



Clark College
BOT Meeting
Wednesday, January 23, 2019 5:00 PM (PST)
GHL 213



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- I. Call to Order/Agenda Review - Chair Pollard
- II. Introductions - President Knight
Esmeralda "Vita" Blanco, 2019 Transforming Lives Award Winner
- III. Action Items - Chair Pollard
 - A. Approval of November 2018 Board Minutes
 - B. Approval of President's Contract Addendum and Salary Adjustment (2% COLA)
- IV. Audience Statements - Chair Pollard
- V. Constituent Reports
 - A. AHE - Kimberly Sullivan
 - B. WPEA - Heather Adams
 - C. ASCC
 - D. Foundation - Lisa Gibert
- VI. Reports from Board Members - Chair Pollard
- VII. President's Report - President Knight
 - A. Student Success Story - Patricia (Pati) Jeffers
 - B. Faculty Presentation: Health Information Management - Olga Lyubar, Business Technology Medical Instructor
 - C. Guided Pathways
Sachi discuss Cybersecurity plans for holding off a year
 - D. Scorecards
 - E. Statistics
- VIII. Next Meeting - Chair Pollard
The next meeting of the Board of Trustees is currently scheduled for Wednesday, February 27, 2019 in the Ellis Dunn Community Room, GHL 213.
- IX. Executive Session - Chair Pollard
An Executive Session will be held Under RCW 42.30.140 (4)(a) 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. An Executive Session will be held Under RCW 42.30.140 (4)(a) to review the performance of a public employee.
- X. Adjournment - Chair Pollard
Time and order are approximate and subject to change.

Call to Order/Agenda Review

No documents for this item

Introductions

No documents for this item

Action Items

No documents for this item

Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, November 14, 2018
GHL 213

In Attendance:

Royce Pollard, Chair
Jane Jacobsen, Vice Chair
Paul Speer, Trustee

Trustees Absent:

Jada Rupley, Trustee
Rekah Strong, Trustee

Administrators:

Robert Knight, President
Dr. Sachi Horback, Vice President of 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
Shanda Diehl, Associate Vice President of Planning & Effectiveness
Rashida Willard, Interim Vice President of Diversity, Equity & Inclusion
Val Moreno, Chief Information Officer
Hannah Erickson, Director of Communications & Marketing
Leigh Kent, Executive Assistant to the President

Others:

Jennifer Mankowski-Dixon, Assistant Attorney General
Lisa Gibert, CEO, Clark College Foundation
Bryce Reigan, ASCC President
Nathan Webster, Instructor, Business Administration
Lisa Aepfelbacher, Professor, Nursing

I. **Call to Order/Agenda Review**

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

II. **Public Hearing—Proposed Administrative Code Amendment Regarding First Amendment Activities**

At 5:05, Chair Pollard opened the public rule-making hearing concerning the repeal of language in the **Washington Administrative Code 132N-153 First Amendment Activities**. Vice President Williamson summarized the changes made to the administrative policy; Chair Pollard then asked if there were any comments to the proposed change. There were none. Chair Pollard asked Vice President Williamson if he had received any written comments on the proposed change and Mr. Williamson stated that he had not received any comments.

Chair Pollard called for a motion on the adoption of the revision to **Washington Administrative Code 132N-153 – First Amendment Activities for Community College District 114** as published.

Vice Chair Jacobsen made a motion to approve the **Washington Administrative Code 132N-153 – First Amendment Activities for Community College District 114** as published. Trustee Speer

MOTION: seconded the motion and it unanimously passed.

Chair Pollard closed public rule-making hearing at 5:06 pm after the vote and resumed the regular meeting.

The College's Rules Coordinator – Vice President Williamson - will prepare and file the Order of Adoption with the Code Reviser. The rule takes effect 30 days after filing unless the College specifies a later date.

III. Student Success Speakers/Introductions

In support of International Education Week, Director of International Programs Jane Walster spoke about how international education prepares American students to actively participate in and celebrate our diverse world. The college is celebrating International Week in the Student Center on November 15 and she invited everyone in the college to attend.

Ms. Walster then introduced this year's international scholarship recipients, Jeanine Masumuaj, Katelyn Livingston, Kiho Takada, and Nao Wakiyama. Each student then introduced themselves and spoke about their studies and the paths they took coming to Clark College.

IV. Action Items—Chair Pollard

A. Cybersecurity BAS—approval will authorize the college to continue moving forward on the BAS degree.

MOTION: Trustee Speer made a motion to approve the Cybersecurity BAS degree as presented. Vice Chair Jacobsen seconded the motion and it unanimously passed.

B. First Amendment WAC
Approved during public hearing.

C. September 2018 Board Minutes

D. October 2018 Board Minutes

Due to the lack of a quorum at the October 2018 meeting, the two sets of minutes are being taken together.

MOTION: Vice Chair Jacobsen made a motion to approve the September and October 2018 board meeting minutes. Trustee Speer seconded the motion and it unanimously passed.

V. Audience Statements

Ian, a student who spoke at the October 2018 meeting in favor of closing the college for one day during a gathering by a protest group, thanked President Knight and the Board for making the decision to close. He wanted to extend his gratitude and appreciates their support and understanding and making students feel safe. He thanked President Knight and the Board for standing strong in the face of negative public opinion. He asked that the college require bias training and assessment for all faculty and staff so that Clark is engaged with multicultural groups and interacts with each other.

Action: Chair Pollard said he will ask President Knight to look into suggestions the student made.

Instructor Nathan Webster thanked the Foundation, Dr. Horback, and Dr. Hamideh for all they have done in support of Clark's Entrepreneurship Program. The Pitchfest event was a success and would not have been without the support of these areas and individuals. He thanked President Knight for his support of the program and the college.

Dr. Brenda Walstead, Dean of Business and Health Sciences, said that the nursing faculty will be speaking again this evening about salary levels. Another tenure track nurse gave notice this week after receiving job offers for Nurse Educator at two local hospitals. She appreciates that the college administration and board will be speaking with the legislators in Olympia, but unless something is done quickly, Clark will be losing the nursing program due to lack of tenured faculty.

Professors Lisa Aepfelbacher and Mary Ellen Pierce spoke about the loss of tenured nursing faculty and the jeopardy facing the program. There is a nationwide nursing shortage but this area is particularly feeling its effects. They feel a plan to attract and retain nurses must be in place by January 1. President Knight said that he does understand and sympathizes with the situation and explained that the faculty union must support a plan that would increase nursing salaries. The college is very willing to sit down and discuss this but the union must also be involved.

Action: President Knight will update the board on progress made at the next meeting.

VI. Constituent Reports

A. AHE

President Knight and Dr. Horback met with Ms. Sullivan and Professor Mixon earlier today to discuss how the college will move forward in support of a system request for compensation. The union will visit Olympia with President Knight in January along with trustees, a student, and local business people to explain how income disparity and inequity within the state is affecting this area.

B. WPEA

There was no report from the WPEA this evening.

C. ASCC

ASCC President Bryce Regan thanked the Board and Executive Cabinet for taking steps to keep the students safe last month. The ASCC has engaged with 5,800 people over social media so far this year showcasing student excellence. There has been very good turnout at ASCC club events and the officers are still fulfilling funding requests for clubs. Over half of the college committee student positions have been filled and 17 clubs have been chartered with 10 more in process.

D. Foundation

Ms. Gibert noted that the Foundation Alumni Awards Lunch took place today honoring six alumni who shared what Clark has meant in their life and careers since they got their start at the college. Savoring Excellence is tomorrow night and will be a celebration of all that Clark does so well. There will be exhibits and tables where the community can come together so the Foundation can share and embrace all that is Clark. Ms. Gibert thanked CIO Val Moreno for the incredible amount work that she and the IT department have done so that the event can be live streamed tomorrow evening.

VII. Reports from Board Members

Chair Pollard introduced Clark's newest trustee, Paul Speer. Trustee Speer is a long-term Vancouver resident who worked at Hewlett Packard. He is deeply devoted to the community and serves on several boards in the area.

Vice Chair Jacobsen is very pleased with the accreditation visit and the work that went into such a successful event. She said that Ms. Diehl did a fabulous job preparing the board for their discussions with the team.

Last week, she and Trustee Speer attended an ACT meeting at SeaTac where they met a large number of trustees from other colleges from all over the state. The other institutions were very impressed with the work Clark is doing in guided pathways. She attended a presentation by the Director of the Office of Finance Management who provided them a history of the community college system from the 1930s forward. Higher education is being squeezed nationwide as a result of the way the system is set up. It will take a huge systems change to steer funding into education.

Trustee Speer thanked the trustees for allowing him to join Clark's board. President Knight has been a tremendous help in the onboarding process. He has been connected with Clark since the 1990s and pointed out the important role it serves in this community. He complimented Dr. Horback on her presentation at a recent guided pathways event. He has seen it work at other colleges and said it will have a very positive effect on student equity.

Trustee Rupley is a member of this year's Transforming Lives committee and has been reviewing student applications from all of the community and technical colleges. The finalists will be selected on November 15.

VIII. President's Report

President Knight welcomed Trustee Speer and is very pleased to have him on Clark's board. They have known each other for a very long time and Trustee Speer has been involved in almost every local community endeavor over the years and will do a great job for the college.

President Knight attended the Women's Soccer Finals in Tukwila. Although Clark had the better team, they lost the match in the final second of the game. He is very proud of the professionalism and good sportsmanship they displayed after such a disappointing outcome.

In follow up from October's board meeting, he and the board heard the voices of students, staff, and faculty about safety loud and clear. The college continues to move forward with the Social Equity and Strategic Plans. Guided pathways is designed in support of social equity. Executive Cabinet and the units all need to be discussing ways they can make changes so that everyone at the college feels welcomed and supported. Information from departmental meetings and discussions will be collected and developed into an action plan. The plan will be shared with the college. Executive Cabinet is doing a group read on white fragility and discuss lessons learned from the book. The administration will continue to listen to faculty, staff, and students to hear how best to service them and will keep the board apprised of all the efforts being made.

Faculty advisor training for guided pathways will be completed and implemented during winter quarter. The plan is to train 50 faculty during winter quarter, and add 50 more faculty in each of the succeeding quarters. The faculty will then work with the full time advising staff. The four pillar leads are being invited to Executive Cabinet meetings once per month along with the guided pathways leadership team and council chairs. The leadership team is meeting once per week now.

Faculty Presentation

Math Department Chair John Mitchell introduced instructors Mark Eddinger, Kate Cook, and Teri Miller who discussed the multi-year redesign of the college's math program. Structural changes were made to the program so that students could complete sooner. Math has been separated into two separate pathways, one for students who will be focusing in the liberal arts, the other for students going into engineering or science.

The changes were implemented in full this past fall. Active learning shortens the path for students and teaching them a growth mindset—the belief that they can change their intelligence and grow their own abilities—helps them be successful.

Face-to-face courses were developed first then online capacity was built in. The online classes have the same rigor and learning capacity as in person and the classes are made as identical to each other as possible. There are now six sections of online classes, all of which are filled with a total of 700 students.

Scorecards

President Knight reviewed the scorecards and it appears that enrollment may be levelling off. Fall-to-winter completion is doing well, but winter-to-spring continues to be an issue. The college is doing an analysis but has not determined the cause yet. The students in question appear to be non-traditional, and this is precisely why guided pathways is being implemented. As time goes on, the college will consider making the scorecard goals more aggressive and will look at the appropriate benchmark levels to set.

IX. Executive Session

At 6:25 pm, the board convened an executive session under RCW 42.30.110(1) to review the performance of the President. The executive session will last for 20 minutes. No final action will be taken during executive session.

The executive session under RCW 42.30.110(1) ended at 6:45 pm. The regular meeting was reconvened at 6:45 pm. No action was taken by the board during executive session.

Regular Meeting Session

Vice Chair Jacobsen made a motion to increase the compensation of the President by 5%
MOTION: effective November 16, 2018. Trustee Speer seconded the motion and it unanimously passed.

The trustees noted President Knight's long-time service to the college, his involvement in state and local community efforts, his impact on donors, students, and their families. An amended contract will be prepared for signature.

X. Next Meeting

The next meeting of the Board of Trustees is currently scheduled for Wednesday, December 12, 2018 in the Ellis Dunn Community Room, GHL 213.

XI. Adjournment

There being no further business, the meeting adjourned at 6:50 pm.

Royce Pollard, Chair

Leigh Kent
Recorder
December 13, 2018

ADDENDUM TO CONTRACT

The annual salary shall be two hundred thirteen thousand, six hundred seventy seven dollars (\$213,677), effective January 1, 2019 upon signature by all parties and subject to whatever additional increases may be provided by the Board periodically during the term of the contract. The term of the contract is not affected.

Executed this 23rd day of January, 2019

Royce E. Pollard, Chair for, and on behalf of,
Board of Trustees of Community College District 14

Accepted:

Robert K. Knight, President
Community College District 14

September 24, 2014
August 26, 2015
October 28, 2015
August 24, 2016
September 28, 2016
June 19, 2017
September 20, 2017
August 30, 2018
November 14, 2018
January 23, 2019

Audience Statements

No documents for this item

Constituent Reports

No documents for this item

AHE

No documents for this item

WPEA/UFCW Local 365, Clark College Unit

Board Report for January 2019

MEETINGS

WPEA membership meetings: March 14, 12-1pm on campus

Labor Management Meeting January 17:

COMMUNICATION

Current contact for campus stewards:

Billie Garner 360-992-2336*

Sarah Thorsen 360-992-2075

Sara Seyller 360-992-2214

Mark Owsley 360-992-2141

David Sims 360-992-2132

Sherry Smith 360-992-2480

Gayla Shanahan 360-992-2336*

Heather Adams 360-992-2900

Degundrea Harris 360.992.2382

**This number is the main line for Facilities Services—please be cautious when leaving messages.*

Labor Management Communication

WPEA stewards met with management and discussed: Diversity and job retention of employees, Personal Development Plans (PDP), Contracting out work from classified staff, Unfilled Classified positions and vacancies, length of time in filling positions. November 2018 there were 17 unfilled permanent Classified positions, some dating back to 2 years. November 2018 there were 7 unfilled Non-permanent Classified positions.

