



# Clark College

Board of Trustees Regular Meeting Packet

Wednesday, December 3, 2025, at 5:00 p.m.

Location: Gaiser Hall, Room 213

Virtual Option:

[Zoom Link](#)

Meeting ID: 835 5861 8811

Passcode: 432808

Dial in: (253) 215-8782

## Board of Trustees Regular Meeting Packet, December 3, 2025, at 5:00 pm

- I. Call to Order/Agenda Review – Chair Scarbrough
- II. Public Comment – Chair Scarbrough  
Public comment will be limited to two minutes per speaker. Speakers must sign up by 4:55 PM on the day of the Board meeting. [Signup Link](#)
- III. Action Items/Consent Agenda – Chair Scarbrough
  - a. November 12, 2025 - Special (Work) Session Minutes
  - b. November 12, 2025 - Regular Meeting Minutes
  - c. Approval of Board Policies Reaffirmed without Changes
    - i. 100.A70 College Mission Statement
    - ii. 100.A80 College Vision Statement
- IV. Constituent Reports
  - a. Associated Students of Clark College (ASCC)  
Presented by Alijah Machida, ASCC President
  - b. Washington Public Employees Association (WPEA)  
Presented by Courtney Braddock, WPEA Steward
  - c. Clark College Association of Higher Education (CCAHE)  
Written report not received.
  - d. Clark College Foundation  
Presented by Calen Ouellette, Chief Executive Officer
- V. Faculty Speaker: Paul Casillas, Mathematics Sabbatical
- VI. Reports from Board Members – Chair Scarbrough
- VII. President’s Report – Dr. Karin Edwards
- VIII. Next Meeting  
The next Board of Trustees work session and regular meeting are scheduled for Wednesday, January 28, starting at 3:30 pm.
- IX. Adjournment – Chair Scarbrough

# Clark College

## Board of Trustees Special (Work) Session Minutes

Wednesday, November 12, at 3:00 pm

PUB 258-C and Zoom

### In Attendance

Marilee Scarbrough, Chair

Suzanne Donaldson, Vice Chair

Jeanne Bennett, Trustee

Cristhian Canseco Juarez, Trustee

Denise Gideon, Trustee

### Administrators

Dr. Karin Edwards, President

Dr. Terry Brown, Vice President of Instruction

### Other

Shelley Williams, Assistant Attorney General

### Call to Order/Agenda Review

Chair Scarbrough called the work session to order at 3:00 p.m.

### Public Comment

No public comment.

### Executive Session

Pursuant to RCW 42.30.110 (1)(g), the Board convened an executive session to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee at 3:02 p.m.

The Executive Session is expected to last until 4:45 p.m. No final action will be taken during this executive session.

The Executive Session under RCW 42.30.110 ended at 4:45 p.m. No action was taken by the Board during the Executive Session.

### Board Policy Review – Chair Scarbrough

The Board reviewed Board Policy 100.A70 (College Mission Statement) and Board Policy 100.A80 (College Vision Statement). Both policies remain current and no changes were proposed.

### Adjournment

Chair Scarbrough adjourned the work session at 4:48 p.m.

# Clark College

## Board of Trustees Regular Meeting Minutes

Wednesday, November 12, 2025

GHL 213 and Zoom

### In Attendance

Marilee Scarbrough, Chair

Jeanne Bennett, Trustee

Cristhian Canseco Juarez, Trustee

Denise Gideon, Trustee

### Absent

Suzanne Donaldson, Vice Chair

### Administrators

Dr. Karin Edwards, President

Dr. Terry Brown, Vice President of Instruction

Sudha Frederick, Vice President of Information Technology

Vanessa Neal, Vice President of Diversity, Equity, and Inclusion

Calen Ouellette, Clark College Foundation Chief Executive Officer

Dr. Darcy Rourk, Interim Vice President of Human Resources

Sabra Sand, Vice President of Operations

Emily Meoz, Interim Vice President of Student Affairs

### Other

Shelley Williams, Assistant Attorney General

### Call to Order/Agenda Review

Chair Scarbrough called the regular Board of Trustees meeting to order at 5:00 p.m.

