CLOVER PARK
TECHNICAL COLLEGE

Board of Trustees Meeting

Rotunda, Building 3

Zoom Link for those who cannot attend in person:
Zoom Link: https://cptc-edu.zoom.us/j/81880306304?pwd=bmtacm1GV2pyL1NqRE9JYTIxcllIZz09
Passcode: BOTMeeting

Wednesday, February 1, 2023

Study Session: 3:00-4:00 p.m.
Regular Meeting: 4:00-5:15 p.m.

Study Session Agenda

3:00	**Call to Order, Flag Salute, Introductions**	Tong Zhu	
3:05	**Review of Trustee End Results**	Joyce Loveday	**Tab 1**
3:35	**Strategic Plan Update**	Joyce Loveday	**Tab 2**
3:55	**Senior Citizen Waiver**	Cindy Mowry	**Tab 3**
3:55	**Adjournment**	Tong Zhu	

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Regular Meeting Agenda

4:00	**Call to Order, Introductions**	Tong Zhu	
	Adoption of Agenda *Action*	Tong Zhu	
	Approval of the Regular Minutes of December 14, 2022 *Action*	Tong Zhu	**Tab 4**
4:05	**President's Report**	Joyce Loveday	

- Student Success Story
- Achieving the Dream Coaching with Leon Hill
- Miscellaneous

4:20	**College Reports or Highlights**		
	ASG Report	Amanda Taylor	**Tab 5**
	Enrollment Update	Dean Kelly and Tom Broxton	**Tab 6**

Institutional Effectiveness Report...Janet Holm **Tab 7**

    CPTC Foundation Update

Student Success Report.. Micalah Peiper **Tab 8**

    Updated Welcome Center Model

4:55   **Chair's Report**..Tong Zhu

5:00   **Board Reports and/or Remarks** .... All

5:05   **Public Comments** ....Tong Zhu

5:10   **New Business** ....Tong Zhu **Tab 3**

Approval of Senior Citizen Tuition Waiver

5:15   **Adjournment** ....Tong Zhu

TAB 1

Draft 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.

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** – Being attentive and compassionate about the different experiences students are navigating, especially in marginalized communities. Equity mindedness involves being attentive to patterns of inequity in student outcomes and being willing to critically examine personal and institutional practices and to take 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.

TAB 2

CLOVER PARK TECHNICAL COLLEGE
2023-2027 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 to gain profitable employment and thrive in Pierce County. The education 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 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 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.

Draft – 1-26-23

Our Goals

Four strategic goals provide guidance as we work to achieve our mission of <u>Educating Tomorrow's Workforce</u>. 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 four goals are organized to form the acronym CARE:

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. The environment impacts who stays, who completes, who succeeds. Every person should know they are not alone and that they have someone to fall back on.

Access

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

Completion of a technical certificate or degree provides a direct path to a fulfilling career and better life. Yet barriers within higher education have led to inequitable access and outcomes. This goal is to make access to a technical career and lucrative employment significantly more accessible to individuals, particularly those who have been the most marginalized, such as people of color, immigrants, and low-income individuals.

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. It requires changing systems that have perpetuated inequitable outcomes and holding ourselves accountable for the results we want to see.

Employment

Goal: Work with stakeholders to increase 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 degree programs that result in sought-after skills and higher wages. We will

transparently share industry wages and job demand information to enable entering students to consider return on investment prior to selecting a field of study. We will also 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. We will model internally and partner with employers to expand employment for historically under-represented community members.

Our Strategies

To achieve our goals, CPTC will collectively and individually…

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

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

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.

Tactics Aligned with Strategies

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

- *Prepare, model, and support employees and students to effectively communicate from a place of cultural humility.*

- *Prepare and implement a plan to effectively receive, retain, and support employment goals of historically underrepresented students.*

- *Prepare faculty to provide effective, 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 accelerated learning through fixed outcomes and variable time.*

- *Expand earn-while-you-learn opportunities for new and continuing students such as internships, work-based learning, apprenticeships, and innovative industry partnerships.*

- *Transparently provide pathway ROI information for all program areas.*

- *Serve and be responsive to the breadth of our community through active engagement and relationship building.*

- *Increase multilingual staff and faculty*

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

- *Leverage advisory boards to create stronger industry and labor partnerships*

- *Expand partnerships with businesses, industry associations, and labor organizations to support employment needs, especially in fields where employers are facing skill gaps.*

- *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.*

- *Provide pathways for continuous learning and credentialing for career progression.*

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

- *Develop and implement usage of an equity and data literacy tool to guide and inform institutional decision-making, policy creation, policy review, programming, and committee or task force development*

- *Design and implement a Leadership 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 contribute to lower retention rates, completion rates, and campus climate satisfaction, and incorporate solutions that significantly shift racialized outcomes for the better.*

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.*

Accountability

This strategic plan establishes aspirational goals, metrics, and targets through the year 2030.

