



CLARK COLLEGE

BOARD OF TRUSTEES



VISION

Clark College inspires learners to excel, transforms lives, and strengthens our increasingly diverse community.

MISSION

Clark College, in service to the community, guides individuals to achieve their educational and professional goals.

Clark College Board of Trustees

Wednesday, February 24, 2016,
Ellis Dunn Community Room, GHL 213

Board Work Session Agenda	Accountable	Purpose	Time Estimate
Call to Order	Chair Burkman		3:30 pm
Hot Topics			
• Mid-Year Report (Academic Plan)	Dr. Cook	Informational	3:30-4:15 pm
• Bachelor's in Applied Management	Prof. Patti Serrano	Informational	4:15-4:50 pm

Business Meeting Agenda	Accountable	Purpose	Time Estimate
Call to Order/Agenda Review	Chair Burkman		5:00 pm
Transforming Lives Award Presentation— <i>Takunda Masike</i>	Chair Burkman	Informational	
Action Items	Chair Burkman	For Approval	
• January 27, 2016 Board Meeting Minutes			
Audience Statements— 3 minutes each	Chair	Informational	5:15 pm
Constituent Reports— 15 minutes			
• AHE	Kimberly Sullivan	Informational	
• WPEA	No Report for February		
• ASCC	Sarah Swift		
• Foundation	Lisa Gibert		
Reports from Board Members— 10 minutes	Chair Burkman Vice Chair Rupley Trustee Pollard Trustee Strong	Informational	
President's Report— 30 minutes			
• Student Success Story	<i>Christian Jamieson, Student Ambassador</i>		
• Faculty Presentation— <i>Nursing Demo Table Top Simulation</i>	<i>Instructors Linda Valenzuela and Mary Pierce</i>	Informational	
• Tenure Candidates			
• Academic Excellence			
• Social Equity			
• Economic Vitality	Dr. Cook		
• Environmental Integrity			
Future Topics		Watch List	
College Safety	Review of College Policies	Accreditation	
Enrollment Changes	Service Learning	GISS Student Completion	
Facility Plan	Stackable Credentials	STEM	
Improving Math Scores	Standard 2 Highlights		
K-12	Strategic Plan		
PPI Certificates	The Changing Face of Our Students		
Next Meeting			
<i>The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, March 16, 2016 at the View Ridge Middle School Library, Ridgefield,</i>			
Executive Session			
<i>An Executive Session may be held for any allowable topic under the Open Public Meetings Act.</i>			
Adjournment			
<i>Time and order are approximate and subject to change</i>		Chair Burkman	

Clark College Board of Trustees

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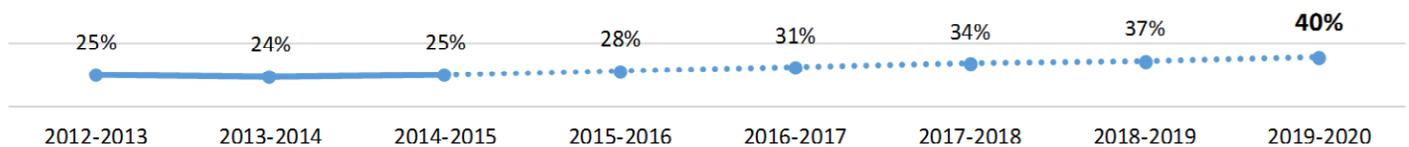
COMPLETION



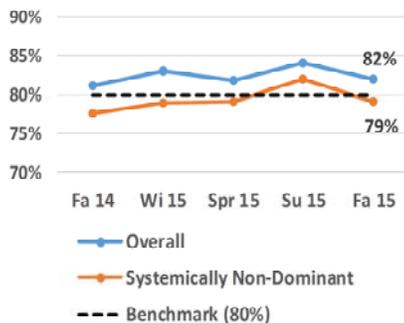
January 2016

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, economic vitality, and environmental integrity.

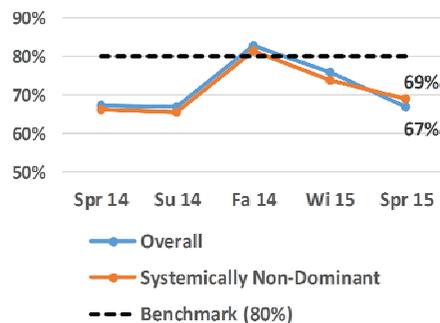
Degree or Certificate-Seeking Full-Time Student Completion Rate Within 3 Years



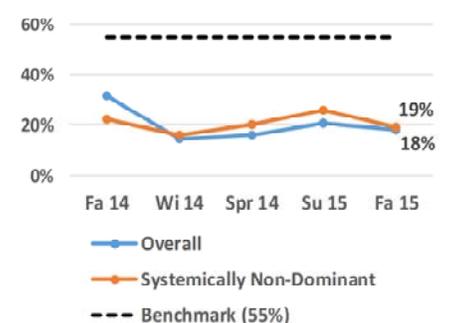
Course Success Rate: Certificate or Degree-Seeking Students



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



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



Monthly Highlights

- ◇ Clark College was identified by the Aspen Institute as one of the top 150 community colleges in the nation and a candidate for the Aspen Prize for Community College Excellence. This recognition was based on institutional performance, improvement, and equity on student retention and completion measures. Clark is currently compiling data for the second round of review, which focuses on our effective and systematic use of data to continuously improve practices and policies impacting student success. The college is incorporating the data into the strategic plan's scorecard indicators.
- ◇ The focus of the Clark College 2015-2020 Strategic Plan is student learning. The Academic Excellence core theme directs the college to "Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective." The fifth goal of the newly drafted academic plan outlines the means by which the college will accomplish that objective. The active learning strategy goal defines active learning strategies as experiential learning, collaborative learning, interdisciplinary approaches, project-based learning, and problem-based learning. Once implemented, the Program Improvement Process will monitor the use of active learning strategies in courses that support program outcomes.

ENROLLMENT/BUDGET



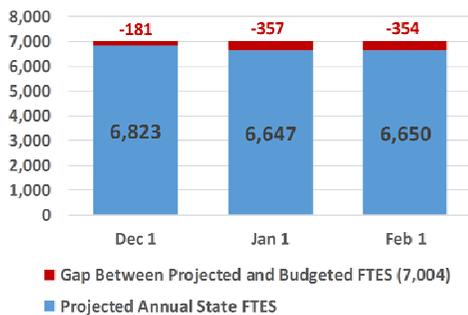
February 2016

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.

