



Rotunda, Building 3

Zoom Link for those who cannot attend in person:

<https://cptc-edu.zoom.us/j/82774374496?pwd=R3o3NEhUWWtuZTEzcVhqSUhyQXgzQT09>

Passcode: BOTMeeting

Wednesday, June 14, 2023

Study Session: Cancelled

Regular Meeting: 4:00-6:00 p.m.

Regular Meeting Agenda

4:00	Call to Order, Flag Salute, Introductions	Alice Phillips	
	Adoption of Agenda	Alice Phillips	
	<i>Action</i>		
	Approval of the Meeting Minutes of May 10, 2023	Alice Phillips	Tab 1
	<i>Action</i>		
4:05	President’s Report	Joyce Loveday	
	<ul style="list-style-type: none">• Student Success Story – Marla Hike• 2023 Career Conference• Graduation• Miscellaneous		
4:20	College Reports or Highlights		
	<u>ASG Report</u>	Amy Weisbeck	Tab 2
	<u>ASG Budget Presentation</u>	Jessica Wallack	Tab 3
	<u>Legislative Internship</u>	Jacob Katz	Tab 4
4:50	Chair’s Report	Alice Phillips	
4:55	Board Reports and/or Remarks	All	
5:05	Public Comments	Alice Phillips	

5:15 New BusinessAlice Phillips

<u>New Tenure Track Faculty Introductions</u>Dr. Thomas Broxson		
Hana Greer	Nursing	3 rd Quarter
Celiana Tupua	Nursing	3 rd Quarter
Bruce Callahan	Pilot	3 rd Quarter
Eric Stokes	Chemistry	2 nd Quarter

Strategic Plan Approval Dr. Joyce Loveday **Tab 5**
Action

Approval of ASG Services and Activities Budget for 2023-24 Jessica Wallack **Tab 3**
Action

Approval of Resolution 23-06-108, Extension of 2022-23Alice Phillips **Tab 6**
Operating Budget
Action

Election of Officers
Positions of Board Chair and Vice Chair –
For the term of one year, July 1, 2023 – June 30, 2024
Action

5:40 Executive SessionAlice Phillips

The Board may hold an executive session for purposes allowed under the Open Public Meetings Act. Legal purposes include, to consider acquisition or sale of real estate; to review negotiations of publicly bid contracts; to receive and evaluate complaints or charges brought against a public officer or employee; to evaluate the qualifications of an applicant for public employment; to review the performance of a public employee; and to discuss with legal counsel matters relating to agency enforcement actions, litigation, or potential litigation. Before convening in executive session, the Board Chair will publicly announce the purpose for executive session and the time when the executive session is expected to conclude.

5:55 Action Items as a Result of Executive Session.....Alice Phillips
Action

6:00 AdjournmentAlice Phillips



**Special Board of Trustees Meeting
Building 3, Rotunda and via Zoom**

Wednesday, May 10, 2023

Study Session: Cancelled
Regular Meeting: 4:00-5:50 p.m.

Regular Meeting Minutes

Call to Order: Chair Phillips called the Board of Trustees Study Session for Clover Park Technical College (CPTC) to order on May 10, 2023, at 4:04 p.m.

Board of Trustees Present:

Jesus Villegas Rivera
Alice Phillips, Chair
Eli Taylor – On-Line
Carol Mitchell

College President: Dr. Joyce Loveday

Assistant Attorney General (AAG): Justin Kjolseth – On-Line

Excused Absences:

Tong Zhu, Vice Chair

Executive Team:

Dean Kelly, Int. VP, Student Success
Iesha Valencia, Associate VP for Equity, Diversity, and Inclusion
Samantha Dana, Associate VP, Institutional Effectiveness

Adoption of the Agenda

MOTION:

Motion to adopt the agenda, as presented, was made by Trustee Mitchell and seconded by Trustee Villegas Rivera. Motion was approved unanimously.

Approval of Minutes (Tab 1)

MOTION:

Motion to approve the minutes of the Regular Board meeting held on April 12, 2023, as presented, was made by Trustee Mitchell and seconded by Trustee VR. Motion was approved unanimously.

President's Report

Acknowledgements

Dr. Loveday announced that this is the last board meeting for Janet Holm, exec director of the CPTC Foundation as she will be retiring.

This is also the last board meeting for Kirk Walker, chief Human Resource Director as he has accepted a new position in southwest Texas.

2023 Career Conference

The Career Conference was held on campus today for the first time in three years. Dr. Loveday commended the work of Deysi Martinez for her leadership in organizing the event and expressed appreciation for work that occurred across the college to make this an informative and valuable experience for regional students. Over 2000 students from 30 different schools attended, including the entire population of Lochburn middle school. Many staff and faculty were involved in giving students an opportunity to see options for their future education in person. The event also included many employers.