### Public Comment

Kyle Roslund

### Action Items/Consent Agenda

- a. October 15, 2025 - Work Session Minutes
- b. October 15, 2025 - Regular Meeting Minutes
- c. Approval of Board Policies Reaffirmed without Changes
  - i. 100.A10 Legal Status and Authority of the Board
  - ii. 100.A20 Official Name of District
  - iii. 100.A30 Official College Title
  - iv. 100.A40 Official Board Title
  - v. 100.A50 District Seal
  - vi. 100.A60 Physical Boundaries of the District

**MOTION:** Trustee Gideon moved to approve the Consent Agenda. Trustee Canseco Juarez seconded the motion. The motion carried.

## Constituent Reports

### Associated Students of Clark College (ASCC)

Alijah Machida, ASCC President, reported ongoing efforts to strengthen student engagement through club activities, social media outreach, and a new Collaboration Committee that brings student leaders together. They noted increased demand for the Penguin Pantry, which served more than 500 students and their households, and shared that College 101 classroom visits are helping raise awareness of available resources. ASCC representatives participated in the accreditation student focus group and provided feedback on campus strengths and areas for improvement. They also announced the upcoming Free Holiday Market on December 4 for students and their families.

### Washington Public Employees Association (WPEA)

WPEA introduced Judy Lumm as the new Member Representation Specialist for Clark College. WPEA thanked the college for including them in the recent Benefits Fair, where they shared information about union resources and the role classified staff play on campus. They asked the Board and Executive Cabinet to encourage state funding for the ratified WPEA contract that would benefit classified staff statewide. WPEA also reported that some classified employees are experiencing financial strain and that shop stewards are working to develop additional resources for staff.

### Clark College Association of Higher Education (CCAHE)

No written or oral report.

### Student Speaker

Welding student Noelle Cummins shared that she has been at Clark for four years, completed her biology degree, and is now finishing her welding degree. She described the wide range of welding processes, equipment, and shop skills students learn, including blueprint reading, machine operation, and both independent and group fabrication projects, such as the aluminum boat and pressure vessel. She noted how collaborative projects help students apply their strengths, solve problems together, and build strong peer relationships. She noted the program's strong industry connections, including field trips and engagement with local companies that show strong interest in hiring welding students.

## Reports from the Board Members

### Trustee Canseco Juarez

Trustee Canseco Juarez shared highlights from the ACCT Leadership Congress, including recommendations for trustees to remain engaged on campus and to emphasize the value of community colleges in conversations with legislators. He noted national discussions on AI and workforce demand, as well as innovative practices at other colleges to support students. He also

provided an update from the college's Budget Committee on the projected impact of the new state allocation model. He closed by encouraging continued support for the Penguin Pantry holiday boxes.

### Trustee Gideon

Trustee Gideon acknowledged Dr. Cecelia Martin and her team for their work on the recent accreditation visit and noted her participation in the accreditation welcome breakfast. She also shared that she accepted the NAACP Mary McLeod Bethune Education Leadership Award on behalf of Dr. Edwards, recognizing her leadership and community impact. She noted that she met with Dr. Edwards for her regular 1:1 meeting this month.

### Trustee Bennett

Trustee Bennett acknowledged Dr. Martin and the accreditation team for their work. She reported that she was attending the ACT meeting. Trustee Bennett emphasized the importance of remaining visible with legislators and noted multiple upcoming opportunities for advocacy. She also shared that her term is ending and she is actively identifying and speaking with prospective trustee applicants. She concluded by noting Clark College's nomination from the Aspen Institute.

