

**COMMUNITY COLLEGES and WORKFORCE DEVELOPMENT, DEPT. of**

**Annual Performance Progress Report (APPR) for Fiscal Year (2007-2008)**

**Proposed KPM's for Biennium (2009-2011)**

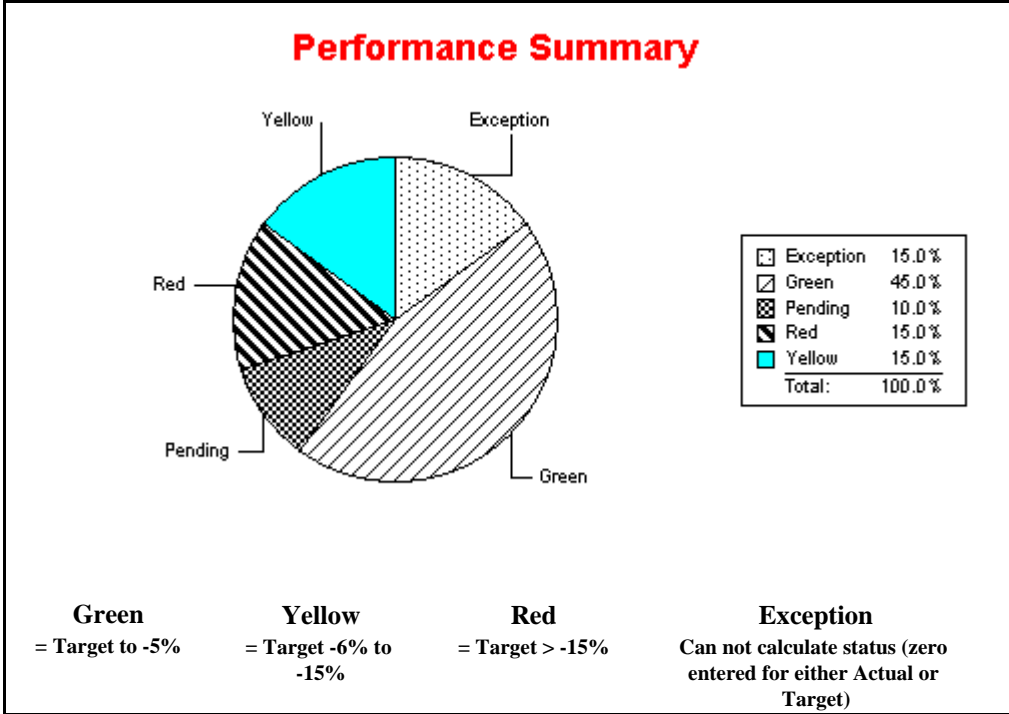
Original Submission Date: 2008

<b>2007-2008 KPM #</b>	<b>2007-2008 Approved Key Performance Measures (KPMs)</b>
1	SUCCESSFUL GED APPLICANTS – Percentage of GED certificate applicants successful.
2	AT-RISK YOUTH EXIT SUCCESSFULLY – Percentage of enrolled at-risk youth who remained in or returned to school, or obtained their high school diploma/equivalent upon exiting the program.
3	YOUTH EMPLOYED UPON EXIT – Percentage of enrolled older at-risk youth who obtained employment upon exiting the program.
4	ADULTS EMPLOYED UPON EXIT – Percentage of clients served in adult workforce programs who obtained employment upon exiting the program.
5	DISLOCATED WORKER WAGES – Percentage of dislocated workers who obtained employment with at least 80% of prior earnings.
6	CURRENT/INCUMBENT WORKER EMPLOYMENT – Percentage of current/incumbent workers who retained employment after exit.
7	COMPLETION OF BASIC SKILLS/ESL – Percentage of students enrolled in a basic skills or ESL program who complete successfully.
8	NURSING COMPLETION – Percentage of students who successfully complete a Nursing program.
9	SBDC BUSINESS START-UPS – Percentage of SBDC pre-venture/start-up entrepreneurs with a completed business plan who start a business.
10	BITS COMPANY SATISFACTION – Percent of companies ranking training they received through community college Business and Industry Training System (BITS) as good or better.
11	LICENSING/CERTIFICATION RATES – Oregon community college students' pass rates for national licensing tests compared to national pass rates.
12	PROFESSIONAL TECHNICAL DEGREE/CERTIFICATE COMPLETION – Number of professional-technical degrees and certificates awarded.
13	ASSOCIATE DEGREE COMPLETION – Percentage of students in Associates degree programs who obtain an Associates degree.

<b>2007-2008 KPM #</b>	<b>2007-2008 Approved Key Performance Measures (KPMs)</b>
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	PROGRESS OF TRANSFER STUDENTS – Percentage of community college transfer students who demonstrate progress by returning for the second year.
16	TUITION/FEES – Oregon's rank for college tuition and fees among all western states.
17	HIGH SCHOOL PARTICIPATION – Number of high school students enrolled in community college credit programs.
18	MINORITY ENROLLMENT – Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the general population, by racial/ethnic group. A. African/American, B. Asian/Pacific Islander, C. Hispanic/Latino, D. Native American
19	CUSTOMER SERVICE – Percentage of customers rating their satisfaction with the agency’s customer service as “good” or “excellent”: overall customer service, timeliness, accuracy, helpfulness, expertise and availability of information.
20	BEST PRACTICES - Percent of total best practices met by the Board.

<b>New</b> <b>Delete</b>	
	<b>Title:</b>  <b>Rationale:</b>

<b>COMMUNITY COLLEGES and WORKFORCE DEVELOPMENT, DEPT. of</b>	<b>I. EXECUTIVE SUMMARY</b>
<b>Agency Mission:</b> The mission of the Department of Community Colleges and Workforce Development is to contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.	
<b>Contact:</b> Krissa Caldwell, Deputy Commissioner	<b>Contact Phone:</b> 503-378-8648
<b>Alternate:</b> Camille Preus, Commissioner	<b>Alternate Phone:</b> 503-378-8648



**1. SCOPE OF REPORT**

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Agency programs/services addressed by key performance measures:

- a. Adult Basic Skills programs, including General Educational Development (GED), Adult Basic Education (ABE) and English as a Second Language (ESL), as well as the Workforce Investment Act (WIA) Title II Adult Education and Family Literacy Programs.

- b. Workforce Investment Act Title IB programs, including workforce services for adults, dislocated workers, current/incumbent workers and youth
- c. Postsecondary education and training through Oregon community colleges, including:
  - i. Small Business Development Centers (SBDCs)
  - ii. Business and Industry Training System (BITS)
  - iii. Professional technical and lower division collegiate programs and credentialing
  - iv. Transfer to four-year institutions
  - v. Participation of high school students in community college courses and programs
- d. Oregon Youth Conservation Corps

## **2. THE OREGON CONTEXT**

Performance measures are an integral part of CCWD's work, and are incorporated into the services provided through community colleges, the federal Workforce Investment Act (WIA) Title IB and Title II programs, and Carl Perkins Career and Technical Education programs. CCWD has a long history of working with and supporting local efforts to meet and exceed performance measures, whether they are state, federal or local measures.

CCWD partners with the other education agencies in Oregon, including the Department of Education, the Oregon University System, and the Oregon Student Assistance Commission, to improve the quality of education available to Oregonians throughout their lives. CCWD partners with the Oregon Employment Department, the Oregon Economic and Community Development Department, the Department of Human Services, and many other state agencies and interested groups to increase workforce opportunities for Oregonians.

CCWD has 20 Key Performance Measures which link to eight Oregon benchmarks and three Department goals. The eight benchmarks are:

- 3. Oregon's national rank in new companies
- 12. Pay per worker
- 23. High school completion
- 24. Some college completion
- 25. Postsecondary credentials
- 26. College completion
- 27. Adult literacy
- 29. Labor force skills training

The three goals, which connect to CCWD's mission, are:

1. Oregonians have strong literacy skills;
2. Oregon's workforce is well trained and has access to a wide variety of training programs; and
3. Oregonians have access to excellent, affordable community college services.

### **3. PERFORMANCE SUMMARY**

CCWD is meeting targets or making progress toward targets in XX of 20 Key Performance Measures.

The rates of GED and adult basic skills/ESL completions have been consistently above their targets. Employer satisfaction with Business and Industry Training Services has always been high and remains so. Over 90% of students seeking licensing/certification were successful. Transfers to the Oregon University System (OUS) remain a healthy 15% per year and a very high proportion of transfer students advance beyond the first year at OUS. Tuition and fees at Oregon community colleges remain high relative to other western states, but have improved for two years in a row for the first time. The number of high school students participating in credit programs continues to increase and is now nearly 20,000 students. The rate of at-risk youth returning to school, adults employed after completing a workforce program, and incumbent worker employment retainment were all good. Wage rates for dislocated workers returning to the workforce continue to be strong.

The number of Professional Technical Degree/Certificate completions has remained flat even as the Department's performance target has increased. Completion rates for nursing certificates and Associate Degrees have declined, but the number of completions, as well as enrollment, has increased, which are position developments.

### **4. CHALLENGES**

CCWD faces challenges in ensuring Oregonians have career opportunities in higher-wage jobs. The last recession of 2001/03 caused a large number of jobs to be lost during that period. During the recovery, low-wage jobs increased at a disproportionately high rate relative to average and high-wage jobs. As a result, as we enter a new recession low-wage industries already account for a larger share of Oregon's total employment than in 2001/03.

Oregon's unemployment rate increased from 5.4% in November, 2007 to 8.1% in November 2008 and has likely not yet hit bottom. The Office of Economic Analysis forecasts that an additional 25,000 jobs will be lost in 2009 and that an economic recovery will not begin until 2010.

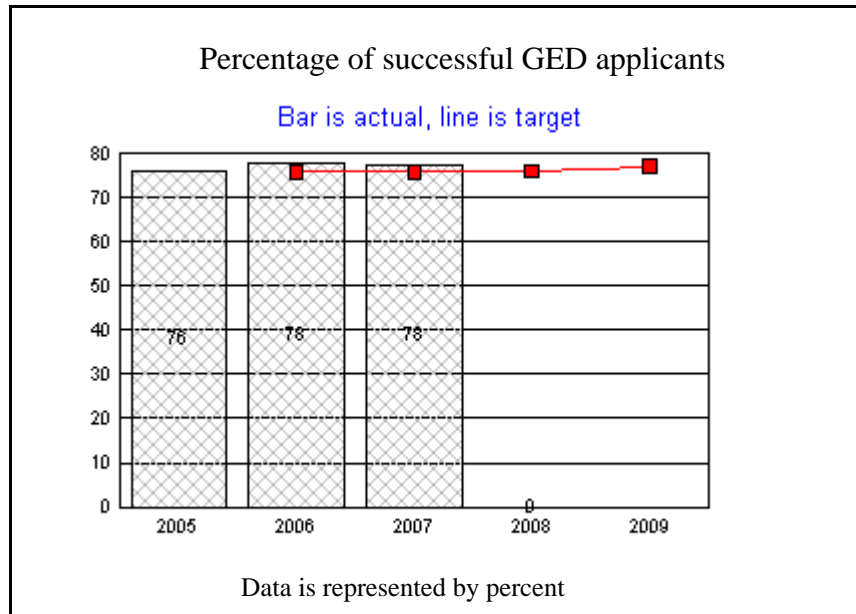
The Department also faces challenges in maintaining enrollment gains since the last recession. Enrollment has increased steadily for the last four academic year, but in 2007/08 it remained 6% below its 2001/02 peak. That 6% represents over 26,000 students. If resource limitations again

force community colleges to eliminate programs, courses, and sections and raise tuition, the enrollment recovery of the last four years will be reversed.

## **5. RESOURCES AND EFFICIENCY**

CCWD operates a very lean administration budget, with only 2.6 percent of the 2007-09 Legislatively Adopted Budget going to support administrative costs associated with the Department's education, workforce and youth programs. The majority of CCWD's budget (97.4 %) is distributed to the field to provide support for these programs through Oregon's 17 community colleges, 19 adult basic skills providers, 7 local workforce investment areas and 36 county-based programs. Collectively, these programs report providing services to more than 400,000 Oregonians (this number represents multiple services to some individuals).

<b>KPM #1</b>	SUCCESSFUL GED APPLICANTS – Percentage of GED certificate applicants successful.	2006
<b>Goal</b>	Goal 1: Oregonians have strong literacy skills	
<b>Oregon Context</b>	OBM 23: High school completion	
<b>Data Source</b>	Annual Statistical Report from the GED Testing Service, a division of American Council on Education, and GEDScoring Service.	
<b>Owner</b>	David Moore, Director, Literacy and Skill Development Systems, 503-378-8648 ext. 375	



**1. OUR STRATEGY**

CCWD partners with GED testing centers and community college test preparation programs to increase awareness of and access to GED testing and preparation. Through marketing efforts and an informational website, CCWD ensures that potential GED applicants have access to the information necessary to start on the path to earning a GED. The Department has successfully encouraged testing centers to expand to new

locations and extend their days and hours of operations. CCWD also facilitates discussions between the testing centers and community college preparation programs to improve the connection between preparation and readiness for testing.

