



Clark College

Board of Trustees Meeting

Wednesday, June 10, 2020 5:00pm (PST)

Via Zoom

Link: <https://zoom.us/j/96902573911?pwd=N1RRaUxMM3FPWWVyM0JiR2JEYIZwQT09>

Meeting ID: 969 0257 3911

Password: 074321

Call In: (253) 215-8782 US

Board of Trustees Regular Meeting, Wednesday, June 10, 5:00pm via Zoom

I. Call To Order/Agenda Review - Chair Jacobsen

II. Introductions - Phi Theta Kappa All Washington Academic Team - Interim President Fowler-Hill

Bill Belden, Vice President of Student Affairs

Marcy Gilchrist, Academic Advisor-Running Start

Julisse Hopmann, Clark Student

Kellie Langston, Clark Student

III. Action Items/Consent Agenda - Chair Jacobsen

A. #1 - May 27, 2020 Board Meeting Minutes - DRAFT

A. May 27, 2020 Board Meeting Minutes - DRAFT - Page 4

B. #2 - Election of Board Officers and Committees

A. Nomination of Board Officers and Committee Appointments - Page 10

C. #3 - 2020-2021 College Budget

A. 2020-2021 College Budget - Page 11

D. #4 - 2020-2021 ASCC Budget

A. 2020-2021 ASCC Budget - Page 13

IV. Board Discussion - Consideration of Dr. Karin Edwards' Proposal to Take 12 Days Furlough for Fiscal Year 2021

V. Audience Statement - Chair Jacobsen

Please note that Public Comment will be limited to two minutes per attendee. Comments can be shared in the following three ways:

- Send an email prior to the meeting to sweldy@clark.edu and it will be read during the public comment portion of the meeting.
- Write your comment in the Zoom chat box during the meeting and the host will read it during the public comment portion of the meeting.
- Use "raise hand" function under "participants" during the Zoom meeting and the host will call on you when it is your turn to speak during the public comment portion of the meeting.

As a note, there has been an increase in Zoom-bombing, we are taking extra precautions to minimize harm during the meetings. All participants will be muted unless the host has unmuted for questions.

VI. Constituent Reports

A. AHE - Suzanne Southerland

B. WPEA - Sarah Thorsen

A. WPEA Report - Page 15

C. ASCC - Evans Kaame

A. ASCC Report - Page 17

D. Foundation - Lisa Gibert

VII. Reports from Board Members - Chair Jacobsen

VIII. President's Report - Interim President Fowler-Hill

A. COVID-19 Response - IT - Val Moreno, Chief Information Officer

B. Enrollment Reports

A. Enrollment Report - Page 19

B. Summer 2020 Enrollment Report - Page 20

**C. College Update on Board of Trustees Priorities 2019-2020 -
Interim President Fowler-Hill**

A. College Update on Board of Trustees Priorities 2019-2020 - Page
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IX. Next Meeting

The next meeting of the Board of Trustees is a Board Retreat, currently scheduled for Wednesday, July 22, 2020 at 9:00am. Additional details will be provided in the Public Notice.

X. Executive Session - Chair Jacobsen

An Executive Session may be held for any allowable topic under the Open Public Meetings Act.

XI. Adjournment - Chair Jacobsen

Time and order are approximate and subject to change.

Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, May 27, 2020
Via Zoom

In Attendance

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

Administrators

Dr. Sandra Fowler-Hill, Interim President
Bill Belden, Vice President of Student Services
Dr. Sachi Horback, Vice President of Instruction
Kelly Love, Chief Communications Officer
Rashida Willard, Vice President of Diversity, Equity & Inclusion/Chief Diversity and Equity Officer
Bob Williamson, Vice President of Administrative Services
Valerie Moreno, Chief Information Officer
Kevin Witte, Vice President of Economic and Community Development

Others

Kimberly Witherspoon, Assistant Attorney General
Lisa Gibert, CEO, Clark College Foundation
Heather Adams, WPEA Representative
Evans Kaame, ASCC President
Suzanne Southerland, AHE President

I. Call to Order/Agenda Review

Chair Jacobsen called the meeting to order at 5:02pm.

II. Introductions

Interim President Dr. Fowler-Hill thanked the following who have served on the Incident Management Team and Recovery Team:
Bob Williamson, Agency Administrator
Jeff Kaliner, Incident Coordinator
Chris Layfield, Administrative Support
Stephanie Weldy, Admin Support Backup
Ashley Schumacher, Health Officer
Kelly Love, PIO
Hannah Erickson, PIO Backup
Alyssa Voyles, Equity Liaison
Dee Harris, Equity Backup
Lance McIntire, Planning Section Chief
Mike See, Operations Section Chief

Sabra Sand, Finance/Admin Section Chief
Christy Campbell, Finance Backup
Janet Owens, ECD Section Chief
Francois Wevers, ECD Backup
Michele Volk, CFS Branch Director
Paul Caggianese, CFS Backup
Vanessa Neal, HR Branch Director
Heidi Bealer, HR Backup
Mike Silva, IT Branch Director
Val Moreno, IT Backup
Selena Castro, SA Branch Director
Mirranda Saari, SA Backup
Genevieve Howard, Instruction Branch Director
Tim Petta, Facilities Branch Director/Ops B.U.
Ryan O'Meara, Facilities Backup
Damon Grady, Response Branch Director
Eben Ayers, Response Backup
Ramona Sott, Logistics Branch Director
Allison Fjeldheim, Logistics Backup
Rhonda Morin, Foundation Branch Director
Nick Allen, Foundation Backup
Chippi Bello, Financial Aid
Jody Shulnak, International Programs
Marianne Luther, Health Information
Joanne Savage, Rooms/Meeting Coord
Michael Brown, Library & Tutoring Srvcs/Instruct Backup
Jennifer Obbard, Nurse Admin/ Health Backup
Zachary Grant, Planning Support/Backup
Lori Bernardini, EHS

Chair Jacobsen read a letter of appreciation from the Board of Trustees:

The Clark College Board of Trustees extends its deep appreciation and gratitude to the members of the Clark College Incident Management Team who are guiding our college through the COVID-19 pandemic.

Since the college convened the Incident Management Team on March 3 to review responsibilities, you have created readiness and contingency plans to keep the college safe. Within days, the first case was reported in Clark County. Within ten days, the state of Washington issued its "Stay Home Stay Healthy" directive and you led Clark College into remote operations.

This represented a dramatic shift in all aspects of the college's work from payroll and financial aid to student advising and instruction. The Incident Management Team provided regular communication huddling daily to determine needs and implement solutions during this chaotic time. You included representatives from across the college so that planning and response efforts could be as comprehensive and equitable as possible.

Team leader, Jeff Kaliner advised the group back on March 14 to be “prepared to adapt and learn on the fly.” He said the group’s collective patience, grace, support and understanding will help smooth the way. As a result, the college has remained safe for our students and employees.

Your work continues to evolve as circumstances change as the college moves through each phase of recovery. You have kept the health and safety of our college community as your first priority. We recognize this will be a long and gradual process which will be difficult to manage requiring the continued work of the incident management team.

The Board of Trustees is grateful to the nearly 100 individuals who have participated on the planning teams at Clark College and who are safely leading us through this health crisis. Because of you, Clark College is able to continue in its core mission – serving students.

Thank you for leading us through this crisis and onto recovery.

Jeff Kaliner thanked the Board of Trustees, the Executive Cabinet and Interim President Fowler-Hill.

