Clackamas
Community College

Strategic Planning Insight Report

January 4, 2021
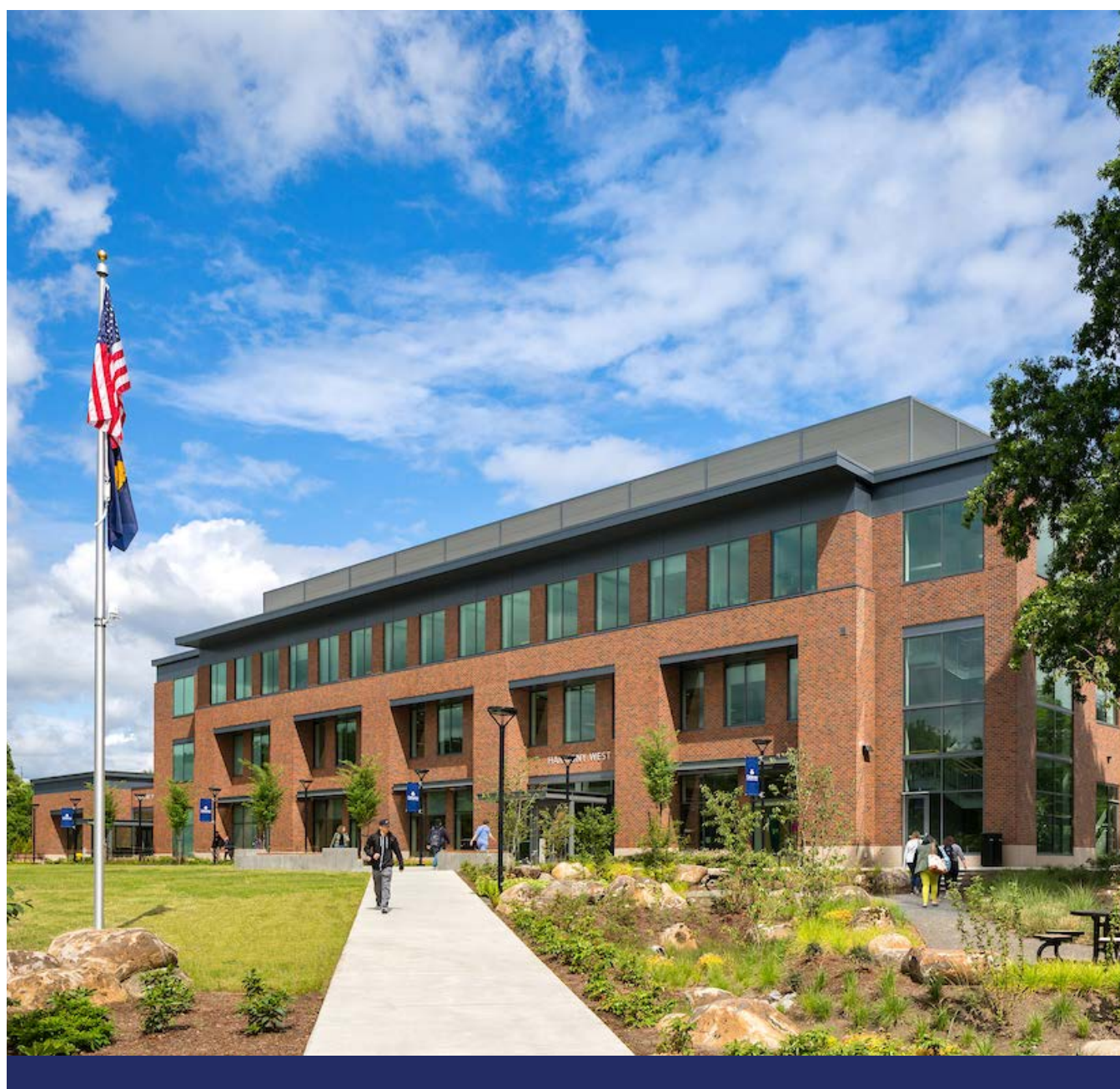Prepared By: Coraggio Group

Table of Contents

Clackamas Community College's culture is strongly student-centered. The College has an opportunity to think comprehensively about the best ways to provide holistic student support for the needs of 21st century learners.

To remain relevant and responsive to the evolving needs of the community, the College needs to continue to innovate and focus on quality teaching and learning.

Clackamas Community College has an opportunity to lead in diversity, equity, and inclusion work, both internally through greater alignment and externally as a community convener.

Clackamas Community College is one of the community's best kept secrets. This limits its reach.

Strengthening relationships, improving systems and processes, and building change resilience will better position the College for the future, including successful implementation of the Strategic Plan.

State funding, the COVID pandemic, and decreased enrollment are impacting Clackamas Community College's budget and ability to deliver on its mission.

Introduction

Looking back to February 2020 when this Strategic Planning effort began, the world looked and felt vastly different. Even in the early days of the COVID-19 pandemic, there was little that could have prepared Clackamas Community College (CCC) for the year that would unfold. A move to virtual learning with uncertain end, the most devastating wildfires that Oregon has ever seen, right on the campus' doorstep, a social justice movement that called all to reckoning, and a divisive and anxious political and economic environment have all continually tested the students, faculty, staff, and stakeholders of CCC.

Despite the unique challenges that the last 10 months presented, the CCC community has joined together to address these difficult circumstances and shown a remarkable resilience. While most at the College would likely consider themselves change-fatigued, and this is surely true, the magnitude of the adversity faced in such an abbreviated time is unparalleled. In the face of these challenges, the CCC community has adapted to these surreal times in all aspects– teaching and learning, student support, progress on DEI, community outreach, and many others – to continue to pursue the mission of CCC.

As we conducted the data collection and community engagement summarized in this report, the resilience and mission-focus of CCC has been unmistakable. We believe the foundations at CCC are strong, and from this point the work ahead can only build upon those strengths. From a student-centered culture to a campus community that is largely seen as friendly, supportive and inclusive, these attributes that other educational institutions seek to build, are already strong and active at CCC. Further, leaders across the Clackamas County community see exciting possibility in the College's future and want to contribute to and support that mission. It is with this hope and optimism that we present our six Strategic Themes and embark on the next chapter of Strategic Plan development together.
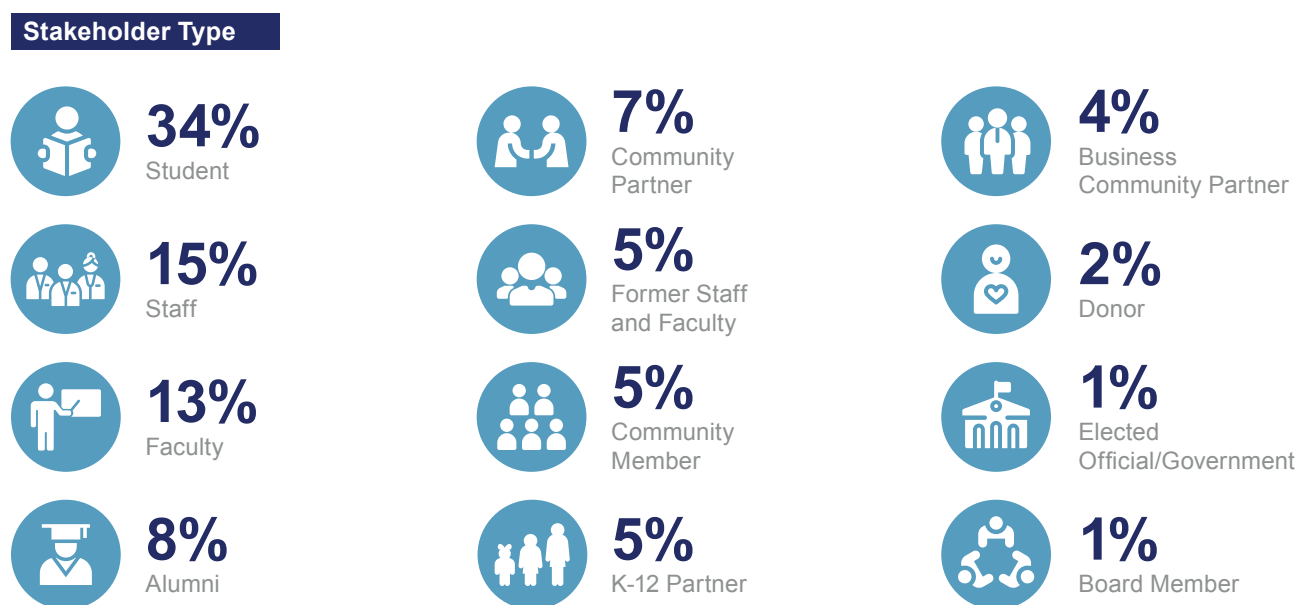
~ Coraggio Group

Methodology

This report is a summary of the data collection and community engagement effort conducted by Coraggio Group on behalf of Clackamas Community College (CCC). The purpose of this effort was to gather insights from key stakeholders in preparation for CCC's next Strategic Plan.

The engagement took place from August to October 2020. Coraggio Group partnered with CCC to gather information through one-on-one interviews and focus groups in order to understand the perspectives and priorities of a broad range of stakeholders. A total of 135 stakeholders provided input through this process, with 25 one-on-one interviews and 20 focus groups that garnered 110 participants. The external engagement efforts included stakeholders such as business community leaders, K-12 and university partners, elected local and regional officials, non-profit and governmental agency partners, alumni, foundation supporters, future students, and members of the CCC Board of Education.

In addition to the interviews and focus groups, Coraggio Group also conducted an online survey that ran from October 5th to October 19th, 2020. A total of 501 individuals responded to the survey from the following self-reported demographic groups:

Stakeholder Type

34% Student	**7%** Community Partner	**4%** Business Community Partner
15% Staff	**5%** Former Staff and Faculty	**2%** Donor
13% Faculty	**5%** Community Member	**1%** Elected Official/Government
8% Alumni	**5%** K-12 Partner	**1%** Board Member

Coraggio Group partnered with the CCC Diversity, Equity and Inclusion (DEI) Committee to shape the design of community engagement. In order to ensure diverse representation of internal stakeholders across faculty, staff, and students, a nomination process was established in which individuals could self-nominate or could nominate others. All nominees were invited to participate in an interview or focus group. Coraggio Group also partnered with its DEI consultant to shape the questions and contents of the interviews, focus groups, and survey. While efforts were made to have broad and inclusive engagement, it is not possible to ascertain if any one race or ethnic group is over- or under-represented in this process because of the high percentage of people that have opted to not identify their race/ethnicity in CCC campus demographic data.

For cross-tabulation and to identify any large differences in opinions, survey respondents were asked to self-identify their race/ethnicity, age, location (urban, rural, suburban), and the campus they are most closely associated with. Any significant differences are noted in the themes. Additional survey demographic information can be viewed in the appendix.

Questions in the interviews, focus groups, and survey focused on the following topics:

1. Purpose and Mission
2. Strategic Priorities, Challenges, and Opportunities
3. College Reputation
4. Importance of the College's Roles and their Effectiveness
5. Diversity, Equity and Inclusion
6. Internal Culture and Values
7. Community Needs
8. Change Readiness

Themes

This report highlights key themes identified through the community engagement. Each theme is supported by relevant data and quotations. These themes were developed using several methods:

- Quantitative questions were analyzed using category means, percentage rates and frequencies.
- Qualitative, open-ended questions were analyzed by assigning themes based on response content and Coraggio's interpretation of those responses.

Themes included in this report were identified by the frequency in which they were mentioned and by the number of groups and individuals who mentioned them.

Strategic Themes

1   **Clackamas Community College's culture is strongly student-centered. The College has an opportunity to think comprehensively about the best ways to provide holistic student support for the needs of 21st century learners.**

2   **To remain relevant and responsive to the evolving needs of the community, the College needs to continue to innovate and focus on quality teaching and learning.**

3   **Clackamas Community College has an opportunity to lead in diversity, equity, and inclusion work, both internally through greater alignment and externally as a community convener.**

4   **Clackamas Community College is one of the community's best kept secrets. This limits its reach.**

5   **Strengthening relationships, improving systems and processes, and building change resilience will better position the College for the future, including successful implementation of the Strategic Plan.**

6   **State funding, the COVID pandemic, and decreased enrollment are impacting Clackamas Community College's budget and ability to deliver on its mission.**

This report reflects current perceptions of those who participated in the interviews, focus groups, and survey based on the questions they were asked. Coraggio's interpretation of perceptions are noted throughout the report as Key Insights and Implications. Quotations were captured as stated by respondents without attribution to protect their anonymity. In some cases, stakeholder perceptions varied, thus CCC may need to undertake further exploration in order to better understand stakeholder perceptions.

Clackamas Community College's culture is strongly student-centered. The College has an opportunity to think comprehensively about the best ways to provide holistic student support for the needs of 21st century learners.

Clackamas Community College's commitment to putting students at the center of its culture continues to resonate with stakeholders, and is seen as a fundamental, positive characteristic. This is evidenced by the climate the College seeks to cultivate on campus, the desire to continue to offer the most valuable education possible for the cost, and the drive of faculty and staff to support each student throughout their education journey. This commitment to a student-centered culture is a College hallmark. That said, there is also room to continue to strengthen students' experience and to provide wrap-around and culturally responsive supports that increase the likelihood of students reaching their goals regardless of their identities, backgrounds, and experiences. Additionally, the College doesn't need to do it alone; there is opportunity to leverage existing partnerships and build new ones with community-based and/or culturally specific organizations in order to meet student needs in a more holistic manner.

Key Insights

- When considering additional priorities, the number one item highlighted was student support (Figure 1).
- Survey respondents describe the culture at the College as friendly, supportive, inclusive, welcoming, helping, caring, diverse, and student-centered (Figure 2).
- Survey respondents indicate that the College's effectiveness in the roles it plays serving students does not meet the degree of importance they place upon these roles (Figure 3).
- Students are more likely than the average stakeholder to recommend CCC to a friend or colleague (Figure 4).
- Interview and focus group participants repeatedly highlighted how students are the College's central focus, and they also spoke to the need to continually assess, improve, and amend the supports provided in order to address wide-ranging and changing needs in a holistic and comprehensive way.
- Some examples of specific areas for improvement that arose in interviews and focus groups included:
  - Ensuring classes are offered at times students can attend
  - Improving the registration, financial aid, and virtual learning experiences
  - Increasing accessibility across all student demographics and abilities
  - Ensuring students and their families have the information they need to make informed financial decisions related to their education
  - Helping students make a clear connection between the degree or certificate they are pursuing and employment opportunities
  - Providing resources for students and their families in multiple languages

Implications

- CCC should continue to put students at the center of the College experience, and seek to understand and meet their needs for education and growth.
- Students' needs are diverse and will also evolve over time. The College should ensure it is aware of the range of needs and how those needs change so that it remains flexible, nimble, and responsive.
- CCC should leverage existing relationships and pursue new partnerships with community-based and/or culturally specific organizations in order to provide comprehensive and culturally responsive support.
- There will always be room for enhancing the student experience, and the College establishing structures and processes that allow for continual learning and improvement in this area will have a lasting impact on students' experience and abilities to reach their goals.

Figure 1   **Top Five Additional Priorities to Consider   N=98**

If you believe there should be an additional strategic priority, what would it be?

be?

Figure 2   **Culture   N=310**

What three words would you use to describe the culture of CCC?

Figure 3   **Student Roles   N=340**

Please rate how important the following roles are for community colleges in serving their students and the effectiveness of CCC in these roles.
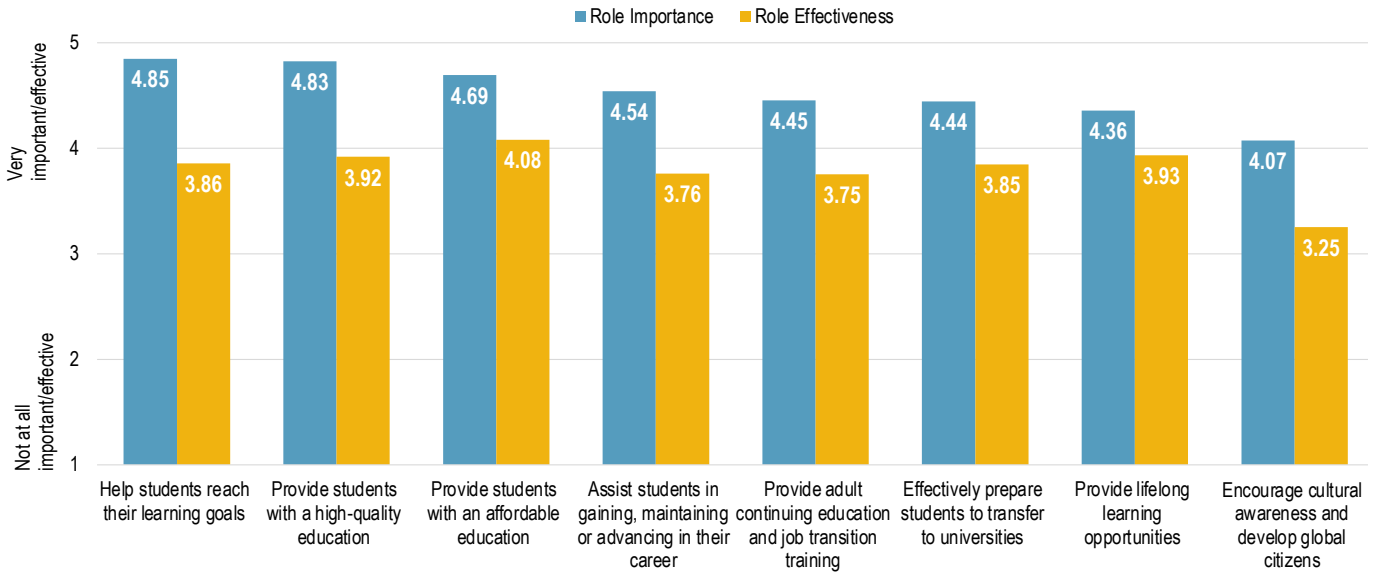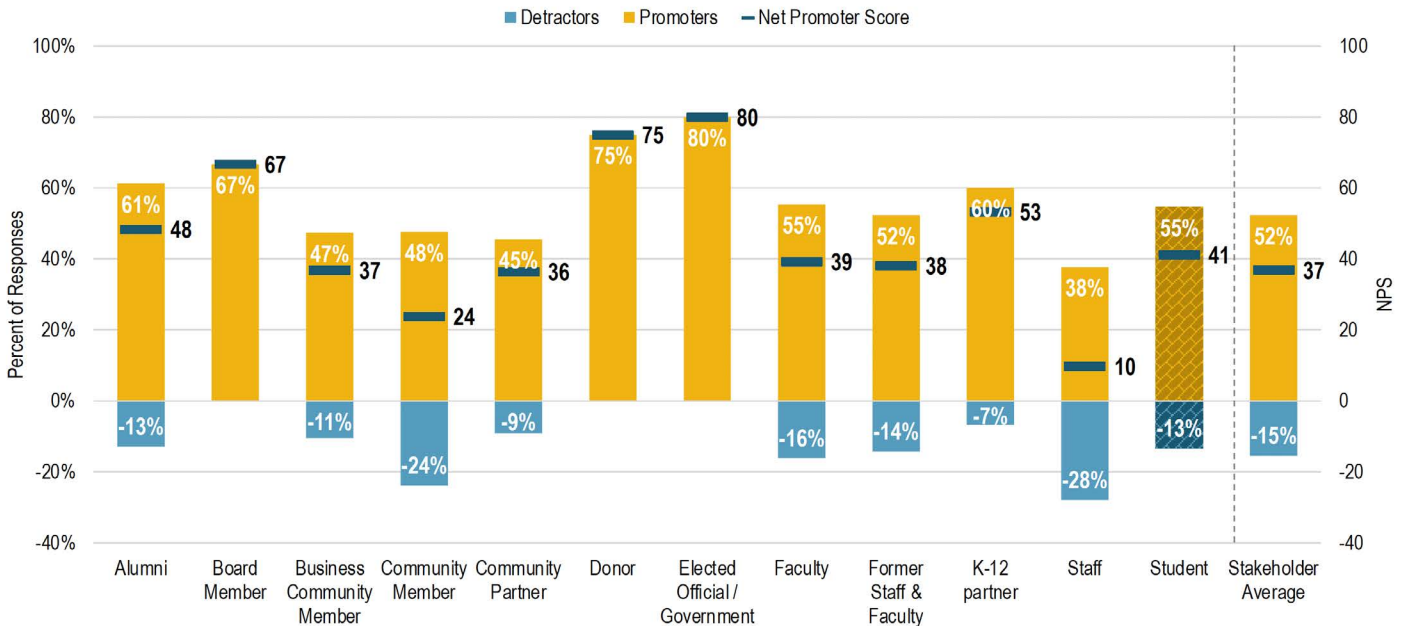

Figure 3: Bar chart comparing Role Importance and Role Effectiveness.

Role	Role Importance	Role Effectiveness
Help students reach their learning goals	4.85	3.86
Provide students with a high-quality education	4.83	3.92
Provide students with an affordable education	4.69	4.08
Assist students in gaining, maintaining or advancing in their career	4.54	3.76
Provide adult continuing education and job transition training	4.45	3.75
Effectively prepare students to transfer to universities	4.44	3.85
Provide lifelong learning opportunities	4.36	3.93
Encourage cultural awareness and develop global citizens	4.07	3.25

Figure 4   **Net Promoter Score by Stakeholder Group   N=382**

How likely is it that you would recommend CCC to a friend or colleague?

Figure 4: Net Promoter Score by Stakeholder Group.

