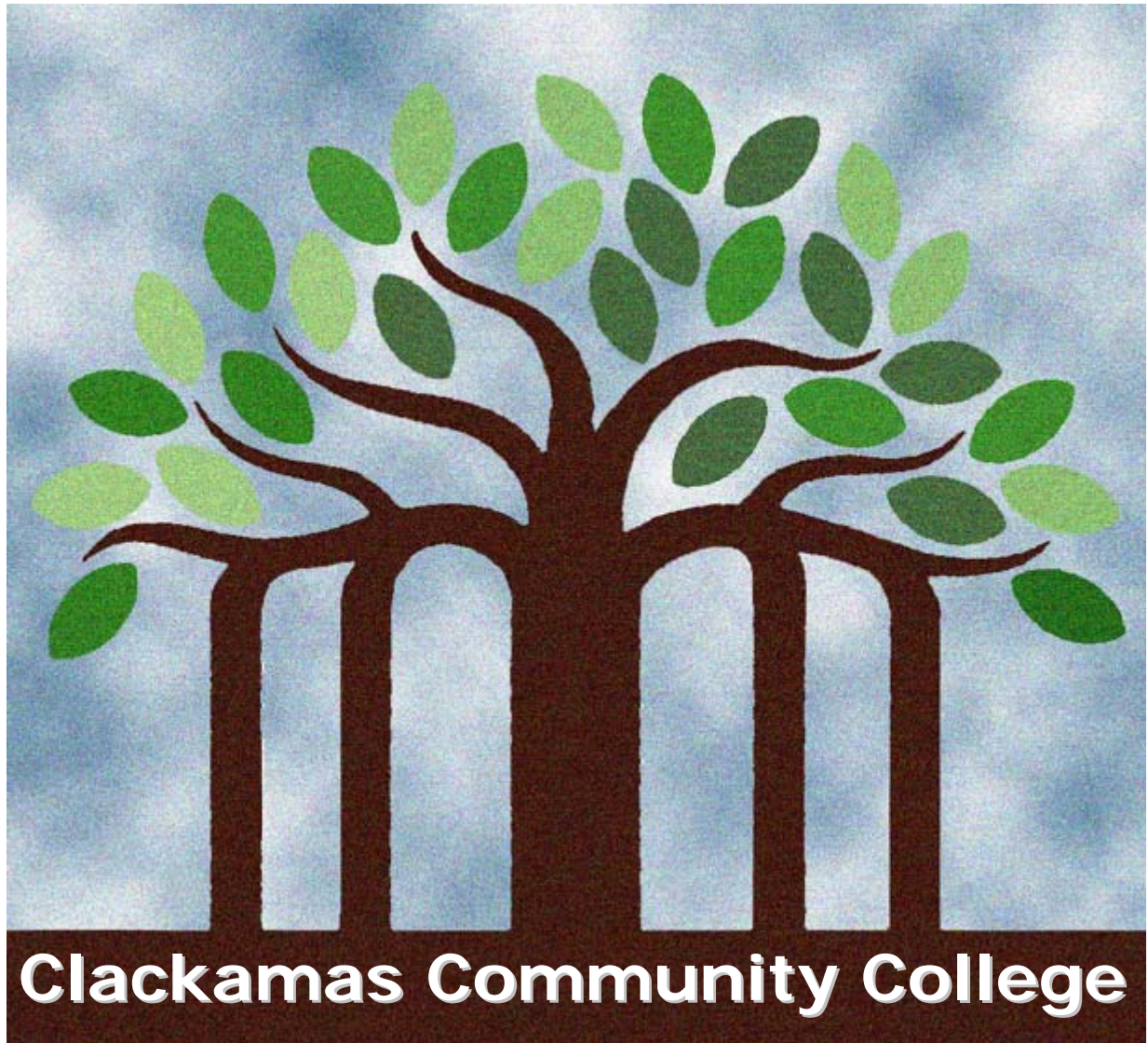


YEAR ONE SELF-STUDY REPORT



September 8, 2011

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Institutional Overview

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 CCC 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 the Lake Oswego, Sandy, Damascus and Boring schools districts, 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, fine and performing arts, and athletics programs. The physical beauty of the campus reflects the partnership between the horticulture program and grounds crew. An on-site childcare facility serves students, staff, as well as community members. About 90% of students are enrolled at the Oregon City campus, with many of them also taking courses at other CCC campuses.

CCC at the Harmony Community Campus in Milwaukie began in 1998. 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, GED, ESL, adult enrichment, driver's education, and the Small Business Development Center. 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). Over 24,000 individuals enrolled in credit courses. More than 20,000 people enrolled in non-credit continuing education and training courses in 2009-10.

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 pathways, 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), Life & Career Options (LCOP), and Young Parent Opportunity Program (YPOP). Graduates of our high school diploma programs made up approximately 12% of our graduating class in 2009-10.

Community Education: CCC offers credit and 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.

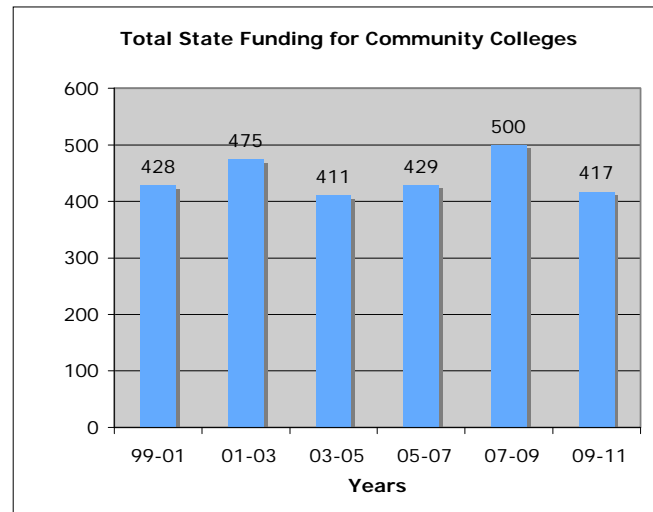
In this Year 1 report, CCC presents its mission, core themes, intended outcomes/objectives and associated indicators that allow the College to determine whether it is accomplishing its purpose. The report reflects the newly revised accreditation standards and process from the Northwest Commission on Colleges and Universities (NWCCU) and presents CCC within this new framework.

Preface

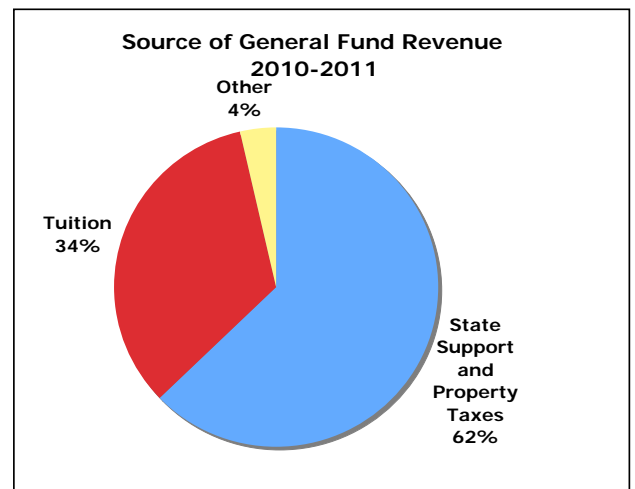
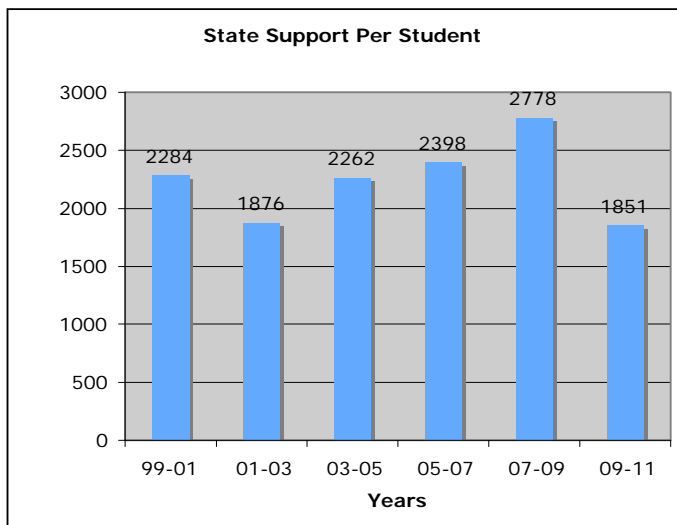
A. Brief Update on Institutional Changes Since the Institution's Last Report

Clackamas Community College experienced significant changes in administrative leadership positions after the last comprehensive evaluation. Indeed, during the accreditation team's visit in 2006, the President was on leave, and the College had an Interim Vice President for Instructional Services and an Interim Vice President of College Services. Since that visit, an Interim President was appointed and later hired into the position, and the College has had three Vice Presidents of Instructional Services (the current Vice President was hired in Spring 2009) and two Vice Presidents of College Services (the current Vice President was hired in Fall of 2007). The Director of College Advancement, hired in Spring 2006, is the senior member of the executive team. Throughout these leadership changes, membership in the Board of Education has remained consistent, providing a strong, stabilizing force for the College.

A major portion of the College's operational budget comes from state funding, and over the last four years state funding for Oregon's community colleges has dropped significantly. Funding for the 2011-13 biennium is currently at \$395 million with the possibility of becoming \$410 million. Even at the higher level, the biennial funding for the community colleges will be the lowest it has been since prior to 1999. While Oregon's overall tax burden is below the national average when expressed as a share of personal income, Oregon relies more on income taxes than any other state. Income and capital gains taxes are the most volatile of all taxes. The combination of this volatility and low reserve levels has made for an unstable system of funding essential services, including higher education.



As is typical during rough economic times, the enrollment at community colleges in Oregon has risen. Clackamas Community College has seen a 41% increase in enrollment over the last ten years. The combination of shrinking funds and a growing student body has led to erosion in per-student funding. Consequently, more of the burden has shifted to the student for funding the cost of education. Student tuition now accounts for 34% of the general fund revenue, up from 19% in 2007-08.



Economic pressures have also led to a shrinking of the full-time employee base. Between 2008-09 and 2010-11, the number of management/supervisory employees decreased 7.1%, faculty decreased by 8.3% and classified staff by 13.9%. The College’s goal in resolving these economic pressures has been to maintain or improve our ability to serve students by preserving our stable workforce, streamlining processes, and maintaining our diverse offerings and support services. In order to preserve workforce stability during this time, the College has taken financial advantage of a significant number of positions that became vacant due to attrition over the last two years. Additional decreases in full-time staffing levels will be apparent in the 2011-12 year due to numerous retirements at the end of 2011. These retirements reflect the age of the college, employees’ concerns about Oregon’s Public Employee Retirement System funding, and an additional retirement incentive provided by the College. Reductions in the full-time employee base create significant stress to the institution, challenging us to manage higher workloads and preserve institutional culture and history while changing, and in many cases improving, the way we accomplish our mission.

The College community has been working together to meet the challenge of dwindling state funding while still positioning ourselves for the future. Throughout the 2008-09 academic year, employees and students provided ideas for reducing expenditures and increasing revenue. Employee associations voted voluntarily to forego previously negotiated cost-of-living increases for the 2009-10 year. In Spring 2009, a Budget Advisory Committee consisting of classified staff, full-time and part-time faculty leaders as well as deans and the executive leadership came together to make difficult decisions. This group has continued to be a guiding force in developing principles for addressing ongoing financial planning. Their guidance, and that of the entire college community, has been clear – be strategic and keep the long-term financial health of the College at the forefront. The College developed and vetted a new Position Opening Request process to respond to the call to analyze vacancies and take advantage of attrition to fill highest priority needs and reduce or eliminate layoffs. The College has worked hard to optimize our ways of doing work, and to identify what we can stop doing and what we must do to move forward. Despite the external forces over which we had little control, CCC made a commitment to take control of what we could—our internal processes and procedures.

Based on feedback and suggestions from the campus community, a major reorganization of the instructional and student services areas was undertaken in Spring 2010. The goal of the restructure was to align day-to-day operations with the critical student-centered focus areas of our mission to ensure that the College was better able to address the needs of the present and future with a smaller workforce. Instruction and student services moved from eight divisions to five. Each of the five divisions represents a network of programs that serve as leaders for certain aspects of CCC, each of which requires college-wide collaboration and focus. The major structural changes were implemented at the start of the 2010-11 year. A summary of the new division structure and the key focus areas is contained in Appendix A.

After the reorganization, a thorough analysis of our administrative and secretarial support positions followed in order to identify ways in which we could share personnel in response to limited resources. The College was committed to taking advantage of attrition to save people's jobs, which meant letting go of existing positions and creating new ones. The classified staff has demonstrated amazing flexibility and commitment to professional development as old roles and relationships change, and new skills and relationships are established. A concept map of the new administrative and instructional support system, implemented in July 2011, is contained in Appendix B.

Despite the significant changes, decline in funding, and increase in student enrollment at the College, CCC remains remarkably responsive, creative, stable and adaptable. The graphic of the banyan tree continues to reflect our vision for the College and remind us of our mission and purpose. Like the banyan tree, the College grows stronger over time relying upon and developing through the efforts of each and every employee. During these last few years

- The strong, faculty-driven assessment committee developed and refined tools for college-wide faculty participation in assessment of general education outcomes.
- The faculty-led curriculum committee revised the course outline and assessment matrix and revised and implemented new general education course-approval processes.
- A new building was added to the Harmony Community Campus in Milwaukie.
- The College conducted and responded to a climate survey to help regain strong footing after significant changes in leadership.
- Members of a cross-institutional team of fourteen employees (the LEAN 14) have become certified as LEAN trainers and led LEAN analyses of registration, financial aid, scheduling, catalog, and course development and approval processes. This team continues to provide services to any area of the College, upon request.
- A center to support teaching and learning through professional growth for faculty, the Continuous Learning Collaborative, has been developed and implemented.
- The college-wide Strategic Enrollment Management committee developed a model for a Knowledge Network approach to data-informed decision making, made significant strides in improving data integrity, and supported external analysis of market penetration and the effectiveness of our recruitment strategies.
- Programs have been added in Health Informatics, Urban Agriculture, and Renewable Energy.
- Operational and energy efficiencies have been developed and implemented to achieve significant savings in resources.

- The Veterans' Education and Training Center was developed and the College is playing a major role in reintegration and providing educational support for a large number of returning National Guardsmen
- The College has embraced a new focus on sustainability.
- The College has garnered significant grant funding for workforce development, veterans' services, and renewable energy systems.

The College has undergone significant change in the last few years, and is eager for years of positive energy and growth. Despite the hardship, CCC has positioned itself well to move forward with confidence and optimism. The College is ready for the self-reflection and aspirational activities that the next stages of accreditation provide.

B. Response to Topics Previously Requested by the Commission

The Comprehensive Evaluation of Clackamas Community College in Fall of 2006 resulted in three recommendations.

Recommendation 1

While noting that assessment is conducted at the course level, the Committee did not find evidence that student learning outcomes are identified, published, and assessed for transfer degrees. The Committee recommends the College identify, publish, and systematically assess the expected learning outcomes for its transfer degrees. (Eligibility Requirement 12, Commission Policy 2.2, Standard 2.B.2)

A broad-based task force conducted research on outcomes-based instruction and the development of student learning outcomes. The College also participated in the statewide development of outcomes for the transfer degrees. The development of general education outcomes was discussed at Curriculum Committee meetings, summer curriculum meetings, College Council, Assessment Committee meetings, and during College in-service sessions.

Although the statewide work remained in progress, CCC utilized a collaborative and inclusive process to develop our own general education learning outcomes, based on the work of the statewide groups to date. The General Education Student Learning Outcomes for AAOT/ASOT Degrees were approved through CCC's internal processes and published in the catalog beginning in the 2008-09 year.

A process to link course-level student learning outcomes with the general education outcomes was piloted in 2008-09. The College had yet to identify how these linkages would result in measurements of attainment of student learning outcomes, and how the results would be used to improve teaching and learning. Additionally, a formalized structure for oversight and review of assessment activities and professional development on assessment was still needed. Although progress was made during the 2-year period after the comprehensive evaluation, much work remained.

Recommendation 2

While planning occurs at several levels, the Committee did not find evidence that the institution systematically applies evaluation and planning procedures, assesses the extent to which it fulfills its mission and achieves its goals, and periodically published the results to its constituents. The Committee recommends that the institution clearly link systematic evaluation activities with ongoing planning processes to influence resource allocation and to improve instructional programs, institutional services, and activities. (Eligibility Requirement 17 and Standard 1.B.4)

To address Recommendation 2, CCC developed a strategic planning task force that worked closely with the Executive Team, Presidents' Council, College Council, the Foundation Board, and the CCC Board of Education to design and implement a process linking the annual budget to the strategic plan at an institutional level. Their work was collaborative and involved multiple opportunities for broad campus and community participation. As a result of the College's work

- CCC's Visions to Reality Document was revisited and the decision-making processes were streamlined.
- Institutional Planning and Assessment and departmental and division templates were redesigned to be useful at both institutional and program levels in shaping strategic direction and self-evaluation.
- A process for identifying three-year Strategic Priorities and annual Institutional Activities with Targeted Tasks was implemented.
- An Institutional Planning and Assessment Board Report was adopted that more clearly links the strategic planning process with decision-making and assessment.