III. Action Items

- A. #1 – March 11, 2020 Board Meeting Minutes
- B. #2 – Approval of IT Plan
- C. #3 – Addendum to Interim President Contract
- D. #4 – Request for the Board of Trustees to Authorize Reserves for Early Retirement Incentives

MOTION: Trustee Bennett made a motion to approve Agenda Items III A-D as a consent agenda
Trustee Rupley seconded the motion and Agenda Items III A-D unanimously passed.

IV. Discussion - 2020-2021 Election of Board Officers and Committee Appointments

Chair Jacobsen proposed that a new committee, Board Budget Committee, be added to the 2020-2021 Committee Appointments; the Trustees unanimously agreed in their discussion.

Chair Jacobsen opened the discussion for Board Officers and Committee Appointments:

Trustee Rupley nominated Co-Chair Strong Rekah as Board Chair

Chair Jacobsen nominated Trustee Bennett as Board Co-Chair

Chair Jacobsen nominated Trustee Bennett for the Foundation Board

Chair Jacobsen nominated Co-Chair Strong for the Foundation Executive Committee

Chair Jacobsen nominated Co-Chair Strong and Trustee Bennett for BOD/BOT Committee

Chair Jacobsen nominated Trustee Rupley for the Legislative Action Committee

Trustee Speer nominated Chair Jacobsen as an Alternate

Chair Jacobsen nominated Trustee Speer for the Facilities Master Plan Committee

Co-Chair Strong nominated Chair Jacobsen for the Guided Pathways Committee

Chair Jacobsen nominated Trustee Bennett for the Onboarding Committee

Chair Jacobsen nominated Trustee Speer for the Board Budget Committee Position #1

Trustee Speer nominated Trustee Bennett for the Board Budget Committee Position #2

V. Audience Statements

No audience statements were given.

VI. Constituent Reports

A. AHE

President Southerland updated the Board on Faculty pertaining to enrollment and eLearning. President Southerland thanked Kathy Chatfield for all her work in the eLearning Program. President Southerland shared that Faculty is working on preparing for Fall Quarter, serving students and improving enrollment. President Southerland thanked Interim President Fowler-Hill for her strong communication skills and wished her well. Trustee Bennett asked what was needed in order to support the Faculty. President Southerland shared that a team effort would be needed and in collaboration with the experts. Trustee Speer expressed his appreciation for the Faculty and what they have done for the students.

B. WPEA

Heather Adams updated the Board that WPEA is offering support in a variety of ways to ensure engagement with staff and students. Ms. Adams addressed layoffs within classified staff for the next Academic Year. Chair Jacobsen invited Bob Williamson to share additional insights. Mr. Williamson shared and acknowledged the challenges the budget presents. Trustee Speer thanked Ms. Adams and her extraordinary leadership.

C. ASCC

President Kaame updated the Board that new ASCC appointments and committees have been voted on for next year's academic year. President Kaame shared that the ASCC was able to purchase a commercial freezer and refrigerator for the Penguin Pantry in conjunction with a matching gift from the Foundation. President Kaame shared that the Student Relations Coordinator has been engaging students during Spring Quarter with virtual campus activities hosted by the Office of Diversity, Equity and Inclusion. Trustee Speer asked if President Kaame could leave information regarding pandemic best practices behind for future student leaders. Trustee Speer also asked how the needs of students are being utilized through the Penguin Pantry. President Kaame shared that the IT team set up an online ordering form for the Penguin Pantry and that the Clark County Food Bank has offered assistance as well.

D. Foundation

CEO Lisa Gibert thanked President Kaame in his collaborative fundraising approach for the Penguin Pantry. CEO Gibert shared that outreach and response from generous donors have been ongoing to meet the financial needs of students during the pandemic with flexible scholarships and emergency grants. CEO Gibert shared that the Foundation is having face coverings printed with Clark College logos. An order for 500 was purchased and matched with a donation of an additional 500 facial coverings. CEO Gibert shared some of the communication challenges based on the current pandemic circumstances. CEO Gibert shared that donors are requesting information about the CARES ACT and how their funds are being directed. CEO Gibert updated the Board that the Foundation is facing budget issues as well. CEO Gibert shared that endowments have different restrictions and are not easily accessible creating budget challenges and the Foundation's ability to fund requests based on the restrictive funding. The Foundation will be proposing their budget to the Foundation Board next week. Trustee Speer requested CEO Gibert to provide additional information regarding the funding that has been received over the last few months. CEO Gibert shared that the student emergency fund and Penguin Pantry have been well supported. CEO Gibert shared that donations are overall down, however donors are still very generous.

VII. Reports from Board Members

A. Trustee Bennett

Trustee Bennett shared that she has participated in Diversity, Equity and Inclusion Zoom Meetings and shared her appreciation for Rashida Willard and her team. Trustee Bennett participated in the meetings Bob Williamson conducted pertaining to the Budget. Trustee Bennett shared that she has been participating in the Onboarding Committee for Dr. Edwards. Trustee Bennett shared that the group will continue to meet until the end of 2020 in order to provide support in the onboarding process. Trustee Bennett shared an update regarding the policies and procedures. Trustee Bennett mentioned that there is a 12-page Board Policy that was last voted on in August 2018 and requested the Board to review and approve. Trustee Bennett will provide her recommended changes during the July Board Retreat.

B. Trustee Speer

Trustee Speer shared that current events and crisis has caused great hurt as well as hope in humanity. Trustee Speer expressed his gratitude for Interim President Fowler-Hill in her leadership demonstrated through her grace and compassion. Trustee Speer shared that he has been to a few Facilities Master Plan Committee meetings. Trustee Speer shared that he has been to every presentation and forum pertaining to the budget and expressed his appreciation to Bob Williamson and Sabra Sand in their courageous leadership. Trustee Speer shared that he attended the LEAD Meeting and thanked Kelly Love for her leadership. He also shared that he was able to prepare a video for congratulatory remarks to be shared to the graduates during the upcoming virtual commencement ceremony.

C. Trustee Rupley

Trustee Rupley shared that she was honored to represent the trustees in the filming of remarks for the 2020 virtual graduation.

D. Chair Jacobsen

Chair Jacobsen shared that she has been participating in Zoom meetings.

E. Trustee Strong

Trustee Strong shared that she recognizes the toll the current circumstances have taken on the community and for People of Color. Trustee Strong thanked Interim Fowler-Hill for her work and leadership. Trustee Strong shared from a personal standpoint, as a mother of two running start kids, she is extremely proud of the college and teachers that have kept the community together.

VIII. President's Report

A. Student Affairs Presentation - COVID-19 Response, Bill Belden, Vice President of Student Affairs

Bill Belden shared a PowerPoint [presentation](#) regarding the response to COVID-19 through a collective approach, employee engagement and resiliency, student engagement, innovative services and resources, compliance and collaboration, ensuring accessible technology, challenge, innovate and repeat.

B. Faculty Presentation - COVID-19 Response, Dr. Sachi Horback, Vice President of Instruction

Dr. Sachi Horback shared a PowerPoint [presentation](#) regarding the response to COVID-19 with an overview of how Faculty have dealt with challenging times through collective strength. The presentation highlighted the ways in which different departments have found ways to engage students in a meaningful way through an online learning environment. Dr. Horback

acknowledged inequities students may have experienced, although best efforts were given to provide access with hot spots, lap tops and other tools necessary for online learning.