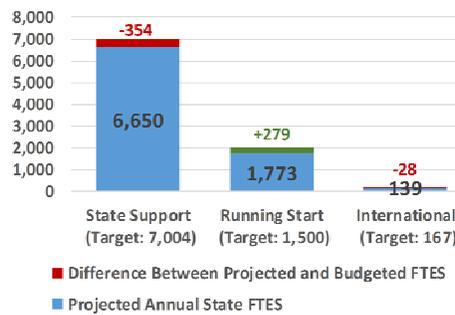
Educational Attainment in Clark College Service District



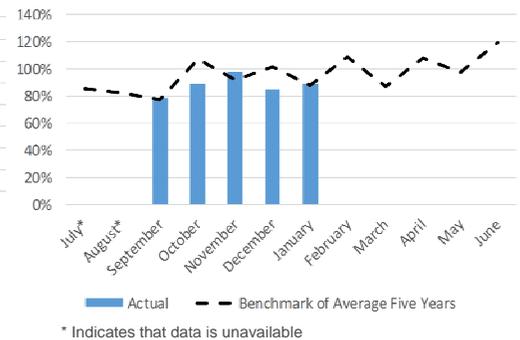
Projected Annual State FTES Compared to Budgeted FTES



Projected Annual FTES Based on Current FTES (Jan 1)



Percent of Monthly Revenue Spent Monthly 2015-2016



Monthly Highlights

- ◇ Goal 1 of the draft Academic Plan outlines a new more effective process to create and maintain a viable mix of the college's educational programs, including emerging programs. It defines a viable mix in terms of what the community needs as well as what the college can afford. In continually assessing the viability of the college's mix of programs, the process requires the college to cut costs if additional costs are necessary.
- ◇ President Knight has been meeting with the Student Affairs departments to get a student's perspective of the new student entry process.
- ◇ A group is working on implementing Career Coach: <https://clark.emsicareercoach.com/>. This tool will enable the community to look at available job openings (including required qualifications) in our region with links to Clark College's related educational programs. Career Coach will be used in the following ways:
 - Marketing & Recruiting- Search for job openings in the region and Clark's related certificates and degrees
 - Information Source – Current students, faculty, staff, and committees can use the tool for real time information regarding job openings, demand, career qualifications, as well as career exploration.

SOCIAL EQUITY



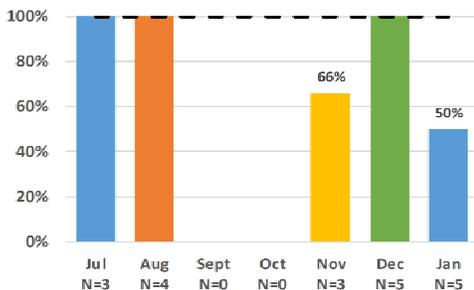
February 2016

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

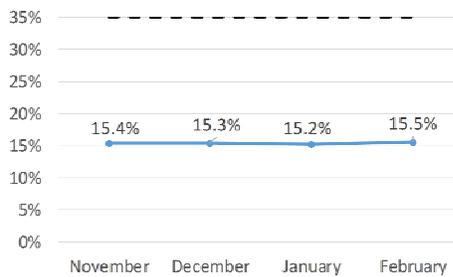


Percent of Full-Time Employment Pools with At Least 25% People of Color or People with Reported Disability



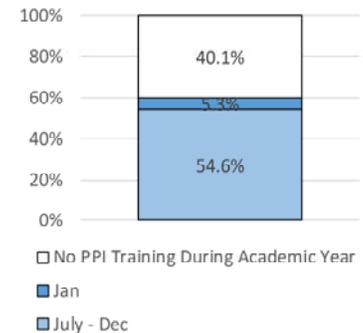
- Benchmark: 100% of Employment Pools

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

- ◇ Within the employment pools in January that met the diversity requirement, 100% of applicants who identified as diverse identified as a person of color.
- ◇ Six college-wide Social Equity Plan forums were held and hosted by President Knight and members of the Cultural Pluralism Committee. With more than 120 participants, the forums brought awareness about the Social Equity Plan and resulted in discussions that explored how the college must improve. In addition to the forums, the new Social Equity Plan has been a common discussion topic at departments' and committees' meetings.
- ◇ College staff and faculty attended two diversity job fairs in January out of the region; both job fairs were well attended and the recruitment team made contact with 120 potentially diverse applicants for open positions.
- ◇ The Equity in Hiring training, offered at least monthly, has trained more than 230 employees.

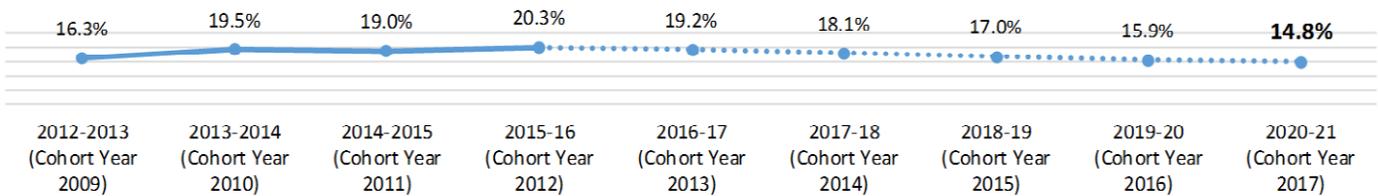
STUDENT DEBT



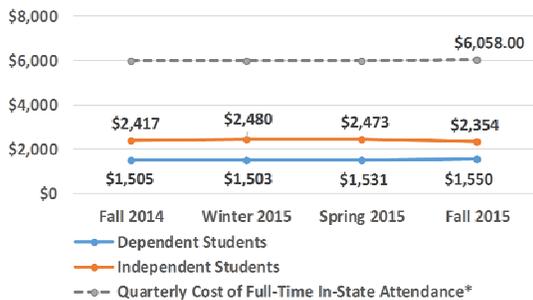
February 2016

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.

Student Three Year Loan Default Rate

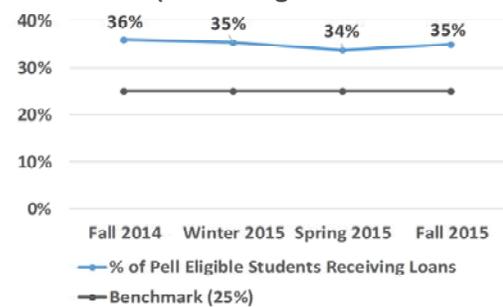


Average Loans Awarded and Received by Students, by Independent/Dependent Status



*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

- ◇ Student Debt reduction strategy - The Clark College on-line student loan request application has been revised to reflect the quarterly borrowed amount so students can easily relate the amount they are borrowing to their quarterly budget.
- ◇ Default Management activities - 270 loan exit counseling packets were emailed to student borrowers that ceased to enroll after fall quarter. Staff followed up with phone calls to assist students with the exit counseling process, and provide guidance for those that wish to re-enroll.
- ◇ Financial Aid Staff attended a three-part default prevention series to review national best practices that include: time to degree completion, supplemental entrance counseling, and outreach to borrowers entering and struggling in repayment. Staff are incorporating the materials into the provision of their services.

ACTION ITEMS

ACTION ITEMS

**Minutes of the Business Meeting of the Board of Trustees
Clark College, District No. 14
January 27, 2016
Ellis Dunn Room GH 213**

	TOPIC	DISCUSSION	ACTION
I.	Call to Order/ Agenda Review	<ul style="list-style-type: none"> Chair Burkman called the meeting to order at 5:12 pm. The Board met in work session and heard presentations regarding Financial Aid and Financial Literacy, both of which are extremely important to our students. 	A MOTION was made by Trustee Pollard to change the order of the agenda and postpone the Transforming Lives presentation until the February 2016 meeting. The motion was seconded by Vice Chair Rupley and passed unanimously.
II.	Audience Statements	<ul style="list-style-type: none"> Community member Joe Levesque spoke to the board about his plan that he believes can help solve the housing shortage and financially benefit Clark College at the same time. He distributed informational packets to the trustees. 	
III.	Action Items	<ul style="list-style-type: none"> November 18, 2015 board meeting minutes. 	A MOTION was made by Trustee Pollard to accept the minutes from the November 18, 2015 meeting. The motion was seconded by Trustee Strong and passed unanimously.
IV.	Constituent Reports		
	AHE	<ul style="list-style-type: none"> President Knight reported in Ms. Sullivan’s absence. The college and AHE had a good discussion today concerning the college budget, new Academic Plan, and Reduction in Force. The college and faculty are both in alignment on these topics and on good terms. 	
	WPEA	<ul style="list-style-type: none"> There was no verbal report tonight and the written report stood as submitted. 	
	ASCC	<ul style="list-style-type: none"> ASCC President Sarah Swift reported on the large amount of legislative engagement among the students. Three 3 ASCC representatives attended the legislative academy and spoke with other student leaders from around the state about the student agenda this year. Three students attended a student advocacy rally yesterday about K-14 education. ASCC leadership also attended the college’s legislative breakfast on December 9. This past week, ASCC hosted “Pizza with the President” as part of Welcome Week. 	

