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STRATEGIC PRIORITIES IN HIGHER EDUCATION, 2017-2019

BEN CANNON, EXECUTIVE DIRECTOR, HECC

Date: March 27, 2017

Presented to: Joint Ways and Means, Education Subcommittee

INTRODUCTION TO THE HIGHER EDUCATION COORDINATING COMMISSION

MISSION, HISTORY,
STRUCTURE





PRESENTATION SCHEDULE

Day 1-2, March 27-28

- Introduction to Higher Education Structure and Students, Progress toward State Goals, Quick Funding History

Day 3-4, March 29-30

- Affordability: Key Factors, State Financial Aid Programs + Intro to Student Pathways

Day 5, April 3

- Student Pathways and Transitions: Precollege, Inter-college, Private Postsecondary, Workforce

Day 6, April 4

- Public Testimony

Days 7-8, April 5-6

- State Support for Community Colleges
- Community College presentations

Day 9, April 10

- Public Testimony

Days 10-11, April 11-12

- State Support for Public Universities
- University presentations

Day 12, April 13

- Capital Construction, Other Missions of Universities

Day 13, April 17

- Public Testimony

Day 14, April 18

- OHSU Budget and Public Testimony

Day 15, April 19

- An Integrated postsecondary agency, HECC Operations, Conclusion

Start dates for presentation topics are tentative

OUR VISION



Higher Education Coordinating Commission Vision Statement

We will foster and sustain the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond a high school diploma.



KEY RESPONSIBILITIES

Providing one strategic vision for Oregon higher education planning, funding, and policy

- Developing state postsecondary education goals and strategic planning to achieve the state's goals
- Making budgetary recommendations for state postsecondary institutions and programs, and allocating funding

Authorizing postsecondary programs and degrees

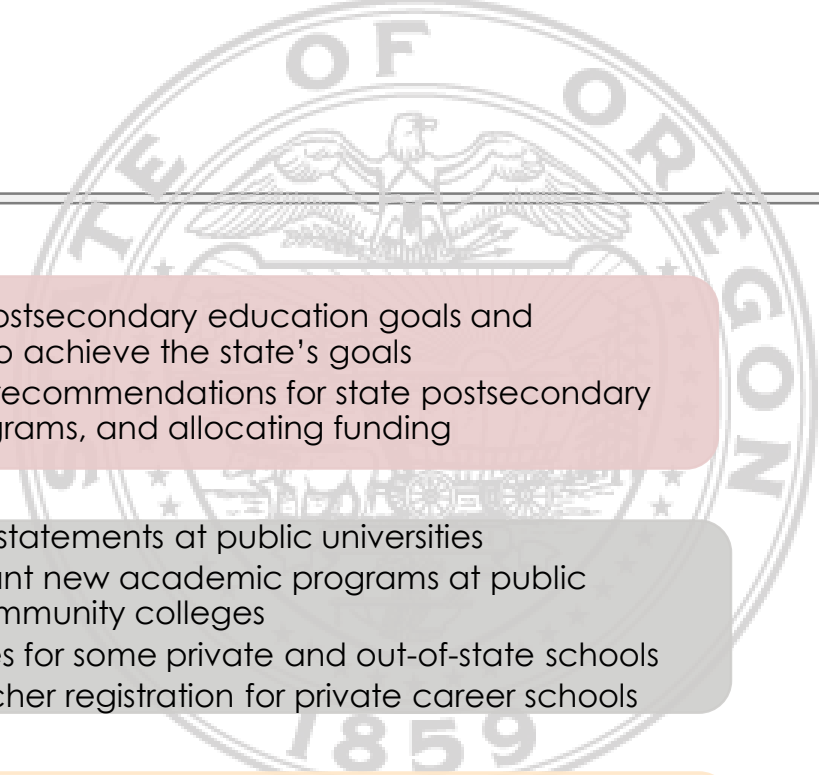
- Approving mission statements at public universities
- Approving significant new academic programs at public universities and community colleges
- Authorizing degrees for some private and out-of-state schools
- Licensure and teacher registration for private career schools

Administering key Oregon financial aid, workforce, and other programs

- State-administered financial aid and outreach (Oregon Opportunity Grant, Oregon Promise, and more)
- With OWIB and OED, managing state implementation of the federal Workforce Innovation and Opportunity Act (WIOA)
- Administration of Adult Basic Skills, GED, and other programs

Evaluating and reporting success of higher education efforts

- Data collection, analysis, research, and reporting across all sectors of higher education
- Annual institutional evaluations for public universities



HECC HISTORY AND STRUCTURE

Established in 2011 and vested with its current authorities in 2013, the Higher Education Coordinating Commission (HECC) is a **14-member volunteer commission appointed by the Oregon Governor**, with nine voting members confirmed by the State Senate. The Commission is supported by the **Higher Education Coordinating Commission state agency**, comprised of eight distinct offices led by Executive Director Ben Cannon.

Office of Executive Director, Policy & Communications

Office of Community Colleges and Workforce Development (CCWD)

Office of Operations

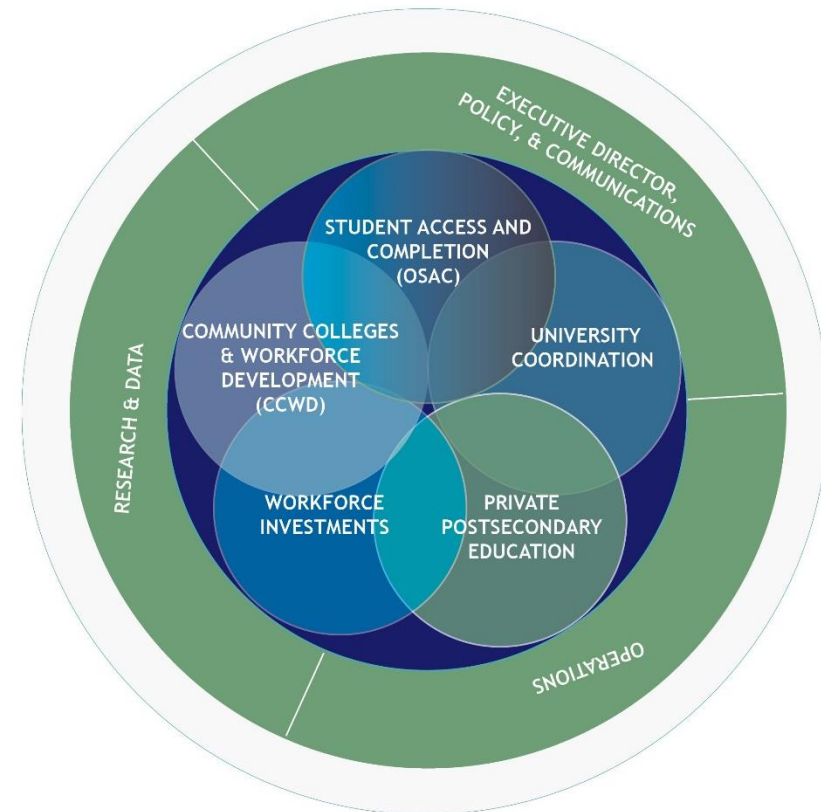
Office of Private Postsecondary Education

Office of Research & Data

Office of Student Access and Completion (OSAC)

Office of University Coordination

Office of Workforce Investments



HECC HISTORY: SIGNIFICANT CHANGE IN THE HIGHER EDUCATION LANDSCAPE

From five state agency boards to one*, a clearly-defined focus on coordination, not governance

2011

- **HECC established as a Commission with limited authority, no agency funding.**
- Oregon Education Investment Board (OEIB) established.

2013

- Institutional governing boards are approved by the Legislature for Oregon's public universities, which were previously governed by the State Board of Higher Education.
- **HECC vested with current authorities and agency functions first funded.**
- The Oregon Student Access Commission (OSAC) (previously a separate agency) is renamed Office of Student Access and Completion, and authority shifts to the HECC.
- The Office of Degree Authorization, previously housed in OSAC, moves to HECC.
- Private Career School licensing unit and the State Approving Agency for Veterans Benefits, formerly part of ODE, move to HECC.
- Board authority related to Community Colleges and Workforce Development (CCWD) moves from ODE to HECC.
- Existing local governing boards maintained at community colleges.

2014

- Institutional boards of trustees begin authority for largest 3 public universities.
- As the Oregon University System (former administrative function for the State Board of Higher Education) sunsets, some former OUS functions move to the HECC.

2015

- Institutional boards of trustees begin authority for 4 regional and technical universities.
- The CCWD, formerly a separate agency, becomes an Office of the HECC.
- The Oregon University System an State Board of Higher Education sunsets.
- Oregon Education Investment Board sunsets, and Chief Education Office is established to continue this work.

2016

- No major changes in governance/ organization structure.
- **HECC functioning as a coordinating commission and agency with a comprehensive, integrated approach to all sectors of postsecondary education.**

*State agency boards with higher education roles in 2011: OEIB, HECC, SBHE, SBE, OSAC. In 2017: HECC.

STATE HIGHER EDUCATION STRUCTURE

State Education Partners

Oregon Governor

Chief Education Office

State Board of Education

Oregon Department of Education

Teacher Standards and Practices Commission

TSPC Agency

Oregon Legislature

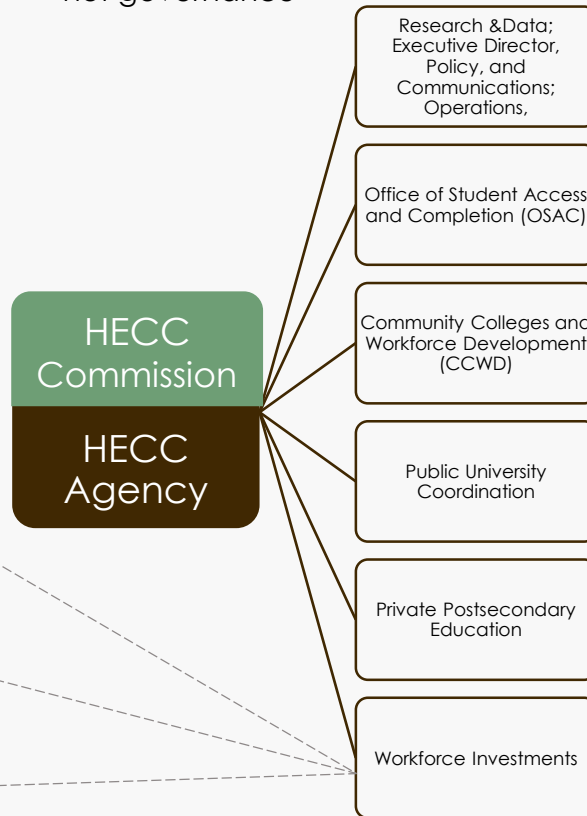
Employment Department

Oregon Workforce Investment Board

Oregon Youth Conservation Corps Advisory Committee

Higher Education Policy and Funding Coordination

- Responsibility across all sectors of higher education, public and private
- A clearly-defined focus on coordination, not governance



Public Institution Governance



- BMCC
- COCC
- Chemeketa CC
- Clackamas CC
- Clatsop CC
- CGCC
- KCC
- LCC
- LBCC
- MHCC
- OCCC
- PCC
- RCC
- SWOCC
- TBCC
- TVCC
- UCC



- EOU
- OIT
- OSU
- PSU
- SOU
- UO
- WOU

University Shared Services Enterprise

OHSU Board of Directors

OHSU

A FEW HECC ACCOMPLISHMENTS SINCE 2015

Research and Policy to Guide State Decisions

- As assigned by the Oregon Legislature, convened postsecondary partners for research, work groups, and policy leadership, and **submitted 23 Reports to the Oregon Legislature in 2015-16** on topics of interest to policy leaders.

Affordability

- Successful launch of the **Oregon Promise**.
- Restructure of **Oregon Opportunity Grant (OOG)**, prioritizing lowest-income students.

Student Success

- Design and implementation of the **Student Success and Completion Model** for Oregon's seven public universities, incentivizing investments that lead to degree completion.
- Implementation of **federal workforce, career and technical education, GED, and adult basic skills programs** with community colleges, workforce partners, and other providers statewide.

Transitions between Sectors and Institutions

- **Additional standards for dual credit** and other high school-based college credit partnership programs.
- **FAFSA Plus+ outreach** initiative helping more high school seniors complete the FAFSA.
- Supporting students after the sudden closure of several for-profit private postsecondary campuses. For example, after closure of ITT Tech, coordinated with Portland Community College on **teach-out opportunity for former ITT Tech nursing students**.

HECC ROLES ON PRESENTATION TOPICS

Statewide strategic higher education leadership on funding and policy; research and data

- Introduction to Higher Education, Progress toward State Goals, Quick Funding History

Administration and allocation of state financial aid programs

- Affordability Challenge: Key Factors, Financial Aid + Intro to Student Pathways

Pre-college programs, PK-20 academic coordination and pathways, private postsecondary licensure and oversight, workforce programs

- Student Pathways and Transitions: Precollege, Inter-college, Private Postsecondary, Workforce

Policy coordination, budget development and funding allocation, academic program approval, CTE, GED, and ABS administration, leadership convening

- State Support for Community Colleges

Policy coordination, budget development and funding allocation, academic program approval, institutional evaluations and mission approval, leadership convening

- State Support for Public Universities

Budget development and prioritization, funding allocation

- Capital Construction, Other Missions of Universities

Coordination

- OHSU Budget

All activities of the agency

- An Integrated Postsecondary Agency: HECC Operations, Conclusion



INTRODUCTION TO
2017-2019
POSTSECONDARY
BUDGET PRIORITIES

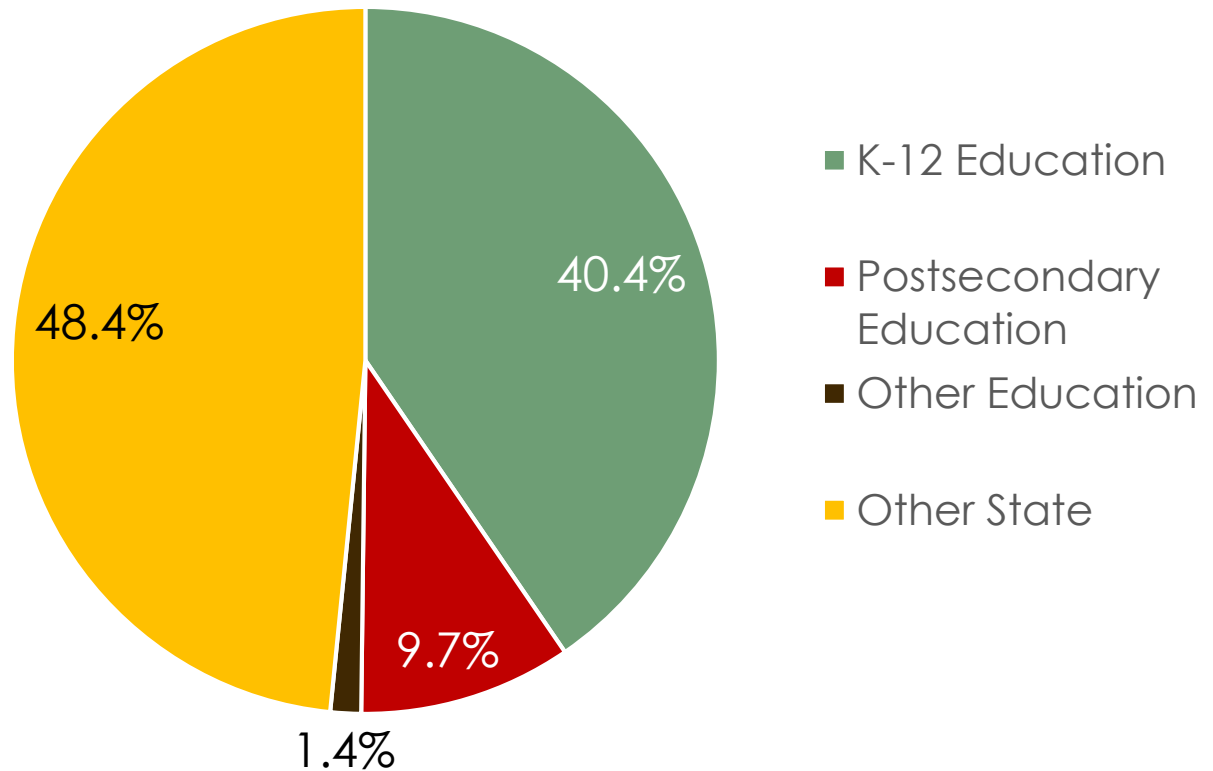
BUDGET PRIORITIES

Higher education transforms lives and communities.

In a constrained budget environment, the Governor's budget focuses on opening the doors of college opportunity and success for students and families, and the potential of postsecondary education to foster equity, economic mobility and successful futures for all Oregonians.

POSTSECONDARY EDUCATION AS COMPONENT OF STATE BUDGET

2015-17 Percent of Total State General Fund/ Lottery Fund State Expenditures (\$19.0 Billion Total)

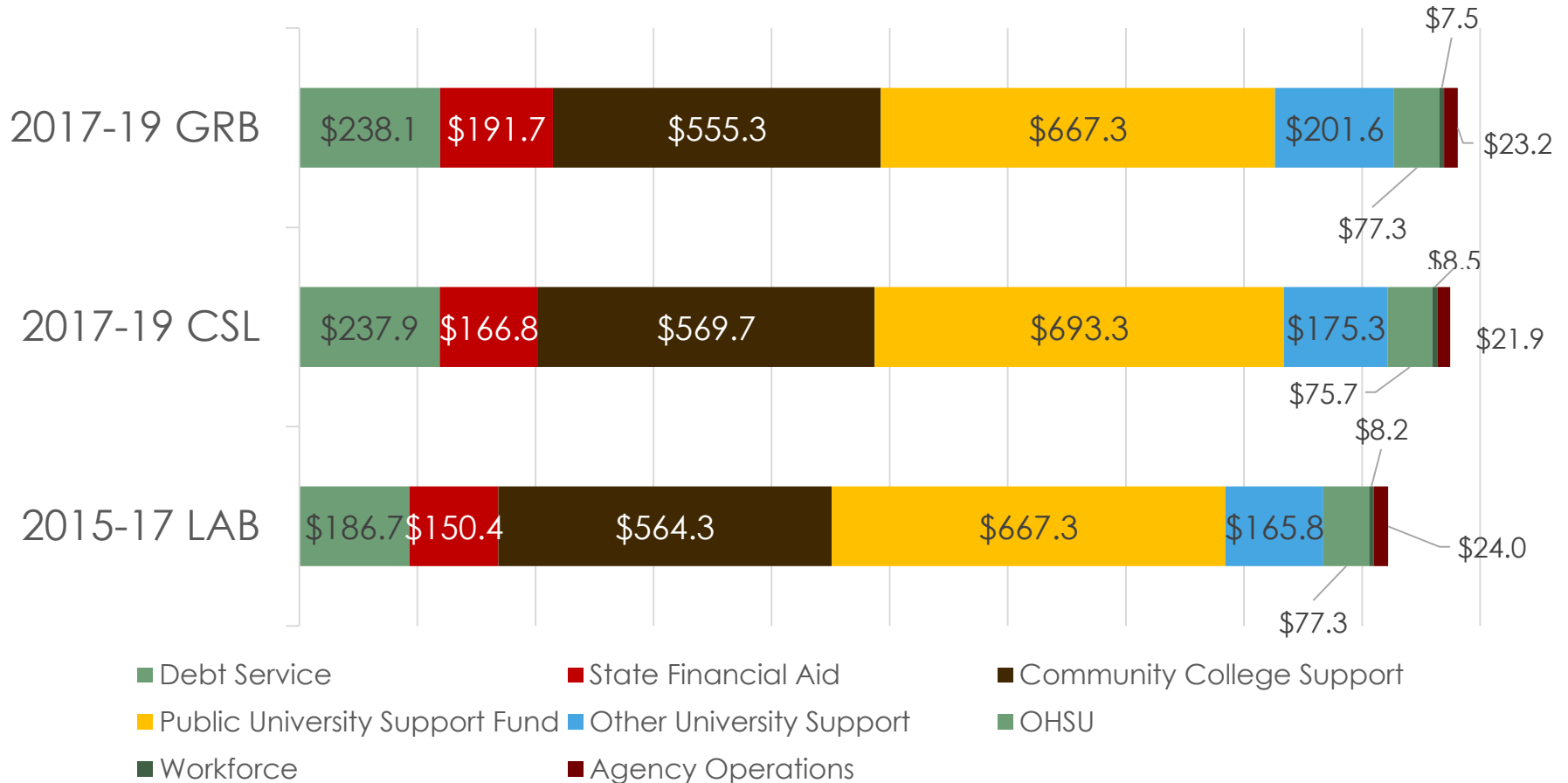


NOTE: The "Other Education" category includes Early Learning programs, Youth Development programs, and Chief Education Office.

Source: Legislative Fiscal Office, "2015-17 Budget Highlights Update".

WHAT IS THE STATE INVESTMENT?

State Investment in Postsecondary Education
(GF/LF only, in millions)



*Includes Agriculture Experiment Station, Extension Service, Forest Research Laboratory, Other State Programs, and Sports Action Lottery. 2017-19 GRB includes \$44 million LF to implement Measure 99 (Outdoor School Program).

BUDGET PRIORITIES: AFFORDABILITY

Invest in College Affordability and Opportunity

- Increasing and sustaining investments in Oregon's key financial aid programs, to ensure the opportunity for postsecondary success is within reach for Oregonians who are struggling financially
- Increase state **need-based aid (Oregon Opportunity Grant)** for the lowest-income Oregonians, including working adults
- Fully fund the **Oregon Promise** grant program, providing nearly tuition-free access to community college for recent high school graduates, protecting college access for families of all income levels

BUDGET PRIORITIES: STUDENT SUCCESS

Preserve Funding for Public Institutions to Foster Student Success

- Preserve critical investments made last biennium to public colleges and universities, and make historical investments in capital and campus safety to support the ability of campuses to support student success and completion
- **Preserve 2015-17 LAB investment levels in state support for public institutions** primarily through the Public University Support Fund and Community College Support Fund, maintaining historic state investment made in Oregon campuses last session
- Invest significant increases in **capital construction bonding** to ensure access and capacity to achieve Oregon's long term education goals
- Invest in **campus safety infrastructure** to ensure that institutions are best prepared to prevent and respond to safety emergencies

BUDGET PRIORITIES: STUDENT PATHWAYS

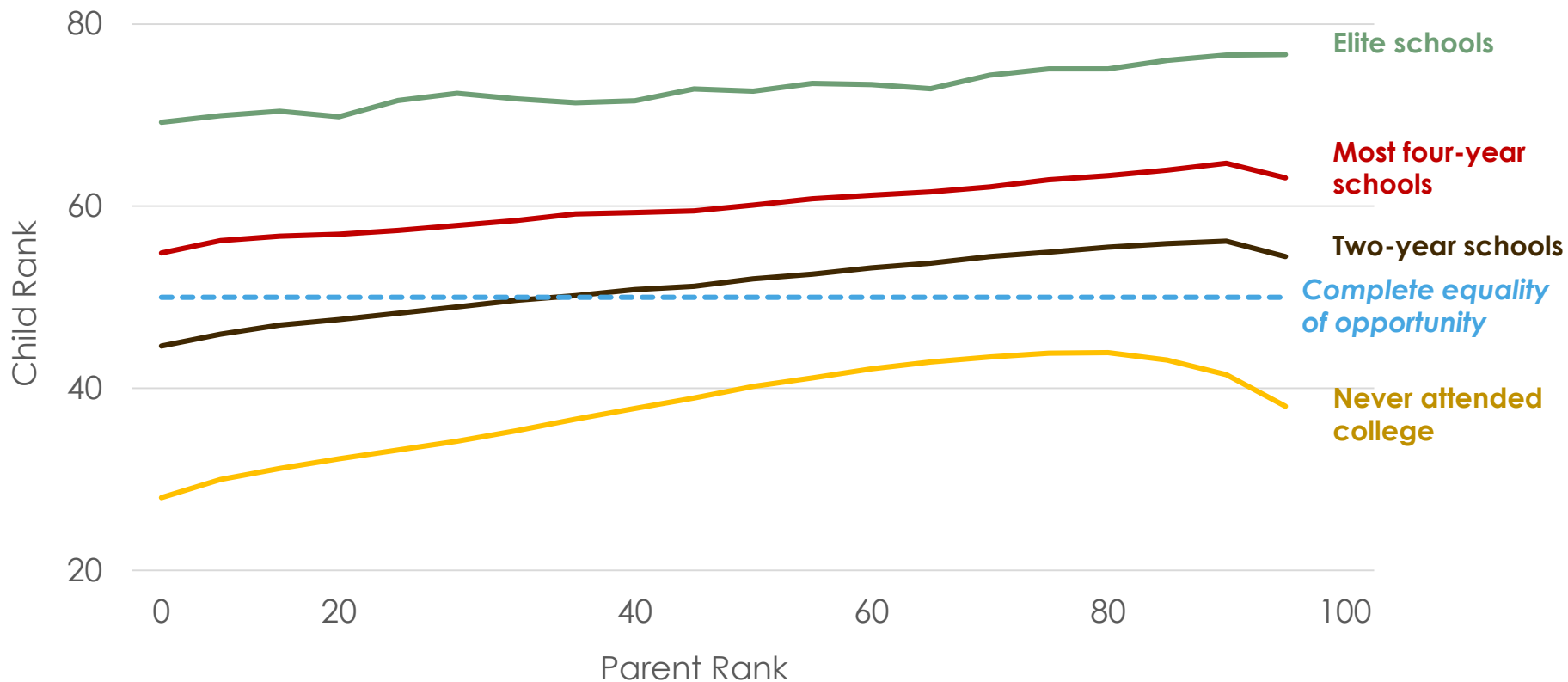
Sustain Investments to Improve and Simplify Student Pathways

- Support pathways between sectors and institutions, improving transitions from high school to postsecondary, from community colleges to universities, and from education to career
- Preserve investments in HECC agency operations dedicated to fostering pathways, including:
 - **Academic and policy coordination** across the PK-20 educational system
 - **Pre-college and financial aid outreach programs**
 - Policy leadership in accelerated learning, transfer pathways, credit for prior learning, workforce pathways, and more

OREGON
HIGHER
EDUCATION:
RETURN ON
INVESTMENT

HIGHER EDUCATION: A PROVEN ROUTE TO UPWARD MOBILITY

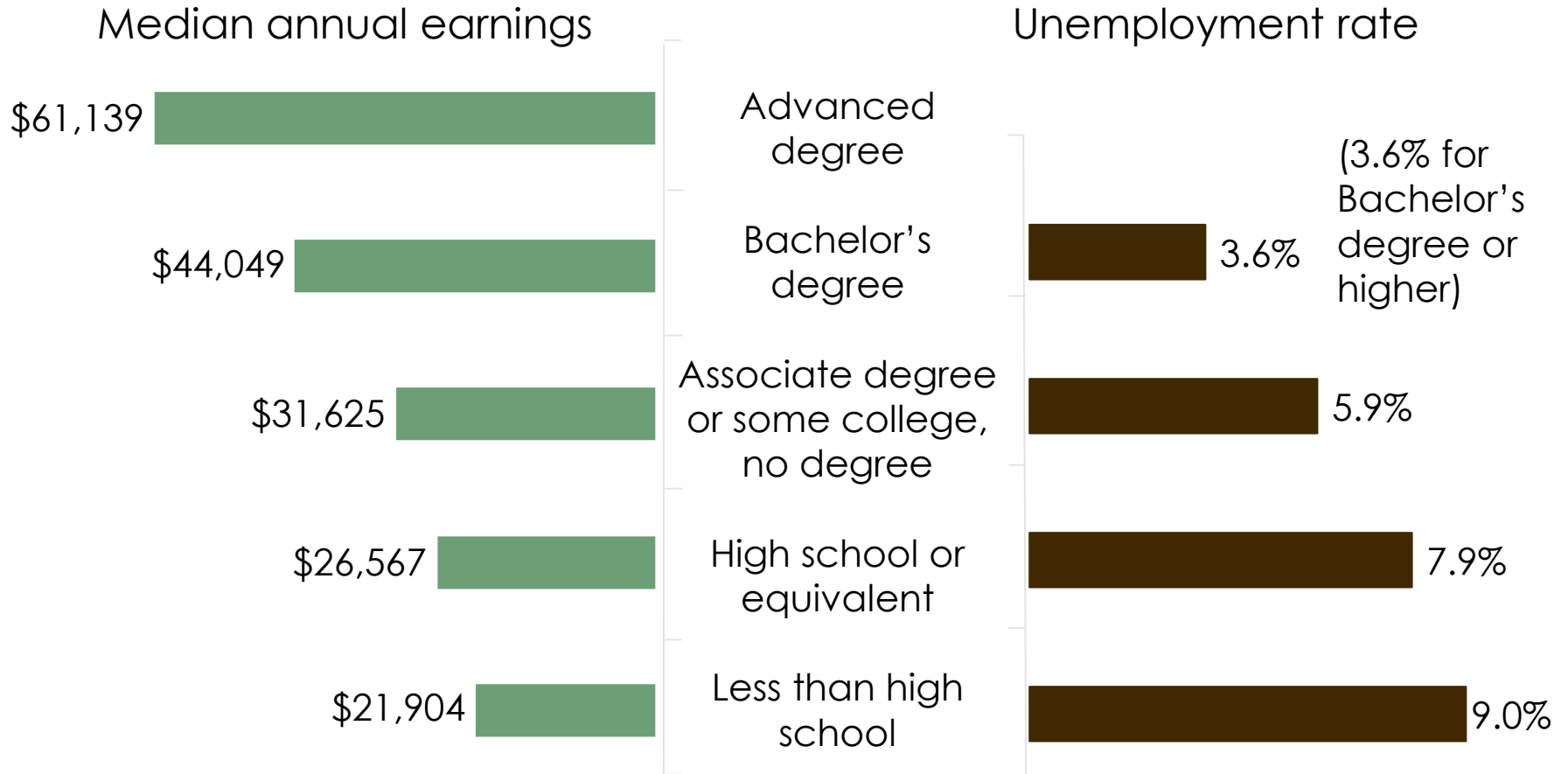
Child's income percentile at age 34 by parent's income percentile



Source: Chetty, R., J. Friedman, E. Saez, N. Turner, and D. Yagan. 2017. *Mobility Report Cards: The Role of Colleges in Intergenerational Mobility*. <http://www.equality-of-opportunity.org/college/>

NOTE: Includes 77 "Elite schools" including Ivy League and other selective schools; 1,280 in "Most four-year schools", including Oregon's 7 public universities (which are included in a "Selective Public/Private" tier of this group the study); 885 "Two-year schools" include Oregon's 17 community colleges.

HIGHER EDUCATION LEVEL, HIGHER EARNINGS LOWER UNEMPLOYMENT

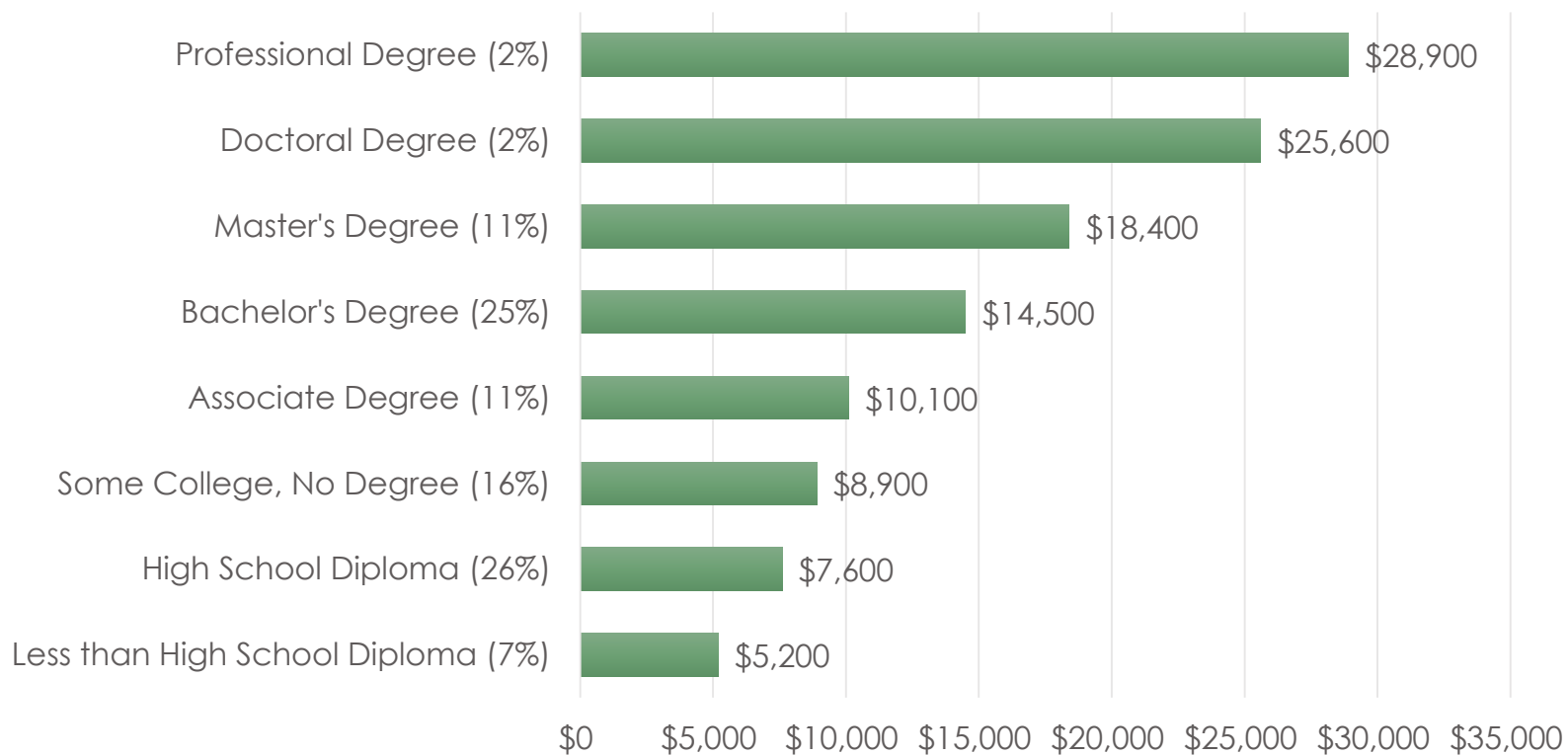


OREGON ADULTS, AGE 25-64, 2015

Source: 2015 American Community Survey, U.S. Census.

HIGHER EDUCATION, HIGHER INCOME, HIGHER FEDERAL TAX PAYMENTS: A CYCLE SUPPORTING THE PUBLIC GOOD

U.S. Tax Payments of Full-Time Year-Round Workers Age 25 and Older, by Education Level, 2015



NOTE: U.S. rates are shown here. A similar relationship is expected with state tax rates.

Source: The College Board, *Education Pays 2016*, Figure 2.1

<https://trends.collegeboard.org/sites/default/files/education-pays-2016-full-report.pdf>

POSTSECONDARY EDUCATION: CIVIC, HEALTH, AND FAMILY BENEFITS

Higher levels of postsecondary education correlate with:

- Higher earnings
- Lower rates of unemployment
- Less likely to participate in public assistance programs including Medicaid, School Lunch, SNAP, and Housing Assistance
- Less likely to live in households at poverty level
- Higher voting rates
- Higher volunteer rates
- More likely to have employer-provided health insurance coverage
- Higher rates of physical exercise
- Lower smoking rates
- Lower obesity rates, for individuals and for their children

SOURCE: The College Board, Education Pays 2016

<https://trends.collegeboard.org/sites/default/files/education-pays-2016-full-report.pdf>

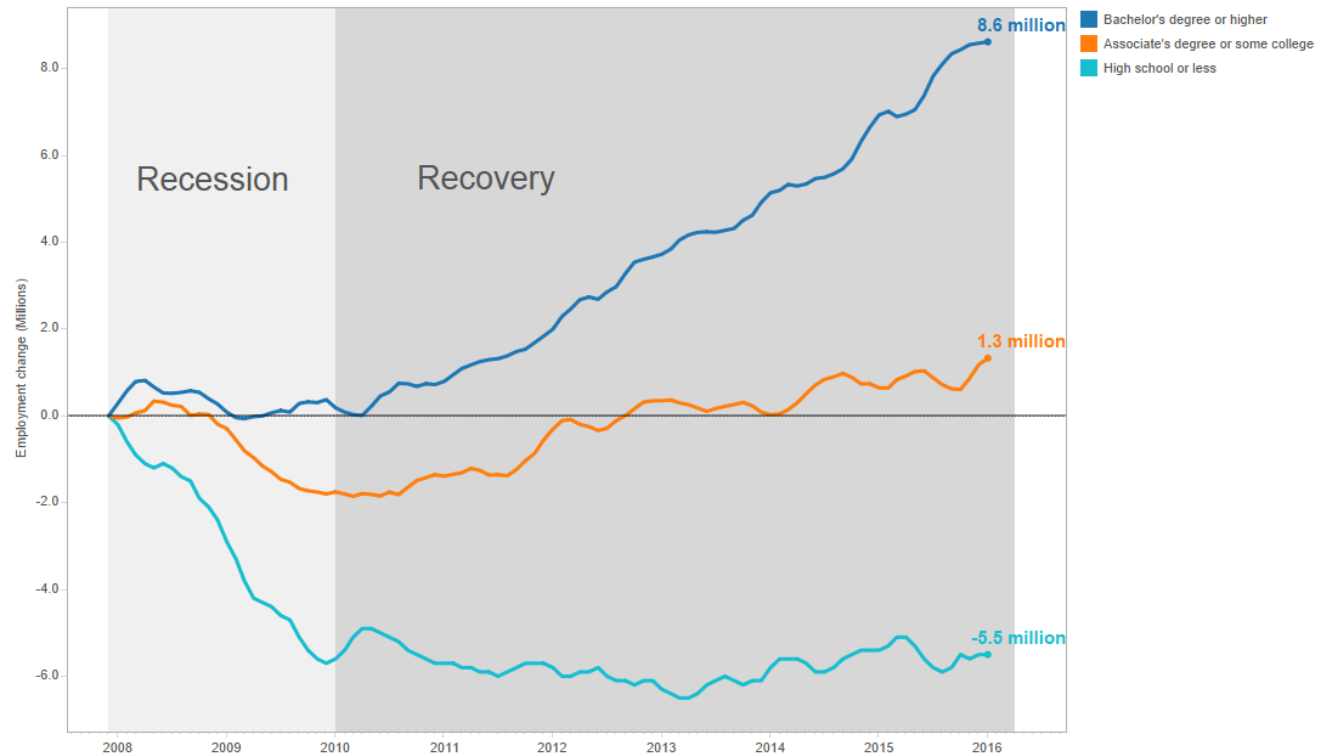
HIGHER EDUCATION AND EMPLOYMENT DURING RECESSION RECOVERY

Over 99 percent of job growth in the economic recovery went to workers with more than a high school education.

Workers with more than a high school education gained 11.5 million of the 11.6 million jobs added in the recovery.

During the recession, workers with a high school diploma or less lost a combined 7.4 million jobs.

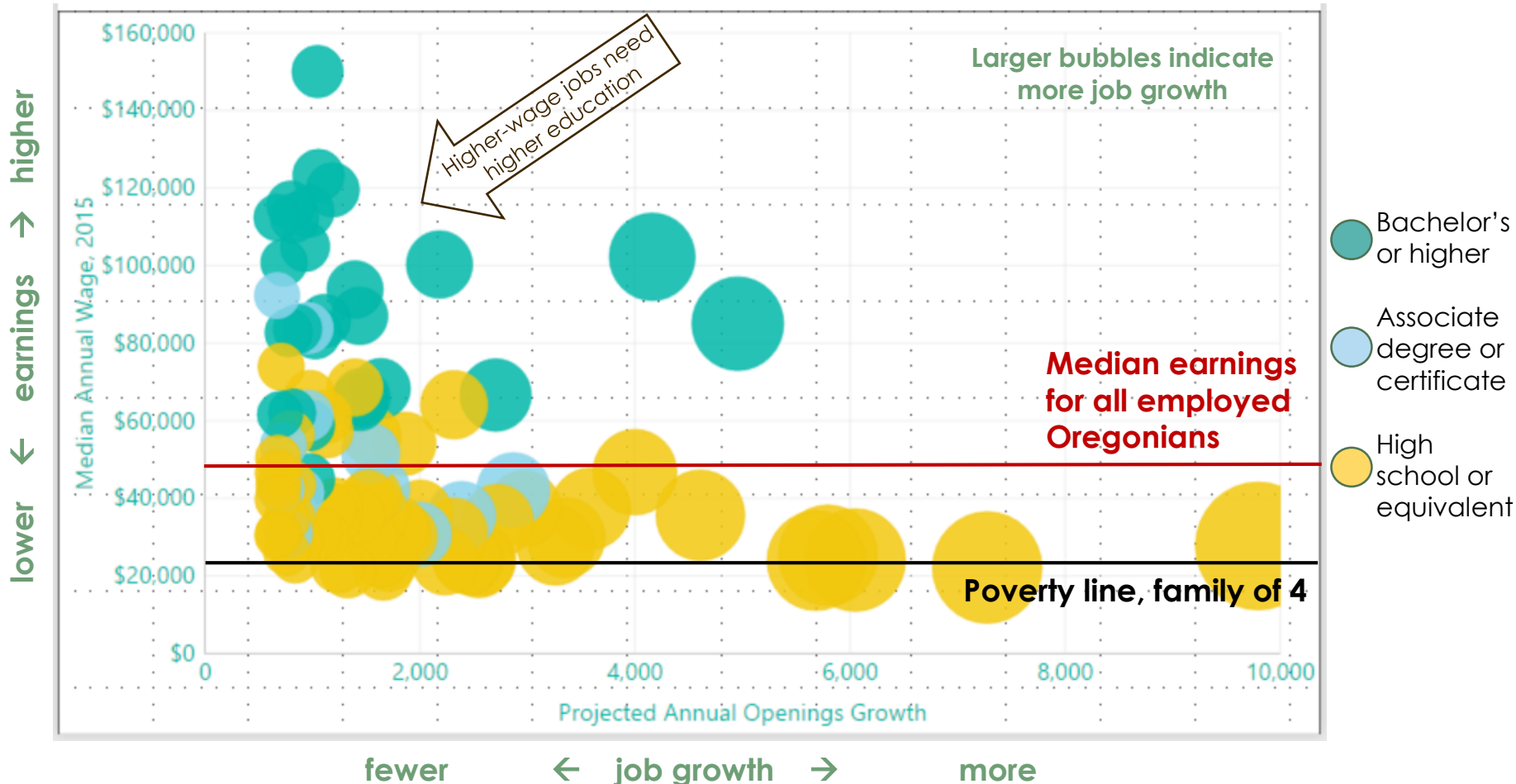
During the recovery, workers with a high school diploma or less gained only 80,000 jobs, while those with more education gained jobs.



SOURCE: Georgetown Center on Education and the Workforce, *America's Divided Recovery*, *College Haves and Have-Nots*, 2016 <https://cew.georgetown.edu/cew-reports/americas-divided-recovery/>

FOR FAMILY-WAGE JOBS, MOST PROJECTED GROWTH RELIES ON POSTSECONDARY EDUCATION

- Oregon projected job growth, by minimal required education and median earnings
- 100 occupations projected to grow the most represent 70% of all job growth 2014-24



Source: Oregon Employment Department, <https://www.qualityinfo.org/-/long-term-job-openings-fueled-by-growth-retirements> ; Bureau of Labor Statistics, Occupations with the most job growth projected 2014-2024, https://www.bls.gov/emp/ep_table_104.htm ; Bureau of Labor Statistics, May 2015 State Occupational Employment and Wage Estimates Oregon, https://www.bls.gov/oes/current/oes_or.htm . Note: Wages for physicians and surgeons is capped at \$150,000 for slide formatting.

A CLOSER LOOK AT FAMILY-WAGE JOBS REQUIRING POSTSECONDARY EDUCATION

Of the 100 jobs with the largest growth in Oregon, 40 have above-average earnings, and 30 of these 40 require postsecondary education.

Registered nurses

General and operations managers

Accountants and auditors

Computer programmers

Business operations specialists, all other

Computer network architects

Market research analysts, marketing specialists

Computer & information research scientists

Software and web developers

Managers, all other

Lawyers

Management analysts

Computer & information systems managers

Physicians and surgeons, all other

Physical therapists

Elementary school teachers

Financial managers

Computer occupations, all other

Real estate brokers

Software developers, systems software

Civil engineers

Sales managers

Cost estimators

Marketing managers

Wholesale and manufacturing sales rep's, technical and scientific products

Industrial engineers

Massage therapists

Secondary school teachers, except special and career/technical education

Construction managers

Medical and health services managers

Salary Range: \$53,000-\$143,000

Median income for all employed Oregonians: \$48,100

Source: Employment projections from Oregon Employment Department, <https://www.qualityinfo.org/-/long-term-job-openings-fueled-by-growth-retirements>. Salary data from Bureau of Labor Statistics, *Occupations with the most job growth projected 2014-2024*, https://www.bls.gov/emp/ep_table_104.htm



PROGRESS
TOWARD STATE
HIGHER
EDUCATION
GOALS

OREGON'S 40-40-20 GOAL



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

ORS 350.014 (2011)

HECC STRATEGIC PLAN TO ACHIEVE STATE GOALS: SIX FOCUS AREAS

The HECC's 2016-20 Strategic Plan charts a path forward to make progress for all Oregon's current and future students.

- Read the plan: www.oregon.gov/highered/about/Pages/strategic-plan.aspx

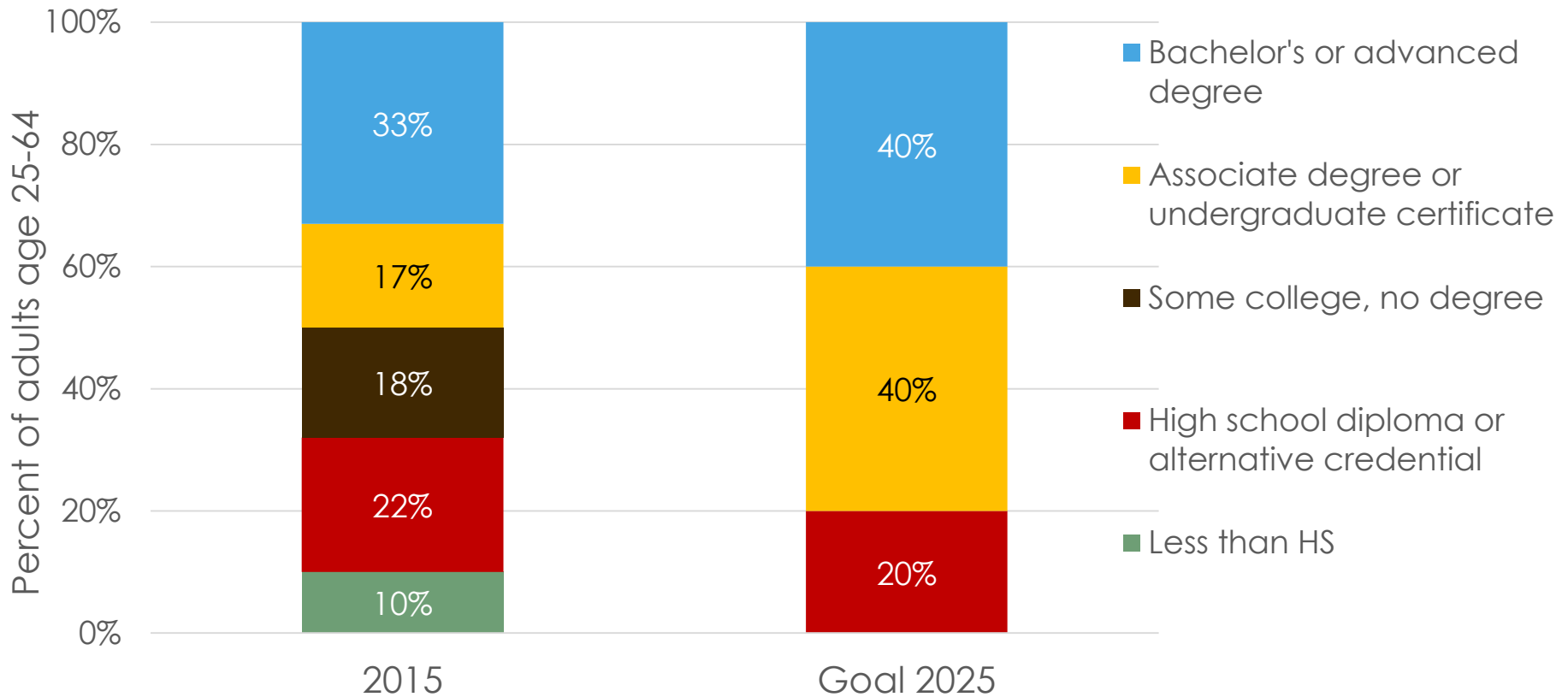
Defines six key priorities that will guide higher education funding and policy decisions within the HECC authority:

- **Goal-setting:** sharpening state higher education goals in specific areas, including for working-age adults, and better reporting our progress towards meeting them
- **Public College and University Funding:** supporting sustainable state funding linked to student success
- **Pathways:** simplifying and aligning student pathways from cradle to career
- **Student Support:** enhancing student success, safety, and completion
- **College Affordability:** limiting student costs for attending college in Oregon
- **Economic and Community Impact:** contributing to prosperous workforce, economy, and communities

Anchored in an Equity Lens, which commits the commission and agency to ensure its policy and resource allocation decisions advance equity.

EDUCATIONAL ATTAINMENT RATES FOR OREGON ADULTS (25-64) VERSUS 40-40-20 GOAL

Educational Attainment Rates for Oregon Adults Versus 40-40-20 Goal



Source: American Community Survey data, 1-year estimates of population age 25 and older.

THE MIDDLE 40

We endorse a broad understanding of what “counts” for the middle 40, including:

Two-year
Associate
degrees

One-year
certificates

Registered
apprentice-
ships

Career
pathways
certificates

Other
credentials

40-40-20: CLARIFYING THE GOAL

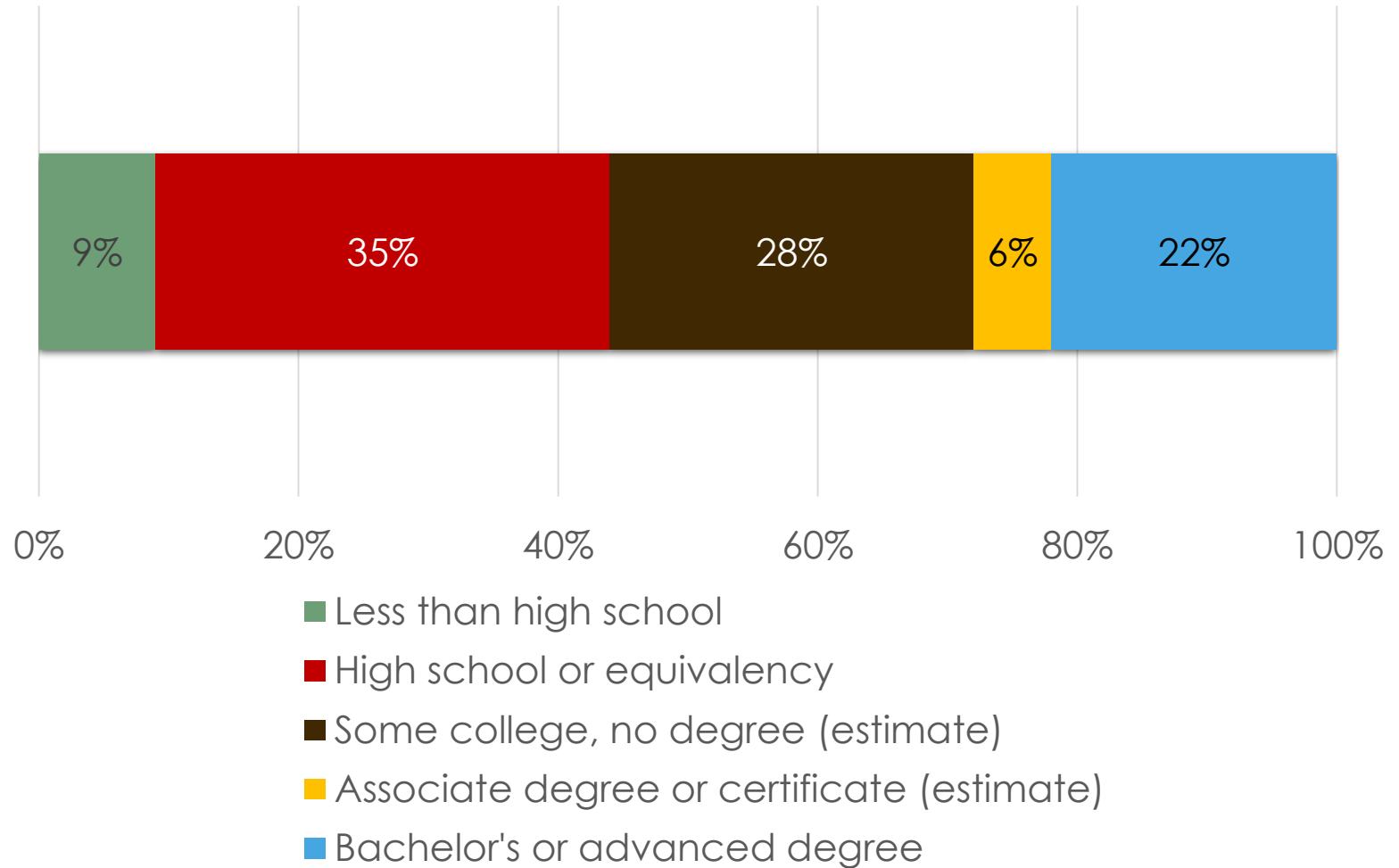
Oregon's 40-40-20 goal, as it exists today in statute, applies to the entire adult population.

- Would imply a massive adult education effort is needed to reach hundreds of thousands of Oregonians with adult education programs, including those who are nearing or beyond retirement age.

