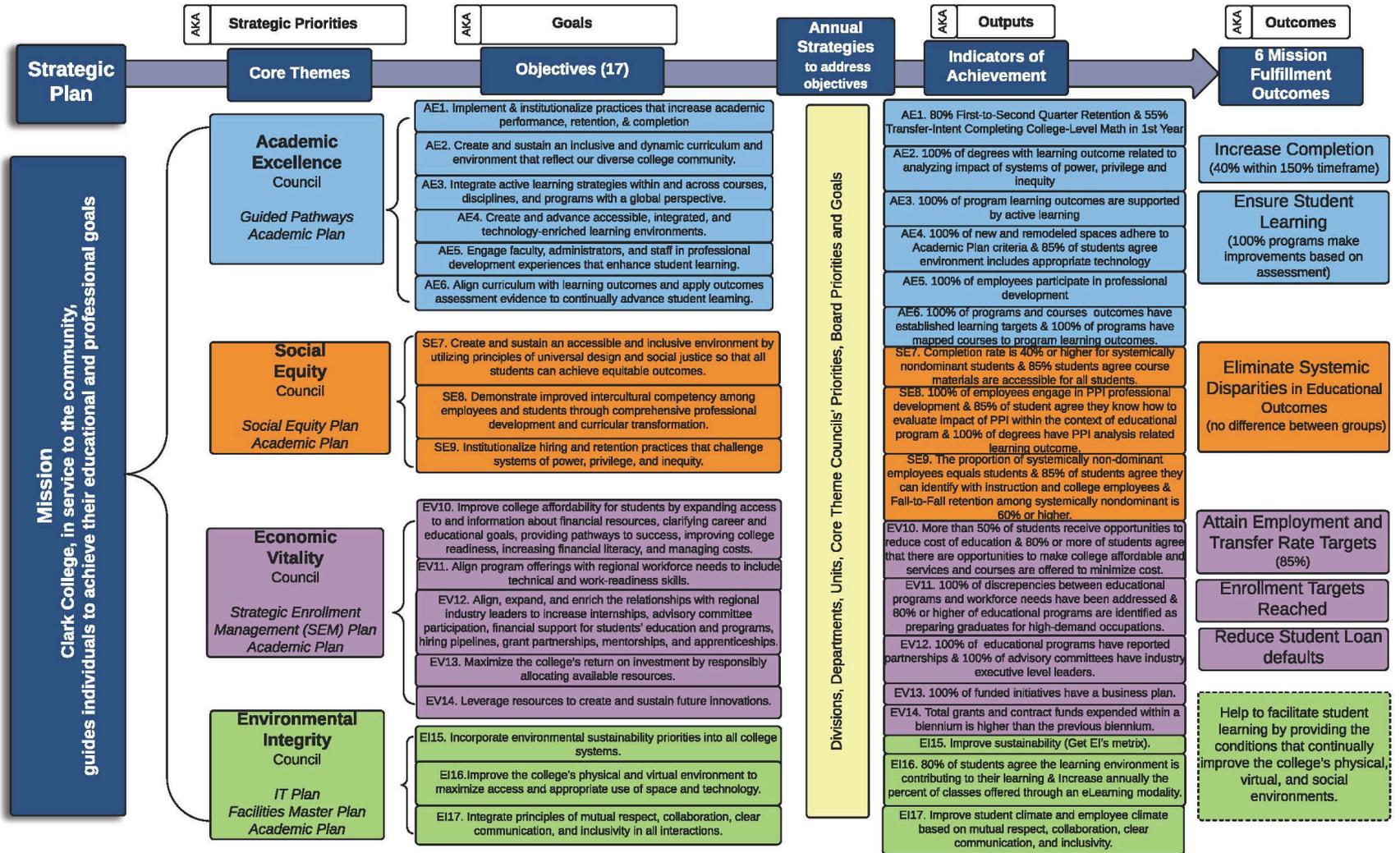


Figure 2

The taskforce then presented these recommended revisions to the 2015-2020 Strategic Plan in a formal proposal to the Clark College Board of Trustees. The Clark College Board of Trustees' first reading of the draft *Clark College 2019-2021 Strategic Plan – Interim* occurred at an all-day retreat in July of 2019. The proposal reaffirmed the vision, mission, core themes, and values of the 2015-2020 Strategic Plan, and introduced the proposed revisions to the Plan's objectives, indicators of achievement, and measurements of mission fulfillment. Upon reviewing the proposal, the Board of Trustees requested a second objective, with relevant indicators of achievement, be added to the Social Equity core theme. A summary of the approved changes follows:

**Clark College 2019-2021 Strategic Plan – Interim: Core Theme Objectives and Indicators**

Core Theme	Proposed Core Theme Objectives	Proposed Indicators of Achievement
Academic Excellence: Facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking.	Increase completion.	<ul style="list-style-type: none"> <li>• Three-year completion rate is 40% or higher</li> <li>• Course success rate is 80% or higher</li> <li>• First-to-second quarter retention rate is 80% or higher</li> <li>• Increase first-year college-level Math completion rate</li> </ul>
	Improve student learning.	<ul style="list-style-type: none"> <li>• 100% of programs have completed program-level outcomes assessment projects</li> <li>• 100% of full-time faculty participate in outcomes assessment projects</li> <li>• 100% of programs report on equity in outcomes assessment projects</li> <li>• 100% of programs have completed evidenced-based improvements for the year</li> </ul>
Social Equity: Facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups.	Eliminate racial disparities in educational outcomes.*	<ul style="list-style-type: none"> <li>• Historically-underrepresented students' completion rate is 40% or higher</li> <li>• Increase the percent of students who agree that course materials and college technology is accessible</li> <li>• Historically-underrepresented students first-to-second quarter retention rate is 80% or higher</li> </ul>

Core Theme	Proposed Core Theme Objectives	Proposed Indicators of Achievement
Social Equity: Facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups.	Improve intercultural and multicultural competencies among students and employees (including educational opportunities and institutionalizing hiring and retention practices that challenge systems of power, privilege and inequity).**	<ul style="list-style-type: none"> <li>• Equalize representation between students and college employees in terms of race and disability**</li> </ul>
Economic Vitality: Facilitate student learning by providing programs, services, and conditions that improve the economic well-being of the students, college, and community.	Ensure graduates are employed in livable wage jobs either directly after professional/technical program or after successful transfer to four-year institution.	<ul style="list-style-type: none"> <li>• Increase percent of graduates with living-wage employment (professional-technical programs only)</li> </ul>
	Reduce the cost of education.	<ul style="list-style-type: none"> <li>• Increase students receiving opportunities to reduce cost of education (e.g., waivers, scholarships, etc.)</li> <li>• Decrease cost of books, materials, and fees from year prior</li> <li>• Decrease average student loan debt from year prior</li> </ul>
	Align program offerings with regional workforce needs to include technical and work-readiness skills.	<ul style="list-style-type: none"> <li>• 80% of Clark’s program groups contain high-demand occupations</li> </ul>
Environmental Integrity: Facilitate student learning by providing the conditions that continually improve the college’s physical, virtual, and social environment.	Develop and improve sustainable environmental, physical, virtual, and social college systems.	<ul style="list-style-type: none"> <li>• Increase sustainability of facilities, as measured by the Clark County Green Survey, from prior year</li> <li>• Student climate survey reflects an average 4.0 level of agreement for mutual respect, collaboration, clear communication, and inclusivity</li> <li>• Employee climate survey reflects an average 5.0 level of agreement for mutual respect, collaboration, clear communication, and inclusivity</li> </ul>

*\*Racial disparities are explicitly, although not exclusively, the focus of the objective, due to the substantial disparities in educational outcomes by students’ race/ethnicity. By leading with race, where the largest disparities exist, the college will address the pervasive structural and systemic inequities that impact educational outcomes for all students, especially systemically non-dominant students.*

*\*\*The Clark College Board of Trustees added this core theme objective and indicator of achievement.*

During their August 2019 meeting, the Board of Trustees used the revised core theme objectives and indicators of the 2019-2021 Interim Strategic Plan to develop goals for the 2019-2020 academic year (see Appendix B). The new Clark College 2019-2021 Strategic Plan – Interim and the *2019-2020 Clark College Board Priorities* were formally adopted by the Clark College Board of Trustees at the Trustees’ August 28, 2019 meeting (see Appendices C and D, respectively).

Scorecards for each objective with the indicators of achievement are presented to the Clark College Board of Trustees monthly (see Appendix E). Each of the 2019-2020 board priorities are aligned with one of the college’s objectives, and this alignment is indicated on the scorecard. The monthly scorecards show updated data, if relevant, as well as monthly progress updates. In addition, at least one executive cabinet (EC) member is assigned to each of the board priorities. During Board of Trustees work sessions throughout the academic year, EC members have provided, and continue to provide, in-depth progress updates for each board priority (see Appendix F).

As a whole, Clark College has made significant progress to ensure that each core theme is associated with objectives that have meaningful, assessable, and verifiable indicators. Collectively, these revised indicators form the basis for evaluating the college’s progress toward mission fulfillment. Moreover, the Board of Trustees’ priorities for the college are aligned with the strategic plan’s core themes, objectives, and indicators of achievement, resulting in a streamlined focus on the essential elements of the colleges’ institutional priorities.

## **Progress Update on Recommendation Two**

Recommendation Two: Continue to clearly define the Core Theme Councils' functions within the College's governance structure and core theme planning processes (Standards 2.A.1, 3.A.2, 3.B.1).

### **Core Theme Councils**

In 2016, Clark College reorganized its committee structure to improve alignment with the newly-adopted Clark College 2015-2020 Strategic Plan. As well, this decision was taken with the goals of increasing transparency in administrative decision-making and reducing the redundancy of duties within the college's committees. This reorganization resulted in four core theme councils, one for each core theme of the Strategic Plan: academic excellence council, social equity council, economic vitality council, and environmental integrity council.

These bodies were tasked with the planning, assessment, and continuous improvement of core theme indicators, as directly related to the college's strategic plan. The councils were designed to focus on college-wide strategies, rather than daily operations, working within the college's governance structure (e.g., executive cabinet, leadership teams, departments, and other committees) to recommend improvements related to the scope, objectives, and outcomes of each of the four core themes.

Functionally, the core theme councils were intended to conduct the following activities:

1. Continuously review and evaluate Clark College's progress toward mission fulfillment, specifically in regard to the core theme objectives;
2. Develop and provide recommendations to the college's leadership teams, especially the President's executive cabinet (EC), to improve college-wide strategies; and
3. When relevant, make recommendations of strategies to improve college units, departments, and/or other related committees.

The primary intent of the core theme councils was to serve as a mechanism for shared governance, strategically prioritizing continuous improvement actions related to the strategic plan. To provide this shared governance, one EC meeting was set aside per month to integrate the councils' perspectives and recommendations – as equal members of the team – into the college's executive leadership discussions.

### **Reorganizing Core Theme Council Work**

In contrast to this intended purpose, core theme council discussions at EC meetings were more operational than strategic in nature (e.g., focused on the minutiae of the capital spending budget rather than the stated core theme objective of "Improve the college's physical and virtual environment"). Given the operational focus of these discussions, the core theme councils struggled to achieve their intended strategic function within the Clark College's governance structure and planning processes.

In addition to this challenge, three major events occurred over the summer of 2019 that presented Clark College with an opportunity to re-examine the existing core theme council structure. The advent of the new NWCCU standards – adopted in January 2020 – moved colleges away from the core theme requirement. In addition, the Clark College President retired and was replaced by an interim president. Finally, the Clark College Board of Trustees adopted the *Clark College 2019-2021 Strategic Plan – Interim*. Most significantly, the Interim Strategic Plan, while maintaining the nature and intent of the former 2015-2020 Strategic Plan, provides more concise direction for the college's strategic initiatives. To support this evolution, in September 2019 the Clark College Board of Trustees adopted ten priorities for the college to focus on as a transition into the new strategic plan (see Appendix D).

To make progress toward these priorities, the functions of existing committees evolved, while the need for new work groups became apparent. The Climate Improvement Taskforce, Boschma Farms Development Team, and Social Equity Advisory Committee were convened during fall 2019 and winter 2020. As well, the Strategic Planning Council will convene within the next six months. Finally, based on work completed by the core theme councils, additional committees were established: the Budget Committee, Environmental Sustainability Taskforce, and Social Equity Plan Development Team.

As these new groups were organized, the work of some long-standing committees, including the core theme councils (given their focus on operational, rather than strategic, planning) became redundant. Existing council members were encouraged to serve on a related committee that aligned with their interests. With the exception of the Strategic Planning Council and the Clark College Boschma Farms Development Team, Figure 3 depicts the alignment of the former councils with the new, newly-convening, and existing groups:

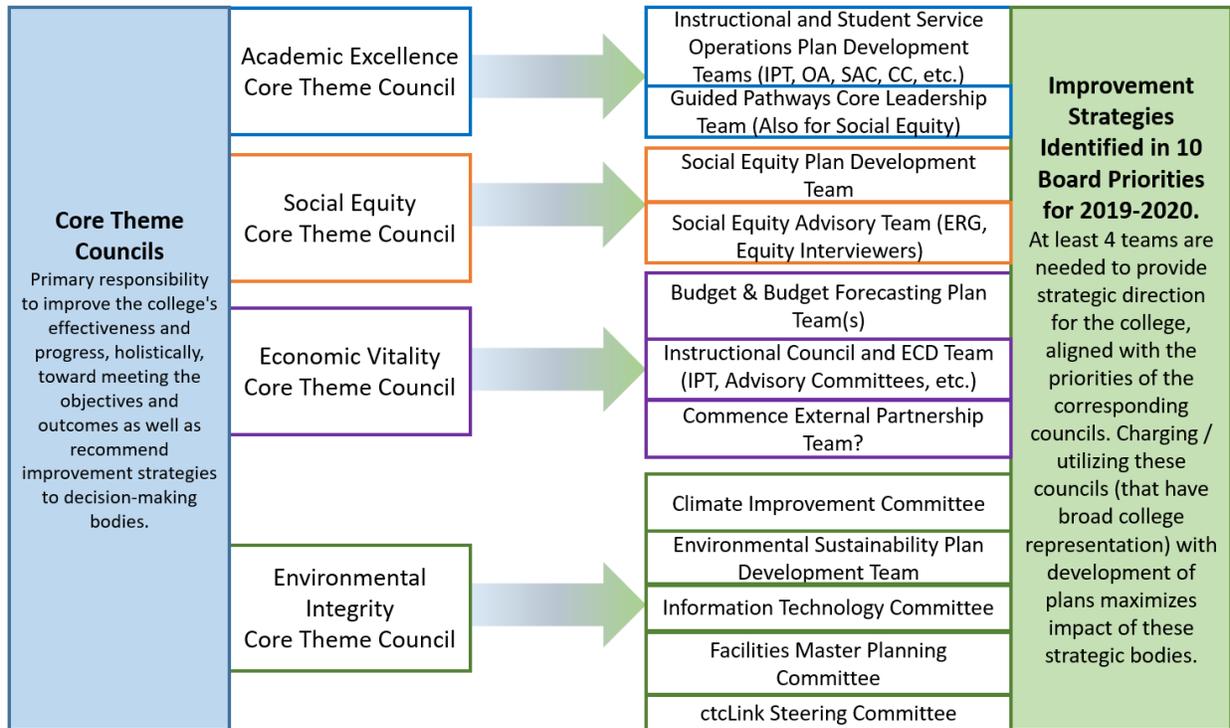


Figure 3<sup>1</sup>

Clark College looks forward to many new beginnings in the near future. Among these will be the arrival of a new president and the development of a new strategic plan. Supporting both of these changes will be improvements in governance structures, embedding faculty, staff, student, and community views into decision-making in order to ensure a shared progress toward mission fulfillment that is rooted in student learning, student achievement, and equity.

<sup>1</sup> Acronyms:  
 CC: Curriculum Committee  
 ECD: Economic and Community Development  
 ERG: Employee Resource Groups  
 IC: Instructional Council  
 IPT: Instructional Planning Team  
 OAC: Outcomes Assessment Committee  
 SAC: Student Affairs Council

## Progress Update on Recommendation Five

Recommendation Five: Utilize a process for regular and documented review – with revision as necessary – of Board of Trustees policies, administrative policies and procedures, and departmental policies and procedures through its governance and decision-making structures, across all areas of campus (Standards 2.A.6, 2.A.13, 2.A.18, 2.F.3).

### Clark College Board of Trustees Policies

[Board of Trustees Policies 100.F10 and 100.F30](#) describe the process by which the board considers and amends its own governing policies and procedures. The most recent comprehensive amendment to these policies was completed in 2018. The Board of Trustees adopted a review schedule during their August 2018 meeting. The schedule stipulates that they will review their policies and procedures every two years. The second review since this schedule has been adopted will occur during the summer of 2020 (see Appendix G and H, respectively).

The board delegates responsibility for the development and approval of the institution's administrative policies and procedures to the college president. As stated in the [Board of Trustees Policies & Procedures Manual](#), the board requires that the president advise the board "in all areas of policy and make recommendations on all matters that affect the district before action is taken by the board." In accordance with state law, the board is also responsible for hearing and approving all amendments and additions to the college's Washington Administrative Code.

### Clark College Administrative Policies and Procedures – Including Departmental Policies and Procedures

In November 2019, a cross-functional taskforce was assembled to create a new process for [administrative policies and procedures](#) – including department policies and procedures – to be reviewed and revised. Over a series of meetings in November and December 2019, the task force reviewed processes used at other colleges, ranging from Yale University to Portland Community College. Early in its deliberations the task force agreed on the following:

1. Clark's new process needed to be versatile enough to be utilized not only for regular review of policies and procedures but also for creating and revising policies and procedures off cycle.
2. The process needed to be multi-layered, requiring all policies and procedures to be reviewed against the college's Mission and Strategic Plan, Social Equity Plan, Guided Pathways principles, Accreditation Standards, and Collective Bargaining Agreements.
3. A college-wide committee, with representatives from all key constituent groups, would be formed to ensure that all policies and procedures were analyzed from multiple perspectives and subjected to a system of checks and balances before moving on to Executive Cabinet for final approval.

In January 2020, the taskforce completed its work on a new administrative procedure regarding policies and procedures, as well as the Review, Revise, and Create Administrative Policies and Procedures Tool. The new processes was piloted with the college's procedure regarding sex offender notification. After this new tool was used, it was determined that the new process achieved what the task force had hoped for: it required policy and procedure review and revision to go beyond the silo of an individual department and evaluated the procedure through multiple stakeholder lenses.

On February 11, 2020 Executive Cabinet approved the new procedure on administrative policies and procedures, along with the new tool (see Appendix I and Appendix J, respectively). The new administrative policies and procedure process will be presented to the Board of Trustees at their March 11, 2020 work session. In the spring 2020 quarter a training will be conducted for custodians of even-numbered policies and procedures, demonstrating how to use the new tool. This will then start the regular cycle of reviewing even-numbered policies and procedures in even-numbered years, odd-numbered policies and procedures in odd-numbered years.

## Progress Update on Recommendation Six

Recommendation Six: Develop, implement, and regularly review a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services (Standard 2.G.8).

### Clark College Information Technology (IT) Plan

Clark College's *IT Plan* identifies the information technology goals, outcomes, and actions needed to support the college's strategic and academic plans (see Appendix K). The purpose of the IT Plan is to identify and integrate the technology solutions necessary to fulfill Clark College's mission – “in service to the community, [Clark College] guides individuals to achieve their educational and professional goals” – as well as accomplish the college-wide objectives of the Clark College 2019-2020 Interim Strategic Plan.

In addition, the IT Plan outlines the necessary infrastructure required to support other existing college-wide plans, including Guided Pathways, the Academic Plan, Social Equity Plan, and Facilities Master Plan. The IT Plan will guide the college in the allocation of resources and in prioritizing future investments in the service of each of these initiatives.

### Areas of Focus

The IT Plan's stated areas of focus summarize those technological needs that must be met in order to fulfill Clark College's mission and achieve the objectives of the college's strategic plans, including guided pathways. Specifically, these areas of focus are:

1. Exceptional IT Services
2. Cyber Security and Compliance
3. Digital Learning
4. Data Analytics
5. Technology Innovation

### IT Plan Planning Process

The IT Plan was developed through monthly and quarterly meetings of the [Information Technology Committee](#), held in collaboration with the student [Technology Fee Committee](#). These bodies engaged stakeholders and collected feedback from the student government [Associated Students of Clark College](#) (ASCC), the [Environmental Integrity Council](#), faculty leadership, the college-wide budget committee, as well as from all Deans and Operations Managers. Additional input regarding technology needs has been gathered through college-wide surveys, which focus on classroom and general technology needs. These surveys were sent to all Clark College students, faculty and staff.

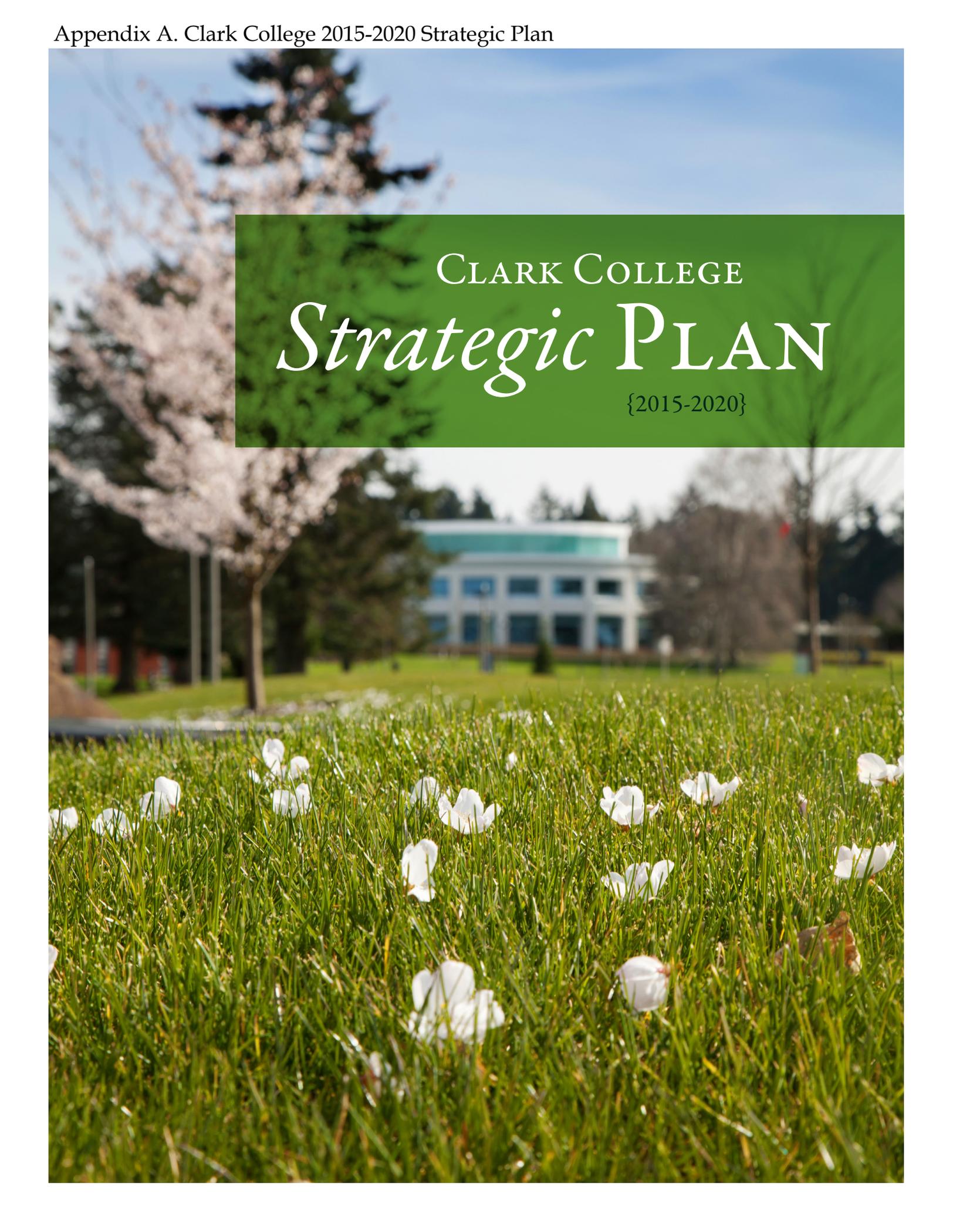
Over the past year, thorough planning has ensured that shared governance was central in the identification of the college's critical technology needs. The resulting roadmap for technology investment plays a critical role in Clark College's progress toward mission fulfillment, facilitating the conditions necessary for the success of Clark's Academic, Social Equity, and Facilities Master Plans, and for the support of student learning across the institution.

