LFO Revised Budget Form #107BF04c

Oregon Department of Community Colleges and Workforce Development
Annual Performance Progress Report (APPR)
for Fiscal Year 2006-07

Original Submission Date: September 28, 2007

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

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1. SCOPE OF REPORT

- Agency programs/services addressed by key performance measures
  a. Adult Basic Skills programs, including General Educational Development (GED), Adult Basic Education (ABE) and English as a Second Language (ESL) as well as the Workforce Investment Act (WIA) Title II Adult Education and Family Literacy program.
  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 Career and Technical Education Improvement 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

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

CCWD is meeting targets or making progress toward targets in 11 of 25 key performance measures.   Following the economic recession and subsequent performance declines, the Department is now seeing gains wages for dislocated workers. Licensing/certification rates and employer satisfaction with Business and Industry Training Services have remained high for several years. High school participation in college credit courses continued to grow, as did the rate of GED applicants who are successful in obtaining a GED. Nursing completions and the percent of basic skills/ESL students completing successfully have also increased in the last year.

CCWD is seeing a decline in the rate of at-risk youth returning to school or earning a diploma/equivalent, likely due to changes in the focus of federally funded programs. Rates for completion of professional technical degrees/certificates dropped in response to the loss of sections and courses at colleges, stemming from resource shortages.

Performance Summary

- Making Progress 11
- Not Making Progress 7
- Unclear/ Data Unavailable /Deleted 7

The Department is still formulating the data collection and reporting process for one measure, so it is not yet possible to determine progress. Another 6 measures were deleted by the 2007 Legislature, and so are listed as "Progress Unclear." The data are unavailable for several of these measures and it is not possible to determine progress. Some measures are outdated and no longer represent relevant performance indicators for the Department.
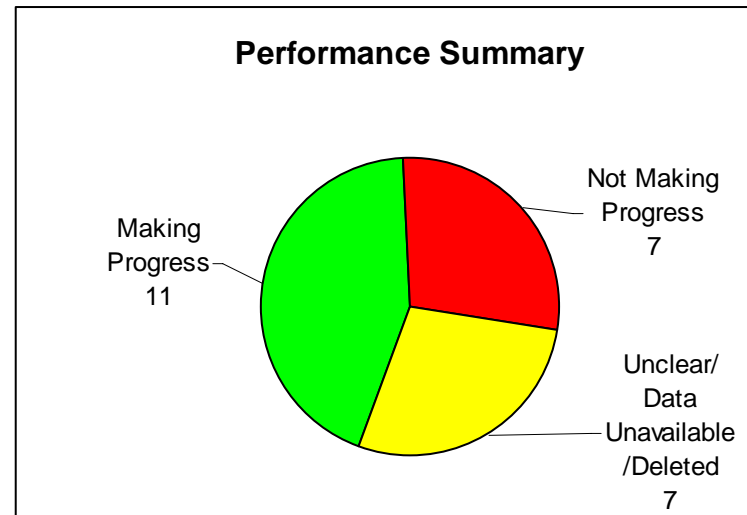
4. CHALLENGES

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%—
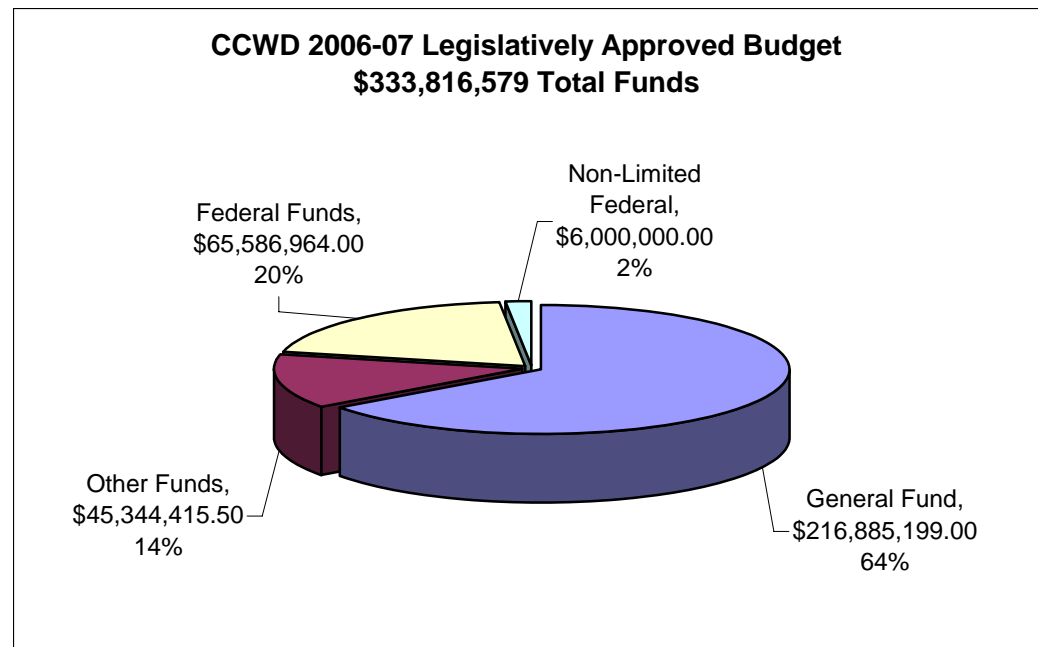
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while average- and high-wage industry jobs increased by only about 8%. As a result of losing proportionately fewer jobs and growing faster than high- and average-wage industries, low-wage industries now account for a growing share of Oregon's total employment.[1]

The Department also faces challenges in restoring community college enrollment back to pre-recession levels. Total enrollment in community colleges in 2005-06 is 12% lower than it was in 2001-02, representing a loss of nearly 50,000 students. Enrollment in career and 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, from 2001-02 to 2005-06. Many of the students in these programs attend less than full-time, in fact, fewer than 10% of all community college students attend 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 2006-07 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 more than 400,000 Oregonians (this number represents multiple services to some individuals).

CCWD 2006-07 Legislatively Approved Budget
$333,816,579 Total Funds

- Non-Limited Federal, $6,000,000.00 2%
- Federal Funds, $65,586,964.00 20%
- Other Funds, $45,344,415.50 14%
- General Fund, $216,885,199.00 64%

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[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

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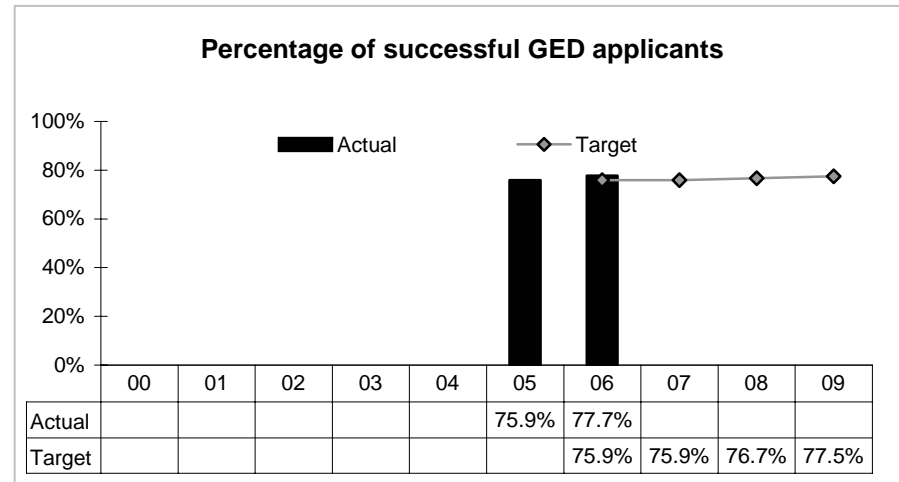| KPM #1	**SUCCESSFUL GED APPLICANTS** **Percentage of GED certificate applicants successful**	**Measure since:** **2006**
Goal	Goal 1: Oregonians have strong literacy skills	
Oregon Context	OBM 23: High school completion	
Data source	Annual Statistical Report from the GED Testing Service, a division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

1. **OUR STRATEGY**

   CCWD partners with GED testing centers and community college test preparation programs to increase awareness of and access to GED testing and preparation. Through marketing efforts and an informational website, CCWD ensures that potential GED applicants have access to the information necessary to start on the path to earning a GED. The Department has successfully encouraged testing centers to expand to new locations and extend their hours of operations. CCWD also facilitates discussions between the testing centers and community college preparation programs to improve the connection between preparation and readiness for testing.

2. **ABOUT THE TARGETS**

   Because data are not available prior to the three-year period beginning in 2002, the 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.

Percentage of successful GED applicants

	00	01	02	03	04	05	06	07	08	09
Actual						75.9%	77.7%			
Target							75.9%	75.9%	76.7%	77.5%

3. **HOW WE ARE DOING**

   Oregon's 2006 GED performance exceeds its target and has increased over 2% from the previous year's performance. The absolute number of successful GED applicants (7,792), however, is almost identical to last year's number (7,812).

4. **HOW WE COMPARE**

   Although the construction of this particular measure is unique to Oregon, the single-year pass rate for each state is reported annually by the GED Testing Service. Oregon's 2005 pass rate of 85.3% exceeds both the national rate of 72.1% and Washington's rate of 83.6%. Direct national comparisons can be misleading, however, as the GED testing population, GED screening processes, and test accessibility vary widely from state to state.[2]

5. **FACTORS AFFECTING RESULTS**

   There are no known unique factors affecting the results.

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[2] *Who Passed the GED Tests? 2005 Statistical Report.* (2006) Washington, DC: GED Testing Service of the American Council on Education.

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6. **WHAT NEEDS TO BE DONE**
    Among GED applicants who took their first GED exam between January 2002 and December 2003, more than 90% of those who earned a GED did so within one year of taking their first test. An important component of CCWD's future strategy will be to encourage preparation centers to offer "fast-track" programs to enable GED applicants who are nearly ready to pass the GED exams to rapidly prepare for and earn their GED. To increase the completion rate for applicants who do not earn their GED in their first year, CCWD will work with local test centers and preparation services to increase follow-up contact with applicants who have not passed all of their tests within one year.

    In addition to these GED-specific strategies, CCWD is working towards incorporating the GED into its Career Pathways efforts. The focus of this process will be to strengthen the connection between GED testing centers and community colleges. The majority of GED applicants, those who do not utilize test preparation services, have little exposure to the opportunities available to them once they earn their GED. To encourage these applicants to think more about their next steps after earning their GED, CCWD will work with examiners to integrate information about community colleges and career and education counseling into the pre-exam orientation. CCWD also intends to work with colleges and examiners to expand recruitment by colleges from among GED applicants, by including a release form allowing colleges to contact GED applicants about college services.

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.
    There are no known unique factors affecting the results.

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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**
   As a key stakeholder in the Oregon Workforce Investment Board, the Department contributes to the two-year state WIA plan and assists Local Workforce Investment Boards (LWIBs) with their strategic planning. In addition, CCWD conducts monitoring visits to ensure compliance with state and local WIA plans and promotes awareness of best practices among LWIBs.

2. **ABOUT THE TARGETS**
   Targets for 2006 and 2007 were held steady due to the declines in performance expected in those years. 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 a high school diploma or equivalent was 60.2% in 2006, a decline of nearly 12% in one year and nearly 16% in two years. The 2006 performance is the lowest recorded for this measure since its inception.