**ASCC STUDENT GOVERNMENT
BOARD OF TRUSTEES REPORT
December 2018**

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.

Progress

- **ASCC promoted social media engagement by hosting a social media spirit week with themed days that encouraged students to post pictures using set hashtags. ASCC reached an average of 2,515 people and solicited engagements from an average of 1,606 people across social media platforms. On Facebook alone, ASCC has reached a total of 53,100 people.**
- **On November 6th, ASCC promoted and celebrated student civic engagement by providing 114 students ice cream and soda floats in our Floats for Votes event. Students who had yet to turn in their ballot were encouraged to do so and given locations of ballot drop-off boxes and collections in Cowlitz, Clark, and Skamania counties. Unregistered students were encouraged to participate in the next election cycle and given instructions on how to register and fill out their future ballots.**

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.

Progress

- **On November 16th and 17th, two ASCC members attended the Washington Community and Technical College Student Association's (WACTCSA) Legislative Academy in Olympia, WA. During this conference, student leaders from across the state's CTC system gathered to discuss the upcoming legislative year and WACTCSA's legislative agenda. ASCC members recommitted themselves to assisting in the legislative actions of WACTCSA and**

advocating on behalf of Clark College and its students. The legislative agenda this year includes New Hope legislation for previously incarcerated students (HB 2890), affordability and accessibility of textbooks and open educational resources, college affordability, and addressing campus food insecurity.

- **The ASCC hosted a food drive and has collected 359 items for the Penguin Pantry.**

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.

Progress

- **The ASCC Student Government Budget Committee approved two one-time funding requests in November. The first request, approved on November 1st, was for the amount of \$310 for the Bold Colors club to screen the documentary "The Mask You Live In". The documentary talked about toxic masculinity in our society and the event included a panel discussion on the same topic.**
- **The second request was for club service funding for the amount of \$10,000. This funding will be used to incentivize students to volunteer at on and off campus events by providing clubs money in return for their volunteering. This earned money can be used by clubs to purchase club related items, host events, and travel.**

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.

Progress

- **From November 8th to the 11th, APB members attended the National Association for Campus Activities' (NACA) West Conference in Ontario, CA. APB members were given the opportunity to network with other student leaders from a wide range of CTCs, universities, and private colleges from across the western states. Student leaders not only attended workshops aimed at promoting campus engagement and professional development but got to preview different performers and entertainers that they could bring to their campuses.**

- **55 of the 71 available student representative positions on College committees have been filled.**
- **There are currently 21 completely chartered student clubs, 8 clubs in the process of chartering, and 2 prospective clubs who have not begun the chartering process.**
- **On November 19th, ASCC hosted a Student Forum that drew questions and concerns from 72 students. Students asked questions on a broad range of issues including lack of parking, confusion regarding the registration process, and campus resources. ASCC members are committed to not only providing answers to the questions asked, but to come up with solutions and to look into areas of student concern.**

**Foundation
December 2018**

❖ **Strategic Initiatives – Areas of significance:**

1. **Development:**

Savoring Excellence was held on November 15, 2018 at the O’Connell Sports Center. Nearly 400 guests, students, faculty and alumni were in attendance. The highlight of the evening was the public launch of *Promising Pathways: the Campaign for Clark College* and the announcement of the \$4 million scholarship gift from the Estate of Robert Wallace, delivered by Mr. Wallace’s son, Bob Blanchard. The Savoring Excellence gala is now posted to YouTube for review. The responses to Savoring Excellence have been overwhelming and positive. A survey for specific feedback will be conducted in the coming weeks.

The announcement of the Wallace Scholarship gift brings fundraising efforts, to date, to \$17.5 million – that’s exactly half of the total campaign goal of \$35 million. Fundraising for the current fiscal year is approaching \$5 million, with our calendar year-end direct mail appeal scheduled to hit mailboxes on November 30, 2018. The fundraising goal for the academic year ending on June 30, 2019, is \$7 million.

With the public launch of Promising Pathways, we’ve received some very good media coverage, including a front page, above the fold, article on the \$4 million Wallace gift, as well as advertisements spotlighting this year’s alumni award winners and the Presidential Award for Excellence in Philanthropy winners: the Boschma Family and Robert Wallace, who was honored posthumously. All advertising was coordinated to appear prior to the Savoring Excellence event in order to build momentum.

The redesigned of the Clark College Foundation website was officially launched at Savoring Excellence. The new look and feel for the website will feature, front and center, specific information about the campaign and will provide access to our social media networks, podcasts (*Penguin Chats*) and the revamped *Partners* magazine, now called *Clark Partners*, which officially goes out to readers on December 5, 2018. This edition will focus on the campaign and the themes/priorities unveiled at Savoring Excellence.

2. **Strategic Alignment:** *Builds on the mantra, “together we are stronger. Process to bridge and support communication between institutions, maintain transparency and collaborate advocacy at the local, state and federal levels.*

The greatest focus on alignment has centered around the campaign, Guided Pathways, advanced manufacturing and other collaboration regarding equity at Clark. It is clear there is much work to do to solidify the vision for programming, while understanding how external partnerships can assist in making the vision come true. There are so many moving parts in establishing the new campus at Boschma Farms, while understanding the impact of a potential delay in State funding for the first academic building. Maintaining momentum during this time is critical and coming up with workable solutions regardless of the timing for construction. The time is now to build on what we have learned, the interest that has been created and the establishment of exciting new ways to guide students into high living wage occupations for their future.

3. **Fiduciary Responsibility:** *Insuring compliance and fiduciary oversight to the organizations asset base. Clear reporting to board to make financial decisions, oversight of key financial processes and compliance with governing documents and transparency to college regarding support and assets available.*

The audit for the year ended June 30, 2018 has been completed. The foundation’s audit firm, Moss Adams LLP, reported to the foundation’s finance committee and the audit was approved. No issues were noted and the foundation received a clean audit opinion. The audit report will be forwarded to the full board for approval in December 2018.

For the three months ended September 30, 2018 the foundation made the following expenditures to support the college:

Scholarships	\$ 397,450
College program support	139,835
Boschma Farms land debt payments	111,111
College and community relations	<u>17,482</u>
Total	\$ 665,878

4. **Board Relations:** *Implement and maintain processes by which board insures its relevance through appropriate succession planning and evaluation of efforts. Identification, recruit and nomination of new board members, assessment of process for board member engagement.*

Follow up to a board meeting that focused on board member engagement, the board relations committee has met to consider the feedback obtained. The conversation acknowledged that the committee needs to better define board expectations, identify prospective board candidates with these expectations in mind and produce a tool for actively measuring its success.

Respectfully submitted,

Lisa Gibert
Foundation Chief Executive Officer
November 26, 2018

Attachments:

Financial Dashboard
Development Dashboard
Annual Giving Comparison
Campaign Committed Gifts Report

Financial Dashboard as of September 30, 2018

Contributions/Donations Received

	Year to Date		1973 - Present	
	6/30/2018	6/30/2017	6/30/2016	Life to date
Unrestricted \$	190,306	\$ 702,866	\$ 351,760	\$ 1,022,195
Temp. Restricted	189,963	2,096,785	1,483,984	4,128,267
Perm. Restricted	2,772,345	1,752,797	103,677	346,685
Total \$	3,152,614	4,552,448	1,939,421	\$ 99,285,946

College Support Expended

Program	Year to Date		6/30/2018		6/30/2017		6/30/2016		1973 - Present Life to date
	Unrestricted	emp Restrictd	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	
Boschma Farms land acquisition	\$ 47,060	\$ 92,775	\$ 470,922	\$ 601,058	\$ 298,054	\$ 495,521	\$ 432,044	\$ 643,482	\$ 33,959,563
Capital projects - STEM/Dental Hyg./Othe	111,111	-	444,444	-	444,444	-	1,244,444	-	5,688,886
College & Community Relations	17,482	-	47,306	603,265	175,000	252,559	-	1,537,786	13,986,854
Scholarships	5,277	392,173	8,210	960,649	9,063	-	46,821	-	231,258
Total	\$ 180,930	\$ 484,947	\$ 970,882	\$ 2,164,972	\$ 1,008,279	\$ 1,648,119	\$ 1,732,724	\$ 3,029,893	\$ 65,273,155

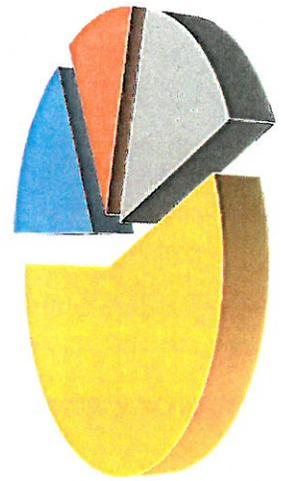
Scholarships

	YTD	6/30/2018	6/30/2017	6/30/2016	6/30/2015
Number of scholarship award payments	218	840	715	846	789
Total number of Clark College Students (Fall Census)	10,429	10,959	11,313	11,392	12,123

Net Assets by Type

	9/30/2018
Unrestricted	\$ 18,053,240
Board Restricted	11,349,400
Temporarily Restricted	15,315,226
Permanently Restricted	58,478,624
Net Assets	\$ 103,196,490

Net Assets at 9/30/2018



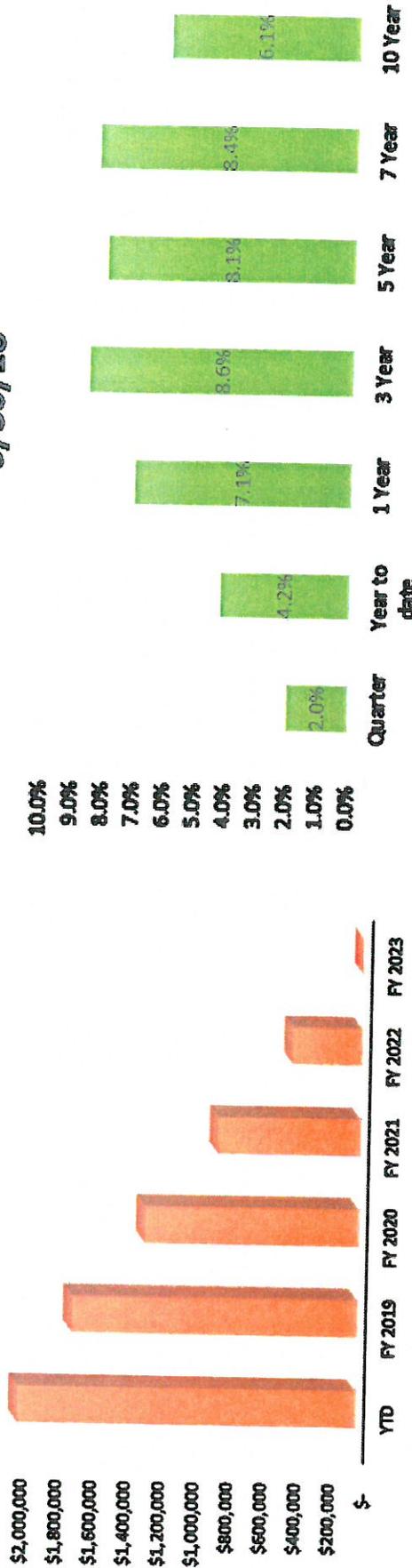
- Unrestricted
- Board Restricted
- Temporarily Restricted
- Permanently Restricted

*Cost of tuition (2018-2019).
12 credits for 3 qtrs. = \$3,755.
Lower division courses.
Excludes books or addtl.
fees such as nursing, labs,
etc. *

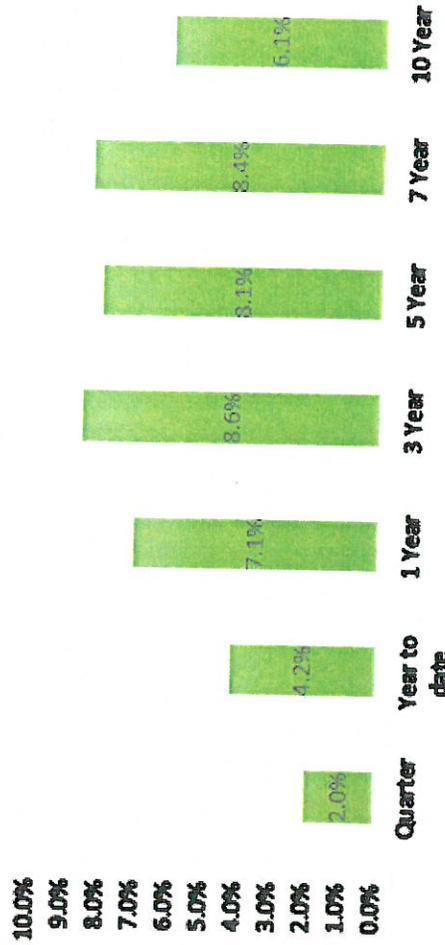
Unrestricted Net Assets

Assets	Year to Date	6/30/2018	6/30/2017	6/30/2016	6/30/2015	Projected Liquid Unrestricted Net Assets Available
Cash	\$ 184,896	\$ 32,573	\$ 533,396	\$ 434,119	\$ 493,183	2,270,707
Investments	6,898,613	8,103,108	7,067,349	7,797,334	7,174,405	1,751,263
Pledges Receivable	264,469	122,925	133,280	65,880	62,090	1,256,818
Prepays/Deposits/Other Assets	431,104	337,341	164,818	120,217	116,667	762,374
Land/building/equipment	12,723,836	12,728,727	12,731,837	13,038,307	13,041,589	329,966
Liabilities						
A/P/Other Liabilities	(468,713)	(888,502)	(422,434)	(1,957,849)	(675,487)	
Note Payable	(1,980,965)	(2,082,091)	(2,481,701)	(2,873,600)	(4,251,388)	
Unrestricted Net Assets	\$ 18,053,240	\$ 18,354,081	\$ 17,726,545	\$ 16,624,408	\$ 15,961,059	

Boschma Debt Paydown (payments \$37,037/month)



Investment Pool Returns - Through 9/30/18



Endowment

Distribution Details

	FY 19	FY 18	FY 17	FY 16	FY 15
College Program	\$ 1,522,786	\$ 1,229,465	\$ 1,187,928	\$ 1,153,185	\$ 1,049,170
Unrestricted	1,884,177	1,733,270	1,704,605	1,650,472	1,455,009
College Program Reserves	221,260	232,247	201,368	248,212	203,443
	\$ 3,628,223	\$ 3,194,982	\$ 3,093,901	\$ 3,051,869	\$ 2,707,622



Dashboard



Strategic Initiatives:

- Development
- Strategic Alignment
- Fiduciary Responsibility
- Board Relations

	Current fiscal year to-date	Prior fiscal year to-date	Prior fiscal year
Fiscal year	7/1/2018 - 11/9/2018	7/1/2017 - 11/9/2017	7/1/2017 - 6/30/2018
Total number of donors	828	827	2,076
Number of new donors acquired	288	237	858
Number of new major gift donors acquired	4	4	18
Number of \$1,000+ donors	91	93	224
Number of confirmed irrevocable planned gifts	3	1	3
Number of confirmed revocable planned gifts	0	0	2
Foundation board participation*	71%	85%	100%
College trustee participation	40%	100%	100%
Executive Cabinet participation	82%	88%	91%
Foundation staff participation	82%	100%	100%

*excludes ex-officio members

Soft credits are considered in this report, giving each constituent credit for gifts directly from them as well as gifts from a spouse/partner, personally-owned business, individual foundation or trust, donor choice program or donor advised fund.