Strategic Plan Update

Dr. Loveday noted that the Strategic plan had been updated to include a new element. The Strategic Goals were expanded to CARES, adding sustainability as a fifth element. This more accurately reflects our work here. The Board will have the opportunity to approve this update at next meeting of Board.

Miscellaneous

All WA Academic Scholars

Dr. Loveday attended the awards ceremony for the All Washington Team. This event honors top academic scholars from all 34 of Washington's community and technical colleges. This year we had three. One of these was Laurel Behrend, who graduated from CPTC's Non-Destructive Testing Program. She also went on to be selected to be honored on a national level as one of Washington's top three scholars. She currently works for the Merrick Group testing nuclear plant components for flaws.

The two other honorees were: Patrina Sweet – a graduate from nursing program. She is now enrolled in the BSN at George Washington University, where she will study to be a neonatal intensive care nurse; and Melissa Gitchel-Compton – a graduate from our surg tech program, currently working in a local medical facility assisting with surgeries.

June Events

- *MOSAIC Milestones*
This event is an opportunity for students to receive identity stoles for those participating in commencement. It will be held June 5th at 6:00 p.m. in the McGavick Center.
- *Commencement*
Commencement 2023 will be held at the Tacoma Dome. It will start at 6:30 p.m. on Wednesday, June 7th. Board members should arrive by 5:00 p.m.
- *Board Retreat*
The annual Board Retreat will be held Friday, June 9th, from 8:30 a.m. to 5:00 p.m. It will be held in building 17, room 260.

- *Next Board Meeting*

The next Board meeting will be June 14, 2023 at 4:00 p.m. with a study session beginning at 3:00 p.m.

College Reports or Highlights

ASG Report (Tab 2)

Jessica Wallace, Director of Student Life, provided the ASG report. Highlights for the past month included the following:

- Happy Hour – This was an alcohol safety and awareness event which included mocktails, snacks, games, and karaoke.
- Employer Engagement Fair – This event was held today with over 50 employers were present, and 10 students were offered jobs on the spot.
- Student advocacy – requests for funding from the S&A budget be collected and those over \$10,000 will present directly to the committee this Friday, followed by deliberation and allocation on Saturday. ASG will present the proposed budget to the Board of Trustees at their June meeting for final approval.

Instruction Report – New Nursing Model (Tab 3)

Tiffany Smith-Fromm – Dean of Instruction for Nursing Programs

Ms. Smith-Fromm provided a presentation describing recent nursing updates. The updates started with a revision of the program’s mission and vision to align better with college’s core abilities goals.

Practical Nursing has created a more equitable pathway, reducing the required nursing credits to 42. This also makes a better fit with financial aid rules. Simulations and clinicals will be included in all three quarters of the new program. The changes have been completely approved, and the program is anticipating 60 students each in next year’s fall and spring quarters. This is an increase from the previous average of 40 students per quarter.

The LPN to RN program, which was discontinued a couple of years ago, and has been approved for reinstatement. The program is designed to be part time evenings and weekends so that LPNs who are currently working in the industry can enroll. The new five quarter program is very popular. Applications will open July 5, 2023.

Trustee Phillips commented regarding how important these programs are for the community and was thrilled to see these improvements.

Trustee Mitchell inquired about prerequisites. Ms. Smith-Fromm noted that with the changes a CNA is no longer required because that was found to be a barrier to enrollment. She also noted that care-givers at all levels are currently highly sought after by medical facilities in the area.

Chair’s Report

Trustee Phillips noted that she is looking forward to commencement.

She will be retiring from her current employer at the end of the month and is planning on devoting more time to the college.

Board Reports and/or Remarks

Trustee Mitchell congratulated both Janet Holm and Kirk Walker.

She noted that Palmer Scholars will be holding an event 5/16 at 4:00 p.m. at the Silver Cloud Point Rustin.

She is looking forward to graduation as her granddaughter will be among the students graduating. She noted that her granddaughter was accepted to all of the four year colleges to which she applied. She believes this speaks well of the quality of education offered at CPTC.

She also noted that 6/13 at 5:00 p.m. Hannibal Johnson will be speaking at the Washington State History Museum in Tacoma and will be the keynote speaker at the Freedom Summer symposium at the University of Puget Sound 6/14 at 9:00 a.m. Mr. Johnson is an expert on Black Wall Street and the massacre that occurred there in 1921.

Trustee Villegas Rivera volunteered to help with the land acknowledgement at commencement and is excited to see the advancement of our students.

Trustee Taylor thanked to faculty and staff for their hard work

Public Comments

There were no public comments.

New Business

There was no new business.

Executive Session

At 4:55 p.m., Chair Phillips stated that, in accordance with RCW 42.30.110, the Board would recess to go into Executive Session for the purpose of reviewing labor issues which are exempt from the Open Public Meetings Act.

Chair Phillips reconvened the Regular Meeting at 5:48 p.m. and stated that there were no action items as a result of Executive Session.

