

A Commencement like no other



Oswald was on hand to pass out yard signs to Clark College graduates.

Like all Clark College students, the Class of 2020 experienced plenty of challenges—academic, economic, and personal—along their educational journeys. But on top of the typical hurdles, they also faced something unprecedented in the college’s history: In March, they learned that their classes would be held completely online, as the COVID-19 outbreak forced the college to move into remote operations.

This Thursday, Clark College’s 84th graduating class will experience another “first,” as it is honored in the college’s first-ever virtual ceremony.

At 6:30 p.m. on June 18, guests and graduates can visit www.clark.edu/grad2020 to view a video of ceremonial remarks,

a congratulatory message from staff and faculty, and customized slides of each participating graduate. These slides feature each graduate's name as well as an optional photo and personal message.

The virtual ceremony will remain on the college's website through the end of June, for those who want to watch it at a different time.

Last week, graduates also had the option to pick up free yard signs from the Bookstore through a socially distanced drive-through.

"We are all so proud of our students who have persevered," wrote Clark College Interim President Sandra Fowler-Hill in an email to college employees. "Join me in congratulating the Class of 2020."

Photo: Clark College/Tarek Kanso

**When your internship is in
the middle of a pandemic**



Sofiya Saakyan wears safety gear during her internship at Eurobake. *Photo courtesy of Sofiya Saakyan.*

When Sofiya Saakyan, a student in Clark College's Professional Baking and Pastry Arts program, called Baron Patisserie in

early April to check on her planned spring quarter internship there, the bakery was closed indefinitely due to COVID-19. The owner told her he wasn't sure when the bakery could open again—or when Saakyan could fulfill her internship.

Saakyan is one of nine students graduating in June with an Associate in Applied Technology degree in Clark's Professional Baking and Pastry Arts program. The program's final requirement is to complete a five-week industry internship during spring term. Students work 24 hours a week gaining real-world experience before they graduate. Students cannot graduate without completing an internship.

Department Head Alison Dolder had arranged student internships in bakeries, patisseries, and chocolatiers in Vancouver and Portland. When COVID-19 restrictions shut down most food operations, Dolder had to act quickly to secure new internships for Saakyan and the other students. Because of the COVID-19 shutdown, all internships were pushed to the second half of the quarter while the department figured things out.

That's when Dolder called Josh Svenhard, co-owner and Vice President Operations at Eurobake.

Coming up with a Plan B, in a hurry

Eurobake, a Portland wholesale baker, remained operating as an essential business during the COVID-19 shutdown. Svenhard is a member of Clark's Professional Baking & Pastry Arts Advisory Committee. This is the first quarter Eurobake has provided internship opportunities for Clark students.

"I think we're a perfect fit," Svenhard said. "We can bring in students during COVID-19 because we're not a retail bakery with customers, so students aren't being exposed to the public. It's important for a business to give back to its own

industry, as well as the community.”

Dolder offered all nine of the students the option of an internship at Eurobake, which is near Portland International Airport.

“We left it up to the students to do what’s best for their families,” Dolder said.

Six of the nine Clark students chose to complete an internship at Eurobake spring quarter. One student chose not to do the internship at this time due to family reasons. Two other students had been laid off from their jobs and couldn’t afford to travel to Portland for the internship. Those three students are waiting for an opportunity to do an internship in Vancouver during summer term, when COVID-19 rules allow more bakeries to open.

Two students per week are scheduled to work at Eurobake. The bakery operates from 3:00 a.m. to 10:00 p.m., providing ample opportunity to work around the students’ schedules. It allows students to maintain their other jobs.

Dolder said, “Eurobake is rotating our students through their bakery for their internship and is providing hands-on learning following proper social-distancing protocol. It’s a great opportunity for our students. Some want to finish the program and be available to be hired when everything opens up.”

To accommodate students, Dolder said the baking program is not taking its standard break between spring and summer term to allow students to finish their internships, even if they started later in the quarter.

