

Clark College

Board of Trustees Work Session Packet

Wednesday, October 26, at 3:30 pm

[Zoom Meeting Link](#)

Meeting ID: 815 6869 7576

Passcode: 457980

Dial in: 1 (253) 215 8782

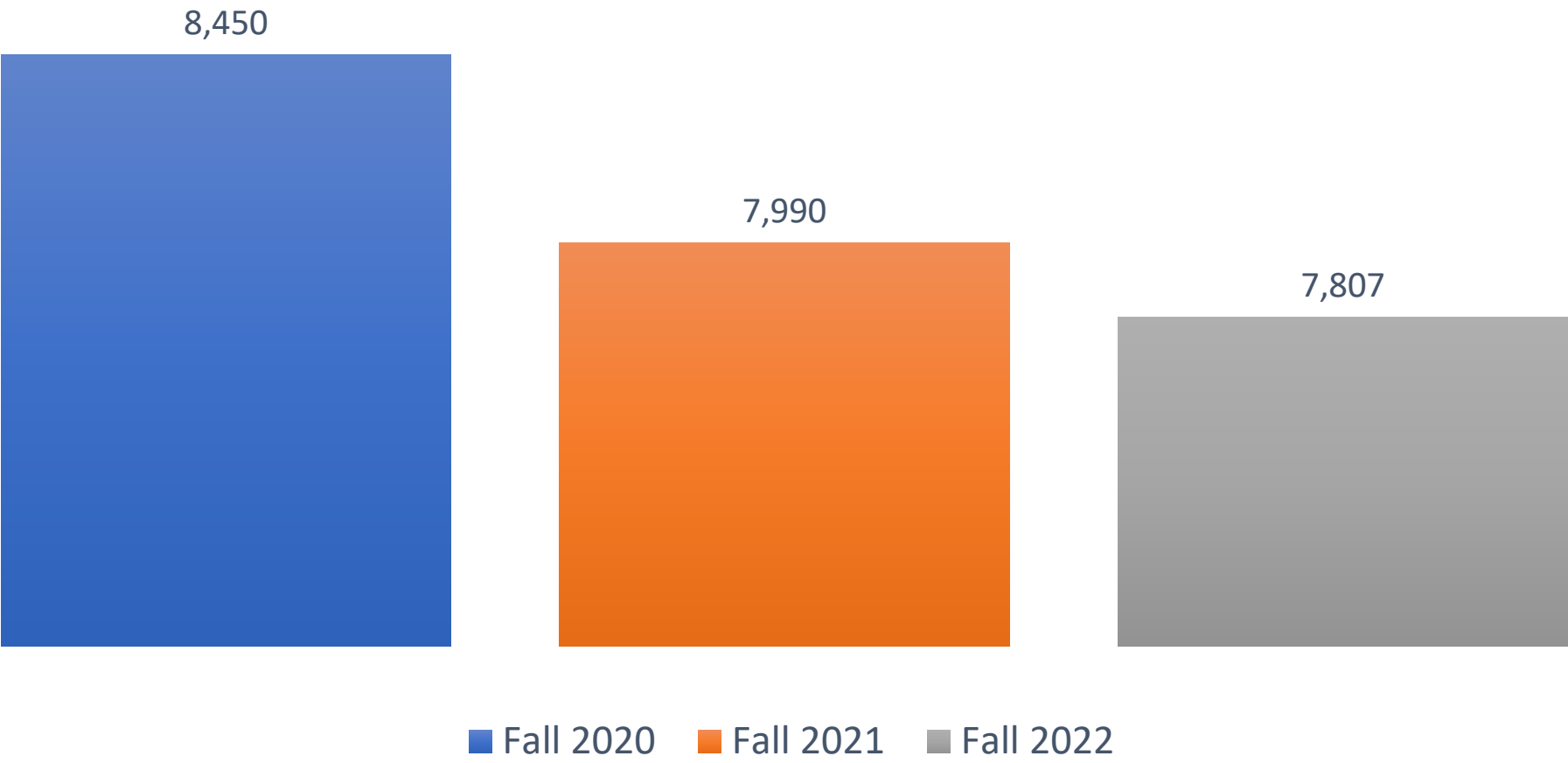
Physical Location:

