



Year One Self-Evaluation Report

SUBMITTED TO THE NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES
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INSTITUTIONAL OVERVIEW

Clover Park Technical College (CPTC) is a public, two-year institution located in Lakewood, Washington. The College's rich history of professional technical education dates back to 1942 when, as part of the Clover Park School District, training was provided to civilian aircraft service mechanics, auto mechanics, ship fitters, welders, and blueprint readers needed to support nearby military bases and shipyards. In 1991, the Washington State legislature passed a bill that removed Clover Park Vocational Technical Institute from the jurisdiction of the Clover Park School District and transferred governance of the institution to the Washington State Board for Community and Technical Colleges (SBCTC) and a local Board of Trustees appointed by the Governor. With this transition, Clover Park Vocational Technical Institute, along with four other vocational/technical schools in Washington State, joined the state's 27 (now 34) community and technical colleges to form the combined two-year community and technical college system. As ties with the Clover Park School District ended, the deed to the 74-acre site was transferred to the College and the name was changed from Clover Park Vocational Technical Institute to CPTC.

CPTC's main campus is located on 74 acres at 4500 Steilacoom Boulevard SW in Lakewood, Washington 98499. In addition to the Lakewood campus, the College uses three additional sites in Pierce County. They include:

- The South Hill Campus (SHC), a 58,000 square foot aviation training complex on 10 acres located near Thun Field in the South Hill area of Puyallup, Washington, 15 miles from the main campus. Aerospace-related programs are housed at SHC.
- Flett Creek, a 111-acre property across from the main campus used by the Environmental Sciences and Technology training program as a natural resource lab and research park.
- The Women's Correctional Center located in Purdy, Washington, where a Cosmetology certificate is offered.

CPTC offers 56 associate degrees, 56 certificates, and various continuing education programs. The Associate of Applied Technology (AAT) and the Associate of Applied Science-Transfer (AAS-T) are the primary degrees offered at CPTC. The College also offers two Direct Transfer Agreement/Major Related Pathway degrees (DTA/MRP) that prepare students with general education requirements necessary to pursue further study at a four-year institution: the Associate in Pre-Nursing (DTA/MRP) and the Associate of Applied Technology (DTA/MRP). In March 2014, the SBCTC granted approval for CPTC to offer the first-ever in Pierce County Bachelor of Applied Science (BAS) degree in Manufacturing Operations, enrolling its first cohort Fall 2014. In addition to these degrees and certificates, CPTC also has the Northwest Career and Technical High School (NWCTHS) for students in the 11th and 12th grades; pre-college basic skills in reading, writing, math; English as a Second Language; and Integrated Basic Education and Skills Training (I-BEST).

In terms of head count, during the 2013-14 academic year, CPTC enrolled 7,304 students (unduplicated) that generated 4,509 full-time equivalent (FTE). Regarding demographics, 65% of the students were female, nearly half (48%) self-identified as of color or multiracial or did not report their ethnicity, and 14% were first-time-in-college (FTIC), and their average age was 30; whereas enrollment at NWCTHS for

this same period was 204¹. NWCTHS provides students in the eleventh and twelfth grades an opportunity to complete their high school diploma while also taking technical courses on CPTC's campus. Lifelong learning and personal enrichment opportunities are offered to the community through continuing education courses, and corporate contract training is provided through Invista Performance Solutions (a partnership with Pierce College and Tacoma Community College).

CPTC's service area encompasses all of Pierce County, an area with a population of approximately 819,700. The main campus with its 21 buildings is located in the City of Lakewood, with an estimated population of 60,000. Demographic information indicates that, although large numbers of students attending CPTC come from Pierce County, significant numbers also attend from the neighboring counties of Thurston, King, Kitsap, and Lewis, as well as from across the nation and different parts of the world.

PREFACE

Brief Update of Institutional Changes since Last Report

Since our 2014 Peer Evaluation Report, there have been many positive changes regarding (a) college leadership, (b) instructional programs, (c) enrollment, (d) revenue sources, and (e) facilities and infrastructure.

College Leadership

In March 2015, Teresa Green, Director of Institutional Research, vacated her position. The college immediately entered into a collaborative and competitive national search, but the sole finalist declined the position. CPTC is actively engaged in filling this critical position and has reposted it with the expectation that a viable candidate will be selected.

In June 2015, Linda Schoonmaker, the former Vice President for Finance and Administration accepted another position. After a collaborative and competitive national search, Larry Clark was appointed the new Vice President for Finance and Administration. Larry has worked at CPTC since 2012 and previously served as Controller.

Within the general context of 2015 Phase-II Planning (e.g., continuous improvement), the President made key leadership changes: (1) implementing department chairs as faculty leaders, (2) moving to a 3-dean instructional model, (3) changing the Vice President for Student Services, Ted Broussard's title to Vice President for Student Success reflecting his new corresponding division, (4) changing the Vice President for Instruction, Dr. Joyce Loveday's title to Vice President for Student Learning reflecting her new corresponding division, and (5) creating a new college division, Strategic Development, led by interim Vice President Tawny Dotson. This senior administrative position facilitates the achievement of strategic goals and objectives, oversees resource and personnel development, manages legislative activities, and assists with institutional accreditation efforts.

¹ This number does not include adults in high school. The total for both was 258 students.

