



OREGON COMMUNITY COLLEGE OVERVIEW



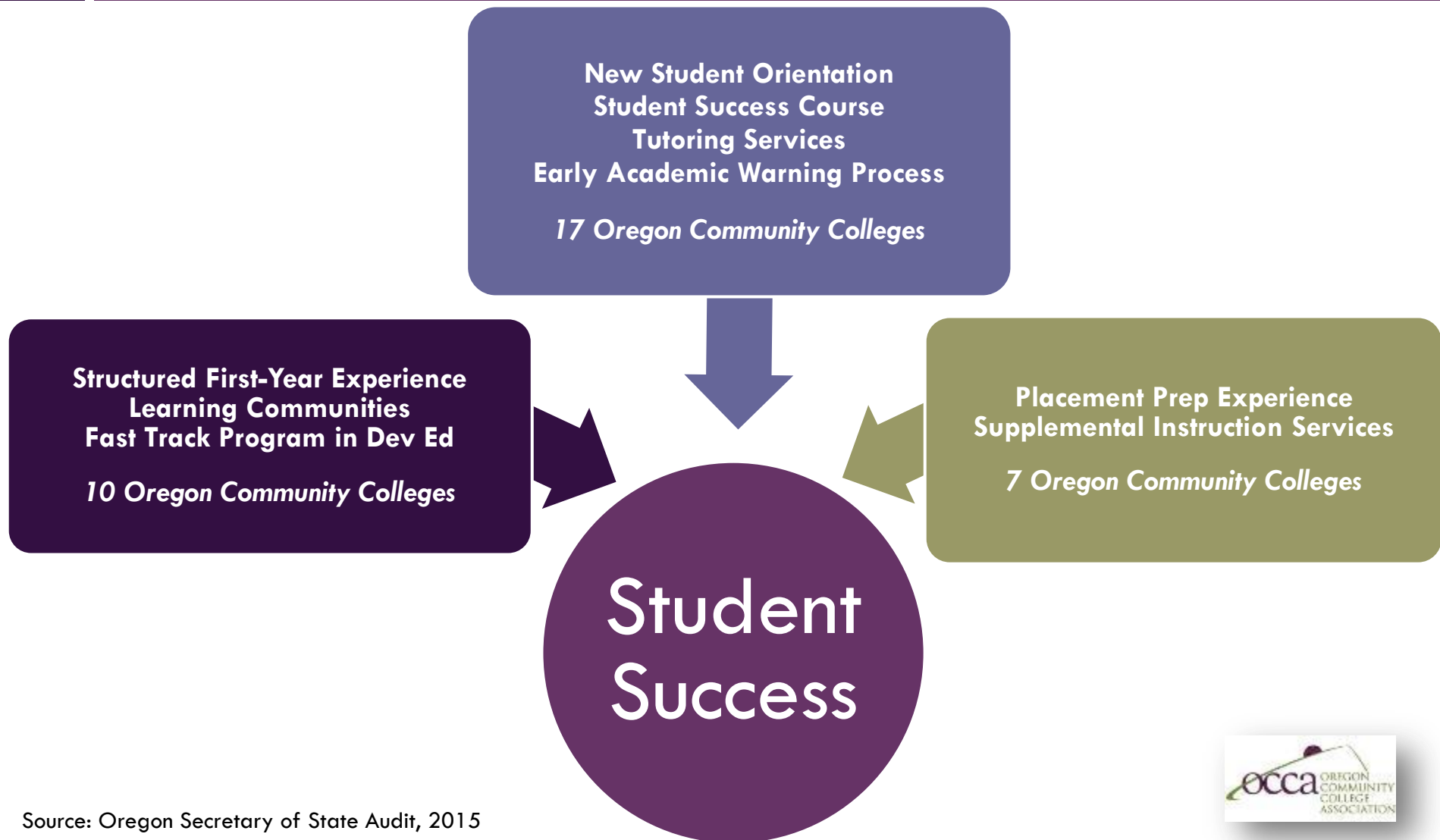
Joint Ways and Means Subcommittee On Education, 2015