Percentage of enrolled at-risk youth remaining in or returning to school, or obtaining a high school diploma/equivalent

	00	01	02	03	04	05	06	07	08	09
Actual		67.1%	69.8%	68.6%	71.5%	68.4%	60.2%			
Target			68.6%	69.5%	70.3%	71.2%	71.2%	71.2%	71.9%	72.6%

4. **HOW WE COMPARE**
   Although other states do not report an identical measure, all states must report annually on diploma attainment for younger youth (14-18) who exit WIA IB programs and are no longer enrolled in high school. In program year 2006 (April 2005-March 2006), 65.1% of all Oregon younger youth exiters not in high school received a high school diploma or equivalent. The corresponding rate in Washington was 62.3% and the national rate was 65.1%, the same as in Oregon. [3]

5. **FACTORS AFFECTING RESULTS**

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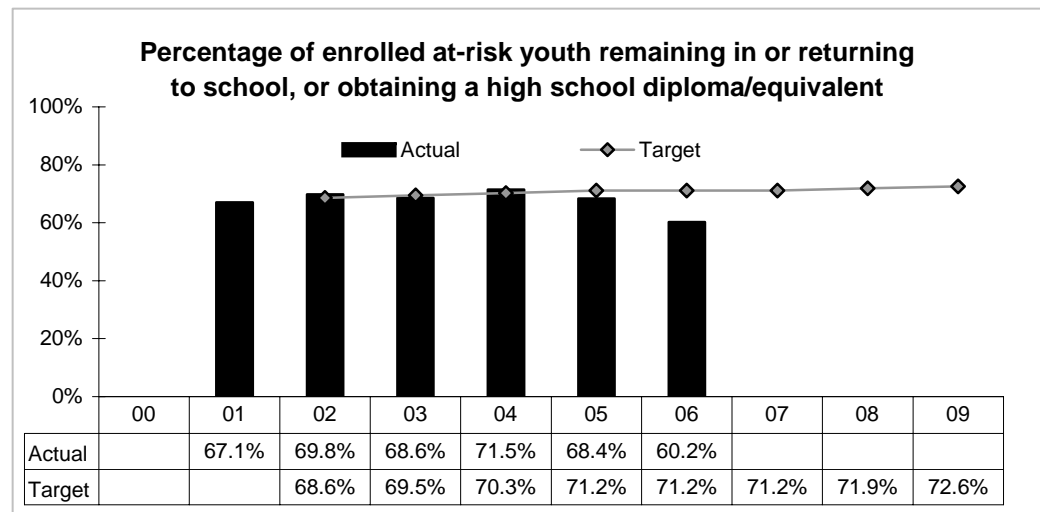
[3] Social Policy Research Associates. *PY 2005 WIASRD Data Book.* Prepared for the Office of Performance and Technology Employment and Training Administration: US Department of Labor. Retrieved on August 27, 2007 from http://www.doleta.gov/Performance/results/PY_2005_WIASRD_DataBook_Rev%208-14-2007.pdf.

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New guidance from US Department of Labor, as expressed in the New Strategic Vision for the Delivery of Youth Services,[4] has placed greater emphasis on WIA youth programs targeting their services toward out-of-school youth. This change has led to a 47% decline (from 154 to 82) during the past two years in the number of younger at-risk youth (age 14-18) recorded as in-school upon exit from WIA IB programs in Oregon. During the same time period, the number of at-risk younger youth employed upon exiting a WIA IB program has increased by more than 10 percentage points. Although educational attainment remains priority of WIA IB programs, encouraging out-of-school youth to return to school is more challenging than keeping youth in school.

6. **WHAT NEEDS TO BE DONE**
    Federal, state, and local agencies tasked with serving at-risk youth need to improve coordination to promote early-intervention strategies for students likely to drop out of high school. CCWD is exploring how local school districts and workforce boards can work together to better identify and target youth who do drop out of high school and implement strategies to encourage them to obtain a high school diploma or GED.

    To encourage superior performance at the local level, CCWD plans to expand the role of its program monitoring and compliance visits to include real-time feedback on program quality improvement. The enhanced monitoring visits should expedite the distribution and adoption of best practices across the state.

7. **ABOUT THE DATA**
    Reporting cycle: Oregon fiscal year.   Younger at-risk youth are youth ages 14-18 with one or more of the following barriers: limited English proficiency, single parent, offender, homeless or run away, pregnant or parenting. At-risk younger youth included in the measure are those who exited from a WIA IB program 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 younger at-risk youth exiters.

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[4] "Training and Employment Guidance Letter No. 03-04: The Employment and Training Administration's (ETA's) New Strategic Vision for the Delivery of Youth Services Under the Workforce Investment Act (WIA)." Employment and Training Administration Advisory System: U.S. Department of Labor: July 16, 2004. Retrieved August 27, 2007 from http://ows.doleta.gov/dmstree/tegl/tegl2k4/tegl_03-04.htm.

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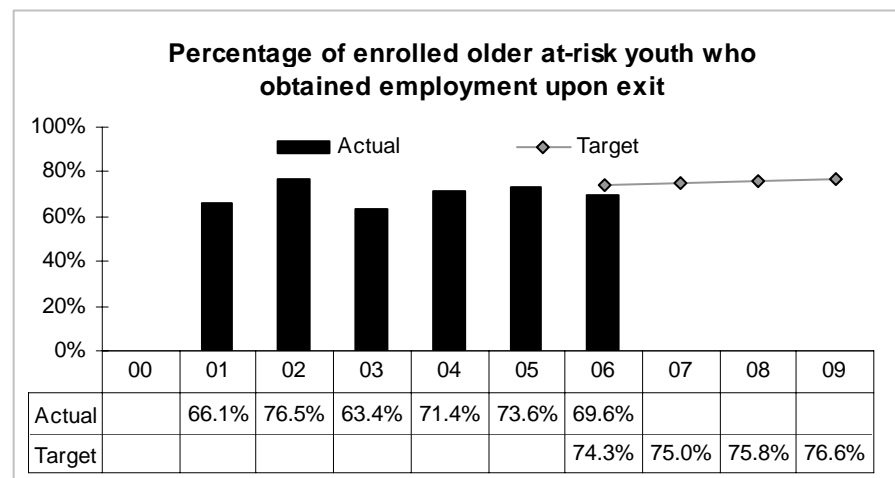| KPM #3	YOUTH EMPLOYED UPON EXIT Percentage of enrolled older at-risk youth who obtained employment upon exiting the program	Measure since: 2006
Goal	Goal 1: Oregonians have strong literacy skills	
Oregon Context	There is no current Oregon Benchmark to which this measure relates	
Data source	Workforce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

1. **OUR STRATEGY**
   CCWD shares program best practices and works to ensure that WIA service providers and apprenticeship preparation programs focus their training on high-demand, high-wage occupations. Participants in employment-oriented programs are encouraged to register with iMatchskills to match participants' skills with available jobs.

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 2005-06, 69.6% of enrolled older at-risk youth (19-21) were employed in the first quarter after exiting the program. This figure represents a 5% decline from the prior year, partially reversing two years of post-recession improvement.

Percentage of enrolled older at-risk youth who obtained employment upon exit

	00	01	02	03	04	05	06	07	08	09
Actual		66.1%	76.5%	63.4%	71.4%	73.6%	69.6%			
Target							74.3%	75.0%	75.8%	76.6%

4. **HOW WE COMPARE**
   It is not possible to identify a comparison that is identical to this measure. However, data are available for all (not at-risk only) enrolled older youth using a slightly different time period (program year 05: October 2004 through September 2005). In PY05, 78.0% of all enrolled older youth in Washington state entered employment within the first quarter after program exit, compared to 74.1% in Oregon. The national rate was 76.6%.[5]

5. **FACTORS AFFECTING RESULTS**
   A recent study of labor market trends for young adult workers showed national employment rates for teens and adults have declined significantly since 2000 and are at or near their worst levels in 57 years. Unlike employment rates for the entire adult population, youth employment rates have not recovered significantly during the

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[5] Social Policy Research Associates. *PY 2005 WIASRD Data Book.* Prepared for the Office of Performance and Technology Employment and Training Administration: US Department of Labor. Retrieved on August 27, 2007 from http://www.doleta.gov/Performance/results/PY_2005_WIASRD_DataBook_Rev%208-14-2007.pdf.

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current recovery period, especially for minority and low-income youth.[6] The depressed youth labor market has generated significant challenges to improving employment outcomes among youth employment services.

Local, state and regional economies and job availability will have an effect on performance for this measure. In addition, the US Department of Labor's new guidance stipulates WIA IB programs focus on serving the neediest, most-at-risk youth, which is likely to negatively impact performance.

6. **WHAT NEEDS TO BE DONE**
   To support new high school diploma requirements, CCWD will partner with ODE to promote greater use of and access to internships, apprenticeship preparation, extended job shadowing, and other career-related learning experiences with youth in WIA programs. As part of this effort, CCWD and its workforce and education partners plan to increase partnerships with local business community members and statewide and local business associations to expand the number and type of job-experience and 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 from a WIA IB program 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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[6] McLaughlin, J., A. Sum, I. Khatiwada. (2007) "The projected summer 2007 job outlook for the nation's teens and implications of summer employment for jobs for America's graduates' programs." Center for Labor Market Studies, Northeastern University. Retrieved August 1, 2007 from http://www.clms.neu.edu/publication.

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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 workforce evaluation framework that focuses on results and continuous program improvement. CCWD negotiates performance standards with local workforce areas and assigns liaisons, who are responsible for reviewing performance, to each workforce area. 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 performance and staff provide technical assistance if needed.

2. **ABOUT THE TARGETS**

   The targets for 2006 and 2007 are the WIA Title IB federally negotiated target for Oregon. Targets for 2008 and 2009 were increased 1.5% from the prior year's target. Higher is better.

3. **HOW WE ARE DOING**

   In 2006, 78.1% of adults were employed in the first quarter after exiting the program. This outcome is short of the target performance level but is still the second highest level attained this decade. Before this year's decline, this measure saw four years of continuous improvement. The Department has met its federal targets for the past four years, which has helped the state qualify for federal incentive funds.

Percentage of adults who obtained employment upon program exit

	00	01	02	03	04	05	06	07	08	09
Actual		69.8%	67.0%	73.4%	76.7%	80.4%	78.1%			
Target							81.5%	83.0%	84.2%	85.5%

4. **HOW WE COMPARE**

   The Department does not have access to data that would allow a comparison of identical time periods. However, the US Department of Labor collects uniform performance measures from all states on this measure from October 2004 to September 2005. For that time period, Oregon's rate of adults employed upon exit was 88.6%, which compares favorably to Washington's rate of 82.7% and the national rate of 76.5%.[7]

5. **FACTORS AFFECTING RESULTS**

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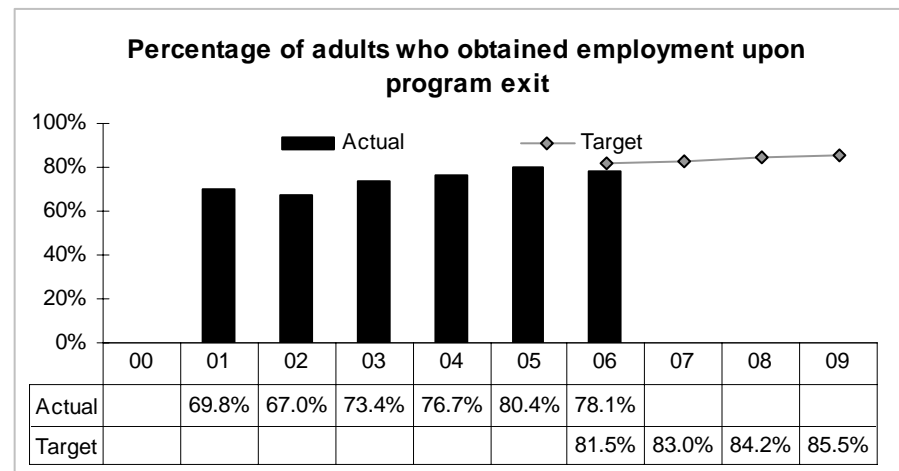
[7] Social Policy Research Associates. *PY 2005 WIASRD Data Book.* Prepared for the Office of Performance and Technology Employment and Training Administration: US Department of Labor. Retrieved on August 27, 2007 from http://www.doleta.gov/Performance/results/PY_2005_WIASRD_DataBook_Rev%208-14-2007.pdf

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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.