Stakeholder Group	Detractors	Promoters	Net Promoter Score
Alumni	-13%	61%	48
Board Member		67%	67
Business Community Member	-11%	47%	37
Community Member	-24%	48%	24
Community Partner	-9%	45%	36
Donor		75%	75
Elected Official / Government		80%	80
Faculty	-16%	55%	39
Former Staff & Faculty	-14%	52%	38
K-12 partner	-7%	60%	53
Staff	-28%	38%	10
Student	-13%	55%	41
Stakeholder Average	-15%	52%	37

Responses

"We sometimes miss the mark in understanding how complicated life is for students. I don't hear enough support for life beyond the academics. I would like to see a more holistic approach."

"This is a great place to go to school. It is very nurturing. It is easy. It feels welcoming, nurturing, and safe."

"The experience I got has been useful, but the cost may have not been worth it. It was never made clear to me that the degree alone wouldn't get me a job. It would be helpful to have more support finding a job given the degree you received."

"People miss the second part of our mission about being accessible, adaptable, and accountable. Our programs should not just be accessible, we should also be making sure people are actually able to achieve their goals."

"We need to better connect with our students that are currently going here. We have people who are first generation students and are still scared. We need night options for people. We have no student services at night for our students that don't have 'traditional' hours for their class times."

"There is a big Latinx population in the Clackamas County, and we need to make sure staff matches that demographic as well as making sure students have first generation resources available to them in both Spanish and English."

"First-generation college students are more likely to get crushed by student loan debt. To usher in a bunch of folks without supporting them financially is no favor... All students should have the skills to make informed decisions concerning money."
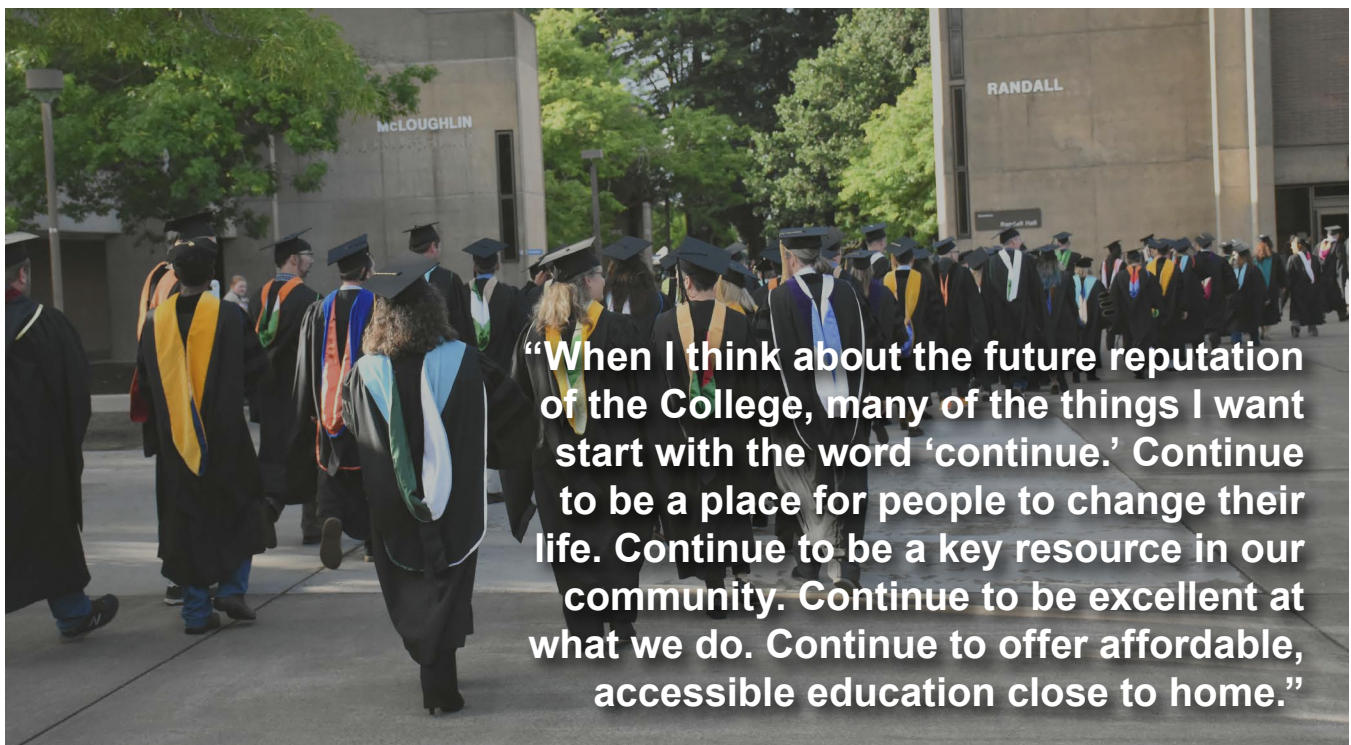
"We hould attempt to increase student support options - not just scholarships but increase support to students access to classroom support, e.g. books, child care. advising and outreach to students having financial issues."

"When we hear from students that something needs to happen, we see that the change is supported and tends to happen."

"The highest priorities moving forward are continuing to progress on Guided Pathways; implementing the DEI plan; and finding more money."

"For the high school partnerships we have, we provide classes that students or high schools want but it isn't tied well to the programs on our campus. High school students can take a class but we don't see them after they graduate high school. There isn't a clear line from their high school coursework to our coursework."

"The College exists to help kids start their college education. I like the integration of community colleges into streaming into a BS or BA, or for kids that want to be part of the trades. Entryway and connection to the workforce are important."

"When I think about the future reputation of the College, many of the things I want start with the word 'continue.' Continue to be a place for people to change their life. Continue to be a key resource in our community. Continue to be excellent at what we do. Continue to offer affordable, accessible education close to home."

To remain relevant and responsive to the evolving needs of the community, the College needs to continue to innovate and focus on quality teaching and learning.

If there is anything 2020 has shown, it is the need to be nimble, responsive, adaptable, and innovative in the face of a rapidly changing world. External community partners repeatedly described the College as an excellent partner that cares about, and is responsive to, community needs. Students see the College as being effective in providing them with a high-quality education. All of these stakeholders, however, also emphasized the need to continuously assess, strengthen, and innovate based on needs and opportunities. For example, while Clackamas Community College has been able to pivot from on-campus to online course offerings this year, there is a recognition that continued improvement and innovation is necessary in this area to both improve equitable access and experience as well as to remain relevant and competitive. Interviews, focus groups, and the survey highlighted that innovating is a shared responsibility across all partnerships and stakeholders as the College evolves: faculty and staff grow their capabilities, students actively engage in and help shape new technologies and learning opportunities; and conversations with communities identify emerging needs and opportunities to collaborate and partner on responsive and innovative solutions.

Key Insights

- While not recognized as a current component of CCC's reputation, being innovative is seen as a desirable component of CCC's future reputation (Figure 5).
- 93% of survey respondents indicate that "Academic Innovation and Relevance" should remain a key priority in the 2021-2024 Strategic Plan (Figure 6).
- The College's effectiveness in certain areas does not meet the degree of importance survey respondents place upon the respective area. For example, respondents see a high importance in partnering with employers to provide programs that are relevant to today and future job forecasts, but see the College as less effective in meeting this area currently (Figure 7).
- Some interviews highlighted that the college has room to grow as it meets the current need to shift from in-person learning to online learning. Some faculty are not comfortable with the technological tools, and some have not yet fully shifted curriculum to maximize the online learning platform.
- Three of the top five opportunities highlighted in the survey are: online access & experience; workforce training; and innovation (Figure 8).

Implications

- The College should keep academic relevance and innovation a key priority and should focus on advancing teaching and learning tools and practices that foster—in conjunction with a holistic approach to student support services—a learning environment that is inclusive, culturally relevant, responsive to the needs and experiences of today's students, and that ultimately improves equitable outcomes and student success.
- The College needs to dig deeper in its conversations with employers as well as workforce and economic development communities to explore what innovation means to them, what the current and forecasted needs and opportunities are, and then identify ways to collaborate and craft education to meet the evolving future of the region.
- In order to take full advantage of the digital pivot 2020 thrust upon the College, additional investment may be considered to ensure all people are able to maximize the online experience. This means:
  - Investing in educators' capabilities and comfort in teaching online
  - Modifying curriculum and instructional practices to maximize the online platform
  - Ensuring access and training for students for whom this digital pivot is a challenge
  - Assessing and streamlining platforms and technologies in support of effectiveness and ease for both educators and students

Figure 5   **Current Reputation vs Future Reputation   N=291, N=279**

What three words do you believe best describe CCC's reputation? What three words would you like to use to describe CCC's reputation in the future?

Current Reputation

Future Reputation

Figure 6   **Priorities to Continue   N=453**

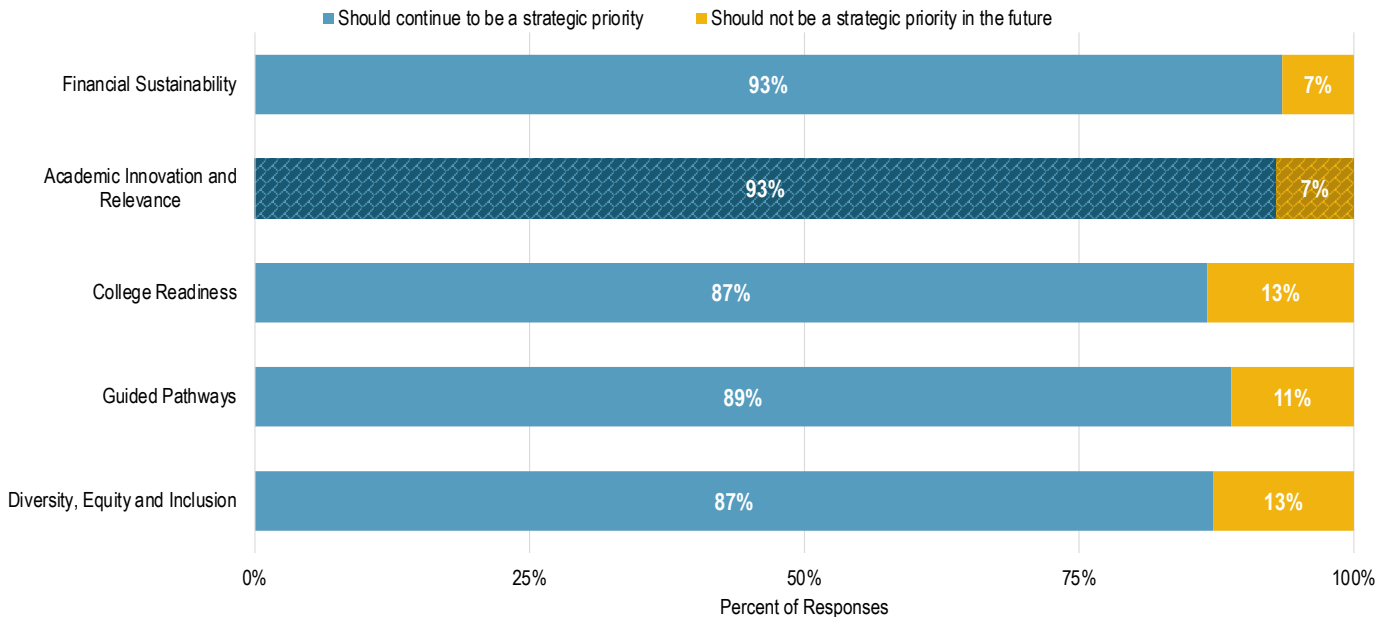Please indicate whether you believe it should continue to be a strategic priority in the 2021-2024 Strategic Plan.

■ Should continue to be a strategic priority   ■ Should not be a strategic priority in the future

Priority	Should continue	Should not
Financial Sustainability	93%	7%
Academic Innovation and Relevance	93%	7%
College Readiness	87%	13%
Guided Pathways	89%	11%
Diversity, Equity and Inclusion	87%	13%

Percent of Responses

Figure 7 **Community Roles   N=324**

Please rate how important the following roles are for community colleges in serving their community and the effectiveness of CCC in these roles.
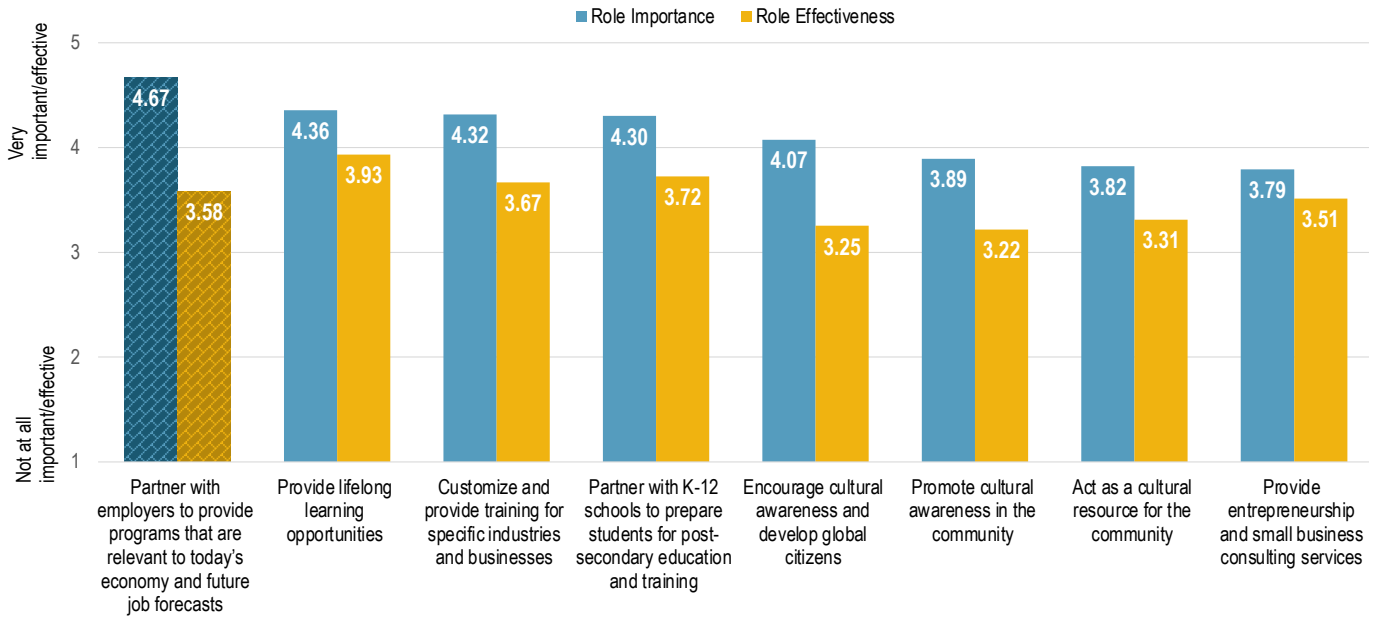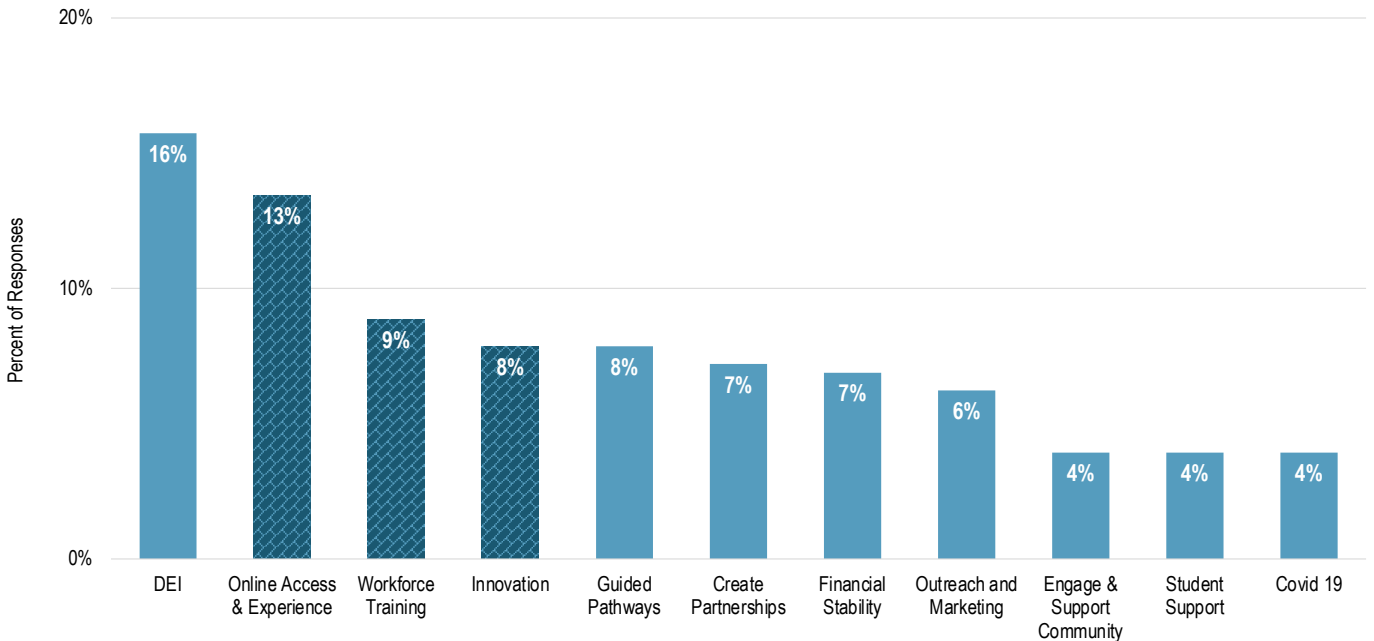
Legend: ■ Role Importance ■ Role Effectiveness

Role	Role Importance	Role Effectiveness
Partner with employers to provide programs that are relevant to today's economy and future job forecasts	4.67	3.58
Provide lifelong learning opportunities	4.36	3.93
Customize and provide training for specific industries and businesses	4.32	3.67
Partner with K-12 schools to prepare students for post-secondary education and training	4.30	3.72
Encourage cultural awareness and develop global citizens	4.07	3.25
Promote cultural awareness in the community	3.89	3.22
Act as a cultural resource for the community	3.82	3.31
Provide entrepreneurship and small business consulting services	3.79	3.51

Y-axis: 5 = Very important/effective, 1 = Not at all important/effective

Figure 8 **Top Ten Opportunities   N=305**

What do you believe is the single most significant strategic opportunity facing the college?

Opportunity	Percent of Responses
DEI	16%
Online Access & Experience	13%
Workforce Training	9%
Innovation	8%
Guided Pathways	8%
Create Partnerships	7%
Financial Stability	7%
Outreach and Marketing	6%
Engage & Support Community	4%
Student Support	4%
Covid 19	4%

"COVID made us go online, and I'm shocked that we were able to do it as quickly as we did. We could have been more thoughtful about how we did this years ago. We just didn't embrace it early enough."

"Right now, there is an opportunity to get people into sustainable industries. Help people step in and step up to move forward."

"Being able to anticipate what the future technology is going to be, the more we are able to predict the type of skills that are needed in the future, the better the college we will be."

"We need to have some really hard conversations about what learning looks like and how we do it best. That is a call to both our faculty and instructional leadership..."

"We need people that can collaborate and work in teams, that can strategically plan and innovate. We need people that can flex and pivot with the daily changes that can arise in any number of industries. We are working to build those skills in our workforce and CCC being able to do that in partnership with companies is invaluable."

"There are some faculty that are steadfast in maintaining their curriculum and aren't willing to change or make their curriculum more current. I worry about teaching our students outdated material and so when they transfer, they are not as well prepared."

"We have a lot of intentions about being innovative and adopting innovative measures or strategies, but we try to do so many things all at once that it is difficult to be efficient in our work. This is part a lack of focus; doing a lot isn't a bad thing. But I think because of how lean the institution is and the way folks collaborate and don't collaborate it makes it difficult to take on many things."

"We need to make it a priority in the next 12 to 18 months to improve our online course offerings; improve course awareness and universal design with a lens for accessibility; and get our faculty familiar with online learning and computers in general."

"There isn't enough time/pay to do course development, and we need it. Part-time instructors can be hired days before a class starts, then can have the class pulled away for a full-time instructor. There isn't a lot of incentive to do course curriculum."

"Community colleges can be nimbler and more responsive. We can engage with the local business community to determine needs. We have interesting industry here and they are always looking for quality employees. Giving people that live in our county the chance to tap into that is a huge opportunity that we need to chart a course to achieving."

"The world is changing around us, and it is easy but not productive to assume what we have known and needed in the past will be what we need in the future. We need a clear vision around what the priorities and needs will be in the future. It is hard to do, but we have to use our best judgement."

Clackamas Community College has an opportunity to lead in diversity, equity, and inclusion work, both internally through greater alignment and externally as a community convener.

Clackamas Community College has started taking steps toward addressing some of the stark societal inequities magnified by recent nationwide events through the development of its three-year Diversity, Equity and Inclusion (DEI) Strategic Plan. The focus on DEI is seen as essential by both internal and external stakeholders, many of whom would like to see the College take a leadership stance and be a role model in the community. Many stakeholders consider the DEI Strategic Plan a critically important first step and they are optimistic about the plan's potential to drive meaningful change toward equitable outcomes. They also believe there is a significant need for analysis, alignment, and, most importantly, action to ensure the CCC becomes a more diverse, equitable, and inclusive organization.

Key Insights

- Stakeholders are optimistic about CCC's future, believing the College has the foundation to be a community leader on DEI issues. Stakeholders listed DEI as the largest opportunity for the College (Figure 9) and used words like inclusive and diverse to describe CCC's desired future reputation (Figure 10).

- Many interview and focus group participants expressed the importance of the DEI work being done, and 87% of survey respondents believe DEI work should continue to be a strategic priority for the College.

- DEI was also listed as the second largest challenge for the College (Figure 11).

- Internal stakeholders believe CCC has prioritized a commitment to DEI but has not yet been effective at taking action and making change. Some feel that the DEI work lives only within the DEI Committee and they want the work to expand to better engage all CCC stakeholders.

