



INSTITUTIONAL EFFECTIVENESS

DIVERSITY
FACTBOOK

2023-24

Table of CONTENTS

Message from the President	3
Overview	4
Definitions	5
Overall	6
Disability Status	8
Race/Ethnicity	10
Veteran Status	14
Single Parent Status	15
Gender	17
Economic Disadvantage	19
Age Group	21
NASE Winter 2020 Administration	23
Employee Diversity	24
Demographic Profiles	25

MESSAGE FROM THE PRESIDENT

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



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

Dr. Joyce Loveday
President

OVERVIEW

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

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

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

DEFINITIONS

Persistence Rate - Percentage of students beginning at the College in a fall quarter returning to the College in the following winter quarter and/or graduating

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

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

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

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

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

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

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

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

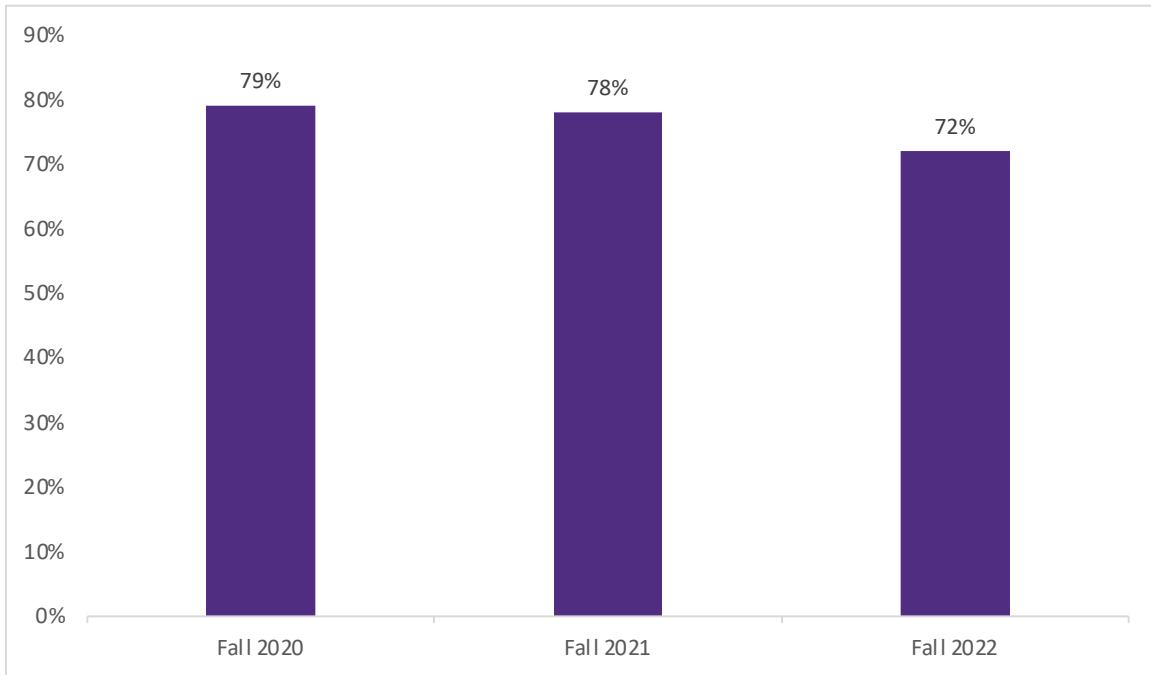
Gender - Students identify their gender on the admissions form

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

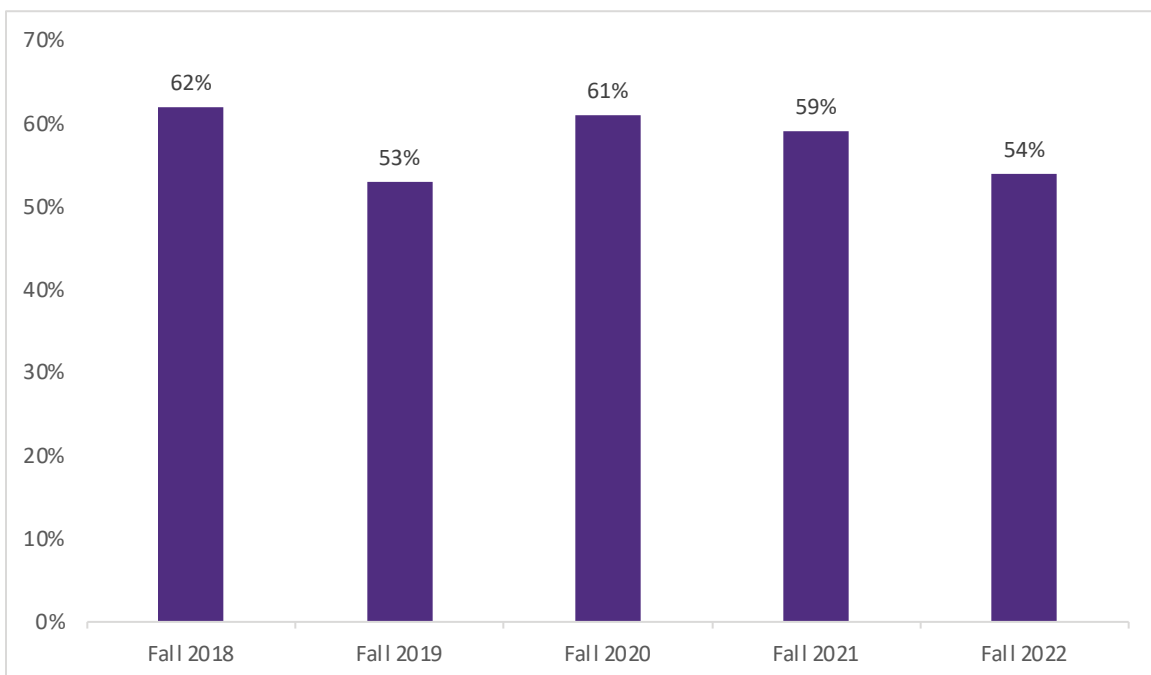
Age - Calculated based on student's date of birth

Overall

PERSISTENCE RATE

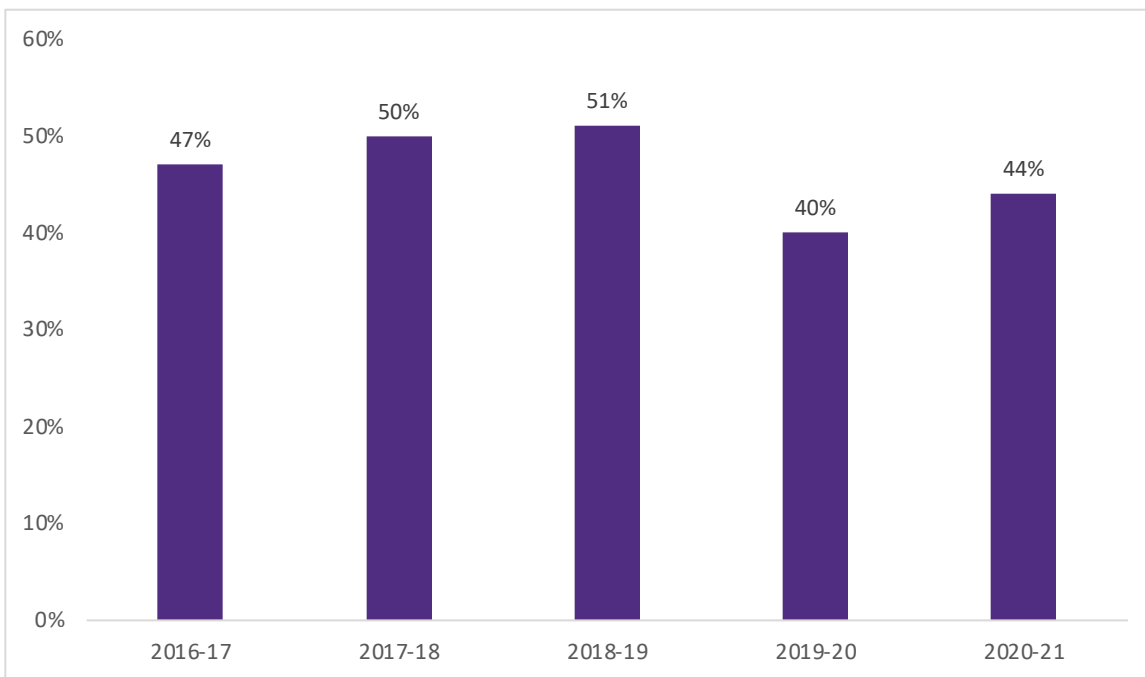


RETENTION RATE

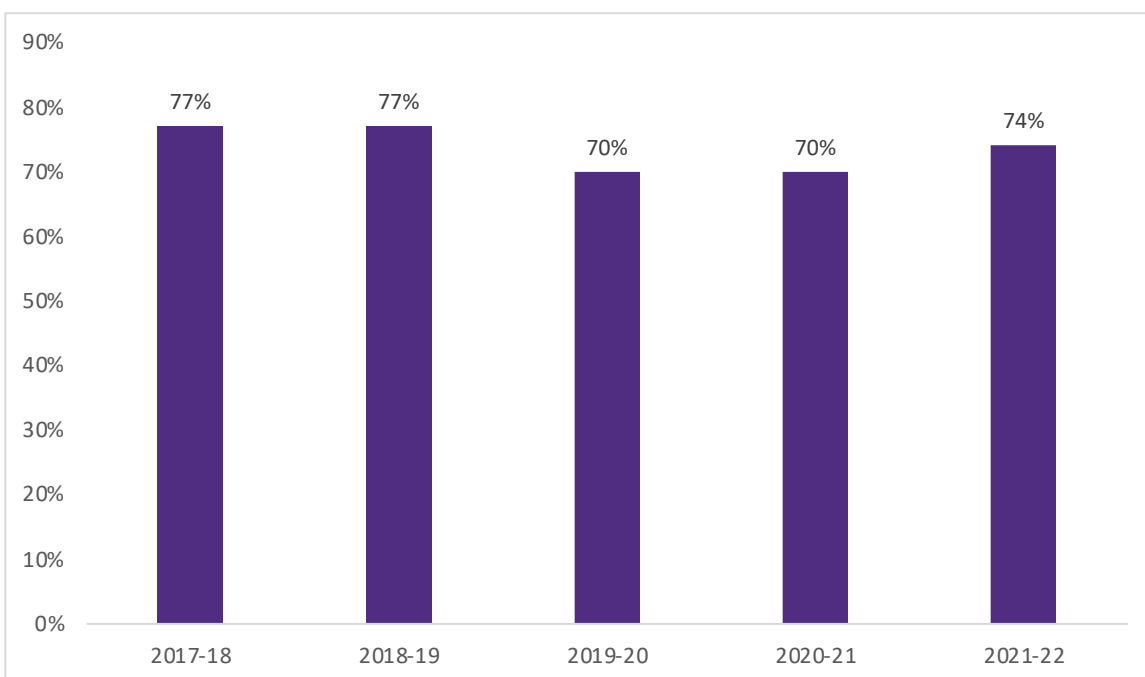


OVERALL (CONT'D)