6. **WHAT NEEDS TO BE DONE**

Oregon is in the process of a major effort to co-locate major workforce partners and consolidate self-delivered, "core" services in One-Stop centers across the state to eliminate duplication of services and to release resources for more intensive services and training. CCWD is also expanding its work with individual community colleges and businesses to further develop career pathways targeting high-wage, high-demand occupations. In conjunction with local workforce partners, CCWD is devising ways of encouraging individuals to use their personal training accounts for training in high-wage, high-demand occupations using strategies such as having local workforce partners leverage additional external funds.

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 Percentage of dislocated workers who obtained employment with at least 80% of prior earnings	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 12: Pay per worker	
Data source	WIA Title IB Database	
Owner	CCWD WIA Title IB Programs, 503-378-8648	

1. **OUR STRATEGY**
   CCWD works with community colleges and workforce training boards and providers to develop short-term curricula and trainings in high-wage, high-demand occupations identified by the state's Workforce Response Teams. These programs give dislocated workers the opportunity to quickly adapt their skills to new jobs without losing earning power. The Department also works to use federal and state funds to leverage additional private investment in training for demand occupations.

2. **ABOUT THE TARGETS**
   The targets for 2006 and 2007 were set at the highest level of actual performance during the period from 2003 to 2005. Targets for 2008 and 2009 are increased 2% from the previous year's target. Higher is better.

3. **HOW WE ARE DOING**
   In 2006, 69.7% of dislocated workers found employment with wages that were at least 80% of the wages they earned in prior employment. This result is Oregon's highest performance yet on this measure.

Percentage of dislocated workers obtaining employment with at least 80% of prior earnings

	00	01	02	03	04	05	06	07	08	09
Actual		66.7%	65.6%	60.7%	56.5%	59.4%	69.7%			
Target							60.7%	60.7%	61.9%	63.1%

4. **HOW WE COMPARE**
   Although the construction of this measure is unique to Oregon, all states report to the US Department of Labor on a similar measure—earnings change for dislocated workers. During the period from April 2004 through March 2005, dislocated workers in Oregon earned an average of $2,673 less in the 2nd and 3rd quarters after exiting than in the 2nd and 3rd quarters prior to entering. Dislocated workers in Washington earned $1,782 less after exit, and, nationally, dislocated workers earned an average of $478 more after exit.[8]

5. **FACTORS AFFECTING RESULTS**
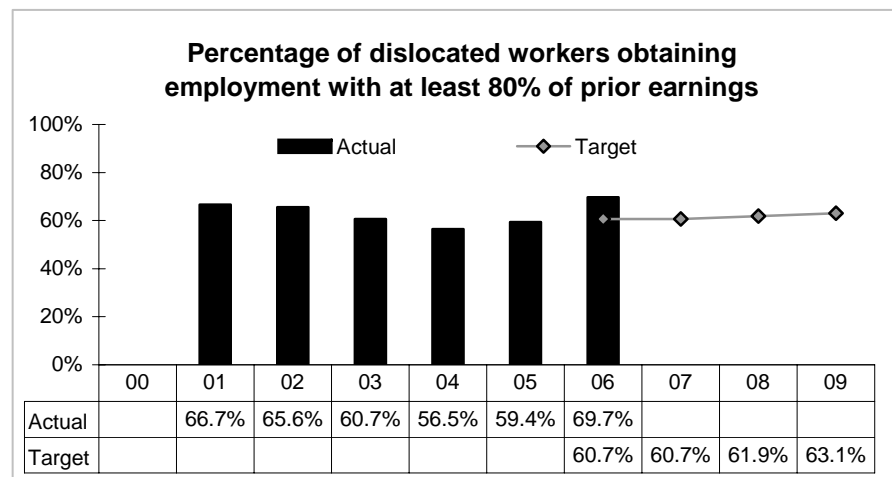
[8] Social Policy Research Associates. *PY 2005 WIASRD Data Book.* Prepared for the Office of Performance and Technology Employment and Training Administration: US Department of Labor. Retrieved on August 27, 2007 from http://www.doleta.gov/Performance/results/PY_2005_WIASRD_DataBook_Rev%208-14-2007.pdf.

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The early-decade recession caused high unemployment and depressed wages for Oregon's workers and job seekers. High-wage jobs were lost at a faster rate than low-wage jobs, causing some dislocated workers to accept lower wages when they found new jobs. By 2004, job growth in high-wage industries began to recover,[9] and the decline in Oregon's unemployment rate, from a high of 8.5% in mid-2003 to 5.5% by June of 2006, has helped drive up wages across most industries.[10]

6. **WHAT NEEDS TO BE DONE**

   To increase the efficiency of service delivery and direct more existing resources towards targeted training services, Oregon's workforce partners are working together to eliminate duplicate services and facilitate simpler transitions between services by co-locating workforce partners' service offices and making all core services available through One-Stop centers. CCWD is also expanding its work with individual community colleges and businesses to further develop career pathways targeting high-wage, high-demand occupations.

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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[9] Moore, E. "Low wage industries continue to fuel Oregon job growth figures." Oregon Employment Department: August 2006. Retrieved on August 15, 2007 from http://www.qualityinfo.org/olmisj/ArticleReader?itemid=00003923&print=1.

[10] Oregon Employment Department. "Unemployment rates by labor market area." Retrieved on August 15, 2007 from http://www.qualityinfo.org/olmisj/OlmisZine?zineid=00000011.

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KPM #6	CURRENT/INCUMBENT WORKER EMPLOYMENT Percentage of current/incumbent workers who retained employment after exit	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 1B Database	
Owner	CCWD WIA Title IB Programs, 503-378-8648	

1. **OUR STRATEGY**

CCWD leads several efforts to support training and development for current and incumbent workers in Oregon. CCWD is responsible for ensuring Oregonains have access to training through Workforce Investment Act Title IB workforce programs. CCWD oversees the Employer Workforce Trainintg Fund (EWTF), which matches private and federal investment in workforce training programs designed to mitigate the skilled-worker shortage in targeted demand industries. The goal of EWTF is to aggregate, incentivize, and expand workforce training in high-wage, high-demand occupations. The Department also utilizes the Business and Industry Training System (BITS) to offer employers customized workforce training through the network of community colleges.

Percentage of curent/incumbent workers retaining employment after exit

	00	01	02	03	04	05	06	07	08	09
Actual		77.9%	79.1%	79.5%	82.7%	81.8%	80.2%			
Target							81.8%	81.8%	82.6%	82.6%

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 2006, 80.2% of current/incumbent workers were employed in the first quarter after exiting training, a decline of 2% from 2005. Performance has remained relatively stable on this measure since 2001, with a gradual increase through 2004 followed by two years of decline.
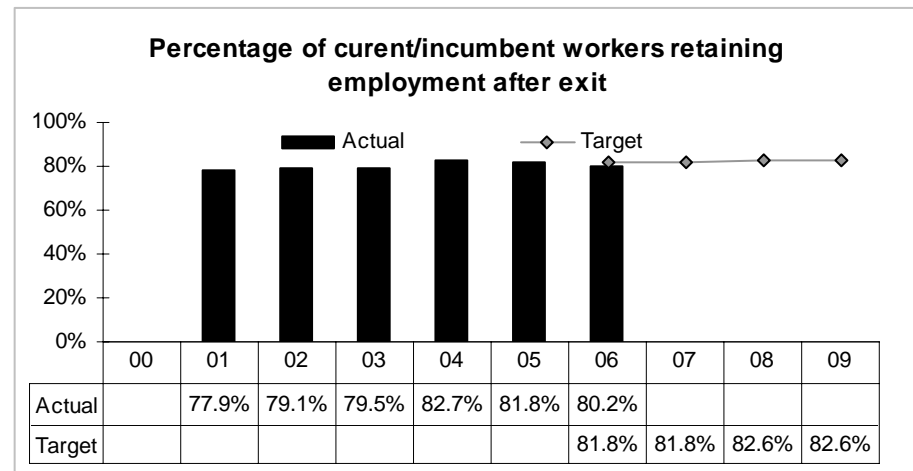
4. **HOW WE COMPARE**

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 continue to build the capacity of workforce and education training services.   CCWD and its partners are working to build on the EWTF model through the Cluster Investment Fund (CIF) and the Skill Up Oregon Fund. CIF would encourage greater aggregation of training within key economic clusters, and Skill Up aims to aid and encourage low-skill workers to gain the skills necessary to work in high-wage, high-demand jobs. Although CIF received only 10% of the requested funds in the approved budget and Skill Up received no funding, CCWD will revise and improve the plans for these programs.

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**
   The core of CCWD's adult basic skills/ESL performance strategy combines state indicators of program quality (IPQs), comprehensive program evaluation and data analysis with coordinated state and local strategic planning. CCWD conducts quarterly data analyses and periodic local site visits to evaluate local programs against state IPQs in order to identify emerging practices and recommend areas for continuous program improvement. By 2008-09, CCWD will implement a new performance-based funding formula which will provide incentive funds to local providers that achieve core performance outcomes.

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

Percentage of students in basic skills or ESL programs who complete successfully

	00	01	02	03	04	05	06	07	08	09
Actual				58.2%	53.3%	50.2%	64.0%			
Target							47.9%	48.9%	49.9%	50.9%

3. **HOW WE ARE DOING**
   By then end of 2005-06, 64.0% of students enrolled in adult basic skills/ESL courses in 2004-05 had completed at least one federal outcome level (obtain GED, transition to post-secondary education or training program, obtain employment, or retain employment).   After two years of declining performance on this measure, the 2006 results represent a substantial improvement. Even with the number of program exiters declining by nearly 20% (from over 18,000 to under 15,000), the absolute number of exiters attaining a federal outcome level increased by over 300 to 9,385.

4. **HOW WE COMPARE**
   Although the construction of this measure is unique to Oregon, all states report similar measures to the federal government. Oregon's performance on three of the five federal core performance outcomes (obtain GED, transition to post-secondary education or training program, and obtain employment) was almost identical to Washington's in 2005-06. Oregon's performance on measurable student skill gain exceeds that of Washington, but the state's performance on students' retaining employment lags Washington's performance.[11]

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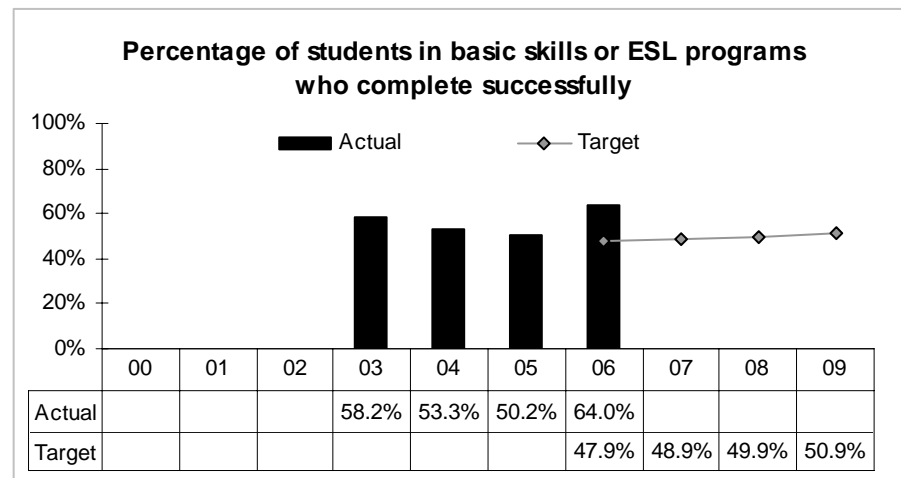
[11] Office of Vocational and Adult Education (OVAE), *National Reporting System.* US Dept. of Education. Retrieved August 28, 2007 from http://wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS/includes/login.cfm?CFID=4050009&CFTOKEN=a50dc476e17c56cf-AE9840F6-A4C3-86D9-D64B7037DAD0DDD7&jsessionid=6e303328b9d536771772.

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5. **FACTORS AFFECTING RESULTS**

In 2004-05, the Tracking of Programs and Students (TOPSpro) database, which houses student information for the Workforce Investment Act (WIA) Title II program, expanded to include a separate field for Social Security Numbers. When data were originally run for the 2006 APPR, the programming neglected to include the new Social Security Number field, which resulted in the exclusion of more than 700 students who had achieved a positive outcome. These data were presented in the column labeled "05" in the graph above. The oversight was discovered as CCWD prepared the 2007 APPR, and the results were subsequently updated to 50.2% from 47.0% as originally reported in the 2006 APPR.