C. Scorecards - Student Completion, Keith Birchfield, Research Associate

Keith Birchfield shared a [presentation](#) with detailed information pertaining to scorecards and the collaborative process of a transition that is taking place with a dashboard model rather than scorecard model. Mr. Birchfield highlighted the Completion Scorecard with a focus on milestones to completions for the following categories: first-time ever in college, first-time ever at institution and dual enrollment. Mr. Birchfield shared that this tool offers a more robust format in capturing data and will continue to evolve and be utilized in building reports to be shared with the Board in future meetings.

D. Rashida Willard – Officer of Diversity Equity and Inclusion Office of Diversity, Equity and Inclusion - B.U.I.L.D. Broadening Understanding, Intercultural Leadership & Development - Rashida Willard, Vice President of Diversity, Equity & Inclusion

Rashida Willard shared a PowerPoint [presentation](#) with an overview of Clark's history and current PPI training. The presentation also included Board priorities and strategies for professional development with a highlight of the B.U.I.L.D Training Program and the courses offered. Ms. Willard shared that the B.U.I.L.D. Chat Group meets once a month to discuss issues, capstone presentations and training. Ms. Willard shared that trainings have had over 500 over participants. Ms. Willard invited attendees to the Capstone Presentations next week.

IX. Next Meeting

The next regular meeting of the Board of Trustees is currently scheduled for Wednesday, June 10, 2020 via Zoom at 5pm.

X. Executive Session

The Board did not go into executive session.

XI. Adjournment

There being no further business, the meeting adjourned 8:13pm.

Jane Jacobsen, Chair

Stephanie Weldy
Recorder
Date: May 27, 2020

Nomination of Board Officers and Committee
Appointments

Board policy 100.C20 states that in June of each year the Board shall elect from its membership a chair and vice-chair to serve for the ensuing year. The chair and vice-chair of the Board are elected for a term of one year and assume office on July 1.

- | | |
|---------------|----------------|
| 1. Chair | Rekah Strong |
| 2. Vice Chair | Jeanne Bennett |

Committee appointments to be made for (academic year) include:

- | | |
|--|-------------------------------|
| 3. Clark College Foundation Board of Directors | |
| A. <u>Foundation Board (Position #1):</u> | Jeanne Bennett |
| B. <u>Executive Committee (Position #2):</u> | Rekah Strong |
| C. <u>Board Chair/Vice Chair (BOD/BOT) Committee:</u> | Rekah Strong & Jeanne Bennett |
| 4. Legislative Action Committee Representative to Washington State Association of College Trustees (ACT) | |
| <u>Primary:</u> | Jada Rupley |
| <u>Alternate:</u> | Jane Jacobsen |
| 5. Facilities Master Plan | Paul Speer |
| 6. Guided Pathways Committee | Jane Jacobsen |
| 7. Onboarding of the New President | Jeanne Bennett |
| 8. Budget Committee | Paul Speer & Trustee #2 |

**CLARK COLLEGE
2020-21
Sources of Funds**

	Funded FTE's	2019-20 Base Budget	Funded FTE's	2020-21 Base Budget
STATE ALLOCATION				
General Fund	7,086	\$ 35,239,552	7,075	\$ 37,187,195
University Contracts	17	97,118	17	97,118
Aerospace	17	-	17	-
Worker Retraining	188	961,698	188	961,698
	<u>7,308</u>	<u>36,298,368</u>	<u>7,297</u>	<u>38,246,011</u>
TUITION				
Tuition - General	5,372	15,865,711	4,920	14,661,404
BAS Tuition	113	546,636	121	587,084
International	80	638,988	66	528,712
	<u>5,565</u>	<u>17,051,335</u>	<u>5,107</u>	<u>15,777,200</u>
OTHER				
Running Start	2,000	14,736,243	1,925	14,467,068
DEDICATED FUNDS				
Matriculation Fee		575,643		560,000
Continuing Education Fees		1,132,921		1,116,427
Resale Charges		65,413		65,413
Class Fees		1,721,783		1,721,783
Tech Fee		1,648,219		1,175,656
GED Testing Fees		11,045		11,045
Career Center Fees		2,500		2,500
Admissions Fee		177,534		180,270
Admissions Fee - Accounting		14,000		14,000
Surplus Revenue		15,326		15,326
Health Occupation Admissions		30,000		24,000
Registration Late Fee		15,000		10,000
Transcript Services		55,185		46,000
		<u>5,464,569</u>		<u>4,942,420</u>
Subtotal (Operating)		73,550,515		73,432,699
OTHER FUND SOURCES				
Grant & Contracts		3,636,509		3,177,232
Internal Support Services		563,859		555,446
ASCC & Clubs		2,165,621		1,931,411
Bookstore		3,511,906		3,433,389
Parking		511,758		477,524
Auxiliary Enterprises		2,746,577		2,879,378
Student Financial Aid		28,651,490		25,491,943
Capital Projects		8,364,110		6,668,192
Subtotal		50,151,830		44,614,515
TOTAL COLLEGE BUDGET		\$ 123,702,345		\$ 118,047,214

CLARK COLLEGE
2020-21
Uses of Funds

	2019-20 Base Budget	2020-21 Base Budget	Change	% Change
Operating Budget				
Vice President of Instruction	43,727,825	45,444,931	1,717,106	3.9%
Vice President of Student Affairs	9,464,973	8,791,867	(673,106)	-7.1%
Vice President of Administrative Services	9,118,797	8,615,382	(503,415)	-5.5%
Chief Information Officer	5,740,704	4,816,408	(924,296)	-16.1%
Vice President of Economic & Community Development	1,361,099	1,116,427	(244,672)	-18.0%
Vice President of Human Resources	1,219,851	1,245,851	26,000	2.1%
Chief Communication Officer	784,053	781,053	(3,000)	-0.4%
President	785,270	698,003	(87,267)	-11.1%
Associate Vice President of Planning & Effectiveness	747,693	531,610	(216,083)	-28.9%
Associate Vice President for Diversity & Equity	600,250	593,250	(7,000)	-1.2%
Other:				
Salary/Benefit/Other changes to be allocated	-	797,917	797,917	
Subtotal	73,550,515	73,432,699	(117,816)	
Other Funds Sources				
Grant & Contracts	3,636,509	3,177,232	(459,277)	-12.6%
Internal Support Services	563,859	555,446	(8,413)	-1.5%
ASCC & Clubs	2,165,621	1,931,411	(234,210)	-10.8%
Bookstore	3,511,906	3,433,389	(78,517)	-2.2%
Parking	511,758	477,524	(34,234)	-6.7%
Auxiliary Enterprises	2,746,577	2,879,378	132,801	4.8%
Student Financial Aid	28,651,490	25,491,943	(3,159,547)	-11.0%
Capital Projects	8,364,110	6,668,192	(1,695,918)	-20.3%
Subtotal	50,151,830	44,614,515		
TOTAL COLLEGE BUDGET	123,702,345	118,047,214		

* Adjusted Base

**S&A Fee Budget Overview:
Decisions and Relevant Recommendations to Allocation Process**

The S&A Fee Committee put considerable effort into the creation of this years proposed budget. The process, which normally takes place in person, was moved to email and zoom meetings. As with all things in remote operations, there were some positives and negatives to the change. The back and forth email correspondence allowed the committee greater time for feedback and review, while general discussion and voting were a bit more challenging via zoom.

The S&A Fee Committee received funding requests totaling \$2,110,276 with a projection of available funds for allocation in the amount of \$1,969,990. The main challenge this year was the uncertainty of whether the College would be able to provide requested activities due to COVID-19 and remote learning.