### **IT Plan Implementation and Continuous Improvement Process**

The 2019-2023 IT Plan has been developed and will be regularly reviewed throughout the implementation via established ongoing IT Governance process ensuring continual feedback on progress to completion.

### **Conclusion**

Given the totality of these reforms, Clark College expects to be judged by the Commission as in compliance. In submitting this report, the college can look back at a host of revisions and enhancements in support of its mission, just as we look ahead to still more improvements in future. The appointment of a new president, the drafting of a new strategic plan, and the development of guided pathways all provide opportunities to further the college's work of continuous improvement, undertaken with a committed and unifying focus on student learning.



CLARK COLLEGE  
*Strategic* PLAN  
{2015-2020}



## Purpose

A strategic plan is a story – one told by many authors, and for many audiences. Taken as a whole, the Clark College 2015-2020 Strategic Plan tells the story of who the college is, whom we serve, and how we plan to improve and expand that service in the future.

The plan is also a bridge. It spans the distance between employees' duties and departments, uniting us in a common conversation about how we all contribute to student learning. As well, the plan connects us to the students and to the communities we serve. It allows the college to allocate resources and set priorities in ways that will most benefit the people who live and work in our part of the world, and who turn to us for the knowledge and skills they need to succeed.

Finally, the Clark College 2015-2020 Strategic Plan is a map. It allows us to chart our progress as we grow and develop over the next five years. It offers us clear milestones for achievement and a common direction toward those goals.

The plan is not designed to answer every question that might arise in the future. Nor can it replace the dedication, innovation, and commitment of the college's employees. Instead, it will guide Clark as it moves toward achieving its Vision 2020 – in the same spirit of service that has characterized the college for more than 80 years.

## Method

The 2015-2020 Strategic Plan has been more than two years in the making. The considerable scope of Clark's services and its impact on the community account in some ways for the extended timeline of this undertaking. A more accurate explanation for the lengthy process, however, can be summarized in a single word: inclusivity.

In this case, inclusivity more precisely means that all of the college's stakeholders contribute their input in the development of the strategic plan. So, who are Clark's "stakeholders"? This term is rarely defined in detail. In truth, however, the decisions that guide Clark's development have real, lasting impacts on individuals' lives. Because the strategic plan ultimately touches so many, it's vital that those voices were heard in the discussions surrounding the plan's development.

Specifically, the development process reached out to students, faculty, administrators, board of trustees, employees, local school districts, local business, transfer universities, as well as economic and workforce organizations. Over the period

of the plan's development, these groups worked collectively and individually. They brainstormed. They envisioned. They critiqued. They questioned. They suggested. Quite simply: they dreamt. They dreamt of an institution that can overcome its challenges, change students' lives, and serve as a leader for the future good of its community. And while those dreams were wide-ranging and diverse, a common thread ran through them all: a commitment to inspiring, supporting, and enhancing student learning. This focus informed much of the developmental conversations as the plan took shape, and it continues to inform the direction of the college's future.

## Development

Because the development of the Clark College 2015-2020 Strategic Plan was driven by stakeholder feedback, a comprehensive approach to collecting and reporting this input was necessary. The first step in the process began in February of 2013. Under the theme of "Vision 2020," the college was asked to consider what Clark College would look like in the year 2020: its role in the community, its values, its instructional programs, its student services, and its budget priorities.

This feedback was collected by the Office of Planning and Effectiveness and relayed to the Planning and Accreditation Committee. In March of 2013, the members of that committee identified commonalities in the collected responses. These themes would help structure future discussions and, eventually, give more concrete shape to the many visions being shared.

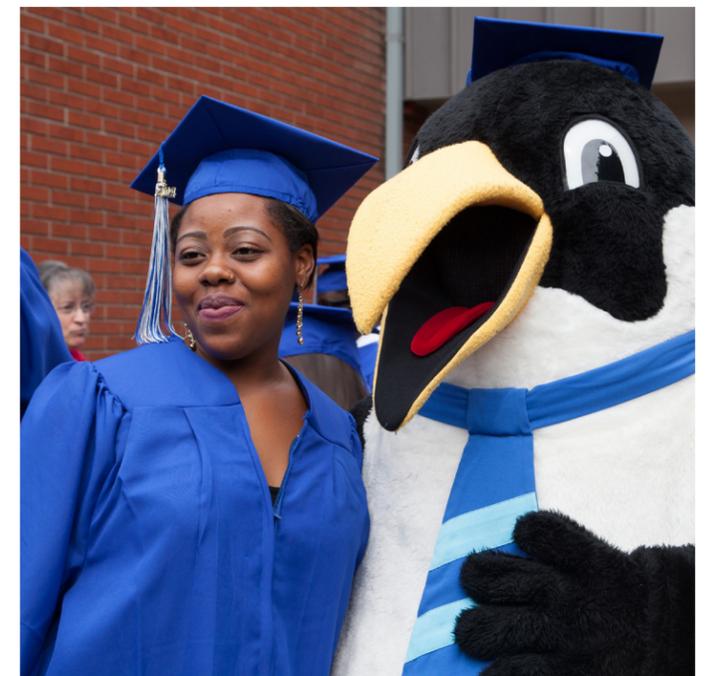
From this exercise, in fact, one broad theme emerged, cutting across responses of all types: a focus on student learning. It became clear that the work done by all the college's employees was directed – directly or indirectly – toward the achievement of student learning. Similarly, members of the greater college community – regardless of their particular industry's priorities – shared an investment in that same student learning.

With this in mind, the strategic plan developed with student learning at the center of its future discussions. This thematic focus was introduced at the Opening Day Activities in September 2013. Student learning was formally defined as "the knowledge, skills, and connections gained at Clark College." Small, interdepartmental groups were convened and tasked with providing their input on four key aspects of student learning: access, environment, engagement, and commitment.

Throughout fall 2013 term and into the winter 2014 term, these groups met to discuss readings about each of the four key aspects of student learning. They were asked for their feedback on how Clark College currently provides for each element of student learning, and how the college might better do so in the future. These responses were recorded and – much like the Vision2020 exercise – this feedback was collected and themes were identified.

By February 2014, the feedback from these conversations had been collected, and the strategic plan entered a more empirical phase of development. A dedicated group – Taskforce 1 – had been appointed in July 2013 to provide continuous updates on the plan's progress to the wider college community. Now, Taskforce 2 joined the effort. An interdepartmental team of more than 40 college representatives collectively considered the themes that had emerged from the college-wide discussions on student learning and then researched related internal and external data.

Together with input from Clark's College Council, this research was organized within a framework of sustainability. More specifically, Taskforce 2 conducted research in three broad areas of sustainability: social equity, economic vitality, and environmental integrity. Research was conducted pertaining to students as well as local and national data, drawing on recognized best practices to promote student learning and increase educational attainment. The results of this research were published in the 115-page Clark College Environmental Scan.



## Our World Today: Challenges

The environmental scan, published in June 2014, details both the challenges and the opportunities that lie ahead for the college. Taken as a whole, those details paint a comprehensive picture of the state of the college and the broader educational landscape.

Following the three-pronged framework of the scan's sustainability framework, the research first delves into social equity. As an open-access institution, Clark College plays a vital role in sustaining and advancing social equity for its students. Related specifically to those students' learning, Taskforce 2 found that most students enter the college below college-level in at least one area of study, and at varying levels of technological proficiency. In addition, Clark College's students are largely low-income and more diverse than the college's faculty, staff, and the greater community. Only about 25% of students actually attain educational completion. Finally, students of less privileged backgrounds express more dissatisfaction with the college climate.

With its research into the regional economics of student learning, the environmental scan details that local counties (Clark, Skamania, and Klickitat) have lower rates of educational attainment than the rest of Washington. Research further reveals that the local service district population is aging, with more volatile unemployment rates than the state or nation. As for the economics of the college itself, state support remains disproportionate to the number of the FTES served by the college, and this funding continues to decline significantly. For their part, Clark College's students are facing tighter federal financial aid regulations, while former students are defaulting more frequently on their student loans than they have in the past. As well, tuition rates and school-related expenses have increased significantly over the past decade.

The environmental scan's third area of concern focused on Clark College's environment. It found that efforts to promote environmental sustainability at the college lacked coherent organization. It also found that the college's infrastructure is aging significantly, with one of the smallest allotments in the state of square footage for its students. Resources, facilities, technology, and shared governance earned the lowest marks among Clark College employees' perception of climate.

## Our World Today: Opportunities

Among these findings, however, the environmental scan also records vital information on researched best practices that have helped to address similar challenges faced by other colleges nationwide. Local research also reveals promising data. In short, the difficulties that face the college are not without remedy. A variety of findings are put forth that can help to alleviate these pressing problems.

For example, hybrid and competency-based offerings, as well as credit for prior learning, have been shown to improve student success and completion rates, as has student enrollment in both math and English classes during their first quarter. A student's first quarter, in fact, was found to be a crucial period that often determines that student's future success. More generally, structured pathways with clear learning outcomes produce greater student completion rates and lead more directly to employment. Students who participate in mandatory wrap-around support services were found to be more successful in educational attainment than their counterparts. Research also shows that students of historically disadvantaged communities should be particularly supported to overcome the risk of academic under-preparedness.

In addition, business partnerships and internships have proven vital in the creation of relevant programs and providing valuable opportunities for experiential learning. Local employers have expressed a desire for hard skills in the areas of health care, technology, transportation, and manufacturing, among others. As well, they seek soft skills in such areas as critical thinking, communication, and diversity of thought and experience. Economic research additionally revealed the direct relationship of state funding to both enrollment and attainment and highlighted the ongoing support of the college's Foundation. Finally, the \$ALT financial literacy program has been found to be associated with fewer loan delinquencies for students.

In terms of the college's environment, in addition to redesigning and improving existing infrastructure, added small study spaces, places to gather, and dedicated tutoring spaces would further support the conditions for student learning. An increased use and presence of technology on campus was found to provide a similar effect.



## Clark College's Role

Upon the publication of the environmental scan's findings, a third taskforce was convened over the summer months of 2014. Taskforce 3's job was to review the substantial information presented in the environmental scan, and then draft the mission, vision, core themes, and values that would comprise the Clark College 2015-2020 Strategic Plan.

This undertaking was completed in time for the college's Opening Day event in September 2014. At this point, the draft of the plan was presented to the greater college community for review and comment. Taskforce 3 collected and reviewed the college's feedback and made changes to the vision, core themes, and values based on the college's response. The revised version circulated in October 2014 and shortly thereafter, small teams were convened to draft objectives for each of the plan's core themes, in order to more specifically chart the college's progress toward the goals expressed in the plan itself.

The plan is the culmination of a sustained, inclusive effort that featured hours of conversations and months of research. As a whole, it determines how Clark will achieve its Vision 2020, honoring its commitment to the community and to the students it serves.

In detail, the Clark College 2015-2020 Strategic Plan includes a vision (Clark College inspires learners to excel, transforms lives, and strengthens our increasingly diverse community) that recognizes and values its obligations to its students and the broader community. Its mission statement (Clark College, in service to the community, guides individuals to achieve their educational and professional goals) acknowledges the common focus of the college's employees in supporting student learning.

As well, the plan includes four core themes: Academic Excellence, Social Equity, Economic Vitality, and Environmental Integrity. Each theme advances the goal of facilitating student learning, but with a particular focus. Academic Excellence seeks to provide the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. Social Equity directs the college's work to provide the conditions that improve educational outcomes and eliminate systemic disparities among all groups. Economic Vitality emphasizes providing programs, services, and conditions that improve the economic well-being of the students, college, and community. Finally, Environmental Integrity directs the college to facilitate student learning by providing the conditions that continually improve the college's physical, virtual, and social environment.

Finally, the plan asserts six values - ideals that will guide Clark's pursuit of its mission, vision, and core theme objectives. These values are: social justice, partnerships, innovation, sustainability, continuous improvement, and shared governance.

## The Journey Ahead

The Clark College Board of Trustees officially adopted the Clark College 2015-2020 Strategic Plan on March 18, 2015. The conclusion of the plan's development, however, marks a new beginning for the college and its stakeholders. Clark College's future will take direction from the many who lent their hands to the plan's development. In doing so, they will have touched not only the language of the plan itself, but the lives of those who will pass through the college's doors in the years to come.

For our mission, our vision, our core themes, our objectives, and our values amount to more, ultimately, than an agreed-upon collection of words. They unite us in service, they guide us in progress, and they guarantee learning for every student who turns to us – tomorrow, and in the years ahead.



~ VISION ~

Clark College inspires learners to excel, transforms lives,  
and strengthens our increasingly diverse community.

~ MISSION ~

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

## CORE THEMES AND OBJECTIVES

### 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.

### 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.



### 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.

### 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.



## VALUES

- **Social Justice** – Institutional commitment to produce equitable outcomes and challenge systems of power, privilege, and inequity.
- **Partnerships** – Collaboration with individuals, organizations, and businesses to increase student success and improve the community.
- **Innovation** – Development and implementation of creative and agile strategies to enhance student learning and respond to market needs.
- **Sustainability** – Effective and efficient stewardship of all college resources.
- **Continuous Improvement** – Evaluation and enhancement of all college operations based on data-informed planning and resource allocation.
- **Shared Governance** – Clear communication, inclusive consultation, and respectful consideration of multiple perspectives guide decision-making throughout the college.



1933 FORT VANCOUVER WAY  
VANCOUVER, WA, 98663-3598  
360-699-NEXT | [WWW.CLARK.EDU](http://WWW.CLARK.EDU)

# Appendix B. Clark College Board of Trustees Minutes for July Retreat 2020 and August 2020 meetings

## Clark College Minutes of the Board of Trustees Work Session Wednesday, July 24, 2019 CTC 144/146

### **In Attendance:**

Jane Jacobsen, Chair  
Rekah Strong, Vice Chair  
Jada Rupley, Trustee  
Paul Speer, Trustee  
Jeanne Bennett, Trustee

### **Administrators:**

Dr. Sandra Fowler-Hill, Interim President  
Dr. Sachi Horback, Vice President Instruction  
William Belden, Vice President of Student Affairs  
Bob Williamson, Vice President of Administrative Services  
Stefani Coverson, Vice President of Human Resources & Compliance  
Kevin Witte, Vice President of Economic & Community Development  
Rashida Willard, Interim Vice President of Diversity, Equity, & Inclusion  
Ms. Shanda Haluapo, Associate Vice President of Planning & Effectiveness  
Kelly Love, Chief Communication Officer  
Leigh Kent, Executive Assistant to the President and Board of Trustees

### **Others:**

Jennifer Mankowski-Dixon, Assistant Attorney General  
Julie Robertson, Director of Planning & Grant Development  
Deborah Diamond,

### **I. Call to Order – Jane Jacobsen, Chair**

Chair Jacobsen called the meeting to order at 9:10 am. The meeting began by everyone introducing themselves.

### **II. General Session—Ms. Haluapo**

Ms. Haluapo reviewed the current strategic plan and changes to more accurately reflect objectives and strategies suggested by the NWCCU during their October accreditation visit. The college is now in the process of updating the plan into an interim plan that will cover 2019-2021. At that time, a new five-year plan will be developed. The interim plan has the same mission/vision/values/core themes as the current plan. The only change that the college is making is to take the mission fulfillment outcomes and make them our new objectives. The new objectives will no longer be focused on institutional planning; the focus will completely shift to be on student learning. With that focus, we should not be at risk to have to do another major plan revision. Once the BOT approves the revision, Ms. Haluapo will file it with the NWCCU.

The new indicators of achievement will be on updated scorecards that have been drafted. Strategies will be based on the indicators of achievement where we are not doing well and need to move the needle. The Board's priorities should set what the college's priorities are so that there is aligned activity across the college. Trustee Speer commented that he appreciated the coherence that Ms. Haluapo is bringing to this new direction.

Core themes and objectives have been and are being reviewed by the Core Theme Councils to ensure that they reflect needs of the college.

**Social Equity** changing to focus on the elimination of racial disparities in educational outcomes. This is consistent with the SBCTC's new vision statement and is consistent with where we are focusing our equity work for the college. This is not to exclude other groups, but rather to focus on where the largest gap is. Conversation ensued on how this focus helps all students. As an example, at the first AACC guided pathways program they spoke about precollege math where one of the colleges opened up free orientation to everyone. They eliminated the disparity and all students benefitted from the orientation.

Although not strictly conforming to NWCCU format, because it is a top priority for the college, the Board encouraged including employee equity as part of the Social Equity core theme measures.

**Economic Vitality** has been updated to reflect the work of the Economic Vitality Council's looking at whether or not our students are getting living wage jobs (how we prepare students to meet needs of employers and set them up for success) and reducing the cost of education (books/materials/fees, loans, foundation support). Focus needs to be not just on CTE, but also transfer.

Clarification was made that our benchmark region includes six counties: Clark, Skamania, West Klickitat, which is service area the state assigns to us, and Multnomah, Clackamas, and Washington counties which are all across the river.

**Environmental integrity** focus remains on how to ensure physical, social, and virtual environments that support educational outcomes. Comments were made that we also need to consider how the college looks to the increasing number of students who are interacting with virtual programs.

Discussion regarding proposed new Scorecards generated by SP task force included:

- The Board and the whole college should see the same scorecards each month.
- Board support for the new framework that has been created.
- Particularly on the educational outcome measures, we need to see these metrics as indicators of the failure rate in order to drive a sense of urgency. Scales on the scorecard graphs should be changed to better display the magnitude of work still to be done.
- Completion Scorecard:
  - o Does not include Running Start students
  - o Core success rate is grade C or higher.
  - o First-to-second quarter retention rate is the indicator of completion.
  - o Clark's retention rates are similar to other WA community colleges. Trustee Rupley would like to see the Running Start completion rate to see whether Clark's completion rate is equal to or better than the rest of the state. Dr. Horback commented that strategies to close the completion gap is part of the work being done by Instruction and Student Affairs. Redesigns of English and math and college success along with students taking classes in their majors earlier in their career at Clark are starting to be achieve success. First-to-second quarter retention in English and math during the first year are predictive indicators of completion under guided pathways. Questions being asked included whether there is support of non-dominant students among the faculty and whether they are prepared to help those students succeed? Do faculty members understand guided pathways? Where are we in guided pathways implementation?

Additional discussion included:

- Timeline for interim strategic plan is that we are reviewing today for alignment, any tweaks will be made after the meeting, and the intent is to adopt in August.
- Progress on Social Equity Plan

- o The importance of all college employees, particularly managers and supervisors, in the success of the college's equity work.
- o There is a need to focus on and dedicate resources to HR training and recognition for a job well done.
- o Reward faculty of color for mentoring.
- o Every degree will now have PPI incorporated into it.
- o The TLC is working on a mentorship program.
- o It is required that the college have Indicators of Achievement which are outcomes. The Social Equity Council has discussed what is needed in employee development.
- o The college is tracking equity in the hiring pool process and needs to also focus on employee retention. Are there outcomes dedicated to measuring staff acumen around social equity? How can the climate and student surveys be updated to create more learning? How is employee performance measured? Do we understand why people are leaving or staying? How are we providing resources to and engaging critical conversations to move this? This is all critical as it has impact on student completion rates and disparities. It is the responsibility of EC to make sure staff has the resources available to achieve this goal.
- o Social Equity Scorecard should reflect all employees, not just full-time.
- Put scorecard verbiage in English.
- It is important to align all programs with workforce skill needs and high demand occupations. How are we staying connected in ongoing quality dialog with employers in the region? We need to look both at jobs and wages.
- Do we have the right measures for the cost of education? What about discounted cost of education as a metric?
- Working with students at Larch to help them find other opportunities for payment since many of the students are not permitted to get financial aid due to their justice status. We are the only college to have employees who work with justice involved students.
- Institutional planning and assessment model built on continuous improvement.

Ms. Haluapo asked for input from the Board about their strategic priorities. After some initial conversation including faculty/staff equity development, guided pathways, social equity plan, ctLink, the budget, student outcomes, etc. it was agreed that all of this was in some way reflected in President Fowler-Hill's duties for the coming year and that the best way to tie things together would be for her to work with the executive cabinet to translate those duties into a list of priorities to be presented at the August Board meeting.

The trustees took a break at 10:45 am. At 11:00 am, Chair Jacobsen reopened the meeting from the break. At 11:01 am, Chair Jacobsen convened an executive session to receive and evaluate complaints or charges brought against a public employee, and to discuss with legal counsel representing the agency litigation or potential litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party. No final action will be taken during the executive session. The executive session is expected to last until 1:00 pm.

At 1:00 pm, Chair Jacobsen extended the executive session until 1:05 pm. At 1:05 pm, Chair Jacobsen reopened the special meeting and called for a lunch break until 1:30 pm. No final action was taken during the executive session. At 1:30 pm, Vice Chair Strong reopened the special meeting.

