



Fall 2016 Ad Hoc Report

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INTRODUCTION

Clover Park Technical College (CPTC) underwent a Comprehensive Year Seven Peer-Evaluation visit on October 13-15, 2014. The visiting Evaluation Committee provided a detailed report of their findings, including six commendations and four recommendations. On January 27, 2015, the Northwest Commission on Colleges and Universities (NWCCU) sent a letter reaffirming CPTC's accreditation. In the reaffirmation letter, NWCCU requested that CPTC provide a one-year update with addendum addressing recommendations 2 and 4. Further, the Commission requested an ad hoc report in the Fall of 2016, addressing recommendations 1 and 3, along with the previously requested update on the Bachelor's of Applied Science in Manufacturing Operations, now titled Bachelor's of Applied Science in Operations Management (BAS-OPM).

The Commission determined that Recommendations 1, 3, and 4 are areas where the College is in substantial compliance with the Commission's criteria for accreditation. Recommendation 2 is an area where the College did not meet the Commission's criteria for accreditation, requiring that the College take appropriate action to ensure that Recommendation 2 is resolved within the prescribed two-year period.

At the time of CPTC's Year One Self-Evaluation Report and addendum addressing Recommendations 2 and 4 (Sept. 14, 2015), CPTC had not yet completed the external audit necessary to satisfy the requirements for Recommendation 2. On Feb. 16, 2016, in response to CPTC's Year One Self-Evaluation Report, NWCCU requested CPTC provide a special report by April 1, 2016, addressing progress toward compliance with Recommendation 2. At that time audit fieldwork had been completed, but the results had not yet been received by CPTC. The auditor's results were received by CPTC on May 26, 2016, and reviewed by the Board of Trustees on June 8, 2016. The final financial statements with results from the auditor, minutes from the Board of Trustees' meeting, and a copy of a letter asserting that the Board of Trustees have reviewed, accepted, and approved the external audit by the State Auditor's Office are included as appendices in this report. On July 5, 2016, the Commission imposed a warning on CPTC and requested a special report be submitted Oct. 1, 2016, which the College is now compiling.

The following sections detail CPTC's response to Recommendation 1 and 3.

RESPONSE TO RECOMMENDATIONS

Recommendation 1

Recommendation 1: The evaluation committee recommends that Clover Park Technical College continue to develop and update policies and procedures (Standard 2.A and 2.F).

In response to this recommendation, CPTC has completed two major steps with significant results for the College community:

- a. Established a college-wide policy and procedure review process.
- b. Assigned responsibility for maintaining and updating the College policy and procedure process to the Strategic Development Division.

Each step accomplished is described in detail below.

a. Established a college-wide policy and procedure review process.

Recognizing that our current system was a barrier to continuous policy and procedure review, CPTC, through our shared governance process, established a new policy and procedure process expanding college-wide access to review of proposed policies and procedures. This process was reviewed in June of 2014, and approved for use in August of 2014, at an all shared governance meeting. This change eliminated the policy and procedure committee previously in place, and established opportunities through online, in-person, and email for all College employees and students to review proposals in the policy and procedure process.

The policy and procedure review process are outlined on CPTC's website at <http://www.cptc.edu/policyprocedure-proposals>. There are separate processes for policies and procedures, but both include an email notification of review, which triggers opportunities for online comment, email response and, in the case of policies, an open forum for face-to-face discussion. Processes are outlined, a [flowchart](#) is provided, and a rubric for decision-making has been established to provide clarity for stakeholders.

Since August of 2014, CPTC has approved or reviewed 48 out of 126 total policies (current as of Sept. 1, 2016). Our prior policy review system, eliminated in 2014, averaged just 6.5 policies per year.

b. Assigned responsibility for maintaining and updating the college policy and procedure process to the Strategic Development Division.

The Vice President for Strategic Development (VPSD) manages the new policy and procedure review process. In this role, she maintains a master spreadsheet and the policies and procedures website. In addition, the Human Resources Office, which reports to the VPSD, maintains the official paper record of all signed policies and procedures.

The Executive Team (Vice Presidents and President) have established a plan to review all policies and procedures within five years of establishing the new system with the goal to continue policy and procedure review on a five-year schedule. This systematic approach has allowed College administration to keep the momentum moving in reviewing and updating College policies and procedures. The College intends to continue to improve this process area by re-working policy and procedure chapters and converting the policies and procedures listing on our website to a more user-friendly layout.

Recommendation 3

Recommendation 3: The evaluation committee recommends that the College engage in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data at the course, program and institutional levels, and that the College regularly reviews assessment processes to ensure authentic results that lead to improvement (Standard 4.A and 4.B).

In responding to this recommendation the College has achieved seven major steps:

- a. *Hired a new Executive Director of Institutional Effectiveness and Accreditation.***
- b. *Hired a new Institutional Research Analyst.***
- c. *Executed a contract with Decisive Data to complete a data dashboard project.***
- d. *Completed the Community College Survey of Student Engagement (CCSSE).***
- e. *Established the Class Climate survey of all courses.***
- f. *Formalized an enrollment dashboard to monitor College registration.***
- g. *Initiated a program health analysis.***
- h. *Expanded use of Taskstream for monitoring and assessing College effectiveness.***

A detailed description of each step is below:

a. *Hired a new Executive Director of Institutional Effectiveness and Accreditation.*

Dr. Margie Tomsic began work at CPTC on Oct. 26, 2015, as the new Executive Director of Institutional Effectiveness and Accreditation. This upgraded position was a testament to CPTC's intent to bolster our ability to collect and analyze data across the College. Dr. Tomsic has a PhD in Educational Psychology, Evaluation/Measurement, with more than 20 years' experience in institutional research, assessment and accreditation efforts.

b. *Hired a new Institutional Research Analyst.*

Ms. Tracey Songao started working in the Institutional Effectiveness and Accreditation Office at CPTC on Feb. 1, 2016. Ms. Songao was previously a member of CPTC's enrollment services team. She has experience in our student management software system and unique knowledge of CPTC's registration and enrollment processes. Tracey replaced our previous IR Analyst, who left CPTC in October 2015, and maintained the office staffing at 2.0 full-time equivalents.

With these two positions being filled, the College has been able to focus on a number of projects to collect and analyze data, which are detailed further below.

c. *Executed a contract with Decisive Data to complete a data dashboard project.*

In April 2016, a request for proposal (RFP) solicitation was launched through CPTC's procurement office to create a culture of evidence for decision-making and continuous quality improvement through the construction of Tableau dashboards. The intent of the dashboards was to establish data capacity by systematically developing a verifiable body of data accessible to end users at the course, program and institutional levels. In May 2016, a dashboard contract was signed with Decisive Data using a one-time funding allocation to promote the systematic use and access to data for continuous quality improvement. In June, Decisive Data engaged stakeholders in a series of design sprints to establish a production hierarchy and to ensure that the collection would answer the key question of 'what matters most?' Phase 1, consisting of the Student Profile, FTEs by Program Department, Race/Ethnicity, Enrollment by Fund Source and Completions by

award type, unduplicated headcount and program was developed using data provided by the Washington State Board for Community and Technical Colleges (SBCTC), also known as the Data Warehouse tables, and uploaded to the Tableau server. Throughout this process, data validation engaged College stakeholders who provided ongoing feedback to ensure the dashboards were meaningful. The rollout of Phase 1 dashboards to end-users commences in late September 2016, through public access to the Institutional Effectiveness and Accreditation Internet site. Online You Tube videos, face-to-face training sessions and feedback sessions will follow as part of the Data Dashboard Communication Plan. Phase II of the dashboard contract will commence in early October 2016, and complete in March 2017. Phase II dashboards include Student Achievement Points, Retention, Course Delivery Method, Course Performance and Job Placement.

d. Completed the Community College Survey of Student Engagement (CCSSE).

In the Spring of 2016, CPTC completed the CCSSE in an effort to continue longitudinal looks at student engagement. Students were surveyed in 92% of the courses sampled. The College previously participated in the Spring Quarter of 2012 and 2014. The results were received in August of 2016, and a rollout plan for survey results, training on analysis, and faculty-focused communications will commence in October when the faculty returns from summer break. In previous years the results were not shared broadly so limited analysis occurred. This year's focus is ensuring both the training necessary to understand the results and communicating the high level analysis completed by our Institutional Effectiveness (IE) staff.

e. Established the Class Climate survey of all courses.

Starting with the Fall Quarter of 2015, CPTC implemented a new online evaluation tool called Class Climate, built by Scantron. All College courses are surveyed every quarter, and the surveys are available to all students in our Learning Management System (Canvas) for the last two weeks of each quarter. The survey is divided into two sections: About My Instructor, and About My Course, with each section including an open-text comment question. The survey tool was developed by a faculty and staff committee and is currently reviewed by a faculty-led committee.

In the four quarters we have been using the survey, we have received 9,474 responses, a response rate of 24.38%, with an "About My Instructor" average score of 4.45/5 and an average 4.34/5 "About My Course" average score.

f. Formalized an enrollment dashboard to monitor College registration.

In Winter 2016, IE launched a State-Funded Enrollment Dashboard in support of CPTC's mission. Beginning ten days prior to the start of Winter Quarter 2016, the dashboard was posted daily to the College intranet. Full-time equivalents (FTEs) were compared to enrollment FTEs taken on the same day during the previous quarter and year. The dashboards are available for public viewing at <http://staff.cptc.edu/enrollment-dashboards>. Both actual and historical enrollment projections were compared to those

necessary to meet the state's allocation model and monitored for ten days following the College quarter start date. An additional enrollment projection was calculated and displayed using three years of historical data. The Enrollment Dashboard is now produced quarterly for the institution to sustain college-wide access. Faculty and staff use the data for continuous quality improvement by promoting low enrollment programs through calling and advertising campaigns.

g. Initiated a program health analysis.

The Program Health Statistics were developed and conceived in Fall 2015, by Dr. Joyce Loveday, Interim President at Clover Park Technical College, to facilitate program reviews, standardize data definitions and reduce data inconsistencies. Within this context, a main objective was to provide faculty, staff, deans and department chairs with a central location in which to access meaningful and verifiable information for evidenced-based decision-making and improvement. Data included in the Program Health Statistics are summarized by Administrative (AU) code for each program by quarter and year. Quarterly summaries by program include unduplicated enrollment, average class size, student FTE by quarter, quarterly retention and persistence rate and average FTE by instructor. Annual statistics include unduplicated student headcount, annual student FTE, Fall-to-Fall retention rate, program completions and employment information. The current four-year review cycle is posted to the IE Internet site along with the annual program health statistics. Additional information by program costs are generated by the Office of Finance and Operations who manages the facilities, operational and maintenance costs upon which the programs depend. Data contained in the matrices were gathered from the Student Management System (SMS). Through the application of continuous improvement processes, program names, definitions and data needs evolve over time. Future generations of data dashboards will in turn lead to better, automated data extracted from Washington State Board's Data Warehouse tables.

h. Expanded use of Taskstream for monitoring and assessing College effectiveness.

Taskstream is a web-based assessment management system, which uses the Nichols five-column model of assessment, and has been used at the College since 2011. The system has tracked assessment and planning activities related to student learning outcomes (SLO) at the program level for CPTC. In Summer Quarter of 2015, the College expanded use of Taskstream to include implementing a strategic plan monitoring effort to track department-level goals tied to the Core Themes, Strategic Initiatives, and Strategic Plan goals. Director-level employees or department leads submit a plan to their VP-level supervisor annually and then update the findings and progress quarterly within Taskstream. Beginning in the Fall of 2015, the President's Cabinet initiated a presentation rotation from each department on their goals, progress toward the goals and lessons learned. This added effort has allowed additional college-level outcomes monitoring in each assessment cycle. Having finished just one cycle of use, CPTC recognizes that future work will need to include training and capacity building around goal writing and setting, as well as expansion of result comparisons. The College also

plans to create an annual “State of the College” presentation highlighting the year’s assessment results.

BACHELOR’S OF APPLIED SCIENCE IN OPERATIONS MANAGEMENT

In 2014, Clover Park Technical College (CPTC) received approval from the SBCTC (Appendix E) and NWCCU (Appendix F) to offer a Baccalaureate of Applied Science (BAS) in Manufacturing Operations to serve the needs of students who want to advance their careers into supervisory and management roles within the manufacturing industry. By 2016, non-manufacturing associate programs were requesting an option for their students. In response, CPTC, upon advice from the SBCTC, requested a name change to the broader BAS Operations Management (BAS-OPM) degree, under which the original manufacturing degree is a specialty. This degree serves all of CPTC’s 56 associate degrees. The BAS-OPM degree required a change of only three electives, shown in the center red block in Figure 1. Approval letters for the name change from SBCTC (Appendix G) and NWCCU (Appendix H) are on file. BAS-OPM serves both manufacturing and non-manufacturing-related degrees, including students with associate or higher degrees (or equivalents) in aerospace, cosmetology, retail management, and IT. The first BAS cohort began in Fall 2014, with 11 students and graduated eight in Spring 2016. The first cohort under the new name (BAS-OPM) begins Fall 2016. Twelve students have been admitted.

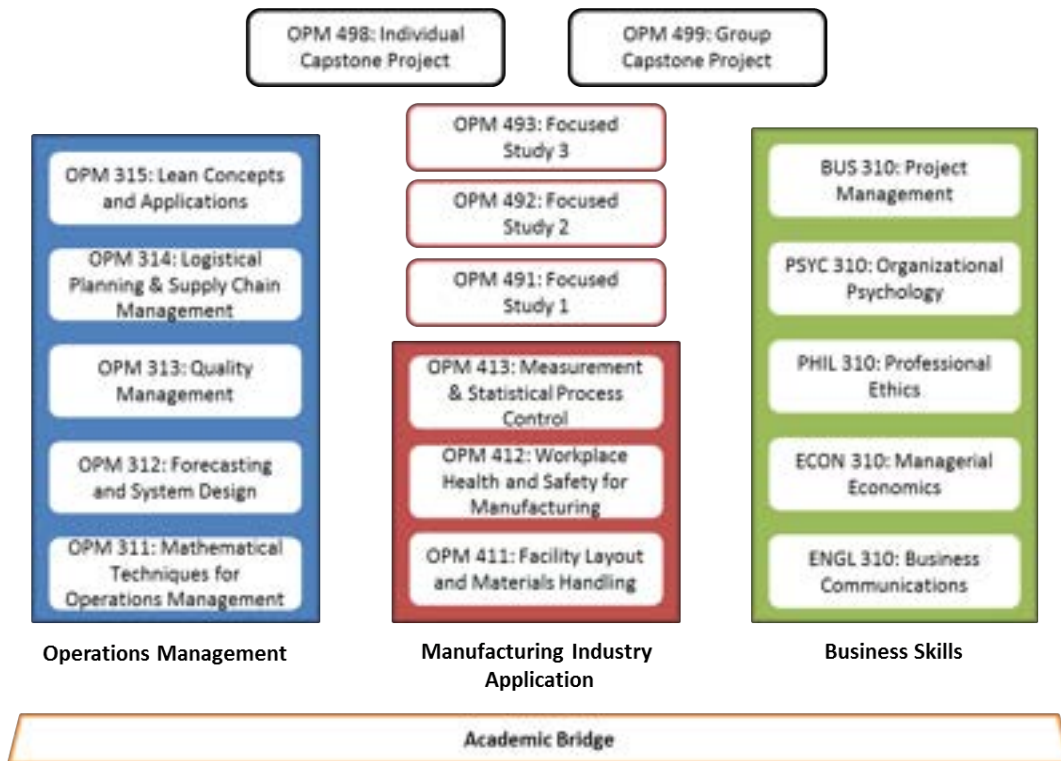


Figure 1 - CPTC Bachelor of Applied Science in Operations Management (Electives for manufacturing emphasis shown in center red block)

CPTC has integrated the BAS-OPM degree into the existing structures of the College per the Accreditation Standards (rev. 2010) and the Revised Code of Washington regulations for BAS degrees.

CPTC's Bachelor of Applied Science in Operations Management (BAS-OPM) degree is consistent with its mission of educating tomorrow's workforce in a recognized field of study (Standard 2.C.1). BAS-OPM aligns directly with the "Workforce Preparation" core theme with the degree's foundation built on industry standards and expectations, as delineated by the BAS-OPM Program Advisory Committee.

Need

In 2015, federal and state projections showed a strong regional need for managers and operations managers, as evidenced by the size of the gap between graduates and job openings (Standard 2.C.4), as well as high median salary (Revised Code of Washington 28B.50.810.c). As CPTC students graduate or mature in their post-graduation jobs, many students and alumni seek a pathway to an applicable baccalaureate degree in order to progress in their field. This degree strongly serves students in our manufacturing and non-manufacturing programs, including all program areas at the College. We also have an MOU with Bellingham Technical College (Appendix I) 120 miles north, whose BAS operations management program begins this fall. We are collaborating by sharing resources and faculty. We have an articulation agreement with Everett Community College for the BAS-OPM degree, and an articulation agreement with Western Governors University for our BAS-OPM students to enter the MBA program there (Standard 2.C.8).

Faculty and Staff

BAS faculty members are well qualified to deliver a high quality curriculum at the baccalaureate level (Standard 2.C.11 and Revised Code of Washington 28B.50.810.a). Table 1 displays the credentials of the faculty, who are hired through the existing College processes.

Table 1. BAS Faculty Degrees and Relevant Experience

(Per professional and technical administrators and instructors in the Washington Administrative Code WAC 131-16-094).

Faculty Name	Credentials	Status	Course(s)
Dr. Mel Oyler, lead faculty	Ph.D. Business, Distribution Services, Industrial Engineering, Technical Services Marketing. U of Washington. M.S. Electrical & Computer Engineering. U of California, Davis. M.S., Chemical Engineering. U of California, Davis. B.S., Chemical Engineering. U of California, Davis.	Full-time, Tenure Track Faculty Master's Required, Ph.D. preferred	MAT 311 Mathematical Techniques for Operations Management OPM 312 Forecasting and System Design OPM 313 Quality Management OPM 314 Logistical Planning & Supply Chain Management OPM 411 Facility Layout and Materials Handling OPM 413 Measurement and Statistical Process Control OPM 491 Focused Study 1 OPM 492 Focused Study 2 OPM 493 Focused Study 3 OPM 498 Individual Capstone Project OPM 499 Group Capstone Project ECON 310 Managerial Economics BUS 310 Project Management
Ms. Tiffany Windmeyer	Lean Black Belt (highest certification possible), U. of Washington 40 credits doctoral work completed, Walden U. M.A. Psychology and Industrial/Organizational Psychology, Walden U. B.A. Psych, Langston U.	Adjunct Faculty and Program Coordinator Master's Required, Ph.D. preferred	OPM 315 Lean Concepts PHIL 310 Professional Ethics PSYC 311 Industrial/Organizational Psychology
Ms. Leslie Patching	M.Ed. Education, Culture, & Society (emphasis composition), U of Utah. B.S. English, Eastern Ore. U. Nearly ten years' experience teaching technical writing/editing to Boeing engineers	Adjunct Faculty Master's Required, Ph.D. preferred	ENGL 310 Business Communications
Col. Larry Clark (Ret.)	M.B.A., Columbia College. M.Ed. Continuing Education, Western WA U. B.S. Forest Resource Mgmt., W. Virginia U. 20 years military service in workplace health and safety management	Adjunct Faculty Master's Required, PhD not typical to industry	OPM 412 Workplace Health and Safety Management
Dean Tanya Sorenson	Ed.D. program, Northeastern University, expected graduation, 2017. M.Div., Divinity, Seattle U. M.Ed., Heritage U. B.A, Criminal Justice, Washington State U	Direction of program, Back up instructor	Back up instructor for ENGL 310 and PHIL 310

Curriculum Development

Well-defined structures to guide curriculum development, course coding, assigning credit value, degree requirements, and instructional activities (Standard 2.C.4) are provided by SBCTC and CPTC's Curriculum Committee (Standard 2.C.5). As with all programs, responsibility for

design, approval, and implementation of new or revised BAS curriculum begins with BAS program faculty and aligns with the College mission. Baccalaureate instructors, working closely with their Program Advisory Committee, annually review and assess existing program outcomes and course content to make sure everything is in alignment with current industry standards (Standard 2.C.2).

CPTC's Curriculum Committee provides a process for BAS-OPM faculty and all other faculty to submit curriculum for review and comment prior to implementation (Standard 2.C.5). The BAS-OPM Program Advisory Committee keeps the College and faculty informed of current industry technical needs. The Program Advisory Committee works with faculty and staff, including reviewing learning outcomes and course syllabi, to ensure that students are adequately trained for the degree. In addition, BAS-OPM faculty members communicate regularly with professional-technical associate program faculty to ensure alignment (Standard 2.C.4). The BAS coordinator, Tiffany Windmeyer, represents BAS-OPM externally, including active participation in meetings of CAMPS (the regional manufacturing consortium).

Faculty and the dean work closely with the BAS Program Advisory Committee to define and deliver a program that provides the rigor and appropriate content needed within the scope of the discipline (Standard 2.C.1). Specific career competencies to be mastered are determined by appropriately qualified faculty (Standard 2.C.11, and Table 1 above), through Advisory Committee input, national skill standards, licensing regulations, and/or professional specialized accreditation standards. BAS faculty use the standard course outline approved through the Curriculum Committee. The program outcomes are listed in Appendix J (Standard 2.C.10). Course syllabi developed from program outcomes are provided to students every quarter and include appropriate depth, breadth, sequencing of courses, and synthesis of learning (Standard 2.C.4). A sample approved course syllabus, OPM 313 is available for review in Appendix K. Each course syllabus also contains clearly identified course outcomes or objectives of appropriate rigor (Standard 2.C.1) that correlate with assignments, learning activities, and assessments. Course syllabi are created from the approved course outlines, and are posted on the learning management system, Canvas, for student viewing, downloading, and printing (Standard 2.C.2). Each quarter, BAS-OPM faculty review the course syllabi to ensure student awareness of College expectations regarding student learning in that particular course.

The syllabus for OPM 313 also demonstrates upward movement in critical thinking and problem solving from a 200-level course (Standard 2.C.4).

Students are given the scope and sequence of the BAS-OPM program (Appendix L) during their initial meeting with the BAS-OPM advisor, Taylor McGovern. As of Fall 2017, all syllabi, including baccalaureate, will be required to be linked to course descriptions in the electronic class schedule.

Above the general degree requirements for associate degrees, the College references its baccalaureate degree requirements (Table 2 below) in the current College catalog and in the Resources section of the Academics page on the College website.

Table 2: General Degree Requirements for BAS-OPM at CPTC

BACCALAUREATE DEGREE REQUIREMENTS	
<ul style="list-style-type: none"> • Successful completion of the technical and general education courses required for the program. • An AAS-T degree or equivalent. • Completion all requirements for baccalaureate degrees in the state of Washington, including 5 credits of natural science with an attached lab class of one credit or greater. • Completion of two capstone project courses. Courses that satisfy the degree requirement for a capstone project are identified in the catalog with a CAP postscript following the course number. • Completion of a minimum of 90 credits of upper-division (300 and 400 level) courses. 	

Curriculum Structure

The design of the BAS-OPM program follows the well established “management capstone” model for applied baccalaureate degrees where a technical associates degree is supplemented with business and management-focused coursework at the upper division¹. The curriculum consists of four tiers that progressively increase the degree of independent thought and critical thinking required by the students to the level expected in a baccalaureate degree (Standards 2.C.1 and 2.C.9). As demonstrated in Figure 2, below, students progress from instructor dependency to independency during the program (Standard 2.C.4). This model is widely used through the BAS degrees at other colleges, and is provided to students during program information sessions (Standard 2.C.4).