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	- Student measure from Climate Assessment - Employee measure from Climate Assessment
Access	- State-funded FTE and total FTE - Measure of low-income/historically underrepresented in highest wage programs
Retention and Completion	- Disaggregated retention rate - Disaggregated completion rate
Employment	- Disaggregated placement rates - Disaggregated earnings

APPENDIX

Draft 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. *Where community healing occurs.*

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.

Related definitions are on the next page.

Definitions for End Results Policy

- **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** – Being attentive and compassionate about the different experiences students are navigating, especially in marginalized communities. Equity mindedness involves being attentive to patterns of inequity in student outcomes and being willing to critically examine personal and institutional practices and to take 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.

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- **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

Our 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.**

o 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.

o Eliminate inequities in wages and university transfers. Our colleges offer a wide range of credentials. 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.

Our 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, emphasizing 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. (2018)

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.

TAB 3

Optional Waiver – Senior Citizen over 60 years of age

Waiver Summary

Community and technical colleges may waive tuition (operating and building fees) and services and activities fees for students 60 years or older who are enrolled for credit. The waiver is not available to students using the course credits for increasing credentials or salary schedule increases.

For students enrolled on an audit basis, a nominal fee, not to exceed five dollars per quarter, is to be charged.

Students enrolling under this waiver shall register for no more than two courses per quarter. Students shall be enrolled on a space available basis and must be Washington state residents.

These students are not to be included in-state enrollment counting.

RCW 28B.15.540 – Waiver of tuition and fees for residents sixty years of age or older – Limitations.

WAC 131-28-02501– Waivers.

TAB 4

Board of Trustees Meeting
Building 3, Rotunda and via Zoom
Wednesday, December 14, 2022
Study Session: Canceled
Regular Meeting: 4:00-6:00 p.m.

Meeting Minutes

Call to Order: Chair Phillips called the Board of Trustees Regular Meeting for Clover Park Technical College (CPTC) to order on December 14, 2022, at 4:00 p.m.

Board of Trustees Present:
Alice Phillips, Chair
Mark Martinez
Carol Mitchell
Eli Taylor

College President: Dr. Joyce Loveday

Assistant Attorney General (AAG): Justin Kjolseth

Excused Absences: Tong Zhu, Trustee

Executive Team:
Samantha Dana, Assoc. VP, Institutional Effectiveness
Iesha Valencia, Assoc. VP, Equity, Diversity & Inclusion
Dean Kelly, Interim VP, Student Success

Adoption of the Agenda
MOTION:
Motion to adopt the agenda, as presented, was made by Trustee Taylor and seconded by Trustee Mitchell. Motion was approved unanimously.

Approval of Minutes (Tab 1)
MOTION:
Motion to approve the minutes of the Regular Board meeting held on November 9, 2022, as presented, was made by Trustee Taylor and seconded by Trustee Mitchell. Motion was approved unanimously.

President's Report
Student Success Story
Shawnee Montaldi completed a Human Services degree this quarter. Ms. Montaldi describes herself as resilient. She was raised on the Gulf Coast of Florida and moved here four years ago to get a fresh start; she is a recovering addict who was in some difficult situations. She is now a

first-generation college student and graduate, who maintained a 4.0 GPA, is a member of Phi Theta Kappa, and was active in the Associated Student Government, and served as the MOSAIC Center Navigator. Ms. Montaldi just accepted a position on the Advisory Board as a graduate advising committee member. She thanked her instructors for helping her overcome her fears of going back to college.

<u>End of Quarter Highlights</u>
Collaboration for a Cause
CPTC worked with community partners from Workforce Central, Goodwill, colleges, and industry to bring housing, education, healthcare, and food services to the community. There were 143 registrations, resulting in well over 300 referrals to help with immediate and longer-term needs.

Employee Winter Celebration
This as an opportunity for faculty and staff to connect and recharge. It was a Winter in the Islands theme with art projects, a photo station, treats, and music.

Open House and Sustainable Industry 4.0 Workshops
Faculty from Manufacturing, Engineering, and Mechatronics hosted the open house for participants to learn more about Industry 4.0; engage in discussion; and strengthen partnerships and collaborate on how the community can be prepared to respond to the changes occurring in industry. It was well attended by industry employers, educators (K-12 and post-secondary), legislative representatives, and manufacturing organizations.

Lakewood Holiday Parade
A small group from CPTC participated in the Lakewood Holiday Parade to bring recognition to CPTC.

<u>Miscellaneous</u>
ctcLink Update
Progress is being made with Human Resources, Payroll, Finance, Financial Aid (FA), and student financials in the ctcLink system. The College is still working through some challenges. For example, student billing was delayed through summer and fall quarters due to fluctuation with assignment of fees. College staff worked with the State Board for Community and Technical Colleges (SBCTC) on this issue. This has an impact on students, so payment plans over a two-year period have been established.

Upcoming Trustee Events
January 23   New Trustee Orientation and Transforming Lives Dinner
January 24   Second day of Trustee's Winter Legislative Conference
February 5-8   ACCT National Legislative Summit in Washington, D.C.

Legislative Intern
Jacob Katz, ASG Chair of the Civic Engagement Committee, has been selected as a legislative intern for the SBCTC, and he is the first intern from a technical college. He will add a great perspective for the legislative session. Trustees congratulated him.

