



EVALUATION OF INSTITUTIONAL EFFECTIVENESS

STANDARDS 1 AND 2

**Submitted to the
Northwest Commission
on Colleges and Universities
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SUBMITTED BY:

Clover Park Technical College
4500 Steilacoom Blvd SW
Lakewood, WA 98499-4004
www.cptc.edu

PRESIDENT:

Dr. Joyce Loveday
253-589-5500
joyce.loveday@cptc.edu

ACCREDITATION LIAISON OFFICER:

Samantha Dana
253-589-4520
samantha.dana@cptc.edu

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Institutional Overview

History

Clover Park Technical College (CPTC) is a technical college with campuses in Lakewood and Puyallup, WA. CPTC has a long history as a training facility of choice for technical employers in the South Sound area. The College was founded in 1942 as Clover Park Vocational-Technical Institute (CPVTI). CPVTI began as a War Production training facility, providing area residents with skills in auto mechanics and aviation maintenance to support the US' efforts in World War II. These facilities were located on the grounds of Clover Park High School, which had been working diligently to assess the need for technical education in the area when the Department of Defense asked them to take on this new slate of programs.



Leadership from the school district and CPVTI worked to build on their beginnings in aircraft maintenance by becoming certified to offer training and enrolling adults, particularly veterans who were able to use the GI Bill to further their education. Aviation moved to the College's present site in Lakewood in 1951, followed by the other mechanic programs in 1957. At the end of the 1950s, CPVTI added television and radio operation to its offerings, expanding beyond its war-time offerings for the first time.

CPVTI continued as an arm of the Clover Park School District until 1991, when an act of Washington state legislature created five technical colleges from the state's five vocational technical institutes and welcomed them into the state's community college system. Clover Park Technical College has continued to offer in-demand education in technical programs as expanding to meet the region's needs by adding a second campus dedicated to aviation programs in 2000 and offering its first baccalaureate of applied science in 2016.

CPTC Today

In 2019-2020, CPTC served 6,668 students in more than 40 disciplines. The College serves a diverse student body which is older (28 average), more likely to work (56%), and more likely to have children (30%) than the typical college student. In 2018-19, for the first time, the College served more students of color than white students, a trend which has continued during the pandemic.

CPTC Degree-Seeking Student Profile – 2019-20					
FTE and Headcount		Full-Time/Part-Time		Sex	
FTE	3,162	Full-time	79%	Female	57%
Headcount	4,268	Part-time	21%	Male	43%
Race/Ethnicity		Veteran		Economically Disadvantaged	
White	47%	Veteran	13%	Disadvantaged	44%
Hispanic	13%	Not a Veteran	87%	Not Disadvantaged	56%
African-American	13%				
Multi-Racial	11%				
Asian	8%				
Not Reported	5%				
Native Hawaiian/Pacific Islander	2%				
Other	1%				

CPTC's Community

CPTC's service area is comprised of Pierce County, WA, which spans from urban Tacoma to the rural areas surrounding Mt. Rainier. The county borders King County, home to Seattle and its suburbs; in recent years, a trend of Seattle residents moving south for more affordable housing has exacerbated a housing affordability problem and displaced residents of color.

The majority of CPTC students come from Tacoma and its suburbs. The College makes special efforts to connect with the region's low-income populations, populations of color, and military-connected families via partnerships with local government and nonprofits.

- Low-income: Nearly 15% of Tacoma, the largest city in the county, lives under the poverty line. CPTC has launched initiatives including the 13th Year Free scholarship program to help residents afford higher education.
- Populations of color: 40% of Tacoma identifies as residents of color. CPTC has developed a deep partnership with the Urban League of Tacoma to offer a scholarship and leadership development program for young professionals of color.
- Military-connected: Pierce County is home to Joint Base Lewis-McChord, the largest military base on the West Coast. The College has dedicated personnel for processing benefits and providing resources and supports to veteran students and works with base personnel and veterans' organizations to support service members as they transition from active duty.

Preface

CPTC has a proud history of serving its community by equipping students for in-demand, high-wage professions. This work requires a focus on continual assessment of internal and external environments, investment in the latest industry standards, and professional development of faculty and staff to meet changing needs and emerging best practices. In the seven years since the last self-study, CPTC has been moving into a new era of modern technology (ctcLink), research-based practice adoption (Guided Pathways and teaching and learning support), and laser focus on improving educational outcomes for students of color (equity).

ctcLink

As a member of the Washington State Board for Community and Technical Colleges, CPTC is moving its student records, financial records, and human resources records into an instance of PeopleSoft called ctcLink in April 2022. This transition will move CPTC from a 1980s-era legacy system to a modern enterprise resource system. The College has been working towards this goal since late 2018 with the hiring of the ctcLink Project Manager.

Teams from across campus have been engaged in documenting their business processes, collaborating with teams from across the system in common process workshops designed to establish system-wide common processes, and completing multiple cycles of data cleanup in preparation for system conversion. Preparation for ctcLink ramped up as the pandemic hit, leaving staff to balance the challenges of the pandemic with responding to state board-assigned tasks and maintaining their normal workload.

The constraints, and abilities, of this new system have provided CPTC with opportunities to improve and streamline processes in preparation for the move to ctcLink. Examples include digitizing the class scheduling process, onboarding a new cloud-based forms system, and launching a Data Governance Committee with oversight over the ctcLink project and other issues of data security across campus.

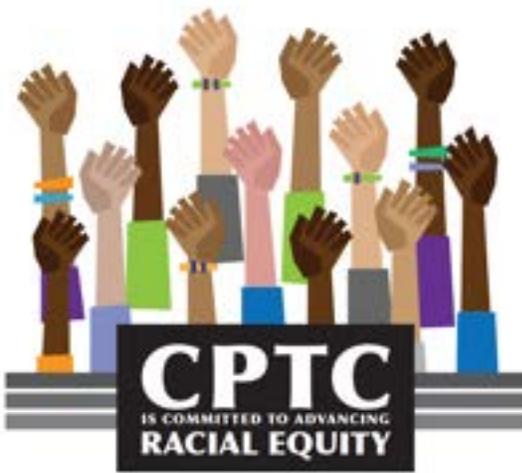
Once CPTC completes conversion, the process of enrolling at, registering for, and graduating from any of the 34 colleges in the Washington system will be substantially similar and performed in the same system. ctcLink will bring CPTC's record management system into the 21st century and provide a better experience for students across the state.

Equity

As noted in the overview, CPTC's student body has shifted to a majority of students of color in the last three years. This local fact, combined with an increasing data infrastructure revealing long-term equity gaps in outcomes between students of color

and white students and an external spotlight on equity and justice, have heightened CPTC's focus on its internal equity work since the last report.

In August 2019, CPTC hired the first chief diversity officer at a technical college in the state. As noted in the EQUITY callout boxes throughout Standards 1 and 2, this position has moved a number of initiatives forward on campus, including training for hiring committees, a campus and community-wide climate assessment, and training for employees at every level of the institution. As this position is refilled in fall 2021, the emphasis of the new incumbent's work will be on supporting the College's diverse student body and maintaining campus-wide momentum for implementation and measurement of equity, diversity, and inclusion (EDI)-focused innovations.



As covered in depth below, Institutional Effectiveness has also worked to make disaggregated data available to campus for faculty and staff to follow patterns of inequity in persistence, retention, completion, and job placement. This data was repackaged, expanded, and visualized in [the Diversity Factbook](#), which provides data by population instead of outcome and provides more information on GPA, programs, and intersectional identities. Work on the first version of the Factbook led to more awareness of the inequity of outcomes for

single parents and seeking of additional supports for that group.

While racial tensions simmered in Tacoma and around the country after the murders of Manny Ellis and George Floyd, CPTC's trustees added their voices and conviction to the work of campus in publicly espousing the community's values and beliefs. In July 2020, the Board passed two resolutions [condemning anti-Asian bias](#) and affirming their [commitment to Black communities](#). Visual commitments to equity were posted around campus and added to employee signature lines to provide a constant reminder of that commitment. Subsequent statements from the Executive Team have served to reinforce the stance that the College's commitment to equity is not fleeting or a response to the news cycle.

Guided Pathways

CPTC has participated in community college-focused improvement initiatives previously, most notably Achieving the Dream (2011 – 2015 and 2018 – present). However, the comprehensive, cross-divisional changes required of colleges committed to implementing Guided Pathways appealed to leadership as a holistic approach to student success. The College was accepted in the second cohort of early adopters, co-

sponsored by the Washington state legislature and the College Spark Foundation, in January 2018.

The Guided Pathways initiative asks colleges to implement a slate of research-based best practices in supporting students from entry to graduation and placement or transfer. These best practices are organized into four pillars: clarify the path, enter the path, stay on the path, and ensure students are learning. CPTC organized the work into a Core Team and four committees comprised of Outreach and Recruitment, Retention and Completion, Student Learning, and Equity (later absorbed into other pillars). Each committee is co-led by a staff or faculty from Instruction and Student Success and the committees are broadly constituted from each of the College's five divisions.

The work continues to implement specific practices, such as building an annual schedule. However, in the short years since Guided Pathways work began on campus, CPTC [has made a number of improvements](#), including:

- Organizing the College's programs into Schools and engaging faculty as School Leads to help drive further Guided Pathways efforts
- Mandated new student orientation and College Success (COLL 102)
- Contextualized a number of math courses to specific degrees or schools
- Trained faculty and staff on accessibility standards for communications and classrooms

This initiative and its components, including the work required of the College by it, and the work produced by faculty and staff engaged in it, have been a primary driver of innovation across campus since CPTC began participating. Through workshops led by national groups including the Aspen Institute and the Community College Research Center, Clover Park has benefitted from access to the most up-to-date research on two-year college students and promising practices to support them. Retreats with other colleges in the system in the early adopter cohorts, and dedicated coaching support provided by the State Board, have deepened CPTC's experience in the initiative and propelled the work to further heights.

Teaching and Learning Support

Teaching and learning support looks different at a technical college, where a substantial proportion of the faculty come with industry expertise and certifications but not necessarily training or experience in teaching. CPTC has had structures and systems in place to ensure faculty were supported in their professional growth as faculty and given the tools necessary to teach students effectively. This support was centralized to an extent in the Vice President for Instruction's office, but otherwise offered in a variety of venues and by a number of individuals (e.g., training on Canvas by eLearning staff upon request).

However, the pandemic and the necessary switch to online and hybrid teaching it required, made the need for a rigorous, multifaceted, and directed approach to faculty professional development blatantly clear. In January 2020, a new Teaching and Learning Center (TLC) Coordinator had been appointed on a part-time basis (while also serving as faculty) to lead some of this work. In March 2020, as the pandemic hit, the Coordinator served as a clearinghouse for faculty needs assessment, training and coaching provision, and ad hoc support. The Coordinator launched a cadre of faculty coaches to work with individual faculty and programs on transitioning their classes, troubleshooting technology, and anything else they needed as the spring quarter started. Support has been ongoing from the TLC since then, in the form of weekly tips emailed to campus, provision of professional development opportunities at in-service events, and collaboration with other departments on campus to provide relevant and timely information to faculty (e.g., from IT).

As the College resumes a wider range of classes and activities on campus in fall 2021, the Vice President for Instruction is moving to expand the College's support for faculty in the classroom. The TLC will be led by a full-time director dedicated to continuous needs assessment and responsive professional development. In addition, the VP is working with Achieving the Dream to provide specialized training on teaching and learning with an external expert coach, and a recent grant award from the US Department of Education will provide funding to send large cohorts of faculty through online teaching-specific training.

COVID-19 Response

The COVID-19 pandemic has touched and changed nearly every part of the College's operations, which is covered in depth throughout Standards 1 and 2 in callout boxes. As a technical college, CPTC was in a particularly difficult spot: a college designed for hands-on training in a time when in-person training was not possible or very limited. As a result, Clover Park has experienced significant enrollment loss (down 17% from 2019-2020) which has been offset by county, state, and federal relief funding and College budget reductions.

President Loveday announced closure of the campus on March 13 due to orders by Governor Inslee that higher education activities remain restricted through April 24. This was followed by an announcement that telework should be the primary method of working wherever possible on March 24 when the state's stay home, stay healthy order was introduced. In April, CPTC nursing students were allowed to resume in-person classes as they were deemed an essential program and in July, more programs returned to campus with a new proclamation laying out the conditions under which more on-campus operations may resume.

CPTC has been operating in a hybrid mode with a goal of bringing back 100% of the workforce and most of the programs for the Fall 2021 quarter. In July 2021, College leadership announced the campus would require students, faculty, and staff to either

attest to being vaccinated against COVID-19 or file a medical, religious, or philosophical exemption in order to attend on-campus classes or work on campus. This is in line with the [Governor's June 30, 2021 proclamation](#) which provides campuses with the option to require or not require vaccines and the engineering and administrative controls required in each scenario.

Switching from an all in-person operation (inside and outside the classroom) required heroic efforts from multiple departments, led by the College's Interim Co-Vice President for Finance and Administration/Executive Director of Operations. Examples of the interruptions – and innovations – spurred by the pandemic include:

- Staff were assigned laptops and provided with extensive opportunities for professional development from home until remote work could be devised;
- Student enrollment and registration processes were reworked to accommodate remote appointments and document submission;
- Emergency assistance applications and awarding were reworked to be conducted completely virtual until the check is cut;
- eLearning, short staffed due to a retirement, converted hundreds of in-person classes to online using Canvas, Zoom, Panopto, and other tools on which faculty also needed to be trained
- President Loveday began a regular series of all-campus meetings called *Strengthening Community* to provide updates on budget and enrollment, highlighting the unique ways faculty, staff, and students were continuing to provide excellent education and services, and award the new monthly faculty and staff All Star awards

As the College emerges from the pandemic with a vaccine requirement for faculty, staff and students and a return to in-person services and classes, leadership is looking to both maintain innovations launched during the pandemic and build back better. The College's committee which recommends expenses for the institution portion of the CPTC allocation of federal relief funding has been evaluating a number of pandemic-related purchases which will help in this area, such as:

- A curriculum designer to provide assistance to faculty working to incorporate more hybrid and online learning in their programs
- Upgrading technology across campus (e.g., campus firewall, classroom technology, hybrid meeting equipment) to maintain hybrid presence and protect the College's digital assets against increasing threats
- HVAC improvements in a number of buildings to better sanitize and circulate air

Topics Previously Requested by the Commission

After the fall 2014 self-study, CPTC received four recommendations.

Recommendation 1: *The evaluation committee recommends that Clover Park Technical College continue to develop and update policies and procedures.*

The College's response to this recommendation was contained in the Fall 2016 Ad Hoc report submitted to NWCCU in September 2016. This response was accepted by the Commission in February 2017 and the Commission deemed the requirement had been met. Work has continued on updating the College's policies and procedures since then, including updating the process to address the need for emergency policies (due to COVID), and the dedication of staff time to maintaining a master list of policies and reminding division heads when review and revision are indicated (every three years). The pandemic and leadership turnover has slowed some of this work, but the College has reviewed, revised, and/or created 41 policies since 2020 and continues to review existing policies and procedures.

Recommendation 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.*

CPTC responded to this recommendation in the Year One report in September 2015 and in a Special Report in October 2016. The Commission accepted the Special Report in February 2017, deeming Recommendation 2 having been met and removing the Warning sanction imposed in July 2016. CPTC continues to undergo annual audits and the results are posted publicly on the CPTC website, as well as the State Auditor's Office website.

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

CPTC responded to this recommendation in the Fall 2016 Ad Hoc report. This response was accepted by the Commission in February 2017 and the Commission deemed the requirement had been met. As discussed in detail in Standard 1, CPTC continues to build a culture of data availability, literacy, use, and action through dashboards, trainings, and other methods and has been increasing its assessment capacity through the hiring of a dedicated position and the incorporation of a mandatory assessment day into the 2021 faculty collective bargaining agreement.

Recommendation 4: *The evaluation committee recommends that 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.*

CPTC's response to this recommendation was sent to the Commission in the Year One report in September 2015 and this response was accepted by the Commission as having met requirements in February 2016. CPTC has worked diligently to promote transparent decision-making structures in the new shared governance structure and through publishing the latest organization charts on the public-facing website.

STANDARD ONE – STUDENT SUCCESS, AND INSTITUTIONAL MISSION AND EFFECTIVENESS

Institutional Mission

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Mission and Vision

CPTC's mission is succinct: Educating tomorrow's workforce. As a technical college, CPTC is dedicated to providing Pierce County with an educated workforce, trained by expert instructors and equipped with the knowledge, skills, and abilities to enter their chosen careers. This mission was approved by the College's Board of Trustees at their March 2016 retreat and represents a laser focus on the technical mission of CPTC.

Vision: Strengthening our community through responsive education and services. This vision was approved by the Board of Trustees at the January 2018 retreat and presented to campus at the February 2018 board meeting. Like the mission, the vision was shortened from the previous version to focus on connecting the community to high-wage jobs in in-demand industries through quality education.

The College has aligned its planning around the four Core Themes of Workforce Preparation, Student Success, Institutional Sustainability, and Equity. With the College's increasing focus on Equity, the Trustees added the Equity core theme in May 2018.

Mission Fulfillment Measurement

The [2017-2021 Strategic Plan](#) gives three broad goals for each of the Core Themes; the College will undergo a process to develop and deliver a new strategic plan in 2022, starting with an environmental scan to help CPTC assess the post-COVID landscape [Exhibit 1.A.1A]. The strategic planning process will be driven by the needs of the institution and incorporate a broad range of voices in directing the initiatives that will propel CPTC towards its goals. Crucially, the Trustees will be more involved than in the past as the College anticipates implementing a version of the Kotter Model of Change Management, where the institution's governing body sets the vision and the institution plans around that vision.

In 2019, the College launched the [College Scorecard](#), which has three discrete metrics with baselines and targets for each Core Theme [Exhibit 1.A.1B]. The metrics for each

Core Theme were established by the College's executive leadership in March 2019 and the Scorecard is reviewed by the Trustees on a quarterly basis and published on the website and in the annual report.

Core Themes

Workforce Preparation

Students will demonstrate the knowledge and skills necessary to access employment in their chosen industry.

Core Metrics and Rationale:

- % of students demonstrating proficiency of program learning outcomes
- % graduates placed in employment and/or further education
- % of students passing licensing exams

As a technical college, CPTC is dedicated to connecting students to careers in the industries for which they train. These three metrics assess the extent to which CPTC is preparing graduates with the knowledge, skills, and abilities they need to graduate, pass licensure exams when required or useful for employment, and land jobs in their career field.

Student Success

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

Core Metrics and Rationale:

- % of students retained fall to fall
- % of students earning a credential in 150% time
- % of students completing college-level English and math in a year

These metrics speak to CPTC's effectiveness in serving students from enrollment to completion. Retention and college-level English and math are leading indicators, predicting whether students are on track to complete their programs on time, which is the third indicator. Measuring student ability to retain and complete their program reflects the College's ability to provide academic and non-academic supports to help them stay on track.

Institutional Sustainability

CPTC will operate in a sustainable manner that enables us to prepare an educated workforce for the South Puget Sound.

Core Metrics and Rationale:

- Total annualized student FTE (state-supported)
- % of institutional revenue from the state
- % employee turnover

CPTC needs to provide both excellent and sustainable education to Pierce County. These metrics measure the College's capacities (fiscal and personnel) to support its mission. Annualized state FTE measures CPTC's ability to meet its allocation goals set by the State Board. The College has set a goal of lowering its dependence on state revenue by diversifying streams, which provides a more stable revenue base. Last, the College assesses the extent to which employees remain at the institution; low turnover can provide for stability in operations, institutional knowledge, and change management for longer-term projects.

Equity

CPTC will remove barriers and eliminate disparities for its diverse students, employees, and community.

Core Metrics and Rationale:

- % of students satisfied with campus climate
- % completion gap between white and African-American students
- % difference in employees and students of color

These metrics attempt to measure the College's climate of equity, diversity, and inclusion through both qualitative (satisfied with climate) and quantitative means (gap in graduation rates between African-American and white students, which is the largest racial/ethnic gap). The College has also set for itself a goal to increase representation and reflection of the student body in its employees. Together, these three metrics provide a glimpse at the ways in which CPTC is measuring the progress of its racial equity work (student belonging, academic and non-academic supports, and human resources).

Exhibits

1.A.1A - [2017-2021 Strategic Plan](#)

1.A.1B - [College Scorecard](#)

Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

From Data Availability to Continuous Improvement

Since the last Year 7 report, CPTC has invested in an infrastructure of people, tools, and training to become a data-literate and data-driven institution. In 2017, CPTC contracted with a firm to develop the College's first Tableau dashboards, providing up-to-date and disaggregatable data on the College's core outcomes. The hiring of an Information Systems Specialist who is able to create and maintain dashboards internally, and stability in the Director of Institutional Research and Grants role, has allowed the dashboard project to expand significantly. The original contractor delivered 6 dashboards and as of Summer 2021, all employees have access to 25 dashboards which visualize data from the institution's data stores and a number of surveys. Specific departments with unique or sensitive data needs (such as the CPTC Foundation and Workforce Development) have their own dashboards to review internal data.

COVID IMPACT: Prior to the pandemic and the switch to remote work, dashboards available to employees were split into public-facing and employee-facing, with varying levels of security. The public-facing dashboards, accessed through the College's public website, have suppression controls for counts fewer than 10 that make them less useful to faculty in small programs or administrators looking for impacts to specific populations of students. Internal dashboards, with suppression controls removed, were accessible in several separate places, depending on the level of security necessary and the sensitivity of data presented. Crucially, the most sensitive dashboards, with course- and section-level course pass rates, were locked by the viewer's IP address to be available only when using on-campus computers.

When the pandemic made remote access-enabling changes across campus necessary, the employee Intranet was shifted from a website accessible with a common password to a SharePoint site accessible with an employee's personal credentials. Switching to SharePoint and individual authentication allowed Institutional Effectiveness (IE) to embed the most sensitive dashboards in SharePoint and create a Dashboard of Dashboards, which displays every dashboard available to employees in one place, grouped by topic. Employees can now access those dashboards anywhere they can login with their college credentials.

After embarking on an ambitious upgrade and expansion of the College's data availability, attention turned to ensuring data literacy and continuous improvement

fueled by the routine and strategic use of performance and usage data. The need for more data literacy activities across campus was a top result of the College's February 2019 administration of the Institutional Capacity Assessment Tool (ICAT) employee survey developed by Achieving the Dream. The Data and Technology capacity, which asks respondents to rate the College's capacity to "collect, access, analyze and use data to inform decisions, and to use powerful technology to support student success" was the lowest rated of 7 capacities. Further exploration of the topic at the qualitative Capacity Café review session at an all-employee meeting revealed a number of gaps in access to data, understanding of data, and use of data.

In order to address these results and thereby engaging in continuous improvement, Institutional Effectiveness has offered trainings sponsored by the office and partnered with offices and divisions across campus. These trainings help faculty and staff review their own data, fill in institutional context as to why the data might look the way it does, and strategize ways to improve student outcomes.

INNOVATIVE PRACTICE: As the office most closely aligned to moving continuous improvement efforts forward on campus, Institutional Effectiveness takes its own improvement seriously. Measured pre-pandemic against the national Association of Institutional Research survey of higher education institutional research offices, CPTC IE staff spent more than double the average hours per week educating data users (16.8 hours per week compared to an average of 7.5 hours per week) and were in the 90th percentile for clients served per office FTE.

Beginning in April of 2019, IE led a quarterly series of Data Dives centered on a particular topic and scheduled at a time identified as easiest to attend through a survey of faculty, who frequently have less flexibility in their schedules than staff. Topics covered have included an introduction to using dashboards, the College's equity data collections, dashboards provided by the State Board of Community and Technical Colleges, the Dashboard of Dashboards (introducing the new access methods), the College's survey data, and a new dashboard built on the student intake survey. As faculty and staff became reluctant to attend yet another Zoom, trainings moved to guided worksheets, one-on-one Zooms or distanced meetings to work through specific datasets, and emailed reports which could be read asynchronously.

Systematic Evaluation and Planning at the Institutional Level

CPTC completed the drafting and publishing of its most recent strategic plan in 2017 [Exhibit 1.A.1A]. In that document, the College identifies broad goals and objectives and through the end date of the plan, a timeline. In early 2019, the Executive Team had a retreat focused on setting SMART (Specific, Measurable, Attainable, Relevant, and Time-based) objectives which would be measured on an annual basis in order to measure the College's progress towards meeting the goals outlined in the Strategic Plan. This work resulted in the College Scorecard, which is updated three times per year as data for each of the indicators becomes available. CPTC's progress on these metrics, which

each have a 2019 baseline, a current achievement rate, and a target achievement rate, is shared broadly among campus and external constituencies.

The Board of Trustees receive in-depth presentations on these metrics, one Core Theme per quarter, and have since January 2020. These presentations allow for deeper discussion on the metrics, disaggregation of the metrics as the Board has requested, and co-presentations with subject matter experts from Instruction, Student Success, and Finance to provide context and updates on current initiatives designed to improve student and institutional outcomes.

Beyond campus and the Board of Trustees, CPTC also seeks to make the community aware of its movement towards mission fulfillment. In the 2020 Annual Report, the College divided the content into Core Theme sections and published the scorecard metrics in each section, along with narrative content describing how the College is working to improve outcomes for its students and provide sustainable education for the South Sound.