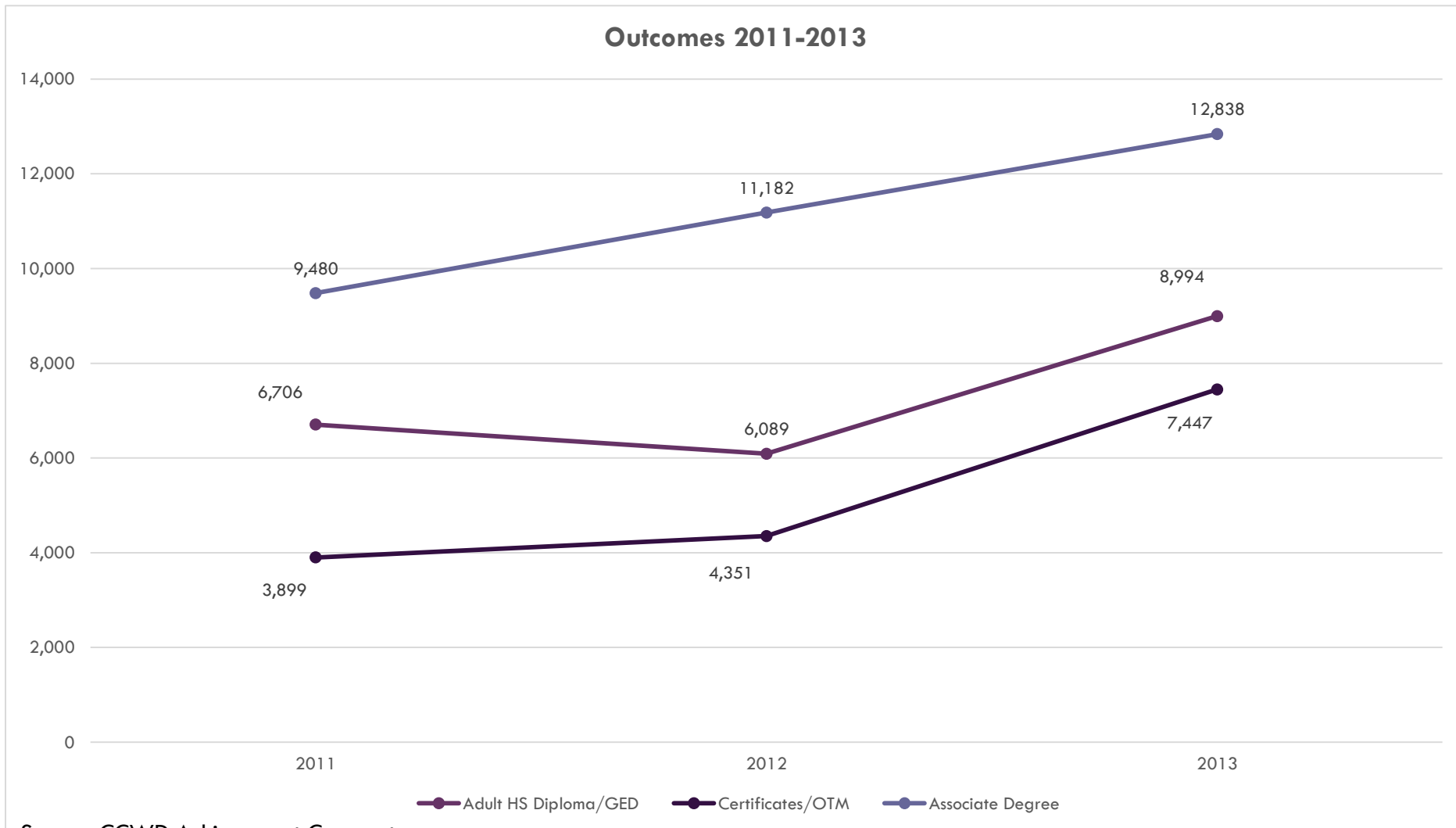
Community colleges
build dreams and
transform lives by
providing lifelong
educational programs
that serve diverse
students and local
communities.