	TOPIC	DISCUSSION	ACTION
IV.	Constituent Reports	<ul style="list-style-type: none"> Ms. Gibert announced that Senior Vice President of Development Joel Munson has officially started at the Foundation and she could not be more excited about having him at Clark. He will be attending the February meeting and will be introduced to the trustees at that time. The Foundation is continuing their work on the culinary and other projects, such as the Veterans’ Resource Center, to make sure that students are taken care of. After hearing the work session presentation, she is convinced that the college needs to find permanent money for a financial literacy coach. The Foundation is moving forward with the visioning process for North County—what the campus will look like, where the buildings will be located, how the campus will fit into Ridgefield. The Foundation is forming a visioning task force with MacKay & Sposito and would like a trustee to sit on the task force. They are also reaching out to key leaders in Ridgefield. The timing of this project is good as the City of Ridgefield is conducting visioning for their own port, school district, and transportation. 	<ul style="list-style-type: none"> Trustee Pollard Royce thanked the Foundation for looking to help stabilize the Veterans’ Resource Center. The Center has ideas for some great programs and need the funding. He is confident the Center will be successful with the Foundation’s help.
V.	Reports from Board Members	<ul style="list-style-type: none"> Chair Burkman thanked President Knight for this year’s State of the College; this year’s speech is one of the best the president has given. Chair Burkman attended a demonstration of the Civitas analytics software. The data will help inform decision-making at the college and will go a long way to help the college be truly data-driven. He was also happy to see the draft of the Academic Plan and the new Social Equity Plan, both of which have been a long time in coming. Clark has made the list of the Top 150 Schools in the U.S. published by the Aspen Institute. This is a great opportunity to get Clark’s name out nationally. He offered his congratulations to Vice Chair Rupley on her reappointment to Clark’s Board of Trustees. Vice Chair Rupley attended the ACT Winter Conference in Olympia and was able to speak with Walla Walla Community College about their Aspen Institute award. This award will help Clark be better known as a quality institution. 	

TOPIC		DISCUSSION	ACTION
		<ul style="list-style-type: none"> • Vice Chair Rupley was honored to make a presentation at the New Trustee Orientation session. She also met with the governor’s representative about the appointment of Clark’s new trustee. She hopes the name will be announced within the next two weeks. • Trustee Strong complimented the students who spoke at the legislative breakfast. • She thanked President Knight for his efforts to change the state allocation funding and for hosting a great State of the College event. • The Martin Luther King breakfast was a great event and showcased a partnership for the college around equity. • Trustee Pollard said that Ms. Diehl and the Strategic Planning team deserve congratulations for all their work on the new Strategic Plan. 	
VI.	President’s Report		
	Student Success Story	<ul style="list-style-type: none"> • Jaime Madison was a Running Start student at Whatcom Community College who moved to Clark for the nursing program. She is now in her final quarter and will be returning to Bellingham after her clinical. • Ms. Madison is one of the Clark students who has benefitted from working with Financial Literacy Coach Craig Ebersole. She has met with him several times this year and he has helped her make needed changes to put her finances in order. 	
	Faculty Presentation	<ul style="list-style-type: none"> • Dr. Cook introduced faculty presenters, English Instructor Toby Peterson and Art Instructor Grant Hottle. The new Academic Plan has a focus on integrative learning and there is a lot of interest around learning communities. Instructors Peterson and Hottle are teaching a combined class where students write graphic novels and where many are published online. 	

	TOPIC	DISCUSSION	ACTION
VI.	President's Report		
	Bachelors in Applied Science-- Management (BASM)	<ul style="list-style-type: none"> • Clark is in the process of applying for its second Bachelor's in Applied Sciences degree, in Applied Management. This degree is the most in-demand in the state right now. Both the SBCTC and the legislature are in support of this degree and are actively seeking more. There are currently 35 BAS programs in 15 colleges right now and there will be 56 in 23 colleges by next year. • These degrees provide a technical employee the opportunity to obtain a bachelor's degree; it is a chance for place-bound, non-traditional students to move up in their careers. • Clark has 44 career and technical education programs (CTEC) which accounts for 35% of the student population. There will be a hybrid night school cohort, where students will meet face-to-face and online. There will be both a three-year track and a two-year track. • Students will have a clear career pathway and will also give Clark a lot of opportunity to work with the Clark County Skills Center. • WSU-V offers a traditional management degree based on theory. Clark students will be able to move into a master's program after earning the BAS. Clark's tuition will be \$7,182 plus fees for the BASM while WSU-V's traditional degree is \$10,882 plus fees. 	
	President's Report	<ul style="list-style-type: none"> • Ms. Diehl reported on the Title III Grant which is ending this year. The college has met objectives in all areas of the grant with the exception of an increase in the student advising satisfaction rate. There has been no increase in the rate over the duration of the grant. She spoke with the federal grant administrators today and they said to continue to work with advising to try to increase the satisfaction rate and report on what has been done during the grant period. • Director of Advising Kelsey DuPere said that Student Affairs is actively working on advisor training, faculty advisor training, and upgrading the advisory track. Part of the faculty advisor training has been moved on line. There are lots of innovative pieces in process but no return in satisfaction yet. Student Affairs is also placing an increased emphasis on first year advising this year as students enroll to provide them more support. 	

	TOPIC	DISCUSSION	ACTION
	<p>President's Report</p>	<ul style="list-style-type: none"> • Ms. Diehl is excited about the Aspen Award and executive cabinet will be discussing whether to apply for it. There is a lot of work that will have to go into the award application so will take a hard look at the available data to see if it is feasible to apply for it. • President Knight reported that the new Social Equity Plan is being rolled out and the first two open forums were held today. There were 25 people attending the first session and 35 in the second. Members of the Office of Diversity & Equity and Cultural Pluralism Committee representatives attended both sessions. • The MLK breakfast went very well and was very well received by the 200 attendees. • The second Taste of Scotland was held last week and it raised enough money to provide a scholarship for the next three years. • The state's Professional Development Association winter conference is on March 4 at the Hotel Murano in Tacoma. The meeting will focus on guided pathways, and based upon book, "Redesigning America's Community Colleges". The book's author, Thomas Bailey, will be the keynote speaker. President Knight is encouraging staff to attend as it is close by. • The WACTC presidents are pushing back on the allocation model and are trying to reclassify international students as state FTES. President Knight is advocating against this as they are not state students, but he does not have much support from the other presidents. • Larch Correctional faculty were presented with an award from the Department of Corrections for moving the program forward. It is now a self-sufficient program and the students are progressing. 	<ul style="list-style-type: none"> • President Knight will let the trustees know if the college plans to apply for the Aspen Award. • Vice Chair Rupley said she had hoped to see a change in the advising satisfaction rate but is pleased about the decision to emphasize early advising. • Vice Chair Rupley said that she would plan to attend the Association conference. • Trustee Strong requested that the Social Equity graph page break out the applicant pools into two separate categories: people of color and those with a reported disability.