- As a result, CCC's effectiveness at accomplishing the DEI priority was rated low (Figure 12), as was its effectiveness at serving and engaging with systematically underserved and underrepresented populations (Figure 13).

- In interviews and focus groups, stakeholders shared concerns that they do not perceive the College's student population to be representative of the diversity of the broader community. Stakeholders would like the college to increase its engagement with systematically underserved and underrepresented communities to create partnerships and improve accessibility for students from those communities as well as ensure that the staff and faculty composition mirrors community demographics.

Implications

- There is a strong desire to implement the DEI Strategic Plan and to prioritize DEI in this Strategic Plan. However, a lack of alignment on DEI definitions, goals, and strategies may serve as a barrier. The College needs to ensure clarity, alignment, and focus moving forward.

- In addition, many staff, faculty, and administrative leaders expressed the need and desire to have the proper training, tools, and support structures in place in order to apply the DEI framework and implement the DEI Strategic Plan in an equitable manner.

- Leveraging and creating partnerships and engaging with systematically underserved and underrepresented communities will be critical to ensure the College's next strategic plan prioritizes DEI and that its implementation furthers diversity, equity, and inclusion priorities. The college will need to find innovative ways to engage and partner with these communities.

- While most stakeholders believe DEI work should be a focus moving forward, not all stakeholders feel that DEI is a priority. They see the college as overly focused on this issue and less focused on areas that they see as more relevant to them. To strengthen support and engagement, the college may need to communicate a compelling message that explains the benefits a more diverse, equitable, and inclusive college has for the community.

- As a community college, the College is uniquely positioned to act as a convener. Opportunities exist for the College to use its partnerships and reputation to bring together organizations and individuals with a shared commitment to equity. Many internal and external community members are calling upon the College to take a leadership stance in this work and to become a safe place to collaboratively analyze, discuss, and address inequities.

Figure 9   **Top Ten Opportunities   N=305**

What do you believe is the single most significant strategic opportunity facing the college?
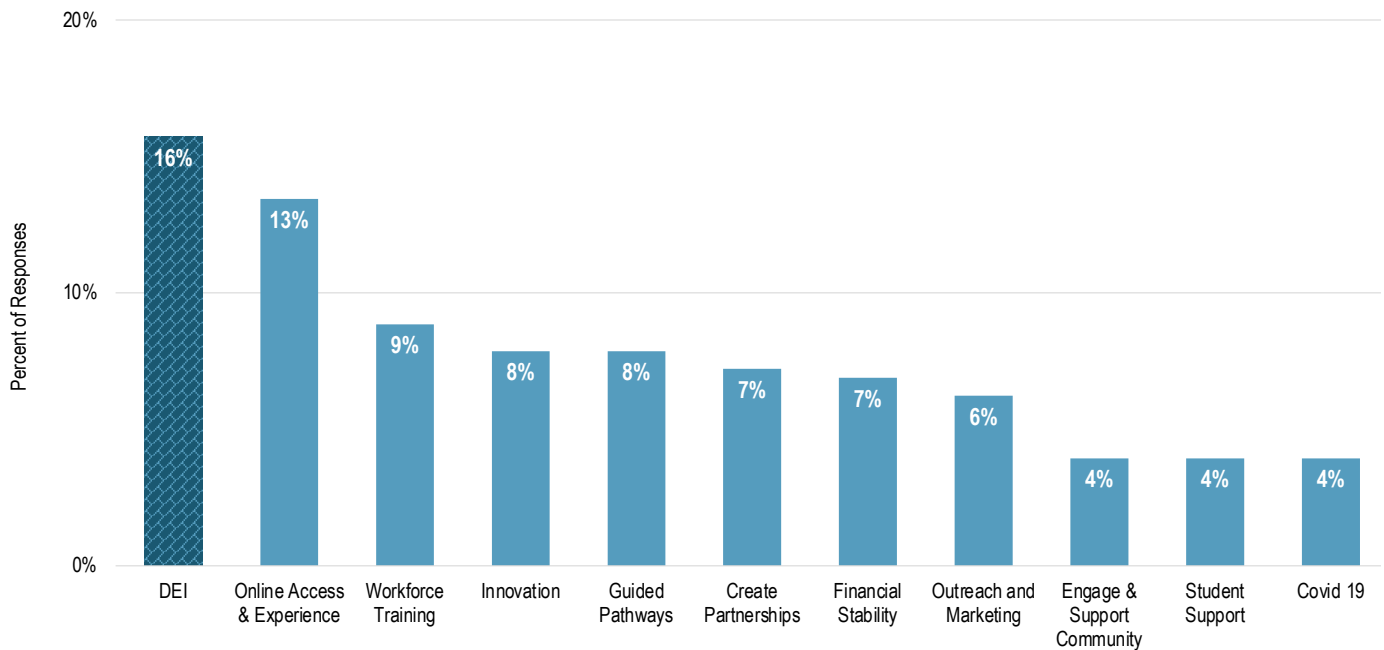
Figure 10 Future Reputation N=279

What three words would you like to use to describe CCC's reputation in the future?

Figure 11 Top Ten Challenges N=309

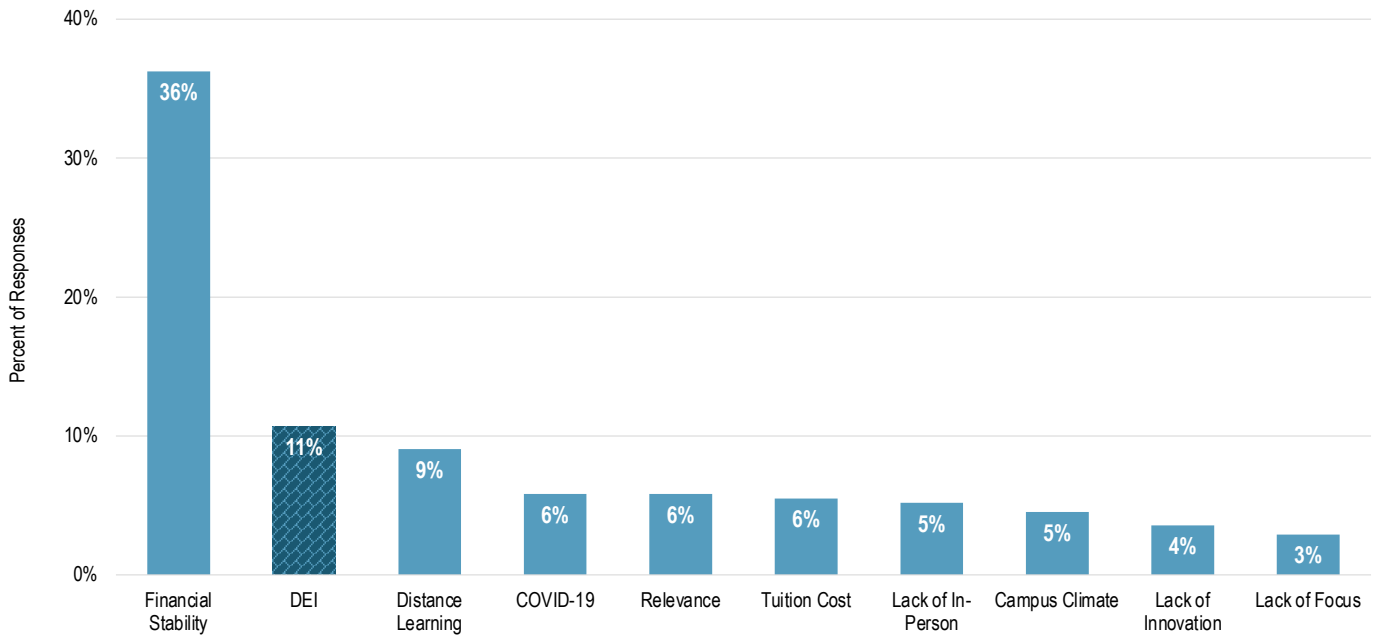What do you believe is the most significant strategic challenge facing the college?

Figure 12 **Priorities Effectiveness   N=450**

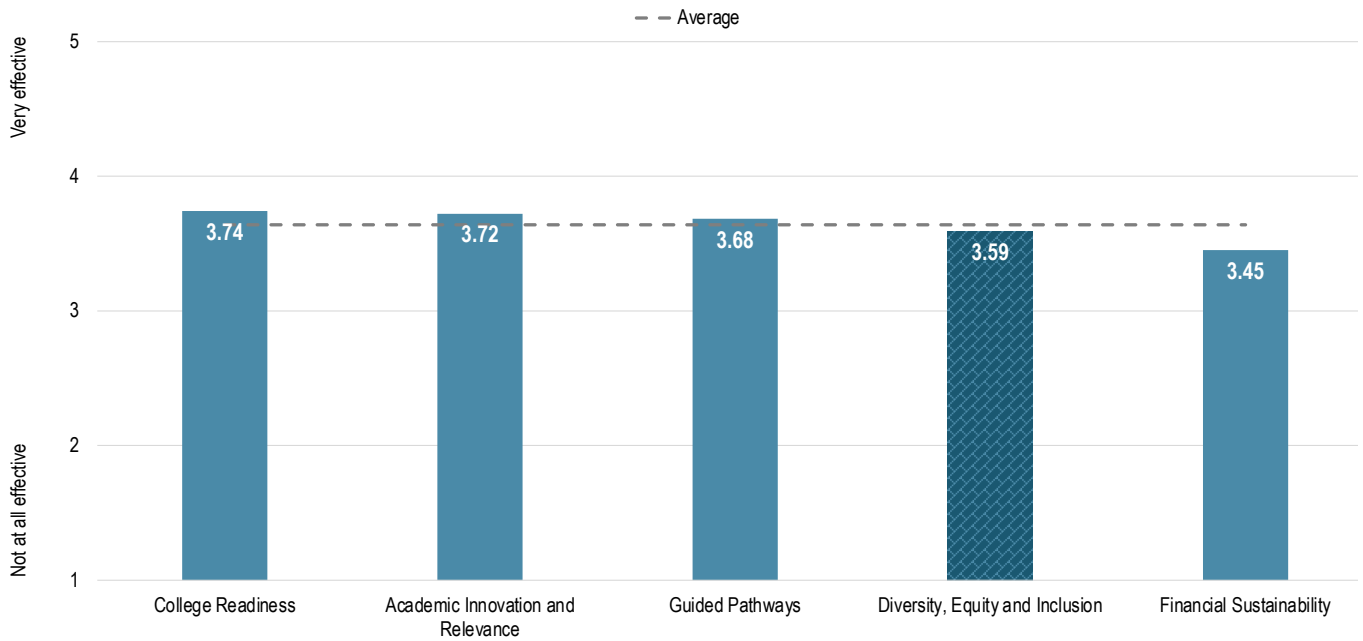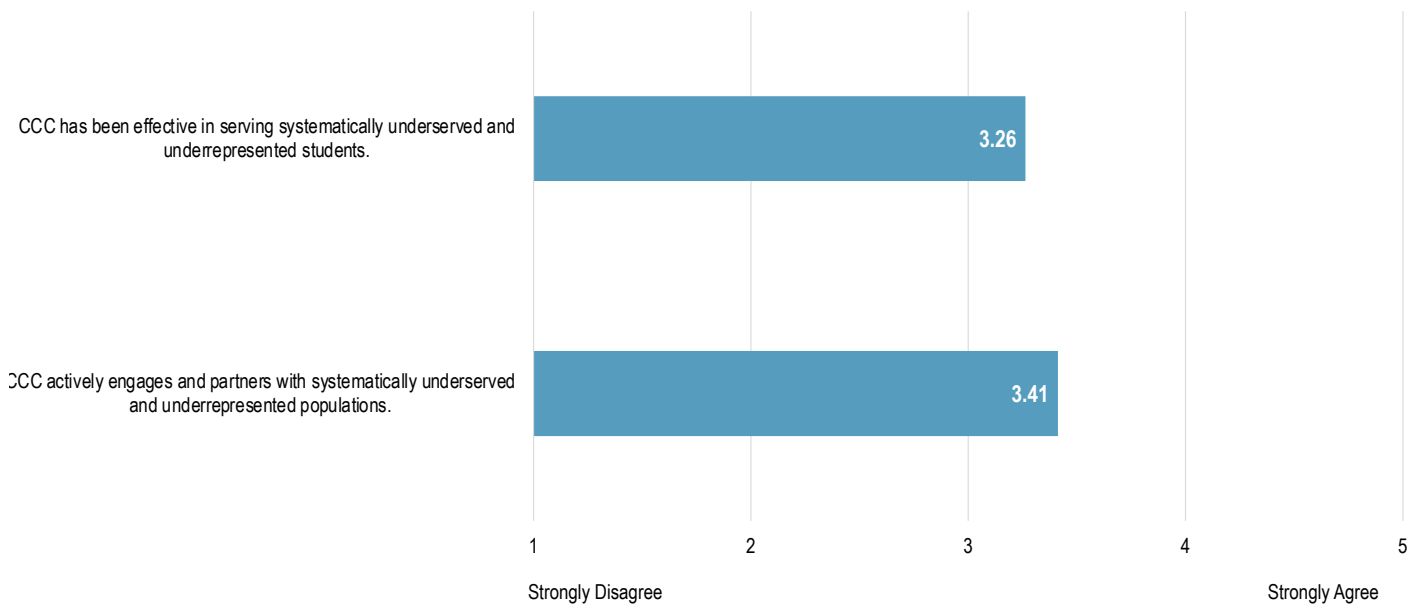Please rate how effective CCC has been at accomplishing each priority:

Figure 13 **Partnering and Serving Underrepresented Groups   N=336**

Please indicate your level of agreement with the statements below.

Responses

"I would love to see them be a leader in DEI. There is opportunity to be seen as a place for marginalized groups to have community and develop their own identity and learn about others."

"We need to focus on DEI and make it a requirement for everyone to be involved. We need to create safe space for us to grow and learn, we have just been continuing with doing it the way we have done it for the last thirty years. We need to talk about how we do it differently."

"I would like to see a culture from our leadership to say 'It's not okay to stay this way. It's not okay to not move forward with DEI because it is uncomfortable.'"

"I would like us to be known as inclusive: a community partner, diverse, in our employees and faculty. That leads to a welcoming feel. As they learn about us, they learn about what we offer. If people don't feel welcome, they won't want to learn more."

"We all have implicit bias and we need to be trained on our bias before we can help others."

"We must have a commitment to DEI. It is a huge opportunity to close equity gaps. We need more transparency in how decisions are made to understand how an equity framework is applied to ensure these decisions don't create even bigger gaps for our students."

"I'd like the College to be seen as an open, diverse campus, also in race and ethnicity. As representative of our community. Almost 25 percent of our community is Hispanic, and we're not even close to that. We have a strong Eastern European community and barely any students or staff that represent that community."

"Continue the DEI work as a college not just as one committee."

"One thing I've seen from where I am: the tools for including DEI in our instruction are lacking. I've seen DEI issues come up in classrooms and I'm seeing this in other areas too – I need more resources to support me in this!"

"All the leaders from all colleges need to talk collectively to be anti-racist."

"I hope the diverse populations in our community heard about that DEI planning process. I didn't. People have to feel included. The amount of outreach has been minimal."

"The DEI Committee needs to release some control and engage the college within those conversations."

"I would like to see better representation on our board from non-dominant culture."

"Pull in the Equity and Diversity person for the County. Think about how we help some students get equal access. Focus on how we give students different supports. I would like to see the County involved and supporting this work."

"We've laid groundwork for change but the actual taking steps forward to make our campus actually a great experience for folks from systemically non-dominant groups is much more difficult."

Clackamas Community College is one of the community's best kept secrets. This limits its reach.

Time and again, interviewees and focus group participants highlighted the great contributions the College makes to the community, not just as an educational institution but as a community resource. That said, there is a sense that many in the community are unaware of all the College does, and how it can help community members further their goals. Being able to better share and communicate CCC's value to the community could help broaden engagement, support, and investment in the College. The College has an opportunity to strengthen partnerships and relationships with systematically underserved and underrepresented communities, and to invite more people to experience CCC through campus events. There is a desire to enhance the quality of community's awareness and connection to the college.

Key Insights

- The Net Promoter Score measures the likelihood of stakeholders recommending CCC to others. CCC's Net Promoter Score was 37, an overall excellent score, demonstrating a strong support of the College by those that are engaged with it (Figure 14). Additionally, 93 percent of survey respondents would consider CCC to further their own or their children's education or advance a business (Figure 15).
- Attributes associated with the College's reputation include affordable, community, quality, friendly, accessible, supportive, and welcoming (Figure 16).
- Some of the College's offerings enhance the community such as low-cost medical services, cultural and sporting events, and environmental education. In addition, the College often acts as a central location for major efforts, such as serving as an evacuation site during the 2020 wildfires.
- Interview and focus group respondents highlighted positive experiences on campus, while also indicating that the College could get the word out about what they offer.
- Survey respondents identified strategic opportunities for the College such as outreach and marketing, creating partnerships, and engaging & supporting the broader community (Figure 17). Additionally, interview and focus group participants emphasized an interest in prioritizing systematically underserved and underrepresented communities in all of these areas.
- Survey respondents indicated that outreach and marketing should be considered as additional key priorities (after considering the historic top five priorities) (Figure 18).

Implications

- While those closely engaged with the College think highly of it, there is an opportunity to better tell the College's story and grow community connection to, and support of the institution.
- While the College is known for being affordable, the College would be better served by shifting this messaging to providing the best value.
- Building recognition of the College should focus more on the quality of connection and awareness, not the quantity. This applies to connection, awareness, and reach with: community-based organizations, businesses, other educational institutions, governmental agencies, systematically underserved and underrepresented communities, and potential students.

Figure 14 **Net Promoter Score** **N=382**

How likely is it that you would recommend Clackamas Community College to a friend or colleague?

The Net Promoter Score measures the likelihood of stakeholders recommending CCC to others. The NPS score reflects CCC stakeholder's true and reactive feelings towards the college. The NPS ranges from -100 to 100 with a score from 0 to 10 being fair, 10 to 30 being good, 30 to 70 being excellent and +70 considered world class.

The NPS score is determined by subtracting the percent of detractors (answered 6 or lower) from the percent of promoters (9-10).

% of Promoters (52%)   −   % of Detractors (15%)   = 37

Fair
Good
Excellent
World Class

37

Net Promoter Score

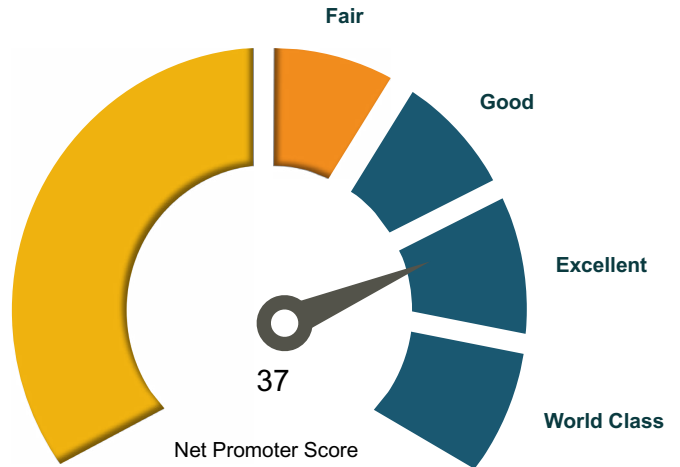**Figure 15** **Consider CCC For Education** **N=344**

Would you consider Clackamas Community College to further your or your child's lifelong education or to advance your business?
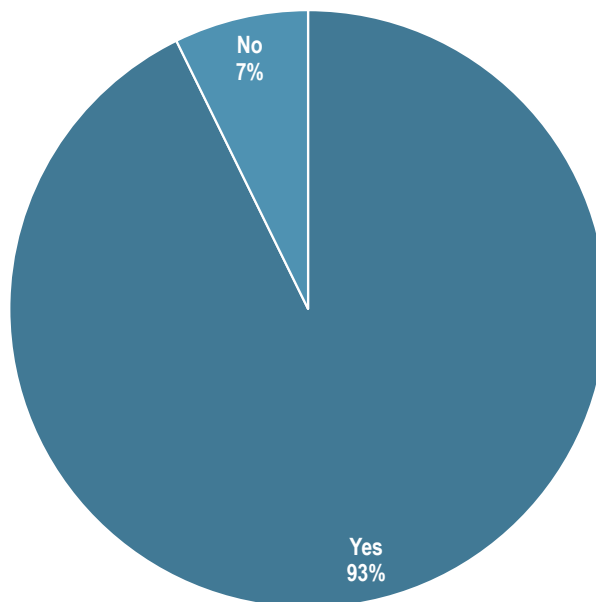

No
7%

Yes
93%

Figure 16 **Current Reputation   N=291**

What three words do you believe best describe CCC's reputation?

