



**Board of Trustees Regular Meeting
Rotunda, Building 3**

Wednesday, January 8, 2020

Study Session: 3:00-4:00 p.m.

Regular Meeting: 4:00-5:20 p.m.

Study Session Agenda

3:00	Call to Order, Introductions	Mark Martinez	
3:05	Core Theme Update/Student Success	Scott Latiolais/Samantha Dana	Tab 1
3:20	Tenure Review Process	Joyce Loveday	Tab 2
3:40	New Broadcast Ownership Questionnaire	Joyce Loveday	
3:50	General Discussion	Mark Martinez	
4:00	Adjournment	Mark Martinez	

Regular Agenda

4:00	Call to Order, Flag Salute, Introductions	Mark Martinez	
	Adoption of Agenda	Mark Martinez	
	<i>Action</i>		
	Approval of the Regular Meeting Minutes of	Mark Martinez	Tab 3
	November 13, 2019		
	<i>Action</i>		
4:05	President’s Report	Joyce Loveday	
	• Student Success Speaker		
	• CPTC Audit Entrance		Tab 4
	• PCCC Meeting		
	• Trustee Winter Meetings		
	• Miscellaneous		
4:20	Other College Reports or Highlights:		
	<u>ASG Report</u>	June Nelson, Vice Chair of Civic Engagement Committee	Tab 5
	<u>Instruction Report</u>		Tab 6
	Mechatronics BAS Development – Claire Korschowski, Jason Sawatski, and Carl Wenngren		

- 4:45 Chair’s Report**..... Mark Martinez
- 4:50 Board Reports and/or Remarks** All
- 4:55 Public Comments** Mark Martinez
- 5:00 New Business** Mark Martinez

New Tenure Track Faculty Introductions		Mabel Edmonds	Tab 7
Alexander, Dion	Mathematics	3 rd Quarter	
Chesnes, Thomas	Fundamental Skills in Manufacturing Engineering	3 rd Quarter	
Lancour, Julie	Advisor/Counselor	4 th Quarter	
Lander, Everick	Automotive	3 rd Quarter	
Ortiz, Joseph	Computer Programming	3 rd Quarter	
Sorensen, Karlee	Esthetic Sciences	3 rd Quarter	
Yarbough, Kissa	Medical Assistant	3 rd Quarter	

5:20 Executive Session Mark Martinez

The Board may hold an executive session for purposes allowed under the Open Public Meetings Act. Legal purposes include, to consider acquisition or sale of real estate; to review negotiations of publicly bid contracts; to receive and evaluate complaints or charges brought against a public officer or employee; to evaluate the qualifications of an applicant for public employment; to review the performance of a public employee; and to discuss with legal counsel matters relating to agency enforcement actions, litigation, or potential litigation. Before convening in executive session, the Board Chair will publicly announce the purpose for executive session and the time when the executive session is expected to conclude.

5:20 Adjournment..... Mark Martinez

All Board meetings will be recorded.

Core Theme Report

Student Success



Quarterly Reporting on Core Themes

- NWCCU mandates regular assessment by the College of progress towards fulfilling its mission
- CPTC is doing this two ways:
 - Annual publication of the College Scorecard
 - Quarterly in-depth review of progress on one Core Theme
- Core Theme Reporting Schedule:
 - January – Student Success
 - April – Equity
 - July – Workforce Preparation
 - October – Institutional Sustainability

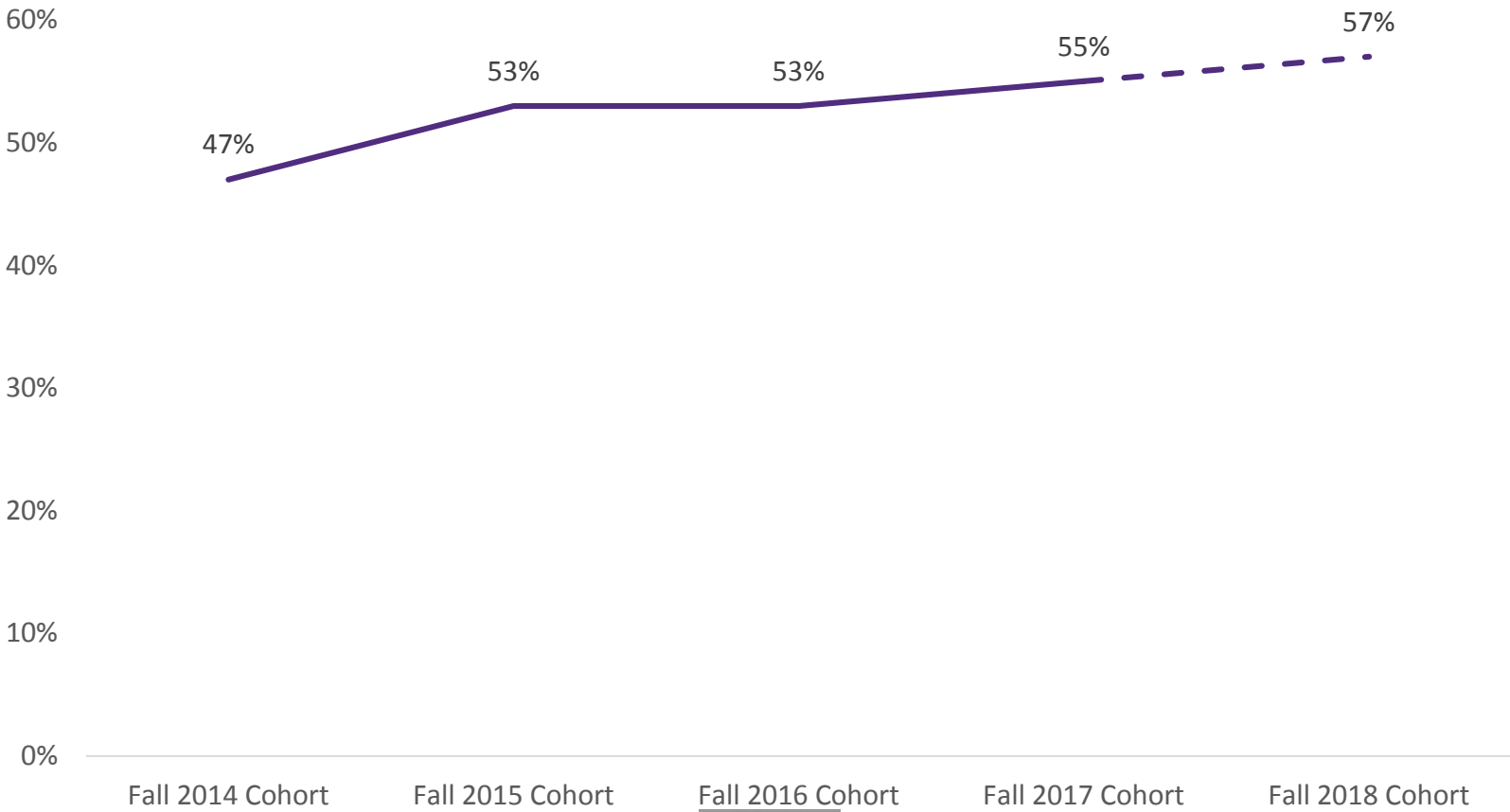


Core Theme: Student Success

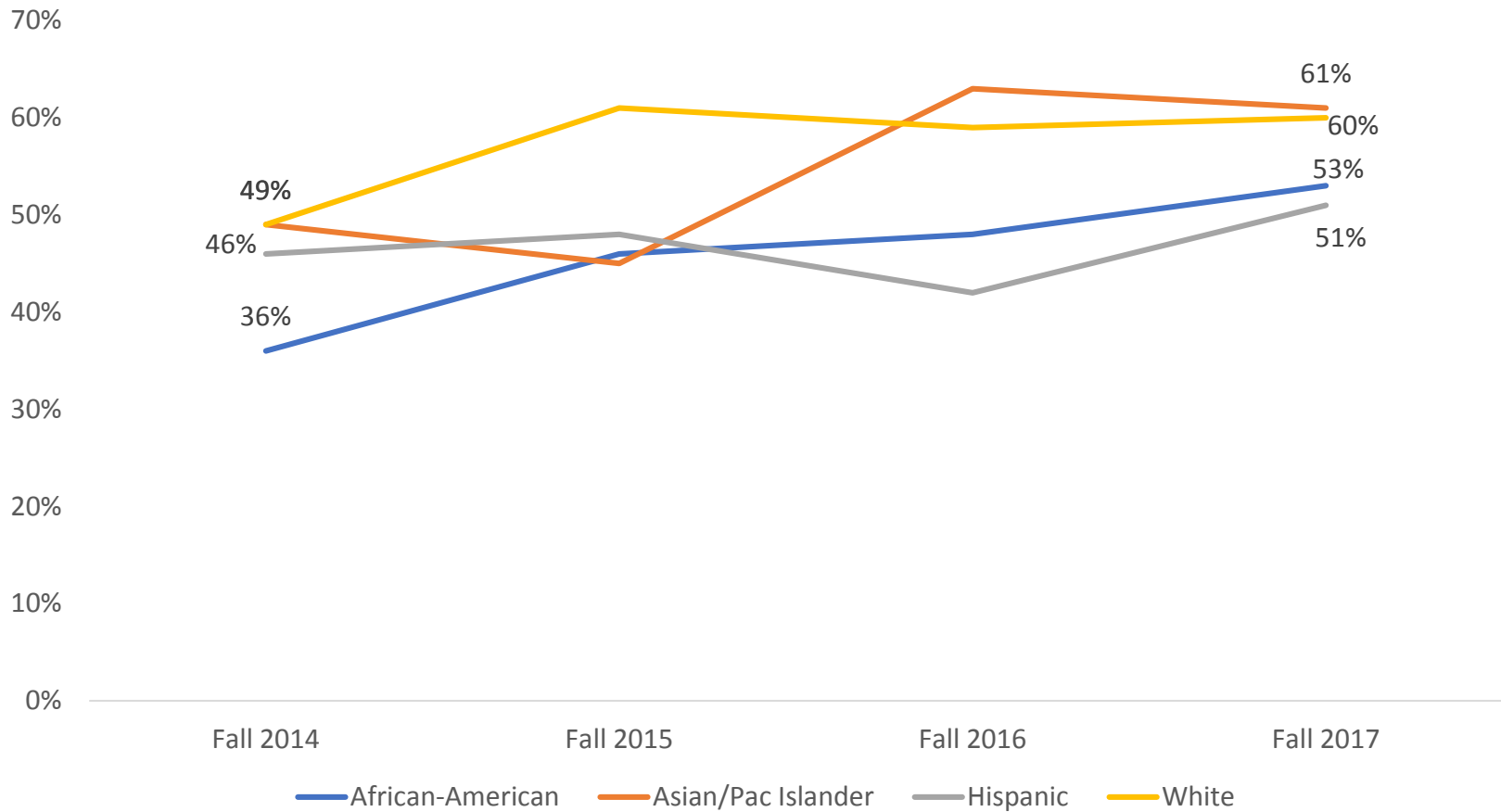
Our students will complete their programs at equitable rates and on-time.



