



OREGON STATE BOARD OF EDUCATION

DEPARTMENT OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT
255 Capitol St. NE, Salem, OR 97310

April 21, 2003

To: Members, Ways and Means Sub-Committee on Education

From: Cam Preus-Braly, Commissioner

RE: Questions from the 4/17/03 Hearing

Affirmative Action

Senator Gordly asked for a detailed and aggressive Affirmative Action Plan..

Please see:

Attachment A -- The Department of Community Colleges and Workforce Development
Affirmative Action Plan.

Self-Improvement

Representative Morgan asked for the mix of courses in the category referred to as "self-improvement" and further for details on how much funding each college lost from the Special Session reductions in "self-improvement" reimbursements.

To answer the question about the mix of community college courses it is important to review the statutes that define the Legislative intent for the role of community colleges and for reimbursement from the Community College Support Fund. In 341.009 Policy (1) the colleges are instructed to offer broad, comprehensive programs in academic and professional technical subjects. The statute further specifies that these courses serve multiple purposes including degrees, certificates, continuing academic education, training for new skills, and the accommodation of successful transitions to college degree programs. In ORS 341.626 directs the Distribution of state aid;(1) the Commissioner is to distribute aid to each college district according to the rules adopted by the State Board of Education; (2) the State Board of Education is required to adopt rules that shall provide: (a) No state aid for hobby and recreation classes.

It is in Oregon Administrative Rule that specific definitions and policies can be found that detail what categories of college course offerings the state *will reimburse for* as the specific instruction provided by statute directs only what the State Board of Education may NOT reimburse.

OAR 589-002-0100 Distribution of Community College Support Fund clarifies the program categories that qualify for reimbursement in Section (4) which states:

Reimbursement from the Community College Support Fund shall be made for professional technical, lower division collegiate, developmental education and other courses approved by the State Board in accordance with OAR 589-006-0100 through 589-006-0400. State reimbursement is not available for hobby and recreation courses as defined in OAR 589-006-04.

OARs 589-006-0100 through –0350 detail the requirements for degree and certificate program approvals. OAR 589-006-0400 Approval of Other Education Courses Section (1) delegates authority to the Department to approve *Other Education Courses*. Such approval authorizes the community college to receive state funding to support those courses.

It is important to note that the term “self improvement” is not used in statute and appears in the OARs only in the definition section of 589-006.

(35) "Other Education Courses" are defined as general self-improvement courses intended primarily for adults and independent of professional technical or lower division curricula. These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in professional technical degree and certificate programs. Other Education Courses include areas of instruction not otherwise included in the professional technical education and lower-division collegiate categories. Other Education course areas include but are not limited to adult basic education (ABE), general education development (GED), adult high school completion (AHS), English as a second language (ESL), and self-improvement courses not fitting into previously listed categories.

The term “self-improvement” as a sub-category of the reimbursement category of “Other Education Courses” began to be used, as nearly as we can identify in department records, in the Community College Profile documents in 1987-88. The profile actually identifies several sub-categories of “Other Education Courses” including Adult Education, GED, Post Secondary Remedial, Adult High School and Self-Improvement. The ‘self-improvement’ category includes a broad range of non-credit preparatory coursework that might be more clearly identified in a sub-category of “adult continuing education courses.” These are courses in the areas of Non-Credit Workforce, Non-credit Health and Safety and Non-Credit Arts and Sciences (See Attachment B, Other Education—Reimbursable Categories). As stated in the OAR definitions: “These courses are not intended for programs that may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in professional technical degree and certificate programs. Other Education Courses include areas of instruction not otherwise included in the professional technical education and lower-division collegiate categories.”

The special session cuts to the colleges specified “self-improvement” courses other than “workforce, health and safety” so when you examine Attachment B the cuts were not applied to courses that fell into sub-categories 1 and 2 of the “Other Education” reimbursable category as defined in statute and rule. The specific cuts to individual colleges are detailed for your reference in Attachment C.

As the department and the colleges prepared for the calculations for the special session cuts, the Commissioner charged state and local staff to do a thorough audit of all courses that had been approved and/or reported in the “Other Education” category. This audit did reveal that over the years there were a small number of courses in that category that more appropriately belonged in the non-reimbursable category of “Hobby and Recreation” and those courses were immediately re-categorized. The audit team also determined that there were groups of courses that had been approved in the “Other Education” category that should more appropriately be categorized with “Hobby and Recreation” and should not be reimbursable. The audits and a thorough review of the criteria for each sub-category in the “Other Education” resulted, by the end of 2002, in a very clear and “clean” accounting of the courses in the self-improvement category.