### Chair Scarbrough

Chair Scarbrough acknowledged Dr. Martin and the accreditation team for their work. She reported attending the Penguin Talk at the library featuring Ona Parker as a community outreach opportunity for Clark College. She also attended professional development sessions during the ACCT conference, including sessions on accreditation, budget and finances, and the tenure process.

### Report from the President

President Edwards shared that accreditation evaluators provided positive feedback on preparation and participation across the institution. She announced that Emily Meoz is now serving as the Interim Vice President of Student Affairs following Dr. Wahlers' departure. President Edwards stated that Clark College has been identified as one of 200 colleges eligible to apply for the Aspen College Excellence Program award. She summarized the recent Town Hall focused on the College's nondiscrimination policy and concerns affecting immigrant students. She added that interviews are underway for the Vice President of Student Affairs and Dean of Social Science and Fine Arts positions and that faculty tenure interviews are nearing completion. President Edwards also provided an update on the ongoing federal shutdown and its potential impact on student and employee benefits and indicated that the Governor's budget projection is expected December 1.

### Public Rulemaking Hearing

This is the date for the public hearing on the adoption of the revision to the College's administrative rules, chapter 132N-126 WAC (Code of Student Conduct).

A Notice of Proposed Rule Making was filed with the Office of the Code Reviser on October 1, 2025, and published in Washington State Register #25-20-116 for the proposed revisions to the code of student conduct.

The purpose of the hearing is to receive public comments on the proposed rules.

At this time, are there any comments on the proposed rules?

No comments have been received.

Motion Canseco Juarez moved to approve the adoption. Trustee Bennet seconded the motion. The motion passed.

The rulemaking hearing closed at 5:49.

#### Next Meeting

The next Board of Trustees work session and regular meeting are scheduled for Wednesday, December 3, starting at 3:30 pm.

#### Adjournment

Chair Scarbrough adjourned the regular meeting at 5:50 p.m.

Clark College  
Board Policies and Procedures

- 100.A70      College Mission Statement  
To cultivate an inclusive, equitable, and vibrant community, Clark College educates, empowers, and elevates individuals to achieve their personal and professional goals.
- 100.A80      College Vision Statement  
Rooted in social justice, Clark College is a beacon of hope, opportunities, and transformation, providing excellent and equitable education to create economic, cultural, and community growth.



## Clark College ASCC Board of Trustees Report December 2025

*Presented by: ASCC President Alijah Machida*

### Student Involvement & Campus Climate

The ASCC Student Government remains deeply committed to fostering a campus culture where every student feels engaged, supported, and valued. We recognize that inclusive environments contribute directly to student success and well-being. ASCC will continue to support existing initiatives while innovating new opportunities for students to connect, participate, and feel a sense of belonging.

Activities to support this priority:

- Club Information
  - 13 Chartered Clubs
  - 4 In Process
  - Club Activities:

Club	Event	Students
Clark College MUN	NW MUN Seattle Conference	8
STEM Nerd Girls & Engineering	Friendsgiving	50
The Swift: Clark College Literary Journal	Meet an Editor	17
The Iceberg	Iceberg 2025 Release Party	30
Columbia Writers Series	Danez Smith reading	100
PTK	Friendsgiving	17
Archer Gallery and Clark Art Talks	Art exhibit Opening for "Tell ___ Hi From"	8

- NPC Funding Request
  - i. The ASCC Budget Committee approved \$2,140 for the Neurodiversity & Policy Club to attend a sensory-friendly performance of *The Nutcracker* by the Pacific Northwest Ballet.
- Social Media, 10/26 - 11/24
  - +83.1K Views
  - 435 Interactions
  - 47 New Followers

## **Student Resource Access**

The ASCC Student Government is dedicated to ensuring that all Clark College students have equitable access to the resources they need to succeed academically, professionally, and personally. Through strategic advocacy and outreach, ASCC will work to enhance the visibility, accessibility, and effectiveness of student support services across campus.