Gaiser Hall, Room 213

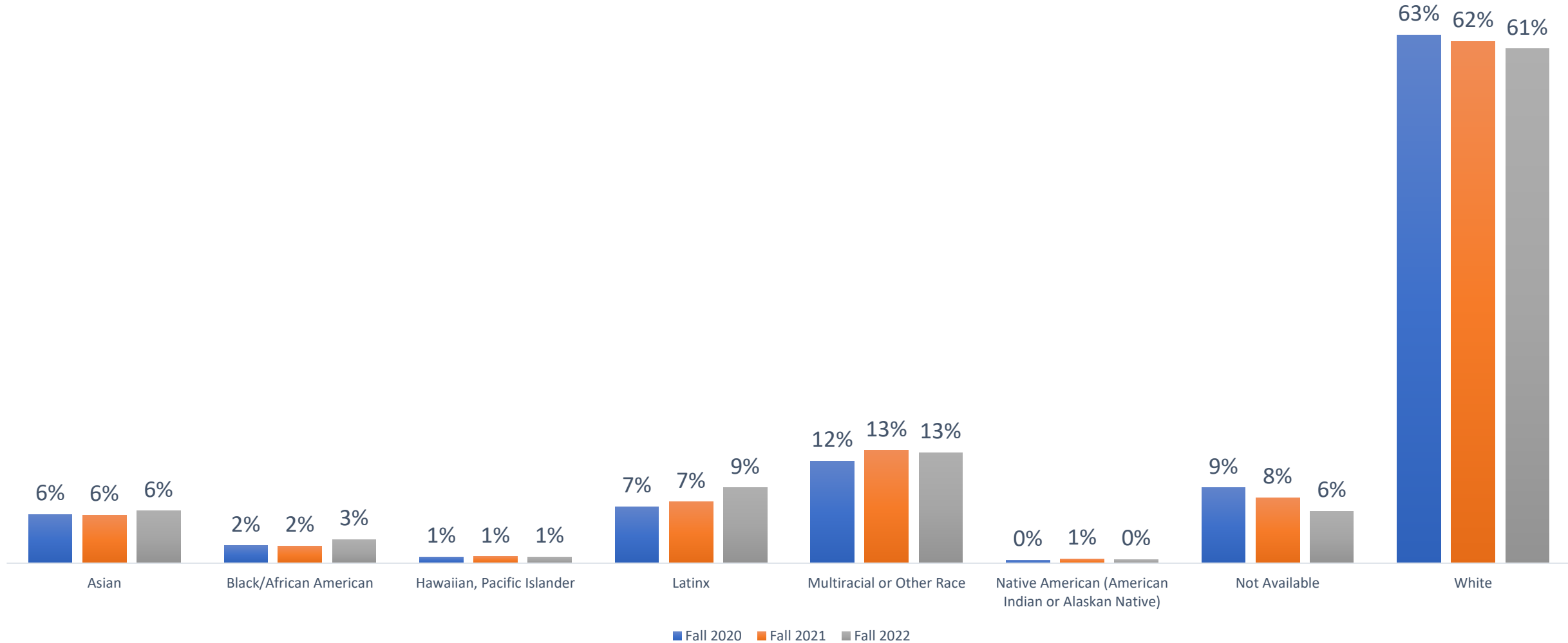
Board of Trustee Work Session Packet, October 26, 2022, at 3:30 PM

- I. Call to Order/Agenda Review – Chair Speer
- II. Fall 2022 Enrollment Overview – Dr. Michele Cruse, Paul Wickline (20 minutes)
- III. 2022 Transforming Lives Nominees – Dr. Michele Cruse (20 minutes)
 - Sofia Batchelor
 - Leilani Towner
- IV. Clark College Grants Update – Julie Robertson (20 minutes)
- V. Public Comment – Chair Speer
Public comment will be limited to two minutes each.

