

Oregon Department of Community Colleges and Workforce Development Annual Performance Progress Report (APPR) for Fiscal Year 2005-06

2007-09 Budget Form 107BF04c

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Agency Mission

The mission of Department of Community Colleges and Workforce Development (CCWD) is to contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.

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ABOUT THIS REPORT

Purpose of Report

The purpose of this report is to summarize the agency's performance for the reporting period, how performance data are used and to analyze agency performance for each key performance measure legislatively approved for the 2005-07 biennium. The intended audience includes agency managers, legislators, fiscal and budget analysts and interested citizens.

1. PART I: EXECUTIVE SUMMARY defines the scope of work addressed by this report and summarizes agency progress, challenges and resources used.
2. PART II: USING PERFORMANCE DATA identifies who was included in the agency's performance measure development process and how the agency is managing for results, training staff and communicating performance data.
3. PART III: KEY MEASURE ANALYSIS analyzes agency progress in achieving each performance measure target and any corrective action that will be taken. This section, the bulk of the report, shows performance data in table and chart form.

KPM = Key Performance Measure

The acronym "KPM" is used throughout to indicate **Key Performance Measures. Key performance measures are those highest-level, most outcome-oriented performance measures that are used to report externally to the legislature and interested citizens. Key performance measures communicate in quantitative terms how well the agency is achieving its mission and goals. Agencies may have additional, more detailed measures for internal management.**

Consistency of Measures and Methods

Unless noted otherwise, performance measures and their method of measurement are consistent for all time periods reported for each measure.

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19	CUSTOMER SERVICE – Percentage of customers rating their satisfaction with the agency’s customer service as “good” or “excellent”: Overall customer service, Timeliness, Accuracy, Helpfulness, Expertise, and Availability of information	42

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2007-09 KPM#	PROPOSED DELETIONS: 2007-09 Key Performance Measures (KPMs)	Page #
20	COMPUTER/INTERNET COURSE TAKING – Number of students who successfully complete community college courses in word processing and spreadsheet software, and/or use of the internet	44
21	BUSINESS START-UPS – Oregon SBDC clients who have business start-ups as a percent of the national average for SBDC-assisted business start-ups	46
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24	ADVISING READINESS – Percentage of entering students with electronically transmitted transcript and assessment data available for review by an academic advisor prior to advising for first-time registration	50
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I. EXECUTIVE SUMMARY

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1. SCOPE OF REPORT

- Agency programs/services addressed by key performance measures
 - a. Workforce Investment Act Title II Adult Education and Literacy programs, including General Educational Development (GED), Adult Basic Education (ABE) and English as a Second Language (ESL)
 - b. Workforce Investment Act Title IB programs, including workforce services for adults, dislocated workers, current/incumbent workers and youth
 - c. Postsecondary education and training through Oregon community colleges, including:
 - i. Small Business Development Centers (SBDCs)
 - ii. Business and Industry Training System (BITS)
 - iii. Professional technical and lower division collegiate programs and credentialing
 - iv. Transfer to four-year institutions
 - v. Participation of high school students in community college courses and programs
 - d. Oregon Youth Conservation Corps

2. THE OREGON CONTEXT

Performance measures are an integral part of CCWD’s work, and are incorporated into the services provided through community colleges, the federal Workforce Investment Act (WIA) Title IB and Title II programs, and Carl Perkins Vocational and Technical Education programs. CCWD has a long history of working with and supporting local efforts to meet and exceed performance measures, whether they are state, federal or local measures.

CCWD partners with the other education agencies in Oregon, including the Department of Education, the Oregon University System, and the Oregon Student Assistance Commission, to improve the quality of education available to Oregonians throughout their lives. CCWD partners with the Oregon Employment Department, the Oregon Economic and Community Development Department, the Department of Human Services, and many other state agencies and interested groups to increase workforce opportunities for Oregonians.

CCWD has 25 Key Performance Measures which link to eight Oregon benchmarks and three Department goals. The eight benchmarks are:

- 3. Oregon's national rank in new companies
- 12. Pay per worker
- 23. High school completion
- 24. Some college completion
- 25. Postsecondary credentials
- 26. College completion
- 27. Adult literacy
- 29. Labor force skills training

The three goals, which connect to CCWD’s mission, are:

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1. Oregonians have strong literacy skills,
2. Oregon's workforce is well trained and has access to a wide variety of training programs, and
3. Oregonians have access to excellent, affordable community college services.

3. PERFORMANCE SUMMARY

KPM Progress Summary	Key Performance Measures (KPMs) with Page References	# of KPMs
KPMs MAKING PROGRESS at or trending toward target achievement	3: Youth employed upon exit (p.12) 4: Adults employed upon exit (p.14) 5: Dislocated worker wages (p.16) 6: Current/incumbent worker employment (p.18) 8: Nursing completion (p.22) 10: BITS company satisfaction (p.26) 11: Licensing/certification rates (p.27) 14: Student transfers to OUS (p.33) 17: High school participation (p.38) 18: Minority enrollment (p.40) 19: Customer service (p.42) 25: Associates degrees per high school graduates (p.52)	12
KPMs NOT MAKING PROGRESS not at or trending toward target achievement	2: At-risk youth who exit successfully (p.10) 7: Completion of basic skills/ESL (p.20) 12: Professional/technical degree/certificate completion (p.29) 13: Associate degree completion (p.31) 15: Progress of transfer students (p.35) 16: Tuition/fees (p.37) 20: Computer/internet course taking (p.44)	7
KPMs - PROGRESS UNCLEAR target not yet set or data not available	1: Successful GED applicants (p.8) 9: SBDC business start-ups (p.24) 21: Business startups (p.46) 22: Workforce participant satisfaction (p.47) 23: Unsatisfactory progress (p.48) 24: Advising readiness (p.50)	6
Total Number of Key Performance Measures (KPMs)		25

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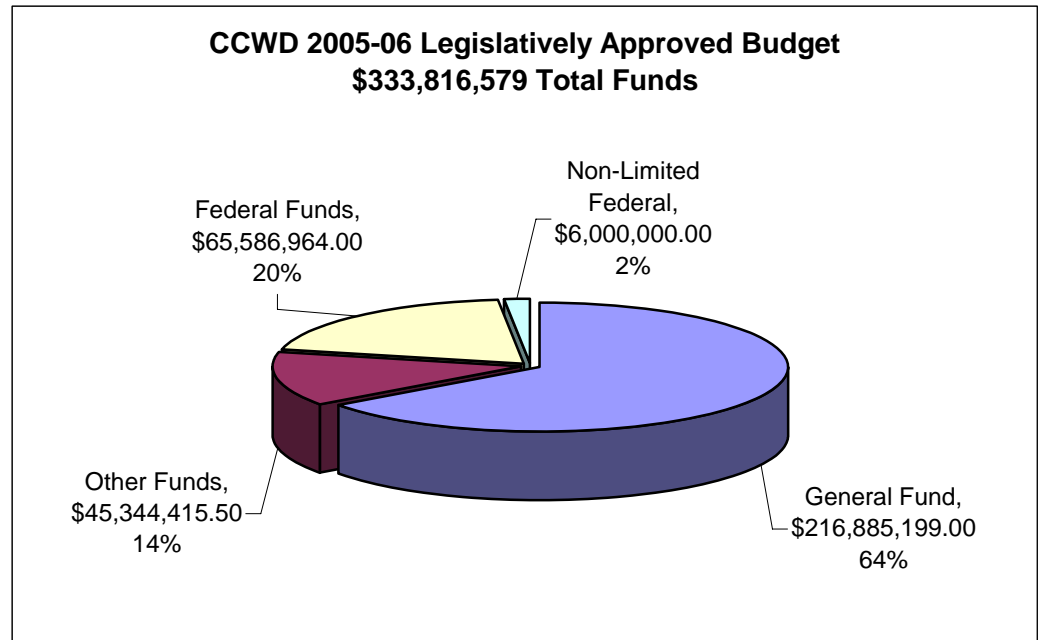
4. CHALLENGES

CCWD faces challenges in ensuring Oregonians have career opportunities in higher-wage jobs. The recent recession caused a large number of jobs to be lost; during the period from January 2001 to July 2003, employment declined 6% in high-wage industries, 4% in average-wage industries and only 2% in low-wage industries. Although new jobs are being created in Oregon, jobs have grown slower in average- and high-wage industries than in low-wage industries. From July 2003 to March 2006, low-wage industry job growth outpaced average- and high-wage industry job growth—increasing by 10%—while average- and high-wage industry jobs increased by only about 8%. As a result of losing proportionately fewer jobs and growing faster than high- and average-wage industries, low-wage industries now account for a growing share of Oregon's total employment.¹

The Department also faces challenges in restoring community college enrollment back to pre-recession levels. Between 2001-02 and 2004-05, total enrollment in community colleges declined nearly 15%, representing a loss of over 60,000 students. Enrollment in professional technical programs and developmental education programs (adult basic education, General Educational Development, postsecondary remedial education and English as a Second Language) dropped nearly 28% and 15%, respectively. Many of the students in these programs attend less than full-time, in fact, more than 80% of all community college students attend less than full-time. Due to declines in resources during the early years of this period, community colleges were compelled to eliminate many programs, courses, and sections and raise tuition, which limited student access to educational opportunities.

5. RESOURCES USED AND EFFICIENCY

CCWD operates a very lean administration budget, with only 1.2 percent of the 2005-06 budget going to support administrative costs associated with the Department's education, workforce and youth programs. The majority of CCWD's budget (98.8 percent) is distributed to the field to provide support for these programs through Oregon's 17 community colleges, 19 adult basic skills providers, 7 local workforce investment areas and 36 county-based programs. Collectively, these programs report providing services to nearly 416,000 Oregonians (this number represents multiple services to some individuals).



¹ Moore, Eric. "Low-Wage Industries Continue to Fuel Oregon Job Growth Figures." Oregon Labor Market Information System: Oregon Employment Department. August 16, 2006. <http://www.qualityinfo.org/olmisj/ArticleReader?itemid=00003923&print=1>

II. USING PERFORMANCE DATA

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The following questions indicate how performance measures and data are used for management and accountability purposes.	
<p>1 INCLUSIVITY Describe the involvement of the following groups in the development of the agency's performance measures.</p>	<ul style="list-style-type: none"> • Staff: CCWD staff are responsible for identifying new measures or measures that are no longer relevant given changing programs and priorities. Staff are also involved in developing an appropriate measurement approach for measures suggested by stakeholders, elected officials and the public. • Elected Officials: The 2005-07 Oregon Legislature recommended a number of new CCWD measures. The measures address a wide range of program areas, including adult, dislocated worker, and incumbent worker employment and wage outcomes; General Educational Development (GED), adult basic skills and ESL completions; completion of nursing and associates degrees; transfer of community college students to four-year institutions; and customer service. • Stakeholders: Several CCWD measures are related to Workforce Investment Act (WIA) Title I-B and Title II performance measures required by the federal government. The Oregon Workforce Investment Board (OWIB) is involved in the review of the WIA-related measures. The OWIB also oversees the system-wide workforce indicators which are interim measures between program measures of six federal workforce programs and the benchmarks. The community colleges contribute advice for the development and refinement of relevant measures, and maintain internal measures to support ongoing program improvement. • Citizens: Oregonians inform performance measures through participation in agency programs. Their participation guides the Department and its partners in designing services to meet state and local community needs. In turn, program priorities inform the adaptation and refinement of appropriate performance measures.
<p>2 MANAGING FOR RESULTS How are performance measures used for management of the agency? What changes have been made in the past year?</p>	<p>The Oregon Benchmarks, Key Performance Measures, federal performance measures, and internal agency measures all guide CCWD's efforts in supporting, improving, and developing programs to increase the skills, knowledge and career opportunities of Oregonians. The agency strives to maintain a concise set of measures that reflect the agency's priorities and direction and assist the agency in efficiently managing limited resources. In the past year, the agency has undertaken a number of initiatives to improve program quality and service delivery based on information obtained through performance measurement. One example is the Adult Basic Skills program: ongoing performance measurement (at the federal, state, and local levels) identified a need to refine data collection procedures, clarify goal-setting processes for students and increase the number and effectiveness of transition courses. Adult Basic Skills staff are working with the federal Department of Education, local adult education programs and other stakeholders to address these needs.</p>
<p>3 STAFF TRAINING What training has staff had in the past year on the practical value and use of performance measures?</p>	<p>Staff have had training in performance management, particularly regarding the federal Workforce Investment Act (WIA) Title IB and Title II programs. Staff working with those programs and local WIA organizations and community colleges must clearly understand the measures for tracking, monitoring and oversight of funds.</p>

II. USING PERFORMANCE DATA

4 COMMUNICATING RESULTS

How does the agency communicate performance results to each of the following audiences and for what purpose?

- **Staff:** CCWD presents its performance measures annually during an all-staff meeting and during regular program meetings, where staff discuss questions and make recommendations for future measurement changes.
- **Elected Officials:** The Department provides the results of its Annual Performance Report and other performance measures to legislators and engages in dialogue with legislators around program priorities and accountability.
- **Stakeholders:** The Department communicates the results of performance measurement to a broad audience of stakeholders. Stakeholders have access to federal performance results, Key Performance Measure results, and other internal agency measurement results through written reports, including the Worksource Oregon Annual Report; agency meetings; and through the CCWD website, where results are posted. The website is www.oregon.gov/ccwd.
- **Citizens:** Oregonians have access to online versions of federal performance results, Key Performance Measure results, and other internal agency measurement results. The Worksource Oregon Annual Report, the agency's Annual Performance Progress Report, and many other reports are available through the CCWD website. The website is www.oregon.gov/ccwd.