Instructional Programs

During Academic Year 2014-2015, CPTC implemented two NWCCU approved programs: the Bachelor of Applied Science degree in Manufacturing Operations (BASMO) and the Mechatronics Associate of Applied Science-T degree. The BASMO degree is necessary to help students move into supervisory and management roles within the manufacturing industry. Mechatronics is a multidisciplinary field that includes elements of mechanics, electronics, and computer control systems. CPTC's first Mechatronics AAS-T degree cohort began classes September 2014. A second cohort enrolled spring of 2015. The College was the only single-institution in the state of Washington to receive a \$2.5M TAACCCT grant to help provide essential program funding.

Enrollment

From 2011, CPTC has experienced an overall 17.9% enrollment decline. Due to implementing a new enrollment management strategy in 2014-15, the college appears to be slowing this trend. Enrolling 4,509 FTES, this represents only a 1% decline from 2013-14. As a result, the institution achieved 98% of its state mandated FTE target allocation. In January, 2015 the College hosted Noel Levitz consultants, who provided a list of key recommendations. The college is moving forward with the implementation of a new advising model, customer-relations management (CRM) software, an early alert system, program monitoring, and expansion of pre-college math and English. The Enrollment Management Planning Council meets twice a month to evaluate our enrollment progress.

Revenue Sources

In the Washington State 2015-2017 biennium budget, the College received a cost of living allowance increase for employees of approximately 3 percent. This increase, in coordination with the collective bargaining units, was applied to employees' pay in line with guidance provided to the College. Also in the budget was a five percent reduction in the operating fee component of tuition and an increase of the building fee of 1.8 percent. Final guidance from the State Board for Community and Technical Colleges is not yet available on how much of this tuition cut will be back-filled in our allocations, but CPTC will monitor it closely and make budget adjustments accordingly.

Facilities and Infrastructure

Dedicating nearly \$1.7M in local funds and minor works dollars, the previous Student Services area was remodeled/renamed the Student Success area and opened August 2015. Taking nearly nine months to complete, this 7,406 square feet remodel represents our commitment to providing students almost a one-stop experience in Building 17.

Realizing that over 75% of the institution's network servers could be at end-of-life, the College budgeted \$240,000 as a one-time investment into IT-related equipment in 2015.

Using approximately \$2M in local funds, the Board of Trustees approved demolition of Buildings 32 and 37 on the west end of the Lakewood Campus. These buildings, acquired in a land exchange with the Clover Park School District, were more than 50 years old and are not suitable for instructional use. Further, Buildings 32 and 37 were a poor visual representation of the quality of education at CPTC and are currently being demolished.

In the 2015-2017 State biennium budget, CPTC received approximately \$3.1M to pay for the design process of our new Center for Advanced Manufacturing (CAM), which will be built on the Lakewood Campus. The CAM building will consist of approximately 62,478 square feet and house programs that require substantial heavy-equipment and dedicated lab space such as: Mechatronics, the BAS in Manufacturing Operations, Engineering Technology, and Advanced Composites Technology. This space will better enable the college to become more responsive to the needs of business and industry.

Response to Topics Previously Requested by the Commission

NWCCU conducted a site visit at CPTC in October 2014. In response to this visit and the College's Year Seven Self-Evaluation Report, the Commission identified four recommendations (presented below). Per an NWCCU request, only Recommendations 2 and 4 will be addressed in depth in this report. However, in our Fall 2016 Ad Hoc Report (without a college visit) Recommendations 1 and 3 will be addressed along with an update regarding the Bachelor of Applied Science Degree in Manufacturing Operations degree.

Although briefly described, the below sections illustrate significant progress in CPTC's commitment to reconcile each recommendation. As attached addendums, Recommendations 2 and 4 are described in more depth as requested by the Commission.

Recommendation 1

The evaluation committee recommends that Clover Park Technical College continue to develop and update policies and procedures (Standard 2.A and 2.F).

Clover Park has made considerable gains reviewing and revising college policies and procedures. Since our October 2014 site visit, we have approved 23 policies, more than tripling our average production in one year. This could be attributed to senior administrators developing a more systematic approach to charting, outlining, and scheduling policies for review, and addition to a college-wide review process. Additionally, there have been college conversations as to the merit and viability of hiring either an internal or external consultant to assist with policy development, management, and procedure review. Over the long-term, a consultant could provide a consistent voice and annual oversight of productivity in completing our policy and procedure review. As a part of the college's Phase-II (continuous improvement efforts), the Strategic Development division has taken the lead to ensure the college regularly reviews its policies and procedures. Per NWCCU's request, this response will be a part of the 2016 Ad Hoc Report.

Recommendation 2

While acknowledging the complexities of revising financial processes motivated by changes in generally accepted auditing standards, it is recommended that the 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 (Eligibility Requirement 19, Standard 2.F.7).

CPTC has completed an audit of its Foundation and currently is preparing for a College financial audit

that will begin in November 2015. It should be noted that initially CPTC was scheduled to begin a financial audit in February 2015. However, the process was delayed to provide additional time to meet the financial statement reporting requirements specified by the State Auditor's office. A variance in reporting processes between the State Board and the State Auditor's office has resulted in a more substantial preparation process than anticipated. In addition, personnel changes within the College's finance department during the year have had an impact on the speed of our progress. The finalization of financial statements for an external audit by the State Auditor's office remains a very high priority for CPTC. To assure completion of an external audit within the timeframe specified by the Commission, the College has taken the following steps:

- An audit of the College's foundation has been conducted by an outside accounting firm.
- Initial statements of net position and revenue have been prepared for FY13-14 and are ready for the upcoming audit.
- Work has begun on financial statements for FY13-14.
- The audit by the State Auditor's Office of both years' statements has been rescheduled for Fall 2015.
- A full-time permanent accountant has been hired to help the college with accounting procedures that ensure we are in compliance and to support the Director of Budget and Finance to ensure a collaborative, college-wide, budget process.
- A full-time temporary accountant familiar with Washington's community and technical college system as well as the reporting requirements of the State Auditor's Office is being sought to assist CPTC in preparing for the audit. This position will be retained until the audit is complete in order to provide focused preparation and support for the audit process. This position will also assist with the reports needed for the FY13-14 audit.