“The American Dream is at risk. Community colleges can help reclaim it. But stepping up to the challenge will require dramatic redesign of these institutions, their missions, and most critically, students’ educational experiences.”

Building On Our Commitment to Student Success



Community College Outcomes



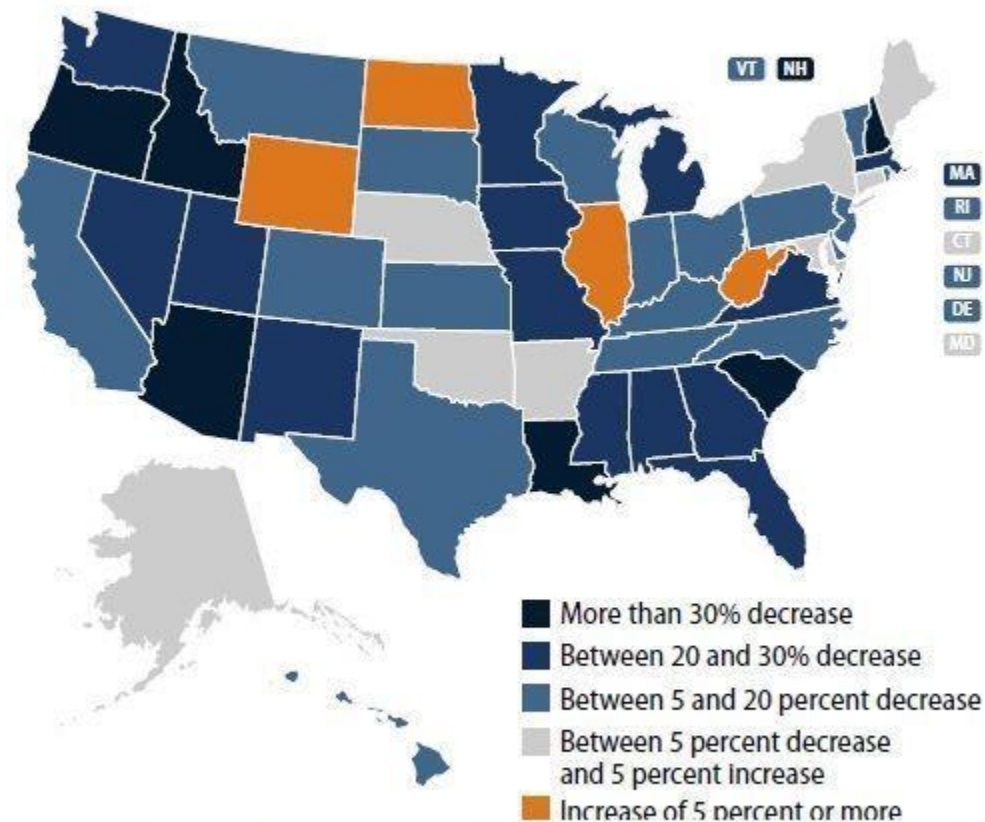
Source: CCWD Achievement Compacts

Declines In Funding Per Student