Major gift donor is defined as a donor with a total gift commitment of \$10,000 or more during a single fiscal year. Matching gift commitments are considered in the donor's giving total.

Gift types considered: cash, recurring gift payment, pledge, property/stock, in-kind.



**Clark College Foundation
Annual Giving Comparison
as of November 12, 2018**

	FY2019	FY2018	FY2017	FY2016
TYPE				
Cash/Stock/Property	\$443,173	\$3,135,656	\$1,032,495	\$1,254,375
Pledge	\$208,975	\$99,974	\$1,015,831	\$4,442,124
In-kind	\$20,375	\$41,124	\$220,399	\$81,907
Deferred Irrevocable at Face Value*	\$4,177,939	\$1,158,712	\$100,000	\$9,953
TOTAL	\$4,850,461	\$4,435,467	\$2,368,725	\$5,788,359
SOURCE				
Board Members (includes ex officio)	\$32,728	\$95,380	\$641,410	\$111,404
Employees	\$15,132	\$36,108	\$54,078	
Alumni	\$308,139	\$1,039,995	\$185,508	\$380,645
Friends	\$120,900	\$615,815	\$545,993	\$331,164
Estates	\$4,207,939	\$1,087,717	\$26,200	\$23,000
Family Foundations and Trusts	\$23,550	\$850,600	\$337,988	\$4,450,530
Corporate & Community Foundations	\$22,000	\$499,208	\$222,342	\$140,220
Corporations/Other Organizations	\$119,721	\$204,394	\$353,892	\$343,482
Government Entities	\$353	\$6,249	\$1,314	\$7,914
TOTAL	\$4,850,461	\$4,435,467	\$2,368,725	\$5,788,359
PURPOSE				
Current Use				
Unrestricted	\$40,978	\$396,376	\$495,391	
Faculty Support	\$63	\$0	\$0	
Programs/Other	\$154,079	\$315,270	\$423,516	
Scholarships	\$94,457	\$717,393	\$377,189	
Sponsorships	\$38,300	\$13,384	\$34,600	
Technology/Equipment	\$0	\$0	\$0	
Endowed				
Unrestricted	\$0	\$0	\$0	
Faculty Support	\$0	\$0	\$0	
Programs/Other	\$50,000	\$80,243	\$33,456	
Scholarships	\$289,645	\$1,747,579	\$103,393	
Technology/Equipment	\$0	\$0	\$0	
Capital				
Culinary	\$5,000	\$6,370	\$780,515	
STEM	\$0	\$140	\$20,465	
Programs/Other	\$0	\$0	\$200	
Deferred Irrevocable at Face Value*				
Programs/Other	\$4,177,939	\$1,158,712	\$100,000	
TOTAL	\$4,850,461	\$4,435,467	\$2,368,725	\$0
*Number of irrevocable gifts secured	3	3	1	
Deferred Revocable at Face Value		\$1,010,000		

Clark College Foundation Campaign with Grant Awards

Committed Gifts Report

By Campaign Initiative

July 1, 2015 - November 12, 2018

	Endowment	Current	Capital	Irrevocable Planned Gift	In Kind	Total
Scholarships (\$8 MM)						
FLEX	\$ -	\$ 51,350	\$ -	\$ 4,157,939	\$ -	\$ 4,209,289
Unit / Program Based	\$ 2,472,692	\$ 1,298,672	\$ -	\$ 20,012	\$ 5,577	\$ 3,796,953
Foundation Unrestricted	\$ -	\$ 114,004	\$ -	\$ -	\$ -	\$ 114,004
Advanced Manufacturing (\$5 MM)						
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Guided Pathways (\$4 MM)						
Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Financial Literacy	\$ -	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000
Technology / Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Smart Classrooms	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ 19,011	\$ -	\$ -	\$ 74	\$ 19,085
Automotive (\$2 MM)						
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ 6,162	\$ -	\$ -	\$ 178,761	\$ 184,923
Veteran's Resource Center (\$2 MM)						
Emergency Fund	\$ -	\$ 4,125	\$ -	\$ -	\$ -	\$ 4,125
Transportation / Childcare	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transition Boot Camp	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ 311,504	\$ -	\$ -	\$ 2,805	\$ 314,309
Craft Beverage (\$500 K)						
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Culinary (\$10.5 MM)						
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ 4,807,410	\$ 142,000	\$ -	\$ 4,949,410
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ 39,355	\$ -	\$ -	\$ 6,104	\$ 45,459
Mature Learning (\$1 MM)						
Program	\$ -	\$ 11,360	\$ -	\$ -	\$ -	\$ 11,360
Other						
Restricted	\$ 49,000	\$ 631,341	\$ 329,840	\$ 150,819	\$ 107,446	\$ 1,268,447
Unrestricted	\$ -	\$ 1,280,934	\$ -	\$ 19,953	\$ 63,038	\$ 1,363,925
Total (\$35 MM)	\$ 2,521,692	\$ 3,802,818	\$ 5,137,250	\$ 4,490,723	\$ 363,805	\$ 16,316,288

Reports from Board Members

No documents for this item

January 2019 Board Report

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

Objective AE1: Implement and institutionalize practices that increase academic performance, retention, and completion.

- An instructor in Health and Physical Education attended the United States Center for Coaching Excellence Summit and has been asked to be on the planning committee for next year's conference. The practices this faculty member learned include skill building and learner-centered feedback, which she implements in her classes with the result being increased student retention in physical education courses. (OOI)
- The Washington State University Honors College and Clark Transfer AA Honors Program have entered into an articulation agreement to facilitate the transfer of Clark Honors students into the WSU Honors program. Clark students who complete the Clark Honors concentration will be accepted with junior standing in the WSU Honors program and will qualify for a \$2000 Honors scholarship. (OOI)
- A BASAM graduate, as part of her internship project for the BASAM, has arranged four, one-hour workshops on Microsoft Windows and Office skills for winter quarter. The workshops are open to the campus, and Career Services has agreed to help promote them by publishing them in the quarterly Student Success Workshop list. The topics include:
 - MLA Formatting in Word
 - Windows File & Folder Management
 - Creating Presentations with PowerPoint
 - Introduction to Excel Formulas and Functions

The goal is to attract students from Transitional Studies and get them thinking about what they want to do once they've finished their diploma or passed the GED....encouraging them to continue and to complete! (OOI)

- An articulation agreement has been finalized between the Clark BAS in Human Services program and the Mt. Hood Community College Associate in Applied Science in Mental Health/Social Service/Addiction Counseling program. Student who graduate from the Mt. Hood AAS program will transfer with junior-level standing into the Clark BAS program, and lower division Addiction Counseling course requirements will be waived. This articulation will provide a seamless, two year + two year pathway for MHCC students to earn the BAS in Human Services degree. (OOI)
- College 101 is being offered at area high schools as part of Clark College's efforts to expand its College in the High Schools offerings. A new section is being offered at Henrietta Lacks High School in fall quarter, and three others are being offered in the Evergreen School District this year. (OOI)

- The English Department has submitted paperwork to Curriculum Committee to move all literature, creative writing, and interdisciplinary courses from three to five credits. This will allow classes to have common-course numbering so that they will transfer to four-year institutions more easily. Five-credit courses will also align better within a Guided Pathways model, allowing students to more easily take 15 credits per quarter. (OOI)
- Advising Services began work with caseload assignment of advisees for fall term. Part of the work requires advisors to complete intentional outreach with students to facilitate completion of a long term educational plan by end of a student's first term. Advisors were assigned a contact list for them to complete this outreach. Tracking over fall term with weekly updated reports will let Advising Services track down educational plan completions, and also identify where/why they have missed connecting and engaging with students persisting from beyond fall term. Online/mobile Scheduling Software (Insight) has been implemented with new student caseload assignments. Advisors will be able to locate their assigned advisors, and new students will be able to request an appointment with their assigned advisor. (SA)
- Advising Services has completed fall term outreach efforts to caseload assigned advisees. Communications included phone calls and emails directed to specific student populations during the term and ranged from reminders about registration as well as a call out to complete long term educational plans. (SA)
- Career Services had 1,727 student contacts in 71 class visits through the new COLL 101 Career Services module. The Career Services module covered two class periods where Career Advisors visited 36 COLL 101 classes with 877 students on main Campus, CTC and CCW to facilitate activities and reflection on occupational themes, SuperStrong results and Clark College Areas of Study.
- In their next class, COLL 101 students visited the Career Center where staff shared information about services and students completed activities related to themes of Exploring Occupations, Finding a Job, and Exploring Education (beyond Clark). (SA)
- Workforce Education Services hosted the second annual Foster Youth Community Partner meeting on Tuesday, November 13. The purpose of this meeting was to deepen the network of community partners who support foster youth and to build a strong pipeline for this population of students as they transition from high school to post-secondary education and beyond. 25 community partners participated in the event. (SA)

Objective AE2: Create and sustain an inclusive and dynamic curriculum and environment that reflects our diverse college community.

- The BHS Unit held a unit meeting on Wednesday, November 7. A Clark College faculty expert on the subject-matter and effective curriculum of consequences of power, privilege, and inequity was invited to discuss with the faculty, staff, and administration how we all can implement Power, Privilege, and Inequity (PP&I) into all of our curriculum. We worked with the PP&I rubric as well as worked through an activity where faculty and staff from various programs worked together to discuss what we currently do in our classrooms (and outside of them), and what we can do to be more inclusive. Faculty, staff, and admin left with strategies that we can immediately implement. (OOI)

- All of the full-time Health and Physical Education faculty attended a training through the TLC titled, "The Impact of Microaggressions." They learned what a microaggression is so that they can be mindful when teaching in the classroom. They shared with the BHS leadership team an example of what they learned - Previously one of the instructors mentioned that she sees everyone as the same, no matter what color they are. This instructor learned that this behavior is, in fact, a microaggression and if a person of color is in their classroom, instead of ignoring it, recognize it. They shared with the team that acknowledging and respecting the diversity that people of color bring to class rather than acting like people of color are invisible is the respectful and responsible behavior rather than the response: "I don't even notice the color." (OOI)
- Guest speakers will be providing Title IX Bystander Intervention and Consent training in all face-to-face sections of College 101 during fall quarter, more than 35 sections total. Kristin Sherwood, Lead College 101 Instructor, commented, "The presentations in my classes were professional, informative, comfortable and really well received. I have heard the same from several other College 101 instructors. The presentation of this content is a really valuable addition to the College 101 course content." (OOI)
- The Communication Studies Division is reassessing textbooks in its three major course to offer students choices that are less expensive and completely accessible. (OOI)

Objective AE3: Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective.

- Business, Economics, and Accounting faculty have transformed two classrooms in Scarpelli Hall from typical forward-facing lecture style to tables set in squares that are conducive to active learning. Two recently tenured, and one faculty member in process, applied suggestions to their teaching (from lecture style to active learning), realized students were learning and retaining more, and worked with OOI to have the tables set in squares on a permanent basis. Student evaluations have improved as has student learning. (OOI)
- On Saturday, November 17, 2018, the STEM Unit hosted the Elementary Science Olympiad. Two hundred twenty students in grades three through five were involved on 16 teams from 14 schools and eight school districts. This event involved 77 Clark College student volunteers, and 14 faculty and staff volunteers. All of the events were focused around active learning engagement. (OOI)
- On November 10, 2018, the STEM Outreach Program Coordinator, along with a professor and five Clark College student volunteers, coordinated Girls in STEM active learning outreach activities at Heritage High School for 130 student participants. (OOI)
- On October 30, 2018, the STEM Outreach Program Coordinator, along with a professor and three Clark College student volunteers, coordinated active learning outreach activities as part of Hayes Freedom High School STEM Workshop for 60 student participants. (OOI)
- The mathematics division hosted the AMC 8 (American Mathematics Competitions, grade 8) on Tuesday, November 13. Twenty middle school students (from Jason Lee Middle School and Gaiser Middle School) participated. The AMC 8 is 40-minute multiple choice examination in middle school mathematics that provides an opportunity for students to develop their analytical thinking and problem solving skills in a low-stress and friendly environment. (OOI)

- The Intensive English Language Learning (IELP) program has completely redesigned its curriculum, collapsing its previous 32-course, four-level sequence into a 16-course, two-level program. This allows the department to serve Clark College's international student population while increasing its fiscal viability. The new curriculum is being revised and refined during the 2018-2019 academic year. (OOI)
- In collaboration with the Office of International Programs, the Spanish and Japanese Departments helped facilitate International Day activities on November 15. International Day festivities included live music, cultural presentations, international food sampling, study abroad information, henna tattoo application, and an international student panel. (OOI)
- A cost-effective, scale-able Academic I-BEST model has been developed for inclusion in Clark College's Guided Pathways framework effective fall 2019. The new model will include faculty from Transitional Studies, English, and academic content areas in an integrated teaching and learning environment. The new model reduces the number of instructional credits needed to support Academic I-BEST from 34 to 20, while maintaining the integrity of course content and student wrap-around support. (OOI)
- On December 10, students in GEOG& 200--Human Geography presented their Vanport research projects at a poster session in the Foster Lobby. Students engaged in course-based geographic research to analyze the historical city of Vanport and created posters to summarize their findings. Course-based undergraduate research experience like this is a well-validated active learning strategy. (OOI)
- An Employment Specialist from Career Services, conducted classroom presentations on Internships / Job Search & Resumes for CSE 101 Engineering & Computer Science Orientation (Instructor Nick Macias) on November 26 and 28, approximately 25 students attended each session. (SA)

Objective AE4: Create and advance accessible, integrated, and technology-enriched learning environments.