Preparation for the audit is discussed weekly at the Direct Reports meeting with the College President to keep college leaders up to date with progress and determine whether additional actions need to be implemented.

For further information regarding Recommendation 2, please refer to the addendum.

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 review assessment processes to ensure authentic results that lead to improvement (Standard 4.A and 4.B).

In March of 2015, the College hired an Institutional Research Analyst to bolster our IR staffing, but that same month experienced a vacancy in the director position. This vacancy continues to affect our ability to collect and analyze data. In an effort to improve, the College set aside \$125,000 in one-time funding intended to support our IR efforts through a software solution purchase and further development. The director position has been upgraded to executive director with added responsibility for assessment. While a search was unsuccessful this spring, we remain hopeful that the right candidate will be identified soon. In the meantime, the college has also contracted with a former registrar to provide support. Finally, the Vice President for Strategic Development (Interim) has analyzed the organization of the Institutional Effectiveness and Accreditation staffing, met with the other Pierce County community

and technical colleges, and continues to pursue alternate options if the executive director level position is not filled soon. This recommendation will be reported on in the 2016 Ad Hoc Report, as requested.

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 (Standard 2.A.1).

Shared governance and the formalization of roles and responsibilities is an area in which the College continues to develop and to increase capacity college-wide. The College has made great strides since the committee's visit in October 2014, and we look forward to continuing the work to develop a clear understanding with all college stakeholders. Here are some highlights:

- In December 2014 we finalized our President's Cabinet bylaws, which formalize the roles, responsibilities and decision authority for the 19-members.²
- In February 2015, the Board of Trustees approved the updates to the Financial Code of the Associated Students of CPTC that formalizes fund management and budget development processes.
- In February 2015 we formalized a College Budget Committee that met weekly through June to establish an initial budget process that is collaborative, collegial, and transparent. This project is ongoing as we work to provide broader input in the process, but this first effort included a five-member group who shared budget reporting sheets, collected college-wide one-time and permanent funding request forms, and participated in sharing information on how the college's collaborative budget process would occur for the next two years.
- In April 2015, the President's Cabinet Strategic Planning Committee formalized a tracking system for progress on our college's Strategic Plan. The committee formalized ten focus points for this year out of the 26 goals identified in the five-year plan. As of July 31 the four college divisions completed entering tactics, outcomes and goals into the assessment tool for operationalizing CPTC's Strategic Plan.
- April 2015, the Associated Student Government approved updates to their bylaws³ that reduce redundancies and formalize the roles and responsibilities of Student Council.
- In May 2015 we finalized our College Assembly bylaws⁴, which formalize the roles, responsibilities, and decision authority for the 25-members.
- On August 13, the second All Shared Governance meeting was held. Active Shared Governance participants provided feedback on our pilot model and discussed continual improvement to the system. During that meeting, through consensus, the Shared Governance model for CPTC was ratified and is now our formal framework to provide opportunities for input at CPTC.⁵

² The Cabinet bylaws may be found at <http://www.cptc.edu/sites/default/files/files/FINAL%20CABINET%20BYLAWS%20PASSED%2011%2024%2014.pdf>.

³ These updates of the ASG bylaws may be found at ([http://www.cptc.edu/sites/default/files/files/FINAL%20ASCPTC%20Constitution%20%26%20By-Laws%204-27-15\(1\).pdf](http://www.cptc.edu/sites/default/files/files/FINAL%20ASCPTC%20Constitution%20%26%20By-Laws%204-27-15(1).pdf))

⁴ The College Assembly bylaws may be found at <http://www.cptc.edu/sites/default/files/files/College%20Assembly%20Bylaws%20-%20Fully%20Executed%20Document.pdf>

⁵ The framework for Shared Governance at CPTC may be found at: <http://www.cptc.edu/shared-governance>

For further information regarding Recommendation 4, please refer to the addendum.

MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 & 3

Eligibility Requirement 2: Authority

CPTC, located in District 29, is one of 34 community and technical colleges that constitute the Washington SBCTC. The College has formal authority from the State of Washington under the Revised Code of Washington, Section 28B.50.140(12) to grant diplomas, certificates, and degrees. Authority to offer degrees was granted in 1991 following the institution's transfer to the jurisdiction of the Washington SBCTC and the Governor's appointment of a five-member Board of Trustees (RCW 28B.50.100).

Eligibility Requirement 3: Mission and Core Themes

The current three Core Themes – Workforce Preparation, Student Success, and Institutional Excellence – reflect essential elements of the College's Vision, Mission, Values, and Strategic Goals.

The mission and Core Themes are appropriate to a degree-granting institution of higher education focused on workforce preparation. The allocation of College resources are guided by the Core Themes and Institutional Priorities, in support of fulfillment of the mission statement. The Fall 2014 implementation of a new budget planning process has provided greater alignment between budget planning and mission fulfillment, as well as an increased level of inclusiveness.

