

Year Seven Peer-Evaluation Report

Clover Park Technical College

Lakewood, Washington

October 13-15, 2014

*A confidential report of findings prepared for the Northwest Commission on
Colleges and Universities*

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Evaluators

Ms. Connie M. Capurro, Chair

Emeritus Vice President of Academic and Student Affairs
Western Nevada College
Carson City, NV 89703

Ms. Dana Emerson

Dept. Chair of Communication
Linn-Benton Community College
6500 SW Pacific Blvd.
Albany, OR 97321

Mr. John Osbourn

Dean, School of Health and Public Service
Rogue Community College
3345 Redwood Highway
Grants Pass, OR 97527

Mrs. Robin Bunnell

Institutional Researcher
Southwestern Oregon Community College
1988 Newmark Avenue
Coos Bay, OR 97420

Dr. Teri Fattig

Director of Library and Herrett Center
College of Southern Idaho
315 Falls Avenue
Twin Falls, ID 83303-1238

Ms. Delores A. Sanford

Emeritus Vice President of Finance and Administrative Services
Truckee Meadows Community College
Leavenworth, WA 98826

Dr. Pamela J. Goad, Liaison

Vice President
Northwest Commission on Colleges and Universities
Redmond, WA 98052

Introduction

Clover Park Technical College is a public, two-year institution located in Lakewood, Washington. Professional technical training dates back to 1942 when, as part of the Clover Park School District, training was provided to civilian aircraft service mechanics, auto mechanics, ship fitters, welders, and blueprint readers. In 1991, the Washington State legislature passed a bill that removed Clover Park Vocational Technical Institute from the jurisdiction of the Clover Park School District and transferred governance of the institution to the Washington State Board for Community and Technical Colleges and a local Board of Trustees appointed by the Governor. With this transition, Clover Park joined the state's 27 community colleges to form the combined two-year community and technical college system. The deed to the 74-acre site was transferred to the College and the name was changed from Clover Park Vocational Technical Institute to Clover Park Technical College.

Clover Park Technical College's main campus is located on 74 acres at 4500 Steilacoom Boulevard SW in Lakewood, Washington. In addition to the Lakewood campus, the College uses three additional sites in Pierce County. They include:

- The South Hill Campus, a 58,000 square foot aviation training complex on 10 acres located at Thun Field in the South Hill area of Puyallup, Washington, 15 miles from the main campus. Aerospace-related programs are housed at this site.
- Flett Creek, a 111-acre property across from the main campus used by the Environmental Sciences and Technology training program as a natural resource lab and research park.
- The Women's Correctional Center located at Purdy, Washington, where a Cosmetology certificate is offered.

Clover Park Technical College offers 56 associate degrees, 56 certificates and various continuing education programs; many are pathways to high-paying careers. The Associate of Applied Technology and the Associate of Applied Science-Transfer are the primary degrees offered at CPTC. The College began offering the BAS in Manufacturing Operations, Fall Quarter 2014.

Contract training is provided through Invista Performance Solutions (a partnership with Pierce College and Tacoma Community College). In addition to degrees and certificates, CPTC offers precollege and transition programs in basic skills including reading, writing, math; High School Completion (HSC) preparation and testing; English as a Second Language; and Integrated Basic Education and Skills Training (IBEST). The Northwest Career and Technical High School provides students in the 11th and 12th grades an opportunity to complete their high school diploma while also taking technical courses on CPTC's campus. Lifelong learning and personal enrichment opportunities are offered to the community through Continuing education courses, and corporate training.

The College service area encompasses all of Pierce County, an area with the population of approximately 819,700. The main campus with its 21 buildings is located in the City of Lakewood, with an estimated population of 60,000. Demographic information indicates that, although large numbers of students attending Clover Park Technical College come from Pierce County, significant numbers also come from the neighboring counties of Thurston, King, Kitsap, and Lewis, as well as from across the nation and different parts of the world.

During the 2013-2014 academic year, CPTC's unduplicated head count across all program areas and locations generated 4,509 full-time equivalent (FTE) students. Of the 2013-2014 student body, 64% of the students were female, 37% were students of color, and 14% were first-time college students. The average age was thirty-two.

Assessment of the Self-Evaluation Report and Support Materials

The Clover Park Technical College Year Seven Evaluation Report and the support documentation provided an honest picture of the College, and its effort to maintain high academic standards. The report contained analysis and the use of the data. All documents were received in a timely and accurate manner. On-line resources and the documents mailed ahead of time by the College made it easy to evaluate college documents without requesting many additional resources in the on-campus resource room.

The on-campus interviews substantiated the written documents. Students, faculty and staff understand the three Core Themes of the Institution and the community in general supports the Mission. All general data used to assess progress on the College's Strategic Plan was public and available for internal and external review.

Consistent with the on-going self-study process, the College updated its response to Standards One and Two. The College also strategically began a review of its current Mission and Core Themes, especially the manner in which it can effectively assess progress in each area.

In the Fall 2011 Report from NWCCU, in response to the Clover Park Technical College Year One Report, three recommendations were identified, and a response was requested for each recommendation. The recommendations are presented below.

1. "Though Clover Park Technical College has made progress in campus dialog regarding the meaning of shared governance, and in the implementation of policy and procedure to support shared governance processes, the evaluation panel recommends that the College continue its efforts to develop, implement and codify its shared governance processes." (Standard 2.A.1)
2. "The panel recommends that Clover Park Technical College provide evidence in the Fall 2012 Year Three Report to document that it has established performance baselines and benchmarks for its indicators of achievement, and that the College is using the annual data report to measure institutional effectiveness and is creating a mission effectiveness report in accordance with the process described in the Year One Self Evaluation Report." (Standard 1.A.2)
3. "Though the College has identified objectives and outcomes for each of the Core Themes and objectives, the panel recommends that the College continue to develop the rationale, baseline, and performance benchmarks for the indicators of achievement and to ensure that these indicators are all meaningful, assessable, and verifiable." (Standard 1.B.2)

The 2014 Evaluation Committee found that CPTC has addressed all of the above recommendations. In 2010 the President appointed a taskforce to identify the definition, values, and practices of shared governance. While every member of the college community may not have participated in the

institutional self-study, the opportunity to participate was offered to everyone. The current President has expanded avenues for the sharing of voices from faculty, staff, and administrators. Indicators of effectiveness have been established to determine mission fulfillment. Indicators have also been revised to provide stronger alignment with the related Core Theme objectives.