COMPLETION RATE

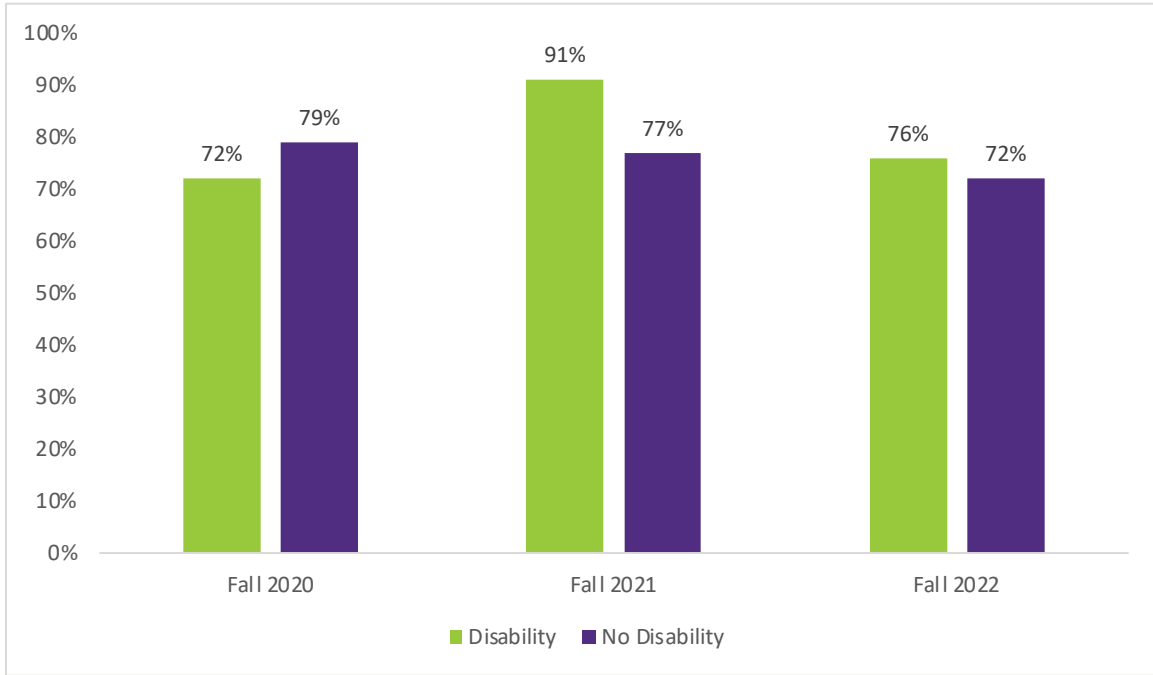


PLACEMENT RATE

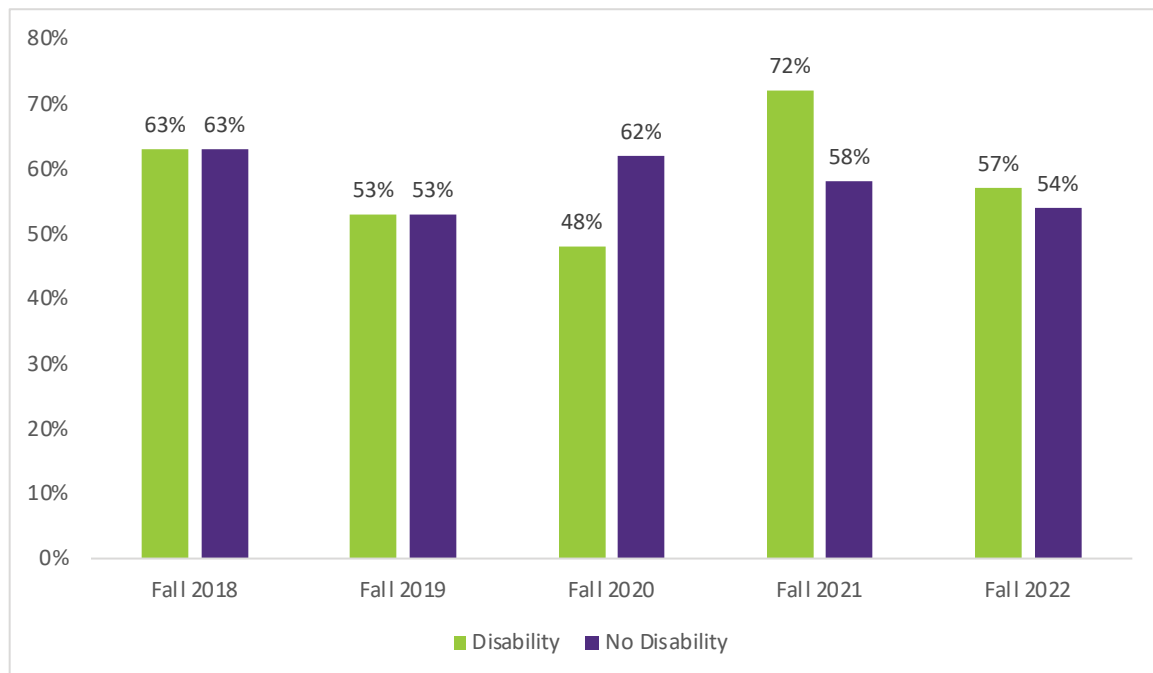


Disability Status

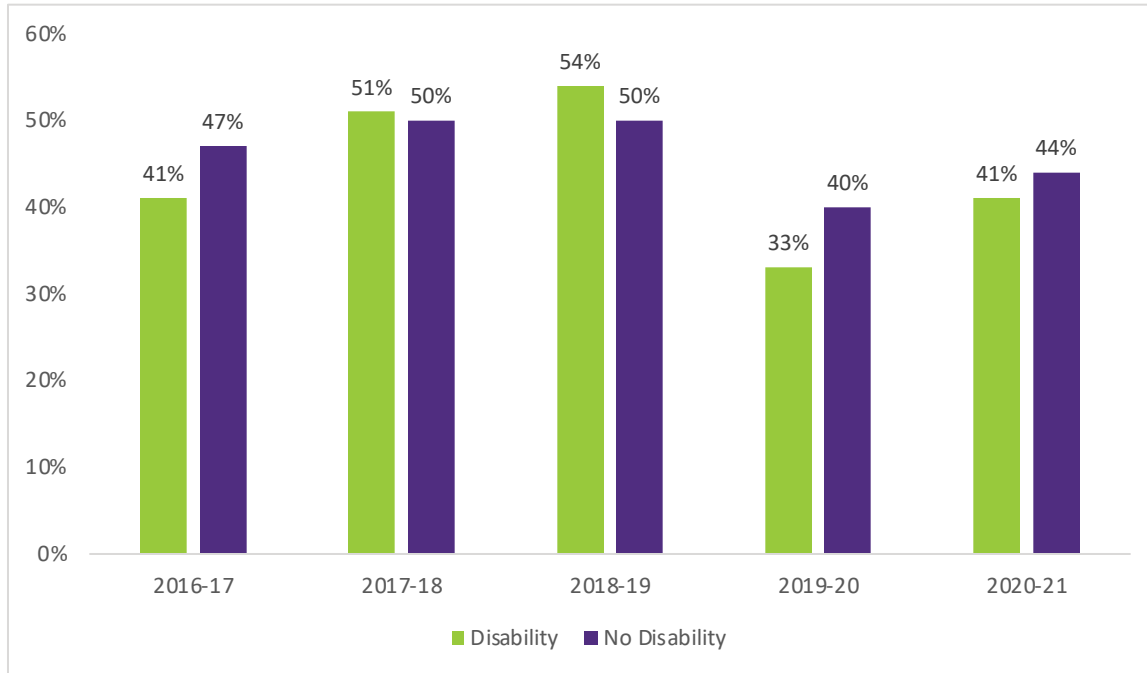
PERSISTENCE RATE



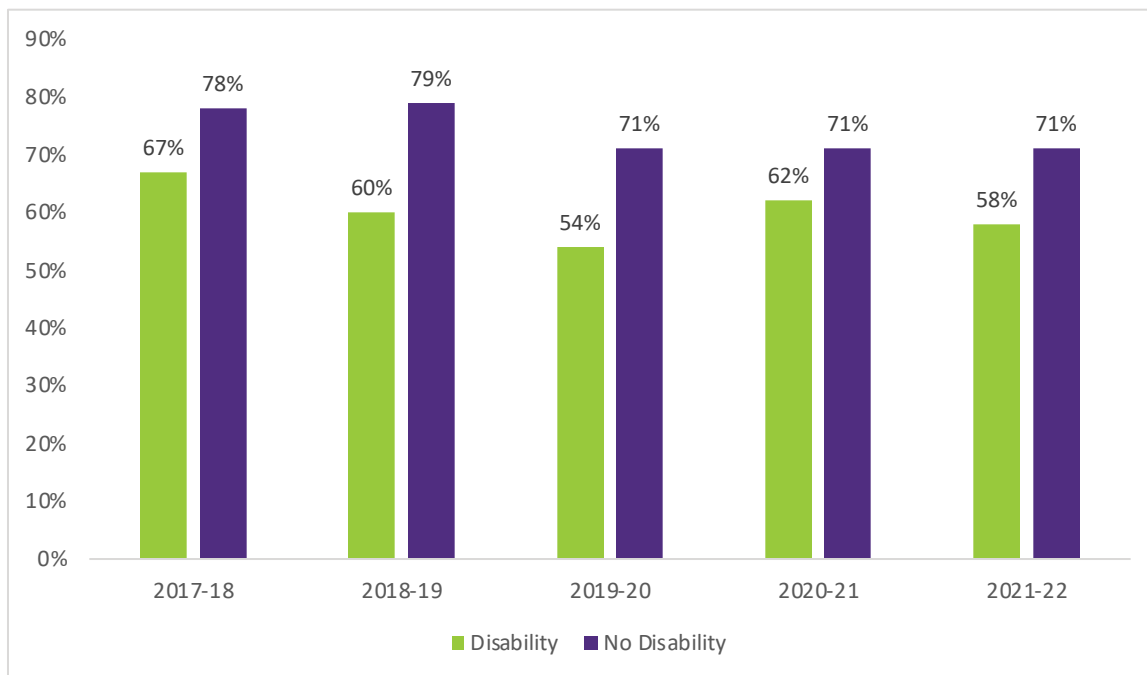
RETENTION RATE



COMPLETION RATE

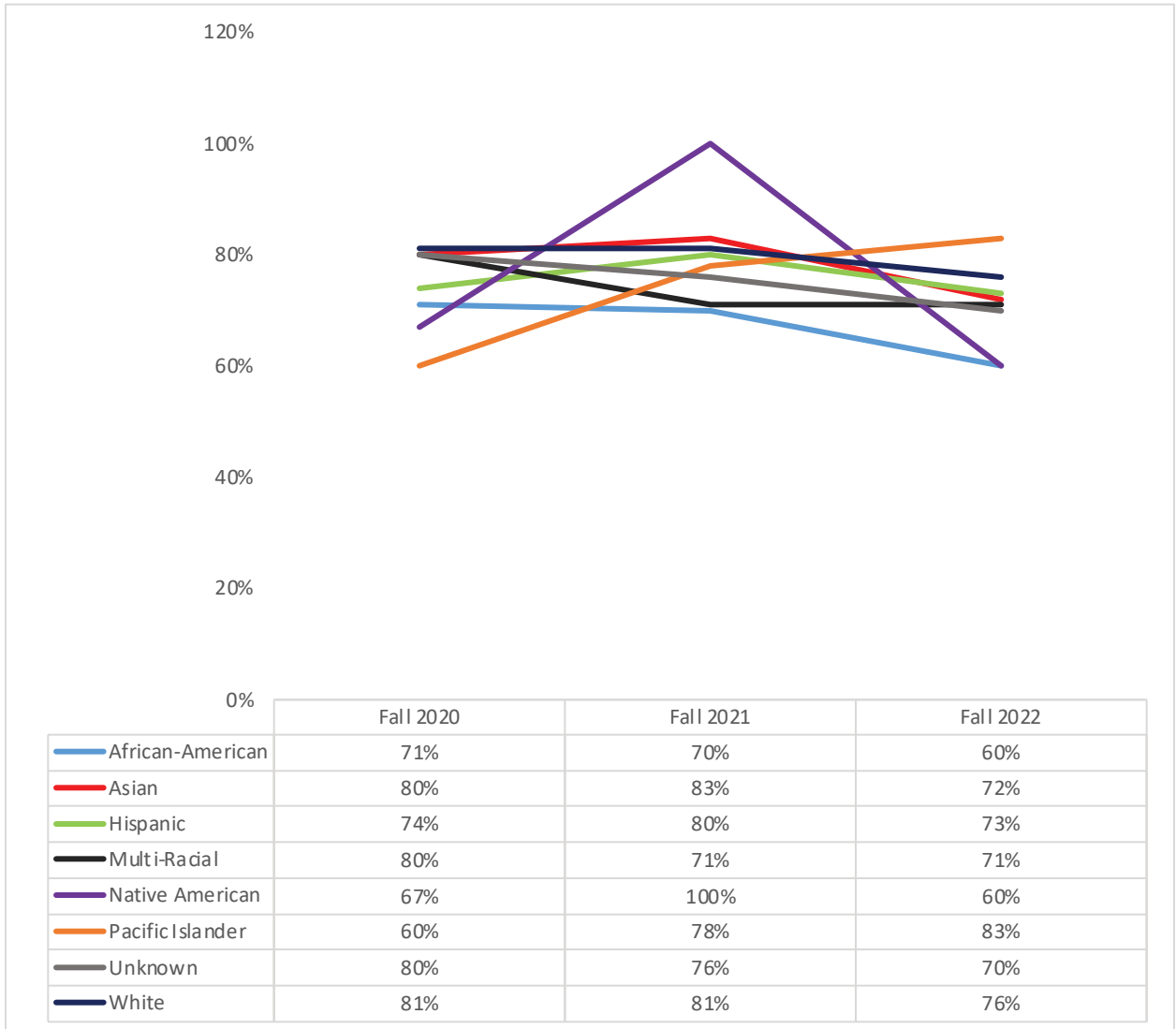


PLACEMENT RATE



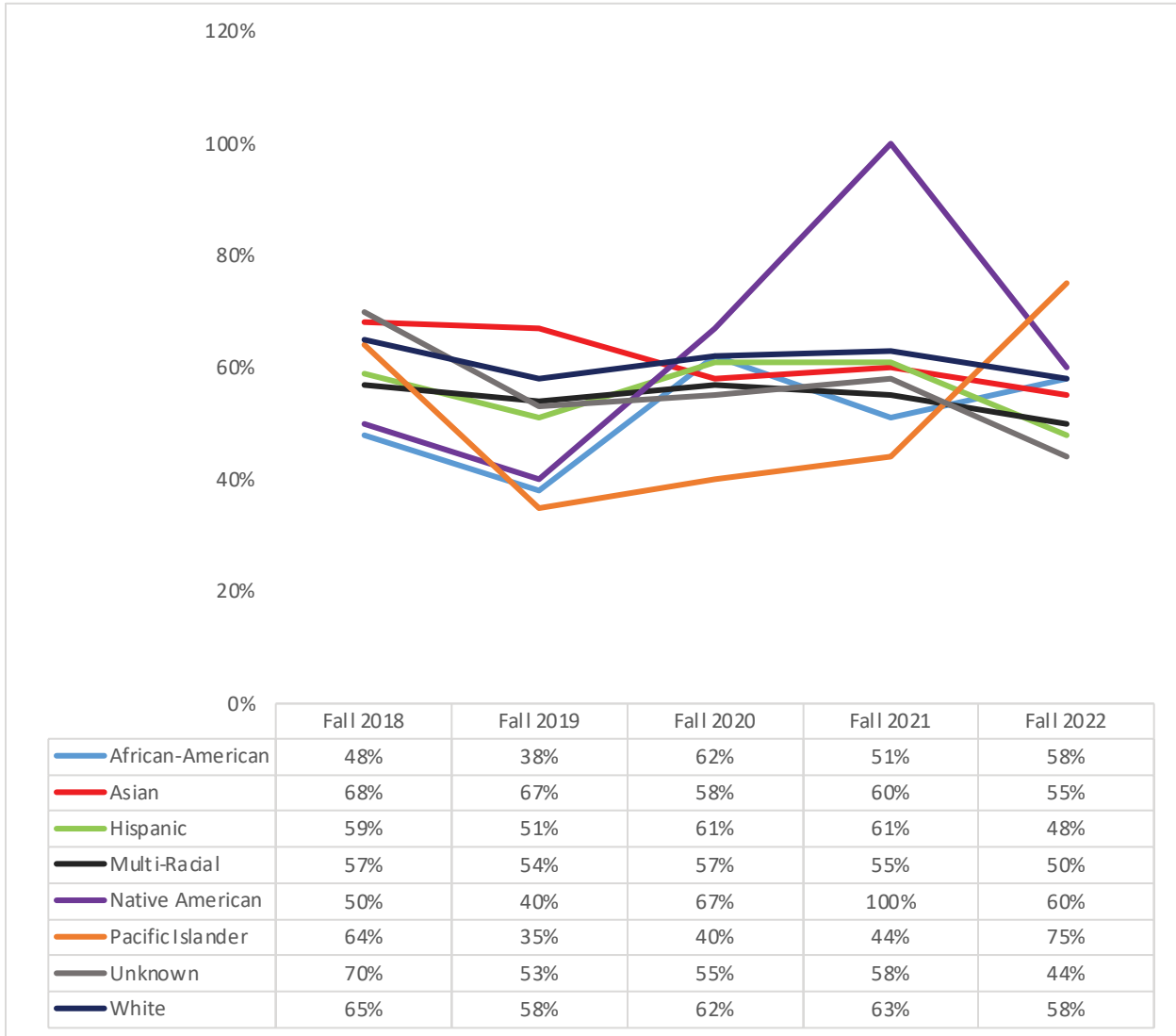
Race/Ethnicity

