

Pathways to Progress

A Strategy for Steering, Cheering and Persevering To Achieve Oregon's Higher Education Goals

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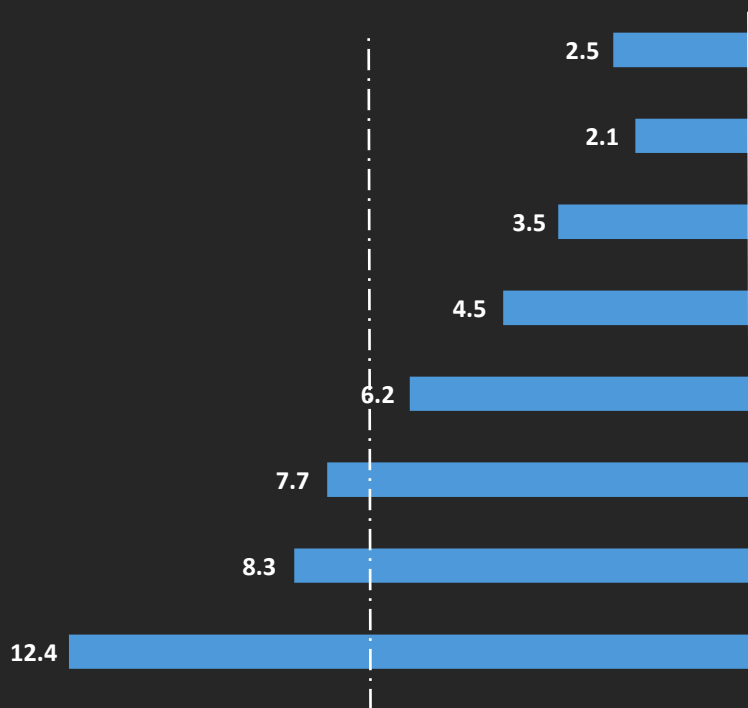
February 24, 2014

Goal

By 2025, 40% of adult Oregonians will hold a bachelor's or advanced degree, 40% will have an associate's degree or a meaningful postsecondary certificate, and all adult Oregonians will hold a high school diploma.

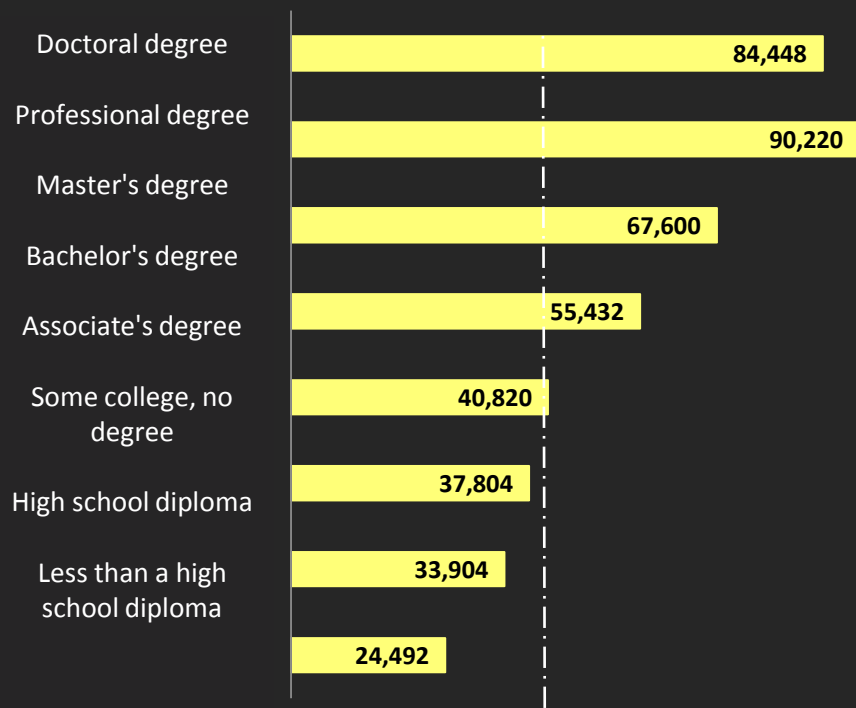
Earnings and unemployment rates by educational attainment

Unemployment rate in 2012 (%)



