Mid-Cycle Self-Evaluation Report

August 2024

CLOVER PARK
TECHNICAL COLLEGE

Mid-Cycle Evaluation Self-Report

Clover Park Technical College

August 22, 2024

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Introduction

Clover Park Technical College (CPTC) was founded in 1942 as part of the local school district to train workers for the country's efforts in World War II. Since its inception, CPTC has focused on providing technical education to residents of Pierce County, growing from a focus on auto and aviation mechanics during the 1940s to incorporating pilot training, marine programs, welding, and electronics. The College moved to its current Lakewood campus in 1954 with a gift from the federal government and continued to expand its programmatic offerings while remaining a part of the local school district.

In 1992, Clover Park Vocational Technical Institute switched from school district control to being an independent college with oversight by the Washington State Board for Community and Technical Colleges. This brought several changes over a number of years, including a conversion from clock hours to credit hours in the mid-2000s and an increased emphasis on the production of formal credentials. CPTC has continued to grow in its dual identities as a place of technical education and as an institution of higher education.

Service Area

CPTC's service district is comprised of Pierce County, WA, which is just south of Seattle and King County and includes Tacoma. Bordering the largest and most prosperous metropolitan area of the state brings unique challenges, including a high share of Pierce County residents commuting out of the area for higher wages. Nearly half of all employed residents commute outside Pierce County for work (49.2%) and the average commute for a Pierce County resident is more than half an hour (32 minutes).

As of 2023, more than 900,000 residents call Pierce County home; since the 2010 Census, that number has increased by more than 130,000. The County's residents are diverse, with 37% identifying as people of color, 8.6% veterans, and 9.1% living below the poverty level.

However, the County's diversity is not split evenly. Nearly all low-income areas in the County border the I-5 freeway, including Joint Base Lewis-McChord. The College's students also come primarily from these areas, with racial and ethnic diversity and low-income status much higher among CPTC's student body than the County as a whole.

CPTC Student Demographics

The College has been a majority-minority institution since 2018-19, with more than half of degree-seeking students identifying as students of color. As of March 2024, CPTC has been designated by Excelencia in Education as an emerging Hispanic-Serving Institution with a Hispanic/Latinx student population of 15.1% according to the most recent IPEDS report.

Other student demographics were impacted by the disruptions of the pandemic and have not recovered; for example, the share of students who are low-income dipped from 44% immediately prior to the pandemic to 37% in 2022-23. The share of students who are parents has also declined by more than half since pre-pandemic. Both populations are struggling to make the financial sacrifices, in both cost and opportunity, necessary to attend higher education and improve their long-term economic outlook.

	CPTC Students	Tacoma	Pierce County
Total population	3,861 (degree-seeking)	222,906	928,696
Black, Indigenous, People of Color (BIPOC)	51%	43%	37%
Low-income	37%	12.1%	9.1%
Median household income	-	$79,085	$91,486
Median age	27	36.7	37

Mission Fulfillment

Measuring Mission Fulfillment

With the adoption of the new Strategic Plan, the College has adopted a new College Scorecard, which provides evidence of mission fulfillment, and goals for mission fulfillment, at a glance. This process is back on track after a slight delay while two new executives in Finance/Administration and Human Resources were hired and onboarded. Each of the five goals (Community of Care, Access, Retention and Completion, Employment, and Sustainability) have two or three key metrics which are disaggregated when possible. The metrics are as follows:

Community of Care

- Measure of student belonging from annual student survey
- Measure of employee belonging from employee survey (survey due to be implemented in Fall 2024)

Access

- Total full-time equivalents (FTEs) and state-funded FTEs
- Students of color representation in the College's highest wage programs

Retention and Completion

- Fall-to-fall retention (disaggregated by race/ethnicity)
- 150% time completion (disaggregated by race/ethnicity)

Employment

- Job and/or further education employment (disaggregated by race/ethnicity)
- Hourly wage at placement (disaggregated by race/ethnicity)

Sustainability

- Gap in representation between students and employees
- Share of programs with a sustainability-focused learning outcome

CPTC's Plans

The College has worked diligently to craft the Scorecard metrics above in alignment with the College's other plans – academic, strategic enrollment management, and equity. The graphic below illustrates where the Scorecard metrics appear in the component plans and which Shared Governance body and executive leader has primary responsibility for monitoring and adjustment.

CPTC Strategic Plan 2023-2028
Responsible Leader: Dr. Joyce Loveday, President
Responsible Group: College Council

EDI Strategic Priorities 2020-25
Responsible Leader: Iesha Valencia, AVP for Equity, Diversity, and Inclusion
Responsible Group: Equity Council
Related Scorecard Metrics:
- Student Belonging
- Employee Belonging
- Increasing Employee Diversity

Academic Strategic Plan 2022-27
Responsible Leader: Dr. Thomas Broxson, VP for Instruction
Responsible Group: Student Learning Council
Related Scorecard Metrics:
- Student Belonging
- Student of Color Enrollment in High-Wage Fields
- Student Retention and Completion in Programs
- Student Employment
- Increasing Employee Diversity
- Programs with Sustainability Outcomes

Strategic Enrollment Management Plan 2023-28
Responsible Leader: Dean Kelly, VP for Student Success
Responsible Group: Student Success Council
Related Scorecard Metrics:
- Student Belonging
- Total and State FTE
- Student Retention and Completion
- Increasing Employee Diversity

Strategic Plan

Since the 2021 Evaluation of Institutional Effectiveness self-study, CPTC has made significant strides in honing the ways in which it conceives of, and measures, its mission and the fulfillment of that mission. President Loveday has led a multi-year participatory process which has engaged the campus community, community partners and stakeholders, and the Board of Trustees in recommitting to CPTC's mission of *educating tomorrow's workforce*. This work to incorporate a broad range of voices in planning and measurement has resulted in broad buy-in and understanding for the College's new 2023-2028 Strategic Plan. A brief overview of the process which led to this plan follows.

June 2021 – Trustees work on the first draft of their End Results policy, establishing their goals for CPTC.

May 2022 – President Loveday hosts a community partner conversation around how CPTC can better meet the needs of the community. The plan for drafting the report is run through the College council shared governance body.

June 2022 – RTI delivers final environmental scan which is based both on secondary labor market data and interviews with some of the College's employer partners. College Leadership Retreat is held to refine goals, strategies, and tactics for the new plan. College Council reviews the draft strategic plan.

September 2022 – Each College division individually reviews the draft Strategic Plan. President Loveday presents the draft plan and solicits feedback at the all-employee Opening Day event.

November 2022 – Board of Trustees review the Strategic Plan to prepare for a vote.

April 2023 – Trustees approve both the Strategic Plan and the End Results policy.

Academic and Strategic Enrollment Plans

While the President and the college were working to develop the College's Strategic Plan, two additional plans with details activities and benchmarks were making their way through the College's Shared Governance system. The Student Learning Council developed the 2022-2027 Academic Strategic Plan (Appendix A), approved in 2022, which guides Instruction's work to fulfill the College's mission. Detailed key results in the academic strategic plan include increasing diversity among the faculty ranks, increasing the representation of students of color in the College's highest-wage pathways, and increasing review and improvement in each of CPTC's 42 programs.

The Student Success Council, another component of the shared governance system, developed the College's first significant enrollment management plan since the Strategic Enrollment committee disbanded pre-pandemic. Approved in 2023, the Strategic Enrollment Management Plan (Appendix B) develops targets and provides strategies for increasing access to the College's high-wage programs and increasing enrollments, retention, completion, and post-graduation outcomes.

The development of these plans simultaneously, along with the existing and separate five-year Equity, Diversity, and Inclusion Strategic Priorities plan, allowed for the scorecard with mission fulfillment metrics to incorporate the metrics from the other plans and promote deeper alignment

between the plans. The final touches to the new Scorecard were added in May 2024 after focused discussion on the best metrics to measure Sustainability.

Measuring Campus Climate

CPTC launched its first climate study in 2019 with a series of department-based activities and stakeholder listening sessions. This initial study resulted in the current Equity, Diversity, and Inclusion five-year strategic plan. Also in 2019, the Washington state legislature passed Senate Bill 5227, which now requires all Washington state institutions of higher education to field a climate survey every five years and conduct listening sessions in the years between surveys.

In Fall 2022, the College fielded the HEDS student and employee climate surveys, which allowed for robust benchmarking against other two-year dominant institutions and all institutions which administered the survey during the fall 2022 term. In general, when benchmarking against other institutions, CPTC's performance on measures of climate and belonging were better.