### Activities to support this priority:

- Penguin Pantry
  - Total Pounds: 16,259
  - Unduplicated students: 426
  - Total Household members: 1625
  - Total Visits: 927
  - New Students: 112
  - Holiday Box Drive Donations: \$4470

## **Clark College State-Wide Initiatives**

The ASCC Student Government understands the significance of partnering with groups such as College Administration, Board of Trustees and state-wide groups to develop outreach and advocate for funding in the interests of Clark College students at the state level. Additionally, the ASCC Student Government recognizes the benefits of partnering with nearby colleges to increase community involvement and student engagement.

### Activities to support this priority:

- Foundation Event
  - On Thursday, November 13, ASCC student leaders participated in the Clark College Foundation annual Connecting Clark event, hosting a table and representing the student voice. This engagement provided an opportunity to connect with the Clark College community and donors and support collaborative efforts that benefit Clark students.

# WPEA/UFCW Local 365, Clark College Unit

*Board Report for December 2025*

## MEETINGS

WPEA Stewards meet weekly. No upcoming member meetings are scheduled at this time.

## COMMUNICATION

Current contact for campus stewards: [wpeastewards@clark.edu](mailto:wpeastewards@clark.edu)

### Representational Stewards

**Angela Dawson**

**Becky Lindsay**

**Courtney Braddock**

**Jillian Taylor-Valdez**

**Stephanie Hall**

**Kyle Sampson**

### Member Leaders

**Jenny Shadley**

**Ryan Johnson**

### WPEA Member Representation Specialist

**Judy Lumm**    [judy@wpea.org](mailto:judy@wpea.org)

## WPEA Updates:

### New Steward Team Member

We are excited to welcome Kyle Sampson as the newest member of our steward team in the Facilities Department. Kyle recently completed a six-month assignment at WPEA headquarters as an organizer, and we look forward to the valuable perspective he brings to our team.

## Contract Funding

We ask that the Board of Trustees and Executive Cabinet encourage the State Legislature to fund the ratified WPEA Union Contract. This funding would directly benefit approximately 4,500 classified staff employees across the state, ensuring fair compensation and support for the essential work they provide.

## Closing

As we approach the end of the term, our staff remain committed to supporting faculty and students through busy finals period. We look forward to celebrating the December holidays and continuing our shared mission of excellence in education.

Thank you for your support.

# Clark College Foundation

*December 2025 Board of Trustee Report*



Presented to the Board of Trustees

As we close fall quarter and move toward the end of the calendar year, the Clark College Foundation continues to operate with a growing level of ambition, precision, and forward momentum. What has emerged since our October report is not incremental progress, it is a year shaped by acceleration. We are approaching \$2.5 million in fundraising toward our \$3.5 million annual goal, and we are seeing a community that believes deeply in Clark College and the mission it fulfills.

What is perhaps most striking is the consistency across all fronts: philanthropy, community engagement, alumni and external relations, strategic projects, and student-centered initiatives. Together, they reveal a Foundation that is not simply performing, it is leading.

## **Arts@Clark: A Platform Reshaping Our Regional Identity**

One of the most transformative developments for Clark College this year has been the rise of Arts@Clark. Born out of our communications audit and community survey, where more than 60% of residents identified the arts as their strongest connection to Clark, the initiative has become far more than a program. It is now a front door for the community, a catalyst for visibility, and an engine for philanthropic engagement.

In January, Stefon Harris, one of the most respected jazz musicians and educators in the world, will begin a residency on campus. His presence, his mastery, and his commitment to arts education elevate Clark's Jazz Festival to national stature. But his impact will go far beyond the stage. Harris will work directly with our students through a clinic, rehearsals, mentorship sessions, and engagement with Clark's Jazz Band, giving our students a world-class arts education experience right here in Southwest Washington. He will also perform a headline concert for the broader community, reinforcing Clark College's role as a cultural anchor for the region.