Safety first

Working in a wholesale bakery during a global pandemic is no different from working in a bakery pre-COVID-19, Svenhard said. Eurobake’s follows strict safety

protocol. "The baking industry has become one of the most careful," he said. "Food safety starts with washing your hands and ends when the product gets into the packing in an unadulterated form. The industry has evolved to require handwashing, not touching your face, wearing hairnets and gloves. These things are common practice every day in a bakery. We can show student interns how these safety measures can be used to safely operate a business."

Svenhard said, "We want to ensure the Clark students aren't just working at Eurobake, but also learning. We're working with only two Clark students at a time so we can give them individual attention."

Dolder said, "It takes time to train students. Bakeries that accept students for internships are training students for the way their business operates, their product line."

Svenhard explained the importance of students getting hands-on experience: "They're learning to use their skills. Learning the repetition and how to become efficient with your movement is a key part in baking, or any manufacturing business. To make hundreds of uniform products. To develop a rhythm."

He added, "The real-world bakery experience is production at speed, keeping up with line and the crew. Teaching students about food safety, R & D [research & development] projects we're working on. We have a cake department, a bread department, and a pastry line. Students are operating different kinds of machinery in each department."

Eurobake staff also talks with interns about the business side of operating a bakery. They work with their interns to do a cost analysis on what to charge for each product in order to make a profit.

There's always summer

Dolder told her students who chose to intern at Eurobake that she would contact the other shops where they had planned internships before COVID-19 shut everything down, to see if they will allow Clark students to do internships in the summer after more businesses can open.

Dolder and the program's other instructors have worked to build relationships with local bakeries. In previous years, Clark baking students have completed internships at highly respected Portland restaurants and retail bakeries including Papa Haydn, St. Honore Patisserie, and Fleur de Lis Bakery and Cafe.

Dolder said, "The best outcome is if we get a student interning at a bakery or shop where they want to be, and then they get hired. It happens quite a bit."

Sofiya's Story

During a class Zoom meeting after COVID-19 pushed the pause button on baking internships, Dolder told students about the new internship opportunities at Eurobake. Sofiya Saakyan chose to start the internship as soon as possible so she could graduate from Clark and start working in her chosen field. She works three eight-hour days at Eurobake. One of her favorite tasks is at Eurobake is braiding sweet raisin bread.

"You get to practice it a lot," Saakyan said. "We make hundreds of loaves. There are multiple people making it on the same bench."

She said her classes at Clark prepared her for her internship.

"I built confidence in my classes at Clark," Saakyan said.

“You learn good skills and get to practice so you can be confident that you know how to do certain things and not be afraid of many challenges.”

Saakyan grew up in Ukraine, where she learned home baking from her mother. Her family immigrated to Vancouver five years ago when she was 15. She graduated from Fort Vancouver High School, where she spent three years in that school’s baking program.

Saakyan said she hopes to land a baking job that allows her to stay in Vancouver.

“I’m very thankful for the internship,” she said. “I thank my advisor and Eurobake, who took me in. The opportunities—and the internship opportunities—at Clark College are awesome.”

Those opportunities haven’t ended: With Dolder’s help, Saakyan has landed a summer internship at the Vancouver-based Baron Patisserie, where she had originally planned to intern during spring term.

Saakyan offered advice to future baking students: “Make sure you love what you do. When you’re a baker and you love baking, I think people can taste that.”

In support of social justice



Clark College is responsible to identify and dismantle systemic racist systems and build equity into everything we do.

Message from Clark College Board of Trustees:

In recent weeks, a long overdue awakening and acknowledgement has taken place across the country. We have witnessed the senseless murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and others who have lost their lives to racism. The cumulative trauma of these and hundreds of years of overt and systemic racism weighs heavily on communities of color and hold us all back as a society.