FIGURE 2

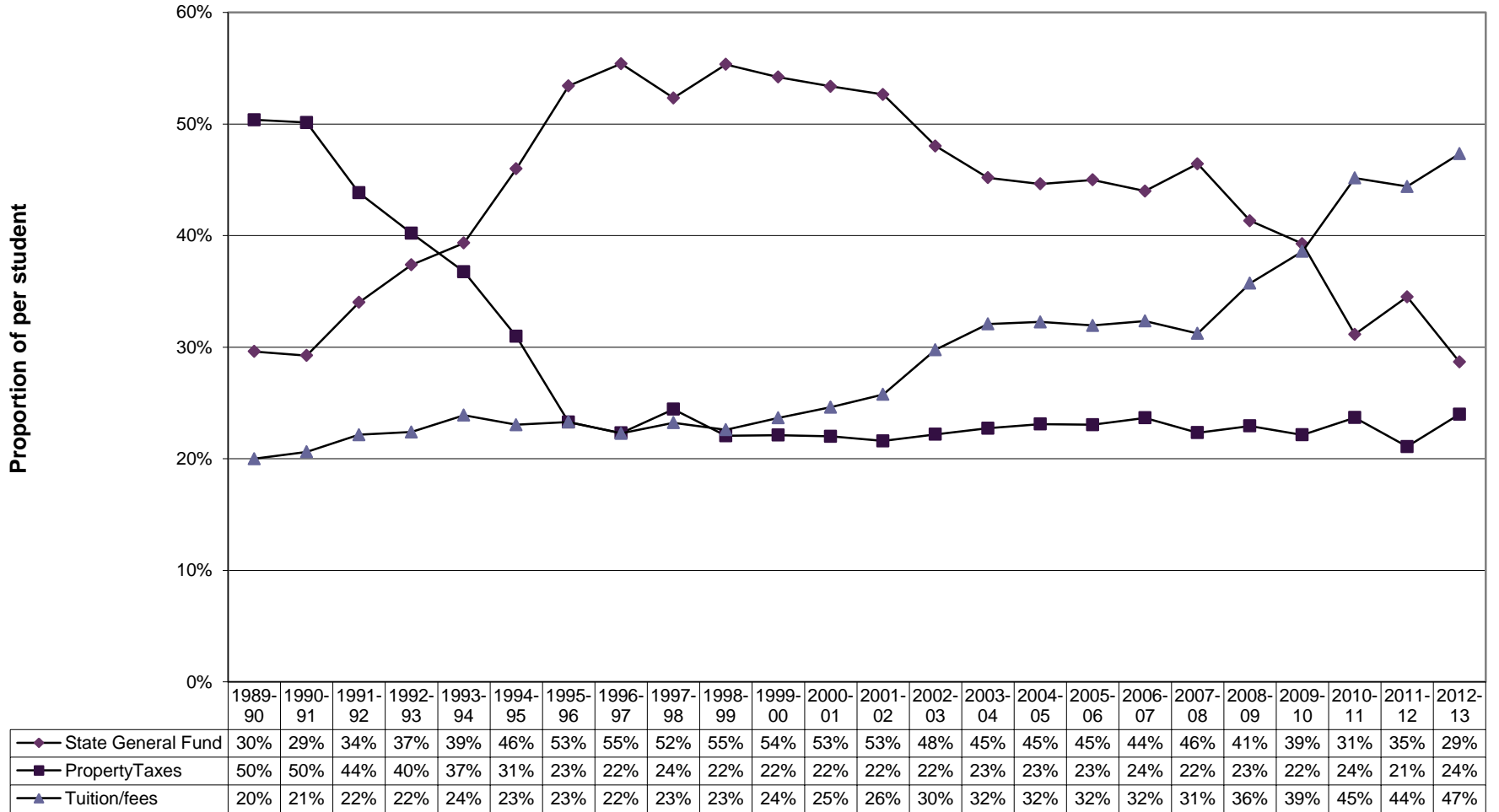
Public colleges in most states face steep declines in funding per student

Change in state funding per student by state, FY 2008–FY 2012, in constant 2012 dollars



Source: CAP analysis of U.S. Department of Education, "Integrated Postsecondary Education Data System," available at <http://nces.ed.gov/ipeds/datacenter> (last accessed August 2014).