Cherie Steele's Last Board Meeting
Ms. Steele has been at the College for 24 years and has worked in the President's Office for over 16 years. She has supported four Presidents and 14 Trustees and dedicated her career to supporting the mission of the organization and the direction set by the Board of Trustees and College President. Trustees wish her a wonderful retirement.

College Reports or Highlights
ASG Report (Tab 4)
Jacob Katz, Chair, ASG Civic Engagement Committee, provided the ASG report. Highlights for the past month:

- The CPTC food pantry provided 95 students with ingredients for a robust fall season meal. Student Life packet over 3,000 pounds of food for this outreach project.
- ASG and Student Life honored CPTC veterans with an in-person Veterans Day celebration.
- Jacob Katz has been doing advocacy work by attending weekly meetings of the Washington Community and Technical College Student Association (WACTCSA).

EDI Report
Iesha Valencia, Associate Vice President for Equity, Diversity, and Inclusion, gave the attached update. Trustee Taylor asked if there will be coordination with Student Success and other departments around the results of the survey. Ms. Valencia responded that it will be a campus-wide effort. Trustee Taylor then asked if the College would be able to disaggregate the data by ethnic groups. Ms. Valencia assured Trustee Taylor that it will be. There will be a preliminary discussion about the survey results, and the process will be transparent with all areas of campus.

Chair's Report (Tab 4)
Discuss Trustee Committee Assignments for 2022-23
President Loveday suggested Trustees review the committees and decide where they would like to serve, then discuss it at the January 2023 meeting.

Board Reports and/or Remarks
Trustee Taylor thanked Ms. Montaldi for sharing her inspiring story so well. Students like her are the reason Trustees serve on the Board. Chair Phillips appreciated that Ms. Montaldi could share her story in this setting, where she has been, and where she is now. It shows people can have hope and second chances. Trustee Mitchell congratulated Shawnee on her presentation and what it means to others.

Trustee Mitchell is recovering from respiratory illness and urged everyone to wear a mask and get vaccines.

Public Comments
No public comments.

New Business (Tab 5)
Adoption of the 2023 Board of Trustees Meeting Schedule

MOTION:
Motion to adopt the 2023 Board of Trustees Meeting Schedule as presented, was made by Trustee Taylor and seconded by Trustee Martinez. Motion was approved unanimously.

Executive Session
At 5:04 p.m., Chair Phillips stated that, in accordance with RCW 42.30.110, the Board would recess to go into Executive Session for approximately forty-five minutes for the purpose of reviewing, evaluating, and interviewing faculty probationers for tenure award.

Chair Phillips reconvened the Regular Meeting at 5:53 p.m. and asked if there were any action items as a result of Executive Session. There were.

Trustee Taylor moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the Tenure Review Committee and the President, grant tenure to Shannon Feist at Clover Park Technical College, seconded by Trustee Martinez. No discussion. Approved unanimously.

Trustee Taylor moved that the Board of Trustees, after having given reasonable consideration to the recommendations of the Tenure Review Committee and the President, grant tenure to Amelia Rojas at Clover Park Technical College, seconded by Trustee Martinez. No discussion. Approved unanimously.

Next Meeting
January 11, 2023, details to follow.

Adjournment
MOTION:
Motion to adjourn the meeting at 5:54 p.m. was made by Trustee Mitchell, and seconded by Trustee Martinez. Motion was approved unanimously.

Dr. Joyce Loveday	**Alice Phillips**
President	**Chair, Board of Trustees**
College District Twenty-Nine	**College District Twenty-Nine**

ASSOCIATED STUDENT GOVERNMENT REPORT

February 2023

TAB 5

THE AMAZING RUBBER DUCKY RACE
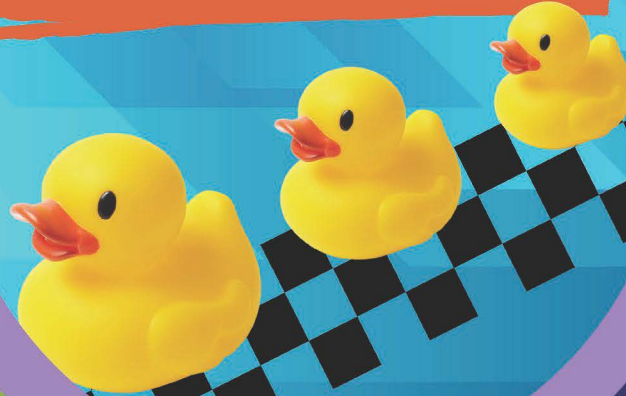
Highlights

Partnerships

Student Advocacy

WOW
CPTC Department of Student Life
Week of Welcome

TAB 6

Clover Park Technical College Board of Trustees Meeting

Enrollment Report

Winter 2023

CPTC

State-Funded Current Day Enrollment FTE for Winter 2022-23

Definitions:
Daily FTE include: (1) 10 days before start of the quarter, (2) Start date; Day 0, and (3) 10 days after start of the quarter. **FTE calculation** is based on state-funded enrollment and institutional intent.
Actual YRQ FTE - FTE for day of term. **Last YRQ FTE** - FTE run the same day in the previous year 10 days before the start of the quarter, the start date; Day 0, and 10 days after the start of the quarter.
Target YRQ FTE - FTE based on a three-year history of enrollments by quarter as a percentage of the annual total, applied to the target to meet the allocation model.