Overall Climate
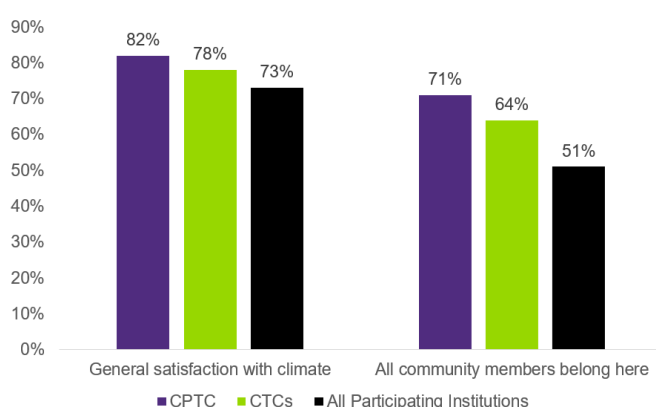
Questions from the HEDS survey have been embedded in CPTC's homegrown annual Needs Assessment and Student Experience (NASE) survey with permission from HEDS. This will allow the institution to continue to monitor, for students, their assessment of campus climate and their feelings of belonging. For employees, CPTC is preparing to launch an employee survey this fall with similar climate questions and benchmarking capability. These measures in turn feed directly and indirectly into the mission fulfillment. Student belongingness and employee turnover are both measures of the Community of Care strategic priority.

Communicating Mission Fulfillment

With the strategic plan cycle fulfilled and each internal stakeholder group involved in the drafting of the plans, end results, and measurements associated with the strategic plan, the time has come to begin reporting campus' progress on fulfilling its mission to campus. A variety of venues have been and will be pursued to ensure faculty, staff, students, trustees, and external constituents are familiar with the metrics and the state of CPTC's progress towards meeting its five-year goals with each.

Faculty and staff will be kept apprised through regular emails, presentations at all-employee in-service days, and department-level planning connected to the College's broader goals. Those participating in the College's shared governance bodies will be monitoring metrics assigned to

their bodies, and those contained in their separate plans (e.g., the SEM plan), routinely in addition to working to improve those metrics.

Student life on campus has changed substantially since the pandemic interrupted successful practices and events. Avenues for communication with students has been limited as participation has lessened and shifted dramatically. Departments including Institutional Effectiveness will work with student leaders to determine the best time and venue to incorporate student awareness and feedback into the mission fulfillment assessment process.

The Board of Trustees will have an increased reporting schedule. Previously, they were receiving quarterly updates focused on one of four core themes. Now, with five goals, reporting will happen every other month. This increased frequency is in line with the Trustees' increasing interest in monitoring their End Results (such as enabling students to afford to thrive in Pierce County, a new emphasis on post-graduation wages) and ensuring CPTC is fulfilling its call to prepare graduates to afford to thrive in Pierce County.

External stakeholders will be able to review metrics and progress via the website with copies of the Scorecard and Board minutes available. The College's annual report, which previously was another source of mission fulfillment updates, is in redesign but may be another method of external mission fulfillment communication.

Student Achievement Measures

Since 2016, CPTC has made significant strides in its ability to capture, analyze, display, and share its student achievement data. Since 2016, the College has used Tableau to create an expansive set of dashboards available on demand to faculty and staff on the internal SharePoint site with six standard identity disaggregations (race/ethnicity, gender, low-income, veteran status, disability status, and parental status). The Institutional Effectiveness office makes significant effort to display similar data in a number of ways to increase usage, including adding a PDF Diversity Factbook in 2018-19 to allow employees (and the public, as it is published on the website) to compare retention, completion, and placement across disaggregated groups and in a non-dashboard format.

Another significant innovation in student achievement measure dissemination is the addition of the annual Outcomes and Assessment day for faculty. Each October since 2021, one entire in-service for faculty is devoted to review of student achievement data per program by the program's faculty. Institutional Effectiveness and the Outcomes and Assessment Manager devote significant time to preparing packets of nearly 25 pages of data for each program (Appendix C for example). Providing directly relevant data and the space and team time to review it and draft action plans based on this data is increasing data literacy, data use, data understanding, and continuous improvement among the faculty. One example, elaborated on in the Assessment section, highlights the Network Operations & Security Systems (NOSS)' use of data to examine the root cause of students achieving PLO proficiency but not passing their courses at the same rate.

CPTC converted its Student Information System, financial, human resources, and payroll systems to ctcLink (PeopleSoft) in April 2022, which has resulted in significant disruption to data provision. IE staff are still working to resume access to data and rebuild higher-level analysis tools after reorganizing data sources to both understand which variables are no longer

available and account for different locations in the new data warehouse. This work should be complete by the end of 2024, helped along by the addition of a Title III Strengthening Institutions Program-funded Research Analyst; this position has been vacant since 2016.

Student Achievement Measures

As mentioned in the mission fulfillment executive summary above, CPTC uses a series of student achievement measures aligned to its CARES strategic goal framework to measure mission fulfillment. Standard achievement measures published internally and externally (suppressed for external consumption) include persistence (quarter to quarter), retention (year to year), completions (total and 150% time), and job/further education placement. Each of these is disaggregated to the fullest extent possible via the six standard disaggregations (race/ethnicity, gender, low-income, veteran status, parent status, disability status) and more where available (e.g., age group, enrollment intensity). The charts below are excerpted from the annual Diversity Factbook, which provides additional disaggregation. Disaggregations for gender, veteran status, disability status, and parent status are available in the Diversity Factbook. Race/ethnicity are presented here in alignment with the College's focus on increasing racial equity. Access to first-generation status of students has historically been limited but will improve with full data from ctcLink.

Additionally, measures relying on graduation (persistence, retention, and graduation) have been negatively impacted since the advent of ctcLink. Since the 2015-16 academic year, CPTC adopted the best practice of "auto-awarding" certificates that students have earned but not applied for. Since the system transition into ctcLink, auto-awarding has not been possible, so the number of awards earned, and students completing, has declined. The change was quite drastic – in 2021-22, just before the transition, CPTC awarded 1,169 certificates and 468 associate degrees. In 2022-23, the first year of the transition, CPTC awarded 243 certificates (a 79% decline) and 419 associates. College staff continue to investigate ways to reinstate the practice in the new system.

Persistence – retention from fall to winter quarter and/or graduation

The persistence rate has dipped a little, particularly among Black/African-American, Asian, and Hispanic students. CPTC has opened the MOSAIC multi-cultural center (in 2022) and the Male Engagement Center (in 2024) in order to engage and support students of color. A forthcoming peer mentoring program will provide additional resources to students struggling to remain in college.

Notably, single parents had an equal persistence rate to non-single parents for fall 2022, which is unusual after years of significantly lower persistence for single parents. Students with disabilities have had higher persistence rates than students without identified disabilities for the last two cohorts. Male persistence rate declined by 31% between Fall 2021 and Fall 2022, which provides an additional impetus for the Male Engagement Center, which emphasizes support for Black/African-American men.

Overall Persistence

	Fall 2020	Fall 2021	Fall 2022
	79%	78%	72%
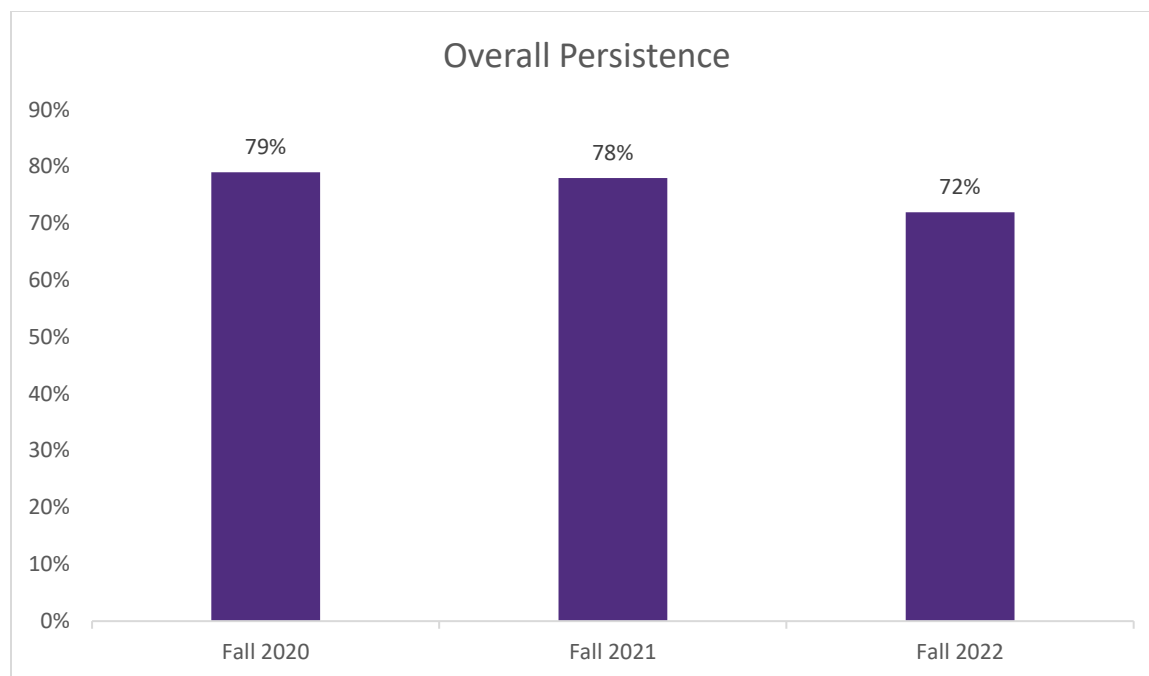
Persistence by Race/Ethnicity

	Fall 2020	Fall 2021	Fall 2022
African-American	71%	70%	60%
Asian	80%	83%	72%
Hispanic	74%	80%	73%
Multi-Racial	80%	71%	71%
Native American	67%	100%	60%
Pacific Islander	60%	78%	83%
Unknown	80%	76%	70%
White	81%	81%	76%

**Retention – retention from fall-to-fall and/or graduation**

With graduation a factor in retention, some of the drop in retention rate is attributable to the loss of auto-awarding, as detailed previously. Retention is up significantly among Black/African-American students, which is not an issue of small numbers, and down among other race/ethnicity groups with significant numbers.

