

<b>Clackamas Community College</b>
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Code: **GBDA**  
Adopted:

## Mother Friendly Workplace

The College recognizes that a normal and important role for mothers is to have the option and ability to provide for their child by breast feeding or expressing milk in the workplace. The Board directs the President to take measures and develop regulations to ensure that all College employees shall be provided with an adequate location for the expression of milk or breast feeding.

The President shall see that the College makes a reasonable effort to provide a room or other location in close proximity to work areas, other than a restroom, where an employee can breast-feed her child or express milk in privacy. This policy directs the President to include the following in the development of a regulation to ensure the provisions for employees required by this policy.

~~1. Advice of a school nurse or health professional in determining the most reasonable facility accommodation.~~

~~2.1.~~ The plan shall include an accessible, private room with a lock that would allow a mother:

- a. To breast-feed a child brought in during a lunch or other break period;
- b. To pump breast milk to be stored for later use; and
- c. A flexible work schedule in consideration of the requirements of the staff members responsibility.

~~3.2.~~ The room shall include:

- a. Electrical outlets for electric pumps;
- b. Sanitation facilities including a sink close by, for hand washing and the rinsing of containers; and
- c. A sign-up sheet and a sign posting the room as “private during use.”

~~4.3.~~ Time allotted for this activity is not to exceed the normal time allowed for lunch and/or breaks.

The College shall provide the employee a 30-minute rest period to express milk during each four-hour work period, or the major part of a four-hour work period, to be taken by the employee approximately in the middle of the work period.

END OF POLICY

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**Legal Reference(s):**

[ORS 243.650](#)

[ORS 653.077](#)

[ORS 653.256](#)

<b>Clackamas Community College</b>
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Code: **IIBGA**

Adopted: 2/14/96

Orig. Code(s): 721

## Electronic Communication Systems Use

*Includes changes from Rick Sparks-CCC; 4/3/12*

The electronic information resources at the College are to be used in a manner that supports the educational mission of the College. The College, by mission and policy, encourages learning, research, creativity, teaching and the free exchange of ideas in the spirit of openness, sharing, inclusiveness and respect. College administrative regulations contain guidelines establishing measures for the protection, access, responsibility and acceptable use of the College's electronic systems.

END OF POLICY

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### Legal Reference(s):

[ORS 30.765](#)[ORS 133.739](#)[ORS 163.435](#)[ORS 164.345](#)[ORS 164.365](#)[ORS 167.060](#)[ORS 167.065](#)[ORS 167.070](#)[ORS 167.080](#)[ORS 167.087](#)[ORS 167.090](#)[ORS 167.095](#)[ORS Chapter 192](#)[ORS 336.222](#)[ORS 339.250](#)[ORS 339.260](#)[ORS 339.270](#)[ORS 341.290](#)[OAR 581-021-0050](#)[OAR 581-021-0055](#)[OAR 584-020-0040](#)[OAR 584-020-0041](#)

Children's Internet Protection Act, 47 U.S.C. Sections 254 (h) and (l); 47 CFR Section 54.520 (2001).

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2000).

No Child Left Behind Act of 2001, P.L. 107-110, Title II, Section 2441.

**Community College Achievement Compacts**  
**Critical Questions**

**I. COMPACTS: GENERAL QUESTIONS**

**1. What is the purpose and function of achievement compacts?**

The achievement compacts are agreements between the state, as represented by the Oregon Education Investment Board (OEIB), and the governing boards of its education entities for the purpose of setting and achieving targets for student success. In doing so, the achievement compacts encompass several core strategies:

- To align the education system toward achievement of the 40/40/20 goal and college and career readiness;
- To focus and inform state investment and local budget and program decisions to achieve these outcomes; and,
- To showcase best practices and promote collaboration, where successful community college districts share their strategies with those that can benefit from additional guidance and support.

The achievement compacts offer an opportunity to focus the college's efforts and community support around successful practices to increase student success and college and career-ready graduation.

**2. What is the purpose and function of community college achievement compacts relative to state funding? How is funding tied to a compact? How do outcomes relate to funding?**

The OEIB recognizes that resources, including state funding, are a critical element in reaching the state's 40/40/20 Goal.

Each community college's achievement compact will display state and local funding (i.e. property tax revenues) for the prior fiscal year (2010-11), the current fiscal year (2011-12) and the upcoming fiscal year (2012-13). This will help the OEIB and the public understand the relationship between funding levels and student achievement from college to college. It will also help the OEIB identify colleges which are achieving greater outcomes for roughly the same amount of funding (and conversely, where the greater

outcomes might be related to higher funding levels). This can encourage sharing of the best, and most cost-effective, practices to help students achieve.

Both of these purposes can help to connect the state's investment with student learning outcomes, thus making the case to taxpayers for the best use of existing and additional funds for investment in public education.

**3. Is the compact linked to state funding this year and/or in subsequent years?**

Funding for 2012-13 has already been set by the Legislature. Later this year, the Governor will propose a budget for 2013-15 that will take the next step to develop an outcomes-based investment strategy for the state. The OEIB, which will help craft that budget strategy, has not yet made any decisions on how the budget proposal will be linked to the achievement compacts.

Some ideas proposed by the Governor's Oregon Education Investment Team (which preceded the OEIB) include maintaining a sustainable base funding level, with some inflation factor for increased costs, for which funds would continue to be distributed through the Community College Support Fund. Additional investments could be provided to all colleges to support successful strategies to improve particular outcomes. The Oregon Education Investment Team also suggested a third level of funding to support innovative practices in some education districts to strategically improve key outcomes.

The Governor has said many times that education is underfunded at all levels, and that it will take additional state investment for Oregon to meet its 40/40/20 Goal. As the economy recovers and as the state addresses the costs of health care and its prison system – both priorities for the Governor – more of the budget can be reinvested in education. Also, the Governor is committed to bringing the parties together to plan for revenue reform.

**4. Is an achievement compact required for a community college to receive funding through the Community College Support Fund?**

No. Senate Bill 1581 requires that all of the state's education entities enter into annual achievement compacts with the OEIB beginning with the 2012-13 academic year. This requirement is not linked to the receipt of state funds.

**5. How do achievement compacts demonstrate a two-way agreement between OEIB and a community college district?**

The OEIB views achievement compacts as partnership agreements, which represent mutual expectations and responsibilities for the state and its educational institutions. These expectations and responsibilities are captured in the Preamble to all achievement compacts, as follows.

