

Handout #2

Lane Community College Achievement Compact for 2013-14

Outcome Measures	2011-12 Actual		2012-13 Projected		2013-14 Target	
Are students completing their courses of study and earning certificates and degrees?						
Number of students completing:	All	Underrepresented	All	Underrepresented	All	Underrepresented
Adult HS diplomas/GEDs	397	N/A	389	N/A	377	N/A
Certificates/Oregon Transfer Modules	435	259	494	256	479	251
Associate degrees	1,189	591	1,046	585	1,015	573
Transfers to four-year institutions	3,030	1,118	2,969	1,096	2,880	1,084
Programs of study (under development)						
Are students making progress at the college?						
Number (&/or % where indicated) of students:	All	Underrepresented	All	Underrepresented	All	Underrepresented
Enrolled Dev. Ed. Writing who complete (%)	75%	73%	78%	78%	78%	78%
Enrolled in Dev. Ed. Math who complete (%)	65%	64%	67%	67%	67%	66%
Who earn 15/30 college credits in the year (#)	10,108/ 4,412	6,875/3,107	9,906/ 4,324	6,669/3,014	9,609/ 4,194	6,469/2,923
Who pass a national licensure exam (#/%)	90%	N/A	90%	N/A	90%	N/A
Are students making connections to and from the college?						
Number of students who:	All	Underrepresented	All	Underrepresented	All	Underrepresented
Are dual enrolled in Oregon high schools	4,704	658	4,610	645	4,472	625
Are dual enrolled in OUS	332	120	325	118	316	114
Who transfer to OUS	2,432	928	2,383	909	2,312	882
Employment (under development)						
Local Priorities (Optional for each district)						
Number and/or percentage of students who:	All	Underrepresented	All	Underrepresented	All	Underrepresented
What is the level of public investment in the district?						
	2011-12 Actual		2012-13 Projected		2013-14 Target	
State funds	\$26,935,270		\$24,064,469		\$28,375,248	
Local Property tax revenue	\$15,746,480		\$16,000,000		\$16,000,000	
Total state and local operating funds	\$42,681,750		\$40,064,469		\$44,375,248	

Community College Achievement Compact for 2013-14
For Underrepresented Students 2011-12

Outcome Measures Actual for 2011-12	African- American	Hispanic/ Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial Multi-Ethnic	Economically Disadvantaged
Are students completing their courses of study and earning certificates and degrees?						
<i>Number of students completing:</i>						
Adult HS diplomas/GEDs	N/A	N/A	N/A	N/A	N/A	N/A
Certificates/Oregon Transfer Modules	*	15	*	0	*	249
Associate degrees	11	53	9	7	19	545
Transfers to four-year institutions	59	160	50	22	57	896
Programs of study (under development)						
Are students making progress at the college?						
<i>Number (&/or % where indicated) of students:</i>						
Enrolled Dev. Ed. Writing who complete (%)	67%	76%	68%	78%	71%	74%
Enrolled in Dev. Ed. Math who complete (%)	60%	64%	58%	61%	61%	64%
Who earn 15/30 college credits in the year (#)	177/68	763/309	204/99	65/27	340/139	6,437/2,952
Who pass a national licensure exam (#/%)	N/A	N/A	N/A	N/A	N/A	N/A
Are students making connections to and from the college?						
<i>Number of students who:</i>						
Are dual enrolled in Oregon high schools	48	371	53	18	165	*
Are dual enrolled in OUS	*	32	*	*	9	85
Who transfer to OUS	47	135	43	14	45	750
Employment (under development)						
Local Priorities (Optional for each district)						
<i>Number and/or percentage of students who:</i>						

*Data suppressed

Community College Achievement Compact for 2013-14
For Underrepresented Students 2012-13

Outcome Measures Projected for 2012-13	African-American	Hispanic/Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial Multi-Ethnic	Economically Disadvantaged
Are students completing their courses of study and earning certificates and degrees?						
<i>Number of students completing:</i>						
Adult HS diplomas/GEDs	N/A	N/A	N/A	N/A	N/A	N/A
Certificates/Oregon Transfer Modules	*	15	*	*	*	247
Associate degrees	11	52	9	7	19	540
Transfers to four-year institutions	58	157	49	22	56	878
Programs of study (under development)						
Are students making progress at the college?						
<i>Number (&/or % where indicated) of students:</i>						
Enrolled Dev. Ed. Writing who complete (%)	71%	79%	73%	79%	77%	77%
Enrolled in Dev. Ed. Math who complete (%)	60%	66%	60%	65%	64%	66%
Who earn 15/30 college credits in the year (#)	173/67	748/303	200/97	64/26	333/136	6,308/2,893
Who pass a national licensure exam (#/%)	N/A	N/A	N/A	N/A	N/A	N/A
Are students making connections to and from the college?						
<i>Number of students who:</i>						
Are dual enrolled in Oregon high schools	47	364	52	18	162	*
Are dual enrolled in OUS	*	22	*	*	10	74
Who transfer to OUS	46	132	42	14	44	735
Employment (under development)						
Local Priorities (Optional for each district)						
<i>Number and/or percentage of students who:</i>						

*Data suppressed

Community College Achievement Compact for 2013-14
For Underrepresented Students 2013-14

