



## Standard One Report Mission, Core Themes, and Expectations

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Prepared for the Northwest Commission on Colleges and Universities  
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## INSTITUTIONAL OVERVIEW

Clover Park Technical College is a public, two-year institution located in Lakewood, Washington. The College's rich history of professional technical education dates back to 1942 when the Clover Park School District included vocational education facilities in the construction of a new Clover Park High School. The facilities were used during World War II to train civilian aircraft service mechanics, auto mechanics, ship fitters, welders, and blueprint readers needed to support efforts at nearby military bases and shipyards. After the war, returning veterans as well as high school students and adults throughout the region enrolled in many of the vocational programs established for the war production effort. The aircraft mechanic training program became the first of its kind in the Northwest to offer Civil Aeronautics Administration certification.

In 1954, these programs were moved from the crowded Clover Park High School facilities to the College's present 124-acre site where from 1912 to 1922 one of the largest wooden automobile racetracks in the country was located. The site served as an airfield from 1930 until 1944 and as a Navy supply base during World War II. By the late 1970s, Clover Park Vocational Technical Institute had grown to become the largest area vocational school in the state with remodeled concrete warehouses for aviation and automotive mechanic training programs and a runway for the pilot and aviation mechanic programs. Over the past 70 years, the College has expanded into numerous career fields by offering courses and programs in pathways such as technology, engineering, trades, health, human services, business, and hospitality. The College also offers an array of academic courses designed to support all technical programs, along with a variety of state- and student-funded continuing education/extended learning courses and contract programs designed to meet the specific needs of business and industry.

In 1991, the Washington State legislature passed a bill which 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 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 29) community colleges to form the combined two-year community and technical college system. Ties with the Clover Park School District ended, the deed to the 124-acre site was transferred to the College, and the name was changed from Clover Park Vocational Technical Institute to Clover Park Technical College. The new status and change in governance resulted in the authority to continue to offer certificates, and then in 1994 to begin offering technical associate degrees.

Clover Park Technical College's service area encompasses all of Pierce County, an area with a population of approximately 795,300. The main campus with its 30 buildings is located in the City of Lakewood with an estimated population of 57,600. Demographic information indicates that although large numbers of students attending Clover Park Technical College 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.

In addition to the Lakewood campus, the College utilizes four sites located in Pierce County. They include:

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- A 58,000 square foot aviation training complex located at Thun Field in the South Hill area of Puyallup, Washington, 15 miles from the main campus. Aerospace related programs are housed at the South Hill Campus.
- Flett Creek, a 123-acre natural preserve across Steilacoom Boulevard from the main campus utilized by the Environmental Sciences and Technology training program as a natural resource lab and research park.
- A section of Cosmetology is offered at the Women's Correctional Center located at Purdy, Washington.
- A 1.5-acre site with a 1,200 square-foot facility and arboretum known as the Brenden Conference Center located 6.5 miles east of the main campus.

A summary of CPTC's institutional Data is provided in table format below.

*Table 1: Institutional Data*

<b>Programs of Study</b>	Professional Technical Programs (that offer a degree, certificate, or both)		42	
	Number of Degree-Granting Programs		30	
	Number of Programs Offering Certificates But No Degree		12	
	Total Number Professional Technical Certificates Offered		71	
<b>Student Enrollment</b>	<b>Enrollment</b>	<b>All State Support</b>	<b>Professional Technical</b>	
	2010-2011 Earned FTE		5,562	
	2010-2011 Headcount		13,185	
	Fall Quarter, 2010 FTE		1,476	
	Fall Quarter, 2010 Headcount		6,832	
<b>Student Demographics</b>	<b>Characteristics of Professional Technical Students Fall Quarter 2010</b>			
	Median Age: 31 years		Gender: 59% Female 41% Male	
	Race	African American	18%	Other Non-white 2%
		Asian/Pacific Islander	5%	White 59%
		Hispanic	3%	Not Reported 13%
		Native American	0%	
<b>Employee Information</b>	Full-Time Employees as of July 1, 2011		255	
	Full-Time Faculty as of July 1, 2011		99	
	Part-Time Faculty fall quarter, 2010		73	
	Full-Time Classified/IUOE as of July 1, 2011		102	
	Full-time Administrative/Exempt as of July 1, 2011		54	
<b>Rev. &amp; Exp. Distribution</b>	<b>Revenue – 2010-2011</b>		<b>Expenses – 2010-2011</b>	
	Total Operating Revenue	35,883,557	Total Expenses	35,883,557
	Tuition and Fees	33%	Instruction	57%
	State Supported Revenues	53%	Student Services	8%
	Grants and Contracts	7%	Administration	23%
	Student Supported and Other	7%	Operations & Maintenance	12%

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## PREFACE

The most recent accreditation report submitted by Clover Park Technical College (CPTC) was a regular interim report submitted to NWCCU in September, 2009. A corresponding site visit was conducted by Dr. Carol Lucey and Mr. David Cassidy in October 2009 as part of the regular interim evaluation process. The information Dr. Lucey provided to the Commission resulted in reaffirmation of the College's accreditation in December 2010. One general recommendation was made as a result of the visit. This section provides a brief overview of changes that have occurred at CPTC since the 2009 interim visit and describes the College's response to the general recommendation issued to Clover Park.

### ➤ **Institutional Changes since the Last Report**

Since the regular interim visit in 2009, noteworthy changes have occurred at Clover Park Technical College in the areas of: (a) increased enrollment; (b) budget cuts, (c) facilities upgrades, and (d) innovation and change. This section provides information related to these changes.

***Increased Enrollment.*** In recent years, Clover Park has experienced significant enrollment growth. Between summer 2007 and spring 2010, the number of state-supported students has increased in headcount by 13.8 percent, and full-time equivalents have increased by 30.9 percent. This enrollment increase has resulted in maximum enrollment in many programs, extensive program wait lists, and increased demand on staff at all levels of the organization. As of June 2011, student enrollment at Clover Park exceeded the number of full-time equivalents funded by the state by 26 percent, or 1165 FTEs. CPTC's response to the economic challenges within Washington has been to maintain open doors and enable students to develop new career opportunities during this downturned economy. Enrollment growth began to level out in 2010-2011, and enrollment is expected to decline in 2011-12 as the impact of closed programs begins to be realized.