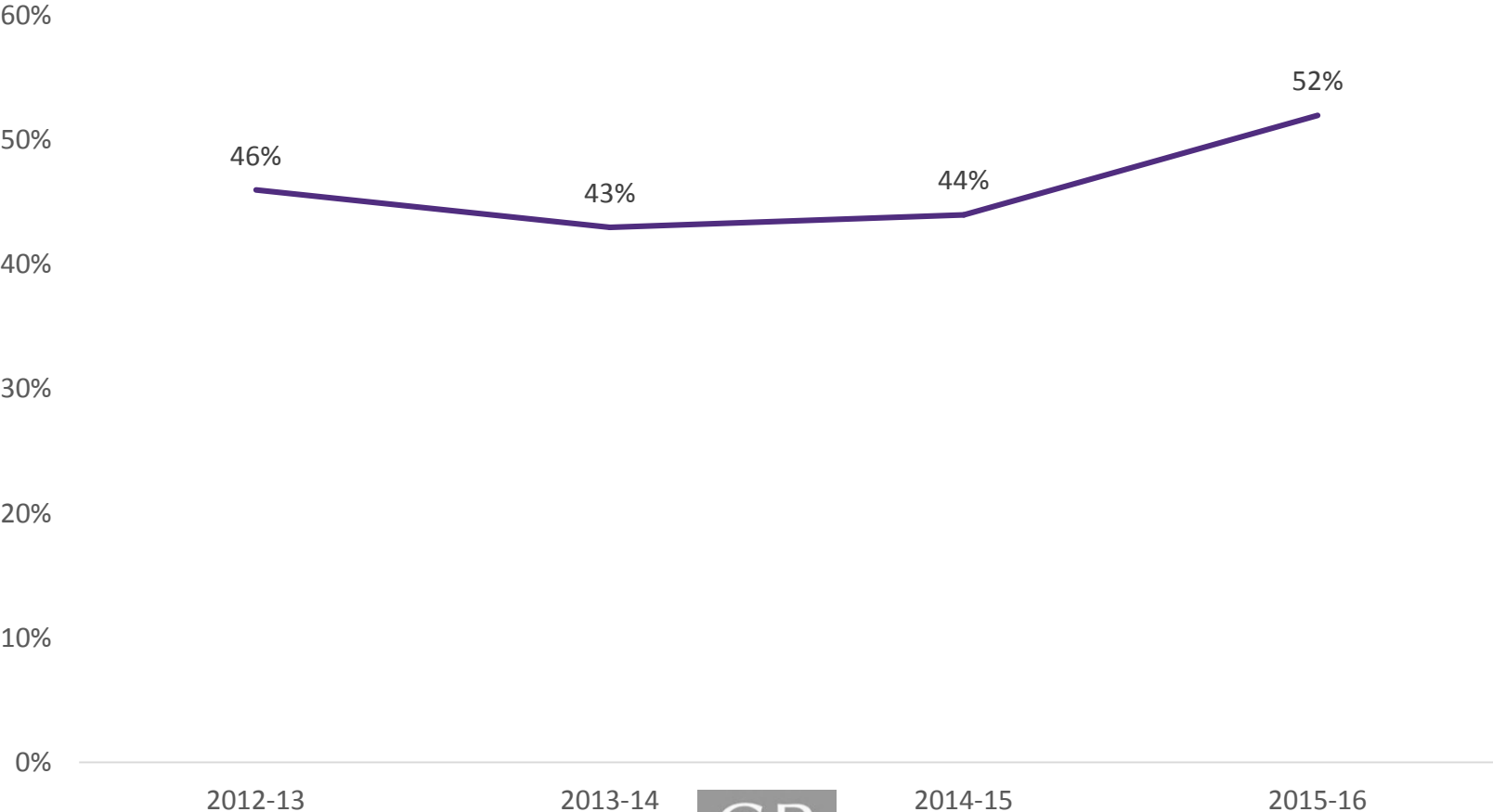
Core Metric: Fall-to-Fall Cohort Retention



