

Clackamas Community College Achievement Compact for 2012-13

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Outcome Measures	2010-11 Actual		2011-12 Projected		2012-13 Target	
Are students completing their courses of study and earning certificates and degrees?						
Number of students completing:	All	Underrepresented	All	Underrepresented	All	Underrepresented
Adult HS diplomas/GEDs	725	N/A	540	N/A	620	N/A
Certificates/Oregon Transfer Modules	487	102	580	150	750	190
Associate degrees	552	196	650	230	700	250
Transfers to four-year institutions	2190	376	2180	370	2200	380
Programs of study (under development)						
Are students making progress at the college?						
Number (&/or % where indicated) of students:	All	Underrepresented	All	Underrepresented	All	Underrepresented
Enrolled Dev. Ed. Writing who complete (%)	72	74	68	65	68	65
Enrolled in Dev. Ed. Math who complete (%)	69	68	66	64	66	64
Who earn 15 college credits in the year (#)	5283	2397	5530	2570	5790	2760
Who earn 30 college credits in the year (#)	2353	1259	2240	1210	2130	1160
Who pass a national licensure exam (#/%)	136 (95%)	N/A	95%	N/A	95%	N/A
Are students making connections to and from the college?						
Number of students who:	All	Underrepresented	All	Underrepresented	All	Underrepresented
Are dual enrolled in Oregon high schools	2418	280	3000	330	3150	340
Are dual enrolled in OUS	349	113	330	110	350	110
Who transfer to OUS	1431	245	1830	310	1850	320
Employment (under development)						
Local Priorities (Optional for each district)						
Number and/or percentage of students who:	All	Underrepresented	All	Underrepresented	All	Underrepresented
What is the level of public investment in the district?						
	2010-11 Actual		2011-12 Projected		2012-13 Target	
State funds	11,755,920		11,166,105		9,585,564	
Local Property tax revenue	14,373,186		14,554,825		14,738,759	
Total state and local operating funds	26,129,106		25,720,930		24,324,323	

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For Underrepresented Students 2010-11

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Outcome Measures Actual for 2010-11	African- American	Hispanic/ Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial Multi-Ethnic	Economically Disadvantaged
<i>Are students completing their courses of study and earning certificates and degrees?</i>						
<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)						
<i>Are students making progress at the college?</i>						
<i>Number (&/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 college credits in the year (#)	74	298	65	7	97	2130
Who earn 30 college credits in the year (#)	34	130	32	5	45	1156
Who pass a national licensure exam (#/%)	N/A	N/A	N/A	N/A	N/A	N/A
<i>Are students making connections to and from the college?</i>						
<i>Number of students who:</i>						
Are dual enrolled in Oregon high schools	*	144	17	*	104	*
Are dual enrolled in OUS	*	23	7	0	*	76
Who transfer to OUS	16	63	12	*	*	178

*Data suppressed

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For Underrepresented Students 2011-12

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Outcome Measures Projected for 2011-12	African- American	Hispanic/ Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial Multi-Ethnic	Economically Disadvantaged
<i>Are students completing their courses of study and earning certificates and degrees?</i>						
<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	*	29	*	*	*	122
Associate degrees	*	21	8	*	*	209
Transfers to four-year institutions	31	87	16	*	7	267
Programs of study (under development)						
<i>Are students making progress at the college?</i>						
<i>Number (&/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 college credits in the year (#)	80	320	70	*	100	2280
Who earn 30 college credits in the year (#)	50	125	30	*	40	1110
Who pass a national licensure exam (#/%)	N/A	N/A	N/A	N/A	N/A	N/A
<i>Are students making connections to and from the college?</i>						
<i>Number of students who:</i>						
Are dual enrolled in Oregon high schools	*	170	20	*	123	*
Are dual enrolled in OUS	*	22	7	*	*	74
Who transfer to OUS	24	95	18	*	*	269

*Data suppressed

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For Underrepresented Students 2012-13

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Outcome Measures Targets for 2012-13	African- American	Hispanic/ Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial Multi-Ethnic	Economically Disadvantaged
<i>Are students completing their courses of study and earning certificates and degrees?</i>						
<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	*	37	*		*	155
Associate degrees	*	23	9	*	*	227
Transfers to four-year institutions	31	89	16	0	7	274
Programs of study (under development)						
<i>Are students making progress at the college?</i>						
<i>Number (&/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 college credits in the year (#)	85	340	75	*	110	2450
Who earn 30 college credits in the year (#)	30	120	60	*	40	1070
Who pass a national licensure exam (#/%)	N/A	N/A	N/A	N/A	N/A	N/A
<i>Are students making connections to and from the college?</i>						
<i>Number of students who:</i>						
Are dual enrolled in Oregon high schools	0	175	20	*	125	*
Are dual enrolled in OUS	*	22	7	*	*	74
Who transfer to OUS	21	82	16	*	*	232
Employment (under development)						
<i>Local Priorities (Optional for each district)</i>						
<i>Number and/or percentage of students who:</i>						

*Data suppressed

2012-13 Achievement Compact Explanatory Comments

Explanatory Comments:

The group that has worked on this had historical data available from 2008-09 and 2009-10 in addition to the 2010-11 data provided by CCWD. Most of the projections are based on the trend data extrapolated from that data. In addition, there was consideration given to the enrollment bubble that we have experienced, and which appears to have begun to contract and the reduced funding from the state projected for the next biennium.