In HB 2311 (2017), HECC proposes clarifying the 40-40-20 as a pipeline goal, applying to the expected high school class of 2025 (and beyond).

HB 2311 also proposes that the Commission establish, by rule, new appropriate attainment goals for adult Oregonians, aligned with projected job opportunities.

EDUCATIONAL ATTAINMENT, OREGON HIGH SCHOOL CLASS OF 2006 (IN 2013)



Source: HECC review of ECONW Analysis, The Education Pathway, Oregon Learns, OregonLearns.org

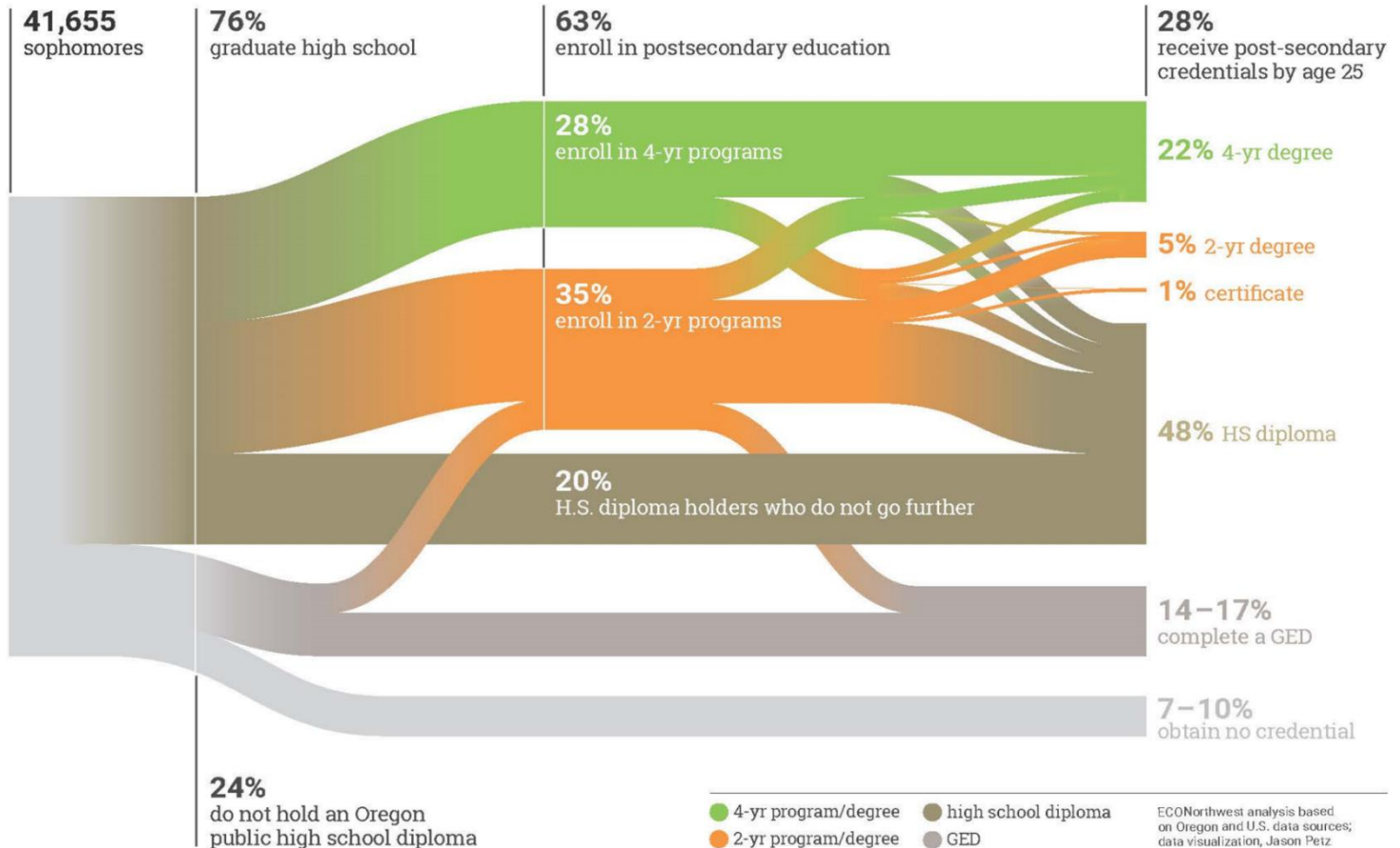
OREGON EDUCATION PATHWAY



The Education Pathway

Where the Oregon public high school class of 2006* went over the next nine years

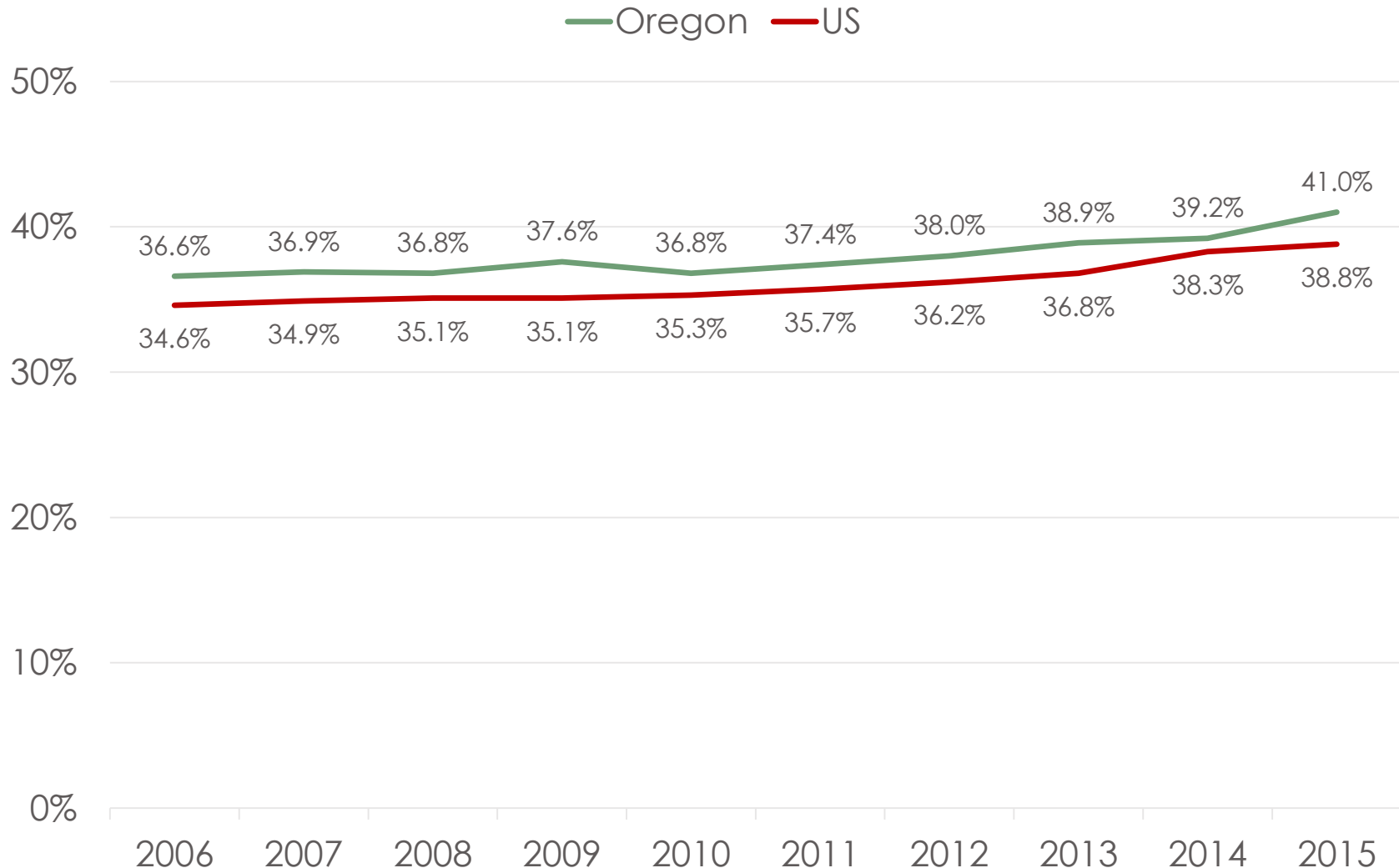
*sophomores in 2003-04



ECONorthwest analysis based on Oregon and U.S. data sources; data visualization, Jason Petz
To learn more: oregonlearns.org

Source: ECONorthwest analysis based on Oregon and US data sources, data visualization Jason Petz. OregonLearns.org

40-40-20 TRENDS: PERCENTAGE OF ADULTS WITH ASSOCIATE DEGREE OR HIGHER



Source: American Community Survey data, 1-year estimates of population age 25 and older. Does not include people for whom a post-secondary certificate or apprenticeship is their highest form of educational attainment.

EQUITY LENS

In 2014, the HECC adopted the Equity Lens initially developed by the (former) Oregon Education Investment Board, as a cornerstone to the State's approach to policy and budgeting. The HECC 2016-20 Strategic Plan is anchored by this commitment.

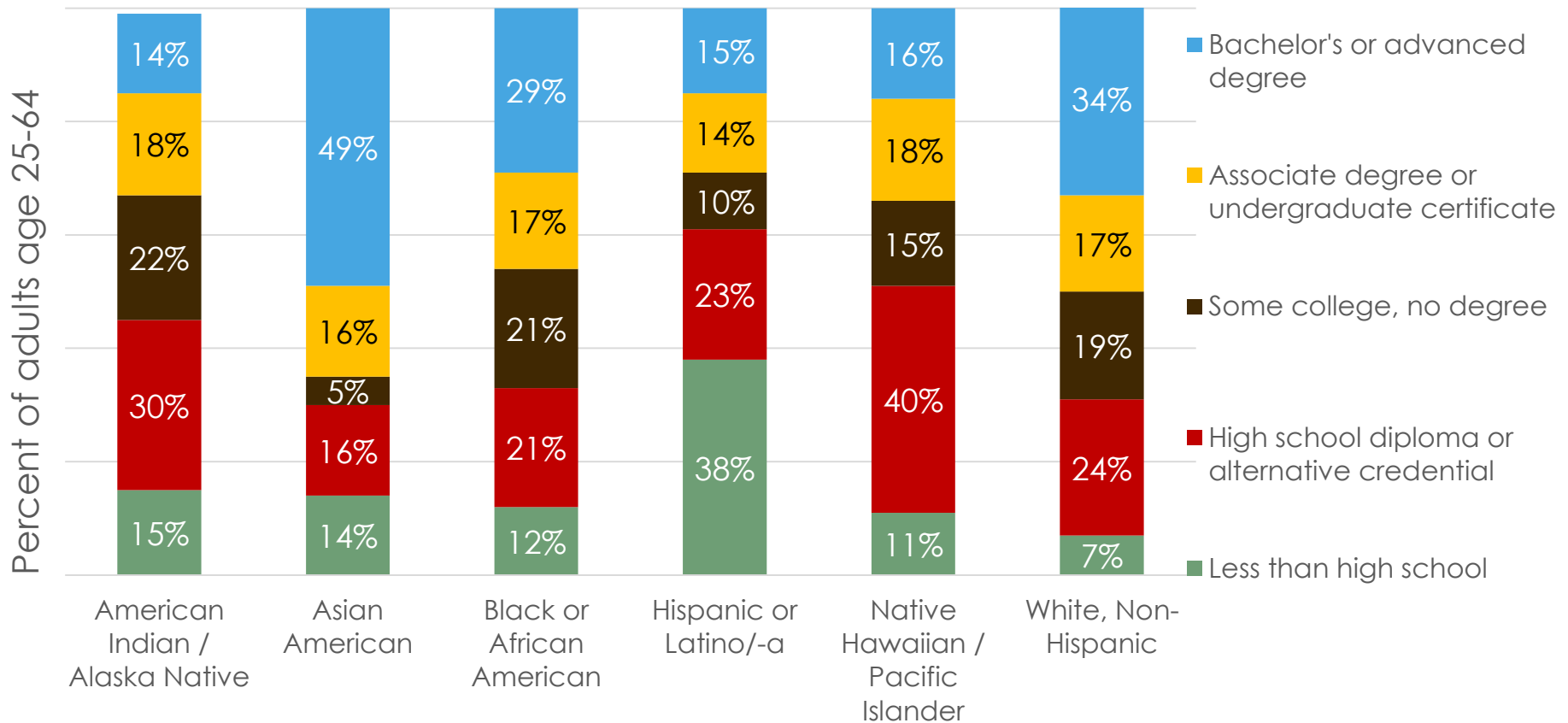


"...Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics are changing to provide rich diversity in race, ethnicity, and language. Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and changing practice over time to ensure that all communities can reach the goal and the vision of 40/40/20."

-Excerpt, Case for Equity, Equity Lens

EDUCATIONAL ATTAINMENT RATES FOR OREGON ADULTS VERSUS 40-40-20 GOAL

Educational Attainment Rates for Oregon Adults Versus 40-40-20 Goal



Source: American Community Survey data, 1-year estimates of population age 25 and older.



Date: March 28, 2017
Presented to: Joint Ways
and Means, Education
Subcommittee

INTRODUCTION TO OREGON HIGHER EDUCATION STUDENTS AND STRUCTURE

PRESENTED BY:
BEN CANNON, EXECUTIVE
DIRECTOR, HECC

OREGON AS 100 COLLEGE STUDENTS

STUDENTS AT OREGON DEGREE-GRANTING INSTITUTIONS, PUBLIC AND PRIVATE

FULL OR PART TIME

62% Full-time
38% Part-time



TYPE OF SCHOOL

53% 4-year
47% 2-year



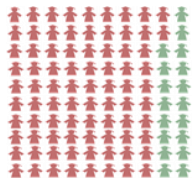
GENDER

54% Female
46% Male



FINANCIAL AID

82% Received aid
18% Did not receive aid



LEARNING ENVIRONMENT

74% Classroom only
16% Classroom + online
10% Online only



AGE

27% <19 **38% 20-24**
13% 25-29 **22% 30+**



RACE/ETHNICITY

1% Amer Indian/Native American
6% Asian-American/Pac. Islander
3% Black/African-American
12% Hispanic/Latino/a
6% Two or more
72% White

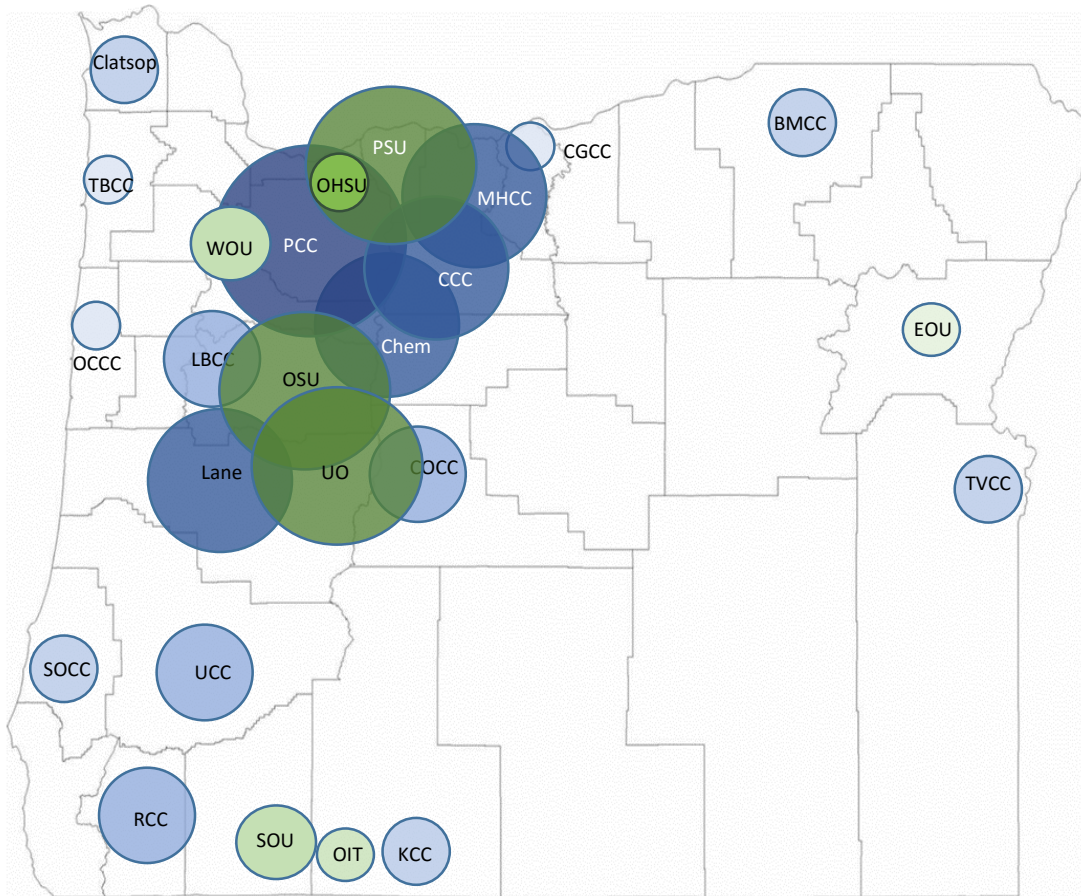


Source: IPEDS, Fall term 2014-15 (age) and 2013-14 (other categories). NOTE: IPEDS data source overestimates community college full-time enrollment.

ENROLLMENT

2015-16

academic year headcount¹



Community Colleges

78,775	PCC
29,822	Chem
28,215	Lane
27,475	MHCC
26,044	Clack
19,508	LBCC
16,292	COCC
16,236	RCC
14,542	UCC
8,311	SOCC
8,225	BMCC
6,719	TVCC
5,929	Klamath
5,357	Clatsop
3,046	CGCC
2,024	OCCC
1,989	TBCC

298,509*

Public Universities

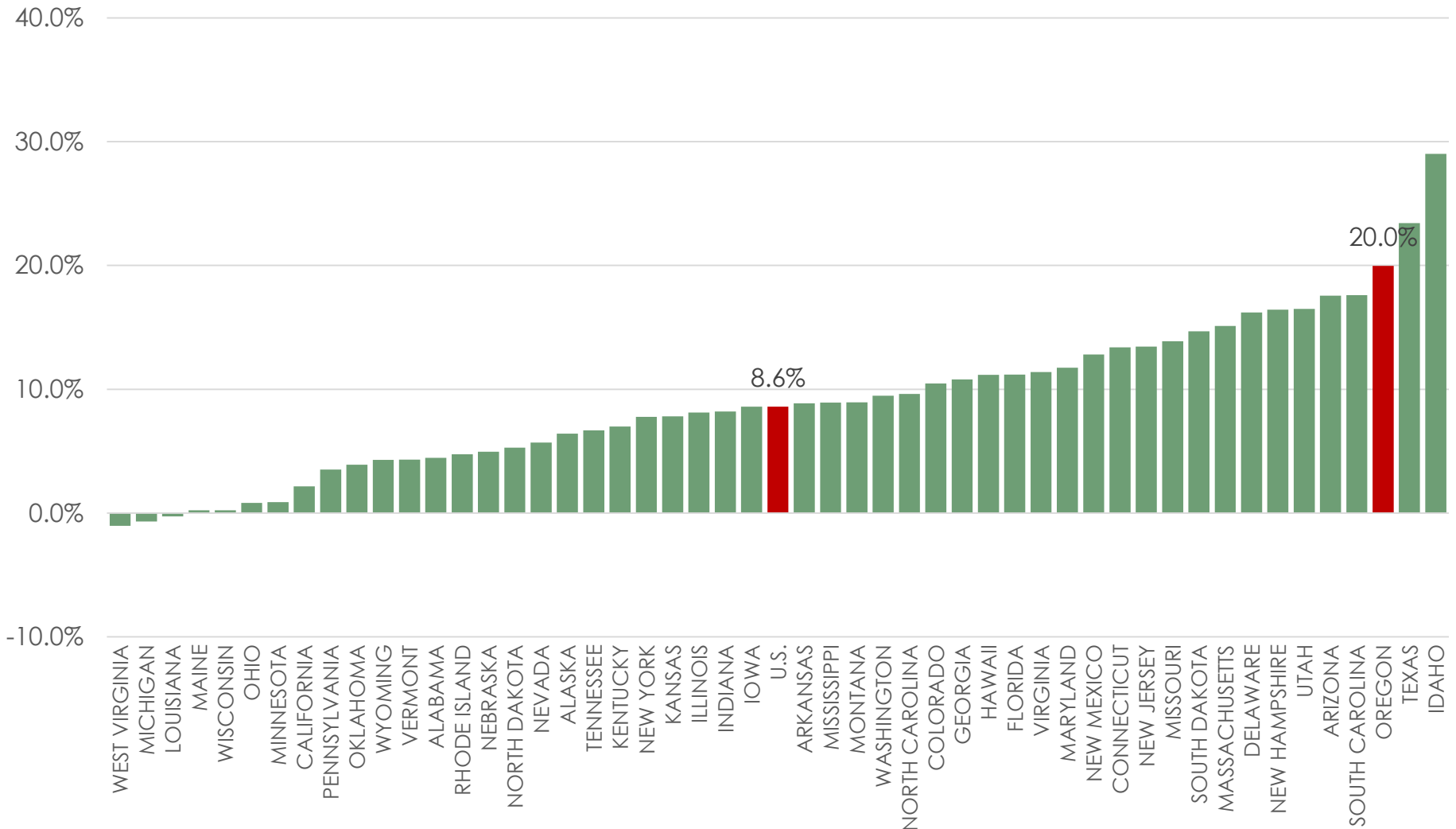
38,798	PSU
37,468	OSU
27,477	UO
8,183	SOU
7,114	WOU
6,556	OIT
5,866	EOU

131,462

1. Total headcount may contain duplicates for students who attend multiple institutions during the same academic year.
2. Total headcount for OHSU is for Fall of 2016.
3. Total headcount for 20 of the 24 Oregon-based state regulated institutions who have reported data or reported it correctly for the 2015-16 academic year and institutions exempt from ongoing regulation (Oregon Alliance of Independent Colleges and Universities).
4. Total headcount for 107 of the 201 institutions who reported data or reported it correctly for the 2015-16 academic year.

PUBLIC POSTSECONDARY NATIONAL COMPARISON

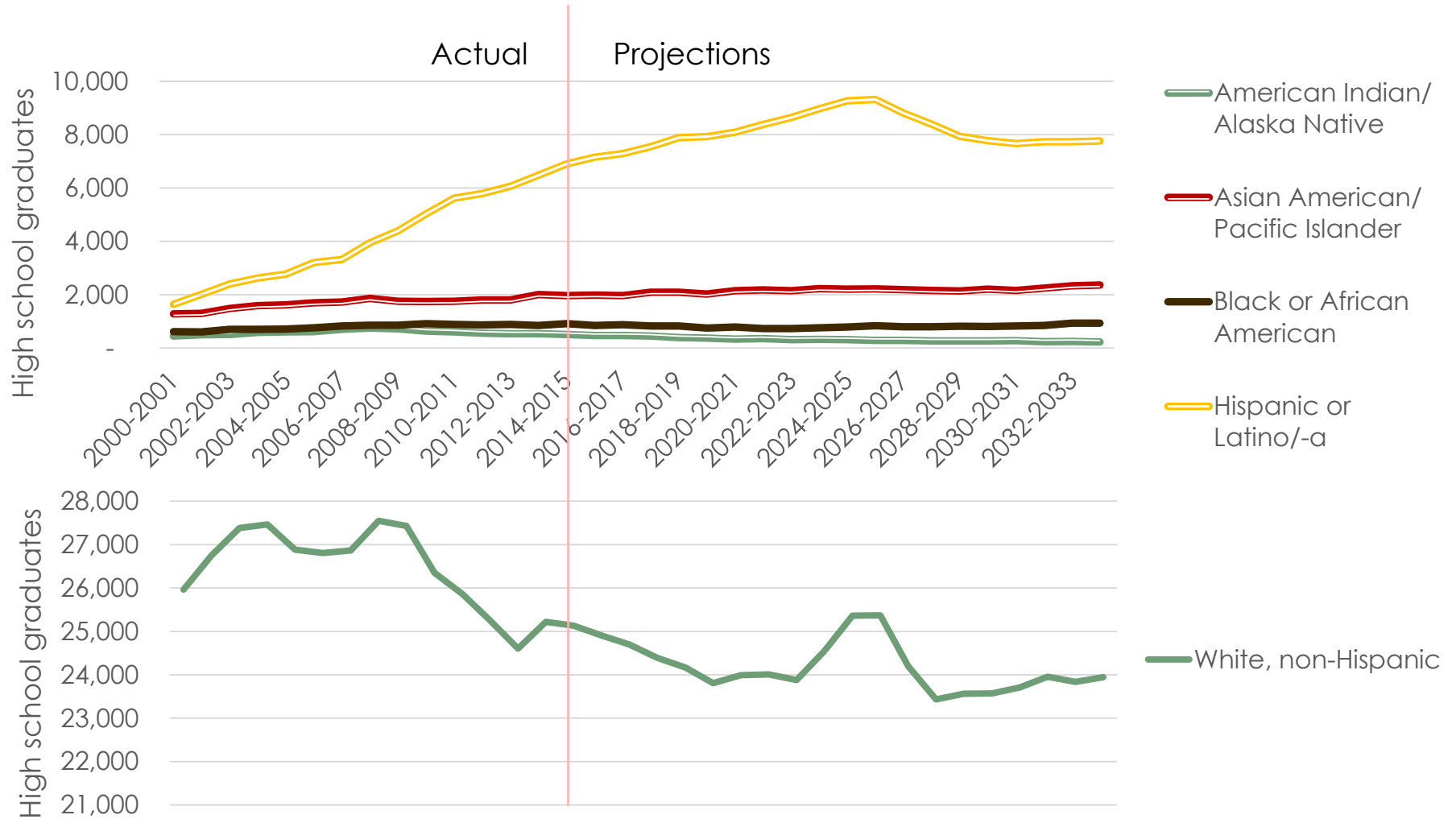
FTE ENROLLMENT: PERCENT CHANGE SINCE RECESSION (2008-2015)



Source: 2015 State Higher Education Finance Report, SHEEO, <http://www.sheeo.org>

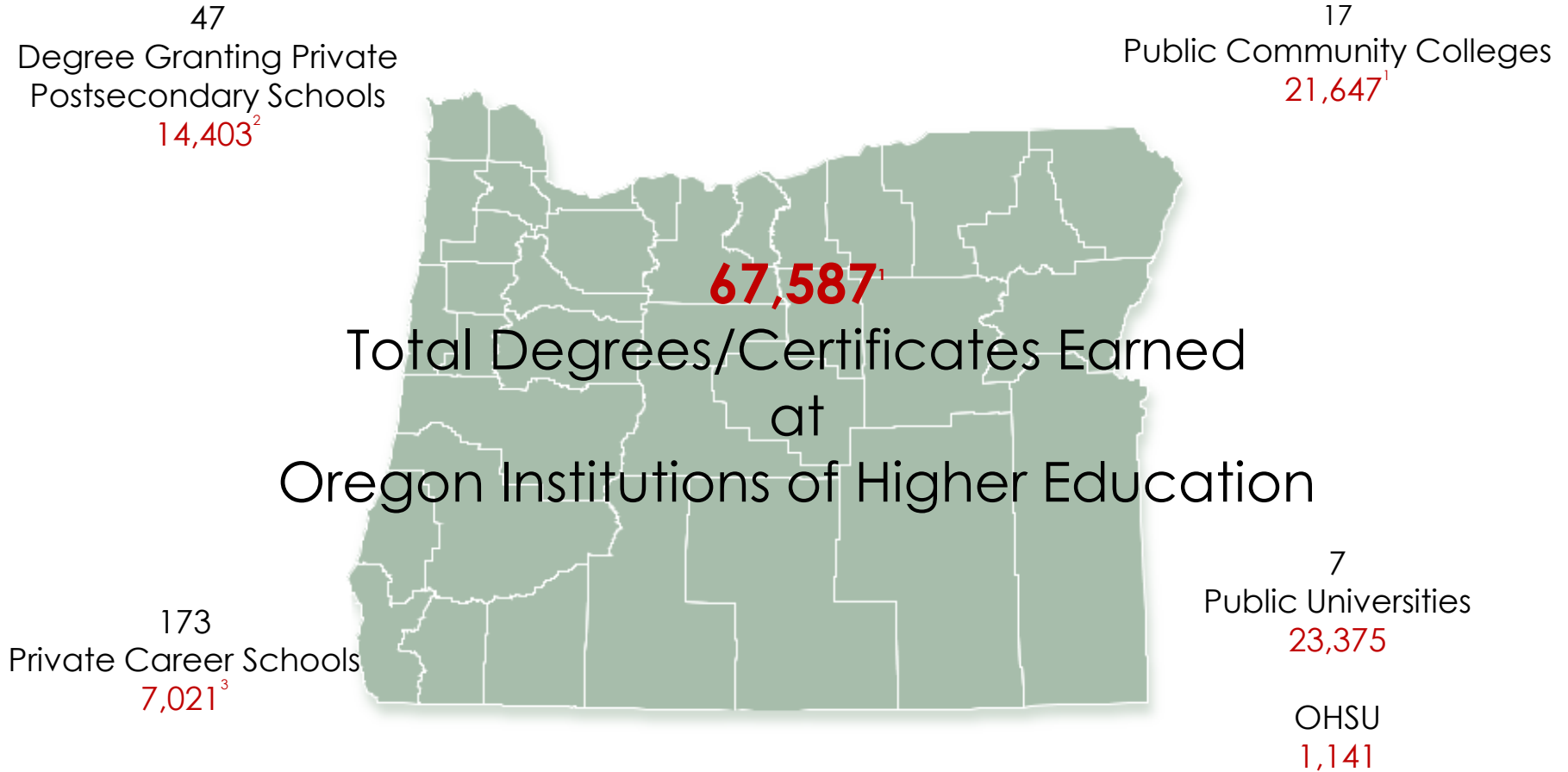
OREGON YOUTH PIPELINE INCREASINGLY DIVERSE

OREGON PUBLIC HIGH SCHOOL GRADUATES BY RACE/ETHNICITY, 2000-01 TO 2014-15 (ACTUAL), 2015-16 TO 2033-34 (PROJECTED)



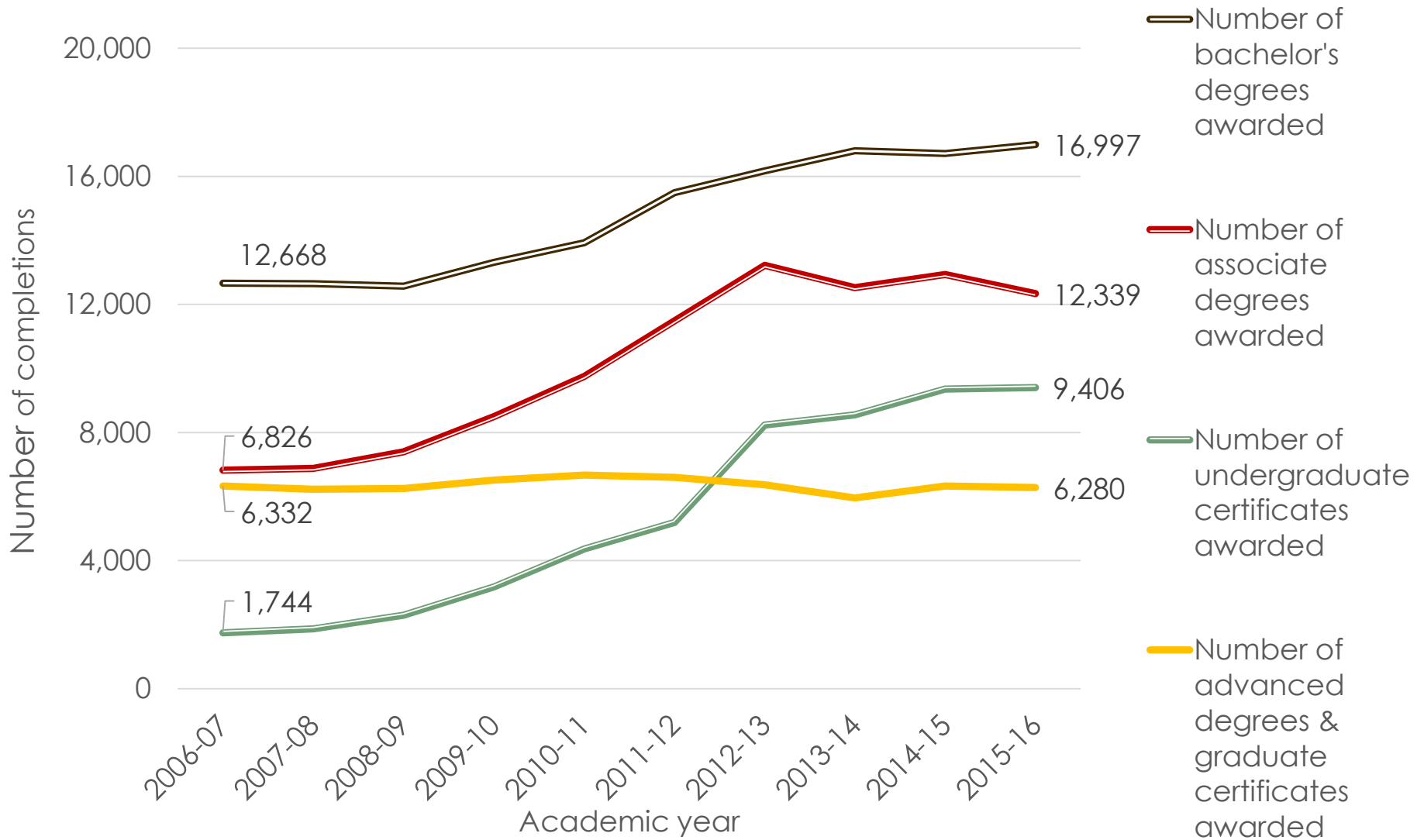
Notes: Projections derived from HECC analysis and include progression ratios from kindergarten through high school graduation, use the most recent four years of data, and include students entering or exiting the public school system (typically through migration). Sources: Centers for Disease Control data on Oregon birth rates by race-ethnicity, National Center for Education Statistics data on Oregon public elementary and secondary school enrollment and on private high school graduates, Oregon Department of Education (ODE) data on public high school graduates, and historic ODE data on home school graduates.

2016 COMPLETIONS



1. Includes Oregon Transfer Module, 1-2 yr. certificates, Associate/Bachelor/Master/PhD degrees, Post-doctoral and professional certificates.
2. Total completions from 18 of the 24 Oregon-based regulated schools and 23 exempt institutions who correctly reported data for the 2015-16 academic year.
3. Total completions from 97 of the 201 Oregon-based schools who correctly reported data for the 2015-16 academic year.

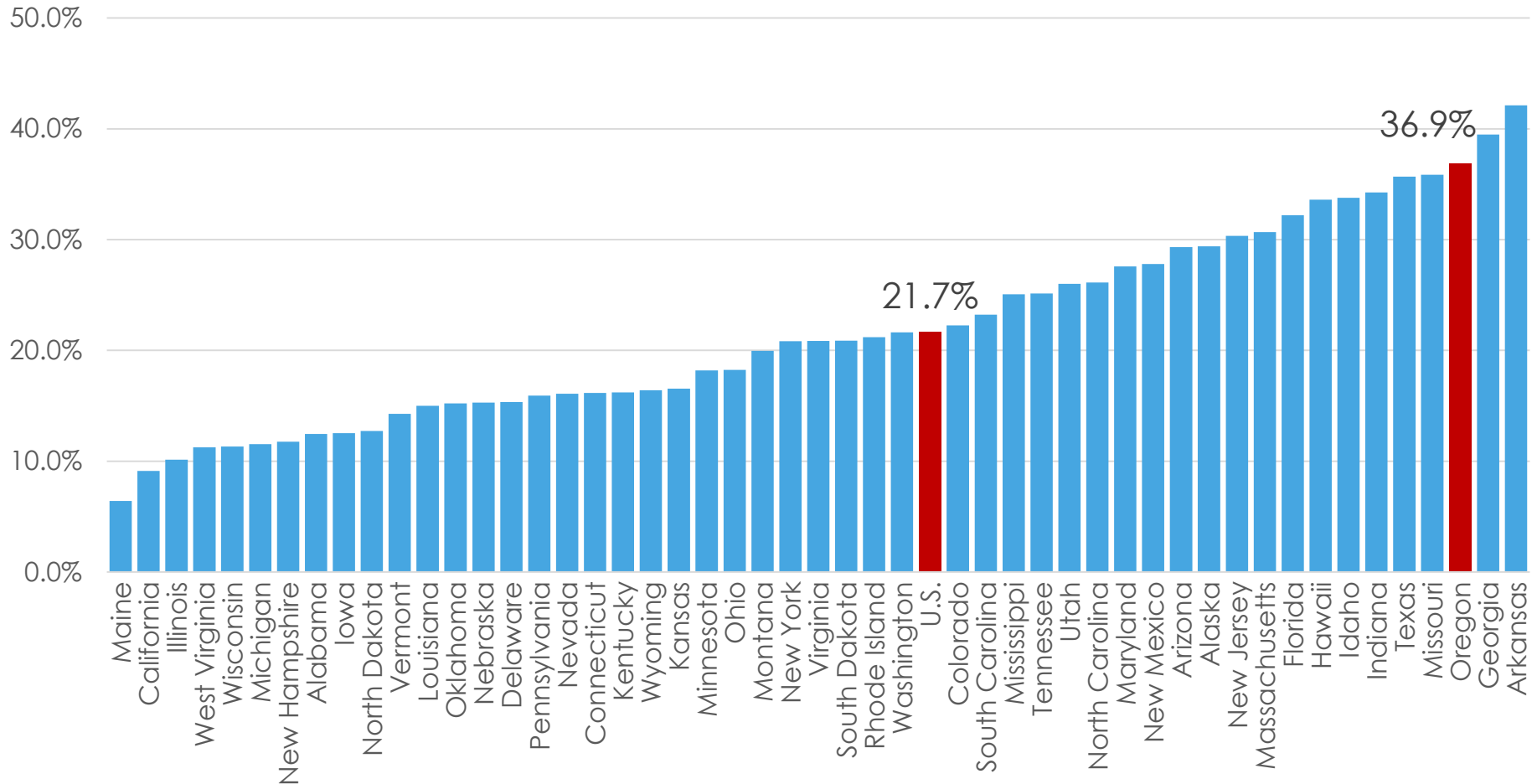
RISING CERTIFICATE AND DEGREE COMPLETION AT OREGON PUBLIC INSTITUTIONS



Source: HECC analysis of student-level data.

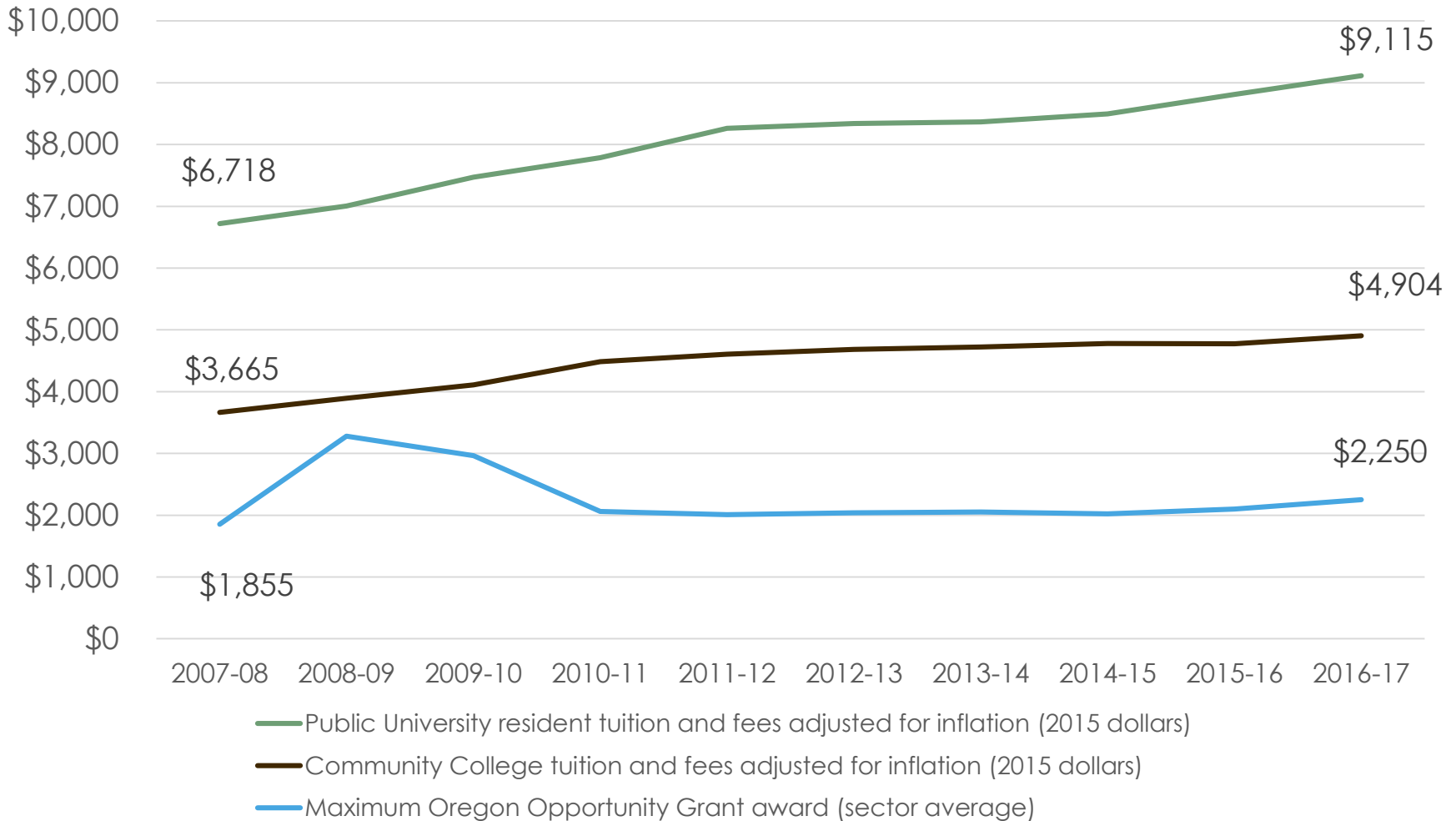
PUBLIC POSTSECONDARY NATIONAL COMPARISON

TOTAL DEGREES AWARDED, EXCLUDING CERTIFICATES: PERCENT CHANGE SINCE RECESSION (2008-2014)



Source: 2015 State Higher Education Finance Report, SHEEO, <http://www.sheeo.org>

TUITION AND FEES IN RELATION TO STATE NEED-BASED AID AT PUBLIC INSTITUTIONS



Source: HECC analysis of community college, university and HECC data.

Note: Tuition and fees based on 15 credits. Inflation adjustment based on Portland CPI-U, with the exception of 2016-17 which retains its current value. Source: HECC analysis of community college and HECC data.

Slide corrected April 12, 2017

STUDENT FACE COST CHALLENGES BEYOND TUITION AND FEES

The average total cost is significantly higher than tuition and fees alone.

- Total average cost at Oregon's Public Universities in 2016-17: \$24,367. Tuition and Fees: \$9,115.
- Total average cost at Oregon's community colleges in 2016-17: \$17,788. Tuition and Fees: \$4,904.

The majority of public postsecondary students seeking financial aid do not receive enough to meet college costs without loans.*

- Among Oregon community college FAFSA filers in 2015-16, 74.9% had unmet need after grant aid and expected family contribution is applied.
- Among Oregon's public university FAFSA filers in 2015-16, 83.0% had unmet need after grant aid and expected family contribution is applied.

*NOTE: Average cost of attendance (CoA) surpasses expected family contribution (EFC) and grant aid combined.

Sources: Analysis of university tuition, HECC data, and 2016 Standard Average Student Budgets for Oregon Public Postsecondary Institutions http://www.oregonstudentaid.gov/osac-doc/Student_Budgets.pdf, HECC Key Performance Metrics (22 and 23). Actual student budgets vary widely.

HIGHER EDUCATION ENROLLMENT AND COMPLETION RELATED KEY PERFORMANCE METRICS

Data will be
presented
with HECC
Agency
Operations,
Appendix

KPM 1: Oregon high school graduates attending college

KPM 6: Number of community college students who have earned 15-29 college credits

KPM 7: Number of community college students who have earned 30-44 college credits

KPM 8: Number of community college students who earn at least 45 college credits

KPM 9: Certificate and Oregon Transfer Module earners

KPM 10: Community college associate degrees

KPM 11: Community college completions per 100 students (credit-bearing FTE)

KPM 12: Community college to university transfers

KPM 16: Public university six-year graduation rates

KPM 17: Number of public university bachelor's degrees awarded each academic year

KPM 18: Number of public university advanced degrees and graduate certificates awarded

KPM 19: Number of public university bachelor's degrees awarded to community college transfers

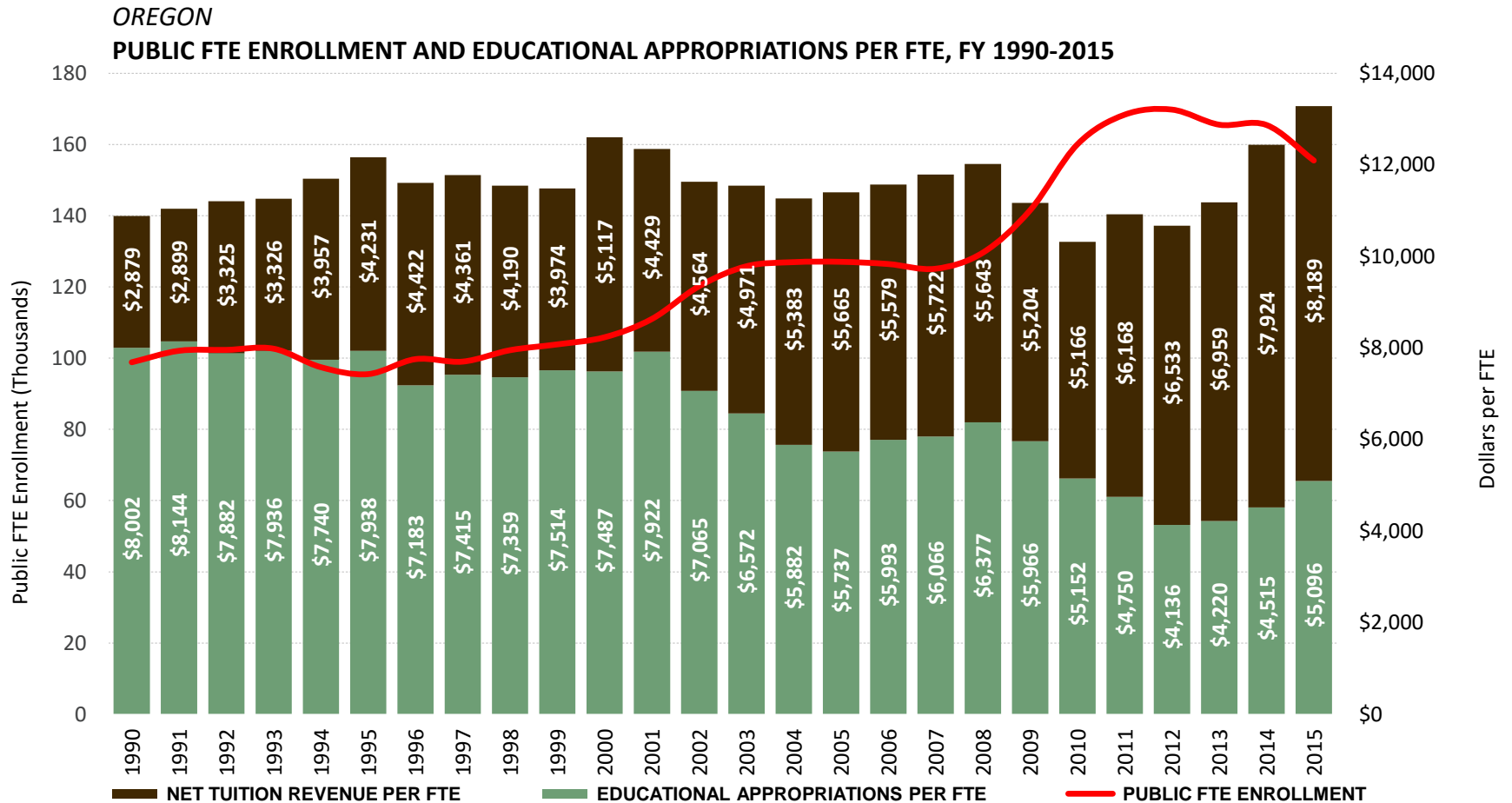
KPM 20: Public university graduation rate for non-traditional students

KPM 22: Percentage of resident enrolled students who are incurring unaffordable costs, CCs and universities



A QUICK HISTORY OF HIGHER EDUCATION FUNDING

OREGON PUBLIC FTE ENROLLMENT AND EDUCATIONAL APPROPRIATIONS PER FTE, FY 1990-2015



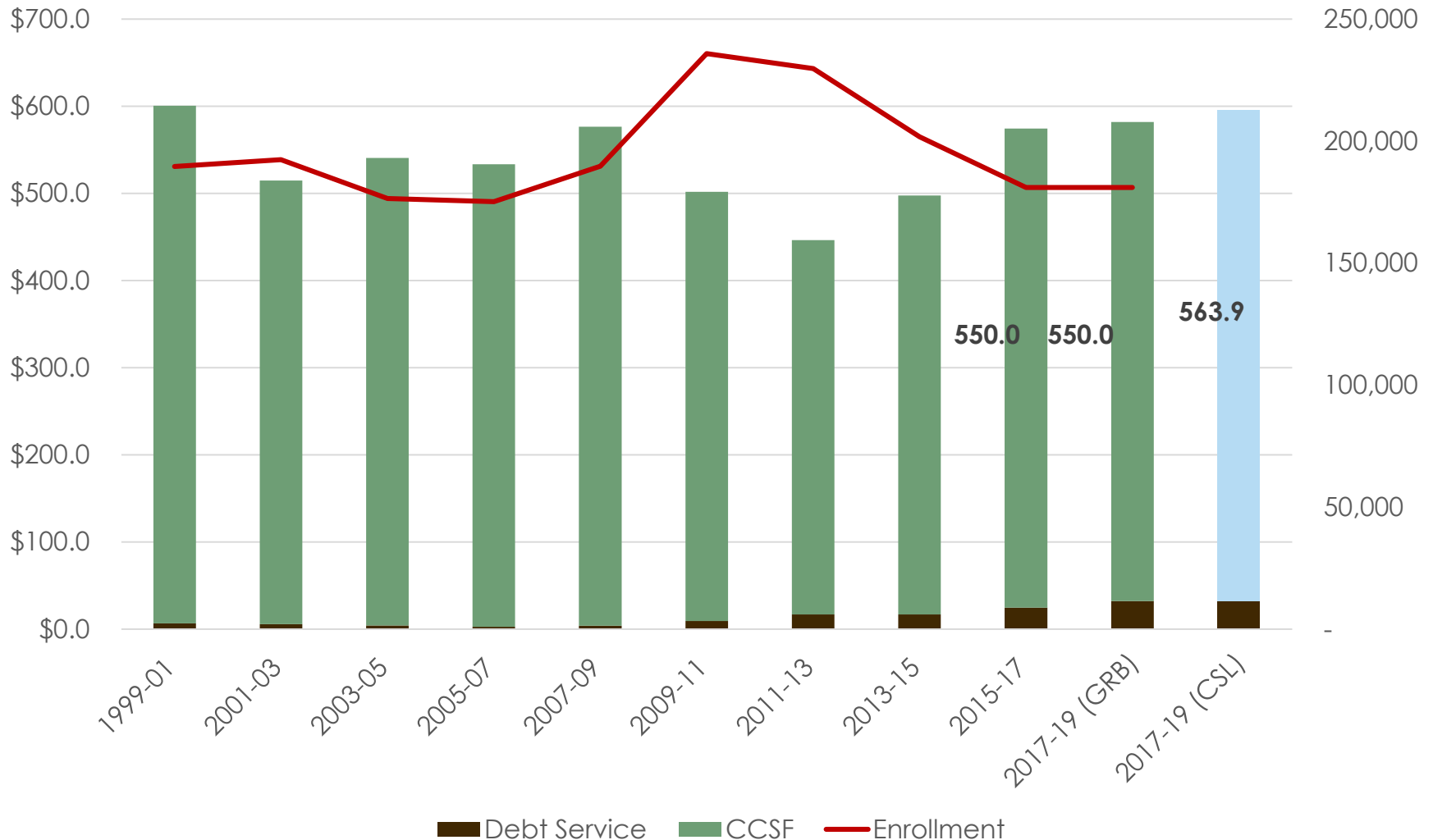
NOTES: Data adjusted for inflation using the Higher Education Cost Adjustment (HECA). Full-time equivalent (FTE) enrollment equates student credit hours to full-time, academic year students, but excludes medical students. Educational appropriations are a measure of state and local support available for public higher education operating expenses

including ARRA funds, and exclude appropriations for independent institutions, financial aid for students attending independent institutions, research, hospitals, and medical education. Net tuition revenue is calculated by taking the gross amount of tuition and fees, less state and institutional financial aid, tuition waivers or discounts,

Source: 2015 State Higher Education Finance Report, SHEEO, <http://www.sheeo.org>

COMMUNITY COLLEGE STATE FUNDING AND ENROLLMENT OVER TIME

STATE APPROPRIATIONS (IN MILLIONS) AND ENROLLMENT



Source: HECC analysis of state appropriation and student-level data.