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KPM #1	SUCCESSFUL GED APPLICANTS Percentage of GED certificate applicants successful	Measure since: 2006
Goal	Goal 1: Oregonians have strong literacy skills	
Oregon Context	OBM 23: High school completion	
Data source	Annual Statistical Report from the GED Testing Service, a division of American Council on Education, and GEDScoring Service.	
Owner	CCWD Adult Basic Education, 503-378-8648	

1. OUR STRATEGY

Community colleges require pre-tests before students take the official General Educational Development (GED) Test. Pre-tests allow students to assess their readiness to take the GED examinations. Colleges use pre-test results to assist students in identifying appropriate coursework to address educational needs.

2. ABOUT THE TARGETS

Because it is possible to calculate only one year of actual data, CCWD does not yet have enough data to determine targets. Therefore, targets for 2006 and 2007 were set based on the 2005 result. Targets for 2008 and 2009 are increased 1% from the prior year's target. Higher is better.

3. HOW WE ARE DOING

By 2005, nearly 76% of the individuals who began taking GED tests in 2002 had successfully passed all five tests. The three year limit on completing GED testing was implemented in 2002 (OAR 589-007-0500), so 2005 is the first year for which a full three years of data are available.

4. HOW WE COMPARE

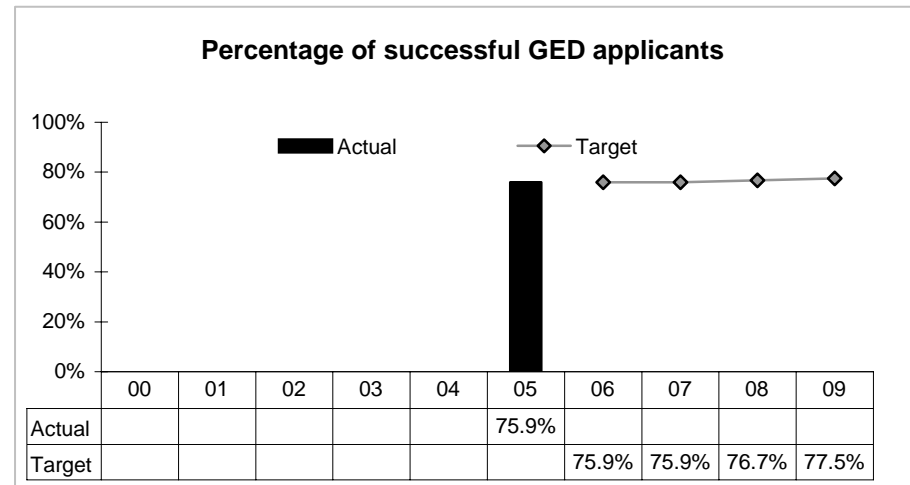
Oregon is the only state with a 3 year limit for completing the five GED tests, therefore, comparisons with other states or the nation is not possible. Other states vary in the requirements they set on GED test completion, ranging from no time limit for testing to less than one year.

5. FACTORS AFFECTING RESULTS

Only one year of data are available. There are no known unique factors affecting the results.

6. WHAT NEEDS TO BE DONE

Continue to provide support for community college and workforce development adult education efforts. Promote the issuance of GED certificates in a timely and efficient manner. Align the GED with the Pathways to Advancement initiative, as Pathways to Advancement will provide students with support services and ease transitions from secondary to postsecondary education and into the workforce.



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7. ABOUT THE DATA

Reporting cycle: calendar year. Applicants are all individuals who took the first of five GED tests in a calendar year. Successful applicants are those who complete and pass all five of the GED tests and who are issued a GED certificate within three years of the month of their first test date.

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KPM #2	AT-RISK YOUTH WHO EXIT SUCCESSFULLY Percentage of enrolled at-risk youth who remained in or returned to school, or obtained their high school diploma/equivalent upon exiting the program	Measure since: 2002
Goal	Goal 1: Oregonians have strong literacy skills	
Oregon Context	OBM 23: High school completion	
Data source	Workforce Investment Act (WIA) Title I-B Database.	
Owner	CCWD Youth Policy, 503-378-8648	

1. OUR STRATEGY

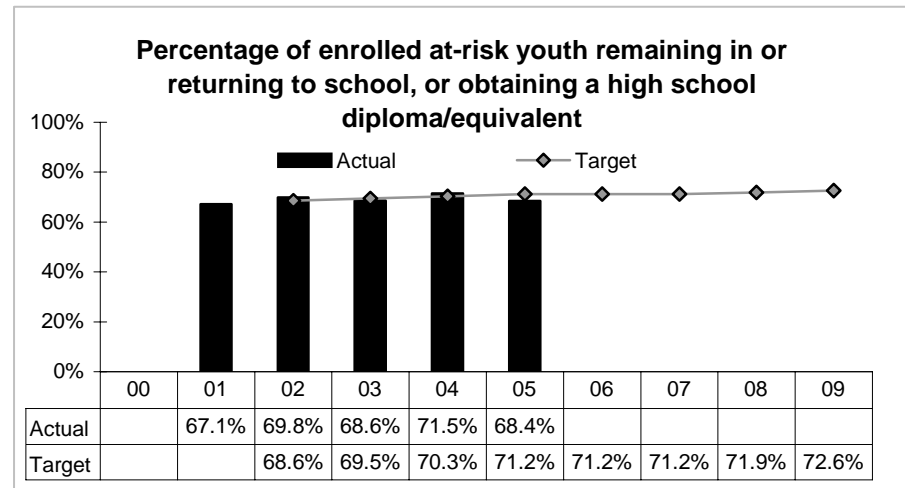
CCWD provides guidance and leadership to the following programs: Workforce Investment Act (WIA) Title I-B Youth, WIA Title II Literacy and Adult Basic Skills, GED Testing and Oregon Youth Conservation Corps.

2. ABOUT THE TARGETS

Targets for 2008 and 2009 are increased by 2% from the prior year's target. Higher is better.

3. HOW WE ARE DOING

The percentage of enrolled at-risk youth who remained in or returned to school or obtained an high school diploma or equivalent was 68.4% in 2005. This was slightly lower than 2004 performance, although almost identical to 2003 performance. The trend has remained relatively flat—around 69%—for the past five years.



4. HOW WE COMPARE

It is not possible to identify a comparison that is identical to this measure. However, data are available for all enrolled younger youth using a slightly different time period (program year 04: April 2003 through March 2004). In PY04 70.6% of all enrolled younger youth in Washington state remained in or returned to school or obtained a high school diploma/equivalent. Nationwide, the rate was 62.7%.

5. FACTORS AFFECTING RESULTS

There are no known unique factors affecting performance for 2004-05.

6. WHAT NEEDS TO BE DONE

Continue to provide support to local WIA programs by providing them with technical assistance, training and information regarding best practices. Continue with on-going policy work of the Oregon Workforce Investment Board's Youth and Education Committee. Identify the number of dropouts compared to the

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number of youth reached through these programs. Identify strategies to reach youth not currently being served and connect these efforts to the literacy initiatives.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. At-risk youth are youth ages 14-21 with one or more of the following barriers: limited English proficiency, single parent, offender, homeless or run away, pregnant or parenting. Youth included in the measure are those at-risk youth who exited during the period and remained in or returned to school or obtained their high school diploma or equivalent. This group is divided by the total number of at-risk youth exiters.

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KPM #3	YOUTH EMPLOYED UPON EXIT Percentage of enrolled older at-risk youth who obtained employment upon exiting the program	Measure since: 2006
Goal	Goal 1: Oregonians have strong literacy skills	
Oregon Context	There is no current Oregon Benchmark to which this measure relates	
Data source	Workforce Investment Act (WIA) Title I-B Database.	
Owner	CCWD Youth Policy, 503-378-8648	

1. OUR STRATEGY

CCWD provides guidance, leadership and technical assistance to the following programs: Workforce Investment Act (WIA) Title I-B Youth, WIA Title II Literacy and Adult Basic Skills, GED Testing and Oregon Youth Conservation Corps.

2. ABOUT THE TARGETS

The target for 2006 was set by increasing actual performance in 2005 by 1%. Targets for 2007 through 2009 are increased by 1% from the prior year's target. Higher is better.

3. HOW WE ARE DOING

In 2004-05, 73.6% of enrolled at-risk youth were employed in the first quarter after exiting the program. The measure has trended upward over the past three years following a decline between 2002 and 2003.

4. HOW WE COMPARE

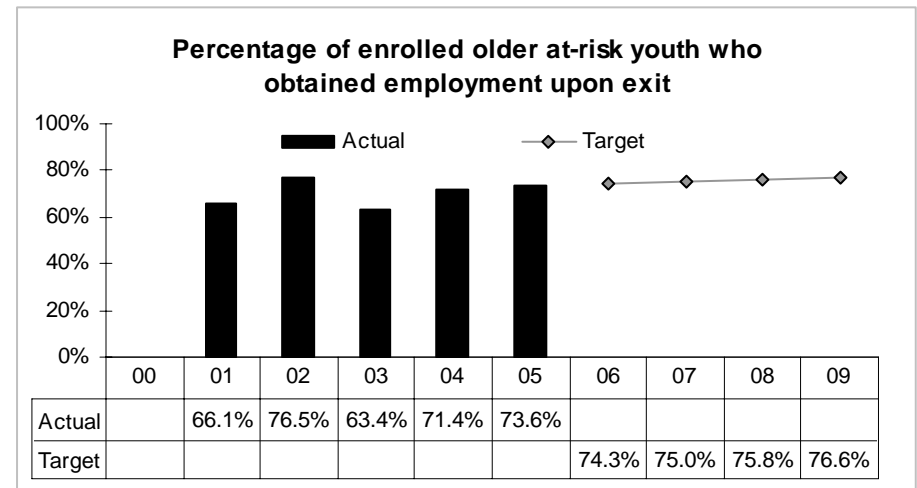
It is not possible to identify a comparison that is identical to this measure. However, data are available for all enrolled older youth using a slightly different time period (program year 04: October 2003 through September 2004). In PY04, 76.9% of enrolled older youth in Washington state entered employed within the first quarter after program exit. The national rate was 73.1%.

5. FACTORS AFFECTING RESULTS

Local, state and regional economies and job availability will have an effect on performance for this measure. Performance in 2002-03 was affected by the economic downturn and the subsequent loss of jobs in Oregon.

6. WHAT NEEDS TO BE DONE

Continue to provide support to local WIA programs by providing them with technical assistance, training and information regarding best practices. Continue with on-going policy work of the Oregon Workforce Investment Board's Youth and Education Committee. Promote the use of internships, extended job



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shadowing and more career-related learning experiences with youth in WIA programs. Increase partnership connections with local business community members in the development of various career exploration activities.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. Older at-risk youth are youth ages 19-21 with one or more of the following barriers: limited English proficiency, single parent, offender, homeless or run away, pregnant or parenting. The measure includes at-risk youth who exit during the period and are employed in the first quarter after exit. This group is divided by the number of at-risk youth exiters. Employment includes military service and qualified apprenticeship.

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KPM #4	ADULTS EMPLOYED UPON EXIT Percentage of clients served in adult workforce programs who obtained employment upon exiting the program	Measure since: 2006
Goal	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs	
Oregon Context	OBM 29: Labor force skills training	
Data source	WIA Title IB Database.	
Owner	CCWD WIA Title IB Programs, 503-378-8648	

1. OUR STRATEGY

Oregon has a comprehensive evaluation framework that focuses on results and continuous program improvement. Liaisons are assigned to each workforce region and are responsible for reviewing performance. Liaisons conduct in-depth analysis and review of local area and statewide performance quarterly. The Department contacts local areas about various aspects of their operations and effect on performance and provides technical assistance if needed.

2. ABOUT THE TARGETS

Targets for 2006 and 2007 are the WIA Title IB federally negotiated targets for Oregon. Targets for 2008 and 2009 were increased 1% from the prior year’s target because the federal targets have not yet been set. Higher is better.

3. HOW WE ARE DOING

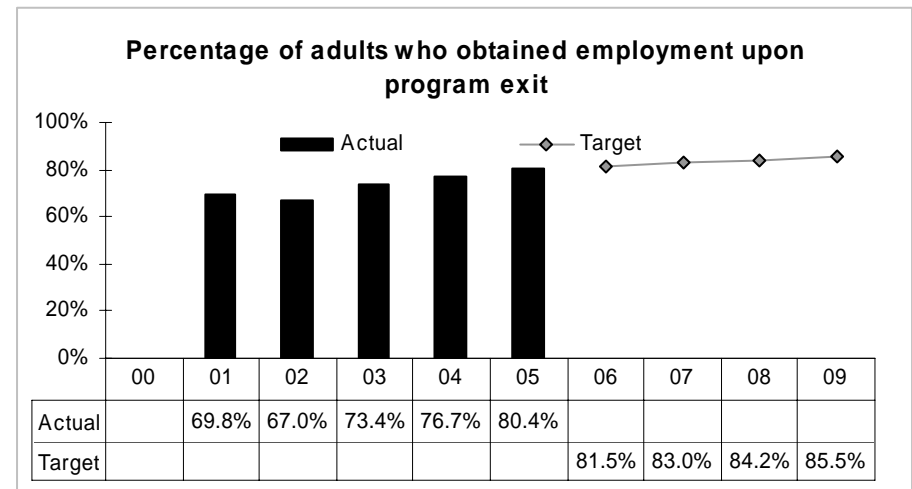
In 2005, 80.4% of adults were employed in the first quarter after exiting the program. This measure has shown steady improvement since 2002. The Department has met its federal targets for the past three years, which has helped the state qualify for federal incentive funds.