III. The trustees discussed the 2018-2019 board self-evaluation.

IV. There being no further business, Chair Jacobsen adjourned the special meeting at 3:40 pm

---

Jane Jacobsen, Chair

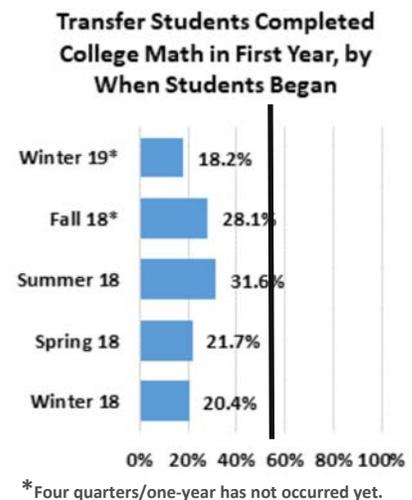
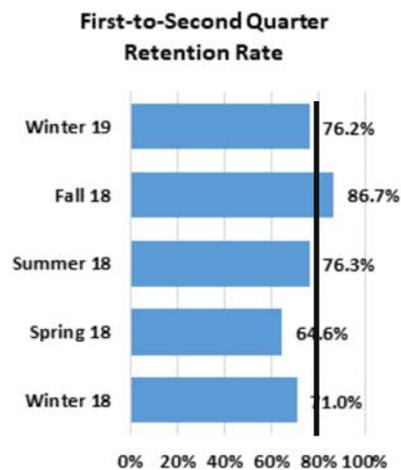
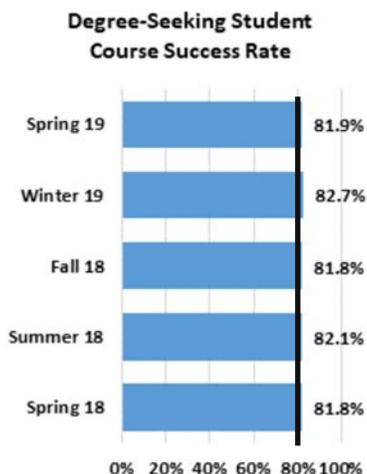
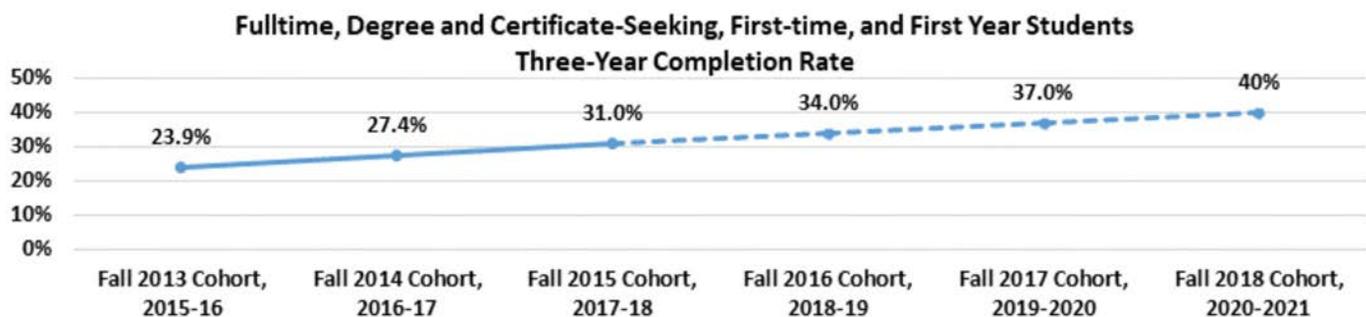
Leigh Kent, Recorder  
August 19, 2019

# COMPLETION



AUGUST 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.*



## Monthly Highlights

- ◇ Enrollment Services and Credentials revised the graduation application process to provide students with earlier feedback to support on-time completion.
- ◇ Student Affairs collaborated with institutional partners to implement multi-quarter enrollment options (summer/fall and winter/spring) to support student persistence.
- ◇ A mandatory new student orientation is now required for students beginning Summer 2019, in alignment with guided pathways best practices, which has been designed to increase student retention and completion.
- ◇ As of fall 2018, all new students were assigned to the caseload of an academic advisor as part of their onboarding process. Advisors complete weekly outreach to their assigned students based on important dates/milestones during the term. Student Affairs and Information Technology Services developed an advisor assignment tool to support implementation of caseload advising.
- ◇ The Transitional Studies Division recently negotiated an Open Doors agreement with Vancouver School District, giving students who are 16 and older access to Clark's ESL and HS21+ programs. Open Doors allows disengaged youth access to accelerated pre-college pathways and is funded on the Running Start model.

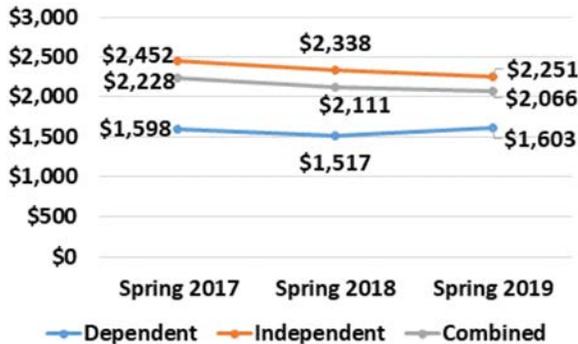
# COST OF EDUCATION



AUGUST 2019

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

**Average Student Loans Awarded During Quarter, by Student Dependent Status**



**Percent of Students Receiving Opportunities to Reduce Cost of Education:**

**Not Available\***

**Average Cost of Student Books, Materials & Fees:**

**\$709 (Fall 2018)**

## Monthly Highlights

- ◇ Disability Support Services is supporting new students in the acquisition of technology resources to support their success, including the free text to speech reader software, Natural Reader.
- ◇ Childcare for student families improves success, retention and higher completion rates for student parents. We are pleased that the 2019-20 CCAMPIS (Child Care Access Means Parents in School) grant continuation has been approved for Child and Family Studies to provide early childhood education and childcare for our Pell eligible student parents. This will be \$122,981 direct support for childcare fees at Clark College Child and Family Services for the 2019/20 academic year.
- ◇ Following the successful piloting of the new First Day Digital Access (FDDA) program in winter and spring 2019, the Bookstore has worked with faculty to expand the offerings to 16 sections in fall quarter, benefiting an estimated 495 students. Through FDDA, students are able to digitally access all of their course material on the first day of class through Canvas. This option saves students approximately 60% when compared to the costs of printed materials sold in the Bookstore.

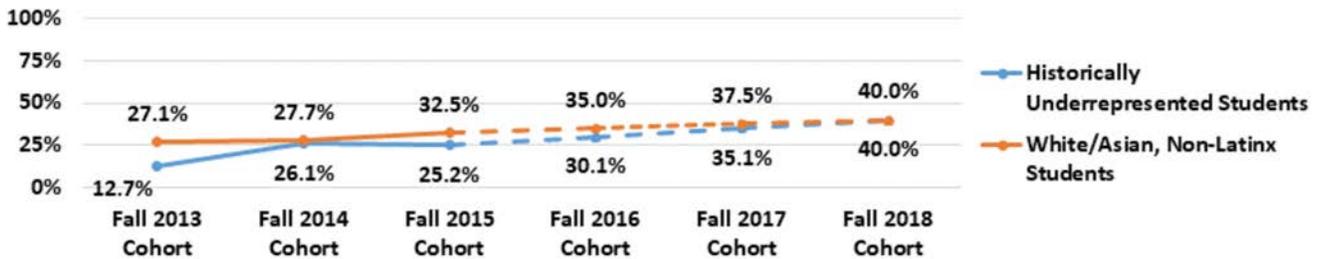
# SOCIAL EQUITY



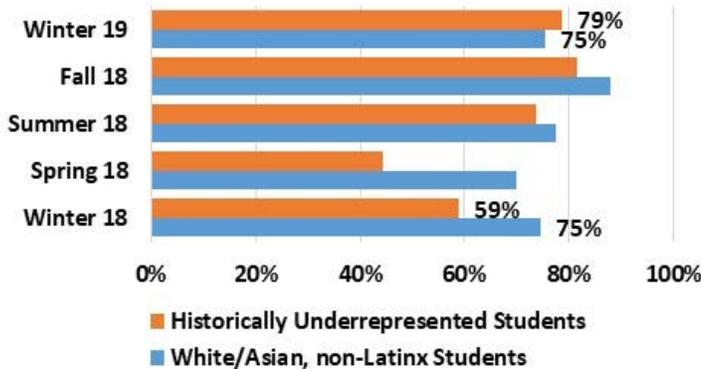
AUGUST 2019

*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.*

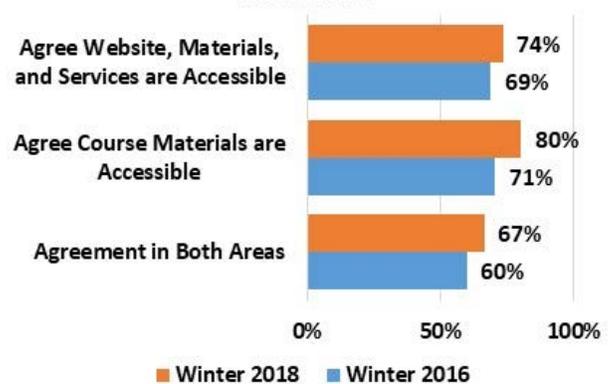
## Eliminate Disparities in Three-Year Completion Rate for Historically Underrepresented Students



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



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



### Monthly Highlights

- ◇ Workforce Education Services has established a new partnership with Caples Terrace to provide educational connections and funding for at-risk youth.
- ◇ With the support of the Board of Trustees and a College Spark Grant, the English Department will be teaching the first sections of the new co-requisite composition sequence in winter quarter. Clark will also be transitioning to Directed Self-Placement for composition classes in October which should also increase completion rates.
- ◇ Students at the Larch Corrections Center will soon have the option of earning a High School+ credential rather than having the GED as their only option. The GED is expensive and can present a barrier to students with test anxiety and learning disabilities, particularly since it is nearly impossible to get documentation for accommodations in prison.

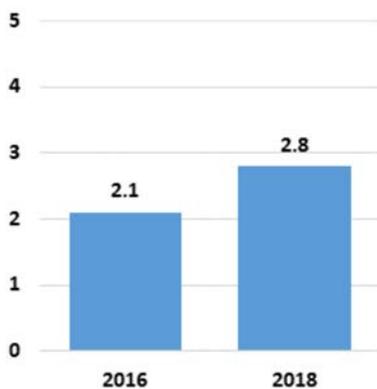
# PHYSICAL, VIRTUAL, AND SOCIAL ENVIRONMENTS



AUGUST 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

- ◇ A new scheduling tool, Insight, was implemented in May 2019 allowing students the ability to conveniently schedule their own advising appointments via the MyClark student dashboard. Students are now able to schedule up to three weeks in advance. This new technology is being released in additional departments across the college.
- ◇ As of the beginning of August, more than 50% of the security cameras across campus have been installed.

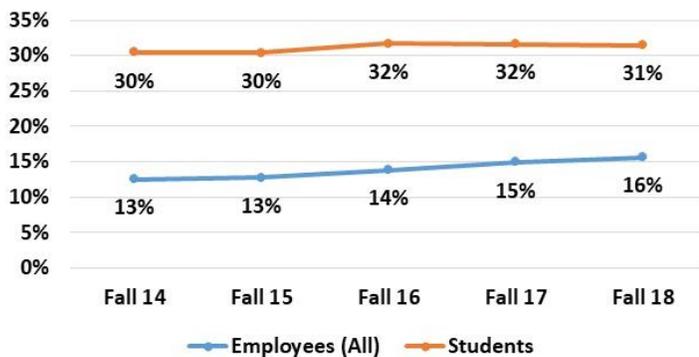
# INTERCULTURAL AND MULTICULTURAL COMPETENCIES



AUGUST 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

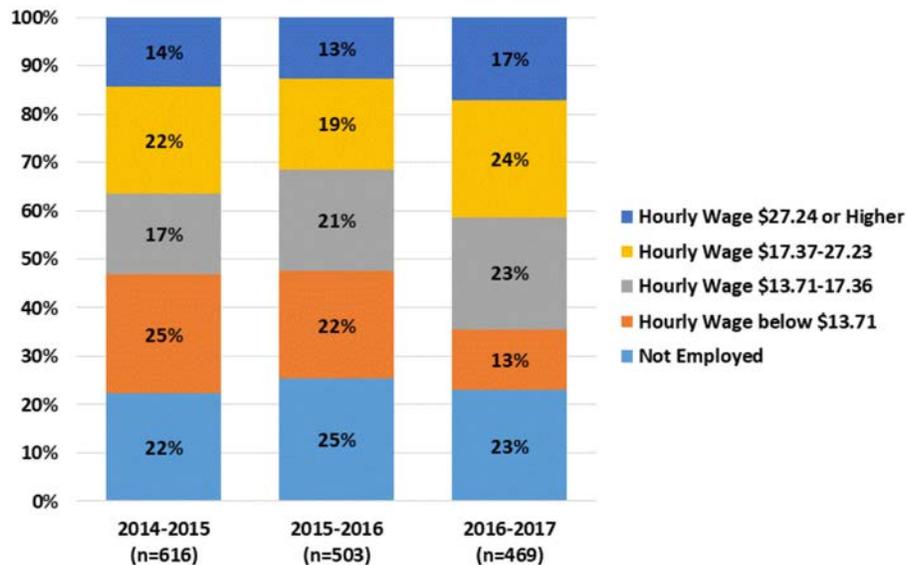
- ◇ The Tenure Support office is in the process of developing training materials focused on equity for the tenure review process in order to ensure that the process is supportive in nature for faculty from systemically non-dominant backgrounds and that faculty are actively supportive of our systemically non-dominant students. The annual tenure committee training is required for all committee members (faculty and administrators) as well as the tenure-track probationers.
- ◇ The annual Teaching and Learning Day conference were held August 13-14, 2019. The agenda for the two-day conference provides a chance for over 300 staff members to engage professional development and focus on the five essential practices for moving our college forward: change, growth, engagement, readiness and goal setting. The conference offers more than 60 sessions, and in collaboration with the Office of Diversity, Equity, and Inclusion, there are (7) focused on privilege and inequity (PPI). Sessions include Safe Zone training; Race, Space, and Belonging; It Takes a Village of Building Community; What is Cultural Appropriation; Can We All Just Get Along; Why "Diversity Recruitment" isn't enough; and Communicating through Social Change. Some sessions will repeat twice to help maximize participation.
- ◇ The advising team participated in quarterly trainings and workshops presented on- and off-campus, including Appreciative Advising, which provide further education on how to engage in the intentional collaborative practice of asking generative, open-ended questions that help students optimize their educational experiences designed to eliminate achievement gaps.

# EMPLOYMENT

AUGUST 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

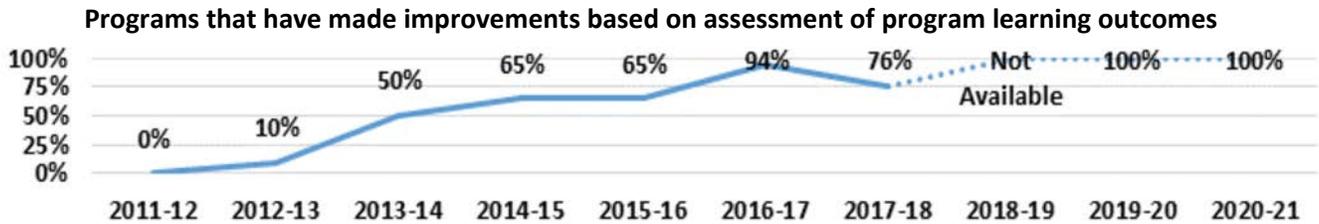
- ◇ Workforce Education Services is strengthening practices to provide personalized referrals to Career Services, WorkSource, and Partners In Careers for students nearing completion.
- ◇ The first year earn-and-learn model pilot program between SEH America and the Mechatronics program was a success and we have an agreement to continue with a second cohort in the winter quarter.

# STUDENT LEARNING



AUGUST 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 Students/  
Graduates who Learned  
Institution-wide student  
learning outcomes  
\*Not Currently Available

Percent of Students/  
Graduates who Learned  
program student  
learning outcomes  
\*Not Currently Available

Percent of Students/  
Graduates who Learned  
course student  
learning outcomes  
\*Not Currently Available

## Monthly Highlights

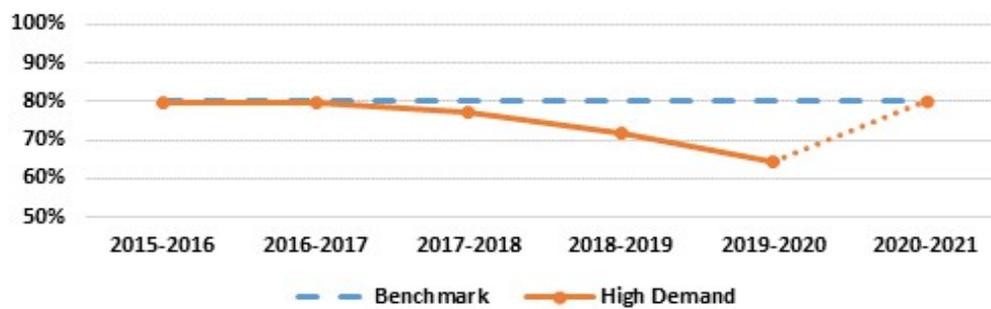
- ◇ College Spark Washington has approved extending the grant period for the \$150K Mathematics Pathways Initiative (MPI), originally budgeted for two years, to be extended for the 2019/20 academic year. This will allow the remaining grant funds to continue to be used to promote success and retention in math courses through: continuing refinement of college level “supplemental instruction” or “Corequisite Remediation” college-level courses; continuing to fine-tune our precollege offerings; and providing additional faculty training in active learning pedagogies. The final report is due in April 2020.
- ◇ \$27K in Perkin’s funding was recently approved for curriculum revisions and professional development for our CTE programs.
- ◇ Academic Advising has been fully integrated with COLL 101 to introduce all new students to the College’s academic supports and the importance of having an educational plan.

# ALIGN PROGRAMS

**AUGUST 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**



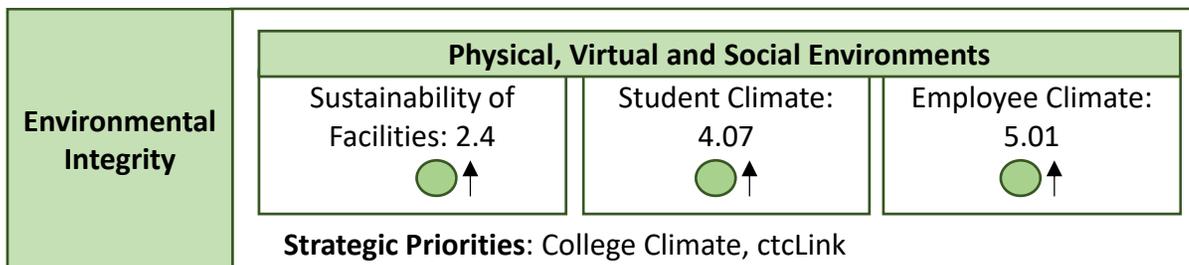
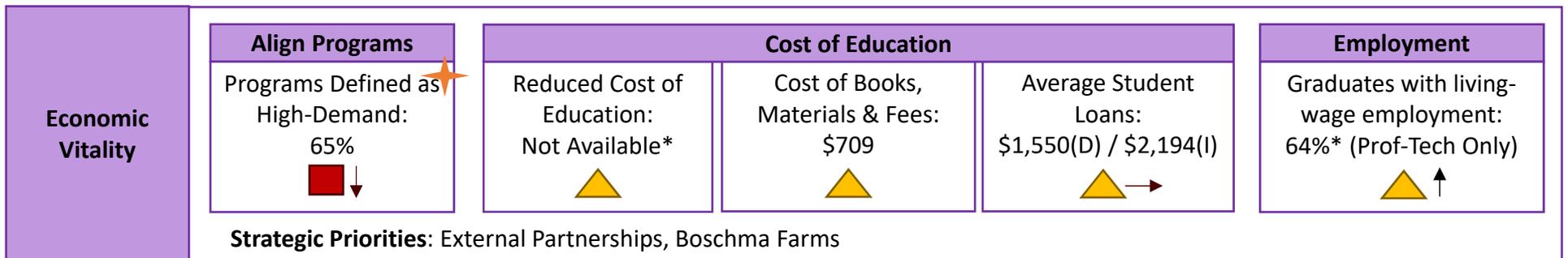
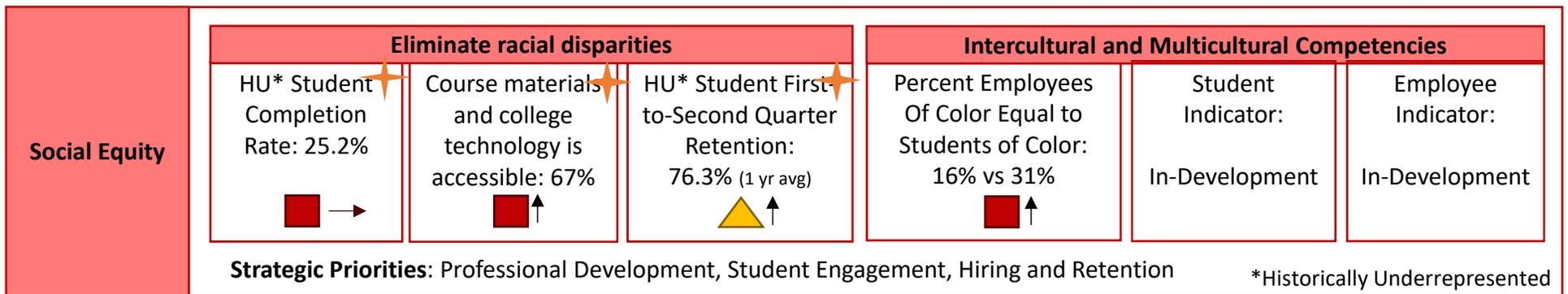
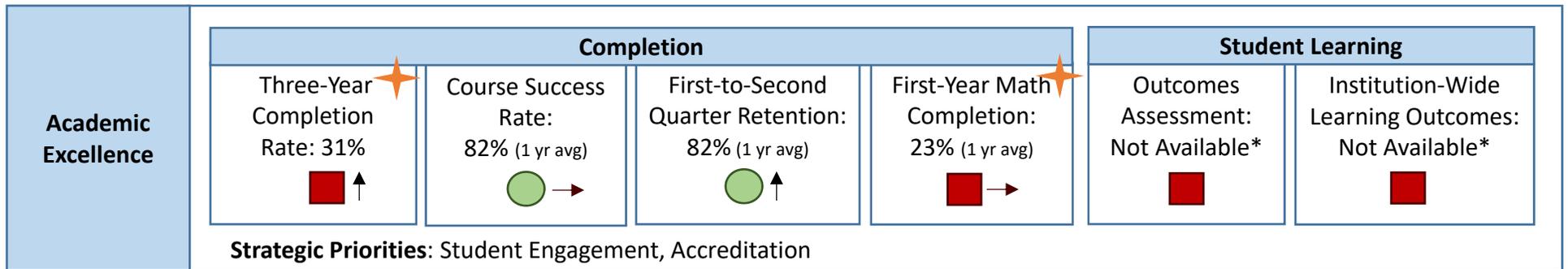
**Percent of Prof Tech Program Groups that Contain High Demand Occupations**



## Monthly Highlights

- ◇ There have been significant program structural changes to T-TEN and Honda PACT/HiTECC automotive programs completed with guidance from advisory boards and industry partners in an effort to increase enrollment and retention of our students.