Next Meeting

Wednesday, June 12, 2023, details to follow.

Adjournment

MOTION:

Motion to adjourn the meeting at 5:49 p.m. was made by Trustee Mitchell, and seconded by Trustee Villegas Rivera. The motion was approved unanimously.

Dr. Joyce Loveday
President
College District Twenty-Nine

Alice Phillips
Chair, Board of Trustees
College District Twenty-Nine

ASSOCIATED STUDENT GOVERNMENT REPORT

JUNE 2023

Tab 2



Highlights
Partnerships
**Student
Advocacy**



TO: Board of Trustees
Dr. Joyce Loveday, President
Dean Kelly, Interim Vice President for Student Success

FROM: Jessica Wallack, Director of Student Life

RE: Proposed 2023-2024 Services & Activities (S&A) Operating Budget

DATE: May 31, 2023

The student budget committee has unanimously adopted the \$743,579 budget for the 2023-2024 fiscal year (FY). This FY budget does include an increase in the S&A fee, as published by the State Board of Community & Technical Colleges (SBCTC), that will take effect Fall 2023. It is the understanding of the committee that approving this operating budget will ensure that the Associated Student Government and student funded programs can continue to contribute to the campus community and create a campus environment that is engaging, vibrant and actively involves students in their academic journey.

Considerations

- Budget requests \$10,000 and below were reviewed and deliberated without point of contacts needing to present at a budget hearing.
- The budget committee heard presentations for budget requests over \$10,000 including: Hayes Child Development Center, the Tutoring Center, the MOSAIC Center, Student Life, the Associated Student Government, the Food Pantry, and Graduation.
- No mid-year travel requests were allocated to student organizations during the spring budgeting process. Travel occurring November 1, 2023- June 30, 2023 will be heard by the student budget committee.
- The committee allocated the same budget for Student Wages (\$147,745) into the 2023-2023 FY, committing to providing an opportunity to build a robust student leadership team.
- Allocated full funding to Food Security Initiatives rather than submitting a mid-year request to ensure basic needs of students are being met; dietary needs can be accommodated; healthy, nourishing foods can be provided; and to continue to expand cultural food offerings to the student population.
- Allocation for the MOSAIC Center and Student Wages for student employees in that center have been separated from Student Life Student Wages this year for a more accurate representation of budgets and allocations.
- Due to decreased enrollment, the S&A Budget Committee was recommended a budget of a 9% decrease from the 22-23FY. The recommended 23-24 S&A budget was \$673,637, a \$66,623 decrease from the 22-23 FY.
- After the initial 2023-2024 S&A budget projections were determined and the S&A budgeting process was complete, the S&A fee max increased from \$12.25/credit to \$12.71/credit, effective Fall 2023. These extra dollars will be allocated to the Contingency Fund to help fund mid-year budget requests. Exact budget amount is TBD.

Decisions

- Approved the \$743,579 operating budget; an increase of \$3,319 compared to the 22-23 S&A operating budget.
- \$69,942 from the Fund Balance will be used to cover the difference in the recommended budget and the proposed total budget to ensure student funded programs can continue to contribute to the campus community and create a campus environment that is engaging, vibrant and actively involves students in their academic journey.
- Earmarked a total of \$40,000 from the Fund Balance: \$20,000 for the Bus Pass Program and \$20,000 for event/liability insurance
- \$68,531 for the Multicultural Student Services Manager position. College is contributing 30% of costs for salary/benefits.
- \$15,000 to the Associated Student Government; an increase of \$1,000 from the 22-23 FY
- \$10,500 to the Department of Student Life; status quo funding when compared to the 22-23 FY.
- \$4,000 to the Student Marketing & Graphics Team, status quo funding when compared to the 22-23 FY.
- \$3,300 to the Veterans Resource Center; an increase of \$800 from, the 22-23 FY.
- Allocated \$1,000 to provide student clubs and communities the opportunity for engagement and connection during summer quarter when ASG is not in session.
- Allocated \$2,500 for clubs in transition – clubs that have been in contact with Student Life to restart, but were not officially sanctioned prior to budget deliberations.