4. HOW WE COMPARE

The Department does not have access to data that would allow a comparison of identical time periods. However, looking at the time period between October 2003 and September 2004 provides a comparative view. In that time period, the national rate of adults employed upon program exit was 79.9% and Washington state’s rate was 81%.

5. FACTORS AFFECTING RESULTS

Economic trends within local areas, regions and the state are the primary drivers for the number of jobs available. While the Department and its partners use assessments, labor market information and relevant training to prepare participants for entrance into the workforce, the number of jobs available will affect performance on this measure.



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6. WHAT NEEDS TO BE DONE

Oregon is poised to begin a strategic planning process to set direction for the entire workforce system. The process will be inclusive of education, economic development and workforce partners at all levels, and promises to result in real systemic change. The plan for the process includes a continued emphasis on metrics, accountability and program impacts and results.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. An adult exiter is someone 18 and older who has completed all planned services and has not received a service for 90 days. The measure includes WIA Title 1B adult exiters who were not employed at registration and were employed in the 1st quarter after exit. This group was divided by the number of adult exiters who were not employed at registration. Workforce Investment Act (WIA) Title IB adult exiters are matched with Oregon Employment Department wage records.

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KPM #5	DISLOCATED WORKER WAGES	Measure since: 2006
	Percentage of dislocated workers who obtained employment with at least 80% of prior earnings	
Goal	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs	
Oregon Context	OBM 12: Pay per worker	
Data source	WIA Title IB Database	
Owner	CCWD WIA Title IB Programs, 503-378-8648	

1. OUR STRATEGY

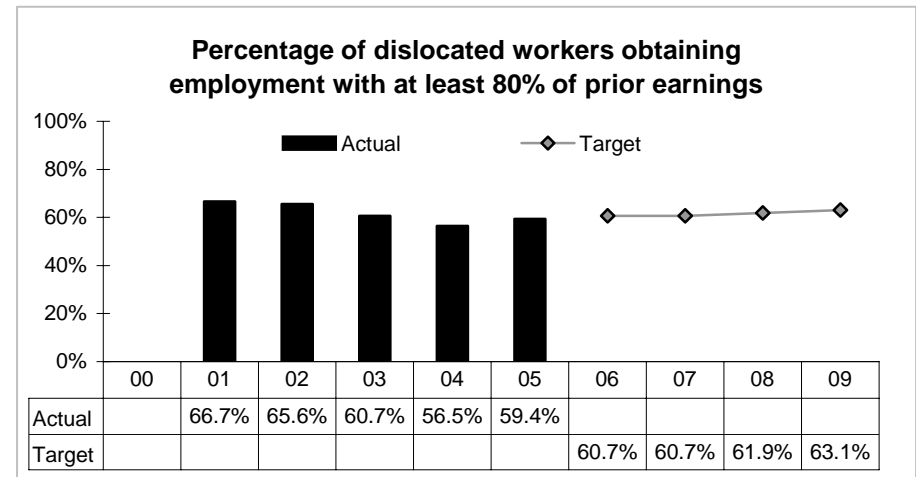
The Oregon Workforce Investment Board identifies demand occupations, cross-functional skills and short-term trainings that enable current/dislocated workers to transition to new jobs at near equal wages.

2. ABOUT THE TARGETS

Targets for 2006 and 2007 were set at the highest level of actual performance for the past three years. Targets for 2008 and 2009 are increased 2% from the previous year’s target. Higher is better.

3. HOW WE ARE DOING

In 2005, 59.4% of dislocated workers found employment with wages that were at least 80% of the wages they earned in prior employment. The 2005 reporting year is the first year since 2001 Oregon has seen an improvement in this measure. As Oregon’s economic recovery continues, new jobs will continue to be created and available to dislocated workers.



4. HOW WE COMPARE

The construction of this measure is unique to Oregon. No comparison data are available for this measure.

5. FACTORS AFFECTING RESULTS

Actual performance data has trended downward over the past several years due to a number of factors. The recent recession caused a large number of jobs to be lost, and although new jobs are being created in Oregon, many of them are in occupations (service, office and administrative support) that pay lower wages than the jobs that were lost. Dislocated workers are individuals who have been working, and in order to continue working, they may be more likely to accept employment with lower pay.

6. WHAT NEEDS TO BE DONE

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Oregon is targeting training to key workforce occupations that produce higher wages, such as health care services. The Department is also working to bridge the skills gap of low wage workers and provide funding to current workers to increase their skills so they may move up the career ladder. Tracking wages of Oregon employees provides a way to measure the economic security of our workforce and quality of jobs. Low wages, or a limited increase in wages, can be cause for concern, potentially affecting the quality of life for workers and their families. Workforce partners are working to expand direct access to assessment and occupational skills training during pre- and post-layoff scenarios to increase likelihood dislocated workers will maintain similar wages in new occupational choices.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. A Dislocated Worker is someone 18 and older who loses their job due to no fault of their own, receives layoff notice or notice of company closure. Workforce Investment Act (WIA) Title IB Dislocated Worker exiters are matched with Oregon Employment Department wage records to identify individuals with wages in the 1st, 2nd, and 3rd quarters after exit. The sum of 2nd and 3rd quarter post-exit wages is divided by the sum of 2nd and 3rd quarter pre-enrollment wages to determine the measure result.

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KPM #6	CURRENT/INCUMBENT WORKER EMPLOYMENT	Measure since: 2006
	Percentage of current/incumbent workers who retained employment after exit	
Goal	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs	
Oregon Context	OBM 29: Labor force skills training	
Data source	WIA Title 1B Database	
Owner	CCWD WIA Title IB Programs, 503-378-8648	

1. OUR STRATEGY

The Oregon Workforce Investment Board identifies key industries and clusters where business and industries express the need for skilled workers. Agencies work with these business and industry representatives and groups to promote the WorkSource Oregon System and its worker customers as well as identifying and sharing best practices for incumbent workers. CCWD promotes awareness and training on current/incumbent worker best practices that help elevate the skills of individual employees and increase our overall capacity to provide comprehensive workforce training services.

2. ABOUT THE TARGETS

Targets for 2006 and 2007 were set at the performance level for 2005. Targets for 2008 and 2009 were increased 1% from the 2007 target. Higher is better.

3. HOW WE ARE DOING

In 2005, 81.8% of current/incumbent workers were employed in the first quarter after exiting training. Performance has been trending upward since 2001. However, there was a small decline, of less than one percentage point, in 2005.

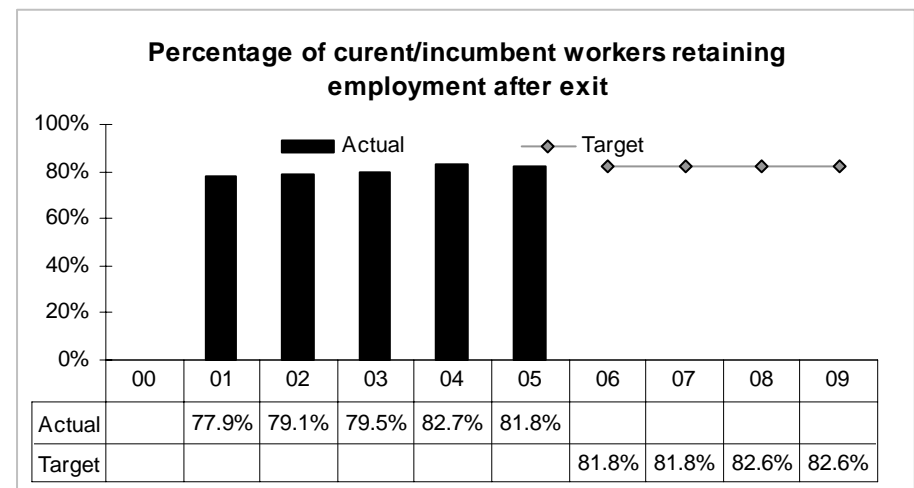
4. HOW WE COMPARE

No comparison data are available for this measure.

5. FACTORS AFFECTING RESULTS

The economy of the state and the strength of Oregon businesses in a global environment affect the retention and earnings of current/incumbent workers.

6. WHAT NEEDS TO BE DONE



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The Department will continue its extensive efforts to develop world class training programs as well as assessments for workers, business and industry. CCWD will work with its partners to identify best practices curriculum and funding that increase Oregon's current/incumbent workforce. The workforce and education system must continue to build the skill capacity of current/incumbent workers as well as the capacity of workforce and education training services.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. Workforce Investment Act (WIA) Title IB adult exiters are matched with Oregon Employment Department wage records. The measure calculation is adult exiters who were employed at registration and were employed in the 1st quarter after exit, divided by the number of adult exiters who were employed at registration.

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KPM #7	COMPLETION OF BASIC SKILLS/ESL Percentage of students enrolled in a basic skills or ESL program who complete successfully	Measure since: 2006
Goal	Goal 1: Oregonians have strong literacy skills	
Oregon Context	OBM 27: Adult literacy	
Data source	TOPSpro, OCCURS, OED UI, GED Databases	
Owner	CCWD Adult Basic Education, 503-378-8648	

1. OUR STRATEGY

Oregon’s adult education programs coordinate with public and private agencies throughout the state to increase the number of adults who possess the education and skills necessary to take advantage of the opportunities Oregon has to offer. Oregon has a comprehensive evaluation framework that focuses on continuous program improvement. Given that adult education programs are driven by both performance measures and quality of services, the state’s approach to program evaluation focuses on student performance and data analysis, strategic planning and evaluation, local program improvement and reporting, and local program site evaluation.

2. ABOUT THE TARGETS

Targets for 2008 and 2009 are increased 2% from the prior year’s target. Higher is better.

3. HOW WE ARE DOING

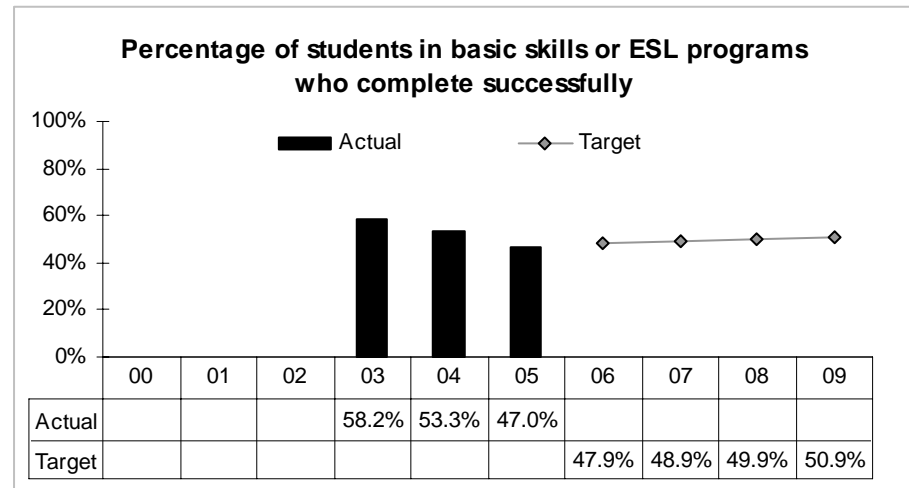
By then end of 2004-05, 47% of students enrolled in adult basic skills/ESL courses in 2003-04 had completed at least one federal outcome level (obtain GED, transition to post-secondary education or training program, obtain employment, or retain employment). Results calculated for the past three years show a decline from 58.2% in 2003 to 47.0% in 2005. In 2004-2005, Oregon adult education and literacy programs served more than 21,600 people, including almost 11,000 non-native English speakers. Over 60% of those served were 25 years or older and more than 35% were employed.

4. HOW WE COMPARE

The construction of this measure is unique to Oregon. There are no comparison data available for this measure.

5. FACTORS AFFECTING RESULTS

The downward trend may be the result of several factors: 1) More rigorous data collection requirements have been implemented over the past several years, resulting in new data which are becoming more valid and reliable. As data are “cleaned”, inconsistencies that in the past led to higher results are being eliminated. 2) The three years of actual data represent several years that were highly affected by the recent recession. The economic decline resulted in lower



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enrollments and students who did enroll may have had less job flexibility and less time to attend and complete their courses. 3) The number of students obtaining a GED was inflated for reporting year 2003 due to a change in the national exam. Students who started the testing process using the old exam had to finish their remaining five tests during that year or they would be required start over and take all the tests again using the new exam. During that year a much larger number of GED completers than usual was recorded.

6. WHAT NEEDS TO BE DONE

The adult education system is currently focused on improving student education and career advising, increasing the number of transition courses and refining goal-setting for students as they enter programs.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure includes federally reportable students who were enrolled in and exited in a particular academic year then tracked for that academic year and the following academic year to identify whether the student completed at least one federal outcome measure. Federally reportable students are those who have at least one Entry Record, are enrolled in an approved instructional program, have received 12 or more hours of instruction, are between the ages of 16 and 110, are not concurrently enrolled in high school/k-12, and who have the following demographic information reported: date of birth, gender, and race/ethnicity. Federal outcome measures included in this measure are: Obtain GED, Transition to post-secondary education or training program, Obtain employment, and Retain Employment.

