

# Moving the Education Enterprise Forward for Student Success

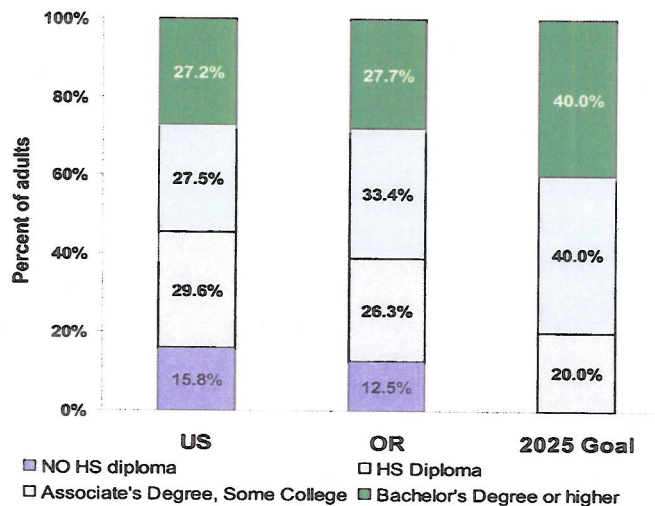
Spring 2008

## The Goal of Educational Attainment for Oregon: 40-40-20

Governor Kulongoski, the Joint Boards of Education and many legislators believe education is key to economic growth by providing the means for every Oregonian to benefit from the state's economic prosperity. Together, they have challenged Oregon with an ambitious goal for educational attainment: by 2025, 40% of Oregonians will have a bachelor's degree or higher, 40% will have an associate's degree or postsecondary credential and 20% will have at least a high school diploma. Every education sector—universities, community colleges, PreK-12 and student financial aid systems—plays a critical role in achieving our collective success.

While Oregon's population has higher educational attainment than the United States as a whole, we are still far from the 40-40-20 goal.

**Educational Attainment of Adults Age 25+  
2005 Estimates Compared to Oregon's 2025 Goal**



Community colleges are the only education sector that can directly influence every aspect of the governor's education goals. Community colleges provide education and preparation to:

- students with skills below the postsecondary level,
- students seeking GEDs and alternative diplomas,
- students pursuing postsecondary credentials such as an associate's degree or professional certification, and
- students enrolled in their first two years of a four-year degree program.



# Community Colleges and Workforce Development Programs Provide Results

1. Are Oregonians prepared for life, work and careers in Oregon?
2. Are more Oregonians ready for postsecondary education and training?
3. Is Oregon postsecondary education affordable?
4. Do more Oregonians have certificates and degrees?
5. Are Oregon's people, communities, employers and economy benefiting?

## How CCWD and Local Colleges Measure Results and Effectiveness Across the State

### The 4 As — Developed Statewide in 2001

#### Accessible

- Open-door admissions policy - nobody gets left behind
- Helping qualified HS students earn college credit while still in HS
- Being good partners with public/private universities to expand access to bachelor degree programs in un-served areas
- Allowing college students to co-enroll in community colleges and four-year institutions
- Providing educational access to all of Oregon through distance delivery courses
- Committed to educational access from rural communities

#### Affordable

- Maintaining lowest tuition rate in the state for postsecondary education

#### Accountable

- Conducting enrollment audits of colleges to ensure accountability for state dollars
- Maintaining strong local governance to assure accountability to local communities
- Annually assessing our progress in key performance areas

#### Adaptable

- Anticipating the job-training needs in Oregon's changing economy
- Continuing to provide flexible, on-site training for large and small employers
- Helping to increase job opportunities in economically distressed areas, rural and urban
- Approving new academic programs quickly for local and state needs
- Flexible education - accelerated programs, weekend/night classes, distance education

### Institutional Effectiveness Measures Developed by Community Colleges

#### Progress

- Course/Level Completion
- Skill Attainment
- Satisfactory Grace Progress
- Progress Toward Degree
- Persistence/Retention