Later in the academic year, Urban Bush Women will bring a week-long residency to Clark, one that bridges Portland's arts scene with our own campus. Their evenings will feature full-scale performances in Portland, but their days will be spent at Clark, offering workshops, classroom collaborations, movement-based learning, identity and storytelling sessions, and interdisciplinary engagement with faculty and students. Their work is internationally recognized for its authenticity, its cultural impact, and its ability to spark deep reflection about identity, community, and belonging. This is the kind of engagement that transforms students, not just as artists, but as thinkers, leaders, and citizens.

These world-class experiences are possible because of the Foundation's investment, planning, and commitment to elevating Clark's arts ecosystem. And they are already drawing new donors, attracting industry partners, and expanding Clark College's visibility across the region.

### **Connecting Clark: A Celebration That Became a Statement**

In November, more than 400 students, alumni, donors, faculty, elected leaders, and community partners joined us for Connecting Clark, the Foundation's annual event. From the opening performance to the final notes of the evening, the story of Clark College, and of this community, was told with power, authenticity, and heart.

The student speakers, ASCC President Alijah Machida and Vice President Beheshta Eqbali, delivered remarks that brought the room to its feet. Their stories captured the essence of why Clark matters: opportunity, support, belonging, growth, and the chance to change one's life through education. The scholarship segment, led by Shirley Schwartz and Chanell Gore, revealed that the Foundation is on pace to award over \$2 million in scholarships this year, the most in our history. The audience reaction made it clear that people were not just inspired; they were moved.

Through performances, videos, donor acknowledgments, and the culminating moment when the entire room stood to show how they were connected to Clark, the event became a statement:

Clark College is a place where community, education, and opportunity intersect, and the Foundation is the force that strengthens those connections.

In addition to our work on scholarship and community engagement, the Foundation has made significant progress on strategic fundraising priorities. For the Advanced Manufacturing Center (AMC) at Boschma Farms, the Foundation has already raised more than \$700,000 in external financial support, supplementing the \$1.5 million committed from Foundation reserves. This progress reflects the enthusiasm of industry partners who recognize the AMC as a long-term workforce asset for North Clark County and beyond. Their investment and greater partnership, as cultivated via the Foundation, signals strong confidence in Clark College's direction and in the Foundation's ability to steward this vision. As we move forward, we will collaborate closely with the Trustees on naming opportunities within the AMC in accordance with Clark College policy, ensuring alignment, transparency, and continued momentum.

Across all these efforts, the Foundation and the College hope to remain in close partnership. The updated MOU is currently under review with the Executive Cabinet, ensuring our work continues to be aligned, collaborative, and mutually reinforcing. The Foundation's external relations strategy, which includes Arts@Clark, communications, corporate engagement, alumni outreach, and community partnerships, has significantly expanded Clark's visibility across the region and strengthened our alignment with the College's mission and priorities.

Trustees, the Foundation enters the new year with a strong trajectory, fundraising ahead of pace, community engagement expanding beyond five decades of development work, student-centered initiatives thriving, and major strategic projects moving forward with clarity and confidence. Clark College is benefitting from an institutionally aligned, high-performing Foundation that continues to strengthen public trust, elevate the College's reputation, and deliver exceptional value to students and the broader community.

On behalf of our Foundation Board and staff, thank you for your partnership and your belief in this work. Together, we are advancing a shared mission defined by opportunity, connection, and the future of Clark College.

Calen D. B. Ouellette, MBA  
Chief Executive Officer  
Clark College Foundation

*Attachments: CCF Financial Dashboard as of September 31, 2025*

Paul Casillas (Mathematics); Winter 2025 sabbatical highlights

**My main assumption:** The majority of students want to do well in their math classes but often simply do not know how.

**My plan:** Draft a set of documents that teach students how to engage in with a math class effectively and efficiently.

**The documents:**

- A sequence of “What to do this week” guides starting with Week 0
- A series of “How to” guides addressing specific study skills and student attributes
- A set of helpful “logistic” documents for students and instructors

**Additional activities:**

- Collected and posted additional student success resources.
- Generated and posted a list of teaching/learning best practices.
- Connected with “Penguin Success Pathways” workgroups.
- Shared resources with groups at Clark and outside of Clark.