Based on this uncertainty, the S&A Fee Committee decided to:

- 1. Review each program request and adjust based on past spending, appropriate use, and student support of requested funds.
- 2. Consulted with requestors to see if there were additional adjustments that could be made to the budget requests in light of a remote learning fall quarter. Some reductions were made per their request, others were adjusted based on potential inability to offer certain activities and less need for printed materials.
- 3. Decreased the S&A Fee to the prior S&A rate of \$9.54 for credits 1- 10 and \$5.10 for credits 11-18. This reduced the anticipated S&A Fee revenue by \$213,440.

Credits	Current Fee (19-20)	Proposed Fee (Rate used in 18-19)	Difference
1-10	\$10.81 per credit	\$9.54 per credit	(\$1.27) per credit
11-18	\$6.29 per credit	\$5.10 per credit	(\$1.19) per credit

- 4. Utilize \$174,811 of the growing one-time funds to support fall travel and activities, as well as the revenue shortfall created by reduction of the fee. This allocation leaves approximately \$539,683 in the one-time funding budget after the required 10% contingency funds have been set aside.

The S&A Fee Committee wanted to utilize current and unused fees in the current year versus charge students additional fees.

Section 2: Summary of 2020-2021 S&A Fee Operating Budgets

Revenues	2019-2020	2020-2021	Change
Services and Activities Fee	\$1,920,894	\$1,756,550	(\$164,344)
Use of Fund Balance	\$193,297	\$174,811	(\$18,486)
Archer Gallery	\$80	\$0	(\$80)
Athletics Administration	\$9,000	\$9,000	\$0
Counseling and Health Center	\$15,000	\$10,000	(\$5,000)
The Independent	\$10,000	\$5,600	(\$4,400)
Student American Dental Hygienists' Association	\$3,000	\$2,000	(\$1,000)
STEM/NERD Girls	\$1,050	\$700	(\$350)
Student Life	\$300	\$200	(\$100)
Theatre	\$13,000	\$8,000	(\$5,000)
Total Revenues	\$2,165,621	\$1,966,861	(\$198,760)
Expenses	2019-2020	2020-2021	Change
Activities Programming Board (APB)	\$130,599	\$122,252	(\$8,347)
Aerospace & Robotics	\$50,197	\$0	(\$50,197)
Archer Gallery	\$23,951	\$17,801	(\$6,150)
Athletics Administration	\$105,858	\$110,400	\$4,542
Athletic Coaches	\$103,735	\$104,313	\$578
Athletics, Men's	\$149,120	\$153,720	\$4,600
Athletics, Women's	\$149,200	\$156,900	\$7,700
Child and Family Services	\$86,563	\$111,772	\$25,209
Clark Art Talks	\$13,552	\$15,941	\$2,389
Club Service Funding	\$15,000	\$11,250	(\$3,750)
College Box Office	\$3,100	\$0	(\$3,100)
Columbia Writers Series	\$16,080	\$14,761	(\$1,319)
Counseling and Health Center	\$156,262	\$169,277	\$13,015
Discounted Bus Passes	\$79,050	\$55,000	(\$24,050)
Discounted Fitness Passes	\$6,600	\$5,200	(\$1,400)
Entrepreneur Program	\$23,395	\$12,031	(\$11,364)
NEW! Iceberg	\$0	\$18,592	\$18,592
Independent, The	\$98,468	\$106,582	\$8,114
Instrumental Music	\$50,221	\$47,148	(\$3,073)
Intramurals	\$12,739	\$11,846	(\$893)
Model United Nations	\$19,699	\$20,655	\$956
Multicultural Student Affairs	\$59,948	\$0	(\$59,948)
Northwest Athletic Conference Travel	\$50,000	\$50,000	\$0
Orchestra	\$21,307	\$20,273	(\$1,034)
Outdoor and Recreation	\$30,218	\$32,318	\$2,100
Pep Band	\$10,839	\$12,334	\$1,495
Phi Theta Kappa	\$59,169	\$0	(\$59,169)
Phoenix - Art	\$36,244	\$17,399	(\$18,845)
Phoenix - Literature	\$36,244	\$16,102	(\$20,142)
SADHA: Student American Dental Hygienists' Association	\$9,633	\$11,364	\$1,731
SNACC: Student Nurses' Association of Clark College	\$8,950	\$0	(\$8,950)
STEM NERD Girls	\$25,812	\$24,437	(\$1,375)
Student Ambassadors	\$18,061	\$22,675	\$4,614
Student Government	\$113,397	\$107,296	(\$6,101)
Student Life	\$197,169	\$201,818	\$4,649
Theatre	\$101,387	\$85,825	(\$15,562)
Transitions Peer Mentors	\$29,209	\$0	(\$29,209)
Vocal Music	\$41,771	\$44,465	\$2,694
World Languages - Japanese	\$31,294	\$31,210	(\$84)
World Languages – Spanish	\$27,824	\$23,904	(\$3,920)
Total Expenses	2,165,621	1,966,861	(\$198,760)

*Missed application deadline.

WPEA/UFCW Local 365, Clark College Unit

Board Report for June 2020

UPCOMING MEETINGS

Labor Management: July 20, 3pm

Member Meeting via Zoom: June 11, 12-1pm

COMMUNICATION

Current contact for campus stewards WPEAStewards@clark.edu

Co-Chief Shop Stewards

Sarah Thorsen

Heather Adams

Communications Officers

David Sims

Degundrea Harris

Shop Stewards in Training

Chris Layfield

Angela Dawson

Danielle Plessner

Becky Udway

Janice Taylor

Crystal Rowe

Joshua Chambers

KUDOS

Heather Leasure (Career Services) and Heather Adams (Student Affairs), Joanne Savage (Office of Instruction) have been sewing masks during the pandemic. Joanne has also been sewing scrub caps for a dental office where her daughter works.

A big shout out to the tremendous work our classified colleges have been doing, moving student support services completely online, support faculty and departments.

We thank our lay off impacted employees for their hard work, patience and grace during a challenging process. You are an important part of our college community and we are sad to see several employees leave the college, we will miss their presence.

Sally Demos (Library) and Cheryl Davenport (Library) have worked to support students in the library by adding over 450 new eBooks, over 700 Open Educational titles and 8 new streaming videos for the

library collection. These resources will help support our students with remote leaning as well as provide resources faculty need for instruction in formats that are accessible remotely.

ASCC STUDENT GOVERNMENT 2020-2021

PRIORITIES PAPER

1. Clark College Students Resources Access

The Associated Students of Clark College (ASCC)-Student Government will advocate for the provision, allocation, and management of academic and non-academic resources for Clark students to ensure student success. The ASCC Student Government is committed to continuing the support of the following resources:

- Implementation of Guided Pathways. The ASCC Student Government acknowledges that clarity in curriculum and college courses is a challenge for many students and therefore supports the implementation of guided pathways which will enable students to navigate their courses as required for their respective areas of study.
- Clarification of ctcLink services.
- Improvement of clubs and programs services.
- Optimization of the college website. The ASCC Student Government will specify the need for the optimization of the college website-search function to pave the way for reliable access for resources-which includes but not limited to the creation of a students need webpage and the execution of Homepage Group Focus' Brand Promise.

2. Clark College Systemic Challenges Reformation

ASCC Student Government understands that Clark students are facing various challenges that need systemic reformation. It is the sole responsibility of ASCC Student Government student leaders to advocate and address these challenges strategically for the reclamation of college-wide climate.