Outcome Measures Targets for 2013-14	African- American	Hispanic/ Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial Multi-Ethnic	Economically Disadvantaged
Are students completing their courses of study and earning certificates and degrees?						
<i>Number of students completing:</i>						
Adult HS diplomas/GEDs	N/A	N/A	N/A	N/A	N/A	N/A
Certificates/Oregon Transfer Modules	*	14	*	*	*	239
Associate degrees	11	51	9	7	18	523
Transfers to four-year institutions	56	152	48	21	54	852
Programs of study (under development)						
Are students making progress at the college?						
<i>Number (&/or % where indicated) of students:</i>						
Enrolled Dev. Ed. Writing who complete (%)	71%	79%	73%	79%	77%	77%
Enrolled in Dev. Ed. Math who complete (%)	60%	66%	60%	65%	64%	66%
Who earn 15/30 college credits in the year (#)	168/65	725/294	194/94	62/26	323/132	6,119/2,806
Who pass a national licensure exam (#/%)	N/A	N/A	N/A	N/A	N/A	N/A
Are students making connections to and from the college?						
<i>Number of students who:</i>						
Are dual enrolled in Oregon high schools	46	353	50	17	157	*
Are dual enrolled in OUS	*	21	*	*	9	72
Who transfer to OUS	45	128	41	13	43	713
Employment (under development)						
Local Priorities (Optional for each district)						
<i>Number and/or percentage of students who:</i>						

*Data suppressed

Community College Compacts: Definitions

Outcome Measures	Definitions (specified dates were applied to 2011-12 analyses; appropriate date changes would be applied for 2012-13 Projections and 2013-14 Targets)
Completion	
Adult HS diplomas/GEDs	The total number of adult high school diplomas as reported to <i>OCCURS</i> for each community college added to the total number of GEDs awarded at each of the GED testing centers associated with the specific community college as reported to TOPSPRO.
Certificates/Oregon Transfer Modules	<p>The total number of certificates and modules reported to the <i>Completions</i> data collection in <i>OCCURS</i> for each community college including:</p> <ol style="list-style-type: none"> 1. Oregon Transfer Module 2. CTE certificates requiring less than a year of course work to more than 2 years of course work 3. Certificates associated with apprenticeships 4. Career Pathway Certificates of Completion
Associate degrees	<p>The total number of associate degrees reported to the <i>Completions</i> data collection in <i>OCCURS</i> for each community college including:</p> <ol style="list-style-type: none"> 1. Associate of Arts Oregon Transfer 2. Associate of General Studies 3. Associate of Science 4. Career and Technical Education Associate of Science 5. Career and Technical Education Associate of Applied Science 6. Associate of Applied Science: Apprentice
Transfers to four-year institutions	The total number of students who took courses for credit during the 2010-11 academic year at the associated community college and then took at least 1 course for credit as an undergraduate at any 4-year institution in the 2011-12 academic year as determined by the National Student Clearing House Database and OUS data match.
Programs of study	(Under development; to include personal and professional development courses.)
Progress	
Percentage of students enrolled Dev. Ed. Writing who complete and number enrolled in Dev. Ed. Math who complete	The total number of developmental writing or math courses each student passed (a grade of C or better) divided by the total number of developmental writing or math courses each student took during the 2011-12 academic year as reported directly to <i>OCCURS</i> .
Number of students who earn 15/30 college credits in the year	The total number of students who reached the 15 or 30 college-level credit threshold during the academic year was determined by counting all credits earned by a student during the 2011-12 academic year.
Who pass a national licensure exam	The total number of students passing a licensure exam divided by the total number taking a national

	licensure exam for each community college, as reported in KPM #11: <i>Licensing Certification Rates</i> for the Department of Community Colleges and Workforce Development.
Connections	
Are dual enrolled in Oregon high schools	The total number of students enrolled in dual credit programs, two-plus-two programs, advanced placement programs and International Baccalaureate programs during the 2011-12 academic year.
Are dual enrolled in OUS	The total number of students was determined as a count of students reported by the associated community college in OCCURS as being "Dual Enrolled".
Who transfer to OUS	The total number of students who took courses during the 2010-11 academic year at the associated community college and then took at least 1 course for credit as an undergraduate at an OUS institution in the 2011-12 academic year. Calculations were completed on match data with the Oregon University System's database.
Employment (under development)	(Not required in 2013-14)
Local Priorities	To be determined by each district. For each such local priority, provide a description that includes a research-based rationale for its use and what is to be accomplished with the use of such outcome measure.
Underrepresented student population	<p>The aggregate number of students in the following groups identified as disadvantaged students on page 1 of the compact and disaggregated for each of these groups* for each of the three years on pages 2-4 of the compact:</p> <ol style="list-style-type: none"> 1. African American students; 2. Hispanic/Latino students; 3. Native American or Alaska native students; 4. Pacific Islander students; 5. Multi-racial or multi-ethnic students; and, 6. Economically disadvantaged students based on receipt of Pell Grant. <p>Racial and ethnicity sub-populations are determined by the race or ethnicity submitted to the student file in OCCURS for each community college. Pell recipient status is determined by submissions by each community college to OCCURS. A student is considered a Pell Grant recipient for the entire year if he/she received a Pell Grant for at least one academic term during the 2010-11 school year.</p> <p>*In accordance with federal regulations, cell sizes fewer than six are suppressed</p>