

Reclaiming the American Dream: Community Colleges and the Nation's Future

Camille Preus, Commissioner, CCWD

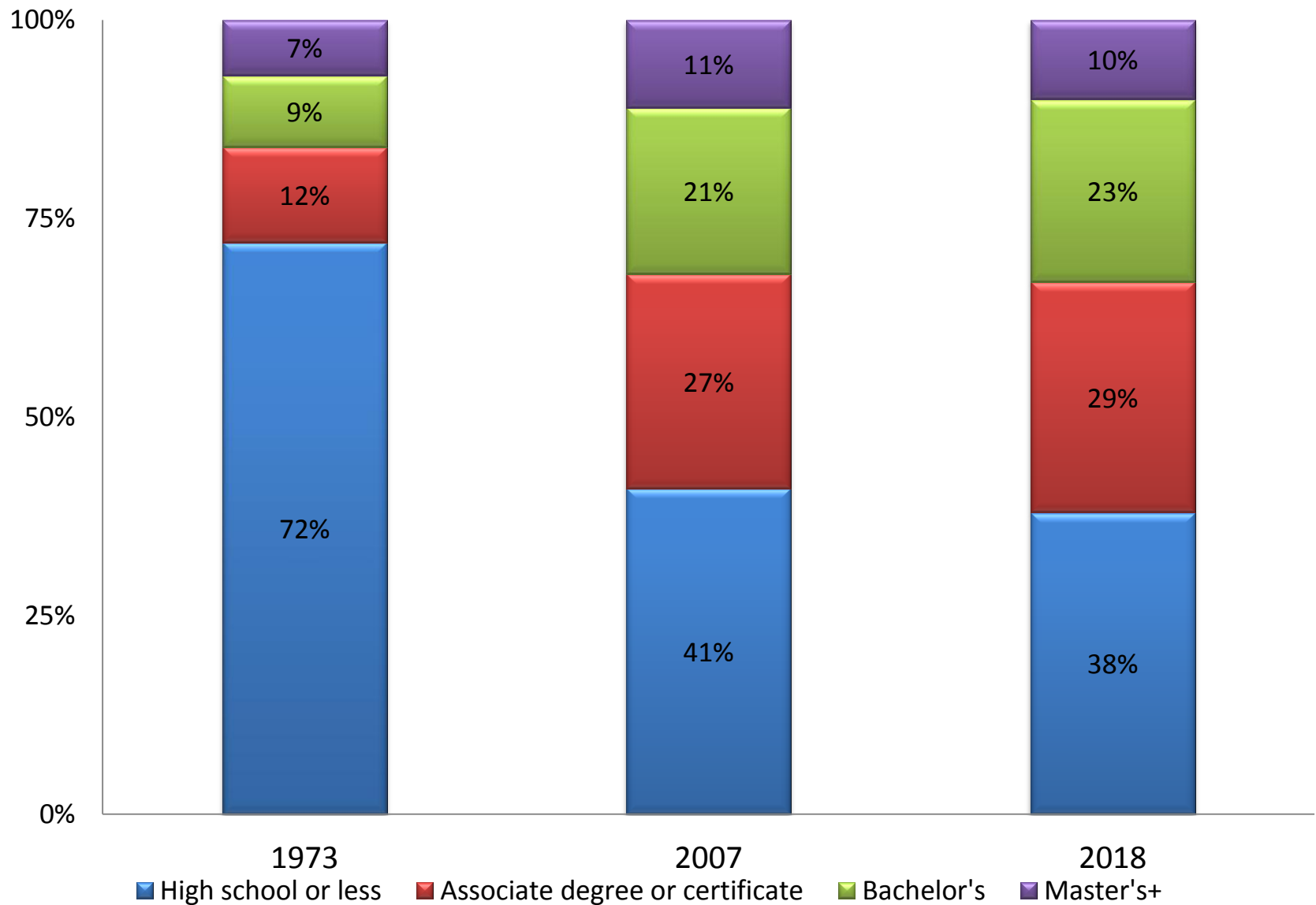
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Background of Report


- Written by the 21st Century Commission on the Future of Community Colleges
 - Commissioned by the American Association of Community Colleges
 - 34 member panel of community college leaders
- Focal point of a 2011 listening tour across the nation
- <http://www.aacc.nche.edu/AboutCC/21stcenturyreport/21stCenturyReport.pdf>

Percentage of Workforce by Educational Attainment: 1973-2018



Note: From Carnevale, Smith, and Strohl (2010)

**The United States
ranks 16th in college
degree completion for
25-35 year olds.**

A decorative blue sunburst graphic at the bottom of the slide, consisting of multiple rays emanating from a central point.

**The United States
will need**

**15-20 million new
employees by 2025.**



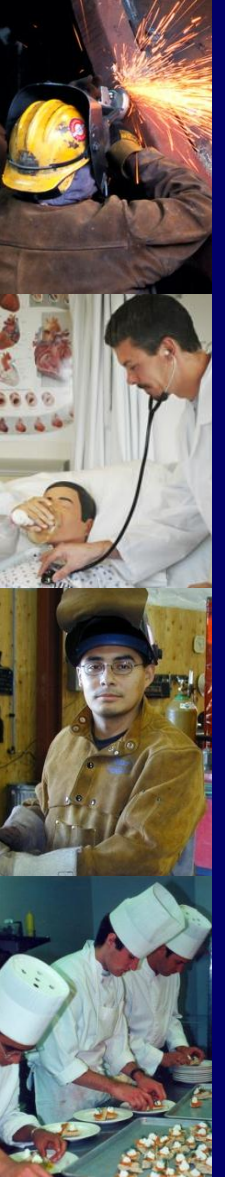
**By 2018, two-thirds of
employed Americans
will need a
postsecondary
credential or degree.**



Shrinking middle class:
Almost **half** of all
Americans have fallen
into poverty or are
low-income.