- Enrollment in online and hybrid courses increased from 1,984 quarterly FTE in Fall 2017 to 2,193 quarterly FTE in Fall 2018 (a 10.5% increase). (OOI)

Objective AE5: Engage faculty, administrators, and staff in professional development experiences that enhance student learning.

- In order to engage faculty, administrators, and staff in professional development experiences that enhance student learning, the faculty in Dental Hygiene have been working on a strategy to engage the entire faculty team in additional learning opportunities. During the past quarter, the faculty have taken turns presenting new material to the group to assist with maintaining current knowledge and calibration. A couple of examples from this quarter include Amy Ewing Johnson presenting on oral effects of using bone strengthening medications over a long period of time and Bobbi Mash presenting on new periodontal classifications as outlined by the American Academy of Periodontology. These presentations are one hour in length and allow time to discuss new information and ask any clarifying questions. This information is used to enhance material used in the classroom for student learning. (OOI)

- A five-person team from the mathematics division and advising attended a two-day conference: the “Co-requisite Mathematics Workshop” (Vancouver, WA, Nov. 7- 8) for colleges from across the state of Washington. This enabled Clark College to share our progress to date in implementing Co-requisite Remediated (CRR) college-level mathematics courses as part of the Mathematics Pathways Initiative (MPI) - a core component of Guided Pathways. Clark is one of the state leaders in implementing CRR courses: this was a welcome opportunity to take stock of the progress being made statewide, and discuss emerging best practices on the design and implementation of CRR classes. (OOI)

Objective AE6: Align curriculum with learning outcomes and apply outcomes assessment evidence to continually advance student learning.

- A faculty member that teaches Cannabis and Your Health attended an OHSU Brain Institute, “Clinical Cannabis for the Health Care Provider - Best Practices” conference this fall. This was in alignment with three of her course outcomes: 1) Examine the relationship between cannabis and health; 2) Identify factors that influence marijuana use; 3) Evaluate the credibility of cannabis related information. This also supports the program outcome: Demonstrate Progress Toward Healthy Behaviors. This further reinforces the assessment data that students think they are progressing toward healthier behaviors after taking this class. The instructor is updating materials with the advancement of research to ensure alignment with best practices and course/program outcomes. (OOI)
- The Dental Hygiene Department has recently had a new addition to the team. Theresa Marks was hired as an adjunct at the beginning of fall quarter due to her experience in dental public health and as a result of the program assessment - national board exam. DH 402, 403, & 404: Dental Public Health – Research Methods I, II, & III, had a vacancy that was filled by Theresa. Theresa has been working in public health for a number of years, and brings a great deal of experience to what the class is learning. By the time the students graduate, they will have an excellent grasp on what it looks like to work in dental public health, specifically in what is entailed in designing and implementing a public health project. (OOI)
- Two faculty members attended the Pharmacy Technician Educators Council annual conference this past summer, and based on information learned there, we are moving away from seeking ASHP accreditation, and instead are going to move forward with planned curricular changes to meet the National Certification Board’s program requirements. We are currently working on addition of lab hours and some program restructuring to increase the amount of hands-on learning students do, as well as giving the opportunity for additional experience prior to their externships. We are in the process of aligning our curriculum with the PTCB draft standard, and once the final version is released, we will be submitting our program for approval. Progress will be initially measured by program approval of PTCB, and subsequently we will evaluate the students’ performance in externships after the implementation of the additional lab hours.

This also supports the objective: “Engage faculty, administrators, and staff in professional development experiences that enhance student learning”. This is the first year an adjunct has attended the PTEC conference. As a new instructor, she had the opportunity to learn from Pharmacy Tech program educators from around the country.

This also supports the objective: “Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective”. The additional lab hours are going to allow for more active learning in a simulation environment.

This also supports the objective: “Implement and institutionalize practices that increase academic performance, retention, and completion”. We believe that the planned changes will increase student success, in academic performance, retention, and completion. (OOI)

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

Objective SE1: 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.

- Diversity Center Peer Mentors hosted a Diversity Center Open House on October 9 to connect more than 30 students with resources, peer mentors and inform them about upcoming events. This event facilitates systemically non-dominant student retention by creating and sustaining an inclusive environment by utilizing principals of social justice to achieve equitable outcomes. (ODE)
- In order to build an inclusive and welcoming environment for all systemically non-dominant staff and faculty, the Office of Diversity and Equity staff held a day-long retreat to dive into strategic planning, build out an events calendar, identify leadership opportunities for the Peer Mentors and create norms to ensure the Diversity Center is inclusive for all who enter the space. (ODE)

Objective SE2: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.

- ODE/Events Services hosted “Educating for the Seventh Generation POW-WOW”. This was an evening of music, dance, community and tradition. The purpose of this event is to teach the future Seventh Generation to maintain indigenous resources, traditions and customs. This event promotes improving intercultural competency among employees and students and builds community around different cultural identities. (ODE)
- The Office of Diversity and Equity led “The Impact of Microaggressions” training and about 45 people attended. This training defines the three types of microaggressions, provides examples of microaggressions at Clark and more broadly, and tools for responding and minimizing harm.
- The Diversity Outreach Specialist attended the Literacy Event at Vancouver Juvenile Court to provide information about the programs that Clark College has for students. The information was provided in Spanish and English to prospective students and their families. About 30 people came to ask questions about the process to register for classes and especially about the resources and services that the Office of Diversity provides.
- Throughout the month of December 2018, the Diversity Outreach Specialist helped two students obtain the Rosa Alvarado Scholarship. This scholarship is offered to students who are not able to pay the admission fee to Clark College. It helps the student pay for ESL or HS+21 classes and/or the official GED test. This scholarship is vital for students who sometimes do not have the opportunity to continue with their basic classes, thus cutting their dreams short. However, with an opportunity such as this, they receive the help and support they need to continue higher education.
- During the month of December 2018, the Diversity Outreach Specialist helped 30 systemically non-dominant students providing them with vital information about resources available at Clark College and in the community. Bilingual orientations were provided to the students that included information about how to navigate the complexities of the American school system. Students were

provided with degree guidance, financial aid and other information that will help them persist at Clark. This service is vital for students because it creates trust between students and Clark College and aids in retention of systemically non-dominant students. (ODE)

- In October and November, The Office of Diversity and Equity provided the following professional development opportunities under Power, Privilege and Inequity: “The Crown I Wear” explored the historical roots of the systemic degradation of the “crown” of women of color. About 60 people were trained; “The Impact of Microaggressions” which identified the types of microaggressions and allowed participants to explore ways to interrupt them; about 40 people were trained. “Concentric Circles” training helped participants build community among colleagues, engage in listening and encourage self-reflection around topics centered on social, racial and cultural identity and 22 people were trained. (ODE)
- ASCC and The Office of Diversity and Equity hosted the Fall Student of Color Luncheon on October 23 and the Queer Student Luncheon on November 20. This luncheon is designed to create community for systemically non-dominant students that identify as students of color and queer students. Over 180 students and employees were able to hear the speaker’s story of resilience from a POC (person of color) community member and queer faculty member. This event promotes intercultural competency by building empathy skills through storytelling and listening. (ODE)
- Nursing has been working to facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. During the summer of 2018, Karina Paul, a nursing student, was offered a full scholarship for the Spanish in Healthcare course, a four week immersion course taught at the University of Valladolid which is located in a small city in central Spain. This course was recommended by Elizabeth Ubiergo in the Spanish department. The opportunity was shared with nursing students and one student was selected by the University for a full scholarship.
- The learning objectives of the course are:
 - Understand all topics related to the Spanish healthcare system.
 - Produce and understand oral messages in real situations in a healthcare context.
 - Understand and produce written texts in a healthcare context.
 - Summarize and communicate the content of texts involving specific terms in the field of healthcare in both the academic texts as well as texts for scientific dissemination. The program brochure is available at the following link:
https://spanishinvalladolid.com/wp-content/uploads/2017/10/Spanish_for_Healthcare_2018.pdf

Upon returning, Karina reported that the experience was very eye opening and life changing. She remarked about the cultural learning in addition to valuable course content related to her chosen field of nursing.

The nursing department looks forward to recommending this and possibly other International experiences for students. (OOI)

- HR presented a proposal to the Executive Cabinet to increase Employee Development services and trainings available for employees and leadership teams. This strategic proposal, if fully implemented, would shift organizational culture to support the Guided Pathways Framework and Social Equity Plan Objectives (“Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation” and

“Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity”). The proposal is included in Board Packets for review.

- Proposed improvements would include launching a cohort based onboarding process and new employee orientation program, team training and assessment consultations, expanded leadership training, a formal mentorship program, creating a standardized performance management process, career laddering, and formalizing the Wellness Program (Executive Order 13-06). Additionally, this proposal includes officially funding staff Teaching and Learning Days and increasing the number of qualifying power, privilege and inequity trainings—including building offerings related to minimizing unconscious bias in hiring and retention.
- The quality and quantity of employee training and professional development opportunities have a direct relationship to employee retention as seen in current trends of workplace analytics. (HR)

Objective SE3: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.

- ODE hosted a community kickback on October 19 which allowed the College community to give anonymous feedback to the College leadership. It was also a way to build community with staff and students. Self-care space was set up for employees that identify as People of Color (POC) at the same time. Sixty-five employees came to this event that supports building community and employee retention. (ODE)
- Human Resources in partnership with the office of Diversity and Equity has been conducting Equity and Hiring training for college staff typically once a month and as needed. During this workshop staff learns the best practices for serving on a screening committee, tools for developing job announcements as well as tips for diversity recruitment using various methods of outreach. This workshop has a focus on institutionalized hiring and retention practices that challenge systems of power, privilege and inequity. This training is required every two years for those who serve on screening committees. This training aligns with the Social Equity core theme for Clark College - SE3. (HR)
- Human Resources continues to conduct recruitment for employee vacancies across campus by guiding, advising, and supporting hiring managers and screening committees as they interview viable candidates for each position. This aligns with the Core Theme of Social Equity – SE3. Human

Resources works to ensure the hiring process is inclusive, equitable and strives to reach a diverse applicant pool with each recruitment. It does this by adhering to best practices by advertising in many locations, utilizing social media, attending job fairs, assisting applicants with the process, and partnering with the Office of Diversity and Equity. The Human Resources recruitment staff has also attended trainings/conferences to stay current with best practices and how to use new tools that may be available. Currently the college has five full-time positions and 29 part-time positions open. There are ten positions scheduled to post. The college is in the screening and/or interview stage of the process on ten full-time positions. (HR)

- Human Resources (HR) is currently working on the recruitment of two Executive Cabinet Positions: Chief Communications Officer (CCO) and the Vice President for Diversity, Equity, and Inclusion (VP of DEI). The CCO posting closed on November 13 and the hiring committee convened to screen applications and identify candidates to be interviewed. The HR Department has partnered with

180one (a recruitment search firm) to find Clark College's next VP for DEI. The College hiring committee is being assembled and we anticipate kicking off the process in January. (HR)

- The Office of Diversity and Equity hosted a breakfast on November 28 for employees and students in systemically non-dominant groups. The purpose was to build community, find out how we can better serve our community and share resources to connect people to affinity groups at the College. ODE hopes to offer more events like these to further retention efforts and trust-building at the College. Approximately 80 people attended. (ODE)

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

Objective EV2: Align program offerings with regional workforce needs to include technical and work-readiness skills.

