



Clark College

Board of Trustees Work Session Packet

Wednesday, March 8, at 3:30 pm

[Zoom Meeting Link](#)

Meeting ID: 827 8599 2974

Passcode: 143739

Dial in: 1 (253) 215 8782

Physical Location:

Gaiser Hall, Room 213

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

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

- II. Clark College Budget Planning Update
Presented by Sabra Sand, Vice President of Operations

- III. Clark College Strategic Plan Overview
Presented by Brooke Pillsbury, Senior Executive to the President, and Julie Robertson,
Director of Grant Development

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

- V. Adjournment – Chair Speer



Fiscal Year 2024 Budget

Presented by:

Sabra Sand, Vice President of Operations

What I will cover

- Where do the dollars come from
- Current year Operating Budget (Revenue)
- Fiscal year 2024 FTE and budget projections
- Budget process
- Final thoughts

Where the dollars come from

Four funding sources that make up the College's operating budget

- State funds
 - Appropriated by legislature; allocated to individual colleges by SBCTC
- Operating funds – tuition revenue
- Running Start – revenue from high schools
 - Reimbursement rates are set by OSPI
 - Rates are different for vocational vs. non-vocational
- Dedicated Revenue – various sources
 - Class fees, admissions fee, matriculation fee, tech fee, testing fee, etc...

2022-23 Funding distribution

Revenue Source	Amount	% of Total
State Allocation	\$44,468,905	55.66%
Tuition	14,440,602	17.75%
Running Start	11,938,860	14.67%
CARES Grant and Fund Balance Revenue Backfill	6,368,136	7.83%
<u>Dedicated Student Fees</u>	<u>4,142,656</u>	<u>5.09%</u>
Total Operating Budget	81,359,159	

Fiscal Year (FY) 2024 Projections

FY 2024 Projections

What all do we make projections for?

- Full Time Equivalency (FTE) Projections and the associated revenue
- State Allocation Projections
- Impacts of Bills in the Legislature
- Expenditure projections for must fund items

FTE Projections for FY 2024

- Project State FTEs and Running Start independently
- State FTEs
 - Unemployment rate
 - Annual population ages 15-44
 - Fall to Fall retention rate
- Running Start
 - Consistent growth trend since 2007
 - Saw first decline in 2019-20
 - Historical proportionate share of high school enrollments

FY 2024 Projections

- State FTE Target

State FTE Target	2022/23 Budget Target	2023/24 Budget Target	Difference
General FTE	3,862	4,219	357
BAS FTE	174	160	(14)
International FTE	43	50	7

- Running Start FTE Target

Running Start FTE Target	2022/23 Budget Target	2023/24 Budget Target	Difference
Running Start	1,455	1,380	(75)

FY 2024 Revenue projections

FY 2024 Projected Revenue Changes	Budget
<u>Projected Revenue Changes</u>	
Tuition – General FTES	378,268
Tuition – BAS FTES	(6,194)
Tuition – International FTES	7,735
Running Start	(615,405)
<u>Carryforward of revenue shortfall 22-23</u>	<u>(6,368,136)</u>
Total Revenue Loss - Operating	(6,603,732)

FY 2024 Expenditure Projections

- Salaries and benefits
 - Approximately 86% of budget is tied up in personnel costs
 - Faculty wages negotiated locally, classified statewide
 - State doesn't fully fund wage/benefit increases
- Must fund items
 - Contractual changes to salaries
 - Benefit changes passed on by the state
 - Unfunded portion of state mandated increases
 - Tenure promotions
 - Other unavoidable or fixed cost increases
- Must fund items compound year over year, which means they will always increase, not go down

FY 2024 Must Fund Estimates

FY 2024 Must Fund Estimates	Estimate
Increments - all groups	\$747,000
Tenure awards	50,000
Benefit cost increases	162,538
COLA increases	3,203,798
Total must fund estimates	\$4,163,336
* These amounts <u>will</u> change based on Legislative changes	