	TOPIC	DISCUSSION	ACTION
VII.	FUTURE TOPICS		WATCH LIST
	College Safety Enrollment Changes Facility Plan Improving Math Scores K-12 PPI Certificates	Review of College Policies Service Learning Stackable Credentials Standard 2 Highlights Strategic Plan The Changing Face of Our Students	Accreditation GISS Student Completion STEM
VIII.	DATE AND PLACE OF FUTURE MEETING		
	The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, February 24, 2016, in the Ellis Dunn Community Room, GHJ 213.		
IX..	EXECUTIVE SESSION		
	No Executive Session was held this evening.		
X.	ADJOURNMENT		
	There being no further business, Vice Chair Rupley made a motion to adjourn the meeting; Trustee Strong seconded the motion and the meeting adjourned at 6:39 pm.		

Jack Burkman, Chair

Leigh Kent, Recorder
February 11, 2016

Minutes of the Business Meeting of the Board of Trustees
Clark College, District No. 14
January 27, 2016
Ellis Dunn Community Room, GHL 213

TRUSTEES PRESENT

Jack Burkman
Royce Pollard
Rekah Strong
Jada Rupley

TRUSTEES ABSENT

N/A

ADMINISTRATORS

Robert Knight	President
Dr. Tim Cook	Vice President of Instruction
Robert Williamson	Vice President of Administrative Services
Kevin Witte	Associate Vice President of Economic & Community Development
Shanda Diehl	Associate Vice President of Planning & Effectiveness
Leigh Kent	Executive Assistant to the President

ADMINISTRATORS ABSENT

William Belden	Vice President of Student Affairs
Dr. Chato Hazelbaker	Chief Communications Officer/Interim IT Director

FACULTY

Patti Serrano	Professor-Business Administration
Grant Hottle	Instructor, Art
Toby Peterson	Instructor, English

GUESTS AND OTHERS

Bonnie Terada	Assistant Attorney General
Lisa Gibert	Clark College Foundation President
Sarah Swift, President	ASCC President



MEMORANDUM

To: Robert K. Knight
President

From: Tim Cook, Ed. D.
Vice President of Instruction

Date: February 19, 2016

Re: Recommendations for Granting Tenure

The Tenure Review Committees have forwarded their recommendations on whether or not to grant tenure for the following 3rd year tenure-track faculty:

3 rd Year Tenure-Track Faculty	RIF Unit
1. ANITORI, ROBERTO	BIOLOGY
2. DE SOYZA, KUSHLANI	WOMEN'S STUDIES
3. FINKEN, DEE ANNE	ENGLISH / JOURNALISM
4. HOTTLE, GRANT	ART
5. HOYT, GARRETT	PHYSICAL/HEALTH EDUCATION
6. JOHNSON, DREW	BUSINESS ADMINISTRATION/TECHNOLOGY
7. LUCHINI, KENNETH	MECHATRONICS
8. LUTHER, SARAH	MATH
9. MARUYAMA, MIKA	PSYCHOLOGY
10. MCAFEE, HEATHER	GEOGRAPHY
11. MILES, NATALIE	ADULT BASIC EDUCATION LANGUAGE/ARTS
12. SCHOENLEIN, ERIN	ADULT BASIC EDUCATION MATHEMATICS
13. WHITE, CALEB	WELDING TECHNOLOGY

The binders for the 3rd year tenure-track faculty will be delivered to the President's office for the Board's review the afternoon of Monday, March 1 through Friday, March 11.

The Board will vote regarding tenure on Wednesday, March 16, 2016.

The meeting minutes are in the process of being drafted and sent to the committees for review and signature approval. A notation will be included in the binders identifying those pending approval.

ACADEMIC EXCELLENCE

**PRESIDENT'S REPORT
FEBRUARY 2016**

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—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

An activity that involves partners within the community—identify the partner and purpose of the partnership.

- The students, faculty, and staff in the Dental Hygiene Department, in collaboration with local dentists, Skills Center students, and several nursing student volunteers, hosted a Children's Dental Health Day on February 6, in the Dental Hygiene Clinic. Over 100 children were seen for preventive cleanings, x-rays, sealants, fluoride, and exams. Students gained further experience in treating children and adolescents, as well as advancing students' knowledge on time management and patient care. Progress being measured: Implement and institutionalize practices that increase academic performance, retention, and completion. (OOI)
- The Teaching Squares program to enhance teaching excellence continues to grow. Launched by Faculty Development in Fall 2014, the program partners groups of four faculty members from different disciplines each quarter. They observe one another's classrooms for the purpose of self-reflection and sharing best practices. Two groups participated last fall, and this quarter, there are three groups, including one faculty group that teaches entirely on-line. The Faculty Development department is tracking faculty participation for retention analysis by Planning & Effectiveness in the future. Progress being measured: engage faculty, administrators, and staff in professional development experiences that enhance student learning. (OOI)

- Winter 2016 eLearning Census Date data including course, section and enrollment:

WINTER 2016 (Census Date)				
Unique Courses Offered =	153			
Hybrid =	53		Total Sections Offered =	272
Online =	111		Hybrid =	71
Offered Hybrid & Online =	11		Online =	201
Total Seats Available	6605	6209	Seats filled	94%
Hybrid	1502	1423	Hybrid	95%
Online	5103	4779	Online	94%

WINTER 2015 (Census Date)				
Unique Courses Offered =	137			
Hybrid =	49		Total Sections Offered =	258
Online =	96		Hybrid =	74
Offered Hybrid & Online =	8		Online =	184
Total Seats Available	6128	5845	Seats filled	95%
Hybrid	1612	1486	Hybrid	92%
Online	4516	4539	Online	97%

*Data collected from EMD, courtesy of P&E

- There are 26 more unique eLearning courses offered Winter 2016 over Winter 2015, an increase of 12%.
- There are 53 unique Hybrid courses offered, an increase of 8%.
- There are 111 unique Online courses offered, an increase of 16%.
- There are 11 unique courses are offered both Hybrid and Online. (Note: courses offered in both Hybrid and Online modalities are not duplicated in overall unique courses count)
- Total eLearning sections offered increased to 272, an increase of 5%.
- The “seats available” have increased from 4,516 (W15) to 5,103, and sections are 94% filled.
- There are fewer Hybrid sections over Winter 2015, a total of 71
 - 95% of the seats are filled (vs. 92% from Winter 2015).
- There are 201 Online course sections, (W15 there were 184 Online sections).
- 25% of Running Start student FTEs are taking online or hybrid courses.

Progress being measured: Create and advance accessible, integrated, and technology-enriched learning environments. (OOI)

- Sixty-seven (67) international students received student success certificates from International Programs at the Student Success event on January 7. Students received a certificate if their term GPA was 3.0 or higher or they improved their GPA by at least one point. Student success initiatives are part of the International Program retention strategy. Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion. (SA)
- Representatives from Advising Services (Brittany Brist, Wendé Fisher, Kira Freed, Joe Jenkins, Carmen Roman, Mike Shingle, and Tasaday Turner) and Running Start (Saundra Solis) participated in training and staff development related to strengthening our advising services. Training sessions included a focus on bridging cultural gaps, aligning interventions to support students who would benefit, supporting DREAMer students, and learning about an example of a guided pathway model. Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning. (SA)
- Registration for over 200 Economic and Community Development (ECD) open enrollment classes began on March 1, 2016. The class schedule, *Explorations*, was mailed to 125,000 Clark County residents the week of March 7, 2016. Spring community education classes will include a variety of outdoor activities: golf, fishing, birdwatching, beekeeping, and gardening. Professional Development classes will include two new certificate programs in human resources and home inspection, and the Mature Learning 43rd Anniversary Symposium will held on March 24, 2016, with a focus on history. Progress being made: create and sustain an inclusive and dynamic curriculum and environment that reflect our diverse college community. (ECD)

SOCIAL EQUITY

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—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

An activity that involves partners within the community—identify the partner and purpose of the partnership.

