



Clark College

Board of Trustees Regular Meeting

Wednesday, January 27, 2021 at 5:00pm

Via Zoom

Zoom Link: [Here](#)

Meeting ID: 882 4931 4784

Password: 310203

Call In: (253) 215-8782

Board of Trustees Regular Meeting Packet Wednesday, January 27 at 5:00pm via Zoom

- I. Call to Order/Agenda Review - Chair Strong**
- II. Action Items/Consent Agenda – Chair Strong**
 - A. #1 – December 9, 2020 Board Meeting Minutes
 - B. #2 – C-Tran Easement Proposal
- III. Constituent Reports**
 - A. ASCC – Josiah Joner
 - B. AHE – Suzanne Southerland
 - C. WPEA – Becky Lindsay
 - D. Foundation – Lisa Gibert
- IV. Classified Staff Presentation – Val Moreno, Chief Information & Security Officer and Das Gupta, IT Director**
- V. Reports from Board Members – Chair Strong**
- VI. President’s Report – President Edwards**
 - A. Budget Update – Sabra Sand, Interim Vice President of Administrative Services
 - B. Enrollment Update – Dr. Michele Cruse, Interim Vice President of Student Affairs
- VII. Public Comment – Chair Strong**

Public comment will be limited to two minutes each.
- VIII. Next Meeting**

The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, February 24, 2021 at 5pm via Zoom.
- IX. Executive Session – Chair Strong**

An Executive Session may be held for any allowable topic under the Open Public Meetings Act.
- X. Adjournment – Chair Strong**

Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, December 9, 2020
Via Zoom

In Attendance

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

Administrators

Dr. Karin Edwards, President
Dr. Michele Cruse, Interim Vice President of Student Services
Dr. Sachi Horback, Vice President of Instruction
Kelly Love, Chief Communications Officer
Christina Longo, Interim Vice President of Human Resources
Sabra Sand, Interim Vice President of Administrative Services
Valerie Moreno, Chief Information Officer
Rashida Willard, Vice President of Diversity, Equity and Inclusion

Others

Michael Shinn, Assistant Attorney General
Suzanne Southerland, AHE President
Angela Dawson, WPEA Steward
Josiah Joner, ASCC President
Lisa Gibert, CEO, Clark College Foundation
Stephanie Weldy, Recorder

I. Call to Order/Agenda Review

Chair Strong called the meeting to order at 5:04pm.

II. Action Items

A. #1 – November 18, 2020 Board Meeting Minutes

MOTION: Trustee Rupley made a motion to approve Agenda Items II A. Trustee Jacobsen seconded the motion and Agenda Items II A. unanimously passed.

III. Constituent Reports

A. ASCC

President Joner gave an update on ASCC and highlighted the Penguin Pantry which distributed 5,676 pounds of food to over 661 people during a one-day period prior to Thanksgiving. President Joner shared that he has been participating in legislative meetings advocating for students. He shared that there was a student financial aid forum that focused on student's

financial needs and resources available to them. President Joner shared at the next Board meeting he would have a written report available.

B. AHE

Suzanne Southerland thanked President Edwards and the Board for their feedback regarding the Moss Adams Report and looks forward to working with administration in the New Year.

C. WPEA

Angela Dawson thanked President Edwards and the Board for their feedback regarding the Moss Adams Report. Ms. Dawson reported that the WPEA is looking forward to working with the administration in the New Year and collaborating on issues within an equity framework.

D. Foundation

CEO Gibert shared that the IBM Foundation, IBM Cares, will be purchasing a freezer and refrigerator for the Penguin Pantry and providing an additional \$15k for the Penguin Pantry. CEO Gibert shared that the McClaskey Institute has provided the necessary funding for the sealing system that will allow the bakery and culinary arts program to preserve the food for the Penguin Pantry and the “grab and go” concept once the campus reopens. CEO Gibert shared a Foundation video presentation regarding the Promising Pathways campaign and scholarships.

IV. Reports from Board Members

Chair Strong acknowledged and thanked Trustee Rupley for her commitment to education and service to Clark College and advocating for students. The Trustees each shared their personal gratitude for her service and regional work that is student focused. Trustee Rupley expressed her gratitude and appreciation working with the Board of Trustees and acknowledged Clark College and the Foundation for the amazing work that is going on.

Trustee Jacobsen reported that she attended the Tenure Reception and Social Equity Council; she thanked Ms. Willard for her good work. Trustee Jacobsen shared that she looks forward to being able to attend meetings again in person at some point in the future.

Trustee Bennett thanked the Penguin Pantry and the wonderful work they have done. Trustee Bennett shared that she participated in the Tenure Reception and extended her congratulations to those who have received tenure. She expressed her gratitude to the Foundation and for the work they do. Trustee Bennett shared that she has been serving on the Board Budget Committee with Trustee Speer and feels optimistic about the long-range plan and expressed gratitude to Ms. Sand for her leadership. Trustee Bennett also shared her gratitude for President Edwards and her first 6-months in this role.

Trustee Speer shared that he attended Presidential Conversations and had an opportunity to meet with donors; he was impressed with the relationship building opportunities and donor leads. Trustee Speer shared that he is helping Mr. Canseco through the Trustee onboarding process. He shared that the State Trustee Equity Committee has been meeting and working on the following: ACT mission’s statement, enabling better jobs and brighter futures for all Washingtonians, racial disparities and inequities and that leadership is essential to accelerating progress. Trustee Speer shared that trustees play a significant role, however, aren’t necessarily equipped for success. He shared that work still needs to be done pertaining to equity and accountability in order to ensure a high performing trustee. Trustee Speer shared that he attended the Tenure Reception and acknowledged

their accomplishments. Trustee Speer shared that he has been serving on the Board Budget Committee and feels optimistic about the future budget and the shared governance that the college is doing internally from a lens of social equity and economic stability. Trustee Speer shared that he serves on the Facilities Master Plan Committee and that there has been a deep dive in the way to best utilize the building at the WSU-V campus.

Trustee Rupley reported that she was able to donate to the Penguin Pantry and to the Board Student Scholarship and encouraged others to donate as well. Trustee Rupley shared that she has been able to serve on the Transforming Lives Committee and encouraged Trustees to sign up for that committee in spring 2021.

Chair Strong reported that she participated in legislative meetings and will continue to participate in some upcoming meetings. Chair Strong shared the student completion and reiterated the financial support and relationship with the Foundation is fundamental to the amazing work that takes place at Clark. Chair Strong shared that Clark has created a safe, inclusive and supportive environment for Black and Brown students amidst an environment of social injustices. Chair Strong introduced Tsering Cornell, Clark's new Assistant Attorney General.

V. President's Report

A. President's Updates

President Edwards invited Ms. Sand to share updates with the Board regarding the partnership between Clark and C-Tran. Ms. Sand shared that the property owned at Clark Tech Center cannot be leased with C-Tran for the proposed 35-years. C-Tran has requested an easement of property and there will be a proposal moving forward with a permanent easement. Chair Strong requested a refresh regarding the Pac-Trust and C-Tran agreements. Ms. Sand will send out the pertaining information.

President Edwards congratulated the seven faculty who received tenure. President Edwards expressed gratitude to Chair Strong, Ms. Love and President Joner for their participation in the legislative meetings. President Edwards shared that she will be attending a Nursing Pinning Ceremony this evening and wished the students success in their next endeavors. President Edwards shared that there is an Identity Clark County ceremony and Foundation Board member Eric Merrill will be an award recipient as well as Clark College employee, Heather Adams. President Edwards shared that due to significant financial loss within community colleges there is an opportunity to advocate for additional Federal funding. President Edwards shared that there is a partnership opportunity with Kaiser regarding utilizing the space at Clark Tech Center for an inoculation site for COVID-19. President Edwards shared that she, Dr. Horback and Dr. Walstead attended a meeting with PeaceHealth discussing potential partnerships. Lastly, Dr. Edwards expressed gratitude for Trustee Rupley and her service at Clark College.

VI. Public Comment

The following individuals shared a public comment: Bryton Williams.

VII. Next Meeting

The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, January 27, 2020 at 5:00pm via Zoom.

VIII. Executive Session

The Board did not go into executive session.

IX. **Adjournment**

There being no further business, the meeting adjourned at 6:23pm.

Rekah Strong, Chair

Stephanie Weldy
Recorder
Date: December 9, 2020



February 6, 2020

Wayne Doty
Capital Budget Director
State Board for Community and Technical Colleges
1300 Quince Street SE
Olympia, WA 98504-2495

Re: Requests for Property

Dear Wayne,

On behalf of Clark Community College District #14, we the trustees of the board, are submitting this letter of support for two property requests presented to us on December 18, 2019. The first request comes from C-Tran, the local public transportation agency. The second comes from Pac-Trust, a major developer in the area. Both requests impact state property on or near our Columbia Tech Center (CTC) building in east Vancouver.

C-Tran

The Board of Trustees supports C-Tran's request for a 35-year no-cost ground lease for 2.5 acres of state-owned property to build a Bus Rapid Transit (BRT) terminus station just north of the college's CTC building (please see attached map).

Two years ago, C-Tran opened its first BRT line with three stops stationed near our main Vancouver campus. This new line has proven to be enormously beneficial to the faculty, staff, students, and visitors who rely on public transportation to get to and from the college.

C-Tran's proposed second BRT line will run along Mill Plain Blvd., one of Vancouver's busiest corridors. The preferred local option, recommended by a community task force that included Clark College, proposes siting the eastern BRT terminus within walking distance of CTC. The expanded BRT service, as well as the proximity of the east-end station to CTC, will provide a number of benefits for the college, including:

- Safe and convenient access to the new BRT line for the nearly 800 faculty, staff and students who work or take classes at CTC.
- Connection to and from the main campus via a single, high-quality transit line with improved travel times and reliability.
- Improved mobility for those who are unable to drive.
- A viable and cost-effective transportation option for those who choose not to drive.
- Reduced demand for limited parking at the CTC campus.

Clark College *The Next Step*

Mr. Wayne Doty
Page 2
Today's date

C-Tran has also agreed to cover costs associated with any property line adjustments required by the City of Vancouver.

Pac-Trust

The Board of Trustees supports Pac-Trust's request to take ownership of the west parking lot at CTC to accommodate a new multi-use development, which will include office space, a restaurant, and a coffee shop, planned for construction immediately next to our campus. In exchange, Pac-Trust will build a new lot of equal size on state-owned property north of our building and donate 71,000 square feet of land, valued at \$710,000, for future college development at the CTC site (please see attached map).

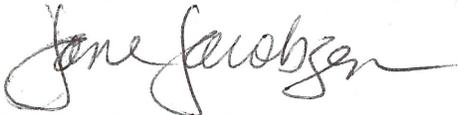
The Board believes that Pac-Trust's proposal to essentially swap parking areas and provide land at no cost is a fair exchange that offers at least two important benefits for the college.

1. Pac-Trust's new development will provide convenient access to a restaurant and coffee shop. Previous attempts to provide these services ourselves within CTC did not work out financially. As a result, faculty, staff and students must leave campus to find the nearest food and drink options. Pac-Trust's new development will now provide these options within easy walking distance of our facility.
2. Pac-Trust's donation of property will support future development at CTC. Given the high cost of land in east Vancouver, options for expanding the CTC campus are limited. However, Pac-Trust's offer to donate 71,000 square feet of property gives us a real opportunity to begin visioning for growth at CTC to meet our region's critical educational and workforce training needs.

The proposals from C-Tran and Pac-Trust have been thoroughly reviewed by college staff in facilities and safety and security. No impacts on college operations or costs were identified or foreseen.

The Board of Trustees supports the proposals from C-Tran and Pac-Trust and encourages the same from the state board. If you have any questions, please feel free to contact me at jjacobsen@clark.edu or President Sandra Fowler-Hill at sfowler-hill@clark.edu.

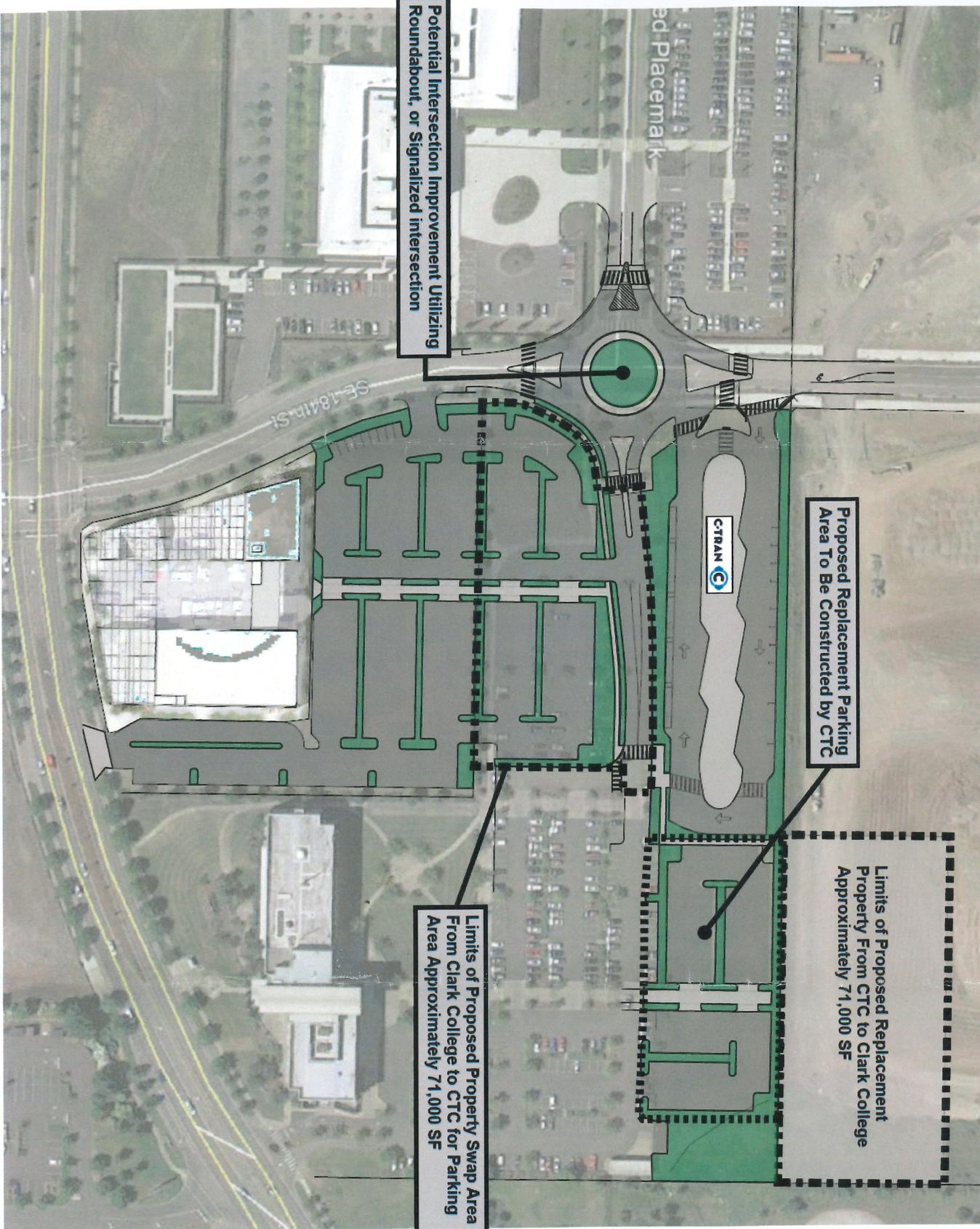
Sincerely,



Jane Jacobsen, Chair
Clark College Board of Trustees

Cc: Sandra Fowler-Hill, President
Bob Williamson, Vice President of Administrative Services

COLUMBIA TECH CENTER PROPERTY MAP



Potential Intersection Improvement Utilizing Roundabout, or Signalized intersection

Proposed Replacement Parking Area To Be Constructed by CTC

Limits of Proposed Replacement Property From CTC to Clark College Approximately 71,000 SF

Limits of Proposed Property Swap Area From Clark College to CTC for Parking Area Approximately 71,000 SF

Today's date

Wayne Doty
Capital Budget Director
State Board for Community and Technical Colleges
1300 Quince Street SE
Olympia, WA 98504-2495

Re: Permanent Easement on Property ID #176609000.

Dear Wayne:

On behalf of Clark Community College District #14, we the trustees of the board, submit this letter of support for C-Tran's request for a no-cost permanent easement of 2.5 acres of state owned property to build a Bus Rapid Transit (BRT) terminus center just north of the college's Columbia Tech Center (CTC) campus in east Vancouver. This is a modification of the board's prior letter, dated February 6, 2020, which referenced a 35-year no-cost ground lease.

In 2018, C-Tran opened its first BRT line with three stops stationed near our downtown Vancouver campus. This new line has proven to be enormously beneficial to the faculty, staff, students, and visitors who rely on public transportation to get to and from the college.

C-Tran's proposed second BRT line will run along Mill Plain Blvd., one of Vancouver's busiest corridors. The preferred local option, recommended by a community task force that included Clark College, proposes siting the eastern terminus within walking distance of our CTC campus. In exchange for providing the land needed for this station, this will enable the college to realize a number of benefits, including:

- Safe and convenient access to the new BRT line for the nearly 800 faculty, staff and students who work or take classes at the CTC campus.
- Connection to and from the main campus via a single, high-quality transit line with improved travel times and reliability.
- Improved mobility for those who are unable to drive.
- A viable and cost-effective transportation option for those who choose not to drive.
- Reduced demand for limited parking at the CTC campus.

C-Tran has also agreed to cover associated costs with any property line adjustments required by the City of Vancouver. Clark College has had a long and constructive partnership with C-Tran. We ask the state to join us in supporting C-Tran's proposed expansion of BRT service in Clark County.

Sincerely,

Rekah Strong
Chair

DRAFT

**ASCC STUDENT GOVERNMENT
BOARD OF TRUSTEES REPORT
January 2021**

Academic Excellence

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

- Increase completion rates.
- Improve student learning.