- There is a shared responsibility to implement strategies that will empower Oregonians to engage in the creation of an education system that ensures ALL students will succeed.
- For their part, colleges are expected to collaborate with stakeholders to adopt transformational practices, policies, and budgets that will help students achieve the educational outcomes valued by Oregonians. The compact represents a commitment to ensuring: (1) educator effectiveness, (2) fiscal efficiency, (3) cross-institutional collaboration, (4) continuous learning and improvement, and (5) allocation of resources to ensure equitable achievement for all students.
- For the state's part, the OEIB has defined and accepted the responsibility to (1) build a learning continuum, rather than a collection of disconnected institutional silos, (2) align funding levels with the strategies, and practices necessary to achieve the 40/40/20 Goal, (3) ensure that Oregon's educators are well-prepared and well-supported, (4) remove barriers to local innovation, (5) identify, support, and intervene if necessary with struggling education entities to improve student achievement, (6) research, identify and disseminate best practices, and (7) engage in two-way communication with the public about these efforts.

**6. How do achievement compacts demonstrate an equal commitment from the state to provide necessary resources for the achievement of outcomes at the local college level?**

Linking funding to outcomes will enhance the conversation between colleges and the state about the outcomes that can be expected at given levels of funding. The OEIB hopes to foster two-way accountability when it comes to level of funding and how funds are used to achieve student success.

**7. Are community colleges required to add "Local Priorities" to their compacts?**

No. These are outcome measures that a community college board may choose to add to its achievement compact. When a college board decides to do so, the OEIB will require the college to provide a research-based rationale for its use of a proposed local priority measure and a description of what the use of that measure is intended to accomplish. But these additional measures remain optional for all colleges.

**8. How do the compacts relate to the broad community college mission and priorities that are not included in the achievement compacts?**

The OEIB recognizes that the outcome measures defined in the compacts do not capture all aspects of the educational mission of community colleges. For this reason, the OEIB will continue to work on an outcome measure that represents students' completion of programs of study. This, and possibly other measures, will be added to the compacts in future years.

## **II. PROCESS: DEVELOPMENT OF COMPACTS**

**1. What are the requirements of community college districts in developing their achievement compacts? What is the role and authority of the OEIB?**

The OEIB has defined the outcome measures for the community college compacts and the compacts of the state's other education entities, from K-12 through the university system. The governing board of each entity is required to set targets for its outcome measures for the 2012-13 academic year.

The community college compacts include data for most outcome measures for the prior academic year and the current academic year. OEIB will rely on the Oregon Department of Community Colleges and Workforce Development (CCWD) to populate each college's achievement compact with these data. For the most part, these are data provided by the colleges themselves to CCWD. These data will be shared with each college, and the college will then complete the compact, including the setting of targets for each measure and group of students.

The governing board of the community college district is required to adopt its compact by June 30 of each year.

**2. What should a college do if it appears that the numbers in its compact from the OEIB are incorrect?**

The OEIB will work with CCWD to respond to concerns about material data errors that colleges may encounter in this first round of achievement compacts. The OEIB and CCWD asks that colleges alert them to any such concerns by May 7, and our staffs will work to resolve concerns no later than May 31. Specific instructions will be forwarded to colleges about this process by the end of April.

**3. What are the timelines for adoption of the compacts? Will the OEIB provide a sample timeline for the compact process?**

For the upcoming academic year (2012-13), the timeline for achievement compacts is as follows:

- April 12: The OEIB distributes compacts to all college, after which community college boards complete their compacts as part of their budget adoption processes, ensuring open communications with parents, students, teachers or faculty, employees, exclusive bargaining representatives and community representatives.
- April TBD: OEIB and CCWD host a webcast to brief college staff on data methodology.
- April 12: Data validation process begins
- May 7: Deadline for colleges to request corrections.
- May 31: Deadline for OEIB to complete corrections.
- June TBD: Date by which OEIB will provide guidance to colleges on the progress needed to achieve the "middle 40" of the state's 40/40/20 Goal.
- June 30: Deadline for colleges to complete their compacts.
- July 2: Deadline for colleges to return completed compacts to the OEIB.
- July 31: Deadline for Chief Education Officer to accept achievement compacts and local priority measures.

**4. What does the process look like for setting targets, measures and strategies within achievement compacts?**

The board of education for each community college district is solely responsible for establishing the targets in its achievement compact and adopting the compact itself.

The legislation requires that boards complete their compacts as part of their budget adoption processes, ensuring open communications with parents, students, teachers or faculty, employees, exclusive bargaining representatives and community representatives for the purpose of discussing the outcome measures and targets contained in the compacts. At a minimum, boards should hold at least one public hearing on the achievement compacts, which can be done in conjunction with a public hearing on their proposed budgets for 2012-13.

The strategies that a board adopts to achieve its targets are not required to be described in its compact, but the OEIB looks forward to ongoing communications about strategies with all colleges.

**5. What is the role of the community college's budget committee in the adoption of the achievement compacts?**

SB 1581 requires community college boards to enter into achievement compacts as part of the statutory budget process outlined in ORS Chapter 294. The intent is to ensure that the college's budget committee is taking into account the targets and goals set out in the achievement compact as they discuss and make recommendations related to the budget. It also provides an opportunity for transparency and public comment as the budget is developed. The budget committee's role is to help align a college's budget with its compact, but a budget committee does not have the authority to revise or approve a college's compact. The compact must be officially approved by the college's board at the conclusion of the budget process and submitted to the OEIB by July 2, 2012.

We recognize this is an accelerated timeline and know that many community colleges are already engaged in developing a budget that might not completely align with the achievement compacts this year. We understand this will be a first step in engaging board members, budget committee members, faculty, staff, students, and community members in how the budget will relate to the achievement compact in the future. We expect the conversation to develop through the budget process over longer time periods in subsequent years.



**6. Who is the point of contact for community colleges if they have questions or need additional information?**

The OEIB's contact person for questions from community college boards, presidents and their designees is Elizabeth Cox Brand, Ph.D., Communications and Research Director at CCWD, who can be reached by phone at 503-947-2454 or by email at [Elizabeth.coxbrand@state.or.us](mailto:Elizabeth.coxbrand@state.or.us).

**7. Will the OEIB provide a website with resources to assist community colleges through the process?**

Yes. The OEIB's website provides sample achievement compacts and guidance materials on the achievement compacts for all education entities.

Go to:

[http://governor.oregon.gov/Gov/OEIB/OregonEducationInvestmentBoard.shtml#Achievement\\_Compacts](http://governor.oregon.gov/Gov/OEIB/OregonEducationInvestmentBoard.shtml#Achievement_Compacts)

**8. Does the OEIB have authority to reject a community college's achievement compact?**

The OEIB does not have the authority to reject any compact that completes the required target-setting for the outcome measures specified by the OEIB. The purpose of the compacts is to get the governing boards of all education entities in the state, from K-12 through community colleges and the university system, to engage in a common effort to meet the state's educational goals.

**9. What is the role of the Chief Education Officer in the achievement compact process?**

The Chief Education Officer will work with colleges to ensure the targets set establish the progress needed over time to achieve the state's 40/40/20 Goal. The Chief Education Officer, acting on behalf of the OEIB, must acknowledge receipt of the compacts and will notify colleges of the board's acceptance of the local priorities to be included in the compact.