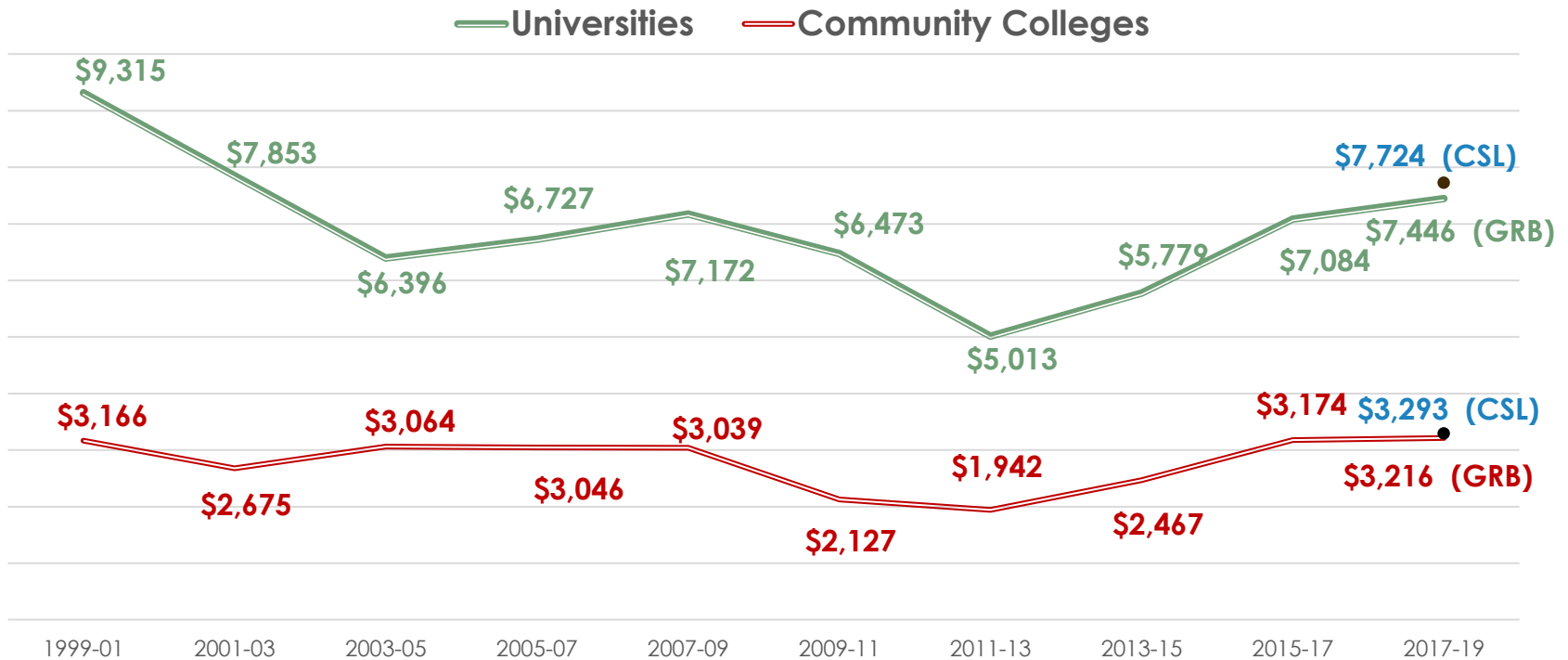
PUBLIC UNIVERSITY STATE FUNDING AND ENROLLMENT OVER TIME

STATE APPROPRIATIONS (IN MILLIONS) AND RESIDENT ENROLLMENT



NOTE: Statewide Public Services and Capital Outlays excluded
 Source: HECC analysis of state appropriation and student-level data.

STATE APPROPRIATIONS TO PUBLIC COMMUNITY COLLEGES AND UNIVERSITIES PER STUDENT (FTE) ADJUSTED FOR INFLATION



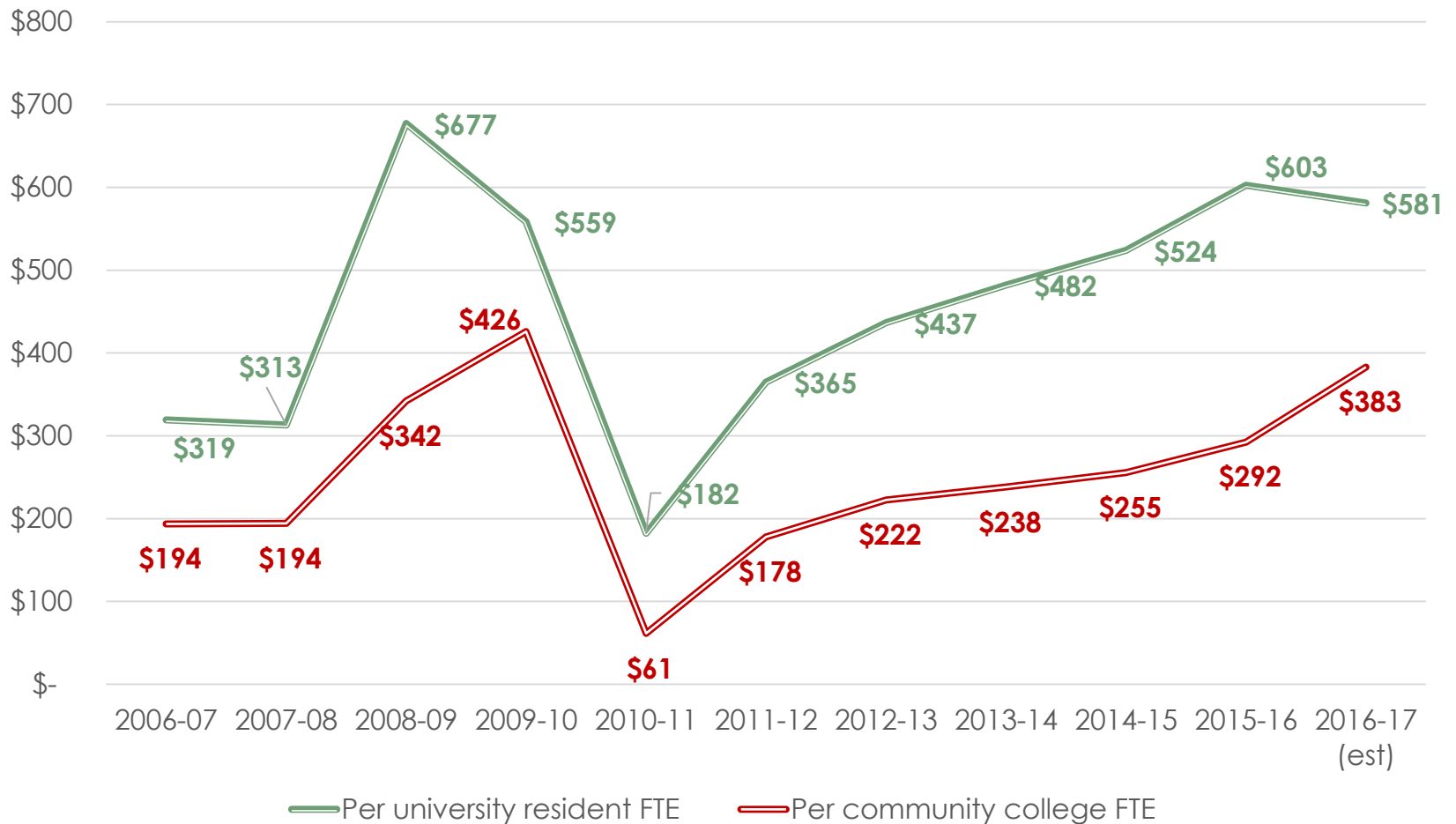
Notes:

- Includes Debt Service
- University data includes PUSF and State Programs
- Community College data includes only CCSF distributed by funding formula
- Enrollment for 2017, 2018, 2019 assumed at 2016 levels
- Inflation adjustment based on Portland CPI-U
- Excludes non-resident university enrollment

Source: HECC analysis of state appropriation and student-level data.

STATE APPROPRIATIONS TO OREGON OPPORTUNITY GRANT PER STUDENT (FTE), ADJUSTED FOR INFLATION

2017-19 GRB Request \$151.1M
2017-19 CSL \$146.1M



Notes: Inflation adjustment based on Portland CPI-U. Excludes non-resident university enrollment and non-reimbursable community college enrollment. Estimate for 2016-17 based on fall 2016 disbursements, fall 2016 university resident FTE, and 2015-16 community college reimbursable FTE.

Source: HECC analysis of state appropriation and student-level data.

NATIONAL COMPARISON IN STATE FUNDING: OREGON RANK IMPROVING

In the most recent (FY 2015) national report, Oregon ranked **45th** in public educational appropriation per student. Between 2008-2015, Oregon public funding per student dropped more than in all but 19 other states.

The 2015 Legislative session produced significant increases to Oregon higher education funding. In preliminary results of the FY 2016 report, Oregon now ranks **37th** in public educational appropriations per student FTE.

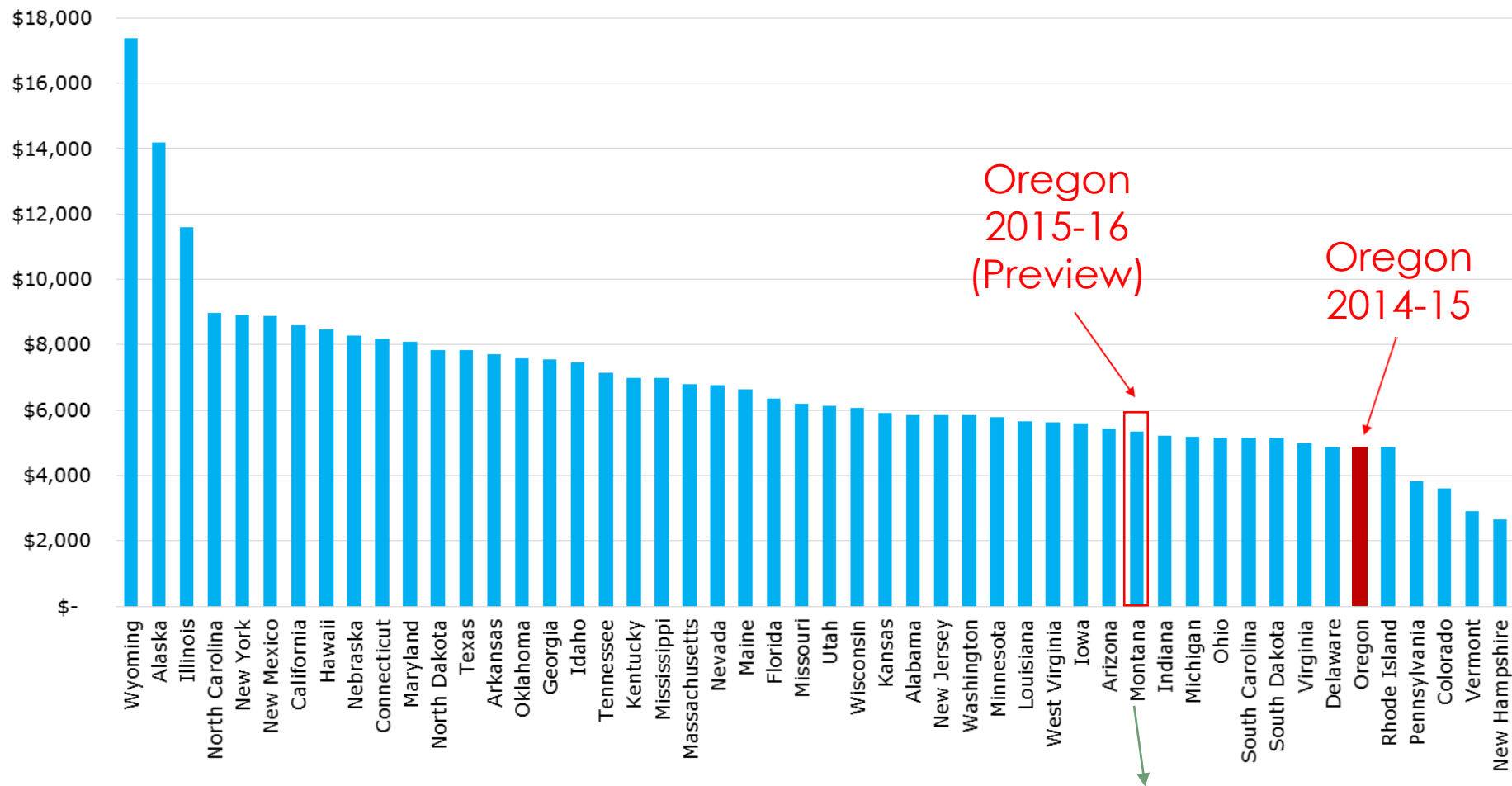
Preliminary National Data Fiscal Year 2016

	Full-Time Equivalent (FTE) Enrollment	Educational Appropriations per FTE	Net Tuition Revenue per FTE	Total Educational Revenue per FTE
Oregon Rank	27	37	21	30

Source: State Higher Education Executive Officers Preliminary Data (subject to change). Rank 1 is largest/highest and does not include Washington, D.C or Puerto Rico. Adjusted for state to state comparisons using the Cost of Living Index (COLI) and Enrollment Mix index (EMI).

THE 2015-17 REINVESTMENT HAS IMPROVED OREGON'S STANDING IN FUNDING PER STUDENT

2015 Educational Appropriations per Student

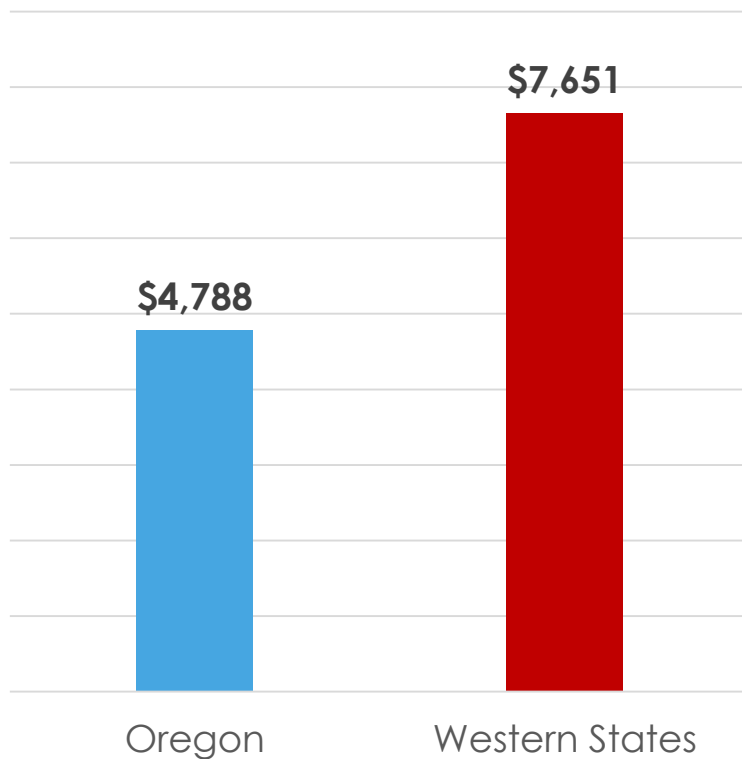


Source: 2015 State Higher Education Finance, State Higher Education Executive Officers (SHEEO.)

AMONG WESTERN STATES, OREGON IS A LOW CAMPUS FUNDING, LOW FINANCIAL AID, HIGH TUITION STATE (FY 2015)

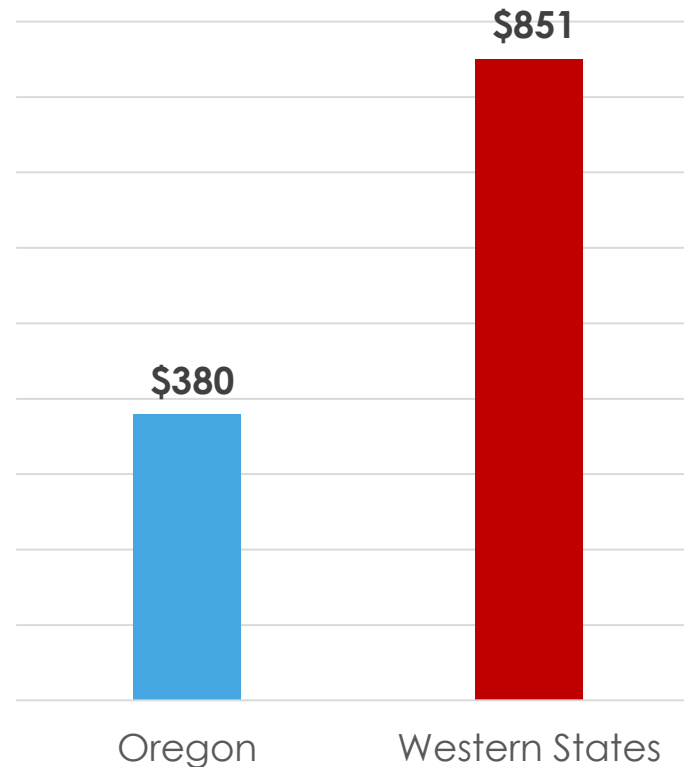
Low Institutional Funding

Total State and Local Appropriations to Higher Education per FTE, FY 2015



Low Financial Aid

Need-Based Grant Aid Awarded by State Grant Programs per FTE Undergraduates in 2014-15



Western States:

- Alaska
- Arizona
- California
- Colorado
- Hawai'i
- Idaho
- Montana
- Nevada
- New Mexico
- North Dakota
- Washington
- Wyoming

US Pacific Territories & Associated States

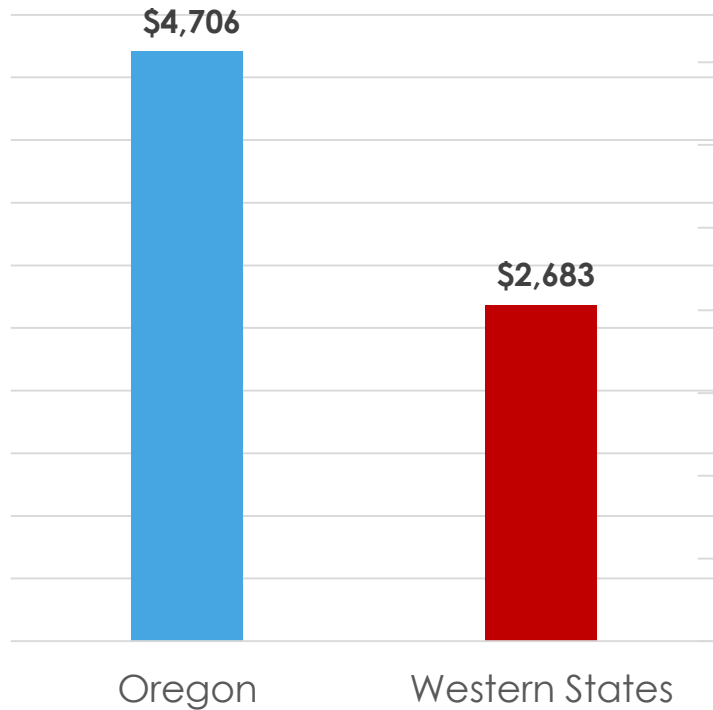
NOTE: FTE data are for Title IV-participating, degree-granting, public and independent two- and four-year institutions only and are calculated full-time undergraduate enrollment plus 1/3 part-time undergraduate enrollment.

Sources: Western Interstate Commission for Higher Education (WICHE) State Data. Appropriations: State Higher Education Executive Officers, State Higher Education Finance Survey FY 2015. Aid: National Association of State Student Grant and Aid Programs. National Center for Education Statistics (NCES), IPEDS Fall Enrollment Survey. WICHE calculations.

AMONG WESTERN STATES, OREGON IS A LOW CAMPUS FUNDING, LOW FINANCIAL AID, HIGH TUITION STATE (2016-17)

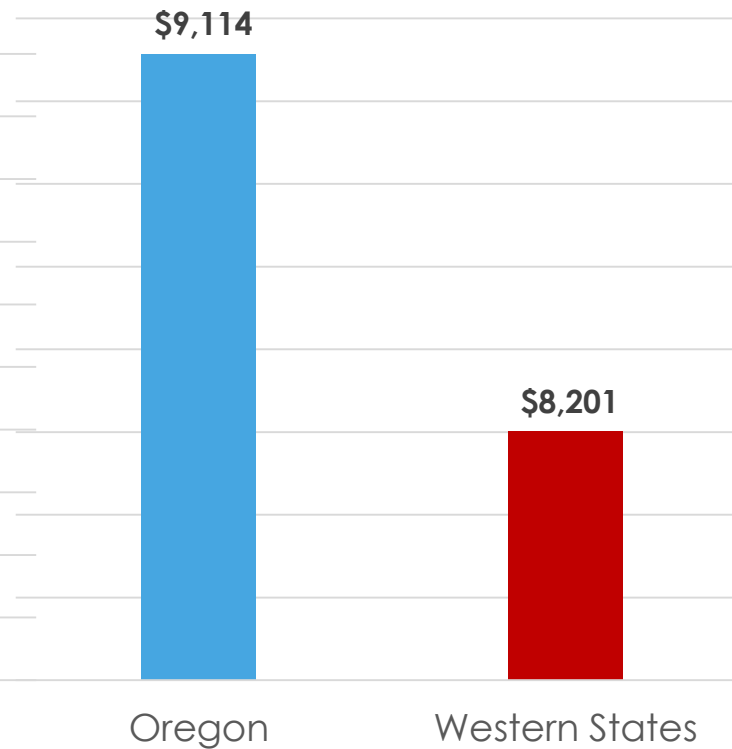
High 2-year Tuition

Average Resident Undergraduate Tuition and Fees at Public Two-Year Institutions, 2016-17



High 4-year Tuition

Average Resident Undergraduate Tuition and Fees at Public Four-Year Institutions 2016-17



Western States:

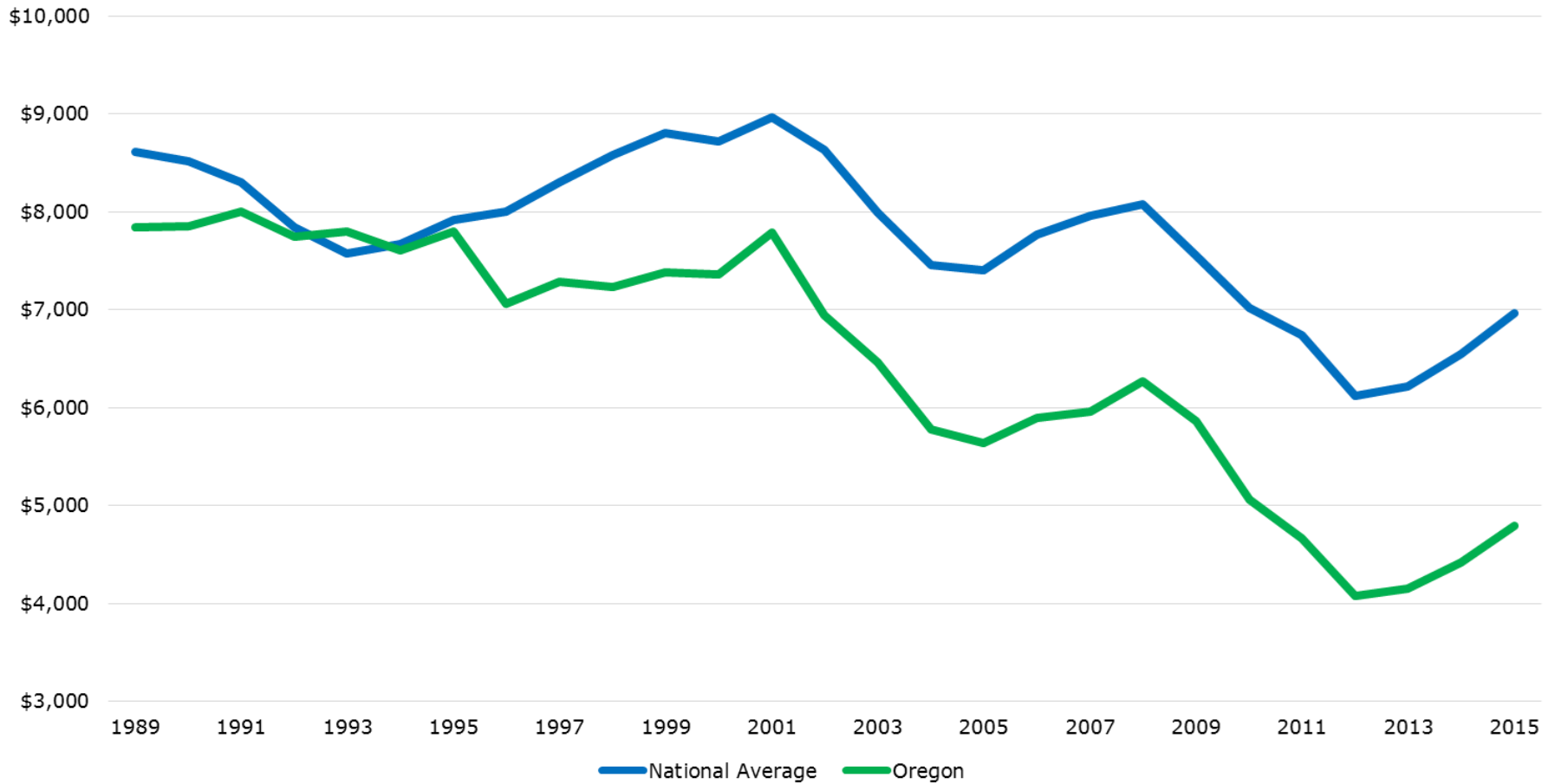
- Alaska
- Arizona
- California
- Colorado
- Hawai'i
- Idaho
- Montana
- Nevada
- New Mexico
- North Dakota
- Washington
- Wyoming

US Pacific Territories & Associated States

Source: Western Interstate Commission for Higher Education (WICHE) State Data, Tuition and Fees in Public Higher Education in the West.

OREGON HIGHER ED APPROPRIATIONS PER FTE, DIFFERENCES FROM U.S. AVERAGE (FY 2015)

State Appropriations per Student (1989-2015)



Source: 2015 State Higher Education Finance, State Higher Education Executive Officers (SHEEO.)

OREGON'S NATIONAL POSITION IN FUNDING STUDENT AID: ROOM TO GROW (2014-15)

2014-15	U.S. average	Oregon amount	Oregon rank
Need-based grant dollars per capita population	\$32	\$14	33
Need-based grant dollars per 18-24 year old in state	\$333	\$159	33
Percent of dollars awarded to public colleges and universities	72.2%	91.9%	9

Oregon ranks in bottom third nationally for need-based grant dollars per Oregonian

The great majority of need-based grant dollars go to students at public institutions, furthering state investments in public colleges and universities to foster equity and student success.

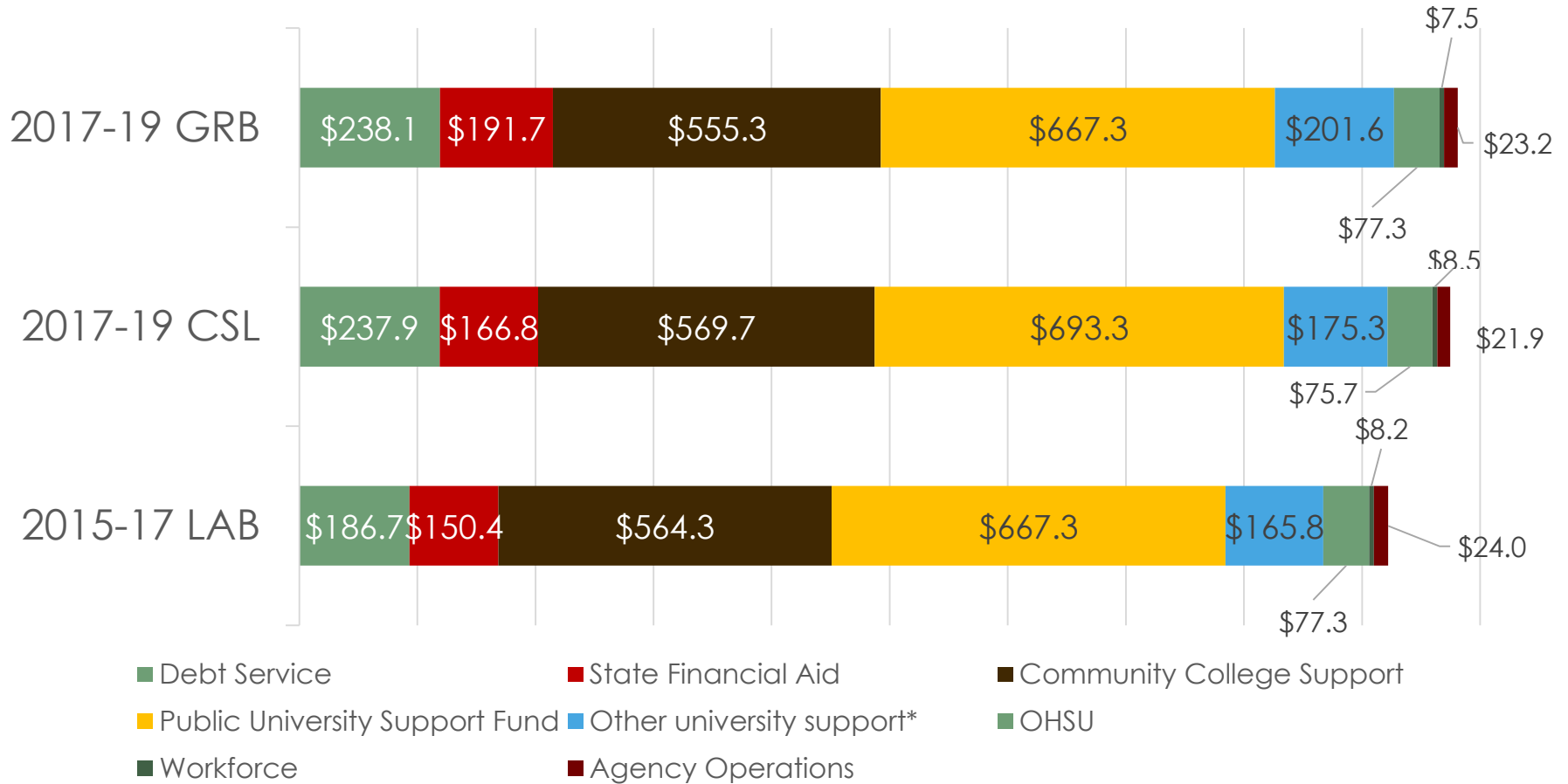
Source: National Association of State Student Aid and Grant Programs. 2016. *46th Annual Survey Report on State-Sponsored Student Financial Aid: 2014-15 Academic Year*. http://www.nassgap.org/survey/NASSGAP_Report_14-15_final.pdf



KEY COMPONENTS OF HIGHER EDUCATION BUDGET

WHAT IS THE STATE INVESTMENT?

State Investment in Postsecondary Education
(GF/LF only, in millions)



* Includes Agriculture Experiment Station, Extension Service, Forest Research Laboratory, Other State Programs, and Sports Action Lottery. 2017-19 GRB includes \$44 million LF to implement Measure 99 (Outdoor School Program).

GOVERNOR'S RECOMMENDED BUDGET (GRB): STATE SUPPORT FOR PUBLIC COMMUNITY COLLEGES

Activity	Description	2015-17 LAB	2017-19 CSL	2017-19 GRB
Preserve Community College Support Fund (CCSF)	Preserves critical investments made last biennium to public community colleges to support educational and operational expenses	\$550.0M GF	\$563.9M GF	\$550.0M GF
Change from 2015-17				0% from LAB -2.5% from CSL
Invests in targeted programs for student success	Invests in skills center, grants to serve underserved students, and Oregon Promise student success supports	\$14.3M GF	\$5.8M GF	\$5.3M GF
Change from 2015-17				-63.4% from LAB -9.4% from CSL
Support Debt Service on Previous Community College Capital Projects	Supports debt service on previously approved capital infrastructure projects for the community colleges	\$35.1M (\$24.6M GF, \$10.5M LF)	\$43.8M (\$32.1M GF, \$11.7M LF)	\$43.8M (\$32.1M GF, \$11.7M LF)
Change from 2015-17				+19.9%

NOTE: This slide contains General Fund (GF) and Lottery Fund (LF) dollars, not Other Funds. LAB: Legislatively Adopted Budget, GRB: Governor's Recommended Budget, CSL: Current Service Level, M: Millions.

GOVERNOR'S RECOMMENDED BUDGET (GRB): STATE SUPPORT FOR PUBLIC UNIVERSITIES

Activity	Description	2015-17 LAB	2017-19 CSL	2017-19 GRB
Preserve Public University Support Fund	Preserves critical investments made last biennium to public universities to support educational and operational expenses	\$667.3M	\$693.1M GF	\$667.3M GF
Change from 2015-17				0% from LAB -3.75% from CSL*
Support Debt Service on Previous University Capital Projects	Supports debt service on previously approved capital projects for the universities	\$151.6M (\$119.7M GF, \$31.9M LF)	\$193.6M (\$161.7M GF, \$31.9M LF)	\$193.8M (\$161.9M GF, \$31.9M LF)
Change from 2015-17				+21.8% from LAB +0.1% from CSL

*The GRB includes approval of the policy decision to implement but does not fund a new Current Service Level valuation method for the Oregon public universities. This method (directed by SB 5701 in 2016) is based partially on the Community College Support Fund (CCSF) methodology.

NOTE: This slide contains General Fund (GF) and Lottery Fund (LF) dollars, not Other Funds. LAB: Legislatively Adopted Budget, GRB: Governor's Recommended Budget, CSL: Current Service Level, M: Millions. Slide corrected 3.29.17.

GOVERNOR'S RECOMMENDED BUDGET (GRB): OREGON'S LARGEST STATE-ADMINISTERED FINANCIAL AID PROGRAMS

Activity	Description	2015-17 LAB	2017-19 CSL	2017-19 GRB
Expand Oregon Opportunity Grant (OOG)	Expands funding for the Oregon Opportunity Grant, Oregon's primary need-based financial aid program serving the lowest-income Oregonians.	\$140.9M	\$146.1M (\$125.2M GF \$20.7M LF)	\$151.1M (\$132.4M GF \$18.5M LF)
Change from 2015-17				+8.1% from LAB +3.4% from CSL
Continue Oregon Promise Grant	Continues funding for Oregon Promise grant program, serving recent high school graduates and GED recipients of all income levels.	\$9.5M GF (funds first year of one student cohort only)	\$19.8M GF	\$39.7M GF (continues to fund first student cohort and funds upcoming eligible student cohorts for full biennium)
Change from 2015-17				Not applicable

NOTE: This slide contains General Fund (GF) and Lottery Fund (LF) dollars, not Other Funds. LAB: Legislatively Adopted Budget, GRB: Governor's Recommended Budget, CSL: Current Service Level, M: Millions.



Linn Benton CC



Oregon Tech



Chemeketa CC



THE AFFORDABILITY CHALLENGE IN HIGHER EDUCATION

BEN CANNON, DIRECTOR, HIGHER EDUCATION
COORDINATING COMMISSION

March 29, 2017
Presented to: Joint Ways and Means, Education Subcommittee



PRESENTATION SCHEDULE

Day 1-2, March 27-28

- Introduction to Higher Education Structure and Students, Progress toward State Goals, Quick Funding History

Day 3-4, March 29-30

- Affordability: Key Factors, State Financial Aid Programs + Intro to Student Pathways

Day 5, April 3

- Student Pathways and Transitions: Precollege, Inter-college, Private Postsecondary, Workforce

Day 6, April 4

- Public Testimony

Days 7-8, April 5-6

- State Support for Community Colleges
- Community College presentations

Day 9, April 10

- Public Testimony

Days 10-11, April 11-12

- State Support for Public Universities
- University presentations

Day 12, April 13

- Capital Construction, Other Missions of Universities

Day 13, April 17

- Public Testimony

Day 14, April 18

- OHSU Budget and Public Testimony

Day 15, April 19

- An Integrated postsecondary agency, HECC Operations, Conclusion

BUDGET PRIORITIES: AFFORDABILITY

Invest in College Affordability and Opportunity

- Increasing and sustaining investments in Oregon's key financial aid programs, to ensure the opportunity for postsecondary success is within reach for Oregonians who are struggling financially
- Increase state **need-based aid (Oregon Opportunity Grant)** for the lowest-income Oregonians, including working adults
- Fully fund the **Oregon Promise** grant program, providing nearly tuition-free access to community college for recent high school graduates, protecting college access for families of all income levels

OREGON OPPORTUNITY GRANT: PROPOSED EXPANSION

The GRB proposes expanding the Oregon Opportunity Grant (OOG) by **8.1% above the 2015-17 LAB** in order to ensure that Oregon's highest-need students receive the necessary financial support to both consider entering and successfully completing college.

Increasing the state's investment to **\$151M**

will:

- Serve approximately **5,000** additional Oregon students facing affordability challenges

OREGON PROMISE: PROPOSED CONTINUATION

The GRB proposes continuation of the Oregon Promise at **\$39.7M** in order to support the upcoming high school and GED cohorts in affording community college.

Continuing the state's investment at **\$39.7M**

will:

- **Serve upcoming cohorts of eligible students (HS Classes of 2017 and 2018 and GED recipients)**
Two new cohorts of eligible students in the upcoming biennium
- **Continuing funding for current recipients** through the 2nd year of their community college studies or until they reach 90 college credits, as the Oregon Promise was designed.

AFFORDABILITY RELATED KEY PERFORMANCE METRICS

Data will be
presented
with HECC
Agency
Operations,
Appendix

KPM 13: Earnings of community college completers

KPM 14: Earnings of community college leavers

KPM 21: Earnings of public university bachelor's degree completers

KPM 22: Percentage of resident enrolled students who are incurring unaffordable costs, CCs and universities

KPM 23: Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid, CCs and universities

KPM 24: University graduate debt

KPM 25: Student loan default rates (CC, universities, and all higher ed)

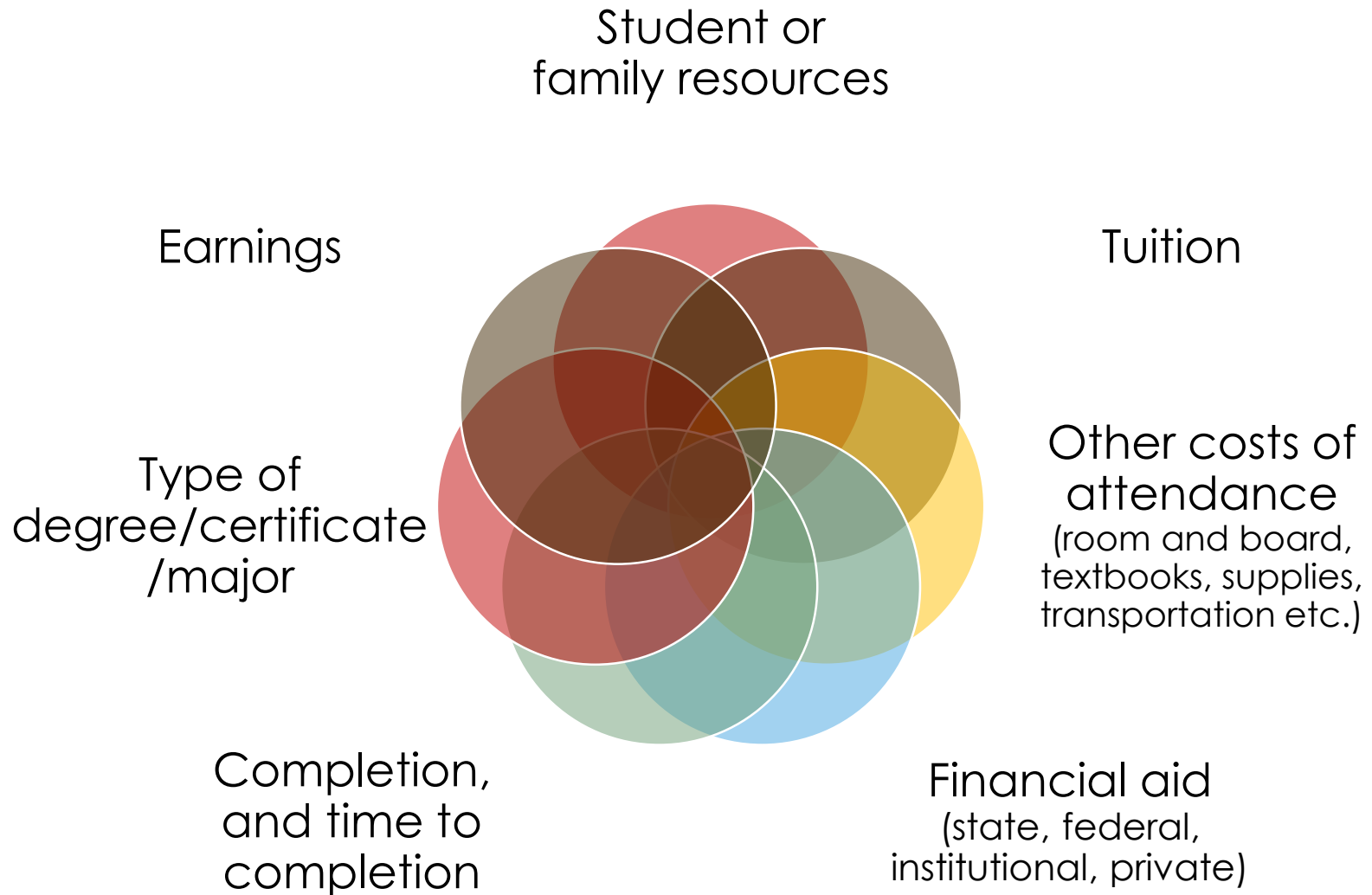
KPM 26: Average cost of attendance, public universities

KPM 27: Average statewide tuition and fees minus grant aid and net assessed tuition and fees per resident, undergraduate FTE (colleges and universities)

DIMENSIONS OF COLLEGE AFFORDABILITY



AFFORDABILITY: A MULTI-DIMENSIONAL ISSUE



TERMS USED WHEN CALCULATING STUDENT COST

Tuition and Fees:

- The primary cost for credits and coursework, which often includes instructor costs, lab costs, library use, and a wide variety of campus services. Typically, schools will price courses by the credit.

Room and Board:

- Housing (e.g. dorms, apartments or houses) and food costs, which could include a meal plan offered by the school.

Books and Supplies:

- Books, notebooks, and other required supplies. For example, health sciences students can expect to pay for medical equipment, while graphic design students will need specialty art supplies.

Personal and Transportation:

- Personal items—such as a computer, clothes, personal care items—and the cost of travel during school, as well as returning home during holidays and breaks.

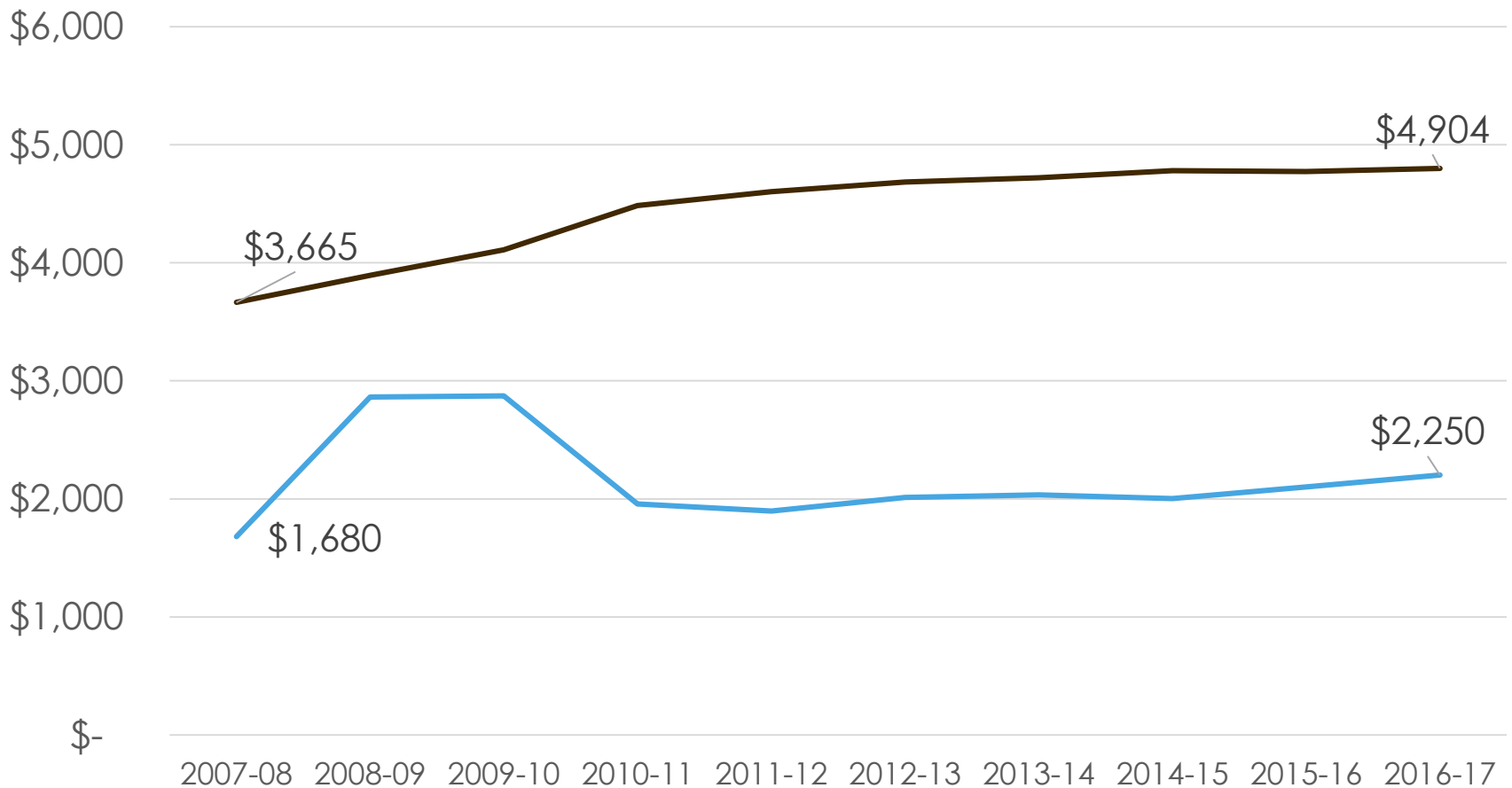
Total Cost of Attendance:

- The total amount it will cost to attend school—usually stated as a yearly figure. Generally includes tuition and fees; room and board; and allowances for books, supplies, transportation, loan fees, dependent care, and miscellaneous and personal expenses.

Net Price:

- The amount a student pays to attend an institution in a single academic year, after subtracting student scholarships and grants received. Scholarships and grants are forms of financial aid that do not have to be paid back.

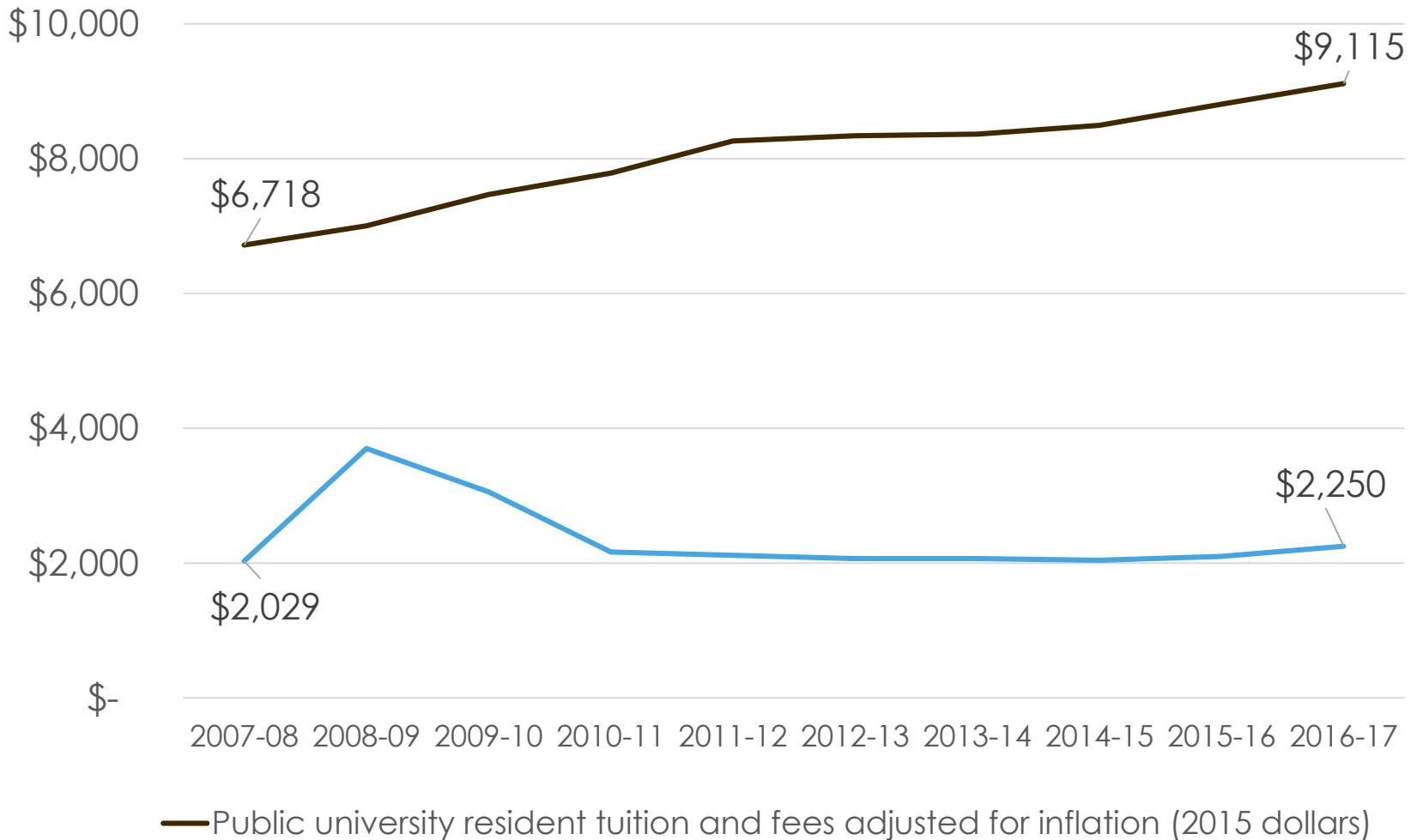
COMMUNITY COLLEGE TUITION AND FEES IN RELATION TO STATE NEED-BASED AID



- Tuition and fees adjusted for inflation (2015 dollars)
- OOG maximum grant size adjusted for inflation (2015 dollars)

Note: Tuition and fees based on 15 credits. Inflation adjustment based on Portland CPI-U, with the exception of 2016-17 which retains its current value. Source: HECC analysis of community college and HECC data.

PUBLIC UNIVERSITY TUITION AND FEES IN RELATION TO STATE NEED-BASED AID



Notes: Tuition and fees based on 15 credits. Inflation adjustment based on Portland CPI-U, with the exception of 2016-17 which retains its current value. Source: HECC analysis of university and HECC data.

Slide corrected April 12, 2017. 75

HOW ARE TUITION AND FEES SET?

Public Universities

- Tuition and fees are generally set by the Boards of Trustees of each university on an annual basis.
- Each campus has community and stakeholder processes to inform and shape the proposed increases that are sent to Boards of Trustees.
- **Should the combined annual increase in resident undergraduate tuition and mandatory enrollment fees exceed 5% for a public university, the HECC or the Oregon Legislature must approve the increase.***

Community Colleges

- Tuition and fees are set by the locally elected governing board of each community college on an annual basis.

*The HECC uses a weighted average in tuition calculations when evaluating tuition increase proposals. Average tuition figures in this presentation are based on the average of listed prices, not weighted average.

STUDENTS FACE COST CHALLENGES BEYOND TUITION

Tuition **plus** ...

...Mandatory fees

...Housing

...Food

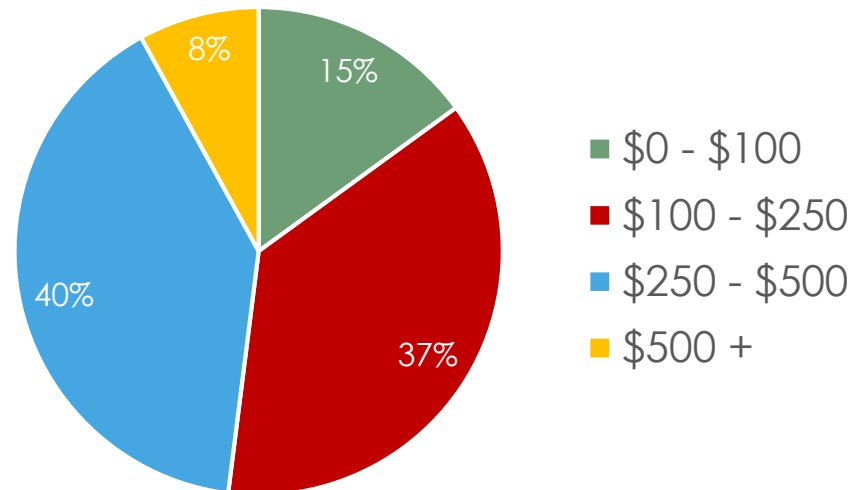
...Transportation

...Supplies

...Textbooks

...Dependent Care

HECC survey: For the Fall 2014 term, how much did you spend on textbooks?



AVERAGE STUDENT BUDGETS: OREGON POSTSECONDARY INSTITUTIONS, 2016-17

	Tuition and Fees	Books and Supplies	Room and Board	Personal Expenses + Transportation	TOTAL
Public Universities	\$9,115	\$1,280	\$11,077	\$2,895	\$24,367
Community Colleges	\$4,904	\$1,474	\$8,719	\$2,691	\$17,788
Oregon Private*	\$31,738	\$1,116	\$10,968	\$2,654	\$46,476

These are average estimates. Actual student budgets vary widely depending on student circumstances, from availability of housing options to the variety of books/supplies costs for different programs of study.

