MEMORANDUM

Lane Community College℠

Board of Education

DATE: September 27, 2012

TO: Dr. Crew and Members of the Oregon Education Investment Board

FROM: Sharon Stiles, Board of Education Chair

SUBJECT: Achievement Compacts

I am writing on behalf of the Lane Community College Board of Education. Please find attached the feedback from the board on Achievement Compacts.

Our board has been deeply involved in discussion at every meeting since December 2011. At Lane, we believe in broad engagement, and a Task Force of faculty and staff has been diligently studying and reporting on achievement compacts for several months.

We recognize that the speed with which the first achievement compact was developed made it difficult for thoughtful dialogue, so we are grateful for this opportunity to provide our ideas for how to improve the compacts so that they align with accountability processes already in place, such as accreditation and institutional scorecards, and so that they most effectively support the important work we are doing.

Our board is seeking a partnership with the state and the Oregon Education Investment Board that is built on joint accountability, joint commitment and joint responsibility, where the role of each party is clear and results are visible. We believe we need a comprehensive framework through which that can happen. More importantly, we intend this to be the beginning of a productive conversation about not only achievement compacts but how we can work together to make progress on 40-40-20.

We look forward to working with you in the coming months.

Lane Community College Board of Education
Submitted to the Oregon Education Investment Board
In Response to SB 1581 Section 18 (2)

BACKGROUND:

Lane Community College has a long history of faculty and staff engagement in the important matters affecting the college. The Learning Council, one of Lane Community College's governance councils, appointed a Task Force in February, 2012 to take up study of Achievement Compacts which at the time were being discussed in the Oregon Legislature. As with all of our governance groups, the Task Force represented all employee groups at Lane. Senate Bill 1581 was ultimately passed by the Legislature with a provision that educational entities might submit feedback to the Oregon Education Investment Board by September 30, 2012.

The Achievement Compact Task Force spent numerous hours researching, analyzing and developing a framework for Achievement Compacts in community colleges. The Task Force presented several draft versions to the board of education for discussion and feedback.

In response to the report that was presented in July, the board appointed two board members to meet with the Task Force to represent the board's thinking in the discussion and to develop a recommendation that could be brought to the full board. As a result of those meetings consensus was reached to present the attached to the board for consideration and approval.

The board approved Recommendations for an Alternative Plan on September 19, 2012.
and directed that this document be submitted to the Oregon Education Investment Board.

Oregon's Community Colleges and Achievement Compacts:

Recommendations for an Alternative Plan

September 19, 2012

Lane Community College Achievement Compact Taskforce

Bob Baldwin, President, Lane Community College Employee Federation, American Federation of Teachers - Oregon
Sonya Christian, Vice President, Academic and Student Affairs, Lane Community College
Phil Martinez, Chair, Learning Council; Economics Faculty
Don McNair, Executive Dean, Academic Affairs
James Salt, President, Lane Community College Education Association, Oregon Education Association; Sociology Faculty
Craig Taylor, Director, Institutional Research, Assessment and Planning

Beyond whether or not the numbers were real
is the question of what the numbers would actually prove even if they were,
NCLB gave educators across America the task of creating numbers,
not functional citizens.
The future will swallow us if we keep up this game.

Rudolph Crew, *Only Connect* (2007:12)

Introduction

The State of Oregon's 40-40-20 educational attainment aspiration raises an important challenge to our community colleges and universities. Lane Community College supports the goal of significantly raising Oregon's educational attainment rates at the heart of this aspirational vision, and to fulfilling our role in achieving it. The plan for work ahead will need to be transformational – not just minor adjustments at the margins of output measurement – and they will need to be developed strategically and collaboratively between Oregon's educational sectors, and public and private supporters. It is one we believe we should accept and work to meet.

> *The majority of learners will obtain a post-secondary degree or certificate that attests to their ability to think and learn, and provides them with a durable competitive advantage in the local and global economy.*
>
> Learn Works. August 2011

However, the initial plan to pursue these educational aspirations through 'Achievement Compacts' between public educational institutions and the state, focuses too much on the expected value of measuring a few easily quantified student milestones. An alternative plan must build on the work we are already doing, identify who is responsible for each component of the plan, and provide the support and funding necessary if Oregon is to reach its laudable attainment goals.