Also, on behalf of the OEIB, the Chief Education Officer may communicate with the local boards about implementation of, and response to, the achievement compacts. To the extent permitted by law (following SB1581), the officer may waive any timelines the OEIB has specified in rules, policies and guidelines. The Chief Education Officer may also

settle any disputes relating to the achievement compacts. Any decision of the Chief Education Officer shall be considered a final decision. There is no appeal process under the temporary rules adopted March 27 by the OEIB.

**10. How will the Chief Education Officer / OEIB evaluate whether the targets a community college sets are appropriate?**

SB 1581 requires that targets reflect the “progress needed” to achieve the 40/40/20 Goal.

The Governor’s Office has contracted with a consulting firm to support colleges, the OEIB, and the Chief Education Officer in setting and evaluating targets. By analyzing longitudinal achievement and demographic data, this work will: (a) estimate the relationship between different indicators (for example, between college credits earned in high school and college completion); (b) on a college-by-college basis, forecast outcomes for future cohorts of students based on current achievement data; and (c) indicate a reasonable path for improvement on key indicators that would achieve the 40/40/20 Goal by 2025.

Upon the completion of this work in late-May, this analysis will be provided to colleges to help inform their discussions about target-setting. This analysis will not produce a single “right” number that college-set targets will be evaluated against, but it will provide a framework for thinking about how to ensure that the targets represent a trajectory towards 40/40/20. In addition, boards are expected to apply local knowledge to determine what is ambitious but achievable. The ultimate judgment of the Chief Education Officer and the OEIB will rely on all of those considerations.

**11. Generally, how are college faculty, staff, and students ensured a meaningful voice in the process?**

SB 1581 invites “state associations, organizations and employee organizations representing educators, administrators, students and governing board members of community colleges and universities” to recommend to the OEIB “processes for collaboration in the development of achievement compacts for their institutions, including professional development opportunities, for the achievement of student success.” The deadline for receiving these recommendations is Sept. 30, 2012.

Following the receipt of these recommendations, the OEIB will develop further guidance for community college boards on collaborative processes to be used in developing and implementing future compacts.

**12. The compacts are said to be “evolving” documents. What does that mean?**

The OEIB strives to be a learning organization. As we together enter the first year of achievement compacts, our experiences may well lead community colleges and college faculty and staff or the OEIB members and staff to suggest changes, either to the compact process or compact itself (such as its measures of student progress or demographic disaggregation). As the achievement compacts to evolve, the OEIB will address changes through public hearings and rulemaking.

**III. OUTCOMES: GENERAL QUESTIONS**

**1. What happens if a community college does not meet their set targets?**

The OEIB has not addressed the issue of what actions it will take if a college does not meet its targets. The Chief Education Officer will review the achievement compacts and could seek to engage with colleges that have proposed targets for achievement that are significantly lower or higher than other colleges.

**2. What mechanisms will be in place to share best practices among community colleges?**

As the OEIB moves forward to make recommendations on strategies for improving educational outcomes, a key consideration will be improving the state's capacity to not only collect data, but to dig into that data and provide a much deeper analysis of what is working across the continuum. The OEIB will examine existing and new strategies for disseminating research and best practices to all educators and communities.

**3. How are the needs of student subgroups and historically under-represented student populations addressed through the compact? Can community colleges add other under-representative populations?**

The community college compacts require colleges to set target numbers and/or percentages for the outcomes measures for students in each of the following under-represented groups and for all of these groups as a whole:

- African American students;
- Hispanic/Latino students;
- Native American or Alaska native students;
- Pacific Islander students;
- Multi-racial or multi-ethnic students;
- Economically disadvantaged students based on Pell Grant eligibility.

Reporting and target-setting for each group individually will ensure that no masking of any achievement gaps occurs. However, to protect the confidentiality of individual students, targets and data will not be required for any group of fewer than six students.

Colleges may add additional under-represented populations to their compacts under the optional "Local Priorities" section.

**EDUCATION ACHIEVEMENT COMPACT**

This Achievement Compact is entered into by the State of Oregon, acting through the Oregon Education Investment Board (OEIB), and \_\_\_\_\_, an education entity, for school year 2012-13.

1. Oregon intends to develop one of the best-educated citizenries in the world. We have established in law the goal that by 2025, 100% of Oregonians will have earned an education degree or certificate that represents attainment of a high-quality education. By 2025, the state will achieve the following (known as the "40/40/20" Goal) for Oregonians : 40 percent of Oregonians will have earned a bachelor's degree or higher; 40 percent will have earned an associate's degree or postsecondary credential as their highest level of educational attainment; and 20 percent will have earned at least a high school diploma, an extended or modified high school diploma, or the equivalent of a high school diploma as their highest level of educational attainment.
2. This compact reflects a shared commitment to ensure all students succeed and that equity is a shared value and goal. This compact recognizes the educational inequalities for our state's communities of color, English language learners, and students in poverty and seeks to create a shared set of goals to correct these disparities and to ensure that the future of Oregon is filled with opportunity for all. 40/40/20 must be achieved equitably, with Oregon's diversity – racial, ethnic, gender, native language, geographic, socioeconomic or disability status – equally well-represented in each level of attainment.
3. Absent a significant change in policy and investment, Oregon cannot reasonably expect to reach our goal of 40/40/20. To achieve the 40/40/20 Goal, it is essential to create a trajectory for all schools, community colleges and universities that represents the progress need to reach this goal.
4. The OEIB believes that in addition to establishing goals for high school and post-secondary completion, the State and education entities should establish goals for outcomes that represent progress for students towards completion and connections throughout the public education system, from pre-kindergarten to a post-graduate degree. Our goal is to ensure that all students are successful participants in the economy and society.
5. The goals established in this Achievement Compact express a shared commitment by the State and the education entity to the progress needed to achieve the 40/40/20 Goal.
6. The indicators measured and data collected from education entities will enable the comparison of outcomes and progress within each education entity and between like education entities (those with similar student populations by demographic and socio-economic criteria) over time, as well as progress toward the 40/40/20 Goal.
7. Having established shared goals for improving student achievement in the coming year and beyond, each party is responsible for implementing strategies that will empower all Oregonians to engage in the creation of an education system that ensures ALL students will succeed. For their part, education entities are expected to collaborate with stakeholders to adopt transformational practices, policies, and budgets that will help students achieve the educational outcomes valued by Oregonians. Through this compact, they commit to ensuring: (1) educator effectiveness, (2) fiscal efficiency, (3) cross-institutional collaboration, (4) continuous learning and improvement, and (5) allocation of resources to ensure equitable achievement for all students.

For its part, the State must (1) build a learning continuum, rather than a collection of disconnected institutional silos, (2) align funding levels with the strategies, and practices necessary to achieve the 40-40-20 Goal, (3) ensure that Oregon's educators are well-prepared and well-supported, (4) remove barriers to local innovation, (5) identify, support, and intervene if necessary with struggling education entities to improve student achievement,, (6) research, identify and disseminate best practices, and (7) engage in two-way communication with the public about these efforts.