Legend:
- Actual YRQ Ftes
- Target YRQ Ftes
- Last YRQ Ftes
- 2 Years Ago

Day of Qtr: **7**
127 Students Dropped for non-payment
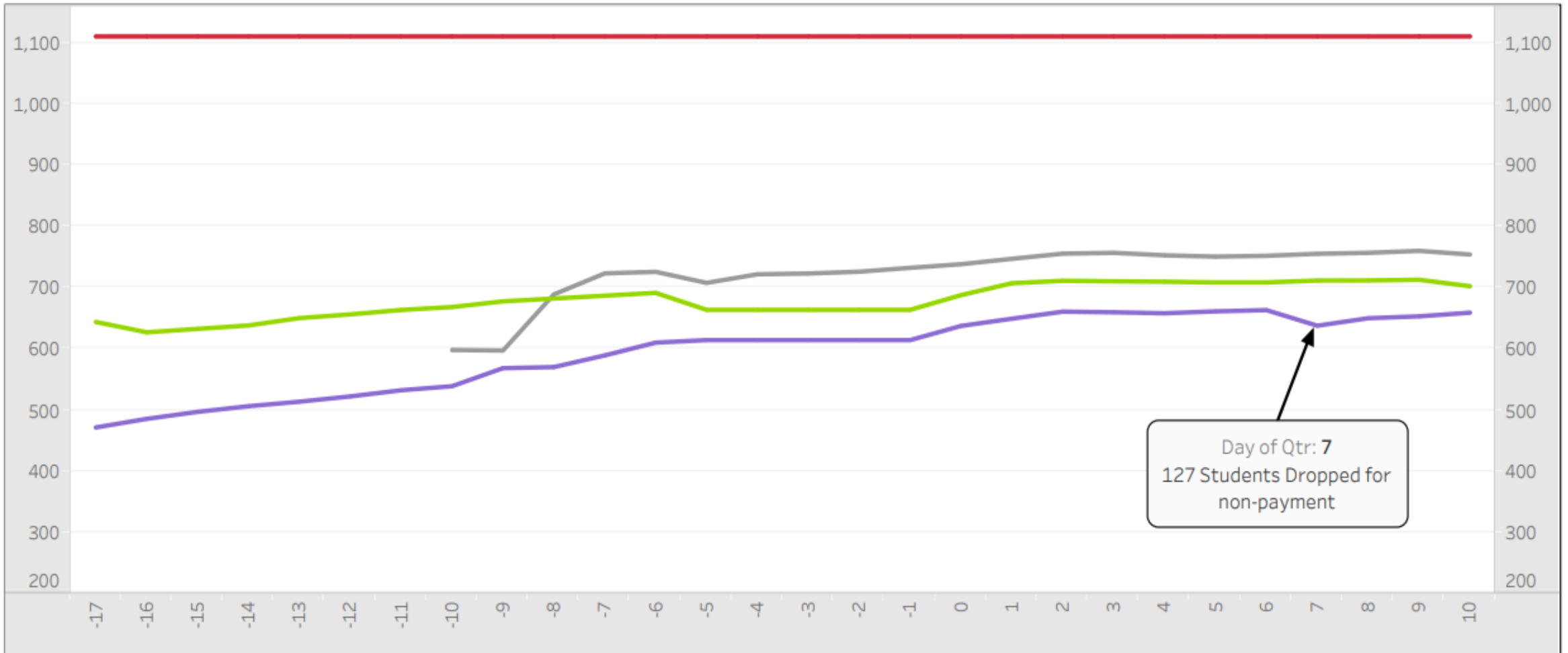
State-Funded FTE for Technical Programs

Winter 2022 ■ Winter 2023

Program	Value
Accounting	8.00
Apprenticeship	14.78
Architectural Engineering Des..	8.22
Auto Collision Tech	13.14
Automotive Tech	15.85
Aviation Maintenance Technici..	28.53
Avionics Technician	3.33
BAS - Cybersecurity	
BAS - Interior Design	3.44
BAS - Mechatronics	
BAS - Operations Mgmt	3.11
Central Service/Sterile Proces..	5.00
Computer Programming	8.87
Construction Technology	
Cosmetology	19.73
Culinary Arts	6.51
Dental Assistant	10.93
Digital Entertainment Design ..	6.93
Early Care & Edu	5.57
Electrician Low Voltage Fire/S..	7.14
Environmental Sci	5.58
Esthetic Sciences	28.80
FSME	6.36
Graphic Tech	5.20
Health Unit Coord	
Heating & Air Conditioning Ref..	23.04
Human Services	10.16
Interior Design	13.76
Manufacturing Tech	8.08
Mechatronics	8.11
Medical Assistant	6.93
Medical Histology	4.40
Medical Laboratory Technician	
NDT	5.47
Network Ops & Sys Sec	24.47
Nursing - LPN	33.36
Nursing Assistant	2.22
Pastry Arts	3.98
Pharmacy Tech	9.99
Pharmacy Technician	8.12
Professional Pilot	6.69
Restaurant Mgmt	2.00
Retail Business Mgmt	8.75
Surgical Technology	
Upholstery	4.93
Welding Tech	12.84