Progress

- Beginning winter quarter 2021, the ASCC published the Clark College Resources and Opportunities Canvas page.
 - There are nearly 200 students currently enrolled in the page.
 - More work and resources will be added to the page in the future.
 - Some of the resources in the Canvas page include event calendars, Tech Hub, Advising, Clark Bookstore, Clark Libraries, Counseling and Health Center, Office of Diversity, Equity, & Inclusion, Penguin Pantry, Legal Services, and more.
- During Welcome Week, the ASCC and APB worked to host several events and activities.
 - Forum with Dr. Edwards and Dr. Cruse
 - First-generation college student panel
 - ASCC Snack & Chats
 - Winter Involvement Fair
 - ASCC Mailer

Social Equity

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

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

Progress

- The ASCC sent out a college-wide mailer to all currently enrolled, 6,053 winter quarter students. The mailer was delivered to most students on January 4.
 - The mailer included a list of resources, a letter from ASCC President Joner, and a calendar of winter quarter events.
 - Depending on feedback, the ASCC hopes to consider sending another mailer in spring quarter.
- The ASCC hosted a forum with Dr. Edwards and Dr. Cruse on Friday, January 8.
 - Dr. Edwards and Dr. Cruse answered questions and concerns that students had, providing many students with important information and help.

- Club Coordinator Smook hosted and planned a first-generation college student forum on Wednesday, January 13.
 - The forum had three panelists and provided great resources and information for first-generation students and students seeking advice on their academic pursuits.
- Club Coordinator Smook also planned a winter Involvement Fair on Thursday, January 14.
 - The event was held virtually on Zoom, included seventeen clubs and programs and about fifty students participated.
- ASCC Snack and Chats have been held several times a week Tuesday – Friday with the APB and ASCC.
 - The Snack and Chats provide students an opportunity connect with student leaders, ask questions, and socialize in a virtual environment.

Economic Vitality

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

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

Progress

- The ASCC received a \$10,000 donation from IDM Cares for support of the Penguin Pantry.

Environmental Integrity

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

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

Progress

- ASCC President Joner sent an email to all professors to build stronger relationships between student leaders and professors. Joner informed faculty of upcoming events to share with students and opportunities to do so in the future.
- Several ASCC student leaders participated in the Impact of Microaggressions PPI training on January 15 and will participate in similar trainings over the course of winter quarter.

WPEA/UFCW Local 365, Clark College Unit

Board Report for January 2021

MEETINGS

WPEA Steward meeting on Mondays 12:00 PM
WPEA members meetings on Thursday evenings
Classified Staff Forum with Dr. Edwards on Jan. 13, 2021
WPEA monthly conversation with Dr. Karin Edwards on Jan. 13, 2021
Labor/Management Communications Committee Meeting on Jan. 20, 2021

COMMUNICATION

Current contact for campus stewards:

Co-Chief Shop Stewards

Sarah Thorsen 360-992-2075
Chris Layfield 360-992-2933

Communications Officer

David Sims 360-992-2132

Shop Stewards

Courtney Braddock 360-992-2196
Josh Chambers MS: FST034
Angela Dawson 360-992-2515
Becky Lindsay 360-992-2575
Danielle Plesser 360-992-2273
Crystal Rowe MS: FST034

WPEA Classified Staff News:

- The Clark College WPEA would like the Board of Trustees to know that we appreciate having the opportunity to speak with you on important matters.
- Efforts to arrange computer training for Custodial staff is being finalized. This will help staff gain knowledge and use of Outlook and CTCLink in order to have greater access to platforms that are necessary to perform their duties. It is important to recognize and address any barriers that might prevent or make it difficult for Clark College employees to perform their jobs.
- WPEA has met in Labor/Management meetings to address and resolve staff workload issues and those meetings have been positive and productive. These conversations are ongoing.
- Classified Staff met with President Edwards on Jan. 13th in a zoom forum. Dr. Edwards shared information regarding remote operations, enrollment updates, state and college budget concerns and timelines. There was also discussion regarding interim positions, campus leadership vacancies, and marketing efforts.
- Clark College has a new WPEA Representative, Frank Prochaska, and we would like to welcome Frank. Our stewards and members would also like to recognize and thank Cammie Pavesic for her hard work and dedication to the classified staff at Clark College. We look forward to working with Frank and our new Clark College Employee Labor Relations Manager.

Clark College Foundation Board of Trustees Report January 2021

The following represents aspects of the Foundation that directly relate to the institutional goals of Clark College.

1. Improve Student Success

The foundation is working diligently to support student success. For the 6 months ending December 31, 2020, scholarship awards and emergency grants supported 569 students totaling \$800,000. Gifts to Penguin Pantry over the same period were \$39,000 to support the college in purchasing food, supplies, and a refrigerator to expand food offerings. Scholarship grants and food pantry support have helped students overcome challenges and maintain their focus on their educational goals.

The foundation is also proud to have secured support in the purchase of food sealing equipment from our partners at the Tod and Maxine McClaskey Foundation. This grant has provided the funding needed to support the purchase of this equipment that will allow our cuisine and baking programs the ability to appropriately wrap food offerings that will keep them fresh and available, thereby expanding the shelf life. Not only does this equipment allow Clark to reach students who need these offerings, but it provides our programs the ability to effectively manage the products they create in meeting the need for the broader good.

2. Achieve Financial Stability

The foundation continues to access and align contribution activity to those areas that the institution has identified as the highest and greatest needs. The most successful areas, 1) meet donor interest and their philanthropic objectives, and 2) exhibit a compelling case of support. For this reason, those areas that directly impact the student's financial needs or provide an enhanced educational experience are those that have received the most support during this difficult environment. Not surprisingly, scholarships and emergency financial resources to students are the two areas that donors have contributed the most. These resources help the college's overall financial health by assisting students to remain in school which helps to secure the valuable state resources gained through affiliated FTE.

Since July 2020, the Foundation has secured nearly \$1.1M in gifts and commitments to help support students and institutional programs and projects. This brings the campaign totals overall to nearly \$29M in contributions and

verbal commitments towards the \$35M Promising Pathways goal.

3. Improve Campus Climate

To improve overall alignment with the college, the foundation and college are beginning to address updating the operating agreement. This task will reaffirm the roles, responsibilities, and commitments made by each. As noted by the Association of Governing Boards of Universities and Colleges, the effectiveness of this agreement “will be based on enhancing a robust culture of collaboration, accountability, and trust.” The foundation looks forward to updating this agreement that has provided a backdrop in the past that has made Clark College and Clark College Foundation one of the most successful philanthropic community college institutions in the country. The process will take time which will be discussed over the weeks/months/year ahead.

4. Expand and Deepen Community Engagement

The foundation’s Presidential Conversations program continues to connect the college’s new president with community leaders and donors. Since the program launched in July 2020, five Presidential Conversations have been held via Zoom with 40 key community constituents participating. The program continues through June 2021.

On February 23, 2021, the Clark College Foundation Alumni Relations program presents a free webinar presentation with Earth Day Founder and Clark College Outstanding Alumni Award Honoree, Dennis Hayes. The title of the webinar is Creating Super Green Cities. Invitations and other marketing materials for the event are going out to alumni, students, faculty, and other guests. Go to Clark College Foundation’s website for more information.

The staff has begun reinitiating conversations regarding the possibility of state funding for the first academic building for the campus at Boschma Farms. Conversations include working on the collaborated effort in leveraging plans for the development of both the academic and the economic development aspects of the commercial side of the campus. It is encouraging that economies of scale and efficiencies will be gained if these development projects can move forward simultaneously. I would like to personally thank both Tim Petta and Jim Watkins who have worked with us over the years in bringing this new campus location to its current state. I look forward to collaborating further so that our combined efforts and financial contributions will be stretched to their fullest benefit. There is no doubt, someday, this will be a new campus that Southwest Washington will be proud of.

Respectfully submitted,

Lisa Gibert, CEO
Clark College Foundation
January 21, 2021

Attachments:
Annual Giving Comparison
Committed Gifts Report
Development Dashboard
Financial Dashboard



Clark College Foundation
Annual Giving Comparison
as of Jan 05, 2021

	FYTD2021	FY 2020	FY2019	FY2018
TYPE				
Cash/Stock/Property	\$1,022,043	\$1,641,506	\$2,145,169	\$3,135,656
Pledge	\$3,800	\$1,793,527	\$884,101	\$99,974
In-kind	\$6,995	\$152,459	\$65,868	\$41,124
Deferred Irrevocable at Face Value*	\$0	\$920,000	\$4,916,732	\$1,158,712
TOTAL	\$1,032,838	\$4,507,492	\$8,011,870	\$4,435,467
SOURCE				
Board Members (includes ex officio)	\$59,127	\$48,877	\$193,438	\$95,380
Employees	\$28,026	\$53,092	\$53,491	\$36,108
Alumni	\$112,871	\$269,752	\$568,992	\$1,039,995
Friends	\$67,312	\$495,275	\$981,835	\$615,815
Estates	\$363	\$775,165	\$4,723,175	\$1,087,717
Family Foundations and Trusts	\$366,187	\$915,811	\$806,115	\$850,600
Corporate & Community Foundations	\$300,071	\$1,302,834	\$343,691	\$499,208
Corporations/Other Organizations	\$98,732	\$318,289	\$329,989	\$204,394
Government Entities	\$150	\$328,396	\$11,144	\$6,249
TOTAL	\$1,032,838	\$4,507,492	\$8,011,870	\$4,435,467
PURPOSE				
Current Use				
Unrestricted	\$215,832	\$265,260	\$129,599	\$396,376
Faculty Support	\$0	\$0	\$0	\$0
Programs/Other	\$252,786	\$1,659,273	\$519,077	\$315,270
Scholarships	\$157,660	\$499,524	\$690,585	\$717,393
Sponsorships	\$37,500	\$33,400	\$86,100	\$13,384
Technology/Equipment	\$0	\$0	\$0	\$0
Endowed				
Unrestricted	\$0	\$0	\$0	\$0
Faculty Support	\$0	\$0	\$0	\$0
Programs/Other	\$2,000	\$250,154	\$180,880	\$80,243
Scholarships	\$367,060	\$879,880	\$1,476,297	\$1,747,579
Technology/Equipment	\$0	\$0	\$0	\$0
Capital				
Culinary	\$0	\$0	\$12,600	\$6,370
STEM	\$0	\$0	\$0	\$140
Programs/Other	\$0	\$0	\$0	\$0
Deferred Irrevocable at Face Value*				
Programs/Other	\$0	\$920,000	\$4,916,732	\$1,158,712
TOTAL	\$1,032,838	\$4,507,492	\$8,011,870	\$4,435,467
*Number of irrevocable gifts secured	0	5	7	3
Deferred Revocable at Face Value	\$0	\$10,000	\$170,000	1010000

Clark College Foundation Campaign with Grant Awards

Committed Gifts Report

By Campaign Initiative

July 1, 2015 -January 5, 2021

	Endowment	Current	Capital	Irrevocable Planned Gift	In Kind	Total
Scholarships (\$16 MM)						
FLEX	\$ -	\$ 54,350	\$ -	\$ 4,157,939	\$ -	\$ 4,212,289
Unit / Program Based	\$ 4,905,559	\$ 3,297,490	\$ -	\$ 1,288,806	\$ 5,577	\$ 9,497,431
Foundation Unrestricted	\$ -	\$ 337,728	\$ -	\$ -	\$ -	\$ 337,728
Guided Pathways (\$3 MM)						\$ -
Professional Development	\$ -	\$ 45,710	\$ -	\$ -	\$ -	\$ 45,710
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Financial Literacy	\$ -	\$ 49,100	\$ -	\$ -	\$ -	\$ 49,100
Technology / Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Smart Classrooms	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ 713,228	\$ -	\$ 60,000	\$ 5,446	\$ 778,674
Veteran's Resource Center (\$2 MM)						\$ -
Emergency Fund	\$ -	\$ 54,255	\$ -	\$ -	\$ -	\$ 54,255
Transportation / Childcare	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transition Boot Camp	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ 250,000	\$ 1,009,806	\$ -	\$ -	\$ 14,921	\$ 1,274,727
Culinary (\$8 MM)						\$ -
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ 4,847,010	\$ 297,000	\$ -	\$ 5,144,010
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ 48,423	\$ -	\$ -	\$ 19,862	\$ 68,285
Other (\$7MM)						\$ -
Restricted	\$ 190,034	\$ 1,253,735	\$ 329,840	\$ 340,819	\$ 433,888	\$ 2,548,317
Unrestricted	\$ -	\$ 1,811,976	\$ -	\$ 949,953	\$ 96,368	\$ 2,858,297
Total (\$35+ MM)	\$ 5,345,593	\$ 8,675,801	\$ 5,176,850	\$ 7,094,517	\$ 576,063	\$ 26,868,823



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	7/1/2020 - 1/5/2021	7/2/2019 - 1/5/2020	7/1/2019 - 6/30/2020
Total number of donors	650	1,121	1,569
Number of new donors acquired	166	449	597
Number of new major gift donors acquired	2	7	14
Number of \$1,000+ donors	92	118	194
Number of confirmed irrevocable planned gifts	0	1	5
Number of confirmed revocable planned gifts	0	0	0
Foundation board participation*	82%	76%	84%
College trustee participation	100%	80%	80%
Executive Cabinet participation	57%	80%	100%
Alumni Board participation	42%	36%	55%
Foundation staff participation	86%	79%	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.



Financial Dashboard as of November 30, 2020

Contributions/Donations Received

1973 - Present

	Year to Date	6/30/2020	6/30/2019	6/30/2018	Life to date
Unrestricted	\$ 214,983	\$ 578,482	\$ 586,858	\$ 644,781	
Temp. Restricted	250,093	1,967,355	1,546,038	2,096,785	
Perm. Restricted	331,739	829,171	6,582,984	1,752,797	
Total	\$ 796,815	\$ 3,375,008	\$ 8,715,880	\$ 4,494,363	\$ 108,962,950

Year to Date		6/30/2020		6/30/2019		6/30/2018		1973 - Present	
Unrestricted	Temp Restricted	Unrestricted	Temp Restricted						

College Support Expended

Program	\$ 49,643	\$ 291,703	\$ 221,829	\$ 778,206	\$ 1,175,530	\$ 1,432,208	\$ 1,171,728	\$ 610,310	\$ 39,143,364
Boschma Farms land acquisition		-	-	-	2,082,091	-	444,444	-	5,932,722
Capital projects-NC/STEM/Dent. Hyg./Oth.		-	1,625,936	-	-	-	-	603,265	15,612,790
College & Community Relations	27,282	-	30,428	-	59,906	-	53,708	-	350,598
Scholarships/Scholarship Management	5,907	512,219	17,789	889,429	17,622	1,174,984	8,210	960,649	13,627,095
Total	\$ 82,831	\$ 803,922	\$ 1,895,982	\$ 1,667,635	\$ 3,335,149	\$ 2,607,192	\$ 1,678,090	\$ 2,174,224	\$ 74,666,568

Scholarships

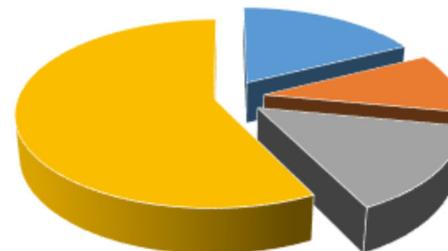
	YTD	6/30/2020	6/30/2019	6/30/2018	6/30/2017
Number of students receiving awards	491	575	561	516	421
Clark College Students (Fall excl. Running Start)	6,225	9,430	10,461	10,478	10,427

*Cost of tuition (2020-2021).
12 credits for 3 qtrs. = \$3,916.
Lower division courses.
Excludes books or addtl.
fees such as nursing, labs,
etc.*

Net Assets by Type

Unrestricted	\$ 16,205,429
Board Restricted	11,179,177
Temporarily Restricted	15,381,755
Permanently Restricted	63,552,729
Net Assets	\$ 106,319,090

Net Assets by Type



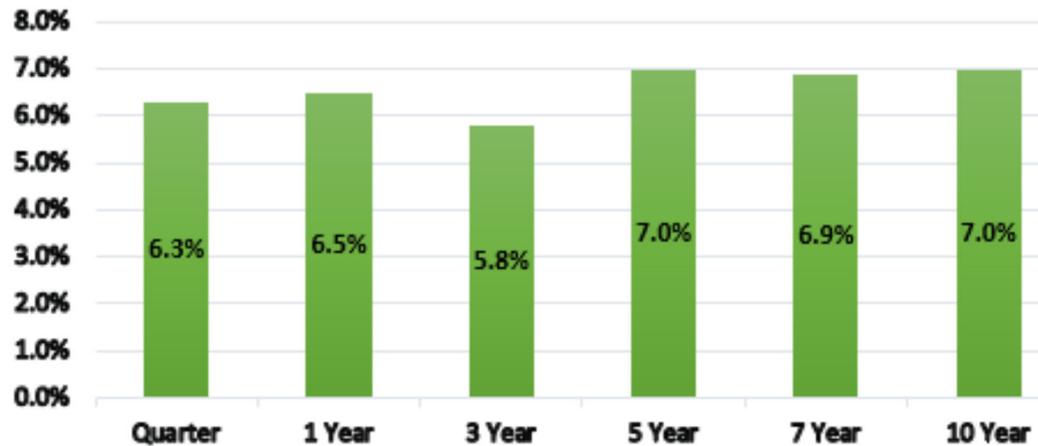
- Unrestricted
- Board Restricted
- Temporarily Restricted
- Permanently Restricted

Unrestricted Net Assets	11/30/2020	6/30/2020	6/30/2019	6/30/2018	6/30/2017
Assets					
Cash	\$ 126,609	\$ 318,496	\$ 81,765	\$ 32,573	\$ 533,396
Investments	5,833,622	6,896,319	6,120,908	8,103,108	7,067,349
Receivables	200,632	231,966	265,344	122,925	133,280
Prepays/Deposits/Other Assets	451,561	346,982	312,012	337,341	164,818
Land/building/equipment	10,271,229	11,471,498	12,821,759	12,728,727	12,731,837
Liabilities					
A/P/Other Liabilities	(678,224)	(2,829,085)	(1,086,594)	(888,502)	(422,434)
Note Payable	-	(339,700)	-	(2,082,091)	(2,481,701)
	\$ 16,205,429	\$ 16,096,476	\$ 18,515,194	\$ 18,354,081	\$ 17,726,545

Projected Liquid Unrestricted Net Assets Available	
6/30/2021	1,208,000
6/30/2022	1,368,000
6/30/2023	1,328,000
6/30/2024	1,288,000
6/30/2025	1,248,000

*Does not include operational reserve

Investment Pool Returns (Losses)



Endowment

Distribution Details	FY 21	FY 20	FY 19	FY 18	FY 17
College Program	\$ 1,364,992	\$ 1,100,044	\$ 1,522,786	\$ 1,229,465	\$ 1,187,928
Unrestricted	2,421,451	2,275,514	1,884,177	1,733,270	1,704,605
College Program Reserves	95,217	99,247	221,260	232,247	201,368
	\$ 3,881,660	\$ 3,474,805	\$ 3,628,223	\$ 3,194,982	\$ 3,093,901

COVID-19

A Race for IT to bridge the Gap

Move Off-Site

Governors order to work from home.