Standard 1.A - Mission

CPTC reviewed and updated the College's vision and mission statements in 2013 as part of the strategic planning process. At the conclusion of a comprehensive process, the following Vision, Mission Statement, and College Values were adopted by the Board of Trustees in May 2013.

Table 1: *Vision, Mission, and Values*

Vision	<i>Transforming lives, enriching communities and enhancing futures by creating an environment of innovation, equity, and excellence through education.</i>
Mission	<i>We are a values-driven institution that delivers quality education, training, and support focused on student success in an evolving economy.</i>
Values	<i>Equity, Excellence, Respect, Diversity, Innovation, Student Success, Lifelong Learning, Social Responsibility.</i>

In support of the mission statement and in accordance with the current Strategic Plan, our new president developed three Institutional Priorities that are linked to our Strategic Plan. These Institutional Priorities are listed in Table 2, below.

Table 2: Institutional Priorities

Increase student success and educational access.
Be more responsive to local community and business & industry.
Become more entrepreneurial.

These correlate to and support CPTC’s three Core Themes and will help guide the work of the College, as shown in Table 3, below.

Table 3: Relationship between Core Themes, Strategic Plan Goals, and Institutional Priorities

Core Theme:	
Workforce Preparation	<u>Strategic Plan Goals:</u> <ul style="list-style-type: none"> • Build a more educated community. • Foster community engagement and social responsibility. <u>Institutional Priority:</u> <ul style="list-style-type: none"> • Be more responsive to local community and business & industry.
Student Success	<u>Strategic Plan Goals:</u> <ul style="list-style-type: none"> • Promote student success. • Champion equity. <u>Institutional Priority:</u> <ul style="list-style-type: none"> • Increase student success and educational access.
Institutional Excellence	<u>Strategic Plan Goals:</u> <ul style="list-style-type: none"> • Enhance institutional capacity. • Promote innovation. • Create and maintain a sustainable College community. • Foster community engagement and social responsibility. <u>Institutional Priority:</u> <ul style="list-style-type: none"> • Become more entrepreneurial.

Interpretation of Mission Fulfillment

Mission fulfillment at CPTC is defined as collectively and individually achieving an acceptable level of performance of the three Core Themes of Workforce Preparation, Student Success, and Institutional Excellence. Each Core Theme has one or more stated objectives supported by meaningful, assessable, and verifiable indicators of achievement. Thus, mission fulfillment is assessed at three levels (Core Themes, objectives, and indicators). At each level, scores are aggregated to determine, ultimately, the

College's achievement of its mission.

The review of mission fulfillment, based upon these Core Theme indicators, was fully implemented at CPTC in 2014. The review of Core Theme indicators of effectiveness and determination of the extent of mission fulfillment will occur each fall, as data from the previous year becomes available from the State Board for Community and Technical Colleges. To assure ongoing review continues, the College Assembly has taken responsibility for annually evaluating the findings collected for each Core Theme objective and providing initial input regarding implications for mission fulfillment. Core theme teams support the process by reporting on College initiatives that contribute to the accomplishment of Core Theme objectives and by recommending revisions to specific objectives and indicators as needed⁶.




During the first full implementation of Core Theme assessment, it was determined that the number of objectives and indicators needed to be reduced in order to make the process more manageable. The objectives and indicators were, therefore, refined to focus on select elements identified as key to mission fulfillment. Personnel challenges within the IR department also contributed to the need for a reduced number of indicators at this time.

Articulation of an Acceptable Threshold of Mission Fulfillment

Innovatively, to articulate an acceptable threshold of mission fulfillment, the College has implemented a Three-Color Dot Assignment System (TCDAS) that visually depicts progress on indicators, objectives, Core Themes, and overall mission fulfillment. Although the subject of the dots differs slightly for each category (indicators, objectives, Core Themes), the meaning of each dot color is the same. This quick visual representation provided by the color dot system has been well received by the College community and will continue to be used at this time.

The TCDAS includes green, yellow, and red. A green dot illustrates that a particular category has been fully met. A yellow dot demonstrates that acceptable levels of achievement have been met (despite some improvement still needed). Lastly, a red dot indicates a lack of an acceptable level of achievement. An example of the TCDAS is shown below in Table 4.

Table 4: Three-Color Dot Assignment System (TCDAS) for Core Themes, Objectives, and Indicators

Dot Color	Benchmark/Threshold	Meaning
	Results are at 90% or above target.	Met target.
	Results are at 80% to 89% of target.	Within acceptable range, but target not fully met.
	Results are at 79% or below of target.	Improvement needed.

Many of the indicators used to identify college effectiveness are student focused rather than institution

⁶The most recent assessment of institutional accomplishments related to each indicator of effectiveness may be viewed at <http://www.cptc.edu/files/core-theme-assessment.pdf>

focused. By focusing on student outcomes, the Core Themes support existing values and expand the student-centered culture of the institution. College historical data was used in 2014 to establish baseline information, and targets were set using state and/or national data for comparison, when applicable and available. The College's goal is to fully meet each of its set targets.

To depict forward progression, each targeted Core Theme, objective, and indicator is awarded a green dot when the results are 90% or above. Conversely, a yellow dot demonstrates that the College is within 80-89% of meeting a target, and a red dot represents a rating of 79% or below the target. Overall, TCDAS visually demonstrate whether the College has met its target, is close to meeting its target, but has not met it, or needs improvement, as shown in Table 4 above.