The image shows a vertical sidebar titled "Demographic Filters" with ten dropdown menus, each currently set to "(All)". The filters are: Age Group, Modality, Econ Disadv, Family Status, Full-time/Part-time, Intent, International Student, Race/Ethnicity, Gender, and Veteran.

Student Learning Effectiveness

Since the last self-study, Clover Park has made several strides towards using data for continuous improvement in the Instruction division as a result of improvement of tools available to instructional administrators and investment in a new position in Instruction to help faculty use this data (the Institutional Outcomes and Assessment Manager).

Although faculty have had access to their own data to assess student pass rates for many years, they have not had a larger picture of student performance across classes and programs against which to assess their own outcomes. In April 2019, IE launched a Course Information Dashboard, which allows faculty to view course pass rates across several years and in several different ways. They can disaggregate pass rates by a number of variables (see graphic to the left).

Users also determine if passing is a B average or C average and if vanishes and withdrawals should count as failures or be removed from the count. Pass rates are displayed by class (tab 1) or by instructor (tabs 3 and 4). The Completion Percent tab includes reference lines for the 75th, 50th, and 25th quartiles across the courses selected, so users see at a glance how the instructor pass rates compare.

Currently, programs undergo a holistic program review process every three to four years. This includes guided reflection and a standard set of data (headcount, graduates, job placement, awards granted, faculty and student FTE, and student-to-faculty ratio). The information is reviewed collaboratively with the program's Dean and goals are set for the next cycle. With a new Vice President for Instruction and an increasing reliance on a broader set of data points, the Program Review process is under review. In the interim, the Program Review dashboard – which was previously only available to instructional administrators – has been published for faculty to review disaggregated persistence, retention, graduation, placement, and job demand and wages in a single location.

However, it is not enough to provide the data – faculty must be given space, time, and training to use it to plan for and execute research-based improvements in the classroom. Starting in 2018, data has been a regular feature at faculty in-service trainings, including:

- the November 2018 in-service, where faculty reviewed disaggregated persistence, retention, and completion rates disaggregated and, for the first time, by Guided Pathways school instead of by program
- the April 2019 in-service, where the Course Information Dashboard was revealed, demonstrated, and followed up with a panel of faculty from other area colleges who described how they had used similar data for improvement
- the May 2019 service, where faculty were hands on in a computer lab with the Course Information Dashboard

Faculty also measure their effectiveness and their students' learning through achievement of student outcomes. The College created an Institutional Assessment and Outcomes Manager position in 2018 to have a dedicated staff resource to help faculty create, revise, improve, and measure their student learning outcomes. The first incumbent in this position built a process to transition the College away from TaskStream as the outcome repository and began training on how to create and improve course and program learning outcomes. After a vacancy in the position for much of 2020, the position was refilled in March 2021 and the current Manager has continued to help faculty improve their learning outcomes practices. Crucially for systematic improvement processes, the faculty union contract negotiated in 2021 has a required Assessment Day in-service faculty which will provide a routine and required opportunity for faculty to assess their outcomes and program data and make plans to improve for the coming year. The first Assessment Day at CPTC will take place in October 2021. More on the College's current learning outcomes assessment practices are covered in Standard 1.C.

Student Achievement and Support Services Effectiveness

The current Vice President for Student Success is deeply engaged in the work of assessing student services and has committed to a broad, rigorous, and thorough review of the activities of the Student Success division, which heavily impact student retention and completion. The division operates on an annually-published Student Success Assessment Plan [Exhibit 1.B.1A], which covers the strategies, data sources, and assessment cycle in the division for each department and the department review process each department undertakes on a three-year cycle.

The division uses qualitative and quantitative data to triangulate the effectiveness of its offerings. Persistence, retention, and completion data is covered quarterly at all-division in-services through the use of a divisional dashboard and/or presentations from IE. Student Success staff are trained in the use of the College's dashboard and routinely use them to refine their efforts to recruit and retain students (e.g., increased outreach and enrollment efforts on programs which are showing lower than normal enrollment leading up to the beginning of a quarter).

The division has also been a driving force in increasing qualitative data collection across campus. Since 2012, the division has benefitted from a biannual Community College Survey of Student Engagement (CCSSE) administration and in 2018, the College added the Survey of Entering Student Engagement (SENSE) instrument, also developed and offered by the Center for Community College Student Engagement. In 2019, CPTC was part of a Washington state community and technical college system pilot administration of the national #RealCollege survey administered by the Hope Center at Temple University.

EQUITY: In Washington State, the legislature has increasingly identified vulnerable populations of current and potential students (including foster/former foster children and homeless residents) for focus and funding. Until the administration of the #RealCollege survey, Clover Park did not have a baseline to measure the levels of housing and food insecurity in its student population. Participating in this survey administration allowed the College to understand its own student population better and compare to the needs of the average student in the community and technical college system. These comparisons revealed nearly 70% of respondents were housing insecure, including 24% who identified as homeless, both of which are higher than system average. These have led to increased emergency assistance (through federal aid, through a state grant, and through private dollars) and a renewed assessment of options for homeless students.

In addition to nationally-produced instruments, Clover Park has launched three homegrown survey instruments to allow the College to better understand its students' needs and experiences at the College. In 2017, when the College revamped the entry experience, it introduced an intake survey which allows the College to proactively capture student needs for supports or information and route those needs to the appropriate departments for College outreach to the student. For example, students who identify as veterans will receive a welcome letter from the Manager of Disability and Veterans Services; students who note that they receive federal assistance will be connected to the Workforce Development department, which provides student tuition and fee and emergency assistance. This intake survey also provides important information on who is intending to enroll in the College, what programs they're interested in, and provides a data point in the outreach – enrollment – matriculation pipeline to allow the College to assess where students are being lost.

The other two surveys are the Needs Assessment and Student Experience (NASE) survey and the exit survey. The NASE, which has been administered three times since its inception in February 2019, has questions covering the breadth of campus, including student services, Guided Pathways initiatives, the Student Success division's customer service initiative, and more. The data from this survey is visualized in a dashboard (as all three are), disaggregatable, and separated by topic of interest to allow departments quick access to the questions relevant to them.

INNOVATIVE PRACTICE: The NASE survey and the continuous improvement work surrounding its administration has a number of innovative features and CPTC staff have presented nationally on its administration. The survey is administered in-person in professional-technical classes (during in-class group registration each February), ensuring a high response rate with fewer restrictions on the types of classes it can be administered in like CCSSE and SENSE. NASE also features an open-ended box at the end which allows students to describe any concerns or needs they have. Once the survey closes, these text answers are divided into college divisions and forward to the Executive Team; in the fall, the Executive Teams provides actions they took on those open-ended suggestions and those are incorporated into posters and social media graphics for distribution to students [Exhibit 1.B.1B]. In this way, students see the real impact of their survey input as realized in improvements to campus.

CPTC's exit survey captures both students who withdraw from the College through advising and students who are applying for graduation. The withdrawing students survey captures students who go through advising to formally process a withdrawal and refund; it does not capture students who drop out without going through advising. The survey provides more information on the reasons students are leaving the College than Student Success previously had access to. For students graduating, it is a census – students cannot complete the application for graduation without taking the survey first. As with the NASE, a tight feedback loop is created when students fill out this survey and indicate complete dissatisfaction with an area of the College and a willingness to be contacted to discuss their experience further. When the survey is completed and meets those criteria, the response is forwarded to the appropriate leader, who will call or email the student and get more information in order to assess potential improvements.

Student Success' assessment of student supports relies on a number of sources to capture 1) how students are progressing in their academic careers and 2) what barriers they may be experiencing in that progression. The Student Success assessment cycle is both rapid (immediate response to survey data) and measured (three-year department review cycle).

Effective Use of Resources

From 2015-2020, the College engaged in cross-divisional budget planning through the Budget Committee (further elaborated in Standard 2.E.1). This committee was responsible for the management and oversight of an annual budget request process for one-time funding which was open to any faculty and staff member with supervisor sign off on the application. In terms of aligning resources, the application required applicants to choose a Core Theme to which their funding request was aligned and the committee was required to consider requests (further supported by presentations from requesters) in the broader scope of the College's goals. The committee's recommendations on which projects or equipment should be funded were sent to the Executive Team for final review and approval and the approved funding list was annually distributed to the Board of Trustees and published on the CPTC website.

In 2020, in light of the financial pressures placed on the institution (both fiscal decline from lower enrollments and fiscal increase from federal relief funding), faculty and staff indicated a need for broader representation in the College’s budgeting decisions beyond the ad hoc groups started for pandemic-related budgetary decisions. The Institutional Sustainability Council, launched with the College’s new Shared Governance structure in 2021, will take on these functions and is in the process of designing an inclusive planning process within the new structure.

Exhibits

1.B.1A – Student Success Assessment Plan

1.B.1B – 2021 CPTC Voice Campaign Materials

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

Institutional Goals, Objectives, and Indicators

Clover Park has made great strides in setting goals and objectives and measuring progress towards those goals since the last self-study. The institution continues to use its Core Themes of Workforce Preparation, Student Success, Institutional Sustainability, and Equity as the guiding pillars in creating, measuring, and refining goals across the College. As mentioned in 1.A.1 and 1.B.1, the College uses the College Scorecard as the most succinct and accessible representation of the institution’s goals and its progress toward meeting them [Exhibit 1.A.1A]. The process behind selecting the goals and metrics in that initial 2019 retreat were as follows:



Some of the metrics in the Scorecard, although tightly aligned with the institution’s goals, have proved more difficult to collect than others. For example, with a speedy pivot to online learning in spring 2020 and a year-long vacancy in the Institutional Outcomes and Assessment Manager position, the percent of students meeting learning outcomes metric was not collected for two quarters. The percent of students passing licensing exams is another critical metric which assesses the effectiveness of the knowledge, skills, and abilities students are earning in the classroom and for many programs, the extent to which they will be employable as they graduate. The licensing exam results are variously provided to the student, the instructor, or the Dean over the program and aggregating them can be difficult. The metric is important enough to Clover Park’s identity as a technical college that IE will continue work with Instruction on improved ways to collect and measure this outcome.

COVID IMPACT: The annual targets were designed to be reviewed and adjusted on an annual basis, but this was paused due to the pandemic. In addition to leadership spending their time addressing the challenges of 2020 and 2021, the College also experienced enrollment declines and employee turnover which reversed the College’s progress on a number of indicators.

Division and Department Goals, Objectives, and Indicators

Maintaining the Core Themes and the Strategic Plan as the foundation, divisions and departments on campus have also developed their own goals, objectives, and indicators aligned with the College’s broader goals. In 2019, the College implemented a new system of rapid strategic planning called Objectives and Key Results or OKRs. This system was developed in the tech industry by Google and IBM in order to provide for rapid assessment, achievement, and retargeting of goals in a fast-paced corporate environment. Clover Park adopted many of the facets of the system and adapted others to fit the higher education environment and lifecycle.



An Objective is an aspirational, growth-focused, and qualitative goal. The Key Result tied to an Objective is quantitative, measurable, and time-bound. The Key Result provides a way to measure progress towards the broader Objective.

In the OKR system, goals and objectives cascade from top leadership. The President sets goals for the College (at CPTC, these are annual goals derived from the College’s Core Themes) and negotiates with each of her direct reports where those Key Results will be worked on for the coming year. The President’s Key Results become the direct reports’ Objectives and they develop more granular Key Results to measure progress towards accomplishing the President’s Key Results. In turn, the direct reports negotiate with their reports (deans, executive directors, and directors) to develop the final level of OKRs. This negotiation between levels involves consideration of what’s feasible to accomplish in a quarter and what is aligned with institutional, divisional, and departmental goals. An example of this workflow:

President’s (College) OKRs

Objective – Increase access to Clover Park Technical College

Key Result – Increase state-funded enrollment by 100 FTE in AY 2019-2020

 VP for Instruction OKRs

Objective – Increase state-funded enrollment by 100 FTE in AY 2019-2020

Key Results –

- Implement a High School 21 program by January 2020
- Offer two new BAS degrees by Fall 2020
- Add additional sections of three high-demand, high-wage programs by spring 2020

 Dean Korschinowski’s OKR

Objective – Offer two new BAS degrees by Fall 2020

Key Results –

- Submit Mechatronics BAS statement of need by Sept. 20, 2019
- Submit Cyber Security BAS Program Proposal by Nov. 15, 2019

One of the key benefits of OKRs is its flexibility – in a higher education environment, many of the goals are focused on student achievements, while many departments contribute in a more indirect way to the institution’s success and therefore student success. In CPTC’s implementation of OKRs, departments without direct ties to the College’s annual student-focused goals develop their own quarterly goals which help more the institution forward (for example, developing a new employee onboarding in HR or completing a campus facilities assessment in Facilities). These goals are also part of negotiation between supervisor and employee on a quarterly basis.

OKRs are also transparent. For the implementation of this planning system, the College onboarded the Gtmhub software system, which provides transparency on OKRs and progress on OKRs across all campus leadership. Every user can see the College’s goals and what their colleagues are working on. Users are asked to update their progress on their Key Results at least twice per quarter and then provide a final update after the quarter ends. Participants were trained on how to develop, monitor, and report OKRs through in-person trainings, one-on-one sessions, and the OKR manual [Exhibit 1.B.2A].

This system was paused as CPTC responded to the pandemic in Spring 2020. With recent leadership changes and a new strategic planning process launching as the current plan ends, the extent to which and the manner in which CPTC will return to OKRs is undecided. The President set OKRs for the College in 2020-21 but did not require direct reports or lower to set theirs, in order to prioritize COVID response and recovery [Exhibit 1.B.2B]. The College has learned from this implementation several key necessary facets of any goal setting and monitoring system including:

- Setting shorter goals with more frequent check-ins on progress towards meeting those goals
- Including non-academic/student-facing departments in goal-setting for their own work
- Transparency across the College in what different areas of the College are working towards in a given year, to assess the potential for de-duplication of work or increasing joint efforts

Comparison with Regional and National Peer Institutions

CPTC identifies a unique place in the constellation of higher education institutions: it is both a technical college, dedicated to training students for the workforce, and a bachelor's degree-granting college with associate's degree predominant. These characteristics, separately and combined, make comparisons to other colleges more complex than they would be for other institution types.

In terms of regional peers, CPTC benchmarks its performance against both other Colleges in its service district and other Washington technical colleges. Beginning in October 2018, the CPTC Board of Trustees has received an Annual Enrollment Overview that covers trends in headcount, FTE (total and by student intent while attending), enrollment by Guided Pathways school, programs with the most growth in FTEs and the largest declines in FTEs, retention, completion, and employment [Exhibit 1.B.2C]. These metrics are compared, where available, against both the other colleges in Pierce County, WA (Bates Technical College, Tacoma Community College, and Pierce College District) and the four other technical colleges in Washington (Bates, Bellingham Technical College, Lake Washington Institute of Technology, and Renton Technical College).

In March 2021, the College underwent a collaborative process through Shared Governance to establish a group of national peers. As this was prior to the new Shared Governance structure going into place, the previous Cabinet (deans and directors and above, up to and including the President) was used to establish the peer group. At the first discussion in March, the group was asked to identify the factors by which to choose the College's peers. The variables identified by the group were:

- Size
- Technical college or college with heavy career and technical education offerings
- Urban-serving
- High representation of students of color
- Participating in the Achieving the Dream network
- Implementing Guided Pathways
- Operating in a centralized state system

Institutional Effectiveness operationalized these variables through use of Carnegie Classification data to determine similarity in institution type, size and setting, control, and locale. FTE and student of color enrollment were pulled from IPEDS for institutions identified as similar to Clover Park from the Carnegie dataset, and Achieving the Dream, Guided Pathways, and state system status were pulled from the websites of those institutions. FTE and share of students of color were determined to be close enough to be a peer if they were within one standard deviation of the Carnegie pool’s median for both of those indicators; CPTC FTE and share of students of color were close to the median.

From this process, the national peers selected for CPTC to compare itself against are:

Athens Technical College	Athens, GA
Augusta Technical College	Augusta, GA
Central Georgia Technical College	Warner Robins, GA
Lee College	Baytown, TX
Pueblo Community College	Pueblo, CO
Savannah Technical College	Savannah, GA
Texarkana College	Texarkana, TX

Cabinet also expanded the College’s regional peer group from the four other technical colleges in Washington to also include three other Washington institutions with substantial technical offerings: Grays Harbor College, Walla Walla Community College, and Wenatchee Valley College. Keeping the peers limited to the Washington community and technical college system allows CPTC to use the State Board’s more robust datasets to compare performance on a broader (more outcomes) and deeper (more disaggregations) basis.

The final result of this work was [a dashboard comprised of IPEDS data from both regional and national peers](#). The dashboard, and explanation of how the peers were selected, are published on the College’s public-facing website; this allows internal and external constituencies ease of access to compare CPTC performance on completions and graduation rates, disaggregated by race, gender, award length, and CIP code.

Exhibits

- 1.B.2A – Strategic Planning with Objectives and Key Results
- 1.B.2B – Annual college-wide OKRs for 2020-21
- 1.B.2C – 2020 Annual Enrollment Review

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Clover Park is a community of dedicated higher education professional and students determined to earn credentials and move into high-wage jobs. Every member of the community has important insights into the College's operations and role in the community and their input is sought in a number of ways throughout the College.

Previous Planning Process (2014-2020)

CPTC had just implemented the 2013-2018 Strategic Plan, facilitated by the College Brain Trust, at the time of the last self-study. This report provided 8 recommendations for the College to address during the timeframe covered by the plan, which were:

- Accelerate the ability to use disaggregated cohort data to make effective academic decisions about relevant training programs and services
- Place specific emphasis on program retention, credit accumulation, and completion
- Examine attrition data program by program and build action plans based on it
- Deepen engagement with local high schools
- Aggressively seek niche or specialty credentials to align with local labor market needs
- Consider timely and aggressive action for programs with low enrollment, retention, or employment success
- Continue to develop flexible (hybrid and online) offerings and provide professional development for faculty to expand them
- Update the Facilities Master Plan

The College worked diligently to make progress on each of these recommendations, including the onboarding of new Tableau dashboards, expansion of high school outreach activities, and a 2015 Facilities Master Plan.

A number of institutional changes – a new president, Vice President for Student Success, and Vice President for Instruction in 2017 and a shift to implement Objectives

and Key Results (covered in-depth in 1.B.2) necessitated a fresh look at the College's strategic planning process. The College's strategic planning would serve CPTC better if it was aligned with the Core Themes, the central tenets of CPTC's work as a college.

At a January 2018 retreat, the Board of Trustees reviewed the College's mission, vision, values, and Core Themes: as a result, the vision was simplified to its current form (*Strengthening our community through responsive education and services*) and the third Core Theme was revised from Institutional Excellence to Institutional Sustainability. After the Board made their updates to the College's guideposts, the Executive Team worked to mesh the Core Themes with the Objectives and Key Results system. Each Core Theme was given an objective and activities, indicating how the College anticipated putting those objectives into action. At this time, the 2017-2021 Strategic Plan was published on the website.

Work continued to bring the planning – and the achievement of strategic goals – to broader audiences for review and implementation. At an Executive Team retreat in March 2019, leadership devised a scorecard [Exhibit 1.A.1A] which operationalized the actions of the Strategic Plan into measurable, time-bound metrics by which the College could assess its progress towards the larger Objectives in the Strategic Plan. This Scorecard was reviewed by Cabinet, the Shared Governance body of directors and above, and put into place in July 2019.

The final level of inclusivity in this planning process was the implementation of the OKR system for directors and above. This step allowed departmental leadership to make the connection between the College's goals – outlined in the Strategic Plan and measured in the Scorecard – and their department's activities, goals, and projects. Each quarter, these managers determined how they would be able to meet those goals within the portfolio of their department, committed to those Key Results publicly in the Gtmhub system, and reported on their progress, both in the system and in regular meetings with their supervisors.

Strategic Planning returns full-cycle as Trustees are kept apprised of the College's progress through quarterly deep-dives into each Core Theme's metrics, where presentations by divisions update the Trustees on the on-going work (OKR-related and other) to improve CPTC's performance on strategic planning metric results. A subsequent update in late 2019 added the Equity Core Theme, its objective, and related activities and metrics to both the Strategic Plan and Scorecard.



Planning Processes During the Pandemic (2020-2021)

With the onset of the pandemic, CPTC faced many choices about its present and future that needed to be addressed immediately. These challenges arose from sharply declining enrollments, a tentatively decimated state allocation (later retracted once the state finances recovered), and a once-in-a-generation opportunity to emerge from this catastrophe stronger and more aligned with the community's needs. As covered in depth in Standard 2, the pandemic struck just as the College was intending to transition to a new Shared Governance structure, which left CPTC without established venues to vet the decisions that needed to be made quickly to address these challenges. With significant challenges ahead, President Loveday convened two task forces comprised broadly of faculty and staff to make suggestions on a) ways to reduce the budget to accommodate an anticipated 15% cut in state allocation and b) prioritize operations once CPTC emerged from the pandemic. Dr. Loveday also reconvened the Cabinet of directors and above from the previous Shared Governance structure to have a broader vetting body review suggestions and recommendations from these groups.

Budget Reduction Task Force

The Budget Reduction Task Force, co-chaired by Vice President for Student Success Latiolais and Executive Director for Equity, Diversity, and Inclusion Fortier, was comprised of faculty and staff from every division of the College and one or more members from each of the College's four unions. The group met in July and August 2020 to assess the size of the shortfall (which was projected to be approximately \$6 million at the time) and identify expense reductions (temporary or permanent). Those initial suggestions were turned into a survey sent out to campus with a high response rate (143 respondents out of a 400-employee workforce). The survey results identified the following top three guiding principles as budget decisions were being made:

- Minimize impact/disruption to students
- Maximize operational efficiencies
- Data informed/driven decision making

The survey also asked respondents to rank personnel factors which should be considered in budget reductions. The top three indicated were:

- Travel freeze
- Rent out building space
- Grant development

Future Priorities Task Force

The second task force meeting in the summer of 2020 was led by President Loveday and AVP for Institutional Effectiveness Dana. The Future Priorities Task Force's charge was to 1) identify and prioritize factors to consider for the College's future program mix and 2) identify institutional characteristics essential for CPTC's future. This group was also comprised of faculty and staff from each division and union; in all, the task force had 32 total members, including three student representatives, and the group met 4 times during July 2020. The task force's work began with initial discussions which were themed and presented to Cabinet for review and additions. The program mix and college characteristics were loaded into a survey sent to the campus with a high response rate similar to the Budget Reduction survey's (144 respondents).

The three top program mix factors indicated by respondents to the survey:

- Employer demand/industry need/community partner demand
- Student interest in programs offered
- Responsive to current conditions (e.g., industry need changing or workforce changing like remote work)

The five top institutional characteristics essential for the College's future:

- Quality education
- Getting students jobs
- Ability to sustain education
- Being affordable
- Having specific/focused programs and training

Additional feedback was captured from the open-ended text response opportunities in the survey and in responses from the Task Force as they reviewed the initial results. The full report is included in Exhibit 1.B.3A.

An additional body of work tackled during the pandemic was review of the criteria by which program effectiveness is evaluated. These criteria, which had been established by a committee of faculty and staff in 2016, were reviewed by instructional administrators and faculty (via survey) ahead of their use in program effectiveness evaluations. Institutional Effectiveness responded to questions about data sources and metrics, including creating a video to walk faculty through how each of them was calculated on a sample (non-existent) program.

New Planning Process (2021 – forward)

As mentioned elsewhere in this report, CPTC has made great strides in including more voices at the table where the College’s strategic plans are being discussed. The new Shared Governance structure, which moves governance bodies from role-focused to portfolio-focused, will contribute to ensuring all campus constituencies know *where* issues will be address, that a *diverse* group of faculty, staff, and students will consider them, and that decisions will be *communicated* broadly.

The College is continuing the inclusion of the Board of Trustees in setting the vision for the College and the stage for its more granular goals. In June 2021, the first Board retreat since the onset of the pandemic centered on implementing the Carver model of board governance, whereby the Trustees set “end states” they would like to see the College achieve. This guidance provides the President and the College with targets to aim for when setting SMART goals. Due to the way term limits have fallen for the CPTC trustees, three Trustee seats have turned over since January 2019. This retreat was a first step in engaging those new Trustees in the longer-term strategic planning work of the College.

Additionally, the College Council will be the shared governance body which oversees the construction of a new strategic plan, informed by a more current environmental scan. This work will begin in Fall 2021 with the diversely constituted Council (membership consists of administrators, faculty, staff, and students) and the Council’s members will work to engage the rest of campus in the development of the new strategic plan as work progresses.

Resource Allocation Planning

Since 2015, the College’s one-time funding has been allocated by the Budget Committee, which is made up of volunteers from departments across campus and each union and was led by the Executive Director of Budget and Finance. The form to make a request to the Committee required the requestor to indicate which of the College’s four Core Themes this request supported, and supervisors and division Vice Presidents were required to sign off in support of each request. This process provided for budget asks from each level of the College and aligned the asks not only with the Core Themes but the objectives of each Division by requiring sign-off. After presentations (from all applicants or from a minority who scored in the middle ranges, depending on the

number of applications), the Budget Committee ranked the requests as a recommendation to the Executive Team for final funding decisions. This work will be taken on by the Institutional Sustainability Council in the new Shared Governance structure, which is also broadly constituted and will add students into the framework. During the pandemic, as mentioned above, budget reductions were reviewed and prioritized by a survey respondent pool of 143 employees before being operationalized by Executive Team decisions.