Reductions specified by Special Session 5 were exclusive to those in the sub-categories of “workforce, health and safety” as these courses were to be held harmless. In order to reach the reduction level specified by Special Session 5, the department made the decision to reduce some of those deemed ‘reimbursable’ sub-category of “Non-credit Arts and Sciences” to meet the dollar amount of the special session cuts (\$9.3 million). The “Non-Credit Arts and Sciences” courses are extremely important and valuable to students and to Oregon. They are the courses that offer a broad range of knowledge and skill development, both academic and of civic interest, in a non-credit format for those who are preparing to enter credit programs and those who are continuing their education to maintain the skills and knowledge necessary to function in this rapidly changing world.

The term self-improvement has, over time, been sometimes confused with, or applied to, the courses categorized by Oregon Statute and Oregon Administrative Rules as ***Hobby and Recreation*** that are and always have been non-reimbursable. These courses appear in college schedules, in “class offerings” brochures or newspapers and it is not always apparent that these course offerings do not receive state support.

The special session cuts to the “Other Education” self-improvement category and possible further cuts to this category represent a significant impact on the comprehensive mission of community colleges, and the ability of colleges to meet the needs of students and their communities, as well as to the colleges’ ability to fulfill the expectations defined in both the Oregon Statutes and in the Oregon Administrative Rules.

The State Board of Education and the department would advocate to the committee, that if reductions to the community college support fund are necessary that we, as directed by statute and rule, make the cuts to the over-all community college support fund rather than to a specific category.

Small School Adjustments

Representative Morgan asked for additional information on the college size adjustment within the base factor.

The following table illustrates the adjustment made based on each college's full-time enrollments:

FTE Range:	College Size Factor:
0-750	1.3513
751-1250	1.2784
1251-1750	1.2062
1751-2250	1.1347
2251-2750	1.0641
2751-3250	1.0108
3251-3750	1.0081
3751-4250	1.0054
4251-4999	1.0027
5000 and over	1.0000

Each college will receive \$610 per FTE for the first 1,100 FTE in 2003-04; colleges having fewer than 1,100 FTE receive \$610 for all of their FTE. The following examples are taken directly from the funding formula workbooks:

College	FTE	Base (at \$610 for the first 1,100 FTE)	Size Factor	Adjusted Base
Oregon Coast	497.16	\$303,268	1.3513	\$409,806
Umpqua	3,468.38	\$671,000	1.0081	\$676,435
Portland	23,913.80	\$671,000	1.0000	\$671,000

Property Taxes

Representative March asked to see charts that would show funding levels for all combinations of inclusion or exclusion of property taxes in the funding formula, including one that shows 100% of local property taxes in the funding formula.

Attachment D - Funding levels with no property taxes included in the formula.

Attachment E - Funding levels with 50% of property taxes included in the formula.

Attachment F - Funding levels with 100% of property taxes included in the formula.

Attachment G - The effects of property taxes on funding levels for each college.

Tuition Increases

Senator Messerle asked for the history of tuition increases.

Attachment H - Provides tuition history for each college from 1996 through 2002.

Carl Perkins Performance

Senator Gordly asked whether the Carl Perkins performance data which refers to Placement and Retention (3P1 and 3P2) could be “unpacked” to look at just those continuing in education and those employed.

Staff from the Office of Professional Technical Education working with CCWD’s OCCURS staff were able to “unpack” the requested information to the extent that they could report on those Perkins Postsecondary Completers who earned a degree or certificate, were still in Oregon 1 year later and were engaged in an OUS school and/or were employed in an organization that reports data to the Oregon Employment Department. It is not possible to totally disaggregate the data without duplication because students work while going to school so those reported in further postsecondary education may also be reported in the other two data sets.

Please see Attachment I. Note that these data do not reflect information about students who no longer reside in Oregon, those who attend a private university or proprietary school, nor those who are employed by the Federal Government, who own their own businesses, or are in the military.

The Department of Community Colleges
and Workforce Development

Affirmative Action:
Commitments and Targets



Purpose:

The Oregon Department of Community Colleges and Workforce Development (CCWD) is committed to affirmative action and will implement the CCWD Affirmative Action: Commitments and Targets (AACT) Plan to: (1) increase racial, ethnic, disabled and gender diversity of Department staff; (2) increase awareness and competence of CCWD staff on issues of diversity; (3) develop and implement specific recruitment, selection and retention strategies designed to attract, hire and retain a diverse staff.