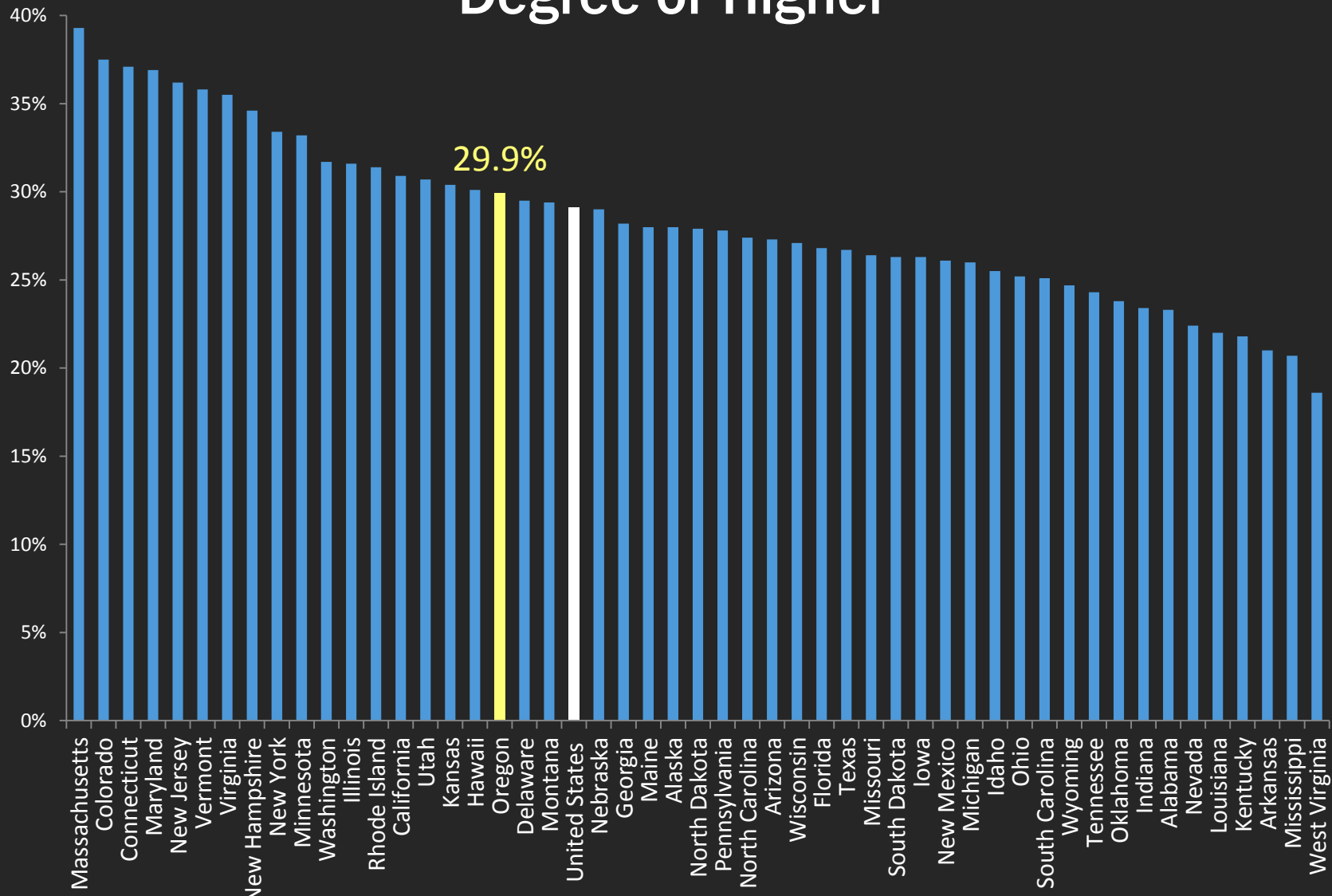
All workers: 6.8%

Median annual earnings in 2012 (\$)

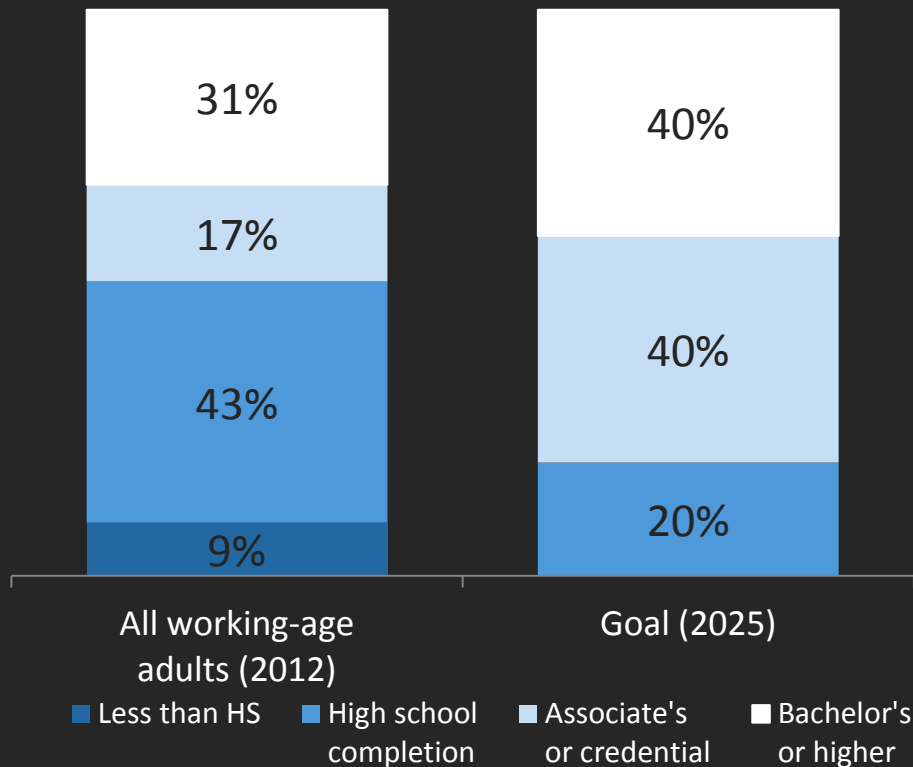


All workers: \$42,380

Percentage of Adults 25 and over with a Bachelor's Degree or Higher



To reach 40-40-20 in 2012 Oregon would have needed:



- *11,000* more high school graduates
- *480,000* more adults with an Associate's or a certificate
- *189,000* more adults with at least a Bachelor's degree

Refining 40-40-20: Adults vs. the pipeline

- Pipeline goal: Apply to the high school class of 2025 and beyond
- Adult population goal:
 - Apply to working-age adults
 - Focus on high-demand and high-value certificates and degrees in the “middle 40” for targeted populations

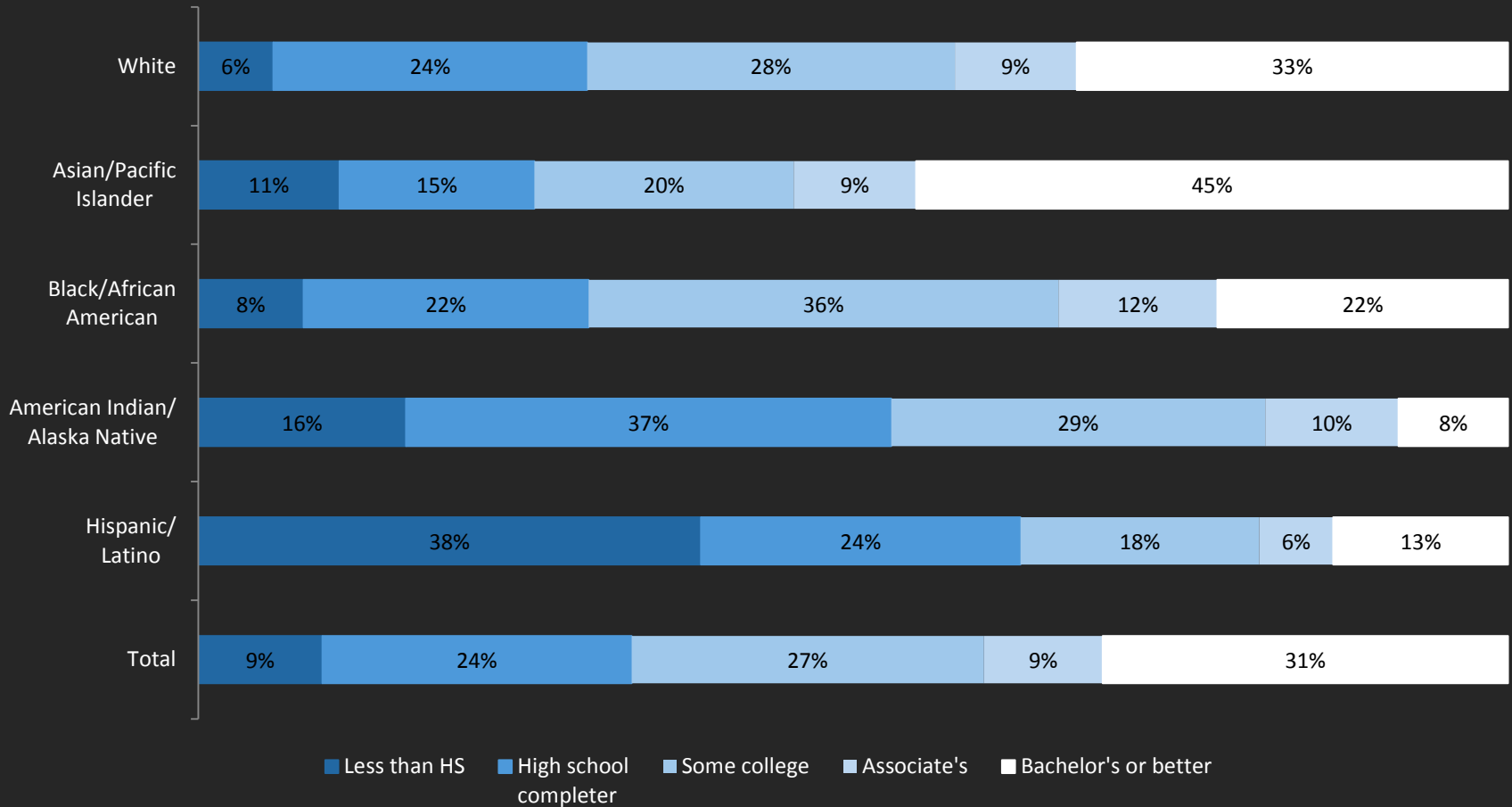
Refining 40-40-20: The “Middle 40”