Social Distancing

Essential Staff must maintain 6ft distance

Logistical Gaps

Global Supply chain crisis



Service Gaps

From in-person to remote support.

Business Continuity

Moving core services and making them location independent.

Equal Access

Maintaining an equality lens .

Tactical Challenges

UPDATE

Innovate

Uncharted territory for all college staff

Build

Creating an online platform to support our community

Secure

Protecting our community and managing risks

Support

What it takes to produce satisfactions





Move Students to Online



24/7/365

Convenience

Sustainable

Distance Learning

Consistent

Collaborate



Internet

Equal access to internet



VPN

Staff and faculty can connect from home



Laptops

Search locate and gather



Logistics

Distribution of devices

Move Staff and Students to Offsite

Ready Set Go



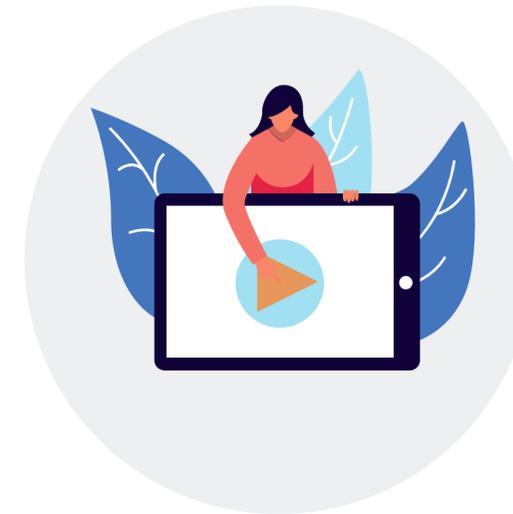
Endpoints

Locate, Build, Secure,
deploy and support



Application

Procuring, integrating
and supporting



Network

Connecting campus
services to home



Support

Stretching the limits

Hybrid Classroom

Enabling your learning style

Smart Podiums

Fit the podiums with technology to bridge in person and online learning

Mic, Camera

Design classrooms camera and mics which where students can hear

Syn Online & Offline

Zoom sync all moving pieces



Studio

1200 + video content was built

24/7 Access & Support

Build capacity to support this overhauled infrastructure

App Integrations

Zoom
Adobe
Panopto

Stretching Infrastructure

Location doesn't matter

Firewall

New Firewall

Wireless

Upgrade and stretch
to parking lot

Threat Protection

Intrusion Detection
and Malwarebytes

PCI Compliance

Compliance for
Bookstore and
Culinary



Home Cooked Recipes

Off the Shelves products are not Turn-Key

COVID stations

Health Screening
Stations

Survey

Student Technology
Request online Form

Online order

Penguin Pantry online
order form



Online Form

Off-Campus
Equipment Form with
Approvals Work Flow

Online Forms

Stage 2 – Transferring
that Online information
to Library

SignalVine

a text message
platform for a better
communication.

PARTNERSHIPS

External partnerships

Google

Light weight solutions

Edmonds College

AWS & G-Suite partnership

Lyft

Bridging the Transportation

PCC

Studio designs

Amazon

Industry leading Cloud Services

Clackamas CC

Hybrid Classroom



Collaboration

Internal Partners



- **Library**

Laptop hand out and
Stretched their
Services

- **DSS**

Purchased Fusion and
laptops to students

- **Student Ser**

LIVE – over the
shoulder support

- **Facilities**

Creating Hybrid
classrooms

- **Security**

EMT/RMT support

- **Instructions
(in-Person)**

Diesel, Welding,
Automotive, Dental,
Culinary, Nursing, STEM
Labs

Projects

Post COVID - Maintaining readiness

Podium

Make Podiums
Assessable

Studio

Build it to meet all
Production needs

Clark East

Technology upgrades
to meet college vision



ITSM

Service Management
tool

ECRP

300 Devices were
upgraded

Website

Redesign and overhaul work
in-progress

Tech-Hub

The forward operation base

Relocate

Move Support team in
a call center Ops

Schedule

Managing Walk-ins
and Pre-scheduled

Deployment

Staffs' device pick up

Imaging

Production style work
process.

In-Person

Port for all in-person
services

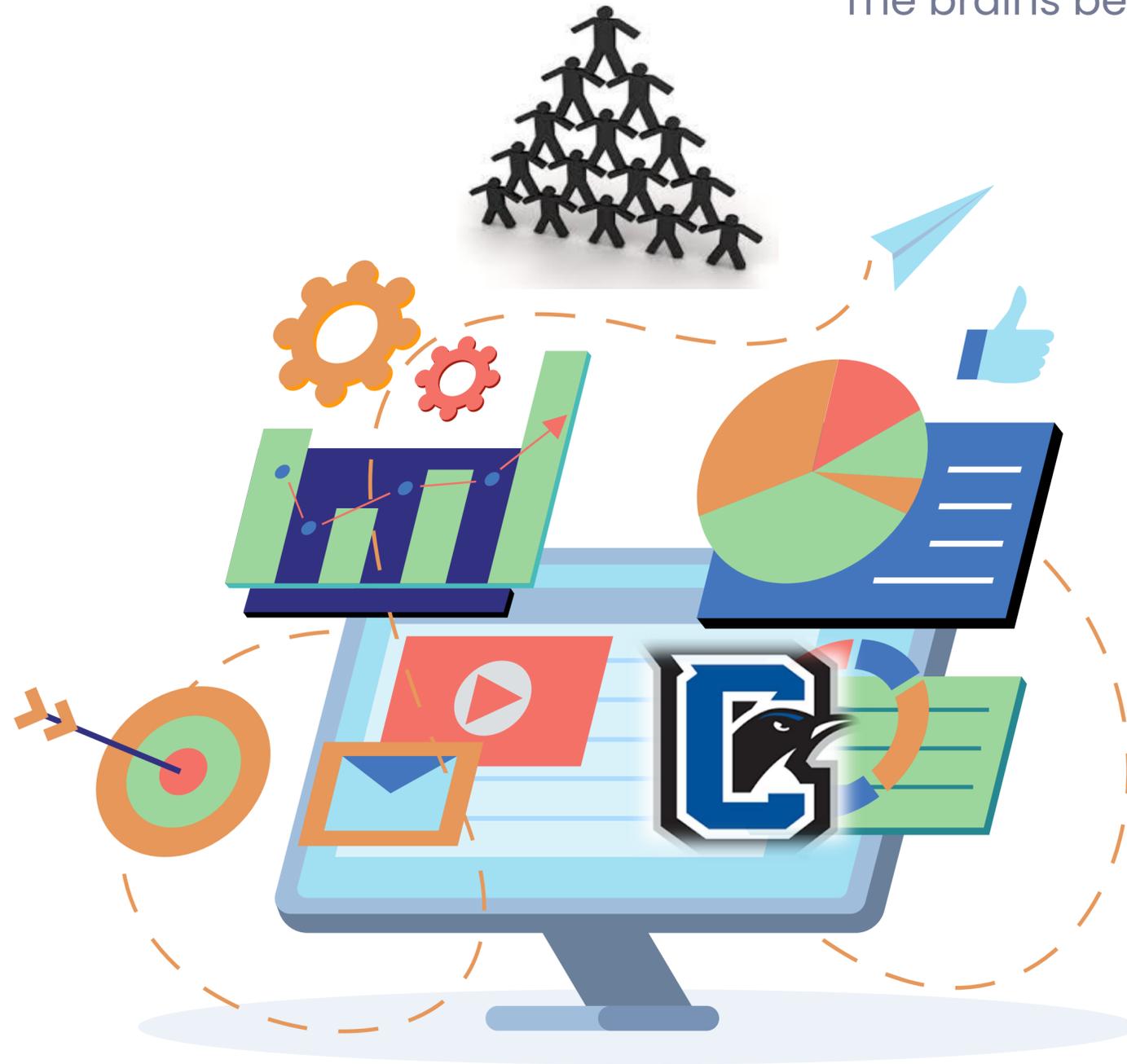
Training

All staff training
technology support



Teams

The brains behind the overhaul



- **App Dev**

Builds and customizes applications for to business needs

- **Sys & Network Adm**

Engineers' services to fit the customers needs

- **Tech Hub**

Ground Zero – connecting all services with our community

- **Academic Tech**

Making Virtual learning a reality

- **InfoSec**

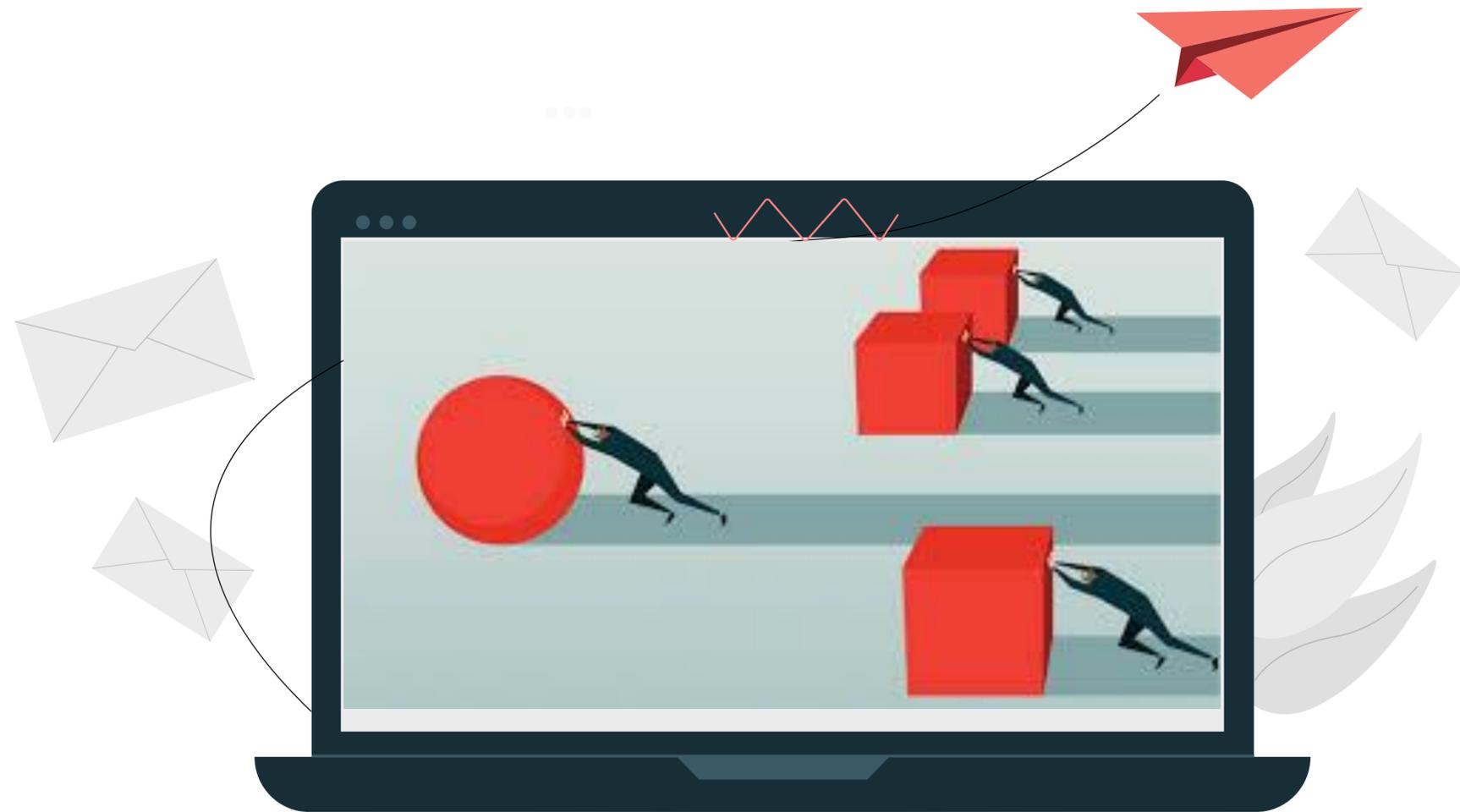
Securing and protecting our data

- **Tech Support**

Making is easy to consume

Current Challenges

Make a big impact with our professional slides and charts



> Supply Chain

Manufacturing and shipments are 3-4 months behind schedule.

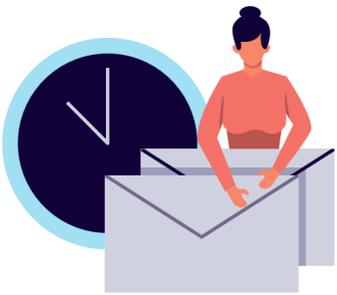
> Increase Consumptions

Onboard users to the technology and build user confidence

> Training

Introduce Train the trainer model by identifying Prosumers

Thank YOU



Leadership

CIO has enabled us to be creative and has supported us through the challenges and help manage risks



Community

Students, Staff and Faculties have given us the space to learn, explore and adapt



Partners

Internal and External partners have become our Brand Ambassador



Teams

COVID has brought us closer regardless of 6ft social distancing

CLARK COLLEGE
Cash Balances
as of July 1, 2020

	Cash Balance	Cash Balance (minus dedicated cash & liabilities)	Required Reserves	Prior Commitments (prior to 7/1/20)	New Commitments (2020/21)	Total Available Cash
	6/30/20	6/30/20				
145/146 Grants and Contracts*	2,982,532	2,262,885		39,186	200,000	2,023,699
147 Local Capital	72,039	-				-
148 Dedicated Local	3,792,734	-		-		-
149 Operating Fee	575,018	400,758				400,758
448 Print/Copy Machine	71,937	68,024				68,024
460 Motor Pool	119,441	118,744				118,744
522 ASCC	1,867,727	-				-
524 Bookstore	4,499,889	4,374,437		-		4,374,437
528 Parking	477,598	466,875				466,875
569 Food Service	(317,278)	(326,458)				(326,458)
570 Other Auxiliary Enterprise	798,046	460,977		36,315		424,662
790 Payroll (clearing)	(9,781)					-
840 Tuition/VPA*	182,539					-
846 Grants - Fin Aid	(616,032)					-
849 Student Loans	(197,038)					-
850 Workstudy (off-campus)	(38,649)					-
860 Institutional Financial Aid Fur Reserves**	527,851		7,507,507		-	(7,507,507)
Totals	14,788,573	7,826,242	7,507,507	75,501	200,000	43,234

*Fund 145 includes the year end receivable \$1.05m

Grant Status Update

Updated January 5, 2021

Grants In-Development

- **Air Force Research Laboratories (AFRL). Funder: U.S. Air Force (\$75,005+).** Lead School: Green River. This would be a collaboration, building on the MESA schools that applied for NSF S-STEM funding. Focus on building mentorship opportunities for STEM students and Air Force researchers, through the MentorNet platform – to increase student access and career development, as well as a pipeline to the Air Force research programs, scholarships, and employment opportunities. Clark specific budget is: MESA Director and student travel to the Everett mentoring conference (over 5 years: \$14,405 total in subcontract). And, earmarked 8 research stipends per year to support Clark students. Estimated \$59,600 over 5 years. These would be administered by GRC, so could be more or less depending on student interest across the colleges. Total requested across colleges is \$1.88 million. *LOI Approved for Submission 2020-2021.*
- **EXPLORATORY. Nursing Workforce Diversity (NWD). Funder: HRSA.** Increase educational opportunities for individuals from disadvantaged backgrounds (including racial and ethnic minorities underrepresented among registered nurses). The overarching goal of the NWD program is to increase access to high quality, culturally-aligned registered nurse providers who reflect the diversity of the communities in which they serve. This goal is accomplished by assisting students from disadvantaged backgrounds to become registered nurses, facilitating diploma- or associate degree-registered nurses to become baccalaureate-prepared registered nurses, and preparing practicing registered nurses for advanced nursing education. Funding was \$315,526 average first-year budget, 4 year grant cycle. Includes funding for student financial support, pre-entry and retention activities, and curriculum transformation to ensure culturally relevant teaching and practice. **Deadline: January 19, 2021.**
- **EXPLORATORY. GLS Campus Suicide Prevention Grant. Funder: SAMHSA.** The purpose of this program is to develop a comprehensive, collaborative, well-coordinated, and evidence-based approach to: (1) enhance mental health services for all college students, including those at risk for suicide, depression, serious mental illness(SMI)/serious emotional disturbances (SED), and/or substance use disorders that can lead to school failure; (2) prevent mental and substance use disorders; (3) promote help-seeking behavior and reduce negative public attitudes; and (4) improve the identification and treatment of at-risk college students so they can successfully complete their studies. It is expected that this program will reduce the adverse consequences of SMI/SED and substance use disorders, including suicidal behavior, substance-related injuries, and school failure. Additional required / optional elements included after this email. Up to \$102,000 per year (including indirect), for 3 years. **MATCHING REQUIRED.** Recipients must provide matching funds (directly or through donations from public or private entities) in non-federal contributions in an amount not less than \$1 for each \$1 of federal funds provided in the grant, toward the costs of activities carried out with the grant and other activities by the institution to reduce student mental health and substance use disorders. Can be cash or in-kind. **Submission Feb 5, 2021.**
- **Scholarships in STEM (S-STEM). Funder: NSF.** Pursuing revised consortia proposal for STEM Horizons. This builds on MESA Programs throughout the state, providing student scholarships and mentoring to increase the number of historically underrepresented (African American, Native American, Latino/Hispanic, and Pacific Islander/Hawaiian) community college students who transfer to universities and earn STEM bachelor's degrees. Historically, Clark's budget allocation was ~\$500,000 over the 4 year project period – with 75% allocated to student scholarships. **Submission March 2021.**