As the board of Trustees:

- We are in solidarity with the College in standing with those who stand up against hate, state violence, and racial inequities; and we affirm our commitment to social justice and equity.
- We acknowledge the disproportionate impact of this trauma on our faculty, staff, and students of color. We hear you; you matter and you belong here.
- We hear the voices of Clark's students when they say

“Let our Voices Be Heard”, when they declare “Racism is Alive”; and we share in their hopefulness for the future. We hear you; you matter and you belong here.

- We recognize that words can initiate change but action is what secures change. With that recognition we acknowledge our unique governance, policy, and fiduciary role and commit to listening, identifying and dismantling racist systems and policies, and ensuring that the *Policies and Procedures of the Board of Trustees* are consistently performed with an equity lens.

In solidarity, Clark College Board of Trustees

Approved and Adopted June 10, 2020

Let your Voice be Heard



ASCC President Evans Kaame

LET YOUR VOICE BE HEARD

We the people of this college, community, and the nation have been impacted by the wave of horrific events of unrest sweeping across the nation, beginning with the COVID-19 global pandemic and now the tragic death of George Floyd in the hands of police officers—those who have sworn to protect and serve the community. As student leaders, we share your grief and uncertainties. Some of us are wondering, why are thousands of people protesting and expressing their concerns in different cities across the nation?

Therefore, **LET YOUR VOICE BE HEARD** is the theme to explain the reasons for the protests and unpack the long history of injustices that the minorities have been experiencing.

LET YOUR VOICE BE HEARD, that our political system has been less functioning to meet the demands of creating a just justice system which has resulted in an exponential increase in incarceration that restoration.

LET YOUR VOICE BE HEARD, that the justice department needs absolute change and complete reformation to serve our society equitably.

LET YOUR VOICE BE HEARD, that our history has been distorted to reflect the reality of our justice department.

LET YOUR VOICE BE HEARD, that there has some reluctance in changing the policies that drive the police department's priorities when they issue stops, searches, and arrests.

LET YOUR VOICE BE HEARD, that injustices have been prone to the minorities due to unconscious biases, economic status, disproportionate representation, lack of adequate legal assistance, and the reinforcement of one race is superior and just than the other.

LET YOUR VOICE BE HEARD, that a significant population of the minorities have been incarcerated.

LET YOUR VOICE BE HEARD, that the Private Prison System in America is detrimentally impacting the lives of the minorities and those with less economic status.

LET YOUR VOICE BE HEARD, that we all as a society has been reluctant to acknowledge the existence of these impacts and take the responsibility to address them and be willing to create change from ourselves, to our families, communities, and the nation.

RACISM IS ALIVE

All Lives Matter Vs Black Lives Matter is not the issue but the reactions that are evidenced when injustices are done in the limelight over the Black people due to racism.

RACISM IS ALIVE when citizens who exercise their First Amendment protesting that BLACK LIVES MATTER are labeled as domestic terrorists.

RACISM IS ALIVE when it takes protestors to initiate the arrest of those who killed **Ahmaud Arbery, George Floyd, Breonna Taylor**, and other Black people.

RACISM IS ALIVE when BLACK LIVES MATTER Protestors are threatened by the head of state to invoke the Insurrection Act because they don't matter to the system.

RACISM IS ALIVE when minorities are perceived as a threat in the stores, streets, cities, etc.

RACISM IS ALIVE when people of color call for change and are perceived as radicals and troublemakers in our institutions.

RACISM IS ALIVE when one race is perceived as wrongdoers.

The roots of racism are historic and systemic; woven into the

fabric of our country. As people of color, we experience racism in all its many forms. We want people to acknowledge it and be willing to talk about it, willing to make changes, so we, as one nation, can move forward.

AS SOMEONE WHO LEANS TOWARD HOPE, I strongly believe in humanity and in the conviction that racism is solvable. Our generation has seen the racial inequalities experienced in our society today—and now those who believe in change are stepping up to voice their quest for reformation. No single instrument can measure our progress toward ending racism. However, I assure you that you have the power and capability to influence others by doing what is just, right, and good for others. We have a long way to go, but we will get there.