- A broad conception of credentials “count” towards the goal, strongly informed by employers
- Examples:
 - Two-year Associate’s degrees
 - Career pathways certificates
 - Industry-recognized certificates
 - Registered apprenticeships

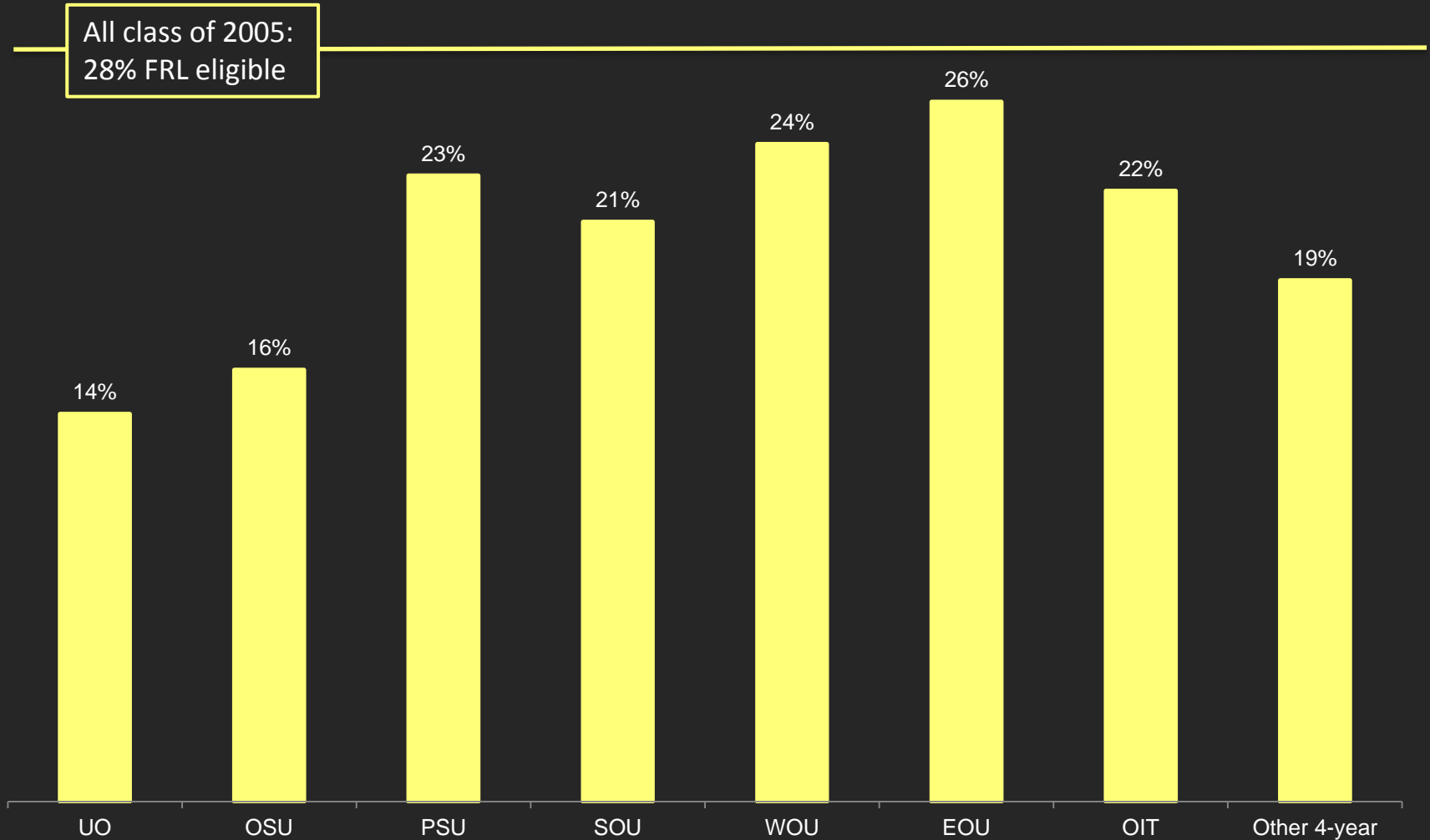
The Challenge

- *Fundamental challenge:* Existing attainment gaps
- *Systemic challenge:* “Leaky” education pipeline
- *Demographic challenge:* Increasing share of students facing significant barriers to success
- *Economic challenge:* Increasing poverty and stagnant middle class incomes
- *Fiscal challenge:* Declining rate of growth in state support and increasing competition for general funds
- Increasing numbers of working-age Oregonians without a high school diploma and college degree