In recent years, the enrollment in Adult Basic Skills programs has remained relatively stable; however, the number of exiters each year has declined. Oregon ABS students appear to be staying in their programs longer, allowing allows them to gain more skills so that when they do leave, they tend to have better outcomes.

6. **WHAT NEEDS TO BE DONE**

Together with state partners and local service providers, CCWD is working to establish pathways to guide students in achieving their program goals. CCWD also aims to improve program retention by expanding its partnerships with One-Stop Career Centers and community college student services divisions. These entities assist students with education and career advising and planning as well as helping students gain access to vital services such as transportation and child care. To boost retention among students who enter at higher skill levels, CCWD encourages local programs to implement "fast-track" options that enable some students to complete their coursework at an accelerated pace. The Adult Basic Skills/ESL Team at CCWD will begin strategizing with workforce and education partners to more effectively collaborate with public and private providers in their areas.

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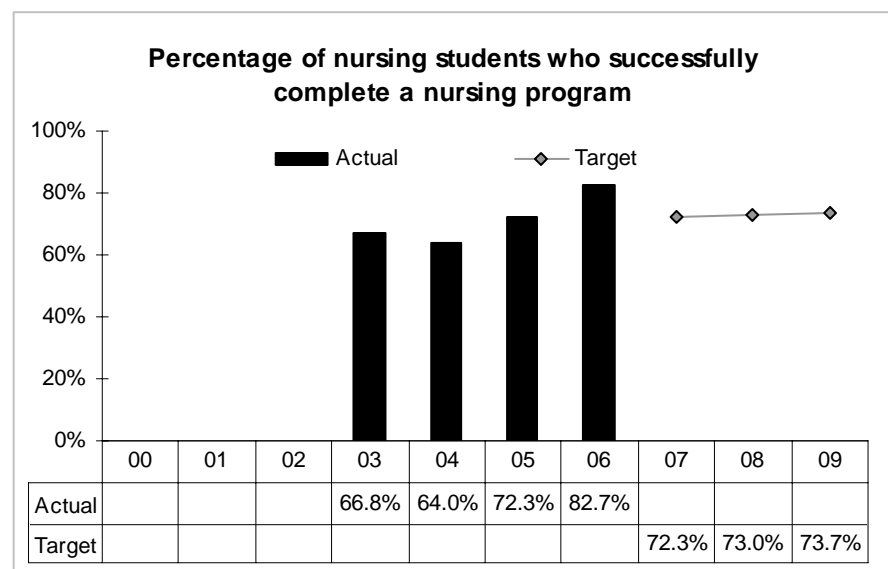| KPM #8	**NURSING COMPLETION** **Percentage of students who successfully complete a Nursing program**	**Measure since:** **2006**
Goal	Goal 2: Oregon's workforce is well-trained and has access to a wide variety of training programs	
Oregon Context	OBM 25: Postsecondary credentials	
Data source	Oregon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

1. **OUR STRATEGY**
   CCWD will be the lead agency in the implementation of the Healthcare Workforce Initiative (HWI). Nursing and allied health occupations are among those projected to grow the fastest in Oregon over the next twenty years, and implementing the HWI will expand the capacity of Oregon's nursing and allied health education programs to meet this demand through additional course sections of nursing and related courses; coursework and occupational instruction in distance, simulated and distributed learning formats; and articulation, transfer and program sharing agreements.

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 2005-06, 82.7% of nursing students identified as professional technical concentrators successfully completed their one- or two-year nursing programs. This is a 14% increase from 2005, but the gain masks a drop in the number of successful nursing completers—from 849 in 2005 to 800 in 2006. Projections from the Oregon Healthcare Workforce Institute project the decline in the number nursing completers to be temporary, due to a recovery in the capacity of 1-year Licensed Practical Nursing programs across the state.[12]

Percentage of nursing students who successfully complete a nursing program

	00	01	02	03	04	05	06	07	08	09
Actual				66.8%	64.0%	72.3%	82.7%			
Target								72.3%	73.0%	73.7%

4. **HOW WE COMPARE**
   There are no comparison data available for this measure.

5. **FACTORS AFFECTING RESULTS**
   The rapid growth in this measure reflects the success of public and private efforts to improve nursing training.

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[12] Oregon Healthcare Workforce Institute. (2007) "Students Completing Healthcare Workforce Studies in Oregon." Retrieved August 28, 2007 from http://www.oregonhwi.org/docs/pdfs/resources/reports/OHWI_Supply_Trend_Analysis.pdf.

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6. **WHAT NEEDS TO BE DONE**
    While the Healthcare Workforce Initiative aims to alleviate the predicted statewide labor shortage in nursing and related fields, it does not address the acute shortage of nurses and allied health workers in the state's rural areas. To begin solving this problem, the Community College Health Care Action Plan (CCHAP) and Portland Community College collaborated to develop Allied Health for Oregon: Seeking Solutions through Technology (AHOSST), a plan to address the rural allied health worker shortage by promoting partnerships between "host" allied health programs in urban areas, "provider" programs at rural community college centers, and clinical partners in rural areas. AHOSST calls for facilitating coordination between these partners through increased access to distance and simulated learning technologies.

7. **ABOUT THE DATA**
    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, in conjunction with OECDD, 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 2006 recommendations and preliminary data from the Oregon Small Business Development Center Network (OSBDCN). Because these data were preliminary and a comprehensive methodology for collecting this measure information was 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.

Percentage of SBDC entrepreneurs with a completed a business plan who start a business

	00	01	02	03	04	05	06	07	08	09
Actual							80.0%	26.8%		
Target							70.0%	70.0%	71.4%	72.8%

3. **HOW WE ARE DOING**
   In 2007, nearly 27% of SBDC startup/pre-venture clients who completed a business plan actually started a business. This result is significantly lower than the qualitative result reported in 2006. The OSBDCN does not yet have a valid methodology to calculate this result, and the current outcome is the derived using the best proxy data available to the OSBDCN.
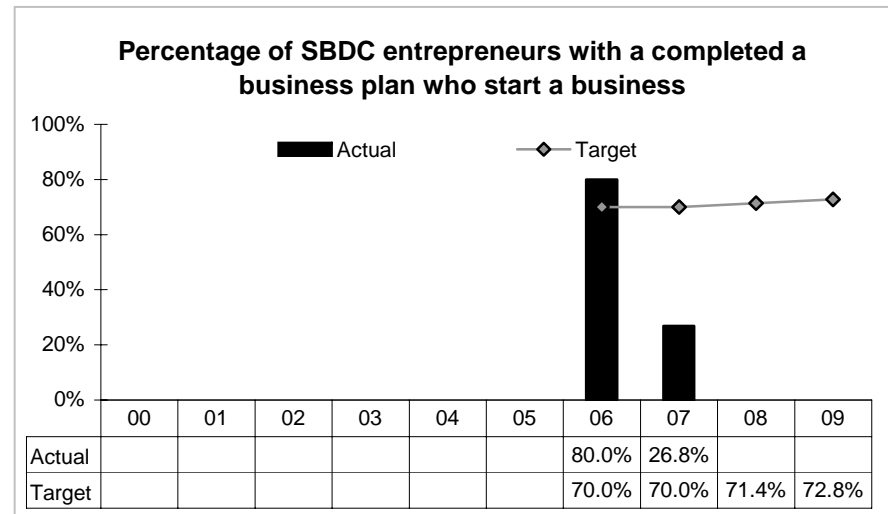
4. **HOW WE COMPARE**
   There are no comparison data available for this measure.

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.

7. **ABOUT THE DATA**

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Reporting cycle: Oregon fiscal year. A formal methodology has not yet been finalized for this measure. For 2007, the OSBDCN used proxy data to identify individuals who are currently in business and who had assistance or counseling relating to a business plan. 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.   Based on the extreme variance in the results for the two years, further work is needed to define a valid and reliable methodology for this measure.

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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 partners with community colleges to promote the Business and Industry Training System (BITS) as an important resource to provide workforce training to employees and businesses and foster closer ties between community colleges and Oregon's business community. The Department also provides BITS providers with technical assistance for obtaining regional and statewide grants.

2. **ABOUT THE TARGETS**
   Targets for 2007 through 2009 are maintained at 95%. Higher is better.

3. **HOW WE ARE DOING**
   In 2005, 96.7% of employers rated BITS trainings a 4 or better out of 5. Performance on this measure has remained very high since its introduction.

4. **HOW WE COMPARE**
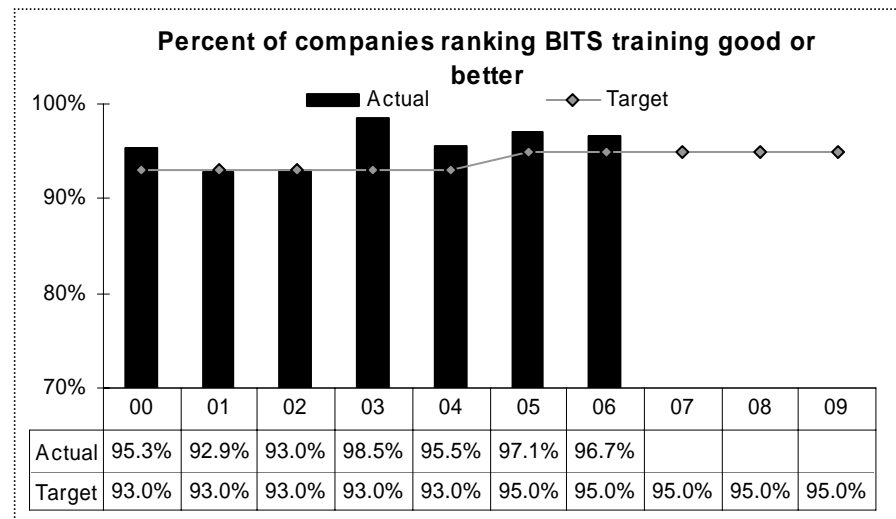   There are no comparative data available for this measure.

5. **FACTORS AFFECTING RESULTS**
   There are no known factors affecting performance for 2005-06.

6. **WHAT NEEDS TO BE DONE**
   Employer responses indicate they continue to value the trainings they receive through BITS. However, the number of trainings conducted through BITS dropped from a high of over 3,400 in 2000 to just over 1,850 in 2006. To ensure BITS continues to improve the quality and skills of Oregon's workforce, CCWD will work with BITS staff to identify strategies to increase the number of employees receiving training through BITS without sacrificing employer satisfaction. Towards this end, CCWD will work to foster greater collaboration among BITS providers, especially within each provider's own region, and between BITS providers and Oregon's businesses.

7. **ABOUT THE DATA**

Percent of companies ranking BITS training good or better

	00	01	02	03	04	05	06	07	08	09
Actual	95.3%	92.9%	93.0%	98.5%	95.5%	97.1%	96.7%			
Target	93.0%	93.0%	93.0%	93.0%	93.0%	95.0%	95.0%	95.0%	95.0%	95.0%

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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 Oregon community college students' pass rates for national licensing tests compared to national pass rates	Measure since: 2000
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**
   Through efforts such as the Healthcare Workforce Initiative and Oregon's Manufacturing Workforce Strategy, CCWD supports community colleges in providing sufficient numbers of high quality and relevant courses and programs to enable students to pass licensing exams. The Department also works with the Oregon Department of Education to ensure rapid approval of appropriate new Career and Technical Education programs and deletion of obsolete CTE programs.

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. In the 2006 Annual Performance Progress Report, CCWD began reporting Oregon community college rates separately from national rates, and 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 2006, 89% of Oregon community college students taking national licensing tests passed them. While Oregon community colleges did not meet the target pass rate of 93%, pass rates of Oregon community college students still remain very high relative to national pass rates.

