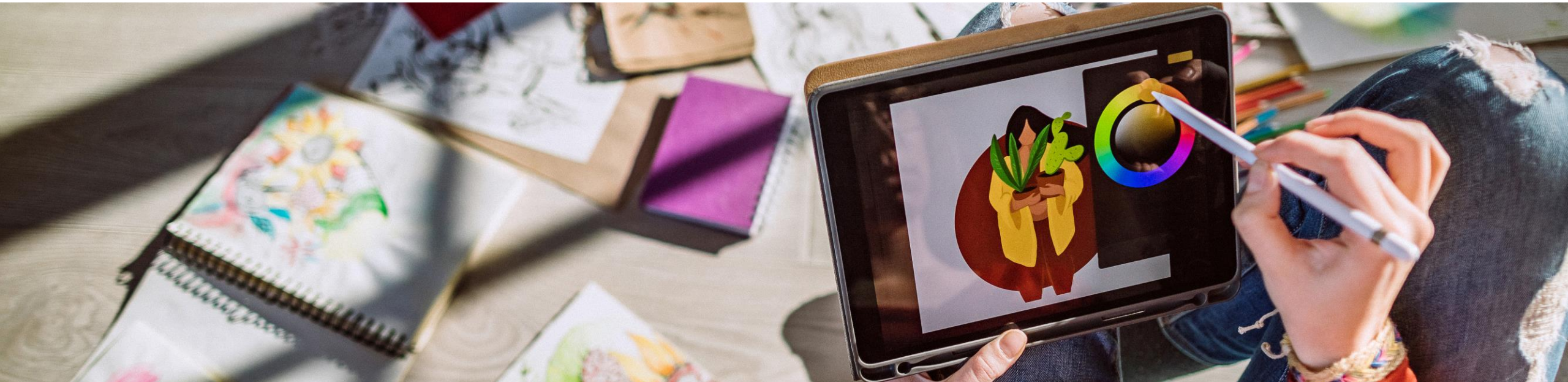




# Website Assessment Audit Presentation

Clackamas Community College | February 17, 2022



# Website Assessment Brief

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## What We Heard

- Listening to leaders & stakeholders
- Listening to students

## What We Discovered

- Looking at the data, the user experience (UX), & the competition

## What That Means

- The website as part of Clackamas CC's future
- Design, content & technical
- How you can help

# Your Core Stamats Team

Industry Leaders in #HigherEd, #UserExperience, #JourneyMapping



**Sandra Fancher**  
Chief Innovation Officer



**Patrick Clemence**  
Director, Project Management



**Lin Larson**  
Digital and Content Strategist



**Crystal Weber**  
Senior Digital Writer and Project Manager



# The Clackamas Community College Team

- Lori Hall
- Bill Fricke
- Kim Crane
- Kirk Fryrear
- Jordan Taylor
- Stephen Wilks
- Will Tonkin





Audit Purpose:  
Where and what are the problems?

# Short-Term Website Goals

- Improve site performance
- Improve search functions
- Align with guided pathways model
- Remove access barriers
- Provide multi-lingual site information

DirectorymyClackamasGiveI want to ...

ACADEMICSADMISSIONS & FINANCIAL AIDCAMPUS LIFEABOUT US



Home / About Us / Vision + Initiatives / Guided Pathways


Academics

Admissions & Financial Aid

Campus Life

About Us

- Leadership
- Vision + Initiatives
  - CCC Purpose, Mission and Code of Ethics
  - Diversity, Equity and Inclusion
  - Guided Pathways**
  - Strategic Planning
  - Highlights and Rankings
  - Institutional Research
  - Bond Initiatives
  - Advocacy
- Accreditation + Policies
- News
- Consumer Information
- Job Opportunities
- Purchasing
- Foundation
- Contact Us



## GUIDED PATHWAYS AT CCC

At Clackamas Community College, we are passionate about supporting students so that they reach their educational and life goals. CCC is among more than 250 colleges nationwide using a guided pathways approach to give students clear roadmaps to success.

### WHAT IS GUIDED PATHWAYS?

Guided pathways is a national movement to help students get on a path and stay on a path through graduation.

For more information about the Guided Pathways approach to student success, read *Redesigning America's Community Colleges*.

### WHY GUIDED PATHWAYS?

Guided pathways helps students reach their goals while saving them time and money. CCC has made it a strategic priority to support students to complete their desired paths to four-year universities or directly to the labor market. Guided pathways is a strategy to help the college fulfill our mission and it is supported by the Clackamas Community College Board of Education.

### EQUITY

CCC embraces guided pathways as a strategy to help close equity gaps in higher education. Preliminary research suggests that guided pathways approaches can provide the greatest benefits to student populations that have traditionally struggled to persist and complete a college credential.

### HOW IS CCC CREATING GUIDED PATHWAYS?

Guided pathways at CCC is a college-wide approach to student success. CCC has created a guided pathways task force composed of a cross-functional team of staff, faculty and administrators to lead guided pathways initiatives. Current priorities include improvements at all stages of the student experience at CCC.

### CLARIFYING THE STUDENT PATH

- Creating program maps to help simplify decision making for students and help students choose classes that will contribute to their end goals.
- Introducing online tools to assist students at every step on their path so they understand what they need to do and when they need to do it.

### GETTING STUDENTS ON A PATH

- Starting in high school to prepare students for college-level coursework and to meet their education goals.
- Aligning student advising by coordinating academic and career coaches and faculty advisors throughout the college to make sure students receive accurate and consistent information to set them up for success.

### KEEPING STUDENTS ON A PATH


- Identifying students who need additional academic support and coordinating support services across the college.

### ENSURING STUDENTS ARE LEARNING

- Using data to assess student outcomes and continually improve guided pathways strategies.


### WHAT IS THE TIMELINE?

The work to create guided pathways to student success at CCC is already underway. Most of the current initiatives are planned over a four-year period between 2016 and 2020.



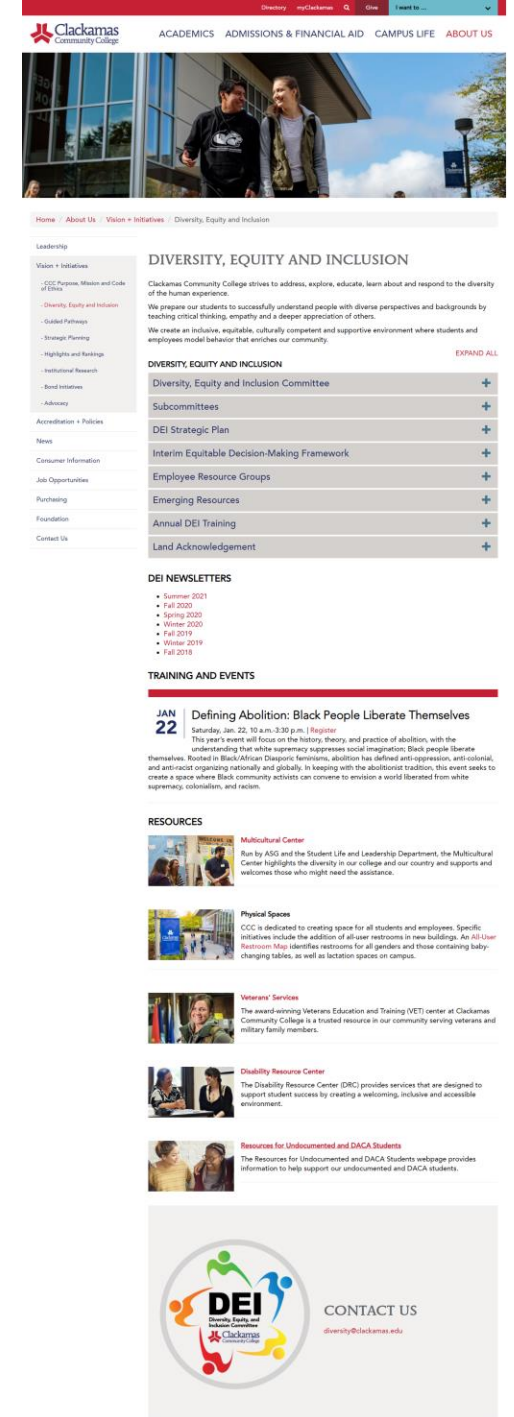
## CONTACT US

[guidedpathways@clackamas.edu](mailto:guidedpathways@clackamas.edu)

 © 2022 Stamats

# Long-Term Website Goals

- Focus website efforts on diversity, equity, and inclusion
- Continue to remove access barriers
- Enhance personalization



# Recap of Project Scope

What We Did

Discovery  
&  
Research

UX &  
Navigation  
Assessment

Performance  
Assessment

Evaluate  
CMS  
Options

Content &  
IA  
Assessment

## Project Scope

Usability  
Testing

User  
Pathways

Heatmap &  
User  
Engagement  
Review

Focus  
Groups,  
Survey,  
Workshop

SEO, SEM,  
& Google  
Analytics

# User Journeys

High School Student  
Seeking Associate's  
Degree or Certificate

Streamline navigation  
to clarify expectations  
and provide clear  
pathways.

Current student  
navigating next steps

Clarify information,  
streamline navigation, and  
add intuitive cross-linking.

Working Adult Seeking  
New Employment  
Opportunities

Highlight differentiators,  
clarify next steps, and  
provide navigable, relevant  
links to clarify pathways.



# People-powered Intelligence

6

Students, staff, and  
leadership focus groups

600

Responses from website  
survey

95+

Participants in audience  
workshop



# Summary of Findings



Key Themes

Consistent feedback from  
focus groups, audits, and  
usability testing

Strong content but too  
much hidden in PDFs or  
dense pages

Missed opportunities for  
storytelling that defines CCC

Confusing or limited navigation,  
especially mobile

Issues with CMS  
implementation and data  
sources (not CMS software)

It's design, strategy & content, not  
the CMS.

The content that  
matches your search  
is on this page



But where is it on  
the page?



# What's Working

## Audience Focus

- Overall emphasis on recruitment/retention
- Shared focus among stakeholders

## IT & Marketing

- Good working relationship
- Shared goals for site

## Solid Design

- Versatile page-building options
- General consistency across pages

## CMS Integrations

- Custom programing pulls academic details, etc.
- But team worries about breaks

# What's Not Working

## Navigation

Challenges in key areas  
(namely Academics)

## Program Breadth

Focus on credit programs  
Harder to find other  
options

## Audience Nav

"I Am A" section on  
home page

## Storytelling

Needs engaging, easy to  
comprehend value  
statements

It's a site for current students.





# Roadmap Recommendations



QuickHits: 0-3 months

# Improve Connections on Key Journeys

Implement specific findings from user journey audits

# Academic Experience

> 75%

Journey tasks were  
confusing and lost paths

- [Academic Advising:](#)
  - Clarify the difference between scheduling an appointment in Navigate and the on-page contact form
  - Add cross links to Student Services
- [Academic Support:](#)
  - Add additional introduction and clarification text around what information is available within Student Services
- [Student Services:](#)
  - Consider adding cross links to Academic Advising
  - Consider a cross link from Student Services to Financial Aid and/or Financial Aid Resource Lab
- [Online Learning:](#)
  - Add distinct button for students to “Log into Moodle Now”



# Academics and Admissions Pages

## Degrees and Certificates Page:

- Include navigable, relevant links within your Academic Offerings page accordion content

## Virtual Admissions Appointment Page:

- Consider explaining the difference between appointments for 2022 and General Admissions in the introduction content

## Degrees and Programs:

- Ensure users can access from navigation, not just CTA links
- Add introduction text and/or null search result content to guide navigation

## Academic Offerings:

- Add Resources strip to link to “Find your Focus,” “Explore Our Programs” and “Getting Started”

# “Find Your Focus” & Specific Program Pages

## “Find Your Focus”:

- CTA and page title is unclear what to expect. Consider combining with the Academic Offerings page content to provide a clear landing hub page for users.
- Adjust the Educational Focus Areas bookmark down the page so the user can see the subheading

## Health Professions Page:

- Declutter the right rail CTAs, highlight key factoid differentiators in other, relevant locations
- Verify if “Apply Now” is also the correct experience for Health specific applicants

## Nursing Page:

- Include Nursing award and program differentiator information
- Add link to application download within “Application Process” accordion

## Industrial Technology + Automotive

- Confirm the “Get Started” link to the generic [Future Students](#) page, is the correct next step
- Confirm the “Apply Now” link to the general [Application](#) page, is the correct next step

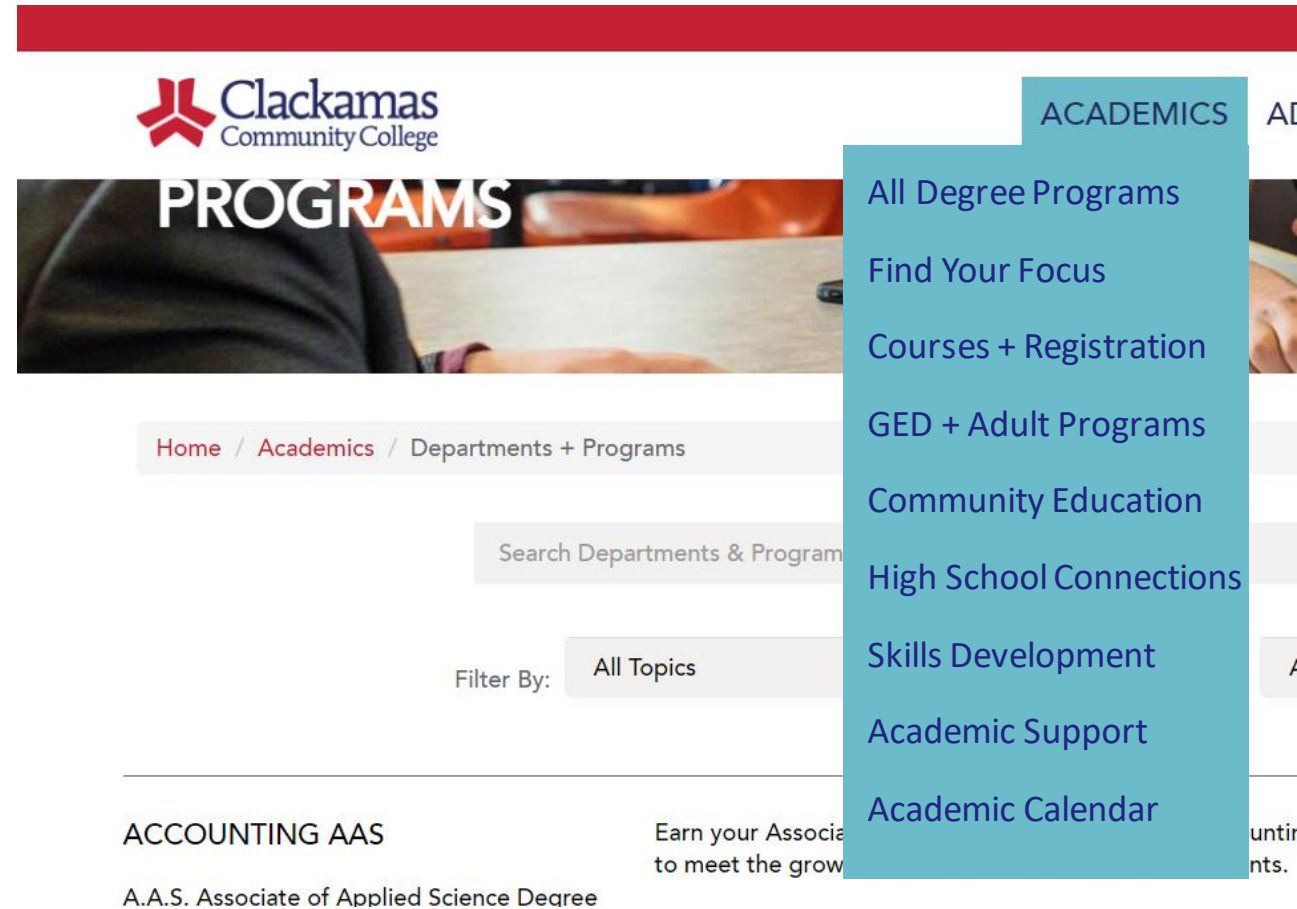


# Enhance Navigation

Implement immediate fixes and consider larger overhaul

# Redo Academics Dropdown

- Foreground “all-programs” list and make “Find Your Focus” secondary
- Replace “Academic Offerings” with direct links to GED, etc.
- Consider other options that clarify or streamline



# Plan for Additional Changes

- Make any immediate tweaks (e.g., shifting “Getting Started” to top of admissions/aid dropdown)
- Collect longer-term heat map data and fully chart use of dropdown menus
- Identify underperforming links in other main-menu dropdowns
- Start planning larger overhaul of global navigation

## ADMISSIONS & FINANCIAL AID



Plan a Visit

---

Getting Started

---

Apply Now

---

Tuition + Fees

---

Financial Aid +  
Scholarships

# Begin Content Cleanup

Review and delete content

# Almost as Much PDF Content as Page Content

852 Pages

687 PDFs

# Review/Delete PDFs for Necessity and Accessibility

- Delete PDFs with outdated information
- Update or remove PDFs that are not accessible
- Don't allow a new PDF to be posted unless it is accessible

## Detailed Report

Document		
Rule Name	Status	Description
<a href="#">Accessibility permission flag</a>	Passed	Accessibility permission flag must be set
<a href="#">Image-only PDF</a>	Passed	Document is not image-only PDF
<a href="#">Tagged PDF</a>	Passed	Document is tagged PDF
<a href="#">Logical Reading Order</a>	Needs manual check	Document structure provides a logical reading order
<a href="#">Primary language</a>	Passed	Text language is specified
<a href="#">Title</a>	Passed	Document title is showing in title bar
<a href="#">Bookmarks</a>	Passed	Bookmarks are present in large documents
<a href="#">Color contrast</a>	Needs manual check	Document has appropriate color contrast

Page Content		
Rule Name	Status	Description
<a href="#">Tagged content</a>	Failed	All page content is tagged
<a href="#">Tagged annotations</a>	Failed	All annotations are tagged
<a href="#">Tab order</a>	Passed	Tab order is consistent with structure order
<a href="#">Character encoding</a>	Passed	Reliable character encoding is provided
<a href="#">Tagged multimedia</a>	Passed	All multimedia objects are tagged
<a href="#">Screen flicker</a>	Passed	Page will not cause screen flicker
<a href="#">Scripts</a>	Passed	No inaccessible scripts
<a href="#">Timed responses</a>	Passed	Page does not require timed responses
<a href="#">Navigation links</a>	Passed	Navigation links are not repetitive

Forms		
Rule Name	Status	Description
<a href="#">Tagged form fields</a>	Passed	All form fields are tagged
<a href="#">Field descriptions</a>	Passed	All form fields have description

Alternate Text		
Rule Name	Status	Description
<a href="#">Figures alternate text</a>	Passed	Figures require alternate text
<a href="#">Nested alternate text</a>	Passed	Alternate text that will never be read
<a href="#">Associated with content</a>	Passed	Alternate text must be associated with some content
<a href="#">Hides annotation</a>	Passed	Alternate text should not hide annotation
<a href="#">Other elements alternate text</a>	Failed	Other elements that require alternate text

Tables		
Rule Name	Status	Description
<a href="#">Rows</a>	Passed	TR must be a child of Table, THead, TBody, or TFoot
<a href="#">TH and TD</a>	Passed	TH and TD must be children of TR
<a href="#">Headers</a>	Failed	Tables should have headers
<a href="#">Regularity</a>	Passed	Tables must contain the same number of columns in each row and rows in each column
<a href="#">Summary</a>	Skipped	Tables must have a summary

Lists		
Rule Name	Status	Description
<a href="#">List items</a>	Passed	LI must be a child of L
<a href="#">Lbl and LBody</a>	Passed	Lbl and LBody must be children of LI

Headings		
Rule Name	Status	Description
<a href="#">Appropriate nesting</a>	Failed	Appropriate nesting

# Inventory and Delete Content

- Review inventory list provided
- Delete outdated pages

## Clackamas Content Inventory

The screenshot displays the Clackamas Community College website. The top navigation bar is red with links for Directory, myClackamas, Give, and I want to ... A secondary navigation bar is teal with links for ACADEMICS, ADMISSIONS & FINANCIAL AID, CAMPUS LIFE, and ABOUT US. The main content area has a breadcrumb trail: Home / Academics / Courses + Registration / Canceled Courses. On the left, a sidebar titled 'Find Your Focus' lists various academic and support services. The main content area features the heading 'SPRING TERM CANCELED CLASS LIST' followed by a paragraph explaining the college's move to online instruction due to COVID-19. Below this, a list of canceled spring term courses is provided, categorized by subject. The subjects listed include Apprenticeship, Art, Auto Body/Collision Repair, Auto Service, Biology, Business Administration, Business Technology, Chemistry, Communications, Computer Science, Criminal Justice, Digital Media Communications, Drafting, and Early Childhood Education.

Directory myClackamas Give I want to ...

Clackamas Community College

ACADEMICS ADMISSIONS & FINANCIAL AID CAMPUS LIFE ABOUT US

Home / Academics / Courses + Registration / Canceled Courses

Find Your Focus

Courses + Registration

- CCC Annual Catalog
- Schedule of Classes
- Online Learning at CCC
- Register for Classes

Academic Offerings

Academic Calendar

Skills Development + Training

Academic Support

Testing and Placement Services

### SPRING TERM CANCELED CLASS LIST

In response to state mandated efforts to slow the spread of COVID-19, the college is moving to online instruction for all of spring term. All spring classes — with the exception of a few health sciences classes that have in-person components — will be shifted to remote/online learning (e.g., Moodle). This includes classes currently noted as "online" in your schedule and those noted as "hybrid" or "MW or TTH."

Spring term courses that cannot be moved online will be canceled. Some of these courses may be rescheduled for summer term. We've put together this list of canceled spring term courses below. While we will continue to update this list, please also check [myClackamas](#).

If a class you enrolled in or were planning on enrolling in has been canceled and you have questions about how to stay on track toward your academic goals, please contact [advising](#).

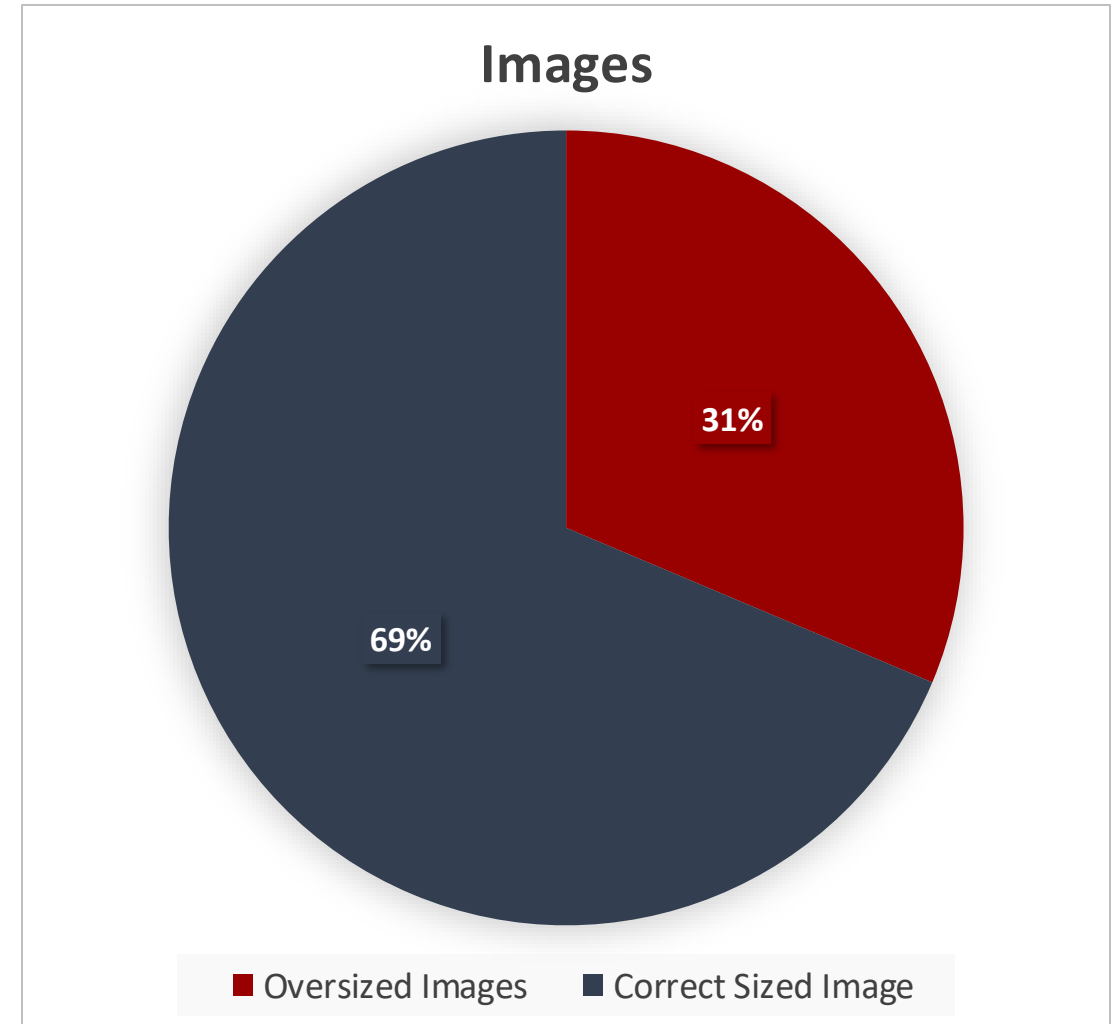
#### VIEW CANCELED CLASSES BY SUBJECT:

- [Apprenticeship](#)
- [Art](#)
- [Auto Body/Collision Repair](#)
- [Auto Body/Collision Repair/Refinishing](#)
- [Auto Service](#)
- [Biology](#)
- [Business Administration](#)
- [Business Technology](#)
- [Chemistry](#)
- [Communications](#)
- [Computer Science](#)
- [Criminal Justice](#)
- [Digital Media Communications](#)
- [Drafting](#)
- [Early Childhood Education](#)



# Optimize Oversized Images

- 243 images are over 100KB
- **Recommendation:** Optimize oversized images to reduce file size



# Tackle SEO Tasks

Maintenance tasks to optimize the site

# Google MyBusiness

Location and topic search

Duplicate listings



community college in Clackamas



All

Maps

Images

News

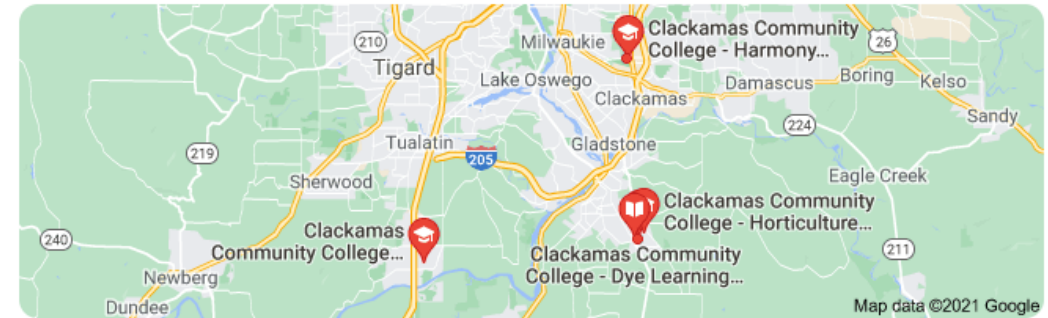
Shopping

More

Tools

About 13,700,000 results (0.94 seconds)

Community Colleges



Rating

Hours

Clackamas Community College - Harmony Community Campus

5.0 ★★★★★ (7) · Community college

Milwaukie, OR · (503) 594-0620

Open · Closes 6PM



Website



Directions

Clackamas Community College

3.6 ★★★★★ (98) · Community college

Oregon City, OR · (503) 594-6000

Open · Closes 5PM

👤 "I will miss this college."



Website



Directions

Clackamas Community College - Wilsonville campus

4.4 ★★★★★ (9) · Community college

Wilsonville, OR · (503) 594-0940

Open · Closes 7PM



Website



Directions



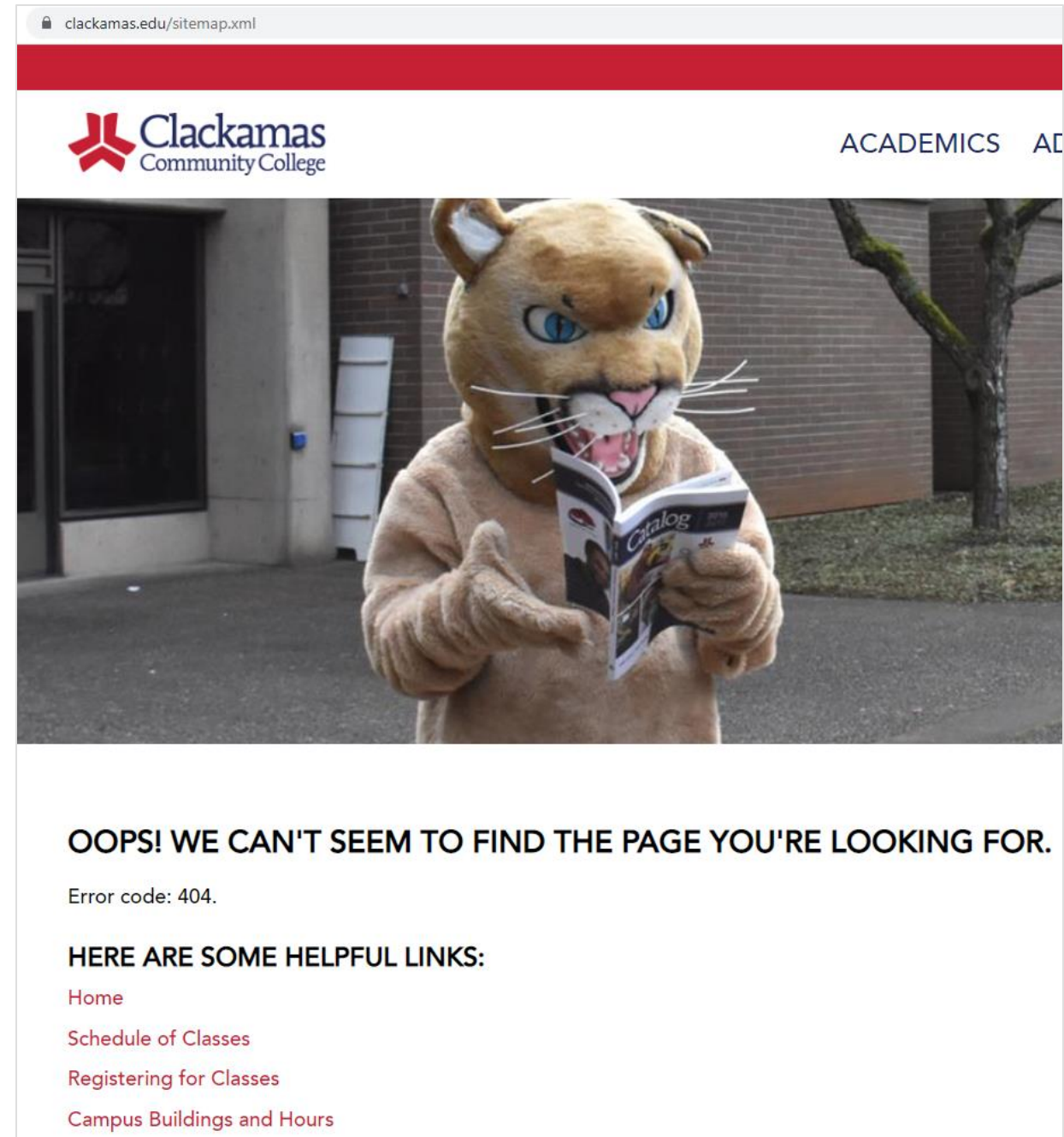
View all



© 2022 Stamats

# Tell Google You Have Content

- Create an automated sitemap.xml
- Link in robots.txt



# Add Missing, Rewrite Duplicate Headings

- 22 pages are missing H1 tags
- 37 pages have duplicate H1 tags
- **Recommendation:** Add H1s to every page that's missing one and ensure proper heading hierarchy is being used

clackamas.edu/admissions-financial-aid/financial-aid-scholarships/financial-aid-forms

Directory myClackamas Give I want to ...

Clackamas Community College

ACADEMICS ADMISSIONS & FINANCIAL AID CAMPUS LIFE

Home / Admissions & Financial Aid / Financial Aid + Scholarships / Financial Aid Forms

Plan a Visit

Getting Started

Apply Now

Tuition + Fees

Financial Aid + Scholarships

- Scholarships
- Grants, Loans + Work Study
- Associated Student Government Grants

FINANCIAL AID FORMS **H3**

2021-22

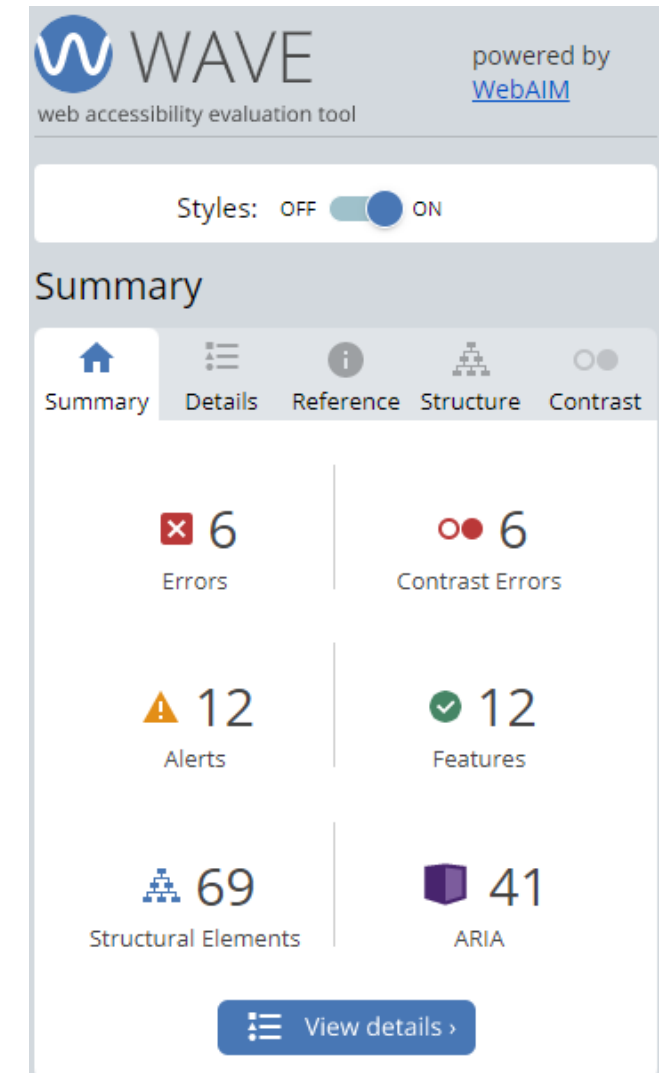
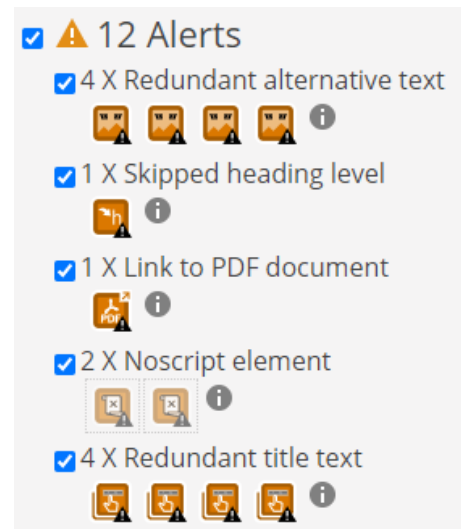
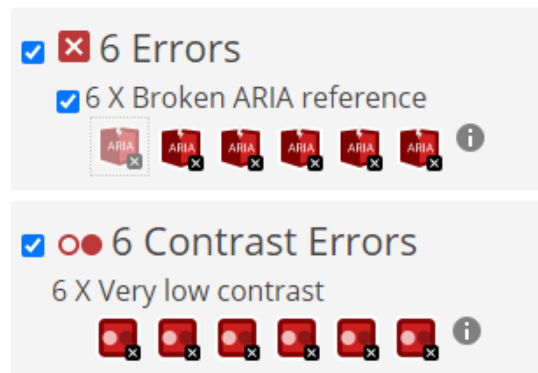
SECURELY UPLOAD DOCUMENTS **H2**

Use the link below to securely upload documents to the Financial Aid Office, Registration, Graduation Services, or Testing and Placement Services.