Figure 17 **Top Ten Opportunities   N=305**

What do you believe is the single most significant strategic opportunity facing the college?
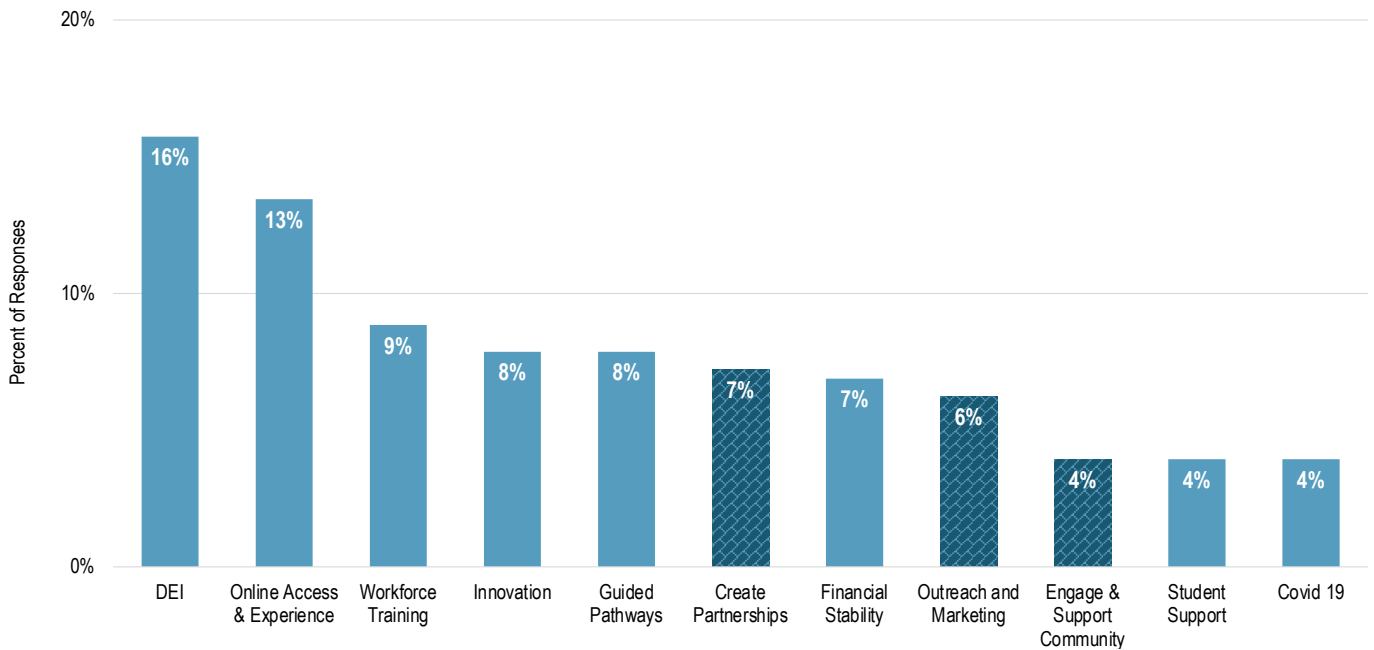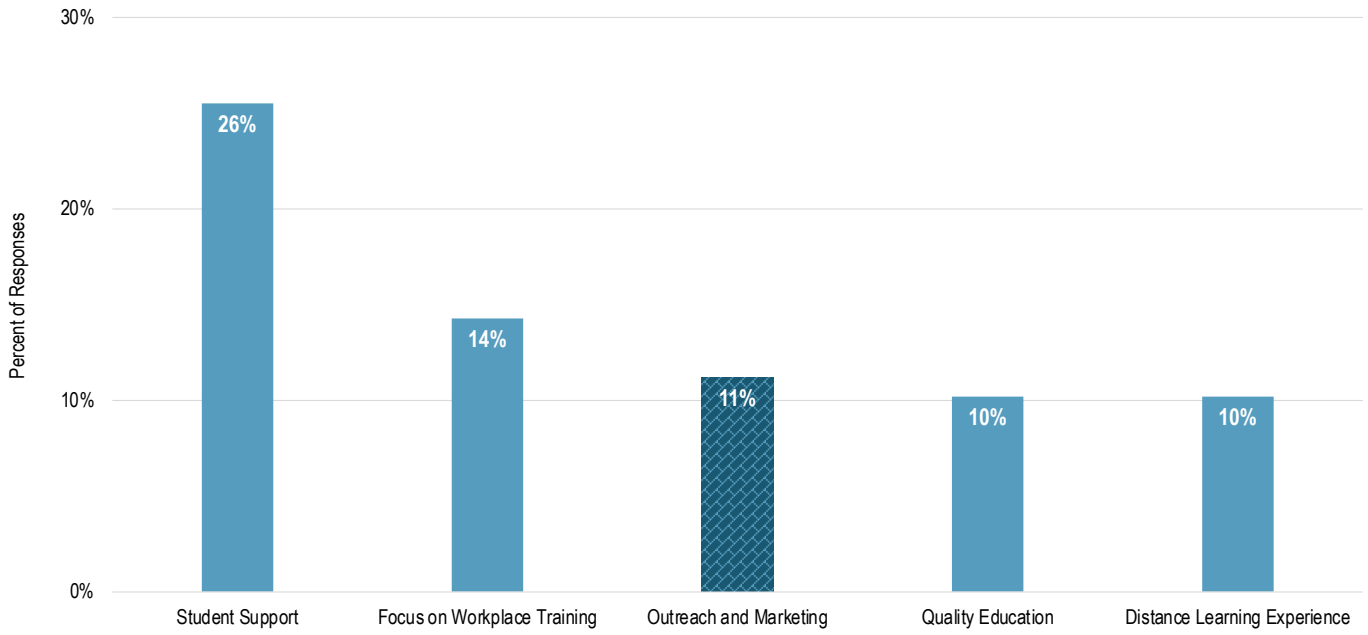
Figure 18 **Top Five Additional Priorities to Consider   N=98**

If you believe there should be an additional strategic priority, what would it be?

Responses

"In the next 12 to 18 months, we should prioritize outreach to the Latino community, and engaging and collaborating with OIT to make both institutions more effective and attractive."

"I would like to see significant partnerships where large companies invest in the education of future, working directly with traded sector companies and connecting the R&D components with those companies. How can CCC get these young folks in to have a great paying job?"

"When I introduce myself to people and tell them where I work, they mostly have positive things to say. They know we are a cheap option for education. I'd like them to say that we are the best place to get an education."

"20 years ago, we needed a really good website. We still lag there. There is still a need for really good information on resources."

"The College is community-based. For first generation students, it feels accessible and close to home."

"CCC provides a lot of great technical skills. It provides value to those that are not looking for an academic degree. That said, I am not sure how we reach out to those communities that are not usually part of the discussion."

"I am big on finding your champion to push your message: to tap some people to amplify your message on social media; to be your brand ambassadors. I have come across people that say "I went to CCC" but you wouldn't know if they didn't say anything. Working with the alumni and creating that is very important."

"How do we make people aware of what the college does – for free? How do we make these resource more accessible to rural communities?"

"We do an exceptional job at teaching hands-on classes—machining, auto mechanics, wildfire fighting, welding, power utility worker. We need to do a better job convincing people in the community that CTE is good for students."

"In some communities people don't get to see the value due to barriers like transportation. We aren't really reaching out to underserved communities and students."

"I would like the College to be incredibly transparent about the specific value of the education and what you get for your money. What can you do with a given class or degree and how does it equate in the real world in terms of a job?"

"I would like for us to continue to be seen as innovative, and also a premier institution in X, though I'm not sure what that is. What are we known for? Let us be a niche, so the community knows if you want to pursue a degree in X, you go to CCC."

"I am not sure we communicate a clear value to our students or community. People don't always know exactly what we do. I don't know that we have a shared understanding of what the core is."

"The current reputation in the community is as a limited resource that is primarily for taking classes and getting degrees. A lot of folks don't realize there are other things they could take advantage of. I'd like us to be viewed as more than an academic institution, but as a community resource."

Strengthening relationships, improving systems and processes, and building change resilience will better position the College for the future, including successful implementation of the Strategic Plan.

For many years—and with an increasing intensity in 2020—the College has strived to respond to changing dynamics both within the institution and outside of it. These dynamics have included challenges that present opportunities for positive change, such as the nationwide call for racial justice. However, they have also included stressors such as: union negotiations, a pandemic, budget constraints, ineffective systems and processes, tensions between groups on campus, national political and social tensions, the launch of major college initiatives, and a shift of leadership within the College. Relationships, systems, and processes have been strained under the pressure of these dynamics and the resulting changes. There is deep caring across the College community, and a shared interest in addressing these strains in support of cohesion and progress.

For there to be sustained progress on the initiatives underway and to achieve the imperatives of the Strategic Plan, the frayed relationships and change weariness of the College community must be acknowledged by leadership, with an intention to heal relationships and nurture groups to come together in moving forward. Key systems and processes should also be examined for opportunities to improve their effectiveness. By doing so, there may be a commensurate improvement in staff, faculty, and student experiences, and ultimately, in College outcomes.

Key Insights

- Of the top ten challenges the College is confronting, four are financial instability, DEI, the impacts of COVID-19, and distance learning (Figure 19).
- Of all stakeholders, staff and faculty are less likely to indicate that the College is successfully achieving its purpose or adhering to its mission (Figures 20 and 21). They also see the College as less effective in addressing key priorities (Figure 22).
- Staff are less likely than the average stakeholder to recommend CCC to a friend to colleague (Figure 23).
- Interviews and focus groups with staff and faculty highlighted the following:
  - Recent negotiations have strained relationships within the College
  - There are many significant college initiatives underway. While there is support for the importance of these initiatives, there is also concern about scattered focus and change fatigue
  - Successful navigation of college systems and processes is often based on 'who you know,' which tends to favor those with longer tenures
  - Significant opportunities exist to strengthen, standardize, and transparently share access to systems and processes in support of improving staff, faculty and student experiences

Implications

- The Strategic Plan presents an opportunity for the College community to align around a shared mission, values, and priorities. Ensuring the mission and values of the College are broadly recognized and carried out and that decisions are based in established priorities will help the institution continue to make progress towards its goals and to repair trust.
- The initiatives that are developed in the Strategic Plan can provide opportunities to heal rifts, ensure alignment and focus, and bring the College community together.
- The shared governance effort that is underway has the potential to help bridge divides on campus and bring greater cohesion through increased transparency and clearer decision-making processes and roles.
- Key college processes and systems should be identified, assessed, and improved to support accessibility, efficiency, and consistency, and to ensure they are effectively achieving the intended impacts.

Figure 19 Top Ten Challenges   N=309

What do you believe is the most significant strategic challenge facing the college?
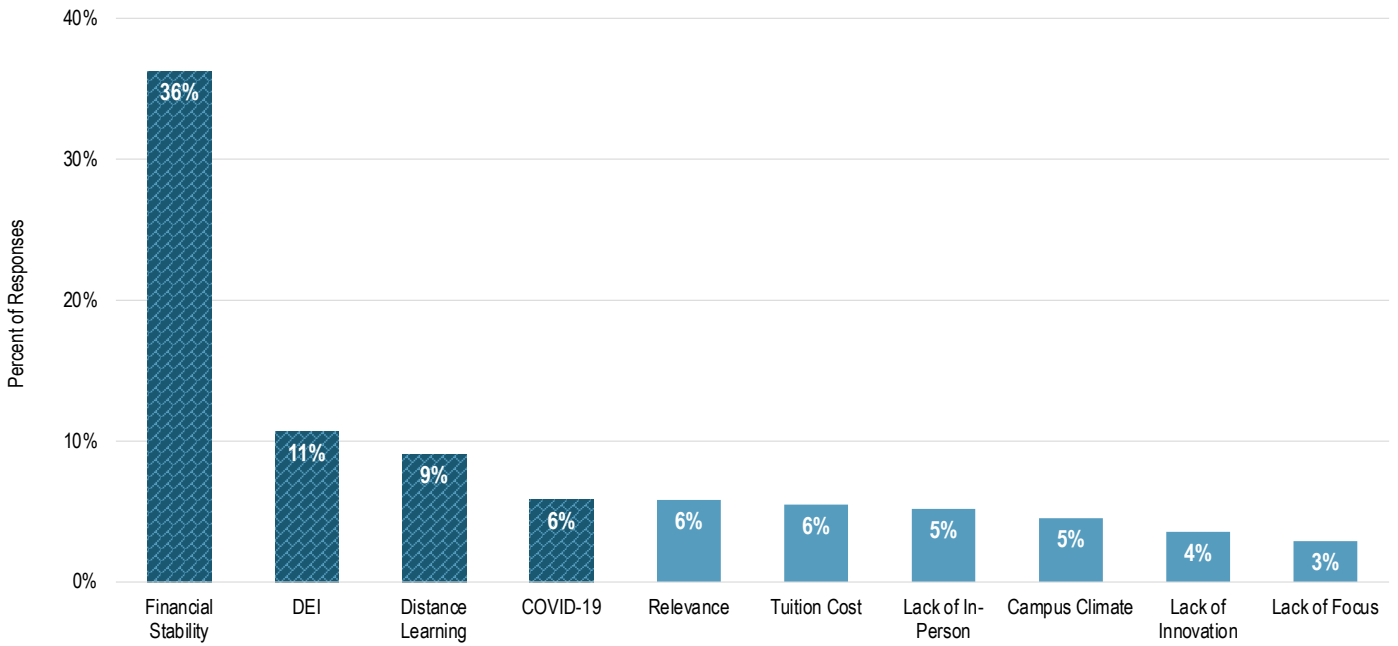

Figure 20 Purpose Achievement by Stakeholder Group   N=501

How far do you believe the college is from achieving its purpose?
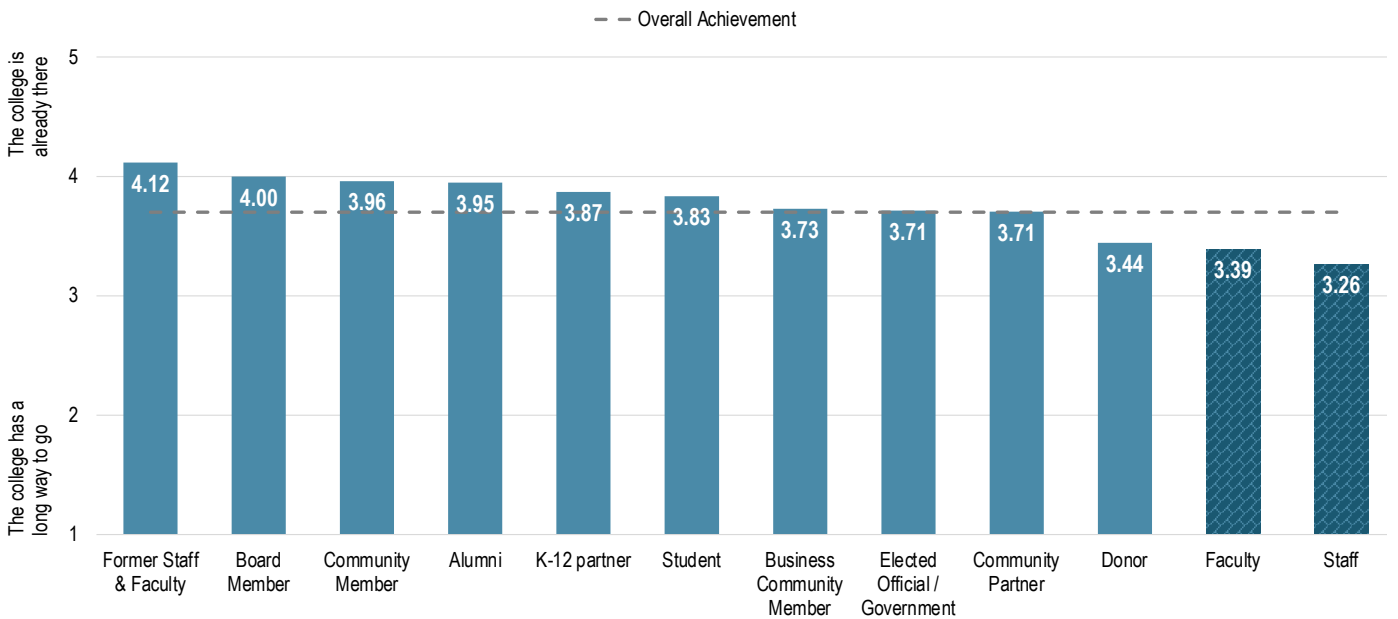
Figure 21 **Mission Adherence by Stakeholder Group   N=498**

How often does the college live up to its mission?

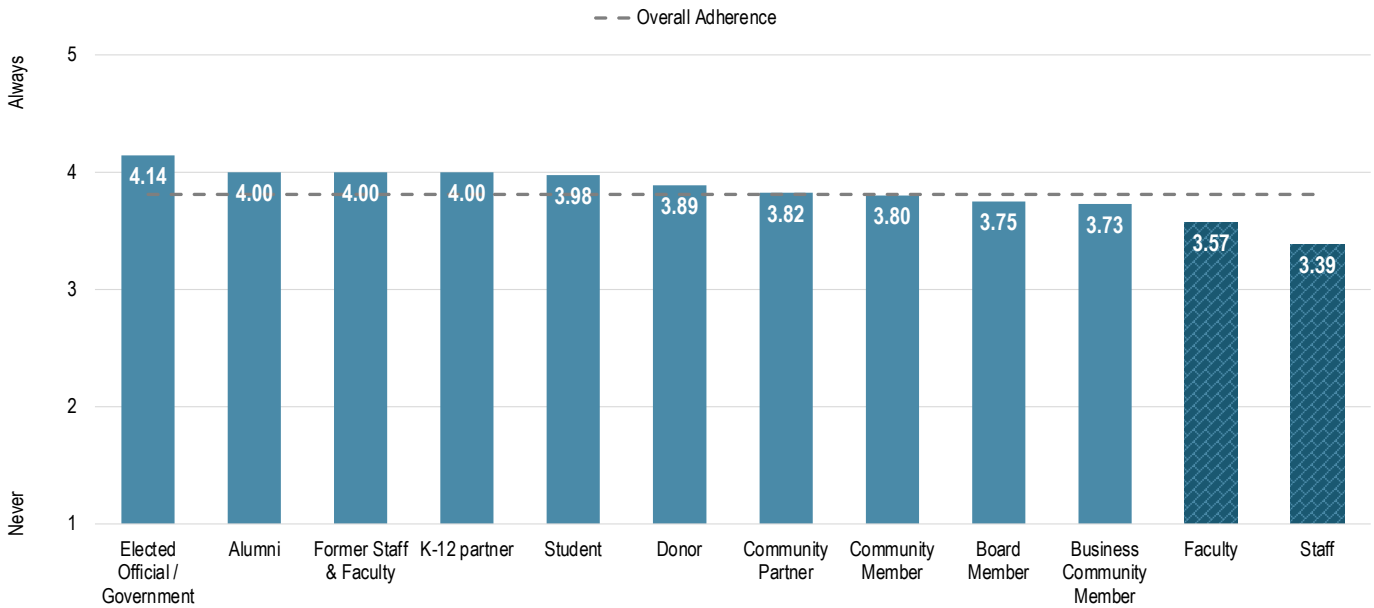Figure 22 **Priority Effectiveness by Faculty & Staff   N=336**

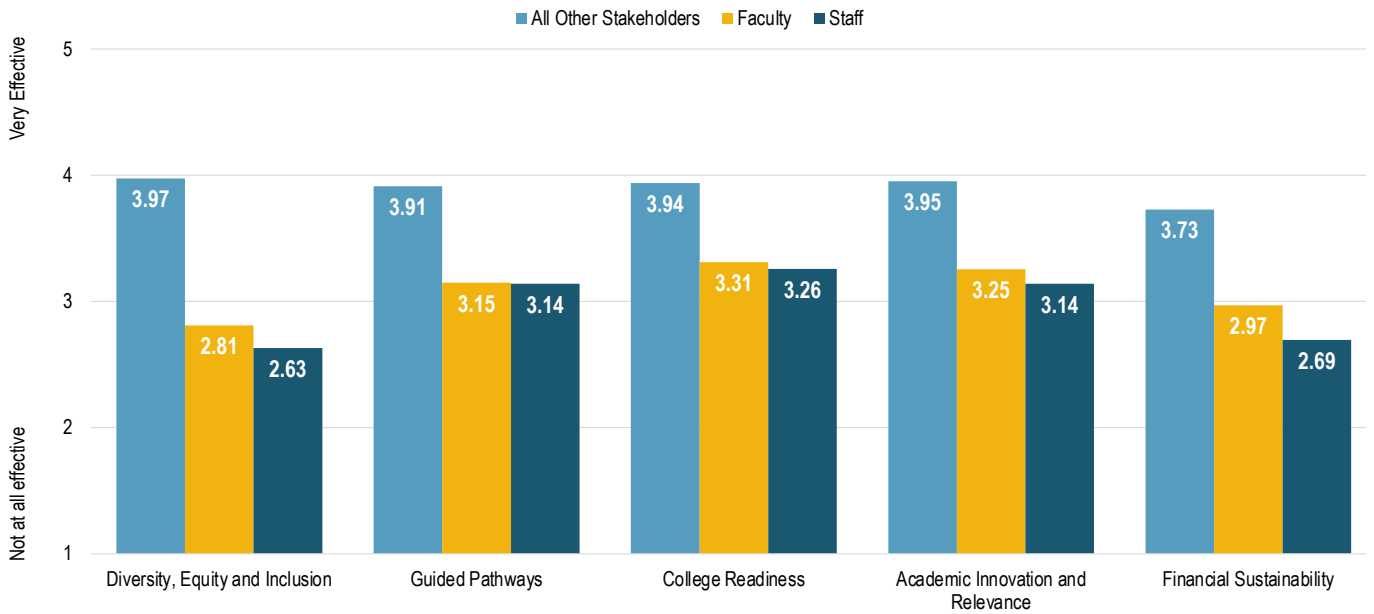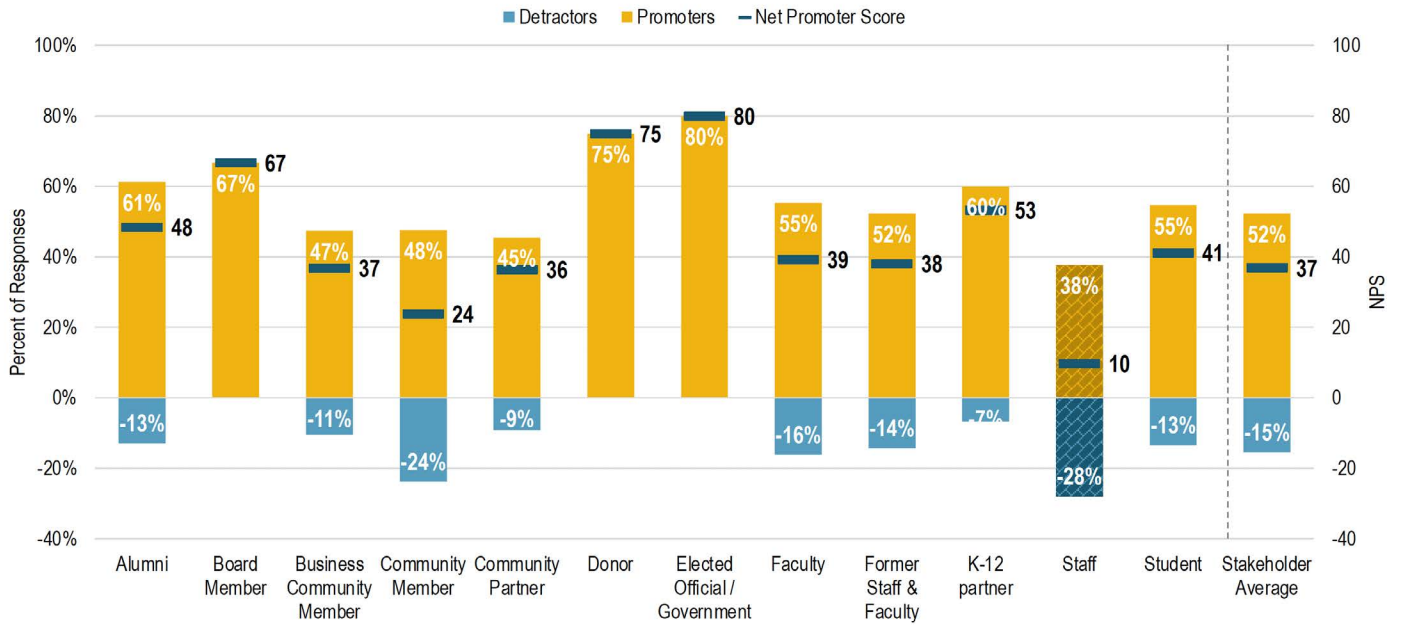Please rate how effective CCC has been at accomplishing each priority:

Figure 23 **Net Promoter Score by Stakeholder Group   N=382**

How likely is it that you would recommend CCC to a friend or colleague?