Prof Tech Total Day:10
1/18/2023 7:53:18 AM

Term	FTE	% Difference	Difference in FTE
Winter 2022	411.1		
Winter 2023	374.2	-8.97%	-36.9

State-Funded FTE for Academics & Developmental Education

Winter 2022 ■ **Winter 2023** ■

Category	Winter 2022	Winter 2023
Transitional Studies & BEdA	48.2	101.0
Natural Sciences	29.0	28.9
Social Sciences	31.7	27.1
English & Communications	26.0	24.0
Developmental Education	17.6	2.8
College Success	12.3	8.5
Math	23.3	21.4
Computer Apps & Digital Lit	5.7	4.1
General Education	0.1	0.1
Healthcare Programs	10.3	9.7
Humanities & Human Relations	5.7	3.1
BAS - Gen Ed	5.0	3.6
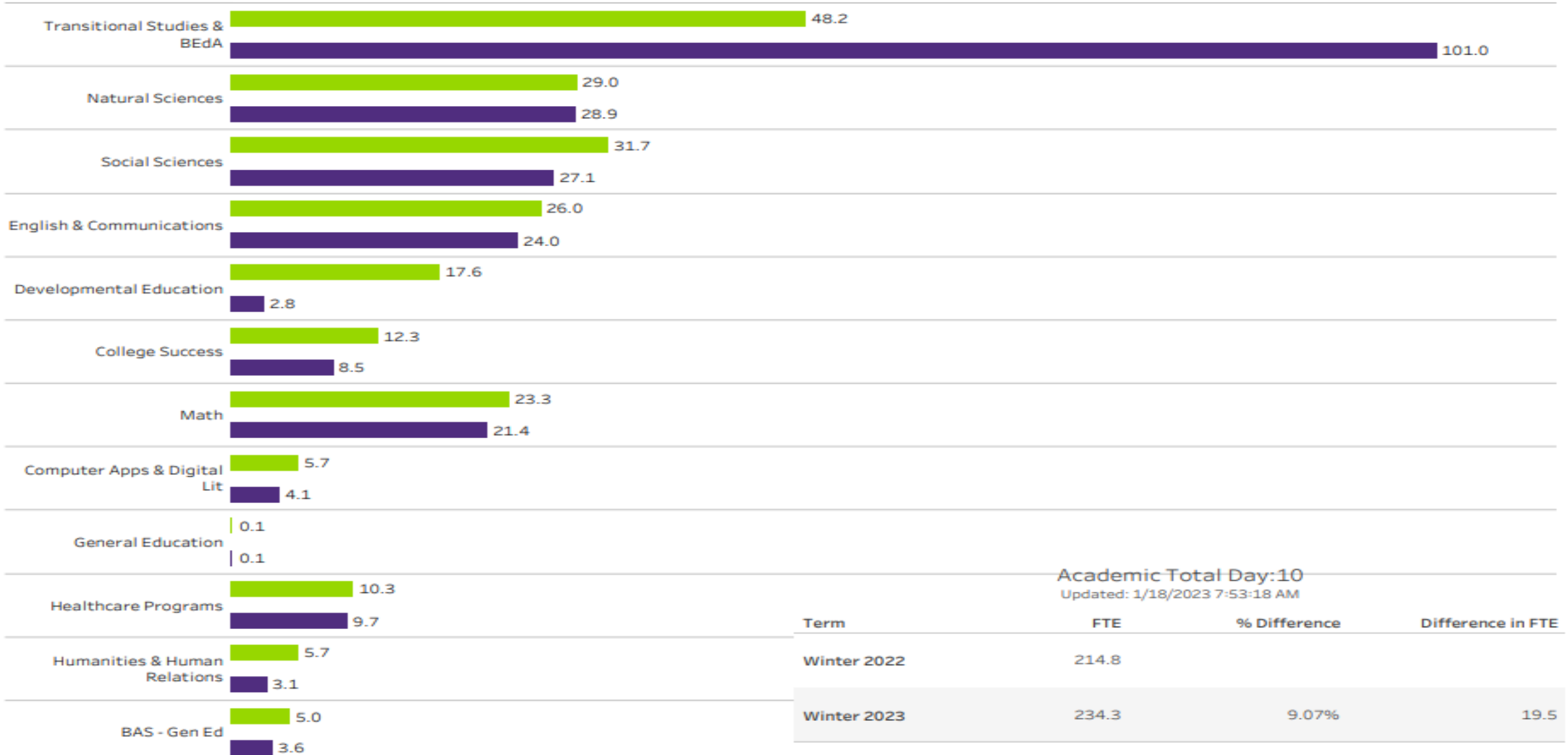
Academic Total Day:10
Updated: 1/18/2023 7:53:18 AM