# Review and Fix Accessibility Issues

## Accessibility is important

- Running reports in <https://wave.webaim.org/> is a free service that checks web page accessibility
- As a sample, we ran one on the homepage and found 6 errors, 6 contrast errors, and 12 alerts
- **Recommendation:** Address accessibility issues



# Establish Governance Structures

Big-picture policy and focused work groups

# Committees We Recommend You Set Up

## Web Governance/Advisory

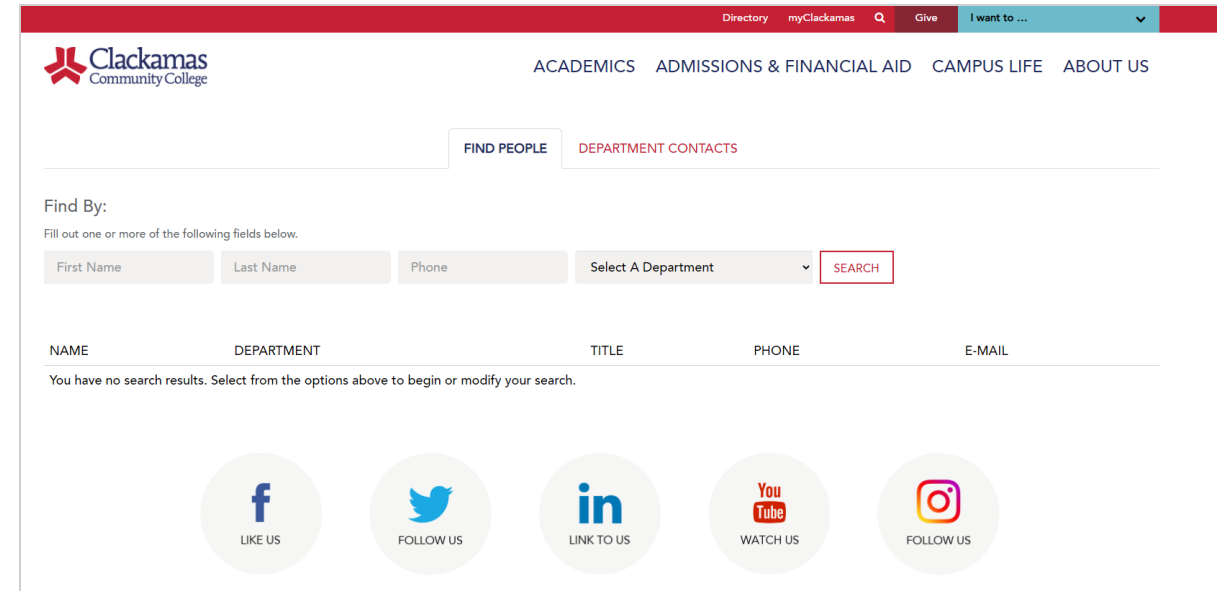
- High-level committee to set strategic goals, convene work groups, etc.
- Sets policy on roles, architecture, design, privacy, accessibility, etc.
- Makes decisions about navigation changes, other site-wide features

## Content Governance

- Defines roles, processes, and standards for maintaining content

## People Directory

- Standardizes and improves directory info integrated into website



The screenshot shows the Clackamas Community College website's People Directory. The header includes the college logo, navigation links (ACADEMICS, ADMISSIONS & FINANCIAL AID, CAMPUS LIFE, ABOUT US), and a search bar. Below the header, there are tabs for "FIND PEOPLE" and "DEPARTMENT CONTACTS". The "FIND PEOPLE" tab is active. Underneath, there's a "Find By:" section with a prompt "Fill out one or more of the following fields below." and four input fields: "First Name", "Last Name", "Phone", and "Select A Department" (a dropdown menu). A red "SEARCH" button is to the right. Below the search fields, there's a table with headers: NAME, DEPARTMENT, TITLE, PHONE, and E-MAIL. The table content shows "You have no search results. Select from the options above to begin or modify your search." At the bottom, there are five circular social media icons: Facebook (LIKE US), Twitter (FOLLOW US), LinkedIn (LINK TO US), YouTube (WATCH US), and Instagram (FOLLOW US).

Mid-Range: 3-9 months

# Address Analytics and URL Tasks

Maintenance tasks to optimize reporting

# Address Recommendations from Google Analytics Audit

- **Add** Google Analytics 4 (GA4) to be ready when Google forces the switch
- **Set Primary Domain (without www goes to a broken link)**
- **Update GA Goals:** There are 6 goals turned off and 4 goals without any recent conversions. Consider removing. GA limits goals to 20 per reporting view.



# New Site Considerations

Approach to larger improvements

# Site Situation

---

CMS is good

---

Complex integrations built into the site would take significant rework

---

Design is relatively fresh and engaging

---

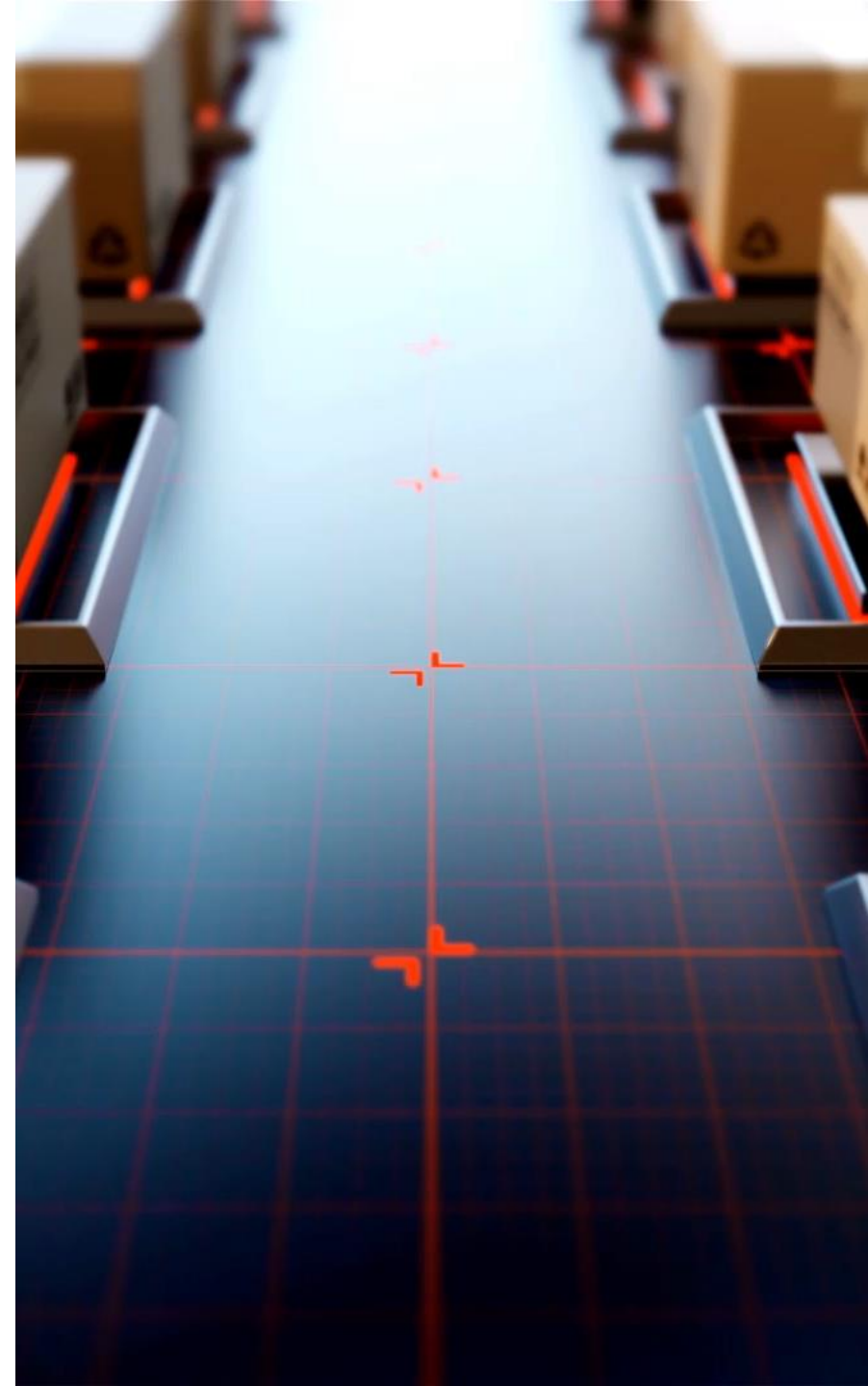
Mobile navigation needs an overhaul

---

Website templates need modification to be more flexible

---

Key pages need new content and features



# Action Items

- Restructure the templates in place
- Redo all program main pages
- Use content block widgets to create dynamic and shared content that can be permission based





Home / Academics / Departments + Programs / Computer Science AS

VIEW CATALOG

## COMPUTER SCIENCE AS

BUSINESS DEPARTMENT | A.S. ASSOCIATE OF SCIENCE DEGREE | TWO YEARS

Earn your Associate of Science Transfer Degree in Computer Science at Clackamas Community College. Take the first steps towards a high-paying, high-demand career in the computer industry.

At Clackamas Community College, learn to be a creative problem solver in the field of technology with an Associate of Science Transfer Degree in Computer Science. We provide your first two years of coursework toward your Bachelor of Science in Computer Science in a much more cost-effective way.

Skills	EXPAND ALL +
Job Outlook	+
Transfer to PSU with a Computer Science AS degree	+

For course requirements, [contact an advisor today!](#)



## RESOURCES



APPLY NOW TO  
CLACKAMAS



SCHEDULE OF  
CLASSES



CONTACT AN  
ADVISOR



TRANSFER  
OPTIONS



## CONTACT US

Jen Miller  
[jen.miller@clackamas.edu](mailto:jen.miller@clackamas.edu)  
503-594-3138

# Computer Software Development

Home / Programs / Degrees / Business & Technology / Technology / Computer Software Development

## Become a Computer Software Developer

Computer software development is one of the fastest growing career fields and best-paid industries!

If you're both creative and logical, if you enjoy working with computers, and especially if you'd like to learn how to produce your own solutions for business and other computing needs, this is the degree for you.

Our program includes industry-approved curriculum. You'll complete as much coursework as a four-year program — and you'll have your degree in only two years!

Apply Now

Program Details

### More

Computer Software Development  
Computer Support Specialist  
Graphic Communication  
Network & System Administration  
Web Technologies

**AAS**

Associate of Applied Science degree

**2**

years to graduate

**\$3M**

in scholarships available

**100%**

your future

### Scholarships

### What You'll Learn

### Certificate Options

Kirkwood is the affordable option! We offer more than \$3 million in [scholarships](#) every year. Students in this program may be eligible to have half their tuition paid for by the [Kibbie Grant](#).



## MASTER OF ARTS IN EDUCATION (MAEd)

Interested in your  
MAEd?

[Request info](#)

## MASTER OF ARTS IN EDUCATION (MAEd)

Dynamic and interactive learning approaches in a collaborative setting.



### 10% Tuition Discount

We partner with regional employers to make your education affordable.

[List of employers](#)  
[Tuition and fees](#)  
[Financial aid options](#)

## Sculpting the Contemporary Classroom

The demand for teacher leaders is higher than ever—and Mount Mercy gives you the valuable instructional tools you'll need to directly impact students' lives. With a focus on the importance of dynamic and interactive learning approaches, you'll be better prepared to educate the next generation.

### Emphasis Areas

You'll be able to choose between seven emphasis areas in the Master of Arts in Education program:

- Effective Teaching
- Reading
- Special Education
- Teacher Leadership
- English as a Second Language (ESL)
- Early Childhood (Inclusive Classroom)
- Teaching and Learning



### Get more information

[Next >](#)

## MASTER OF ARTS IN EDUCATION (MAEd)

**18-24**

MONTHS TO COMPLETE

Only 30-35 credit hours

**Online**

LIVE CLASSES

Learn from anywhere

**\$545**

PER CREDIT HOUR

\$400/credit with scholarship

**25%**  
TUITION DISCOUNT

WITH IOWA TEACHER  
SCHOLARSHIP

## Champion meaningful change

The demand for teacher leaders is higher than ever. In this program, you'll get the tools to meet the individualized needs of today's students, put what you're learning immediately into practice, and expand your influence in the classroom and community.



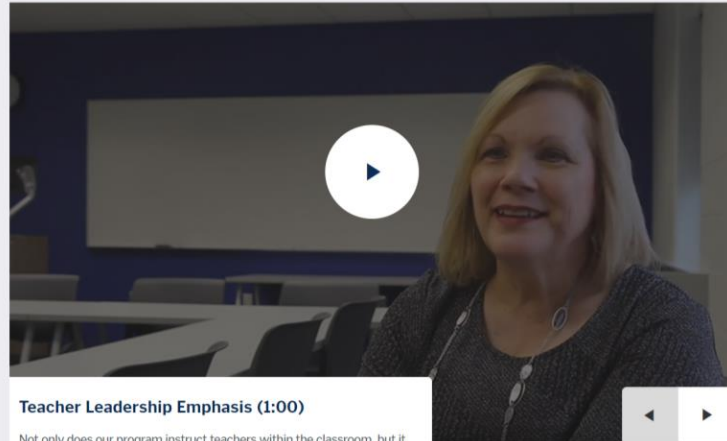
Each emphasis is 30 credit hours or more and will take 18-24 months to complete.

## Graduate Certificates

You can also earn a certificate in these areas along your path to an MAEd:

- Effective Teaching
- Teacher Leadership

A graduate certificate requires 12 semester hours (4 courses) and can be applied toward the master's degree.



### Teacher Leadership Emphasis (1:00)

Not only does our program instruct teachers within the classroom, but it also focuses on developing leadership skills in all aspects of life.

01 / 07

## Curriculum

### A focus on support and convenience.

Your schedule is our priority, which is why we've switched to a hybrid format for the 2020-21 academic year. This means that you'll be able to learn from any location and better manage your work-school-life balance.

[View plan of study](#)

[View course schedule](#)

”

I loved the focus on literacy. I also enjoyed the flexibility of scheduling around work and the opportunity to pursue my degree while



### MAED Overview (0:33)

Get the tools to meet the individualized needs of today's students, put what you're learning immediately into practice, and expand your influence in the classroom and community.

01 / 08

**\$600**  
**SCHOLARSHIP**

[REFER FRIENDS, FAMILY, AND CO-WORKERS](#)

## What is the scholarship for Iowa teachers?

### Iowa Teachers Tuition Scholarship Program

- Receive automatic \$145/credit scholarship—over 25% discount on tuition
- Effective for all courses offered June 2021 to July 2023
- Applies to all current Iowa public and private PK-12 teachers
- Additional corporate partner or new teacher discounts do not apply



”

I realized when talking with MAEd staff that I could accomplish this degree—and that I had a very strong support system with me.

[CHRISTY WATERS '04, '19 MAED](#)

Special Education Teacher | Iowa City Community School District

**FLEXIBLE**  
**9 START TIMES**

[5- AND 10-WEEK BLOCKS](#)

## What areas of emphasis and certificates are offered?

Choose from six areas of emphasis:

- Early Childhood Inclusive Classroom
- Effective Teaching
- English as a Second Language
- Reading
- Special Education
- Teacher Leadership

Earn a graduate certificate now, and apply it to your MAEd later. After just four courses (12-13 semester hours), you can earn a certificate in:



### ANNE DUGGER '18 MAED

ENGLISH AS A SECOND LANGUAGE

Anne Dugger uses the knowledge she gained in Mount Mercy's master's of arts in education degree every day as she serves the Cedar Rapids community and impacts the lives of immigrants.

[Read more](#)



### CHRISTY WATERS '04, '19 MAED

SPECIAL EDUCATION

Christy Waters came back to MMU for her graduate degree because of the support and individualized help she received from the faculty.

[Read more](#)



01 / 02

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### TERRY SCHNECKLOTH '91 '16 MAED

MATH | SPECIAL EDUCATION

A proud two-time Mount Mercy graduate, Terry Schneckloth says the good reputation of MMU graduates got his foot in the door at two jobs.

[Read more](#)



### GABBY GRANADILLO '18 MAED

EDUCATION

MMU's education partnerships deliver classroom success, and Gabby Granadillo '18 MAEd is named one of Iowa's top teachers.

[Read more](#)



01 / 07

Practical curriculum

[Plan of study](#)

[Course schedule](#)

## Am I eligible for financial aid?

Yes, you may be eligible for scholarships and loan programs. The first step is to complete your [FAFSA](#), which helps determine state and federal aid available to you. Our federal school code is **001880**. Contact our [Financial Aid Office](#) with any questions.

- Get a \$600 [referral scholarship](#)
- Check out the [net price calculator](#)
- Explore [federal and state grants and loans](#)
- Ask your employer about tuition reimbursement
- See if you get a 10% tuition discount for [employer partners](#)

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 MOUNT MERCY UNIVERSITY

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Plan of study

Course schedule

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- Ask your employer about tuition reimbursement
- See if you get a 10% tuition discount for [employer partners](#)
- Learn more about [veterans benefits](#), such as the Yellow Ribbon program and G.I. Bill®

## What's the admissions process like?

Applications are accepted and reviewed year-round. Our [graduate admissions team](#) is here to help you reach your educational goals and answer your questions.

### How do I apply?

### What are the requirements?

1. Complete your [application](#)
2. Request official transcripts from all institutions previously attended. Email to [gradprograms@mtmercy.edu](mailto:gradprograms@mtmercy.edu) or mail to:

Graduate Programs  
Mount Mercy University  
1330 Elmhurst Drive NE  
Cedar Rapids, IA 52402-4797

Apply Now

Visit Us

Request Info



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# Mobile Experience Must Be a Priority



REGISTER NOW FOR WINTER TERM  
CLASSES!

I AM A ...

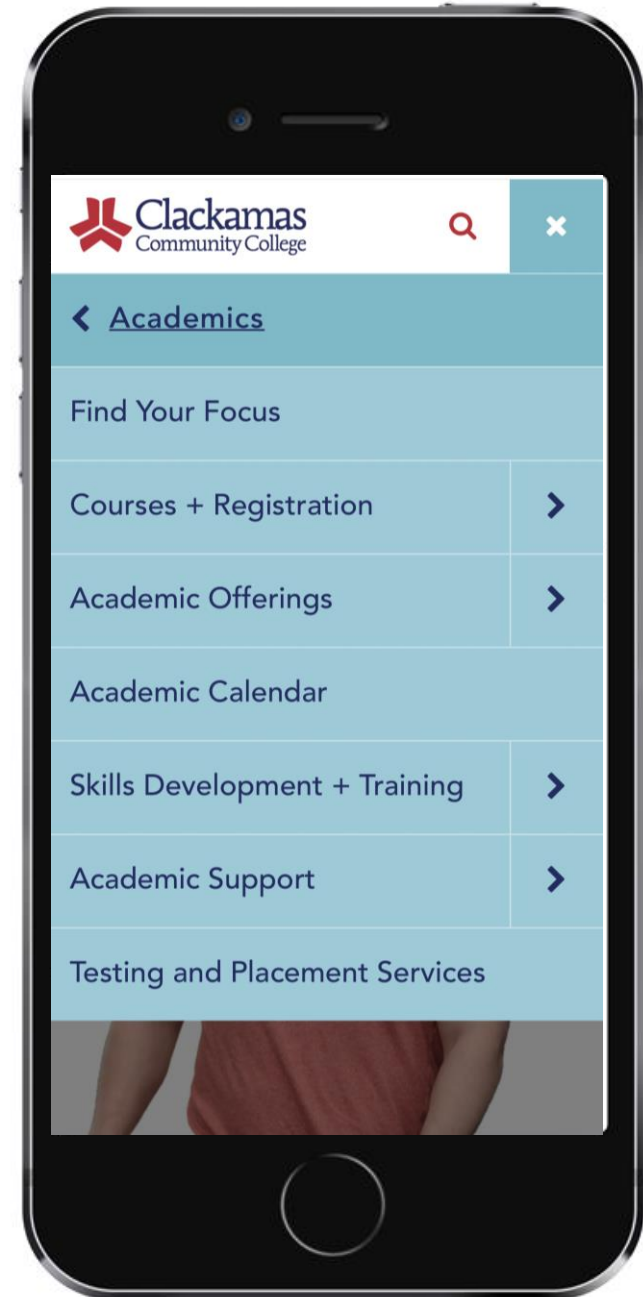


# Mobile Experience

> 50%

Mobile Traffic

Need to address mobile navigation. This might be the most challenging part of the project.





# Audit Findings

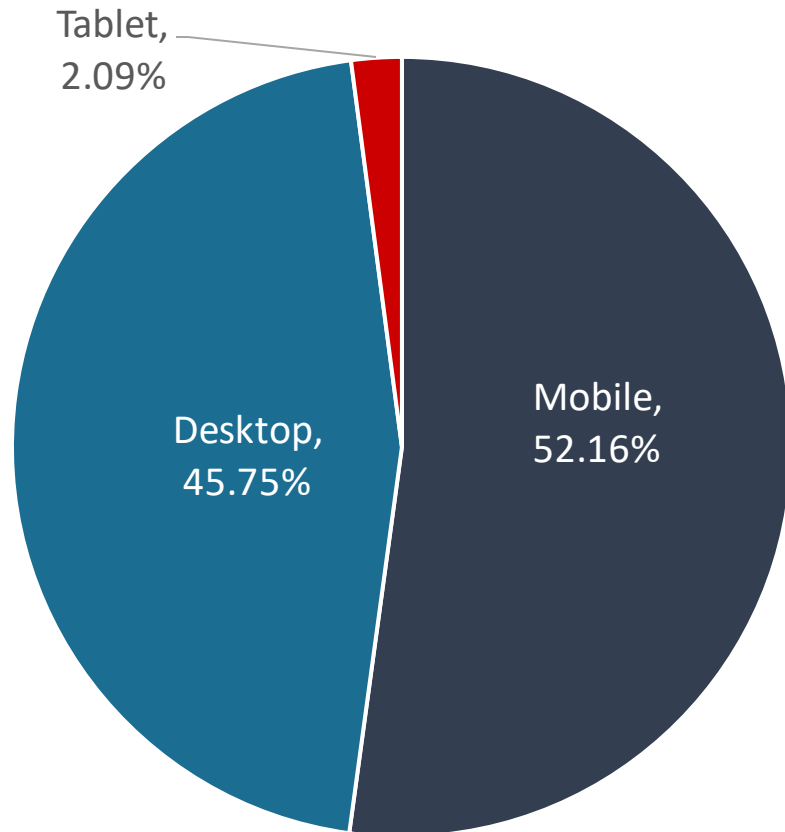
What We Saw, Heard & Measured



# Analytics Highlights

Overview of site traffic

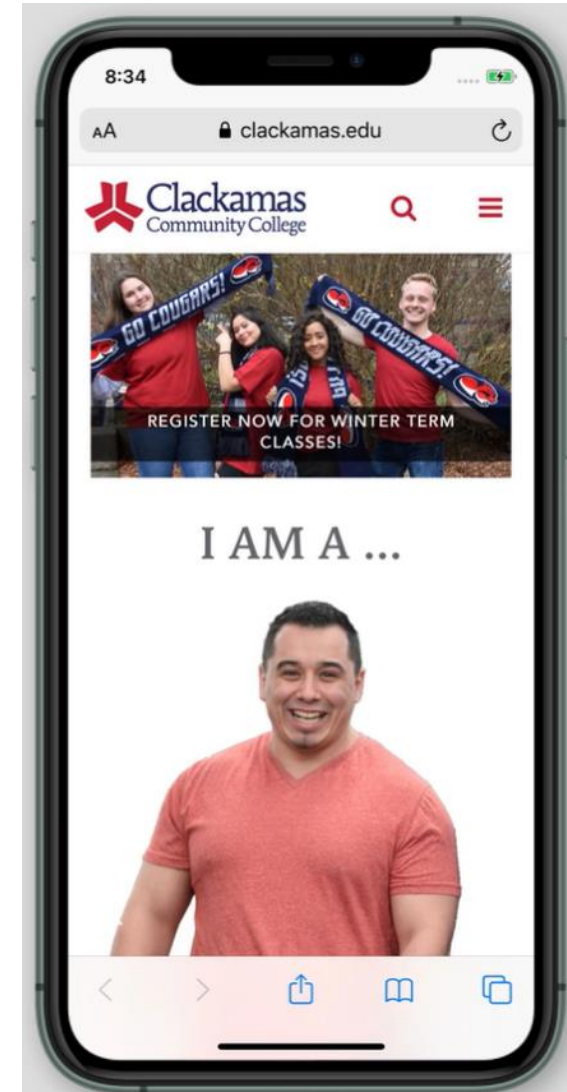
# Mobile Experience by User



*clackamas.edu (2/1/2021 – 1/31/2022)*

Over half of  
your visitors  
are on  
mobile!

Mobile users visit  
slightly more  
pages than  
desktop users.

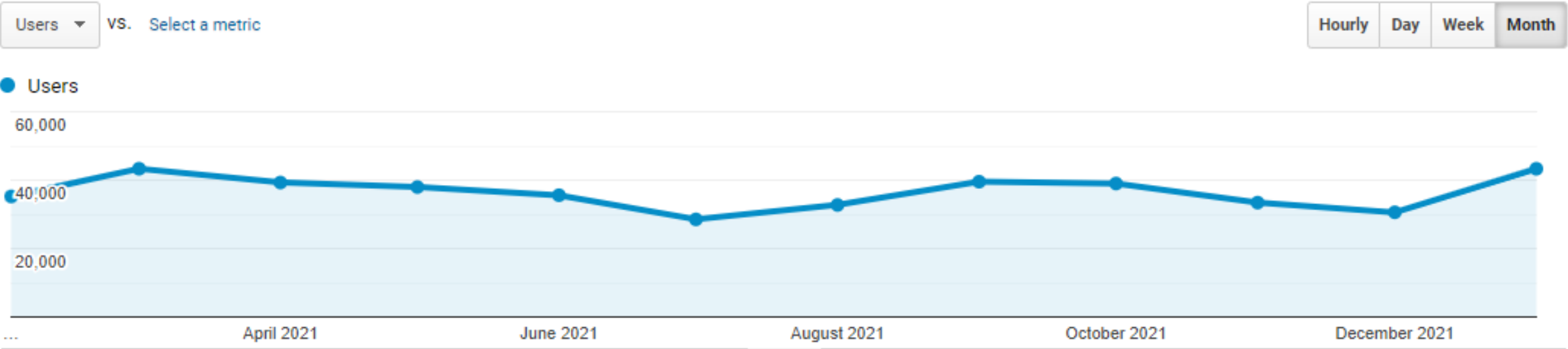


# Google Analytics Overview

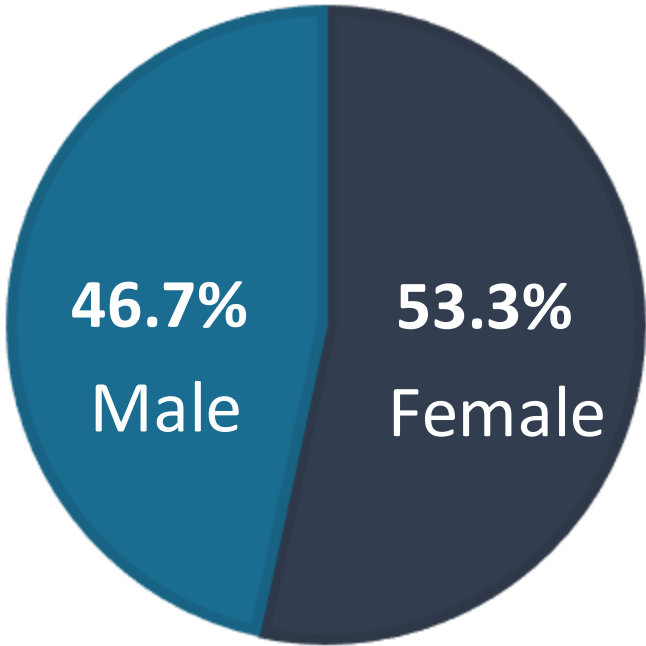
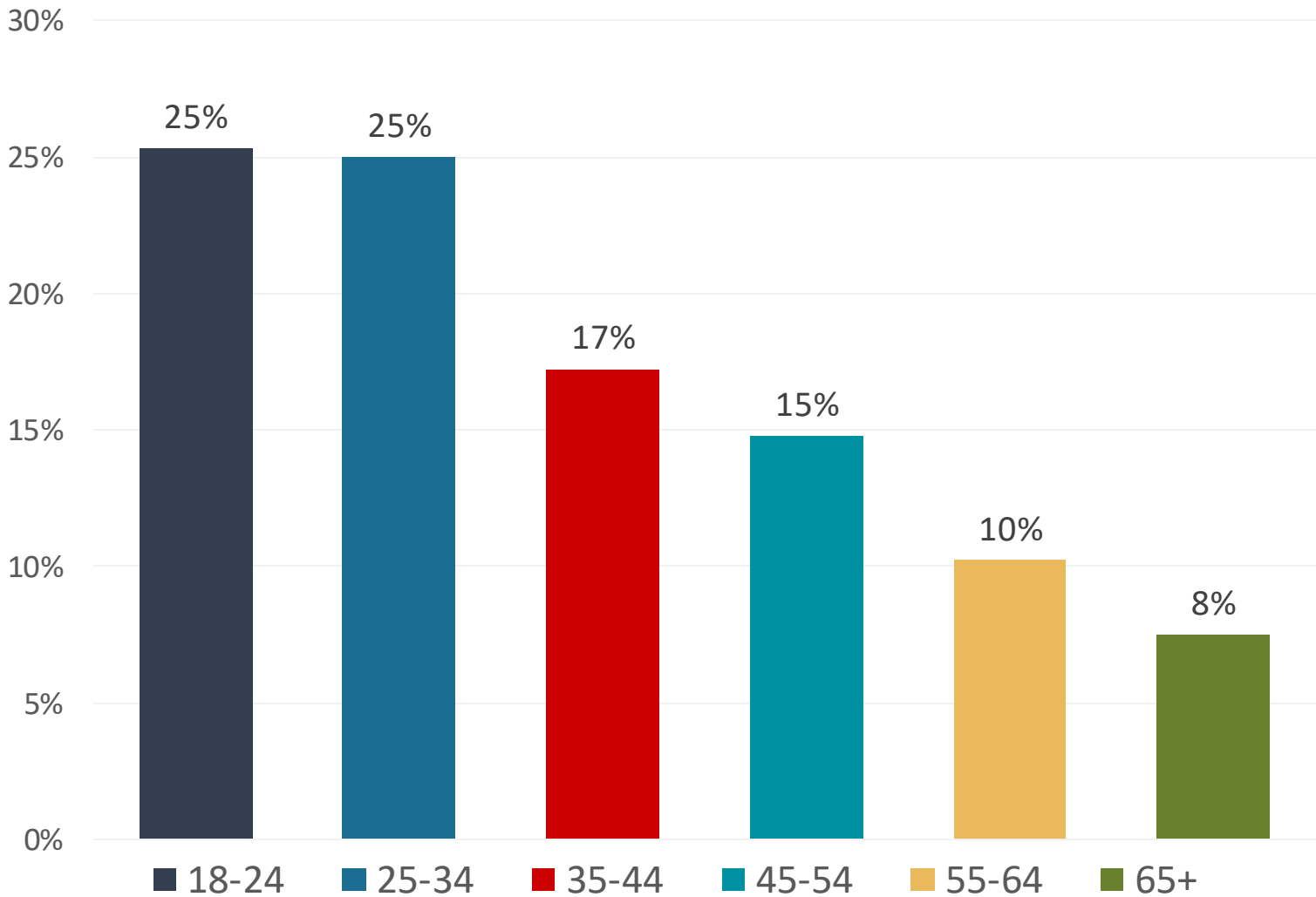
clackamas.edu traffic (2/1/2021 – 1/31/2022)

Sessions	Users	Pageviews	Pages / Sessions	Avg. Session Duration	Bounce Rate
1,021,987	361,399	2,224,261	2.18	2:06	66.48%

12-month Pageview Trend

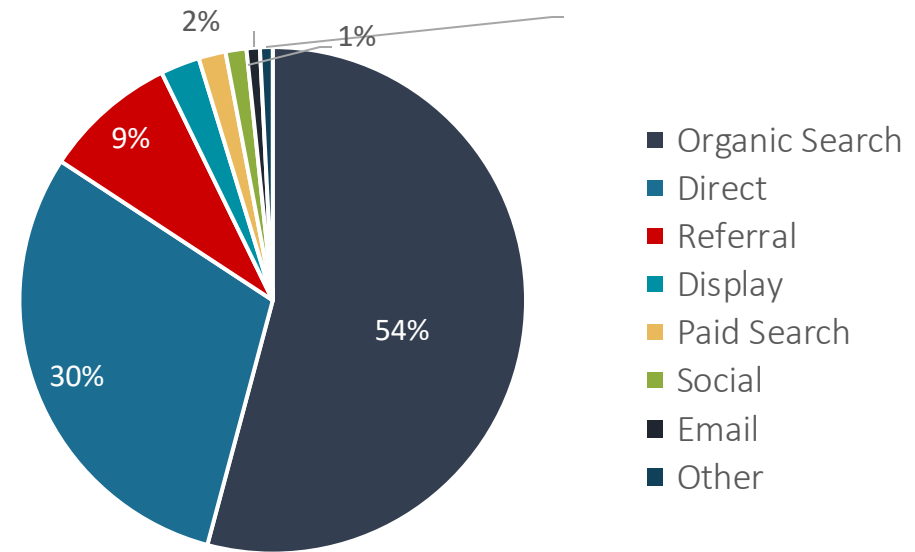


# User Demographics: 2021-2022



# Traffic Channels

clackamas.edu (2/1/2021 – 1/31/2022)



Traffic Channels	Sessions	Users	New Users	Pages / Sessions	Avg. Session Duration	Bounce Rate
Organic Search	560,854	217,134	198,834	2.36	2:12	63.24%
Direct	223,168	120,610	117,935	1.81	1:30	74.03%
Referral	179,768	34,191	13,668	2.17	2:44	64.79%
Display	17,914	10,371	9,327	1.24	0:30	88.10%
Paid Search	13,719	6,947	4,625	2.72	2:03	57.75%
Social	7,916	5,335	4,991	1.73	1:30	74.62%
Email	13,893	3,249	1,464	1.73	1:54	70.50%

# Most Visited Pages

clackamas.edu (2/1/2021 – 1/31/2021)

Page	Pageviews	Avg. Time On Page	Unique Pageviews	Bounce Rate	% Exit
/home	748527	160.62	636727	69.96%	65.39%
/academics/	728568	88.51	572152	60.74%	33.86%
/admissions-financial-aid/	140268	137.59	117415	65.93%	47.56%
/campus-life/	126416	116.14	104043	60.89%	46.29%
/about-us/	118480	105.90	99239	67.29%	49.77%
/CCCApp/	53148	107.82	36976	38.57%	9.15%
/HSPartnerApp/	39410	120.30	33975	58.65%	40.66%
/academics	18577	105.73	13864	34.49%	15.14%
/thanks-for-applying/	15758	21.58	13014	29.54%	9.80%



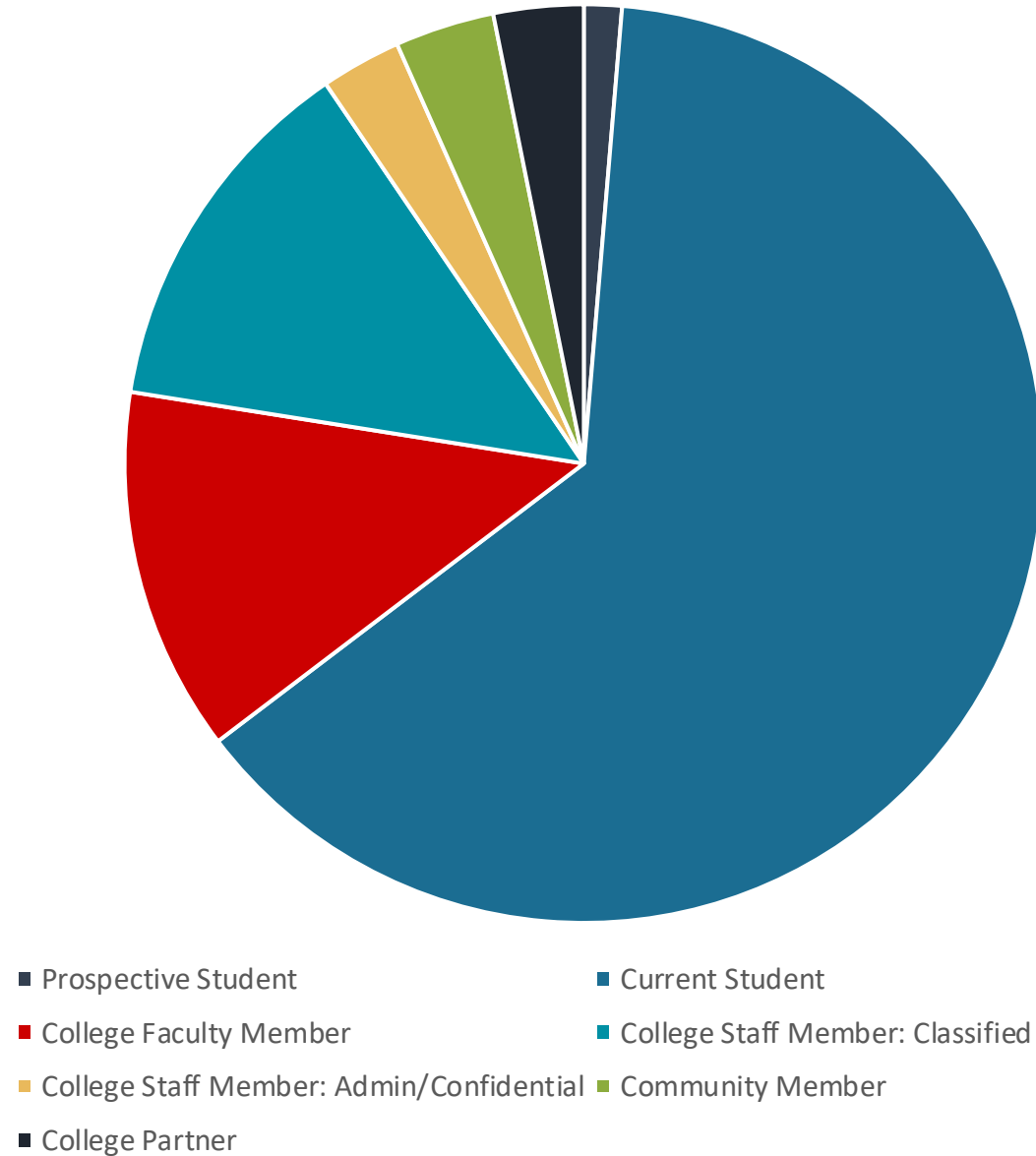
# What We Heard

Student, Staff, and Faculty Survey Results

# Survey Respondents

Primary Role

About 600 total  
responses



# Takeaways: Topline Survey Findings

## Site Usage

- Similar across students, fac/staff
- More heavy users (>10 visits/week) among fac/staff

## Ease of Use

- Much higher satisfaction among students
- Even agree/disagree split among fac/staff

## Finding Info

- Similar student v. fac/staff split
- Students start with menus; fac/staff resort to search

