

CLACKAMAS COMMUNITY COLLEGE

# DQP Year 1 Work Plan Progress Report

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## Summary of Institutional Characteristics

Clackamas Community College (CCC) is a publicly funded, comprehensive community college— the fifth largest of the 17 community colleges in the state of Oregon. CCC is a values-driven, student-centered organization whose mission guides our collective decision-making. CCC is an innovative, resourceful, and entrepreneurial College that is proud of its flexibility, resiliency **and responsiveness**. **Voted into existence** by the local community in 1966, CCC has adjusted to the changing educational, social, and economic requirements of its communities.

The College is governed by a seven-member Board of Education elected by constituents **of its service district**. The Board is a policy board, delegating operational authority for management of the College to the administration. The College's primary financial resources come from state funds, local property taxes, and student tuition and **fees**. **Additional resource development** activities include seeking state and federal grants and foundation support.

Located near Portland — the largest metropolitan area in Oregon — Clackamas County is one of the largest counties in the state, covering 1,893 square miles and extending to the base of Mt. Hood. The county is 65% urban, 10% suburban and 25% rural, resulting in diverse needs, interests, and skill levels among the communities. The CCC service district covers all of Clackamas County **except Lake Oswego, Sandy, Damascus** and Boring, a total service area of approximately 1,850 square miles. In 2010, the district population was over 319,000 people.

Clackamas County has a diverse economic base that influences the College's programs and services. For over **150 years, agriculture, timber**, manufacturing and commerce have been Clackamas County's principal activities. More recently, the County has seen a stronger focus on metals, machinery, healthcare, high tech, logistics, forestry, food and beverage processing, renewable energy, nursery/agriculture, tourism and software development.

CCC has three campuses. The main campus occupies a 175-acre site in Oregon City that includes twenty-two buildings. The campus is characterized by strong career and **technical, liberal arts and sciences, fine** and performing arts, and athletics programs. The physical beauty of the campus reflects the partnership between the horticulture program and grounds crew. Walking paths invite community members to enjoy the campus grounds. An on-site childcare facility serves students, staff and community members. About 90% of students are enrolled at the Oregon City campus, with many of them also taking courses at other CCC campuses. (Note: Although CCC refers to the following two **satellite locations as "campuses"**, they are not Branch Campuses as defined by NWCCU (34 CFR 600.2))

CCC at the Harmony Community **Campus in Milwaukie began in 1988**. Today, we have one building that is jointly owned by CCC and the Oregon Institution of Technology (OIT), and another that is the College's newest building, which opened in 2008. CCC at Harmony houses the health sciences programs and a variety of student services and programs including courses toward an Oregon transfer degree, the Portland State University evening/**weekend business degree program, General Education Development (GED), English as a Second Language (ESL)**, community education, driver's education, and the Small

Business Development Center (SBDC) . Approximately 22% of students are enrolled at the Harmony Campus.

**CCC's Wilsonville Campus opened in Fall of 2001. Located on the west side of the district, it serves as the Utility Training Center for employees of area utilities including Portland General Electric and PacifiCorp. General education courses are offered to support all programs offered by CCC. Approximately 4% of students are enrolled at the Wilsonville Campus.**

**CCC provides programs and courses** in academic transfer, career and technical preparation, workforce development, business training and development, literacy/basic skills, and community education. In 2009-10, CCC served more than 38,000 students and had approximately 8,900 FTEs (full- time equivalent students).

College Transfer: CCC offers the 2 - year Associate of Arts Oregon Transfer (AAOT) Degree and the Associate of Science Oregon **Transfer (ASOT) Business Degree**. Completion of either guarantees junior standing upon admission to any university within the Oregon University System (OUS). Transfer students choose from **more than 70 major areas of study**. In 2009-10, 34% of all student enrollments, representing 48% of our FTE, were in lower-division collegiate coursework, and 28% of our graduating class graduated with a transfer degree. CCC's numerous degree partnership **programs and articulation agreements** aid students in the transfer process.

Career and Technical, Workforce Services, and Small Business Development: CCC offers 62 less-than-one year, **career pathway , and 1- year Certificates of Completion**, 31 2 - year Associate of Applied Science degrees, and an Associate of General Studies degree. In 2009 -10, 65% of all student enrollments, representing 32% of our FTE, were in Career and Technical courses and 55% of our graduating students graduated with a career technical degree and/or certificate.

**Contracted** employee training is available through the Customized Training & Development Services (CTDS) program and assistance to small businesses is offered through the Small Business Development Center (SBDC). In 2009-10, CTDS **& SBDC served over 2,200 students**.

