



INSTITUTIONAL EFFECTIVENESS

DIVERSITY
FACTBOOK

2020-21



Table of **CONTENTS**

Message from the President	3
Overview	4
Definitions	5
Overall	6
Disability Status	7
Race/Ethnicity	9
Veteran Status	12
Single Parent Status	13
Gender	15
Economic Disadvantage	16
Age Group	18
NASE Winter 2020 Administration	20
Employee Diversity	21
Demographic Profiles	22

MESSAGE FROM THE PRESIDENT

Clover Park Technical College is committed to effectively preparing our community to meet the workforce needs of our region. To help us better understand discrepancies in retention, completion, and placement experienced by our students, we are formally publishing success rates through the lens of demographics and group membership. The Diversity Factbook, developed by the Office of Institutional Effectiveness, is intended to be formative—to help us learn and improve. We are ready to be bold in our efforts to eliminate existing gaps, and to do that we need to be brave. This document will be available publicly and we will follow these rates intently as we seek to improve the outcomes of our students—all of them.



A handwritten signature in black ink that reads "Joyce Loveday". The signature is written in a cursive, flowing style.

Dr. Joyce Loveday
President

OVERVIEW

In April 2019, the Guided Pathways Equity, Diversity, and Inclusion Committee voted to adopt the Glossary of Common Terms in Higher Education compiled by Olympic College (available here: <https://www.olympic.edu/about-olympic-college/equity-olympic-college/equity-inclusion-toolkit/glossary-common-terms-higher>). The glossary offers these definitions, which CPTC has adopted:

- **Equity** - Access to the conditions of education that are necessary for students to accrue the same desirable outcomes as others, as measured by the proportional distribution or parity of such outcomes across groups. Equity requires giving students what they need in order to succeed.
- **Diversity** - Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).
- **Inclusion** - The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.
- **Inclusive Excellence** - Coined by the American Association of Colleges & Universities, inclusive excellence refers to a framework for institutional change through which higher education can link commitments to diversity, inclusion and equity across all dimensions, in the service of student learning and institutional excellence.

Achieving a campus climate which supports these definitions, incorporates them into the daily work of all employees, and ultimately transfers these values, beliefs, and practices to students and their outcomes will take a tremendous amount of commitment and work. The first step to reaching these goals is analyzing existing data to understand where the gaps are and how wide of a gap Clover Park must close. The data presented below is intended to invoke reflection and prompt action.

DEFINITIONS

Retention Rate - Percentage of award-seeking students starting in a given fall quarter who returned the following fall and/or graduated within that year

Completion Rate - Percentage of students starting in a given year who complete any credential within three years of their starting year

Persistence - Percentage of students starting in a given quarter who complete or return the following quarter

Placement Status - Percentage of students who either earned a credential or took 45 credits or more in a professional-technical program and earned a 2.0 that were placed in employment or continued education after leaving CPTC

Disability - Students self-identify as having a disability on the admissions form

Race/Ethnicity - Students identify their race/ethnicity on the admissions form

Veteran Status - Students identify their veteran status typically by using veterans' benefits to attend college; this count does not include spouses and children using veterans' benefits

Single Parent Status - Students identify their family status (married or not, dependents or not) on the admissions form; the form does not discriminate between children and other kinds of dependents

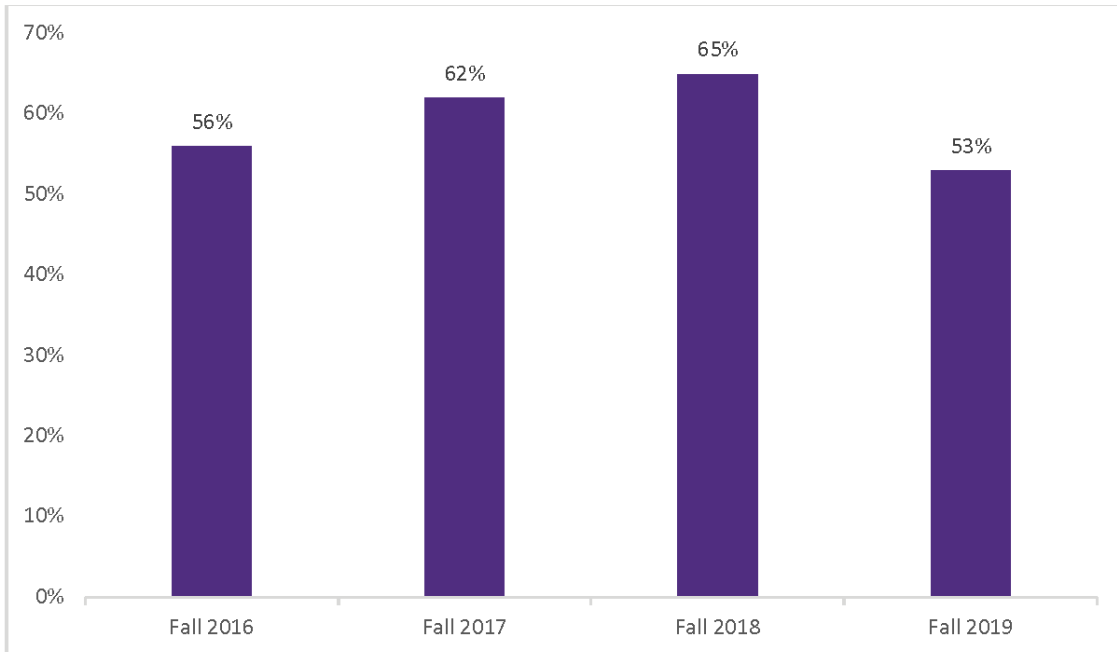
Gender - Students identify their gender on the admissions form

Economic Disadvantage - Students receiving need-based financial aid, need-based waivers, Basic Skills waivers, Running Start low-income waivers, or enrolled in Workfirst, BFET, or Displaced Homemaker are counted as Economically Disadvantaged

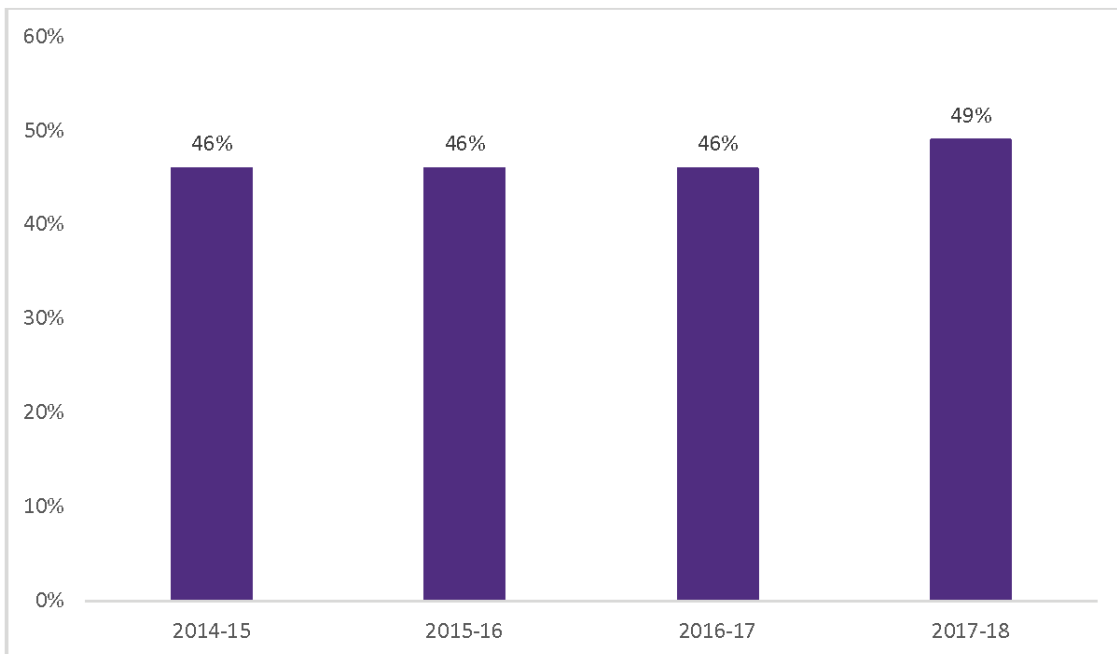
Age - Calculated based on student's date of birth

Overall

RETENTION RATE

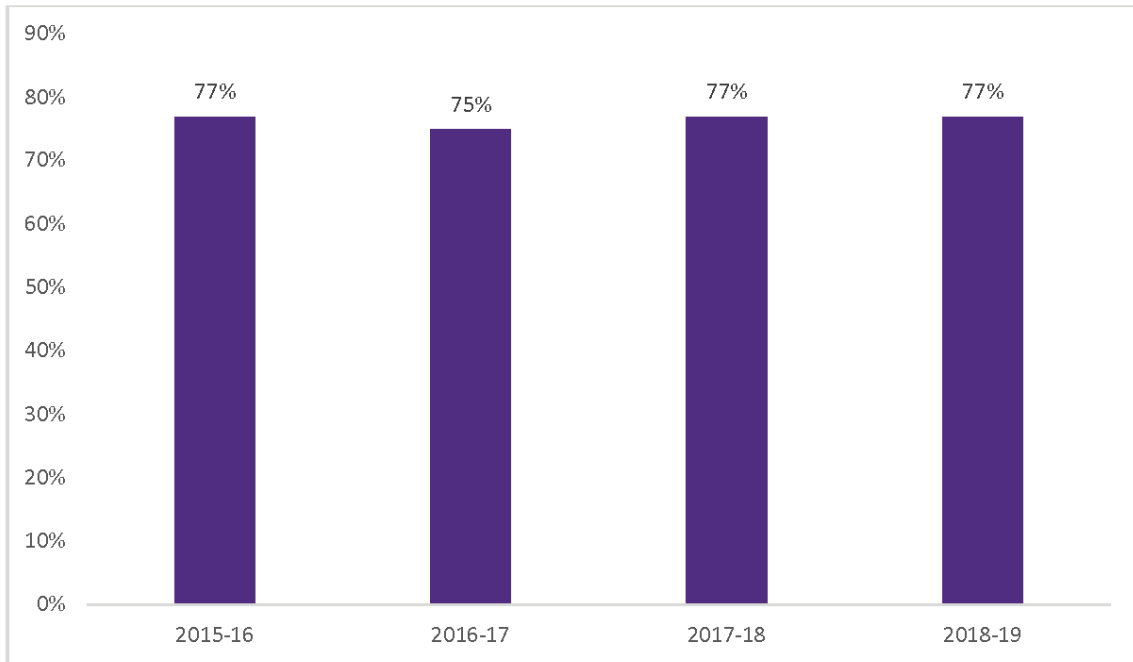


COMPLETION RATE



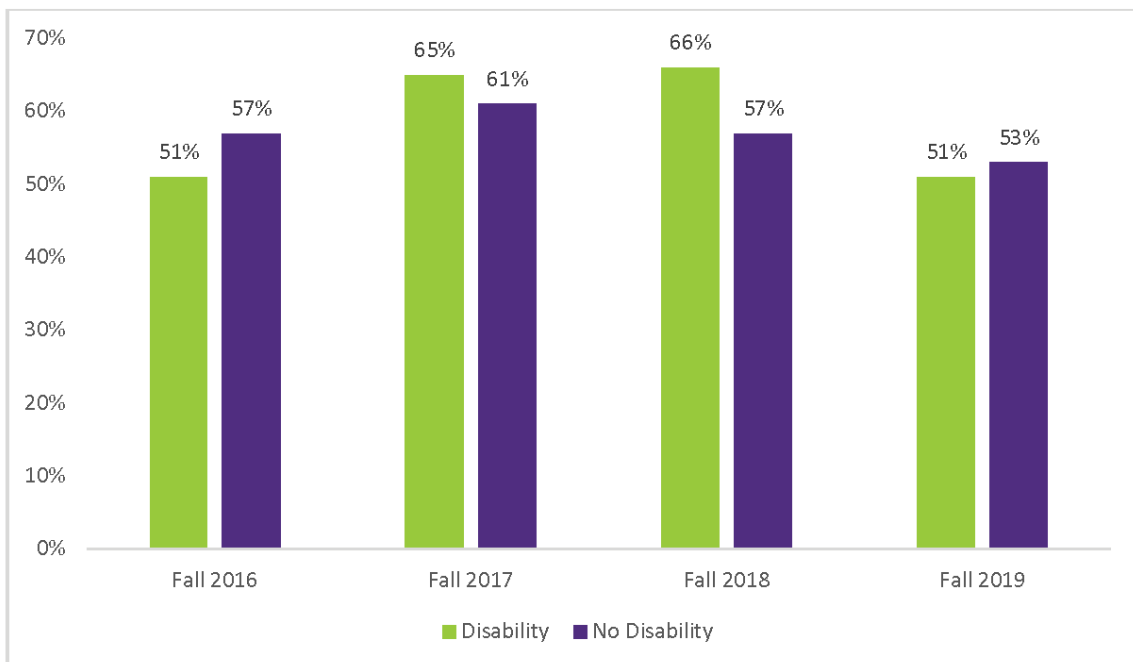
OVERALL (CONT'D)