8. It is the parties' goal to remove barriers to achieving the desired outcomes and to maximize the flexibility and local autonomy by providing mandate relief to the education entity as it works to progress toward the 40/40/20 Goal. To that end, K-12 districts that are parties to Compacts in 2012-13 will be responsible for following all of the Division 22 standards, but will not be required to file the state's Division 22 reports for that school year

April 12, 2012

To: Presidents and Boards of Education  
Oregon Community College Districts

From: Tim Nesbitt, Manager, Oregon Education Investment Project  
for the Oregon Education Investment Board

Re: Guidance for Completion of Achievement Compacts for 2012-13

The Governor and the Oregon Education Investment Board (OEIB) look forward to working with you, your colleges and your communities to improve teaching and learning, promote student success and achieve the state's new goals for high school and college completion and career readiness for all Oregon students. To these ends, the OEIB has developed achievement compacts to be established with each of your college districts.

In legislation enacted last month, the Legislature directed all K-12 districts, education service districts, community college districts and public universities to enter into annual achievement compacts with the OEIB, beginning with the 2012-13 school year. These compacts are intended to focus funding and strategies at the state and local level on the achievement of our statewide education goals.

The Legislature directed the OEIB to design these compacts with a description of outcomes and measures of progress that capture student completion rates, validations of the knowledge and skills acquired by students and the relevance of such knowledge and skills to the workforce, the economy and society. The OEIB completed this work on March 26. Its compacts reflect the findings and recommendations which the OEIB prepared for the Legislature last December [[See report](#)], the input received from more than 1,100 parents, educators, students and community members at forums around the state and the advice provided by a 26-member committee appointed to advise the OEIB on the development and implementation of the compacts.

Today, we are providing your compacts for the 2012-13 academic year. The legislation requires that you complete these compacts by June 30, 2012, as part of your college's budget adoption process.

In this memorandum, we will:

- Explain the purpose of the achievement compacts and the responsibilities of the OEIB and your boards in the completion of the compacts;
- Provide a timeline for completing the achievement compacts for 2012-13; and,
- Guide you through the process of reviewing and working with data provided by the OEIB, projecting results for the current academic year and setting targets for student achievement in your college in the upcoming academic year.

### ***Purpose of Achievement Compacts***

Achievement compacts are forward-looking documents designed to set targets for defined outcome measures that are indicative of student success. As such, the compacts are intended to connect a college's plan for student achievement to the allocation of resources needed to

accomplish its plan. This is why the timeline for completing achievement compacts is tied to the timeline for adopting a budget. In colloquial terms, an achievement compact enables a community college to “budget a plan, not just plan a budget,” which may not otherwise be directly connected to student achievement.

Achievement compacts also represent partnership agreements between the state and its 197 school districts, 19 education service districts, 17 community colleges, the Oregon University System and each of its seven universities and the Oregon Health and Science University. These agreements provide the opportunity to:

- Align all sectors of our education system toward achievement of the 40/40/20 goal and college and career readiness;
- Focus and inform state investment and local budget and program decisions to achieve these outcomes;
- Spotlight best practices and promote collaboration, so that successful districts, colleges and universities can share their strategies with those that can benefit from additional guidance and support; and,
- In K-12 districts, replace provisions of the No Child Left Behind Act with a more supportive and flexible accountability system.

### ***Authorities***

Senate Bill 253 (2011) established as the state’s goals for high school and college completion that, by 2025:

- 40 percent of adult Oregonians have earned a bachelor’s degree or higher;
- 40 percent of adult Oregonians have earned an associate’s degree or post-secondary credential as their highest level of educational achievement; and,
- The remaining 20 percent or less of all adult Oregonians have earned a high school diploma, an extended or modified high school diploma, or the equivalent of a high school diploma as their highest level of educational achievement.

Senate Bill 909 (2011) created the Oregon Education Investment Board “for the purpose of ensuring that all public school students in this state reach the education outcomes established for the state.” It directed the OEIB to oversee a unified public education system from early childhood through post-secondary education. It created the position of Chief Education Officer. And it directed the OEIB to, among other duties, recommend strategic investments to ensure that the public education budget is integrated and targeted to achieve the education outcomes established for the state.

Senate Bill 1581 (2012) requires that all school districts, education service districts, community college districts and public universities in Oregon enter into annual achievement compacts with the Oregon Education Investment Board, beginning with the 2012-13 school year.

Temporary rules (OAR 705-010-0005 et. seq.) adopted by the Oregon Education Investment Board specify in more detail the terms of the achievement compacts, the process and deadlines for completing the compacts for 2012-13 and the responsibilities of the OEIB and district boards in that process.

### ***Key Dates***



- April 12: The OEIB distributes compacts to all community colleges.
- April TBD: OEIB and CCWD host a webcast to brief college staff on data methodology.
- April 12: Data validation process begins
- May 7: Deadline for colleges to request corrections.
- May 31: Deadline for OEIB to complete corrections.
- June TBD: Date by which OEIB will develop and provide guidance to districts on the progress needed statewide to achieve the "middle 40" of the state's 40/40/20 Goal.
- June 30: Deadline for colleges to complete their compacts.
- July 2: Deadline for colleges to return completed compacts to the OEIB.
- July 31: Deadline for Chief Education Officer to accept achievement compacts and local priority measures.

### ***Terminology***

The terminology of SB 1581 informed the development of all achievement compacts, from K-12 districts to community colleges and universities. In some cases, OEIB rules and reports added to or clarified this terminology.

"Connections" is a term used by the OEIB to refer to the inter-relationship of institutions and the progress of students from one stage of learning to the next, e.g. from high schools to community colleges and universities and from college to careers.

"Disadvantaged students," see "Under-represented students."

"Education entity" is used in SB 1581 and OEIB rules to include K-12 school districts, education service districts, community college districts, the Oregon University System (OUS), the seven public universities of OUS and Oregon Health and Science University.

"Goal(s)" is used in two contexts. It is used to describe the state's 40/40/20 goal for high school and college completion and other educational goals established by statute. It is also used in the legislation in the term "goals for outcomes" to refer to the various "outcome measures" that the legislation and the OEIB define for achievement compacts.

"Local priorities" is a term established by OEIB rule to apply to what SB 1581 refers to as "other information (in achievement compacts) suggested by the governing body of an education entity and approved by the Board." These are outcome measures proposed by a board to be added

to its achievement compact and approved for this purpose by the OEIB. By rule, the OEIB will require a board to provide a research-based rationale for its use of a proposed local priority measure and a description of what the use of that measure is intended to accomplish.

