



Clark College
BOT Meeting
Wednesday, February 27, 2019 5:00 PM (PST)
GHL 213



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- I. Call to Order/Agenda Review - Chair Pollard
- II. Introductions - President Knight
- III. Action Items - Chair Pollard
 - A. January 2019 Meeting Minutes
- IV. Audience Statements - Chair Pollard
- V. Constituent Reports
 - A. AHE - Kimberly Sullivan
 - B. WPEA - Heather Adams
 - C. ASCC - Bryce Regian
 - D. Foundation - Lisa Gibert
- VI. Reports from Board Members - Chair Pollard
- VII. President's Report - President Knight
 - A. Presentation of Audited Financial Statements - Ms. Sand
Financial Statements are under separate cover.
 - B. 2019-2020 Budget Outlook - Mr. Williamson
 - C. Guided Pathways
 1. Enrollment Scorecard & Student Onboarding - Shanda Diehl, Mirrandi Saari, Vanessa Watkins
 - D. Student Success Story - Darciane Barbriere-Eltz
 - E. Faculty Presentation--Health Information Management - Olga Lyubar, Instructor
 - F. Scorecards
 - G. Statistics
- VIII. Executive Session - Chair Pollard
An Executive Session may be held for any allowable topic under the Open Public Meetings Act.
- IX. Next Meeting - Chair Pollard
The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, March 13, 2019 in the Ellis Dunn Community Room, GHL 213.
- X. Adjournment - Chair Pollard
Time and order are approximate and subject to change.

Call to Order/Agenda Review

No documents for this item

Introductions

No documents for this item

Action Items

No documents for this item

Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, January 23, 2019
GHL 213

In Attendance

Royce Pollard, Chair
Jane Jacobsen, Vice Chair
Jada Rupley, Trustee
Paul Speer, Trustee
Rekah Strong, Trustee

Administrators

Robert Knight, President
Dr. Sachi Horback, Vice President of Instruction
William Belden, Vice President of Student Affairs
Bob Williamson, Vice President of Administrative Services
Stefani Coverson, Vice President of Human Resources & Compliance
Kevin Witte, Vice President of Economic & Community Development
Rashida Willard, Interim Associate Vice President of Diversity, Equity & Inclusion
Shanda Diehl, Associate Vice President of Planning & Effectiveness
Hannah Erickson, Interim Director of Communications & Marketing
Leigh Kent, Executive Assistant to the President

Others

Jennifer Mankowski-Dixon, Assistant Attorney General
Lisa Gibert, President/CEO Clark College Foundation
Kimberly Sullivan, AHE President
Heather Adams, WPEA
Bryce Regian, ASCC President
Esmeralda Blanco, Student

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

Chair Pollard called the meeting to order at 5:08 pm.

II. **Introductions**

President Knight and several Clark trustees attended the ACT Transforming Lives Dinner on January 21. This annual event honors one student from each of the 34 community colleges whose lives have been positively transformed by attending school. Of the 34, five are awarded \$500 scholarships from the ACT. This year, Clark's nominee, Esmeralda "Vita" Blanco, was chosen as one of the five Transforming Lives students. President Knight said that Vita did a wonderful job speaking to the assembled guests and representing Clark. He then introduced her to the full board and this evening's guests and presented her with an additional \$500 scholarship from the Clark College Foundation.

III. Action Items

A. **November 2018 Minutes**

Vice Chair Jacobsen made a motion to approve the minutes with corrections to Section Seven, Reports from Board Members; the minutes should read, "Trustee Speer thanked the trustees for welcoming him to Clark's Board". Trustee Speer

MOTION: seconded the motion and it unanimously passed.

B. **Approval of President's Contract Addendum and Salary Adjustment (2% COLA)**

Effective January 1, 2019, all Clark staff received a 2% salary adjustment.

Trustee Speer made a motion to approve the salary adjustment and contract

MOTION: addendum. Vice Chair Jacobsen seconded the motion and it unanimously passed.

IV. Audience Statements

There were no audience statements this evening.

V. Constituent Reports

A. **AHE**

On behalf of the Clark College faculty, Professor Sullivan expressed surprise at President Knight's retirement announcement and the faculty's concern about the five percent budget cut that the units are making in anticipation of the 2019-2020 budget. Forty percent of the full-time faculty attended the meeting to show their unification and express their support for reasonable pay equity for the faculty. They are asking that Clark's faculty be paid on par with the K-12 instructors who receive 25% more than they do. Professor Sullivan also asked for the AACRAO (American Association of Collegiate Registrars and Admissions Officers) report on rightsizing the institution. Vice President Belden indicated that the college is working on recommendations from the report and Professor Sullivan said the faculty has been working through recommendations made for them.

Trustee Rupley asked what rightsizing without budget cuts would look like. She cautioned that the local K-12 districts are now working through \$11 million in budget reductions to pay for faculty salary increases.

Chair Pollard pointed out that the State of WA has not recognized the needs of the community colleges. He urged the faculty members to call, write, and visit their local legislators to educate them on the financial needs of Clark. President Knight has been in Olympia visiting legislators and the more people he can bring with him to talk about the budget, the more credible the college will be in what they are asking for. Each of the trustees encouraged the faculty members to contact their legislators to share their views and express the impact that budget cuts are making on the organization.

President Knight invited Professor Sullivan and any faculty member to sit down with him, Vice President Williamson, or Sabra Sand to go over the budget as the college's books are open to anyone who wants to see them. Running Start funds are used throughout the college and are not entirely reserved for salaries.

ACTION: Send the AACRAO report to the trustees, noting what recommendations have been implemented.

ACTION: Chair Pollard asked President Knight to summarize this evening's comments and determine what to do for the faculty.

B. WPEA

Heather Adams was pleased to report that the WPEA will now have a representative to report each month. The WPEA is focusing this year on staff diversity and making sure that staff of color and marginalized employees are supported. There are 17 empty positions and Ms. Adams encouraged that they be filled so that extra workloads are not placed on existing employees. They are working with the Labor Management Committee to share their ideas about how best to accomplish this.

ACTION: Leigh Kent will provide information to Ms. Adams on the next legislative visit to Olympia.

C. ASCC

Bryce Regian did not provide a written report for January but shared the activities of the students over the past month. The students are pleased that social media is reaching a wider number of people each month. Last month there were 53,000 hits on Facebook alone. Two ASCC members attended the student legislative academy and committed to supporting this year's agenda. Students held a food drive in support of the Penguin Pantry collecting over 300 items. Out of 71 committee positions, 51 have been filled; there are now 21 charged clubs, eight in process two in the pipeline. Mr. Regian provided notes from the November student forum. Trustee Speer congratulated the students on doing substantive work and it is obvious they are reflecting the voice of their constituents.

D. Foundation

Ms. Gibert included a summary of reflections taken away from the Sheffield trip. The foundation has been involved in several college activities and meeting with instructional programs to showcase how foundation funds have made a difference for their students. Foundation-owned real estate activity is picking up and Ms. Gibert is looking forward to providing more information to the trustees as the projects move forward.

Trustee Strong requested clarification on the options the trustees have to designate their gifts and asked that the Foundation develop a systemized commitment process for trustee donations.

ACTION: President Knight will remind trustees about annual giving at each of their monthly meetings.

VI. **Reports from Board Members**

Chair Pollard offered his congratulations to President Knight on announcing his retirement after 13 years as president and said the announcement surprised all of the trustees. The average tenure of a college president is currently between three and five years. President Knight's last day will be August 31. The trustees will hold a special public meeting where they will discuss the search process. Every step in the search will be public and meetings will be open to the community.

Trustee Strong has been honored to work with President Knight for the past seven years. She appreciates his mentorship, and his open communication with her as a trustee. Clark has had great success under his leadership as he has deftly moved the college through the capital budget and obtaining funding for projects. The state has already acknowledged his ability to work across the aisle, and it will be very difficult to find someone as embedded in and respected by the local community as he is. She has watched him in the community, seen his service on community boards, and marvels at the number of times he has been asked to speak and talk about Clark's best practices. He knows students by name and focuses on the things that matter to people.

Trustee Speer came to Vancouver over 30 years ago and has seen Clark then and Clark now. Fifteen years ago, the college was in distress, and the right person appeared for the right season. The college has since grown in stature, programs, and structure and from a community standpoint, President Knight is the face of the college. The State Board speaks with awe about him and the community is willing to donate to the college because of him. He is tireless, and Trustee Speer respects his thoughtfulness and the timing of the way he announced his retirement.

Trustee Rupley congratulated President Knight and thanked him for his service as a leader in education. He is very smart and got the job done for Clark. Some believe that you must be an educator to lead an institution, but President Knight is a leader and he led the college. The mark of a good leader is to leave the place better than you got it, and he is.

Vice Chair Jacobsen echoed the other trustees' comments. President Knight will lead the college until August 31. She has lived in the Clark neighborhood for 30 years and the college was in distress before President Knight. There was not a good feeling in the neighborhood about the college, but he was the right person for the season. His attitude, integrity, leadership, and knowledge on how to relate to people and be inclusive has been outstanding. She thanked him for his service, sense of humor, humility, and for hiring such good people to move the college forward.

President Knight thanked the trustees for their kind words but asked that they be directed to all the Clark employees in the room. He said the announcement was not a quick decision, that he had been thinking about it for the past couple of years. Thirteen years is a long time for someone to lead an organization, and he wants the transition to a new president to be smooth and have the new president set up to succeed. He remains committed to the college and thanked the community for allowing him to serve.

Two trustees will lead the search team. They will be appointed by the full board and one will lead the search, the other will be spokesperson for the group. There will be meetings scheduled on a regular basis (in addition to the regular monthly meetings) to update the college and community on the search. They will be open public meetings and the two trustees will give a report to the full board, obtain their feedback. The search could take up to a year and it is likely that an interim president will need to be appointed.

Trustee Rupley moved that the Board of Trustees appoint Trustee Speer as the lead, and Vice Chair Jacobsen to assist, to gather information and materials, and create the agenda for a special meeting of the Board of Trustees for the purpose of discussing the process by which the Board will go about appointing a new president for Clark College.

MOTION:

Trustee Strong seconded the motion with the caveat that the lead and the backup trustees are not the decision-makers for the presidential search. Each trustee has an equal voice in the process and the Board members will be in partnership with each other. The two trustees will condense the information gathered and present it to the full board. She supports Trustee Speer as the lead; they have an extensive history with each other within the community and he has a strong value for racial equity and experience leading executive searches.

The motion was unanimously approved.

Trustee Speer has conducted two executive searches within the past couple of years. Appointing a president is the most important work a board will conduct. The college will learn about the process along with the trustees. There are state rules about how the searches are conducted and strategies around each step. He and Vice Chair Jacobsen will do background work in structures, timelines, and framing questions. Transparency in the process is at the top of their list. He is confident the Board will find the right person regardless of how long it takes, and all stakeholders will have an opportunity to provide input in the decision-making.

Chair Pollard noted that every decision will be made by the full Board. Since he has executive search experience, Trustee Speer will be the spokesperson and Vice Chair Jacobsen will gather the information.

VII. **President's Report**

President Knight and Dr. Horback met with Professor Sullivan today. He assured her that salary issues will be addressed, and they are topmost on the WACTC presidents' agenda this year since many of the other colleges are facing the same issues as Clark.

Running Start funds have been used to fund staff and faculty salaries and many other needs across the college.

Implementing guided pathways is going to require more staff and more money as does professional development. Moving the Social Equity Plan forward is going to take additional funding as well. The Executive Cabinet agreed to take care of current staff and hire from within as much as possible.

President Knight will give an update on the budget process at each Board meeting.

The Executive Cabinet will meet in a budget retreat on February 19.

The trustees said that all budgeting will need to be done strategically and the final budget must be aligned with the mission and values. In addition, Executive Cabinet must investigate partnering with more businesses to develop new revenue streams.

The federal government shutdown may be affecting food benefits and the E-Verify system is down so that new employees cannot be processed for work verification. If an employee is hired and found to be not eligible to work, there will be a 30-day period of due process where deficiencies can be addressed. Students will receive their February food benefits in January and Student Affairs is notifying students to make sure they are aware of the issue. They are also working with the Penguin Pantry to increase supplies. Processing international student visa applications may also be stopped.

Ms. Coverson will check to see if faculty can take loans out on their 401k plans if their spouses/partners are federal employees and running short of funds.

ACTION:

She said that some local banks are offering 90-day interest-free loans.

The Office of Instruction will bring a tenure-track nursing position to the board in March to fast track the decision by one year. President Knight will be meeting with the CEO of PeaceHealth Southwest in February to see if there is the possibility of partnering with them to provide nursing instructors. Dr. Horback has invited the administrator from the state Nursing Commission to help problem solve the lack of instructors as well.

President Knight and Dr. Horback met with several SW WA legislators in January to discuss salary and capital project funding. The entire delegation is aware of Clark's position on the capital project list and additional funds must be allocated so that the Boschma Farms project can be moved up.

Student Success Story

Clark College is a direct referral agency for the Vancouver Housing Authority for students who are at risk of becoming homeless or who are couch surfing. Student Patricia Jeffers was a recipient of this assistance from the Housing Authority grant. She worked closely with Armetta Burney, Director of Workforce Education Services and has completed her Pharmacy Technician certification and her AA degree. She is working as a pharmacy tech in Oregon and is in the process of obtaining her WA license. WES was with her every step of the way as she completed every requirement to be eligible for assistance and she is now living on her own again.

Faculty Presentation

Deferred to February.

Guided Pathways

Guided pathways events will continue to be made available to the college and the community. The next full-day events are slated for February 22 and May 3. There will be speakers in equity hiring, math, active learning, and appreciative advising.

There will be an evening program on March 5 about what guided pathways is all about and will include a walk-through of the actual experience.

Cybersecurity

The cybersecurity BAS program will be voted upon at the February SBCTC board meeting. The Office of Instruction was going to begin the program in Fall 2019 but has decided to push it back to Fall 2020 so that they don't get ahead of the budget process. It will also allow enough time to do thoughtful hiring since recruiting is likely to be a challenge. If recruiting starts this year, the right person will have time to develop and market the program.

Scorecards

There will be scorecard discussion at the February meeting.

VIII. **Next Meeting**

The next meeting of the Board of Trustees is currently scheduled for Wednesday, February 27, 2019 in the Ellis Dunn Community Room, GHJ 213.

IX. **Executive Session**

At 7:13 pm, Chair Pollard convened an executive session under RCW 42.30.110(4)(a) to plan or adopt the strategy or position to be taken by the governing body during the course of any collective bargaining, professional negotiations, or grievance or mediation proceedings, or review the proposals made in the negotiations or proceedings while in progress. The executive session is expected to last until 7:28 pm. No final action will be taken during this executive session.

The executive session under RCW 42.30.110(4)(a) ended at 7:28 pm. The regular meeting reconvened at 7:28 pm. No action was taken by the Board during executive session.

X. **Adjournment**

There being no further business, Chair Pollard adjourned the regular meeting at 7:28 pm.

Royce Pollard, Chair

Leigh Kent
Recorder
February 11, 2019

Audience Statements

No documents for this item

Constituent Reports

No documents for this item

AHE

No documents for this item

WPEA/UFCW Local 365, Clark College Unit

Board Report for February 2019

MEETINGS

WPEA membership meetings: March 14, 12-1pm on campus
Labor Management Meeting February 14:

COMMUNICATION

Current Campus Stewards:

Sarah Thorsen 360-992-2075

David Sims 360-992-2132

Gayla Shanahan 360-992-2336*

Heather Adams 360-992-2900

Degundrea Harris 360.992.2382

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

Stewards that resigned this month:

~~Billie Garner~~ 360-992-2336*

~~Sara Seyller~~ 360-992-2214

~~Mark Owsley~~ 360-992-2141

~~Sherry Smith~~ 360-992-2480

Labor Management Communication

WPEA stewards met with management and discussed:

- Diversity and job retention of employees,
- Personal Development Plans (PDP) follow up,
- Job reallocation
 - What classified jobs are scheduled to be cut
 - What exempt duties are being assigned to classified as a result of budget cutting
- Safety and Retention Plan
- ctcLink
 - What expectations for training
 - Union expectations of evolving job duties
- Budget reallocation
 - Where is funding going? Concerns that there will be additional budget cuts next year as well.

