2023-2028
Strategic Plan

CLOVER PARK
TECHNICAL COLLEGE

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 that 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
Educating 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 Achieving the Dream'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 **C A R E S** .

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.

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 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 high-wage career pathways.

- 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 instructional programs, 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. CPTC will release its progress on each of these metrics annually via its institutional scorecard.

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.

GOAL	MEASUREMENT
Community of Care	• Student measure of belonging • Employee retention
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
Sustainability	• District Enrollment Allocation Base • Financial reserves • Balanced budget

Appendix A

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.

Appendix B

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).

- **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.

- **Easy to access** – Community members find CPTC to be a place that is easy to enroll, attend, and complete a credential on time.

- **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.

- **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** – The existence of parity in high-wage program selection, completion, employment, and wages for underrepresented minorities.

- **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.

- **Inclusive** – An environment that embraces and celebrates differences in culture, experience, background, and ways of thinking. Student voices and talents are amplified.

- **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.

- **Reconciliation** – A restorative process where people or groups in a conflict agree to make amends and restore a positive relationship.

- **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.

- **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.

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

Appendix C

SBCTC Strategic Plan Goals and Strategies

VISION
Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.

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

1. Increase access and retention among populations who can benefit the most from college. This includes young adults, working adults, low-income people, people of color, immigrants and refugees, individuals with disabilities, LGBTQ+ identifying individuals, rural residents, and single parents. We must be intentional in eliminating inequities in college access and retention for students institutionally marginalized in higher education.

2. Improve completion and transfer rates for all enrolled students across all types of programs and credentials — workforce degrees, transfer degrees, certificates, apprenticeships, and bachelor's degrees. We aim to improve completion rates across-the-board for all students and to improve completion rates faster for students of color. Students must also receive necessary guidance and support about how to efficiently transfer to continue their educational journeys.

3. Provide flexible career-training options that are responsive to the needs of businesses and industries, offer Washingtonians access to well-paying jobs and career mobility, and lead to a more resilient and diverse workforce.

4. Secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency.

SBCTC OBJECTIVES AND STRATEGIES
For a complete list of objectives and strategies, see the full version of the updated 2020-2030 Strategic Plan as adopted by the State Board for Community and Technical Colleges in June 2023.