***Budget Cuts.*** While enrollment has increased, the community and technical colleges in Washington operate in an environment where state higher education resources are steadily decreasing. In 2008, state resources accounted for 67 percent of CPTC's operating funds; today that percentage has dropped to 53 percent, and the downward trend is predicted to continue this biennium. As of June 2011, CPTC has taken \$6.8 million in state budget cuts to the general fund; this amount includes a \$2 million cut projected for the current biennium. The decrease in state funding has been partially offset by increased student tuition and enrollment. In 2008, 19.5 percent of the College's budget came from tuition dollars; today it is approaching 36 percent. CPTC continues to place primary focus on providing quality education, serving students, and increasing revenue generation from other sources as we work through the budget challenges facing the College.

To respond to shrinking state resources, CPTC has found it necessary to close some of its professional technical programs. Since 2008 the College has closed eight programs of study and canceled four sections within continuing programs. By June 2012, another seven programs will be indefinitely closed, and four additional sections will be canceled in continuing programs. Through a series of voluntary and involuntary reductions, CPTC has downsized 71 positions since 2008 to enable the College to function within the reduced revenue levels.

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***Facilities and Infrastructure Upgrades.*** Since the interim accreditation visit in 2009, several upgrades have been implemented to assure a comfortable and safe learning environment for CPTC students. Electrical and mechanical system replacements were made to Building 5 where the Construction and Sustainable Building Sciences programs meet, and a small adjoining space (Bldg 6) received a minor renovation by the Roofers Apprenticeship Program. This provided opportunity for the roofers to relocate to CPTC's main campus from the Fort Lewis property previously leased by the College. With the help of a Department of Commerce efficiency grant and state capital funds, the College was able to make a \$2 million energy upgrade to the campus that included replacing all exterior lighting with energy efficient bulbs and motion sensors, some indoor motion sensors, and HVAC upgrades to buildings 10, 11, and 14. The exterior façade of building 14 was repaired and painted, and Building 19 received a complete exterior "overcladding" – an environmentally sensitive process that made no impact in the local landfill and provided an attractive, cost efficient way to repair the building exterior.

A new general-purpose science lab in building 15 was completed in spring 2011, expanding CPTC's ability to meet rising demand for science courses. In May 2011, CPTC was approved to receive state funding to build a new health sciences building in the 2012-13 biennium, as well as to demolish Building 18, a dilapidated 70 year old building in the middle of campus. Construction on the health sciences building is expected to begin January 2012. The College also made the decision to use one-time excess tuition funding to invest in technology. Approximately \$1 million dollars was designated to upgrade classroom and administrative computers. As part of the technology plan, computers will now be upgraded on a 5-year cycle.

As a result of allocations provided by the legislature, minor improvements are now being planned for the Library, which is housed in Building 15; and Building 16 is in the process of being repaired and repainted. The College's outdated phone system is also being replaced with a new Voice Over Internet Protocol (VOIP) system to provide better quality and more reliable service.

***Innovation and Change.*** In the midst of budget cutbacks and program closures, innovation and change have continued to thrive at CPTC. Administrative units have reorganized to function effectively with new staffing configurations, and college leaders have worked with neighboring colleges in Pierce County to identify opportunities for increased efficiencies among institutions. One product of the collaboration among colleges is the implementation of Invista Performance Solutions which provides a single point of contact and administration for the contract training function of the Pierce County colleges.

The Clover Park School District and CPTC have initiated a partnership that is providing an innovative model for serving students previously marginalized by the education system. A group of 80 students from Lakewood's alternative high school were moved to CPTC's campus in February 2011 to form the new Lakewood Career Academy. This new school, which serves students at the freshman and sophomore level, is co-located with CPTC's Northwest Career and Technical High School, which provides education and integrated technical training for juniors and seniors. As students enter the Lakewood Career Academy, they have the opportunity to receive contextualized instruction and begin to consider career pathways for their future. This new partnership is the beginning of a much larger collaboration with the school district which will include new educational facilities on the west end of campus and curriculum initiatives designed to support the community in new ways.

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To strengthen our ability to support student success, CPTC is actively engaged in initiatives such as I-BEST (Integrated Basic Education and Skills Training), the plus 50 initiative, the opportunity grant, and the National Career Initiatives project. In March, 2010, CPTC was selected as one of ten Washington colleges to participate in the Achieving the Dream (AtD) initiative. AtD's focus on identifying achievement gaps, removing barriers to completion, and increasing student retention and graduation rates closely complements CPTC's core themes. Since the last accreditation report, Clover Park has begun a *peer mentoring* program and a *service learning* project, both of which are supported by an AmeriCorps service member and guided by a campus steering committee. A *peer tutoring* program was also implemented to expand the amount of student support provided in the tutoring center and provide opportunity for students to help one another. In fall 2009, the College initiated a first-year experience course for students entitled College 101: Foundations for Student Success, which has resulted in significant retention benefits for students who participate.

CPTC has continued to work with industry partners to meet regional employment demand. As a result, the College initiated a two-quarter Aerospace Composite Technician certificate program that is closely aligned with the specific entry-level skills needed by regional employers. To date, over 70% of program graduates have gone to work at Boeing's Composite Manufacturing Plant located in Frederickson near our South Hill Campus. A new degree and certificate program in Material Science - Nondestructive Testing has also been developed through our strong industry partnerships. This program is fully enrolled and scheduled to begin September, 2011.

The College has also implemented innovative ways to become more efficient with resources, resulting in cost savings for the College. The Sustainability Taskforce, formed in 2010, has propelled the campus toward efficiencies that have resulted in \$140,000 on utility saving alone. Great strides have been made toward reducing paper usage and printing costs. The result has yielded a 40% reduction in toner costs and reduced paper usage by 280 cases.