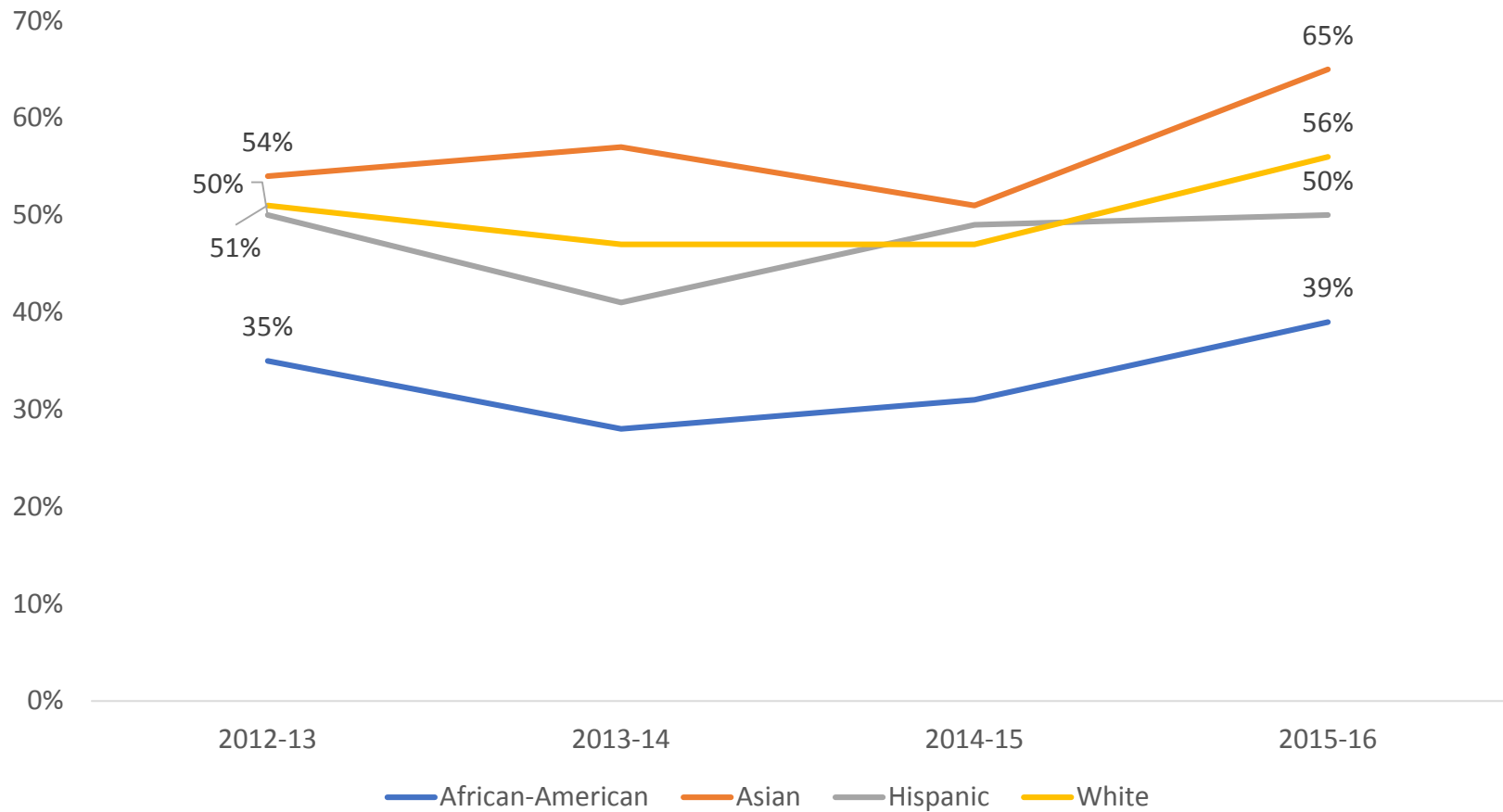
Fall-to-Fall Retention Equity



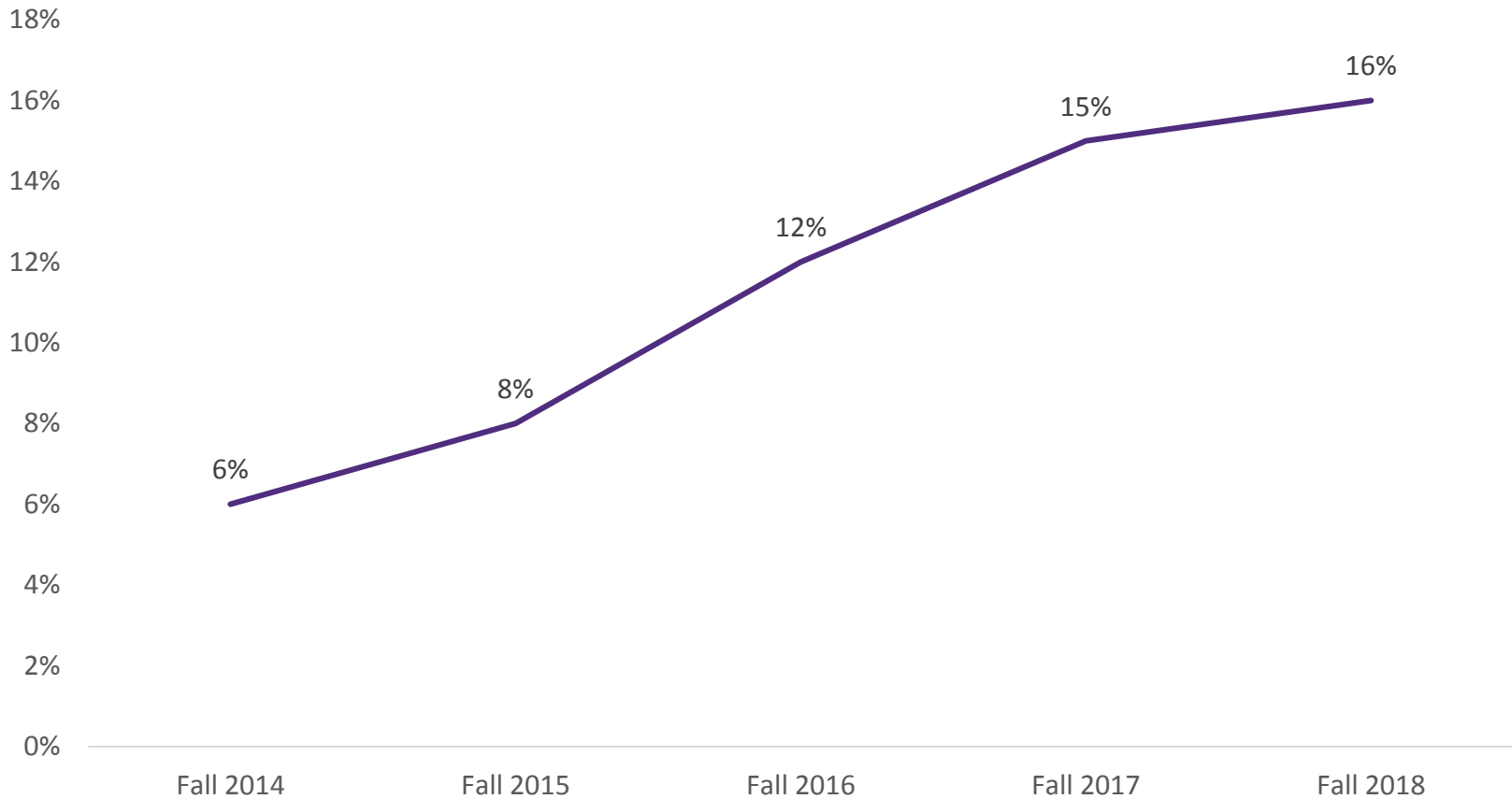
Core Metric: 150% Graduation Rate



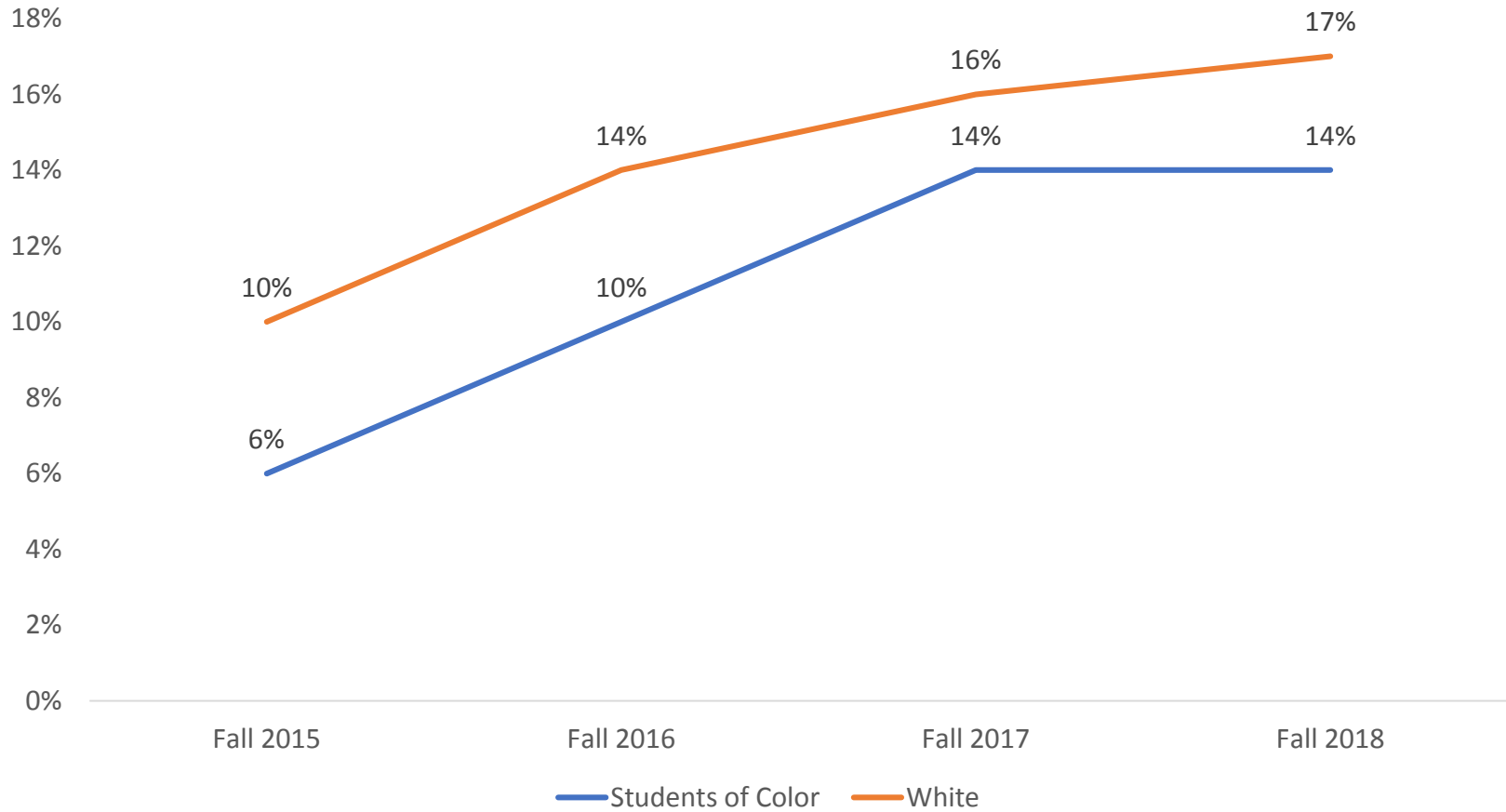
150% Graduation Rate Equity



Core Metric: Students Completing Math and English in their First Year



Math and English in One Year Equity



Tenure Update for Trustees

Overlying Question: If a tenure committee, the VP for Instruction, or the President does not recommend a faculty member for tenure, can the faculty member be released from the probationary appointment (and therefore employment) without the Board of Trustees' involvement?

Sub Questions:

- Does RCW 28B.50.857 prevent the college President from being the one to dismiss a tenure probationer from the tenure process?
- Can the Dean or VP of Instruction dismiss a tenure probationer if they're not satisfied with the employee's performance (outside of the tenure process)? Are there any limitations based on the fact that the person is a tenure probationer?

According to the RCW

- The Board of Trustees is the appointing authority responsible for approving or denying tenure (RCW 28B.50.851(2)).
- A probationary faculty member is hired for a designated period of time. Until tenure is granted, a faculty appointment may be terminated without cause upon expiration of the probationer's terms of employment; (RCW 28B.50.851(4)).
- RCW 28B.50.857 states that "Upon the decision not to renew a probationary faculty appointment, the appointing authority shall notify the probationer of such decision as soon as possible during the regular college year: PROVIDED, That such notice may not be given later than one complete quarter, except summer quarter, before the expiration of the probationary faculty appointment.