**ASCC STUDENT GOVERNMENT
BOARD OF TRUSTEES REPORT
February 2019**

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

- **The ASCC promoted campus engagement and student reflection by setting up the Martin Luther King Jr Dream Display in Gaiser Hall's Atrium. The interactive display encourages students to fill out cutouts detailing their hopes and dreams which are later posted on the glass walls and windows. The display serves as an opportunity for students to reflect on their dreams and to begin to see them as obtainable and accessible. So far, 244 dreams have been collected and posted.**
- **The ASCC continues to find new ways to reach out to students across social media platforms to promote campus engagement. Oswald the Openhanded Penguin is a reoccurring scavenger hunt style event where students are given hints on social media about the whereabouts of a stuffed Oswald. Students who find and return the stuffed penguin receive a reward. This scavenger hunt provides incentive for students to explore different parts of Clark's campus they might not otherwise see.**

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

- **The ASCC continues to stay involved with WACTSA and legislative advocacy. The legislative agenda this year includes New Hope legislation for previously incarcerated students (HB 1041), affordability and accessibility of textbooks and open educational resources, college affordability, and addressing campus food insecurity.**

- In addition, WACTSA representatives and the ASCC are also supporting HB 1300 which would reinvest money into the CTC system for the purpose of: establishing or enhancing offices of diversity, equity, and inclusion, providing further compensation for staff working with incarcerated students, adding additional counselor positions, increasing compensation and incentives to attract and retain faculty, achieving pay equity, and providing professional development training for faculty and staff.
- The ASCC Winter Food Drive began on February 4th and goes until February 22nd. The food drive aims to collect 1500 donations to stock the Penguin Pantry and ensure food sufficiency for Clark students.

ECONOMIC VITALITY

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

- Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.
- Align program offerings with regional workforce needs to include technical and work-readiness skills.
- Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships.
- Maximize the college's return on investment by responsibly allocating available resources.
- Leverage resources to create and sustain future innovations.

Progress

- **The ASCC Student Government Budget Committee approved three one-time funding requests in the months of December, January, and February. The first request, approved on December 6th, was for the amount of \$4,956 for the Students for Life club to attend an annual march in San Francisco. Students were given the opportunity to listen to speakers, hear alternative and varying perspectives, and gain experience finding common ground and learning to compromise.**
- **The second request for the amount of \$3,485. This funding will go towards the Entrepreneur Club's February 20th event, Entrepreneur Day. Students will be given the opportunity to learn about positive and negative aspects of entrepreneurship and business from two panels of businessmen and women.**
- **The third request for the amount of \$824 was approved on February 5th. The request was submitted by the Black Student Union for the February 22nd screening of the movie Higher Learning, which portrays issues of racism and systemic disparities on a college campus. The movie will be followed with a discussion that will provide students an opportunity to talk about often difficult subjects including racial, socioeconomic, and gender differences that can divide campuses.**

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

- **During the first week of classes, ASCC and APB hosted our quarterly Welcome Week and handed out school supplies, snacks, and resources across Clark's main and satellite campuses.**
- **On January 15th, ASCC and APB hosted the Winter Involvement Fair with 45 clubs, programs, and services in attendance. This fair gave 405 students the opportunity to learn about, connect with, and get involved in a diverse range of college clubs and programs.**
- **On February 4th APB celebrated Valentine's Day early by bringing the musical talent of Rayvon Owen to an estimated 170 students.**
- **On February 5th APB showcased traditional lion dancers at their Lunar New Year celebration. 147 students attended and enjoyed Chinese food.**
- **59 of the 75 available student representative positions on College committees have been filled.**
- **There are currently 25 completely chartered student clubs and 5 clubs in the process of chartering.**

Foundation
February 2019

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

1. **Development:** *incorporates all aspects of the development program: Promising Pathways – Campaign goes public, Cost effectiveness of foundation’s development operations, Expansion of the constituent base, Enhancement of strategic constituent engagement and/or stewardship*

Promising Pathways: The Campaign for Clark College continues to move forward. We are now over \$19 million raised to-date toward our overall goal of \$35 million. Our yearly fundraising efforts are on track, as we are approaching \$6 million raised to-date, with a number of significant expectancies that will take us closer to our stretch goal of \$7 million by the end of the fiscal year. On January 31, we launched the college staff campaign with an exciting matching gift component that has been set up by some of our significant and long-term donors. These matching amounts will kick in when we can get 140 individual employee gifts from our faculty and staff, so we encourage everyone to consider the campaign and see how they can participate.

We are pleased that in the last few months we have received more than \$80,000 in gifts supporting Guided Pathways, including a generous gift from the Community Foundation for Southwest Washington to support Social Equity training programs here at the college. We have some outstanding proposals we are waiting to hear about, and we are currently in preliminary conversations with a potential corporate donor on a significant gift opportunity to support the program. So, the word on Guided Pathways is getting out there and we are starting to get some traction, which is very important and exciting.

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

In the past month, strategic alignment and the ongoing efforts by both the college and the foundation have been tested. Through challenges faced by each entity having to do with adverse public relations, President Knight’s retirement announcement and budget uncertainty, the communication channels and the need for maintaining a collaborative environment has become even more important. Consistent and respectful dialogue has been conducted throughout these issues and a spirit of teamwork has resulted. These conversations did not always lend themselves to comprehensively agreed upon desired results, but an air of professionalism and understanding was apparent throughout.

The recognized challenges faced emphasizes the need for continuing the board to board engagement activities utilized in the past. By having a system where these topics can be addressed on a timely and professional basis steers both entities into alignment before an issue can create long term harm from miscommunication.

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

The foundation continued support of college needs and priorities. For the six months ending December 31, 2018 the foundation made the following college and student related expenditures:

Scholarships	\$ 654,506
College program support	373,720
Boschma Farms land debt payments	222,222
Culinary COP payment	171,750
College staff salaries/benefits/stipends	165,096
College and community relations	<u>28,972</u>
Total	\$ 1,616,266

The foundation has also prepared a letter of compliance under the operating agreement dated December 28, 2009 for the fiscal year ending June 30, 2018. This letter has been provided to President Knight as required under the terms of the agreement.

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

I am pleased to announce that Mr. Sanford Jones has been fully vetted and agreed to join the foundation board. Mr. Jones featured in the fall's edition of Partner's Magazine, is the co-owner of Duncan Creek Cellars, a small winery in Clark County. He is also a founding member of the Clark County Wine and Food Society. His career was most noted for his role as manager of the Galileo Orbiter Project at NASA's Jet Propulsion Laboratory in the 1980's. Mr. Jones has been highly supportive of the culinary program at Clark and continues to have further interest in the sciences.

Respectfully submitted,

Lisa Gibert
Foundation Chief Executive Officer
February 11, 2019

Attachments:

Financial Dashboard
Development Dashboard
Annual Giving Comparison
Campaign Committed Gifts Report

Financial Dashboard as of December 31, 2018

Contributions/Donations Received

	Year to Date	6/30/2018	6/30/2017	6/30/2016	1973 - Present Life to date
Unrestricted	\$ 293,907	\$ 702,866	\$ 351,760	\$ 1,022,195	
Temp. Restricted	755,786	2,096,785	1,483,984	4,128,267	
Perm. Restricted	2,799,113	1,752,797	103,677	346,685	
Total	\$ 3,848,806	\$ 4,552,448	\$ 1,939,421	\$ 5,497,147	\$ 99,982,138

	Year to Date		6/30/2018		6/30/2017		6/30/2016		1973 - Present Life to date	
	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted	Unrestricted	Temp Restricted
Program	\$ 97,758	\$ 612,807	\$ 470,922	\$ 601,058	\$ 298,054	\$ 495,521	\$ 432,044	\$ 643,482	\$ 34,530,293	
Boschma Farms land acquisition	222,222	-	444,444	-	444,444	-	1,244,444	-	5,799,997	
Capital projects - STEM/Dental Hyg./Othe	-	-	-	603,265	175,000	252,559	-	1,537,786	13,986,854	
College & Community Relations	28,972	-	47,306	-	81,718	-	46,821	-	242,748	
Scholarships	9,917	644,589	8,210	960,649	9,063	900,038	9,416	848,625	11,663,651	
Total	\$ 358,870	\$ 1,257,396	\$ 970,882	\$ 2,164,972	\$ 1,008,279	\$ 1,648,119	\$ 1,732,724	\$ 3,029,893	\$ 66,223,543	

College Support Expended

	Year to Date	6/30/2018	6/30/2017	6/30/2016	1973 - Present Life to date
Program	\$ 97,758	\$ 612,807	\$ 470,922	\$ 601,058	\$ 34,530,293
Boschma Farms land acquisition	222,222	-	444,444	-	5,799,997
Capital projects - STEM/Dental Hyg./Othe	-	-	-	603,265	13,986,854
College & Community Relations	28,972	-	47,306	-	242,748
Scholarships	9,917	644,589	8,210	960,649	11,663,651
Total	\$ 358,870	\$ 1,257,396	\$ 970,882	\$ 2,164,972	\$ 66,223,543

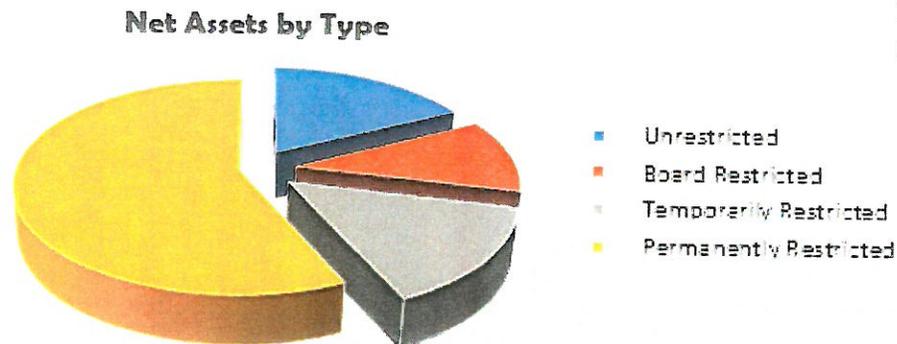
Scholarships

	YTD	6/30/2018	6/30/2017	6/30/2016	6/30/2015
Number of scholarship award payments	794	840	715	846	789
Clark College Students (Fall Census excl. Running Start)	7,973	8,490	8,880	9,118	10,081

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

Net Assets by Type

Unrestricted	\$ 16,992,255
Board Restricted	10,782,776
Temporarily Restricted	14,494,302
Permanently Restricted	55,713,536
Net Assets	\$ 97,982,869



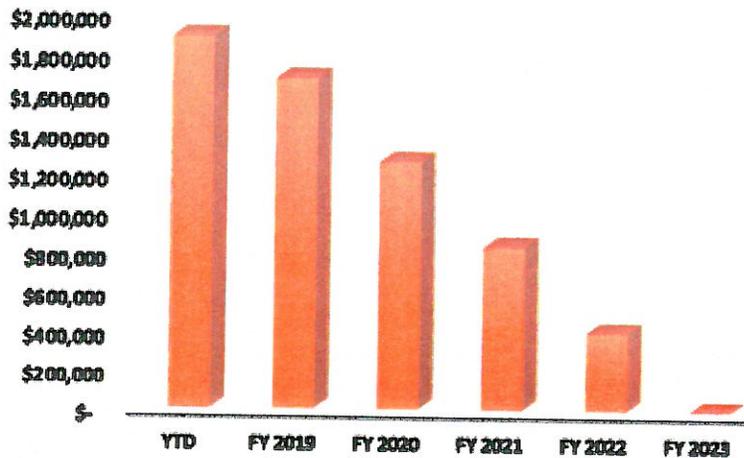
Unrestricted Net Assets

	Year to Date	6/30/2018	6/30/2017	6/30/2016	6/30/2015
Assets					
Cash	\$ 245,512	\$ 32,573	\$ 533,396	\$ 434,119	\$ 493,183
Investments	6,088,348	8,103,108	7,067,349	7,797,334	7,174,405
Pledges Receivable	197,845	122,925	133,280	65,880	62,090
Prepays/Deposits/Other Assets	535,794	337,341	164,818	120,217	116,667
Land/building/equipment	12,726,971	12,728,727	12,731,837	13,038,307	13,041,589
Liabilities					
A/P/Other Liabilities	(922,868)	(888,502)	(422,434)	(1,957,849)	(675,487)
Note Payable	(1,879,347)	(2,082,091)	(2,481,701)	(2,873,600)	(4,251,388)
Unrestricted Net Assets	\$ 16,992,255	\$ 18,354,081	\$ 17,726,545	\$ 16,624,408	\$ 15,961,059

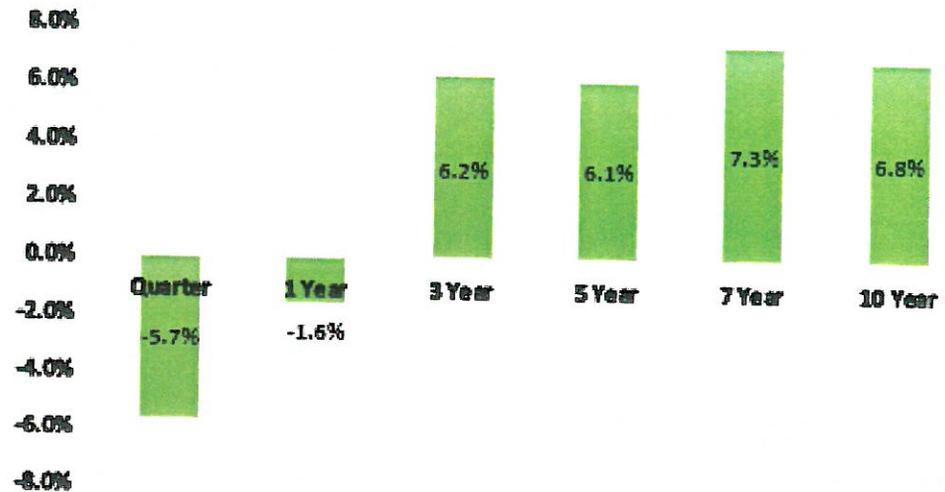
Projected Liquid Unrestricted Net Assets Available

6/30/2019	1,670,605
6/30/2020	1,151,161
6/30/2021	656,716
6/30/2022	162,272
6/30/2023	(270,136)

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



Investment Pool Returns (Losses)



Endowment

Distribution Details

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



Dashboard



Strategic Initiatives:

- Development
- Strategic Alignment
- Fiduciary Responsibility
- Board Relations

	Current fiscal year to-date	Prior fiscal year to-date	Prior fiscal year
Fiscal year	7/1/2018 - 1/9/2019	7/1/2017 - 1/9/2018	7/1/2017 - 6/30/2018
Total number of donors	1,219	1,305	2,076
Number of new donors acquired	443	450	858
Number of new major gift donors acquired	9	7	18
Number of \$1,000+ donors	150	152	224
Number of confirmed irrevocable planned gifts	4	2	3
Number of confirmed revocable planned gifts	0	1	2
Foundation board participation*	89%	86%	100%
College trustee participation	40%	100%	100%
Executive Cabinet participation	60%	88%	91%
Foundation staff participation	90%	100%	100%

