<table>
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<th>Page</th>
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Dear CPTC Family and Friends,

I’m pleased to provide you with this annual community report that highlights the focus and impact of CPTC’s work over the past year. Early in 2019, CPTC’s trustees led the way toward greater student success by adding equity as the fourth core theme of our institution. With our focus on inclusive excellence, CPTC is making strides toward identifying and eliminating barriers to our students’ studies. CPTC contributes to the economic health of our region by preparing graduates with the knowledge and skills necessary to succeed in high-demand, family-wage jobs. I invite you to learn more about our college by reviewing this report and joining us on campus to learn more about the great programs we offer.

Sincerely,

Dr. Joyce Loveday
President
Strategic Plan

Workforce Preparation
Our students will demonstrate the knowledge and skills necessary to access employment in their chosen industry.
• We will refine our method of tracking and measuring graduate employment.
• We will collaborate with industry partners to align each program with industry expectations.
• We will actively assess student learning at the course, program, and college level.

Student Success
Our students will complete their program at equitable rates and on time.
• We will implement high-impact, high-touch retention measures.
• We will eliminate pre-college English and math sequences, and faculty will be trained in innovative practices.
• We will recruit diverse faculty and staff to strengthen our inclusive campus and focus on measuring and improving equity in student outcomes.

Institutional Sustainability
We will operate in a sustainable manner that enables us to prepare an educated workforce for the South Puget Sound.
• We will expand and diversify our revenue streams by implementing new programs and services in response to local needs.
• We will expand outreach efforts to diverse student populations, including international students, Running Start students, and recent high school graduates.
• We will seek national recognition for the excellent work our faculty and staff do in helping students achieve their goals.

Equity
We will cultivate an inclusive institutional culture and campus climate by valuing diversity and promoting equitable opportunities for all.
• We will address opportunity gaps through data analysis, programming and intentional interventions.
• We will provide support, training, professional development and resources for students, faculty and staff to achieve their full potential.
• We will develop and implement best practices to eliminate disparities and patterns of inequity.

MISSION
Educating tomorrow’s workforce.

VISION
Strengthening our community through responsive education and services.

VALUES
Access
Collaboration
Equity
Excellence
Inclusion
Innovation
Respect
Internship, co-op, practicum, preceptorship – whichever term you use to describe field-based experience, you can bet that a Clover Park student has benefited from it. A credential is undoubtedly important, and as the largest technical college in Washington State, Clover Park awards more associate’s degrees and certificates than its workforce-focused peers¹. In fact, when it comes to health care and information technology, Clover Park awarded more credentials last year than any other Washington two-year college. However, fulfilling our core theme of workforce preparation requires us to think beyond a traditional classroom approach.

Empirical studies have shown that work-based experiences positively affect early career success². To that end, Clover Park integrates hands-on learning into all of its programs. The phrase “previous experience required” is no barrier for our students, who participate in a variety of both paid and unpaid opportunities. Graduates enter the workforce with more than just a diploma. They carry with them a résumé and the confidence that comes with having successfully applied theory to practice. Some programs, such as those in our nursing and health sciences division, are supported by a placement coordinator who works directly with our region’s largest health care employers, including CHI Franciscan, the Veterans Health Administration, MultiCare and Providence St. Peter.

Assessing student learning in work-based learning ensures that students are able to refine their employability, but also helps the college consider the diverse needs of those we serve. During the past year, one of our students, Athena Dunn (pictured), volunteered her experiences as a single mother, a woman of color and a recipient of the supplemental nutritional assistance program (SNAP) when Clover Park was asked to coordinate a grant proposal serving low-income residents in East Tacoma. Her insight into the challenges she faced trying to balance work, school, and family helped WorkForce Central develop a new workforce training initiative that was awarded $1.75 million in June.³ Shortly thereafter, Dunn earned her Central Service/Sterile Processing Certificate, and is currently enrolled in the Surgical Technology program. She will also serve on the Economic Security for All advisory board.

