

# DRAFT – Working document

## Portland Community College

### Achievement Compact for 2014-15

Outcome Measures	2012-13 Actual		2013-14 Projected		2014-15 Target	
Are students completing their courses of study and earning certificates and degrees?						
Number of students completing:	All	Underrepresented	All	Underrepresented	All	Underrepresented
Adult HS diplomas/GEDs	1989	N/A	1300	N/A	1300	N/A
Certificates/Oregon Transfer Modules	1686	843				
Associate degrees	*4217	1927	3,374	1550		
Transfers to four-year institutions	10577	3791	10,400	3500	10,000	3300
Programs of study (under development)						
Are students making progress at the college?						
Number ( &/or % where indicated) of students:	All	Underrepresented	All	Underrepresented	All	Underrepresented
Enrolled Dev. Ed. Writing who complete (%)	63.5	60.4	65	62	66	63
Enrolled in Dev. Ed. Math who complete (%)	60.7	56.6	60	56		
Who earn 15/30 college credits in the year (#)	22130	12825				
	8801	5349				
Who pass a national licensure exam (#/%)	616/92%	N/A	595/92%	N/A	570/92%	N/A
Are students making connections to and from the college?						
Number of students who:	All	Underrepresented	All	Underrepresented	All	Underrepresented
Are dual enrolled in Oregon high schools	4503	1058	5150	1200	5250	1300
Are dual enrolled in OUS	2709	980	2573	931	2392	885
Who transfer to OUS	7552	2862	7500	2850	7125	2707
Employment (under development)						
Local Priorities (Optional for each district)						
Number and/or percentage of students who:	All	Underrepresented	All	Underrepresented	All	Underrepresented
What is the level of public investment in the district?						
	2011-12 Actual		2012-13 Projected		2013-14 Target	
State funds	\$ 53,031,464		\$ 64,371,236		\$ 69,485,933	
Local Property tax revenue	\$ 28,073,130		\$ 28,700,000		\$ 29,500,000	
Total state and local operating funds	\$ 81,104,594		\$ 93,071,236		\$ 98,985,933	

\*The start of PCC's institutional awarding of degrees in 2012 created a large one-time increase in total awards for the year.

Portland Community College Achievement Compact for 2013-14

For Underrepresented Students 2012-13

Outcome Measures Actual for 2012-13	African- American	Hispanic/ Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial Multi-Ethnic	Economically Disadvantaged
<b>Are students completing their courses of study and earning certificates and degrees?</b>						
Number of students completing:						
Adult HS diplomas/GEDs	N/A	N/A	N/A	N/A	N/A	N/A
Certificates/Oregon Transfer Modules	55	133	24	*	29	723
Associate degrees	142	268	49	13	77	1653
Transfers to four-year institutions	445	663	109	38	296	2794
Programs of study (under development)						
<b>Are students making progress at the college?</b>						
Number ( &/or % where indicated) of students:						
Enrolled Dev. Ed. Writing who complete (%)	80? follow-up w/state	65.4	100? follow-up w/state	N/A	40	60.4
Enrolled in Dev. Ed. Math who complete (%)	50	61.8	62.5	61.5	61	56.3
Who earn 15/30 college credits in the year (#)	1029	2054	262	116	813	11203
	312	773	94	42	316	4808
Who pass a national licensure exam (#/%)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Are students making connections to and from the college?</b>						
Number of students who:						
Are dual enrolled in Oregon high schools	101	617	24	31	283	*
Are dual enrolled in OUS	129	199	28	13	56	689
Who transfer to OUS	293	485	74	28	207	2176
Employment (under development)						
<b>Local Priorities (Optional for each district)</b>						
Number and/or percentage of students who:						

\*Data suppressed

Portland Community College Achievement Compact for 2013-14  
For Underrepresented Students 2013-14

Outcome Measures Projected for 2013-14	African- American	Hispanic/ Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial Multi-Ethnic	Economically Disadvantaged
<b>Are students completing their courses of study and earning certificates and degrees?</b>						
Number of students completing:						
Adult HS diplomas/GEDs	N/A	N/A	N/A	N/A	N/A	N/A
Certificates/Oregon Transfer Modules						
Associate degrees						
Transfers to four-year institutions						
Programs of study (under development)						
<b>Are students making progress at the college?</b>						
Number ( &/or % where indicated) of students:						
Enrolled Dev. Ed. Writing who complete (%)						
Enrolled in Dev. Ed. Math who complete (%)						
Who earn 15/30 college credits in the year (#)						
Who pass a national licensure exam (#/%)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Are students making connections to and from the college?</b>						
Number of students who:						
Are dual enrolled in Oregon high schools						
Are dual enrolled in OUS						
Who transfer to OUS						
Employment (under development)						
<b>Local Priorities (Optional for each district)</b>						
Number and/or percentage of students who:						

\*Data suppressed

Portland Community College Achievement Compact for 2013-14  
For Underrepresented Students 2014-15

