Chemeketa Community College
DQP Year 1 Work Plan Progress Report
March 1, 2013

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I.   Summary of Institutional Characteristics

Chemeketa Community College has two campuses, one in Salem, and one in McMinnville. It also has five centers; Brooks, CCBI, Dallas, Eola, and Woodburn. The college serves nearly 42,000 students each year who enroll to acquire the skills to contribute to the economic vitality of the Mid-Willamette Valley.

Vision
"We are committed to transforming lives and communities through exceptional learning experiences."

Mission
Chemeketa Community College values access and diversity, which is affirmed by how we care, collaborate, and innovate with each other and the community. We promise to actively support student learning from precollege to transfer or to the workplace and lifelong learning by focusing on student success, quality, and sustainability in all of our practices and by being responsible stewards of our resources.

Values
Our actions affirm our values, the character of the college, and how we do our work.

Diversity We are a college community enriched by the diversity of our students, staff, and community members. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.

Care We care for, trust, and respect each other and the world around us through our words and our actions.

Innovate We innovate through reflection, analysis, creativity, and bold ideas. We design quality instruction, programs, and services to prepare students to meet the changing needs of our communities in a global society.

Collaborate We collaborate with others to ensure purposeful and effective programs and services that support all students' access to opportunities for educational achievement. We welcome diverse perspectives and encourage the free exchange of ideas.

Promises/Core Themes
Promise/Core Theme 1: College Preparation
We promise to actively encourage and support college preparation, workforce readiness, and lifelong learning.

Promise/Core Theme 2: Transfer Studies We promise to actively encourage and support successful transition from high school to college and university study.

Promise/Core Theme 3: Workforce Education We promise to actively encourage and support the economic vitality of our community through excellence in technical training, workforce development, and business support.

There's no such thing as a typical Chemeketa student. Our students are all ages, from recent high school graduates to retired people. Some students attend full-time, others attend part-time, many combine work and school. During the 2011-2012 academic year 41,804 people enrolled in classes and workshops at Chemeketa.

Student and employee demographics; financial support
The average age of our students during 2011-2012 was 32.4 years old.
The ethnic make up of our 2011-2012 student body was:
- White, Non-Hispanic: 59 percent
- Black, Non-Hispanic: 1.5 percent
- Hispanic: 16.9 percent
- American Indian/Alaskan Native: 1.9 percent
- Asian: 1.1 percent
- Hawaiian/Pacific Islander: 0.5 percent
- International: 0.3 percent
- Other/Not Given: 17.2 percent

Number of college employees as of January 2012:
- Full-time staff: 462
- Full-time faculty: 218
- Part-time faculty: 565
- Hourly and student employees: 352

Where the college gets its funding: 2012-13 General Fund
- Tuition & fees: 31.1 percent
- State Sources: 27.2 percent
- Local taxes: 23.8 percent

Other: 17.9 percent

II.   Year 1 DQP Work Plan Goals and Objectives

With so many other National and State initiatives Chemeketa's goals for the first year was very focused and narrow in scope. Our goal was to take a program that was planning to do a major program review this year and look at how the DQP looked before and after the curriculum changes; to see if we were missing key components to the curriculum and assessments.

The program that we chose to focus on was Machining Technologies. There were several reasons this program was chosen; the college is in the planning phase of building a new building for this program, and as we design the building it is important for the program to look at current and future industry needs, what technology and new equipment is needed in this ever changing world, and what new teaching strategies to we need to incorporate into the curriculum.

The goals and objectives are as follows:

I.   Review current degree and course outcomes, and begin initial spider web mapping
II.   Integrate new technology and software to enhance instruction

III.   Progress To Date

To be honest we have not meet our goals for the first year of DQP. We have made a lot of progress, but we are not as far as we would like to be.

Progress

The DQP process has been discussed with the faculty and some of he advisory board members. The mapping of the existing program's course and degree outcomes has not been completed. The program did sign an agreement with two separate companies for the use of their software packages. The program is piloting both software programs this term. The students and faculty are evaluating both software packages.