2023-2024 S&A PROPOSED BUDGET	
Student Life	
Goods & Services	\$ 10,000
Travel	\$ 500
Professional Salaries	\$ 286,157
Marketing & Communications	\$ 4,000
Associated Student Government	
Student Council	\$ 1,500
Campus Activities Board	\$ 13,500
Student Employees	
Hourly Wages (\$17/hour)	\$ 147,745
Clubs & Organizations	
Design & Engineering Club	\$ 700
Club MEC	\$ 850
Nursing Club	\$ 700
Game Club	\$ 500
Clubs in Transition	\$ 2,500
Summer Clubs	\$ 1,000
Student Funded Program Centers	
Fitness Center	\$ 10,000
Student Leadership & Service Center	\$ 6,000
Institutional Support	
Multicultural Student Services Pro Staff Salary	\$ 68,531
Holiday House	\$ 250
Graduation	\$ 13,000
Hayes Child Development Center	\$ 70,000
MOSAIC Center	\$ 32,900
Tutoring Center	\$ 48,445
Veteran's Resource Center	\$ 3,300
New Student Orientation	\$ 2,500
Auxiliary Programs	
Veteran's Day Ceremony	\$ 1,500
Student Success Socials	\$ 1,500
Student Awards Ceremony	\$ 1,000
Food Security Initiatives	\$ 15,000
Contingency Fund	
Contingency Fund	TBD
TOTAL	\$ 743,579
S&A Recommended Budget	\$ 673,637.00
Remaining Budget	\$ (69,942.00)
Fund Balance Support	\$ 69,942.00
Grand Total Budget	\$ 743,579.00

Jacob Goes to the Capitol

An Overview of My Time With
SBCTC During the 68th Legislative
Session.



A Little Background...

- First introduction to advocacy through position with Student Life.
- WACTCSA involvement offered connection with others doing similar work and SBCTC.
- Planning, preparation, and mentorship through an internship with CPTC Student Life.
- Selected as 1 of 3 Legislative Interns for the 68th session.



On the Hill: Duties and Responsibilities

- Attended All-Staff meetings, Education Division Retreats, and weekly strategy roundtables.
- Wrote blog posts for SBCTC Legislative News
- Lobbied for the CTC system's needs and the students it serves.
- Tracked legislation affecting the CTC system using the LobbyGov software platform.
- Testified on this legislation in various policy and fiscal committees.

Partnerships and Professional Development

- Postsecondary Basic Needs Coalition
- Communities for Our Colleges
- WACTCSA
- SBCTC Office of Diversity, Equity, and Inclusion
- Northwest Regional Equity Conference
- The People's Gathering
- 1-on-1 work with Dr. Debi Jenkins of Share the Flame LLC