CPTC's faculty collective bargaining agreement

- CPTC's faculty bargaining agreement gives the college president the authority to continue or discontinue a faculty member on the probationary track by renewing or non-renewing their employment contract and giving appropriate notice before the start of the third or sixth quarter of probation (excluding summer quarters). (CBA Article 9.7.A.1)
- The CBA also specifies that the final decision to award or deny tenure shall rest with the Board of Trustees. (CBA Article 9.7.A.2)

CPTC Policies

- Policy 1.2 (Board Delegation) delegates to the President authority to carry out the administration and operation of the college. It also specifies that the Board retains the authority to award or deny tenure. <http://www.cptc.edu/policies/board-delegation>
- CPTC policy 1.4 specifies the Board's responsibility to "Review tenure candidates and award tenure to appropriately qualified candidates." <http://www.cptc.edu/policies/board-responsibilities>

Tenure Review Procedures Handbook (Revised 7/2018)

<http://staff.cptc.edu/sites/default/files/Tenure%20Review%20Procedures%20Handbook%20ADA%202018.pdf>

- A role of the tenure committee is to “Make formal recommendation to the President and/or Board of Trustees regarding the probationary faculty member’s suitability for continued employment and tenure (page 3).
- In quarters 2 and 5, the tenure committee prepares a “Summary and Recommendation” to the president providing recommendation regarding whether the probationer should be allowed to continue in the tenure process.



Board of Trustees Regular Meeting
South Hill Campus, Room 119
Study Session Canceled
Wednesday, November 13, 2019

Minutes

Call to Order: Chair Martinez called the Board of Trustees Regular Meeting for Clover Park Technical College (CPTC) to order on November 13, 2019, at 4:00 p.m.

Board of Trustees Present:

Mark Martinez, Chair
Bruce Lachney

Lua Pritchard
Eli Taylor

College President: Dr. Joyce Loveday

Assistant Attorney General (AAG): Justin Kjolseth

Excused Absences: Wayne Withrow, Trustee

Other Attendees:

Larry Clark, VP, Finance & Admin.
Dr. Tawny Dotson, VP, Strategic Devel.
Mabel Edmonds, VP, Instruction
Shareka Fortier, Exec. Dir., EDI
Scott Latiolais, VP, Student Success
Celva Boon, Dir., Stud. Aid & Scholarships
Greg Doyon, AMT Instructor/Admin. School
Lead
Wonda Ernsting, ASG Student
Cal Erwin-Svoboda, Dir., Student Life
Janet Holm, Dir., Development

Pamela Jeter, Dir., IT
Dean Kelly, Dean, Student Success
Claire Korschinowski, Dean
Christian Kroiss, Mgr., Security
Cindy Mowry, Assoc. Dean
Glenevea Paul-Penny, Student Speaker
Micalah Pieper, Dir., Outreach & Entry Svcs.
Jenna Pollock, Assoc. Dean
Cherie Steele, Exec. Asst. to the President
Kirk Walker, Dir., Human Resources

Adoption of the Agenda

MOTION:

Motion to adopt the agenda, as presented, was made by Trustee Lachney and seconded by Trustee Pritchard. Motion was approved unanimously.

Approval of Minutes (Tab 1)

MOTION:

Motion to approve the minutes of the Regular Board meeting of October 9, 2019, as presented, was made by Trustee Taylor and seconded by Trustee Lachney. Motion was approved unanimously.

President's Report

Student Speaker

Glenevea Paul-Penny migrated from Jamaica to Texas and onto Washington State. Ms. Paul-Penny is married with four sons. She has cancer, and after leaving Texas, had many physical and financial challenges. She enrolled at CPTC, received an AAT in Cosmetology, and is now

working on a BAS Degree for Operations Management in Retail Management. The reasons for coming to CPTC are lower costs for a degree, great faculty and staff, and Ms. Paul-Penny wants her sons to see her pushing through in spite of challenges. If CPTC offered a Master's Degree, she would pursue one.

President Loveday said Ms. Paul-Penny recently received the T'wina Nobles Young Professionals scholarship for her accomplishments and her interest in taking an active leadership role in her local community.

EcSA Grant

The Governor awarded the EcSA Grant from federal WIOA funds to support and scale anti-poverty efforts and leverage multiple resources within localized communities. Workforce Central is leading the collaboration with 13 partners in Pierce County. CPTC will receive roughly \$83,000 to strengthen partnerships and focus on outreach – HS 21, open enrollment, and skills training. Over the next 33 months, the partnership is expected to serve 440 participants, with a goal of moving 70% (308) into the 200% Family Poverty Level.

Policy Updates

Policy 1.3, Policy Oversight, was updated by a Board sub-committee with minor word changes, with no changes in substance. It went through the College process – a comment period and an open forum, and is ready for Chair Martinez' signature.

Thun Field Follow Up

Chair Martinez and College administration talked further with Councilmember Morrell, and conversation about managing Thun Field Airport is off the table. Pierce County is interested in Thun Field moving toward sustainability and encouraged CPTC, as the largest flight school utilizing the facilities, to think about adding the servicing/flight of hybrid/electric aircraft to the curriculum and adding hybrid/electric aircraft to the current fleet.

Date for Board of Trustees Retreat

After discussion, it was decided that the Board of Trustees Annual Retreat would be held on Friday, March 13, 2020. Details will follow.

Miscellaneous

Transforming Lives Nominee

Marla McCafferty is a student in the Human Services Program, Chemical Dependency Certificate, and she was chosen as the Trustees' nominee for the Transforming Lives Award. Ms. McCafferty will be recognized at the ACT Transforming Lives Dinner on February 17, and she will also receive a \$500 scholarship from the CPTC Foundation.

Other College Reports or Highlights

ASG Report (Tab 2)

Wonda Ernsting, ASG Chair of Events & Activities Committee, presented the attached report.

FY 2019-20 1st Quarter Budget Report (Tab 3)

Mr. Clark provided the attached budget report.

Student Success Report (Attachment 1)

Mr. Latiolais and Mr. Kelly distributed the attached documents on Retention Efforts. Discussion and questions followed. The Student Success Division has given quite a few presentations recently on CPTC's new entry process, which has improved retention rates. Trustees are pleased with the process, results, and how the data is being used to make College decisions. In future reports, Trustees would like to see:

- How the retention rates correlate to enrollment (the percentage of enrollment).
- Completion rates have increased two percent due to auto-awarding of certificates and degrees that students did not apply for. Can this rate be sustained or will it plateau?
- Demographics on students who are not making it through College Success. Would like to see that information in the completion data.
- Ancillary BAS conversion rate – credentials or going on to another degree?

Chair's Report

Chair Martinez attended the ACT Legislative Action Committee. Highlights:

- How to talk to legislators and advocating for the system.
- Partner more with the college presidents, have a more collaborative nature, and take students when talking with legislators, if possible.
- It's about building relationships.
- The Senate has not confirmed 60% of sitting trustees.

The SBCTC ACT Winter Conference focused on the tenure process. Chair Martinez thanked the administration and faculty for doing this process well at CPTC.

Chair Martinez also attended the national Association of Community College Trustees (ACCT) Leadership Congress in October. He gave a presentation, with four colleagues from organized labor, about partnering with organized labor. Other topics included Equity, Diversity, and Inclusion and food security for students.

Board Reports and/or Remarks

No Board reports or remarks.

Public Comments

No public comments.

New Business

Adoption of the 2020 Board of Trustees Meeting Schedule (Tab 4)

MOTION:

Motion to adopt the 2020 Board of Trustees Meeting Schedule, with the addition of the Board of Trustees Annual Retreat scheduled on March 13, 2020, was made by Trustee Taylor and seconded by Trustee Lachney. Motion was approved unanimously.

Correcting a Previously Adopted Motion

MOTION:

Motion to amend something previously adopted at the June 12, 2019, Board of Trustees Meeting. It read:

“Motion to approve and grant implementation of the ~~Ability to Benefit~~ Waiver as allowed by the state of Washington under Statute RCW 28B.15.012 and 28B.15.013, was made by Trustee Lachney and seconded by Trustee Martinez. Motion was approved unanimously.

The correct verbiage is:

Motion to approve and grant implementation of the Financial Need Waiver as allowed by the state of Washington under Statute RCW 28B.15.012 and 28B.15.013, was made by Trustee Lachney and seconded by Trustee Martinez. Motion was approved unanimously.”

Motion was made by Trustee Lachney and seconded by Trustee Pritchard. Motion was approved unanimously.

Executive Session

Executive Session

At 5:25 p.m., Chair Martinez stated that, in accordance with RCW 42.30.110, the Board would recess to go into Executive Session for approximately 15 minutes for the purpose of reviewing the performance of a public employee.

Chair Martinez reconvened the Regular Meeting at 5:42 p.m. and asked if there were any action items as a result of Executive Session. There were none.

Next Meeting

December 11, 2019, at the Lakewood campus.

Adjournment

Chair Martinez adjourned the Regular Meeting at 5:42 p.m.

Dr. Joyce Loveday
President
College District Twenty-Nine

Mark Martinez
Chair, Board of Trustees
College District Twenty-Nine



Office of the Washington State Auditor

Pat McCarthy

Entrance Conference: Clover Park Technical College

November 26, 2019

The Office of the Washington State Auditor's vision is increased trust in government. Our mission is to provide citizens with independent and transparent examinations of how state and local governments use public funds, and develop strategies that make government more efficient and effective.

The purpose of this meeting is to share our planned audit scope so that we are focused on the areas of highest risk. We value and appreciate your input.

Audit Scope

Based on our planning, we will perform the following audits:

Financial statement audit for July 1, 2017 through June 30, 2018.