- Lewis D. Cannell Library was selected through a competitive application process to host Native Voices: Native Peoples' Concepts of Health and Illness, a traveling exhibition to U.S. libraries. Native Voices explores the interconnectedness of wellness, illness, and cultural life for Native Americans, Alaska Natives, and Native Hawaiians. Stories drawn from both the past and present examine how health for Native People is tied to community, the land, and spirit. Through interviews, Native People describe the impact of epidemics, federal legislation, the loss of land, and the inhibition of culture on the health of Native individuals and communities today. The traveling exhibition is on a six-week loan during its tour of the United States from February 9 through March 16, 2016. In conjunction with the exhibition, Clark Libraries have partnered with the Office of Diversity and Equity, Native American Culture Club, and the Clark County Historical Museum to provide meaningful events that will enrich the overall experience and education of students, faculty, staff and public visitors. Progress being made: create and sustain an inclusive and dynamic curriculum and environment that reflects our diverse college community. (OOI)
- The Washington State Office of the Insurance Commissioner (OIC) has contracted with ECD's Continuing Education program to offer "Welcome to Medicare" classes. The free informational sessions will be taught by State Health Insurance Benefits Authority (SHIBA) staff on April 16, 2016 and June 4, 2016. Progress being made: 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. (ECD)
- Rosalba Pitkin, Diversity Outreach Specialist, attended the City of Vancouver's Neighborhood Project proposal meeting on January 7 at City Hall. The leads on the Fourth Plain Corridor project are asking that Clark College be a partner on the international district area. This is an ambitious city initiative that will improve the development of international small businesses with free technical assistance. Progress being made: 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. (ODE)

- The Office of Diversity and Equity attended the Annual MLK Breakfast hosted by Mosaic Blueprint and sponsored by Clark College's Community Wide Diversity Event Grant on January 16. The keynote speaker was Dr. C. T. Vivian. The Master of Ceremonies was faculty member, Debi Jenkins. There were over 200 community members, Clark College staff, and dignitaries in attendance. Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (ODE)
- The MLK Planning Committee and the Office of Diversity and Equity hosted the Annual Martin Luther King Celebration at Clark College on January 20. The speaker of the event was Dr. Michael Benitez, Jr., the Dean of Diversity and Inclusion and Chief Diversity Officer at the University of Puget Sound. The event marked the launch of the 2015-2020 Social Equity Plan. There were 16 Community Services at the Volunteer Fair to promote volunteerism in the community. The event was attended by over 188 Clark College members, students, and members of the community. Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (ODE)
- President Knight and members of the Cultural Pluralism Committee hosted six Social Equity Plan Forums on January 27, 28 and February 4 and 10. The 2015-2020 Social Equity Plan is the guide to one of the core themes in the 2015-2020 Strategic Plan. Approximately 111 students and employees attended the forums. Progress being made: 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. (ODE)
- Rosalba Pitkin, Diversity Outreach Specialist, provided a presentation to high school students about DREAMers at Mountain View High School on January 20. The students were provided information on the Deferred Action for Childhood Arrivals (DACA), how this affects DREAMer students, and received an orientation that DREAMer students need to follow in order to register at Clark College. Progress being made: 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. (ODE)
- The Multicultural Retention Manager, Felisciana Peralta, Educational Partnerships Manager, Narek Danielyan, and Associate Director of Entry Services, Vanessa Watkins attended the "*Leading for Equity and Diversity in Education*" event sponsored by Portland Public Schools on January 2. Portland Public Schools shared its focus on equity and diversity through policies, people, practices and partners. The panel highlighted the district's systemic transformation towards a culture of equity. They shared promising practices that will allow participants to draw connections for consideration. There were multiple agencies and education partners in attendance. Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (ODE)
- Rosalba Pitkin, Diversity Outreach Specialist, and Felisciana Peralta, Multicultural Retention Manager, attended the *Training for Racial Equity; Recruitment, Hiring, Retention, & Professional Development* on January 30th. The conference keynote speaker was Carmen Gonzalez, Professor of Law, Seattle University, Co-editor of "*Presumed Incompetent: The Intersections of Race and Class for*

Women in Academia". This training provided best practices in hiring and retention of employees of systemically non-dominant populations. Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. (ODE)

ECONOMIC VITALITY

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—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

An activity that involves partners within the community—identify the partner and purpose of the partnership.

- Clark College Libraries has been awarded a Library as Open Education Leader (LOEL) mini-grant of \$3,000—the mini-grant is funded through the Library and Technology Services Act (LSTA) grant that is managed by the Washington State Library and the Library Leadership Council. This project is particularly exciting because the technical writing committee is fully committed to the outcome for the project. Progress being made toward: improving 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. (OOI)

English instructor Billy Merck and Librarian Kim Olson-Charles will collaborate on the development of ENGL&235: *Technical Writing as an Open Education* course. Progress being measured: 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. (OOI)

- Facilities Services finished its first full year selling surplus goods locally rather than sending them to the state, generating just under \$25,000 in revenue for the college. The college formerly received little or no money for surplus goods when sent to the State. Progress being measured: maximize the college's return on investment by responsibly allocating resources. (AS)
- Financial Aid and the Office of Diversity & Equity staff participated in College Goal Washington events held at Battle Ground High School on January 14 and Washington State University on January 23. Approximately 235 students received assistance during the two events. College Goal

Washington is an annual event whereby students and their families can meet with financial aid professionals and receive assistance completing the financial aid application for the 2016-2017 academic school year. Information was provided to prospective students and their parents in English and Spanish about how to pay for college and available financial resources for DREAMER's-WASFA. Progress being made: 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. (SA)

- Approximately 700 prospective Running Start (RS) students and their parents attended the first Running Start Information Night on January 27 in the O'Connell Sports Center. The purpose of the Info Night was to inform prospective RS students about the process to qualify for fall quarter entry. Linda Calvert, Associate Director of RS, told attendees about the advantages of the RS program, not the least of which is a savings in tuition of approximately \$4,000 per year in RS if attending full-time. Running Start is also a pathway to successfully transfer to a university. Progress being made: 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. (SA)
- Clark College Customized Learning and Development convened 10 partner organizations and 15 local companies for two separate skills panel meetings. These meetings presented the plan for the Professional Edge workplace readiness program being developed under a Bank of America grant. The intent of the sessions was to gather real-time, relevant input on the "soft" skills needed in the workplace, and to identify the gap between supply and demand and how Clark College can help to address that gap. Progress being measured: align program offerings with regional workforce needs to include technical and work-readiness skills. (ECD)

ENVIRONMENTAL INTEGRITY

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—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