“Outcome measures” are the elements in achievement compacts which require target setting. They include *measures of completion*, e.g. the attainment of diplomas and degrees, as well as *measures of progress* on the pathways to completion, such as earning 15 or 30 college credits in an academic year. Pursuant to SB 1581, the outcome measures established by the OEIB are limited to those which capture:

- Completion rates for critical stages of learning, the attainment of diplomas, certificates and degrees and achievement of the state’s 40/40/20 Goal;
- Validations of the quality of knowledge and skills acquired by students;
- Relevance of the knowledge and skills to the workforce, the economy and society.

“Targets” refer to the numbers and percentages of students established by education entities for the outcome measures specified in their achievement compacts. As clarified by rule, these targets may be numbers or percentages or both, as determined by the OEIB.

“Under-represented students,” has the same meaning as “disadvantaged students” in SB 1581 and in OEIB rules. These include:

- African American students;
- Hispanic/Latino students;
- Native American or Alaska native students;
- Pacific Islander students;
- Multi-racial or multi-ethnic students;
- Economically disadvantaged students based on Pell Grant eligibility.

### ***Understanding and Completing the Compacts***

The following guidance begins with an overview of the achievement compacts and proceeds to more specific guidance for completing the compacts for community colleges.

#### **Overview of the Compacts**

##### ***1. Common Purpose and Framework for All Compacts Across the P-20 Continuum***

The community college compacts are designed to align with the compacts for K-12 districts and education service districts as well as the compacts for the Oregon University System and each of its seven universities.

All compacts are prefaced with an identical Preamble, which describes the state’s 40/40/20 Goal and presents a summary of expectations and responsibilities for the state and the education entity, i.e. your college.

- Our shared responsibility in all sectors of our educational system is to implement strategies that will empower Oregonians to engage in the creation of an education system that ensures ALL students will succeed.
- For your part, colleges are expected to collaborate with stakeholders to adopt transformational practices, policies, and budgets that will help students achieve the

educational outcomes valued by Oregonians. Your compact represents your commitment to ensuring: (1) educator effectiveness, (2) fiscal efficiency, (3) cross-institutional collaboration, (4) continuous learning and improvement, and (5) allocation of resources to ensure equitable achievement for all students.

- For our part, the OEIB has defined and accepted as the state's responsibility to (1) build a learning continuum, rather than a collection of disconnected institutional silos, (2) align funding levels with the strategies, and practices necessary to achieve the 40/40/20 Goal, (3) ensure that Oregon's educators are well-prepared and well-supported, (4) remove barriers to local innovation, (5) identify, support, and intervene if necessary with struggling education entities to improve student achievement, (6) research, identify and disseminate best practices, and (7) engage in two-way communication with the public about these efforts.

Outcome measures in all compacts are intended to highlight connections across sectors and to encourage districts, colleges and universities to begin sharing responsibilities for the progress of students from one institution or learning stage to another. Thus, the effort to bring more college level work into our high schools is reflected in outcome measures in the compacts for K-12 districts, community colleges and universities.

## 2. *Common Outcome Measures in Community College Compacts*

The outcome measures contained in the achievement compacts for all community colleges are identical.

The framework for the community college compacts is organized in the following categories.

- "Are students completing their courses of study and earning certificates and degrees?" also commonly referred to as "Completion." This category includes outcome measures for:
  - Adult high school diplomas and GEDs;
  - Certificates and Oregon Transfer Modules;
  - Associate degrees; and,
  - Transfers to four-year institutions.An outcome measure for completion of programs of study is under development for inclusion in future compacts.
- "Are students making progress at the college?" This category includes outcome measures for students who, during the academic year:
  - Are enrolled and complete developmental education Writing;
  - Are enrolled and complete developmental education Math;
  - Earn 15/30 college credits; and,
  - Pass a national licensure exam.
- "Are students making connections to and from the college?" This category includes outcomes measures for students who:
  - Are dual enrolled in Oregon high schools;
  - Are dual enrolled in OUS; and,
  - Transfer to OUS.

An outcome measure for employment after completion of degrees, certificates or programs of study is under development for inclusion in future compacts.

- "Local Priorities," as defined above.

### 3. *Disaggregated Student Groups*

The achievement compacts will include disaggregated data and require targets to be set for each outcome measure for:

- all students;
- the total of all under-represented students; and,
- the total of students in each of the groups that comprise the definition of under-represented students..

(See the definition of "under-represented students" in the Terminology section, above.)

To protect the confidentiality of individual student records, the OEIB will not require data to be reported nor targets to be set for any student group smaller than six students.

### 4. *Funding Elements*

In addition to the outcome measures described above, the community college achievement compacts will include data on resources as reference points for the preparation and analysis of the targets set in each compact and the results reported after the conclusion of the academic year.

In the category headed, "What is the level of investment in the district?," all community college compacts call for a display of the college's actual resources for the prior fiscal year (2010-11), the current fiscal year (2011-12) and the upcoming fiscal year (2012-13) in the following three categories:

- State funds;
- Local property tax revenue; and,
- The combined total of state funds and local property tax revenue.

The Department of Community Colleges and Workforce Development (CCWD) will provide the dollar amounts for these revenue categories for all three years, with the understanding that the property tax revenues for 2012-13 are an estimate for that year.

The OEIB recognizes that, under the state funding formula, community colleges will receive five quarterly payments in the 2011-12 fiscal year and only three quarterly payments for the 2012-13 fiscal year.

### ***Completion of the Compacts***

A template for the community college achievement compacts is attached for your reference. This template indicates which fields are required to be completed and which are optional.

The two most important considerations for completing your compacts involve the "progress needed" to achieve the state's 40/40/20 goal and the different success rates you are likely to

have experienced for students in the under-represented student groups. We recommend that you consider these factors before you set targets for 2012-13.

### *5. Progress Needed*

SB 1581 provides that the completion rates for students reflect the “progress needed” to achieve the 40/40/20 Goal by 2025. The “middle 40” is the goal for community colleges, as measured by two-year degrees and certificates. A rough “back of the envelope” calculation would suggest that we have to more than double the proportion of Oregon’s population that has this level of educational attainment by the year 2025. But it is beyond our ability at this time to begin to construct how an individual community college’s contribution to that effort might be quantified. For these reasons, the OEIB has contracted with a respected consulting firm (the National Center for Higher Education Management Systems) that will provide guidance on constructing trajectories to the “middle 40” over the next 13 years. We will forward this guidance to all colleges by early June.

### *6. Under-Represented Student Groups*

The data collected over the past decade for under-represented students and other groups have revealed a marked achievement gap for many of these students and higher rates of success for others. Setting targets in both the completion and progression categories of your compacts will require attention to each student group and the use of data and strategies specific to each.

As noted in the Preamble to the compact, the 40/40/20 Goal must be achieved equitably, with Oregon’s diversity – racial, ethnic, gender, native language, geographic, socioeconomic or disability status – equally well-represented in each level of attainment.

Note also that colleges may choose to add additional under-represented populations to their compacts under “Local Priorities” (see #9, below).