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KPM #8	NURSING COMPLETION Percentage of students who successfully complete a Nursing program	Measure since: 2006
Goal	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs	
Oregon Context	OBM 25: Postsecondary credentials	
Data source	Oregon Community College Unified Reporting System	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

Support increased capacity to train nurses through involvement with the Governor’s Healthcare Workforce Initiative and N2K Nursing Capacity Building Model.

2. ABOUT THE TARGETS

The target for 2007 was set based on the 2005 performance result. Targets for 2008 and 2009 were increased 1% from the prior year’s target. Higher is better.

3. HOW WE ARE DOING

In 2004-05, 72.3% of nursing students identified as professional technical concentrators successfully completed their one- or two-year nursing programs.

4. HOW WE COMPARE

There are no comparison data available for this measure.

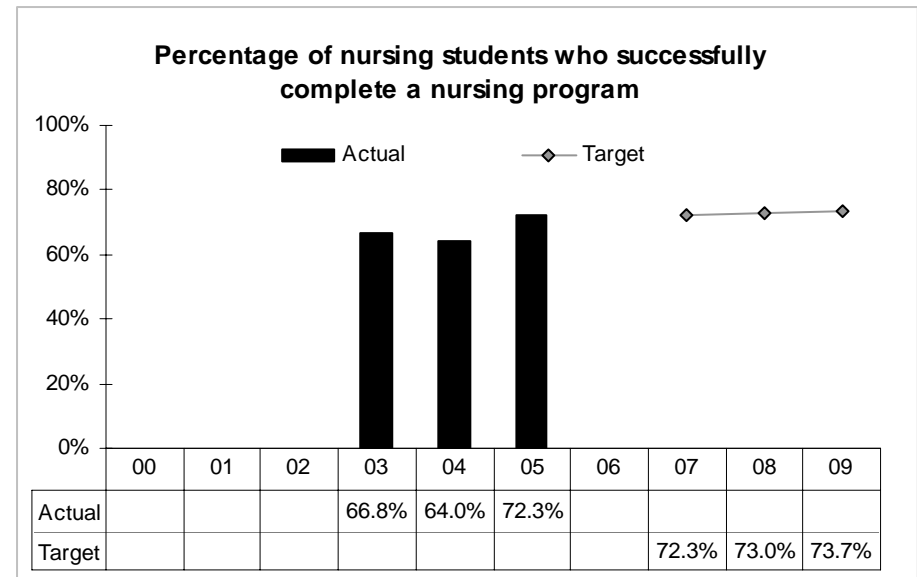
5. FACTORS AFFECTING RESULTS

Recent statewide initiatives to increase capacity and training may be showing an early positive impact on nursing completions.

6. WHAT NEEDS TO BE DONE

The Department is focused on supporting initiatives to increase capacity to train new nurses and provide additional training to current/incumbent workers. The Department is partnering with other stakeholders to advance the goals of the Governor’s Healthcare Workforce Initiative and N2K Nursing Capacity Building Model.

7. ABOUT THE DATA



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Reporting cycle: Oregon fiscal year. The measure cohort includes all professional technical concentrators for the program year who were identified as having Licensed Practical Nursing or Registered Nursing majors. The measure result is the percentage of these students who completed one- or two-year nursing programs within the program year. The definition of professional technical concentrator is based on Perkins III accountability measures, and includes students who are credit students in the fall term of the reporting year and who have earned at least 50% of credits applicable toward their professional technical major.

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KPM #9	SBDC BUSINESS START-UPS Percentage of SBDC pre-venture/start-up entrepreneurs with a completed business plan who start a business	Measure since: 2006
Goal	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs	
Oregon Context	OBM 3: Oregon’s national rank in new companies	
Data source	Small Business Development Center IC/EDMIS	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

CCWD provides resources to Oregon community colleges to assist Small Business Development Centers (SBDCs) in providing counseling and training to clients seeking to start new businesses.

2. ABOUT THE TARGETS

Targets for 2006 through 2007 were set based on recommendations and preliminary data from the Oregon Small Business Development Center Network (OSBDCN). Because these data are preliminary and a comprehensive methodology for collecting this measure information is under development, targets for 2006 and 2007 were set conservatively. Targets for 2008 and 2009 were increased 2% from the prior year’s target. Higher is better.

3. HOW WE ARE DOING

In 2006, an estimated 8 out of 10 SBDC startup/pre-venture clients who completed a business plan actually started a business. Only one year of data are available, so it is not yet possible to see a trend in performance for this measure.

4. HOW WE COMPARE

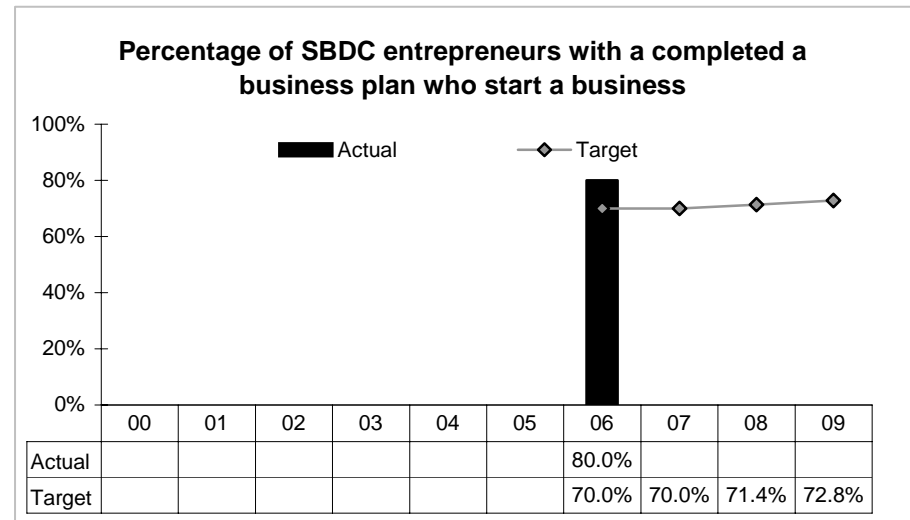
There are no comparison data available for this measure.

5. FACTORS AFFECTING RESULTS

The economic recovery Oregon is beginning to experience may encourage more individuals to consider starting a business. A stronger economy will provide a more stable setting for small businesses and new business entrepreneurs.

6. WHAT NEEDS TO BE DONE

CCWD will continue to work with OSBDCN to develop a formal methodology for this measure.



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7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. A formal methodology has not yet been finalized for this measure. For the 2006 reporting year, the OSBDCN selected a random sample of client files from all 19 local SBDC service centers and counted the number of SBDC clients with a business plan who started a business. To calculate a percentage, that number was divided by the total number of SBDC clients with a business plan in the random sample. Through a qualitative review of records for the month of November 2005, it was estimated that 80% of pre-venture/startup clients that completed a business plan actually started a business within 60 days of SBDC engagement.

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KPM #10	BITS COMPANY SATISFACTION Percent of companies ranking training they received through community college Business and Industry Training System (BITS) as good or better	Measure since: 2001
Goal	Goal 2: Oregon's workforce is well-trained and has access to a wide variety of training programs	
Oregon Context	OBM 29: Labor force skills training	
Data source	BITS survey data	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

CCWD provides resources and technical assistance to community colleges that provide high quality relevant training to employees.

2. ABOUT THE TARGETS

Targets for 2008 and 2009 are maintained at 95%. Higher is better.

3. HOW WE ARE DOING

In 2005, 95.5% of employers rated BITS trainings a 4 or better out of 5. Performance on this measure has remained very high since its introduction. Employer responses indicate they continue to value the trainings they receive through BITS.

4. HOW WE COMPARE

There are no comparative data available for this measure.

5. FACTORS AFFECTING RESULTS

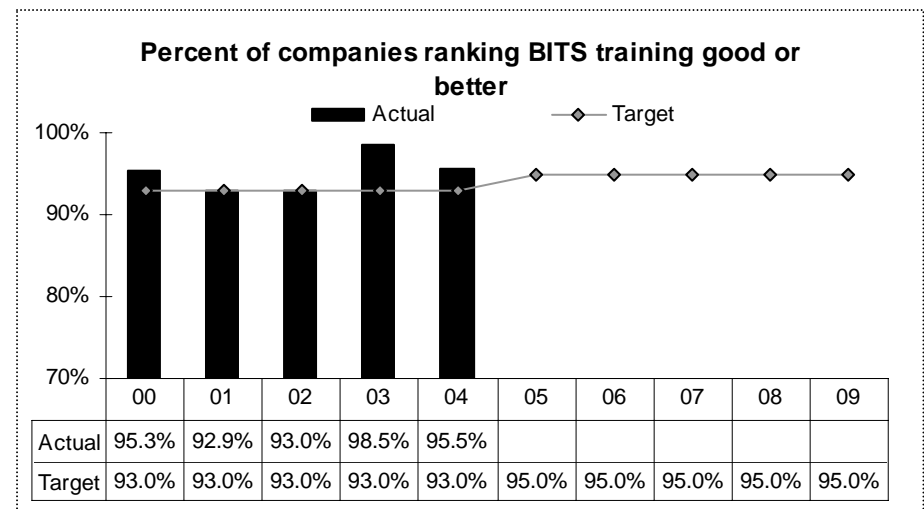
There are no known factors affecting performance for 2004-05.

6. WHAT NEEDS TO BE DONE

CCWD will continue to provide technical assistance and support to community colleges in order to maintain these highly-regarded trainings.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. Businesses are contacted by community colleges to obtain employers' satisfaction ratings with community college training programs. A rating of 4 or 5 indicates good or better on a scale of 1 to 5.



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KPM #11	LICENSING/CERTIFICATION RATES	Measure since: 2000
	Oregon community college students' pass rates for national licensing tests compared to national pass rates	
Goal	Goal 2: Oregon's workforce well-trained/has access to a wide variety of training programs	
Oregon Context	OBM 25: Postsecondary credentials	
Data source	Researchers and community college department staff obtain test results for students and provide them to CCWD	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

CCWD supports community colleges in providing sufficient numbers of high quality and relevant courses and programs to enable students to pass licensing exams.

2. ABOUT THE TARGETS

Prior to 2006, results for this measure were reported according to whether Oregon community college pass rates for licensing/certification exceeded or did not exceed national pass rates. Beginning with the 2006 performance report, CCWD will begin reporting Oregon community college rates separately from national rates, and will set future targets for Oregon pass rates. Targets for 2006 through 2009 are set at 93%. Higher is better.

3. HOW WE ARE DOING

In 2004, 93% of Oregon community college students taking national licensing tests passed them. Oregon community college pass rates have been remained very high, 92% or above, since 2000.

4. HOW WE COMPARE

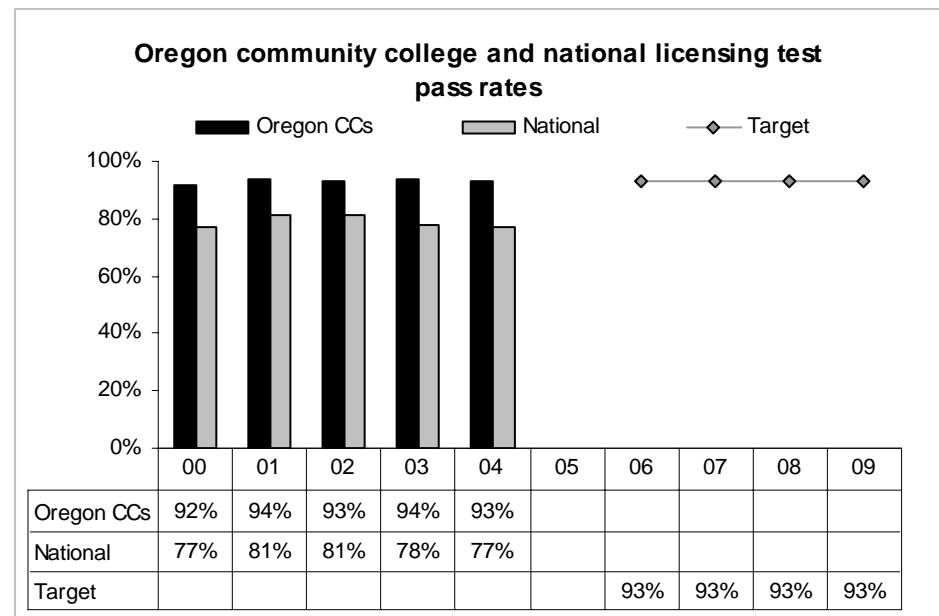
Oregon community college pass rates on national licensing/certification exams have exceeded national pass rates by at least 10 percentage points every year since 2000.

5. FACTORS AFFECTING RESULTS

There are no known unique factors affecting performance on this measure.

6. WHAT NEEDS TO BE DONE

The Department will continue to provide policy guidance, technical assistance and resource support to colleges offering trainings in these licensing areas. Oregon community colleges have an historically high pass rate on national licensing exams, and the Department will continue to work to maintain those high



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levels. CCWD supports the Governor's Healthcare Workforce Initiative to assist with the training of healthcare workers and Oregon's Manufacturing Workforce Strategy (through the Employer Workforce Training Fund) to provide training to current/incumbent workers. The Department works with the Oregon Department of Education to ensure appropriate new Professional Technical Education programs are approved and programs that are no longer relevant are deleted. All of these efforts help ensure relevant training and education opportunities are available to students, including students who will ultimately take licensing tests.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. Data are generally available for this measure in mid-fall one year following the reporting year. Data for the 2004-05 were not yet available from all reporting colleges by the time this report was completed.