We all possess the virtues of love, respect, and compassion—the determinants of our behavior in treating others. It is through love, respect, and compassion that people from different backgrounds are taking to the streets en masse across the country to demand justice for those who cannot. I believe in these virtues. Together, we can address these challenges. Together, we can create a society in which every individual feels they belong and have a place to exercise their inalienable rights and privileges enshrined in the Constitution.

Let your voice be heard.

Sincerely,

Evans Kaame, ASCC President

A Quick Study



Supplies for students taking a ceramics class are bagged up in Frost Arts Center, ready for contactless pickup. *Photo: Lucy Winslow*

When Gov. Jay Inslee announced his Stay Home, Stay Healthy order in response to the COVID-19 outbreak, Clark College professors had less than a month to adapt about 2,000 classes' curriculum to be taught online. Now, as spring term is more than halfway over—and the ongoing pandemic has led to most summer and fall classes being offered remotely as well—it's clear that they were more than up for the challenge.

"Our faculty are resilient and dedicated to student success," said Vice President of Instruction Sachi Horback. "Though there were many reasons to settle for being 'good enough,' amidst this pandemic, our faculty pushed ahead, ensuring that

our students had equitable opportunities for student learning. As educators, we were made for this, readily adaptable and willing to do whatever is needed in service to our community.”



Professional baking professor Melanie Hendry gets ready for a “Pop and Drop,” where students pop the backs of their cars for her to load lab supplies in. *Photo: Alison Dolder*

“Our motto is ‘we make it work,’” said Baking Professor Alison Dolder of her department’s faculty. “All of us jumped right in to record baking videos, to learn Zoom and Canvas. We are not technology-savvy people. But we are dedicated.”

Faculty and staff worked to create take-home boxes of baking supplies for each student to use, filled with the ingredients and tools of their trade—rolling pins, measuring spoons, etc. They also worked to learn how to produce useful instructional videos, no small feat: It requires a certain amount of choreography to capture the best camera angle for a stand mixer.

“Hands-on,” but online

Indeed, it was a challenge experienced across the college: How does an institution that prides itself on its “hands-on learning” adapt to a virtual educational experience? But over and over, faculty stepped up.

In professional technical and allied health fields, faculty quickly re-organized curriculum so that students’ lecture

classes took place during spring term and lab classes could be delayed until summer, providing additional time to set up safe social-distancing protocols for in-person lab work.

Mathematics professors collaborated with the college's Tutoring Services to place tutors right in Zoom classrooms so that students got the one-on-one help they needed to understand material. Tutors also worked to create a Zoom version of their regular English practice chats held for English as a Second Language students. Art professors arranged virtual tours of galleries and museums for their students.

Ceramics professor Lisa Conway drafted her husband, a professional video editor, into helping her create a series of instructional videos for her students. As with baking students, Conway's classes received boxes of supplies and equipment to complete class projects at home.

"For the month before spring classes started, I was working hard and was busier than I've ever been in my 30 years of teaching college," Conway said. "We're all making videos. We're all dealing with how students get their supplies and materials. We're all completely changing how we function in this universe. We're all reinventing our classes from scratch."

Learning from each other



Bruce Elgort

Professors have been sharing best practices and tips with one another as they develop their skills to deliver education online.

Computer Technology Professor Bruce Elgort has become something of a go-to source for many of his colleagues during this shift. Elgort, a two-time Exceptional Faculty Award winner, has a long professional history in the tech field and already used many online tools, including Slack and videos, in his teaching.

This spring, Elgort taught his classes using the synchronous modality, which means the classes meet the same time online as they would in the classroom. (“Asynchronous” refers to online classes that have no set time.)