*Includes only Oregon degree-granting private institutions that are eligible for Oregon Opportunity Grant funds

Sources: public tuition and fees--HECC Research & Data for Average; all other figures--HECC-OSAC, 2016 Standard Student Budgets for Oregon Public Postsecondary Institutions: http://www.oregonstudentaid.gov/osac-doc/Student_Budgets.pdf 78

MANY FORMS OF FINANCIAL AID: FEDERAL, INSTITUTIONAL, STATE, AND PRIVATE

Federal Pell Grant

Other Federal Grants
(Supplemental
Education
Opportunity Grants,
TEACH grants, others)

Federal Work Study

Federal Student
Loans

Institution or Program
Scholarships
(Privately funded)

Institutional Fee
Remissions (Tuition
Discounts)

Private Scholarships
and Grants

Campus Work Study

Private Student Loans

State Grants (Oregon
Opportunity Grant,
Oregon Promise)

FEDERAL PELL GRANT: SIGNIFICANT AID SOURCE FOR OREGON LOW-INCOME STUDENTS AT PUBLIC INSTITUTIONS

Average Pell Grant to Oregon students 2015-16: \$3,440

- The average Pell Grant in 2015-16 at Oregon's public institutions was **over twice the size** of the average Oregon Opportunity Grant

Maximum Pell Grant to Oregon students 2015-16: \$5,775

- The maximum Pell Grant in 2015-16 at Oregon's public institutions was **2.6 times** the maximum Oregon Opportunity Grant

More than half of all degrees awarded at Oregon public institutions in 2015-16 went to students who have received a Pell Grant

- 61% of Associate degrees at community colleges
- 53% of Bachelor's degrees at public universities

Source: HECC analysis of student-level and program data. Pell Grant amount averages are for students of Oregon public colleges and universities.

OREGON'S LARGEST STATE-ADMINISTERED FINANCIAL AID PROGRAMS

Oregon Opportunity Grant (OOG):

- Oregon's largest state-funded, need-based grant program, prioritizing the lowest-income Oregon students, including young students and adults, attending eligible public and private Oregon colleges and universities.

Oregon Promise:

- Oregon's new state grant program, providing grants toward tuition at Oregon community colleges for recent high school graduates and GED recipients.

Private Scholarships Administered by OSAC:

- HECC-Office of Student Access and Completion administers over 500 privately-funded scholarships for Oregon students, and hosts a central application portal.

Other Programs:

- Chafee Grant (federal) for current or former foster care youth, Student Childcare Grant (state), and more.

GRANT AID SUPPORTS STUDENT SUCCESS

Students who receive financial aid are more likely than otherwise similar students to:

- Earn a higher grade point average
- Transfer from a two-year to a four-year institution
- Stay in school longer (reduces dropouts)
- Earn a Bachelor's degree

Every \$1000 of need-based federal or state grant aid increases graduation rates for low-income students by about 2.5%.

However, every \$1000 in unsubsidized loans *reduces* graduation rates by 5.6%

Sources: <https://www.insidehighered.com/news/2014/04/04/study-shows-positive-impacts-government-aid-graduation-rates> . http://www.ppic.org/content/pubs/report/R_1014HJR.pdf
<https://www.uhd.edu/president/Documents/texas-grant-symposium-presentation.pdf>

A CLOSER LOOK AT “NET PRICE”: COLLEGE COST MINUS GRANT AID

The amount a student pays to attend an institution in a single academic year, after subtracting scholarships and grants received.

- “Cost of attendance” minus grant aid (e.g. Pell, Oregon Opportunity Grant, Oregon Promise, institutional aid)
- Varies by student
- Often expressed as an average

NET PRICE RELATIVE TO OREGON FAMILY INCOME, OREGON COMMUNITY COLLEGE, 2014-15

Income	Net Price at Oregon Community College	Percent of Income Required to Pay Net Price
\$0—30,000	\$8,000	47%
\$30,000—48,000	\$9,000	23%
\$48,000—75,000	\$10,500	17%
\$75,000—110,000	\$12,500	14%
\$110,000 +	\$12,500	7%

Students would have to work **17 hours a week**, on average, at Oregon minimum wage to pay for the average net price to attend a public two-year institution full time.

Source: Penn Graduate School of Education, "2016 College Affordability Diagnosis for Oregon", 2016.
http://www.gse.upenn.edu/pdf/irhe/affordability_diagnosis/Oregon_Affordability2016.pdf.

NET PRICE RELATIVE TO OREGON FAMILY INCOME, OREGON PUBLIC UNIVERSITY, 2014-15

Income	Net Price at Oregon Public University	Percent of Income Required to Pay Net Price
\$0—30,000	\$12,500	72%
\$30,000—48,000	\$13,500	35%
\$48,000—75,000	\$16,000	26%
\$75,000—110,000	\$19,500	22%
\$110,000 +	\$20,000	11%

Students would have to work **27 hours a week**, on average, at Oregon minimum wage to pay the average net price to attend a public four-year university.

Source: Penn Graduate School of Education, "2016 College Affordability Diagnosis for Oregon", 2016.

http://www.gse.upenn.edu/pdf/irhe/affordability_diagnosis/Oregon_Affordability2016.pdf Public universities include: tuition, mandatory fees, room/board and books minus all financial aid (federal, state and institutional).

FOOD AND BASIC NEEDS INSECURITY

Food insecurity high among Oregonians

Food insecurity even higher among college students. Housing insecurity is also a challenge.

Approximately **16.1% of Oregon households were food insecure** from 2013-15. Oregon showed the sharpest increase in food insecurity of any state between 2010-12 and 2013-15.

In a survey of students at **2- and 4-year institutions in 12 states, 48% reported food insecurity** in the previous 30 days. Insecurity was more prevalent among students of color and first-generation students.

In a recent study of a selection of community colleges in 24 states, **2/3 of community college students were food insecure. About half of community college students were housing insecure, and 13 to 14 percent were homeless.**

Sources: *[Oregon's Spike in Food Insecurity Worst Among All States](#), Oregon Center for Public Policy, Nov. 2016 ***Hunger on campus, The Challenge of Food Insecurity for College Students*, by James Dubick, Brandon Mathews, and Clare Cady, October 2016. ***[Hungry and Homeless in College](#). By Sara Goldrick-Rab, Jed Richardson, and Anthony Hernandez, Wisconsin HOPE Lab. March 2017.

AFFORDABILITY FACTORS: UNDERGRADUATE COMPLETION RATES

For the full-time freshman cohort who began in 2011-12 at Oregon community colleges,
17.3%
graduated with an Associate degree within 3 years (2014-15)



Students who complete have higher incomes and lower unemployment rates than students who do not complete.*

For the full-time freshman resident cohort who began in fall 2009 at Oregon public universities,
63.0%
graduated with a Bachelor's degree within 6 years (2014-15)



Student loan repayment rates are higher among those from higher income backgrounds who complete their degrees.**

Sources: Universities: HECC analysis of student-level data for full time, first-time freshmen. Community Colleges: IPEDS 3-year graduation rates include first-time, full-time students seeking an associate's degree and are aggregated data reported by Oregon's community colleges to the U.S. Department of Education (<https://nces.ed.gov/ipeds/Home/UseTheData>). *Source: 2015 American Community Survey, U.S. Census. **Source: U.S. Department of Education data, as reported in New America. 2017. "New Data Show Wider Repayment Gap Between Low- and High-Income Borrowers."

AFFORDABILITY FACTORS: TIME TO COMPLETION

The average community college student takes **4 years** to complete an Associate degree (2015-16).



Increased credits translate to increased cost.

The average Oregon public university student transferring from an Oregon community college or another college takes **3 years** at the university to complete a Bachelor's degree (2014-15).



In addition, some financial programs have time limits. For example, the Pell Grant lifetime limit is 6 years (full time-full-year enrollment), and the Oregon Opportunity Grant limit is 4 years (full time-full-year enrollment).

The average Oregon public university student entering directly from high school takes **4½ years** to complete a Bachelor's degree (2014-15).



Source: HECC analysis of student-level data. Transfer students are those who first enter universities with at least 24 credits. Refers to 2015-16 Associate Degree graduates, and 2014-15 Bachelor's Degree graduates.

THE NEED FOR STUDENT LOANS

The majority of public postsecondary students in Oregon seeking financial aid do not receive enough to meet college costs without loans.

Among Oregon community college FAFSA filers in 2015-16, **74.9% had unmet need** after grant aid and expected family contribution are applied.

Among Oregon's public university FAFSA filers in 2015-16, **83.0% had unmet need** after grant aid and expected family contribution are applied.

STUDENT DEBT, OREGON'S GRADUATES

Average loan debt for Oregon students graduating from 4-year institutions (public or private) is slightly lower than US average.

63% of Oregon 4-year graduates take out loans, compared with 68% nationally

The median loan amount for Oregon 4-year graduates is \$27,697, compared to \$30,100 nationally

Sources: The Institute for College Access & Success. 2016. "Project on Student Debt, State by State Data."
<http://ticas.org/posd/mapstate-data#>.

ADDRESSING AFFORDABILITY: A MULTI-DIMENSIONAL PROBLEM REQUIRES MULTI-DIMENSIONAL SOLUTIONS

Minimize the need for tuition increases

Increase grant aid for the lowest-income students

Create low-cost pathways to lower-division and CTE courses

Smooth transfer pathways to four-year institutions

Improve graduation rates

Reduce barriers to fields/careers associated with high earnings

Support innovations that reduce student costs (e.g. Open Educational Resources)

Date: March 29-30, 2017

OREGON STATE- ADMINISTERED FINANCIAL AID PROGRAMS

PRESENTED BY:

JUAN BÁEZ-ARÉVALO,
INTERIM DIRECTOR,
HECC OFFICE OF
STUDENT ACCESS AND
COMPLETION (OSAC)





Date: March 29, 2017

OREGON
OPPORTUNITY
GRANT:
IMPACT AND
RECENT
CHANGES

NEED-BASED AID: THE OREGON OPPORTUNITY GRANT (OOG)

Oregon's only state-funded, need-sensitive grant program to help low-income Oregonians, including young people and adults, achieve their academic goals.

- \$2,250 grant toward postsecondary expenses*
- Used at eligible public and private Oregon colleges and universities.

GOAL: To increase college enrollment, completion, and affordability for Oregon students who have demonstrated financial need.

*Based on full-time (12 credit/term) full-year enrollment in academic year 2016-17.

OREGON OPPORTUNITY GRANT: STUDENTS SERVED IN CURRENT BIENNIUM

Awards and Funds to Students, 2015-2017 (projections)

Estimated Total Awards to Students	81,181
Estimated Total Funds To Students	\$137M

A total of 81,181 OOG awards to students are projected for the current biennium, totaling \$137M.

A total of 41,852 low-income students are projected to receive awards totaling approximately \$71M in the 2016-17 academic year.

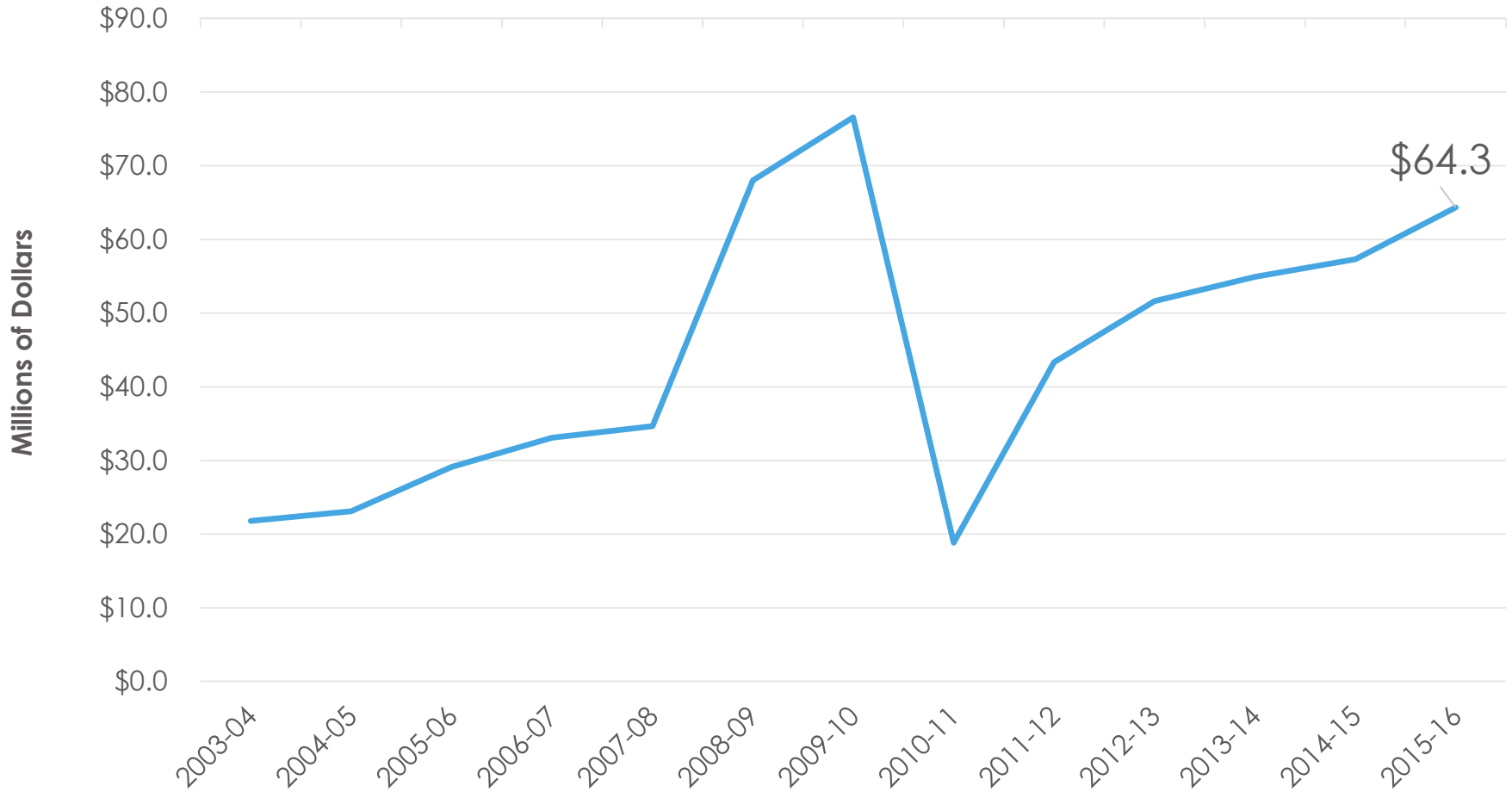
OOG Source of Funds 2015-2017

General Fund	\$131.0M
Lottery Funds*	\$6.1M
Other Funds	\$1.2M

*Current Lottery Funds are below DAS projections.

TOTAL OOG FUNDS DISBURSED OVER TIME

Total OOG Funds Disbursed - 2003-04 to 2015-16



Source: HECC analysis. 2016-17 total funds are not yet available.

OREGON OPPORTUNITY GRANT: IMPACT OF 2015-17 INVESTMENT

The Oregon Legislature's 2015-17 investment made an impact, but many eligible applicants still do not receive the grant.

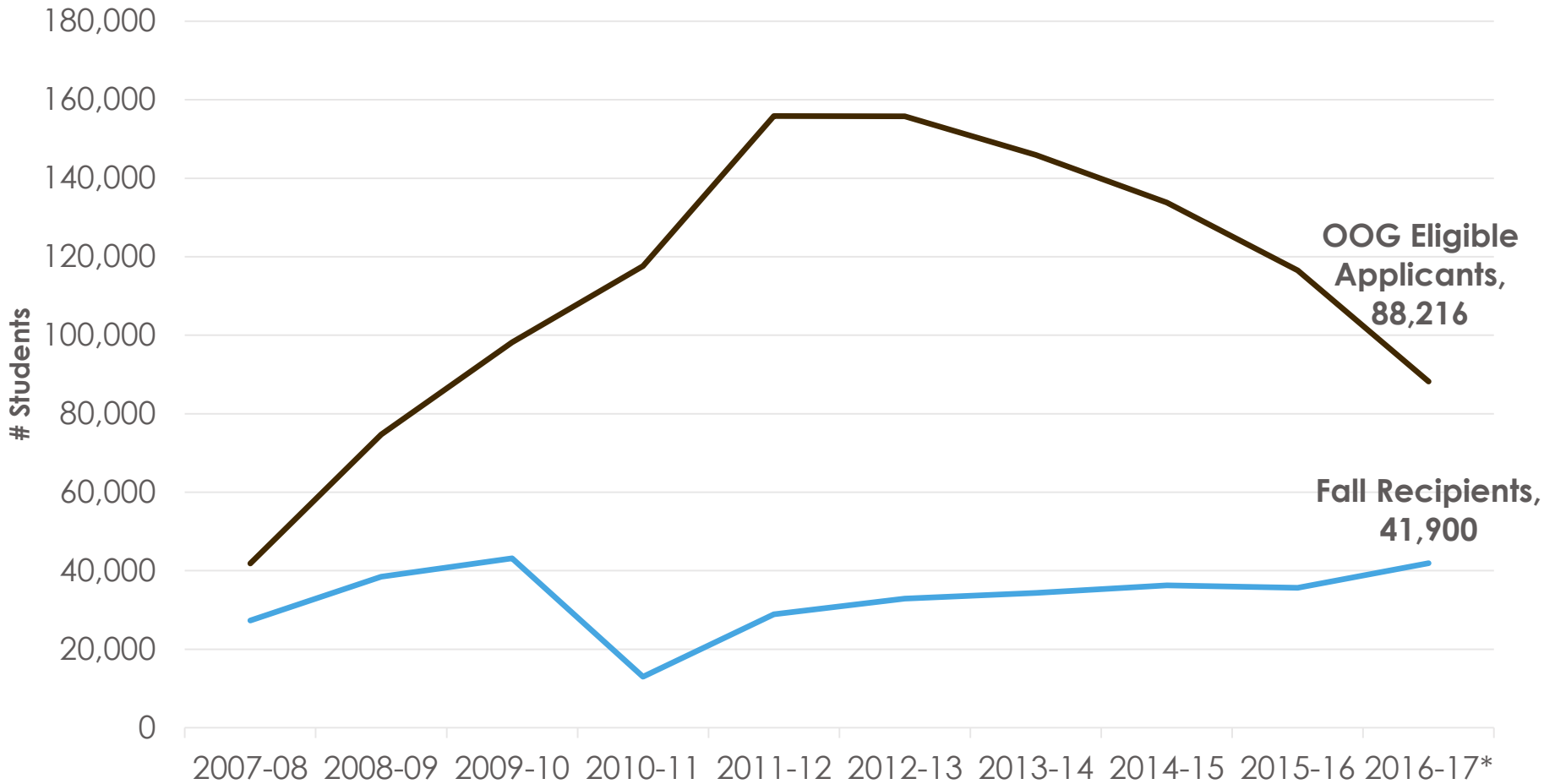
In 2014-15, the grant served 27% of eligible students. In 2015-2016, grants reached more than 31% of eligible students, and in 2016-17, grants are expected to reach approximately 47% of eligible students.

- The improvement in 2016-17 reflects the increased funds and a change in the number eligible due to the HB 2407 (2015) redesign.

This is a successful program; however,
it does not meet demand.

OREGON OPPORTUNITY GRANT: FUNDING GAP

OOG Eligible Applicants vs. Recipients 2007-08 to 2016-17* YTD



Source: HECC analysis.
*Year-to-date estimates

OREGON'S NATIONAL POSITION IN FUNDING STUDENT AID: ROOM TO GROW (2014-15)

2014-15	U.S. average	Oregon amount	Oregon rank
Need-based grant dollars per capita population	\$32	\$14	33
Need-based grant dollars per 18-24 year old in state	\$333	\$159	33
Percent of dollars awarded to public colleges and universities	72.2%	91.9%	9

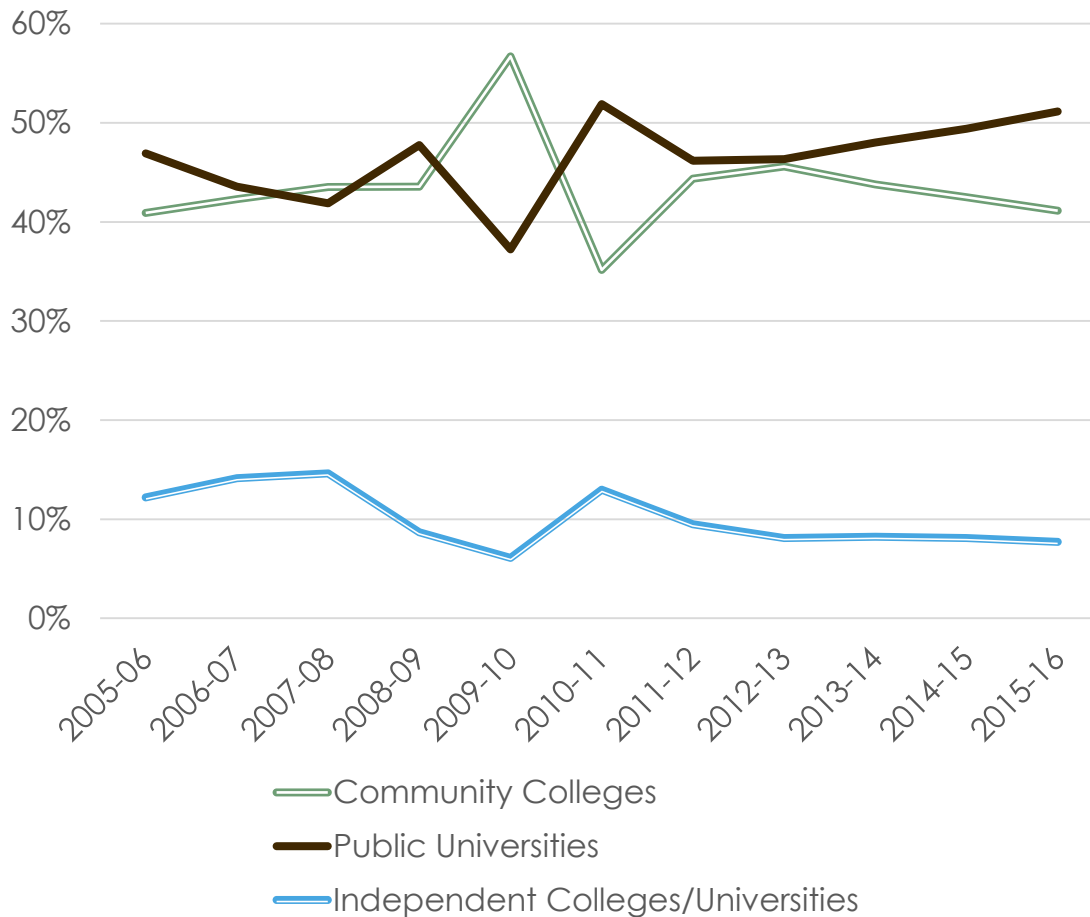
Oregon ranks in bottom third nationally for need-based grant dollars per Oregonian

The great majority of need-based grant dollars go to students at public institutions, furthering state investments in public colleges and universities to foster equity and student success.

Source: National Association of State Student Aid and Grant Programs. 2016. *46th Annual Survey Report on State-Sponsored Student Financial Aid: 2014-15 Academic Year*. http://www.nassgap.org/survey/NASSGAP_Report_14-15_final.pdf

TOTAL OOG RECIPIENTS & DISBURSEMENTS 2015-16 BY SECTOR

OOG Disbursements by Sector



\$26.5 M disbursements to Oregon community colleges in 2015-16 supported 18,528 students.

\$32.9 M disbursements to Oregon public universities in 2015-16 supported 18,091 students.

\$5.0 M disbursements to Oregon private colleges and universities in 2015-16 supported 2,645 students.

Source: HECC analysis.

OREGON OPPORTUNITY GRANT: HB2407 RE-DESIGN

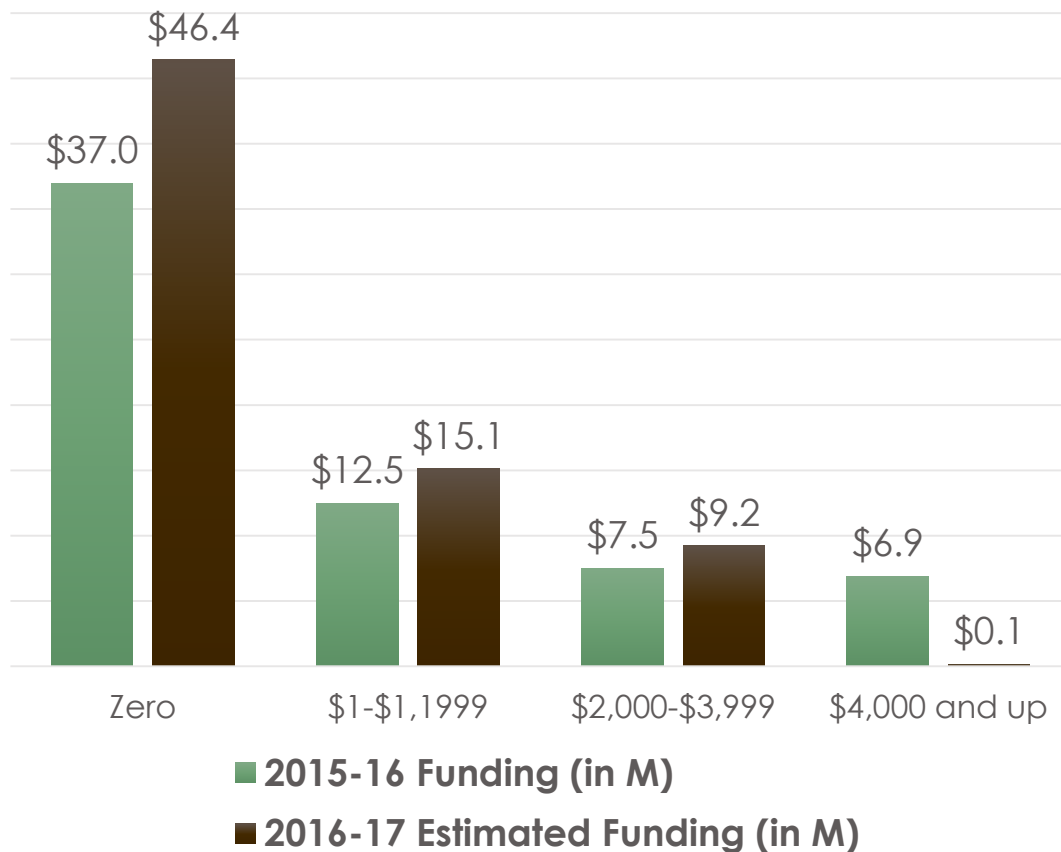
Through HB 2407 (2015), the OOG award process was redesigned to ensure that the highest-need students receive the financial support they need to access and succeed in college. Key changes:

- Prioritize awards based on students' financial need, not based on when students applied. As a result, for 2016-17, primarily students with EFCs of \$4,000 or less received awards.
- Award grants for a second year to those who continue to meet eligibility criteria and make a timely application for renewal (Second-Year Guarantee will first be implemented in 2017-18).

OOG DISBURSEMENTS BY EFC: BEFORE AND AFTER HB 2407 RESTRUCTURE

LOWER EFC = LOWER INCOME

OOG Funding by EFC Range, before and after restructure



In 2015-16, students with Expected Family Contributions (EFCs) of \$4,000 or less received a total of 89.2% (\$57M) of OOG funding.

In 2016-17, we project they will receive 99.8% of the funding (\$71M), including all of the \$7.0M year-over-year increase in funding for the program.

March 30, 2017

OREGON PROMISE GRANT: IMPACT AND INITIAL DATA



LOW-COST COMMUNITY COLLEGE: THE OREGON PROMISE

Oregon's newly launched grant program provides grants to support most community college tuition costs for recent high school graduates and GED recipients.

- Established by Senate Bill 81 (2015) to “provide a waiver of tuition for community college courses.”
- Grants apply after federal and state grant aid.
- Students may be eligible for up to approximately two years at full-time enrollment.
- Grant sizes ranged from minimum of \$1,000 to maximum of \$3,397 in 2016-17 (based on average CC tuition)

GOAL: To increase college enrollment, completion, and affordability for recent high school graduates and GED recipients.

THE OREGON PROMISE: ELIGIBILITY CRITERIA FOR GRANTS



Be a recent Oregon high school graduate or GED recipient



Be an Oregon resident at least 12 months prior to attendance



Have 2.5 cumulative GPA or higher



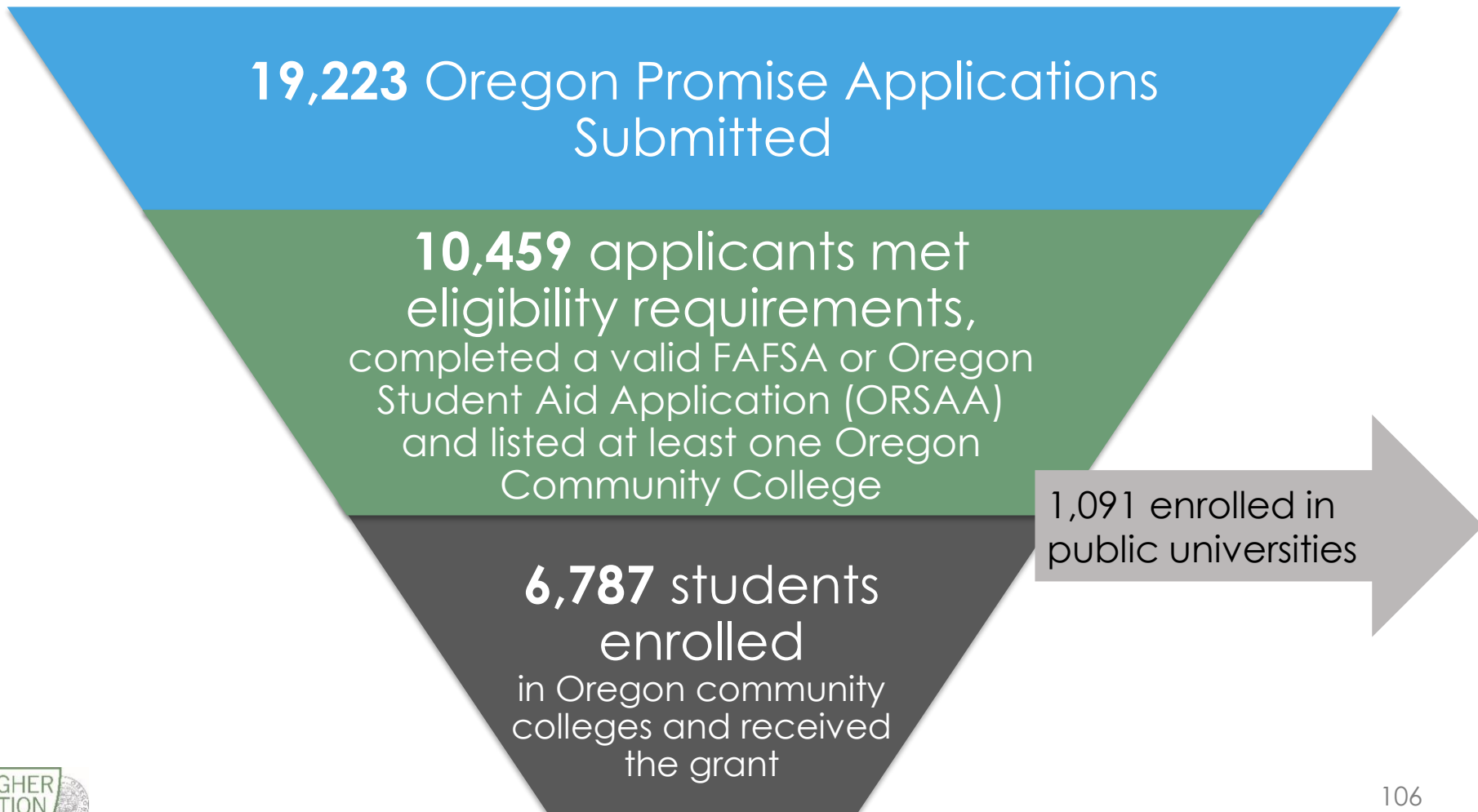
Plan to attend an Oregon community college within 6 months of graduation



Must not have more than 90 college credits completed or attempted

OREGON PROMISE: APPLICATION FUNNEL 2016

After launching the program and marketing its availability in 2015-16, OSAC processed 19,223 Oregon Promise applications.



THE OREGON PROMISE: INITIAL ESTIMATE OF IMPACT

	Fall 2014	Fall 2016
Number of recent high school graduates who enrolled at a community college, 6+ credits	5,709	6,553

+844 recent high school graduates¹

Including GED students, a total of 6,787 students enrolled in the Oregon Promise in Fall, 2016.

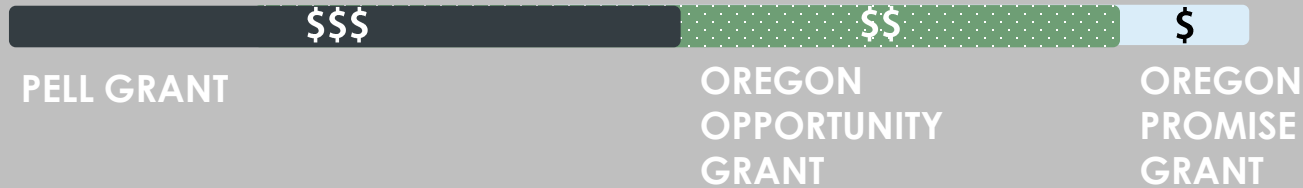
¹The actual increase in recent high school graduates from 2014 to 2016 was likely much greater. Due to data resolution issues, the 2014 figure includes all same-year high school graduates, including those who had a high school GPA lower than 2.5. The 2016 figure includes Oregon Promise recipients only. It does not include community college students who were recent high school graduates but ineligible for the Promise due to a GPA lower than 2.5 or other reasons.

OREGON PROMISE: GRANT AMOUNT IN RELATION TO EXPECTED FAMILY CONTRIBUTION (EFC)

LOWER EFC = LOWER INCOME



Student A: Lower Expected Family Contribution



Student B: Higher Expected Family Contribution



Student C: Highest Expected Family Contribution

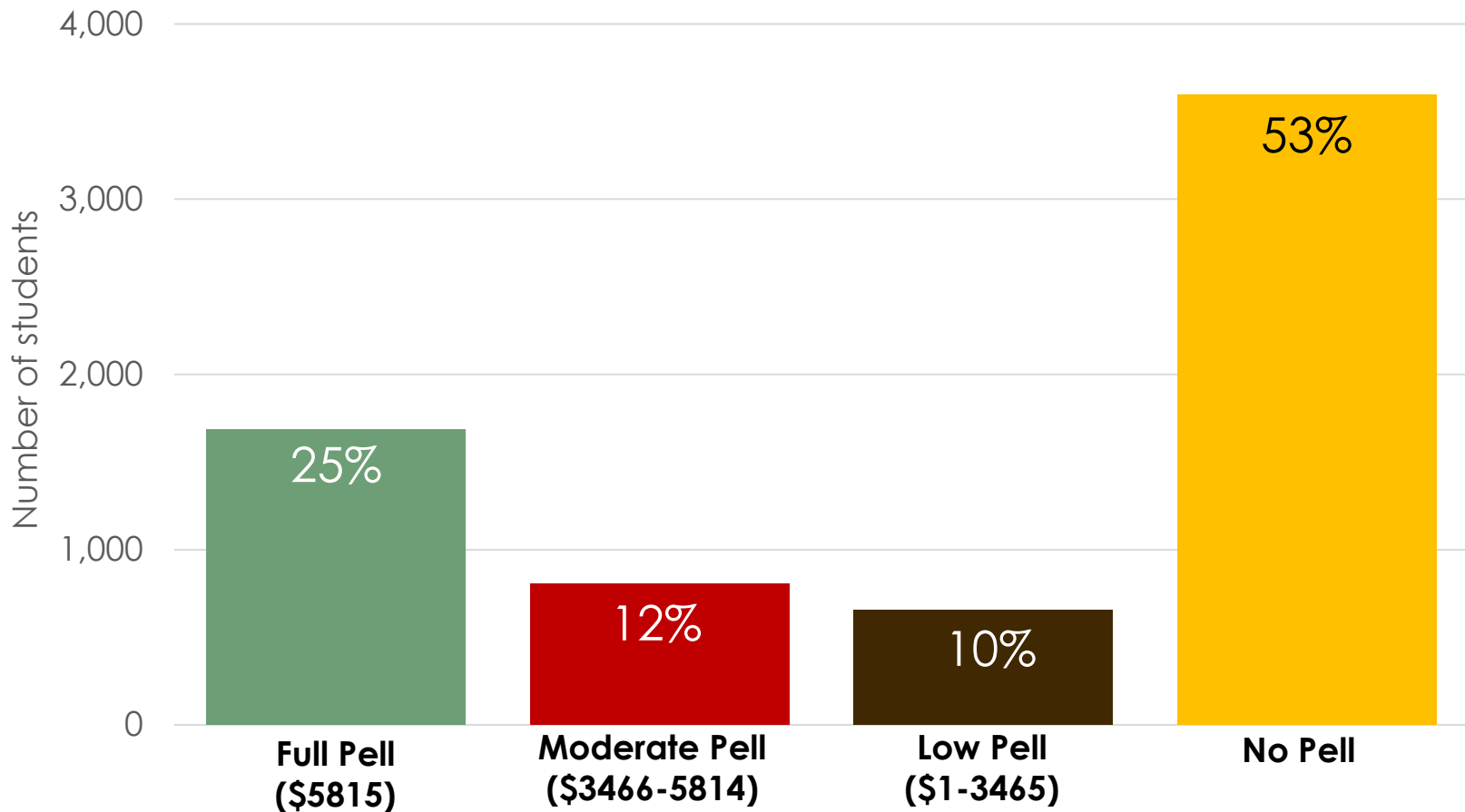


Oregon Promise covers tuition, up to 12 credits per term.

OREGON PROMISE: STUDENTS SERVED

Distribution of Oregon Promise recipients by Pell award amount

Low ← Family Income → High



Source: HECC analysis of student-level data (Oregon Promise recipients), 2016.

Note: Number of students total 6,745; data for remaining 42 students were not submitted in at the time of analysis.

PROJECTED OREGON PROMISE AID, BY EFC QUINTILE, 2016-17

Projected awards, by EFC Quintile (Each quintile contains 1,327 projected ORP recipients)	EFC range	Projected ORP state funding*	Proportion of total ORP state funding*
First	\$0	\$1.0M	7.8%
Second	\$0 - \$2,845	\$1.1M	8.5%
Third	\$2,846 - \$8,937	\$3.1M	23.8%
Fourth	\$8,938 - \$19,839	\$3.9M	29.9%
Fifth	\$19,840 and above	\$3.9M	30.0%

**Assuming no term-to-term enrollment fluctuation, 2016-17*

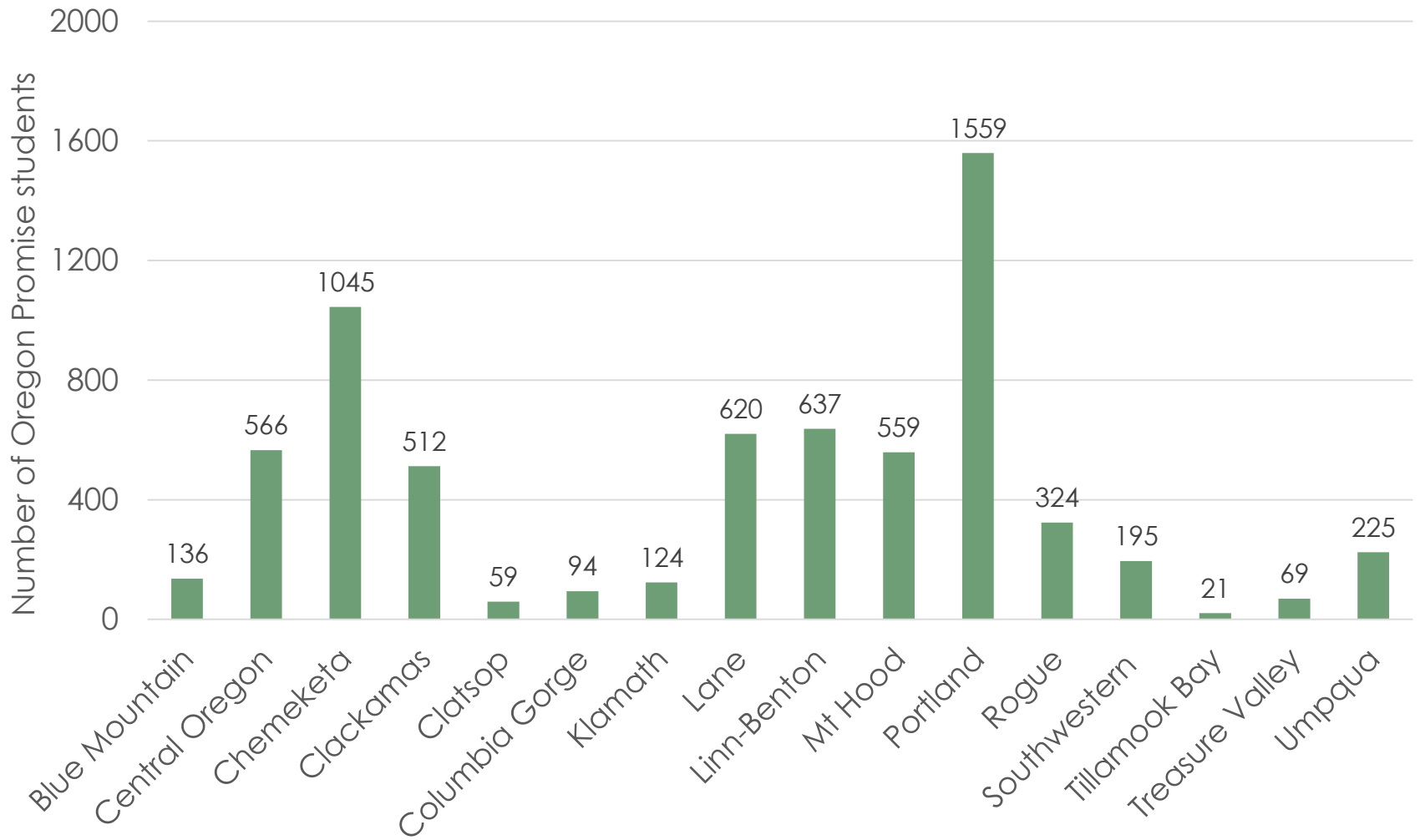
HIGH SCHOOL GRADUATES, AND OREGON PROMISE RECIPIENTS, BY RACE-ETHNICITY

Race-ethnicity	2016 high school graduates	Oregon promise recipients
African American or Black	2.3	1.3
American Indian/Alaska Native	1.4	1.0
Asian American	4.7	4.0
Hispanic	18.6	19.6
Pacific Islander	0.5	0.5
Two or more racial/ethnic groups	4.8	4.9
White, non-Hispanic	67.6	65.2
Unknown*	N/A	3.5

*Note: Public high school students or their families identify students' racial-ethnic groups. If they decline to state, school staff identify students' racial-ethnic group. Oregon Promise students self-identify their own race on the Oregon Promise application and 3.5 percent of these declined to state.

Source: Oregon Department of Education report of high school seniors and graduates. HECC analysis of student-level data on Oregon Promise recipients

OREGON PROMISE RECIPIENTS BY COLLEGE



Source: HECC analysis of student-level data (Oregon Promise recipients), 2016.

IMPACT ON FIRST-GENERATION STUDENTS

In a 2016 survey of 18-19 year old Oregonians who applied for financial aid:

- Nearly a third of first-generation Oregon Promise recipients agreed **they would not have gone to college without the program**, compared with 18 percent of non-first-generation Oregon Promise recipients.
- 75 percent of first-generation students who were familiar with the Oregon Promise agreed **the program helped them see that college could be affordable and made them think more about going to college.**

In fall 2016, an estimated 44 percent of Oregon Promise recipients were first-generation college students.

STUDENT VOICES

“Oregon Promise has made it possible for me to go to college and avoid crushing [student] debt ... If the Oregon Promise grant is renewed (PLEASE!), and I am able to get two years of community college tuition paid for, it is a huge head start in my quest for a bachelor’s degree in nursing.”

“My dad was unemployed for four years, and we were forced to spend all of my parents’ retirement and my college savings to survive. With Oregon Promise, I’m able to attend college without putting excessive pressure on my family, and they can rebuild their retirement!”

OREGON PROMISE GRANT: KEY FINDINGS FROM FIRST TERM

Research question	Key findings
Has Oregon Promise changed Oregon high school graduates' enrollment in higher education?	<ul style="list-style-type: none"> Community college enrollment rates declined slightly overall, but preliminary results suggest that they rose among recent high school graduates University enrollment rates declined slightly
Who is participating in Oregon Promise, and who is not?	<ul style="list-style-type: none"> About half of Oregon Promise recipients come from lower income families (i.e., are eligible for a Pell grant), and about half do not Most Oregon Promise dollars go to recipients with higher incomes
Total participation	<ul style="list-style-type: none"> In fall 2016, 6,787 students received an Oregon Promise grant, and the awards totaled over \$4 million



OTHER
GOVERNMENT
FINANCIAL AID
PROGRAMS
ADMINISTERED
BY HECC-OSAC

OREGON STUDENT CHILDCARE GRANT

State grant to offset college student childcare expenses. **Very small program** served 87 student-parents in 2015-16.

- Amounts vary depending on ages and number of children needing care.
- Priority is given to prior year recipients who reapply, then to new eligible applicants with financial need who are close to completing their academic goals.

Eligibility criteria:

- Oregon resident with a child or legal dependent age 12 and under, or, if over age 12, who satisfies special needs requirements
- Citizen or eligible non-citizen of the United States
- Enrolled or accepted for enrollment as an undergraduate student at Oregon postsecondary institution
- Maintain satisfactory academic progress
- Not be in default on federal Title IV loan or owing a refund on federal Title IV funds

GRB proposes modest increase from \$948K to \$984K for 2017-19.

OTHER GOVERNMENTAL FINANCIAL AID PROGRAMS

Chafee Education & Training Grant (FEDERAL)

- For 2015-16, 214 students applicants received a total of \$621,994. For 2016-17, \$775,816 has been awarded to 184 students to-date.

Scholarships for Children of Deceased or Disabled Public Safety Officers (STATE)

- Up to full tuition & fees at public Oregon institution or tuition & fees rates at UO if at 4-year private Oregon institution. In 2015-16, 10 students received \$71,519. For 2016-17, expect 7 students to receive \$39,271.
- Paid out of Oregon Opportunity Grant funds.

OTHER GOVERNMENTAL FINANCIAL AID PROGRAMS, CONTINUED

JOBS Plus Individual Education Account (STATE)

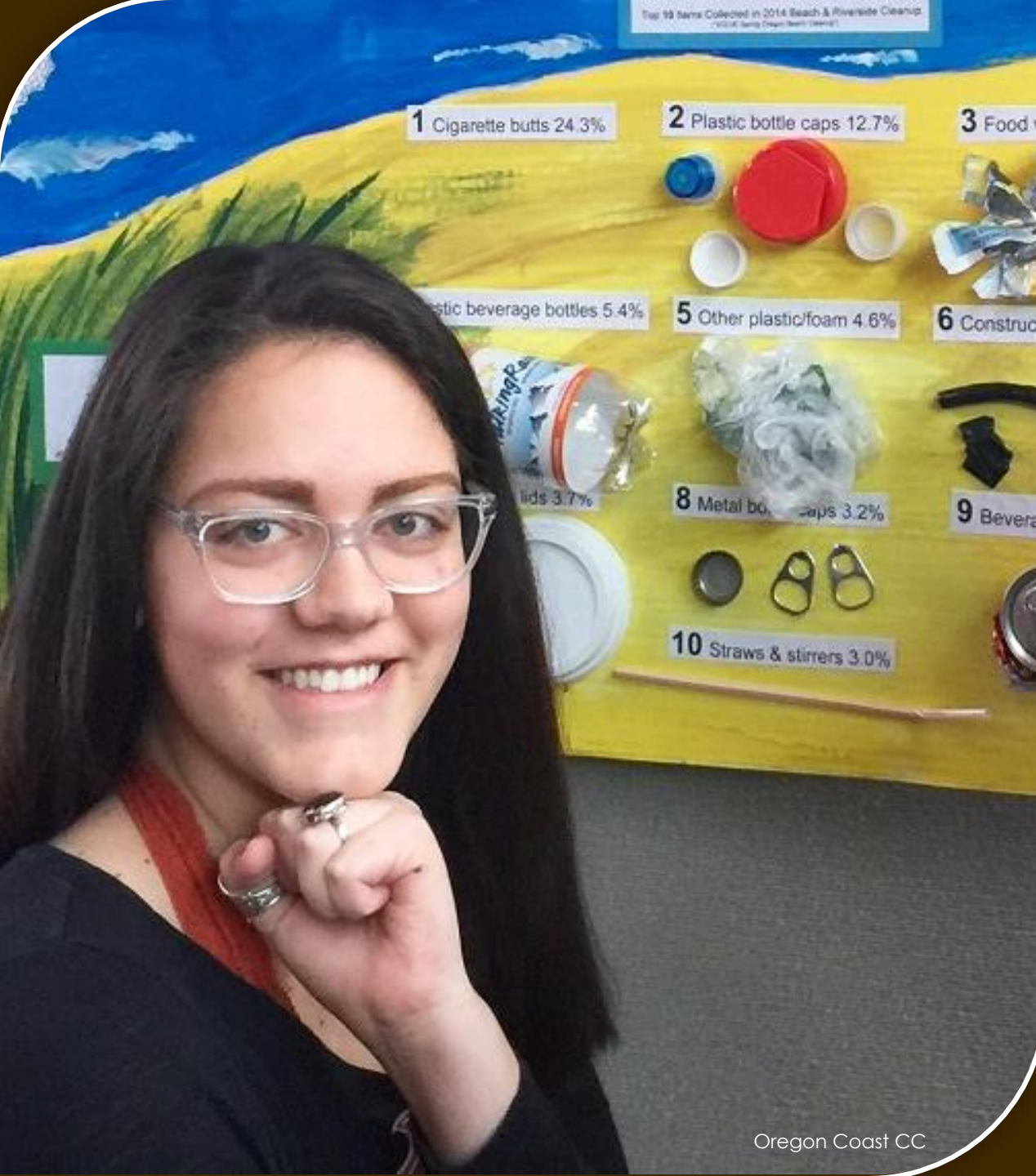
- Each year, around 100 TANF clients earn funds to use for postsecondary training. In 2015-16, 32 clients redeemed \$15,235 from their IEAs.

Oregon Youth Conservation Corps (STATE)

- Each year, 20 to 60 recipients redeem scholarship vouchers totaling \$15,000 to \$50,000. In 2015-16, 21 students redeemed \$16,184 in scholarships.

Barber And Hairdresser Grant (STATE)

- Grants based on interest earnings, vary from a low of \$225 to maximum of \$1,000 per participant.



Top 10 Items Collected in 2014 Beach & Riverside Cleanup
(2014 OSAC Beach Clean-Up Report)

1 Cigarette butts 24.3%

2 Plastic bottle caps 12.7%

3 Food waste 10.1%

4 Plastic beverage bottles 5.4%

5 Other plastic/foam 4.6%

6 Construction materials 3.8%

7 Lids 3.7%

8 Metal bottle caps 3.2%

9 Beverage cans 2.8%

10 Straws & stirrers 3.0%



HECC-OSAC ADMINISTRATION OF PRIVATE SCHOLARSHIPS

PRIVATE SCHOLARSHIP PROGRAM

Oregon is one of two state agencies in the U.S. that provide centralized scholarship services

OSAC has a unique public-private partnership with The Oregon Community Foundation and The Ford Family Foundation

OSAC administers over 500 scholarships through one online application.

PRIVATE SCHOLARSHIP PROGRAM, DURING 2015-16

More than **\$18 million in private scholarships** were awarded to nearly **3,600 students**.

Award amounts range from **\$500 to \$18,000** with the average award at **\$2,500**.

OSAC added **25 new scholarships** to its portfolio thanks to its unique partnerships.

PRIVATE SCHOLARSHIP PROGRAM, ADMINISTRATION SELFSUSTAINABILITY REVIEW

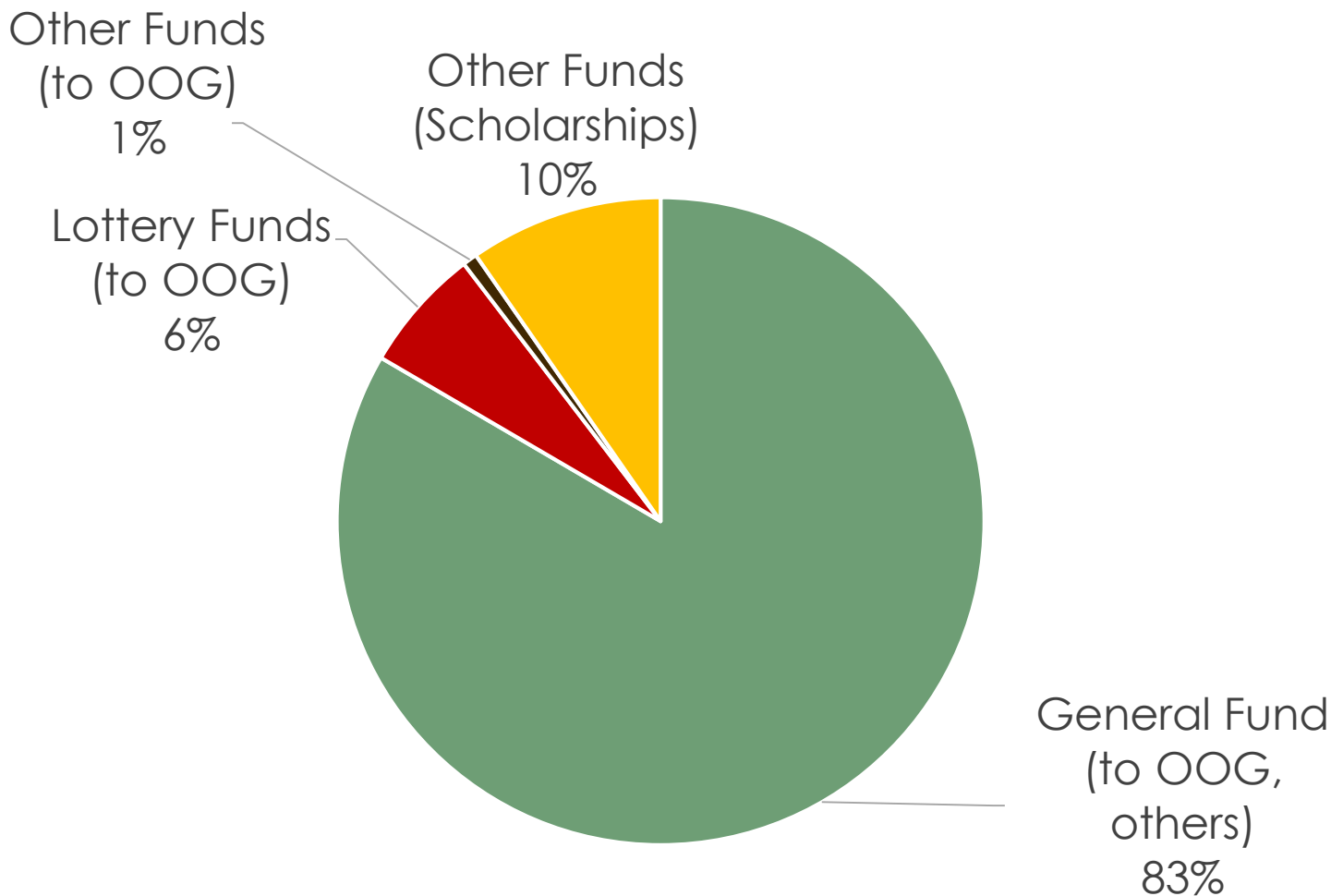
For the last 18 months through December 2016, the program is demonstrating to be self-sustaining using the new cost allocation, which distributes office-specific and agency-wide indirect costs based on the direct labor costs for the program.