PLACEMENT RATE



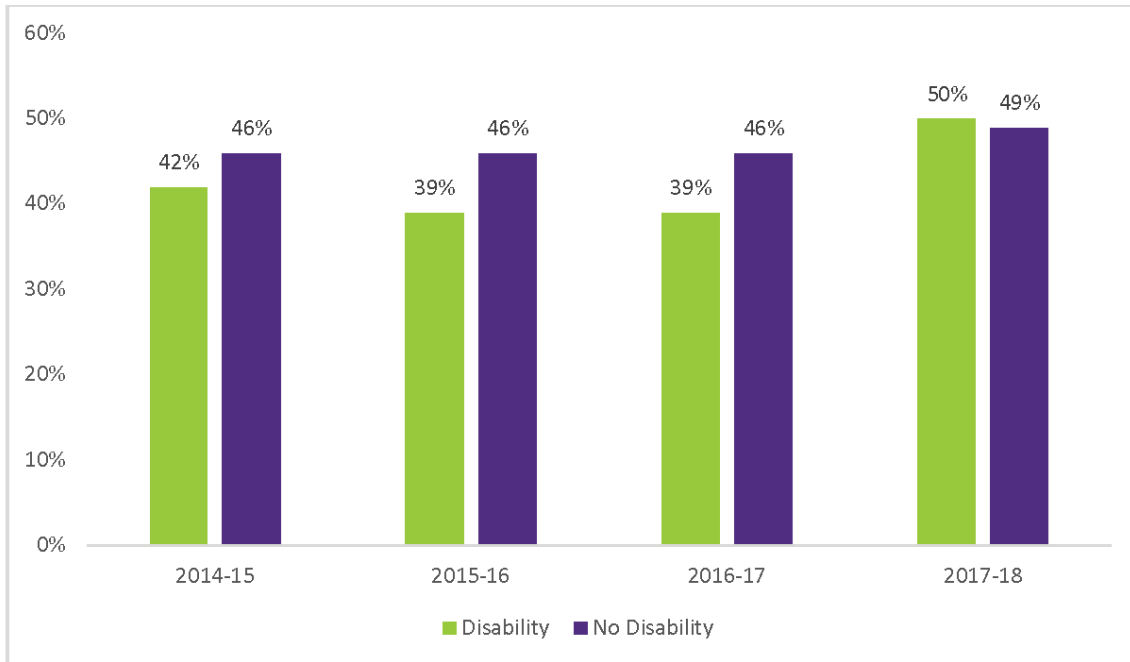
Disability Status

RETENTION RATE

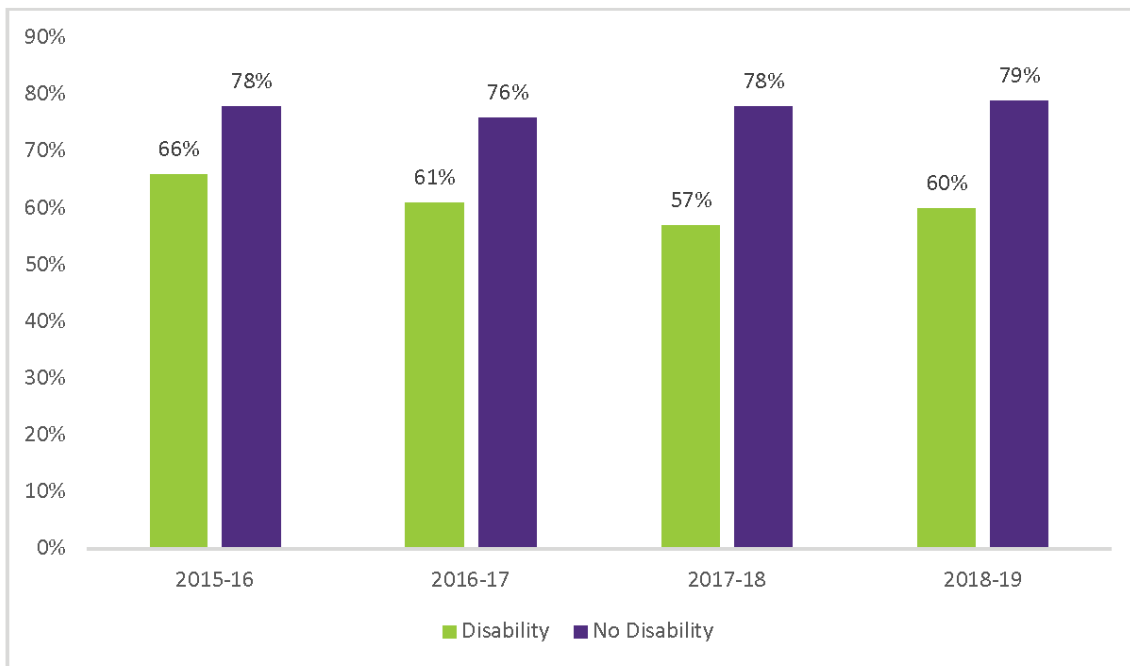


DISABILITY STATUS (CONT'D)

