Oregon Community College Association
260 13th Street NE
Salem, OR 97301
Phone: (503) 399-9912 Fax: (503) 399-9286
*http://www.occa17.*com

Thank you for this opportunity to present a report on behalf of the Oregon Community College Association (OCCA). The OCCA board discussed ideas relating to the process itself to ensure that the compacts become a useful tool for both colleges and the Oregon Education Investment Board (OEIB) to focus on outcomes for our students.

As educational leaders, community colleges are committed to re-envisioning and redesigning our institutions to meet the current and future educational needs of Oregonians in a rapidly changing world. We view the achievement compacts as a component in our ongoing work to refocus around increasing student preparation, persistence, and completion. Doing our best for students means more than just getting them in the door; it means helping students succeed and complete their goals, whether by completing a few classes, getting a certificate or degree, or transferring to a four-year institution. Community colleges have done considerable work over the last few years to improve efforts around student success and look forward to continuing that work in partnership with the OEIB.

The OCCA Board considered the purpose of the achievement compact and strongly feels it should be seen as a tool representing a shared understanding of the focus and outcomes needed, and not as an end unto itself. It will focus local board conversation about student outcomes and can then be used to discuss the shared partnership and mutual accountability of the state and the district in increasing the educational attainment of Oregonians.

Further, the OCCA Board provided some suggestions to consider as the achievement compact process moves forward.

- Establish a clear mutual understanding of the purpose, expectations, and application of how achievement compacts will be used.
- Explicitly recognize that Oregon community colleges are structured and governed to meet local needs. Colleges are governed by locally elected board members whose responsibility is to ensure that local needs are met.
- Include the individual college context in which targets are created. Enrollment trajectory, overall institutional goals, state public resources, demographics, and other factors may be included to provide a clear picture of the goals so the OEIB can view the targets within the context of these factors.
- View the achievement compacts as works in process that spur positive change as colleges discover what does and does not work to increase student preparation, persistence, and completion.
- Acknowledge that future changes may be necessary to create a measurement for programs of study and links to employment. Colleges may also use the compact's "local option" to highlight the unique needs of their district.

- Resist suggestions to tie funding to the achievement compacts. Rather, allow colleges to create a new funding distribution model to support increased student preparation, persistence, and completion that is complementary but distinct from the compacts.
- Establish mutually agreeable roles and responsibilities for both community college boards and the OEIB to work in partnership to meet the education and training needs of Oregonians.
- Recognize the data challenges of Oregon's small colleges in setting targets.

We look forward to a strong partnership with the Oregon Education Investment Board in this critical redesign work to ensure that we can successfully serve all Oregonians in meeting their educational goals.