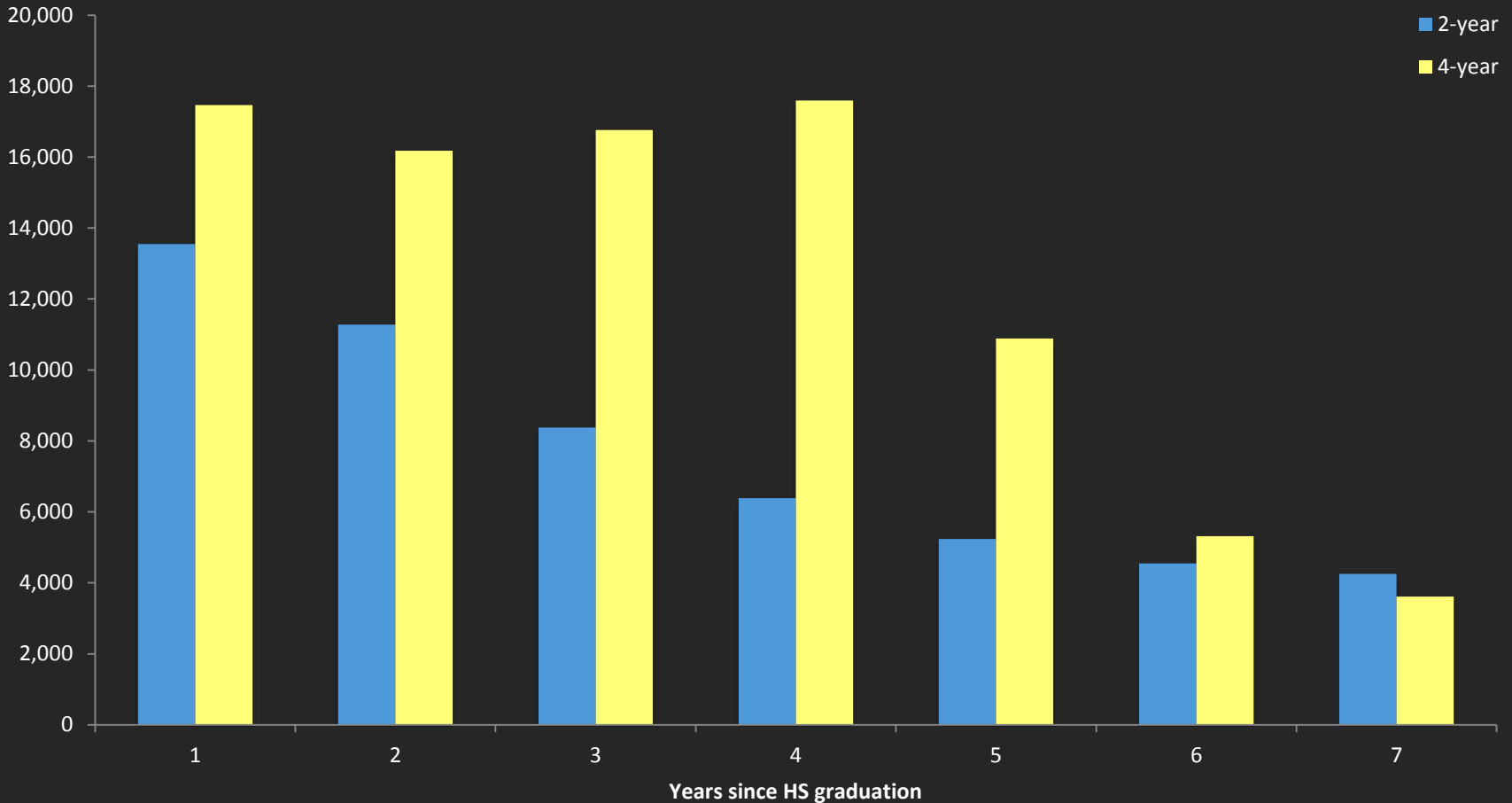
Attainment Varies Across Subpopulations



Class of 2005: Share Enrollees Who Had Qualified for Free or Reduced Price Lunch

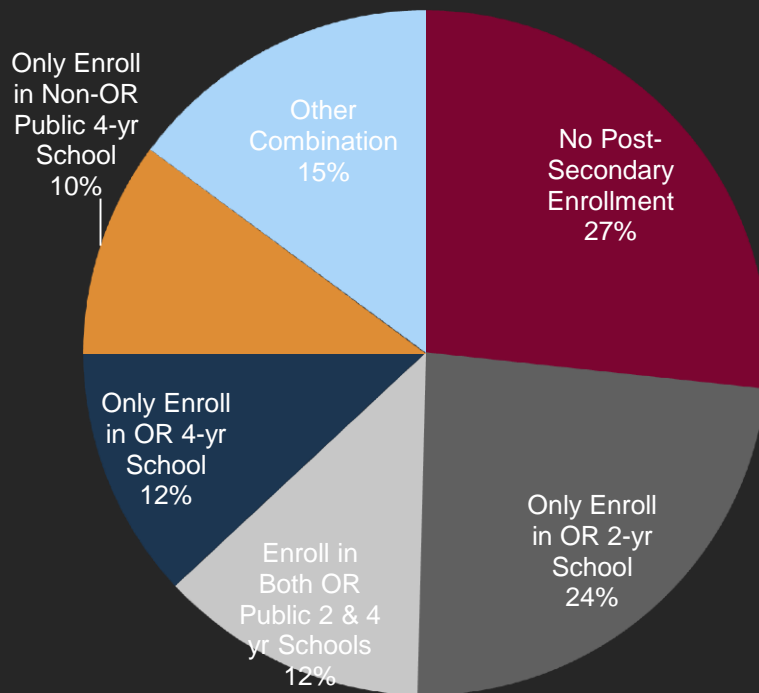