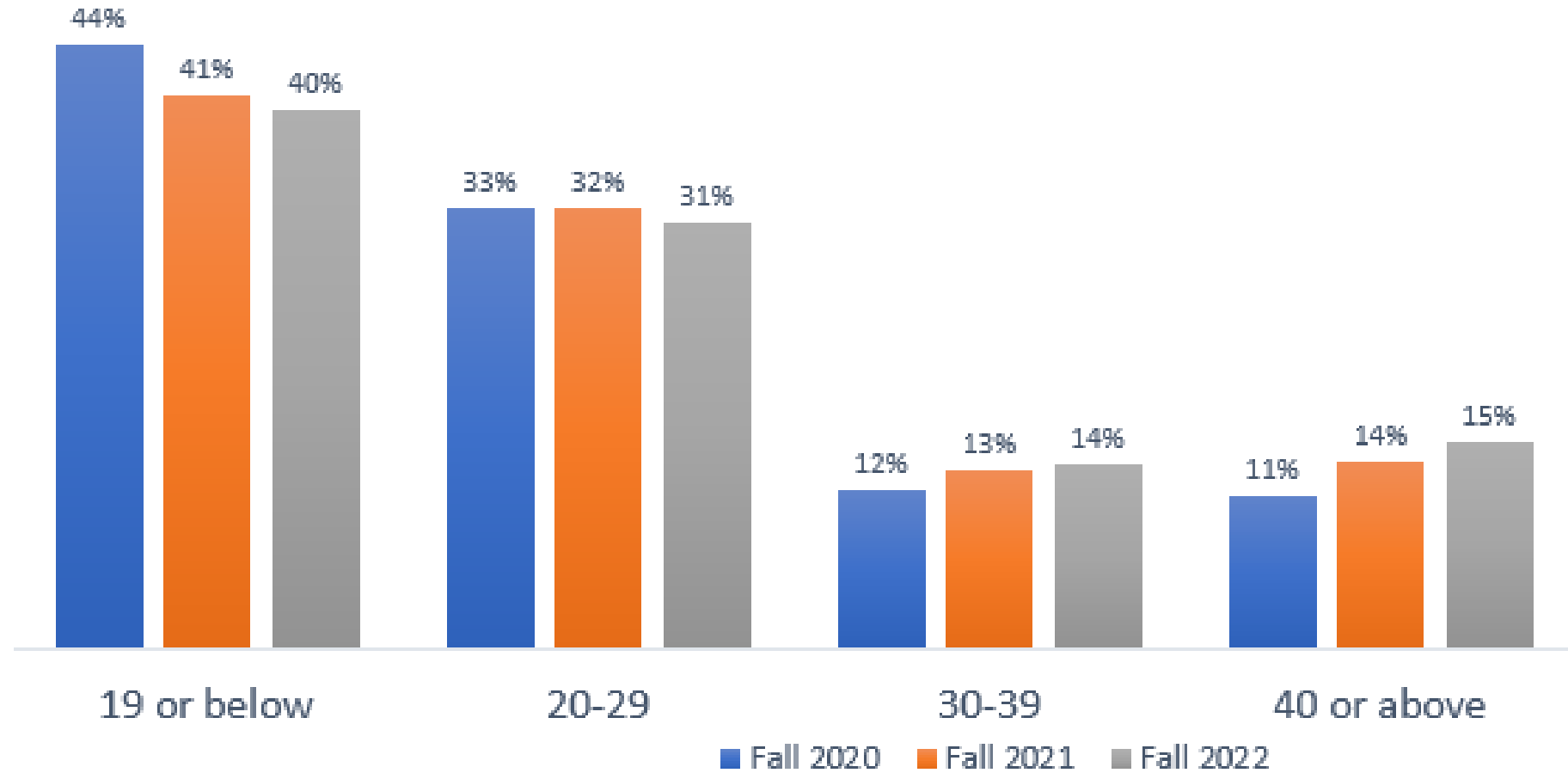
Overall Headcount



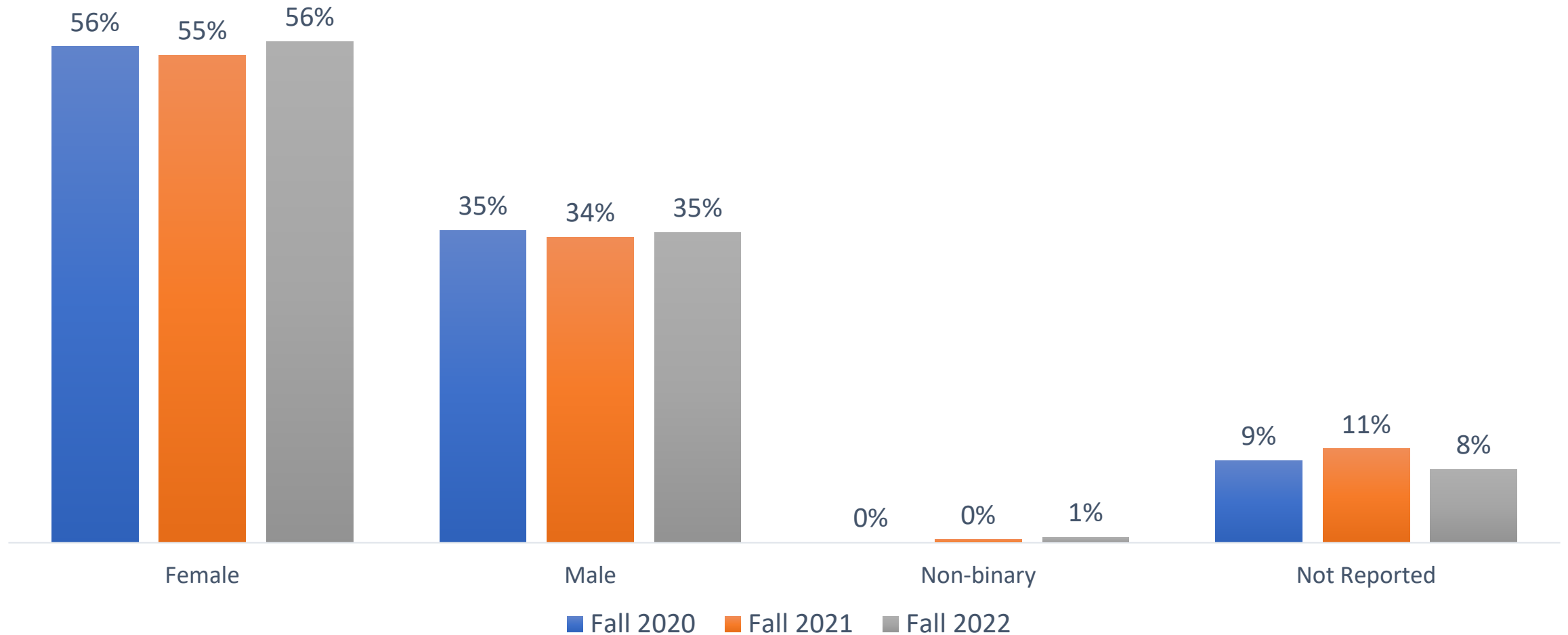
Headcount by Race



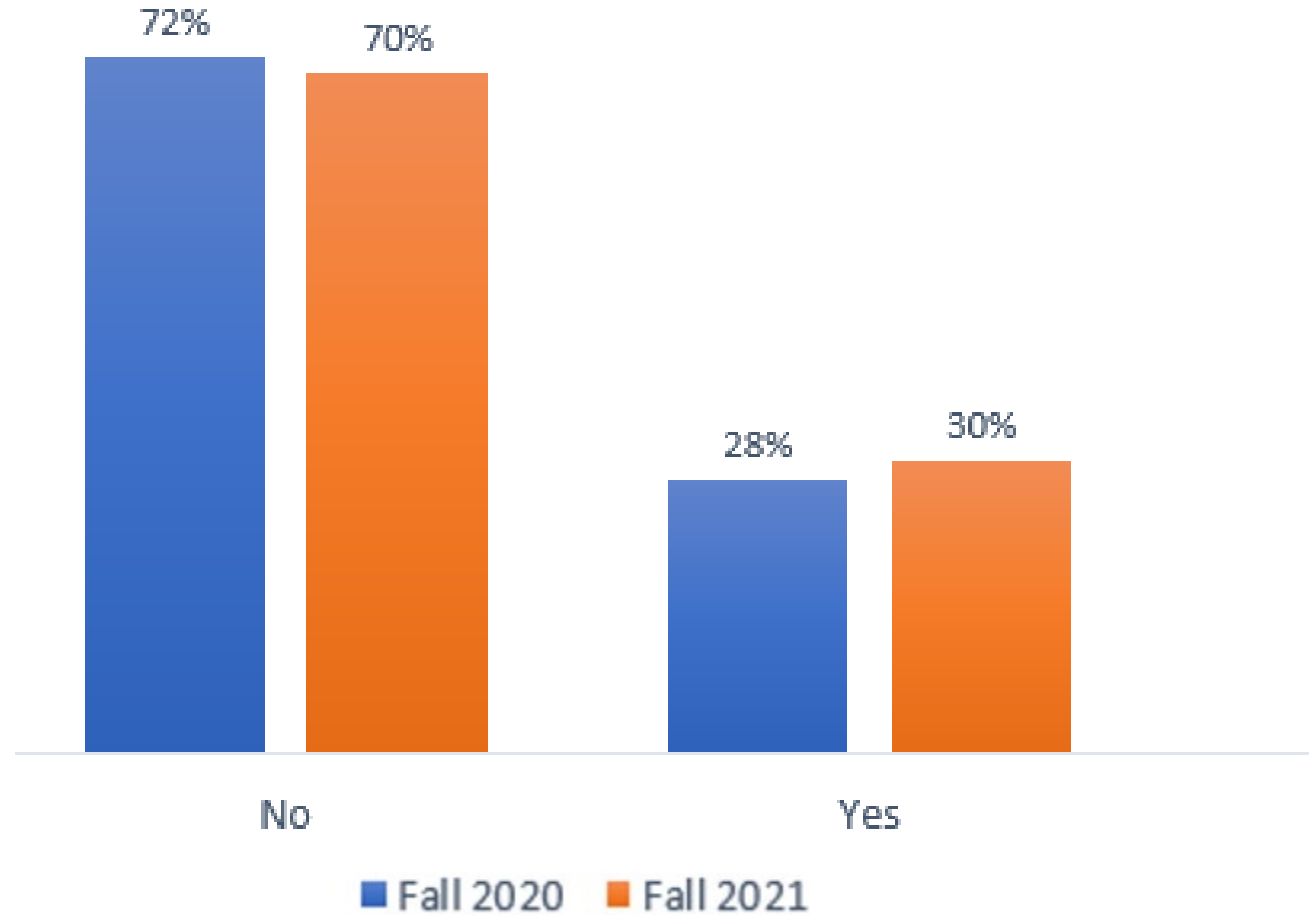
Headcount by Age



Headcount by Sex/Gender

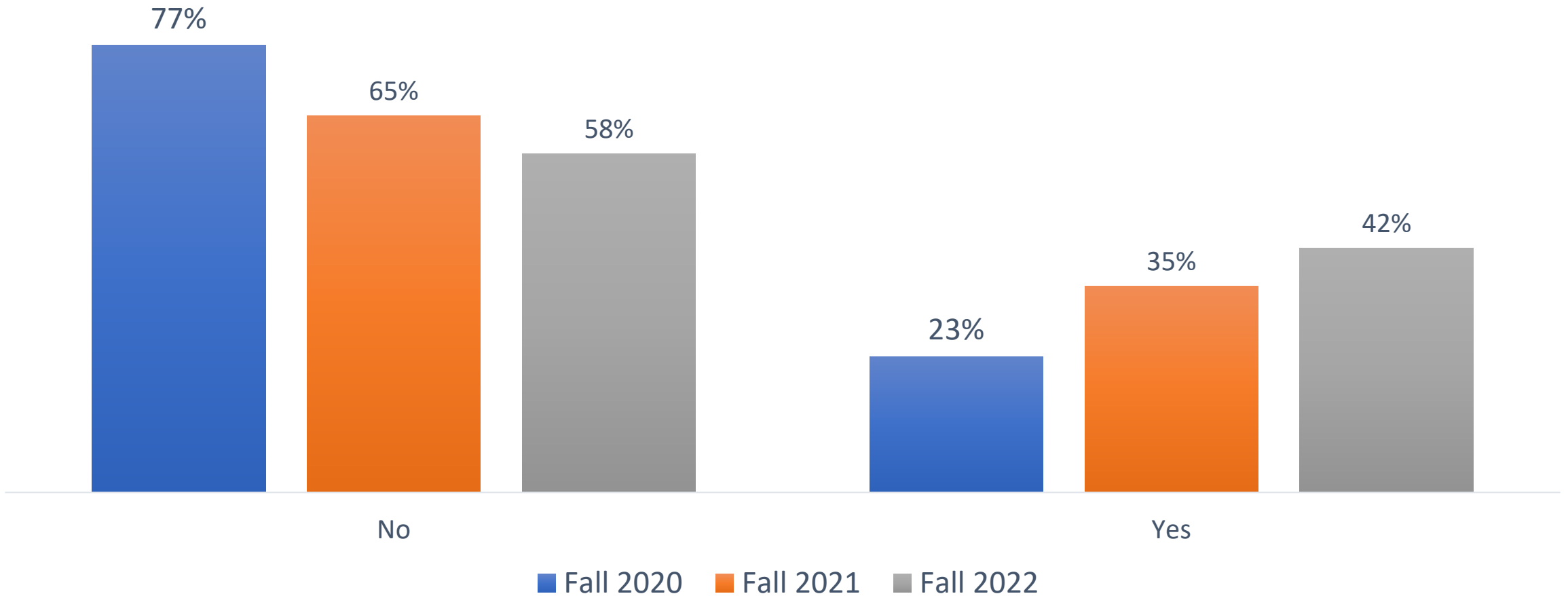