**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.

Clark College  
Minutes of the Regular Meeting of the Board of Trustees  
Wednesday, August 28, 2019  
GHL 213

**In Attendance**

Jane Jacobsen, Chair  
Rekah Strong, Vice Chair  
Jeanne Bennett, Trustee  
Jada Rupley, Trustee  
Paul Speer, Trustee

**Others**

Kim Witherspoon, Assistant Attorney General  
Lisa Gibert, CEO, Clark College Foundation

- I. **Call to Order/Agenda Review**  
Chair Jacobsen called the meeting to order at 5:05 pm.
  
- II. **Introductions**  
Chair Jacobsen introduced Clark College's Interim President, Dr. Sandra Fowler-Hill and Assistant Attorney General Kim Witherspoon.
  
- III. **Action Items**  
Vice Chair Strong made a motion to approve items A through J:
  - A. Approval of 2019-2021 Strategic Plan
  - B. Approval of 2019-2020 Board Priorities
  - C. 2019-2020 Board of Trustees Meeting Dates
  - D. Election of Officers
  - E. Minutes of June 12, 2019 Regular Meeting
  - F. Minutes of July 3, 2019 Special Meeting
  - G. Minutes of July 12, 2019 Special Meeting
  - H. Minutes of July 15, 2019 Special Meeting
  - I. Minutes of July 24, 2019 Special Meeting/Retreat
  - J. Minutes of August 15 Special Meeting

Vice Chair Strong made a motion to approve items A through J:

- A. Approval of 2019-2021 Strategic Plan
- B. Approval of 2019-2020 Board Priorities
- C. 2019-2020 Board of Trustees Meeting Dates
- D. Election of Officers
- E. Minutes of June 12, 2019 Regular Meeting
- F. Minutes of July 3, 2019 Special Meeting
- G. Minutes of July 12, 2019 Special Meeting
- H. Minutes of July 15, 2019 Special Meeting
- I. Minutes of July 24, 2019 Special Meeting/Retreat
- J. Minutes of August 15 Special Meeting

**MOTION**

Trustee Rupley seconded the motion. Trustee Speer asked that the motion be reconsidered and to have Items C and D, the 2019-2020 Board of Trustee Meeting Dates and Election of Officers, be considered separately from the rest of the group.

Vice Chair Strong reworded the motion to approve Action Items A, B, and E through J. The change in motion was accepted and Trustee Rupley seconded. Trustee Bennett abstained from Items E, F, G, and H as she did not attend the meetings. The motion carried and Items C and D were considered separately.

The trustees discussed changing the date of the March 6, 2020 tenure executive session. After considering board schedules, it was agreed that the March 6 and March 9 executive sessions would be cancelled, and the executive sessions would be held on March 5 with the option of scheduling a full day meeting if necessary. Vice Chair Strong made a motion to accept this change. Trustee Rupley seconded and the motion carried.

**MOTION**

Vice Chair Strong made a motion to defer Item D, Election of Officers, to September's meeting for vote. The trustees will notify Chair Jacobsen of the committees on which they prefer to serve. Trustee Speer seconded and the motion carried.

IV. **Audience Statements**

There were no audience statements this evening.

V. **Constituent Reports**

A. **AHE**

Incoming AHE President Suzanne Southerland addressed the board for the first time this evening. She is committed to contributing to a healthy college climate as is the faculty. They still plan to advocate for a salary increases and better working conditions for adjuncts at the board meetings. She indicated that some colleges have already ratified contracts awarding faculty increases in the ranges of 15-20%. They plan to ask the college to construct and implement a long-term budget plan and to lobby the legislature to back a bill that requires community colleges to use a uniform

budget system. They want an employee climate survey distributed as soon as classes begin. The union is confident that Clark is moving towards a healthy climate.

***ACTION: Trustee Rupley asked President Southerland to report on which colleges have ratified their contracts at a future meeting.***

**B. WPEA**

Tavish Bell reported on behalf of the classified employees. Two new stewards are in the process of onboarding and their next meeting is on September 12. Sarah Thorsen and Heather Adams are this year's co-chiefs; they had a very positive meeting with President Fowler-Hill earlier today and look forward to participating in the presidential search.

**C. ASCC**

There were no reports from the students this month.

**D. Foundation**

Ms. Gibert and President Fowler-Hill have spent the summer attending several events and donor visits together as well as a Conversation Night and Six to Sunset concerts. They have had significant contact with SHE America and Career Launch, and believe this will put the college in a good position moving forward through this academic year.

This summer's Partners magazine highlights the topic of missing indigenous women. Rep. Gina Mosbrucker is a Clark alum and has been a leader in the legislature to pass a bill that recognizes the severity of the problem. Rep. Mosbrucker said that Clark instilled the vision in her of taking her passion to make the world a better place.

The foundation is hosting a Welcome Back BBQ on September 20 to welcome students and student athletes back to school. The Athletics Department is sponsoring the event.

**VI. Reports from Board Members**

Trustee Bennett has been a Clark trustee for one month and it has been a whirlwind of meetings with staff members from all over the college. She provided the audience with information about her background where she spent much of her career in K-12 education, training, and as a legislative aide.

Vice Chair Strong was very pleased with this year's board retreat and recognized the cabinet for their presentation of the board's priorities for the coming year. She had her first meeting with President Fowler-Hill and is so appreciative of having her here. President Fowler-Hill is very well respected and brings a calming and setting influence which is just what the college needs right now.

Trustee Rupley has her first meeting with President Fowler-Hill this coming Friday and is looking forward to working with her this year. It is time to start nominating Transforming Lives students and she is confident the college will choose another great nominee.

Chair Jacobsen felt this year's retreat was especially successful. She has been meeting with foundation leaders and board members and feels communication between the two organizations will

continue to grow and improve over the year. She and foundation Vice Chair Eric Merrill are going to meet weekly for the foreseeable future and the BOD/BOT meetings will be held every other month.

Trustee Speer recognized Tracy Reilly-Kelly for her recent presentation on Women's Suffrage at the Historic Trust's Chautauqua Series.

### **Presidential Search Update**

Trustee Speer has begun work on the permanent presidential search process. He thanked the college community for the hard work that went into the interim search in the last few weeks before summer break. The board intends to name the permanent president in mid-February instead of April. Many of the most sought-after candidates may have offers in April and Clark wants to get out in front of the other colleges. Each candidate will spend three days at Clark, and the board and some members of the search committee will visit each finalists' college. He shared the very ambitious timeline with the group. Interviews at the college will begin the first week of January and last three weeks. The week of January 20, campus trips will take place and an offer will be made to a finalists on February 10, with contract negotiations beginning immediately.

## VII. **President's Report**

President Fowler-Hill pointed out documents included in this month's packet that could be of use to the trustees who are both new and veteran in their roles. She has included a current list of higher education acronyms and a document from the SBCTC that clarifies the roles of the state board and the local boards.

She thanked the board and the college community for such a warm welcome. She has spent the past seven weeks on a listening tour of the college. She received 129 responses in response to the survey call she distributed during her first week at Clark. She plans to send it again when faculty return.

There were some recurring themes in the survey responses:

- Faculty and staff are passionate and dedicated to serving students.
- Staff desire to work towards a goal as a team.
- They would like additional resources in order to do their jobs.
- They feel worn down.
- They feel there is a lack of communication within the college.
- They want to put students first, they want the president to move the college forward and be our leader.
- Listen, listen, listen.

President Fowler-Hill has toured each of the campuses, Boschma Farms, met individually with each cabinet member, and toured each cabinet area. She is very proud of the work being done at Clark.

### **A. Student Success Story**

There was no student presentation this month.

### **B. Faculty Presentation**

There was no faculty presentation this month.

C. Guided Pathways

There were no comments regarding guided pathways.

D. Scorecards

Trustee Speer acknowledged and recognized Ms. Haluapo and her staff for retooling the scorecards for this coming year. Each cycle, the scorecards improve and the trustees are looking forward to having accurate measurement systems developed.

VIII. Next Meeting

The next regular meeting of the Board of Trustees is currently scheduled for Tuesday, September 24 in the Ellis Dunn Community Room, GHJ 213.

IX. Executive Session

At 5:59 pm, the board convened an executive session under RCW 42.30.140 (4)(a) will be held to plan or adopt the strategy or position to be taken by the governing body during the course of any collective bargaining, professional negotiations, or grievance or mediation proceedings, or review the proposals made in the negotiations or proceedings while in progress. No final action will be taken during the executive session.

At 6:30 pm, the executive session ended and the regular meeting reconvened. No final action was taken.

X. Adjournment

There being no further business, the meeting adjourned at 6:30 pm.



Jane Jacobsen, Chair

Leigh Kent  
Recorder  
September 13, 2019



# Clark College 2019-2021 Strategic Plan Interim

## MISSION

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

## CORE THEMES and OBJECTIVES

### Academic Excellence

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

- Increase completion rates.
- Improve student learning.

### Social Equity

Facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups.

- Eliminate racial disparities in educational outcomes.\*
- Improve intercultural and multicultural competencies among students and employees (including educational opportunities and institutionalizing hiring and retention practices that challenge systems of power, privilege and inequity).

### Economic Vitality

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

- Ensure graduates are employed in livable wage jobs either directly after professional/technical program or after successful transfer to four-year institution.
- Reduce the cost of education.
- Align program offerings with regional workforce needs to include technical and work-readiness skills.

### Environmental Integrity

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

- Develop and improve sustainable environmental, physical, virtual, and social college systems.

\*Racial disparities are explicitly, although not exclusively, the focus of the objective due to the substantial disparities in educational outcomes by students' race/ethnicity. By leading with race-where the largest disparities exist, the college will address the pervasive structural and systemic inequities that impact educational outcomes for all students, especially systemically non-dominant students.

## VALUES

**Social Justice:** Institutional commitment to produce equitable outcomes and challenge systems of power, privilege, and inequity.

**Partnerships:** Collaboration with individuals, organizations, and businesses to increase student success and improve the community.

**Innovation:** Development and implementation of creative and agile strategies to enhance student learning and respond to market needs.

**Sustainability:** Effective and efficient stewardship of all college resources.

**Continuous Improvement:** Evaluation and enhancement of all college operations based on data-informed planning and resource allocation.

**Shared Governance:** Clear communication, inclusive consultation, and respectful consideration of multiple perspectives guide decision-making throughout the college.

## Appendix D. Clark College Board of Trustees Board Priorities – 2019-2020



### Clark College Board Priorities for 2019-2020

1. Increase **student engagement and outcomes** by implementing Guided Pathways that result in student completion and equity. (Academic Excellence, Social Equity, and Economic Vitality)
2. Improve the **college climate** and employee morale, including shared governance. (Environmental Integrity and Social Equity)
3. Develop and implement comprehensive **professional development** to improve employee intercultural and multicultural competencies. (Social Equity)
4. Institutionalize **hiring and retention** practices that are equitable and inclusive. (Social Equity)
5. Implement **ctcLink** technologies. (Environmental Integrity)
6. Respond to the Northwest Commission on Colleges and Universities (NWCCU) **accreditation** recommendations/concerns by doing the following:
  1. Develop institutional student learning outcomes. (Academic Excellence)
  2. Implement non-instructional program planning and assessment. (Academic Excellence)
  3. Implement instructional program planning and assessment of student learning. (Academic Excellence)
  4. Develop process for review of policies and procedures. (Environmental Integrity)
  5. Complete IT Plan. (Environmental Integrity)
7. Create **long-term budget** forecasting, planning, and resource allocation process. (Economic Vitality, NWCCU Accreditation Concern)
8. 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)
9. Finalize the holistic plan for campus expansion at **Boschma Farms** and implement the plan. (Academic Excellence, Economic Vitality, and Environmental Integrity)
10. Hire and onboard the new **president**.

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

<b>Academic Excellence</b>	Completion				Student Learning	
	Three-Year Completion Rate: 31% 	Course Success Rate: 82% (1 yr avg) 	First-to-Second Quarter Retention: 83% (1 yr avg) 	First-Year Math Completion: 30% (1 yr avg) 	Programs Completed Assessment Project: 90% 	Programs Made Evidence-Based Improvements: Not Available* 
	<b>Strategic Priorities:</b> Student Engagement and Outcomes; Accreditation; Boschma Farms					

<b>Social Equity</b>	Eliminate racial disparities			Intercultural and Multicultural Competencies		
	HU* Student Completion Rate: 25% 	Course materials and college technology is accessible: 67% 	HU* Student First-to-Second Quarter Retention: 79% (1 yr avg) 	Percent Employees Of Color Equal to Students of Color: 16% vs 31% 	Student Indicator: In-Development	Employee Indicator: In-Development
	<b>Strategic Priorities:</b> Professional Development; Hiring and Retention; Student Engagement and Outcomes; College Climate <small>*Historically Underrepresented</small>					

<b>Economic Vitality</b>	Align Programs	Cost of Education			Employment
	Programs Defined as High-Demand: 65% 	Reduced Cost of Education: Not Available* 	Cost of Books, Materials & Fees: \$709 	Average Student Loans: \$1,539(D) / \$2,147(I) 	Graduates with living-wage employment: 64% (Prof-Tech Only) 
	<b>Strategic Priorities:</b> External Partnerships; Boschma Farms; Student Engagement and Outcomes; Long-term Budget				

<b>Environmental Integrity</b>	Physical, Virtual and Social Environments		
	Sustainability of Facilities: 2.4 	Student Climate: 4.07 	Employee Climate: 5.01 
	<b>Strategic Priorities:</b> College Climate; ctcLink; Accreditation; Boschma Farms; President.		

**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.

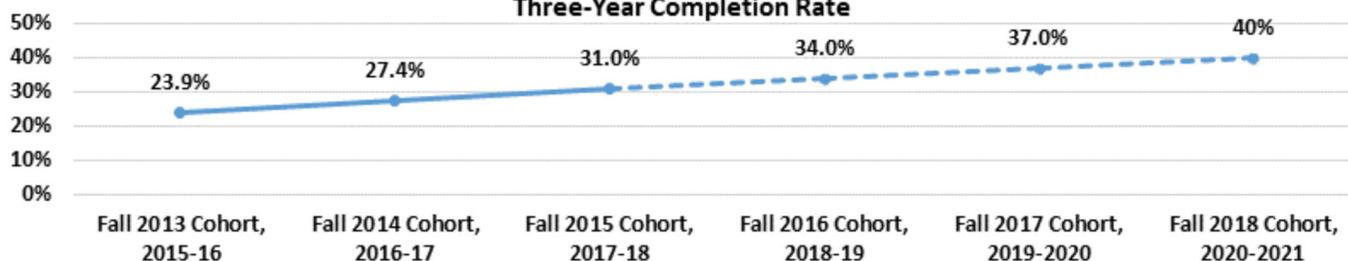
# COMPLETION



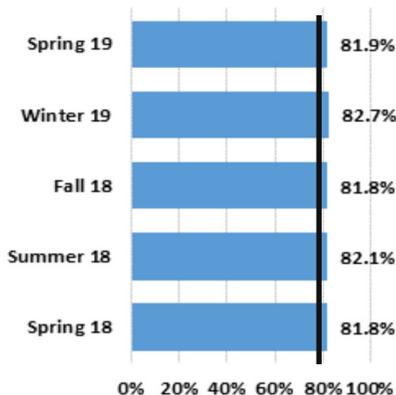
February 2020

*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.*

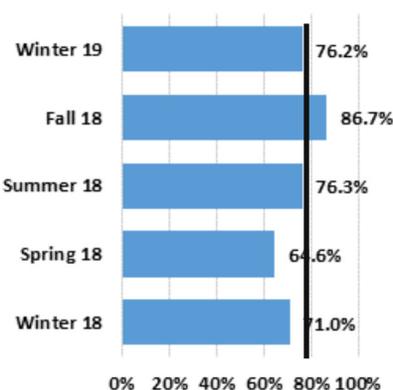
**Fulltime, Degree and Certificate-Seeking, First-time, and First Year Students  
Three-Year Completion Rate**



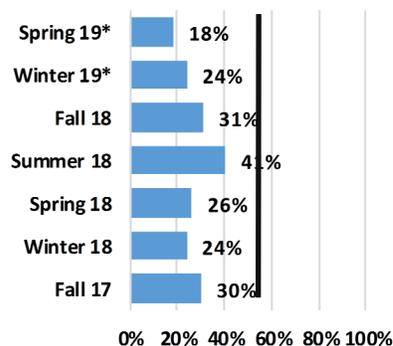
**Degree-Seeking Student Course Success Rate**



**First-to-Second Quarter Retention Rate**



**Transfer Students Completed College Math in First Year, by When Students Began**



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

## Monthly Highlights

- ◇ Significant progress has been made on the educational program maps, having adopted a common template and naming convention for course curriculum. This work is being done in collaboration with accessibility professionals to ensure universal access. The maps will integrate student success lists, financial aid information, and career opportunities. The program maps have also been reviewed to ensure that math and English are recommended in the first two quarters. Deans and instructional leadership reviewed maps utilizing a rubric to identify any gaps or missing information. Maps are slated to be available for summer/fall term registration.
- ◇ Six transfer and CTE academic certificate/degree programs are developing a schedule of classes for students to complete their degree, expected to be offered in summer 2020. Using the educational program maps, the schedules include a hybrid schedule that guarantees students can complete their degree in 2 years. If students opt into the pilot, they will be automatically enrolled in their classes.

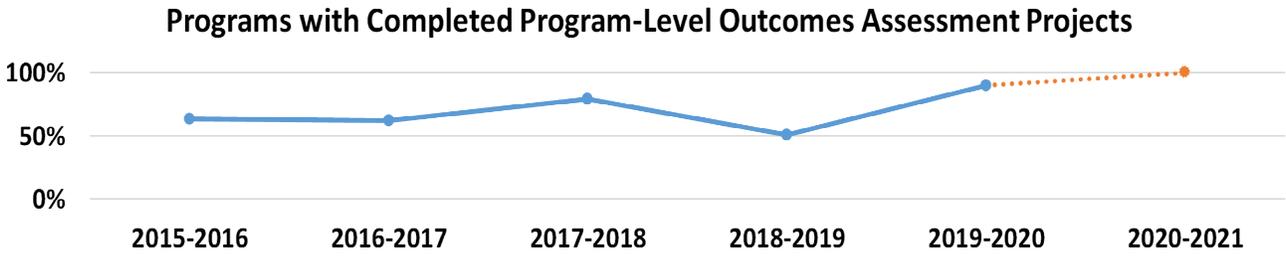
**-2019-2020 Board Priorities: Student Engagement and Outcomes**

# STUDENT LEARNING



FEBRUARY 2020

*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:  
**51%**  
\*Full reports available in spring

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

## Monthly Highlights

- A rubric was developed to assess the learning outcome associated with the Career and Technical Education Human Relations learning outcome. Career and Technical Education programs will use the new rubric to assess learning the human relations outcome.
- The proposed draft of a program viability process at both Instructional Planning Team and Curriculum Committee was presented. Faculty members are invited to provide feedback. In addition, the proposal will be presented unit, department, and leadership meetings within the next month.

**2019-2020 Board Priority: Accreditation**

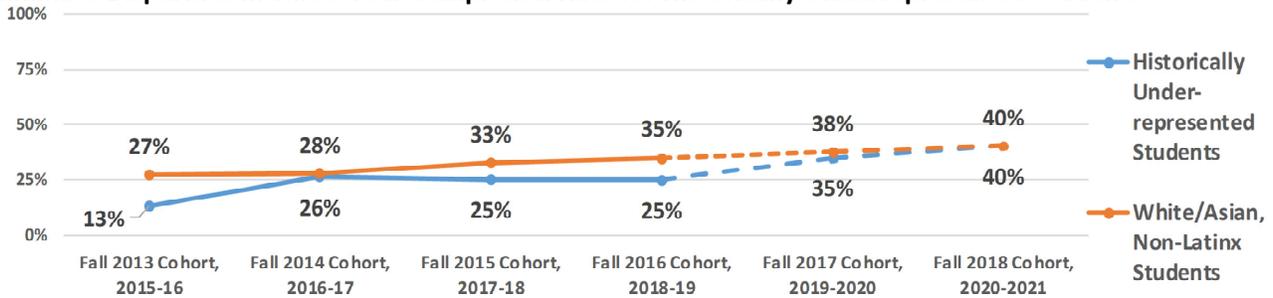
# SOCIAL EQUITY



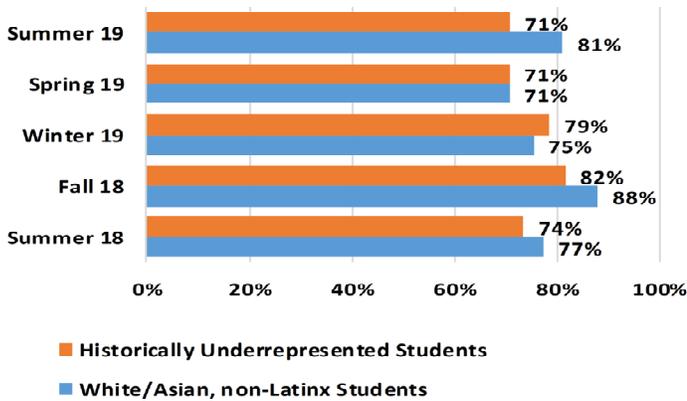
FEBRUARY 2020

*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.*

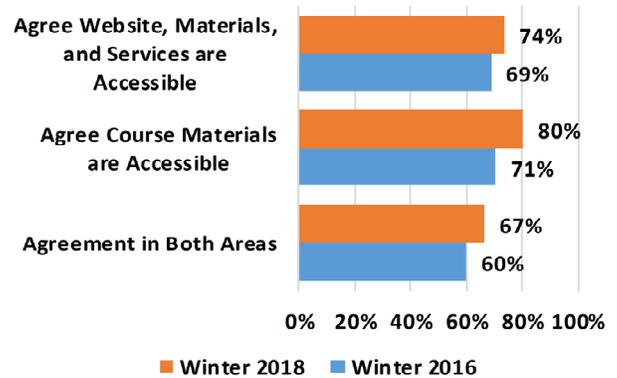
## Eliminate Disparities in Three-Year Completion Rate for Historically Underrepresented Students



## 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 offered PPI Training: Best Practices for Supporting DREAMers. This workshop provided the opportunity for administrators and staff to learn how to work more effectively with DREAMers as well as how to be inclusive and reduce barriers for them. Participants explored the current education bills in the legislation of Washington State and the impact that they will have for DREAMers.
- ◇ The Office of Diversity, Equity and Inclusion hosted Red, White and Brown. Through a historical timeline, this training explores the formation of race in the United States and its lasting effects on systemically non-dominant groups. Attendees learned to identify key elements of systemic racism and how it manifests in institutions and policy. Participants were able to identify how systemic racism affects students and employees of color at Clark College as an institution of higher education and worked in small groups to brainstorm ways to make institutional change.