Class of 2005: Post-Secondary Enrollment Since HS Graduation

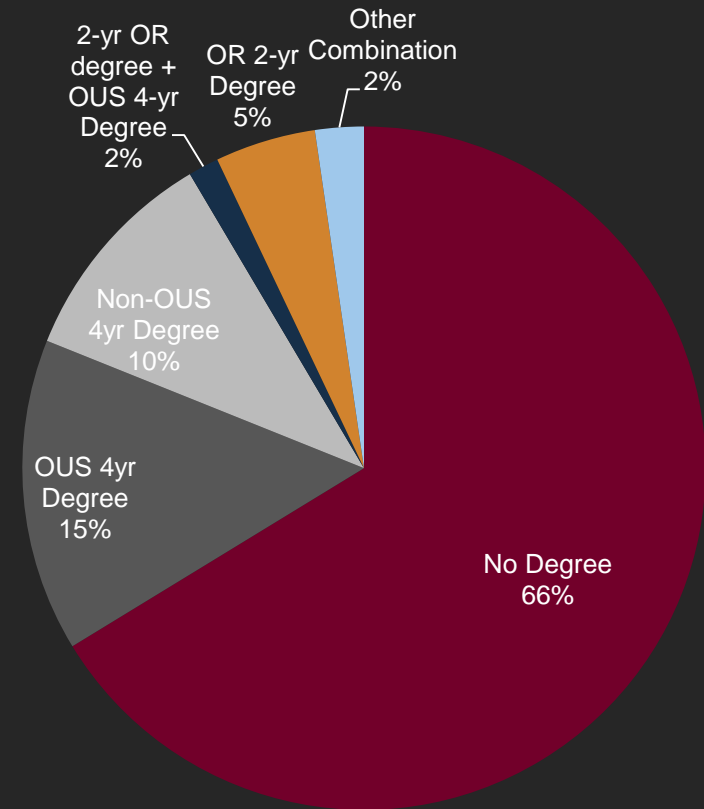


Class of 2005: Post-Secondary Enrollment and Outcomes

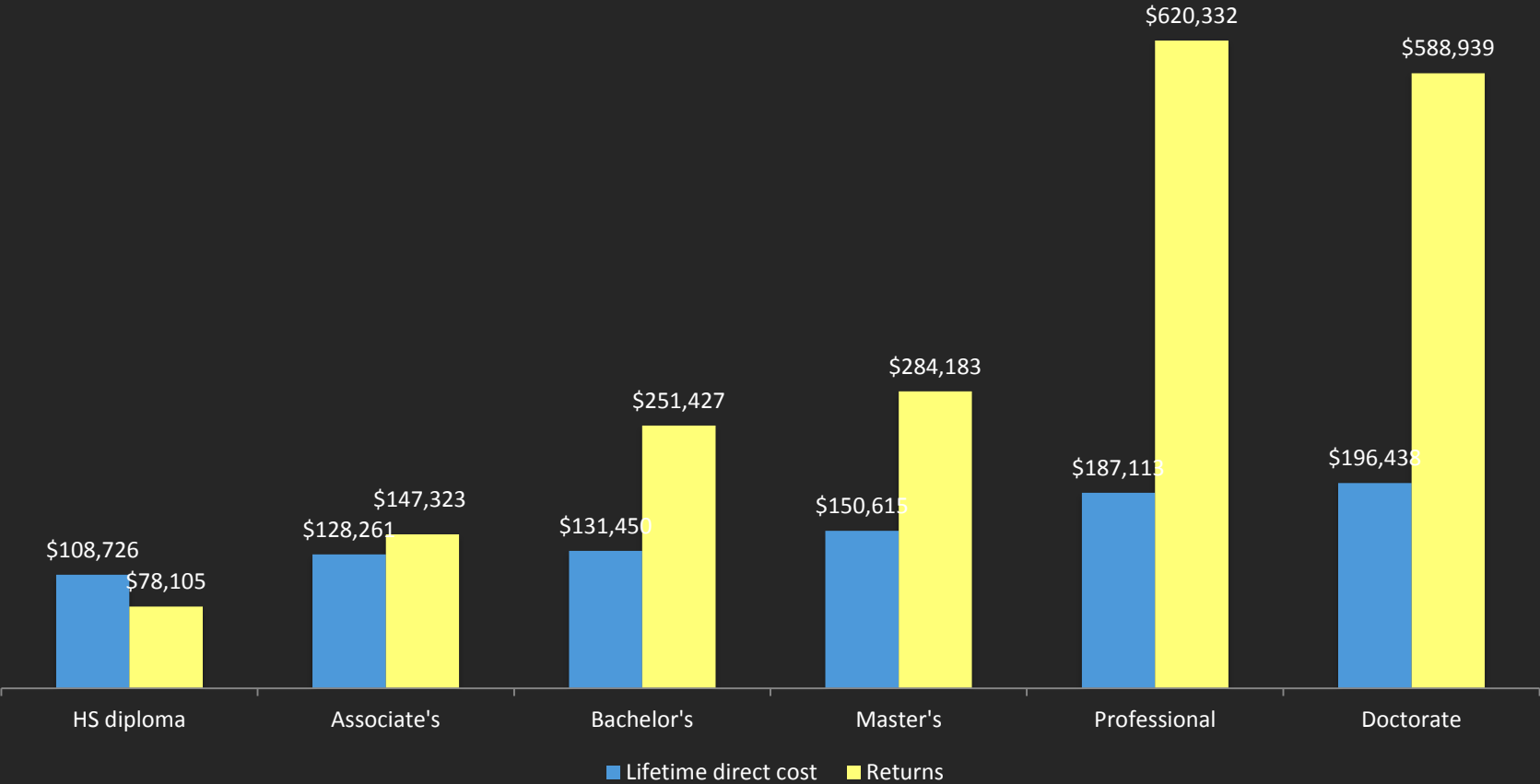
Enrollment choices