Community College Revenue Sources (Tuition/Fees, Local Property Taxes, State General Fund)



RESIDENT IN-DISTRICT/COUNTY TUITION AND FEES AT PUBLIC TWO-YEAR INSTITUTIONS IN THE WICHE REGION: STATE AVERAGES, 2013-14, 2012-13, 2008-09, AND 2003-04

Institution	Resident				2012-13 to	2008-09 to	2003-04 to
	2013-14	2012-13	2008-09	2003-04	2013-14	2013-14	2013-14
ALASKA	\$4,690	\$4,570	\$3,790	\$2,418	2.6%	23.7%	94.0%
ARIZONA	2,355	2,226	1,881	1,305	5.8%	25.2%	80.5%
CALIFORNIA	1,104	1,104	600	540	0.0%	84.0%	104.4%
COLORADO	3,699	3,538	2,595	1,717	4.6%	42.6%	115.5%
COMM. NO. MARIANAS	3,350	3,350	3,350	2,240	0.0%	0.0%	49.6%
HAWAII	3,259	3,101	2,196	1,386	5.1%	48.4%	135.2%
IDAHO	2,876	2,711	2,071	1,619	6.1%	38.9%	77.7%
MONTANA	3,384	3,341	3,162	2,509	1.3%	7.0%	34.9%
NEVADA	2,700	2,700	1,920	1,537	0.0%	40.6%	75.7%
NEW MEXICO	1,572	1,506	1,171	908	4.4%	34.3%	73.1%
NORTH DAKOTA	4,086	3,977	3,779	2,503	2.7%	8.1%	63.2%
OREGON	4,535	4,381	3,206	2,701	3.5%	41.4%	67.9%
SOUTH DAKOTA	5,937	5,555	4,060	2,434	6.9%	46.2%	143.9%
UTAH	3,261	3,109	2,416	1,815	4.9%	35.0%	79.7%
WASHINGTON	4,274	4,235	2,947	2,263	0.9%	45.0%	88.8%
WYOMING	2,539	2,391	2,017	1,633	6.2%	25.9%	55.5%
AVERAGE	\$2,431	\$2,370	\$1,702	\$1,290	2.6%	42.8%	88.4%
AVERAGE WITHOUT CALIFORNIA	\$3,424	\$3,318	\$2,525	\$1,865	3.2%	35.6%	83.6%

Source: WICHE

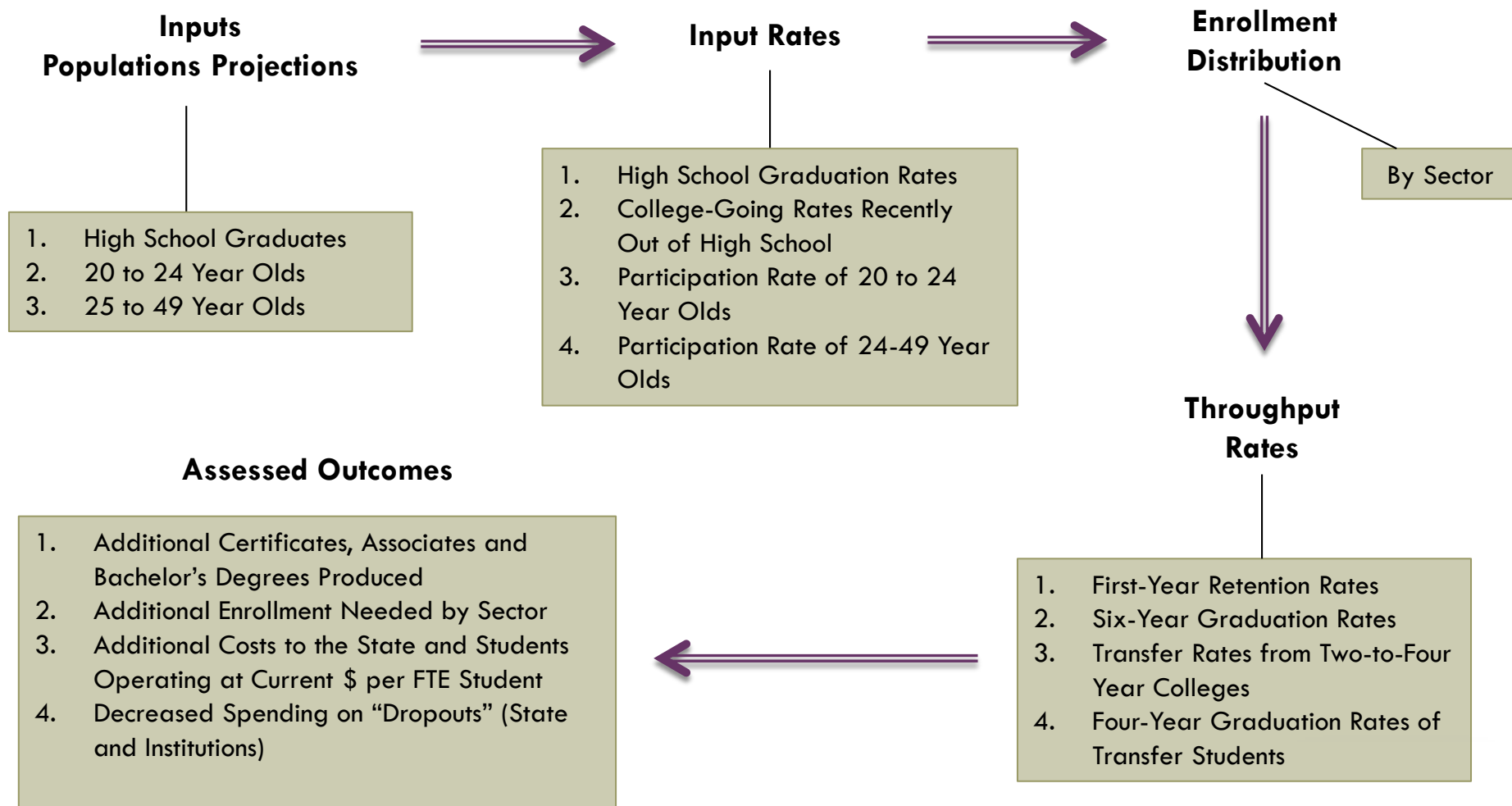
Ratio of Tuition and Fees to Median Household Income,