FY 2024 Estimates Net

FY 2024 Estimates Net	Estimate
Tuition revenue change	379,809
Running Start revenue change	(615,405)
<u>Estimate State Allocation Increase for must fund items</u>	<u>1,980,767</u>
Estimated revenue changes	1,745,171
<u>Must fund expenditure increases</u>	<u>4,163,336</u>
Net decrease in revenue plus increase in cost (gap)	(\$2,418,165)
<u>Revenue Backfill built into 22-23 Budget</u>	<u>(6,368,136)</u>
Total Estimated Deficit 23-24 Budget	(8,786,301)
* These amounts <u>will</u> change based on legislative changes	

FY 2024 Budget

- Based on contractual obligations, our unfunded portion of expenditures increase an average about \$2 million per year
- We will continue to make adjustments to our assumptions as additional information is available
- The College currently has about \$9 million in uncommitted fund balance
- It is important to be forward looking as well as responsive

FY 2024 Budget

- The College used CARES grant funding and fund balance to backfill the budget gap in 2022-23
- The College does still have fund balance to continue offset some of the budget gap
- This is not a sustainable practice so we must begin to reduce our College budget over the next few years to align our expenditure budget with our actual revenues and the number of students we are serving
- To build the 2023-24 budget as well as the next few years, we will build in a mix of budget reductions and use of fund balance
- We are asking each EC area to identify budget reductions equal to **6%** of their operating budget, which equates to about \$4.1 million

FY 2024 Budget Process

How are we going to do this?

- The College has spent the last year developing a new equity-centered strategic plan
- This plan will be used to guide the budget build process

FY 2024 Budget Process

- We will use the same budget process used in 2021-22
 - Increases visibility in the process
 - Creates shared governance
- EC members will work with their areas to meet and identify the **6%** reduction needed
- Each area will fill out a form for each budget reduction or need identified, detailing the amount and impact, as well as how it impacts the institutional tenets.
- No impacts to any positions will be discussed openly until after HR has been brought into the conversation
- Proposals will be due to Business Services April 10, 2023

FY 2024 Budget Process

Budget Presentations

- Each EC area would present their proposals in joint, open, Budget Committee and EC meetings the end of April
- EC members will facilitate, but Deans and Directors will present their proposals and discuss the impact
- Likely a significant time commitment
 - Potentially 5 two-hour meetings split into two weeks

FY 2024 Budget Process

Budget Deliberations

- Budget deliberations will be Budget Committee meetings, in early May.
 - All areas are represented by the Budget Committee, this is where the shared governance happens
 - Large time commitment
 - Important to solicit feedback from constituency groups
- Create a list ranking budget priorities, cuts and adds
- List is provided to EC as a recommendation
- EC will also deliberate on the items
- Update budget projections based on House and Senate Compromise budget if known

FY 2024 Budget Process

- Finalize budget and submit to the President and Board of Trustees for approval, end of May

Final thoughts

- Based on FY2024 projections and future forward looking projections, the college must change how we do business in order to remain sustainable. Examples might include:
 - Consolidating areas that provide similar services
 - Identifying and discontinuing services that are not part of our core mission
- We will be watching the Legislature closely this year, monitoring any bills that impact the college
- We likely will also continue to experience losses in our State Allocation particularly once other College's begin to increase their enrollment
 - We are the most under-enrolled college in our system, which makes us significantly over-funded
 - When the state allocation shifts funding to over-enrolled schools, Clark will lose FTE funding

Questions?