## Currency

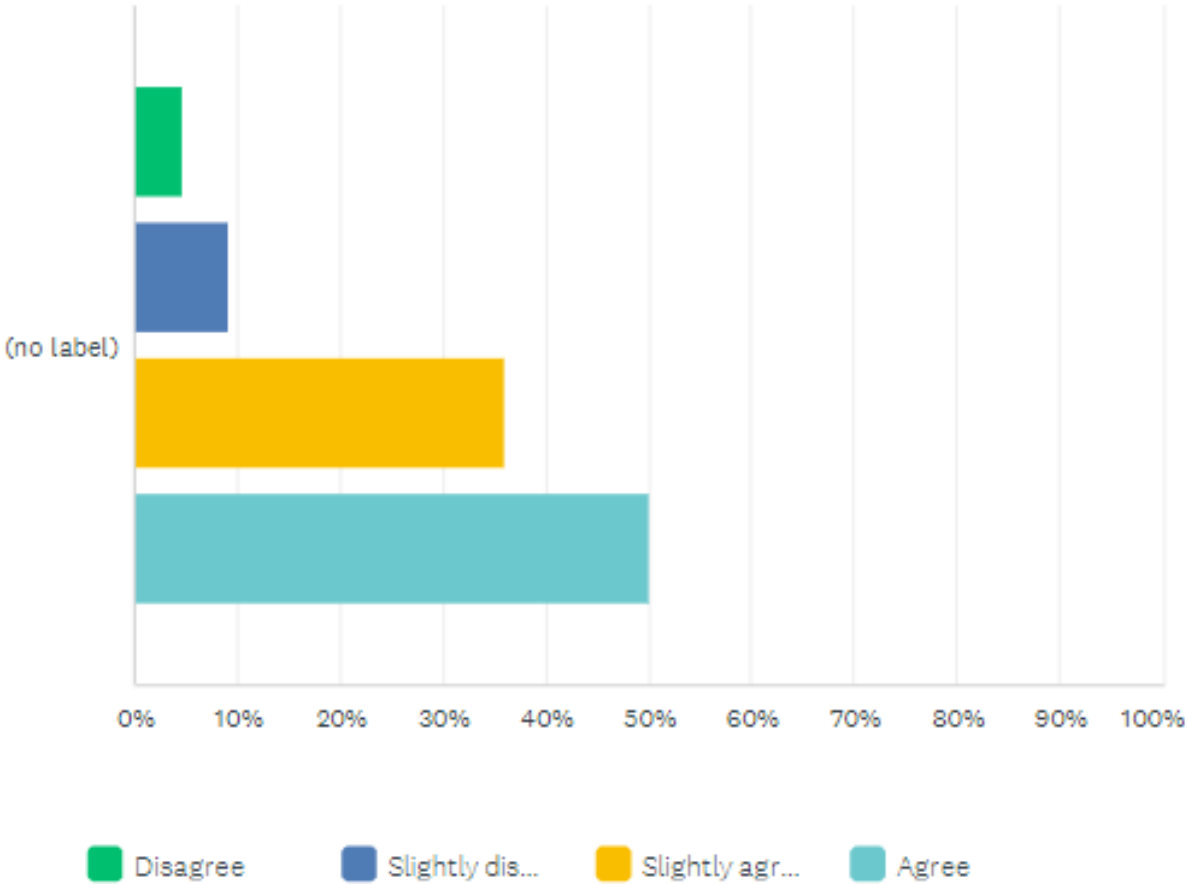
- Here again, students more satisfied

## Representation

- General satisfaction with representation of diversity
- Somewhat higher satisfaction among students

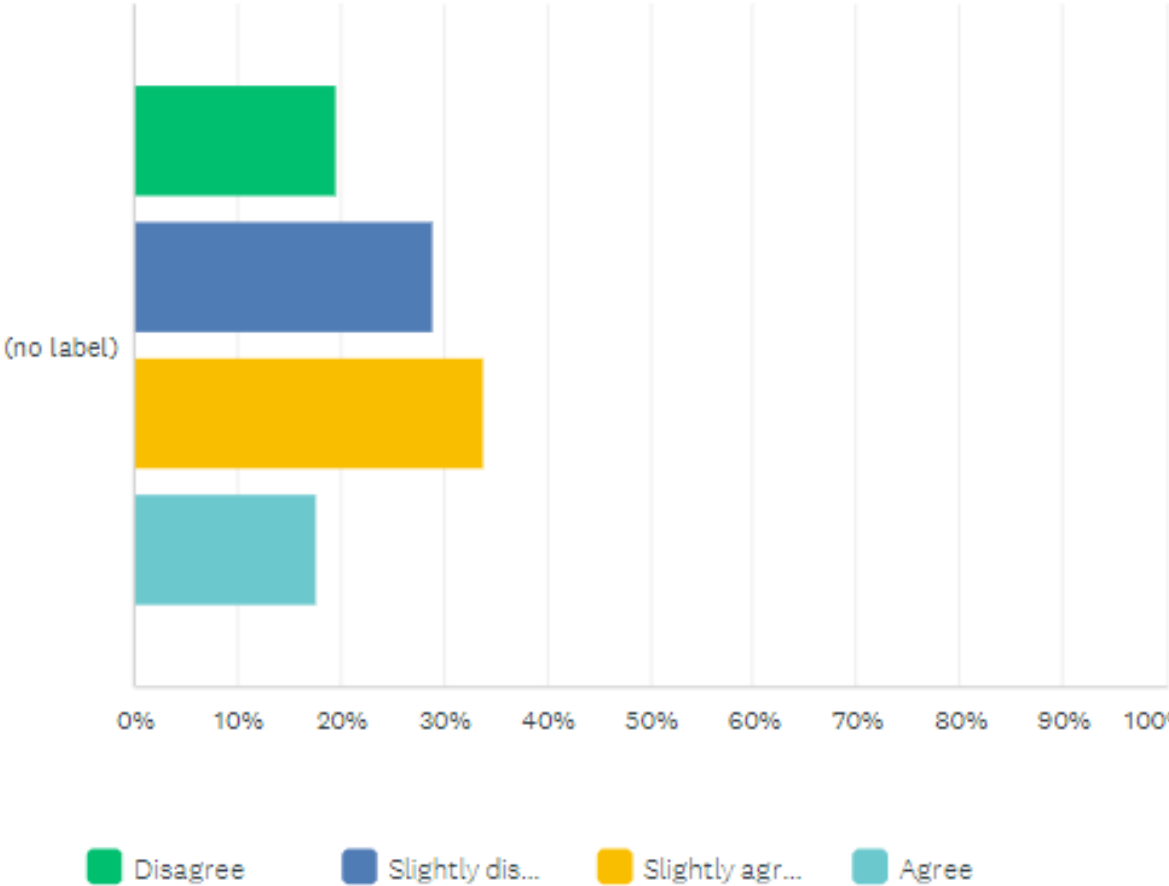
# Question 3 - Students/Prospects

The Clackamas Community College website is easy to use.



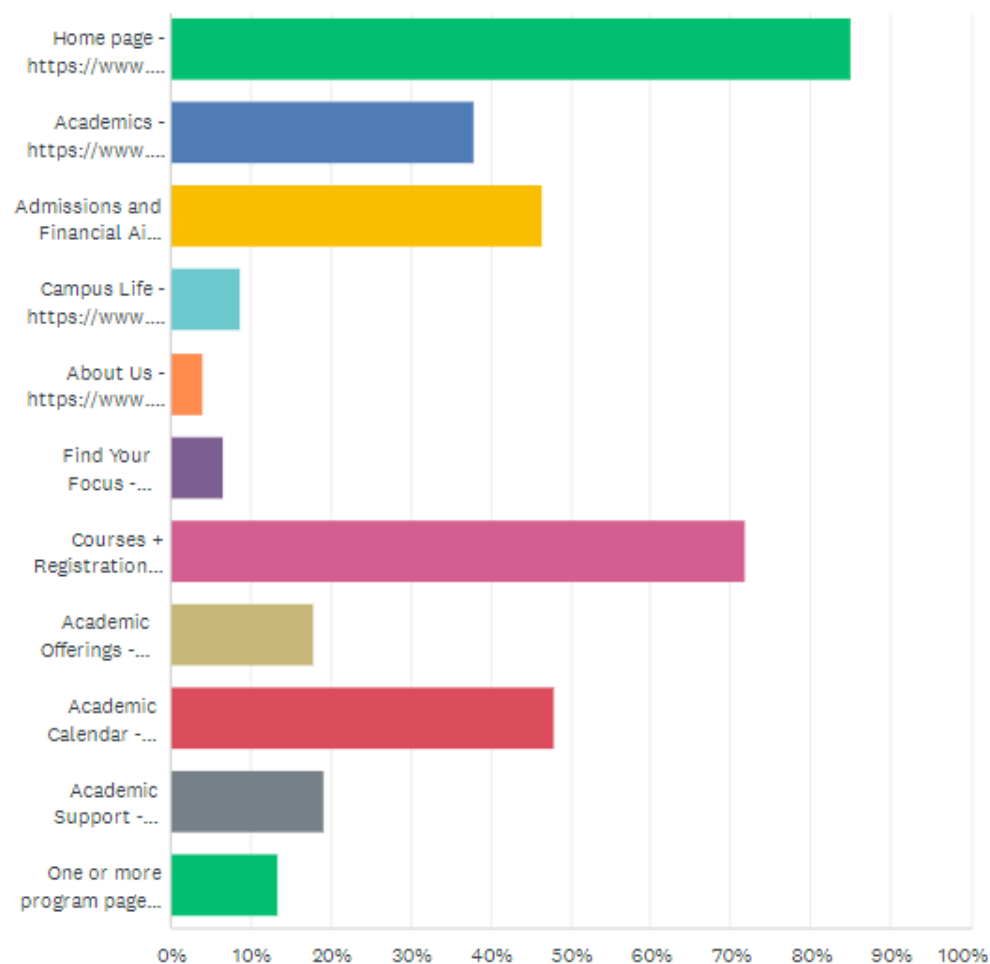
# Question 3 – Faculty/Staff/Community

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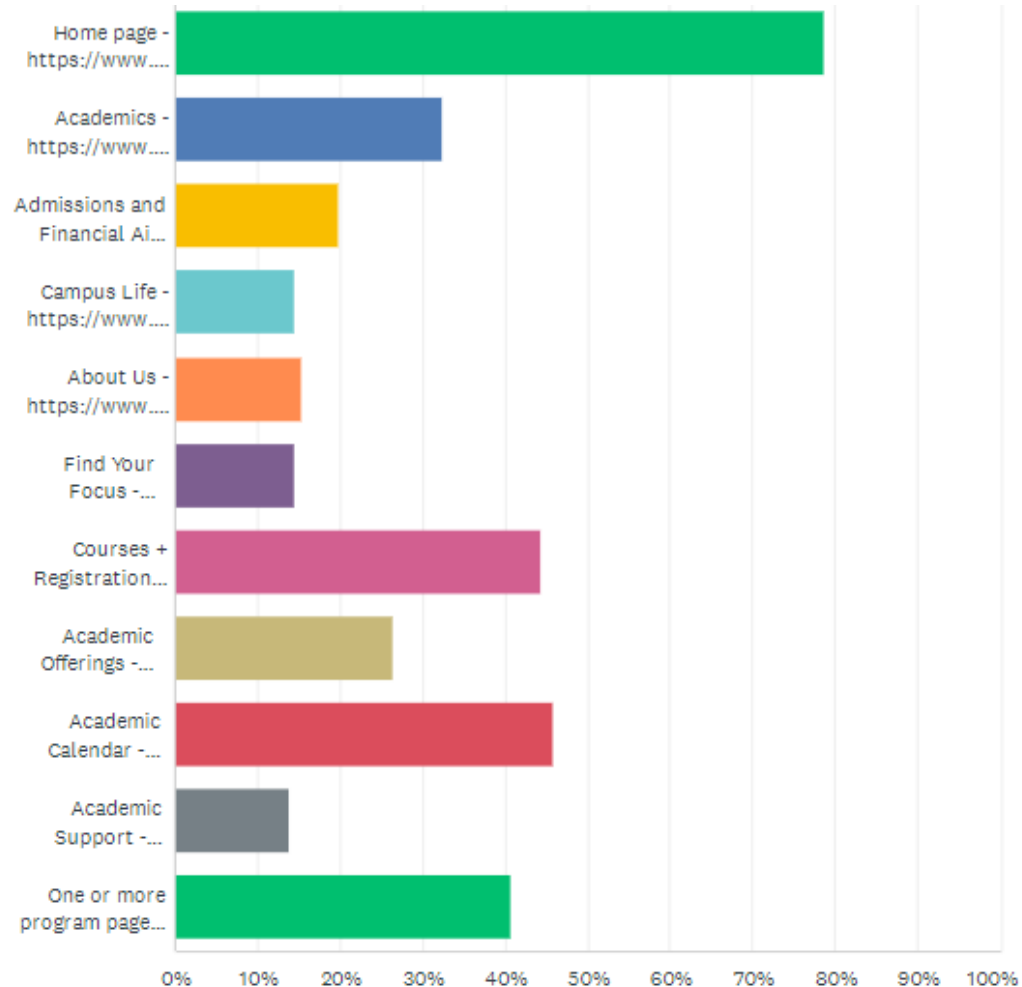


# Most Used Pages

## Students



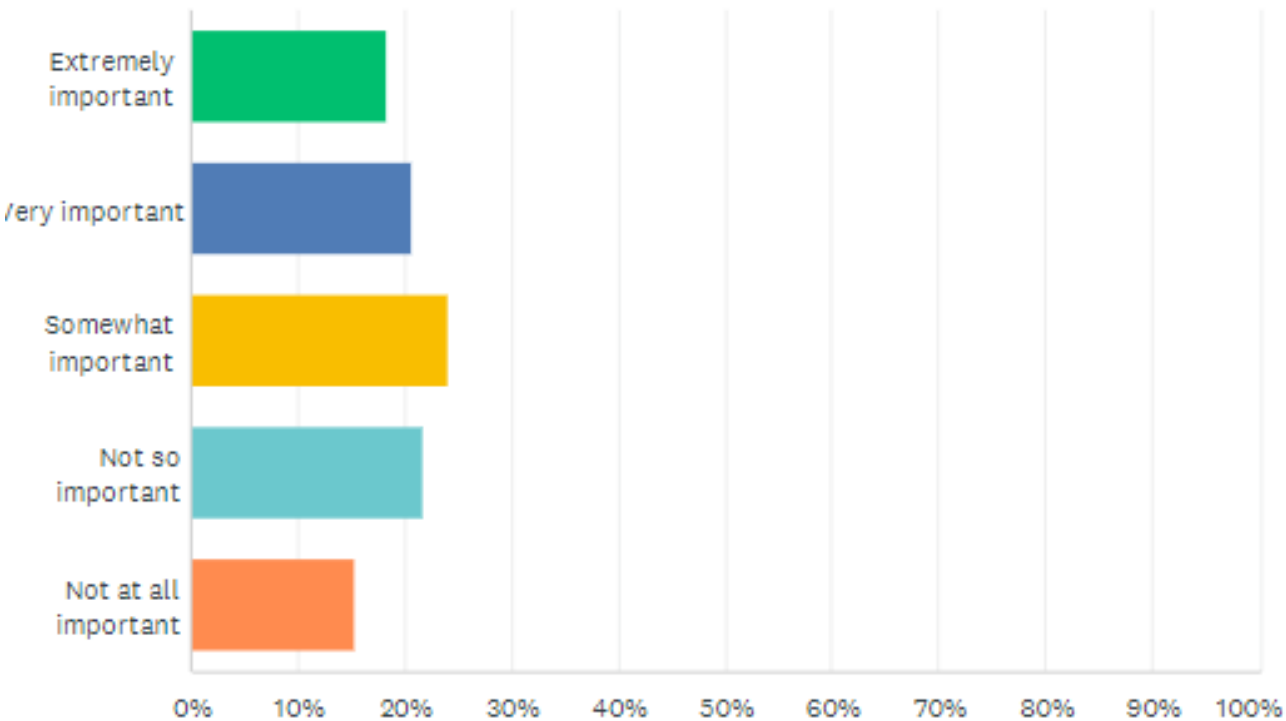
## Faculty/Staff



# Role in Recruitment

Unusually even split among students on site's role in enrollment decisions

Students: How important was the website and its content in your decision to enroll at Clackamas Community College?



# Welcoming Diverse Backgrounds

## Select open-ended responses

“The current website imaging feels tokenizing toward BIPOC folks. While it's great to see diverse faces, it does not accurately reflect our student or staff make up...Right now, those images are virtue signaling and communicate that our DEI work is a mirage.”

“Some key pages would likely be more helpful to prospective and current students if they were available in multiple languages.”

“This website uses a great many colors that disenfranchise color-challenged people, as well as not necessarily presenting information in a manner that neurodiverse individuals easily understand.”

“Language that is easy to understand for the average student.”

“Don't just use student government students for staged-looking photos. Students here are doing cool things—feature some the news that we push out.”

“More older and physically challenged representation would be good.”

“Show testimonials from a diversity of students and show club opportunities.”

“Make it easier, more intuitive to use.”

“Add land acknowledgement to footer. Update our mission, vision, and values on the website—the 2021 strategic plan language is more inclusive and equity-focused but still isn't findable on our website.”

# Welcoming Diverse Backgrounds

## Select open-ended responses

“The current website imaging feels tokenizing toward BIPOC folks. While it's great to see diverse faces, it is does not accurately reflect our student or staff make up...Right now, those images are virtue signaling and communicate that our DEI work is a mirage.”

“Some key pages would likely be more helpful to prospective and current students if they were available in multiple languages.”

“Language that is easy to understand for the average student.”

“Make it easier, more intuitive to use.”



# Other Feedback

## Select open-ended responses

“Currently, the website does not serve our department well. Our events are hard to find, there is no easy way to update the site, and overall, it represents our work poorly.”

“Too much division between what goes on the website and what goes on the portal. I'm never sure where to start looking for info.”

“It also feels like the directory is missing entries—it's hard to find the generic contact information for a department.”

“I feel our website is very difficult for a first-time user to register for a class. I have real world feedback about this—multiple high school students and parents.”

“It would be great to have some ‘live’ options on the website, small sections of information that changes regularly that could be updated by staff or faculty as needed rather than having to submit website requests every time.”

“I would recommend revising the systematic update schedules for things—annually, quarterly, monthly, even daily/emergency.”

“We need department pages back. The program pages don't give enough information, and all of the programs aren't linked in one place.”

“Registration and general site navigation has gotten more complicated. I understand the need to have the planners and pathways, but it would be nice to have the old ‘express registration’ option as well.”



# Other Feedback

## Select open-ended responses

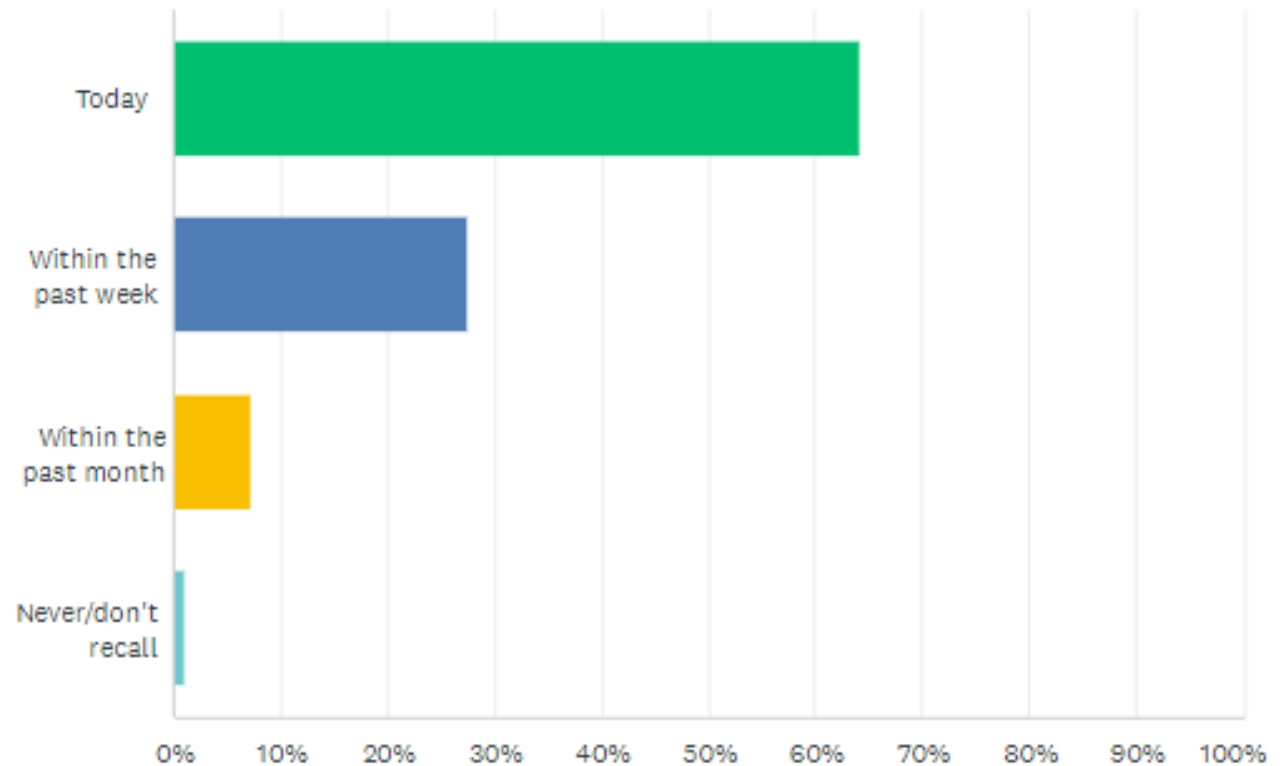
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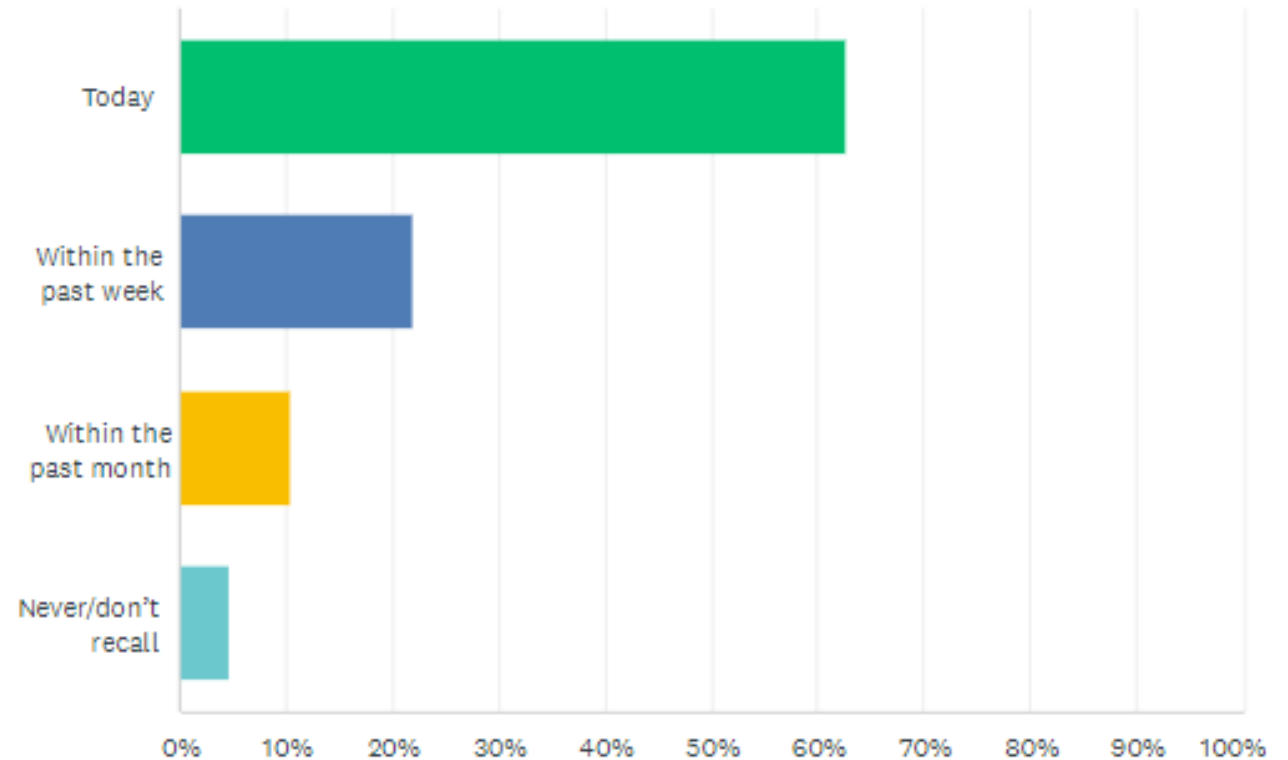
# Question 1 – Students/Prospects

Prior to this survey, when did you last visit the Clackamas Community College website  
(<https://www.clackamas.edu/>)?



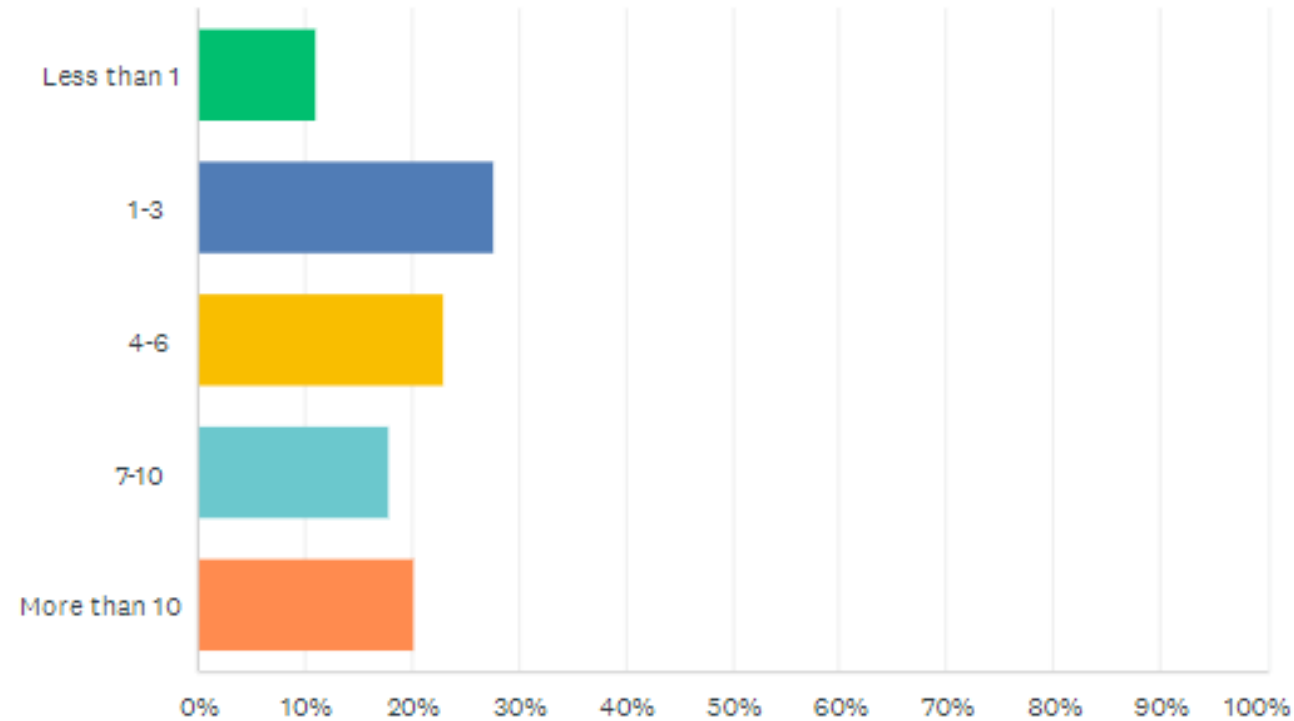
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Prior to this survey, when did you last visit the Clackamas Community College website  
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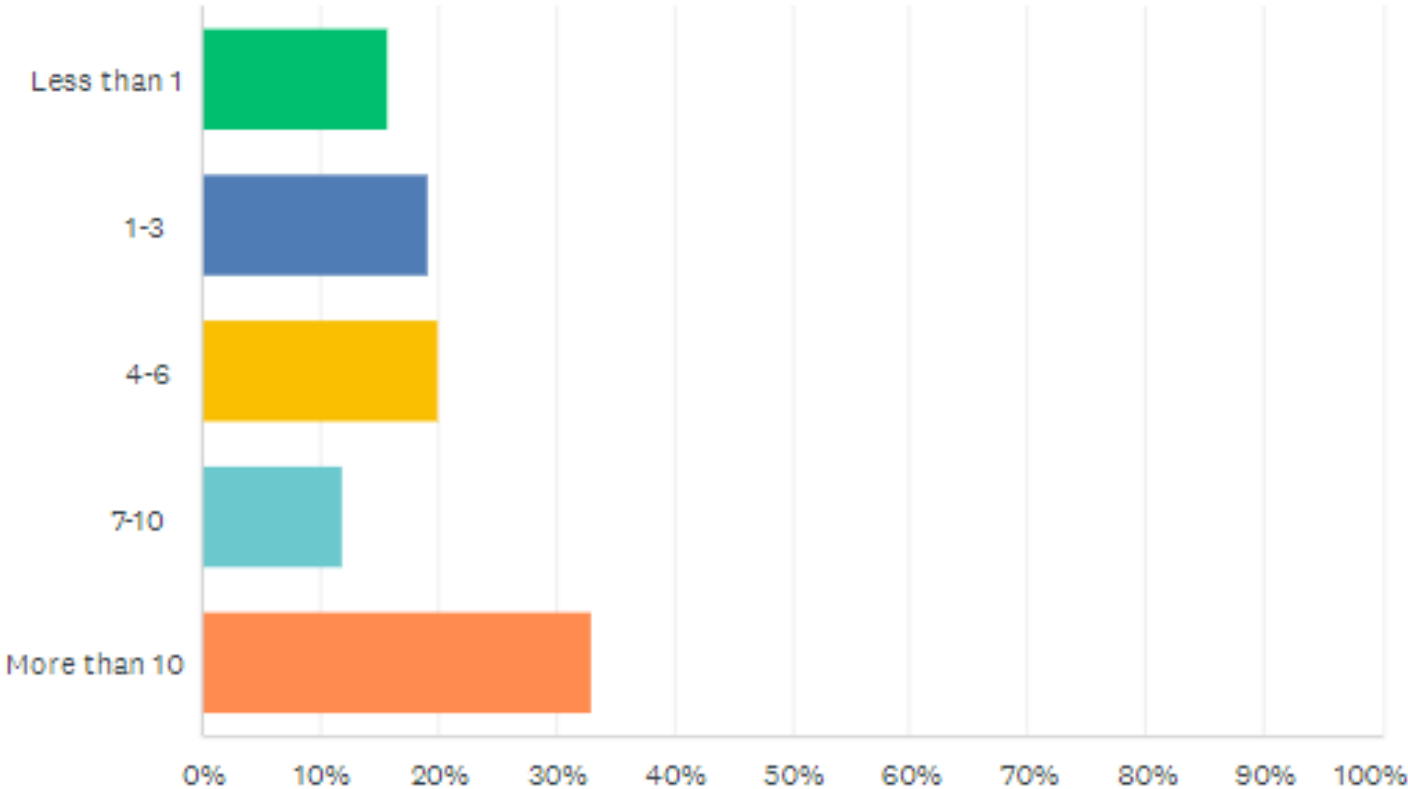
## Question 2 – Students/Prospects

On average, how many times each week do you visit the site?



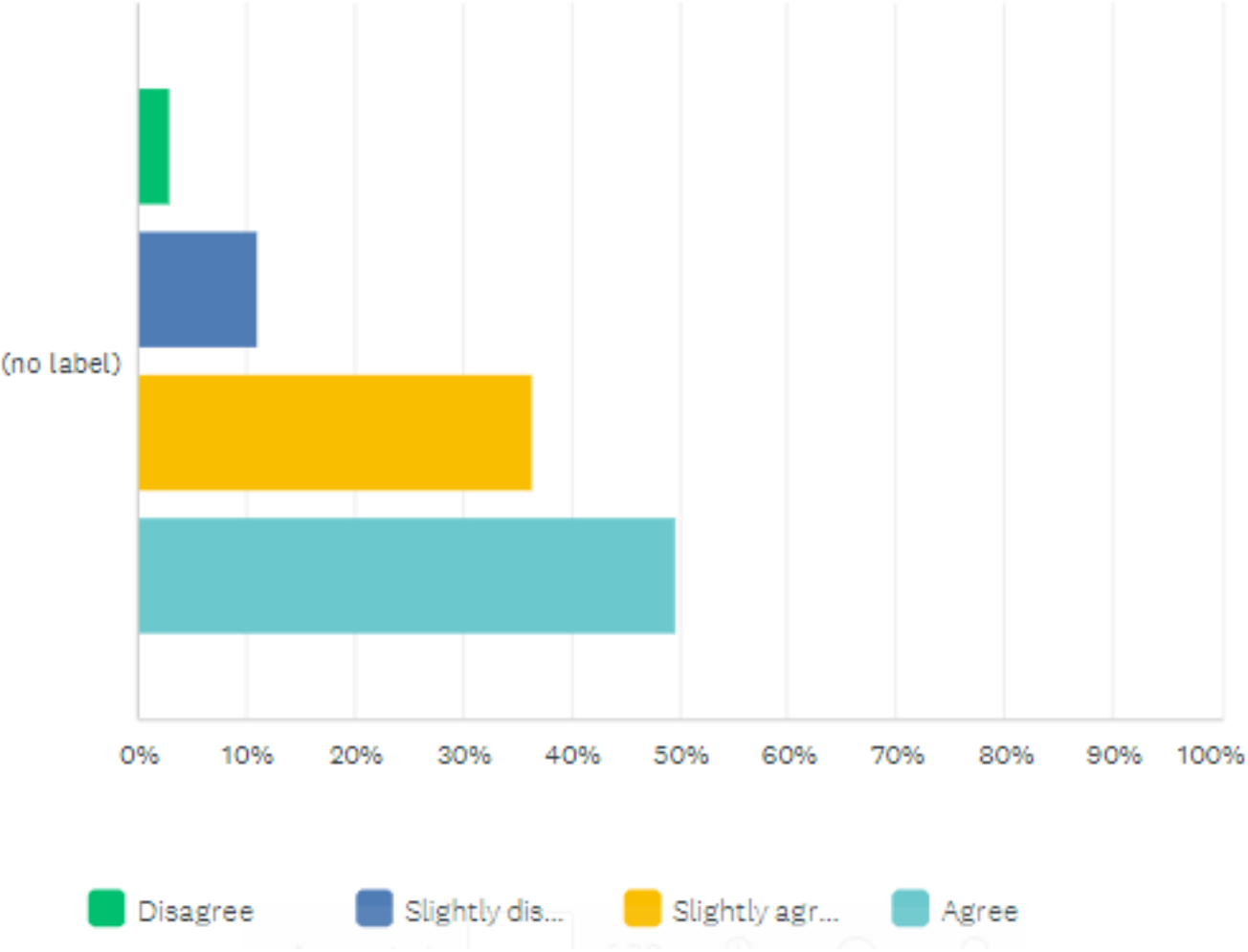
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On average, how many times each week do you visit the site?



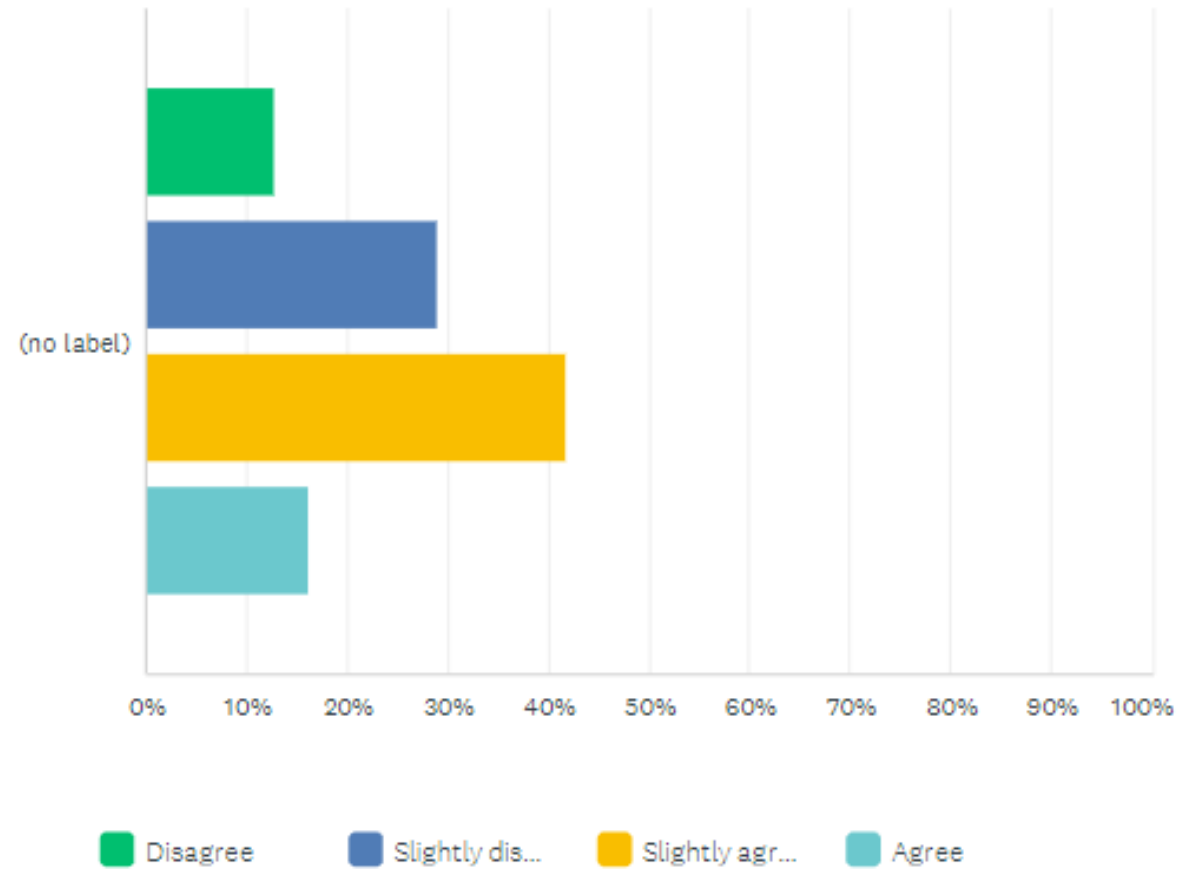
# Question 4 – Students/Prospects

I can usually find what I'm looking for on the site.