- Systemically non-dominant students need to be heard and their needs addressed for the mutual assurance of voice representation.
- Running start students are facing systemic challenges with their transition between high school and college. Therefore, the ASCC Student Government will advocate for the whole representation of running start students and the challenges they are facing.
- A recent survey showed that 39% of Clark students are facing food insecurity, the ASCC will take initiatives to advocate for the stability of the Penguin Pantry and the acquisition of sustainable food resources which will address systemic reformation of food insecurity that students are facing on the daily basis.

3. Clark College State-Wide Initiative

ASCC Student Government understands the significance of partnering with state-wide initiatives such as Washington Student Engagement Network-WA-SEN and Washington Community and Technical Colleges Students Association-WACTCSA.

- ASCC Student Government will develop outreach to WA-SEN and WACTCSA for the benefit of coordinating educational funding sources from the state level such as

Washington Opportunity Grant, Washington Application for State Financial Aid, and College Bound Scholarship. These financial sources will help Clark students reduce the burden and the cost of higher education. The ASCC will develop projects that tell Clark student's stories that will affirm the impact of these partnerships.

- ASCC Student Government will advocate for the legislation of state-wide educational legislative agendas that will improve services for community and technical colleges across the state.

Clark College Interim Enrollment Report
Spring 2020
as of June 4, 2020

Spring 2020			
	FTES	Budgeted FTES	% of Budgeted FTES
State-supported	5,838*	6,504	90%
State FTES	4,038	4,608	88%
Running Start	1,790	1,896	94%

* This includes 5 non-Running Start contract FTES in state-supported classes.

Academic Year 2019-2020				
	Allocated State FTES in State Classes	State FTES	Difference	% Difference
Summer 2019	2,719	2,068	(651)	-24%
Fall 2019	6,731	5,033	(1,698)	-25%
Winter 2020	6,424	4,571	(1,853)	-29%
Spring 2020	6,051	4,038	(2,013)	-33%

Academic Year 2019-2020				
	Budgeted FTES in State Classes	State and Running Start FTES	Difference	% Difference
Summer 2019	2,070	2,068	(2)	0%
Fall 2019	7,213	7,140	(73)	-1%
Winter 2020	6,908	6,505	(403)	-6%
Spring 2020	6,504	5,828	(676)	-10%

Academic Year 2019-2020			
	Total Enrollment to Date 2019-2020*	Projected Enrollments	% of Projected Enrollments
Contract Corporate	726	540	134%
Community Ed	5,348	6,675	80%

*Summer, Fall, Winter, and Spring Quarters

Clark College Interim Enrollment Report
Summer and Fall 2020
as of June 4, 2020

Summer 2020

	FTES	Budgeted FTES	% of Budgeted FTES
State-supported	1,243	1,900	65%
State FTES	1,243	1,900	65%
Running Start	-	-	

Fall 2020

	FTES	Budgeted FTES	% of Budgeted FTES
State-supported	2,055	6,714	31%
State FTES	1,936	4,704	41%
Running Start	119	2,010	6%

Academic Year 2020-2021

	Budgeted FTES in State Classes	State and Running Start FTES	Difference	% Difference
Summer 2020	1,900	1,243	(657)	-35%
Fall 2020	6,714	2,055	(4,659)	-69%



Progress on 2019-2020 Board Priorities Clark College Board of Trustees

Prepared by Dr. Sandra Fowler-Hill, Interim President
June 10, 2020

Clark College Vision

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

Clark College Mission

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

Clark College Strategic Plan Core Themes and Board Goals 2019 – 2021			
Academic Excellence	Social Equity	Economic Vitality	Environmental Integrity
Implementing Guided Pathways that result in student completion and equity.	Implementing Guided Pathways that result in student completion and equity.	Implementing Guided Pathways that result in student completion and equity.	Improve the college climate and employee morale, including shared governance.
Foster external partnerships with stakeholders.	Improve the college climate and employee morale, including shared governance.	Create long-term budget forecasting, planning, and resource allocation process.	Implement ctcLink technologies.
Finalize the holistic plan for campus expansion at Boschma Farms and implement the plan.	Develop and implement comprehensive professional development to improve employee intercultural and multicultural competencies.	Finalize the holistic plan for campus expansion at Boschma Farms and implement the plan.	Finalize the holistic plan for campus expansion at Boschma Farms and implement the plan.
	Institutionalize hiring and retention practices that are equitable and inclusive.		
	Foster external partnerships with stakeholders.		
College-wide Goals: <ul style="list-style-type: none"> • Respond to the Northwest Commission on Colleges and Universities (NWCCU) accreditation recommendations/concerns. • Hire and onboard the new president. 			

1. Increase student engagement and outcomes by implementing Guided Pathways that result in student completion and equity.

(Academic Excellence, Social Equity, and Economic Vitality)

Developed external program maps and posted on the Clark College website.

- Guided Pathway Program Maps went live on the Clark College website on April 3, 2020 <http://www.clark.edu/academics/programs/program-maps/index.php>. All updated maps are on a newly improved, student-centered page. Each program of study is clearly mapped out for students and provides a coherent pathway from college entry through completion or transfer. Students know which courses they should take and in what sequence and are directed to default course selections related to their meta major and program. Indicators are now identified for core requirement classes and alternate classes on the program map. In addition, a template was created to highlight the requirements, career connections, and financial assistance related to each map.

Here is an example for Accounting: http://www.clark.edu/academics/program-maps/BUSINESS/Accounting/CP-Accounting_Clerk.pdf. Students can customize their academic plans by working with an advisor or faculty member to address their individual context. Clark's program maps highlight student resources and supports, including information on career clarity and exploration options. All programs are organized under Areas of Study and were created, reviewed, and edited by teams of faculty, advisors, and career services professionals.

Increased student completion of math and English in the first year.

- Significant progress has been made by the college to increase the percentage of students who complete math and English in the first year. Both English and Math have eliminated two or more pre-college courses, reducing the time to college-level credit courses. Math department has moved forward on a corequisite model to increase the successful completion of students through the algebra sequence. By Fall, the English co-requisite model will be in full implementation, resulting in the elimination of 097, 098 from the catalog.
- Significant changes have been made to placement processes. A new accelerated, two-quarter applied algebra pre-college sequence for the majority of students who are destined for pathways outside of STEM and business has been developed. This sequence streamlines the content to focus on core topics, support active learning pedagogies, and embed student success skills (such as growth mindset). This new sequence is fully scaled and is offered in both face-to-face and online formats: in Spring 2019, 436 of 593 pre-college students (74% of the total) were enrolled in the new precollege pathway. Directed self-placement in English utilizing GPA and other multiple measures; Math utilizes multiple measures, including GPA, transcripts, and ALEKS, available with a fully online option have been implemented.
- Co-Requisite Remediation (CRR) courses have been developed for key STEM and business college-level math courses. These courses allow students to place early into college-level classes with concurrent just-in-time remediation of pre-college topics. Clark is one of the first developers in the Pacific Northwest of so-called "coreq" course formats and continues to be a regional leader in their adoption. These courses have been running for a year, and the math department continues with iterative refinement, training additional faculty, and working with our partners statewide. A pathway from Transitional Studies allowing students who complete CAP 046 Math Applications with a B or better to move directly into Math& 107: Math and Society were defined and implemented.
- The English Division redesigned its pre-college composition sequence into a co-requisite support model, which will eliminate two pre-college courses and allow most students to self-place directly

into English 101. The English Readiness Assessment has been eliminated to make way for a Guided Self-Placement Model.