## 2. ABOUT THE TARGETS

CCWD has established a goal of having GED applicants successfully complete all five tests within three years. Year to year targets, defined as the percentage of students who complete the goal, have been established. These targets, along with actual performance, are presented in the graph. Because data are not available prior to the three year period beginning in 2002, targets for 2006 and 2007 were set based on 2005 results. Targets for 2008 and 2009 are increased 1% from the prior year's target.

## 3. HOW WE ARE DOING

Oregon's 2007 GED performance exceeds the target by 1.6 percentage points. The absolute number of successful GED applicants (7,821) is slightly higher than last year's number (7,792).

## 4. HOW WE COMPARE

Although the construction of this particular measure is unique to Oregon the single-year pass rate for each state is reported annually by the GED Testing Service. Oregon's 2007 pass rate of 84.9% exceeds the national rate of 71.5%. Direct national comparisons can be misleading, however, as the GED testing population, GED screening processes, and test accessibility vary widely from the state.

## 5. FACTORS AFFECTING RESULTS

There are no known unique factors affecting the results.

## 6. WHAT NEEDS TO BE DONE

Among GED applicants who took their first GED exam between January 2002 and December 2003, more than 90% of those who earned a GED did so within one year of taking their first test. An important component of CCWD's future strategy will be to encourage preparation centers to offer "fast-track" programs to enable GED applicants who are nearly ready to pass the GED exams to rapidly prepare for and earn their GED. To increase the completion rate for applicants who do not earn their GED in their first year, CCWD will work with local test centers and preparation

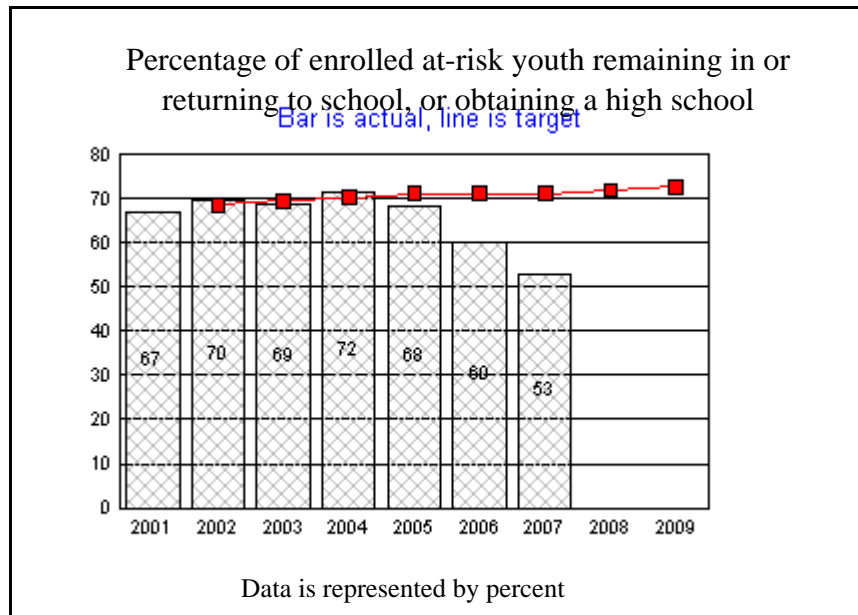
services to increase follow-up contact with applicants who have not passed all of their tests within one year.

In addition to these GED-specific strategies, CCWD is working towards incorporating the GED into its Career Pathways efforts. The focus of this process will be to strengthen the connection between GED testing centers and community colleges. The majority of GED applicants, those who do not utilize test preparation services, have little exposure to the opportunities available to them once they earn their GED. To encourage these applicants to think more about their next steps after earning their GED, CCWD will work with GED testing centers to integrate information about community colleges and career and education counseling into the pre-exam orientation. CCWD also intends to work with colleges and GED testing centers to expand recruitment by colleges from among GED applicants, by including a release form allowing colleges to contact GED applicants about college services.

#### **7. ABOUT THE DATA**

Reporting cycle: calendar year. Applicants are all individuals who took the first of five GED tests in a calendar year. Successful applicants are those who complete and pass all five of the GED tests and who are issued a GED certificate within three years of the month of their first test date.

<b>KPM #2</b>	AT-RISK YOUTH EXIT SUCCESSFULLY – Percentage of enrolled at-risk youth who remained in or returned to school, or obtained their high school diploma/equivalent upon exiting the program.	2002
<b>Goal</b>	Goal 1: Oregonians have strong literacy skills	
<b>Oregon Context</b>	OBM 23: High school completion	
<b>Data Source</b>	Workforce Investment Act (WIA) Title I-B Database	
<b>Owner</b>	Evelyn Roth, CCWD Youth Policy, 503-378-8648 ext. 323	



**1. OUR STRATEGY**

As a key stakeholder in the Oregon Workforce Investment Board (OWIB), the Department contributes to the two-year state Workforce Investment Act (WIA) plan and assists Local Workforce Investment Boards (LWIBs) with their strategic planning. In addition, CCWD conducts monitoring visits to ensure compliance with state and local WIA plans and promotes awareness of best practices among LWIBs.

Partnerships

Local Workforce Investment Boards

Oregon Workforce Investment Board Youth and Education Committee

**2. ABOUT THE TARGETS**

Targets for 2006 and 2007 were held steady due to the declines in performance expected in those years. Targets for 2008 and 2009 were increased by 2% from the prior year's target. Higher is better.

**3. HOW WE ARE DOING**

The percentage of enrolled at-risk youth who remained in or returned to school or obtained a high school diploma or equivalent was 52.8% in 2007, a decline of nearly 12% in one year and 26% in the previous three years. The 2007 performance is the lowest recorded for this measure since its inception.

**4. HOW WE COMPARE**

Although other states do not report an identical measure, all states must report annually on diploma attainment for younger youth (14-18) who exit WIA IB programs and are no longer enrolled in high school. In program year 2006 (April 2005-March 2006), 65.1% of all Oregon younger youth exiters not in high school received a high school diploma or equivalent. The corresponding rate in Washington was 62.3% and the national rate was 65.1%, the same as in Oregon.

**5. FACTORS AFFECTING RESULTS**

New guidance from US Department of Labor, as expressed in the New Strategic Vision for the Delivery of Youth Services, has placed greater emphasis on WIA youth programs targeting their services toward out-of-school youth. This change has led to a 47% decline (from 154 to 82) during the past two years in the number of younger at-risk youth (age 14-18) recorded as in-school upon exit from WIA IB programs in Oregon. During the same time period, the number of at-risk younger youth employed upon exiting a WIA IB program has increased by more than 10 percentage points. Although educational attainment remains priority of WIA IB programs, encouraging out-of-school youth to return to school is more challenging than keeping youth in school.

**6. WHAT NEEDS TO BE DONE**

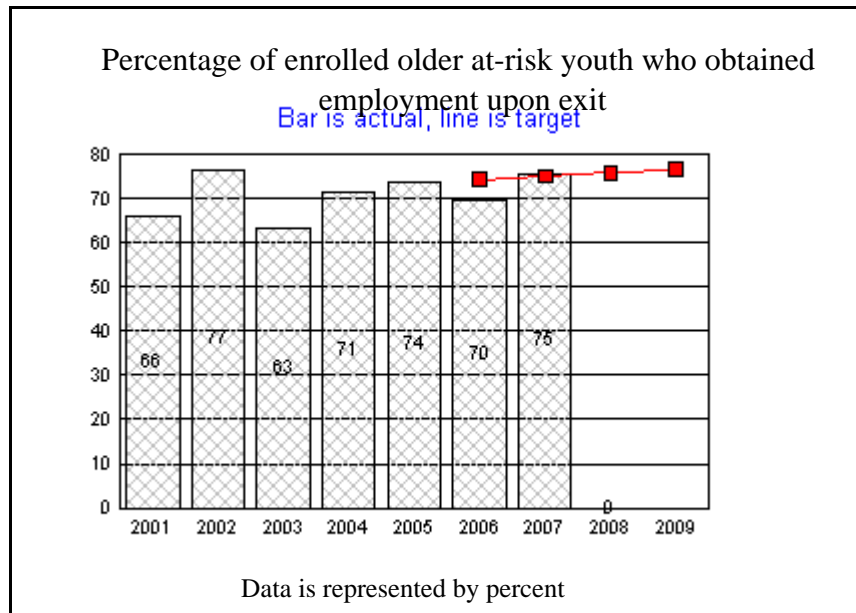
Federal, state, and local agencies tasked with serving at-risk youth need to improve coordination to promote early-intervention strategies for students likely to drop out of high school. CCWD is exploring how local school districts and workforce boards can work together to better identify and target youth who do drop out of high school and implement strategies to encourage them to obtain a high school diploma or GED.

To encourage superior performance at the local level, CCWD plans to expand the role of its program monitoring and compliance visits to include real-time feedback on program quality improvement. The enhanced monitoring visits should expedite the distribution and adoption of best practices across the state

#### **7. ABOUT THE DATA**

Reporting cycle: Oregon fiscal year. Younger at-risk youth are ages 14-18 with one or more of the following barriers: limited English proficiency, single parent, offender, homeless or run away, pregnant or parenting. At-risk younger youth included in the measure are those who exited from a WIA IB program during the period and remained in or returned to school or obtained their high school diploma or equivalent. This group is divided by the total number of younger at-risk youth exiters.

<b>KPM #3</b>	YOUTH EMPLOYED UPON EXIT – Percentage of enrolled older at-risk youth who obtained employment upon exiting the program.	2006
<b>Goal</b>	Goal 1: Oregonians have strong literacy skills	
<b>Oregon Context</b>	There is no current Oregon Benchmark to which this measure relates	
<b>Data Source</b>	Workforce Investment Act (WIA) Title I-B Database.	
<b>Owner</b>	Evelyn Roth, CCWD Youth Policy, 503-378-8648. ext. 323	



**1. OUR STRATEGY**

CCWD shares program best practices and works to ensure that Workforce Investent Act service providers and apprenticeship preparation programs focus their training on high-demand, high-wage occupations. Participants in employment-oriented programs are encouraged to register with iMatchskills to match participants’ skills with available jobs.

Partnerships  
Local Workforce Investment Boards  
Oregon Workforce Investment Board Youth and Education Committee

## 2. ABOUT THE TARGETS

The target for 2006 was set by increasing actual performance in 2005 by 1%. Targets for 2007 through 2009 were increased by 1% from the prior year's target. Higher is better.

## 3. HOW WE ARE DOING

In 2006-07, 75.4% of enrolled older at-risk youth (19-21) were employed in the first quarter after exiting the program. This figure represents an 8% increase from the prior year, which represents a recovery from last year's decline. It also represents the continuation of post-recession improvement that began in 2004.

## 4. HOW WE COMPARE

It is not possible to identify a comparison that is identical to this measure. However, data are available for all (not at-risk only) enrolled older youth using a slightly different time period (program year 05: October 2004 through September 2005). In PY05, 78.0% of all enrolled older youth in Washington state entered employment within the first quarter after program exit, compared to 74.1% in Oregon. The national rate was 76.6%. (These are still the most recent numbers available.)

## 5. FACTORS AFFECTING RESULTS

A recent study of labor market trends for young adult workers showed national employment rates for teens and adults have declined significantly since 2000 and are at or near their worst levels in 57 years. Unlike employment rates for the entire adult population, youth employment rates have not recovered significantly during the current recovery period, especially for minority and low-income youth. The depressed youth labor market has generated significant challenges to improving employment outcomes among youth employment services.

Local, state and regional economies and job availability will have an effect on performance for this measure. In addition, the US Department of Labor's new guidance stipulates WIA IB programs focus on serving the neediest, most-at-risk youth, which is likely to negatively impact performance.

#### **6. WHAT NEEDS TO BE DONE**

To support new high school diploma requirements, CCWD will partner with ODE to promote greater use of and access to internships, apprenticeship preparation, extended job shadowing, and other career-related learning experiences with youth in WIA programs. As part of this effort, CCWD and its workforce and education partners plan to increase partnerships with local business community members and statewide and local business associations to expand the number and type of job-experience and career-exploration activities.

#### **7. ABOUT THE DATA**

Reporting cycle: Oregon fiscal year. Older at-risk youth are youth ages 19-21 with one or more of the following barriers: limited English proficiency, single parent, offender, homeless or run away, pregnant or parenting. The measure includes at-risk youth who exit from a WIA IB program during the period and are employed in the first quarter after exit. This group is divided by the number of at-risk youth exiters. Employment includes military service and qualified apprenticeship.