During the 2-year period after the comprehensive evaluation, CCC was able to address Recommendation 2 in a meaningful and very substantive way. In the Focused Interim Report response, the Commission reviewer commended the College for establishing a strategic planning process that assesses the extent to which it fulfills its mission and achieves its goals. It was further noted that "The College has excelled in involving all college constituencies in the planning process, at developing user friendly planning documents and tools, at developing an easily accessible section of the web site for strategic planning, and at celebrating successes while highlighting the importance of lessons learned in the evaluation of strategic activities."

Recommendation 3

The College's growth and increasing complexity have not been accompanied by adequate financial management tools and controls. In some cases, policies could not be found. Overarching financial policies, reports and controls need attention to insure financial and fiduciary rigor. In its self-study, the College identified the need to upgrade, modernize and reorganize its financial software. The Committee encourages the College to complete the upgrade process. Furthermore, the Committee recommends that financial policies and practices also be reviewed and updated as needed to reflect the complexity of college operations. (Standard 7.C.2, 7.C.4, 7.C.11, 7.D.3)

The College responded quickly to this recommendation and began communicating a current financial forecast regularly at appropriate intervals to the various governance councils and committees and the Board of Education. Policies were researched, written and revised for all relevant topics in accordance with the recommended practices of the Government Finance

Officers Association. Existing, revised and new policies were reviewed in appropriate committees, operational meetings, and trainings.

The College's chart of accounts was revised to make it easier to retrieve information for financial reports. The College adopted financial reporting software that provides access by College staff to financial reports that are timely, consistent, understandable and useful.

Datatel consultants recommended a number of changes that were adopted by CCC to reduce manual and inefficient processes. Some of these changes had been implemented by the time of the Focused Interim report, and others identified were still in progress. Internal controls were systematically documented, reviewed and communicated.

As can be seen above, the College took immediate action to address the concerns identified in the Comprehensive Evaluation Report. After the Focused Interim Report and subsequent visit in Spring of 2009, the Commission concluded that the College had collaboratively addressed each recommendation and fully responded to Recommendations 2 and 3, yet only partially addressed Recommendation 1.

The College was given the following recommendation as a result of the Focused Interim Visit and requested to provide a follow-up progress report to NWCCU in Fall of 2009.

Recommendation

Clackamas Community College has made progress in identifying and publishing expected student learning outcomes for its transfer degrees. The College now needs to systematically assess the outcomes and use the results to inform the planning process, to improve teaching and learning, and to demonstrate that students who complete the programs have achieved these outcomes. (Eligibility Requirement 12, Policy 2.2, Standard 2.B.2)

CCC continued to participate in statewide discussions and development of the general education student learning outcomes and associated course criteria for our two transfer degrees, the Associate of Arts Oregon Transfer and the Associate of Science Oregon Transfer Business. The College conducted extensive research on the subject of assessment and adopted an approach aligned with "The Art and Science of Assessing General Education Outcomes," a monograph that reflects, reinforces, and provides practical advise based on *Greater Expectations: A New Vision for Learning as a Nation Goes to College*, presented by the Association of American Colleges and Universities in 2002.

As our transfer degrees are designed to provide a common foundation for the first two years of undergraduate education in Oregon, there was good reason for CCC to adopt this particular approach. The College's focus is on the general education component—the part of the curriculum that is shared by all students. Through the sum of the courses students take in their first two years, students accumulate and integrate the knowledge, skills, and abilities necessary to attain the general education outcomes of our transfer degrees. Rather than being the sole responsibility of any single course or department, these student learning outcomes are shaped and strengthened by their integration throughout the 2-year programs.

In recognition of this shared responsibility for general education outcome attainment, all appropriate credit courses at CCC are mapped to the general education student learning outcomes and identified as partially, substantially, or completely addressing each outcome. Thus, a broad array of classes is identified as moving students toward attainment of each student learning outcome.

Instructional Standards and Procedures were adopted to provide administrative clarity and substance to the assessment work. Revised instructions and procedure manuals were developed to help faculty complete the electronic forms in Datatel indicating the assessment tools used in their classes (presentations, portfolios, writing assignments, rubrics, etc.), the number of students assessed, and the number of students who attained each student learning outcome. In addition, faculty responded to the following:

- What do you plan to change the next time you teach the course?
- Please explain how you think this change will improve instruction, curriculum, or the learning process.
- How will you measure whether the changes have improved instruction, curriculum, or the learning process?

The College designed strategies for tracking and analyzing the process and results of assessment. Shells were developed to provide a variety of reports that faculty and managers can access by logging in to CCC's Reporting Services website. Reports of individual results can be used to inform a teacher and learner, and reports of aggregate results provide feedback on a program or particular student learning outcome.

The first assessment pilot using these tools was conducted in Winter of 2009, and the second in Spring of 2009. The College continues to expand and improve its assessment of student learning outcomes, and has incorporated strengthening assessment and closing the loop in the continuous improvement cycle into its Strategic Priorities and Institutional Activities.

The Progress Report was accepted by NWCCU and the Commission was satisfied that Recommendation 1 of the Fall 2006 Comprehensive Evaluation Report and Recommendation 1 of the Spring 2008 Focused Interim Evaluation Report were now substantially in compliance, but still in need of improvement.

The College staff and board members take great pride in Clackamas Community College. We have continued to address the concerns shown by the Commission and diligently work to strengthen the educational experiences of our students. Since the 2009 Progress Report the College has continued to address Recommendation 1:

- State Outcomes and criteria, finalized in January 2010, were adopted and fully implemented in Fall 2010.
- The mapping document was updated and incorporated into the course outline form to identify where the general education outcomes are partially, substantially, or completely addressed.
- The Assessment Committee continues to provide professional development opportunities for faculty.

- The Curriculum Committee developed a comprehensive process to review all new and existing courses seeking certification to meet general education requirements for alignment with the new outcomes and criteria.

CCC faculty are to be commended for their sense of curricular integrity, and the time and effort that went into these comprehensive and meaningful activities.

In addition, the College has continued to streamline and revise the strategic planning processes and make appropriate use of technology:

- A Budget Advisory Committee, consisting of representatives from administration, full-time faculty, part-time faculty, and classified staff, was created to provide leadership and guidance in resource allocation and identifying and monitoring indicators of fiscal health.
- The Instruction and Student Services Blueprint is being developed for short- and long-term strategic planning at the department and program level, and for use in shared decision-making regarding resource allocation and institutional effectiveness.
- The College implemented additional technological solutions to ensure the integrity of our data systems, provide easier payment plans for students, and reduce manual and repetitive activities.

The more robust strategic planning processes and the impact of their implementation as we weather the economic storm around us have been felt throughout the College community. Our shared commitment to long-term viability and continuous improvement, and extraordinary willingness to be a part of necessary changes, has established a robust foundation for the future.

Chapter One – Standard One: Mission, Core Themes, and Expectations

a) Executive Summary of Eligibility Requirements 2 And 3

Clackamas Community College complies with the eligibility requirements of the Northwest Commission on Colleges and Universities

2. Authority – The College operates under the authority granted by the State of Oregon to community colleges under ORS 341. Our certificates and degrees are authorized and approved by the Oregon State Board of Education.

3. Mission and Core Themes – The College’s mission and core themes direct its educational focus and are appropriate for a comprehensive two-year college. Our resources are directed toward supporting the educational needs of our students and community. The mission and core themes are regularly reviewed and approved by the locally elected governing board.

b) Standard 1A Mission:

To serve the people of the college district with quality education and training opportunities that are accessible to all students, adaptable to changing needs, and accountable to the community we serve.

Clackamas Community College (CCC) identifies a mission, purpose, and set of value statements that collectively provide direction for the College. The mission is shown above. The purpose statement—Creating lifetime opportunities for success through responsive education—provides a shorter statement that expresses the essence of the mission. Our purpose and mission statements are contained within the Visions to Reality document (Appendix C), the catalog and the student handbook. The purpose statement serves as the backdrop in the College boardroom and is posted on the website and throughout the campus along with our Code of Ethics and the visual image of the banyan tree.

The banyan tree is the College’s symbol of organizational strength. Like the banyan tree, whose branches grow into the ground to become new trunks, the College is continuously growing into a stronger, healthier organization through the personal commitment and initiative of each student and staff member. Our committee structures and iterative phases of decision-making illustrate the participatory and collaborative nature of the College. The banyan tree graphic has been used on campus since the early 1990s to reflect our College vision and remind us every day of our mission and purpose.



The College regularly reviews its mission, purpose, and value statements. Between 2000 and 2004, the College undertook an extensive review and reaffirmation of its mission and purpose, and values. Key milestones of that review included:

1. In-service work on the values’ statements which incorporated more learner-focused statements and reiteration of support for CCC’s meeting and communication structures.

2. A thorough review of the College's Goals and Measures of Institutional Effectiveness resulting in modifications in the organization of the goals and measures, updating of measures, and reaffirmation of the College's Goals.
3. An extensive review of the College's Mission, Values, decision-making structure and planning process. The recommendations included no change to the Mission and Values statements, updated decision-making information and refined planning processes and procedures. The recommendations were approved through the campus committees and the Board.

During 2009, the Board reaffirmed its commitment to our current mission and purpose to provide clear and firm guidance to the College as we responded to significant declines in state support for community colleges. This reaffirmation proved critical as the College made significant reductions and changes in Spring of 2009, and again in Spring of 2010. The College is scheduled to begin the next review of the mission, purpose, and value statements in 2012.

Interpretation of Mission Fulfillment

CCC developed its understanding of Mission Fulfillment through our work identifying and vetting Core Themes. This was a process that took two years, despite the fact that we had reaffirmed a very strong defining mission statement. Beginning in 2009-10, the Executive Team, Expanded Presidents' Council, Department Chairs, Directors and Dean's Assistants, College Council and the Board of Education were given an introduction to the new accreditation processes and the idea of Core Themes. Expanded Presidents' Council then engaged in an activity to identify "what does mission fulfillment look like." Its work, coupled with the lessons learned by the Accreditation Steering Committee members who attended the NWCCU spring workshops in Seattle led to the first draft of the Core Themes in Spring 2010. These themes were reviewed and commented upon by the college community during in-service in Fall 2010.

However, we (members of the Accreditation Steering Committee) found ourselves questioning these themes as we worked on the objectives and indicators. Taking to heart advice from some of the pilot schools, we refined the idea of "mission-level indicators" by continually asking ourselves, "What does it mean to meet our Mission?" With each suggestion for objective and/or indicator we asked ourselves, "If this comes out below target, would we say we were not meeting our mission?" This question provided the key to unlocking two interrelated puzzles: the difference between 1) a Core Theme and a value we hold, and 2) the results we demand of ourselves and the drivers we use to get those results.

Additional work by the Accreditation Steering Committee, and a second round of workshops in Spring of 2011, led the team to discover that some of the ideas that had been originally proposed as core themes might better be characterized as values, and these values were more appropriately visible in the mission-level indicators we choose (Year One Report) and in how we go about our work as discussed in later reports. As we moved forward, the differences became much more clear. This clarity allowed us not only to identify our mission-level indicators but also to revise our Core Themes and recognize what it really means to meet our mission.

As we grappled with the issue further, the team came to understand better the advice and guidance shared by institutions that were further along in the new process. We moved to making CCC's Core Themes very focused on our results – what we do rather than who we are or how we do it. This shift has provided clarity to the Accreditation Steering Committee, and also to the rest of the College as we prepared the Year 1 report, and as we work on the Year 3 report due in 2012. In some ways this process seems a bit backwards, but it was our evolution, or revelation, here at CCC. Our drivers are the way we do our work, the methods or processes we follow because there is research, or perhaps just assumption, that these will help us achieve our results. The drivers are what we analyze, tweak or even abandon if our results aren't good enough; they are not the results we are seeking but the means by which we are trying to attain them.

The updated Core Themes were presented for feedback to the Board of Education and to the College community through College Council, Expanded Presidents' Council, the VP meeting, and a link on our Accreditation Website. In each of these venues, we invited feedback on the Core Themes and Objectives and analysis of whether our mission-level indicators provide meaningful and relevant measures of our objectives and mission fulfillment.

At the end of the day, our Core Themes and associated objectives and indicators embody the results for which we hold ourselves accountable. We have identified four Core Themes that manifest the essential elements of mission fulfillment:

- Academic Transfer
- Career and Technical
- Essential Skills
- Lifelong Learning

Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment

As is clear from our Core Themes, CCC defines fulfillment of its Mission by the results of its educational endeavors. For our Academic Transfer, Career and Technical, and Essential Skills themes, our focus is on:

- Students' ability to access the College to achieve their goals;
- Learning experiences that support students in achieving their goals; and
- Student success when they transition to the next step beyond CCC.

For our Lifelong Learning Theme, we honor our commitment to the members of our community throughout their lifetime and beyond formal education. Mission fulfillment for lifelong learning requires us to:

- Engage the community in diverse special events that enhance educational programs and support community interests;
- Partner with education, business, industry and community organizations to provide education and enrichment programs; and
- Provide the community with meaningful, informal continuing education opportunities.

These objectives, and the associated indicators, provide the criteria used to determine the extent of mission fulfillment. The majority of the mission-level indicators identified are measures that are already available to us. In some cases, we have only our own historic data as comparison. In others we are able to compare to other institutions or averages for the state or nation.

Based on guidance received from the Board of Education, College Council, and other campus leaders, the College will be engaged in setting specific targets during the upcoming year. For each indicator, we will identify a base level of acceptable performance and a target range of expectation. Both the base level of acceptable performance and the target range will be determined considering our current performance levels, appropriate comparisons to others, our own expectations and values, and the constraints of current resources. For some indicators, the target range may be small. In areas where we are striving to catch up, stretch and/or excel, we will identify a more aspirational goal, with reasonable and graduated targets.

C) Standard 1B Core Themes

Each of the four Core Themes, the objectives to be achieved, the indicators of achievement, the rationale for choosing the indicators and how/why the indicators are assessable are discussed below. An overview of this information in tabular form is shown in Appendix D.

Core Theme I: Academic Transfer

The College's first core theme reflects our commitment to meeting our mission by providing access to a high quality educational experience that results in successful academic transfer to a 4-year institution. Approximately 10% of students attending CCC declare their intention to earn a transfer degree, although more than 70% of credit students enroll in at least one lower-division collegiate course.

There are three objectives associated with Core Theme 1. Beneath each objective are the indicators, rationale for choosing each indicator and how/why the indicator is assessable.

Objective 1: Transfer students are prepared to successfully attain their educational goals.

- Indicator 1-1: Transfer rates for those who graduate with a degree

Rationale: Transfer rates for those who have earned a transfer degree demonstrate clearly that students are progressing toward their goal of attaining a 4-year degree. The data are available to us within the annual Integrated Postsecondary Education Data System (IPEDS) report and this is one of the state Key Performance Measures (KPMs) for Oregon's community colleges.

- Indicator 1-2: Transfer rates for those who complete at least 30 credits at CCC but do not complete a degree

Rationale: Students who complete at least 30 credits have had significant experience with CCC in preparation for transfer and are generally considered transfer students, rather than new students, by the receiving institution. Transfer rates for these students demonstrate that students are progressing toward their goal of attaining a 4-year degree. The data are available to us within the annual IPEDS report.

- Indicator 1-3: Grade attainment at the 4-year institution of transfer students who graduate with a degree

Rationale: Performance in subsequent classes is reflective of the preparation students received at CCC prior to attending the 4-year institution. The OUS Unduplicated CC Subject Grade Report provides us with transfer student comparative GPA information. Currently the report does not distinguish between students who have graduated or earned a specific number of credits. We will work with OUS and the statewide institutional researchers to try to get this detailed information, or we will need to modify this indicator.

- Indicator 1-4: Grade attainment at the 4-year institution of transfer students who complete at least 30 credits at CCC but do not complete a degree

Rationale: Performance in subsequent classes is reflective of the preparation students received at CCC prior to attending the 4-year institution. The OUS Unduplicated CC Subject Grade Report provides us with transfer student comparative GPA information. Currently the report does not distinguish between students who have graduated or earned a specific number of credits. We will work with OUS and the statewide institutional researchers to try to get this detailed information, or we will need to modify this indicator.

- Indicator 1-5: 4-year degree attainment rates for students who transfer with a degree

Rationale: Baccalaureate degree attainment is a direct measure of whether or not students have reached their goal. The Six-Year Graduation Rate of Transfers from Oregon Community Colleges Report and the National Student Clearinghouse provide subsequent enrollment and degree attainment information.