*excludes ex-officio members

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

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

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



**Clark College Foundation
Annual Giving Comparison
as of January 9, 2019**

	FY2019	FY2018	FY2017	FY2016
TYPE				
Cash/Stock/Property	\$941,322	\$3,135,656	\$1,032,495	\$1,254,375
Pledge	\$228,952	\$99,974	\$1,015,831	\$4,442,124
In-kind	\$40,045	\$41,124	\$220,399	\$81,907
Deferred Irrevocable at Face Value*	\$4,332,939	\$1,158,712	\$100,000	\$9,953
TOTAL	\$5,543,257	\$4,435,467	\$2,368,725	\$5,788,359
SOURCE				
Board Members (includes ex officio)	\$69,680	\$95,380	\$641,410	\$111,404
Employees	\$35,360	\$36,108	\$54,078	
Alumni	\$335,389	\$1,039,995	\$185,508	\$380,645
Friends	\$325,598	\$615,815	\$545,993	\$331,164
Estates	\$4,236,556	\$1,087,717	\$26,200	\$23,000
Family Foundations and Trusts	\$64,050	\$850,600	\$337,988	\$4,450,530
Corporate & Community Foundations	\$274,174	\$499,208	\$222,342	\$140,220
Corporations/Other Organizations	\$202,059	\$204,394	\$353,892	\$343,482
Government Entities	\$391	\$6,249	\$1,314	\$7,914
TOTAL	\$5,543,257	\$4,435,467	\$2,368,725	\$5,788,359
PURPOSE				
Current Use				
Unrestricted	\$48,411	\$396,376	\$495,391	
Faculty Support	\$73	\$0	\$0	
Programs/Other	\$276,171	\$315,270	\$423,516	
Scholarships	\$472,254	\$717,393	\$377,189	
Sponsorships	\$45,800	\$13,384	\$34,600	
Technology/Equipment	\$0	\$0	\$0	
Endowed				
Unrestricted	\$0	\$0	\$0	
Faculty Support	\$0	\$0	\$0	
Programs/Other	\$50,000	\$80,243	\$33,456	
Scholarships	\$305,010	\$1,747,579	\$103,393	
Technology/Equipment	\$0	\$0	\$0	
Capital				
Culinary	\$12,600	\$6,370	\$780,515	
STEM	\$0	\$140	\$20,465	
Programs/Other	\$0	\$0	\$200	
Deferred Irrevocable at Face Value*				
Programs/Other	\$4,332,939	\$1,158,712	\$100,000	
TOTAL	\$5,543,257	\$4,435,467	\$2,368,725	\$0
*Number of irrevocable gifts secured	4	3	1	
Deferred Revocable at Face Value		\$1,010,000		

Clark College Foundation Campaign with Grant Awards

Committed Gifts Report

By Campaign Initiative

July 1, 2015 - January 15, 2019

	Endowment	Current	Capital	Irrevocable Planned Gift	In Kind	Total
Scholarships (\$8 MM)						
FLEX	\$ -	\$ 52,350	\$ -	\$ 4,157,939	\$ -	\$ 4,210,289
Unit / Program Based	\$ 2,487,337	\$ 1,702,940	\$ -	\$ 970,012	\$ 5,577	\$ 5,165,866
Foundation Unrestricted	\$ -	\$ 127,241	\$ -	\$ -	\$ -	\$ 127,241
Advanced Manufacturing (\$5 MM)						
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Guided Pathways (\$4 MM)						
Professional Development	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Financial Literacy	\$ -	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000
Technology / Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Smart Classrooms	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ 24,442	\$ -	\$ -	\$ 347	\$ 24,789
Automotive (\$2 MM)						
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ 6,195	\$ -	\$ -	\$ 178,761	\$ 184,956
Veteran's Resource Center (\$2 MM)						
Emergency Fund	\$ -	\$ 4,125	\$ -	\$ -	\$ -	\$ 4,125
Transportation / Childcare	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transition Boot Camp	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ 283,264	\$ -	\$ -	\$ 2,805	\$ 286,069
Craft Beverage (\$500 K)						
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Culinary (\$10.5 MM)						
Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities	\$ -	\$ -	\$ 4,815,010	\$ 297,000	\$ -	\$ 5,112,010
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program	\$ -	\$ 39,530	\$ -	\$ -	\$ 19,862	\$ 59,392
Mature Learning (\$1 MM)						
Program	\$ -	\$ 12,360	\$ -	\$ -	\$ -	\$ 12,360
Other						
Restricted	\$ 49,000	\$ 687,892	\$ 329,840	\$ 150,819	\$ 113,085	\$ 1,330,637
Unrestricted	\$ -	\$ 1,309,007	\$ -	\$ 169,953	\$ 63,038	\$ 1,541,998
Total (\$35 MM)	\$ 2,536,337	\$ 4,309,344	\$ 5,144,850	\$ 5,745,723	\$ 383,476	\$ 18,119,730

Reports from Board Members

No documents for this item

February 2019 Board Report

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

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

- On Tuesday, December 11, 2019, a Graduation Celebration took place in the Gaiser Hall Student Center at Clark College to recognize the Bachelor of Applied Science in Applied Management's first graduating class. Fifteen students started in this class in winter 2017, and twelve students completed the program. College President Bob Knight presented the diplomas and noted how ground breaking this event was for this cohort of students, who celebrated their educational accomplishments with their families, friends, faculty, administrators, and staff.

The student speaker at the event was graduate Silvia Marinova, a classroom support technician for the Business Technology Division at Clark. Marinova came to the United States from Bulgaria with her husband and daughter in 1998. Having mastered the English language, Marinova started to take classes at Clark College in 2007. She earned a general Associate Degree and a Medical Office Specialists Associate Degree. Marinova's vision of earning a higher degree became her reality when she learned about the Applied Management degree. This has been a valuable opportunity for Silvia Marinova, as she has realized her dream of earning a bachelor's degree.

The Program Director shared that this four-year degree focuses on applied and theoretical managerial skills that will provide more opportunities for students to grow personally and professionally. The director added that this bachelor's degree fulfills the mission of Clark College to provide increased educational access to students who reflect our "diverse college community."
(OOI)

- Our grant partners, College Spark of Washington, are sending a Seattle-based media team to visit Clark College on February 12 to make a short video highlighting the mathematics division's grant-funded work – the Mathematics Pathways Initiative (MPI) - on new corequisite courses and precollege redesign. We are part of a small cohort of grantees chosen for this honor. The team will be hosted by the mathematics department and marketing/communication. The video will be shared on College Spark's website and other social media, and all footage will be made freely available for Clark's subsequent use. (OOI)
- As the result of collaboration between the Transitional Studies and English Department faculty, the English Department approved an articulation agreement that allows students transitioning from CAP 077 with a grade of B or higher to register for English 101 without needing to re-take the English Readiness Assessment. This removes a significant barrier for Transitional Studies students seeking to take college-level courses. (OOI)

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

- Continued to accept students into the new MESA Program with a goal of improving student retention and transfer rates. (OOI)

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

- The Transitional Studies Division completed its Basic Education for Adults Program Review & Technical Assistance visit at the end of fall quarter and received its finding from SBCTC at the end of January. The program received seven commendations:
 1. Wraparound services for students are well-coordinated with on- and off-campus collaborations.
 2. In the lesson-sharing meeting with faculty, strong collaboration and alignment between Adult Basic Education (ABE) and English Language Acquisition was shown. There is clear intent to prepare ELA students to smoothly transition into ABE and post-secondary. Faculty are working with students at all levels to facilitate and create student cohorts.
 3. Clear evidence, both in the interviews and documentation, of the Workforce Investment Opportunity Act (WIOA) instructional practice requirements (College and Career Readiness Standards, digital literacy, employability skills, etc.) being fully implemented into teaching. This ensures students are prepared with the skills to transition to college level course work and careers.
 4. Transitional Studies is well integrated into Clark's Guided Pathways work. Transitional Studies is positioned as the foundation placing students on a pathway and supporting them as they start to move along that pathway. It is excellent for students be able to see the connection of ELA and ABE to their final education goals.
 5. The on-ramp programs for health and business were robust. Those programs prepare students to transition into those areas of study effectively.
 6. The student interviews demonstrated the close bonds, loyalty, and success that results from students who go through the Transitional Studies program at Clark. There were continual mentions of how the program met their specific needs and how dedicated their teachers were to the students. Great endorsement of the program.
 7. Overall excellent understanding of Basic Education for Adults requirements and well-documented policies.
 - A. Intake, assessment, and advising enabling accurate placement.
 - B. Translated forms to help student understanding.
 - C. Excellent data quality of student folders! (OOI)
- Two Professional-Technical I-BESTs are being offered in winter quarter: Welding I-BEST and the new HEOC I-BEST. (OOI)

- The Curriculum Committee has approved all English Department literature and creative writing classes for a move from three to five credits effective Fall Quarter 2019. This will bring Clark's offerings into alignment with other schools in the SBCTC system and allow the English Department offering to align better with Guided Pathways. (OOI)

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

- Robert Hughes, Computer Technology department chair, attended the Interaction Design Education Summit in Seattle, February 3-4. He was able to tour the Microsoft Inclusivity Lab and learn about accessibility initiatives such as the new Xbox Adaptive Controller for people with disabilities. Additionally, he attended two excellent workshops that will inform and add content to future offerings of the CGT 105 User Experience Design class he teaches. He also connected with summit Co-chair Michael Smith, a Clark alum who serves as the Director of the UW's Master of Human-Computer Interaction + Design (MHCI+D) program and the two plan to follow up with Michael making a visit to Clark sometime in the future. (OOI)

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

Objective SE1: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.

- January 29, 2019 – Gateway Students of Color Open House. The Associate Director of Diversity, Outreach, Recruitment and Retention and the Diversity Outreach Specialist connected with students at the Gateway, a Students of Color Open House. Students and counselors of schools in the community came to this event. This was a way to get potential students of color enrolled and excited about coming to Clark. (DEI)
- The Office of Diversity, Equity and Inclusion with ASCC hosted the Student of Color Luncheon on January 29. Dr. Sachi Horback was the keynote for the event. This event motivates students of color to continue with their education and find allies who can help them in that journey. (DEI)
- Throughout the month of January 2019, the Diversity Outreach Specialist helped 15 students obtain the Rosa Alvarado Scholarship. The scholarship is offered to students who are not able to pay the admission fee to Clark College. This scholarship can also help to pay for the ESL or HS+21 classes and/or the official GED test. Systemically non-represented single women who have children will be the first recipients, and the remainder will go to the rest of the qualifying students. This scholarship is vital for students who sometimes do not have opportunities to continue with their basic classes, thus cutting their dream short. However, with an opportunity such as this they get the help and support they need to continue to higher education. (DEI)
- During the month of January 2019, the Diversity Outreach Specialist helped 67 students and prospective students who needed information about community resources or just information about Clark College. She was able to help students with orientations in Spanish and explained about the American school system works and what are the similarities or differences comparing to their original countries. She assisted students with degree guidance, financial aid and by providing resources that helped students to continue with their classes. This service is vital for students because it creates trust between students and Clark College. At the same time, it helps with retention of students, especially students who identify in the systemically non-represented groups. (DEI)

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

- On Wednesday, January 16, the Office of Diversity, Equity and Inclusion hosted Martin Luther King Day and brought the Black History Mobile Museum to Clark College. This museum provided an educational opportunity for the community to reflect on the past and hope for the future. Black haircare products were donated to families that utilize YWCA shelter. (DEI)

- On Wednesday January 23, the Diversity Center hosted an open house to share upcoming events, services we provide and recruited for Employee Resource Groups. (DEI)
- On January 24, the Interim Associate Vice President of Diversity, Equity & Inclusion offered the PPI training, “Mitigating Stereotype Threat”. This training addressed and examined social identity as well as stereotypes and stereotype threat. Participants gained strategies and tools to combat stereotype threat. (DEI)
- On January 24, the Office of Diversity & Equity offered PPI training, “White Allyship Conversation Project” and participants had the chance to explore their identities, learn how to acknowledge different lived experiences without alienating friends and neighbors, and move toward action in their own communities. (DEI)

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

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

- The senior students and senior clinic faculty in Dental Hygiene participated in Project Homeless Connect on January 24, 2019. This event provided basic services to the homeless community of Clark County, including medical, dental, vision, and haircuts. Clark Dental Hygiene students cleaned teeth, placed fluoride, and provided oral health instructions. The faculty had the opportunity to assist the students and provide instruction in a public health setting, in which the students may find themselves following graduation. Clark College Dental Hygiene partnered with the Free Clinic of Southwest Washington and Medical Teams International. Although this does not align with the description to develop an identity for CTC, it does align with the Align program offerings with regional workforce needs to include technical and work readiness skills. (OOI)
- The Business & Health Sciences unit (specifically Business), gained approval to offer all of Business Degrees and Certificates completely at out CTC campus regardless of the enrollments in classes. This will allow students living in that part of town to finish their business degrees or certificates exclusively at CTC campus and without the need to commute to the main campus. This will also improve the utilization of the CTC building. (OOI)

Objective EV3: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships.

- The Automotive department hosted the Skills USA event in partnership with Cascadia Tech Academy on February 2, 2019. Forty local high school students participated in the all-day event and many of the participants expressed interest in attending one of Clark College's two automotive programs after graduation. This is a critical recruiting event for the Automotive department and a wonderful opportunity to make and strengthen the department's partnerships with the K-12 system. The event was staffed by volunteers from the Automotive department. (OOI)
- Chefs Aaron, Alison and Earl partnered with Fort Vancouver High School to host the Skills USA competition on January 25, 2019. This is the first time the McClaskey Culinary Institute hosted the event in the new Culinary facility. The event is a service to our K-12 partners and provides an opportunity to recruit new students for the program. The event was an overwhelming success and we look forward to continuing this partnership. (OOI)
- Bruce Elgort, Computer Technology instructor, was one of 635 selected from 2,000 international nominations to be a 2019 IBM Champion for Cloud. The IBM Champions program recognizes and rewards external experts and thought leaders for their work with IBM products and communities. The program supports advocates and experts across IBM in areas that include Blockchain, Cloud, Collaboration, Data & Analytics, Security, Storage, Power, Watson IoT, and IBM Z. An IBM Champion

is an IT professional, business leader, developer, or educator who influences and mentors others to help them innovate and transform digitally with IBM software, solutions, and services. (OOI)

- The 57th Annual Clark College Jazz Festival was held January 24-26 and was a resounding success. Fifty-two middle school and high school bands from all over Oregon and Washington performed, with Roosevelt HS I (from Seattle) being named Sweepstakes winner. Clark's own Jazz Band performed four times, with each performance surpassing the one prior. Plans are already underway for next year's event! (OOI)

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

- In December the HR Benefits team participated in 12 data validation sessions and attended a workshop to develop a common business process with all SBCTC colleges in preparation for the live date of CTC Link/PeopleSoft (October 2019). We will continue data validation in the next months. We sent our annual Children Health Insurance Program (CHIP) notification to all employees and we also worked on preparing and notifying the college of the WA Paid Family Medical Leave which went into effect January 2019. We plan to incorporate this information in our upcoming trainings and continue communication to employees about this potential benefit. (HR)
- In January 2019, we switched our focus to welcome new employees and providing notification of benefits eligibility. We had five newly eligible employees in January. We also participated in New Employee Orientation. Lastly, we upgraded our Time and Labor system, in collaboration with IT and Payroll, to allow Part-time Hourly Temporary employees to report sick leave in the timesheets. This is a big improvement as up until December 2018, Part-time Hourly Temp employees had to report sick leave in a paper form. We are pleased that this change reduces the amount of paper and time to process and will have a positive impact for employee. This is an example of how our core values, specifically continuous improvement, continue to drive our daily activities. (HR)

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

Objective EI2: Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.