## ➤ **Response to Topics Previously Requested by the Commission**

Following the regular interim accreditation visit conducted in October 2009, NWCCU reaffirmed CPTC's accreditation and requested that the College submit a progress report in fall 2011 to address the following recommendation:

*The evaluation committee recommends that the President and his staff find a mechanism whereby to engage faculty, administrations and staff in an open dialogue about the meaning of shared governance (as opposed to collective bargaining processes) at CPTC and its potential value to the College and its students, particularly in the current financial climate, and use this dialogue as a means to codify resulting shared governance processes in College policy and procedures documents (Standard 7.A.1, 6.A.2, 6.A.3, 6.C.6, 6.D, and 6.E).*

In response to this recommendation, College President John Walstrum appointed a representative taskforce to conduct work related to shared governance at CPTC. The taskforce met regularly for 8 months between April and November 2010. The result of their work was a report to the President that identified the definition, values, and practices of shared governance at CPTC. Shared governance, as defined by the taskforce, is "the set of practices which provide opportunity for faculty, staff, and students to be informed and have input into decisions that

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affect them.” The taskforce further explained that “Shared governance occurs at CPTC through three primary practices: (a) individual involvement, (b) committee participation, and (c) the College Assembly (Assembly).” Elaboration was provided in the report for each of these practices. The next step is to develop a proposed constitution for a College Assembly (or Senate) that clarifies the role and responsibilities of this body. This work is expected to occur in winter quarter, 2012, accompanied by an appropriate addition to College’s Policy and Procedures.

As CPTC has faced difficult decisions related to budget cuts and program closures, the principles of shared governance have been implemented by college leaders. Two groups were formed in 2010 to provide input for the difficult decisions that would need to be made by the College during the year. First, a Budget Advisory Task Force (BATF) comprised of individuals representing various parts of the College was formed. This group led by Vice President Yost met initially in August 2010 and continues to meet to provide input to the President about ways to reduce spending, lower expenses, and increase revenue. The second group was a faculty team brought together by Vice President Banaszak to identify factors to be included in a review process for examining program strength. The factors identified by this team were instrumental in decision processes as it became necessary to reduce program offerings at CPTC. Faculty and staff also continue to have a voice in college decision making through participation on essential college committees such as the curriculum committee, committee on learning assessment, sustainability, and policies and procedures. To encourage the participation of individuals on committees and work teams, the faculty contract was amended in 2010 to adjust faculty workload requirements and provide a designated amount time each week for faculty to participate in college support functions such as committee participation.

Dr. Walstrum has continued to foster open communication within the College through regularly scheduled all-staff meetings, distribution of weekly Cabinet meeting notes, and keeping staff informed of factors impacting the College. A new website implemented in 2010 has provided increased opportunity for information distribution through improved webpages for programs and college initiatives. Real-time updates of events, recognitions, and campus announcements are made through “In The Spotlight,” which is distributed via email and featured on the home page of the website. CPTC is committed to continuing the progress that has been made toward expanded shared governance processes.

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## CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

### ➤ **Executive Summary of Eligibility Requirements 2 & 3**

Clover Park Technical College meets the eligibility requirements for an institution accredited by the Northwest Commission on Colleges and Universities. A summary of CPTC's compliance with the eligibility requirements is provided in Appendix A.

#### **Authority (Eligibility Requirement 2)**

The College has formal authority from the State of Washington under the Revised Code of Washington, chapter 28B, sections 50.20, 50.30(11) and 50.1405 to grant diplomas, certificates, and degrees. Authority to offer degrees was granted in 1994 follow the institution's transfer to the jurisdiction of the Washington State Board for Community and Technical Colleges and a local Board of Trustees appointed by the Governor (Engrossed Substitute Senate Bill 5184). Students at CPTC may pursue the Associate of Applied Technology (AAT) or Associate of Applied Science-T (AAS-T) degree, as well as certificates in a variety of professional technical fields.

#### **Mission and Core Themes (Eligibility Requirement 3)**

In 2007, the Board of Trustees adopted the current [Vision, Mission, Values, and Strategic Goals](#) for Clover Park Technical College. Essential elements of the College's mission are identified individually through three core themes, adopted by the Board of Trustees in September 2011. The mission and core themes are appropriate to a degree-granting institution of higher education focused on workforce preparation. The College devotes its resources to support its educational mission and core themes as it provides education that leads to certificates and degrees.

### ➤ **Mission – Standard 1.A**

#### **Mission Statement (Standard 1.A.1)**

The mission statement for Clover Park Technical College states, "We provide students with the knowledge, skills and values necessary to succeed in the workforce of today and tomorrow." This mission is clearly displayed in college publications, on the College website, and in buildings and offices across CPTC's campus.

#### **Interpretation of Mission Fulfillment (Standard 1.A.2)**

Mission fulfillment at CPTC is defined as meeting an acceptable level of performance within each of its three core themes of *Workforce Preparation*, *Student Success*, and *Community Engagement*. Expectations related to the core themes are primarily framed in the context of student results, as is demonstrated by the objectives and outcome statements selected for each core theme. By focusing on student outcomes, the core themes support existing values and expand the student-centered culture of the institution.

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Interpretation of mission fulfillment occurs through an annual process of assessment and planning for continuous improvement. As of 2011, a data report is prepared each September to provide information related to the core theme indicators of achievement. This data is reviewed at an annual review session where college leaders assess the data against performance benchmarks and summarize the institution's effectiveness in meeting its mission. Priority areas for improvement are identified at the review session, then a mission effectiveness report is developed to convey the data, assessment findings, and priority areas for improvement. This report is distributed to the Board of Trustees, the President's Cabinet, and all faculty and staff. The report is used within administrative units of the College to provide direction for continuous improvement and to guide budget priorities.

### **Articulation of an Acceptable Threshold of Fulfillment (Standard 1.A.2)**

To assess the institution's effectiveness in fulfilling its mission, CPTC is developing one or more performance benchmarks for each indicator of effectiveness within the core themes. Baseline data is being established in 2011, and data will be compared to state and national trends where possible to inform our selection of appropriate beginning benchmarks. In some cases, baseline data are already available; in other cases the first step will be to collect the data and establish the baseline. From the baselines, target or benchmark performance levels will be set.