- Indicator 1-6: 4-year degree attainment rates for students who complete at least 30 credits at CCC but do not complete a degree

Rationale: Baccalaureate degree attainment is a direct measure of whether or not students have reached their goal. The National Student Clearinghouse provides subsequent enrollment and degree attainment information.

- Indicator 1-7: Time to degree and number of credits earned in completion of 4-year degree for students who graduate with a degree

Rationale: Providing relevant and useful courses that support seamless transitions and lessen time to degree move students toward their goal of a baccalaureate degree. Currently, information regarding total credits earned by the 4-year graduate is not easily attained, although we are working with our degree partnership schools and state entities to determine if this data can be gathered. The National Student Clearinghouse provides the date of degree attainment.

- Indicator 1-8: Time to degree and number of credits earned in completion of 4-year degree for students who complete at least 30 credits at CCC but do not complete a degree

Rationale: Providing relevant and useful courses that support seamless transitions and lessen time to degree moves students toward their goal of a baccalaureate degree. Currently, information regarding total credits earned by the 4-year graduate is not easily attained, although we are working with our degree partnership schools and state entities to determine if this data can be gathered. The National Student Clearinghouse provides the date of degree attainment.

Objective 2: Transfer students have a quality educational experience at CCC.

- Indicator 2-1: Rates of attainment of general education student learning outcomes for students who complete AAOT/ASOT general education requirements in distribution or skill areas

Rationale: Providing general education opportunities for transfer students is a key role of the community college. Attainment of student learning outcomes is a direct measure of student learning, and hence the core of what we do. Internal Assessment reports provide us with information regarding attainment of student learning outcomes.

- Indicator 2-2: Rates of attainment of program student learning outcomes for students who complete degree programs

Rationale: Attainment of student learning outcomes is a direct measure of student learning, and program-level student learning outcomes are important measures of the College's success with students who complete degree programs. Internal Assessment reports provide us with information regarding attainment of student learning outcomes.

- Indicator 2-3: Student perception of educational experience as reflected in key Community College Survey of Student Engagement (CCSSE) measures

Rationale: CCSSE provides specific student feedback on perceptions of the quality of the educational experience that have been associated with student success. CCSSE measures of key items provide CCC with regular feedback on student perception of educational experience and comparative data to other community colleges in Oregon and nationally.

- Indicator 2-4: Transferability of transfer courses

Rationale: Easily transferable courses enable students whose educational goals are a 4-year degree to make significant progress toward those goals while at CCC. Transfer articulation tables for OUS institutions provide information about transferability of courses.

Objective 3: Transfer programs are accessible.

- Indicator 3-1: Rate at which students successfully bridge between pre-college and college transfer coursework

Rationale: The rate at which students in pre-college courses or programs transition into lower-division transfer coursework to attain their educational goals is a critical measure of

effectiveness of pre-college coursework. Internal retention reports provide enrollment and completion information.

- Indicator 3-2: Enrollment and FTE in LDC coursework

Rationale: Enrollment and FTE reflect students' ability to access transfer programs. Internal and Oregon Community College Profile data provide CCC trend data as well as comparisons to other community colleges in Oregon.

- Indicator 3-3: Headcount and demographics of students enrolled in LDC coursework

Rationale: Comparisons of headcount and demographics provide indicators of market penetration and CCC's accessibility to multiple demographic groups. Annual Oregon Community College Profile and Clackamas County Census reports provide comparative demographic data for the service district.

Core Theme 2: Career and Technical Education

Approximately 15% of students attending CCC declare their intention to earn a career and technical education certificate and/or degree, although more than 60% of students enroll in at least one career and technical education course. The College's second core theme illustrates our commitment to meeting our mission by providing access to a high quality educational experience that reflects the economic needs of the community and region and results in successfully attaining employment upon completion of the program.

There are four objectives associated with Core Theme 2. Beneath each objective are the indicators, rationale for choosing each indicator and how/why the indicator is assessable.

Objective 1: CTE students are prepared to succeed in employment.

- Indicator 1-1: Employment rates for those who complete a degree or certificate program

Rationale: CTE programs are designed and approved based on having the depth and breadth to prepare students for living-wage employment in areas where there is regional demand. Students entering these programs have clear goals of getting a job, keeping a job, or getting a better job. The data are available to us through internal graduation and completion reports and wage data matches provided to us by the state.

- Indicator 1-2: Passing rate of graduates on required certification and licensing exams

Rationale: In a number of career and technical areas, employment depends on successful completion of required certification and licensing exams. The exams provide a direct measure of student learning. Exam passage rate information is available through the ODCCWD Student Success Report and is one of the state KPMs for Oregon's community colleges.

- Indicator 1-3: Results of Employer Satisfaction Survey

Rationale: Employer feedback on student performance on the job after completion of the program is a critical indirect measure of student learning, as well as an indicator of how well the program is meeting the employer needs. The Employer Satisfaction Survey conducted by the College provides appropriate data.

Objective 2: CTE programs reflect regional workforce needs.

- Indicator 2-1: Comparison of programs to projected regional job demand

Rationale: Meeting regional job demand is paramount for our career and technical programs, and continual analysis of demand for programs and employment ensures the College is meeting the needs of the students and employers. The Employment Department and other state publications provide information regarding current and projected employment trends, while internal data provide information regarding capacity within corresponding programs.

- Indicator 2-2: Participation rates by businesses in our Customized Training and Business Services (CTBS) and Small Business Development Center (SBDC) programs

Rationale: Participation indicates that the programs are accessible to area business and industry and meet local needs. Internal data show participation rates by program.

Objective 3: CTE students have high quality educational experiences at CCC.

- Indicator 3-1: Rates of attainment of related instruction student learning outcomes for students who complete CTE degree or certificate programs

Rationale: Related instruction is a key component for all of the certificate and degree programs that are 1-year or longer. Attainment of student learning outcomes is a direct measure of student learning, and hence the core of what we do. Internal Assessment reports provide us with information regarding attainment of student learning outcomes.

- Indicator 3-2: Rates of attainment of program student learning outcomes for students who complete degree or certificate programs

Rationale: Attainment of student learning outcomes is a direct measure of student learning, and program-level student learning outcomes are important measures of the College's success with students who complete degree programs. Internal Assessment reports provide us with information regarding attainment of student learning outcomes.

- Indicator 3-3: Student perception of educational experience as reflected in key CCSSEE measures

Rationale: CCSSE provides specific student feedback on perceptions of the quality of the educational experience that have been associated with student success. CCSSE measures on

key items provide CCC with regular feedback on student perception of educational experience and comparative data to other community colleges in Oregon and nationally.

- Indicator 3-4: Employer perception of quality and usefulness of occupational supplemental programs in Customized Training and Business Services

Rationale: Occupational Supplemental Programs are designed to enhance the skills of students already in the workforce. Employer perception is an indicator of the quality and usefulness of the programs as well as whether CCC is being responsive to the needs of the community. Business and Industry Training Satisfaction (BITS) is a KPM for Oregon's community colleges.

Objective 4: CTE programs are accessible.

- Indicator 4-1: Rate at which students successfully bridge between pre-college and CTE program coursework

Rationale: The rate at which students in pre-college courses or programs transition into career and technical programs to attain their career goals is an indicator of the effectiveness of pre-college coursework. Internal Retention reports provide enrollment and completion information.

- Indicator 4-2: Enrollment and FTE in CTE occupational preparatory coursework

Rationale: Enrollment and FTE reflect students' ability to access programs as well as regional demand for career and technical programs. Internal enrollment and Oregon Community College Profile reports provide enrollment and FTE data in comparison to other community colleges in Oregon.

- Indicator 4-3: Enrollment and FTE in CTE occupational supplementary coursework

Rationale: Enrollment and FTE reflect students' ability to access programs as well as regional demand for occupational supplemental programs. Internal enrollment and Oregon Community College Profile reports provide enrollment and FTE data in comparison to other community colleges in Oregon.

- Indicator 4-4: Headcount and demographics of students enrolled in CTE occupational preparatory coursework

Rationale: Comparisons of headcount and demographics provide indicators of market penetration and CCC's accessibility to multiple demographic groups. Internal reports and Clackamas County Census data provide comparative demographic data for the service district.

- Indicator 4-5: Headcount and demographics of students enrolled in CTE occupational supplementary coursework

Rationale: Comparisons of headcount and demographics provide indicators of market penetration and CCC's accessibility to multiple demographic groups. Internal reports and Clackamas County Census data provide comparative demographic data for the service district.

Core Theme 3: Essential Skills

Approximately 17% of all students attending CCC enroll in essential skills development coursework. The College's third core theme reflects our commitment to meeting our mission by providing access to high quality educational experiences that develop essentials skills, such as GED, AHSD, ESL and developmental mathematics, reading, and writing.

There are three objectives associated with Core Theme 3. Beneath each objective are the indicators, rationale for choosing each indicator and how/why the indicator is assessable.

Objective 1: Students who complete essential skills coursework are prepared to succeed in college-level work.

- Indicator 1-1: Rate at which Basic Skills/ESL students successfully complete at least one college-level credit

Rationale: Completion of at least one college-level credit is an indicator that students are able to move successfully from the Basic Skills/ESL programs to other programs at the college. Internal reports provide enrollment and completion information.

- Indicator 1-2: Rate at which Basic Skills/ESL students successfully complete at least 14 college-level credits

Rationale: Completion of at least 14 college-level credits is an indicator that students are prepared to complete a degree or certificate program. Internal reports provide enrollment and completion information.

- Indicator 1-3: Percent of students who begin in developmental math courses and complete the math requirement for their degree or certificate program

Rationale: Completion of the math requirement for degree or certificate programs demonstrates that the need for developmental courses has not been a barrier to goal attainment. Internal reports provide enrollment and completion information.

- Indicator 1-4: Percent of student who begin in developmental writing courses and complete the writing requirement for their degree or certificate program

Rationale: Completion of the writing requirement for their degree or certificate program demonstrates that the need for developmental courses has not been a barrier to goal attainment. Internal reports provide enrollment and completion information.

Objective 2: Essential skills students have a quality educational experience at CCC.

- Indicator 2-1: Rate at which ABE/GED/ESL students complete each of the National Reporting Services levels in Tracking Outcomes for Programs and Students (TOPS)

Rationale: Completion of TOPS levels is a direct measure of student learning and progress through these pre-college programs. TOPS reporting provides internal as well as state and national comparative data.

- Indicator 2-2: Student perception of educational experience as reflected in key CCSSE measures

Rationale: CCSSE provides specific student feedback on perceptions of the quality of the educational experience that have been associated with student success. CCSSE measures of key items provide CCC with regular feedback on student perception of educational experience as well as state and national comparative data.

Objective 3: Essential Skills programs are accessible.

- Indicator 3-1: Enrollment and FTE in ABE/GED programs

Rationale: Enrollment and FTE reflect students' ability to access programs and regional demand for ABE/GED programs. Internal enrollment and Oregon Community College Profile reports provide enrollment and FTE data in comparison to other community colleges in Oregon.

- Indicator 3-2: Enrollment and FTE in ESL programs

Rationale: Enrollment and FTE reflect students' ability to access and regional demand for ESL programs. Internal enrollment and Oregon Community College Profile reports provide enrollment and FTE data in comparison to other community colleges in Oregon.

- Indicator 3-3: Enrollment and FTE in developmental courses in mathematics and writing

Rationale: Enrollment and FTE reflect students' ability to access and regional demand for developmental math and writing courses. Internal enrollment and Oregon Community College Profile reports provide enrollment and FTE data in comparison to other community colleges in Oregon.

- Indicator 3-4: Headcount and demographics of students enrolled in ABE/GED coursework

Rationale: Comparisons of headcount and demographics provide indicators of market penetration and CCC's accessibility to multiple demographic groups. Internal and Clackamas County Census reports provide comparative demographic data for the service district.

Indicator 3-5: Headcount and demographics of students enrolled in ESL coursework

Rationale: Comparisons of headcount and demographics provide indicators of market penetration and CCC's accessibility to multiple demographic groups. Internal and Clackamas County Census reports provide comparative demographic data for the service district.

- Indicator 3-6: Headcount and demographics in developmental courses in mathematics and writing

Rationale: Comparisons of headcount and demographics provide indicators of market penetration and CCC's accessibility to multiple demographic groups. Internal and Clackamas County Census reports provide comparative demographic data for the service district.

Core Theme 4: Lifelong Learning

Approximately 17 % of students are engaged in community education and more than 6,300 people participate in College events during the course of a year. The College's fourth core theme reflects our commitment to meeting our mission by providing diverse special events, enrichment programs, and continuing education opportunities as well as developing strong partnerships with our community agencies.

There are three objectives associated with Core Theme 4. Beneath each objective are the indicators, rationale for choosing each indicator and how/why the indicator is assessable.

Objective 1: CCC provides the college and the community with diverse special events that enhance educational programs and support community interest.

- Indicator 1-1: Participation in college special events for students and the community

Rationale: Participation in these events indicates the relevance and perceived value for the community. It is also a measure of the community awareness of the College. Participation is measured by ticket sales, registrations, attendance estimates and other similar means.

Objective 2: CCC partners with education, business, industry and community organizations to provide education and enrichment programs.

- Indicator 2-1: Number of educational partnerships

Rationale: Partnerships with high schools, other community colleges, and 4-year schools support student success, increase breadth of offerings, and promote efficiency and sustainability during difficult economic times. Internal contract and articulation records provide partnership information.

- Indicator 2-2: Number of partnerships with other entities

Rationale: Partnerships with local businesses, industries, and community agencies support student success, increase breadth of offerings, and promote efficiency and sustainability during difficult economic times. Internal contract and articulation records provide partnership information.

Objective 3: CCC provides the community with informal continuing education opportunities.

- Indicator 3-1: Headcount and demographics of participants in community education programs

Rationale: Comparisons of headcount and demographics indicate market penetration, relevancy, and CCC's accessibility to multiple demographic groups. Internal and Clackamas County Census reports provide comparative demographic data for the service district.

Conclusion

CCC's mission statement, "To serve the people of the college district with quality education and training opportunities that are accessible to all students, adaptable to changing needs, and accountable to the community we serve" is widely published, well-known, and appropriate for our comprehensive community college. Our purpose, "Creating lifetime opportunities for success through responsive education," expresses the essence of the mission. Using these as the basis of our work, the College has collectively identified four Core Themes—Academic Transfer, Career and Technical Education, Essential Skills, and Lifelong Learning that manifest the essential elements of its mission.

The Year One Report describes the development of the Core Themes, objectives and indicators. The 13 objectives associated with the Core Themes reveal CCC's purpose, characteristics, and expectations for mission fulfillment. The 45 identified indicators are meaningful, assessable and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of our Core Themes. The objectives and indicators clearly reflect the College's mission to be accessible to all students, adaptable to changing needs, and accountable to the community we serve.

CCC takes great pride in its work. It is a vibrant, creative entity, passionate about its responsibility to enhance the lives of students and strengthen the community it serves. The College sets an acceptable threshold for mission fulfillment by establishing minimum levels of accomplishment for each indicator, but it has also identified areas where CCC will shine. In these areas, and in any areas where our performance lags behind other comparable colleges or falls short of our expectations, the targets will reflect the College's goal of stretching itself.

The focus on mission fulfillment and Core Themes forms the foundation and framework for the rest of the accreditation cycle. Preparing this report has provided an opportunity to wrestle philosophy into concrete manifestations of what is most important to us as a College. It has required us to debate what is good enough and to separate clearly the results we desire from the methods we believe will achieve those results.

The new accreditation standards follow a framework for continuous improvement that encompasses the institutional effectiveness processes of the College. As we move through our strategic planning processes and interweave the perspective of the new accreditation standards, we will inevitably affirm, revise and refine our work to date.