- **EXPLORATORY. HRSA/SAMHSA Behavioral Health Workforce Education and Training Program (BHWET).** The purpose of the BHWET Program is to develop and expand the behavioral health workforce serving populations across the lifespan, including in rural and medically underserved areas. The goal of the program is to increase the number of paraprofessionals trained – capacity and increasing graduates is a key component. Previously funded proposals have used funding to: (a) curricular redesign; (b) recruitment of underserved populations to increase diversity of workforce; (c) tuition/fees for enrolled students; and (d) training and support for field placement supervisors to maximize participation. Funding up to \$300,000 per year for the Paraprofessional Certificate Track, for 4 years. Anticipated deadline **February 4** (pending release).
- **EXPLORATORY. Educational Opportunity Center (EOC). Funder: Department of Education.** The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions. An EOC provides counseling and information on college admissions to qualified adults who want to enter or continue a program of post-secondary education. EOC services include academic advice; personal counseling; career workshops; information on post-secondary educational opportunities and financial assistance; assistance with completing applications for college admissions, testing and financial aid; financial literacy; coordination with nearby postsecondary institutions; media activities designed to involve and acquaint the community with higher education opportunities; and tutoring and mentoring. Up to \$253,143 per year for 5 years, serving a minimum of 1,000 participants each year. **Anticipated March/April 2021.**
- **EXPLORATORY. Bridges to Baccalaureate (~\$1,500,000).** Clark College engaged in conversations with WSU-V regarding creating student pipelines to support underrepresented student participation and success in biomedical science research. Initial discussion with WSU-V identified a common interest in identifying and addressing the barriers to success in STEM for students with disabilities. Cross-institutional discussion with key stakeholders across both colleges is scheduled for January. With joint identification of strategies, collaborative grant development – including the NIH B2B – can be pursued to increase equitable access and success for these high-demand STEM fields. This five-year grant provides funding at the community college level, including 60% tuition remission, \$9,360 annual stipend for students, and training expenses to support CUREs development, Summer Research Academy, and mentorship of students. Collaboration will occur with MESA, and college service areas. **Competition Sept 2021/2022.**
- **Improving Undergraduate STEM Education (I-USE). Funder: NSF (\$300,000).** Preparing proposal, focusing on investing in evidence-based and knowledge-generating approaches to understand and improve STEM learning and learning environments, improve the diversity of STEM students and majors, and prepare STEM majors for the workforce. Collaborative proposal with PSU – Erin Shortlidge for course curriculum development for the Travis Kibota / Joe Pitkin course that includes real-time undergraduate research in an introductory course, combining COLL 101, natural science, and social science learning outcomes. Pursuing the Engaged Student Learning Track, with budget up to \$300K over 3 years. **Deadline August 2021.**
- **EXPLORATORY. NSF Campus Cyberinfrastructure (CC*) Grant.** The Campus Cyberinfrastructure (CC*) program invests in coordinated campus-level networking and cyberinfrastructure improvements, innovation, integration, and engineering for science applications and distributed research projects. Learning and workforce development (LWD) in cyberinfrastructure is explicitly addressed in the program. Science-driven requirements are the primary motivation for any proposed activity. Funding depends on track, but estimated \$500,000 over 2 years. **Due March 1 or October 2021.**

- **Career Launch Programs.** Currently in the Career Launch Endorsement Review (CLER) application process. This includes college and employer partnership application to demonstrate earn-and-learn model. Application outlines expectations for each partner, including letters of support from WSW, ESD 112, and SW WA STEM. Endorsement allows a program to apply for enhanced FTES and/or capital equipment funding.
 - Diesel – C-TRAN or Peterson/Penske.
 - Cuisine Management and Professional Baking & Pastry Arts – Beaches / Warehouse23
 - Cybersecurity – Peace Health
 - Surveying – MacKay & Sposito.

Submitted, Pending Notification (\$2,179,945)

- **Strengthening Community Colleges Training Grants (SCC). Funder: DOL \$1,991,120.** Clark submitted application for the Technology Career Pathways Project, which will build capacity through development of an innovative model for engaging small businesses into curriculum development, vetting, and talent pipelines; and developing short-term trainings to meet emerging needs, within the context of career pathways for students. Short-term micro-credentials, offered through non-credit or credit programs, that provide flexible, innovative trainings to meet current and emerging technology needs. Industry partners included: On Line Support, Fastech Solutions, Gravitate Design, Indevver, and NW & Associates. More specifically, the project will: (1) Convene a Regional Pathways Leadership Team; (2) Engage strategic employer partners to identify knowledge, skills, and abilities for current and emerging occupations; (3) Create 30 short-term, micro-credential trainings that generate workers with the identified knowledge, skills, and abilities to meet regional workforce needs; (4) Enroll 500 participants in the short-term trainings, with student support services to maximize completion; and (5) Develop talent pools, directly linking participants with employers. **Will use the indirect cost agreement.*
- **Summer Running Start Pilot Program. Funder: OSPI/WA Legislature.** Competitive selection process to pilot a Summer Running Start Program, starting Summer 2021. Eligible Students: Students completing Grade 10 or 11, or recent graduates with less than 5 credits left to graduate with associate degree. Letters of Support provided by Vancouver School District; Evergreen School District; Camas School District; Battle Ground School District; Washougal School District; and Woodland School District.
- **Cisco Networking Academy Grants. Funder: Cisco.**
 - **CyberOps.** This funding would pay tuition for 30 new teachers to be trained and certified by Clark College Cisco ITC in the subject of Cybersecurity through a 6-week online training w/tice weekly 1-hour meetings with a trainer. Additional funds for marketing/promotion. Expected to successfully meet stated goals within approximately 10 months. Budget: \$20,000.
 - **ITN.** This funding would pay tuition for 30 new teachers to be trained and certified by Clark College Cisco ITC in the subject of Cisco networking through a 5-week online training w/tice weekly 1-hour meetings with a trainer. Additional funds for marketing/promotion. Expected to successfully meet stated goals within approximately 10 months. Budget: \$14,500.
 - **Python.** This funding would pay tuition for 30 new teachers to be trained and certified by Clark College Cisco ITC in the subject of Python programming through a 5-week online training w/tice weekly 1-hour meetings with a trainer. Additional funds for marketing/promotion. Expected to successfully meet stated goals within approximately 10 months. Budget: \$14,500.
 - **DevNet.** This funding would pay tuition for 30 new teachers to be trained and certified by Clark College Cisco ITC in the subject of DevNet software defined devices through a 6-week online training w/tice weekly 1-hour meetings with a trainer. Additional funds for marketing/promotion. Expected to successfully meet stated goals within approximately 10 months. Budget: \$20,000.

- **2021 CDBG, HOME and Affordable Housing Fund. Funder: City of Vancouver (\$188,825).** Submitted application for “Clark East – SND Business Support Framework” to provide funding for two business navigators – one general and one capital funding specialist, as well as funding for laptops, supplies for SND Business Fair, and Pitchfest. Goal is to support at least 40 start-ups or microenterprises (less than 5 employees), with specific emphasis on SND business owners who were disproportionately impacted by the COVID-19 pandemic. Total request is \$188,825 over an 18 month project period. Matching funding was included from Clark College Foundation for Pitchfest (\$25,000) and in-kind forego of indirect rate on salaries of Business Navigators. Leads will present to Clark County in January meeting, with decision made by April 2021.

Collaborations Submitted

- Department of Labor: H1B One Workforce. Lead Agency: Workforce Southwest. Clark has agreed to provide training cohorts of the Rural Access Mechatronics Program (RAMP), Summer and Winter cohorts starting Winter 2022. Funding would cover cost of instruction for the entire cohort, with WSW conducting recruitment from the broader Portland-Vancouver metro area. Anticipated notification March 2021.
- NSF I-USE Institutional and Community Transformation. Lead Agency: Bellevue College. Statewide project to coordinate and support course-based undergraduate research experiences (CURE). Funding will provide faculty stipends to cover professional development and statewide workgroups to identify strong, existing CUREs, identify barriers to institutionalization, and support broad implementation across institutions. Clark faculty will serve as leads on relevant workgroups. Anticipated notification June 2021.

Funded (\$670,879).

- **Centers for Excellence for Veteran Student Success. Funder: Dept of Ed. (\$449,459).** Funding to develop comprehensive, single point of contact to coordinate comprehensive support services for veteran students – including academic, financial, physical, and social needs of veteran students. Transform the Veterans Resource Center into a Center of Excellence for Veteran Student Success, through funding for adequate staffing, outreach and recruitment, integration of first-year experience to support student-veteran onboarding, and academic tutoring for core subjects. Staffing will include a full-time Student Success Coach; 0.5 FTE Program Coordinator (to be combined with Cowlitz funding to create 1.0 FTE); and academic tutoring (24 hours per week in VRC). Additionally, funding for outreach and recruitment, disability accommodations (LiveScribe Pens), and basic essentials (housing/food connections). Intended to build capacity for the institution to serve student-veterans, with increased student-veteran year-to-year persistence, credit success rate, and completion rates. Funding for total of \$449,460 over three years, from July 1, 2021 – June 30, 2024. Executive Sponsor: Dr. Michele Cruse. Project Director: Cath Busha. VRC Associate Director: Dave Daly.
- **Professional/Technical Programs Restart Grant. Funder: SBCTC. (\$195,820).** Funding to “restart” professional/ technical programs - meaning to reopen programs that were closed or suspended; reconstitute those that reduced course offerings or limited enrollment; restore pathways to completion that were disrupted by COVID-19; recruit to and retain students in existing programs that are critical to regional economic recovery; ensure that students have clear and unobstructed pathways to credential completion; and reestablish with the appropriate safety measures experiential and/or work-based learning opportunities that were reduced or eliminated due to COVID-19. Funding allocated for: Medical Assisting; Dental Hygiene; Nursing; Larch – Supervisory Management; Mechatronics; Cuisine Management; and Professional Baking & Pastry Arts. Funding is provided to reestablish experiential and/or work-based learning opportunities that were reduced or eliminated due to COVID-19. This includes funding for simulation software, laboratory equipment, HEPA filters for student safety, and laptops for expanded Larch Corrections student participation. Executive Sponsor: Dr. Sachi Horback. Project Directors: Armetta Burney and Brenda Walstead.

- **Department of Children, Youth, and Families (DCYF) Fall Child Care COVID-19 Grant (\$25,600).** This funding will support the food program and a portion of the extra staffing time spent on screening and cleaning protocols due to COVID-19. Funding is based on licensed program capacity. PD: Michele Volk.
- **Engineering Career Launch Program.** No direct funding at this time, but endorsement of the Associate of Science – AST2 Engineering and the Bachelor of Science in Mechanical Engineering (Clark and WSU-Vancouver). This includes college and employer partnership application to demonstrate earn-and-learn model. Application outlines expectations for each partner, including letters of support from WSW, ESD 112, and SW WA STEM. Endorsement allows a program to apply for enhanced FTES and/or capital equipment funding, if funding becomes available in future biennium.

Rates of not passing by race

Black/African American students that did not pass classes

26% Winter 2020

29% Spring 2020

25% Fall 2020

American Indian/Alaska Native that did not pass classes

25% Winter 2020

32% Spring 2020

25% Fall 2020

White students that did not pass classes

16% Winter 2020

16% Spring 2020

17% Fall 2020

Implications

Other POC groups fell between these numbers; emphasizing that indigenous (American Indian/Alaska Native) and Black/African American students experienced the biggest equity gaps in student success

White students were not significantly impacted by the pandemic in terms of student success

Black/African American students and Indigenous students were most impacted the pandemic with a 3% drop in success for Black/African American students and a 7% drop for American Indian/Alaska Native students.

In Spring 2020, there was a 16% equity gap between indigenous students and white students. As of Fall 2020, there is 7% equity gap in course success between white students and Black/African American students and indigenous students.

Rates of not passing by disability status

Students with no reported disabilities that did not pass

Winter 2020 16%

Spring 2020 16%

Fall 2020 17%

Students with reported disabilities that did not pass

Winter 2020 18%

Spring 2020 18%

Fall 2020 20%

In Winter 2020, there was a 2% equity gap in pass rates between students with disabilities and students without documented disabilities. By Fall 2020, the equity gap increased to 3%.

Rates of not passing by modality

(I will add comparison to previous years and correlation between E-learning and online course success in future reports)

In-person (remote starting Spring 2020)

Winter 2020 11%

Spring 2020 (switched to remote) 15%

Hybrid

Winter 2020 18%

Spring 2020 21%

Fall 2020 12%

Online

Winter 2020 18%

Spring 2020 15%

Fall 2020 17%

Retention & Completion

Highest enrolling course pass rate (English 101)

	<i>White and Asian</i>	<i>Race not Reported/ Other</i>	<i>HU-SOC</i>
2019-2020:	86%	93%	80%

Completed English 101 within 1-year of enrolling

	<i>White and Asian</i>	<i>Race not Reported/ Other</i>	<i>HU-SOC</i>
2019-2020:	53%	57%	47%
2018-2019:	55%	50%	48%
2017-2018:	53%	51%	43%

Completed College-level math within 1 year of enrolling

	<i>White and Asian</i>	<i>Race not Reported/ Other</i>	<i>HU-SOC</i>
2019-2020:	8%	8%	6%
2018-2019:	15%	14%	10%
2017-2018:	13%	9%	9%

Students retained after one term

	<i>White</i>	<i>HU-SOC</i>
2015: 79%	76%	
2016: 81%	73%	
2017: 80%	71%	

2018: 78% 76%
2019: 80% 74%

Students retained one year

	<i>White</i>	<i>HU-SOC</i>
2015:	57%	53%
2016:	57%	49%
2017:	55%	47%
2018:	56%	51%
2019:		

Completion within three years (not including transfer)

	<i>White</i>	<i>HU-SOC</i>
2015:	21%	15%
2016:	25%	16%
2017:	25%	18%
2018:	21%	19%

Transfer

Transferred to a 4-year institution within 1 year of leaving Clark

2015: 28%
2016: 30%
2017: 30%
2018: 31%
2019:

Percent of students placing into Pre-college classes (Math and English)

Fall 2019: 877 Basic Skills Students enrolled (9% of all enrollment)
2018-2019: 145 HS/GED degrees awarded

Student success rate in Pre-college classes

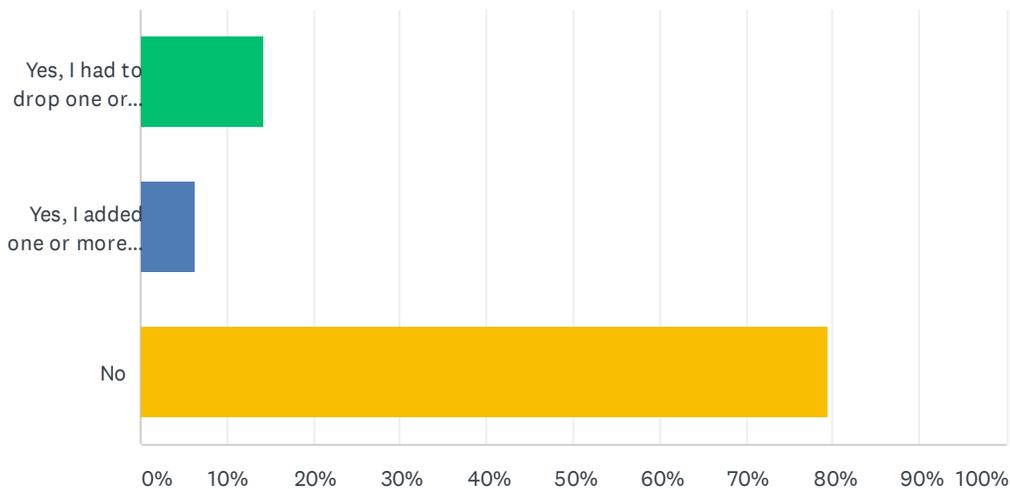
2015-2016: 54%
2016-2017: 57%
2017-2018: 52%
2018-2019: 53%
2019-2020: 38%

Q1 Please enter your Student ID (ctcLink ID):If you do not know your ctcLink ID, please include your Name and Date of Birth.

Answered: 746 Skipped: 7

Q2 Have you changed the number of classes you were enrolled in during Fall 2020 because of the COVID-19 pandemic?

Answered: 734 Skipped: 19

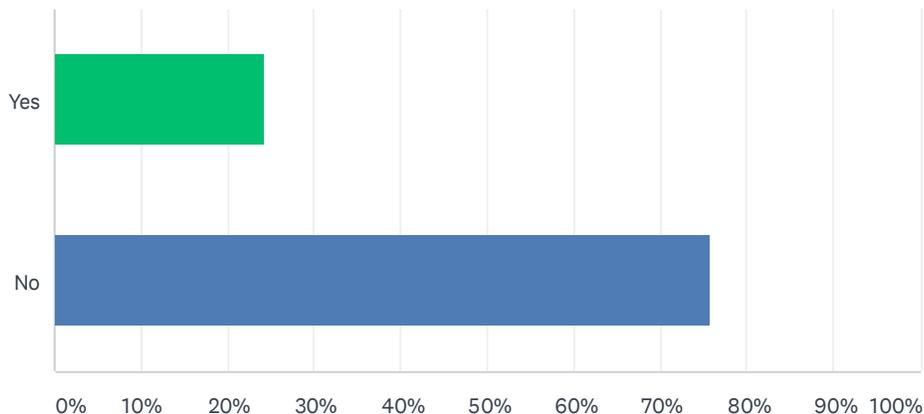


ANSWER CHOICES	RESPONSES
Yes, I had to drop one or more classes	14.17% 104
Yes, I added one or more classes	6.27% 46
No	79.56% 584
TOTAL	734

Q3 Have you thought about withdrawing from all of your classes this quarter because the college has moved instruction to online courses?