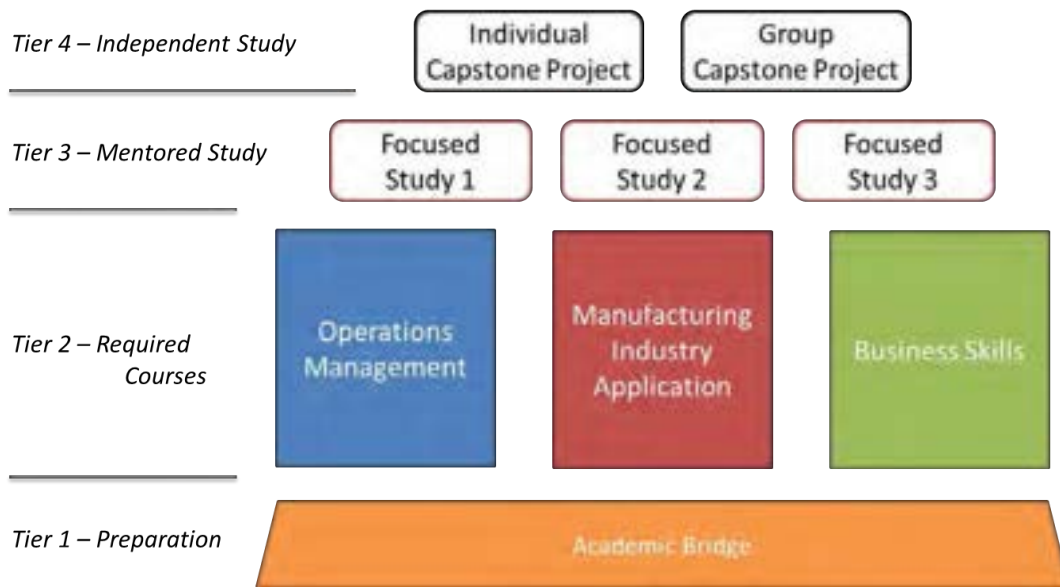


Figure 2 - Structure of the BAS-OPM Curriculum (with Manufacturing Electives shown in red block)

¹ http://occrll.illinois.edu/applied_baccalaureate/ab_models/

a. Tier 1 - Preparation, the Academic Bridge

In keeping with SBCTC’s aims for applied baccalaureate degrees,² the BAS-OPM program has been designed to accept students with a broad range of educational backgrounds, and to facilitate students re-joining the educational system after time in the workforce. An Academic Bridge is therefore included as Tier 1 of the program to allow students from “traditionally terminal” associates’ degrees to take any additional General Education courses needed to enter the junior year of the BAS-OPM program.

To be admitted to the BAS-OPM program, students must have a minimum of 10 credits of generally transferable General Education including ENGL& 101 (or equivalent) and 5 credits of Social Science. At the end of the Academic Bridge, before students enter the junior year of the BAS-OPM degree, they must have at least 30 credits of General Education, or 0-20 credits during the bridge. Table 3 displays the General Education requirements in more detail.

Table 3 - General Education Requirements and the Academic Bridge

	Minimum required to enter the BAS-OPM program	Courses to be taken during the Academic Bridge period <u>if needed.</u>	Minimum required at entry to the Junior Year
Communications	5 credits – ENGL& 101 or equivalent	(none required)	5 credits
Quantitative/Symbolic Reasoning	Intermediate Algebra or higher (minimum 2.5 GPA); or equivalent COMPASS math scores (within the past 2 years)	5 credits of a college-level math class with Intermediate Algebra as a prerequisite - Pre-Calculus I or above preferred.	5 credits
Social Sciences	5 credits	(none required)	5 credits
Humanities	(none required)	5 credits - Speech class recommended	5 credits
Natural Sciences	(none required)	10 credits including MATH& 146 and 1 lab class – ENV& 101 or CHEM& 121 recommended	10 credits

b. Tier 2 - Required Courses, Upper Division

The second tier of the BAS-OPM curriculum is a set of 13 required courses (5 credits each - 65 credits in total) that provide students with a solid foundational knowledge of operations management concepts, tools, and techniques; enhance their business skills to a level commensurate with managers in industry; and demonstrate the application of these knowledge skills and abilities to industry.

² “Increase educational pathways for professional and technical associate graduates who have been limited in their ability to apply credits toward a bachelor degree.”

Ref: http://www.sbctc.ctc.edu/college/e_appliedbaccalaureates.aspx

OPERATIONS MANAGEMENT

MAT 311	Mathematical Techniques for Operations Management
OPM 312	Forecasting and System Design
OPM 313	Quality Management
OPM 314	Logistical Planning & Supply Chain Management
OPM 315	Lean Concepts and Applications

This set of five courses is designed to cover the essential tools and techniques to plan and operate a typical business or within an industry. The learning outcomes for these courses are listed in Appendix M (Standard 2.C.10).

GENERAL EDUCATION (BUSINESS SKILLS)

ENGL 310	Business Communications
ECON 310	Managerial Economics
PHIL 310	Professional Ethics
PSYC 311	Industrial/Organizational Psychology
BUS 310	Project Management

Students transitioning from a technical role to a supervisory/management role need to acquire a set of core general education courses designed to increase the student's business skills in order to be equipped to take on supervisory and management roles immediately on graduation. The courses in the five-course business skills group are designed to provide some of the knowledge, skills and abilities that they will need to do this, and include instruction on both soft skills (communication skills, ethics, and organizational psychology) and hard skills (project management and managerial economics).

The learning outcomes for general education courses are listed in Appendix N (Standard 2.C.9) with applicable student learning objectives.

Table 4 – General Education Requirements Satisfied by Upper Division Courses

	Minimum Credits at Entry to Junior Year	Upper Division Course(s)	Minimum Credits at End of BAS-OPM Degree	Minimum Required Credits for a BAS Degree
Communications	5	ENGL 310 – Business Communication	10	10
Quantitative/ Symbolic Reasoning	5	MAT 311 – Mathematical Techniques for Operations Management OPM 411 – Measurement & Statistical Process Control	15	5
Humanities	5	PHIL 310 – Professional Ethics	10	10
Social Sciences	5	PSYC 310 – Organizational Psychology ECON 310 – Managerial Economics	15	10
Natural Sciences	10	(none required)	10	10
Any of the Above	--		--	15
TOTAL	30		60	60

INDUSTRY APPLICATION ELECTIVES

Industry-Specific Electives	
400 level	Industry-Specific Elective
400 level	Industry-Specific Elective
400 level	Industry-Specific Elective

The BAS-OPM student can choose an emphasis related to his or her field and tailor the program accordingly. For instance, students from such programs as Non-Destructive Testing or Mechatronics might choose the manufacturing option for the three industry-specific electives. Aviation Maintenance technicians may also choose the manufacturing option, or take electives from nearby Green River Community College, which has an aviation BAS degree and is willing to accept our students for electives.

Manufacturing Option	
OPM 411	Facility Layout and Materials Handling
OPM 412	Workplace Health and Safety Management
OPM 413	Measurement and Statistical Process Control

Professional Pilot Option	
AVP 411	Flight Instructor - Advanced
AVP 412	Multi-Engine Rating - Advanced
AVP 413	Multi-Engine Crew Resource Management – Advanced

These groups of courses extend the material covered in the earlier courses and look at application to a specific area of industry (Standard 2.C.11).

c. Tier 3 Mentored Study – Upper Division

Tier 3 consists of three focused study courses, which provide students with opportunities to explore areas of professional interest under the direction of faculty, and/or industry mentors.

In order to extend students' understanding of the subject, and develop the research and critical thinking skills necessary for their future success, the curriculum includes three Focused Study courses (15 credits in total). Each student, in conjunction with program faculty, chooses three areas of personal professional interest and carries out guided study and applied research under the direction of a faculty member and, perhaps, an industry mentor. The student presents the results in a written report and oral presentation thereby exercising business communications skills. The BAS-OPM program-teaching faculty oversees mentored study courses. Students may select topics of choice, such as flexible manufacturing cells, labor management in the unionized workplace, or regulations specific to their industry.

The focused study courses build on the outcomes of other courses. The objectives for the three focused study courses are identical:

Objective 1 Describe, in a written report and in a presentation to a peer group, the results of a detailed investigation into a topic of current interest in Operations Management.

Objective 2 Explain how the topic relates to other coursework, and to best practices in Operations Management.
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NOTE: Additional learning objectives will be proposed by the student, agreed in conjunction with program faculty, and approved by the primary faculty member before the start of the course.

d. Tier 4 Independent Study – Upper Division

In Tier 4, two capstone projects are used to demonstrate students’ capacity for independent study, research and application – both individually and as members of teams. In the fourth tier of the curriculum, two capstone projects – an individual project, and a group project –are used to demonstrate students’ research and problem-solving skills. Students are encouraged to carry these projects out as internships whenever possible. The BAS-OPM program-teaching faculty oversees capstone projects.

Delivery Model

With the majority of students who enroll in the program being working adults, the delivery model for the BAS-OPM program has been designed to meet their needs. It follows a pattern common in other programs designed for working adults with instruction delivered in a hybrid mode using a combination of face-to-face interactions and web-based tools such as online courses, assignments, and discussion boards. In particular:

a. Online Instruction.

The majority of the formal instruction is provided online – either in asynchronous formats, or through synchronous sessions scheduled in the evenings.

b. Saturday Meetings.

On three Saturdays of every quarter, students meet with their instructors for approximately three hours of face-to-face instruction time. This time is used for small group and individual student presentations, instruction, and tests. In addition, industry speakers may be invited to present, or students may tour nearby industries. This is a valuable opportunity for students to connect with operations professionals working in the area and hence develop the business networks that will help their future success.

Assessment

Faculty use the Taskstream software application to assess the efficacy of current teaching methodology and assignments in helping students achieve individual course outcomes. Faculty

also uses the Program Advisory Committee input and return-to-industry opportunities to ensure currency and relevancy of course curriculum. New courses and updates to course outcomes are monitored through the Curriculum Committee.

The BAS-OPM faculty collectively determines individual and co-curricular methods and consistency to assess student achievements (Standard 2.C.5) described in each course syllabus to ensure they assess them in a manner consistent with institutional policies that reflect generally accepted learning outcomes (Standard 2.C.3). The BAS-OPM faculty often co-create assignments applicable to more than one course in the same quarter to increase coherence of the program (Standard 2.C.4). These assignments are assessed in a manner agreed upon by all of the instructors.

Student achievement, demonstrated through multiple means during a quarter, is documented through a commonly accepted 4.0 grading structure that uses grades A through F. The BAS program has criteria for achieving each grade based on percentage scores and specific assessment criteria as listed in the course syllabi. All courses in the BAS-OPM program require oral presentations and written reports in addition to other assessment criteria in specific courses, such as performance-based skill demonstration that can be performed in the classroom, skills labs, or work sites. Assessment practices are examined and modified through student input, Advisory Committee recommendations, faculty evaluation of efficacy, and relevancy to updated curriculum.

Student feedback on the program is gathered through Class Climate, the online student assessment of learning engagement (SALE) tool. The dean and the faculty review the results after each quarter, and use this information to improve the learning and student achievement in each course. In addition, the College uses Taskstream course and program assessment software to assess student learning outcomes and program effectiveness. (Standard 2.C.5).

Admission and graduation requirements for the BAS-OPM are clearly defined in the academic standards portion of the 2016-2017 catalog, pages 9 and 168, respectively.

Award of Credit, Prior Learning Assessment, and Transfer of Credit

The BAS-OPM program is awarded credit and degrees through the same processes as existing College programs. The award of credit and degrees at CPTC is based upon documented student achievement and awarded in a manner consistent with generally accepted norms, or equivalencies, in higher education (Standard 2.C.3).

The process for awarding credit for prior experiential learning is guided by Chapter 4, Section 11 of CPTC's Policy and Procedures Manual, which addresses Prior Learning Assessment, is communicated in the CPTC catalog (page 140) and on the College website.

Also using the procedures already in place, students transferring to CPTC are given appropriate credit for college-level work successfully completed (2.0 grade) at accredited post-secondary institutions upon submission of an official transcript to the Enrollment Services Office (Standard 2.C.8).

Student Support Resources

Because the BAS-OPM program was designed for working adults who want to progress in their field, the curriculum and delivery methods are targeted to this audience as demonstrated above (Standard 2.D.1). In addition, BAS-OPM students have access to all of the support, advising, and counseling services generally available to students at CPTC. Below some specific supports are explained.

a. Admission and Enrollment Services.

CPTC is dedicated to making the admissions experience as simple and intuitive as possible for new BAS-OPM students. An Admissions Coordinator, Theresa Gonzalez, has been hired in part to support the BAS-OPM program. The Admissions Coordinator works closely with the BAS-OPM faculty to simplify the enrollment process for BAS-OPM students. She also conducts application completion workshops for prospective BAS-OPM students immediately after BAS program information sessions. Credit evaluation, transfer review, and prior learning assessment for BAS-OPM students are handled by the Transcript Evaluator in the Office of the Registrar. BAS-OPM applications include two essay questions.

b. Advising & Counseling Services.

The department (<http://www.cptc.edu/advising>) has dedicated an advisor/counselor faculty member, Taylor McGovern, to the BAS-OPM program. Taylor meets with prospective and enrolling students during regular office hours, Monday through Friday 8:00 to 5:00, with evening hours every other Wednesday, and periodically attends the BAS-OPM Saturday meetings, as well.

c. Financial Aid Office.

The College Foundation is offering \$600 scholarships to ten incoming BAS-OPM students this fall. (<http://www.cptc.edu/money>)

d. New Student Orientation.

BAS-OPM students meet as a group the first Saturday of the first quarter of each new cohort for a new student orientation (Standard 2.D.3). Faculty and administrators take turns going over requirements related to the program, as well as other relevant information such as licensure or other unique requirements for employment (2.D.6). During the three Saturday meetings per quarter throughout the program, faculty update students with information, including graduation requirements and transfer policies. In the event of a significant change of requirements or elimination of the program, CPTC has established a procedure for notification and “teaching out” of a program (Standard 2.D.4).

The BAS-OPM program requirements, including degrees offered, faculty credentials, student conduct, and grading policies, are found in the College catalog, which is available on the CPTC website (Standard 2.D.5). The catalog also includes other information on such topics as student record retention, financial aid, co-curricular activities, auxiliary services, and the identification verification process (Standards 2.D.7 through 2.D.14).

Library

Understanding the importance of library and information services to student success, the library staff integrates library and information resources into the baccalaureate learning process by working closely with instructional faculty to maintain a collection of relevant, up-to-date resources that support the BAS curriculum (Standard 2.E.1). On a quarterly basis, librarians contact all faculty members, including BAS-OPM faculty, providing information on opportunities to schedule information literacy and library orientation sessions. BAS-OPM faculty use the library during Saturday class meetings. The library is staffed with a faculty librarian on Saturdays who meets with BAS-OPM classes and students as needed and tailors sessions to the specific needs of each class (Standard 2.E.2).

In order to better support the specialized needs of BAS students, the library recently expanded its resources for BAS and other students through the implementation of the Alma-Primo catalog system. Students are able to access (from home or in the library) a greater number of databases and information. The College Foundation donated \$20,000 for the implementation of this system.

CANVAS, the College's learning management system, includes a link to the library website allowing faculty to easily direct students to library resources including research databases, eBooks, and the library catalog. QuestionPoint, an online reference service, is also available on the library webpage. All CPTC students and staff are able to ask and receive assistance from professional reference librarians twenty-four hours a day. This is especially important for BAS students, as many of them work full-time.

Review

The BAS program has been successfully integrated into existing College structures to meet or exceed the applicable accreditation standards, as evidenced in the body of this report. CPTC graduated one cohort of eight students this spring and is currently accepting enrollment for a new cohort starting this fall. A tenure-track faculty member has been hired for this fall.

The program design continues to meet the needs of business and industry according to the BAS-OPM Program Advisory Committee. Associate degree faculty continue to collaborate with BAS-OPM faculty to ensure alignment of needs based on the program advisory committees of all of them. The Department of Labor and Industries job forecasts show high need for baccalaureate-educated managers and operations managers in this region. The hybrid, Saturday meeting format has proven very convenient to working students.

Enrollment has remained low for a number of reasons that are being illuminated and corrected. First, after year one of the program, the primary developer and recruiter, the Director of the BAS

program left the College. At that time, it was decided not to replace him, but to increase admissions support staff dedicated to BAS-OPM. The time lapse between these created a lull in recruitment efforts. Since the onboarding of the admissions support staff, work has been underway to decrease the obstacles in the enrollment process (including finding a way to integrate an online application system for baccalaureate degrees and reducing admissions requirements to align with other public institutions).

The normal recruitment channels of the College are directed toward students without previous education, including high school students. CPTC is now attaching BAS marketing to existing structures, using the Customer Relations Management System to identify potential alumni, and increasing and forging partnerships with other colleges, and local business and industry. Working BAS-OPM students in the first cohort have provided entry to several local industries, which have, in turn, promoted our program and hired our BAS-OPM graduates.

Industry personnel continue to be excited by the quality and the delivery system of our program. Our list of students interested but still completing an associate degree continues to expand. Recently, three more CPTC associate program instructors have contacted the BAS-OPM faculty and staff, requesting input on designing industry-specific electives for their own students to use while completing the BAS-OPM degree.

CONCLUSION

CPTC's progress reflects the College's commitment to its mission, continued improvement, and shared governance. As demonstrated in the previous pages, the College is fully addressing the Commission's recommendations and has built a sustainable, high quality BAS program. We request its provisional status be upgraded.



FINANCIAL REPORT

FOR FISCAL YEAR ENDED
June 30, 2014



**2014
Financial Report**

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For information about the financial data included in this report, contact:

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For information about enrollment, degrees awarded, or academic programs, contact:

Margie Tomsic, Institutional Research
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4500 Steilacoom Blvd SW
Lakewood, WA 98499
253-589-4520

Trustees and Administrative Officers

BOARD OF TRUSTEES *(As of June 30, 2014)*

Lua Pritchard, Chair
Mary Moss, Vice Chair
Mark Martinez
Bruce Lachney
Robert Lenigan

EXECUTIVE OFFICERS

Lonnie Howard, President
Joyce Loveday, Vice President for Instruction
Linda Schoonmaker, Vice President for Finance and Administration
Ted Broussard, Vice President for Student Services
Deborah Ranniger, Vice President for Institutional Advancement

ACADEMIC DEANS

Michelle Hillesland, Dean, Division II
Claire Korschinowski, Interim Dean, Divisions I & III
William Coyner, Interim Dean, Division I & III
Jamilyn Penn, Associate Dean, Division V



INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS

Clover Park Technical College July 1, 2013 through June 30, 2014

Board of Trustees
Clover Park Technical College
Lakewood, Washington

REPORT ON THE FINANCIAL STATEMENTS

We have audited the financial statements of the Clover Park Technical College, Pierce County, Washington, as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the College's basic financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the College's preparation and fair

presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Clover Park Technical College, as of June 30, 2014, and the changes in financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Matters of Emphasis

As discussed in Note 1, the financial statements of the Clover Park Technical College, an agency of the state of Washington, are intended to present the financial position, and the changes in financial position, and where applicable, cash flows of only the respective portion of the activities of the state of Washington that is attributable to the transactions of the College. They do not purport to, and do not, present fairly the financial position of the state of Washington as of June 30, 2014, the changes in its financial position, or where applicable, its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

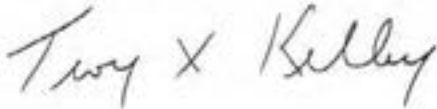
Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

OTHER REPORTING REQUIRED BY GOVERNMENT AUDITING STANDARDS

In accordance with *Government Auditing Standards*, we have also issued our report dated May 26, 2016 on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.



TROY KELLEY
STATE AUDITOR
OLYMPIA, WA

May 26, 2016

Management's Discussion and Analysis

Clover Park Technical College

The following discussion and analysis provides an overview of the financial position and activities of Clover Park Technical College (the College) for the fiscal year ended June 30, 2014 (FY 2014). The 2014 report constitutes the college's inaugural audited financial statements. As a result, comparisons included in this discussion were made with unaudited information for the fiscal year ended June 30, 2013 (FY 2013), where available.

This overview provides readers with an objective and easily readable analysis of the College's financial performance for the year, based on currently known facts and conditions. This discussion has been prepared by management and should be read in conjunction with the College's financial statements and accompanying note disclosures.

Reporting Entity

Clover Park Technical College is one of thirty public community and technical college districts in the state of Washington, providing comprehensive, open-door academic programs, workforce education, basic skills and community service educational programs to approximately 7,300 students. The College confers associates degrees, certificates and high school diplomas. A baccalaureate program was added in 2014. The College was established in 1991 and its primary purpose is to be a values-driven institution that delivers quality education, training and support focused on student success in an evolving economy.

The College's main campus is located in Lakewood, Washington, a community of about 60,000 residents. The College also has a branch campus in Puyallup, Washington. The College is governed by a five member Board of Trustees appointed by the governor of the state with the consent of the state Senate. In accordance with Washington State law governing technical colleges, the College's board includes one member from business and one member from labor. By statute, the Board of Trustees has full control of the College, except as otherwise provided by law.

Using the Financial Statements

The financial statements presented in this report encompass the College and its discretely presented component unit. The College's financial statements include the Statement of Net Position; the Statement of Revenues, Expenses and Changes in Net Position, and the Statement of Cash Flows. The Statement of Net Position provides information about the College at a moment in time, at year-end. The Statement of Revenue, Expenses and Changes in Net Position and the Statement of Cash flows provide information about operations and activities over a period of time. Together, these statements, along with the accompanying notes, provide a comprehensive way to assess the college's financial health as a whole.

The Statement of Net Position and Statement of Revenues, Expenses and Changes in Net position are reported under the accrual basis of accounting where all of the current year's revenues and expenses are taken into account regardless of when cash is received or payments are made. Full accrual statements are intended to provide a view of the College's financial position similar to that presented by most private-sector companies. These financial statements are prepared in accordance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB), which establishes standards for external financial reporting for public colleges and universities. The full scope of the College's activities is considered to be a single business-type activity and accordingly is reported within a single column in the basic financial statements.

Statement of Net Position

The Statement of Net Position provides information about the College's financial position, and presents the College's assets, liabilities, and net assets at year-end and includes all assets and liabilities of the College. A single year is presented as part of this inaugural set of financial statements. Future years will include comparative information.

Condensed Statement of Net Position As of June 30th	FY 2014
Assets	
Current Assets	27,830,429
Capital Assets, net	84,467,266
Total Assets	112,297,695
Liabilities	
Current Liabilities	5,551,916
Other Liabilities, non-current	11,531,621
Total Liabilities	17,083,537
Net Position	95,214,158

Current assets consist primarily of cash, various accounts receivables and inventories. They increased by over \$4 million in FY 2014 mainly due to an increase in the state allocation and the fact that in FY 2013, large amounts of local funds were expended in support of capital projects underway that year. In FY 2014, most of the major construction projects were substantially complete.

Net capital assets increased by over \$2 million from FY 2013 to FY 2014. After taking into consideration current depreciation expense of \$3,236,289 the majority of the increase is the result of final work to complete the construction of a new Allied Health Sciences Building.

Current liabilities include amounts payable to suppliers for goods and services, accrued payroll and related liabilities, the current portion of Certificate of Participation (COP) and Local Improvement District (LID) debt, deposits held for others and unearned revenue. Current liabilities can fluctuate from year to year depending on the timeliness of vendor invoices and resulting vendor payments, especially in the area of capital assets and improvements.

Current liabilities decreased nearly \$1 million from FY 2013 to FY 2014 due to a decrease in accounts payable. At the end of FY 2013, the college was in the early stages of construction on the new Allied Health Sciences Building. There were over \$1.5 million in payables on the last day of 2013 for this project alone.

Non-current liabilities primarily consist of the value of vacation and sick leave earned but not yet used by employees and the long-term portions of Certificates of Participation and Local Improvement District debt. The College's non-current liabilities continue to decrease as the College pays down the principal owed on each.

Net position represents the value of the College's assets and deferred outflows after liabilities and deferred inflows are deducted. The College is required by accounting standards to report its net position in four categories:

Net Investment in Capital Assets – The College's total investment in property, plant, equipment, and infrastructure net of accumulated depreciation and outstanding debt obligations related to those capital assets. Changes in these balances are discussed above.

Restricted:

Expendable – resources the College is legally or contractually obligated to spend in accordance with restrictions placed by donor and/or external parties who have placed time or purpose restrictions on the use of the asset. The primary expendable funds for the College are student loans, capital project funds and the 3 ½ percent fund collected from student tuition strictly for the purpose of providing supplemental financial aid.

Unrestricted – Includes all other assets not subject to externally imposed restrictions, but which may be designated or obligated for specific purposes by the Board of Trustees or management. For instance, the Board of Trustees has required that at least 90 days of operating expenses be maintained in the event of business interruption.