COMPLETION RATE

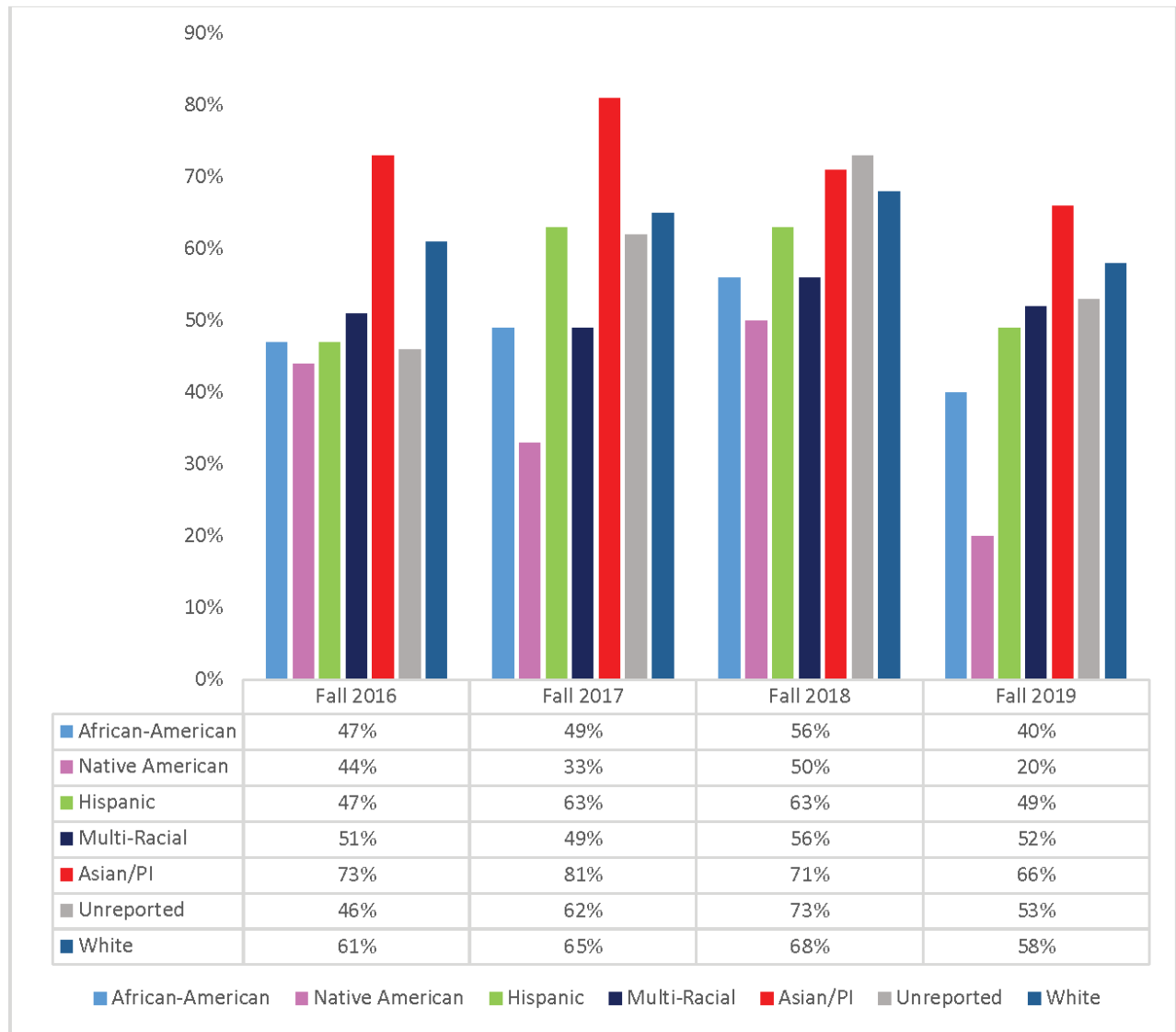


PLACEMENT RATE



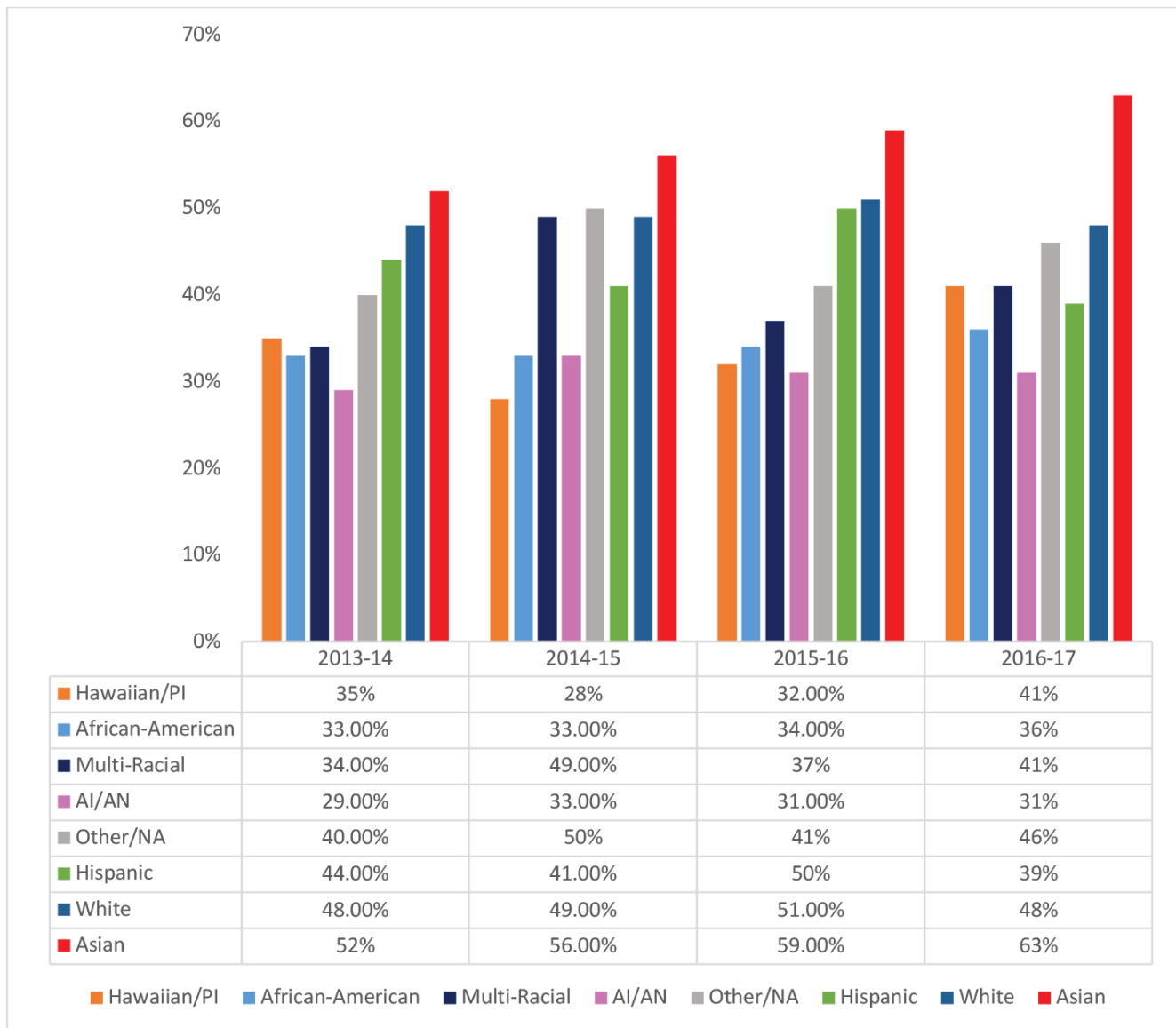
Race/Ethnicity

RETENTION RATE



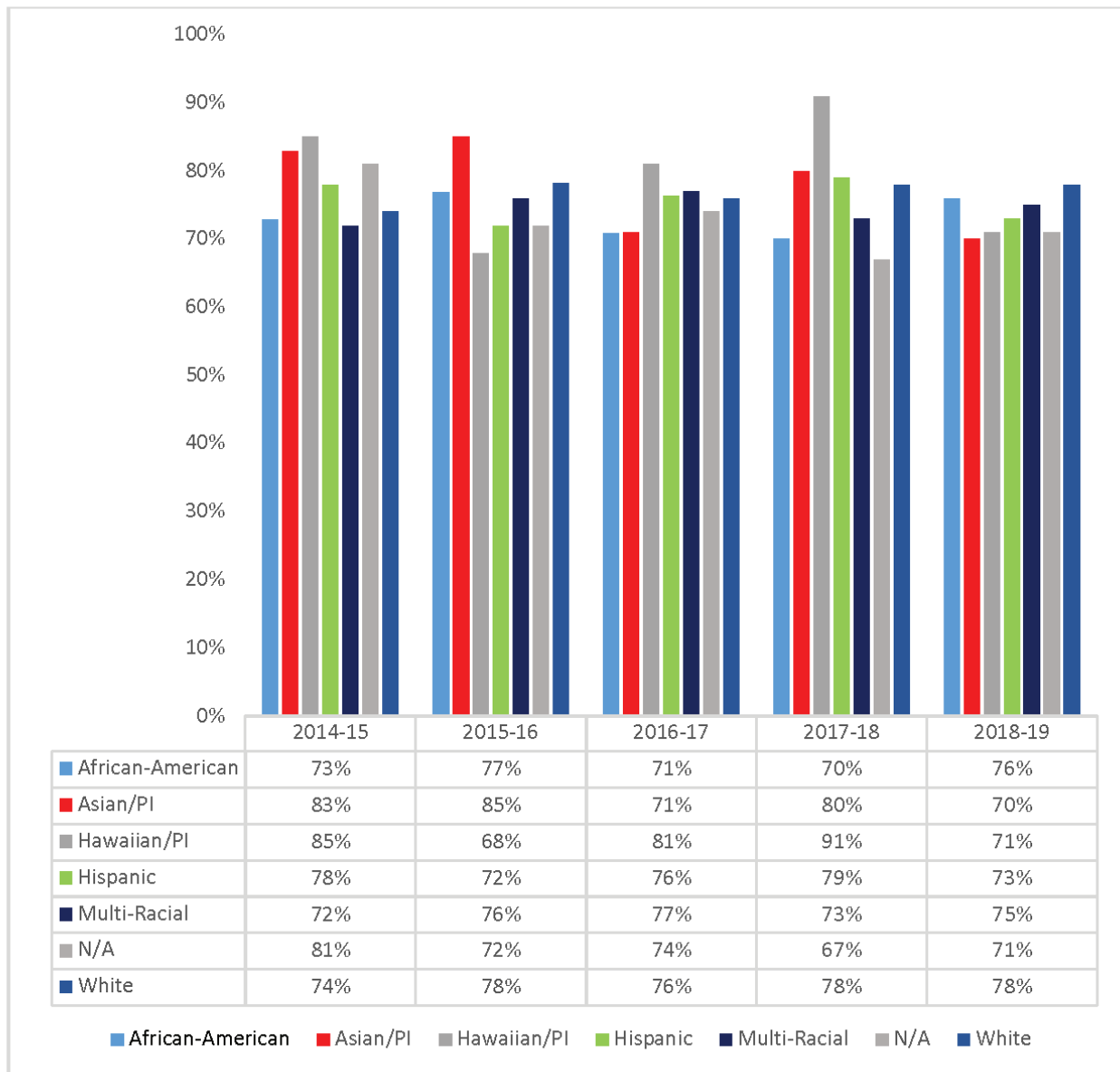
RACE/ETHNICITY (CONT'D)

COMPLETION RATE



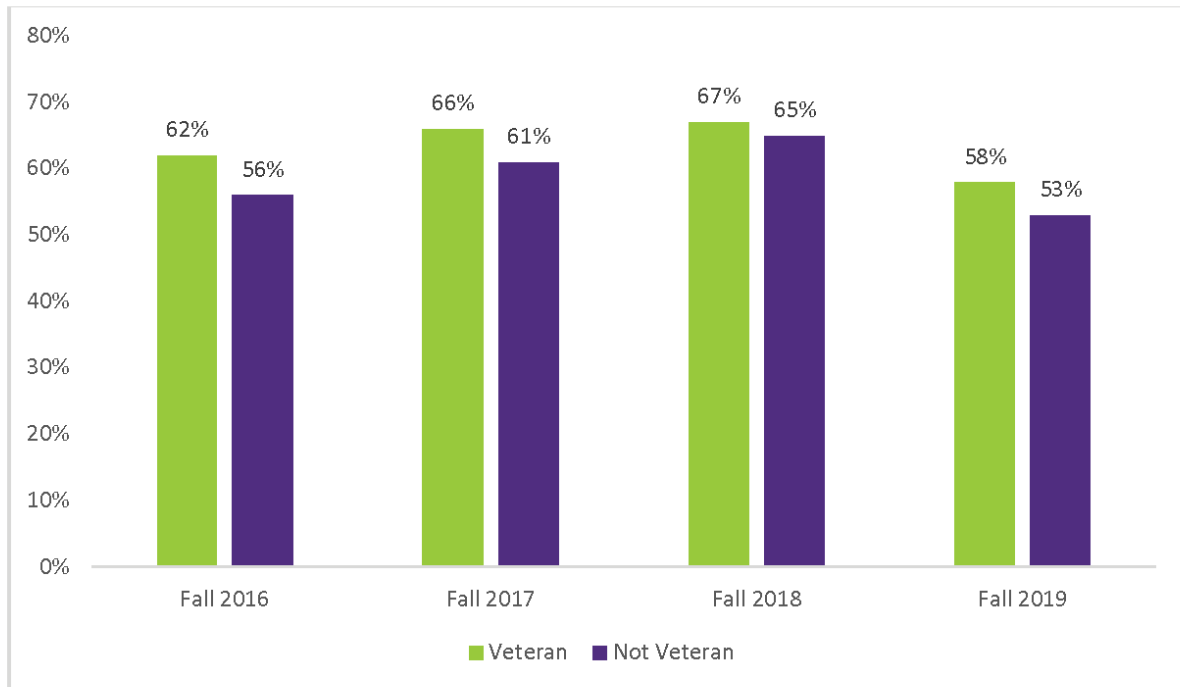
RACE/ETHNICITY (CONT'D)

PLACEMENT RATE

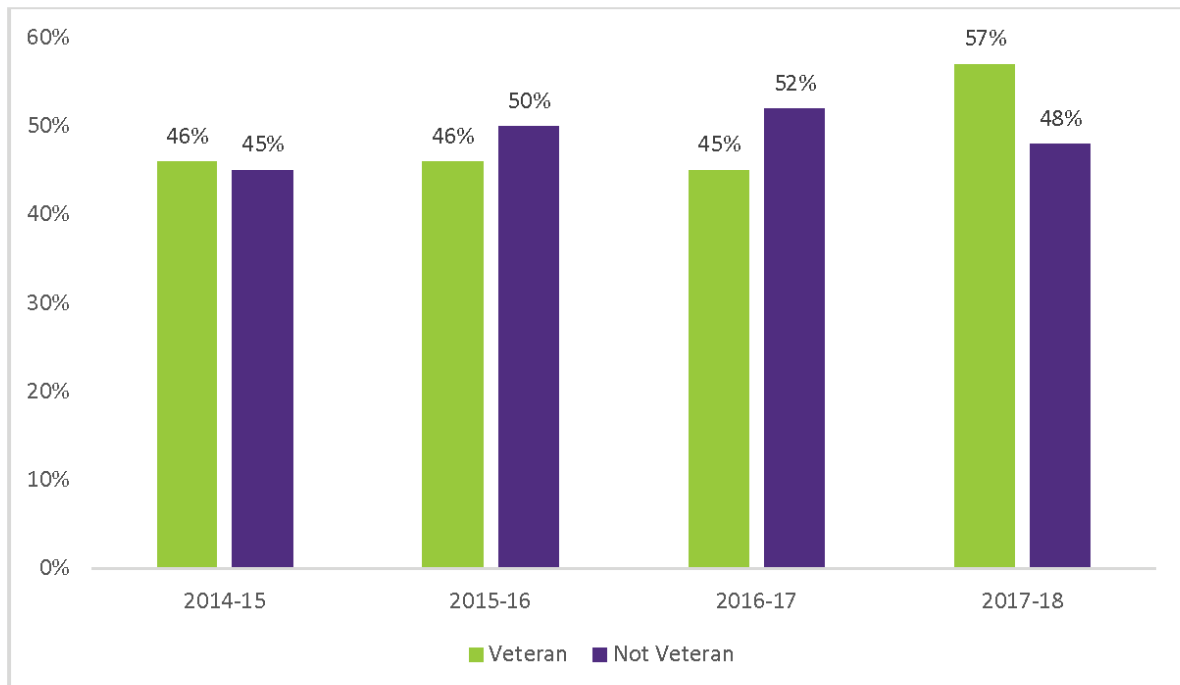


Veteran Status

RETENTION RATE

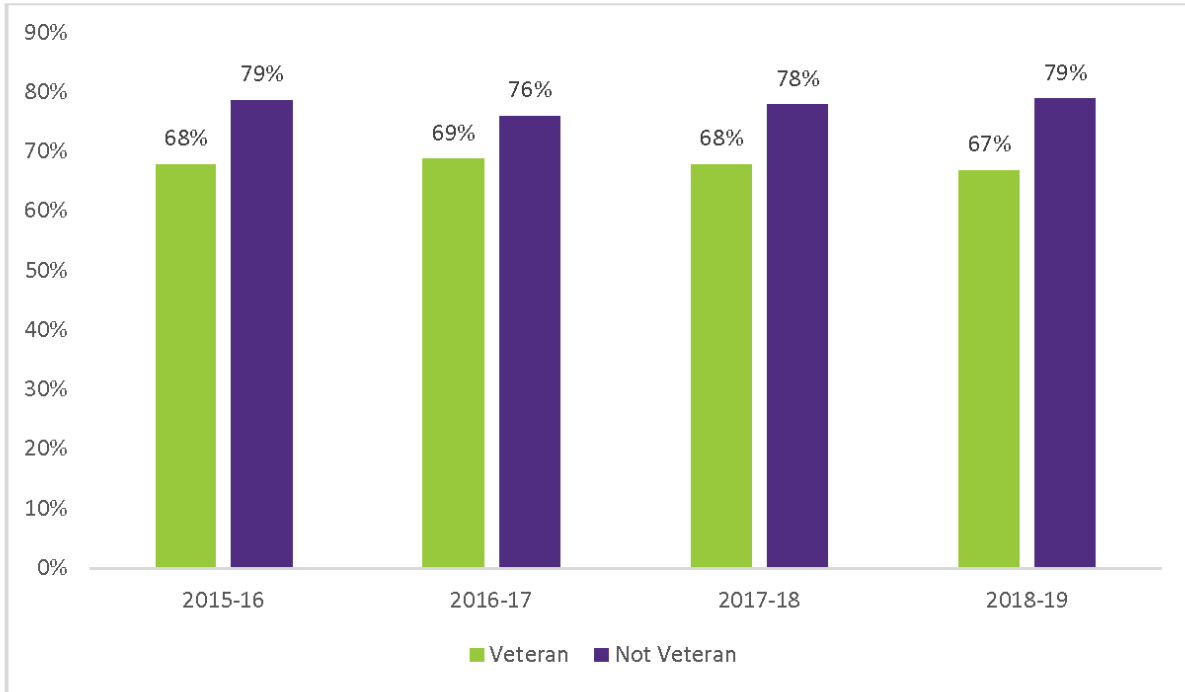


COMPLETION RATE



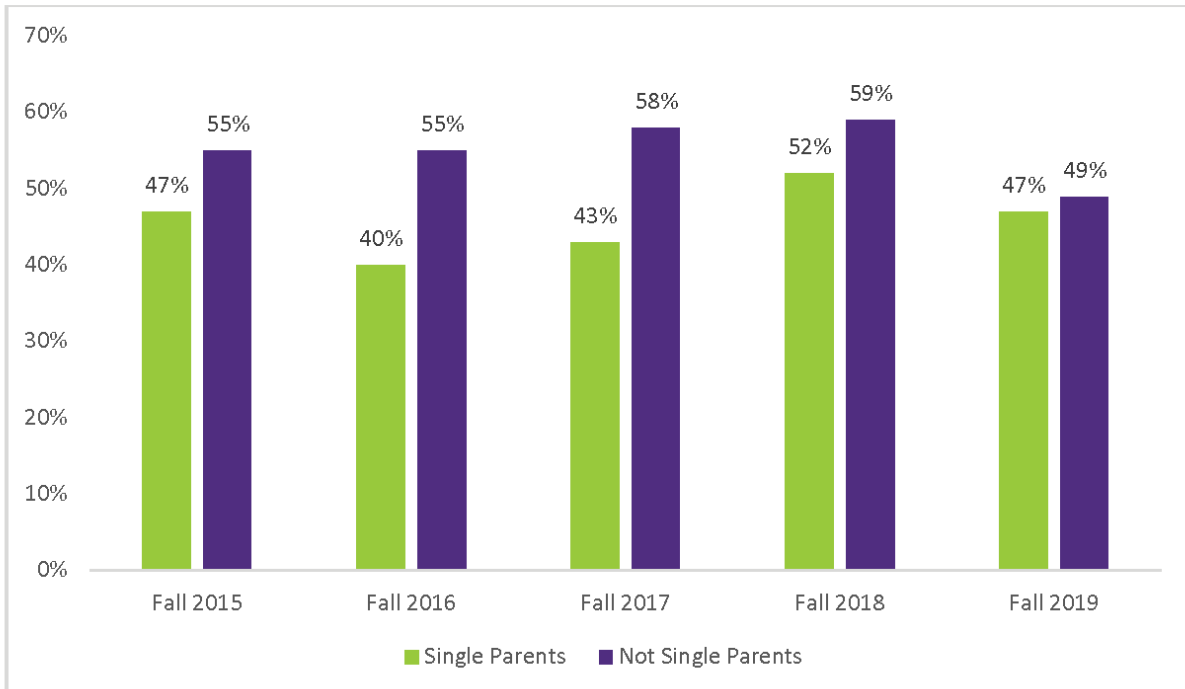
VETERAN STATUS (CONT'D)