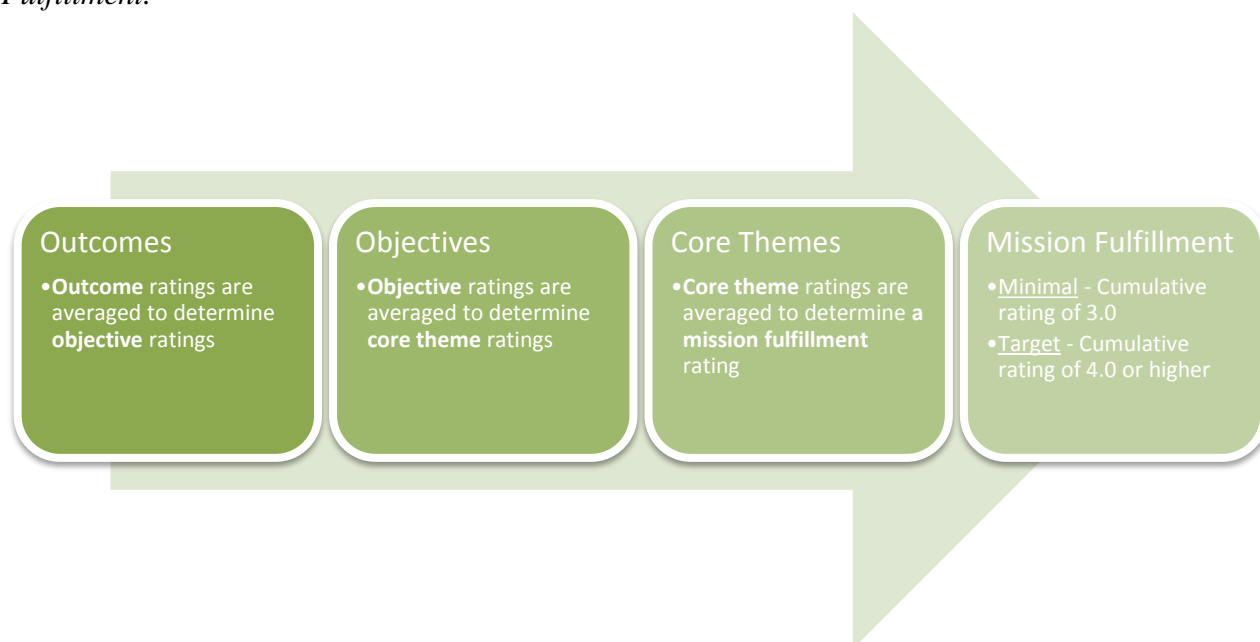
Annual data reported for each indicator will be assigned a rating based on achievement toward the established performance benchmark. The achievement rating will be assigned based on the scale shown in Table 2.

*Table 2: Achievement Scale Used for Assessing Mission Fulfillment*

<b>Achievement Rating Scale</b>		
5	Ideal Target Reached	CPTC reached the <i>ideal</i> performance benchmark.
4	Acceptable Target Reached	CPTC reached the <i>acceptable</i> performance benchmark.
3	Movement Toward Target	Progress was made toward achieving the performance benchmark.
2	No Change	There was no movement toward or away from the benchmark.
1	Movement Away From Target	There was movement away from the benchmark.

To arrive at an overall assessment of college mission fulfillment, results from the individual indicators of achievement will be averaged to arrive at a rating for each outcome, objective, and core theme. The core theme results will then be translated into an overall mission fulfillment rating for the year. This process, portrayed in Figure 1, provides information about college effectiveness at each level of evaluation. Minimal acceptable performance is a rating of 3.0 for each core theme, as well as for the cumulative mission fulfillment rating. The targeted level is a rating of 4.0 or higher for each core theme, as well as for the cumulative mission fulfillment rating.

*Figure 1: Individual Performance Ratings Contribute to an Overall Rating for Mission Fulfillment.*



## ➤ Core Themes (Standard 1.B.1)

Clover Park Technical College has identified three core themes that individually manifest an essential element of the College mission and collectively encompass its mission and vision:

- Workforce Preparation
- Student Success
- Community Engagement

In this section, the core themes are described, and the objectives, outcomes, and indicators of achievement are presented in table format for each theme. The outcomes 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 provided following the core theme table. Multiple indicators 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 will occur on an annual basis. Survey data will be collected less frequently according to a pre-determined schedule.

### **Core Theme 1: Workforce Preparation (Standard 1.B.2)**

CPTC's primary focus is preparing students to enter the workforce upon achieving 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. The objectives identified for this theme provide multiple measures for success that include attainment of industry employment and development of skills that meet workforce needs. Table 3 provides the objectives, intended outcomes, and indicators of achievement established for Core Theme 1: Workforce Preparation.