Term	FTE	% Difference	Difference in FTE
Winter 2022	214.8		
Winter 2023	234.3	9.07%	19.5

Program Tree Map

Treemap is arranged by size and color. The box size is based on current FTE. Color is based on change of FTE from previous year
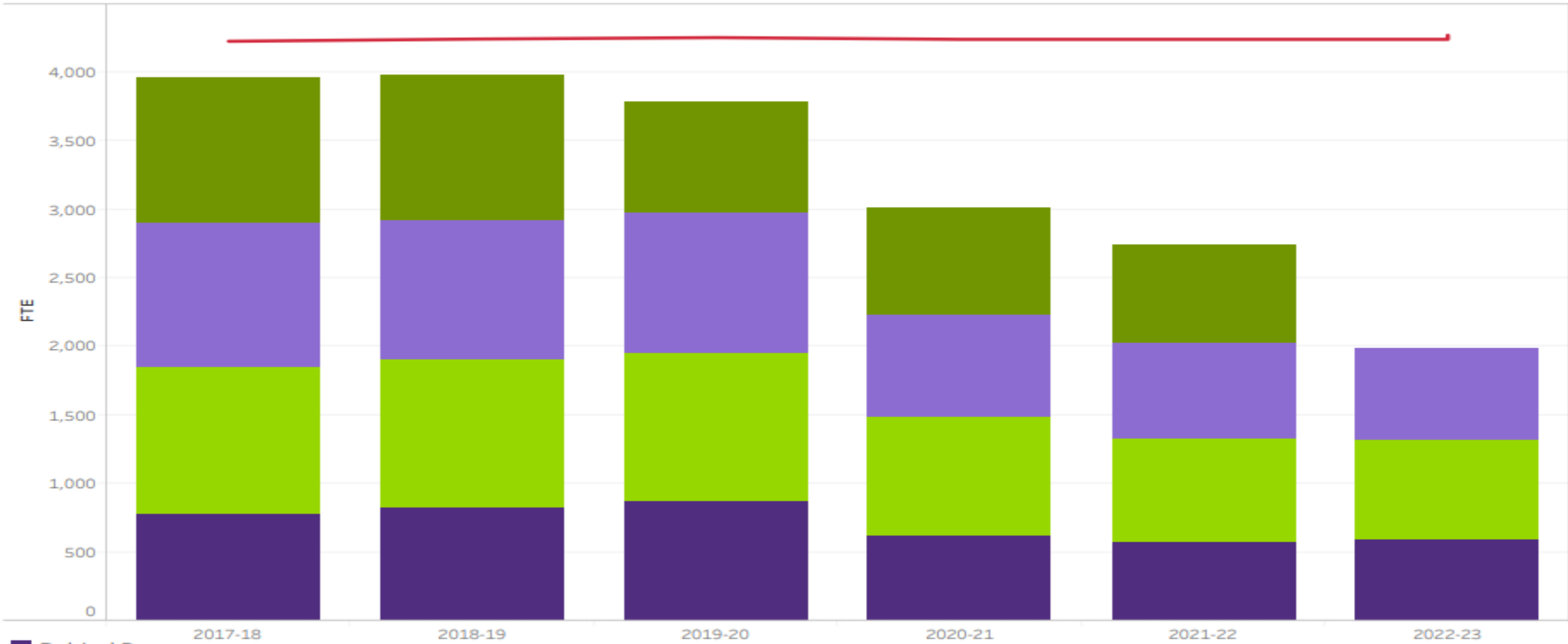
-11.67 ▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬ 5.70

Winter 2023

Program	FTE	Change
Nursing - LPN	32.55	-0.81
Esthetic Sciences	28.80	2.84
Aviation Maintenance Technician	28.37	-0.17
Network Ops & Sys Sec	21.42	-3.05
Cosmetology	19.73	0.33
Heating & Air Conditioning Refrig/Serv Tech	19.72	-3.33
Automotive Tech	15.85	5.70
Interior Design	12.06	-1.69
Welding Tech	11.85	-1.00
Dental Assistant	10.93	2.88
Auto Collision Tech	10.44	-2.70
Surgical Technology	9.70	1.34
Human Services	8.82	-1.34
Retail Business Mgmt	8.75	1.09
Computer Programming	8.20	-0.66
Architectural Engineering Design	6.62	-1.60
Construction Technology	6.62	-1.51
Culinary Arts	6.51	1.73
Digital		
Pharmacy Technician	8.12	
Manufacturing Tech	8.08	3.15
Early Care & Edu	5.57	0.71
Medical Assistant	5.89	-1.04
BAS -		
Health Unit Coord	3.38	-2.53
BAS -		
Electrician Low Voltage Fire/Security	7.14	1.07
Medical Laboratory Technician	5.49	
NDT	3.29	-2.18
Central		
Professional Pilot	6.81	0.12
Environmental Sci	4.85	-0.73
BAS - Cybersecurity		
Avionics		
Accounting	4.35	
BAS - Operations Mgmt		
Pastry Arts	2.20	

Annual & Quarterly State Funded Full-Time Equivalent Students (FTES) With State Allocation Goal

Efforts to grow enrollment

- Instructional offerings

- New outreach/entry model

- Community engagement plan

- Career Day on 5/10/23

- Community of Care

CPTC

TAB 7

CLOVER PARK TECHNICAL COLLEGE
FOUNDATION
Empower. Invest. Grow.