- The following supports the objective to align program offerings with regional workforce needs to include technical and work-readiness skills. A business instructor in the Business Division and faculty advisor for the Entrepreneurship Club recently organized two successful student events here on campus. We're happy to see our investment with the Pitch Fest make some notable strides. The club has won one-time funding, received community support, and created a new venue for entrepreneurial students. The event allowed students to pitch their business idea to win the opportunity to compete in UW's Business Plan Competition grand prize of \$25,000. At this time, they have another event on November 30, with an impressive group of students. (OOI)
- Clark College presented the Statement of Need for the Cybersecurity BAS at the State Board of Community and Technical Colleges. The project is moving through internal approvals, external review and will present the formal proposal at the State Board early next year. (OOI)
- Faculty in Machining, Mechatronics, Computer Technology, Networking Technology, and Welding have been meeting weekly to develop the instructional plan for the Advanced Manufacturing Center at Boshma Farms. Collaborative work has begun to develop advances to existing programs and to develop new program ideas within the fields of robotics and AI, additive manufacturing, programming, and logistics. (OOI)
- Professor Chris Lewis completed the Mechatronics Washington (MechaWa) crosswalk on November 2 with the Center of Excellence for Advanced Manufacturing. The crosswalk is a comparison of Clark's Mechatronics curriculum with the statewide curriculum that is approved by Boeing and other aerospace employers in Washington as the common, agreed-upon curriculum. The crosswalk showed that our curriculum is approximately 70% aligned with the statewide curriculum. The difference in alignment is expected as we cater to our own local employers, but the activity does provide a baseline and potential direction for future curriculum changes. (OOI)
- Mechatronics Professor Chris Lewis and Welding Professor Caleb White, participated in the trip to Sheffield England to see first-hand the Advanced Manufacturing Training Center the University of Sheffield and Boeing have created. The team learned best practices in the development of a regional training center that can be applied in the creation of the Advanced Manufacturing Center at Clark College. In addition to best practices, the trip has provided an opportunity for the college to further solidify the vision for the building. (OOI)
- Over the last year the Welding Department has partnered with the Center of Excellence for Marine to become an Accredited Testing Facility (ATF) through the American Welding Society. The visit was conducted on November 17 and the department has been certified as an ATF. This accreditation will allow the Welding department to provide students with an opportunity to earn industry credentials prior to completing their programs, as well as, provide the region with its first testing facility. (OOI)

- The Transitional Studies Division is offering two new professional-technical I-BESTs in 2018-2019: I-BEST Welding and I-BEST Healthcare. The Welding I-BEST launched in fall, and the Healthcare I-BEST will launch in winter. (OOI)

Objective EV3: 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.

- Career Services connected with over 20 hiring organizations in November to establish relationships, raise awareness of Career Services, and promote open jobs, internships and volunteer opportunities to college students and alumni. This included (events and site visits). (SA)
- On October 30, the Director of Career Services and a Career Advisor hosted 24 career and workforce development professionals from SW Washington for a regional Washington Career Development Association (WCDA) meeting. The professionals in attendance represented community colleges, universities, K-12, private practice, non-profit workforce developers and business relations managers. Many of these participants expressed interest in collaborative work, including guided pathways work, WCDA membership, and the formation of a WCDA regional chapter for Southwest Washington. (SA)
- Career Services opened registration in late December for its annual Career Fair which is scheduled this year for May 2. Employers have already reserved 27 of the 109 available booths.
- The Employer Relations Specialist in Career Services connected with about 10 other hiring organizations in December to establish relationships, raise awareness of Career Services, and promote open jobs, internships and volunteer opportunities to college students and alumni.
- The Employer Relations Specialist in Career Services joined Instruction and ECD representatives at the December 5 quarterly leadership meeting of Career Connect Washington, a group of regional agencies focused on increasing recruitment of high school students into apprenticeship programs. (SA)

Objective EV4: Maximize the college's return on investment by responsibly allocating available resources.

- November is Human Resources annual open enrollment period and the Benefits team has been busy explaining the changes for 2019, consulting and answering questions for employees. During this time, on average we receive between five and seven daily phone calls and two to four employees stop by HR to talk to a Benefits Consultant. During our

annual benefits/wellness fair on November 6, we talked to over 110 employees, who stopped by our table, about benefits, obtain information about the upcoming changes and to talk with the vendors. After open enrollment ends, the Benefits team will be busy entering all the changes submitted by employees. On average, we enter about 100 changes, and because of the current systems, we have to enter the information in both the state data base and in our local system. It's a busy time for benefits but it's exciting and it's a great opportunity for the benefits team to work with employees and reach out across campus. This aligns with the Economic Vitality – E4. By ensuring that college staff understands their benefits and by helping them utilize what is available to them, Benefits staff ensures the money the college invests in benefits for employees is not only being used, but is being used as it was intended. (HR)

- Economic & Community Development (ECD) open enrollment cut expenses by 5.2% (\$352,863) and increased revenue by 10.4% (\$354,861) when matched to 2017 year-to-date performance (\$372,248 and \$321,439, respectively). Open enrollment grew by 8% (2,857 this fall vs. 2,640 last fall), reflecting a 12% gain in new students (1,196 vs. 1,065). The strongest performance is in professional development, which is up 18% (347 students this fall vs. 294 students last fall). ECD attributes open enrollment's success to good programming, marketing initiatives and cost control. Progress being made: Align program offerings with regional workforce needs to include technical and work-readiness skills. (ECD)

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

Objective E12: Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.

- Staff are currently involved in the second round of data validation. Forth staff attended an orientation to data validation session, and are now beginning to validate data in the computer lab. (P&E)
- Over 49,000 records validated (the bulk being the General Ledger) in 40 validation files. This work involved 46 staff over a three-week period. We are planning a January celebration of the validation work completed, collection of lessons learned, and training on additional changes to the process. In addition to validating data, the staff worked on cleaning up data which was identified as problematic in the validation sessions. The SBCTC ctcLink Project Director came to Clark College to discuss the work for deployment two. We are on track for an October 28, 2019 GoLive date. (P&E)
- All twelve (12) cameras have been delivered. The two replacement s cameras for the CTC campus have been installed and are working properly. These cameras focus on the north and south main entrances of the building. Now that they have been replaced, surveillance of critical areas have been restored.
- Two of the ten new main campus cameras have been installed on tripods on the rooftops of AA4 and AA5 for testing and evaluation. We anticipate the remaining cameras will be installed to provide views of the Orange 2 parking lot before year's end.
- Work has begun towards determining camera placement and network connections for adding camera coverage to the Red 3 parking lot as the next step in the project's progress. (AS)
- In November 2018, a formal project team was implemented to oversee the camera project. The team is comprised of representatives from Security, Emergency Management, IT and Facilities.
- Installation of cameras with views of the Orange 2 parking lot continues. To date, five cameras have been installed.
- A consultant from Presidio will be on-site in January 2019 to assist the project team with determining next steps which will focus on the Red 3 parking lot. (AS)

Objective E13: Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions.

- Human Resources received 20 classified position review requests between January 2018 and October 2018. This process ensures that staff is placed in the correct classification for the work they perform. The average length of time to conduct each position review is 46 days, which is below the 60-day completion requirement stated in the classified staff union contract. This action aligns with Environmental Integrity – E13. It instills principles that maintain equity across campus while collaborating and communicating with staff on their day to day activities, creating an environment of value and respect. (HR)

MEMORANDUM

DATE: January 18, 2019
FROM: Robert K. Knight, Clark College President
TO: Clark College Board of Trustees
RE: Climate Survey



Clark College's employees will be asked to complete the 2019 Climate Survey from January 29, 2019 through February 12, 2019. Historically, the response rates of the Climate Survey have been large enough to generalize the results to the college community, and we are making every effort for the same response rate this year. Climate surveys are required for accreditation compliance, but also provide essential information for college leaders that informs 1) decision-making and 2) approaches to implementing mission-driven strategies based on the collective experience of employees.

Clark College conducts the Climate Survey during the winter quarter of every odd-numbered year. (The Student Experience Survey is conducted every winter quarter of every even-numbered year.) Listed below are a selection of the strategies that the college implemented based on the 2017 Climate Survey findings:

- The Core Theme Councils reviewed the 2017 Climate Survey findings to recommend strategies to improve the college's progress toward mission fulfillment:
 - The Academic Excellence Council endorsed and further refined initiatives that were already in place (i.e., guided pathways overall with specific recommendations related to co-requisite models of English and math courses that significantly reduce level of pre-college work; outcomes assessment; wrap-around academic support; and advising). The decision to not add new initiatives was based on the Climate Survey findings that employees feel they are being asked to more with less and need support from leadership to prioritize.
 - The Social Equity Council created Employee Resource Groups to improve the sense of community among employees from systemically non-dominant populations. To date, there are five Employee Resource Groups, and two more groups are formulating proposals. This strategy was developed in direct response to the significantly lower ratings of college climate among Employees of Color.
 - The Economic Vitality Council developed a new budget process in direct response to the overall low rating of employees perceiving their input informs budget decisions. This new process was adopted by Executive Cabinet to develop the 2018-2019 budget, providing a transparent process that improves the college's participation in the process.
 - The Environmental Integrity Council recommended that Executive Cabinet be more deliberate in closing the communication loop on decisions made to improve climate. The Climate Survey responses indicated that the college leadership at all levels often collectively solicits input from college stakeholders, but does not consistently let college

stakeholders know how their input is used. This recommendation was developed to improve employees' perceptions of shared governance.

- Student Affairs continued their Climate Committee, which provides representation for front line staff and middle managers to improve the climate in Student Affairs. This committee has chosen to focus on staff engagement and retention. The committee meets quarterly with the Student Affairs Council and reports to the Vice President of Student Affairs and Student Affairs deans.
- Student Affairs holds monthly open forums to provide all staff with access to information and open communication.
- Planning and Effectiveness conducted a preliminary evaluation of the core theme council structure to improve shared governance. Based on the evaluation results, the Core Theme Councils are working to improve communication strategies; clarify roles; and improve the strategic plan to make it more comprehensible and actionable.
- Employees indicated dissatisfaction with the food options on-campus. The development of the McClaskey Culinary Institute's food options and availability were informed by climate survey results.
- In order to improve the college's perception of safety, the college invested in a full-time Emergency Preparedness Program Manager, added safety lighting throughout the college, and is currently working to install security cameras in specific common spaces. Additionally, the college is working to update the Emergency Operations Plan and the Continuity of Operations Plan. To increase the number of faculty, staff and students who receive our emergency text notifications, the college decided to move from an "opt-in" to an "opt-out" approach for signing up with RAVE alerts.

Student Success Story

No documents for this item

No documents for this item

Guided Pathways

No documents for this item

COMPLETION



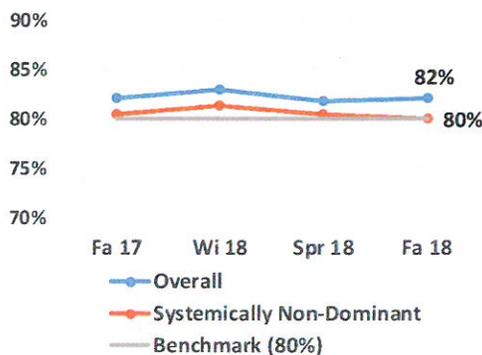
JANUARY 2019

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,

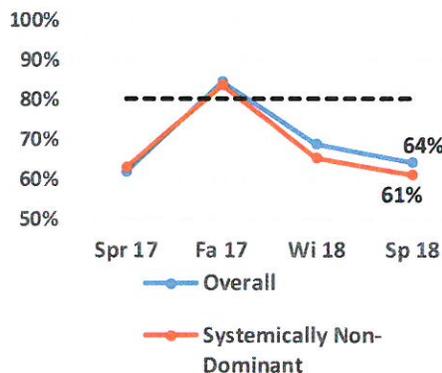
Degree or Certificate-Seeking Full-Time Student Completion Rate Within 3 Years



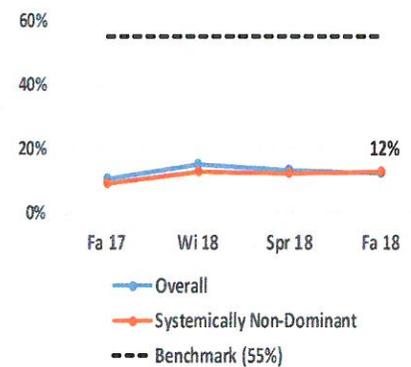
Course Success Rate: Certificate or Degree-Seeking Students



First-to-Second Quarter Retention: Certificate or Degree-Seeking Students



Transfer-Intent Students Completing College-Level Math Within First 4 Quarters Attended



Monthly Highlights

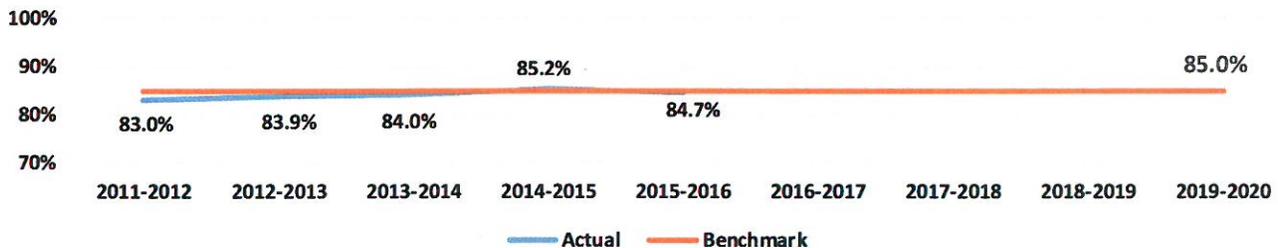
- ◇ Fall 18 to Winter 19 First-to-Second Quarter Retention will be available after January census (10th day of term).
- ◇ The Clark College English Department has overwhelmingly approved the development of co-requisite models for English 098 and English 101, a restructuring of the composition sequence, and the expanded use of GPA for placement. Co-requisite Team leadership has met with the Dean of BEECH and the Associate Vice President of Instruction and presented a graphic representation of the plan and an updated implementation timeline with a projected launch date for Summer 2020. The English Co-requisite Team is working with Planning and Effectiveness to develop a grant proposal for College Spark to move the work forward.

EMPLOYMENT/TRANSFER

JANUARY 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.

Percent of Graduates by Year Who Transfer and/or are Employed within 1 Year of Graduation



Monthly Highlights

- ◇ The Automotive department is proposing changes to their existing program structure that will move away from the quarter-in school, quarter-out in the dealership program model. The changes will have first year students attending class Monday, Tuesday and Wednesday morning and second year students attending Wednesday morning, Thursday and Friday. This new model is more student friendly and will allow students to work and attend school simultaneously. The proposed structure change will increase the number of students the program attracts and maintains the tight alignment with the automotive industry. In addition, the number of credits needed for completion will be reduced and the cost to students will be less than the current program.
- ◇ A DACUM (Developing A Curriculum) process has been scheduled for November 30th at CTC as the first step in aligning the existing Machining curriculum with industry standards. Representatives from ten local machining companies will work with a facilitator from the Center of Excellence for Advanced Manufacturing to review the existing curriculum and identify the gaps in the curriculum when compared to industry need.