Retention rates for veteran students are nearly equal to non-veterans, which represents a significant decline for veterans from pandemic highs but a return to pre-pandemic normal. Economically disadvantaged students had an 8% higher retention rate than non-disadvantaged students in Fall 2022, which is both a return to pre-pandemic form for disadvantaged students and a decline for non-disadvantaged students. CPTC also experienced a general decline in disadvantaged students during the pandemic, declining -7% after being one of the highest shared of disadvantaged students in the Washington CTC system.

Overall Retention

Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
62%	53%	61%	59%	54%
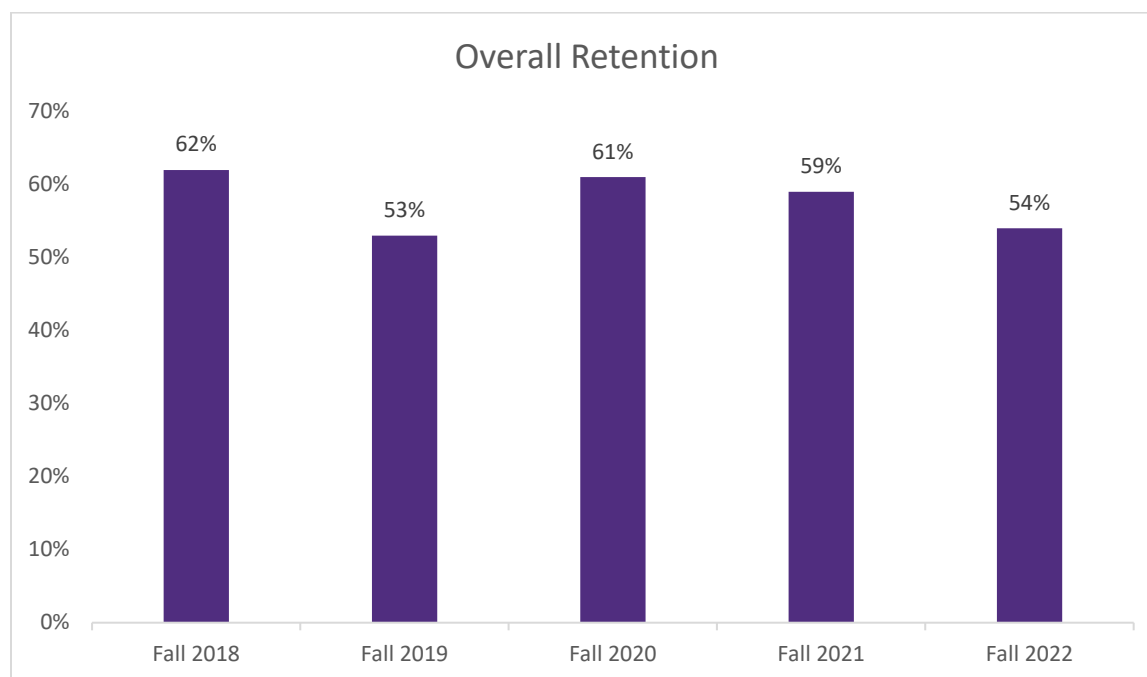
Retention by Race/Ethnicity
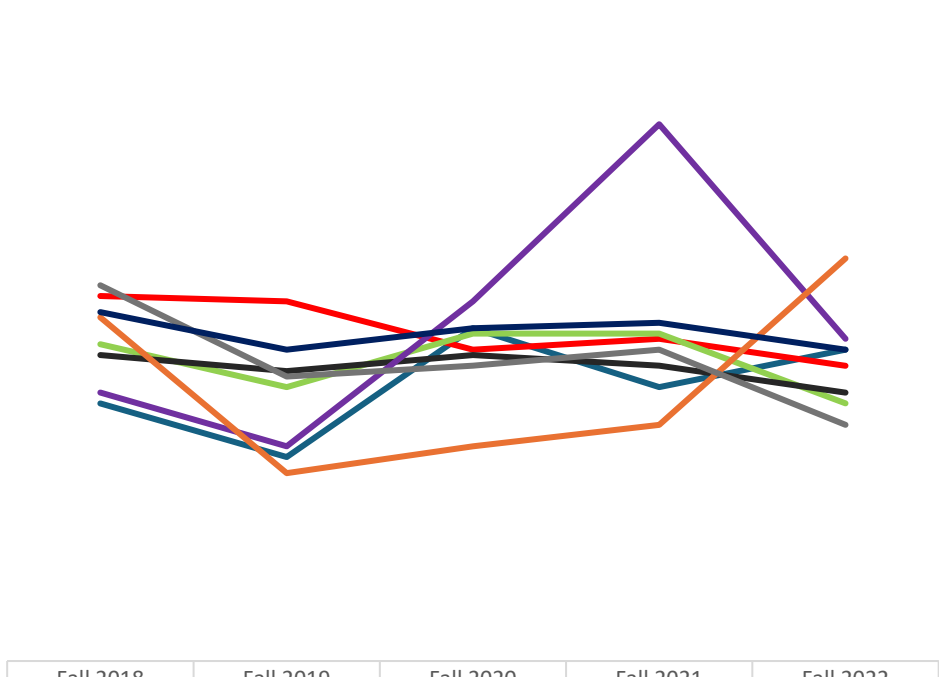
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African-American	48%	38%	62%	51%	58%
Asian	68%	67%	58%	60%	55%
Hispanic	59%	51%	61%	61%	48%
Multi-Racial	57%	54%	57%	55%	50%
Native American	50%	40%	67%	100%	60%
Pacific Islander	64%	35%	40%	44%	75%
Unknown	70%	53%	55%	58%	44%
White	65%	58%	62%	63%	58%

Completion – completion of a credential within 3 years (150% time) from start at CPTC

Three-year completion of any credential (not specific to length or initial program) is beginning to return to pre-pandemic highs after the initial pandemic shock. This trend in right direction is especially noticeable among Hispanic/Latinx and Multi-racial students among groups with significant numbers. Female student completion has declined in the last two cohorts from a high of 50% for the 2017-18 cohort to the current rate of 39% of the 2020-21 cohort.
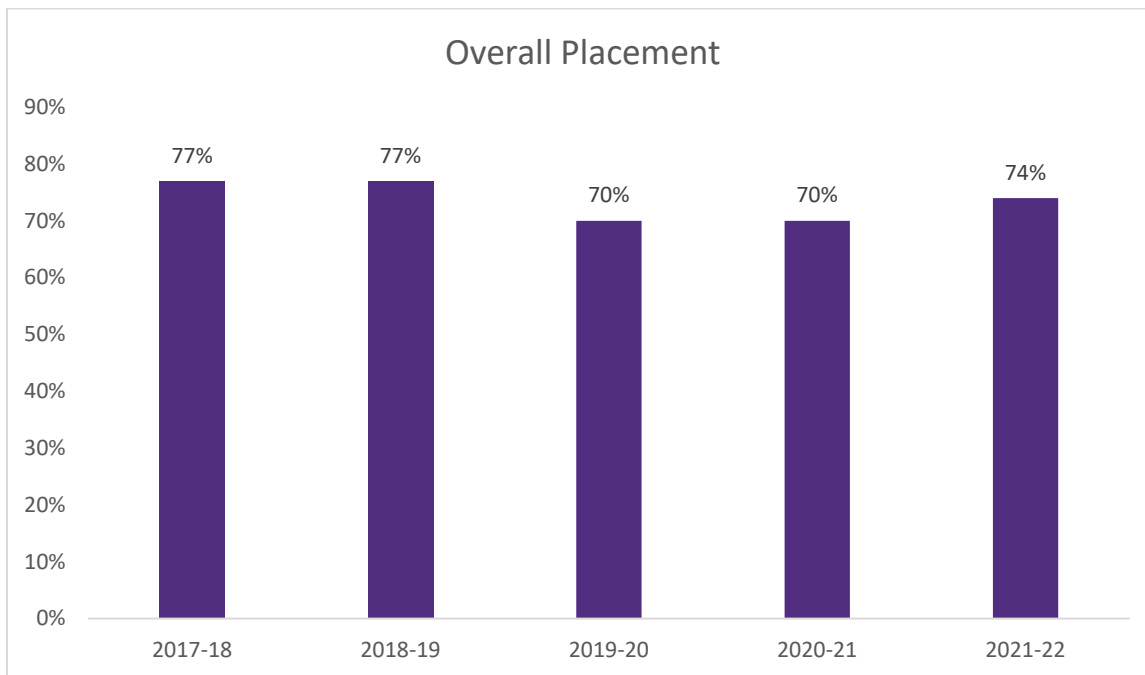