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KPM #12	PROFESSIONAL TECHNICAL DEGREE/CERTIFICATE COMPLETION Number of professional-technical degrees and certificates awarded	Measure since: 2002
Goal	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs. Goal 3: All Oregonians have access to excellent, affordable community college services.	
Oregon Context	OBM 25: Postsecondary credentials	
Data source	Oregon Community College Unified Reporting System	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

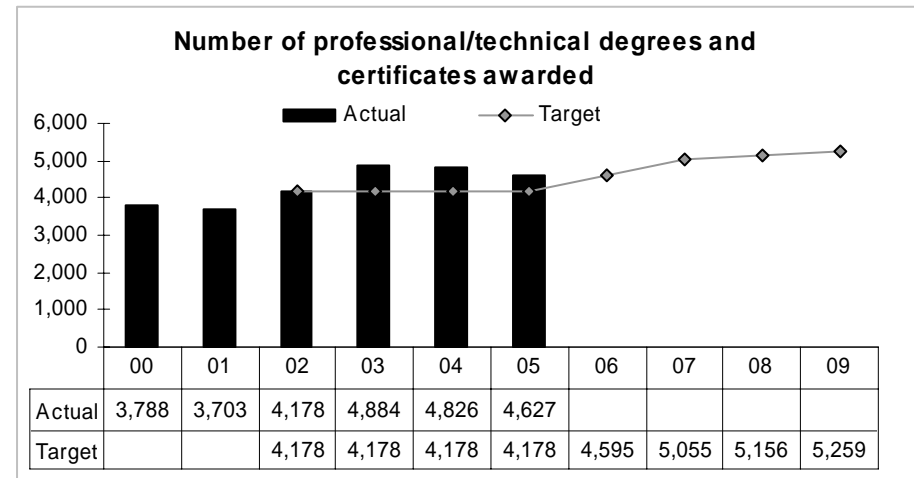
CCWD is an active partner in efforts to align secondary and postsecondary education. Better alignment among the education sectors will help ease transitions for students moving among high schools, community colleges and four-year institutions. Work is underway to revise and further improve program approval standards and processes. This work is designed in part to enable the colleges to be more responsive to employer workforce needs.

2. ABOUT THE TARGETS

Targets for 2008 and 2009 are increased 2% from the prior year’s target. Higher is better.

3. HOW WE ARE DOING

Performance increased between 2001 and 2003; however, since 2003 we have seen a decline in the number of professional certificates and degrees awarded each year. In 2005, a total of 4,627 professional technical certificates and degrees were awarded in community colleges across Oregon.



4. HOW WE COMPARE

In 2004-05, Washington State reported 20,150 students earned a workforce-related certificate or degree. This is much higher than the number of degrees/certificates awarded in Oregon in the same year (4,627). However, Washington’s professional technical enrollment is higher in proportion to Oregon; 46% of Washington community college students are enrolled in job training programs compared to only 32% of Oregon community college students. In addition, Washington’s overall community college enrollment was 455,673 for 2004-05, while Oregon’s total community college enrollment was only 346,206 (about 25% less). Washington also enrolls many more full-time students than Oregon, with over 50% of students in 2004-05 enrolled full-time (defined as 10 credits or more). In Oregon, more than 80% of students are enrolled less than full-time (defined as 12 credits or more).²

² State of Washington: State Board of Community and Technical Colleges. “Academic Year Report: 2004-05.” December, 2005. <http://www.sbctc.ctc.edu/data/acadyrrpts.asp#F05>

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5. FACTORS AFFECTING RESULTS

Student enrollment in professional technical programs has decreased nearly 26% since 2002-03. Due to declines in resources during those years, community colleges were compelled to eliminate professional technical programs, courses, and sections and raise tuition, which limited student access to educational opportunities. Many professional technical students are enrolled part-time, and during the economic downturn, may have had less flexibility to take time away from their jobs to attend college.

6. WHAT NEEDS TO BE DONE

The Department, along with many other state agencies, is helping to develop the Pathways to Advancement Initiative. Pathways to Advancement will streamline student entrance to and exit from postsecondary training and education. Students will be able to pursue modularized courses relating to their career interest area, and then return to the workforce with a credential that has value in the labor market. Students can then more easily re-enter postsecondary training to gain more skills and knowledge.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure is a count of all state-approved professional technical degrees and certificates awarded in the reporting year.

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KPM #13	ASSOCIATE DEGREE COMPLETION Percentage of students in Associate's degree programs who obtain an Associate's degree	Measure since: 2006
Goal	Goal 3: All Oregonians have access to excellent, affordable community college services	
Oregon Context	OBM 25: Postsecondary credentials	
Data source	Oregon Community College Unified Reporting System	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

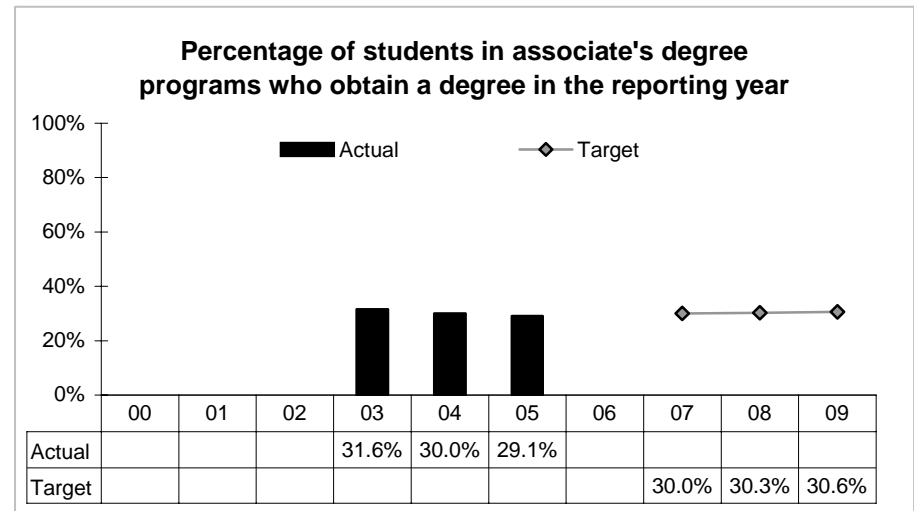
CCWD is an active partner in efforts to align secondary and postsecondary education. Better alignment among the education sectors will help ease transitions for students moving among high schools, community colleges and four-year institutions.

2. ABOUT THE TARGETS

The target for 2007 was set according to the mid-point of performance results for the past three years. Targets for 2007-09 were increased by 1% from the prior year's target. No target was set for 2006 because this measure was created by the Joint Legislative Audit Committee in July of 2006, after the academic year had ended. Higher is better.

3. HOW WE ARE DOING

Performance for this measure has been stable for the past 3 years, ranging from a low of 29.1% in 2005 to a high of 31.6% in 2003.



Many more students will complete their associate's degrees after the time period allowed through this measure. Among students who were within reach of an associate's degree by fall of 2003, 30% completed in the 2003-04. A total of 46.4% completed by the end of 2004-05, just one year later.

4. HOW WE COMPARE

Washington State reports on a similar measure, although it is not identical. Washington looks at the percentage of students who have graduated or earned 4 or more quarters of credit within 2 years of entering the college. Washington reports that among full-time students in 2004-05, 70% have either graduated or earned 4 or more quarters of credit. Among part-time students, 31% have graduated or earned 4 or more quarters of credit.³

5. FACTORS AFFECTING RESULTS

³ State of Washington: State Board of Community and Technical Colleges. "Academic Year Report: 2004-05." December, 2005. <http://www.sbctc.ctc.edu/data/acadyrrpts.asp#F05>

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Measures using a percentage of students completing associate's degrees can be misleading indicators of performance. It is extremely difficult to identify a cohort of students to use as the denominator of a percentage calculation. Many community college students do not follow a traditional path of full-time enrollment culminating in an associate's degree in two years. In fact, most community college students attend less than full-time. Many change their enrollment status from full- to part- to half-time depending on personal circumstances, including work, family, and other issues.

6. WHAT NEEDS TO BE DONE

The Department, along with many other state agencies, is helping to develop the Pathways to Advancement Initiative. Pathways to Advancement will streamline student transfers from community colleges to four-year institutions and will align coursework, placement testing, and entrance requirements in order to provide greater access and better preparation for students.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure cohort includes the unduplicated count of all fall credit students with enough credits to possibly complete an Associate's degree by end of spring term. The percentage is calculated by identifying the number of these students who do complete Associate's degree by end of spring term. Students are identified as having "enough credits to potentially complete an Associate's degree" according to their enrollment status in the fall term of the year under consideration. Full-time students (those enrolled in 12 or more credits in the fall term) could potentially complete an associate's degree by the end of spring term of the reporting year if they have earned at least 54 credits by the time they enroll full-time for the fall quarter. Half-time students (those enrolled in 6-11.99 more credits in the fall term) could potentially complete an associate's degree by the end of spring term of the reporting year if they have earned at least 72 credits by the time they enroll half-time for the fall quarter. Part-time students (those enrolled in 1-5.99 more credits in the fall term) could potentially complete an associate's degree by the end of spring term of the reporting year if they have earned at least 81 credits by the time they enroll part-time for the fall quarter.

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KPM #14	STUDENT TRANSFERS TO OUS Percentage of students attending an Oregon community college during one academic year who transfer to an OUS institution the following academic year	Measure since: 2006
Goal	Goal 3: All Oregonians have access to excellent, affordable community college services	
Oregon Context	OBM 24: Some college completion; OBM 26: College completion	
Data source	Oregon Community College Unified Reporting System	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

CCWD is an active partner in efforts to align secondary and postsecondary education. Better alignment among the education sectors will help ease transitions for students moving among high schools, community colleges and four-year institutions.

2. ABOUT THE TARGETS

Based on the results from recent years, CCWD plans to set targets of 15% for this measure through 2009. Higher is better.

3. HOW WE ARE DOING

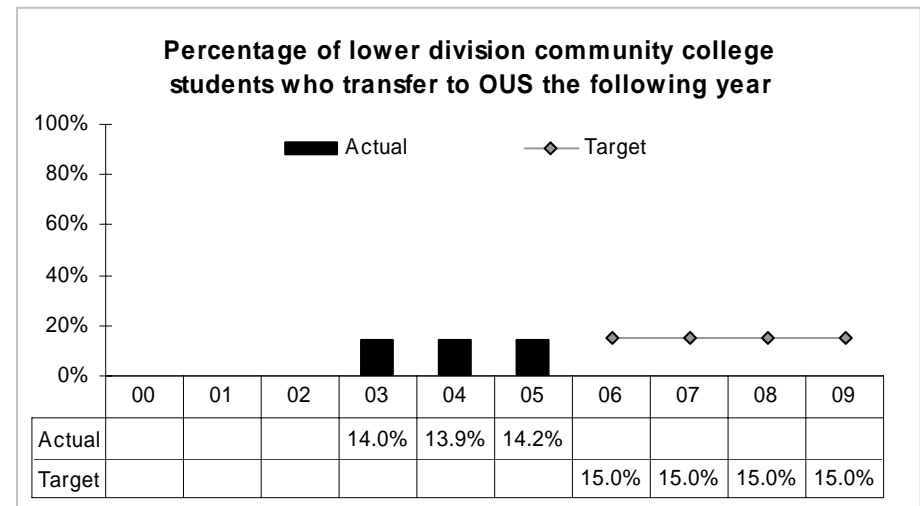
Just over 14% (7,424) of lower division collegiate students who were enrolled in Oregon community colleges (with at least 12 cumulative credits) in 2003-04 were admitted to and enrolled in OUS sometime during the 2004-05 academic year. That is a slight increase from the percentage of students transferring in 2002-03 and 2003-04.

4. HOW WE COMPARE

Washington state reported that 9,767 community and technical college students transferred to public baccalaureate institutions in 2004-05. This is slightly higher than the 7,424 transfers in Oregon. However, Washington’s overall student enrollment was 455,673 for 2004-05, while Oregon’s enrollment total student enrollment was only 346,206 (about 25% less).⁴

5. FACTORS AFFECTING RESULTS

Calculating a percentage of students who transfer is difficult and may not be an effective measure of performance. In order to identify a cohort of students who will be in the denominator of this measure calculation, the Department looked at students who have shown, through their course-taking and statements of



⁴ State of Washington: State Board of Community and Technical Colleges. “Academic Year Report: 2004-05.” December, 2005. <http://www.sbctc.ctc.edu/data/acadyrrpts.asp#F05>

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intent, to be potential transfer students sometime in a short-term time horizon. Students enrolled in lower division collegiate programs fit that description and are included in the measure denominator. However, many other students may eventually transfer to OUS, but data available to the Department might not indicate that interest. For example, some professional technical students who come into the college to pursue a 1-year certificate will eventually transfer to an OUS institution. However, the student may not enroll in a four-year institution for several years. The student's long-term goal might be to obtain a baccalaureate degree, but s/he may not transfer within one year. This measure does not account for student transfers that happen after one year.