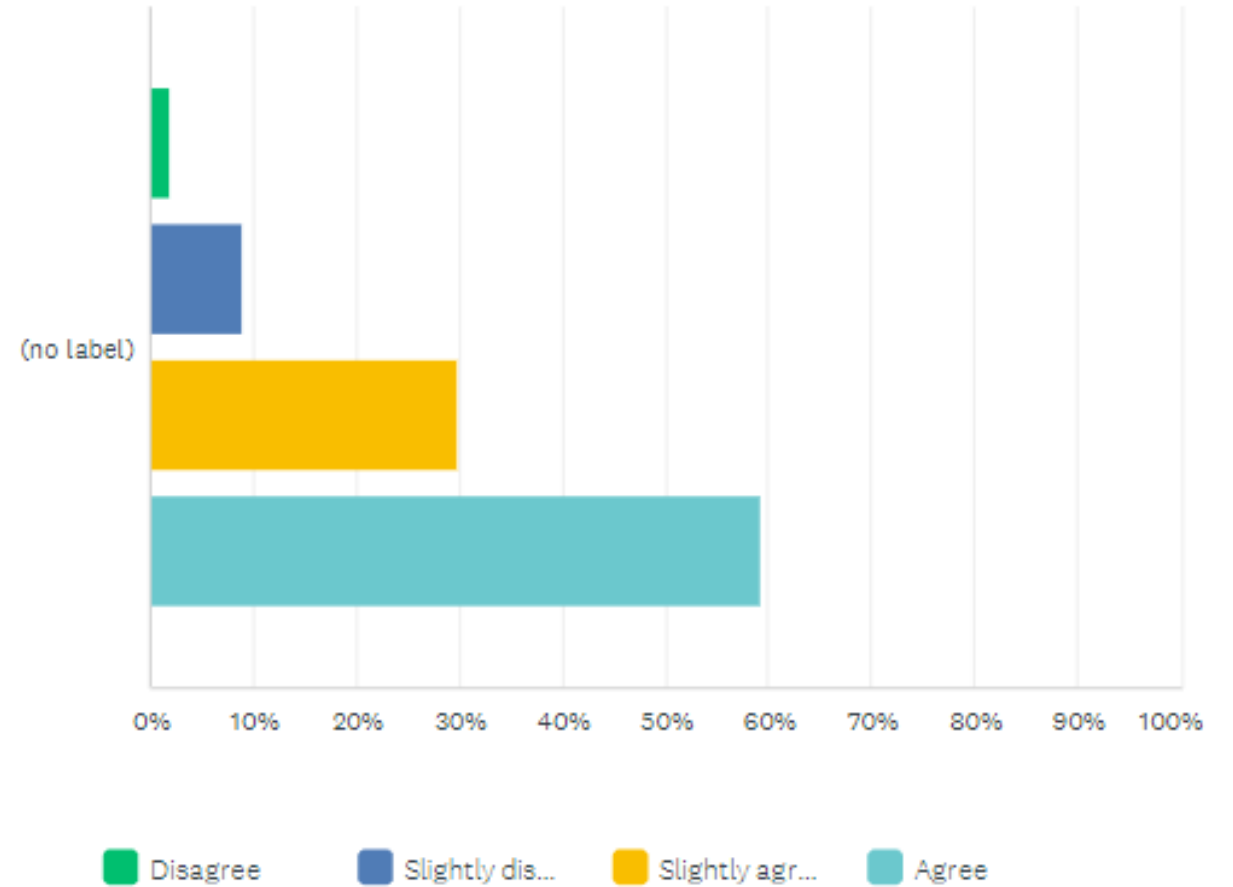
## Question 4 – Faculty/Staff/Community

I can usually find what I'm looking for on the site.



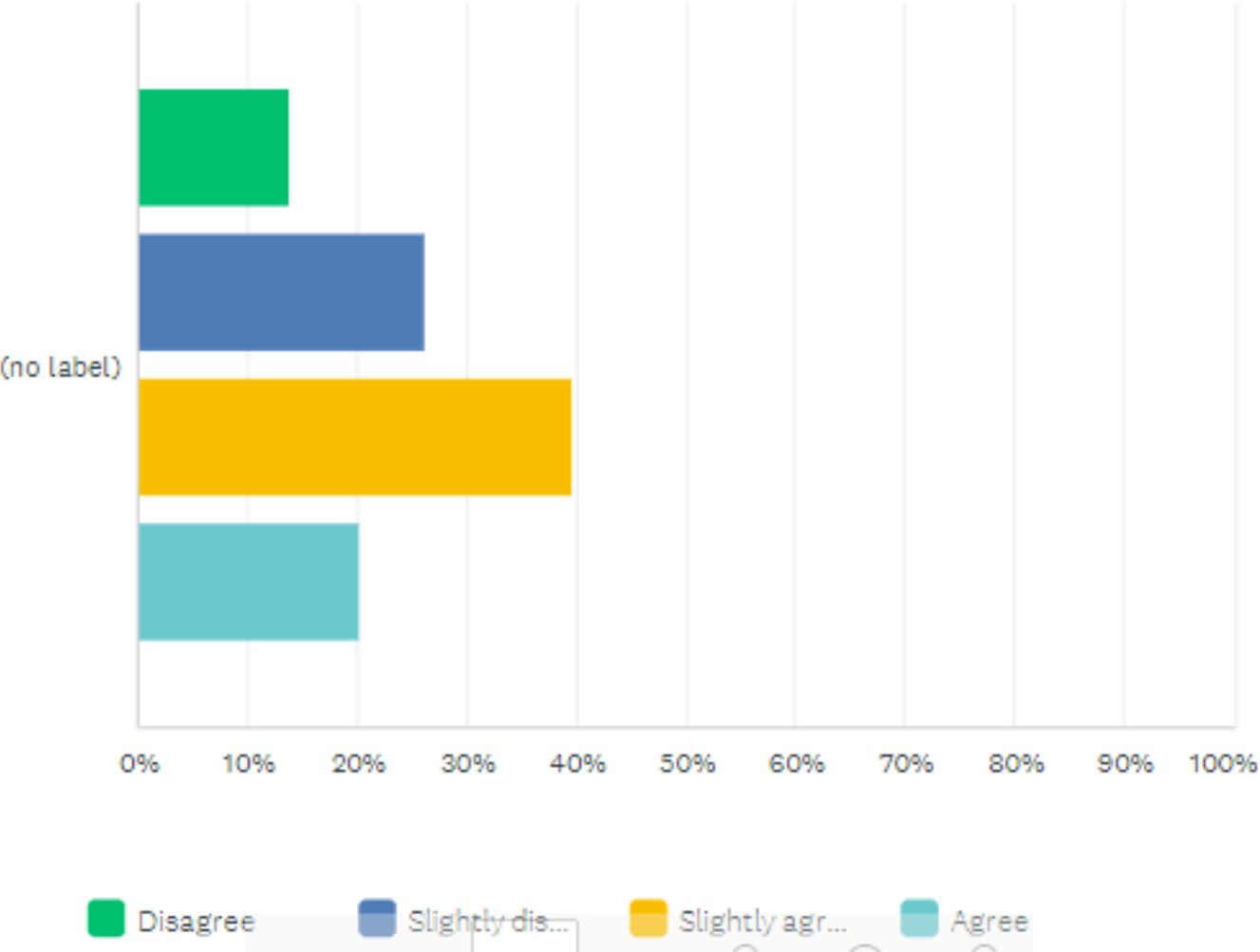
# Question 5 – Students/Prospects

Information on the website is up-to-date.



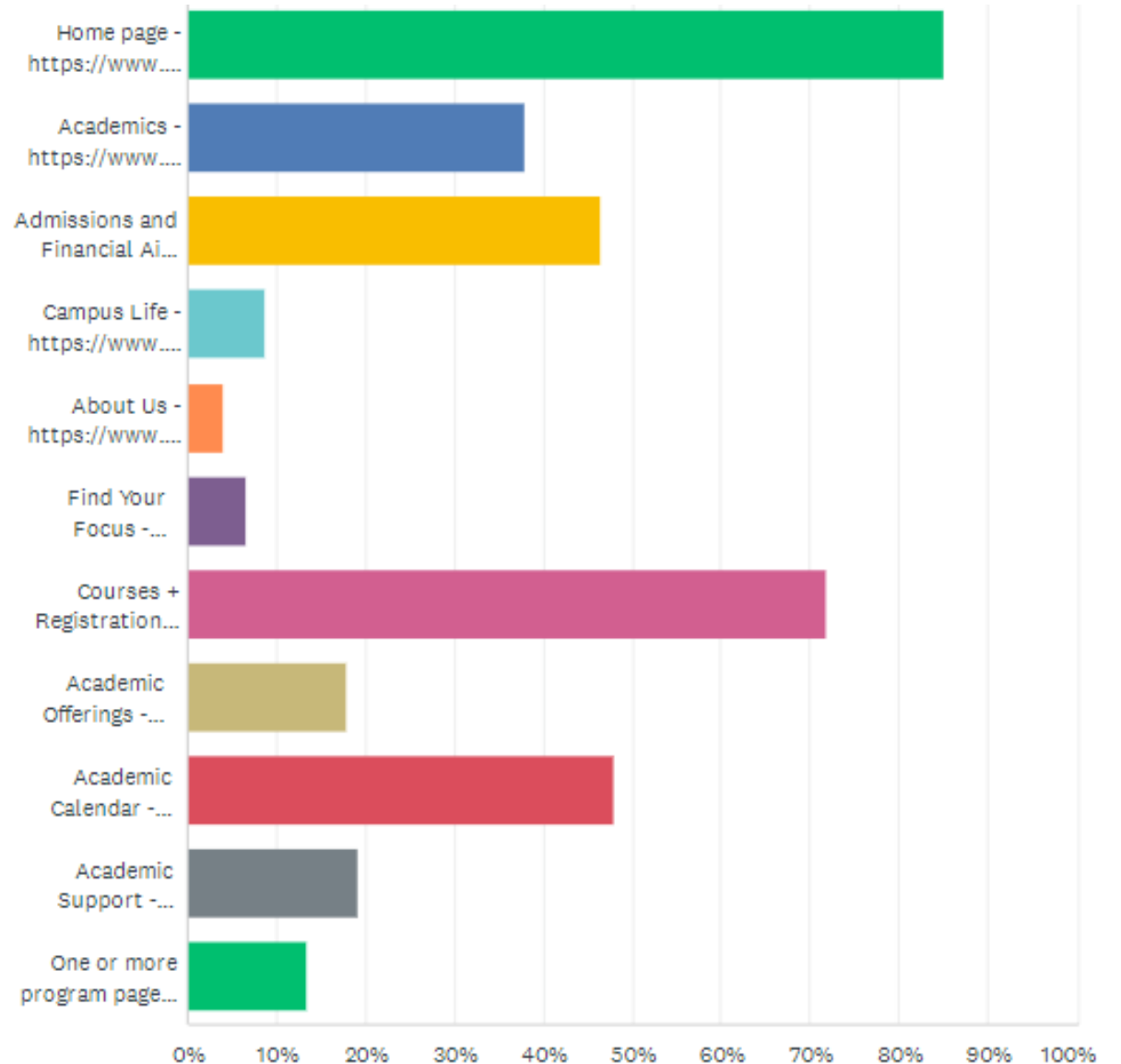
# Question 5 – Faculty/Staff/Community

Information on the website is up-to-date.



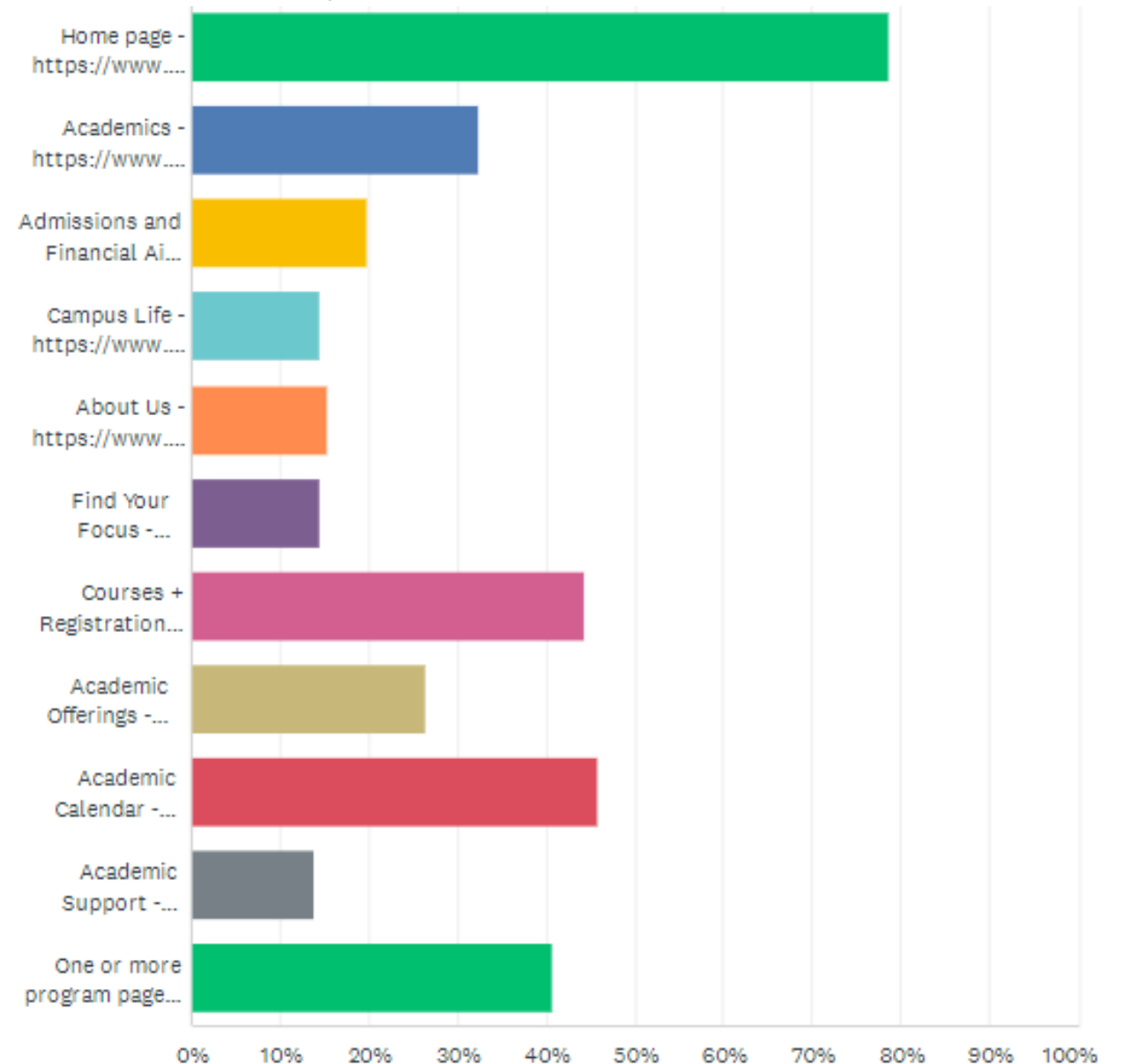
# Question 6 – Students/Prospects

What are the page or pages you visit most often? (check all that apply)



# Question 6 – Faculty/Staff/Community

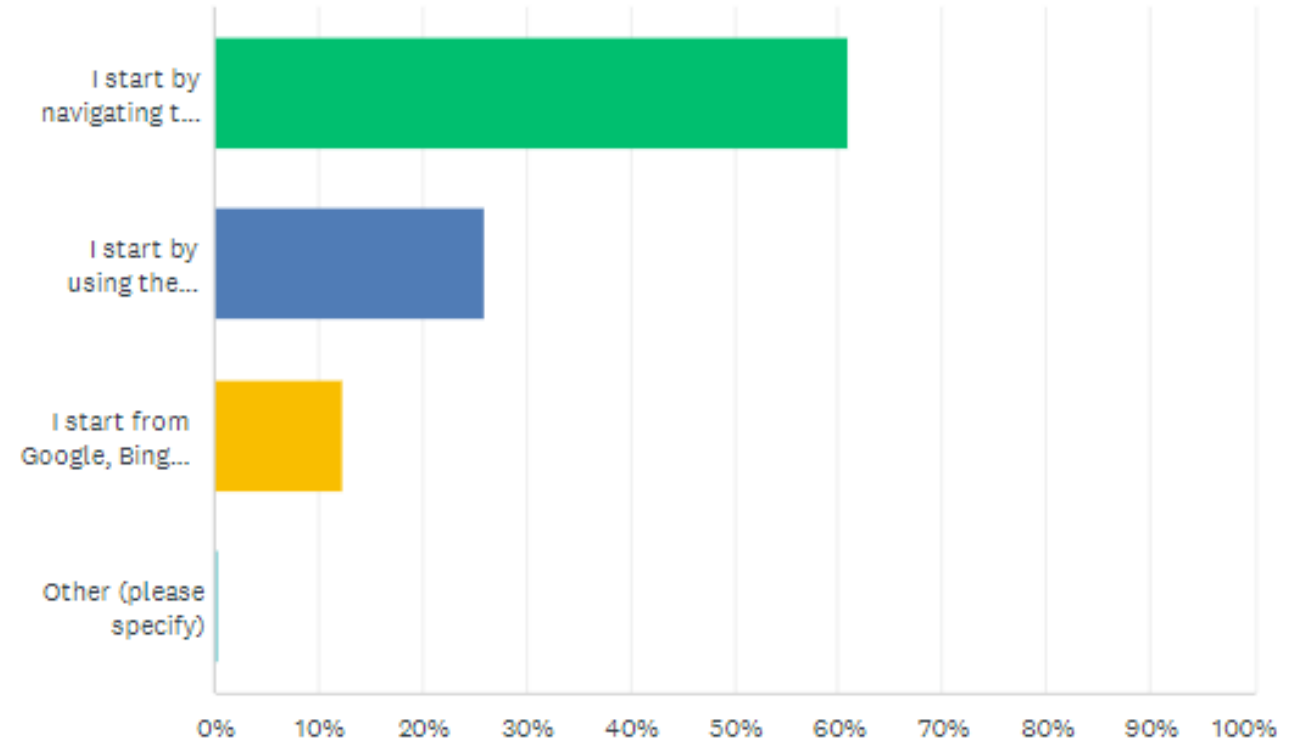
What are the page or pages you visit most often? (check all that apply)



# Question 7 – Students/Prospects

When looking for something on the Clackamas Community College site that you don't have bookmarked, where do you usually begin?

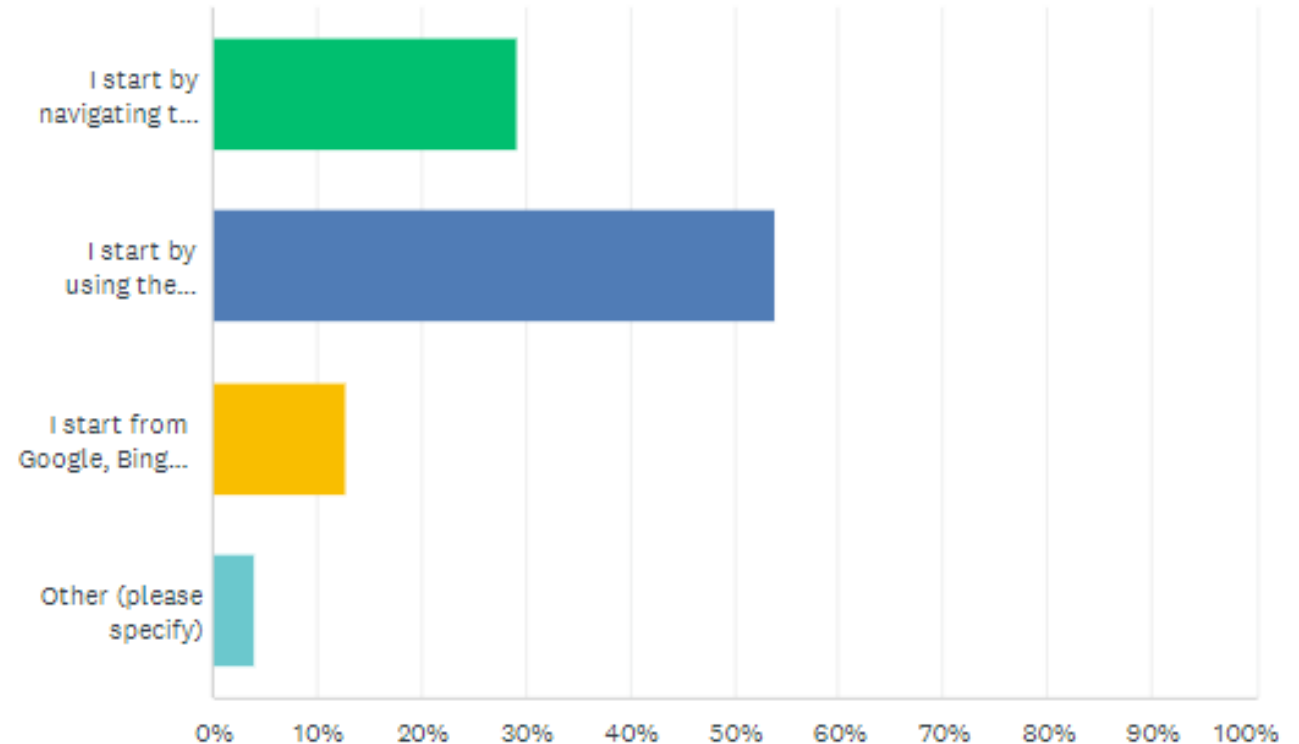
- I start by navigating the site's menus – 61%
- I start by using the site's search box – 26%



# Question 7 – Faculty/Staff/Community

When looking for something on the Clackamas Community College site that you don't have bookmarked, where do you usually begin?

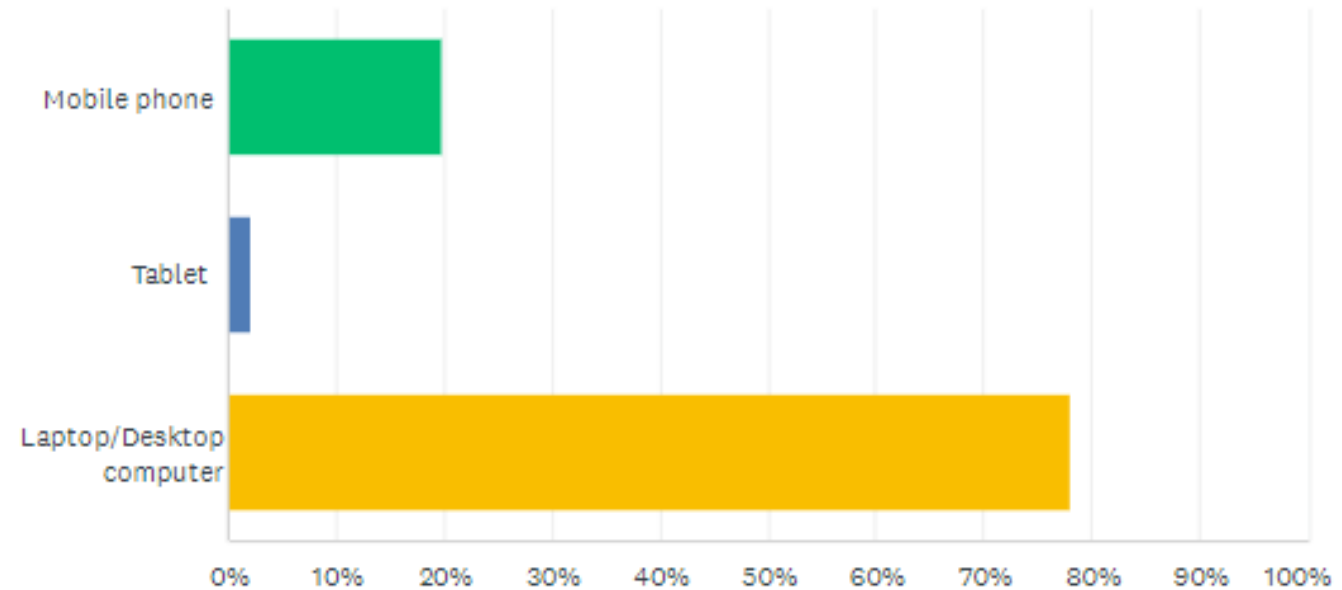
- I start by using the site's search box – 54%
- I start by navigating the site's menus – 29%



## Question 8 – Students/Prospects

Are you more likely to access a website on a mobile phone, tablet or laptop/desktop computer?

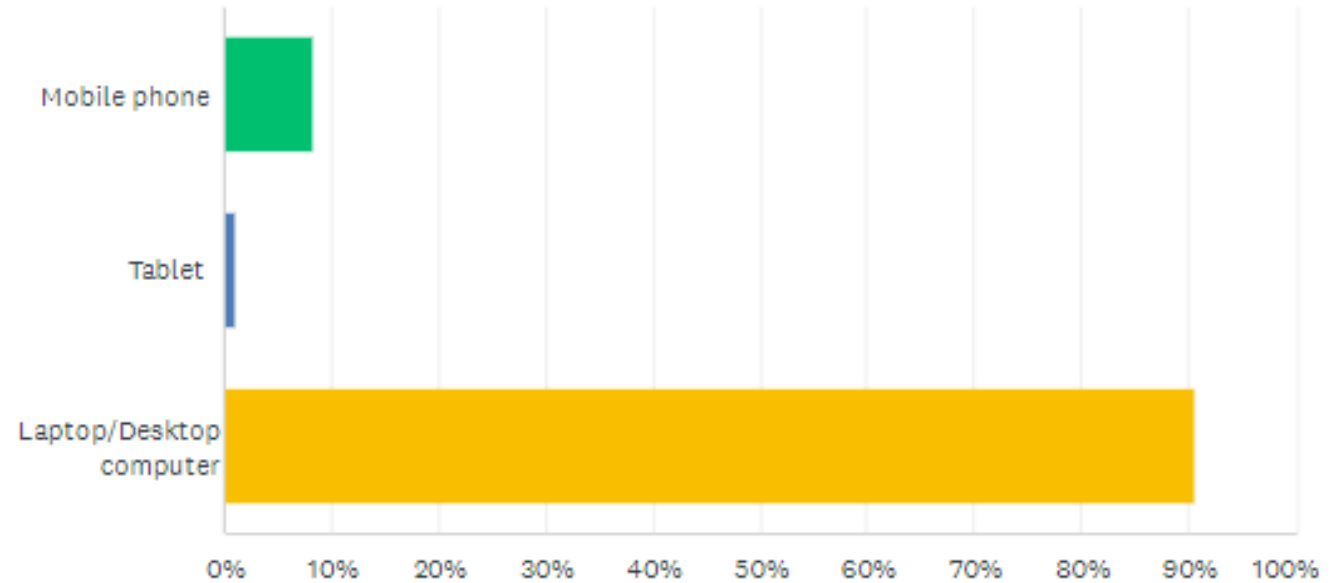
- 78% laptop/desktop computer
- 20% mobile phone



## Question 8 – Faculty/Staff/Community

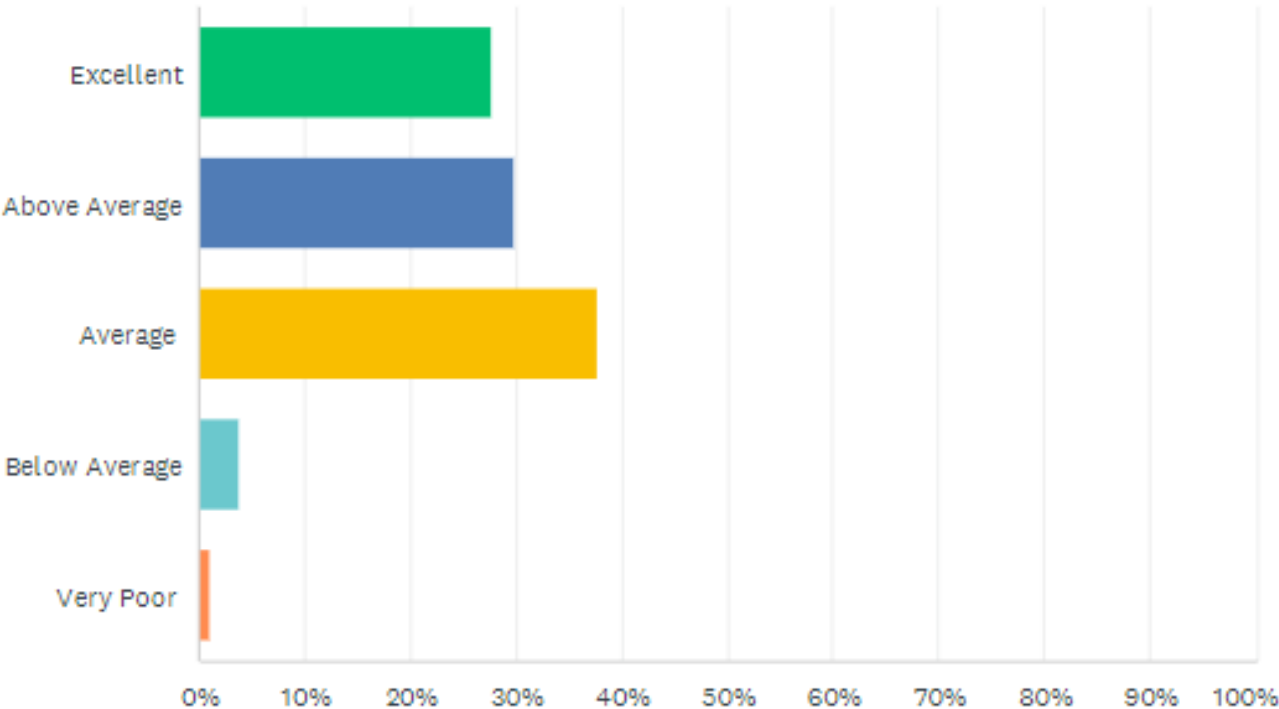
Are you more likely to access a website on a mobile phone, tablet or laptop/desktop computer?

- Laptop/Desktop computer – 91%
- Mobile phone – 8%



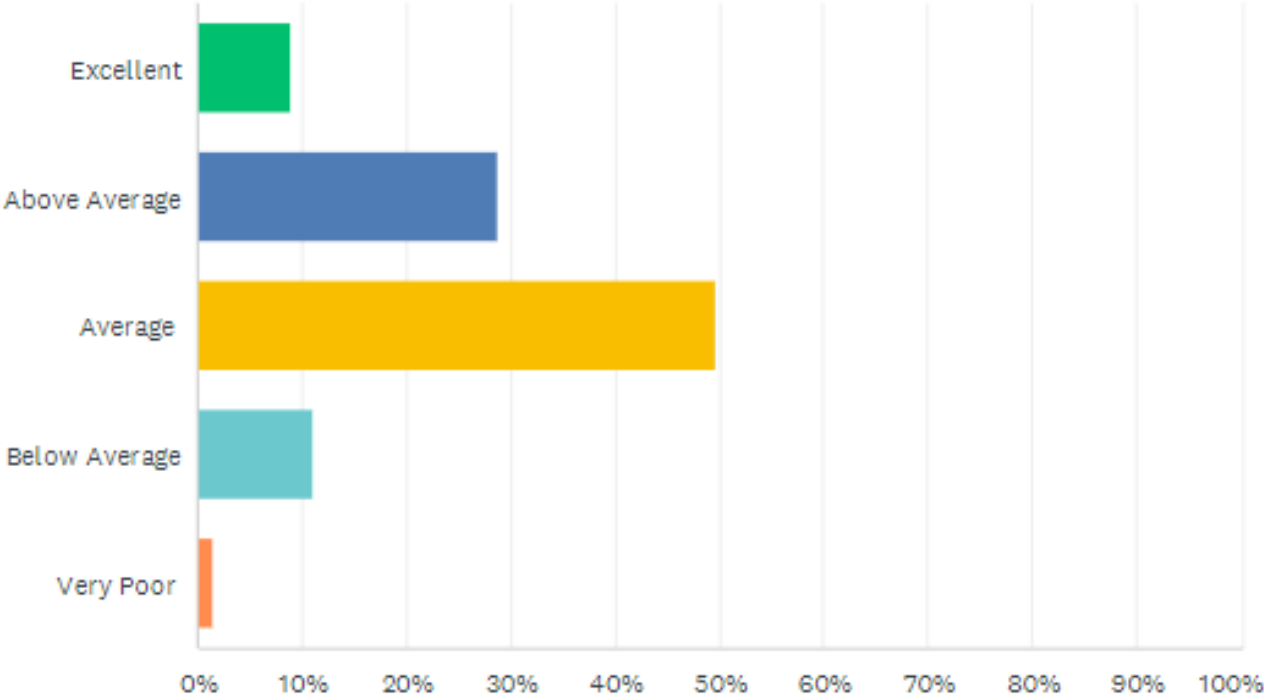
# Question 9 – Students/Prospects

How well does the site represent the diversity of people at Clackamas Community College?



# Question 9 – Faculty/Staff/Community

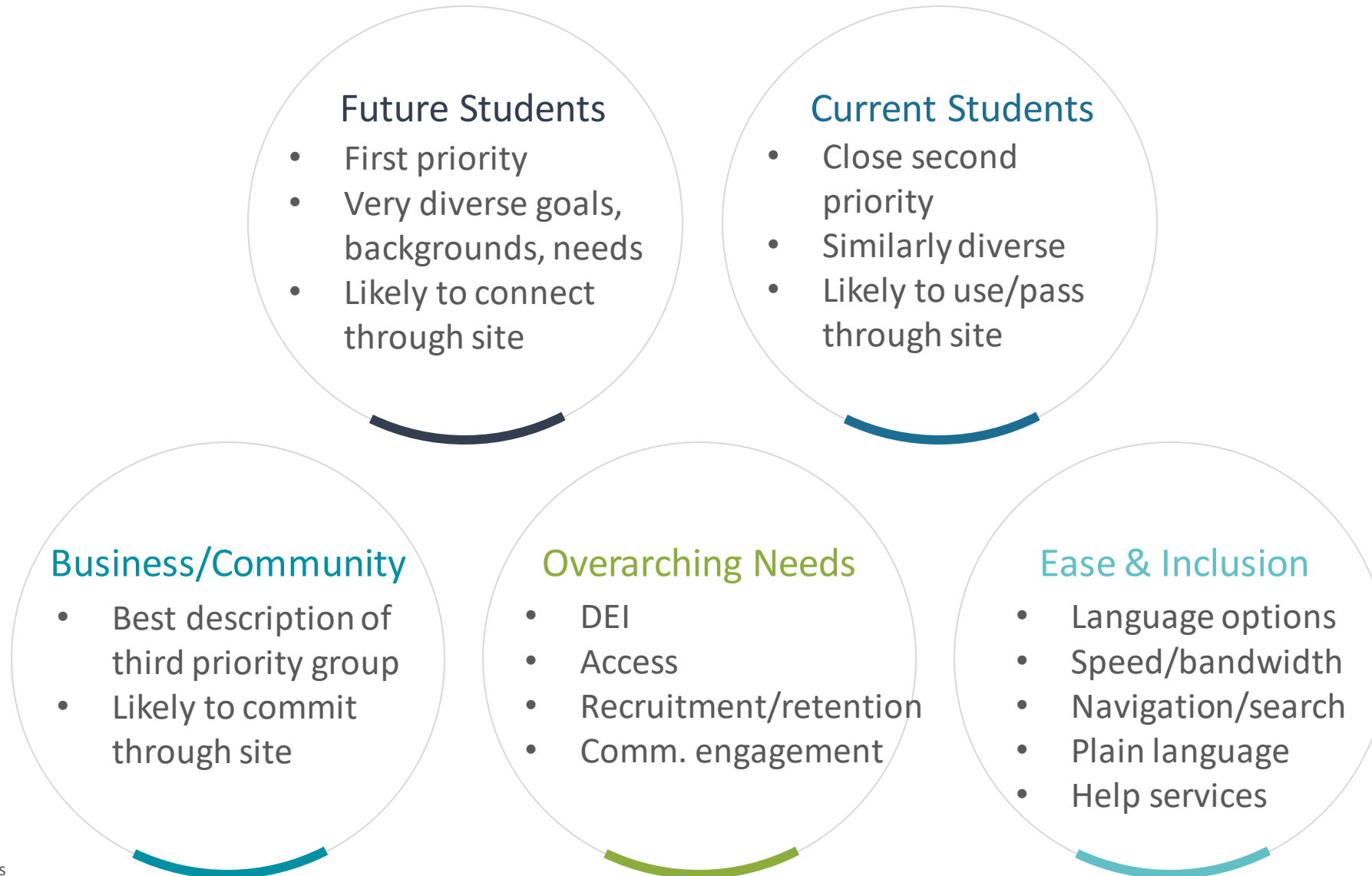
How well does the website represent the diversity of people at Clackamas Community College?



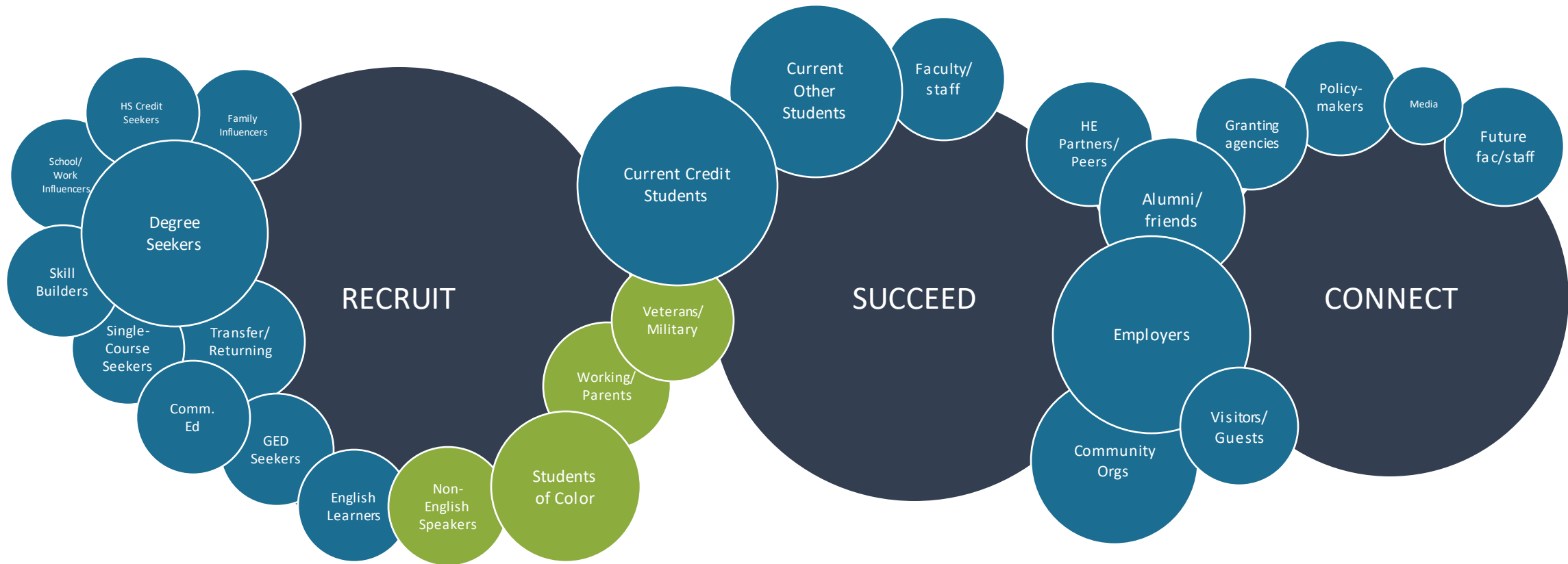
# Audience Workshop Summary

Priorities and clusters

# Takeaways: Clackamas Audience Priorities



# Audience Priority Clusters



- Program, process, cost info
- Outcomes, opportunities, ROI
- Experiential highlights

- Essential tools
- Support services

- Opportunities to connect
- Reputational proof points
- Event/programming info

# Focus Groups Summary

Feedback from students and key offices

# We Held 6 Focus Groups

1. **Admissions Focus Group**
2. **Student Services Focus Group**
3. **Student Focus Group 1** – Student population: Students of color (including first-generation college students)
4. **Student Focus Group 2** – Student population: Nontraditional students (including parents, veterans)
5. **Student Focus Group 3** – Student population: Students with access barriers (including students with disabilities or low technology access)
6. **Student Focus Group 4** – Student population: High school students

# Admissions Focus Group – Key Opportunities

## Search Tool Functionality

Needs to return better results and not require exact keyword matches.