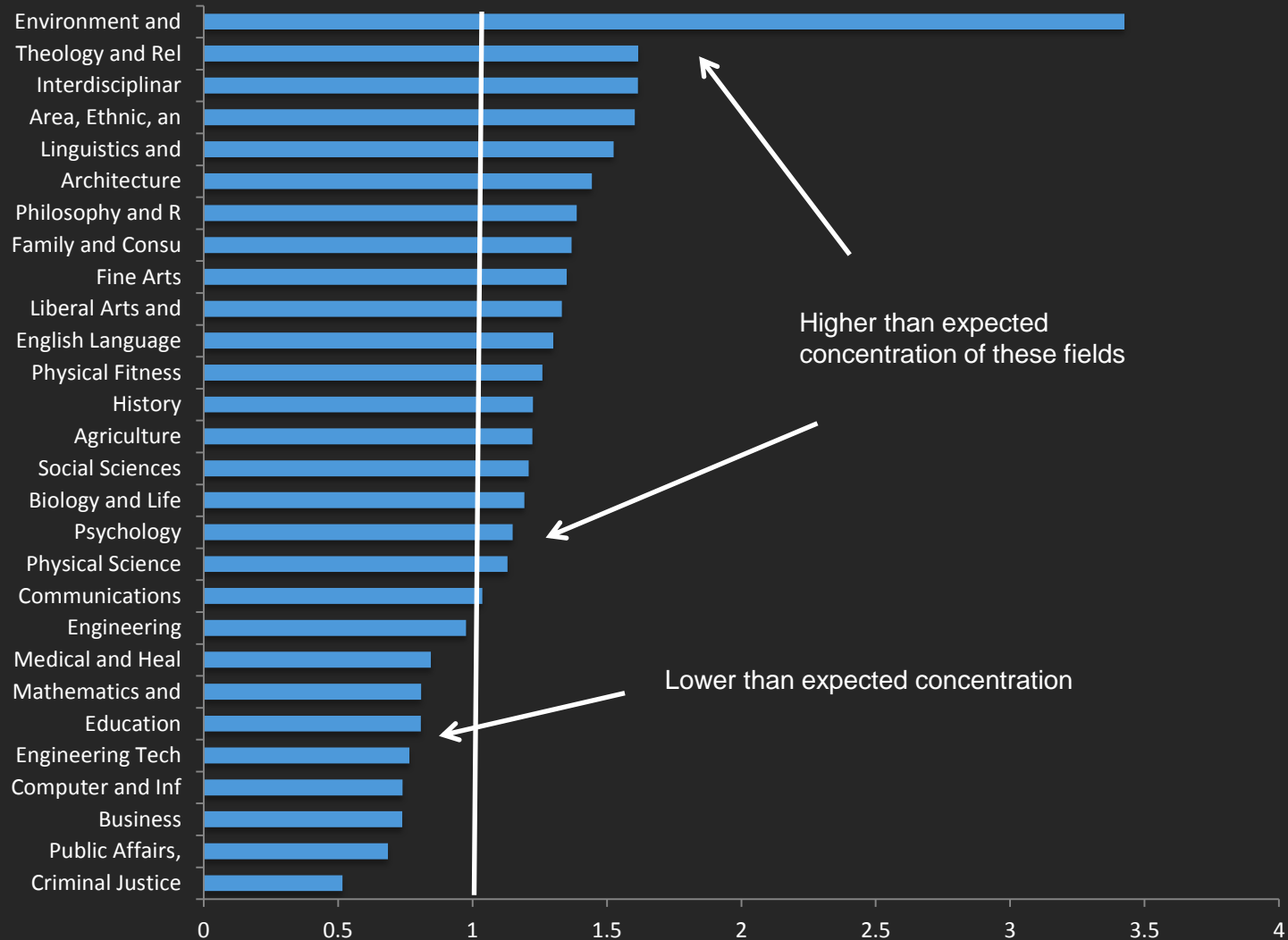
Outcomes



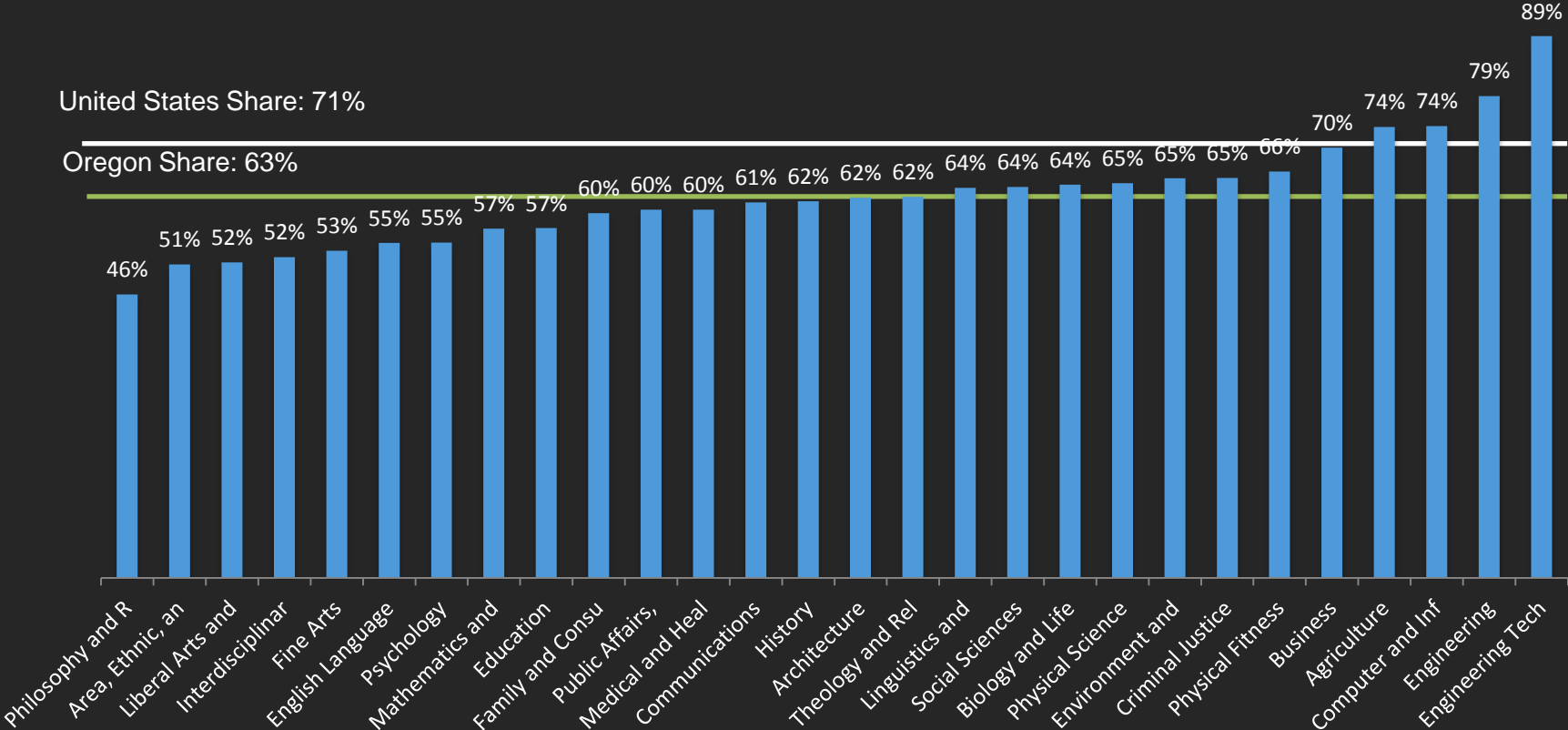
State costs and return to the state per degree



Concentration of Oregon Degree Fields (Location Quotient)