Planning and Improvement of Effectiveness

As mentioned earlier, the College has been making steady progress on the original priorities of the 2013-2018 Strategic Plan and those of the 2018-2021 Strategic Plan. As a technical college, CPTC's mandate is clear: train an increasingly diverse community for high-wage, in-demand jobs in industry. Investment in data capacity, reimagining of student services, and increasing focus on developing programs in concert with industry needs have continuously improved the institution's effectiveness in meeting that mandate. Specific improvements made at the direction of the 2017-2021 Strategic Plan include:

- *Programs actively assessing student learning* through investment in an Institutional Outcomes and Assessment Manager; this position led a complete review of Program Learning Outcomes for every program in 2019-2020 and is continuing to work with faculty on refining course-level outcomes
- *Implementing high-impact, high-touch retention measures* through development of a weekly retention model for support service outreach and creation of a variety of non-academic supports such as a food pantry
- *Expanding outreach efforts to diverse student populations* including hiring the College's first Student Diversity Outreach Coordinator and constructing intentional relationships with the Tacoma Urban League, Centro Latino, and other partners in communities of color

Another result that highlights how CPTC uses its planning processes to improve the College's effectiveness is the end result of the Budget Reduction and Future Priorities task forces and the program criteria review process. The Executive Team, including the Deans of Instruction, took faculty and staff priorities into consideration as they headed into two nine-hour retreats in August 2020 to decide how to address budget losses stemming from declining enrollment and a forecasted state budget reduction.

Ultimately, the guiding priority was to reduce the impact on students and employees, which was given loud and clear by respondents to the Budget Reduction survey and participants on that task force. Several non-personnel reductions were made including reducing goods and services budgets by 5%, eliminating travel funding, applying state relief funding to make up some shortfalls, and not filling a number of vacant positions.

These savings were able to reduce but not completely eliminate the need to take actions which directly impacted personnel, including eliminating cohorts of some

programs and closing the standalone International Programs office. Both the personnel and non-personnel decisions were made in line with what the College community expressed as opportunities for reductions now, in order to maintain a balanced budget, and what the College should look like going forward, by maintaining programs and services most directly tied to student success.

Another planning process conducted in addition to the above since 2018 is the planning work that goes into the College's Guided Pathways work. CPTC was accepted into the Early Acceptor Cohort 2 in January 2018 and has, on an annual basis, reflected on work accomplished and planned for an upcoming year's worth of work on implementation and refinement of the tenets of Guided Pathways. The current structure of Guided Pathways at CPTC – a Core Team and three pillar teams (Outreach and Recruitment, Retention and Completion, and Student Learning) reporting to the Core Team – is intentionally comprised of faculty and staff from across the institution. Recruitment for this work is intentional and ongoing as part of the “engagement” metric with which the funder and the State Board is measuring progress. The initiative's accomplishments to date, the initial application to the cohort, and annual workplans [are posted on the website](#).

Exhibits

1.B.3A – Future Priorities Task Force Final Report

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Internal Environment Monitoring

As noted elsewhere in Standard 1, CPTC has greatly expanded internal data available to both administrators and executives and front-line staff at the College. All employees have access to disaggregatable data on enrollment, progress and completions, and survey data through the Dashboard of Dashboards hosted on the Intranet. Most of these dashboards also contain longitudinal data, allowing employees to assess trends across a number of years. A sample of the types of data available to all staff follows:

Internal Monitoring Area	Dashboards Available
Enrollment Trends	<ul style="list-style-type: none"> • Entry Services Usage (Intake Survey) • FTE by Program • Headcount and Capacity of Starting Classes (live data leading up to beginning of the quarter) • Student Profile
Progress and Completions	<ul style="list-style-type: none"> • 3-Year Completion • Completion • Credits and Average GPA • Course Pass Rates • Guided Pathways metrics • Job Placement • Persistence (quarter to quarter) • Retention (year to year)
Survey Data	<ul style="list-style-type: none"> • CCSSE data • Exit Survey data • Needs Assessment and Student Experience (NASE) data • SENSE data

INNOVATIVE PRACTICE: One recent addition to broadly available dashboards is the Program Review dashboard. Past practice at CPTC was for faculty to review three years of data on their program during their program review cycle, which was conducted every four years. In May 2019, a new Program Review dashboard was demonstrated for Instruction leadership which combined all the data faculty look at during their review and more in one place. Initially, this was conceived of as a tool for Instructional Administrators to review their programs' cohorts and progress on a more frequent basis and in an easier format than the Excel spreadsheets previously posted to the website (called Program Health) and the much longer Excel spreadsheets used for internal review of program viability (called Program Criteria). With the new Vice President for Instruction coming onboard in September 2020, this dashboard was rolled out to all of campus; faculty and staff can now see a program's enrollment, demographics, retention, persistence, completion, placement, and earning of graduates in one place.

CPTC employees are encouraged to ask for additional data in order to assess their performance and satisfy external requirements. Staff and leadership have access to additional, non-public dashboards as needed for monitoring of their own datasets (e.g., outcomes for students receiving emergency assistance or scholarships from the CPTC Foundation) or special populations of students (e.g., students served by various workforce development funding sources). Institutional Effectiveness has developed strong working relationships with a number of partners across campus in the provision of data for internal monitoring purposes in alternate formats or to meet the needs of external accrediting bodies. A centralized data request system, displayed prominently on the Intranet, directs employees to a Qualtrics form to request data. In addition, IE contributed information about how to access the College's data and how to request more if needed to the Canvas shell in development for new faculty orientation.

In addition to internal student outcomes monitoring, the College has also made recent strides in monitoring internal performance on equity metrics. As mentioned throughout the report, CPTC acknowledged the fundamental importance of equity of outcomes through the addition of the Equity Core Theme in 2019 and measurement of progress on that Core Theme through metrics in the Scorecard. However, equity, and related goals of fostering inclusion, diversity, and belonging, are not easily measured with quantitative data. In fall 2019, CPTC launched a baseline campus climate assessment of faculty, staff, administrators, students, and community partners to assess the climate on and about campus in terms of equity, diversity, and inclusion. The results from this assessment drove the creation of the Office of Equity, Diversity, and Inclusion's five-year Strategic Priorities Plan [Exhibit 1.B.4A].

EQUITY: The data resulting from focus groups and cultural competency continuum activities led in each division indicated distinct needs for each constituency participating in the research. Recommendations, which guided the development of the EDI plan of action as the office was launching, included training on culturally responsive and inclusive pedagogy, implicit bias, and racial equity, expanding data literacy to empower employees to assess their work in terms of racial equity, and incorporating equity into the redesign of the Shared Governance system. The full list of recommendations from the assessment can be found in Exhibit 1.B.4B. Once a new Chief Diversity Officer is in place, CPTC plans to continue conducting the assessment every three or five years to gauge improvement and adjust plans as necessary to meet campus and community current needs.

External Environment Monitoring

CPTC evaluates its external environment on a regular basis, both the environment in the Washington Community and Technical College system and the broader economic, social, and political environment in Pierce County and Washington state. The College

and its faculty and staff are consistently engaged in work with partners around the state and throughout the country to stay abreast of trends in higher education, workforce development and training, and service provision to populations of color and low-income populations.

External Factor	Monitoring Source
Student outcomes at other colleges for benchmarking	<ul style="list-style-type: none"> • Washington CTC system dashboards • IPEDS feedback reports • Peer dashboard (see 1.B.3)
Workforce and employment trends	<ul style="list-style-type: none"> • Program advisory boards • Co-location/partnership with county federal one-stop • Membership in industry focused groups (e.g., Center for Advanced Manufacturing Puget Sound)
Service needs for low-income communities and communities of color	<ul style="list-style-type: none"> • President is on the board of local low-income housing group • College participates in city and non-profit partnership group to increase incomes in Lakewood • Student Diversity Outreach Coordinator and Office of EDI partnership with Black/African-American and Latinx groups • CPTC Trustees involved in Asian/Pacific Islander and Black community work
Best practices and trends in higher education	<ul style="list-style-type: none"> • Membership in Achieving the Dream (restarted in 2018) and attendance at DREAM conference • Participation in Guided Pathways initiative includes training from CCRC, Aspen, and other national orgs • Faculty and staff participation in/presentation at national orgs including NISOD, League for Innovation, AACRAO, NASFAA

Since the last self-study, CPTC Institutional Effectiveness staff completed one comprehensive environmental scan in 2017-18 [Exhibit 1.B.4C], which provided a comprehensive look at the region's economic, population, and education trends. Out of this report came seven recommendations:

- Increase the number of high-wage allied health programs in response to local employment growth
- Increase the number of dual enrollment students, particularly on the South Hill campus
- Monitor state Student Achievement Initiative points tied to funding and continue efforts to maximize points
- Pursue opportunities to provide additional services to close the equity gap in outcomes between white students and Black/African-American students
- Eliminate the pre-college math sequence
- Increase the number of hybrid courses and increase use of the Canvas LMS
- Update the Facilities Master Plan

The college plans to conduct another environmental scan in Fall 2021 to provide fresh, during/post-pandemic looks at the workforce, the economy, and the population as it moves into a new Strategic Planning process. Between the full scan and the upcoming scan, the College also partnered with Hanover Research to conduct a brand assessment in the community and an academic environmental scan for possibilities for new programs.

The college has also moved to use external planning in its strategic planning work, detailed more in depth elsewhere in 1.B. At the June 2021 Board of Trustees retreat, the planning began with presentations from the Executive Team to the Board on the strategic plans of several regional partners ([Pierce County government](#), the [Washington Student Achievement Council](#), the [Association of Washington Business](#), the [Washington Business Roundtable](#), [Workforce Central](#), and the [State Board for Community and Technical Colleges](#)). This provided for discussion on how CPTC can work with partners to achieve mutual goals (such as increased wages, employment, and educational attainment) and how those common goals would be operationalized at the College.

Use of monitoring to review and revise mission, planning, outcomes, and indicators

Many of the environmental scanning resources and recommendations have made significant impact on CPTC's services, supports, and resource seeking and allocation since the last self-report. The internal and external trends exerting influence on the College prepare CPTC to meet its mission of *educating tomorrow's workforce* by supporting that workforce while they attend the College, collaborating with industry to make sure students are receiving the training necessary to be successful in the

workplace, and building connections with employers to help students land high-wage jobs.

Examples of internal and external data being used to affect change in CPTC operations:

- A review of state dashboard data showed CPTC had among the lowest pass rates of ENLG& 101 in the system; a grant was sought and received to fund the development and scaling of co-requisite English and a directed self-placement process for English placement
- As noted above, the CPTC 2017-18 scan recommended eliminating developmental math and the College sought and received a grant to develop co-requisite math classes and a directed self-placement process for math
- Feedback from students on food needs through surveys including the #RealCollege survey and the annual NASE survey led to partnerships with an external mobile food truck to make weekly visits to campus
- The strongly expressed desire for more training on equity, diversity, and inclusion for employees has led to in-services dedicated to EDI, a group of employees going through anti-bias search advocacy training for hiring committees, and additional grant seeking for EDI specialists to support faculty

It will be more crucial than ever that CPTC use its internal and external data resources to determine the best way to move forward post-pandemic. The new planning cycle (led by the AVP for IE, who was among a number of staff members trained by the Society for College and University Planning (SCUP) when CPTC hosted the CTC Leadership Development series in fall 2018) will provide a fresh perspective on the challenges and opportunities awaiting Pierce County, and the College, as CPTC emerges from the pandemic and the disruptions it has caused in the last two years.

Exhibits

1.B.4A – [EDI Strategic Priorities 2020-2025](#)

1.B.4B – [Baseline Campus Climate Assessment Executive Summary and Recommendations](#)

1.B.4C – [Final Lessons From the Data \(Environmental Scan 2017-2018\)](#)

Student Learning

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminates in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study.

Consistent with the mission of *Educating tomorrow's workforce*, Clover Park Technical College prepares students to succeed in an evolving economy. CPTC is fortunate to serve a diverse and ever-changing community. The College is best known for its professional-technical programs, but CPTC also offers short-term training, continuing education, and pre-college courses. As of 2014, CPTC also offers Baccalaureates of Applied Science (BAS) degrees. In order to serve students and the community, Clover Park has courses and programs that are ready to meet people where they are and provide a roadmap to get them where they want to be.

Clover Park offers quality certificate and degree programs in over forty (40) professional-technical areas. These programs are developed and regularly reviewed for relevance and applicability to the industries Clover Park students will be entering after graduation. CPTC also has robust and effective Transitional Studies programs that assist students with improving English language skills, preparing for college level classes, earning a GED or high school diploma and completing select professional-technical programs with embedded IBEST instructors who provide developmental skill work contextualized to the program of study.

A variety of metrics and resources are utilized to ensure students are receiving and mastering the skills and knowledge required to enter their chosen field of study. Some are consistent for all programs, while others may be unique to the program depending upon licensing requirements for the profession. These include, but are not limited to program advisory committees, formal program reviews, program and industry licensing or accreditation bodies, results of third-party licensing exams, graduate and employer feedback.

All programs have a program advisory committee (PAC) that meets at least twice a year to discuss the industry and program, providing guidance and feedback to ensure relevance and excellence of the program. PACs are a requirement of the State, and their role is outlined by the State Board of Community and Technical Colleges (SBCTC). PACs are comprised of employer partners and alumni who provide feedback on the curriculum and keep the faculty apprised of current trends in the industry, helping to update and strengthen programs.

Programs also participate in a formal program review process [Exhibit 1.C.1A], which occurs every four years, but can occur more frequently if the need arises. Program

review is an assessment process used to identify resources, articulate current trends in industry, evaluate the current curriculum, review program enrollment and student retention. The purpose of this review process is to support program effectiveness and foster continuous program improvement. Data is gathered and the faculty present the information to a review committee, consisting of the Vice President of Instruction, supervising Dean, member of the Program Advisory Committee, and a Faculty Union Representative. After reviewing data on facilities and equipment, staffing, employment and industry trends, advisory committee input, alumni input, program costs, enrollment trends, program budget, and student fees, the committee submits a formal recommendation to the Vice President of Instruction. Faculty use this recommendation as the bases for program improvement between review cycles.

Of 40 professional-technical areas, 14 also have programmatic licensing or accreditation bodies that further ensure both relevance and rigor of those programs. These programs are listed [on the website](#) as well as on each program's webpage. These bodies range from State agencies such as the Department of Health (DOH) to national agencies such as the Federal Aviation Administration (FAA). These external agencies often provide the program with curricular and reporting requirements, monitoring such data as pass-rates, student retention and satisfaction, employer satisfaction and graduate employment.

All programs, regardless of accreditation or licensing requirements, are designed to provide students with the entry-level knowledge and skills to gain employment in their chosen industry. These entry-level skills are determined by industry professionals and leaders, and inform the rigor required for each program. Every program has developed program learning outcomes (PLO) that reflect these entry-level skills. Additionally, a "Scope and Sequence" [example in Exhibit 1.C.1B] provides a high-level overview of the program design and is used to develop education plans and program maps for students. With each course, course learning outcomes (CLO) are developed by faculty, evaluated through the college's curriculum committee, and published in course outlines and syllabi. The instructor(s) then plan the lessons, instructional strategies and assessments to meet those CLOs. The sequence of courses is detailed, and the rigor/skills are assessed throughout the program. This sequence aligns with the program assessment map, showing a progression of learning outcomes being introduced, reinforced, and mastered. Graduate success in licensing exams, successful employment, graduate feedback and employer feedback is all used to continuously assess program content and rigor.

Exhibits

1.C.1A – Program Review Handbook

1.C.1B – Aviation Maintenance Technician AAS-T Scope and Sequence

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Clover Park Technical College confers graduation and completion awards at the certificate, associate and bachelor's degree levels. These awards are designed to reflect the knowledge and skills of the graduates based upon students' learning. Published learning outcomes are provided at the institution (ILO), program (PLO) and course (CLO) levels.

The College has four Core Abilities or Institutional Learning Outcomes:

- Communication: Students will receive and deliver written, spoken, and visual information clearly and accurately.
- Critical Thinking/Problem Solving: Students will apply principles and strategies of purposeful, active, organized thinking.
- Personal/Professional Responsibility: Students will apply effective work habits and attitudes within an organizational setting and work successfully with others as part of the total team, both inside and outside the workplace.
- Information/Technological Literacy: Students will use modern electronic and industrial devices to accomplish tasks in today's workplace.

Regardless of program, students are expected to achieve these outcomes as they graduate from the institution and faculty are expected to embed these outcomes, in addition to their program learning outcomes, throughout their program. Certificates of more than 44 credits and all degree programs require, at a minimum, General Education courses in Communication, Quantitative Skills and Social Science or Humanities. Degree programs also have required competencies in computer literacy, diversity training and a capstone project. These requirements are highlighted by category in the Academic Catalog and in the forthcoming program maps.

Each program has developed program-specific learning outcomes (PLOs) that reflect entry-level knowledge and skills for their industry. Many programs with outside accreditation or whose students need licensure to work in industry align their outcomes with the skills, knowledge, and abilities required by those outside bodies. These are published for each program in the Academic Catalog and linked from each program's page on the website. In 2019-20, the Institutional Outcomes and Assessment Manager worked with faculty from each program to review and revise their program learning outcomes. Many programs with outside accreditation or whose students need licensure to work in industry align their outcomes with the skills, knowledge, and abilities required by those outside bodies. Clover Park is very proud of its decades of success in preparing graduates to successfully enter the workforce; this success is reliant on

working with industry, the College's data, and current research in higher education to evolve practice when necessary. In order to best support CPTC students, Clover Park embraced the Guided Pathways model and has been immersed in the meaningful yet difficult work of formalizing and documenting the learning that is happening in its programs. Several research-based best practices have been implemented at CPTC, including significantly shortening many program pathways and embedding general education courses within the program course sequence.

Course-level outcomes are posted in each course's syllabus. The process to review and refine course-level outcomes was started in 2016, led by an Instructional Dean who met both individually with program faculty and led workshops during in-services. This has been a long process, with the majority of the conversations since then happening when the program brought proposed changes to the College's Curriculum Committee. A full review began in 2019-20, but between the number of courses to be reviewed, the pandemic, and transition in the Institutional Outcomes and Assessment Manager position, the work is ongoing. Even with the pandemic and transition, many profession-technical programs have redesigned their curricula to align with industry identified needs and Guided Pathways principles including the embedding of General Education courses and the reduction of excessive credits.

During the same period, the Manager worked with faculty to complete assessment maps, mapping course learning outcomes to program learning outcomes and institutional learning outcomes. These maps illustrate when learning outcomes are Introduced, Reinforced, and Mastered during the course of a program, demonstrating increasing depths of subject knowledge throughout. An example from the Interior Design program is provided in Exhibit 1.C.2A.

Faculty are provided training in developing outcomes in alignment with Bloom's taxonomy through workshops, in-service breakouts, in the written Faculty Guide [Exhibit 1.C.2B], and one-on-one work with the Institutional Outcomes and Assessment Manager. As part of the new Shared Governance structure, the College will revive an Assessment Committee with the Manager and faculty to further develop offerings and provide a number of experts who faculty can consult as they revise their existing outcomes or develop new ones.

Exhibits

1.C.2A – Interior Design Program Assessment Map

1.C.2B – Faculty Guide for Student Learning Outcomes Assessment

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Clover Park Technical College publishes program learning outcomes for all of the professional-technical programs, written in common, clear language. As noted in 1.C.2, these PLOs are publicly available on College's website on each program's website and in the catalog. Program and course learning outcomes are the framework from which assessments, schedules and instructional strategies are built.

Clover Park Technical College's Institutional Outcomes and Assessment Manager works with faculty to build measurable and relevant outcomes. Course-level outcomes are published in syllabi, which students receive for every course in which they are enrolled. Each syllabus contains at minimum the course description, course learning outcomes, schedule of assignments and program policies. A syllabus template is available for faculty use on the college's Intranet [Exhibit 1.C.3A].

Beginning in Fall 2021, programs will start utilizing the relational database that Clover Park purchased to manage curriculum and populate both the catalog and course syllabi. The transition from a PDF-based catalog to an integrated catalog, curriculum management, and syllabus management tool is covered in depth in 2.G.2. This system, once fully operational, will provide a smooth connection between outcomes listed in the catalog for programs, outcomes listed for courses maintained and updated in the system through the curriculum module, and automatic import of those outcomes into a syllabus for faculty to use. Syllabi are made available to enrolled students on or before the first scheduled day of class, either electronically through Canvas LMS and/or as a handout. Faculty cover the syllabus with the students and students confirm that they have received the document.

Exhibits

1.C.3A – Syllabus Template

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Admissions to Clover Park Technical College is defined by [RCW 28B.50.090 \(3\)\(b\)](#), the [State Board for Community and Technical Colleges' Policy Manual, chapter 3.20.10](#), and

by CPTC's Board of Trustees approval of college policy [Exhibit 1.C.4A]. These policies and processes are provided to prospective students [in the college catalog](#) and [on the college website](#). Applicants who are eighteen years or older are eligible to apply to Clover Park Technical College and may do so during any quarter by completing an admissions application via the web or in person. The Running Start (dual enrollment) program has specific requirements which [can be found on the website](#). Exceptions to the CPTC admission policy, including ability to benefit and the conditions under which a prospective student may appeal for special admission, [are listed in the catalog](#).

Admission information for degree and certificate programs is available under each program's webpage. Students begin their pathway through the Welcome Center, where an entry specialist walks them through an interest inventory, needs assessment, and the steps to enrollment. Students leave with an education plan clearly detailing the courses they need to take to complete a certificate or diploma. [Education plans](#) outline the requirements for completion of each program of study, whether it be a certificate, associate or bachelor's degree. In addition, students have access to a Degree Audit function which lists all program requirements. The Degree Audit allows students to view any remaining requirements that still need to be met and identify which available courses would meet that requirement.

Information on program completion is provided in the education plans students receive in the Welcome Center and in the Advising & Counseling office as students complete their pathway at CPTC. Students need to apply for completion of their program either online, linked on multiple places on the website through MyCC (My Clover Connection) under transcripts and graduation, the Enrollment Services [website](#), through Enrollment Services [forms](#) or using a paper form available in the office.

Exhibits

1.C.4A – Policy 5.1 [Admissions](#)

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Effective System of Assessment

The assessment methods employed by faculty to determine the quality of learning in their programs depends on the type of course being taught. The majority of CPTC's offerings are professional-technical courses; general education courses taught are

intended to support the learning necessary for completion of these professional-technical programs. Through the Guided Pathways initiative, program faculty and general education faculty have been working together to review learning outcomes and determine which general education courses best serve their students and the industry they're being prepared for. This can result in contextualized courses (e.g., math for cosmetology and esthetics students) or courses in which assessments are more geared towards work the students will be doing in their program classes (such as writing a technical report after testing a machine component).

CPTC also offers a range of pre-college courses, both in Transitional Studies (ABE/ESL) and through the on-campus Northwest Career and Technical High School. Courses offered in these departments rely on external sources for learning outcomes and assessments (CASAS and other allowable measures of skills gains and learning outcomes set by the Washington Office of Superintendent for Public Instruction, respectively). The College's continuing education courses in flagger training, forklift operation, and phlebotomy are also assessed using outside instruments and aligned with learning outcomes established by outside bodies (such as the Washington State Department of Labor and Industries for forklift).

For program classes, the majority of CPTC's offerings, there are a number of ways student learning is assessed during the course. Faculty use formative and summative assessments to check for understanding, measure performance on specific skills, and assess student learning outcomes. Summative assessments at the end of the course, beyond those the faculty give to students, include end of course assessments and, for some faculty on the tenure track, the Student Assessment of Learning Experience (SALE) survey. For programs that have licensing or certification exams either during a program or after a student graduates, the percentage of students who successfully pass those exams is kept as evidence of student learning.

Course learning outcomes and program learning outcomes assessment are conducted on a quarterly basis. The Institutional Outcomes and Assessment Manager notifies the faculty that their course or program has been selected for assessment, points them to the SharePoint with resources for assessing outcomes in the classroom, and directs them to fill out an assessment plan at the start of the quarter. This plan [Exhibit 1.C.5A] asks them to identify the instrument, the outcome they are measuring, the course in which they are measuring the outcome, and the expected percent of students who will meet the outcome. After the quarter, the Manager directs faculty who conducted assessment to fill out the report [Exhibit 1.C.5B], which asks faculty to record the number and percent of students who passed the assessment but also to reflect on why the pass rate looks the way it does, any hurdles they or the students faced with the assessment, and ways to improve for next time.

Central Role of Faculty in Assessment

Faculty are the cornerstone of assessment in the classroom; not only are they the instructors, but they are also experts in their fields who know what students need to do or produce in order to be successful in the workplace. The faculty collective bargaining agreement [Exhibit 1.C.5C] spells out their responsibilities in terms of assessment in the classroom (under Article 21.2 Workload):

- Selecting course materials, textbooks, course content and effective methods of instruction of the college-approved curriculum for the program or discipline, and, where appropriate the specialized accrediting agencies and State of Federal licensing departments.
- Classroom Instruction, classroom setup and maintenance, grading, lesson planning, maintaining and updating courses and program curricula, outcomes assessment and oversight of a realistic training enterprise

Faculty are instrumental in initiating any changes in curriculum for their course or program. They work with their co-instructors (if any), their advisory committee, their licensing/accrediting body (if applicable) and their supervisor to develop a proposal to submit to the curriculum committee. The authority to approve the revised curriculum resides with the Curriculum Committee.