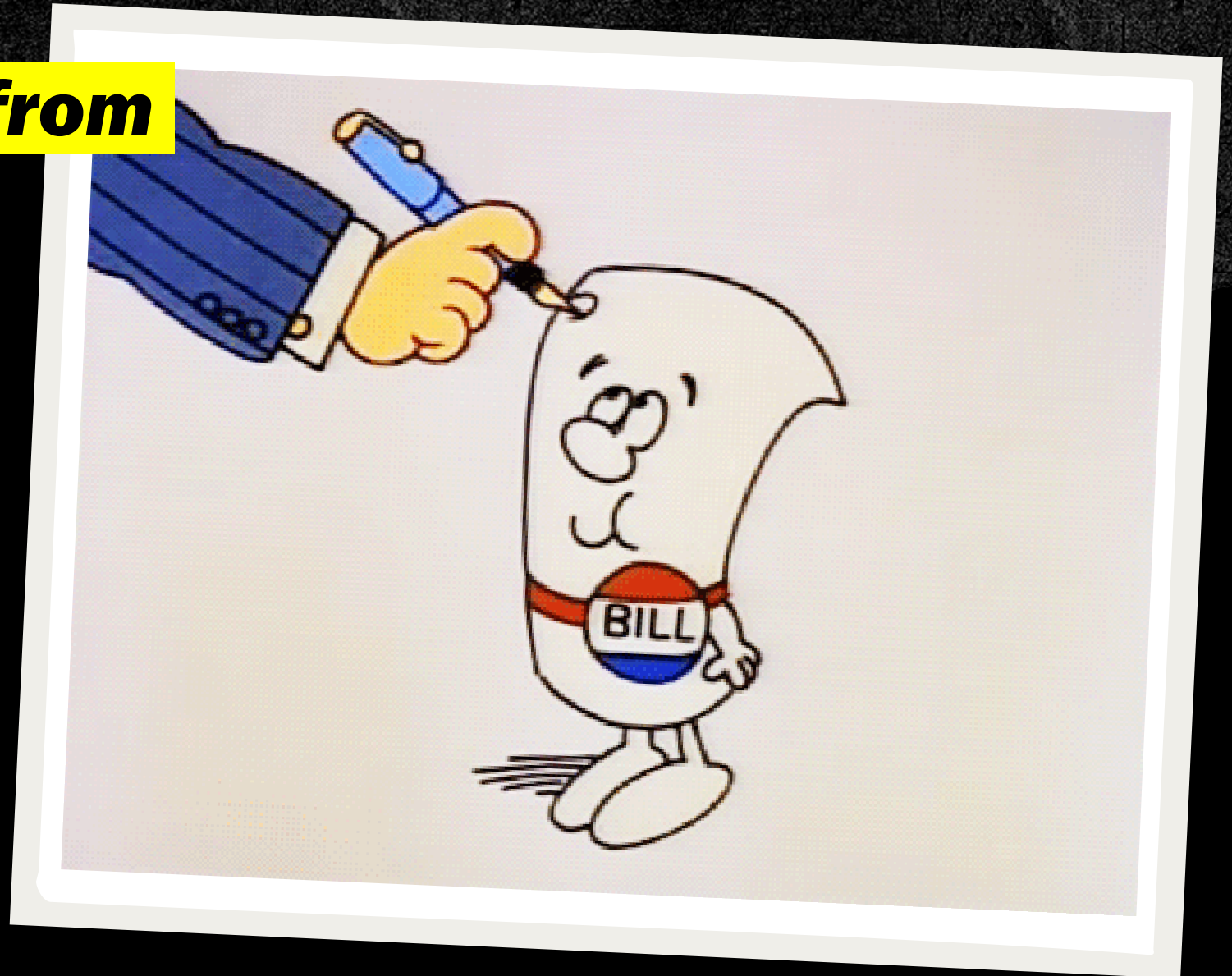


Skills to Move the Bills

- Written and verbal communication
- Adaptability
- Public Speaking
- Cross-agency collaboration
- Advocating with authenticity

Policy Highlights from the 68th Session

- 2SHB 1559 - Establishing the student basic needs at public postsecondary institutions act.
- SB 5702 - Expanding the students experiencing homelessness and foster youth pilot program.



Legislative Wishlist

for the 69th Session

- Continue the conversation regarding basic needs insecurity among postsecondary students
- Implement Naloxone training and opioid overdose procedures on CTC campuses.
- Safe and affordable housing for postsecondary students.
- Textbook affordability and OER resources.



CLOVER PARK TECHNICAL COLLEGE

2023-2028 STRATEGIC PLAN

Introduction

Since 1942 when the Clover Park School District began training citizens with technical skills needed to support nearby military facilities, Clover Park Technical College (CPTC) has provided responsive education to meet the changing needs of our community. Throughout our history, many changes have been made to support industry's evolving needs and to assure community members are well served by the manner in which instruction is delivered.

The higher education landscape has changed dramatically in recent years. Student debt is at an all-time high, there is increased skepticism of the value of a college education, and a 10-year decline in college enrollments has continued nationwide. In the wake of a global pandemic and a racial reckoning, we have shown that we have the ability to do things in new ways and to innovate for improvement. Our awareness of systemic inequities has grown, as has our commitment to be a catalyst for economic and social justice in our community.

CPTC is continuing to evolve, and we are embarking on a culture shift that impacts the way we serve our community. To remain relevant in this time of changing expectations for higher education, it's imperative that we ground our future in a culture that makes education and economic mobility profoundly more accessible to community members historically excluded from postsecondary education.

The need for technical education has never been greater. Employers need skilled workers to stay competitive; and community members need relevant skills and knowledge to gain profitable employment and thrive in Pierce County. The training provided at CPTC is essential for meeting the employment needs of our region. It is also central to the community-wide goal that by 2030 70% of high school graduates will earn a college degree, technical certificate, or gain family-wage employment within six years of high school graduation.

The goal of this strategic plan is to improve access, completion, and employment rates for all students, and to improve the rates more significantly for students of color. Institutional data shows disparity in completion and employment rates for students of color at CPTC. People who gain marketable skills or earn a college credential tend to earn higher incomes, participate more fully in their communities, and gain the benefits of a thriving economy. Closing institutional performance gaps that result in inequitable completion and employment rates will support upward mobility and increase diverse leadership within industry. It is a moral and practical imperative for CPTC to implement changes that effectively support our community, and that eliminate completion gaps that exist at our institution.

CPTC's Overarching Direction

Three Key Elements Guide CPTC's Strategic Plan:

1. The College's commitment to achieving educational and workforce equity for students historically underrepresented in higher education.
2. The End Results policy implemented by CPTC's Board of Trustees that identifies the expected result of the college's work in the community (see Appendix A).
3. The State Board for Community and Technical College's 2020-2030 Strategic Plan that identifies overarching goals for our system (see Appendix B).

Mission

Educate Tomorrow's Workforce

Vision

Strengthening our community through responsive education and services

Values

Access, Collaboration, Diversity, Equity, Inclusion, Excellence, Innovation, Respect

Vision for Change

(Adapted from ATD's Renewed Vision for Change)

CPTC will be a **profoundly** accessible center of learning and credentialing that provides economic mobility and eliminates inequities in students' educational and workforce outcomes.

CPTC's Commitment to Equity, Diversity, and Inclusion

An education at Clover Park Technical College (CPTC) provides a direct pathway to a better life and economic mobility. Yet institutional barriers exist at CPTC that lead to inequitable access and outcomes, particularly for low-income communities and communities of color. CPTC is fundamentally committed to eliminating inequities in college access, completion, and employment for students historically underrepresented in higher education.