The College has created three Core Themes whose corresponding objectives and indicators are meaningful, assessable, and verifiable. They have been refined and delineated to match Strategic Plan Goals and Institutional Priorities, as shown in Table 4, above. Because the TCDAS has streamlined the institution's ability to record and communicate progress, it is contributing to our efforts toward continuous improvement and helping us move more intentionally toward mission fulfillment.

Standard 1.B - Core Themes

CPTC's three Core Themes were initially developed in 2010 from input provided by faculty and staff during two workshops and multiple information sessions. The Board of Trustees formally approved the original Core Themes in September 2011.⁷ Following a strategic planning process in 2013, the Core Themes were minimally modified and approved by the Board of Trustees in July 2013.⁸

CPTC's three Core Themes collectively encompass its mission and vision:

- **Workforce Preparation** – Clover Park provides training and education which enables students to acquire the skills, certification, and licensure necessary to successfully enter the workforce.
- **Student Success** – all students at Clover Park experience an environment that supports student success.
- **Institutional Excellence** – through innovation, partnerships, and effective planning, the College maintains processes and practices to fulfill its mission.

In this section, the Core Themes are described, and the objectives and indicators of achievement are presented in table format for each theme. The objectives selected for each Core Theme describe what the College expects to see if the institution is effective in fulfilling its mission. Rationale for the selected indicators of achievement is also provided in the Core Theme tables. Indicators of effectiveness have been selected for each objective to offer a comprehensive assessment and provide opportunity to identify both strengths and weaknesses. Data collection on most of the indicators occurs annually.

⁷ The minutes of that Board of Trustee meeting may be found at <http://www.cptc.edu/sites/default/files/pdf/trustees/board-of-trustees-minutes-14sep11.pdf>

⁸ The minutes of that Board of Trustee meeting may be found at <http://www.cptc.edu/files/bot-packet-jul-2013.pdf>

Core Theme 1 - Workforce Preparation

Clover Park's primary focus is preparing students to enter the workforce upon achievement of their educational goals. While a common measure of success within higher education is program completion and the award of a degree or certificate, in a technical college that measure alone does not provide sufficient indication of a program's success. It is not uncommon for professional-technical students to be offered a position in their field before the completion of their program, resulting in their exit from the program prior to completion of a certificate or degree. For other students, the primary goal of their education may be to qualify for a required industry license or credential, and they exit the educational process prior to completing all of the general education requirements necessary for a degree. Students in both of these scenarios have been prepared for the workforce and have met an educational goal, even though a college credential was not attained. Objectives, indicators of achievement, and the rationales for the indicators are presented in Table 5.

Table 5: Indicators of Achievement for Core Theme 1 – Workforce Preparation

Core Theme One – Workforce Preparation	
Objective A: Students obtain a degree or certification from professional technical programs or industry licensure or certification	
Indicators	Rationale
1. Percent of students enrolled in prof-tech programs receiving a degree or certification within 4 years of program start.	Time-to-degree is a common indicator used by post-secondary institutions to show the extent to which programs enable students to persist and graduate. ⁹
2. Percent of program completers who obtain employment within 9 months of program completion.	Graduate employment is a critical tool for assessing the level to which the college trains and prepares students for a competitive labor market. ¹⁰
3. Exam pass rates for students who attempt a state, national, or industry certification or licensing exam.	Exam pass rates provide information about the success of students in meeting industry standards and can help faculty members determine the success of their teaching. ¹¹
Objective B: Community and business partners are satisfied with students' technical skills and employability attributes	
Indicators	Rationale
1. Percent of internship, externship, and clinical supervisors as well as employers who are satisfied with students' technical skills .	The visibility of these skills signal to the community and beyond that CPTC cultivates employees that are well trained in terms of technical expertise. ¹²
2. Percent of internship, externship, clinical supervisors, and employers who are satisfied with students' employability skills.	Because a state-wide survey measuring employers' needs indicated employees were lacking soft skills, the College sought to meet the needs of employers by providing a workforce that possesses soft skills.

⁹ Approximately two-thirds of all jobs will require a postsecondary credential or degree by 2018 (Reclaiming the American Dream, 2012, AACCC).

¹⁰ Employment information is gathered from the national employment security database. Assessment of this data will enable us to identify whether program graduates have secured employment in their field of study.

¹¹ Cosmetology students, for example, may exit after completing the educational requirements for the state exam.

¹² Supervisor feedback is provided through completion of an evaluation instrument that allows for input on both the technical and soft skills demonstrated by the student. The evaluation instrument used on our campus provides performance feedback that enables faculty to assess a student's preparation for employment.

Core Theme 2 – Student Success

A second component of Clover Park’s mission is student success. With this Core Theme, the College strives to provide the conditions and support that will enable all students to experience success in achieving their educational goals. Focus within this theme is given to measuring the achievement and persistence of students who may experience greater barriers to success than the average student, such as students of color and students enrolled in basic skills or pre-college courses. Examining the challenges and successes of our most vulnerable students, including completion of pre-college math and English, highlights areas where we can provide better support for students, as well as areas in which we’re effective. Objectives, indicators of achievement, and the rationales for the indicators are presented in Table 6.