Headcount by Need-Based Aid



Note: [Need-Basic Aid](#) is SBCTC data, Fall 2022 data will be available after the end of the term.

Headcount by First Generation Student



Headcount by Enrollment Status



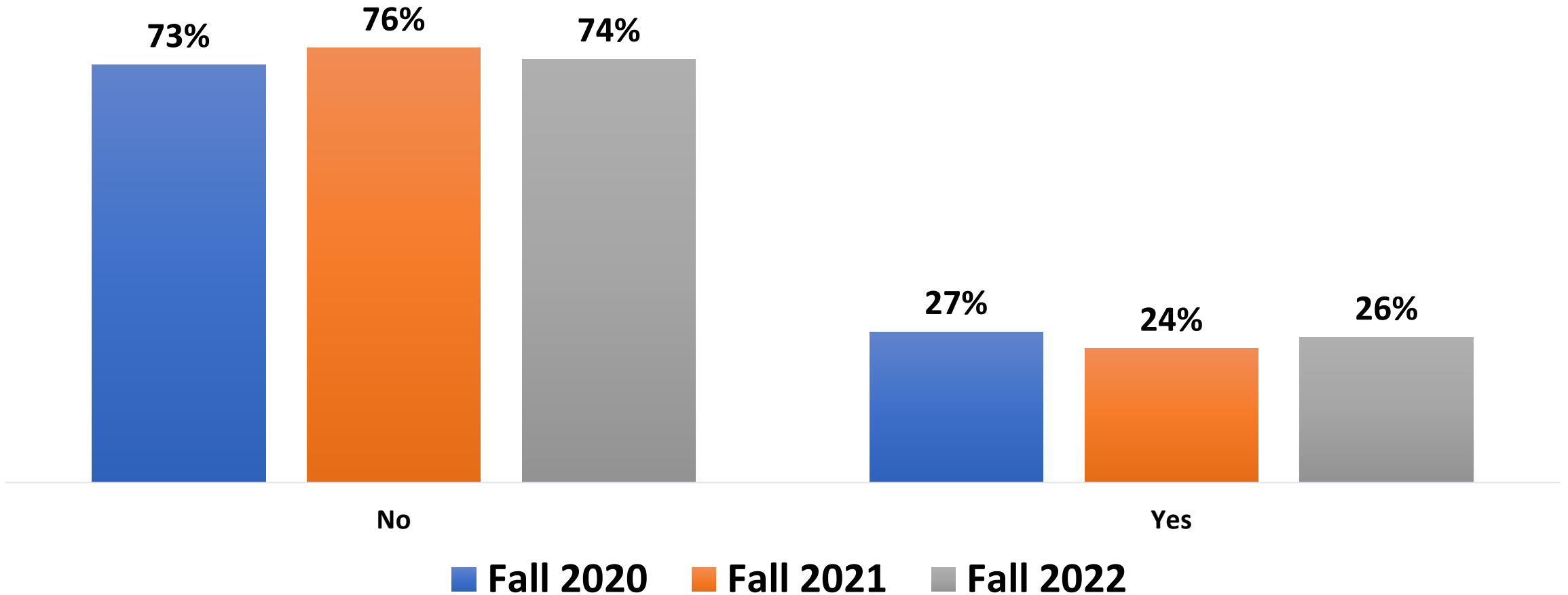
Fall 2020

Fall 2021

■ Continuing Student ■ Transfer Student ■ Returning Student ■ First-time Student

Notes: Enrollment Status is collected from SBCTC data "[SOURCE](#)", Fall 2022 data will be available after the end of the term.