Condensed Net Position As of June 30th	FY 2014
Net Investment in Capital Assets	\$74,482,266
Restricted	
Expendable	\$766,030
Unrestricted Net Position	\$19,965,862
Total Net Position	\$95,214,158

Statement of Revenues, Expenses and Changes in Net Position

The Statement of Revenues, Expenses and Changes in Net Position accounts for the College's changes in total net position during FY 2014. The objective of the statement is to present the revenues received, both operating and non-operating, and the expenses paid by the College, along with any other revenue, expenses, gains and losses of the College.

Generally, operating revenues are earned by the College in exchange for providing goods and services. Tuition and grants and contracts are included in this category. In contrast, non-operating revenues include monies the college receives from another government without directly giving equal value to that government in return. Accounting standards require that the College categorize state operating appropriations and Pell Grants as non-operating revenues.

Operating expenses are expenses incurred in the normal operation of the College, including depreciation on property and equipment assets. When operating revenues, excluding state appropriations and Pell Grants, are measured against operating expenses, the College shows an operating loss. The operating loss is reflective of the external funding necessary to keep tuition lower than the cost of the services provided.

A condensed statement of revenues, expense and changes in net position is presented below:

Statement of Revenue, Expenses and Changes in Net Position As of June 30th	FY 2014	FY 2013 (Unaudited)
Operating Revenues		
Tuition & Fees Collected	8,514,604	8,121,408
Auxiliary Enterprise Sales	1,352,371	1,214,406
Grants & Contracts	7,117,410	7,879,415
Other Operating Revenues	1,887,769	2,739,132
Total Operating Revenues	18,872,154	19,954,361
Operating Expenses	42,413,983	42,757,404
Net Operating Loss	\$ (23,541,829)	\$ (22,803,043)
Non-Operating Revenues (Expenses)		
State Appropriations	17,928,954	16,200,638
Pell Grants	7,190,575	6,522,023
Interest on Indebtedness	(494,482)	(480,582)
Net Non-Operating Revenues(Expenses)	24,625,047	22,242,079
Gain (Loss) Before Capital Contributions	\$ 1,083,218	\$ (560,964)
Capital Appropriations	2,840,200	15,671,499
Increase (Decrease) in Net Position	\$ 3,923,418	\$ 15,110,535
Net Position, Beginning of the Year	\$ 91,290,740	\$ 76,180,205
Net Position, End of the Year	\$ 95,214,158	\$ 91,290,740

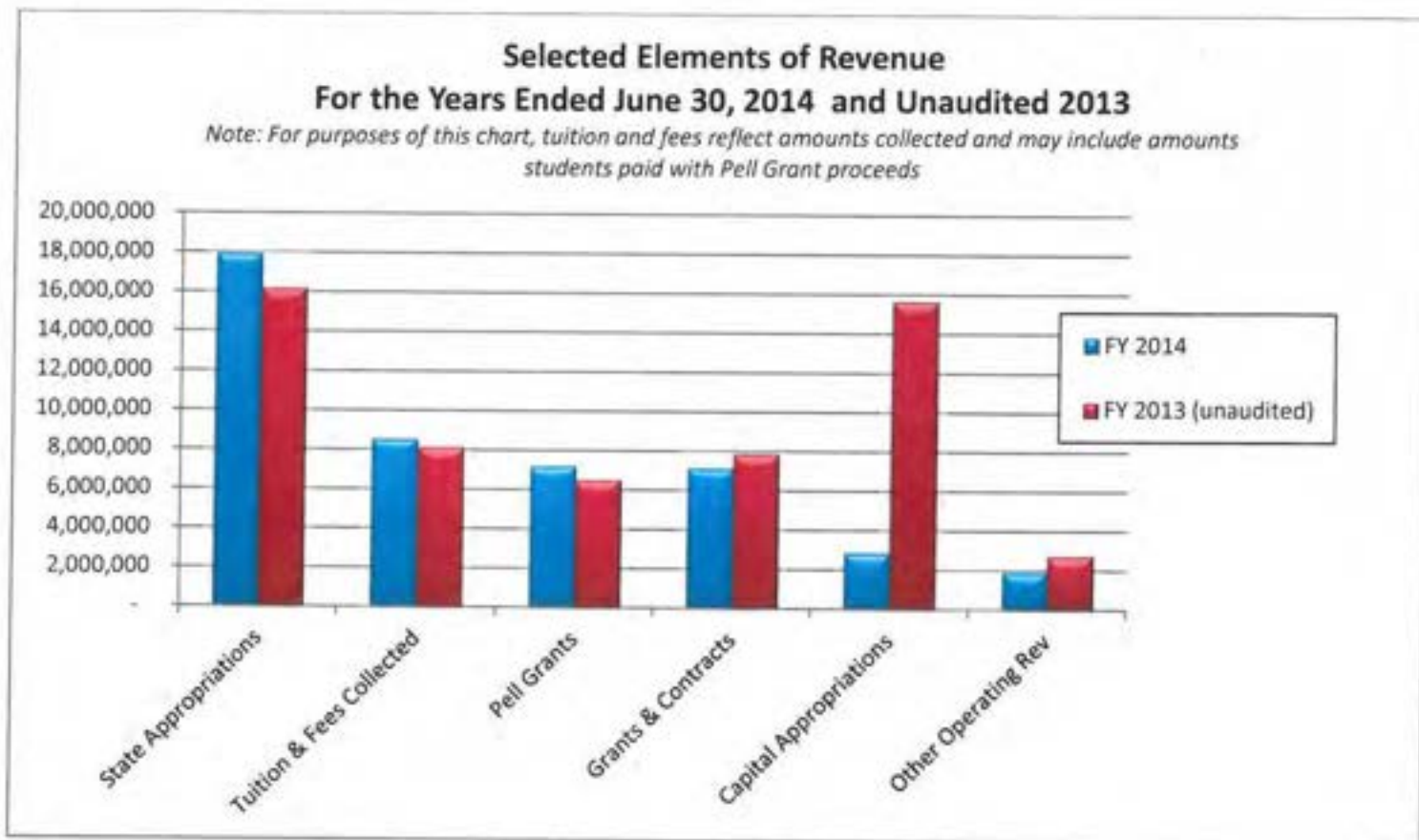
Revenues

The College's state operating appropriations increased in FY 2014 by 11%, reversing a trend of declines since 2009. The state of Washington appropriates funds to the community college system as a whole and then the State Board for Community and Technical Colleges (SBCTC) allocates monies to each college. System-level appropriations hit their height in FY 2009 and had been reduced by almost 24% as of FY 2013.

Over this same period, the Legislature and SBCTC instituted increases in tuition rates to partially offset the reduction in state appropriations. Enrollments decreased slightly (115 FTE) in FY 2014, however the College's tuition and fee revenue increased, largely due to increases in student fees. Tuition rates did not change in FY 2014 compared with FY2013 rates. PELL grant revenue increased slightly as award levels were increased.



In FY 2013, the College was constructing a new Allied Health Sciences building which accounted for the large comparative decrease in capital appropriations revenue in FY 2014.



Expenses

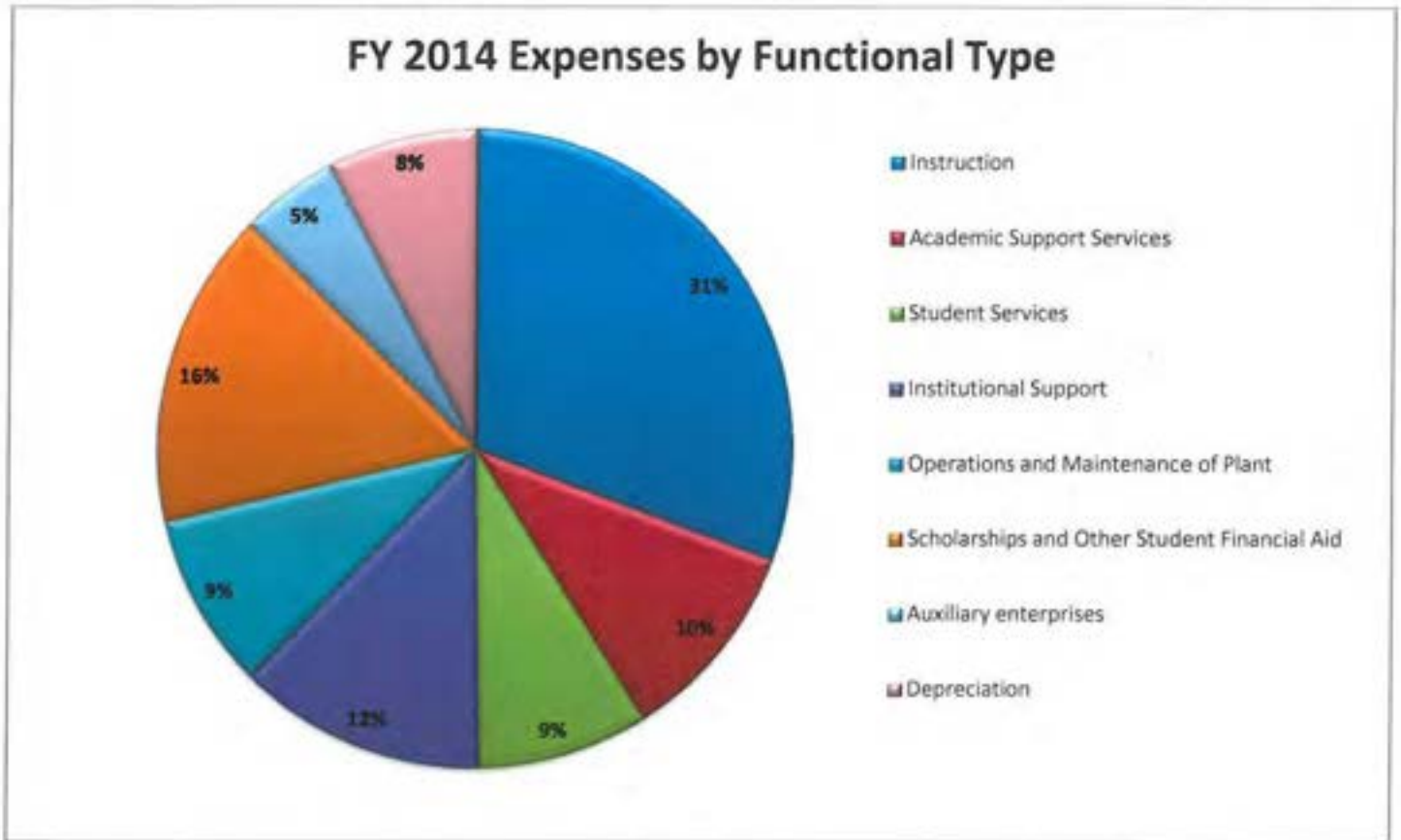
Faced with severe budget cuts over the past five years, the College has continuously sought opportunities to identify savings and efficiencies. Over time, the College decreased spending and services and was subject to various state spending freezes and employee salary reductions.

In FY 2014, salaries and benefits increased 3.5% which was approximately the increase restored by the state for previous salary cuts. Depreciation expense went up over 50% in FY 2014 since the Allied Health Building was placed into service. Most other categories of expense remained fairly constant from prior year levels with the exception of certain capital project costs which did not meet accounting criteria for capitalization as a part of the cost of the building and instead were recognized as supplies and materials or purchased services costs. These costs were over \$2.3 million higher in FY 2013 and accounted for much of the spending of reserves that year which did not happen in FY 2014.

The College receives capital spending authority on a biennial basis and may carry unexpended amounts forward into one or two future biennia, depending on the original purpose of the funding. In accordance with accounting standards, the amount shown as capital appropriation revenue on the financial statement is the amount expended in the current year. Expenditures from capital project funds that do not meet accounting standards for capitalization are reported as operating expenses. Those expenditures that meet the capitalization standard are not shown as expense in the current period and are instead recognized as depreciation expense over the expected useful lifetime of the asset.

Operating Expenses by Function

The chart below shows the percentage of each functional area of operating expenses for FY 2014.



Statement of Cash Flows

The Statement of Cash Flows gives a general picture of where the College obtains and spends its cash and cash equivalents. The statement gives detailed information about cash flows related to three different types of activities within the institution.

A condensed statement of cash flows is presented below. A single year is presented as part of this inaugural set of financial statements. Future years will include comparative information.

Condensed Statement of Cash Flows	
As of June 30th	FY 2014
Operating Activities	(21,375,935)
Non-Capital Financing Activities	25,653,876
Capital Financing Activities	473,760
Net Change in Cash	\$ 4,751,701
Cash, Beginning of Year	19,785,276
Cash, End of Year	\$ 24,536,977

The College’s cash and cash equivalents at June 30th increased in 2014 by \$4,751,701. Primary contributing factors include an increase in the state’s allocation and a much lower use of reserves in FY 2014 compared with FY 2013 when local funds were used to supplement capital projects.

Capital Assets and Long-Term Debt Activities

The community and technical college system submits a single prioritized request to the Office of Financial Management and the Legislature for appropriated capital funds, which includes major projects, minor projects, repairs, emergency funds, alternative financing and major leases. The primary funding source for college capital projects is state general obligation bonds. In recent years, declining state revenues significantly reduced the state's debt capacity and are expected to continue to impact the number of new projects that can be financed. In addition, the College has one of four community college projects that were funded through a Certificate of Participation (COP) against which system-wide building fee monies were pledged.

At June 30, 2014, the College had invested \$84,467,266 in capital assets, net of accumulated depreciation. This represents an increase of \$2,022,353 from last year, as shown in the table below.

Asset Type	June 30, 2014	June 30, 2013 (unaudited)	Change
Land	\$6,650,806	\$6,650,806	
Construction in Progress	\$0	\$18,894,177	-\$18,894,177
Buildings, net	\$74,501,981	\$54,271,055	\$20,230,926
Other Improvements and Infrastructure, net	\$597,945		\$597,945
Equipment, net	\$2,610,006	\$2,475,285	\$134,721
Library Resources, net	\$106,528	\$153,590	-\$47,062
Total Capital Assets, Net	\$84,467,266	\$82,444,913	\$2,022,353

The increase in net capital assets can be attributed to the construction of the new Allied Health Sciences building. In FY 2013, the College applied the retroactive infrastructure reporting requirements of Government Accounting Standards Board Statement Number 34 for the first time.



At June 30, 2014, the College had \$10,391,452 in outstanding debt. The College entered into a Certificate of Participation (COP) for the Student Union Building during FY 2006. The College also owed the City of Lakewood \$406,452 for a Local Improvement District (LID) assessment which began in 2007.

	June 30, 2014
Certificates of Participation	\$ 9,985,000
Local Improvement District	\$ 406,452
Total	\$ 10,391,452

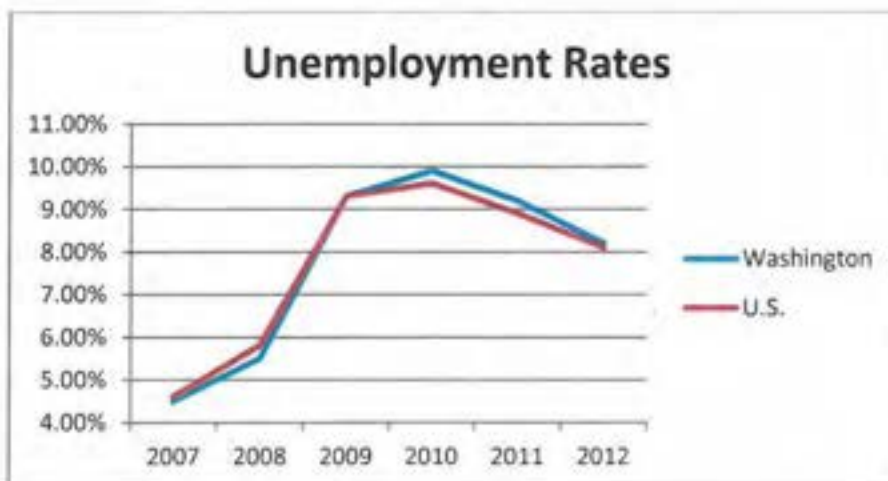
For more information, refer to notes 10 and 11 on the accompanying statements.

Economic Factors That Will Affect the Future

Following a trend of declining state appropriations, the 2013-2015 biennial budget reflected the first increase of the state Legislature's re-investment in community and technical colleges since 2009. They continued this trend with a supplemental budget that included community colleges as a key partner in an investment in aerospace training. As a result, the net reduction of community college funding between FY 2009 and expected funding levels by the end of FY 2015 will have been a little over 15 percent. These investments in community colleges allowed the Legislature to keep FY 2014 tuition flat for resident, non-resident and baccalaureate students. It is unclear how much opportunity there may be for additional investments in community and technical colleges during the next few years, as state budget writers continue to grapple with court-mandated basic education obligations and other priorities. The overall health of the state's economy will likely be the largest determinant of funding trends.

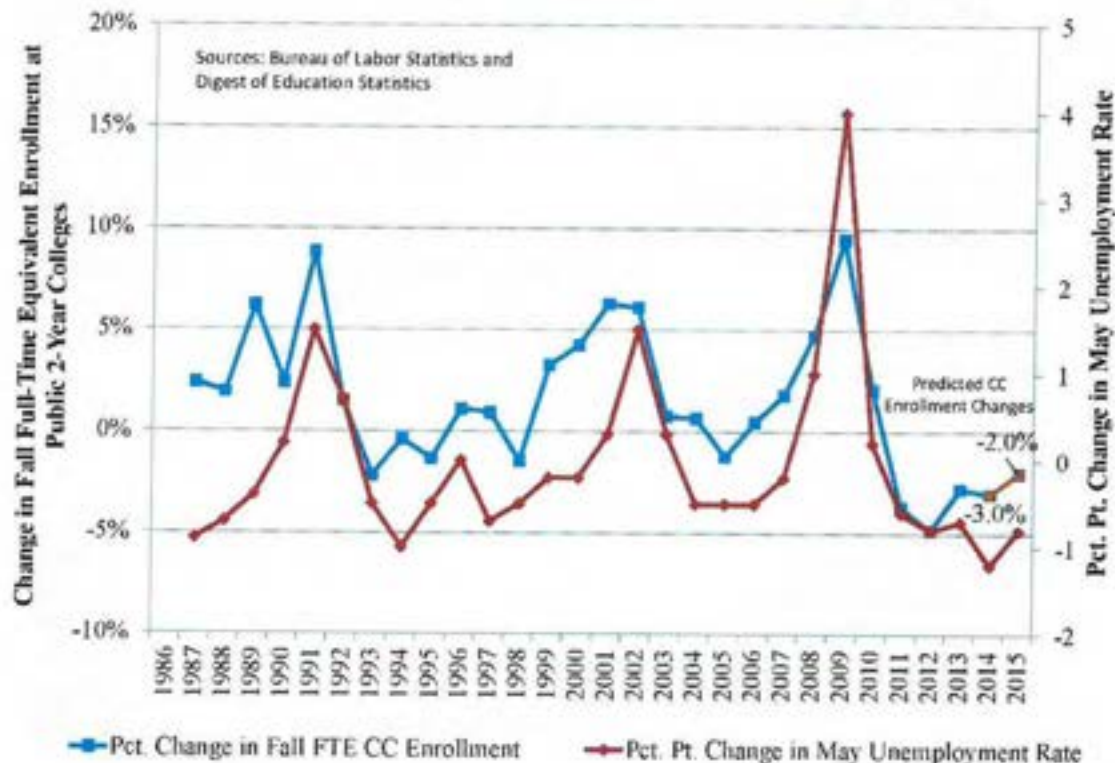
Washington's Economic and Revenue Forecast Council prepares independent forecasts quarterly throughout the year. In its most applicable forecast, June 2014, the council observed that the national recovery was weaker than forecast, but that Washington should continue to outperform the U.S. in growth. Most of the state's economic risk factors continue to come from outside the state, particularly from the Middle East, where turmoil was expected to result in higher oil prices. Despite this risk, the council continued to forecast lower oil prices over the course of the 2014-2019 forecast. Revenue collections for the 2013-15 biennium were \$122.2 million ahead of earlier forecasts, which has increased the economic forecast for the 2015-17 biennium by \$33.4 million and added \$314.6 million to the 2017-19 biennium.

Washington continues to add jobs, though at a slower rate than expected due to a sluggish national recovery. Single family housing permits continued to be disappointing but overall construction was about as expected. Personal income growth was strong in the first quarter, largely due to aerospace bonuses, but overall employment remained flat.



Unemployment rate changes have been shown to be very closely linked to public 2-year college full-time equivalent enrollments. Historically, enrollments change about 2.5% for every one percent change in the unemployment rate, as shown on this chart prepared by Postsecondary Analytics:

Rule of Thumb: Community College Enrollments Change 2.5% for Every 1 Point Change in the May Unemployment Rate



Clover Park Technical College
Statement of Net Position
June 30, 2014

Assets

Current assets

Cash and cash equivalents	24,536,977
Accounts Receivable	2,351,657
Due from Office of the State Treasurer	450,620
Inventories	491,175
Total current assets	27,830,429

Non-Current Assets

Non depreciable Capital Assets	6,650,806
Depreciable Capital Assets, net of depreciation	77,816,460
Total non-current assets	84,467,266
Total assets	112,297,695

Deferred Outflows of Resources

Total Deferred Outflows of Resources

Liabilities

Current Liabilities

Accounts Payable	1,368,783
Accrued Liabilities	1,138,766
Compensated absences	3,676
Deposits Payable	19,650
Unearned Revenue	2,371,041
Certificates of Participation Payable	650,000
Total current liabilities	5,551,916

Noncurrent Liabilities

Compensated Absences	1,827,398
Long-term liabilities	9,704,223
Total non-current liabilities	11,531,621
Total liabilities	17,083,537

Deferred Inflows of Resources

Total Deferred Inflows of Resources

Net Position

Net Investment in Capital Assets	74,482,266
Restricted for:	
Expendable	
Institutional Financial Aid	766,030
Unrestricted	19,965,862
Total Net Position	95,214,158

The footnote disclosures are an integral part of the financial statements.

CLOVER PARK TECHNICAL COLLEGE FOUNDATION

**STATEMENTS OF ASSETS, LIABILITIES AND NET ASSETS -
MODIFIED CASH BASIS**

December 31, 2014 and 2013

	<u>2014</u>	<u>2013</u>
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ <u>762,688</u>	\$ <u>542,308</u>
Total Current Assets	762,688	542,308
OTHER ASSETS		
Assets held in charitable remainder trust	77,425	79,302
Donated goods inventory	77,714	23,316
Investments - long-term	<u>978,581</u>	<u>951,192</u>
Total Investments	<u>1,133,720</u>	<u>1,053,810</u>
Total Assets	\$ <u>1,896,408</u>	\$ <u>1,596,118</u>
LIABILITIES AND NET ASSETS		
Liability under trust agreement	\$ <u>46,535</u>	\$ <u>48,202</u>
Total Liabilities	46,535	48,202
NET ASSETS		
Unrestricted	840,402	565,624
Board-designated	<u>53,446</u>	<u>53,175</u>
Total unrestricted	893,848	618,799
Temporarily restricted	319,661	322,832
Permanently restricted	<u>636,364</u>	<u>606,285</u>
Total Net Assets	<u>1,849,873</u>	<u>1,547,916</u>
Total Liabilities and Net Assets	\$ <u>1,896,408</u>	\$ <u>1,596,118</u>

Clover Park Technical College
Statement of Revenues, Expenses and Changes in Net Position
For the Year Ended June 30, 2014

Operating Revenues		
Student tuition and fees, net		8,514,604
Auxiliary enterprise sales		1,352,371
State and local grants and contracts		5,890,148
Federal grants and contracts		1,227,262
Other operating revenues		1,887,769
Interest on loans to students		-
	Total Operating Revenue	<u>18,872,154</u>
Operating Expenses		
Salaries and wages		19,709,017
Benefits		6,575,651
Scholarships and fellowships		6,796,232
Supplies and materials		1,439,167
Depreciation		3,236,289
Purchased services		886,481
Utilities		1,064,710
Miscellaneous Expenses		2,706,436
	Total Operating Expenses	<u>42,413,983</u>
	Operating Income (Loss)	<u>(23,541,829)</u>
Non-Operating Revenues (Expenses)		
State appropriations		17,928,954
Federal Pell grant revenue		7,190,575
Interest on indebtedness		(494,482)
	Net Non-Operating Revenues (Expenses)	<u>24,625,047</u>
	Income (Loss) Before Capital Appropriations	<u>1,083,218</u>
	Capital Appropriations	2,840,200
	Increase (Decrease) in Net Position	<u>3,923,418</u>
Net Position		
Net position, beginning of year		<u>91,290,740</u>
Net position, end of year		<u>95,214,158</u>

The footnote disclosures are an integral part of the financial statements.