Table 6: Indicators of Achievement for Core Theme 2 – Student Success

Core Theme Two – Student Success	
Objective A: Students attain similar levels of achievement and performance at Clover Park on multiple measures, regardless of race. ¹³	
Indicators	Rationale
1. Cohort 4-year graduation rates – Comparison between Caucasian students and students of color.	Graduating a more diverse student body is a significant priority for the College. Various efforts are underway to ensure that students successfully graduate, regardless of racial or ethnic background. This is reflected in the percentage of degrees awarded to students of color compared to Caucasian students.
2. Fall-to-Fall retention rates – Comparison between Caucasian students and students of color.	Retention rates are common indicators used by post-secondary institutions to show the extent to which programs enable students to persist and graduate. At CPTC, student retention is a critical tool for assessing the level to which the College reduces the disparity between the graduation rates of Caucasian students and students of color.
Objective B: Basic Skills and pre-college students make progress toward completion of college level courses.	
Indicators	Rationale
1. Percent of Basic Skills students who transition from developmental education to college-level English or Math.	Most students entering a degree or certificate program at Clover Park assess at the pre-college level in math and English. Often, these students do not complete a certificate or graduate. Therefore, by increasing the number of students that transition from Basic Skills into college-level work, CPTC will increase the College’s completion rates as well.
2. Percent of pre-college students who completed developmental English also successfully complete a college-level English course.	Despite student success in their professional technical programs, students often do not complete their certificate or degree because of the academic barriers they face in their general education courses. Committed to helping students succeed onto certificate or degree completion, CPTC seeks to reduce the gap in successful completion in college level courses between students who take developmental courses and those who do not.
3. Percent of pre-college students who completed developmental Math also successfully complete a college level Math course.	Despite student success in their professional technical programs, students often do not complete their certificate or degree because of the academic barriers they face in their general education courses. The College is committed to helping students succeed on to certificate or degree completion. Thus, CPTC seeks to reduce the gap in successful completion in college and developmental courses.

¹³ Clover Park participated in Achieving the Dream from 2012-2015, adopting the values of equity and access. An initial review of dev ed completion rates showed higher attrition rates among various demographic groups. It is critical to recognize the gaps in performance to more effectively develop initiatives to help reduce those gaps and increase the achievement of all students.

Core Theme 3 - Institutional Excellence

The third Core Theme of Clover Park’s mission is institutional excellence, which includes providing quality education that prepares students for an evolving economy. To do so, operational excellence needs to exist at all levels of the organization. Quality services and education are most effectively delivered to students when efficient operational processes are in place. Assessing College practices that have a direct or indirect impact on our ability to deliver quality education, training, and support to students facilitates continuous organizational improvement and contributes to a sustainable college future. Specific objectives and indicators of achievement and their corresponding rationale for Core Theme 3 are presented in Table 7, below.

Table 7: Indicators of Achievement for Core Theme 3 – Institutional Excellence

Core Theme Three – Institutional Excellence	
Objective A: Clover Park collaborates to meet the educational/workforce needs of the community. ¹⁴	
Indicators	Rationale
1. Annual number of middle and high school students on Clover Park’s campus to learn about technical careers.	Today’s economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than jobs of the past. CPTC seeks to educate potential students on the many strategies available to help them pursue academic, technical, and employability skills necessary to pursue postsecondary training or higher education and enter their field prepared for ongoing learning.
2. Number of external partnerships established, broken down by new and continuing partnerships.	Strong community—and business—linked partnerships can increase a college’s capacity to serve students. The school partners with businesses to develop focused career programs that open doors to stable, higher paying employment.
Objective B: Clover Park Plans for Future College Sustainability ¹⁵	
Indicators	Rationale
1. Percent of operating budget allocated and spent for IT hardware and software upgrades.	Technology plays a critical role in providing cutting-edge education to students. Therefore, setting aside funds to ensure that the College can implement and maintain this infrastructure has a direct impact on students.
2. Percent of employees participating in professional development.	The College is committed to providing employees at every level and every job function with opportunities for continuous improvement so that they can effectively interact, provide services, and educate students.
3. Level of student, faculty, and staff preparation for emergency situations or changing conditions, as indicated by an emergency preparation rubric.	Campus safety has become paramount across the nation. CPTC wants to ensure that our faculty and staff are informed of, and trained for, emergency situations or changing conditions in a timely manner.

¹⁴ Partnerships also open doors for curriculum resources, instructor recruitment, and grant participation. The performance measures for this indicator will identify the extent of collaborative partnerships. When combined with narrative text, a numerical count will provide a picture of Clover Park’s engagement with local and global partners.

¹⁵ To meet the workforce needs of the future, it’s essential that Clover Park function in a sustainable manner. This includes maintaining financial stability, providing an infrastructure to support the work of the college, and expanding the knowledge and skills of faculty and staff through professional development.

CONCLUSION

In summation, in our 73-year history, there has not been a better time to be enrolled or working at CPTC. This Self Evaluation Report provides clear evidence of this fact and highlights numerous institutional advancements made during the past 12 months. We (faculty, staff, and administrators) believe that these actions taken do help to mitigate the four NWCCU Recommendations - which only serves to make us an even better institution focused towards increasing student success.

The three Core Themes implemented at CPTC individually manifest essential elements of Clover Park's mission and collectively encompass our mission of providing students with the knowledge, skills, and values necessary to succeed in today's ever-changing workforce. These Core Themes of Workforce Preparation, Student Success, and Institutional Excellence, described above, serve as a foundation for College assessment, planning, and continuous improvement; and data collected around these Core Themes provides a more exacting profile of Clover Park's effectiveness in fulfilling its mission.

