



NANCY GOLDEN
Chief Education Officer

Date: November 5, 2013
To: All Oregon Community College Presidents and Board Chairs
From: Nancy Golden, Chief Education Officer,
Oregon Education Investment Board
Re: 2013-14 Achievement Compacts

Dear Colleagues,

Each of the Oregon community colleges submitted a 2013-14 achievement compact in June, before I began as Chief Education Officer. As you embark on the process for 2014-15, I wanted to share my vision for the compacts, how I hope they will be used by institutions, what analyses we will be conducting, and what I will be recommending to the Oregon Education Investment Board (OEIB) in terms of using the important data they provide.

In 2012, after much public input and deliberation, the OEIB identified outcomes pertinent to community colleges that are critical to achieving our state's 40-40-20 goals:

- Adult high school degrees and GEDs awarded
- Certificates, Oregon Transfer Modules, and associate degrees awarded
- Transfers to 4-year institutions
- Credits earned
- Developmental education course completion rates
- Dual credit data

Those evidence-based outcomes – disaggregated to ensure we remain focused on equity – form the backbone of the community college achievement compacts.

The compacts also contain optional local institutional priorities as well as required outcome measures. The elements required by law, the goals for the 2013-14 year, have been clearly marked in the template.

The achievement compacts offer community college boards, the State Board of Education, and the State of Oregon an opportunity to work with presidents, faculty, administrators, staff and communities to set shared goals and – importantly – to create strategies and budgets that ensure the goals can be achieved. The achievement compacts ask us to look forward and commit to making progress toward 40-40-20.

Achievement compacts should express a shared commitment – truly, a compact – between boards and the State of Oregon to set and achieve high goals for student success in post-secondary education. Because the achievement compacts are intended to clarify and make public our goals, all compacts will be publically reported and available on the OEIB website.

A number of individuals have asked me whether I intend to reject compacts, and how I see them being used. The law requires that these goals represent “progress toward” the 40-40-20 Goal, which has been interpreted to mean that setting a goal that is flat or represents a decline from the 2012-13 is not adequate. We are not going to reject any compact received but it is important that each institution continue to set individual progressive goals that are needed to take each institution to the next level of helping students achieve 40-40-20.

I also see the Achievement Compacts as a reflection on the OEIB and a way to see what progress we are making towards the outcomes identified in our Strategic Plan. I have asked David Edwards on our staff to provide analyses that help the OEIB Board see which targets we are meeting and which we are not so that we can examine policies that may need adjusting, investments that may need emphasis, and more clarity on how we define the data.

This year you will be creating achievement compact advisory committees to support completion of your compact per HB 3120. My hope is that the processes used to set the goals involves a high degree of collaboration, "outside of the box" thinking and encourages critical conversations about needed changes that prevent institutions from successfully serving each student who walks through their doors.

No matter what role you are poised to play in supporting student success, I hope that you'll join us in the innovative collaboration and student-centric thinking it will take to ensure that each and every one is on track, on time.

Thank you for your commitment to Oregon students!