CLOVER PARK TECHNICAL COLLEGE FOUNDATION

STATEMENTS OF REVENUE, EXPENSES AND OTHER CHANGES IN NET ASSETS - MODIFIED CASH BASIS

Years Ended December 31, 2014 and 2013

	2014			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
SUPPORT, REVENUE AND RECLASSIFICATIONS				
Contributions	\$ 482,821	\$ 48,724	\$ 30,079	\$ 561,624
Donated goods	78,643			78,643
Investment income	985	30,212		31,197
Fundraisers	1,075			1,075
Total Support and Revenue	<u>563,524</u>	<u>78,936</u>	<u>30,079</u>	<u>672,539</u>
Net assets released from restriction and reclassifications	<u>82,107</u>	<u>(82,107)</u>		
Total Support, Revenue and Reclassifications	645,631	(3,171)	30,079	672,539
EXPENSES				
Program services:				
Scholarships and grants	94,634			94,634
Program specific support	246,840			246,840
Total Program Services	<u>341,474</u>			<u>341,474</u>
Supporting services:				
General and administrative	22,676			22,676
Fundraising	6,432			6,432
Total Supporting Services	<u>29,108</u>			<u>29,108</u>
Total Expenses	<u>370,582</u>			<u>370,582</u>
Change in Net Assets	275,049	(3,171)	30,079	301,957
NET ASSETS AT BEGINNING OF YEAR	<u>618,799</u>	<u>322,832</u>	<u>606,285</u>	<u>1,547,916</u>
NET ASSETS AT END OF YEAR	<u>\$ 893,848</u>	<u>\$ 319,661</u>	<u>\$ 636,364</u>	<u>\$ 1,849,873</u>

CLOVER PARK TECHNICAL COLLEGE FOUNDATION

STATEMENTS OF REVENUE, EXPENSES AND OTHER CHANGES IN NET ASSETS - MODIFIED CASH BASIS (Continued)

Years Ended December 31, 2014 and 2013

	2013			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
SUPPORT, REVENUE AND RECLASSIFICATIONS				
Contributions	\$ 258,204	\$ 35,813	\$ 16,657	\$ 310,674
Donated goods	235,773			235,773
Investment income	1,149	103,519		104,668
Fundraisers	<u>32,422</u>			<u>32,422</u>
Total Support and Revenue	<u>527,548</u>	<u>139,332</u>	<u>16,657</u>	<u>683,537</u>
Net assets released and reclassifications from restriction	<u>70,489</u>	<u>(169,995)</u>	<u>99,506</u>	<u> </u>
Total Support, Revenue and Reclassifications	598,037	(30,663)	116,163	683,537
EXPENSES				
Program services:				
Scholarships and grants	80,326			80,326
Program specific support	<u>394,595</u>			<u>394,595</u>
Total Program Services	474,921			474,921
Supporting services:				
General and administrative	22,588			22,588
Fundraising	<u>14,454</u>			<u>14,454</u>
Total Supporting Services	<u>37,042</u>			<u>37,042</u>
Total Expenses	<u>511,963</u>			<u>511,963</u>
Change in Net Assets	86,074	(30,663)	116,163	171,574
NET ASSETS AT BEGINNING OF YEAR	<u>532,725</u>	<u>353,495</u>	<u>490,122</u>	<u>1,376,342</u>
NET ASSETS AT END OF YEAR	<u>\$ 618,799</u>	<u>\$ 322,832</u>	<u>\$ 606,285</u>	<u>\$ 1,547,916</u>

Clover Park Technical College
Statement of Cash Flows
For the Year Ended June 30, 2014

Cash flow from operating activities	
Student tuition and fees	8,428,031
Grants and contracts	7,184,275
Payments to vendors	(5,664,449)
Payments for utilities	(1,904,054)
Payments to employees	(19,687,868)
Payments for benefits	(6,579,148)
Auxiliary enterprise sales	1,347,442
Payments for scholarships and fellowships	(6,796,232)
Other receipts (payments)	2,296,068
Net cash used by operating activities	<u>(21,375,935)</u>
Cash flow from noncapital financing activities	
State appropriations	18,463,301
Pell grants	7,190,575
Net cash provided by noncapital financing activities	<u>25,653,876</u>
Cash flow from capital and related financing activities	
Capital appropriations	5,450,199
Purchases of capital assets	(3,842,578)
Principal paid on capital debt	(662,229)
Interest paid	(471,632)
Net cash used by capital and related financing activities	<u>473,760</u>
Increase in cash and cash equivalents	4,751,701
Cash and cash equivalents at the beginning of the year	19,785,276
Cash and cash equivalents at the end of the year	<u>24,536,977</u>
Reconciliation of Operating Loss to Net Cash used by Operating Activities	
Operating Loss	<u>(23,541,829)</u>
Adjustments to reconcile net loss to net cash used by operating activities	
Depreciation expense	3,236,289
Changes in assets and liabilities	
Receivables, net	311,107
Inventories	69,351
Accounts payable	(1,160,433)
Accrued liabilities	(352,427)
Deferred revenue	72,174
Compensated absences	(10,547)
Deposits payable	380
Net cash used by operating activities	<u>(21,375,935)</u>

The footnote disclosures are an integral part of the financial statements.

Notes to Financial Statements

June 30, 2014

These notes form an integral part of the financial statements.

1. Summary of Significant Accounting Policies

Financial Reporting Entity

Clover Park Technical College (the College) is a comprehensive technical college offering open-door academic programs, workforce education, basic skills, and community services. The College confers associates degrees, certificates and high school diplomas. It is governed by a five-member Board of Trustees appointed by the Governor and confirmed by the state Senate.

The College is an agency of the State of Washington. The financial activity of the college is included in the State's Comprehensive Annual Financial Report.

The Clover Park Technical College Foundation (the Foundation) is a separate but affiliated non-profit entity, incorporated under Washington law in 1992 and recognized as a tax exempt 501(c)(3) charity. The Foundation's charitable purpose is to build relationships with the community and acquire resources to support academic excellence and educational access at the college. Because the majority of the Foundation's income and resources are restricted by donors and may only be used for the benefit of the college or its students, the Foundation is considered a discrete component unit based on the criteria contained in Governmental Accounting Standards Board (GASB) Statement Nos. 61, 39 and 14. A discrete component unit is an entity which is legally separate from the College, but has the potential to provide significant financial benefits to the College or whose relationship with the College is such that excluding it would cause the College's financial statements to be misleading or incomplete.

The Foundation's financial statements are discretely presented in this report. Intra-entity transactions and balances between the College and the Foundation are not eliminated for financial statement presentation. During the calendar year ended December 31, 2014, the Foundation distributed \$341,474 to the College for restricted and unrestricted purposes. A copy of the Foundation's complete financial statements may be obtained from the Foundation's Administrative Offices at 4500 Steilacoom Blvd SW, Lakewood, WA 98499.

Related Party

INVISTA Performance Solutions is a collaboration of four Pierce County Community Colleges: Clover Park Technical College, Pierce College Fort Steilacoom, Pierce College Puyallup, and Tacoma Community College. Launched in September 2011, INVISTA, a partnership of colleges, operates as a single point of contact for regional business to access workforce development services. Their mission is to help companies gain a competitive advantage in the global economy by increasing the skills of their workforce. INVISTA is also a member of Global Corporate College and actively works with 45 colleges across the United States and internationally to serve companies with an expanded footprint.

Basis of Presentation

The college follows all GASB pronouncements. The financial statements have been prepared in accordance with GASB Statement No. 34, *Basic Financial Statements and Management Discussion and Analysis for State and Local Governments* as amended by GASB Statement No. 35, *Basic Financial Statements and Management Discussion and Analysis for Public Colleges and Universities*. For financial reporting purposes, the College is considered a special-purpose government engaged only in Business Type Activities (BTA). In accordance with BTA reporting, the College presents a Management's Discussion and Analysis; a Statement of Net Position; a Statement of Revenues, Expenses and Changes in Net Position; a Statement of Cash Flows; and Notes to the Financial Statements. The format provides a comprehensive, entity-wide perspective of the college's assets,

deferred inflows, liabilities, deferred outflows, net position, revenues, expenses, changes in net position and cash flows.

Basis of Accounting

The financial statements of the College have been prepared using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recorded when an obligation has been incurred, regardless of the timing of the cash flows.

Non-exchange transactions, in which the College receives (or gives) value without directly giving (or receiving) equal value in exchange includes state and federal appropriations, and certain grants and donations. Revenues are recognized, net of estimated uncollectible amounts, as soon as all eligibility requirements imposed by the provider have been met, if probable of collection.

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

During the course of operations, numerous transactions occur between funds for goods provided and services rendered. For the financial statements, interfund receivables and payables have generally been eliminated. However, revenues and expenses from the College's auxiliary enterprises are treated as though the College were dealing with private vendors. For all other funds, transactions that are reimbursements of expenses are recorded as reductions of expense.

Cash, Cash Equivalents and Investments

Cash and cash equivalents include cash on hand, bank demand deposits, and deposits with the Washington State Local Government Investment Pool (LGIP). Cash and cash equivalents that are held with the intent to fund College operations are classified as current assets along with operating funds invested in the LGIP. The College records all cash and cash equivalents at amortized cost, which approximates fair value.

Accounts Receivable

Accounts receivable consists of tuition and fee charges to students and auxiliary enterprise services provided to students, faculty and staff. This also includes amounts due from federal, state and local governments or private sources as allowed under the terms of grants and contracts. Accounts receivable are shown net of estimated uncollectible amounts.

Capital Assets

In accordance with state law, capital assets constructed with state funds are owned by the State of Washington. Property titles are shown accordingly. However, responsibility for managing the assets rests with the College. As a result, the assets are included in the financial statements because excluding them would have been misleading to the reader.

Land, buildings and equipment are recorded at cost, or if acquired by gift, at fair market value at the date of the gift. As this is the first institution-level financial statement prepared by the college, GASB 34 guidance concerning preparing initial estimates for historical cost and accumulated depreciation related to infrastructure was followed. Capital additions, replacements and major renovations are capitalized. The value of assets constructed includes all material direct and indirect construction costs. Any interest costs incurred are capitalized during the period of construction. Routine repairs and maintenance are charged to operating expense in the year in which the expense was incurred. In accordance with the state capitalization policy, all land, intangible assets and software with a unit cost of \$1,000,000 or more, buildings and improvements with a unit cost of \$100,000 or more, library collections with a total cost of \$5,000 or more and all other assets with a

unit cost of \$5,000 or more are capitalized. Depreciation is computed using the straight line method over the estimated useful lives of the assets as defined by the State of Washington's Office of Financial Management. Useful lives range from 15 to 50 years for buildings and improvements, 3 to 50 years for improvements other than buildings, 5 to 7 years for library resources, 2 to 10 years for most equipment, and 11 to 40 years for heavy duty equipment, aircraft, locomotives, and vessels.

In accordance with GASB Statement 42, the college reviews assets for impairment whenever events or changes in circumstances have indicated that the carrying amount of its assets might not be recoverable. Impaired assets are reported at the lower of cost or fair value. At June 30, 2014, no assets had been written down.

Unearned Revenues

Unearned revenues occur when funds have been collected prior to the end of the fiscal year but related to the subsequent fiscal year. The College has recorded summer quarter tuition and fees as unearned revenues.

Tax Exemption

The College is a tax-exempt organization under the provisions of Section 115(1) of the Internal Revenue Code and is exempt from federal income taxes on related income.

Net Position

The College's net position is classified as follows.

Net Investment in Capital Assets. This represents the College's total investment in capital assets, net of outstanding debt obligations related to those capital assets.

Restricted for Institutional Financial Aid. The institutional financial aid funds are established for the explicit purpose of providing institutional financial aid as prescribed by RCW 28B.15.820.

Unrestricted. These represent resources derived from student tuition and fees, and sales and services of educational departments and auxiliary enterprises.

Scholarship Discounts and Allowances

Student tuition and fee revenues, and certain other revenues from students, are reported net of scholarship discounts and allowances in the Statements of Revenues, Expenses and Changes in Net Position. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the College, and the amount that is paid by students and/or third parties making payments on the students' behalf. Certain governmental grants, such as Pell grants, and other Federal, State or non-governmental programs are recorded as either operating or non-operating revenues in the College's financial statements. To the extent that revenues from such programs are used to satisfy tuition and fees and other student charges, the College has recorded a scholarship discount and allowance. Discounts and allowances for the year ending June 30, 2014 are \$5,542,396.

State Appropriations

The state of Washington appropriates funds to the College on both an annual and biennial basis. These revenues are reported as non-operating revenues on the Statements of Revenues, Expenses, and Changes in Net Position, and recognized as such when the related expenses are incurred.

Operating Revenues/Expenses

Operating revenues consist of tuition and fees, grants and contracts, sales and service of educational activities and auxiliary enterprise revenues. Operating expenses include salaries, wages, fringe benefits, utilities, supplies and materials, purchased services, and depreciation. All other revenue and expenses of the College are reported as non-operating revenues and expenses including state general appropriations, Federal Pell grant revenues, investment income and interest expense.

Inventories

Inventories are valued at cost using the first-in-first out method.

2. Cash, Cash Equivalents and Investments

Cash and cash equivalents include bank demand deposits, petty cash held at the College and unit shares in the Local Government Investment Pool (LGIP). The LGIP is comparable to a Rule 2a-7 money market fund recognized by the Securities and Exchange Commission (17 CFR 270.2a-7). Rule 2a-7 funds are limited to high quality obligations with limited maximum and average maturities, the effect of which is to minimize both the market and credit risk. The LGIP is an unrated investment pool.

As of June 30, 2014, the carrying amount of the College's cash and equivalents was \$24,536,977 as represented in the table below.

Table 1: Cash and Cash Equivalents	June 30, 2014
Petty Cash and Change Funds	\$7,501
Bank Demand and Time Deposits	\$5,526,906
Local Government Investment Pool	\$19,002,570
Total Cash and Cash Equivalents	\$24,536,977

Custodial Credit Risks—Deposits

Custodial credit risk for bank demand deposits is the risk that in the event of a bank failure, the College's deposits may not be returned to it. The majority of the College's demand deposits are with the US Bank. All cash and equivalents, except for change funds and petty cash held by the College, are insured by the Federal Deposit Insurance Corporation (FDIC) or by collateral held by the Washington Public Deposit Protection Commission (PDPC).

3. Accounts Receivable

Accounts receivable consists of tuition and fee charges to students and auxiliary enterprise services provided to students, faculty and staff. It also includes amounts due from federal, state and local governments or private sources in connection with reimbursements of allowable expenditures made according to sponsored agreements. At June 30, 2014, accounts receivable were as follows.

Table 2: Accounts Receivable	Amount
Student Tuition and Fees	2,215,683
Due from the Federal Government	308,565
Due from the Office of the State Treasurer (OST)	450,620
Due from Other State Agencies	469,846
Due from Other Governments	126,575
Auxiliary Enterprises	69,699
Other	59,021
Subtotal	3,700,009
Less Allowance for Uncollectible Accounts	(897,732)
Accounts Receivable, including OST, net	2,802,277

4. Capital Assets

A summary of the changes in capital assets for the year ended June 30, 2014 is presented as follows. The current year depreciation expense was \$3,236,289.

Table 3: Capital Assets	Beginning Balance	Additions/ Transfers	Retirements	Ending Balance
Nondepreciable capital assets				
Land	6,650,806	0	0	6,650,806
Construction in progress	18,894,177	(18,894,177)	0	0
Total nondepreciable capital assets	25,544,983	(18,894,177)	0	6,650,806
Depreciable capital assets				
Buildings	76,570,851	22,943,686	0	99,514,537
Other improvements and infrastructure	0	618,564	0	618,564
Equipment	6,133,979	586,478	(19,353)	6,701,104
Library resources	1,726,433	5,732		1,732,165
Subtotal depreciable capital assets	84,431,263	24,154,460	(19,353)	108,566,370
Less accumulated depreciation				
Buildings	22,299,796	2,712,760	0	25,012,556
Other improvements and infrastructure	0	20,619	0	20,619
Equipment	3,658,694	450,115	(17,711)	4,091,098
Library resources	1,572,843	52,794		1,625,637
Total accumulated depreciation	27,531,333	3,236,288	(17,711)	30,749,910
Total depreciable capital assets	56,899,930	20,918,172	(1,642)	77,816,460
Capital assets, net of accumulated depreciation	82,444,913	2,023,995	(1,642)	84,467,266

5. Accounts Payable and Accrued Liabilities

At June 30, 2014, accrued liabilities are the following.

Table 4: Accounts Payable and Accrued Liabilities	Amount
Amounts Owed to Employees	\$ 962,141
Accounts Payable	\$ 1,368,783
Amounts Held for Others and Retainage	\$ 176,625
Total Accounts Payable and Accrued Liabilities	\$ 2,507,549

6. Unearned Revenue

Unearned revenue is comprised of receipts which have not yet met revenue recognition criteria, as follows:

Table 5: Unearned Revenue	Amount
Summer Quarter Tuition & Fees	2,371,041
Total Unearned Revenue	2,371,041

7. Risk Management

The College, in accordance with state policy, pays unemployment claims on a pay-as-you-go basis. Payments made for claims from July 1, 2013 through June 30, 2014, were \$104,042.

The College purchases commercial property insurance through the master property program administered by the Department of Enterprise Services for buildings that were acquired with COP proceeds. The policy has a

deductible of \$250,000 per occurrence and the policy limit is \$100,000,000 per occurrence. The college has had no claims in excess of the coverage amount within the past three years. The College assumes its potential property losses for most other buildings and contents.

The College participates in a State of Washington risk management self-insurance program, which covers its exposure to tort, general damage and vehicle claims. Premiums paid to the State are based on actuarially determined projections and include allowances for payments of both outstanding and current liabilities. Coverage is provided up to \$10,000,000 for each claim with no deductible. The college has had no claims in excess of the coverage amount within the past three years.

8. Compensated Absences

At termination of employment, employees may receive cash payments for all accumulated vacation and compensatory time. Employees who retire get 25% of the value of their accumulated sick leave credited to a Voluntary Employees' Beneficiary Association (VEBA) account, which can be used for future medical expenses and insurance purposes. The amounts of unpaid vacation and compensatory time accumulated by College employees are accrued when incurred. The sick leave liability is recorded as an actuarial estimate of one-fourth the total balance on the payroll records. The accrued vacation leave totaled \$949,990, accrued sick leave totaled \$877,408, and accrued compensatory time totaled \$3,676 at June 30, 2014

Accrued annual and sick leave are categorized as non-current liabilities. Compensatory time is categorized as a current liability since it must be used before other leave.

9. Notes Payable

In June 2006, the College obtained financing in order to construct the Associated Student Government Building and Conference Center through certificates of participation (COP), issued by the Washington Office of State Treasurer (OST) in the amount of \$14,370,000. Students assessed themselves, on a quarterly basis, a mandatory fee to service the debt starting in 2006. The interest rate charged is 4.76%.

Student fees related to these COP(s) are accounted for in dedicated funds, which are used to pay principal and interest, not coming out of the general operating budget.

The College's debt service requirements for these note agreement(s) for the next five years and thereafter are as follows:

10. Annual Debt Service Requirements

Future debt service requirements at June 30, 2014 for the next five years and thereafter are as follows.

Fiscal year	Certificates of Participation		
	Principal	Interest	Total
2015	650,000	445,851	1,095,851
2016	680,000	419,039	1,099,039
2017	705,000	390,139	1,095,139
2018	735,000	359,824	1,094,824
2019	770,000	327,668	1,097,668
2020-2024	5,395,000	1,185,525	6,580,525
2025-2029	1,050,000	48,563	1,098,563
Total	9,985,000	3,176,608	13,161,608

11. Schedule of Long Term Debt

TABLE 7: Schedule of Long Term Debt	Balance outstanding 6/30/13	Additions	Reductions	Balance outstanding 6/30/14	Current portion
Certificates of Participation	10,610,000		(625,000)	9,985,000	650,000
Local Improvement District	443,681		(37,229)	406,452	37,229
Compensated Absences	1,426,413	1,263,489	(855,152)	1,831,074	3,676
Total	12,480,094	1,263,489	(1,517,381)	12,222,526	690,905

12. Pension Plans

The College offers three contributory pension plans. The Washington State Public Employees Retirement System (PERS) and Teachers Retirement System (TRS) plans are cost sharing multiple employer defined benefit pension plans administered by the State of Washington Department of Retirement Services. The State Board Retirement Plan (SBRP) is a multiple employer defined contribution plan for the faculty and exempt-administrative and professional staff of the state's public community and technical colleges. The plan includes supplemental payment, when required. The plan is administered by the State Board for Community and Technical Colleges (SBCTC).

For FY 2014, the payroll for the College's employees was \$5,593,281 for PERS, \$423,066 for TRS, and \$11,559,692 for SBRP. Total covered payroll was \$17,576,040.

PERS and TRS

Plan Descriptions. PERS Plan 1 provides retirement and disability benefits and minimum benefit increases to eligible nonacademic plan members hired prior to October 1, 1977. PERS Plans 2 and 3 provide retirement and disability benefits and a cost-of-living adjustment to eligible nonacademic plan members hired on or after October 1, 1977. Retirement benefits for Plans 1 and 2 are vested after five years of eligible service. PERS Plan 3 has a defined contribution component that members may elect to self-direct as established by the Employee Retirement Benefits Board. PERS 3 defined benefit plan benefits are vested after an employee completes ten years of eligible service.

TRS Plan 3 provides retirement benefits to certain eligible faculty hired on or after July 1, 1996. The plan includes both a defined benefit portion and a defined contribution portion. The defined benefit portion is funded by employer contributions only. Benefits are vested after an employee completes five or ten years of eligible service, depending on the employee's age and service credit, and include an annual cost-of-living adjustment. The defined contribution component is fully funded by employee contributions and investment performance.

The college also has 4 employees with pre-existing eligibility who continue to participate in TRS 1 or 2.

The authority to establish and amend benefit provisions resides with the legislature. PERS and TRS issue publicly available financial reports that include financial statements and required supplementary information. The report may be obtained by writing to the Department of Retirement Systems, PO Box 48380, Olympia, Washington 98504-8380 or online at <http://www.drs.wa.gov/administration>.

Funding Policy. Each biennium, the state Pension Funding Council adopts PERS and TRS Plan 1 employer contribution rates, Plan 2 employer and employee contribution rates, and Plan 3 employer contribution rates. Employee contribution rates for PERS and TRS Plans 1 are established by statute. By statute, PERS 3 and TRS 3 employees may select among six contribution rate options, ranging from 5 to 15 percent.

The required contribution rates expressed as a percentage of current year covered payroll are shown in the table below. The College and the employees made 100% of required contributions.

Contribution Rates and Required Contributions. The College's contribution rates and required contributions for the above retirement plans for the years ending June 30, 2014, 2013, and 2012 are as follows.

	FY2012		FY2013		FY2014	
	Employee	College	Employee	College	Employee	College
PERS						
Plan 1	6.00%	7.08%	6.00%	7.21%	6.00%	9.21%
Plan 2	4.64%	7.08%	4.64%	7.21%	4.92%	9.21%
Plan 3	5 - 15%	7.08%	5 - 15%	7.21%	5 - 15%	9.21%
TRS						
Plan 1	6.00%	8.04%	6.00%	8.05%	6.00%	10.39%
Plan 2	4.69%	8.04%	4.10%	8.05%	4.96%	10.39%
Plan 3	5-15%	8.04%	5-15%	8.05%	5-15%	10.39%

	FY2012		FY2013		FY2014	
	Employee	College	Employee	College	Employee	College
PERS						
Plan 1	10,691	12,812	11,206	13,466	12,290	18,859
Plan 2	166,608	259,017	181,686	282,326	211,675	394,871
Plan 3	60,820	72,081	64,692	73,925	72,255	106,688
TRS						
Plan 1	4,304	9,148	0	0	0	0
Plan 2	15,022	25,974	13,017	22,368	12,140	24,584
Plan 3	11,337	10,182	7,954	6,558	7,413	7,415

State Board Retirement Plan

Plan Description. Faculty and exempt administrative and professional staff are eligible to participate in SBRP. The Teacher's Insurance and Annuity Association (TIAA) and the College Retirement Equities Fund (CREF) are the companion organizations through which individual retirement annuities are purchased. Employees have at all times a 100% vested interest in their accumulations.