Appendix A

Academic Foundations and Connections

Dean of Academic Foundations and Connections

Associate Dean Academic Foundations and Connections

Divisional Focus:

College-wide Student Engagement and Retention

Strategic Enrollment Management

Diversity Achievement

Information Literacy for AAOT [with Arts and Sciences]

Cultural Literacy requirements for AAOT [with Arts and Sciences]

Pre-college to college or work transitions

Coordination and analysis of AAOT and ASOT general education assessment [with Arts and Sciences]

Coordination and analysis of AAS related instruction assessment [with other instructional divisions]

Development and refinement of university transfer pathways [with Educational Partnerships and Center for Teaching and Learning Excellence]

Strengthened faculty academic advising [with instructional divisions]

District-wide skills development

District-wide services delivery

Mathematics

Related Instruction/General Education

Quantitative Discipline Studies

English

Writing

Literature

Learning Resources

Library

Learning Center

Student Outreach and Testing

Testing

Outreach and recruiting

ASG

Physical Education/Athletics

ESL

Skills Development

ABE/GED

Adult High School Diploma

Spanish GED

YPOP

Credit Development

Gateway

Student Success

Advising

Disability Services

Multicultural Center

Veteran Student Services

Admissions and Records

Enrollment Services

Admissions

Financial Aid

Financial Aid

Veteran Services

Scholarships

Arts and Sciences
Dean of Arts and Sciences
Associate Dean of Arts and Sciences

Divisional Focus:

- Coordination of AAOT scheduling and delivery district-wide: online, hybrid, face-to-face; day, evening, weekend, accelerated*
- Coordination and analysis of AAOT and ASOT general education assessment [with Academic Foundations and Connections]*
- Coordination and analysis of AAS related instruction assessment [with Academic Foundations and Connections]*
- Implementation of Cultural Literacy requirements for AAOT [with Academic Foundations and Connections]*
- Strengthening of academic advising [with student success department]*
- Identification and support of new program development*
- Development and strengthening of program review processes*
- Development and refinement of university transfer pathways [with Educational Partnerships and Center for Teaching and Learning Excellence]*
- Development and refinement of career pathways [with Educational Partnerships and Center for Teaching and Learning Excellence]*

Art

Communication & Theater Arts

- Speech
- Theater
- Journalism

Digital Multimedia Communications

Foreign Languages

- American Sign Language
- French
- German
- Russian
- Spanish

Music

- Music
- Music Technology

Business

Computer Science

Engineering Sciences

- Engineering Transfer
- Water Quality

Horticulture

Science

- Natural Sciences
- Physical Sciences

Social Sciences

- Social Sciences
- Philosophy
- Religion

Technology, Health Occupations, and Workforce

Dean of Technology, Health Occupations, and Workforce

Associate Dean of Technology, Health Occupations, and Workforce

Divisional Focus

Support and development for regional business and industry [with Curriculum, Planning, and Research]

Development and strengthening of program review processes [with Curriculum, Planning, and Research]

Flexible, responsive program offerings

Identification of and support of new program development

Career Services [with student success department]

Development and refinement of university transfer pathways [with Educational Partnerships and Center for Teaching and Learning Excellence]

Development and refinement of career pathways [with Educational Partnerships and Center for Teaching and Learning Excellence]

Nursing

Allied Health

Medical Assisting
Dental Assisting
Clinical Lab Assistant
WIIN
EMT

Public Services

Corrections
Criminal Justice
Gerontology

Education & Human Services

Workforce Development

Applied Technology/Wildland Fire

Welding
Apprenticeship

Automotive Technology

Manufacturing Technology

Manufacturing
Renewable Energy
Electronics

Customized Training and Development

Small Business Development Center

Regional Educational Services

Dean of Regional Educational Services

Division Focus

Coordination of regional needs assessments and responses

Facilitation of strategic flexible/responsive program offerings based on community need

Representation of and conduit between CCC and community as a whole

Operation of Harmony, Wilsonville and centers, and coordination of operations at district-wide sites

Regional community, business and industry connections, in collaboration with College

Advancement and other divisions

Community Education

Driver's Education

Senior Program

Energy Resource Management

Harmony Campus

Wilsonville Campus

Estacada Center

Canby Center

Molalla Center

Curriculum, Planning and Research
Dean Curriculum, Planning and Research
Project Coordination-Transitions and Development

Division Focus:

Support for excellence through professional development and support services and resources for faculty and staff

Coordination of Educational Partnerships—high school, public and private colleges and universities

Liaison and program contact with CCWD and other state agencies

Implementation, coordination, and oversight of curriculum and programs

Development and implementation of Knowledge Network model for information distribution and analysis

Implementation and coordination of continuous improvement/institutional effectiveness and accreditation processes

Center for Teaching and Learning Excellence

Distance Learning
Educational Assessment

Curriculum

Course & Program Approval
Facilities Scheduling
Career Pathways

Educational Partnerships:

Early College Options

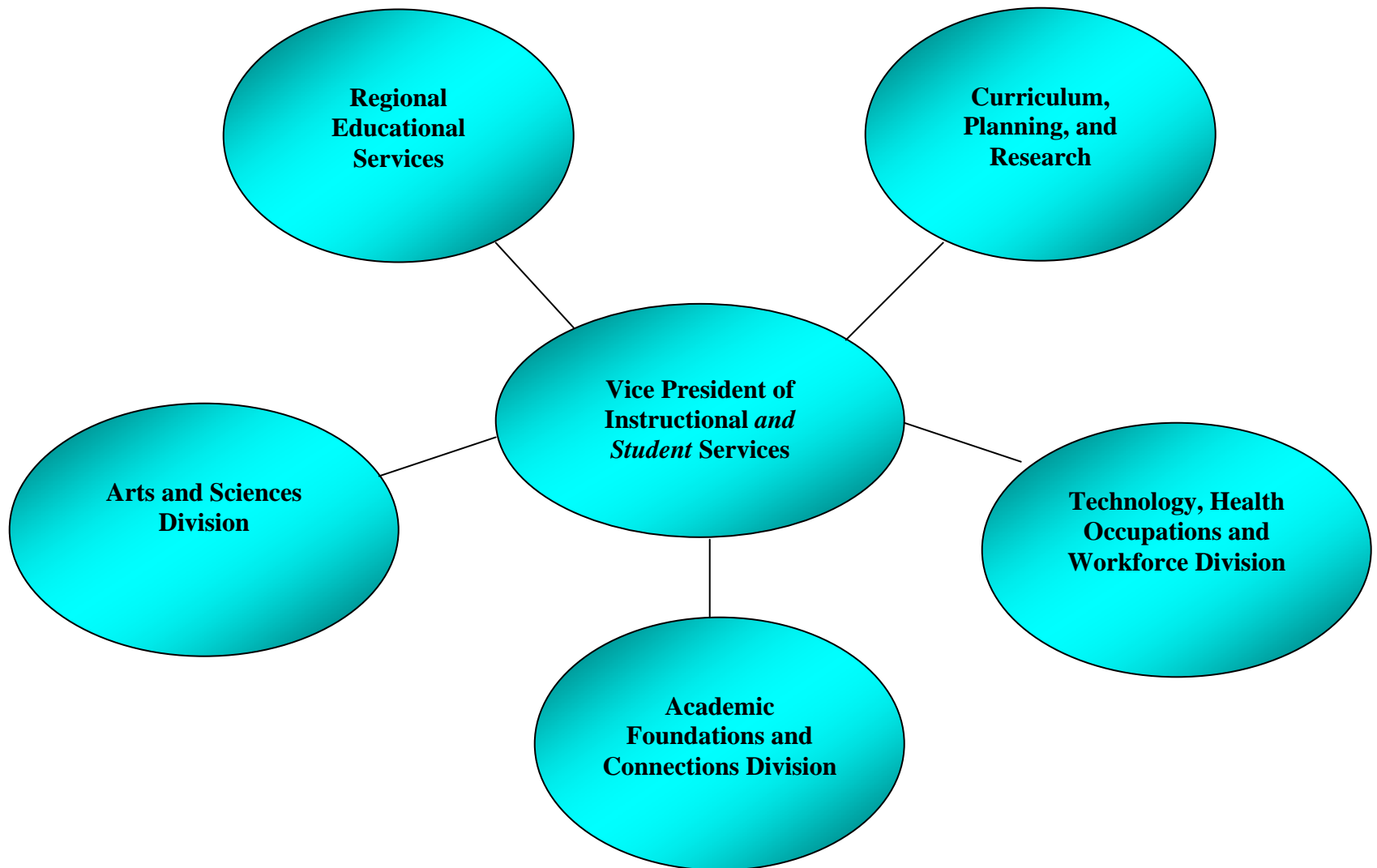
Adult High School Diploma
ACC/College Now
High School Partnerships
Smart Internships

College and University Partnership Programs

PSU
OSU
OIT

Institutional Research and Reporting

Accreditation

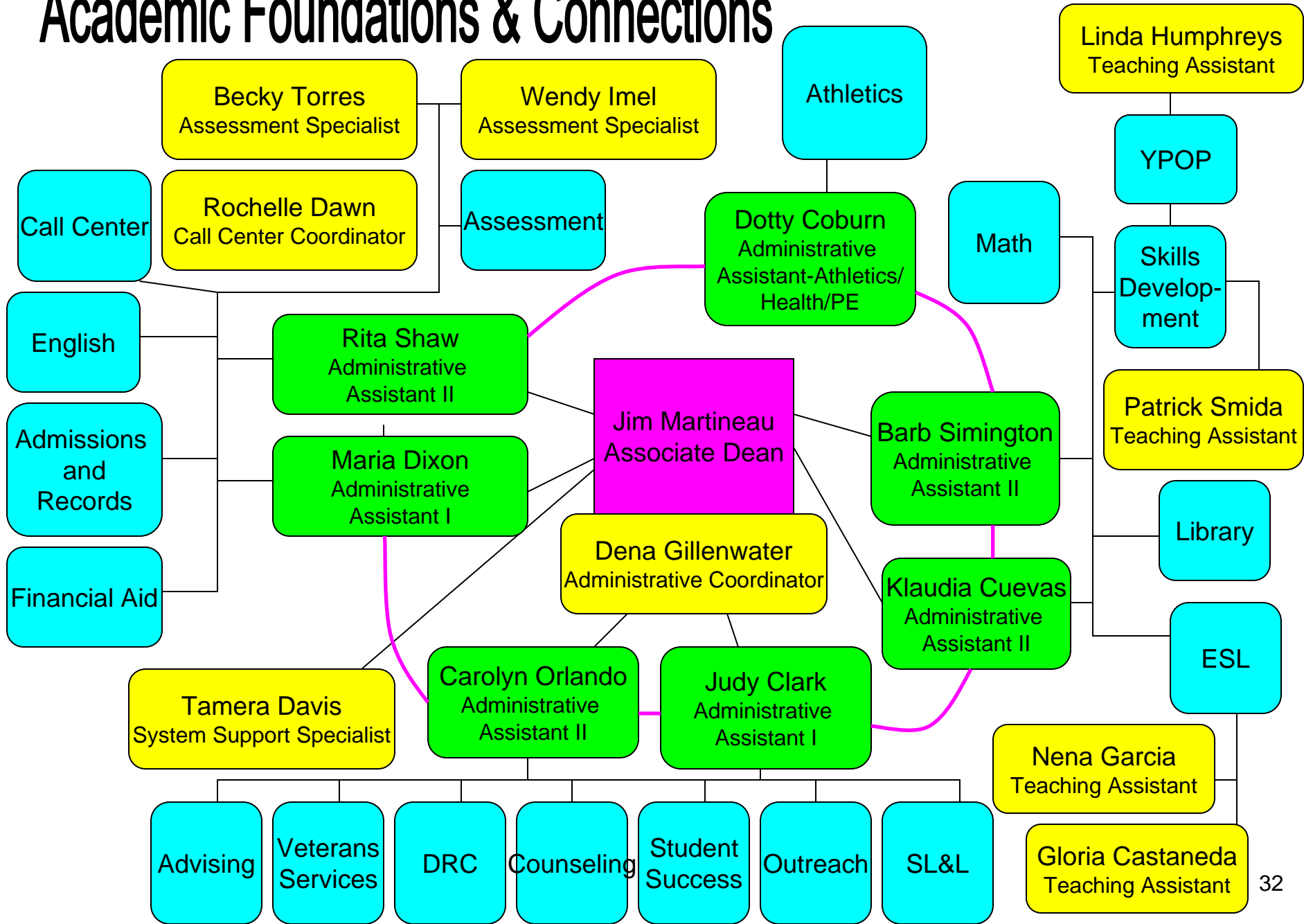


Appendix B

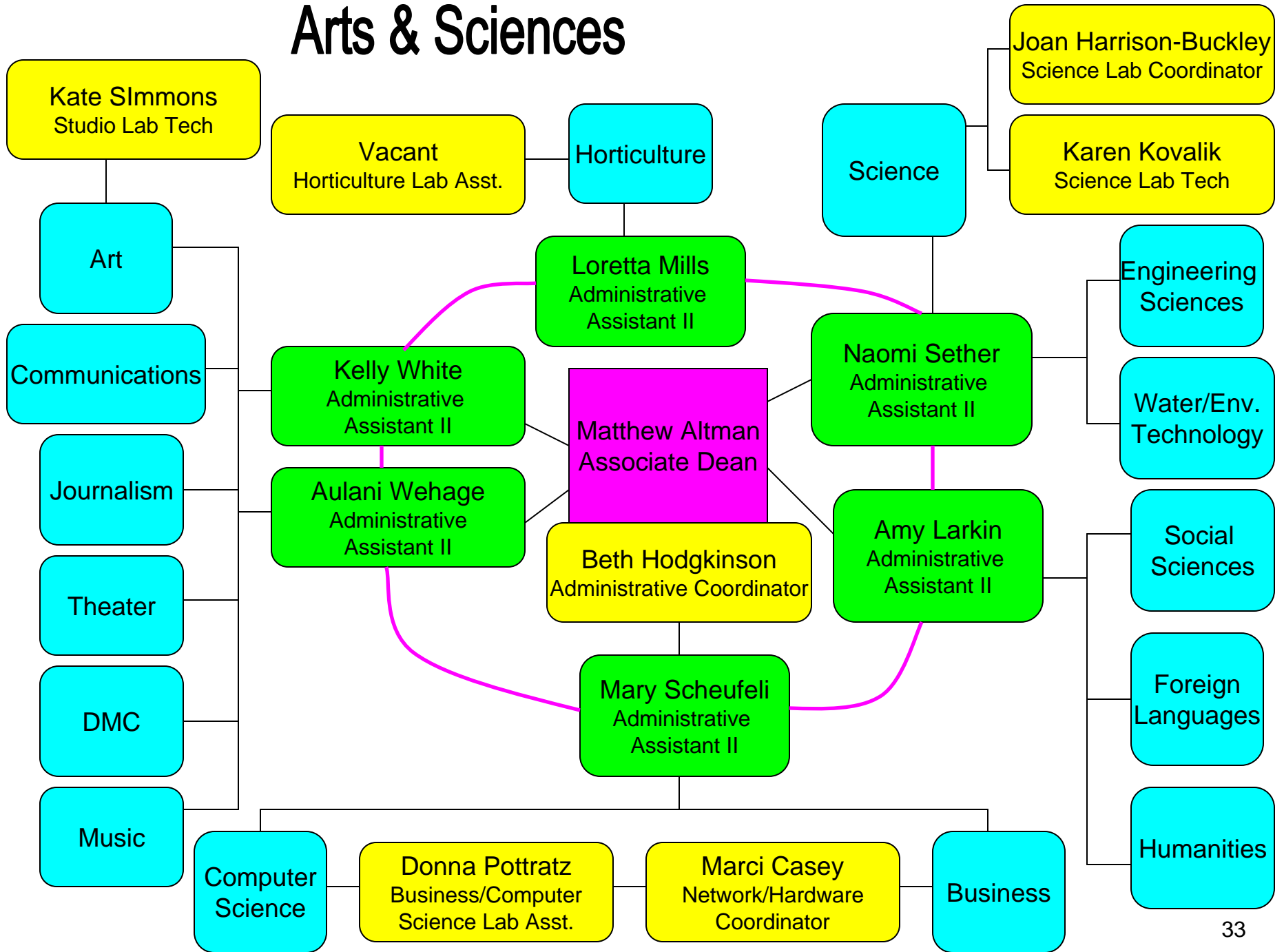
Instructional and Administrative Support

The following pages show Concept Maps diagramming the instructional and administrative support for the divisions in Instruction and Student Services beginning July 2011. Note, these are not organizational charts that show all employees and their supervisors. These diagrams help us see how the shared support model operates.