ENROLLMENT



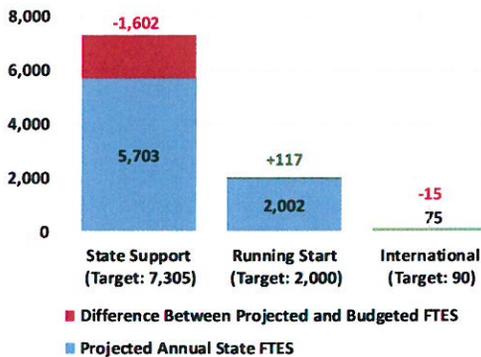
JANUARY 2019

Clark College facilitates student learning by providing programs, services, and conditions that improve the economic well-being of the student, college, and community. Through the college's focus on enrollment and budget to serve its community, the college aims to increase the community's educational attainment by leveraging resources to create and sustain innovations that improve student learning and increase enrollment.

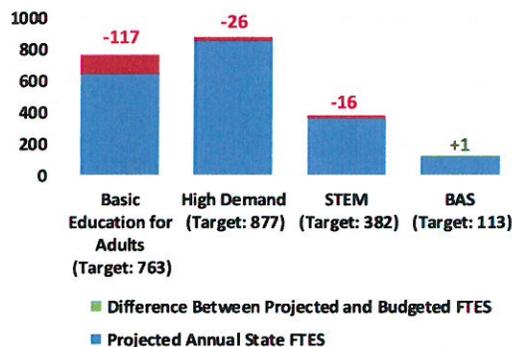
Percent of Full-Time Equivalent Students (FTES) Generated based on College Budget and State Allocation



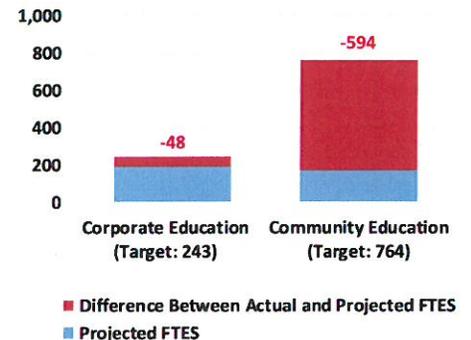
Projected Final Annual FTES Based on Current FTES (Jan 8)



Projected Priority FTES Based on Current FTES (Jan 8)



Projected Corporate and Community Education FTES



Monthly Highlights

- ◇ Winter 2019: As of January 8th, Clark College is down 5% in state-supported FTES, compared to this day for Winter 2018 (Day 1; including state-support and Running Start FTES).
- ◇ Based on analyses of east county employment projections (using data from the Washington State Employment Security Department) and an analysis of east county running start student enrollment patterns, a CTC planning team is developing a plan for utilization of Columbia Tech Center. This plan will include offering Business certificate and degree programs, Computer Technology programs, and greater emphasis on courses taken by east county running start students. The CTC planning team will meet again on January 16 to confirm program/course offerings and to coordinate classroom scheduling.

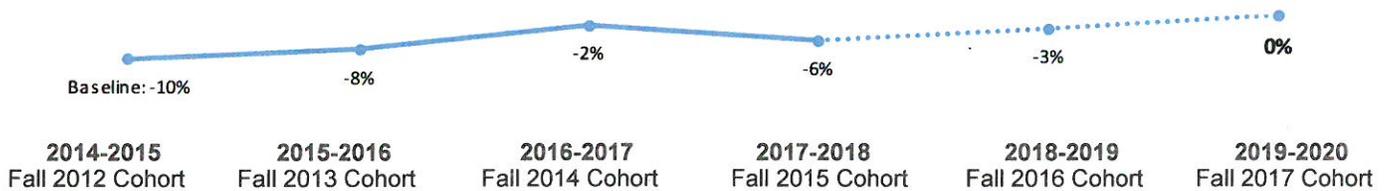
SOCIAL EQUITY



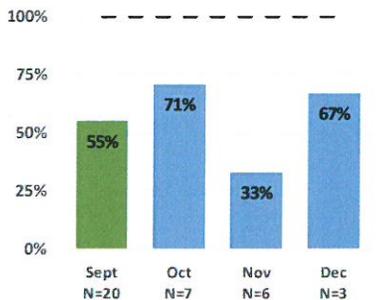
JANUARY 2019

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.

First-Term, Certificate or Degree-Seeking, Full-Time Student Three-Year Completion Rate: Difference Between Systemically Non-Dominant and Systemically Dominant Groups



Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability



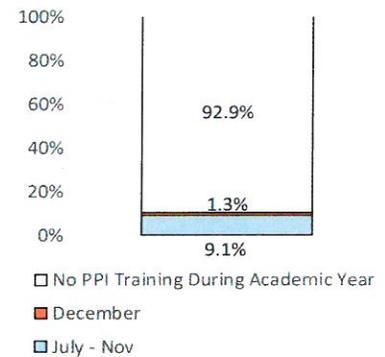
-- Benchmark: 100% of Applicant Pools

Percent of Employees Of Color or Employees with Reported Disability



-- Benchmark: 35% of Employees to Match Student Demographics

Percent of Employees Engaged in Professional Development Opportunities in PPI



Monthly Highlights

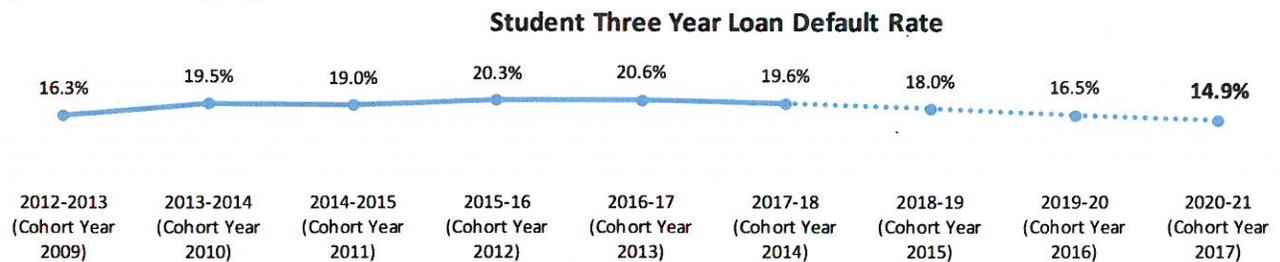
- ◇ In October 2018 there were 7 full time applicant pools with 77 systemically non-dominant applicants - 72 People of Color.
- ◇ In November 2018 there were 6 full time applicant pools with 46 systemically non-dominant applicants - 46 People of Color.
- ◇ In December 2018 there were 3 full time applicant pools with 21 systemically non-dominant applicants - 18 People of Color.
- ◇ Human Resources, in partnership with the office of Diversity, and Equity has been conducting Equity and Hiring training for college staff typically once a month and as needed. During this workshop staff learns the best practices for serving on a screening committee, tools for developing job announcements as well as tips for diversity recruitment using various methods of outreach. This workshop has a focus on institutionalized hiring and retention practices that challenge systems of power, privilege and inequity. This training is required every two years for those who serve on screening committees. This training aligns with the Social Equity core theme for Clark College.

STUDENT DEBT

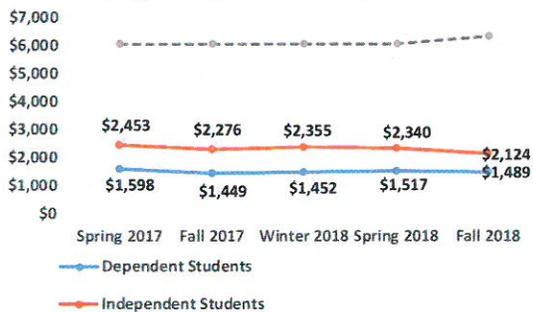


JANUARY 2019

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.

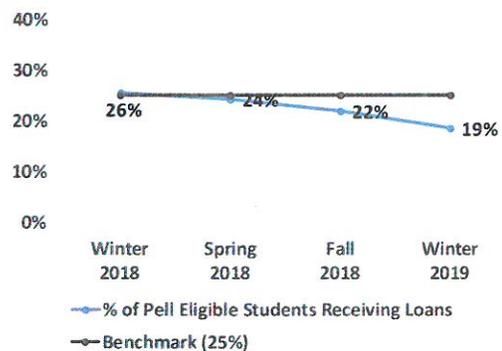


Average Loans Awarded and Received by Students, by Independent/Dependent Status



*Includes Educational Expenses and Cost of Living (Not Living with Parents)

Percent of Pell-Eligible Students Receiving Student Loans (Excluding Parent PLUS Loans)



Monthly Highlights

- ◇ The Cost of Attendance for 2018-2019 for a 9 month full-time Resident Student not living with a parent is \$18, 942; which breaks down to \$6,314 per quarter.
- ◇ On November 1, Career Services hosted a Career Clothing Closet providing clothing appropriate for all genders. Approximately 95 students logged in for the event, of which 68 were able to find at least one outfit to take home.
- ◇ Workforce Education Services awarded 10 Emergency Grants to students who have experienced a financial situation that could negatively impact their ability to complete the term successfully.

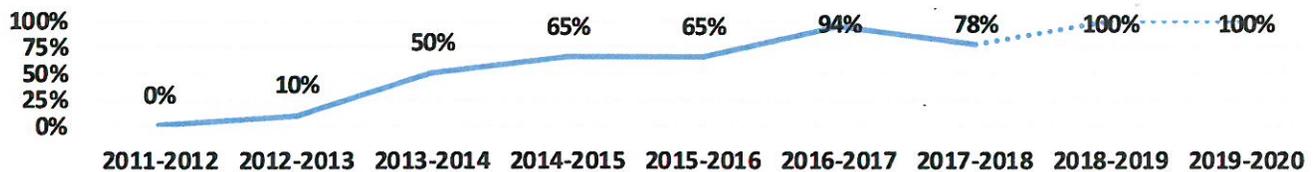
STUDENT LEARNING



JANUARY 2019

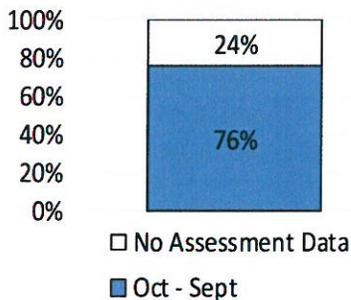
Clark College facilitates student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. Clark College's degrees and certificates awarded are the result of a culmination of learning. The college aligns its curriculum with learning outcomes and applies evidence to continually advance student learning.

Programs that have made improvements based on assessment of program learning outcomes

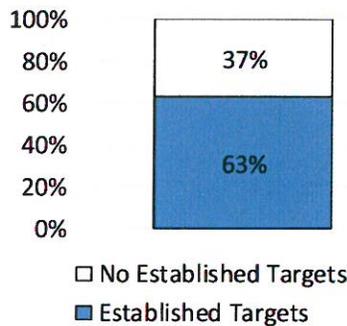


Due to faculty workload, the expectation is that faculty will complete their program assessment work by September 30th of the next

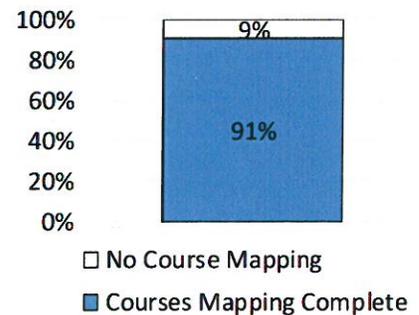
Proportion of Program Groups with Assessment Data On File



Proportion of Learning Outcomes with Established Learning Targets



Proportion of Programs that have Mapped Learning Outcomes to Courses



Monthly Highlights

- ◇ The Early Childhood Education program is significantly revising course descriptions, course outcomes, and degree requirements in alignment with the statewide common course numbering initiative for Early Childhood Education (ECE). This initiative will facilitate seamless transfer between community colleges for students in ECE programs and ensure that ECE students throughout the state are achieving core workforce competencies. These changes will be considered by Curriculum Committee and Instructional Planning Team for the 19-20 Catalog.
- ◇ The AA Advisory Committee drafted rubrics for each of the AA-DTA program learning outcomes. These rubrics will be submitted to the Instructional Planning Team for approval. When a new course is proposed for placement on a transfer degree distribution list, the relevant rubric will be used in determining whether the course addresses the program learning outcome with sufficient frequency and depth.