Public Institutions, 2013-14, 2008-09, and 2003-04

State	Associate's Colleges			Baccalaureate/Master's			Doctoral Granting		
	2013-14	2008-09	2003-04	2013-14	2008-09	2003-04	2013-14	2008-09	2003-04
Alaska	7.7%	6.2%	4.0%	9.7%	7.6%	5.4%	9.8%	8.0%	6.3%
Arizona	4.7%	3.7%	2.6%	N/A	N/A	N/A	19.8%	11.0%	7.1%
California	2.4%	1.0%	0.9%	11.6%	6.7%	4.5%	21.9%	13.2%	9.0%
Colorado	5.8%	4.1%	2.7%	11.4%	7.1%	4.5%	16.6%	11.2%	6.6%
Hawaii	5.5%	5.5%	3.6%	10.5%	6.6%	3.7%	16.1%	10.2%	5.6%
Idaho	6.3%	4.2%	2.7%	11.7%	8.6%	6.2%	12.4%	9.0%	6.6%
Montana	6.5%	4.7%	3.7%	12.0%	10.7%	8.4%	14.5%	12.4%	9.3%
Nevada	7.5%	7.0%	5.5%	9.8%	6.4%	4.6%	14.5%	10.0%	5.9%
New Mexico	6.4%	4.6%	3.6%	10.9%	7.1%	5.2%	15.5%	11.4%	7.9%
North Dakota	3.0%	2.2%	1.7%	11.7%	10.2%	6.8%	14.2%	12.0%	7.7%
Oregon	7.3%	6.7%	4.4%	14.3%	10.9%	7.6%	15.4%	11.4%	8.1%
South Dakota	8.3%	5.9%	N/A	14.3%	11.1%	7.9%	14.4%	10.7%	7.8%
Utah	9.4%	6.4%	3.9%	8.1%	5.8%	3.8%	10.8%	7.7%	5.3%
Washington	5.4%	4.0%	3.0%	14.2%	9.1%	6.1%	20.4%	12.0%	8.1%
Wyoming	7.7%	5.3%	4.1%	N/A	N/A	N/A	7.9%	6.5%	5.5%