What does this mean for Community Colleges?

- Reexamine the role, scope and mission of the community college
- Reimagine how we serve our students
- Restructure our colleges systems



Recommends 3 Priority Actions

1. Redesign Students' Educational Experiences

- Increase student completion
- Improve college readiness
- Close the American skills gap by focusing career and technical education on preparing students for existing and future jobs



Recommendations for Priority Action

2. Reinvent Institutional Roles

- Refocus the community college mission & redefine roles to meet 21st century education and employment needs
- Invest in support structures through collaboration and partnerships with philanthropy, government and the private sector

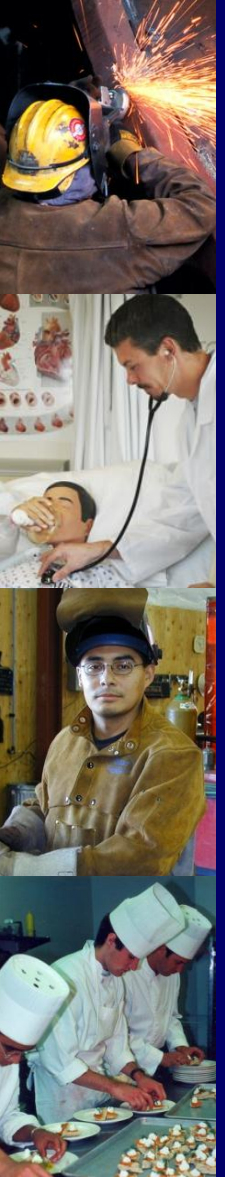


Recommendations for Priority Actions

3. Reset the System

- Target investments strategically to create new incentives for institutions
- Implement policies and practices that promote rigor, transparency, and accountability





Oregon Responds

Oregon's 17 community colleges have seen the need for change. The reports recommendations highlight actions that Oregon has been engaged in for 5 years. Our activities encompass a broad array of student and institutional success strategies that are based on national evidence-based practice.

1. Increase Credential Completion Rates

Strategy	Assessment
Coherent, structured pathways to certificate and degree completion	Oregon is a national leader in Career Pathways with over 5000 awarded
Promote transfer from community colleges to universities	Much work has been completed with next steps to the completion of a Transfer Student Bill of Rights
Identify students with 30 credits and no credential or degree and assist them in earning credential	Oregon is engaged in a collaboration with OUS on projects grant funded projects WIN-WIN and Reverse Transfer

2. Improve College Readiness

Strategy	Assessment
Fundamentally redesign developmental education	Oregon is actively working to redesign developmental delivery
Define readiness for college by connecting to Common Core State Standards	Oregon has a grant to define “college ready” to align high school graduation exit with college entrance standards
Bring K-12 collaborations to scale and build a college-going culture	Oregon had 25,000 dual credit high schools students earning college credit last year and the Governor’s budget recommends increases to the ASPIRE program

3. Close the Skills Gap

Strategy	Assessment
Build stackable, industry recognized credentials	Oregon has a national model in Career Pathways and Nat'l Assoc. of Manufacturers
Accurately identify unfilled labor market needs and ensure training programs are responsive and streamlined	Oregon uses most current available data to develop or revise Career & Technical Programs to remain in sync with business and industry
Mobilize partnerships to ensure programs target skill gaps and use alternate models for skill credentialing	Oregon is building Sector Strategies responses to skill gaps and is piloting Credit for Prior Learning to give credit when it is earned

4. Refocus the community college mission

Strategies	Assessment
Redesign the educational delivery system	Oregon CC's have a statewide network for distance education delivery and considerable work needs to be done to serve diverse student needs and demands
Engage governing boards in intentional conversations on hard choices: whom will we serve? In what ways? For what outcomes?	Oregon CC's have engaged in board development work to increase the knowledge of elected board members about institutional and student success

5. Invest in Multi-College Collaborations

Strategies	Assessment
Create partnerships to develop student data systems, institutional research and professional development	Oregon is redesigning and streamlining our college data collection and reporting system and providing institutional research capacity to support the 8 colleges
Implement programs to strengthen credentialing through rigorous assessment of student knowledge and skill	Oregon is a pilot state for the Degree Qualifications Profile (DQP) a project to align skills and knowledge expectations across associates, bachelors and masters degrees



6. Target Investments to Student Outcomes

Strategies	Assessment
Advocate for renewed public investment	Oregon is focused on achievement of the 40/40/20 goal
Incorporate incentives for student progress and outcomes	Oregon CC's are currently considering a outcome-based funding model
Implement strategies that target incentives for collaboration across the P-20 continuum for student success	Oregon's OEIB has championed collaboration and investments for increasing student success across the P-20 continuum
Develop funding models that balance access and success	Oregon CC's outcome-based funding model targets both access and success
Create interactive and accessible data & accountability systems	Oregon's OEIB is focused on P-20 longitudinal data system

7. Promote Rigor, Transparency and Accountability

Strategies	Assessment
Ensure credentials represent real knowledge and skills	Oregon is a pilot of the DQP to align the skills and knowledge across associates, bachelors & masters
Press for the development of learning outcomes assessments that meet CC specifications tied to DQP	Same as above
Track students beyond their community college experience into higher education and workplace	Oregon has the ability to follow students into higher education and the workplace via data sharing with OUS and Employment
Implement the Voluntary Framework of Accountability	Oregon CC's have focused their accountability metrics on student success indicators



For additional information:

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