### *7. Data Verification*

Your compacts will come to you with “pre-populated” data for most outcome measures for prior academic years. Almost all of these data come from CCWD and should be consistent with data already reported by your college to CCWD.

The exceptions are as follows.

- The data for “transfers to four-year institutions” were developed by matching Oregon community college data with the records of the National Student Clearinghouse, an organization that maintains a national database of college enrollment. The latest available data are for students who were enrolled in a community college are for 2009-10.
- The data for students “who transfer to OUS” were developed by matching Oregon community college data with the records of the Oregon University System. The latest available data are for students who were enrolled in a community college are for 2009-10.

Please note that community college districts are not required to provide data for prior years. The prior year data cells for which we do not provide data are optional for all colleges.

Finally, as noted in the schedule, colleges will be given a month to review the data included on the initial compact; if they find a material discrepancy in the data they should present their concern to CCWD by May 7, 2012. The OEIB and CCWD staff are committed to responding to all concerns by May 31.

### 8. *Projections and Target Setting*

For all outcome measures, you will be asked to provide a projection for the current academic year, if it is feasible for you to do so. If your college has been tracking student progress for the outcome measures listed in the compact and has data on which to base a meaningful projection for the current school year, we encourage you to do so. But projections for the current year remain optional in these first compacts.

Most importantly, you will be asked to set targets for all outcome measures for the upcoming academic year in the columns on the compact that are captioned as the "2012-13 Target."

The following table provides definitions and methodologies for completing the data and target setting for each outcome measure in your compacts.

#### **Community College Compacts: Definitions**

<b>Outcome Measures</b>	<b>Definitions</b>
<b>Completion</b>	
Adult HS diplomas/GEDs	The total number of adult high school diplomas as reported to <i>OCCURS</i> for each community college added to the total number of GEDs awarded at each of the GED testing centers associated with the specific community college as reported to TOPSPro.
Certificates/Oregon Transfer Modules	The total number of certificates and modules reported to the <i>Completions</i> data collection in <i>OCCURS</i> for each community college including: <ol style="list-style-type: none"> <li>1. Oregon Transfer Module</li> <li>2. CTE certificates requiring less than a year of course work to more than 2 years of course work</li> <li>3. Certificates associated with apprenticeships</li> <li>4. Career Pathway Certificates of Completion</li> </ol>
Associate degrees	The total number of associate degrees reported to the <i>Completions</i> data collection in <i>OCCURS</i> for each community college including: <ol style="list-style-type: none"> <li>1. Associate of Arts Oregon Transfer</li> <li>2. Associate of General Studies</li> <li>3. Associate of Science</li> <li>4. Career and Technical Education Associate of Science</li> <li>5. Career and Technical Education Associate of Applied Science</li> <li>6. Associate of Applied Science: Apprentice</li> </ol>
Transfers to four-year institutions	The total number of students who took courses for credit during the 2009-10 academic year at the associated community college and then took at least 1 course for credit as an undergraduate at any 4-year institution in the 2010-11 academic year as determined by the National Student Clearing House Database and OUS data match.

Programs of study	(Under development; to include personal and professional development courses.)
<b>Progress</b>	
Percentage of students enrolled Dev. Ed. Writing who complete and number enrolled in Dev. Ed. Math who complete	The total number of developmental writing or math courses each student passed (a grade of C or better) divided by the total number of developmental writing or math courses each student took during the 2010-11 academic year as reported directly to <i>OCCURS</i> .
Number of students who earn 15/30 college credits in the year	The total number of students who reached the 15 or 30 college-level credit threshold during the academic year as determined by counting all credits earned by a student during the 2010-11 academic year.
Who pass a national licensure exam	The total number of students passing a licensure exam divided by the total number taking a national licensure exam for each community college, as reported in <i>KPM #11: Licensure Certification Rates</i> for the Department of Community Colleges and Workforce Development.
<b>Connections</b>	
Are dual enrolled in Oregon high schools	The total number of students enrolled in dual credit programs, two-plus-two programs, advanced placement programs and International Baccalaureate programs during the 2010-11 academic year.
Are dual enrolled in OUS	The total number of students as determined by a count of students reported by the associated community college in <i>OCCURS</i> as being "Dual Enrolled".
Who transfer to OUS	The total number of students who took courses during the 2009-10 academic year at the associated community college and then took at least 1 course for credit as an undergraduate at an OUS institution in the 2010-11 academic year. Calculations were completed on match data with the Oregon University System's database.
Employment	(Under development. Not required in 2012-13)
<b>Local Priorities</b>	To be determined by each district, not to exceed three additional outcome measures. For each such local priority, provide a description that includes a research-based rationale for its use and what is to be accomplished with the use of such outcome measure.
<b>Underrepresented student population</b>	The aggregate number of students in the following groups identified as disadvantaged students on page 1 of the compact and disaggregated for each of these groups* for each of the three years on pages 2-4 of the compact: <ol style="list-style-type: none"> <li>1. African American students;</li> <li>2. Hispanic/Latino students;</li> <li>3. Native American or Alaska native students;</li> <li>4. Pacific Islander students;</li> <li>5. Multi-racial or multi-ethnic students; and,</li> <li>6. Economically disadvantaged students based on Pell Grant eligibility.</li> </ol>

	<p>Racial and ethnicity sub-populations are determined by the race or ethnicity submitted to the student file in OCCURS for each community college. Pell recipient status is determined by submissions by each community college to OCCURS. A student is considered a Pell Grant recipient for the entire year if he/she received a Pell Grant for at least one academic term during the 2010-11 school year.</p> <p>*In accordance with federal regulations, cell sizes of fewer than six students are suppressed</p>
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### 9. Local Priorities

Your compact also provides for optional "local priorities." These are outcome measures that you may propose to add to your achievement compact, subject to approval by the OEIB. The OEIB encourages the use of these optional outcome measures to demonstrate the priorities of a local community and to provide the basis for piloting innovative strategies and potential measures for use in district compacts in the future. The OEIB asks that, for each such local priority, a college provide a research-based rationale for its use and a description of what the college expects will be accomplished by the use of such a priority. Doing so will facilitate prompt approval by the Chief Education Officer, acting on behalf of the OEIB.

Examples of outcome measures that have been brought to the attention of the OEIB and may be adopted for use as local priorities are:

- GED completers who successfully complete college-level coursework;
- Completion by students in selected programs, e.g. TRIO; or,
- Number of associate degrees awarded through Reverse Transfer.

Colleges should limit their local priorities to no more than three.

Keep in mind that the targets for all outcome measures, including local priorities, must be set for each of the student groups listed in #4 above. Also, colleges may add additional under-represented populations to the compact as local priorities.

### 10. Technical Assistance

We have been working closely with the Department of Community Colleges and Workforce Development, the Oregon Community College Association, the American Federation of Teachers and the Oregon Education Association to provide timely information and assistance to colleges for the successful completion of their compacts.