Eligibility Requirements

The Evaluation Team found that CPTC appears to meet all Eligibility Requirements, as defined by NWCCU. Considerable review of Requirements 22-24 required the College to provide documentation regarding Student Achievement, Institutional Effectiveness, and Scale and Sustainability. The Core Themes and Mission are clearly defined, approved by the governing board, and designed to be measurable. Services and educational programs are appropriate for a NWCCU degree granting institution. Resources support the educational programs, mission, and core themes. The institution operates with high ethical standards, and it is accurate and transparent in its disclosure. The College has spent a considerable amount of time determining measures for student success, institutional effectiveness, and sustainability.

Mission, Core Themes and Expectations

Clover Park Technical College reviewed and updated the College vision and mission statements, as part of its strategic planning process in 2013. At the conclusion of the process, May 2013, the Vision, Mission, and College Values statements were adopted by the Board of Trustees. The mission of the institution was not changed, but rather it was “re-worded.”

MISSION

“We are a values-driven institution that delivers quality education, training, and support focused on student-success in an evolving economy.”

VISION

“Transforming lives, enriching communities and enhancing futures by creating an environment of innovation, equity and excellence through education.”

VALUES

“Equity, Excellence, Respect, Diversity, Innovation, Student Success, Lifelong Learning, Social Responsibility.”

Clover Park Technical College identified three Core Themes with strategic goals and strategic priorities for each theme. The Core Themes guide the work at the College. The institution has established objectives and indicators that will form the basis for evaluating institutional accomplishment. Many of the indicators for each theme are student focused.

1. **CORE THEME ONE: Workforce Preparation**
2. **CORE THEME TWO: Student Success**
3. **CORE THEME THREE: Institutional Excellence**

Resources and Capacity

Governance

Clover Park Technical College Board of Trustees consists of five members appointed by the governor and confirmed by the State Senate to two, five year renewable terms. As the local governing board of the College, the Board of Trustees acts only as a committee of the whole. While on campus the Committee met with representatives from the Board. It was evident that the individual members have clearly defined roles governed by policies. They support the President as the Chief Officer of the College. They have responsibility for hiring the President and for measuring his performance against Board policies and annual goals set by the President and the Board. Board members understand their responsibilities. It was clear that the current President has the support of the Board.

The College demonstrates effective leadership throughout the institution, but administrative changes and turn-over in key personnel have presented a number of issues for the College. A recent reduction in the number of Vice Presidents, from five Vice Presidents to three, has increased organizational effectiveness and accountability, as well as resulted in cost efficiency for the College. Additionally, the College management structure includes ten Directors and four Deans to provide direct day to day supervision of faculty and staff. Leaders are held in high regard, although some employees are experiencing uncertainty, especially as they now have new reporting structures. This creates special challenges for leaders and students. In an interview with the President, he shared his view that from his position, he considers every member of the college to be a leader.

On-campus interviews found concern regarding communication across the College. While the institution has made tremendous strides in the support of shared governance, the recent turn-over and replacements in key positions has caused some concern among the individual employee groups. Members of those groups had excellent suggestions about methods to improve communication.

As a result of new college leadership, the institution has taken a slightly different approach to reporting and measurement. While the institution has a long history of reporting on exemplary programs based on “anecdotal information,” the College is working on ways to formalize and assess planning and operations for each department and division. It is a college goal to be “a data driven institution.”

In numerous interviews, students stated the strength of the institution was the college faculty. Instructors are held in high regard. Without exception, staff and faculty stated the strength of the College was in its students. The institution demonstrates an environment of respect, a willingness to “pitch in” and help one another. Budget constraints, turn-over and vacancies have brought a fair share of anxiety to the campus, but they have also reinforced the idea that CPTC is a team.

Human Resources

The college maintains and publishes Policies and Procedures on the website although not all policies and procedures were available and the College lacks a regularly scheduled review cycle. However, it was noted that the College is focused upon reviewing and updating policies and procedures, including those outside of Human Resources, in order to comply with this standard and plan to develop a regularly scheduled review cycle. Proposed revisions of policies and procedures are vetted through the campus governing groups or through the Washington Administrative Code (WAC) change process with final approval or oversight by the Board of Trustees through the President. The Evaluation Committee recommends the development of a formalized process to regularly review and update a comprehensive manual that includes all human resource policies and procedures as well as campus departmental operational processes, in one document to fully comply with Standard 2.A.18.

The college employs very devoted and well qualified faculty, staff and administrators. They meet the expected qualifications for their positions. Professionals hold a doctoral or master’s degree or a credential reflective of their area of expertise. All general education and basic skills faculty hold either a doctoral, master’s or bachelor degree in their respective professional fields. Faculty in the vocational/technical programs hold the industry experience, degrees, and certifications or credentials appropriate for their respective professional/technical field including essential certifications and licensures.

Faculty are provided opportunities to participate on committees and provide input into policy development and review as well as decision-making processes, although it was not clear how shared governance was actually practiced allowing for input from faculty into the decision-making process and ultimately feedback to the campus of decisions.

Staff and administrators are evaluated on a regular basis as outlined within union contracts/handbooks, employee contracts, or administrative requirements. Evaluations are reflective of job descriptions by an appropriate supervisor. The completed evaluations are submitted to the Human Resources Office as part of the official personnel record and securely stored. However, the process for who securely submits the evaluations to Human Resources Office was unclear.

Faculty, staff, and administration are provided professional growth opportunities. The faculty evaluation process includes professional development plans for each faculty. There was no specific mention by staff or administrators of a systematic plan to ensure funds are appropriated in a consistent manner so that all staff are afforded the chance to participate in professional development opportunities.

Full-time faculty workload is based on a range of contact hours per week as specified in the faculty union contract with categories by assignment type. Faculty requirements are defined as teaching/student contact load equated as the primary function and college support functions.

All faculty are evaluated on a three-year or five-year cycle with specific timelines for tenure-track faculty. A comprehensive evaluation process is in place that includes student evaluations, faculty peer observations, professional development plans, and administrative evaluation.

It appeared to the Committee that not all evaluations were completed for faculty and staff in a timely manner. This may very well be the result of resignations, retirements, and turn-over. Employee groups also mentioned the desire for the opportunity to evaluate the President.

Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and the criteria and procedures for evaluation, retention, promotion, and termination through the distribution of job announcements, position descriptions, and College policies and procedures. Faculty and staff are regularly evaluated (ranging from yearly to every 5 years) in accordance with the collective bargaining agreements or established timeframes for other identified groups (AFT professional, classified, IUOE and unrepresented).

The Human Resources staff ensure the security and appropriate confidentiality of human resources records by maintaining a secure set of locking cabinets within Human Resources Office with keys provided to designated staff. The human resource computer files are limited to staff who perform human resources functions within the scope of their job descriptions.

The Committee has concerns regarding the security and appropriate confidentiality of human resources records (Standard 2.A.20). The Evaluator noted there appears to be a lack of clear and appropriate chain of custody processes related to the collection and storage of confidential faculty evaluation and staff evaluation documents. These documents require transport of the confidential official records from individual departments and do not require the direct supervisor to transport the evaluation materials allowing for potential access by unauthorized staff to the confidential evaluation materials.

The evaluation committee has concerns related to the routine review of policy and procedure as well as departmental operational policies as it appears not all of the policies and procedures have been reviewed on a three-year cycle as evidenced by the reference of non-existent staff positions and outdated procedures (2.A.18).

Education Resources

CPTC offers certificates and degrees within 40 professional technical areas that are consistent with their mission to deliver quality education, training and support with respect to student success and the changing economy. Degrees and certificates are appropriately designated and are consistent with program content and fields of study. Academic degrees, certificates, and courses are developed and

maintained by faculty with input from Program Advisory Committees to ensure relevant outcomes and best practices with regard to program delivery. (2.C.1)

Degrees, certificates and courses are subjected to an annual quality control/approval process through CPTC's Curriculum Committee. The committee is cross-functional and includes representatives from the college's administration, faculty, student services, financial aid, and enrollment services. This oversight process ensures that programs and courses are compliant with administrative rules for college level degrees and that learning outcomes (in the form of course objectives) are designated. (2.C.1) Course outcomes (in the form of course objectives) are provided in written form to students on course syllabi while program/degree outcomes are available to students on the CPTC website on individual program webpages. (2.C.2)

Credit and degrees are awarded based on documented student achievement and are clearly defined by CPTC's policies for Credit Hours, Academic Standards and Satisfactory Academic Progression. These policies are consistent with norms or equivalencies in higher education. The Curriculum Committee process described previously provides the quality control to ensure credit and degree achievement procedures remain compliant with appropriate governing agencies. (2.C.3) Program advisory and curriculum review processes ensure a coherent design of programs through breadth, depth and course sequencing. This coherent design becomes evident when the program course work is laid out on CPTC's Scope and Sequencing forms in the student services and faculty advising process. Admissions and graduation requirements are clearly defined for students in the CPTC catalog (pages 9 & 146) as well as on the college website. (2.C.4)

It was clear from interviews of faculty and administrators that responsibility for design, approval and implementation of curriculum originates with the faculty. Faculty with teaching responsibility provide input on student achievement of learning outcomes through two primary processes. One of those is accomplished through a review process that operates on a 4-year cycle. The procedure for the 4-year program review is well-defined by the Faculty Program Review Handbook. In addition to the 4-year review, faculty use a system called Task Stream on an annual basis to assess program outcome achievement in support of CPTC's Core Abilities of Communication, Problem Solving, Professional Responsibility and Technological Literacy. Three indicators of achievement are selected within programs, evaluated annually, and subsequent results are input into Task Stream. Task Stream enables faculty to create summary reports on the progress made towards achievement of CPTC's Mission Themes, Strategic Goals, and Core Abilities. The college also has a faculty-led Committee on Learning Assessment that facilitates this annual process of evaluating student learning outcome achievement at the program and institution level. (2.C.5)

Interviews with administrators and faculty confirmed that faculty have an active role in the selection of new faculty. When a hiring process is initiated for tenure-track faculty, at least one faculty member from the program content area is included on the screening committee (in most cases more than one is included). Faculty also make recommendations concerning adjunct faculty to administrative leadership for hiring. (2.C.5)

The evaluation committee confirmed evidence that faculty with teaching responsibilities work closely with library and information resources personnel in order to ensure integration of their services and resources into the learning process. Faculty interviews confirmed exceptional support from library staff

and exceptional resource availability. On a quarterly basis, librarians contact faculty and schedule information literacy and library orientation sessions (In 2014, 70% of the faculty attended library workshops). The librarians also participate in the Curriculum Committee process and provide input relevant to library support of program development and learning outcome achievement. (2.C.6)

Credit for prior experiential learning is guided by approved policies, awarded at the proper level, operates within the 25% of program requirements standard, and is awarded through a process of faculty review and approval. Guiding procedures for faculty and staff are provided within CPTC's Policies and Procedures Manual and are communicated to students through the Academic Policy section of the catalog. There is also a Prior Learning Assessment page on the CPTC website. Interviews with faculty, advising, and enrollment services staff confirmed a high level of standardization and familiarity with credit for prior learning procedures and processes for students. (2.C.7)

Transfer credit procedures are clearly articulated on the "Transfer to CPTC" webpage and on page 140 of the catalog. Interview with the Director of Enrollment services confirmed compliance with the Commission's standard for acceptance of transfer credit in terms of responsibility, high academic quality, appropriateness and relevance to students' programs. Significant work has been completed by CPTC in the area of articulations and agreements with both private and public universities for students to accomplish a baccalaureate degree who transfer from CPTC. Students are provided information about these agreements on the "Transfer from CPTC" webpage and on page 142 of the catalog. (2.C.8)

CPTC certificate and degree programs as outlined in the catalog demonstrate an integrated course of study with general education requirements that develop students as effective learners and prepare them for a productive life of work, citizenship, and personal fulfillment. All certificate programs greater than 45 credits have a recognizable core of general education requirements. General education standards for degrees are specified on page 22 of the catalog and are integrated into AAT and AAS-T programs. (2.C.9) The Bachelors of Applied Science in Manufacturing Operations follows the general education requirements specified by the SBCTC. The Direct Transfer/Major Ready Pathway degrees in Pre-Nursing and Applied Technology include identifiable assessable learning outcomes as specified in DTA and AS-T articulation agreements. (2.C.10)

CPTC programs over 45 credits have core academic and general education courses (CPTC catalog provides clear evidence) that have identifiable and accessible learning outcomes (as evidenced by course outlines) aligned with supporting program outcomes. The committee found evidence that college-level academic courses are taught by faculty holding a master's degree or higher in the field in which they are teaching. (2.C.11)

