Lane Community College

Achievement Compacts Task Force Draft

March 9, 2012

The Achievement Compact taskforce[1] has completed its work on the Achievement Compact framework and submits it to the Lane Community College Board of Education.

Section 14 of SB 1581, identifies three categories of educational outcomes to be measured or validated: Completion rates; validations of the quality of knowledge and skills; and relevance and contribution to the workforce, the economy, and society.

Completion rates. In addition to completion rates (degree and certificate), the community college achievement compact also includes other progress measures of "programs of study" as well as GED. Explicit measurement of under-represented minority completion rates are emphasized in the framework.

Validation of Quality of knowledge and skills acquired. Quality cannot be validated with a series of quantitative metrics. Evaluation of quality includes descriptions of the learning outcomes that an institution has established for the learner as well as the assessment of whether the learner has achieved these outcomes. In higher education, student learning outcomes address both discipline level outcomes as well as cognitive outcomes. The result of the evaluation then informs changes in the learning environment to further improve conditions for the learner to demonstrate acquisition of the learning outcomes.

Establishment of competencies and outcomes for K-12 has been accomplished in the Common Core State Standards (CCSS). For higher education however, learning outcomes cannot be prescriptive given the discipline specific nature of learning. The Degree Qualifications Profile (DQP) has developed a "reference framework" for higher education that is being beta tested and Oregon is currently negotiating a $1 million three-year grant from Lumina to beta test the DQP that has nested outcomes for the associates and baccalaureate levels. So given this context, we propose deferring the quality outcomes for now.

Also the taskforce affirms that higher education in the United States has provided quality assurance through the accreditation process. Carol Geary Schneider, President of AACU, states the following: "accreditation is providing assurance of the value and worth – the quality – of the work accomplished by our educational institutions". In the future we might consider the seventeen community colleges submitting their accreditation evaluation report from the Northwest Commission on Colleges and Universities as the "validation of the quality of knowledge and skills acquired."

Relevance and Contributions to workforce, economy, and society. The governor, in his ten-year budget framework has focused on five areas: education, the economy and jobs, healthy people, safety and security, and the environment. Education, studies have shown, has a positive impact on the remaining four area. The two measurements proposed under this category are in the workforce, economy and jobs area. However, this section is largely under developed.

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Institutional Connections. This outcome category does not appear in the legislation. However, the community colleges believe that this is a critical aspect in the K-20 educational continuum; ie the inter-institutional connections that facilitate student progression towards meeting Oregon's 40-40-20 vision.

Oregon Community College Achievement Compact

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Assumption:
In addition to the Achievement Compact with the State, CCWD will develop with the community college internal achievement compacts based on the student success indicators developed by the Student Success Oversight Committee.

Measurements	***2011-12*** ***Setting up Data Structures***		***2012-13*** ***Pilot Data Collection Year***	
	all Oregonians	***underrepresented minority Oregonians***	***all Oregonians***	***underrepresented minority Oregonians***
Completion Rates				
Associate's degrees awarded to				
Certificates and Oregon Transfer Modules awarded to				
Transfer to bachelor's degree program				
Adult high school diplomas/GEDs awarded to				
Programs of study awarded to				
Percentage of students in remedial writing or math who complete the course.				
Number of students who reach the 15 (30) college level credit threshold in the year (cumulative credits in their record).				
Contribution to Workforce (Under development)				
Number (percentage if available) of students passing a national licensure examination.				
Unemployment rate of graduates compared to the unemployment rate of non-graduates				
Connections				
# of dual enrolled high school students				
# of dual enrolled OUS students				