- All program maps have English & Math designated within the first two quarters. Typically, we would expect to see an increase in the number of students taking college-level classes; however, with COVID, the numbers have been impacted for both winter and spring.

Increased first to second quarter retention.

- The March 2020 Completion Scorecard presented at the BOT meeting identified the College's first-to-second quarter retention rate for winter 2019 as 76.2%, as compared to the rate for winter 2018 as 71%. Every aspect of the student experience from their first point of contact with the college through enrollment in their second quarter of classes is important.
- The Entry Services team has Enrollment Navigator positions, whose role is to work with admitted students and assist them through the onboarding process. This includes exploring career/college options. All new and returning (away for more than 2 years) students are required to attend orientation (now offered online), covering career planning/exploration information, financial wellness/supports information and academic advising.
- All new students are assigned to an advisor to serve as their primary point of contact at the college. While the college has not achieved case-management for all students, we are making incremental progress towards this goal. Students select their program of study upon admissions to the college. Students in specific programs/plans have monitoring through designated supports, including Workforce Education Services, Financial Aid, Advising, Disability Support Services, International Programs, Athletics, Veterans Resource Center, and many of our cohort instructional programs.
- The college is building capacity for systematic monitoring, notification, and intervention through refinement of ctcLink by assisting in the coordination of student affairs and instruction efforts to keep students on their path.
- “At risk of falling off” indicators have been identified and are being used to generate reporting of individuals that may be at risk of dropping and/or not returning. Our integrated case management advising model is being scaled to serve all students. A comprehensive training for all advising professionals in Appreciative Advising is scheduled for June 2020. In addition, the use of ctcLink is being done to monitor student progress with aligned supports. Our advising program will continue to assess effectiveness of mandatory advising utilizing disaggregated student outcomes.
- Instruction has implemented strategies that are best practices to improving retention. They include:
 - All program maps have ensured that students have courses related to their area of interest early in their first two quarters;
 - College 101 or the outcomes are reflected in each program map and identified within the first quarter;
 - PPI is now a required distribution area in all transfer degree pathways and reflective on the program maps;
 - CTE programs are scaling their PPI integration.
- Developed a pilot with implementation in Fall 2020 with six academic programs (transfer/CTE) and created processes for automatic enrollment, cohort tracking, and guaranteed classes for the cohort to ensure completion in two years.

- Significantly increased online/remote options and have developed the operational plan to offer/code/track three fully online programs in Fall 2020. Having geographically flexible options is another recommendation for retention, particularly for adult learners.

2. Improve the college climate and employee morale, including shared governance.

(Environmental Integrity and Social Equity)

Developed and implemented an action plan based on results of Fall 2019 employee climate survey.

- The college implemented an employee climate survey Fall 2019. Employees were invited to complete the online survey in October. The response rate was 61%, with 626 respondents. The survey was arranged into six categories of questions:
 1. Work Environment
 2. Shared Governance
 3. Strategic Planning
 4. Resources, Facilities, and Technology
 5. Equity
 6. Cross College Relations.

Resulting themes that were identified from the survey that had the highest percentage of respondents who made comments consistent with the following themes:

- Shared Governance Issues with how decisions are made (46%)
- Shared Governance: There is no shared governance (46%)
- Cross-College Relations: Concerns around faculty administration relations (40%)
- Work Environment: Unpleasant work environment (31%)
- Cross-College Relations: Relations with the Board of Trustees (31%)
- Reason for Leaving: Dissatisfied with compensation (31%)
- Resources, Facilities, and Technology: Technology requires updates (30%)
- Work Environment: Feeling overworked and stressed (28%)
- Shared Governance: Issues with executive cabinet (27%)

A Climate Improvement Taskforce was formed to review the climate survey results and develop an action plan to move forward on improving the climate. The team has developed a preliminary shared governance definition and guidelines for implementing shared governance in the decision-making process and has shared it with Social Equity Advisory Committee. This definition takes into account the Equitable Decision-Making Tool and has included embedded antidotes for dismantling White Supremacy Culture. This definition will be shared broadly internally and externally to solicit feedback from key stakeholders.

- Instruction implemented communication plan in with weekly and monthly flows of information that ensures feedback and engagement.
- Successfully negotiated a MOU with CCAHE for spring quarter. Developed adjunct mentorship program in partnership with the Adjunct Faculty Council to increase support and reduce feelings of isolation.
- Successfully engaged and partnered with the Instructional Planning Team to develop a new program viability process, supporting a priority of shared governance. The response to COVID-19 has increased the sense of community, solidarity, and student-centeredness.

- College wide communication increased throughout the year. With the support of the Communications/Marketing Team Interim President Fowler-Hill initiated Weekly Updates to the college and increased frequency of communication to the all college to daily updates during the first 10 weeks of remote operations.
- VP of Administration Williamson led the Budget Committee through the process of balancing the 2020-2021 college budget increasing shared governance and transparent communication.

3. Develop and implement comprehensive professional development to improve employee intercultural and multicultural competencies.

(Social Equity)

Implemented Broadening Understanding, Intercultural Leadership and Development (B.U.I.L.D.) college-wide program.

- The Office of DEI has successfully implemented the BUILD program. There were 40+ participants this inaugural year, and participants will be completed their program the week of May 25 presenting their final projects via Zoom to the college. Participants have learned valuable skills to help interrupt harmful patterns of oppression that have been present at the college. They have also learned how to have difficult conversations around power privilege and inequity; and will now be able to serve in the capacity of Equity Representative on college committees.

Developed a plan to add a section regarding cultural relevancy and intercultural and multicultural competencies on the performance development plan.

- PPI training specifically for CTE faculty is currently being beta tested, piloting with a small cohort of faculty. This training will be implemented in Fall 2020 with use of Perkins funds. Culturally relevant, intercultural and multicultural competencies have been utilized in all the instructional leadership's performance development plan.

4. Institutionalize hiring and retention practices that are equitable and inclusive.

(Social Equity)

Increased strategies for retention of employees of color.

- The Office of DEI has helped facilitate a program around Employee Resource Groups (ERGs). This year, the Associate Director of Employee Equity, outreach and engagement has convened joint group meetings to continue to engage the ERGs as a retention effort.
- Professional development funding was allocated to support the participation of five faculty in the SBCTC Faculty of Color Cross-Institutional Mentorship Program this year. Three instructional employees were supported to participate in the Administrators of Color Leadership Program. Six leaders of color in various positions across the college (director to VP) engaged as mentors in the Administrators of Color Leadership Program, a best practice in providing support and spaces of understanding.
- The tenure process has been redesigned to eliminate inequitable practices and to highlight where inequities lie within peer and student evaluations. Improved training for the tenure committees to recognize and disrupt biases and racist practices was implemented.

Evaluated equity, utilizing data, at every step of the hiring process.

- The process of evaluating equity at every step of the hiring process is just beginning. It started with the update of the Equity in Hiring training. This training has been updated to help members of hiring committees see their bias and how it shows up in every step of the hiring continuum. All hiring committee members are required to complete prior to convening a hiring committee.
- Within Instruction, have seen significant results with the percentage of diverse applicants in the hiring pools with the new equity-focused job postings for tenure track faculty. Preferred qualifications were removed, mindful of inclusive and engaging language, and barriers were eliminated to the application process.

5. Implement ctcLink technologies.

(Environmental Integrity)

GoLive with PeopleSoft/ctcLink.