The intent of CPTC is to examine mission fulfillment annually through collecting and analyzing data for each Core Theme. To assist in this process, multiple objectives and indicators of effectiveness have been defined and justified to be meaningful, verifiable, and assessable. In this way, the institution will continue to provide "quality education, training, and support focused on student success in an evolving economy."

Finally, we wish to thank the NWCCU and the wonderful team of evaluators, led by Connie M. Capurro, that conducted our college's site visit. They indeed provided very useful insight that has been instrumental in achieving all of the aforementioned outcomes.

Addendum

CPTC's most recent NWCCU site visit was conducted in October 2014. In response to that visit and the Year Seven Self-Evaluation Report, the Commission identified four recommendations and requested that an addendum to its Fall 2015 Year One Report be submitted to address Recommendations 2 and 4 of the Fall 2014 Year Seven Peer-Evaluation Report.

In making these requests, the Commission found that Recommendations 1, 3, and 4 of the Fall 2014 Year Seven Peer-Evaluation Report are areas where CPTC is substantially in compliance with Commission criteria for accreditation, but in need of improvement. The Commission further determined that Recommendation 2 does not meet the Commission's criteria for accreditation and requires that CPTC take appropriate action to ensure that it be addressed and resolved in the prescribed two-year period.

This addendum addresses both Recommendation 2 and Recommendation 4 of CPTC's Fall 2014 Year Seven Peer-Evaluation Report.

Recommendation 2

While acknowledging the complexities of revising financial processes motivated by changes in generally accepted auditing standards, it is recommended that the 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 (Eligibility Requirement 19, Standard 2.F.7).

CPTC is fully addressing this recommendation in collaboration with the State Board for Community and Technical Colleges (SBCTC). In order to accomplish this, the College has made progress toward key efforts:

1. By completing the CPTC Foundation audit in 2015.
2. By developing financial statements in accordance with generally accepted accounting principles (GAAP).
3. By contracting with professionally-qualified personnel to audit the financial statements.
4. By requiring the College's administration and Board of Trustees to review and consider the results of the financial statement audit in a timely, appropriate, and comprehensive manner.

Clover Park Technical College Foundation Audit Completed in 2015

The CPTC Foundation audit was conducted by Doty, Beardley, Rosengren & Co., P.S. (an independent firm) in 2014 on both 2012 and 2013 statements with a draft release in February 2015 and final release in March of 2015. The auditors' opinion was that the financial statements presented fairly, in all material respects, the net assets of the CPTC Foundation as of December 31, 2012, and 2013, and its revenue and expenses for the years then ended in accordance with modified cash basis accounting. Additionally, the auditors noted that the financial statements were presented in accordance with the Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) industry topic applicable to Not-for-Profit Entities, except as described in the modified cash basis accounting. No additional suggestions were provided on changes to policies and procedures. The results of the audit were reviewed by the Foundation Board of Directors and accepted in March of 2015.

Developing Financial Statements in Accordance with GAAP

Washington Community and Technical Colleges historically have been included in the state of Washington's financial statements. The state follows the generally accepted accounting principles established by the Governmental Accounting Standards Board's (GASB) pronouncement number 34 (GASB 34) Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments. General purpose governments, such as the state of Washington, engage in both governmental- and business-type activities and must prepare statements that reflect both. Therefore, the College's financial information and financial systems are configured to meet the reporting standards applicable to the state, including reporting both types of activities. Roughly ninety-two percent of Washington Community and Technical Colleges' spending in FY13 was reported using the accounting standards applicable to governmental-type activities, with only eight percent being reported as business-type activities.

In contrast, GASB requires that special purpose governments, such as public colleges that are engaged in only business-type activities, should present the financial statements required for enterprise funds. As a result, Washington's Community and Technical Colleges are faced with reviewing and restating approximately 92 percent of their activity from one accounting standard to another. Since the state's accounting systems were not designed to do this, this requires a painstaking review and adjustment process for CPTC. While much of the accounting information that is prepared for state reporting can be repurposed for the College's statements, the restatement process is manual, meticulous, and time-consuming.

To facilitate the sharing of knowledge about the restatement process across colleges, the State Board for Community and Technical Colleges (SBCTC) convened a pilot group consisting of nine colleges. Clover Park was a member of the pilot group, but the pilot expired before it could reach all colleges, including CPTC. A variety of tools were developed to assist colleges with the process of restating their financial information to business-type activity reporting. Although the pilot resulted in improvements to the tools used to prepare the financial statements, each college is expected to experience a significant learning curve when preparing its inaugural financial statements. As a result, the College estimates its statements will be completed in the Fall of 2015, with the audit completion expected by Winter 2016.

Contracting with Professionally Qualified Personnel to Audit the Financial Statements

Pilot colleges contracted with the Washington's State Auditor's Office (SAO) to audit their financial statements. SAO conducts financial statement audits using generally accepted governmental auditing standards as promulgated in the U.S. Government Accountability Office's Government Auditing Standards. Washington state law establishes SAO as the auditor of public accounts. SAO employees are experienced in auditing public universities' business-type activity financial statements, having audited five of Washington's six public four-year colleges since GASB 34 became effective in 2002.

As a transition occurred in Finance and Administration leadership, the College re-organized the staffing structure to allow for the recurring need to provide financial statements. In August of 2015, we began the process to hire an accountant who will have primary responsibility for the financial statements. This will not only assist with completion of the 2013-2014 financial statements, but also prepare the College for compliance from now on.