- Staff from across the college have completed 100% of the required Change Action Forms in preparation for ctcLink implementation. A MyClark ctcLink work plan is being developed for 2019 from these documents. Project management staff are preparing for cycle 3 of data validation which begins February 15th. (P&E)

2017-18 Financial Statement

February 2019

Annual Financial Statement Audit

- Annual financial statements are presented as a 'business type entity' following Governmental Accounting Standards Board (GASB)
- Audit is Conducted by the Washington State Auditors Office – on site for about 6 weeks
- College received an unmodified audit opinion – a clean opinion for the 4th consecutive year
 - No issues or concerns

Annual Financial Statement Audit

- Major Areas SAO focused on:
 - GASB 68: Pension reporting and disclosures
 - GASB 73: Pensions outside the scope of GASB 68
 - GASB 75: Other post employment benefits (OPEB)
 - Capital asset changes
 - Any Significant estimates: Scholarship allowance
 - Risk of management override of controls

GASB 68, 73 and 75

- GASB 68 and 73 both relate to pension plans offered by the State of Washington. These Statements require the college to recognize its proportionate share of the State's Liability.
- GASB 75, Other Post-Employment Benefits (OPEB) requires the College to recognize its proportionate share of the State's liability related to OPEB. For the college, OPEB is the healthcare benefit offered to employees after retirement.
- All three of these Statements significantly impact net position as well as other areas of the financial statements.

Net Position Comparison without GASB 68, 73, and 75

		Unadjusted	GASB 68/73/75
Net Position			
	Net Investment in Capital Assets	\$ 130,383,587	\$ 130,383,587
	Restricted for:		
	Expendable	967,541	967,541
	Student Loans	35,564	35,564
	Unrestricted	9,841,658	(47,833,404)
	Total Net Position	\$ 141,228,350	\$ 83,553,288

Net pension and OPEB liabilities reduce the college's net position by \$57,675,062

Annual Financial Statement Audit

- Major Changes to the College's Financial Position
 - Decrease in Current Assets
 - Mainly COP funds used for Culinary in Investments \$6,405,529
 - Changes in Capital Assets
 - Culinary Arts Capitalization, \$10,693,987
 - Increase in Current Liabilities
 - GASB 75 OPEB, short term liability \$3,541,266
 - Increase in Noncurrent Liabilities
 - GASB 75 OPEB, long term liability \$32,533,985

Annual Financial Statement Audit

- Looking forward...
 - GASB 84: Fiduciary Activities
 - GASB 87: Leases
 - 4 year Accountability Audit scheduled for 2019-20 year
 - CTCLink implementation

Questions?

2019-20 BUDGET PREVIEW

PRESENTED BY:

**BOB WILLIAMSON, VP OF
ADMINISTRATIVE SERVICES**

**SABRA SAND, DIRECTOR OF BUSINESS
SERVICES**

Why are we cutting 5%?

- Declining enrollment in state-support FTES means the college is bringing in less tuition revenue
- No real prospect of new operational dollars from state
- Must-fund expenses continue to increase each year
- Growth in Running Start reimbursement revenue is no longer enough to compensate for static or declining revenue in other areas and increases in must-fund costs
- Need to cut 5% (\$3M) to cover must-fund items and reallocate resources into strategic initiatives

What does 5% cut look like?

- Equivalent to completely eliminating budgets for:
 - Planning and Effectiveness (\$702,070)
 - Communications and Marketing (\$1,030,657)
 - Human Resources (\$1,096,732)

Changes in revenue (estimates)

- State-support FTE tuition: (\$395,437)
- International Program tuition (\$78,154)
- Increase in Running Start reimbursement \$282,520
- 2% salary increase annualized: \$238,377
- State-funded 3% wage adjustment: \$1,224,943
- State-funded health care increase: \$423,243

TOTAL: \$1,695,492

Must-fund items (estimates)

- Classified staff increments: \$215,000
- State-mandated 3% wage adjustment: \$1,633,257
- Annualize 2% increase: \$428,786
- Admin/exempt salary adjustments: \$115,000
- Other salary changes \$110,000
- Health care, PERS, L&I increase: \$553,244
- Tenure promotions: \$40,000
- TIAA-CREFF retirement increase: \$40,000
- Family Medical Leave contribution : \$47,000
- Perkins grant reduction: \$57,410

TOTAL: \$3,239,697

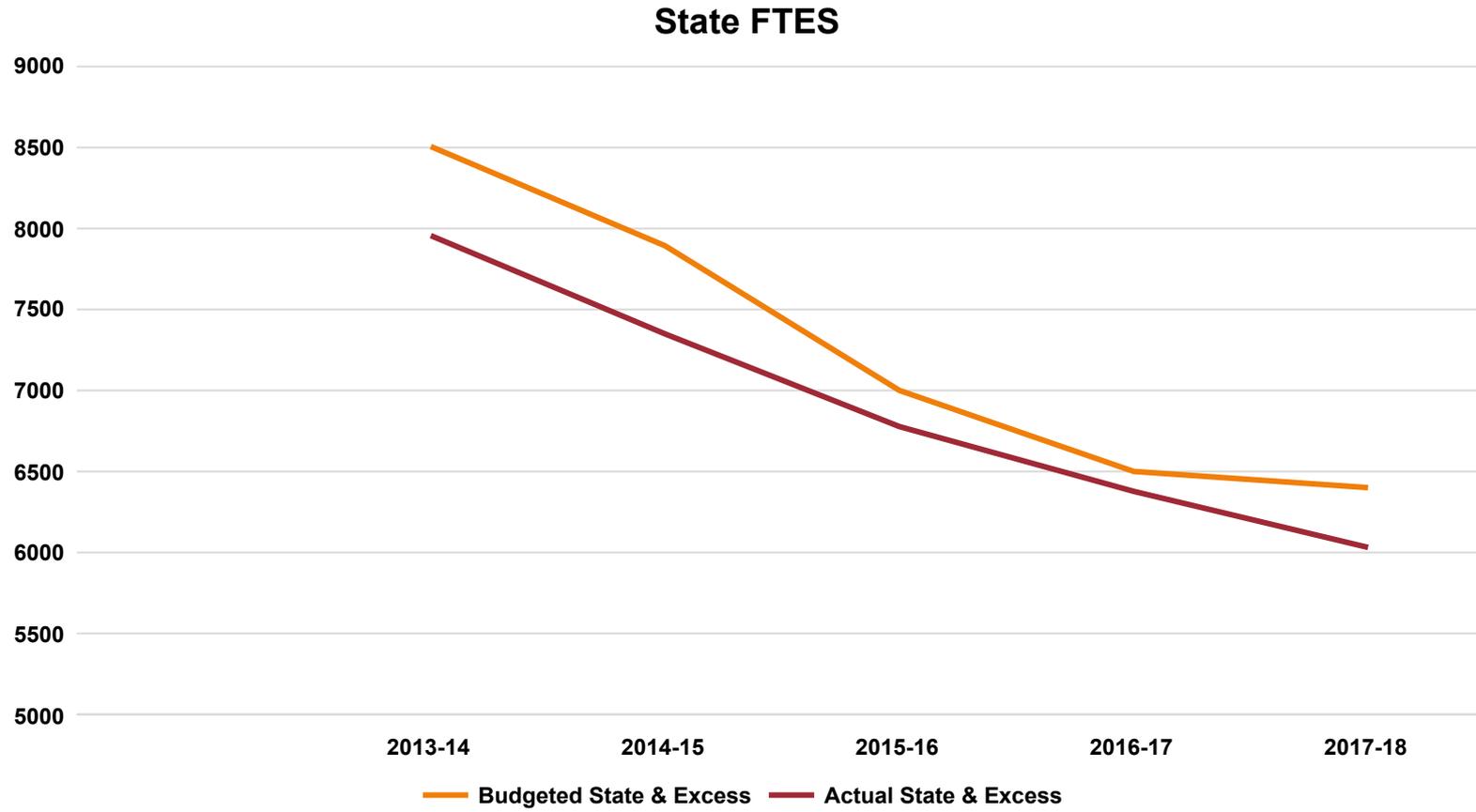
Revenue less expenditures

Changes	Amount
Total Changes in Revenue	\$1,695,492
<u>Total Changes in Expenditures</u>	<u>(\$3,239,697)</u>
Projected budget shortfall	(\$1,544,204)
5% budget cut estimate	\$3,089,814

5 year FTE budgeted vs. actual

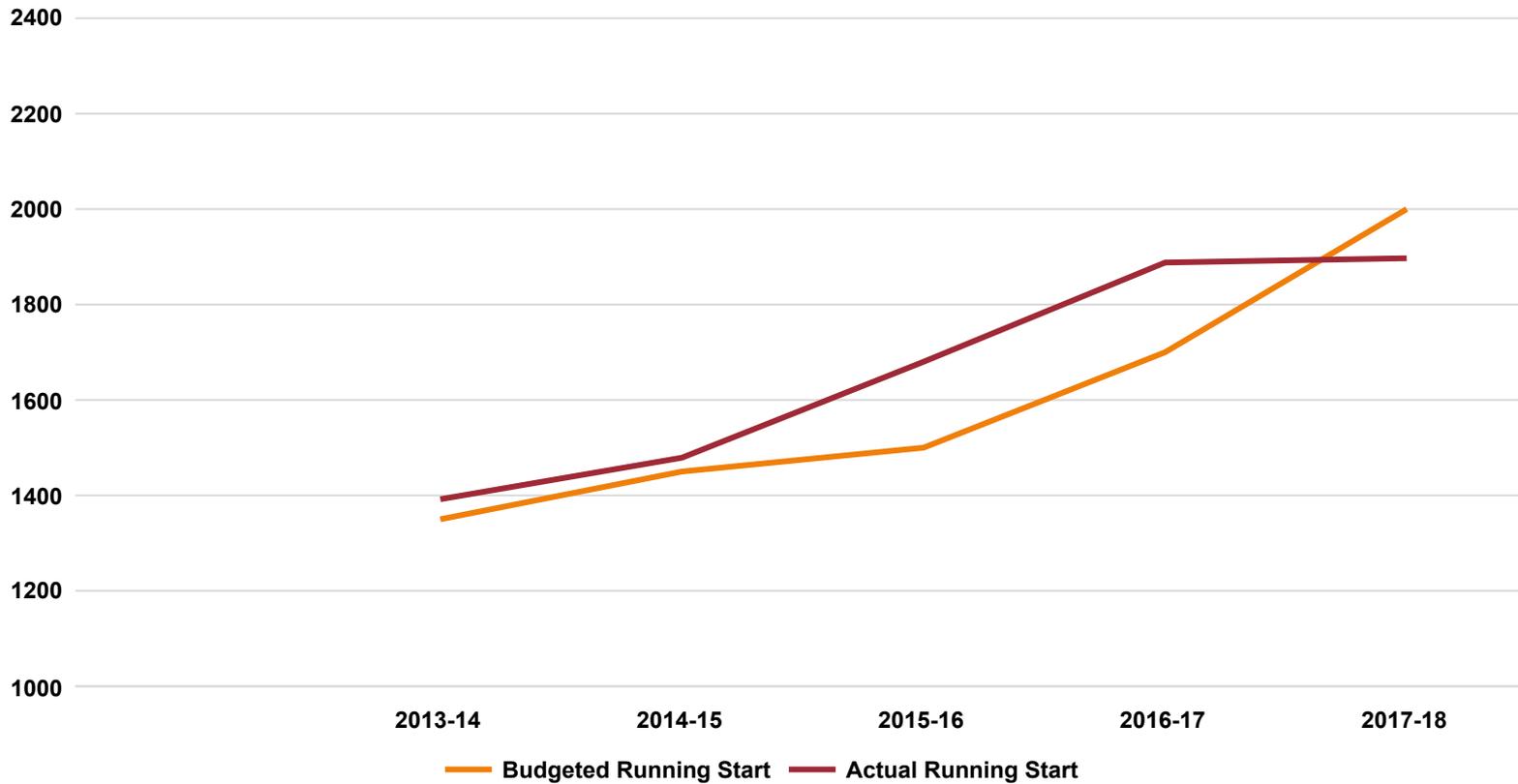
State FTE					
	2013-14	2014-15	2015-16	2016-17	2017-18
Budgeted	8506	7893	7000	6500	6400
Actual	7956	7349	6777	6377	6031
Running Start FTE					
	2013-14	2014-15	2015-16	2016-17	2017-18
Budgeted	1350	1450	1500	1700	2000
Actual	1392	1479	1680	1888	1897

5 year FTE budgeted vs. actual



5 year FTE budgeted vs. actual

Running Start FTES



5 year revenue budgeted vs. actual

State FTE Tuition Revenue

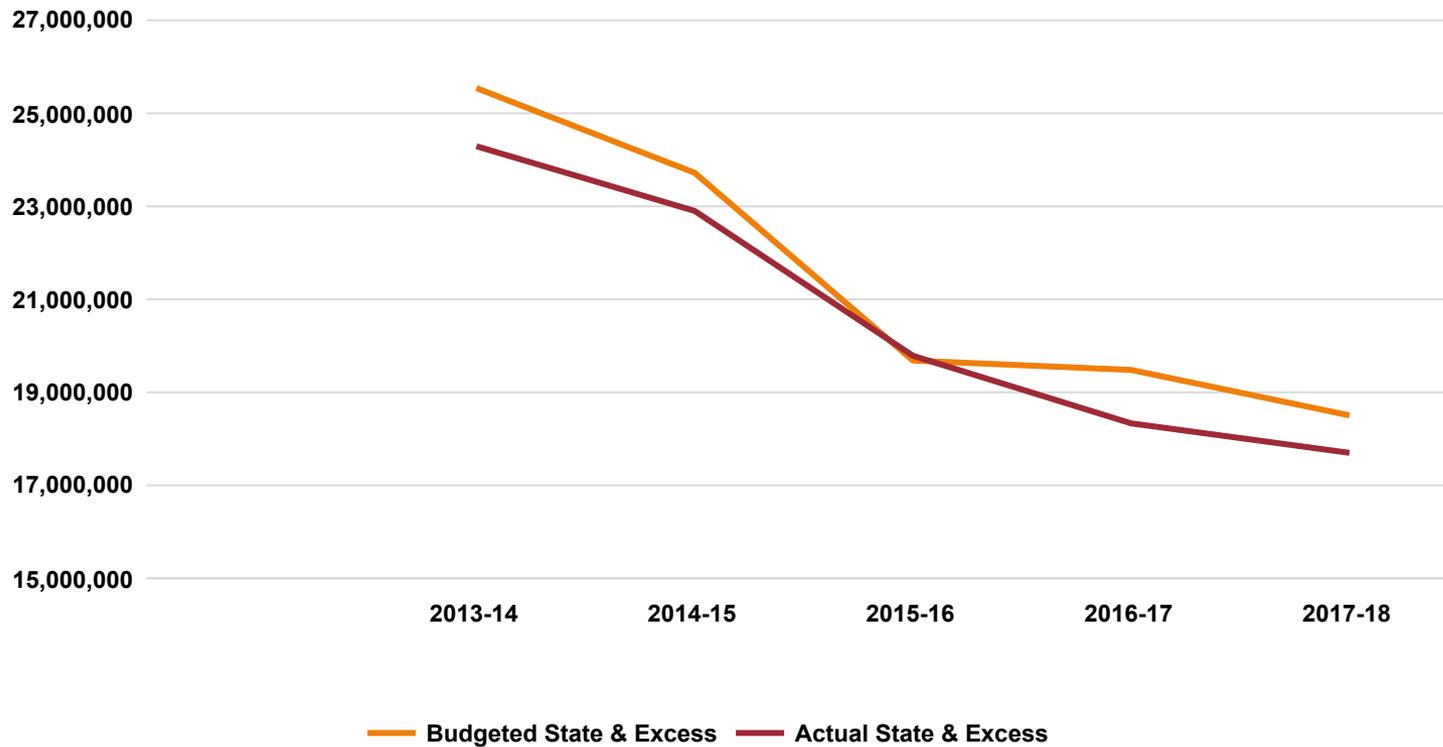
	2013-14	2014-15	2015-16	2016-17	2017-18
Budgeted	\$25,541,728	\$23,719,941	\$19,682,494	\$19,480,804	\$18,503,195
Actual	\$24,291,412	\$22,900,077	\$19,785,260	\$18,331,666	\$17,698,082
	(1,250,316)	(819,864)	102,766	(1,149,138)	(805,113)