Clark College - Budget Status Report November 30, 2018

Sources of Funds (Revenues)	2018-19 Budget	Revenues to Date	Difference	% Budget Received
Operating Accounts				
State Allocation	33,526,833	10,181,664	(23,345,169)	30.4%
Tuition & ABE	17,069,608	7,688,203	(9,381,405)	45.0%
Running Start	14,126,000	2,976,219	(11,149,781)	21.1%
Excess enrollment	-	-	-	0.0%
Planned use of prior fund balance	368,480	-	(368,480)	0.0%
Dedicated, matriculation, tech, cont ed	5,170,274	2,247,855	(2,922,419)	43.5%
Total Operating Accounts	70,261,195	23,093,941	(47,167,254)	32.9%
Other Accounts				
Grants & Contracts less Running Start	3,579,974	1,302,138	(2,277,836)	36.4%
Internal Support & Agency Funds	1,183,859	657,568	(526,291)	55.5%
ASCC	2,065,984	764,053	(1,301,931)	37.0%
Bookstore	4,283,034	1,502,236	(2,780,798)	35.1%
Parking	532,243	218,141	(314,102)	41.0%
Campus Food Service	-	102,837	102,837	0.0%
Auxilliary Services	2,126,577	1,231,973	(894,604)	57.9%
Financial Aid	28,651,490	10,774,343	(17,877,147)	37.6%
Total Other Accounts	42,423,161	16,553,288	(25,869,873)	39.0%
Total Sources of Funds	112,684,356	39,647,229	(73,037,127)	35.2%

Uses of Funds (Expenses)	2018-19 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
Operating Accounts				
President	804,169	306,502	497,667	38.1%
Associate Vice President of Planning & Effectiveness	1,002,070	324,851	677,219	32.4%
Associate Vice President for Diversity & Equity	586,840	162,642	424,198	27.7%
Vice President of Instruction	40,423,821	13,754,610	26,669,211	34.0%
Vice President of Administrative Services	9,077,770	4,398,138	4,679,632	48.4%
Vice President of Student Affairs	9,171,608	3,811,449	5,360,159	41.6%
Vice President of Economic & Community Development	1,280,625	570,883	709,742	44.6%
Chief Information Officer	5,786,903	2,340,968	3,445,935	40.5%
Chief Communication Officer	1,030,657	435,140	595,517	42.2%
Vice President of Human Resources	1,096,732	496,349	600,383	45.3%
Bank/CC Fees	-	65,709	(65,709)	0.0%
Total Operating Accounts	70,261,195	26,667,242	43,593,954	38.0%
Other Accounts				
Grants & Contracts less Running Start	3,579,974	1,882,398	1,697,576	52.6%
Internal Support & Agency Funds	1,183,859	767,654	416,205	64.8%
ASCC	2,065,984	826,393	1,239,591	40.0%
Bookstore	4,283,034	1,843,964	2,439,070	43.1%
Parking	532,243	160,303	371,940	30.1%
Campus Food Service	-	466,307	(466,307)	0.0%
Auxilliary Services	2,126,577	807,721	1,318,856	38.0%
Financial Aid	28,651,490	10,766,545	17,884,945	37.6%
Total Other Accounts	42,423,161	17,521,286	24,901,875	41.3%
Total Uses of Funds	112,684,356	44,188,527	68,495,829	39.2%
Difference - Excess (Deficiency)	-	(4,541,298)		
Capital Projects- Foundation and Grant Contributions	-	-	-	0.0%
Capital Projects- Expenditures	9,773,596	572,867	9,200,730	5.9%

Clark College - Budget Status Report December 31, 2018

Sources of Funds (Revenues)	2018-19 Budget	Revenues to Date	Difference	% Budget Received
Operating Accounts				
State Allocation	33,526,833	11,611,945	(21,914,888)	34.6%
Tuition & ABE	17,069,608	11,987,221	(5,082,387)	70.2%
Running Start	14,171,600	4,728,664	(9,442,936)	33.4%
Excess enrollment	-	-	-	0.0%
Planned use of prior fund balance	732,890	-	(732,890)	0.0%
Dedicated, matriculation, tech, cont ed	5,170,274	3,398,562	(1,771,712)	65.7%
Total Operating Accounts	70,671,205	31,726,392	(38,944,813)	44.9%
Other Accounts				
Grants & Contracts less Running Start	3,635,879	1,559,776	(2,076,103)	42.9%
Internal Support & Agency Funds	1,183,859	720,726	(463,133)	60.9%
ASCC	2,065,984	1,111,797	(954,187)	53.8%
Bookstore	4,283,034	1,705,222	(2,577,812)	39.8%
Parking	532,243	316,111	(216,132)	59.4%
Campus Food Service	-	120,211	120,211	0.0%
Auxilliary Services	2,126,577	1,296,823	(829,754)	61.0%
Financial Aid	28,651,490	12,771,765	(15,879,725)	44.6%
Total Other Accounts	42,479,066	19,602,430	(22,876,636)	46.1%
Total Sources of Funds	113,150,271	51,328,822	(61,821,449)	45.4%

Uses of Funds (Expenses)	2018-19 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
Operating Accounts				
President	791,084	360,685	430,399	45.6%
Associate Vice President of Planning & Effectiveness	1,047,070	389,739	657,331	37.2%
Associate Vice President for Diversity & Equity	586,840	185,148	401,692	31.6%
Vice President of Instruction	41,554,736	17,168,349	24,386,387	41.3%
Vice President of Administrative Services	9,077,770	5,011,979	4,065,791	55.2%
Vice President of Student Affairs	9,249,893	4,560,917	4,688,976	49.3%
Vice President of Economic & Community Development	1,280,625	635,893	644,732	49.7%
Chief Information Officer	4,942,713	2,223,022	2,719,691	45.0%
Chief Communication Officer	1,030,657	508,558	522,099	49.3%
Vice President of Human Resources	1,109,817	589,640	520,177	53.1%
Bank/CC Fees	-	79,113	(79,113)	0.0%
Total Operating Accounts	70,671,205	31,713,043	38,958,162	44.9%
Other Accounts				
Grants & Contracts less Running Start	3,635,879	2,250,312	1,385,567	61.9%
Internal Support & Agency Funds	1,183,859	917,387	266,472	77.5%
ASCC	2,065,984	950,848	1,115,136	46.0%
Bookstore	4,283,034	2,320,332	1,962,702	54.2%
Parking	532,243	178,884	353,359	33.6%
Campus Food Service	-	500,798	(500,798)	0.0%
Auxilliary Services	2,126,577	1,146,435	980,142	53.9%
Financial Aid	28,651,490	14,078,371	14,573,119	49.1%
Total Other Accounts	42,479,066	22,343,368	20,135,698	52.6%
Total Uses of Funds	113,150,271	54,056,411	59,093,860	47.8%
Difference - Excess (Deficiency)	-	(2,727,589)		
Capital Projects- Foundation and Grant Contributions	-	-	-	0.0%
Capital Projects- Expenditures	9,773,596	684,899	9,088,698	7.0%

CLARK COLLEGE
Fund and Cash Balances
as of July 1, 2018

	Fund Balance (minus non-cash assets) 6/30/18	Cash Balance (minus dedicated cash) 6/30/18	Required Reserves	Prior Commitments (prior to 7/1/18)	New Commitments (2018/19)	Total Available Cash
145	Grants and Contracts	4,118,768	2,466,334	150,000	453,480	1,862,854
147	Local Capital	130,302	-			-
148	Dedicated Local	3,783,142	(174,120)	-		(174,120)
149	Operating Fee	501,103	137,507			137,507
448	Print/Copy Machine	108,224	103,045			103,045
460	Motor Pool	124,636	123,348			123,348
522	ASCC	1,317,935	-			-
524	Bookstore	4,640,416	4,479,643	-		4,479,643
528	Parking	346,499	302,961			302,961
570	Other Auxiliary Enterprise	890,104	397,542	36,315		361,227
790	Payroll (clearing)	203,747				-
840	Tuition/VPA	152,043				-
846	Grants - Fin Aid	(862,835)				-
849	Student Loans	20,268				-
850	Workstudy (off-campus)	(2,053)				-
860	Institutional Financial Aid Fur Reserves*	977,638				-
			6,455,304		532,825	(6,988,129)
<hr/>						
	Totals	16,449,937	7,836,260	6,455,304	186,315	986,305
				186,315	986,305	208,336

*Board approved use of reserves for Guided Pathways in the amount of \$532,825 for the 18-19 year

S.SAND 12/11/18

Fund Balance Less Commitments

Available Fund Balance Before Commitments	7,836,260
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		Prior Year Commitments		
Date	as of July, 2017	Fund	Amount	Total
4/9/2018	HIIM Obligation	145	150,000	150,000
				-
		524		-
7/1/2011	Basic Events	570	18,535	
7/1/2011	Government Events	570	10,000	
11/27/2013	Basic Events	570	1,780	
3/13/2018	Basic Events-add TLC Days	570	6,000	
				36,315
Total Prior Commitments				186,315

		New Commitments July 1, 2018 to present		
Date		Fund	Amount	Fund Total
7/1/2018	CTC Link Costs	145	300,000	
7/1/2018	Change Management Leadership Development	145	30,000	
7/1/2018	PPI Training	145	41,563	
7/1/2018	Diveristy.edu	145	13,875	
8/14/2018	TLC Days	145	13,042	
11/13/2018	ODE hiring consultant	145	55,000	
				453,480
	Guided Pathways			
10/1/2018	Accessibility Support Technician		17,500	
10/1/2018	Finish Line Game		2,000	
10/1/2018	SuperStrong Career Decision Tool		9,000	
10/1/2018	Enrollment Navigator		31,000	
10/1/2018	Enrollment Event		25,000	
10/1/2018	English Pre-college redesign		158,000	
10/1/2018	Penguin Pantry Coordinator		14,600	
10/1/2018	Guided Pathways Conference Travel		42,875	
10/1/2018	Guided Pathways training and communications		85,850	
10/1/2018	Security Camera installation		147,000	
				532,825
Total New Commitments				986,305

Required Reserves

10% of \$69,881,286	6,988,129	
Guided Pathways use of reserve	(532,825)	6,455,304
Fund Balance After Commitments and Required Reserves		208,336

CLARK COLLEGE
Fund and Cash Balances
as of July 1, 2018

	Fund Balance (minus non-cash assets) 6/30/18	Cash Balance (minus dedicated cash) 6/30/18	Required Reserves	Prior Commitments (prior to 7/1/18)	New Commitments (2018/19)	Total Available Cash
145	Grants and Contracts	4,118,768	2,466,334	150,000	498,480	1,817,854
147	Local Capital	130,302	-			-
148	Dedicated Local	3,783,142	(174,120)	-		(174,120)
149	Operating Fee	501,103	137,507			137,507
448	Print/Copy Machine	108,224	103,045			103,045
460	Motor Pool	124,636	123,348			123,348
522	ASCC	1,317,935	-			-
524	Bookstore	4,640,416	4,479,643	-		4,479,643
528	Parking	346,499	302,961			302,961
570	Other Auxiliary Enterprise	890,104	397,542	36,315		361,227
790	Payroll (clearing)	203,747				-
840	Tuition/VPA	152,043				-
846	Grants - Fin Aid	(862,835)				-
849	Student Loans	20,268				-
850	Workstudy (off-campus)	(2,053)				-
860	Institutional Financial Aid Fur Reserves*	977,638				-
			6,455,304		532,825	(6,988,129)
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	Totals	16,449,937	7,836,260	6,455,304	186,315	1,031,305
				186,315	1,031,305	163,336

*Board approved use of reserves for Guided Pathways in the amount of \$532,825 for the 18-19 year

S.SAND 1/3/19

Fund Balance Less Commitments

Available Fund Balance Before Commitments	7,836,260
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		Prior Year Commitments		
Date	as of July, 2017	Fund	Amount	Total
4/9/2018	HIIM Obligation	145	150,000	150,000
				-
		524		-
7/1/2011	Basic Events	570	18,535	
7/1/2011	Government Events	570	10,000	
11/27/2013	Basic Events	570	1,780	
3/13/2018	Basic Events-add TLC Days	570	6,000	
				36,315
Total Prior Commitments				186,315

New Commitments July 1, 2018 to present

Date		Fund	Amount	Fund Total
7/1/2018	CTC Link Costs	145	300,000	
7/1/2018	Change Management Leadership Development	145	30,000	
7/1/2018	PPI Training	145	41,563	
7/1/2018	Diveristy.edu	145	13,875	
8/14/2018	TLC Days	145	13,042	
11/13/2018	ODE hiring consultant	145	55,000	
1/3/2019	AACC - Pathways 2.0 year 3 payment	145	45,000	
				498,480
	Guided Pathways			
10/1/2018	Accessibility Support Technician		17,500	
10/1/2018	Finish Line Game		2,000	
10/1/2018	SuperStrong Career Decision Tool		9,000	
10/1/2018	Enrollment Navigator		31,000	
10/1/2018	Enrollment Event		25,000	
10/1/2018	English Pre-college redesign		158,000	
10/1/2018	Penguin Pantry Coordinator		14,600	
10/1/2018	Guided Pathways Conference Travel		42,875	
10/1/2018	Guided Pathways training and communications		85,850	
10/1/2018	Security Camera installation		147,000	
				532,825
Total New Commitments				1,031,305

Required Reserves

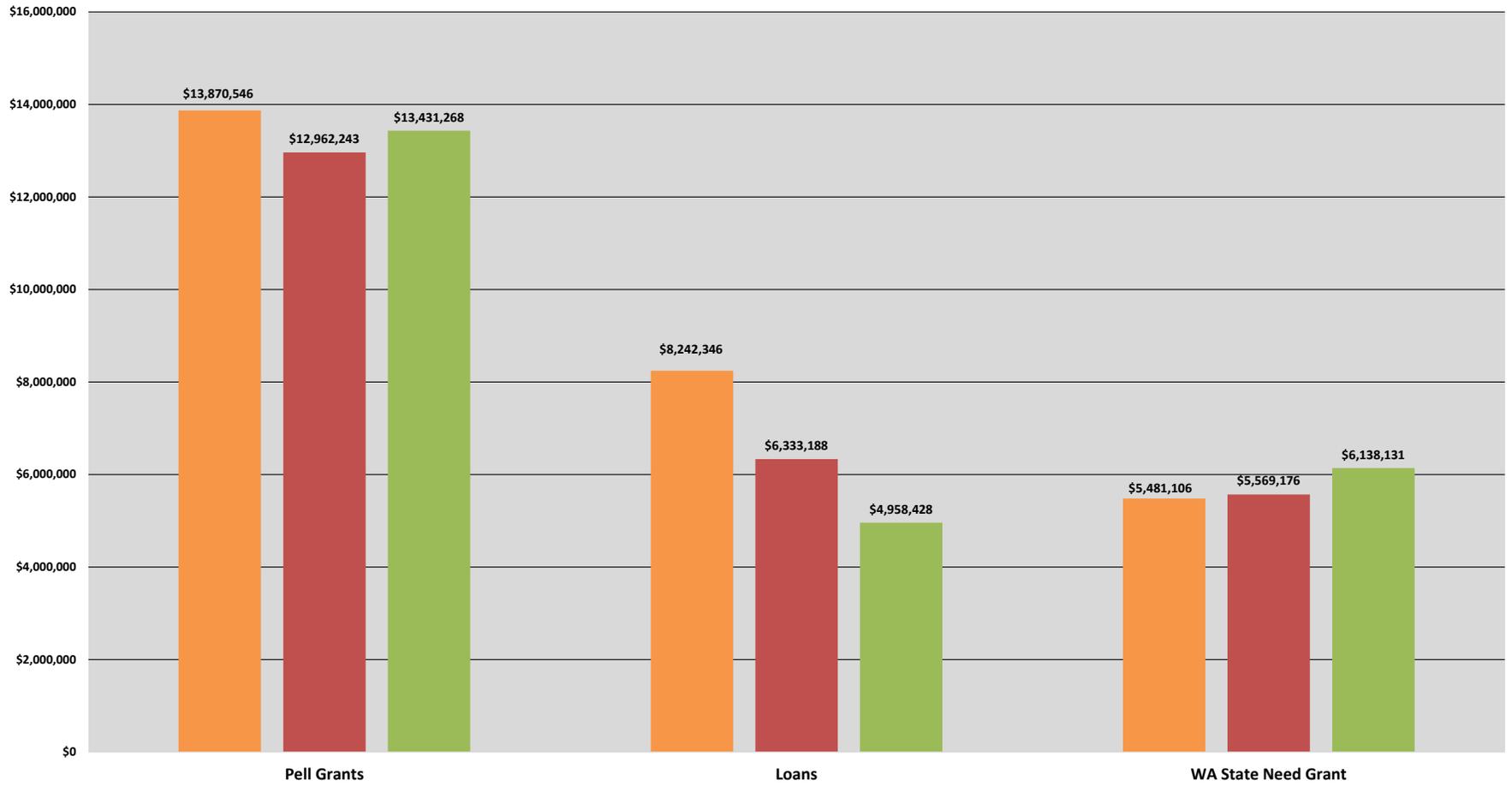
10% of \$69,881,286	6,988,129	
Guided Pathways use of reserve	(532,825)	6,455,304