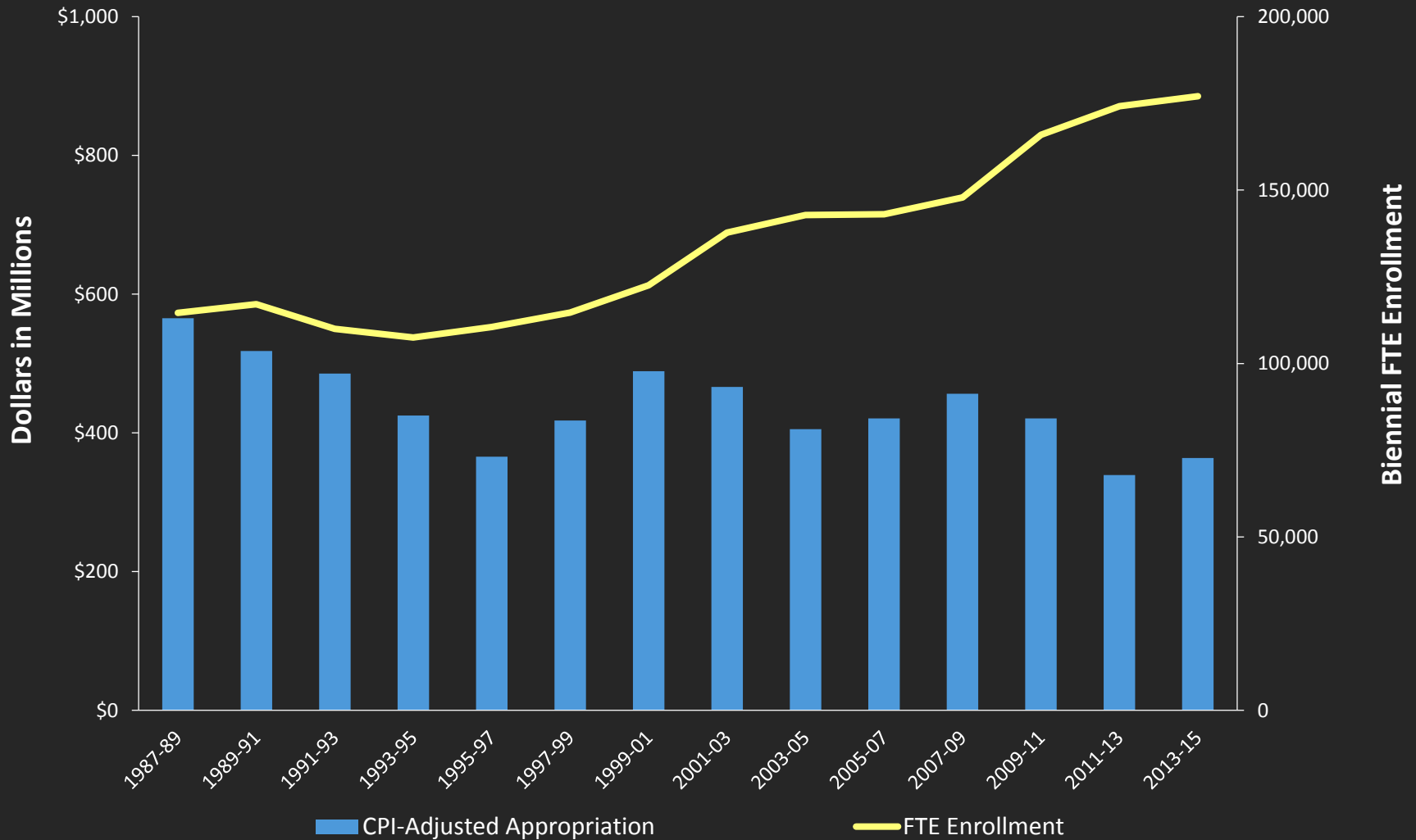


Share of Oregonians Who Work Full-Time by Degree Field



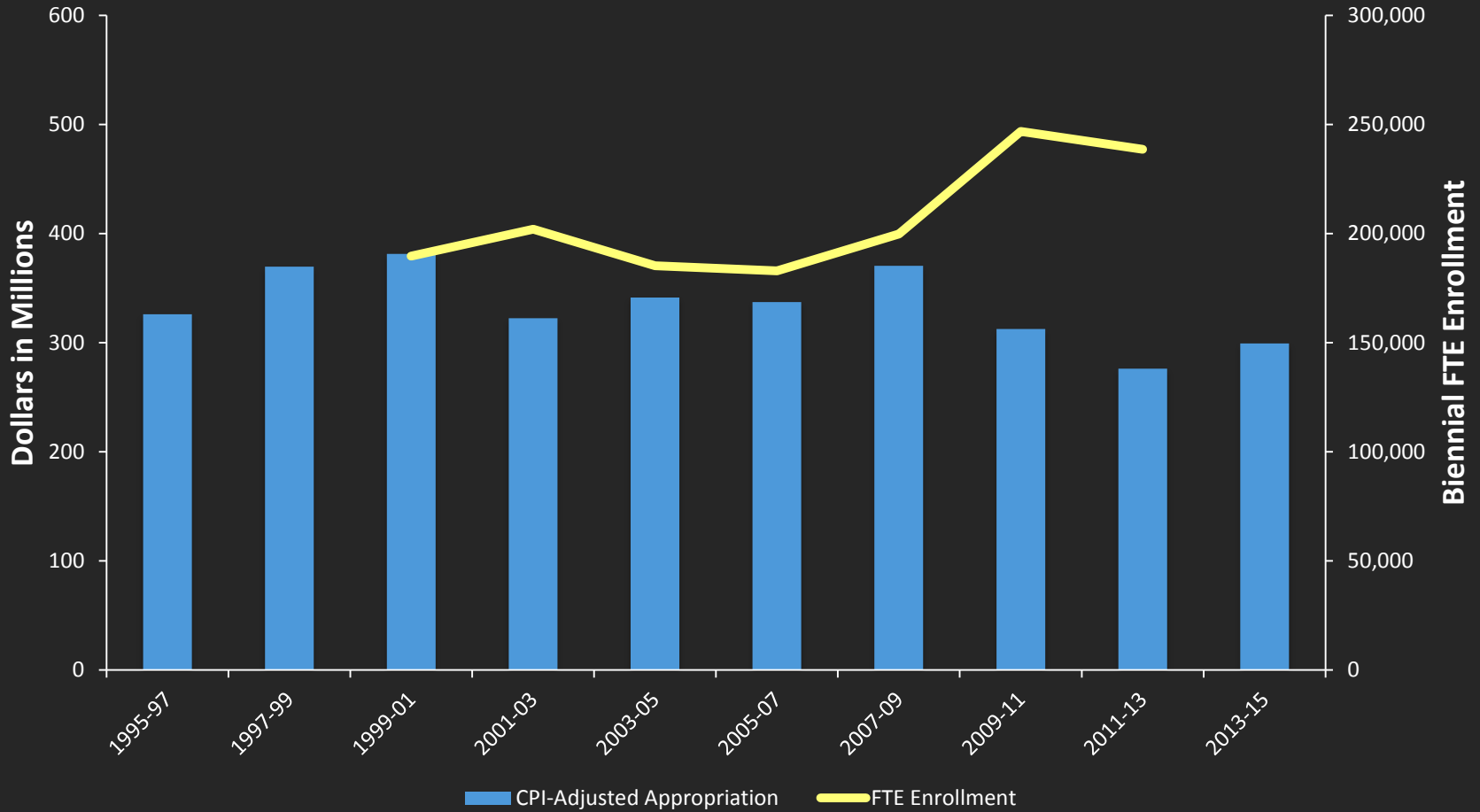
OUS Biennial State Appropriation and FTE Enrollment