Running Start FTE Revenue

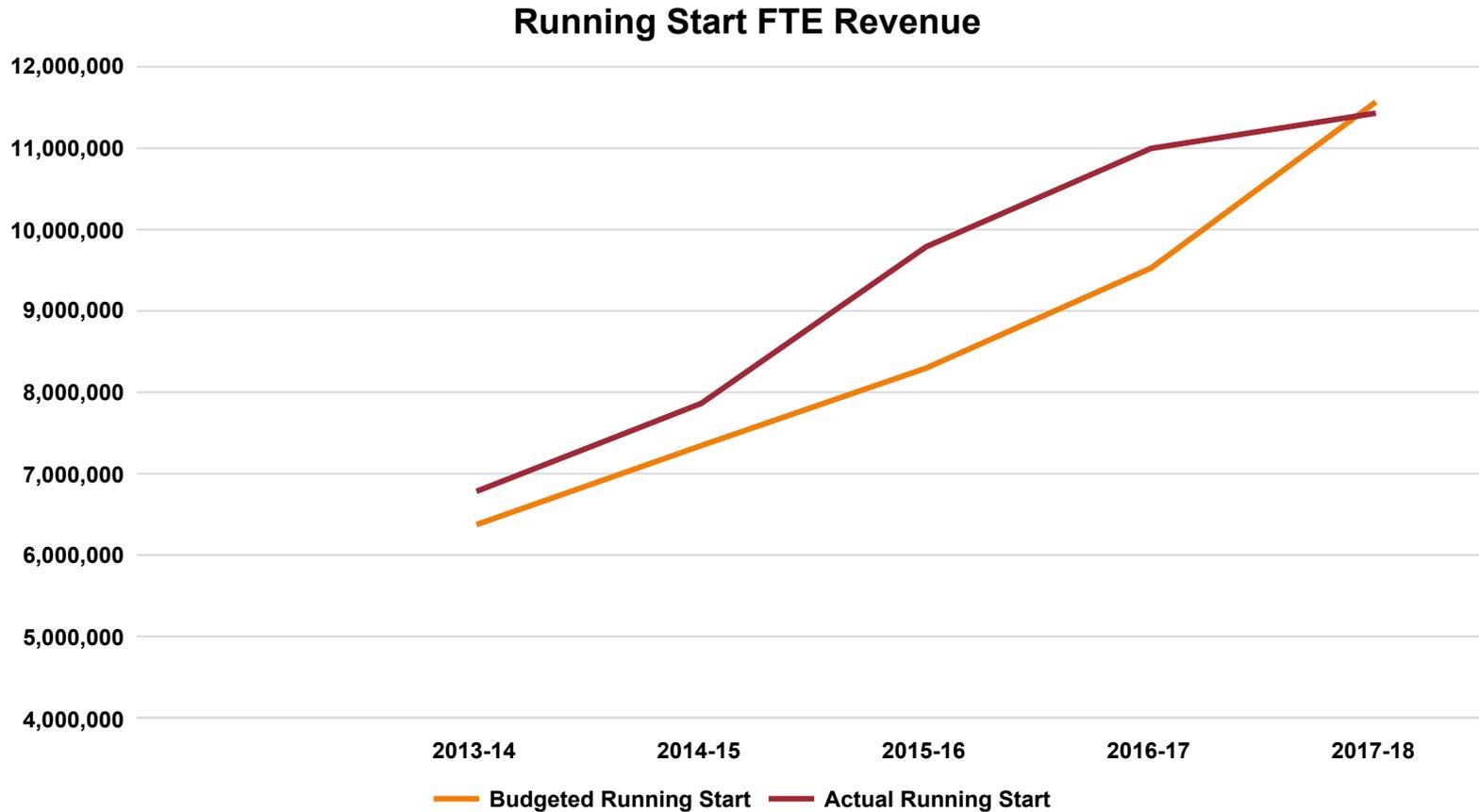
	2013-14	2014-15	2015-16	2016-17	2017-18
Budgeted	\$6,372,656	\$7,344,703	\$8,297,157	\$9,525,689	\$11,568,511
Actual	\$6,781,831	\$7,863,094	\$9,788,614	\$10,996,528	\$11,430,828
	409,175	518,391	1,491,457	1,470,839	(137,683)

5 year revenue budgeted vs. actual

State FTE Tuition Revenue



5 year revenue budgeted vs. actual



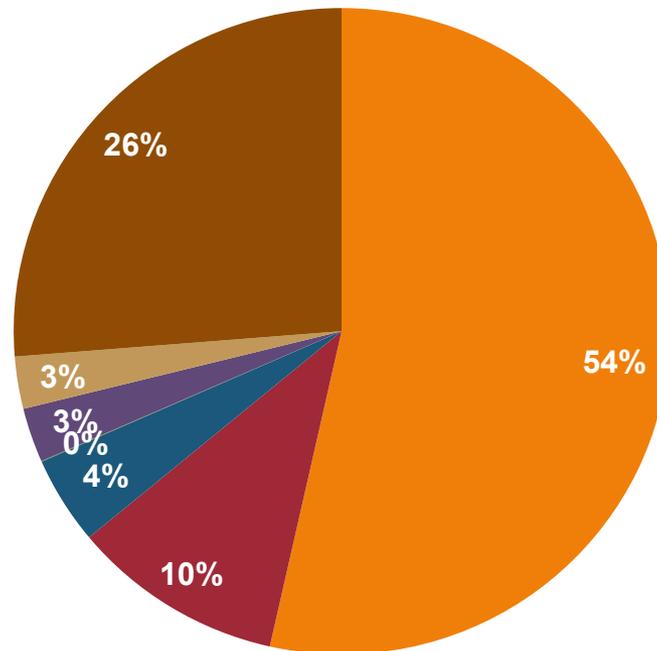
Use of Running Start revenue

- As the previous charts show, growth in Running Start revenue helped us offset losses in state tuition revenue, balance the budget, and prevent deeper budget cuts over the last five years
- At Clark, Running Start revenue is used to cover operational costs *everywhere* throughout the college – instruction, student services, facilities, IT, etc.
- Running Start students need and access the same range of services (advising, tutoring, IT, etc.) as state-support students

Where Running Start dollars go

BUDGET

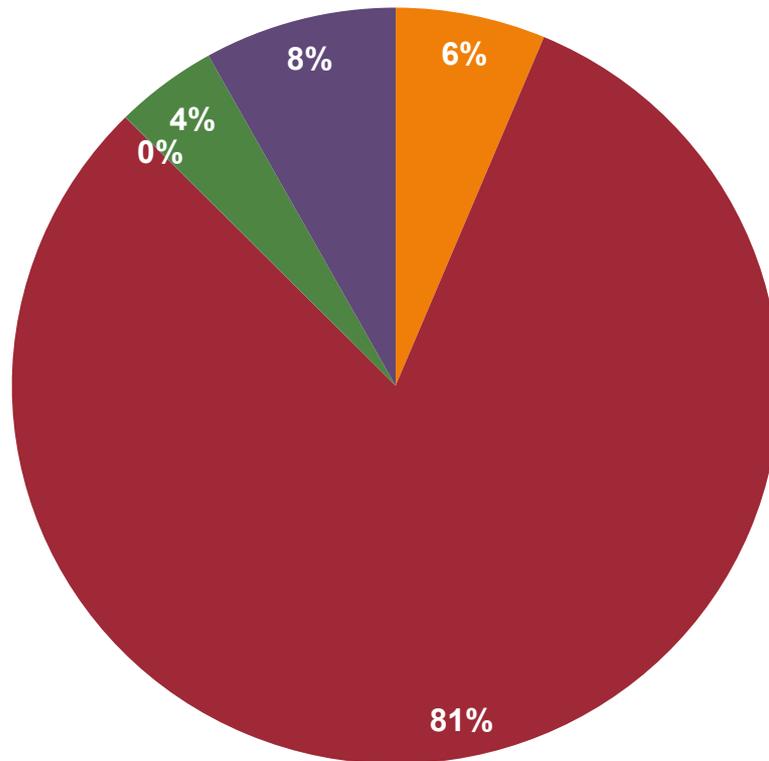
- Salaries
- Benefits
- Goods and Services
- Travel
- Payments for services
- Culinary COP payment
- Transfers to Operating



Where Running Start dollars go

DISTRIBUTION OF RS FUNDING FOR SALARIES

■ Administrative/exempt ■ Faculty ■ Students ■ Part time hourly ■ Classified



2019 – 20 budget process

- EC members will present 5% budget reductions at February 19 retreat
- Actual reductions will not necessarily be made across the board – cuts will be based on strategic evaluation of institutional priorities
- After covering must-fund items, EC will create a prioritized list for reallocating remaining resources
- This list will be sent to new Budget Committee for feedback
- Final decisions will be made by EC

Summary

- Declining state tuition and static state funding, combined with growing must-fund list, has created \$1.5M budget gap
- Running Start revenue is not sufficient to cover all must-fund costs
- 5% (or \$3M) reductions will be used to cover must-fund items and allow for reallocation of remaining resources
- Budget decisions will be made strategically based on feedback from Budget Committee and on institutional priorities

Questions?

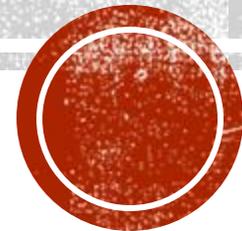


Guided Pathways

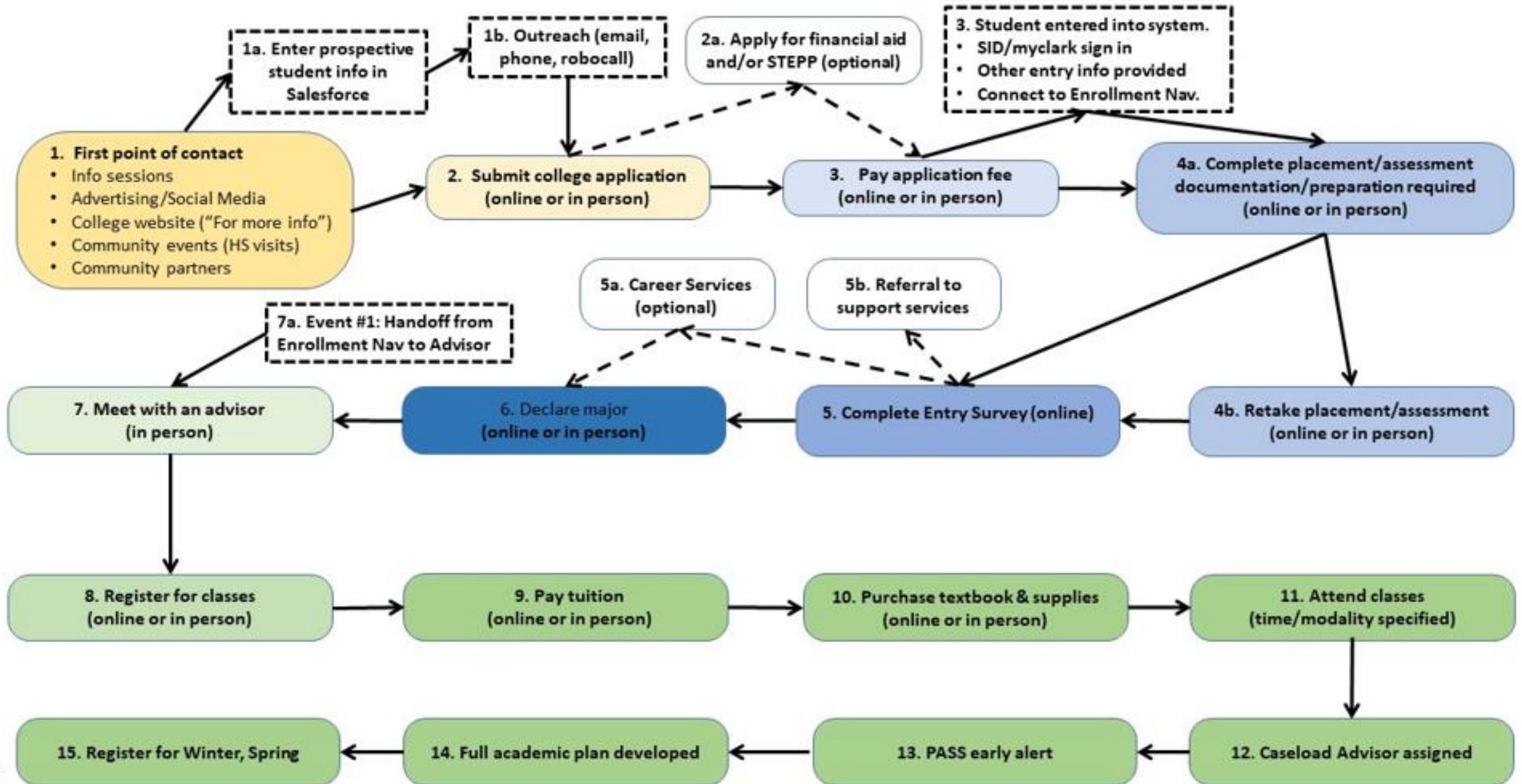
No documents for this item

STUDENT ONBOARDING UPDATES

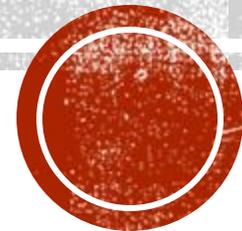
Mirranda Saari | Director of Enrollment Services and Registrar
Vanessa Watkins | Director of Entry Services



FLOW CHART FROM STUDENT FIRST CONTACT THROUGH SECOND TERM REGISTRATION



CHANGES IN THE PAST YEAR



ENROLLMENT NAVIGATORS

- HIRED TWO ENROLLMENT NAVIGATORS WHO ASSIST STUDENTS WITH NAVIGATING THE ON-BOARDING PROCESS
- NAVIGATORS REACH OUT TO EVERY NEW STUDENT, VIA EMAIL, WITHIN 48 HOURS OF THEIR APPLICATION BEING PROCESSED TO WELCOME THEM TO CLARK AND OFFER THEIR ASSISTANCE (VIA IN PERSON MEETING, PHONE OR EMAIL) WITH THE ON-BOARDING PROCESS
- NAVIGATORS ASSIST WITH A VARIETY OF PROCESSES SUCH AS: FINANCIAL AID AND FUNDING OPTIONS, ASSESSMENT SIGN UP AND/OR PLACEMENT, REGISTRATION, REFERRING TO SUPPORT SERVICES, ETC.