Oregon community college and national licensing test pass rates

Legend: Oregon CCs (black), National (gray), Target (diamond line)

|	00	01	02	03	04	05	06	07	08	09
Oregon CCs	92%	94%	93%	94%	93%	88%	89%			
National	77%	81%	81%	78%	77%	76%	78%			
Target							93%	93%	93%	93%

4. **HOW WE COMPARE**
   Oregon community college pass rates on national licensing/certification exams have exceeded national pass rates by at least 11 percentage points every year since 2000.

5. **FACTORS AFFECTING RESULTS**
   There are no known unique factors affecting performance on this measure.
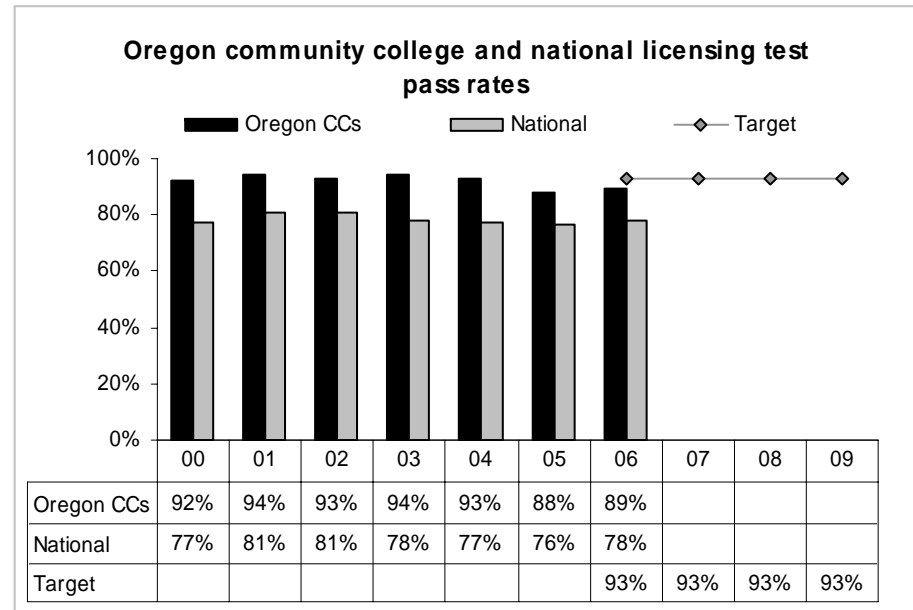
6. **WHAT NEEDS TO BE DONE**

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Given Oregon's consistently superior performance on this measure, CCWD will work with community colleges and national certification boards and associations to increase the number of licenses and certificates offered through Oregon's community colleges. CCWD and community colleges will also explore avenues to increase enrollment in license/certificate programs.

7. **ABOUT THE DATA**

Reporting cycle: Oregon fiscal year.   Currently, most pass rate data are self-reported by each community college to CCWD. The Department is exploring avenues for obtaining this information directly from the licensing/certification boards and associations.

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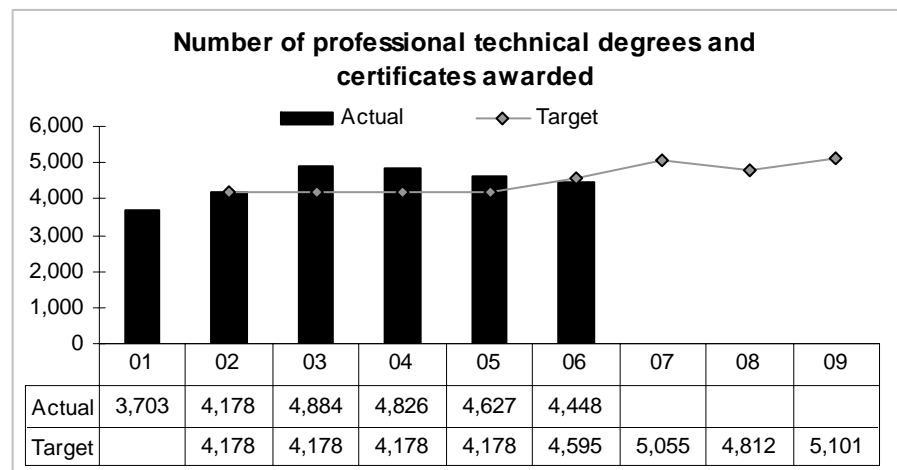
KPM #12	PROFESSIONAL TECHNICAL DEGREE/CERTIFICATE COMPLETION Number of professional technical degrees and certificates awarded	Measure since: 2002
Goal	Goal 2: Oregon's workforce is well-trained and has access to a wide variety of training programs. Goal 3: All Oregonians have access to excellent, affordable 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 the lead postsecondary partner in promoting professional/technical (now called career and technical) education in Oregon. Much of the Department's focus has been on implementing key initiatives to better align secondary and postsecondary career and technical education (CTE) and ensuring sustainable resources for CTE programs. The Career Pathways initiative and the renewed emphasis on "programs of study" through the Carl Perkins Career and Technical Education Act are providing students a multitude of clear, modularized paths toward earning workforce credentials and degrees.

2. **ABOUT THE TARGETS**

   Targets for 2006 and 2007 are 10% higher than the previous year's target. The 2008 and 2009 targets were lowered based on declining enrollment numbers in professional technical education programs. Higher is better.

Number of professional technical degrees and certificates awarded

Legend: Actual (bars), Target (line)

	01	02	03	04	05	06	07	08	09
Actual	3,703	4,178	4,884	4,826	4,627	4,448			
Target		4,178	4,178	4,178	4,178	4,595	5,055	4,812	5,101

3. **HOW WE ARE DOING**

   Performance increased rapidly between 2001 and 2003; however, since 2003 there has been a decline in the number of professional certificates and degrees awarded each year, coinciding with a decline in general community college enrollment and professional technical enrollment. The current year (2005-2006) is the first time that performance in this measure has fallen short of the target since the measure's inception.

4. **HOW WE COMPARE**

   In 2005-06, Washington State reported 19,420 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 (4,448). However, Washington's professional technical enrollment is higher in proportion to Oregon, and Washington employs a broader definition of what constitutes a CTE certificate. In addition, Washington's overall community college enrollment was 462,778 for 2005-06, while Oregon's total community college enrollment was only 357,511 (about 23% less). Washington also enrolls many more full-time students than Oregon, with 37% of students in 2005-06 enrolled full-time (defined as 12 credits or more). [13] In Oregon, less than 10% of students are enrolled full-time.

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[13] State of Washington: State Board of Community and Technical Colleges. "Academic Year Report: 2005-06." December, 2006. Retrieved August 28, 2007 from http://www.sbctc.ctc.edu/docs/data/research_reports/academic_reports/ayr2005-06/ayr_complete.pdf.

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5. **FACTORS AFFECTING RESULTS**
    Student enrollment in professional technical programs has decreased nearly 23% since 2002-03. Due to declines in resources during those years, community colleges were compelled to eliminate some 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**
    In addition to the career readiness certificate, CCWD is working with community colleges to expand CTE capacity in four key areas: the manufacturing pipeline, the apprenticeship preparation pipeline, healthcare training, and five "future career" training programs.

    The rapid decline in resources available for CTE programs during the previous recession highlighted the need for more sustainable funding. Towards this end, the Oregon Department of Education (ODE) is undertaking a study of how CTE is funded in states across the country. Based on the findings from this report, CCWD and ODE will work together to identify potential means of increasing the stability of CTE funding in Oregon.

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 actively working toward ensuring statewide transferability of postsecondary coursework towards degree requirements. Working in conjunction with community colleges, high schools, and OUS, CCWD aims to eliminate administrative and systemic barriers to transfer and degree completion.

2. **ABOUT THE TARGETS**
    The target for 2007 was set to the performance level in 2004. 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. The 2008 target is 2% higher and the 2009 target is 3% higher than the previous year's target. Higher is better.

3. **HOW WE ARE DOING**
    Performance for this measure has been gradually declining over the past four years. However, the decline has been only 2.8 percentage points from 2003 to 2006.

Percentage of students in associate degree programs who obtain a degree in the reporting year

	01	02	03	04	05	06	07	08	09
Actual			31.6%	30.0%	29.1%	28.8%			
Target							30.0%	30.6%	31.6%

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 2005-06, 62% have either graduated or earned 4 or more quarters of credit. Among part-time students, 38% have graduated or earned 4 or more quarters of credit.[14]

5. **FACTORS AFFECTING RESULTS**
    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

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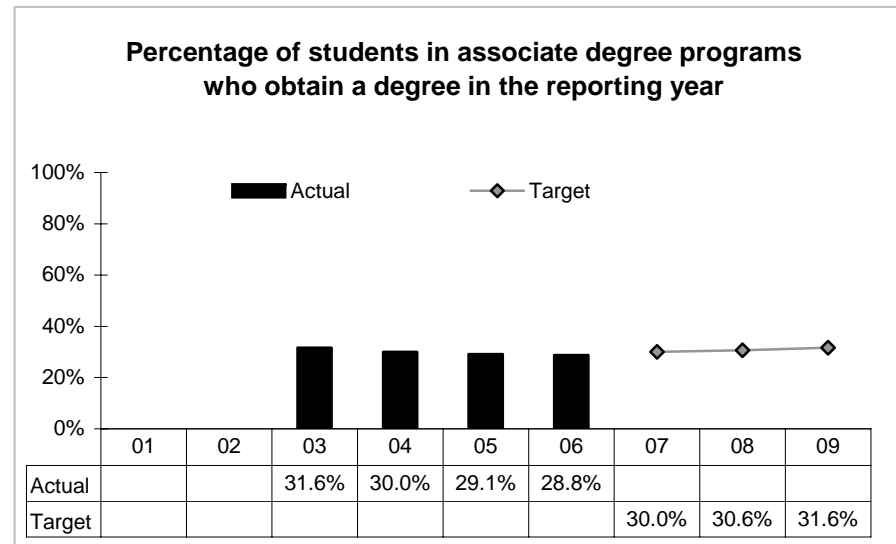
[14] State of Washington: State Board of Community and Technical Colleges. "Academic Year Report: 2005-06." December, 2006. Retrieved on August 28, 2007 from http://www.sbctc.ctc.edu/docs/data/research_reports/academic_reports/ayr2005-06/ayr_complete.pdf.

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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.

Not all students within range of earning an associate's degree are seeking to earn a degree. Some students may intend to transfer to a four-year institution or upgrade their workforce skills without earning a degree. Higher tuition and an improving job market have encouraged some students to take fewer classes, which may result in taking longer to earn a degree.

6. **WHAT NEEDS TO BE DONE**
    The Department is developing several strategies to increase associate's degree completion rates. To facilitate student transfers and simplify degree auditing, CCWD plans to help individual community colleges enhance their degree audit systems and link them to the Articulated Transfer Linked Audit System (ATLAS). Access to and awareness of financial aid are other critical components to improving degree completion rates. CCWD and community colleges are working together to increase the number of community college students, especially part-time students, who take advantage of the financial aid available to them through various federal, state and private resources.