Another alternative, including all community college students in the denominator of this measure, would also be very misleading. For example, students in adult basic education programs are unlikely to transfer within a year to a four-year institution. Students may require more time to complete those programs and become ready to transition to postsecondary education. A more effective measure of transfer would look at the number of transfers to OUS institutions within a particular year, rather than the percentage.

6. WHAT NEEDS TO BE DONE

The Department, along with many other state agencies, is helping to develop the Pathways to Advancement Initiative. Pathways to Advancement will streamline student transfers from community colleges to four-year institutions and will align coursework, placement testing, and entrance requirements in order to provide greater access and better preparation for students.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure includes the unduplicated number of community college students enrolled in lower division collegiate programs in the year prior to the reporting year who are admitted to and enrolled in an Oregon University System institution at some point during the following academic year (the reporting year). Students must have at least 12 cumulative community college credits. The count is divided by the unduplicated number of community college students enrolled in lower division collegiate programs with at least 12 cumulative credits in the year prior to the reporting year.

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KPM #15	PROGRESS OF TRANSFER STUDENTS Percentage of community college students who transfer to OUS and demonstrate progress by returning for the second year	Measure since: 2006
Goal	Goal 3: All Oregonians have access to excellent, affordable community college services	
Oregon Context	OBM 24: Some college completion; OBM 26: College completion	
Data source	Oregon Community College Unified Reporting System and OUS SCARF Database	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

CCWD is an active partner in efforts to align secondary and postsecondary education. Better alignment among the education sectors will help ease transitions for students moving among high schools, community colleges and four-year institutions.

2. ABOUT THE TARGETS

According to Oregon University System’s Annual Performance Progress Reports, the percent of full-time freshmen returning for a second year has ranged between 77.9% and 80.3% since 2000.⁵ CCWD plans to set targets of 80% for this measure through 2007-09. Higher is better.

3. HOW WE ARE DOING

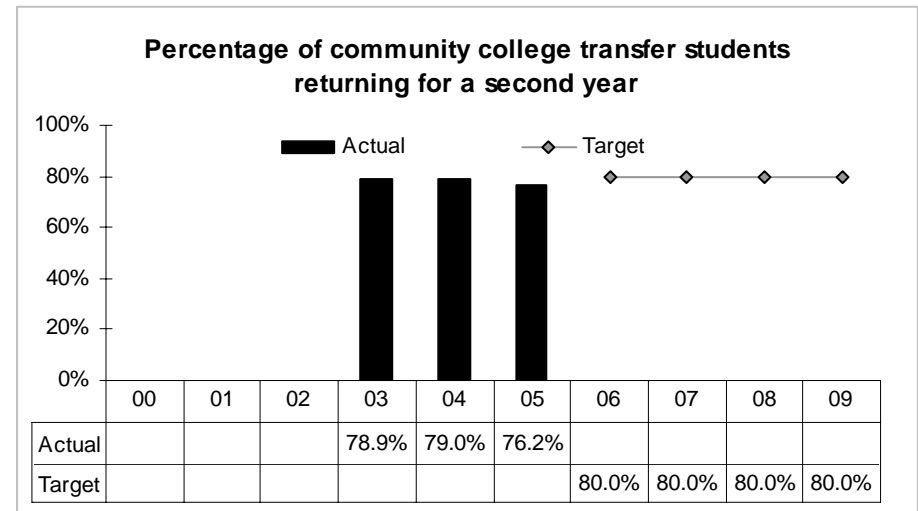
Seventy-six percent of lower division collegiate students who were enrolled in an Oregon community college in 2002-03 and then admitted and enrolled in an OUS institution in 2003-04, returned to an OUS institution in 2004-05. This is a decline from 79% in 2003-04.

4. HOW WE COMPARE

According to reports provided by the Oregon University System, the percent of all full-time freshmen returning for a second year has been stable at approximately 80% over the last several years.

5. FACTORS AFFECTING RESULTS

The base cohort considered in this measure, students enrolled in a community college in one year and then admitted to and enrolled in an OUS institution the following year, includes only lower division collegiate students (see KPM #14). This cohort does not include students who are in other program areas, such as



⁵ Oregon University System. “Annual Performance Progress Report: 2005.”

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professional/technical or development education. It also does not consider students enrolled in community colleges in one year who take two or more years to transfer to an OUS institution. It does not consider students who transfer to private colleges in Oregon or colleges outside the state.

6. WHAT NEEDS TO BE DONE

The Department, along with many other state agencies, is helping to develop the Pathways to Advancement Initiative. Pathways to Advancement will streamline student transfers from community colleges to four-year institutions and will align coursework, placement testing, and entrance requirements in order to provide greater access and better preparation for students.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure is the percentage of community college lower division collegiate students who have earned 12 or more cumulative community college credits by the end of year 1, who are then admitted to and enrolled in an OUS institution in year 2, and who return to OUS in year 3 (the reporting year).

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KPM #16	TUITION/FEES Oregon's rank for community college tuition and fees among all western states	Measure since: 2002
Goal	Goal 3: All Oregonians have access to excellent, affordable community college services	
Oregon Context	OBM 24: Some college completion	
Data source	Western Interstate Commission for Higher Education's (WICHE) yearly tuition and fee publication.	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

Obtain sufficient resources to enable Oregon community college tuition/fee rates to be about mid-range (8th highest) compared to other western states.

2. ABOUT THE TARGETS

The targets from 2006 through 2009 are set at the middle of the tuition/fee rankings for the 15 Western states. Higher rankings are better.

3. HOW WE ARE DOING

The 2005-06 academic year was the first time in three years Oregon saw an improvement in its tuition/fee rankings among the Western states. Oregon's highest ranking in the past seven years was its ranking of 3rd in 2000 and 2001.

4. HOW WE COMPARE

Since 2002, nearly all of the other Western states have had lower average community college tuition/fees than Oregon.

5. FACTORS AFFECTING RESULTS

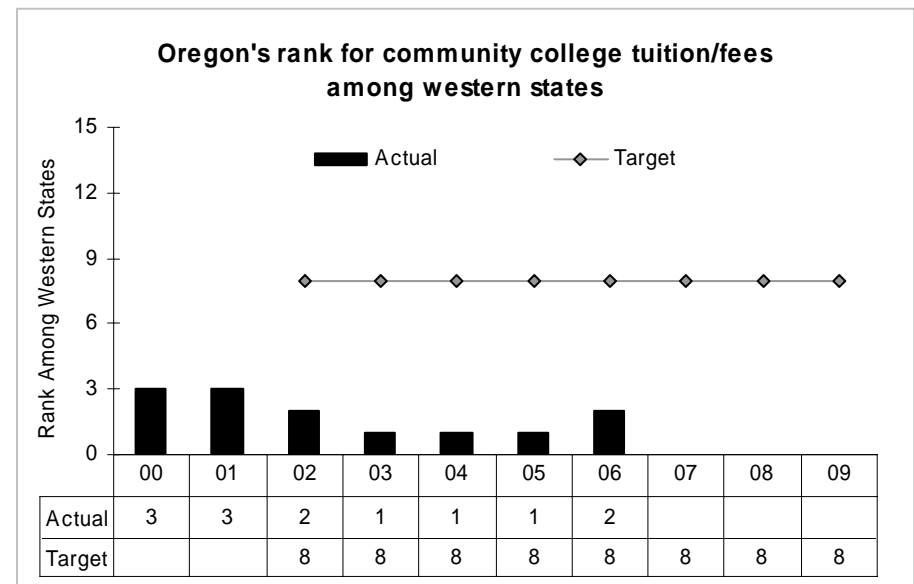
The recent economic decline resulted in a reduction in state resources for community colleges. Community colleges were forced to raise tuition and fees, as the only other flexible source of revenue available to the colleges, in order to fill the gap and continue offering programs and services to students.

6. WHAT NEEDS TO BE DONE

Local community colleges are responsible for setting their own tuition and fees. As Oregon's economic recovery continues, increased state investment in the community colleges will help colleges minimize tuition and fee increases.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. Tuition/fee rankings are based on fall term tuition.



Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

KPM #17	HIGH SCHOOL PARTICIPATION Number of high school students enrolled in community college credit programs	Measure since: 2001
Goal	Goal 3: All Oregonians have access to excellent, affordable community college services	
Oregon Context	OBM 24: Some college completion	
Data source	Oregon Community College Unified Reporting System	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

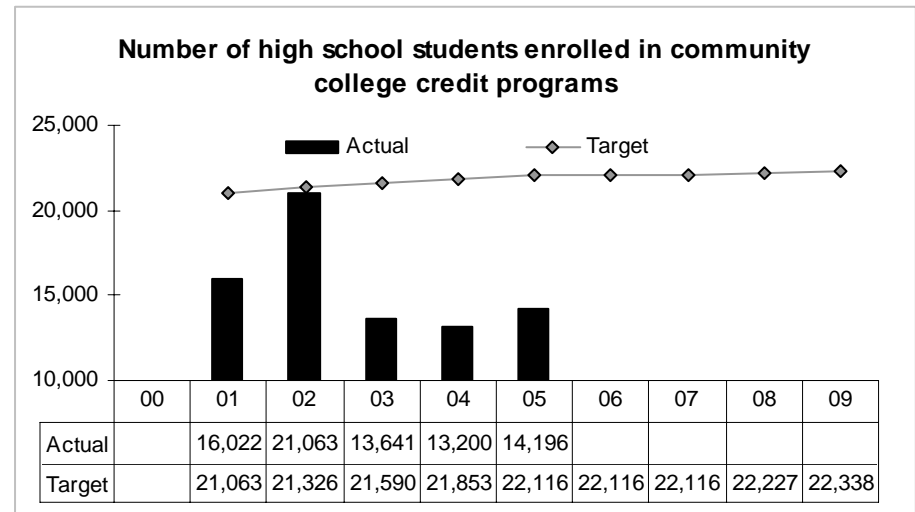
Expand dual/credit tech/prep programs for high school juniors and seniors so they are available across the state. Implement Senate Bill 300, which provides greater access to postsecondary education for at-risk high school students.

2. ABOUT THE TARGETS

Targets for 2008 and 2009 were increased 0.5% from the prior year's target. Higher is better.

3. HOW WE ARE DOING

This measure requires review. Prior to 2002, the data reported included duplicates (students were counted more than once if taking more than one course). Beginning in 2003, each student is counted only once, which caused a decline in the measure result. In 2005, the state saw an increase of 7.5% in the number of students taking at least one credit course at a community college. That represents 996 more students. However, targets must be revised in order to accurately represent the new methodology used for this measure.



4. HOW WE COMPARE

Washington State reported nearly 32,000 high school students were enrolled in community college credit programs in 2004-05. These programs included Running Start, College in High School and Tech/Prep. More than 19% of high school juniors and seniors in Washington State participated in one of these programs in 2004-05.⁶

5. FACTORS AFFECTING RESULTS

Beginning in 2003, each student was counted only once in the measure, which caused a perceived decline in the measure result.

⁶ State of Washington: State Board of Community and Technical Colleges. "Academic Year Report: 2004-05." December, 2005. <http://www.sbctc.ctc.edu/data/acadyrrpts.asp#F05>

Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

6. WHAT NEEDS TO BE DONE

Participation of high school students in community college credit programs is expected to increase as a result of implementing Senate Bill 300, which promotes expansion of accelerated college credit opportunities for high school students and supports existing programs throughout Oregon. School districts must coordinate efforts with post-secondary institutions to have programs in place for students in the 2006-07 school year.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure is the count of unduplicated 2+2, Tech/Prep and Dual Credit program participants in the reporting year. Prior to 2004, the data were reported by high schools to the Oregon Department of Education. In 2004, colleges began reporting this information directly to OCCURS.

Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

KPM #18	MINORITY ENROLLMENT Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the general population, by racial/ethnic group; African American, Asian, Hispanic/Latino, and Native American	Measure since: 2001
Goal	Goal 3: All Oregonians have access to excellent, affordable community college services	
Oregon Context	OBM 24: Some college completion	
Data source	OCCURS and Census Population Estimates	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

The Department will continue support of community college efforts to serve underserved populations and first-generation students. The Department supports Adult Basic Education, GED, and English as a Second Language programs and provides assistance to colleges so appropriate support services are available to students.

2. ABOUT THE TARGETS

Target is at or above 100%. Higher is better.