Responses

"There is always something new we have to learn how to do, some new task, process or college-wide initiative. I understand we have to change and adapt but without being able to settle down and get into a routine, it is difficult to be more productive. I think folks would be happier if we aren't constantly trying to change."

"There is a lot that gets done based on who you know, not what you know."

"I would like to see some prioritization because everyone is stretched. I would like to say no to something and would like leadership to make decisions on what we do and do not put energy into because folks are stretched so thin it is not possible for us to pursue everything."

"It is a challenging time to develop a Strategic Plan because people are scared and become conservative and risk adverse and likely to cling to status quo. The purpose of the plan is to show us how to successfully grow out of our comfort zone, so as long as we are in troubled economic times it will be hard to get the focus on the future."

"Funding and balancing the budget are issues. It is a challenge in dollars and cents, and is an emotional challenge."

"There is a lack of trust from the three associations and of the administration… The part time association feels like it is a lower-class group of employees. They are an at-will employee and their assignments can get interrupted for whatever reason. The pandemic has affected them much more."

"The college is trying to figure out a good shared governance process, and this would help with some of the mistrust issues on campus. Administrators need to be able to make decisions but at times the associations need to be involved in those decisions. We need to figure out as an institution: what a good balance is."

"The college needs a lot of healing. We need to do some work to rebuild that trust and heal from those past instances of lack of transparency."

"I don't think shared governance is trusted. It is about getting feedback from key stakeholders instead of getting feedback from everyone."

"How do we get less stuff that's not working, retire systems that aren't working well, and declutter our e-life? This would really facilitate a successful work experience, and a successful student experience. It creates an extra layer of stress—on top of COVID—when things don't work in the classroom."

"We need to invest in documenting our current processes. We need to outline the new processes that resolves issues we are talking about and then implement by making technology improvements."

"What I would like to see in our culture is problem solving and working together as a team. We have examples of that but I don't feel like it's a part of our culture."

"We change things so often that people don't have good footing. This trickles down to the students being confused. Maybe change too much in a short amount of time."

"COVID accelerated a lot of change, pushed people, and made them uncomfortable. It became apparent we have gaps in policy that we need to address. We need to look at that, how we communicate, how we get work done. We need to put in structures for this culture to shift."

State funding, the COVID pandemic, and decreased enrollment are impacting Clackamas Community College's budget and ability to deliver on its mission.

Clackamas Community College operates in a state, national, and global current context that is inherently challenging. Since 2010, the cost of post-secondary education in Oregon has increased considerably, without a proportional increase in state funding (Figure 24). Community colleges who aim to provide affordable educational opportunities have been impacted more severely as funding has shifted to become more tuition dependent. Furthermore, community colleges historically tend to have decreased enrollments during times of high economic activity. This has resulted in a continued decrease in enrollment for Clackamas Community College since 2009 (Figure 25). The recent challenges of COVID-19 have further exacerbated these issues, decreasing enrollment at community colleges nationwide by 9.5% (Figure 26). This is especially true for CCC, which is seeing a 30 percent decrease in enrollment in the fall of 2020 compared to 2019 (Figure 27), placing a further burden on an already strained budget. Stakeholders of all types recognize the severity of this complex environment and are concerned about the College's ability to continue to deliver on its mission.

Key Insights

- The financial stability of the college was a large concern for stakeholders in interviews and focus groups and was listed as the largest challenge for the College in the survey (Figure 28).
- Of the five College priorities, financial sustainability was rated highest for needing to be continued as a priority (Figure 29).
- Stakeholders are concerned with how CCC may react to additional financial strains, rating the College low on its effort to become more financially sustainable (Figure 30). Stakeholders are worried the College will cut programs and personnel, as has happened in previous difficult times, which they believe limits CCC's ability to deliver on its mission.
- Stakeholders also listed financial stability in the top ten opportunities (Figure 31), believing that the College has the potential to increase its funding sources and find innovative new ways to decrease costs.

Implications

- A strained budget and a lean staff will make it more difficult to implement a Strategic Plan. CCC will need to pay close attention to what it focuses on under these conditions.
- While many of these budgetary constraints are external, stakeholders identified opportunities they saw for the College to boost revenue, such as strengthening retention efforts, partnering with businesses, and charging for in house trainings.
- Many CCC employees are concerned about cuts to programs and personnel. The further strain on relationships that such cuts would bring, should be factored into these decisions. Should cuts be necessary, clear and transparent communications about the decision-making process will be important.
- It is important to note that many of the financial challenges the college is facing are outside its direct control. In the short-term, the college must focus on the levers it has control over, while also capitalizing on some of the other opportunities identified in this report, which may help the college attain financial sustainability in the long term.
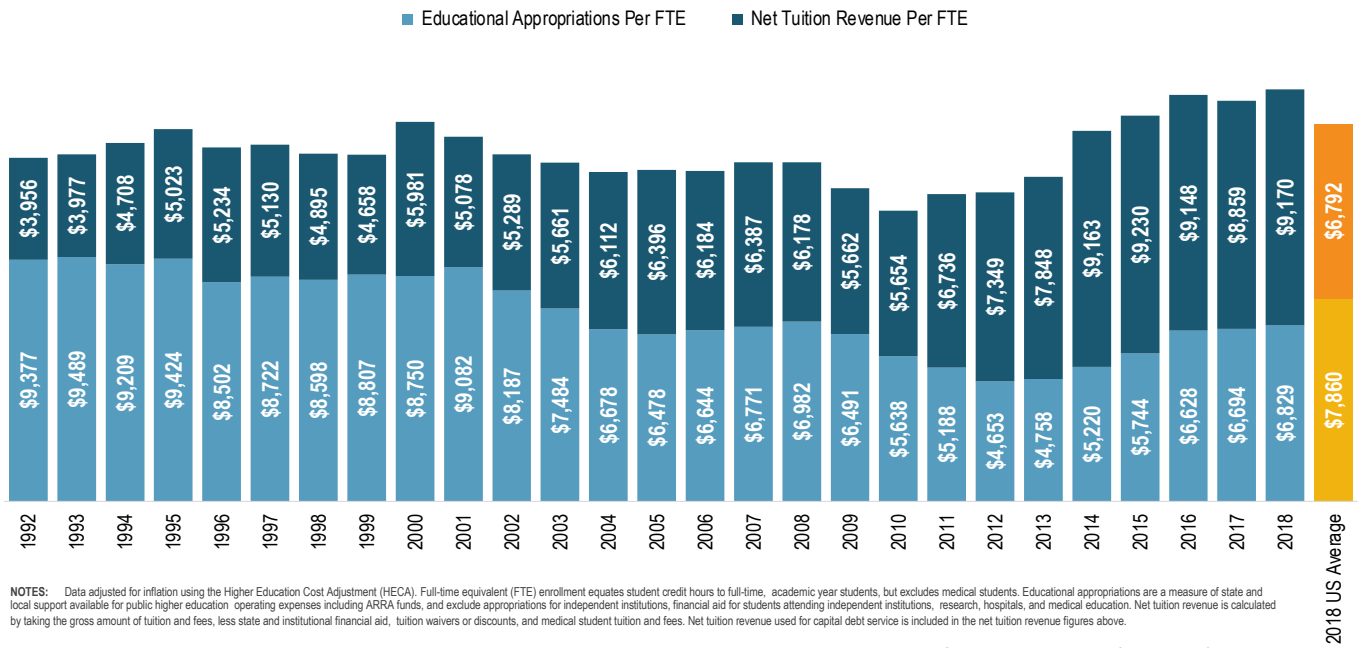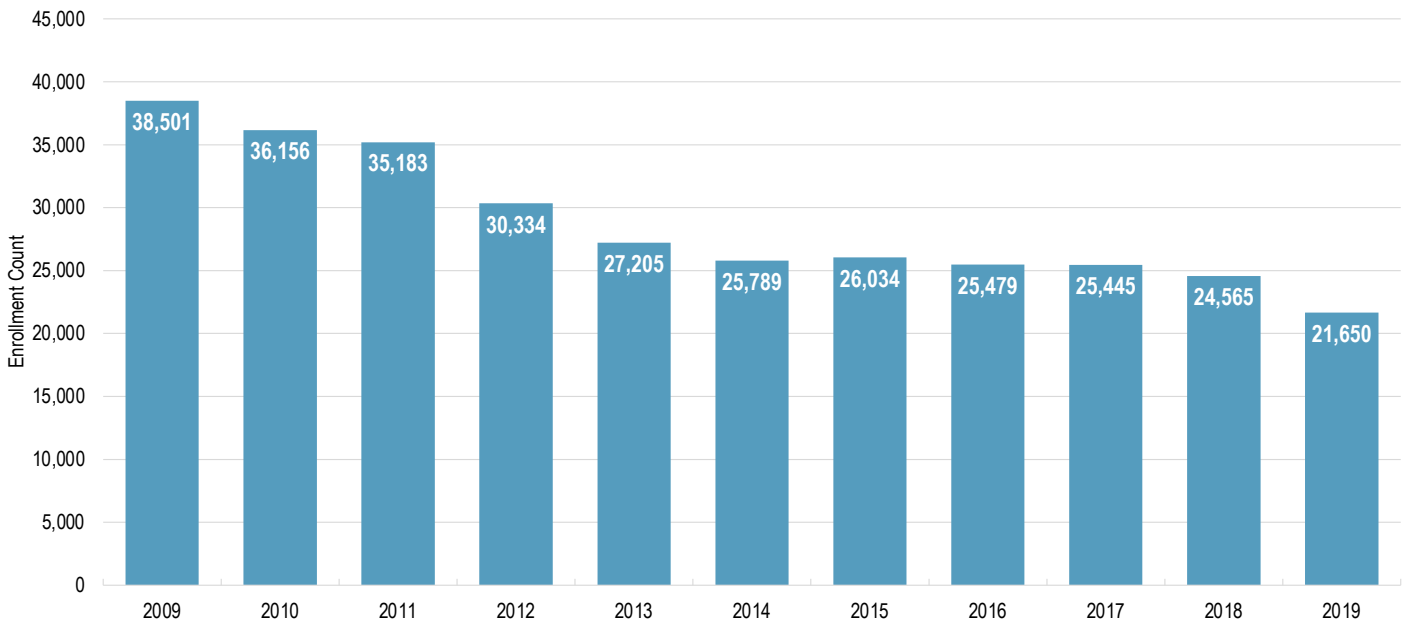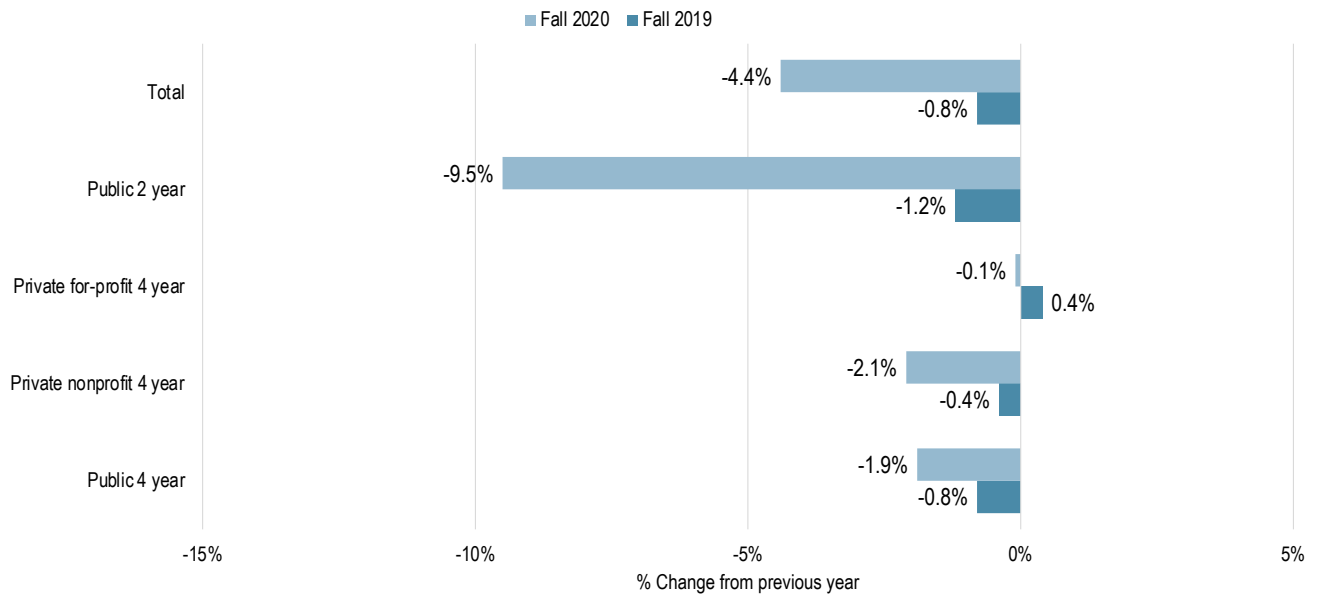
Figure 24 **Oregon Education Appropriations per FTE**

■ Educational Appropriations Per FTE ■ Net Tuition Revenue Per FTE

Net Tuition Revenue Per FTE (top segments):
1992: $3,956 | 1993: $3,977 | 1994: $4,708 | 1995: $5,023 | 1996: $5,234 | 1997: $5,130 | 1998: $4,895 | 1999: $4,658 | 2000: $5,981 | 2001: $5,078 | 2002: $5,289 | 2003: $5,661 | 2004: $6,112 | 2005: $6,396 | 2006: $6,184 | 2007: $6,387 | 2008: $6,178 | 2009: $5,662 | 2010: $5,654 | 2011: $6,736 | 2012: $7,349 | 2013: $7,848 | 2014: $9,163 | 2015: $9,230 | 2016: $9,148 | 2017: $8,859 | 2018: $9,170 | 2018 US Average: $6,792

Educational Appropriations Per FTE (bottom segments):
1992: $9,377 | 1993: $9,489 | 1994: $9,209 | 1995: $9,424 | 1996: $8,502 | 1997: $8,722 | 1998: $8,598 | 1999: $8,807 | 2000: $8,750 | 2001: $9,082 | 2002: $8,187 | 2003: $7,484 | 2004: $6,678 | 2005: $6,478 | 2006: $6,644 | 2007: $6,771 | 2008: $6,982 | 2009: $6,491 | 2010: $5,638 | 2011: $5,188 | 2012: $4,653 | 2013: $4,758 | 2014: $5,220 | 2015: $5,744 | 2016: $6,628 | 2017: $6,694 | 2018: $6,829 | 2018 US Average: $7,860

NOTES: Data adjusted for inflation using the Higher Education Cost Adjustment (HECA). Full-time equivalent (FTE) enrollment equates student credit hours to full-time, academic year students, but excludes medical students. Educational appropriations are a measure of state and local support available for public higher education operating expenses including ARRA funds, and exclude appropriations for independent institutions, financial aid for students attending independent institutions, research, hospitals, and medical education. Net tuition revenue is calculated by taking the gross amount of tuition and fees, less state and institutional financial aid, tuition waivers or discounts, and medical student tuition and fees. Net tuition revenue used for capital debt service is included in the net tuition revenue figures above.

Source: Higher Education Coordinating Commission

Figure 25 **CCC Enrollment by Year**

Enrollment Count:
2009: 38,501 | 2010: 36,156 | 2011: 35,183 | 2012: 30,334 | 2013: 27,205 | 2014: 25,789 | 2015: 26,034 | 2016: 25,479 | 2017: 25,445 | 2018: 24,565 | 2019: 21,650

Source: Clackamas Community College

Figure 26 **Undergraduate Enrollment Changes by Sector**

■ Fall 2020   ■ Fall 2019

Total	-4.4% / -0.8%
Public 2 year	-9.5% / -1.2%
Private for-profit 4 year	-0.1% / 0.4%
Private nonprofit 4 year	-2.1% / -0.4%
Public 4 year	-1.9% / -0.8%

% Change from previous year

Source: National Student Clearinghouse Research Center

Figure 27 **CCC Fall Term Enrollment & Change by Year**

■ Enrollment   — % Change

13,501

-30%

9,385

Fall 2019   Fall 2020
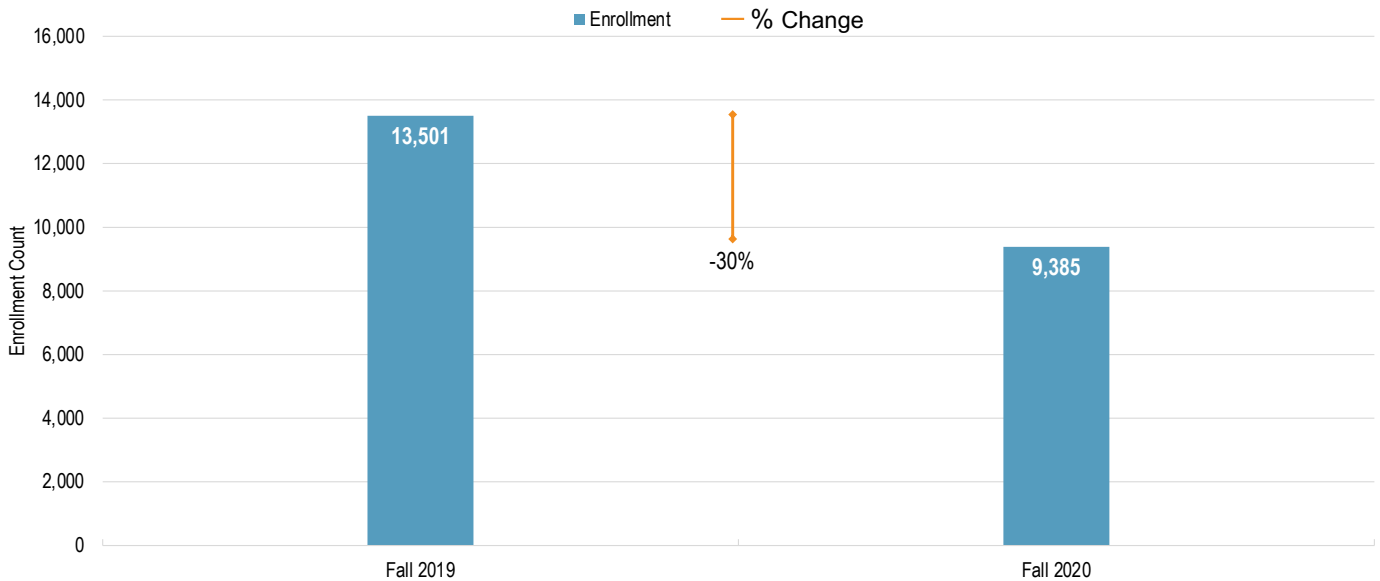
Note: Enrollment numbers for 2019 and 2020 are as of week 10 of fall term. Actual numbers by end of term tend to increase by approximately 3%.