Fund Balance After Commitments and Required Reserves	163,336
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3 Year Comparison of Awards by Category
December YTD

- 2016-2017
- 2017-2018
- 2018-2019

Dollars (millions)

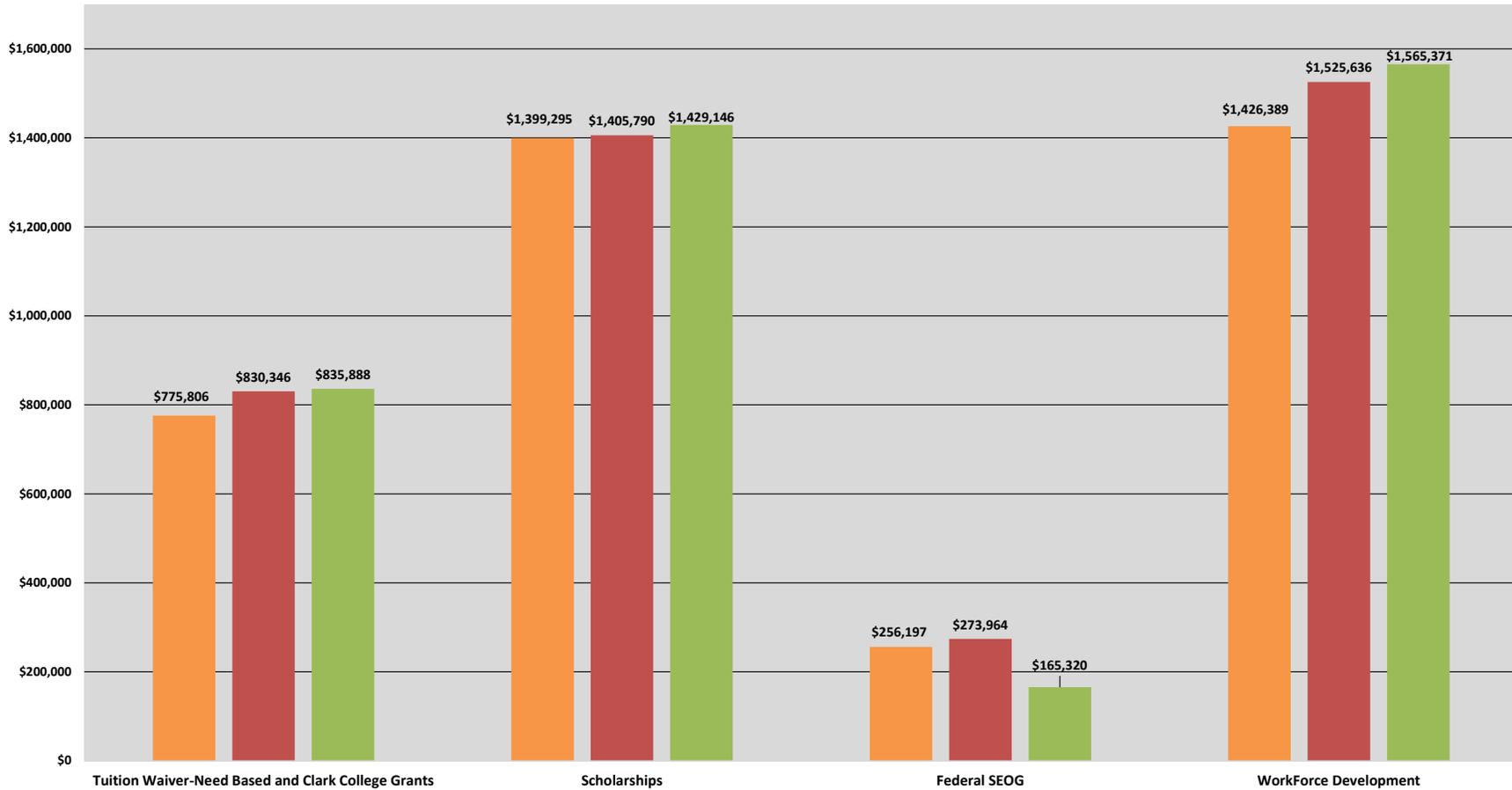


Note: WA State Need Grant includes College Bound Scholarships

3 Year Comparison Awards by Category (cont'd)
December YTD

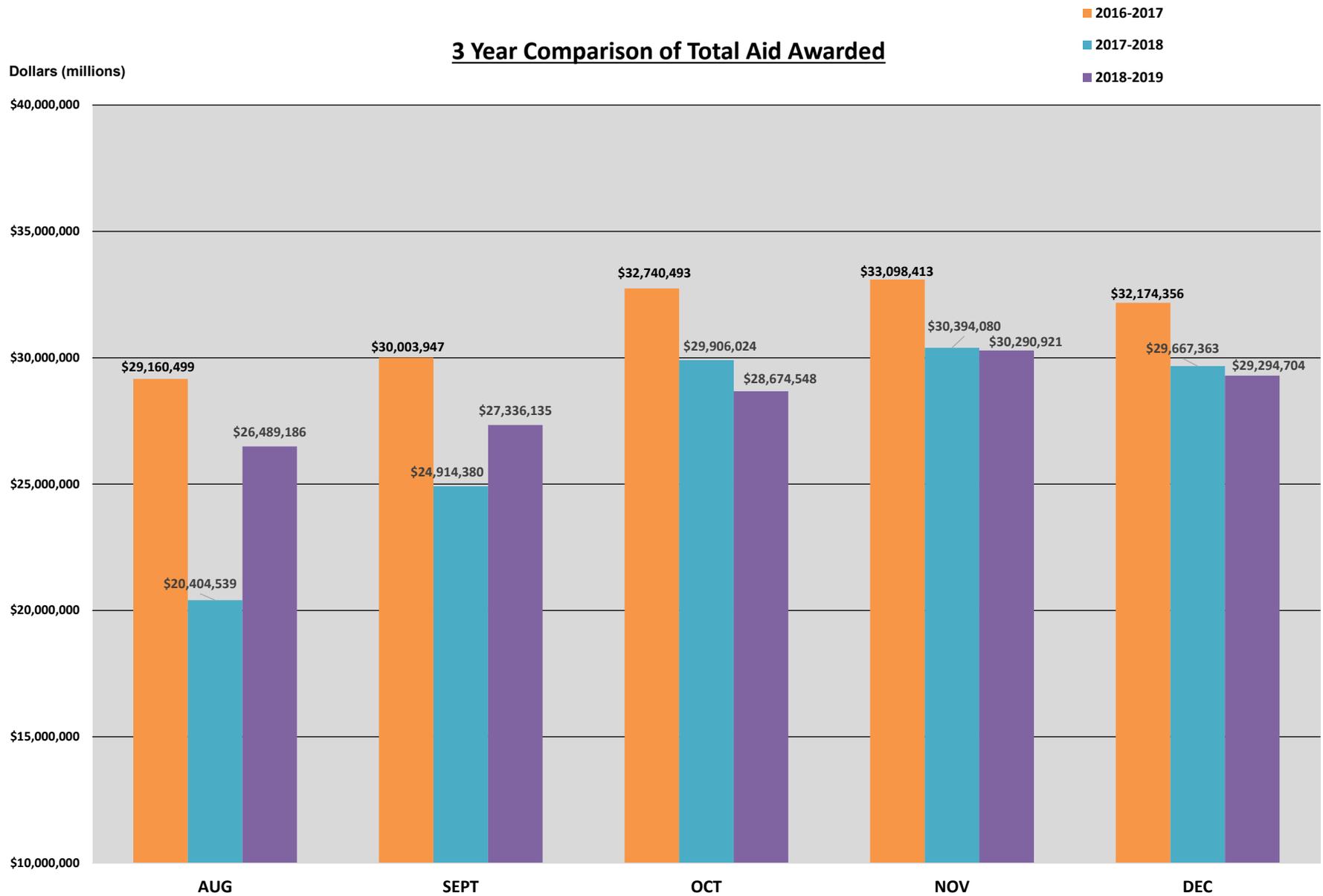
■ 2016-2017
■ 2017-2018
■ 2018-2019

Dollars (millions)



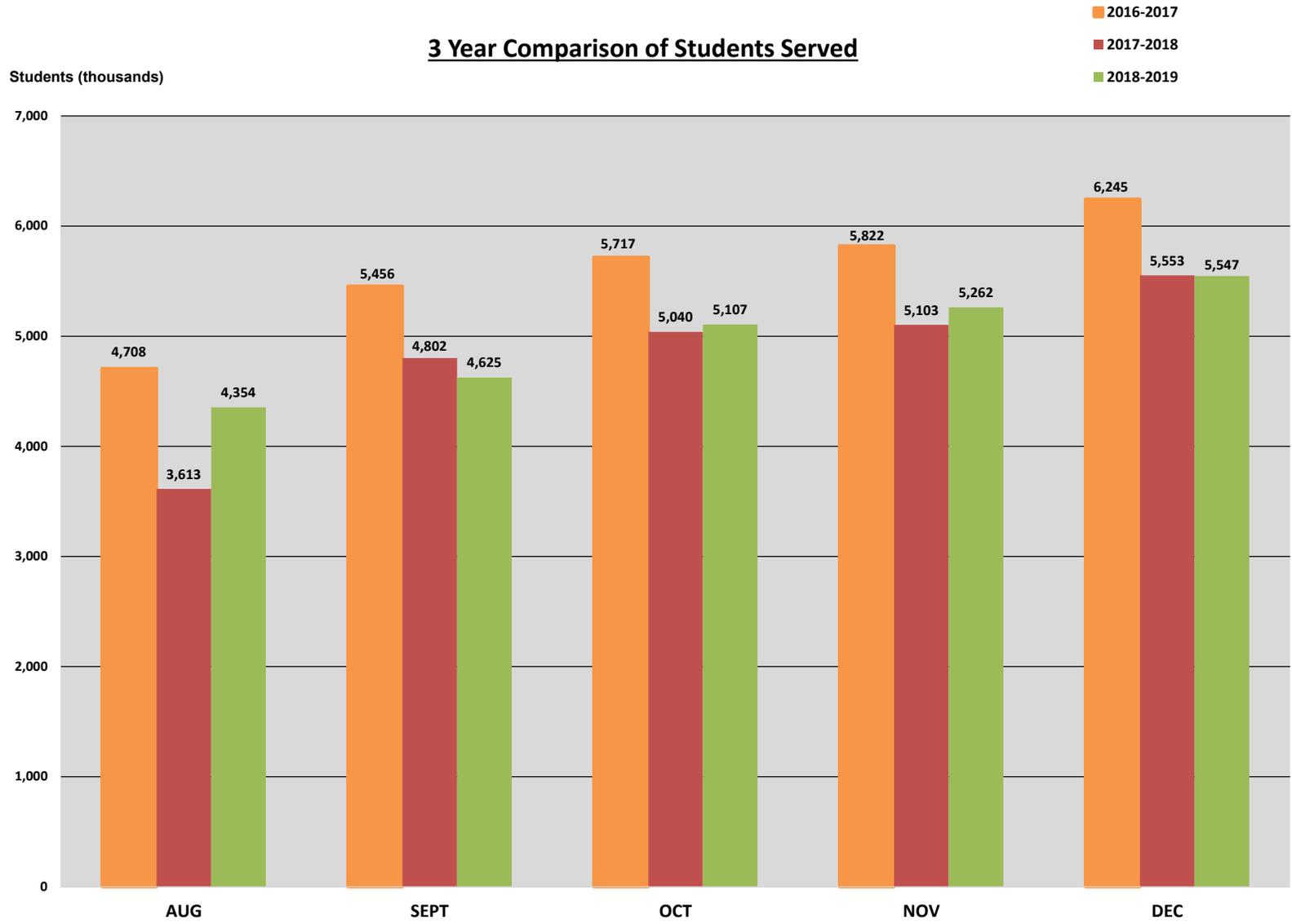
Note: WorkForce Development includes WorkFirst, Worker Retraining, BFET, Opportunity Grants, and Sponsored Programs

3 Year Comparison of Total Aid Awarded



Note: 2018-2019 Awarding is in progress

3 Year Comparison of Students Served



Next Meeting

No documents for this item

Executive Session

No documents for this item

Adjournment

No documents for this item