Exhibits

1.C.5A – Assessment Plan

1.C.5B – Assessment Report

1.C.5C – 2021-2025 Faculty Collective Bargaining Agreement

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

As mentioned in 1.C.2, the College has four Institutional Learning Outcomes (ILOs) or Core Abilities: Communication, Critical Thinking/Problem Solving, Personal/Professional Responsibility, and Information/Technological Literacy. Through the years, Clover Park has assessed these in different ways. The College first formally started assessing ILOs in 2011, when faculty started mapping the ILOs to their course

learning outcomes and used a common rubric to assess at least one ILO. The results were documented in Taskstream. Prior to 2011, CPTC used the five-column “Nichols” model to assess learning outcomes. The College stopped using in Taskstream in 2018. All professional-technical degree programs embed General Education classes. At a minimum, these include courses in communication, quantitative reasoning, and social science or humanities. Additionally, there must also be coursework that satisfies the college’s requirements for diversity (cultural sensitivity), computer literacy and a culminating capstone project. These ILOs are further reinforced and assessed in the program-specific classes. For example, critical thinking and problem solving is instrumental in safely piloting an airplane, repairing a transmission or determining the safe and effective treatment of a patient.

Currently, ILOs are identified and mapped across the institution in every program’s assessment map (for example, Exhibit 1.C.2A). A plan and schedule to conduct regular assessment of ILOs was developed in 2019 by the Institutional Outcomes and Assessment Manager and piloted by a group of faculty members in Fall 2019 and Winter 2020. With the pandemic and a vacancy in that position, assessment of ILOs was paused to allow the College to focus on CLO and PLO assessment and pandemic response.

The hire of a new Institutional Outcomes and Assessment Manager in March of 2021 and the addition of an outcomes and assessment day to the CBA has revitalized this work. There are already plans to include both ILO and PLO assessments in the student assessment of learning survey. These surveys are completed at the end of every quarter. A portion of these will be dedicated to indirect ILO and PLO assessment, with the data gathered and reviewed by both Administration and faculty. This data will also become part of the Program Review process. CPTC is poised to continue to make good progress on training faculty to directly assess ILOs in their courses and program and to collect regular data on these assessments.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Clover Park has been actively seeking, gathering and assessing data related to the whole student experience. The College’s goal is to support all students with compassionate and equitable practices. IE has developed Tableau dashboards to display data that can be disaggregated and distilled to the course and faculty level. These dashboards are primarily student retention and completion data, and CPTC is still working on the outcomes evaluation component. Data is gathered from a multitude of sources, such as: end of course surveys, faculty feedback on in-services, advisory

committee feedback, employer feedback in certain programs, licensing and certification (outside party) exam success rates, CCSSE, NASE, and EDI Climate Assessment.

College faculty meet three to four times a year at scheduled in-service events. These events are designed to share information, learn about the college and programs, gain new pedagogical skills, work on specific projects and develop strategies and plans for continuous improvement. For the past four years, large portions of in-service activities have been devoted to equity, data and student outcomes. The following are a brief summary of some of the activities specific to data and learning outcomes:

- November 2017: Writing student learning outcomes, assessment and reporting were covered.
- May 2018: Taskstream training and program mapping. Faculty also reported out on their progress in working through and revising their program and course outcomes. When asked to identify what percentage of program learning outcomes were assessed and updated, 79% of faculty reported that they had completed at least half of their program learning outcomes, with 58% reporting that they were complete. A similar question about course outcomes had a slightly lower completion rate, with 65% of faculty reporting at least half of the course outcomes updated, and 39% completed. Of the course outcomes, over 70% of faculty reported having mapped at least half of their course outcomes to learning outcomes.
- November 2018: Data dashboards and student learning outcomes. Faculty reviewed persistence, retention, and completion rates disaggregated and, for the first time, by Guided Pathways school instead of by program. This resulted in very productive discussions and inter-disciplinary collaboration.
- February 2019: College-wide data as well as program specific data. A 'capacity café' event was set up to review the results of the College's fielding of the ATD Institutional Capacity Assessment Tool (ICAT) instrument.
- April 2019: Another opportunity to learn about and utilize the data dashboards. The Course Information Dashboard was revealed, demonstrated, and followed up with a panel of faculty from other area colleges who described how they had used similar data for improvement.
- May 2019: Faculty were hands on in a computer lab with the Course Information Dashboard that had been introduced in the previous in-service.

The content and agenda of the in-service days are determined by an in-service committee consisting of faculty and administration. This committee reviews a variety of requests and data, including the surveys from previous in-service days, input from other faculty, and input from other college divisions and administration to build the day's agenda. The College wants these days to be on-time, relevant, and instrumental in providing faculty with the knowledge and skills to continue to provide excellent education and support to their students.

In addition to the formal assessments listed above, faculty also informally survey students throughout the quarter and at the end of their programs. These informal feedback opportunities tend to be more qualitative, and often result in very persuasive arguments to investigate curricular or instructional adjustments.

As mentioned in 1.C.5, the assessment plan results form asks faculty to reflect on their assessment and how they might adjust it to better meet student needs and measure student skill and knowledge development. (One example given was to allow students longer to complete the assessment to accommodate working students who were unable to meet short turnaround times.) This individual, program or course-level reflection, assessment, and action has been occurring at the College in perpetuity.

Student feedback, faculty suggestions, and both internal data and state and national trends have resulted in a marked increase in student support services available to students. Before COVID-19 effectively closed the campus for most students, the College had increased tutoring services, increased the number of I-BEST courses, adjusted library hours, and increased access to computer labs.

CPTC is ready to make reflection and action planning systematic. For the first time, the 2021 faculty collective bargaining agreement includes a mandatory Outcomes and Assessment Day, where faculty will work together in programs to review their assessment plans and program data. Instructional Administrators including the Institutional Outcomes and Assessment Manager will guide them through reflection and planning for the upcoming year based on their data, best practices, and the successful work of other faculty on campus. The first Outcomes and Assessment Day will take place on October 25, 2021 and continue annually in October thereafter.

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Transfer Credit

CPTC accepts credit from regionally and nationally accredited colleges and universities. In establishing transfer policies for both transfer credit into the College and credit for students leaving the institution, the College follows accepted standards as established by both the State Board and through statewide commissions such as the Intercollege Relations Commission (ICRC). Entry Specialists in the College's Welcome Center will review unofficial transcripts with the goal of placement into English or Mathematics or program course work, and set placement scores for registration into college courses.

The Credentials & Student Completion Specialist in Enrollment Services does an official transfer in of credits toward a student's intended degree pathway.

Transfer credit information is available both on the College's [transfer to webpage](#) and in [the Academic Catalog](#). The Catalog page provides information on all types of transfer credit CPTC accepts. The only transfer credit policy CPTC has is for veterans transferring credits to CPTC [Exhibit 1.C.8A]. This policy was created in response to a [state law passed in 2014](#) requiring state institutions of higher education to adopt a policy to award credit for military training.

Transferring credits can be a complicated process for students and CPTC seeks to create smooth transfer paths as well as support students' transfer experience. Though CPTC is a college with specialized degrees, approximately 45% of the College's students have some form of transfer credit that is applicable to their degree pathway. Much of this transfer credit is general education, computer literacy or college success courses.

Credit for Prior Learning

Credit for Prior Learning Prior learning assessment provides vital clues for student readiness for college-level work and using such assessment helps minimize coursework students may need to fulfill program requirements. Policies describing credit for prior learning are published in the catalog and on the website with other guidelines for transferring credits (see above). These policies and processes are aligned with the mandate of the Washington Student Achievement Council and the College's own administrative procedure from 2012. The information online and in the catalog describe the circumstances under which students may request credit for prior learning, and the fees and processes for doing so.

Generally, students may seek credit for prior learning in four ways: (1) either through national testing standards (such as through AP or IB programs at the high school level), (2) through course challenge in which students will complete an existing course final exam, (3) by portfolio submission, or (4) credit by extra-institutional learning. Faculty play a significant role in determining whether the credit accepted by the College is comparable to credit offered. Credit for prior learning for these options are assessed by faculty who administer comprehensive exams in the case of course challenges, review documented evidence via portfolio submissions, or verify the industry-recognized credentials presented by students. In turn, faculty check for alignment between the course outcomes and those reflected in the evidence students are presenting of prior learning. For those students who opt to use national testing standards, course/credit equivalencies have been established by the State Board for Community and Technical College's Advising & Transfer Council (ATC) and approved by the Instruction Commission. Transfer equivalencies are posted on the College's [transfer to webpage](#).

Exhibits

1.C.8A – Policy 5.2 [Veterans Transfer Credit](#)

1.C.9 is not applicable, as CPTC does not have graduate-level programs.

Student Achievement

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Recruitment and Admission

In alignment with CPTC's mission to *educate tomorrow's workforce*, the institution recruits and admits students with the potential to benefit from its educational programs that lead to gainful employment. The Outreach and Entry Team provides the bulk of connection to potential students in the community. CPTC recruiters visit local middle and high schools, community organizations, and local college/career fairs to reach prospective students. Recruiters also provide on-campus tours to learn more about CPTC. Twice a month faculty provide Program Information Sessions to engage potential students. These sessions function like an open house where students can meet with faculty to learn about programs, tour facilities, and get questions answered. Twice per year, CPTC offers a longer, more in-depth open house for the community. Interested individuals come to campus and can visit several programs, learn more about educational programs and opportunities, and receive information about admissions, financial aid, and other campus resources.

Keeping equity, diversity, and inclusion central to the recruitment process is vital to the college's efforts. The bilingual Student Diversity Outreach Coordinator is tasked with providing outreach to diverse communities. This staff person meets with local community-based organizations to build collaborations and outreach opportunities to their members. As a result of these collaborations, CPTC has hosted recruitment nights in Spanish, attended cultural fairs, providing marketing materials in multiple languages, and been a part of joint grant making efforts to improve educational access in underrepresented communities.

As prospective students are ready to enroll, every student is required to meet with an Entry Coordinator in the Welcome Center. Upon check-in to the Welcome Center, all

potential students complete a short intake survey and career assessment. This provides the Entry Coordinator with valuable information about programs of interest, resources needed, and pre-qualifies students for funding. The Entry Coordinator meets with the student to discuss the results of the intake survey and career assessment, and walks students through the steps to enrollment, which include admission, financial aid, and placement into courses. Once a student has completed those steps, the Entry Coordinator meets with students to provide an Education Plan for their degree or certificate, provides assistance with registration, and connects them with new student orientation and campus resources as needed.

Although much of the admission work happens on campus, Entry Coordinators can do the same process out in the community. Entry Coordinators are regularly invited by K-12 partners and community organizations to come to their facilities to provide admission and financial aid assistance to prospective students. These are also provided in Spanish as requested.

Orientation to Programs

At each step of the recruitment and admission process, students are given "just-in-time" information. This means that a general overview is provided and individual questions are answered as they progress through enrollment and into programs. Rather than providing in-depth information all at once about programs, information is provided at key touchpoints to make sure students stay on track for enrollment and are getting questions answered. As prospective students are engaged in the community or at program information sessions, general information is provided about CPTC and its programs. For example, if a student inquires about the Dental Assisting Program, students are directed to the program information sessions to meet faculty and tour facilities and [to the program website](#). The program website provides the following information for each program: video about the program showcasing the labs and hands-on work students do in the classroom, general program information, potential careers in that field including salary and employment trends, ways to request more information, and how to contact the faculty.

As students become more interested and depending upon their interest, they could shadow a class for a day to learn more, meet with Entry Coordinators for additional information, and connect with other campus resources as needed. In addition, Entry Coordinators provide students with vital information about specific program requirements related to their program of study, such as physical requirements, length of program, cost, and job opportunities. As Entry Coordinators work with students on their education plan they delve deeper into academic requirements such as the potential to stack credentials, transfer opportunities, Bachelor programs, and graduation requirements.

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

As covered in 1.B, CPTC has spent the last seven years greatly enhancing its capability to compare its outcomes to those of local, regional, and national peers. The selection of these peers is critical, as CPTC's profile as a technical college operating many programs in a cohort format means persistence, retention, and completion rates are higher than those in comprehensive community colleges.

The College's global indicators of student success are found under the Workforce Preparation and Student Success core theme metrics in the Scorecard [1.A.1A]:

- % of students demonstrating proficiency of program learning outcomes
- % graduated placed in employment and/or further education
- % of students passing licensing exams
- % of students retained fall to fall
- % of students earning a credential in 150% time
- % of students completing college-level English and math in a year

When these data are presented to the Board of Trustees, they are presented both for the College as a whole and disaggregated by race/ethnicity; the only two that are not able to be disaggregated because of the way the data is collected are proficiency of learning outcomes (because faculty do not identify which students were proficient in the assessment report) and passing licensing outcomes (because these are also reported in the aggregate from licensing bodies).

In 2018, the College produced its first Diversity Factbook, now in its third edition [Exhibit 1.D.2A]. Faculty and staff who were interested in disaggregated performance indicators noted that one had to visit multiple dashboards to view the indicators. The Diversity Factbook disaggregates retention rates, completion rates, and job/further education placement rates by disability status, race/ethnicity, veteran status, single parent status, gender, economic disadvantage, and age group. The Factbook also includes survey questions on the campus climate, data on employee diversity, and demographic profiles of the underrepresented groups in each of those disaggregation categories.

The College does not routinely use first-generation status in its disaggregation filters or products because the number is not reliable; sources such as the Entry Services Intake Survey indicate the true percentage of students who are first-generation is much higher than what is indicated in the College's data systems from FAFSA and other sources. This is partially due to not every student attending CPTC filling out the FAFSA.

Exhibits

1.D.2A – [2020-21 Diversity Factbook](#)

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

The College publishes a number of sources of disaggregated student achievement indicators on its public-facing website, including:

- [The Diversity Factbook](#)
- [16 achievement and demographic dashboards](#) (with suppression to protect student information)
- [Student Right to Know data](#)
- [Core Theme presentations](#), disaggregated by race/ethnicity, as presented in Board meeting minutes since 2019
- [Annual outcomes reports](#) to the Trustees, compared to local and regional peers, each October since 2018
- [The Regional and National Peers dashboard](#)

These indicators, and the College's progress on them, are used as the core metrics of the College's planning processes. All activities CPTC undertakes are in service to improving the number and quality of students graduating from the institution and filling critical workforce needs in Pierce County. In addition to Trustee and Executive Team review of these metrics at the quarterly presentations, individual divisions at the College review metrics in their administrators and all-hands meetings.

Student Success keeps an individual division dashboard which captures student usage of facilities and services, student persistence, retention, and completion, and other data designed to inform the division's planning for refining and improving its services. In particular, the Multicultural Student Services department stays on top of disaggregated student performance data in an effort to plan, with other offices and committees on

campus, which groups needs which supports in order to remain in and complete their postsecondary education.

One example of the influence of disaggregated achievement data is the continued existence of the Ethnic Student Engagement Committee. This group was founded in response to the revelation that Black/African-American men were the least likely student demographic to persist and graduate. This group's faculty and staff volunteers perform personalized outreach to these students to provide support and help them address obstacles to retention and completion.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Transparent Processes and Methodologies

The Institutional Effectiveness team makes sure that each data presentation – regardless of the audience – begins with an explanation of where the data being presented comes from and how it was calculated. As a college in a state system with a robust centralized data collection and analysis operation, CPTC benefits from an external cleaning, verification, and addition to its institutional datasets before they are frozen and returned to the institution for analytical use. The State Board adds information to the College's datasets including if the student attended another college in the system and whether they were placed in employment six months after they left the College.



As the number and use of dashboards has increased on campus, IE has made special effort to educate users on a self-service basis. Each dashboard has either a hover-over information button marked by an *i* or a full information tab explaining how the data was collected and analyzed and defining calculations and terms used in the dashboard.



Clover Park Technical College **Job Placement & Earnings - Introduction**

<p>Introduction</p> <p>These dashboards summarize job placement and median salary data for professional/technical or apprenticeship program participants. The dashboards include data for those who left professional/technical programs or apprenticeships in a given year, whether they</p>	<p>Inflation Adjusted Wages</p> <p>Wages captured in the 3rd quarter after a student exits college. Wages are adjusted for inflation to the first quarter of 2020.</p> <p>Completions</p> <p>Completers include graduates, those completing at least 45</p>
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Indicators Used to Inform and Implement Strategies and Allocate Resources to Address Achievement and Equity Gaps

As indicated throughout Standard 1, equity has become the institution’s focus since the last self-study. The clarity of the institution’s equity gaps in outcomes, from persistence to job placement, give the work to reduce and eliminate those gaps an urgency that is unmatched. CPTC has allocated resources to address equity gaps at every stage of the pipeline, including:

- Hiring a bilingual Student diversity Outreach Recruiter to work with community-based organizations for communities of color and other underrepresented populations to encourage them to pursue college
- Translating prospective student materials into Spanish and hosting family information sessions and tours in Spanish
- Hiring the College’s first (and the first of the technical colleges in Washington) Chief Diversity Officer to provide support and accountability to CPTC’s equity efforts
- Adding Equity as the fourth Core Theme and measuring the College’s progress towards increasing equity for both employees and students
- Investing in external training for faculty and staff to incorporate equity throughout their practice, including hiring committees, committee leadership, department and division leadership, and in their treatment of students
- Launching a coordinated CPTC CARES model of interacting with students to ensure each student is treated with equal dignity, respect, and care
- Hiring a Multicultural Student Services Manager and building the Diversity, Inclusion, and Civic Engagement (DICE) Center in partnership with the Associated Student Government, who is also invested in equity, diversity, and inclusion work
- Vastly expanding the College’s provision of resources and connections for low-income students who are food or housing-insecure and in need of support to remain successful in college; these efforts have included a student food pantry, partnering with a mobile food bank truck, a student hygiene pantry, and free bus passes offered with the local transit provider

Because so many of the College's core indicators are either directly measuring the achievement and equity gap (as in difference between white student and Black/African-American student graduation rates, an Equity core metric) or routinely disaggregated to surface how disparate groups are performing, the College will continue to devote time, resources, and attention to close these gaps.

STANDARD TWO – GOVERNANCE, RESOURCES, AND CAPACITY

Governance

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Clover Park Technical College's Board of Trustees have the ultimate responsibility for the operation and administration of the college and have delegated that authority to the college president. The College has an established shared governance system that provides broad involvement in the creation of policies and procedures and establishes opportunities for members of the students, faculty, and staff to have input into decisions that impact them.

The Board of Trustees is made up of five members, appointed by the Washington State Governor and confirmed by Washington's Legislature, who represent labor and industry, government, finance, and community-based organizations in Pierce County. Members of the Board of Trustees serve in five-year terms and are eligible to serve a second five-year term (10 years total). Trustees annually disclose any conflicts of interest and receive Washington State Ethics Law and Open Public Meeting training, including an onboarding course and annual refresher from the State Board for Community and Technical Colleges.

As documented in CPTC's Chapter 1, Policy 2 [Exhibit 2.A.1A] the Board of Trustees retains the right to:

- Employ the President and fix his/her duties, compensation, and other terms and conditions of employment

- Award or deny tenure, and to act on each recommendation of a review committee regarding dismissal of a tenured faculty member
- Approve or recommend approval of a request by an officer or employee for defense, representation, and/or indemnification in any legal action
- Adopt, amend, or repeal rules pursuant to the Administrative Procedure Act, RCW Chapter 34.05
- Approve the College's annual operating budget

The Trustees also review Board policies every three years [Exhibit 2.A.1B]; the College also reviews its policies and procedures on a three year schedule and sends new and revised policies to the Board chair for review. Other college matters are delegated to the President, excluding academic standards, curriculum, and methods of instructional delivery, which are delegated further to the Vice President for Instruction, Curriculum Committee, and the faculty members, respectively.

The Board of Trustees evaluates the President annually through a confidential survey and a review meeting as described in the Trustee Handbook [Exhibit 2.A.1C]. The Board uses these tools to set and prioritize goals for the President. In addition, the Trustees complete periodic self-evaluations, which are aggregated into one report. The report is then reviewed at the annual Board Retreat or an Executive Session of a board meeting and is used to set, prioritize, and maintain goals for the Trustees.

Exhibits

2.A.1A – Policy 1.2 [Board Delegation](#)

2.A.1B – Policy 1.3 [Policy Oversight](#)

2.A.1C – Trustee Handbook

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Effective, Qualified Leaders

CPTC is led by an Executive Team of professionally and academically qualified administrators consisting of the President, Vice President for Finance and Administration, Vice President for Instruction, Vice President for Student Success, Associate Vice President for Institutional Effectiveness, and the Associate Vice President for Equity, Diversity, and Inclusion. Their credentials and qualifications are

itized in their curriculum vitae found in Exhibit 2.A.2A and summarized in the table below.

Administrator	Education	Experience
Dr. Joyce Loveday	BA, Wheaton College MBA, Idaho State University PhD, Oregon State University	Higher education experience: 30 years Clover Park experience: 19 years
Lisa Beach Co-Interim Vice President for Finance and Administration	BA, Washington State University	Higher education experience: 25 years Clover Park experience: 25 years
Dr. Thomas Broxson Vice President for Instruction	BA, California State University, Fullerton MA, California State University, Fullerton EdD, Oregon State University	Higher education experience: 23 years Clover Park experience: 1 year
Samantha Dana Associate Vice President for Institutional Effectiveness	BA, University of Massachusetts, Amherst MS, The Johns Hopkins University	Higher education experience: 10 years Clover Park experience: 3 years
Dr. Scott Latiolais Vice President for Student Success	BA, Louisiana State University MS, University of Tennessee EdD, Northern Illinois University	Higher education experience: 25 years Clover Park experience: 4 years
Lisa Wolcott Co-Interim Vice President for Finance and Administration	BS, Washington State University	Higher education experience: 22 years Clover Park experience: 7 years

In recent years, the College has experienced significant turnover in its senior leadership due to retirements and promotional opportunities.

- The former Vice President for Instruction retired in April 2020 after 15 years at the College
- The former Vice President for Strategic Development left in July 2020 to become president of Yuba College in Marysville, CA
- The former Vice President for Finance and Administration retired in August 2020 after 8 years at CPTC and 10 years in the Washington two-year system

- The former Executive Director of Equity, Diversity, and Inclusion left in May 2021 after 2 years at the College to take a promotional opportunity in private industry

Clover Park has remained steady through these transitions with a capable, experienced, and dedicated President at the helm; the current executive team brings over a century of experience in higher education, decades of which have been at Clover Park. After these transitions, the Vice President for Strategic Development position was reworked into the AVP for Institutional Effectiveness and the incumbent was promoted from within; the Executive Director of Equity, Diversity, and Inclusion position will be refilled soon as an AVP for Equity, Diversity, and Inclusion.

Leadership Planning, Authority, and Assessment

The President's Executive Team (E-Team) comprise one decision-making facet in the overall shared governance structure at CPTC. Their role is to provide strategic input into CPTC's instructional portfolio, institutional budget planning process, and the delivery of comprehensive student support services. Additionally, the E-Team advises the President on matters related to personnel, facilities, and operations.

The President approves the structure of the college outlined in the organizational charts (Exhibit 2.A.2B). Each division's organizational charts are posted publicly on the CPTC website to increase understanding of the College's operations and structure.

The E-Team, and the College as a whole, have a broad suite of tools to use when assessing the institution's effectiveness. The College Scorecard, updated three times a year with three key metrics for each Core Theme, is shared with the Board at quarterly presentations and posted on the College's website (Exhibit 1.A.1B). The College also runs academic and non-academic assessment cycles that allow faculty, staff, management, and leadership to review and reflect with a goal of continuous improvement. Each division of the College has its own tools for assessment, which are briefly detailed in the 2018 college-wide Assessment Plan (Exhibit 2.A.2C), and further expanded with an Instruction-specific manual released in 2019 (Exhibit 2.A.2D) and an annually revised Student Success assessment manual (Exhibit 1.B.1A).

Exhibits

- 2.A.2A – Executive Team Curriculum Vitae
- 2.A.2B – CPTC Organizational Charts
- 2.A.2C – CPTC Assessment Plan
- 2.A.2D – Instruction Assessment Plan

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Dr. Joyce Loveday has served as the President of Clover Park Technical College (CPTC) since June 1, 2016, when she was appointed Interim President for a brief period before being named President on January 16, 2017. She has been an integral part of the college since 2002, serving in the roles of Dean for Business and Computer Technology, Assistant to the President, Associate Vice President for Instruction, and Vice President for Student Learning.

Dr. Loveday's cumulative higher education experience spans 30 years and includes experience as a faculty member, department chair, and dean. Expanding access to quality education and preparing students for career success is a priority for Dr. Loveday. She is proud of the role CPTC plays in the health and strength of its community as the College educates and prepares graduates for success in tomorrow's workforce.



President Loveday holds a Bachelor of Arts degree from Wheaton College, a Master of Business Administration from Idaho State University, and a Doctorate of Philosophy in Education from Oregon State University with an emphasis in Community College Leadership.

With a strong commitment to CPTC's core values, President Loveday strives to foster a welcoming and innovative environment conducive to faculty, staff, and student achievement. She is dedicated to the mission of *educating tomorrow's workforce* and seeks to provide opportunity for all members of the community to benefit from the transformational power of career-connected education. Dr. Loveday is a prominent advocate for student success, quality instruction, and increased access to education.