Interviews with administrators and a review of current training offerings confirmed that credit and non-credit continuing education programs are compatible with the institution's missions and goals. CPTC's core theme of Workforce Preparation includes priorities of responding to local community and business needs, fostering community engagement, and building an educated community. The Continuing Education program supports this core theme by offering short-term skills training in areas of Health Care, Trade Academy, Personal Enrichment, Entrepreneurship and Business Skills. Contracted trainings are coordinated through Invista Performance Solutions (IPS). This arrangement was created through an Interlocal Cooperative Agreement between CPTC, Pierce College and Tacoma Community College

which designated IPS as the single point contact for the region's businesses for corporate education. (2.C.16)

The college maintains direct and sole responsibility for the academic quality of all aspects of continuing education and special learning programs. Learning outcomes are developed for all non-credit offerings and annotated on a standard course outline. Academic Quality of short-term skills trainings like Forklift Operator, Flagger and Electrical Code Update are ensured by complying with OSHA and industry standards. Continuing Education courses that are offered for credit are monitored and must be approved through the Curriculum Committee review process. The Department involves faculty appropriately and often uses CPTC's professional-technical faculty to teach short-term skills trainings within their area of expertise. While CPTC does not offer Continuing Education Units, they do maintain records of all Continuing Education courses offered and post all Personal Enrichment courses on student transcripts. (2.C.17-19)

Student Support Resources

Student Services and programs that support the learning needs of students are a point of pride for the College, and are consistent with the nature of the educational programs and methods of delivery. It was clear to the Evaluation Committee that the college is focused on student success with some evidence of formal and informal feedback by students. Routine review of processes that formally assess students would provide data for continual improvement or needed change. Processes are not always documented. There is a need to ensure that all policies, procedures, and processes are regularly reviewed for currency, accuracy, and consistency between the Washington Administrative Code and campus processes.

Learning support resources include tutoring, math lab, writing lab, and other student-supported initiatives such as the Peer Ambassadors. These resources are provided to all students in an environment that is conducive to learning and supported with appropriate staffing. The learning environment is one of connectedness. Students can find specific support services across campus. Academic advising is currently being reviewed for program modifications. Students indicated that the leadership and activity experiences on campus are an integral part of the learning environment, with opportunities to engage in activities that support student success. Staff from various offices visit the South Hill campus each week to provide additional student resources that support the learning environment.

The college is conscientious for the safety and security of their students and property located on the Lakewood and South Hill campus and all other outreach sites. Information on how to obtain campus crime statistics is provided in the Student Handbook on the website with annual notices sent to students and employees. The Evaluation Committee noted access to the information may be difficult for students or prospective employees to find.

Institutions across the country are dealing with concerns regarding the publication and dissemination of current and accurate consumer information and required disclosures, specifically the Clery Act and the availability of Campus Crime Statistics and Reports. The disclosures required under federal regulations

(Title IV, Higher Education Act, Clery Act) are to be made easily accessible and referenced in a clear and concise manner, including disclosures for prospective employees.

Programs and services are in place to support students who lack the skills to perform at the college level and are identified during the intake process, as all students are required to take the COMPASS placement test before admittance to the college. While the College offers the College 101 course, not all students participate in the course. Interviews with a number of students made it clear that some students do not know how to find information or services.

Accurate and current information is printed in the catalog or contained in the online catalog as required, although not all information related to program outcomes was clearly identified or stated. It was evident that the college provides the appropriate educational components and academic support for programs that are eliminated or have undergone significant change. Programs that require additional admittance requirements are identified, however not all program requirements were clearly understood by students. The College may want to review the presentation of those requirements.

The college maintains student records and financial aid records in a manner consistent with accreditation standards. Faculty and staff are provided training on FERPA regulations as well as continued reminders as to the importance of the confidentiality of student records.

Financial aid is provided to students from federal, state, grant, scholarships, and institutional funds. The college is very creative in the allocation of funds to assist students who have additional need and limited access to funding including underrepresented student groups. Students stressed concern that there appears to be some difficulty in the capacity to adequately distribute financial aid funds in a timely manner.

All degree seeking students work directly with an advisor/counselor prior to admission to the college. The role of the advisor/counselor is to develop an education plan with the student and provide additional information regarding next steps to enroll at the college. The advising process is currently under review with a proposal for a new model expected in early 2015 as students and staff have identified that the current model does not fully support students along their educational journey.

Students are provided co-curricular activities that are consistent with the mission, core themes, programs, and services. Co-curricular activities include Associated Student Government (ASG), student leadership opportunities, and student clubs as well as student employment opportunities. Additionally, there are several student support centers that provide additional student-centered activities to support student academic success including the Veterans Resource Center, Learning Resource Center, Childcare Center, the food bank and the bus-pass program.

Student leadership opportunities and ASG are governed by policies and procedures with appropriate oversight by staff to ensure coordination of the program. The student leadership opportunities staffing represents students who are reflective of the diversity of the services provided by the center. The

College provides coordinators with appropriate administrator oversight for co-curricular activities. The College does not provide intercollegiate athletics.

The varied activities and opportunities provided to students and staff support the diverse student population of the campus and has created an atmosphere of connectedness and leadership opportunities, specifically the Leadership Development Institute.

The Evaluation Committee compliments the Student Involvement Office for the comprehensive array of student engagement and leadership development programs for all students, most notably the focus upon improving the learning environment through innovative student related activities and programs.

The College Bookstore provides new and used book selections for students including opportunities for rentals and book buy-back. The Bookstore contributes financially to college operations and focuses upon providing books for students in an economical manner including program specific supplemental materials and attire. Bookstore staff were knowledgeable and helpful to a number of students while the committee was on the Lakewood campus.

Food Service was outsourced prior to 2014-15 to an outside agency. A recent transition shifted the use of kitchen space to the Culinary program to support instructional needs. An outside vendor continues to provide food service through alternative avenues on campus, which is supplemented by a student-run restaurant and bistro that provide training opportunities for Culinary and Pastry Arts students. It was unclear what opportunities were provided for students, faculty staff, and administrators to offer input into the change consistent with this standard and share-governance expectations. The current system seems to work well for the student body.