**Challenges:**

- Communicating with students before the quarter starts
- Getting student “buy-in” early in the quarter
- Keeping documents up to date

## Sample Weekly Student Guide

### What to do in Week 2 of classes

Be proactive! Embrace the habits of engaging in the class and in your learning!

1. Once again, make sure you have read the course syllabus carefully.
  - In particular, pay attention to your instructor's office hours for helping students, late assignment policies, and the date of your first exam.
2. Do not miss in-person classes or skip online lessons.
  - In-person class meetings and online lessons are the most important resources for student success.
  - If you are taking an online class, work from the Canvas lesson modules, not simply from the course calendar or the "to-do" list. You will save time, learn more, and get better grades. If you do not know how to access the lessons, ask your instructor. Also, study the document "*How to watch math videos*" for tips on how to get the most from watching instructional math videos.
3. Do not get behind in your assignments.
  - The pace of assignments will not slow down. If you are falling behind already, the effects will snowball. You will need to catch up on previous assignments while trying to complete current assignments - all before the first exam. This can be an overwhelming task.
  - Math topics build on themselves. If you have not completed prior assignments, it will be difficult to complete homework covering current course material.
4. Ask for help! (Also see points 5. and 6. below.)
  - Again, math topics build on themselves. Difficulties you do not resolve now will cause, and magnify, more difficulties as the course goes on.

- In many classes, your first exam will be in Week 3 of the quarter. You will want to clear up questions or difficulties before then.
5. Explore places where you can get math help.
    - The first, and best, source of help is your instructor. See the document “*How to use instructor office hours.*”
    - Other sources of free help include the [Clark College Tutoring Center](#), (both in person and online) (Link 1 below), [eTutoring](#) (Link 2 below), the [Veterans Center of Excellence](#) (Link 3 below), and the [MESA Center](#) (Link 4 below).
    - Be hesitant to search online for math help videos. It might be difficult to find relevant, useful information. Instead, ask your instructor for help. In fifteen minutes, your instructor may be able to clear up difficulties that would take you hours of online searching.
  6. Keep a math binder and start a page in your binder listing course topics and homework, quiz, and problem set questions that gave you trouble.
    - Be sure to follow-up on these items with your instructor, a tutor, or a reliable classmate. Do not let these questions or topics go unaddressed. Your first exam is probably coming soon.
    - See the document “*How to keep a math binder*” for information on setting up a math binder.
  7. Make some friends in class.
    - Make friends with classmates who expect to do well in the course. Then support each other throughout the quarter. You can study together, provide class notes to each other if one of you misses class (which you never want to do!), quiz each other before exams, assist each other with technology difficulties, share information about campus resources, etc.
  8. If relevant to your course, purchase access to your classes online homework system if you have been using the free trial option.
    - Most free trial access promotions end after Week 2.

- You instructor will not grant deadline extensions because you failed to purchase access to the system.

9. Assess your performance at the end of Week 2.

- Have you read the course syllabus? Have you finished assignments early, or have you been completing work at the last minute? Have you missed any class meetings or assignment deadlines? Have you asked for help when you need it? Have you established a reasonable “life and school” schedule? (See the document “*Fill-in school/life schedule.*”) Have you taken time to reflect on what you have done that you are happy about or proud of?