Headcount by Running Start



Highest Enrolled Subjects

TERM	SUBJECT	COUNT
2020 Fall	ENGLISH	2,609
2020 Fall	MATH	1,643
2020 Fall	BIOLOGY	1,250
2020 Fall	COLLEGE PREP	1,045
2020 Fall	COMMUNICATIONS	912
2020 Fall	ART	790
2020 Fall	BUSINESS	761
2020 Fall	HISTORY	731
2020 Fall	CHEMISTRY	676
2020 Fall	PSYCHOLOGY	656

TERM	SUBJECT	COUNT
2021 Fall	ENGLISH	2,476
2021 Fall	MATH	1,446
2021 Fall	COLLEGE PREP	1,014
2021 Fall	BIOLOGY	975
2021 Fall	COMMUNICATIONS	764
2021 Fall	HISTORY	722
2021 Fall	ART	674
2021 Fall	COLLEGE AND ACADEMIC PREP	646
2021 Fall	BUSINESS	630
2021 Fall	CHEMISTRY	627

TERM	SUBJECT	COUNT
2022 Fall	ENGLISH	2,420
2022 Fall	MATH	1,307
2022 Fall	COLLEGE PREP	951
2022 Fall	ENGLISH SECOND LANGUAGE	931
2022 Fall	BIOLOGY	792
2022 Fall	COLLEGE AND ACADEMIC PREP	735
2022 Fall	COMMUNICATIONS	710
2022 Fall	HISTORY	682
2022 Fall	PSYCHOLOGY	614
2022 Fall	ART	608

Lowest Enrolled Subjects

TERM	SUBJECT	COUNT
2020 Fall	COMPUTER AIDED DESIGN AND DRAFTING TECHNOLOGY	30
2020 Fall	EMERGENCY MEDICAL SERVICES	25
2020 Fall	MEDICAL ASSISTING	24
2020 Fall	PHYSICAL EDUCATION MARTIAL ARTS	24
2020 Fall	MACHING TECHNOLOGY	22
2020 Fall	OCEANOGRAPHY	20
2020 Fall	PROFESSIONAL TECHNICAL WRITING	18
2020 Fall	MUSIC	13
2020 Fall	INTENSIVE ENGLISH LANGUAGE	3

TERM	SUBJECT	COUNT
2021 Fall	JOURNALISM	33
2021 Fall	DIESEL	32
2021 Fall	PHYSICAL EDUCATION MARTIAL ARTS	21
2021 Fall	EMERGENCY MEDICAL SERVICES	21
2021 Fall	PHYSICAL EDUCATION EXERCISE SCIENCE	21
2021 Fall	PROFESSIONAL TECHNICAL WRITING	19
2021 Fall	INTENSIVE ENGLISH LANGUAGE	15
2021 Fall	COMPUTER AIDED DESIGN AND DRAFTING TECHNOLOGY	15
2021 Fall	MUSIC	13

TERM	SUBJECT	COUNT
2022 Fall	PROFESSIONAL TECHNICAL COMPUTING SKILLS	22
2022 Fall	OCEANOGRAPHY	21
2022 Fall	MUSIC	21
2022 Fall	PHYSICAL EDUCATION MARTIAL ARTS	20
2022 Fall	PROFESSIONAL TECHNICAL WRITING	19
2022 Fall	PHYSICAL EDUCATION EXERCISE SCIENCE	19
2022 Fall	METEOROLOGY	18
2022 Fall	PHYSICAL EDUCATION EXERCISE SCIENCE	17
2022 Fall	PHLEBOTOMY	16

Number of Course Sections by Modality

	Fall 2020	Fall 2021	Fall 2022
Hybrid	97	233	282
On-line	1261	855	625
Web Enhanced	74	216	358

Fill Rates by Modality

	Fall 2020	Fall 2021	Fall 2022
Hybrid	83%	79%	78%
On-line	84%	87%	87%
Web Enhanced	82%	75%	66%

Notes: Fill rates include full term courses, only and exclude CNED courses.

Transforming Lives 2023 Nomination Criteria

Description

The ACT Transforming Lives Awards recognize current or former students whose lives have been transformed by attending a Washington state community or technical college. The ACT Awards Committee will select six keynote speakers from the nominations submitted by the Washington community and technical colleges.

All nominees will be invited to attend, at ACT's expense, the ACT Legislative Contact Conference (January 23, 2023), at the Olympia Hotel at Capitol Lake in Olympia), where they will be honored during the Transforming Lives Awards Dinner. Award winners will be the keynote speakers, and each recipient will receive a \$500 cash award from ACT. The students who are not selected as keynote speakers will receive a \$200 cash award from ACT.