Janet Holm

Executive Director

Kenzie Armstrong

Foundation Associate

Tanya Petrov

Foundation Fiscal Accountant

The Foundation Board of Directors.

Officers

Joe Lydic – President
Caroline Henry – Secretary
Mary Green- Treasurer
David Harkness – DAL #1

Directors

Kris Shegrud
Nancy Sternitzky
Harley Moberg
Kathryn Smith
Alden Bishop
Lucas Holm
Thuli Lushaba

Ex Officio Directors

Dr. Joyce Loveday – CPTC President
Eli Taylor – Trustee Liaison
Sam Dana – Associate VP
Lisa Beach – Interim VP of F&A

CP
TC

The Foundation is able to provide
funding for the four pillars we support at the college.
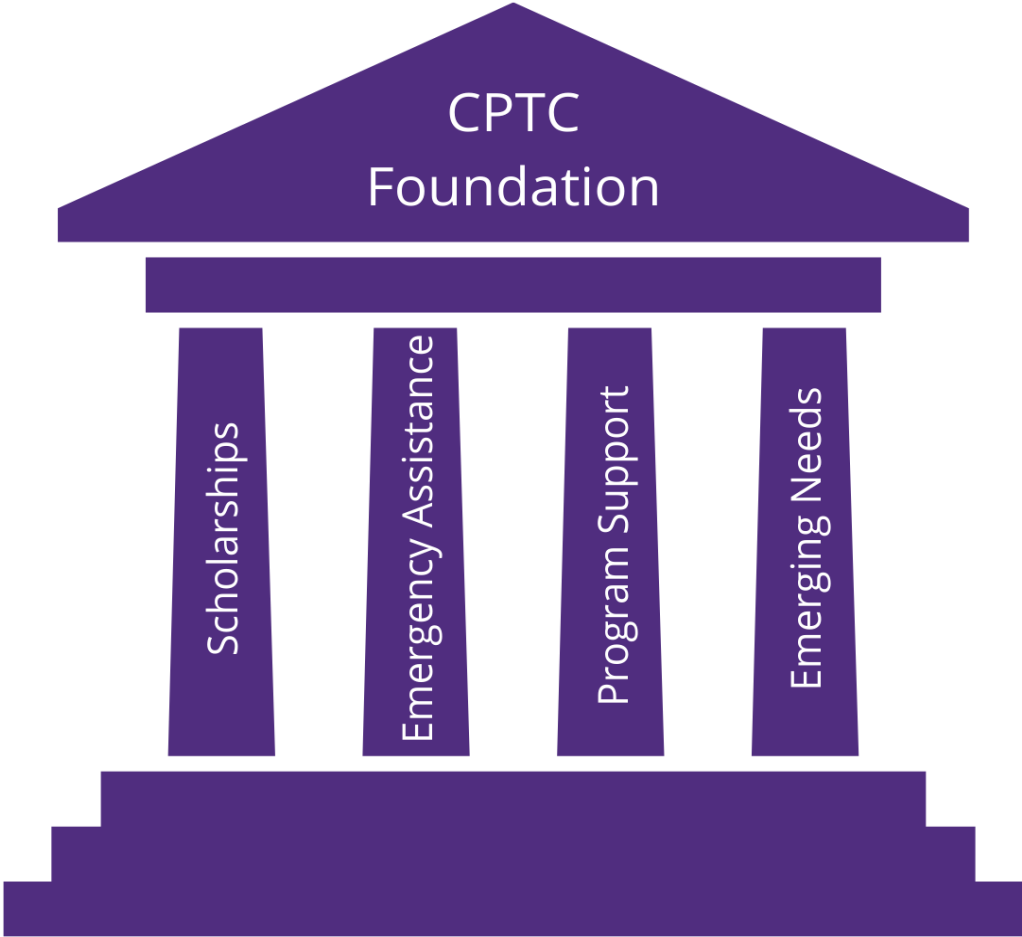
Scholarships

In the 2022/2023 year the Foundation plans to disburse $144,210.00 in scholarship funding to students with a total of 207+ awards.

Scholarship Goals

In 2022 we had a goal to develop 2 additional scholarships to support our BIPOC students attending CPTC.

This resulted in:

1. Harborstone-Moss Scholarship for students of color – 3 $1,000 scholarships each year.

2. Korsmo Construction Scholarship supports students of color in our Construction program with 3 $800.00 scholarships each year for 6th qtr. students / with internship opportunities

CP
TC

Emergency Assistance

The Student Emergency Assistance Program (SEAP) provides immediate financial relief for non-academic emergency expenses such as rent, utilities, childcare and medical or transportation emergencies. This fund helps students continue their education.