Overview:

CCWD has, for the most part, been unsuccessful in efforts to achieve a diverse staff. The strategies used to recruit diverse candidates for positions have primarily been passive. The approach has been to distribute announcements to the DAS Diversity Coordinator and advertise in community newspapers and targeted publications serving diverse populations. Some efforts have been made, to further distribute information through contacts with people familiar with diverse populations in our area, with very limited success.

Additionally, the classified contract has complicated diversity recruitment efforts through the direct effects of the provision for internal promotion of existing staff *before* positions are opened for external recruitment. A small staff, consisting primarily of classified staff members who have been very successful in their efforts to achieve internal promotions or lateral position moves, creates an environment where *open recruitment* opportunities emerge rarely and then only on the margins of the staff—entry level positions and management or temporary positions. Also, Oregon State policies and pay levels have limited the ability and flexibility of the department to negotiate starting salaries or benefits at the levels expected by the diverse individuals we have successfully recruited and identified to have the knowledge and skills to fill specific openings.

CCWD has some retirements in the 2003-2004 and may be able to open other positions for federally funded projects or positions, these staff changes create the opportunity for CCWD to implement the AACT Plan—and create a real chance to achieve our goal of a more diverse staff!

Communicate Commitment

CCWD will actively proclaim its commitment to affirmative action by promoting and implementing the AACT Plan— efforts will include:

- annual review, revision and adoption of the AACT Plan by the Labor Management Committee and the Management Team
- annual review of the plan at an All-Staff Meeting.
- posting the AACT Plan on the CCWD website.
- public announcement of the AACT Plan and its availability on the web, to partners and state agency personnel, through the electronically distributed *Friday Facts* newsletter.
- annual presentation or review of the AACT Plan by the State Board of Education.

Active Recruitment

CCWD's personnel director will pursue overt and aggressive recruitment strategies to include:

- the development of a “diversity network” of contacts and relationships with individuals, organizations and commissions dedicated to the advancement of diverse and minority populations
- direct and regular interaction with individuals and groups in the “diversity network”
- active creation of opportunities to engage diverse staff
 - target diverse candidates for temporary and/or limited duration positions
 - identify opportunities for Internships and target diverse candidates at Oregon institutions of higher education, workforce agencies or area high schools
 - pursue opportunities for CCWD management staff to mentor diverse students and adults
- create a recruitment planning template including an affirmative action checklist, for use by the supervisor and selection committee responsible for filling a position
- provide support for supervisors and selection committees through the recruitment and selection processes
- distribute announcements to the DAS Diversity Coordinator, college placement centers and One-Stop Workforce Career Centers
- advertise in newspapers statewide and targeted publications serving diverse populations

Selection Process

CCWD's personnel director will assure that supervisors and selection committees will:

- receive affirmative action training (or materials) appropriate for preparing selection process materials, screening applications and interviewing applicants
- work to assure there is no unintended bias imbedded in required qualifications or in application or interview questions

Retention Strategies

CCWD's personnel director, in collaboration with the supervisor of the new employee, will:

- assure employees receive and engage in a thorough orientation to CCWD and to state government
- assign a peer mentor
- check-in regularly and provide needed coaching and/or staff development opportunities

Accountability

- CCWD's personnel director will report monthly to the CCWD Management Team to:
 - identify specific actions to implement and utilize the AACT Plan
 - update the Management Team on status of affirmative action efforts and progress toward the achievement of the goal of a diverse staff.
- CCWD's personnel director will prepare, for the Commissioner, a biennial affirmative action report including:
 - CCWD personnel diversity statistics
 - efforts to implement the elements of the AACT Plan
 - suggested updates to the CCWD AACT Plan for the upcoming biennium
- The Commissioner will include the biennial affirmative action report information to the legislature as part of the regular Ways and Means presentation.

Other Education—Reimbursable Categories

Non-credit Workforce courses represent the knowledge, skills and personal abilities people need to succeed in the workplace.

Category	Code	Title	Description/Includes
1 Non-credit Workforce	LIT	Literacy Skills	Reading, writing, math, learning, study skills, social science, science, etc., HS completion, ESL-GED preparation, Dev. Ed citizenship,
	LA	Languages	Foreign and sign languages.
	LS	Life Skills	Parenting, behavior management, interpersonal relationships, life transitions and college success, Financial management and budgeting.
	T	Technology	Use of computers, various software programs, keyboarding, GPS Operation, pilot ground school, PC-troubleshoot, repair & upgrade, basic programming
	WF	General Workforce Development	Bookkeeping, small business start up & management, grant writing, supervision, marketing, leadership skill building, volunteer management, employee training, writing for profit, career exploration, tutor training, job search skills, non-credit portion of professional technical programs, customer relations, public speaking/broadcast, organizational or group development

Non-credit Health and Safety courses focus on the knowledge and skills that promote health and safety practices over a lifetime.