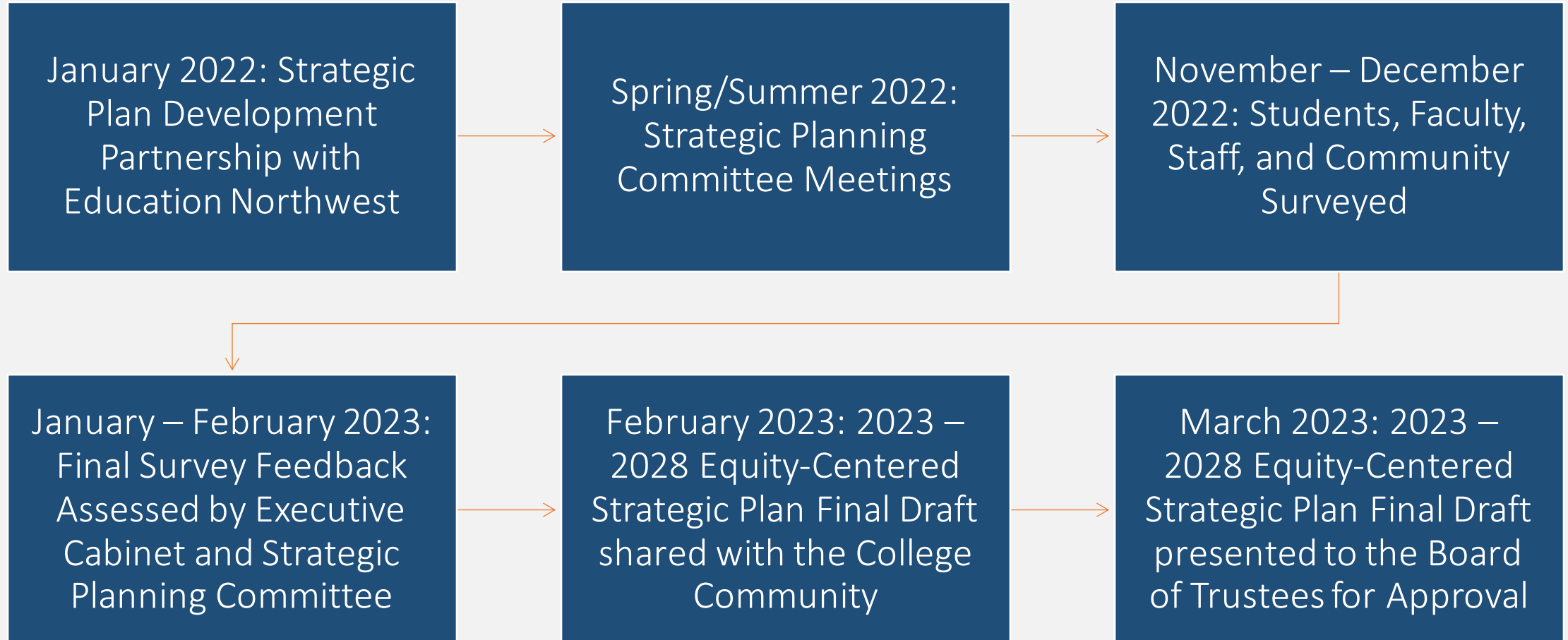
STRATEGIC PLAN 2023-2028

Board of Trustees Overview

Wednesday, March 8, 2023

Presented by Brooke Pillsbury, Senior Executive to the President, and Julie Robertson, Director of Grant Development

Strategic Planning Process



MISSION

To cultivate an inclusive, equitable, and vibrant community, Clark College educates, empowers, and elevates individuals to achieve their personal and professional goals.

VISION

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.

VALUES

Social Justice

Partnerships

Innovation

Shared Governance

Continuous Improvement

Sustainability

TENETS

Equitable Student Experience: Clark College supports student success and retention through equitable access to quality education; pathways leading to transfer, completion, and living wage careers; and positive contributions to our community.

Employee Engagement, Empowerment, and Excellence: Clark College employees are valued, celebrated, and respected and are offered opportunities for equitable professional growth.

Community Partners Engagement: Clark College is a leader in inclusive excellence that strengthens the Southwest Washington community through interdependent partnerships, which are integral to our community's cultural, economic, and educational vitality.

Institutional Effectiveness and Equity: Clark College maintains an equitable, high-performing organizational structure and positive college climate.

EQUITABLE STUDENT EXPERIENCE PRIORITIES

Priority One: Provide holistic and flexible resources that assist students in identifying and staying on their educational path through completion.

Priority Two: Partner to remove barriers and provide inclusive support to increase student success.

Priority Three: Improve student transfer and employment opportunities.

Priority Four: Create an environment where students feel welcomed, supported, represented, included, and a sense of belonging.

Priority Five: Create curriculum and opportunities for all students that incorporates diverse cultures, backgrounds, and experiences to ensure academic success.

EMPLOYEE ENGAGEMENT, EMPOWERMENT, AND EXCELLENCE PRIORITIES

Priority One: Foster an environment of employee engagement through open communication, transparency, and involvement in key decisions.

Priority Two: Encourage and recognize employees regularly for innovative ideas, individual achievements, and team successes.

Priority Three: Increase diversity among faculty and staff, develop and deliver diversity, anti-discrimination, and harassment training for all employees, including how to foster equitable, anti-racist workplace and educational environments.