## Outdated Information

Information on the same topics sometimes varies on different pages, causing confusion.

## Navigation to Programs

Unclear navigational pathways—need to foreground program finder ahead of “Find Your Focus.”

## Focused Content for Prospect Groups

- Credit-seeking high schoolers
- ESOL students
- GED students
- Online learners

# Student Services Focus Group – Key Opportunities

## Easier to Find Info

Key information is buried, even within the appropriate sections (i.e., Financial Aid)

## Intuitive User Journey

Provide more decision trees and clarify pathways to help users know where to go next

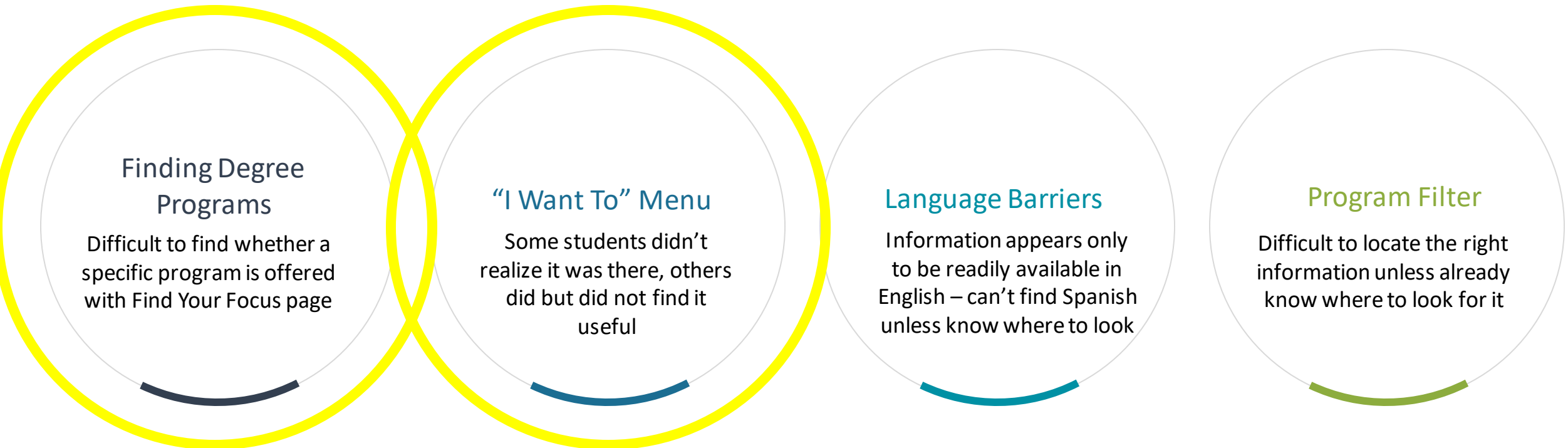
## Overlapping Info

Pages randomly added and others with outdated info, leading to a confusing user experience

## Split Support Programs

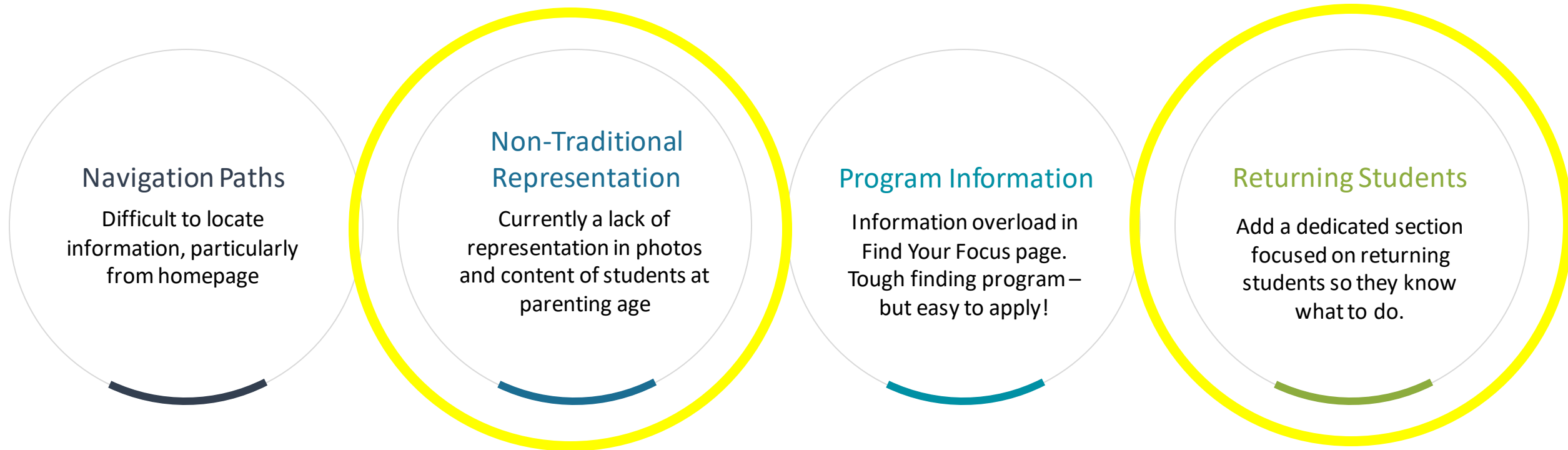
Academic support and other support programs live in different locations.

# Student Focus Group #1 – Key Opportunities



**Audience: Student population – Students of color, to include students who are first-generation college**

# Student Focus Group #2 – Key Opportunities



**Audience: Student population: Nontraditional students (to include parents and veterans/non-traditional students)**



# Student Focus Group #3 – Key Opportunities

## Intuitive Navigation

Difficult to find what looking for—more of a matter of clicking around and hoping to find it

## Students of All Ages

Website predominantly features younger students, leaving off other age populations

## Hard-to-Find Resources

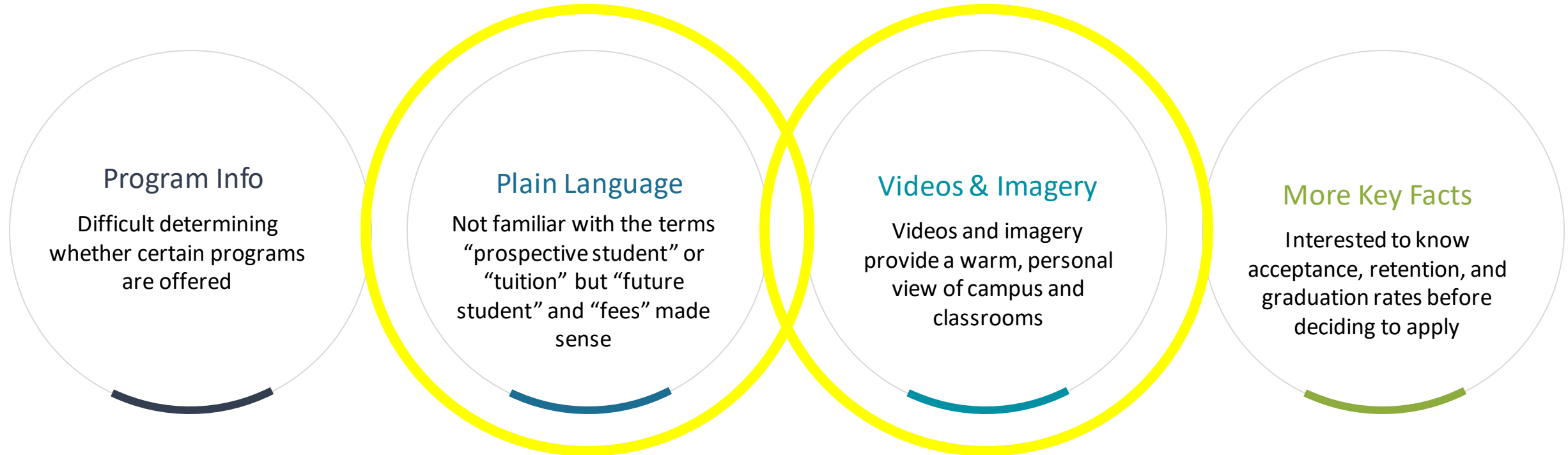
Must dig to find Disability Resource Center, so not aware of it unless already know where it is

## Academics Information

Find Your Focus page colorful, but overwhelming. Difficulty finding academics info.

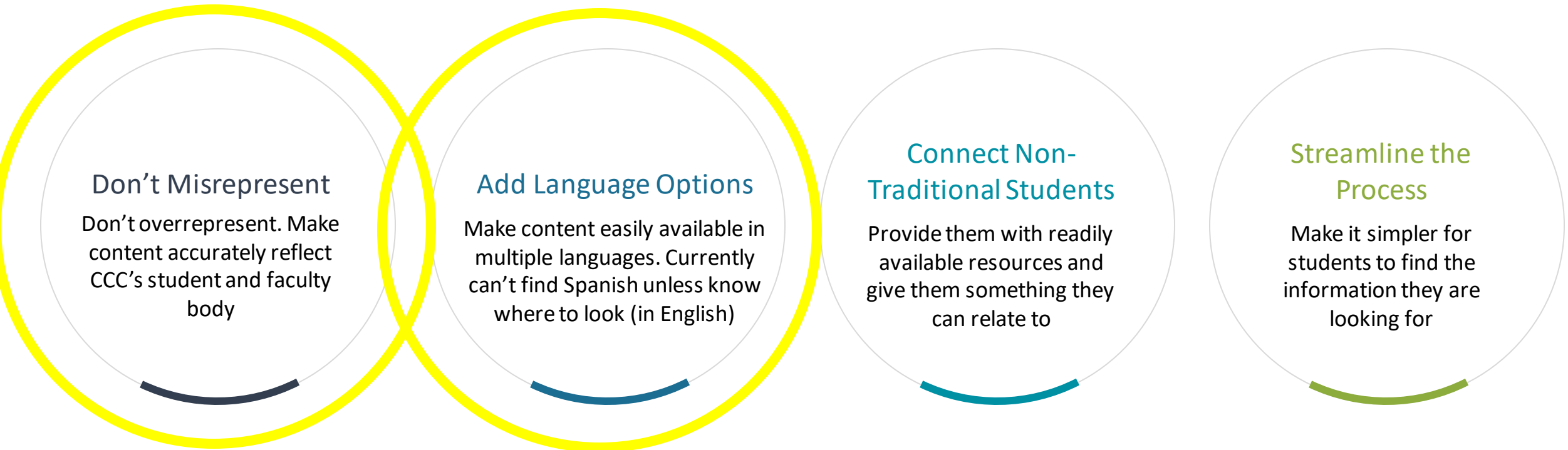
**Audience: Student population - students with access barriers  
(students with disabilities or low technology access)**

# Student Focus Group #4 – Key Opportunities



**Audience: Student population: High School Seniors**

# How to Appeal to Traditionally Underrepresented Communities



**Key Takeaway: Most students want the same things and are looking for the same things – no matter the student group.**

# Usability Study

Menu terms, navigation paths, and user expectations

# Tree Test of Key Navigation

- Tree tests ask participants where they'd expect to find info based on menu structures and labels alone.
- CCC test items focused on paths to program, admissions, and other info.
- Test results confirmed issues noted in focus groups, journey audits.
- Results can inform improvements to menus and on-page content.

## Task 2 of 10

[Skip this task](#)

Imagine you're a future student interested in studying criminal justice. Where would you look to see if this school offers a program in that area?

Clackamas Community College Home

Academics

Find Your Focus

▼ Social Sciences, Human Services + Criminal Justice

Criminal Justice AAS

Criminal Justice AAS, Corrections Option

Human Services Generalist AAS

Gerontology CC

Human Services Generalist CC

Juvenile Corrections CC

Gerontology for Health Care Professionals CC

Nursing Assistant-Gerontology Specialist CC



# Tree Test Overview

## 42 Completions

Students invited by CCC (another 21 participants abandoned the test—typical results).

## 05:39 Average Time

Completion times ranged from 02:49 to 32:17.

## 66% Directness

On average, participants completed items without backtracking on 66% of tries.

## 10 Tasks

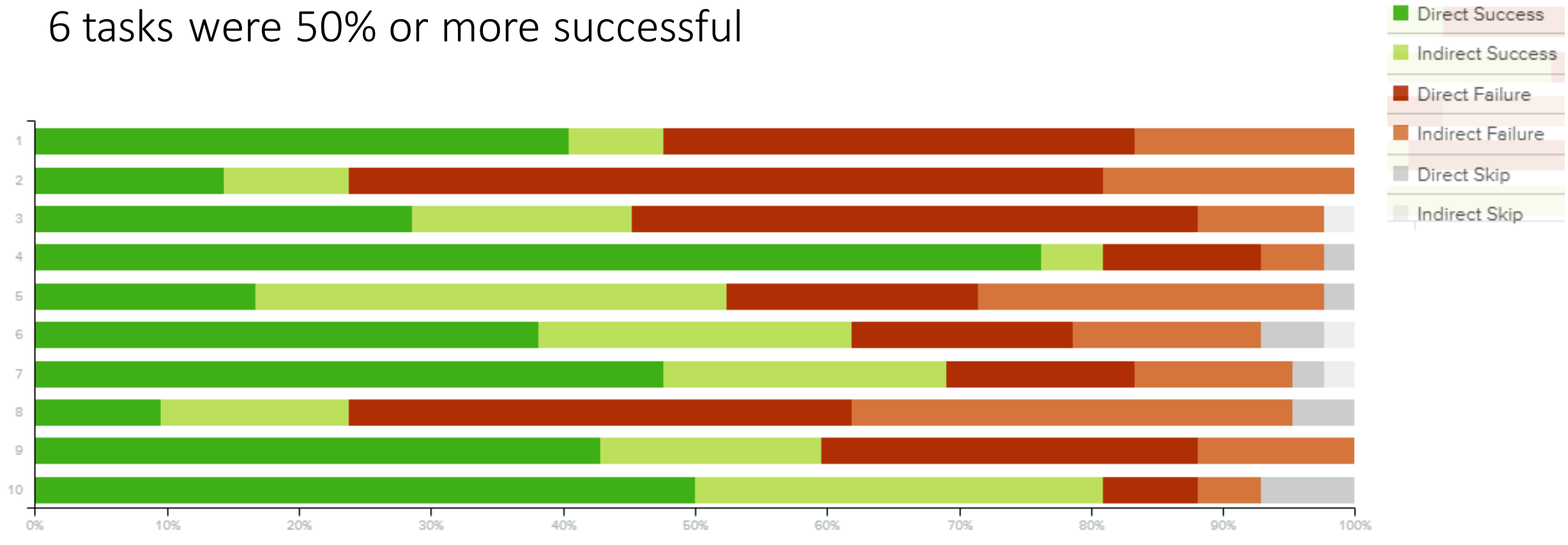
Tests of 10 or fewer items show best results.

## 55% Success

On average, participants found “correct” items on 55% of tries.

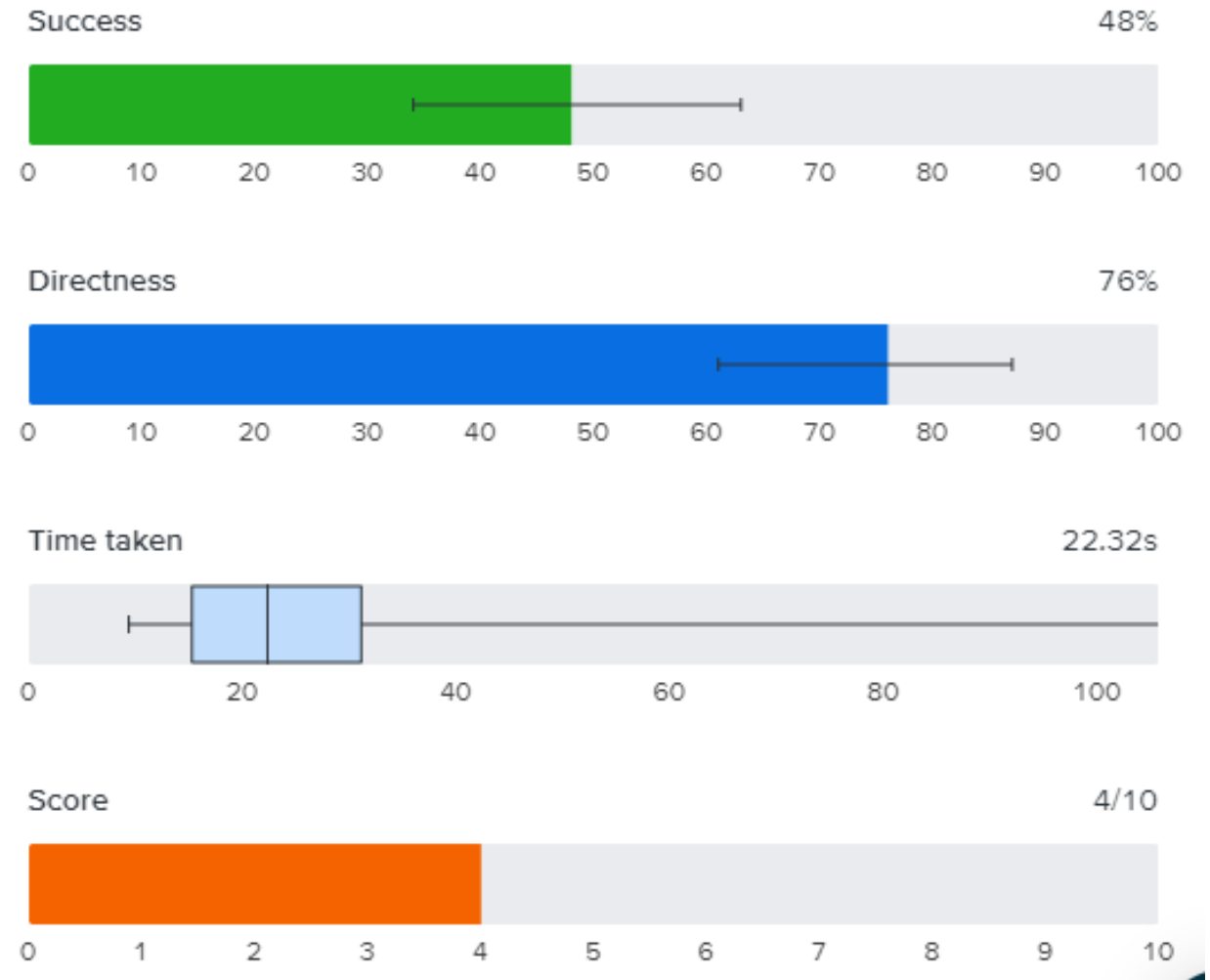
# Results by Task

6 tasks were 50% or more successful



# Task 1 Results

**Task:** Imagine you're a future student interested in studying criminal justice. Where would you look to see if this school offers a program in that area?



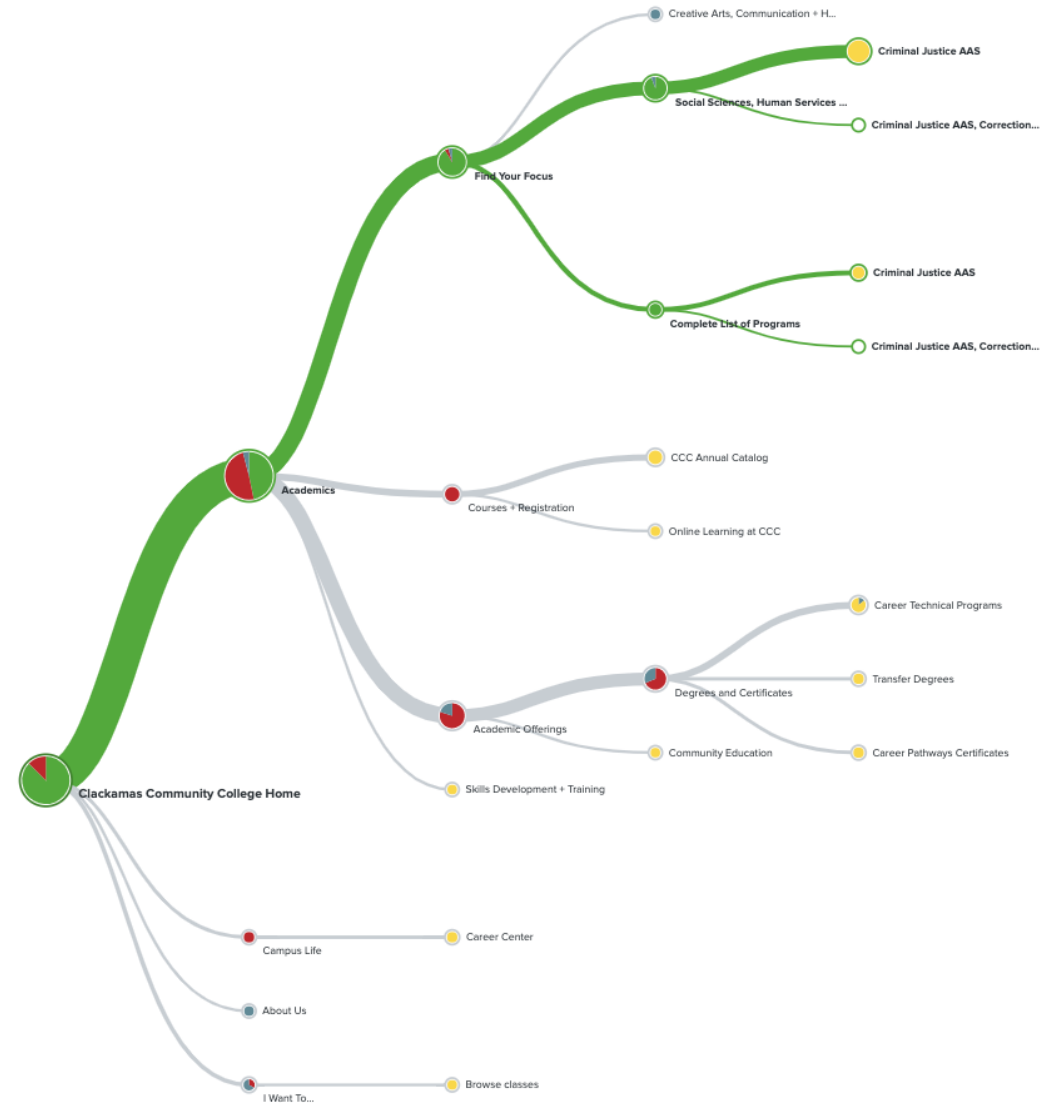
# Task 1 Clicks

1. Imagine you're a future student interested in studying criminal justice. Where would you look to see if this school offers a program in that area?

Label	Visited first	Visited during
<b>Academics</b>	<b>88%</b>	<b>93%</b>
Admissions & Financial Aid	0%	0%
Campus Life	5%	5%
About Us	0%	2%
I Want To...	7%	7%

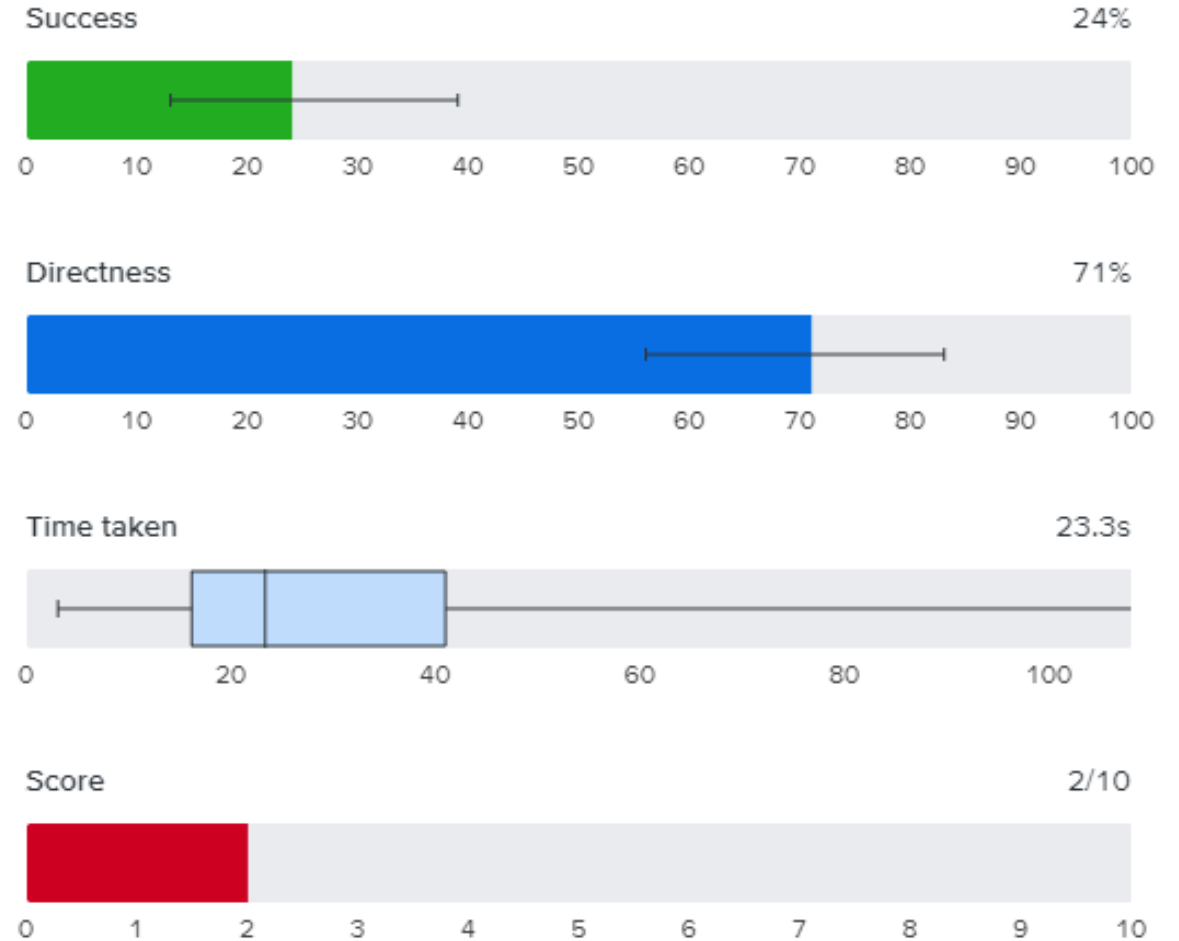
# Task 1 Discussion

- Strong first-click results for “Academics.”
- From there, split between “Find Your Focus” and “Academic Offerings.”
- **Recommendations:** Clarify route(s) to program pages. De-emphasize (and/or relabel) “Academic Offerings.”



# Task 2 Results

**Task:** Imagine you're a future student interested in studying web design and development. Where would you look to see if this school offers a program in that area?



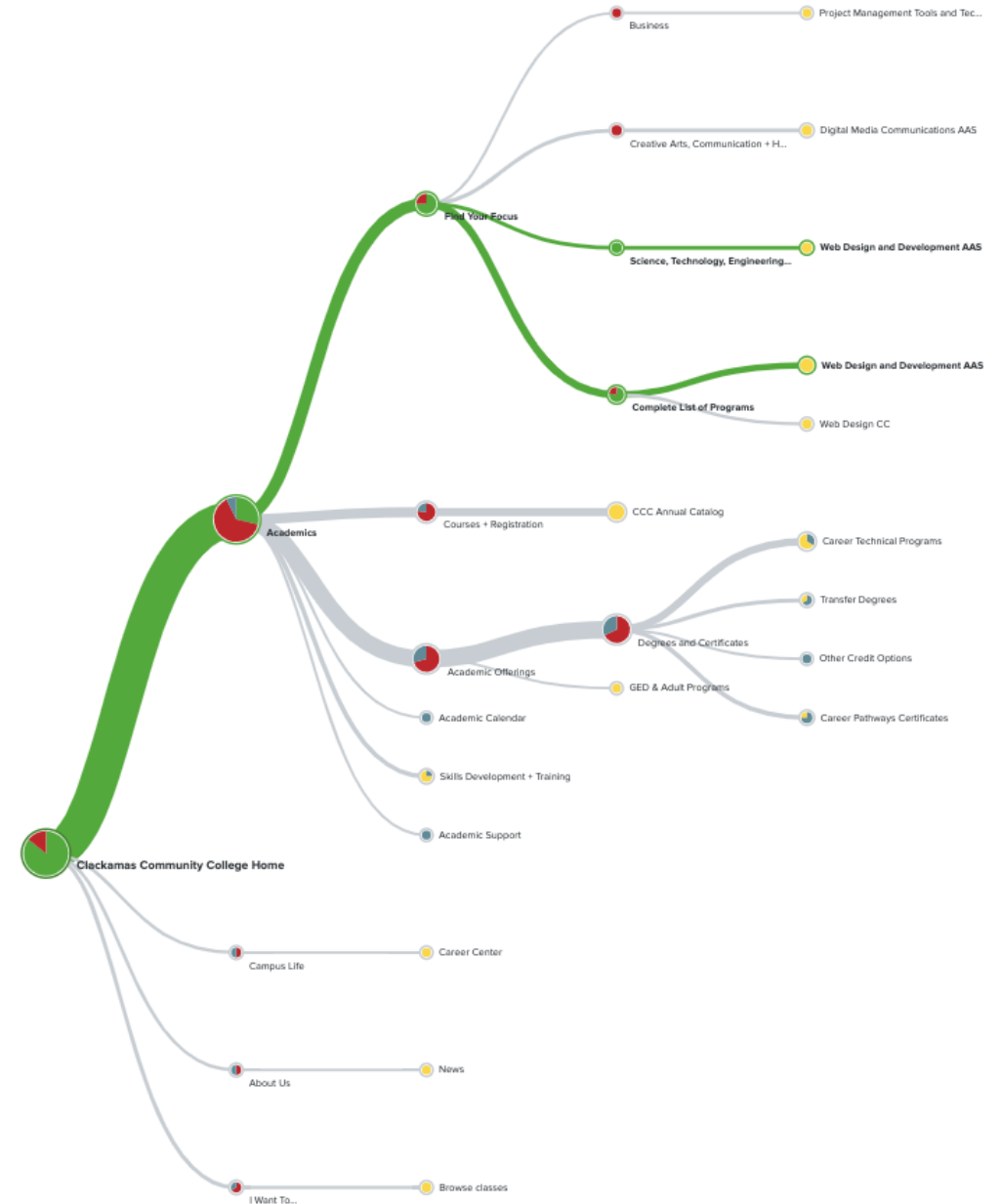
# Task 2 Clicks

2. Imagine you're a future student interested in studying web design and development. Where would you look to see if this school offers a program in that area?

Label	Visited first	Visited during
<b>Academics</b>	<b>86%</b>	<b>93%</b>
Admissions & Financial Aid	0%	0%
Campus Life	2%	5%
About Us	5%	5%
I Want To...	7%	7%

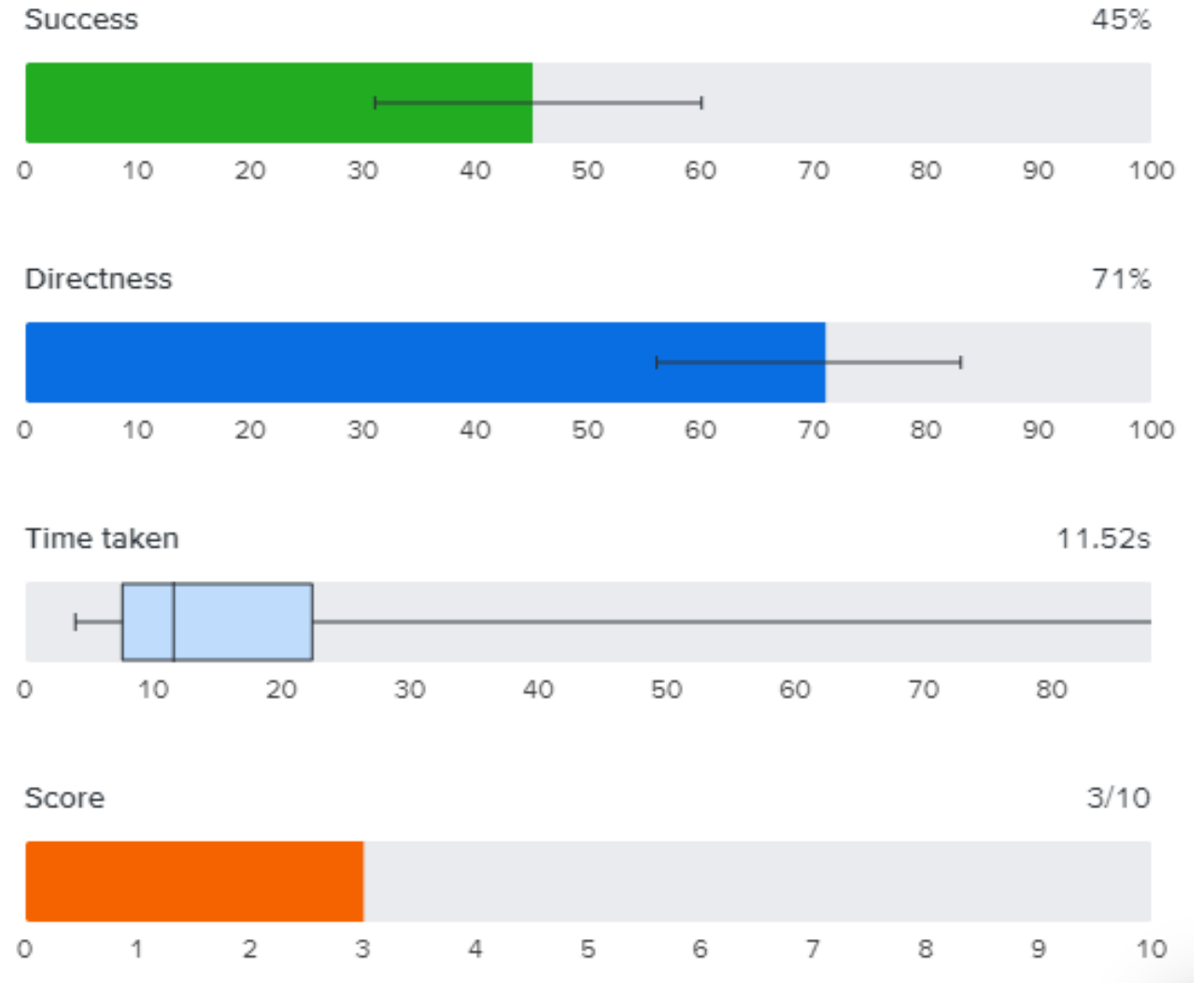
# Task 2 Discussion

- Notably weaker results than Task 1, likely due to lack of area-name clues.
- Shows challenge of organizing programs by focus areas—correct area isn't always clear.
- **Recommendation:** Provide clearer path to complete programs list for users challenged to find their interest. Consider making “Find Your Focus” a secondary route.