**URLs:**

Link 1 (Tutoring Center): [https://www.clark.edu/campus-life/student-support/tutoring/schedules/math\\_dropin.pdf](https://www.clark.edu/campus-life/student-support/tutoring/schedules/math_dropin.pdf)

Link 2 (e-Tutoring): <https://www.clark.edu/campus-life/student-support/tutoring/etutoring.php>

Link 3 (Veterans Center of Excellence): <https://www.clark.edu/campus-life/student-support/vrc/>

Link 4 (MESA Center): <https://www.clark.edu/academics/programs/dept/mesa/>

## Sample “How to” guide

### HOW TO USE INSTRUCTOR OFFICE HOURS PRODUCTIVELY

All Clark College math instructors hold regularly scheduled office hours (often called “student hours”) in-person and/or on Zoom for the sole purpose of helping their students succeed in their math classes. If you need help, you can meet with your instructor during these times. If you are not able to meet during regular office hours, almost all instructors will be happy to schedule a time that works for you.

Unfortunately, many students are reluctant to visit their instructor during office hours because they think they are bothering their instructor, or they are afraid their instructor will ridicule them for their lack of knowledge and understanding. Neither point is true! Office hours are set aside specifically to help students, and your instructor will give you their full attention. Further, your instructor will be happy that you are asking for help! They will be patient and willing to work with you, starting where you are in your understanding. They might make suggestions for topics to review or for study skills you might want to embrace, but these will be helpful suggestions, not criticisms.

Here are a few tips on how to get the most out of your instructor’s office hours.

1. Know when and where your instructor holds office hours. This information (including a Zoom link, if relevant) should be in your course syllabus or at a link in your class Canvas homepage. Note that most in-person office hours are held in the instructor’s office, not in your classroom.
2. Again, do not be afraid to use office hours. You are not bothering your instructor, and they will not think less of you for asking for help. They want you to succeed in the course!
3. Try to have a list of specific questions ready to ask. These may be homework questions, questions you missed on a quiz or exam (but first see if your instructor published solutions to quiz and exam questions), questions on a class lesson, questions about course procedures or

policies, etc. Some students prepare a list of questions on a sheet in their three-ring binder and other students put “sticky notes” on their course papers to remind them of what to ask.

4. If you missed a class lesson, do not simply ask your instructor to give a general recap of the lesson. Instead, attempt to learn the lesson’s material by reading the textbook, (see the document “*How to Read a Textbook*”), asking a classmate to share their class notes, or watching any videos your instructor posted (see the document “*How to Watch Math Videos*”). Then make a list of specific concepts or problems you do not understand that you can take to office hours.
5. If you feel completely lost in your course – especially during the first few weeks - go back over your class notes or online lessons and pinpoint the first few specific places you felt lost. Be prepared to show your instructor where this is. This will help your instructor pinpoint specific things they can help you with. You might be surprised how much of the course becomes clear after you clear up a few specific troubles.
6. When you visit your instructor (or a tutor) do not be passive and just watch your instructor work problems. Try to at least start a problem and ask your instructor for assistance as you go on. Remember, it is you, not your instructor, who needs to understand and complete the problem!
7. As you work with your instructor, write down a list of things your instructor says you need to work on - both math content and study skills - and things you need to follow up on with yourself and your instructor. If your instructor does not mention any specifics, you might want to ask them if there are specific things you should address on your own.
8. This may be a bit tricky for you and your instructor, but if you are struggling with “life issues” that may hamper your success in school, and you feel comfortable doing so, you might want to mention this to your instructor. Your instructor is not a counselor or therapist and has no expertise in addressing such issues, but they might be able to suggest free Clark College resources – such as the Counseling Center, the Basic Needs Center, the Penguin Food Pantry, the Disability Access Center, the Veterans

Center of Excellence, the MESA Center, Academic Success Coaching, etc.  
– that may be able to address your needs.

9. Skip searching online for math help videos! It may take your hours to find relevant, useful information. Instead, ask your instructor for help. In fifteen minutes, your instructor may be able to clear up difficulties that would take you hours of online searching.

Finally, for some students, asking for help can be a highly emotional experience. As you seek help from your instructor be respectful and expect your instructor to respect you as well, and be proud of your efforts to ask for help and do well in the course.