ASSESSMENT

- 14 METHODS FOR ENGLISH PLACEMENT
 - IMPLEMENTED ENGLISH READINESS ASSESSMENT STUDENTS MAY COMPLETE ONLINE AT HOME OR ANYWHERE THEY HAVE ACCESS TO A COMPUTER
 - COLLECTING DATA TO INFORM FUTURE CURRICULUM CHANGES
- 5 METHODS FOR MATHEMATICS PLACEMENT
 - ALEKS MATHEMATICS PLACEMENT
 - UPDATED SMARTER BALANCED REQUIREMENTS
 - UPDATED STUDENT CODING



MAJOR DECLARATION CONFIRMATION

- IMPLEMENTED ONLINE MAJOR DECLARATION
 - STUDENTS MUST DECLARE AND/OR CONFIRM ONCE EACH QUARTER PRIOR TO BEING ALLOWED ACCESS TO ONLINE REGISTRATION



ENTRY SURVEY

- NEW STUDENTS ARE REQUIRED TO COMPLETE AN ENTRY SURVEY WHEN THEY LOG-IN TO MYCLARK
- THE RESULTS ARE USED BY THE ENROLLMENT NAVIGATORS TO ASSIST WITH ON-BOARDING AND REFERRING TO SERVICES.



ENTRY SURVEY

Welcome Neville Longbottom

User Name: n.longbottom
E-mail Address: n.longbottom@students.clark.edu

Entry Survey

Selected Program

* How certain are you about your program choice? Please select a number on the scale that reflects your level of certainty.

(0 Very Uncertain to 10 Very Certain) ▼

* What is your intended career goal?

* How certain are you about your career goal? Please select a number on the scale that reflects your level of certainty.

(0 Very Uncertain to 10 Very Certain) ▼

* How many hours per week do you plan to work while enrolled in classes?

* Do you provide frequent care for individuals other than yourself (i.e. children, siblings, parents, etc.)?

Yes

No



ENTRY SURVEY

* How are you planning to pay for college? (Check all that apply)

- Employer Funding
- Financial Aid funding (FAFSA, grants, loans, work study)
- Scholarships
- Self-funded (job, savings, etc) or family
- Veterans Education Benefits
- Workforce Education Funding
- Unsure

* When you have to commute to Clark College, how will you typically get there? (Check all that apply)

- Bus
- I am taking online classes
- My own vehicle
- Ride with family or friends
- Taxi or Uber/Lyft
- Walk/Bike
- Other

Which of the following services would you like information about before you begin classes at Clark College? (Check all that apply)

- Public Benefits/Food Benefits
- Additional financial resources
- Career Exploration/Employment
- Childcare
- Community Resources (i.e. housing, food pantry, social service agency information, or referrals)
- Disability Support Services
- Financial coaching and budgeting



ENTRY SURVEY

- Health and/or Counseling Services
- Student Technology Support
- Time management (i.e. balancing work, school, life)
- Veterans Resources (GI Bill, etc.)

I know I will succeed in college because:

Submit



STUDENT TO DO LIST

- ALL NEW STUDENTS SEE AN ENROLLMENT “TO-DO” LIST WHEN THEY LOG-IN TO MYCLARK.
- TO-DO LIST INCLUDES:
 - APPLY/PAY
 - FINANCIAL AID/FUNDING SOURCES
 - DECLARE A MAJOR
 - MEET WITH AN ADVISOR
 - REGISTER FOR CLASSES



REQUIRED ADVISING

- IMPLEMENTED CODING MECHANISM TO PREVENT ACCESS TO ONLINE AND IN-PERSON REGISTRATION UNTIL THE FIRST QUARTER NEW STUDENT ADVISING REQUIREMENT IS MET.



SCHEDULE PLANNER

- COLLABORATED WITH COMMUNICATIONS AND MARKETING TO DEVELOP AND IMPLEMENT A SCHEDULE PLANNING TOOL VERY SIMILAR TO WHAT STUDENTS WILL EXPERIENCE IN CTCLINK.



ANNUAL SCHEDULE AND REGISTRATION

- **COLLABORATED WITH STUDENT AFFAIRS, INSTRUCTION AND BUSINESS SERVICES STAKEHOLDERS TO IMPLEMENT A SUMMER/FALL AND WINTER/SPRING SCHEDULE.**

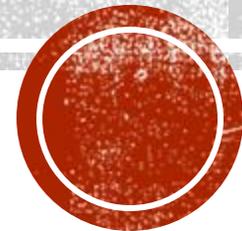


DROP FOR UNMET PREREQUISITE PROCESS

- **COLLABORATED WITH INFORMATION TECHNOLOGY TO DEVELOP AND IMPLEMENT A DROP FOR UNMET PREREQUISITE REPORT**
- **REPORT IS UTILIZED THROUGHOUT THE REGISTRATION CYCLE AS WELL AS AFTER GRADES POST**
- **COLLABORATING WITH ADVISING TO PROVIDE REPORTS FOR OUTREACH TO SUPPORT STUDENT ENROLLMENT**



CURRENTLY WORKING ON



EVENT 1

- WORKING ON AN ORIENTATION-TYPE EVENT FOR NEW STUDENTS PRIOR TO BEGINNING THEIR FIRST DAY OF CLASSES. DETAILS TO BE DETERMINED, PLANNED IMPLEMENTATION FOR SUMMER/FALL 19 REGISTRATION CYCLE.



DROP FOR NON-PAYMENT

- **DOCUMENTING COMMUNICATION PLAN**
- **EVALUATING IMPACT ON STUDENTS**



ACADEMIC / CAREER / FINANCIAL PLAN

- WANT ALL STUDENTS TO HAVE AN ACADEMIC, CAREER AND FINANCIAL PLAN. INTENDED FOR STUDENTS TO COMPLETE BY END OF THEIR FIRST QUARTER WITH OTHER BENCHMARKS DURING THEIR TIME AT CLARK. STUDENTS SHOULD BE ABLE TO ACCESS THEIR PLANS IN MYCLARK/PEOPLESOFT

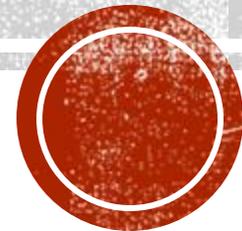


CTCLINK UPDATES

- EVALUATING BUSINESS PROCESSES, DOCUMENTING AND REVISING BASED ON FUTURE STATE
- DEVELOPED AND IMPLEMENTED REVISION TO COURSE REPEAT POLICY
- A REVISION TO THE INCOMPLETE POLICY IS IN PROGRESS
- DATA VALIDATION OF CONVERSION CYCLE 2 IS IN PROGRESS



QUESTIONS?



Student Success Story

No documents for this item

Faculty Presentation--Health Information Management

No documents for this item

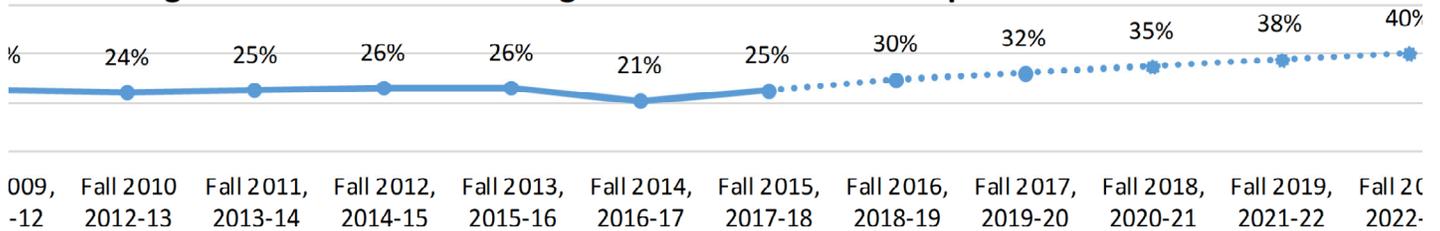
COMPLETION



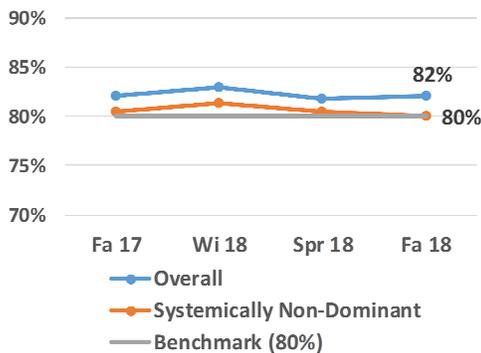
FEBRUARY 2019

Clark College, in service to the community, guides individuals to achieve their educational and professional goals – including certificate and degree completion – by accomplishing its core theme objectives of academic excellence, social equity,

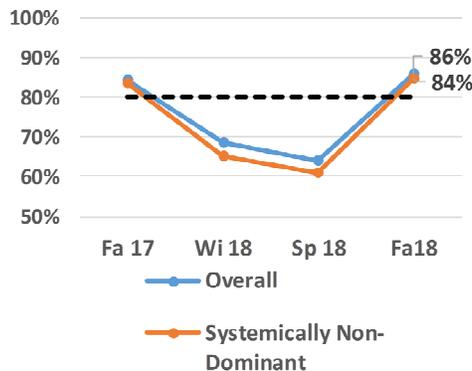
Degree or Certificate-Seeking Full-Time Student Completion Rate Within 3 Years



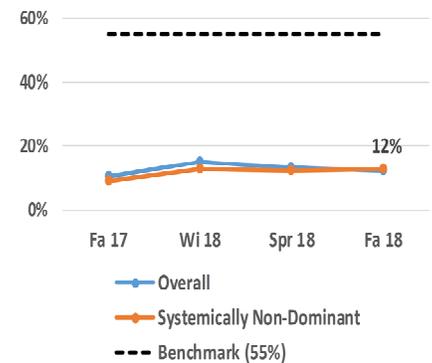
Course Success Rate: Certificate or Degree-Seeking Students



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



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



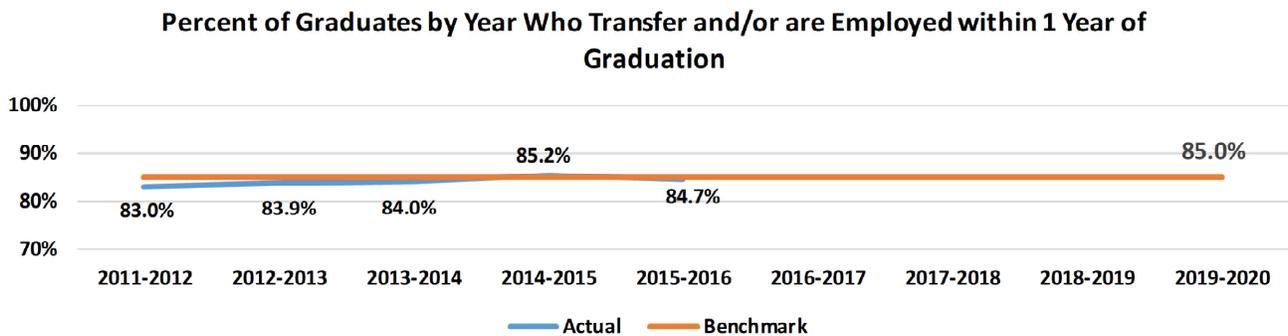
Monthly Highlights

- ◇ The Academic Excellence Core Theme Council has approved a proposal to infuse the outcomes of College 101 in all degree and certificate programs. The proposal will go to Instructional Planning Team for approval on February 25th.
- ◇ The new software to assign students to advisors was implemented, allowing advisors to more easily follow-up with the students who began in 2018-2019 and that were assigned to them.
- ◇ Guided pathways work is well underway. Faculty are working to improve the initial drafts of the curriculum part of the program maps. The Associate of Arts Advisory committee is reviewing the transfer-related curriculum maps and working with program faculty and advisors to make improvements. Improvements in onboarding/admissions are in the planning phases. A predictive analytics groups has been convened to create plans for practitioners and faculty to use the analytics to proactive support student success. The fourth guided pathways group is updating the common definition of active learning in order to recommend ways to infuse active learning techniques into all of Clark's learning opportunities.

EMPLOYMENT/TRANSFER

FEBRUARY 2019

Clark College, in service to the community, guides individuals to achieve their educational and professional goals. Through the college's focus on student outcomes, the college aims to connect students to their long-term educational goals. For Clark College students these goals are most often employment and/or transferring to another higher education institution.



Monthly Highlights

- ◇ The Washington State Board for Community and Technical Colleges conducted a program review of the basic education offerings of the Transitional Studies and found that Clark College is ensuring students are prepared with the skills to transition to college level course work and careers. This review also showed that Transitional Studies is well integrated into Clark's guided pathways work by supporting students to move along the pathway and helping students make the connection of their transitional studies work and final educational goals.

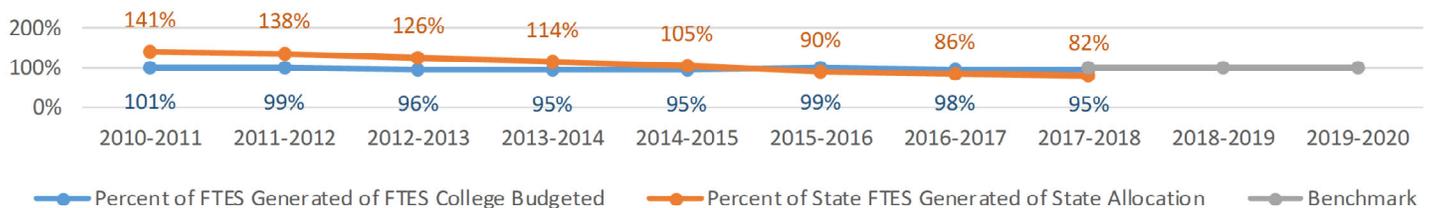
ENROLLMENT



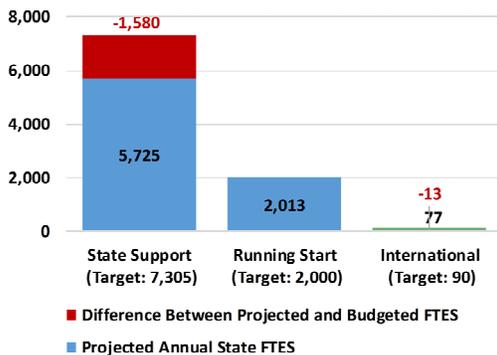
[MONTH] [YEAR]

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

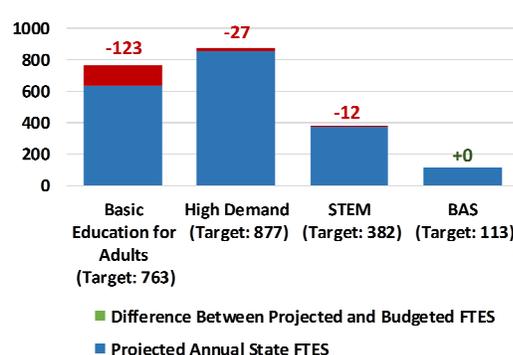
Percent of Full-Time Equivalent Students (FTES) Generated based on College Budget and State Allocation



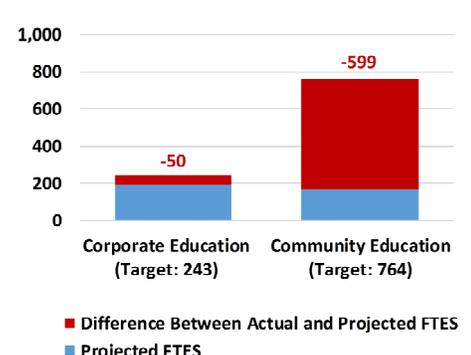
Projected Final Annual FTES Based on Current FTES (Feb 11)



Projected Priority FTES Based on Current FTES (Feb 11)



Projected Corporate and Community Education FTES



Monthly Highlights

- ◇ Winter 2019: As of February 11th, Clark College is down 8% in state-supported FTES, compared to this day for Winter 2018 (Day 1; including state-support and Running Start FTES).
- ◇ Instructional deans are using a statistical model created by Planning and Effectiveness to maximize enrollment for spring quarter. Specifically, the model was developed to predict course enrollment for Spring 2019 – including identification of courses that:
 - ◇ May need additional sections due to demand
 - ◇ May need to be offered in a different day/time/modality to meet student demand
 - ◇ May need to be consolidated due to over-supply

The purpose of this work is to significantly reduce last minute changes in course offering and improve the alignment between course offerings and student demand. Currently, a model is being developed for next academic year.