Financial statement audit for July 1, 2018 through June 30, 2019. *Audit estimated to begin February/March of 2020.*

We will provide an opinion on whether your financial statements are presented fairly, in all material respects, in accordance with the applicable reporting framework. The audit does not attempt to confirm the accuracy of every amount, but does search for errors large enough to affect the conclusions and decisions of a financial statement user.

Engagement Letter

We have provided an engagement letter that confirms both management and auditor responsibilities, and other engagement terms and limitations. Additionally the letter identifies the cost of the audit, estimated timeline for completion and expected communications.

Work of Other Auditors

A financial statement audit of the Clover Park Technical College Foundation was performed by The Doty Group, P.S. In accordance with professional standards, we considered the audit report and audit work performed by the other auditors in the planning of our audit. This includes communicating with the other auditors, evaluating the quality and results of the other auditor's work, and identifying areas that could affect our audit, including those in which we could leverage the work already performed.

Levels of Reporting

Findings

Findings formally address issues in an audit report. Findings report significant deficiencies and material weaknesses in internal controls; misappropriation; and material abuse or non-compliance with laws, regulations or policies. You will be given the opportunity to respond to a finding and this response will be published in the audit report.

Management Letters

Management letters communicate control deficiencies, non-compliance or abuse that are less significant than a finding, but still important enough to be formally communicated to the governing body. Management letters are referenced, but not included, in the audit report.

Exit Items

Exit items address control deficiencies or non-compliance with laws or regulations that have an insignificant effect on the audit objectives. These issues are informally communicated to management.

Important Information

Confidential Information

Our Office is committed to protecting your confidential or sensitive information. Please notify us when you give us any documents, records, files, or data containing information that is covered by confidentiality or privacy laws.

Audit Costs

The cost of the audits are estimated to be approximately \$38,500 for FY18 and \$38,500 for FY19, plus travel expenses.

Expected Communications

During the course of the audit, we will communicate with Larry Clark, Vice President for Finance and Administration, on the audit status, any significant changes in our planned audit scope or schedule and preliminary results or recommendations as they are developed.

Please let us know if, during the audit, any events or concerns come to your attention of which we should be aware. We will expect Mr. Clark to keep us informed of any such matters.

Audit Dispute Process

Please contact the Audit Manager or Assistant Director to discuss any unresolved disagreements or concerns you have during the performance of our audit. At the conclusion of the audit, we will summarize the results at the exit conference. We will also discuss any significant difficulties or disagreements encountered during the audit and their resolution.

Loss Reporting

State agencies and local governments are required to immediately notify our Office in the event of a known or suspected loss of public resources or other illegal activity. These notifications can be made on our website at www.sao.wa.gov/report-a-concern/how-to-report-a-concern/fraud-program/.

Peer Reviews of the Washington State Auditor's Office

To ensure that our audits satisfy *Government Auditing Standards*, our Office receives external peer reviews every three years by the National State Auditors Association (NSAA). The most recent peer review results are available online at www.sao.wa.gov/about-sao/who-audits-the-auditor/. Our Office received a “pass” rating, which is the highest level of assurance that an external review team can give on a system of audit quality control.

Working Together to Improve Government

Audit Survey

When your report is released, you will receive an audit survey from us. We value your opinions on our audit services and hope you provide us feedback.

Audit Team Qualifications

Sadie Armijo, CFE, Director of State Audit – Sadie has been with the Washington State Auditor’s Office since 1998. She oversees most of the state audits our Office performs. Teams under her direction include the Financial Audit team, which conducts accountability audits, as well as the annual audit of the State of Washington Comprehensive Annual Financial Report and other financial statement audits. The Single Audit team performs accountability audits and the State of Washington Single Audit, which examines state agencies’ compliance with federal grant requirements. The third team Sadie leads is the Whistleblower team, which investigates assertions of improper governmental actions at state agencies. She previously was an Assistant Director of Local Audit for five years. Phone (360) 902-0362 or Sadie.Armijo@sao.wa.gov

Troy Niemeyer, Assistant Director of State Audit – Troy has been with the Washington State Auditor’s Office since 2006. As Assistant Director he assists with the statewide oversight and management of most audits of state government, including fraud and whistleblower investigations. He previously managed two local audit teams, along with the Whistleblower Program, and the Statewide Technology Audit Team (STAT). Troy is a member of the Institute of Internal Auditors and the e-Government committee for the National State Auditors Association. Phone: (360) 725-5363 Ext. 106 or Troy.Niemeyer@sao.wa.gov

Scott Bills, Audit Manager – Scott has been with the Washington State Auditor’s Office since 2005. Scott has over nine years of experience on local government audits, and during this time, he served as the Bid Law Specialist. Scott has led the State’s Comprehensive Annual Financial Report audit as well as other financial and accountability audits of state agencies and Higher Education Institutions. Phone: (360) 725-5381 or Scott.Bills@sao.wa.gov

Conor Clingman, Assistant Audit Manager – Conor has been with the State Auditor’s Office since 2012. Conor has conducted and supervised a wide array of audits including accountability, financial, and single audits, as well as attestation engagements at numerous entities such as counties, cities and towns, school districts, state agencies, and colleges. Phone: (360) 725-5408 or Conor.Clingman@sao.wa.gov

Carol Gross, MBA, Audit Lead– Carol is currently an Assistant State Auditor on Team Financial Audit. Prior to coming to SAO, Carol received her Bachelor of Arts with a major in Music from the University of British Columbia in 2005. Carol received her Master’s Degree in Business Administration, which includes coursework in Accounting, Finance, and Leadership, from Saint Martin’s University in 2018. Carol has been with the Washington State Auditor’s Office since May of 2017. Phone: (360) 725-5561 or Carol.Gross@sao.wa.gov



Associated Student Government – January 2020

Highlights

The Associated Student Government (ASG) closed out 2019 with a series of signature events: thanksgiving basket distribution, paint & sip, zoo lights, a blood drive, and a seasonal Winter Wonderfeast celebration for student employees. The featured de-stress event was 10-minute massages. The winter quarter Week of Welcome was January 2-3 on the Lakewood & South Hill campuses. If you'd like to be involved with this quarterly initiative, email involvement@cptc.edu.

Increasing Student Advocacy

Students will participate in the Community & Technical College (CTC) Advocacy Day on Thursday, January 23. On this day, CPTC students will be meeting with legislators and attending committee meetings relevant to their legislative priorities and the Washington State Community and Technical College Student Association. Currently, student leaders are actively securing appointments with representatives from Districts 25, 28, and 29.

Student leaders and staff attended TEDxSeattle in November. The theme of the event was "Shift." Attendees heard 13 speakers who presented talks from the field of medical research, art, technology, and encompassing multiple aspects of change from the power of a subtle shift in attitude to major change in ecosystems. Students who attended will be able to apply learning directly to their role as a leader on campus.

Partnership Highlights

The ASG partnered with Julie Lancour, Faculty Counselor for the School of Nursing, to host two career preparation workshops in winter quarter, and she will conduct four additional workshops in winter quarter. This is part of a new series of programming that the department is initiating to support student success.

102 Thanksgiving baskets were prepared for students. Thanks to the volunteers, faculty, and staff who donated items and/or helped promote this program. Feedback from participants has been positive.

Shared Governance

Student Government has met monthly since the start of fall quarter. The following clubs have been re-sanctioned: dental assistants, nursing, linux, design & engineering, OOPS, MEC, defiance and aviation. During winter quarter, Student Council meetings will be held at 3 p.m. on January 13 & 27, February 10 & 24, and March 9 in Building 23, Room 118.

The 2020-21 Services & Activities budget process has begun! Last year students allocated \$850,703 to 30+ organizations and initiatives. The deadline to submit a budget packet is February 7. It is anticipated that the proposed budget will be presented to the Board of Trustees for adoption in June. Want more info? Please visit www.cptc.edu/budgetcommittee.

By The Numbers

110	Tickets to ZOOLIGHTS distributed in December
337	Check-ins at the Fitness Center
159	Students attended New Student Orientation
2,289	PB&Js distributed September - December

Upcoming Events

Résumé (Jan. 22) and LinkedIn (Jan. 15) Workshops
Check cptc.presence.io for date/time details

DIY Snow Globes (Jan. 16) & Valentines (Feb. 13)
Check cptc.presence.io for date/time details