The forecast for the rest of the 15-17 biennium is that the program will end in the positive.

To increase the sustainability of the operations, at the beginning of 2016, OSAC began to require a set of minimum requirements for the establishment of new private scholarship funds, with a minimum deposit of \$3,600.

FINANCIAL AID BUDGET REVIEW

OSAC 2015-17 DISBURSEMENTS OF FUNDS TO STUDENTS BY SOURCE



Source: HECC analysis. Slide corrected 3.29.17.

GOVERNOR'S RECOMMENDED BUDGET (GRB): STATE-ADMINISTERED FINANCIAL AID PROGRAMS

Activity	Description	2015-17 LAB	2017-19 CSL	2017-19 GRB
Expand Oregon Opportunity Grant (OOG)	Expands funding for the Oregon Opportunity Grant, Oregon's primary need-based financial aid program serving the lowest-income Oregonians.	\$140.9M	\$146.1M (\$125.2M GF \$20.7M LF)	\$151.1M (\$132.4M GF \$18.5M LF)
Change from 2015-17				+8.1% from LAB +3.4% from CSL
Continue Oregon Promise Grant	Continues funding for Oregon Promise grant program, serving recent high school graduates and GED recipients of all income levels.	\$9.5M GF (funds first year of one student cohort only)	\$19.8M GF	\$39.7M GF (continues to fund first student cohort and funds upcoming eligible student cohorts for full biennium)
Change from 2015-17				Not applicable
Increase Student Childcare Grant	Modestly increases funding for a small HECC-administered grant program that supports student parents in paying for child care costs.	\$948K	\$984K	\$984K
Change from 2015-17				+4.0% from LAB +0.0% from CSL

NOTE: This slide includes General Fund (GF) and Lottery Fund (LF) dollars, not Other Funds. LAB: Legislatively Adopted Budget, GRB: Governor's Recommended Budget, CSL: Current Service Level, M: millions.



LBCC



LBCC



Clackamas CC



PATHWAYS AND TRANSITIONS TO POSTSECONDARY SUCCESS

BEN CANNON, EXECUTIVE DIRECTOR, HECC

March 30-April 3, 2017

Presented to: Joint Ways and Means, Education Subcommittee



PRESENTATION SCHEDULE

Day 1-2, March 27-28	<ul style="list-style-type: none">• Introduction to Higher Education Structure and Students, Progress toward State Goals, Quick Funding History
Day 3-4, March 29-30	<ul style="list-style-type: none">• Affordability: Key Factors, State Financial Aid Programs + Intro to Student Pathways
Day 5, April 3	<ul style="list-style-type: none">• Student Pathways and Transitions: Precollege, Inter-college, Private Postsecondary, Workforce
Day 6, April 4	<ul style="list-style-type: none">• Public Testimony
Days 7-8, April 5-6	<ul style="list-style-type: none">• State Support for Community Colleges• Community College presentations
Day 9, April 10	<ul style="list-style-type: none">• Public Testimony
Days 10-11, April 11-12	<ul style="list-style-type: none">• State Support for Public Universities• University presentations
Day 12, April 13	<ul style="list-style-type: none">• Capital Construction, Other Missions of Universities
Day 13, April 17	<ul style="list-style-type: none">• Public Testimony
Day 14, April 18	<ul style="list-style-type: none">• OHSU Budget and Public Testimony
Day 15, April 19	<ul style="list-style-type: none">• An Integrated postsecondary agency, HECC Operations, Conclusion

Start dates for presentation topics are tentative

BUDGET PRIORITIES: STUDENT PATHWAYS

Sustain Investments to Improve and Simplify Student Pathways

- Support pathways between sectors and institutions, improving transitions from high school to postsecondary, from community colleges to universities, and from education to career
- Preserve investments in HECC agency operations dedicated to fostering pathways, including:
 - **Academic and policy coordination** across the PK-20 educational system
 - **Pre-college and financial aid outreach programs**
 - Policy leadership in accelerated learning, transfer pathways, credit for prior learning, workforce pathways, and more

INTRODUCTION: KEY PATHWAYS AND TRANSITION POINTS

Pre-college preparation and transitions for youth and adults

- Youth outreach and mentoring
- Youth employment
- High school to college academic transitions
- Engagement outside the pipeline

Academic transitions and during college and between postsecondary institutions

- Streamlining transfer pathways
- Academic initiatives and pathways
- Private postsecondary education regulation and support

Career and postsecondary training to build successful futures

- Workforce programs and initiatives

GOVERNOR'S RECOMMENDED BUDGET (GRB): AGENCY BUDGET INCLUDES PATHWAYS WORK

HECC activities fostering student pathways and transitions are staffed by multiple offices and units, and funded through portions of the overall HECC agency operations budget. Some activities described in this presentation are partially or primarily funded through non-state dollars (federal, fees, grants, other).

Pathways activities/programs within the HECC agency budget with specific state budget amounts (i.e. ASPIRE and state-funded Workforce Initiatives) will be detailed in future budget slides in this presentation. **The full HECC agency operations budget will be presented in detail on our final presentation day.**

Activity	Description	2015-17 LAB	2017-19 CSL	2017-19 GRB
Support HECC agency operations	Supports HECC's agency office operations	\$24.0 M GF	\$21.9 M GF	\$23.2 M GF
Change				-3.4% from LAB +6.0% from CSL

NOTE: This slide contains only General Fund (GF) and Lottery Fund (LF) dollars, not Other Funds. LAB: Legislatively Adopted Budget, GRB: Governor's Recommended Budget, CSL: Current Service Level, M: millions.

BUILDING A SEAMLESS STUDENT-CENTERED SYSTEM: MANY PARTNERS, INCLUDING...

Governor and Legislature

Chief Education Office

Oregon Department of Education

Oregon Employment Department

Higher education institutions

K-12 school districts, schools

Teacher Standards and Practices Commission

Community-based organizations

Tribal entities

Oregon Workforce Investment Board

Local workforce boards

GED preparation providers

Department of Human Services

Bureau of Labor and Industry

STEM Hubs

POSTSECONDARY PATHWAYS AND TRANSITIONS, RELATED KEY PERFORMANCE METRICS

Data will be
presented
with HECC
Agency
Operations,
Appendix

KPM 1: Oregon high school graduates attending college

KPM 2: College credits earned by K-12 students

KPM 3: Number of adult high school diplomas/GEDs earned

KPM 4: CC developmental education pass rates

KPM 5: Success of CC developmental education students in college math and English

KPM 9: Certificate and Oregon Transfer Module earners

KPM 10: Community college associate degrees

KPM 12: Community college to university transfers

KPM 19: Bachelor's degrees awarded to community college transfers

KPM 13: Earnings of community college completers

KPM 14: Earnings of community college leavers

KPM 21: Earnings of public university Bachelor's degree completers

KPM 25: Student loan default rates (CC, universities, and all higher ed)



PRE-COLLEGE
TRANSITIONS TO
POSTSECONDARY
SUCCESS:

YOUTH AND ADULTS


GOVERNOR'S RECOMMENDED BUDGET (GRB): PRE-COLLEGE TRANSITIONS AND PATHWAYS

Pre-college programs are supported by multiple HECC offices or units. The budget for these units is **included in the HECC integrated agency operations, which we will discuss on our final presentation day.** These programs are primarily supported by HECC Office of Student Access and Completion (OSAC) and Office of Workforce Investments. Some programs and activities are funded through non-General Fund/Lottery Fund dollars (federal funds, grants, other). The ASPIRE and OYCC youth workforce programs have specific state investments described below.

Activity	Description	2015-17 LAB	2017-19 CSL	2017-19 GRB
Continue Oregon ASPIRE	Continue ASPIRE program to help students plan their post-high school educational career through mentoring in more than 157 locations statewide.	\$1.6 M GF	\$1.8M GF	\$1.8 M GF
Change from 2015-17	<i>Note: a one-time federal grant of \$.7M did not continue into the new biennium.</i>			+7.4 % from LAB -2.0 % from CSL
Continue Oregon Youth Conservation Corps	Continue funding for Oregon Youth Conservation Corps by providing grants for education, training and wages to youth serving organizations across Oregon.	\$2.6M OF (Amusement Device Tax)	\$2.6M OF	\$2.6M OF
Change from 2015-17	<i>Note: in addition to state funds described here, also has \$1.2M FF, unchanged.</i>			+2.6% from LAB -0.1% from CSL

NOTE: This slide focuses primarily on General Fund (GF) and Lottery Fund (LF) dollars, excluding non-state Other Funds. LAB: Legislatively Adopted Budget, GRB: Governor's Recommended Budget, CSL: Current Service Level, M: Millions.

PRE-COLLEGE PROGRAMS AND OUTREACH



Educating
communities to
address lack of
information and
financial barriers
to college

- ASPIRE
- FAFSA Plus+
- Career College Collaborative “C3”

Presented by: JUAN BÁEZ-ARÉVALO, Interim Director,
HECC Office of Student Access and Completion (OSAC)

WHY IS OUTREACH IMPORTANT?

Oregon faces a college access gap. This gap is even wider for low-income and historically underserved populations. Providing Oregon students and families the information, skills and resources to plan for postsecondary education can help reduce this gap.

- Of the public high school class graduating class of 2006, 68% had enrolled in 2-year or 4-year institutions by age 25, but only 54% of low-income students had enrolled. *

Primary Focus: Teach individual about tools and resources to access and afford postsecondary education, make informed choices about their college and career future, and succeed in their education goals.

- HECC outreach activities are housed primarily in the Office of Student Access and Completion (OSAC).

*Source: The Education Pathway, Oregon Learns, OregonLearns.org, based on high school sophomores in 2003-04 who would graduate in 2006.

HECC-OSAC OUTREACH INITIATIVES AND PROGRAMS

FAFSA Plus+ and College Goal Oregon outreach

ASPIRE statewide mentoring program

Collaboration with state partners

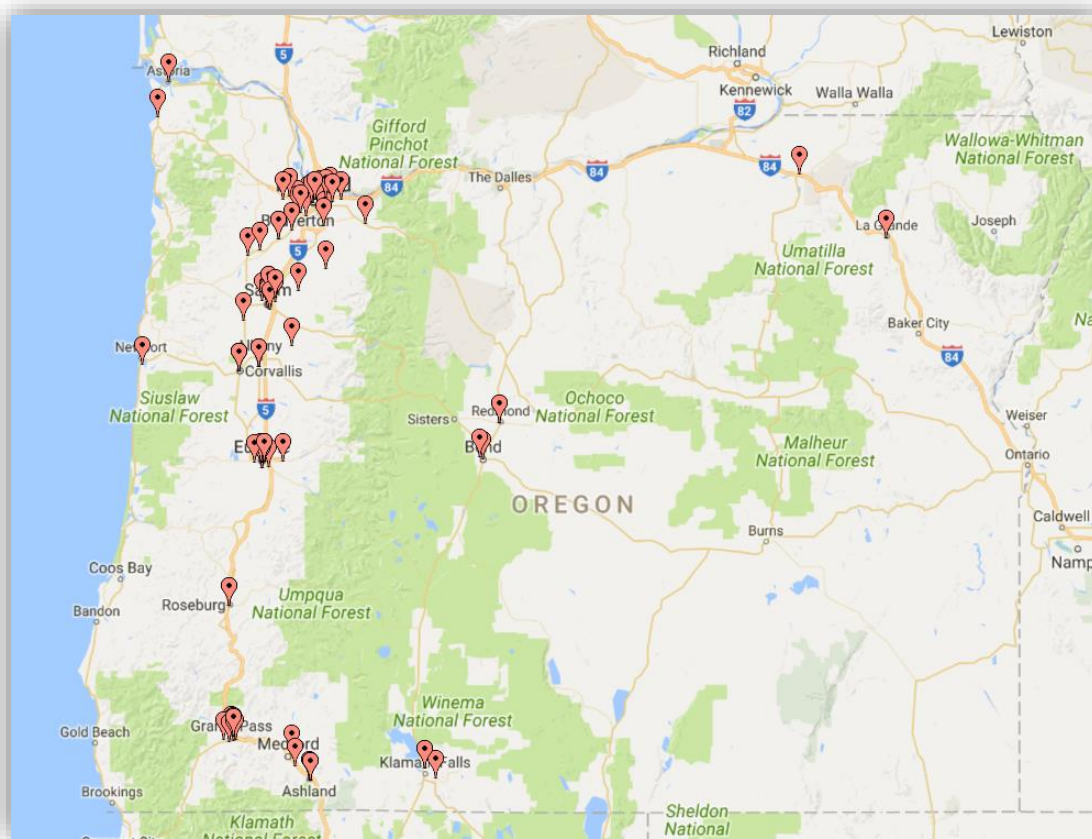
HECC ROLE

Educate diverse audiences on how to pay for college, apply for state-administered financial aid options, access mentoring, and more

Convene and collaborate with PK-20 partners

Distribute accurate information and resources on state financial aid programs

HECC-OSAC OUTREACH: EVENTS STATEWIDE



240+ events in rural and urban communities throughout Oregon during 2015-17

Types of Events: College and career fairs, financial aid outreach events, conferences

Venues: Colleges and universities, high schools, community libraries, social service agencies, and others

Audiences: Middle and high school students, current college students, adult learners, families, school counselors, and other educators

ACCESSING FEDERAL AND STATE FINANCIAL AID: THE IMPORTANCE OF THE FAFSA

National ranking:

In 2016, while Oregon was slightly below average for the percentage of total students who completed the FAFSA, Oregon was

#1 nationally

for the increase in total number of high school seniors who completed the FAFSA, compared to seniors in 2015.

To be eligible for federal aid such as the Pell Grant, students must complete the Free Application for Federal Student Aid (FAFSA), so FAFSA completion is critical to affordability. FAFSA completion is strongly associated with postsecondary enrollment.

Nationally, approximately **\$2.7 billion** of federal Pell Grant aid went unclaimed in 2014.

Sources: *Half the FAFSA: Cutting the red tape to Postsecondary Student Aid*. Carrie Warick, Director of Policy and Advocacy. National College Access Network, 2016. Data cited is from National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS). (2002/06). <http://www.collegeaccess.org/BlogItem?dg=93febb26-b6c9-4744-b9d3-94b9d79946e5>; *2016 FAFSA Completion Rates by State*, Ahead of the Heard, Bellwether Education Partners, <http://aheadoftheheard.org/2016-fafsa-completion-rates-by-state/>

FAFSA PLUS+: PARTNERSHIP AND OUTREACH PROGRAM

Primary focus: increasing FAFSA completion so that Oregon students access all financial aid for which they are eligible to achieve their postsecondary goals.

FAFSA Plus+ Program: OSAC partnership with high schools and sites to provide targeted support aimed to increase FAFSA completion through: College Goal Oregon events, financial literacy information, scholarship resources, award letter help, and more.

- FAFSA Plus+ sites are provided access to current student-level FAFSA data, allowing educators to provide targeted assistance to high school seniors and their families.

221 sites across Oregon, 71% of Oregon high school seniors

- A new initiative, from 2013-14 to 2016-17, participation grew from 4 to 221 sites including high schools, districts, community-based organizations and access programs, Oregon GEAR UP, Trio programs, and Tribal agencies.
- As of December, 2016, participating high schools served 71% of Oregon public high school seniors, with the assistance of FAFSA Plus+ data.

COLLEGE GOAL OREGON EVENTS

College Goal Oregon: a component of FAFSA Plus+, offering free statewide events to help students and families search and apply for financial aid.

- Introduction to financial aid
- How to search for scholarships
- The OSAC Scholarship Application
- How to complete the FAFSA

Over 1,600
students

attended a College
Goal Oregon event in
2015-16

- Events generally held between November and February
- 49 sites throughout Oregon hosted over 80 events
- 230 Event Volunteers

ASPIRE OREGON: COLLEGE AND CAREER MENTORING PROGRAM

ASPIRE is the State of Oregon's mentoring program, helping students statewide to plan for, and access, education and training beyond high school.

- Provides mentoring for middle school, high school, and college students to develop a plan for meeting their college and career goals.
- Relies on volunteer participation and local community connections across Oregon.

HECC ROLE

Creates and maintains training resources and facilitates regional and statewide training events for volunteers and program coordinators

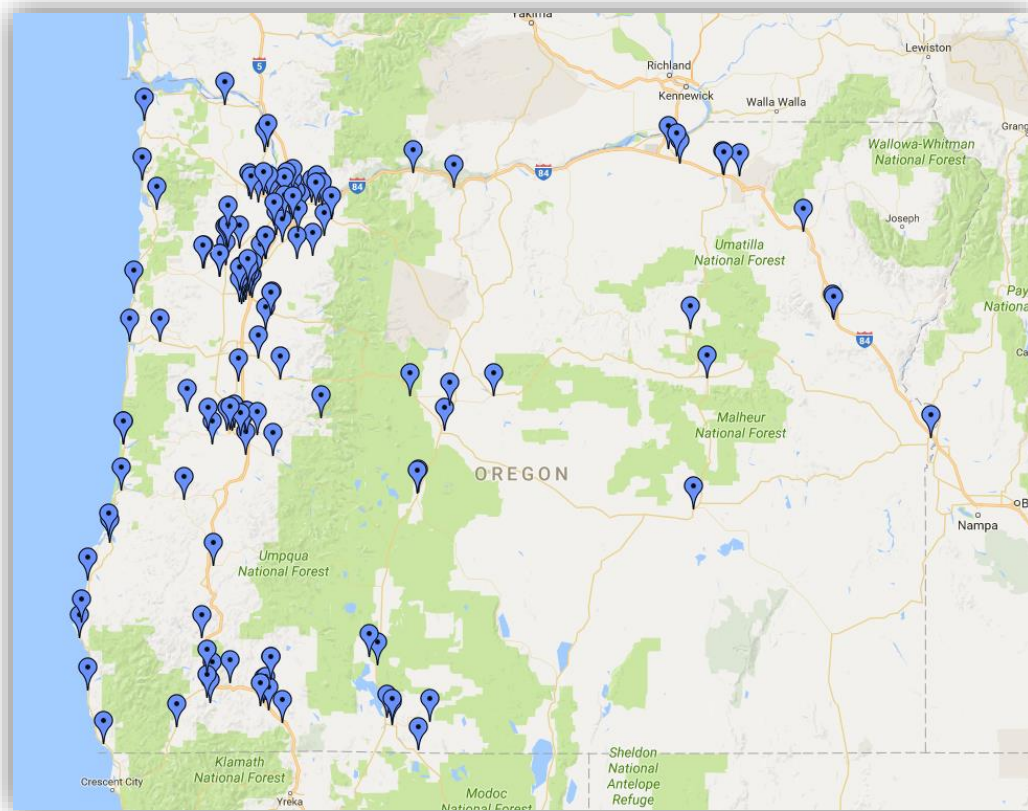
Delivers presentations to students and families on financial aid and scholarships

Publishes printed materials for students and families

Provides funding opportunities for sites to support the program

ASPIRE OREGON: SITES AND VOLUNTEER RESOURCES, 2015-16

ASPIRE facilitates volunteers efforts valued at over a **MILLION** dollars.



157 middle school, high school, community-based organization and college sites

1,575 mentors donated **54,000** hours to support students, valued at more than **\$1,230,000***

* Based on an evaluation by *Independent Sector*

For a list of participating sites: www.OregonStudentAid.gov

ASPIRE OREGON: OUR STUDENTS, 2015-16

10,250
students
served

- 35% identified as students of color
- 54% had at least one parent who did not attend college

Student
achievements

- 67% applied for at least one scholarship
- 84% applied for financial aid
- 92% applied to or are planning to attend at least one college, university, or technical/vocational program within one year of high school

HECC A KEY PARTICIPANT IN C3: SUPPORTING SUCCESS

Career College Collaborative (C3) is a collaborative initiative (since summer 2015) of counselors and educators, mobilizing educators to engage all students, especially low-income students, on viable pathways to college and career opportunities.

- 44 members
- 13 partner organizations

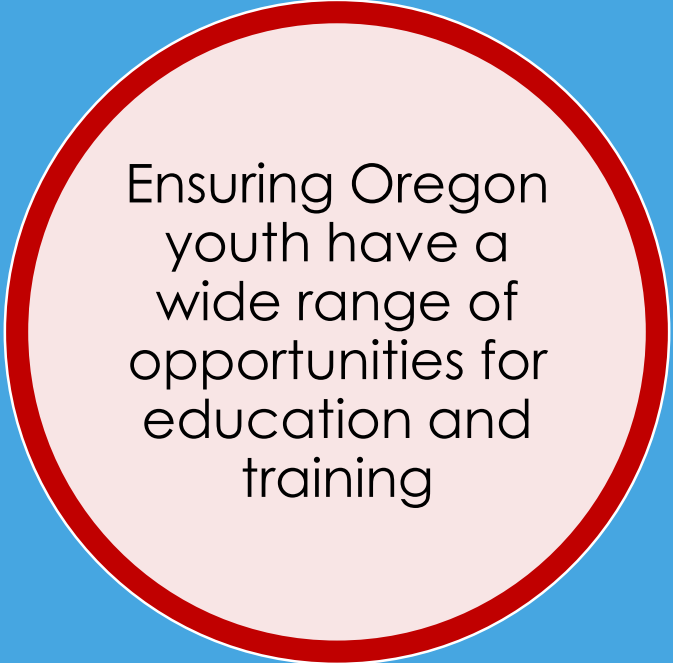
Accomplishments in the first year:

- Hosted 2016 Reach Higher Summit, a free conference for school administrators, school counselors, advisors, and college access professionals, focused on mobilizing career and college advising supports for all students.
- Facilitated Regional Achievement Collaborative work projects

HECC ROLE

HECC is a key participant, providing staffing support and convening of partners.

PROVIDING OPPORTUNITIES FOR YOUTH DEVELOPMENT



Ensuring Oregon youth have a wide range of opportunities for education and training

- Oregon Youth Conservation Corps (OYCC)
 - Youth Outreach

Presented by: KAREN HUMELBAUGH, Director,
HECC Office of Workforce Investments

YOUNG OREGONIANS

Youth who are not working are missing*:

- Preparation for self-sufficiency later in life
- Development of work ethic
- Opportunity for career exploration
- Income that can be saved for future needs

Strategies to Serve Young People

- [Oregon Youth Conservation Corps](#)
- Summer Conservation Corps
- Community Stewardship Corps
- Federal Youth Programs

[*Source: Endangered: Youth in the Labor Force](#)

YOUTH ECONOMIC AND EMPLOYMENT BARRIERS

Youth served by workforce programs often face challenges and barriers including:

- Homeless
- Runaway
- Pregnant
- Parenting
- Foster Care
- Ex-Offender
- Disabled
- Low-income

YOUTH PARTICIPATION NUMBERS

OYCC Summer Conservation Corps

- 2013-2015: 1,332 Oregon youth
- 2015-2017 to date: 1,183

OYCC Community Stewardship Corps (School Year)

- 2013-2015: 1,207 Oregon youth
- 2015-2017 to date: 599

WIOA Youth

- 2013-2015: 5,775 Oregon youth
- 2015-2017 to date: 2,495

YOUNG PEOPLE: MEASURES OF SUCCESS

HS Completion (Degree or Certificate)

Entered into Education or Employment

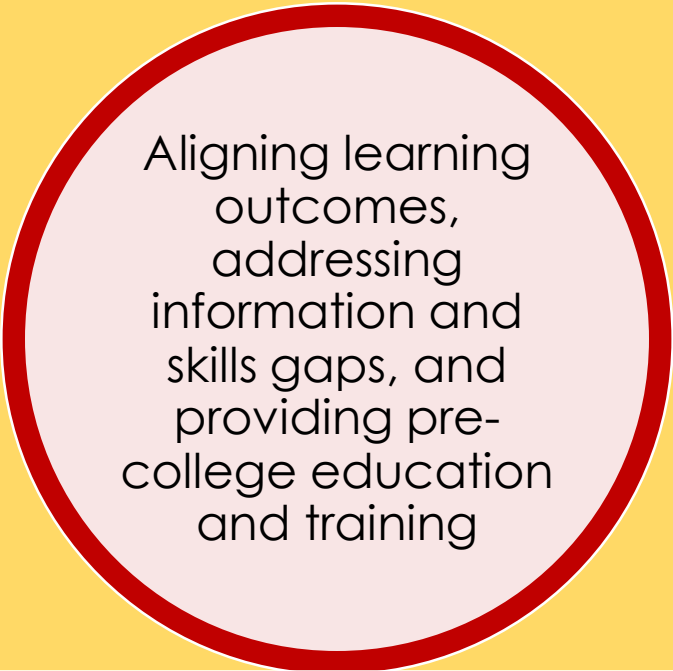
Literacy and Numeracy Gains

Wages

OYCC Hours Worked

High School Diploma Essential Skills Requirement (NCRC)

IMPROVING ACADEMIC TRANSITIONS FROM SECONDARY TO POSTSECONDARY EDUCATION



Aligning learning outcomes, addressing information and skills gaps, and providing pre-college education and training

- Career and Technical Education (CTE)
 - Career Pathways
- College Credit while in high school
 - Annual AP/IB score alignment
- Developmental Education Redesign
 - Aligning math pathways

Presented by: PATRICK CRANE, Director,
HECC Office of Community Colleges and Workforce Development (CCWD)

ACADEMIC PATHWAYS AND ALIGNMENT

Academic policy and alignment work to smooth student transfer pathways into postsecondary education are supported by multiple HECC offices or units of the integrated agency.

- **Primarily supported by the HECC Office of Community Colleges and Workforce Development (CCWD) and HECC Office of University Coordination.**

These activities are included in the integrated agency budget for HECC operations, which we will present in detail on our final presentation day.

HIGH SCHOOL TO COLLEGE ACADEMIC COORDINATION: WHY?

High school graduation rate of 74.8% (2015-16)

Demonstrated value of CTE in increasing high school graduation

Opportunities for student to accelerate college-level learning

65% of recent high school graduates in Oregon take at least one developmental education course when they enter college

CAREER & TECHNICAL EDUCATION MEETS STUDENT AND BUSINESS NEEDS

Business and industry in Oregon need workers with technical skills in high-demand, high-wage careers.

Oregon students need rigorous, relevant career preparation in skilled trades, applied sciences, and modern technologies.

HECC ROLE

Review and approve CTE programs, degrees and certificates at Oregon's community colleges

Partner with Oregon Department of Education in the overall grant management, compliance and implementation of the Carl D. Perkins Grant as well as Measure 98

Engage and partner in workforce preparation conversations

Provide technical assistance to faculty and staff

CAREER PATHWAYS INITIATIVE

A statewide strategy to ensure that Oregonians are able to access and complete short-term community college Career Pathway Certificates that lead to employment in high-demand occupations.

- Comprised of 12-44 credits providing specialized education with an occupational focus, can be applied toward Associate of Applied Science (AAS) Degree.
- Since 2008, over 17,000 have been awarded.

HECC ROLE

Provides funds to all 17 community colleges through the Strategic Fund (since 2007), and through SB 5701 (2016) funding of \$600K

Funds a Statewide Pathways Initiative Director who works with HECC and Career Pathways Alliance to expand pathways in Oregon.

Manages grant agreements, approves programs, provides data for evaluation, and ensures alignment with local workforce needs and state and federal education and workforce programs.

DELIVERING HIGH QUALITY COLLEGE CREDITS IN HIGH SCHOOL

Primary Challenge: Expanding access to high quality college credits (Accelerated Learning) for all high school students in Oregon

College credit in high school can smooth the transition into a college or university by:

- Enabling high school students to better prepare for postsecondary expectations
- Lowering the cost of postsecondary degree or credential
- Fostering a college-going culture
- Increasing high school graduation rates

HECC ROLE

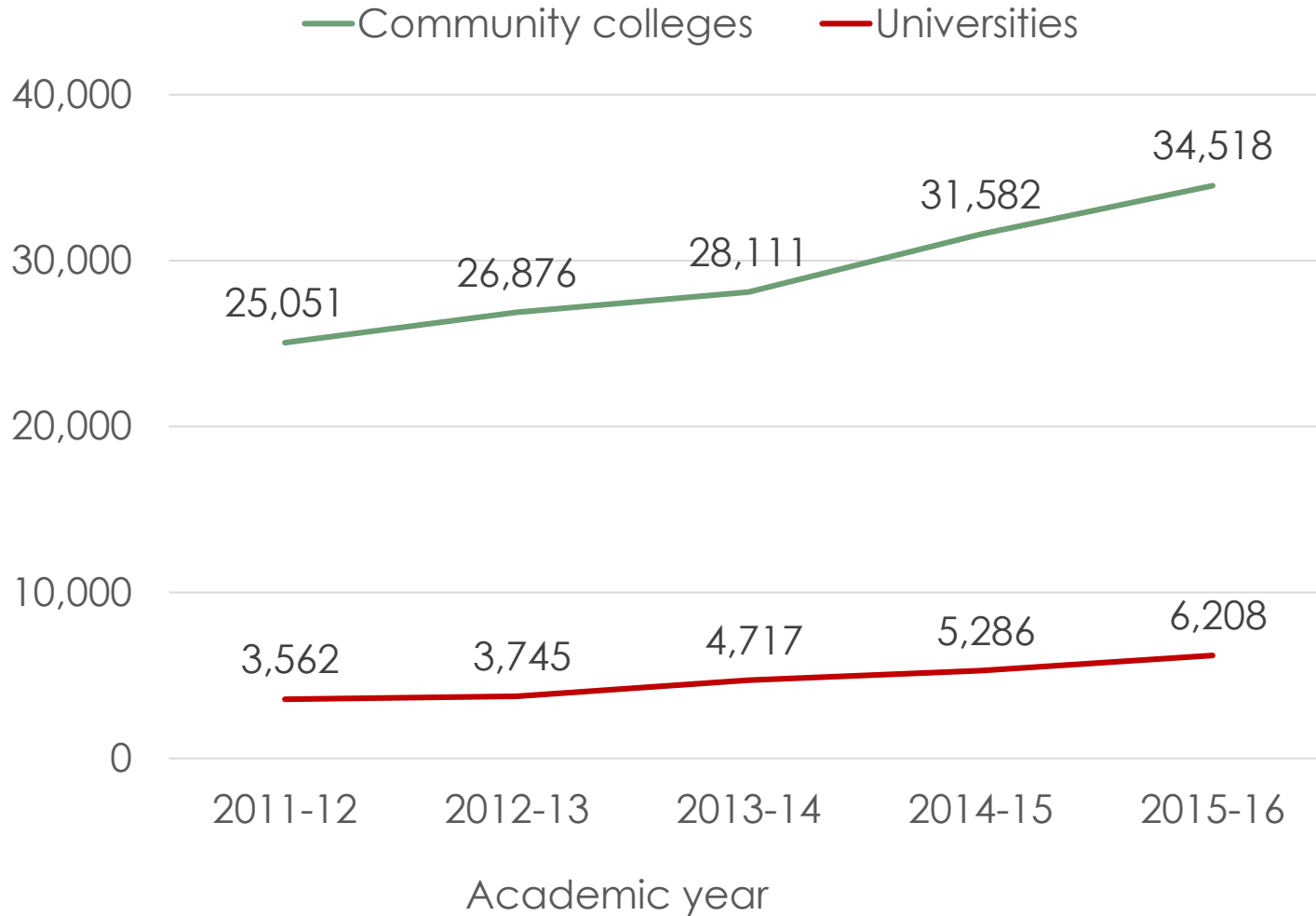
Through ORS 340.310, HECC was charged with developing standards for dual credit and other high school-based college credit partnership programs.

Ongoing review and adoption of standards (*new standards adopted in June 2016*).

Staffs an Oversight Committee responsible for approval of new programs.

RIISING NUMBER OF DUAL CREDIT STUDENTS

High school students taking dual credit



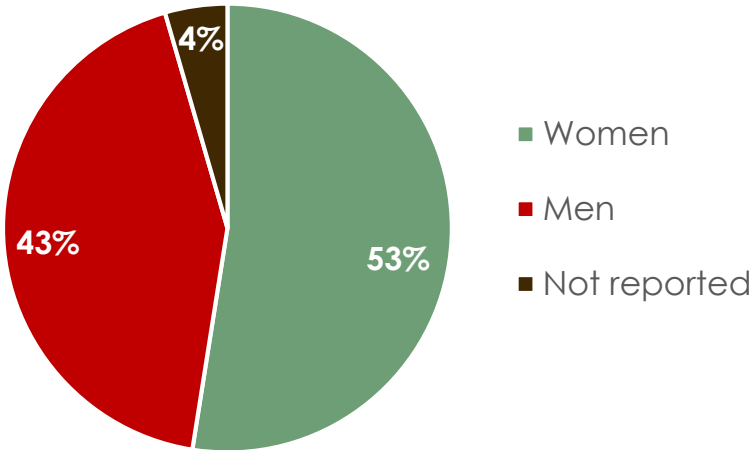
Community college dual credit students took 8 credits on average, and passed 95% of dual-credit courses

Source: HECC analysis of student-level data.
 Notes: Includes students enrolled in dual credit courses for lower division coursework and career technical education.

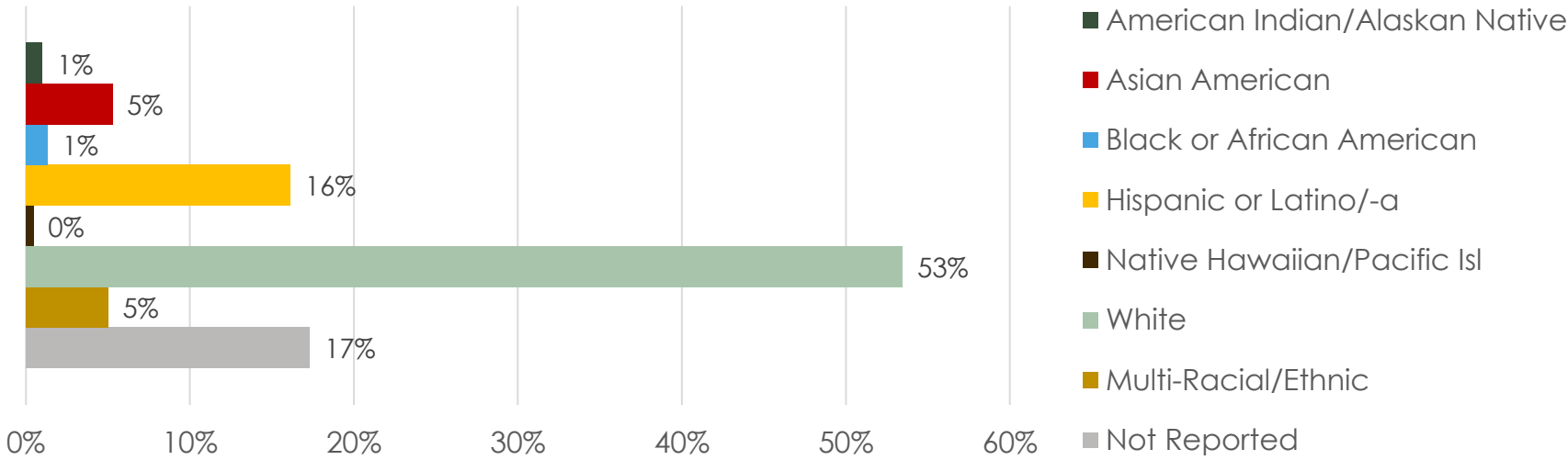
PUBLIC POSTSECONDARY DUAL CREDIT STUDENT DIVERSITY

40,726 Students in 2015-16

GENDER



RACE/ETHNICITY



Source: HECC analysis of student-level data. Community college and university enrollment, 2015-16. University data is Fall 2015
 Note: Includes students enrolled in dual credit courses for lower division coursework and career technical education

ACCELERATED LEARNING: NEXT STEPS

Review and approve new accelerated learning programs

- Oversight Committee for High School Based College Credit Partnership (HECC staffed) will approve new programs based on standards
- Data analysis on new models

Provide a forum for secondary/postsecondary partners

- Sustainable Systems for Accelerated Learning Work Group (Chief Education Office-staffed) will inform future vision and provide a forum to discuss issues that arise, such as academic quality and credit transfer

Integration with Measure 98 and other student transition and success efforts

ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) POLICY

The Advanced Placement (AP) and International Baccalaureate (IB) Statewide Course Credit Policy represents consensus among Oregon institutions on **minimum scores and transferrable credits for students**

- Transparency and consistency for students as they plan their high school course taking, exam taking, and post-secondary degrees and certificates

HECC ROLE

Convenes the AP/IB workgroup (originated with SB 342, 2005)
Coordinates annually with the College Board, International Baccalaureate, and faculty from Oregon community colleges and public universities on making and publishing these policy updates

ALIGNING MATH PATHWAYS FROM HIGH SCHOOL TO COLLEGE

In 2016, HECC and State Board of Education committed to work together on improving curricular alignment in math between K-12 and higher education. Next steps include:

- Convening mathematics instructors from K-12, community colleges and universities to raise awareness of best practices, further develop a coherent, aligned P-20 math curriculum, and identify an assessment that can be used across all sectors and regions.

DEVELOPMENTAL EDUCATION REDESIGN: COMMUNITY COLLEGE AND HECC EFFORTS

COMMUNITY COLLEGE EFFORTS

Voluntarily began the **Developmental Education Redesign Advisory Committee** in 2013 to examine national reforms and best practices.

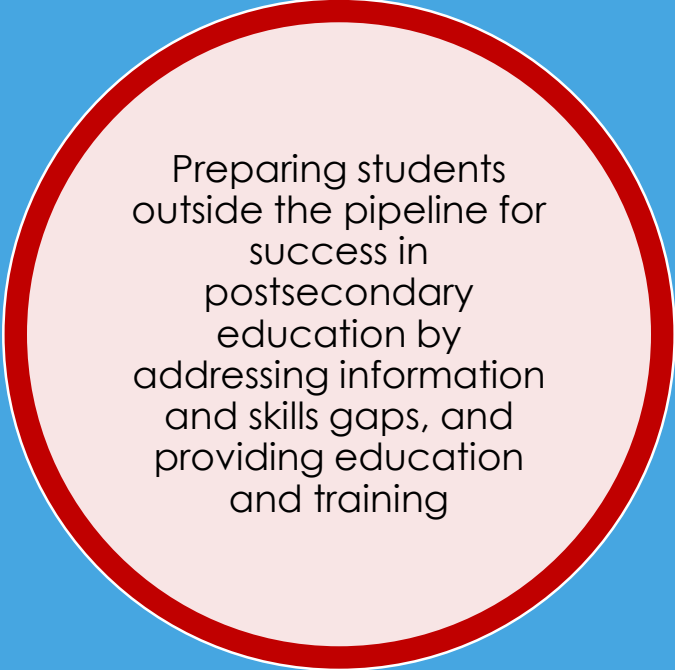
Redesign activities included changes to assessment and placement, adoption of combined reading/writing course, adoption of co-requisite models of remedial education, and development of non-STEM math pathway.

HECC ROLE

Supports community college developmental education redesign efforts with **Strategic Fund**.

With funding provided in 2016 from SB 5701 (\$600,000), **makes grants to community colleges** to expand and improve co-requisite English and writing.

ENGAGEMENT OUTSIDE THE PIPELINE



Preparing students
outside the pipeline for
success in
postsecondary
education by
addressing information
and skills gaps, and
providing education
and training

- GED and High School Equivalency
 - Adults Basic Education
 - Credit for Prior Learning

Presented by: PATRICK CRANE, Director,
HECC Office of Community Colleges and Workforce Development (CCWD)

WHY IS HIGH SCHOOL EQUIVALENCY (GENERAL EDUCATION DEVELOPMENT) IMPORTANT?

Approximately 10% of Oregon adults do not have a high school diploma or equivalency. For Hispanic Oregonians, the percentage is 39%.

- The General Education Development (GED) program provides individuals with an opportunity to earn a high school equivalency credential, in place of a high school diploma.
- Funded through GED Testing Fees, and in 2015-2017, an investment of \$2M GF.

HECC ROLE: HIGH SCHOOL EQUIVALENCY, GENERAL EDUCATION DEVELOPMENT (GED)

The Oregon GED Program is administered by HECC in partnership with: GED Testing Service, Oregon's 17 community colleges, and professionals at over 70 test prep locations across the state

HECC ROLE

Providing technical assistance to GED testing sites around the state

Organizing the annual GED Summit

In 2015-17, HECC is distributing and managing \$1.6M in state-funded grants for GED wraparound services

GENERAL EDUCATIONAL DEVELOPMENT (GED) STUDENTS ARE DIVERSE

A total of 9,102 students took GED tests in 2016

- 66% were unemployed
- 73% reported annual income of \$5,000 or less
- 39% reported a family member influenced them to obtain their GED
- 58% of students were male
- Average age of GED Test takers was 24

GED passers: 5,746

RACE/ETHNICITY (2016)

White: 52%

Hispanic: 22%

Multi-race: 18%

Black: 3%

Asian: 1%

Native American: 2%

No Answer: 1%

Hawaiian/ Pacific Islander: < 1%

ADULT BASIC EDUCATION AND LITERACY IN OREGON (ALSO KNOWN AS “TITLE II”)

Adult Education and Literacy, also known as Title II of the Workforce Innovation and Opportunity Act (WIOA), focuses on improving reading, writing, and speaking English, numeracy, problem solving, English language acquisition and other literacy skills for Oregonians

- HECC Office of Community Colleges and Workforce Development (CCWD) administers Title II funds for Oregon

Funding:

- Approximately \$5M for Oregon annually from U.S. Department of Education: Office of Career Technical and Adult Education
- Federal funds awarded based on enrollment, regional need, and performance
- 25% match (funds or in-kind) required for partners

HECC ROLE

Administers Title II funds for Oregon

Makes grants to providers of adult education and literacy services

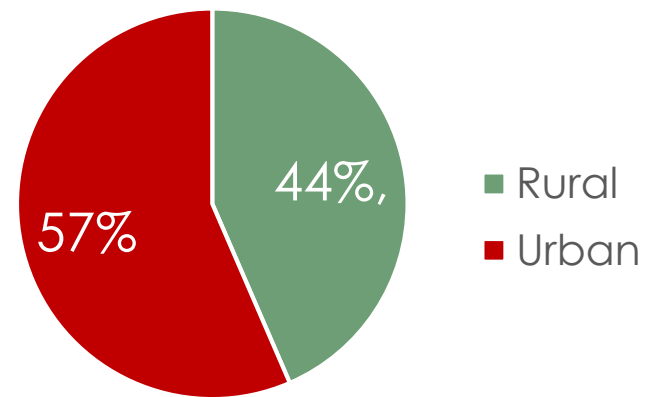
Collects and reports performance data

Provides monitoring and professional development

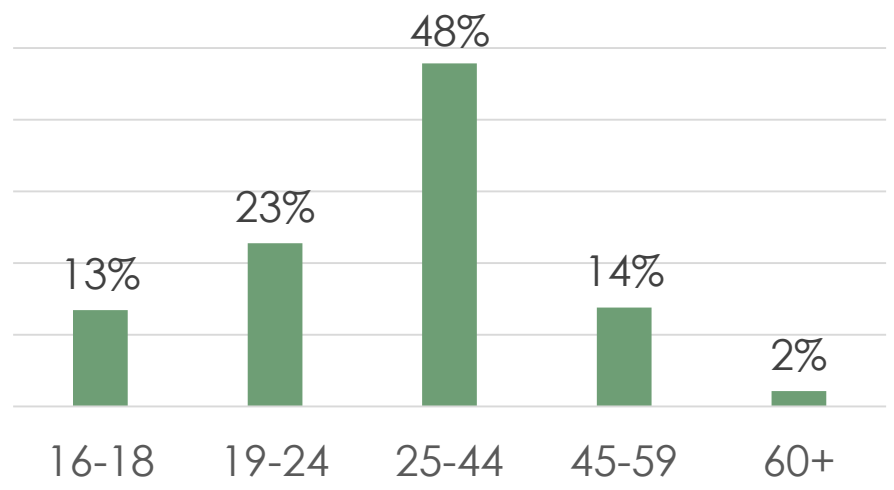
ADULT BASIC SKILLS STUDENTS IN OREGON IN 2015-16

18,540
STUDENTS SERVED
IN 2015-16

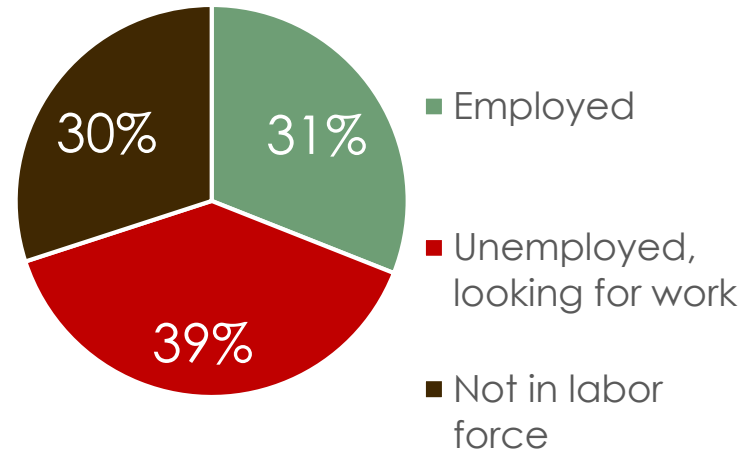
GEOGRAPHY



AGE



EMPLOYMENT STATUS (2015-16)



CREDIT FOR PRIOR LEARNING

Credit for Prior Learning is defined as: “The knowledge and skills gained through work and life experience, through military training and experience and through formal and informal education and training from institutions of higher education in the United States and in other nations” (House Bill 4059, 2012)

HECC ROLE

ORS 350.110 requires the Higher Education Coordinating Commission to appoint members to a Credit for Prior Learning (CPL) Advisory Committee. The Advisory Committee developed CPL standards, which were adopted by the HECC in 2014 and implemented by Oregon institutions offering CPL. HECC reports annually to the Oregon Legislative Assembly on CPL.

POSTSECONDARY
TRANSITIONS
BETWEEN
INSTITUTIONS:

**STREAMLINING
TRANSFER**

**PRIVATE
POSTSECONDARY
CONNECTIONS**



FOSTERING TRANSFER PATHWAYS



Streamlining
the community
college to
university
transfer
pathway

- Transfer trends and data
 - Transfer challenges
- Recent work and initiatives

Presented by: VERONICA DUJON, Director of Academic Planning & Policy,
HECC Office of University Coordination

GOVERNOR'S RECOMMENDED BUDGET (GRB): TRANSFER PATHWAYS

Policy and collaboration work to smooth student transfer pathways between community colleges and public universities are supported by multiple HECC offices or units of the integrated agency.

- **Primarily supported by the HECC Office of Community Colleges and Workforce Development (CCWD) and HECC Office of University Coordination.**

These activities are included in the integrated agency budget for HECC operations, which we will present in detail on our final presentation day.

WHY FOCUS ON TRANSFER?

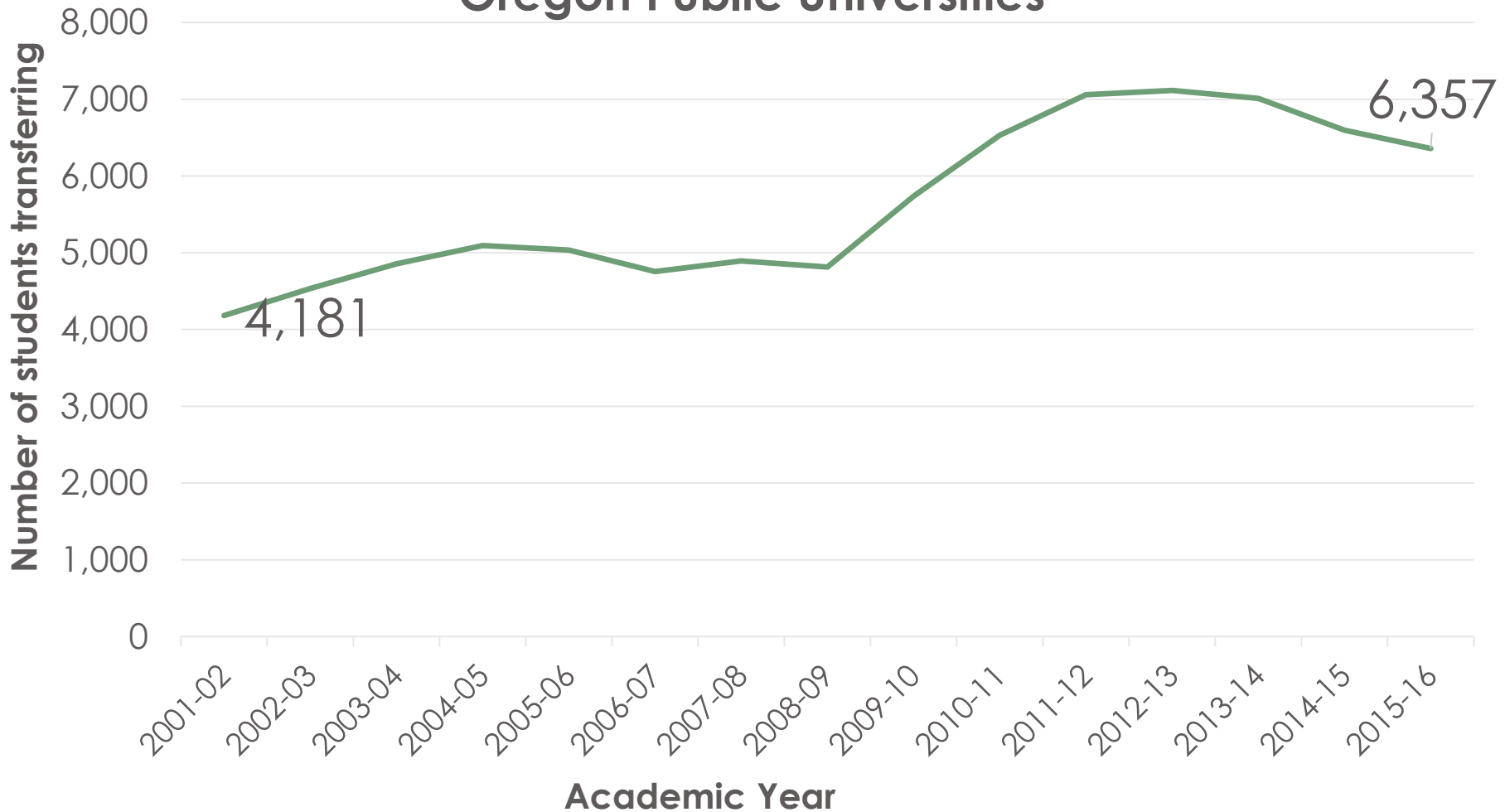
Streamlining the community college to university transfer pathway impacts affordability and time to degree, supporting low-income, first generation, and other underserved student groups

- In the U.S. between 2008-14, **44%** of students who changed institutions transferred **two or more times** over that period
- Transfer students are more likely than direct-entry university students to be first generation, students of color, and/or Pell – eligible (lower income) according to national data
- **43% of newly admitted students to Oregon public universities in 2013-14 were transfer students**
- Between 2011-14, **51% of Bachelor's completers** were transfer students

Sources: HECC research and analysis; Shapiro, D., Dundar, A., Wakhungu, P.K, Yuan, X., & Harrell, A. (2015, July). Transfer and Mobility: A National View of Student Movement in Postsecondary Institutions, Fall 2008 Cohort (Signature Report No. 9). Herndon, VA: National Student Clearinghouse Research Center; Jenkins, D & Fink, J. (2016). Tracking Transfer. Community College Research Center. The Aspen Institute. National Student Clearinghouse Research Center.