PERSISTENCE RATE



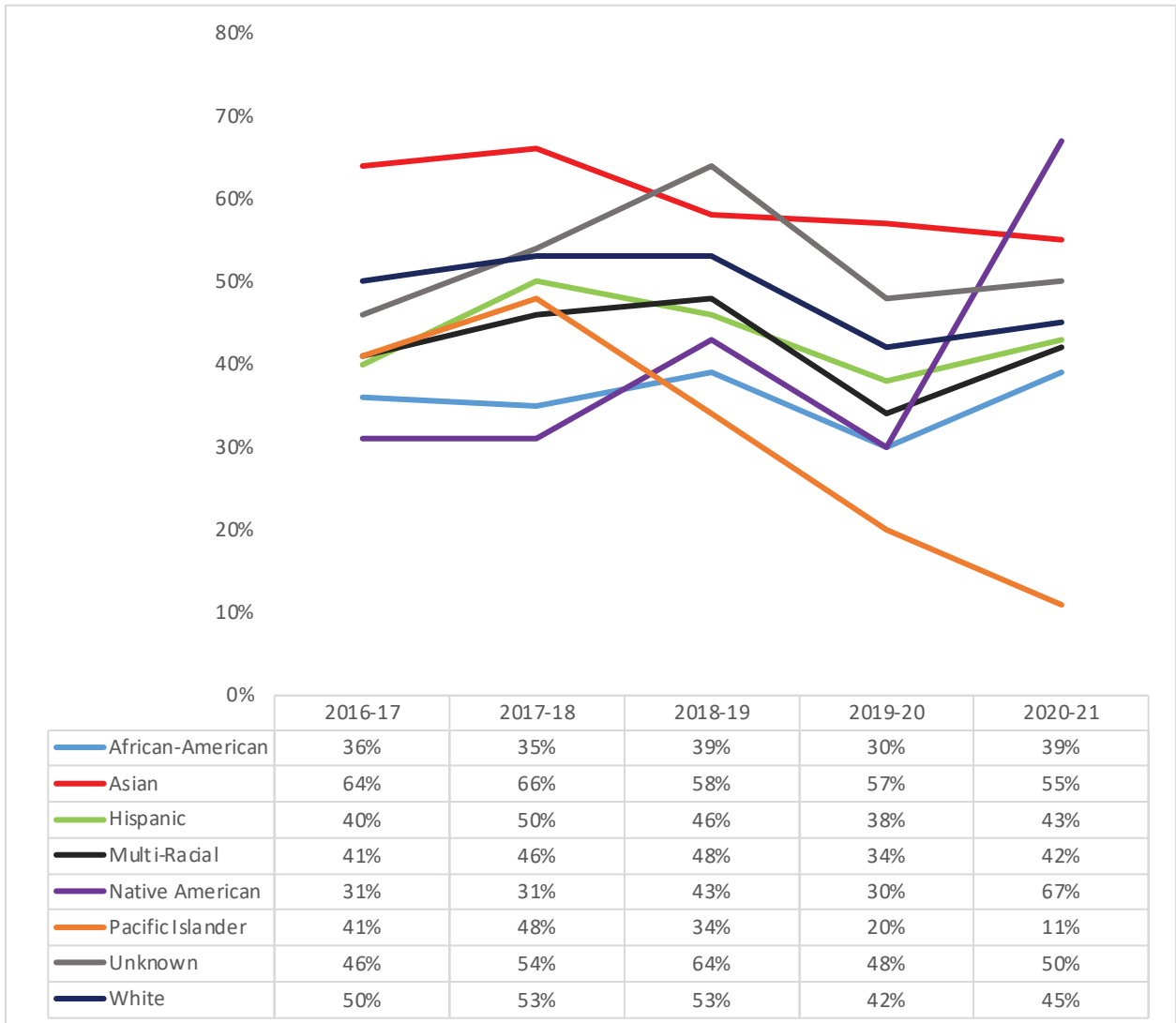
RACE/ETHNICITY (CONT'D)

RETENTION RATE



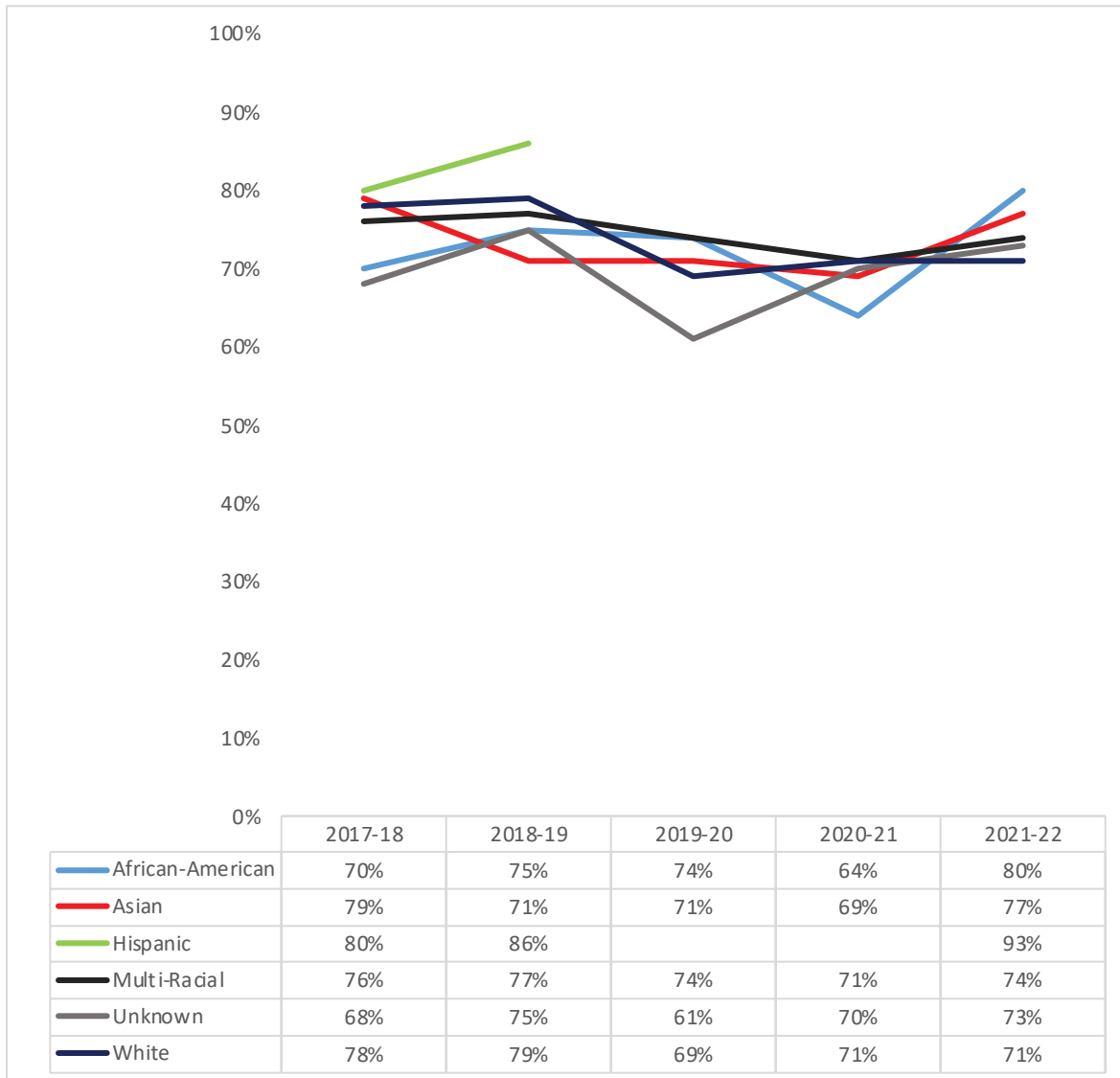
RACE/ETHNICITY (CONT'D)

COMPLETION RATE



RACE/ETHNICITY (CONT'D)

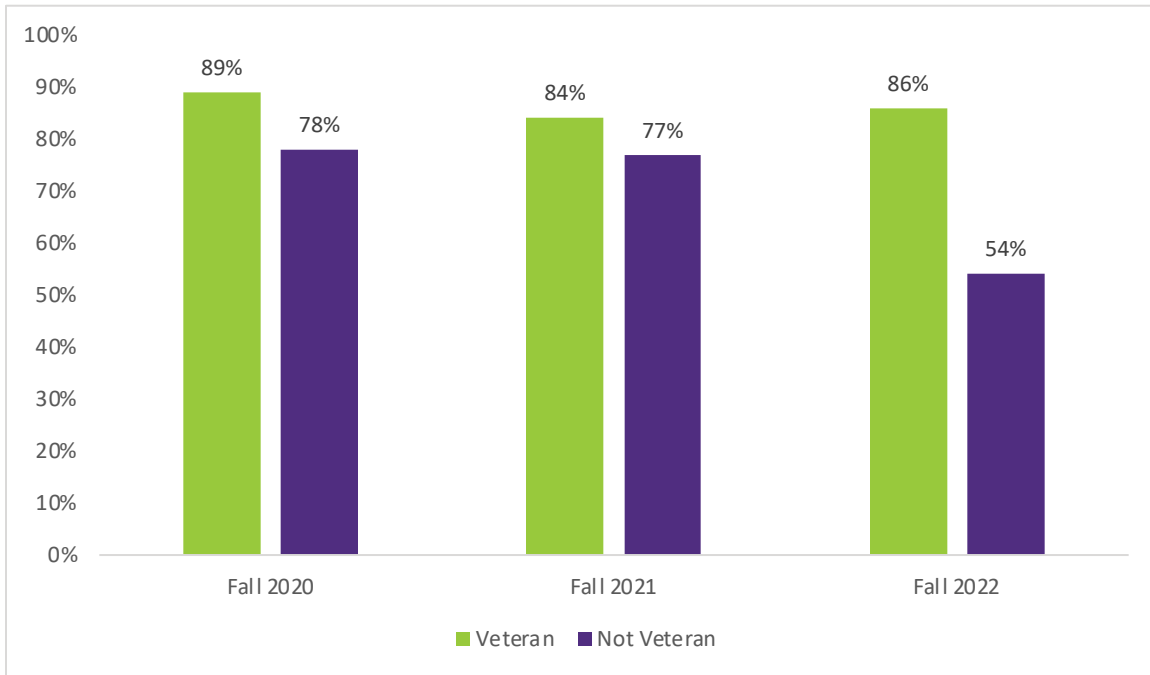
PLACEMENT RATE



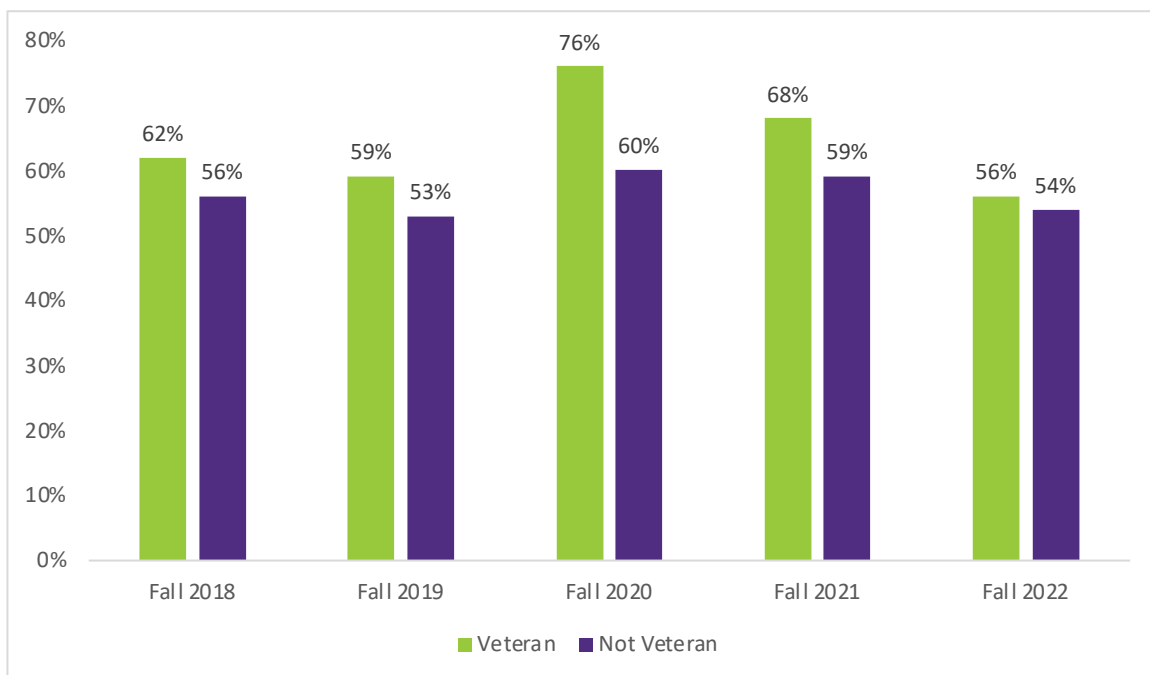
*Hispanic placement rates not available for 2019-20 and 2020-21