PLACEMENT STATUS



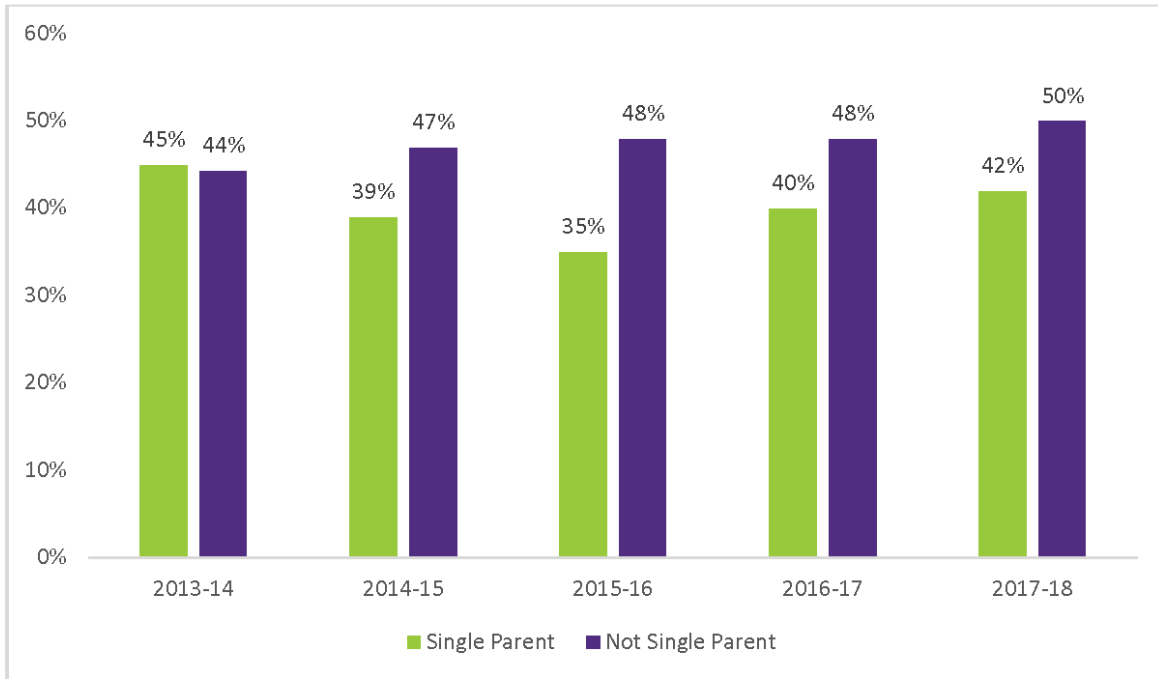
Single Parent Status

RETENTION RATE

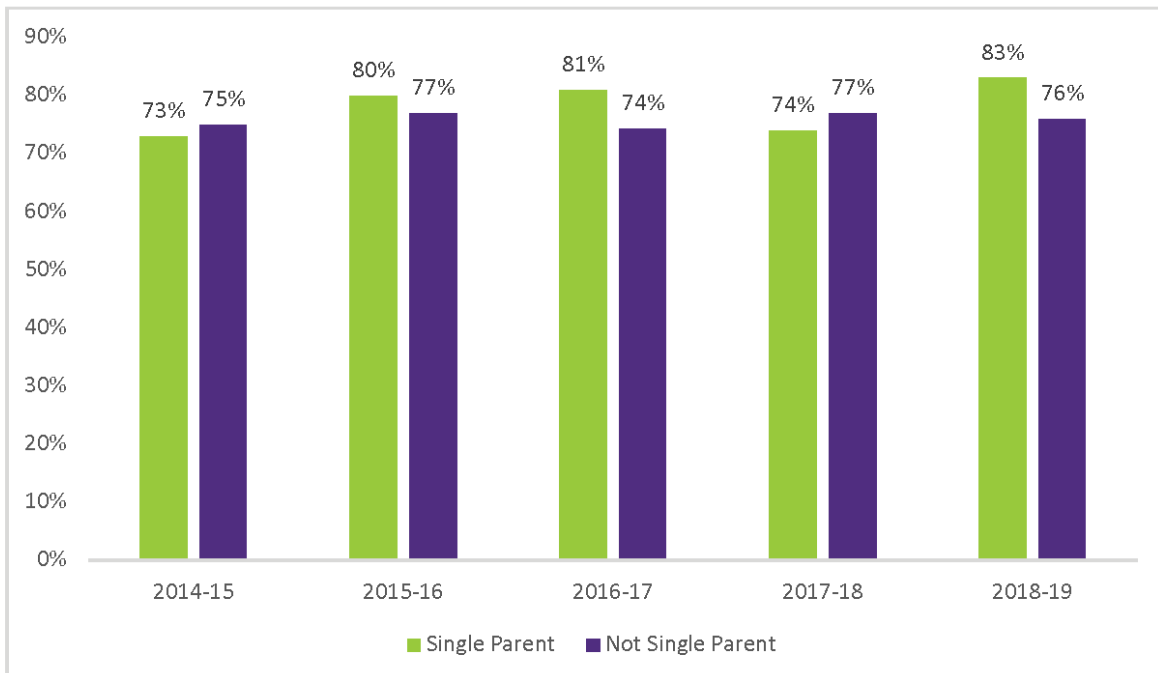


SINGLE PARENT STATUS (CONT'D)

COMPLETION RATE

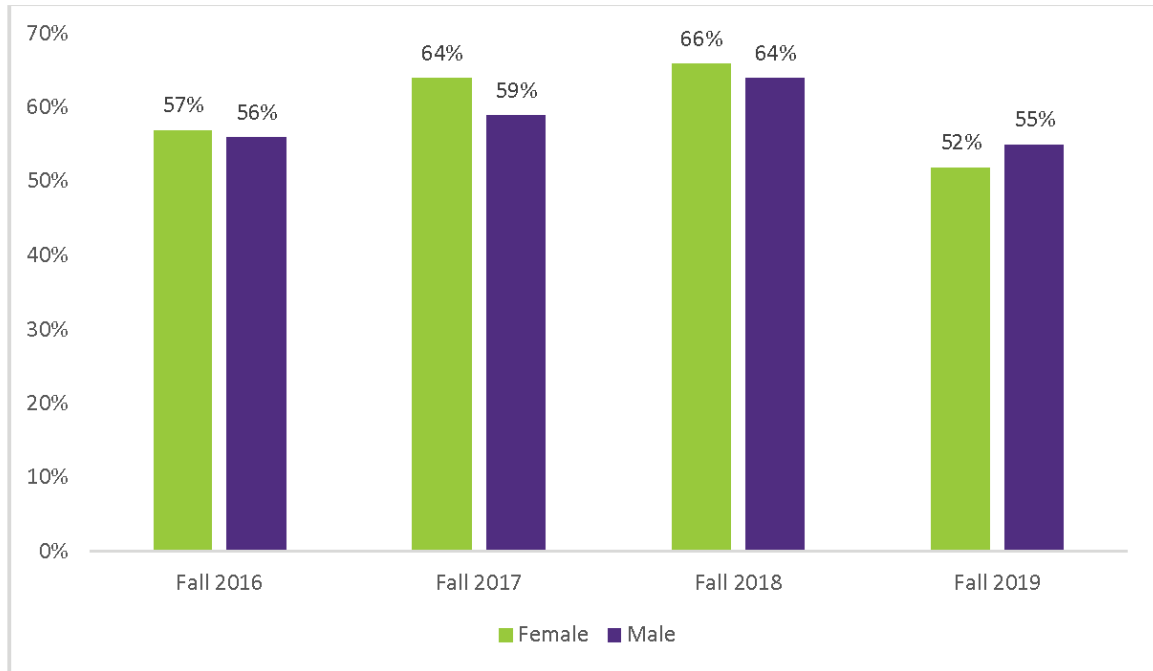


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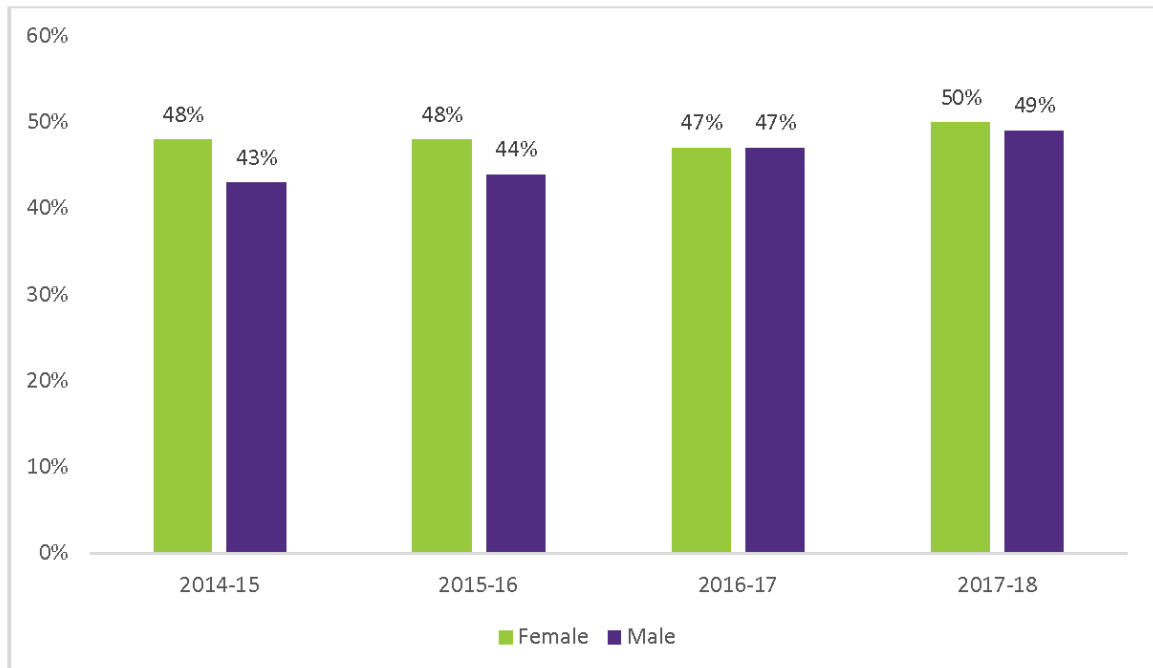