Since becoming President of CPTC, Dr. Loveday has led the college through many significant achievements including:

- implementation of Guided Pathways priorities to improve student outcomes;
- celebration of the College's 75th anniversary;
- development of new partnerships with industry and community organizations;
- creation of a new entry process and Welcome Center;
- initiation of new technical programs including Digital Entertainment Design, Avionics, and four Bachelor of Applied Science programs;
- hiring the college's first Executive Director of Equity, Diversity, and Inclusion; and
- construction of the new John W. Walstrum Center for Advanced Manufacturing.

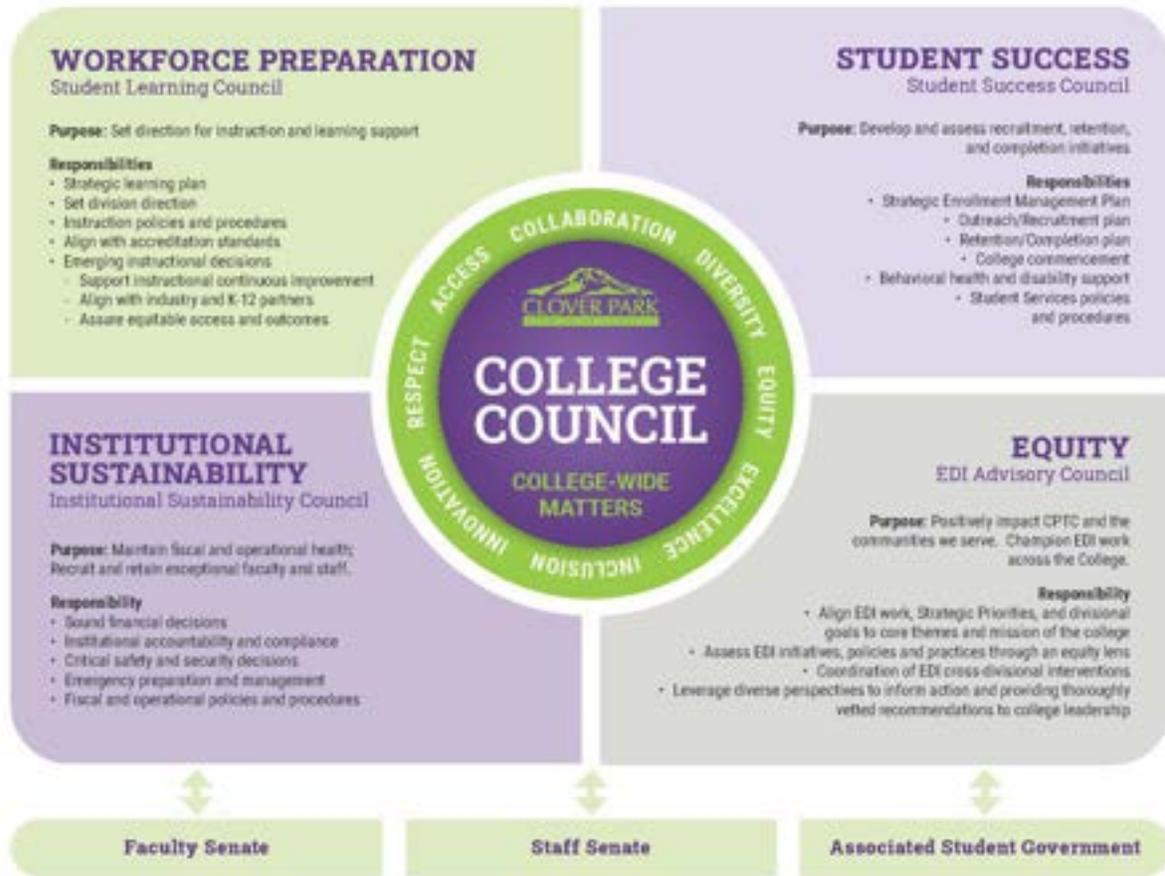
President Loveday maintains strong ties to the community and works to enhance the college's partnerships with area businesses, organizations, and nonprofits. Locally, she is actively engaged in the community as past president of Clover Park Rotary, member of Lakewood's Promise, and a board member for the Living Access Support Alliance (LASA).

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

CPTC values rigorous and representative participation in shared governance and continually evaluates its model to ensure appropriate voices are included. In 2019, CPTC ended its previous model, in which membership was determined by role at the college, and began a collaborative re-envisioning of the structure. A new structure, organized by function and incorporating existing committees, was presented to the campus community for evaluation. The drafting team, comprised of staff and faculty, also held two town halls for employees to ask questions and make suggestions.

The College was preparing to implement the new model when COVID-19 struck and budget challenges followed. The President called together a review task force, which expressed concerns with the proposed model. This task force recommended a deeper exploration of how to embed equity in the model, which launched a campus-wide survey and series of focus groups. The new model, incorporating recommendations from this feedback and further recommendations from the task force on broader engagement and communication, was approved and implemented in June 2021. The Shared Governance Handbook as currently implemented at CPTC can be found in Exhibit 2.A.4A. The handbook includes additional information on how equity will be implemented in the formation and operation of shared governance at the College.

One of the results of this process was an enhanced emphasis on the communication of the shared governance structure, its participants, the decision-making authorities each body possesses, and the results of their deliberations. This information is shared on an internal SharePoint site, with minutes and records available to all employees. [An overview of this system](#) is published on the external CPTC website.



During the 2019-2020 revision process, the College’s shared governance values, as codified in the Shared Governance policy [Exhibit 2.A.4B], were reviewed and reaffirmed.

The values that guide shared governance include:

- Mutual respect and trust
- Diversity of thought
- Informed and inclusive decision-making
- Transparency and clarity of operations and decision-making
- Open lines of communication
- Accountability
- Collaboration

The College makes distinct efforts to include students in shared governance bodies. The Associated Student Government (ASG) undertook a pilot in 2019, creating more leadership opportunities for students and providing a broader pool of engaged students from which to draw participants. In June 2021, the ASG voted to make those changes permanent, moving from a hierarchical president – vice president structure to an

egalitarian council model where each chair of the 5 committees have equal power and responsibility [Exhibit 2.A.4C]. For the College's purposes, this provides a deeper bench of engaged student leaders from which to draw to serve on college-wide committees.

Student representatives sit on 4 of the 5 Councils in the College's shared governance structure, and ASG is itself a shared governance structure incorporated into the model of college-wide governance.

Exhibits

2.A.4A – Shared Governance Handbook

2.A.4B – Policy 1.7 [Shared Governance](#)

2.A.4C – [Associated Students of Clover Park Technical College Constitution and Bylaws](#)

Academic Freedom

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

As part of its mission, the College is committed to creating an environment of innovation, equity, and excellence. Equity, respect, and diversity are core values of the College and ones upon which CPTC bases its efforts to achieve its four core themes: Workforce Preparation, Student Success, Institutional Sustainability, and Equity. Equity, and the freedom of expression and independent thought inherent in advocating for and practicing equity, is promoted at CPTC through policy and in the daily actions of faculty, staff, and students. Students and faculty have explicit sources of protection of academic freedom in state law and the faculty union contract, respectively.

CPTC adheres to [WAC 495C-121-040](#) on Student Rights, which protects the College's students from inappropriate internal and external influences, pressures, and harassment under academic freedom and due process rights. The rights to which students are entitled are embedded in the Student Discipline Policy [Exhibit 2.B.1A] and the Code of Student Conduct [Exhibit 2.B.1B]. Student experiencing issues related to academic freedom are apprised of their rights during the concern process.

The Faculty Collective Bargaining Agreement [Exhibit 1.C.5C] addresses academic freedom in Article 7, which states, "Academic freedom is fundamental for the advancement of truth in all institutions of higher education conducted for the common

good. The common good is best achieved when faculty members are free to pursue scholarly inquiry without undue restrictions, and to voice and publish conclusions that the faculty member considers relevant to their courses and profession.”

Exhibits

2.B.1A – Policy 5.12 [Student Discipline](#)

2.B.1B – [Code of Student Conduct](#)

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Clover Park’s values include access, collaboration, excellence, inclusion, and innovation, all of which actively promote and encourage an environment of academic freedom, discussion, and inquiry. Support for these values is evidenced through the College’s adherence to [WAC 495C-121-040](#) on Student Rights, its commitment to academic freedom in Article 7 of the Faculty Collective Bargaining Agreement, and the use of its facilities for the dissemination of information as permitted in [WAC 495E-140-040](#). In addition, the [Equity Diversity and Inclusion Office](#) promotes the acceptance of difference and the sharing of opinions and provides training for faculty and staff on promoting these concepts in their offices and in the classroom.

The College complies with all federal and state policies designed to ensure fair and equitable hiring practices and an environment free of harassment and discrimination as evidenced by [Policy and Procedures Chapter 2](#).

In April 2021, in order to more formally define and codify the College’s commitment to academic freedom, the Board of Trustees passed [Board Policy 1.11, Academic Freedom](#) [Exhibit 2.B.2A]. Clover Park’s academic freedom policy provides the College’s definition of academic freedom and affirms its commitment to acceptance of diverse ideas and unfettered academic lines of inquiry.

All courses, degrees, and certificates are reviewed and recommended by the College Curriculum Committee and Vice President for Instruction and then approved by the

State Board for Community and Technical Colleges. Program faculty contribute to various efforts related to planning, curriculum assessment, and program continuous improvement. Additionally, faculty have many opportunities to pursue academic lines of inquiry under the collective bargaining agreement through sabbaticals, supports for academic advancement, and professional development [Articles 15.12, 16.8, and 16.9, Exhibit 1.C.5C].

Students can engage in scholarly discussion and inquiry through clubs and organizations sanctioned by the Associated Students of Clover Park Technical College (Student Council) and issue Student Council positions on policies as specified in its bylaws [Exhibit 2.A.4C].

Exhibits

2.B.2A – Policy 1.11 [Academic Freedom](#)

Policies and Procedures

2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Clover Park Technical College's policies around [transfer-of-credits \[Exhibit 2.C.1A\]](#) and [transferability of credits \[Exhibit 2.C.1B\]](#) are clearly defined on the College's website and in the annual catalog.

Clover Park Technical College follows the state's community and technical college system (CTC) reciprocity agreement for students transferring within the system who are pursuing one of the College's degrees or certificates. The College also participates in the state's common course numbering system where equivalencies exist between colleges in the system, particularly in general education. Students may transfer in classes towards degree or certificate requirements; the limit of 75% transfer credit was dropped in 2021 to align with the NWCCU 2020 standards [Exhibit 2.C.1C].

CPTC offers one transfer degree, the Pre-Nursing Direct Transfer Agreement/Major Related Program. In addition to transfer, this program is used for prerequisites for entry into several of the College's allied health fields. The College offers many Associate in Applied Technology – Transfer degrees, which are designed to facilitate transfer to another institution to complete a bachelor's degree. Students are advised into this degree

pathway if they are considering transfer to another institution or applying to one of the college's Bachelor of Applied Science degrees.

Students who wish to apply degrees or credits from other institutions to their Clover Park degree programs must initiate the review process and be prepared to provide necessary documentation. Enrollment Services will subsequently review official transcripts for transfer students who have been admitted to Clover Park Technical College. Evaluations are completed in the order in which official transcripts and Evaluation Request Forms are received. CPTC makes every effort to offer opportunities to inform students about transfer options. These opportunities include:

- [education plans](#) describing each educational program posted on the website;
- each program listing on the website has a Career Pathways guide linked to career and transfer options;
- quarterly outreach events facilitated by Student Success;
- information sessions about popular careers and education requirements with possible transfer options facilitated by CPTC faculty; and
- required intake meetings with Entry Coordinators in which students plan their CPTC curriculum around the requirement of their desired program of study or transfer institution

CPTC has been participating in the Washington state Guided Pathways initiative since 2018 as an early adopter college. As part of this initiative, the College is developing program of study maps which explicitly connect the student's program of learning to career and transfer opportunities. These maps will be published on the website and available in print as they are developed. The anticipated implementation date is Fall of 2021.

Exhibits

2.C.1A - [Transfer to CPTC](#)

2.C.1B - [Clover Park Technical College Transfer of Credits](#)

2.C.1C – Policy 4.11 [Academic Credit for Non-Traditional Learning](#)

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

CPTC has a thorough and comprehensive Code of Student Conduct [Exhibit 2.B.1C] which covers rights, responsibilities, and procedures for student discipline. The Dean of Student Success serves as the College's student conduct officer and is responsible for the code and processing concerns as they arise. Students can find these Rights and Responsibilities on the [college website](#), in the [student handbook \(beginning on p. 140\)](#) [Exhibit 2.C.2A], and in the [annual catalog](#).

INNOVATIVE PRACTICE: In 2019, the College unveiled [A Better CPTC](#), a central location on the CPTC website for the community to learn the different types of concerns they should report and a one-stop location for them to make those reports. A Better CPTC is constructed in the Qualtrics survey platform and each entry is routed to the appropriate staff member (e.g., code of conduct violations to the Dean of Student Success, student behavior to the Behavioral Intervention Team).

Academic Honesty

The college defines academic dishonesty in its Student Code of Conduct as any act "including cheating, plagiarism, and fabrication." This information is located on the [college website](#), in the [student handbook \(p. 20\)](#), and in the [annual catalog](#). Violations are reported via [A Better CPTC](#), the college's online reporting system to the Student Conduct Officer for documentation and follow up. Academic dishonesty violations may result in [disciplinary sanctions](#).

Student Code of Conduct

Clover Park Technical College's [Student Code of Conduct](#) is housed in the Washington Administrative Code - [WAC 495C-121-010](#). The WAC outlines general provisions ([authority](#), [jurisdiction](#), [prohibited student conduct](#), and [discipline](#)), disciplinary procedures, and supplemental procedures for cases involving allegations of sexual misconduct.

Complaints and Appeals

Policies and procedures related to raising and resolving grievances and appeals can be found on the [college website](#), in the [student handbook \(p. 148\)](#), and in the [annual catalog](#).

Students with Disabilities

Policy 5.7 related to students with disabilities, including the Reasonable Accommodations for Students with Disabilities Under ADA/504, can be found on

the policy section of the [college website](#). Procedures and processes for students with disabilities are listed on the [Disability Services website](#).

Title IX

Information about Title IX is published on the [college website](#) and outlined in the [Student Code of Conduct](#). The website and Student Code of Conduct provide information regarding Title IX along with the process for reporting a complaint, a link to [grievance procedures](#), additional resources, and contact information.

Exhibits

2.C.2A – [Student Handbook](#)

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Admissions

As a public institution, CPTC maintains [an open door, non-discriminatory admission policy](#) as required by RCW 28B.50.020(1). All members of the community are eligible for program admission to CPTC if they:

- are competent to profit from the curricular offerings of the College; and
- are eighteen years of age or older; or
- are a high school graduate (diploma or high school equivalency certificate); or
- have applied for program admission under the provisions of Running Start, Elective High School, or other local enrollment option programs.

Exceptions

Those students age 16 and over whom meet the provision of Title III-Adult Education Programs may enroll in certain adult basic education classes. Individuals admitted into such classes will be allowed to continue as long as they are able to demonstrate, through measurable academic progress, an ability to benefit. In order to increase access to higher education for students who do not have a high school diploma or equivalent and remove financial barriers, the Board of Trustees passed a waiver in June 2019 so students

attempting the 6 college credits which would make them eligible for financial aid do not pay for those credits.

Students are admitted to the College on a first-come, first-served basis as long as they meet admissions requirements. Students are admitted to the College rather than admitted to the program of study and are able to register during the “admitted students” or “open registration” periods for programs of interest. During these two registration periods, students may register on a first-come, first-served basis. Specific program prerequisites must be met by the date of enrollment.

The admission process for students is outlined in the [Getting Started](#) section of the College catalog and on the [College website](#). International student admission information is also available at these locations. Some programs stipulate program admission requirements particular to the program. These requirements are clearly identified on the [program page in the College catalog](#).

Placement

CPTC revised its placement policy, [5.6 Multiple Measures](#), in 2021 to better reflect the breadth of options students have for being placed in the appropriate level of math and English classes when they register at the College [Exhibit 2.C.3A]. New students provide high school and college transcripts, standardized test scores such as SAT or ACT, or HiSET/GED or CASAS scores when they enroll. Students may also take the math directed self-placement exam to provide context for a conversation with entry services about in which classes they would be most successful. An English directed self-placement exam is in development.

INNOVATIVE PRACTICE: Directed Self-Placement

As with many other community and technical colleges, CPTC has a history of relying on high-stakes placement tests to place students in English and math courses. With help from the College Spark Foundation, the College has been redesigning its placement processes to ensure students are started on the path to success from the beginning. Math and English faculty have developed internal directed-self placement exams, administered online, to allow students to self-assess their mastery of the concepts covered in developmental and college-level courses. The students take their results to an entry services advisor to discuss and decide together, based on the exam and the student’s intended program, which English and math courses the student should take.

Continuation and Termination

Information regarding continuation in and termination from CPTC’s educational programs is included in the Academic Progress portion of the 2021-22 College catalog (p. 28). Students placed on academic probation or suspension may appeal to the Academic Review Committee for reassessment if they believe that unusual circumstances beyond their control were the cause of their low academic achievement.

Financial Aid recipients are subject to the [Student Progress Policy](#). Reinstatement to the College, following one quarter of academic suspension, requires the student to meet with advising/counseling staff to develop an educational plan. Upon reinstatement, the student will resume classes on academic probation. The student academic appeals process described on page 291 of the catalog provides the structure for ensuring that policies are administered in a fair and timely manner.

Exhibits

2.C.3A – Policy 5.6 [Multiple Measures](#)

2.C.4 The institution’s policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Clover Park Technical College has adopted and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. CPTC abides by multiple statutes governing record security and retention. [The full list of statutes and the records to which they apply](#) are provided by the Washington State Archives office.

Student admissions records, financial aid records, and academic records are handled similarly. All files are kept in locked file cabinets in the Enrollment Services office. Two years of student records are stored on campus in locked rooms in Buildings 17 & 19. Only trained staff whose job description requires they access these files are given keys. The keys to access the file storage room must be checked out from the Director of Enrollment Services. Overflow files are stored at the State Archives in Olympia, Washington. Records are kept for the requisite amount of time, then shredded.

In addition, all student records are maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). CPTC maintains a policy on FERPA protections, which was recently revised to incorporate the Washington State Board’s system-wide definition of directory information (Exhibit 2.C.4A). Student details are only given to the student or the individual on the FERPA release form. Clover Park Technical College’s HR department provides FERPA training as part of new employee orientation through an online Canvas course created by Associate Dean for Student Success, and the Associate Dean for Student Success sends out a quarterly FERPA reminder to all employees. The annual notification of rights under FERPA for students is [published in the course catalog](#) (p. 295)

Exhibits

2.C.4A – Policy 5.13 [Family Education Rights and Privacy Act of 1974](#)

Institutional Integrity

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

The College represents itself to the public, students, and prospective students through catalogs, publications, and official statements. To ensure clarity, accuracy, and consistency of its publications, College promotional and informational publications go through a centralized review and preparation through the Office of Marketing and Communications, coordinated by the Executive Director of Marketing and Communications. The College has established and published brand standards on the website for all printed materials, signage, exhibits, and logo use [Exhibit 2.D.1A].

EQUITY: The College's academic intentions are communicated through a variety of sources. Student Services has developed a variety of materials to educate students on the opportunities available at the College and how to enroll, including bookmarks and viewbooks. The College has made multiple efforts in recent years to reach its communities of color whose first language is not English. In 2019, CPTC paid to have these materials translated into Spanish to reach families who speak the second most common language in its service area. The College has also redesigned its nametags for employees to include indicators for speaking other languages, hosted family information nights in Spanish, and hired its first bilingual Diversity Outreach Coordinator.

In 2018, the College's website was redesigned for two purposes: to be more user-friendly for potential and current students and to accomplish the realignment of the College's programs into Schools or meta-majors as part of its participation in the Guided Pathways initiative. Each program the College offers has a landing page with information on degree options, time to degree, requirements for each degree offered, and links to career opportunities and salary potential. The class schedule posted on CPTC's website each quarter includes information on full-time degree and certificate programs as well as academic classes, Adult Basic Education, English Language Acquisition, and continuing education. The class schedule is currently available at least two weeks prior to

registration opening for a new quarter. Marketing and Communications, Information Technology, and Instruction work together to populate an interactive schedule that displays real time class offerings and availability. The College also offers summer and fall registration at the same time, allowing students to have predictable schedules and encouraging the retention of students who cannot or do not take classes during the summer (such as dual enrolled Northwest Career and Technical High School students). As part of both the Guided Pathways initiative and the College's conversion to the state-wide PeopleSoft/ctcLink system, CPTC is in the process of moving to an annual schedule. The College catalog is revised and produced annually. In 2019, CPTC invested in SmartCatalog software, which allows changes to be entered directly by Instruction and reduces production time. The addition of SmartCatalog's curriculum module in 2020-21 and 2021-22 will further enhance catalog accuracy and timeliness by connecting the Curriculum Committee's changes to the draft version of next year's catalog, eliminating the need for the gathering and input of those changes when the catalog is being drafted. Program brochures are updated annually on the same schedule as the College catalog. Program faculty and deans review drafts to ensure accuracy. Drafts are then forwarded to the Marketing and Communications for production. All publications are reviewed and approved by the Executive Director of Marketing and Communications prior to final printing to further ensure consistency, accuracy, and integrity in all representations about the College mission, programs, and services.

Exhibits

2.D.1A – Brand Standards

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

CPTC exemplifies high ethical standards in all aspects of its business operations, including its interactions with outside entities, the public, the Commission, CPTC employees, and students. Following College policies governing ethical principles and guidance by the Washington State Executive Ethics Board, CPTC promotes organizational effectiveness and advances the public interest. Alleged ethics violations are investigated and resolved, following internal College policy and the involvement of the Washington State Executive Ethics Board consistent with [RCW 42.52 Ethics in Public Service Law](#). General ethics guidance for employees can be found on CPTC's intranet site. In addition, the Executive Director of Operations (ED) serves as the College Ethics Officer and is a resource to all employees. The ED provides periodic information

related to ethical behavior and an annual series of trainings, which are required at hire and every 36 months thereafter. The Executive Director of Operations also responds to direct requests for determinations of proper ethical conduct.

In recent years, CPTC has made a concerted effort to provide clear, easy to understand and follow ways to report complaints and grievances. Students are provided informal opportunities to provide feedback through surveys run by the College (both national instruments such as CCSSE and College-developed surveys) and feedback surveys offered by individual departments. Students have formal means of filing complaints and grievances as outlined in WAC 495C-121, the [Student Conduct Code](#) [Exhibit 2.B.1C]. These regulations and processes are available to students in the [Student Handbook](#) published yearly [Exhibit 2.C.2A].

The appropriate supervisor addresses employee grievances, and the process is outlined in each of the collective bargaining agreements and the Administrators Handbook [Exhibits 1.C.5C, 2.F.1A – D]. These procedures are defined, accessible, and resolved in a timely manner as stated in each of the individual agreements or policies. In 2019, the College rolled out the centralized A Better CPTC website which provides access to forms to report conduct issues, harassment/discrimination/bias issues, student behavioral issues, academic concerns, security concerns, and other concerns including whistleblowing and ethics concerns. Students, employees, and the public can access this resource on the College’s public-facing website to report concerns and issues with confidence that the information is being directed to the appropriate responder.

CPTC provides mandatory non-discrimination training, including sexual harassment training, upon hire. The College is committed to providing equal employment and educational opportunities without regard to race, color, sex/gender, religion, creed, age, marital status, national origin, sexual orientation, veteran status, or the presence of any physical, sensory, or mental disability. Complaints and claims involving discrimination are referred to the appropriate supervisor and the Chief Human Resources Officer for investigation and appropriate resolution per the Policy and Procedures Manual [Exhibit 2.D.2A].

Exhibits

2.D.2A – Policy **2.2** [Nondiscrimination/Sexual Harassment Complaint Procedure](#)

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

The Washington Ethics law, located in the [Revised Code of Washington Chapter 42.52](#), applies to all state employees. It governs the actions and working relationships of CPTC employees with current or potential customers, fellow employees, suppliers, government representatives, students, the media, and others with whom the College has contact. CPTC employees are expected to observe the highest standards of ethical conduct in these relationships and are trained on state ethics laws, which cover topics including conflict of interest, upon hire and every three years of employment at CPTC. Employees are expected in all education, business, and other matters to place the College's interest above their own self-interest. State ethics law directs that state employees may not, directly or indirectly, have a financial interest in nor engage in activities that are in conflict with the proper discharge of their official duties; use their official position to secure special privileges for themselves or others; or receive compensation from sources other than the state of Washington for performing their official duties. Additionally, employees are individually responsible for resolving any doubt regarding the meaning of the code in favor of good ethical judgment. Policies in the Policy and Procedures Manual include Policy 2.5 Ethical Conduct/Conflict of Interest [Exhibit 2.D.3A] and Policy 2.4 Nepotism [2.D.3B].

CPTC's trustees receive ethics training related to their board responsibilities in three ways. First, ethics training is offered on an annual basis as new trustees are onboarded at the annual Washington Association of College Trustees meeting as part of a comprehensive new trustee onboarding. Second, the College's assigned Assistant Attorney General provides training to the trustees on open government law and ethics every four years as open government training is mandated by the state Open Government Trainings Act. Finally, ethics for trustees are also addressed in the College's Trustee Orientation Manual.