**Economic Security for All**

The Economic Security for All initiative is a 33-month project that will serve 440 residents of East Tacoma, helping lift individuals and families out of poverty through a broad partnership between Clover Park, United Way of Pierce County, Goodwill, Metropolitan Development Council, Tacoma Ministerial Alliance, Tacoma Housing Authority, and others. Clover Park will provide career pathway services on-site at the Family Investment Center and Eastside Community Center, advising students on credentials and work-based learning that lead to high-wage, high-demand occupations.

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Student Success

In the 2018-2019 academic year, Clover Park Technical College saw student retention increase by 2% and completion increase by nearly 8% overall. With attention paid to the retention and completion process through Guided Pathways and intentional efforts by the Student Success and Instructional divisions at Clover Park, the work is paying off for students. Here are some highlights of this work in 2019:

**Week-by-Week Model**
The Division of Student Success expanded its week-by-week student success model, which administers specific interventions weekly throughout the quarter, each one designed to improve student retention and completion. Each activity occurs during particular weeks of the quarter to intervene before challenges become overwhelming for students. This deliberate, high-touch approach provides resources and support early and throughout the quarter. Examples of key activities include classroom visits by Student Success staff, registration in the classroom, early alert, Student Life programming, auto-awarding of degrees and certificates, among others. Each activity has associated student learning outcomes that are measured quarterly to ensure continuous improvement.

**Transparency in Learning and Teaching**
Transparency in Learning and Teaching (TILT) aims to improve the learning experience by focusing on Transparent Assignment Design. This framework includes the purpose, tasks and criteria on every assignment so that students understand the educational intent for the tasks. Transparent assignments promote equity in the classroom, improve the quality of student assignments, increase students’ awareness of their learning process, and increase retention and completion.

**College-Level Math and English Completion**
The Guided Pathways Student Learning Committee is focusing on continuing a positive increase in college-level math and English completion for students in their first year. The committee has applied for and received funding from College Spark to support the implementation of a math co-requisite model and to contextualize math courses to reflect their areas of study. A pilot project for the co-requisite model is now occurring. The co-requisite model would remove the requirement for students to take courses below the college level. Instead, students would take the appropriate, college-level course with an attached supplemental instruction class. The supplemental instruction provides students with the additional faculty-led instruction they need to raise their math ability to college level.

These interventions, paired with others, are showing early signs of success for CPTC’s students. The college aims to continue to increase both retention and completion in future years.
Institutional Sustainability

FORGING RELATIONSHIPS: HOW CPTC’S RETAIL BUSINESS MANAGEMENT PROGRAM CREATES STRONG BONDS

The relationship between Clover Park Technical College and the surrounding community is symbiotic, forging new and innovative partnerships through trust and results. These partnerships benefit the students by creating access to new employment opportunities, and by providing critical insights to faculty into how their respective industries are shifting.

The CPTC Retail Business Management program has become a prime example of the power of community partnerships. With more than 20 years of retail industry experience, instructor Ryan Reygers (pictured) has established fruitful relationships with large retail chains like Fred Meyer. This relationship led to more than 50 graduates completing their associate’s degrees and ultimately receiving promotions between 2013 and 2018. With 100% web-based instruction, the Retail Business Management program is designed to work with its students’ unique schedules. The goal of the program is to prepare students for careers in marketing, sales, retailing, customer service, entrepreneurship and general business applications. Students develop both the technical and soft skills necessary to succeed in today’s competitive work environment.

This successful framework of building close connections with prospective students and retail HR managers has earned the program national attention. Today, the Retail Business Management program is ranked third in the country and first in Washington State, according to WAFC, the recognized leader in identifying and facilitating food industry-related educational programming.

Reygers doesn’t only prepare his students for their next promotion, he helps instill self-confidence so they can chart their path up the corporate ladder. That infectious success, in turn, leads to more students interested in the program. He firmly believes that this kind of success requires a strong commitment to the students as they navigate the program and beyond.