A significantly expanded area of service for CCC during this economic downturn has been our workforce services. Since 2003, the Workforce Development Department has served more than 32,000 job seekers through assessment and career coaching, training scholarships for tuition, fees, books, and licensures, and job search preparation and placement. Between 2008-09 and 2009- 10, CCC saw a greater than 10 - fold increase in Workforce Investment Act (WIA) clients.

Literacy/Basic Skills: CCC offers instruction in basic academic and study skills, including the Adult High School Diploma (AHSD), General Educational Development (GED), English as a Second Language (**ESL**), **and Life & Career Options (LCOP)**. Graduates of our high school diploma programs made up approximately 12% of our graduating class in 2009-10.

Community Education: CCC offers non - credit workplace skill -building, health, safety, and other personal interest and enrichment courses through district community schools and senior programs at

more than 100 locations. In 2009- 10, there were an estimated 9,318 students enrolled in these courses throughout the district. In addition, CCC offers numerous community and cultural enrichment activities and events throughout the year.

## **Year 1 DQP Work Plan Goals and Objectives**

Clackamas Community College's Institutional Objectives are:

- a) Strengthen/establish AS degrees at CCC, linking program outcomes with DQP where possible.
- b) Use the DQP as one lens for analysis of 6 programs piloting the enhanced program review processes.
- c) Engage faculty around the DQP, engaging them in intra- and interdisciplinary conversations about curriculum related to DQP.

## Progress to Date

DQP is one of many initiatives underway that compete for limited time and attention of staff and faculty. Therefore we have tried to explore the ways in which DQP might support or help those projects without adding too much to the workload of those involved.

For example, CCC is now undergoing a systematic review/rewriting of outcomes in many of its programs. This is a good opportunity to discuss how the new outcomes are reflected in the axes of the DQP “spiderweb.”

CCC is also reviewing its programs systematically to consider the creation of Associate of Science (AS) degrees in many areas where they have not existed before. This opens up possibilities for conversation about the horizontal and vertical aspects of the DQP framework.

In each of these areas (and more), explicit conversation about DQP and implicit discussion along similar lines is taking place. We have a group of faculty and staff who went to the DQP conference, and they have done practice program mappings.

### Opportunities and Challenges/Insights

The most obvious opportunity is that the DQP framework is relevant and connected to so much of the work we are currently undertaking. For a large variety of reasons, we are already looking at how (and how well) we define our programs, program outcomes, and how they compare to our sister community colleges and also our four-year partners.

The main challenges spring from the same set of circumstances, however – we are undertaking all this work for many reasons, many our own and some driven by external stakeholders. Every stakeholder and every incentive tends to come with its own framework and set of standards. So, in that context, DQP is a way to simplify things by providing an overriding framework, but it’s also “yet another” framework to apply.

### Adjustments

We are getting further into program-level outcome revisions and assessment work in the coming terms, so we will have more opportunity for DQP exploration in applied ways (up to now it has been more conceptual).

## Reflections

So far, the main impact of DQP to this point on program outcomes, teaching & learning, and assessment has been indirect. While working on each of these areas, conversations about the DQP framework have emerged. Whether it would be possible to see DQP emerge explicitly, for example, in a newly-revised set of program outcomes is hard to predict, but those doing the revisions are talking about the range of goals addressed by DQP, what level of outcome is appropriate for Associate-level degrees, and how transfer programs align.

## Recommendations

It may be helpful to consider (as a larger group within the state) how particular statewide initiatives and efforts, such as the AAOT framework, 40-40-20, or “compacts” connect with DQP efforts, so that when institutions work on those efforts in statewide ways, they can also include DQP concepts and goals.

## Lumina Grant Deliverables

Programs under review simultaneously with the DQP project include:

- Engineering Transfer
- Business (ASOT and Retail Management)
- Computer Science
- English (as part of a developing AS degree)
- Horticulture (Urban Agriculture)

(Note that much of this review involves DQP-related work already underway, not necessarily driven by DQP.)

Faculty, students and advisory committees in these areas will be involved both in all the program reviews and revisions, and also to some degree in “spider-web mapping” where DQP emerges as an important means for helping program revision and review.

## Concluding Thoughts

Our concluding thoughts are in line with our “insights” above: The DQP framework is relevant and connected to so much of the work we are currently undertaking. For a large variety of reasons, we are already looking at how (and how well) we define our programs, program outcomes, and how they compare to our sister community colleges and also our four-year partner institutions.

The fact that it lines up well with much of what we are up to is definitely a potential plus, but whether the added effort of connecting these ongoing efforts to an additional framework is worthwhile is something we are still working to determine.