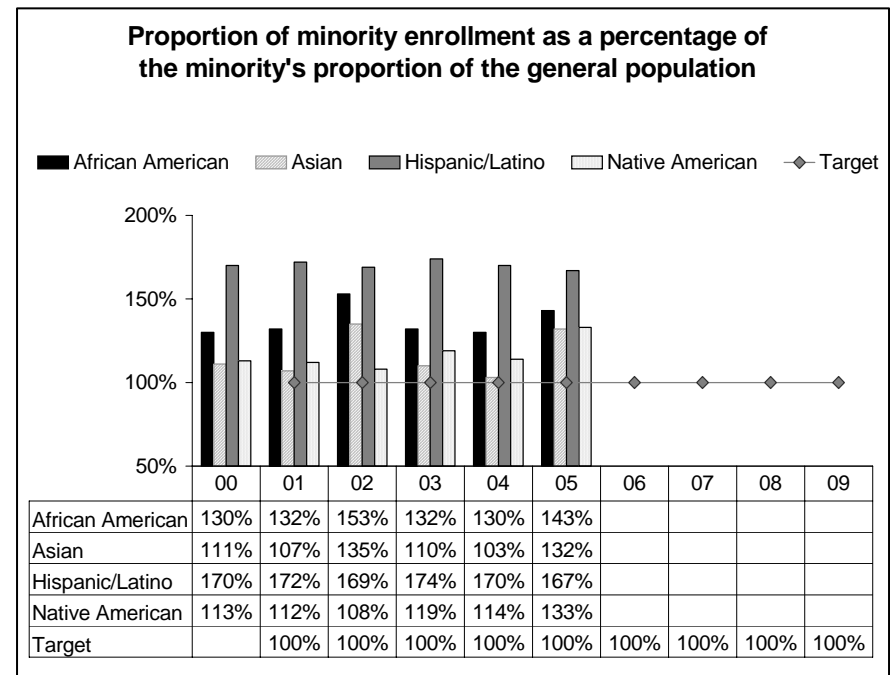
3. HOW WE ARE DOING

In 2004-05, the percentages of minorities enrolled in community colleges compared to the Oregon population ranged from 132% to 167%. Community colleges continue to exceed targets for this measure. Since 1999-2000, African American, Asian, Hispanic/Latino, and Native American students have represented a higher proportion of community college enrollments than the proportion these ethnicities represent in the total Oregon population over age sixteen.

4. HOW WE COMPARE

In 2004-05, Washington state minority students also represented a larger proportion of community and technical college enrollment than the same minority/ethnic groups represented in the estimated Washington population. In Washington, the proportion of community college enrollments compared to the proportion represented in the total state population was:

- African American: 159%
- Asian: 145%
- Hispanic/Latino: 145%
- Native American: 106%.



Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

5. FACTORS AFFECTING RESULTS

The Department is not aware of any unique factors affecting the results for 2004-05.

6. WHAT NEEDS TO BE DONE

The Department will continue to partner with community colleges, workforce agencies and groups, and other stakeholders to ensure at-risk, first generation, non-English speaking, immigrant, and other vulnerable populations are aware of and have full access to postsecondary education and training opportunities.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The data for this measure were revised for the 2006 reporting year in order to institute a consistent methodology for calculating the results each year. The census data are from population estimates released each year by the U.S. Census Bureau. In preparing census data for comparison, the Department excludes individuals less than 16 years of age and individuals who list two or more races (community colleges do not have a comparable category). Students with unknown race/ethnicity or who are coded as International students are excluded from the calculation of community college enrollments. The measure is the percent difference between the proportion of the Oregon community college population by the ethnic group and the proportion of Oregon's adult population (age 16+) represented by the ethnic group.

Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

KPM #19	CUSTOMER SERVICE		Measure since: 2006
	Percentage of customers rating their satisfaction with the agency's customer service as "good" or "excellent": Overall customer service, Timeliness, Accuracy, Helpfulness, Expertise, and Availability of information		
Goal	Goal 4: Deliver high level of customer service		
Oregon Context	CCWD Mission		
Data source	CCWD customer service surveys		
Owner	CCWD Research, 503-378-8648		

1. OUR STRATEGY

Review survey responses, investigate further in areas needing attention and develop a plan for continuous quality improvement.

2. ABOUT THE TARGETS

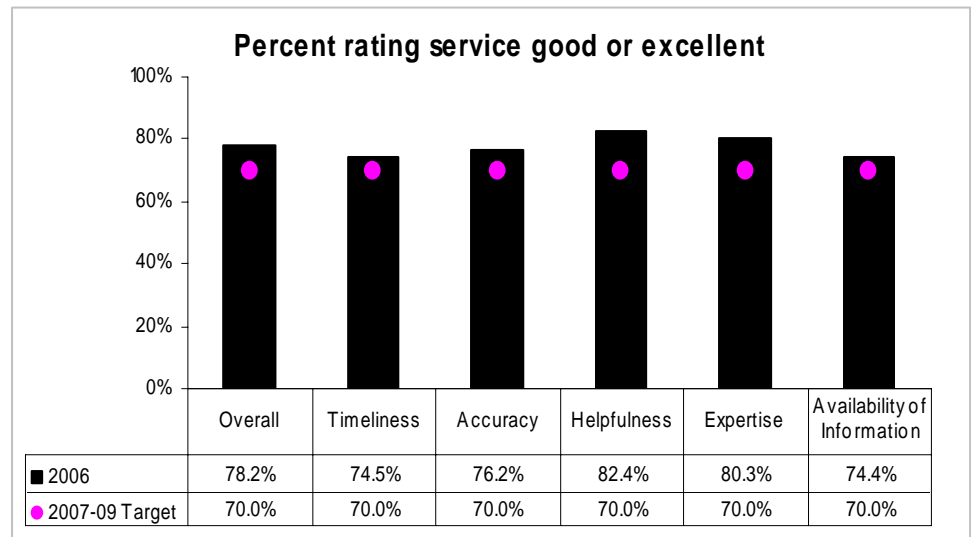
CCWD has not administered a standard customer satisfaction survey in the past, so no data were available to indicate how targets should be set. Targets were set at 70% for all six measures.

3. HOW WE ARE DOING

In 2006, CCWD exceeded the 70% target for each of the six measures. Availability of Information had the lowest rating with only 74.4%, while Helpfulness of Employees had the highest rating with 82.4%.

4. HOW WE COMPARE

The 2006 reporting year is the first year state agencies are required to submit results for each of the six measures. In the future, CCWD will be able to compare its performance to other similar agencies with comparable customer groups.



5. FACTORS AFFECTING RESULTS

The Department is not aware of any factors affecting the 2006 customer service results.

6. WHAT NEEDS TO BE DONE

The six quantifiable measure results indicate most of these six areas require attention. The qualitative questions CCWD included on its survey asked respondents to identify ways CCWD could improve in each of the six areas, and CCWD plans to evaluate the write-in responses to the survey to identify areas for ongoing quality improvement. The Department will design and implement a Continuous Quality Improvement strategy based on information gathered in the qualitative items.

Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

7. ABOUT OUR CUSTOMER SERVICE SURVEY

- a) Survey Name: Oregon Department of Community Colleges and Workforce Development: Customer Service Survey
- b) Surveyor: A team of CCWD staff were responsible for administering the survey. Staff members represented several areas of expertise, including information technology, youth policy, research and analysis, workforce policy, and education policy. The survey was administered via the Internet.
- c) Population: The Department surveyed consumers and constituents. CCWD does not have direct contact with the public, except when individuals request verification of earning a GED. Instead, consumers of CCWD services are the numerous individuals in workforce programs and community colleges who provide direct services to the public. The Department also works closely with constituent groups who provide input and guidance on agency policies and programs through Boards and Commissions.
- d) Sampling Frame: CCWD developed its sampling frame by examining the consumers and constituents impacted by CCWD's three primary services areas: policy guidance, technical assistance and resource distribution. Department staff were asked to identify any groups—including Boards, Commissions, standing committees, organizations, and individuals—they have direct contact with in the course of providing these three primary services. For example, Department staff interact with workforce programs in many different areas. The Department provides policy guidance to Regional Investment Boards, technical assistance to Workforce Response Teams, and distributes resources to local workforce region fiscal staff. One appropriate individual representing each region or area was identified for those three groups and included in the sampling frame. In cases where a region sends more than one person to participate in a group (a Workforce Response Team Lead and a backup team lead), only the primary representative was included in the sampling frame. This ensures no region, area, community college, etc., is overrepresented in the sampling frame. Another example is the Boards governing CCWD activities. The State Board of Education's seven members and three advisors were included in the sampling frame.
- e) Sampling Procedure: Census. All individuals included in the sampling frame (identified through the Department's framework of policy guidance, technical assistance, and resource distribution) were including in the survey administration. The only individuals originally included in the sampling frame not included in the census sample were those who left their positions prior to fielding the survey (3 individuals).
- f) Sample Characteristics: Population = 347; Census Sample = 344; Responses; 218; Response rate = 63.4% (The response rate is calculated by dividing the total number of respondents by the total sample: 218/344.)
- g) Weighting: Single survey; no weighting required.

Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

KPM #20	COMPUTER/INTERNET COURSE TAKING Number of students who successfully complete community college courses in word processing and spreadsheet software, and/or use of the internet	Measure since: 1999
Goal	Goal 1: Oregonians have strong literacy skills	
Oregon Context	OBM 28: Computer/internet usage	
Data source	Oregon Community College Unified Reporting System	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

There is limited Department activity related to this measure. Oregonians continue to be exposed to computer/internet usage at younger ages, which will reduce the need for courses in elementary computer usage over time.

2. ABOUT THE TARGETS

Targets for 2008 and 2009 were reduced 5% from the 2005 performance result.

3. HOW WE ARE DOING

The numbers of students completing these courses has declined from more than 32,600 in 2001 to just over 22,000 in 2005. This measure is meant to be related to the computer literacy level of Oregonians. As it is a measure of how many students are taking courses at the elementary level of computer and internet use, the numbers will decline rather than increase as Oregon high school students and others come to community colleges with more computer and internet experience and skills.

4. HOW WE COMPARE

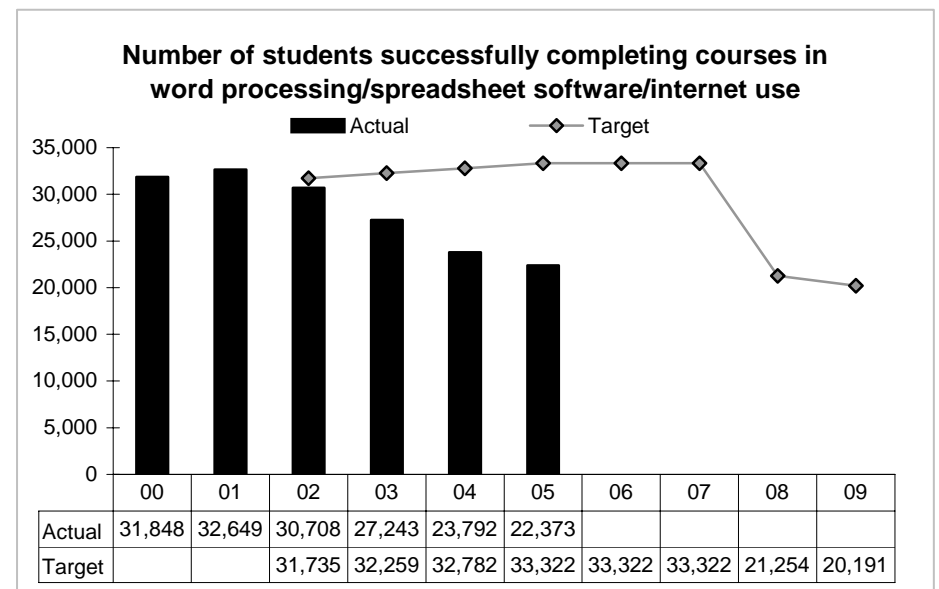
No comparison data are available for this measure.

5. FACTORS AFFECTING RESULTS

As Oregon's computer literacy rate rises as a function of more exposure to computer/internet usage at younger ages, the number of Oregonians needing basic courses to learn these skills will decline. In addition, the recent economic downturn may have led to fewer employers paying for training for their employees (such as through the colleges' contracted training programs) and fewer community education classes being offered due to reduced funding.

6. WHAT NEEDS TO BE DONE

CCWD is requesting this measure be deleted.



Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure result is determined by selecting appropriate course sections for the current year, and then extracting and unduplicating the count of students enrolled in these sections.

Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

KPM #21	BUSINESS STARTUPS Oregon SBDC clients who have business start-ups as a percent of the national average for SBDC-assisted business start-ups	Measure since: 2003
Goal	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs	
Oregon Context	OBM 3: Oregon’s national rank in new companies	
Data source	Oregon Small Business Development Center Network (OSBDCN)	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

CCWD provides resources to community colleges in order to assist Small Business Development Centers (SBDCs) in providing counseling and training to clients seeking to start new businesses.

2. ABOUT THE TARGETS

Higher is better.

3. HOW WE ARE DOING

No data are available to calculate performance on this measure.

4. HOW WE COMPARE

No comparison data are available for this measure.

5. FACTORS AFFECTING RESULTS

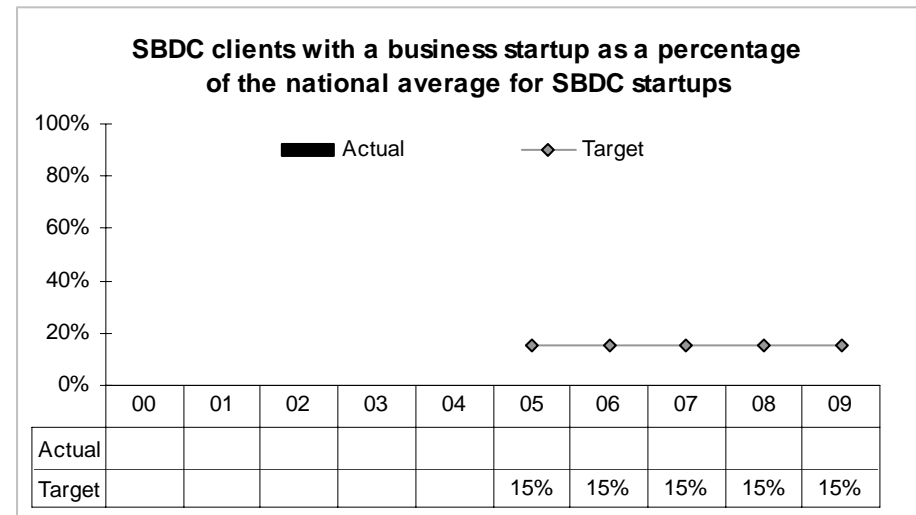
No data are available for this measure.