Answered: 735 Skipped: 18

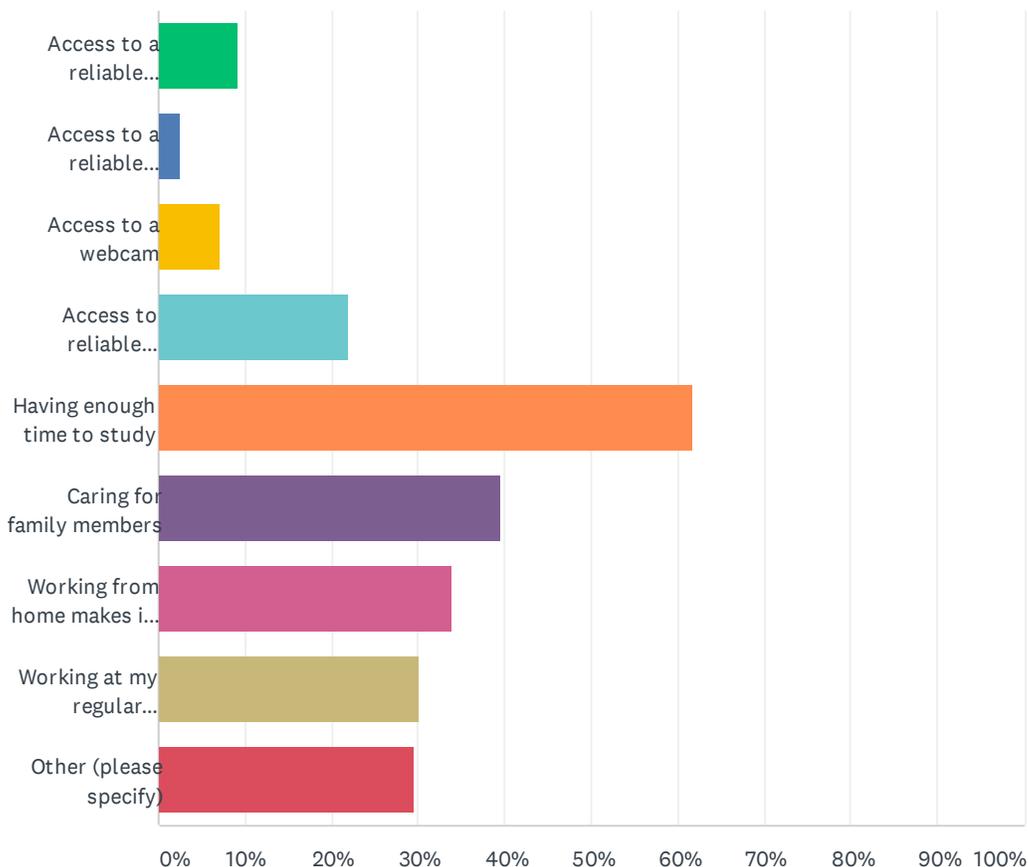
Clark College Student Survey Fall 2020



ANSWER CHOICES	RESPONSES	
Yes	24.35%	179
No	75.65%	556
TOTAL		735

Q4 Which of the following currently present challenges for fully engaging in online courses? [Select all that apply.]

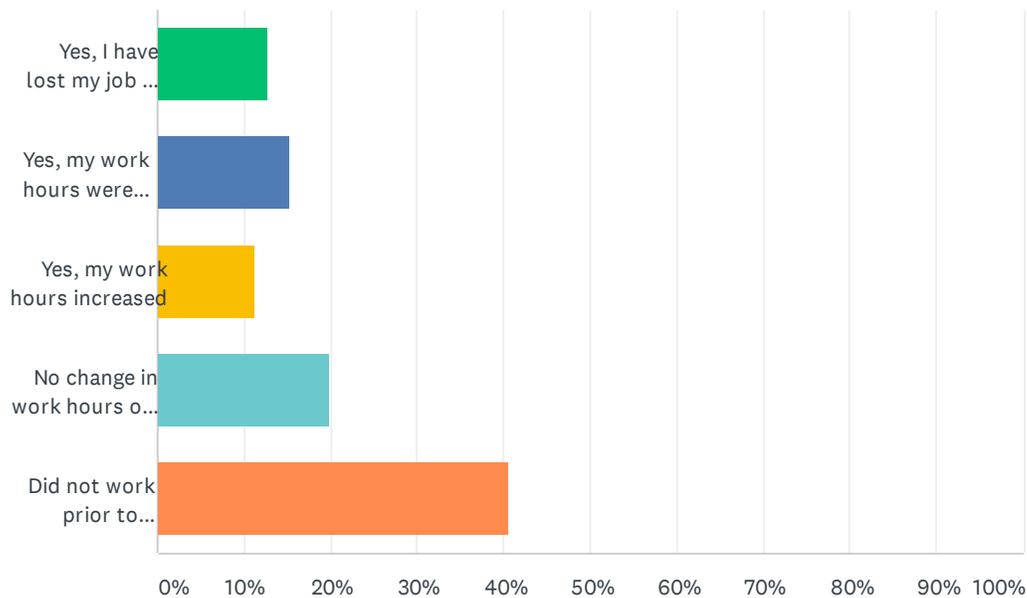
Answered: 654 Skipped: 99



ANSWER CHOICES	RESPONSES	
Access to a reliable computer, laptop or tablet	9.17%	60
Access to a reliable smartphone	2.45%	16
Access to a webcam	7.03%	46
Access to reliable internet at home	21.87%	143
Having enough time to study	61.62%	403
Caring for family members	39.60%	259
Working from home makes it difficult to separate work and school	33.94%	222
Working at my regular physical place of work	30.12%	197
Other (please specify)	29.51%	193
Total Respondents: 654		

Q5 Has your employment status changed because of COVID-19?

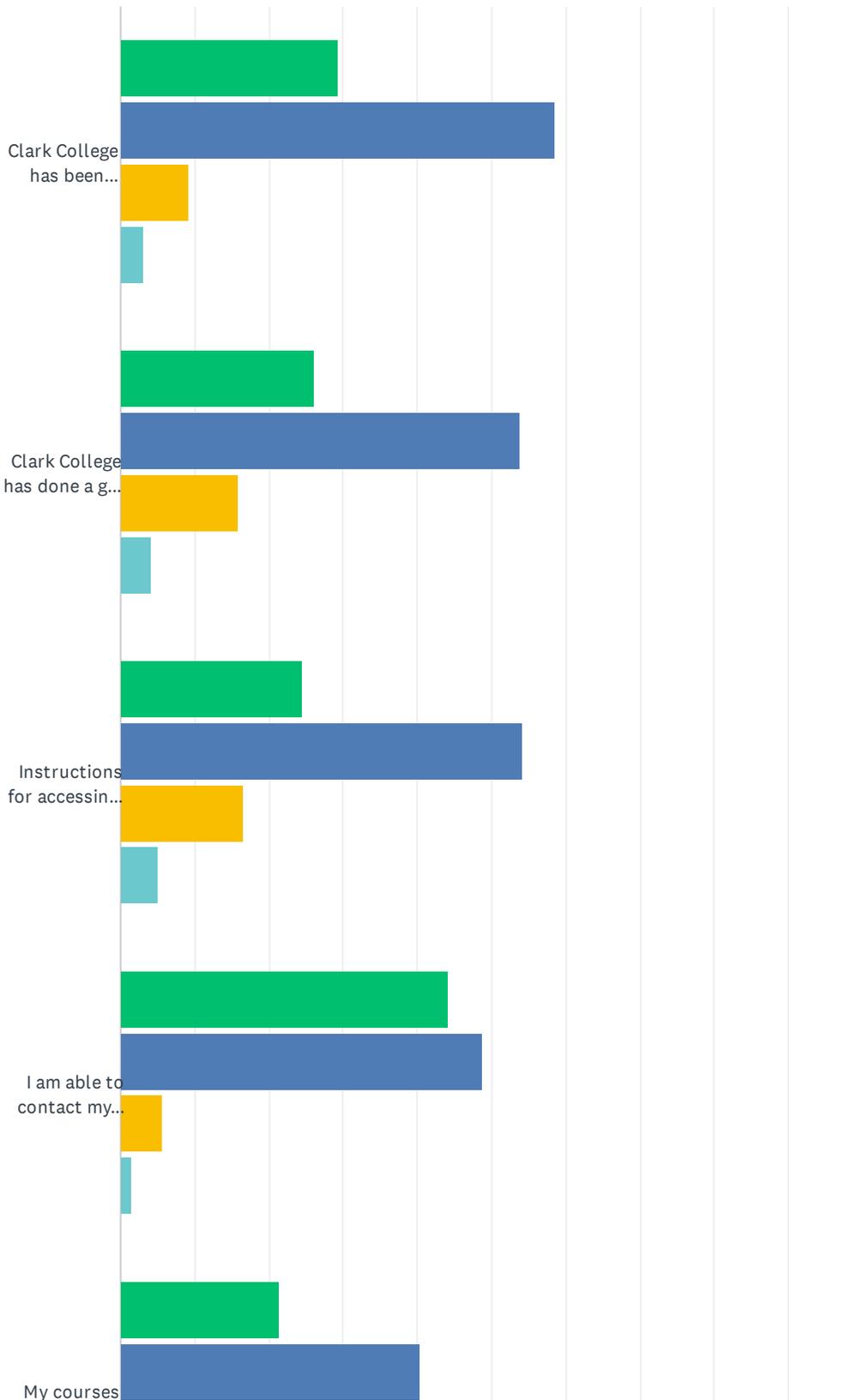
Answered: 731 Skipped: 22



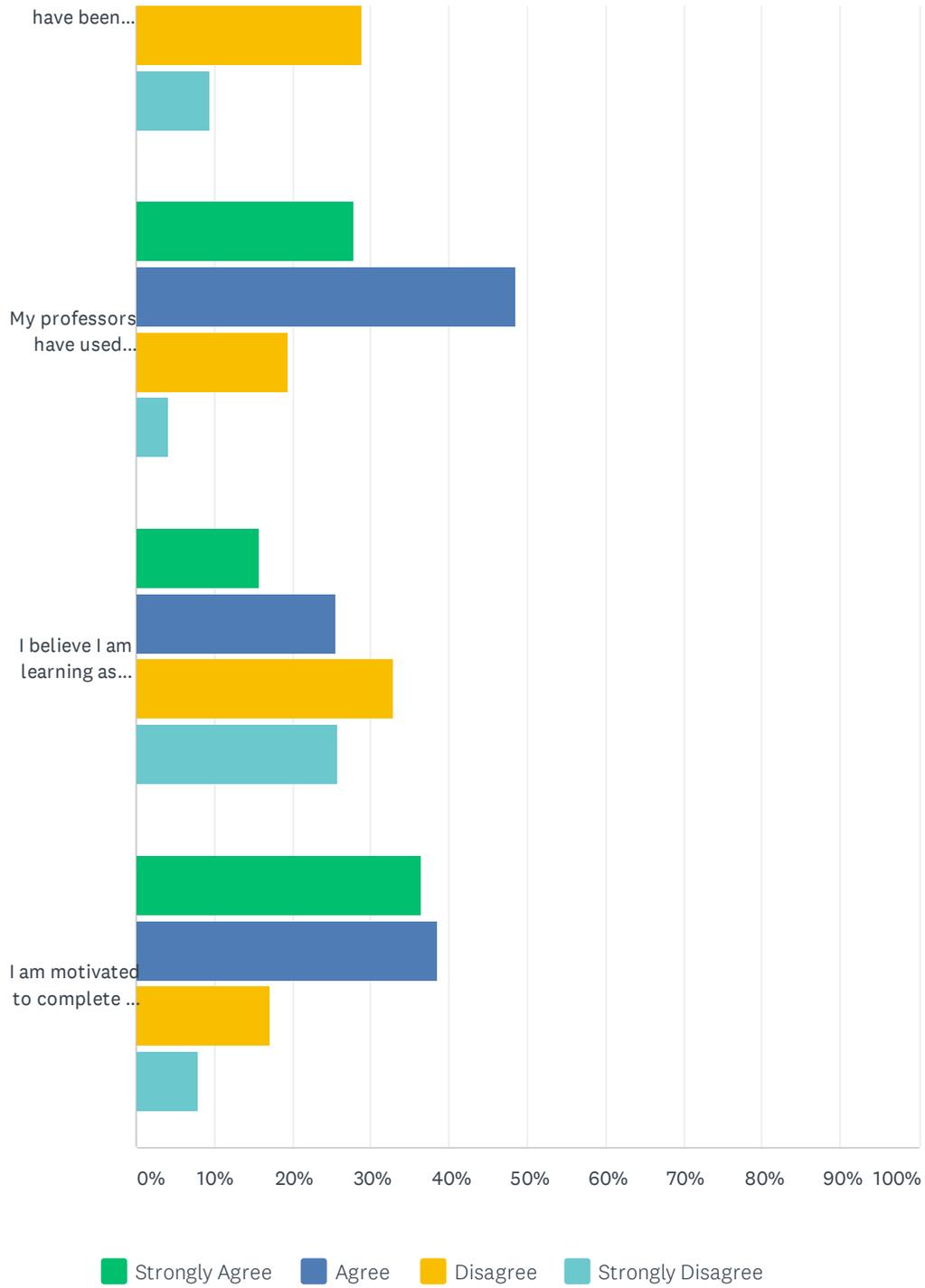
ANSWER CHOICES	RESPONSES	
Yes, I have lost my job or have been laid off	12.72%	93
Yes, my work hours were reduced	15.32%	112
Yes, my work hours increased	11.35%	83
No change in work hours or employment status	19.97%	146
Did not work prior to COVID-19	40.63%	297
TOTAL		731

Q6 Please indicate how strongly you agree with each statement related to Clark College's response to COVID-19.

Answered: 713 Skipped: 40



Clark College Student Survey Fall 2020

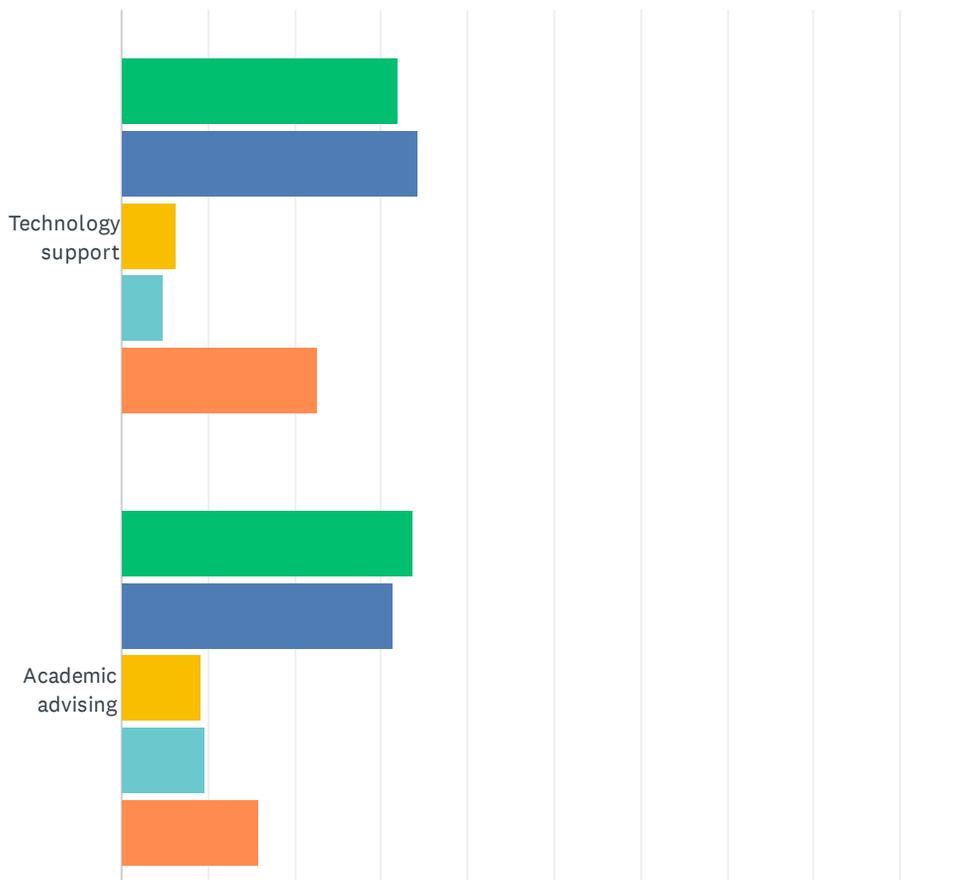


Clark College Student Survey Fall 2020

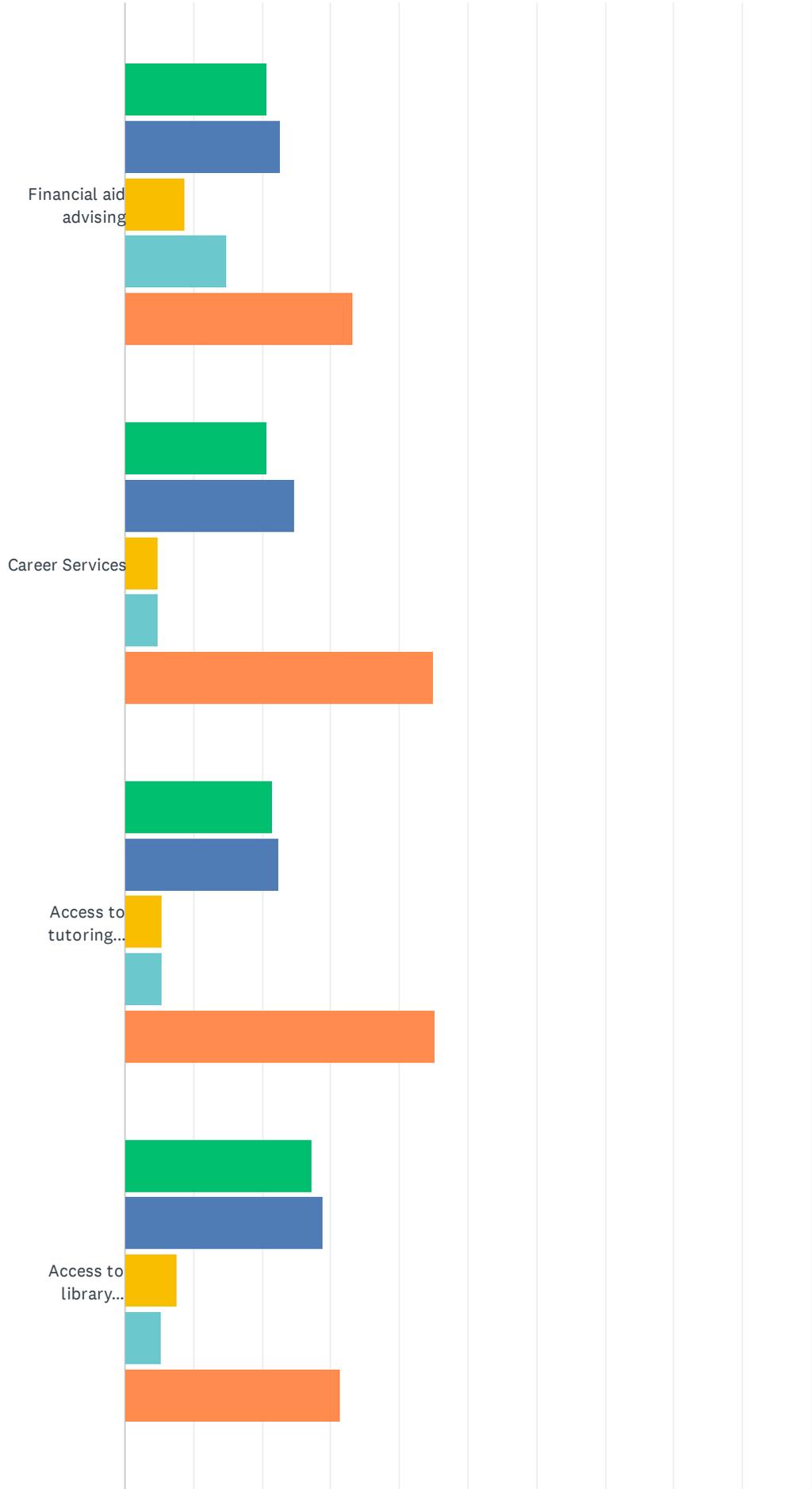
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Clark College has been supportive of me during the COVID-19 pandemic.	29.20% 207	58.53% 415	9.17% 65	3.10% 22	709	3.14
Clark College has done a good job helping me adapt to the changes in instruction that have happened because of the COVID-19 pandemic.	26.20% 186	53.80% 382	15.92% 113	4.08% 29	710	3.02
Instructions for accessing resources have been easy to follow.	24.50% 173	54.11% 382	16.43% 116	4.96% 35	706	2.98
I am able to contact my professors when I need to.	44.15% 313	48.66% 345	5.64% 40	1.55% 11	709	3.35
My courses have been presented in ways that have motivated me to learn.	21.30% 151	40.34% 286	28.91% 205	9.45% 67	709	2.73
My professors have used technology effectively to keep me engaged.	27.79% 197	48.52% 344	19.46% 138	4.23% 30	709	3.00
I believe I am learning as much in my online classes as I did when the classes were face-to-face.	15.75% 112	25.60% 182	32.91% 234	25.74% 183	711	2.31
I am motivated to complete my courses this academic term.	36.30% 257	38.42% 272	17.23% 122	8.05% 57	708	3.03

Q7 Please indicate how satisfied you are at this time with the support and services provided by this college in response to COVID-19.