The first software package is an online simulation program, with lessons and online assessments. The students can complete modules and then receive a certificate for passing the assessments at the end of each module. The advantage of this software package is that it simulates the technology that is used on the CNC (computer numerical control) machines that we have in the lab. Because these machines are very expensive, this limits the number of machines we can afford to purchase (the college just purchased a new CNC 4 axis machine for the program at a cost of $160,000), the students are limited to the amount of hand on time they can get on a machine. The software allows them access to a simulated computer panel, just like is on the machine itself, from anywhere in the world. This allowing them more time on the panel.

The second software program is used to teach students about different skills that will be used in the classroom as well as lab in courses such as metallurgy. This software did not get implemented until late in the term.

Challenges

The biggest challenge is time. The faculty contract allows are faculty to work up to 150%, because of this it s nearly impossible for us to find a time were everyone can get together. As I will discuss later, this is the main reason we have not progressed as far as we would have liked, so we will be adjusting our timeline and working on our goals and objectives this summer.

Second challenge is that not all the faculty in this program has bought into this process; they do not see the importance of this work and feel they do not have time to do this work.

Third challenge is that we did not start the process until after the conference that was held at Lane. This was in the middle of fall term and it really only gave us 12 weeks to do major work, and at the same time our college was focusing on the budget and other intiatives.

The finally challenge is that it will take us another 15 months to complete this process. This is due to the college's timelines to change curriculum and program outcomes.

Opportunities

The DQP process has allowed us to have some good dialog with the faculty and has given us the opportunity to take a deeper look at changing the curriculum, how we deliver the curriculum, and how we design our new facility to incorporate these changes. Some of the equipment that was on

the original list to purchase for the new building is being changed, because of the DQP discussion and input from the advisory committee.

Adjustments

As mentioned above we have not had enough time to get as deep in the conversation as we would like, for a variety of reasons. At the end of Spring term the program has an all-day retreat planned to discuss the findings of where the existing curriculum falls of the spider web map, identify any gaps, as well as gaps we identify from the input of industry and our advisory committee members. The goal from the retreat is to develop new course and degree outcomes, map them on the spider-web map, see if we still have gaps, eliminate those gaps and then update the curriculum for approval next fall.

The facility planning committee is working on the plans for the new building; we hope to break ground next August. Equipment that is purchased for the new building will be based on the needs identified from the retreat.

The goal is to have all of the DQP mapping, approved curriculum changes, and the new building completed by Fall 2014.

IV.   Reflections

The DQP has helped aid the discussion of making program changes and develop new course and degree outcomes. Although we are just at the surface level of the discussions, most of the faculty can see the need to make course and degree outcome changes. The real in-depth discussion will occur at the retreat mentioned above.

The discussion has already prompted the faculty to look at different delivery methods, enhance the course with simulation software, and look at what are the best teaching strategies to deliver each course. One of the issues identified was that some of the students were allowed to continue to the next term, with out having to meet the necessary skill sets. As a result of these findings, two major changes that will occur next year, the first is implementing mandatory prerequisites and the second is developing skill sheets to assess students on a consistent basis at the end of each term. If a student does not successfully preform the skills identified they will not be allowed to continue to the next term in the program.

One of the areas that we identified needing more assistance in, is the mapping and use of the spider-web tool. The other item would be to have a statewide group look at a specific general education subject such as math 111 and see how all community colleges and OUS schools compare.

V.   Lumina Grant Deliveries

The current program under review is Machining Technology.

All three of the faculty members are involved, two are actively engaged, one of the faculty is resistant to change, and is not as actively engaged.

The plan is to utilize the spider web mapping process twice. The first is to see where we currently are at, and two to see what it looks like after we identify gaps, and map the curriculum changes.

Both the students and advisory committee are involved. The college paid for the licensing of software for students to utilize this term. The students informally have already provided feedback, but a more formal process of recapping their input will occur at the end of the term. The advisory committee will be invited to the retreat to assist in the redesigning of the program.

VI. **Concluding Thoughts**

Our honest feedback is that we have not been given enough time to do the required work necessary to see if DQP is of value. Trying to implement this in the middle of an academic year has been very challenging. We are also wondering why the end of the year report is due the first of March when we have barely had 3 and a half months to try to get the faculty onboard, one of those months, the faculty were gone for the winter break.

It has also been a challenge to teach and educate faculty on the DQP process, when we feel we barely know how to enter the information on the spider-web mapping. We would like to see a 4 hour session where we can bring the course and degree outcomes, sit in a computer lab and have someone present that is familiar with the process to aid us with the inputting.