Veteran Status

PERSISTENCE RATE

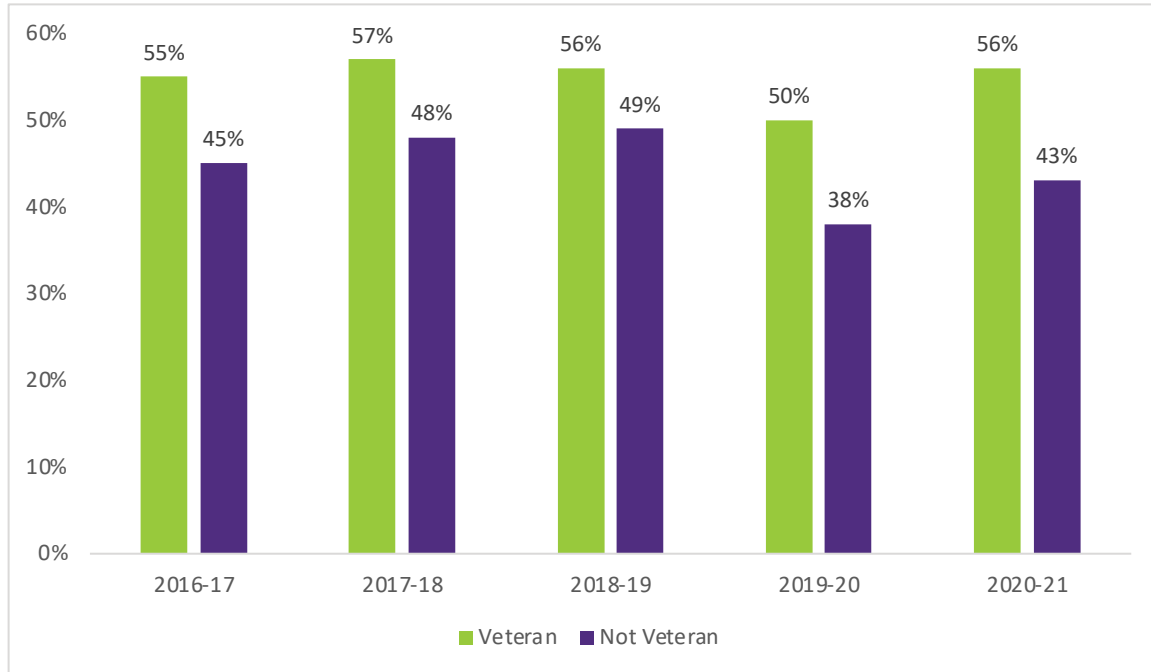


RETENTION RATE



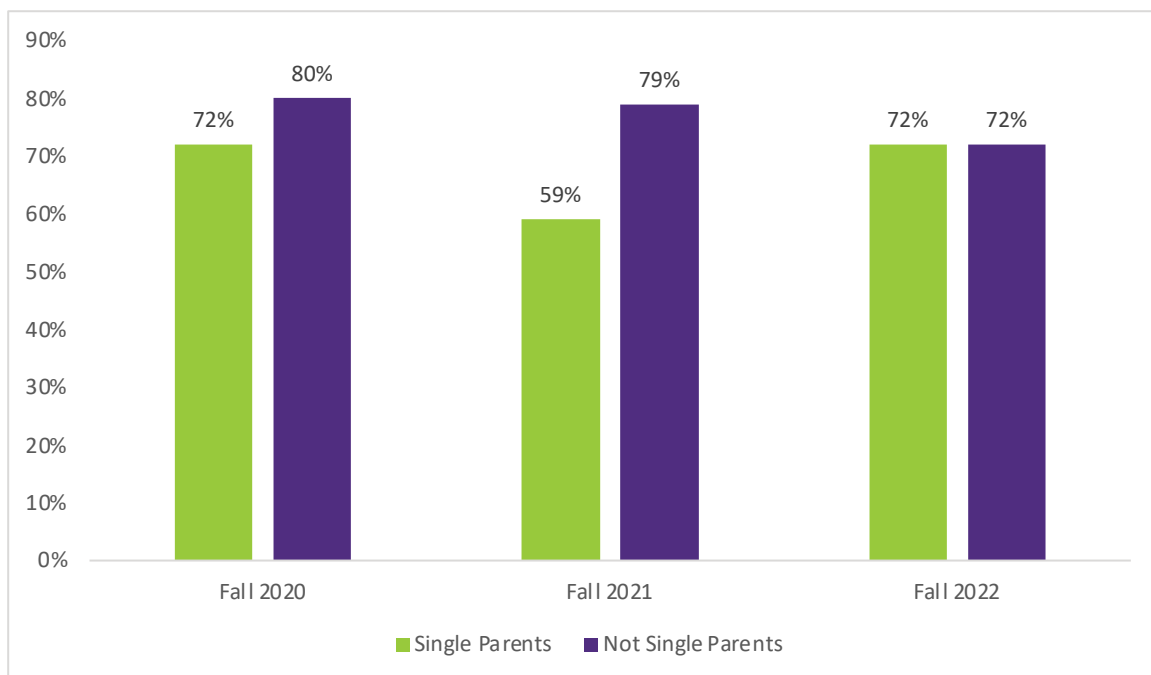
VETERAN STATUS (CONT'D)

COMPLETION RATE



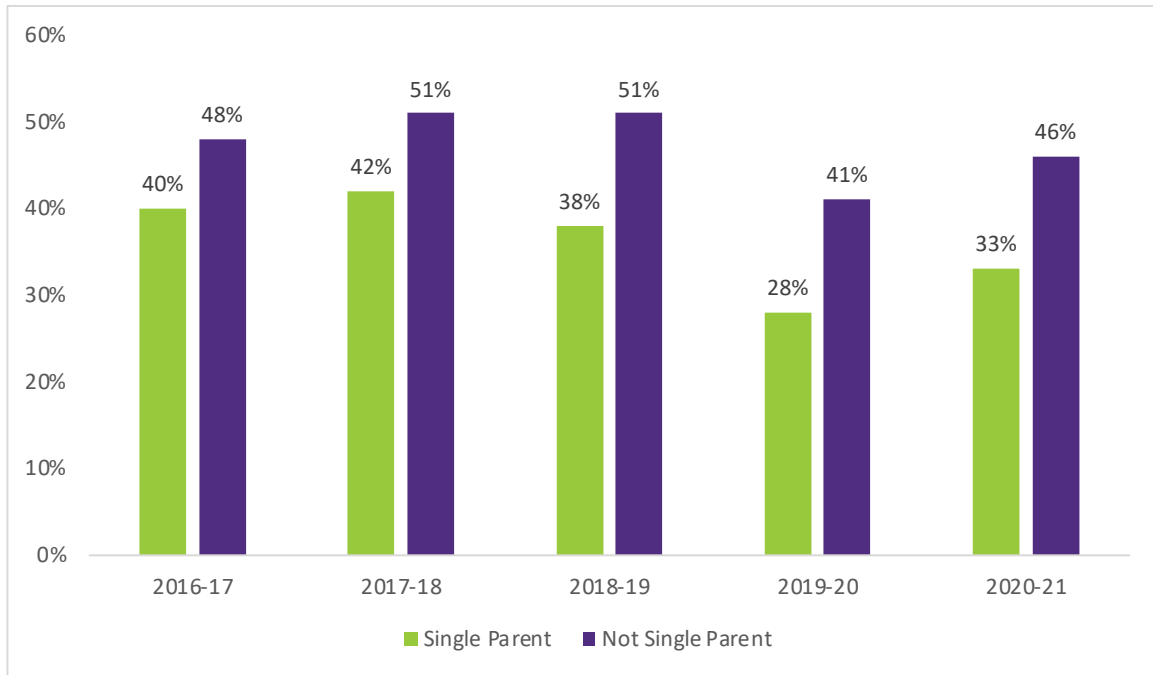
Single Parent Status

PERSISTENCE RATE



SINGLE PARENT STATUS (CONT'D)

COMPLETION RATE

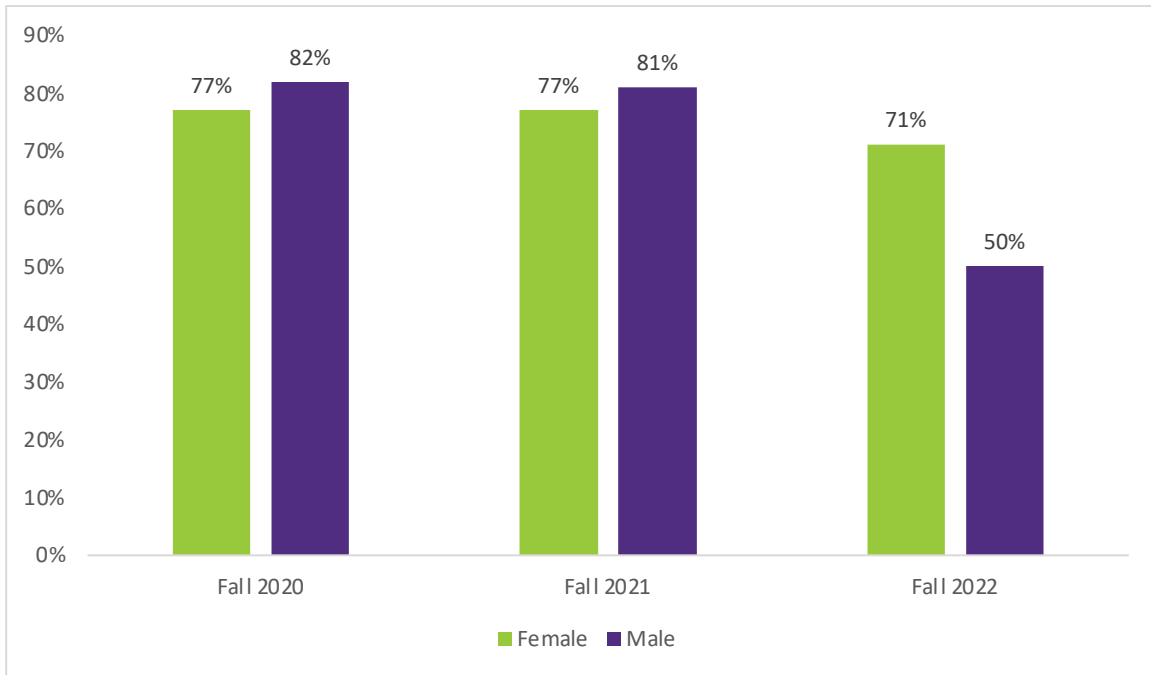


PLACEMENT RATE

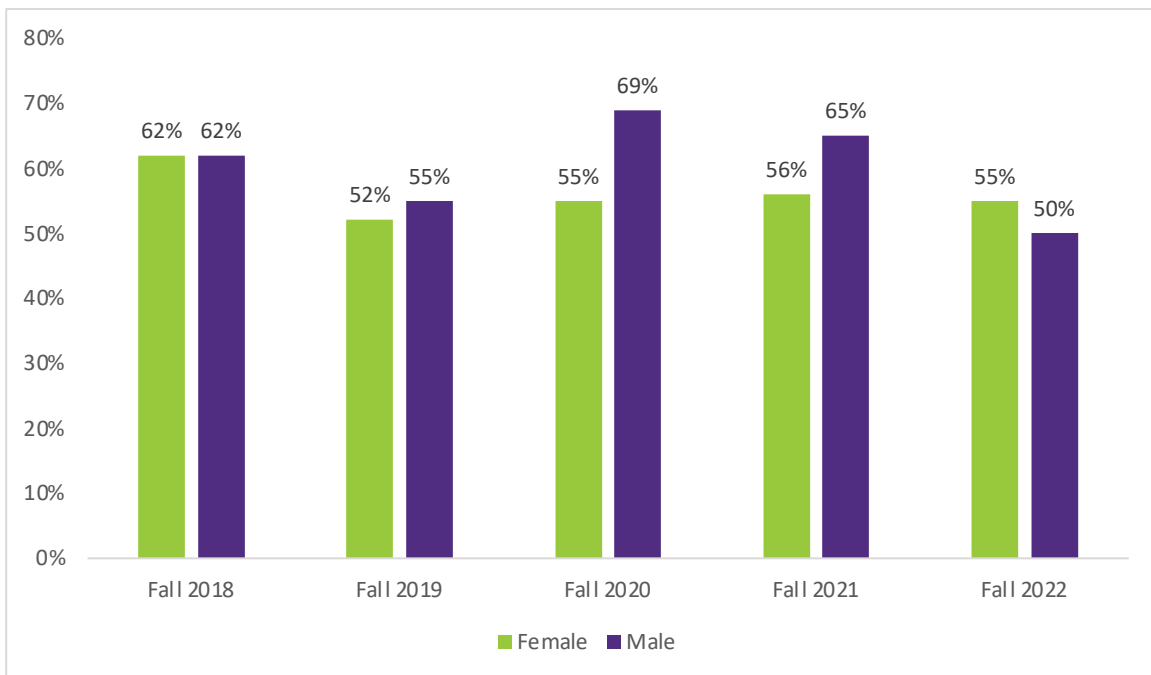
Single Parent placement data is not available after 2018-19.