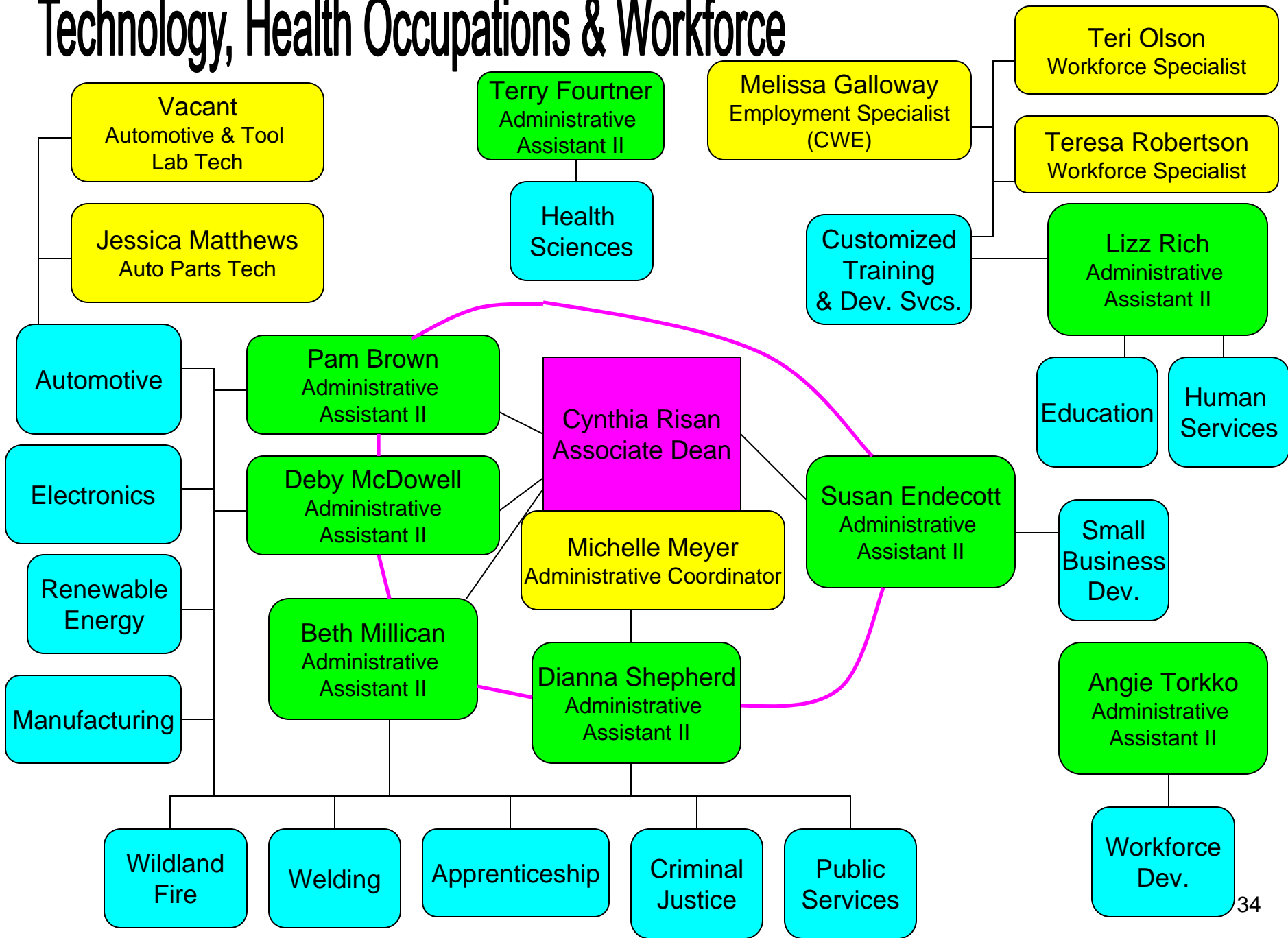
Academic Foundations & Connections



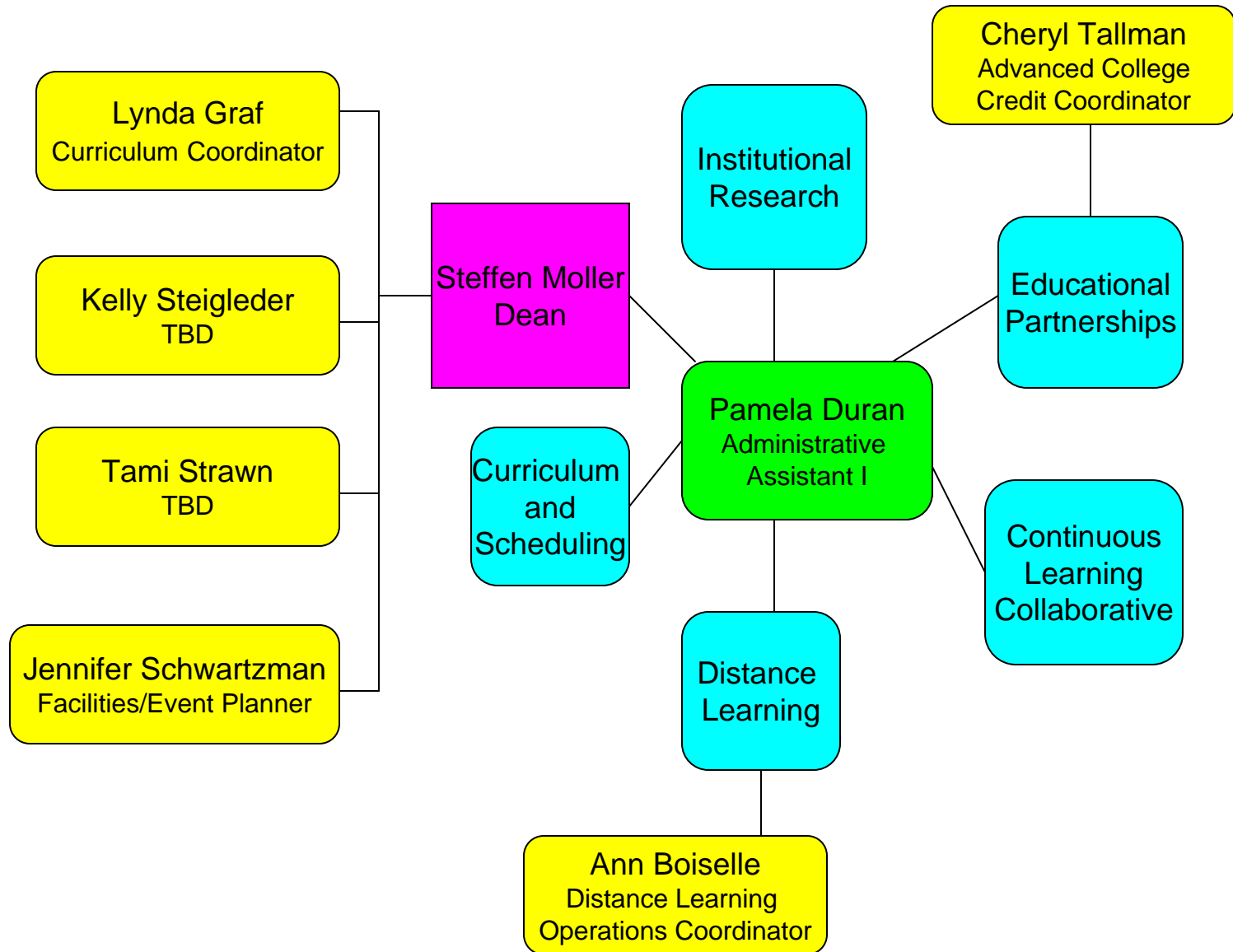
Arts & Sciences



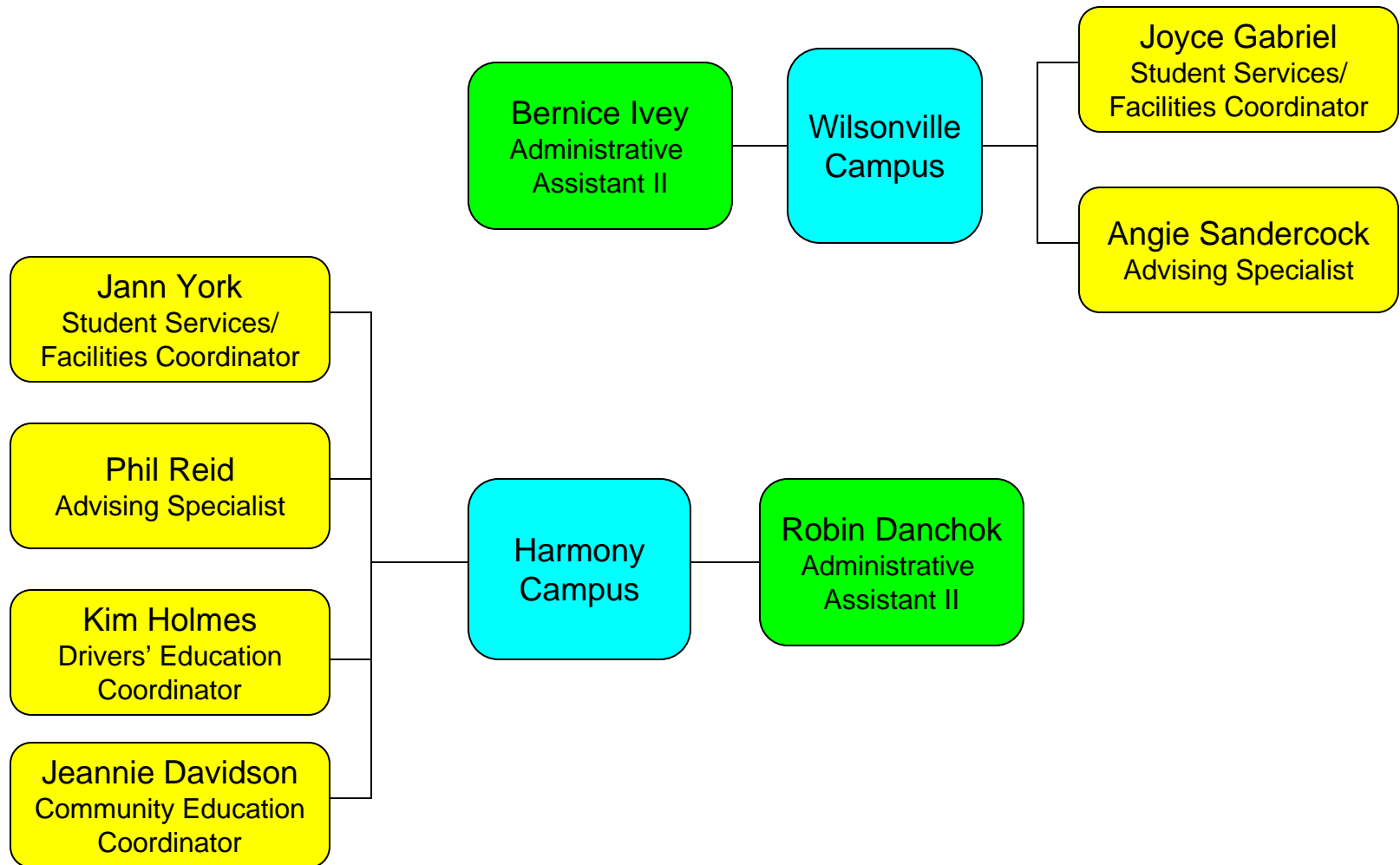
Technology, Health Occupations & Workforce



Curriculum, Planning & Research



Regional Educational Services





V i s i o n s
to **reality**

working together to create our own best future at
CLACKAMAS COMMUNITY COLLEGE



Clackamas Community College

is a values-driven organization. We have worked hard over the years to develop our purpose, mission, values, and ethics. These are the guideposts on our journey from visions to reality.

The Banyan Tree is our symbol of organizational strength. Like the Banyan Tree, whose branches grow into the ground to become new trunks, Clackamas Community College is continuously growing into a stronger, healthier organization through the personal commitment and initiative of each student and staff member.



mission summary 4
 our purpose, mission, ethics and values at a glance

planning 6
 continuous improvement through visioning, acting and learning

planning cycle 8

decision-making 10
 the vital role of the employee in the decision process

committees 12
 college-wide committees, task forces and representative associations

glossary 13
 a brief description of key groups and planning terms

CCC mission statement 14
 CCC's purpose, mission, philosophy, ethics, goals, and values



"CCC was the best plan for meeting my goals."

Molly Stanley, former ASG president



"CCC programs have given me a better life and bright future."

Fernando Calderon, welder and former GED/ABE student



"A great experience and great opportunities."

Summer Sayles, former CCC Student Ambassador



our purpose

Creating lifetime opportunities for success through responsive education.

our mission

To serve the people of the college district with quality education and training opportunities that are accessible to all students, adaptable to changing needs, and accountable to the community we serve.

our ethics

To perform our jobs in a way that fosters personal growth and academic excellence, recognizes the inherent goodness of all people, models personal and academic integrity, respects diversity, and shows concern for the needs and feelings of others.

our values

Community: The college staff holds the institution in trust for the citizens of the district.

Students: The college exists to enable students to earn a college education, prepare for the world of work, and learn how to learn.

Staff: All college personnel contribute to and support the educational mission of the college.

Diversity: The college is committed to building awareness of cultural diversity on our campus and in our community.

Environment: The college accepts responsibility as a steward of the environment, not only to teach environmental principles, but also to model appropriate environmental behaviors.

Decision-making: The college maintains an open and inclusive organizational structure which enables all staff members to participate in the decision-making process.

Instruction is central to the mission of the college. We foster a climate that is supportive of students and instructors as key components of the learning process. We seek to develop and maintain opportunities, resources, and strategies that support flexible, responsive instruction to meet diverse and changing student needs in a rapidly evolving educational environment.



Dear Colleagues:

The symbol on the front of this document is an important one. The Banyan Tree, the representative image of Clackamas Community College, has multiple trunks and deep roots for strength, breadth and stability.

Like the Banyan Tree, the college is nourished by an infusion of talent, creativity and commitment. This “Visions to Reality” document, which serves as a guide to our collective decision-making now and in the future, shows the result of campus-wide involvement in creating the strongest, most deeply rooted college value statement we can develop.

In developing these visions, we were guided by one core value — students must come first. This straightforward statement forms the foundation of what we do, why we do it, and what we believe in.

Any college is a large, complex organization, with many constituencies and stakeholders. Clackamas is not different in that respect. However, in more than 35 years in community college education, I have never seen a college more inclusive in its decision-making and more dedicated to student success.

I invite you to read this document, which contains the strongest combined thinking and planning of our students and staff. Our vision continues to focus on student success, and we believe that the talent, creativity and dedication of our collective planning process provide the fertile soil for continued growth and progress.

Sincerely,

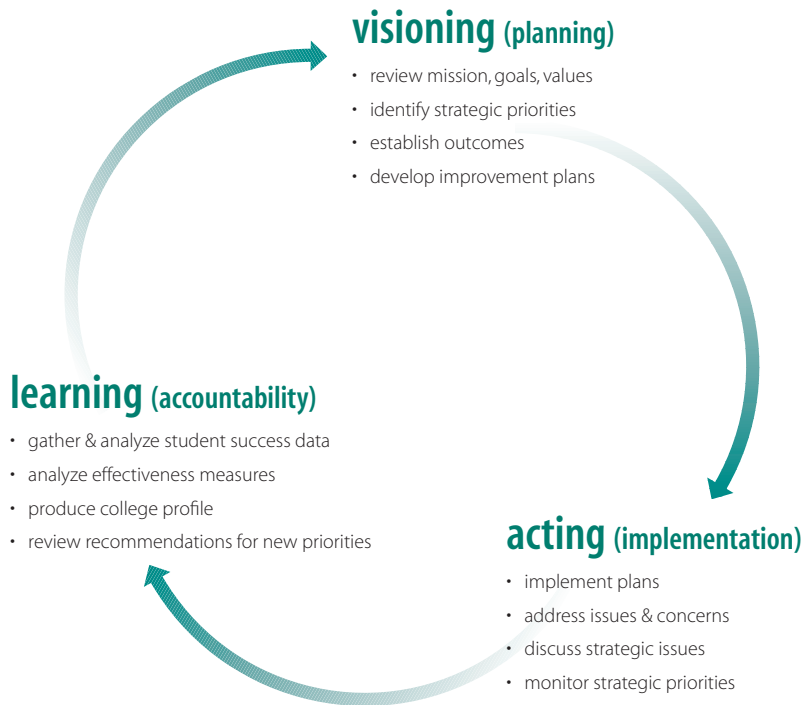
A handwritten signature in black ink that reads "Joanne Truesdell".

Joanne Truesdell
President
Clackamas Community College



planning

The goal of our planning process is to link what we do to what we believe, to ensure that our budget and policy decisions reflect our purpose, mission, and values.



annual planning cycle

Our annual planning cycle facilitates thorough review and updating of CCC's strategic priorities. Each fall, departments review their outcomes, develop plans for improvement, and recommend new priorities for the college. These plans are summarized by the divisions and forwarded to President's Council for review. Council also considers recommendations by committees, reviews the status of the college's institutional effectiveness measures and strategic plans, and examines other internal and external information. Based on these reviews and analyses, Council updates the college's strategic priorities, develops a list of critical issues for future monitoring, and identifies next year's strategic focus.

why do we plan?

We plan so that we can

- keep our focus on student success
- direct resources toward our most important priorities
- respond effectively to educational needs and opportunities
- learn together from a shared base of information
- strengthen sense of community across all segments of the college
- be accountable to our students and community
- satisfy government requirements by demonstrating the outcomes of our work.



planning template

The basic building block of our annual planning cycle is the Departmental Planning Template. All college departments use this template each fall to review their missions, assess outcomes, and identify future needs and opportunities.

annual budget process

The yearly budget process starts with general budget guidelines established by President's Council. Budget originators in each department adjust and reallocate their base budgets as needed and may submit decision packages (requests for additional resources beyond base budgets). President's Council reviews the strategic financial plan and all decision package requests, then develops a proposed budget which reflects the college's strategic priorities. This proposal is forwarded to the Budget Committee (composed of the Board of Education plus seven other district residents appointed by the Board) for review and approval. It is then sent to the Board of Education for adoption.