The Event Services office, through the Student Involvement Office, serves as the point of contact for activities held at the McGavick Conference Center. Students appear to use the services. Most students may be aware of activities, but some students who were interviewed stated concerns about the availability of information outside that physical location. The College may want to consider additional signage or communication venues, especially given the size of the main campus. Many students spend their educational day/evening on the other end of the campus. It is extremely difficult to find the exact formula for communicating to students with diverse career/training objectives, limited amounts of time on campus, and very different age groups.

All students who are admitted to the College are assigned a state identification number after proper picture verification for student identify. Courses are held at sites away from the Lakewood campus including on the South Hill campus, at a correctional institute, and online courses. Confirmation of students in distance classes include proctored testing as well as password protected login into the learning management system.

Library and Information Resources

The CPTC Library policies are publicized on the Library page of the college website and are available in hard copy at the front desk of CPTC's Learning Resource Center. The documented policies fall under three main categories: Circulation Policies, Computer Use Policies, and General Library Policies. The General Library Policies includes a section on Collection Development which provides clear details outlining appropriate steps for both the collection and a section on Weeding Library Materials (de-accessioning of resources) identifying the criteria used for removing items from the collection.

The CPTC librarians provide library and information literacy sessions for individual classes which are tailored to the specific needs of each class. A Spring 2014 in-service workshop explaining library resources was presented with 70% of the program faculty attending. A CPTC librarian serves on the Curriculum Committee for awareness of changes to courses and approval of new programs. A link to library resources and library instruction are provided to faculty who teach online via the college learning management system, CANVAS.

During the faculty forums and interviews, faculty reported that their students are given assignments where use of library resources is required. The CPTC library provides the resources necessary for their students to complete these assignments either through resources physically available at the library, or electronic resources. Librarians provide in class information literacy instruction as requested by faculty. Both the faculty and students were very complimentary when discussing the library's resources and staff. The evaluator noted the positive presence of a collegial relationship between the library staff and CPTC students and faculty.

The library's website and their Online Public Access Catalog provides access to the library's physical collections as well as their online journal databases and electronic books. The library's physical collections include over 13,000 books, 2,285 DVDs. The library also provides access to 10,000+ eBooks via a subscription through Ebrary and 640 electronic reference books through Credo Reference. The reserve textbook collection contains approximately 100 titles which are available for in-house use only. The Library also subscribes to more than 60 journals and daily newspapers.

The Library participates in a reciprocal borrowing agreement with all of Washington's community and technical colleges that allows students to borrow materials from any library in the system. Interlibrary loan services are also available to faculty and staff, but are seldom used. Access to electronic resources subscribed to by the library provides a deeper level and wider breadth of materials for the students, faculty, and staff of CPTC to support the institution's mission, core themes, and programs. The electronic access to these resources provides an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

The library staff includes two full-time faculty librarians, two full-time circulation technicians, and one-half time cataloging technician. The computer lab housed within the CPTC Learning Resource Center is staffed by one full-time and one part-time computer technician, who report to the Director of Information Technology.

Formal feedback from students, faculty, staff, and community patrons in the form of usage statistics, reference transactions, gate counts, database use, and use of study rooms, computer sign-ins, and annual surveys provide data in which to guide planning for library and information resources. Written feedback

and suggestions are also considered when acquiring new materials and resources. Comments collected from the Community College Survey of Student Engagement (CCSSE) are also reviewed. The librarians serve on standing and ad hoc committees, which provide ongoing opportunities to gather feedback from faculty, staff, and students.

Workshops tailored to the needs of specific programs and courses are offered to faculty each term. Library workshops devoted to library instruction are provided. The library conducted 87 library instruction sessions during 2013-2014. Over the last few years, the number of library sessions has declined. Library personnel feel that this is related to the increase in online courses being taught by General Education faculty. A workshop on library resources during the Spring 2014 in-service was attended by 70% of the faculty. Links to library resources and library instruction are provided to faculty who teach online via the college learning management system, CANVAS.

Collection development and weeding of unused resources policies are clearly outlined. Faculty are encouraged by the CPTC librarians to submit requests and suggestions for acquisitions of library resources. Library representation on the Curriculum Committee ensures prompt response to new courses and programs in order to provide subject specific resources. The two librarians work together to evaluate the quality and currency of the collections to ensure the needs of the students and faculty are being met.

Security of information resources and facilities are maintained by various avenues. The print, DVD, and video collections are tagged with 3M Tattle-Tape security strips which work in conjunction with 3M security gates that were installed during the 2012-2013 remodel of the library. Library entryways are equipped with a lockdown button and emergency panic buttons are located at the circulation counter and computer lab tech desk. In December 2013, closed-circuit security cameras were installed in the Library. Secure access to online resources is password protected, with passwords being changed on a regular basis. The evaluator is concerned that the distribution of passwords used to gain access to online resources, does not appear to be tightly controlled and is not being restricted to CPTC students, faculty, and staff, which may be in violation of contractual agreements with database vendors.

Financial Resources

The institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services – with clearly defined roles and responsibilities – is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation. The College maintains appropriate review and control of contracts which includes participation as needed by various entities including legal review by the Attorney General's office.

The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources – including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management and transfers and borrowings between funds. The Self-Study Report states the College maintains clearly

defined, Board-approved policies and procedures for oversight and management of College financial resources.

The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities. The Study reports all campus fiscal managers and support staff are able to view current financial information that impacts their budget at any time.

The education and general operations of the College are primarily funded from State appropriations. The College received an increase in its State appropriation for the 2014-15 biennium following several years of decreasing State appropriations. The decreases required adjustments in programs, personnel and operating areas. The College expressed concern over an anticipated reduction in the 2016-2018 State appropriation that will require operating adjustments.

The College Self-Study (Financial Resources 2.F.1) states the College does not use reserve or excess funds for normal operating expenses. The College may find it necessary to modify this position if a 2016-2018 budget reduction occurs. Also, the Evaluation Committee was told plans are underway to manage any 2016-2018 budget reduction, but could not identify any evidence that the College has developed contingency plans to manage the possible reduction in State funding as specified in Standard 2.F.1

Resources planning and development include realistic budgeting, enrollment management and responsible projections of grants, donations and non-traditional revenue sources. All fund groups, i.e. contracts and grants, auxiliary services, do not receive the same level of planning and transparency as state and tuition support budget and financial transactions. The College may increase planning, management and transparency of other funds as the reliance upon State appropriations decreases and there is an increase in the importance of other fund sources.