Elizabeth Cox Brand, Ph. D, Communications and Research Director at CCWD, will serve as a resource for technical assistance. You may reach her at 503-947-2454 and by email at [Elizabeth.coxbrand@state.or.us](mailto:Elizabeth.coxbrand@state.or.us).

Community college board members, presidents and their designees are invited to participate in a WebEx presentation and question-and-answer session to be held in late April. Details will be distributed when date and time are confirmed.

You may access the WebEx by going to [Oregoned.WebEx.com](http://Oregoned.WebEx.com)



***Signing and Submitting Your Completed Compact***

Your compact should be signed by the chair of your board of education or the college's president. Each compact contains a signature line for this purpose.

The deadline for the submission of achievement compacts for 2012-13 is 5:00 PM, July 2, 2012. Education entities may submit their compacts by electronic means to the Chief Education Officer at [education.investment@state.or.us](mailto:education.investment@state.or.us).

***Future Guidance***

This guidance is intended to assist colleges in completing and filing their compacts for 2012-13, a process which extends through the OEIB's acceptance of achievement compacts by July 31, 2012.

There are other aspects related to that have yet to be addressed by the OEIB. These include the development of achievement compacts in subsequent years, and the receipt of advice from statewide associations regarding collaborative models and professional development opportunities in K-12 and post-secondary institutions. (See Sections 16-18 of SB 1581.)

These will be addressed in permanent rule making by, and additional guidance memos from, the OEIB.

Clackamas Community College Achievement Compact for 2012-13

4-3-12 changes reflecting OEIB version approved 3-27-12, Page 1 of 6

<b>Outcome Measures</b>	<b>2010-11 Actual</b>		<b>2011-12 Projected</b>		<b>2012-13 Target</b>	
<b>Are students completing their courses of study and earning certificates and degrees?</b>						
<i>Number of students completing:</i>	All	Underrepresented	All	Underrepresented	All	Underrepresented
Adult HS diplomas/GEDs	725	N/A				
Certificates/Oregon Transfer Modules	487	102				
Associate degrees	552	196				
Transfers to four-year institutions	2190	376				
Programs of study (under development)						
<b>Are students making progress at the college?</b>						
<i>Number ( &amp;/or % where indicated) of students:</i>	All	Underrepresented	All	Underrepresented	All	Underrepresented
Enrolled Dev. Ed. Writing who complete (%)	72	74				
Enrolled in Dev. Ed. Math who complete (%)	69	68				
Who earn 15/30 college credits in the year (#)	5280/2349	2384/1251				
Who pass a national licensure exam (#/%)	136 (95%)	N/A				
<b>Are students making connections to and from the college?</b>						
<i>Number of students who:</i>	All	Underrepresented	All	Underrepresented	All	Underrepresented
Are dual enrolled in Oregon high schools	2418	280				
Are dual enrolled in OUS	238	98				
Who transfer to OUS	1431	245				
Employment (under development)						
<b>Local Priorities (Optional for each district)</b>						
<i>Number and/or percentage of students who:</i>	All	Underrepresented	All	Underrepresented	All	Underrepresented
<b>What is the level of public investment in the district?</b>						
	<b>2010-11 Actual</b>		<b>2011-12 Projected</b>		<b>2012-13 Target</b>	
<i>State funds</i>	11,755,920		11,166,105		9,585,564	
<i>Local Property tax revenue</i>	14,373,186		14,554,825		14,738,759	
<i>Total state and local operating funds</i>	26,129,106		25,720,930		24,324,323	

Community College Achievement Compact for 2012-13  
For Underrepresented Students 2010-11

4-3-12 changes reflecting OEIB version approved 3-27-12, Page 2 of 6

Outcome Measures Actual for 2010-11	African-American	Hispanic/Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial Multi-Ethnic	Economically Disadvantaged
<b>Are students completing their courses of study and earning certificates and degrees?</b>						
<i>Number of students completing:</i>						
Adult HS diplomas/GEDs	N/A	N/A	N/A	N/A	N/A	N/A
Certificates/Oregon Transfer Modules	*	20	*	*	*	83
Associate degrees	*	18	7	0	0	178
Transfers to four-year institutions	31	88	16	*	7	271
Programs of study (under development)						
<b>Are students making progress at the college?</b>						
<i>Number ( &amp;/or % where indicated) of students:</i>						
Enrolled Dev. Ed. Writing who complete (%)	45	70	61	60	82	76
Enrolled in Dev. Ed. Math who complete (%)	50	69	60	86	71	69
Who earn 15/30 college credits in the year (#)	74/34	298/130	65/32	7/5	97/45	2130/1156
Who pass a national licensure exam (#/%)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Are students making connections to and from the college?</b>						
<i>Number of students who:</i>						
Are dual enrolled in Oregon high schools	0	144	17	*	104	*
Are dual enrolled in OUS	*	23	7	0	*	76
Who transfer to OUS	16	63	12	*	*	178
Employment (under development)						
<b>Local Priorities (Optional for each district)</b>						
<i>Number and/or percentage of students who:</i>						

\*Data suppressed

Community College Achievement Compact for 2012-13  
 For Underrepresented Students 2011-12

4-3-12 changes reflecting OEIB version approved 3-27-12, Page 3 of 6

Outcome Measures Projected for 2011-12	African-American	Hispanic/Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial Multi-Ethnic	Economically Disadvantaged
<b>Are students completing their courses of study and earning certificates and degrees?</b>						
<i>Number of students completing:</i>						
Adult HS diplomas/GEDs	N/A	N/A	N/A	N/A	N/A	N/A
Certificates/Oregon Transfer Modules						
Associate degrees						
Transfers to four-year institutions						
Programs of study (under development)						
<b>Are students making progress at the college?</b>						
<i>Number ( &amp;/or % where indicated) of students:</i>						
Enrolled Dev. Ed. Writing who complete (%)						
Enrolled in Dev. Ed. Math who complete (%)						
Who earn 15/30 college credits in the year (#)						
Who pass a national licensure exam (#/%)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Are students making connections to and from the college?</b>						
<i>Number of students who:</i>						
Are dual enrolled in Oregon high schools						
Are dual enrolled in OUS						
Who transfer to OUS						
Employment (under development)						
<b>Local Priorities (Optional for each district)</b>						
<i>Number and/or percentage of students who:</i>						

\*Data suppressed

Community College Achievement Compact for 2012-13  
 For Underrepresented Students 2012-13