Outcome Measures Targets for 2014-15	African- American	Hispanic/ Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial Multi-Ethnic	Economically Disadvantaged
<b>Are students completing their courses of study and earning certificates and degrees?</b>						
<i>Number of students completing:</i>						
Adult HS diplomas/GEDs	N/A	N/A	N/A	N/A	N/A	N/A
Certificates/Oregon Transfer Modules						
Associate degrees						
Transfers to four-year institutions						
Programs of study (under development)						
<b>Are students making progress at the college?</b>						
<i>Number ( &amp;/or % where indicated) of students:</i>						
Enrolled Dev. Ed. Writing who complete (%)						
Enrolled in Dev. Ed. Math who complete (%)						
Who earn 15/30 college credits in the year (#)						
Who pass a national licensure exam (#/%)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Are students making connections to and from the college?</b>						
<i>Number of students who:</i>						
Are dual enrolled in Oregon high schools						
Are dual enrolled in OUS						
Who transfer to OUS						
Employment (under development)						
<b>Local Priorities (Optional for each district)</b>						
<i>Number and/or percentage of students who:</i>						

\*Data suppressed

### Community College Compacts: Definitions

Outcome Measures	Definitions
<b>Completion</b>	
Adult HS diplomas/GEDs	The total number of adult high school diplomas as reported to <i>OCCURS</i> for each community college added to the total number of GEDs awarded at each of the GED testing centers associated with the specific community college as reported to TOPSPro.
Certificates/Oregon Transfer Modules	The total number of certificates and modules reported to the <i>Completions</i> data collection in <i>OCCURS</i> for each community college including: <ol style="list-style-type: none"> <li>1. Oregon Transfer Module</li> <li>2. CTE certificates requiring less than a year of course work to more than 2 years of course work</li> <li>3. Certificates associated with apprenticeships</li> <li>4. Career Pathway Certificates of Completion</li> </ol>
Associate degrees	The total number of associate degrees reported to the <i>Completions</i> data collection in <i>OCCURS</i> for each community college including: <ol style="list-style-type: none"> <li>1. Associate of Arts Oregon Transfer</li> <li>2. Associate of General Studies</li> <li>3. Associate of Science</li> <li>4. Career and Technical Education Associate of Science</li> <li>5. Career and Technical Education Associate of Applied Science</li> <li>6. Associate of Applied Science: Apprentice</li> </ol>
Transfers to four-year institutions	The total number of students who took courses for credit during the <i>2010-11</i> academic year at the associated community college and then took at least 1 course for credit as an undergraduate at any 4-year institution in the <i>2011-12</i> academic year as determined by the National Student Clearing House Database and OUS data match.
Programs of study	(Under development; to include personal and professional development courses.)
<b>Progress</b>	
Percentage of students enrolled Dev. Ed. Writing who complete and number enrolled in Dev. Ed. Math who complete	The total number of developmental writing or math courses each student passed (a grade of C or better) divided by the total number of developmental writing or math courses each student took during the <i>2011-12</i> academic year as reported directly to <i>OCCURS</i> .
Number of students who earn 15/30 college credits in the year	The total number of students who reached the 15 or 30 college-level credit threshold during the academic year was determined by counting all credits earned by a student during the <i>2011-12</i> academic year.
Who pass a national licensure exam	The total number of students passing a licensure exam divided by the total number taking a national licensure exam for each community college, as reported in <i>KPM #11: Licensing Certification Rates</i> for the Department of Community Colleges and Workforce Development.

<b>Connections</b>	
Are dual enrolled in Oregon high schools	The total number of students enrolled in dual credit programs, two-plus-two programs, advanced placement programs and International Baccalaureate programs during the <i>2011-12</i> academic year.
Are dual enrolled in OUS	The total number of students was determined as a count of students reported by the associated community college in OCCURS as being "Dual Enrolled".
Who transfer to OUS	The total number of students who took courses during the <i>2010-11</i> academic year at the associated community college and then took at least 1 course for credit as an undergraduate at an OUS institution in the <i>2011-12</i> academic year. Calculations were completed on match data with the Oregon University System's database.
Employment (under development)	(Not required in 2013-14)
<b>Local Priorities</b>	To be determined by each district. For each such local priority, provide a description that includes a research-based rationale for its use and what is to be accomplished with the use of such outcome measure.
<b>Underrepresented student population</b>	<p>The aggregate number of students in the following groups identified as disadvantaged students on page 1 of the compact and disaggregated for each of these groups* for each of the three years on pages 2-4 of the compact:</p> <ol style="list-style-type: none"> <li>1. African American students;</li> <li>2. Hispanic/Latino students;</li> <li>3. Native American or Alaska native students;</li> <li>4. Pacific Islander students;</li> <li>5. Multi-racial or multi-ethnic students; and,</li> <li>6. Economically disadvantaged students based on receipt of Pell Grant.</li> </ol> <p>Racial and ethnicity sub-populations are determined by the race or ethnicity submitted to the student file in OCCURS for each community college. Pell recipient status is determined by submissions by each community college to OCCURS. A student is considered a Pell Grant recipient for the entire year if he/she received a Pell Grant for at least one academic term during the 2010-11 school year.</p> <p>*In accordance with federal regulations, cell sizes fewer than six are suppressed</p>