Gender

RETENTION RATE

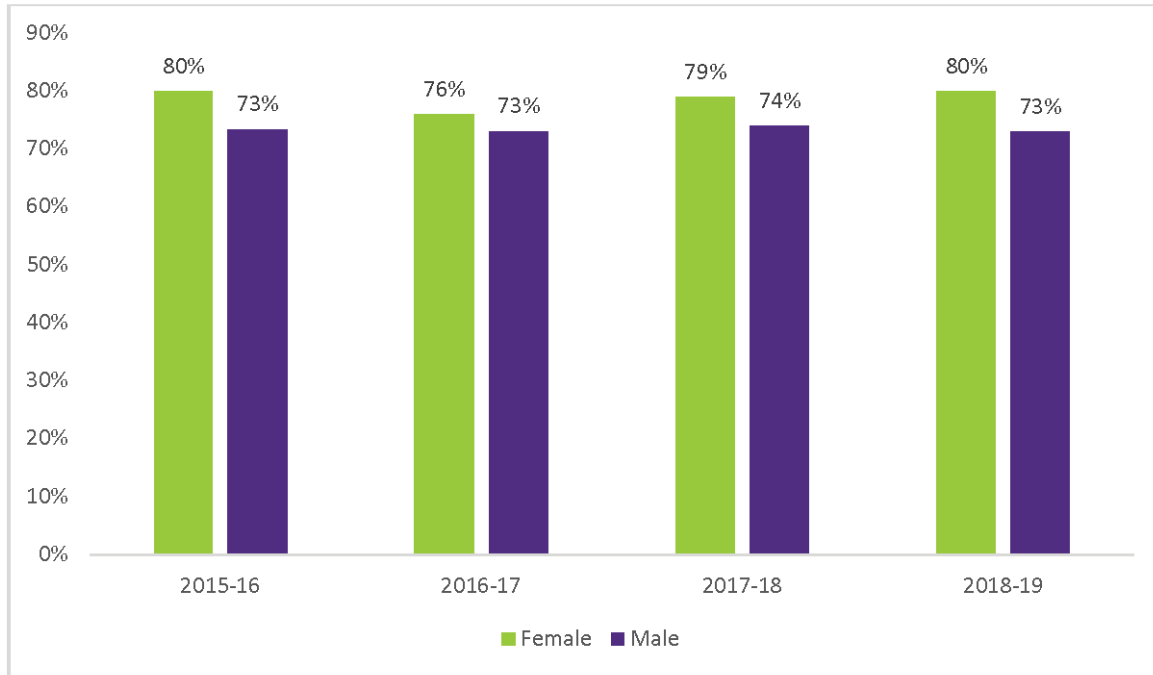


COMPLETION RATE



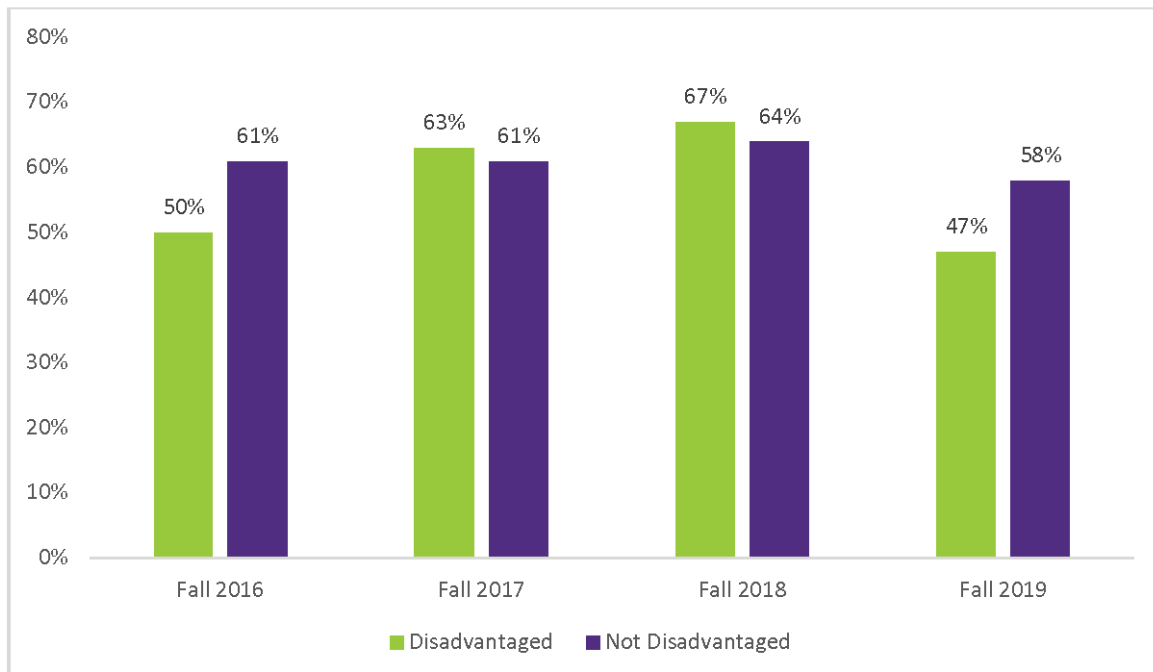
GENDER (CONT'D)

PLACEMENT RATE



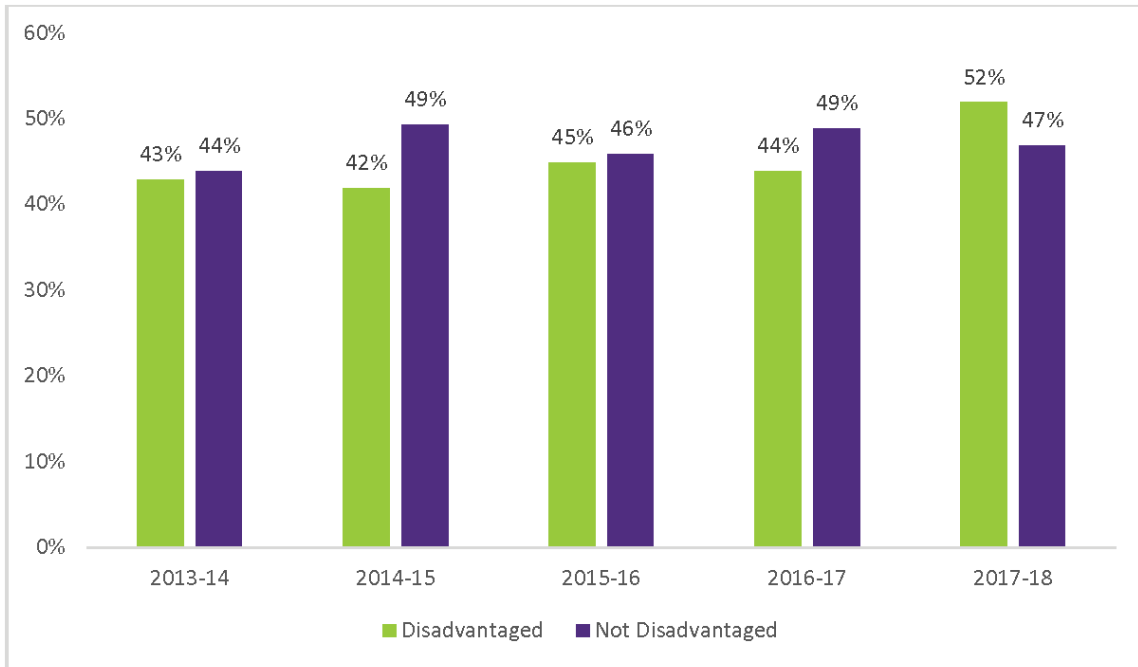
Economic Disadvantage

RETENTION RATE

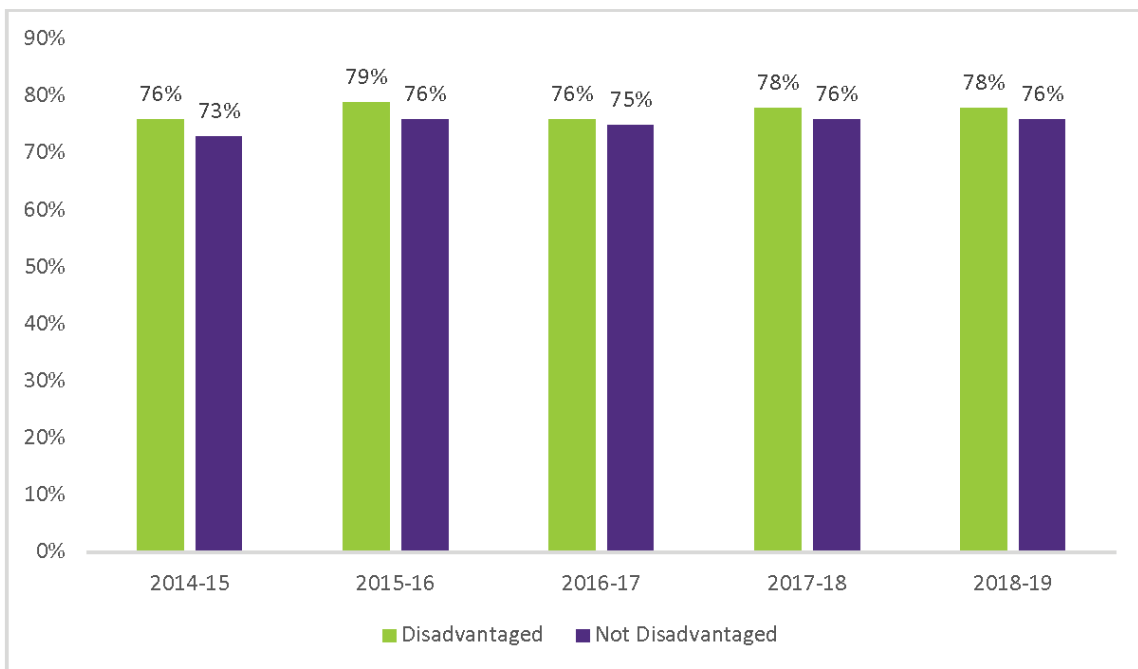


ECONOMIC DISADVANTAGE (CONT'D)

COMPLETION RATE

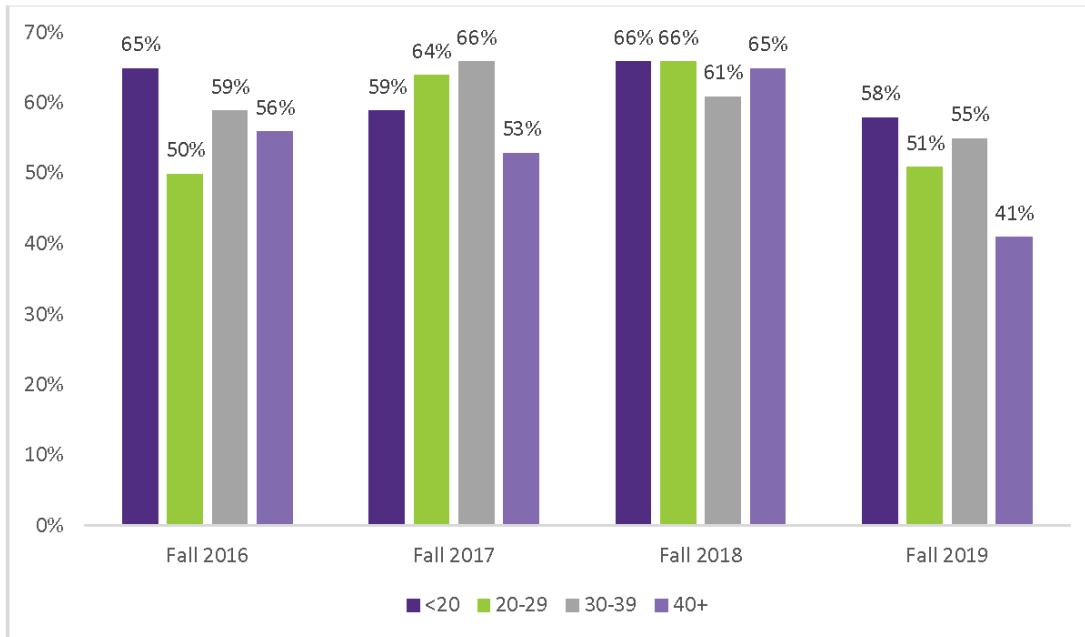


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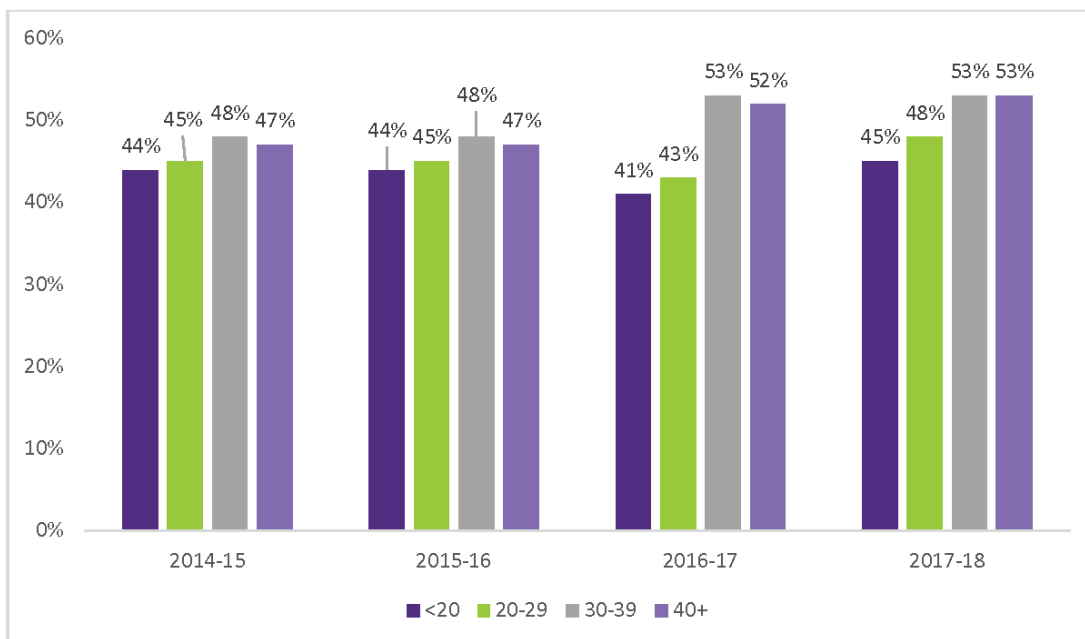