<b>KPM #4</b>	ADULTS EMPLOYED UPON EXIT – Percentage of clients served in adult workforce programs who obtained employment upon exiting the program.	2006
<b>Goal</b>	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs	
<b>Oregon Context</b>	OBM 29: Labor force skills training	
<b>Data Source</b>	WIA Title IB Database	
<b>Owner</b>	Karen Humelbaugh, CCWD WIA Title IB Programs, 503-378-8648 ext. 226	



**1. OUR STRATEGY**

Oregon has a comprehensive workforce evaluation framework that focuses on results and continuous program improvement. CCWD negotiates performance standards with local workforce areas and assigns liaisons, who are responsible for reviewing performance, to each workforce area. Liaisons conduct in-depth analysis and review of local area and statewide performance quarterly. The Department contacts local areas about

various aspects of their operations and performance and staff provide technical assistance if needed.

## **2. ABOUT THE TARGETS**

The targets for 2006 and 2007 are the WIA Title IB federally negotiated target for Oregon. Targets for 2008 and 2009 were increased 1.5% from the prior year's target. Higher is better.

## **3. HOW WE ARE DOING**

In 2007, 80.6% of adults were employed in the first quarter after exiting the program. This outcome is only slightly below the target level, but is highest level attained this decade. There has been a steady pattern of improvement over the last seven years. In addition, the Department has met its federal targets for the past four years, which has helped the state qualify for federal incentive funds.

## **4. HOW WE COMPARE**

The Department does not have access to data that would allow a comparison of identical time periods. However, the US Department of Labor collects uniform performance measures from all states on this measure from October 2004 to September 2005. For that time period, Oregon's rate of adults employed upon exit was 88.6%, which compares favorably to Washington's rate of 82.7% and the national rate of 76.5%. (These are the most recent numbers available.)

## **5. FACTORS AFFECTING RESULTS**

Economic trends within local areas, regions and the state are the primary drivers for the number of jobs available. While the Department and its partners use assessments, labor market information and relevant training to prepare participants for entrance into the workforce, the number of jobs available will affect performance on this measure.

## **6. WHAT NEEDS TO BE DONE**

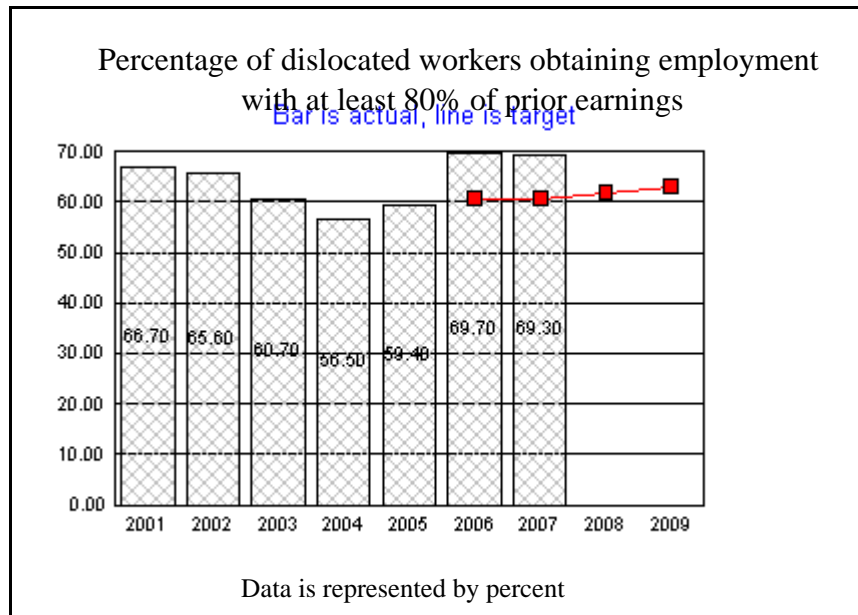
Oregon is in the process of a major effort to co-locate major workforce partners and consolidate self-delivered, "core" services in One-Stop centers across the state to eliminate duplication of services and to release resources for more intensive services and training. CCWD is also

expanding its work with individual community colleges and businesses to further develop career pathways targeting high-wage, high-demand occupations. In conjunction with local workforce partners, CCWD is devising ways of encouraging individuals to use their personal training accounts for training in high-wage, high-demand occupations using strategies such as having local workforce partners leverage additional external funds.

#### **7. ABOUT THE DATA**

Reporting cycle: Oregon fiscal year. An adult exiter is someone 18 and older who has completed all planned services and has not received a service for 90 days. The measure includes WIA Title 1B adult exiters who were not employed at registration and were employed in the 1st quarter after exit. This group was divided by the number of adult exiters who were not employed at registration. Workforce Investment Act (WIA) Title 1B adult exiters are matched with Oregon Employment Department wage records.

<b>KPM #5</b>	DISLOCATED WORKER WAGES – Percentage of dislocated workers who obtained employment with at least 80% of prior earnings.	2006
<b>Goal</b>	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs	
<b>Oregon Context</b>	OBM 12: Pay per worker	
<b>Data Source</b>	WIA Title IB Database	
<b>Owner</b>	CCWD WIA Title IB Programs, 503-378-8648	



**1. OUR STRATEGY**

CCWD works with community colleges and Local Workforce Investment Boards and providers to develop short-term curricula and trainings in high-wage, high-demand occupations. These programs give dislocated workers the opportunity to quickly adapt their skills to new jobs without losing earning power. The Department also works to use federal and state funds to leverage additional private investment in training for demand

occupations

## 2. ABOUT THE TARGETS

The targets for 2006 and 2007 were set at the highest level of actual performance during the period from 2003 to 2005. Targets for 2008 and 2009 are increased 2% from the previous year's target. Higher is better

## 3. HOW WE ARE DOING

In 2007, 69.3% of dislocated workers who participate in WIA programs found employment with wages that were at least 80% of the wages they earned in prior employment. This is the second year in a row that this measure has exceeded 69%.

## 4. HOW WE COMPARE

Although the construction of this measure is unique to Oregon, all states report to the US Department of Labor on a similar measure—earnings change for dislocated workers. During the period from April 2004 through March 2005, dislocated workers in Oregon earned an average of \$2,673 less in the 2nd and 3rd quarters after exiting than in the 2nd and 3rd quarters prior to entering. Dislocated workers in Washington earned \$1,782 less after exit, and, nationally, dislocated workers earned an average of \$478 more after exit.

THESE ARE STILL THE MOST RECENT NUMBERS AVAILABLE

## 5. FACTORS AFFECTING RESULTS

The early-decade recession caused high unemployment and depressed wages for Oregon's workers and job seekers. High-wage jobs were lost at a faster rate than low-wage jobs, causing some dislocated workers to accept lower wages when they found new jobs. By 2004, job growth in high-wage industries began to recover, and the decline in Oregon's unemployment rate, from a high of 8.5% in mid-2003 to 5.3% by July of 2007, has helped drive up wages across most industries.

## 6. WHAT NEEDS TO BE DONE

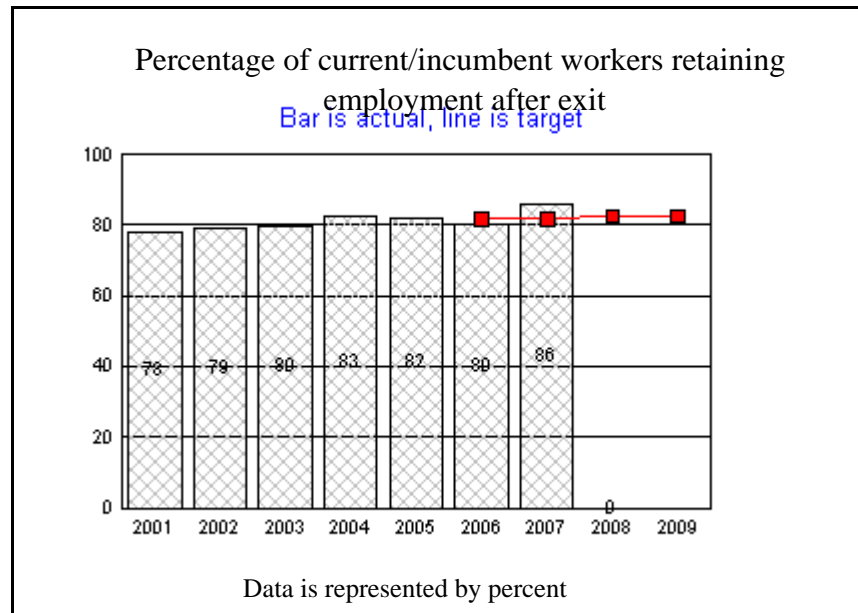
To increase the efficiency of service delivery and direct more existing resources towards targeted training services, Oregon's workforce partners are working together to eliminate duplicate services and facilitate simpler transitions between services by co-locating workforce partners' service offices and making all core services available through One-Stop centers. CCWD is also expanding its work with individual community colleges and

businesses to further develop career pathways targeting high-wage, high-demand occupations.

#### 7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. A Dislocated Worker is someone 18 and older who loses their job due to no fault of their own, receives layoff notice or notice of company closure. Workforce Investment Act (WIA) Title IB Dislocated Worker exiters are matched with Oregon Employment Department wage records to identify individuals with wages in the 1st, 2nd, and 3rd quarters after exit. The sum of 2nd and 3rd quarter post-exit wages is divided by the sum of 2nd and 3rd quarter pre-enrollment wages to determine the measure result.

<b>KPM #6</b>	CURRENT/INCUMBENT WORKER EMPLOYMENT – Percentage of current/incumbent workers who retained employment after exit.	2006
<b>Goal</b>	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs	
<b>Oregon Context</b>	OBM 29: Labor force skills training	
<b>Data Source</b>	WIA Title 1B Database	
<b>Owner</b>	Karen Humelbaugh, Director, CCWD WIA Title 1B Programs, 503-378-8648, ext. 226	



**1. OUR STRATEGY**

CCWD leads several efforts to support training and development for current and incumbent workers in Oregon. CCWD is responsible for ensuring Oregonians have access to training through Workforce Investment Act Title IB workforce programs designed to mitigate the skilled-worker shortage in targeted demand industries. The goal is to aggregate, incentivize, and expand workforce training in high-wage, high-demand occupations.

The Department also uses the Business and Industry Training System (BITS) to offer employers customized workforce training through the network of community colleges.

## 2. ABOUT THE TARGETS

Targets for 2006 and 2007 were set at the performance level for 2005. Targets for 2008 and 2009 were increased 1% from the 2007 target. Higher is better.

## 3. HOW WE ARE DOING

In 2007, 85.9% of current/incumbent workers were employed in the first quarter after exiting training, an increase of 5.7 percentage points from 2006. There has been a steady pattern of improvement over the last seven years

## 4. HOW WE COMPARE

No comparison data are available for this measure

## 5. FACTORS AFFECTING RESULTS

The economy of the state and the strength of Oregon businesses in a global environment affect the retention and earnings of current/incumbent workers

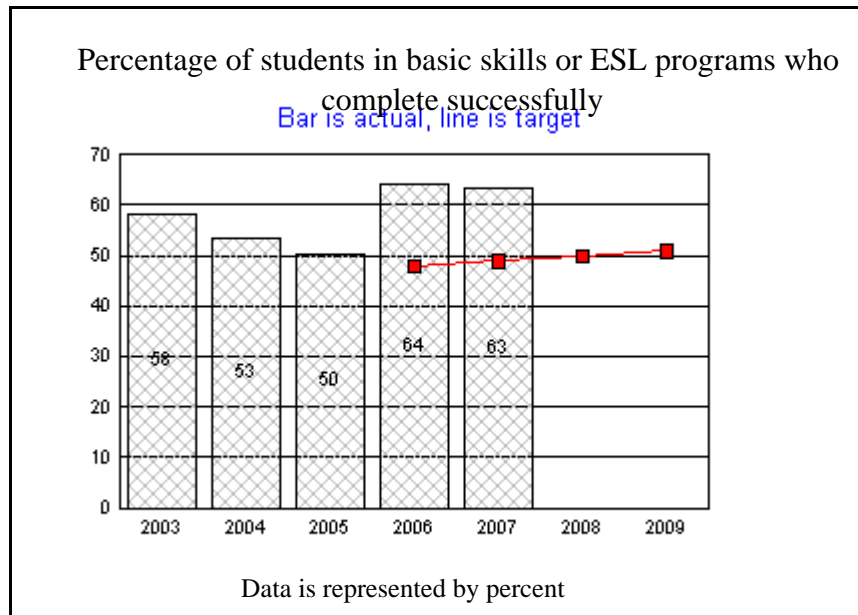
## 6. WHAT NEEDS TO BE DONE

The Department will continue its extensive efforts to develop world class training programs as well as assessments for workers, business and industry. CCWD will work with its partners to identify best practices curriculum and continue to build the capacity of workforce and education training services. CCWD and its partners are working to build on the EWTF model through the Cluster Investment Fund (CIF) and the Skill Up Oregon Fund. CIF would encourage greater aggregation of training within key economic clusters, and Skill Up aims to aid and encourage low-skill workers to gain the skills necessary to work in high-wage, high-demand jobs. Although CIF received only 10% of the requested funds in the approved budget and Skill Up received no funding, CCWD will revise and improve the plans for these programs.