MANY OREGONIANS TRANSFER FROM COMMUNITY COLLEGES TO UNIVERSITIES

Transfers from Oregon Community Colleges to Oregon Public Universities



Source: HECC Research and Data SCARF 2017

WE ESTIMATE ABOUT HALF OF STUDENTS LOSE SOME CREDIT AT TRANSFER

54%

of transfer students are estimated to have entered universities with fewer credits than they had earned at Oregon community colleges

26%

of transfer students are estimated to have lost more than one term of work (15 credits)

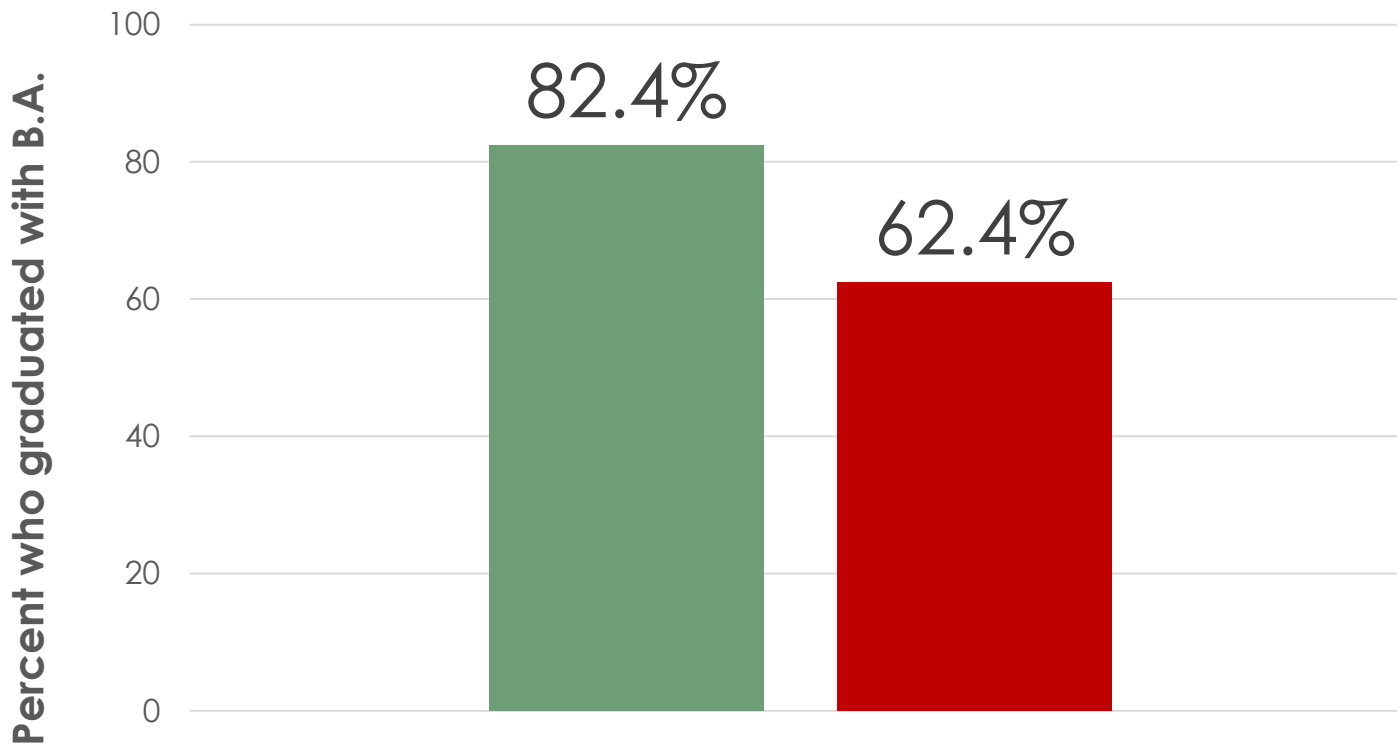
Source: HECC analysis of student-level data.

Note: For this analysis, "transfer students" are community college students enrolled either in LDC (lower division collegiate, career and technical education, or post-secondary remedial (PSR) courses and attempted at least 12 credits during the 2013-14 academic year and then enrolled in a public university in 2014-15. Community college credits earned include all credit earned since 2006-07, with an estimate of total PSR credits earned excluded from the analysis.

THE MAJORITY OF “ROBUST” TRANSFER STUDENTS COMPLETE, BUT NOT AT RATES EQUIVALENT TO PEERS

GRADUATION RATE (6-YEAR) BY TRANSFER STATUS, 2015-16

■ Non-transfer students who persisted to third year ■ Transfer students



Source: HECC analysis of student-level data.

Notes: For this analysis, “transfer students” are defined as those who were admitted based on their college GPA, which generally requires having earned at least 24-36 community college credits. For transfer students, 6-year grad rates are defined as graduation within four years after transfer.

TRANSFER PATHWAYS: PRIMARY CHALLENGES

MOBILITY AND PORTABILITY OF CREDITS:

- Students lose ground every time they transfer
- Transfer course and credit *applicability* to institutional and program requirements is a greater issue than credit transferability itself

INFORMATION RESOURCES AND SYSTEMS TO AID STUDENTS:

- Confusing array of variable requirements for similar degrees, articulation agreements, and applicability of coursework across public universities
- Lack of a common statewide transfer information system

SUCCESSFUL TRANSFER AND APPLICATION OF CREDITS AFFECT AFFORDABILITY AND COMPLETION:

- Transferring from a community college is expected to be an affordable, accessible pathway to a bachelor's degree, yet many transfer students leave without a degree and with debt

RECENT HECC TRANSFER WORK AND INITIATIVES: COLLABORATION AND CONVENING

COLLABORATION AND CONVENING

Convened partners and developed recommendations and research on transfer pathways through HB 2525 report, and engaged in ongoing collaboration on **transfer and articulation policy (Joint Transfer Articulation Committee)**.

Collaboration with institutions on innovative transfer initiatives like **Interstate Passport**.

Technical workgroup to study and make recommendations for a robust statewide **Transfer Student Information System**.

Funding to develop and maintain such a system has not been secured.

RECENT HECC TRANSFER WORK AND INITIATIVES: SMOOTHING AND ALIGNING PATHWAYS

SMOOTHING AND ALIGNING PATHWAYS

HECC and stakeholders to **re-assess and realign the statewide transfer degrees (AAOT, ASOT)** which are not currently functioning as efficient transfer mechanisms for many.

- College of Education leaders and community colleges are creating an “Ed Pathway” for community college students to enter the teaching profession.

The **Transfer Student Bill of Rights and Responsibilities** is expected to be established and adopted by the HECC by December 31, 2018.

- By Fall 2019, a process for community colleges and universities to align the most popular transfer majors statewide is expected to be established.

PRIVATE POSTSECONDARY PATHWAYS

Private
postsecondary
education
oversight and
coordination to
promote student
success:

- Veterans Affairs (VA) State Approving Agency (SAA)
 - Office of Degree Authorization (ODA)
 - Private Career School licensing (PCS)

Presented by: BEN CANNON, Executive Director, HECC; JUAN BÁEZ-ARÉVALO, Director, HECC Office of Private Postsecondary Education

GOVERNOR'S RECOMMENDED BUDGET (GRB): PRIVATE POSTSECONDARY EDUCATION

HECC's private postsecondary regulation, support, and coordination will be described in more detail on our final day of presentations, focused on the HECC integrated agency budget.

This work is carried out by the HECC Office of Private Postsecondary Education, which receives **no General Funds and is entirely funded by federal contracts and fees from institutions.**

2015-16 COMPLETIONS

47

Degree Granting Private Postsecondary Schools

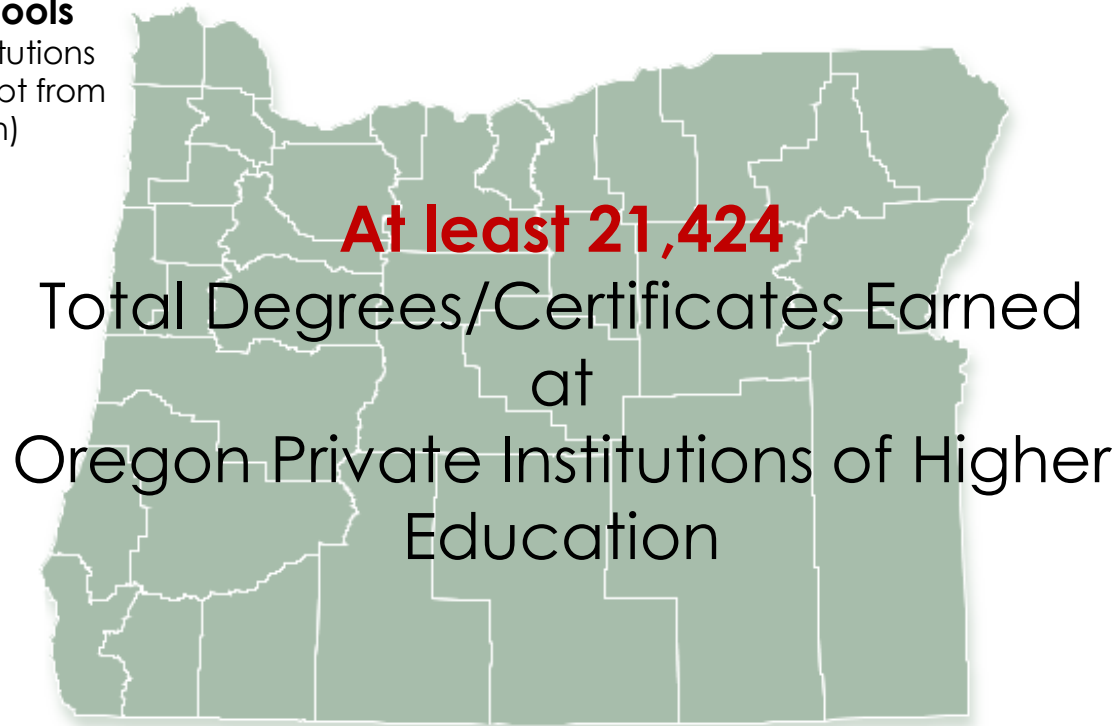
(24 ODA-regulated institutions and 23 institutions exempt from ongoing regulation)

14,403*

173

Private Career Schools

7,021**



*Total completions from 18 of the 24 Oregon-based regulated schools and 23 exempt institutions who correctly reported data for the 2015-16 academic year.

**Total completions from 97 of the 201 Oregon-based schools who correctly reported data for the 2015-16 academic year.

OREGON-BASED PRIVATE POSTSECONDARY INSTITUTIONS: STUDENTS AND DEGREES

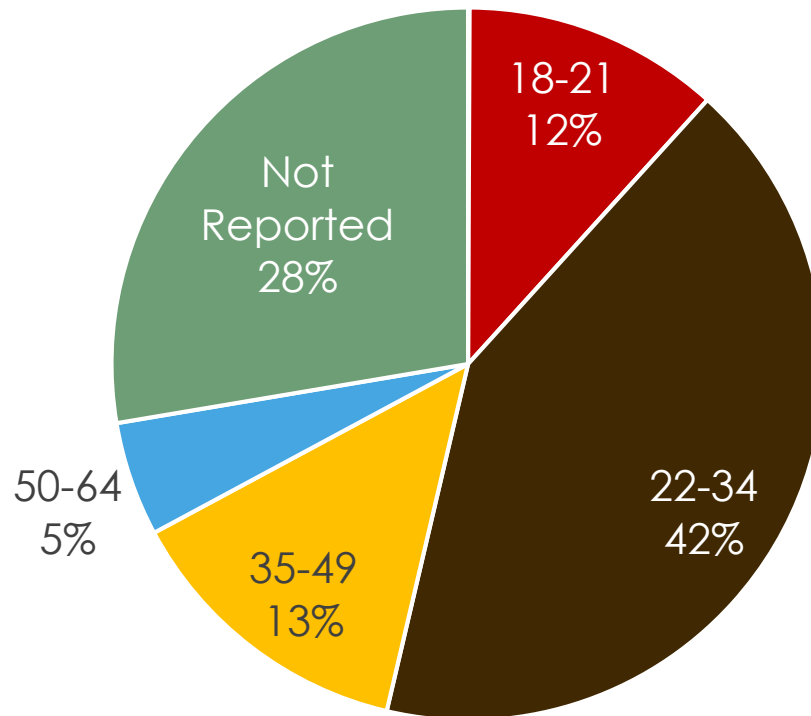
<i>Oregon Institutions reporting</i>	<i>155 out of 220*</i>
TOTAL ENROLLMENT: 2015-16	56,981
Certificates Awarded:	7,813
Associate Degrees:	541
Bachelor Degrees:	5,588
Masters Degrees:	5,805
Doctoral Degrees:	1,065
Post-Baccalaureate:	126
Unknown:	487
TOTAL DEGREES AND CERTIFICATES: 2015-16	21,424

Additionally, HECC regulates private **out-of-state distance education providers who awarded 5,454** degrees and certificates to Oregon students in 2015-16.

**Includes institutions regulated by HECC PCS licensing unit and ODA, as well as institutions exempt from ongoing regulation (Oregon Alliance of Independent Colleges and Universities). Institutions defined as "Oregon" include those with at least one physical location in Oregon. Reflects institutions reporting as of 3/15/2017. Source: HECC.*

PRIVATE REGULATED SCHOOLS: STUDENT AGE DEMOGRAPHICS, 2015-16

Enrollment By Age Group



Source: HECC. Data as of 3/15/2017. Includes institutions regulated by HECC Private Career Schools licensing unit and Office of Degree Authorization. Does not include institutions that are exempt from ongoing regulation (Oregon Alliance of Independent Colleges and Universities).

PRIVATE REGULATED SCHOOLS: EARNINGS OF GRADUATES

EARNINGS OF RECENT GRADUATES

Private Postsecondary Regulated School 2014-15 Completers

Type	2015-16 Mean Earning
Certificate	\$26,023
Associate degree	\$27,548
Bachelor's degree and higher	\$38,249

Source: HECC. Data as of 3/15/2017. Includes institutions regulated by HECC Private Career Schools licensing unit and Office of Degree Authorization. Does not include institutions that are exempt from ongoing regulation (Oregon Alliance of Independent Colleges and Universities).

PRIVATE POSTSECONDARY: KEY RESPONSIBILITIES

Veterans Affairs (VA)- State Approving Agency

- Ensures postsecondary programs, apprenticeships and on-the job trainings (OJT) in Oregon are quality programs for veterans and their dependents

Office of Degree Authorization (ODA)

- Ensures the quality of in-state, non-exempt, private higher education programs and out-of-state private and public higher education programs offered to Oregon students

Private Career Schools (PCS)

- Ensures quality of private career schools, establishing business and fiscal standards, setting instructional and curricular requirements, and providing technical assistance

GI BILL APPROVED FACILITIES IN OREGON

HECC-SAA
approves
the following
facilities for
GI Bill
Benefits:

- 8 Public Universities (1 university has two approved campuses)
- 2 OHSU Medical and Dental
- 17 Community Colleges
- 33 Private, non-profit, degree granting
- 9 Private, for-profit, degree granting
- 37 Private career schools
- 7 Flight schools
- 174 Apprenticeship and On-the-Job-Training

OFFICE OF DEGREE AUTHORIZATION (ODA): OREGON INSTITUTIONS

ODA
evaluates and
approves
degree
programs

- All non-profit and for-profit degree-granting colleges
- Colleges lacking regional accreditation
- Colleges operating in Oregon less than ten years

In-state Private
Postsecondary
Institutions
**Approved and
Regulated**

- 17 non-profit and 7 for-profit private institutions, offering 166 degree programs
- Enroll 6,364 students
- e.g., Art Institute of Portland, Oregon College of Oriental Medicine

In-state Private
Postsecondary
Institutions
**Exempt from
Ongoing
Regulatory
Oversight**

- 23 private non-profit and regionally accredited institutions exempt from day-to-day ODA regulatory oversight
- Enroll over 37,000 students
- e.g., Willamette, Linfield

PRIVATE CAREER SCHOOLS: WHAT TRAINING DO THEY PROVIDE?

PCS evaluates
and approves
licenses

- Private career schools providing training and certificate programs in Oregon

Currently
approvals

- 173 private career schools, collectively offering 998 certificate programs
- Significant technical and vocational training opportunities for Oregonians
- Located in all corners of the state; urban and rural locations
- Wide variety of program offerings: Bookkeeping; Computer Technology/Hair Stylist/Esthetics/Nail ; Lineworker; Phlebotomy; Truck Driving; Mechanics; Real Estate and many more

RECENT PROPRIETARY SCHOOL CLOSURES IN OREGON

Private Career Schools closures:

- Thirteen in 2015
- Eight in 2016

Office of Degree Authorization School closures:

- 2015: Heald College, DeVry University
- 2016 Everest College, ITT Tech (Portland), ITT (Salem), National American University
- 2017: In teach out process: LeCordon Bleu, The University of Phoenix; other institutions are teaching out additional programs

HECC SUPPORT TO STUDENTS DURING SCHOOL CLOSURES: **REGULATION, CONSUMER PROTECTION**

REGULATORY COORDINATION

Coordinate with federal officials, state licensing boards, lenders, consumer protection agencies, Attorney General's office, bankruptcy trustees, others.

Collaborate with other states in multi-site closure situations.

CONSUMER PROTECTION

Provide up-to-date information resources to students on academic and financial options.

Protection from those who attempt taking advantage of students during difficult school closures.

- e.g., second or third party loan providers; unauthorized schools or service providers; predatory admissions or recruitment practices, etc.

HECC STUDENT SUPPORT DURING SCHOOL CLOSURES: **ACADEMIC AND FINANCIAL TRANSITIONS**

ACADEMIC TRANSITIONS:

Secure student transcripts; in some cases, manage transcript records going forward

Coordinate and approve formal teach out arrangements, broker transfer options, and coordinate with programs and schools willing to develop solutions

Inform students of transition options:

- e.g., organize transition events/fairs; electronic updates, fact sheets, website, etc.

FINANCIAL TRANSITIONS:

Provide financial aid information and loan discharge options (if applicable).

Guide students to pre-paid tuition

reimbursement options:

- Private Career Schools Tuition Protection Fund.
- Surety Bond or Letter of Credit claim information pertaining to an ODA school closure.



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TRANSITIONS TO CAREER SUCCESS, INDUSTRY NEEDS

PRESENTED BY:

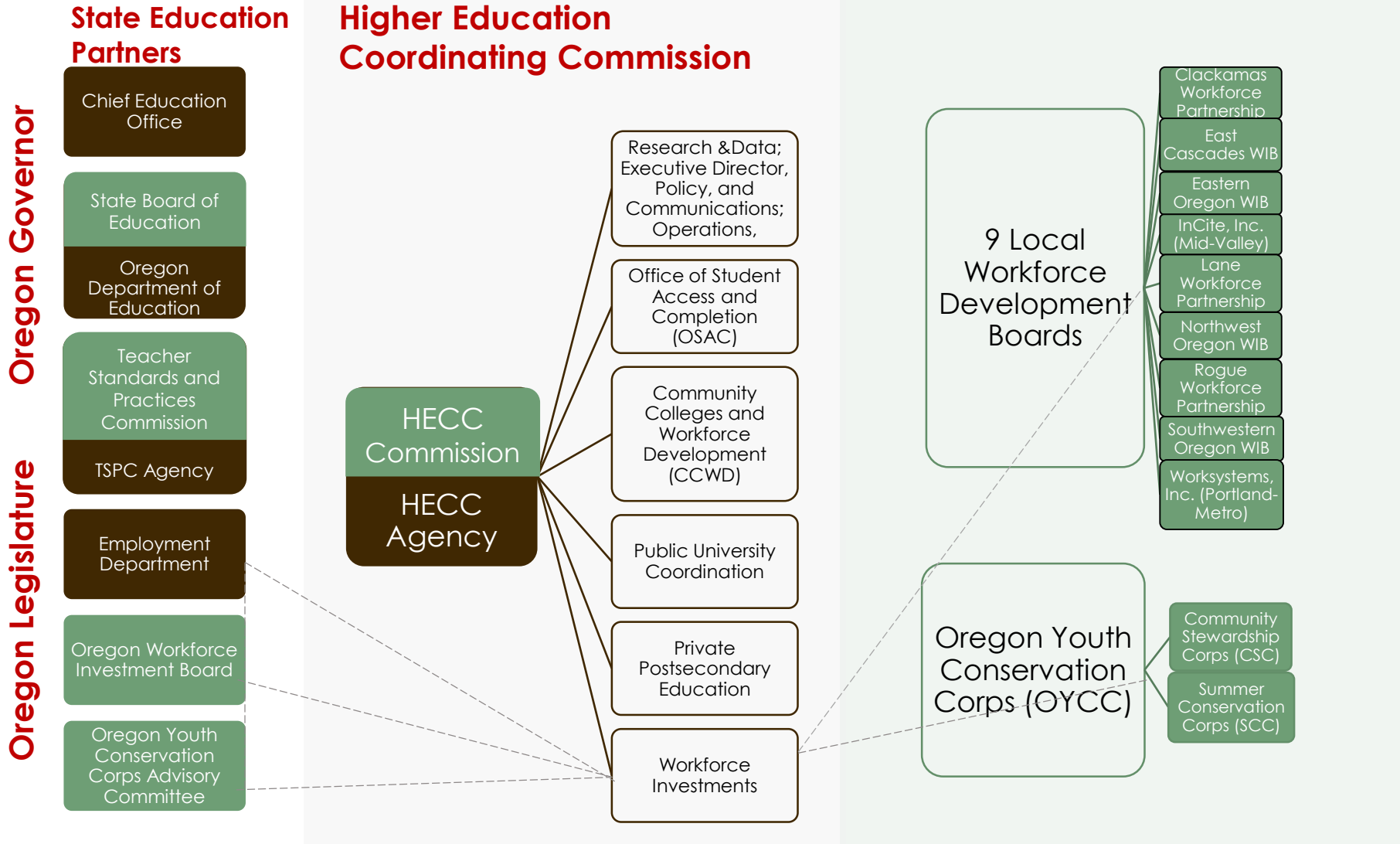
**KAREN
HUMELBAUGH,**
DIRECTOR,
HECC OFFICE OF
WORKFORCE
INVESTMENTS

GOVERNOR'S RECOMMENDED BUDGET (GRB): WORKFORCE INVESTMENTS

Workforce programs with specifically allotted state investments are listed here. **All other workforce programs described are primarily federally or other-fund-supported.** The investments below are part of the agency budget for the HECC Office of Workforce Investments, and are included in the HECC integrated agency operations budget, which will be presented in detail on our final day of presentations.

Activity	Description	2015-17 LAB	2017-19 CSL	2017-19 GRB
Continue investments to support employment and workforce activities	Provides continued but reduced state support to workforce activities that were funded in the 2015-17 biennium, including support for National Career Readiness Certificates, Back-to-Work Oregon, and other workforce activities.	\$8.2M GF	\$8.5M GF	\$7.5M GF
Change from 2015-17				-9.0% from LAB -12.3% from CSL

HIGHER EDUCATION AND WORKFORCE STRUCTURE



WORKFORCE SYSTEM SERVICES

Individuals

- Work readiness skills
- Job placement
- Career advising
- Workplace accommodations
- Adaptive technology
- Academic advising
- Adult Basic Education
- Training
- Continuing education
- Certificates and Degrees
- Supportive services
- Mental health services/referral
- Coordinate local services
- Financial safety net

Businesses

- Convene Sector Partnerships
- Assess skill needs
- Refer qualified job seekers
- Customized workforce training
- Small business development
- Work-based learning
- Internships
- On-the-Job Training
- Apprenticeship
- Wage subsidies
- Tax credits
- Worksite adaptations
- Train for use of adaptive tech
- Business development

Oregon Workforce Investment Board

- Oversight of the workforce system
- 34 members, majority from business community
- Hold system accountable for results
- Recommend policy to the Governor
- Feedback to agencies and workforce boards

<http://www.oregon.gov/owib/Pages/index.aspx>

WORKFORCE SYSTEM GOALS

Workforce system is aligned, integrated, efficient and effective to support businesses and jobs

Businesses have skilled workers to innovate and grow

Oregonians have the skills for high wage/high demand jobs

Provide young people with information and experiences to spur further career development and connect to Oregon employers

Special emphasis on: Rural communities, families experiencing multi-generational poverty, and communities of color

LOCAL WORKFORCE DEVELOPMENT BOARDS (LWDB)

Develop local Strategic Plans

Labor market research and analysis

Convene, broker and leverage

Business engagement

Develop career pathways

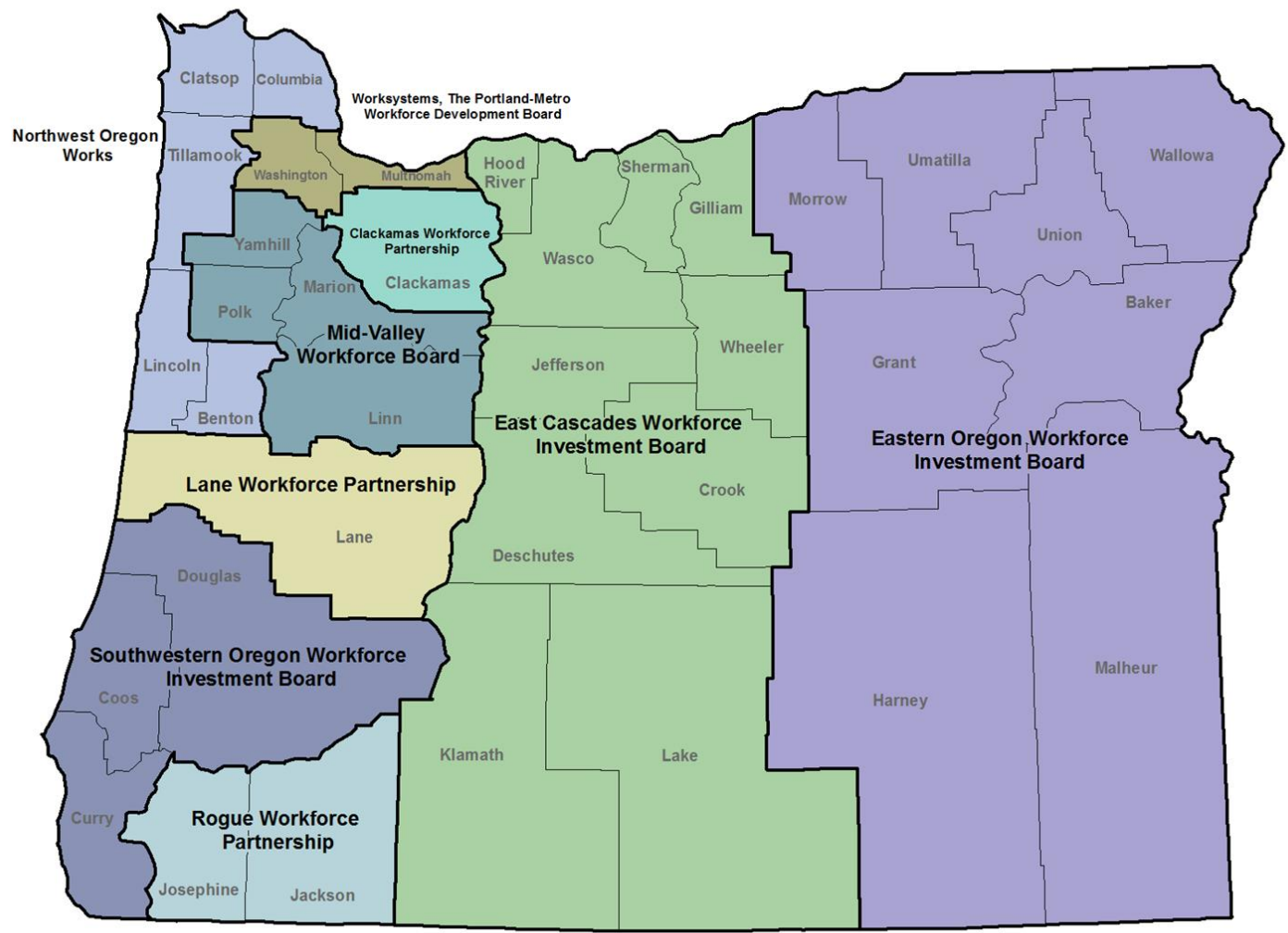
Identify and promote best practices

Convene local partners to develop targeted strategies

Use technology to maximize access

Oversee and negotiate local program performance

LOCAL WORKFORCE BOARDS



2/13/2017

TARGETED STRATEGIES TO SERVE ADULTS

On-the-Job-Training

Internships

Industry recognized certifications

Work Experience

Apprenticeship

STATE FUNDED INITIATIVES: NATIONAL CAREER READINESS CERTIFICATE

National Career Readiness Certificate (NCRC)

- Testing through ACT (American College Testing)
- Based on business profiles
- Nationally recognized and portable
- Applied Reading, Applied Mathematics, Locating Information
- 61,000 Oregonians received to date

Results

- Increase in Placement: +1.5%
- Increase in Wages: +.89/hour
- Increase in Retention: +6.68%

ACT Certified Work Ready Communities

- Economic development tool
- Demonstrate talent pipeline
- Emerging, Incumbent, Dislocated Worker
- 12 counties currently certified

STATE FUNDED INITIATIVES: BACK TO WORK OREGON

Back to Work Oregon- On the Job Training

- Hire first, On-the-Job-Training
- Wages and training
- Matched 1:1 with Federal dollars
- 3,961 Oregonians placed (2011-15)

Results

- Increase in Placement: +16.64%
- Increase in Wages: +\$1.42%
- Increase in Retention: +10.95%

STATE FUNDED INITIATIVES: INDUSTRY SECTOR STRATEGIES

Foundation for how we engage with students, job seekers and businesses

Locally and employer driven

Highly responsive to industry demand

- Solution-oriented not program-oriented
- Interdependent versus independent approach
- Industries collectively versus individually

Northwest

Emerging: Advanced Textiles
Emerging: Maritime
Exploring: Healthcare

Mid-Willamette

Active: Manufacturing
Active: Healthcare

Lane

Active: Technology Collaborative
Active: Food & Beverage Partnership
Active: Construction/Aggregate
Emerging: Wood Products Manufacturing

South Coast

Active: Healthcare
Emerging: Manufacturing/Wood Products
Exploring: Maritime & Hospitality/Tourism

Southern

Active: Rogue Advanced Manufacturing Partnership
Active: Rogue Tech Collective – Information Technology/E-Commerce
Active: Healthcare

Portland Metro

Active: Construction

Portland Metro –

Clackamas –

SW WA Collaborative

Active: Manufacturing
Active: Healthcare
Active: Technology/Software

North Cascades

Active: Technology Partnership

Eastern

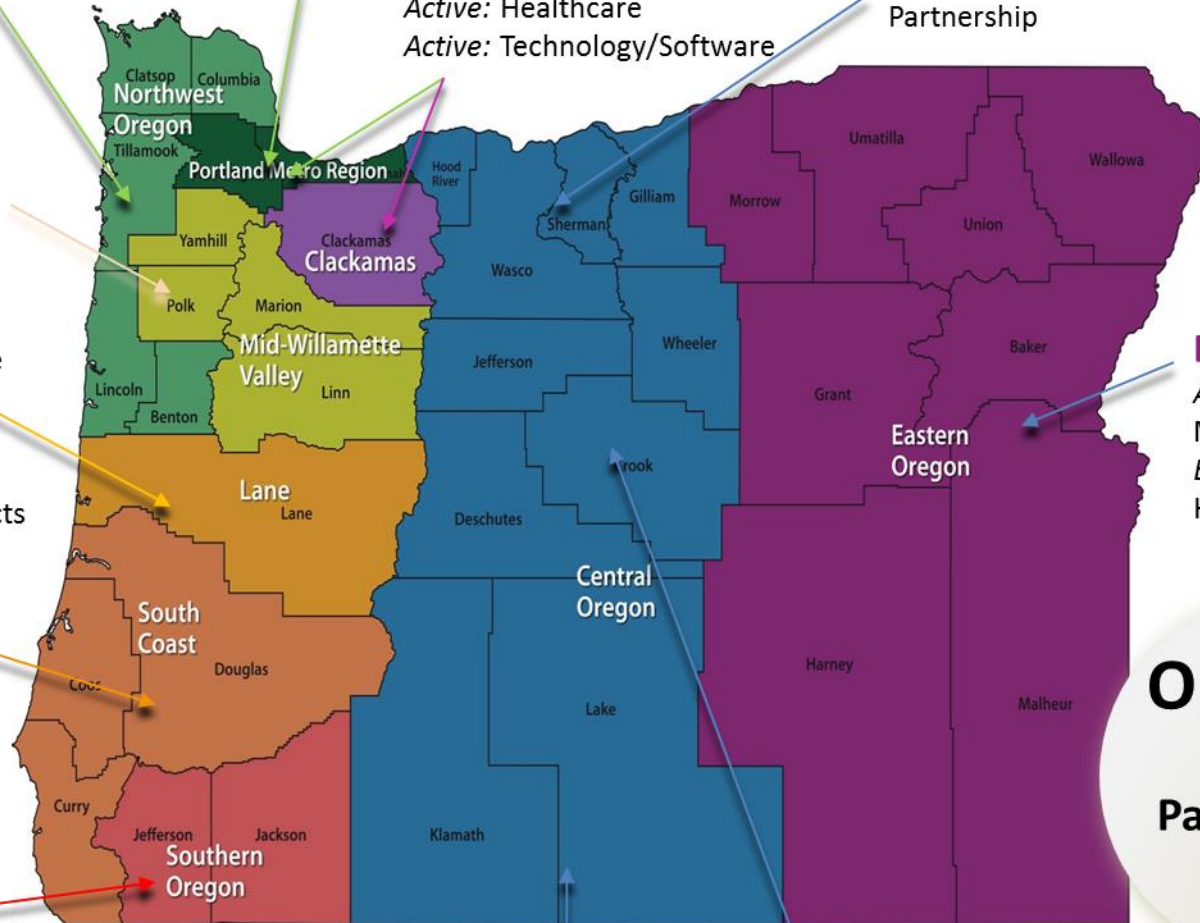
Active: Manufacturing
Exploring: Healthcare

South Cascades

Active: Specialty Ag Partnership

Central Cascades

Active: Technology Partnership
Active: Outdoor Gear Partnership



**Oregon's
Sector
Partnerships
2017**

ADULT AND DISLOCATED WORKERS: MEASURES OF SUCCESS

Employment, Earnings, Retention

Measureable Skills Gain

Credential Attainment

Certificates

- National Career Readiness Certificates (NCRC)

On the Job Trainings

- Employment, Wages, Retention



LBCC



Chemeketa CC



SWOCC



STATE SUPPORT FOR OREGON COMMUNITY COLLEGES

PATRICK CRANE, PH.D.
DIRECTOR, OFFICE OF COMMUNITY COLLEGES &
WORKFORCE DEVELOPMENT

April 5, 2017

Presented to: Joint Ways and Means, Education Subcommittee



PRESENTATION SCHEDULE

Day 1-2, March 27-28	<ul style="list-style-type: none">• Introduction to Higher Education Structure and Students, Progress toward State Goals, Quick Funding History
Day 3-4, March 29-30	<ul style="list-style-type: none">• Affordability: Key Factors, State Financial Aid Programs + Intro to Student Pathways
Day 5, April 3	<ul style="list-style-type: none">• Student Pathways and Transitions: Precollege, Inter-college, Private Postsecondary, Workforce
Day 6, April 4	<ul style="list-style-type: none">• Public Testimony
Days 7-8, April 5-6	<ul style="list-style-type: none">• State Support for Community Colleges• Community College presentations
Day 9, April 10	<ul style="list-style-type: none">• Public Testimony
Days 10-11, April 11-12	<ul style="list-style-type: none">• State Support for Public Universities• University presentations
Day 12, April 13	<ul style="list-style-type: none">• Capital Construction, Other Missions of Universities
Day 13, April 17	<ul style="list-style-type: none">• Public Testimony
Day 14, April 18	<ul style="list-style-type: none">• OHSU Budget and Public Testimony
Day 15, April 19	<ul style="list-style-type: none">• An Integrated postsecondary agency, HECC Operations, Conclusion

Start dates for presentation topics are tentative

BUDGET PRIORITIES: STUDENT SUCCESS

Preserve Funding for Public Institutions to Foster Student Success

- Preserve critical investments made last biennium to public colleges and universities, and make historical investments in capital and campus safety to support the ability of campuses to support student success and completion
- **Preserve 2015-17 LAB investment levels in state support for public institutions** primarily through the Public University Support Fund and Community College Support Fund, maintaining historic state investment made in Oregon campuses last session
- Invest significant increases in **capital construction bonding** to ensure access and capacity to achieve Oregon's long term education goals
- Invest in **campus safety infrastructure** to ensure that institutions are best prepared to prevent and respond to safety emergencies

COMMUNITY COLLEGES RELATED KEY PERFORMANCE METRICS

Data will be presented on Day 15, HECC Agency Operations, Appendix

KPM 4: Developmental education pass rates

KPM 5: Success of developmental education students in college math and English

KPM 6: Number of CC students who have earned 15-29 college credits

KPM 7: Number of CC students who have earned 30-44 college credits

KPM 8: Number of CC students who earn at least 45 college credits

KPM 9: Certificate and Oregon Transfer Module Earners

KPM 10: Associate Degrees

KPM 11: Completions per 100 students (credit-bearing FTE)

KPM 12: CC to university transfers

KPM 13: Earnings of CC completers

KPM 14: Earnings of CC leavers

KPM 22: Percentage of resident enrolled students who are incurring unaffordable costs, CCs and Universities

KPM 23: Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid, CCs and Universities

KPM 25: Student loan default rates (CC, universities, and all)

KPM 27: Average statewide tuition and fees minus grant aid and net assessed tuition and fees per resident, undergraduate FTE (colleges and universities)

OVERVIEW

Structure and Governance

Student Enrollment and Outcomes

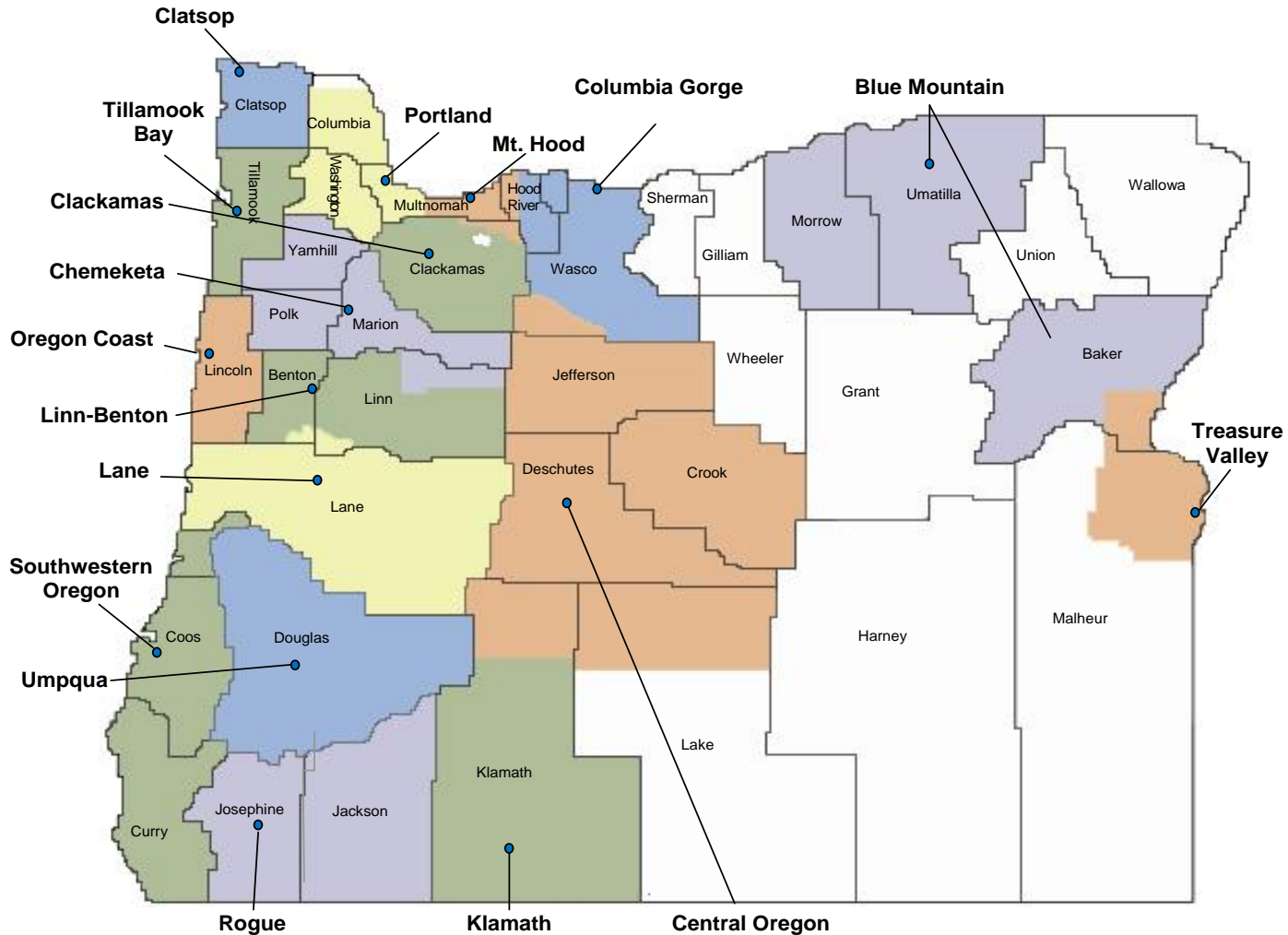
Community College Funding

Community College Support Fund Distribution



OREGON
COMMUNITY
COLLEGE
STRUCTURE
AND
GOVERNANCE

OREGON COMMUNITY COLLEGE AND COMMUNITY COLLEGE DISTRICTS



GOVERNANCE AND COORDINATION

The 17 community colleges are independent and are governed by locally elected boards

HECC - CCWD engages with the 17 colleges directly, and through their advocacy and affinity groups, including:

- Oregon Community College Association (OCCA)
- Oregon Presidents Council (OPC)
- Council of Student Service Administrators (CSSA)
- Council of Instructional Administrators (CIA)
- Community College Business Officers
- Oregon Student Success Center

Coordinated activities include:

- Developmental Education
- Career Pathways
- Guided Pathways
- Data collection and research
- Adult Basic Skills
- Student Success

COMMUNITY COLLEGE AND HECC ROLES

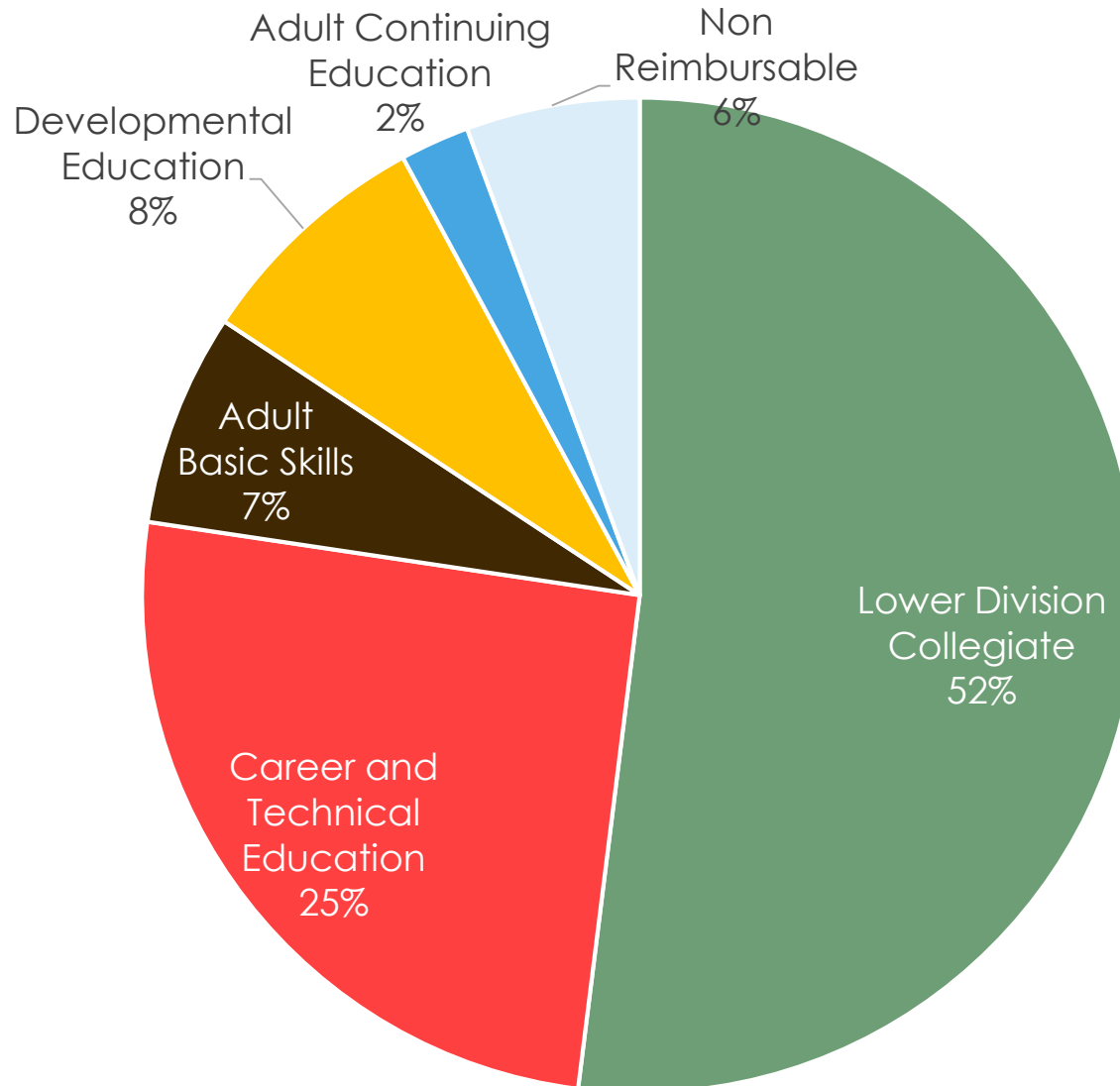
Community colleges:

- Provide open access for all Oregonians to advance their education and training
- Are a critical part of Oregon's workforce system and meeting the state's "Middle 40" goal
- Work with local businesses to deliver customized workforce training programs designed to meet local labor market demand

HECC:

- Disburses Community College Support Fund (CCSF)
- Provides technical assistance and approves programs in career and technical education
- Awards funding and oversees Adult Basic Education
- Coordinates statewide programs
- Collects and reports student level data

COMMUNITY COLLEGES' MULTIPLE MISSIONS



Total Student FTE Enrollment at All Institutions (2015-16):
95,920

Reimbursable FTE Enrollment at All Institutions (2015-16):
90,511

Source: HECC, Data for Analysis (D4A), Student Full Time Equivalent (FTE) Comparison.



HIGHER
EDUCATION
COORDINATING
COMMISSION

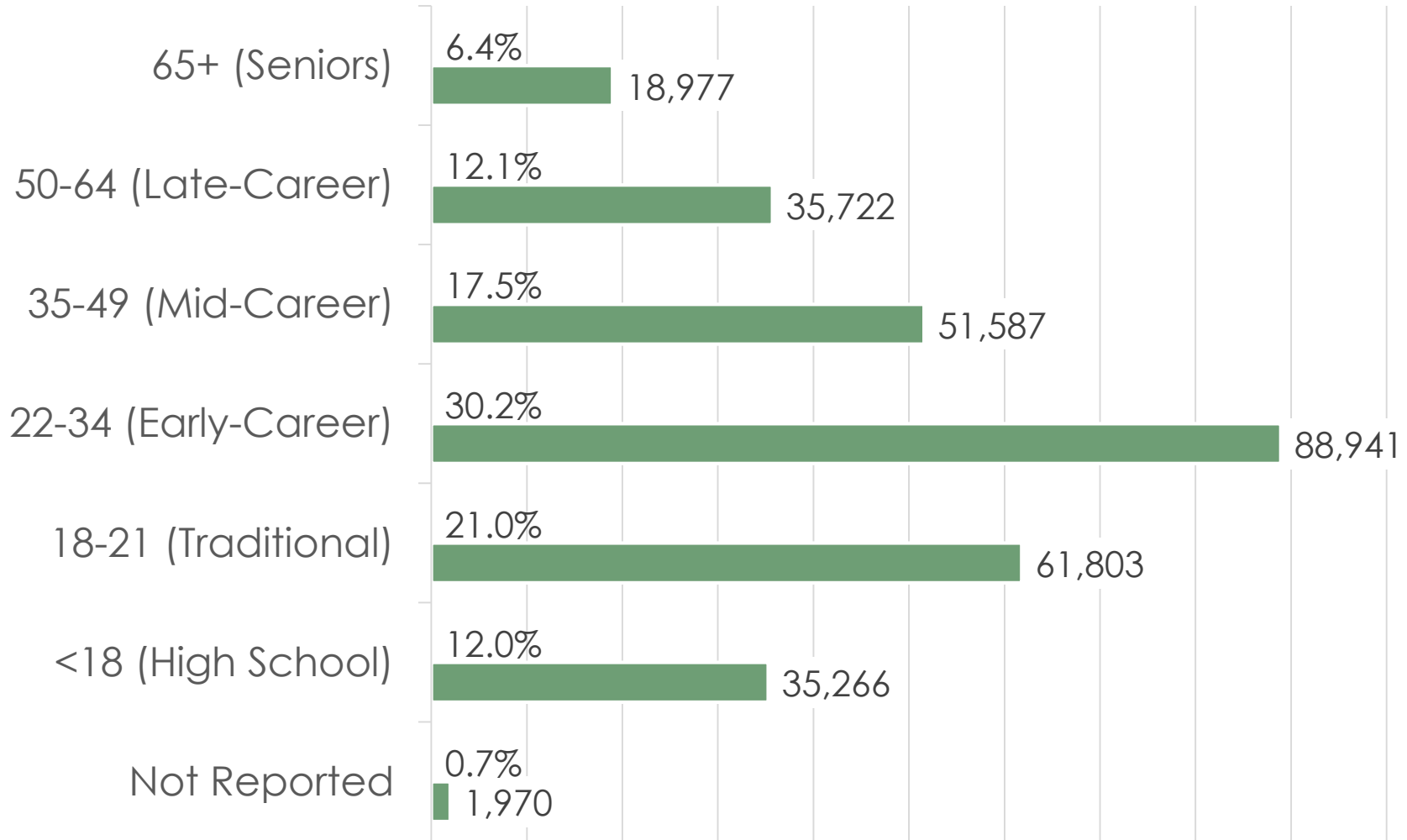


OREGON
COMMUNITY
COLLEGE
STUDENTS

Chemeketa CC

MOST COMMUNITY COLLEGE STUDENTS DO NOT ENROLL DIRECTLY FROM HIGH SCHOOL

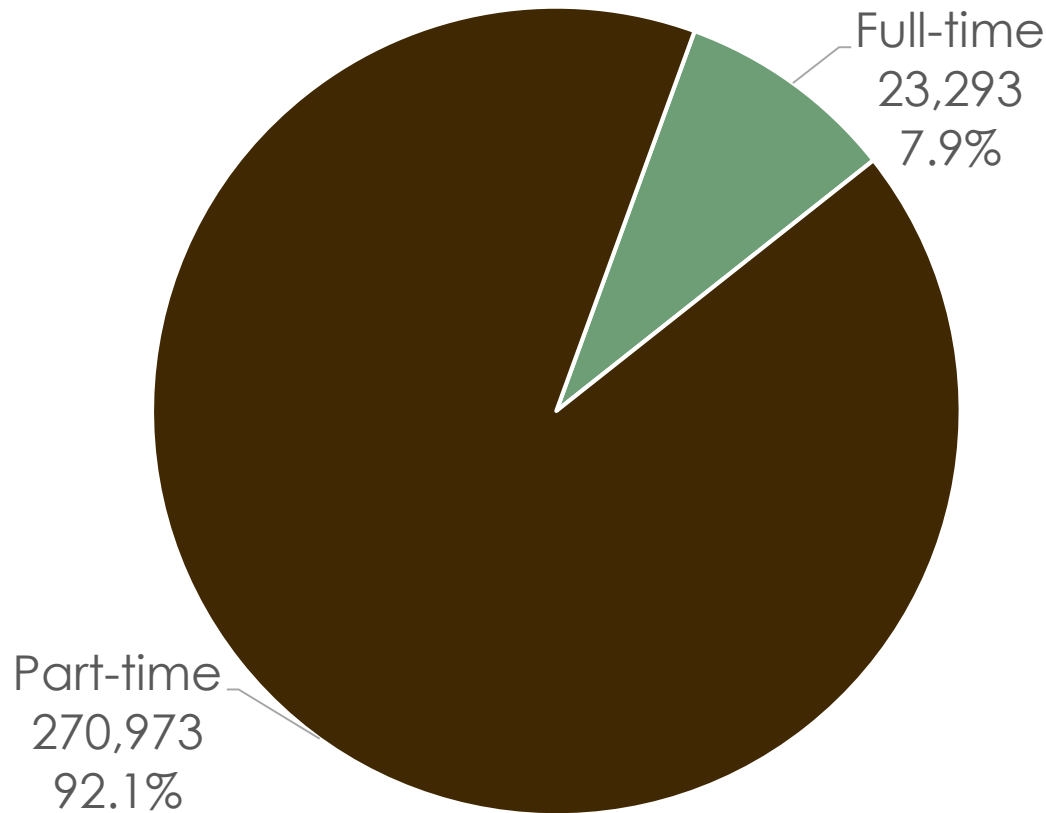
AGE



Source: HECC, Community College Headcount Enrollment (2015-16), Data for Analysis (DataMart) as of 2/6/2017.