Gender

PERSISTENCE RATE



RETENTION RATE

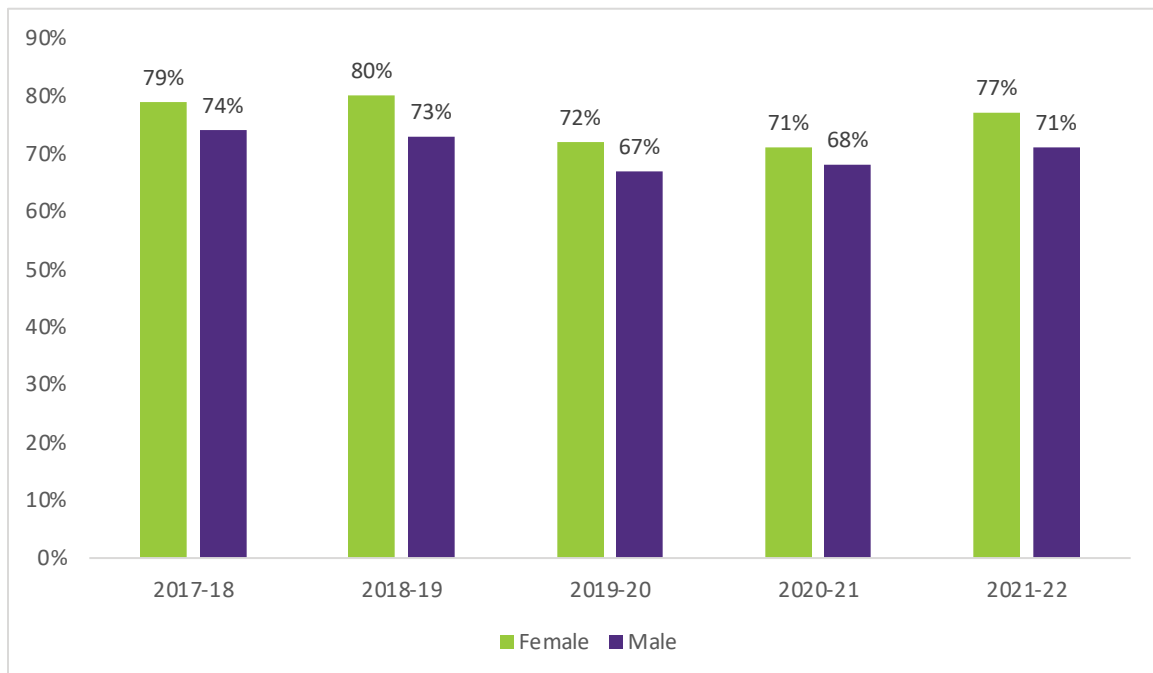


GENDER (CONT'D)

COMPLETION RATE

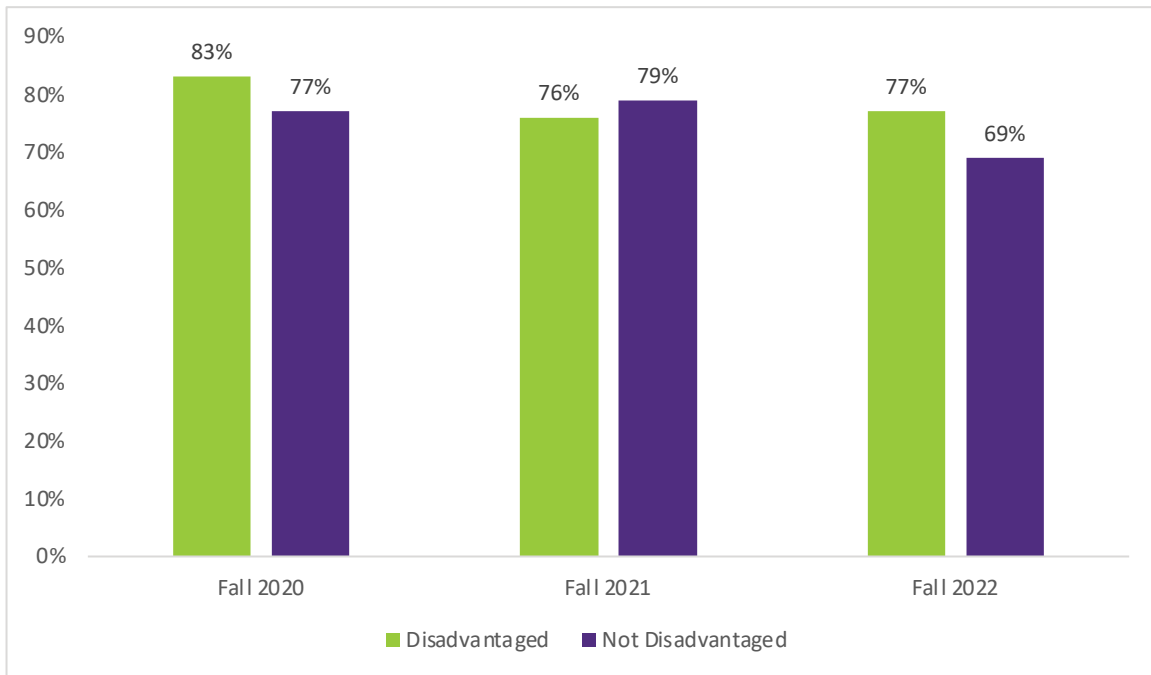


PLACEMENT RATE

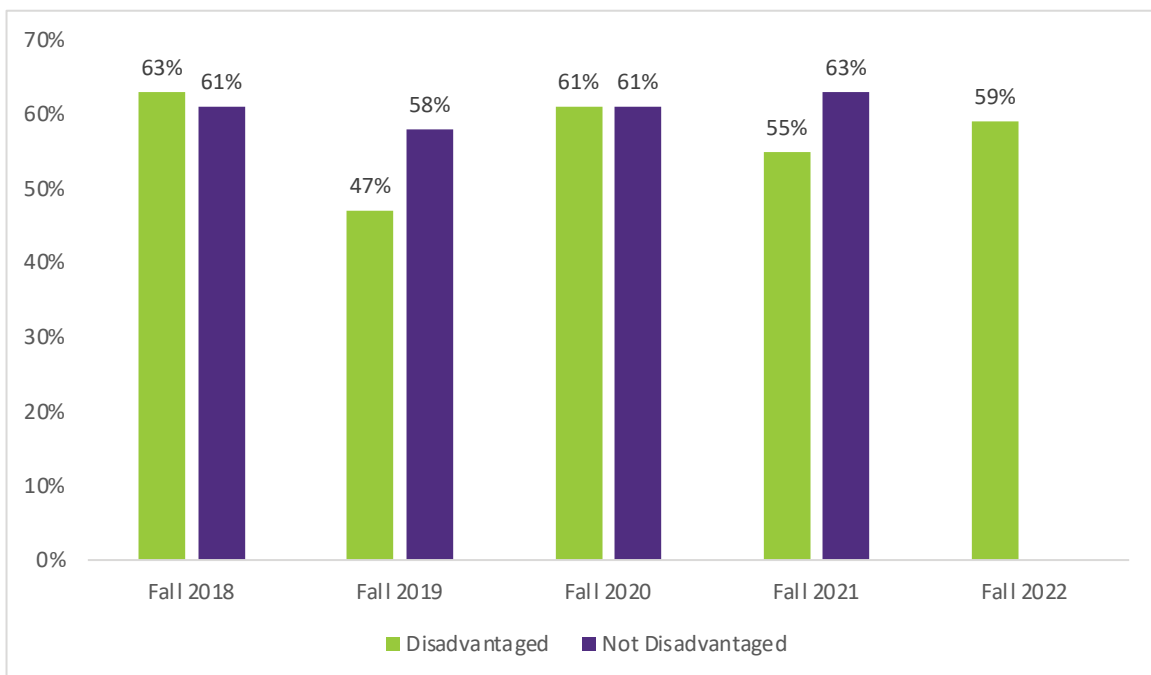


Economic Disadvantage

PERSISTENCE RATE

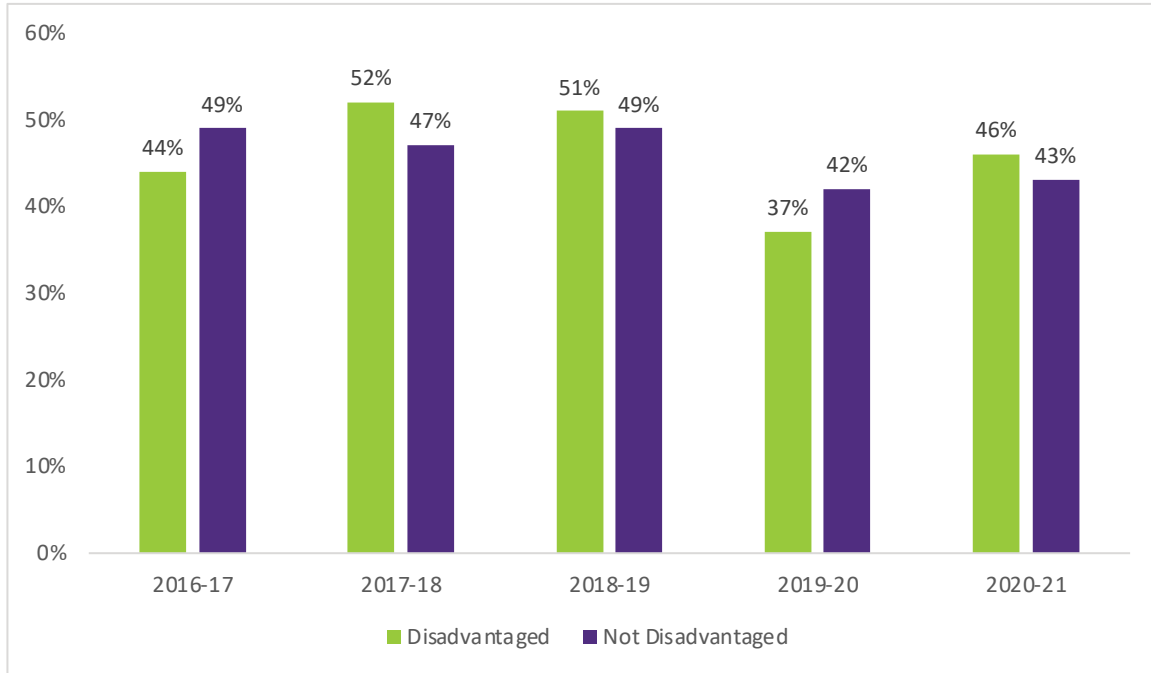


RETENTION RATE

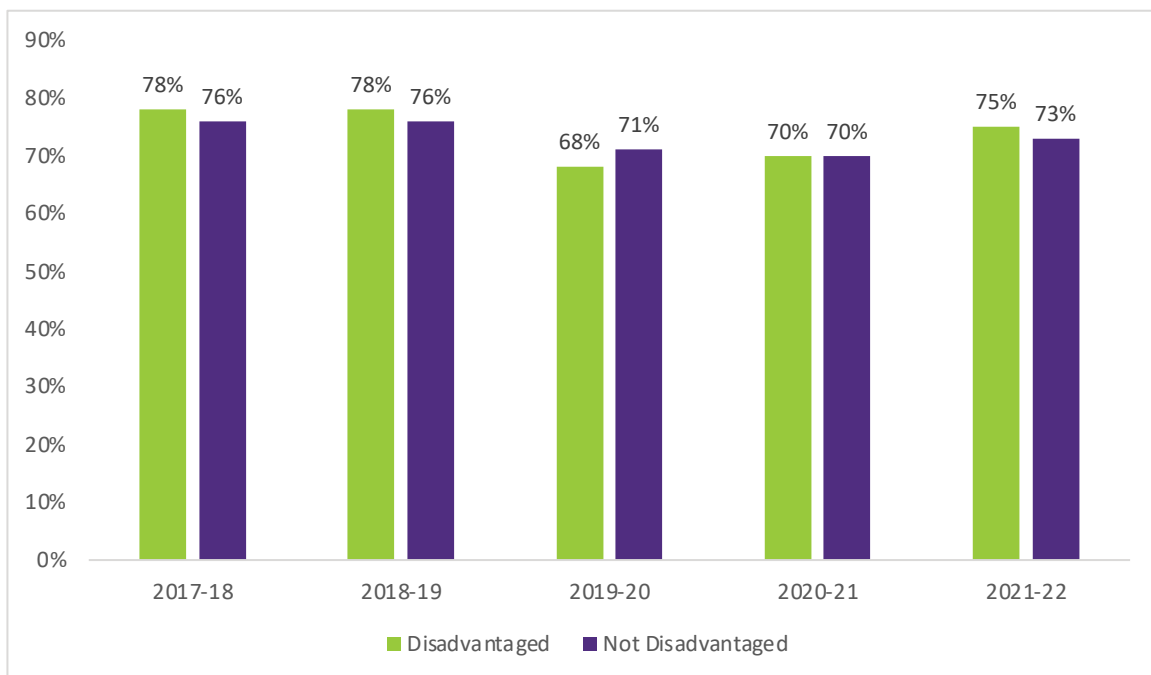


ECONOMIC DISADVANTAGE (CONT'D)