COMMUNITY PARTNERS ENGAGEMENT PRIORITIES

Priority One: Create educational pathways that reduce barriers to student achievement in collaboration with educational partners.

Priority Two: Become the first choice for workforce training options by building and maintaining deep relationships with business partners.

Priority Three: Design streamlined programming that leads to in-demand, high-wage employment.

Priority Four: Build a college-going culture, specifically for populations not well served by education systems, and expand our reach in rural areas.

Priority Five: Develop culturally relevant, future-thinking, and engaging educational programs aligned to students, employers, and community needs.

INSTITUTIONAL EFFECTIVENESS AND EQUITY PRIORITIES

Priority One: Improve internal and external staff, faculty, and student communication.

Priority Two: Practice equitable, data-informed transparent decision-making.

Priority Three: Maintain consistency and efficiency in staffing and business processes.

Priority Four: Streamline workflows with robust tools and resources available to complete the work efficiently.

Priority Five: Strategically assess and allocate resources to equitably serve students and the community through programs, systems, services, and supports.

Key Performance Indicators (KPIs)

For the 2023-2028 Clark College Strategic Plan, a total of 19 KPIs have been established:

- ❖ Equitable Student Experience: 5 KPIs
- ❖ Employee Engagement, Empowerment, and Excellence: 5 KPIs
- ❖ Community Partners Engagement: 5 KPIs
- ❖ Institutional Effectiveness and Equity: 4 KPIs

Equitable Student Experience (5 KPIs)



Student Access



Student Sense of Belonging



Completion Rate



Post-Completion Outcomes (Transfer and/or Employment)



Student Learning (Program Outcomes)

Deep Dive Example: ESE 1 Student Access

DEFINITION: Percent of Clark College students whose racial/ethnic identities meets or exceeds service area demographics.

THRESHOLD FOR MISSION FULFILLMENT: 0pp difference between student racial/ethnic demographics and service area (Clark, Skamania, and Klickitat counties)

BASELINE: +7pp

KEY HIGHLIGHTS:

- Within service area, 23% People of Color and 19% Black, Indigenous, and/or Latinx [ACS 2021 5-Year Estimates]
- Student Headcount of 2021-2022 shows 32% People of Color and 26% Black, Indigenous, and/or Latinx.
- Higher student representation among Black/African American, Asian, and Multiracial populations.
- Equal student representation among American Indian / Alaskan Native population.
- Lower student representation (-2pp) among Latinx population.



Employee Engagement, Empowerment, and Excellence (5 KPIs)



Employee Demographics



Employee Retention



Anti-Racist Professional Development



Professional Development Certification

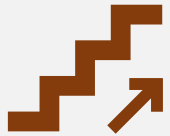


Shared Governance

Community Partners Engagement (5 KPIs)



K-12 Matriculation



Adult Re-Engagement



Career-Connected Learning through Employer Engagement



Program Alignment



Student Learning (General Education)

Institutional Effectiveness and Equity (4 KPIs)



Integrated Planning and Assessment



Compliance



Long-Term Budget Planning



Efficiency

Scorecard – Holistic Review of KPIs

Met Indicator, Increasing	Met Indicator, Static or Decreasing	Met Annual Goal – Increasing and On- Track	Did Not Meet Indicator – Below Annual Goal	Did Not Meet Indicator – At Risk of Not Meeting 5 Year Target.
---------------------------------	--	---	---	--

DRAFT SCORECARD

EQUITABLE STUDENT EXPERIENCE	Student Access	Student Sense-of-Belonging	Completion Rate	Post-Completion Outcomes	Student Learning
EMPLOYEE ENGAGEMENT, EMPOWERMENT, AND EXCELLENCE	Employee Demographics	Employee Retention	Anti-Racist Professional Development	Professional Development Certification	Shared Governance
COMMUNITY PARTNERS ENGAGEMENT	K-12 Matriculation	Adult Re-engagement	Career-Connected Learning through Employer Engagement	Program Alignment	Student Learning
INSTITUTIONAL EFFECTIVENESS AND EQUITY	Integrated Planning and Assessment	Compliance	Long-Term Budget Planning	Efficiency	