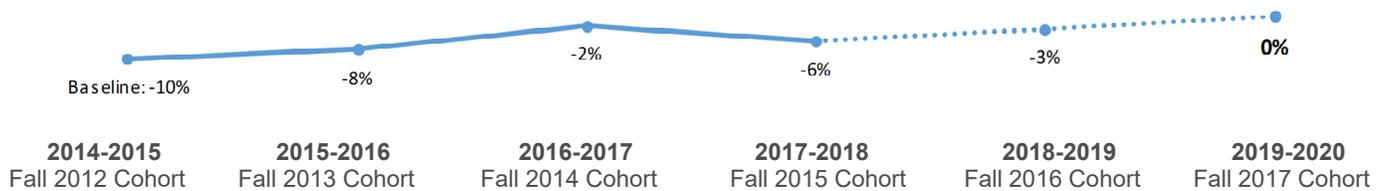
SOCIAL EQUITY



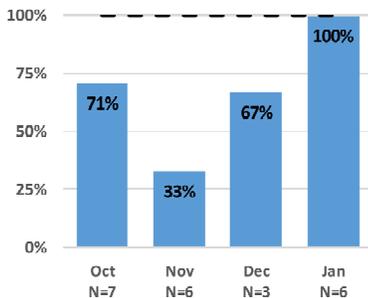
[MONTH] [YEAR]

Clark College facilitates student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups. Two strategies the college has implemented relate to improving employee cultural competencies through professional development and hiring employees reflective of the college's diverse students.

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

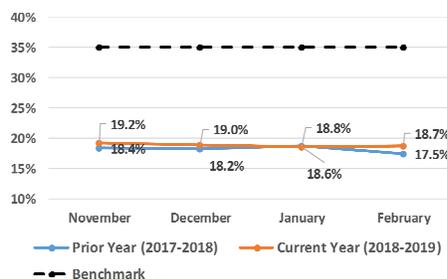


Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability



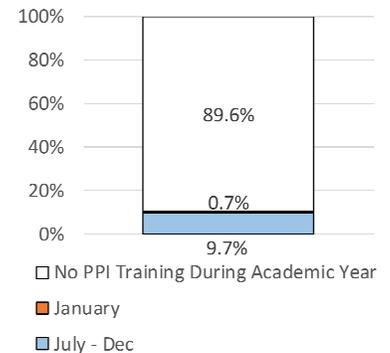
-- Benchmark: 100% of Applicant Pools

Percent of Employees Of Color or Employees with Reported Disability



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

Percent of Employees Engaged in Professional Development Opportunities in PPI



Monthly Highlights

- ◇ In January 2019 there were 6 full time applicant pools with 68 systemically non-dominant applicants - 51 People of Color.
- ◇ The Outcomes Assessment Committee has reviewed and approved seventeen courses in a variety of disciplines that fulfill the Power, Privilege, and Inequity (PPI) program outcome "Analyze patterns of power, privilege, and inequity in the United States". As part of the guided pathways initiative, faculty are currently working on how to embed these courses or PPI content relevant to their instructional program into their program maps.

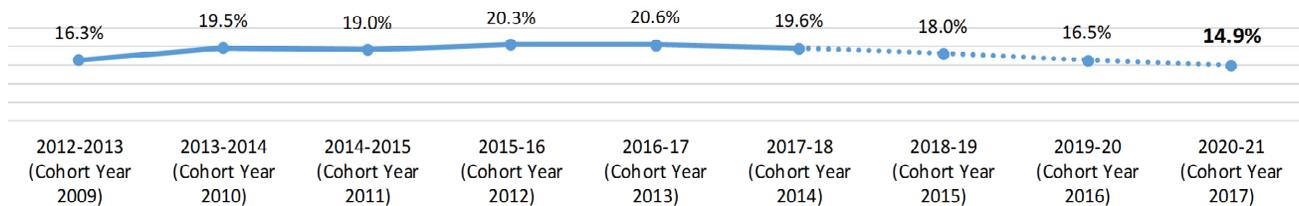
STUDENT DEBT



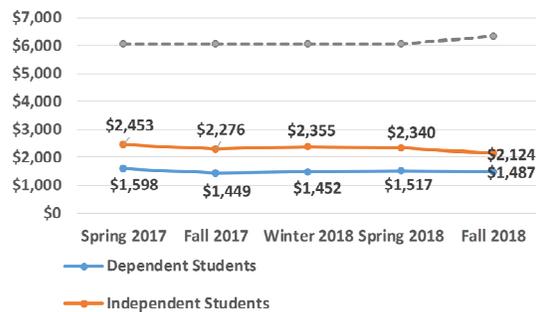
[MONTH] [YEAR]

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

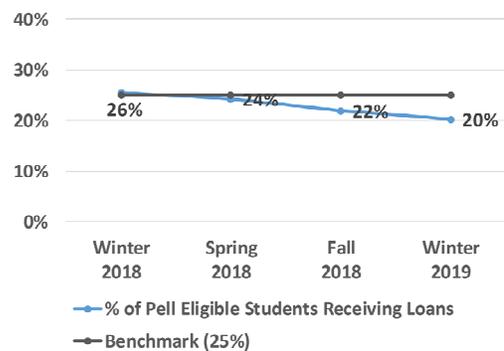


Average Loans Awarded and Received by Students, by Independent/Dependent Status



*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

- ◇ The Cost of Attendance for 2018-2019 for a 9 month full-time Resident Student not living with a parent is \$18, 942; which breaks down to \$6,314 per quarter.
- ◇ The English Department has completed an English 102 OER curriculum development project that will provide all members of the English Department with a free, fully online textbook option for English 102. This will significantly reduce the cost and increase accessibility for this AA DTA required course for students.
- ◇ The Communication Studies Department has initiated a CMST &230 OER project that will develop a free online textbook option that will be available to instructors who teach this popular course. This will reduce student cost and increase accessibility for students.
- ◇ Expanded library of textbooks available for free loan to MESA students for Winter Quarter 2019. The list of textbooks is accessible through the TinyCat system at: <https://www.librarycat.org/lib/ClarkMESA>.

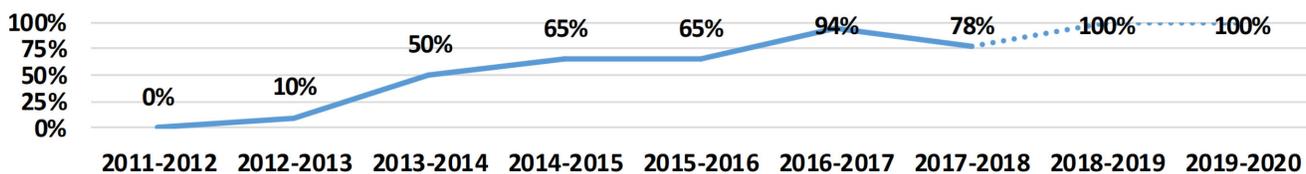
STUDENT LEARNING



DECEMBER 2018

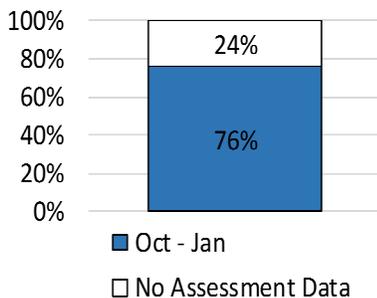
Clark College facilitates student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. Clark College's degrees and certificates awarded are the result of a culmination of learning. The college aligns its curriculum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

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

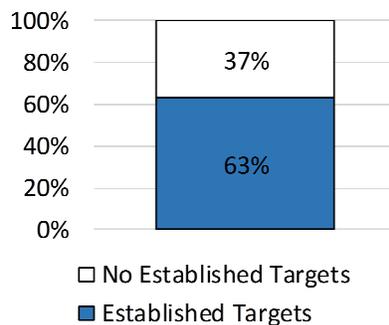


Due to faculty workload, the expectation is that faculty will complete their program assessment work by September 30th of the next

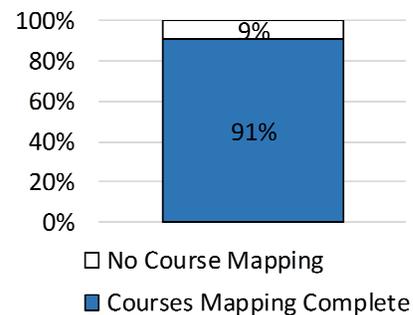
Proportion of Program Groups with Assessment Data On File



Proportion of Learning Outcomes with Established Learning Targets



Proportion of Programs that have Mapped Learning Outcomes to Courses



Monthly Highlights

- ◇ Business and Health Sciences converted two classrooms in Scarpelli Hall into active learning design. We were able to purchase special furniture (tables and chairs) for one of our classrooms in Scarpelli hall that will facilitate active learning.

Clark College - Budget Status Report January 31, 2019

Sources of Funds (Revenues)	2018-19 Budget	Revenues to Date	Difference	% Budget Received
Operating Accounts				
State Allocation	33,526,833	13,650,867	(19,875,966)	40.7%
Tuition & ABE	17,069,608	12,846,319	(4,223,289)	75.3%
Running Start	14,179,100	7,724,538	(6,454,562)	54.5%
Excess enrollment	-	-	-	0.0%
Planned use of prior fund balance	687,890	-	(687,890)	0.0%
Dedicated, matriculation, tech, cont ed	5,170,274	3,661,388	(1,508,886)	70.8%
Total Operating Accounts	70,633,705	37,883,113	(32,750,592)	53.6%
Other Accounts				
Grants & Contracts less Running Start	3,636,509	2,161,477	(1,475,032)	59.4%
Internal Support & Agency Funds	1,183,859	802,389	(381,470)	67.8%
ASCC	2,065,984	1,237,464	(828,521)	59.9%
Bookstore	4,283,034	2,286,801	(1,996,233)	53.4%
Parking	532,243	338,960	(193,283)	63.7%
Campus Food Service	-	149,024	149,024	0.0%
Auxilliary Services	2,126,577	1,542,369	(584,208)	72.5%
Financial Aid	28,651,490	17,905,157	(10,746,333)	62.5%
Total Other Accounts	42,479,696	26,423,641	(16,056,055)	62.2%
Total Sources of Funds	113,113,401	64,306,754	(48,806,647)	56.9%

Uses of Funds (Expenses)	2018-19 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
Operating Accounts				
President	785,495	420,386	365,109	53.5%
Associate Vice President of Planning & Effectiveness	1,002,070	499,078	502,992	49.8%
Associate Vice President for Diversity & Equity	586,840	233,298	353,542	39.8%
Vice President of Instruction	41,543,524	20,496,680	21,046,844	49.3%
Vice President of Administrative Services	9,077,770	5,807,447	3,270,323	64.0%
Vice President of Student Affairs	9,272,289	5,398,810	3,873,479	58.2%
Vice President of Economic & Community Development	1,280,625	744,890	535,735	58.2%
Chief Information Officer	4,942,713	2,605,017	2,337,696	52.7%
Chief Communication Officer	1,030,657	564,319	466,339	54.8%
Vice President of Human Resources	1,111,722	674,509	437,213	60.7%
Bank/CC Fees	-	120,543	(120,543)	0.0%
Total Operating Accounts	70,633,705	37,564,976	33,068,729	53.2%
Other Accounts				
Grants & Contracts less Running Start	3,636,509	2,596,018	1,040,491	71.4%
Internal Support & Agency Funds	1,183,859	978,643	205,216	82.7%
ASCC	2,065,984	1,095,436	970,548	53.0%
Bookstore	4,283,034	2,548,483	1,734,551	59.5%
Parking	532,243	197,504	334,739	37.1%
Campus Food Service	-	538,148	(538,148)	0.0%
Auxilliary Services	2,126,577	1,307,719	818,858	61.5%
Financial Aid	28,651,490	17,884,161	10,767,329	62.4%
Total Other Accounts	42,479,696	27,146,111	15,333,585	63.9%
Total Uses of Funds	113,113,401	64,711,087	48,402,314	57.2%
Difference - Excess (Deficiency)	-	(404,334)		
Capital Projects- Foundation and Grant Contributions	-	-	-	0.0%
Capital Projects- Expenditures	9,773,596	798,652	8,974,944	8.2%

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

	Fund Balance (minus non-cash assets) 6/30/18	Cash Balance (minus dedicated cash) 6/30/18	Required Reserves	Prior Commitments (prior to 7/1/18)	New Commitments (2018/19)	Total Available Cash
145	Grants and Contracts	4,118,768	2,466,334	150,000	475,980	1,840,354
147	Local Capital	130,302	-			-
148	Dedicated Local	3,783,142	(174,120)	-		(174,120)
149	Operating Fee	501,103	137,507			137,507
448	Print/Copy Machine	108,224	103,045			103,045
460	Motor Pool	124,636	123,348			123,348
522	ASCC	1,317,935	-			-
524	Bookstore	4,640,416	4,479,643	-		4,479,643
528	Parking	346,499	302,961			302,961
570	Other Auxiliary Enterprise	890,104	397,542	36,315		361,227
790	Payroll (clearing)	203,747				-
840	Tuition/VPA	152,043				-
846	Grants - Fin Aid	(862,835)				-
849	Student Loans	20,268				-
850	Workstudy (off-campus)	(2,053)				-
860	Institutional Financial Aid Fur Reserves*	977,638				-
			6,455,304		532,825	(6,988,129)
<hr/>						
	Totals	16,449,937	7,836,260	6,455,304	186,315	1,008,805
				186,315	1,008,805	185,836

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

S.SAND 2/11/19

Fund Balance Less Commitments

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

New Commitments July 1, 2018 to present

Date		Fund	Amount	Fund Total
7/1/2018	CTC Link Costs	145	300,000	
7/1/2018	Change Management Leadership Development	145	30,000	
7/1/2018	PPI Training	145	41,563	
7/1/2018	Diveristy.edu	145	13,875	
8/14/2018	TLC Days	145	13,042	
11/13/2018	ODE hiring consultant	145	55,000	
1/3/2019	AACC - Pathways 2.0 year 3 payment	145		
2/8/2019	HR ADA Remodel	145	15,000	
2/11/2019	CCC Field RFP	145	7,500	
				475,980
	Guided Pathways			
10/1/2018	Accessibility Support Technician		17,500	
10/1/2018	Finish Line Game		2,000	
10/1/2018	SuperStrong Career Decision Tool		9,000	
10/1/2018	Enrollment Navigator		31,000	
10/1/2018	Enrollment Event		25,000	
10/1/2018	English Pre-college redesign		158,000	
10/1/2018	Penguin Pantry Coordinator		14,600	
10/1/2018	Guided Pathways Conference Travel		42,875	
10/1/2018	Guided Pathways training and communications		85,850	
10/1/2018	Security Camera installation		147,000	
				532,825
Total New Commitments				1,008,805