To achieve this end, it is important for students to see themselves reflected in the diversity of employees across all levels of our institution. It is also essential that employees and students experience an environment where individuals are able to express their culture and live authentically in this educational space.

CPTC prioritizes equity, diversity, and inclusion as the center of our work. This will necessitate a shift in practice. We seek to uplift the voices of our diverse students and employees; provide training for students, faculty, staff, and administrators; and implement across all departments practices that support our EDI goals.

Our Goals

Five strategic goals provide guidance as we work to achieve our mission of Educating Tomorrow's Workforce. Together, the strategic goals will enable the College to realize gains within our EDI work, advance the End Results developed by CPTC's Board of Trustees, and support the State Board's strategic plan for Washington's community and technical colleges. Collectively, achievement of these goals will lead to fulfillment of CPTC's mission of educating tomorrow's workforce.

The five goals are organized to form the acronym CARES:

Community of Care

Goal: Achieve an environment in which students and staff experience belonging, support, and the opportunity to reach their full potential.

We want people to love working and learning at CPTC and to experience a sense of belonging important for personal health and success.

Access

Goal: Increase access and enrollment among historically marginalized populations who have not equally benefited from the rewards of higher education and the skills and credentials we offer.

Barriers within higher education have led to inequitable access and outcomes. This goal is to make access to high-demand technical skills and lucrative employment significantly more accessible to individuals, particularly those who have been the most marginalized.

Retention and Completion

Goal: Improve institutional performance in retention and completion for all students, with a focus on students who have been historically underserved by CPTC.

Achieving this goal requires that systems be in place to provide a welcoming and supportive environment for community members not currently attending or succeeding at CPTC. We will seek out and change systems that have perpetuated inequitable outcomes and hold ourselves accountable for the results we want to see.

Employment

Goal: Work with stakeholders to prepare a skilled workforce, increase graduate employment rates, and reduce inequities in wages and employment, particularly for populations who are historically underemployed.

CPTC will strengthen industry connections and expand opportunity for students to gain industry experience during their program. We want to see students of color equally represented in programs that result in sought-after skills and higher wages.

Sustainability

Goal: Achieve economic vitality, social equity, and environmental sustainability within our institution and community.

Tab 5

We will generate economic vitality within our community and institution by prioritizing decisions which are ecologically just and sustainable over the long term, are consistent with social values, and encourage 'grassroots' participation in the development process.

Our Strategies

To achieve our goals, CPTC will collectively and individually...

Strategy 1: Implement inclusive, culturally-appropriate practices and policies to improve access, completion rates for all students.

Strategy 2: Reduce barriers and expand opportunities for historically underrepresented communities to access high-wage career pathways.

Strategy 3: Partner with industry to meet employer needs and assure students have the knowledge, skills, and abilities necessary for success.

Strategy 4: Institutionalize antiracism, equity, diversity, and inclusion practices within instructional programs, college-wide priorities, policies, resource distribution, and actions.

Strategy 5: Implement and normalize practices that uplift individuals and increase employee and institutional wellbeing.

Strategy 6: Prioritize economic vitality, social equity, and environmental sustainability within our institution and community.

Tactics Aligned with Strategies

Strategy 1: Implement inclusive, culturally-responsive practices and policies to improve completion rates for all students.

- *Prepare employees and students to effectively communicate from a place of cultural humility.*
- *Effectively receive, retain, and support employment goals of historically underrepresented students.*
- *Prepare faculty to provide inclusive teaching and learning strategies that engage students and enhance learning.*
- *Bring holistic supports to students to meet their learning needs.*

Strategy 2: Reduce barriers and expand opportunities for historically underrepresented communities to access college level programs.

- *Implement culturally responsive outreach, entry, and marketing practices that address holistic needs of potential students within all interactions.*
- *Offer education in a manner that makes programs accessible to those not currently able to attend CPTC. This includes implementing varying modalities, times, and locations of service and instruction.*
- *Recognize and honor student experience, knowledge, culture, and personhood through accelerating and simplifying the educational pathway.*
- *Expand earn-while-you-learn opportunities for new and continuing students such as internships, work-based learning, apprenticeships, and innovative industry partnerships.*

Strategy 3: Partner with industry to meet their workforce needs and assure students have the knowledge, skills, and abilities necessary for success.

- *Expand partnerships with businesses, industry associations, and labor organizations to support employment needs, especially in fields where employers are facing skill gaps.*
- *Provide pathways for continuous learning and credentialing for career progression.*
- *Leverage advisory boards to create stronger industry and labor partnerships.*
- *Assure alignment exists between college mission, college learning outcomes, program outcomes, and course outcomes.*
- *Assess students' learning outcomes at the college, program, and course level to assure alignment with industry need.*

Strategy 4: Institutionalize antiracism, equity, diversity, and inclusion practices within college-wide priorities, policies, resource distribution, and actions.