Exhibits

2.D.3A – Policy 2.5 [Ethical Conduct/Conflict of Interest](#)

2.D.3B – Policy 2.4 [Nepotism](#)

Financial Resources

Prior to the pandemic, CPTC's enrollment grew and the College was the recipient of several federal and state grants to support initiatives on campus. The College's finances were managed appropriately and one-time funding from reserves or unspent general operating funds were routinely redistributed by the Budget Committee's participatory process to support growth and innovation.

As mentioned throughout the 2021 self-study, CPTC experienced large enrollment declines as a result of the pandemic. Many of the College's classes were shifted, delayed, or cancelled during the Spring 2020 quarter and enrollment remained low in subsequent quarters. The College ended the 2020-21 academic year with a deficit of -16% in total FTEs and -17% in state-supported FTEs, which impacts the College's state allocation. The budgetary losses associated with these declines in enrollments were offset by the receipt of county, state, and federal relief funding.

CPTC has used this funding to support students through a variety of means, including emergency aid and tuition and fees (which increased the College's tuition collection rate) in addition to paying for COVID-related expenses and filling in general operating fund gaps due to tuition and fee loss from declining enrollment. A committee chaired by President Loveday reviewed requests for institutional recovery funding and approved expenditures ranging from improvement of air filtration to upgrading the College's firewall which have served CPTC well during the state of emergency and will continue to pay dividends in the future.

Maintaining budget stability during the pandemic through relief funding has allowed the College to minimize impact to faculty, staff, and students. As the College anticipates returning more services and programs to campus in fall 2021, this funding will also allow CPTC to position itself to recover and rebuild better by sustaining innovations onboarded during the pandemic and more heavily resourcing work to support students as they progress through their programs.

2.E.1. The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Financial sustainability is a crucial pillar of CPTC's success matrix; the Institutional Sustainability core theme encourages the College to make decisions and future plans with fiscal impact in mind. Two of the metrics the College uses to measure its progress towards meeting mission fulfillment is the number of annual state-supported Full-Time Equivalent (FTEs) and the percent of the institution's revenue which comes from the state. CPTC's goals are to increase state-supported FTE, which helps the College maintain its allocation (based on a three-year average of the College's state-supported FTEs) and to also diversify revenue streams sufficiently to be less reliant on that

allocation. With recent state funding additions for initiatives like Guided Pathways, this has been difficult to improve but remains a focus of the College moving forward. CPTC fiscal staff philosophy is to budget, reserve, and invest conservatively, as is covered in more depth below. Technical colleges have unique needs in terms of repairing and/or replacing training facilities and equipment which demand large one-time expenses. Managing the College's finances in a strategically conservative manner has allowed the institution to purchase equipment such as airplanes, afford unexpected increases in software and personnel, and maintain fiscal health simultaneously.

Audit Processes

As an agency of the state of Washington, CPTC is subject to audit by the State Auditor's Office (SAO). This process involves external auditors working with Budget and Finance staff (and other staff, as needed) to review the College's financial records, ask questions, and present their findings. The review, and the findings presented based on that review, are in line with federal Generally Accepted Government Auditing Standards.

The most recent audit conducted by the SAO was an audit of the College's financial statements for the period July 1, 2019 through June 30, 2020 (Fiscal Year 2020). The report was issued April 8, 2021 and identified no deficiencies in internal control, no instances of noncompliance, and gave the opinion that the College's FY2020 financial statements fairly presented the financial position of the College [Exhibit 2.E.1A]. Each audit of the College conducted by the SAO since 2005 are available to the public on [the SAO's website](#) and those since 2015 are available on [the College's website](#).

In addition to annual audits of the College's financial statements, the State occasionally conducts other types of audits on CPTC, the reports for which are also available on the SAO website. Accountability audits focus on an agency's adherence to applicable laws (local, state, and federal) and its own policies and procedures; the College's last accountability audit was completed in 2017 and covered the period July 1, 2012 through June 30, 2016. The audit found the College in compliance with external and internal laws and policies.

Regular Reporting

Clover Park Technical College's policies for budgeting, reserves, and debt ensure effective financial oversight and regulatory compliance as demonstrated by the College's audited financial statements. Clover Park Technical College has an inclusive, transparent budget process designed to allocate resources in accordance with the College's strategic priorities. The Board of Trustees reviews and approves the College's operating budget annually and receives quarterly budget status updates. The Board also approves reserve levels, one-time spending, the student government budget, and fee and waiver changes. These documents are posted publicly to the College's website in both the [Board of Trustees meeting minutes](#) and on the [Budget and Finance page](#). The

Budget and Finance webpage also includes the College's latest financial audits with the management letter.

The most recent picture of the College's financial position, for the year ending June 30, 2020, follows below.

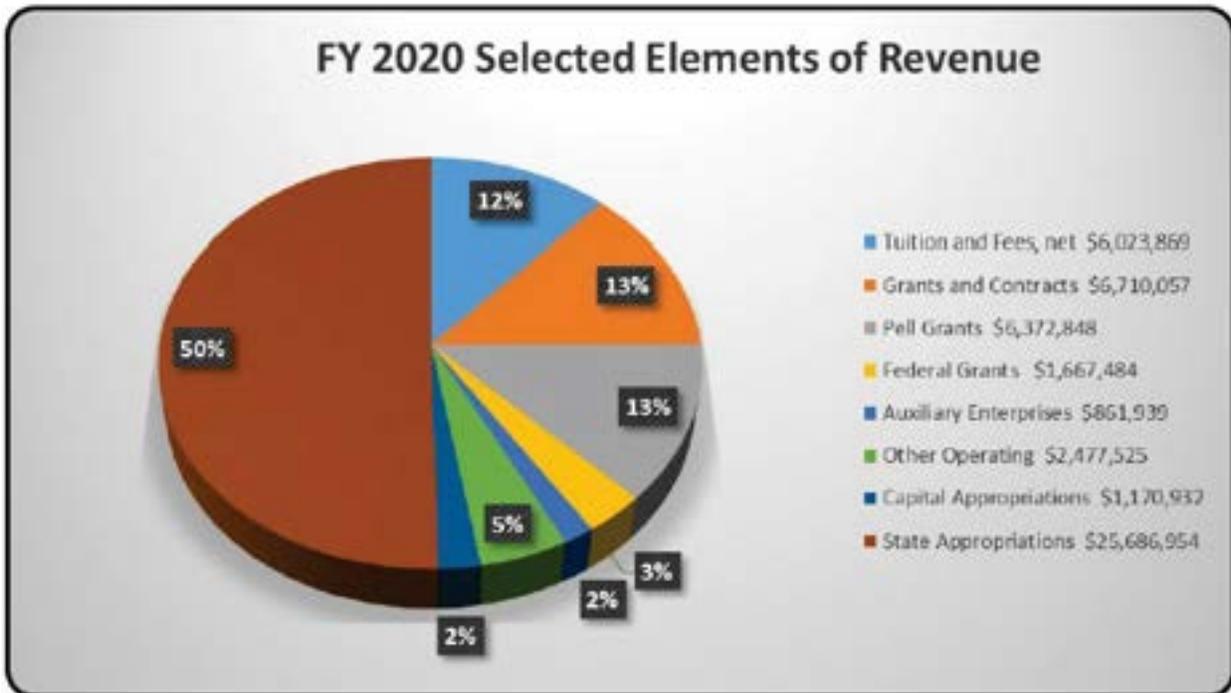
Statement of Net Position as of June 30, 2020

Condensed Statement of Net Position As of June 30th	FY 2020	FY 2019
Assets		
Current Assets	\$ 31,320,477	\$ 36,278,235
Investment in Joint Venture	541,710	656,524
Capital Assets, net	121,076,805	121,509,497
Total Assets	152,938,992	158,444,255
Deferred Outflows	4,820,920	2,306,625
Liabilities		
Current Liabilities	7,866,513	9,432,845
Other Liabilities, non-current	54,852,690	53,713,500
Total Liabilities	62,719,203	63,146,345
Deferred Inflows	8,532,775	9,106,735
Net Position	\$ 86,507,933	\$ 88,497,800

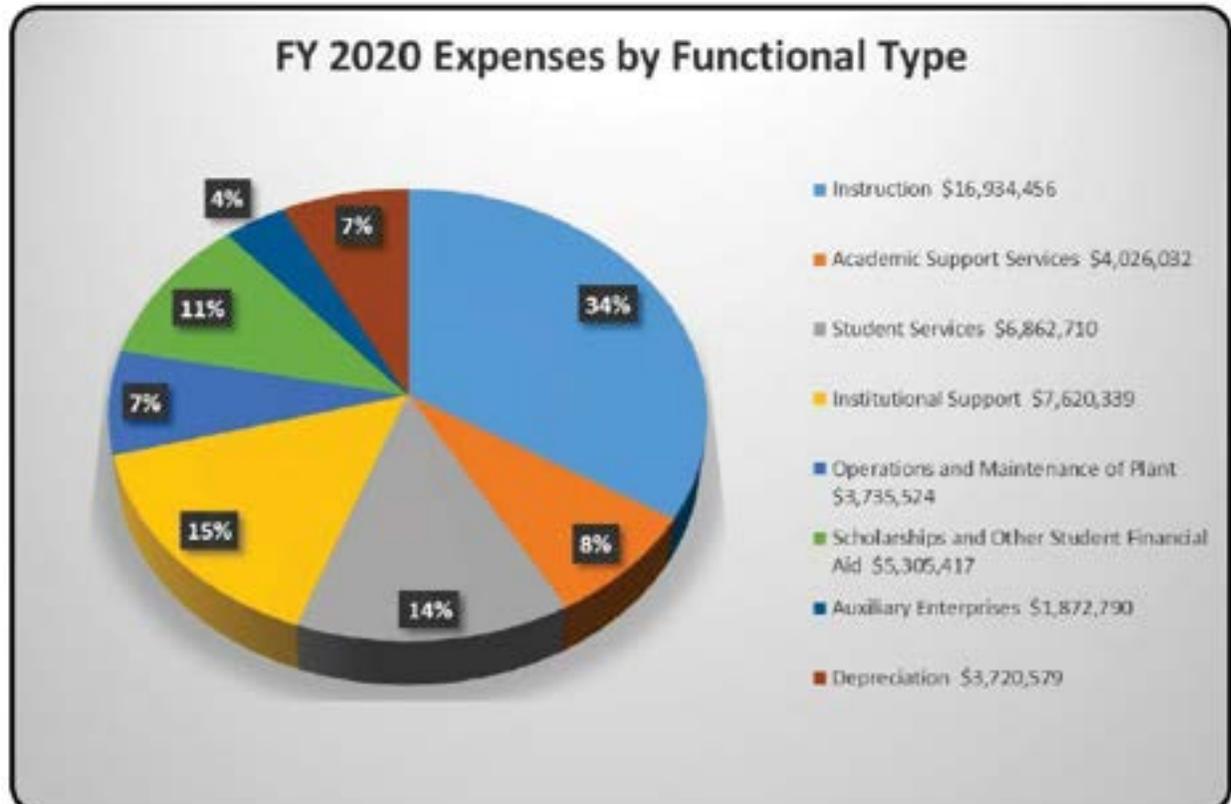
Statement of Revenues, Expenses, and Changes in Net Position as of June 30, 2020

Clover Park Technical College		
Condensed Statement of Revenues, Expenses, and Changes in Net Position		
For the Year Ended June 30, 2020 and 2019		
	2020	2019
Operating Revenues		
Student tuition and fees, net	\$ 6,023,869	\$ 7,640,923
Auxiliary enterprise sales	861,939	1,032,981
Grants and contracts	7,181,868	6,351,210
Other operating revenues	2,477,526	2,040,182
Total operating revenues	16,545,202	17,065,296
Non-Operating Revenues		
State appropriations	25,686,954	23,985,086
Federal Pell grant revenue	6,372,848	6,503,174
Other non-operating revenues	1,536,976	893,437
Total non-operating revenues	33,596,778	31,381,698
Total revenues	50,141,980	48,446,994
Operating Expenses		
Salaries and Benefits	31,142,542	27,646,223
Scholarships	5,305,417	4,788,896
Depreciation	3,720,579	3,031,326
Other operating expenses	9,909,309	8,960,092
Total operating expenses	50,077,847	44,426,537
Non-Operating Expenses		
Building fee remittance	1,071,109	1,081,427
Other non-operating expenses	2,092,738	2,334,716
Total non-operating expenses	3,163,847	3,416,143
Total expenses	53,241,694	47,842,680
Income or (loss) before capital contributions	(3,099,714)	604,314
Capital appropriations and contributions	1,200,932	2,534,244
Change in Net position	(1,898,782)	3,138,558
Net Position		
Net position, beginning of year	88,497,800	85,339,242
Prior period adjustment	(91,085)	
Net position, beginning of year, as restated	88,406,715	
Net position, end of year	86,507,933	88,477,800

FY 2020 Sources of Revenue



FY 2020 Expenses by Functional Type



FY 2020 Elements of Operating Expense



Finance staff reconciles the bank statement to the general ledger each month and prepares a cash flow analysis at the same time to ensure that sufficient liquid funds are on hand to meet short-term cash needs. The College undergoes an annual audit in accordance with its audit policy [Exhibit 2.E.1B].

College policy dictates the size of the College’s strategic reserves [Exhibit 2.E.1C]. The Board directs the college to retain a reserve equal to or greater than 90 days of annual operating expenses. The Vice President for Finance and Administration determines the exact amount based on college needs and investment returns and manages the size of the reserve in accordance with the College’s conservative fiscal policies.

CPTC Foundation

An independent 501c(3) entity, the Clover Park Technical College Foundation, raises funds for the College in the form of scholarships, emergency assistance, and program support. The Foundation was founded in 1992, as the College transitioned from an entity of the local school district to an independently governed and accredited institution of higher education. A Board of Directors of no fewer than 10 and no more than 24 (currently 12) manages the business of the Foundation; several staff from the College serve as ex officio members of the board, including the President, the Vice President for Finance and Administration, the Chair of the College’s Board of Trustees or designee, the Foundation Executive Director, and the Associate Vice President for Institutional Effectiveness. The College’s Accounting Coordinator also serves as the Foundation’s accountant, which provides a common historical knowledge of the

activities of the Foundation and allows input on the activities of the Foundation from both the College and Foundation fiscal perspectives. A Memorandum of Understanding between the College and the Foundation outlines the relationship between the two entities [Exhibit 2.E.1D]

The Foundation has its own board and [separate financial audit](#) conducted by an independent auditing firm. The Foundation has earned the 2021 Guidestar Platinum Seal of Transparency, the requirements of which include making audits publicly available and is the highest level of certification available.

Exhibits

- 2.E.1A – Financial Statements Audit Report (April 8, 2021)
- 2.E.1B – Policy 1.8 [Financial Audit](#)
- 2.E.1C – Policy 3.18 [Cash Management and Invest](#)
- 2.E.1D – CPTC and CPTC Foundation MOU

2.E.2. Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Financial Planning Participation

In December 2015, a College Budget Committee was established which was comprised of ten committee members representing various college departments and each of the four union groups. The committee established timelines for presentations from the campus community to propose new spending initiatives and to request one-time spending. Each proposal was carefully considered by the committee and open hearings were set up for those proposing new initiatives to explain their requests and to take questions from the committee. The committee would then rank each of the ongoing expenses as well as the one-time expenses. Their recommendations were forwarded to the Executive Team to consider for inclusion in the following year's one-time expenses budget.

The process established by the committee included an application, which linked requests to college strategic priorities and required approval by the appropriate Vice President before being submitted. It was made clear to applicants that the process was competitive for limited funds; in fact, very few proposals for new initiatives have been adopted since this committee was established. However, the prioritization of one-time funds, as weighted by the committee, has been instrumental in many equipment and new software purchases.

COVID IMPACT: The College faced daunting losses in tuition and fees during the COVID pandemic and realized new opportunities with the influx of county, state, and federal relief money. The President formed task forces to allocate student relief funds, institutional HEERF, CRRSAA, and ARP funds, and work on institutional budget cuts.

In 2021, the College evolved its budget committee to include more stakeholders and have a broader responsibility for the College's general budget in addition to one-time funding; this will flatten the budget decision-making hierarchy (because it includes both Executive Team and representatives from all divisions and unions) and institutionalize the collaborative allocation decision-making first started as a result of the pandemic.

The budget for one-time expenses is presented to the Board as part of the fiscal year approved budget. Quarterly status on these expenses are included in the Board of Trustees' quarterly financial reports. Requests approved for one-time funds are posted on the College's website in the [Budget and Finance section](#).

Budget Development

CPTC's budget development process requires input from stakeholders (budget managers, the Budget Committee, Institutional Effectiveness, and the State Board) in order to provide the data necessary to estimate the upcoming fiscal year's revenues and expenses.

Step 1: In November and December of a typical year, the Budget Committee will begin the process of working on accepting, reviewing, and forwarding requests for temporary one-time and permanent (non-personnel) budget requests. Their results factor into the College's expense projections for the upcoming fiscal year.

Step 2: In February, the Executive Director of Budget and Finance sends budget planning worksheets to campus budget managers, asking them to review their budgets for the upcoming year and reallocate funding across lines if necessary.

Step 3: The Executive Director works with Institutional Effectiveness to conduct a trend analysis of student FTEs for the past three years to determine what tuition and fee revenues might be. In accordance with the College's fiscal approach, a 5% reduction is taken from the average FTE and that figures serves as the FTE foundation of the next year's revenue forecast. That FTE number is combined with the College's recent average tuition and fee collection rate to provide the dollar amount.

Step 4: Revenue and expenses are combined to prepare a budget, which is presented to the Board of Trustees as soon as complete. This budgeting process produces an estimates revenue for both the College and for the Associated Student Government, who budgets against projected Student and Activity Fees. Fiscal staff aim to have it

approved by the Board as close as possible to the start of a fiscal year but different environmental variables (such as the pandemic, or a lack of allocation data from the State Board) may necessitate an extension of the current budget at the beginning of the year until the new year's budget is finalized.

Appropriate Available Funds During the Fiscal Year

The Board of Trustees are provided with a budget update on the College's actual revenues and expenditures each quarter. This allows them to ask questions, hear updates on fiscal initiatives around campus, and become more familiar with the College's budget through repetition. These quarterly reports include budget by fund or function, received and spent year to date, and received and expended compared to last year during the same quarter. A sample of the most recent quarterly report is provided below and the full is attached as Exhibit 2.E.2A.

By Type

Expense Type	Budget	YTD	Balance	% Expended	2019-2020	% of LYTD
A Salaries & Wages	21,924,204	14,831,031	7,093,173	67.6%	14,187,130	105%
B Employee Benefits	7,094,744	4,946,729	2,148,015	69.7%	4,939,039	100%
C Personal Services	93,649	43,289	50,360	46.2%	148,367	29%
E Goods & Services	4,662,977	2,455,071	2,207,906	52.7%	2,907,080	84%
G Travel	49,472	6,521	42,951	13.2%	71,548	9%
J Capital Outlays	327,008	119,724	207,284	36.6%	677,828	18%
N Grants to Students	8,756	2,834	5,922	32.4%	8,367	34%
P Debt Service	2,514,750	684,476	1,830,274	27.2%	759,875	90%
S Interagency Reimbursement	(178,827)	(92,556)	(86,271)	51.8%	(110,362)	84%
T Transfers	(476,687)	217,914	(694,601)	-45.7%	(266,562)	-82%
Total	36,020,046	23,215,034	12,805,012	64.5%	23,322,310	99.5%

During the year, the VP and the Executive Director evaluate the College's cash reserves and investments and move money between them as needed. CPTC's investment vehicle, as approved by the Board of Trustees, is the Washington State Treasurer's [Local Government Investment Pool](#). One practice that helps increase the College's cash flow [covered in Exhibit 2.E.1A, the previous year's audited financial statements] is the Budget office's practice of drawing on grants and contracts monthly as opposed to quarterly. This helps lessen the need to move investments from the pool to keep the College liquid until it receives these disbursements from external sources.

Capital Improvements and Related Debt

Since the last self-study, CPTC was fortunate enough to receive funding from the state to construct Building 24, the John W. Walstrum Center for Advanced Manufacturing (CAMT), which opened in November 2019 after a 17-month construction process. This building houses the College's School of Advanced Manufacturing, which includes Advanced Manufacturing, Non-Destructive Testing, and Mechatronics.

After being awarded funding by the legislature through their funding of the State Board's unified capital projects list, this building was funded by the State Treasurer selling a Certificate of Participation. Those proceeds were deposited in an account held by the State until CPTC drew them down as it proceeded with construction. As the building is complete, the State Board now provides CPTC with a line in its state allocation to offset the debt incurred from financing the building in this manner. In order to provide the Board of Trustees and other stakeholders with a clearer picture of the College's financials, many are presented with and without the CAMT debt service included [as in 2.E.2A].

Risk Management

Under the guidance of the State of Washington's Department of Enterprise Services, the College performs a yearly risk assessment. An Enterprise Risk Management (ERM) grid is used to assess and address risks from all sources, financial, reputational, or others that might disrupt the achievement of strategic objectives. A focus group representative of all campus divisions is created and brainstorms and lists potential disruptions to the College mission. The risks are prioritized, responses are developed, and a risk register is created. The College's risk management policies and procedures [are posted on the public-facing website](#).

Exhibits

2.E.2A – FY2020-2021 3rd Quarter Period Ending March 31, 2021

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws. financial health and long-term financial stability and sustainability.

Policies and procedures are in place which demonstrate the College's commitment to following state and federal laws and to be transparent in its financial dealings. The College has policies on Cash Control and Accountability [Exhibit 2.E.3A], Cash Management and Investments [Exhibit 2.E.1C], and Debt [Exhibit 2.E.3B] which guide its decision-making. As explained above, the College's financial statements and budget [are posted on the College's website](#).

The College has for the past 30 years, as long as it has been a college in the state system, used the same "legacy" HPSA system for its financials. As the College transitions to ctcLink in the final wave of deployments in Spring 2022, CPTC will use the same financial management software as every other college in the state. Updating to a

modern system will have some expected benefits in terms of ease of use and training, more frequent updates, and broader access to workflows for employees who are used to paper forms sitting in an inbox on someone's desk.

Exhibits

2.E.3A – Policy 3.5 [Cash Control and Accountability](#)

2.E.3B – Policy 3.19 [Debt](#)

Human Resources

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

A variety of methods are used to inform employees about their conditions of employment, work assignments, and responsibilities. New employees are provided information regarding work conditions, ethics, work assignments, rights and responsibilities, and performance evaluations during new employee orientation sessions led by Human Resources and informal meetings with their supervisors. Employees are also directed to the appropriate Collective Bargaining Agreement (CBA) or handbook located with other Human Resources documents on the College intranet page.

Faculty and staff rights and responsibilities and criteria and procedures for evaluation, retention, promotion, and termination are covered in their respective bargaining agreements:

- Faculty CBA [Exhibit 1.C.5C]
- AFT-Professional Staff CBA [Exhibit 2.F.1A]
- Classified Staff CBA [Exhibit 2.F.1B]
- International Union of Operating Engineers Staff CBA [Exhibit 2.F.1C]

Chapter 2 in the College's Policies and Procedures manual lays out conditions of employment for all employees where global policies are warranted and/or required by state or federal law, including nondiscrimination, affirmative action, promoting a drug-free workplace, ethical conduct, whistleblower procedures, domestic violence, and teleworking.

The documents that inform employees of the conditions of their employment include the four unions' collective bargaining agreements, the Administrators and Administrative Exempt Employees Handbook [Exhibit 2.F.1D], and [the Policy and Procedures Manual](#).

INNOVATIVE PRACTICE/COVID IMPACT: In keeping with CPTC's growing use of collaborative decision-making, College leadership negotiated working conditions agreements for two important areas: the implementation of a new Enterprise Resource Planning software (ctcLink) in 2019 and the workplace during COVID-19 in 2020.

Exhibits

- 2.F.1A AFT Professional Staff CBA
- 2.F.1B Classified Staff CBA
- 2.F.1C International Union of Operating Engineers Staff CBA
- 2.F.1D Administrators and Administrative Exempt Employees Handbook

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Campus-wide Professional Development

The College believes that by investing in its human capital, each employee is better prepared to fulfill the responsibilities and duties required of their position. Consequently, CPTC provides professional growth and development opportunities for faculty, staff, administrators, and other employees to enhance their effectiveness. Employees can take advantage of both external training opportunities and the plethora of opportunities hosted internally by Clover Park.

In recent years, CPTC has hosted internal and external trainings focused on equity, diversity, and inclusion, such as Coaching and Leading with Racial Equity for administrators in 2020 and a keynote from local EDI expert W. Tali Hairston at the all-college in-service in March 2021. EDI training goes on throughout the year in smaller or more topical doses. For example, an ongoing book club hosted by the Office for EDI allows faculty and staff to focus on broader topics (e.g., unconscious bias covered in *Blindspot: Hidden Biases of Good People*) or opportunities to more deeply examine a specific diverse population's experiences (e.g., LGBT in America covered in *A Queer History of the United States*). Weekly facilitated meetings to discuss chapters connect faculty and staff in their EDI journey and provide insights from the book, from discussion, and from the lived experiences of those populations on and off campus.

Opportunities for professional development for the campus may be offered through the Office of Human Resources, the Teaching and Learning Center, or college-sponsored events such as faculty in-service events (3 per year), faculty/staff development day

(annual), or through partnerships with external organizations on and off campus. Additional online training opportunities like SafeCollege and Everfi are available for employees who want to learn more about a particular subject or if the College has a specific need (such as the Safe Colleges COVID-19 training rolled out to faculty and staff ahead of the College's reopening for some classes in July 2020).