# Task 3 Results

**Task:** You are registering for classes at this school for the first time. Where would you look to begin the process?



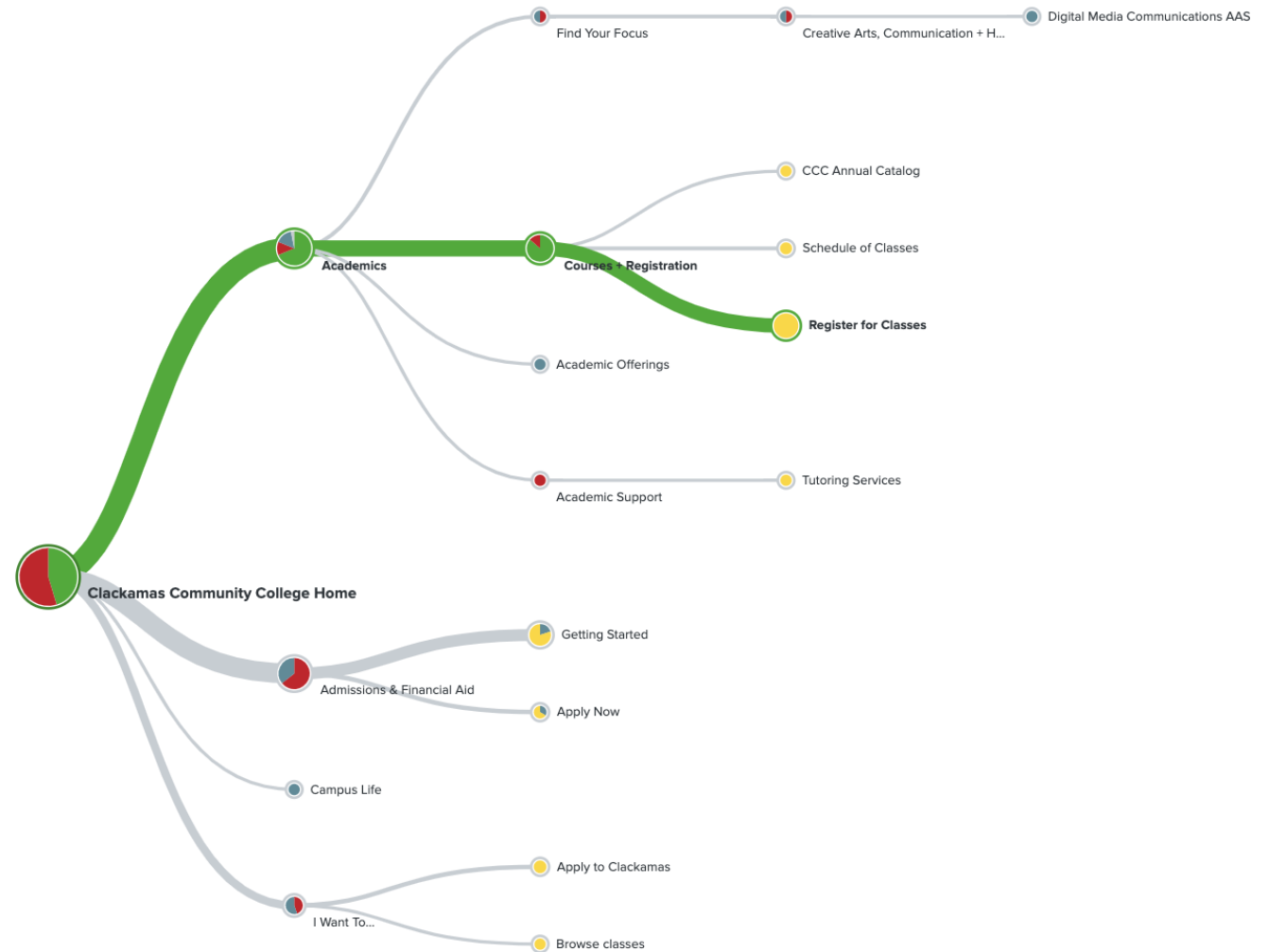
# Task 3 Clicks

3. You are registering for classes at this school for the first time. Where would you look to begin the process?

Label	Visited first	Visited during
<b>Academics</b>	<b>40%</b>	<b>57%</b>
Admissions & Financial Aid	43%	52%
Campus Life	0%	2%
About Us	0%	0%
I Want To...	17%	21%

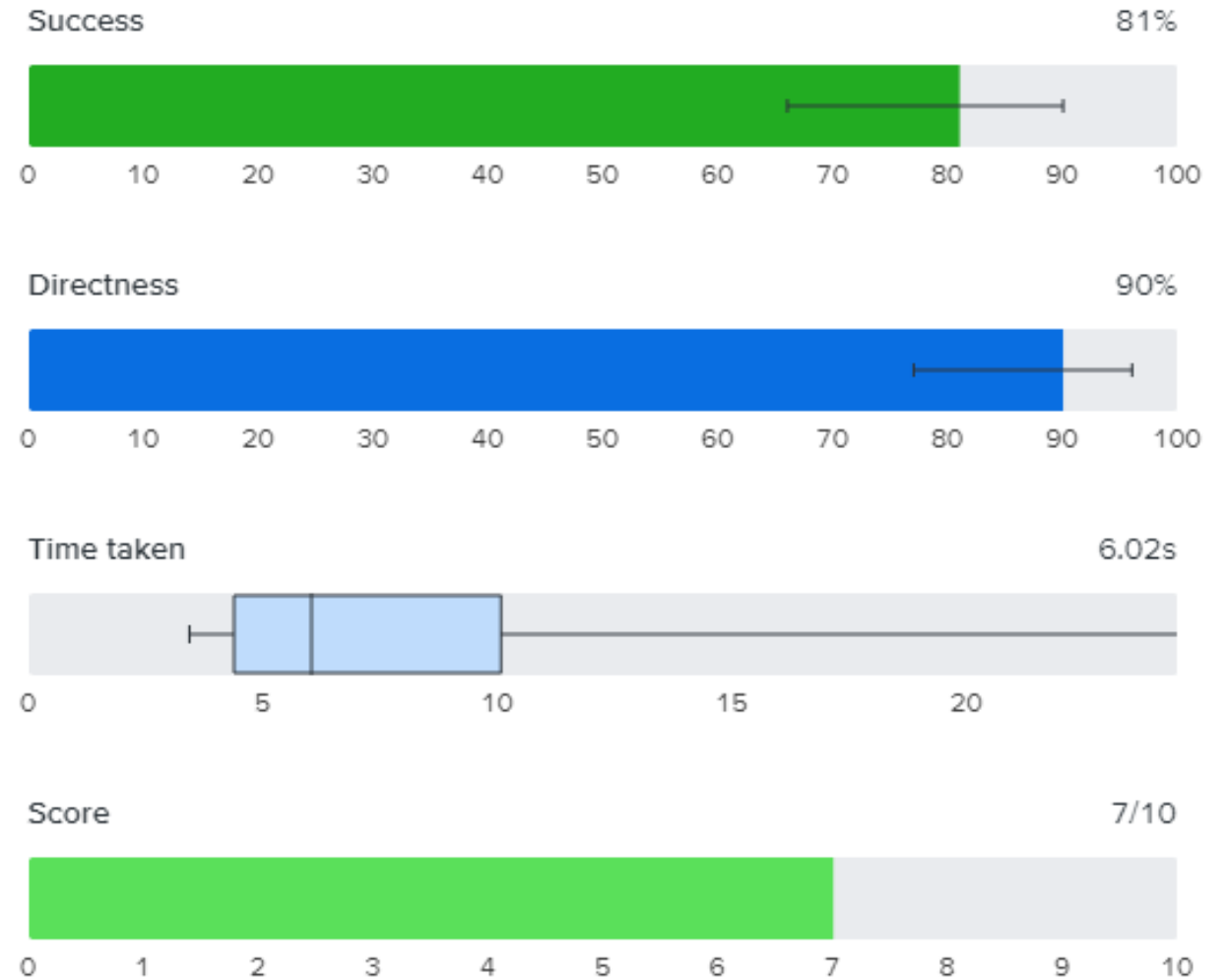
# Task 3 Discussion

- First-click split between “Academics” and “Admissions & Financial Aid” (task wording may be a factor).
- **Recommendations:** Emphasize paths to registration from key admissions and other pages to redirect wayward visitors.



# Task 4 Results

**Task:** Where would you look to find out how much this school costs?



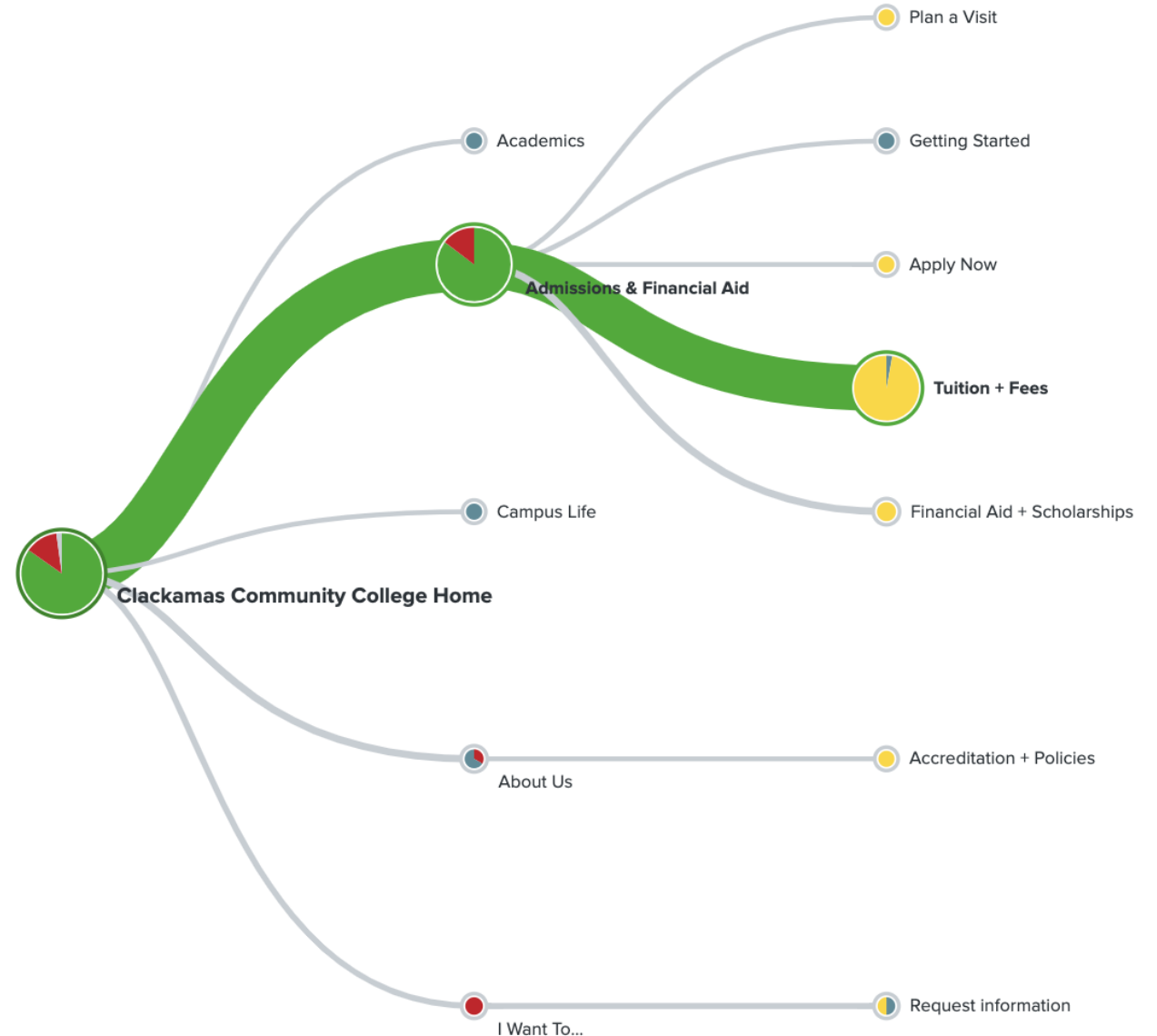
# Task 4 Clicks

4. Where would you look to find out how much this school costs?

Label	Visited first	Visited during
Academics	0%	2%
<b>Admissions &amp; Financial Aid</b>	<b>90%</b>	<b>93%</b>
Campus Life	0%	2%
About Us	7%	7%
I Want To...	0%	2%

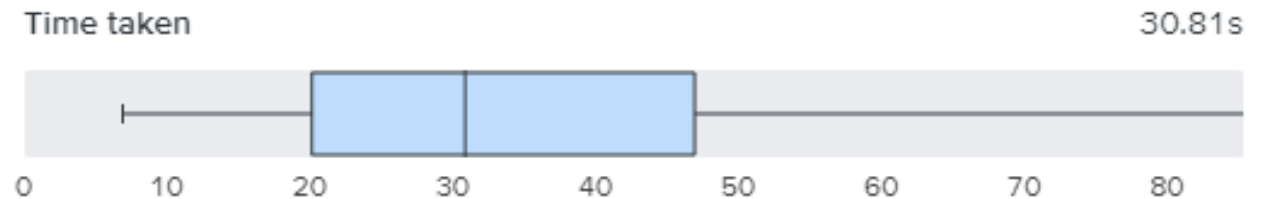
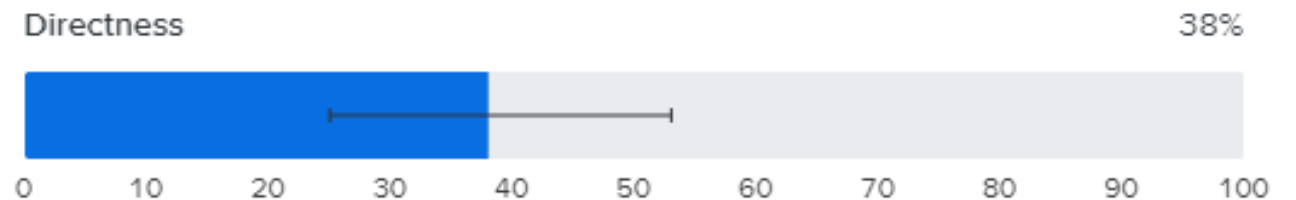
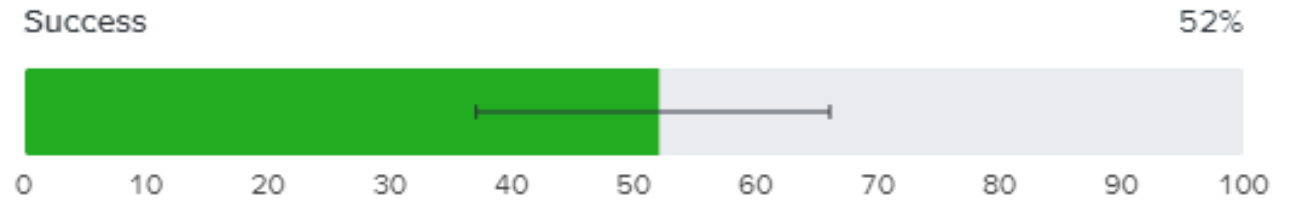
# Task 4 Discussion

- Strongest results of all items.
- No recommendations—most participants quickly locate “Tuition + Fees” under “Admissions & Financial Aid.”



# Task 5 Results

**Task:** You have a learning disability. Where would you look to see what services and support the college/university can offer you?



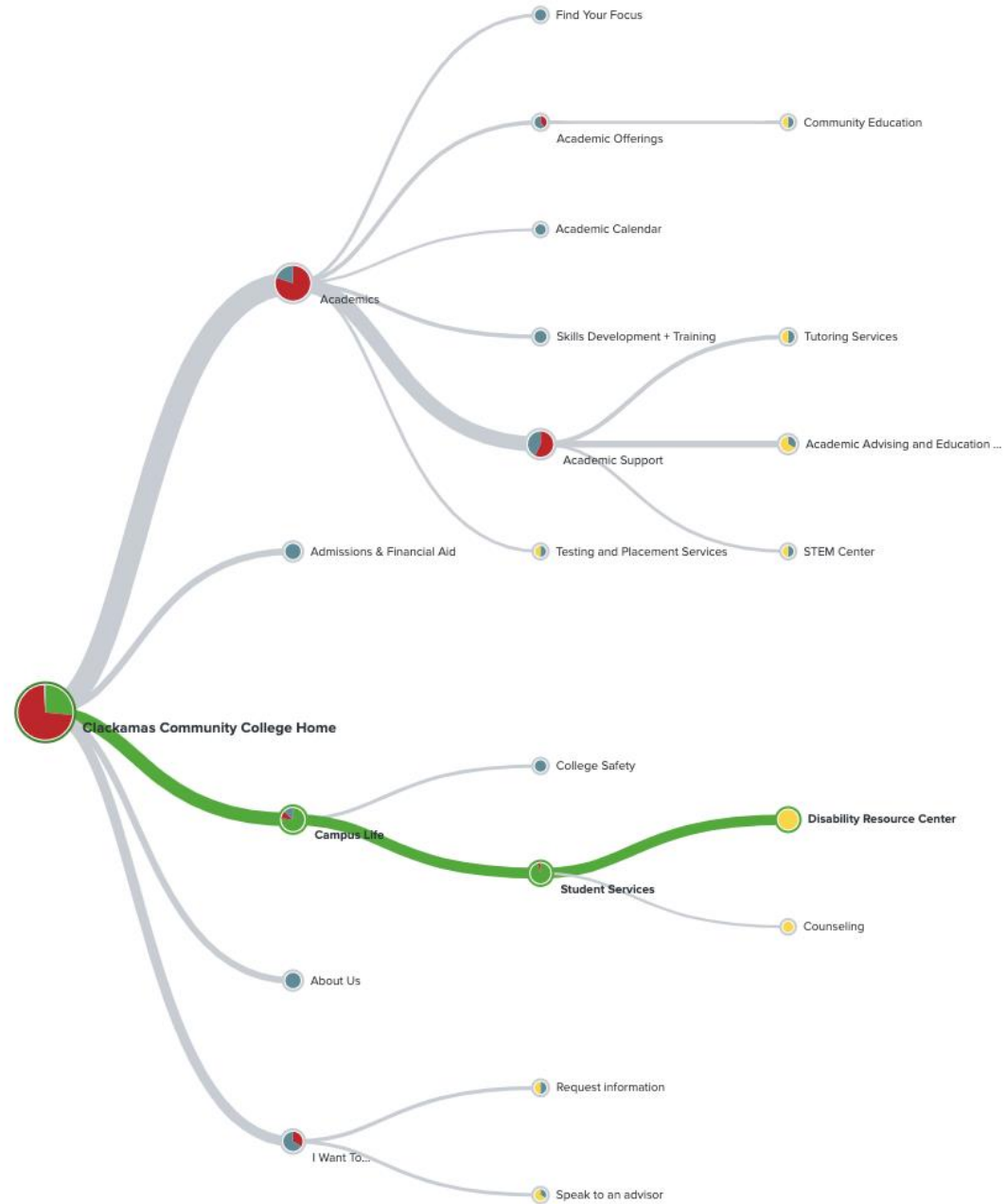
# Task 5 Clicks

5. You have a learning disability. Where would you look to see what services and support the college/university can offer you?

Label	Visited first	Visited during
Academics	33%	52%
Admissions & Financial Aid	10%	24%
<b>Campus Life</b>	<b>26%</b>	<b>60%</b>
About Us	10%	29%
I Want To...	19%	40%

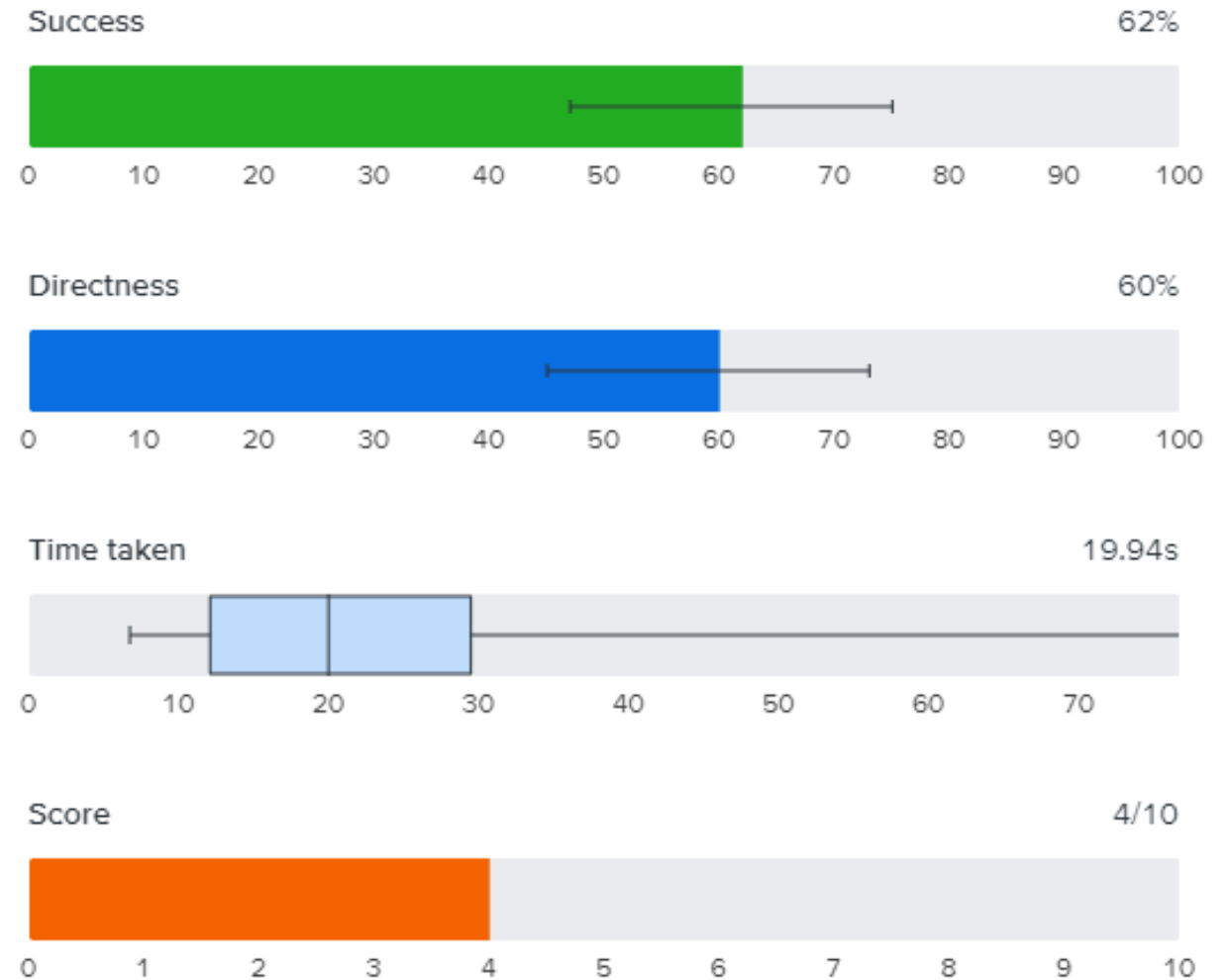
# Task 5 Discussion

- Relatively weak first-click results—more participants inclined to start with “Academics” than “Campus Life.”
- **Recommendations:** Consider clustering all support programs together, enhancing cross-links as needed.



# Task 6 Results

**Task:** Where would you look to find information about college classes for high school students?



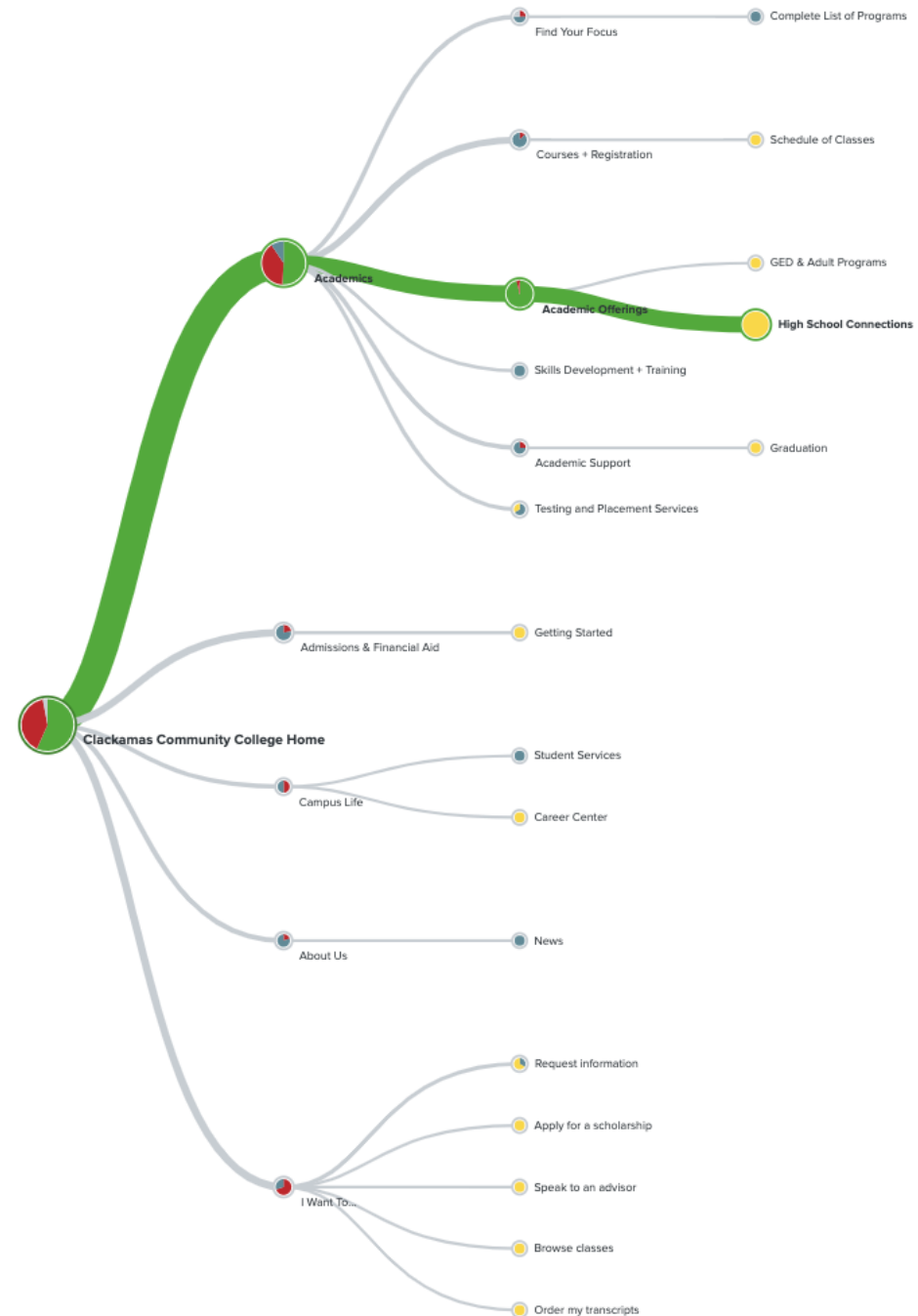
# Task 6 Clicks

6. Where would you look to find information about college classes for high school students?

Label	Visited first	Visited during
<b>Academics</b>	<b>69%</b>	<b>81%</b>
Admissions & Financial Aid	10%	19%
Campus Life	5%	7%
About Us	2%	10%
I Want To...	10%	24%

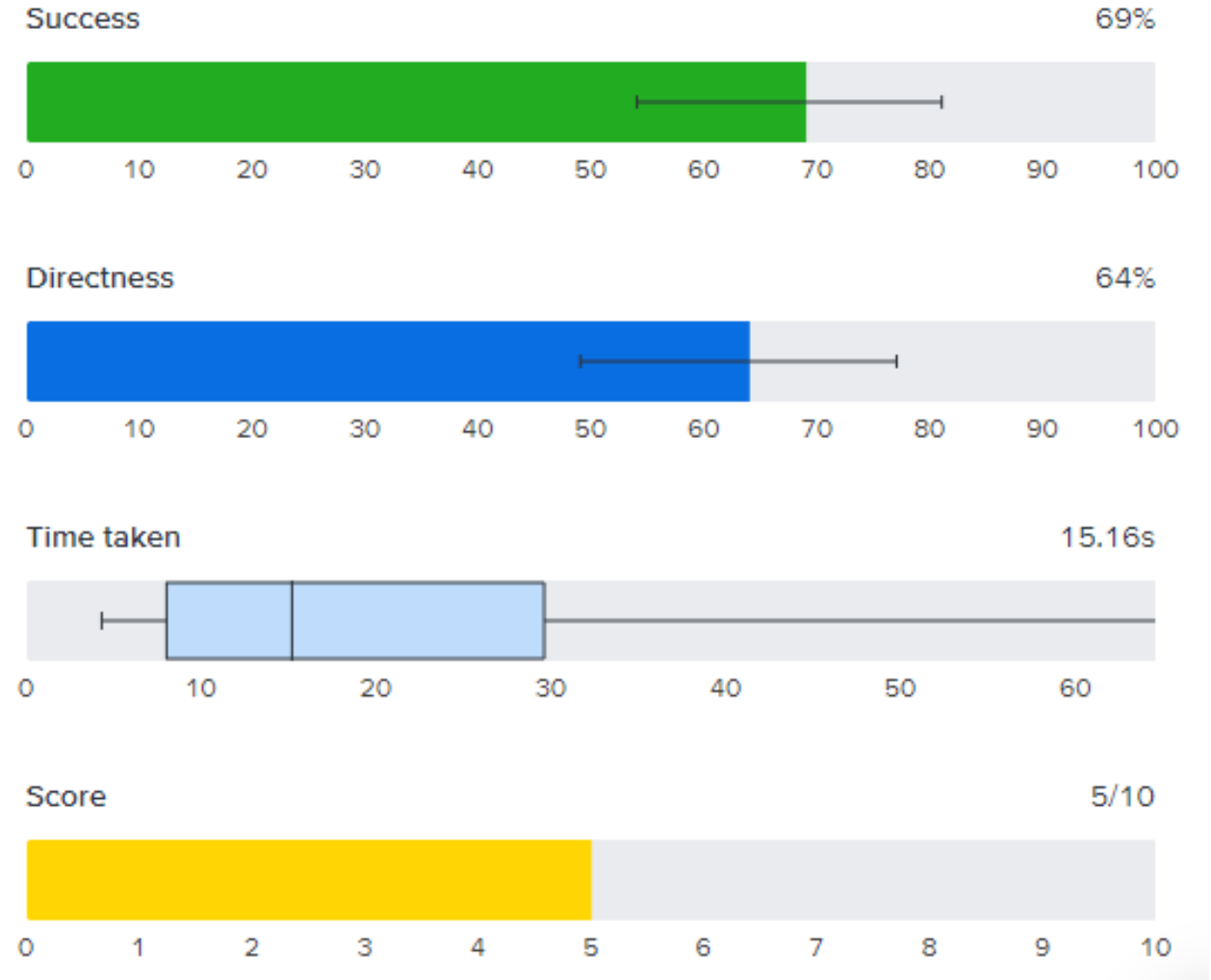
# Task 6 Discussion

- Decent results, but paths to this and other types of programs (e.g., GED) could be clearer.
- **Recommendations:** Consider listing major program types in “Academics” dropdown rather than clustering under “offerings.”



# Task 7 Results

**Task:** Imagine you wanted to earn a GED (high-school equivalency) from this school. Where would you look for information?



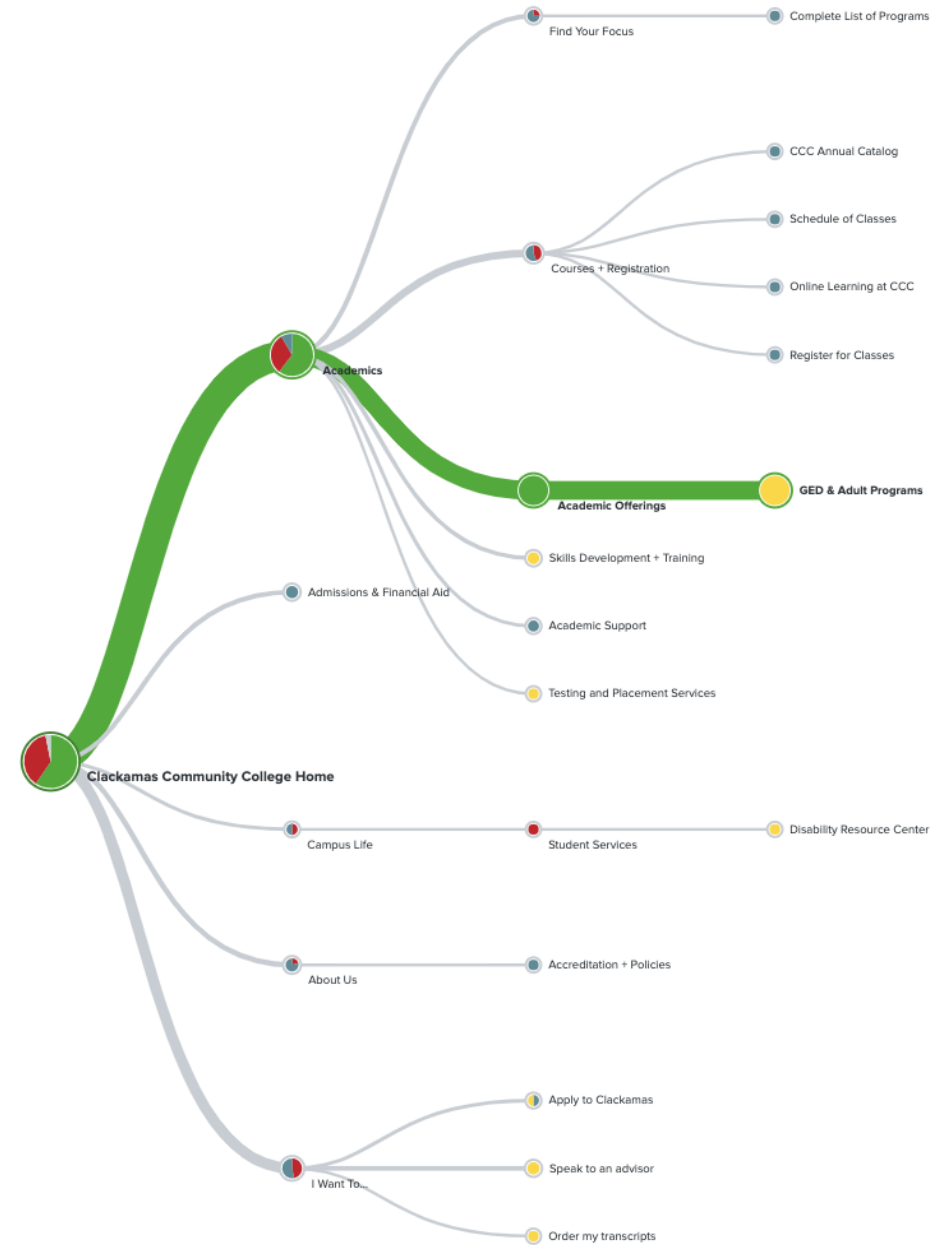
# Task 7 Clicks

7. Imagine you wanted to earn a GED (high-school equivalency) from this school. Where would you look for information?

Label	Visited first	Visited during
<b>Academics</b>	<b>69%</b>	<b>81%</b>
Admissions & Financial Aid	2%	10%
Campus Life	2%	5%
About Us	0%	7%
I Want To...	24%	29%

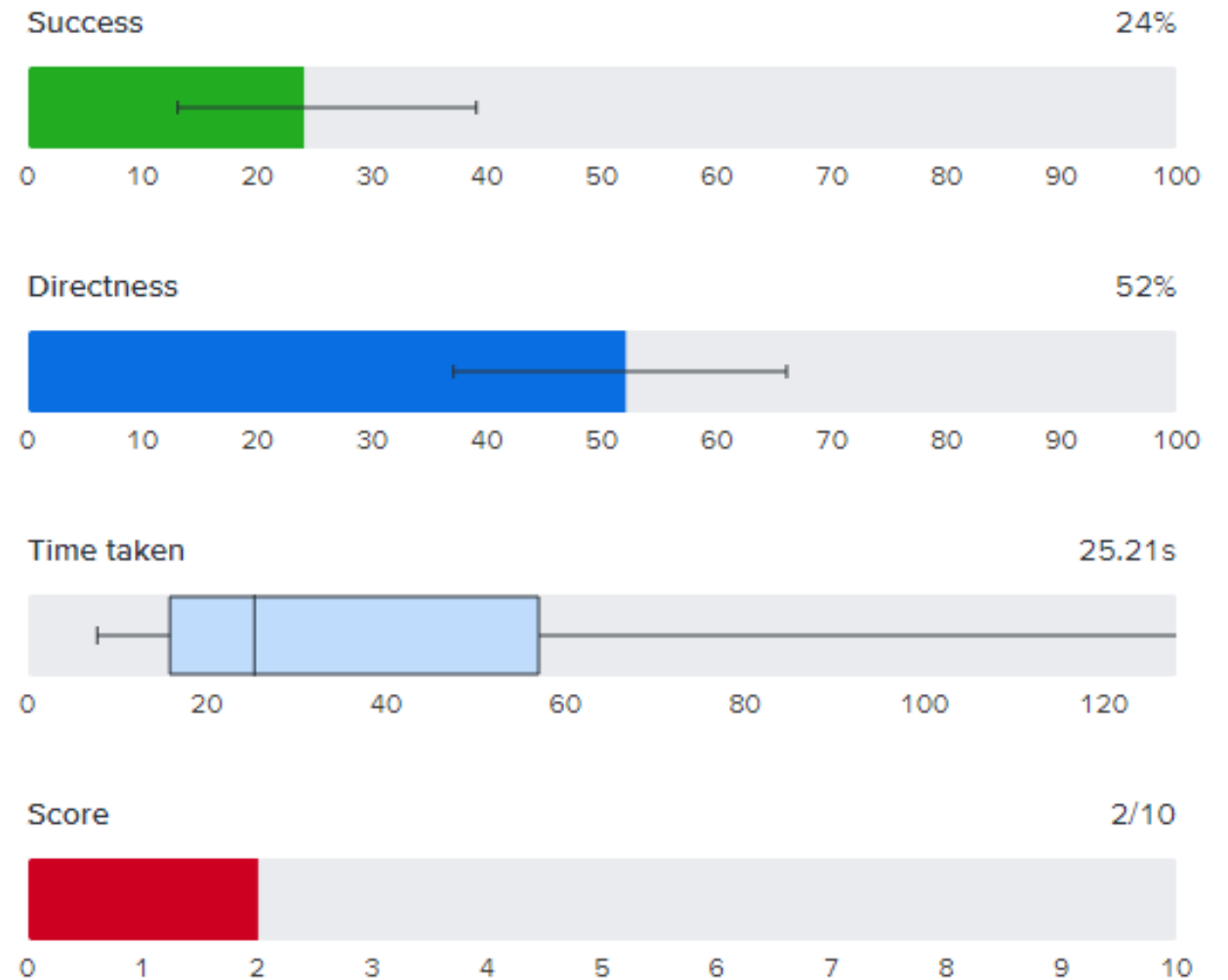
# Task 7 Discussion

- Mirrors results for Task 6.
- **Recommendations:** See Task 6 discussion.