2 Non-credit Health & Safety	HS	Health and safety	Driver training (motorcycle safety, 55 Alive), Marine Board license preparation, Fitness, First aid/CPR, survival swimming skills, Health topics (osteoporosis prevention, diabetes education), Safety topics (disaster preparedness or response, safe operation of power tools, safe pesticide use), anger management, self-defense, nutrition
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Non-credit Arts and Sciences courses represent a core of knowledge that supports an educated citizenry and may be preparatory for general education requirements for college degrees and certificates. Courses additionally offer exploratory opportunities for people seeking career and life changes.

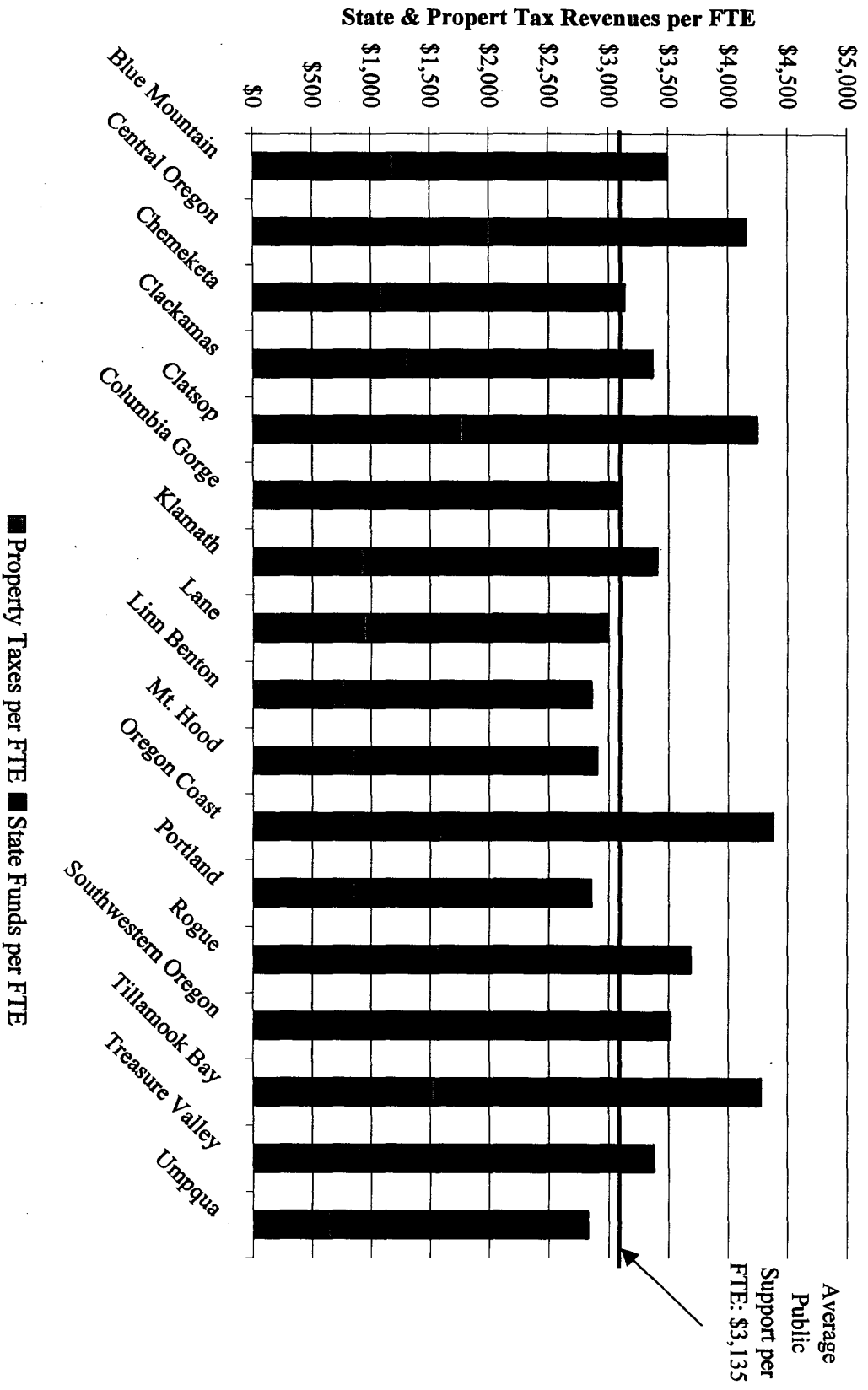
3 Noncredit Arts and Sciences	LW	Literature & Writing	Literature appreciation, Creative Writing
	PA	Performing Arts	Acting fundamentals, stagecraft, drama appreciation, instrumental skills, music appreciation, music technology. Courses in this area do not to include practice or performance.
	SCI	Science	Botany, Geology, Meteorology, Physics, Biology, Chemistry, Astronomy, Ecology
	SS	Social Science	Archeology, Geography, Government, History, Philosophy, Political Science, Psychology
	VA	Visual Arts	Art appreciation and fine art techniques Courses in this area do not to include crafts.