VAST MAJORITY OF STUDENTS ARE ATTENDING PART-TIME

Student Enrollment Headcount
Full-time vs Part-time Status 2015-16
(Total enrollment: 294,266)



Average Credit Load per Term (2014-15): 5.8 credits/term

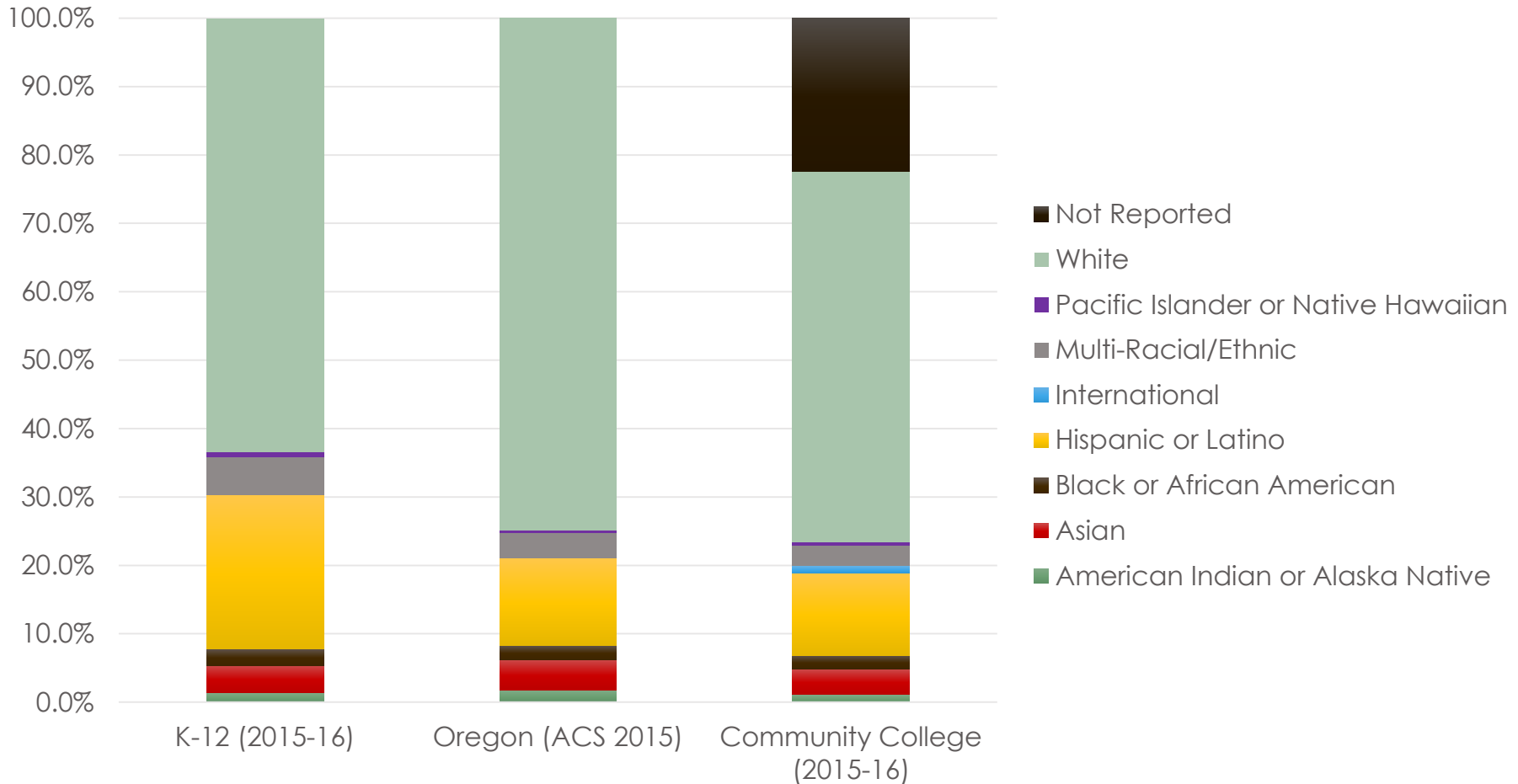
- 6.2 - Fall
- 6.1 - Winter
- 5.9 - Spring
- 3.8 - Summer

Definition: A student was determined as being 'full time' if they were reported as completing at least 510 clock hours of course work offered at an Oregon Community College.

Source: Data for Analysis (D4A) as of 2/11/15

COMMUNITY COLLEGES REFLECT A DIVERSE OREGON

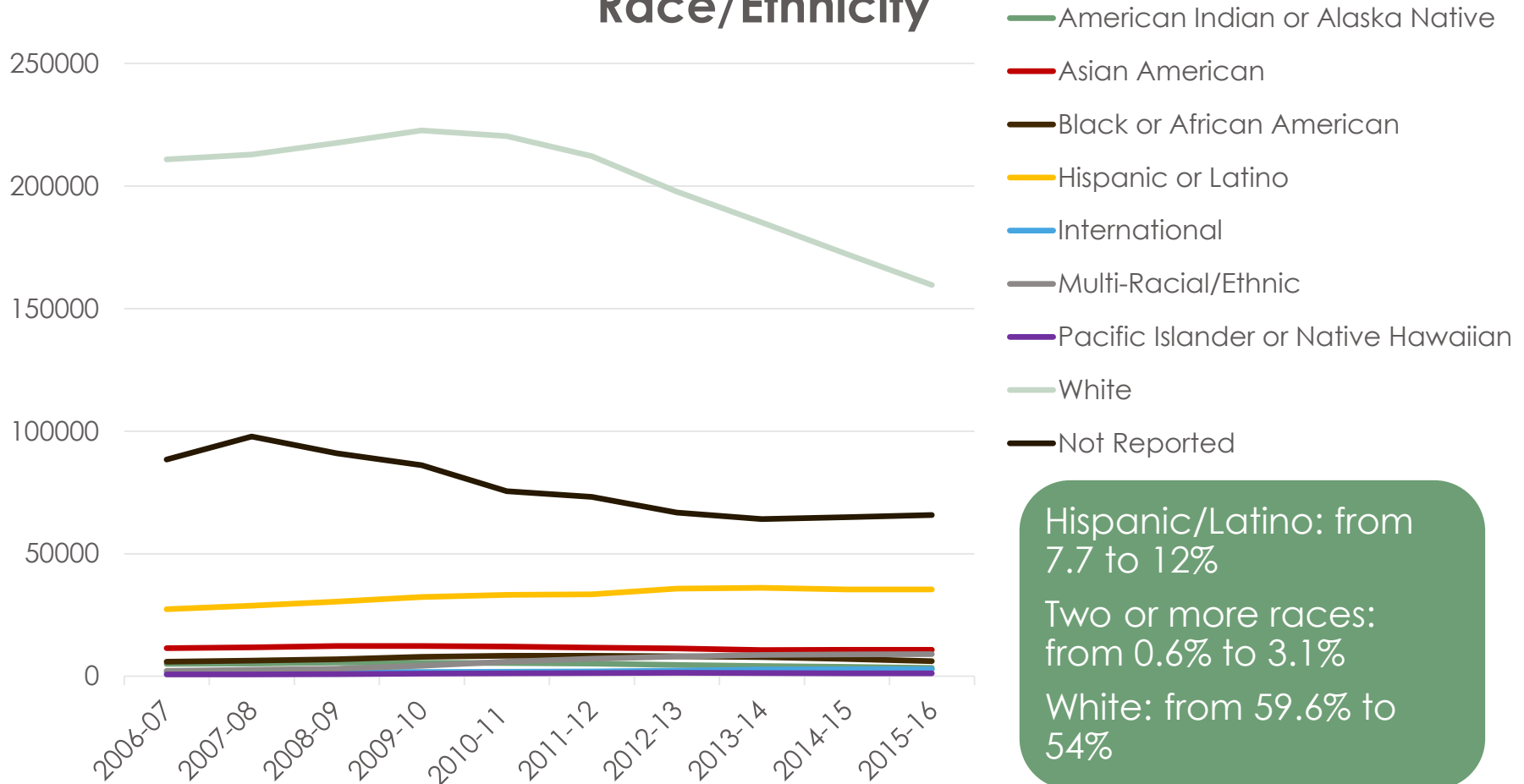
Race/Ethnicity by Sector



Source: K-12 – Oregon Department of Education; Oregon – U.S. Census Bureau, American Community Survey (2015); Community colleges - Data for Analysis (D4A)

COMMUNITY COLLEGES INCREASINGLY DIVERSE OVER TIME

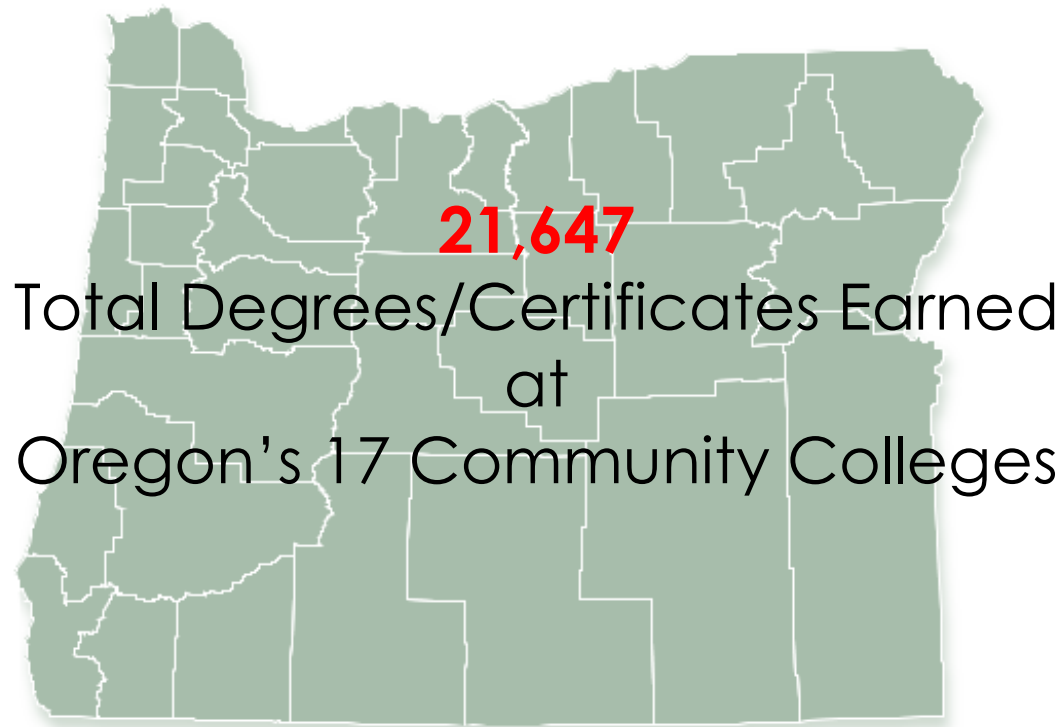
Oregon Community College Student by Race/Ethnicity



Hispanic/Latino: from 7.7 to 12%
 Two or more races: from 0.6% to 3.1%
 White: from 59.6% to 54%

Source: Community College Enrollment, Data for Analysis (D4A)

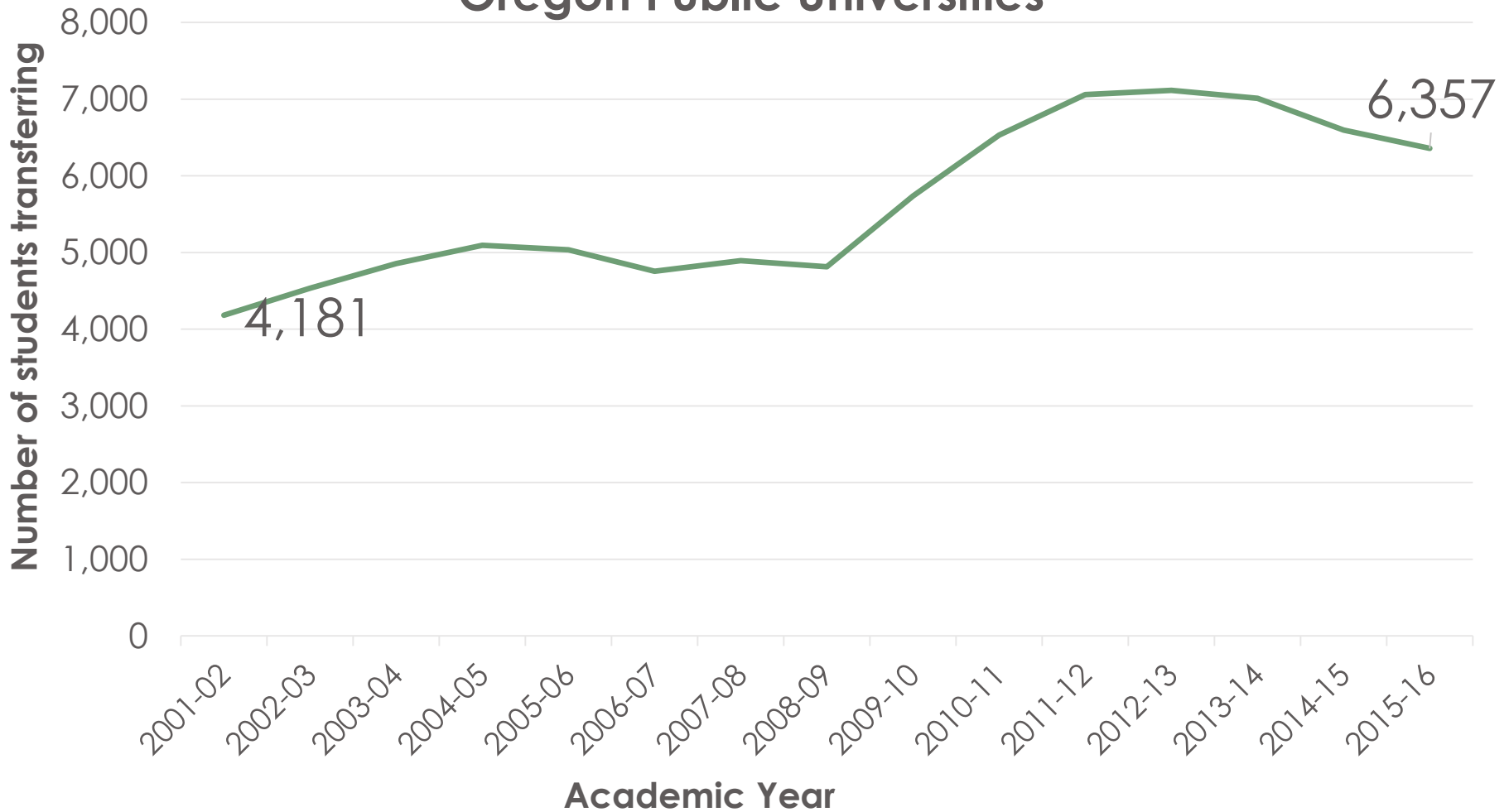
2016 COMMUNITY COLLEGE COMPLETIONS



NOTE: Includes Oregon Transfer Module, 1-2 yr. certificates

MANY OREGONIANS TRANSFER FROM COMMUNITY COLLEGES TO UNIVERSITIES

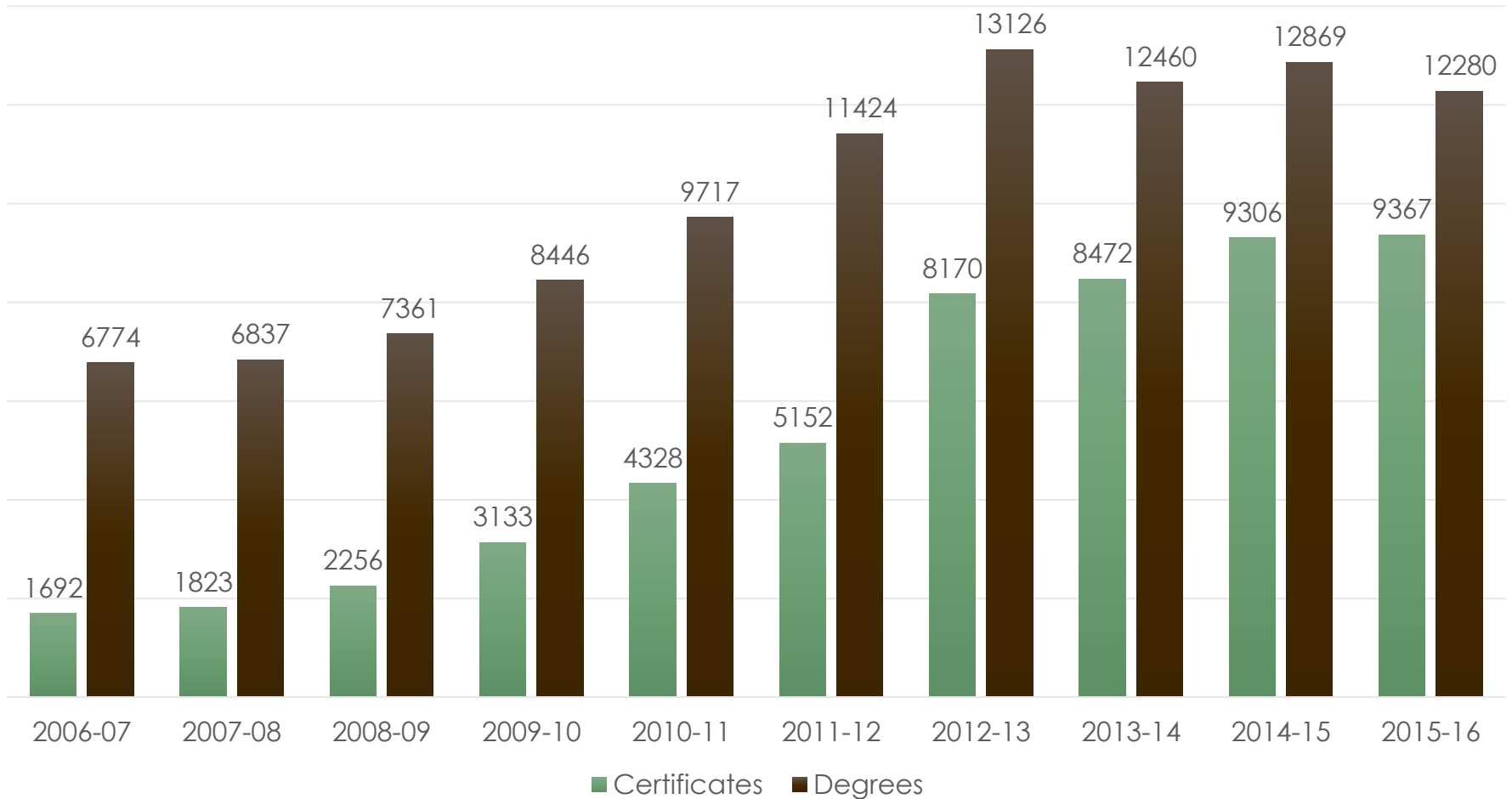
Transfers from Oregon Community Colleges to Oregon Public Universities



Source: HECC Research and Data SCARF 2017

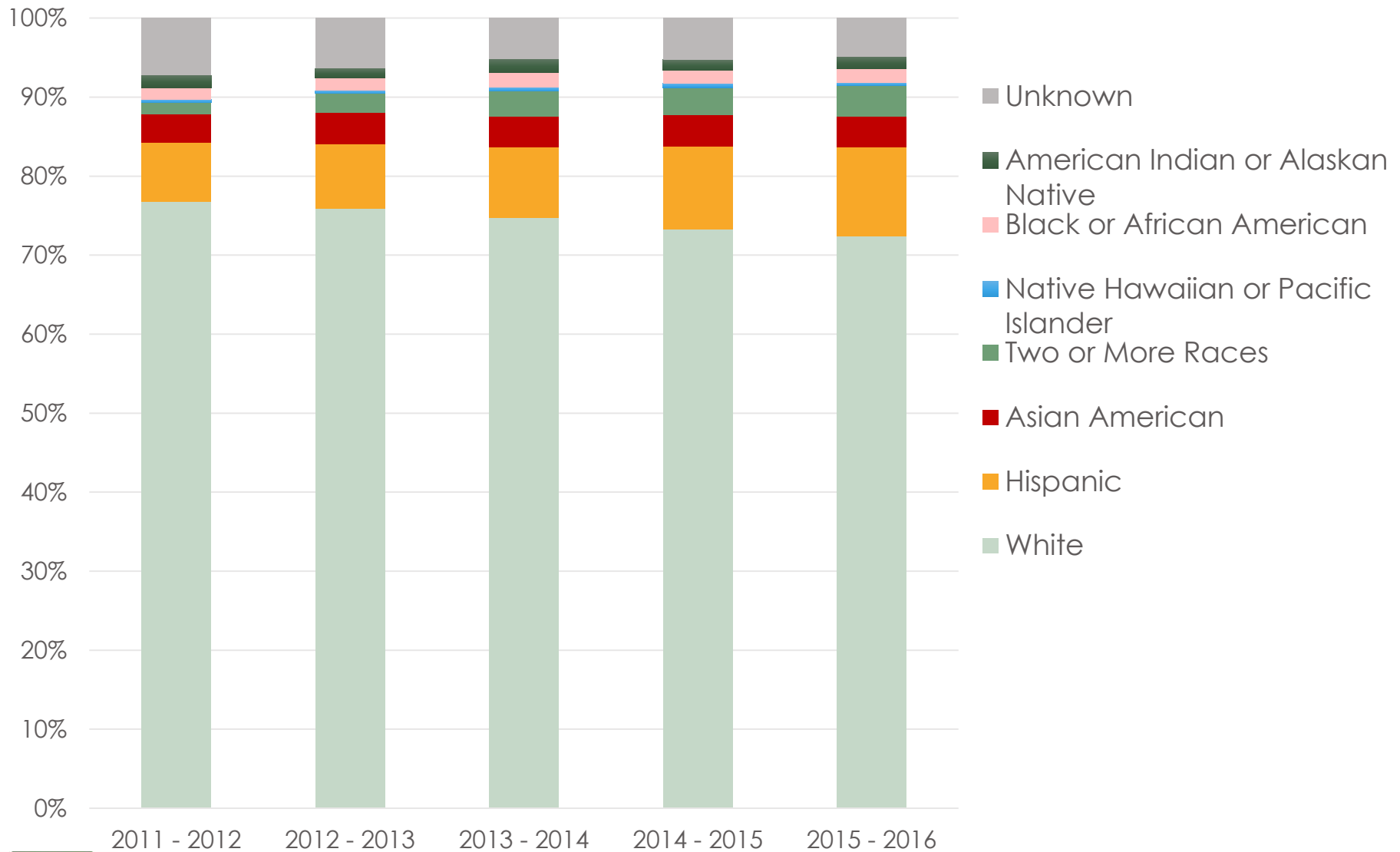
CERTIFICATE AND DEGREE COMPLETION

Total Degree and Certificates Awarded to Community College Students



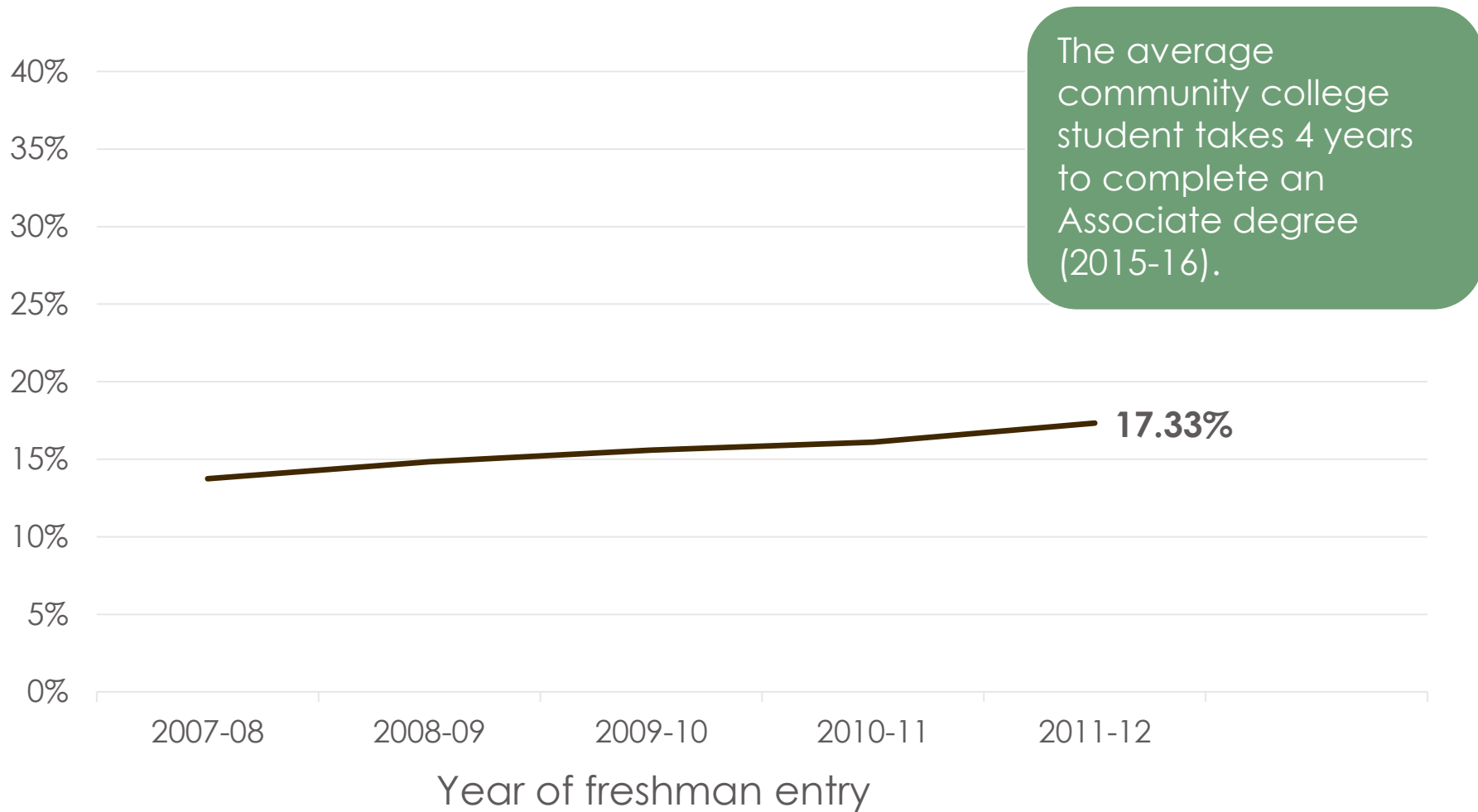
Source: Community College Completions, Data for Analysis)

HISPANIC AND MULTI-RACIAL STUDENTS ARE A GROWING PROPORTION OF COMPLETIONS



Source: Community College Enrollment, Data for Analysis

OREGON PUBLIC COMMUNITY COLLEGE 3-YEAR COMPLETION RATES, FULL-TIME FRESHMAN COHORT



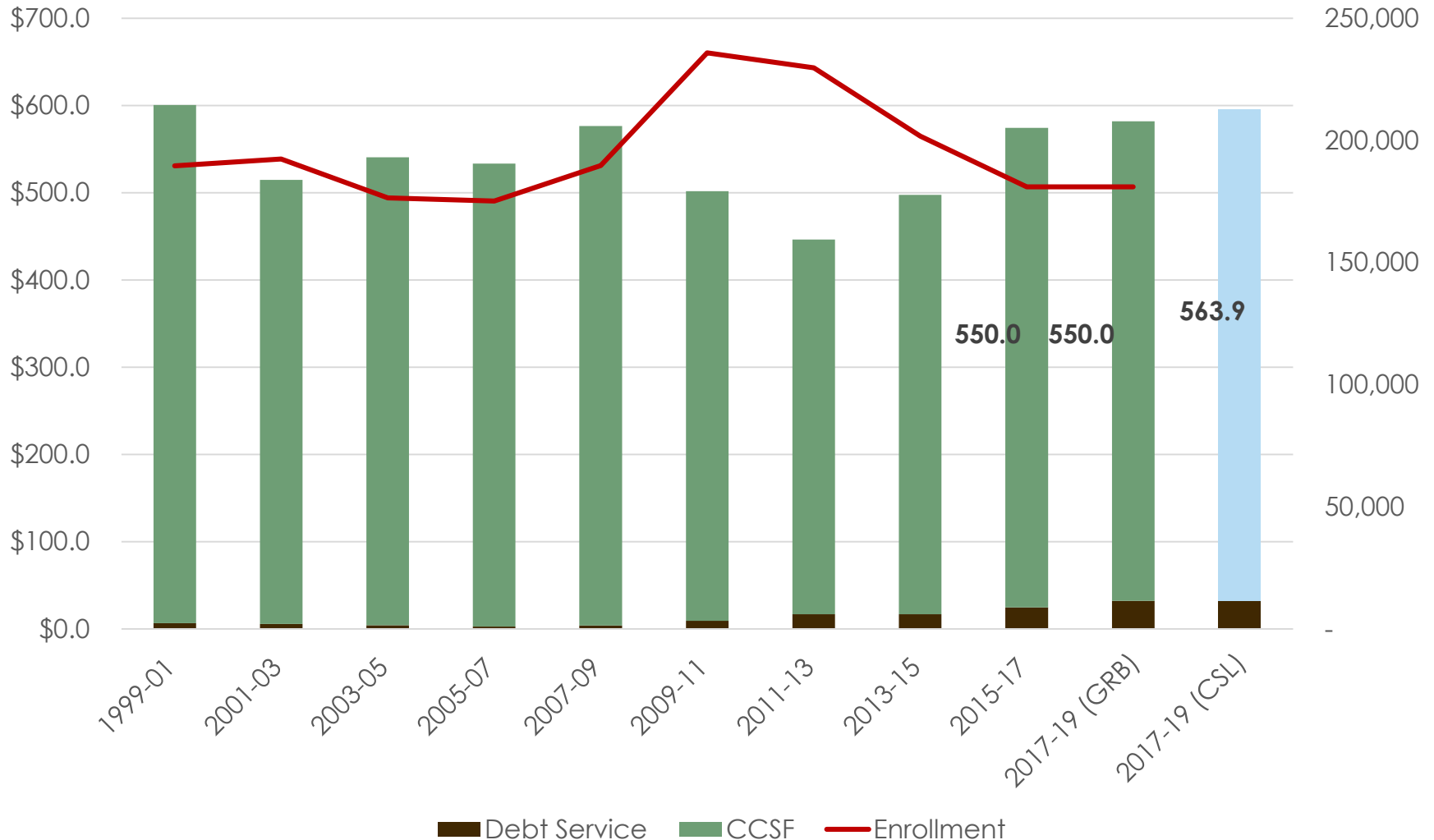
Source: IPEDS 3-year graduation rates include first-time, full-time students seeking an associate's degree and are aggregated data reported by Oregon's community colleges to the U.S. Department of Education (<https://nces.ed.gov/ipeds/Home/UseTheData>). Time to degree: HECC analysis of student-level data. Transfer students are those who first enter universities with at least 24 credits. Refers to 2015-16 Associate Degree graduates.



COMMUNITY COLLEGE FUNDING IN OREGON

COMMUNITY COLLEGE STATE FUNDING AND ENROLLMENT OVER TIME

STATE APPROPRIATIONS (IN MILLIONS) AND ENROLLMENT



Source: HECC analysis of state appropriation and student-level data.

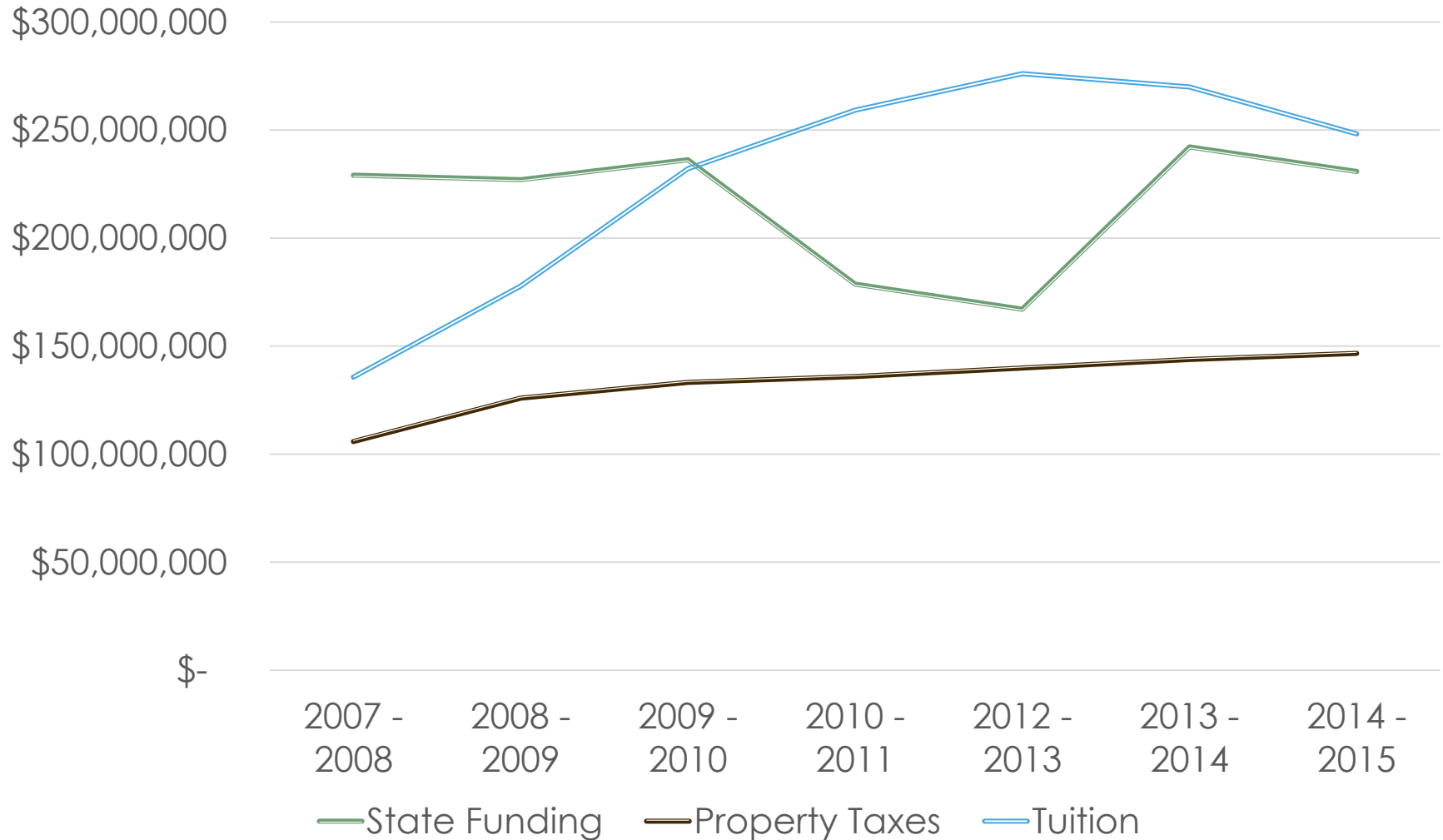
STATE APPROPRIATIONS TO PUBLIC COMMUNITY COLLEGES PER STUDENT (FTE) ADJUSTED FOR INFLATION



Notes:

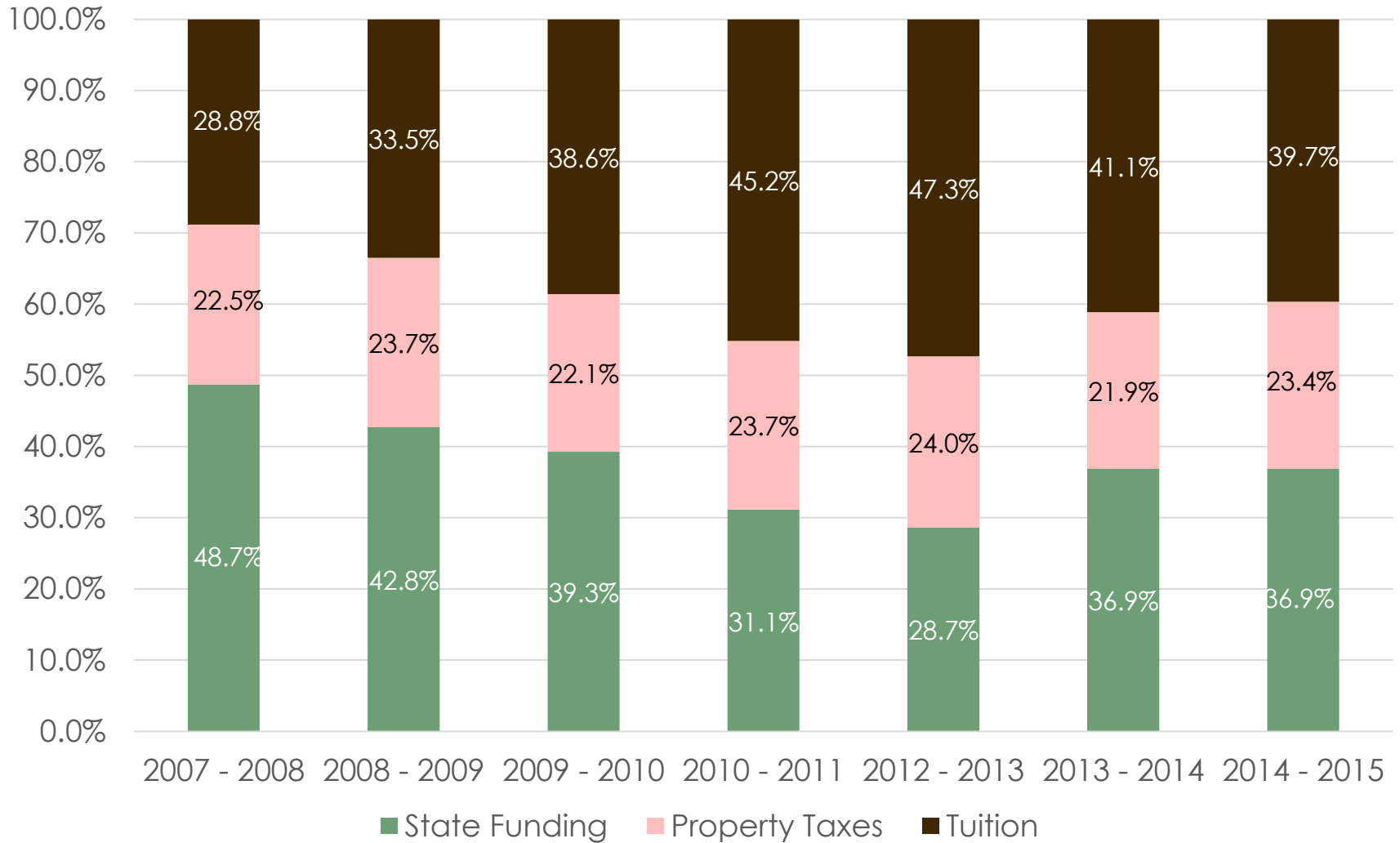
- Includes Debt Service
- Community College data includes only CCSF distributed by funding formula
- Enrollment for 2017, 2018, 2019 assumed at 2016 levels
- Inflation adjustment based on Portland CPI-U
- Excludes non-reimbursable CC enrollment

COMMUNITY COLLEGE REVENUE SOURCES



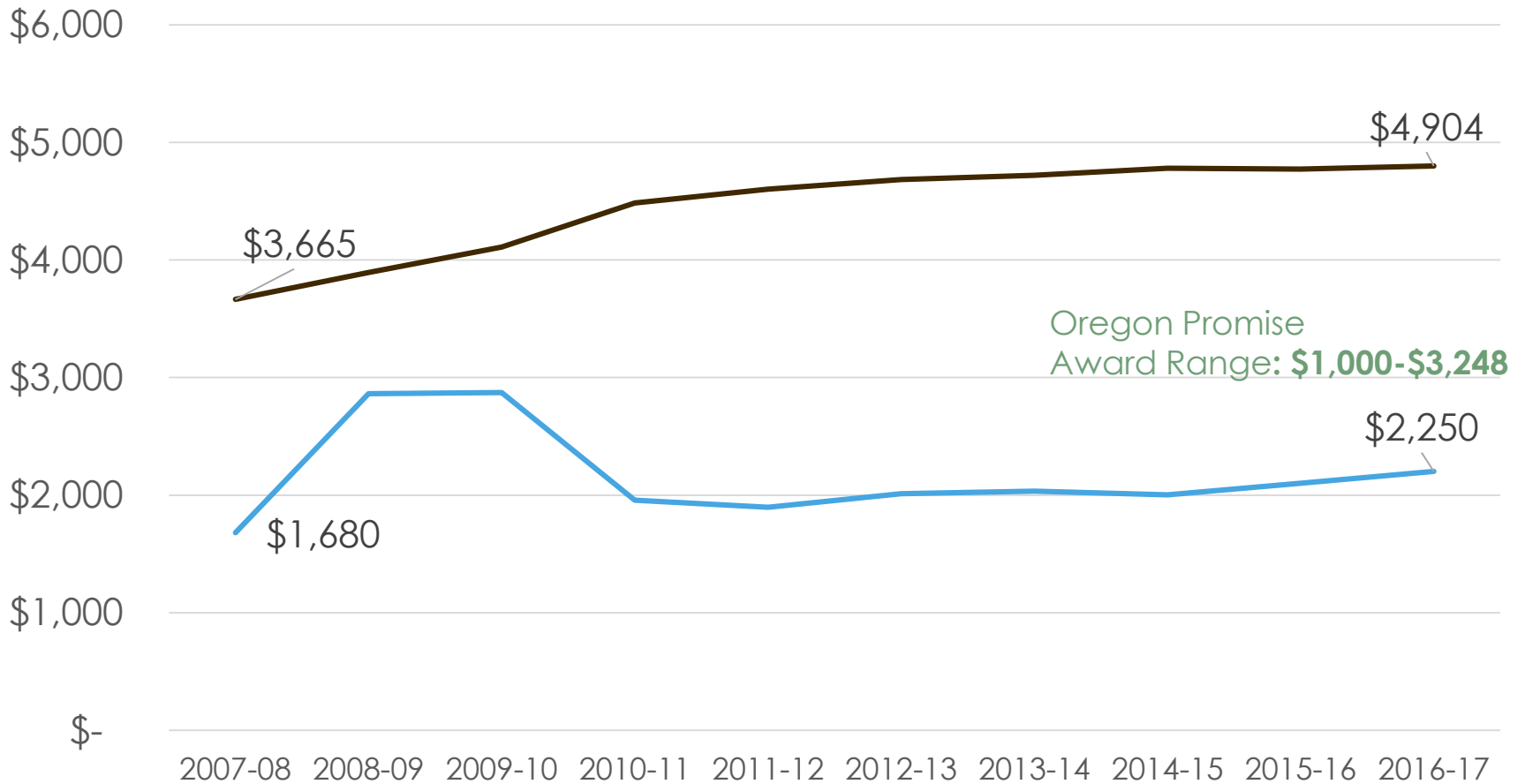
Source: Community College Financial Information System (CCFIS)

REVENUE SOURCES AS PERCENT OF TOTAL



Source: Community College Financial Information System (CCFIS)

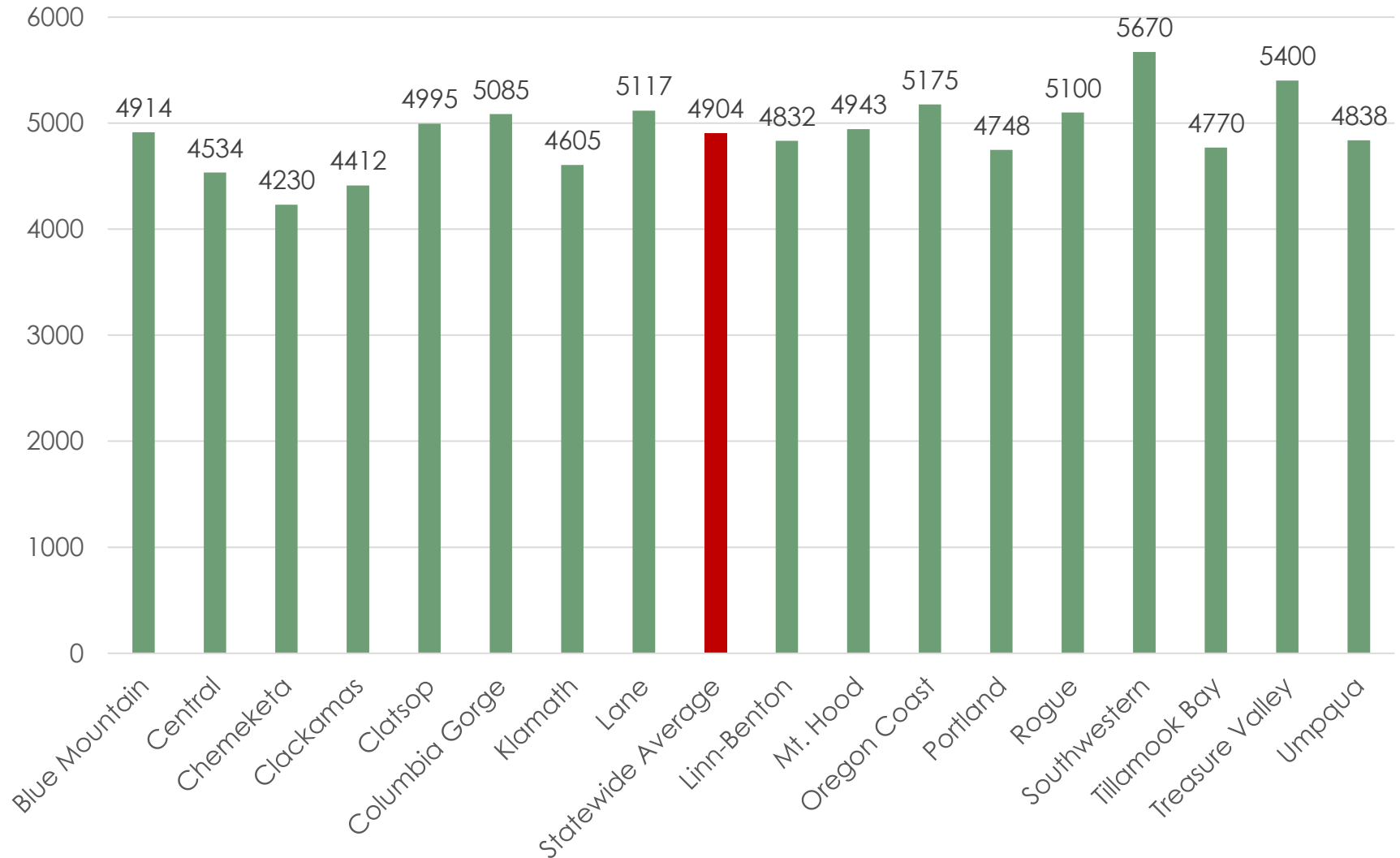
COMMUNITY COLLEGE TUITION AND FEES IN RELATION TO STATE NEED-BASED AID



- Tuition and fees adjusted for inflation (2015 dollars)
- OOG maximum grant size adjusted for inflation (2015 dollars)

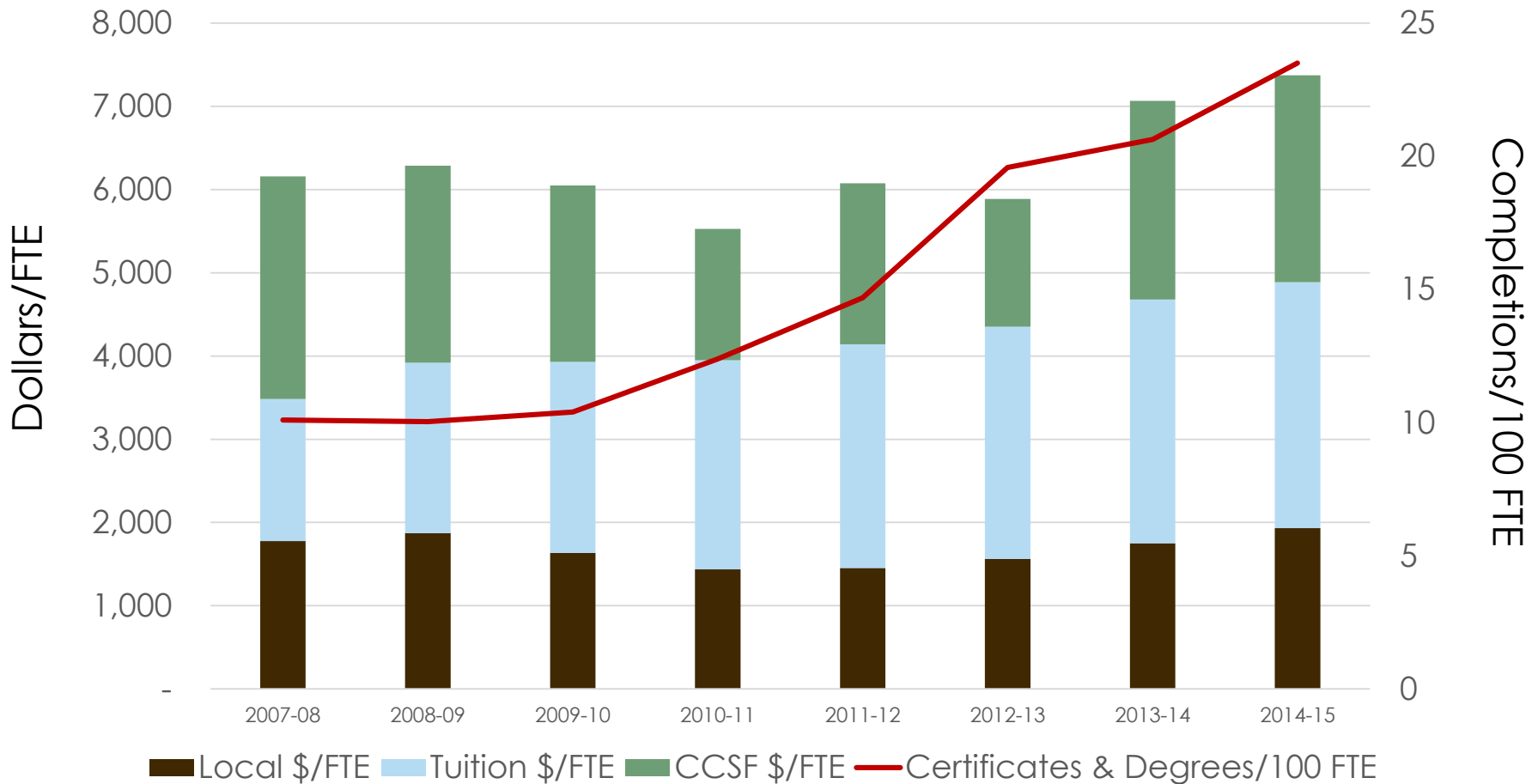
Note: Tuition and fees based on 15 credits. Inflation adjustment based on Portland CPI-U, with the exception of 2016-17 which retains its current value. Source: HECC analysis of community college and HECC data.

COMMUNITY COLLEGE TUITION AND FEES VARY SLIGHTLY ACROSS CAMPUSES (2016-17)



INCREASING PRODUCTIVITY DESPITE SHIFT IN COST SHARE

Funding and Completions per FTE



Source: Enrollment and Completions - Data for Analysis; Funding - Community College Financial Information System (CCFIS)

FEDERAL PELL GRANT: SIGNIFICANT IMPACT AT COMMUNITY COLLEGES

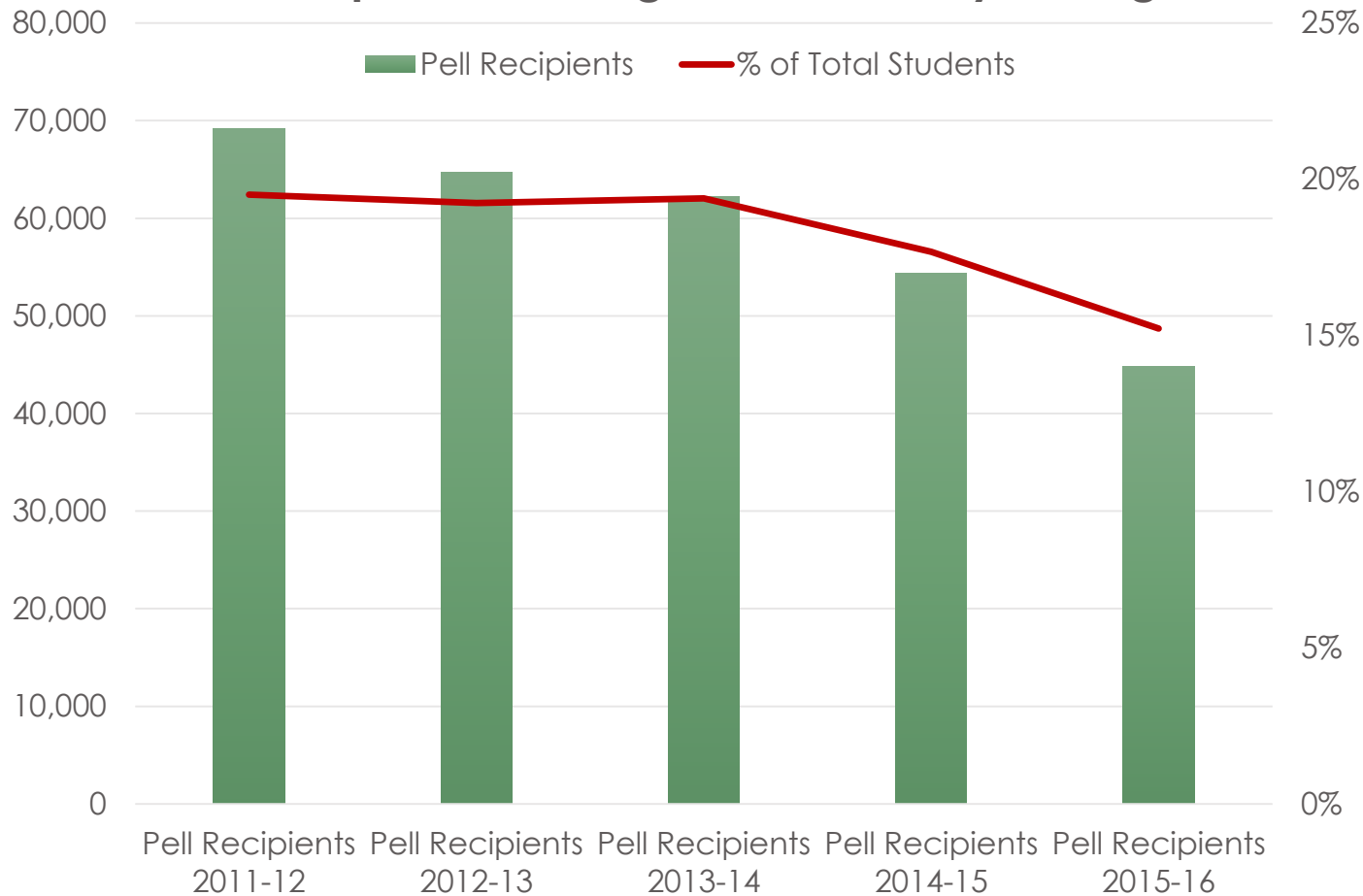
Pell Grant dollars awarded to students at Oregon community colleges in 2015-16 totaled \$174.8 Million. The average award was \$3,283.