TIAA-CREF benefits are payable upon termination at the member's option unless the participant is re-employed in another institution which participates in TIAA-CREF.

The Plan has a supplemental payment component that guarantees a minimum retirement benefit goal based upon a one-time calculation at each employee's retirement date. The SBCTC makes direct payments on behalf of the College to qualifying retirees when the retirement benefit provided by TIAA-CREF does not meet the benefit goal. Employees are eligible for a non-reduced supplemental payment after the age of 65 with ten years of full-time service.

The minimum retirement benefit goal is 2% of the average annual salary for each year of full-time service up to a maximum of 25 years. However, if the participant does not elect to make the 10% TIAA-CREF contribution after age 49, the benefit goal is 1.5% for each year of full-time service for those years the lower contribution rate is selected.

The State Board for Community and Technical Colleges is authorized to amend benefit provisions under RCW 28B.10.400. In 2011, the plan was amended to eliminate the supplemental benefit provisions for all employees hired after June 30, 2011.

Contributions. Contribution rates for the SBRP (TIAA-CREF), which are based upon age, are 5%, 7.5% or 10% of salary and are matched by the College. Employee and employer contributions for the year ended June 30, 2014 were \$1,009,785 for employer and \$1,010,055 for employees.

The SBRP supplemental pension benefits are unfunded. For the year ended June 30, 2014, supplemental benefits were paid by the SBCTC on behalf of the College in the amount of \$3,901. In 2012, legislation (RCW 28B.10.423) was passed requiring colleges to pay into a Supplemental Benefit Fund managed by the State Investment Board, for the purpose of funding future benefit obligations. During FY 2014, the College paid into this fund at a rate of 0.5% of covered salaries, totaling \$57,925. As of June 30, 2014, the Community and Technical College system accounted for \$5,008,355 of the fund balance.

Washington State Deferred Compensation Program

The College, through the state of Washington, offers its employees a deferred compensation plan created under Internal Revenue Code Section 457. The plan, available to all State employees, permits individuals to defer a portion of their salary until future years. The state of Washington administers the plan on behalf of the College's employees. The deferred compensation is not available to employees until termination, retirement or unforeseeable financial emergency. The College does not have access to the funds.

Other Post-Employment Benefits

Health care and life insurance programs for employees of the state of Washington are administered by the Washington State Health Care Authority (HCA). The HCA calculates the premium amounts each year that are sufficient to fund the statewide health and life insurance programs on a pay-as-you-go basis. These costs are passed through to individual state agencies based upon active employee headcount; the agencies pay the premiums for active employees to the HCA. The agencies may also charge employees for certain higher cost options elected by the employee.

State of Washington retirees may elect coverage through state health and life insurance plans, for which they pay less than the full cost of the benefits, based on their age and other demographic factors. The health care premiums for active employees, which are paid by the agency during the employees' working careers, subsidize the "underpayments" of retirees. An additional factor in the Other Post-Employment Benefits (OPEB) obligation is a payment that is required by the State Legislature to reduce the premiums for retirees covered by Medicare (an "explicit" subsidy). This explicit subsidy is also passed through to state agencies via active employee rates charged to the agency. There is no formal state or College plan that underlies the subsidy of retiree health and life insurance.

The actuary allocated the statewide disclosure information to the community and technical college at the system level. The SBCTC further allocated these amounts among the colleges. The College's share of the GASB 45 actuarially accrued liability (AAL) is \$9,639,527, with an annual required contribution (ARC) of \$941,787. The ARC represents the amortization of the liability for the fiscal year 2014 plus the current expense for active employees, which is reduced by the current contributions of approximately \$300,189. The College's net OPEB obligation (NOO) at June 30, 2014 was approximately \$764,586. This amount is not included in the College's financial statements.

The College paid \$3,255,129 for healthcare expenses in 2014, which included its pay-as-you-go portion of the OPEB liability.

13. Operating Expenses by Program

In the Statement of Revenues, Expenses and Changes in Net Position, operating expenses are displayed by natural classifications, such as salaries, benefits, and supplies. The table below summarizes operating expenses by program or function such as instruction, research, and academic support. The following table lists operating expenses by program for the year ending June 30, 2014.

Instruction	12,999,671
Academic Support Services	4,405,657
Student Services	3,690,821
Institutional Support	5,334,109
Operations and Maintenance of Plant	3,827,686
Scholarships and Other Student Financial Aid	6,796,232
Auxiliary enterprises	2,123,518
Depreciation	3,236,289
Total operating expenses	42,413,983



14. Commitments and Contingencies

There is a class action lawsuit, Moore v. HCA, filed against the State of Washington on behalf of former part-time and non-permanent employees alleging improper denial of healthcare benefits. Although the College has not been named as a defendant in the lawsuit, some of the class members are current or former employees of the College. Potentially, the state could assess the College with a material share of any amount paid in the event of a settlement or judgment. As of the end of fiscal year 2015 (or 2014), the parties have reached a settlement agreement with the plaintiffs to settle all matters relating to this and related lawsuits. Final settlement is contingent on a) funding of the settlement by the legislature and b) final approval by the trial court if funding is provided. As such, the amount of loss cannot be reasonably estimated at this time.

Additionally, the College is engaged in various legal actions in the ordinary course of business. Management does not believe the ultimate outcome of these actions will have a material adverse effect on the financial statements.

The College has commitments of \$3,969,074 for various capital improvement projects that include construction and completion of new buildings and renovations of existing buildings.

15. Subsequent Events

The College learned in FY 2015 that the buildings acquired in the FY 2012 land swap with the Clover Park School District contained significant amounts of hazmat materials which would ultimately be removed in FY 2016 at a cost of approximately \$2 million.

On March 29th 2016, the legislature passed the supplemental budget which included an appropriation to fund the settlement for the Moore v. HCA lawsuit. SBCTC's portion of this obligation is \$32 million of which \$19 million is funded by the legislature and the remaining \$13 million will be allocated among 34 colleges in the system. At this time, Clover Park Technical College's potential share of this lawsuit has not been determined.

We would like to acknowledge the following staff for their assistance in preparing this report:

Valarie Nelson, Accounting Coordinator
Lisa Wolcott, Director of Budget and Finance
Tanya Petrov, Foundation Fiscal Accountant



4300 Stillacooms Blvd SW, Lakewood, WA 98199-4004

**Board of Trustees Regular Meeting
 Rotunda, Building 3
 Wednesday, June 8, 2016
 Study Session Cancelled
 Regular Meeting: 4:00-5:50**

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 1
	May 18, 2016		
	<i>Action</i>		
4:05	President's Report	Joyce Loveday	
	▪ Veteran Honor Cord Ceremony		
	▪ Retiree Luncheon		
	▪ 2016 Graduation Update		
	▪ Miscellaneous		
4:20	Other College Reports or Highlights:		
	▪ Associated Student Government Report.....	Myra Morales	Tab 2
	▪ CPTC Audit Exit Report.....	Larry Clark	Tab 3
	▪ Security Update.....	Larry Clark/Lisa Beach/Brian Grossman	
	▪ Student Learning Report	Feng Yang	
	Presentation: Mechatronics		
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	
	Approval of ASG Services and Activities Budget for 2016-17	Mark Martinez	Tab 4
	<i>Action</i>		

Approval of Resolution 16-06-92, Extension of 2015-16 Operating Budget..... Mark Martinez **Tab 5**
Action

Election of Officers Mark Martinez
Positions of Board Chair and Vice Chair –
For the term of one year, July 1, 2016 – June 30, 2017
Action

5:15 Executive Session Mark Martinez
Convene Executive Session for approximately 30 minutes for the purpose of reviewing the performance of a public employee.

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.

5:45 Action Items as a Result of Executive Session..... Mark Martinez

Approval of Resolution 16-06-91 to Extend Dr. Lonnie L. Howard's Contract through July 1, 2016 Mark Martinez **Tab 6**
Action

Approval of Contract for Interim President Mark Martinez
Action

5:50 Adjournment..... Mark Martinez
All Board meetings will be recorded.



4100 Steilacoom Blvd NW, Lakewood, WA 98043-4000
Board of Trustees Meeting
Bldg. 3, Rotunda
Wednesday, May 18, 2016

Minutes

Study Session

Call to Order: Chair Martinez called the Board of Trustees Study Session for Clover Park Technical College (CPTC) to order on May 18, 2016, at 3:08 p.m.

Board of Trustees Present:

Mark Martinez, Chair
Bruce Lachney
Mary Moss

Lua Pritchard
Wayne Withrow

College President: Dr. Lonnie L. Howard

Assistant Attorney General: Justin Kjolseth

Other Attendees:

Dr. Joyce Loveday, VP, Student Learning
Ted Broussard, VP, Student Success
John Caulfield, Lakewood City Manager
Larry Clark, VP, Finance & Admin.
Tawny Dotson, VP, Strategic Development
Lisa Beach, Dir., Security & Compliance
Greg Doyon, Aviation Maint. Tech. Inst./Dept.
Chair
Bev Dupuis, Computer Operator/Spt. Tech.
Mabel Edmonds, Spec. Asst., Pres./VP Stud.
Learning

Shelby Fritz, Dir., Human Resources
Lyman Gifford, Exec. Dir., Foundation
Janet Holm, Marketing/Outreach Coord.
John Kaniss, Dir., Facilities Services
Claire Korschinowski, Dean
Cherie Steele, Exec. Asst. to the President
Michael Taylor, Dir., Info. Technology
Dr. Margie Tomsic, Exec. Dir., IR & Accred.
Lisa Wolcott, Dir., Budget & Finance

“State of the City” Update

Lakewood City Manager John Caulfield presented Lakewood’s “State of the City” address (Tab 1), a summary of 2015 and what’s happening in 2016. Mr. Caulfield introduced the City’s Communication Manager, Brent Champaco, who helped to create the presentation, and City Council Member Mary Moss, who is doing great things in Lakewood.

Monitoring the Strategic Plan (Tab 1)

Ms. Dotson offered an update on monitoring of the Strategic Plan.

2016-17 Nominations for Chair and Vice Chair Discussion

MOTION:

Motion to nominate Bruce Lachney for the position of Board Chair for the July 1, 2016 – June 30, 2017, term was made by Trustee Pritchard, seconded by Trustee Moss. Approved unanimously.

MOTION:

Motion to nominate Lua Pritchard for the position of Board Vice Chair for the July 1, 2016 – June 30, 2017, term was made by Trustee Moss, seconded by Trustee Lachney. Approved unanimously.

MOTION:

Motion to accept the slate of nominees for election at the June Board of Trustees meeting was made by Trustee Withrow, seconded by Trustee Moss.

General Discussion

There was no general discussion.

Chair Martinez adjourned the Study Session at 4:03 p.m.

.....

Regular Session

Call to Order: Chair Martinez called the Board of Trustees Regular Session for Clover Park Technical College (CPTC) to order on May 18, 2016, at 4:11 p.m.

Board of Trustees Present:

Mark Martinez, Chair
Bruce Lachney
Mary Moss

Lua Pritchard
Wayne Withrow

College President: Dr. Lonnie Howard

Assistant Attorney General: Justin Kjolseth

Other Attendees:

Dr. Joyce Loveday, VP, Student Learning
Ted Broussard, VP, Student Success
John Caulfield, Lakewood City Manager
Larry Clark, VP, Finance & Admin.
Tawny Dotson, VP, Strategic Development
Lisa Beach, Dir., Security & Compliance
Michael Bowman, Interior Design Inst.
Loren Davis, Dir., NWCTHS
Greg Doyon, Aviation Maint. Tech. Inst./Dept.
Chair
Bev Dupuis, Computer Operator/Spt. Tech.
Mabel Edmonds, Spec. Asst., Pres./VP Stud.
Learning
Cal Erwin-Svoboda, Dir., Stud. Involvement/
Conf. Center Svcs.
Lisa Fortson, Asst. Dir., Financial Aid
Sandy Frederick, Cosmetology Inst.
Andy Fritz, Env. Sci. & Tech. Inst.

Shelby Fritz, Dir., Human Resources
Michelle Ganyon, Cosmetology Inst.
Lyman Gifford, Exec. Dir., Foundation
Amy Hatfield, Guest
Michelle Hillesland, Dean
Janet Holm, Marketing/Outreach Coord.
Elaine Holster, Librarian/Dept. Chair
Angela Johnson, Mgr., Child Care Center
Wendy Joseph, Dir., Financial Aid
John Kaniss, Dir., Facilities Services
Dean Kelly, Dir., Advising/Counseling
Claire Korschinowski, Dean
Kristen Martindale, English Inst.
Mary McCune, Confidential Secy.
Myra Morales, Student, ASG President
Cindy Mowry, Dir, Enrollment Svcs.
Jody Randall, CNISS Inst.
Juanita Ricks, Dir., Admissions

Tanya Sorenson, Dean
 Don Souza, CNISS Inst.
 Cherie Steele, Exec. Asst. to the President
 Michael Taylor, Dir., Info. Technology
 Dr. Margie Tomsic, Exec. Dir., IR & Accred.

Jeffrey Turner, CNISS Inst.
 Jane Wagers, Materials Mgmt. Inst.
 Tiffany Windmeyer, Career Devel. Coord.
 Lisa Wolcott, Dir., Budget & Finance

Adoption of the Agenda

MOTION:

Motion to adopt the agenda as presented was made by Trustee Withrow, seconded by Trustee Lachney. Approved unanimously.

Approval of Minutes (Tab 1)

MOTION:

Motion to approve the minutes of the Regular Board meeting of April 13, 2016, made by Trustee Withrow, seconded by Trustee Moss. Approved unanimously.

President's Report

Executive Search Update

Vice President for Student Success (VPSS):

The search did not yield a viable candidate, and Juanita Ricks, currently Director of Admissions, will serve as Interim VPSS when Ted Broussard retires at the end of June.

Vice President for Strategic Development (VPSD):

Tawny Dotson has served as Interim VPSD for the last ten months. The position was opened for internal candidates. After applying and being interviewed, Ms. Dotson was appointed as the VPSD.

Dean of Student Learning:

Tanya Sorenson served as Interim Dean of Student Learning for last year, the position was opened, candidates were interviewed, and Ms. Sorenson was hired as Dean of Student Learning.

2016 CPTC Commencement

Commencement will be held on Saturday, June 18, 2016, 2:30 p.m., at the Tacoma Dome. Dr. Gene Sharratt, Executive Director of Washington Student Achievement Council, will be the keynote speaker. All Trustees except Chair Martinez will attend.

Audit Update

The Audit Exit Conference will be held on May 26, 2016, 1:30 p.m., in Building 19, Room 107. Trustees have been invited.

2016 Spring Quarter Enrollment

Enrollment at Washington two-year colleges is beginning to wane, partly due to the inverse correlation theory. CPTC's 10th day enrollment is on a slight incline – up 1.89% compared to the same time last year.

Hayes Child Development Center Update

Dr. Howard recapped steps taken this year in an attempt to reduce the Child Development Center deficit, which included proposing a grant with the Children's Home Society, additional funding from ASG, and reducing staff. Mr. Broussard said the College will receive a decision on the grant by the end of May and will provide an update report in June.

Miscellaneous

Prior to the Board meeting, Dr. Howard and the Vice Presidents provided Trustees with their recommendations on the merit of continuing with the Invista partnership. It is the Board's decision to continue the partnership or not.

The twin-engine plane that the College ordered has been shipped from Italy to Florida and is being painted to reflect CPTC's colors. When ready, our pilots will fly to Florida and bring the plane back to have it ready for fall quarter.

Questions from Trustees:

- When etcLink is no longer an issue with Invista, Trustee Lachney would like an updated report on Invista.
- Trustee Lachney asked that the State Audit Exit Report be sent to Trustees.
- Trustee Lachney requested a Retention Update, to include the process and numbers, at the June 8 Board meeting.

Other College Reports

ASG Report (Tab 3)

Ms. Morales presented the attached report and invited Trustees to attend the Annual Student Awards Ceremony on June 8, 6-7:30 p.m., in the McGavick Center.

FY 2015-16 3rd Quarter Budget Report (Tab 4)

Ms. Wolcott reviewed the 3rd Quarter Budget Report. Questions and discussion followed.

Career Center Overview (Tab 5)

Ms. Windmeyer reported on the Career Center, the mission, and how it helps students and industry partners.

CPTC Dashboard Update (Tab 6)

Tableau is an interactive intelligence software that allows one to connect relational databases, spreadsheets, and cloud databases through queries to generate a variety of visual graphics that can be combined into dashboards and shared. The College intends to make meaningful data available to faculty, staff, and administrators to improve decision making used in recruitment, enrollment, retention, instruction, grant development, and budget decisions. Phase 1 kick-off is this week, design print to follow, the first dashboard in July, with at least two dashboards by August. Training will be available to faculty and staff.

Chair's Report

Chair Martinez attended Dr. Howard's Farewell Reception where many kind words were spoken. Trustees Lachney and Martinez served on the search committee, stated that Dr. Howard was an amazing candidate who did exactly what the Board wanted him to do – look at the College with fresh eyes and take CPTC to the next level, he did, and the Board thanked him.

Board Reports and/or Remarks

Trustee Pritchard remarked that she and Trustees Moss and Withrow attended the Washington State Association of College Trustees (ACT) Spring Convention. One presentation, "Safe-guarding College Campuses," was offered by administration and staff from Umpqua Community College. They shared steps taken immediately after the tragedy they experienced up to one year later and offered suggestions for protocol and intervention. Trustee Withrow learned that no college is ever ready for a tragedy and that there should be counselors prepared who work with traumatic situations.

Public Comments

There were no public comments.

New Business

No new business.

Executive Session

At 5:34 p.m., Chair Martinez stated that, in accordance with RCW 42.30.110, the Board would recess to go into Executive Session for approximately 60 minutes for the purposes of reviewing, evaluating, and interviewing a faculty probationer for tenure award and reviewing the performance of a public employee.

Chair Martinez reconvened the Regular Meeting at 6:21 p.m. and asked if there were any action items as a result of Executive Session. There were actions as a result of the Executive Session.

MOTION:

Trustee Lachney moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the Tenure Review Committee and the President, grant tenure to Jeffrey Turner at Clover Park Technical College, seconded by Trustee Pritchard. No discussion. Approved unanimously.

MOTION:

Trustee Withrow moved that the Board of Trustees appoint Vice President for Student Learning Dr. Joyce Loveday as Interim President of Clover Park Technical College, effective June 1, 2016; and,
That the Board of Trustees delegate to the College administration the authority to negotiate a contract for employment as Interim President with Dr. Loveday, for a term not to exceed one calendar year, which shall be presented to the Board for approval at the June 2016 Board meeting; and
That the Board's delegation of authority in WAC 495C-104-030 be transferred from Dr. Howard to Dr. Loveday, effective upon her assumption of the role of Interim President.
Seconded by Trustee Lachney, approved unanimously.

Next Meeting

June 8, 2016, at the Lakewood Campus.

Adjournment

Chair Martinez adjourned the Regular Meeting at 6:23 p.m.

Dr. Lonnie L. Howard
President
College District Twenty-Nine

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

Associated Student Government Board of Trustees Report

June 2016

Highlights

The cloudy weather aside, Springfest 2016 was a major success! 605 students, guests, and employees enjoyed club/department booths, fun activities and games, ice cream, and the photo booth! We attribute the successful event to the collaboration between student organizations, college departments, faculty, staff, and college administration.

Increasing Student Advocacy

Student Council hosted a "Texting and Driving Campaign" after meeting a CPTC student who was in a car accident that involved a distracted driver, just after leaving campus one afternoon. This aligns with our Student Priorities Paper, Increasing Student Safety.

Partnership Highlight

ASG approved \$1,200 towards a project to install a refrigerator and freezer for the Food Pantry. Beginning this summer, the Food Pantry will be relocated to the Student Leadership & Service Center (SLSC) to centralize support services supported by the Office of Student Involvement. Plans are being developed to expand services offered by the Food Pantry, which was originally started by Phi Theta Kappa over five years ago.

The Blue Light Emergency Phone Towers located on the Lakewood campus and call box located at the South Hill campus have all been installed and will soon be operational. This was a wonderful partnership between the ASG and college administration. Thank you to all who supported this worthwhile project. This connects to our Student Priorities Paper, Increasing Student Safety.

The Wear It Forward Program is aimed at distributing gowns, free of charge, to help CPTC students with the cost of participating in graduation. There are 100 gowns in a variety of sizes available to students on a first-come, first-served basis. Students can fill out an application for a rental gown in the SLSC, Building 23. At the conclusion of the ceremony on June 18, students may also donate their gowns to the program outside the Tacoma Dome entrance.

The 4th annual Student Awards Ceremony is scheduled for June 8, from 6:00-7:30 pm. This event celebrates those exemplifying academic excellence and community leadership. There will be appetizers, desserts, and a photo booth to enjoy. Board members are encouraged to drop in.

Shared Governance

The newly appointed Student Council officers are as follows: Annie Mafi (President), Derek McFarland (Vice President), Francis Gachukia (Administrative), and Michael Clarke (Legislative). The Clubs & Organizations position was left vacant and will be filled during summer quarter. All students who were appointed to leadership positions participated in a new hire orientation on June 6. Summer training will begin on August 9 and run through September 23.

By The Numbers

100 Graduation gowns are available to CPTC students to check out during Graduation.

605 People attended the 2016 Springfest celebration held on May 26.

100 Reservations have been made to use the game room since early April.

Upcoming Events

Ian Dobson: Music Showcase, June 9
Building 23, 12:30-2:00 p.m.

Car Smash, June 10
Building 23 Parking Lot, 10:30-12:30 p.m.

Northwest Trek, June 11
Eatonville, 11:00 a.m.

Elias Kauhane: Music Showcase, June 16
Building 23, 12:30-2:00 p.m.



Washington State Auditor's Office

INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS

Clover Park Technical College July 1, 2013 through June 30, 2014

Board of Trustees
Clover Park Technical College
Lakewood, Washington

REPORT ON THE FINANCIAL STATEMENTS

We have audited the financial statements of the Clover Park Technical College, Pierce County, Washington, as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the College's basic financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's

judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the College's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Clover Park Technical College, as of June 30, 2014, and the changes in financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Matters of Emphasis

As discussed in Note 1, the financial statements of the Clover Park Technical College, an agency of the state of Washington, are intended to present the financial position, and the changes in financial position, and where applicable, cash flows of only the respective portion of the activities of the state of Washington that is attributable to the transactions of the College. They do not purport to, and do not, present fairly the financial position of the state of Washington as of June 30, 2014, the changes in its financial position, or where applicable, its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Matters

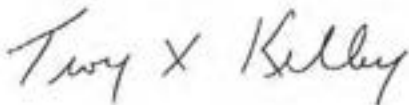
Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or

historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

OTHER REPORTING REQUIRED BY GOVERNMENT AUDITING STANDARDS

In accordance with *Government Auditing Standards*, we have also issued our report dated May 26, 2016 on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.



TROY KELLEY
STATE AUDITOR
OLYMPIA, WA

May 26, 2016

TO: Ted Broussard, Vice President of Student Success
 FROM: Services & Activities (S&A) Budget Committee
 RE: Proposed 2016-2017 S&A Budget
 DATE: Monday, March 21, 2016

The student budget committee has unanimously adopted the \$765,336 budget for the 2016-2017 fiscal year (FY) without an increase to the student fee. The proposed budget is based on revenue projection numbers provided by Lisa Wolcott during the budget development process. It is the understanding of the committee that approving this operating budget will ensure that the Associated Student Government and student funded programs can continue to contribute to the campus community and create a campus environment that is engaging, vibrant and actively involves students throughout their academic journey.