2002-2003 "Self-Improvement" Reductions

College	2002-03 Self-Improvement Reduction
Blue Mountain	\$ 23,408
Central Oregon	\$ 100,476
Chemeketa	\$ 348,074
Clackamas	\$ 152,491
Clatsop	\$ 87,493
Columbia Gorge	\$ 8,153
Klamath	\$ 16,147
Lane	\$ 452,473
Linn Benton	\$ 352,106
Mt. Hood	\$ 332,646
Oregon Coast	\$ 10,025
Portland	\$ 535,819
Rogue	\$ 118,979
Southwestern Oregon	\$ 204,657
Tillamook Bay	\$ 35,031
Treasure Valley	\$ 85,094
Umpqua	\$ 114,346
Totals	\$ 2,978,049

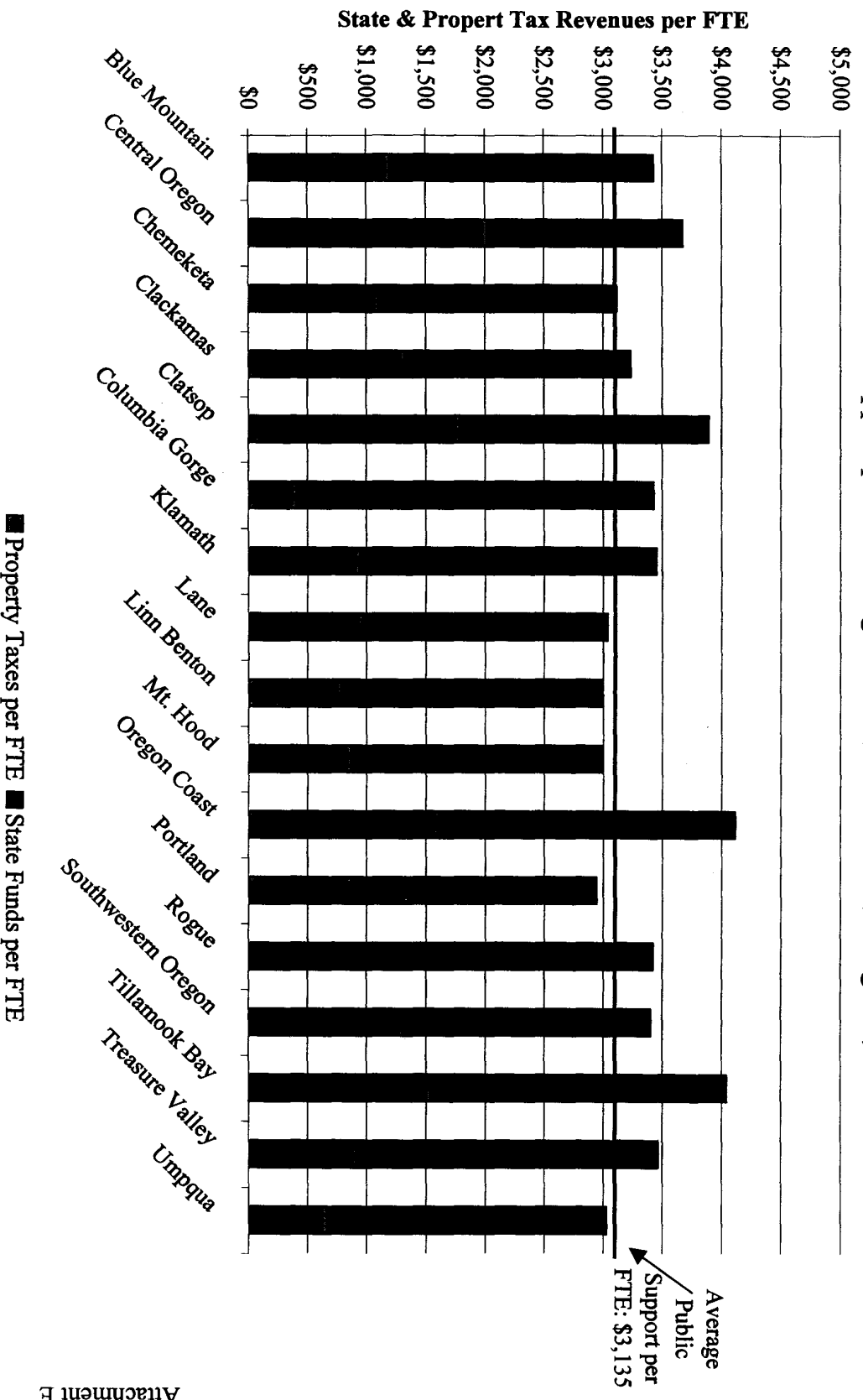
No Property Taxes in Formula

Public Support per FTE: High \$4,372; Low \$2,820; Range \$1,552



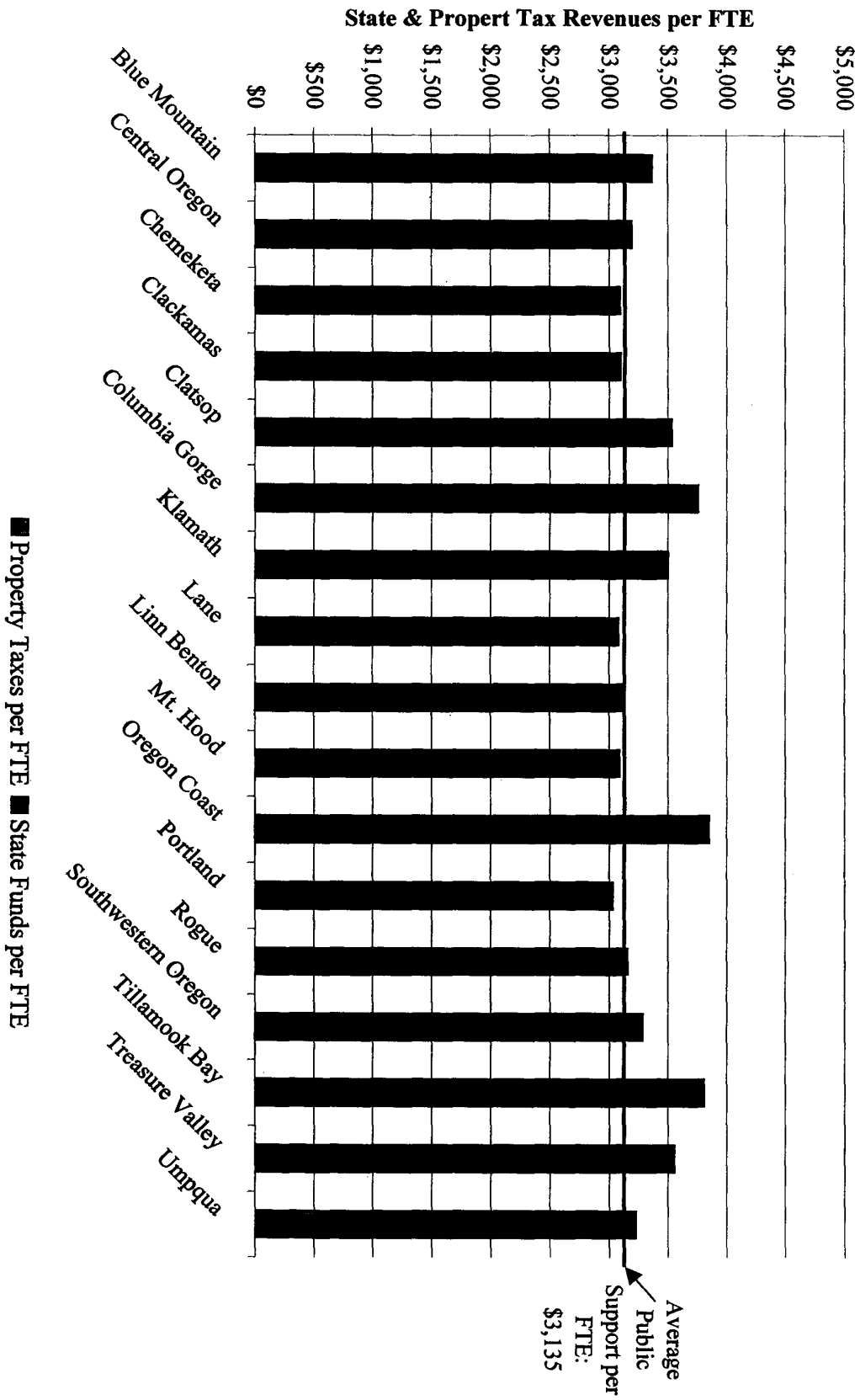
50% of Property Taxes in Formula

Public Support per FTE: High \$4,110; Low \$2,938; Range \$1,173



All Property Taxes in Formula

Public Support per FTE: High \$3,848; Low \$3,027; Range \$822



	Projected 2003-05 State Funding*	Effect of Property Taxes on State Funding	Change %	Projected 2003-05 Property Taxes Imposed	Change %