## 7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. Workforce Investment Act (WIA) Title IB adult exiters are matched with Oregon Employment Department wage records. The measure calculation is adult exiters who were employed at registration and were employed in the 1st quarter after exit, divided by the number of adult exiters who were employed at registration. The data are a summation of numerous workshops from Oregon's 15 local workforce regions. Individuals who are self-employed or who do not supply SSN information are excluded from employment verification counting.

<b>KPM #7</b>	COMPLETION OF BASIC SKILLS/ESL – Percentage of students enrolled in a basic skills or ESL program who complete successfully.	2006
<b>Goal</b>	Goal 1: Oregonians have strong literacy skills	
<b>Oregon Context</b>	OBM 27: Adult literacy	
<b>Data Source</b>	TOPSpro, OCCURS, Oregon Employment Department Unemployment Insurance, and GED Databases	
<b>Owner</b>	David Moore, Director, Literacy and Skill Development Systems, 503-378-8648 ext. 375	



**1. OUR STRATEGY**

The core of CCWD’s adult basic skills/ESL performance strategy combines state indicators of program quality (IPQs), comprehensive program evaluation and data analysis with coordinated state and local strategic planning. CCWD conducts quarterly data analyses and periodic local site visits to evaluate local programs against state IPQs in order to identify emerging practices and recommend areas for continuous program

improvement. By 2008-09, CCWD will implement a new performance-based funding formula which will provide incentive funds to local providers that achieve core performance outcomes.

#### Key Partnerships

Directors of Local Adult Basic Skills Programs

### **2. ABOUT THE TARGETS**

Targets for 2008 and 2009 were increased 2% from the prior year's target. Higher is better.

### **3. HOW WE ARE DOING**

By the end of 2006-07, 63.3% of students enrolled in adult basic skills/ESL courses in 2005-06 had completed at least one federal outcome level (obtain GED, transition to post-secondary education or training program, obtain employment, or retain employment). This is the second year in a row that this measure has been over 60% and well above its target level.

### **4. HOW WE COMPARE**

Although the construction of this measure is unique to Oregon, all states report similar measures to the federal government. Oregon's performance on three of the five federal core performance outcomes (completed an educational functioning level, retained employment, and obtained employment) exceeded Washington's in 2006-07. Oregon's performance on obtaining a GED was about the same as Washington's, but the state's performance on students' entering post-secondary education or training lags Washington's performance.

### **5. FACTORS AFFECTING RESULTS**

In recent years, the enrollment in Adult Basic Skills programs has remained relatively stable; however, the number of exiters (students completing their program) each year has declined. Oregon Adult Basic Skills students appear to be staying in their programs longer, allowing them to gain more skills so that when they do leave, they tend to have better outcomes.

### **6. WHAT NEEDS TO BE DONE**

Together with state partners and local service providers, CCWD is working to establish pathways to guide students in achieving their program goals. CCWD also aims to improve program retention by expanding its partnerships with One-Stop Career Centers and community college student

services divisions. These entities assist students with education and career advising and planning as well as helping students gain access to vital services such as transportation and child care. To boost retention among students who enter at higher skill levels, CCWD encourages local programs to implement “fast-track” options that enable some students to complete their coursework at an accelerated pace. The Adult Basic Skills/ESL Team at CCWD will begin strategizing with workforce and education partners to more effectively collaborate with public and private providers in their areas.

## 7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year.

The measure includes federally reportable students who were enrolled in a particular academic year and had a valid pre and post test, then tracked for that academic year and the following academic year to identify whether the student completed at least one outcome measure.

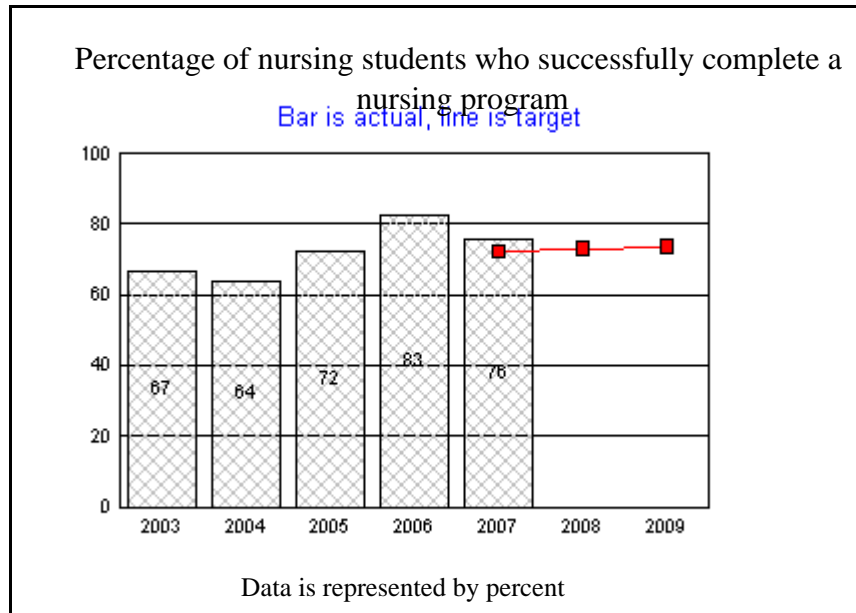
Federally reportable students are those who have:

- At least one Entry Record,
- Are enrolled in an approved instructional program,
- Have received 12 or more hours of instruction,
- Are between the ages of 16 and 110,
- Are not concurrently enrolled in high school/k-12, and
- Have the following demographic information reported: date of birth, gender, and race/ethnicity.

Federal outcome measures included in this measure are:

- Educational skill attainment,
- Obtain GED,
- Transition to post-secondary education or training program,
- Obtain employment, and
- Retain employment.

<b>KPM #8</b>	NURSING COMPLETION – Percentage of students who successfully complete a Nursing program.	2006
<b>Goal</b>	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs	
<b>Oregon Context</b>	OBM 25: Postsecondary credentials	
<b>Data Source</b>	Oregon Community College Unified Reporting System (OCCURS)	
<b>Owner</b>	Wayne Fano, Specialist, Education Systems, &#160;503-378-8648, ext. 374	



**1. OUR STRATEGY**

CCWD is be the lead agency in the implementation of the Healthcare Workforce Initiative (HWI). Nursing and allied health occupations are among those projected to grow the fastest in Oregon over the next twenty years, and implementing the HWI will expand the capacity of Oregon’s nursing and allied health education programs to meet this demand through additional course sections of nursing and related courses; coursework and

occupational instruction in distance, simulated and distributed learning formats; and articulation, transfer and program sharing agreements.

#### Key Partnerships

Oregon Healthcare Workforce Institute (OHWI)

Oregon Center for Nursing (OCN)

Oregon Simulation Alliance (OSAA)

## **2. ABOUT THE TARGETS**

The target for 2007 was set based on the 2005 performance result. Targets for 2008 and 2009 were increased 1% from the prior year's target. Higher is better.

## **3. HOW WE ARE DOING**

In 2006-07, 75.9% of nursing students successfully completed their one- or two-year nursing programs. Although this is a decline from the previous year, that alone does not tell the whole story. The number of completions actually increased by 5% to 843. At the same time the number of nursing students increased by 15% to 1,111. More students completed nursing programs and entered the workforce than in the previous year and more are in the pipeline to complete their training in the future.

## **4. HOW WE COMPARE**

There are no comparison data available for this measure.

## **5. FACTORS AFFECTING RESULTS**

This measure reflects the success of public and private efforts to improve nursing training. The implication of the current economy might affect the capacity of nursing training programs to meet the nursing and related healthcare demand;

## **6. WHAT NEEDS TO BE DONE**

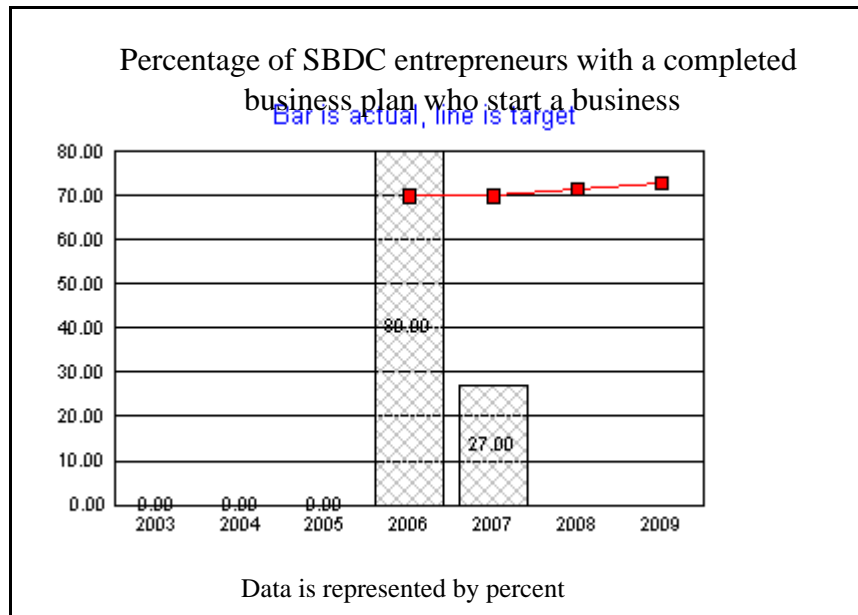
While the Healthcare Workforce Initiative aims to alleviate the predicted statewide labor shortage in nursing and related fields, it does not address the acute shortage of nurses and allied health workers in the state's rural areas. To begin solving this problem, the Community College Health Care Action Plan (CCHAP) and Portland Community College collaborated to develop "Allied Health for Oregon: Seeking Solutions through Technology

(AHOSST)", a plan to address the rural allied health worker shortage by promoting partnerships between "host" allied health programs in urban areas, "provider" programs at rural community college centers, and clinical partners in rural areas. AHOSST calls for facilitating coordination between these partners through increased access to distance and simulated learning technologies.

#### 7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure cohort includes all students for the program year who were identified as having Licensed Practical Nursing or Registered Nursing majors. The measure result is the percentage of these students who completed one- or two-year nursing programs within the program year. These students are "professional technical concentrators" (based on Perkins III accountability measures) and includes students who are credit students in the fall term of the reporting year and who have earned at least 50% of credits applicable toward their professional technical major.

<b>KPM #9</b>	SBDC BUSINESS START-UPS – Percentage of SBDC pre-venture/start-up entrepreneurs with a completed business plan who start a business.	2006
<b>Goal</b>	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs	
<b>Oregon Context</b>	OBM 3: Oregon’s national rank in new companies	
<b>Data Source</b>	Small Business Development Center IC/EDMIS	
<b>Owner</b>	EJ Ayers, CCWD Research, 503-378-8648, ext. 368	



**1. OUR STRATEGY**

CCWD, in conjunction with Oregon Economic and Community Development Department (OECDD), provides resources to Oregon community colleges to assist Small Business Development Centers (SBDCs) in providing counseling and training to clients seeking to start new businesses.

**2. ABOUT THE TARGETS**

Targets for 2006 through 2007 were set based on 2006 recommendations and preliminary data from the Oregon Small Business Development Center Network (OSBDCN). Because these data were preliminary and a comprehensive methodology for collecting this measure information was under development, targets for 2006 and 2007 were set conservatively. Targets for 2008 and 2009 were increased 2% from the prior year's target. Higher is better.

**3. HOW WE ARE DOING**

In 2007, nearly 27% of SBDC startup/pre-venture clients who completed a business plan actually started a business. This result is significantly lower than the qualitative result reported in 2006. The Oregon Small Business Development Center Network (OSBDCN) does not yet have a valid methodology to calculate this result, and the current outcome is derived using the best proxy data available to the OSBDCN. The Director of the OSBDCN is working with the SBDC Directors and CCWD to develop a more relevant performance measure including a reliable methodology. A business plan is not necessarily an indicator of a successful business startup or an indicator of successful business venture over time.

**4. HOW WE COMPARE**

There are no comparison data available for this measure.