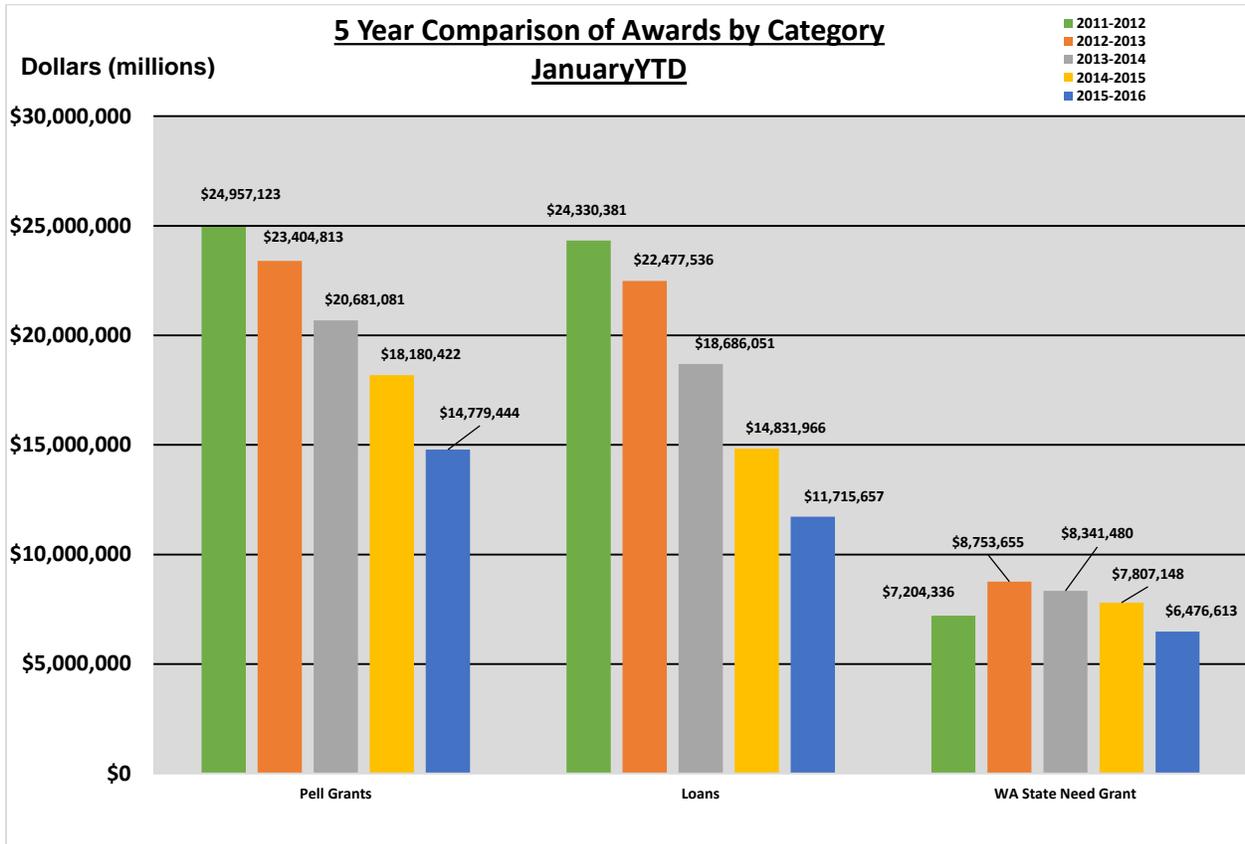
An activity that involves partners within the community—identify the partner and purpose of the partnership.

- The state Department of Ecology has closed out its investigation of the main campus initiated in September 2015. This inspection was random and unannounced. During the course of the investigation, DOE identified 15 areas that needed correction, primarily in Facilities, Automotive/Diesel, Art (photography and ceramics), and Chemistry. The college's response was coordinated by staff in Environmental Health Services. The college received a close-out letter from DOE on February 2 and no fines have been issued at this time. Progress being measured: incorporate environmental sustainability priorities into all college systems. (AS)
- Construction of the new STEM building is nearing completion, though the contractor indicates there may be a 4-6 week delay due to ongoing remediation of hazardous materials on site. This delay will not impact the targeted opening of Fall 2016. Interior work is now a major focus of the project, including putting down flooring in labs and classrooms, placing ceramic tile on restroom walls, hanging and painting doors, texturing walls, installing case work in labs, and installing the media infrastructure. Progress being measured: improve the college's physical and virtual environment to maximize access and appropriate use of space and technology. (AS)
- Phase I of the culinary remodel project has been initiated. This involves demolition of the old dining area to make way for the relocation of the cashier office. Permit drawings for Phase II – which will involve the major remodel of the instructional and food service areas – will be submitted to the City of Vancouver the week of February 15. Phase II of the project is expected to go out to bid in late March or early April. Assuming the college receives a qualified bid, a contract will be awarded in mid-May. Progress being measured: improve the college's physical and virtual environment to maximize access and appropriate use of space and technology. (AS)
- Facilities Services has completed work on a \$760,000 energy conservation project funded by the state Department of Commerce. New LED exterior lighting was installed in most areas on the main campus and at CTC. Plumbing fixtures were upgraded and more sensors were installed to reduce HVAC demand in empty spaces. The college received a \$190,000 grant from DOC and about \$60,000

in utility incentives to help offset the cost of the project. The savings accrued in reduced utility bills will pay for the rest of the project, making it a net zero project cost to the college, while saving about \$40,000 per year in energy costs. Progress being measured: incorporate environmental sustainability priorities into all college systems. (AS)

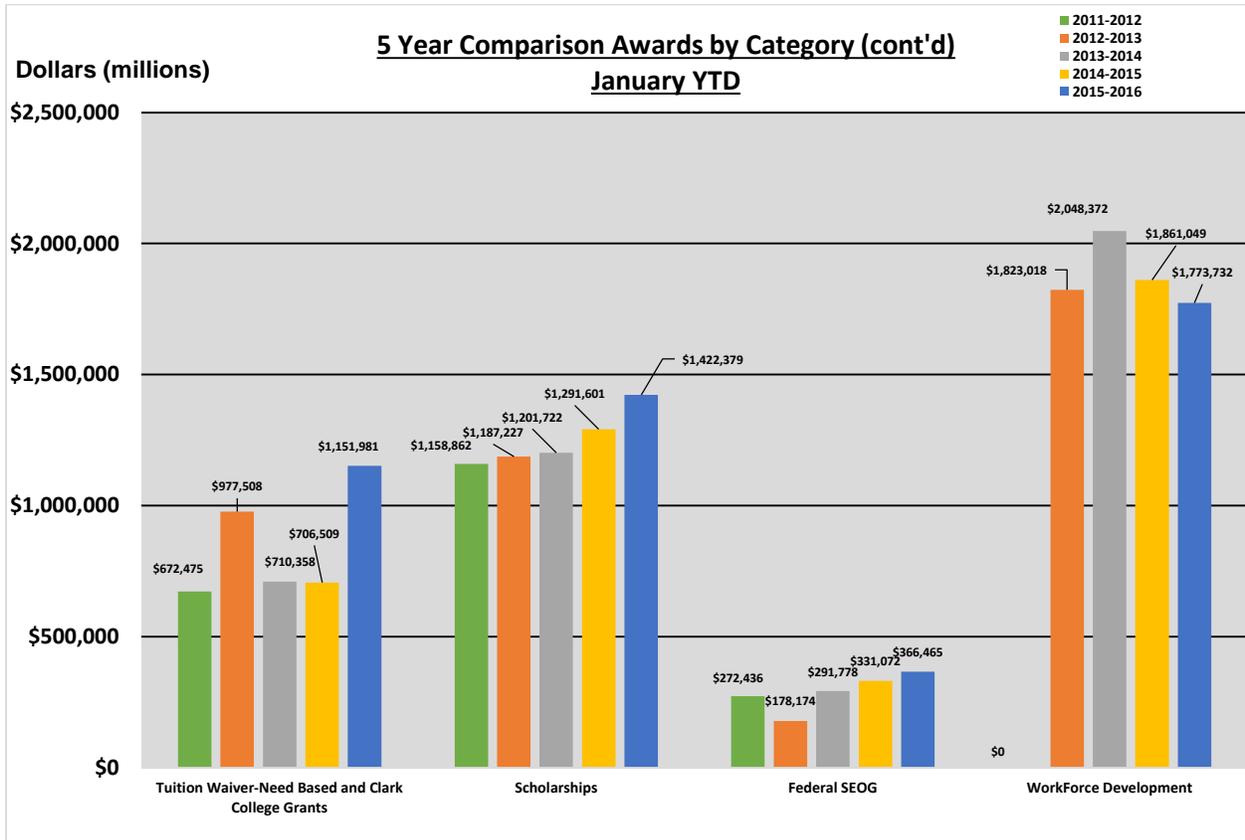
STATISTICS

STATISTICS (PAGE 1)