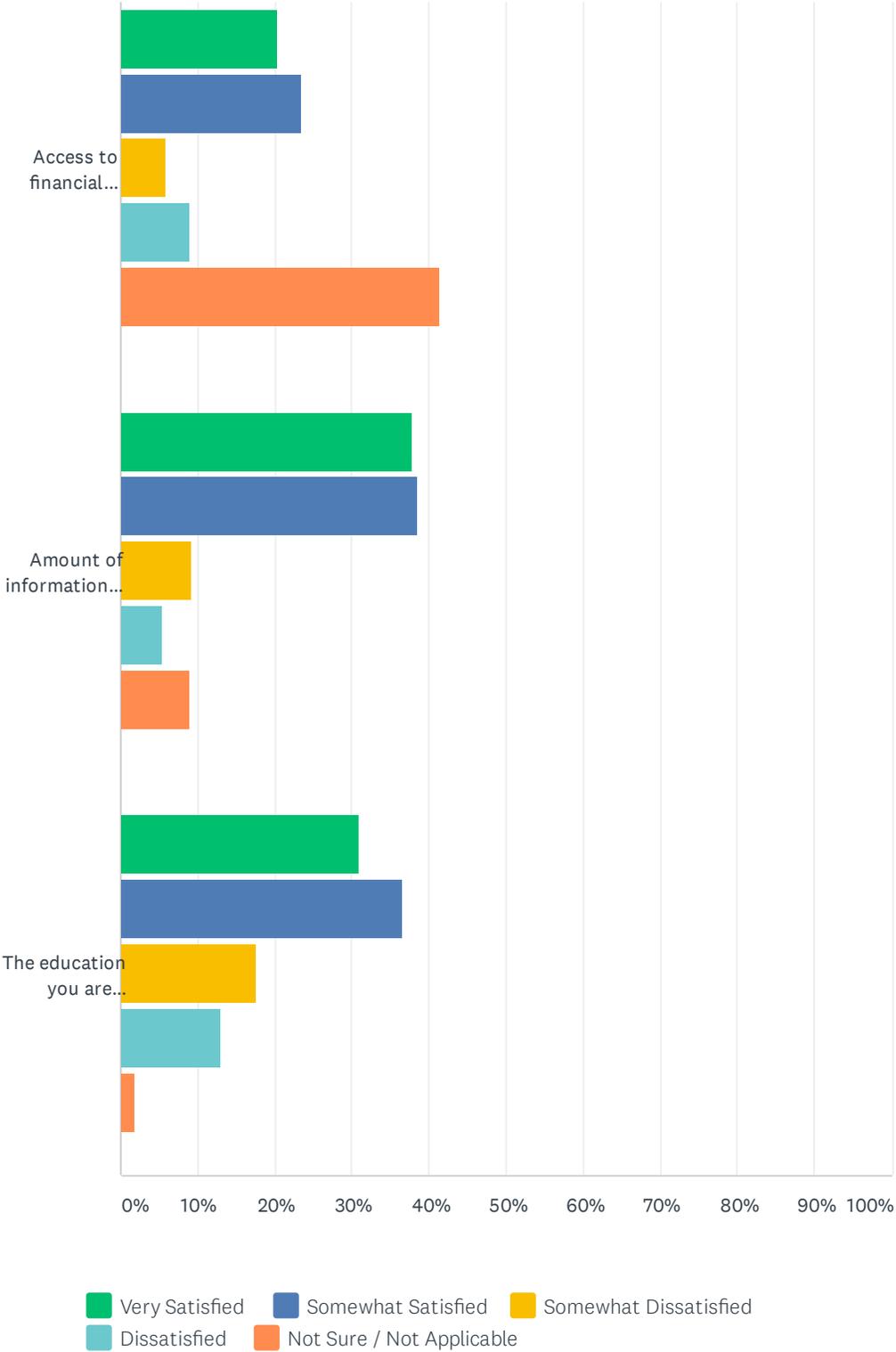
Answered: 714 Skipped: 39



Clark College Student Survey Fall 2020



Clark College Student Survey Fall 2020

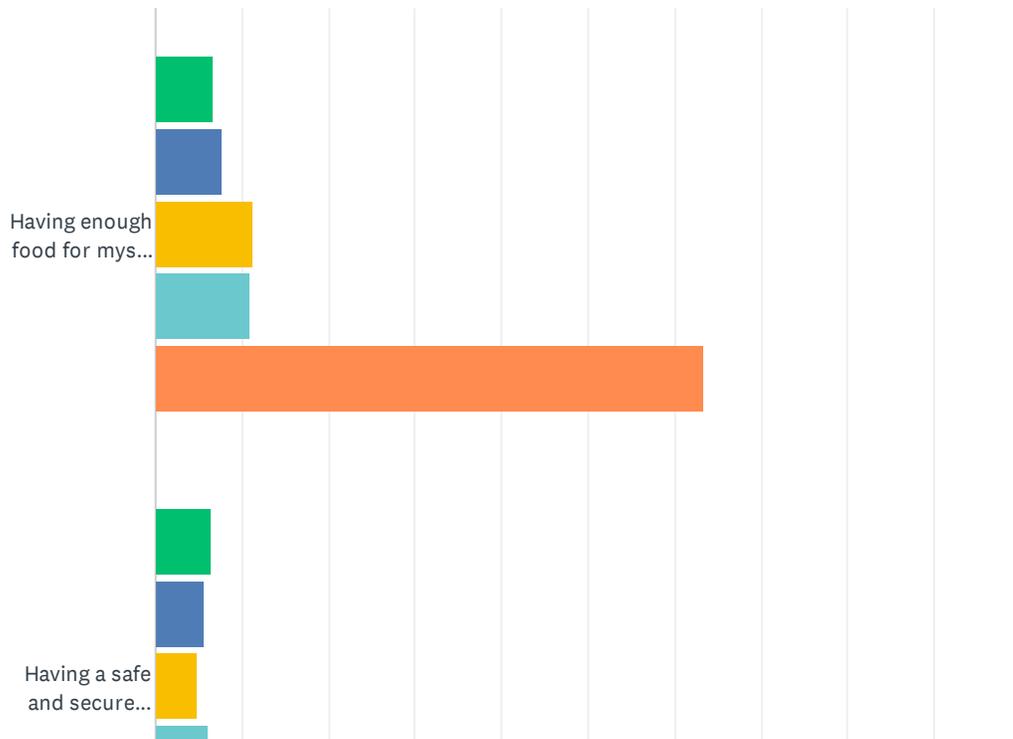


Clark College Student Survey Fall 2020

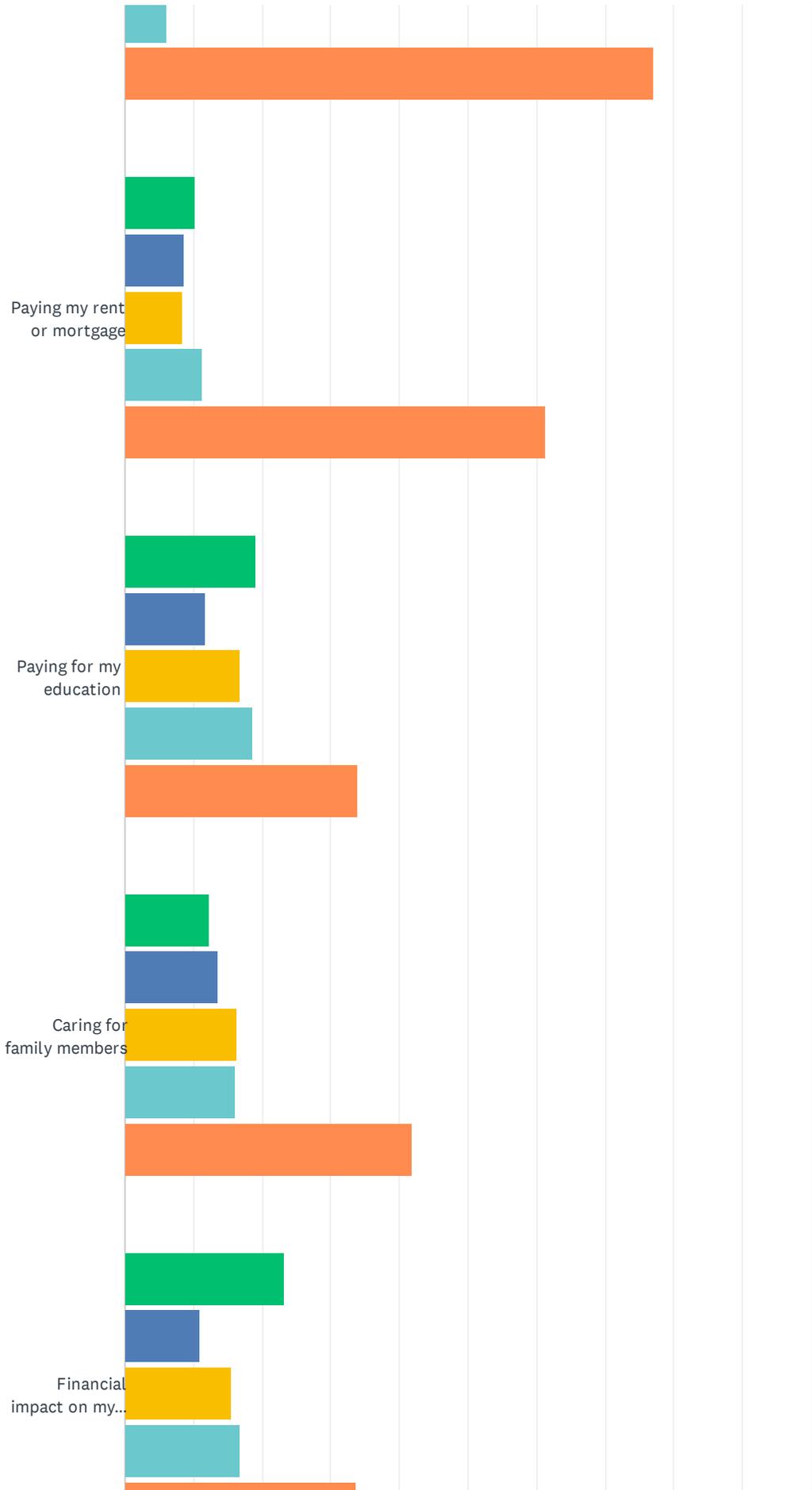
	VERY SATISFIED	SOMEWHAT SATISFIED	SOMEWHAT DISSATISFIED	DISSATISFIED	NOT SURE / NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
Technology support	32.11% 228	34.37% 244	6.20% 44	4.79% 34	22.54% 160	710	3.21
Academic advising	33.71% 240	31.46% 224	9.27% 66	9.69% 69	15.87% 113	712	3.06
Financial aid advising	20.68% 147	22.50% 160	8.72% 62	14.91% 106	33.19% 236	711	2.73
Career Services	20.65% 146	24.75% 175	4.81% 34	4.81% 34	44.98% 318	707	3.11
Access to tutoring services	21.47% 152	22.32% 158	5.51% 39	5.51% 39	45.20% 320	708	3.09
Access to library resources	27.09% 191	28.79% 203	7.52% 53	5.25% 37	31.35% 221	705	3.13
Access to financial resources other than financial aid	20.40% 144	23.37% 165	5.81% 41	9.07% 64	41.36% 292	706	2.94
Amount of information provided about changes at Clark College as a result of the COVID-19 pandemic	37.80% 268	38.50% 273	9.31% 66	5.36% 38	9.03% 64	709	3.20
The education you are receiving online	30.90% 220	36.66% 261	17.56% 125	13.06% 93	1.83% 13	712	2.87

Q8 To what extent are you concerned about the following:

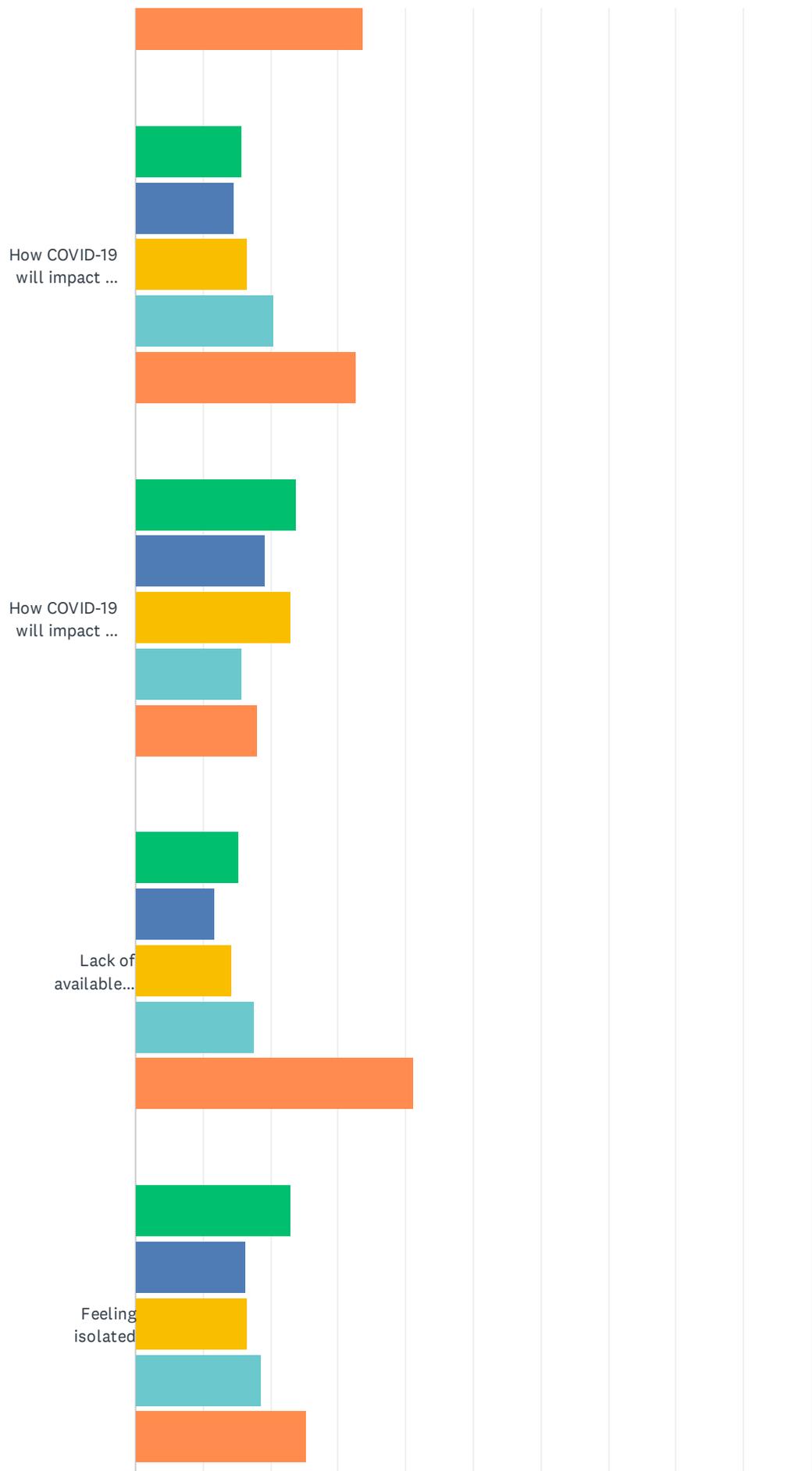
Answered: 700 Skipped: 53



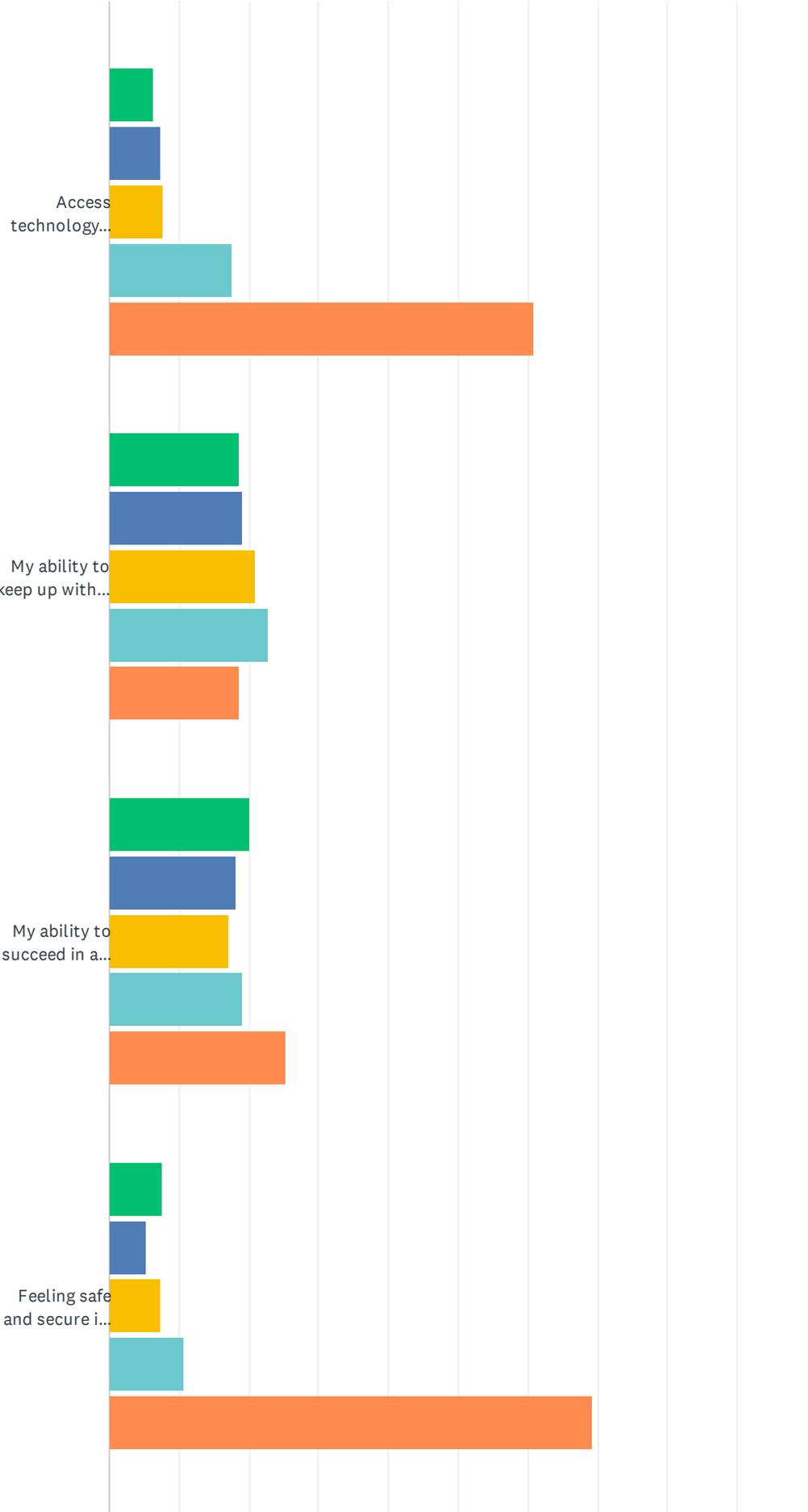
Clark College Student Survey Fall 2020



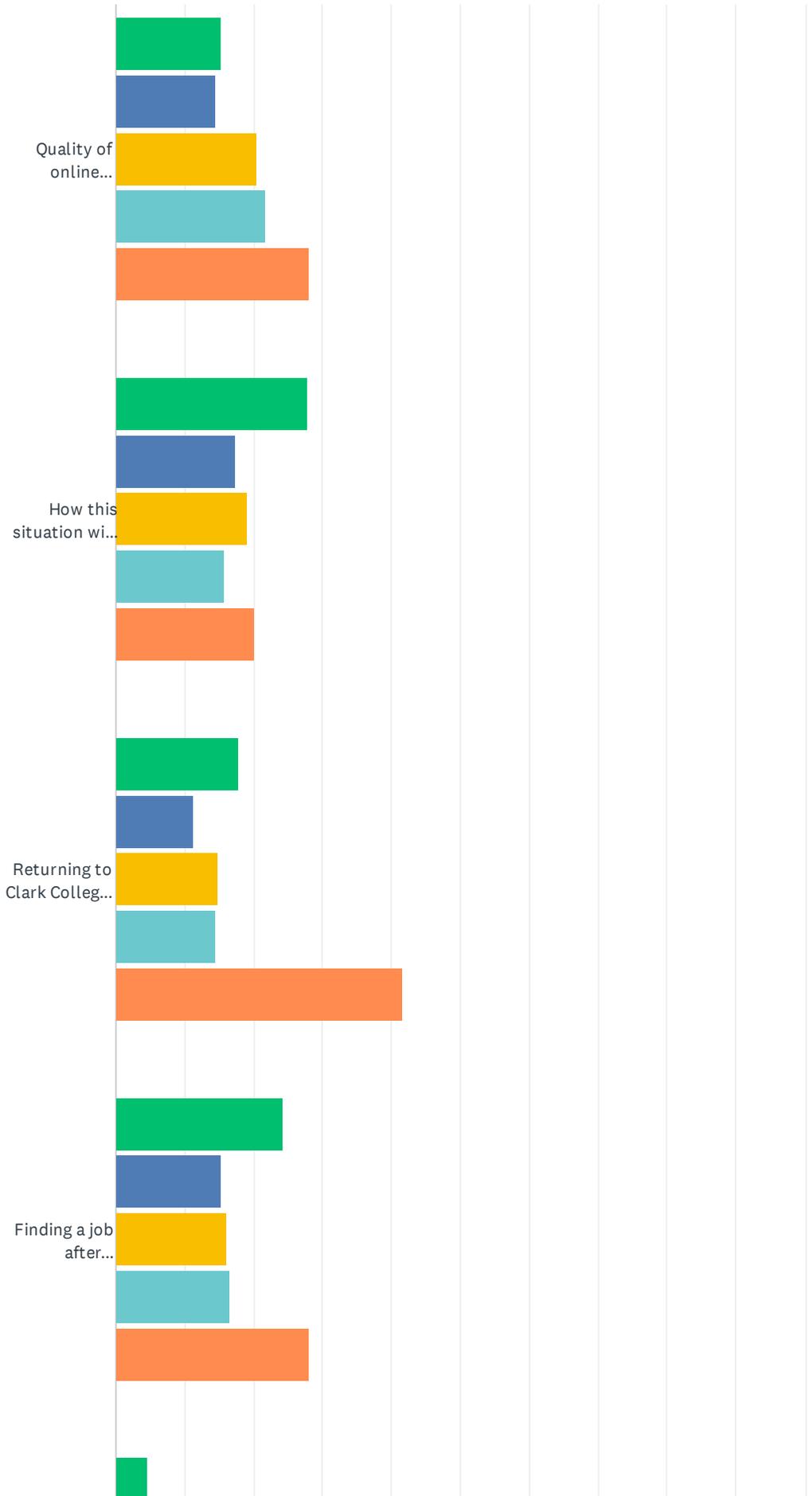
Clark College Student Survey Fall 2020



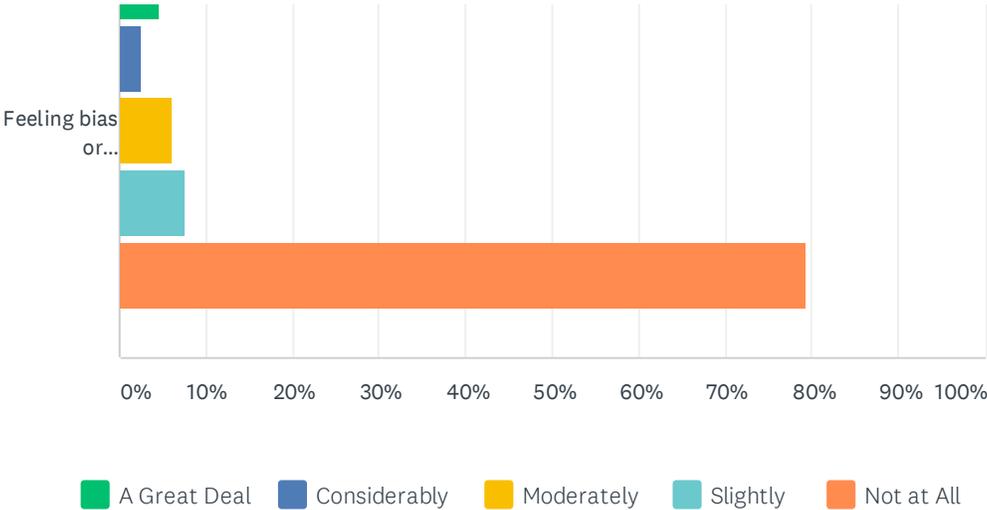
Clark College Student Survey Fall 2020



Clark College Student Survey Fall 2020



Clark College Student Survey Fall 2020



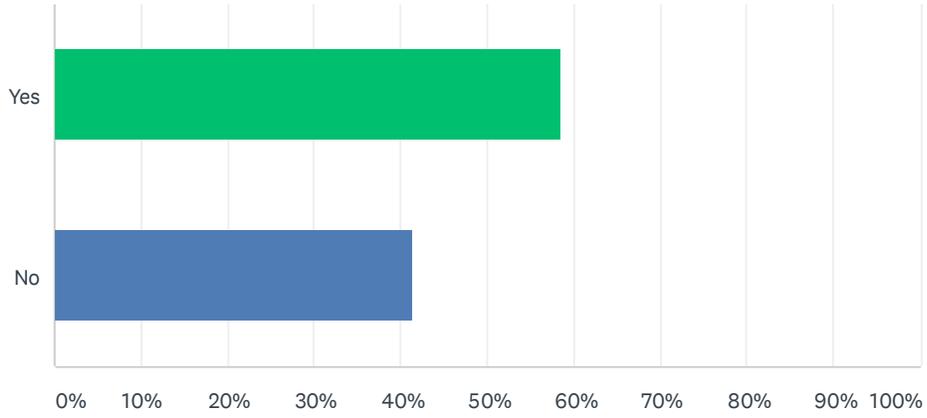
Clark College Student Survey Fall 2020

	A GREAT DEAL	CONSIDERABLY	MODERATELY	SLIGHTLY	NOT AT ALL	TOTAL	WEIGHTED AVERAGE
Having enough food for myself and/or my family	6.72% 47	7.73% 54	11.30% 79	10.87% 76	63.38% 443	699	1.84
Having a safe and secure place to live/sleep at night	6.46% 45	5.60% 39	4.88% 34	6.17% 43	76.90% 536	697	1.59
Paying my rent or mortgage	10.34% 72	8.62% 60	8.33% 58	11.35% 79	61.35% 427	696	1.95
Paying for my education	19.11% 133	11.64% 81	16.81% 117	18.53% 129	33.91% 236	696	2.64
Caring for family members	12.27% 85	13.56% 94	16.31% 113	16.02% 111	41.85% 290	693	2.38
Financial impact on my life	23.31% 162	10.94% 76	15.40% 107	16.69% 116	33.67% 234	695	2.74
How COVID-19 will impact my health	15.76% 110	14.61% 102	16.48% 115	20.49% 143	32.66% 228	698	2.60
How COVID-19 will impact the health of my family or friends	23.78% 166	19.34% 135	23.07% 161	15.76% 110	18.05% 126	698	3.15
Lack of available emotional support	15.19% 106	11.75% 82	14.33% 100	17.48% 122	41.26% 288	698	2.42
Feeling isolated	23.02% 160	16.40% 114	16.55% 115	18.71% 130	25.32% 176	695	2.93
Access technology necessary for my class(es)	6.34% 44	7.35% 51	7.78% 54	17.58% 122	60.95% 423	694	1.81
My ability to keep up with coursework	18.71% 130	18.99% 132	20.86% 145	22.73% 158	18.71% 130	695	2.96
My ability to succeed in an online academic environment	20.11% 140	18.25% 127	17.24% 120	19.11% 133	25.29% 176	696	2.89
Feeling safe and secure in the Clark College online environments	7.49% 52	5.19% 36	7.35% 51	10.66% 74	69.31% 481	694	1.71
Quality of online instruction	15.23% 106	14.51% 101	20.55% 143	21.70% 151	28.02% 195	696	2.67
How this situation will impact my academic future	27.75% 192	17.34% 120	19.08% 132	15.75% 109	20.09% 139	692	3.17
Returning to Clark College in summer or fall	17.84% 124	11.37% 79	14.82% 103	14.39% 100	41.58% 289	695	2.49
Finding a job after completing my educational goals	24.21% 169	15.19% 106	16.05% 112	16.62% 116	27.94% 195	698	2.91
Feeling bias or discrimination based on my identity.	4.59% 32	2.58% 18	6.03% 42	7.46% 52	79.34% 553	697	1.46

Q9 Have you enrolled in a completely online course prior to this academic term?

Answered: 697 Skipped: 56

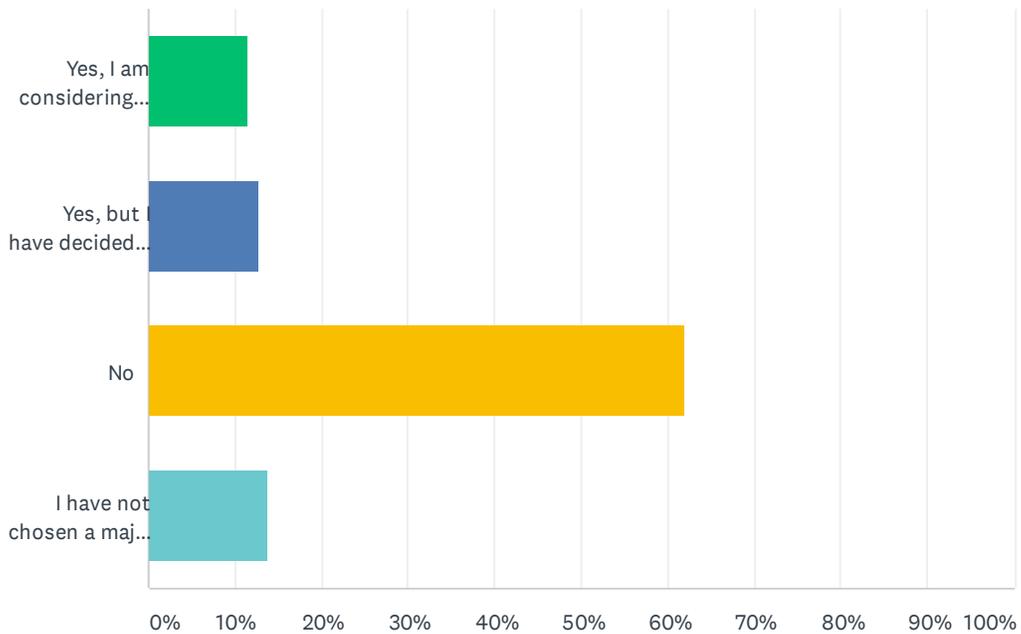
Clark College Student Survey Fall 2020



ANSWER CHOICES	RESPONSES	
Yes	58.54%	408
No	41.46%	289
TOTAL		697

Q10 Has the COVID-19 pandemic caused you to think about changing your chosen program of study?

Answered: 699 Skipped: 54

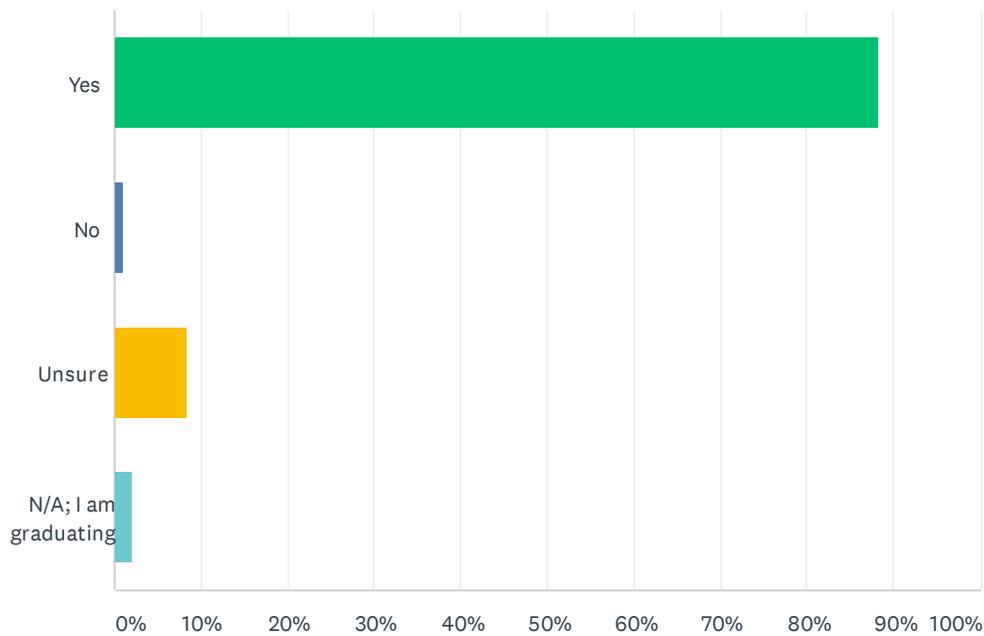


Clark College Student Survey Fall 2020

ANSWER CHOICES	RESPONSES	
Yes, I am considering changing	11.44%	80
Yes, but I have decided not to change	12.73%	89
No	61.95%	433
I have not chosen a major, program, or pathway of study	13.88%	97
TOTAL		699

Q11 Do you plan to re-enroll at Clark College in Winter and Spring 2020?