**2019-2020 Board Priorities: Professional Development and Recruitment and Retention**

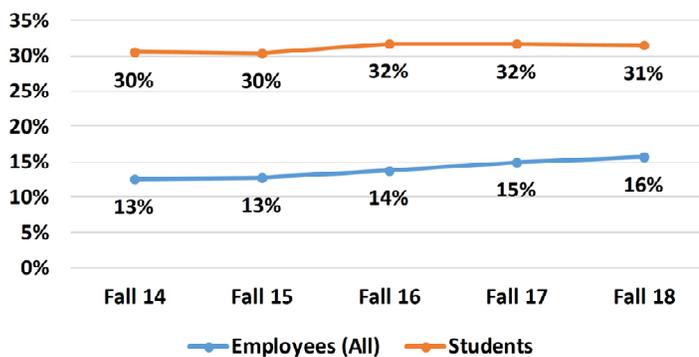
# INTERCULTURAL AND MULTICULTURAL COMPETENCIES



FEBRUARY 2020

*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 Office of Diversity, Equity & Inclusion hosted a Diversity Connect Breakfast in which students, faculty and staff that identify as People of Color, People with Disabilities and People from the LGBTQ+ community can get together and build community among affinity.
- ◇ The Office of Diversity, Equity & Inclusion offered power, privilege and inequity training: White Women in Power. In this session, participants gained an understanding of the intersections of race and gender, and the influence of whiteness on feminism and social equity. Through a historical look at the role white women have played in social justice movements—including both the positive and negative impact of their role, participants discussed strategies that can be used to advocate for systemically non-dominant identities and interrupt harmful patterns of white supremacy culture.

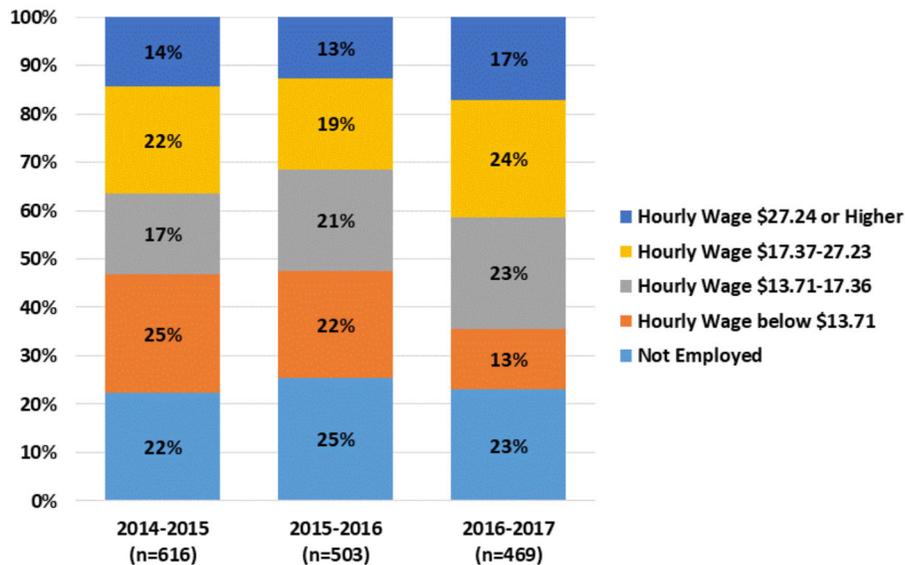
**2019-2020 Board Priorities: Recruitment and Retention and Professional Development**

# EMPLOYMENT

FEBRUARY 2020

*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

- ◇ The academic program maps are being updated to include data about career information to better inform incoming and current students about the field they are pursuing.

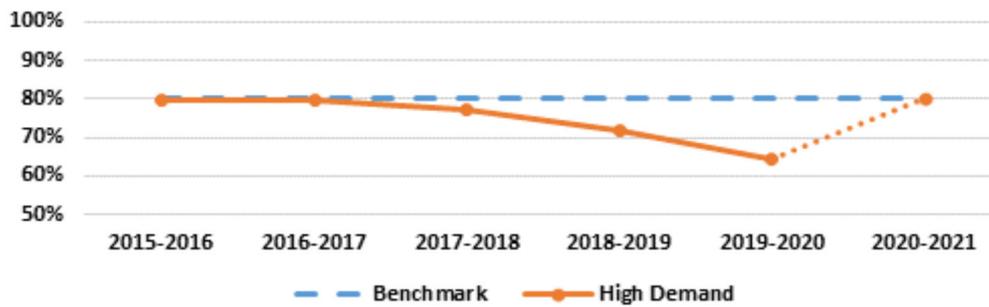
**2019-2020 Board Priority: Student Engagement and Outcomes**

# ALIGN PROGRAMS

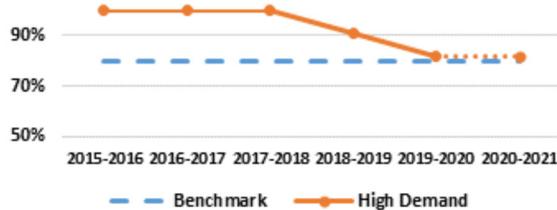
FEBRUARY 2020

*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.*

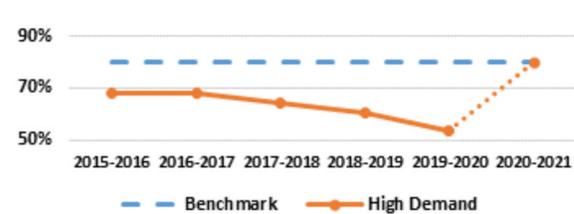
**All Program Groups that Contain High Demand Occupations**



**Percent of Transfer Program Groups that Contain High Demand Occupations**



**Percent of Prof Tech Program Groups that Contain High Demand Occupations**



## Monthly Highlights

- ◇ Welding has new hybrid courses and is in the process of both developing and assessing them, with a particular focus on retention.

**2019-2020 Board Priority: Student Engagement and Outcomes**

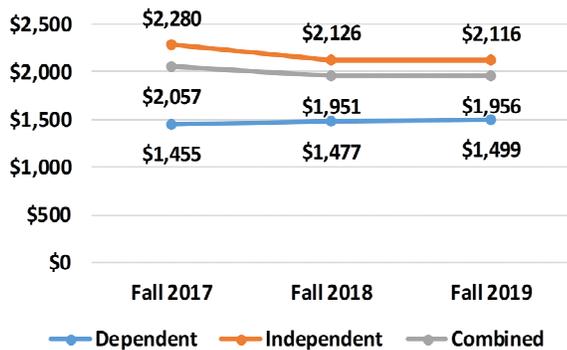
# COST OF EDUCATION



FEBRUARY 2020

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

**Average Student Loans Awarded During Quarter, by Student Dependent Status**



**Percent of Students Receiving Opportunities to Reduce Cost of Education:**

Not Available\*

**Average Cost of Student Books, Materials & Fees:**

\$709 (Fall 2018)

## Monthly Highlights

◇

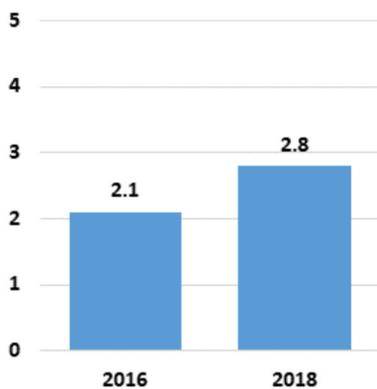
# PHYSICAL, VIRTUAL, AND SOCIAL ENVIRONMENTS



FEBRUARY 2020

*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 Climate Improvement Taskforce held the first meeting. The taskforce is working on developing a purpose statement and developing a work plan.
- ◇ PointNorth Consulting is facilitating the Boschma Farms visioning process with members of the Boschma Farms visioning team, comprised of multiple college areas and the Clark College Foundation. The team's first half-day planning session is scheduled for February 18 and will begin with 15 minute presentations from the Office of Instruction, Economic and Community Development, and the Clark College Foundation regarding their respective pieces of the Boschma Farms campus. Subsequent half-day planning sessions have been scheduled for March and April. A final report will be presented to the Board of Trustees at the June 2020 work session.
- ◇ The Budget Committee is scheduled to begin work on developing a long-range financial forecasting tool following after it has fulfilled its responsibilities with the 2020-21 college budget. The forecasting tool remains on track to be presented to the Board of Trustees at the April 2020 work session.

**2019-2020 Board Priorities: College Climate, Boschma Farms, and Long-Term Budget**

# Appendix F. Board of Trustees Schedule for Work Sessions

## BOT AGENDA ITEMS BY MONTH

2019-2020

MONTH	WORK SESSION	MEETING
JULY	RETREAT	Board Self-Evaluation
AUGUST	2019-2020 Committee Assignments Prioritize Board Goals for 2019-2020	2019-2020 Election of Officer/Committees Proposed 2019-2020 Board Meeting Dates June 2019 Board Meeting Minutes July 2019 Board Retreat Minutes
SEPTEMBER 24	Topics 1 and 2: #5 ctcLink	Introduce New ASCC Officers August 2019 Board Meeting Minutes Student Affairs Presentation: Violence Against Women (Tavish Bell) Faculty Presentation: Artificial Intelligence & Robotics (Bruce Elgort)
OCTOBER 23	Topic 1: Transforming Lives Nominee Interviews Topic 2: Faculty Sabbatical Presentations (Jill Darley-Vanis; Erin Staples)	September 2019 Board Meeting Minutes Student Success Presentation: Penguin Pantry (Estancia Cota; Megaera Jarvis) Faculty Presentation: Welding I-BEST program (Samuel May-Varas; John Kuhn)
NOVEMBER 13	Topic 1: #1 Student Engagement and Outcomes by Implementing Guided Pathways Topic 2:	October 2019 Board Meeting Minutes Consideration Baccalaureate Degree on Education (Sachi, Miles Jackson) Approval Revised Academic Calendar (American Heritage Day, 11/29) Student Success Presentation: Faculty Presentation: Medical Assisting (Sarah Kuzera)
DECEMBER 18	Topic 1: Matt Krueger/PacTrust report re: CTC campus property transfer (presentation by Bob) Topic 2: #10 Onboarding New President	November 2019 Board Meeting Minutes
FEBRUARY 5	Topic 1: Meetings with First/Second Year Tenure Probationers	December 2019 Board Meeting Minutes Approval Baccalaureate Degree on Education (Sachi, Miles Jackson) Introduction of Transforming Lives Award Winner Student Success Presentation: Climate Survey Faculty Presentation:
FEBRUARY SPECIAL MEETINGS 14	#10 Presidential Selection	
FEBRUARY 26	Topic 1: Meetings with Third Year Probationers in Advance of Tenure Executive Session	January 2020 Board Meeting Minutes Presentation Audited Financial Statements #6.4 Develop Policies/Procedures 2020-2021 Budget Outlook Student Success Presentation: Faculty Presentation:
MARCH EXECUTIVE SESSION 9	Tenure Review: Meetings with Third/Fourth Year Probationers	
MARCH	Topic 1: #6.5 IT Plan Topic 2: #8 External Partnerships	

MONTH	WORK SESSION	MEETING
11		
APRIL 22	Topic 1: #4 Hiring retention practices for diversity Topic 2: #3 Professional development Topic 3: #7 Long-term budget forecasting	Consideration of Tenure February 2020 Board Meeting Minutes February 2020 Special Board Meeting Minutes Student Success Presentation: Faculty Presentation: Approval of IT Plan
MAY 27	Topic 1: 2020-2021 College Budget Topic 2: 2020-2021 ASCC Budget	March 2020 Board Meeting Minutes Student Success Presentation: Faculty Presentation:
JUNE 10	Topic 1: #6.1 Developing Institutional Student Learning Outcomes and #6.3 Implement instructional program planning and assessment of student learning Topic 2: #9 Boschma Farms Topic 3: Noninstructional program planning and assessment	Approval 2019-2020 Sabbatical Requests April 2020 Board Meeting Minutes Student Success Presentation: Faculty Presentation: Approval 2021-2023 Academic Calendar Election of New Officers

# Appendix G. Board of Trustees Minutes for August 2018 Meeting

Clark College  
Minutes of the Regular Meeting of the Board of Trustees  
Wednesday, August 22, 2018  
GHL 213

## In Attendance

Jack Burkman, Chair  
Jane Jacobsen, Trustee  
Royce Pollard, Trustee  
Rekah Strong, Trustee

## Trustees Absent:

Jada Rupley, Vice Chair

## Administrators

Robert Knight, President  
Dr. Sachi Horback, Vice President of Instruction  
Bob Williamson, Vice President of Administrative Services  
William Belden, Vice President of Student Affairs  
Stefani Coverson, Vice President of Human Resources & Compliance  
Kevin Witte, Vice President of Economic & Community Development  
Shanda Diehl, Associate Vice President of Planning & Effectiveness  
Valerie Moreno, Chief Information Officer  
Dr. Darcy Rourk, Interim Vice President of Human Resources & Compliance  
Leigh Kent, Executive Assistant to the President

## Others

Jennifer Mankowski-Dixon, Assistant Attorney General  
Lisa Gibert, President/CEO Clark College Foundation  
Keith Stansbury, Professor, Computer Aided Drafting & Design  
"Rocket Students" from Prof. Stansbury's class

### I. Call to Order/Agenda Review

Chair Pollard called the meeting to order at 5:00 pm.

### II. Introductions

President Knight was very pleased to introduce the two newest members of Clark's Executive Cabinet: Dr. Sachi Horback, Vice President of Instruction, comes to Clark from Pierce College, and Stefani Coverson, Vice President of Human Resources & Compliance, comes from Seattle University. He is very excited that they are here and looks forward to moving the college forward under their respective leaderships.

III. Action Items

- A. **2018-2019 Election of Officers/Committees.** At the June 2018 meeting, Vice Chair Pollard and Trustee Jacobsen were elected Chair and Vice Chair respectively. The remaining committee assignments were voted upon this evening. The trustees elected to remain in their currently appointed committee assignments.

Trustee Burkman made a motion to approve to approve committee assignments for the 2018-2019 academic year. Vice Chair Jacobsen seconded the motion and it unanimously passed.

**Clark College Foundation Committees**

Board (Position #1)	<b>Jane Jacobsen</b>
Executive Committee (Position #2)	<b>Rekah Strong</b>
<u>College &amp; Foundation Board Chair/Vice Chair (BOD/BOT) Cte.</u>	<b>Royce Pollard/ Jane Jacobsen</b>

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

**Jada Rupley**, Primary  
**Rekah Strong**, Alternate

<u>Workforce Education Liaison</u>	<b>Jack Burkman</b>
<u>Facilities Master Plan</u>	<b>Royce Pollard</b>
<u>Guided Pathways Committee</u>	<b>Jack Burkman</b>
<u>Commercial Property Development Task Force Committee</u>	<b>Royce Pollard</b>

## B. Board of Trustees Policies and Procedures Manual

Vice Chair Jacobsen made a motion to approve the following changes to the Clark College Board of Trustees Policies and Procedures Manual.

- Regarding policy 100.A10: Legal Status and Authority of the Board—replace “Community College Act of 1976” with “Community and Technical College Act of 1991”.
- Regarding policy 100.A70: College Mission—replace the mission statement as currently stated with the following: “Clark College, in service to the community, guides individuals to achieve their educational and professional goals”.
- Regarding policy 100.B20: Vacancies—eliminate the words, “and confirmed by the Senate” in the first sentence.
- Eliminate the Addendum #1 regarding Resolutions
- Regarding policy 100.F10: Presentation and Adoption of Policy—eliminate the words, “Addendum #3, Resolutions”.
- Adopt the review schedule of the Clark College Board of Trustees Policies and Procedures Manual to be July/August 2018; July/August 2020; July/August 2022; and July/August 2024.

**MOTION:** Trustee Burkman seconded the motion and it unanimously passed.

## C. Approval of the President’s Contract Addendum and Salary Adjustment (2% COLA)

President Knight received the same salary adjustment in July as all other college employees did, but the Board must approve his adjustment.

Vice Chair Jacobsen made a motion to approve a 2% COLA salary adjustment for the President effective July 1, 2018. Trustee Strong seconded the motion and it

**MOTION:** unanimously passed.

## D. Proposed 2019 Board of Trustee Meeting Dates

Trustee Strong made a motion to approve the calendar year 2019 Clark College Board of Trustee meeting dates. Vice Chair Jacobsen seconded the motion and it

**MOTION:** unanimously passed.

#### **E. June 13, 2018 Board of Trustee Meeting Minutes**

Vice Chair Jacobsen made a motion to approve the June 13, 2018 meeting minutes.

**MOTION:** Trustee Strong seconded the motion and it unanimously passed.

#### **IV. Audience Statements**

Vancouver City Mayor Anne McEnerny-Ogle shared a presentation from the Vancouver City Council concerning replacement of the I-5 bridge. The council, in an eight to six (8-6) vote, passed a resolution asking Governor Inslee to move discussion of a replacement project forward. The Washington State Legislature has requested funding to study the project. The Oregon Senate President agrees with the Council and wants to start negotiations. The Mayor asked Clark College to submit a letter or resolution in support of the project in early September 2018.

Professor Keith Stansbury brought several of his students to report on this year's rocket competition and show the rockets used in the events. Clark College placed 19 out of 120 team entries and scored the highest of all the participating schools in Washington and Oregon. The rocket flew 8,400 feet out of a 10,000 foot goal. Clark also participated in a drone competition, placing 20 out of 69 teams. There were only two community colleges participating this year and Clark scored higher in both competitions. Professor Stansbury said that the rockets are being retired, and he would like to see them mounted and displayed in the STEM building. He thanked President Knight for inspiring the teams, Mr. Williamson for allowing students to stay overnight in the lab to finish the rockets, and the ASCC for providing them with funding.

#### **V. Constituent Reports**

##### **A. AHE**

There was no report from the AHE this evening. President Knight met with the AHE prior to this meeting and relations are moving along well.

##### **B. WPEA**

There was no report from the WPEA this evening.

##### **C. ASCC**

There was no report from the ASCC this evening.

##### **D. Foundation**

Ms. Gibert distributed Penguin Passports to the trustees. Businesses in the community are stamping the passports and once the books are full, the recipients can bring them to the foundation for a gift. Businesses are offering discounts and other perks to Penguin Passport carriers.

The Foundation had a great financial year, ending the year with an 87% increase in fundraising performance and a nine percent return on their investment portfolio.

A highlight of the year were the Conversation Nights in donor homes. They are very well received. There will be six Conversation Nights this academic year.

The comprehensive campaign will go public in November and the Foundation will be focusing more on Advanced Manufacturing and Guided Pathways.

VI. **Reports from Board Members**

Trustee Burkman thanked the Evergreen Public Schools board for meeting with the Clark Board in August. It is nice to hear what is happening around this district and he has enjoyed the growth of the two organizations' partnership over the past 10 years.

Trustee Strong is pleased with the synergy with Evergreen and the alignment with their superintendent.

Vice Chair Jacobsen noted that Evergreen has a similar pathway program to Clark's designed to help students graduate. She has been meeting with Chair Pollard and Ms. Diehl in anticipation of the accreditation visit in October. She acknowledged how much she has learned from Ms. Diehl.

Chair Pollard welcomed Dr. Horback and Ms. Coverson and thanked them for coming to Clark. He said that the college is at a very interesting point in its evolution and guided pathways will drive Clark to a level of excellence never seen before.

VII. **President's Report**

President Knight thanked Ms. Diehl for spending the summer writing the accreditation document. She was the key to getting it completed.

He thanked the foundation for its efforts and said the Conversation Nights are a great venue in which to share the college's accomplishments.

The college is in the process of reviewing the Vice President of Diversity & Equity's job description. Once faculty comes back in September, their input will be requested. He thanked Dr. Horback and Ms. Moreno for their work on the job description and working with the committee reviewing it; Ms. Coverson will be joining this group soon.

The foundation's feasibility study came back indicating that Clark can move forward on the dark fiber project. The foundation will make a decision within the next 90 days about whether they will invest in this project. Advanced Manufacturing can move forward without dark fiber by buying access to it from another utility although the college would prefer to have a stake in it. Ms. Moreno is conducting due diligence as a neutral party to determine what is best for the college. The decision has to be made by the foundation and he stressed that there is no need for a quick answer, and the board does not need to expedite the project.

**Action:** Trustee Strong requested an update on dark fiber.

The Clark College golf tournament had the largest number of participants in several years. The tournament did well and raised funds for the Athletic Department.

As President of the WACTC group this year, President Knight was honored to host this year's annual retreat at Skamania Lodge. He thanked the Clark College staff who were involved in helping plan the event.

#### **Student Success Story**

There was no student success presentation this month.

#### **Scorecard Presentation**

Ms. Diehl reviewed each of the six scorecards (Completion, Employment/Transfer, Enrollment, Social Equity, Student Debt, and Student Learning) and explained how data feeds into the outcomes and spent considerable time discussing enrollment. Clark has recruiters going out into the community and there are several community agencies referring potential students to the college. The strong economy has made it difficult for recruiters to convince people to leave their jobs to go back to school. Clark is looking at ways to implement night or online classes so that adult learners can continue to work during the day and provide for their families. Student Debt and Employment/Transfer are making progress. Ms. Diehl pointed out changes the college is making in order for improvement in the other categories. She will be sharing more of the data collection information during this year's board meetings.

#### VIII. **Next Meeting**

The next meeting of the Board of Trustees is currently scheduled for Wednesday, September 26, 2018 in the Ellis Dunn Community Room, GHL 213.

#### IX. **Executive Session**

There was no executive session this evening.

#### X. **Adjournment**

There being no further business, Chair Pollard adjourned the meeting at 6:30 pm.

---

Royce Pollard, Chair

Leigh Kent  
Recorder  
August 29, 2018



# **Clark College Board of Trustees Review Schedule of Board Policies & Procedures Manual**

July-August 2018
July-August 2020
July-August 2022
July-August 2024

# Appendix I. Administrative Policies and Procedure Review, Update, and Add Process

## **200.000 – Administrative Policies and Procedures**

The College shall maintain and implement a process for regular and systematic review, revision and creation of administrative policies and procedures. This process shall provide opportunities for shared governance and transparency throughout the college community.