- *Develop and implement an equity and data literacy tool to guide and inform institutional decision-making, policy creation, policy review, programming, and committee development.*
- *Design and implement an Inclusion & Belonging Supervisor Academy to sustain equitable organizational change.*
- *Embed a cultural competency section into all mechanisms related to institutional hiring, assessment, and evaluation.*
- *Identify institutional barriers that impact retention rates, completion rates, and campus climate satisfaction. Incorporate solutions that significantly shift racialized outcomes for the better.*
- *Be intentional about providing diverse representation among the industry representatives and guest speakers we bring to campus so students are able to envision themselves as successful leaders in the field.*

Strategy 5: Implement and normalize practices that uplift individuals and increase employee and institutional wellbeing.

- *Co-create a vision and path toward actualizing a culture of care.*
- *Identify sustainable funding strategies and potential fund sources to expand programs and services, especially in high-wage fields where employers are facing skill gaps.*
- *Implement professional development opportunities for faculty, staff, and college leaders.*
- *Increase and retain a diverse workforce that reflects the racial, ethnic, and linguistic demographics of the students we serve. Increase multilingual staff and faculty.*

Strategy 6: Prioritize economic vitality, social equity, and environmental sustainability within our institution and community.

- *Operate in a financially sustainable manner, work to decrease reliance on FTE generating activities, and invest responsibly for the long-term viability of the institution.*
- *Align programs with an environmentally sustainable industrial future.*
- *Engage with employers for system changes that create greater social and economic equity and foster environmental justice.*

Accountability

This strategic plan establishes aspirational goals, metrics, and targets through the year 2028.

Metrics

To track progress toward the college’s goals, CPTC will regularly examine the metrics below. All metrics will be disaggregated by student demographics including income and race.

Strategic Plan Metrics Draft

Goal	Measurement
Community of Care	<ul style="list-style-type: none"> • Student measure from Climate Assessment • Employee measure from Climate Assessment
Access	<ul style="list-style-type: none"> • State-funded FTE and total FTE, (include headcount?) • Measure of low-income/historically underrepresented in highest wage programs
Retention and Completion	<ul style="list-style-type: none"> • Disaggregated retention rate • Disaggregated completion rate
Employment	<ul style="list-style-type: none"> • Disaggregated placement rates • Disaggregated earnings
Sustainability	<ul style="list-style-type: none"> • District Enrollment Allocation Base • Financial reserves • Balanced budget

APPENDIX

Trustee “End Results” Policy

CPTC exists to equitably prepare an increasingly diverse community with credentials, knowledge, and skills that enable graduates to afford to thrive in Pierce County. This is done in an environment of belonging and in a manner that demonstrates sustainable stewardship of resources.

- 1) An increasing number of students complete degrees and obtain industry-recognized credentials on time and at equivalent rates across demographic groups.
- 2) Employees are equity-minded and equipped to serve a diverse student body.
- 3) CPTC is easy to access, responsive, and inclusive; especially for people of color, low income, and second-language learners.
- 4) Students are “held tightly” from the moment they enroll and are supported until they have reached their goal.
- 5) A culture and environment exist where community dialogue, transformation, and reconciliation occur.
- 6) Staff, faculty, and administration reflect the demographics of the students we serve.
- 7) Graduates experience a positive and equitable return on their educational investment.
- 8) Emerging workforce needs are met through nimble, responsive industry partnerships.

(See definitions on the next page)

Definitions

- **Afford to thrive** – Students gain economic mobility and have a path to employment that pays a living wage (<https://livingwage.mit.edu/metros/42660>).
- **Easy to access** – Community members find CPTC to be a place that is easy to enroll, attend, and complete a credential on time.
- **Equitably prepare** – BIPOC students will enroll in, complete, and gain employment in high-wage, high-demand programs at a rate that increases over time.
- **Equity minded** – Equity mindedness involves being attentive to patterns of inequity in student outcomes; being willing to critically examine personal and institutional practices; and taking responsibility for the success of students, particularly for marginalized communities. It includes being race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.
- **Equivalent rates** – Parity exists in high-wage program selection, completion, employment, and wages for underrepresented minorities.
- **Return on investment** – Completion of a certificate or degree increases the graduate’s annual earning potential by more than the opportunity cost of attending college. Students graduate with minimal to no debt.
- **Inclusive** – An environment that embraces and celebrates differences in culture, experience, background, and ways of thinking. Student voices and talents are amplified.
- **Reconciliation** – A restorative process where people or groups in a conflict agree to make amends and restore a positive relationship.
- **Responsive** – Reacting quickly and positively to individual and community needs.
- **Transformation** – The process of change in individual and institutionalized relationships, norms, values, and hierarchies over time.

SBCTC Strategic Plan Goals and Strategies

SBCTC Goals

SBCTC's strategic plan calls upon our community and technical college system to achieve three goals, founded on our vision for educational equity.