The College works to provide broad professional development on research-based, high-impact practices aligned with institutional projects, such as Achieving the Dream and Guided Pathways. In February 2021, the College sent 41 faculty and staff to the virtual Achieving the Dream meeting, shared materials from the conference broadly with the college community, and held follow-up meetings for attendees with the College's ATD coach to prioritize new practices to implement for the upcoming academic year. Attendance at the conference resulted in a deeper engagement with ATD professional development by sending faculty to the ATD Equity in Teaching and Learning conference in May 2021 and engagement with a teaching and learning coach for CPTC-customized training.

Role-specific Professional Development

Funding is provided for faculty and staff to participate in professional development opportunities through union pools, departmental budgets, or large institutional grants and allocations. Local bargaining agreements for each represented group on campus provide for the availability of time and/or financial support for the pursuit of professional growth. Staff and faculty may also be eligible to participate in the tuition waiver program for state employees to advance their education.

Development opportunities set the stage for faculty to grow by taking classes, developing innovative practices within their programs and through community relations. Through the Offices of Human Resources and the Vice President for Instruction, the following support is offered to faculty to encourage engagement in faculty growth: increment eligibility by participating in faculty in-service days, completing professional development units, and obtaining a higher degree, mini grants for projects, return to industry opportunities to maintain current industry skills, industry and community program partnerships, and sabbaticals.

Staff are also encouraged to pursue professional training to develop skills in areas that will contribute to their employment proficiency, such as behavioral skills, technical skills, and career growth. The Washington State Board of Community and Technical Colleges has an [extensive network of councils and commissions](#), which are deliberative and policy-setting bodies comprised of staff with similar roles at every institution in the system. CPTC staff are encouraged to participate in the quarterly or monthly meetings of these groups to network with colleagues, learn from professional development opportunities sponsored by these groups, and provide input into system-wide policies

and practices. College representatives to councils and commissions are supported with time and travel funding to participate. The College has also benefitted from a number of staff serving in leadership roles in these groups; for example, Dean for Instruction Dr. Claire Korschinowski served as the chair of the Workforce Education Council in 2019-2020 and the Dean for Student Success Dean Kelly was chair of the Advising and Counseling Council in 2020-2021.

Student Professional Development

The CPTC Department of Student Life provides professional development for students within the department and throughout the College. In addition to leadership development through serving in Associated Student Government roles, students serve on College Councils and advocate for student priorities before the Washington legislature through the Council of Unions and Student Programs. New multicultural and diversity programming has been offered through the Diversity, Inclusion, and Civic Engagement (DICE) Center since its inception in winter 2021. The office produced both Juneteenth (with the College's Office for Equity, Diversity, and Inclusion, Diversity Committee, and Ethnic Student Engagement Committee) and Pride programming (in conjunction with local non-profit The Rainbow Center) in June 2021.

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Hiring Practices

The College recruits and employs personnel who are qualified in their fields of expertise to provide high-quality instruction for students and high-quality service for internal and external customers. CPTC recruits employees in compliance with federal and state law, established policies and procedures, and applicable collective bargaining agreements. The practices used in the hiring of College employees are guided by Chapter 2, Section 1 of CPTC's Policy and Procedures Manual [Exhibit 2.F.3A]. Job descriptions are updated as needed to accurately reflect duties, responsibilities, and authority of the position. Supervisors with budget authority submit a personnel recommendation for review by the Finance Office and Human Resources Office prior to submission before the President's Executive Team. Consideration for approval is tied to institutional need for the position, budget availability, and determination if the need may be met in another way. Each vacancy provides the College with an opportunity to review organizational structure, program viability, and upcoming or desired changes to existing positions. Discussion also occurs around appropriate recruitment sources to ensure the applicant pool addresses diversity, sufficiency in the number of possible applicants, and appropriate level of qualification and experience requirements.

EQUITY: Since hiring a Chief Diversity and Equity Officer (CDEO), CPTC has begun to make changes in policies and practices in order to diversify the College's workforce. The Executive Team set a goal on the CPTC Scorecard of reducing the gap between employees of color and students of color, and one of the ways which the CDEO has worked to address that gap is developing a plan that will require mandatory training of every search committee on defining and disrupting bias within the interview process. In April 2021, that commitment was formalized by putting a number of employees through search advocate training and forming the first cohort of W.E.-H.I.P. (Widespread Equity for Hiring & Inclusive Practices) Ambassadors; the goal is for one or more of these trained ambassadors to serve on every search committee.

The College publishes its organization charts, for the College's leadership structure and each division, [on its website](#).

Faculty

Consistent with its mission to prepare students for success in an evolving workforce and its core theme of Workforce Preparation, the College ensures that faculty have the prerequisites necessary to teach in their assigned discipline by having mandatory licenses, certificates, and/or degrees required for the subjects to be taught. Academic (general education) faculty are required to have at least a master's degree in their specific subject area or a closely related field. Developmental education and basic skills instructors must have at least a bachelor's degree in the subject area, education, or adult education. Prior teaching experience is preferred for academic faculty.

The College follows the state requirements for professional-technical instructors (codified in Policy 4.12 [Exhibit 2.F.3B]), seeking faculty who possess several years of experience in the field they will be teaching, any specific skills and/or licenses required by industry, along with the appropriate educational credential representative of professionals within the field and/or required by national accrediting bodies. All professional-technical faculty are required to maintain appropriate professional-technical certification as detailed by [WAC 131-16](#). Historically, the technical faculty at CPTC, like most technical colleges, have been highly qualified in technical skills, possessing licenses and certifications, but not always the academic credentials beyond a high school diploma.

The majority of certificate and degree programs have at least one full-time teaching faculty member assigned to the program. In programs that are offered periodically or that would benefit from expertise from multiple content experts rather than a single instructor, part-time faculty may be used. The Office of Human Resources tracks professional-technical certification as described in WAC 131-16 along with licenses, certificates, and degree requirements for all faculty. Division Deans are informed in a timely manner when certification, a condition of employment, is about to expire.

Faculty at CPTC have the ability to participate in the development of academic policies and help ensure the integrity and continuity of its academic programs through service on various committees, e.g., Curriculum Committee, program reviews, and many other ad hoc task force groups. The new shared governance structure will also provide faculty with a new level of responsibility and authority in the College; faculty nominated by the Faculty Senate are serving on each of the new Councils save for the Equity, Diversity, and Inclusion Advisory Committee, where faculty will serve by virtue of their participation of constituent committees.

Exhibits

2.F.3A – Policy 2.1 [Hiring of Employees](#)

2.F.3B – Policy 4.12 [Professional Technical Teaching Faculty Qualifications Standards](#)

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Staff Evaluations

A clear system of evaluation is in place at CPTC for all administrators and staff. The Collective Bargaining Agreements for faculty, classified staff, IUOE employees, and AFT-Prof staff, and the Administrators and Administrative Exempt handbook [Exhibits 1.C.5C, 2.F.1A - D] provide the basis for staff evaluations. For exempt staff, a participative process is used, which includes self-evaluation, colleague input, and supervisor feedback. The Office of Human Resources monitors the date that individual evaluations are due and notifies supervisors well ahead of time to allow them to complete the forms, review with employees, and return to HR to remain in compliance with review schedules outlined in the CBAs. Completed evaluations are maintained in the employee's file in the Human Resources Office.

Faculty Evaluations

All faculty at CPTC are evaluated in a regular, systematic, substantive, and collegial manner. Assessment processes are intended to focus on professional

growth and continuous faculty improvement rather than on providing a “report card” of how faculty are doing. The assessment system for faculty is divided into three assessment levels. Those levels are:

1. Assessment for tenured and certificated adjunct faculty,
2. Assessment for tenure-track and initial-certificate adjunct faculty, and
3. Assessment for non-certificated adjunct faculty.

All three assessment levels incorporate the use of multiple indices directly related to the faculty member’s responsibilities, including supervisor observation and student assessment. Assessment tools used to provide feedback and strengthen instructor performance include an instructor self-assessment tool, student assessment of the learning experience, the classroom observation, and the professional development plan. Assessment forms focus on the faculty member’s ability to meet the standards described in [Washington’s Skills Standards for Professional Technical Educators](#).

Assessment of non-certificated and part-time adjuncts is covered in the Non-Certificated and Part-Time Adjunct Faculty Assessment System Handbook [Exhibit 2.F.4A]. Non-certificated and part-time adjuncts receive assessments on a one-year cycle, unless they have fewer than 55 contact hours per quarter. For faculty teaching 55 contact hours per quarter or more, a student assessment and classroom observation is conducted once during each of the faculty’s first two quarters and annually thereafter.

The Tenured Faculty Self-Assessment form allows the faculty member to evaluate their current performance, strengths and weaknesses, and specific areas that the faculty member believes require attention for professional growth. Faculty observation assessment forms (form determined by role being assessed) are used by both the faculty member’s supervisor and peers to provide a critical assessment of the faculty member’s instructional methods from the perspective of both the dean and peer faculty.

Faculty also receive direct feedback from students on end of term evaluations. In 2018, CPTC discontinued the broad use of the SALE instrument and developed an in-house course evaluation tool managed by the IT department. The SALE evaluation is still used in specific circumstances when indicated by a tenure review committee or supervisor. Students are emailed reminders to fill out the survey and faculty are emailed a notification that surveys are open and receive a report after the survey period closes.

A key component of the assessment system is the Professional Development Plan that consists of activities, timelines, and objectives for the faculty member’s professional growth. The Professional Development Plan provides a “road map” for faculty during the five-year assessment cycle and is

collaboratively developed between the faculty member and the Division Dean or supervisor. Annual reviews provide the opportunity to revisit and revise the growth plan each year of the five-year cycle in response to feedback provided from annual classroom observations or student assessments.

In addition to these processes, CPTC maintains a robust tenure process described in the Tenure Review Handbook [Exhibit 2.F.4A], which also uses multiple indices of instructional effectiveness. Tenure is a faculty-driven process that provides substantial peer review of instructional performance.

Through the use of these tools, CPTC tenured faculty have opportunity to reflect on their teaching effectiveness with input from their deans, from fellow faculty members, from students, and through self-assessment. The faculty assessment process is not to be used for discipline. However, if a faculty member is deemed not to be performing up to standard during this process, two methods may be used as remedies: A Professional Improvement Plan can be developed between the dean and the faculty member that identifies specific deficiencies the faculty member must correct; or, if deemed appropriate by the employer, a Performance Improvement Plan can be implemented, as defined in Article 13.5 of the Collective Bargaining Agreement [Exhibit 1.C.5C].

Exhibits

2.F.4A – Non-Certificated and Part-Time Adjunct Faculty Assessment System Handbook

2.F.4B – Tenure Review Procedures Handbook

Student Support Resources

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

As a technical college, CPTC's study body has different needs than students attending a traditional four-year institution or a comprehensive community college. CPTC students' demographics – older, lower-income, and more likely to be parents and students of color – and the needs they indicate in surveys and focus groups help the College plan, develop, and offer services in order to meet their unique needs. Additionally, with many programs' time commitments intentionally structured to mirror a working day (attendance four or five days per week, 7 AM – 2 PM), the College knows students have greater support needs in order to be able to accommodate nearly full-time, in-person study (e.g., working less hours or childcare needs).

Supporting Student Learning

This instructional environment, while requiring students to plan around these attendance requirements, also allows for more concentrated support from faculty while in the classroom. In addition to faculty support in professional-technical classes, the College has invested in both in-person tutoring services offered in the Learning Resource Center and an on-demand, online tutoring service offered through CPTC's participation in the Washington state eTutoring Consortium. More about the services offered by the Learning Resource Center, which houses eLearning, tutoring, and the Library, is covered in 2.H.

In 2019 and 2020, Clover Park received grants from the College Spark Foundation to increase supports for students taking math and English, respectively. The math grant commits to launching co-requisite Supplemental Instruction for students taking gatekeeper math classes, providing for faster completion of college-level math. Initial results from pilot classes are promising, especially for students of color. The English grant is supporting the scaling of CPTC's co-requisite ENGL& 101 courses and contextualizing those courses. At the end of both project periods, the College will have substantially reduced (math) or eliminated (English) standalone developmental courses. CPTC also has a significant population of first-generation students; the intake survey conducted in the Welcome Center for students intending to enroll during 2020-21, nearly three-fourths (74.28%) are the first in their families to attend college. In order to better equip these students with the skills and resources necessary to successfully navigate the College environment, CPTC created a two-credit College 101 course, which was discontinued in Summer of 2016. College 101 was replaced with the three-credit

College 102 in Fall 2016, and this course was made mandatory for students completing associate degrees at the College in Fall 2018.

Supporting Student Retention and Completion

The Student Success Division develops, monitors, and assesses an annual retention plan. Each Department within the Division highlights specific retention interventions that will occur at specific times during the quarter to provide timely and responsive support when students need it. The week-by-week retention model developed in 2017 guides each Student Success department's quarterly interaction schedule with students and fosters proactive engagement with just-in-time information and services [Exhibit 2.G.1A]. In addition to scheduled interactions, the division has focused in recent years on providing more services to students in the classroom. For example, professional-technical cohorts are registered together, in class, by an advisor ahead of the following quarter. This provides dedicated time and space for questions without requiring students with life responsibilities outside of the classroom to make an appointment in the Advising and Counseling Center.

CPTC has also invested in student success software to increase the College's ability to identify and preemptively reach out to students at risk of failing or dropping out. After the last comprehensive report, CPTC adopted Starfish by Hobson's, an early alert software which allowed faculty to flag students displaying at risk behaviors (e.g., poor attendance, failing grades, missing assignments) for advisors to follow up and problem-solve with the student. As a result of the College's Guided Pathways implementation, the Retention and Completion Committee led a comprehensive RFP process to select a new vendor in 2019-21. This process included visits to other institutions in the Washington two-year system who were using the software under consideration and demonstrations for multiple campus constituencies. Ultimately, CPTC selected EAB Navigate and is in the process of onboarding the software.

EQUITY: During the 2020-21 program year, each Department in Student Success also implemented an intervention with an EDI focus to assist in closing achievement/opportunity gaps. Example EDI interventions include assessing which students are going into which programs, marketing programs differently to attract non-traditional students into various programs, and opening a Diversity, Inclusion, and Civic Engagement Center for students. Annually, during the summer, each intervention will be assessed for its impact on retention and completion. Interventions that are working will be continued while those with no discernible impact will either be modified or stopped. Feedback loops will include qualitative and quantitative student feedback through surveys and focus groups.

Exhibits

2.G.1A – Week by Week Retention Model

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The College understands that people learn and retain information in different ways and at different speeds. For that reason, Clover Park Technical College uses many platforms to ensure that students can find information about the college, its mission, its policies and its programs. The Academic Catalog is the primary source for current, accurate, and centralized information for students on policies, procedures, and information about the institution.

In order to improve the College's efficiency and speed in producing the Catalog and publishing updates during the year, CPTC moved from a laborious PDF layout process to implementing three modules of Watermark's SmartCatalog (now Curriculum Strategy): SmartCatalog, the Curriculum Module, and the Syllabus Module. The Academic Catalog was first published using SmartCatalog for the 20219-2020 academic year and the Curriculum Module is in final pilot testing phase; the Syllabus Module will be implemented once the Curriculum Module is in place. The system allows for a number of improvements over the previous product, which was a several hundred-page PDF laid out by the College's graphic designer by hand:

- Having the catalog in an electronic system allows each year's catalog to be drafted from a template by transferring over the current year's and allowing for modifications to made throughout the year.
- Having the Catalog posted online and discrete sections linked individually across the website allows students to go straight to the information they need instead of searching one combined PDF.
- A connected curriculum management module allows changes to be made to the upcoming year's catalog after they are approved by the Curriculum Committee.

- The Curriculum Management module also allows for roles with different workflows and security permissions to see, approve, and route curriculum changes.
- Once the Syllabus module is in place, the current course and program information contained in SmartCatalog and Curriculum Management will be imported directly into syllabi, providing consistency across information sources.

Information Needed	Location
Institutional mission	Website , College Catalog , Student Handbook, page 1
Admission requirements and procedures	Website , College Catalog
Grading policy	Website , College Catalog
Information on academic programs and courses, including degree and program completion requirements	Website , Education Plans , College Catalog
Expected learning outcomes	College Catalog (under each program)
Required course sequences and projected timelines to completion based on normal student progress	Website , Education Plans , College Catalog
Schedule of course offerings	Website , College Catalog
Names, titles, degrees, and conferring institutions of administrators and full-time faculty	College Catalog
Rules, regulations for conduct, rights and responsibilities	Website , College Catalog (Conduct) , College Catalog (Transfer Rights & Responsibilities) , Student Handbook, page 140-146
Tuition, fees, and other program costs	Website (Tuition & Fees) , Website (Program Costs) , College Catalog
Refund policies and procedures for students who withdraw from enrollment	Website , College Catalog , Student Handbook, page 14
Opportunities and requirements for financial aid	Website , College Catalog , Student Handbook, page 15
Academic calendar	Website

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Clover Park Technical College has over forty professional-technical programs. Employment requirements vary by profession, with some requiring state licensure and/or certifications in order to enter the profession. CPTC has 8 programs accredited by outside agencies ([listed on the accreditation website](#)) 6 programs with oversight from external agencies (with some cross-over between the two lists). When professions have such requirements, CPTC provides this information to prospective and current students through a variety of written materials and communications.

Written Materials

The Academic Catalog details these requirements in the Program Description pages. Each program, when applicable, lists program accreditation(s), program licensure, profession employability requirements (including licensure or certification) and/or physical activity requirements. This information is also found on the program webpages on the website. Here, students can also research potential careers, median earnings, and opportunities for advancement by exploring the career pathway.

In the catalog, each program information page has a section called Employability Requirements which lists whether students need to pass licensure or certification exams or any other requirements for employment in the career field.

Example: [Aviation Maintenance Technician](#) (a program accredited by, and overseen by, the Federal Aviation Administration and for which licensure is required to work)

Employability Requirements

Graduates must meet Federal Aviation Administration certification exams and pass literacy requirements.

INNOVATIVE PRACTICE: CPTC’s method of communicating career pathways, which include transfer and career options, was highlighted as a best practice in the US Department of Education’s What Works Clearinghouse Practice Guide “[Designing and Delivering Career Pathways at Community Colleges](#)” (p. 21). All program’s Career Pathways sheets are linked on their program website.

As an example, the [Medical Histology Technician](#)’s Career Pathways sheet lists entrance requirements (including immunizations and no criminal background), Clover Park’s options for the program and the career students would be qualified for (subject to passing exams), and the careers they could qualify for with a bachelors or masters degree in the field.

In addition to information on licensure and certification requirements in the catalog and on the website, CPTC is launching a new document as part of its Guided Pathways initiative called a program map. This map is intended to serve as a tool to guide the students from entry through to completion and transfer, listing program requirements and career resources in one document. An example of these new program maps is highlighted in Exhibit 2.G.3A. CPTC anticipates roll out of program maps to students and advisors in Fall 2021 after a nearly two-year planning and refinement process.

Exhibits

2.G.3A – Architectural Engineering Design AAS-T Program Map

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Effective and Accountable

CPTC provides an effective and accountable program of financial aid by providing financial aid assistance with a focus on student success. Consistent with its mission, student needs, and institutional resources, the College helps students access financial aid funds from a variety of sources, including Federal Student Aid, Washington State government resources, CPTC Foundation, institutional funds, and external scholarship opportunities. The 2021 State Board for Community and Technical Colleges Field Guide

notes 50% of CPTC students receive need-based aid, which makes providing effective and efficient aid a critical function of the College and a tool in its equity toolbox.

Accountability is key in ensuring students receive the help and resources they need to enroll and complete. The email signature of every employee in the department contains a link to a feedback survey. Additionally, office staff review quantitative feedback delivered by the national CCSSE and SENSE surveys and the homegrown NASE survey in addition to qualitative feedback delivered through the NASE survey and the department survey. Staff review their feedback data and make improvements on a routine basis and the department is evaluated every three years on the Student Success assessment cycle. Fiscal accountability and compliance is maintained through internal (Student Success and Finance and Administration) and external (Washington Student Achievement Council and US Department of Education) oversight and reporting.

The Director of Student Aid and Scholarships is a member of the state board's financial aid council and regularly communicates with the Washington State Student Achievement Council regarding Washington State financial aid policy and available resources. In order to stay current on federal aid programs, office staff attends trainings provided by the U.S. Department of Education and their professional organizations such as NASFAA.

INNOVATIVE PRACTICE: Since the last self-study, Clover Park has made two large strides in providing effective and accountable financial aid services to students. In January 2019, the enrollment services and financial aid front-line staff merged through cross-training; Student Enrollment Associates are equipped to handle questions about registering for classes and applying for and receiving financial aid. This eliminates the student's need to go to multiple offices in order to enroll in the College and have basic questions answered.

In November 2020, the College created a new Student Career & Financial Services department housing Student Aid and Scholarships, Workforce Development (which is comprised of state and federal low-income and retraining student funds), and Veterans Benefits. This integration of all public student funding sources in one department will simplify financials for students and create a uniform and accountable funding structure across the offices which handle student funding.

Published Information

Student Aid and Scholarships works to provide information in multiple formats to ensure it reaches students in a timely manner. The [Financial Aid webpage](#) is a primary information portal for both incoming and returning students. The site provides information on how to apply, requirements, and information on federal, state, and private sources of aid. The [Student Loans webpage](#) outlines student responsibilities and requirements associated with student loans. Students are required to complete the Federal Online Direct Student Loan Entrance Counseling at the U.S. Department of Education Student Loans website. Office staff also present at FAFSA nights for

prospective students and their parents at regional high schools and maintains an office for an Educational Opportunity Center-funded part-time staff member to help students fill out the FAFSA and understand their aid options.

The financial aid policies and procedures [Exhibit 2.G.4A] are designed to best meet the needs of CPTC's student population and support the mission of the College. Although some funds are limited and available on a first-come, first-served basis, the Student Aid and Scholarships office carefully monitors awarding and expenditure patterns to ensure that funds are available to assist students who may enroll at any time throughout the year. Institutional aid, along with state WorkFirst and Worker Retraining funds, is used to assist special populations and fill in the gaps when federal financial aid is not available. These programs may be able to assist students to begin their training before the remainder of their aid package has been determined. As mentioned in the Innovative Practice section, the staff awarding these funds are now grouped together, making for tighter coordination and communication.

Exhibits

2.G.4A – Policy 5.14 [Financial Aid](#)

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

When students are awarded financial aid, enclosed with the award notification letter is a copy of the Award Notification Packet and Satisfactory Academic Progress Policy for the student to keep for their records. The information may also be obtained online at [Rights and Responsibilities](#) and [Satisfactory Academic Progress Requirements](#). Detailed student loan information may also be obtained on the College's [student loan information page](#). Students leaving the college with loans are required to complete exit counseling to provide information on repayment and answer any questions before the student leaves the institution.

CPTC regularly monitors its student loan programs and the institution's loan default rate; since the last self-study, the cohort rate has decreased. The most three recent cohorts' worth of default rates are published on the College's student loan information page with all other information about entering into, and repaying, federal loans.

Cohort Year	2014	2015	2016	2017
Default Rate	21.6%	19.5%	20%	17.6%

Scholarships and Student Aid continues to ramp up financial literacy efforts with students to ensure they are able to repay their loans. In addition to partnering with iGrad on financial wellness education and requiring all students to participate in this learning through the mandatory College Success class, CPTC also hosts a Certified Financial Counselor through a partnership with the local United Way. This full-time financial counselor presents in classes and events across campus and also provides one-on-one financial counseling to students.

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Advising and Counseling at CPTC

Advising at CPTC occurs primarily in two ways. First, all prospective students are required to meet with Entry Coordinators in the Welcome Center to learn more about CPTC's programs and pathways, walk through the [Steps to Enrollment](#), and receive an Education Plan that lays out the courses and requirements which lead to fulfillment of degree or certificate requirements. This process includes connecting students to resources they might need once they start attending classes; they identify the potential need for resources through the mandatory Intake Survey. For example, if a student identifies that they are a Veteran, the Veteran Business Office and the Veteran's Resource Center will both reach out to the student prior to their first day to offer support and resources including navigation of VA benefits.

Second, once a student is enrolled and registered for their first quarter, they meet with their assigned Advisor. Advisors are assigned based on the student's program, and they remain with their students from their first day through graduation. Advisors focus their attention on interventions that lead to retention and completion, including responding to faculty flags when students in their portfolio are at risk of falling behind.

INNOVATIVE PRACTICE: CPTC has implemented a high-touch week-by-week retention plan, which provides student affairs departments timelines for implementing interventions for the greatest impact. See Exhibit 2.G.1A for more information. For example, during weeks 1-3 Advisors are assisting students with schedule changes, and providing resources for students who did not meet satisfactory academic progress from the prior quarter. During weeks 4-5, Advisors are visiting technical program classes to provide updates on education planning, registration, and reminders about financial aid and enrollment deadlines. During weeks 3-8, Advisors are following up on any students who have been flagged for early alert to provide academic and social supports. During weeks 9-10, Advisors are consulting with faculty to see which students might need additional support prior to finals week. This systematic, proactive, and high-touch approach has contributed to a rise in retention and completion percentages over the last three years, with the exception of the pandemic.