*Table 3: Indicators of Achievement for Core Theme 1: Workforce Education*

<b>CORE THEME 1: WORKFORCE PREPARATION</b>	
<b>OBJECTIVE 1: Students Complete An Educational or Industry Credential</b>	
<b>Intended Outcome:</b> Students make <b>progress</b> toward an educational credential	<b>Indicators of Achievement:</b> 1.1 Percent increase in SAI enrollment points per student 1.2 Comparison of CPTC's SAI data to the state average and the other technical colleges
<b>Intended Outcome:</b> Professional-technical students <b>complete</b> a CPTC certificate or degree	<b>Indicators of Achievement:</b> 1.3 Retention rate for students enrolled in a professional technical program 1.4 Graduation rate of students who earn a certificate or degree
<b>Intended Outcome:</b> Students achieve an industry license or certification award	<b>Indicators of Achievement:</b> 1.5 Percentage of eligible students who earn an industry license or certification award 1.6 Percentage of licensure or certification exams scored at or above regional and national averages
<b>OBJECTIVE 2: Students Gain Industry Employment</b>	
<b>Intended Outcome:</b> Students gain employment	<b>Indicators of Achievement:</b> 2.1 Employment rates for students who complete a degree or certificate 2.2 Employment rates for leavers (students who earned 45 or more credits but did not complete a degree or certificate)
<b>Intended Outcome:</b> Students obtain employment that pays a family wage	<b>Indicators of Achievement:</b> 2.3 Wage information
<b>OBJECTIVE 3: CPTC Graduates Are Prepared For The Workforce of Today and Tomorrow</b>	
<b>Intended Outcome:</b> Graduates demonstrate the technical ability and soft skills essential for workplace success	<b>Indicators of Achievement:</b> 3.1 Percentage of internship or clinical supervisors satisfied with students' technical skills 3.2 Percentage of internship or clinical supervisors satisfied with students' soft skills
<b>Intended Outcome:</b> Students demonstrate attainment of student learning outcomes	<b>Indicators of Achievement:</b> 3.5 Percentage of assessments that show satisfactory student attainment of the <b>program</b> outcomes being measured. 3.6 Percentage of assessments that show satisfactory student attainment of the <b>college core abilities</b> being measured
<b>Intended Outcome:</b> Students gain experience in an environment that emulates the workplace in areas such as current technology, equipment, and industry standards.	<b>Indicators of Achievement:</b> 3.7 Advisory committee assessment of facilities, equipment, and standards 3.8 Faculty engagement in industry-related professional development.

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## **Rationale for Why the Indicators are Assessable and Meaningful Measures**

***Student Achievement Initiative Momentum Points.*** The [Student Achievement Initiative](#) (SAI) is a performance funding system implemented in Washington's community and technical college system in 2007 by the Washington State Board for Community and Technical Colleges (SBCTC). The intent of SAI is to provide momentum for students and colleges that will substantially improve students' chances of completing degrees and certificates. Through the Student Achievement Initiative, colleges receive quarterly performance data in 4 categories of achievement measures that represent key academic benchmarks students must meet to successfully complete degrees and certificates. With this data, the College is able to assess changes in student achievement in a variety of areas. For the Workforce Preparation core theme, SAI momentum points will be used to inform the College of how well CPTC students as a whole are achieving key academic benchmarks and moving toward completion. Trend information will be reviewed to provide information related to college improvement in the various categories of achievement measures, and CPTC data will be compared to the state average and performance by the other three technical colleges to further inform our performance assessment.

***Retention and Graduation Rates.*** Student completion and graduation is fundamental to the College mission. Information will be drawn from the state database to provide insight about CPTC's success at retaining and graduating students. Graduation rates will identify the percentage of students who successfully complete all graduation requirements within a specified time from the beginning of their program. Information for a fall cohort of students will be tracked to measure student retention from quarter one to quarter two and from fall to fall. Together these indicators of effectiveness demonstrate the effectiveness of CPTC at helping students stay in school and achieve their educational goals.

***Industry Licensure or Certification.*** In some fields of study, attainment of a recognized license or certificate is more important for employability than graduation from a technical program. In the Cosmetology program, for example, successful completion of the state licensing exam is the students' primary goal because it enables them to become a licensed cosmetologist in the state of Washington. It's not uncommon for students to complete the educational requirements for the state exam and forego completion of CPTC's graduation requirement (which requires additional courses in college-level math, English, and psychology). Measuring student completion of industry-required licensure or certification provides a more complete picture of student success in some fields. It also provides an opportunity to examine program strengths and areas for improvement as cumulative program scores are compared to the state or national average. Exam reports available to program faculty will be collected to support this assessment measure.

***Employment and Wage Information.*** Employment and wage information is available through 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 and what the average wage band is for those students. The students who "stop out" of school once they have received enough education to become employable (defined for this purpose as 45+ credits) will also be tracked through this measure. Because our goal is to prepare people for work, students who gain employment in their field prior to completing their education are also considered a success.

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***Internship/Clinical Supervisor Input.*** The majority of the professional technical programs at CPTC integrate an internship or clinical component within the program requirements. This provides an opportunity for students to apply their skills in a work environment as they continue to learn. 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. A system is being developed to compile and report data for the College as a whole.

***Student Learning Outcome Data.*** Each of the professional technical programs at CPTC have identified student learning outcomes that convey the competencies program graduates are expected to possess. These program outcomes serve as the basis for the program's annual assessment plan. Faculty record their assessment plans each summer on TaskStream (a web-based assessment management system), then describe their findings and identify steps for continuous improvement during the winter and spring quarters. Reports will be generated to show student attainment of the outcomes measured during the year and to enable the College to view outcome data related specifically to college's core abilities.

***Advisory Committee Assessment.*** Each professional technical program has an advisory committee comprised of industry professionals who provide input on things such as curriculum, industry changes, and equipment needs. CPTC relies on the active participation of advisory committee members to assure the program continues to prepare graduates with the skills, knowledge, and ability needed by industry. Advisory committee members serve as a primary source for information about current and future industry needs. To enable CPTC to collect information on a college-wide basis, a team will be established in October 2011 to create a consistent annual process for collecting advisory committee data about program facilities, equipment, and standards. The process will be implemented beginning spring quarter 2012.

***Faculty Engagement in Professional Development.*** Participation in professional development activities enables faculty to become aware of changing trends, methods, and equipment impacting their industry. CPTC encourages faculty to engage regularly in professional development opportunities, and the human resources department maintains records of professional development activities completed by faculty. Measuring faculty involvement in professional development activities provides one indicator of the faculty's ability to provide current industry information to students.

## **Core Theme 2: Student Success (Standard 1.B.2)**

A second component of CPTC's mission is student success. With this core theme, CPTC 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 age 50 or older, students of color, low income students, students enrolled in a nontraditional program, and students enrolled in basic skills courses or work first programs. By examining the success of our most vulnerable students, CPTC will gain an understanding of areas of college strength or weakness so services can be focused to provide support where needed. The ability of students to successfully complete pre-college math and

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English courses is also measured, as these courses are frequently seen as a barrier for students beginning their education process. The environment at CPTC is included in this assessment to assure the College is supporting student learning and success through all aspects of the student experience. Specific objectives, outcomes, and indicators of achievement for the Core Theme of Student Success are presented in Table 4.