### **200.001 – ADMINISTRATIVE POLICIES AND PROCEDURES PROCESS**

#### **Purpose**

Clark College maintains college policies and procedures to provide compliance and accountability, to establish best practices, to resolve conflict, to promote a productive environment in which to work, and a safe environment in which students can learn and grow.

The terms and conditions stated in the Administrative Policies and Procedures manual do not constitute a contract with any person or group and may be updated, revised, amended, or revoked by Clark College at any time. No one except the Board of Trustees or the president is authorized to make representations contrary to this provision.

Administrative Services is responsible for managing additions, corrections, and revisions to the printed and electronic versions of the manual, as approved by the Executive Cabinet (EC).

Individuals engaged in developing and/or maintaining any college policy or procedure, and/or wishing to create a new college policy or procedure, must adhere to the requirements outlined below.

For general questions regarding Clark College administrative policies and procedures, please contact [policies\\_procedures@clark.edu](mailto:policies_procedures@clark.edu).

#### **Authorized Entities**

To review, create, or revise an administrative policy or procedure, the originator (the person who initiates the review, revision, or creation of a policy or procedure) must complete the appropriate forms and submit them to their Executive Cabinet Representative. The proposed policy or procedure is then reviewed by the Administrative Policies and Procedure Committee (APPC). All policies and procedures are approved by Executive Cabinet.

#### **Terminology**

For purposes of Clark College's Administrative Policies and Procedures manual, a **policy** is defined as a set of basic principles, approved by the governing body of an organization, to direct and limit its actions in pursuit of long-term goals.

Policy defines and drives:

- College behaviors, expectations, principles, and culture
- Regulatory compliance

A **procedure** is defined as a system of specific rules, processes, and steps that operationalize a policy. In Clark College's administrative manual, each sub-section begins with a policy statement. Relevant procedures are then assigned under a policy. Every procedure must be linked to a specific policy statement.

- Procedures provide step-by-step instruction in order to:

- Provide instruction on “how to get something done”
- Standardize and streamline operational processes
- Provide training materials
- Document experiential knowledge to reduce risk and preserve intellectual capital
- Instantiate policy

### **Operational Policy and Procedure Review, Development, Approval, and Dissemination**

**Review of policy or procedure:** Custodians of policies and procedures will be required to conduct comprehensive reviews every two years (even-numbered manual sections in even-numbered years; odd-numbered sections in odd-numbered years).

**Initiation of new or revised policy or procedure:** Any individual or unit within Clark College may identify the need for new or revised policies or procedures. They must first obtain sponsorship from their Executive Cabinet member to initiate the process.

**Development of new or revised policy:** The initiator must complete the Review, Revise and Create Administrative Policies and Procedures form ([hyperlink to form](#)) and submit to their Executive Cabinet member. The EC member and initiator must ensure the proposed policy or procedure has been vetted for mission alignment, equity, compliance, need and practicality, and housekeeping. Policies and procedures that cannot demonstrate they’ve been thoroughly vetted will be returned to the initiator by the APPC.

The following principles shall guide policy and procedure development:

- **Consistency:** Is the policy or procedure internally consistent? Is it consistent with other policies procedures and supporting documents, including established Board policy?
- **Need and Practicality:** Is the proposed policy or procedure needed, practical, and reasonable? Are the criteria flexible enough to allow for some discretion in decision-making using a principles-based approach, with due regard for any legal or other externally imposed requirements to which the policy or procedure must adhere?
- **Core to the Mission:** Is a policy or procedure necessary in a given case to (a) promote Clark College’s mission or its relationship with key stakeholders, (b) advance a college-wide risk management or operational efficiency objective, or (c) implement a legal or other externally imposed requirement? Would the proposed guidance be better served or made more effective through another type of document?
- **Equity:** Is the policy or procedure consistent with the college’s commitment to social equity? Does it further the college’s mission to create a safe, inclusive, and welcoming environment for all faculty, staff, students, and visitors?

**Approval, return, or denial of new or revised policy or procedure:** Once all required documents are completed, the appropriate EC member will submit the proposed policy or procedure to the APPC. APPC will determine whether the policy or procedure will be forwarded on to EC for final approval, returned to the initiator, or denied.

If **approved by EC**, the Vice President of Administrative Services will update the Administrative Policies and Procedures Manual and communicate all changes to the college community.

If **returned**, the proposed revision or creation of a policy or procedure will be returned to the originator and sponsoring EC member with instruction of needs for additional consideration.

If **denied**, all forms will be returned to originator and EC member with information for reasoning for not adopting the requested revision or creation.

**Resubmission of new or revised policy or procedure:** Should the proposal be returned or denied, it may be re-submitted for approval by including the original request along with an updated request that clearly delineates what changes were made and how these changes address the instructions and reasoning for return or denial of the original request.

# Appendix J. Administrative Policies and Procedure Review, Update, and Add Tool

## Review, Revise and Create Administrative Policies and Procedures

This form is to be used for:

- Conducting regular reviews of existing administrative policies and procedures (even-numbered sections in even-numbered years, odd-numbered sections in odd-numbered years).
- Revising existing policies and procedures off-cycle.
- Creating new policies and procedures as needed.

Clark College’s Administrative Policies and Procedures Manual uses the following definitions:

- **Policy:** a set of basic principles, approved by the governing board of an organization, to direct and limit its action in pursuit of long-term goals. As such, policies typically are only added or changed when long-term goals are added or changed. In the administrative manual, each sub-section begins with a policy statement.
- **Procedure:** a system of specific rules, processes and steps that operationalize a policy. Put more directly, procedures provide instructions on how to get things done. In the administrative manual, each procedure is assigned to the policy statement it supports.

**Step 1:** To review, revise or create an administrative policy or procedure, the originator (the employee initiating the review, revision, or creation) must **complete Sections A – F of this form and submit, along with the fully edited text of the policy/procedure and all required attachments, to their [Executive Cabinet member](#).**

<b>SECTION A: Policy and Procedure Information</b>		
<b>Originator Name:</b>		
<b>Department:</b>		
<b>Email address:</b>		
<input type="checkbox"/>	<b>REVIEW</b>	<i>Title and number of policy or procedure being reviewed:</i>
<input type="checkbox"/>	<b>REVISE</b>	<i>Title and number of policy or procedure being revised:</i>
<input type="checkbox"/>	<b>CREATE</b>	<i>Proposed title and number of new policy or procedure being created:</i>
<input type="checkbox"/>	<b>REPLACE</b>	<i>Title and number of policy or procedure being replaced (if applicable):</i>
<b>If a policy or procedure is being created or revised off-cycle, please describe the reasons why (e.g., change in state or federal law, new business practices, etc.).</b>		
<b>Identify below the individuals and/or groups that will be impacted by the proposed change and were involved in reviewing, revising or creating the policy and procedure – be as inclusive as possible:</b>		

## SECTION B: Equity

Policy/Procedure processed through [Racial Equity Policy Review Tool](#):  YES  NO **(Attach worksheet to this form)**

Policy/Procedure aligns with the [Social Equity Plan](#)  YES  NO

**Additional comments regarding Equity:**

## SECTION C: Alignment with Strategies, Goals, and Initiatives

Policy/Procedure aligns with the following (check all appropriate boxes):

[Mission and Strategic Plan](#)

[Accreditation Standards](#)

[Guided Pathways Principles](#)

[Collective Bargaining Agreements](#)

Policy/procedure is consistent with other administrative policies and procedures:  YES  NO

**Additional comments regarding Alignment with Strategies, Goals, and Initiatives:**

## SECTION D: Compliance

Policy/Procedure *may* violate or contradict legal or regulatory mandates:  YES  NO

Policy/Procedure meets or implements a legal or other externally imposed requirement:  YES  NO

Policy/Procedure results in substantive changes to employee duties  YES  NO

Policy/Procedure has been vetted by **(check all appropriate boxes and attach copies of communication, such as email, with any of the individuals or groups identified below, to this form):**

Assistant Attorney General

College's Ethics Officer

Administrative Services

Internal Auditor

Human Resources

AHE

WPEA

Information Technology Security

Appropriate college committee or council (please identify):

**Additional comments regarding Compliance:**

## SECTION E: Need and Practical Application

Policy/Procedure fills an operational gap and has real, practical applications for the College:  YES  NO

Policy/Procedure advances a college-wide risk management or operational efficiency objective:  YES  NO

**Additional comments regarding Need and Practical Application:**

## SECTION F: Housekeeping

Policy/Procedure is still relevant and reflective of actual work the College performs:  YES  NO

If no, please explain why the Policy/Procedure is still required:

Policy/Procedure has been reviewed and updated to reflect changes in:

- State and Federal statutes
- Accreditation Standards
- State Board Policies and Procedures
- Position titles, phone numbers, acronyms, and names of departments, units, buildings, and other state and federal agencies. (Note: the fewer there are of these the less frequently the policy/procedure has to be changed).
- Terminology (Note: jargon goes out of date quickly; eliminate whenever possible)
- Web links
- Use of pronouns (replace he/she and him/her with they/them)

**Additional comments regarding Housekeeping:**

\_\_\_\_\_  
Signature of originator

\_\_\_\_\_  
Date

**Step 2:** By signing below, the Executive Cabinet member attests that the policy or procedure has been reviewed and is ready for consideration by the College's Administrative Policies and Procedures Committee (APPC). The Executive Cabinet member will **send a copy of this signed form, as well as the fully edited text of the policy/procedure and all required attachments, to the APPC chair.**

\_\_\_\_\_  
Executive Cabinet member signature

\_\_\_\_\_  
Date

**Step 3:** APPC reviews policy/procedure and completes Section G below.

#### **SECTION G: Determination**

APPROVED for submittal to Executive Cabinet:  YES  NO  
RETURNED to originator for further development:  YES  NO  
DENIED:  YES  NO

**Reasons for returning or denying:**

**Step 4:** Executive Cabinet reviews policy/procedure as recommended by APPC and completes Section H below.

#### **SECTION H: Determination**

APPROVED for Publication:  YES  NO  
RETURNED to APPC originator for further consideration:  YES  NO  
DENIED:  YES  NO

**Reasons for returning or denying:**

**Step 5:** Upon Executive Cabinet approval, the policy/procedure will be forwarded to the Vice President of Administrative Services and inserted into the Administrative Policies and Procedures Manual. All changes to the manual will be communicated to the college community by the Vice President of Administrative Services.

---

VP of Administrative Services signature  
*BW722 -11/27/18*

---

Date

# Appendix K. Clark College Information Technology (IT) Plan

Clark College

# Information Technology

2019 – 2023 Strategic Plan



# Contents

- Executive Summary ..... 3
- IT Planning Process ..... 3
  - Governance – Ensuring continued improvement ..... 3
  - Mission, Goals and Principles of Information Technology Services ..... 3
  - Accessibility statement ..... 4
- About IT Services ..... 4
  - 2.G.5 Consistent with colleges mission ..... 6
  - Infrastructure ..... 6
  - Information Security ..... 6
  - Wireless Network Access ..... 7
  - Telecommunications ..... 7
  - Student Computing ..... 7
  - Classroom Technologies ..... 7
  - E-Learning ..... 8
  - Employee Computing ..... 8
  - Administrative Systems and ctclink ..... 8
  - Application Development Services ..... 9
  - Web Services ..... 9
  - 2.G.6 Provide appropriate support ..... 9
  - 2.G.7 Technological infrastructure Planning ..... 10
  - 2.G.8 Institution develops, implements and reviews ..... 11
  - Capital Projects ..... 12
- IT Vision Statement ..... 12
  - IT Plan Purpose ..... 12
- IT Strategic Goals and areas of focus ..... 12
  - Information Technology Funding ..... 14
- Attachments ..... 16
  - 2018 student survey results ..... 16
  - 2019 staff survey results ..... 16
  - 2018 IT Project List – Completed ..... 15
  - 2019 IT Project List ..... 16

2019 Project List – IT ctclink application services – Current ..... 16  
2020 IT Project List..... 16  
2020 IT Organizational Chart ..... 16

## Executive Summary

The IT Plan identifies the information technology goals, outcomes and actions primarily needed to support Clark College’s strategic and academic plans. Central to the IT Plan is Clark College’s mission “in service to the community, guides individuals to achieve their educational and professional goals.”

The purpose of the IT Plan is to identify and integrate the technology solutions necessary to fulfill the Clark College mission and accomplish the college-wide objectives with the Clark College 2020 Strategic Plan and beyond. In addition, the IT Plan outlines the necessary infrastructure and solutions required to align with other existing college wide plans and initiatives including Guided Pathways, Academic Plan, Social Equity Plan, and Facilities Master Plan. The IT Plan will guide the college in the allocation of resources and in prioritizing future investments in support of these areas.

## IT Planning Process

### Governance – Ensuring continued improvement

The IT Plan was developed through monthly and quarterly meetings by the [Information Technology Committee](#) in collaboration with the Student [Tech fee Committee](#) with stakeholder engagement from the student government [Associated Students of Clark College](#) (ASCC), input from the [Environmental Integrity Council](#), and from faculty leadership with engagement from the all Deans and Operations managers meetings and with input from the budget committee. Additional feedback and input on technology needs has been gathered via college wide surveys with a focus on classroom, and general technology needs. These surveys were sent to all Clark College students, faculty and staff (results attached).

A thorough planning and intake process has been conducted over the past year ensuring shared governance was applied in identifying critical technology needs of the institution and to provide a roadmap for technology investments. Engagement with these standing committees and working groups ensures continued improvement for IT services.

The 2019-2023 IT Plan has been developed and will be regularly reviewed throughout its implementation via established ongoing IT Governance process ensuring continual feedback on progress to completion.

Technology is a critical function needed for the college to achieve mission fulfillment and is a vital component of the conditions necessary to facilitate student learning. The IT Plan is a crucial component in Clark College’s Academic, Social Equity and Facilities Master Plans.

### Mission, Goals and Principles of Information Technology Services

Clark College’s IT services department is committed to

1. OUR IT Mission
  - To develop an Information Technology plan that supports the College’s vision, mission, values and core themes through: Academic Excellence, Social Equity, Economic Vitality and Environmental Integrity
2. OUR IT Goals
  - Implement technology necessary to support students, faculty and staff at Clark College within the framework of [Guided Pathways](#) that aligns with the Academic Plan
  - Consistent and relevant IT Infrastructure services, backup and support
  - Cyber Security and Data Integrity
3. OUR IT Principles

- Teamwork and mutual respect
- Honesty and integrity
- Dedication and commitment

## Accessibility statement

Clark College values accessibility as outlined and in accordance with federal and state laws and guidelines. Clark College is committed to providing accessible technology in its educational and administrative services, programs and activities.

Clark College Information Technology (IT) services strives to comply with all accepted guidelines and standards for accessibility and usability. IT services is committed to continual improvement and in meeting the ethical and legal obligations in accordance with the Americans with Disabilities Act, the Rehabilitation Act of 1973, with Web Content Accessibility Guidelines (WCAG) 2.0 and with Washington State compliance requirements. Clark College IT services is committed to increasing accessibility for students, faculty, staff and our greater community by working towards continuous improvement to ensure technology is accessible for all.

To meet this commitment, IT services has adopted policies, practices and procedures and meets its oversight responsibility with the creation of [Application Development Oversight and Planning Committee](#) (ADOPC) and with IT member active participation in other Clark College committees and working groups with accessibility at the forefront.

Clark IT supports all available accessibility resources including, but are not limited to:

- IT software procurement through [ADOPC](#) intake form VPAT requirements
- IT internal web and [application development](#)
- WCAG compliant [websites](#) and web applications providing users with accessibility needs the ability to perceive, understand, navigate and interact with our sites
- Accessibility for students in CANVAS [online course content](#)
- Accessible step-by-step CANVAS guides for [faculty](#)
- Providing Adaptive computer Technology Services
- Providing accessible podiums for instructors enhancing the teaching environment

IT services is committed to following guidelines that help in providing functional, accessible, and interactive spaces with equal access to information, materials, and services for all IT users at Clark College regardless of ability.

## About IT Services

[Clark College ITS](#) provides computing, communications, technology infrastructure services and technology support for student, instructional, administrative and continuing education community usage. Clark College Information Technology Services (ITS) aligns its mission, priorities, and planning with the overall [mission and core themes](#) in support of Clark College's Guided Pathways initiatives with:

- Service and support to students, faculty and administrative staff through the use of technology
- IT Governance, providing long term partnerships to address IT initiatives
- On-going, continuous improvement of our physical systems, services, and business processes
- Providing cyber secure, risk-averse, fiscally responsible and sustainable systems and practices

- On-going commitment and support for the professional development of our IT staff

Clark College's Information Technology teams are focused on efficient and effective support for academics, administrative, and technical support services. Clark College's Information Technology Services department provides service and support for students, faculty and staff supporting Clark College's [main campus](#) and its [satellite locations](#) serving the greater Vancouver area. Clark College IT services is segmented into departments that provide specialty support services in all given areas of IT in support of Clark College's [strategic](#), [academic](#), and [social equity](#) plans

Clark College's IT departments are defined as:

- Application Services – provides college-wide enterprise systems development, application support and Web site development services
- Client Services – responsible for College wide IT Help desk support and student centric hands on IT technical support with IT Tech-Hub, campus based desktop technical support, classroom computer support, technology training for Clark College's supported IT systems and technical consulting services for IT purchases to departments
- Distance Education - [eLearning](#) Department – provides management and support for remote instructional technologies, including the learning management system, Canvas, video and online teaching environments
- Information Security – responsible for ensuring Clark College awareness of current IT state and federal compliance standards and in providing proposed IT security policy and best practices. Focus is on supporting IT security efforts to set required standards, guidance and enforcement to meet compliance and risk requirements. Information Security and Enterprise Architecture provides formal architecture services in design for enterprise technology in support of infrastructure services.
- Infrastructure Services – responsible for support services related to Clark College's physical data network, enterprise servers, hybrid and private cloud services, physical data center components, college wide cabling network, telephone and voicemail services as well as monitoring by its network operation center (NOC)
- Media Services – provides classroom support for faculty and students addressing podium, projector and related technologies, digital signage as well as special event support
- IT Project Management – responsible for managing the IT Portfolio of projects. The PMO also oversees structured processes such as intake & prioritization, project status reviews with stakeholder relationship management. The IT project management office hosts college wide community of practice sessions, ensuring departmental continuity and partnership.
- Technology procurement – responsible for all IT related purchases and IT purchase consulting services for all of Clark College's faculty and department needs.

---

*2. G.5 – Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its*

*management and operational functions, academics programs and support services, wherever offered and however delivered<sup>1</sup>.*

---

## 2.G.5 Consistent with colleges mission

Clark College supports information technologies (IT) at the institution using a blended organizational structure. The bulk of the IT support services is provided by the [IT Services Department](#) a 35 full time employee [centralized service organization](#) supporting academic and administrative computing at the college. IT Services maintains the network infrastructure and provides desktop computer support for employees and instructional labs throughout the institution. IT Services maintains smart classroom technologies and other media production equipment. IT Services also provides its own software development services for the institution.

### Infrastructure

The network infrastructure consists of fiber-optic cabling, connecting buildings throughout the college, and copper horizontal wiring to end user devices. Service to the institution's [satellite facilities](#) is provided by 50 Mbps metropolitan fiber-optic wide-area network circuits. A 1 Gbps connection to the Washington State K-20 network provides connectivity to the internet. Campus inter-building 10-Gig fiber was upgraded in 2015 to support additional bandwidth needs for the foreseeable future. In 2018 IT services extend secondary backup fiber optic services to Clark College's newest STEM building providing needed backbone infrastructure upgrades and redundancy in support of its academic programs.

Clark College uses managed Cisco network technologies for its core network switch, routers, and edge switches. This equipment has been replaced when needed using local fund balances. In 2019 the Clark College budget committee approved the replacement of the Colleges primary firewall. The firewall appliance is scheduled for upgrade in 2020, this appliance to provide enhanced security visibility and remediation tools.

IT Services maintains the server environment supporting backup and storage, file, print, and video services; enterprise database applications; reporting services; SharePoint sites; and web servers. IT Services makes extensive use of server virtualization in conjunction with storage area network technologies to increase efficiency and resiliency of the server environment. The server environment is sufficient to meet the college's current needs with excessive of room for growth. The college has been systematically moving application services into cloud configurations like Office 365 for email and SharePoint. IT services continues to work with our vendors to move services to the cloud after meeting security and accessibility standards.

### Information Security

As an industry, Higher education institutions were identified as "most likely to be breached" with [Verizon 2018 breach report](#) placing the rating to 3<sup>rd</sup> most common for cyber-attacks. This may be due to the more "open source nature of schools and universities". In 2018 the Clark College Executive Cabinet recognized the need for a Cabinet level position for Chief Information Officer (CIO) who also serves as the Chief Information Security Officer (CISO). This hire has enabled IT to have direct engagement with the key senior stakeholders at Clark College and to elevate crucial IT decisions to Cabinet level discussions. In 2018 the CIO/CISO provided a security assessment and roadmap for IT cyber security to meet federal and

---

<sup>1</sup> [NWCCU Accreditation Standards 2.G.5](#)

state compliance, along with provided ongoing dialogue with both the Cabinet and Board of Trustees regarding Information Security awareness and strategic need of the college. The institution's information security planning also meets the NWCCU 2020 eligibility requirements (15) by including "emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations". In addition in 2019 Clark College established its own network operation center (NOC) that provides continued monitoring of its network components to ensure uninterrupted network service, beyond standard 9 to 5 hours of operation. The Information Security department is working towards a 2020 security operations center (SOC) which will focus on actively protecting Clark College's network and technologies from hackers with malicious intent

### Wireless Network Access

Clark College provides wireless technology throughout the college in order to provide access to services from mobile devices utilizing a Ruckus enterprise controller system with over 200 wireless access points. The College performed a major upgrade to the wireless infrastructure controllers in 2019 and is poised to continue end point wireless access upgrades into 2020 moving towards ubiquitous wireless service. These upgrades will provide better coverage and access to modern revised transmission protocols. In addition and related the ITS engineering and architecting group frequently meet with our Wi-Fi provider to ensure continuous improvement steps are taken. In 2020 Clark College will also undergo a comprehensive wireless engineering review of our configuration in search of dead zones and in preparation for its final phase of the 2019 wireless redesign. This will optimize the access points for Clark College's changing physical environment and address constituent wireless availability concerns.

### Telecommunications

Clark College provides telecommunications services using a Cisco Voice over Internet Protocol (VoIP) telephone system. This system was installed in 2011 and upgraded in 2017 is sufficient to meet the institution's current needs. By installing telephones in most classrooms, offices, and meeting rooms, the telephone system also serves an emergency notification system. Its latest major upgrade was completed in 2017 to virtualize the Cisco VoIP computing cluster to provide more flexibility and potential redundancy to the system. The Cisco VOIP system is tied directly into our emergency management system for campus emergency notifications. Telecommunication services are slated for a 2021 technology assessment.