Community College					
Blue Mountain	\$10,402,477	(\$277,832)	-2.7%	\$5,598,950	-1.7%
Central Oregon	\$13,109,665	(\$3,797,028)	-29.0%	\$16,024,183	-13.0%
Chemeketa	\$46,075,028	(\$473,855)	-1.0%	\$25,294,859	-0.7%
Clackamas	\$29,026,204	(\$2,033,782)	-7.0%	\$20,108,159	-4.1%
Clatsop	\$6,614,544	(\$1,124,194)	-17.0%	\$5,624,978	-9.2%
Columbia Gorge	\$5,277,961	\$579,385	11.0%	\$709,502	9.7%
Klamath	\$6,999,755	\$135,119	1.9%	\$2,643,880	1.4%
Lane	\$52,418,609	\$1,173,690	2.2%	\$24,526,180	1.5%
Linn-Benton	\$29,046,058	\$1,816,253	6.3%	\$10,343,268	4.6%
Mt. Hood	\$40,251,925	\$1,773,088	4.4%	\$16,475,591	3.1%
Oregon Coast	\$2,486,292	(\$260,299)	-10.5%	\$1,600,621	-6.4%
Portland	\$98,850,883	\$4,267,181	4.3%	\$41,644,912	3.0%
Rogue	\$18,242,284	(\$2,603,938)	-14.3%	\$15,755,869	-7.7%
Southwestern Oregon	\$12,204,669	(\$663,832)	-5.4%	\$7,581,170	-3.4%
Tillamook Bay	\$2,371,298	(\$221,586)	-9.3%	\$1,459,822	-5.8%
Treasure Valley	\$8,790,483	\$310,325	3.5%	\$3,148,273	2.6%