COMPLETION RATE

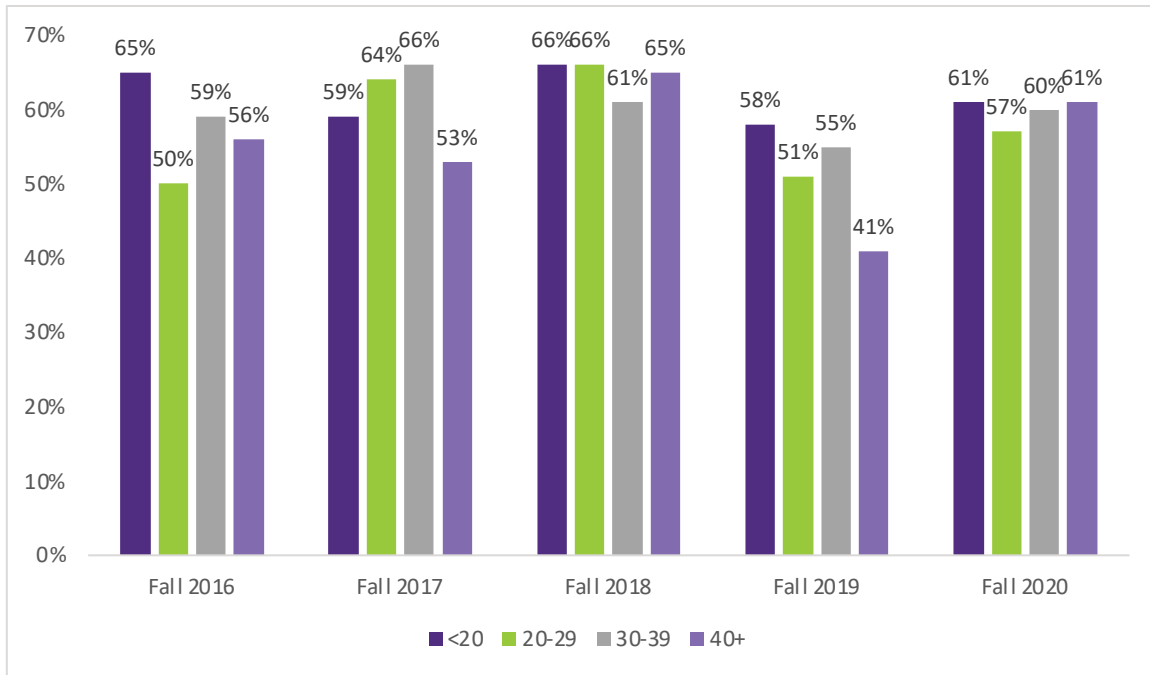


PLACEMENT RATE



Age Group

PERSISTENCE RATE

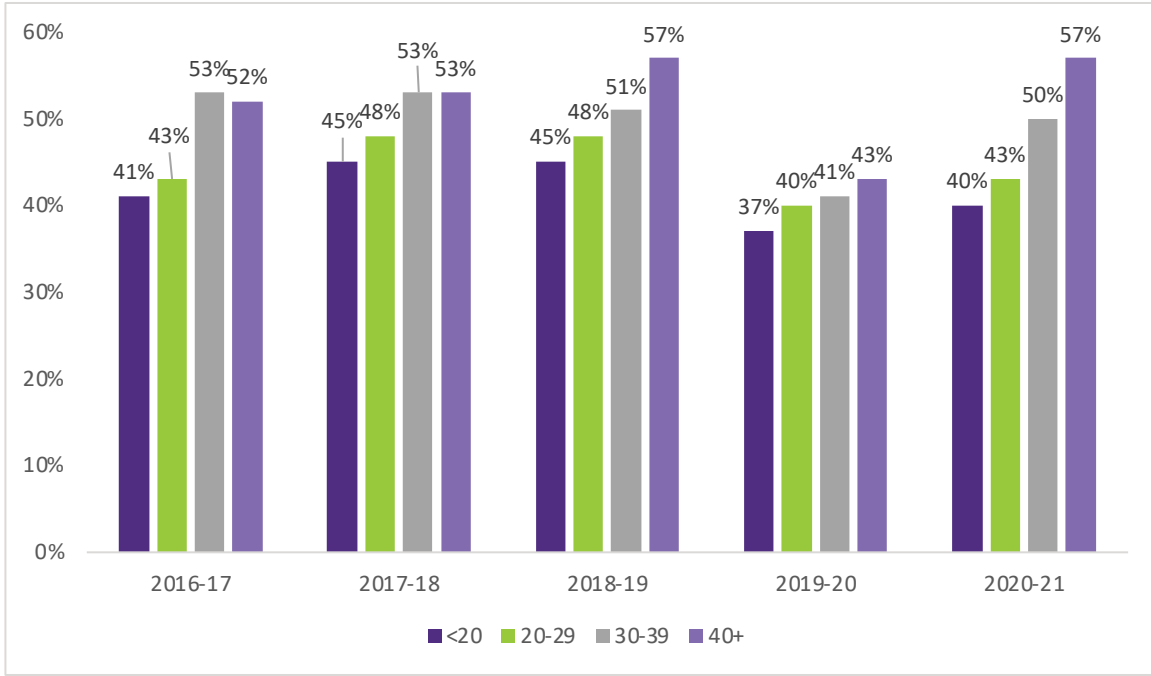


RETENTION RATE



AGE GROUP (CONT'D)

COMPLETION RATE

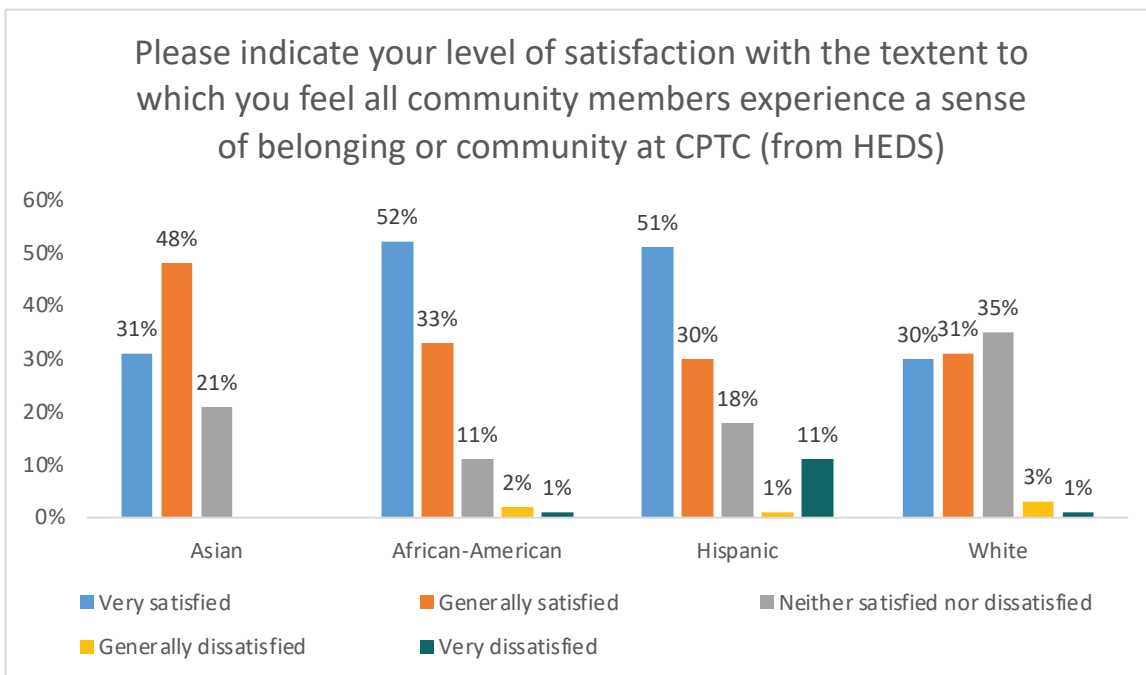
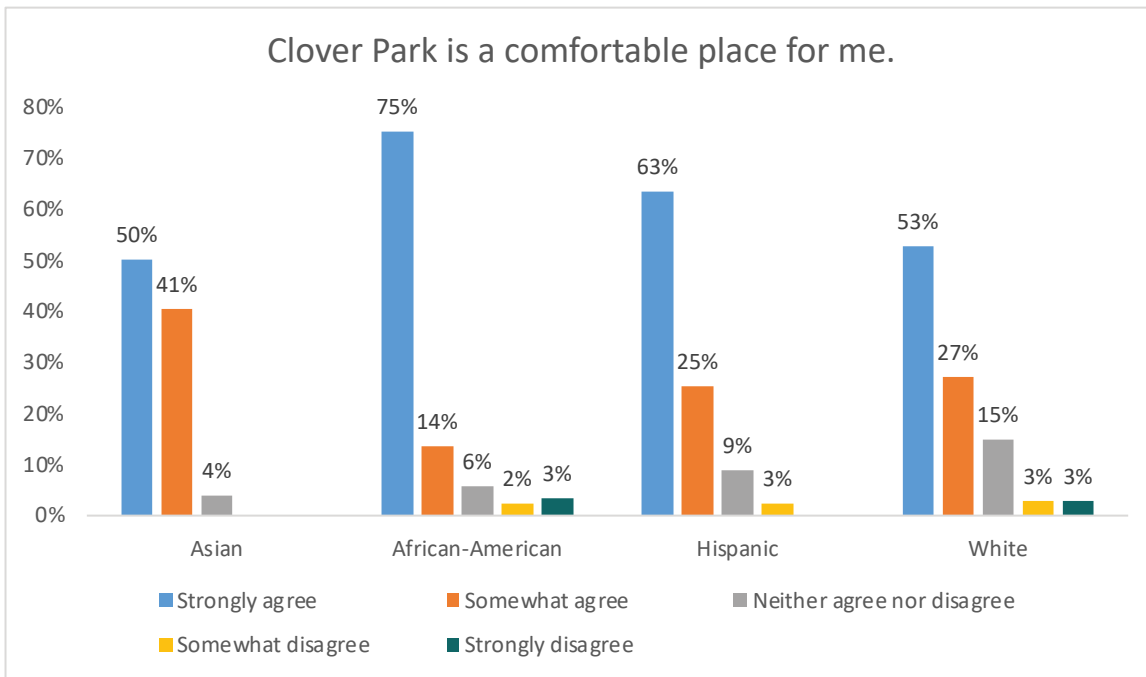


PLACEMENT RATE

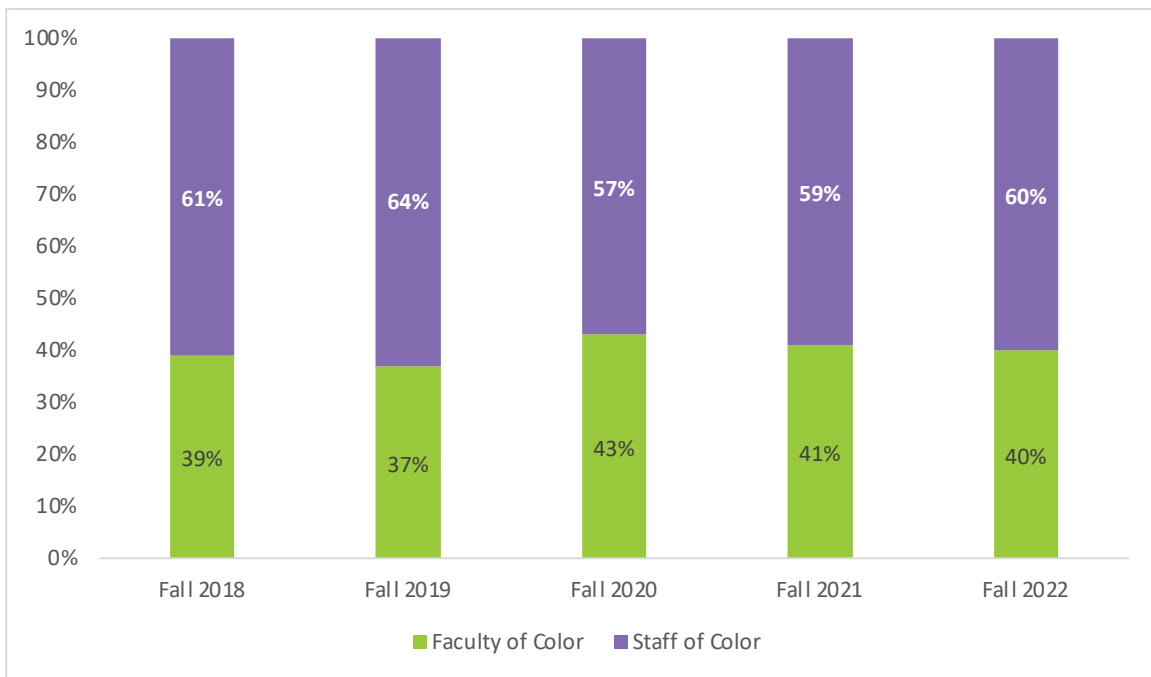
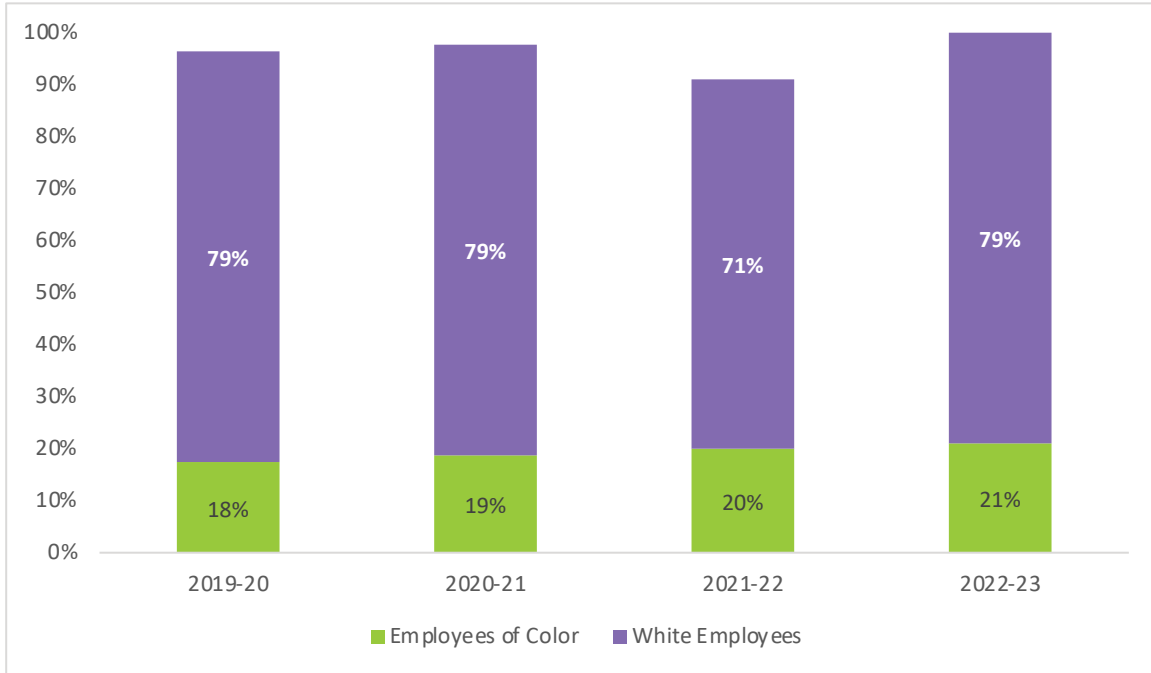


Needs Assessment and Student Experience (NASE) Winter 2024 Administration

In Fall 2018, CPTC developed a survey to supplement the regular administration of CCSSE and SENSE surveys with questions targeted to the information requirements of CPTC’s leadership. This survey is given to students during group registration every winter. The data below are from the Winter 2024 administration.