“The most difficult part of going online is learning new software and learning to shoot video,” said Elgort, who has provided tips and tricks to faculty on this subject and others.

Faculty also have had a great resource in the college’s eLearning department, which oversees the college’s many online learning offerings. Even before COVID-19, more than a third of Clark College students were taking at least one class with online components.

In fact, several programs are taught entirely online in Business Administration, Network Technology, and Psychology. They provide students the flexibility they need in balancing college, work and family. More eLearning programs come online each year.

“Offering our business programs entirely online will allow our students to successfully complete their desired degrees regardless where they live,” says **Business Administration Professor Adnan Hamideh**. “It will also attract working people who did not think about going to school because

their work hours conflict with a school schedule.”

A More Flexible Future

Clark College has already announced that summer and fall classes will be offered primarily online, with some in-person labs conducted in career technical classes that require hands-on learning, using social distancing and safety precautions. But even when it becomes safe to congregate in large groups again, the current move to remote education may leave lasting changes on higher education.

“Moving past COVID-19, I think more programs will go online as professors and students gain confidence,” said Bruce Elgort. “Professors and students enjoy personal interactions with one another. Most would not have chosen this sudden shift to remote learning. But through the process, many have acquired a taste for eLearning. It is a powerful tool. In the future, professors will have opportunities to blend different teaching modalities to include face-to-face and online instruction.”

“No one really know what will happen in this next six months and how it impacts what we do at Clark College,” said Alison Dolder. “This experience has taught us that we are highly adaptable and that we can learn new technology. With each adjustment, we decide how to move forward—with our students’ success in mind.”

Learn more: Watch this YouTube video for more stories about Clark College art faculty adapting to remote teaching.

A Little Penguin's view of quarantine



Clark 24/7 has been reaching out to members of the college community to learn how they're coping with, and adapting to, life during the COVID-19 pandemic. Here, we share an interview

conducted by Dean of Student Affairs Cath Busha and Counseling and Health Center Professor Dr. Bevyn Rowland with Busha's 7-year-old son, Oliver. Busha and Rowland are both still working remotely from home, while Oliver is now completing second grade online.

"We appreciated this chance to talk with him about these issues as a check-in," Busha said. Their conversation reflects many of the emotions and logistics being experienced by members of the Clark College family—not just staff and faculty, but also the 25 percent of Clark students who have dependent children.

Busha & Rowland: Why have we been working from home and why have you been learning from home?

Oliver: Because of the COVID-19 going on. If we went to work and school, we could get sick and get other people sick, especially older people. and they could die.

B&R: How do you feel about COVID-19?

O: I feel 'hassed'—like happy and sad together. I'm happy because I get to have more time with my parents, and I'm sad because I don't get time with my friends. I only get time with my friends on Google Hangouts.

B&R: How has it been to be home with us?

O: Great! Because I get more time with my parents, which is great because my parents are some of the best parents you could ask for, and I get to watch *Star Wars* movies.

B&R: What are some things you've done since we've all been working and learning from home together?

O: I've put on magic shows, I created an alarm system with a safe that I've turned into a time capsule and buried; I will open it in one month. I also camped on the trampoline and read *Mr. Wolf's Class* and *New Kid*. I've made apple hand pies, caramel corn, and soft pretzels. Also, some nights at 8

p.m. we howl to show support for first responders.

B&R: What are some frustrating things about being home?

O: That I don't get to see my friends. I also miss Pizza Day at school. Seesaw [an online learning tool used by elementary schools] can be hard. My teacher posts a bunch of things. I finish one, and then I have like six more to do. It can be tiring.

B&R: What advice do you have for other kids who are at home?

O: Stay home, stay safe, have fun.

B&R: What advice do you have for parents?

O: Stay home, stay safe, and spend as much time with your kids as you can.

**Clark College announces
online summer and fall terms**



Clark College announced that it would continue offering most of its classes only in online formats through the 2020 summer and fall terms.