**5. FACTORS AFFECTING RESULTS**

The current recession and negative near-term economic prospects create an uncertain environment for business startups. The lack of a valid and reliable measure and methodology greatly affect the results from the current measure.

**6. WHAT NEEDS TO BE DONE**

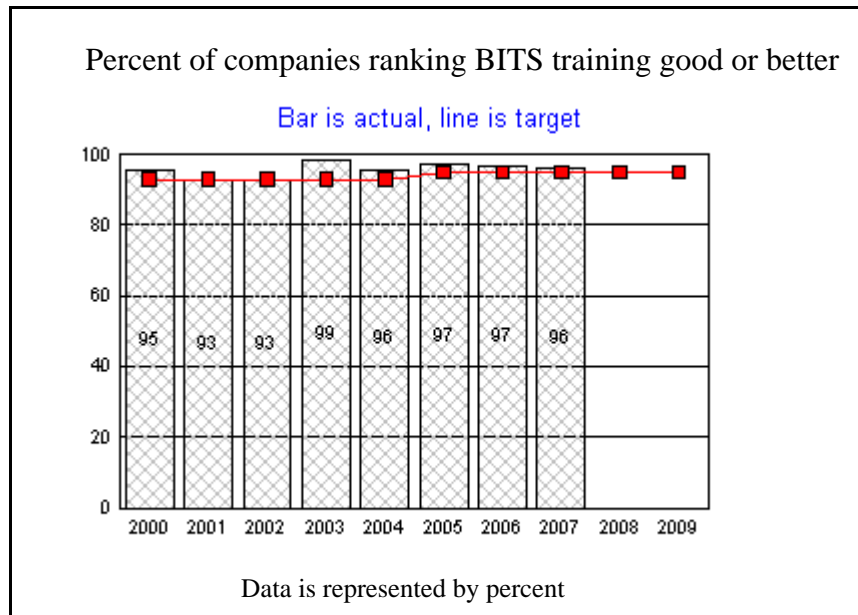
CCWD will continue to work with OSBDCN to develop a formal methodology for this measure.

**7. ABOUT THE DATA**

Reporting cycle: Oregon fiscal year. A formal methodology has not yet been finalized for this measure. For 2007, the OSBDCN used proxy data to identify individuals who are currently in business and who had assistance or counseling relating to a business plan. For the 2006 reporting year, the

OSBDCN selected a random sample of client files from all 19 local SBDC service centers and counted the number of SBDC clients with a business plan who started a business. To calculate a percentage, that number was divided by the total number of SBDC clients with a business plan in the random sample. Through a qualitative review of records for the month of November 2005, it was estimated that 80% of pre-venture/startup clients that completed a business plan actually started a business within 60 days of SBDC engagement. Based on the extreme variance in the results for the two years, further work is needed to define a valid and reliable methodology for this measure.

<b>KPM #10</b>	BITS COMPANY SATISFACTION – Percent of companies ranking training they received through community college Business and Industry Training System (BITS) as good or better.	2001
<b>Goal</b>	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs	
<b>Oregon Context</b>	OBM 29: Labor force skills training	
<b>Data Source</b>	BITS survey data	
<b>Owner</b>	EJ Ayers, CCWD Research, 503-378-8648, ext. 368	



**1. OUR STRATEGY**

CCWD partners with community colleges to promote the Business and Industry Training System (BITS) as an important resource to provide workforce training to employees and businesses and foster closer ties between community colleges and Oregon's business community. The Department also provides BITS providers with technical assistance for obtaining regional and statewide grants.

**2. ABOUT THE TARGETS**

Targets for 2007 through 2009 are maintained at 95%. Higher is better.

**3. HOW WE ARE DOING**

In 2007 95.9% of employers rated BITS trainings a 4 or better out of 5. Performance on this measure has remained very high since its introduction.

**4. HOW WE COMPARE**

There are no comparative data available for this measure.

**5. FACTORS AFFECTING RESULTS**

There are no known factors affecting performance for 2006-07

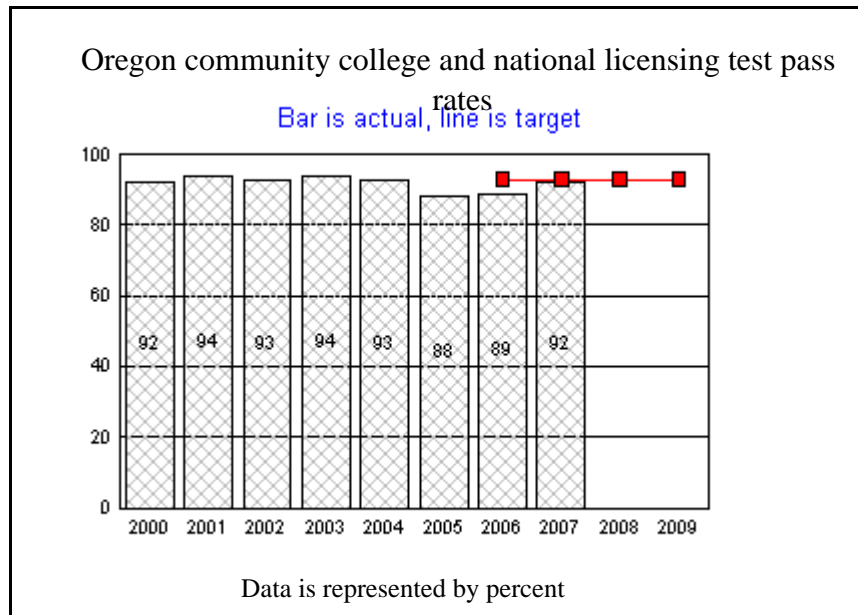
**6. WHAT NEEDS TO BE DONE**

Employer responses indicate they continue to value the trainings they receive through BITS. However, the number of trainings conducted through BITS dropped from a high of over 3,400 in 2000 to just over 1,536 in 2007. To ensure BITS continues to improve the quality and skills of Oregon's workforce, CCWD will work with BITS staff to identify strategies to increase the number of employees receiving training through BITS without sacrificing employer satisfaction. Towards this end, CCWD will work to foster greater collaboration among BITS providers, especially within each provider's own region, and between BITS providers and Oregon's businesses.

**7. ABOUT THE DATA**

Reporting cycle: Oregon fiscal year. Businesses are contacted by community colleges to obtain employers' satisfaction ratings with community college training programs. The colleges send summaries of the ratings to CCWD. A rating of 4 or 5 indicates good or better on a scale of 1 to 5.

<b>KPM #11</b>	LICENSING/CERTIFICATION RATES – Oregon community college students’ pass rates for national licensing tests compared to national pass rates.	2000
<b>Goal</b>	Goal 2: Oregon’s workforce well-trained/has access to a wide variety of training programs	
<b>Oregon Context</b>	OBM 25: Postsecondary credentials	
<b>Data Source</b>	Researchers and community college department staff obtain test results for students and provide them to CCWD.	
<b>Owner</b>	EJ Ayers, CCWD Research, 503-378-8648, ext. 368	



**1. OUR STRATEGY**

Through efforts such as the Healthcare Workforce Initiative and Oregon’s Manufacturing Workforce Strategy, CCWD supports community colleges in providing sufficient numbers of high quality and relevant courses and programs to enable students to pass licensing exams. The Department also works with the Oregon Department of Education to ensure rapid approval of appropriate new Career and Technical Education

programs and deletion of obsolete CTE programs.

## 2. ABOUT THE TARGETS

Prior to 2006, results for this measure were reported according to whether Oregon community college pass rates for licensing/certification exceeded or did not exceed national pass rates. Targets for 2006 through 2009 are set at 93%. Higher is better.

## 3. HOW WE ARE DOING

In 2007, 92% of Oregon community college students taking national licensing tests passed them. This is an increase of three percentage points from last year and only one percentage point less than the target.

## 4. HOW WE COMPARE

The average national pass rate for the tests taken by Oregon students as 62%.

## 5. FACTORS AFFECTING RESULTS

There are no known unique factors affecting performance on this measure. However, the data reported by the community colleges can be extremely variable year-to-year. As a result, annual comparisons are problematic.

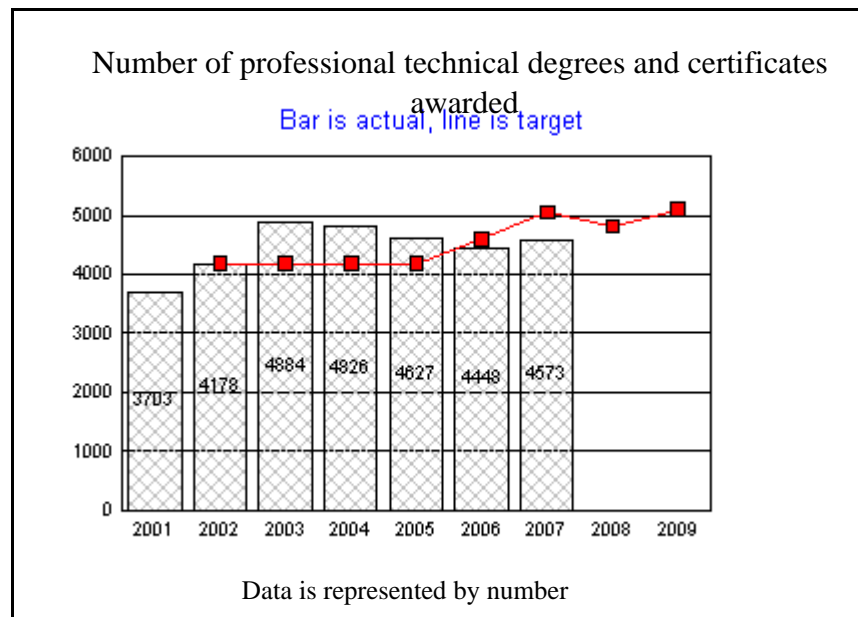
## 6. WHAT NEEDS TO BE DONE

Given Oregon's consistently superior performance on this measure, CCWD will work with community colleges and national certification boards and associations to increase the number of licenses and certificates offered through Oregon's community colleges. CCWD and community colleges will also explore avenues to increase enrollment in license/certificate programs.

## 7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. Currently, most pass rate data are self-reported by each community college to CCWD. Data on national pass rates is gathered from professional associations; some comes from the colleges. The Department is exploring avenues for obtaining this information directly from the licensing/certification programs. Until that is accomplished, however, the data will continue to be questionable and probably incomplete. Data are also reported inconsistently year-to-year and are thought to be unreliable.

<b>KPM #12</b>	PROFESSIONAL TECHNICAL DEGREE/CERTIFICATE COMPLETION – Number of professional-technical degrees and certificates awarded.	2002
<b>Goal</b>	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs. Goal 3: All Oregonians have access to excellent, affordable community college services.	
<b>Oregon Context</b>	OBM 25: Postsecondary credentials	
<b>Data Source</b>	Oregon Community College Unified Reporting System (OCCURS)	
<b>Owner</b>	Cynthia Risan, Director, Education Systems, CCWD, 503-378-8648, ext. 468	



**1. OUR STRATEGY**

CCWD is the lead postsecondary partner in promoting professional/technical education (i.e., career and technical education) in Oregon. Much of the Department’s focus has been on implementing key initiatives to better align secondary and postsecondary career and technical

education (CTE) and ensuring sustainable resources for CTE programs. The Career Pathways initiative and the renewed emphasis on “programs of study” through the Carl Perkins Career and Technical Education Act are providing students a multitude of clear, modularized paths toward earning workforce credentials and degrees.

## **2. ABOUT THE TARGETS**

Targets for 2006 and 2007 are 10% higher than the previous year’s target. The 2008 and 2009 targets were lowered based on declining enrollment numbers in professional technical education programs. Higher is better.

## **3. HOW WE ARE DOING**

Performance increased rapidly between 2001 and 2003. There was a decrease in the number of CTE degrees and certificates for years 2004 and 2005 yet, the number were more than the performance targets for these two years. For 2006 and 2007 the numbers of CTE degrees and certificates decreased and fell below the performance targets.

Does the decrease coincide with a decline in general community college enrollment and professional technical enrollment?

## **4. HOW WE COMPARE**

No comparison data are available for this measure. Each state accredits its own programs and establishes its own standards for certification. As a result, state-to-state comparisons are inappropriate.

## **5. FACTORS AFFECTING RESULTS**

Student enrollment in professional technical programs has decreased 22% since 2002-03. Due to declines in resources during those years, community colleges were compelled to eliminate some professional technical programs, courses, and sections and raise tuition, which limited student access to educational opportunities. Many professional technical students are enrolled part-time and may have had less flexibility to take time away from their jobs to attend college.