Overall Completion Rate

Cohort	Rate
2016-17	47%
2017-18	50%
2018-19	51%
2019-20	40%
2020-21	44%
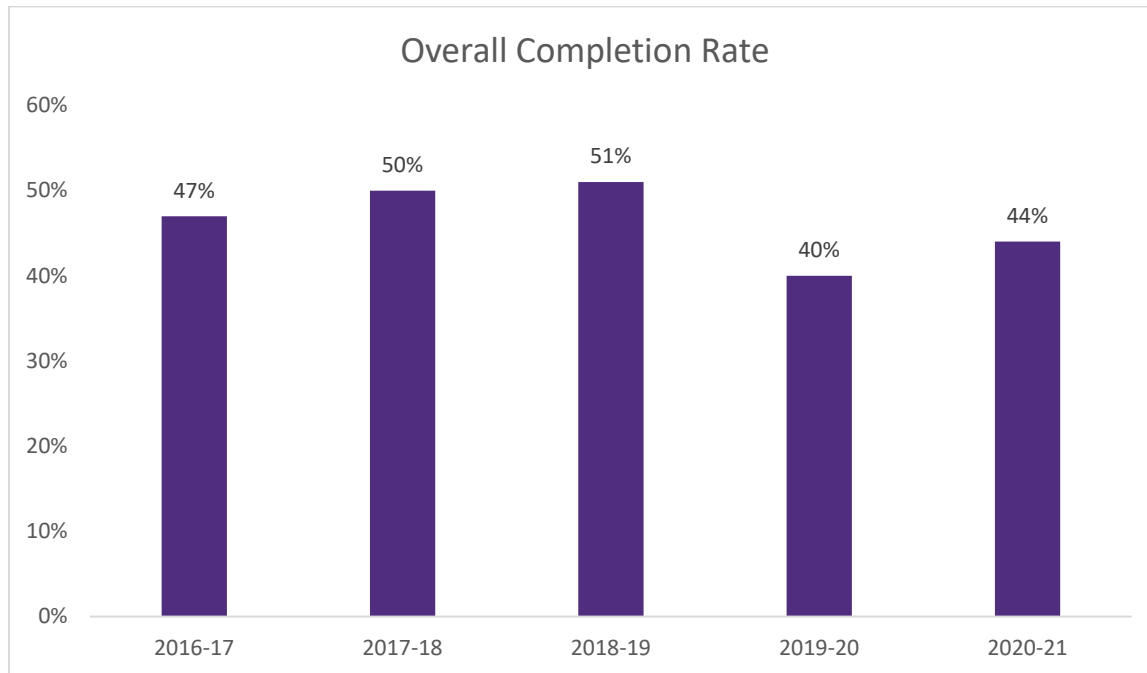
Completion Rate by Race/Ethnicity
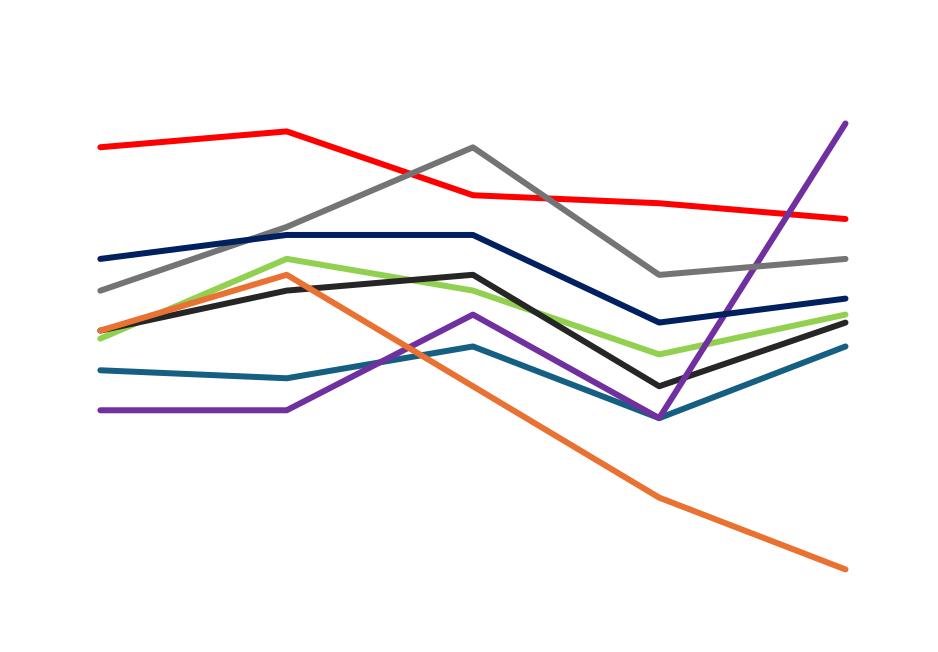
	2016-17	2017-18	2018-19	2019-20	2020-21
African-American	36%	35%	39%	30%	39%
Asian	64%	66%	58%	57%	55%
Hispanic	40%	50%	46%	38%	43%
Multi-Racial	41%	46%	48%	34%	42%
Native American	31%	31%	43%	30%	67%
Pacific Islander	41%	48%	34%	20%	11%
Unknown	46%	54%	64%	48%	50%
White	50%	53%	53%	42%	45%

Post-graduation Employment and/or Further Education (Placement) – graduate status six months after graduating from CPTC

Placement numbers are approaching pre-pandemic normal after two years of fewer graduates finding employment after leaving the institution. White student employment has been slower to return to pre-pandemic normal than student of color employment. Other disaggregations reveal no surprises and mirror the climb back to pre-pandemic levels.

Overall Placement

Year	Placement
2017-18	77%
2018-19	77%
2019-20	70%
2020-21	70%
2021-22	74%

Placement by Race/Ethnicity

	2017-18	2018-19	2019-20	2020-21	2021-22
African-American	70%	75%	74%	64%	80%
Asian	79%	71%	71%	69%	77%
Hispanic	80%	86%			93%
Multi-Racial	76%	77%	74%	71%	74%
Unknown	68%	75%	61%	70%	73%
White	78%	79%	69%	71%	71%
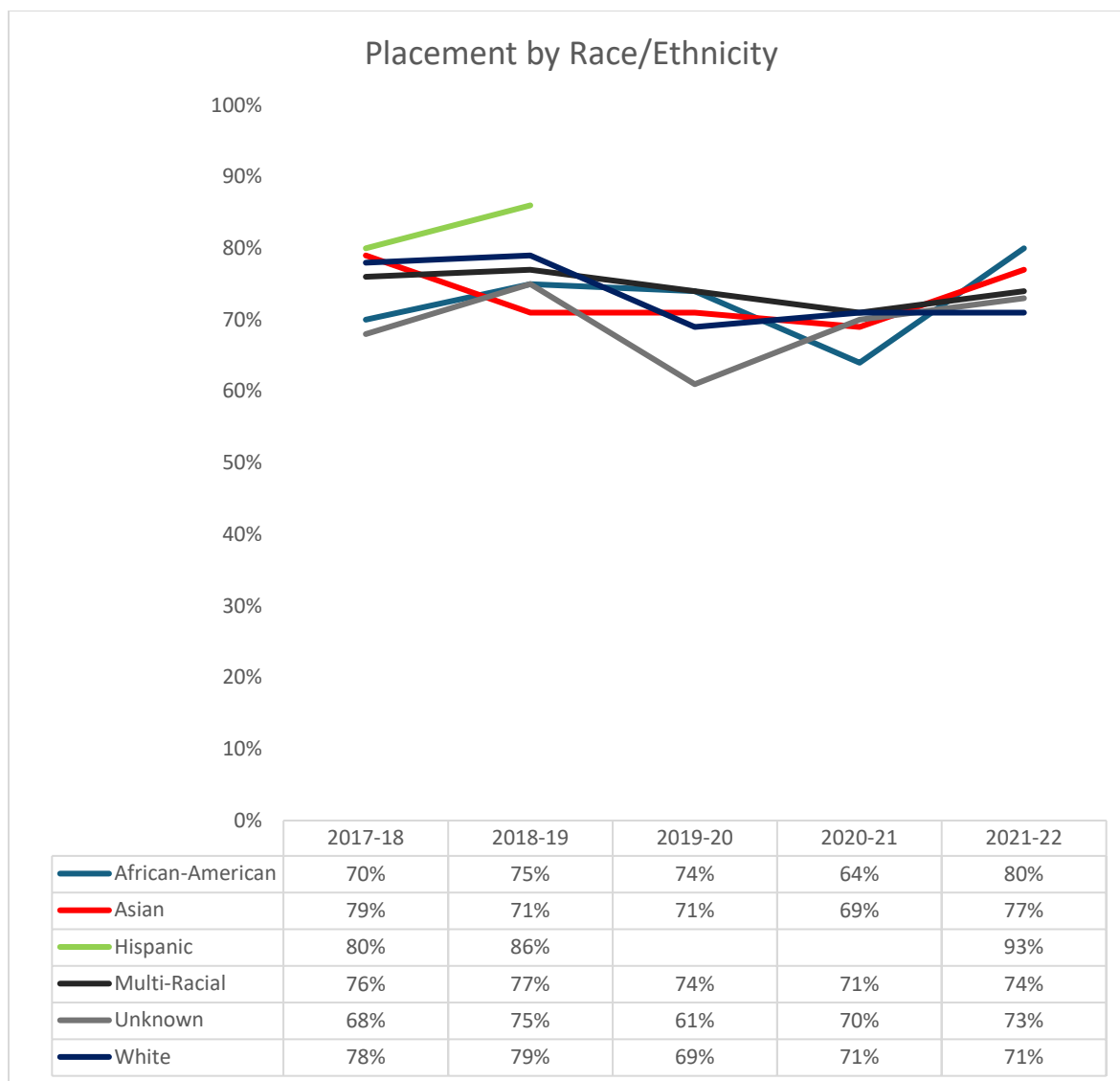
Peer Comparisons