Age Group

RETENTION RATE

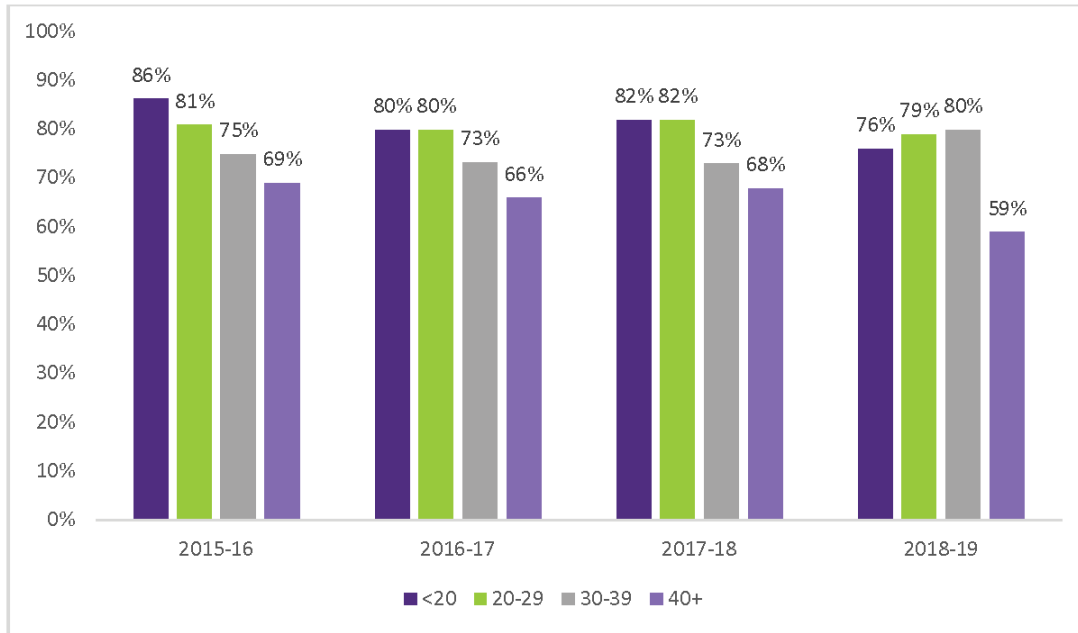


COMPLETION RATE



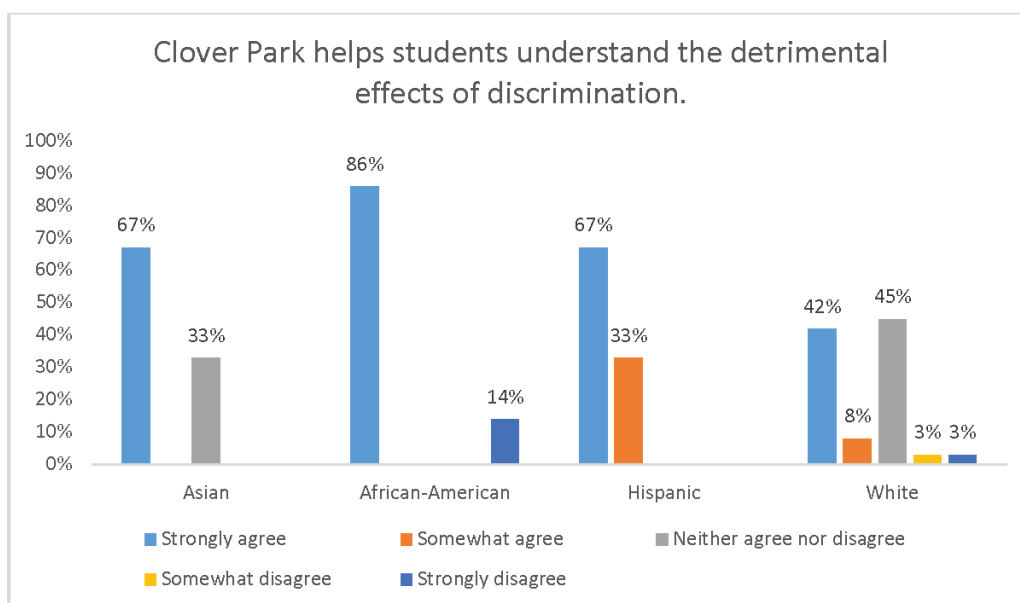
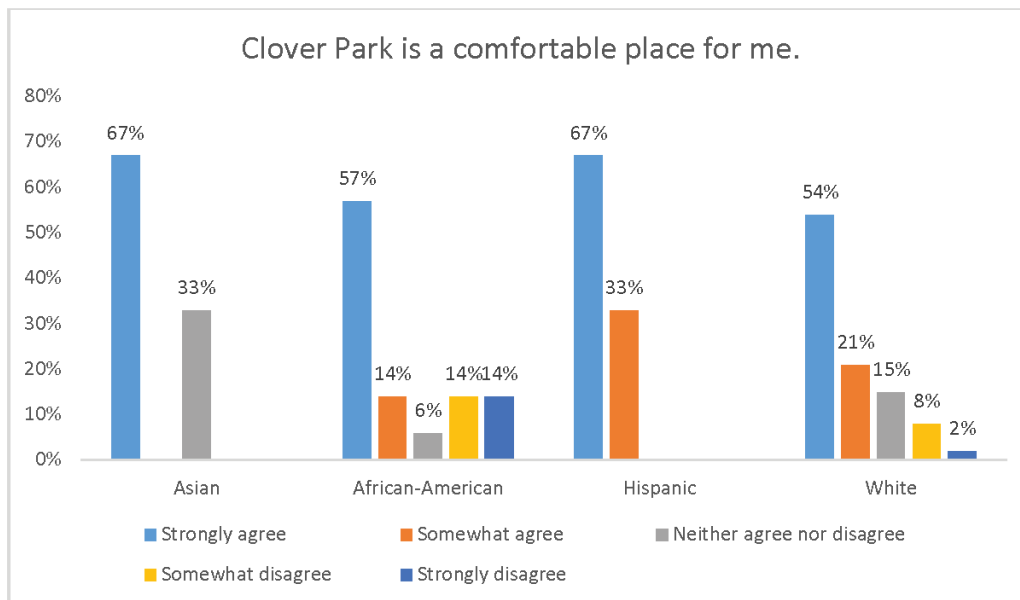
AGE GROUP (CONT'D)

PLACEMENT RATE

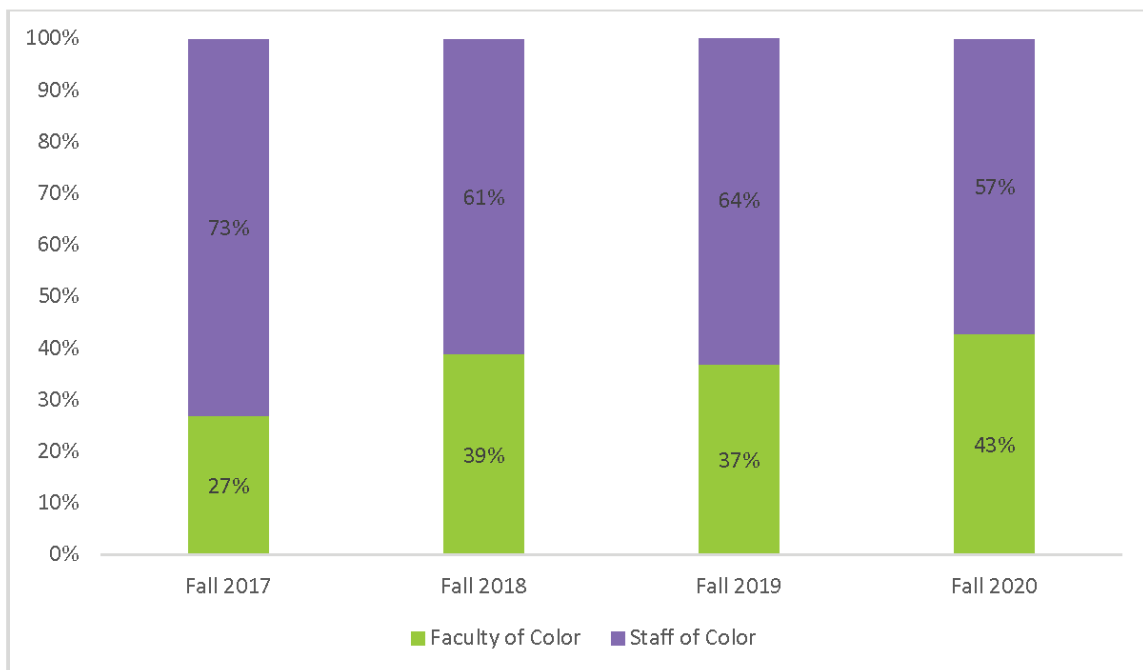
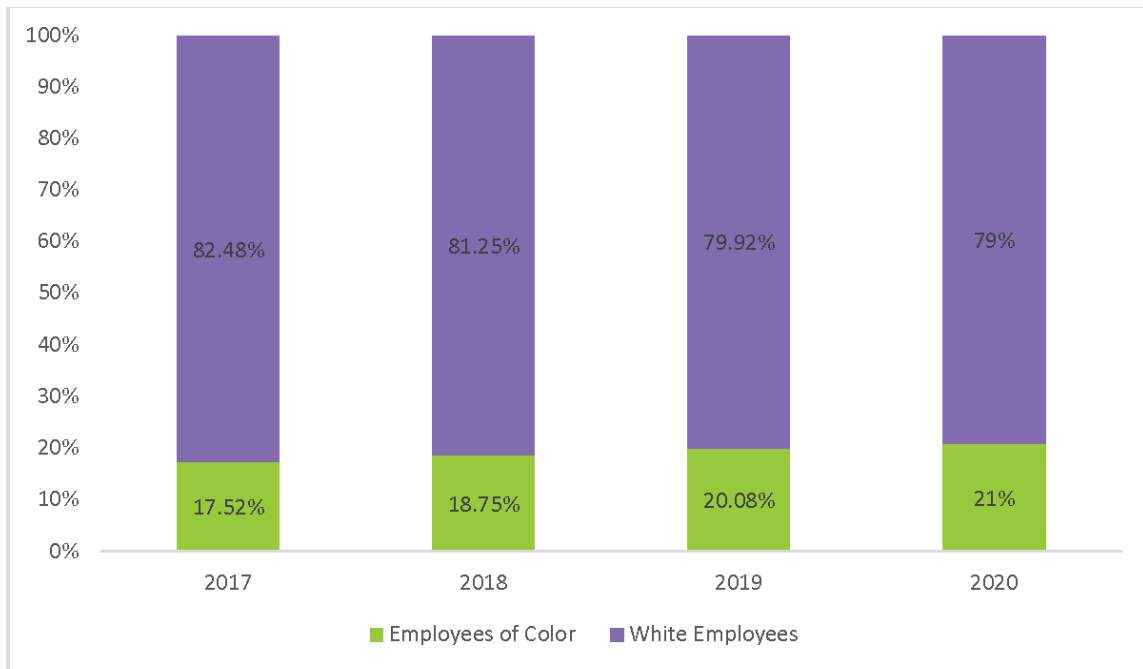


Needs Assessment and Student Experience (NASE) Winter 2021 Administration

In Fall 2018, CPTC developed a survey to supplement the regular administration of CCSSE and SENSE surveys with questions targeted to the information requirements of CPTC's leadership. This survey is given to students during group registration every winter. The data below are from the Winter 2021 administration.



Employee Diversity





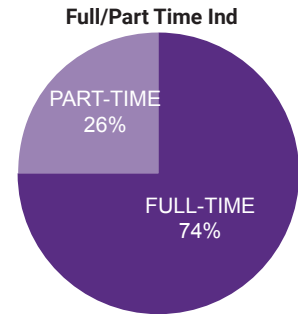
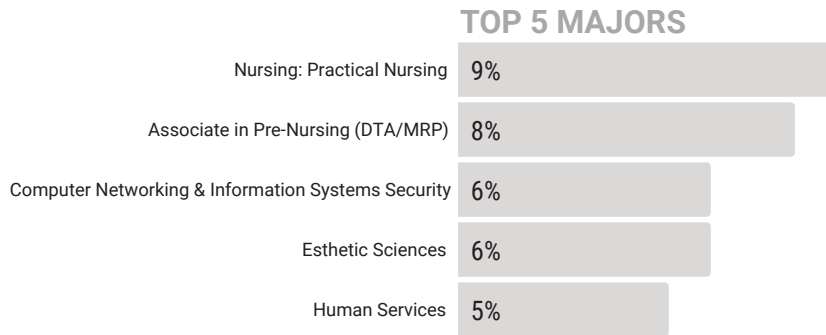
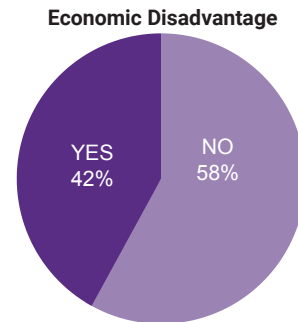
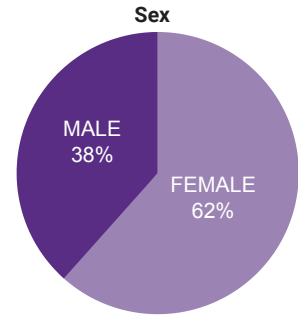
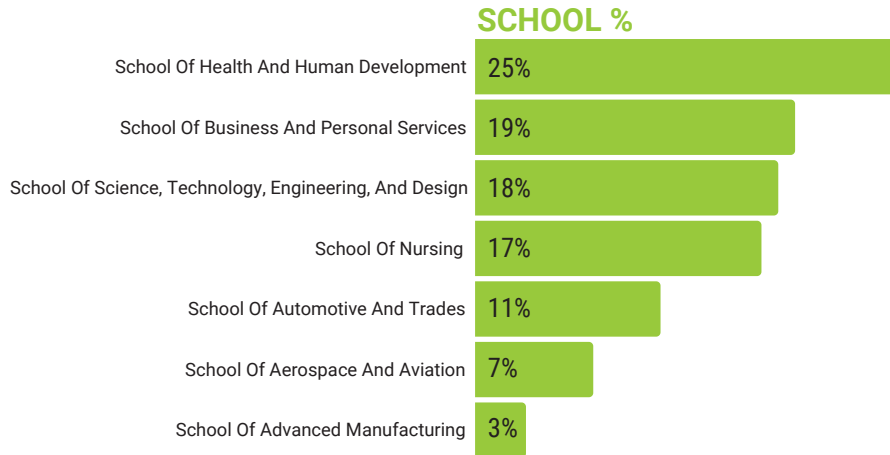
INSTITUTIONAL EFFECTIVENESS

DEMOGRAPHIC PROFILES



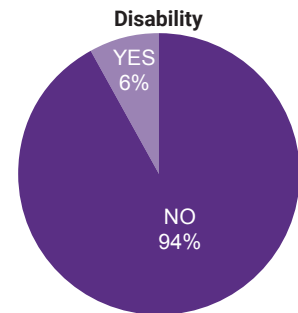
The Demographic Profile Worksheets are designed to encourage the College community to consider our student populations of interest more holistically. Each profile provides information on majors, demographics, and average GPA for a specific group of students.