Standards expect that the institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies. The College does not have defined financial policies specifying a process for constituency participation. College Policy and Procedure Manual Chapter 3, Section 15 was last approved in 2004 and there have been many changes, including personnel with designated signature responsibilities, since 2004. The College needs to continue to define policies, guidelines and procedures for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls. The College, as an entity of the Washington State Community and Technical College system, uses the SBCTC's Financial Management System (FMS) for recording and tracking accounting transactions. The FMS system does generally follow accepted accounting principles. The budget and financial expenditure data is monitored by the Controller and the Vice President for Finance and Administration.

Capital budgets reflect the institution's mission and core theme objectives and relate to its plan for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The College has a long-range (ten-year) facility/campus master plan which had a "mini-update" in February 2014 and is scheduled for an updated release in December 2014. The master plan has provided the focus to guide development and renovation. The College follows the Washington State process for capital project development. The College has minimal capital debt as all but one of the facilities is fully funded and without debt. The one building with debt is the Student Center building which has a loan with the Washington Office of the State Treasurer which is supported with student assessed funds.

The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations. The College auxiliary enterprise units are: bookstore, Hayes Child Development Center and a Conference Center. The Child Development Center requires funding assistance from the bookstore and Conference Center and the Associate Student Government provides funding for students to serve as part-time staff. The Governing Board, employees and students consider the services provided by the Child Development Center as critical to the student population. The auxiliary enterprise units are accounted for and managed as separate entities which includes a monthly financial analysis by The Finance and Administration Office.

For each complete year of operation, the institution undergoes an external financial audit, in a reasonable timeframe by professionally qualified personnel in accordance with generally accepted audit standards. Results from the audit, including findings and management letter recommendations are considered in a timely, appropriate and comprehensive manner by the administration and governing board. Washington's community and technical colleges have traditionally been audited by the State Auditor's Office and as governmental type activities, the financials included in the State's financial statements, annually. The implementation of the Governmental Accounting Standards Board's (GASB) pronouncement number 34 has delayed completion of the financials. Clover Park Technical College has developed a schedule to complete financials and have an external financial audit by the end of 2014. The State Board for Community and Technical Colleges, and thus the Colleges, may need to check the expected Standard 2.F.7.

Governmental Accounting Standards Board's (GASB) pronouncement # 34 requires special-purpose governments, such as public colleges, that are engaged in business-type activities present the financial statements required for enterprise (business type) funds. It is recommended that Clover Park Technical College complete financials and undergo an external financial audit by professionally qualified personnel, in accordance with generally accepted audit standards, in a reasonable timeframe.

All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that

bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

The College Foundation was established in 1992 as a 501(c)(3) entity whose mission is to raise friends and funds in support of the College mission. The College and the Foundation have an agreement defining their relationship. Standard 2.F.8.

Physical and Technological Infrastructure

Physical Infrastructure

Consistent with its mission, core themes, and characteristics, the institution creates and maintains its physical facilities that are accessible, safe, secure and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs and services.

The College facilities are well maintained and accessible with input from affected parties in decisions about physical facilities affecting the learning and working environments. The College does not have a history of vandalism or crime but is being proactive in currently reviewing the need for increased security.

The institution adopts, publishes, reviews regularly and adheres to policies and procedures regarding the safe use, storage and disposal of hazardous or toxic materials. The College has a policy and procedure governing all hazardous materials and the Washington State Department of Ecology performs regular inspections.

The institution develops, implements and reviews regularly a master plan for its physical development that is consistent with its mission, core themes and long-range educational and financial plans. The College facility master planning process has an established history dating from 1977, and is institutionalized. "Mini" updates to the master plan can be made as the needed (occurring in 2004, 2007 and 2014) and a full Master Plan Update is scheduled for completion by the end of calendar year 2014. The College works directly with the State Board for Community and Technical Colleges on capital funding requests and requirements.

Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services. Through the use of multiple resources, including the CPTC Foundation, the College's equipment is sufficient to support institutional mission and core theme objectives and goals.

Technological Infrastructure

Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operation functions, academic programs and support services, wherever offered and however delivered. In recent years the College has identified and dedicated resources to new and upgraded equipment, including technology and software.

The College regularly and systematically evaluates the quality, adequacy, utilization and security of its technology systems and infrastructure. The College, as one of the SBCTC entities, also collaborates with the SBCTC technical staff and other Colleges, and the Washington State Office of Chief Information Officer, on technology resources, security and standards. Clover Park Technical College's current systems supporting administrative functions is not robust but the College, and all of Washington's Technical and Community Colleges are scheduled to install a PeopleSoft system, which will be appropriate and adequate to support the Mission, Core Themes, academic programs, support services, management and operation functions. Instruction technology needs are divergent based upon the technical program. Resources for instructional programs may be made available from state funding, the CPTC Foundation, grants, gifts from corporations and other sources. Through the various sources of funds, the institution has appropriate and adequate technology systems and infrastructure supporting the academic programs.

The CPTC Self-Evaluation Report states faculty, staff and students are involved in determining technology needs, replacements and changes, specifically through the annual budget process. The Committee could not determine if there is a consistent, well documented process with broad familiarity, for constituency review and input of technology needs.

The institution provides appropriate instruction and support for faculty, staff, students and administrators in the effective use of technology and technology systems related to its programs, services and institutional operations. The training in the use, and support, of technology, software and system capabilities is considered an integral part of technology planning. However, instruction and support, have been and may be in the future, limited by staff and financial resources and should be considered with each change in technology.

Technology infrastructure planning provides opportunities for input from its support staff and constituencies that rely on technology for institutional operations, programs and services. The College provides multiple opportunities, both formal and informal, for input from all constituencies, both local and statewide, for input on technology services and operations.

The institution develops, implements and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs and services. The College provides supporting evidence of broad-based systematic review and recommendations, including evidence of funding requests through the budget process, to ensure its technological infrastructure adequately supports its operations, programs and services.

Planning and Implementation

CPTC has defined two types of planning that provide direction for the accomplishment of its core themes, fulfillment of its mission and achieving outcomes, Cyclical and Annual Planning. Cyclical planning includes the creation of the current Strategic Plan, Program Review, and Capital Planning. Annual Planning is represented in the creation of the Strategic Planning and Assessment calendar. These plans were submitted as evidence of plan implementation for institutional effectiveness and resource allocation.

