Hello,

My name is Jonathan Farmer and I am a member of the Achievement Compact Advisory Committee. I wanted to follow up with some more feedback following last Thursday's meeting and hope that it is not to late as the next meeting is currently underway. If it is then at least I will have clarified some of my comments in the notes.

First off and MOST importantly I want to reiterate that I believe our only chance to hitting 40-40-20 is to imbed the needed statewide, as well as education-spectrum wide, connections that are imperative to our success into everything we do. If these Achievement Compacts are to reflect our State's, and indeed each school's, progress in preparing and moving kids along our educational pipeline, from one level of education to the next, we need to ensure that it is visible from the reported data.

To that end I mentioned OIT's emphasis on newly admitted freshman who had HS dual credit courses, % of newly admitted transfers who came from OR CC's, and Distance Education enrollment as a percentage of total enrollment. I feel that these as well as other reportable data like this that measures pipeline continuity should be looked at ACROSS the board and not just at OIT and one or two other schools. I would also mention that statistics for instance like the 1st to 2nd year retention rates of first-time, full-time students would help us capture some very important information about students choosing the right fit the first time and allow us to develop a better idea of how knowledgeable students are about where they are going, if schools are able to keep up with students needs, and if students are able to meet the demands placed on them. This wouldn't measure all of that but as stated in our meeting all of these reports are to alert us when we need to dig deeper and discuss best practices etc.

I also want to mention that the# of bachelors degrees awarded to Oregonians is important. Even if our numbers towards 40-40-20 can also be met by those that come from out of state and choose to remain in Oregon we do not want to focus on importing students from out of state. I believe that we are striving to fix the system here in our own state first and not water down our numbers with implanted out of state students correct?

In addition to and in conjunction with that we should have some reportable data about access and affordability. This is understood by most students to be the most crucial data we could monitor at the university level. I know that quite a few universities attempted to address it but I did not see anything in the OUS's compact itself that I felt was doing the topic justice.

Achievement compacts could track tuition and TOTAL student costs including institutional, state, and federal financial aid for example. While this information is readily available it is not linked to the achievement of 40-40-20 as well as it should be. Especially with these achievement compacts potentially being linked to financial support in the near future.

How many Oregon students apply to a school and can’t get in would be another very beneficial piece of the data to have in regards to access and student preparedness.As well the ratio of in-state to out-of-state students and not just raw data would be helpful in painting a very clear picture of the students we are educating.

I fully understand that it is not just a numbers game in regards to degrees completed. I was excited to see a quality factor on the the data sheet. I think that the quality word should be changed to effectiveness as I don't think those qualifiers fully captured what we should be thinking of as quality. The effectiveness category then should include data points such as the number of students within the national completion rate: 3yrs for CCs and 4yrs for OUS. I also liked the 3 year completion rate for community college transfers once in the oregon university system, this is again a pipeline continuity data point.

There is obviously a lot we still need to figure out how to quantify for example:

How do we measure employment readiness and what are good post-graduate measures?

How important is faculty/student ratio and their office hour time/availability to students as well as access to full-time faculty (not GTFs or faculty who can't be accessed on campus for questions)?

How much emphasis should we place on additional college experiences that build career readiness skills (SOU has an option)

Why just STEM, health, and STEM education? What about balance of different programs and not raw data (SOU has an option)

What about career placement and other support programs and the availability/use of those programs?

At the k-12 level are they required to offer a life long learner course that discusses college as well as other certificate/trade programs?

What kind of relevance do we place on the whole child approach to success in school? IE. Access to support staff on campus (financial aid, healthcare, academic advisors) as well as exercise, nutrition, and mental health.

Think about equity (how can we support an equitable system)?

In the end my main question is why don't our schools need to share measures across the system? Schools can keep track of what ever they want to keep track of but this is a statewide report and should show statewide support of the same ideas, goals, and objectives. Many of our requests should be upheld at all our institutions.

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"You see things; and you say, 'Why?'
But I dream things that never were;
and I say, "Why not? " - George Bernard Shaw