TRACKING SYSTEMS

State funding is available for direct instruction of state approved career and technical education courses and programs, lower division collegiate courses, developmental education and some self improvement courses; federal funds are also utilized. These funds include Carl Perkins and student financial aid through PELL and the Veterans' Administration, and the Workforce Innovation and Opportunity Act (WIOA). All of these programs require supporting reporting systems to meet accountability requirements that demonstrate the appropriate use of these public dollars and tracking of students and a return on the financial investment. For additional information on the Office of Community Colleges and Workforce Development (CCWD), visit the CCWD website (http://www.oregon.gov/highered/institutions-programs/ccwd/Pages/community-colleges-workforce-development.aspx). The Oregon Community College Institutional Researchers' (OCCIR) wiki is located at http://occcir.wikispaces.com/ (http://occcir.wikispaces.com/).

The records maintained in the state repository are the official records. Colleges can not make changes to programs without informing or receiving approval from CCWD and the Higher Education Coordinating Commission (HECC). For more information, see the Program Approval (/handbook/program-approval) section of this *Handbook*.

Career and Technical Education Accountability

The Carl D. Perkins Career and Technical Education Act of 2006 places significant emphasis on accountability and results, as measured by student performance on a national set of "core indicators." The four national measures are:

- Academic and technical skill achievement,
- Attainment of diplomas, degrees or credentials,
- Placement in work and/or continuing education, and
- Placement in and completion of nontraditional training and employment programs by gender.

The Oregon State Plan for Career and Technical Education requires a continuous improvement model for secondary and postsecondary career and technical education programs. This model is data-driven, relying heavily on existing accountability systems to demonstrate program outcomes. The community college model is primarily based on regional accreditation guidelines and standards. For more information, visit ODE's Postsecondary CTE Data Collection and Reporting (http://www.oregon.gov/ode/learning-options/CTE/data/Pages/default.aspx) site.

Adult Basic Skills Education Tracking of Student Progress (TOPS)

Accountability requires systematic measurement of outcomes for students documented by standardized assessment, collection of quality data at the individual student level, and consistent reporting of aggregate data across Oregon's Title II Adult Education system.

Oregon uses TOPSpro software for federal reporting. Local programs collect data according to state and federal guidelines and export that data annually to the state in a format compatible with TOPSpro. This data provides state and local decision-makers with information to improve programs and monitor progress of

basic skills learners. TOPSpro data is also cross-matched against other statewide databases to verify outcome information for federal performance reporting.

Coding and Information Systems

Classification, coding, and information systems are increasingly vital tools for managing postsecondary education programs. Community colleges use local, state, and national systems to collect and report information on students, programs, faculty, facilities, and other resources. Three of these systems are crucial information components for the purposes of this Handbook. They are the:

- Classification of Instructional Programs (CIP),
- Oregon Post-Secondary Data for Analysis (D4A),
- Integrated Postsecondary Education Data System (IPEDS), and
- Occupational Employment Statistics (OES) program.

A description of each system follows.

Classification of Instructional Programs (CIP)

CIP is a taxonomy that supports the accurate tracking, assessment, and reporting of fields of study and program completions activity at the national, state, and local levels. The CIP is a product of the National Center for Education Statistics, a unit of the U.S. Department of Education. It is the accepted federal government statistical standard on instructional program classifications and is used in Oregon to describe and differentiate all postsecondary education programs. It is the critical identifier of all Associate of Applied Science Degree, AAS option, and certificate of completion programs. For more information, consult the official CIP Codes (http://nces.ed.gov/ipeds/cipcode/default.aspx?y=55) site.

The CIP is specifically designed to do the following:

- Assist in collecting, reporting, and interpreting data about instructional programs.
- Aid those responsible for designing data collection instruments.
- Indirectly assist in educational planning, resource allocation, and review via standardized data categories.
- Aid those responsible for responding to data requests.
- Serve as a tool to assist those who compile, verify, and analyze instructional program data.

Data for Analysis (D4A)

Oregon Post-Secondary Data for Analysis (D4A) is designed to be both a data collection and reporting system for Oregon Community Colleges. Oregon community colleges report data to the state for mandatory state and federal accountability reports associated with areas such as Career and Technical Education (Perkins), Title II (U.S. Department of Labor), and Oregon Community College Achievement Compacts (OEIB).

A variety of data is submitted to the system throughout the year. It ranges from community college financial information (D4A: CCFIS), to program and course information (D4A: WebForms), to student enrollment and completion (D4A: OCCURS).

After submitted data is finalized (on a yearly basis, after the FTE audit), data is then is made available for reports to the colleges (who sign the data sharing agreement). Reports, such as Achievement Compact Outcomes, can be directly obtained from the system automatically—and in greater detail. They will allow for a college-by-college by academic year comparison, and are being developed in concert with members of OCCCIR. Eventually a portion of the developed reports will be made available to approved staff at local community colleges, as well as to the media and public (suppressed numbers).

The Integrated Postsecondary Education Data System (IPEDS)

Established as the core postsecondary education data collection program for NCES, this is a system of surveys designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as enrollments, program completions, faculty, staff, and finances.

For more information, visit http://nces.ed.gov/ipeds/ (http://nces.ed.gov/ipeds/).

Occupational Employment Statistics (OES)

The Occupational Employment Statistics (OES) program produces employment and wage estimates annually for over 800 occupations. These estimates are available for the nation as a whole, for individual States, and for metropolitan and nonmetropolitan areas; national occupational estimates for specific industries are also available. For more information, see http://www.bls.gov/oes/ (http://www.bls.gov/oes/).

The OES program produces these occupational estimates for the nation as a whole, by state, by metropolitan or nonmetropolitan area, and by industry or ownership. The Bureau of Labor Statistics produces occupational employment and wage estimates for over 450 industry classifications at the national level.

The Oregon Employment Department also provides access to employment data through the Oregon Labor Market Information System (OLMIS). Access to information, including occupation profiles and economic statistics, are available at https://www.qualityinfo.org/ (https://www.qualityinfo.org/).