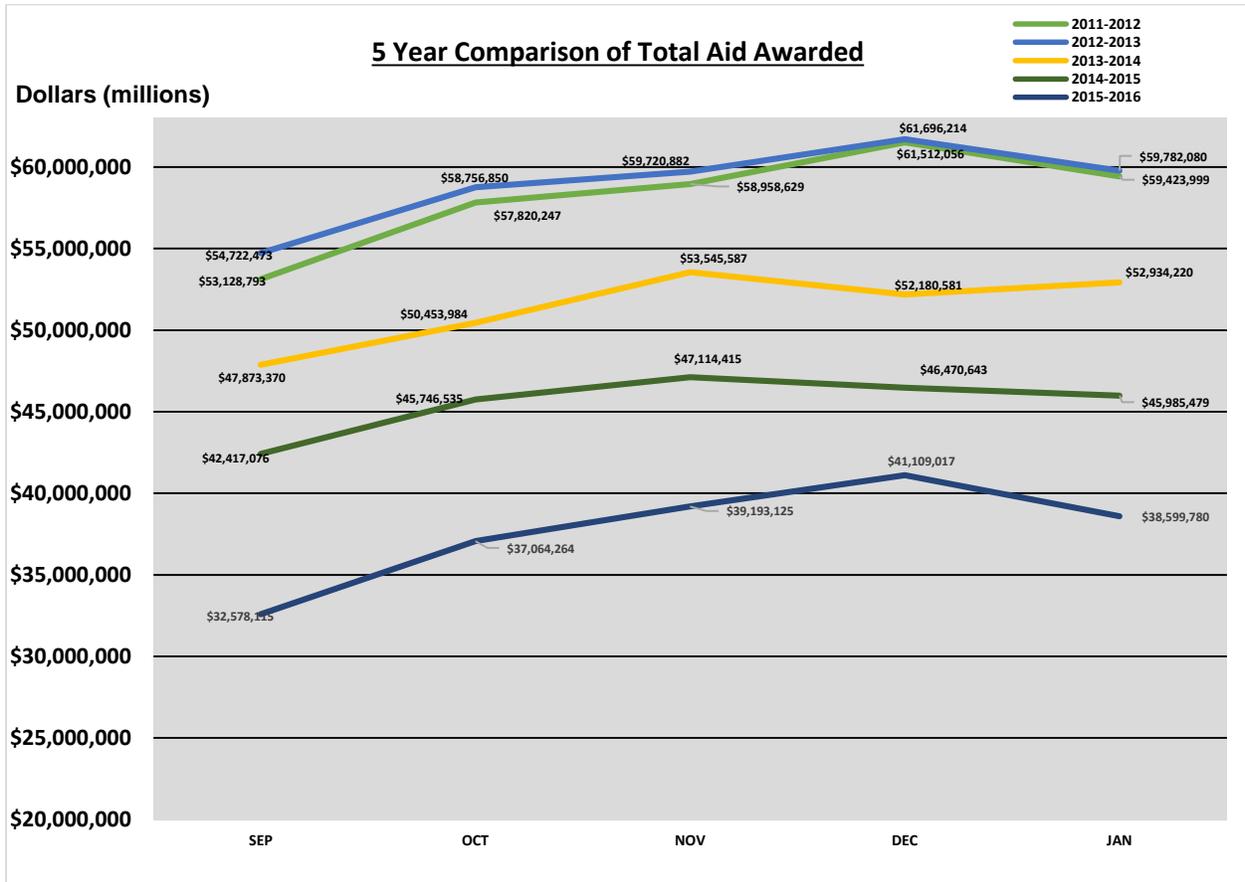
Note: WA State Need Grant includes College Bound Scholarships

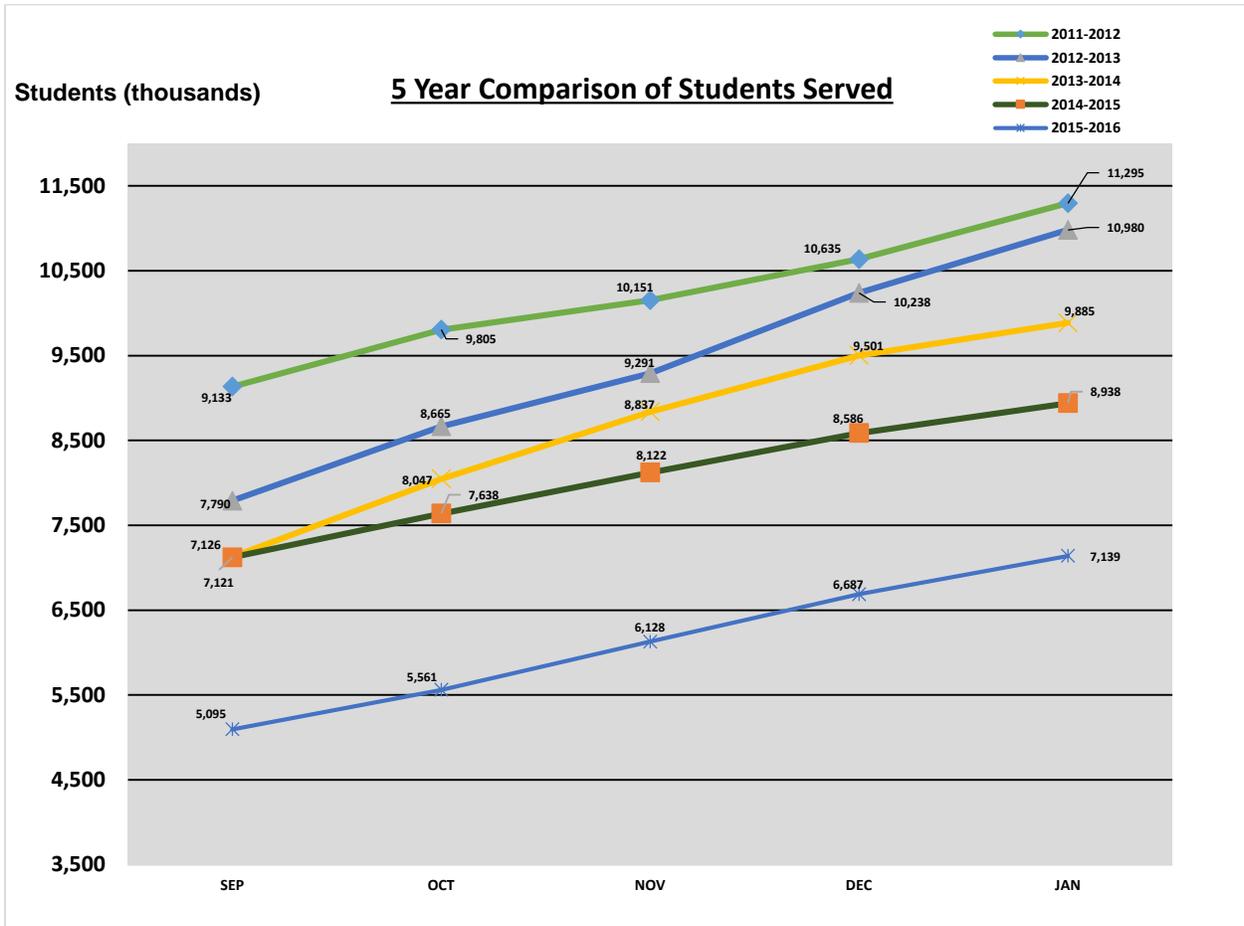
STATISTICS (PAGE 2)