6. WHAT NEEDS TO BE DONE

The 2005-07 Legislature added a new measure for SBDCs. The new measure utilizes data that are more available and relevant. CCWD is requesting this measure, for which data have never been available, be deleted.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. According to the Oregon Small Business Development Center Network, there are data regarding the success of SBDC clients in general relative to the business population as a whole. However, there are no data specifically for SBDC “startups” as a subset. OSBDCN has been unable to obtain this data in past years.



Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

KPM #22	WORKFORCE PARTICIPANT SATISFACTION	Measure since: 2002
Percentage of participants ranking Workforce Investment Act funded current workforce trainings good or better		
Goal	Goal 2: Oregon’s workforce is well-trained and has access to a wide variety of training programs	
Oregon Context	There is no Oregon Benchmark to which this measure relates	
Data source	Data are no longer available	
Owner	CCWD Workforce Policy and Oregon Workforce Investment Board Staff, 503-378-8648	

1. OUR STRATEGY

Per Executive Order #3-16, CCWD and the Oregon Workforce Investment Board created a new current worker training program, the Employer Workforce Training Fund (EWTF) in 2003. This program replaced the Incumbent Worker Training Program previously operated by CCWD.

2. ABOUT THE TARGETS

No targets have been set for future years, as data are no longer available.

3. HOW WE ARE DOING

Participant satisfaction with workforce trainings was very high (92%) in 2003, the last year data were available.

4. HOW WE COMPARE

No comparison data are available for this measure.

5. FACTORS AFFECTING RESULTS

For the EWTF, local Workforce Response Teams (WRTs) contract directly with businesses for current worker training and individuals are not enrolled in the program. Therefore, CCWD cannot assess individual participant satisfaction with trainings.

6. WHAT NEEDS TO BE DONE

CCWD is requesting this measure be deleted.

7. ABOUT THE DATA

Data are no longer available.



Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

KPM #23	UNSATISFACTORY PROGRESS Percentage compared to 2005 rate of co- and dual-enrolled and non-traditional academic year transfer students categorized as having "Unsatisfactory Progress to Degree"	Measure since: 2006
Goal	Goal 5: Streamline exchange of student information among education sectors	
Oregon Context	OBM 24: Some college completion	
Data source	Survey of community colleges.	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

Implement the Integrated Data Transfer System (IDTS), which will electronically transfer student transcript information among and between Oregon high schools, community colleges and OUS institutions. Faster transfer of transcript information will prevent students from being categorized as having "Unsatisfactory Progress to Degree" because appropriate GPA and other transcript information are not available.

2. ABOUT THE TARGETS

Targets for 2006 and 2007 will be increased 2% from the 2005 result. Targets for 2008 and 2009 will be increased 3% from the 2005 result. However, data are not available for this measure at many colleges, so the result for 2005 cannot be calculated.

3. HOW WE ARE DOING

There are no data currently available to calculate performance for this measure.

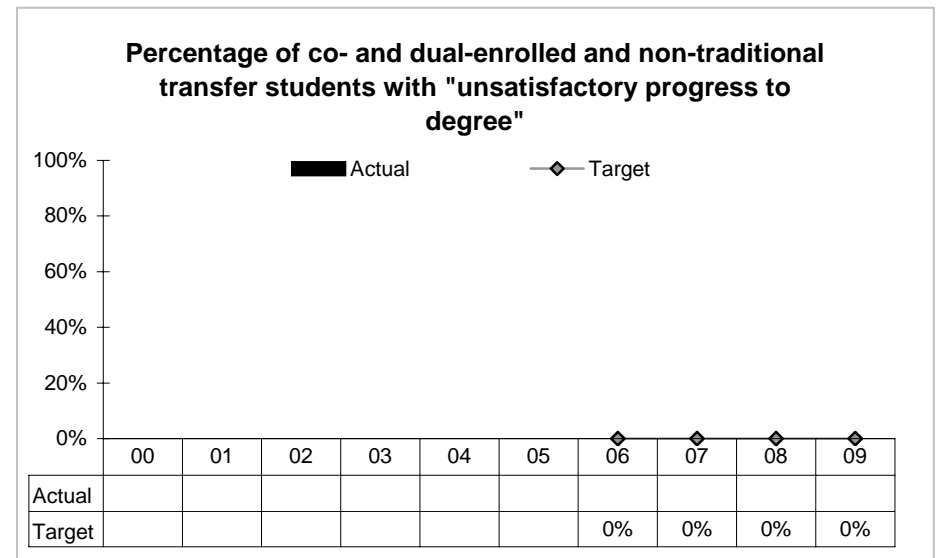
4. HOW WE COMPARE

No comparison data are available for this measure.

5. FACTORS AFFECTING RESULTS

Colleges report they do not currently have data collection processes in place to identify which students have transcript and assessment data available and whether a student is categorized as having "unsatisfactory progress to degree." The cost to develop and implement such a data collection process would be prohibitive. One primary purpose of the IDTS is to reduce time spent by the colleges on preparing and sending transcript information. Implementing a new, time-intensive data collection process may reduce or eliminate any efficiency gains provided by the IDTS.

6. WHAT NEEDS TO BE DONE



Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

In July 2006, the Joint Legislative Audit Committee recommended eliminating measures relating to implementation of the Integrated Data Transfer System from CCWD's list of Key Performance Measures. CCWD is requesting this measure be deleted.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year.

Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

KPM #24	ADVISING READINESS Percentage of entering students with electronically transmitted transcript and assessment data available for review by an academic advisor prior to advising for first-time registration	Measure since: 2006
Goal	Goal 5: Streamline exchange of student information among education sectors	
Oregon Context	OBM 24: Some college completion	
Data source	Survey of community colleges.	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

Implement the Integrated Data Transfer System (IDTS), which will electronically transfer student transcript information among and between Oregon high schools, community colleges and OUS institutions. Faster transfer of transcript information will facilitate advising prior to registration.

2. ABOUT THE TARGETS

Targets for 2006 and 2007 will be increased 10% from the 2005 result. Targets for 2008 and 2009 will be increased 10% from the 2005 result. However, data are not available for this measure at many colleges, so the result for 2005 cannot be calculated.

3. HOW WE ARE DOING

There are no data currently available to calculate performance for this measure.

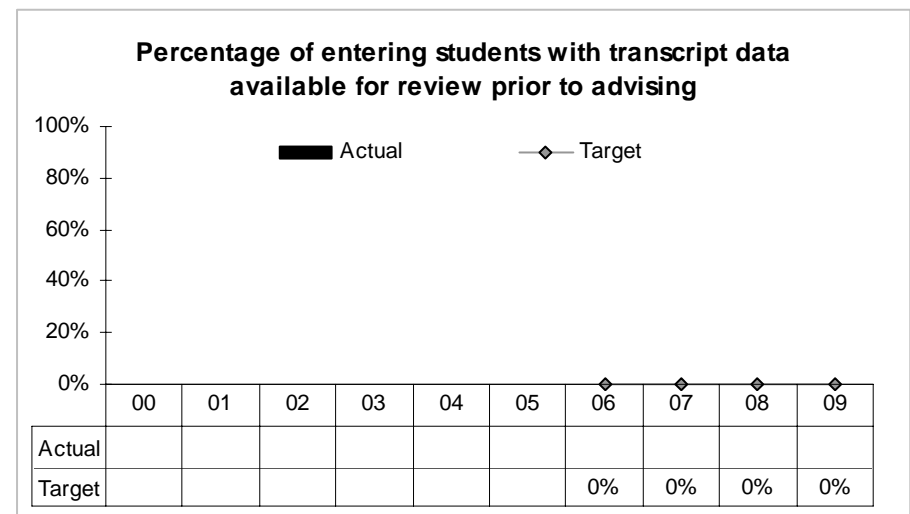
4. HOW WE COMPARE

No comparison data are available for this measure.

5. FACTORS AFFECTING RESULTS

Colleges report they do not currently have data collection processes in place to identify to identify which students have transcript and assessment data available prior to first-time registration advising, whether through traditional transcript transfer or the IDTS. The cost to develop and implement such a data collection process would be prohibitive. One primary purpose of the IDTS is to reduce time spent by the colleges on preparing and sending transcript information. Implementing a new, time-intensive data collection process may reduce or eliminate any efficiency gains provided by the IDTS.

6. WHAT NEEDS TO BE DONE



Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

In July 2006, the Joint Legislative Audit Committee recommended eliminating measures relating to implementation of the Integrated Data Transfer System from CCWD's list of Key Performance Measures. This measure was excluded from that discussion because it was already part of the list of Proposed Deletions. CCWD is requesting this measure be deleted.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year.

Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

KPM #25	ASSOCIATES DEGREES PER HIGH SCHOOL GRADUATES Number of Associate's degrees awarded per 100 high school graduates 3 years earlier	Measure since: 2006
Goal	Goal 5: Streamline exchange of student information among education sectors	
Oregon Context	OBM 24: Postsecondary credentials	
Data source	National Center for Higher Education Management Systems (NCHEMS)	
Owner	CCWD Research, 503-378-8648	

1. OUR STRATEGY

Implement the Integrated Data Transfer System (IDTS), which will electronically transfer student transcript information among and between Oregon high schools, community colleges and OUS institutions.

2. ABOUT THE TARGETS

The target for 2006 was increased 1% from the 2004 result. Targets for 2007 through 2009 were increased 1% from the prior year's target. Higher is better.

3. HOW WE ARE DOING

Oregon's rate of associate's degrees awarded per high school graduates three years earlier has been increasing each year since 2002. In 2004, Oregon awarded 25.5 associate's degrees for every 100 Oregon high school students who graduated three years earlier.

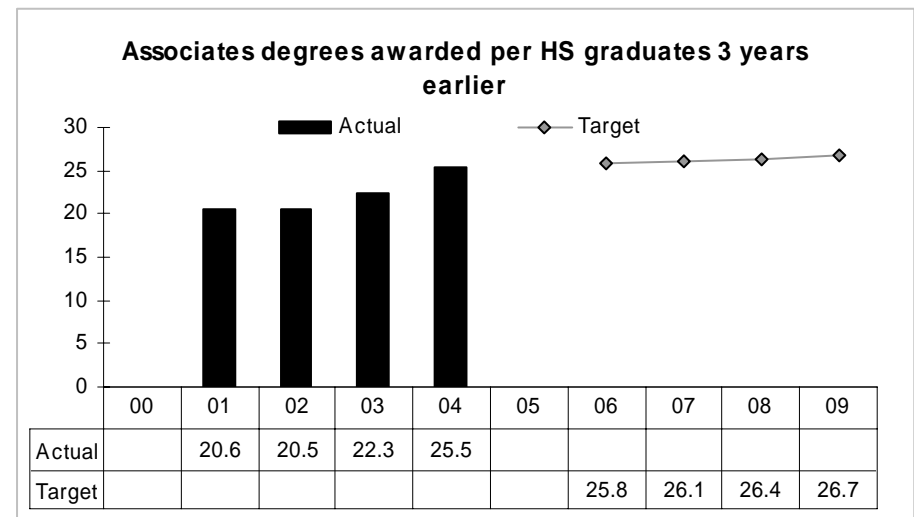
4. HOW WE COMPARE

In 2004, Oregon's rate of associates degrees awarded per 100 high school graduates three years earlier was higher than the national average of 23.4. Florida had the highest rate at 47.7 and Washington state's rate was 39.6.

5. FACTORS AFFECTING RESULTS

This measure does not represent the number of high school students who earned an associate's degree in three years. It does not follow the same cohort of students from high school graduation through postsecondary education. It is simply a comparison of the number of Oregon high school graduates and the number of associate's degrees awarded in Oregon three years later. Many of the individuals earning associate's degrees during that period of time were not recent high school graduates—they may have been adults returning to postsecondary education for additional training and credentials. Some of the high school graduates included in the comparison will have attended out-of-state postsecondary institutions, and degrees they earned are not counted in the result. Students who graduated from high schools outside of Oregon but who earn an associate's degree in Oregon are included in the measure.

6. WHAT NEEDS TO BE DONE



Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

This measure was suggested in order to support high-level outcomes (postsecondary completions) for IDTS implementation. However, CCWD has reviewed this measure in more detail since January, and has found it to be an ineffective measure of postsecondary completions. This measure is better used as a relative measure of associate degree completion among states, not as a measure of actual state performance. Because many high school students may leave the state for postsecondary education, a measure of the number of associates degrees awarded in the state compared to all Oregon high school graduates does not provide information that can be used to pursue the agency's goals. CCWD is requesting this measure be deleted.

7. ABOUT THE DATA

Reporting cycle: Oregon fiscal year. The measure is the number of associate degrees awarded at all Title IV degree granting institutions divided by the number of high school graduates 3 years earlier. The results of this measure are published by the NCHEMS Information Center for State Higher Education Policymaking and Analysis (www.higheredinfo.org). The data are compiled from the following sources: 1) National Center for Education Statistics. *IPEDS Completion Survey*, Washington, D.C.: U.S. Department of Education. 2) Western Interstate Commission for Higher Education. *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity 1996-2012*. Boulder, CO.