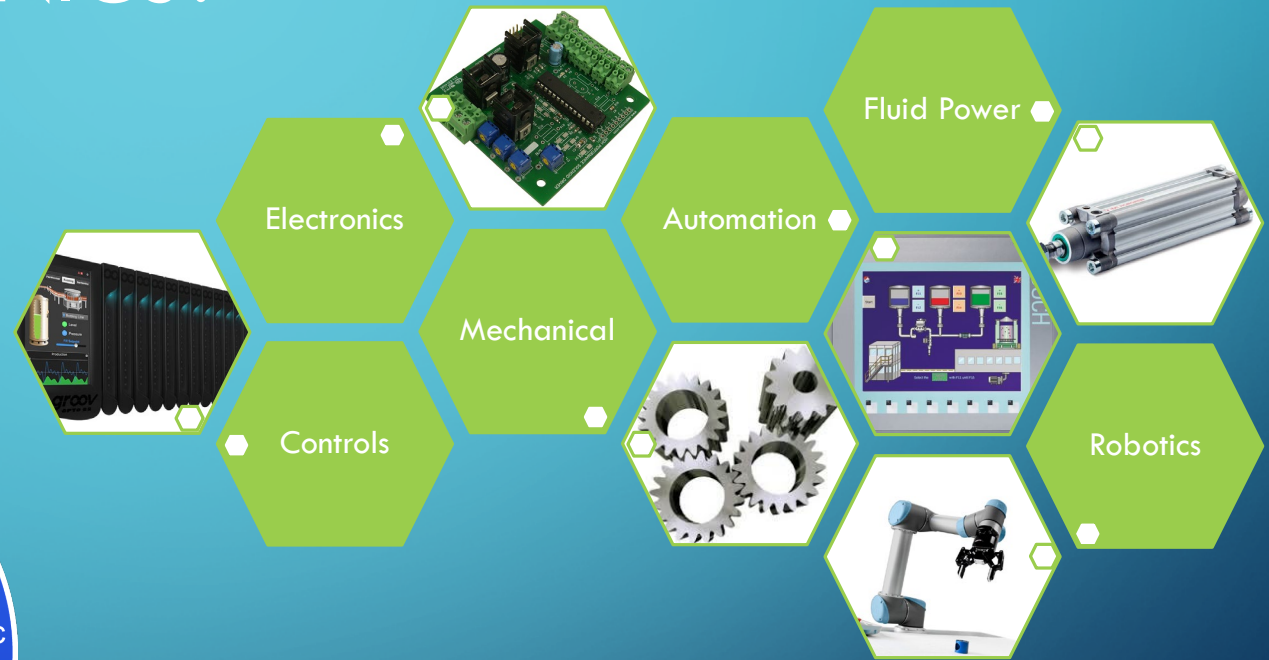
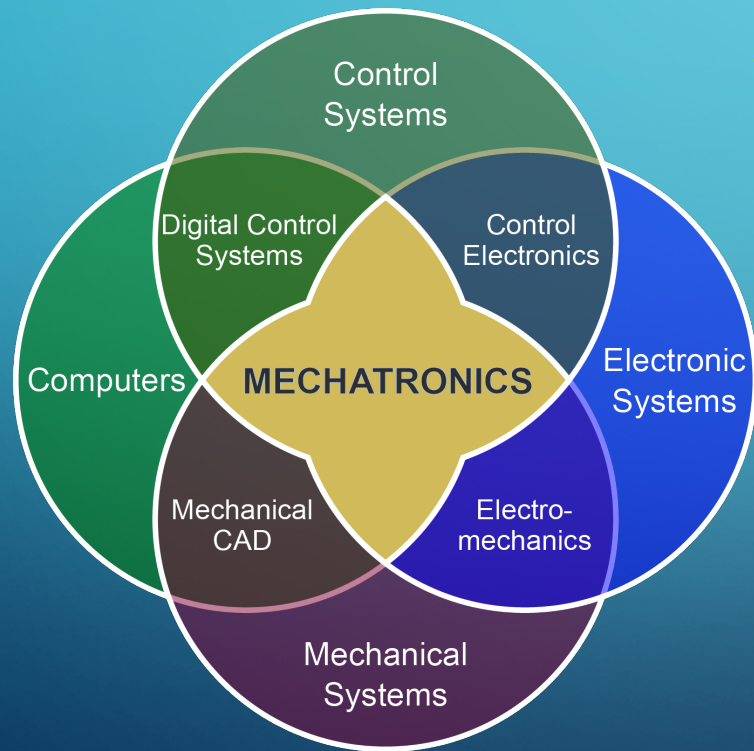
Planetarium Adventure | January 25, 4:30 p.m.
Science Dome - Pierce College Ft. Steilacoom

Winterfest | February 11, 11 a.m.-1 p.m.
McGavick Conference Center, 11 a.m.-1 p.m.

MECHATRONICS BAS AT CPTC

OVERVIEW 12/2019

WHAT IS MECHATRONICS?



WHY MECHATRONICS?

- As automated systems become more and more complex they become dependent on the interplay between the component disciplines.
- The understanding of computerized controls is dependent on understanding component characteristics of each element in the system, whether that be fluid power, mechanical power, or electrical power.



WHY A BAS IN MECHATRONICS?

- Began with demand from students
- Survey conducted of student interest
- Industry survey also displayed high demand

14. Clover Park is exploring the creation of a BAS in Mechatronics Engineering Technology and Automation. This Degree would take 6 quarters (1.5 years) to complete after completion of a mechatronics AAS-T degree. Given the subjects below, how would you describe your interest in continuing into this Bachelor's degree program?

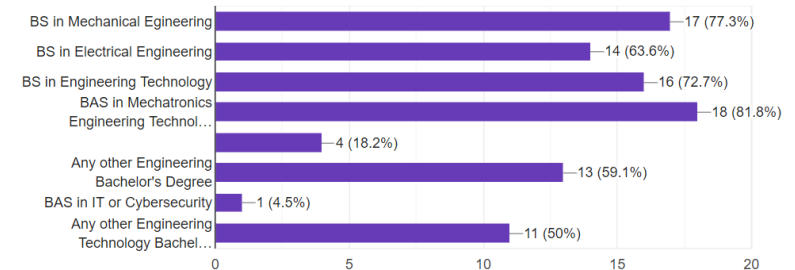
[More Details](#)

● I would definitely take it	18
● I would probably take it	14
● I might take it	10
● I don't think I'll take it	5



What type of bachelor's degree would your company accept for mechatronics related positions? (check all that apply)

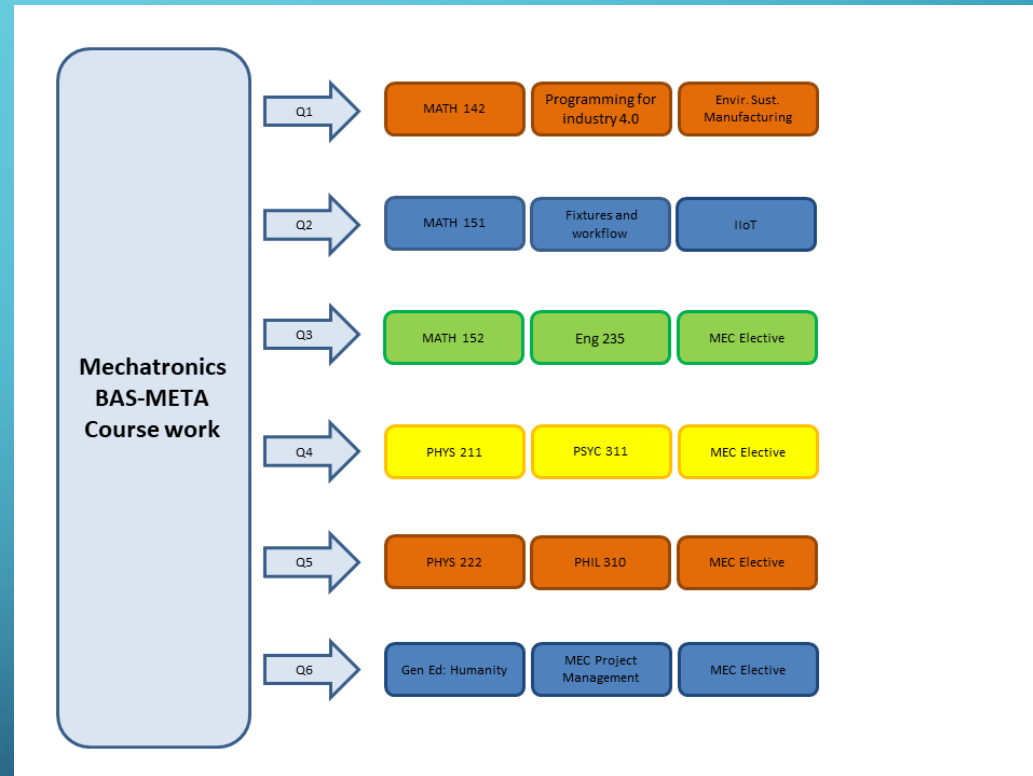
22 responses



STRUCTURE OF DEGREE

The BAS in Mechatronics Engineering Technology and Automation (BAS-META) will contain:

- 4 core classes in Mechatronics
- 4 elective classes in Mecharonics (8 to choose from so far)
- 45 credits in general education
- A capstone class focused on project management of a mechatronics implementation



CAREERS THE BAS-META WILL PREPARE YOU FOR

- Application Engineer/Technician
- Systems Engineer/Technician
- Manufacturing Engineer/Technician
- Production Engineer/Technician
- Automation Engineer/Technician
- Control Systems Engineer/Technician
- Development Engineer/Technician
- Mechatronics Engineer/Technician
- Prototyping Engineer/Technician
- Hardware Development Engineer/Technician
- Quality Engineer/Technician
- Reliability Engineer/Technician

WHERE WE ARE IN THE PROCESS

- Statement of need submitted to SBCTC and approved
- Program evaluated by three external experts
- Program proposal submitted

THE NEXT STEPS

- Program proposal presentation for SBCTC
- Submit course outlines and scope and sequence to curriculum committee
- Substantive change with NWCCU
- Develop course materials over Summer 2020
- Begin offering classes Fall 2020

The background is a solid teal color with a subtle gradient. In the four corners, there are decorative white line-art patterns resembling circuit traces or neural network connections. These patterns consist of straight lines of varying lengths and thicknesses, some ending in small circles, creating a technical or digital aesthetic.

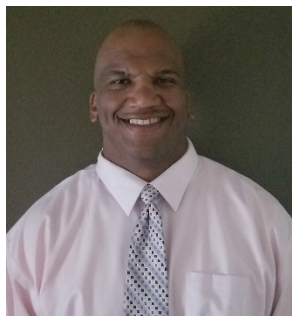
THANK YOU

- Questions?