Considerations

- No new funding requests were received.
- No mid-year travel requests were allocated to student organizations during this budgeting process. Travel requests occurring November 1- June 30, 2017 will be heard by the student budget committee.
- Allocated \$2,760 + tax towards the purchase of two washer/dryers for Hayes Child Development Center from the Fund Balance of the Associated Students of Clover Park Technical College.
- Recommended that the Veterans Resource Center (VRC) and Hayes Child Development Center submit one-time funding requests to the student budget committee for consideration of a bulk purchase of honor cords (\$1,375) and two covered play areas (\$10,000 + tax).
- Did not fund general operational costs or a lending library program for the Veterans Resource Center because these items are considered an impermissible use of funds as noted in Article 3, Section 4 of the Financial Code of the Associated Students of Clover Park Technical College.

Decisions

- Approved the proposed \$765,336 operating budget for the 2016-17 FY without an increase to the student fee. This is an overall decrease of \$324 compared to the 2015-2015 FY.
- In accordance with the Financial Code of the Associated Students, the committee earmarked \$40,000 for student travel and/or supplemental mid-year requests.
- Allocated an additional \$20,000 to Hayes Child Development Center for their Tuition Discount and Emergency Assistance Programs. Department Staff will work with Hayes staff to develop process and program outcomes prior to any funds being expended. Student Council requests a program planning progress report prior to June 7, 2016.
- \$27,203 to support eight (8) student clubs; a \$9,333 increase compared to 2015-2016 FY.
- \$127,650 to support eight (8) institutional initiatives and support programs; a \$15,333 increase.
- \$171,383 to the Associated Student Government (ASG). \$11,517 decrease overall based on reductions to travel, NACA membership fee and Student Council goods/services.
- \$133,300 to the Peer Ambassadors who also manage the Student Leadership & Service Center (SLSC). \$7,700 decrease overall based on the reductions of the training budget, student salaries, newsletter printing and emergency bus pass program.
- \$230,330 to the Office of Student Involvement. \$5,728 increase to cover the proposed increase to employer costs for health care coverage, 1.89% COLA and increased costs of training series.
- \$26,500 to Communications and Marketing and \$9,000 to the Student Awards Ceremony. No change.

Please let me know how the committee or myself can assist through the duration of this approval process. I can be reached at Clover Park Technical College at cal.erwin@cptc.edu or by phone at (253) 589-5644.

2016-2017 S&A Budget

Program/Organization	16-17 Award
Office of Student Involvement	
Student Council	\$ 54,839.00
Campus Activities Board	\$ 116,544.00
Office of Student Involvement	\$ 230,300.00
Peer Ambassadors	\$ 133,300.00
Communications & Marketing	\$ 26,500.00
Student Clubs & Organizations	
Automotive /CPTC Motorsports	\$ 1,940.00
Engineering Club	\$ 2,665.00
Club Cyber Techs	\$ 6,508.00
Nursing Club	\$ 3,005.00
Phi Theta Kappa Honor Society	\$ 4,475.00
Linux Open Source Club	\$ 2,000.00
Veterans Club	\$ 2,350.00
OOPS	\$ 4,260.00
Institutional Support	
College Opening Day	\$ 200.00
Graduation	\$ 12,000.00
Hayes Child Development Cntr	\$ 60,000.00
Diversity & International Fair	\$ 1,000.00
Career Center	\$ 1,100.00
Tutoring Center	\$ 48,500.00
Veterans Resource Center	\$ 1,850.00
College 101	\$ 3,000.00
Auxiliary Programs	
ASG Contingency	\$ 20,000.00
ASG Travel	\$ 20,000.00
Student Awards Ceremony	\$ 9,000.00
Total	\$ 765,336.00



4300 Stillacoom Blvd SW, Tukwila, WA 98148-4004

RESOLUTION 16-06-92

Extension of 2015-16 Operating Budget

WHEREAS, the College's currently-approved operating budget expires on June 30, 2016; and

WHEREAS, the Legislature allocates the 2016-17 Operating Budget prior to June 30, 2016, but without sufficient time for the Board of Trustees to approve the Clover Park Technical College budget;

NOW, THEREFORE, BE IT RESOLVED the Board of Trustees hereby authorizes the College President to continue, until the Clover Park Technical College Board of Trustees has sufficient time to approve a budget, to receive revenues, make expenditures, and otherwise enter into transactions at a rate which overall does not exceed the rates of annual expenditures under the current 2015-16 budget.

ADOPTED by the Board of Trustees at its regular meeting June 8, 2016.

Attested by:

Dr. Joyce Loveday
Interim President
College District Twenty-Nine

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



**COLLEGE DISTRICT TWENTY-NINE
BOARD OF TRUSTEES**

**RESOLUTION 16-06-91
Presidential Contract Amendment**

WHEREAS, the Presidential contract between the Board of Trustees and President Lonnie L. Howard requires an annual evaluation to be conducted; and

WHEREAS, an evaluation of President Howard was completed by the Board of Trustees in August of 2015;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of College District Twenty-Nine hereby authorizes the Board Chair to execute a change to the employment contract with the College President which continues the terms of his existing contract except with these changes:

- (1) The President's contract end date will change to July 1, 2016.
- (2) President Howard will not be paid in addition to his current salary for this extra day, as he will take vacation on July 1, 2016.
- (3) The College will provide health care benefits for President Howard and his dependent for the month of July 2016.

June 8, 2016

Attested by:

Dr. Joyce Loveday
Interim President
College District Twenty-Nine

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



4300 North Tacoma Blvd. NW - Lakewood, WA 98404-4004

**Board of Trustees Regular Meeting
Rotunda, Building 3
Wednesday, July 13, 2016
Study Session Cancelled
Regular Meeting: 4:00-5:05**

Agenda

4:00	Call to Order, Flag Salute, Introductions	Bruce Lachney	
	Adoption of Agenda	Bruce Lachney	
	<i>Action</i>		
	Approval of the Regular Meeting Minutes of	Bruce Lachney	Tab 1
	June 8, 2016		
	<i>Action</i>		
4:05	President's Report	Joyce Loveday	
	• Student Success Speaker		
	• Graduation Recap		
	• Open House		
	• Miscellaneous		
4:20	Other College Reports or Highlights:		
	• Retention Update	Dean Kelly/Tanya Sorenson	Tab 2
	• Hayes Child Devel. Center Update	Larry Clark/Juanita Ricks/Angela Johnson	
	• Budget Update	Larry Clark	
4:40	Chair's Report	Bruce Lachney	
	• 2016-17 Trustee Committee Assignments		Tab 3
4:50	Board Reports and/or Remarks	All	
	• PCCC Meeting (Mark Martinez)		
4:55	Public Comments	Bruce Lachney	
5:00	New Business	Bruce Lachney	
	• New Tenure Track Faculty Introductions	Claire Korschinowski	Tab 4
	Monique Trudnowski	Culinary Arts Instructor	2 nd Quarter
	Feng Yang	Mechatronics Instructor	3 rd Quarter

5:05 Executive Session Bruce Lachney

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.

5:05 Adjournment Bruce Lachney

All Board meetings will be recorded.



4300 Stillmeadow Blvd NW, Lakewood, WA 98499-4004

Board of Trustees Meeting
Bldg. 3, Rotunda
Wednesday, June 8, 2016

Minutes

Call to Order: Vice Chair Lachney called the Board of Trustees Regular Meeting for Clover Park Technical College (CPTC) to order on June 8, 2016, at 4:00 p.m.

Board of Trustees Present:

Bruce Lachney, Vice Chair
Mary Moss

Lua Pritchard
Wayne Withrow

College Interim President: Dr. Joyce Loveday

Assistant Attorney General: Justin Kjolseth

Excused Absences: Mark Martinez, Board Chair

Other Attendees:

Ted Broussard, VP, Student Success
Larry Clark, VP, Finance & Admin.
Mabel Edmonds, Int. VP, Student Learning
Lisa Beach, Dir., Security & Compliance
Rachael Butler, Student
Danny Copeland, C2E Grant Manager
Bev Dupuis, Computer Operator/Spt. Tech.
Cal Erwin-Svoboda, Dir., Stud. Involvement/
Conf. Center Svcs.
Shelby Fritz, Dir., Human Resources
Brian Grossman, Dir., Security/Emerg. Mgmt.
Michelle Hillesland, Dean
Angela Johnson, Mgr., Child Care Center
Fiona Johnson, C2E Navigator
Wendy Joseph, Dir., Financial Aid

John Kaniss, Dir., Facilities Services
Dean Kelly, Dir., Advising/Counseling
Claire Korschinowski, Dean
Annie Mafi, Student, Incoming ASG President
Myra Morales, Student, ASG President
Cindy Mowry, Dir, Enrollment Svcs.
Juanita Ricks, Dir., Admissions
Tanya Sorenson, Dean
Cherie Steele, Exec. Asst. to the President
Michael Taylor, Dir., Info. Technology
Dr. Margie Tomsic, Exec. Dir., IR & Accred.
Tiffany Windmeyer, Career Devel. Coord.
Lisa Wolcott, Dir., Budget & Finance
Ron Wright, Coord. of Svcs., New Students
Feng Yang, Mechatronics Instructor

Adoption of the Agenda

MOTION:

Motion to adopt the agenda as presented was made by Trustee Withrow, seconded by Trustee Pritchard. Approved unanimously.

Approval of Minutes (Tab 1)

MOTION:

Motion to approve the minutes of the Regular Board meeting of May 18, 2016, made by Trustee Withrow, seconded by Trustee Pritchard. Approved unanimously.

President's Report

Student Success Speaker

Rachel Butler graduated from the Human Services Program in Winter 2016 and is currently working part-time at the Hayes Child Development Center. When returning to school, Ms. Butler chose CPTC because of the friendly staff, supportive faculty, and child care facility. Her future goal is to pursue a Bachelor's degree in Human Services and become a case manager to help others.

Staff updates

Ted Broussard, VP for Student Success, is retiring as of June 30, 2016. Juanita Ricks, Director of Admissions, will serve as Interim VP for the Department for the next several months. Mr. Broussard commented that he had a good experience here and met great people and students. The best part was seeing the dramatic changes made in the lives of students.

Mabel Edmonds, Special Assistant to the President and VP for Student Learning, will serve as Interim VP for Student Learning.

Veteran Honor Cord Ceremony

President Loveday attended the 3rd Annual Veterans Honor Cord Ceremony where 20 students crossed the stage and were presented the red/white/blue honor cord they will wear during the graduation ceremony. Congressman Derek Kilmer was the guest speaker.

Retiree Luncheon

Trustee Moss and President Loveday attended the Annual Retiree Luncheon, which recognizes those who have contributed to CPTC's heritage of excellence in preparing students for tomorrow's workforce. Lunch was provided by the Culinary Arts Program, the program was led by the Foundation Executive Director, Lyman Gifford, and Ashley Duncan provided a student's perspective of her experiences at CPTC and how she has overcome obstacles.

2016 Graduation Update

CPTC's 2016 Graduation will be held on Saturday, June 18, 2:30 p.m., at the Tacoma Dome. Lunch will be available starting at noon, and it is recommended that Trustees arrive by 1 p.m.

Miscellaneous

Invista Performance Solutions: At the May executive committee meeting, a motion was passed to distribute to the colleges a portion of the profits generated by the organization. CPTC has received a check for \$150,000 to be used in a manner yet to be determined by the college. This is the first distribution of profit by Invista, five years after its inception.

Hayes Child Development Center: In the budget deficit planning that has taken place this year with Hayes Child Development Center, one of the steps was to submit a grant application with the Children's Home Society. We are still awaiting word on the outcome of the application.

New mission statement set by the Board – Educating Tomorrow's Workforce. At the March 10 Board Retreat, Trustee Lachney led a process to refine the mission statement. It has been announced to the College community and well accepted. It will be in the 2016-17 Catalog.

Other College Reports

ASG Report (Tab 2)

Ms. Morales presented the attached report. She thanked trustees for all they do for the college and for the new mission statement and also introduced the incoming ASG President for 2016-17, Annie Mafi.

Vice Chair Lachney recognized Ms. Morales for her service to the College, keeping the Board apprised of student activities and ASG business, and serving on various College and ASG committees. Vice Chair Lachney presented Ms. Morales with a small token of appreciation from the Board and wished her well in the future.

CPTC Audit Exit Report (Tab 3)

Mr. Clark noted that the Audit Exit Report had no findings and was a “clean” report. Trustee Pritchard thanked Finance and Administration for a job well done. Trustee Lachney has worked with many Boards and Councils over the years, this is the first audit he’s seen with zero findings, and he added his accolades.

Security Update

Ms. Beach has been serving as the Director of Security for the past couple of years; however, this was only a portion of her job. She summarized emergency management procedures, drills, and training during that period.

Mr. Clark introduced Brian Grossman, Director for Security & Emergency Management, who is developing and integrating four plans:

- Occupant Emergency Plan (OEP)
- Emergency Operations Plan (EOP)
- Comprehensive Emergency Management Plan (CEMP)
- Continuity of Operations Plan (COOP)

Once all plans are developed and implemented, they will continue to be updated, trained, tested, and evaluated on a yearly basis. The planning process recognizes turnover of campus population and the need for continual training.

Student Learning Report (Mechatronics, Attachment 1)

Ms. Korschinowski, Mr. Yang, Mr. Copeland, and Ms. Johnson reported on the Mechatronics Program. Trustee Withrow asked if partnering with Labor in the state had been considered. Ms. Korschinowski explained it was not part of this grant, but CPTC has been named as a subcontractor on a grant with the American Apprenticeship Institute through South Seattle Community College. CPTC’s deliverable is to evolve a branch of Mechatronics into a pre-apprenticeship program.

Trustee Lachney noted that grants run out, and there is need to have a continual flow of students. CPTC has developed partnerships with companies, there’s a possibility of being certified as trainers, and Mechatronics is a pathway to CPTC’s Bachelor of Applied Science in Operations Management.

Trustee Lachney questioned if facilities for the large equipment have been integrated into the Master Plan. Mr. Clark replied they have been.

Chair's Report

No chair's report.

Board Reports and/or Remarks

Trustee Moss commented that she enjoyed the Retiree Luncheon and learning how retirees see the College today. Many are happy to know that our focus is still about the students.

Public Comments

No public comments.

New BusinessASG Services and Activities Budget for 2016-17 (Tab 4)**MOTION:**

Motion to approve the ASG Services and Activities Budget for 2016-17 was made by Trustee Withrow, and seconded by Trustee Pritchard. Motion was approved unanimously.

Resolution 16-06-92, Extension of 2015-16 Operating Budget (Tab 5)**MOTION:**

Motion to approve Resolution 16-06-92, Extension of 2015-16 Operating Budget, was made by Trustee Withrow, and seconded by Trustee Pritchard. Motion was approved unanimously.

Election of Officers**MOTION:**

Motion to elect Bruce Lachney to the position of Chair of the Board of Trustees for the term July 1, 2016, to June 30, 2017, was made by Trustee Withrow, and seconded by Trustee Pritchard. Motion was approved unanimously.

MOTION:

Motion to elect Lua Pritchard to the position of Vice Chair of the Board of Trustees for the term July 1, 2016, to June 30, 2017, was made by Trustee Moss, and seconded by Trustee Withrow. Motion was approved unanimously.

Executive Session

At 5:02 p.m., Vice Chair Lachney stated that, in accordance with RCW 42.30.110, the Board would recess to go into Executive Session for approximately 30 minutes for the purpose of reviewing the performance of a public employee.

Vice Chair Lachney reconvened the Regular Meeting at 5:16 p.m. and asked if there were any action items as a result of Executive Session. There were actions as a result of the Executive Session.

MOTION:

Motion to approve Resolution 16-06-91 to Extend Dr. Lonnie L. Howard's Contract through July 1, 2016, was made by Trustee Pritchard, and seconded by Trustee Withrow. Motion was approved unanimously.

MOTION:

Motion to approve the proposed Contract for Dr. Joyce Loveday to serve as Interim President, from June 1, 2016, until May 31, 2017, at a salary of \$183,600, prorated, was made by Trustee Pritchard, and seconded by Trustee Moss. Motion was approved unanimously.

Next Meeting

July 13, 2016, at the Lakewood Campus. Please note change in location – Building 21, Room 108.

Adjournment

Vice Chair Lachney adjourned the Regular Meeting at 5:17 p.m.

Dr. Joyce Loveday
Interim President
College District Twenty-Nine

Bruce Lachney
Vice Chair, Board of Trustees
College District Twenty-Nine

Tab 2

Retention Committee Update

July 13, 2016

Tanya Sorenson- Dean, Instruction
Dean Kelly- Director, Advising/Counseling



Retention Plan

Objective 1	Create plan to reduce stop-outs and decrease student attrition
Objective 2	Develop common language and definitions
Objective 3	Enhance data collection, access, usability, and analytics
Objective 4	Enhance early warning systems
Objective 5	Strengthen Advising and other support services
Objective 6	Mobilize ATD strategies to focus on teaching and learning

Objective 1: Create plan to reduce stop-outs and decrease student attrition

- Strategies
 - Establish Retention Committee

Instructor	Student Success/IR
Tanya Sorenson	Dean Kelly
Bill Coyner	Ron Wright
Ken Meerdink	Tracey Songas

- Implement retention plan
- Communicate with stakeholders

Met target (90-100%)
 Within acceptable range (80-89%)
 Improvement needed (less than 80%)

Objective 2: Develop common language and definitions

- Strategies
 - Adopt Noel-Levitz definitions
 - Communicate definitions to stakeholders

Met target (90-100%)
 Within acceptable range (80-89%)
 Improvement needed (Less than 80%)

Objective 3: Enhance data collection, access, usability, and analytics

- Strategies ○
 - Establish common indicators ●
 - Analyze course success data ○

Programs	1st-4th Exam	Avg Class Size	Quarterly Enrollment	Annual Enrollment	Annual Student FTE	Annual Retention	Completion Rate	Employment Rate
Analytics								
Internal Design								

● Met target (90-100%) ○ Within acceptable range (80-89%) ● Improvement needed (less than 80%)

Objective 4: Enhance early warning systems

- Strategies ○
 - Purchase early alert system ●
 - Pilot Phase 2 early alert system ○
 - Track, collect, and analyze data to identify most at-risk students ●

● Met target (90-100%) ○ Within acceptable range (80-89%) ● Improvement needed (less than 80%)

Objective 5: Strengthen Advising and other support services

- Strategies ●
 - Transition to a new advising model ●
 - Expand SALT for financial literacy ●
 - Enhance student ambassador program ●
 - Required College Success course

● Met target (90-100%)
 ○ Within acceptable range (80-89%)
 ● Improvement needed (less than 80%)

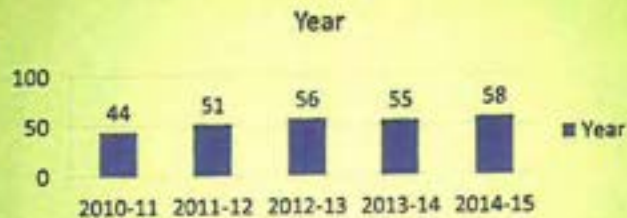
Objective 6: Mobilize ATD strategies to focus on teaching and learning

- Strategies ○
 - Create new adjunct training and orientation ○
 - Utilize CANVAS as an alert system ●
 - Expand ATD strategies in Math/English ●
 - Publicize and communicate strategies with faculty ○
 - Develop strategies to improve retention for populations with lower than average retention rates ●

● Met target (90-100%)
 ○ Within acceptable range (80-89%)
 ● Improvement needed (less than 80%)

Baseline Data

- Retention (Fall to Fall)



- Persistence (Quarter to Quarter)
 - 75.7% Fall '15 to Winter '16
- Completion (6-year cohort)
 - Graduation rate (34%) Transfer rate (14%)

Retention next steps

- Assess current efforts and make adjustments
- Analyze data to identify populations needing more supports
- Identify needed faculty/staff training to work more effectively with students
- Improve systems and student experience
- Communicate efforts broadly across campus



**Board of Trustees Committee Assignments
2016-17**

TACTC Board of Directors

Bruce Lachney, Chair

TACTC Legislative Steering Committee

Lua Pritchard, Vice Chair

_____, Alternate

Pierce County Coordinating Council (PCCC)

Bruce Lachney, Chair

Lua Pritchard, Vice Chair

All members are welcome (non-voting)

Foundation Board Liaison

CEO Evaluation Committee

Bruce Lachney, Chair

_____, Member

Board Self-Assessment Committee

International Programs Liaison



4500 Stillacooms Blvd SW, Lakewood, WA 98149-1001

Monique Valenzuela Trudnowski Biography Culinary Arts Instructor

Monique Valenzuela Trudnowski was born in El Paso, Texas, on the local military base. She traveled the world with her family until they settled in Pierce County.

As a teenager she began her restaurant service career over 20 years ago, bussing tables and washing dishes until she was promoted to server at a local restaurant. During her early years she transitioned to managing several Tacoma and Seattle restaurants until finally opening her own restaurant, the Adriatic Grill, with other partners in 2007.

As a restaurant owner, Monique has worked hard to build a successful business that serves incredible cuisine and provides outstanding customer service. She has a special mission that permeates her life – changing the lives of the people working there.

For this reason, as a co-owner of the Adriatic Grill, she has sought to give back to her industry and community. As a result of her work, Monique has won several awards including the "Face of Diversity Award" from the National Restaurant Association.

Whether directly supporting employees or students through an established CPTC Culinary Arts program scholarship that assists with tuition and books for low-income students, Monique has worked hard to support current and future generations of chefs, managers, and restaurateurs.

In addition to supporting students through scholarships, Monique has served as a mentor and coach for the Lakes High School Culinary Team, which participated in a statewide competition.

While an instructor, Monique continues her (22 years) experience as a restaurateur, extensive connections within the industry, and helping people as a corporate trainer. Monique seeks to use her knowledge and personal story to inspire others to work in one of the most exciting industries there is – an industry that provides millions of family-wage jobs across the country.



TECHNICAL COLLEGE

4200 Stillmeadow Blvd SW, Lakewood, WA 98499-3004

Feng Yang Biography Mechatronics Instructor

Feng Yang received his Master of Engineering at Northern Arizona University (NAU) in 2005 and is currently the Mechatronics instructor at Clover Park Technical College. He was born in Jiaozuo, China. He moved to the United States when he was sixteen years old and attended St. John High School in Ashtabula, Ohio. After graduating, Feng continued his education in a small community college in California.

In 2004, Feng completed his bachelor's degree in Electrical Engineering at NAU. During his graduate studies, he worked on a research project on Martian Dust Devil Detection, sponsored by the U.S. Geological Survey in Flagstaff, Arizona. He has two publications, one titled "Automated Procedures for Detecting Martian Dust Devils," originally presented at the *Lunar and Planetary Science Conference*, and the other titled "Gaussian-Based Filters for Detecting Martian Dust Devils," presented at the *Southwest Symposium on Image Analysis and Interpretation Conference*.

Feng worked as a technology teacher at Alchesay High School in Whiteriver, Arizona. In 2008, he took a group of basketball players to China for a cultural exchange. He also worked as a math teacher at Douglas High School and as a mechatronics instructor at Cochise College in Sierra Vista, Arizona.

In August 2015, Feng joined Clover Park Technical College as a tenure-track Mechatronics instructor. His professional career outside of academia includes being a pilot for Wright Flight and a SAV (Sheriff Auxiliary Volunteer) at Pima County Sheriff's Department.

Between 2010 and 2015, Feng taught Chinese and computer every Sunday at Tucson Mandarin Christian Church. Outside of professional interests, Feng travels widely and enjoys the outdoors, hiking the Grand Canyon from the North Rim to the South Rim. He loves to fly and received his pilot's license in 2010.



Clover Park Technical College
4500 Steilacoom Blvd. SW
Lakewood, WA 98499-4004
Phone: (253) 589-5800
Fax: (253) 589-5601
Website: www.cptc.edu

Interim President
Dr. Joyce Loveday

Int. VP, Student Learning
Mabel Edmonds

Int. VP, Student Success
Juanita Ricks

VP, Finance and
Administration
Larry Clark

VP, Strategic Development
Tawny Dotson

Board of Trustees

Chair
Bruce Lachney

Vice Chair
Lia Pritchard

Trustees
Mark Martinez
Mary Moss
Wayne Withrow

July 20, 2016

Dr. Sandra Elman
NWCCU
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981

Dear Dr. Elman,

Subject: External Financial Audit of Clover Park Technical College

This letter is to verify that the Clover Park Technical College Board of Trustees requested that the college have an external audit performed. The audit began in November 2015, and the Exit Interview was conducted on May 26, 2016.

