

CLACKAMAS COMMUNITY COLLEGE

# DQP Year 2 Work Plan Progress Report

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**Bill Briare**  
**Matthew Altman**  
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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 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 an 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: CC 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 2 DQP Work Plan Goals and Objectives

Clackamas Community College's Institutional Objectives for year two were:

### Institutional Engagement:

- Continue strengthening/establishing AS degrees at CCC, linking program outcomes with DQP where possible.
- Use the DQP, where appropriate, to support or shape new program review processes.

### Horizontal Alignment:

- Horizontal Alignment outcomes at CCC are largely embedded in the "institutional engagement" outcomes of expanded AS Degree offerings, more robust program review, and renewed focus on gen-ed and related instruction outcomes. All of these areas require checking with educational partners at the community college and 4-year level. Beyond such efforts, CCC aims to participate in DQP events specifically designed to bring together horizontal and vertical partners for broader conversations about DQP, or partnership/integration-related opportunities that align with DQP goals (whether explicitly related to DQP or not). An obvious example in Oregon is the newly emerging funding framework and associate "compacts".

### Vertical Integration

- Vertical Alignment outcomes at CCC are largely embedded in the "institutional engagement" outcomes of expanded AS Degree offerings, more robust program review, and renewed focus on gen-ed and related instruction outcomes. All of these areas require checking with educational partners at the community college and 4-year level. Beyond such efforts, CCC aims to participate in DQP events specifically designed to bring together horizontal and vertical partners for broader conversations about DQP, or partnership/integration-related opportunities that align with DQP goals (whether explicitly related to DQP or not). An obvious example in Oregon is the newly emerging funding framework and associate "compacts".
- Bring DQP into ongoing discussions related to gen-ed and cross-curricular outcomes.

## Progress to Date

DQP is one of many initiatives underway that, though helpful in creating conversation around important ideas and goals, compete for limited time and attention of staff and faculty. Therefore we have tried to consider DQP, and the questions and issues it raises and tries to address, when working on a range of projects already underway at the College.

## *New AS Degrees*

CC has also begun creating new Associate of Science (AS) degrees in many areas where they have not existed before. The following program areas have created these new transfer-oriented degrees:

- *Biology (U of O and PSU)*
- *Computer Science (PSU)*
- *Civil Engineering (PSU)*
- *Computer Engineering (PSU)*
- *Electrical Engineering (PSU)*
- *Engineering (George Fox)*
- *English (Marylhurst)*
- *Environmental Engineering (PSU)*
- *Geology (PSU)*
- *Mechanical Engineering (PSU)*

For each of these degrees, explicit conversation about how the associate degree for a specific area matches up with the bachelor program requirements is taking place. Implicitly this conversation covers ground that the DQP covers.

## *Program Learning Outcome Revision*

CC has just completed a thorough review/rewriting of its program-level student learning outcomes. The DQP figured into the conversations accompanying those revisions, but only in a minor way.

For example, in order to explore how focused work on the DQP itself might help inform these activities, we have encouraged faculty members in several areas to use the DQP “spiderweb” mapping and try applying it to our programs and courses. The most extensive DQP mapping at CC has been done in the following areas:

- Automotive Technology AAS
- Clinical Lab Assistant
- Math and Writing Outcomes

Both the Automotive Technology AAS and Clinical lab assistant programs reviewed/ revised their program learning outcomes in December of 2013. It is not clear from looking at the new outcomes, however, that participation in the DQP mapping activities had any direct influence. (For example, DQP terminology was not added to the outcome language.)

### *“Oregonized” Summits and DQP Gatherings*

One of the benefits of CCC’s participation in DQP has been its involvement in statewide gatherings to talk about the bigger picture of learning outcomes, general education, and what that means to institutions at different levels. These conversations are always productive and informative, even if little concrete work on the DQP itself results. For example, three CCC staff attended the last DQP summit, and learned a great deal about how another institution structured its general education outcomes. This, in turn, is helping shape our own efforts in that area. Ironically, though the DQP created the opportunity for this sharing and structured the broader conversation, the value we took away was not DQP-specific.

“Oregonized” Summits. The so-called “initiative fatigue” – to which DQP contributes – is seen by a wide range of stakeholders as serious enough that a group from across the state has gotten together to look at a DQP and other related initiatives, such as the WICHE Passport, LEAP, High-Impact Practices, for ways that the best features and ideals of all these initiatives can be obtained without having to do them all at the same time.

It may be that the best outcome or idea coming from the “Oregonized” summits may be a plan for more regular gatherings at which the over-riding purposes for all these initiatives will always be on the table. Similar to the DQP conference discussed above, the opportunity to get together regularly to discuss shared efforts and values is worthwhile.

### **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 review and assessment work in the coming year, so we will have more opportunity for DQP and related exploration.

## **Reflections and Concluding Thoughts**

So far, the main impact of DQP to this point on program outcomes, teaching & learning, and assessment has been indirect.

## **Recommendations to improve DQP**

The underlying mapping technology of DQP seems like an area worth improving, exploring, and maybe even using without its dependence on the five DQP “axes”. The ability to link courses, outcomes and programs, and then display a summary graphic that conveys information about the balance of the whole and the cumulative level – may be something worth generalizing and exploring for its own value.

For example, instead of the five DQP axes, an institution could plug in its own gen-ed areas and discipline-specific degree requirements. Higher-numbered courses could be automatically mapped to more weight.

This would allow for spiderwebs showing a mapping of actual degree recipients, in aggregate, and how they completed the requirements for their degrees on whatever system the institution is using for itself.

Comparing these maps (and the axes themselves) across institutions would create conversations at a higher level that could be used for many purposes, without having to get the institutions all on board with the specific DQP axes or drag folks through huge amounts of mapping work. If we could just walk into a conference and see our own maps on our own requirements, and compare with another institution’s (either horizontally or vertically) that would be a very valuable conversation starter and could contribute to a wide range of initiatives already underway.