*Table 4: Indicators of Achievement for Core Theme 2: Student Success*

<b>CORE THEME 2: STUDENT SUCCESS</b>	
<b>OBJECTIVE 1: Basic Skills Students make progress and complete their educational goal</b>	
<b>Intended Outcome:</b> Basic skills students progress toward an educational goal	<b>Indicators of Achievement:</b> 1.1 Percentage of students to attain SAI momentum points
<b>Intended Outcome:</b> IBEST students make progress and complete their educational goal	<b>Indicators of Achievement:</b> 1.2 Percentage of students to attain SAI momentum points
<b>Intended Outcome:</b> Work First Students make progress and complete their educational goal	<b>Indicators of Achievement:</b> 1.3 Percentage of students to attain SAI momentum points
<b>OBJECTIVE 2: Pre-college Students Successfully Complete Developmental Classes And Progress To College-Level Courses</b>	
<b>Intended Outcome:</b> Students enrolled in pre-college English progress to college-level English	<b>Indicators of Achievement:</b> 2.1 Successful course completion rate (with a 2.0 GPA or better) 2.2 Percent of students who also successfully complete college-level English
<b>Intended Outcome:</b> Students enrolled in pre-college math progress to college-level math	2.3 Successful course completion rate (with a 2.0 GPA or better) 2.4 Percentage of students who also successfully complete college-level math
<b>OBJECTIVE 3: Identified populations progress toward and complete a credential at a rate that equals or exceeds the college average</b>	
<b>Intended Outcome:</b> Plus 50 students progress toward and complete a credential at a rate that equals or exceeds the college average	<b>Indicators of Achievement:</b> 3.1 Percentage of students to attain SAI momentum points
<b>Intended Outcome:</b> Minority students progress toward and complete a credential at a rate that equals or exceeds the college average	<b>Indicators of Achievement:</b> 3.2 Percentage of students to attain SAI momentum points
<b>Intended Outcome:</b> Low income students progress toward and complete a credential at a rate that equals or exceeds the college average	<b>Indicators of Achievement:</b> 3.3 Percentage of students to attain SAI momentum points
<b>Intended Outcome:</b> Students in a nontraditional training program progress toward and complete a credential at a rate that equals or exceeds the college average	<b>Indicators of Achievement:</b> 3.4 Percentage of students to attain SAI momentum points
<b>OBJECTIVE 4: Students at CPTC experience an environment that supports student success</b>	
<b>Intended Outcome:</b> Students experience a welcoming environment	<b>Indicators of Achievement:</b> 4.1 Student satisfaction survey 4.2 Student focus group information

<b>Intended Outcome:</b> Students engage in purposeful educational activities outside of the classroom that contribute towards their learning and development.	<b>Indicators of Achievement:</b> 4.3 Student satisfaction Survey 4.4 Student focus group information 4.5 Student participation in identified activities
<b>Intended Outcome:</b> Students feel safe and comfortable on campus	<b>Indicators of Achievement:</b> 4.6 Student satisfaction survey 4.7 Student focus group information
<b>Intended Outcome:</b> Students have a voice on college policies and procedures	<b>Indicators of Achievement:</b> 4.8 Student participation on campus committees 4.9 Student focus group information
<b>Intended Outcome:</b> Students experience a quality learning environment.	<b>Indicators of Achievement:</b> 4.10 Student satisfaction survey 4.11 Student focus group information
<b>Intended Outcome:</b> Students experience an educational springboard at CPTC	<b>Indicators of Achievement:</b> 4.12 Student survey feedback – awareness of credit transfer opportunities 4.13 Opportunities for advanced workforce training 4.14 Student survey feedback - awareness of the value of lifelong learning

### **Rationale for Why the Indicators are Assessable and Meaningful Measures**

***Student Achievement Initiative (SAI) Momentum Points.*** The primary indicator used to measure college effectiveness in the area of student success is data collected from the SAI momentum points. As described on the [State Board](#) website, performance measurement is available through the SAI database for the following four categories:

- Building towards college-level skills (basic skills gains, passing precollege writing or math)
- First year retention (earning the first 15 and 30 college level credits)
- Completing college-level math (passing math courses required for either technical or academic associate degrees)
- Completions (degrees, certificates, apprenticeship training)

Measurement data will be collected in each of these areas to identify success rates for students in basic skills, IBEST, and work first, as well as for populations that may be at greater risk of not completing their educational goals. By monitoring SAI momentum points for specific student populations and comparing results to the general college population, CPTC will gain an understanding of how effective we are at supporting students most at risk of dropping out of school. By developing wrap-around services to support student success among high-risk students, CPTC expands its capacity to support and serve all students within the institution.

***Completion of Pre-college Math and English,*** Most CPTC students entering a degree or certificate program at CPTC assess at the pre-college level in math and English. The college is committed to increasing the number of students who successfully transition from pre-college to college level. Examining data related to course completion rates will help the College understand the progress that is made in relation to this commitment.

***Student feedback Through Surveys and Focus Groups.*** Student input will be directly solicited to gain insight into how environmental factors support student success. This will occur through a college-wide student survey administered every other year, as well as through focus groups designed to gather data that is more fine-tuned to a particular question. The student survey previously used by the College will be reviewed for adjustments that may need to be made to

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collect data related to the student success indicators of achievement. The College is also exploring the possibility of implementing a survey such as the Community College Survey of Student Engagement (CCSCE), the Student Support Inventory (SSI), or the Survey of Entering Student Engagement (SENSE) that will enable us to compare college results in areas important to student success with groups of similar colleges.

### **Core Theme 3: Community Engagement (Standard 1.B.2)**

The third component of CPTC's mission is engagement within the community which CPTC serves. Community engagement strengthens the College's ability to serve the educational needs of Pierce County and surrounding areas, and facilitates involvement that strengthens student learning and opportunities. Specific objectives, outcomes, and indicators of achievement for Core Theme 3: Community Engagement are presented in Table 5.