The audit manager, who provided the report, referred to it as a "clean" report and stated during the Exit Interview that it is "super rare for a college to have a clean audit."

The Board of Trustees has reviewed, accepted, and approved the external audit completed by the State Auditor's Office. Reflection of the Board's review is included in the minutes of the Regular Board Meeting dated June 8, 2016.

Sincerely,

Bruce Lachney
Board Chair



**REGULAR MEETING OF THE STATE BOARD FOR
COMMUNITY AND TECHNICAL COLLEGES**

MEETING MINUTES

March 27, 2014

State Board Members

**Beth Willis (Chair), Lakewood
Shaunta Hyde (Vice Chair), Lake Forest Park
Sharon Fairchild, Spokane
Jim Bricker, Coupeville
Elizabeth Chen, Federal Way
Anne Fennessy, Seattle
Wayne Martin, Richland
Larry Brown, Auburn
Jay Reich, Seattle**

Statutory Authority: Laws of 1967, Chapter 28B.50 Revised Code of Washington

State of Washington
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
Olympia

ACTION INDEX
March 27, 2014

<u>Resolution Number</u>	<u>Description</u>	<u>Page in Minutes</u>
	Appointment of Nominating Committee for 2014-15 State Board Chair and Vice Chair	1
	Adoption of Consent Agenda:	1
----	- Approval of State Board Regular Meeting Minutes for February 6, 2014	
14-03-09	- Spokane Falls Community College: Local Expenditure Authority, Building Equipment	
14-03-10	- Yakima Valley Community College: Property Surplus and Acquisition, Toppenish Learning Center	
14-03-11	Approval of Cascadia College Bachelor of Applied Science in Sustainable Practices	3
14-03-12	Approval of Clark Colleges Bachelor of Applied Science in Dental Hygiene	3
14-03-13	Approval of Clover Park Technical College Bachelor of Applied Science in Manufacturing Operations	3
14-03-14	Approval of Highline Community College Bachelor of Applied Behavioral Science Youth Development	3
14-03-15	Approval of Skagit Valley College Bachelor of Applied Science in Environmental Conservation	3
14-03-16	Approval of Yakima Valley Community College Bachelor of Applied Science in Applied Business Management	3

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
Olympia**

**Regular Meeting Minutes
March 27, 2014
State Board Office, Olympia, WA**

The State Board held a study session on March 26, 2014, from 10:00 a.m. to 5:00 p.m. The Board heard presentations on subjects including: 1) Limited License Legal Technician Program, 2) Capital Budget Status Update, 3) Operating Budget and Tuition Status Update, 4) 2015-17 Operating Budget Development, 5) Applied Baccalaureate Program Approval Process, 6) Year Up, 7) Legislative and Communication Report, 8) Trustees' Report, 9) Presidents' Report, and 10) Executive Director Report. No action was taken at the study session.

State Board Members Present: Beth Willis, Shaunta Hyde, Sharon Fairchild, Jim Bricker, Elizabeth Chen, Wayne Martin, Anne Fennessy, Jay Reich

State Board Members Absent: Larry Brown

CALL TO ORDER AND WELCOME

Chair Beth Willis called the meeting to order at 8:00 a.m. welcomed those present and asked for audience introductions.

ADOPTION OF REGULAR MEETING AGENDA

MOTION: Moved by Shaunta Hyde and seconded by Wayne Martin that the State Board adopt its March 27, 2014, regular meeting agenda as presented.

APPOINTMENT OF NOMINATING COMMITTEE FOR 2014-15 SBCTC CHAIR AND VICE CHAIR

State Board Chair, Beth Willis, appointed Sharon Fairchild to the Nominating Committee. Anne Fennessy and Jay Reich agreed to serve as members of the committee. Election of the State Board officers will be held per the State Board By-laws at the June meeting.

ADOPTION OF CONSENT AGENDA (Resolutions 14-03-09 through 14-03-10)

MOTION: Moved by Shaunta Hyde and seconded by Elizabeth Chen that the State Board adopt the consent agenda for its March 27, 2014, regular meeting as follows:

- a) Approval of February 6, 2014, State Board regular meeting minutes***
- b) Resolution 14-03-09: Spokane Falls Community College: Local Expenditure Authority, Building Equipment***
- c) Resolution 14-03-10: Yakima Valley Community College: Property Surplus and Acquisition, Toppenish Learning Center***

MOTION CARRIED.

IMPROVING OUTCOMES IN PRE-COLLEGE MATH EDUCATION

State Board member Wayne Martin and State Board staff Jan Yoshiwara presented that Washington community and technical colleges, like many two-year colleges across the nation, have focused significant attention in recent years on improving student success and completion in developmental education programs, especially in mathematics. The specific reform approaches most frequently used have focused on reducing the length of remedial programs through “acceleration” models, including new curricular structures and new content pathways; instructional approaches emphasizing real-world contexts in the learning; and placement reforms incorporating multiple measures to the process of placing students into appropriate courses. The innovations in developmental education have been so extensive; both at the local college level and systemic, that there is a critical need now to understand more clearly how these innovations have worked and create a strategic plan for scaling the successes.

The discussion with Board members, panelists and staff provide an overview of system level actions in this area to date, shared some key examples of college district-wide actions, and proposed an approach to develop a strategic plan for math completion.

STATE BOARD OF EDUCATION ON COLLEGE READINESS POLICIES

Jan Yoshiwara of the State Board staff presented the State Board of Education is the state’s policy agency for K12 education, including responsibility for setting high school graduation requirements with the goal of career and college readiness for high school graduates.

A panel from the State Board of Education presented that the State Board of Education has increased credits required to earn a high school diploma, including a greater emphasis on mathematics. Among issues the Board is currently engaged in are implementation of their new high school graduation requirements, the relationship between the Smarter Balanced Assessment and the Board’s policy on the High School and Beyond plan for each high school student, and uses of the 11th grade Smarter Balanced Assessment for high school graduation, college readiness assessment and placement, and admissions by higher education institutions.

Board members participated in a discussion about college readiness strategies and collaboration between the two boards.

FINAL CONSIDERATIONS OF BACHELORS OF APPLIED SCIENCES (RESOLUTIONS 14-03-11 THROUGH 14-03-16)

Edward Esparza of the State Board staff presented that in February 2013, the State Board adopted the revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program.

Each college completed an initial step in the approval process when college administrators previously met with State Board members to discuss how the proposed degree aligns with the college’s strategic goals and meets regional/statewide needs.

The final step in the approval process requires State Board action on the college’s application to offer the proposed applied baccalaureate degree.

MOTION: Moved by Anne Fennessy and seconded by Jim Bricker that the State Board adopt Resolution 14-03-11 approving the Cascadia College Bachelor of Applied Science in Sustainable Practices.

MOTION CARRIED.

MOTION: Moved by Sharon Fairchild and seconded by Shaunta Hyde that the State Board adopt Resolution 14-03-12 approving the Clark College Bachelor of Applied Science in Dental Hygiene.

MOTION CARRIED.

MOTION: Moved by Shaunta Hyde and seconded by Wayne Martin that the State Board adopt Resolution 14-03-13 approving the Clover Park Technical College Bachelor of Applied Science in Manufacturing Operations.

MOTION CARRIED.

MOTION: Moved by Jay Reich and seconded by Shaunta Hyde that the State Board adopt Resolution 14-03-14 approving the Highline Community College Bachelor of Applied Behavioral Science in Youth Development.

MOTION CARRIED.

MOTION: Moved by Jim Bricker and seconded by Wayne Martin that the State Board adopt Resolution 14-03-15 approving the Skagit Valley College Bachelor of Applied Science in Environmental Conservation.

MOTION CARRIED.

MOTION: Moved by Wayne Martin and seconded by Shaunta Hyde that the State Board adopt Resolution 14-03-16 approving the Yakima Valley Community College Bachelor of Applied Science in Applied Business Management.

MOTION CARRIED.

CHAIR NOTES

State Board Chair, Beth Willis, congratulated Jim Bricker on his inclusion in the Congressional Record and for his State Senate Resolution, both for his retirement.

ADJOURNMENT/NEXT MEETING

There being no further business, the State Board adjourned its regular meeting of March 27, 2014, at 11:10 a.m. The State Board will hold next meeting May 7-8, 2014, at the Columbia Basin College.

Elizabeth Willis, Chair

ATTEST:

Marty Brown, Secretary



File
Accreditation
and copy BASMO
#060 165th Avenue NE, Suite 100
Redmond, WA 98052-3981
425 556-4224
Fax: 425 376-0596
www.nwccu.org

May 22, 2014

Dr. Joyce Loveday
Vice President for Instruction
Clover Park Technical College
4500 Steilacoom Boulevard, SW
Lakewood, WA 98499-4098

Dear Vice President Loveday:

This is to inform you of recent action taken by the Northwest Commission on Colleges and Universities (NWCCU) regarding a substantive change proposal from Clover Park Technical College seeking approval for the institution to offer a Bachelor of Applied Science degree program in Manufacturing Operations (BASMO), effective Fall Quarter 2014.

In reviewing the institution's prospectus, the Commission notes that the proposed BASMO degree program builds upon the College's existing curricula in Manufacturing Technology, Welding Technology, and Aviation Maintenance Technology in addition to responding to the needs of the College's geographic area. The BASMO degree program requires 90 upper division credits in core courses and may include up to 20 credits as an academic bridge of general education courses. Curriculum will be delivered utilizing asynchronous and synchronous web-based instruction with mentored focused study courses and individual and group capstones. The College anticipates enrolling a cohort of 25 students in the first year of implementation. The College also anticipates the need for an additional 2.0 FTE in teaching resources when the program reaches full enrollment of 50 FTE students. A new 1.0 FTE position for a Program Director will have a split workload between program administration and teaching. A second 1.0 FTE teaching position is planned and assigned to core courses. Further, 0.5 FTE in teaching faculty will be assigned to business courses. The budget projections also show a 1.0 FTE allocated as an increase in student services staffing, particularly in admissions. The College's library will be funded to augment its existing collection beginning in the first year of implementation in addition to a budgeted increase of 0.2 FTE for library staff. Additional funding has been set aside for specialized equipment and software in the period of implementation. Current facilities will likely be scheduled in the evenings or weekends to take advantage of light use at those times.

In accordance with Commission Policy, *Substantive Change*, the institution's prospectus has now been reviewed and approved as a *substantive change*. Accordingly, the proposed Bachelor of Applied Science degree program in Manufacturing Operations is now included under the accreditation of Clover Park Technical College. The College is granted *candidacy status* at the baccalaureate level. Moreover, the Commission requests that the College submit an Ad Hoc Report in Fall 2016 to provide an update on the implementation of the Bachelor of Applied Science degree program in Manufacturing Operations. The Commission will take action on the College's candidacy status at its January 2017 meeting following the evaluation of the College's Fall 2016 Ad Hoc Report.

Future
Action

Dr. Joyce Loveday
May 22, 2014
Page Two

If granted accreditation at the baccalaureate level, the effective date of accreditation at the new degree level is September 1st of the academic year immediately preceding the academic year in which the evaluation occurred. **For Clover Park Technical College, this date would be September 1, 2015.**

Thank you for keeping the Northwest Commission on Colleges and Universities apprised of the developments and initiatives at Clover Park Technical College. If you have questions, please do not hesitate to contact me.

Sincerely,



Les S. Steele
Executive Vice President

LSS:pg

cc: **Dr. Lonnie Howard, President**
Mr. Marty Brown, Executive Director, Washington State Board for Community and
Technical Colleges

I look forward to receiving your confirmation that the name change has been implemented at the SBCTC. Thank you for your assistance.

Joyce L.

Joyce Loveday, Ph.D., Vice President for Student Learning



Office of Student Learning

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From: Joyce Hammer [<mailto:jhammer@sbctc.edu>]

Sent: Tuesday, December 08, 2015 8:30 PM

To: Loveday, Joyce

Cc: Mason Norman; Brooke Allinder

Subject: RE: CPTC's request to change the name of our current BAS degree

I should also add to include Brooke so she can update all of our BAS materials.

Joyce

Joyce D. Hammer, Ph.D.

Director of Transfer Education

Washington State Board for Community and Technical Colleges

P.O. Box 42495

1300 Quince Street SE

Olympia, WA 98504-2495

360.704.4338

jhammer@sbctc.edu

From: Joyce Hammer

Sent: Tuesday, December 08, 2015 8:29 PM

To: 'Loveday, Joyce'

Cc: Mason Norman

Subject: RE: CPTC's request to change the name of our current BAS degree

Hi Joyce. Rather than a complicated, bureaucratic, process for changing a degree name, you just need to email Mason Norman with the name change request and cc me! Mason, Jan and I already approved the request coming from Joyce. How does that sound?

Joyce #2

Joyce D. Hammer, Ph.D.

Director of Transfer Education

Washington State Board for Community and Technical Colleges

P.O. Box 42495

1300 Quince Street SE
Olympia, WA 98504-2495
360.704.4338
jhammer@sbctc.edu

From: Loveday, Joyce [<mailto:Joyce.Loveday@cptc.edu>]
Sent: Friday, December 04, 2015 1:21 PM
To: Joyce Hammer
Subject: RE: CPTC's request to change the name of our current BAS degree

Thanks so much.

JL

Joyce Loveday, Ph.D., Vice President for Student Learning

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From: Joyce Hammer [<mailto:jhammer@sbctc.edu>]
Sent: Friday, December 04, 2015 12:36 PM
To: Loveday, Joyce
Subject: RE: CPTC's request to change the name of our current BAS degree

Thanks for the ping, Joyce! I had you on my list and have sent something out to get the ball rolling so we should hear something soon regarding the process.

Joyce

Joyce D. Hammer, Ph.D.
Director of Transfer Education
Washington State Board for Community and Technical Colleges
P.O. Box 42495
1300 Quince Street SE
Olympia, WA 98504-2495
360.704.4338
jhammer@sbctc.edu

From: Loveday, Joyce [<mailto:Joyce.Loveday@cptc.edu>]
Sent: Friday, December 04, 2015 12:10 PM
To: Joyce Hammer
Subject: FW: CPTC's request to change the name of our current BAS degree

Hi, Joyce. I'm checking in to see if you have any guidance for us regarding the process for requesting a name change for our BAS program. We're not in a hurry, so January would be fine if that's a better timeframe for you.

Thanks, Joyce.

JL

Joyce Loveday, Ph.D., Vice President for Student Learning



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From: Loveday, Joyce

Sent: Tuesday, November 03, 2015 9:37 AM

To: 'Joyce Hammer'

Cc: Sorenson, Tanya; Brooke Allinder

Subject: RE: CPTC's request to change the name of our current BAS degree

Thank you, Joyce. I appreciate the feedback and will watch for your direction on next steps we need to take.

Joyce

Joyce Loveday, Ph.D., Vice President for Student Learning



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From: Joyce Hammer [<mailto:jhammer@sbctc.edu>]

Sent: Tuesday, November 03, 2015 8:57 AM

To: Loveday, Joyce

Cc: Sorenson, Tanya; Brooke Allinder

Subject: RE: CPTC's request to change the name of our current BAS degree

Hi Joyce! Jan agrees with me that the name change is definitely the way to go for your situation here. Thanks for sending such complete notes.

We will need to change the degree name as it is coded so I will work on my end to figure all that out and keep you posted.

Joyce #2

Joyce D. Hammer, Ph.D.

Director of Transfer Education

Washington State Board for Community and Technical Colleges

P.O. Box 42495

1300 Quince Street SE

Olympia, WA 98504-2495

360.704.4338

jhammer@sbctc.edu

From: Loveday, Joyce [<mailto:Joyce.Loveday@cptc.edu>]
Sent: Monday, November 02, 2015 8:10 AM
To: Joyce Hammer
Cc: Sorenson, Tanya
Subject: CPTC's request to change the name of our current BAS degree

Good morning, Joyce. The attached document provides information regarding why CPTC would like to change the title of our current BAS degree rather than submit a statement of need for a second degree (in Operations Management). If it's confusing or you have additional questions as you review it, please let me know.

I look forward to receiving your recommendation for how we should proceed from here. Thank you so much for your assistance.

Joyce

Joyce Loveday, Ph.D., Vice President for Student Learning

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College Programs: Clover Park

Primary	Option	EPC	Plan Code	Program Title	Capacity	Compl	Credit	Clock	Award
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Primary/Option

10.0303		743		Graphic Technologies	60	18	114		AAT
11.0201		515		Computer Programming and Web Development	75	20	105		AAT
	11.0201	515		Computer Programming and Web Development			40		C
11.0801		524		Digital Entertainment Design & Production	60	20	128		AAT
11.1003		506		Computer Networking & Information Systems Security	100	40	110-115		AAT
	11.1003	506		Cisco Network Design & Security			26		C
	11.1003	506		Computer & Communications Security			25		C
	11.1003	506		Computer Networking & Information Systems Security Professional	30	10-15	86		C
12.0401		823		Cosmetology	150	100	123-128		AAT
12.0409		822		Esthetic Sciences	40	40	103		AAT
12.0501		847		Pastry Arts	30	20	122		AAT
	12.0501	847		Pastry Arts			78		C
12.0503		850		Culinary Arts	20	60	122		AAT
	12.0503	850		Basic Cooking Skills			75		C
	12.0503	850		Restaurant Management	20	12	44		C
13.1210		402		Early Care & Education	20	10	112		AAT
	13.1210	402		Early Childhood Foundation			29		C
	13.1210	402		Early Childhood Specialist			63		C
	13.1210	402		School-Age Out of School Program			27		C
	13.1210	402		Special Needs Certificate	10	8	33		C
15.0000		603		Composites	25	20	116		AAT
	15.0000	603		Advanced Composites Manufacturing	40	30	29		C
15.0000		603		Nondestructive Testing	25	20	123		AAT
	15.0000	603		Eddy Current Testing			33		C
	15.0000	603		Magnetic Particle & Liquid Penetrant Testing			33		C
	15.0000	603		Quality Assurance	40	30	28		C
	15.0000	603		Radiographic Testing			33		C
	15.0000	603		Ultrasonic Testing			33		C

Primary	Option	EPC	Plan Code	Program Title	Capacity	Compl	Credit	Clock	Award
15.0101		638		Architectural Engineering Design	20	10	104		AAT
	15.0101	638		Architectural CAD Drafting	20	15	42		C
15.0403		633		Mechatronics	40	18	108		AAS-T
15.0507		616		Environmental Sciences & Technology	40	15	116		AAT
43.0204		840		Electrician Low Voltage Fire/Security	20	8	123		AAT
	43.0204	840		Electrician Low Voltage Fire/Security			78		C
46.9902		766		Sustainable Building Science	20	15	106		AAT
46.9998		759		TAPP - Trades Academy Pre-apprenticeship Prep			43		C
47.0201		703		Heating & Air Conditioning Refrigeration/Service Technician	30	24	109		AAT
	47.0201	703		Basic HVAC/Refrigeration Service Tech			84		C
47.0603		709		Automotive Collision Technician	36	25	119		AAT
	47.0603	709		Automotive Collision Refinishing Tech			77		C
	47.0603	709		Automotive Collision Structure Repair Tech			77		C
	47.0603	709		Automotive Restoration/Customization--Finishing			72		C
47.0604		712		Automotive Technician	60	27	163		AAT
	47.0604	712		Auto Drive Train Technician			71		C
	47.0604	712		Auto Electrical, Electronics & AC/Heating Tech			43		C
	47.0604	712		Auto Engine Repair & Engine Perform Tech			89		C
	47.0604	712		Auto Front End & Brakes Tech			39		C
	47.0604	712		Automotive Technician: Hybrid & Alternative Fuel Vehicle Maintenance	16	16	70		C
	47.0604	712		Automotive Technician: Hybrid & Alternative Fuel Vehicle Maintenance	16	16	181		AAT
	47.0604	712		Ford Maintenance & Light Repair Tech			99		C
47.0687		718		Aviation Maintenance Technician	84	31	164		AAT
	47.0687	718		Airframe Maintenance Tech			105		C
	47.0687	718		Powerplant Maintenance Tech			98		C
48.0501		808		Manufacturing Technologies	18	10	138		AAT
	48.0501	808		CNC Programmer/CATIA	20	18	40		C
	48.0501	808		Machinist Apprentice			95	1425	C
	48.0501	808		Machinist Helper			26		C
48.0508		814		Welding Technology	18	9	120		AAT
	48.0508	814		Flux Cored Arc Welding			38		C
	48.0508	814		Gas Metal Arc Welding			38		C
	48.0508	814		Gas Tungsten Arc Welding			38		Cert
	48.0508	814		Shielded Metal Arc Welding			38		C
49.0102		672		Professional Pilot	40	10	114		AAT

Primary	Option	EPC	Plan Code	Program Title	Capacity	Compl	Credit	Clock	Award
	49.0102	672		Commercial Pilot			63		C
	49.0102	672		Instrument Pilot			24		C
	49.0102	672		Private Pilot			24		C
50.0408		734		Interior Design	35	16	120		AAT
51.0601		305		Dental Assistant	54	30	107		AAT
	51.0601	305		Dental Assistant			92		C
51.0703		532		Health Unit Coordinator	25	50	43		C
51.0801		381		Medical Assistant	36	16	89		C
51.0802		314		Medical Laboratory Technician	13	11	104		AAT
51.0805		399		Pharmacy Technician	20	30	96		AAT
	51.0805	399		Pharmacy Technician			81		C
51.0909		332		Surgical Technology	20	18	125		AAT
51.1008		317		Medical Histology Technician			110		AAT
51.1011		380		Hemodialysis Technician	16	10	44		C
51.1012		383		Central Service/Sterile Processing	20	30	44		C
51.1594		434		Human Services	25	11	102-121		AAT
	51.1594	434		Chemical Dependency Specialist			40		C
51.3501		837		Massage Studies	20	27	104		AAT
	51.3501	837		Clinical Massage Practitioner	60	50	42		C
	51.3501	837		Swedish Practitioner	60	50	44		C
51.3801		323		Nursing: RN Option	20	20	50		AAS-T
51.3901		326		Nursing: Practical Nursing	90	70	60		C
52.0212		298		Retail Business Management	30	30	91		AAT
52.0212		298		Retail Management	15	15	37		C
52.0302		505		Accounting	40	21	119		AAT
	52.0302	505		Bookkeeping Clerk			42		C

Short-term Programs

01.0605		150		Greenhouse and Nursery Management			12-17		C
01.0605		150		Introduction to Landscape Construction			16		C
01.0605		150		Landscape Design			14		C
01.0605		150		Landscape Maintenance and Equipment			12-17		C

Primary	Option	EPC	Plan Code	Program Title	Capacity	Compl	Credit	Clock	Award
01.0605		150		Plant Identification, Care and Use			18		C
11.0203		501		I-NET+ Certification			3		C
11.0901		527		BICSI Installer I			4		C
11.0901		527		BICSI Installer II			4		C
11.0901		527		BICSI Technician Training			4		C
11.1003		506		Security+ Certification Preparation			4		C
11.1006		509		A+ Certification			6		C
11.1006		509		Linux+ Certification Preparation			3		C
11.1006		509		MCSE			18		C
11.1006		509		Network+ Certification Preparation			3		C
13.1210		402		Early Childhood Leadership			18		C
13.1210		402		ECE: Creating a Green Classroom			17		C
13.1210		402		ECE: Sustaining a Green Program			19		C
13.1501		839		Instructional Assistant			16		C
15.0613		607		Fundamental Skills for Manufacturing and Engineering (FSME)			18		C
43.9999		555		Emergency Call Taker			12		C
46.0496		656		Weatherization			19		C
46.9998		759		Forklift Certification			4		C
47.0603		709		Auto Rest & Custom - Finish Assmt & Research			19		C
47.0604		712		Hybrid and Alternate Fuel Vehicle Operation & Maintenance			18		C
48.0508		814		Basic Welding			19		C
48.0703		877		Cabinetry I			19		C
48.0703		877		Cabinetry II			19		C
48.0703		877		Cabinetry III			19		C
48.0703		877		Carpentry Drawing and Materials			14		C
48.0703		877		Employment in Carpentry			13-18		C
48.0703		877		Introduction to Cabinet Making and Carpentry			13		C
48.0703		877		Joinery and Assembly Methods			15		C
48.0703		877		Woodworking Artistry			12		C
49.0102		672		Flight Instructor			12		C
50.0408		734		Interior Design - Kitchen & Bath			18		C