Students of Color



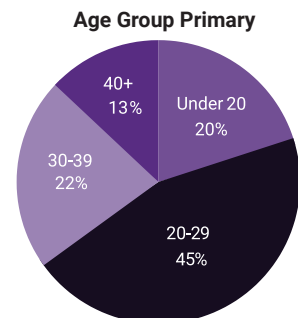
RACE/ETHNICITY

Hispanic.....	27%
Multi-Racial.....	26%
African American	25%
Asian.....	16%
Native Hawaiian & Pacific Islander.....	3%
Other Race.....	2%
Alaska Native & American Indian.....	1%

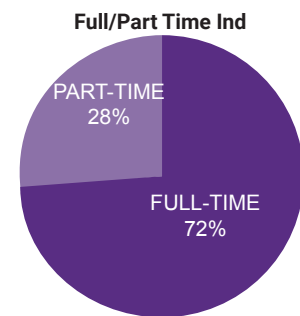
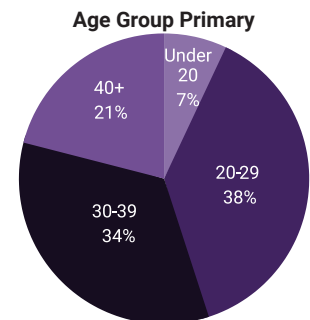
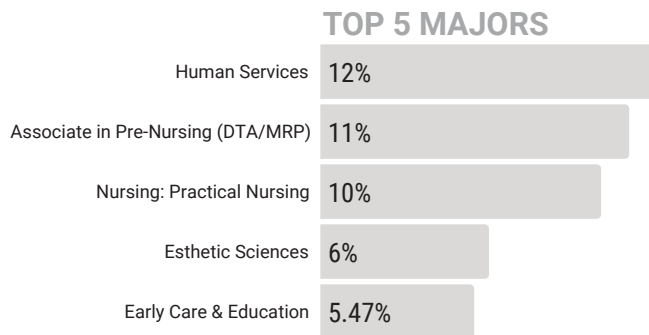
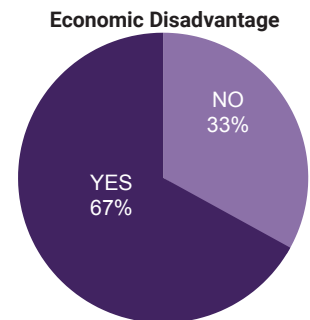
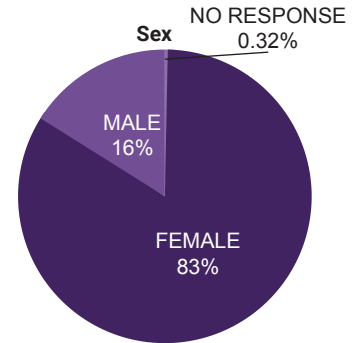
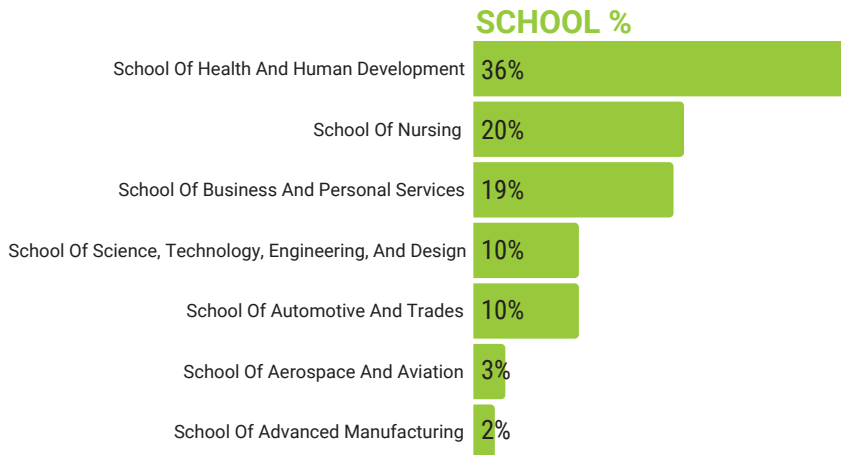


AVG. GPA	RETENTION	PERSISTENCE
3.02	48%	73%

*Retention and Persistence dates Fall 2019

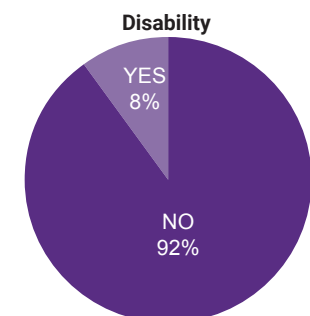


Single Parents



RACE/ETHNICITY

White	37%
African American	20%
Multi-Racial	14%
Hispanic	10%
Asian	8%
Not reported	6%
Native Hawaiian & Pacific Islander	2%
Other Race	2%
Alaska Native & American Indian	1%

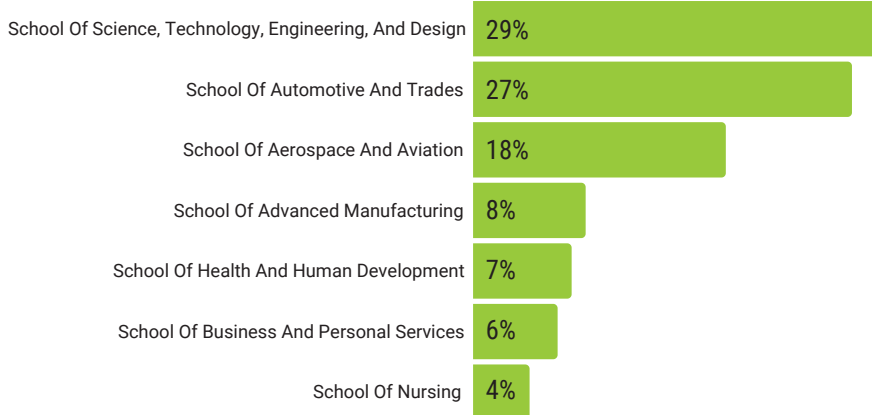


AVG. GPA	RETENTION	PERSISTENCE
2.95	42%	64%

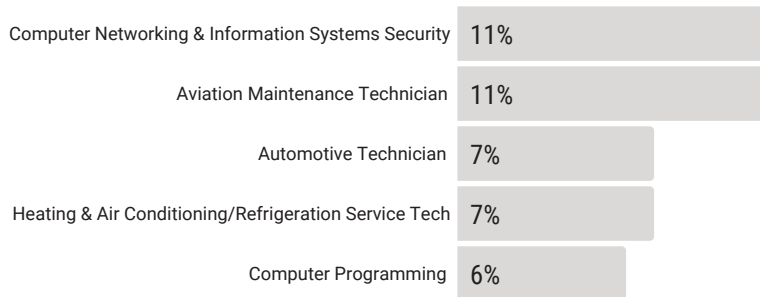
*Retention and Persistence dates Fall 2019

Males

SCHOOL %



TOP 5 MAJORS



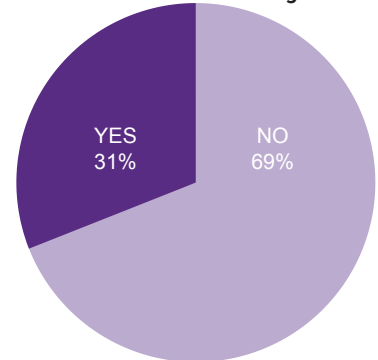
RACE/ETHNICITY

White	51%
Hispanic	12%
African American	10%
Multi-Racial	10%
Asian	8%
Not reported	7%
Native Hawaiian & Pacific Islander	1%
Other Race	1%

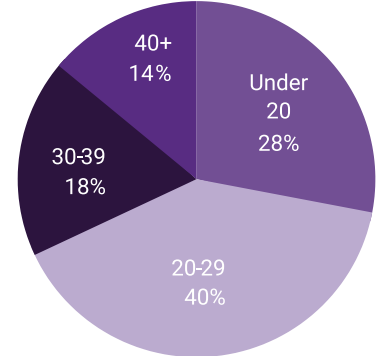
AVG. GPA	RETENTION	PERSISTENCE
3.07	55%	77%

*Retention and Persistence dates Fall 2019

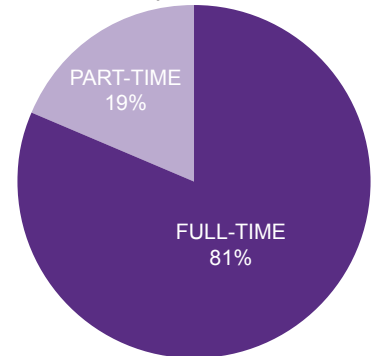
Economic Disadvantage



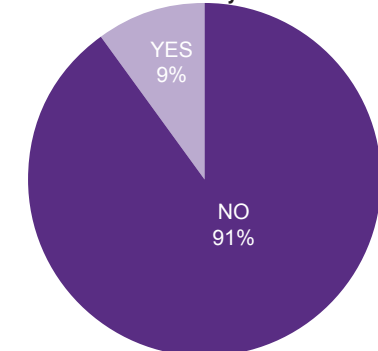
Age Group Primary



Full/Part-Time

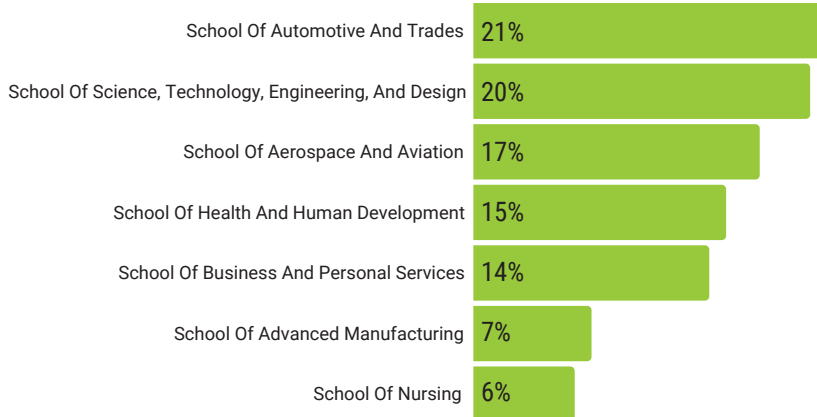


Disability

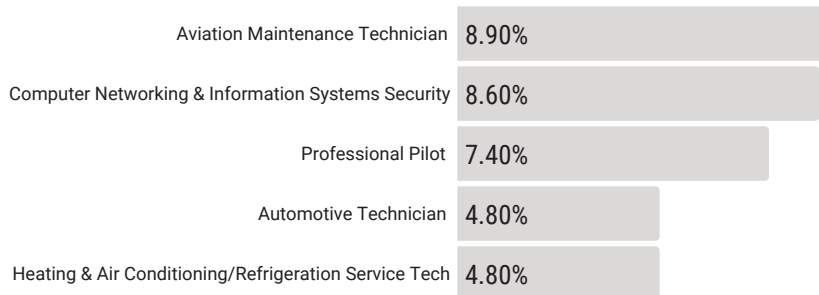


Veterans

SCHOOL %



TOP 5 MAJORS



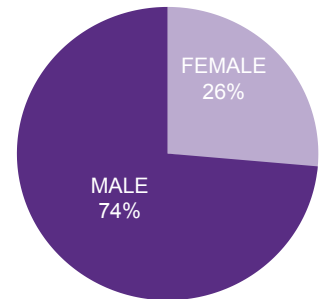
RACE/ETHNICITY

White	43%
African American	23%
Multi-Racial	9%
Not reported	7%
Hispanic	7%
Asian	6%
Native Hawaiian & Pacific Islander	2%

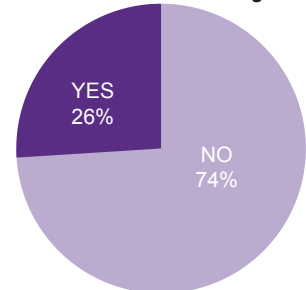
AVG. GPA	RETENTION	PERSISTENCE
3.18	58%	86%