Answered: 699 Skipped: 54



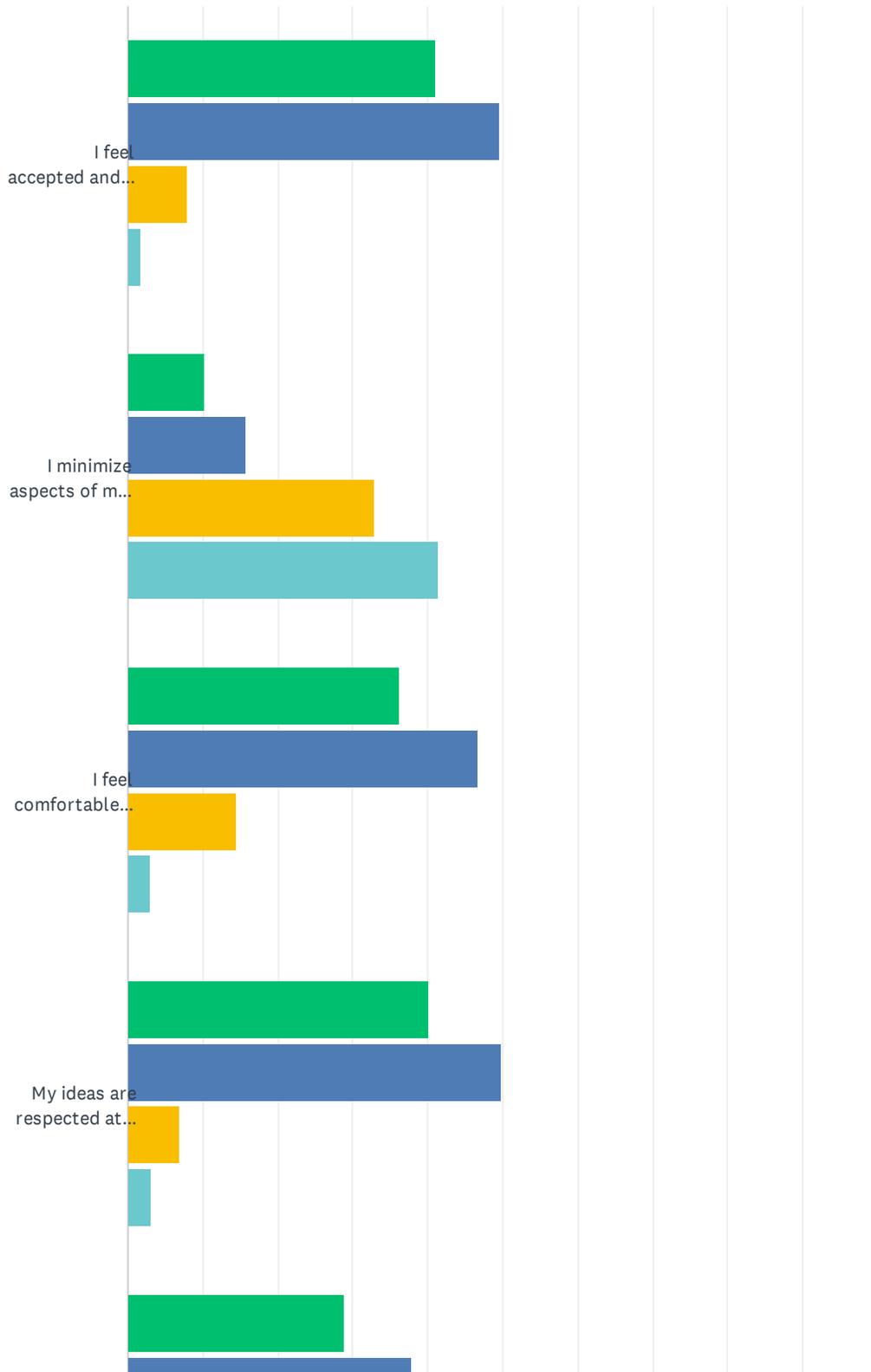
ANSWER CHOICES	RESPONSES	
Yes	88.27%	617
No	1.14%	8
Unsure	8.44%	59
N/A; I am graduating	2.15%	15
TOTAL		699

Q12 What can Clark College do to best support you in achieving your educational goals during the COVID-19 pandemic?

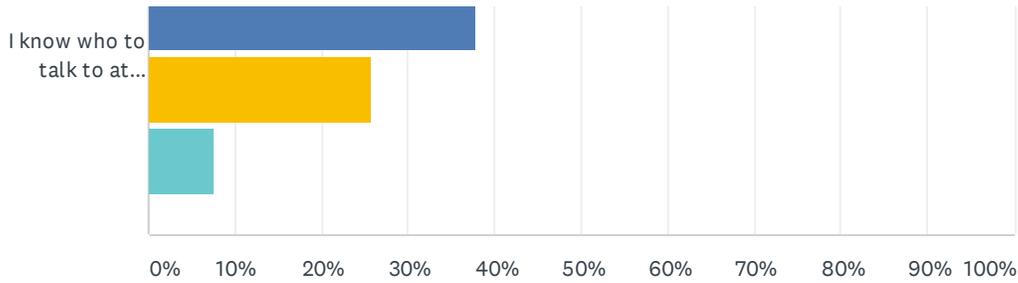
Answered: 419 Skipped: 334

Q13 Clark College is committed to providing equitable experiences for all students, as social equity is one of our core values. Please answer the following questions about your experiences.

Answered: 685 Skipped: 68



Clark College Student Survey Fall 2020



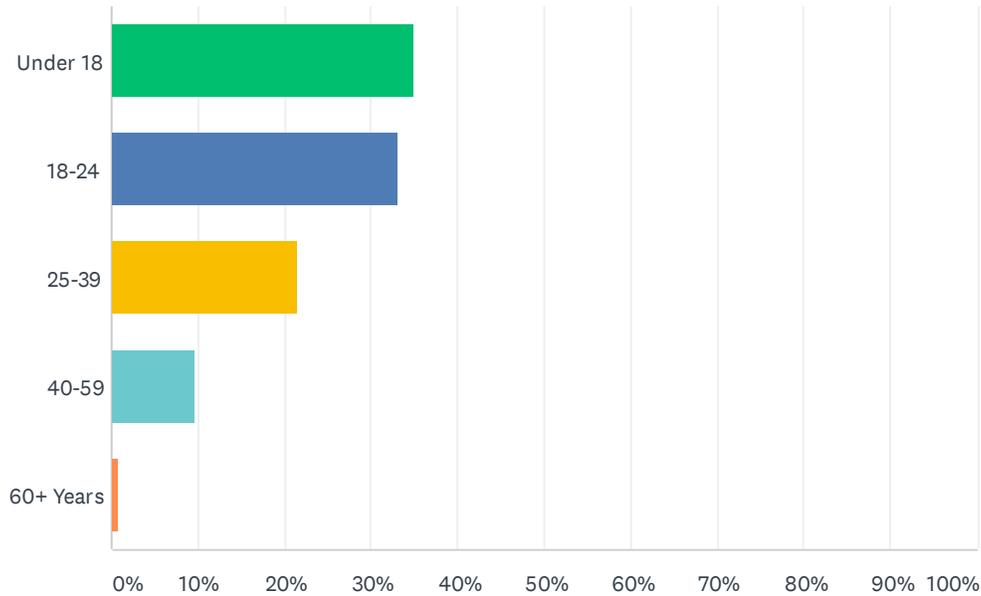
■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
I feel accepted and included as a part of the Clark College community.	40.94% 280	49.56% 339	7.89% 54	1.61% 11	684	3.30
I minimize aspects of my racial/ethnic culture such as language, clothes and ways of interacting in order to be able to "fit in" to the culture at this college.	10.19% 69	15.66% 106	32.79% 222	41.36% 280	677	1.95
I feel comfortable openly objecting to oppressive (i.e., racist, ableist, sexist, homophobic, etc.) jokes or statements made by others when I hear them at the college.	36.16% 243	46.58% 313	14.43% 97	2.83% 19	672	3.16
My ideas are respected at my institution when I am in a group in which I am the only member of my race.	40.24% 266	49.77% 329	6.81% 45	3.18% 21	661	3.27
I know who to talk to at Clark College when I or members of the Clark College community face discrimination or harassment.	28.85% 193	37.97% 254	25.71% 172	7.47% 50	669	2.88

Q14 Please select your age range:

Answered: 691 Skipped: 62

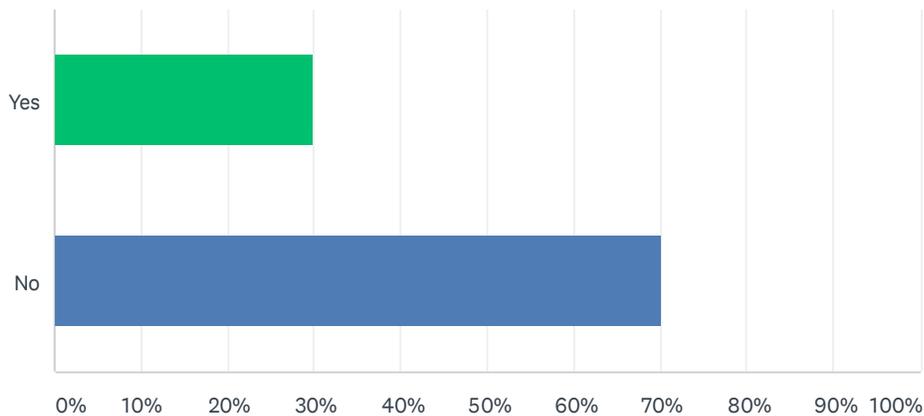
Clark College Student Survey Fall 2020



ANSWER CHOICES	RESPONSES	
Under 18	34.88%	241
18-24	33.00%	228
25-39	21.56%	149
40-59	9.70%	67
60+ Years	0.87%	6
TOTAL		691

Q15 Do you consider yourself to be a person from a systemically non-dominant group (e.g. student of color, student with a disability, or student identifying as LGBTQIA+)?

Answered: 685 Skipped: 68



Clark College Student Survey Fall 2020

ANSWER CHOICES	RESPONSES	
Yes	29.93%	205
No	70.07%	480
TOTAL	685	

CLARK COLLEGE
STUDENT COVID-19 EXPERIENCES DATA SURVEY
FALL 2020
 January 25, 2020

1. Have you changed the number of classes you were enrolled in during Spring 2020 because of the COVID-19 pandemic?

Spring 2020

Answer Choices	Responses	
Yes, I had to drop one or more classes	19%	175
Yes, I added one or more classes	5%	48
No	76%	722

Fall 2020

Answer Choices	Responses	
Yes, I had to drop one or more classes	14%	104
Yes, I added one or more classes	6%	46
No	79%	584

There was no drastic change in the numbers here. A majority of the students did not change the number of courses they were enrolled in due to COVID 19. There was a 1% increase in the number of students who added one or more classes to their course load. In addition, there was a 5% decrease in the number of students who dropped classes.

2. Have you thought about withdrawing from all of your classes this quarter because the college has moved instruction to online courses?

Spring 2020

Answer Choices	Responses	
Yes	36%	337
No	64%	604

Fall 2020

Answer Choices	Responses	
Yes	25%	179
No	76%	556

There was an 11% decrease in the number of students who considered dropping courses due to the transition to online courses as. In addition, there was a 12% increase in the number of students who did not consider withdrawing from courses. Based on this data students felt more comfortable with following through with their online learning.

3. Which of the following currently present challenges for fully engaging in online courses?
[Select all that apply.]

Spring 2020

Answer Choices	Responses	
Access to a reliable computer, laptop or tablet	9%	77
Access to a reliable smartphone	3%	24
Access to a webcam	9%	71
Access to reliable internet at home	21%	176
Having enough time to study	55%	457
Caring for family members	36%	303
Working from home makes it difficult to separate work and school	38%	315
Working at my regular physical place of work	23%	194
Other (please specify)	35%	290

Fall 2020

Answer Choices	Responses	
Access to a reliable computer, laptop or tablet	9%	60
Access to a reliable smartphone	3%	16
Access to a webcam	7%	46
Access to reliable internet at home	22%	143
Having enough time to study	62%	403
Caring for family members	40%	259
Working from home makes it difficult to separate work and school	34%	222
Working at my regular physical place of work	30%	197
Other (please specify)	29.5%	193

There was not a significant change in the first four responses.

- There was a 7% increase students reported that having enough time to study presented challenges in fall 2020.
- There was a 4% increase in the number of students who had to care for family members.
- There was a 4% decrease in students who expressed difficulty separating work and school.
- There was a 7% increase in students who returned to work in person.

Based on these numbers students faced greater difficulty in fully engaging in online courses as the number of COVID 19 cases increased and the State of Washington required essential workers to return to work.

4. Has your employment status changed because of COVID-19?

Spring 2020

Answer Choices	Responses	
Yes, I have lost my job or have been laid off	20%	184

Yes, my work hours were reduced	15%	137
Yes, my work hours increased	8%	80
No change in work hours or employment status	19%	183
Did not work prior to COVID-19	38%	358

Fall 2020

Answer Choices	Responses	
Yes, I have lost my job or have been laid off	13%	93
Yes, my work hours were reduced	15%	112
Yes, my work hours increased	11%	83
No change in work hours or employment status	20%	146
Did not work prior to COVID-19	41%	297

- There was a 7% decrease in students who lost their job or were laid off due to the pandemic.
- There was a 3% increase in the number of students who work hours increased.

Based on these numbers, a greater number of students are working and have had to work longer hours compared to spring 2020. Due to this fact, some students may be struggling to find the time to complete their online course work.

5. Please indicate how strongly you agree with each statement related to Clark College's response to COVID-19.

Spring 2020

	Weighted Average
I am motivated to complete my courses this academic term.	3.1
I believe I am learning as much in my online classes as I did when the classes were face-to-face.	3.0
My professors have used technology effectively to keep me engaged.	3.0
My courses have been presented in ways that have motivated me to learn.	3.4
I am able to contact my professors when I need to.	2.6
Instructions for accessing resources have been easy to follow.	2.9
Clark College has done a good job helping me adapt to the changes in instruction that have happened because of the COVID-19 pandemic.	2.3
Clark College has been supportive of me during the COVID-19 pandemic.	2.9

Fall 2020

	Weighted Average Fall 2020
Clark College has been supportive of me during the COVID-19 pandemic.	3.14
Clark College has done a good job of helping me adapt to the changes in instruction that have happened because of the COVID-19 pandemic.	3.02
Instructions for accessing recourses have been easy to follow.	2.98
I am able to contact my professors when I need to.	3.35
My courses have been presented in ways that have motivated me to learn.	2.73
My professors have used technology effectively to keep me engaged.	3.00
I believe I am learning as much in my online classes as I did when the classes were face to face.	2.31
I am motivated to complete my courses this academic term.	3.03

Note: The survey questions in the Fall 2020 survey were different from Spring 2020 so the responses cannot be compared.

6. Please indicate how satisfied you are at this time with the support and services provided by this college in response to COVID-19.

	Spring 2020 Wtd Avg	Fall 2020 Wtd. Avg	Change
Technology support	3.2	3.21	Up .01
Academic advising	3.0	3.06	Up .06
Financial aid advising	2.9	2.73	Down .17
Career Services	3.1	3.11	Up .01
Access to tutoring services	3.0	3.09	Up .09
Access to library resources	3.1	3.13	Up .03
Access to financial resources other than financial aid	2.8	2.94	Up .14
Amount of information provided about changes at Clark College as a result of the COVID-19 pandemic	3.3	3.20	Down .1
The education you are receiving online	2.8	2.8	Same

Up indicates increased satisfaction, down indicates decreased satisfaction.

7. To what extent are you concerned about the following:

	Wtd Avg Spring 2020	Wtd Avg Fall 2020	Change
Having enough food for myself and/or my family	1.8	1.84	Up .04
Having a safe and secure place to live/sleep at night	1.5	1.59	Up .09
Paying my rent or mortgage	1.9	1.95	Up .05
Paying for my education	2.4	2.64	Up .24
Caring for family members	2.3	2.38	Up .08
Financial impact on my life	2.7	2.74	Up .04
How COVID-19 will impact my health	2.5	2.60	Up .1
How COVID-19 will impact the health of my family or friends	3.1	3.15	Up .05
Lack of available emotional support	2.3	2.42	Up .12
Feeling isolated	2.9	2.93	Up .03
Access technology necessary for my class(es)	1.9	1.81	Down .09
My ability to keep up with coursework	3.0	2.96	Down .04
My ability to succeed in an online academic environment	3.1	2.89	Down .21
Feeling safe and secure in the Clark College online environments	1.7	1.71	Up .01
Quality of online instruction	2.8	2.67	Down .13
How this situation will impact my academic future	3.2	3.17	Down .03
Returning to Clark College in summer or fall	2.7	2.49	Down .21
Finding a job after completing my educational goals	2.8	2.91	Up .11
Feeling bias or discrimination based on my identity.	1.3	1.46	Up .13

Up indicates more concerned, down indicates less concerned.

8. Have you enrolled in a completely online course prior to this academic term?

Spring 2020

Answer Choices	Responses	
Yes	63%	591
No	37%	349

Fall 2020

Answer Choices	Responses	
Yes	58.54%	408
No	41.46%	289

9. Has the COVID-19 pandemic caused you to think about changing your chosen program of study?

Spring 2020

Answer Choices	Responses	
Yes, I am considering changing	9%	89
Yes, but I have decided not to change	8%	76
No	74%	696
I have not chosen a major, program, or pathway of study	9%	81

Fall 2020

Answer Choices	Responses	
Yes, I am considering changing	11.44%	80
Yes, but I have decided not to change	12.73%	89
No	61.95%	433
I have not chosen a major, program, or pathway of study	13.88%	97

10. Do you plan to re-enroll at Clark College in Summer and/or Fall 2020?

Answer Choices	Spring 2020	Fall 2020	Change
Yes	68%	88.27%	Up 20.27%
No	5%	1.14%	Down 3.86%
Unsure	17%	8.44%	Down 8.66%
N/A; I am graduating	10%	2.15%	Down 7.85%

11. Clark College is committed to providing equitable experiences for all students, as social equity is one of our core values. Please answer the following questions about your experiences.

	Wtd Avg Spring 2020	Wtd Avg Fall 2020	Change
I feel accepted and included as a part of the Clark College community.	3.3	3.30	Same
I minimize aspects of my racial/ethnic culture such as language, clothes and ways of interacting in order to be able to “fit in” to the culture at this college.	2.0	1.95	Down .05
I feel comfortable openly objecting to oppressive (i.e., racist, ableist, sexist, homophobic, etc.) jokes or statements made by others when I hear them at the college.	3.1	3.1	Same
My ideas are respected at my institution when I am in a group in which I am the only member of my race.	3.3	3.3	Same
I know who to talk to at Clark College when I or members of the Clark College community face discrimination or harassment.	2.9	2.9	Same

All above results the same or slightly improved