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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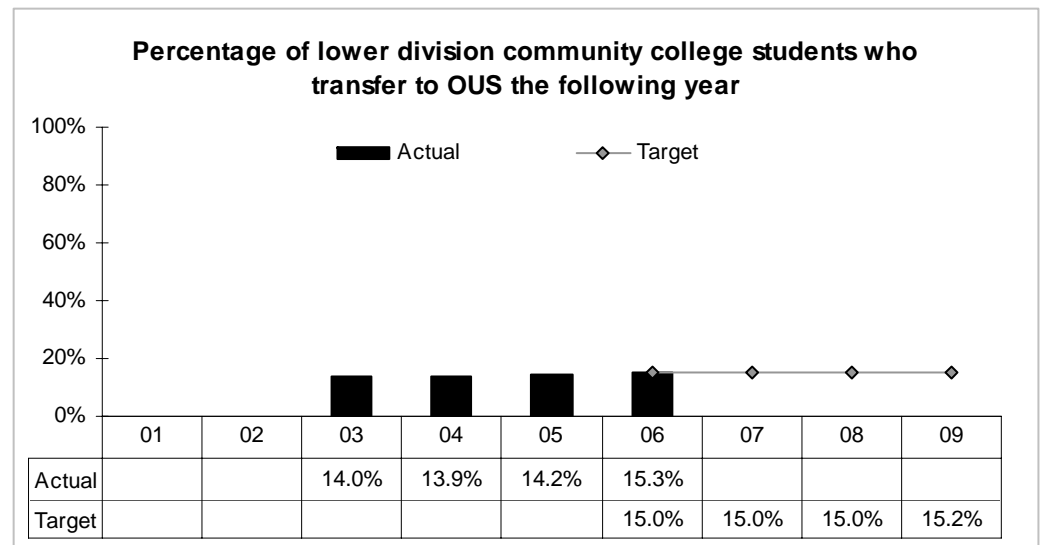| KPM #14	**STUDENT TRANSFERS TO OUS** **Percentage of students attending an Oregon community college during one academic year who transfer to an OUS institution the following academic year**	**Measure since: 2006**
Goal	Goal 3: All Oregonians have access to excellent, affordable community college services	
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 actively working with the Oregon University System to facilitate student transfers between community colleges and 4-year universities. The Department is making rapid progress in eliminating administrative hurdles and ensuring that lower division collegiate (LDC) programs adequately prepare community college students to transfer to an OUS institution. CCWD also supports co-enrollment, which enables students to enroll in a community college and an OUS institution simultaneously.

2. **ABOUT THE TARGETS**

   Based on the results from recent years, CCWD has set targets of 15% for this measure for 2006 through 2008. The 2009 target is increased to 15.2%. Higher is better.

3. **HOW WE ARE DOING**

   More than 15% (8,301) of lower division collegiate students who were enrolled in Oregon community colleges (with at least 12 cumulative credits) in 2004-05 were admitted to and enrolled in OUS sometime during the 2005-06 academic year. This is an increase in the percentage of students transferring compared to 2004 and 2005.

Percentage of lower division community college students who transfer to OUS the following year

	01	02	03	04	05	06	07	08	09
Actual			14.0%	13.9%	14.2%	15.3%			
Target						15.0%	15.0%	15.0%	15.2%

4. **HOW WE COMPARE**

   Washington state reported that 9,826 community and technical college students transferred to public baccalaureate institutions in 2005-06, a 0.6% increase from the previous year. However, Washington's overall student enrollment was 462,778 for 2005-06, while Oregon's enrollment total student enrollment was only 357,511(about 23% lower).[15]

5. **FACTORS AFFECTING RESULTS**

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[15] State of Washington: State Board of Community and Technical Colleges. "Academic Year Report: 2005-06." December, 2006. Retrieved August 28, 2007 from http://www.sbctc.ctc.edu/docs/data/research_reports/academic_reports/ayr2005-06/ayr_complete.pdf

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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 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, with its partners, is in the process of implementing three major initiatives to reduce the administrative barriers for students transferring between community colleges and OUS institutions. To facilitate student transfers and simplify degree auditing, CCWD will assist community colleges to build and enhance degree audit systems and link them to the Articulated Transfer Linked Audit System (ATLAS). ATLAS will enable students to see their degree progress online and map out pathways across colleges and universities that will attain their educational goals. The Integrated Data Transfer System (IDTS) and the Oregon Financial Aid Exchange (OFAX) will expedite the flow of transcript and financial aid information among colleges and universities, allowing students to transfer more seamlessly.

For reasons outlined above in "Factors Affecting Results," revising the measure to report the number of transfers instead of the percentage would better illustrate progress in increasing community college transfers to OUS.

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 who had earned at least 12 cumulative credits by the end of 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 focused on ensuring community college students are ready for their next steps in postsecondary education when they decide to transfer. The principal component of CCWD's strategy is the Career Pathways initiative, which helps students find the best career and education pathways to achieve their goals. The Department continues to work to increase the number of articulation agreements between community colleges and OUS institutions to ensure the transferability of coursework. CCWD is currently a participant in the Oregon Dual-Credit Task Force, which is undertaking a study to determine whether post-secondary courses taught at high schools, community colleges, and OUS institutions differ in quality and content. The purpose of the study is to ensure that students are equally well prepared to take the next step in their education regardless of where they take college courses.

Percentage of community college transfer students returning for a second year

|	00	01	02	03	04	05	06	07	08	09
Actual				78.9%	79.0%	76.2%	80.0%			
Target							80.0%	80.0%	80.0%	80.0%

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.[16] CCWD has set targets of 80% for community college transfers to OUS through 2009. Higher is better.

3. **HOW WE ARE DOING**

   Eighty percent of lower division collegiate students who were enrolled in an Oregon community college in 2003-04 and then admitted and enrolled in an OUS institution in 2004-05, returned to an OUS institution in 2005-06. This level achieves the state target and is the highest performance achieved in the four years for which data are available.

4. **HOW WE COMPARE**

   The second-year retention of community college transfer students is virtually identical to the retention of first-time freshmen who enroll in an OUS institution.[17]

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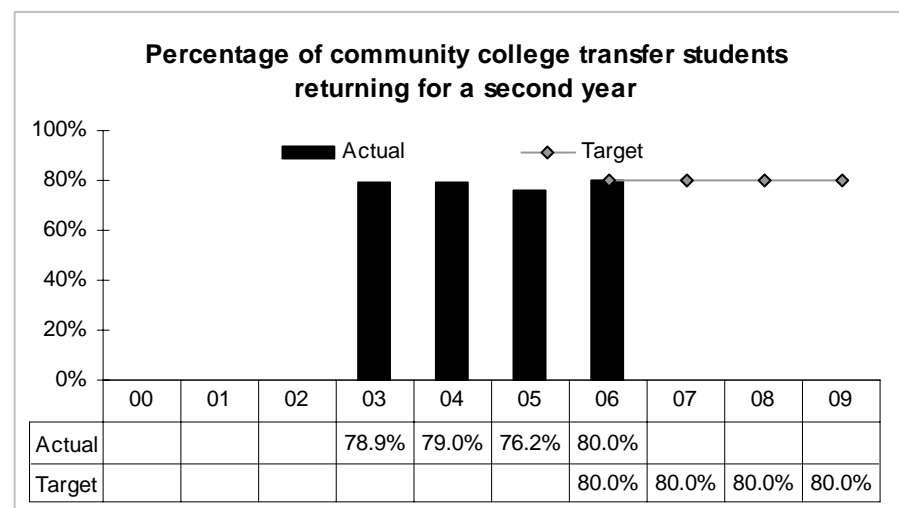
[16] Oregon University System. "Annual Performance Progress Report: 2005." Retrieved August 28, 2007 from http://www.oregon.gov/DAS/OPB/docs/APPR06/UnivSyst_APPR06.pdf.

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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 professional technical or developmental 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 also does not consider students who transfer to private colleges in Oregon or colleges outside the state.

6. **WHAT NEEDS TO BE DONE**
   CCWD will review the results of the Dual Credit Task Force and work with its education partners to implement any needed improvements to lower division collegiate (LDC) programs. CCWD is already working with its education partners on developing a data warehouse that will enable administrators to track student performance and progress throughout the entire public education system.

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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[17] Oregon University System. "Annual Performance Progress Report: 2005." Retrieved August 28, 2007 from http://www.oregon.gov/DAS/OPB/docs/APPR06/UnivSyst_APPR06.pdf.

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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 through 2009 are set at the middle of the tuition/fee rankings for the 15 Western states. Higher numbers are better.

3. **HOW WE ARE DOING**
   Oregon improved its community college tuition/fee ranking among the Western states for a second straight year in 2006-2007. Oregon now ranks third-highest in tuition and fees among the 15 western states, matching its best performance since 2001.[18]

4. **HOW WE COMPARE**
   The cost to attend a community college in Oregon still ranks among the highest of the Western states, but the state is starting to show signs of improvement.

Oregon's rank for community college tuition/fees among western states

	00	01	02	03	04	05	06	07	08	09
Actual	3	3	2	1	1	1	2	3		
Target			8	8	8	8	8	8	8	8

5. **FACTORS AFFECTING RESULTS**
   The early-decade economic decline resulted in a reduction in state resources and student enrollment for community colleges. Community colleges were forced to raise tuition and fees, as the only 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**
   Although local community colleges are responsible for setting their own tutition and fees, the amount the legislature appropriates to the Community College Support Fund substantially impacts the level of tuition and fees charged by community colleges. As Oregon's economic recovery continues and the state chooses to increase

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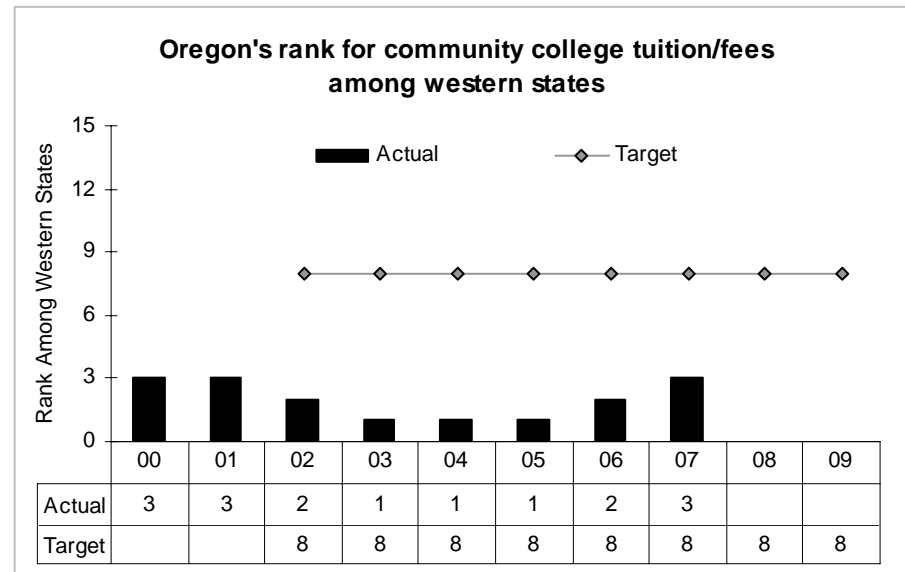
[18] Western Interstate Commission on Higher Education. (2006) "Tuition and Fees in Public Higher Education in the West: 2006-07." Retrieved August 28, 2007 from http://www.wiche.edu/policy/Tuition_and_Fees/Tuition_and_Fees2006-07.pdf.

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state investment in community colleges, pressure on colleges to increase tuition and fees will decrease. And system-wide investments in distance learning technology and electronic record-keeping and transfer will help colleges cut some costs and redirect resources to instructional and student-support services.

7. **ABOUT THE DATA**
   Reporting cycle: Oregon fiscal year. Tuition/fee rankings are based on fall term tuition. The Western Interstate Commission on Higher Education provides its tuition/fee rankings of the 15 western states in the fall of each academic year.