# Task 8 Results

**Task:** Where would you go to find information about studying English as a second language?



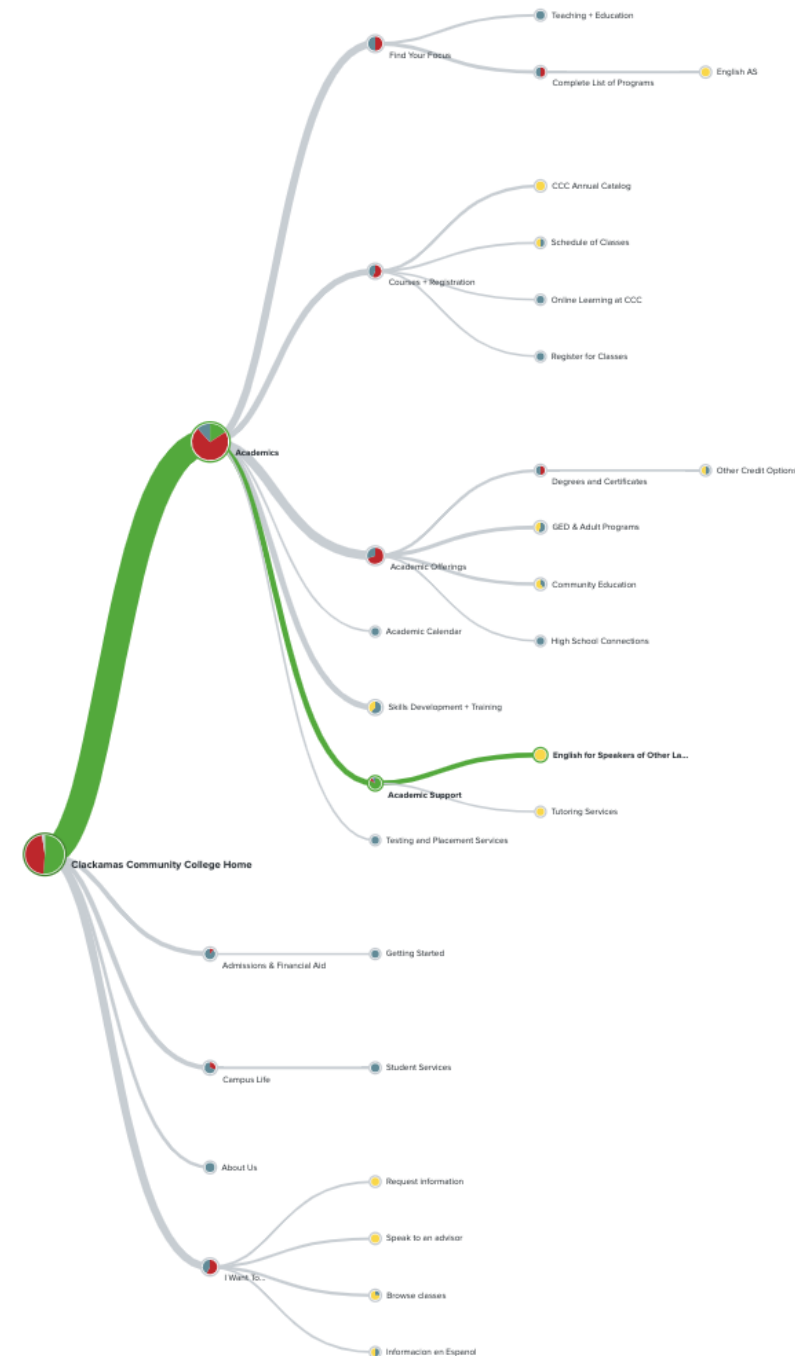
# Task 8 Clicks

8. Where would you go to find information about studying English as a second language?

Label	Visited first	Visited during
<b>Academics</b>	<b>64%</b>	<b>81%</b>
Admissions & Financial Aid	7%	14%
Campus Life	2%	12%
About Us	0%	12%
I Want To...	21%	31%

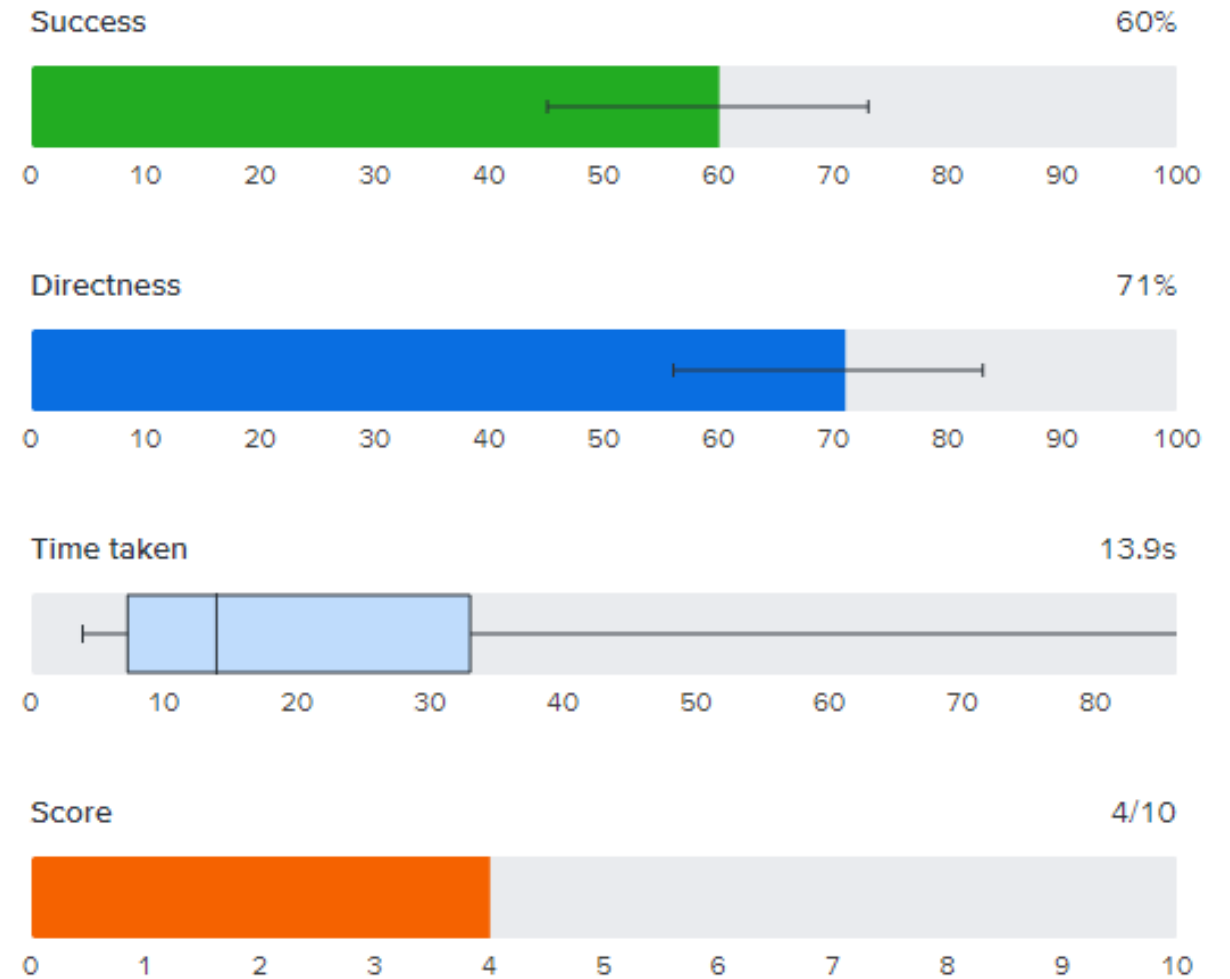
# Task 8 Discussion

- Among weakest results in study—ESL options are relatively hidden.
- **Recommendations:** If program is a focus, consider listing alongside high-school programs, GED, etc., in “Academics” dropdown.



# Task 9 Results

**Task:** Where would you go to find information about training for new skills or a better job?



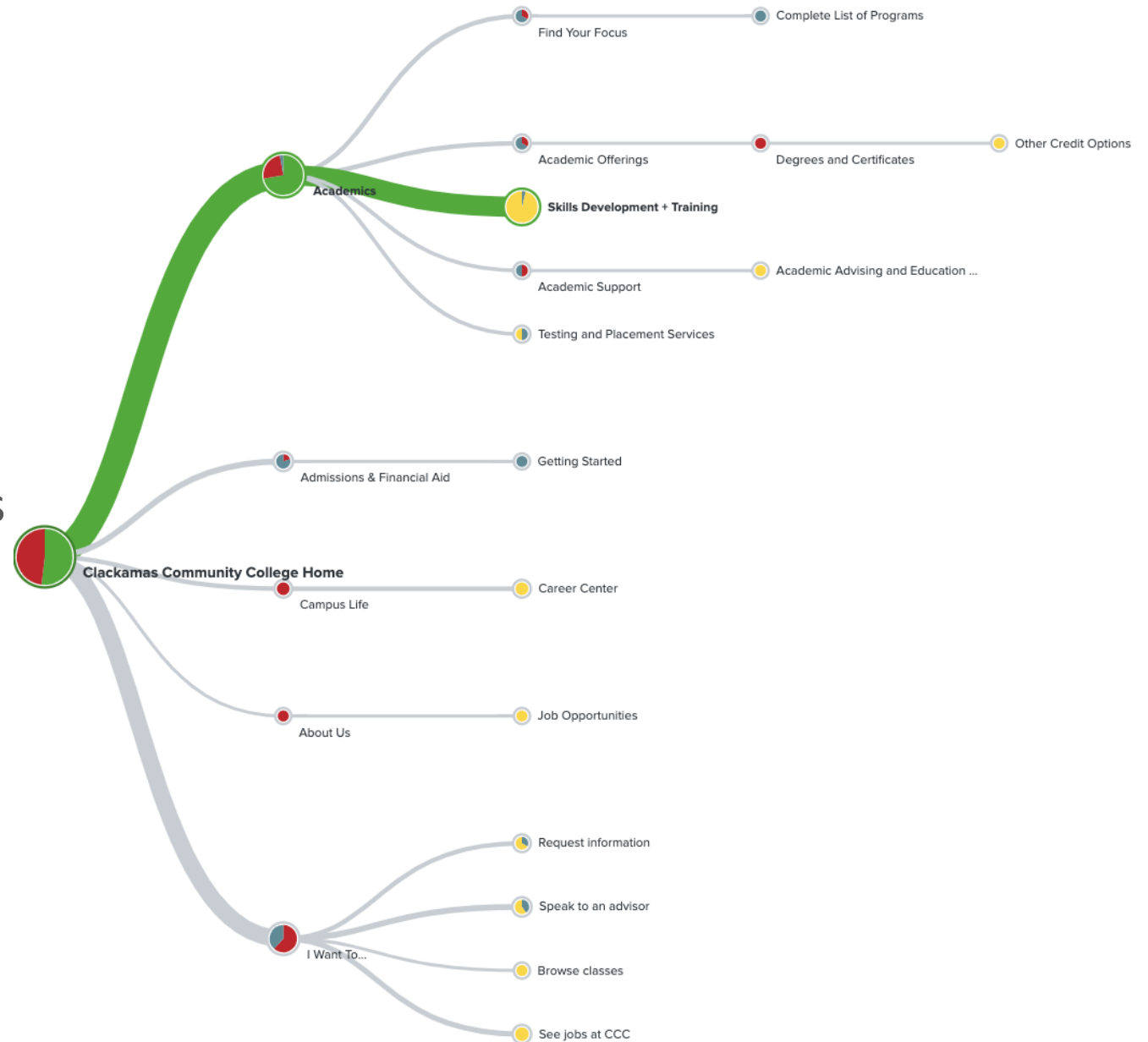
# Task 9 Clicks

9. Where would you go to find information about training for new skills or a better job?

Label	Visited first	Visited during
<b>Academics</b>	<b>55%</b>	<b>69%</b>
Admissions & Financial Aid	2%	10%
Campus Life	5%	7%
About Us	2%	2%
I Want To...	36%	36%

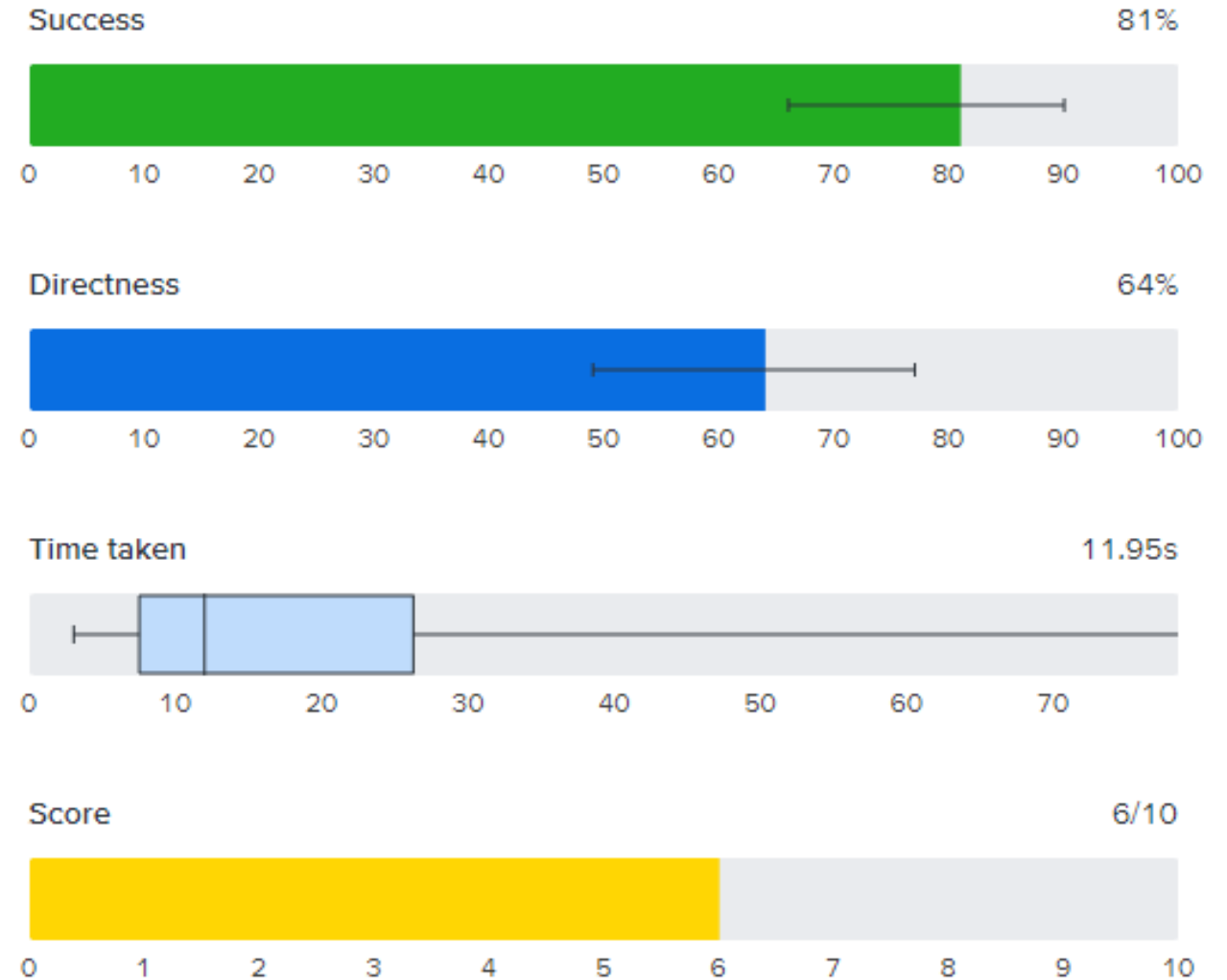
# Task 9 Discussion

- Mixed results—slightly more users resort to “I Want to...” menu, suggesting confusion.
- CCC team suggests that job-skills programs are diffused across various pages.
- **Recommendations:** Consider building up central home for job-skills programs and perhaps relabeling link.



# Task 10 Results

**Task:** ¿Dónde buscarías información en español? (Where would you look for information in Spanish?)



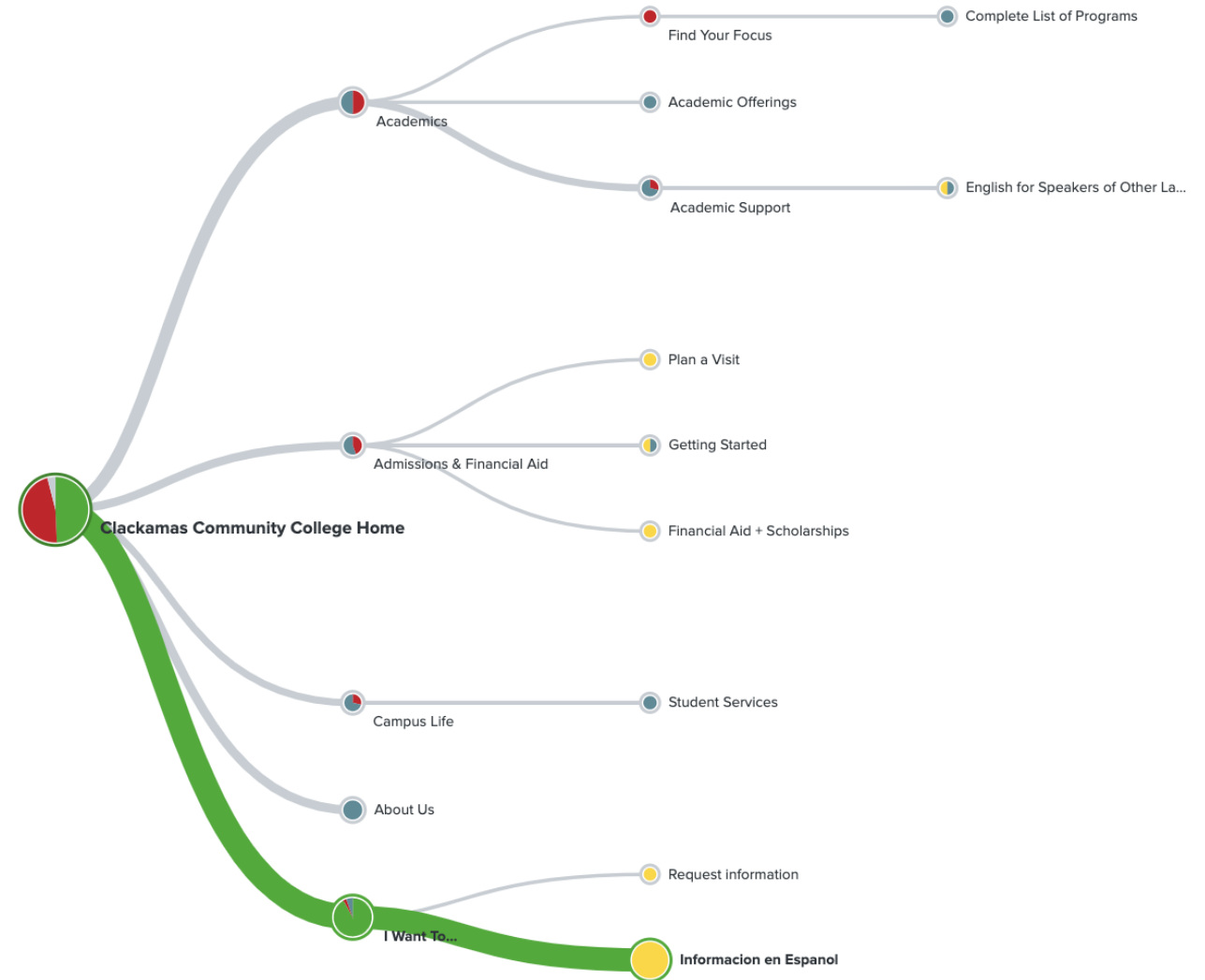
# Task 10 Clicks

10. ¿Dónde buscarías información en español? (Where would you look for information in Spanish?)

Label	Visited first	Visited during
Academics	19%	26%
Admissions & Financial Aid	10%	19%
Campus Life	0%	12%
About Us	10%	17%
<b>I Want To...</b>	<b>55%</b>	<b>83%</b>

# Task 10 Discussion

- Decent results—users may have noticed path when completing other tasks.
- Lots of discovery discussion about highlighting translated info.
- **Recommendations:** Consider foregrounding translation options and/or Spanish-language content in global navigation.



# User Experience Audit

First impressions & user engagement on key pages

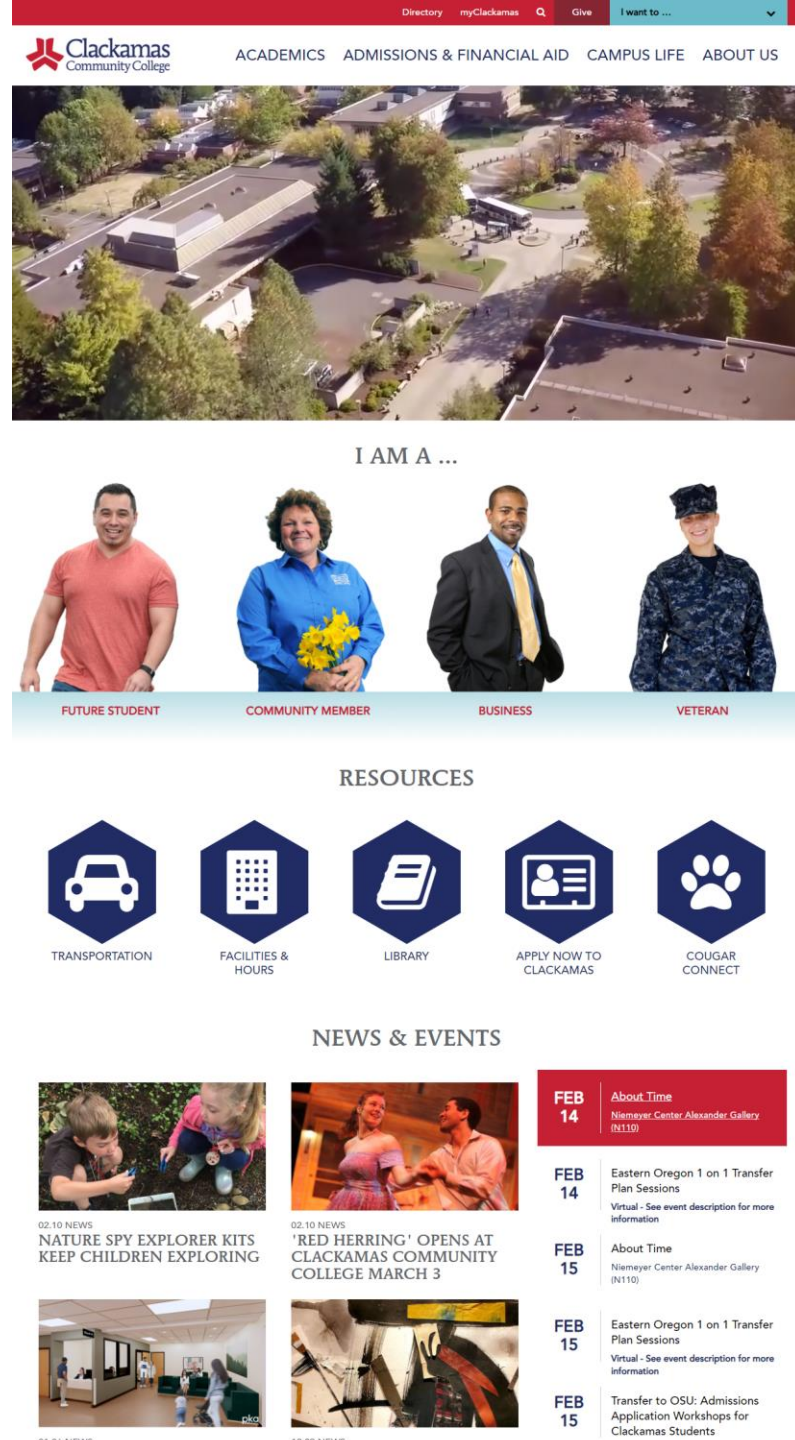
# Homepage: Desktop

## What works:

- Modular layout with clear purpose for each block
- Concise global navigation

## What needs work:

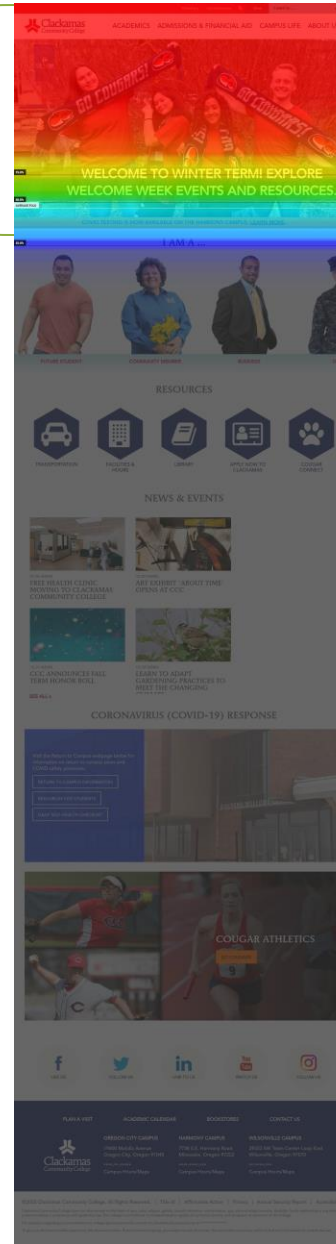
- Main menu (especially “Academics”)
- Strategy and destinations for “I Am A...” block
- Clear entry points for range of programs (credit and non)



# Homepage Engagement: Scroll Depth

**Caveat:** HotJar maps reset every 2,000 views. Longer-term data on home page engagement would be useful.

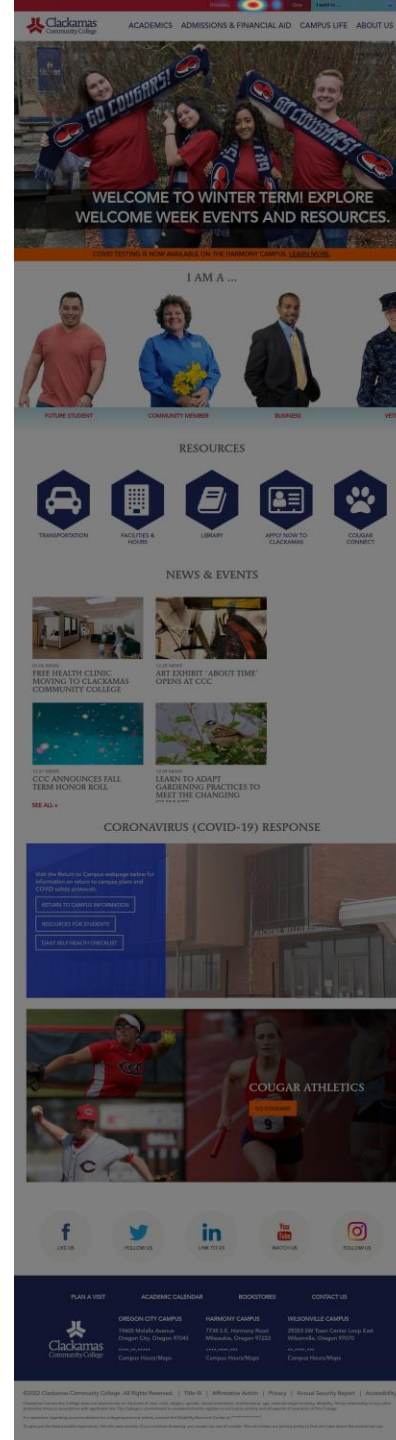
SEEN



NOT  
SEEN

# Homepage Engagement: Clicks

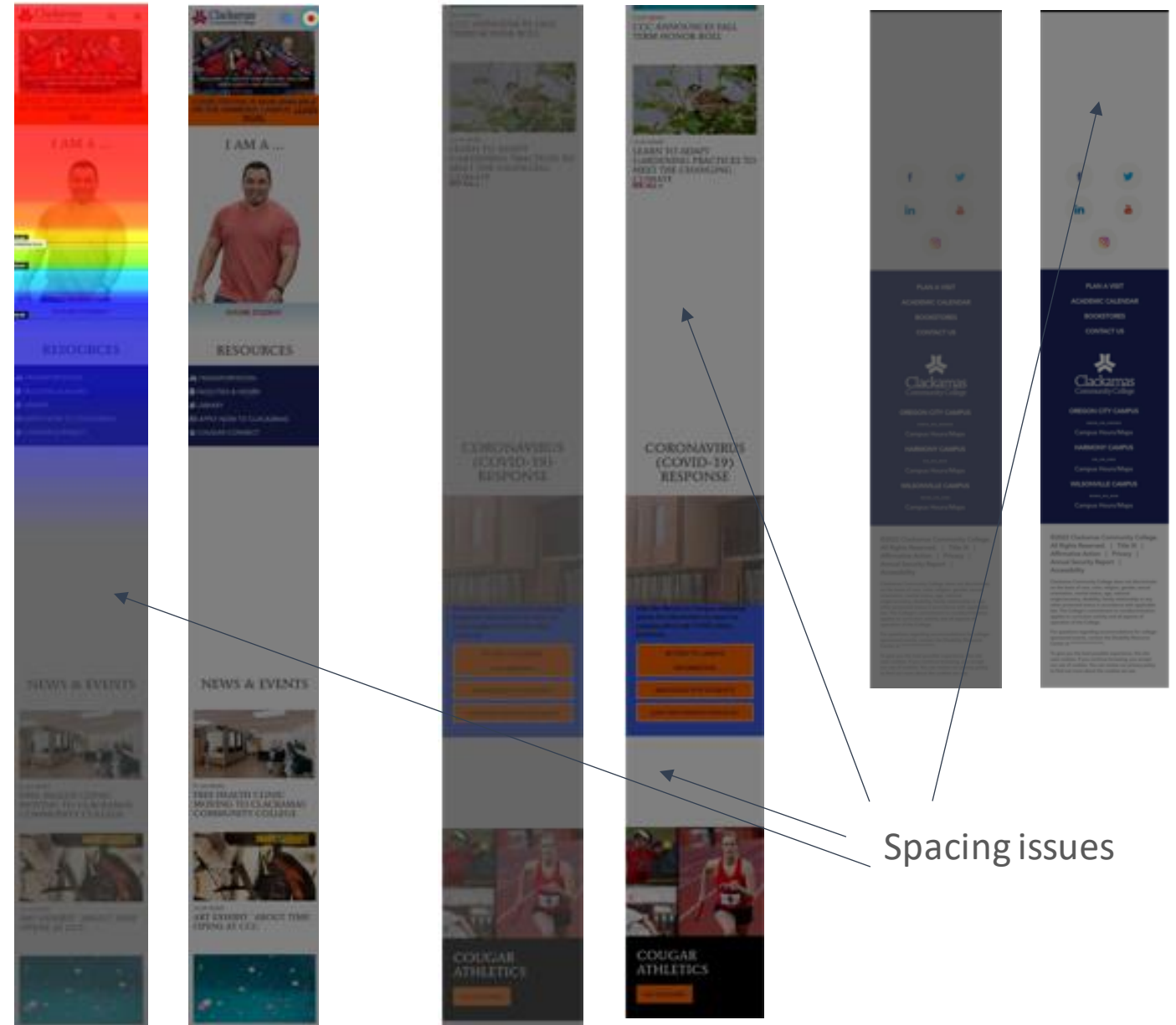
- Clear value for select utility links (e.g., “myClackamas”)



Item	Clicks	%
1 myClackamas	957	76.19%
2 Search	51	4.06%
3 I want to... (button)	43	3.42%
4 Directory	16	1.27%
5 I want to.... (arrow)	15	1.19%
6 Hero banner	15	1.19%
7 Return to Campus	10	0.80%
8 Future Student	8	0.64%
9 COVID Learn More	7	0.56%
10 Community Member	5	0.40%

# Homepage Engagement: Mobile

- Fairly shallow scroll depth
- Clicks centered on “hamburger” menu icon
- Spacing issues on mobile



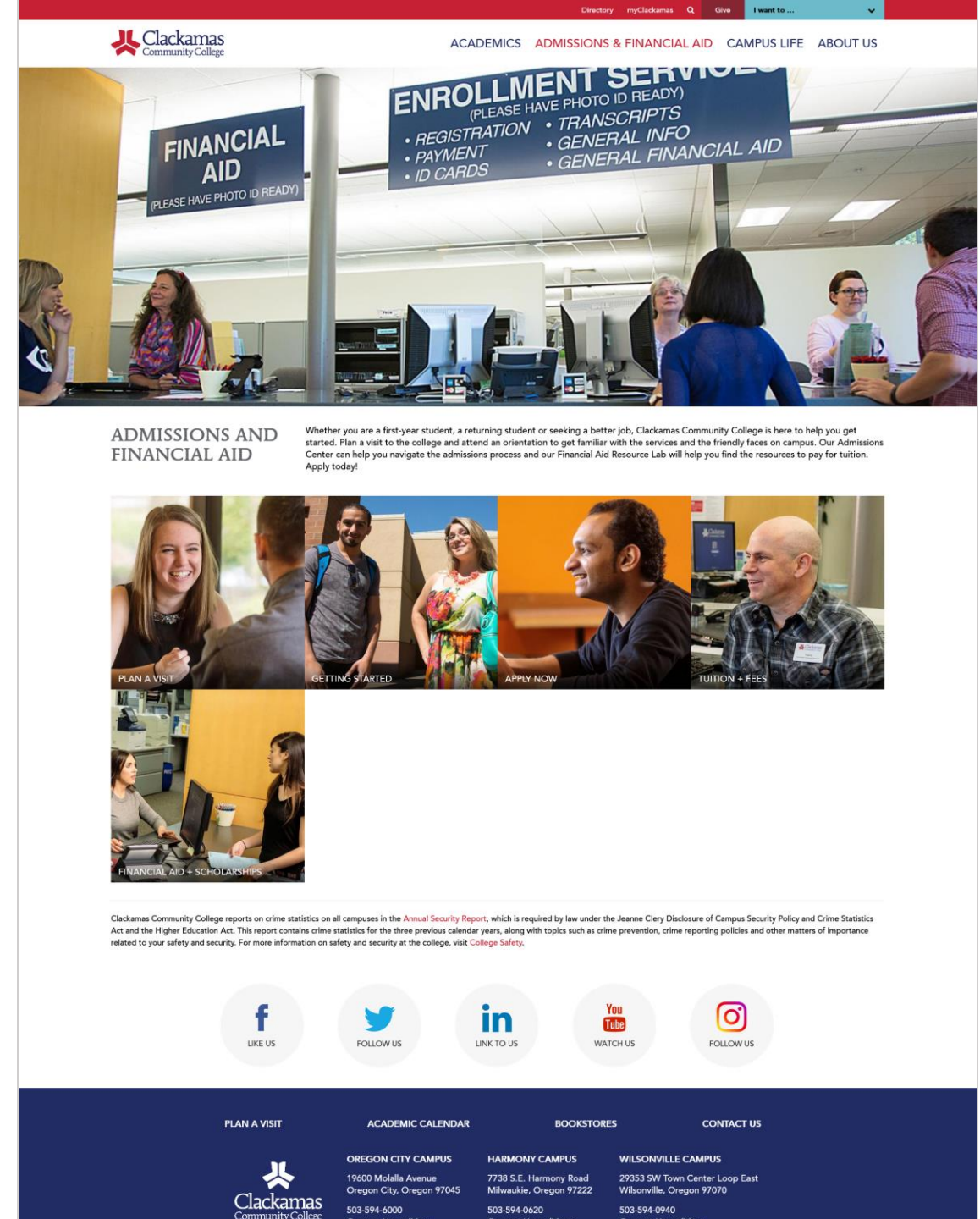
# Admissions & Financial Aid: Desktop

## What works:

- Landing page provides guide to section (could vary emphasis—e.g. foreground “Getting Started”)

## What needs work:

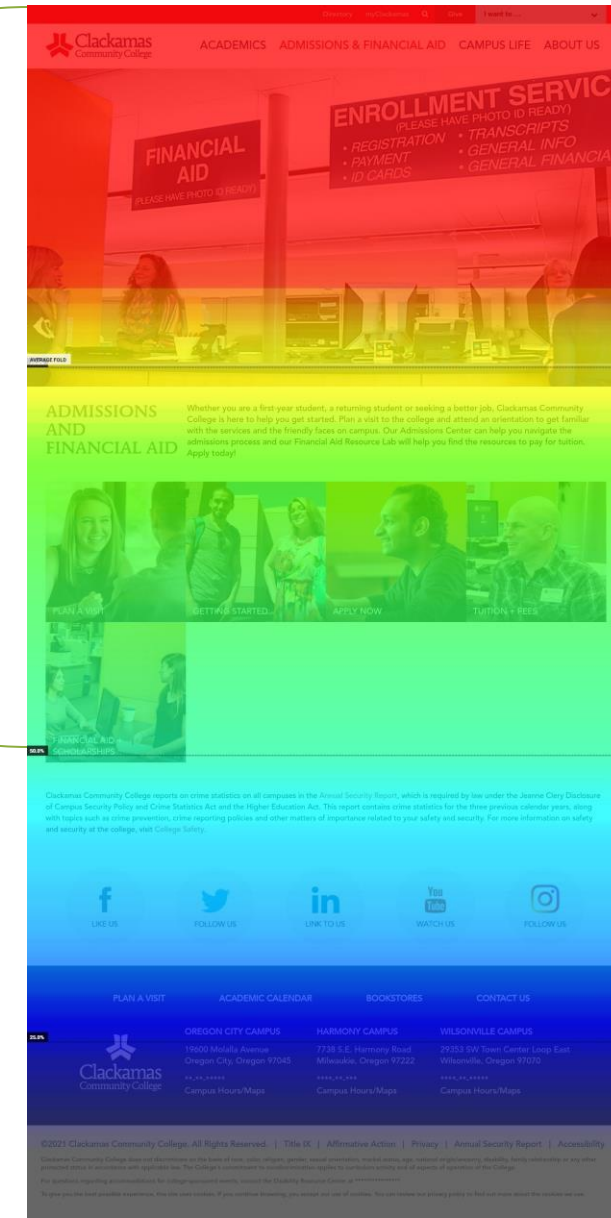
- Big hero images submerge content
- More layout options to prioritize content, present steps in sequence



# Admissions/Aid Engagement: Scroll Depth

- Much deeper scrolls here (could come from longer data window)
- Users seeing section guide