4-3-12 changes reflecting OEIB version approved 3-27-12, Page 4 of 6

Outcome Measures Targets for 2012-13	African-American	Hispanic/Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial Multi-Ethnic	Economically Disadvantaged
<b>Are students completing their courses of study and earning certificates and degrees?</b>						
<i>Number of students completing:</i>						
Adult HS diplomas/GEDs	N/A	N/A	N/A	N/A	N/A	N/A
Certificates/Oregon Transfer Modules						
Associate degrees						
Transfers to four-year institutions						
Programs of study (under development)						
<b>Are students making progress at the college?</b>						
<i>Number ( &amp;/or % where indicated) of students:</i>						
Enrolled Dev. Ed. Writing who complete (%)						
Enrolled in Dev. Ed. Math who complete (%)						
Who earn 15/30 college credits in the year (#)						
Who pass a national licensure exam (#/%)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Are students making connections to and from the college?</b>						
<i>Number of students who:</i>						
Are dual enrolled in Oregon high schools						
Are dual enrolled in OUS						
Who transfer to OUS						
Employment (under development)						
<b>Local Priorities (Optional for each district)</b>						
<i>Number and/or percentage of students who:</i>						

\*Data suppressed

**Community College Compacts: Definitions**

4-3-12 changes reflecting OEIB version approved 3-27-12, Page 5 of 6

<b>Outcome Measures</b>	<b>Definitions</b>
<b>Completion</b>	
Adult HS diplomas/GEDs	The total number of adult high school diplomas as reported to <i>OCCURS</i> for each community college added to the total number of GEDs awarded at each of the GED testing centers associated with the specific community college as reported to TOPSPRO.
Certificates/Oregon Transfer Modules	The total number of certificates and modules reported to the <i>Completions</i> data collection in <i>OCCURS</i> for each community college including: <ol style="list-style-type: none"> <li>1. Oregon Transfer Module</li> <li>2. CTE certificates requiring less than a year of course work to more than 2 years of course work</li> <li>3. Certificates associated with apprenticeships</li> <li>4. Career Pathway Certificates of Completion</li> </ol>
Associate degrees	The total number of associate degrees reported to the <i>Completions</i> data collection in <i>OCCURS</i> for each community college including: <ol style="list-style-type: none"> <li>1. Associate of Arts Oregon Transfer</li> <li>2. Associate of General Studies</li> <li>3. Associate of Science</li> <li>4. Career and Technical Education Associate of Science</li> <li>5. Career and Technical Education Associate of Applied Science</li> <li>6. Associate of Applied Science: Apprentice</li> </ol>
Transfers to four-year institutions	The total number of students who took courses for credit during the 2009-10 academic year at the associated community college and then took at least 1 course for credit as an undergraduate at any 4-year institution in the 2010-11 academic year as determined by the National Student Clearing House Database and OUS data match.
Programs of study	(Under development; to include personal and professional development courses.)
<b>Progress</b>	
Percentage of students enrolled Dev. Ed. Writing who complete and number enrolled in Dev. Ed. Math who complete	The total number of developmental writing or math courses each student passed (a grade of C or better) divided by the total number of developmental writing or math courses each student took during the 2010-11 academic year as reported directly to <i>OCCURS</i> .
Number of students who earn 15/30 college credits in the year	The total number of students who reached the 15 or 30 college-level credit threshold during the academic year was determined by counting all credits earned by a student during the 2010-11 academic year.

<p>Who pass a national licensure exam</p>	<p>The total number of students passing a licensure exam divided by the total number taking a national licensure exam for each community college, as reported in <i>KPM #11: Licensure Certification Rates</i> for the Department of Community Colleges and Workforce Development.</p>
<p><b>Connections</b></p>	
<p>Are dual enrolled in Oregon high schools</p>	<p>The total number of students enrolled in dual credit programs, two-plus-two programs, advanced placement programs and International Baccalaureate programs during the <i>2010-11</i> academic year.</p>
<p>Are dual enrolled in OUS</p>	<p>The total number of students was determined as a count of students reported by the associated community college in OCCURS as being "Dual Enrolled".</p>
<p>Who transfer to OUS</p>	<p>The total number of students who took courses during the <i>2009-10</i> academic year at the associated community college and then took at least 1 course for credit as an undergraduate at an OUS institution in the <i>2010-11</i> academic year. Calculations were completed on match data with the Oregon University System's database.</p>
<p>Employment (under development)</p>	<p>(Not required in 2012-13)</p>
<p><b>Local Priorities</b></p>	
<p><b>Underrepresented student population</b></p>	<p>To be determined by each district. For each such local priority, provide a description that includes a research-based rationale for its use and what is to be accomplished with the use of such outcome measure.</p> <p>The aggregate number of students in the following groups identified as disadvantaged students on page 1 of the compact and disaggregated for each of these groups* for each of the three years on pages 2-4 of the compact:</p> <ol style="list-style-type: none"> <li>1. African American students;</li> <li>2. Hispanic/Latino students;</li> <li>3. Native American or Alaska native students;</li> <li>4. Pacific Islander students;</li> <li>5. Multi-racial or multi-ethnic students; and,</li> <li>6. Economically disadvantaged students based on receipt of Pell Grant.</li> </ol> <p>Racial and ethnicity sub-populations are determined by the race or ethnicity submitted to the student file in OCCURS for each community college. Pell recipient status is determined by submissions by each community college to OCCURS. A student is considered a Pell Grant recipient for the entire year if he/she received a Pell Grant for at least one academic term during the 2010-11 school year.</p> <p>*In accordance with federal regulations, cell sizes fewer than six are suppressed</p>

**April 23, 2012** **Working Document**  
**Reference for EPC and Internal Groups- Key Dates**

- April 12: The OEIB distributes compacts to all community colleges.
- April 16: Executive Team Reviews Key Dates and identifies framework of process for EPC.
- April 17: Expanded Presidents' Council to review draft process for Achievement Compact data, college-wide input and review for 2011-12 Projections and 2012-13 Targets.
- April 18: CESD Superintendents to review compact 2010-11 Actuals; and identify high school educational environments related to 2011-12 Projections and 2012-13 Targets for dual enrollment of HS Students.  
Inform North Clackamas Chamber of Commerce Board on information and processes contained in A.C.
- April 19: Workforce Investment Council of Clackamas County review compact information.  
Department chair meeting to review compact and process to set 2011-12 Projections and 2012-13 Targets.
- April 20: College Council to review compact information and comment on draft process for setting 2011-12 Projections and 2012-13 Targets.
- April 23: OEIB and CCWD to host Webcast – Exec Tem, Board Members, Data Group. CC127 1-3
- May 2: CCC Foundation Executive Board review information to determine possible connections to Foundation Campaign opportunities.
- May 4: VP Meeting review of 2011-12 Projections and 2012-13 Targets.
- May 8: Presidents' Council update on project's status.
- May 15: Budget Advisory Group to review draft compact projections, process and rationale.
- May 17: Present draft achievement compact to budget committee and for public testimony.
- May 18: College Council Update
- May 29: EPC to review final draft of compact materials.
- June 20: Final Communication and compact information to be adopted by Board of Education.
- June 30: Deadline for colleges to complete their compacts.
- July 2: Deadline for colleges to return completed compacts to the OEIB.
- July 31: Deadline for Chief Education Officer to accept achievement compacts and local priority measures.