Peer institutions were decided through a shared governance process ahead of the Year 7 report in 2021 as the College was implementing the 2020 NWCCU standards. Peers, data, and selection information are published on the CPTC website. For regional peers, CPTC has chosen the four other technical colleges in Washington, as mission and programming are most similar to CPTC's, and three other comprehensive community colleges in Washington who have significant career and technical education offerings. For national peers, the College Council arrived at a set of comparison variables on which to assess including enrollment size, technical education offerings, urban setting, a high share of students of color, participation in the Achieving the Dream network, implementation of Guided Pathways, and operation in a centralized state-level system.
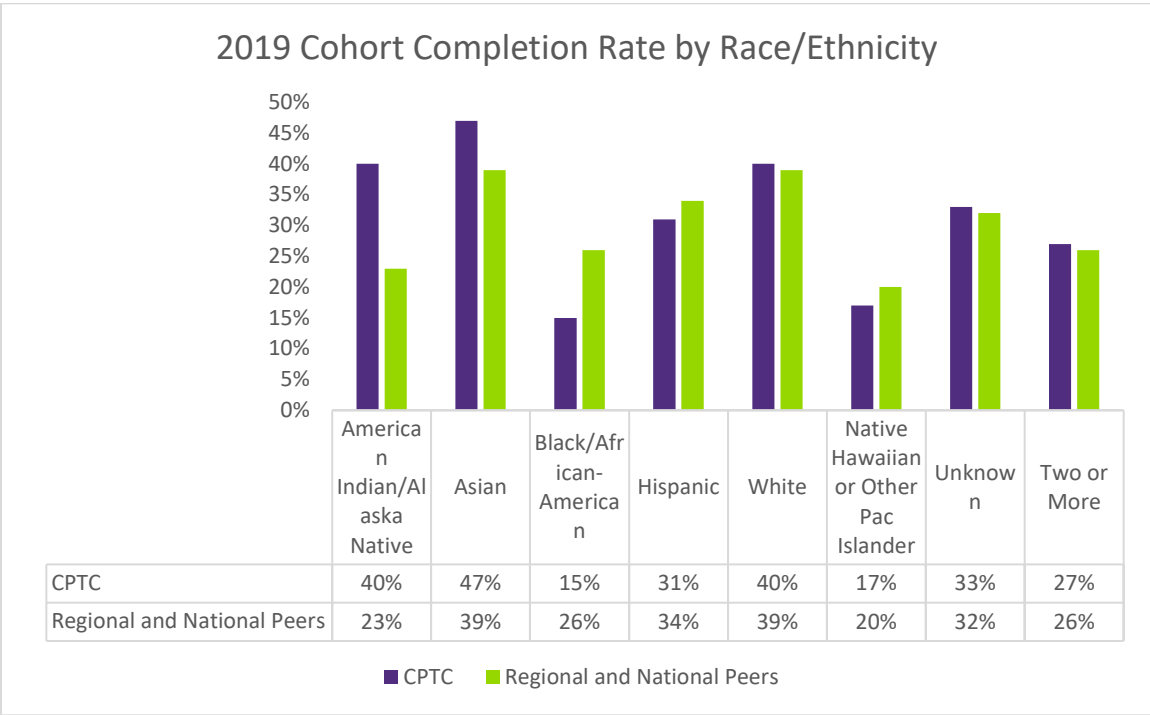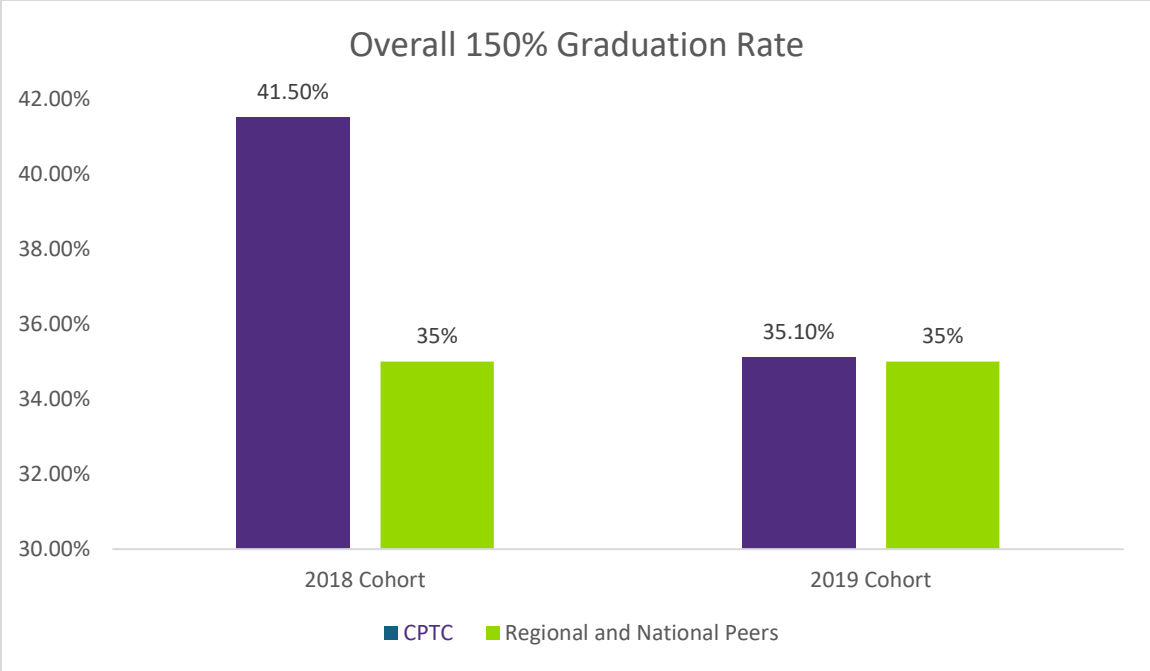
For peer comparisons, CPTC uses two data sources. Regional peers, all of which are in Washington state, are captured in the State Board for Community and Technical Colleges' First Time Ever in College (FTEC) dataset and dashboard. The data are for the most recently complete year available (2022-23).
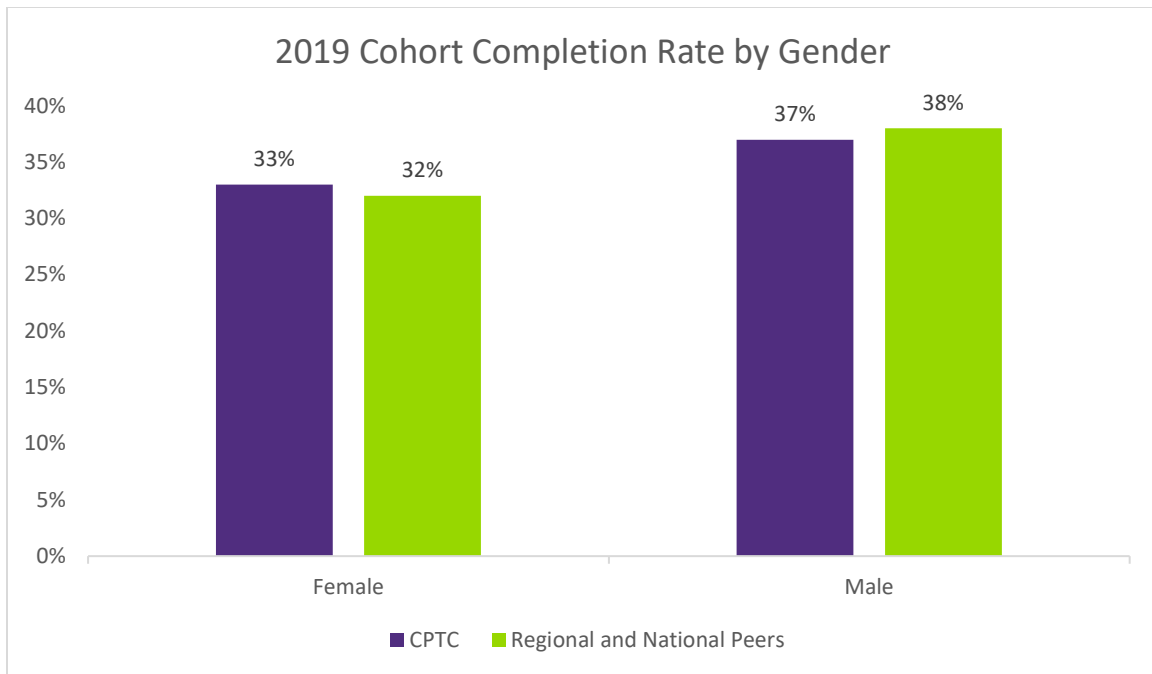
Regional Peers	Headcount	FTEs	% BIPOC	Low-income	% Part-time
Clover Park Technical College	5,259	3,152	51%	37%	37%
Bates Technical College	6,721	3,647	36%	29%	50%
Bellingham Technical College	3,844	1,650	24%	46%	58%
Grays Harbor College	2,960	1,566	35%	60%	53%
Lake Washington Institute of Technology	5,525	2,864	47%	32%	49%
Renton Technical College	7,539	2,870	50%	48%	67%
Walla Walla Community College	5,760	3,082	42%	43%	53%
Wenatchee Valley College	5,009	2,439	48%	59%	52%