1987 through 2013-15



Community College Biennial State Appropriation and FTE Enrollment

1995 through 2013-15



Strategy for Achieving Oregon's Higher Education Goals

Governance structure

Old Paradigm	New Paradigm
The public system is managed to sustain existing institutions	The public system is organized to maximize student success
State budgeting constraints encourage “opaque” cost shifts to institutions and students	Clarify impacts of state budgeting constraints on institutions and students
State provides resources to institutions based on enrollment	State provides resources to institutions to maximize learning outcomes and student success
Centralized governance and management	Centralized coordination with local governance and management

New P-20 Structure

HB 3231, HB 3234, SB 270, HB 3120

Legislature/Governor

OEIB

ELC YDC SBE

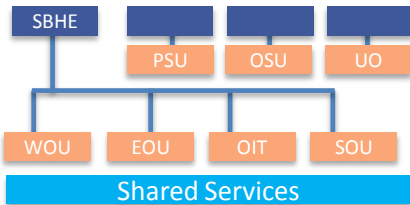
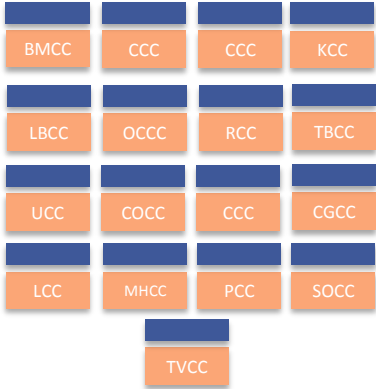
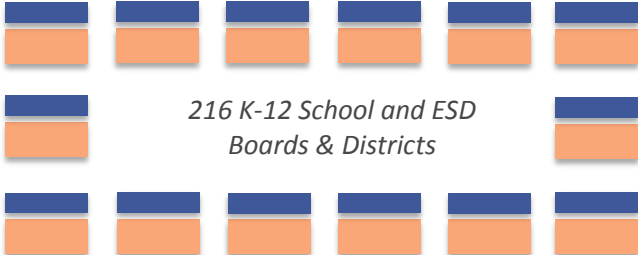
D
H
S

Oregon Department of Education

HECC

OSAC CCWD

Funding, Rules, Compacts



Institution
 Board/Council
 Agency



HECC Action Plan

- ✓ Broaden and improve the pathways to our 40-40 goal
- ✓ Make the pathways accessible, affordable and supportive for students
- ✓ “Steer” the higher education enterprise
- ✓ “Cheer” the promotion of college completion and career readiness

Broaden the Pathways to our 40-40 Goal

HECC Tools:

- ✓ Construct budget recommendations for institutional capacity and student support
- ✓ Develop post-secondary elements of the longitudinal student database
- ✓ Refine 40-40 goals and develop key metrics to keep us on track

Action Items:

- ✓ Clarify 40-40-20 goals for school-age and working-age adults
- ✓ Work with OWIB on “middle 40” strategies
- ✓ Develop profile of students to be served and needs to be met
- ✓ Develop statewide metrics for monitoring progress
- ✓ Provide budget guidance to post-secondary institutions and prepare consolidated budget report

Make the Pathways Accessible, Affordable and Supportive for Students

HECC Tools:

- ✓ Approve or reject tuition increases above the statutory ceiling for self-governed universities and monitor tuition policy across all of our post-secondary institutions
- ✓ Identify best practices, analyze program effectiveness, and develop policy options and pilot project designs
- ✓ Regulate private career schools and authorize degree programs at private institutions not regionally accredited
- ✓ Design mechanisms to guide and coach students through post-secondary education

Action Items:

- ✓ Complete tuition freeze study
- ✓ Complete report on state financial aid programs
- ✓ Consider *Pay It Forward* pilot project
- ✓ Prepare legislation for inter-state program approvals
- ✓ Investigate web-based portal for navigating the post-secondary system

“Steer” the Higher Education Enterprise

HECC Tools:

- ✓ Develop and implement models to distribute funds to institutions
- ✓ Review and approve public university missions and post-secondary academic programs, and evaluate annually universities with a governing board
- ✓ Advise and assist OEIB in developing state achievement compact goals and monitor progress towards achieving those goals
- ✓ Establish systems of credit for prior learning, promote efficient articulation and transfer programs
- ✓ Coordinate among OEIB, K-12 districts, ESDs, and advance STEM initiatives and other high-value career programs
- ✓ Set expectations for schools of education to better meet the needs of the P-20 continuum

Action Items:

- ✓ Develop and implement distribution formula and advance funding policy recommendations
- ✓ Approve university missions and establish program approval process
- ✓ Develop evaluation criteria for university boards
- ✓ Launch *Credit for Prior Learning* pilot
- ✓ Use convening authority to promote common standards and assessment
- ✓ Use convening authority to promote textbook affordability

“Cheer” the Promotion of College Completion and Career Readiness

HECC Tools:

- ✓ Engage the public, philanthropic organizations, and community-based partners in the creation of a culture of college going and completion
- ✓ Support initiatives that meet the needs of first-time college students and under-represented populations

Action Items:

- ✓ Compile inventory of public attitudes about post-secondary education at the state and national levels
- ✓ Develop and implement an external communications plan
- ✓ Launch FAFSA completion pilot project to maximize Pell grants for Oregon students

The state's 40-40-20 goals commit us to a future in which all Oregonians will complete their education and gain the ability to contribute to our society and economy.

Success will require more than good intentions or the construct of aspirational goals; it will require reinvention, recommitment and reinvestment.