In terms of evaluating Advising work, the Department collects data throughout the year to assess if the interventions are working. Assessment includes use of services, quantitative and qualitative surveys and focus groups, and data from learning outcomes. Each Department in the Student Success Division is also on a three-year program review cycle where a thorough review is completed to assist programs in continuous improvement. The program review is modeled after the Council on Advancement of Standards (CAS). After the review, the Department gets a document with commendations, recommendations and next steps for improvement.

Personnel

CPTC's Faculty Advisors are prepared to do the work both through their education and experience (listed on the [Advising site](#)) and through participation on cross-divisional shared governance bodies which keep them up-to-date on pending and implemented curriculum, program, and graduation changes. Advisors are represented on the Curriculum Committee, the Student Learning Committee of the Guided Pathways initiative, and in other places where curriculum changes are proposed and adopted. Professional development for Faculty Advisors is governed by the Faculty contract [Exhibit 1.C.5C], which provides for:

- Stipends to attend 3 faculty in-service days per year, where they receive information on institutional changes and training on ways to connect with students inside and outside the classroom
- Stipends to incentivize completing professional development units (which can include the completion of advanced degrees or certifications)

In addition to those opportunities, Faculty Advisors also prepare an annual professional development plan which allows them to identify their unique interests and needs as it relates to advising practice. Our advising team also benefits from workshops hosted by

the state board's Advising and Counseling Council on best practices from inside and outside the system.

2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Clover Park Technical College's process for verifying online student identities:

- Unique usernames and passwords are assigned to each student. For CPTC network accounts, the student creates the password after activating their account with their college-assigned Student Identification Number (SID) and Personal Identification Number (PIN). Canvas (learning management system) accounts use their SID as a default login and a default password comprised of the first 8 letters/characters of the students' last name. Students are then directed to establish their own password.
- Distance learning students use the same identity verification process as face-to-face students, as detailed above.
- Student identities are verified by Enrollment Services during the admission process.
- The College encourages faculty monitoring of active assessment in online and hybrid course work.
- Our process is consistent with standard procedures adopted by the State Board of Community and Technical Colleges' Information Technology Commission, which has representation from all 34 Washington State community and technical colleges. Once the College transitions to ctcLink in Spring 2022, CPTC will have the same identity verification systems as every other college in the system.

Protecting the privacy of online students through the verification process:

- Identity verification is required any time a student requests access to their educational or record.
- To gain access to forgotten username or passwords for college systems and technology, students must know their SID, PIN, and birthdate to unlock and reset.
- Electronic verification includes comparing SID, birthdate and address stored in the SMS system.
- Policy and procedure is outlined and maintained for online and face-to-face students in the Clover Park Technical College [Acceptable Use Policy](#) [Exhibit 2.G.7A].

Exhibits

2.G.7A – Policy 3.9 [Information & Communication Resources Acceptable Use Policy](#)

Library and Information Resources

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Clover Park Technical College's (CPTC) [Learning Resource Center \(LRC\)](#) is comprised of the library, computer lab, eLearning, tutoring center, and Teaching and Learning Center (TLC). It provides facilities, resources, and services to meet the needs of CPTC students, faculty, and staff. Library planning and services are guided by the College's mission and core themes of *Workforce Preparation, Student Success, Institutional Sustainability, and Equity*. The Library is open 45 hours a week, Monday through Friday, during the academic term, providing services to all students, faculty, and staff. The Library is also open to residents of the local community with limited borrowing privileges.

Personnel

The LRC staff consists of one full-time and one part-time faculty librarian, one full-time and one part-time library technician, one full-time eLearning specialist, one full-time computer technician/eLearning support specialist, and one full-time LRC Coordinator. The librarians hold ALA-accredited MLIS degrees and bring a combined 22 years of experience working in libraries. The library technicians have a combined 49 years of experience in libraries, 19 at CPTC alone. The eLearning specialist has 17 years of experience at CPTC alone, and the computer technician has 30 years of experience in higher education. The LRC Coordinator brings 8 years of experience in higher education and also holds an MLIS.

Student and Faculty Support Services

Guided by the college's vision of "strengthening our community through responsive education and services," the Library Mission Statement provides a set of guidelines for providing services and continual development:

- Help students learn to use the library, information resources and information technology.

- Help students meet college-wide core abilities, particularly as they relate to finding and using information to solve problems and as a tool for lifelong learning.
- Provide clean, comfortable, barrier-free facilities that encourage use of the library and afford maximum access to resources.
- Provide relevant and organized collections of print and electronic resources that support the information needs of students, faculty and staff.
- Improve library services, collections, resources through effective library management and regular assessment of quality, appropriateness and utilization.
- Encourage excellence in library faculty and staff through appropriate training and professional growth opportunities.
- Participate in cooperative resource sharing agreements and networks with other Washington State Community and Technical Colleges.

The Library acquires resources appropriate for the programs and courses offered at CPTC. Decisions on new titles and other information resources are determined by feedback from faculty, students, and staff, as well as librarian review of professional literature and publishers' catalogs. Guidelines for collection development are included in the [Library Policy Manual](#). 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. While seldom used, the Library provides interlibrary loan services to students and staff.

One of the Library's key functions is to provide instruction and support to its users in the effective use of library and information resources. Every term the Library contacts all faculty members to offer workshops tailored to the needs of their program or course. Library workshops are conducted in a computer classroom located in the LRC that is devoted to Library instruction. The Faculty Librarian also conducts workshops in classrooms at instructor request. Examples of instruction include a general overview of the Library facilities and resources, searching the catalog and journal databases, how to correctly cite sources, and critical evaluation of information sources (especially those found on the Internet).

During 2019-2020, the library conducted 31 library workshops and answered nearly 4,500 reference questions. Additionally, a [Canvas portal for the Library](#) was created to aid communication on services during the COVID-19 lockdown. During the February 2020 Faculty and Staff In-Service Day, the faculty librarian conducted a workshop on library services that was well-attended by faculty. The workshop updated program faculty on library resources and offered suggestions to incorporate library resources into their curriculum. Instruction is also provided to individuals seeking assistance from the librarians and other library staff. Students are able to receive instruction on a drop-in or appointment basis.

Help is also available by phone, e-mail, or virtually through Springshare's LibChat reference chat services. The CPTC Library participates in a consortium for LibChat access through the Washington State Library, which includes shared queues of questions among the Technical and Community Colleges in Washington State. Global Librarians are also available 24/7 through the same chat widget thanks to the consortium, so students have access to a Librarian during the library's closed hours. A question form linked to the chat box also enables easy communication with a CPTC Librarian. Librarians provide informational handouts and instructional materials for student use, including guides to searching databases and how to properly cite information sources.

Library technicians provide assistance to all users in locating and checking out materials including the reserve collection housed at the circulation desk. Staff assists students in locating and using resources within the Learning Resource Center, such as computer use, printing, copying, scanning or faxing documents, and location and hours of the Tutoring Center and eLearning Office. The computer technician provides aids students with use of computers, software, printing, student email accounts, and access to campus wireless network.

Physical Space

In 2012-2013 the LRC underwent a major renovation that greatly improved Library space for seating capacity and added multimedia to study rooms, as well as expanding the general computing lab. The library provides approximately 19,000 square footage of space with a variety of seating areas, including open seating and booth settings. There are seven highly utilized study rooms that seat between two to ten people, three of which have a PC or Mac. There are 40 PCs and 10 Mac computers available for student use in the computer lab, as well as six PCs in the open study space, and four combination printer/scanner/copiers dispersed throughout the library. The TLC/eLearning lab is available for faculty workshops and the technical support needs of students, faculty, and staff using the Learning Management System and its associated integrations. The lab has 10 computer stations with headsets and webcams and 1 station set for a student who requires accessible accommodations. The physical space is rounded out by two classrooms for instruction and a [Tutoring Center](#) with additional computers and open seating space.

Security of information resources and Library facilities is ensured in several ways. The main collection (print and A/V material) has 3M Tattle-Tape tagging and there is a 3M security gate at both library entrances. Security measures also include emergency panic buttons located at the computer lab tech and circulation desks and closed-circuit security cameras. The Faculty Librarian is a member of the campus All Hazards Committee and serves as building captain for the LRC. Secure access to online resources such as ProQuest, EBSCO and WOIS (Washington Occupational Information Service) is password protected, with passwords changed on an annual basis.

Physical and Electronic Collection

Library and information resources include approximately 14,000+ books and 2,000+ AV materials. An additional 100,000+ e-books are available through a subscription to ProQuest's [Ebook Central](#). A heavily used Reserves collection of approximately 135+ textbooks is kept at the circulation desk for in-library use only. A collection of general fiction and literature as well as more than 60 popular magazines and daily newspapers are maintained for leisure reading.

Remote users can access CPTC Library's online resources, including journal databases, the Ebook Central collection, [Primo One Search library catalog](#) and several guides to writing and research. Librarians have also created brief online tutorials available for faculty to incorporate into their course's online content including an overview of CPTC Library's resources, guides to databases, and evaluation of Internet resources. The Library also provides services by e-mail and phone.

The Faculty Librarian continuously evaluates the quality and currency of the print and electronic collections to ensure that they adequately meet the needs of its users. Guidelines for collection development and weeding are outlined in the Library Policy Manual and include criteria for selection and withdrawal. The Librarian determines the quality of the collection with feedback solicited from faculty and instructional administration, as well as interaction with students and other users.

CPTC students and faculty conducted 75,878 individual searches in the databases, and the LRC had over 52,000 visitors logged in its gate count in the 2019-2020 academic year.

COVID IMPACT: Due to the COVID-19 closure starting in April 2020, the Library had to pivot to virtual/remote services. These included an expansion of virtual reference, an upgrade to LibChat from QuestionPoint, and the creation of a Library portal in Canvas, the campus-wide Learning Management System (LMS). The Faculty Librarian also procured digital versions of physical books for student access and expanded electronic holdings to support remote learning, including the addition of streaming video databases. A [Library Guide for Nursing](#) was created and is accessible remotely through the library website. When the physical building has been closed, LRC librarians and staff offered free printing and scanning services at patron request. Prints were available for pickup by appointment and students could also check out calculators or receive IT support on an appointment basis. The LRC has fully reopened since June 2021. It is offering both remote and in-person services five days a week while observing safety guidelines. Printing remains free for students and the addition of a face-up book scanner, purchased with federal recovery funds, has facilitated easier access to course materials. The LRC continues to offer virtual/chat reference and research help over Zoom for students who are unable to come to campus and maintained a focus on expanding electronic resources to support distance and hybrid learning.

Continuous Improvement Plans

The LRC team members work together to analyze existing systems and processes and identify areas for improvement. Change is implemented through consensus and approval by the Dean of Instruction responsible for oversight of the LRC. The Dean of Instruction also participates in decision making and directs team members in discussions about where to improve services.

Planning for Library services is guided by feedback from users and usage data collected throughout the year. Examples of collected data include circulation of materials, reference transactions, gate counts, database use, use of study rooms and computers. The library periodically conducts surveys for feedback on specific policy decisions/service needs/operations while also participating in campus-wide surveys. Faculty instructors are surveyed regularly to determine if library resources and services are meeting program needs. Written feedback is encouraged and provides valuable feedback to library staff. Based on recent surveys of faculty, the librarians are working on updating the media collection and are expanding streaming video options.

Librarians are integrated throughout CPTC by serving on standing and ad hoc committees, including the Curriculum Committee and the CRRSAA Funding Task Force. Use of Library resources is determined by statistical information collected throughout the year, including circulation, gate counts, manual head counts, use of study rooms, computer usage, online database usage, surveys of library users, faculty, and a number of library instructional sessions.

The Library collects usage statistics monthly in accordance with the Perkins grant and participates in the Integrated Postsecondary Education Data System (IPEDS) data collection every year, which tracks database usage and collection metrics. The Faculty Librarian also participates in Faculty and Staff In-Service Day by conducting break-out sessions that re-acquaint faculty and staff with library services and updates.

The Library participates in the bi-annual Community College Survey of Student Engagement (CCSSE) and the yearly CPTC-specific Needs Assessment and Student Engagement (NASE). In 2018, the CCSSE indicated that library services were important to the majority (85%) of respondents and that a majority (95%) were satisfied with library services. The 2020 NASE indicated that a vast majority of respondents found library staff helpful (84%) and rated the library 4.43 out of 5 on an overall satisfaction with library services. Additionally, an overwhelming majority of respondents found that the computer lab (84%) and librarians (83%) met their needs. Furthermore, a majority (66%) of respondents had used the library in the past year.

The LRC utilizes both internal feedback and external assessment to fine-tune and expand services. An external evaluation was conducted in October 2018 and a report was shared with LRC staff that November. Based on the findings of the report, the LRC Coordinator position was created and morning hours were expanded to 7:30

Wednesday – Friday. Since reopening in June 2021, morning hours have been expanded to include Monday and Tuesday.

EQUITY: CPTC strives to be responsive to its students through continual review and revision of policies based on available data. The [2019-2020 RealCollege](#) survey highlighted the food insecurity of CPTC students. Based on this finding, the LRC started the process of modifying its food policy to allow snacks in the building shortly before the campus closure due to COVID-19.

Physical and Technology Infrastructure

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

Facilities

In June 2019, the Campus Master Plan [Exhibit 2.1.1] was updated within the context of the 2017-2021 Strategic Plan, which includes the College mission, vision, and values and goals associated with each of the four Core Themes. The plan envisions improved pedestrian circulation around campus, providing easier access to all buildings. It places emphasis on the central campus spine which extends east to west in the center of campus.

CPTC, as a member of the Washington system, regularly engages in planning and assessment exercises to ensure the campus remains up-to-date, safe, and accessible. The State Board for Community and Technical Colleges (SBCTC) allocates money every biennium for minor improvements to facilities and building maintenance and repairs. SBCTC also conducts a facilities condition survey every biennium to assess the repair needs on each college campus. The intent of the survey is to provide a determination of the physical condition of state-owned community college facilities and to identify capital repair project candidates for funding consideration in the next biennium. The scope of the survey includes major building systems and infrastructure requirements. Clover Park uses this assessment of minor works on campus to make requests during the state’s biennial appropriations cycle.

All existing facilities and pedestrian routes are designed and reviewed in order to meet accessibility standards as required by the Americans with Disabilities Act (ADA) regulations. The State Office of Civil Rights was scheduled to review the College for compliance in 2019, but the pandemic caused that review to be put on hold. In 2019, the College completed the construction of a 62,000 square foot Center for Advanced Manufacturing building which houses the Manufacturing, Mechatronics, Non-

Destructive Testing, and Fundamental Skills for Manufacturing and Engineering programs. To make room for this construction, an old Navy depot building of 60,000 square feet was demolished. That building had housed the International Office, several maintenance, custodial, and IT staff, and served as the College's warehouse and facilities shop. Two other buildings have been demolished since the 2015 Facilities Master Plan was prepared and two other buildings were extensively remodeled during that time.

In order to provide dedicated support to ongoing minor and future major works on campus, CPTC created the Capital Projects Manager position in late 2020. The incumbent has been essential in moving forward existing projects and implementing enhanced air quality projects during the pandemic.

Information Technology

As a technical college, information technology services are crucial to a stable and connected campus; this has never been more true than during the pandemic with a hybrid workforce and student body. In November 2020, CPTC hired its first Chief Information Officer, who was previously the ctcLink Project Manager. With this new position, and a number of additions to the team, IT at CPTC is poised for tremendous enhancement of the campus' systems as the College recovers from the pandemic. The Information Technology Department's mission is "to foster innovation through creating efficiencies, promoting stewardship, securing systems, and providing high availability and data transparency to support timely and effective decision-making and services to our stakeholders." The department's 2019-2021 Technology Master Plan [Exhibit 2.I.1B] focuses their work on six strategic areas of focus to achieve this mission: 1) Accessible Technologies, 2) Reduced System Sprawl, 3) ERP (ctcLink) Implementation, 4) Improved Stakeholder Communication, 5) Security Improvements, and 6) Digital Transformation. Although the pandemic has slowed work in some of the areas, many improvements have been achieved including:

- Rewiring of much of the campus' infrastructure from Cat 3 or Cat 5 to Cat 6 in 2019
- Including IT leadership staff as an approval point in the software and hardware purchasing process to reduce system sprawl and promote resource efficiency
- Transitioning students from a Google environment into the College's existing Microsoft environment (reducing support duplication)
- Receipt of a state grant to reinvigorate the Accessibility Team and adopt accessible technology standards in line with state law [Exhibit 2.I.1C]

The College has also developed a Technology and Equipment Update Plan [Exhibit 2.I.1D] which identifies the IT department's priorities for modernizing campus equipment. In particular, CPTC has a substantial number of PCs older than 10 years (p. 7) and running Windows 7 (65% - p. 6). The plan notes the uneven distribution of desktop ages reflects a "feast or famine" purchasing cycle with large one-time

investments. The CIO and IT staff are working to address these issues through the strategies and priorities identified in the Technology Master Plan. Additionally, equipment needs have shifted during the pandemic and as faculty, staff, and students return to campus; moving forward, equipment purchasing cycles will be adjusted to address potential shifts such as offering more remote or hybrid courses, an increase in employee telework arrangements, and a decrease in desktop – laptop duplication for individual employees.

The College is preparing for a conversion to the Oracle PeopleSoft Enterprise Resource Planning solution which is being deployed in “waves” throughout the Washington State Community and Technical College system. Preparatory work for this major project, in place since late 2018, has included process and workflow mapping of most technology tasks on campus across the three major pillars of the system (financial records, human resource records, and student records). Since the project requires a certain amount of uniformity across campuses due to all 34 colleges in the state system using the same instance of PeopleSoft, some of the College’s processes have required slight revisions. The College is currently scheduled to go live with the new platform (ctcLink) in spring of 2022.

COVID IMPACT: The pandemic has had a number of impacts on IT service provision. As the College transitioned to online courses and remote work in March 2020, IT worked diligently to provide equipment to employees and students who needed to be able to access digital tools from home. The department also partnered with Student Life to handout laptops and hot spots to students in a drive-through format. The circumstances of the past 18 months have also driven a number of improvements and planning for more in the future. With assistance from federal relief funding, the department has been able to onboard a paperless document workflow system (SoftDocs), purchase an enhanced firewall for both campuses, and hire a temporary Web Services Technician in concert with Marketing to help maintain, secure, and upgrade web servers and technologies after a year and a half of heavy use and an increasing cybersecurity threat environment. Additionally, the campus has been engaged in discussions to purchase a Virtual Desktop solution which would allow students to access expensive and hardware-intense technical applications (such as AutoCAD or SketchUp) using less expensive equipment.

Safety

Campus safety and security places students and staff at the center of all they do. A commitment to the provision of a safe and secure environment is exhibited through the following services: campus patrol, parking/traffic enforcement, emergency response, incident investigation, lost and found management, basic first aid, escort services to and from vehicles, battery boosts, building access and building access management. Our security staff are non-commissioned, and the Lakewood Police Department has

jurisdiction for the Main Campus in Lakewood while the Pierce County Sheriff's Department has jurisdiction for the South Hill Campus. Campus security officers are on duty during the hours that staff and students are scheduled to be physically present on campus. The Campus Security Manager and Executive Director of Operations are on-call 24-7.

In 2017, blue-light towers were installed across campus in order to provide students and staff with very visible access points to call 9-1-1 or the Security Office in the event of an incident. The majority of the exterior spaces on campus can be viewed via a robust camera system and every Blue-Light tower is equipped with multiple cameras. Facilities has been replacing outdated lights with brighter, more efficient LED lighting and Grounds crew clears and trims near all buildings to deter crime.

The College's procedures for employees dealing with accidents or medical emergencies, acts of violence, bomb threats, fires, earthquakes, volcanoes, and evacuations are covered in the Emergencies/Accidents policy [Exhibit 2.I.1D]. This policy is explicit that employees should not attempt to clean hazardous waste spills on their own and must notify Security and Operations. In addition to this policy, the College maintains a Hazardous Chemical Communication Program [Exhibit 2.I.1E]. As many of CPTC's technical programs generate chemical or biohazard waste, the College has contracted with a local firm to review environments and storage facilities on a bi-monthly basis to ensure compliance, safety, and operational support. Our Emergency Operations Plan [Exhibit 2.I.1F] outlines the College's approach to emergency operations. The theory employed in management of emergencies is built on the Incident Command System, both structure and training. From comprehensive plans to quarterly drills, the provision of extensive resources and integrated training of both staff and students is designed to empower the campus community to make the best decisions possible in all emergent or catastrophic events. CPTC partners with RAVE in the provision of its emergency notification system, CPTCWarn. This system is the number one method of notifying the campus of emergency events.

COVID RESPONSE: CPTC's Facilities and Security teams were instrumental in the College's orderly and safe return to campus in July 2020 for some employees and professional-technical programs. The Executive Director of Operations oversaw the hiring of nearly four dozen building monitors who verify students, employees, and visitors have completed their COVID symptom certification and take their temperature and led the Emergency Team in developing the College's COVID response plan and policy. Maintenance staff have expanded their cleaning and disinfecting protocols to ensure high-touch surfaces are sanitized daily and facilities installed engineering controls including sneeze guards in student-facing offices where distancing may not be possible.

Exhibits

- 2.1.1A – 2019 Update Campus Master Plan
- 2.1.1B – 2019-2021 Technology Master Plan
- 2.1.1C – Policy 3.8 [Accessibility Compliance](#)
- 2.1.1D – Technology and Equipment Update Plan
- 2.1.1E – Policy 6.4 [Emergencies/Accidents](#)
- 2.1.1F – [Hazardous Chemical Communication Program](#)
- 2.1.1G – [Emergency Operations Plan](#)

Conclusion

Since the last report, Clover Park has worked to maintain deep relationships with employers and its community, create a more equitable, diverse, and inclusive campus, and provide ongoing and rigorous training in teaching and service excellence to faculty and staff. New leadership, and the transformations spurred by the twin pandemics of COVID-19 and systemic racism, has created an opportunity for the current CPTC leadership and community to create bold and sustainable change.

Moving Forward

As the College moves into the post-pandemic period, President Loveday and the Executive Team are dedicated to not only recovering from the losses of the last two years but maintaining the momentum of innovation, accountability, communication, and care spurred by the collective and sudden pivots of 2020. The College's Budget Committee is investigating ways to spend resources strategically and in line with the College's Core Themes; the new shared governance structure provides a broader voice of the community in decision-making around CPTC's collective future; and ongoing work to partner with community-based organizations is strengthening the College's ability to recruit, retain, and graduate every student in Pierce County who would benefit from a technical education.

New leadership in Instruction has driven a student-centered reorganization developed collaboratively with faculty which will provide more supports to faculty in the classroom and in their professional growth and learning. The elevation of the Teaching and Learning Center lead from part-time coordinator to full-time Director, and a number of recent grant awards, will equip CPTC to develop, deliver, and evaluate a thorough and tailored slate of trainings, workshops, learning communities, and other development opportunities for faculty.

Student Success initiatives in the last four years have enhanced the College's ability to serve students as they enter, move through their programs, and prepare to

graduate. CPTC has created a centralized Welcome Center and staffed it with entry services coordinators, combined financial aid and registration staff, expanded non-academic supports, and embedded more services in the classroom. The addition of technology including the Ocelot chatbot on the website and the EAB student retention software, and a position dedicated to supporting and training the users of those tools, will enhance the College's capability to retain students at risk of stopping or dropping out.

Equity work is both concentrated in the Office of Equity, Diversity, and Inclusion and infused within every activity across campus. The first Chief Diversity Officer started a robust program of training, advocacy, assessment, and support; this work will be reviewed, revised, and strengthened by the next Chief Diversity Officer, who will benefit from a higher title and more staff. Work remains to embed equity, diversity, and inclusion across the College sufficient to reduce equity gaps in student outcomes.

Continuous Assessment and Improvement

Completing the year seven self-study during this period has allowed campus leaders to pause and reflect on how far the College has come since the last report, how the pandemic has changed the institution, and where the College will go once operations return closer to the pre-pandemic normal. This holistic review is well-timed with the growth of other assessment initiatives, from the institution-level (scorecard) to the division-level (specific assessment and strategic plans), program level (redesign of program review), and course level (with ILO, PLO, and CLO mapping and assessment work).

Since 2014, the College has made significant progress on its ability to measure and monitor its work. This progress will continue with more training for faculty and staff on using data to monitor their work, with a focus on the equity of outcomes, and further training on collecting data. CPTC has just scratched the surface of using qualitative data from focus groups, interviews, and research panels to inform the *why* behind achievement rates and equity gaps. As the next Chief Diversity Officer joins the College, work will progress to understand the student of color experience and implement research-based practices, and community-based practices, to enhance that experience of the college.

Clover Park Technical College has served its community since 1942 by providing programs that meet industry demands and placing graduates into in-demand, high-wage careers which allow them to support their families. The College is dedicated to furthering that mission by working to ensure that CPTC serves the community and its students equitably, that it remains responsive to changing industry needs, and that it continues to provide excellent technical education for the South Sound.

**APPENDIX J:
INSTITUTIONAL REPORT CERTIFICATION FORM**



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community
- This report accurately reflects the nature and substance of this institution
- The Institution is in compliance with NWCCU Eligibility Requirements
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.



(Signature of Chief Executive Officer)

Dr. Joyce Loveday

(Name of Chief Executive Officer)

Clover Park Technical College

(Name of Institution)

August 3, 2021

(Date)