*Table 5: Indicators of Achievement for Core Theme 3: Community Engagement*

<b>CORE THEME 3: COMMUNITY ENGAGEMENT</b>	
<b>OBJECTIVE 1: CPTC Serves the Educational Needs of the Community</b>	
<b>Intended Outcomes:</b> CPTC collaborates with community partners to respond to identified community needs.	<b>Indicators of Achievement:</b> 1.1 Number of community partnerships 1.2 Initiatives developed collaboratively with partners
<b>Intended Outcomes:</b> CPTC serves the local community through involvement in state and national higher education initiatives.	<b>Indicators of Achievement:</b> 1.3 Description of initiatives and the populations served through CPTC's involvement
<b>Intended Outcomes:</b> Community partners are satisfied with the training and services provided by CPTC.	<b>Indicators of Achievement:</b> 1.4 Focus groups and survey of community partners about services provided by CPTC
<b>Intended Outcome:</b> CPTC offers programs and courses that meet the educational needs of our community	<b>Indicators of Achievement:</b> 1.5 Focus groups and survey of industry partners 1.6 New programs developed in response to community needs
<b>OBJECTIVE 2: Students are Served by CPTC's Community Partnerships</b>	
<b>Intended Outcome:</b> Community partners contribute to the strength of CPTC's educational offerings	<b>Indicators of Achievement:</b> 2.1 Number of active advisory committees 2.2 No. of advisory committees that review and affirm program curriculum 2.3 No. of partner presentations or industry tours during the year.
<b>Intended Outcome:</b> Community partners provide opportunities for service learning and leadership development.	<b>Indicators of Achievement:</b> 2.4 No. of community organizations providing student service opportunities 2.5 Number of students involved in service learning through the year 2.6 No. of students participating in internships or clinical rotations
<b>Intended Outcome:</b> Students have an opportunity to transfer credits to and from CPTC in pursuit of their educational goals.	<b>Indicators of Achievement:</b> 2.7 Number of high school dual credit articulation agreements 2.8 No. of CPTC students who apply dual credit to their technical program 2.9 Number of transfer opportunities per degree program 2.10 College policies regarding acceptance of credit and prior learning exp.

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## Rationale for Why the Indicators are Assessable and Meaningful Measures

**Qualitative measures.** One of the ways effectiveness of the *Community Engagement* core theme will be measured is through identifying and describing the initiatives engaged in by CPTC. Narrative of the initiative's purpose and services will provide insight into the impact experienced by the community. Stories from those involved in the initiative will also be gathered to expand our understanding of the initiative's effectiveness.

**Numerical Review.** A count will be maintained of the number of community partnerships, collaborative initiatives, advisory committee activities, and student service opportunities within the community. This will inform the College of the extent of the community collaborations and whether the number is increasing, decreasing, or remaining stable over the years. When combined with narrative text, a numerical count will provide a fuller picture of CPTC's effectiveness related to the *Community Engagement* core theme.

**Surveys and focus groups.** One of the ways CPTC will gather input about our effectiveness in collaborating with community partners is through implementation of feedback surveys and focus groups. Through this means, community organizations, industry partners, and service users will provide valuable feedback that can be used to adjust our efforts and pursue continuous improvement.

## CONCLUSION

The three core themes described in this Year One Report individually manifest essential elements of CPTC's mission and collectively encompass the College's mission of providing students with the knowledge, skills and values necessary to succeed in the workforce of today and tomorrow. The core themes of *Workforce Preparation*, *Student Success*, and *Community Engagement* will serve as the foundation for college assessment, planning, and continuous improvement through the remainder of this accreditation cycle; and data collected around these core themes will provide a comprehensive picture of CPTC's effectiveness in fulfilling its mission.

Mission fulfillment at CPTC will be examined through collecting and analyzing data for each core theme. To assist in this process, 9 objectives and 30 desired outcomes have been defined. Multiple indicators will be used to determine how effectively the College has achieved its outcomes, objectives, core themes, and mission. The comprehensive information provided by the indicators will aid in assessment of college performance and guide planning for program and service improvements. The selected indicators of achievement provide an effective and measureable base for assessing mission fulfillment. To lead the College toward continuous improvement, CPTC has initiated an annual process for reviewing and assessing core theme data. As a result of this process, faculty, students, and staff will be informed of data results and priorities for the upcoming year. This process provides clear guidance to the institution and will serve to focus the attention of the College community in a common direction that will lead to mission fulfillment.

CPTC appreciates NWCCU's accreditation model implemented through the 2010 accreditation standards. The model supports the desire of our college leaders to become more data driven and to focus on continuous improvement as we work to educate students and prepare them for workforce demands.

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## APPENDIX

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**Eligibility Requirements  
For Accredited Higher Education Institutions  
Northwest Commission on Colleges and Universities**

Clover Park Technical College meets the 24 eligibility requirements for institutions accredited by the Northwest Commission on Colleges and Universities.

**1. OPERATIONAL STATUS**

The College has awarded higher education certificates to graduates of professional technical programs since 1991 when it became part of Washington's State Board for Community and Technical Colleges. In 1994 the college began granting the Associate of Applied Technology degree, and in 2003 it also began to grant the Associate of Applied Science – T degree. Clover Park Technical College received initial accreditation at the associate degree level from the Northwest Commission on Colleges and Universities effective September 1, 1999.

**2. AUTHORITY**

The College has formal authority from the State of Washington under the Revised Code of Washington, chapter 28B, sections 50.20, 50.30(11), and 50.1.405 to grant diplomas, certificates and degrees.

**3. MISSION AND CORE THEMES**

The College's mission and core themes are clearly defined and displayed on the college website, in college publications, and across CPTC's campus. The Board of Trustees adopted the current mission, vision, values and strategic goals on November 14, 2007. Essential elements of the College's mission are identified individually through three core themes adopted by the Board of Trustees on September 14, 2011. The mission and core themes are appropriate to a degree-granting institution of higher education focused on workforce preparation. The College devotes its resources to support its educational mission and core themes as it provides education that leads to certificates and degrees.