“To maintain a community partnership with a retail corporation like Fred Meyer, I stay in touch with HR managers and representatives to ensure our students are benefitting from the program while identifying potential students,” Reygers explained. “As an educator, I want the students to know that I am always here for them. This program could be the student’s first experience with higher education. They may need extra guidance. That mentor-mentee relationship reminds them that they have an advocate who will cheer them on throughout their career.”

The program’s students truly appreciate Reygers’ education ethos. Retail Business Management program alumna Jennifer Spence, now a store manager at Fred Meyer, gained a new perspective about her work.

“As a mom with small children, I wasn’t sure what to expect,” Spence explained. “Then, it began to click. I started to think about my job and its impact in a new way. Ryan was always available to answer questions or provide support. I still connect with him because that’s the kind of relationship he creates with his students. Now, I’m working towards my associate’s degree, and I am excited to see what happens next. The program at CPTC helped lay that foundation.”

The Retail Business Management program continues to serve as a robust model of how forging relationships between higher education and community partners can benefit all.
In 2019, Clover Park Technical College and its Board of Trustees identified Equity, Diversity and Inclusion (EDI) as an institutional priority. Equity is a newly added core theme and pillar in the college’s strategic plan which declares:

CPTC will cultivate an inclusive institutional culture and campus climate by valuing diversity and promoting equitable opportunities for all. We will address opportunity gaps through data analysis, programming and intentional interventions. We will provide support, training, professional development and resources for students, faculty and staff to achieve their full potential. We will develop and implement best practices to eliminate disparities and patterns of inequity.

Scott Latiolais, Deysi Martinez, Micalah Pieper, Sandy Mondragon

CPTC’s commitment to EDI yielded two new positions. Leading the college’s diversity interventions is the first and newly appointed Executive Director of EDI, Shareka Fortier (above photo, center). She is currently conducting the college’s EDI Institutional Climate Assessment, developing a Strategic Plan and creating a culturally responsive training series. Deysi Martinez, Student Diversity Recruiter is assisting in the development and implementation of student diversity outreach and recruitment efforts/events designed to create a diverse student population, with a specific focus on attracting traditionally underserved students.

Fortier says, “We are actively looking to increase diversity recruitment and community engagement efforts.” Examples of these efforts include the partnership between CPTC’s Foundation and the Tacoma Urban League, which has resulted in the T’wina Nobles Young Professionals Scholarship. The scholarship provided two CPTC students of color with awards totaling $5,000 each. The scholarship is intended to help prepare a new generation of young leaders take an active leadership role in social justice and civil rights in their local community.

CPTC’s Outreach and Entry Services Team held its first ever Latinx Exploration Day for current and potential students. The event was created to help potential Latinx students get an idea of the resources available through CPTC, receive assistance in starting their academic pathways, and finish their education while minimizing barriers. Sandy Mondragon, an Entry Specialist, was particularly proud of the event, stating, “Our main focus and goal were to be able to provide more services to Latinx students and demonstrate that Clover Park wants to help them reach their goals for higher education. It was also about making a connection and providing resources that would be valuable to them.”

Workforce Development continues to make resources available for campus community members facing challenges on one or more fronts. We provide training opportunities, wrap-around services such as childcare and transportation, dedicated student advocates, licensed mental health and chemical dependency counseling service partners, and personalized financial coaching and counseling offered through the Center for Strong Families. Cross-institutional efforts include the work of our Ethnic Student Engagement Committee (ESE), whose work complements the increase of retention and completion rates for African American men and other student populations of color, and our Diversity Committee, which promotes awareness, understanding and appreciation of diversity, equity and inclusion throughout the college.
The 2018-19 Academic Year was a historic one for the CLTC Foundation. It was the first time the Foundation, established in 1992 as a 501(c)(3) non-profit dedicated to the needs to CPTC students, broke the $1 million fundraising threshold. The Foundation provides three key funding resources to the CPTC community: scholarships, emergency assistance, and emerging needs/program support. With the support of more than 400 donors, the Foundation gave more than $227,000 in scholarships, emergency assistance, equipment, and program support.