Source: WICHE

NCHEMS Student Flow Model for Public Higher Education



Investment Budget - \$650 Million

Pathways to 40-40-20

- Enhance dual enrollment
- Increase certificates, degrees, GED prep
- Boost strategic initiatives that connect education to work
- Increase services for those who need it most, such as underrepresented students
- Protect affordability

Enhance CTE and Workforce

- Expand STEM-based prep programs
- Increase enrollment in Mechatronics, Welding, Machine Tool and Health Care
- Expand regional workforce training for existing, unmet employer needs
- Launch local programs such as Business, Eco-tourism, Allied Health and Automotive

Expand Student Success Initiatives

- Expand proven student completion strategies such as mentoring and counseling
- Increase career coaching and academic advising
- Add first-year experience
- Finance system-wide placement test prep strategies

Community College Support Fund

An appropriation of at least \$550 million will allow community colleges to restore deep cuts and make initial strategic investments to increase opportunities for our students, employers and communities. \$650 million will put community colleges on the pathway to 40-40-20.

Restoration Budget – At Least \$550 Million

- At \$550 million at least seven of the colleges will still be making cuts
- The average statewide tuition is projected to increase by \$2.41 per credit
- Colleges will not be able to invest in additional CTE capacity

Community colleges are Oregon's ladder from poverty to the middle class and family wage jobs.

Student Aspirations

Students' Goals

Indicate which of the following are your reasons/goals for attending this college.

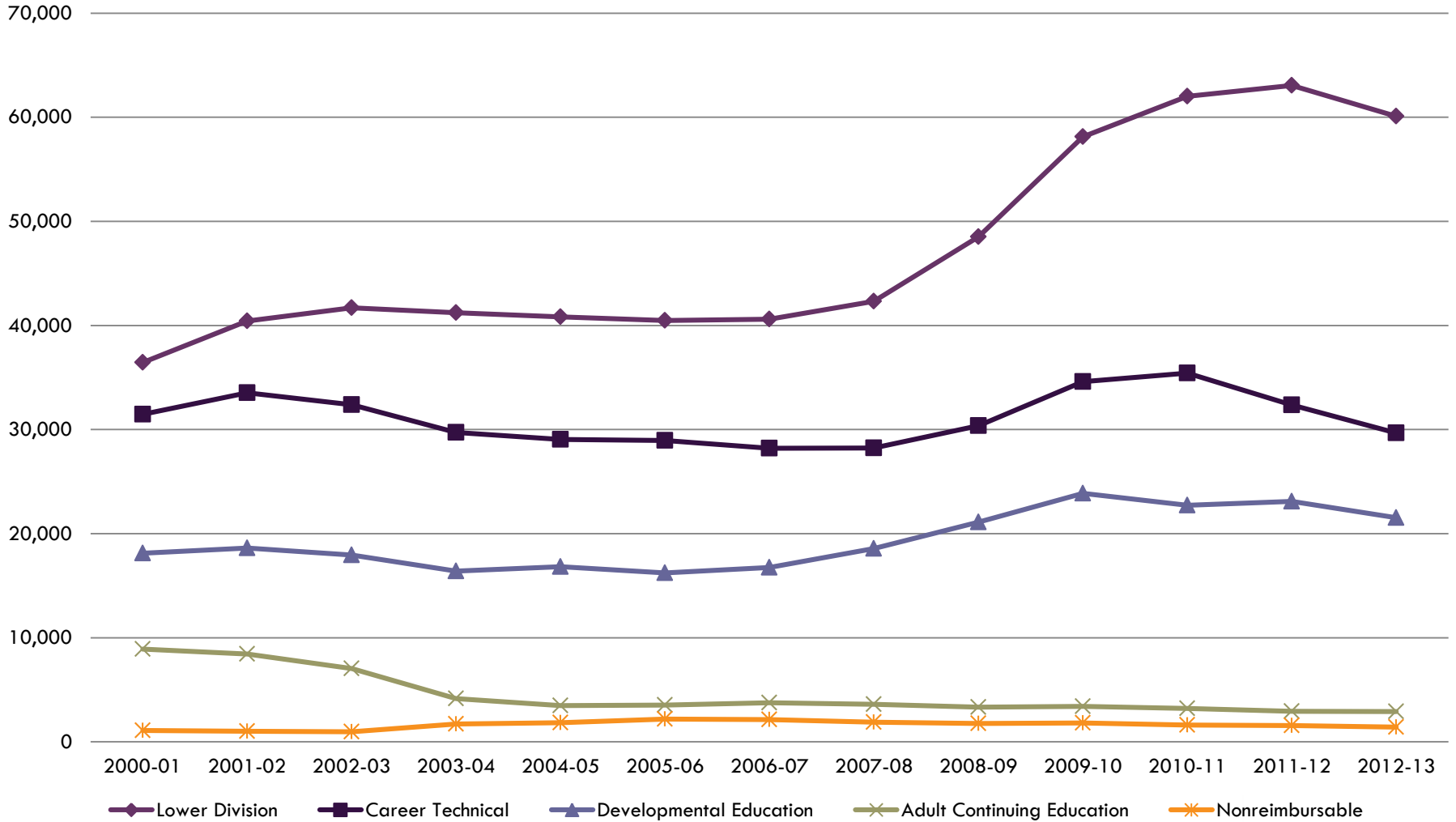
Primary Goal	OREGON	NWCCU	2014 COHORT
Complete a certificate program	30%	34%	32%
Obtain an associate degree	55%	61%	63%
Transfer to a four-year college or university	52%	49%	52%
Obtain or update job-related skills	39%	45%	46%
Self-improvement/personal enjoyment	36%	37%	42%
Change careers	28%	30%	44%