## **6. WHAT NEEDS TO BE DONE**

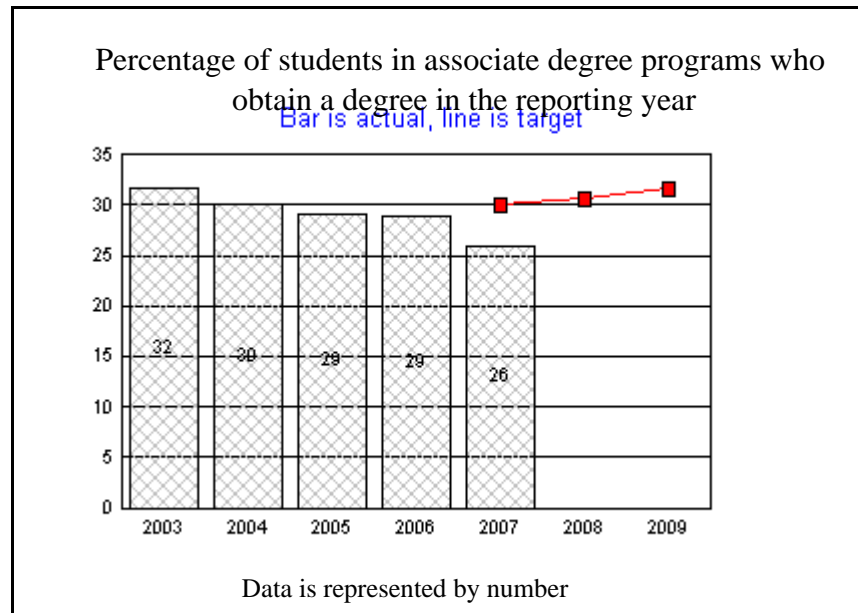
In addition to the career readiness certificate, CCWD is working with community colleges to expand CTE capacity in four key areas: the manufacturing pipeline, the apprenticeship preparation pipeline, healthcare training, and five “future career” training programs.

The rapid decline in resources available for CTE programs during the previous recession highlighted the need for more sustainable funding. Based on the findings from a study commissioned by the Oregon Department of Education (ODE), CCWD and ODE will work together to identify potential means of increasing the stability of CTE funding in Oregon.

#### 7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure is a count of all state-approved professional technical degrees and certificates

<b>KPM #13</b>	ASSOCIATE DEGREE COMPLETION – Percentage of students in Associates degree programs who obtain an Associates degree.	2006
<b>Goal</b>	Goal 3: All Oregonians have access to excellent, affordable community college services	
<b>Oregon Context</b>	OBM 25: Postsecondary credentials	
<b>Data Source</b>	Oregon Community College Unified Reporting System (OCCURS)	
<b>Owner</b>	Cynthia Risan, Director, Education Systems, 503-378-8648, ext. 468	



**1. OUR STRATEGY**

CCWD is actively working toward ensuring statewide transferability of postsecondary coursework towards degree requirements. Working in conjunction with community colleges, high schools, and OUS, CCWD aims to eliminate administrative and systemic barriers to transfer and degree completion.

## 2. ABOUT THE TARGETS

The target for 2007 was set to the performance level in 2004. Targets for 2007-09 were increased by 1% from the prior year's target. No target was set for 2006 because this measure was created by the Joint Legislative Audit Committee in July of 2006, after the academic year had ended. The 2008 target is 2% higher and the 2009 target is 3% higher than the previous year's target. Higher is better.

## 3. HOW WE ARE DOING

Performance for this measure has been gradually declining over the past five years. For 2006-07 it reached its lowest level to-date. Completion rates alone, however, do not tell the whole story. From 2005-06 to 2006-07, the number of AA completions rose 16% to over 3500 per year. And the size of the cohort of possible completers increased 29% to 13,470. More degrees were awarded than in any other recent year and there are more students in the academic pipeline than any time in the last several years.

## 4. HOW WE COMPARE

Washington State reports on a similar measure, although it is not identical. Washington looks at the percentage of students who have graduated or earned 4 or more quarters of credit within 2 years of entering the college. Washington reports that among full-time students in 2006-07, 61% have either graduated or earned 4 or more quarters of credit. Among part-time students, 33% have graduated or earned 4 or more quarters of credit.

## 5. FACTORS AFFECTING RESULTS

Measures using a percentage of students completing associate's degrees can be misleading indicators of performance. It is extremely difficult to identify a cohort of students to use as the denominator of a percentage calculation. Many community college students do not follow a traditional path of full-time enrollment culminating in an associate's degree in two years. In fact, most community college students attend less than full-time. Many change their enrollment status from full- to part- to half-time depending on personal circumstances, including work, family and other issues.

Not all students within range of earning an associate's degree are seeking to earn a degree. Some students may intend to transfer to a four-year institution or upgrade their workforce skills without earning a degree. Higher tuition has encouraged some students to take fewer classes, which may result in taking longer to earn a degree.

## 6. WHAT NEEDS TO BE DONE

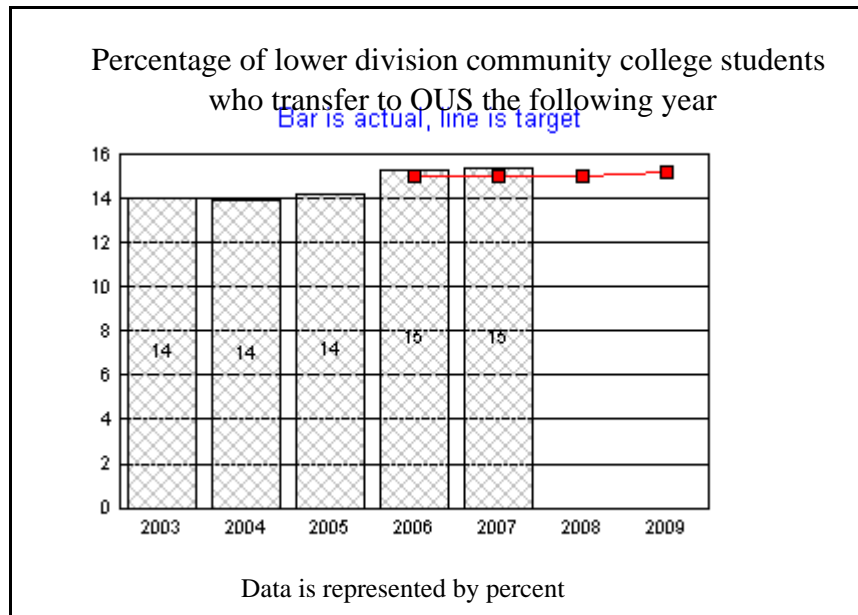
The Department is developing several strategies to increase associate's degree completion rates. To facilitate student transfers and simplify degree auditing, CCWD plans to help individual community colleges enhance their degree audit systems and link them to the Articulated Transfer Linked Audit System (ATLAS). Access to and awareness of financial aid are other critical components to improving degree completion rates. CCWD and community colleges are working together to increase the number of community college students, especially part-time students, who take advantage of the financial aid available to them through various federal, state and private resources.

#### 7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure cohort includes the unduplicated count of all fall credit students with enough credits to possibly complete an Associate's degree by end of spring term. The percentage is calculated by identifying the number of these students who do complete Associate's degree by end of spring term. Students are identified as having "enough credits to potentially complete an Associate's degree" according to their enrollment status in the fall term of the year under consideration.

Full-time students (those enrolled in 12 or more credits in the fall term) could potentially complete an associate's degree by the end of spring term of the reporting year if they have earned at least 54 credits by the time they enroll full-time for the fall quarter. Half-time students (those enrolled in 6-11.99 more credits in the fall term) could potentially complete an associate's degree by the end of spring term of the reporting year if they have earned at least 72 credits by the time they enroll half-time for the fall quarter. Part-time students (those enrolled in 1-5.99 more credits in the fall term) could potentially complete an associate's degree by the end of spring term of the reporting year if they have earned at least 81 credits by the time they enroll part-time for the fall quarter.

<b>KPM #14</b>	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.	2006
<b>Goal</b>	Goal 3: All Oregonians have access to excellent, affordable community college services	
<b>Oregon Context</b>	OBM 24: Some college completion; OBM 26: College completion	
<b>Data Source</b>	Oregon Community College Unified Reporting System (OCCURS)	
<b>Owner</b>	CCWD Research, 503-378-8648	



**1. OUR STRATEGY**

CCWD is actively working with the Oregon University System to facilitate student transfers between community colleges and 4-year universities. The Department is making rapid progress in eliminating administrative hurdles and ensuring that lower division collegiate (LDC) programs adequately prepare community college students to transfer to an OUS institution. CCWD also supports co-enrollment, which enables students to

enroll in a community college and an OUS institution simultaneously.

## 2. ABOUT THE TARGETS

Based on the results from earlier years, CCWD has set targets of 15% for this measure for 2006 through 2008. The 2009 target increases to 15.2%. Higher is better.

## 3. HOW WE ARE DOING

More than 15% (8,182) of lower division collegiate students who were enrolled in Oregon community colleges (with at least 12 cumulative credits) in 2005-06 were admitted to and enrolled in OUS sometime during the 2006-07 academic year, about the same as the previous year.

## 4. HOW WE COMPARE

Washington state reported that 9,924 community and technical college students transferred to public baccalaureate institutions in 2006-07. However, Washington's overall student enrollment was 456,284 for 2006-07, while Oregon's enrollment total student enrollment was only 367,630 (about 19% lower).

## 5. FACTORS AFFECTING RESULTS

Calculating a percentage of students who transfer is difficult and may not be an effective measure of performance. In order to identify a cohort of students who will be in the denominator of this measure calculation, the Department looked at students who have shown, through their course-taking patterns and statements of intent, to be potential transfer students sometime in a short-term time horizon. Students enrolled in lower division collegiate programs fit that description and are included in the measure denominator. However, many other students may eventually transfer to OUS, but data available to the Department might not indicate that interest.

For example, some professional technical students who come into the college to pursue a 1-year certificate will eventually transfer to an OUS institution. However, the student may not enroll in a four-year institution for several years. The student's long-term goal might be to obtain a baccalaureate degree, but s/he may not transfer within one year. This measure does not account for student transfers that happen after one year.

Another alternative, including all community college students in the denominator of this measure, would also be very misleading. For example, students in adult basic education programs are unlikely to transfer within a year to a four-year institution. Students may require more time to

complete those programs and become ready to transition to postsecondary education. A more effective measure of transfer would look at the number of transfers to OUS institutions within a particular year, rather than the percentage.

#### **6. WHAT NEEDS TO BE DONE**

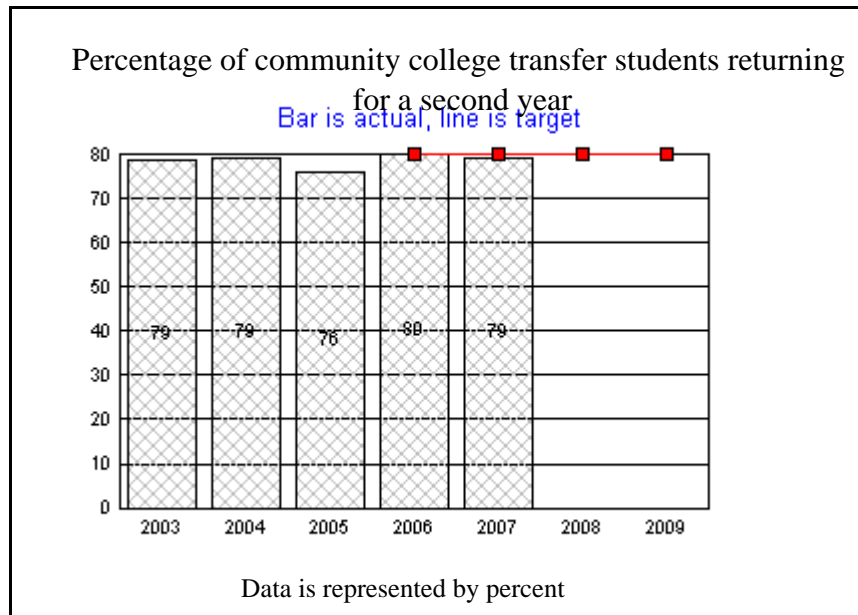
The Department, with its partners, is in the process of implementing three major initiatives to reduce the administrative barriers for students transferring between community colleges and OUS institutions. To facilitate student transfers and simplify degree auditing, CCWD will assist community colleges to build and enhance degree audit systems and link them to the Articulated Transfer Linked Audit System (ATLAS). ATLAS will enable students to see their degree progress online and map out pathways across colleges and universities to attain their educational goals. The Integrated Data Transfer System (IDTS) and the Oregon Financial Aid Exchange (OFAX) will expedite the flow of transcript and financial aid information among colleges and universities, allowing students to transfer more seamlessly.