EMPLOYEE DIVERSITY





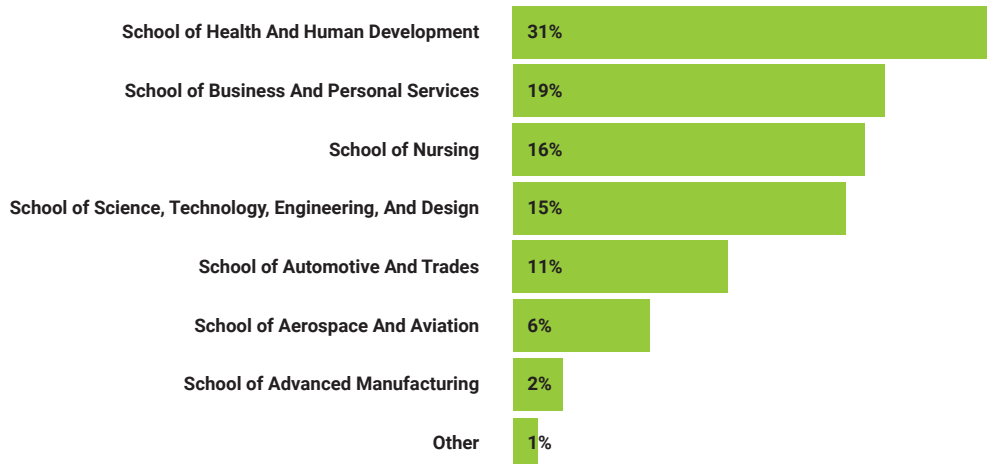
INSTITUTIONAL EFFECTIVENESS

DEMOGRAPHIC PROFILES

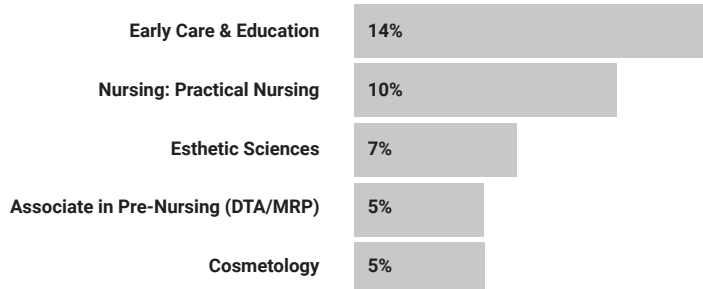
The Demographic Profile Worksheets are designed to encourage the College community to consider our student populations of interest more holistically. Each profile provides information on majors, demographics, and average GPA for a specific group of students.

Students of Color

SCHOOL %



TOP 5 MAJORS



RACE/ETHNICITY

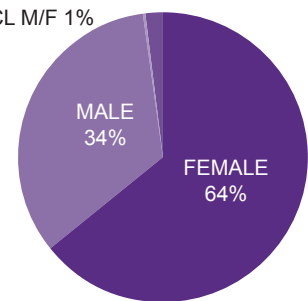


Hispanic.....	32%
African American	26%
Multi-Racial.....	22%
Asian	15%
Native Hawaiian & Pacific Islander	4%
Alaska Native & American Indian.....	1%

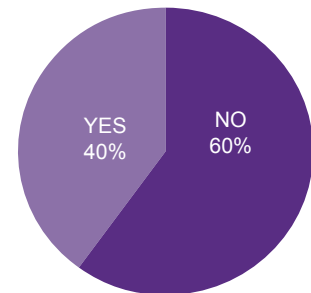
RETENTION	PERSISTENCE
59%	76%

NO RESPONSE 2%
NOT EXCL M/F 1%

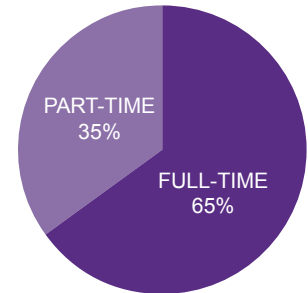
Sex



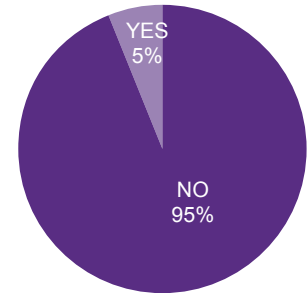
Economic Disadvantage



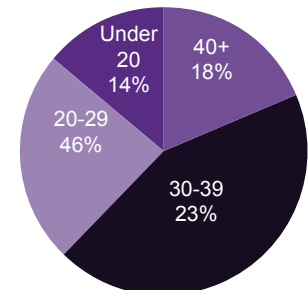
Full/Part Time Ind



Disability

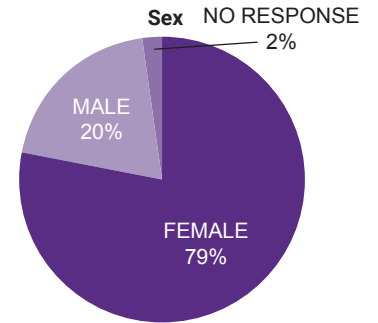
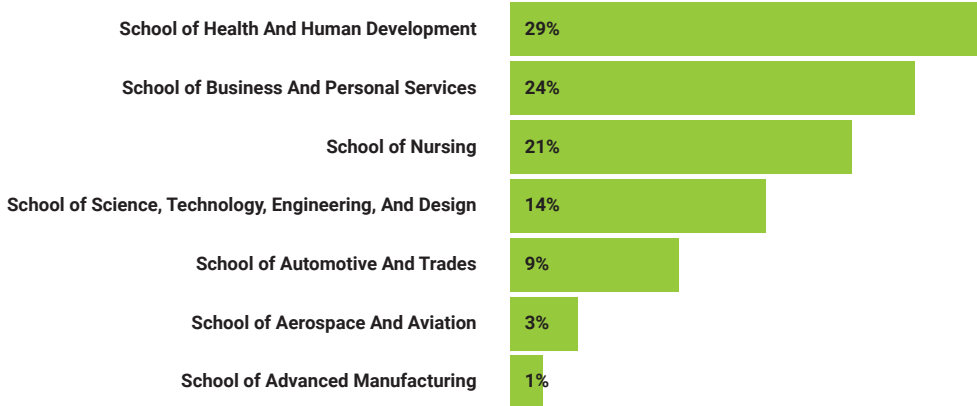


Age Group Primary

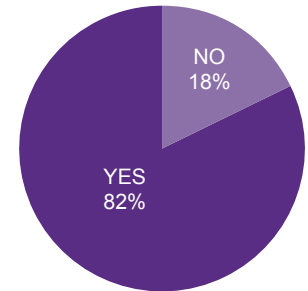


Single Parents

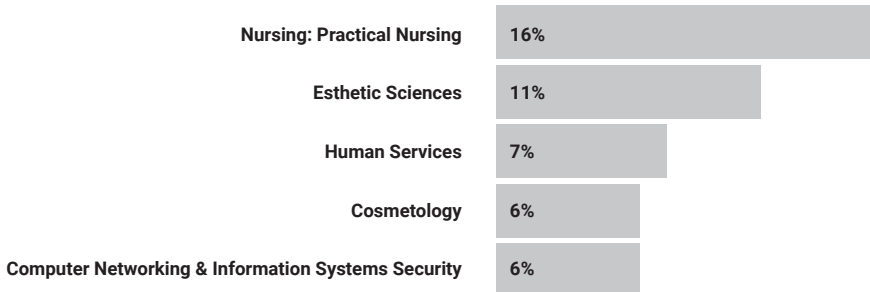
SCHOOL %



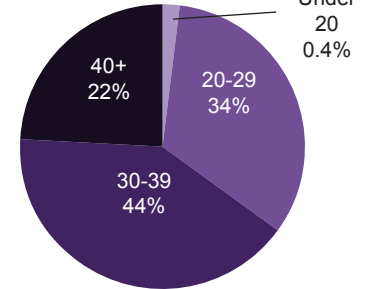
Economic Disadvantage



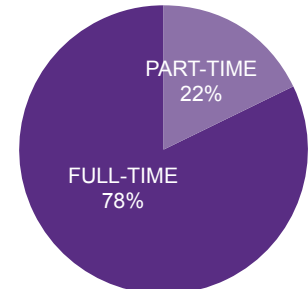
TOP 5 MAJORS



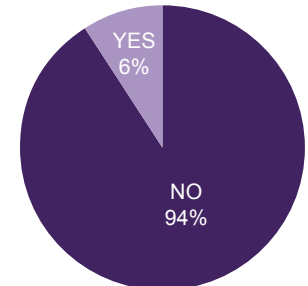
Age Group Primary



Full/Part Time Ind



Disability



RACE/ETHNICITY

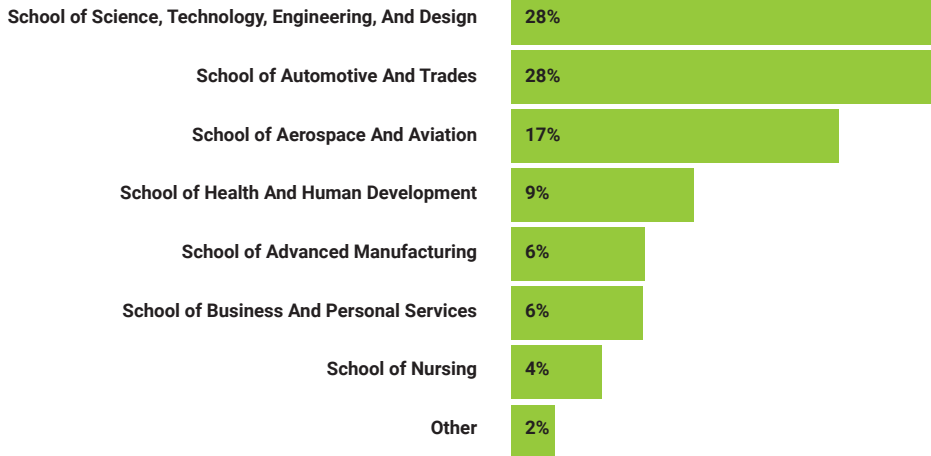


White	32%
African American	25%
Multi-Racial	19%
Hispanic	16%
Asian	4%
Not reported	2%
Native Hawaiian & Pacific Islander	2%
Alaska Native & American Indian	1%

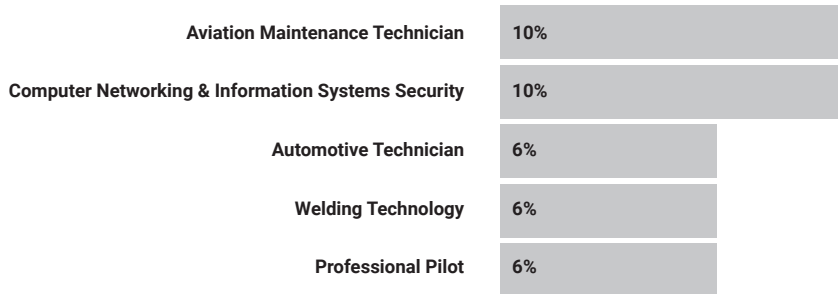
RETENTION	PERSISTENCE
51%	72%

Males

SCHOOL %



TOP 5 MAJORS

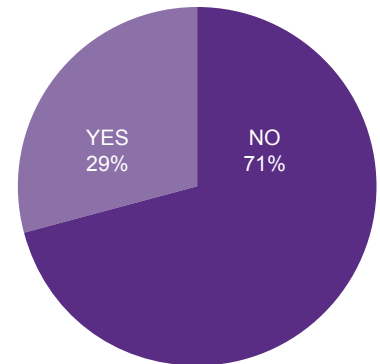


RACE/ETHNICITY

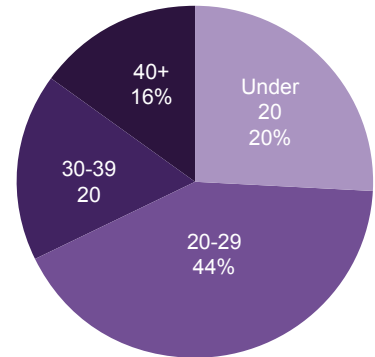
White	48%
Hispanic	16%
African American	11%
Multi-Racial	9%
Not reported	7%
Asian	7%
Native Hawaiian & Pacific Islander	1%
Alaska Native & American Indian	1%