Primary	Option	EPC	Plan Code	Program Title	Capacity	Compl	Credit	Clock	Award
50.0408		734		Sustainable Interior Design			19		C
51.0707		529		Healthcare Informatics			19		C
51.0708		574		Medical Transcription			19		C
51.0713		313		Medical Billing Specialist			15		C
51.1009		382		Phlebotomy Skills			4		C
51.3104		388		Dietary Manager			12		C
51.3902		329		Nursing Assistant (NAC)			13		C
52.0302		505		Basic Bookkeeping for the Small Business			13		C
52.1001		545		Human Resources Generalist			9		C
52.1001		545		Human Resources Management Certification			14		C
98.0003		887		Pathways to Employment			18		C

Apprenticeship Programs

13.1210		402		Child Care Assistant/Associate I				144	
13.1210		402		Child Care Assistant/Associate II				288	
13.1501		839		Educational Paraprofessional				432	
46.0410		755		Roofer				350	

AAS-T Degree Programs

10.0303		743		Graphic Technologies			119		AAS-T
11.0201		515		Computer Programming and Web Development			105		AAS-T
11.0801		524		Digital Entertainment Design & Production			133		AAS-T
11.1003		506		Computer Networking & Information Systems Security			115-120		AAS-T
12.0501		847		Pastry Arts	30	20	127		AAS-T
12.0503		850		Culinary Arts			127		AAS-T
13.1210		402		Early Care & Education			117		AAS-T
15.0000		603		Composites	25	20	116		AAS-T
15.0000		603		Nondestructive Testing			123		AAS-T
15.0101		638		Architectural Engineering Design			109		AAS-T

Primary	Option	EPC	Plan Code	Program Title	Capacity	Compl	Credit	Clock	Award
15.0507		616		Environmental Sciences & Technology			116		AAS-T
46.9902		766		Sustainable Building Science	20	15	106		AAS-T
	46.9998	759		Construction-Residential	18	9	40		C
47.0604		712		Automotive Technician: Hybrid & Alternative Fuel Vehicle Maintenance	16	16	186		AAS-T
47.0687		718		Aviation Maintenance Technician			169		AAS-T
48.0508		814		Welding Technology			125		AAS-T
49.0102		672		Professional Pilot			119		AAS-T
50.0408		734		Interior Design			125		AAS-T
51.1008		317		Medical Histology Technician	20	20	115		AAS-T
51.1594		434		Human Services			102-121		AAS-T
52.0302		505		Accounting			124		AAS-T

Baccalaureate Degree Programs

52.0205	62B	Bachelor of Applied Science - Operations Management	180	BAS
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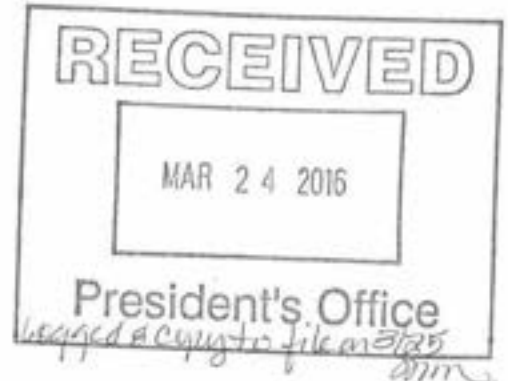
Inactive Programs

Primary	Options	EPC	Plan Code	Program Title	Capacity	Credit	Award
01.0605		150		Landscape Management (10/1/2016)			
	10.0303	743		Graphic Design (10/1/2016)			
	10.0303	743		Prepress Operations (10/1/2016)			
	11.0201	515		Computer Programmer (10/1/2016)			
	11.0201	515		Web Developer (11/1/2016)			
	11.0801	524		Web Design & Open Source Web Development (10/1/2016)			
	11.1003	506		MS Network Administration & Security (7/11/2017)		24	C
	12.0409	822		Esthetics (1/13/2017)		44	C
	12.0409	822		Medical Esthetics (7/11/2017)		44	C
48.0303		874		Automotive Upholstery & Glass Tech (10/1/2016)			
51.0601		305		Dental Administrative Specialist (7/11/2017)	20	73	C



8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558-4224
Fax: 425 376-0596
www.nwccu.org

March 22, 2016



Ms. Tawny Dotson
Interim Vice President for Strategic Development
Clover Park Technical College
4500 Steilacoom Blvd. SW
Lakewood, WA 98499

Dear Vice President Dotson:

This is in reply to your correspondence dated January 12, 2016, and received in our office on January 15, 2016, notifying the Northwest Commission on Colleges and Universities (NWCCU) of changes to curricula. Clover Park Technical College has notified the NWCCU of name changes to three programs, effective spring 2016.

The abovementioned changes are as follows:

Program Name Changes:

- From Bachelor of Applied Science degree program in Manufacturing Operations to Bachelor of Applied Science degree program in Operations Management
- From Associate of Applied Technology and Associate of Applied Science –Technology degree program in Material Science –Nondestructive Testing to Associate of Applied Technology and Associate of Applied Science –Technology degree program in Nondestructive Testing
- From Associate of Applied Technology and Associate of Applied Science –Technology degree program in Material Science – Composites to Associate of Applied Technology and Associate of Applied Science –Technology degree program in Composites

The Commission has noted the aforementioned changes and accordingly, the aforementioned changes are now included under the accreditation of Clover Park Technical College.

Thank you for keeping the Northwest Commission on Colleges and Universities apprised of developments and initiatives at Clover Park Technical College. If you have questions, please do not hesitate to contact me.

Sincerely,
Valerie W. Martinez
Valerie W. Martinez
Associate Vice President

cc: Dr. Lonnie Howard, President
Dr. Sandra E. Elman, President, NWCCU

Memorandum of Understanding between
Bellingham Technical College and Clover Park Technical College
for the Development of Academic Cooperation
in the Field of Operations Management

The objective of this Memorandum of Understanding (MOU) is to stimulate and facilitate the development of collaborative and mutually beneficial programs to serve the students at each institution, specifically in the field of Operations Management. Thus, Bellingham Technical College (BTC) and Clover Park Technical College (CPTC) have agreed that the two educational Institutions will:

- a) work collaboratively to develop curriculum, lesson plans, and instructional materials;
- b) establish and facilitate processes so that students at one institution can enroll in courses at the other and receive appropriate credit;
- c) collaboratively promote and market their programs in the field of Operations Management; and
- d) share best practices in the development, delivery and administration of these programs.

In the implementation of specific cooperative programs, a written agreement covering all relevant aspects including funding and the obligations to be undertaken by each party will be negotiated, mutually agreed and formalized in writing, prior to the commencement of the program.

This MOU will take effect from the date of its signing and shall be valid for an unlimited period from that date unless sooner terminated, revoked or modified by mutual written agreement between the parties, and may be extended by mutual written agreement.

Either party may terminate the MOU at any time during the term by the provision of three months written notice to the other party.

SIGNATURES

For and on behalf of
Bellingham Technical College



Dr. Frank Powers
Vice President of Instruction

Date: 12-1-2015

For and on behalf of
Clover Park Technical College



Dr. Joyce Loveday
Vice President for Student Learning

Date: 12-1-2015

APPENDIX J

BAS-OPM Program Outcomes

Graduates of the BASMO program will:

1. Demonstrate a mastery of the mathematical tools required for operations management.
2. Apply qualitative and quantitative forecasting techniques to the selection of processes and facility layouts that will optimize production.
3. Describe how to plan, implement and manage a comprehensive quality management program.
4. Apply mathematical approaches to solve typical make/buy and outsourcing problems.
5. Explain the meaning of Lean terminology and concepts including Value Stream Mapping, Workplace Organization and Standardization, 5-S and Cellular Flow, Kan Ban and Total Production Maintenance.
6. Develop a written proposal for a newly designed or modified facility including a financial justification for the project, and carry out a verbal presentation of the results.
7. Explain key terms used in statistical process control (SPC) including control charts, continuous improvement, acceptance sampling, and the design of experiments.
8. Demonstrate the application of project management techniques to develop realistic and comprehensive project plans; identify risk areas; monitor the plans; and deal with problems.
9. Develop clear and coherent technical reports, proposals, memoranda, and e-mails; and deliver presentations too groups.
10. Analyze projects, compare alternatives, and make sound business decisions based on economic principles such as time value of money, internal rate of return, and cost-benefit ratios.
11. Demonstrate the ability to identify and then develop acceptable resolution of ethical dilemmas that might occur in the workplace.
12. Discuss how the leadership skills; good recruitment and retention practices; motivation and team building; the management of change; and conflict resolution can affect the behavior and interaction of people at work.
13. Explain how efficient work design and ergonomics can increase operator effectiveness and reduce production costs.
14. Demonstrate a level of critical thinking, teamwork, communication, and technical and information literacy commensurate with a management position in industry.

Course Syllabus



OPM 313

Quality Management

5 Credits

A hybrid, online course, 50 hours

Instructor:	Mel Oyler
Office Hours:	Thursday, 6-7 p.m. online or phone, other times by arrangement
Telephone:	360-320-3773, please call between 8 a.m. and 8 p.m.
Location:	Orientation, Midterm, and Final locations to be announced. Weekly online, Tuesdays 7-9
Email Address:	mel.oyler@cptc.edu or melolife133@gmail.com

COURSE DESCRIPTION

Equips students with the tools used to plan, implement and manage quality management programs with special emphasis on process documentation, staff training, and communication of results to management and auditors.

PREREQUISITES

Math& 146.

COLLEGE-WIDE CORE ABILITIES

Core abilities are transferable skills that are essential to an individual's success, regardless of occupation or community setting. These skills are intended to

- Complement specific occupational skills
- Broaden one's ability to function outside a given occupation, and
- Connect occupation, personal, and community roles.

Graduates of all Clover Park Technical College programs will be able to demonstrate competency in each of the following CORE ABILITY areas:



COMMUNICATION



CRITICAL THINKING/PROBLEM SOLVING



PERSONAL/PROFESSIONAL RESPONSIBILITY



INFORMATION/TECHNOLOGICAL LITERACY

These symbols appear in the course syllabus to identify, which specific learning objectives relate to the core abilities. Your instructor will provide more detailed explanations of how acquiring these core abilities can help you to successfully achieve your career, educational and personal goals.

LEARNING OBJECTIVES & CORE ABILITIES:

Course Learning Objectives:

Core Abilities:

Upon completion of the course the learner will be able to:



Objective 1 Compare and contrast the quality management concepts espoused by Deming, and some of the resulting approaches such as Total Quality Management (TQM), Six Sigma, ISO 9000 and AS 9100.

X

Objective 2 Discuss quality requirements specific to regulated industries such as biomedical devices and aerospace

Objective 3 Develop a plan for the implementation and management of a comprehensive quality management program within an organization with special emphasis on process documentation, staff training, and communication of results to management and auditors.

X

X

INSTRUCTIONAL METHODS

Lecture, discussion, case studies, problem solving, small group activities, presentations, group presentations

ASSESSMENT OF OBJECTIVES

quizzes, tests, discussion posts, calculations, papers, presentations

GRADING POLICY

This course is based on points.

College level work of excellent quality:

95-100=A

90-94=A-

College level work of good quality:

87-89=B+

84-86=B

80-83=B-

College level work of acceptable quality:

77-79=C+

74-76=C

70-73=C-

Not college level work, or is unfinished:

67-69=D+

64-66=D

60-63=D-

INSTITUTION/PROGRAM/COURSE POLICIES

Student Photography Policy

During the course of instruction, faculty and staff of Clover Park Technical College may take photos of classroom and lab training time for use in both documenting the instructional process and to promote the courses. These photographs may be used in presentations, advertisements and marketing products. Students wishing to be excluded from these photos are asked to notify the photographer that they do not want to be included in the photographs.

SPECIAL NEEDS

If you have a documented disability that requires reasonable accommodation or assistance in an emergency, contact the Student Disability Specialist at 253-589-5767 in Bldg. 17 as early as possible. I will help you in any way I can.

MINIMUM TECHNICAL SKILLS OF STUDENTS

Must be proficient in word processing and familiar with spreadsheets

REQUIRED TECHNOLOGY

Required Hardware.

Must have computer access every day.

Required Software.

- * Operating systems: Windows XP, Windows Vista or Windows 7, MAC OSX
- * Browsers: Newer versions of Mozilla Firefox or Safari for Mac users
- * AOL's Browser is not supported.
- * High speed internet (Broadband, DSL)

Internet Access

- * High speed internet (Broadband, DSL) available every day.

Other Technical Requirements

none

REQUIRED TEXT, REFERENCES, LEARNING MATERIALS

Jeffrey Liker. *The Toyota Way: 14 Management Principles from the World's Greatest*

Manufacturer, New York: McGraw-Hill, 2012

William Stevenson. *Operations Management, 11th ed. New York: McGraw-Hill, 2012.*

Ronald Larson. *Engineering with Excel, 4th ed. Pearson, 2013.*

COMMUNICATION POLICY

Please send me an email or call me (between 8 a.m. and 8 p.m., please) if you need help or are going to be absent.

- **Feedback Policy** – see below
- **Safety** - n/a
- **Schedule of Studies** -online
- **Participation** – see below

Final Note: *Learn what you don't know, share what you do. We lift as we climb.*

SCHEDULE OF MAIN TOPICS

Week #	Date	Module	Topic	Deliverable
1		1	The quality function in organizations - related functions - forms of organization	HW 1 Due
2		2	Deming's approach	HW 2 Due
3		3	TQM	HW 3 Due
4		4	Six sigma	HW 4 Due
5			Review for mid-term	Mid- term exam, Tools Presentation
6		5	ISO 9000 and 9100	HW 5 Due
7		6	Planning for quality	HW 6 Due
8		7	Quality and the supply chain	HW 7 Due
9		8	Operations strategy for quality	HW 8 Due
10			Review for final	Final exam, Analysis

				paper presentation

APPENDIX L

BAS – Operations Management Program Outline

Scope and Sequence

Academic Bridge					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
0 to 20 credits of lower division courses as required to meet the requirements for entry to the Junior Year.					
TOTAL					0 - 20

Quarter 1					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
MAT 311: Mathematical Techniques for Operations Management (formerly OPM 311)	50			50	5
OPM 312: Forecasting and System Design	50			50	5
ENGL 310: Business Communications	50			50	5
TOTAL					150
					15

Quarter 2					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
OPM 313: Quality Management	50			50	5
OPM 314: Logistical Planning & Supply Chain Management	50			50	5
PHIL 310: Professional Ethics	50			50	5
TOTAL					150
					15

Quarter 3					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
OPM 315: Lean Concepts and Applications	50			50	5
300/400-level industry-specific elective	50			50	5
ECON 310: Managerial Economics	50			50	5
TOTAL					150
					15

Quarter 4					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
300/400-level industry-specific elective	50			50	5
300/400-level industry-specific elective	50			50	5
BUS 310: Project Management	50			50	5

TOTAL	150	15
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Quarter 5					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
OPM 491: Focused Study I	50			50	5
OPM 492: Focused Study II	50			50	5
PSYC 311: Industrial and Organizational Psychology (formerly PSYC 310: Organizational Psychology)	50			50	5
TOTAL				150	15

Quarter 6					
Courses	Hours				Credits
	Lecture	Lab	Other	Total	
OPM 493: Focused Study III	50			50	5
OPM 498: Individual Capstone Project (or, with instructor's permission, OPM 495: Internship)	50			50	5
OPM 499: Group Capstone Project	50			50	5
TOTAL				150	15

Electives may include up to 15 transfer credits of industry-specific accredited courses

Manufacturing Option: OPM 411: Facility layout and Materials Handling; OPM 412: Workplace Health and Safety Management; and OPM 413: Measurement and Statistical Process Control

APPENDIX M

Crosswalk of Program Outcomes to Operations Management Course Objectives

The core abilities CPTC has created to align courses with its mission are listed below and noted in parentheses behind applicable objectives.

- A. Communication
- B. Critical Thinking/Problem Solving
- C. Personal/Professional Responsibility
- D. Information/Technological Literacy

Table 4. Crosswalk of Program Outcomes and Course Objectives for Operations Management

BAS-OPM Program Outcome	Objectives from Course Syllabi: Operations Management
Demonstrate a mastery of the mathematical tools required for manufacturing operations management.	<p>MAT 311: Mathematical Techniques for Operations Mgmt.</p> <p>Objective 1 Compare and contrast single- and multiple-sampling plans. (B)</p> <p>Objective 2 Construct a decision tree and use it to analyze a business problem. (C)</p> <p>Objective 3 Conduct sensitivity analysis of a simple decision problem.</p> <p>Objective 4 Perform reliability calculations for a system. (B)</p> <p>Objective 5 Describe the type of problem that would lend itself to solution using linear programming. (A)</p> <p>Objective 6 Formulate a linear programming model from a description of a business problem. (D)</p>
Apply qualitative and quantitative forecasting techniques to the selection of processes and facility layouts that will optimize production.	<p>OPM 312: Forecasting and System Design</p> <p>Objective 1 Outline the steps involved in the forecasting process. (A)</p> <p>Objective 2 Compare and contrast quantitative and qualitative approaches to forecasting. (B)</p> <p>Objective 3 Apply averaging techniques, trend and seasonal techniques, and regression analysis to solve typical problems. (B)</p> <p>Objective 4 Discuss some of the legal, ethical and sustainability considerations that arise in product and service design. (C)</p> <p>Objective 5 Explain the purpose and goal of life cycle assessment. (A)</p>
Describe how to plan, implement and manage a comprehensive quality management program within a manufacturing organization.	<p>OPM 313: Quality Management</p> <p>Objective 1 Compare and contrast the quality management concepts espoused by Deming, and some of the resulting approaches such as Total Quality Management (TQM), Six Sigma, ISO 9000 and AS 9100. (B)</p> <p>Objective 2 Discuss quality requirements specific to regulated industries such as biomedical devices and aerospace.</p> <p>Objective 3 Develop a plan for the implementation and management of a comprehensive quality management program within an organization with special emphasis on process documentation, staff training, and communication of results to management and auditors. (B, C)</p>
Apply mathematical approaches to solve typical make/buy and outsourcing problems.	<p>OPM 314: Logistical Planning and Supply Chain Mgmt.</p> <p>Objective 1 - Discuss the differences between supply chain management and logistics management.</p> <p>Objective 2 Explain how inventory management strategies relate to overall business strategy.</p> <p>Objective 3 Analyze the strategic, legal, financial and ethical considerations that must be taken into account when making outsourcing and make/buy decisions in a range of business situations. (B)</p> <p>Objective 4 Apply modern inventory management techniques, including mathematical approaches, to solve typical problems. (B)</p> <p>Objective 5 Compare and contrast the uses of materials resource planning (MRP), manufacturing resource planning (MRPII) and enterprise resource planning (ERP) systems. (D)</p>
Explain the meaning of Lean terminology and concepts including Value Stream Mapping, Workplace Organization and Standardization, 5-S and Cellular Flow, Kan	<p>OPM 315: Lean Concepts and Applications</p> <p>Objective 1 1 Analyze a business process using SIPOC diagrams, process mapping, and value stream mapping.</p> <p>Objective 2 Design and execute DMAIC projects and Kaizen events. (B)</p>

Ban and Total Production Maintenance.	Objective 3 Use statistical analyses to determine the relationship between process inputs and outputs. (B) Objective 4 Apply cause-effect diagrams and FMEA to identify process failure modes Objective 5 Apply Lean concepts including 5S, waste reduction, and source inspection/mistake proofing to real business problems
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APPENDIX N

Crosswalk of Program Outcomes to General Education Objectives

The core abilities CPTC has created to align courses with its mission are listed below and noted in parentheses behind applicable objectives (Standard 2.C.10).

- A. Communication (including human relations, Standard 2.C.9)
- B. Critical Thinking/Problem Solving (including computational skills, Standard 2.C.9)
- C. Personal/Professional Responsibility (including human relations, Standard 2.C.9)
- D. Information/Technological Literacy

Crosswalk of Program Outcomes to Objectives Crosswalk - General Education

BAS-OPM Program Outcome	Objectives from Course Syllabi: General Education
Develop clear and coherent technical reports, proposals, memoranda, and e-mails; and deliver presentations too groups.	<p>ENGL 310: Business Communications</p> <p>Objective 1 Explain how different organizational cultures, business practices, and social norms affect communication in a broad range of business contexts.(A)</p> <p>Objective 2 Analyze an organization's communication processes and key messages and recommend changes that would improve the communication and delivery of messages and business information. (B)</p> <p>Objective 3 Produce effective, grammatically-correct business letters, reports, memos, emails appropriate to a given situation, attending to the writer's objectives and the readers' needs. (A)</p> <p>Objective 4 Working as part of a team, design and deliver a persuasive presentation using appropriate electronic presentation software and systems in a specified time limit. (D)</p> <p>Objective 5 Demonstrate clarity, precision, conciseness and coherence in the use of the English language in both verbal and written communications. (A)</p>
Analyze projects, compare alternatives, and make sound business decisions based on economic principles such as time value of money, internal rate of return, and cost-benefit ratios.	<p>Objective 1 Explain the meaning of the terms "time value of money", "internal rate of return", and "cost-benefit ratio".</p> <p>Objective 2 Explain cash flows, their estimation, and how to graphically represent them.</p> <p>Objective 3 Perform calculations involving simple and compound interest, and rate of return.</p> <p>Objective 4 Develop spreadsheets to solve common managerial economics problems. (D)</p> <p>Objective 5 Compare alternatives using net present worth, equivalent annual worth, internal rate of return, and cost-benefit analysis. (B)</p> <p>Objective 6 Apply cost estimation techniques and probabilistic risk analysis to make a decision among alternative courses of action applicable to a real-world, contemporary case study. (B)</p>
Demonstrate the ability to identify and then develop acceptable resolution of ethical dilemmas that might occur in the workplace.	<p>PHIL 310: Professional Ethics</p> <p>Objective 1 Distinguish between ethical and other types of values.</p> <p>Objective 2 Define corporate responsibility, corporate compliance, and social responsibility</p> <p>Objective 3 Compare differences in ethics in international communities.</p> <p>Objective 4 Evaluate the ethics of business decisions and general practices in business and the professions using systematic ethical reasoning. (B)</p> <p>Objective 5 Resolve ethical dilemmas effectively in oral and written forms. (A)</p>
Discuss how the leadership skills; good recruitment and retention practices; motivation and team building; the management of change; and conflict resolution can affect the behavior and interaction of people at work.	<p>PSYCH 311: Industrial/Organizational Psychology</p> <p>Objective 1 Write job descriptions for positions in a typical organization that follow best practices and comply with applicable laws. (A)</p> <p>Objective 2 Develop a workforce training strategy for a typical organization including training needs assessment, consideration of modality of training, and evaluation methods.</p> <p>Objective 3 Analyze the skills that are generally considered to be essential for effective leadership. (C)</p> <p>Objective 4 Discuss the legal issues that must be considered during a typical recruitment process. (C)</p> <p>Objective 5 Carry out a mock interview, and document the results.</p> <p>Objective 6 Develop specific, measurable and achievable goals for employees in a typical organization. (A)</p> <p>Objective 7 Compare and contrast different forms of individual and organizational incentives intended to motivate employees in a typical organization. (B)</p> <p>Objective 8 Develop a plan (including a communications plan) for managing the organizational</p>

	<p>change associated with an event such as a reorganization, downsizing, changes to working practices, or a company merger.</p> <p>Objective 9 Explain the types of conflict & causes of conflict that can arise in the workplace.</p>
<p>Demonstrate the application of project management techniques to develop realistic and comprehensive project plans; identify risk areas; monitor the plans; and deal with problems.</p>	<p>BUS 310: Project Management</p> <p>Objective 1 Distinguish between ethical and other types of values.</p> <p>Objective 2 Define corporate responsibility, corporate compliance, and social responsibility.</p> <p>Objective 3 Compare differences in ethics in international communities.</p> <p>Objective 4 Evaluate the ethics of business decisions and general practices in business and the professions using systematic ethical reasoning. (B)</p> <p>Objective 5 Communicate the resolution of ethical dilemmas effectively in oral and written forms. (A)</p>