### Student Computing

Clark College maintains 86 computer labs with approximately 1,500 computers available for student use. The institution provides [9 open access computer labs](#) with more than 300 computers on the main campus and at satellite facilities to support the general computing needs of students. The remaining computers are in dedicated instruction labs, supporting specific instructional programs. The equipment in instructional computer labs is replaced on a three to five year interval in line with the colleges established [Instructional Computer Replacement Plan](#). Despite the growth in the use of mobile devices by students, the demand for computer labs remains high. Clark College attempts to balance the demand for computing facilities with the constraints of shrinking budgets. Requests for new computer labs are reviewed annually and assessed by the technology fee committee.

### Classroom Technologies

Clark College has equipped 202 classrooms and meeting rooms with smart technologies, which includes a projector and screen or flat panel, computer system with annotation software, audio and video playback equipment, and a digital presenter (ELMO). Standardized control systems and uniform hardware are

installed to ensure the systems are easy to use for faculty, and facilitates efficient preventative maintenance. The IT organization utilizes tech fee funding to address its equipment replacement plan.

## E-Learning

In partnership with Clark College's [E-Learning Department](#) backend Canvas administrators were moved to the IT reporting structure in 2019. The E-Learning department is administered by the Dean of Library services who has overall responsibility for E-Learning instruction support they provide tutoring and faculty development in related areas. All course shells for the institution's cloud-based Learning Management System (LMS) Canvas are generated for every Clark College class using an automated process. Applying automation to the creation of these course shells certifies every Canvas environment is universally designed for faculty and students ensuring standardization. This also guarantees Clark College is creating and advancing accessible, integrated and technology-enriched learning environments. All faculty members are encouraged to use LMS Canvas once they have received the requisite training. The eLearning staff provide training and troubleshooting for faculty on the LMS. The IT department contracts with a third-party vendor provide [Help Desk](#) services to students on a fulltime 24x7 basis. In addition the collaborative E-Learning departments also provide training and assistance with lecture capture tools and other instructional video requirements.

## Employee Computing

Employees are provided with computers that are to be replaced on a five year rotation and documented by IT audit procedures. Computers for part-time employees and adjunct faculty are funded by the hiring department. In requested cases, adjunct faculty members are supplied with computers that are rotated out of permanent employee offices or computer labs designated for faculty. With the use of Microsoft SCCM, all of our employee desktops are centrally managed and the ITS group actively builds and deploys centralized application deployment services.

## Administrative Systems and ctcLink

The core administrative applications used by Clark College—Student Management System, Financial Management System, Personnel/Payroll Management System, and Financial Aid Management System—are developed and maintained by the [Washington State Board for Community and Technical Colleges](#) (SBCTC) and identified as ctcLink its product name is [Oracle PeopleSoft](#). This state mandated system is administered by the SBCTC on behalf of all 34 community and technical colleges in Washington State. This system processes all payroll, HR-related functions; general ledger, finance and accounting functions. This system will act as our primary student information system. ctcLink also used for data analytics and reporting. ctcLink data is integral for the proper function of the vast majority of Clark College's applications as well as 3<sup>rd</sup> party systems. The Colleges prior aging legacy system and applications lack the features and capabilities of modern enterprise resource planning (ERP) systems. As a result, many bolt-on or shadow systems have been implemented across the college and state system to address functional gaps in the legacy systems.

SBCTC is replacing these legacy systems with new ERP technology ctcLink (*Oracle PeopleSoft*) in a multi-year phased approach for all 34 Washington State community and technical colleges'. Clark College is scheduled migrate to PeopleSoft in its third wave of implementations starting in 2019. Implementation and revisions to this system is slated to continue into 2020 until the platform is stabilized. In addition Clark College will leverage this primary system of record to create its own data warehouse incorporating all Clark College built applications for single use reporting.

## Application Development Services

Increasingly, the need for accurate and reliable information to inform decision-making has compelled the college to create specialized reports and web applications to collect and manage data. In conjunction with ctcLink, custom application and programs are undertaken when commercially available products either lack the required features and capabilities or are cost prohibitive.

IT Services employs application developers/database administrators to develop specialized applications for Clark College addressing outcome assessments and reporting functionality for various departments. Often these applications provide functionality that is not possible to achieve using the institution's legacy administrative applications nor are they compatible with the state sponsored ctcLink product. Application development services also help in addressing application compliance matters, ensuring Clark College is moving towards Washington State accessibility requirements. The IT application development team utilizes principles of universal design to ensure projects worked on help all students achieve equitable outcomes. In addition the application IT developers work directly in partnership with the office of disability support services ensuring accessibility requirements for work produced is addressed and tested.

## Web Services

While IT Services maintains the infrastructure and backend components of [Clark College's website](#), employees in the [Communications and Marketing department](#) manage the content for the college's public website and intranet. In 2019 the public website underwent a functional redesign to better meet the needs of the college. This redesign enabled the support of mobile devices. In addition the content management system (OU Campus) was implemented for the public website and the college intranet to allow Clark College departmental designees the ability to better manage and revise the content on their department webpages.

---

*2. G.6 – The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.<sup>2</sup>*

---

## 2.G.6 Provide appropriate support

Training opportunities in various formats and subjects are provided to improve the technology competencies of employees and students at the Clark College. Funds are budgeted at the institutional level to pay for or supplement the cost of formal [staff development activities](#), e.g. fee-based online training, workshops, classes, and conferences. This is generally the approach used by faculty teaching in technical programs and by IT professionals to upgrade skillsets. Other training methods include:

- A number of short, one-to-two hour workshops offered throughout the year on specific technology topics, such as computer basics and the use of software applications, e.g. *Word*, *Excel*, and *SharePoint*. ITS also provides direct training on major new system releases such as Windows

---

<sup>2</sup> [NWCCU Accreditation Standard 2.G.6](#)

10 and One Drive These workshops are conducted as a cooperative effort between IT Services, the Teaching and Learning Center, and Human Resources and through departmental request.

- Online and in person training is provided for Clark College-specific smart classroom technologies.
- [Specific training for faculty on instructional technologies](#) such as the Learning Management System (LMS) and lecture capture systems provided by the [eLearning](#) department. IT services also offers 24x7 [assistance to students using the LMS](#) Canvas through a third party provider.
- IT services provides training and orientation sessions on IT systems and services for the college provided during dedicated Employee Training days.
- Periodic training for faculty and students conducted by the library staff on the use of the integrated library system and online databases used in research. The library also offers [short noon-time workshops](#) on technology topics of interest, such as tips and tricks for iPad tablets, the use of *Skype*, or the use of cloud-based storage solutions.
- A [Help Desk](#) operated by IT Services to assist employees with computer hardware and software issues. The Help Desk also offers on-the-spot assistance to employees with questions about common software applications. IT Services also maintains an [online service center](#) where employees can find answers to frequently-asked questions as well as the creation of leaflets and marketing material placed in the workrooms across campus with support information.
- IT services provides college 101 training to all new incoming students. Students learn basic instruction of IT software and hardware services
- Basic instruction is also provided for students in the use of computers and computer applications from lab assistants, who staff the open computer labs at the college. Lab assistants also help resolve problems related to student email and problems connecting to the wireless network.
- The “TechHub” one-stop help desk located in the Cannell Library to assist students with a variety of technology questions including access to online services, use of the learning management system, student network and email accounts, and other technology topics.
- A [student-run Help Desk](#) assists students with computer hardware issues. Students in the Computer Technology (CTEC) instructional program staff the Help Desk.
- Regularly scheduled College 101 classes are offered to help students acquire the technology skills they will need in their classes.

---

*2. G.7 – Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.<sup>3</sup>*

---

## 2.G.7 Technological Infrastructure Planning

Major technology investments at Clark College are driven by institutional need. Development and planning are driven by the technology support staff and the constituencies of the college. With the onboarding of a new CIO in 2018, the Information Technology operational and strategic planning

---

<sup>3</sup> [NWCCU Accreditation Standard 2.G.7](#)

continues to be a priority. This activity culminates in the setting of broad goals and associated outcome measures that tie into Clark College’s Strategic and Academic plans.

The IT Plan was developed through monthly and quarterly meetings by the [Information Technology Committee](#) in collaboration with the Student [Tech fee Committee](#) with stakeholder engagement from the student government [Associated Students of Clark College](#) (ASCC), input from the [Environmental Integrity Council](#), and from faculty leadership with engagement from the all Deans and Operations managers meetings. Additional feedback and input on technology needs has been gathered via college wide surveys with a focus on classroom, and general technology needs. These surveys were sent to all Clark College students, faculty and staff (results attached).

A thorough planning and intake process has been conducted over the past year ensuring shared governance was applied in identifying critical technology needs of the institution and to provide a roadmap for technology investments and continual improvement.

Technology is a critical function needed for the college to achieve mission fulfillment. Technology is a vital component of the conditions necessary to facilitate student learning and a crucial component in Clark College’s Academic, Social Equity and Facilities Master Plans.

---

*2. G.8 – The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.<sup>4</sup>*

---

## 2.G.8 Institution develops, implements and reviews

In 2018 the new CIO immediately began to conduct a comprehensive needs assessment that included IT needs and IT governance for input and continual evaluation. Clark College has developed structures with committees to ensure continual improvement and regular review of its technology and services in preparation for replacement and upgrades to infrastructure services. This new review structure will ensure its technological infrastructure is continually reviewed and will be adequate to support its operations, programs, and services. Moreover, it will anticipate the future technology needs as the college transforms its programs and services into guided pathways.

Clark College supports a tech fee funded computer replacement plan for student facing computers as well as an employee computer replacement plan funded by individual department and IT funding. Computers are replaced on a five year rotation with all computers assessed. Computers receive software and hardware updates and/or replaced entirely each year. In 2020 all computers that are student facing will be within the 5 year window prior to replacement. Employee computers are standardized in a way that lowers the costs of maintenance and provides maximum purchasing power to ensure costs remain adequate to sustain the minimum five year replacement cycle.

Replacement plans are reviewed each year by the [IT Committee and the Technology Fee Committee](#) and internally within the IT department the plans are adjusted as needed to ensure that the institution maintains sufficient instructional technology to meet the needs of its academic programs. In addition, Clark College ITS reviews all standard computer configurations receiving departmental and faculty input

---

<sup>4</sup> [NWCCU Accreditation Standard 2.G.8](#)

to address specialty needs for software requirements for classroom instruction as well as software needs for administrative support.

## Capital Projects

Clark College in Ridgefield, WA. The college's Facilities Master Plan identified North County as an area where the college could fulfill its mission of providing access to an underserved area of the service district. The Washington State Board of Community and Technical Colleges has prioritized building projects for the upcoming biennium with additional state funding. [Construction](#) of the first building can potentially occur 2020-2022.

## IT Vision Statement

Clark College IT Services will develop and maintain sustainable Information Technology endpoints and computing infrastructure that supports the College mission and provides to students, faculty, staff and community stakeholders necessary and appropriate access to College IT resources.

Clark College IT Services is committed to foster and advance the necessary technology initiatives for education and the administration for the college. The strategic initiatives outlined within Clark College's [Strategic plan](#) are broken into core themes and objectives<sup>5</sup>. For IT Services this vision means that the College IT Infrastructure and services will provide the appropriate campus IT resources for all accepted teaching/learning practices and methodologies and in addressing stated IT goals

## IT Plan Purpose

Technology plays a pivotal role in supporting students, faculty and staff within in each core theme area.

1. Academic Excellence by:
  - a. Creating and advancing accessible, integrated and technology-enriched learning environments
  - b. Engage faculty, administrators and staff in professional development experiences that enhance student learning
2. Economic Vitality by:
  - a. Improve college affordability for students by expanding access to services
3. Social Equity by:
  - a. Create and sustain accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes
4. Environmental Integrity by:
  - a. Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology

## IT Strategic Goals and areas of focus

The IT Plan provides strategic goals to support the transformation of engaging students in learning opportunities within the guided pathways framework. The Clark College 2015 – 2020 Strategic Plan mission states “Clark College, in service to the community, guides individuals to achieve their educational and professional goals.” The college categorized its work to achieve mission fulfillment within the four

---

<sup>5</sup> Clark College Strategic Plan: [http://www.clark.edu/about/governance/strategic\\_plan/strategic-plan.pdf](http://www.clark.edu/about/governance/strategic_plan/strategic-plan.pdf)

core themes: Academic Excellence, Social Equity, Economic Vitality and Environmental Integrity. Technology is identified as a crucial tool to enhance student learning and fulfilling its mission.

The IT strategic goals and areas of focus addresses the technological needs required to achieve the college's stated mission and subsequent plans. Specifically these goals listed identifies the technology needed to transform the college in support of guided pathways.

The 2019-2023 IT Plan has been developed and will be regularly reviewed throughout its implementation via established ongoing IT Governance process ensuring continual feedback on progress to completion.

The goals and areas of focus will:

1. IDENTIFY SPECIFIC GOALS AND STRATEGIES FOR ACHIEVING

- a. Identify actions
  - i. State outcomes

1. PROVIDE EXCEPTIONAL IT SERVICES

- a. Enhance the effectiveness of faculty, staff and students by enabling IT services and infrastructure through:
  - i. Update wireless services
  - ii. In coordination with Facilities refine data center power requirements for consistent IT service offerings
  - iii. Improving internet data upload/download speeds and computing services
  - iv. Provide continual technology enhancements and replacements for faculty, staff and classroom use
  - v. 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

2. CYBER SECURITY AND COMPLIANCE

- a. Reduce institutional exposure to information security threats by:
  - i. Establishing a network (NOC) & security operations center (SOC)
  - ii. Continually review WA state compliance requirements and apply to Clark policies and procedures
  - iii. Actively work toward compliance in all areas of information security
  - iv. Emergency preparedness and contingency planning for continuity and recovery of operations

3. DIGITAL LEARNING

- a. Deliver up to date digital learning and instructional tools to help faculty and students achieve greater success plans
  - i. Work in collaborative efforts with office of instruction and the Clark College bookstore to provide online e-books for students
  - ii. Provide canvas and studio training for online instruction
  - iii. Provide Canvas shells for all classes and all instructors
  - iv. Expand IT lab services
  - v. Improve the colleges physical and virtual environment to maximize access and appropriate use of space and technology

4. DATA ANALYTICS

- a. Ensure that data and information are relevant, convenient and support faculty and campus use
  - i. Work with state agency to ensure ctcLink data is available
  - ii. Continued application development to meet the gap in data availability needs
  - iii. Implement and institutionalize practices that increase academic performance, retention, and completion

5. TECHNOLOGY INNOVATION

- a. Embrace the principles of innovation and leverage advanced technology opportunities
  - i. Ensure all IT service offerings are mobile first and mobile friendly
  - ii. Commit to accessibility standards
  - iii. Create and advance accessible, integrated and technology-enriched learning environments

Information Technology Funding

IT funding is provided from primarily three funding sources and based is on student enrollment, additional one time funding sources originate from the Clark College foundation, from the Washington State system and from Grants awarded. Samples of permanent funding showing general expenditures and fund balance for FY19/20

*IT tech fee fund balance for FY19/20*

Sample outline: Fund #1

Funding for FY19/20	IT – Student Technology Fee			
	Permanent Budget	Expenditure to Date	Projected Spend	Available Balance
Student/Staff Salaries and Wages	719,200	234,871	479,467	4,862
Benefits	133,915	43,133	89,277	1,505
Goods and Services	795,104	89,880	612,445	92,779
<b>YTD Total</b>	<b>1,648,219</b>	<b>367,884</b>	<b>1,181,188</b>	<b>99,147</b>

Sample outline: Fund #2

Funding for FY19/20	IT – Student Computer Support			
	Permanent Budget	Expenditure to Date	Projected Spend	Available Balance
Student/Staff Salaries and Wages	1,812,594	944,289	681,198	187,107
Benefits	632,900	331,117	237,916	63,867
Goods and Services	169,364	17,468	204,159	-52,263

<b>YTD Total</b>	<b>2,614,858</b>	<b>1,292,874</b>	<b>1,123,273</b>	<b>198,711</b>
------------------	------------------	------------------	------------------	----------------

Sample outline: Fund #3

<b>Funding for FY19/20</b>	<b>IT – Administrative Computer Support</b>			
	Permanent Budget	Expenditure to Date	Projected Spend	Available Balance
Student/Staff Salaries and Wages	565,383	294,375	188,128	81,880
Benefits	196,599	99,817	65,533	31,349
Goods and Services	390,728	306,521	124,094	-39,886
<b>YTD Total</b>	<b>1,152,710</b>	<b>700,713</b>	<b>377,755</b>	<b>73,242</b>

# Attachments

## [2018 student survey results](#)

Student feedback is collected via survey on a bi-annual basis. Attached are the results from the 2018 survey. Next scheduled student survey – 2020

## [2019 staff survey results](#)

Staff feedback is collected via survey on a bi-annual basis alternating schedules with student surveys. Attached are the results from the 2019 survey. Next scheduled staff survey – 2021

## [2019 Collab IT Project List](#)

Project list from the IT PMO showing 2019 - 2023 projects

## [2019 Project List – IT ctcLink application services](#)

IT project status report showing all internal application revisions post ctcLink migration

## [2020 IT Organizational Chart](#)

Showing full-time, part-time and student work study employees

# Clark College Student Experiences Survey

<b>Winter student- Comments with theme 'Canvas/Technology'</b>	Entered survey as
All online teachers knowing how to work Canvas in a way that is efficient for both them and the students.	Running Start
Allow the different educational departments to buy the needed software licenses to have a better updated learning experience.	Adult
Better food options. Quieter places to study other than library. Have security in parking lots after dark. Having only 1 online schooling site like Canvas. Why am I paying for Sapling when Canvas is free?	Unknown
Better parking. All teachers using Canvas.	Adult
Better technology with other programs like Pearson and canvas	Adult
Better wifi connection and cell service.	Running Start
Canvas for all classes.	Adult
Clark College has the noisiest library I have ever been to. It should not be necessary to use a study room to get some quiet in a library. There are times when there are not enough study rooms available. For security purposes- Better cellular service. Clark is a dead zone for cell service, especially inside the buildings. Clark needs better job placement services. Penguin Jobs has too few listings. Canvas is only as good as the teachers knowledge of how to use it. Using Canvas should be required and classes in how to use it should be mandatory.	Adult
Encourage/make more professors use Canvas.	Running Start
Faster internet connection, also encourage carpools way more.	Unknown
fix the classrooms and maintain the campus. the squeaky doors at hannah hall were incredibly annoying. our video projector was so old, it had error messages when you did turn it on manually and it didn't always come on; also the buttons to operate it were broken and the wireless clicker didn't work. the projector screen doesn't even retract properly, making it incredibly awkward for the teacher as she tries several times and then waits for a couple minutes for it to retract--just ask [Individual Name Removed]. there were broken desks and chairs in the classroom; also, several were so small that they weren't suitable for an adult.	Adult
Fix your wifi! Please! I have tried for a total of 6 weeks 5 days a week and have only accessed the wifi once. I log in with the basic password but the page needed for the	Unknown

second stage of security crashes due to the internet shutting off before it can load. I have tried logging in inside 4 separate buildings, tried changing my password, restarting my phone, turning the wifi on and off again, forgetting and reconnecting, asking the gift shop, and asking teachers and students. I found I wasn't the only one with this problem. I understand that you need to have two step security, but make it accessible to your students!	
Giving All students a brand new computers to take home.	Running Start
Have all professors use canvas so that we can always see our current grade and improve our performance based on our grade.	Running Start
Have all teachers use Canvas effectively.	Unknown
Have all teachers use Canvas or the same program to post grades and such.	Running Start
Having a clear way of meeting people within classes to have connections without seeming weird (using Canvas etc).	Running Start
Home internet programs.	Adult
I do not like that there are students monitoring what you print. I also have left two important pieces of paper that we accidently given to another person, I then had to reprint. Why can't it be like at a normal library where you have to log in again to print? I will never use the library @ Clark again.	Unknown
I have three classes and the syllabus in canvas is set up differently in all three. I would like to see consistency. I also would like to be able to have access to canvas to see the syllabus a week before classes start so I can be prepared in advance of the first day of class.	Unknown
I think it would be beneficial if students had access to an Instructor-rating system. Maybe something to add to the schedule tab on the school's website. This way students could determine if a specific teacher would be a good fit for them or not, before they take the class. The students could rate their teachers on a scale of 1-5, how difficult the class was, what grade they earned in that class, and any additional comments about the course and Instructor that could be helpful to future students.	Adult
I think using the same website for quizzes, homework, and handouts instead of having like 4 different websites for one class would be helpful. For teachers to review their online course before each quarter and assume that every quarter will run the same. I have had several online classes that the teacher has just reused their site from last quarter and the schedule kept changing and it threw me off a lot.	Unknown
I wish that Canvas worked better overall. And I wished that I didn't have to waste time on a College 101 class. I'm in college, why do I need to take a class about college? I can't take it with a running start/C.A.S.E.E. schedule so I'll have to wait until after high school, when I've already taken several classes. Thank you.	Running Start
I would add more technology in classrooms.	Unknown
I would change a way for Clark to allow a program to plug in the classes you have completed for a degree and for it to tell us what classes remain that we need to take.	Running Start

I would change the computers in almost everywhere that use Windows XP and upgrade them to Windows 7 at the very least and upgrade the parts so there not so damn slow.	Running Start
I would change the consistency in Canvas. I like online classes due to the amount of work hours I have. And it's supposed to be nice to do online classes. But I'm finding that instructors are making it so structured, that I might as well take on-campus classes.	Adult
I would encourage instructors to use Canvas and for parking to be better. There is not enough space.	Unknown
I would improve the Canvas app. I use my phone to check for assignments like most students and the app doesn't show the calendar properly. I think having a working app would save me a lot of time. Improving the WIFI in the buildings would also help me save some time.	Running Start
I would like a larger group of tech hub technicians or quicker responses via email from the tech hub. Most times when I need help it is with something I need to get done right away and sometimes the tech hub takes up to three days to respond and by then I have somehow navigated a different way to get what I need done.	Running Start
I would like it to be a mandatory task for all teachers to have a Canvas so I could check grades and assignments. I would also like to see a first generation college student workshop because I struggled a bit in my enrollment process.	Recent High School Grad
I would like to see the addition of more technology in the classroom.	Unknown
I would make sure that all instructors use Canvas and Powerpoint lectures. I do so much better in classes in which the instructors frequently use technology.	Running Start
I would offer more private study rooms. Also, sometimes I can't sign in to the wi-fi. I don't know if it's my computer or your system.	Unknown
I would require all professors to use Canvas. A couple of my professors didn't and it became hard to keep track of my current grades and what was due. It also made my teacher less available to respond to emails since email was no longer directly in Canvas. The grades I was ultimately given in classes that did not use Canvas were significantly lower than those that used Canvas. I think that part of that can be a part of my not being able to see what my current grade was which is an indicator of how much more hours you need to put into studying for exams. Also parking has been an issue. And sometimes I have to leave early from work because finding a parking space takes so much time.	Running Start
If all the teachers used Canvas it would make it easier to contact them & better prepare for our courses.	Adult
If I could change one thing at Clark it would be for every teacher to be required to use Canvas to post grades so every student knows their status in the class.	Running Start
internet that doesn't cut out consistently	Adult