Cyclical Planning – Capital Planning

The college demonstrates detail and consideration of the needs to the physical infrastructure to support programs and learning. This is evident in the new building (Building 21) known as the Allied Health building, which houses the health programs. In fulfillment of the mission to deliver quality education, training and support for student success in the changing economy, the instructional environment, which includes, simulated models, advanced technology and other equipment for learning is a modern reflection of the current requirements for the professional healthcare workforce.

Other buildings on campus are outdated and are in need of replacement. The college has plans to update the design of Building 17, which is the main location of business operations including admissions, financial aid and counseling. Based on conversations with students and a tour of the area, the timeline for the redesign of the Financial Aid area of Building 17 is a concern due to the nature of student confidentiality that is required for that area of college business. Students have addressed their concerns to evaluators regarding the form and function, yet it is unclear if the college has sought student input and consideration into the redesign of the area (3A.2).

Annual Planning – Strategic Planning and Assessment

The planning and assessment calendar provides an overview of planned activities and reports spanning from 2014 -2018 for the college. Based on the timeline, the college has not been able to collect sufficient data from assessments to drive “continuous improvement” plans. The college notes in their self-study that the planning and assessment calendar will be available to faculty via the website once it has been finalized, at the time of this report, the calendar has not been published on the college’s website. Increasing the personnel in the Institutional Research Department, soon to be known as Institutional Effectiveness could have a great impact on data collection and analysis to fulfill the needs for plans for continuous improvement (3A.1, 3A.4).

Institutional Planning

The institution has recently begun to engage in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Program Review, as part of the planning process, has full participation from the faculty and administrators and input from advisory boards is readily sought. The reports are available via the website and the guidelines are clearly displayed in the Program Review Handbook. The calendared cycle of review is available on the college’s website and the handbook. The review cycle, as noted in the handbook and verified by faculty, is every four-years yet information on the CPTC website indicates that programs will be reviewed every three-years. Although the plan is in place and the process is very detailed, the information regarding the cycle of review is not in sync (3A.1).

Most planning processes are reported to allow for input from appropriate sources. Faculty reported having limited knowledge and input regarding the budget-planning process as it pertains to specific areas of instruction. However, Strategic Planning for defining the revised mission was a campus wide effort by a steering committee that has since expired and replaced by the President’s Cabinet, which has central and limited input and representation from the college community (3A.2).

Data collection for planning purposes and mission fulfillment is a new practice for the college. The college has generally relied on external sources of information regarding core themes and values in support of mission fulfillment. CPTC is an Achieving the Dream institution and uses the initiatives of the program to address equity and diversity in their core theme of Student Success. Additional external sources of information are captured via industry surveys, yet data is found to be inconclusive due to the manner of inconsistent collection. The college is aware of this issue and is working to unify a system of data collection that will be useful and meaningful for the evaluation of mission fulfillment. Recently, the college participated in its first distribution of the CCSSE to capture data on the student experience at CPTC. Data collected will become more meaningful and useful as the second distribution of the survey (CCSSE) is presented to students and results can be compared to inform fulfillment of the mission (3A.3).

As mentioned earlier, faculty report having limited knowledge and participation in the budget process. The self-study acknowledges that current budget planning only involves leadership from the college. The report also indicates that a more inclusive process for budget allocation based on the strategic plan is being developed. Knowledge and details of the new process was absent from faculty, students and some college leaders. Although with recent changes in leadership at the college, it is expected that changes to processes would be unknown and lack implementation. Currently, budget allocation is not guided by strategic planning (3A.4).

Due to the nature of the programs offered at CPTC, emergency preparation and plans are in place. The Emergency Management website provides instructions and procedures for emergencies including a communication strategy for informing faculty, students and staff in the event of an emergency. However, the Crisis Response Plan, which is available on the college's website, was last revised in June 2009. As stated in the plan, it should be reviewed on or before March 1 of every year. With the changes in infrastructure and college leadership, the plan should be reviewed and updated (3A.5).

Core Theme Planning, Effectiveness and Improvement

Core theme planning, effectiveness and improvement are data driven attempts to analyze the accomplishments of the college's core themes. In July of 2014, CPTC updated a document detailing how their defined core themes align with institutional values and goals and objectives of their strategic plan. Although quantitative data resulting from assessment is not part of the July 2014 document, the college has begun the process of analyzing data collected via surveys that reflect the core themes for the purpose of mission fulfillment and effective decision making.

Core Theme One: Workforce Preparation

Planning: Planning for the core theme of Workforce Preparation is directly tied to the college's strategic priority of responding to local community and business and industry. CPTC has an extensive process of reviewing their programs with input from advisory committees, faculty and local business and industry. The college is responsive to the changes in industry standards and adjusts curriculum and

equipment needs accordingly as evidenced in the Allied Health and Cosmetology Buildings. The evaluator notes that students who are engaged in programs that are housed in these and other campus facilities are receiving instruction from qualified faculty with strong and current ties to their industry and advisory boards. Additionally, the college supports faculty in opportunities for professional development that translates to providing current and appropriate training on equipment relevant to the current work world. Although some faculty reported having a lack of knowledge in the process of budget allocation, faculty have input in requesting current equipment and materials that meet the needs of the work industry.

Assessment: At the program level, the college engages in an effective system of evaluation of its programs and services to evaluate achievement of clearly identified program goals or intended outcomes. Strong relationships with business and industry along with a detailed process of program review guide CPTC faculty in evaluating their program outcomes. Despite the rigorous process of program evaluation and review, the evaluator is concerned that students may not be tracked from program completion to employment in all program areas (4A.1). Additionally the evaluator is concerned that review of the assessment processes to ensure the appraisal of authentic achievements leading to meaningful results and improvement is not occurring on a regular basis (4A.6).

Improvement: CPTC assesses core theme one, Workforce Preparation, based on three objectives that includes program completion, community partner satisfaction with students and curriculum. The evaluator compliments the college for implementing initiatives that address areas in need of improvement based on the assessment data presented, particularly the Completion Campaign and Peer Mentors. These initiatives address the issue of students not completing their program due to employment and not meeting the general education requirements for the awarding of a degree. CPTC is foundationally centered on student success and having a Completion Campaign that is reinforced by the activities of Peer Mentors could only further the success of the students.