- ctcLink went Live on October 28, 2019. The GoLive process and stabilization was a collective and herculean effort for every member of the Clark community and Washington State Board for Community and Technical Colleges' (SBCTC) ctcLink team. While overall the process was successful, it suffered some significant hurdles that included people learning to do their jobs differently, financial data conversion issues, accessibility, and a stable platform for continuing education. And, correcting errors, changing business processes, and modifying the day-to-day work of individuals has also been a colossal effort over this academic year.

The college, with the support of the SBCTC, completed the first phase of stabilization, which is stabilization of the technology system. Currently, the college is nearing the end of the second phase of stabilization where the college's business processes have adjusted. This included subject matter experts understanding the system and end-users understanding the system which required experience and additional training.

Beginning in July 2020, the college will move into optimization where accessibility will be optimized with the implementation of a new version expected in August 2020 and continuous improvement of services based on the enhanced functionality of the myClark ctcLink PeopleSoft system.

Clark College's successful ctcLink GoLive was especially important to the state's other community and technical colleges. As the first college to GoLive after the significant problems experienced by the pilot colleges, Clark's implementation – while not perfect – has been lauded throughout the state as the guidepost for effective change management and implementation. This recognition was based on Clark's excellent project management, transparency and collaborative approach throughout all of the planning and stabilization processes, thorough documentation of lessons learned for future deployment groups created by the myClark ctcLink Steering Team, and tireless advocacy and partnership with SBCTC for improvements, especially for accessibility, continuing education, and reporting.

- Instruction added a “remote” modality to the class schedule to aid in student clarity to describe online classes delivered synchronously. This should add clarity for faculty as well. Extensive work to create streamlined processes, configured to support co-requisites, and other innovations at Clark College. ctcLink has ensured that across the college, departments are required to work collaboratively.

- The student survey to assess student satisfaction with the new software as measured by the Winter 2020 Student Engagement Survey was delayed due to the strike and then altogether cancelled due to COVID19.

6. Respond to the Northwest Commission on Colleges and Universities (NWCCU) accreditation recommendations/concerns by doing the following:

6.1 Developed institutional student learning outcomes.

Report consistent evidence of assessment and improvement across all institution-level student learning outcomes, otherwise known as General Education curriculum, in direct response to the NWCCU Recommendation 4 visit and in anticipation of NWCCU Standard 1.C.7 from the upcoming 2020 Standards.

- The NWCCU plans to review our progress toward assessment of the general ed curriculum at the mid-cycle visit, which will take place in Fall 2021. Currently, all GE outcomes are scheduled on a 6-year assessment calendar that aligns with the NWCCU accreditation schedule. Development on the last remaining GE assessment rubric is underway and faculty groups will review and approve by the end of this academic year. Use of rubrics for assessment is a recent development; only in the last few years have there been GE rubrics to vet courses for distribution lists and most have not been used for assessment (with the exception of the written communication and PPI rubrics). Assessment and Improvement are a multi-year long effort; actionable results require an initial assessment, comprehensive improvement strategy, and re-assessment. Despite improved systems for assessment and improvement, there are still many obstacles to accomplishing this goal in a meaningful way: faculty morale, campus climate, lack of faculty access to data, and lack of inter-departmental faculty collaboration.

It is the understanding of Outcomes Assessment Committee that the NWCCU is looking for an improved and functional system by the midcycle visit, not necessarily immediately positive results. The system we are developing, in collaboration with IT, will be a revision of the online database and web application called the Outcomes Assessment Toolbox; we will be able to comprehensively tackle all course and program level assessment, including general education, link to demographic data to show equity gaps, and link to program maps ideally to support the program viability process.

6.2 Implemented non-instructional program planning and assessment.

Developed an action plan/milestones for the Board priorities.

- During their August 2019 meeting, the Board of Trustees used the revised core theme objectives and indicators of the 2019-2021 Interim Strategic Plan to develop goals for the 2019-2020 academic year. The new Clark College 2019-2021 Strategic Plan – Interim and the 2019-2020 Clark College Board Priorities were formally adopted by the Clark College Board of Trustees at the Trustees' August 28, 2019 meeting.

Scorecards for each objective with the indicators of achievement are presented to the Clark College Board of Trustees monthly. Each of the 2019-2020 board priorities are aligned with one of the college's objectives, and this alignment is indicated on the scorecard. The monthly scorecards show updated data, if relevant, as well as monthly progress updates. In addition, at least one executive cabinet (EC) member is assigned to each of the board priorities. During Board of Trustees work sessions throughout the academic year, EC members have provided, and continue to provide, in-depth progress updates for each board priority.

Clark College has made significant progress to ensure that each core theme is associated with objectives that have meaningful, assessable, and verifiable indicators. Collectively, these revised indicators form the basis for evaluating the college's progress toward mission fulfillment. Moreover, the Board of Trustees' priorities for the college are aligned with the strategic plan's core themes, objectives, and indicators of achievement, resulting in a streamlined focus on the essential elements of the colleges' institutional priorities.

- The Outcomes Assessment Committee and Student Affairs are working together to pilot program assessment for non-instructional programs. The goal is to consider student learning beyond the silos of disciplines, departments, and the physical classroom. We aspire to move away from deficit thinking about student preparedness, learning, and obstacles – to understanding how each of us can continuously improve and remove individual and institutional barriers to student learning and success. Together we will explore existing models and best practices related to assessment of support services, draft outcomes statements to guide our work, review in the context of new accreditation standards, and engage the Outcomes Assessment Committee in helping to shape these efforts.

6.3 Implemented instructional program planning and assessment of student learning.

6.3a Revised the current program improvement process and implemented a comprehensive program viability process by spring 2020.

- The Instructional Planning Team has developed a program variability process through shared governance within the Instructional Planning Team (IPT). A program viability rubric has been drafted that included relevant indicators of program effectiveness (e.g., FTE, completion, labor market demand). The program viability rubric is being piloted spring term by one transfer department and one career and technical education program. The program viability process will be implemented at scale Fall 2020.

6.3b Implemented an outcomes assessment process that includes all programs, degrees, and certificates, and leads to evidence-based improvement. All programs will have clear, measurable student learning outcomes that are publicly posted and aligned with industry.

- Outcomes Assessment Committee and Instructional Council offered feedback and approved updated proposal and reporting forms that specifically solicit information from each program about their data, methods, and plans for improvement around outcomes assessment. Each program group received feedback encouraging rigor with their proposed projects. All program groups were asked to propose an outcomes assessment project including specific data sources, methods, and plans for improvement. Final year-end reports demonstrating conclusions will be submitted by June 1. Program-level outcomes assessment will also be a metric of program viability process.

All programs will have clear, measurable student learning outcomes that are publicly posted and aligned with industry: Program-level outcomes are listed in the catalog and all changes are vetted for measurability by Outcomes Assessment Committee and updated in alignment with industry.

6.4 Developed process for review of policies and procedures.

Established a process for reviewing policies and procedures.

- A new process for reviewing, revising and creating policies and procedures has been completed and was presented to the Board of Trustees on February 26, 2020. Implementation has been delayed by COVID-19 and will now move forward with the hiring of Christina Long, Director of Compliance, who will chair the new Administrative Policies and Procedures Committee.

- Instruction has established processes for reviewing all instructional policies and procedures through shared governance. In addition, instructional leaders have identified practices that fall outside of the shared governance process and have reviewed, assessed, and formalized some of the operating practices.