Departmental Mission

- Modify department mission as needed based on assessment

Departmental Assessment

- What were the results of last year's outcomes and plans?
- What was accomplished? What was unmet?
- Are there other accomplishments that should be highlighted?
- Are there new issues or challenges to be addressed?
- Does department have data needs that are not being addressed?

Departmental Outcomes

- Modify department outcomes based on assessment.
- Make outcomes measurable.
- Identify one departmental outcome related to retention.

Departmental Plans

- What do you plan to do to continue to improve and enhance outcomes?
- Identify budgetary needs to be addressed.
- Indicate any major technology equipment or upgrades needed.
- Identify one or more new retention activities for department.

Ideas for the College

- What new opportunities and challenges do you see for the college?
- How can the college take advantage of these opportunities and meet these challenges?

	fall	winter	spring	periodic
departments	Update planning templates Evaluate outcomes Quarterly Board Reports	Develop base budgets, decision packages Evaluate outcomes Quarterly Board Reports	Evaluate outcomes Quarterly Board Reports	Identify issues & priorities
divisions	Review Planning Templates Evaluate outcomes Quarterly Board Reports	Produce synthesis of department plans Evaluate outcomes Quarterly Board Reports	Evaluate outcomes Quarterly Board Reports	Identify issues & priorities
college council	Review planning & accomplishments of committees Analyze enrollment projections	Review planning & accomplishments of committees Develop proposed budget	Review planning & accomplishments of committees Analyze input issues & priorities	Identify issues & priorities Review mission, goals, & values
president's council	Develop strategic financial plan Develop budget guidelines Review Measures of Institutional Effectiveness	Review Measures of Institutional Effectiveness	Review strategic plan updates & trends Develop strategic priorities Review Measures of Institutional Effectiveness	Identify issues & priorities



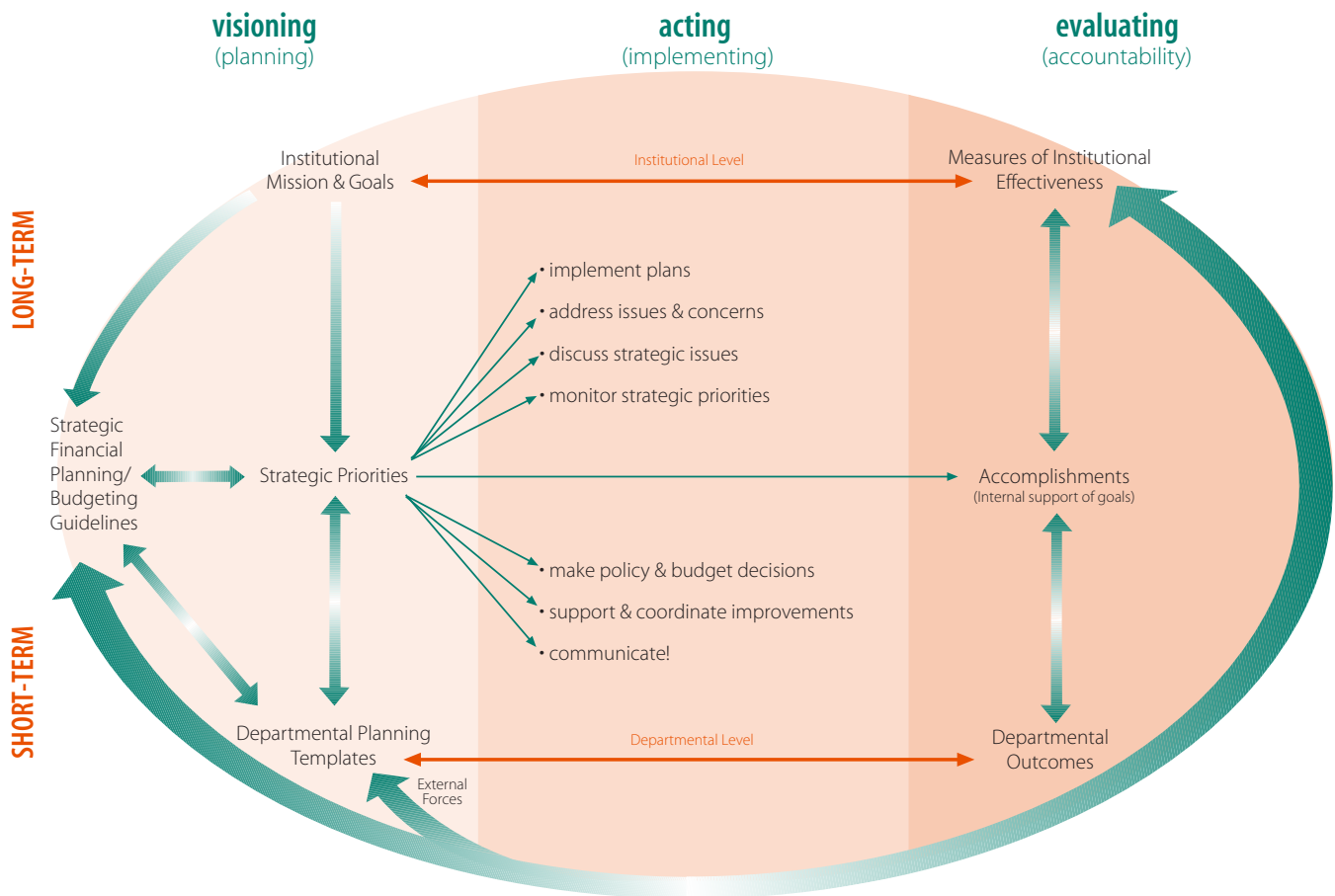
the planning cycle

The goal of our planning process is to link what we do to what we believe, to ensure that our budget and policy decisions reflect our purpose, mission and values.

Planning at CCC is an ongoing process in which each employee participates through the college's working groups, review groups and committees. Short-term, operational decisions are made every day at every level of the college. Long-term planning—what we call our VISIONS process—follows a cycle that can be broken down into three parts:

1. **Visioning:** planning and setting goals and strategic priorities upon which we will base future decisions.
2. **Acting:** actual decision-making and implementation of our plans.
3. **Evaluating:** gathering information and the outcomes of our actions, so that we can make any needed adjustments as we go into the next round of visioning.

This planning cycle is designed to help us achieve our goal of a healthy organization, founded on a strong sense of community and a commitment to communication and continuous learning and improvement.



decision-making



We strive to maintain an open and inclusive organizational structure which enables all staff members to participate in the decision-making process. Every employee is urged to play an active role in this process, and needs to have a clear understanding of how he or she is connected to this network.

“We believe that every staff member is a problem solver, with the right and the responsibility to identify and resolve issues they encounter on the job.”
CCC Values Statement

- Ask yourself:** How can I
- improve service to our students?
 - respond to emerging needs?
 - take advantage of new opportunities?
 - operate more efficiently?
 - create a better future for CCC?

For a complete list of college committees, see page 12.

Each of us is connected to the college’s information-sharing and decision-making network on several levels, beginning with our own departmental work group. We meet regularly within our departments to review issues pertaining to our own area of operation. These issues are resolved directly whenever possible, or else referred with recommendations to our division dean or appropriate council for review.

We can also enter into the decision-making process through CCC’s college-wide network of councils, committees and taskforces. These work groups are organized to promote free information sharing and gather the widest possible input from across the college community. Community input—through the Board of Education, the College Foundation, and advising committees—is also an integral part of the college decision-making process at all levels. By drawing upon our collective strengths and engaging the community, we continue to provide quality education accessible to all students, adapt to changing needs, and remain accountable to the community we serve.

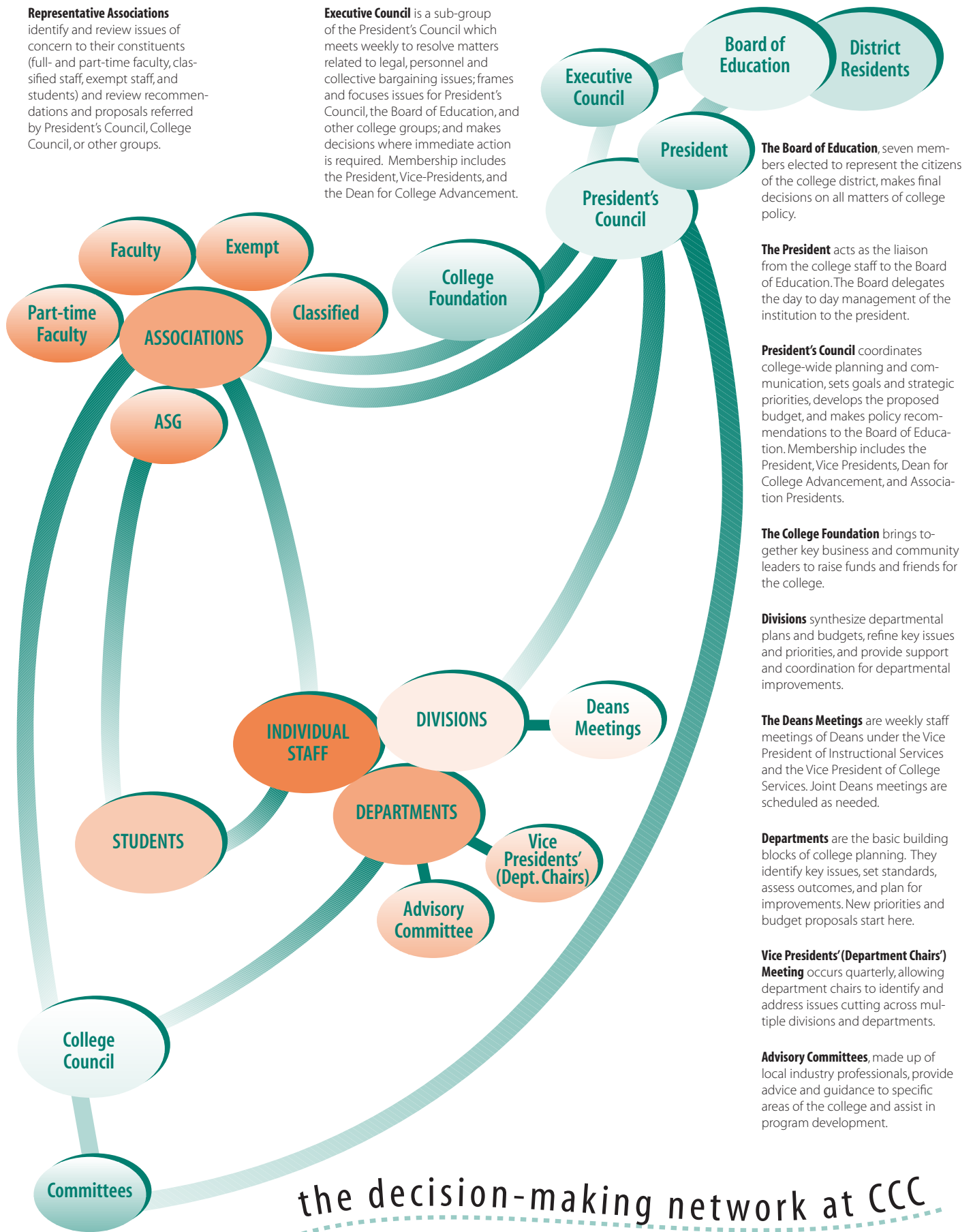
Individual Staff and Students lie at the heart of the entire decision-making process. The relationship between the college and these individuals provides the institution’s essential purpose: to provide quality education to students and support for staff.

College Council addresses operational issues across the college, hears committee reports, provides updates from other college-wide meetings, and serves as a forum for discussion of major college issues as they arise. Membership includes Deans, Association Representatives, two representatives from each division, and all other interested parties.

Committees & Task Forces bring staff and students together to focus on college-wide issues and solve problems. Many decisions, recommendations, and budget needs are framed here. Task forces are brought together as needed and to focus on specific issues and solve problems within a limited time-frame.

Representative Associations identify and review issues of concern to their constituents (full- and part-time faculty, classified staff, exempt staff, and students) and review recommendations and proposals referred by President's Council, College Council, or other groups.

Executive Council is a sub-group of the President's Council which meets weekly to resolve matters related to legal, personnel and collective bargaining issues; frames and focuses issues for President's Council, the Board of Education, and other college groups; and makes decisions where immediate action is required. Membership includes the President, Vice-Presidents, and the Dean for College Advancement.



The Board of Education, seven members elected to represent the citizens of the college district, makes final decisions on all matters of college policy.

The President acts as the liaison from the college staff to the Board of Education. The Board delegates the day to day management of the institution to the president.

President's Council coordinates college-wide planning and communication, sets goals and strategic priorities, develops the proposed budget, and makes policy recommendations to the Board of Education. Membership includes the President, Vice Presidents, Dean for College Advancement, and Association Presidents.

The College Foundation brings together key business and community leaders to raise funds and friends for the college.

Divisions synthesize departmental plans and budgets, refine key issues and priorities, and provide support and coordination for departmental improvements.

The Deans Meetings are weekly staff meetings of Deans under the Vice President of Instructional Services and the Vice President of College Services. Joint Deans meetings are scheduled as needed.

Departments are the basic building blocks of college planning. They identify key issues, set standards, assess outcomes, and plan for improvements. New priorities and budget proposals start here.

Vice Presidents' (Department Chairs') Meeting occurs quarterly, allowing department chairs to identify and address issues cutting across multiple divisions and departments.

Advisory Committees, made up of local industry professionals, provide advice and guidance to specific areas of the college and assist in program development.

the decision-making network at CCC

committees



College-wide Committees and Task Forces address college-wide issues and report to the College Council, which refers certain issues to President's Council. The committee chair manages the committee's charge, maintains and posts meeting minutes and agendas, and ensures that each committee member is involved in the decision-making process.

Clackamas Community College stresses the importance of involving representatives from all constituencies—Full-Time Faculty, Part-Time Faculty, Classified Staff, Exempt Staff, and Student Body—to the extent possible, drawing upon the diversity of talents and perspectives embodied in the college community.

Committees are usually staffed by the different constituent associations or deans, and staff should express interest in committee participation to their departments and associations. Most positions on these committees rotate membership every three years, and additional rotating terms are assigned as needed. Reporting calendars vary depending on the scope of issues being discussed. Part-Time Faculty representation on several designated committees is paid for by the college.

For up-to-date information on current committee charges, membership, and participation opportunities, just click on the "committees" link on the FYI Today screen, or go to F:\1MINUTES\CollegeCouncil\03-04\CommitteeList

representative associations

Clackamas Community College Association of Classified Employees

CCCACE represents the interests and concerns of support staff in college decision-making, collective bargaining and personnel issues.

Clackamas Community College Part-Time Faculty Association

CCCPTA represents the interests and concerns of part-time faculty in college decision-making, collective bargaining and personnel issues.

Clackamas Community College Education Association

CCCEA represents the interests and concerns of full-time faculty in college decision-making, collective bargaining and personnel issues.

Clackamas Community College Associated Student Government

ASG provides leadership for student activities and represents the interests of students in college decision-making.



mission statement

purpose

Creating lifetime opportunities for success through responsive education

mission

The mission of Clackamas Community College is to serve the people of the college district with quality education and training opportunities:

- as a two-year college accredited by the Northwest Association of Schools and Colleges
- as a publicly supported, community-based organization, governed by a locally elected Board of Education
- through programs and courses in professional-technical, liberal arts and sciences (college transfer), basic skills, adult interest, and custom-designed courses and support services
- within available resources from student tuition and fees, local property taxes, state funds, and additional resource development activities (i.e., state and federal grants, individual and corporate gifts, etc.).

philosophy

The college's mission is implemented with a commitment to being accessible, adaptable, and accountable.

The college endeavors to be accessible by:

- maintaining an open-door admissions policy
- keeping tuition and fees as low as possible and maintaining financial aid programs
- informing our public about available programs and services
- encouraging student success through appropriate course placement, effective instructional strategies, recognition of diversity of learning styles, and commitment to student support
- surmounting the geographical, physical, educational, psychological, and financial barriers that exist for district citizens
- encouraging free and open exchange of thoughts and ideas
- welcoming students and staff of diverse backgrounds and cultures.

The college endeavors to be adaptable by:

- asking district citizens, businesses and other community groups what programs and services are needed
- maintaining flexibility in planning, budgeting, programming and staffing practices so that resources can be shifted as needs change
- cooperating with other organizations to respond to common challenges
- maintaining instructional and student support programs which recognize the diversity of learning and cultural styles
- building productive partnerships with business and industry.