The results of the assessments demonstrate areas for improvement, which the college is aware. Despite the metrics and the indicators the evaluator is concerned that the data is not sufficient for informing planning, decision-making and allocation of resources and capacity. Also, faculty reported participating in the assessment process yet not engaging the data to align with strategies for improvement at the course level that map to the program and institution levels. Therefore, another concern is that there is little evidence that the results from assessment are made available to appropriate constituencies in a timely manner (4B.1, 4B.2).

Core Theme Two: Student Success

Planning: The focus on planning for this Core Theme provides the environment and conditions that will help students progress through school, persist with their goals, and achieve their educational plans. This theme is focused on the student achievement and persistence of students who may experience greater barriers to success than the average student, students of color, and students enrolled in basic skills or pre-college courses. The persistence and success of all students is integral at CPTC, and

therefore, guides the planning process. Planning for student success directly aligns with the College's strategic priority of increasing access and student success.

Assessment: Four objectives and 18 measures are used to measure the success of this goal. Currently, CPTC Basic Skills students navigate towards timely completion. The College has met or is on track for meeting preferred targets for nearly three quarters of the measures. Three indicators were found to be in the acceptable threshold of 80% of target, and three indicators were found to fall below the acceptable threshold and do not meet CPTC's expectations. The overall belief on the campus is that assessment related to the student success core theme has led to improvement in College practices.

Improvement: CPTC has initiated a number of strategies to facilitate student success, including planning for a College-wide early alert system, a graduation campaign, and multicultural outreach plans. The College plans to continue to refine indicators of effectiveness to become more concise and targeted, broaden conversation across the campus to close the gap between students of color and Caucasian students, and provide tools so faculty can identify success rates of students within their own courses or programs.

Core Theme Three: Institutional Excellence

Planning: This third Core Theme was changed as a result of college conversation. Adopted in 2013, the Theme emphasis is on providing quality education, training, and support. To serve its community through high-quality education and services, the infrastructure and practices in place at the institution must also be of quality and able to support college goals. Planning for this Theme occurs across the CPTC's campus, involving faculty, students, staff, and community members.

Assessment: Data collection, data documentation, and automation are three important elements of both planning and assessment. CPTC has identified data collection, storage, and analysis as areas that need improvement at the institution. Information Technology staff is working to identify, create, and maintain storage capacity and automated functionality within the present IT infrastructure. Personnel to collect, analyze, and share data across the College is at a minimum. Automated data collection and reporting system will not only promote innovative strategies, but it will also make the data that is now available more "user friendly."

Improvement: As the most recently adopted core theme, the College states Institutional Excellence remains the least developed of the Core Themes. A number of suggestions have been made for future indicators of effectiveness. The College will need to refine and narrow the desired indicators to ensure meaningful and measurable assessment.

Mission Fulfillment, Adaptation and Sustainability

It is obvious to the Evaluation Committee that Clover Park Technical College is a vital partner to not only Business and Industry partners in Pierce County, but also to a number of institutions of higher learning across the state of Washington. Students attending the College make it very clear that because of their career goals and the fact that many of them are place-bound, Clover Park Technical College is critical to their success.

The College has taken a very serious look at the declining budget, experienced by all colleges in the state. To preserve its core mission, the faculty and staff strategically reassessed and eliminated programs as they also downsized the size of the institution's personnel. At the same time, new programs, necessary to support the local and state economy, continued to be developed. The goal was to meet student demand and offer the highest quality educational programs and training.

The College has made a serious attempt to engage in multi layers of assessment of accomplishments and initiatives, but the institution also self identifies the problem of integrating the ongoing, systematic planning and assessment at the College level. Due to the significant changes made in planning and assessment, as well as the significant changes that the College has recently faced with major changes in leadership.

The institutional self-study educated faculty and staff on the initial performance baselines and benchmarks related to the core themes. The new accreditation standards and the new college leadership have helped the College to see the benefit of increased data capacity, standardization and automation. The College has now instituted a formalized responsibility for oversight of planning. The President's Cabinet is responsible for oversight of the College's Strategic Plan and for the communication with internal and external stakeholders, including the Board of Trustees. The College Assembly reviews Core Theme effectiveness, monitors mission fulfillment, and communicates College results.

Summary

Clover Park Technical College is a values-driven institution that delivers quality education, training and support focused on student success. The new accreditation process has provided an excellent opportunity for the College to look at key areas of the mission and identify ways to more clearly define the standards of excellence for Clover Park Technical College. With a seventy-year history in the field of vocational and technical education, Clover Park continues to provide excellent education and student services.

The self-study process provided an honest institutional review, which was outlined and well presented in the document. The College identified areas for improvement. Evidence was presented to the Committee that demonstrated the College has already begun to address those areas for improvement.

Commendations and Recommendations

Commendations

1. The Evaluation Committee commends the College for the beauty of its campuses, including the well maintained grounds and buildings.
2. The Evaluation Team commends faculty, administration, staff, and students at Clover Park Technical College for creating a culture of respect for students. Students feel encouraged and student success is obviously supported.
3. The Evaluation Committee commends Clover Park Technical College for its strong connection and support of the local and state business and industry community.
4. The Evaluation Committee commends the College's Library faculty and staff for creating collaborative, welcoming, and program-supportive services.
5. The Evaluation Committee commends Clover Park Technical College for exceptional technology, support, equipment, and facilities that enhance student learning and workforce preparedness. South Hill Campus, Health Sciences, and Automotive Technology are examples of stellar simulation systems and lab environments that replicate the workplace. Students are receiving a high quality of training commensurate with industry standards.
6. The Evaluation Committee commends the institution's faculty for providing quality instruction that enhances student commitment to learning and prepares students for successful workplace transition.

Recommendations

1. The Evaluation Committee recommends the College continue to develop and update policies and procedures. (Standard 2.A and 2.F)
2. While acknowledging the complexities of revising financial processes motivated by changes in generally accepted auditing standards, it is recommended that Clover Park Technical College complete financials as planned and undergo an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards (Eligibility Requirement 19, Standard 2.F.7).
3. The Evaluation Committee recommends the college engage in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data at the course, program and institution levels, and that the College regularly review assessment processes to ensure authentic results that lead to improvement. (4A, 4B)
4. The Evaluation Committee recommends the College clearly define authority, roles, and responsibilities. Its decision making structures have significantly changed during the past year. The current communication and restructuring is intended to foster the consideration of views of faculty, staff, administrators and students on matters in which they have direct and reasonable interest, but the formalization of the process is not complete. (2.A.1)