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

STATISTICS (PAGE 3)





Clark College - Budget Status Report January 31, 2016

Sources of Funds (Revenues)	2015-16 Budget	Revenues to Date	Difference	% Budget Received
Operating Accounts				
State Allocation	29,848,289	16,719,913	(13,128,376)	56.0%
Tuition & ABE	19,682,494	15,097,023	(4,585,471)	76.7%
Running Start	8,297,157	3,698,537	(4,598,620)	44.6%
Excess enrollment	-	-	0	0.0%
Planned use of prior fund 148 balance	638,598	-	(638,598)	0.0%
Dedicated, matriculation, tech, cont ed	4,619,837	2,784,723	(1,835,114)	60.3%
Total Operating Accounts	63,086,375	38,300,196	(24,786,179)	60.7%
Other Accounts				
Grants & Contracts less Running Start	4,666,982	2,192,652	(2,474,330)	47.0%
Internal Support & Agency Funds	1,160,452	803,481	(356,971)	69.2%
ASCC	1,927,364	1,254,609	(672,755)	65.1%
Bookstore	4,533,413	3,053,864	(1,479,549)	67.4%
Parking	529,738	245,948	(283,790)	46.4%
Auxilliary Services	1,347,080	850,028	(497,052)	63.1%
Financial Aid	27,502,333	18,889,768	(8,612,565)	68.7%
Total Other Accounts	41,667,362	27,290,350	(14,377,012)	65.5%
Total Sources of Funds	104,753,737	65,590,546	(39,163,191)	62.6%

Uses of Funds (Expenses)	2015-16 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
Operating Accounts				
President	784,867	381,189	403,678	48.6%
Associate Vice President of Planning & Effectiveness	573,104	392,795	180,309	68.5%
Special Advisor for Diversity & Equity	367,334	187,072	180,262	50.9%
Vice President of Instruction	38,410,207	19,083,729	19,326,478	49.7%
Vice President of Administrative Services	7,678,206	5,130,749	2,547,457	66.8%
Vice President of Student Affairs	8,474,249	4,768,319	3,705,930	56.3%
Associate Vice President of Economic & Community Dev	1,176,100	608,774	567,326	51.8%
Chief Communication & Information Officer	4,719,291	2,967,531	1,751,760	62.9%
Associate Vice President of Human Resources	903,017	529,100	373,917	58.6%
Bank & credit card fees	-	150,089	(150,089)	
Total Operating Accounts	63,086,375	34,199,347	28,887,028	54.2%
Other Accounts				
Grants & Contracts less Running Start	4,666,982	2,700,955	1,966,027	57.9%
Internal Support & Agency Funds	1,160,452	871,661	288,791	75.1%
ASCC	1,927,364	953,760	973,604	49.5%
Bookstore	4,533,413	2,995,530	1,537,883	66.1%
Parking	529,738	331,223	198,515	62.5%
Auxilliary Services	1,347,080	951,903	395,177	70.7%
Financial Aid	27,502,333	19,192,925	8,309,408	69.8%
Total Other Accounts	41,667,362	27,997,957	13,669,405	67.2%
Total Uses of Funds	104,753,737	62,197,303	42,556,434	59.4%
Difference - Excess (Deficiency)	-	3,393,242		
Capital Projects- Expenditures	29,866,407	14,280,737	15,585,670	47.8%

c. Bob Knight, Bob Williamson, Sabra Sand
e. Cindi Olson, Nicole Marcum, Bill Belden, Bob Williamson, Sabra Sand
Linda Tuve, Accounting - Feb 9, 2016

CLARK COLLEGE
Fund and Cash Balances
as of July 1, 2015

	Fund Balance (minus non-cash assets) 6/30/15	Cash Balance (minus dedicated cash) 6/30/15	Required Reserves	Prior Commitments (prior to 7/1/15)	New Commitments (2015/16)	Total Available Cash
145 Grants and Contracts	4,660,291	3,418,289			1,502,419	1,915,870
145 CIS	377,797	377,797			377,797	-
147 Local Capital	34,991	-				-
148 Dedicated Local	4,168,089	721,775		63,998	624,600	33,177
149 Operating Fee	362,371	111,284				111,284
440 Central Store (Catalog)	19,014	19,014				19,014
448 Print/Copy Machine	(199)	(199)				(199)
460 Motor Pool	79,023	79,023				79,023
522 ASCC	1,319,724	-				-
524 Bookstore	3,926,048	3,926,048		2,000,000		1,926,048
528 Parking	335,974	335,974				335,974
570 Other Auxiliary Enterprise	1,090,871	325,247		30,315		294,932
790 Payroll (clearing)	208,490					-
840 Tuition/VPA	(196,795)					-
846 Grants - Fin Aid	84,651					-
849 Student Loans	18,637					-
850 Workstudy (off-campus)	(2,750)					-
860 Institutional Financial Aid Fui Reserves*	1,151,517		4,200,358			(4,200,358)
Totals	17,637,744	9,314,252	4,200,358	2,094,313	2,504,816	514,765

*Reserves of 10% reduced by \$2,000,000 on October 21, 2014 to fund Culinary remodel as approved by Board
(Reserves amount is an estimate until budget is finalized)

Fund Balance Less Commitments

Available Fund Balance Before Commitments	9,314,252
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Prior Year Commitments

Date	as of July, 2014	Fund	Amount	Total
7/1/2014	Gorge-Student Affairs position	148	12,998	
7/22/2013	STEM Grant	148	25,000	
11/27/2013	Security Street Legal Carts - 2	148	26,000	
				63,998
10/21/2014	Culinary Remodel-use of reserves	524	2,000,000	
				2,000,000
7/1/2011	Basic Events	570	18,535	
7/1/2011	Government Events	570	10,000	
11/27/2013	Basic Events	570	1,780	
				30,315
Total Prior Commitments				2,094,313

New Commitments July 1, 2014 to present

Date		Fund	Amount	Fund Total
8/1/2015	CTC Cash Flow Shortage-FY 2016	145	375,733	
8/1/2015	CTC Cash Flow Shortage-FY 2017	145	375,733	
7/1/2015	Culinary A & E	145	650,000	
7/1/2015	Director of Grants	145	100,953	
				1,502,419
7/1/2014	Funds formerly held at CIS	145	377,797	
				377,797
8/18/2015	CTC Link Cost	148	375,000	
8/18/2015	Diversity Recruitment Plan	148	19,000	
8/18/2015	Teaching and Learning Days	148	7,600	
8/18/2015	Networking Position	148	60,000	
10/6/2015	STEM Building Coordinator	148	22,000	
10/6/2015	SEAM Consultant	148	27,000	
10/6/2015	Branding	148	40,000	
10/20/2015	Start Next Quarter campaign	148	13,000	
1/19/2016	Univision	148	11,000	
1/28/2015	Salary Survey Consultant	148	50,000	
				624,600
Total New Commitments				2,504,816

Required Reserves

10% of \$62,003,584 less \$2,000,000*	4,200,358
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Fund Balance After Commitments and Required Reserves	514,765
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* Reserve as approved by the Board on June 11, 2014, use of reserve approved 10/21/14