National peer data is collected from IPEDS for comparisons; this is the most complete source of data for institutions outside the state, although limited in scope.

National Peers	Headcount	FTEs	% BIPOC	Low-income	% Part-time
Clover Park Technical College	4,588	2,866	46%	24%	43%
Athens Technical College	5,404	2,224	41%	38%	82%
Augusta Technical College	5,404	2,562	64%	44%	66%
Central Georgia Technical College	12,890	5,277	60%	33%	82%
Lee College	9,144	3,662	65%	29%	87%
Pueblo Community College	8,074	3,749	46%	32%	75%
Savannah Technical College	5,445	2,567	66%	52%	66%
Texarkana College	4,518	2,061	40%	31%	74%

Because the national peer data is pulled from IPEDS, and CPTC's IPEDS status as a four-year institution presents unique challenges in comparing outcomes to other primarily associates and certificates-awarding institutions, the only outcome available for comparison is completion rate.

Overall 150% Graduation Rate

	2018 Cohort	2019 Cohort
CPTC	41.50%	35.10%
Regional and National Peers	35%	35%

■ CPTC   ■ Regional and National Peers

2019 Cohort Completion Rate by Race/Ethnicity

	American Indian/Alaska Native	Asian	Black/African-American	Hispanic	White	Native Hawaiian or Other Pac Islander	Unknown	Two or More
CPTC	40%	47%	15%	31%	40%	17%	33%	27%
Regional and National Peers	23%	39%	26%	34%	39%	20%	32%	26%

■ CPTC   ■ Regional and National Peers

2019 Cohort Completion Rate by Gender

Female: CPTC 33%, Regional and National Peers 32%

Male: CPTC 37%, Regional and National Peers 38%

Legend: CPTC (purple), Regional and National Peers (green)

CPTC regularly considers these metrics throughout the institution. They are featured in the College's strategic plan and the divisional plans (Academic, Student Enrollment Management, and Equity, Diversity, and Inclusion) and regularly reviewed by members of multiple shared governance bodies including College Council and the Student Success Council. All-campus emails are sent when data is refreshed and the Board of Trustees also receive regular presentations which include comparisons to peer institutions.

<p style="text-align:center">Programmatic Assessment</p>

Since 2019, CPTC has invested in dedicated staff to build the College's culture of assessment. As a technical college, the majority of faculty have no prior experience with course-, program-, or college-wide learning outcome assessment. This means a steeper learning curve for faculty and necessitates significant support and long-term vision for the project. Since October 2022, the College has been building in dedicated time in addition to personnel to ensure faculty are reviewing, reflecting, and updating their assessment practice on an annual basis.

Framework and Tools

Grounded in the Plan-Do-Check-Act cycle of quality improvement cycle (Denning, 2000), we designed the PLO assessment as a continuous 7-step cycle (Figure 1.1.) to support student success and systematically advancing program improvement. All the 7 steps are suggested to engage internal and external stakeholders, include experiences and values of all students, especially marginalized populations, and consider positionality and power relationship.

Figure 1. PLO assessment as a continuous seven-step cycle
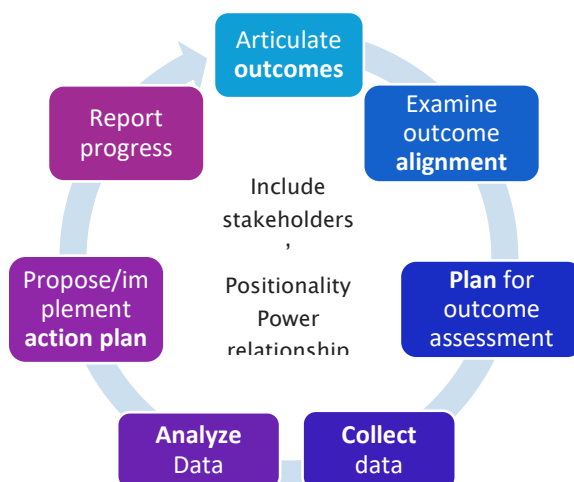
PLO assessment data are collected through direct assessment and indirect assessment tools. Direct assessment data are student performance data collected at the course level. These data are reported through the quarterly course learning outcome (CLO) assessment process (Appendix D: Environmental Sciences Program Learning Outcomes Assessment Report). Indirect assessment data includes disaggregated program data (Example in Appendix C, Esthetic Science data) and course evaluation survey (Appendix E: Student Evaluation of Teaching and Learning (SETL) survey instrument). CPTC largely redesigned the course evaluation survey to highlight students' equity, diversity, and inclusion (EDI) experience in the classroom and their self-perceived achievement of course learning outcomes. To include external voices in the PLO assessment process, the Outcomes and Assessment Manager is currently updating the Advisory Committee Report to provide guidelines to help external advisory committees to review programs and provide recommendations.

- Quarterly CLO assessment report: In 2022-23, 294 courses participated in the CLO assessment process, with the compliance rate at 89%. The average rate for acceptable performance on CLO assessment across the College is 92%. Each faculty member chooses the assessment and the threshold for acceptable performance. For example, some programs use rubrics; some in the trades use competency checklists; and some faculty use multiple measures to assess one skill. The report for each course includes the following:
  - Planning: Each program utilizes the program assessment map (Appendix F: Digital Entertainment Design and Production Assessment Map) to identify one program learning outcome for annual assessment. Faculty are then asked to identify three representative courses where that PLO is introduced, reinforced, and mastered and which CLOs from each of those courses support PLO mastery. The assessment of these courses and their learning outcomes are mapped into a three-year assessment schedule.
  - Data collection: Courses identified in the planning process are venues to collect outcome data. At the end of the quarter during which the assessment happens, faculty are required to complete the CLO assessment reports for those scheduled courses.
  - Data analysis: The design of the report asks instructors to reflect upon their teaching strategies (e.g., collaborative learning, active learning, flipped classroom) and assessment tools (e.g., quizzes, reports, projects, rubrics) to better understand student learning and identify their learning needs. In addition, the data collected from the three courses at different levels of learning allow faculty to look at student progress in mastering the PLO, which helps to identify strengths and weakness in student learning of the PLO.
  - Next-step plan: Instructors are asked to propose their next-step plans to help enhance student learning. (Appendix D)
  - Closing the loop: Instructors are asked to report the progress/impact after implementing the next-step plans proposed from last year/quarter.
- Program data (Appendix C)
- Course evaluation survey: Student Evaluation of Teaching and Learning (SETL). To triangulate the CLO data, the surveys are mainly administered to courses which are scheduled for the CLO assessment every quarter. Healthcare and nursing program courses are all included due to their accreditation requirements. The SETL employs the 5+X model:
  - Section 1 (n=5) investigates **course** elements (e.g., workload, assessment, learning activities, materials, and relevancy of the CLOs)
  - Section 2 (n=8) gathers students' attitude toward their **instructor** (e.g., responsive, communicative, engaging, professional)
  - Sections 3 (n=4) explores **equity, diversity, and inclusion** related topics in the classroom
  - Section 4 (n=4-6) gauges students' self-perceived achievement in each of the **CLOs** of a given course
  - Section 5 (n=4) collects students' **narrative feedback** toward teaching and learning.