Dion Alexander

Mathematics Faculty



I think of myself as a thoughtful, visionary leader who works collaboratively with faculty, staff, students, and the community to fulfill the mission of the college. It is my personal belief that each student who comes to Clover Park Technical College places their noble trust in us to help them reach their educational and life goals.

Growing up I always knew I wanted to be in the position to serve and help others in some capacity. Unbeknownst to me at that time was the passion growing inside of me that later revealed itself as an educator. To me, teaching is rewarding, teaching is exciting, teaching is motivating, and teaching is challenging. Teaching has plenty of its ups and downs, but teaching is important because very few people in this world have the ability and opportunity to inspire and build up a person like a teacher who cares about and believes in their students.

I believe that all students can learn and that all students are willing to learn. As educators, we must find ways to pull out students' strengths and use multiple delivery styles to build upon them.

My philosophy around education is that it takes both head and heart to achieve great goals. I am passionate about Clover Park Technical College's entrenched effort of being an equity generating institution and strives to lead with respectful, inclusive beliefs and practices.

As a Clover Technical College alum, I share a passion for community college education and the belief that education should be accessible, equitable, and affordable for all. As a student, I worked as a peer tutor while completing an AAT degree in Human Services. I later became an adjunct faculty member in the Math Department teaching various levels of math. Transitioning from student to faculty and identifying as a person of color present me with a different set of lenses. Those lenses enable me to see the gaps and barriers that students in similar circumstances as me face and need to overcome. This prompted me to begin the Ethnic Student Engagement Committee to serve such students. As one of the founding members, our goal is to provide access, eliminate barriers, and improve completion rates.

For the past five years, I have aided students at CPTC as a Math instructor and tutor. In this role, my "student-first" perspective has given me a holistic, strategic, and overarching view of the academic needs of students and how those needs can be successfully obtained.

I make learning mathematics fun by using several manipulatives, hands-on activities, various forms of technology, and social media. By incorporating class discussions, open-ended questions, and cooperative learning in lecture-based classes, I can facilitate a highly interactive and inquisitive class atmosphere.

I have a Bachelor's Degree in Liberal Arts with an Emphasis in Mathematics from The Evergreen State College and a Master of Arts Mathematics Education from Western Governors University.



Thomas Chesnes

Fundamental Skills in Manufacturing Engineering (FSME) Faculty

With two decades of engineering and fabrication experience, Thomas Chesnes brings an extensive set of hands-on skills and theoretical knowledge to the podium. As a military service member, Thomas acquired a wealth of construction, mechanical, and engineering skills, as well as leadership experience and conflict resolution techniques. Alongside years of training in construction, masonry, and welding, Thomas gained expertise in blueprint reading, hydraulic and pneumatic systems, and gearing. As a veteran educator of eight years, Thomas brings a passion for mentorship and a combination of erudite discussion and manual training to enrich students' classroom experience.

Thomas first attended Norwich University for Chemical Engineering, acquiring a deep understanding of inorganic chemistry and metallurgy. Thomas then joined the U.S. Air Force and during his 16-year career discovered an aptitude for mechanical skills that rapidly expanded to include welding, locksmithing, and metal fabrication, propelling him to the rank of Technical Sergeant well ahead of the average. As an NCO, Thomas spent four years teaching welding to a diverse group of young service members representing Army, Navy, and Air Force at the Naval Construction Battalion Center (NCBC) in Gulfport, Mississippi. Later, Thomas ran the Materiel Maintenance shop at Holloman Air Force Base in New Mexico, overseeing the care and drop-shipment of more than \$2 billion in government resources.

Throughout his career, Thomas has focused on the pursuit of knowledge, completing additional degrees in Construction Technology, Military Science, Instruction, and finally, Accounting while serving his country with distinction. Shortly after leaving the military, Thomas once again returned to school – this time tackling a Master's program in Curriculum Design and Instruction at Western Governors' University. He is scheduled to graduate in December 2019.

Thomas applied for the Instructor of Fundamental Skills of Manufacturing and Engineering (FSME) position at the urging of his wife, Jennifer, an alumna of the Computer Programming and Web Development program. She recalled the fondness for mentorship and joy in teaching Thomas displayed at NCBC in Gulfport and encouraged him to return to his "calling".

In his tenure as Instructor of FSME, Thomas has successfully rewritten the core curriculum, implementing a wide array of updates that advance students' knowledge beyond the initial scope of one hundred-level classes and provides additional value in the form of industry recognized certifications in safety, life-saving techniques, and soldering. Thomas has brought increased benefits to other programs at CPTC through cross-program collaboration and skills training such as providing Sustainable Construction students with OSHA¹ certifications while his students are trained in forklift operation. Presently, Thomas is expanding Fundamental Skills of Manufacturing and Engineering into a gateway course using the Guided Pathways model to provide hands-on skills and extensive theoretical knowledge for three programs simultaneously.

¹ Occupational Safety and Health Administration



Julie Lancour

Faculty Counselor

Born and raised in the Upper Peninsula of Michigan, I was the first in my family to attend and graduate from a university. I studied at my local two-year, Bay de Noc Community College, before transferring to Michigan State University. At MSU I pursued a degree in English and participated in a study abroad program in London during my junior year.

After graduating, and a brief exploration into culinary school, I began what became a career working with young people and students in a variety of education settings. First, I worked with at-risk youth in Las Vegas, NV. This work involved developing and implementing socio-emotional and educational counseling and evaluating outcomes. Working with young people in both residential and emergency shelter settings developed my skills in working with underrepresented and marginalized youth and ignited my career in education.

Next, I transitioned into the K-12 system as a Career Specialist at Sumner High School in Sumner, WA. Here I continued to work with adolescents and develop career exploration curriculum. One outcome that stands out from my tenure there and is still a part of the work students engage in, is the Individualized Planning Sessions that each sophomore leads and presents information to their parent/guardian and a school staff member about what they would like to do after graduation and how they will accomplish these goals. Much of my work at Sumner High School involved the local community and technical colleges through Tech Prep and Running Start, and these connections led to my entry into higher education.

My next step was at Pierce College Ft. Steilacoom in the role as Running Start Advisor and Coordinator. I managed the outreach, billing, and articulation agreements with more than 30 high schools for both the Puyallup and Ft. Steilacoom campuses and individually advised students at Ft. Steilacoom. I initiated mandatory orientation for both students and parents, transitioned our billing process from paper-based to fully electronic, implemented a book loan program to serve students eligible for free/reduced lunch, served on the state-wide Running Start board, and increased enrollment from 625 to 880 students.

Mirroring my transition from community college to university student, my next professional step took me from Pierce College to the University of Washington, Seattle. The Robinson Center for Young Scholars was my home for eight years and allowed me the chance to work with adolescents (ages 13-17) with the academic and intellectual acumen to begin university early.

The Center had not had its own academic counselor before, and I was brought on to create and implement an academic/socio-emotional counseling program designed to meet the needs of these young scholars. With immense support from my students and collaboration with faculty from around campus, the Robinson Center Academic/Counseling Model was launched, assessed, and improved during my time there. This model is still in place and has been cited by other early entry programs around the country. In addition, I created a crisis intervention plan for the center, served on the admissions team for multiple programs, taught a two-credit research seminar for seven quarters, and was a member of the record-setting baking crew of 2008, when we made 17 homemade pies on Pi day.

From the Robinson Center I moved to Undergraduate Academic Affairs (UAA) advising and led the pre-health advising team. Serving 500+ UW students and alumni each year with exploration of, preparation for, and application to professional health programs; our two-person team found innovative ways to bring quality academic and career services to many future physicians, nurses, dentists, pharmacists, medical technicians, and physician assistants. I also carried an advising load of first- and second-year students and assisted them with exploring majors and career pathways during their first two years at UW.

One significant accomplishment of my time with UAA Advising was the opportunity to re-imagine and design registration at orientation for our first-year students. With incoming classes of 6500+ students, I worked with colleagues and faculty to ensure that all new students were given a chance to meet in a small group with their assigned academic adviser as they register for first quarter classes. These students also had larger group meetings with the academic faculty in the areas they were interested in exploring. While this proved to be a large ask of advisers and faculty, it greatly improved the student experience (based on evaluations) and gave students a chance to work with advisers in groups of 10-20 rather than 350 in the old model. This new model is still in place and is improving each year.

When working with students, my advising practice includes asking students to evaluate their goals and plans and to make changes if they find they are not feeling intellectually challenged nor learning new things. Advice I found myself in need of taking last year. After almost 13 years of commuting to Seattle from Tacoma, I decided it was time to pursue my goal of working within my home community and to challenge myself in new learning environments. At first, I took a short-term position with Oasis Youth Center. As a non-profit, LGBTQ drop-in center serving Tacoma and Pierce County youth, Oasis was an organization that I had volunteered with for three years and took on a training coordinator role to assist them through some transitions. When that work concluded, I began searching for a position in higher education that would support my goals of working with underserved students and challenge my skills as an educator. I found that fit in the newly created role of Faculty Counselor – Career Services here at CPTC.



Everick Lander

Automotive Faculty

My name is Everick Lander, and I am currently the newest addition to Clover Park Technical College as an Automotive Instructor. I have been in the automotive industry for almost 30 years.

I graduated from Timberline High School in Lacey, Washington, as well as the Automotive Technician Program at Clover Park Technical College in 1993.

After graduation I went on to work at AAMCO Transmissions, Thurston County Transmission, Lloyd's Automotive, and Titus Will Chevrolet. At all the places I worked my main focus was as a transmission builder.