For reasons outlined above in “Factors Affecting Results,” revising the measure to report the number of transfers instead of the percentage would better illustrate progress in increasing community college transfers to OUS.

#### **7. ABOUT THE DATA**

Reporting cycle: Oregon fiscal year. The measure includes the unduplicated number of community college students enrolled in lower division collegiate programs in the year prior to the reporting year who are admitted to and enrolled in an Oregon University System institution at some point during the following academic year (the reporting year). Students must have at least 12 cumulative community college credits. The count is divided by the unduplicated number of community college students enrolled in lower division collegiate programs who had earned at least 12 cumulative credits by the end of the year prior to the reporting year.

<b>KPM #15</b>	PROGRESS OF TRANSFER STUDENTS – Percentage of community college transfer students who demonstrate progress by returning for the second year.	2006
<b>Goal</b>	Goal 3: All Oregonians have access to excellent, affordable community college services	
<b>Oregon Context</b>	OBM 24: Some college completion; OBM 26: College completion	
<b>Data Source</b>	Oregon Community College Unified Reporting System (OCCURS)&#160;and OUS SCARF Database	
<b>Owner</b>	CCWD Research, 503-378-8648	



**1. OUR STRATEGY**

CCWD is focused on ensuring community college students are ready for their next steps in postsecondary education when they decide to transfer. The principal component of CCWD’s strategy is the Career Pathways initiative, which helps students find the best career and education pathways to achieve their goals. The Department continues to work to increase the number of articulation agreements between community colleges and OUS

institutions to ensure the transferability of coursework. CCWD is currently a participant in the Oregon Dual-Credit Task Force, which is undertaking a study to determine whether postsecondary courses taught at high schools, community colleges, and OUS institutions differ in quality and content. The purpose of the study is to ensure that students are equally well prepared to take the next step in their education regardless of where they take college courses.

## **2. ABOUT THE TARGETS**

According to Oregon University System's Annual Performance Progress Reports, the percent of full-time freshmen returning for a second year has ranged between 77.9% and 80.3% since 2000. CCWD has set targets of 80% for community college transfers to OUS through 2009. Higher is better.

## **3. HOW WE ARE DOING**

79.2% of lower division collegiate students who were enrolled in an Oregon community college in 2004-05 and then admitted and enrolled in an OUS institution in 2005-06, returned to an OUS institution in 2006-07. This level achieves the state target and is the highest performance achieved in the four years for which data are available.

## **4. HOW WE COMPARE**

The second-year retention of community college transfer students is virtually identical to the retention of first-time freshmen who enroll in an OUS institution.

## **5. FACTORS AFFECTING RESULTS**

The base cohort considered in this measure, students enrolled in a community college in one year and then admitted to and enrolled in an OUS institution the following year, includes only lower division collegiate students (see KPM #14). This cohort does not include students who are in other program areas, such as professional technical or developmental education. It also does not consider students enrolled in community colleges in one year who take two or more years to transfer to an OUS institution. It also does not consider students who transfer to private colleges in Oregon or colleges outside the state.

## **6. WHAT NEEDS TO BE DONE**

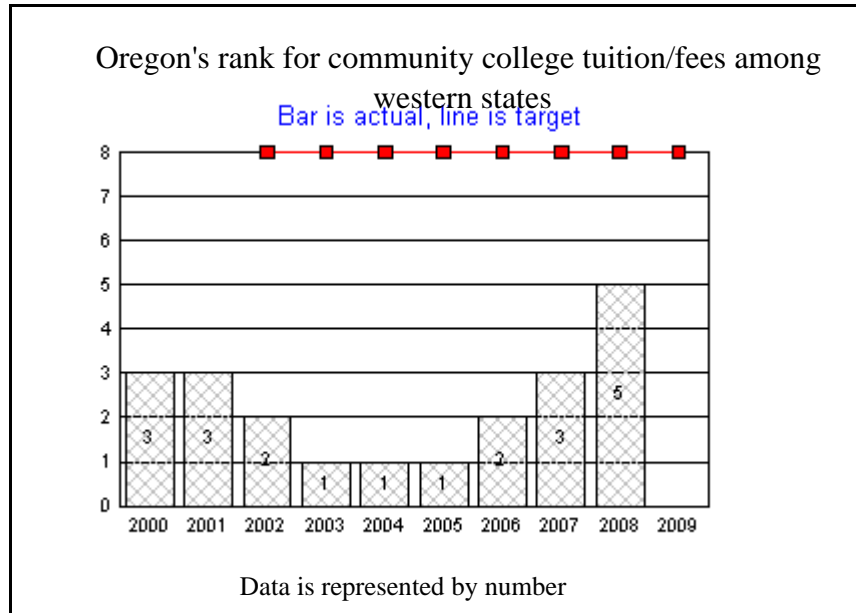
CCWD will review the results of the Dual Credit Task Force and work with its education partners to implement any needed improvements to lower

division collegiate (LDC) programs. CCWD is already working with its education partners on developing a data warehouse that will enable administrators to track student performance and progress throughout the entire public education system.

#### **7. ABOUT THE DATA**

Reporting cycle: Oregon fiscal year. The measure is the percentage of community college lower division collegiate students who have earned 12 or more cumulative community college credits by the end of year 1, who are then admitted to and enrolled in an OUS institution in year 2, and who return to OUS in year 3 (the reporting year).

<b>KPM #16</b>	TUITION/FEES – Oregon's rank for college tuition and fees among all western states.	2002
<b>Goal</b>	Goal 3: All Oregonians have access to excellent, affordable community college services	
<b>Oregon Context</b>	OBM 24: Some college completion	
<b>Data Source</b>	Western Interstate Commission for Higher Education's (WICHE) yearly tuition and fee publication.	
<b>Owner</b>	EJ Ayers, CCWD Research, 503-378-8648, ext. 368	



**1. OUR STRATEGY**

Obtain sufficient resources to enable Oregon community college tuition/fee rates to be about mid-range (8th highest) compared to other western states.

**2. ABOUT THE TARGETS**

The targets through 2009 are set at the middle of the tuition/fee rankings for the 15 Western states. Higher numbers are better.

**3. HOW WE ARE DOING**

Oregon improved its community college tuition/fee ranking among the Western states for a third straight year in 2006-2007. Oregon now ranks fifth-highest in tuition and fees among the 15 western states. This is the state's best ranking since this KPM was adopted in 2002. It is also the first time that Oregon has been able to advance its rank two positions in a single year.

**4. HOW WE COMPARE**

The cost to attend a community college in Oregon still ranks in the upper half of the Western states, but the state has improved its rank four positions in the last three years.

**5. FACTORS AFFECTING RESULTS**

The early-decade economic decline resulted in a reduction in state resources and student enrollment for community colleges. Community colleges were forced to raise tuition and fees, as the only flexible source of revenue available to the colleges, in order to fill the gap and continue offering programs and services to students. In more recent years the colleges have been able to slow rate of tuition increase, resulting in the state's improved ranking relative to other Western states. In the event of a new recession continuing into 2009, colleges could be forced to raise tuition again.

It is also important to note that tuition is set locally by each college and CCWD itself is not involved in the process.

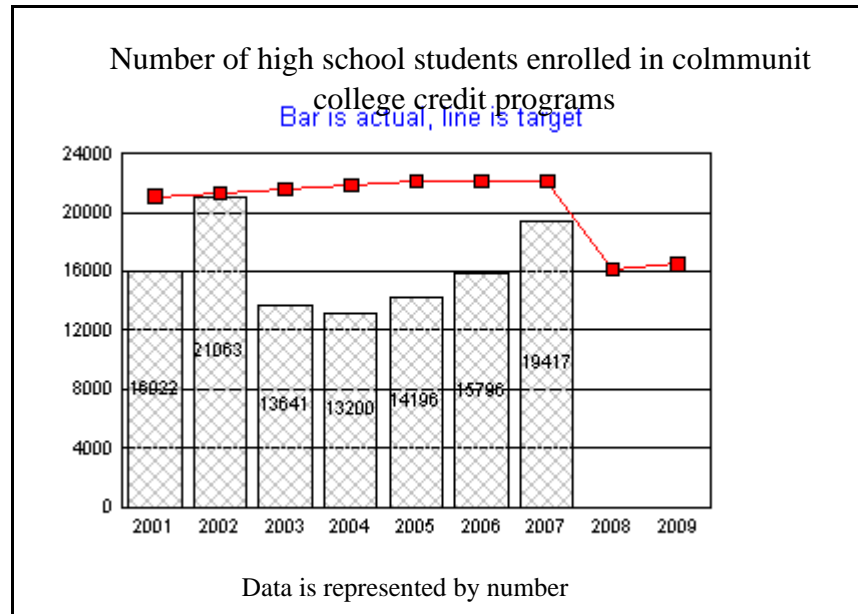
**6. WHAT NEEDS TO BE DONE**

Although local community colleges are responsible for setting their own tuition and fees, the amount the legislature appropriates to the Community College Support Fund substantially affects the level of tuition and fees charged by community colleges. It is important that the state maintain or increase its investment in the community colleges in order to keep tuition near its current level. System-wide investments in distance learning technology and electronic record-keeping and transfer will help colleges cut some costs and redirect resources to instructional and student-support services. In an era of high gasoline costs, distance learning can also help to keep the community colleges accessible to Oregon's students.

**7. ABOUT THE DATA**

Reporting cycle: Oregon fiscal year. Tuition/fee rankings are based on fall term tuition. The Western Interstate Commission on Higher Education provides its tuition/fee rankings of the 15 western states in the fall of each academic year.

<b>KPM #17</b>	HIGH SCHOOL PARTICIPATION – Number of high school students enrolled in community college credit programs.	2006
<b>Goal</b>	Goal 3: All Oregonians have access to excellent, affordable community college services	
<b>Oregon Context</b>	OBM 24: Some college completion	
<b>Data Source</b>	Oregon Community College Unified Reporting System (OCCUIRS)	
<b>Owner</b>	CCWD Research, 503-378-8648	



**1. OUR STRATEGY**

CCWD is a principal partner in the implementation of Senate Bill 300, the Expanded Options Program, which promotes expansion of accelerated college credit opportunities for high school students and supports existing programs throughout Oregon. The Department provides guidance for community colleges in developing partnerships with local high schools and for integrating high school students into the college environment (Dual

Credit programs).

## 2. ABOUT THE TARGETS

The 2008 and 2009 targets for this measure were revised downward to reflect the elimination of duplicate records from the data. The 2008 target is 2% higher than 2006 performance, and the 2009 target is about 2.5% above the 2008 target. Higher is better.

## 3. HOW WE ARE DOING

Prior to 2002, the data reported included duplicates (students were counted more than once if taking more than one course). Beginning in 2003, each student was counted only once, which caused a decline in the measure result.

For the current reporting period, 19,417 high school students were enrolled in community college credit programs. This is still 12% below the target, but a 23% increase over the previous year. This measure has increased three years in a row. In 2006-07 there were over 6200 more high school students enrolled in community college credit programs than in 2003-04. This represents substantial progress toward the Governor's 40/40/20 goal.

## 4. HOW WE COMPARE

Washington State reported more than 38,000 high school students were enrolled in community college credit programs in 2006-07. These programs included Running Start, College in the High School and Tech/Prep. In 2006-07 22% of Washington's high school juniors and seniors were enrolled in one of these programs.

## 5. FACTORS AFFECTING RESULTS

Beginning in 2003, each student was counted only once in the measure, which caused a perceived decline in the measure result. The increase in the number of high school students participating in college courses reflects the impact of SB 300 as well as ongoing efforts by high schools and community colleges to promote the benefits of taking colleges to high school students.

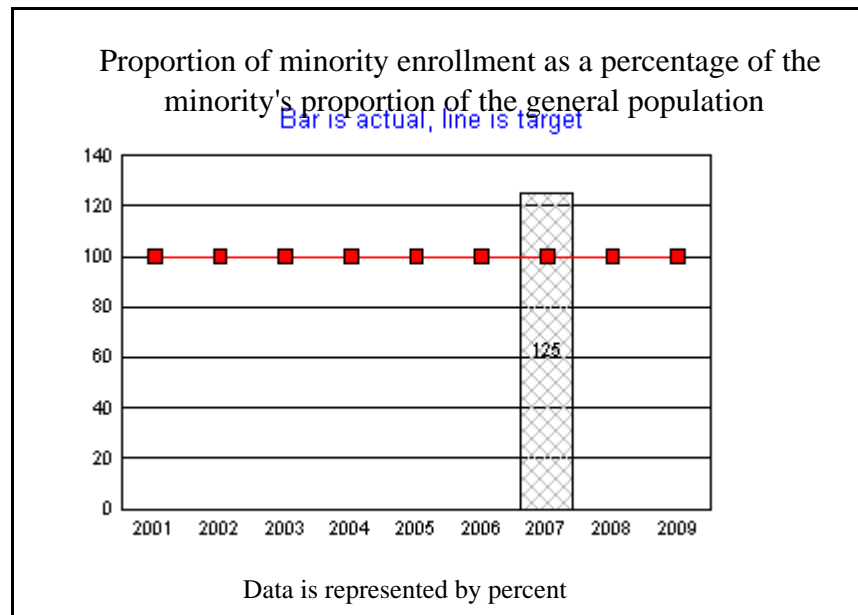
## 6. WHAT NEEDS TO BE DONE

Participation of high school students in community college credit programs is expected to continue to increase as a result of implementing Senate Bill 300. As of January 2007, high school students had already enrolled in over 1,350 courses under the Expanded Options Program.