Note: Respondents may indicate more than one goal.

Source: 2014 CCSSE data



FTE by Program



Ladder Initiative #1: Career Pathways for Under-served Oregonians = College Completion and Career Opportunities

- 226,000 Oregonians 25 and older who have less than a high school diploma
- 1 in 5 Oregonians receive SNAP benefits
- Solutions:

Sector strategies

Demonstrated workforce strategies

Expanding stackable certificates

Innovation and technology

Accelerated remediation

Ladder Initiative #2: Accelerating CTE-STEM Completions at Oregon's Community Colleges

Rung #1

- 16-24 year olds who are not currently in school will enroll in and complete a short-term certificate (12-44 credits)

Rung #2

- High school dual-credit students earning (or who have earned) 3-9 credits will complete a short-term certificate or 45+ credit certificate while in high school or within three terms of after high school graduation

Rung #3

- 16-24 year olds earning (or who have earned) 9-12 credits or a short-term certificate complete a Certificate of Completion (45+ credits)

Rung #4

- 16-24 year olds earning (or who have earned) a Certificate of Completion (45+ credits) will complete a degree and obtain employment or articulate to a baccalaureate program to continue their education

Workforce in Oregon

Four out of five
(82%) of Oregon's
labor force today will
still be in the labor
force in 2025.

“Community colleges are the institutions that stand closest to the crossroads of higher education and the real world, where Americans need to apply a mix of technical knowledge, business acumen, and creativity to add value in firms whose imperative is to compete on innovation. This complex talent mix requires knowledge and skills gleaned from both academic education and vocational training.”

Community College Governance

Community colleges are “special governments” under Oregon law

- Created by voters living within district boundaries
- Governed by boards – seven members elected by zone/district at-large
- Have financing powers and responsibilities of special government bodies
 - Local budget law and taxing authority to carry out purposes of district
 - District voter approval for bond indebtedness or local options levies
- Responsible for college educational programs, success of the students, and meeting needs of local community and workforce

“We can make progress in funding our community colleges and universities, finally beginning to re-invest after too many years of disinvestment in higher education.”

Source: “Where We Are Today and Where We Need To Be,”
Oregon Joint Ways and Means Co-chairs’ Budget Framework, Jan. 14, 2015





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