Source: Clackamas Community College

Figure 28 Top Ten Challenges N=309

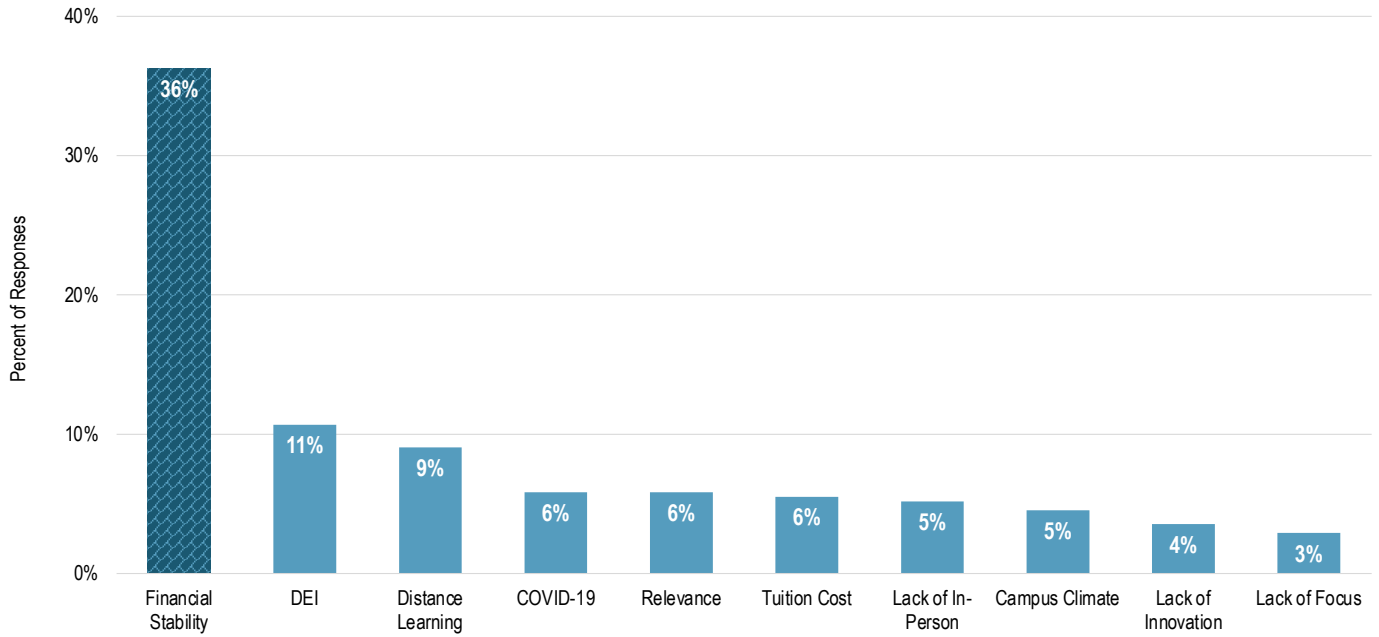What do you believe is the most significant strategic challenge facing the college?

Figure 29 Priorities to Continue N=453

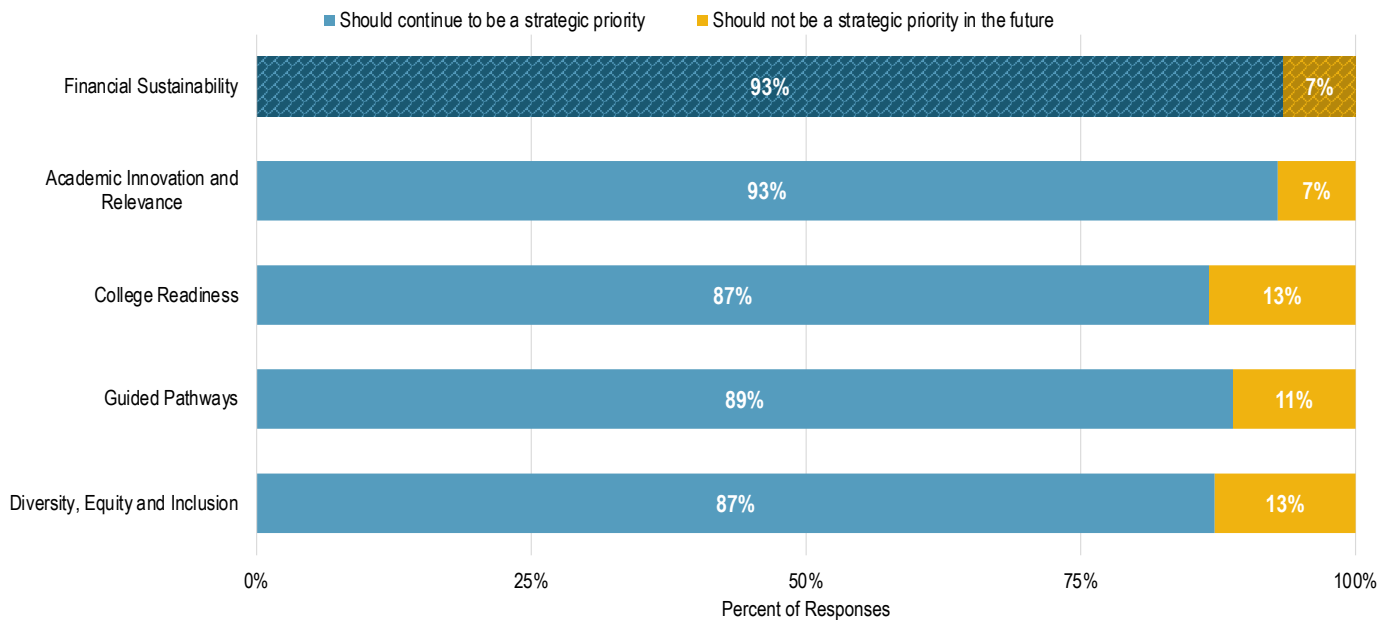Please indicate whether you believe it should continue to be a strategic priority in the 2021-2024 Strategic Plan:

Figure 30 Priorities Effectiveness   N=450

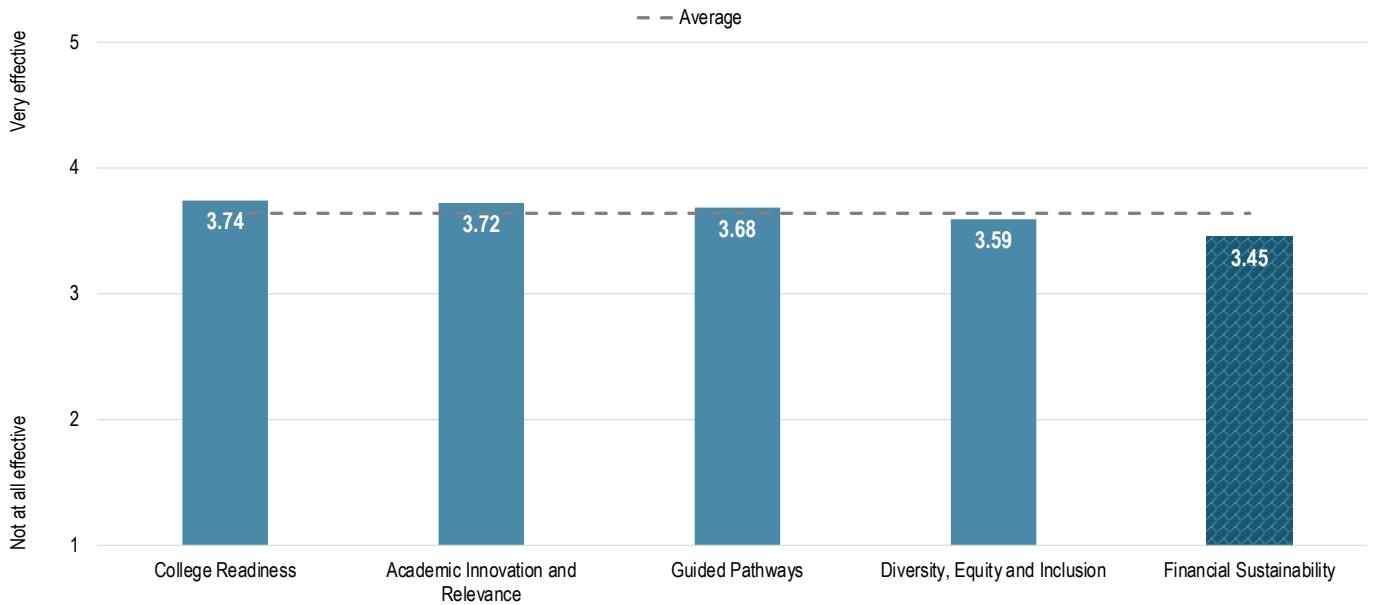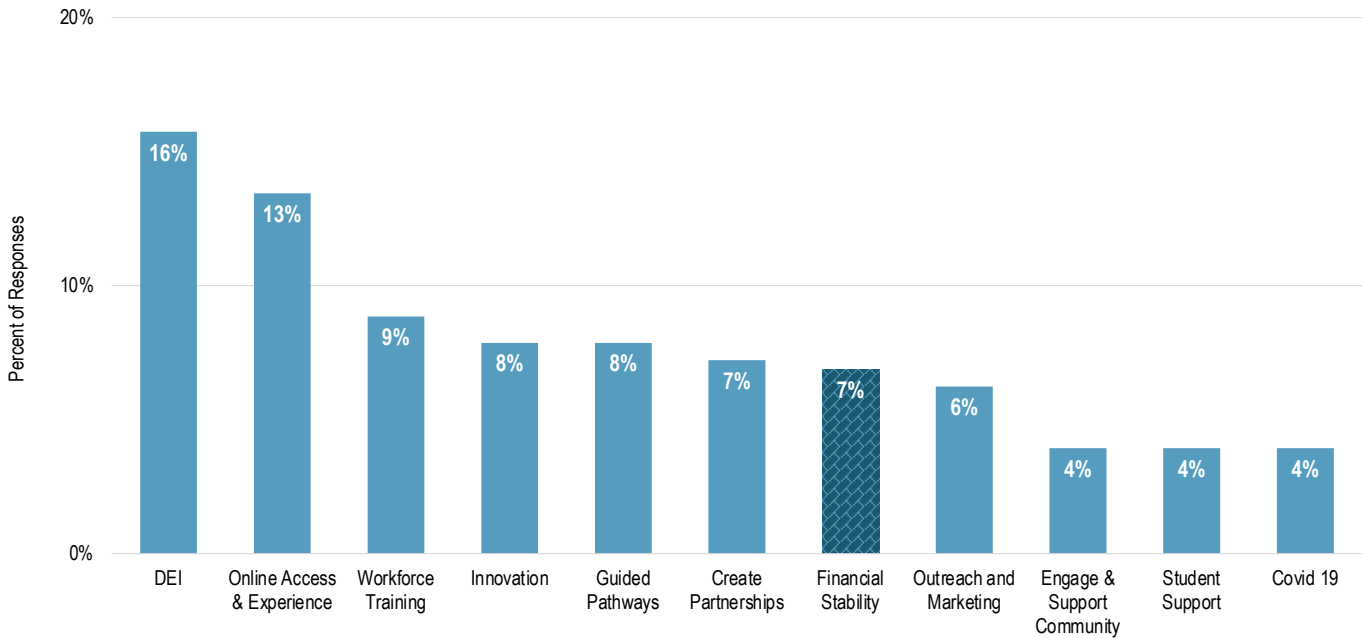Please rate how effective CCC has been at accomplishing each priority:

- - Average

	College Readiness	Academic Innovation and Relevance	Guided Pathways	Diversity, Equity and Inclusion	Financial Sustainability
	3.74	3.72	3.68	3.59	3.45

Figure 31 Top Ten Opportunities   N=305

What do you believe is the single most significant strategic opportunity facing the college?

DEI	Online Access & Experience	Workforce Training	Innovation	Guided Pathways	Create Partnerships	Financial Stability	Outreach and Marketing	Engage & Support Community	Student Support	Covid 19
16%	13%	9%	8%	8%	7%	7%	6%	4%	4%	4%

Responses

"The budgetary situation seems pretty bleak and we need to find ways to be creative to increase funding and decrease expenditures--and not all in personnel."

"Funding is an issue. We are shrinking and people are wearing multiple hats, not in their areas of expertise. This impacts quality."

"We had 165 FTF in the 90s and now we are down to approximately 125. So what happened? We have failed to grow even though our district population has increased 25 percent in that time. OSU did not fail to grow. They more than doubled their enrollment in that time."

"We do so much in-house training, but we don't capture it. We could receive funding for the trainings we do, but no one seems interested in capturing it!"

"There is a lot of financial worry. I'm concerned we may do things in the next 12-18 months that we may regret after that time horizon."

"Across the nation, enrollment is dropping. We need a different strategy for how to bring more students in."

"Retention of students is going to be very important. Keep them on the pathway, yes, but we need to find a way to keep the students returning."

"There are a lot of programs that are state/federally funded that CCC can take advantage of that we don't currently."

"Declining enrollment during the pandemic puts us on a challenging financial footing, yet making cuts will limit our effectiveness towards our priorities."

"We should reign in our spending and not pass it onto the students. We should be more fiscally responsible."

"[The greatest challenge CCC faces is] financial stability - need to diversify funding streams further."

"Let's approach necessary budget cuts without immediately assuming people/programs will need to be cut. We can save money in ways that don't impact our employees' livelihoods/students' opportunities."

"Money! We don't give ourselves enough time to do things well because we don't have the time or money to do them right."


"One of the biggest challenges we face is budget and the way it is handled… How can we optimize ourselves to be more competitive and more valuable to the community? How do we approach the budget in a way that is in line with our values as an educational institution?"

Appendix

Appendix 1.1   **Purpose Achievement**   **N=501**

How far do you believe the college is from achieving its purpose?

|	1	2	3	4	5
Purpose Achievement	The college has a long way to go		3.7		The college is already there
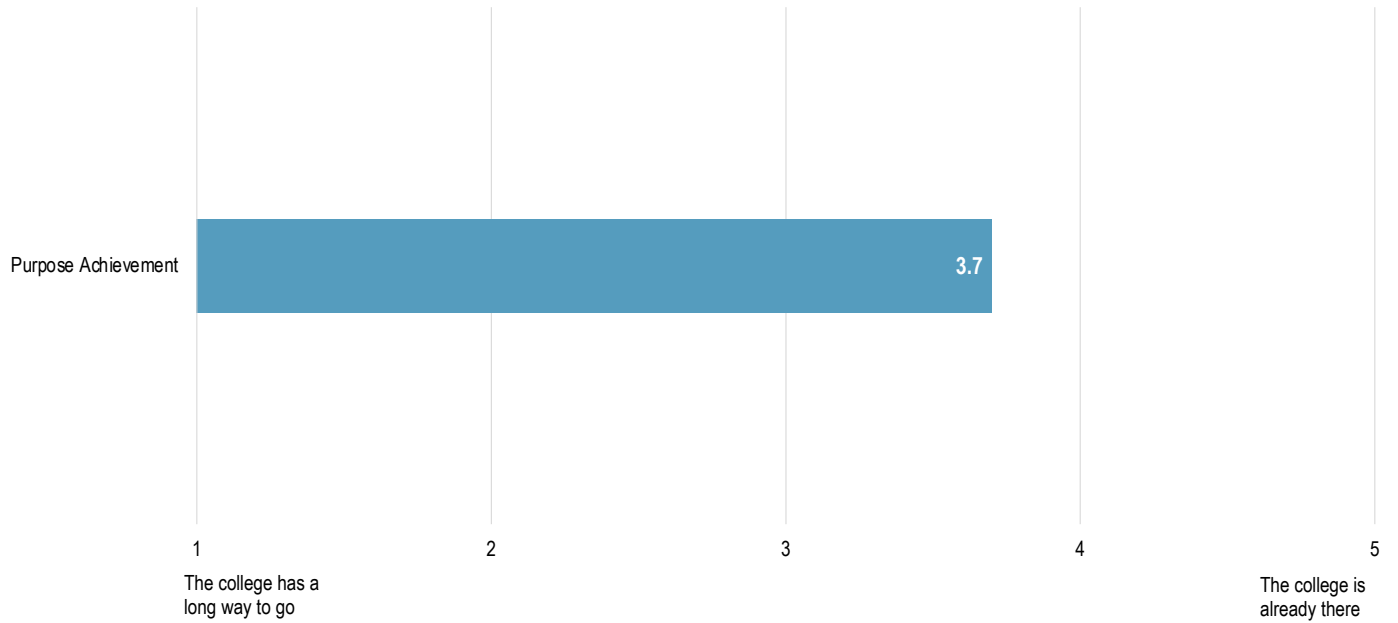
Appendix 1.2   **Purpose Appropriateness**   **N=499**

To what extent do you believe the current purpose continues to be appropriate for our next strategic plan?

	1	2	3	4	5
Purpose Appropriateness	Not at all appropriate			4.16	Very appropriate
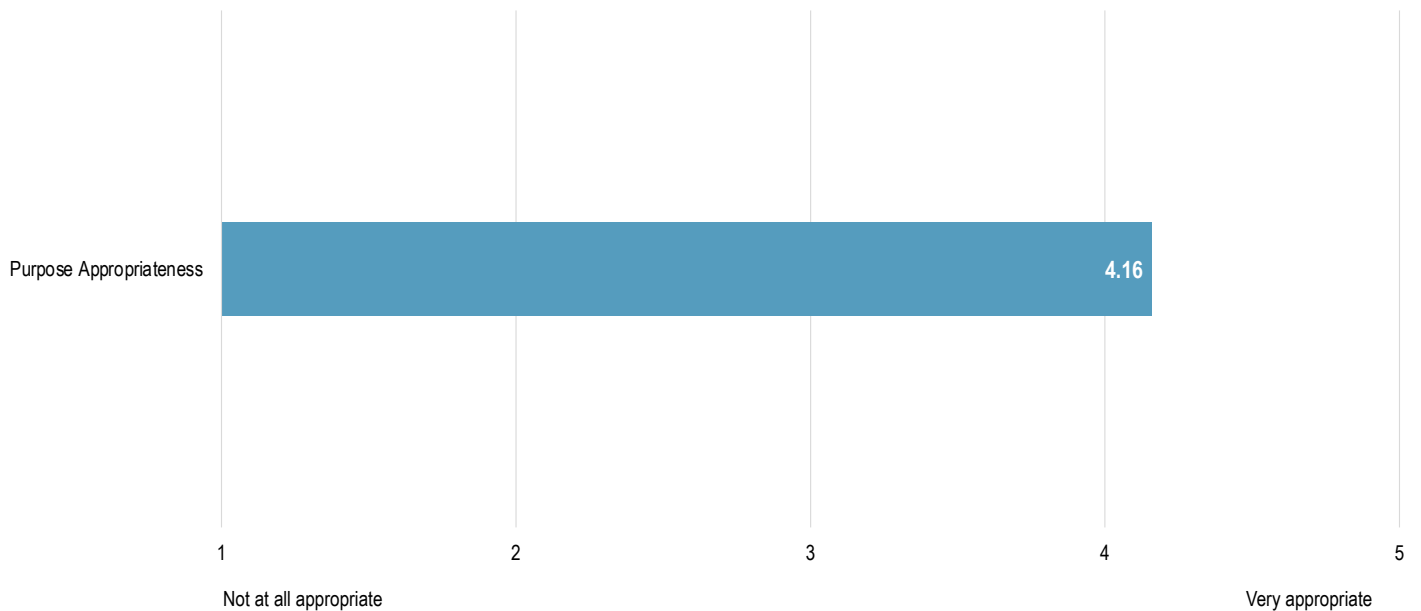
Appendix 1.3   **Mission Adherence**   **N=498**

How often does the college live up to its mission?

Mission Adherence — **3.81**

| 1 | 2 | 3 | 4 | 5 |

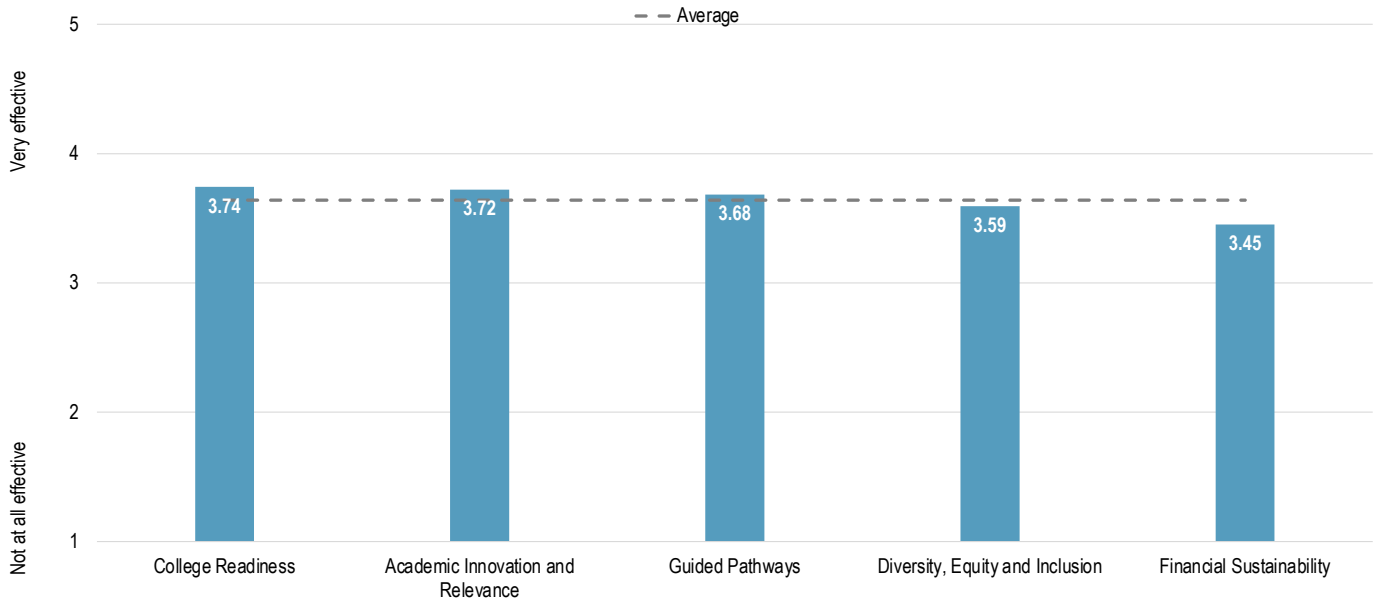Never   Always
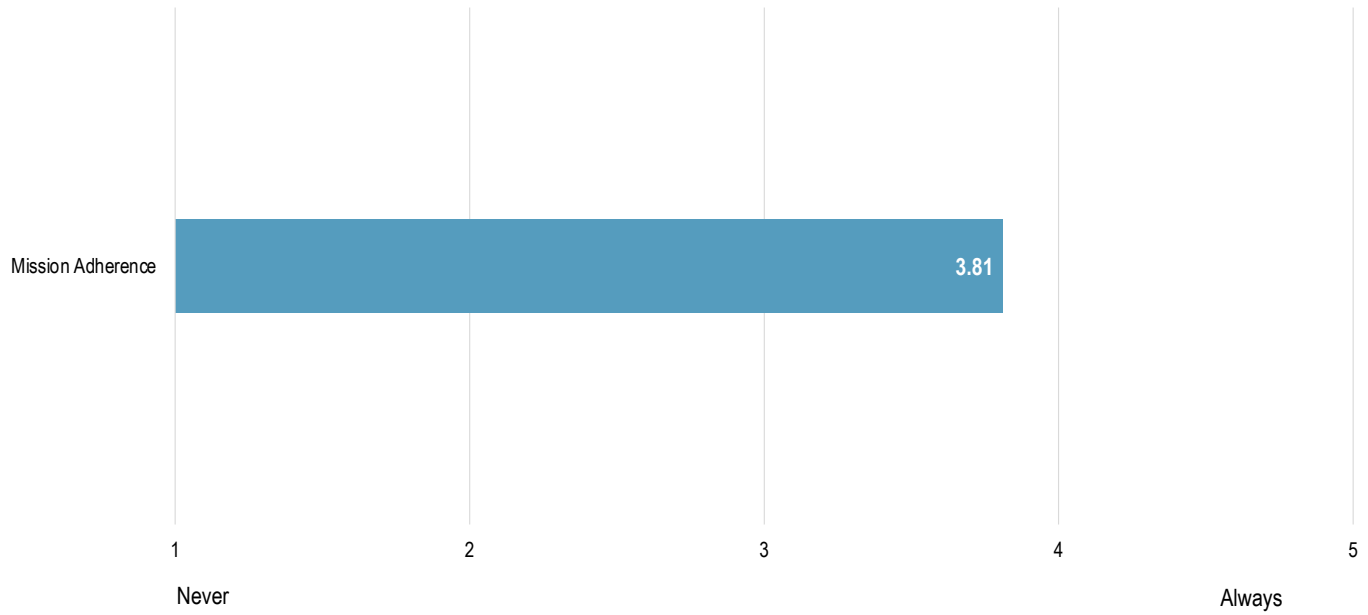
Appendix 1.4   **Mission Appropriateness**   **N=498**

To what extent do you believe the current mission continues to be appropriate for our next strategic plan?