## Clark College - Budget Status Report October 31, 2025

Sources of Funds (Revenues)	2025-26 Budget	Revenues to Date	Difference	% Budget Received
<b><u>Operating Accounts</u></b>				
State Allocation	54,259,724	13,844,080	(40,415,644)	25.5%
Tuition & ABE	17,552,565	7,832,124	(9,720,441)	44.6%
Running Start	15,302,507	4,322,962	(10,979,545)	28.3%
Planned use of prior fund balance	-	-	-	0.0%
Dedicated, matriculation, tech, cont ed	5,337,406	2,628,230	(2,709,176)	49.2%
<b>Total Operating Accounts</b>	<b>92,452,202</b>	<b>28,627,396</b>	<b>(63,824,806)</b>	<b>31.0%</b>
<b><u>Other Accounts</u></b>				
Grants	4,638,562	1,094,184	(3,544,378)	23.6%
Contracts	2,219,342	378,984	(1,840,358)	17.1%
Internal Support & Agency Funds	1,106,142	101,627	(1,004,515)	9.2%
ASCC	2,570,377	819,637	(1,750,740)	31.9%
Bookstore	2,802,217	1,172,899	(1,629,318)	41.9%
Parking	324,180	138,260	(185,920)	42.6%
Auxilliary Services	2,417,142	1,539,318	(877,824)	63.7%
Financial Aid	31,772,162	10,326,390	(21,445,772)	32.5%
<b>Total Other Accounts</b>	<b>47,850,124</b>	<b>15,571,299</b>	<b>(32,278,825)</b>	<b>32.5%</b>
<b>Total Sources of Funds</b>	<b>140,302,326</b>	<b>44,198,695</b>	<b>(96,103,631)</b>	<b>31.5%</b>

Uses of Funds (Expenses)	2025-26 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
<b><u>Operating Accounts</u></b>				
President	1,395,669	517,309	878,360	37.1%
Vice President of Diversity, Equity & Inclusion	986,918	273,962	712,956	27.8%
Vice President of Instruction	59,614,866	16,148,519	43,466,347	27.1%
Vice President of Operations	12,375,886	5,036,531	7,339,355	40.7%
Vice President of Student Affairs	10,771,627	3,755,199	7,016,428	34.9%
Chief Information Officer	5,208,859	1,942,141	3,266,718	37.3%
Vice President of Human Resources and Compliance	2,098,377	962,777	1,135,600	45.9%
Bank fees/cc fees/revolving funds	-	33,603	(33,603)	0.0%
<b>Total Operating Accounts</b>	<b>92,452,202</b>	<b>28,670,041</b>	<b>63,782,161</b>	<b>31.0%</b>
<b><u>Other Accounts</u></b>				
Grants	4,638,562	1,073,767	3,564,795	23.1%
Contracts less Running Start	2,219,342	1,719,248	500,094	77.5%
Internal Support & Agency Funds	1,106,142	379,029	727,113	34.3%
ASCC	2,570,377	1,178,997	1,391,380	45.9%
Bookstore	2,802,217	2,018,701	783,516	72.0%
Parking	324,180	69,945	254,235	21.6%
Auxilliary Services	2,417,142	973,814	1,443,328	40.3%
Financial Aid	31,772,162	11,920,174	19,851,988	37.5%
<b>Total Other Accounts</b>	<b>47,850,124</b>	<b>19,333,676</b>	<b>28,516,448</b>	<b>40.4%</b>
<b>Total Uses of Funds</b>	<b>140,302,326</b>	<b>48,003,717</b>	<b>92,298,609</b>	<b>34.2%</b>
<b>Difference - Excess (Deficiency)</b>	<b>-</b>	<b>(3,805,021)</b>		

c. Dr. Karin Edwards, Sabra Sand, Vanessa Neal, Nicole Rogers-Marcum, Julie Taylor, Terry Brown  
e. Mark Wahlers, Sudha Frederick, Darcy Rourk, Ash Kingsland, Darci Feider, Tanya Kerr  
Sandy Foster 9/11/2025