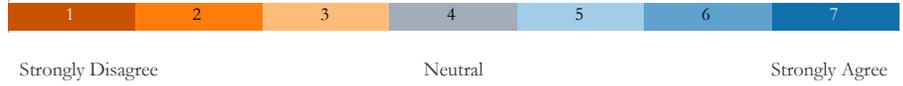
It would be nice if all instructors used canvas and put due dates on all of the assignments within canvas.	Running Start
Make all teachers use Canvas.	Running Start
Make Canvas better the system is clunky and hard to manage. The main campus parking lots are very difficult to get out of spots with larger older cars causing a back up of cars waiting for the car to pull out of the spot.	Running Start
Make Canvas easier to use.	Running Start
Make Canvas more friendly.	Adult
Make it mandatory that teachers must use Canvas bc guys I got a teacher who doesn't and I don't know my grade.	Running Start
Make online services such as Canvas more easily accessable and streamlined. Actually e-mail students if we have pre registration dates. Return phone calls.	Adult
MORE AND BETTER PARKING & WIFI. This survey is not a good idea. 1. It takes up the time that students could be using to actually learn or fulfill other academic requirements. 2. It is not accurate because of running start students. More healthful food options for any diet. You guys took away Mighty Bowl and now there aren't any health vegan or vegetarian options :(.	Running Start
More computers & desks in the main library!	Unknown
More guidance for new students entering. I did not know my computer was not ready to access the software (Canvas) successfully so I got behind right away. But really has been good overall.	Adult
more help with the online classes, i do not prefer online but when i saw that the class i needed was only offered online i had to take it (quick books) even though there is a tutor for accounting there is not a tutor for that class and i struggled between my teacher sending me to the tech hub and them telling me they dont help with those kind of things like example: downloading a binder for pdf files or opening a zip file. I had struggled so much in that class in the begining with all of the stuff needed, I had fallen behind and had not passed it having to retake the class that is an extra 300.00 that i really dont have	Adult
More parking, better service for cellphones, more basic instruction classes.	Unknown
More power outlets in some of the classrooms in the STEM building and also better internet in the STEM building, there's a lot of users connecting to the wifi which slows down the connection which makes it hard sometimes to follow along with the teacher. Being someone who learns well by doing, being able to do what the teacher is doing really helps with the learning process and understanding how concepts work in computer programming. There's not enough outlets in classroom 155 in the stem building to allow the students to bring their computers and keep them fully charged. I know it's expensive to add these things, but I think it'd really greatly improve understanding with students like me who learn by doing or following along.	Adult
more technology in the class	Running Start

More user control in Canvas. In the above question (24) there should not be a comma between "that" and "would".	Adult
My answer is a 2 part answer. One thing is the online canvas. I've had some instructors that have a clear simple system on learning/handling in assignments but some that I've had make a huge complicated system where information is all over the place and you can't even tell when certain things are due because they probably copy and pasted their last class set up without changing any of the dates. Also please stop requiring students to take college 101. That is all information that can be learned without making students pay \$200+ for information about how to be a student at Clark. Or at least waive the requirement for returning students who already know how to succeed based on their prior experience.	Adult
Not make the wifi so difficult to log into. I can never remember my passwords.	Adult
On Canvas sometimes I will write a required post for my class and all of my writing will disappear. This is a big waste of time. Maybe I am accidentally hitting a button to delete all of my writing in the post, but I am not aware of such a button. Please fix this, already happened twice to me in Business Law. Get tired of losing work I completed and having to do it over again.	Adult
One thing that I would change to make students more successful would be to allow unlimited length passwords when changing the password for the computer lab and wifi. The upper limit is currently only around 14 characters. I would feel much more secure if I could use a mixed case, 64 character long, alpha numeric password. This extra security would lessen my worries allowing me to be more successful.	Running Start
Optimize Canvas better.	Running Start
Overall my experience at Clark College has reinvigorated my enthusiasm for learning. My advisor is awesome! Improvements I would suggest: 1. Require all professors to use the same skeleton on Canvas. a. Not all class assignments show up in the very handy 'to do' portion of the app & webpage. b. Sometimes it's like an Easter egg hunt trying to find all of the required assignments on Canvas. *I'd be glad to write a more thorough idea map of this if you'd like me to. Please e-mail me if you would like more detailed feedback on this idea. 2. The online registration and grades portion of the web-site is confusing and in need of an overhaul. a. Instead of having all the classes in a catalog like format for registering. It would be less confusing if there were macro-like buttons for each degree. The required classes for that degree would be in that section of the database and suggested additional classes that support the chosen path would be there too. * Keep the online catalog but only as a back-up method of registering so students have the full class options available to them.	Adult
Re-write the course layout in Canvas for NTEC 132. It is very disjointed. The resources are confusing.	Adult
Reduce the amount of usernames passwords we need to use i.e. for internet access, computer access, logging into canvas, logging into my clark page.... I am most positive that I forgot one...	Adult

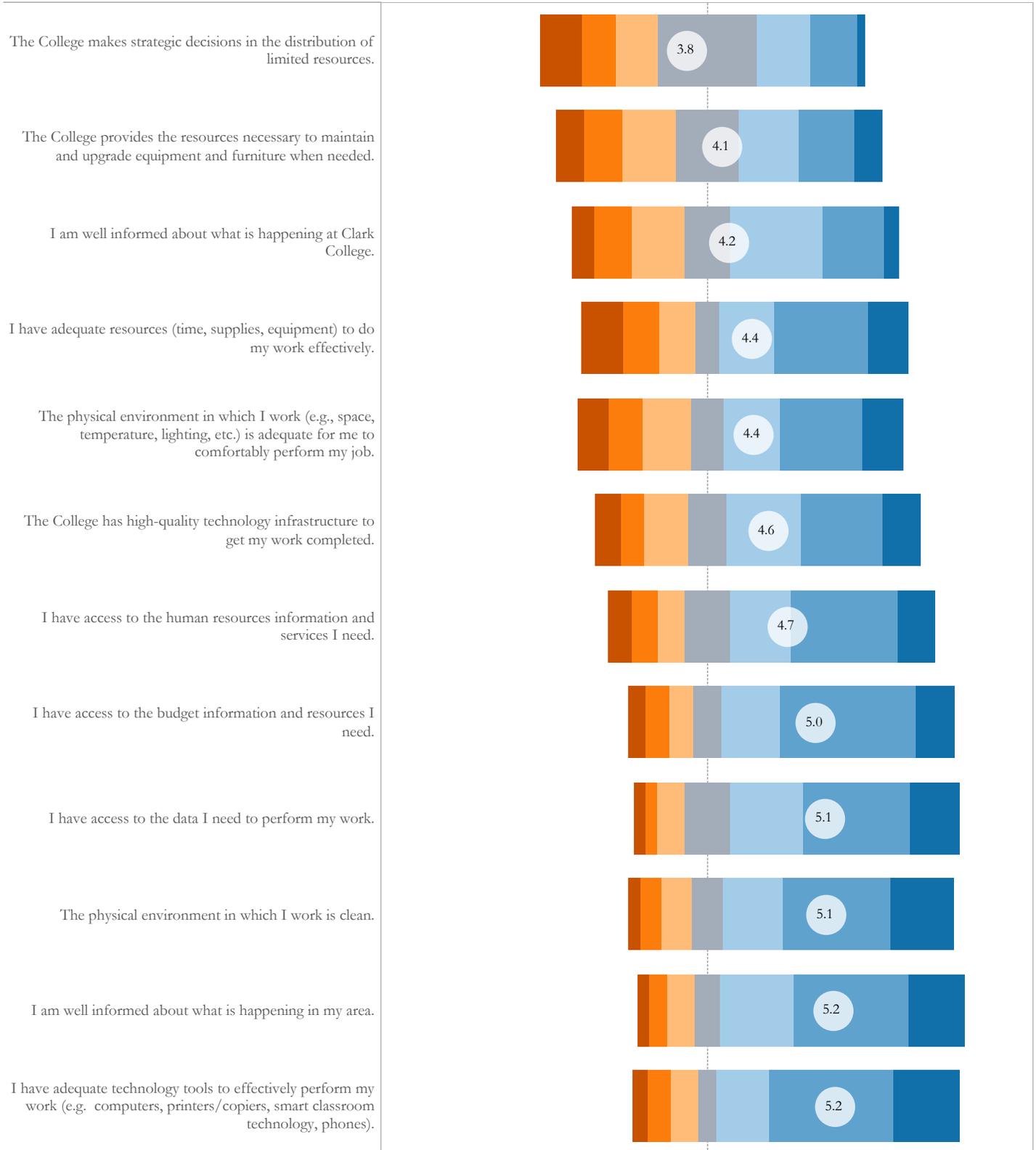
Seriously, do something about teachers using Wamap. Probably the worse way a teacher can teach because they can throw all their problems on there and expect them to know it. Also fix the lab schedule in chemistry, there shouldn't be a big line every time I go. Had to wait 3 hrs just to get in.	Running Start
Students should have access to the colored printer in the library.	Running Start
Teaching more about systems of oppression and PPI. Also making sure that professors use technology that works for all students instead of requiring them to use old versions of things like Internet Explorer for online lab simulations.	Running Start
Tell online instructors to stop using respondus lockdown. Its buggy and a waste of time	Recent High School Grad
The ability to access reliable wifi needs to be improved. The cellular connection around Clark is very poor, and the Clark wifi is often very slow or does not work, leaving students with less options to access the internet.	Running Start
The only thing that I would change would be require all professors to use Canvas, so students can see how they're doing in the class.	Adult
The use of canvas should be used by all instructors.	Recent High School Grad
The website could be so much better. I hate that I have to manually enter my ID and code or password every time, even on my home computer (no autofill). The degree audit is confusing and doesn't seem to have the information I need. And the class schedule/registration is a mess. There's one place you go to find out course options that tells you how many openings (if any) there currently are if you click on each section number individually (but no info on how many spots there were to begin with). There's one place on Canvas where you can find those course options and if they are open (but nothing about how many spots). And another place entirely to register for classes. Not to mention all the hassle with weight lists and being unable to register for conflicting schedules while you figure it out. The whole thing should be so much better.	Adult
There are sometimes glitches in Canvas, particularly the quizzes. I had trouble last term because many of the questions were graded incorrectly and I only noticed halfway through the term. I worry that my grade was affected, not to mention other students' grades. I did let my instructor know and will be cautious in the future but it would be great if that could be remedied.	Adult
To have one site be used for all subjects hw, because currently every term there are new sites for homework.	Adult
Update the Star Board computers with new hardware in BHL so the math teachers who use it won't experience it crashing anymore.	Adult
Video surveillance of parking lots. More teachers need to use Canvas. More teachers should be like [Individual Name Removed].	Running Start

# CLARK COLLEGE

## Climate Survey Results Fall 2019



### Resources, Facilities and Technology



## Funded – IT Services Project List

<b><u>Project Name</u></b>	<b><u>Executive Sponsor</u></b>	<b><u>IT Strategic Goal</u></b>
IT Rear - restructure	ITS	Provide Exceptional IT Services
Dental Facilities Computer Upgrade	Instruction	Technology Innovation
Library IT - Tech Hub Renovation	Instruction	Technology Innovation
IT computer end-point Audit	All	Technology Innovation
Budget- Initial Audit/Assessment	ITS	Provide Exceptional IT Services
Video Phone project for accessibility	ITS	Technology Innovation
New Lab - STEM (SBG252)	Instruction	Digital Learning
ECRP audit (equipment)	ITS	Technology Innovation
Multi-factor Grant Application	ITS	Cyber Security & Compliance
IT Equipment - Audit & Surplus	ITS	Cyber Security & Compliance
Insight (Symplcity) - Student Self-Scheduling	Student Affairs	Technology Innovation
Student Orientation - Canvas Resource	Student Affairs	Technology Innovation
Audit IDF/MDF Closets	ITS	Provide Exceptional IT Services
PEN-Test - Audit	ITS	Cyber Security & Compliance
Labstats Software Integration	ITS	Technology Innovation
Commencement	ITS	Technology Innovation
Advisor Tool - Matching students & Advisors	Student Affairs	Provide Exceptional IT Services
Canvas Team Integration	ITS	Digital Learning
Project Management Community of Practice	ITS	Provide Exceptional IT Services
Conference Room Upgrade - ComMark (BHL212)	ComMark	Technology Innovation
Transitional Studies Tracking Application	Instruction	Data Analytics
ECD Move	ECD	Provide Exceptional IT Services
Podium Computer Upgrade - 80 classrooms	Instruction	Technology Innovation
Foundation email separation	Foundation	Cyber Security & Compliance
ITS Reclassification	ITS	Cyber Security & Compliance
Training Room (Renovation GH022)	Student Affairs	Technology Innovation
ctcLink/PeopleSoft Implementation/Launch	All	Technology Innovation
Security Cameras	Admin Services	Cyber Security & Compliance
VDI operations assessment	Instruction	Technology Innovation
Wireless - Audit & upgrade	ITS	Technology Innovation
Lab Renovation - Transitional Studies (TBG 228)	Instruction	Technology Innovation
Presidential Search IT Logistics	BOT	Provide Exceptional IT Services
Digital Signage - Integration/Implementation	All	Provide Exceptional IT Services
Perceptive Content	Student Affairs	Technology Innovation
Data Warehouse	Planning & Effectiveness	Data Analytics
Access Point Implementation	ITS	Technology Innovation
Website - ITS	ITS	Provide Exceptional IT Services
PCI - Culinary	Instruction	Cyber Security & Compliance
PCI - Bookstore	Admin Services	Cyber Security & Compliance
North Campus	All	Technology Innovation
ADA Podium Installs	Instruction	Technology Innovation

# Project Status Report

Overall Status: [Select]

## ctcLink Application Services

● In Progress

● Not Started

● Completed

● Retired

Application	ctcLink Status	Progress	Description
25 Live	Retire	<span style="color: black;">●</span> Retired	Data feeds from legacy system to 25Live room scheduling application. Upgraded to
Academic Early Warning (AEW)	Retire	<span style="color: black;">●</span> Retired	Academic Early Warning for faculty to submit student warnings and administrators to track and email warnings to students.
Academic Program Plan	Retired	<span style="color: black;">●</span> Retired	Tool for more solid/more accurate version of the requirements that are pertinent to Programs in PS
Academic Standards	Retire	<span style="color: black;">●</span> Retired	Tracks student status for probation & suspension
Account Creation System	Rewrite	<span style="color: green;">●</span> In Progress	Auto-generate employee active directory accounts for new hires.
Account Renewal Form	Rewrite	<span style="color: lightgreen;">●</span> Not Started	For departments to renew temporary employee AD and email accounts. Due May 2020.
ADOPC Intake Form	Rewrite	<span style="color: lightgreen;">●</span> Not Started	Online forms for ADOPC requests. Due Spring 2020
Advocate Data Upload	Rewrite	<span style="color: yellow;">●</span> Completed	Upload student data to Advocate
Backpass	Rewrite	<span style="color: yellow;">●</span> Completed	Student C-Tran bus pass request and tracking.

Case Management: Service Provider Assignment (Auto-Matching)	Rewrite	● Not Started	Auto match students to professional & WES advisor. Due Spring 2020.
Case Management: Service Provider Re-Assignment app	Retire	● Retired	User interface for advisors to view case loaded students. Online application for advising admin users to re-assign caseload.
Chemistry Lab Center student sign-in	Rewrite	● Completed	Electronic sign in for chemistry student lab assignments during open lab periods.
Class Construction DB	Retire	● Retired	Faculty to make changes to an upcoming schedule.
Classes Today	Rewrite	● Completed	Web application for faculty to cancel classes, provides interface for students for notification of canceled classes and staff access to print off class cancellation notices
Course Catalog Construction	Retire	● Retired	Public facing catalogue information (online).
Course Outcome Public Site	New Application	● Completed	Public facing page for course outcome which originally was work done in house catalog.
CourseLeaf	No Change	● In Progress	Data upload to CourseLeaf

ctcLinkODS	New DB	 In Progress	Database development for ctcLink data store. Maintenance and stabilization in progress
Employee Directory	Rewrite	 Not Started	Enables employees to search Human Resources database for phone number and office location. Recommendation: Start new project with HR to establish requirements
Employee Discrimination Grievances	Rewrite	 Completed	Online application for employees to submit Discrimination and Harassment Grievance Complaint
English Readiness Assessment (ERA)	Retire	 Retired	English Readiness Assessment test tracking and management.
Excused Absences	Rewrite	 Completed	Student online application for faith and conscientiousness day portal
Facilities Change Request	Rewrite	 Not Started	Online form and tools to manage facilities requests due Spring 2020.
Faculty Evaluation Schedule	Rewrite	 Not Started	Track faculty evaluation schedule for Instructional Administrative Assistants.
Faculty Schedule	Retire	 Retired	Tracks full-time and adjunct faculty. Used by office of Instruction to track faculty and generate adjunct teaching contracts. (replaced Y2K application)
Financial Aid - Direct Loan student form and admin site	Rewrite	 In Progress	Online loan application form for student direct loan. 2019-2020 complete. 2020-2021 In progress

Financial Aid - Satisfactory Academic Progress (SAP)	Retired	● Retired	Track financial aid student academic progress.
Financial Aid - Verification Student Forms and Admin site	Rewrite	● In Progress	Online financial aid forms, and administrative functions to track student completion of forms. 2019-2020 complete. 2020-2021 In progress
Financial Aid: Workstudy Database & Institutional Hire	Rewrite	● Completed	Track payroll information for Work-study students and generate referral.
Gainful Employment	Retired	● Retired	Tools to generate gainful employment files for upload to meet federal gainful employment requirements.
Graduation Cap & Gown order form	Rewrite	● Not Started	For bookstore to track cap and gown orders due Spring 2020. Cap & Gown Order Form
HEOC Database Support for Compass Computing	Retire	● Retired	Work with Compass Computing for implementation of HEOC application, and data feeds from ODS to HEOC application
HigherEdWorks Data Upload	Rewrite	● Completed	Import data from HigherEd Works
Homelessness Prevention	Rewrite	● Completed	Used to sign up for pre-homelessness aid
Insight Data Upload	Rewrite	● Completed	Upload data to Insight

Major Declaration by Advisor	Rewrite	● Completed	Online form for advisors to submit major declaration
Major Declaration for Registration	Rewrite	● Completed	Online tool for Registration to view Major Declaration Request.
Major Declaration for Students	Rewrite	● In Progress	Online form for students to submit Major Declaration
Math Placement - Aleks Data Import	Rewrite	● Not Started	Auto import the Aleks data.
MyClark@Clark – Student Facing	Rewrite	● Completed	Online student portal access which enable students to see in-house applications.
Nebraska WinPRISM Bookstore Class Data Upload	Rewrite	● Completed	Queries to get class data to populate WinPrism
Outcomes Assessment Project Reporting Form	Rewrite	● Not Started	Online form for Faculty to report Outcome Assessment projects. Due Summer 2021.
Outcomes Editing tools	Rewrite	● Not Started	Online form for Faculty to manage course and program outcomes. Due Spring 2020
Phone	Rewrite	● Not Started	ITS Application to track phone number and port assignments, also provides the data source for phone and office number in the employee directory

Procure+ Database Support & Reporting	Retire	● Retired	Database support for third-part purchasing application in order to provide the ability for people to pull reporting from the database.
Professional Development Dashboard	Rewrite	● Not Started	Report for employee training, requirements and completions. Due Winter 2020
Program Toolbox (Manage Plans)	Rewrite	● In Progress	Manage plan data with program management tool
Rave Alert	Rewrite	● Completed	Data extraction and uploads for the Rave alert system
Risk Management	Rewrite	● Completed	Allows faculty members to create risk forms to be digitally signed by students
Short Term Completions	Retire	● Retired	Generated a list of students who have completed any short-term program and not awarded yet.
Student Active Directory Password Change tool	Rewrite	● Completed	Online tool for students to reset their active directory password
Student Employment	Rewrite	● Completed	Online page in MyClark@Clark to view work study eligibility, quiz, etc work study for current students
Student Orientation (form, edit tool, reports)	Rewrite	● Completed	Online RSVP form for Student Orientation & administrative module to manage orientation and attendance.

Survey System	Rewrite	● In Progress	Online application to create surveys in order to collect and manage data. Due Spring 2020.
TLR	Retire	● Retired	Time and Leave Reporting required database work
Tracking System	Rewrite	● Completed	Online application to track student and employee attendance at events and services. For Kiosk and Admin Module
Transitional Studies Attendance Tracker	Rewrite or Retire	● TBD	Track student attendance for transitional studies.
Verba Software Data Upload	Rewrite	● Completed	Class data upload for online ebooks through Canvas
Virtual Notebook	Retired	● Retired	Database and reports for program information
WES	Rewrite	● Completed	Workforce education online form for students and administrative functions to manage WES applications and track students.

## Contact Information

**Eriko Otsuka**  
**Sr. Software Engineer**  
Office: 360-992-2396  
Email: [eotsuka@clark.edu](mailto:eotsuka@clark.edu)

**Valerie Moreno, CIO**  
**Executive Sponsor**  
Office: 360-992-2888  
Email: [vmoreno@clark.edu](mailto:vmoreno@clark.edu)

## Project Abstract

With the implementation of ctclink the Application team has had to access our current environment and determine which of the in-house applications need to be retired, updated or completely rewritten. The overhaul is twofold, to ensure federal, state and local compliance standards are met and to ensure Clark College is meeting its commitments as stated within the [Clark College Strategic Plan](#).

These revisions specifically address:

- Academic Excellence
  - By creating and advancing accessible, integrated and technology-enriched learning environments
- Social Equity
  - By creating and sustaining an accessible and inclusive environment by utilizing principles of universal design and social justice so the students can achieve equitable outcomes
- Environmental integrity
  - By improving the college's physical and virtual environment to maximize access and appropriate use of space and technology

ctclink is the implementation of a single, centralized system of online functions to give students, faculty and staff anytime, anywhere access to a modern, efficient way of doing their college business across the 34 community and technical colleges in the state of Washington. PeopleSoft - our core system for students, human resources, and finance.

Other staff that process financial aid, schedule classes, or pay bills daily will have their work transformed by ctclink.

There are 60 applications that comprise this status report.

Status	Count	Percentage
Completed	23	38.3%
In Progress	8	13.3%
Not Started	12	20.0%
Retired	16	26.7%
TBD	1	1.7%