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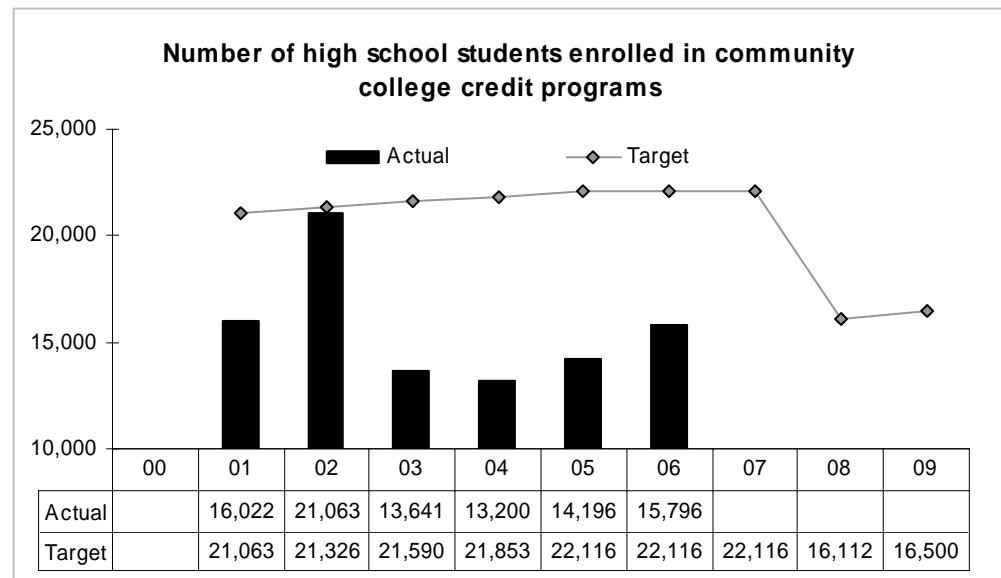| KPM #17	HIGH SCHOOL PARTICIPATION Number of high school students enrolled in community college credit programs	Measure since: 2001
Goal	Goal 3: All Oregonians have access to excellent, affordable community college services	
Oregon Context	OBM 24: Some college completion	
Data source	Oregon Community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

1. **OUR STRATEGY**
   CCWD is a principal partner in the implementation of Senate Bill 300, the Expanded Options Program, which promotes expansion of accelerated college credit opportunities for high school students and supports existing programs throughout Oregon. The Department provides guidance for community colleges in developing partnerships with local high schools and for integrating high school students into the college environment.

2. **ABOUT THE TARGETS**
   The 2008 and 2009 targets for this measure were revised downward to reflect the elimination of duplicate records from the data. The 2008 target is 2% higher than 2006 performance, and the 2009 target is about 2.5% above the 2008 target. Higher is better.

3. **HOW WE ARE DOING**
   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. Performance in 2006 represents an 11% increase (1,600 additional students) in the number of students taking at least one credit course at a community college compared to 2005 performance. Performance in 2005 was 7.5% above the previous year's results.

Number of high school students enrolled in community college credit programs

	00	01	02	03	04	05	06	07	08	09
Actual		16,022	21,063	13,641	13,200	14,196	15,796			
Target		21,063	21,326	21,590	21,853	22,116	22,116	22,116	16,112	16,500

4. **HOW WE COMPARE**
   Washington State reported more than 35,000 high school students were enrolled in community college credit programs in 2004-05. These programs included Running Start, College in the High School and Tech/Prep. The proportion of Washington's high school juniors and seniors enrolled in one of these programs grew 3 percentage points during the past year, reaching 22% in 2005-06.[19]

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[19] State of Washington: State Board of Community and Technical Colleges. "Academic Year Report: 2005-06." December, 2006. Retrieved August 28, 2007 from http://www.sbctc.ctc.edu/docs/data/research_reports/academic_reports/ayr2005-06/ayr_complete.pdf.

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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. The increase in the number of high school students participating in college courses reflects the impact of SB300 as well as ongoing efforts by high schools and community colleges to promote the benefits of taking colleges to high school students.

6. **WHAT NEEDS TO BE DONE**

   Participation of high school students in community college credit programs is expected to continue to increase as a result of implementing Senate Bill 300. As of January 2007, high school students had already enrolled in over 1,350 courses under the Expanded Options Program.[20]

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.

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[20] Oregon Department of Education. "Senate Bill 300/ORS Chapter 340, Expanded Options Status Report: January, 2007." Retrieved August 28, 2007 from http://www.ode.state.or.us/teachlearn/subjects/postsecondary/expandedopt1_sb300report_022107.pdf.

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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**
   CCWD works with colleges to improve student persistence from Adult Basic Education, GED and English as a Second Language programs, where minority students are most highly represented, into lower division collegiate and career and technical education programs. The Department also provides assistance to colleges to ensure appropriate support services are available to all students.

2. **ABOUT THE TARGETS**
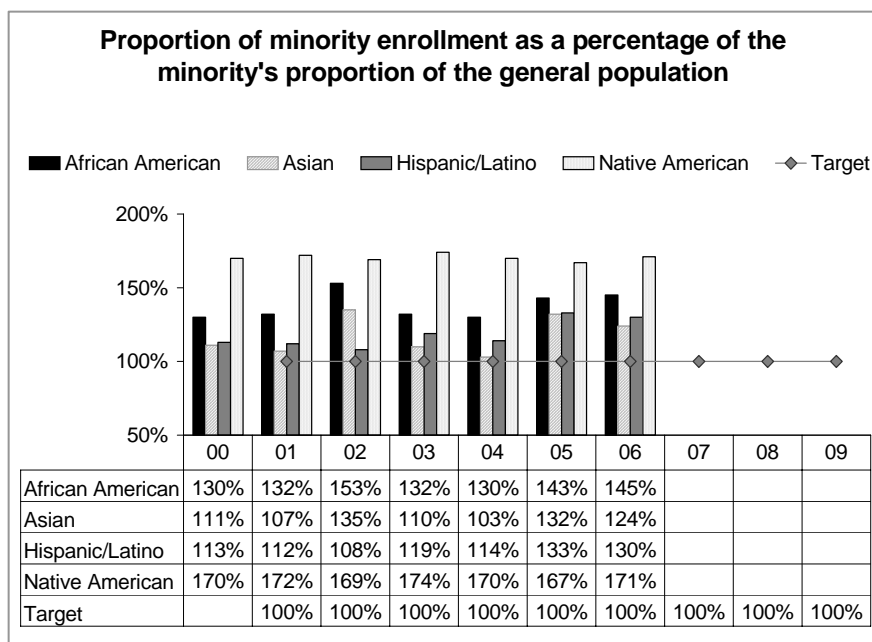   Target is at or above 100%. Higher is better.

3. **HOW WE ARE DOING**
   In 2005-06, the percentages of minorities enrolled in community colleges compared to the Oregon population ranged from 124% to 171%. 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 2005-06, 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: [21] [22]
   - African American: 179%

Proportion of minority enrollment as a percentage of the minority's proportion of the general population

Legend: ■ African American ▨ Asian ▦ Hispanic/Latino □ Native American ◆ Target

	00	01	02	03	04	05	06	07	08	09
African American	130%	132%	153%	132%	130%	143%	145%			
Asian	111%	107%	135%	110%	103%	132%	124%			
Hispanic/Latino	113%	112%	108%	119%	114%	133%	130%			
Native American	170%	172%	169%	174%	170%	167%	171%			
Target		100%	100%	100%	100%	100%	100%	100%	100%	100%

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[21] State of Washington: State Board of Community and Technical Colleges. "Academic Year Report: 2005-06." December, 2006. Retrieved August 28, 2007 from http://www.sbctc.ctc.edu/docs/data/research_reports/academic_reports/ayr2005-06/ayr_complete.pdf.
[22] US Census Bureau: Population Division. "State estimates by demographic characteristics - age, sex, race, and Hispanic Origin." Retrieved August 1, 2007 from http://www.census.gov/popest/datasets.html.

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- Asian: 138%
- Hispanic/Latino: 175%
- Native American: 129%.

5. **FACTORS AFFECTING RESULTS**
    The Department is not aware of any unique factors affecting the results for 2005-06.

6. **WHAT NEEDS TO BE DONE**
    Community colleges continue to apply for and obtain federal grants, including TRIO and GEAR-UP, to fund outreach and support programs for disadvantaged and first-generation college students. These programs target students while still in middle or high school and provide guidance and financial support through high school and postsecondary education. CCWD is also working with local programs to develop new strategies to improve transition from Adult Basic Skills programs to lower division collegiate and career and technical programs.

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.

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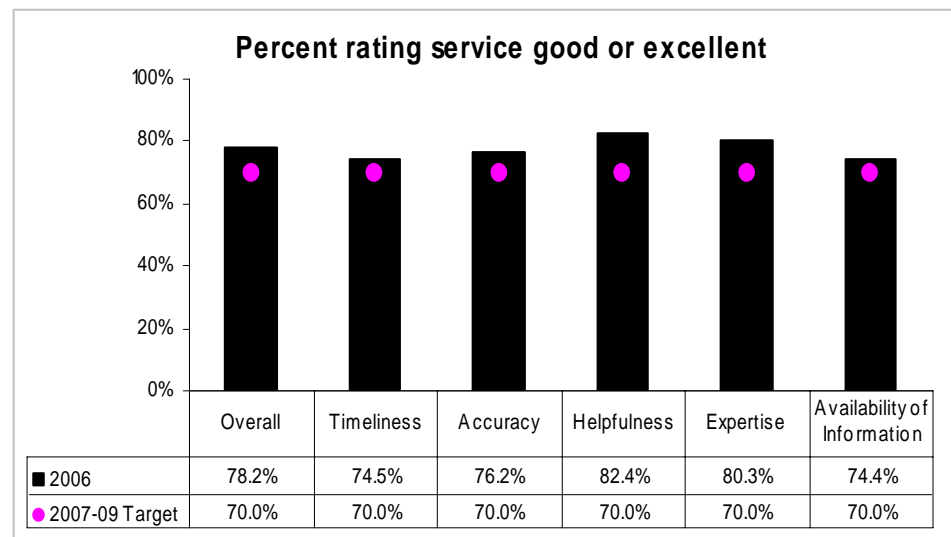| KPM #19	**CUSTOMER SERVICE** **Percentage of customers rating their satisfaction with the agency's customer service as "good" or "excellent":** **Overall customer service, Timeliness, Accuracy, Helpfulness, Expertise, and Availability of information**	**Measure since:** **2006**
Goal	Goal 4: Deliver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

1. **OUR STRATEGY**
   Based on analysis of the 2006 Customer Service results, CCWD has identified Timeliness and Availability of Information as its two primary areas of focus for the next biennium. The agency will be working to renew its commitment to providing timely responses to inquiries from partners and the public, and investing resources in increasing the accessibility and utility of online Department resources.

2. **ABOUT THE TARGETS**
   Targets are 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%.

Percent rating service good or excellent

	Overall	Timeliness	Accuracy	Helpfulness	Expertise	Availability of Information
■ 2006	78.2%	74.5%	76.2%	82.4%	80.3%	74.4%
● 2007-09 Target	70.0%	70.0%	70.0%	70.0%	70.0%	70.0%

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. While all agencies must ask the same six questions, there is great variation in the population considered to be the agency's "customer." CCWD surveyed its immediate customers: the community college and workforce partners it serves every day. CCWD believes that while community college students and workforce program participants would be very knowledgeable about the customer service provided by their individual programs, they would not necessarily be aware of CCWD or how it contributes to their education and training opportunities. Rather than duplicate customer service assessments already happening at the college and workforce provider level, CCWD felt it was important to assess our customer service to education and workforce providers.

   The Oregon University System (OUS) surveyed postsecondary students, and asked them about their satisfaction with the service provided by their institutions. The OUS survey results were high relative to CCWD's results, with scores ranging from 83% (Timeliness) to 90% (Expertise). However, the CCWD and OUS results cannot be reliably compared, due to the difference in populations surveyed.

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5. **FACTORS AFFECTING RESULTS**
   The Department is not aware of any unique factors affecting the 2006 customer service results.

6. **WHAT NEEDS TO BE DONE**
   The Department has been working to improve the accessibility and utility of its web site by upgrading to the new state system. CCWD also converted many of its community college data files into spreadsheets and other accessible formats (formerly only available in .pdf format) and made them available online. The agency has invested in Lean Office Training to promote efficiency and effectiveness, and will be implementing new expectations for response times to partner and public inquiries.

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.

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DELETED 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.