Funding is supported by CPTC staff, grants and our community partners.

In the 2022 year we supported students with $34,546.05 emergency assistance funding.

Rent, Utilities, Medical, Books, Housing, Gas, Child Care

CPTC

Program Support

Donations to Programs

CPTCF is able to accept non-cash donations for our programs. To date we have received equipment and additional program support valued at $22,628.51.

Program Support

CPTCF understands the challenges a program may have purchasing items needed for their program. With that in mind the Foundation maintains accounts for various programs to access. In 2022 we supported the college with access to $15,722.71 in program support.

Emerging Needs

The CPTC Foundation emerging needs funding provides support to meet the needs of the college. This includes training, faculty and staff development, outreach, marketing and community support. Our 2022 budget supported the college with $20,300 for these priorities identified by the college.

The ***CPTC Foundation Board of Directors*** ensure that the priorities identified by college and its leadership team are supported and ensures your donation makes the greatest impact in this area.

Endowments

Our endowments allow CPTC Foundation to provide sustainable support for our students and the college for years to come.

Five new endowments were set up in 2022 to support students with Scholarships in the future:

- Clifford Lincoln Endowment

- Thomas Kay Parks Endowment

- Ottie Ladd Endowment

- Steven W. Hanson Endowment

- Novicky - Lee Family Endowment

CPTC Alumni Program

7,658

Clover Park Technical College Foundation CELEBRATION Dinner

A night to celebrate the success of our CPTC students and to raise funds to support future students!

May 20, 2023
McGavick Conference Center

Our students are here to make a difference in their lives and in turn, they will make a difference in our community!
Please joins us!

CP
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Save the Date! August 26, 2023
American Lake Veterans Golf Course!

Because of YOU we can do SO MUCH! Thank you!

CLOVER PARK TECHNICAL COLLEGE
FOUNDATION
Empower. Invest. Grow.

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TAB 8

The Welcome Center Intake Model

MICALAH PIEPER

DIRECTOR OF OUTREACH AND ENTRY SERVICES

Student Learning Outcomes

Step 1: Connect
- ✓ Complete college intake form and review with an Entry Coordinator
- ✓ Review programs and degree/certificate options and understand entry requirements
- ✓ Be referred as needed to additional resources on campus
- ✓ Learn how to access campus workforce funding, student aid, and scholarships

Step 2: Explore
- ✓ Learn CPTC website as an exploratory tool for programs
- ✓ Complete a career assessment and review with an Entry Coordinator

Step 3: Apply
- ✓ Identify a program of study
- ✓ Apply to the college and complete FAFSA/WAFSA

Step 4: Register
- ✓ Complete an academic plan, two-quarter schedule, and register for classes
- ✓ Receive a checklist and a follow-up appointment (if needed)

The Welcome Center Intake Model

Past Model
- Entry Coordinators taking walk-ins for prospective students Monday through Thursday
- One-on-one appointments and help students navigate the onboarding process into their program of choice
- Two people dedicated to doing outreach

New Model
- The new model pairs each Entry Coordinator with eight specific programs
- Many program faculty have already met with the Entry Coordinators to collaborate and gain insight into specific program needs
- 7 people dedicated to doing outreach

Goals Of the New Model

- The new model aims to increase enrollment
- Create a seamless line of communication between the Entry team and program faculty to help with communication gaps
- Create customized outreach plans based on the individual program.
- The Welcome Center will be collaborating with campus constituents to create a more comprehensive and inclusive communication plan for CPTC students.

Community Outreach and Initiatives

Community Partners and Initiatives

- We have developed a partnership with Centro de La Raza. Our goal in partnering with them is to provide a direct pathway into CPTC's programs through planned quarterly tours, presentations, and application workshops.
- We have started a partnership with the CTE Navigator for South Puget Intertribal Planning Agency. Our goal is to help expand our relationship with our Native American population and create a meaningful relationship that will provide them with a direct pathway into our programs.
- Cptc has held 3 Latinx nights (Pavimenta Tu Futuro)

K-12 Partnerships and Initiatives

- Outreach team partnered with the Clover Park School District and Fife School District to work with current high school seniors who have earned dual credits to provide them with a direct, seamless route to CPTC admissions
- Outreach has two current MOUs with Clover Park SD and Puyallup SD. The MOUs aim to increase students' access to high-quality post-secondary education at CPTC through multiple scheduled outreach events and application workshops
- Outreach is currently working with both the Tacoma and Fife SD to provide students with auto-admission letters

Outreach/Entry by the numbers 2021-2023

2021-2022 Middle School & High School Visits

- 63 virtual and in-person visits

2021-2022 Community Outreach

- 17 in-person visits

2021-2022 Entry Appointments

- 2,500 new student appointments

2022-2023 Middle School & High School Visits

- 147 In-person visits

2022-2023 Community Outreach

- 42 In-person events

2022-2023 Entry Appointments

- 2,800 New Student Appointments

Questions?