*Retention and Persistence dates Fall 2019

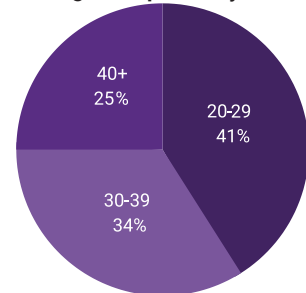
Sex



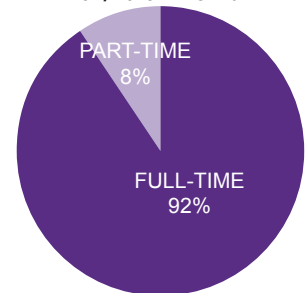
Economic Disadvantage



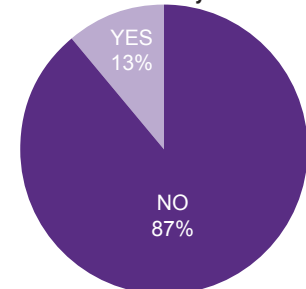
Age Group Primary



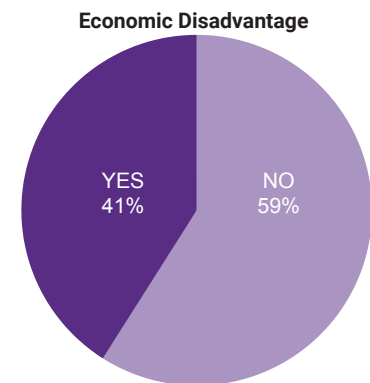
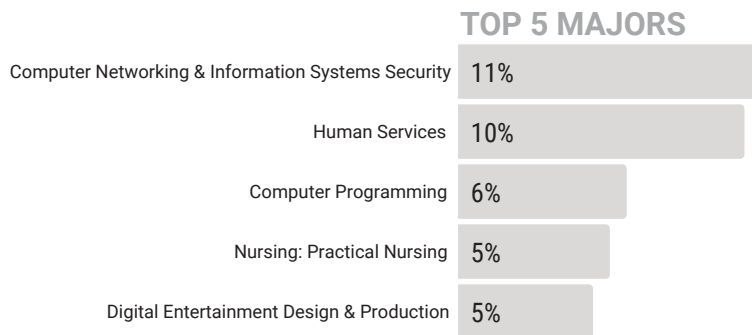
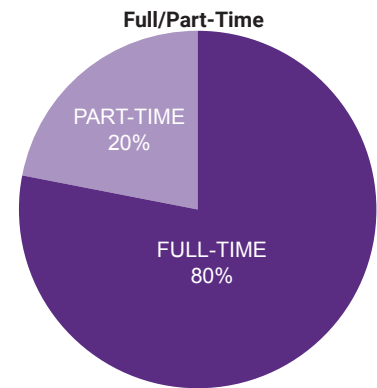
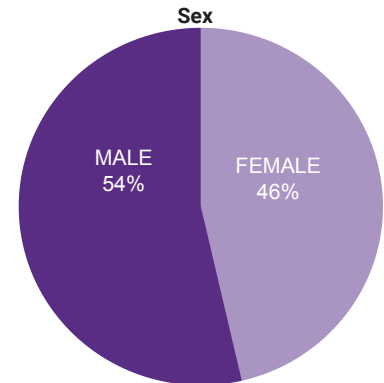
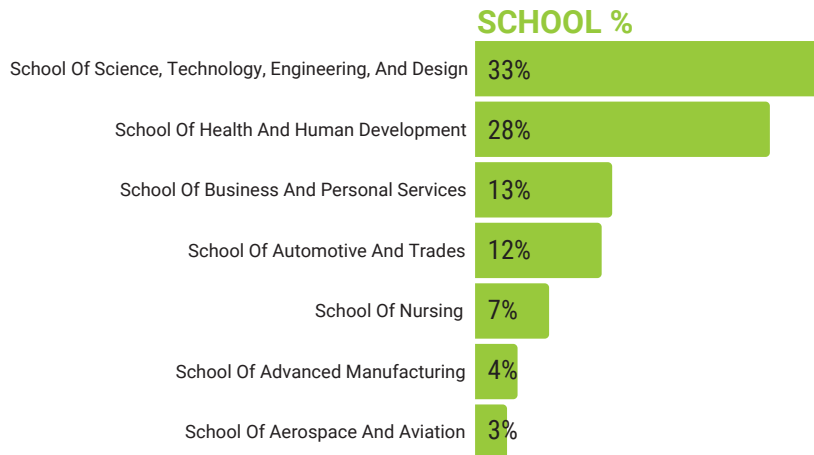
Full/Part Time Ind



Disability

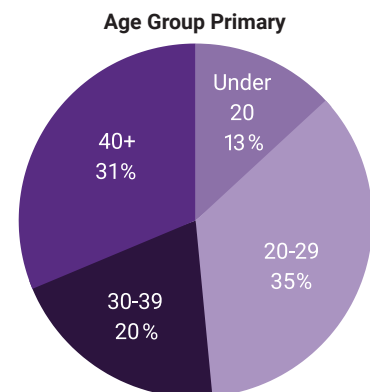


Disabilities



RACE/ETHNICITY

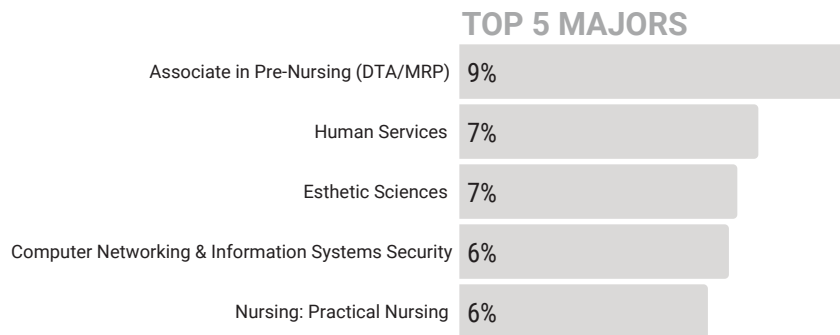
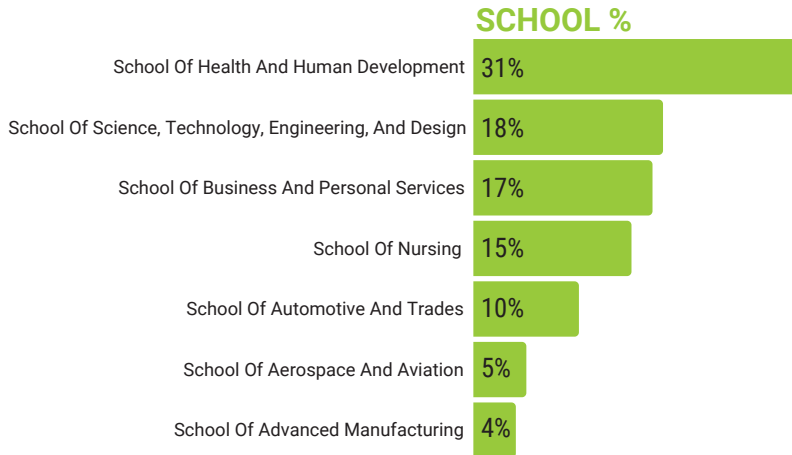
White	52%
African American	16%
Multi-Racial	12%
Hispanic	7%
Not reported	7%
Asian	6%
Native Hawaiian & Pacific Islander	1%



AVG. GPA	RETENTION	PERSISTENCE
2.94	51%	74%

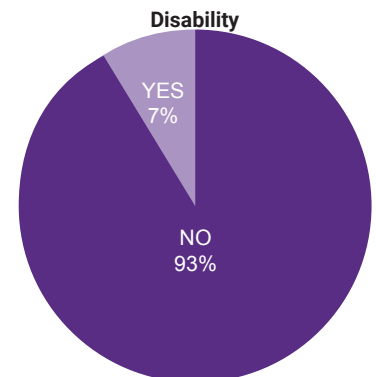
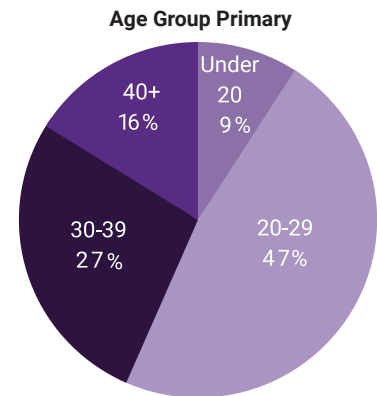
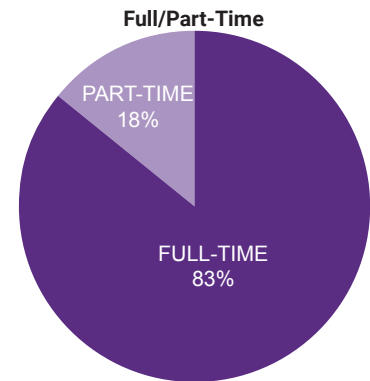
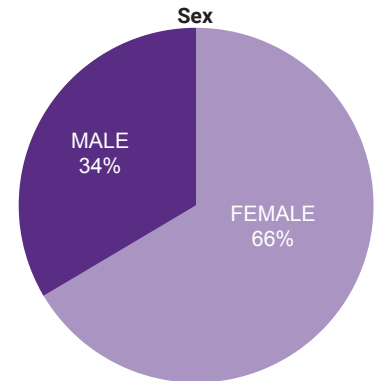
*Retention and Persistence dates Fall 2019

Low Income



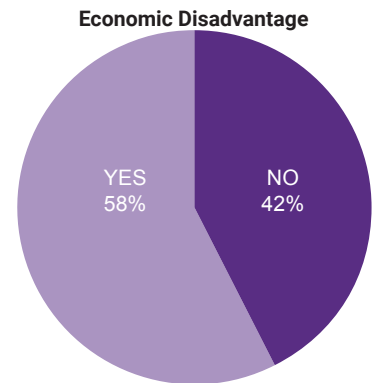
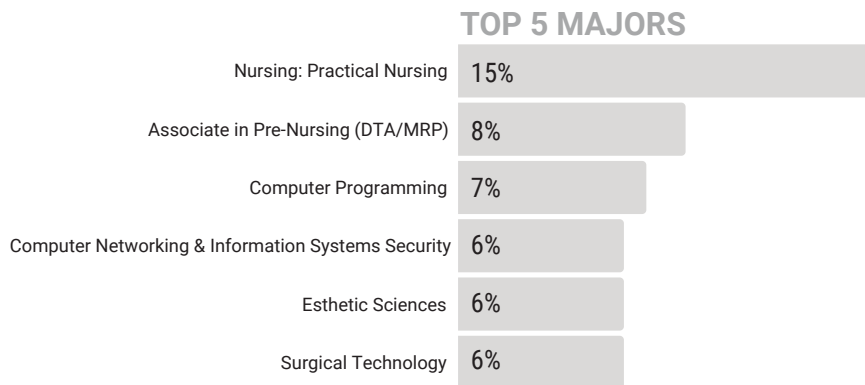
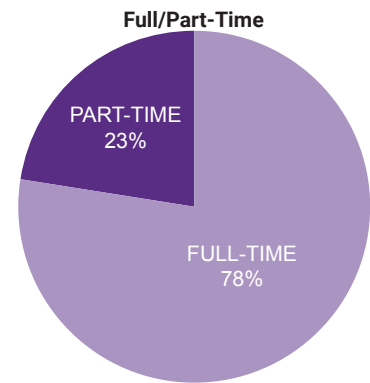
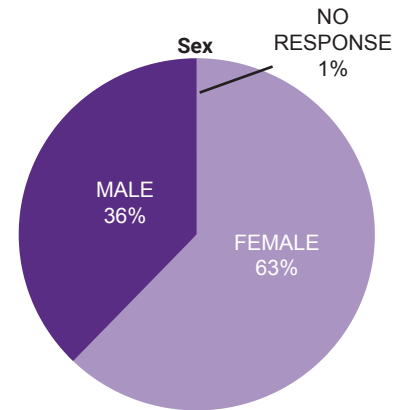
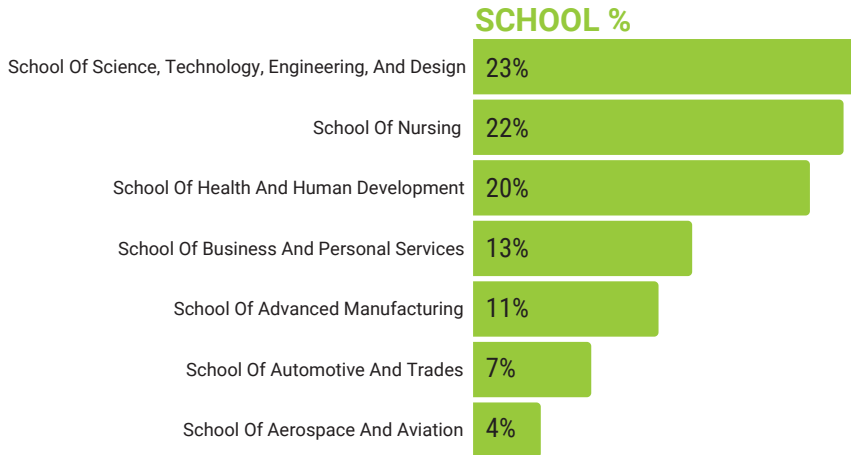
RACE/ETHNICITY

White.....	44%
African American	15%
Multi-Racial.....	14%
Hispanic.....	11%
Asian.....	7%
Not reported.....	6%
Native Hawaiian & Pacific Islander.....	2%
Alaska Native & American Indian.....	1%
Other Race.....	1%



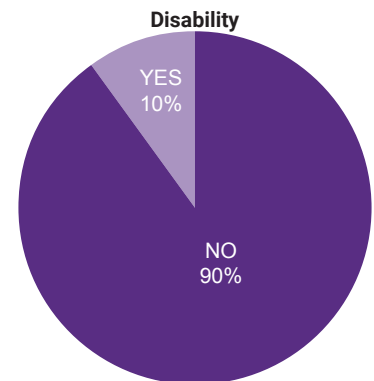
AVG. GPA	RETENTION	PERSISTENCE	3-YR COMPLETION (FALL 16)
3.18	58%	86%	43%

Average Age Students (28)



RACE/ETHNICITY

White	47%
African American	16%
Hispanic	10%
Multi-Racial	10%
Asian	8%
Not reported	7%
Alaska Native & American Indian	2%
Other Race	1%



AVG. GPA	RETENTION	PERSISTENCE
3.24	50%	79%