Required Reserves

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

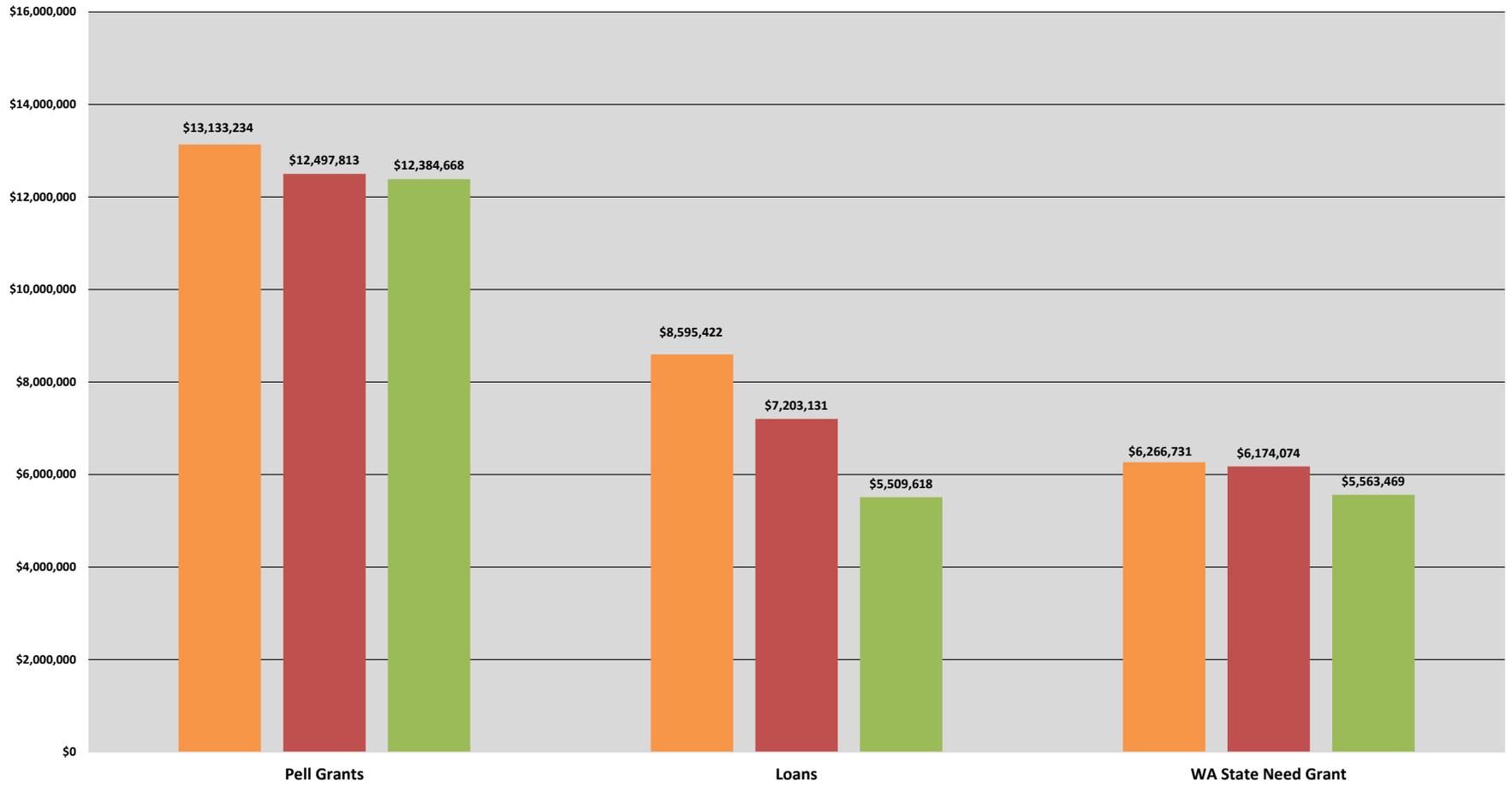
Fund Balance After Commitments and Required Reserves	185,836
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69,881,286

3 Year Comparison of Awards by Category
January YTD

■ 2016-2017
■ 2017-2018
■ 2018-2019

Dollars (millions)

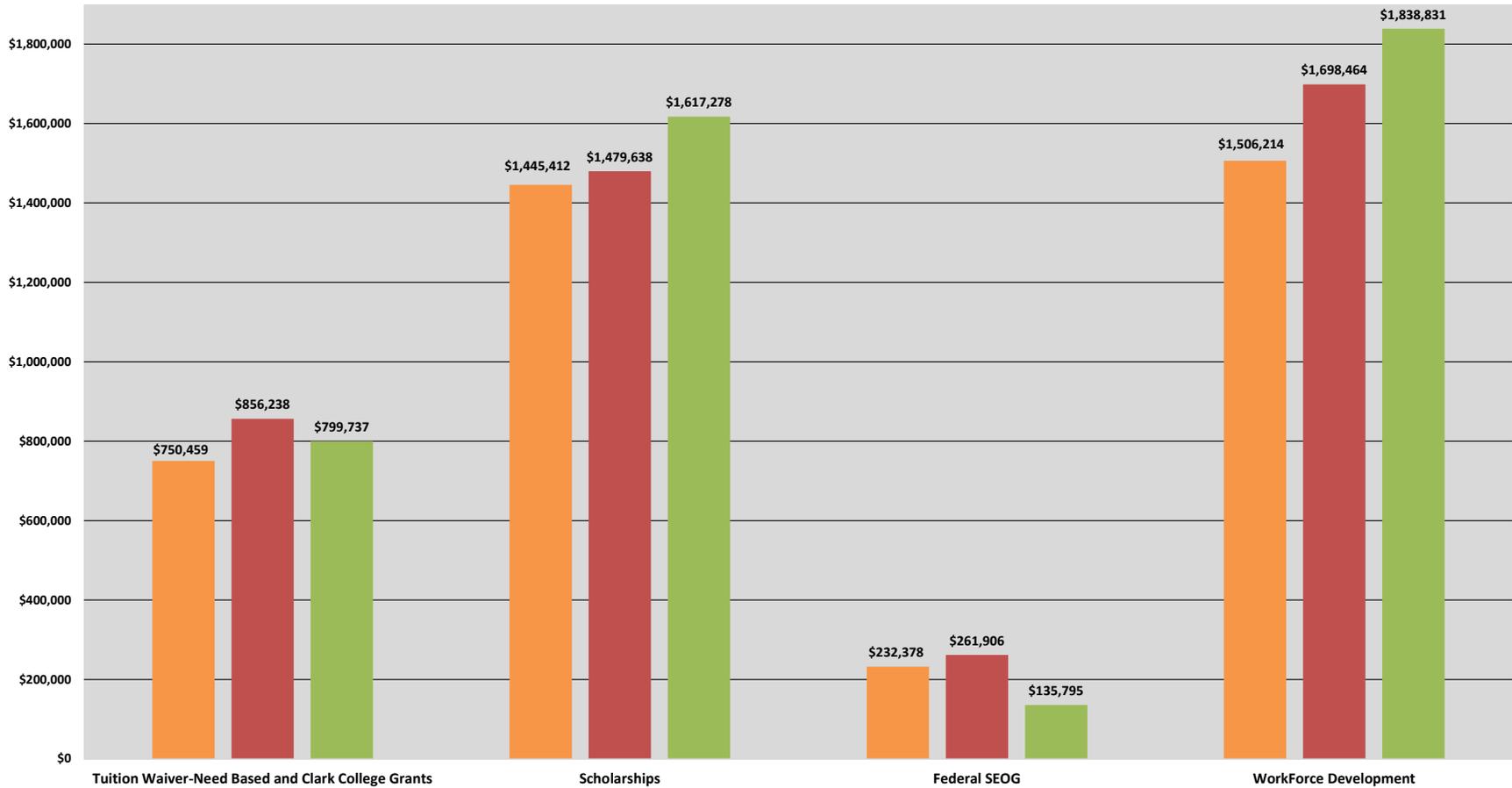


Note: WA State Need Grant includes College Bound Scholarships

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

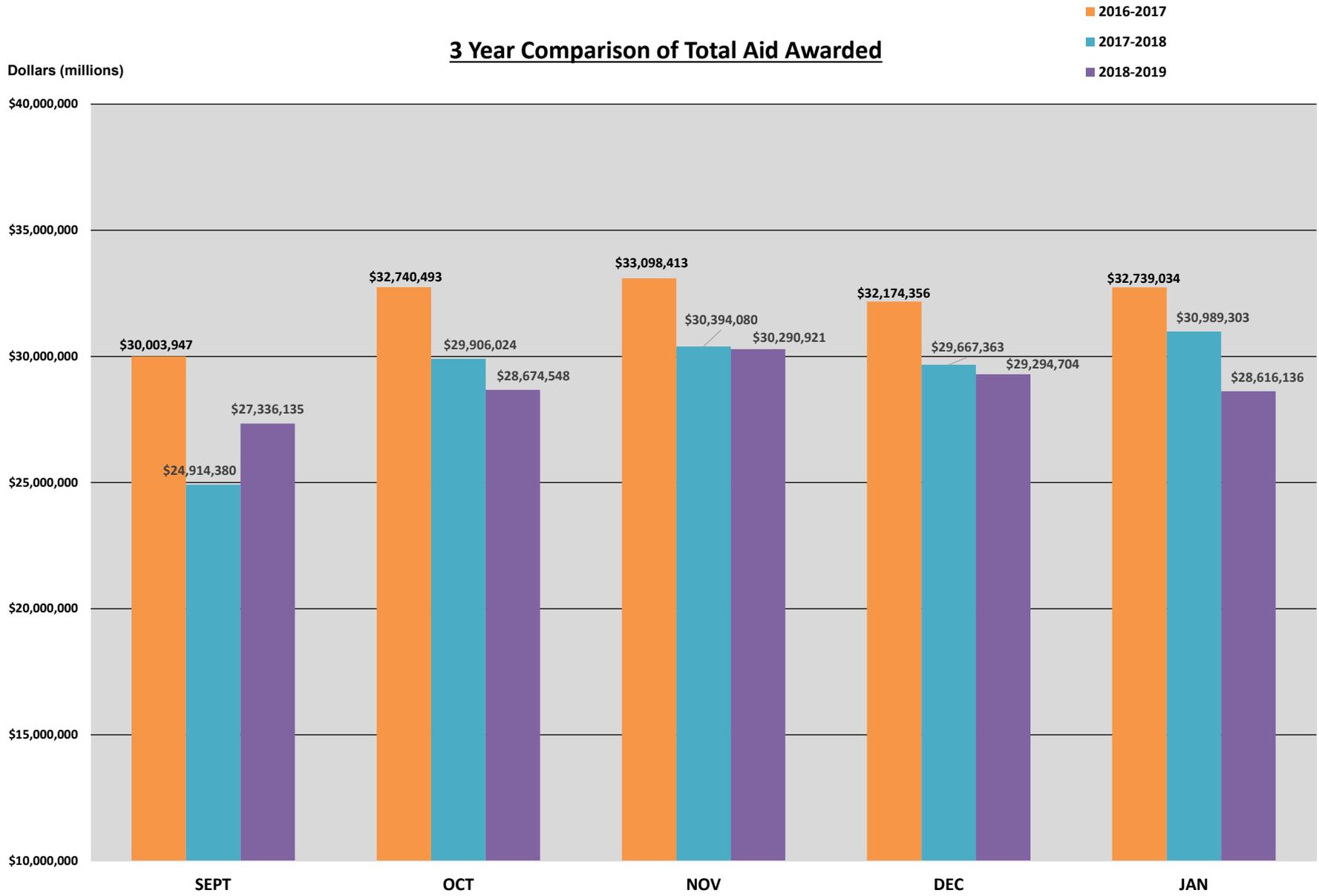
■ 2016-2017
■ 2017-2018
■ 2018-2019

Dollars (millions)



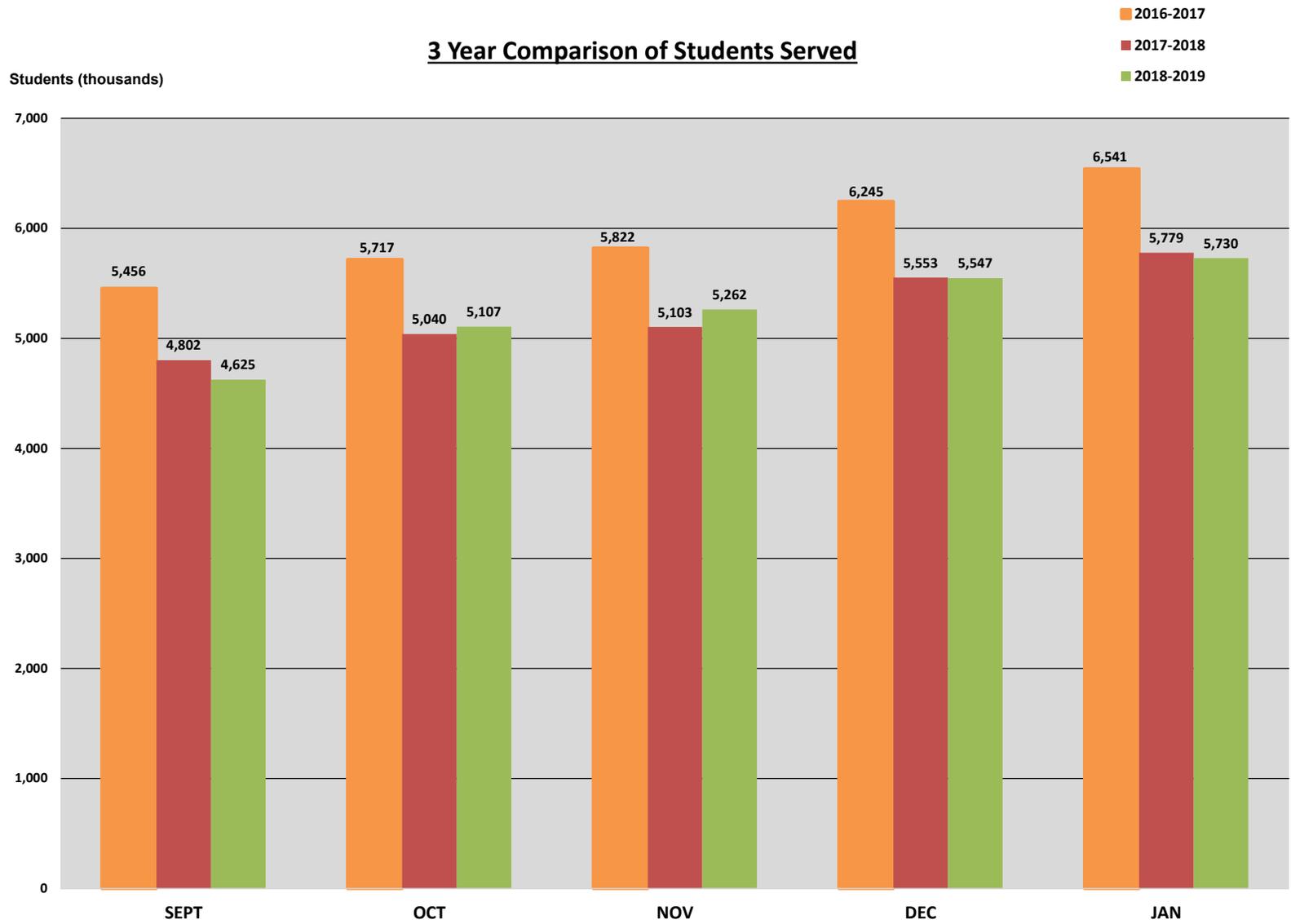
Note: WorkForce Development includes WorkFirst, Worker Retraining, BFET, Opportunity Grants, and Sponsored Programs

3 Year Comparison of Total Aid Awarded



Note: 2018-2019 Awarding is in progress

3 Year Comparison of Students Served



Executive Session

No documents for this item

Next Meeting

No documents for this item

Adjournment

No documents for this item