Every nominee will have their story and picture included in an awards booklet that will be shared with legislators, the higher education community, and posted on the ACT website.

Awards Criteria

Nominations must come from the student's board of trustees, based on the following criteria:

- The nominee may be:
 - a current or former Washington community or technical college student **[within 3 years (2019-20, 2020-21, 2021-22) of completing a degree, certificate or transfer]**
 - Or a current student who is making significant progress toward completing a degree or certificate that is helping them prepare for success in their future endeavors.
- The nominee must share in written format (**maximum 600 words**) about overcoming barriers to achieve higher education goals and how the education and support received at their community or technical college was life transforming. **The following questions must be answered in order for the nomination to be eligible for consideration:**
 - ✓ **What compelled you to attend a community or technical college? And most importantly was there an individual(s) or program at the college you feel contributed to your success?**
 - ✓ **What was it about that individual(s) or program that made the difference in transforming your life? Please explain.**
 - ✓ **Were there any barriers or obstacles that originally prevented you from attending a community or technical college?**
 - **If so, please identify those barriers or obstacles and tell us what you did to overcome those barriers or obstacles?**

- ✓ **What is next for you and what are your goals for your future?**
- ✓ **If you could share one piece of advice for other students or for those who are unsure about their ability to attend a community or technical college, what would that be?**

Each college may develop its own process for soliciting and selecting nominations. One student from each college may be nominated by the local board of trustees. Multi-campus districts provide one nominee from each college in the district. **Once the board identifies its nominee, the college is encouraged to work with the nominee to edit/finalize the student statement for submittal.**

Nominations must include the completed nomination form, the student's final edited statement, a letter of support from the board of trustees outlining why the student's story was selected, and a head and shoulder photograph (300 DPI or higher) of the student. Materials must be sent electronically. The student's statement (600 word maximum) must be in a Word document.

Deadlines:

Nominations must be received by ACT by Friday, November 4, 2022

ATTN: Kim Tanaka at ktanaka@sbctc.edu

****Previous nominations submitted within the last 3 years are eligible to be resubmitted and reconsidered****

(Students previously chosen as ACT's keynote speakers are not eligible)

Awardees will be notified mid-December.

****Please note: all student stories and pictures will be published in the Transforming Lives Booklet and posted online. The booklet is widely distributed to Legislators, CTC Stakeholders and the Public. ****

Transforming Lives Nominee Bios

Submission Due: Friday, November 4, 2022

Leilani Towner

Leilani joined the Clark Community initially as a running start student and returned as an HS21+ GED student. Through the support of the transitional studies office, Leilani moved into their college career pursuing Digital Media.

Leilani shared that they love the community that Clark provides. The campus community may recognize Leilani because they participate in nearly every event and forum at the college (as well as in the Vancouver community). Leilani is known for being curious to grow their knowledge in ways that will benefit their future. They can be found in the community at Brazilian Jiu-Jitsu classes or volunteering with youth at their local gym. They are involved in artistic groups in the community, working with a local artist, and have also worked closely with animal development.

Sofia Batchelor

During middle school and the first two years of high school, Sofia attended the Washington State School for the Blind. In her junior year, she transferred to a public high school and enrolled in the Running Start program at Clark College. Following graduation, she enrolled as a full-time college student.

Sofia shared that attending Clark College has helped her to become a better self-advocate when encountering barriers with accessibility. She works part-time in the Disability Support Services (DSS) office as a Peer Mentor. She is an enthusiastic Peer Mentor pioneer, always ready to talk with students, partner with the DSS team, hold a safe space for one-to-one conversations with students, and help create events for students with disabilities. Sofia enjoys learning the stories of community college students and supporting the disability community at Clark College.

Here are the direct questions from the transforming lives award application that we prepped them for:

- What compelled you to attend a community or technical college? And most importantly was there an individual(s) or program at the college you feel contributed to your success?
- What was it about that individual(s) or program that made the difference in transforming your life? Please explain.
- Were there any barriers or obstacles that originally prevented you from attending a community or technical college?
 - If so, please identify those barriers or obstacles and tell us what you did to overcome those barriers or obstacles?
- What is next for you and what are your goals for your future?
- If you could share one piece of advice for other students or for those who are unsure about their ability to attend a community or technical college, what would that be?



Update on College-Side Grants: Funded and In-Development

BOT Work Session

Oct 26, 2022



2022-2023 Grants

- ▶ Discretionary/Competitive Grants: ~\$2.6M (across 23 grants)
 - ▶ Project-based proposals developed.
- ▶ Allocation-Based: ~\$3.5M (across 8 grants)
 - ▶ Often formula-based on student enrollment in specific programs (e.g., Perkins, Worker Retraining, BFET, WorkFirst, BEdA)
- ▶ Does not include formula-based HEERF Institutional/Student Aid or Clark College Foundation grants.


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Proposal Alignment with College Priorities

During proposal development, all grant opportunities and program design must center Equity.