Scholarships are an investment in the success of our community. In an age when the ancillary costs of college are higher than ever, scholarships ease the financial burden of attending college. The Foundation awarded $106,400 in 160 student scholarships for the 2018-19 Academic Year, bringing the scholarship total since 2005 to over $1,018,000 and more than 1,600 students.

Students who receive scholarships through the Foundation have shown an 82% retention rate with a 90.6% completion rate, far above the college rates of 59% retention and 46.8% completion. Demonstrating that scholarships do, in fact, drive both higher retention and completion rates.

Emergency assistance is provided through the Advising and Counseling Center to help CPTC students facing unexpected rent and utility increases, medical emergencies or transportation problems. This emergency financial assistance allows our students to remain focused and persistent in pursing their education. In addition, the emergency assistance program supports the student food pantry and our “Emerging Butterflies” program, which assists with basic needs for children of students such as diapers, wipes, clothes and shoes. The Foundation gave $15,334 to students through the emergency assistance program in 2018-19, increasing the program’s lifetime total to $371,529.

Emerging needs/program support funds support the key programs of the Foundation. This general fund is directed by the volunteer Board of Directors toward wherever our area of greatest need is. During the 2018-19 Academic Year, the Foundation provided $118,121 in program support, including donations of in-kind equipment to the college.

Sixty-four percent of CPTC students require some sort of financial assistance in order to graduate. Donations to the Foundation help provide those students the resources they need to succeed.

The Foundation puts your donation to work, with 95 cents of every dollar raised for scholarships, emergency assistance and program support directly supporting student success.

For more information or to give to the CPTC Foundation, visit www.friendsofcloverpark.org.

2018-2019 AT A GLANCE

This past year, we’ve seen the importance of student success emphasized by the impact of donors just like you! With the support of over 400 donors, more than $227,000 has been given to CPTC via scholarships, emergency assistance, equipment, and program support.

- $106,400 awarded in student scholarships for the 2018-2019 academic year.
- $15,334 given to students through emergency assistance programs for rent, utilities, medical, transportation, education and holiday assistance, for lifetime total of $371,529.
- $118,121 provided in program support, including donations of in-kind equipment to CPTC.

The average donation made by individuals in 2018-2019 was just $43.

90.6% of CPTC Foundation scholarship recipients graduate. Donations to the CPTC Foundation make it possible for students to complete their program.

- 2,789 GIFTS
- 1,686 STUDENTS
- 226 ENDOWMENTS

made it possible for CPTC Foundation to provide emergency assistance, scholarships, and vital support to CPTC and its students for the 2018-2019 academic year.

with a total of $1.1 million have been invested to provide sustainable support for scholarships, emergency assistance, and the emerging needs of CPTC.
### CPTC by the Numbers

#### ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>Headcount</th>
<th>Total FTE</th>
<th>State-funded Head Count</th>
<th>State-funded FTE</th>
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<tr>
<td></td>
<td>6,688</td>
<td>4,253</td>
<td>6,233</td>
<td>3,941</td>
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#### HIGHEST DECLARED PROGRAMS

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<th>Program</th>
<th>Headcount</th>
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<tbody>
<tr>
<td>Practical Nurse</td>
<td>329</td>
</tr>
<tr>
<td>Computer Network Information System Security</td>
<td>256</td>
</tr>
<tr>
<td>Pre-Nursing DTA/MPR</td>
<td>204</td>
</tr>
<tr>
<td>Retail Business Management</td>
<td>181</td>
</tr>
<tr>
<td>Esthetic Sciences</td>
<td>175</td>
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</tbody>
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#### HEADCOUNT %