The college endeavors to be accountable by:

- maintaining appropriate standards of performance for all programs, courses and services
- involving citizens in the budget process, the planning process, and in program development and review
- conducting regular performance reviews for all college staff members
- continuing efforts to make the most effective use of college resources
- evaluating the effectiveness of educational programs and services by measuring student outcomes.

ethics

Clackamas Community College is dedicated to personal growth and academic excellence. Each member of the college community—students and staff alike—shall strive to:

- recognize the inherent goodness of all people and honor the humanity that joins us
- practice personal and academic integrity, respecting the dignity, rights and property of all persons
- encourage diversity, striving to learn from differences in people, ideas and opinions
- demonstrate concern for others, their feelings and their needs, and treat them as we wish to be treated ourselves.

goals

The college has established the following goals to guide our planning:

Breadth of service

by responding effectively to the needs of our varied constituencies.

Quality of education

by striving to achieve the highest quality of teaching, learning and student success.

Commitment to values

by aligning our organizational systems to the achievement of our Institutional Values.

A healthy organization

by promoting a strong sense of community with a commitment to communication, continuous learning and improvement.

Resources to succeed

by securing and sustaining human and financial resources and facilities to fulfill our mission.

Goals developed and adopted by the VISIONS Group, May 1993.

Purpose, Mission, Philosophy, Code of Ethics, and Values updated and adopted by the CCC Board of Education, December 1994.

Instructional Values adopted by the VISIONS Group, May 1996.

mission statement (continued)



values

In order to ensure quality service to our community and students and a fulfilling work environment for our staff, we subscribe to the following institutional values:

Community

The college staff holds the institution in trust for the citizens of the district. We believe that:

- our service and instruction shall always strive to meet the highest standards
- the college exists in a dynamic environment which encourages innovation, self-evaluation and continuous improvement
- the preservation of the college in the pursuit of its mission must take priority over individual concerns while safeguarding the rights and dignity of staff or students
- academic freedom and the free exchange of ideas are essential elements of the college.

Students

The college exists to enable students to earn a college education, to prepare for the world of work, and to learn how to learn. We believe that:

- students can grow toward full potential as they experience the joys of discovery and participate in the rigors of study
- all students possess inner resources which can be developed and refined
- students have the right to enroll in classes appropriate to their ability levels
- students must take an active role in their own learning to make their educational experiences meaningful
- students should respect the diversity and dignity of all persons.

Staff

All college personnel must contribute to and support the educational mission of the college. We believe that:

- every staff member is a problem solver, with the right and the responsibility to identify and resolve issues they encounter on the job
- staff members must develop and maintain a strong interest in the growth of students and the community we serve
- effective communication and cooperation among staff members is necessary to fulfill the college mission
- staff members are responsible for seeking opportunities for continued professional growth
- the college is responsible for providing professional development opportunities for staff
- each staff member is entitled to fair and honest treatment by the college.

Diversity

The college is committed to building awareness of cultural diversity on our campus and in our community. We believe in:

- respecting the inherent right of all persons to live with dignity and freedom
- respecting individual rights of expression
- setting a standard for the larger community by promoting tolerance, communication, and understanding among people with differing beliefs, color, gender, cultures and backgrounds
- encouraging affirmative action for students and staff
- providing opportunities (curriculum development, art exhibits, theatrical presentations, special events) for increasing our awareness of cultural differences and personal life-style preferences within our college and the community.

Environment

The college accepts responsibility as a steward of the environment. In all areas of the college's operations, we will be proactive in protecting the environment. Our educational role is not only to teach environmental principles but also to model appropriate environmental behaviors. To implement our role, we will:

- encourage students and staff to practice behaviors consistent with the preservation of a clean and safe environment
- minimize the creation of waste and repair, reuse, and recycle materials whenever possible
- provide facilities that are safe and free from environmental hazards
- use the most energy efficient systems available in the physical operation of the college and make energy conservation a priority when planning new facilities and retrofitting existing facilities
- purchase earth-friendly products whenever feasible and consider environmental effects when we plan investments in buildings, equipment, maintenance, and repairs
- maintain a landscape that provides opportunities for environmental awareness, learning, and enjoyment by using the most environmentally compatible methods available for upkeep
- evaluate our own performance through formal audits and by listening carefully to the observations of employees and others on ways we can improve.

Decision Making

The college maintains an open and inclusive organizational structure which enables all members of staff to participate in the decision-making process. We believe that:

- institutional direction is driven by information received from the staff, the students and the community
- all employees should have a clear understanding of how they are connected to the decision-making process
- we achieve a balance of decentralized and centralized decision making
- we maintain a dynamic and continuous organizational audit with the goal of continuous improvement
- we are flexible and able to develop contingency plans to adjust to a changing environment
- we are constantly in the process of defining and dispelling ambiguity but are able to accept a certain amount of uncertainty
- we are constantly seeking direction from the community in policy and curriculum development.



mission statement (continued)

Instruction

Instruction is central to the mission of the college. We foster a climate that is supportive of students and instructors as key components of the learning process. We seek to develop and maintain opportunities, resources and strategies that support flexible, responsive instruction to meet diverse and changing student needs in a rapidly evolving educational environment. To accomplish an effective strategic plan for instruction, we recognize the core values that guide our choice of opportunities, and we outline our current priorities as future guides for action. We value:

- local departmental autonomy and academic freedom as indicative of a supportive environment for teaching
- response to a changing student profile that emphasizes learner-centered teaching, personalized instruction, and a variety of teaching and learning styles
- diversity in instructional programs and offerings that educate the whole student
- leadership of faculty, together with staff and students, in instructional planning
- interdisciplinary and college-wide sharing, communication and teamwork
- challenging students and encouraging lifetime learning and responsible citizenry
- improved student access and success through annual planning and sound student placement
- appropriate use of technology in support of instructors and instruction
- innovation, risk-taking and dissent in the pursuit of quality instruction
- a focus on quality rather than growth
- balancing productivity with the need for faculty and curricular development time
- continued development of connections between the college and our educational and business partners
- maintaining a climate that supports "us" rather than "us/them."

glossary of terms

BUDGET GUIDELINES

Road map for budget process, with values, priorities and processes. Designed to set yearly budget direction and identify limitations on department budget requests. Bridge long-term and short-term planning by identifying budget specifics.

STRATEGIC FINANCIAL FORECAST

The planning tool the college uses to project financial scenarios and to communicate to campus the college's budget future.

CCC INSTITUTIONAL GOALS

Designed to set the college's basic direction and define the college's core values in order to accomplish our mission. The goals are reviewed periodically and are meant to be long-term.

STRATEGIC PRIORITIES

Major college priorities set annually which will receive organizational focus and budget priority.

DEPARTMENTAL PLANNING TEMPLATE

Outline for departments to set or update basic mission and expected outcomes, assess outcomes progress, identify key issues, recommend college-wide priorities, and develop improvement plans.

APPENDIX D: Accreditation Objectives / Indicator / and Data Sources

Objective	Indicator	Rationale	Data Source
Core Theme 1: Academic Transfer			
Objective 1: Transfer students are prepared to successfully attain their educational goals	Indicator 1-1: Transfer rates for those who graduate with a degree	Rationale: Transfer rates for those who have earned a transfer degree demonstrate clearly that students are progressing toward their goal of attaining a 4-year degree.	State Data: <u>CC to OUS Transfer Enrollment report</u> (counts all students who were enrolled in a CC and enrolled in a 4yr the following fall); <u>2008 CC Transfer Retention Summary Report</u> (tracks 2002-03 cohort of transfer-in students over 6 yrs - includes stop Out, graduating, and continuing students from year to year) Does break down data by college and Transfer-in degree type. <u>Student Success Indicator (Measure What You Treasure) Milestone # 15</u> (data by each CC and statewide). <u>KPM # 14</u> gives total number of students transferring to an OUS school IPEDS Data: Will provide transfer rates for a specific cohort – Establish cohort for those who have specifically earned a transfer degree. National Student Clearinghouse (NSC): End of year graduates by degree type can be sent and tracked for re-enrollment at 4yr.
	Indicator 1-2: Transfer rates for those who complete at least 30 credits at CCC but do not complete a degree	Rationale: Students who complete at least 30 credits have had significant experience with CCC in preparation for transfer and are generally considered transfer students, rather than new students, by the receiving institution. Transfer rates for these students demonstrate that students are progressing toward their goal of attaining a 4-year degree.	State Data: <u>Student Success Indicator (Measure What You Treasure) Milestone # 11</u> (data by each college and statewide) - number of students who earned 30+ credits their first year (does not give us transfer rates of these students) State can provide student included in this count and we send data to NSC for student tracking to 4 yr colleges

	<p>Indicator 1-3: Grade attainment at the 4-year institution of transfer students who graduate with a degree</p> <p>Indicator 1-4: Grade attainment at the 4-year institution of transfer students who <u>complete at least 30 credits</u> at CCC but do not complete a degree</p> <p>Indicator 1-5: 4-year degree attainment rates for students who transfer with a degree</p>	<p>Rationale: Performance in subsequent classes is reflective of the preparation students received at CCC prior to attending the 4-year institution.</p> <p>Rationale: Performance in subsequent classes is reflective of the preparation students received at CCC prior to attending the 4-year institution.</p> <p>Rationale: Baccalaureate degree attainment is a direct measure of whether or not students have reached their goal.</p>	<p>Internal Data: Winter term create file prior year of non-returners who have earned 30 credits to assess transfer rates</p> <p>IPEDS Data: Will provide transfer rates for a specific cohort – Establish cohort for those who have specifically earned 30 credits.</p> <p>State Data: <u>OUS Unduplicated CC subject Grade Report</u> - counts of students by college who transfer to an OUS school and gives Grade distribution and GPA for specific subject areas. GPA does not reflect OUS overall cumulative GPA. (see comments on Indicator 1-4)</p> <p>Currently the OUS Unduplicated CC Subject Grade Report does not distinguish between students who have graduated or earned a specific number of credits prior to transferring. This will require working with OUS and OCCIRS on a report that gives this information. If that is not possible, this indicator may need to be modified.</p> <p>State Data: Table 27 Retention of Community College Transfers by Community College and Associate's Degree Type - uses the 2002-03 Entering Cohort and tracks students for 6 yrs</p> <p>NSC: Cohorts of students can be sent to NSC for tracking purposes</p>
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	<p>Indicator 1-6: 4-year degree attainment rates for students who complete at least 30 credits at CCC but do not complete a degree</p>	<p>Rationale: Baccalaureate degree attainment is a direct measure of whether or not students have reached their goal.</p>	<p>State Data: Not aware of any current state report that provides degree attainment rates for students who complete at least 30 credits. State Data: Student Success Indicators - momentum milestone #10 provides info about the number of student who have earned 30+ credits at each CC in reference to the degree/cert earned but does not track to 4 yr college and 4 yr graduation. NSC: Use warehouse data to identify students a group of previous students who have earned 30 credits and are not current students and use NSC to track for degree completion at 4 yr schools.</p>
	<p>Indicator 1-7: Time to degree and number of credits earned in completion of 4-year degree for students who graduate with a degree</p>	<p>Rationale: Providing relevant and useful courses that support smooth and seamless transitions and lessen time to degree move students toward their goal of a baccalaureate degree.</p>	<p>State and OUS Data: Not aware of any state or OUS report that provides the number of credits earned in completion of 4 yr degrees. We'll need to work with OUS to generate a report that gives us the credits earned by the student and/or time to degree. If we were given student information about each graduate we can then send the student list to NSC to provide time to degree attainment NSC: We can identify a previous cohort of students and send info to the clearinghouse to track time to degree</p>

<p>Objective 2: Transfer students have a quality educational experience at CCC.</p>	<p>Indicator 1-8: Time to degree and number of credits earned in completion of 4-year degree for students who complete at least 30 credits at CCC but do not complete a degree</p>	<p>Rationale: Providing relevant and useful courses that support smooth and seamless transitions and lessen time to degree move students toward their goal of a baccalaureate degree.</p>	<p>State and OUS Data: Not aware of any state or OUS report that provides the number of credits earned in completion of 4-yr degrees for those students who have earned at least 30 credits at CCC. We'll need to work with OUS to generate a report that gives us the credits earned by the student and/or time to degree. If we were given student information about each graduate we can then send the student list to NSC to provide time to degree attainment</p> <p>NSC: We can identify a previous cohort of students who have earned at least 30 credits and did not graduate and send info to NSC to track time to degree</p>
	<p>Indicator 2-1: Rates of attainment of general education student learning outcomes for students who complete AAOT/ASOT general education requirements in distribution or skill areas</p>	<p>Rationale: Providing general education opportunities for transfer students is a key role of the community college. Attainment of student learning outcomes is a direct measure of student learning, and hence the core of what we do.</p>	<p>Internal Data: SLO data can be sorted by Division, Departments, and Courses associated with AAOT/ASOT programs.</p>
<p>Indicator 2-2: Rates of attainment of program student learning outcomes for students who complete degree programs</p>	<p>Rationale: Attainment of student learning outcomes is a direct measure of student learning, and program-level student learning outcomes are important measures of the college's success with student who complete degree programs.</p>	<p>Internal Data: SLO data can be sorted by Division, Departments, and Courses associated with AAOT/ASOT programs.</p>	

Objective 3: Transfer programs are accessible	Indicator 2-3: Student perception of educational experience as reflected in key Community College Survey of Student Engagement (CCSSE) measures	Rationale: CCSSE provides specific student feedback on perceptions of the quality of the educational experience that have been associated with student success.	Internal Data: 2008 and 2011 CCSSE results which measure student behavior, perception, and preference. CCSSE measures on key items provide CCC with regular feedback on student perception of educational experience and comparative data to other community colleges in Oregon and nationally
	Indicator 2-4: Transferability of transfer courses	Rationale: Easily transferable courses enable students whose educational goals are a 4-year degree to make significant progress toward that goal while at CCC	Internal Data: Transfer articulation tables for OUS institutions provide information about transferability of course, tracked within department ISS Blueprints.
	Indicator 3-1: Rate at which students successfully bridge between pre-college and college transfer coursework	Rationale: The rate at which students in pre-college courses or programs transition into lower-division transfer coursework to attain their educational goals is a critical measure of effectiveness of pre-college coursework.	Internal Data: We have internal data that can be used for this indicator. We'll need to build a better process to report the information. State Data: Measure What You Treasure - Student Success Indicator #3,4,and 7 can provide some information related to this indicator
	Indicator 3-2: Enrollment and FTE in LDC coursework	Rationale: Enrollment and FTE reflects students' ability to access transfer programs.	Internal Data: Data is in the warehouse. Just need report to pull the information State Data: Oregon College Profile data provides CCC trend data as well as comparisons to other community colleges in Oregon
	Indicator 3-3: Headcount and demographics of students enrolled in LDC coursework	Rationale: Comparisons of headcount and demographics provide indicators of market penetration and CCC's accessibility to multiple demographic groups.	State Data: Oregon College Profile data provides CCC trend data as well as comparisons to other community colleges in Oregon County Data: Clackamas County Census Reports provides comparative data for the service district.