RETENTION	PERSISTENCE
50%	50%

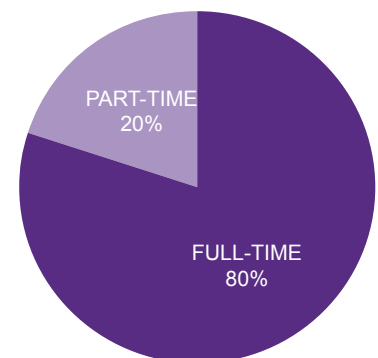
Economic Disadvantage



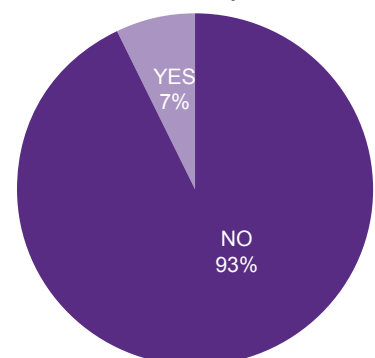
Age Group Primary



Full/Part-Time

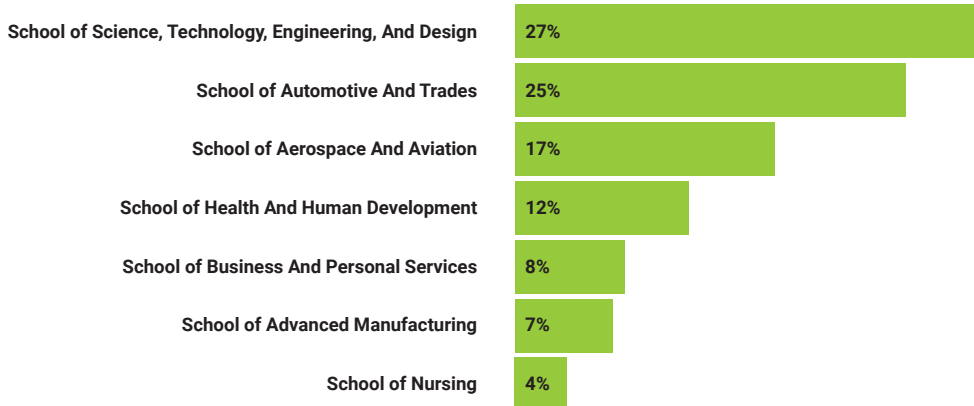


Disability

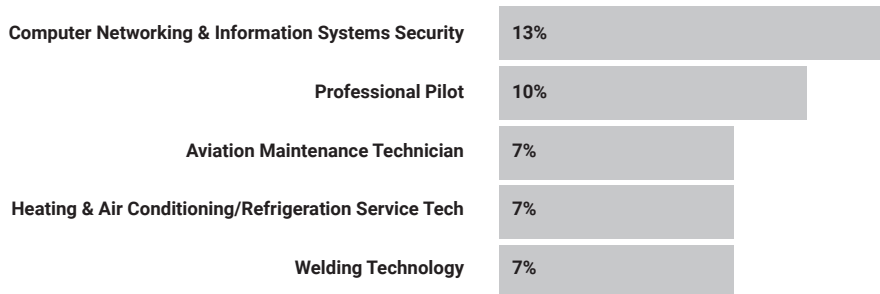


Veterans

SCHOOL %



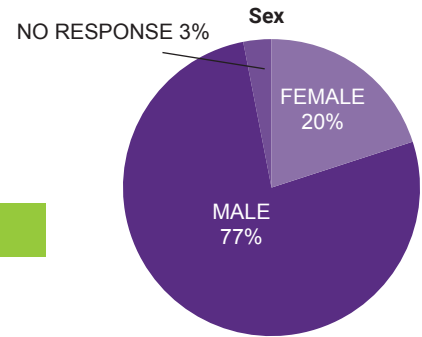
TOP 5 MAJORS



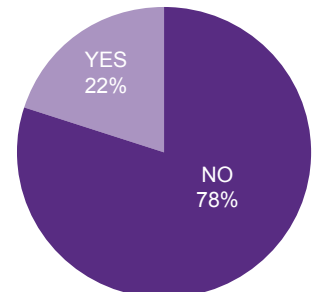
RACE/ETHNICITY

White.....	43%
African American	21%
Hispanic.....	13%
Multi-Racial.....	8%
Not reported	8%
Asian.....	5%
Native Hawaiian & Pacific Islander.....	2%
Alaska Native & American Indian.....	0.1%

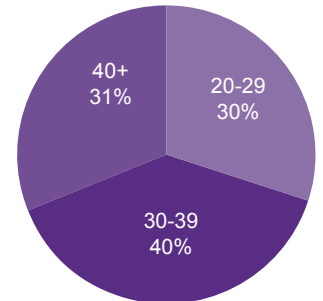
RETENTION	PERSISTENCE
56%	86%



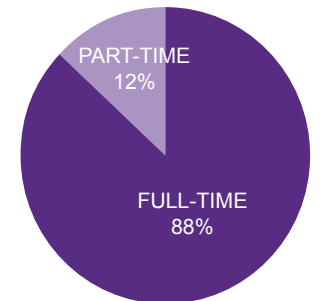
Economic Disadvantage



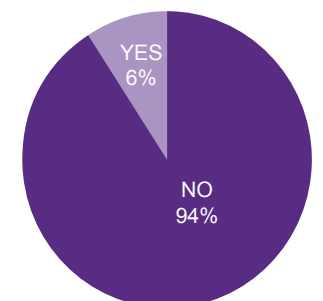
Age Group Primary



Full/Part Time Ind

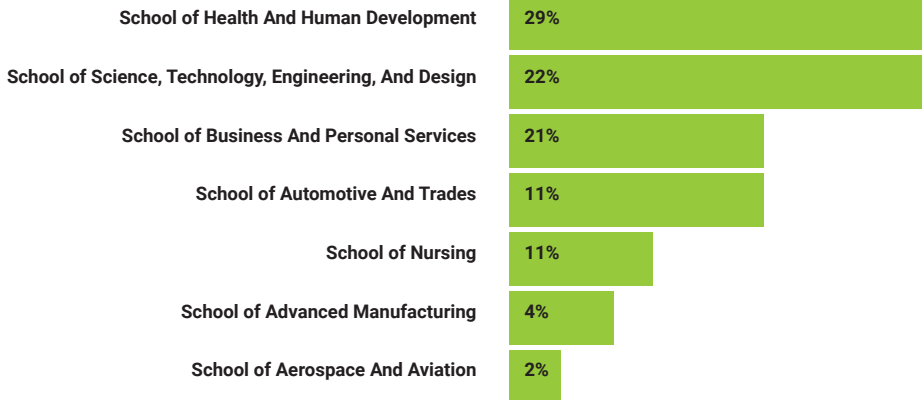


Disability

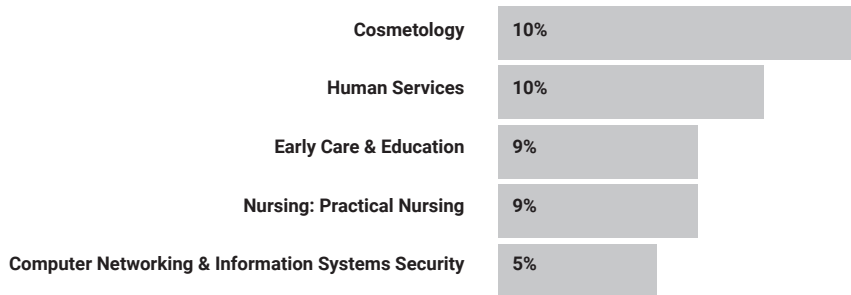


Disabilities

SCHOOL %



TOP 5 MAJORS



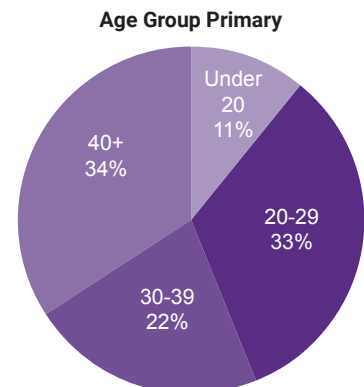
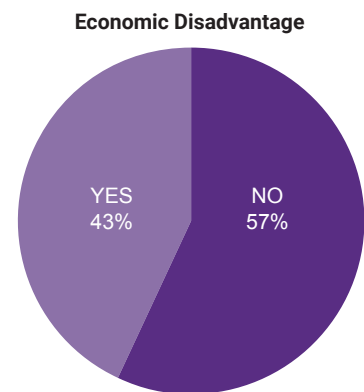
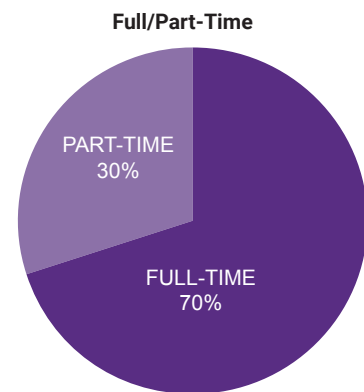
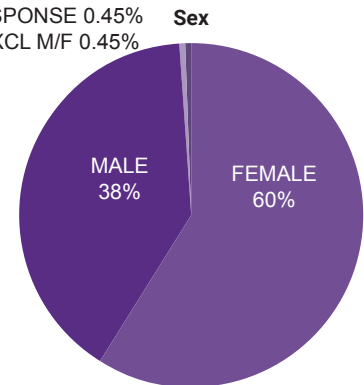
RACE/ETHNICITY



White	53%
Hispanic	19%
African American	15%
Multi-Racial	8%
Not reported	4%
Asian	1%
Native Hawaiian & Pacific Islander	1%

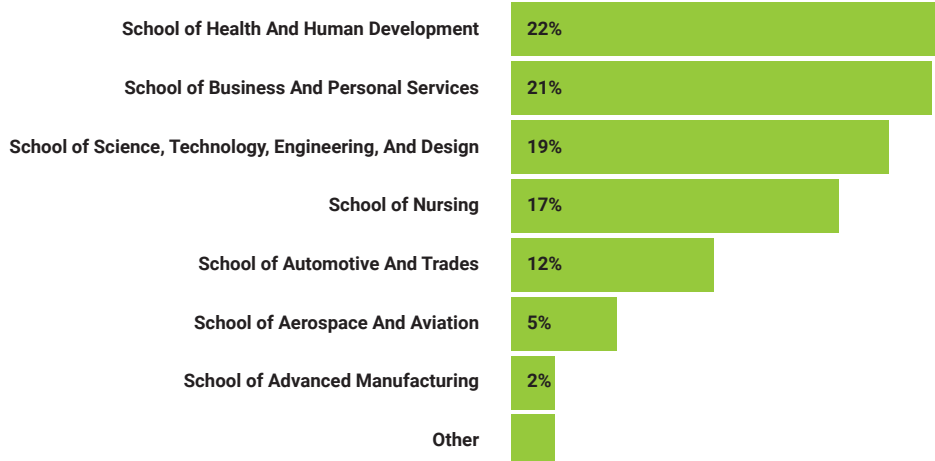
RETENTION	PERSISTENCE
57%	76%

NO RESPONSE 0.45%
NOT EXCL M/F 0.45%

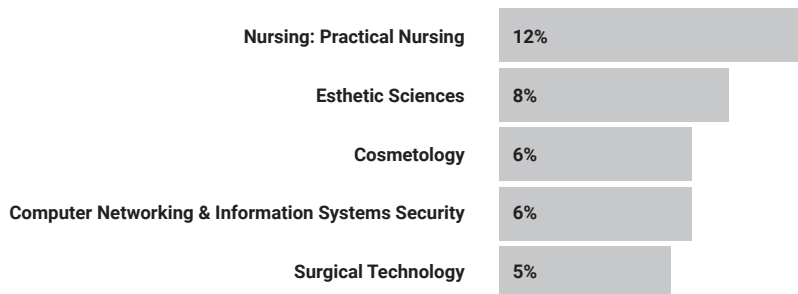


Low Income

SCHOOL %



TOP 5 MAJORS



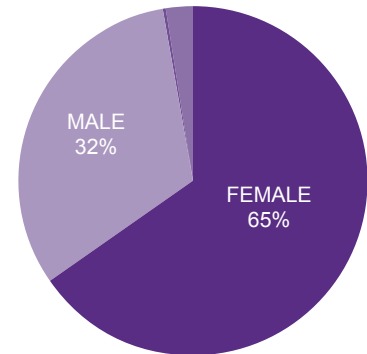
RACE/ETHNICITY

White.....	36%
Hispanic.....	18%
African American	17%
Multi-Racial.....	13%
Asian	8%
Not reported	5%
Native Hawaiian & Pacific Islander	1%
Alaska Native & American Indian.....	1%

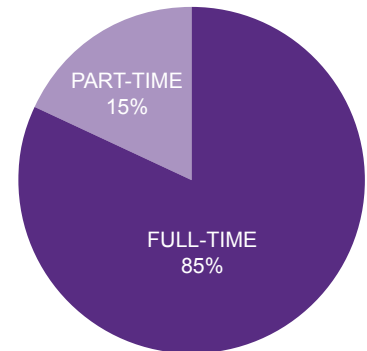
RETENTION	PERSISTENCE
59%	77%

NO RESPONSE 2.25%
NOT EXCL M/F 0.28%

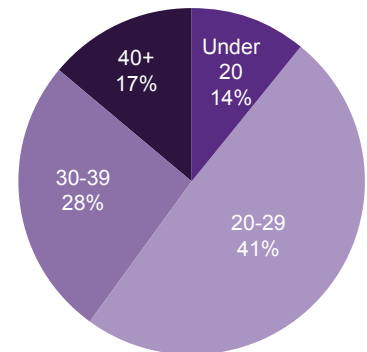
Sex



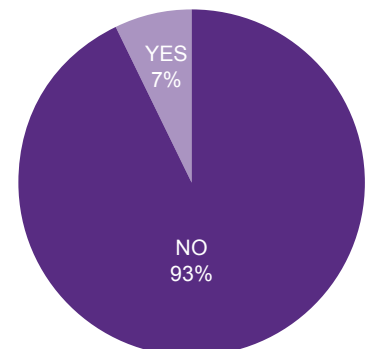
Full/Part-Time



Age Group Primary



Disability





Clover Park Technical College does not discriminate on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal. For inquiries please contact Title IX coordinator James Neblett, Associate Vice President for Human Resources & Culture, 253-589-5533, james.neblett@cptc.edu; or Section 504/disability coordinator Melissa Medina, Manager of Student Disability Services, 253-589-5755, melissa.medina@cptc.edu. All offices are located in Building 17, 4500 Steilacoom Blvd SW, Lakewood, WA 98499.