Umpqua	\$16,375,806	\$1,401,305	8.6%	\$4,586,385	6.7%

	2001-03 State Funding	Effect of Property Taxes on State Funding	Change %	2001-03 Projected Property Taxes Imposed	Change %
	\$12,344,336	\$61,349	0.5%	\$5,127,126	0.4%
	\$14,576,300	(\$3,414,744)	-23.4%	\$14,673,824	-10.5%
	\$52,679,067	\$108,899	0.2%	\$23,163,260	0.1%
	\$30,605,858	(\$1,976,061)	-6.5%	\$18,413,644	-3.9%
	\$6,633,831	(\$1,085,399)	-16.4%	\$5,150,961	-8.4%
	\$4,539,654	\$485,577	10.7%	\$649,712	10.3%
	\$4,604,282	(\$299,601)	-6.5%	\$2,421,080	-4.1%
	\$58,247,870	\$1,283,572	2.2%	\$22,459,358	1.6%
	\$31,763,448	\$1,816,138	5.7%	\$9,471,640	4.6%
	\$42,561,872	\$1,611,954	3.8%	\$15,087,192	2.9%
	\$2,491,428	(\$215,522)	-8.7%	\$1,465,736	-5.2%
	\$100,341,918	\$2,842,517	2.8%	\$38,135,493	2.1%
	\$19,449,686	(\$2,487,654)	-12.8%	\$14,428,121	-6.8%
	\$13,992,342	(\$528,374)	-3.8%	\$6,942,304	-2.5%
	\$2,078,003	(\$229,324)	-11.0%	\$1,336,803	-6.3%
	\$10,718,137	\$674,850	6.3%	\$2,882,968	5.2%
	\$17,607,142	\$1,351,821	7.7%	\$4,199,890	6.6%