**4. OPERATIONAL FOCUS AND INDEPENDENCE**

The College offers certificate and degree programs appropriate for an institution of higher education. The College has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

**5. NON-DISCRIMINATION**

The College is governed and administered with respect for the individual in a nondiscriminatory manner. Chapter 2, Section 2 of the Policy & Procedures Manual describes the College's expectations regarding non-discrimination and provides procedures to be followed for informal and formal discrimination complaints by college constituents.

**6. INSTITUTIONAL INTEGRITY**

The College demonstrates ethical standards in governance and administration with respect to the education it provides; the way it represents itself to its constituencies and public; and in

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its treatment of students, faculty and staff. The College is committed to providing an environment fosters collegiality and embraces diversity of opinion and thought.

#### **7. GOVERNING BOARD**

The College's governing board is comprised of five trustees appointed by the Governor of the State of Washington. None of the trustees has any contractual, employment, or personal financial interest in the College. The Board of Trustees is responsible for the quality and integrity of the College and for fulfillment of the core themes and mission.

#### **8. CHIEF EXECUTIVE OFFICER**

The College has a full-time president who is appointed by the Board of Trustees and who serves as the institution's chief executive officer and Secretary to the Board of Trustees. Responsibility for the position of Chair for the Board of Trustees rotates among board members.

#### **9. ADMINISTRATION**

In addition to the President, the College employs a sufficient number of qualified administrators to provide effective leadership and management for the institution's major operational functions. Members of the President's Cabinet include the following positions: Vice President for Operations and College Relations, Vice President for Instruction, Vice President for Finance and Budget, Vice President for Student Services, Chief Human Resources and Legal Affairs Officer, and Executive Director of Resource Development. The College's administrative leaders work collaboratively across functions to foster fulfillment of the institution's mission and achievement of its core themes.

#### **10. FACULTY**

The College employs a core of quality full-time, professionally and educationally qualified faculty who are adequate in number to meet the Colleges' mission, core themes, and educational objectives. Faculty members are involved in institutional and instructional planning, policy development, and assessment of academic programs to ensure quality and integrity of instruction wherever offered and however delivered.

#### **11. EDUCATIONAL PROGRAM**

The College offers 42 programs, 30 of which lead to associate degrees. All professional technical programs are conducted at appropriate levels of quality and rigor congruent with the College's mission and core themes. The programs are based on recognized fields of study and culminate in achievement of clearly identified student learning outcomes. The College provides an environment in which learning is enriched through faculty and student discussion and inquiry.

#### **12. GENERAL EDUCATION AND RELATED INSTRUCTION**

Degree programs and certificate programs of 45 or more credits in length require a minimum of 15 quarter credits of general education or related instruction in communication, mathematics, and human relations. Students pursuing the Associate of Applied Technology – T (AAS-T) degree must complete a minimum of 20 general education credits from courses that are typically accepted in transfer.

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**13. LIBRARY AND INFORMATION RESOURCES**

The College provides library resources, technology and services for students and faculty appropriate for its mission and core themes. The library's collection and online resources provide an appropriate level of currency, depth, and breadth to support the College's programs and services wherever offered and however delivered.

**14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE**

The College provides the physical and technological infrastructure necessary to achieve its mission and core themes.

**15. ACADEMIC FREEDOM**

The College supports academic freedom through published policies and contract language fostering intellectual freedom and independent thinking as reflected in Article 7 of the negotiated agreement with the faculty and through the Student Code of Conduct shown in the College Catalog.

**16. ADMISSIONS**

The current college catalog contains student admissions policies specifying the characteristics and qualifications appropriate for entry into each program. Admission procedures and practices adhere to these policies.

**17. PUBLIC INFORMATION**

The College publishes its mission and core themes on the website, as well at various sites across campus. The College catalog, published annually in electronic format, contains student admissions policies, provides information about academic programs and courses, and specifies the characteristics and qualifications appropriate for entry into each program. The Academic Standards portion of the catalog provides current information about CPTC's grading policy, the student code of conduct, rights and responsibilities of students, refund policies and procedures, opportunities and requirements for financial aid, and the academic calendar. Information about tuition, fees, and other associated costs are posted on the College website and published in the online quarterly class schedules.

**18. FINANCIAL RESOURCES**

The College can document and demonstrate a stable financial base reflecting an annual balanced budget, sufficient cash flow, and appropriate reserves to support its programs and services. Financial practices reflect appropriate planning and risk management to ensure short-term solvency and long-term financial sustainability.

**19. FINANCIAL ACCOUNTABILITY**

The College's financial records are audited regularly by representatives from the Washington State Auditor's Office and/or the Washington State Board for Community and Technical Colleges.

**20. DISCLOSURE**

The College agrees to accurately disclose to the Northwest Commission on Colleges and Universities all information the Commission may require.

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**21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION**

The College agrees to accept and comply with the standards and related policies of the Northwest Commission on Colleges and Universities as currently stated or modified. Further, the College understands and agrees that the Northwest Commission on Colleges and Universities may make known information about the College's accreditation status.

**22. STUDENT ACHIEVEMENT**

Current syllabi and program web pages contain expected learning outcomes for each degree and certificate program of 45 quarter credits or more. Through regular and systematic assessment, the College demonstrates that students completing their programs are achieving these outcomes.

**23. INSTITUTIONAL EFFECTIVENESS**

Through an annual evaluation and planning process, the College assesses the extent to which it achieves its mission and core themes and uses the assessment results to effect continuous institutional improvement. The results are published on the website to inform college constituencies. The College's internal and external environment is monitored regularly to identify and assess potential circumstances that may impact the institution's viability and sustainability.

**24. SCALE AND SUSTAINABILITY**

The College maintains sufficient enrollment, institutional infrastructure, and human and financial resources to fulfill its mission and achieve its core themes in the present, as well as in the foreseeable future.

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