Core Theme 2: Career and Technical Education

<p>Objective 1: CTE students are prepared to succeed in employment</p>	<p>Indicator 1-1: Employment rates for those who complete a degree or certificate program</p> <p>Indicator 1-2: Passing rate of graduates on required certification and licensing exams</p>	<p>Rationale: CTE programs are designed and approved based on having the depth and breadth to prepare students for living-wage employment in areas where there is regional demand. Students entering these programs have clear goals of getting a job, keeping a job, or getting a better job.</p> <p>Rationale: In a number of career and technical areas, employment depends on successful completion of required certification and licensing exams. The exams provide a direct measure of student learning.</p>	<p>OED State Wage Data Reports: a) Labor Dept Reports - 1) by Community College; b) Wage gain report by CCWD - Carl Perkins -statewide; by race/ethnicity; by education level; by age; by gender; by region c) OED Employment Retention Report - Statewide by Region; by Gender; by Age; by race/ethnicity; by education level; by industry d) OED Employment Placement Report - Statewide by Region; by Gender; by Age; by race/ethnicity; by education level; by industry [also available for Veterans; Title II; Vocational Rehab: By Region; Trend data; Region 15 Placement rate, retention, and wage gain graphs] OED State Wage Data Report: 2006-07 Clackamas wage data State Data: KPM Annual licensure data by Community College and State State Data: OCCURS/Perkins licensure and accountability annual data (available in 2011-12) Internal Data: Internal Graduation Report and Pathway Completers</p> <p>State Data: KPM Annual licensure data by Community College and Statewide contained in CCWD Student Success Report State Data: Carl Perkins data on student skill performance exams available by 2011-12</p>
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<p>Objective 2: CTE programs reflect regional workforce needs</p>	<p>Indicator 1-3: Results of Employer Satisfaction Survey</p>	<p>Rationale: Employer feedback on student performance on the job after completion of the program is a critical indirect measure of student learning, as well as an indicator of how well the program is meeting the employer needs.</p>	<p>Internal Data: 2006-07 - 2007-08 Employers survey results. This needs attention as the response rate has not been as high as desired.</p>
	<p>Indicator 2-1: Comparison of programs to projected regional job demand</p>	<p>Rationale: Meeting regional job demand is paramount for our career and technical programs, and continual analysis of demand for programs and employment ensures the College is meeting the needs of the students and employers</p>	<p>State OED State Wage Data Reports: a) Labor Dept Reports - 1) by Community College; b) Wage gain report by CCWD - Carl Perkins -statewide; by race/ethnicity; education level; age; gender; region, c) OED Employment Retention Report - Statewide by Region; Gender; Age; race/ethnicity; education level; industry, d) OED Employment Placement Report -Statewide by Region; by Gender; Age; race/ethnicity; education level; industry [also available for Veterans; Title II; Vocational Rehab: By Region; Trend data; Region 15 Placement rate, retention, and wage gain graphs] 2. Publication: Employment Projections by Industry and Occupation 2006-2016 - statewide and by region, 3. CCWD Publication: Training Oregonians for the right jobs - A method to prioritize</p>
	<p>Indicator 2-2: Participation rates by businesses in our Customized Training and Business Services (CTBS) and Small Business Development Center (SBDC) programs</p>	<p>Rationale: Participation indicates that the programs are accessible to area business and industry and meets local needs. Internal data show participation rates by program.</p>	<p>Internal Data: It is currently difficult to identify students who's intent is to complete a specific program; Can use course type and department codes to identify students enrolling in Customized Training, Business Services, and SBDC courses. Internal Data: Enrollment and headcount by ACTI Code 220, 230, and 220 State Data: College Profile - FTE by Program Area by ACTI codes 220, 221, 223</p>

<p>Objective 3: CTE students have high quality educational experiences at CCC</p>	<p>Indicator 3-1: Rates of attainment of related instruction student learning outcomes for students who complete CTE degree or certificate programs</p> <p>Indicator 3-2: Rates of attainment of program student learning outcomes for students who complete degree or certificate programs</p> <p>Indicator 3-3: Student perception of educational experience as reflected in key CCSSEE measures</p> <p>Indicator 3-4: Employer perception of quality and usefulness of occupational supplemental programs in Customized Training and Business Services</p>	<p>Rationale: Related instruction is a key component for all of the certificate and degree programs that are one-year or longer. Attainment of student learning outcomes is a direct measure of student learning, and hence the core of what we do..</p> <p>Rationale: Attainment of student learning outcomes is a direct measure of student learning, and program-level student learning outcomes are important measures of the college's success with student who complete degree programs.</p> <p>Rationale: CCSSE provides specific student feedback on perceptions of the quality of the educational experience that have been associated with student success.</p> <p>Rationale: Occupational Supplemental Programs are designed to enhance the skills of students already in the workforce. Employer perception is an indicator of the quality and usefulness of the programs as well as whether CCC is being responsive to the needs of the community.</p>	<p>Internal Data: SLO data by Division, Departments, and Courses associated with CTE Related Instruction</p> <p>Internal Data: SLO data by Division, Departments, and Courses associated with CTE programs</p> <p>State Data: CCSSE 2008 and 2011 results which measure student behavior, perception, and preference. CCSSE measures on key items provide CCC with regular feedback on student perception of educational experience and comparative data to other community colleges in Oregon and nationally</p> <p>State Data: KMP (BITS) Annual Report can show data by college and statewide</p>
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<p>Objective 4: CTE programs are accessible</p>	<p>Indicator 4-1: Rate at which students successfully bridge between pre-college and CTE program coursework</p>	<p>Rationale: The rate at which students in pre-college courses or programs transition into career and technical programs to attain their career goals is an indicator of the effectiveness of pre-college coursework.</p>	<p>Internal Data: Data generated from the ABS Pathway Grant (includes ABS, AHSD, GED, ESL student transitions into college level courses. Process will need to be enhanced specific to CTE. State Data: Statewide data (by state and college) - Measure What You Treasure - Student Success Indicators (provides % data by pre-college ACTI code and those who transition into LDC and/or CTE courses at state level and actual numbers by college; provides data specific college credits earned, passing remedial math and English); Data is being refined and should be available 2011. This report relies on having student SSNs and is currently distorted due to use of student ID.</p>
	<p>Indicator 4-2: Enrollment and FTE in CTE occupational preparatory coursework</p>	<p>Rationale: Enrollment and FTE reflects students' ability to access programs as well as regional demand for career and technical programs.</p>	<p>State Data: FTE and Enrollment reports - End of term and Annual - data by individual community college and can be used for comparison purposes (does not provide unduplicated headcount by CTE Occupational Prep Coursework) State Data: State CC Profile Data - Annual Report (will give FTE by ACTI Code, does not include enrollment/unduplicated headcount Internal Data: Internal warehouse data - End of term and Annual data - provides FTE, Enrollment, Unduplicated Headcount, student demographics, and other data elements</p>
	<p>Indicator 4-3: Enrollment and FTE in CTE occupational supplementary coursework</p>	<p>Rationale: Enrollment and FTE reflects students' ability to access programs as well as regional demand for occupational supplemental programs.</p>	<p>State Data: FTE and Enrollment reports - End of term and Annual - data by individual community college and can be used for comparison purposes (does not provide unduplicated headcount by CTE Occupational Prep Coursework)</p>

	<p><u>Indicator 4-4:</u> Headcount and demographics of students enrolled in CTE occupational preparatory coursework</p>	<p>Rationale: Comparisons of headcount and demographics provide indicators of market penetration and CCCs accessibility to multiple demographic groups.</p>	<p>State Data: State Profile Data - Annual Report (will give FTE by ACTI Code, does not include enrollment/unduplicated headcount. <i>May need to ask state to provide comparison headcounts and demographics by college for CTE Occupational Preparatory coursework.</i>)</p> <p>Internal Data: Internal warehouse data - End of term and Annual data - provides FTE, Enrollment, Unduplicated Headcount, student demographics, and other data elements</p> <p>State Data: State FTE and Enrollment reports - End of term and Annual - data by individual community college and can be used for comparison purposes (does not provide unduplicated headcount by CTE Occupational Prep Coursework)</p> <p>State Data: State Profile Data - Annual Report (will give FTE by ACTI Code, does not include enrollment/unduplicated headcount. <i>May need to ask state to provide comparison headcounts and demographics by college for CTE Occupational Preparatory coursework.</i>)</p> <p>Internal Data: Internal warehouse data - End of term and Annual data - provides FTE, Enrollment, Unduplicated Headcount, student demographics</p> <p>County Data: Clackamas County Census Reports provides comparative data for the service district.</p>
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	<p><u>Indicator 4-5:</u> Headcount and demographics of students enrolled in CTE occupational supplementary coursework</p>	<p>Rationale: Comparisons of headcount and demographics provide indicators of market penetration and CCCs accessibility to multiple demographic groups.</p>	<p>State Data: State FTE and Enrollment reports - End of term and Annual - data by individual community college and can be used for comparison purposes (does not provide unduplicated headcount by CTE Occupational Supp Coursework)</p> <p>State Data: State Profile Data - Annual Report (will give FTE by ACTI Code, does not include enrollment/unduplicated headcount <i>May need to ask state to provide comparison headcounts and demographics by college for CTE Occupational Supplementary coursework.</i></p> <p>Internal Data: Internal warehouse data - End of term and Annual data - provides FTE, Enrollment, Unduplicated Headcount, student demographics.</p> <p>County Data: Clackamas County Census Reports provides comparative data for the service district.</p>
<p>Core Theme 3: Essential Skills</p>			
<p><u>Objective 1:</u> Students who complete essential skill coursework are prepared to succeed in college-level work</p>	<p><u>Indicator 1-1:</u> Rate at which Basic Skills/ESL students successfully complete at least one college-level credit</p>	<p>Rationale: Completion of at least one college-level credit is an indicator that students are able to successfully move from the Basic Skills/ESL programs to other programs at the college.</p>	<p>Internal Data: Warehouse data is available that can be used to identify basic skills/ESL students who have completed at least one college course</p>

<p>Objective 2: Essential skills students have a quality educational experience at CCC</p>	<p>Indicator 1-2: Rate at which Basic Skills/ESL students successfully complete at least 14 college-level credits</p> <p>Indicator 1-3: Percent of students who begin in developmental math courses and complete the math requirement for their degree or certificate program</p> <p>Indicator 1-4: Percent of student who begin in developmental writing courses and complete the writing requirement for their degree or certificate program</p> <p>Indicator 2-1: Rate at which ABE/GED/ESL students complete each of the National Reporting Services levels in Tracking Outcomes for Programs and Students (TOPS)</p>	<p>Rationale: Completion of at least 14 college-level credits is an indicator that students are prepared to successfully complete a degree or certificate program.</p> <p>Rationale: Completion of the math requirement for their degree or certificate program demonstrates that the need for developmental courses has not been a barrier to goal attainment.</p> <p>Rationale: Completion of the writing requirement for their degree or certificate program demonstrates that the need for developmental courses has not been a barrier to goal attainment.</p> <p>Rationale: Completion of TOPS levels is a direct measure of student learning and progress through these pre-college programs.</p>	<p>Internal Data: Warehouse data is available that can be used to identify basic skills/ESL students who have completed at least 14 college-level courses college course</p> <p>Internal Data: Warehouse data is available that can be used to demonstrate goal attainment of students who begin in developmental math courses and complete the math requirement for their degree/or certificate</p> <p>Internal Data: Warehouse data is available that can be used to demonstrate goal attainment of students who begin in developmental writing courses and complete the writing requirement for their degree/or certificate</p> <p>State Data: TOPS Annual Enrollment Trend report by individual college provides individual CCC and statewide data.</p>
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<p>Objective 3: Essential Skills programs are accessible</p>	<p>Indicator 2-2: Student perception of educational experience as reflected in key CCSSE measures</p>	<p>Rationale: CCSSE provides specific student feedback on perceptions of the quality of the educational experience that have been associated with student success.</p>	<p>Internal Data: CCSSE 2008 and 2011 results - CCSSE measures perception, student behavior, and preferences. Results can be viewed by all or individual OR CCs, by colleges of like size, and nationally</p>
	<p>Indicator 3-1: Enrollment and FTE in ABE/GED programs</p>	<p>Rationale: Enrollment and FTE reflect students' ability to access programs and regional demand for ABE/GED programs.</p>	<p>State Data: FTE and Enrollment reports - End of term and Annual data by individual community colleges shows FTE and HC by CC... may need to ask state to disaggregate data by ACTI code for FTE and HC</p> <p>State Data: State Profile Data - Annual Report (FTE by ACTI Code, does not include enrollment/unduplicated headcount <i>Ask state for comparison headcounts and demographics by college for each ACTI code</i></p> <p>Internal Data: Internal warehouse data - End of term and Annual data - provides FTE, Enrollment, Unduplicated Headcount, student demographics, and other data elements by ACTI code</p>
	<p>Indicator 3-2: Enrollment and FTE in ESL programs</p>	<p>Rationale: Enrollment and FTE reflect students' ability to access and regional demand for ESL programs.</p>	<p>State Data: FTE and Enrollment reports - End of term and Annual data by individual community colleges shows FTE and HC by CC... may need to ask state to disaggregate data by ACTI code for FTE and HC</p> <p>State Data: State Profile Data - Annual Report FTE by ACTI Code, does not include enrollment/unduplicated headcount <i>May need to ask state to provide comparison headcounts and demographics by college for each ACTI code</i></p>

	<p><u>Indicator 3-3:</u> Enrollment and FTE in developmental courses in mathematics and writing</p>	<p>Rationale: Enrollment and FTE reflect students' ability to access and regional demand for developmental math and writing courses.</p>	<p>Internal Data: Internal warehouse data - End of term and Annual data - provides FTE, Enrollment, Unduplicated Headcount, student demographics, and other data elements by ACTI code</p> <p>State Data: FTE and Enrollment reports - End of term and Annual data by individual community colleges shows FTE and HC by CC... may need to ask state to disaggregate data by ACTI code for FTE and HC</p> <p>State Data: State Profile Data - Annual Report (will give FTE by ACTI Code, does not include enrollment/unduplicated headcount. <i>Ask state to provide comparison headcounts and demographics by college for each ACTI code</i></p> <p>Internal Data: Internal warehouse data - End of term and Annual data - provides FTE, Enrollment, Unduplicated Headcount, student demographics, and other data by ACTI code</p>
	<p><u>Indicator 3-4:</u> Headcount and demographics of students enrolled in ABE/GED coursework.</p>	<p>Rationale: Comparisons of headcount and demographics provide indicators of market penetration and CCCs accessibility to multiple demographic groups.</p>	<p>State Data: FTE and Enrollment reports - End of term and Annual data by individual community colleges shows FTE and HC by CC... may need to ask state to disaggregate data by age, gender, ethnicity, etc for FTE and HC</p> <p>State Data: State Profile Data - Annual Report (will give Headcount by CC <i>May need to ask state to provide comparison headcounts and demographics by college for each ACTI code.</i></p> <p>County Data: Clackamas County Census Reports provides comparative data for the service district.</p>

			<p>OED Data: Statewide Fast Fact Summary Document Nov 2010 and Fast Facts Community College gives a snapshot of Region 15 workforce demographics</p> <p>Internal Data: Internal warehouse data - End of term and Annual data - provides FTE, Enrollment, Unduplicated Headcount, student demographics, and other data by ACTI code</p>
	<p><u>Indicator 3-5:</u> Headcount and demographics of students enrolled in ESL coursework</p>	<p>Rationale: Comparisons of headcount and demographics provide indicators of market penetration and CCCs accessibility to multiple demographic groups.</p>	<p>State Data: FTE and Enrollment reports - End of term and Annual data by individual community colleges shows FTE and HC by CC... may need to ask state to disaggregate data by age, gender, ethnicity, etc for FTE and HC</p> <p>State Data: State Profile Data - Annual Report (will give Headcount by CC <i>May need to ask state to provide comparison headcounts and demographics by college for each ACTI code.</i></p> <p>County Data: Clackamas County Census Reports provides comparative data for the service district.</p>
			<p>OED Data: Statewide Fast Fact Summary Document Nov 2010 and Fast Facts Community College gives a snapshot of Region 15 workforce demographics</p> <p>Internal Data: Internal warehouse data - End of term and Annual data - provides FTE, Enrollment, Unduplicated Headcount, student demographics, and other data elements by ACTI code</p>

	<p><u>Indicator 3-6:</u> Headcount and demographics in developmental courses in mathematics and writing</p>	<p>Rationale: Comparisons of headcount and demographics provide indicators of market penetration and CCCs accessibility to multiple demographic groups.</p>	<p>State Data: FTE and Enrollment reports - End of term and Annual data by individual community colleges shows FTE and HC by CC... may need to ask state to disaggregate data by age, gender, ethnicity, etc for FTE and HC</p> <p>State Data: State Profile Data - Annual Report (will give Headcount by CC <i>May need to ask state to provide comparison headcounts and demographics by college for each ACTI code.</i></p> <p>County Data: Clackamas County Census Reports provides comparative data for the service district.</p> <p>OED Data: Statewide Fast Fact Summary Document Nov 2010 and Fast Facts Community College gives a snapshot of Region 15 workforce demographics</p> <p>Internal Data: Internal warehouse data - End of term and Annual data - provides FTE, Enrollment, Unduplicated Headcount, student demographics, and other data by ACTI code</p>
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Core Theme 4: Lifelong Learning

<p><u>Objective 1:</u> CCC provides the college and the community with diverse special events that enhance educational programs and support community interest</p>	<p><u>Indicator 1-1:</u> Participation in college special events for students and the community</p>	<p>Rationale: Participation in these events indicates the relevance and perceived value for the community. It is also a measure of the community awareness of the college.</p>	<p>Internal Data: Warehouse data available to pull that gives enrollment, headcount, demographics, etc on college events that take place during the year. Information is dependent upon the event having been inputted into Datatel. Participation is also measured by ticket sales, attendance estimates and other similar means.</p>
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<p><u>Objective 2:</u> CCC partners with education, business, industry and community organizations to provide education and enrichment programs</p>	<p><u>Indicator 2-1:</u> Number of educational partnerships</p>	<p>Rationale: Partnerships with high schools, other community colleges, and 4-year schools support student success, increase breadth of offerings, and promote efficiency and sustainability during difficult economic times.</p>	<p>Internal Information: Internal contract and articulation records provide partnership information</p>
	<p><u>Indicator 2-2:</u> Number of partnerships with other entities</p>	<p>Rationale: Partnerships with local businesses, industries, and community agencies support student success, increase breadth of offerings, and promote efficiency and sustainability during difficult economic times.</p>	<p>Internal Information: Internal contract and articulation records provide partnership information</p>
<p><u>Objective 3:</u> CCC provides the community with informal continuing education opportunities</p>	<p><u>Indicator 3-1:</u> Headcount and demographics of participants in community education programs</p>	<p>Rationale: Comparisons of headcount and demographics indicate market penetration, relevancy, and CCCs accessibility to multiple demographic groups.</p>	<p>Internal Data: Warehouse data available to profile community education program County Data: Clackamas County Census Reports provides comparative data for the service district.</p>