6.5 Completed IT Plan.

- An IT Plan was developed by CIO, Val Moreno, and approved by the Board of Trustees May 27, 2020. The IT Plan identifies the information technology goals, outcomes and actions primarily needed to support Clark College's strategic and academic plans. Central to the IT Plan is Clark College's mission "in service to the community, guides individuals to achieve their educational and professional goals."

The purpose of the IT Plan is to identify and integrate the technology solutions necessary to fulfill the Clark College mission and accomplish the college-wide objectives with the Clark College 2020 Strategic Plan and beyond. In addition, the IT Plan outlines the necessary infrastructure and solutions required to align with other existing college wide plans and initiatives including Guided Pathways, Academic Plan, Social Equity Plan, and Facilities Master Plan. The IT Plan will guide the college in the allocation of resources and in prioritizing future investments in support of these areas.

7. Create long-term budget forecasting, planning, and resource allocation process.

(Economic Vitality, NWCCU Accreditation Concern)

Developed the long-term budget forecast, plan, and resource allocation process and its adoption by the Board of Trustees.

- A draft long-term budget forecasting model, created by Business Services Director Sabra Sand, was presented to the Budget Committee for feedback on May 7. A final review was conducted by the committee on May 21 and will be presented to the Board of Trustees newly formed Board Budget Committee in June.
- Instruction has developed an internal budget forecast long-term, with plans to increase financial sustainability and the growth of instructional programming.

8. Foster external partnerships with stakeholders (individuals, organizations, businesses, educational institutions, and others) to achieve goals related Promising Pathways, Guided Pathways, Boschma Farms, and Social Equity.

(Academic Excellence, Social Equity, and Economic Vitality)

Convened external equity advisory council.

- Previously, the membership of the President's equity group had dwindled down to three community leaders who typically met quarterly for lunch to talk about issues and concerns at Clark College. The group had not convened for several months. As the new Interim President took office, several community leaders of color expressed concerns about the college's commitment to equity. They cited incidents both recent and historic that concerned them. The President and VP of Diversity, Equity and Inclusion, Rashida Willard began meeting with individuals personally. Chief Communications Officer Kelly Love shared in that work and VP of Economic and Community Development Kevin Witte provided support through his relationships with key groups.
- After the initial individual meetings with consensus from the individuals, The President convened the new Clark College Equity Advisory Council in fall, meeting monthly. The group has 15 community leaders who help provide feedback to the college and engage in candid conversations about the issues

and how it impacts communities. At first, the Council met off campus because relations were strained between the groups and the college. They did not feel as though the college had been responsive to their needs or concerns.

- The President communicates with the Equity Advisory Council on high profile and ongoing issues that are of interest. Rashida is now lead for the group. Kelly provides communications support. Since COVID-19, the group has not met face-to-face but has been kept up to date with what is happening at the college. Two of the members of this external group are serving on the college's Social Equity Plan Implementation Taskforce.

Created an inventory of existing, as well as gaps, in external partnerships to include in recommendations for the new President to expand community relations.

- We reached out to college departments to begin the inventory of external partnerships. To date, Clark College has a decentralized approach to community relations, which can be positive but can also lead to confusion and miscommunication. In the inventory, we asked our departments, units and programs for the name of the partner, the type of the partnership and the primary contact.

The College Foundation has developed many relationships with local employers and organizations. They represent alumni and community leaders who are vested in the college.

The office of Instruction, Office DEI, Guided Pathways and Economic and Community Development (ECD) also share some community partners especially in the areas of manufacturing and Career Technical Education (CTE).

Student Recruitment, Student Life, Veterans Resource Center and Student Athletics also share some community partnerships.

The President's office has traditionally been a primary holder of many community relationships given the former President's long-standing role in the community. A few observations based on the inventory:

- The current model, while messy is still the most appropriate for Clark College. We benefit from this complex, multi-layered approach to community relations HOWEVER, to be effective; we must improve our communications among our departments and offices when working with outside partners.
- The Office of Instruction and ECD should have regular check ins to share information about priority projects that involve community partners. Sometimes both will independently contact a business which can lead to confusion and hinder our opportunities to partner.
- Guided Pathways can help work with instructional units to identify community partners who can serve on advisory boards.
- Student Services can collaborate with the foundation to identify community partners who wish to be donors.
- The President's office holds many key relationships with elected officials at the local, state and federal levels. Through the Board of Trustees, the President's office also has key relationships with community leaders.
- There is a need for a Community Relations Director who can serve as point for the various interests on campus, coordinate communications for partners, and develop campaigns to show gratitude to our partners. In the current structure, community relations work is done by each department, which creates communications gaps and missed opportunities.

- Recommendation – Improve communications among the college departments by establishing a quarterly working group.
 - 1) Share out information about major initiatives to improve our collective knowledge when out in the community
 - 2) Ask for leads/resources on projects to benefit from our shared knowledge
 - 3) Collaborate on ways to acknowledge our community partners through special communications, or events
 - 4) Look for opportunities on how the President can help represent the college in this outreach
- Recommendation – Establish the President as the college’s lead representative. In all our outreach strategies, we look to see how and where to involve the President to engage in the community with staff support from the individual department where the relationship is held. The president has a robust onboarding plan that will consume the first several months. All departments in all outreach efforts can consider whether there is a role for the President that is appropriate."

9. Finalize the holistic plan for campus expansion at Boschma Farms and implement the plan.

(Academic Excellence, Economic Vitality, and Environmental Integrity)

Transferred the Boschma Farms property.

- The Clark College Foundation completed the transfer of 10 acres to the college in December 2019.

A coordinated and common vision articulated for Clark College Boschma Farms (North Clark County Campus) has been developed.

- Boschma Farms Visioning Task Force completed its work in April. Draft report is going through final edits and will be presented to the Board of Trustees in June.

10. Hire and onboard the new president.

- Clark College embarked on its presidential search process led by Trustees Speer and Jacobson in Spring 2019 with the assistance of Dr. Preston Pulliams, Gold Hill Associates, developing a transparent, equitable and inclusive process. A 20-person presidential search advisory committee was formed in October of 2019 to help evaluate the candidates for the permanent position and make finalist recommendations to the board. The committee included college and community key constituents including faculty, staff, students, Clark College Foundation, and the external community.

The presidential finalists were selected in December. They were on campus for interviews in January and met with key constituent groups. “We will include social equity in every step of the process, we will be student-centric, using best practices and in full compliance open public-meetings laws,” said Board Trustee Paul Speer.

Dr. Karin Edwards was selected as the next president of Clark College by the Board of Trustees February 21, 2020.

- Trustee Bennett and Dr. Fowler-Hill initiated an onboarding committee in March 2020. The committee includes Joel Munson (Foundation), Bruce Elgort (Faculty), Stephanie Weldy (staff support), Sarah Thorsen (Classified Staff), and Kelly Love (Communications/Marketing). The group has collected key documents, identified and scheduled events, arranged meetings with stakeholders, and provided direction for a successful transition for Dr. Edwards’ first 90 days.

Clark College Leadership Team 2019-2020

Clark College President

Dr. Sandra Fowler-Hill, Interim President

Clark College Executive Cabinet

- William Belden, Vice President of Student Affairs
- Shanda Haluapo, Associate Vice President of Planning and Effectiveness
- Dr. Sachi Horback, Vice President of Instruction
- Kelly Love, Chief Communications Officer
- Valerie Moreno, Chief Information Officer
- Rashida Willard, Vice President of Diversity, Equity and Inclusion
- Bob Williamson, Vice President of Administrative Services
- Kevin Witte, Vice President of Economic & Community Development