Attachment C

Community College In-Dis' † Tuition per Credit Hour

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03 Fall Term	Increase Since 1996-97	Increase Since 1996-97
Community College									
Blue Mountain	\$32.00	\$35.00	\$36.00	\$34.50	\$40.00	\$42.00	\$ 50.00	\$ 18.00	56.3%
Central Oregon	\$35.00	\$37.00	\$37.00	\$38.00	\$43.00	\$43.00	\$ 48.00	\$ 13.00	37.1%
Chemeketa	\$34.00	\$35.00	\$36.00	\$35.00	\$38.00	\$39.00	\$ 43.00	\$ 9.00	26.5%
Clackamas	\$33.00	\$34.00	\$35.00	\$36.00	\$37.00	\$40.00	\$ 41.00	\$ 8.00	24.2%
Clatsop	\$35.00	\$35.00	\$37.00	\$38.00	\$39.00	\$40.00	\$ 46.00	\$ 11.00	31.4%
Columbia Gorge	\$35.00	\$37.00	\$37.00	\$38.00	\$40.00	\$42.00	\$ 47.00	\$ 12.00	34.3%
Klamath	\$35.00	\$35.00	\$36.00	\$37.00	\$39.00	\$41.00	\$ 50.00	\$ 15.00	42.9%
Lane	\$34.00	\$34.00	\$36.00	\$36.00	\$36.00	\$38.00	\$ 49.00	\$ 15.00	44.1%
Linn-Benton	\$33.40	\$34.35	\$34.30	\$34.30	\$35.27	\$36.24	\$ 40.24	\$ 6.84	20.5%
Mt. Hood	\$34.00	\$35.00	\$36.00	\$36.00	\$37.00	\$39.00	\$ 45.00	\$ 11.00	32.4%
Oregon Coast	\$35.00	\$35.00	\$36.00	\$36.00	\$38.00	\$39.00	\$ 43.00	\$ 8.00	22.9%
Portland	\$35.00	\$36.00	\$37.00	\$38.00	\$39.00	\$40.00	\$ 45.00	\$ 10.00	28.6%
Rogue	\$35.00	\$36.00	\$38.00	\$45.00	\$45.00	\$47.00	\$ 49.00	\$ 14.00	40.0%
Southwestern Oregon	\$34.00	\$37.00	\$38.00	\$39.00	\$40.00	\$38.00	\$ 50.00	\$ 16.00	47.1%
Tillamook Bay	\$32.00	\$32.00	\$34.00	\$34.00	\$36.00	\$38.00	\$ 43.00	\$ 11.00	34.4%
Treasure Valley	\$35.00	\$36.00	\$37.00	\$38.00	\$40.00	\$44.00	\$ 50.00	\$ 15.00	42.9%
Umpqua	\$34.00	\$35.00	\$37.00	\$38.00	\$39.00	\$39.00	\$ 42.00	\$ 8.00	23.5%
Totals	\$34.14	\$35.20	\$36.31	\$37.11	\$38.90	\$40.31	\$ 45.96	\$ 11.82	34.6%

Dept. of Community Colleges and Workforce Development

**Perkins Postsecondary Completions
Reported in further Postsecondary Education and/or jobs
1 year after exiting school
2001-2002**

<i>College</i>	<i>Total Perkins Concentrator Completers with Valid ID</i>	<i>Total reported in further postsecondary education</i>	<i>Total reported in Oregon employment</i>	<i>Total reported in further education OR employment</i>
Blue Mountain	93	39	71	80
Central Oregon	138	52	120	132
Columbia Gorge	15	7	10	12
Chemeketa	444	156	392	407
Clackamas	154	39	133	139
Clatsop	48	11	35	35
Klamath	3	1	0	1
Lane	430	117	377	389
Linn-Benton	345	105	293	307
Mt. Hood	397	101	331	336
Oregon Coast	7	1	6	6
Portland	653	196	562	592
Rogue	155	37	132	139
Southwestern Or	179	27	137	148
Tillamook Bay	NA	NA	NA	NA
Treasure Valley	111	34	48	63
Umpqua	164	22	151	152
Total	3336	945	2798	2938
Percent		28.33%	83.87%	88.07%

All the data presented represent administrative record match with the Oregon University System and the Oregon Employment Department. Students who have left the state or are attending private colleges are not included in these data.