I found an interest in cars in high school, which is why I decided to go to Clover Park. I found working on transmissions challenging and rewarding once I was able to fix them and get them working again. I, myself, have had a few older cars that I have enjoyed working on and restoring, my favorite being my 1968 Javelin.

I am excited to be teaching students about all the "ins and outs" of a transmission. I hope to get them as excited as I was learning about cars. With my almost 30 years of daily hands-on experience, I hope to be able to show them things that I have learned with presentations and hands-on experience in the lab so they are not just reading and learning from a textbook. I find that hands-on and them actually seeing what we are talking about really helps.

In my spare time when I am not at work, I also enjoy working on cars as a hobby, spending time with my friends and family.



Joseph Ortiz

Computer Programming Faculty

EDUCATIONAL AND WORK BACKGROUND

I graduated from Curtis Senior High School in 2006. I started doing temporary work in warehouses in my senior year and after high school. I started at Tacoma Community College part-time and went into Accounting. After discovering I had no real interest in Accounting, I moved into the Business Program and again, had no real interest or excitement. A couple years after high school I ended up attending Clover Park Technical College (CPTC) and joined the Automotive Program.

I could not see a long-term career for me in that field and decided to drop from the program and took a job at a vehicle crash testing facility. An accident at work left me with two broken legs, a broken arm, and a lot of time to contemplate my future. Computers had always been an interest of mine, so I signed up for the Computer Information Technology (CIT) program at CPTC. CIT has since evolved into the Computer Programming program in which I currently teach. After graduating in 2011, I took a job in the IT Department at Clover Park. I had been the lead programmer on the TLR (Time and Leave Reporting) project as a student and the IT Department had a need for a programmer to implement custom solutions. I ended up working full-time in IT on various projects.

I was asked to substitute for an instructor in the CIT program near the end of summer 2012. That instructor ended up not returning and I finished out the quarter. I was asked to substitute again full-time during fall 2012 for the entire quarter until a replacement instructor could be found. After speaking with my supervisor in IT, I made the switch to teaching full-time. The college was happy with the work I was doing and, more importantly, the students were happy with the instruction they were receiving and the classroom environment. I ended up being an adjunct faculty ever since.

While teaching full-time I studied for, and received, a Bachelor's of IT degree with an emphasis in Software Development from Western Governors University (WGU).

PROGRAM DEVELOPMENT

After graduating from the program and working on real world projects I observed a large gap between what was being taught in the CIT program and what students should have been taught to prepare them as much as possible for the industry. From 2012–2016 the program underwent a huge transformation. We removed classes that did not have enough relevance to the industry, took out redundant courses that did not add enough value, streamlined courses to focus on the important learning objectives, and narrowed the focus to producing the best software developers possible in an Associate's degree program. My goal is to improve the program every single quarter and mold students into the best software developers that a two-year program can possibly produce.

Workforce preparation is a great motivator for me. I teach students how to be productive and use the same tools, platforms, and technologies that software developers currently use in the industry. I spend much of my personal time keeping up with technology and learning because I enjoy it and I want to ensure that my program stays relevant and up-to-date as possible now and in the future.

I can confidently say we have the strongest two-year program in the entire state of Washington. Our students compete with graduates from four-year schools including the University of Washington, Bellevue College, Western State University, and more.

WHY AM I ON TENURE-TRACK?

Our program has healthy enrollment and retention is increasing. That, coupled with the new faculty agreement, made our program one of the earlier picks to fund and fill a tenure-track position. On this teaching journey I discovered how much I enjoy sharing my knowledge with students and watching them evolve throughout our program and become successful in the industry. I get a lot of pride and enjoyment when my students graduate and begin their lives after CPTC. My favorite moments are when students overcome difficult problems and can start seeing all their hard work paying off. The next part of my journey at CPTC is going through the tenure-track process and becoming a better instructor.

I realize that the tenure-track process is critical for the college and helps ensure a quality faculty. During my next three years I hope to enhance my instructional skills to improve things I'm doing correctly, fix things that could be better, learn from the more experienced faculty on the tenure committee, and gain as much knowledge and wisdom as I can during this process and beyond. While I am an instructor, I want to be the best that I can be and help my students become the best they can be as well.

WHY CLOVER PARK?

Many people ask me why I continue to teach at Clover Park when my students go into the workforce and make more money than I do, or why I don't teach at a more prestigious college. My reason for attending CPTC as a student? It was close to my house. Technical college has a negative connotation in high school and with certain groups of people. Many believe a university is the best option for a solid education. I want to change their minds. Clover Park really is something special. Our technical college is unique – giving students hands-on and practical education to prepare them for the real world.

Students should not be spending a fortune on their education and be burdened with student debt for years. Employers that hire our students are happy with their quality and look for more of our graduates in the future. I want more people to see that technical college is a great path forward and they can get a quality and affordable education here at Clover Park. One of the greatest strengths of CPTC is how much the faculty care and I'm proud to continue to be a part of that faculty.



Karlee Sorensen

Esthetic Sciences Faculty

Karlee grew up in Las Vegas, Nevada. School was always a struggle for her because her family had to move so frequently that she never attended the same school more than one consecutive year. She is the third of five children to a single mother. Financial duty superseded education so college was simply not an option in her youth.

At 23 years old, Karlee moved to Washington State with zero job opportunities in hope for a better life than what Las Vegas could offer. After countless interviews with disappointing outcomes, she accepted a job for \$8.00 an hour with a two-hour commute. It was the only job she could find but she knew that if she worked hard, she could prove herself and increase her wages. After one year to the day, she requested a pay raise and was denied. She knew right then that she had to make a drastic change and education was at the top of her list.

Karlee chose to enroll at Clover Park Technical College in the Esthetic Sciences program on a Pell Grant. She had always been a person who was into working on cars, hiking, and fishing so pampering and makeup application was completely out of her wheelhouse but she took her education seriously. She received a perfect attendance certificate, top retail sales certificate, and made the Deans' List for the duration of the six-month program. She realized that the Esthetic Sciences program would forever impact her life in a positive way.

Once licensed, she quickly found her first esthetics job at Brassfields Salon and Spa where she remained for over half of her esthetic career. After a few years, she desired to undertake a new challenge so she once again sought out Clover Park Technical College in order to obtain her instructing certification. Teaching was always a part of her passion, even as a child; dressing up in her mother's work clothes and forcing her siblings to pretend to be her students while she passed out assignments and tests was a way of life in her childhood.

Within the first month of obtaining her instructors' license, she was frequently substituting for the Esthetics Department. She was eventually offered a full-time position as a basic instructor for the evening class for one month; then quickly moved to the downtown satellite location in Tacoma for six months. She was transferred back to the main campus to the Medical Esthetics portion of the program for an additional six months prior to being released due to budget cuts.

Seeking more inspiration, Karlee expanded her clientele to Northwest Skin Center under Dr. Youl Choi as an independent consultant, advancing her education and treatment options as a laser technician. She joined the Northwest Esthetician's Guild and began efforts toward

recognition of the Master Esthetic Licensure and approved state curriculum. She knew in her heart that she would one day return to Clover Park Technical College even if it meant plenty of effort on her part to do so. After seven years of countless phone calls, emails, and personal declarations lobbying in person to the state legislature, the bill for Master Esthetic Licensure was finally passed and Karlee was present on the day that Governor Jay Inslee signed the bill into law. Her picture with Governor Inslee at the time of signing, along with the Guild members and her current students, is currently posted outside CPTC's Esthetics Clinic. She knew it was only a matter of time before the opportunity at Clover Park Technical College would once again present itself.

Karlee used her free time to partner with community sources using her esthetics platform. She has and continues to volunteer for Carol Milgard, The Boys and Girls Club of Tacoma and Lakewood, and the "Look Good Feel Better" campaign for The American Cancer Society. Karlee encourages and enables students to engage in community events within the Esthetic Sciences program which allows students to recognize the importance of community works. She believes it only takes one helping hand to change the direction of someone's life in a positive way.

After 12 years at Brassfields, Karlee decided to go into business for herself through Lux Salon and Spa and happily accepted a position at CPTC as Master Esthetics Instructor while maintaining her Laser Technician position. Five years later, she continues to work at CPTC full-time while developing her business and continuously working hard in the industry. Karlee has recently been granted the opportunity of a tenure-track position as a Master Esthetics Instructor – the job she always dreamed of and would not give up on.



Kissa Yarbough

Medical Assistant Faculty

Kissa Yarbough, BS, MA-P, NCMA, NCPT, NPCI, is an experienced instructor who has been in the medical field for more than 25 years. She specializes in the areas of medical assisting, phlebotomy, and Medical Assistant instruction with more than ten years of teaching experience at the college level.

Kissa is presently teaching Medical Assisting at Clover Park Technical College and is on the tenure track. Kissa has also functioned as an extern coordinator, a career service advisor, and advisor for various medical assisting programs, while still teaching. She is currently a Washington State Certified Medical Assistant/Phlebotomist, and also currently holds the titles of National Certified Medical Assistant, National Certified Phlebotomist, and National Certified Post-Secondary Instructor through the National Center for Competency Testing (NCCT).

Kissa holds a Bachelor of Science in Healthcare Administration from Pima Medical Institute, and is currently pursuing her Master of Science in Health Care Administration at Colorado Technical University, with an expected graduation date of December 2019.

Kissa is dedicated to her students and their learning, and she is looking forward to their completion of the Medical Assistant program, and them working in industry.