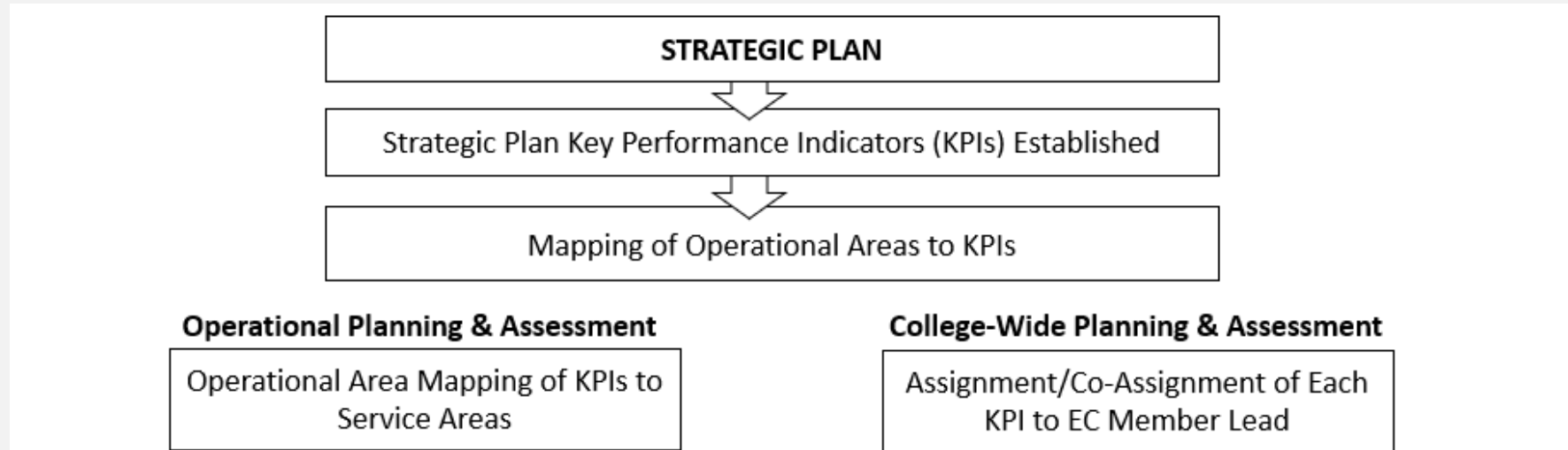
**Gray cells indicate that definition and data collection processes are in-development for baseline and ongoing KPI review.*

Defining Mission Fulfillment

Clark College defines Mission Fulfillment when at least **70% of KPIs are in the GREEN** zones.