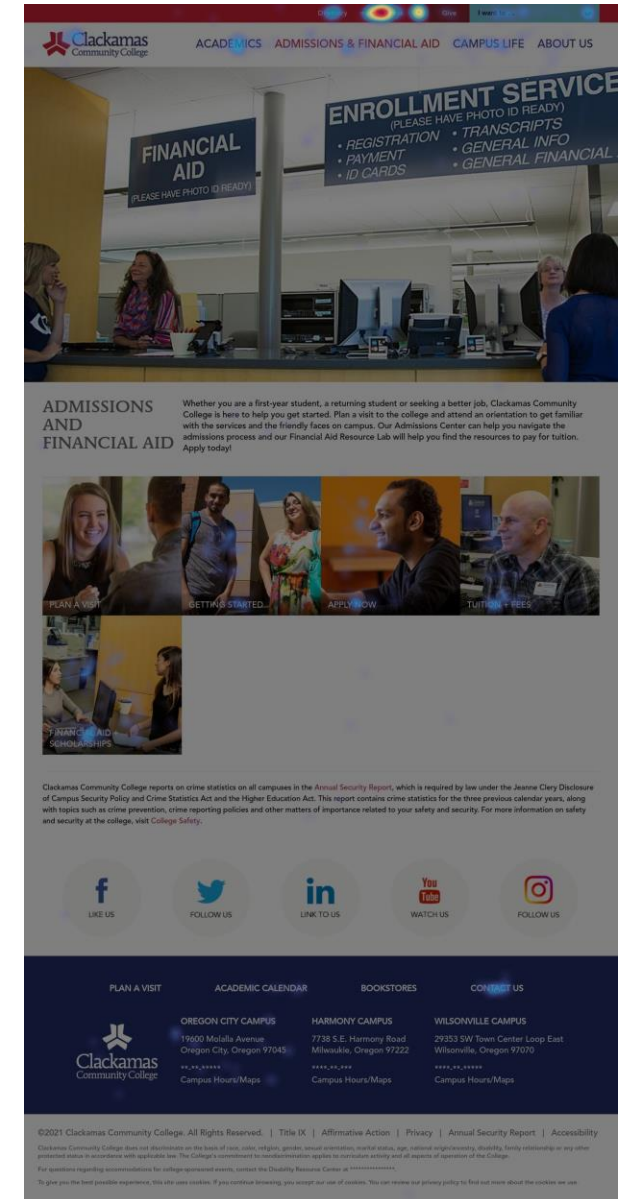
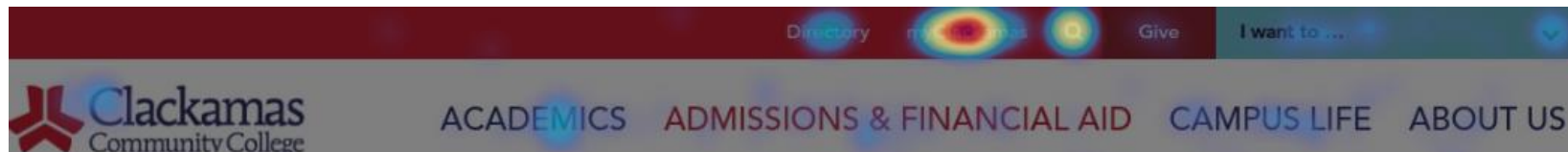
SEEN



NOT SEEN

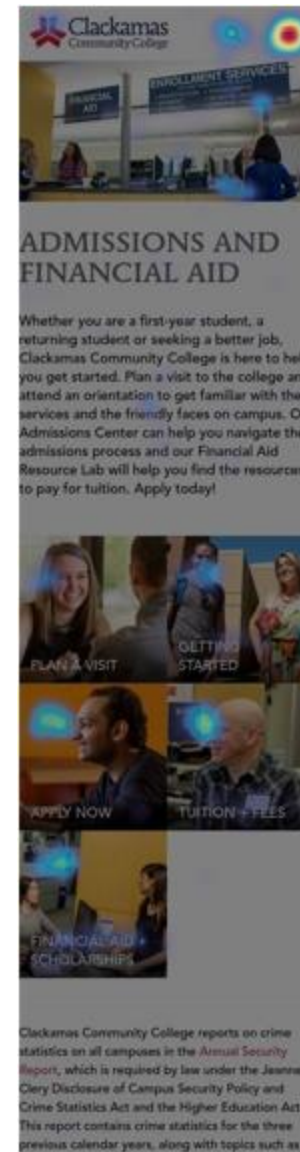
# Admissions/Aid Engagement: Clicks

- Clicks to “Admissions & Aid”—this page—suggest potential confusion



# Admissions/Aid Engagement: Mobile

- Deeper scrolls and engagement with section-guide cards



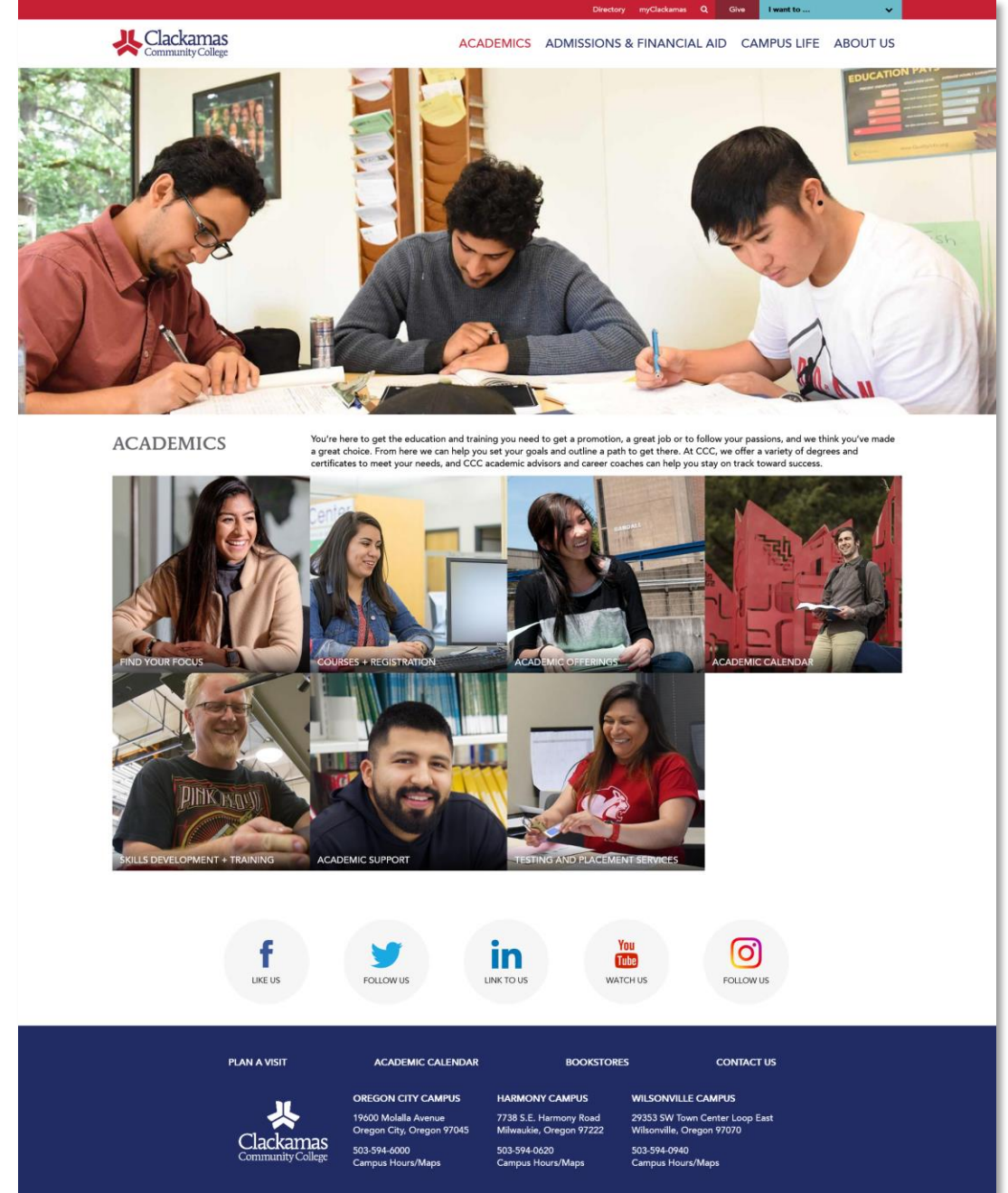
# Academics: Desktop

## What works:

- Landing page provides guide to section (could vary emphasis to foreground most-used pages)

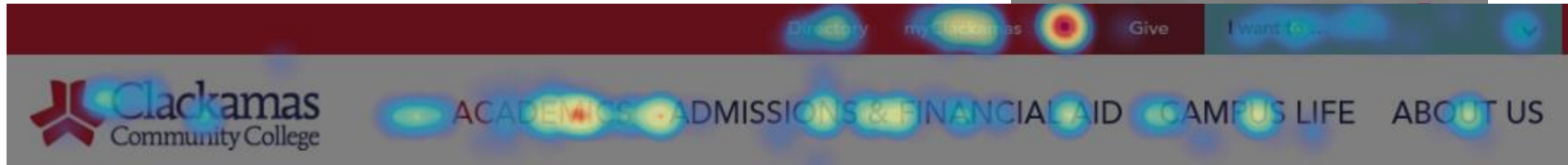
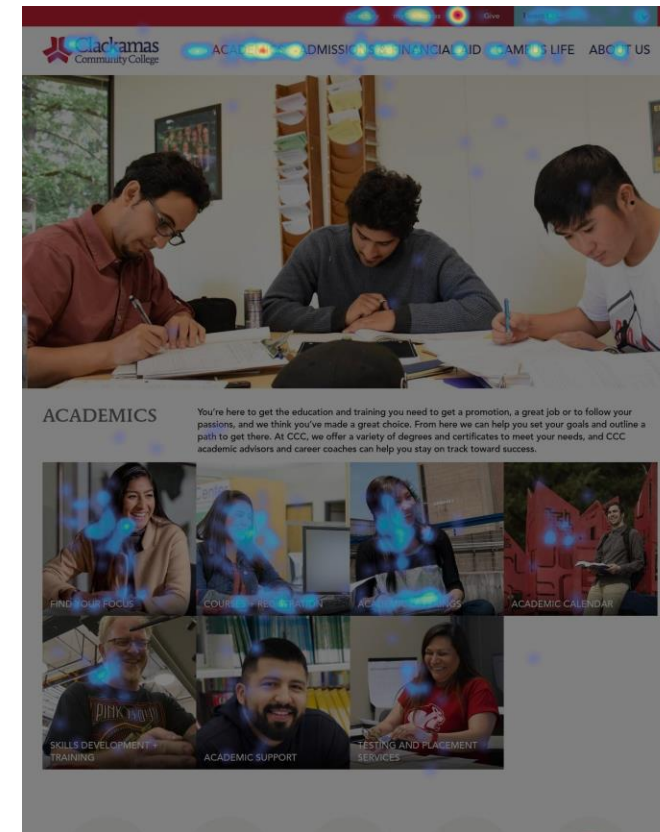
## What needs work:

- Expand content to showcase and route to various program options
- Update to reflect any changes to Academics dropdown menu



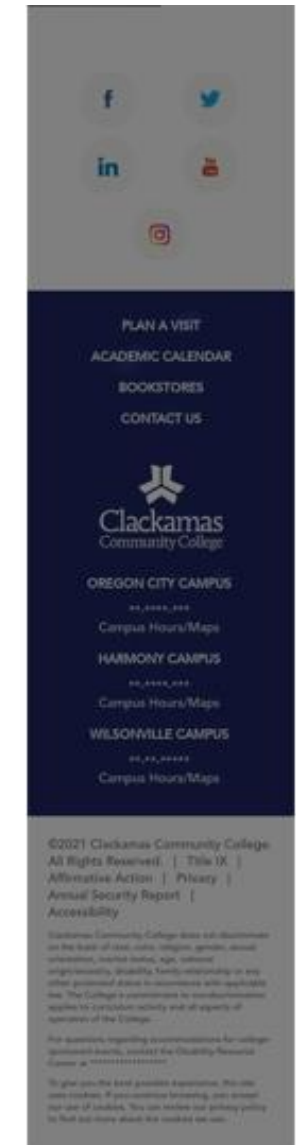
# Academics Engagement: Clicks

- Here again, clicks to “Academics” suggest potential confusion



# Academics Engagement: Mobile

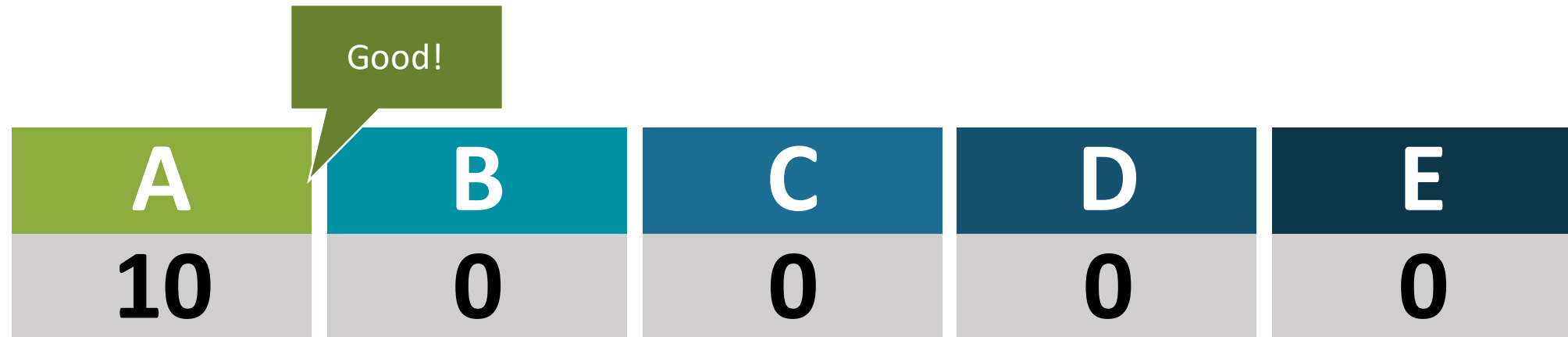
- Deeper scrolls and engagement with section-guide cards



# Content Audit

High-level assessment of content quality

# Readability of Sampled Pages





# Competitor Review



# Competitor Review

Competitor	Program Finder	Audience Navigation	Related Programs	Site Search
Clackamas Community College <a href="https://www.clackamas.edu/">https://www.clackamas.edu/</a>	Academics   Find Your Focus, scroll to bottom CTA Explore Programs for full list; filter/search tool	Yes - myClackamas – link from top navigation	4 tiles of “Other Programs” listed at bottom of page	Custom search but no features
Portland Community College <a href="https://www.pcc.edu/">https://www.pcc.edu/</a>	Programs, A to Z listing with filtering options - but no search tool	Yes - myPCC – link from top navigation	Info box lower right corner of page with links to a few related programs and to all programs	No features
Mt. Hood Community College <a href="https://www.mhcc.edu/">https://www.mhcc.edu/</a>	Academics & Training   Programs and Majors, A to Z listing with filtering options – but no search tool	Yes - MyMHCC – link from top navigation	None listed	No features, very slow-loading results
Chemetka Community College <a href="https://www.chemeketa.edu/">https://www.chemeketa.edu/</a>	Programs & Classes   Degrees? Pathways? Certificates? – no filtering/search options	Yes - My Chemetka – link to login from top navigation	None listed	Google enhanced, sort by relevance or date

# Page Speed Comparison

# Clackamas Community College Page Speed



Performance

Values are estimated and may vary. The [performance score is calculated](#) directly from these metrics. [See calculator.](#)

▲ 0–49    ■ 50–89    ● 90–100

## Mobile Page Speed

**3.3 seconds** – First text/image painted  
**5.4 seconds** – Contents are visibly populated  
**11.7 seconds** – Page is fully interactive  
**15.0 seconds** – Largest text/image painted



Performance

Values are estimated and may vary. The [performance score is calculated](#) directly from these metrics. [See calculator.](#)

▲ 0–49    ■ 50–89    ● 90–100

## Desktop Page Speed

**0.8 seconds** – First text/image painted  
**2.1 seconds** – Contents are visibly populated  
**4.1 seconds** – Page is fully interactive  
**3.3 seconds** – Largest text/image painted

# Portland Community College Page Speed

<https://www.pcc.edu/>



Performance

Values are estimated and may vary. The [performance score is calculated](#) directly from these metrics. [See calculator.](#)

▲ 0–49    ■ 50–89    ● 90–100

Desktop →  
← Mobile



Performance

Values are estimated and may vary. The [performance score is calculated](#) directly from these metrics. [See calculator.](#)

▲ 0–49    ■ 50–89    ● 90–100



# Mt. Hood Community College Page Speed

<https://www.mhcc.edu/>



Performance

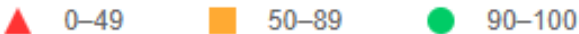
Desktop →  
← Mobile



Performance

Values are estimated and may vary. The [performance score is calculated](#) directly from these metrics. [See calculator.](#)

Values are estimated and may vary. The [performance score is calculated](#) directly from these metrics. [See calculator.](#)



# Chemetka Community College Page Speed

<https://www.chemeketa.edu/>



Performance

Desktop →  
← Mobile



Performance

Values are estimated and may vary. The [performance score is calculated](#) directly from these metrics. [See calculator.](#)

▲ 0–49    ■ 50–89    ● 90–100

Values are estimated and may vary. The [performance score is calculated](#) directly from these metrics. [See calculator.](#)

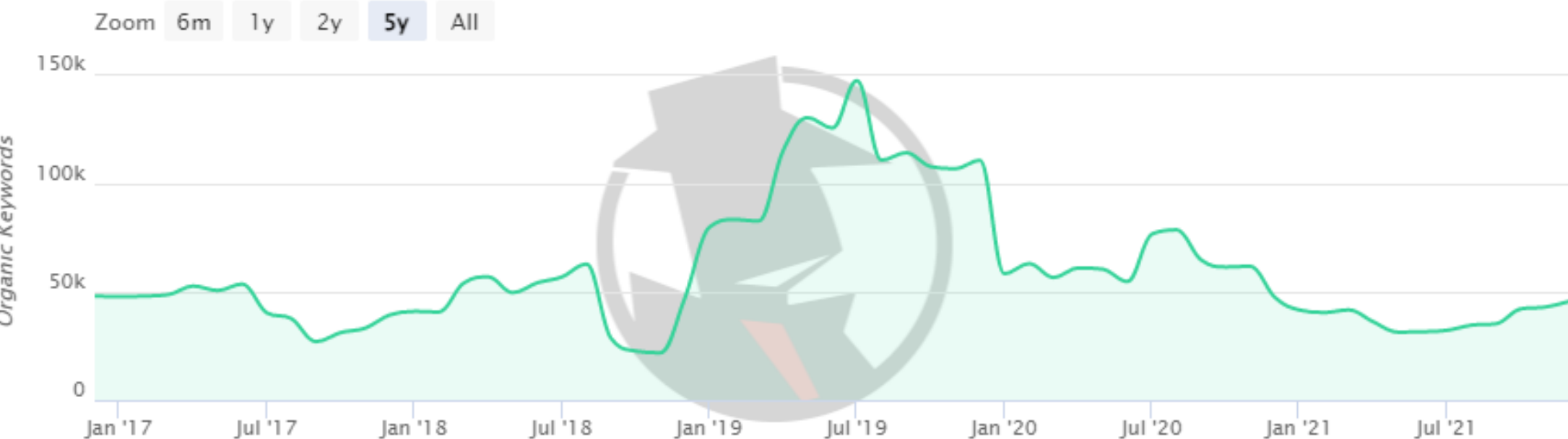
▲ 0–49    ■ 50–89    ● 90–100



# Keyword Comparison

# Clackamas Comm College

## 5-Year Organic Search Overview

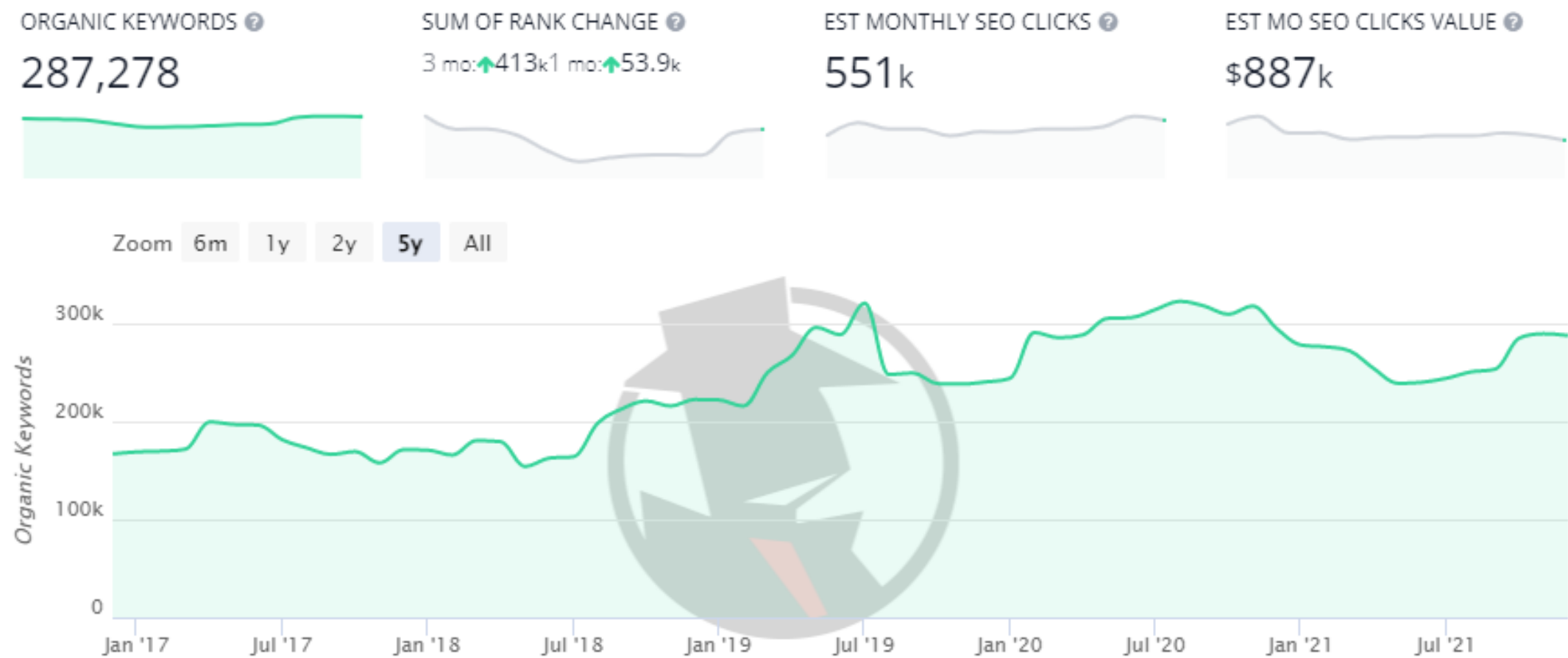


# Clackamas Comm College Top Organic Keywords

Keyword	Volume	CPC (B)	Monthly Cost (B)	Paid Clicks	Mobile Searches	Ads
<b>ccc</b> <a href="https://www.clackamas.edu/">https://www.clackamas.edu/</a>	60.9k	\$0.65	\$1,655	1.17%	31.1%	0
<b>clackamas community college</b> <a href="https://www.clackamas.edu/">https://www.clackamas.edu/</a>	12.3k	\$0.44	\$0.60	6.13%	31.8%	1
<b>apa citation generator</b> <a href="https://libguides.clackamas.edu/citing/citations">https://libguides.clackamas.edu/citing/citations</a>	526k	\$0.78	\$964	0.21%	7.59%	0
<b>fact check</b> <a href="https://libguides.clackamas.edu/c.php?g=652128...">https://libguides.clackamas.edu/c.php?g=652128...</a>	114k	\$0.34	\$351	15.8%	59.4%	10
<b>clackamas</b> <a href="https://www.clackamas.edu/">https://www.clackamas.edu/</a>	5.7k	\$0.93	\$221	3.74%	44.2%	0
<b>apa citation machine</b> <a href="https://libguides.clackamas.edu/citing/citations">https://libguides.clackamas.edu/citing/citations</a>	321k	\$1.80	\$0.26	0.08%	7.54%	0
<b>acc self service</b> <a href="https://www.clackamas.edu/docs/default-source...">https://www.clackamas.edu/docs/default-source...</a>	29.9k	-	-	0.09%	24.1%	0
<b>moodle ccc</b> <a href="https://www.clackamas.edu/academics/courses-...">https://www.clackamas.edu/academics/courses-...</a>	3.9k	-	-	0.36%	21%	0
<b>elc</b> <a href="https://www.clackamas.edu/campus-life/campu...">https://www.clackamas.edu/campus-life/campu...</a>	85.3k	\$0.78	\$159	0.11%	12.5%	0
<b>clackamas county</b> <a href="https://www.clackamas.edu/">https://www.clackamas.edu/</a>	8.1k	\$0.34	\$72.30	1.34%	46.3%	0



# Portland Comm College 5-Year Organic Search Overview



# Portland Comm College Top Organic Keywords

Keyword	Volume	CPC (B)	Monthly Cost (B)	Paid Clicks	Mobile Searches	Ads
<b>google docs</b> <a href="https://www.pcc.edu/instructional-support/acce...">https://www.pcc.edu/instructional-support/acce...</a>	20.1M	\$0.13	\$116	0.43%	8.57%	0
<b>google drive</b> <a href="https://www.pcc.edu/help-desk/desire2learn/usi...">https://www.pcc.edu/help-desk/desire2learn/usi...</a>	12.9M	\$0.47	\$1,103	0.77%	9.99%	0
<b>pcc</b> <a href="https://www.pcc.edu/">https://www.pcc.edu/</a>	89.6k	\$1.15	\$517	0.7%	25.5%	0
<b>google doc</b> <a href="https://www.pcc.edu/instructional-support/acce...">https://www.pcc.edu/instructional-support/acce...</a>	625k	\$0.29	\$73.80	0.37%	9.31%	0
<b>google scholar</b> <a href="https://www.pcc.edu/library/research/google-sc...">https://www.pcc.edu/library/research/google-sc...</a>	5.01M	\$1.54	\$86.08	0.08%	10.1%	0
<b>googledocs</b> <a href="https://www.pcc.edu/instructional-support/acce...">https://www.pcc.edu/instructional-support/acce...</a>	578k	\$39.51	\$39.95	0.36%	8.1%	0
<b>mypcc</b> <a href="https://my.pcc.edu/">https://my.pcc.edu/</a>	42.7k	-	\$0.00	0.1%	21%	0
<b>portland community college</b> <a href="https://www.pcc.edu/">https://www.pcc.edu/</a>	19.1k	\$2.77	\$6.00	0.82%	28.5%	0
<b>ged online</b> <a href="https://www.pcc.edu/ged/online/">https://www.pcc.edu/ged/online/</a>	190k	\$2.29	\$8,936	41.9%	62%	12
<b>d2l</b> <a href="https://online.pcc.edu/">https://online.pcc.edu/</a>	563k	\$1.29	\$198	0.32%	16.8%	0

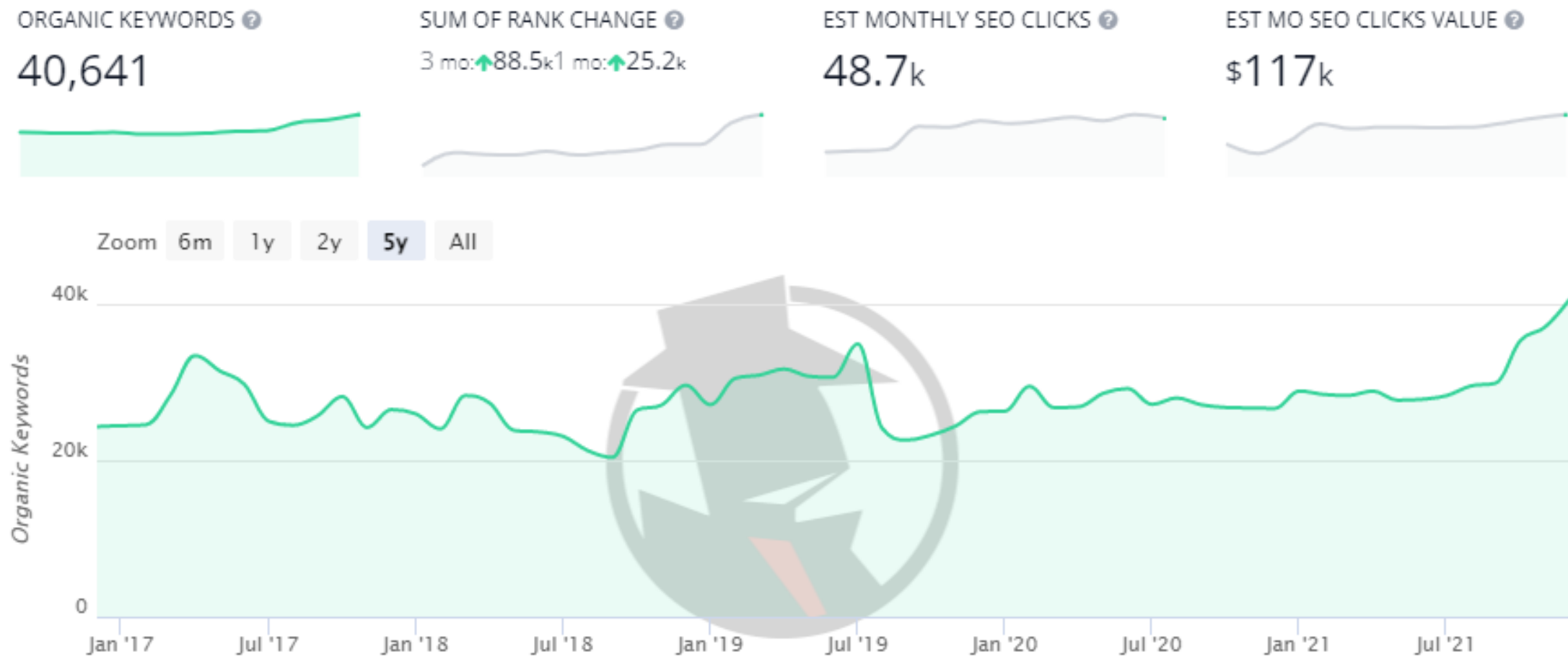


# Portland Comm College Top Paid Keywords

Keyword	Volume	CPC (B)	Monthly Cost (B)	Ads	Paid Clicks	Mobile Searches
<a href="#">art careers</a>	2.6k	\$2.09	\$1,100	7	3.12%	43%
<a href="#">entrepreneur articles</a>	1k	\$1.65	\$7.50	5	8.47%	9.18%
<a href="#">pcc art classes</a>	750	-	-	5	2.13%	26.6%
<a href="#">entrepreneurship pdf</a>	630	\$1.45	\$3.90	7	2.86%	10.4%
<a href="#">summer engineering programs for high sc...</a>	600	-	-	4	7.69%	14.1%
<a href="#">art career</a>	600	\$1.19	\$578	6	-	70.5%
<a href="#">unc charlotte engineering</a>	500	-	-	3	-	39.1%
<a href="#">floral design certificate program near me</a>	420	-	-	10	-	68%
<a href="#">careers in art and design</a>	420	\$1.66	\$51.00	10	-	73.7%
<a href="#">ucla emt course</a>	360	-	-	3	4.17%	18.5%



# Mt. Hood Comm College 5-Year Organic Search Overview

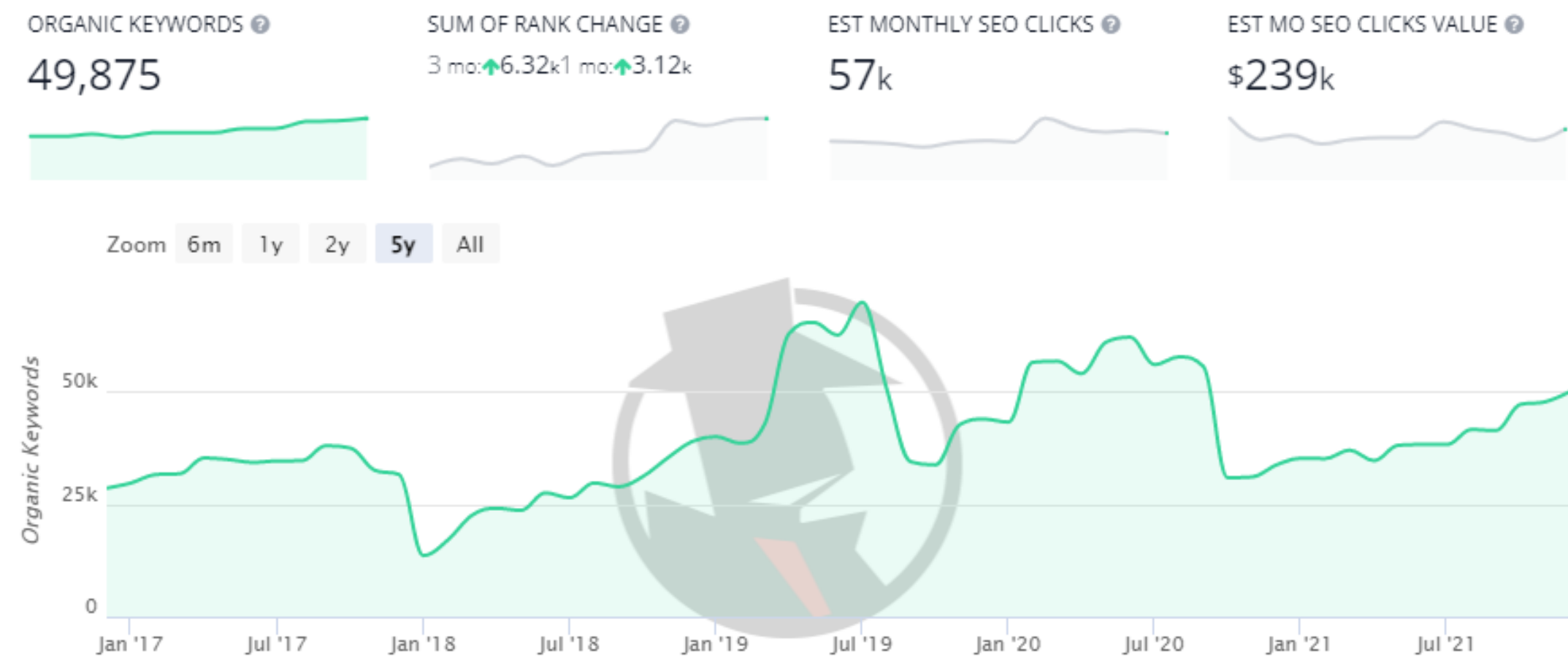


# Mt. Hood Comm College Top Organic Keywords

Keyword	Volume	CPC (B)	Monthly Cost (B)	Paid Clicks	Mobile Searches	Ads
<b>mhcc</b> <a href="https://www.mhcc.edu/">https://www.mhcc.edu/</a>	10.1k	\$0.37	\$9.60	3.17%	34.7%	0
<b>mt hood community college</b> <a href="https://www.mhcc.edu/">https://www.mhcc.edu/</a>	8.2k	\$0.48	\$29.40	4.3%	39%	0
<b>microsoft office download</b> <a href="https://www.mhcc.edu/OfficeInstall/">https://www.mhcc.edu/OfficeInstall/</a>	31.6k	\$2.06	\$15,806	30.7%	10.8%	10
<b>mt hood</b> <a href="https://www.mhcc.edu/">https://www.mhcc.edu/</a>	68.5k	\$0.60	\$305	3.62%	53.3%	0
<b>mt</b> <a href="https://www.mhcc.edu/">https://www.mhcc.edu/</a>	48.3k	\$1.21	\$8,710	1.11%	43.6%	1
<b>microsoft office free download</b> <a href="https://www.mhcc.edu/OfficeInstall/">https://www.mhcc.edu/OfficeInstall/</a>	26.8k	\$1.15	\$1,157	12.8%	15.1%	12
<b>mymhcc</b> <a href="http://my.mhcc.edu/">http://my.mhcc.edu/</a>	3.8k	-	-	0.47%	40.2%	0
<b>mount hood community college</b> <a href="https://www.mhcc.edu/">https://www.mhcc.edu/</a>	3.4k	\$1.69	\$5.90	1.72%	53.4%	0
<b>mhcc login</b> <a href="https://www.mhcc.edu/">https://www.mhcc.edu/</a>	2.8k	-	-	0.52%	26.5%	0
<b>wgu</b> <a href="https://www.mhcc.edu/WGUMOU/">https://www.mhcc.edu/WGUMOU/</a>	129k	\$0.93	\$15,978	17.5%	32.9%	2



# Chemetka Comm College 5-Year Organic Search Overview



# Chemetka Comm College Top Organic Keywords

Keyword	Volume	CPC (B)	Monthly Cost (B)	Paid Clicks	Mobile Searches	Ads
<b>college board</b> <a href="https://www.chemeketa.edu/media/content-ass...">https://www.chemeketa.edu/media/content-ass...</a>	1.73M	\$0.25	\$47,665	11.1%	17.6%	1
<b>chemeketa community college</b> <a href="https://www.chemeketa.edu/">https://www.chemeketa.edu/</a>	25.1k	\$1.38	\$20.70	0.75%	37.2%	1
<b>my chemeketa</b> <a href="https://www.chemeketa.edu/">https://www.chemeketa.edu/</a>	23.8k	\$0.23	\$0.00	0.11%	22.7%	1
<b>chemeketa</b> <a href="https://www.chemeketa.edu/">https://www.chemeketa.edu/</a>	11.4k	\$0.26	\$0.30	0.74%	36.2%	1
<b>ged</b> <a href="https://www.chemeketa.edu/programs-classes/g...">https://www.chemeketa.edu/programs-classes/g...</a>	634k	\$1.86	\$1,343	6.48%	32.4%	9
<b>purdue owl</b> <a href="https://elearn.chemeketa.edu/courses/27029/m...">https://elearn.chemeketa.edu/courses/27029/m...</a>	373k	\$2.32	\$1,482	0.24%	9.24%	0
<b>ged test</b> <a href="https://www.chemeketa.edu/students/student-s...">https://www.chemeketa.edu/students/student-s...</a>	81k	\$1.09	\$3,098	15.8%	45.4%	3
<b>myged</b> <a href="https://www.chemeketa.edu/students/student-s...">https://www.chemeketa.edu/students/student-s...</a>	70.8k	\$2.49	\$59.40	6.64%	34.4%	1
<b>mychemeketa</b> <a href="https://my.chemeketa.edu/">https://my.chemeketa.edu/</a>	3.1k	-	-	0.13%	17.7%	1
<b>chemeketa blackboard</b> <a href="https://www.chemeketa.edu/">https://www.chemeketa.edu/</a>	2.9k	-	-	0%	25.8%	0



# Competitor Search Summary

	Clackamas CC	Portland CC	Mt. Hood CC	Chemetka CC
Current Monthly SEO Clicks	45,551	287,278	40,641	49,875
Current Monthly SEO Click Value	\$189,000	\$887,000	\$117,000	\$239,000

Starting Today



# Immediate Next Steps After the Website Audit

- Review QuickHits and develop action plan
- Determine direction for the site, prioritize into phases by impact and difficulty



All of life is a constant  
education.

—Eleanor Roosevelt

Thank you

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