- o Section X is an **optional**, customized section, which leaves space for faculty or deans to ask additional questions to take a deep dive into the course or for the purpose of research and administration.

Outcomes and Assessment Day

Annually in October, faculty are required to attend a one-day in-service where they review data and develop the year's plans. Following the PLO assessment cycle, faculty are guided to 1) reexamine the current PLOs and program assessment map, 2) reflect on teaching and assessment practice with the outcome results, 3) review program data (e.g., enrollment, retention, completion), 4) propose program's action plan (on instruction, assessment, curriculum redesign, program enhancement), and 5) report program's progress. The PLO assessment report mirrors these five components.

The last academic year 2022-23, 84% of pro-tech programs completed the PLO assessment report. The results show that 11 programs identified a need to update their PLOs, 19 programs requested to update their program assessment map due to the curriculum changes proposed the year before. In review of the disaggregated program data, faculty sought to identify and address the equity gaps in their program. Three major themes emerged in terms of the EDI support: enhancing accessibility and flexibility, improving communication and outreach, and supporting underrepresented and non-traditional students.

Supporting Faculty in Continuous Improvement

Faculty are crucial to continuous program improvement as the drivers of the work. To support faculty in this work, CPTC has established a two-day process of using PLO assessment data to inform faculty professional development, which ultimately drives program continuous improvement. During CPTC's annual Outcomes and Assessment Day, faculty look closely at their disaggregated program and course data to identify areas of growth and which students are not being served well. In the following In-Service Day, the next Monday after Outcomes and Assessment Day, faculty use this data to inform their professional development plans and join self-selected workshops designed to help them learn about high impact strategies. To sustain faculty professional development plans in the coming year, the Teaching and Learning Center provides professional development tracks related to inclusive pedagogy, as well as outcomes and assessment alignment. This professional learning participation is ensured in the most recently approved faculty contract, which requires faculty to complete a minimum of 20 professional development hours per year. Faculty are required to attend 48 hours of inclusive pedagogy training to earn a salary increment.

Example Programs

Assessment reports for the three sample programs follow. These three – Environmental Sciences and Technology, Practical Nursing, and Network Operations and Systems Security (NOSS) – provide a broadly representative sample of programs across campus. One is externally accredited (as 40% of CPTC's programs are), two have newly developed associated Bachelor of Applied Science degrees, and one has articulated with a program which leads to it and to which it leads. Each has made significant improvements to their programs by working the Plan-Do-Check-Act cycle.

Environmental Sciences and Technology

The Environmental Sciences and Technology program at CPTC has undergone significant changes based on program outcome assessments, institutional data, and feedback from students and alumni. Through these evaluations, faculty identified a crucial shift in industry standards for environmental technician positions, which now increasingly require a Bachelor's degree in environmental science or a related field. This trend was confirmed by program data, feedback from students and instructors, and insights from the program advisory committee.

A key finding from the assessment process was that, while graduates of CPTC's associate degree programs possess strong technical skills and meet most job requirements, they face barriers in securing higher-wage positions due to the rising educational requirements in the field. The strength of the program lies in the breadth of course offerings and the technical competencies of students. However, the gap identified was the need for higher academic credentials to align with industry demands. Additionally, AAS-T students expressed a strong desire for an in-house baccalaureate option to further their education without leaving the institution. Another noticeable finding was captured in racial and ethnic disparities in program enrollment data, which, while not impacting retention and completion rates, highlighted the lack of diversity in the environmental sciences field. Given that environmental justice is a critical issue—especially as communities of color are more vulnerable to environmental hazards—the development of the Bachelor of Applied Science in Environmental Sciences (BAS-ENV) program was seen as an opportunity to address these disparities and broaden access to the field. In response to these findings, the program advisory committee unanimously supported the development of a BAS-ENV program in the fall of 2021. This holistic assessment practice highlights that as a technical college, CPTC must assess job market conditions to ensure students are competitive when they graduate, in addition to the rigor of the program.

After going through the proposal and approval process, the BAS-ENV program welcomed its first cohort in the fall of 2024 and has just completed its inaugural year. This program stands out as the first comprehensive applied Environmental Sciences program in the state, catering to place-bound, working adults who require a four-year degree to advance in their careers, as well as regional graduates from other natural resource/environmental science associate programs. The program is designed to prepare students for the workforce with advanced skills, including enhanced communication, quantitative analysis, work-based learning, and critical reasoning, ensuring they are highly adaptive employees ready for the challenges of an environmental career.

The Environmental Sciences and Technology program continues to provide hands-on training through its associate and BAS degrees, benefiting from its unique outdoor learning laboratory—a former dairy farm now transformed into one of the largest Garry oak woodlands in the state. As a result of participating in CPTC's assessment process, the program has not only developed the BAS degree but also redesigned the associate degree to align with this new offering. Furthermore, industry and community partnerships have been strengthened, particularly in the stewardship of the learning laboratory, enhancing the program's capacity to meet evolving educational and environmental needs.

Practical Nursing

The Licensed Practical Nursing (LPN) certificate is 3 quarters long and prepares students to sit for the practical nursing exam. The Nursing department also offers the Nursing Assistant-Certified (NAC) program, which feeds into the LPN program, and developed a new LPN-RN associate degree. The program re-developed all the curriculum to align between programs, meet accreditation and licensing requirements, and meet a new directive from the state level, which required a reduction in credits for the LPN program.

A key component of this curriculum redevelopment was the identification and support of student challenges. Data review indicated that students were struggling during the third quarter of the LPN program. To address this, the faculty introduced a mentor project designed to provide targeted support and encouragement, helping students successfully reach program completion.

One significant achievement in this curriculum redesign effort is the strategic alignment of program learning outcomes (PLOs) with both accreditation requirements and the institution's broader collegewide learning outcomes (CwLOs). The PLOs in the Nursing program are crafted to ensure that students are not only proficient in specialized nursing skills but also demonstrate the core competencies emphasized by the institution. For instance, the PLO of "Individual-Centered Care" underscores the importance of critical thinking and the provision of care to diverse communities, aligning seamlessly with the CwLO of "Critical Thinking." This alignment encourages students to select credible resources, apply logical reasoning, and evaluate care decisions with a focus on cultural sensitivity.

Similarly, the PLO of "Communication" aligns directly with the CwLO of the same name by fostering therapeutic communication skills that are empathetic, culturally aware, and respectful, ensuring clarity in all healthcare interactions. The PLOs for "Leadership and Collaboration" also align with the CwLOs of "Responsibility" and "Communication," promoting inclusive leadership and culturally conscious collaboration within the healthcare environment. Furthermore, the PLO "Information and Technology" corresponds with the CwLO "Technological Literacy," focusing on the critical evaluation and equitable use of healthcare technologies.

This intentional alignment of PLOs with CwLOs guarantees that graduates are not only skilled healthcare professionals but also well-rounded individuals, equipped with the broader competencies and equity lens needed to navigate the complexities of today's diverse and dynamic workplace. The program faculty, with support from the Outcomes and Assessment Manager, navigated an intentional change and realignment in their curriculum while maintaining accreditation standards and incorporating the college-wide learning outcomes into their outcomes mapping.

Network Operations & Systems Security

The Network Operations & Systems Security (NOSS) program at CPTC, one of the largest programs at the college, offers a comprehensive six-quarter associate degree that prepares students for a range of entry- to mid-level positions, such as help desk support, network administration, and cybersecurity implementation. A key strength of the program is its provision

of hands-on, on-the-job training through partnerships with organizations such as Kaiser Permanente, Western State Hospital, and Madigan Army Medical Center.

Over the past two years, the program has made significant strides in supporting student success and addressing equity gaps in student learning. Faculty analysis of program outcome data revealed a concerning pattern: while the course learning outcomes in the first quarter were reported at high levels, the overall success rate in these courses was notably lower. This discrepancy was largely attributed to the vanishes and students who either did not purchase or were late in acquiring necessary course materials, suggesting that financial barriers were impacting student success.

In response, faculty took proactive measures to reduce these barriers by adopting inexpensive or no-cost curriculum materials and implementing a loaner program at no cost to students. This initiative directly addressed the funding challenges identified as a critical gap in student success. Additionally, faculty recognized the need for clearer assessment criteria in a final-quarter course, NOS 215, and developed detailed rubrics for this purpose. The introduction of these rubrics led to a measurable improvement in student success, with the success rate increasing from 85% in 2022-23 to 92% in 2023-24.

To further enhance student outcomes across the program, several additional improvements were made. In Spring 2024, the program renewed its Virtual Desktop Infrastructure (VDI) system, enabling students to access necessary software using lower-end devices. This upgrade expanded access to program resources and supported students with limited technological means. The program also plans to align its curriculum (in the 2025 academic year) with the standards of the Center of Academic Excellence (CAE) to meet national cybersecurity standards, reinforcing the program's commitment to excellence in the field.