#### Transfer/Transition

- Transition to Next Level
- Success at Next Level
- Transfer to 4-Year Institution
- Success at 4-Year Institution

#### Employment

- Employment Rate
- Licensure/Certification
- Wages
- Employer Satisfaction

#### Student Satisfaction

- Satisfaction with Educational Experience
- Satisfaction with Preparation for Job or Further Education

#### Completion

- Degree/Program/Certificate of Completion
- Goal Completion
- Timeliness

## 2007 Legislative Budget Note to CCWD

The nature of the governance structure in our community colleges creates a challenge with respect to relating funding levels to educational outcomes. Community colleges are governed by independent locally elected boards. However, state funds are appropriated to the Department of Community Colleges and Workforce Development, which is not directly responsible for college performance. *The Legislature intends that each community college district governing board shall be responsible for meeting the key performance measures for its respective institution, and communicating the results to the Department, and that the Department shall be responsible for assuring that results of successful programs and best practices are shared among the 17 college districts to maximize the results at each institution; and managing the decision-making for distribution of resources among the institutions to maximize statewide performance, recognize local investment, and reward success.*

### Legislatively Adopted 2007-09 Key Performance Measures (KMPs) Community College Measures

2007-09 KPM #	Legislatively Adopted KPMs for 2007-09	Current Status 2005-07	Target 2008	Target 2009	Target 2010*
1	SUCCESSFUL GED APPLICANTS – Percentage of GED certificate applicants successful	↔	76.7%	77.5%	
7	COMPLETION OF BASIC SKILLS/ESL – Percentage of students enrolled in a basic skills or ESL program who complete successfully	↓	49.9%	50.9%	
8	NURSING COMPLETION – Percentage of students who successfully complete a nursing program	↑	73.0%	73.7%	
9	SBDC BUSINESS START-UPS – Percentage of SBDC pre-venture/start-up entrepreneurs with a completed business plan who start a business	↑	71.4%	72.8%	
10	BITS COMPANY SATISFACTION – Percent of companies ranking training they received through community college Business and Industry Training System (BITS) as good or better	↑	95.0%	95.0%	
11	LICENSING/CERTIFICATION RATES – Oregon community college students' pass rate for national licensing tests compared to national pass rates	↑	93.0%	93.0%	
12	PROFESSIONAL TECHNICAL DEGREE/CERTIFICATE COMPLETION – Number of professional-technical degrees and certificates awarded	↔	4,812	5,101	5,407
13	ASSOCIATE DEGREE COMPLETION – Percentage of students in Associates degree programs who obtain an Associates degree	↓	30.6%	31.6%	32.1%
14	STUDENT TRANSFERS TO OUS – Percentage of students attending an Oregon community college during one academic year who transfer to an OUS institution the following academic year	↑	15.0%	15.2%	15.5%
15	PROGRESS OF TRANSFER STUDENTS – Percentage of community college transfer students who demonstrate progress by returning for the second year	↓	80.0%	80.0%	
16	TUITION/FEES – Oregon's rank for college tuition and fees among all western states	↔	8th highest	8th highest	
17	HIGH SCHOOL PARTICIPATION – Number of high school students enrolled in community college credit programs	↑	16,112	16,500	
18	MINORITY ENROLLMENT – Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the total population, by racial/ethnic group. A. African American, B. Asian/Pacific Islander, C. Hispanic/Latino, D. Native American	↑	≥100%	≥100%	

\* The 2010 targets for most KPMs will be negotiated in July 2008. The Ways and Means Subcommittee on Education negotiated 2010 targets with CCWD for three KPMs during the 2007-09 budget hearings.

# Oregon Model for Student Success

Education matters. Tying the aspirational goals of educational attainment of 40-40-20 by 2025 to community college and workforce developmental efforts requires setting near term milestones to track progress. There is a wealth of student performance information at the college and state levels. The Student Success Steering Committee continues its work to identify what we know, and what we need to know, to continue to improve educational attainment for community college students.

**Oregon Model for Students Success --- Framework II**  
Version #2, 3/31/08

**DRAFT**