Achievement Compacts: An Analysis

While raising important questions and goals, the present Achievement Compact plan has a number of significant limitations:

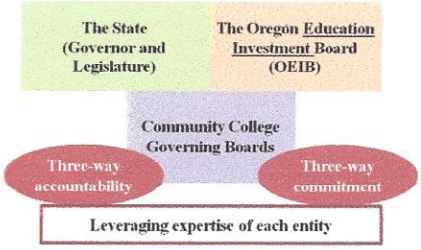
1. Lacks research to support an accountability framework for higher education being defined in terms of a bilateral agreement between the state and institutions of higher education.
2. Lacks recognition of the multiple factors, beyond those within and controlled by institutions of higher education, that have a profound impact on an Oregonian's ability to complete a degree or certificate
3. Lacks grounding in social scientific research on the factors that promote and hinder educational attainment, lack of scientific analysis of the factors promoting or hindering attainment rates in Oregon, and therefore lack of the development of strategies informed by such research to raise educational attainment rates
4. Reduces Oregon's public higher education from a "public good" into a "private good"
5. Neglects important differences between K-12 and post-secondary institutions
6. Neglects the historical underfunding of post-secondary education and recent significant cuts in state funding, while expecting educational attainment rates to dramatically increase
7. Doesn't incorporate, and will likely interfere with, current educational reform efforts in Oregon that promise to raise degree attainment and Oregon's higher education students
8. Plans to tie 'achievement compacts' to outcomes-based funding ignore research showing no positive gains and significant harm from such 'performance funding'

An Alternative Framework for Increasing Educational Attainment in Oregon

The "Achievement Compact" framework should be updated to a three-way "Achievement Partnership". The achievement partnership should be built on the following principles:

- Leveraging expertise of each entity. Each entity works within their area of responsibility.
- Three-way commitment; Three-way accountability
- Until the CCSF reaches its restoration threshold other funding initiatives must be held in abeyance regardless of whether they are tied to achievement compacts or agency requests.

Increasing Educational Attainment (aka 40-40-20) in Oregon Through a Three-Way Partnership



In the context of a strategic partnership the roles and responsibilities for each entity in this partnership should be clearly defined. Here is a proposed starting point:

- Three-way commitment: Each entity in the partnership should sign a commitment to move to action in their respective scope of responsibilities to achieve increased educational attainment.
- Leveraging expertise of each entity: Each entity should develop the goal for 2025 with intermediate targets appropriate to their areas of responsibility to increase the educational attainment in Oregon. This will include (1) a goal for the CCSF with intermediate targets for increasing the CCSF to its restoration threshold for the state (2) a goal for investment external to the state's current revenue stream and intermediate targets for OEIB and (3) goal with intermediate targets for increasing educational attainment for community colleges.
- Three-way accountability: Each entity publishes their accountability measurements towards meeting their individual goals. This will constitute the updated signed agreement for 2013.

The state (Governor and legislature):

-Commit to 40-40-20*

-By increasing the CCSF to its restoration threshold

-Accountability measurements published visibly

OEIB:

- Commit to 40-40-20*

-By Securing "investment revenue" above the restoration threshold of the CCSF

-Accountability measurements published visibly

Community College Governing Boards:

-Commit to 40-40-20*

- By engaging faculty and staff in redesign of policy and practices to increase educational attainment

-Accountability measurements of progression and completion published visibly

* Community Colleges are committed to increased educational attainment and use 40-40-20 as an aspirational proxy to communicate the intent.

Education Investment

The OEIB is an "Educational Investment" Board that must develop short term and long term strategies to increase the investment in education.

Short term (2012-2016): Collectively engage external grantors, both public and private, to invest in Oregon's educational redesign to meet the 40-40-20 aspirational vision. Examples of recently funded educational redesign efforts achieved by a small cadre of Oregon educators include the Win-Win project, the reverse transfer initiative, the Degree Qualifications Profile, Common Core State Standards. The goal would be $300 million for four years. OEIB working with community college faculty and staff can have a grant process established to disseminate these grants with accountability reports built into the process.

Short term (2012-2016): Collectively engage foundations in investing in Oregon to increase educational attainment

Long term (November 2016): Systematically mobilize Oregonians to increase the overall revenue to increase educational attainment.

Long term (November 2016): Mobilize Oregonians to support an increase in educational resources.

In the context of a strategic partnership the roles and responsibilities for each entity in this partnership are defined. OEIB will have the responsibility for the increased investment for education and higher education will have the responsibility for redesigning systems, policies and practices to increase educational attainment in Oregon.

Addendum

Examples of efforts to increase the educational attainment in higher education:

The Achievement Compact is a distraction from the educational reforms that higher education has been engaged in for several years. This engagement can be described as committed partnerships rather than a private contract between institutions and the state. This committed partnership has resulted in over $24 million for the state of Oregon to help increase the educational attainment levels (see table below for a few examples). This spirit of commitment has intrinsically motivated faculty and staff to invest the necessary time and energy to change practices that will increase on educational attainment.

Program	Source	2010-11	2011-12	2012-13	2013-14	2014-15
Win-win	Lumina		95,000	95,000		
***CASE* -- TAACT**	DOL		6,226,429	6,226,429	6,226,429	
Core to College	Hewlitt, Gates, Lumina		200,000	200,000	200,000	
HOPE-- CBJT	DOL	1,613,766	1,613,766	1,613,766		
DQP	Lumina			263,000	263,000	263,000
Reverse Transfer	Lumina			200,000	200,000	200,000
	Total	**$1,613,766**	**$8,135,195**	**$8,598,195**	**$6,889,429**	**$463,000**
Grand Total		**$25,699,585**				