Number of students successfully completing courses in word processing/spreadsheet software/internet use

	00	01	02	03	04	05	06	07	08	09
Actual	31,848	32,649	30,708	27,243	23,792	22,373				
Target			31,735	32,259	32,782	33,322	33,322	33,322	21,254	20,191

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 downtown 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**
   The 2007 Legislature deleted this measure.
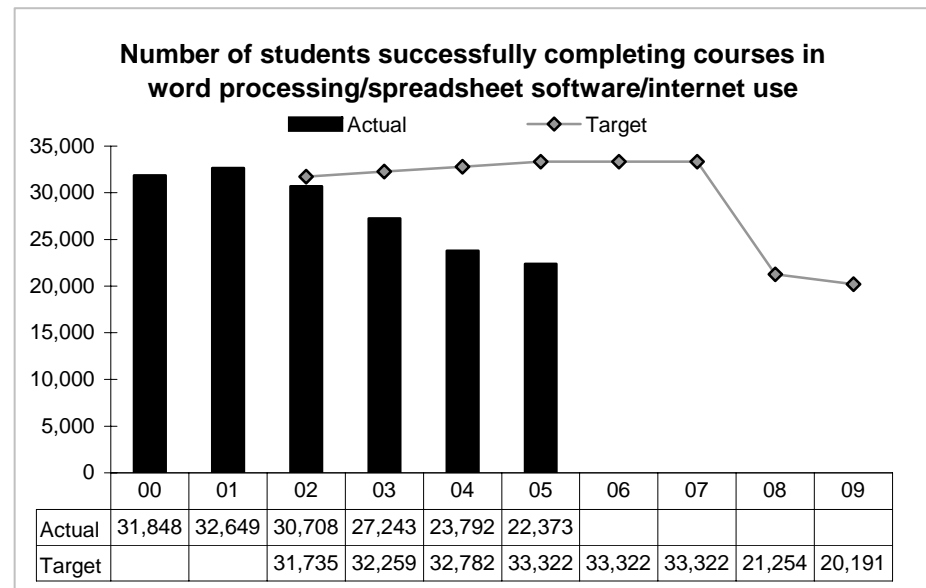
7. **ABOUT THE DATA**

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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. The methdology is time and resource intensive, requiring staff to manually select appropriate course sections. Due to resource constraints, and the fact that the measure was deleted for 2007-09, CCWD did not calculate the measure result for 2005-06.

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DELETED 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 have ever been available to calculate performance on this measure.

4. **HOW WE COMPARE**
   No comparison data are available for this measure.
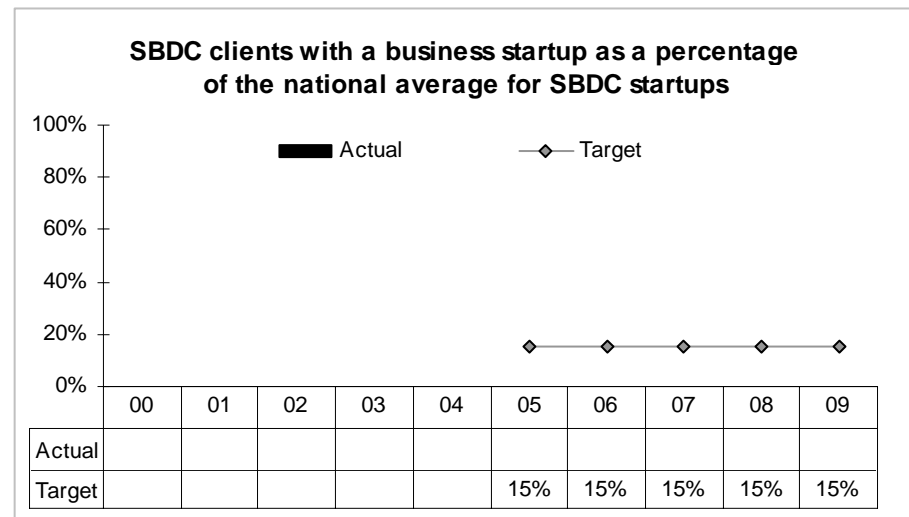
5. **FACTORS AFFECTING RESULTS**
   No data are available for this measure.

6. **WHAT NEEDS TO BE DONE**
   The 2007 Legislature deleted this measure.

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.

SBDC clients with a business startup as a percentage of the national average for SBDC startups

	00	01	02	03	04	05	06	07	08	09
Actual										
Target						15%	15%	15%	15%	15%

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DELETED KPM #22	WORKFORCE PARTICIPANT SATISFACTION Percentage of participants ranking Workforce Investment Act funded current workforce trainings good or better	Measure since: 2002
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.

Percent of participants ranking workforce trainings good or better

	00	01	02	03	04	05	06	07	08	09
Actual			89%	92%						
Target			89%	89%	90%	90%				

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**
   The 2007 Legislature deleted this measure.

7. **ABOUT THE DATA**
   Data are no longer available.

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

3. **HOW WE ARE DOING**
   There are no data currently available to calculate performance for this measure.
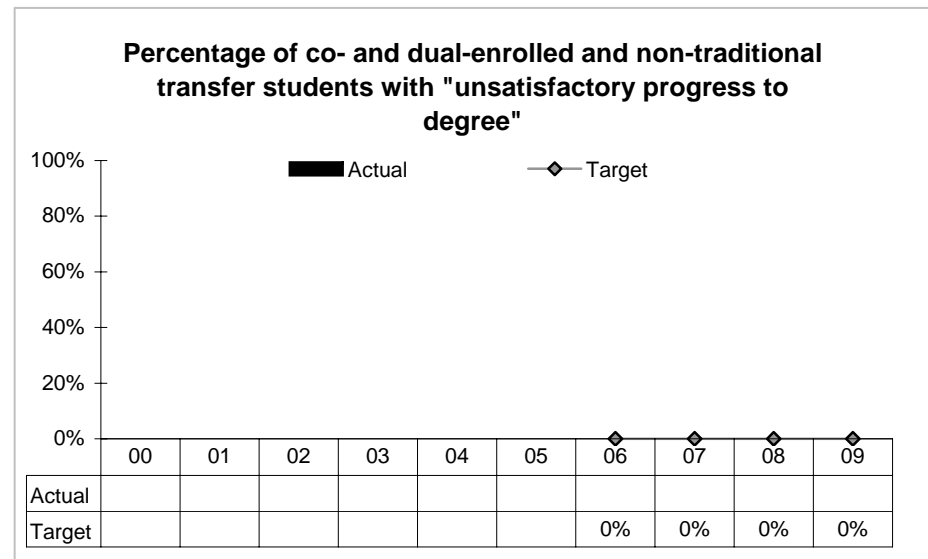
4. **HOW WE COMPARE**
   No comparison data are available for this measure.

Percentage of co- and dual-enrolled and non-traditional transfer students with "unsatisfactory progress to degree"

	00	01	02	03	04	05	06	07	08	09
Actual										
Target							0%	0%	0%	0%

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**
   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.   The 2007 Legislature deleted this measure.

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7.   **ABOUT THE DATA**
     Reporting cycle: Oregon fiscal year.

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

3. **HOW WE ARE DOING**

   There are no data currently available to calculate performance for this measure.
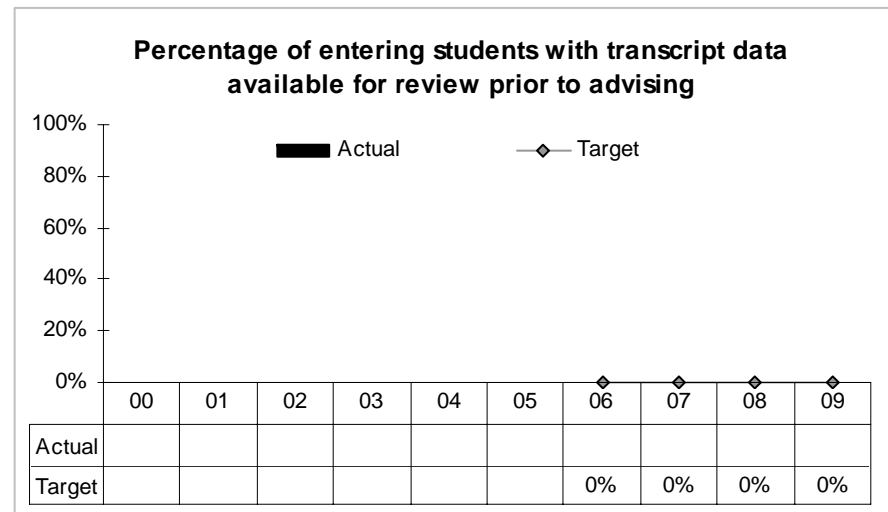
4. **HOW WE COMPARE**

   No comparison data are available for this measure.

Percentage of entering students with transcript data available for review prior to advising

	00	01	02	03	04	05	06	07	08	09
Actual										
Target							0%	0%	0%	0%

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**

   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.   The 2007 Legislature deleted this measure.

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7. **ABOUT THE DATA**
Reporting cycle: Oregon fiscal year.

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DELETED 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.

Associates degrees awarded per HS graduates 3 years earlier

|	00	01	02	03	04	05	06	07	08	09
Actual		20.6	20.5	22.3	25.5	25.0				
Target							25.8	26.1	26.4	26.7

4. **HOW WE COMPARE**
   In 2005, Oregon's rate of associates degrees awarded per 100 high school graduates three years earlier was higher than the national average of 24.1. Florida had the highest rate at 45.9 and Washington state's rate was 36.3.

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**
   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
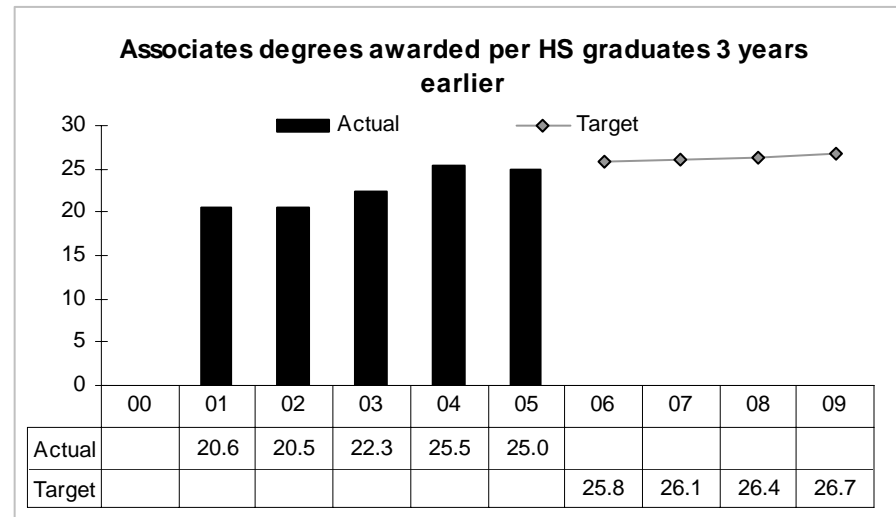
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of associate degree completion among states, not as a measure of actual state performance. Because many high school students may leave the state for postsecondary education, a measure of the number of associates degrees awarded in the state compared to all Oregon high school graduates does not provide information that can be used to pursue the agency's goals. The 2007 Legislature deleted this measure.

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.

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Contact: Krissa Caldwell, Deputy Commissioner	Phone: 503-378-8648
Alternate: Camille Preus, Commissioner	Phone: 503-378-8648

The following questions indicate how performance measures and data are used for management and accountability purposes.	
1 INCLUSIVITY Describe the involvement of the following groups in the development of the agency's performance measures.	• 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: Elected officials are consulted as CCWD develops new performance measures and reports. The Legislature is invested in understanding how community colleges, workforce providers and the Department contribute to workforce and education outcomes. • Stakeholders: Several CCWD measures are related to Workforce Investment Act (WIA) Title IB and Title II performance measures required by the federal government. The Oregon Workforce Investment Board (OWIB) is involved in the review of the WIA Title IB-related measures as well as all system-wide workforce indicators, which are interim measures between program measures of six federal workforce programs and the benchmarks. The State Board of Education is involved in the review of all education-related measures. 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.
2 MANAGING FOR RESULTS How are performance measures used for management of the agency? What changes have been made in the past year?	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 Lean Office training, undertaken in part to responses to the customer satisfaction report which indicated a need for faster response times to customer questions.
3 STAFF TRAINING What training has staff had in the past year on the practical value and use of performance measures?	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.

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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.