1. **Achieve educational equity for students who are historically underrepresented in higher education.**
 - Eliminate inequities in college access, retention and completion for students historically underserved in higher education: Hispanic, American Indian/Alaska Native, Pacific Islander, Black/African American and Asian.
 - Eliminate inequities in wages and university transfers. Our colleges offer a wide range of credentials. Generally, the longer the credential, the higher the wages upon graduation. We want to see students of color equally represented in degree programs that either result in sought-after skills and higher wages or successful transfer into a university.
2. **Improve completion rates** for all enrolled students across all types of programs and credentials — workforce degrees, transfer degrees, certificates and apprenticeships.
3. **Increase access and retention among populations who can benefit the most** from college access. This includes young adults, working adults, low-income people, people of color, immigrants and single parents. We aim to improve completion rates across-the-board for all students, and to improve completion rates faster for students of color.

SBCTC Strategies

- **Strategy 1:** Implement actions, policies and investments that produce equitable outcomes.
- **Strategy 2:** Implement research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.
- **Strategy 3:** Enroll more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.
- **Strategy 4:** Strengthen advocacy and community partnerships.
- **Strategy 5:** Improve the college system’s long-term financial sustainability and infrastructure.

Helpful Definitions

Antiracism – Refers to the work of actively opposing discrimination based on race by advocating for changes in political, economic, and social life.

Communities of Color- is a term used primarily in the United States to describe communities of people who are not identified as White, recognizing common experiences of racism.

Community of Care – Being a community of care means we look out for each other, that we take an interest in and work to address the physical, emotional, and health and safety wellbeing of all community members. It consists of both small- and large-scale actions that we can take to show our support for another person or group of people.

Culture- System of explicit and implicit rules, shared attitudes, beliefs, norms, perceptions, and behaviors of a group communicated generationally.

Cultural competency – the ability to understand, appreciate and interact with people from cultures or belief systems different from one's own.

Cultural Humility – The practice of self-reflection on how one’s own background and the background of others impact teaching, learning, research, creative activity, engagement, leadership, etc. Maintaining cultural humility requires learning and understanding the complexity of identities and how they evolve over time.

Culturally appropriate- means being responsive to a person’s cultural beliefs and values, ethic norms, language needs, religion and individual differences.

Diversity- Includes all the ways in which people differ and encompasses all the characteristics that make one individual or group distinct from another. It is all-inclusive and recognizes everyone and every group as valued. A broad definition includes race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

Equity- Fairness and justice in the way people are treated. As opposed to equality, which focuses on treating everyone the same, equity recognizes that people face different circumstances and obstacles and must be treated accordingly. The process of achieving equity is continuous and iterative and requires that institutions identify and address systemic barriers faced by members of nondominant groups.

Historically marginalized communities- Historically marginalized communities are groups who have been relegated to the lower or peripheral edge of society. Many groups were (and some continue to be) denied full participation in mainstream cultural, social, political, and economic activities. Marginalized communities can include people of color, women, LGBTQ+, low-income individuals,

prisoners, the disabled, senior citizens, and many more. Many of these communities were ignored or misrepresented in traditional historical sources.

Historically underrepresented – refers to groups who have been denied access and/or suffered past institutional discrimination in the United States and, according to the Census and other federal measuring tools, includes African Americans, Asian Americans, Hispanics or Chicanos/Latinos, and Native Americans.

Identity- The group memberships (racial, ethnic, gender, sexual, religious, etc.), qualities, beliefs, personality, presentation, and/or expressions that define and distinguish an individual.

Inclusion- The practice and/or policy of providing equitable access to opportunities and resources for systemically nondominant and marginalized people.

Racial Equity- Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root cause of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or that fail to eliminate them.

Underserved – Underserved populations are ones that are disadvantaged in relation to other groups because of structural/societal obstacles and disparities.



RESOLUTION 23-06-108

Extension of 2022-23 Operating Budget

WHEREAS, Washington’s Office of Financial Management and the State Board for Community and Technical Colleges have not yet completed work on the final Fiscal Year 23-24 budget allocations to Clover Park Technical College; and

WHEREAS, Clover Park Technical College has sufficient available reserves and expected revenues to operate at regularly expected capacity for a period of at least four months; and

WHEREAS, the College’s currently-approved operating budget expires on June 30, 2023;

NOW, THEREFORE, BE IT RESOLVED the Board of Trustees hereby authorizes the College President to continue to receive revenues, make expenditures, and otherwise enter into transactions at a rate which overall does not exceed the rates of annual expenditures under the current 2022-23 budget. This authorization commences July 1, 2023, and is in effect through October 31, 2023.

ADOPTED by the Board of Trustees at a Special Meeting on June 14, 2023.

Attested by:

Dr. Joyce Loveday
President
College District Twenty-Nine

Alice Phillips
Chair, Board of Trustees
College District Twenty-Nine