“This was not an easy decision,” wrote Interim President Sandra Fowler-Hill in an email to students on April 24. “We all want to be optimistic that we will be able to return to classes face-to-face. But we have listened closely to the CDC and Public Health’s caution that our ‘new normal’ will depend on what the virus does. There may be recurrent restrictions on large gatherings by the Governor. We are a large institution with thousands of students and more than 1,000 employees. We must consider our whole community’s health and safety first and foremost.”

Fowler-Hill added that it was important to make the decision in a timely fashion, so that students could have time to

prepare for the prospect of two more terms of remote learning, and faculty could have sufficient time to thoughtfully adapt their courses for distance teaching.

The college has also moved its registration dates for summer and fall terms in order to give faculty, staff, and students the time they need to adjust their plans.

The college is working with state authorities to get guidance on options that would allow some classes to run in-person labs during summer and fall terms, using appropriate social distancing techniques.

The college is also waiting for additional guidance from the state and from public health authorities before announcing any plans to shift from fully remote operations to partially remote.

Fowler-Hill communicated the college's decision to employees in an email update. "I know this is hard news to absorb," she wrote. "We miss our campus. We miss our students. We miss interacting face-to-face with each other. By making this decision now, we will have ample time to improve our processes to best support our students so they can learn online, remotely, successfully, and safely."

Clark makes sure all students are ready to learn online



Approximately 10 percent of Clark College students need assistance with technology to be able to take their classes spring quarter. Because of the state “stay home” orders, all classes have been moved to online formats.

Students were encouraged to fill out a Technology Loan Program Request Form to help them get connected with the resources they need to navigate this transition—whether that’s a loaner laptop, a wifi hotspot, or other technical needs.

Laptops are being purchased through the college’s technology fee, which is managed by a committee composed of faculty, staff, and students. The funding will allow for 500 new laptops and 100 internet hotspots for students, in addition to loaner devices the college already had on hand.

To practice safe social distancing, the college is calling each student on the list setting up appointments to come onto campus to the O'Connell Sports Center to pick up the loaner laptop.

Because of high demand nationwide, the wi-fi hotspots that have been ordered for students are not yet available. The college has set up a wi-fi hotspot in the college parking lot "Orange #2" on the east side of the main campus. Buildings are not open to the public so students will not be able to use restrooms.

A different kind of spring term

Clark continues remote operations to comply with Governor Inslee's "Stay Home Stay Healthy" order. Even so, college staff remain available by email and/or phone to enroll, advise, support, and answer students' questions.

Dates and deadlines for tuition and drops have been pushed further out onto the calendar to provide students more flexibility.

"Despite the multiple challenges the COVID-19 pandemic has created, our dedicated Clark community is finding a way to overcome roadblock after roadblock on behalf of our students," said Dr. Sandra Fowler-Hill. "We will walk with them working through issues and challenges every step of the way."

Clark's Career Launch putting

students to work



An open house for Clark College's Automotive Technologies in 2019 showcased the college's partnership with Dick Hannah Automotive.

The State of Washington has recognized Clark College for its outstanding work in Career Launch programs that support student learning and employment. Two Clark College automotive programs have been endorsed by the state's Career Launch Initiative. That good news was announced April 1.

The **Hannah initiative for Technician Education (HiTECC)** supporting area Honda/Acura, Audi, and the Dick Hannah dealerships and the **Toyota Technician & Education Network (T-TEN)** supporting area Toyota/Lexus have been accepted into the state network of Career Launch programs.

"We have forged dealer partnerships that have helped make our programs successful. Our 'Earn and Learn' model really

complements those dealers who have a desire to ‘grow their own’ technician,” said Tonia Haney, head of Clark College Automotive Technologies. “Students completing these programs will have the experience and certifications to start their career. Most importantly, our graduates will have a job in a dealership that is invested in helping them grow into a successful technician.”