Mission Appropriateness — **4.1**

| 1 | 2 | 3 | 4 | 5 |

Not at all appropriate   Very appropriate
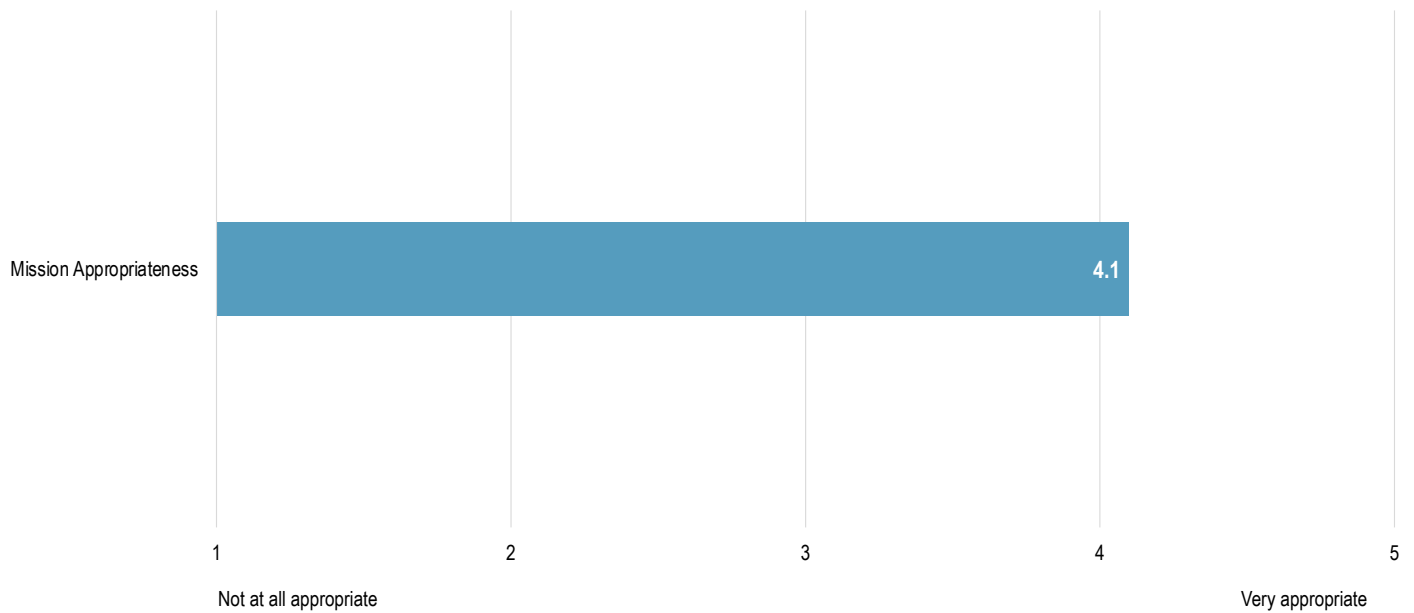
Appendix 1.5 **Priorities Effectiveness** **N=450**

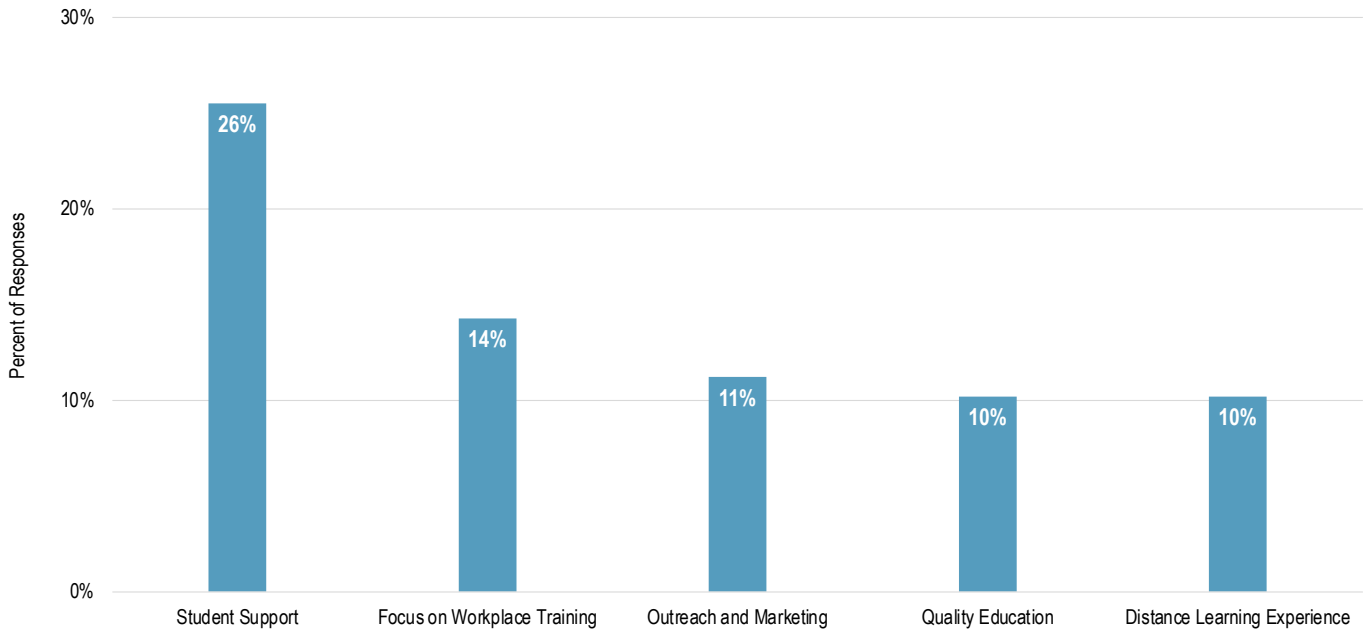Please rate how effective CCC has been at accomplishing each priority:

Appendix 1.6 **Priorities to Continue** **N=453**

Please indicate whether you believe it should continue to be a strategic priority in the 2021-2024 Strategic Plan.
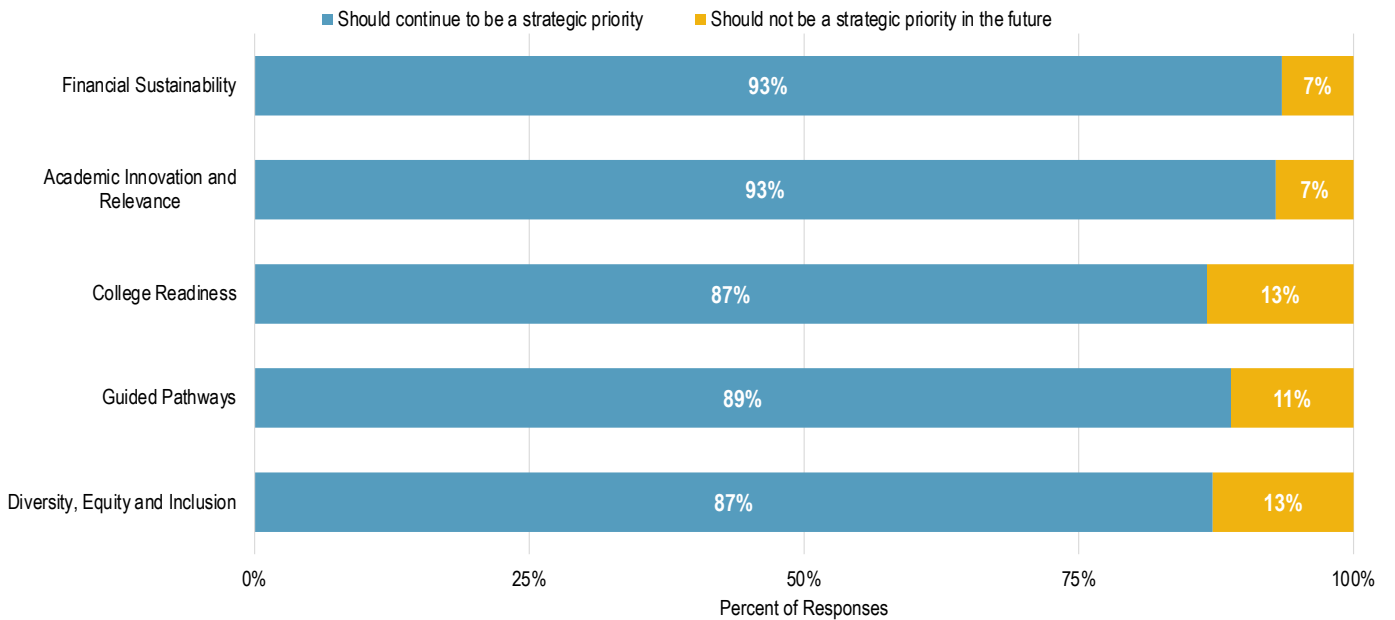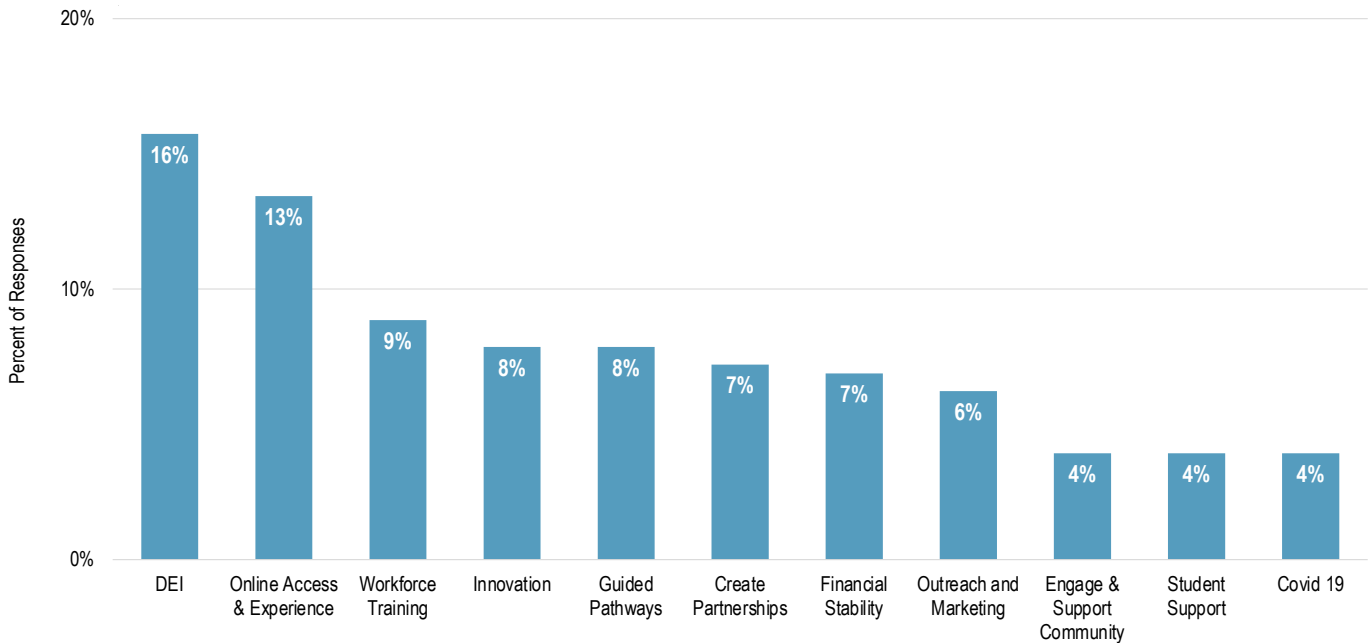
Appendix 1.7 **Top Five Additional Priorities to Consider   N=98**

If you believe there should be an additional strategic priority, what would it be?
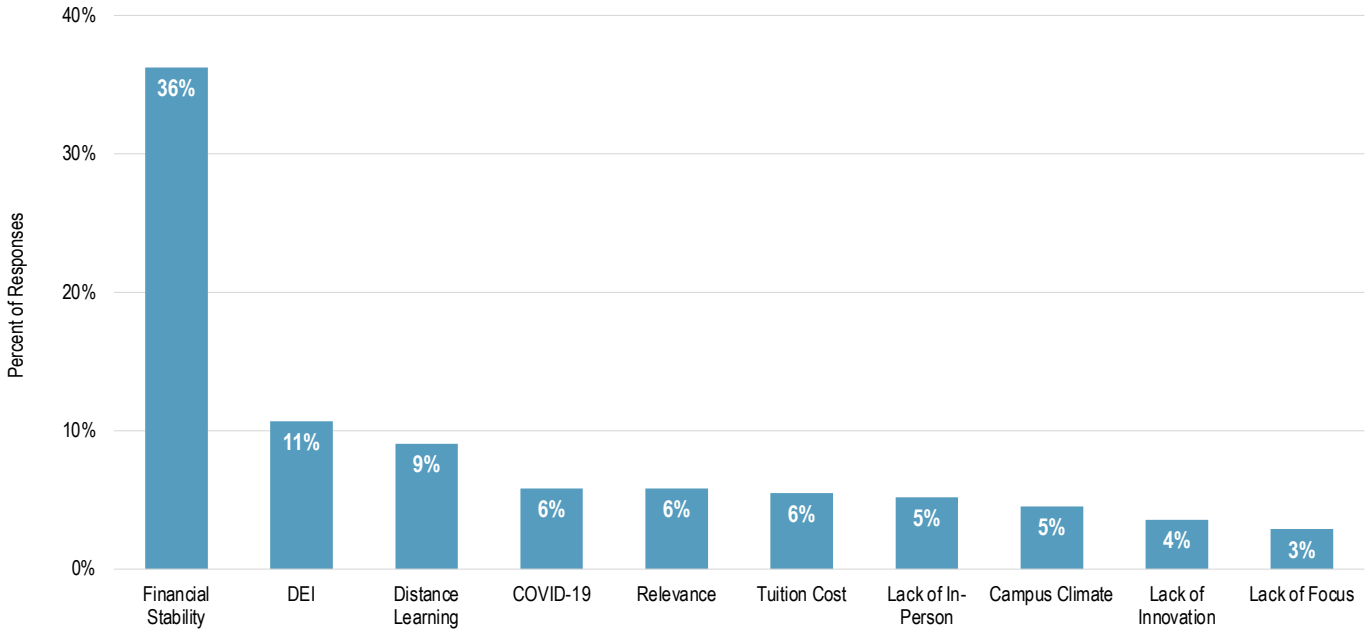

Appendix 1.8 **Top Ten Opportunities   N=305**

What do you believe is the single most significant strategic opportunity facing the college?

What do you believe is the most significant strategic challenge facing the college?

What three words would you use to describe the culture of CCC?

Appendix 1.11 **Current Reputation** **N=291**

What three words do you believe best describe CCC's reputation?

Appendix 1.12 **Future Reputation** **N=279**

What three words would you like to use to describe CCC's reputation in the future?

Appendix 1.13 **Net Promoter Score   N=382**

How likely is it that you would recommend Clackamas Community College to a friend or colleague?

The Net Promoter Score measures the likelihood of stakeholders recommending CCC to others. The NPS score reflects CCC stakeholder's true and reactive feelings towards the college. The NPS ranges from -100 to 100 with a score from 0 to 10 being fair, 10 to 30 being good, 30 to 70 being excellent and +70 considered world class.
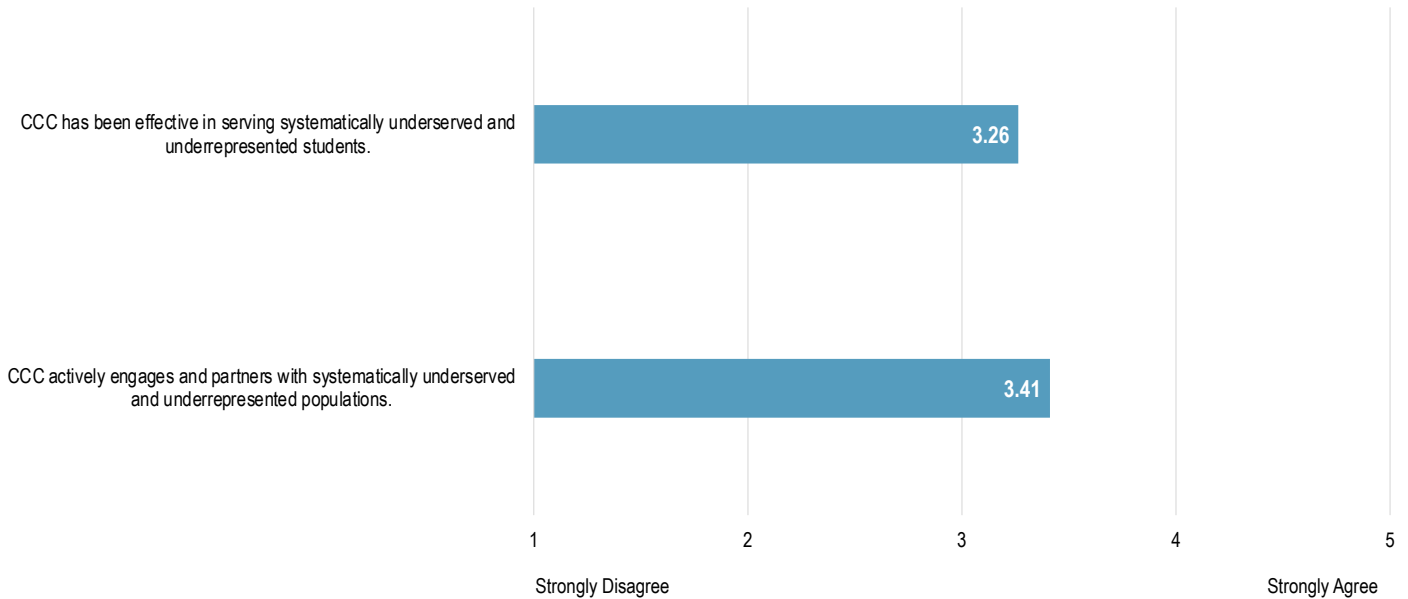
The NPS score is determined by subtracting the percent of detractors (answered 6 or lower) from the percent of promoters (9-10).

% of Promoters (52%)   –   % of Detractors (15%)   = 37

Fair

Good

Excellent

World Class

37

Net Promoter Score
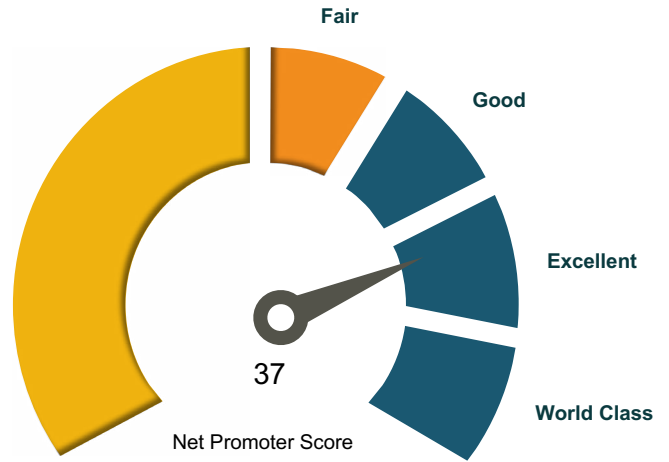
Appendix 1.14 **Partnering and Serving Underrepresented Groups   N=336**

Please indicate your level of agreement with the statements below.