Moreover, the program was relocated to building 24, fostering closer interaction with students from the mechatronics and manufacturing programs, thereby promoting interdisciplinary collaboration. To streamline the student learning experience and reduce barriers to continued study, the curriculum was adjusted by combining stackable courses, resulting in a more consolidated and coherent learning pathway for students.

Moving Forward

Reenergized by a new strategic plan and years of coordinated data review, collaborative development and feedback, and intentional growth, CPTC is poised to help its students thrive in Pierce County. The College will continue to address several issues and support multiple initiatives to help meet the Trustees' end goals and the CPTC vision of being profoundly accessible.

Issues to Address

ctcLink

ctcLink remains both an obstacle to efficient function in most college areas and an opportunity to improve efficiency and the student experience. After two years in the system, with support from the State Board for Community and Technical Colleges and a fully-staffed finance office for the

first time in years, CPTC is poised to move past the system's limitations and massive impact on day-to-day operations. More departments are pushing to go paperless and route transactions and approvals through ctcLink, employees are getting used to business processes in the system, and the College is investing in technology needs the ctcLink project has surfaced (such as the SoftDocs form routing and storage software).

Enrollment

CPTC was experiencing enrollment growth immediately before the pandemic and was hit disproportionately hard by pandemic-related closures and limitations as a technical college. After two rough years, and with investment by the CPTC Board of Trustees of reserve funds in program growth initiatives, the College's enrollment picture is beginning to recover. CPTC's winter 2024 full-time equivalents were up 16% over the previous winter, part of a year-long growth trend. In particular, the College is experiencing tremendous growth in Transitional Studies programs (high school completion, the on-campus high school, and English language acquisition), welding (adding a weekend cohort), and new programs (the BAS in Environmental Science and the LPN-RN associates degree). Future plans include the addition of several new degrees, including the College's first Bachelor of Science degree, and the expansion of College in the High School programs. CPTC's enrollment outlook is bright headed into the 2024-25 academic year.

Opportunities to Serve

Community Partnerships

CPTC has developed deep and lasting community partnerships since the last report and will continue to pursue opportunities to be in and with community in Pierce County. For example, CPTC hosts Palmer Pathways on its Lakewood campus; this is a pre-apprenticeship program to get youth of color aged 18-26 onto an alternative pathway to a baccalaureate degree. The programming aligns with CPTC's Construction Technology degree and provides an alternative onramp into the program and the College if Pathways scholars choose to continue.

The College has also launched a project to focus on a Tacoma zip code (98404) which data suggest has among the least access to education. CPTC's Achieving the Dream coaching for the last two years focused first on selected a site in Pierce County and then on the intentional design and implementation of a program to engage residents and explore expanding services physically into the zip code. This project in particular meets CPTC's vision of being *profoundly accessible* by taking education to the County instead of expecting potential students to make their way to Lakewood in spite of significant transportation challenges from many parts of the county.

In 2023, Tacoma, WA was selected as one of the 2023 participants in the National League of Cities' Good Jobs, Great Cities initiative. Participating with Tacoma as an educational partner has provided a wealth of connections to employer partners, potential student referral sources, and other community-based non-profits with common cause. The partnership team is working on several multi-million dollar grants to enhance workforce training across the region with CPTC as a key and founding partner.

Increasing Basic Needs Supports

Pre-pandemic, CPTC participated in a statewide administration of the #RealCollege survey, which measures housing and food insecurity among community and technical college students. Nearly three-fourths of all CPTC students who took the survey indicated they were housing and/or food insecure, revealing a deep need for supports in those areas to stay in school. The College has added multiple basic needs supports since the last self-study, including nearly $200,000 per year in emergency grants and an upcoming homelessness support project. Crucially, the College was also able to get a grant to support a full-time mental health counselor, who after six months of operation already has a steady caseload of students and a wait list.

College-wide Learning Outcomes (CwLOs)

With the College's growing focus on increasing equity, diversity, and inclusion over the last five years, it is time to ensure that commitment is enshrined in the college's college-wide learning outcomes (previously known as institutional learning outcomes or core abilities). A cross-divisional team from the Instruction and Equity, Diversity, and Inclusion divisions have been working to develop an enhanced set of college-wide learning outcomes with equity, belonging, and inclusion at the center. Final approval from shared governance was received in August 2024, and an intentional roll out with thoughtful and timely professional development will support faculty as they incorporate these new outcomes into their programs.

Conclusion

CPTC is at a unique and transformative point in the institution's history. After the disruptions of the triple pandemic, system changes, and staff turnover, the College is poised to grow in strategic, impactful, and tremendous ways. Faculty and staff are more focused on supporting the whole student, and every student, and the College is invested in providing support, resources, and professional development to harness that momentum. CPTC is laser-focused on being of the community instead of in the community and ensuring the community can access, succeed in, and benefit from the in-demand technical programs it offers.

Addenda

The College has two outstanding recommendations it has been working to address and will continue to work to improve.

Recommendation 1: Further refine collaborative planning and budgeting activities to share and utilize meaningful goals, objectives, and indicators of mission fulfillment (Standard 1.B.2)

CPTC has a new Strategic Plan and as of June 2024, a new Scorecard with *meaningful goals, objectives, and indicators of mission fulfillment* detailed earlier in this report under *Measuring Mission Fulfillment*. This Scorecard was finalized at the Board of Trustees retreat in August 2024 and will be rolled out to the campus community. This rollout will include socializing the Scorecard, its metrics, and the meaning behind doing this work with trustees, students, staff, and faculty in venues ranging from the website to email to in-service presentations and regular updates.

The process of creating the strategic plan over the course of a year with input from community, employees, and students made for a truly *collaborative planning* process. This emphasis on

collaboration and community will continue as the process of updating the Scorecard with new measures and trendlines continues and each of the sub-plans of the Strategic Plan (equity, strategic enrollment management, and academic) undergo their own updates and reviews. The current Shared Governance system provides robust venues comprised of cross-functional teams prepared to provide input and oversight into each of these plans, with the Executive Team and Board of Trustees retaining a central role in oversight and monitoring of mission fulfillment via these plans and associated metrics.

CPTC anticipates a return to *collaborative budgeting* with broad campus input soon. Pre-pandemic and pre-ctcLink, the College had a shared governance process which allocated excess funds annually through a request process tied to the College's core themes. With a new fiscal system and new finance staff, in addition to years of budget uncertainty amid declining enrollments, the fiscal team's focus has been on ensuring the College is able to produce accurate and timely budget reports. A return to participatory budgeting will be discussed by leadership in the near future as fiscal activity and staff stabilizes, with an eventual of goal of bringing back a system in which campus constituencies can request funding for initiatives aligned with the Strategic Plan and goals.

Recommendation 2: Continue work to develop an effective system to assess program-level learning outcomes across all academic programs (Standard 1.C.5)

As outlined above, CPTC continues to build on a successful and significantly more robust outcomes assessment infrastructure than the College has previously had. Now that the cycle and process has been developed, the Outcomes and Assessment Manager is focused on increasing participation and documented program successes achieved through assessment-based continuous improvement. In collaboration with the Center for Teaching and Learning, a Canvas course has been developed to onboard new faculty (usually fresh from industry with minimal teaching experience) into the work of outcomes assessment. The Outcomes and Assessment Manager has also offered regular in-person and virtual trainings in addition to the mandatory all-faculty Outcomes and Assessment Day and built other asynchronous references in LibGuides and elsewhere to support faculty assessment work.

In 2022-23, the most recent complete year, 84% of all of CPTC's programs participated in the program-learning outcomes assessment reporting process. Each of those programs developed action plans to improve their programs and strengthen their assessment practices, including:

- Instruction: 19 programs planned to modify teaching strategies, such as seeking support in canvas design, open AI and diversity, which is also connected to faculty's professional development plans.
- Assessment: 12 programs planned to take the initiative to refine course assessment tools, such as developing rubrics.
- Curriculum redesign: 15 programs set up the plan to redesign their curriculum, which includes removing prerequisites as potential barriers for equitable enrollment, adjust scope and sequence to meet student learning needs, develop new programs to reflect the current industrial needs.
  - To echo these plans, this academic year, 2023-24, the Curriculum Review Committee has reviewed 291 curriculum change proposals from 20 programs (4

new programs), among which there are 30 program and course major changes, 49 minor changes, 151 new courses, and 47 course deletions.

- Program enhancement: 17 programs planned to improve and innovate the functionality of the program. This includes to find funding/grant/resources to update equipment, build partnership with industry, expand community outreach

Additionally, in line with CPTC's focus on increasing equity, the Outcomes and Assessment Manager is working to embed equity assessment throughout each program. A change to the College's college-wide learning outcomes has recently been approved with an addition of equity, diversity, and inclusion emphasis into the existing four institutional learning outcomes (previously called Core Abilities). The Outcomes and Assessment Manager and Associate Vice President for Equity, Diversity, and Inclusion are working closely together to develop guidance and training for faculty on assessing for equity. Both leaders are participating in NWCCU's Mission Fulfillment and Sustainability Fellowship with a goal of further developing this professional development.