Opportunities to expand



Kristin Kepner completed the automotive program in 2017 and is currently working at Toyota of Portland.

This endorsement allows Clark College to apply for additional state grants to invest in equipment and technology. It also helps the programs expand to increase the number of the students and automotive dealership partners.

Both programs train technicians to work in the automotive industry. Clark’s students enrolled in a Dealer Ready program participate in paid internships, receive factory certified training, and graduate with credentials from highly

respected automotive industry organizations including the National Institute for Automotive Service Excellence (ASE).

Students learn current automotive technology by working in a 14,000-square-foot facility on state-of-the-art simulators and late-model vehicles donated by local industry.

“Because of our collaboration with Clark College and the T-TEN program, we are able to strengthen our dealership’s core, position our company for the future, and put our people in a position to win,” said Dan Morton, Shop Manager and Diagnostic Specialist at Kuni Lexus of Portland.

High-Demand Jobs



Governor Jay Inslee meets Clark College Mechatronics students February 20, 2020 at a meeting at SEH America with Career Launch and community partners in Southwest Washington.

Clark’s graduates are in high demand by dealerships and

experience an accelerated path to better pay and benefits. Clark College is certified by the Automotive Service Excellence Education Foundation and has been training automotive technicians for more than 40 years.

Clark now has three programs that are Career Launch endorsed. Clark's Mechatronics program was certified last fall, working with business partner SEH-America. With Career Launch support, additional high-tech companies in Clark County plan to launch similar partnerships this fall.

In February, Governor Jay Inslee visited SEH-America to meet with Clark students and the Career Launch partners to learn more about the program and hear from students.

Students have the benefit of working a part-time job in the automotive industry. The company pays the student's tuition while they attend Clark to earn their certificate or degree. The partnership relies on the college's ability to work with employers ensuring curriculum is relevant to the local industry. It's a partnership that maximizes student success.

"This is a great opportunity for Clark students," said Dr. Sandra Fowler-Hill, Interim President of Clark College. "Working strategically with our industry partners, we can help develop the talent pipeline that will allow local companies to grow and will provide outstanding opportunities for our students to succeed."

Clark College delays spring

term until April 20



The Clark College campus is almost empty, but its work continues as it shifts operations online.

The global COVID-19 outbreak is altering every facet of modern life, including higher education. Clark College is rapidly adapting its operations to make sure students can continue their educational journeys without risking their health or the health of others.

Here are the ways Clark is adapting Spring Term:

Spring Term has been delayed until April 20. This will provide time for the college to move most of its work online. Most employees are working remotely. On March 19, most faculty and staff began conducting meetings online and by phone as they continue to strategize new ways to create the personalized learning and supportive community that has always distinguished Clark College.

Spring classes are being moved online wherever

possible. Fortunately, the college has a history of providing eLearning solutions, and we're leveraging that experience to help move many classes online. In other cases, classes will be taught remotely, with the professor delivering lectures in real time through video conferencing, while students participate remotely.

Clark College is modifying certain professional technical and science labs that require in-person hands-on learning. The college is following guidance by Washington Governor Jay Inslee to ensure social distancing and sanitization practices recommended by the CDC.

The college continues to offer the wide range of support systems for its diverse student body. Staff is available to students by phone and email during spring break. A list of department contacts has been included in the Campus Status section of the college's COVID-19 web area.

President Sandra Fowler-Hill says Clark is responding to the challenges posed by the COVID-19 outbreak: "This is an extraordinary moment in time and tremendously stressful for our students, our faculty, and staff. I'm proud of the Clark College family for the way they've responded to this crisis and are working long hours to find solutions to help our students continue their studies during the COVID-19 public health crisis."

Then she pointed out how Clark will continue to prepare students as our college, community, nation and world move forward: "The world we know seems to be changing right before our eyes. More than ever before, we must be a resource for our community. We are writing a new chapter in our history. Clark College will be nimble and bold in helping students succeed."