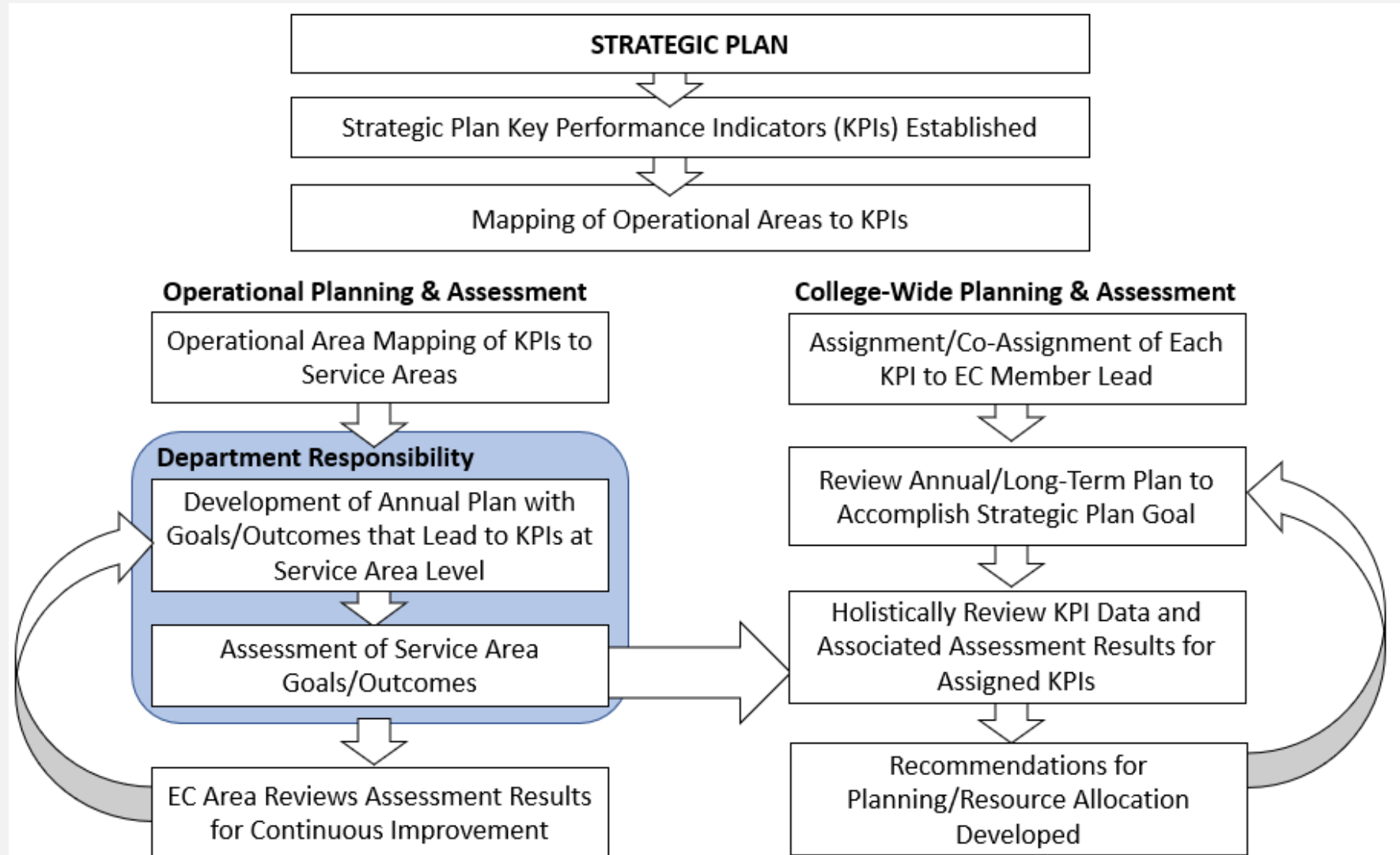
For an annual review, Clark College defines On-Track for Mission Fulfillment when at least **70% of KPIs are in the YELLOW or GREEN** zones.

Operationalizing KPI Planning & Assessment



		Supportive Operational Areas to Achieve KPI							
	EC Owner(s)	Ops	SA	Instr.	HR	ODEI	ITS	Pres	CCF
EQUITABLE STUDENT EXPERIENCE									
Student Access	VPSA	X	X			X			X
Student Sense-of-Belonging	VPSA	X	X	X		X	X		
Completion Rate	VPI/VPSA		X	X					
Post-Completion Outcomes	VPI		X	X					
Student Learning	VPI			X					

Operationalizing KPI Planning & Assessment



EXAMPLE: Operationalizing within SEM Plan

SEM GOAL I Metrics	SEM GOAL II Metrics	SEM GOAL III Metrics	SEM GOAL IV Metrics	SEM GOAL V Metrics
Student Access. Student racial/ethnic demographic averages meet or exceed service area demographics.				
Increase prospect pool by 20%				
Improve conversion rate to applicant by 10%				
Increase applicants enrolled by 5%				
Experience flat enrollment				
Student Sense-of-Belonging. Student perceptions about feeling welcome, valued and respected, and sense of community.				
	Increase fall-to-fall retention by 10%	Reduce equity gap for fall-to-fall retention by 50%		
Completion Rate. Student completion of degree/certificate within three years (150% time to completion).				
	15 Credits Completed in first year	Reduce equity gap for credit completion in first year by 50%	Completion within 150% Time (3 Years)	
	Pass College-Level Math in first year	Reduce equity gap for College-Level Math in first year by 50%		
	Pass College-Level English in first year	Reduce equity gap for College-Level English in first year by 50%		

NEXT STEPS

In partnership with CommMar, share the plan with the College and community partners in Southwest Washington

Provide an implementation overview with various groups, including Next Level Leaders, LEAD, and departments as needed