The projections for underrepresented students are based completely on the percentages in the historical data.

Adult High School Diplomas/GEDs: There are three considerations that went into this projection: 1) The current version of the GED test will not be used beyond 2012-13. Therefore the belief is that we will have a larger number than usual that will come to take the test. 2) The testing center is changing the scheduling for GED, so that it can serve more students. 3) There are new regulations around the adult high school diploma program which will likely lower the number of adult high school diplomas that the college will award, starting next year.

Certificates/Oregon Transfer Modules: This number has been increased by 150 for 1012-13 beyond what might be expected because of an increased number of career pathway certificates available to students, and the efforts of the CASE grant which is focused on getting students certificates—and getting them back into the workforce.

Associate Degrees: Straight forward extrapolation from this year's projections.

Transfer to 4-year institutions: Expected to stay steady as we see a plateau in our own enrollment

Completion percentage of students in developmental writing: This percentage has shown a small drop so far this year, and is expected to stay the same for 2012-13.

Completion percentage of students in developmental math: This percentage has shown a small drop so far this year, and is expected to stay the same for 2012-13.

Number of students earning at 15 credits in a year: This number is arrived at by a simple extrapolation from previous years, based on the number of students who had earned 10 credits after 3 terms.

Number of students earning 30 credits in a year: This projection has been based on the number of students who, after three terms, had earned 20 credits, then comparing with the number who earned at least 30 credits after four terms. Over the past two years, this number has shown a slight decrease, more last year than the year before. As a result we are projecting a 4-5% decrease for both this year and next.

Percentage of students who pass a national licensure exam: The most recent number we have is 95%, and the total number of students is extremely low in comparison to our overall student population. Since this is the most current information, we project the same percentage for both 2011-12 and 2012-13.

Number of students dual enrolled in high school and at Clackamas Community College: Although there are factors which might indicate a decrease in this number (e.g. layoffs/retirements at the high schools of qualified teachers and financial constraints at the high schools affecting offerings) the number—through three terms this year—has actually shown an increase. Considering that, as well as the fact that one of the measures in the K-12 Achievement Compact is the number of students who will graduate with 9 or more college credits, we believe that this will continue to grow, therefore the slight increase for 2012-13. This number also reflects input from the area K-12 superintendents.

Number of students who are dual-enrolled at Clackamas Community College and PSU, OIT and OSU: The reason for the drop in the projected number for 2011-12 is that compared with the first three terms of last year, we have fewer students dual-enrolled this year. We do expect a minimal increase for next year.

Number of students transferring from Clackamas Community College to an Oregon University System institution: Because of the enrollment bubble from the last few years, we expect a small increase.

Community College Compacts: Definitions

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Outcome Measures	Definitions
Completion	
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"> 1. Oregon Transfer Module 2. CTE certificates requiring less than a year of course work to more than 2 years of course work 3. Certificates associated with apprenticeships 4. Career Pathway Certificates of Completion
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"> 1. Associate of Arts Oregon Transfer 2. Associate of General Studies 3. Associate of Science 4. Career and Technical Education Associate of Science 5. Career and Technical Education Associate of Applied Science 6. Associate of Applied Science: Apprentice
Transfers to four-year institutions	The total number of students who took courses for credit 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 any 4-year institution in the <i>2010-11</i> 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.)
Progress	
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 <i>2010-11</i> 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 <i>2010-11</i> 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: Licensing Certification Rates</i>

	for the Department of Community Colleges and Workforce Development.
Connections	
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 <i>2010-11</i> academic year.
Are dual enrolled in OUS	The total number of students was determined as a count of students reported by the associated community college in OCCURS as being "Dual Enrolled".
Who transfer to OUS	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.
Employment (under development)	(Not required in 2012-13)
Local Priorities	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.
Underrepresented student population	<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"> 1. African American students; 2. Hispanic/Latino students; 3. Native American or Alaska native students; 4. Pacific Islander students; 5. Multi-racial or multi-ethnic students; and, 6. Economically disadvantaged students based on receipt of Pell Grant. <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>