**7. ABOUT THE DATA**

Reporting cycle: Oregon fiscal year. The measure is the count of unduplicated 2+2, Tech/Prep and Dual Credit program participants in the reporting year. Prior to 2004, the data were reported by high schools to the Oregon Department of Education. In 2004, colleges began reporting this information directly to OCCURS.

<b>KPM #18</b>	MINORITY ENROLLMENT – Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the general population, by racial/ethnic group. A. African/American, B. Asian/Pacific Islander, C. Hispanic/Latino, D. Native American	2001
<b>Goal</b>	Goal 3: All Oregonians have access to excellent, affordable community college services	
<b>Oregon Context</b>	OBM 24: Some college completion	
<b>Data Source</b>	Oregon Community College Unified Reporting System (OCCURS) and Census Population Estimates	
<b>Owner</b>	CCWD Research, 503-378-8648	



**1. OUR STRATEGY**

The Department will continue support of community college efforts to serve underserved populations and first-generation students. The Department supports Adult Basic Education, GED, and English as a Second Language programs and provides assistance to colleges so appropriate support

services are available to students.

## 2. ABOUT THE TARGETS

Target is at or above 100%. Higher is better.

## 3. HOW WE ARE DOING

In 2006-07, the percentages of minorities enrolled in community colleges compared to the Oregon population ranged from 109% to 144%. Community colleges continue to exceed targets for this measure. Since 1999-2000, African American, Asian, Hispanic/Latino, and Native American students have represented a higher proportion of community college enrollments than the proportion these ethnicities represent in the total Oregon population over age sixteen.

## 4. HOW WE COMPARE

In 2004-05, Washington state minority students also represented a larger proportion of community and technical college enrollment than the same minority/ethnic groups represented in the estimated Washington population. In Washington, the proportion of community college enrollments compared to the proportion represented in the total state population was:

- African American: 159%
- Asian: 145%
- Hispanic/Latino: 145%
- Native American: 106%.

## 5. FACTORS AFFECTING RESULTS

The Department is not aware of any unique factors affecting the results for 2006-07.

## 6. WHAT NEEDS TO BE DONE

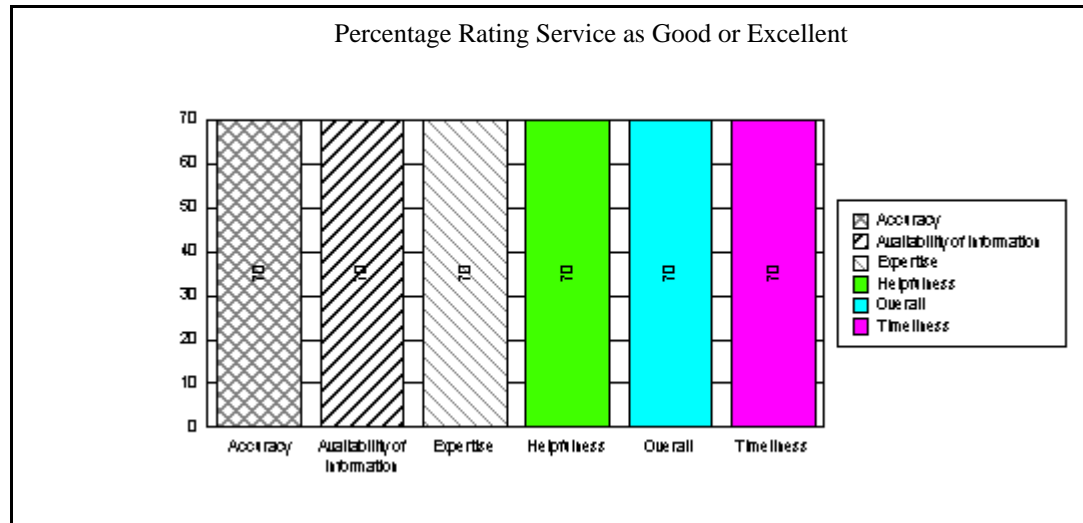
The Department will continue to partner with community colleges, workforce agencies and groups, and other stakeholders to ensure at-risk, first generation, non-English speaking, immigrant, and other vulnerable populations are aware of and have full access to postsecondary education and training opportunities.

**7. ABOUT THE DATA**

Reporting cycle: Oregon fiscal year. The data for this measure were revised for the 2006 reporting year in order to institute a consistent methodology for calculating the results each year. The census data are from population estimates released each year by the U.S. Census Bureau. In preparing census data for comparison, the Department excludes individuals less than 16 years of age and individuals who list two or more races (community colleges do not have a comparable category). Students with unknown race/ethnicity or who are coded as International students are excluded from the calculation of community college enrollments. Because the unknowns comprise 30% of the entire student population, the uncertainty for this measure is large.

The measure is the percent difference between the proportion of the Oregon community college population by the ethnic group and the proportion of Oregon's adult population (age 16+) represented by the ethnic group.

<b>KPM #19</b>	CUSTOMER SERVICE – Percentage of customers rating their satisfaction with the agency’s customer service as “good” or “excellent”: overall customer service, timeliness, accuracy, helpfulness, expertise and availability of information.
<b>Goal</b>	Goal 4: Deliver high level of customer service
<b>Oregon Context</b>	CCWD Mission
<b>Data Source</b>	CCWD Customer Service Survey
<b>Owner</b>	EJ Ayers, CCWD Research, 503-378-8648, ext. 368



**1. OUR STRATEGY**

CCWD is committed to provide excellent customer service. Based on the 2006 results, CCWD strives to surpass the performance target for Overall Customer Service and in all the service areas: Timeliness, Accuracy, Helpfulness, Expertise and Availability of Information.

**2. ABOUT THE TARGETS**

Targets are set at 70% for each

**3. HOW WE ARE DOING**

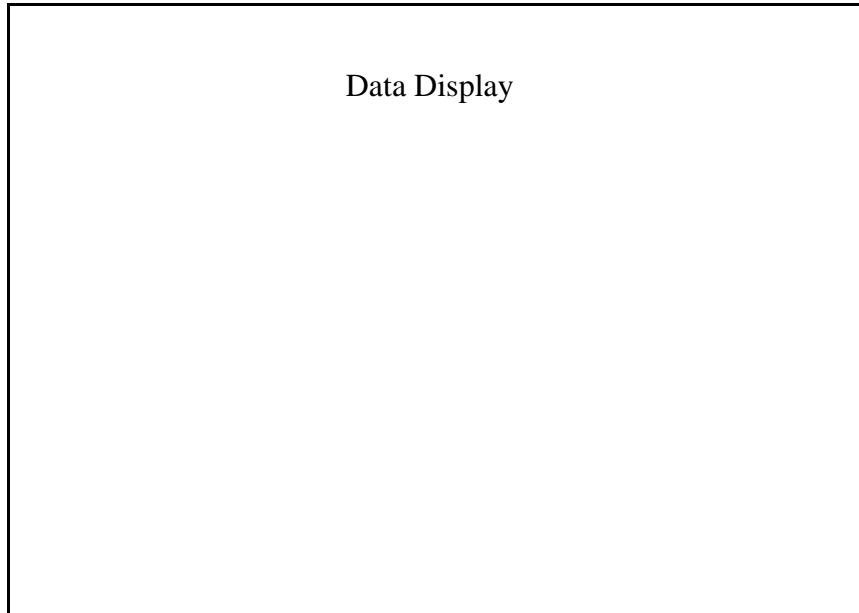
**4. HOW WE COMPARE**

**5. FACTORS AFFECTING RESULTS**

**6. WHAT NEEDS TO BE DONE**

**7. ABOUT THE DATA**

<b>KPM #20</b>	BEST PRACTICES - Percent of total best practices met by the Board.	
<b>Goal</b>		
<b>Oregon Context</b>		
<b>Data Source</b>		
<b>Owner</b>		



**1. OUR STRATEGY**

**2. ABOUT THE TARGETS**

**3. HOW WE ARE DOING**

**4. HOW WE COMPARE**

**5. FACTORS AFFECTING RESULTS**

**6. WHAT NEEDS TO BE DONE**

**7. ABOUT THE DATA**

**Agency Mission:** The mission of the Department of Community Colleges and Workforce Development is to contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.

**Contact:** Krissa Caldwell, Deputy Commissioner

**Contact Phone:** 503-378-8648

**Alternate:** Camille Preus, Commissioner

**Alternate Phone:** 503-378-8648

The following questions indicate how performance measures and data are used for management and accountability purposes.

**1. INCLUSIVITY**

- \* **Staff :** CCWD staff are responsible for identifying new measures or measures that are no longer relevant given changing programs and priorities. Staff are also involved in developing an appropriate measurement approach for measures suggested by stakeholders, elected officials and the public.
- \* **Elected Officials:** Elected officials are consulted as CCWD develops new performance measures and reports. The Legislature is invested in understanding how community colleges, workforce providers and the Department contribute to workforce and educational outcomes.
- \* **Stakeholders:** Several CCWD measure are related to Workforce Investment Act (WIA) Title IB and Title II performance measures reuired by the federal government. The Oegon Workforce Investment Board (OWIB) is involved in the review of the WIA Title IB related measures as well as all system wide workforce indicators, which are interim measures between program measures of six federal workforce programs and the benchmarks. The State Board of Education is involved in the review of all education related measures. The community colleges contribute advice for the development and refinement of relevant measures, and maintain internal measures to support ongoing program improvement.
- \* **Citizens:** Oregonians inform performance measures through participation in agency programs. Their participation guides the Department and its partners in designing services to meet state and local community needs. In turn, program priorities inform the adaptation and refinement of appropriate performance measures.

**2 MANAGING FOR RESULTS**

The Oregon Benchmarks, Key Performance Measures, federal performance measures, and internal agency measures guide CCWD's efforts in supporting, improving, and developing programs to increase the skills, knowledge and career opportunities of Oregonians. The agency strives to maintain a concise set of measures that reflect the agency's priorities and direction and assist the agency in efficiently managing limited resources. In the past, the agency has undertaken a number of initiatives to improve program quality and service delivery based on

	<p>information obtained through performance measurement. One example is Lean Office training, undertaken in part to responses to the customer satisfaction report which indicated a need for faster response times to customer questions.</p>
<p><b>3 STAFF TRAINING</b></p>	<p>Staff have had training in performance management, particularly regarding the federal Workforce Investment Act (WIA) Title IB and Title II programs. Staff working with those programs and local WIA organizations and community colleges must clearly understand the measures for tracking, monitoring and oversight of funds.</p> <p>A number of changes have taken place with Oregon's performance measure system (e.g., LFO and BAM coordinators, new reporting timeline, web-based reporting system). This provides a legitimate reason for new and long standing staff to review CCWD's performance measure and management practices.</p>
<p><b>4 COMMUNICATING RESULTS</b></p>	<ul style="list-style-type: none"> <li>* <b>Staff :</b> CCWD presents its performance measures annually during an all staff meeting and during regular program meetings, where staff discuss questions and make recommendations for future measurement changes.</li> <li>* <b>Elected Officials:</b> The Department provides the results of its Annual Performance Progress Report (APPR) and other performance measures to legislators and engages in dialogue with legislators around program priorities and accountability.</li> <li>* <b>Stakeholders:</b> The Department communicates the results of performance measurement to a broad audience of stakeholders. Stakeholders have access to federal performance results, Key Performance Measure results, and other internal agency measurement results through written reports, including the Worksource Oregon Annual Report; agency meetings through the CCWD website, where results are posted. The website is <a href="http://www.oregon.gov/ccwd">www.oregon.gov/ccwd</a>.</li> <li>* <b>Citizens:</b> Oregonians have access to online versions of federal performance results, Key Performance Measure results, and other internal agency measurement results. The Worksource Oregon Annual Report, the agency's Annual Performance Progress Report, and many other reports are available through the CCWD website. The website is <a href="http://www.oregon.gov/ccwd">www.oregon.gov/ccwd</a>.</li> </ul>