<table>
<thead>
<tr>
<th>Program</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Basic Skills</td>
<td>20%</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>21%</td>
</tr>
<tr>
<td>Science, Technology, Engineering, and Design</td>
<td>17%</td>
</tr>
<tr>
<td>Business and Personal Services</td>
<td>12%</td>
</tr>
<tr>
<td>Automotive and Trades</td>
<td>12%</td>
</tr>
<tr>
<td>Nursing</td>
<td>8%</td>
</tr>
<tr>
<td>Aerospace and Aviation</td>
<td>6%</td>
</tr>
<tr>
<td>Advanced Manufacturing</td>
<td>4%</td>
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#### FINANCIAL AID

- **Federal Grants**: $6,652,577
- **State Grants**: $2,847,917
- **Workforce Development Grants**: $1,439,621
- **Direct Stafford Loans**: $4,798,591
- **Other Scholarships**: $83,294
- **Foundation Scholarships**: $112,100
- **Work Study**: $267,160

#### FINANCES

- **Total Operating Budget**: $33,440,762
- **Resident Required Tuition and Fees for 15 credits**: $1,334.25

#### COMPLETION AWARDS

<table>
<thead>
<tr>
<th>Program</th>
<th>Completion Rate</th>
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<tbody>
<tr>
<td>Associate of Applied Technology/</td>
<td>541 (26.9%)</td>
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<tr>
<td>Associate of Applied Science-Transfer Degree</td>
<td></td>
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<tr>
<td>Certificate &gt; or = 45 Credits</td>
<td>318 (15.8%)</td>
</tr>
<tr>
<td>Certificate &lt; 45 Credits</td>
<td>1,126 (56%)</td>
</tr>
<tr>
<td>High School Equivalency</td>
<td>12 (.6%)</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>11 (.5%)</td>
</tr>
<tr>
<td>Bacheloraluate</td>
<td>4 (.2%)</td>
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*Only students coded in a program eligible for need based-aid*
STUDENT CHARACTERISTICS

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<tr>
<th></th>
<th>COUNT</th>
<th>%</th>
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<tbody>
<tr>
<td>WHITE</td>
<td>3,084</td>
<td>46</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>856</td>
<td>13</td>
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<tr>
<td>AFRICAN AMERICAN</td>
<td>808</td>
<td>12</td>
</tr>
<tr>
<td>MULTI-RACIAL</td>
<td>631</td>
<td>9</td>
</tr>
<tr>
<td>ASIAN</td>
<td>614</td>
<td>9</td>
</tr>
<tr>
<td>NOT REPORTED</td>
<td>481</td>
<td>7</td>
</tr>
<tr>
<td>NATIVE HAWAIIAN/PACIFIC ISLANDER</td>
<td>142</td>
<td>2</td>
</tr>
<tr>
<td>AMERICAN INDIAN &amp; ALASKA NATIVE</td>
<td>56</td>
<td>1</td>
</tr>
<tr>
<td>OTHER</td>
<td>24</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Race demographics do not add up to 100% since optional self-reporting allows for more than one selection.

FACULTY/STAFF DEMOGRAPHICS

- FULL-TIME FACULTY: 46
- PART-TIME FACULTY: 59
- FULL-TIME STAFF: 51
- PART-TIME STAFF: 3

TOTALS

- FACULTY: 228
- STAFF: 176
- FEMALE: 58%
- FACULTY OF COLOR: 16%
- STAFF OF COLOR: 24%

MISCELLANEOUS

- 22:1 STUDENT-TO-FACULTY RATIO
- 13 AVERAGE CLASS SIZE
- 75% EMPLOYMENT RATE, PROFESSIONAL TECHNICAL PROGRAMS (graduates from 2018-19)
Enrollment 4 Easy Steps

CONNECT
with an entry specialist

APPLY
for admission and financial aid

ASSESS
and review your placement

REGISTER
for classes, pay tuition, and buy books

Clover Park Technical College does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation/gender identity, veteran status, religion, or age in its program and activities. The following office has been designated to handle inquiries regarding the non-discrimination policies: Director of Human Resources, 4500 Steilacoom Boulevard S.W., Lakewood, WA 98499.