Review of Financial Audit Results by the College's Administration and Board of Trustees

Upon completion of the financial statements, our Vice President for Finance and Administration will review the statements with College administration. In addition, auditing standards require the auditor to present his or her report to college management and the governing board. This will be accomplished by having the President and our Board Chair attend the audit exit conference, along with our financial managers. During a regular monthly board meeting, CPTC and the Board as a whole will review and consider the financial statements and audit results.

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 (Standard 2.A.1).

Since we received this recommendation, CPTC has worked systematically to formalize roles and responsibilities through our shared governance framework. The College has paid careful attention to developing our framework and defining the roles of College Assembly and the President's Cabinet.

In August 2014, the Board of Trustees approved a Shared Governance Policy that defines the College's shared governance efforts. CPTC continues to formalize the roles and responsibilities, developing and building capacity. We've made great strides since the committee's 2014 visit and look forward to continuing to develop a clearer understanding with all college stakeholders.

In December 2014, after a college-wide review process, the President's Cabinet finalized their bylaws¹⁶ that formalize the roles, responsibilities, and decision authority for the 19-member group. Now, the Cabinet will meet regularly and share that information with the College community. For transparency, a robust website was developed to share meeting agenda reports, membership lists, and documents .

In February 2015 a formal College Budget Committee met weekly for four months to establish an initial budget process that is collaborative, collegial, and transparent. The committee provided feedback on the process to each College division, gathered input from stakeholders, and helped ensure that there was clear definition of the budget process. This project is ongoing as we work to obtain even broader input in the process, but this first effort included a 5-member group who shared budget reporting sheets, collected college-wide one-time and permanent funding request forms, and participated in sharing information to define the institution's collaborative budget process. In the spring of 2016, the committee will expand to ten members and undertake the annual process again.

In April 2015, students, guided by the Director of Student Involvement, led a review process including opportunities for input from student organizations and open forums that concluded with the Associated Student Government approving an updated set of bylaws. These bylaws formalized their roles and

¹⁶ The Cabinet bylaws may be found at (available at <http://www.cptc.edu/sites/default/files/files/FINAL%20CABINET%20BYLAWS%20PASSED%2011%2024%2014.pdf>)

responsibilities, reduced redundancy, and aligned the ASG within our Shared Governance framework.¹⁷

Following recommendations made by the student budget committee, with guidance from the Budget Director and the Director of Student Involvement, the Student Council ratified and submitted the 2015-2016 Services and Activities (S&A) operating budget to the College administration in April of 2015. The budget was approved by the Board of Trustees at their June 2015 meeting. Pursuant with SHB 2352, S&A expenditure information must be available on the institution's website.¹⁸

In April 2015, the President's Cabinet Strategic Planning Committee formalized a tracking system for progress on our College's Strategic Plan. The committee formalized 10 focus points for the year out of the 26 goals identified in the five-year plan. In July of 2015 the four College divisions completed entering tactics, outcomes, and goals into the assessment tool, Task Stream, for operationalizing CPTC's Strategic Plan. In August of 2015 the President's Cabinet, who has formal responsibility for monitoring the h, established a regular reporting requirement to ensure there is tracking effort toward CPTC's Institutional Priorities, Strategic Plan, and Core Themes through Task Stream. This represents a big step in assessing progress.

In May 2015, after a college-wide review process, the College Assembly finalized bylaws¹⁹ that formalize the roles, responsibilities, and decision authority for the 25-member group. The completion of these bylaws provided the group with a clearer mission, but the group continues to refine where they would like to contribute to the College as a whole. They continue working to define membership rules and processes. The Assembly has robust conversations, sharing information, and providing input on CPTC's strategies. This group is an effort we look forward to continuing to improve and refine moving forward.

Also in the spring of 2015, the Associated Student Government completed a college-wide review process of their updated bylaws and budget process. This effort formalized their roles, but also provided the College an opportunity to have input into their milestone documents.

In July of 2015, the College President established a refined organizational structure for the institution. This organizational structure formalized a Strategic Development division where responsibility for strategic planning will occur. In addition, it established a mission for the division to focus on collaborative planning efforts and breaking down institutional silos. While this structure is still very new, it more clearly defines roles and responsibilities for the College as a whole.

Finally, in August of 2015, the College held the second All Shared Governance where participants provided feedback on our pilot model and discussed continual improvement to the system. The formal framework for Shared Governance was ratified through consensus during this meeting and a process for continuous assessment will be established through a smaller subset of shared governance members. The content of this meeting sent a clear message that CPTC has a system of shared governance.²⁰

¹⁷ Their bylaws may be found available online for public access at [http://www.cptc.edu/sites/default/files/files/FINAL%20ASCPTC%20Constitution%20%26%20By-Laws%204-27-15\(1\).pdf](http://www.cptc.edu/sites/default/files/files/FINAL%20ASCPTC%20Constitution%20%26%20By-Laws%204-27-15(1).pdf).

¹⁸ More information about the S&A fees and expenditures from previous years may be found at www.cptc.edu/budgetcommittee.

¹⁹ The College Assembly bylaws may be found at <http://www.cptc.edu/sites/default/files/files/College%20Assembly%20Bylaws%20-%20Fully%20Executed%20Document.pdf>

²⁰ The formal framework of Shared Governance at CPTC may be found at www.cptc.edu/shared-governance