CCC has been effective in serving systematically underserved and underrepresented students.   **3.26**

CCC actively engages and partners with systematically underserved and underrepresented populations.   **3.41**

| 1 | 2 | 3 | 4 | 5 |

Strongly Disagree   Strongly Agree

Appendix 1.15 **Student Roles** **N=340**

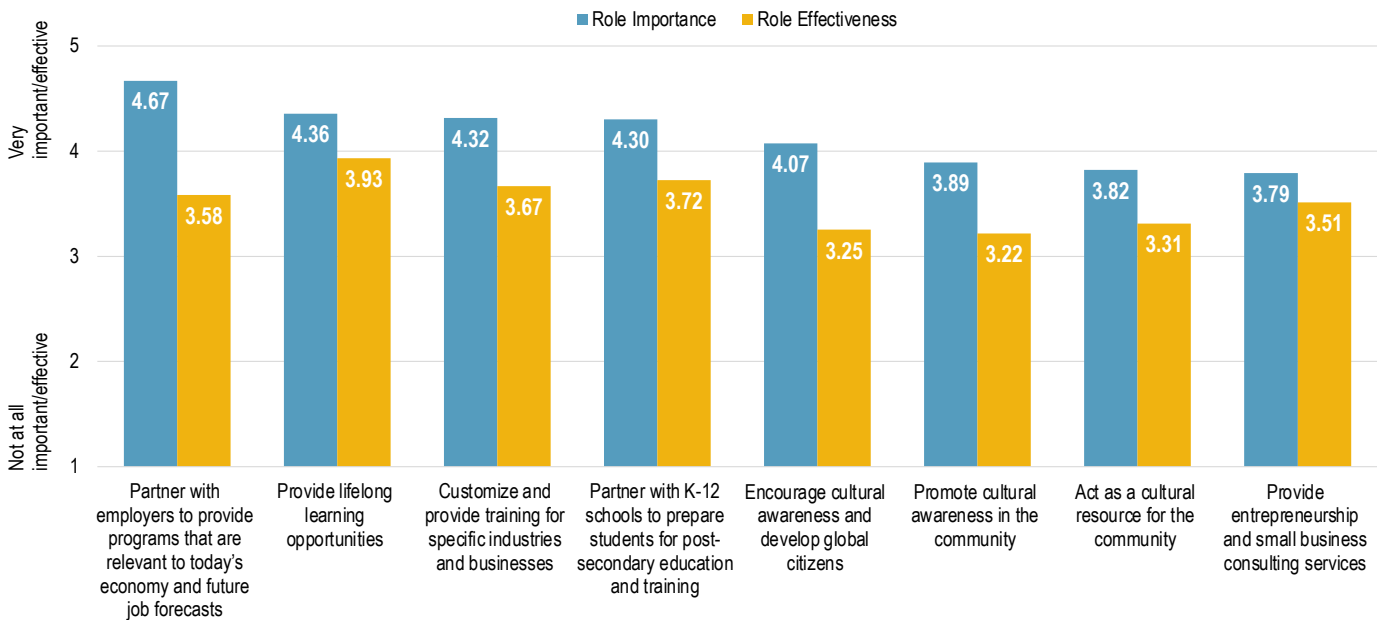Please rate how important the following roles are for community colleges in serving their students and the effectiveness of CCC in these roles.


Legend: ■ Role Importance ■ Role Effectiveness

Y-axis: Very important/effective (5) ... Not at all important/effective (1)

Role	Role Importance	Role Effectiveness
Help students reach their learning goals	4.85	3.86
Provide students with a high-quality education	4.83	3.92
Provide students with an affordable education	4.69	4.08
Assist students in gaining, maintaining or advancing in their career	4.54	3.76
Provide adult continuing education and job transition training	4.45	3.75
Effectively prepare students to transfer to universities	4.44	3.85
Provide lifelong learning opportunities	4.36	3.93
Encourage cultural awareness and develop global citizens	4.07	3.25

Appendix 1.16 **Community Roles** **N=324**

Please rate how important the following roles are for community colleges in serving their community and the effectiveness of CCC in these roles.


Legend: ■ Role Importance ■ Role Effectiveness

Y-axis: Very important/effective (5) ... Not at all important/effective (1)

Role	Role Importance	Role Effectiveness
Partner with employers to provide programs that are relevant to today's economy and future job forecasts	4.67	3.58
Provide lifelong learning opportunities	4.36	3.93
Customize and provide training for specific industries and businesses	4.32	3.67
Partner with K-12 schools to prepare students for post-secondary education and training	4.30	3.72
Encourage cultural awareness and develop global citizens	4.07	3.25
Promote cultural awareness in the community	3.89	3.22
Act as a cultural resource for the community	3.82	3.31
Provide entrepreneurship and small business consulting services	3.79	3.51

Appendix 1.17 **Top Ten Skills   N=345**

Please select the three skills that you believe are most important to employers in our region.
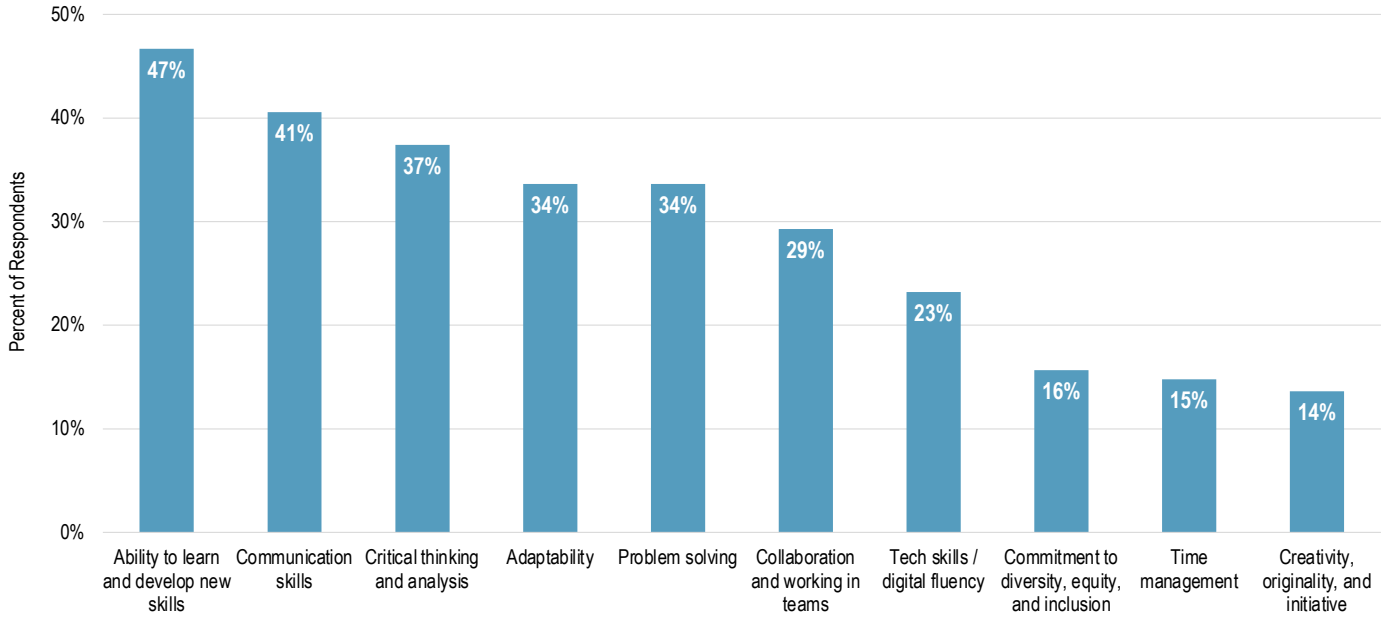
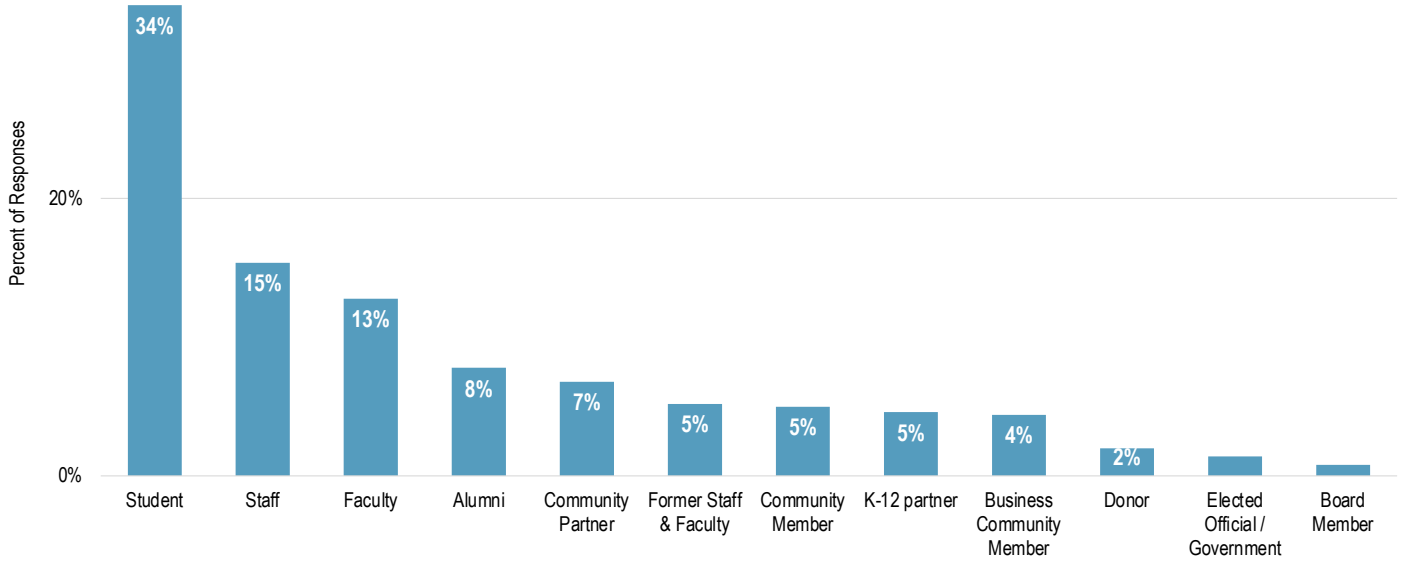**Appendix 1.18** **Consider CCC For Education   N=344**

Would you consider Clackamas Community College to further your or your child's lifelong education or to advance your business?
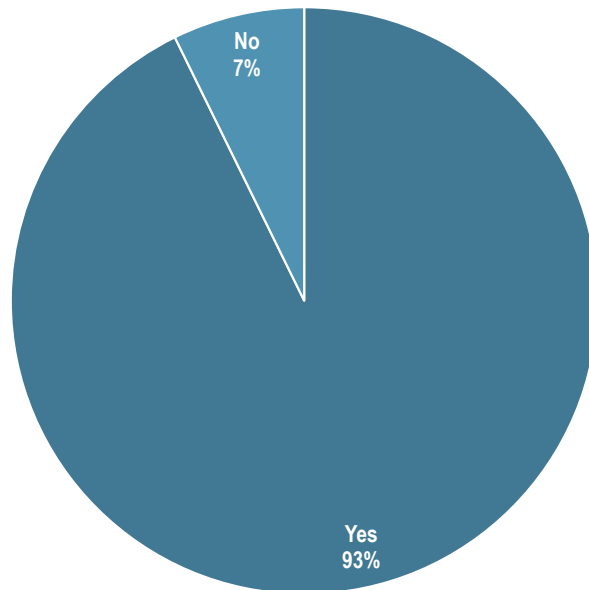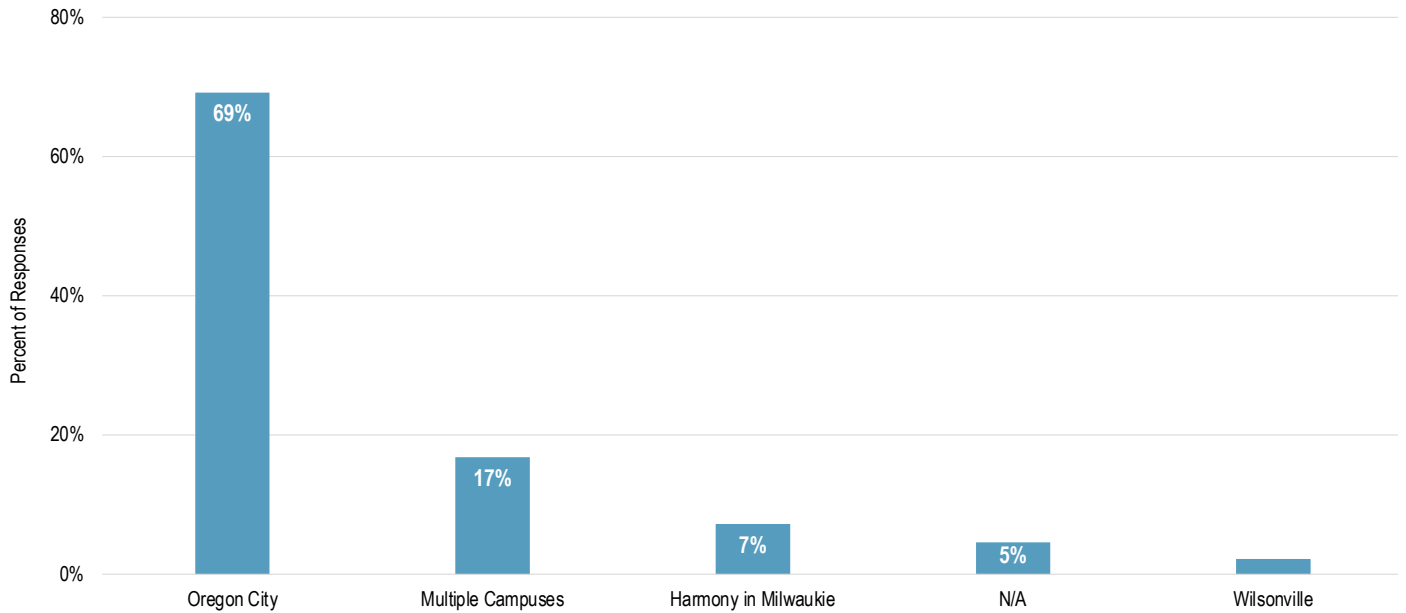
Survey Demographics

Appendix 2.1 **Survey Stakeholder Type** **N=501**
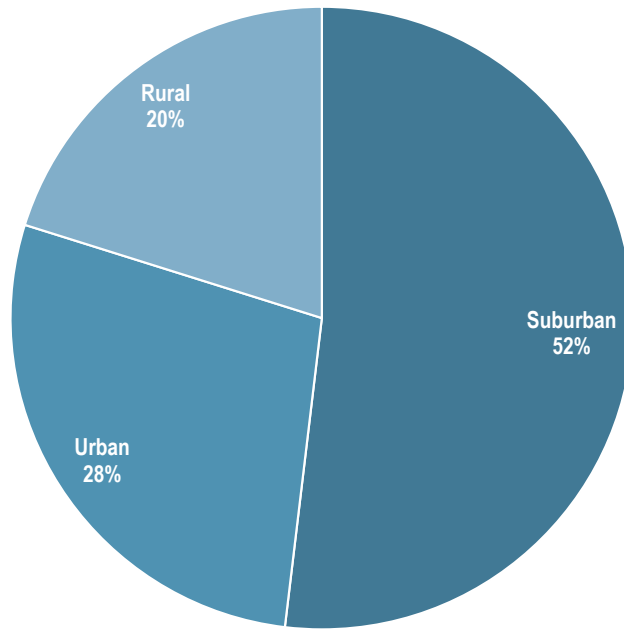
Please identify your relationship with CCC:

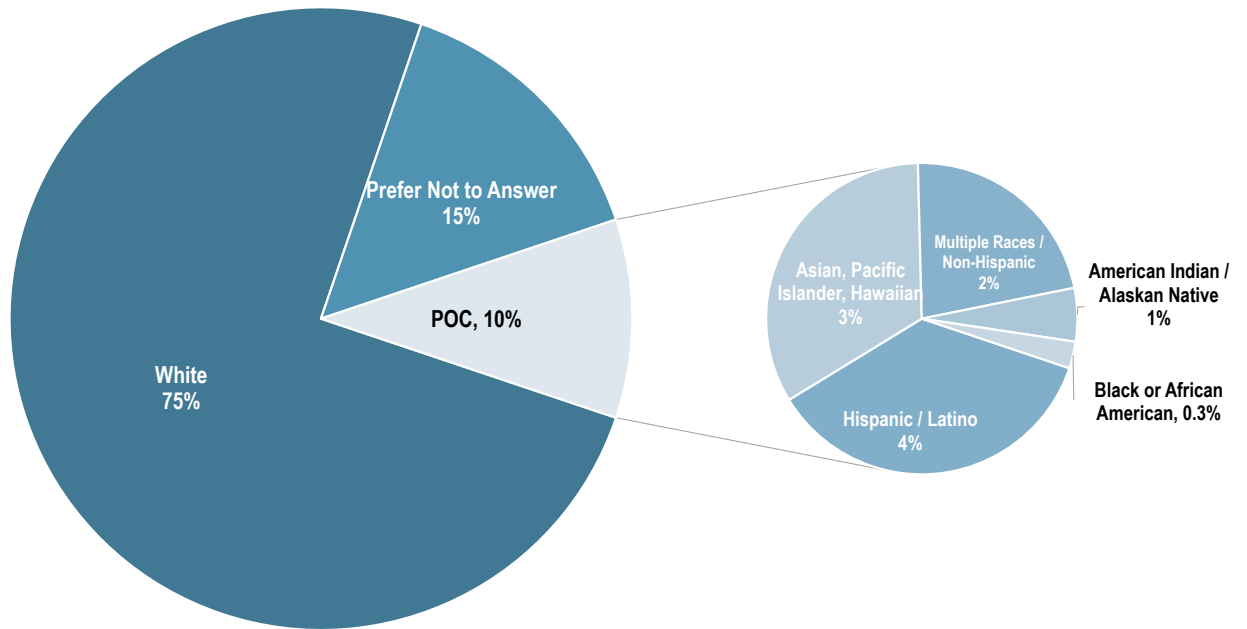**Appendix 2.2** **Campus** **N=500**

Which campus are you affiliated with?

Appendix 2.3   **Location**   **N=501**

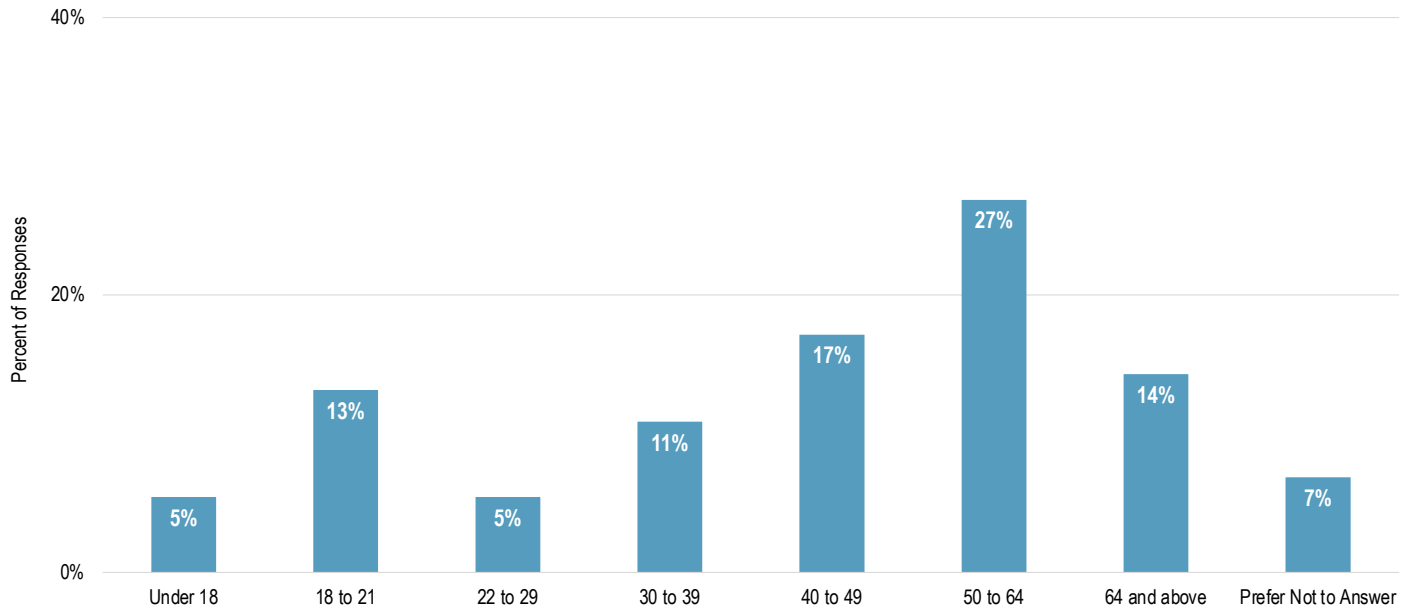Do you live in a primarily urban, suburban or rural location?

Rural
20%

Suburban
52%

Urban
28%

Appendix 2.4   **Race/Ethnicity**   **N=349**

What is your race or ethnicity?

Prefer Not to Answer
15%

POC, 10%

White
75%

Asian, Pacific
Islander, Hawaiian
3%

Multiple Races /
Non-Hispanic
2%

American Indian /
Alaskan Native
1%

Hispanic / Latino
4%

Black or African
American, 0.3%

What is your age?