And, all proposals must align with at least one of the four college priorities:

- Student Success
- Campus Climate
- Financial Stability
- Expand and Deepen Community Engagement



FUNDED **Student Success** Highlight: Child Care Access Means Parents in School (CCAMPIS)

- ▶ Funder: Department of Education
- ▶ Budget: \$810K over 4 years (~\$202K per year)
- ▶ Focus: Expanding student access to 30 student-parents to low-cost child care at on-campus Child & Family Studies with integrated parent engagement activities.
- ▶ Executive Sponsor: Paul Wickline (VPI)
- ▶ Outcomes: From 2018-2022, served 20 students annually; 90% student retention; 40% completion rate.



FUNDED **Student Success** Highlight: Elementary and Secondary School Emergency Relief (ESSER)

- Funder: SBCTC/OSPI Pass-Through from Department of Education.
- Focus: Funding for Running Start enrollment during Summer and CTE program enrollment (beyond 1.2 FTE for Academic Year). Emphasis on increasing access for underserved student populations, summer credit recovery, and college preparation course in Summer.
- Budget: \$501K.
- Executive Sponsor: Dr. Michele Cruse (VPSA)
- Outcomes: Over 300 students participating in Summer 2022 Running Start; ongoing support for CTE Running Start and preparation for Summer 2023 Running Start (with unspent funds).



FUNDED **Financial Stability & Partnership** Highlight: Career Launch

- Governor Inslee signature workforce development program, with 11 endorsed programs at Clark College.
- Operational funding secured to increase capacity in 9 programs
 - \$572K annual allocation.
- Capital equipment funding for 7 programs
 - \$2.3M total to-date.



FUNDED Partnership Engagement Highlight: Job Skills Program

- ▶ Funder: SBCTC, WA State Legislature Job Skills Program
- ▶ Focus: Provide customized training to meet business needs, including
 - ▶ nLight: Lean Enterprise Certificate, Training Within Industry – Job Instructions and Job Relations, and Kaizen Rapid Improvement
 - ▶ Custom Interface: leadership development, supervisory skills, and production process improvement.
- ▶ Budget: \$190K, primarily funding instructional delivery costs.
- ▶ Outcomes: Customized training provided to local businesses to promote increased production, employee retention, and upskilled worker capacity. Expected to upskill 75 employees.



SUBMITTED. Student Success & Partnership Highlight: Basic Needs for Postsecondary Education

- Funder: Department of Education.
- Focus: Development of Basic Needs Hub (BNH) to identify all existing programs and services for students, develop new partnerships to address gaps in services, and provide case management to connect students to the resources available to support them and conduct follow-up to ensure students' basic needs are met.
- Budget: \$950,000 over 3 Years
- Executive Sponsor: Dr. Michele Cruse (VPSA)
- Outcomes: Increased student persistence and completion through access to basic needs services; increased alignment and collaboration with external partners; and decreased student basic needs insecurity.



SUBMITTED. Student Success & Partnership Highlight: Regional Challenge Grant

- ▶ Funder: Washington Student Achievement Council, via Senate Bill 5789, providing \$6 million in initial funding.
- ▶ Focus: Advance postsecondary attainment goals by expanding development of existing regional partnerships focused on increasing postsecondary enrollment and credential completion for students of color, students from low-income backgrounds, English language learners, students with disabilities, and foster and homeless youth.
- ▶ Collaborative Proposal with Workforce Southwest Washington as Lead. Other partners: Lower Columbia College, WSU-V, Vancouver School District, and Career Connect SW. \$1.8M request to support College Navigators, Employment Navigators, and Transfer Navigators.
- ▶ Executive Sponsor: Dr. Michele Cruse (VPSA)

Additional Grants – Current/Pending

Student Success

- Student Emergency Assistance Grants (\$200K annually)
- Supporting Students Experiencing Homelessness (\$108K annually)
- Center of Excellence for Veteran Student Success (\$150K annually)
- Financial Wellness – Community Action Funds (\$75K annually)

Financial Stability

- Congressionally-Directed Funding for Advanced Manufacturing Equipment at Boschma Farms (\$1.5M)

Campus Climate

- NSF Two-Year: Systemic Change Institutes for two-year institutions to support STEM innovation (WMU lead; pending)

Expand and Deepen Community Engagement

- High Demand Program – Medical Assisting Evening Cohort (\$128K)
- HHMI and CCRI Transfer Partnerships with WSU-V (multiple funding)
- NSF ENGINES in partnership with UO, OSU, OHSU, and WSUV (pending)



Exploratory Grants On-Horizon

Student Success

- NSF S-STEM to support underserved student access and success in Engineering and Computer Science

Campus Climate

- ED Strengthening Institutions
- College Spark: Equity in Education Fund

Expand and Deepen Community Engagement

- Job Skills Program for customized training for employers
- NSF ATE to develop stackable credentials in Advanced Manufacturing
- HRSA Health Careers Opportunity Programs

Financial Stability

- DOL Building Pathways to support short-term pathways to living wage jobs