More than half of all certificate and degree completers at Oregon community colleges in 2015-16 received a Pell Grant:

- 61% of Associate degrees
- 60% of certificates

ROOM TO GROW WITH PELL GRANT

Pell Recipients in Oregon Community Colleges



Reasons students may not receive the Pell Grant:

- Lack of information
- Student or parent did not file
- Not degree seeking

Source: HECC Data for Analysis. 2/23/2017

AFFORDABILITY AND ANNUAL COLLEGE COST

	Tuition and Fees	Books and Supplies	Room and Board	Personal Expenses + Transport	Annual Cost	Total Cost to Earn 90 Credits
Full Time (45 credits per year)	\$4,904	\$1,474	\$8,719	\$2,691	\$17,788	\$35,576 (2 yrs)
Average Completer (22.5 credits per year)	\$2452	\$737	\$8719	\$2,691	\$14,799	\$58,396 (4 yrs)

While the average credit load per student is **5.8 credits per term**, these students are still responsible for the most expensive part of the cost equation, room and board. This drives up costs over time.

Sources: public tuition and fees--HECC Research & Data for Average; all other figures--HECC-OSAC, 2016 Standard Student Budgets for Oregon Public Postsecondary Institutions: http://www.oregonstudentaid.gov/osac-doc/Student_Budgets.pdf. These are average estimates. Actual student budgets vary widely.

STATE-ADMINISTERED FINANCIAL AID SUPPORT TO COMMUNITY COLLEGE STUDENTS

Oregon Opportunity
Grant

2016-17

(estimate)

Oregon Promise

Fall, 2016

22,570
grant
awards to
students

Maximum
grant
amount:
\$2,250

6,787
grant
awards to
students

Grant
amount:
\$1,000-
Maximum
of \$3,248

OREGON PROMISE SUPPORT: FIRST YEAR EXPERIENCE

The 2017-19 GRB funds Oregon Promise student support at \$1.7M, for distribution to community colleges.

HB 4076 (2016) allocated \$1.7M to HECC for distribution to community colleges.

The 2016 funding provided \$82,900 per college to provide support services to students in the form of:

- First-Year Experience
- Student Success Team
- Professional development for faculty and staff

Colleges have used funds to:

- Hire additional advisors
- Contract with AVID
- Organize comprehensive orientations
- Create Early Alert Systems
- Provide financial aid counseling

OREGON
COMMUNITY
COLLEGE
SUPPORT FUND
DISTRIBUTION

COMMUNITY COLLEGE SUPPORT FUND (CCSF)

“(1) It is in the state's interest to support a strong local community college system that meets local, regional and state economic and workforce development needs.”

– ORS 589-002-0100

The Community Colleges Support Fund (CCSF) provides funding based on Full Time Equivalent (FTE) student enrollment in approved courses, including:

- Career and Technical Education (CTE)
- Adult Basic Skills (ABS) and English as a Second Language (ESL)
- Postsecondary Remedial

State reimbursement is not available for hobby and recreation courses

HECC ALLOCATION OF THE COMMUNITY COLLEGE SUPPORT FUND (CCSF)

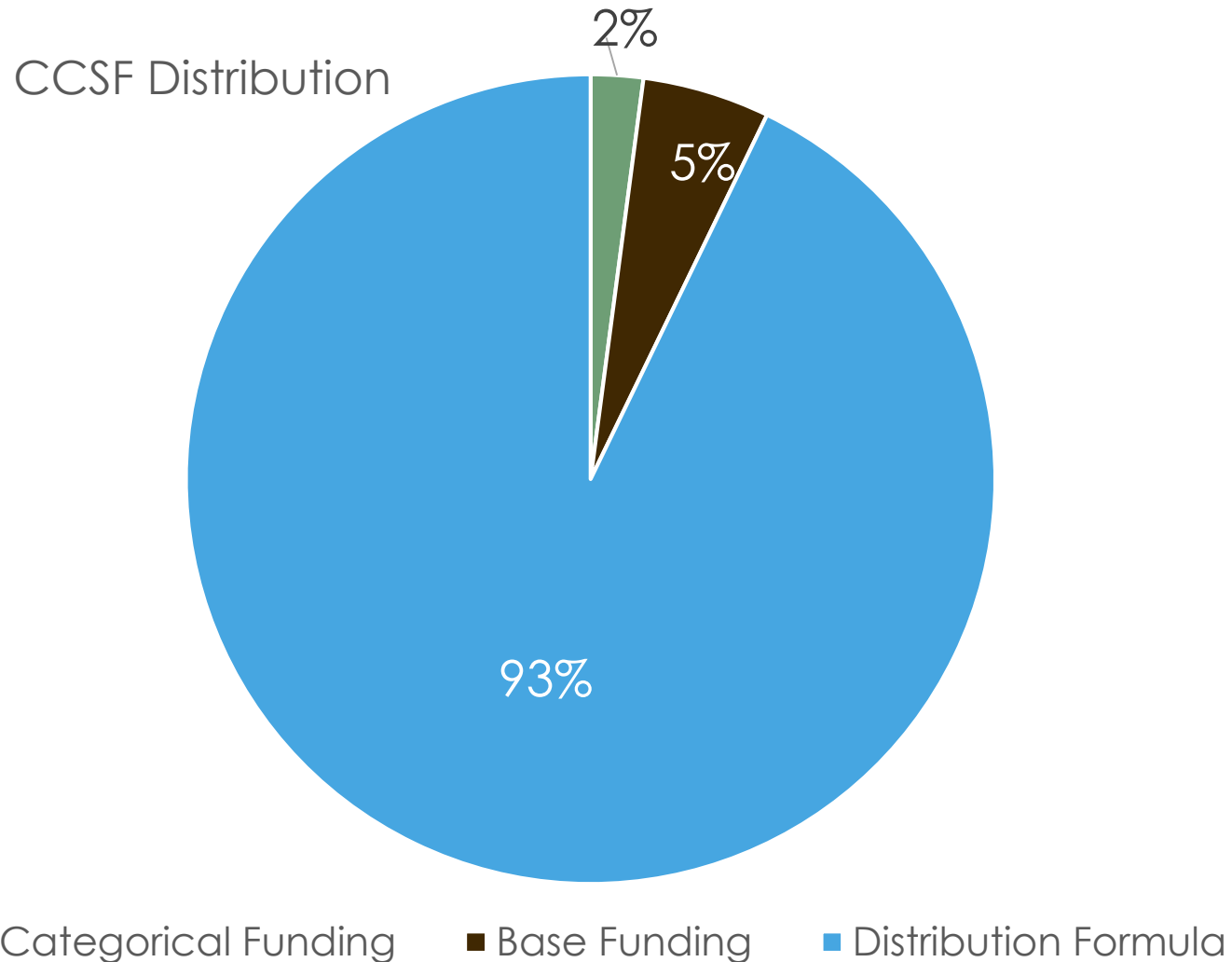
Community College Support Fund Distribution:
3 primary components

CATEGORICAL FUNDING – Taken off the top to support contracts out of district, Department of Corrections, distance learning, and strategic fund.

BASE FUNDING – Provides stable, predictable funding for basic district operations. Weighted to provide sufficient resources to small districts.

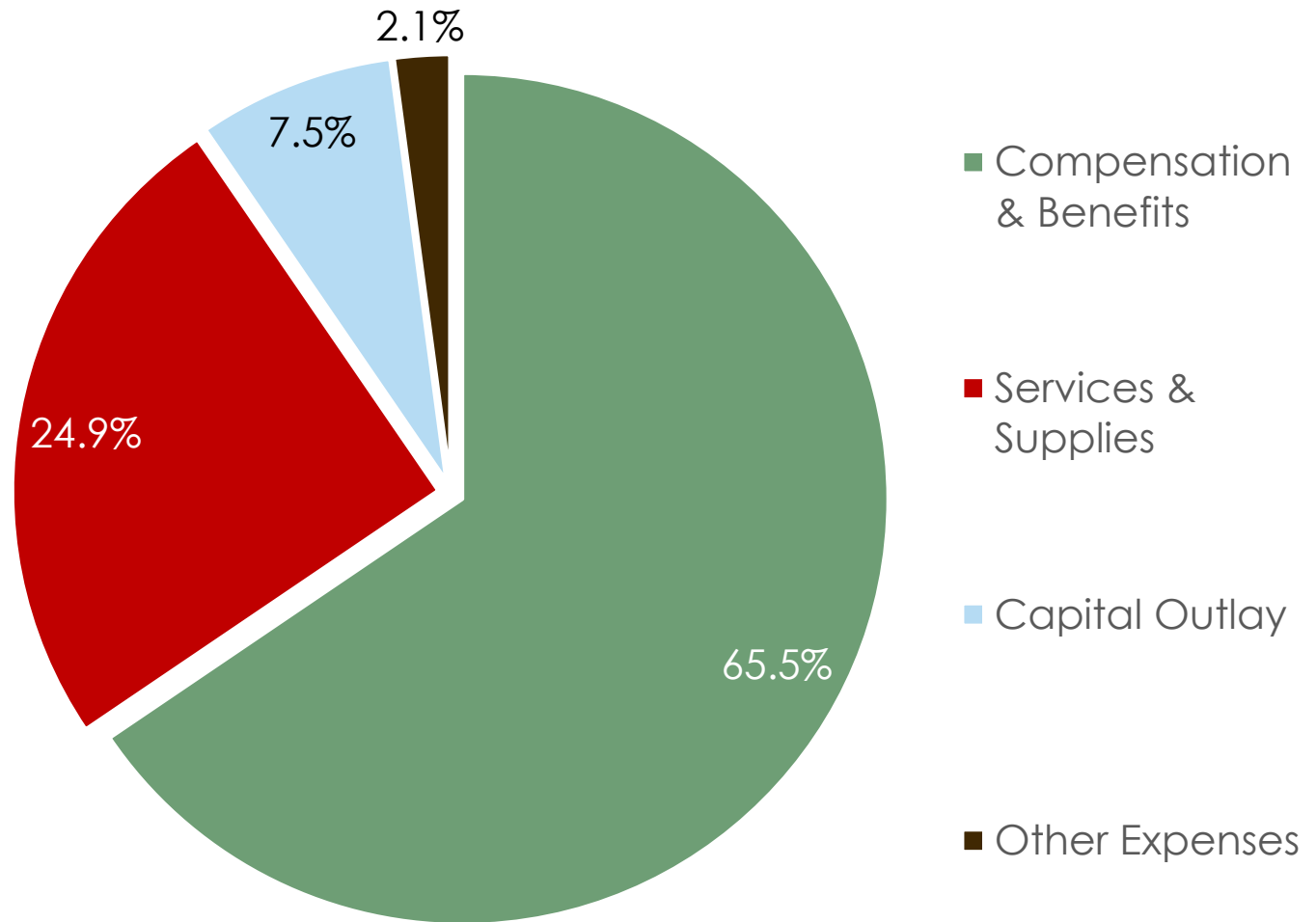
DISTRIBUTION FORMULA – Calculation considers Total Public Resources (General Fund and property taxes) to ensure equity; three-year weighted average of enrollment to ensure stability; and Growth Management to prevent erosion of the level of funding per student and provide predictability.

HECC ALLOCATION OF THE COMMUNITY COLLEGE SUPPORT FUND (CCSF)



Source: CCWD analysis of 2015-17 CCSF disbursements.

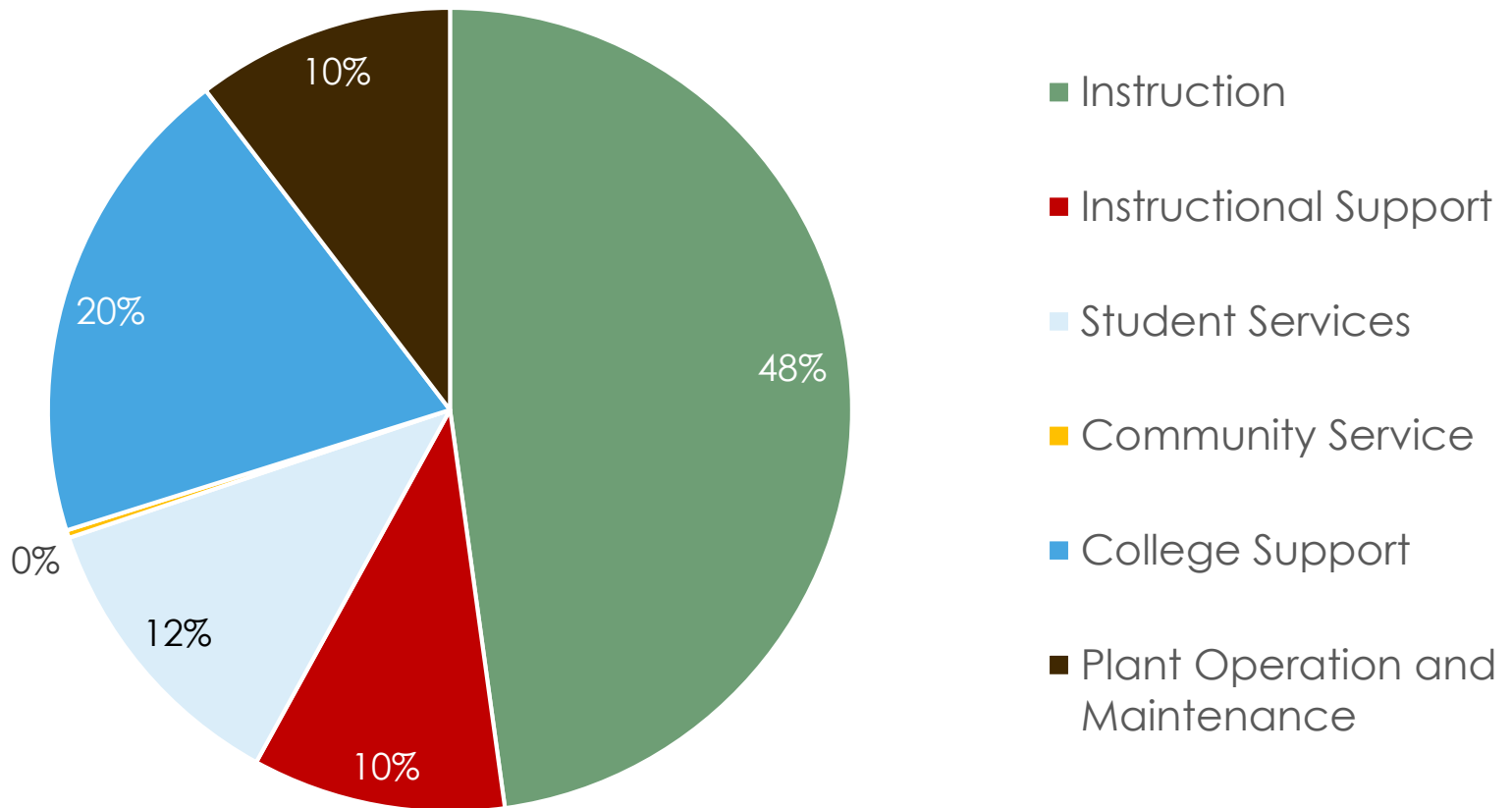
PERSONNEL DRIVES COLLEGE COSTS



Source: HECC Analysis of Community College Financial Information System (CCFIS), (2014-15).

COLLEGES INVEST IN INSTRUCTION AND STUDENT SERVICES

General Fund Operating Expenditures Percent of Total Expenditures by Category (2014-15)



Source: Community College Financial Information System (CCFIS).

GOVERNOR'S RECOMMENDED BUDGET (GRB): STATE SUPPORT FOR PUBLIC COMMUNITY COLLEGES

Activity	Description	2015-17 LAB	2017-19 CSL	2017-19 GRB
Preserve Community College Support Fund (CCSF)	Preserves critical investments made last biennium to public community colleges to support educational and operational expenses	\$550.0M GF	\$563.9M GF	\$550.0M GF
Change from 2015-17				0% from LAB -2.5% from CSL
Invests in targeted programs for student success	Invests in skills center, grants to serve underserved students, and Oregon Promise student success supports	\$14.3M GF	\$5.8M GF	\$5.3M GF
Change from 2015-17				-63.4% from LAB -9.4% from CSL
Support Debt Service on Previous Community College Capital Projects	Supports debt service on previously approved capital infrastructure projects for the community colleges	\$35.1M (\$24.6M GF, \$10.5M LF)	\$43.8 M (\$32.1M GF, \$11.7M LF)	\$43.8M (\$32.1M GF, \$11.7M LF)
Change from 2015-17				+19.9%

NOTE: This slide focuses primarily on General Fund (GF) and Lottery Fund (LF) dollars, not Other Funds. LAB: Legislatively Adopted Budget, GRB: Governor's Recommended Budget, CSL: Current Service Level



COMMUNITY COLLEGE BUDGET PRESENTATION



April 6, 2017

“We have committed as a society to the idea that the full range of educational opportunities should be open to all, regardless of class, race, ethnicity or age. Community colleges have been and will continue to be the fulcrum of that commitment.” – Joshua Wyner

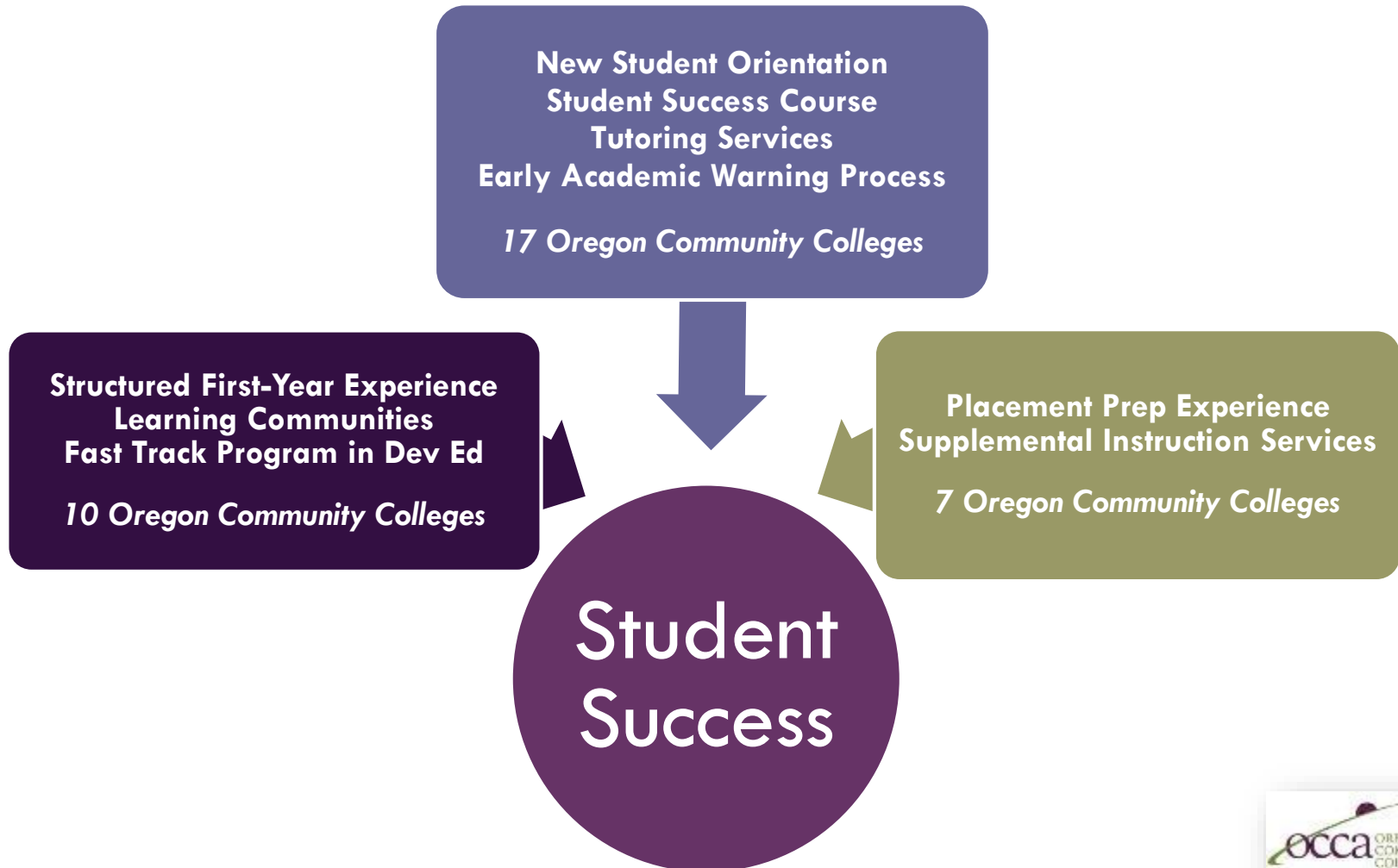


“The American Dream is at risk. Community colleges can help reclaim it. But stepping up to the challenge will require dramatic redesign of these institutions, their missions, and most critically, students’ educational experiences.”



Building On Our Commitment to Student Success

252



Developmental Education Redesign

253

- Since November 2013, all 17 colleges have voluntarily worked on developmental education redesign
- Changes that have been implemented:
 - Non-STEM math pathway
 - Multiple measures for placement
 - Integrating Reading and Writing
 - Implementing co-requisites in writing
 - Proven practices including: mandatory orientation, First Year Experience/College success courses, no late admission policy

Guided Pathways

254

These highly structured student experiences encourage completion by:

- Establishing clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement
- Incorporating intake processes that help students clarify goals for college and careers
- Offering on-ramps to programs of study designed to facilitate access for students with developmental education needs
- Embedding advising, progress tracking, feedback, and support throughout a student's educational journey (Jenkins & Choo, 2014; Bailey, Jagers, & Jenkins, 2015)

Cafeteria College

255

Paths to student goals unclear



Intake sorts, diverts students



Students' progress not monitored



Learning outcomes not defined and assessed across programs



Churning



Early transfer



Completion



Excess credits



Time to degree



Skill building

Guided Pathways College

256

Clear roadmaps to student goals



Intake redesigned as an on-ramp



Students' progress closely tracked



Learning outcomes/assessments aligned across programs



Churning



Early transfer



Completion



Excess credits



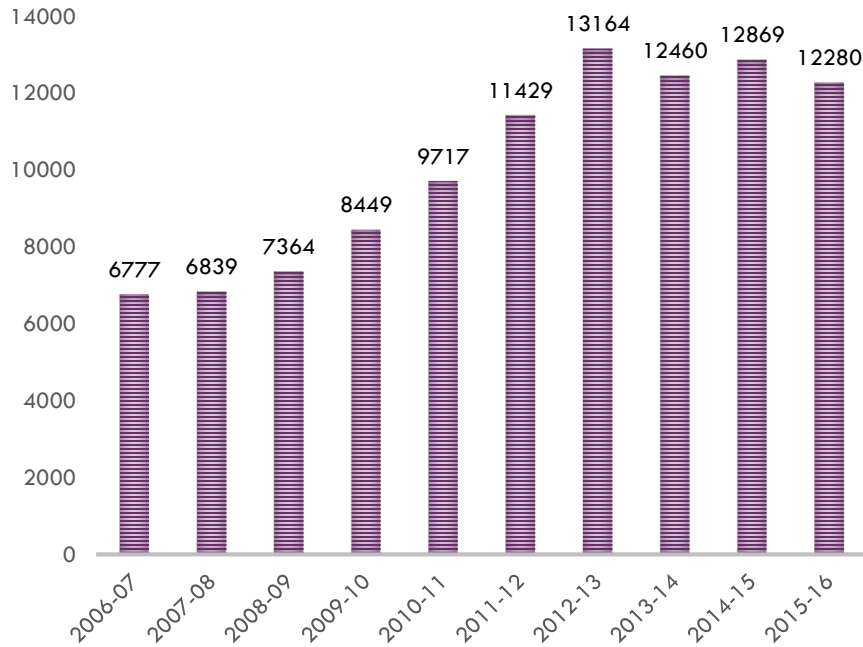
Time to degree



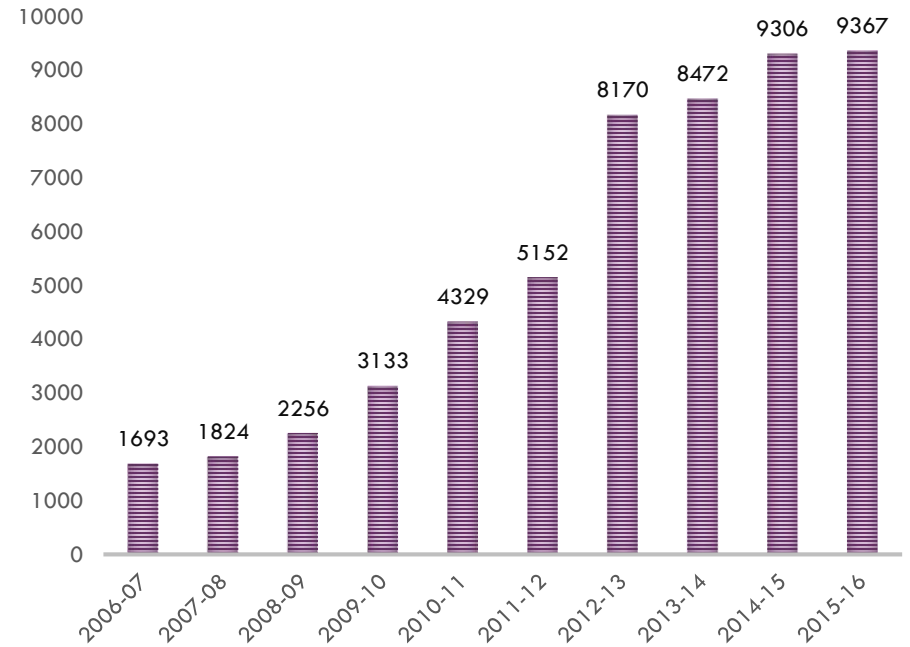
Skill building

Completion

DEGREE COMPLETION: 2007-2016



CERTIFICATE COMPLETION: 2007-2016



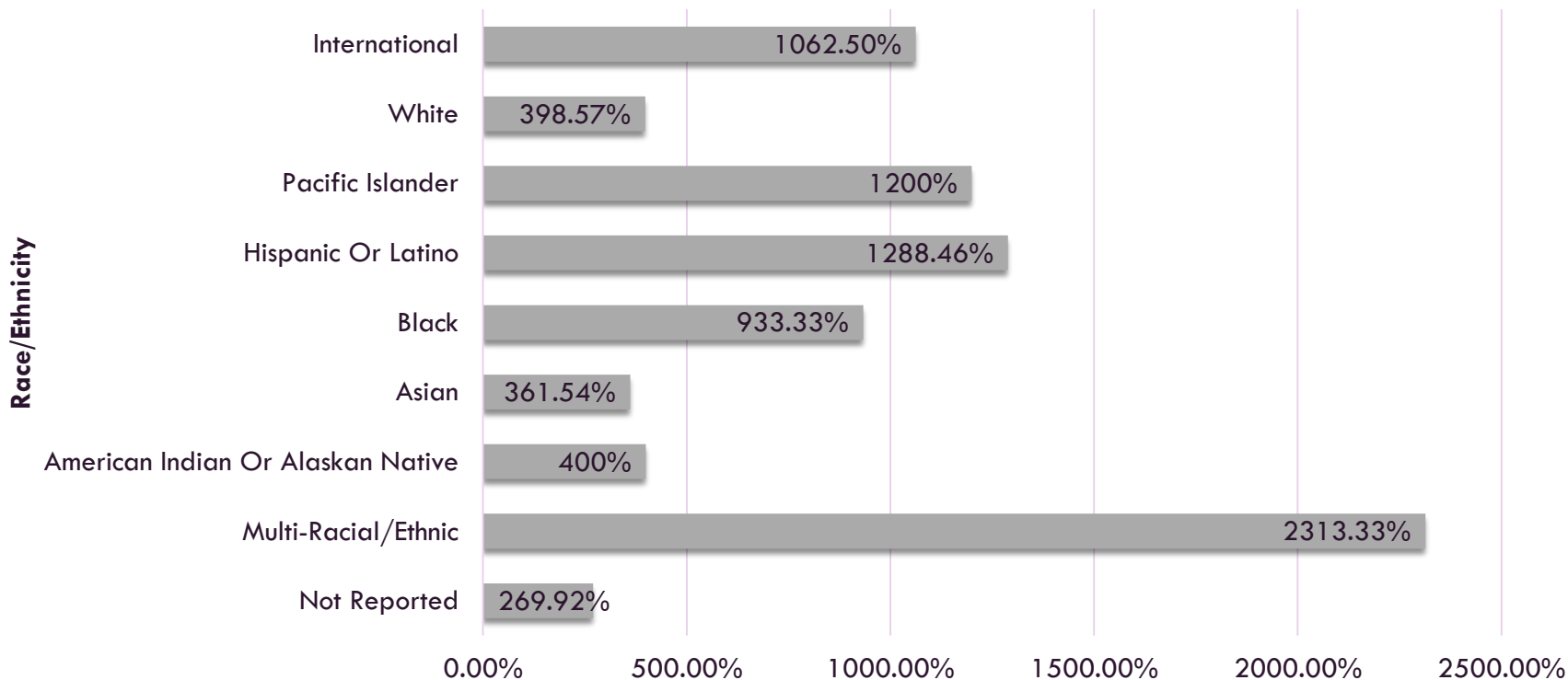
Source: Data accessed in 2017 from D4A, Oregon Community Colleges Data Mart, "Community College Institution Level Count of Awards by Type and Subtype"



Certificate Completion by Race/Ethnicity

258

Percentage Change in Certificate Completion by Race/Ethnicity: 2007 to 2016

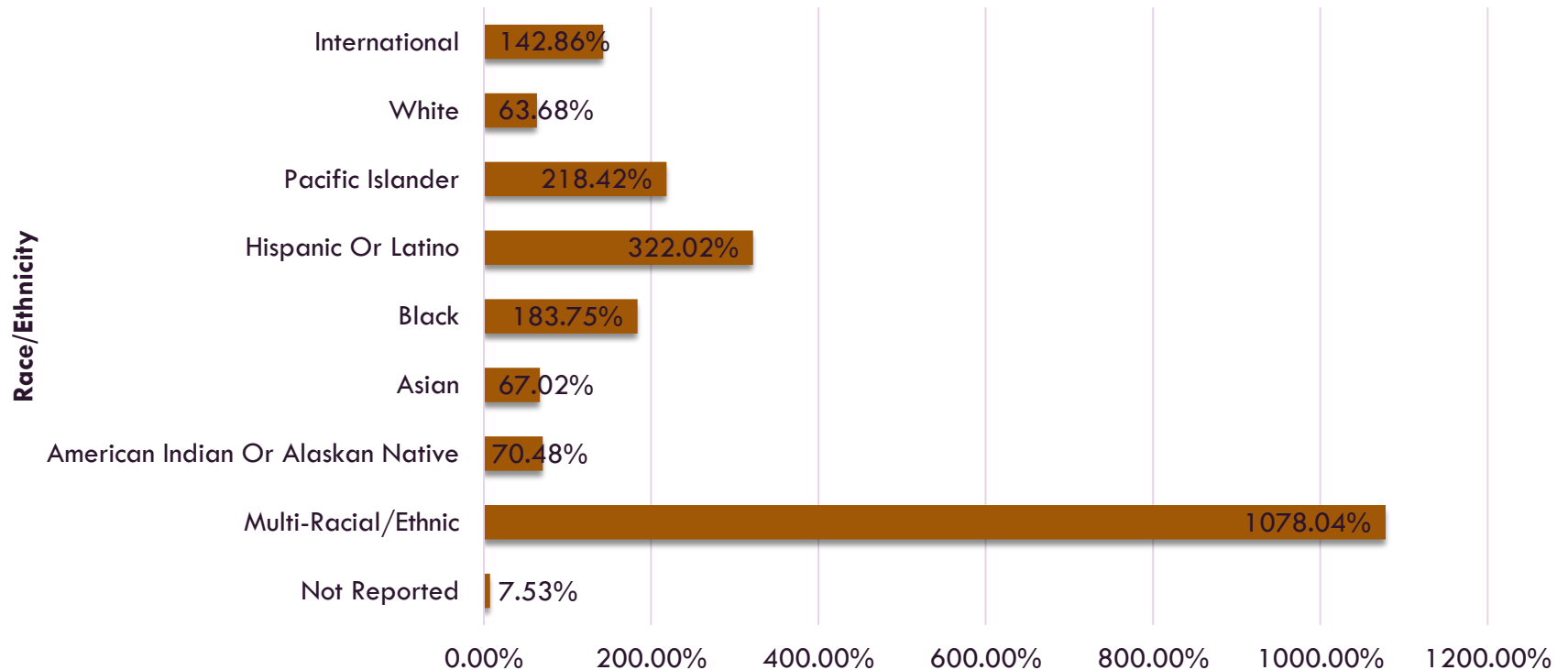


Source: Data accessed in 2017 from D4A, Oregon Community Colleges Data Mart, "Community College Institution Level Count of Awards by Type and Subtype"

Degree Completion by Race/Ethnicity

259

Percentage Change in Degree Completion by Race/Ethnicity: 2007 to 2016

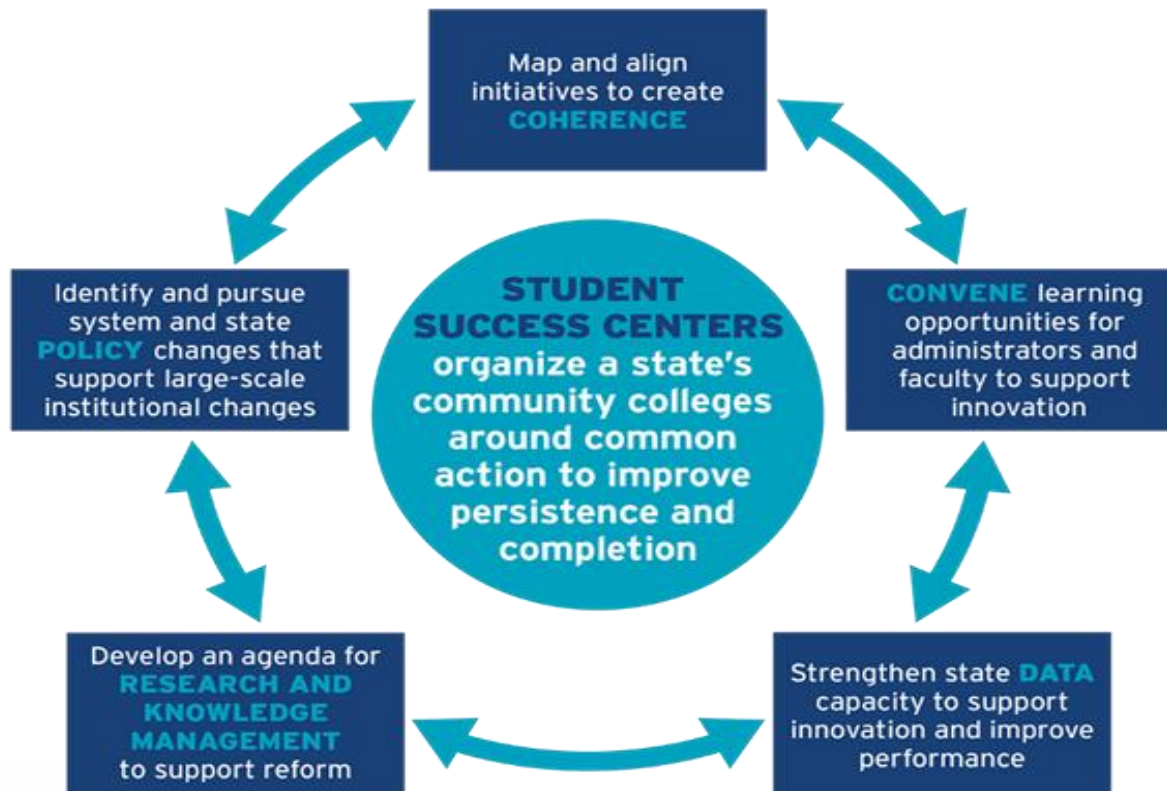


Source: Data accessed in 2017 from D4A, Oregon Community Colleges Data Mart, "Community College Institution Level Count of Awards by Type and Subtype"

Oregon Student Success Center

260

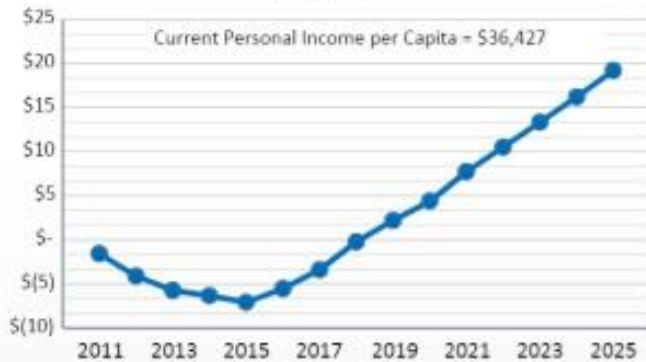
Student Success Center Strategy & Framework



Current Projections

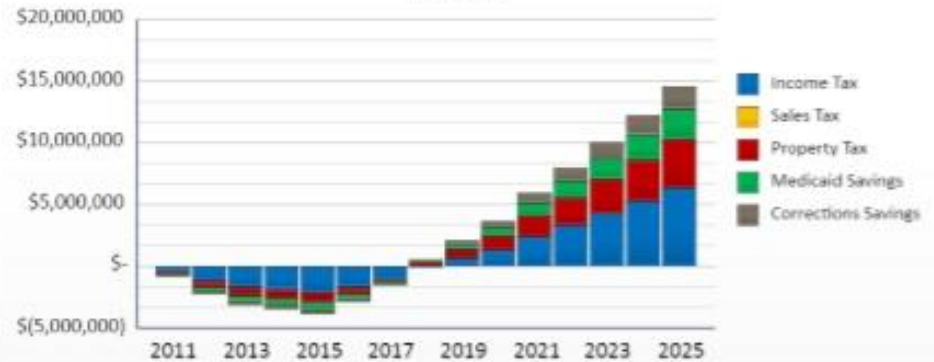
Change in Personal Income per Capita

In Current \$



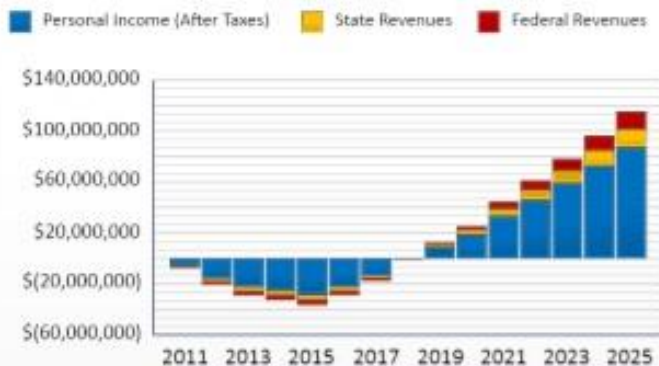
Additional State Revenues Generated

In Current \$



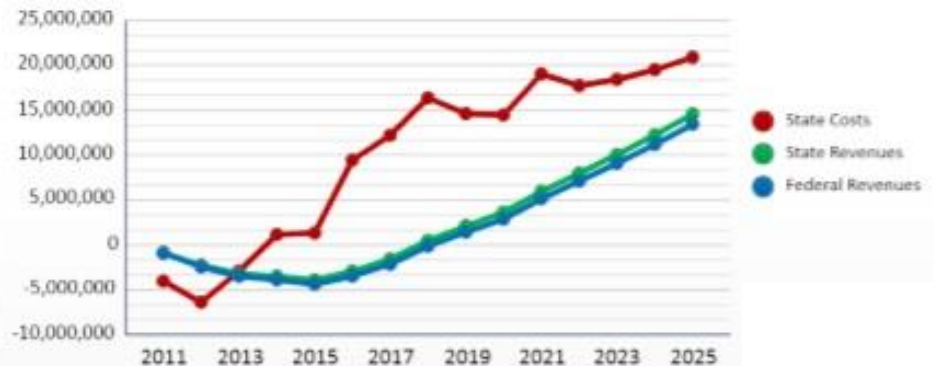
Additional Revenues Generated

In Current \$

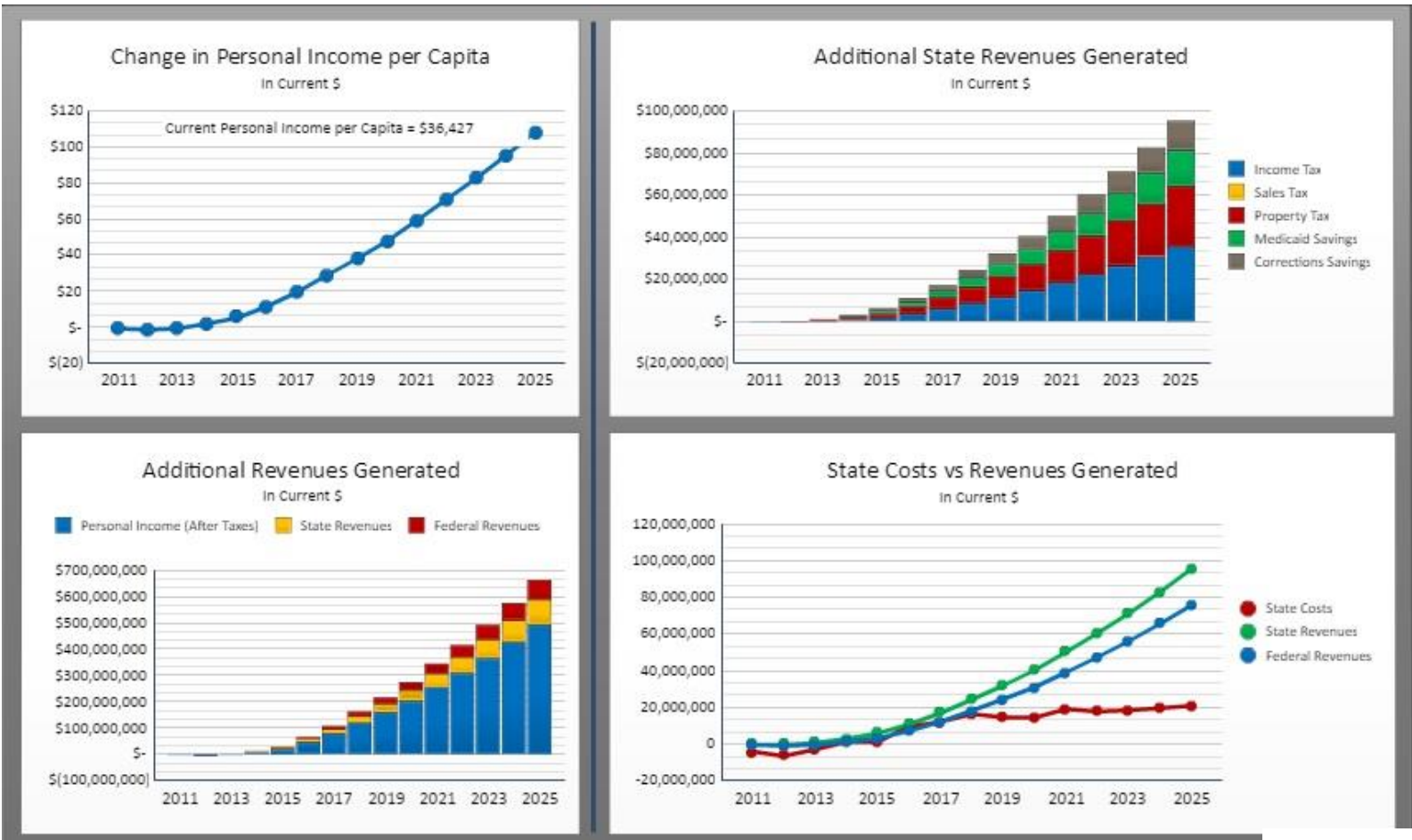


State Costs vs Revenues Generated

In Current \$



Future Trajectory



Workforce Education

263

“The economy is changing, national demographics are changing, and in this new and evolving work environment, community colleges will be the driving force behind the future workforce.”

– Carol Lincoln, Senior Program Director, MDC, October 2014

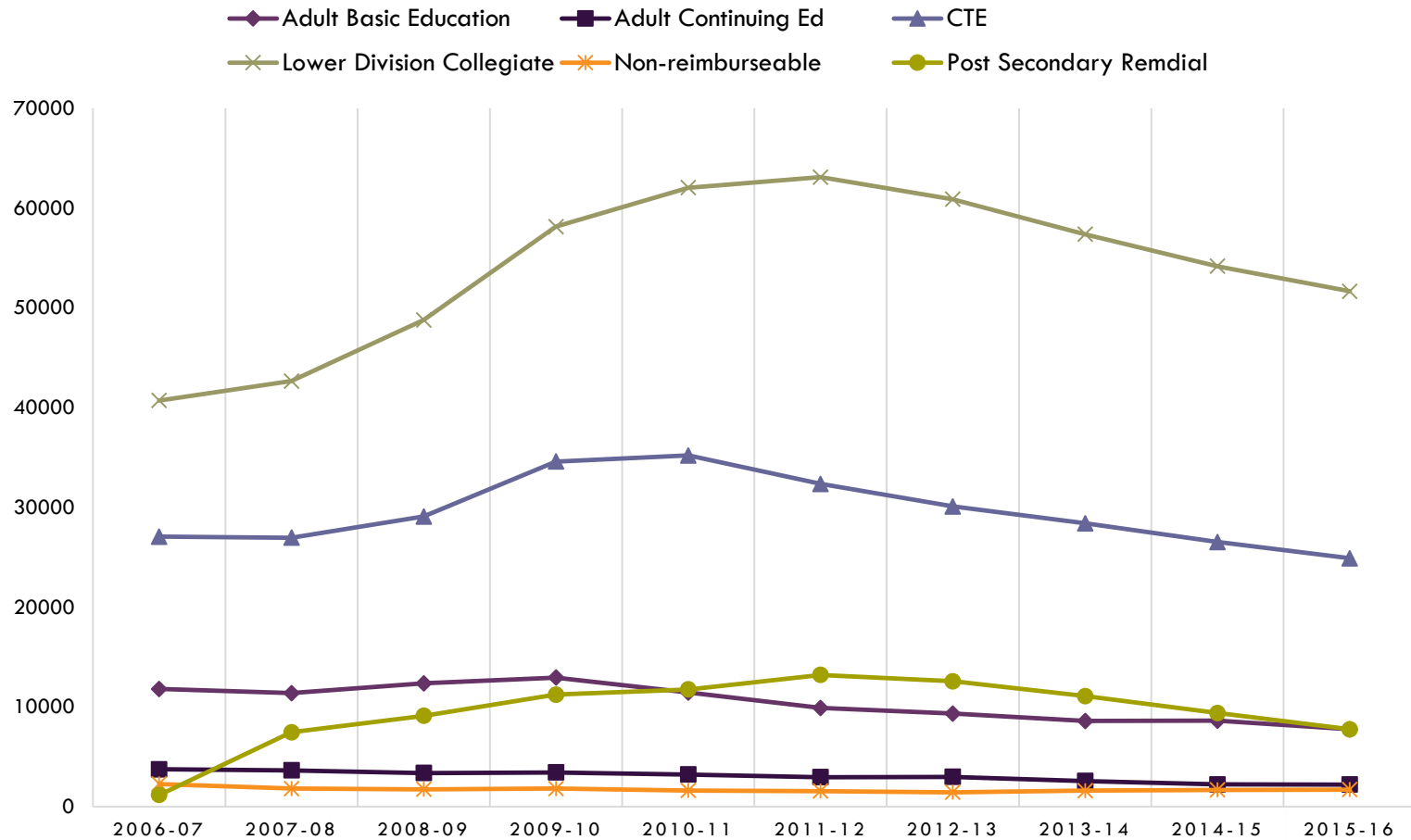
The High Cost of CTE Programs

264

- Nursing programs cost as much as \$28,722
- Medical Office Assistant programs costs as much as \$11,120
- Business Management programs cost as much as \$12,768
- Electronics Technician programs costs as much as \$15,374

FTE by Program

FTE BY PROGRAM TYPE: 2006-2016



Source: Data accessed in 2017 from D4A, Oregon Community Colleges Data Mart, "Student Full Time Equivalent (FTE) Comparison"

One Example: Rogue Community College

Oregon's Community Colleges: Engines for Economic Growth

Rogue Community College, 2013-14 Academic Year

A Pilot Test of Large-Scale Community College Training-Employment Matching

Specialty/Program	Number of Completers	Number Employed	Main Industries of Employment	Average Hourly Wage	Total One Year Wage
Automobile/Automotive Mechanics Technology/Technician.	12	10	Retail Trade	\$21.28	\$266,589.76
Diesel Mechanics Technology/Technician.	6	5	*	\$13.72	\$133,030.12
Manufacturing Technology/Technician.	32	22	Manufacturing, Construction, Educational Services	\$22.00	\$855,375.35
Registered Nursing/Registered Nurse.	38	38	Health Care	\$35.79	\$2,040,038.23
Welding Technology/Welder.	31	23	Manufacturing, Retail Trade, Administrative and Waste Services	\$15.38	\$456,405.81
Total	119	98		\$25.86	\$3,751,439.27

Summary of Pilot Project: Methodology & Results

267

- Each college selected five career-related programs.
- Employment Department determined whether completers of those programs found jobs in Oregon.
- 47 programs
- 1,883 completers
- 1,490 found jobs
- Average wage: \$24.09
- Total one-year wage: \$47.8 million

Potential New CTE Programs

268

- Welding
- Physical Therapy
- Cardiac Rehab
- Criminal Justice
- Construction
- Veterinary Tech
- Phlebotomy
- Fire Science
- Emergency Management
- Medical Assistant
- Advanced Manufacturing
- Animal Plant Science
- Machinery
- Automotive/Diesel
- Forestry/Natural Resources

Cost Drivers

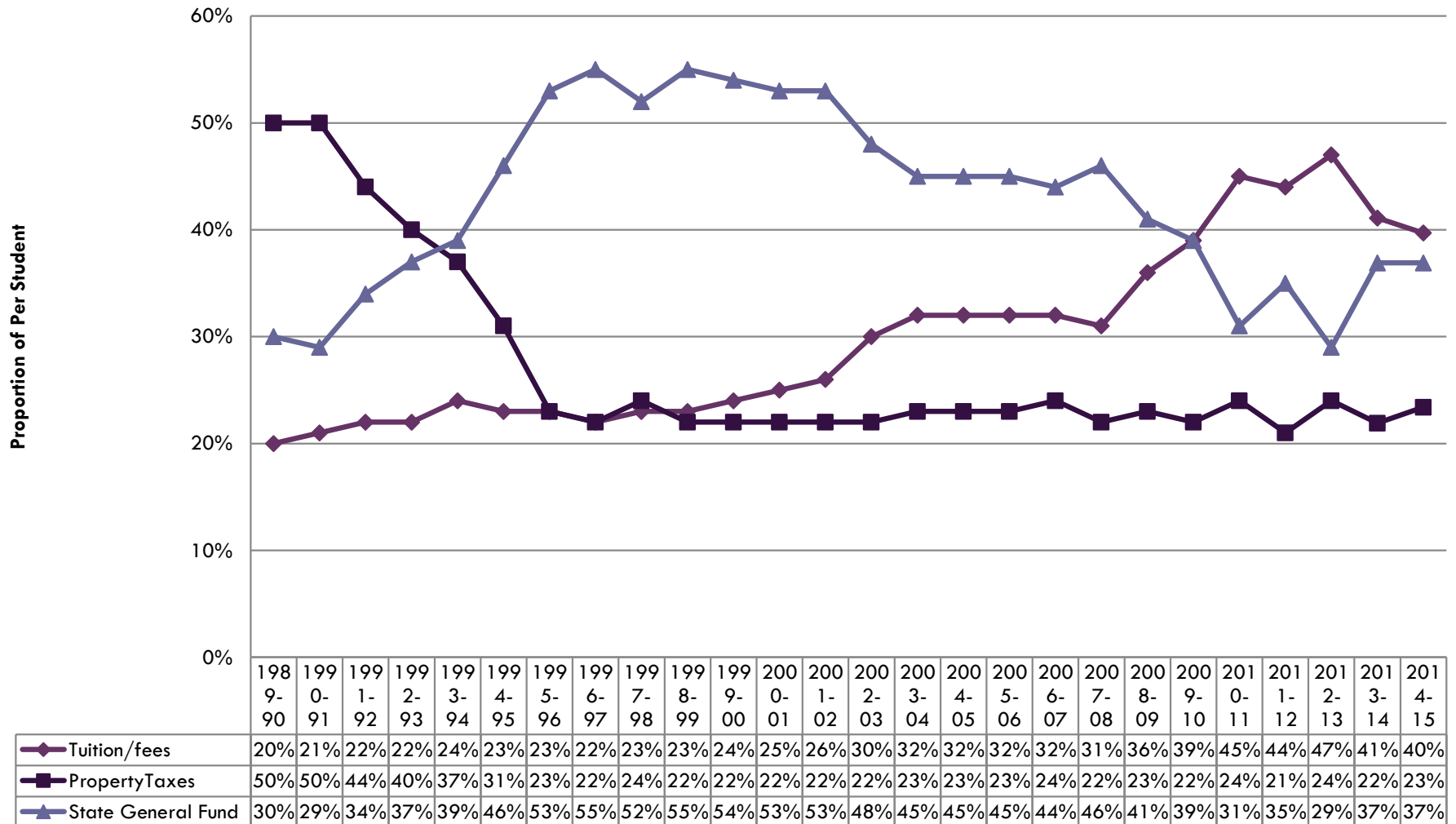
	Cost	Cost Per FTE
State-driven costs		
PERS	\$44,746,858.00	\$481.67
Paid sick leave	\$6,048,859.00	\$65.11
Minimum wage increases	\$4,196,623.00	\$45.17
Health care	\$1,486,796.00	\$16.00
Oregon Promise rollup	\$4,659,800.00	\$50.16
	\$61,138,936.00	\$658.12
Federally-driven costs		
FSLA	\$3,818,683	\$41.11
Cleary Act	\$5,135,848	\$55.28
	\$8,954,531	\$96.39
Total	\$70,093,467.00	\$754.51

Source: 2017-19 Community College Budget Discussion presented on May 3, 2016 to Higher Education Coordinating Commission Funding and Achievement Subcommittee by Patrick B. Crane, Ph.D. Director Office of Community Colleges and Workforce Development



Community College Revenue Sources

270



Community College Tuition: 2017-18

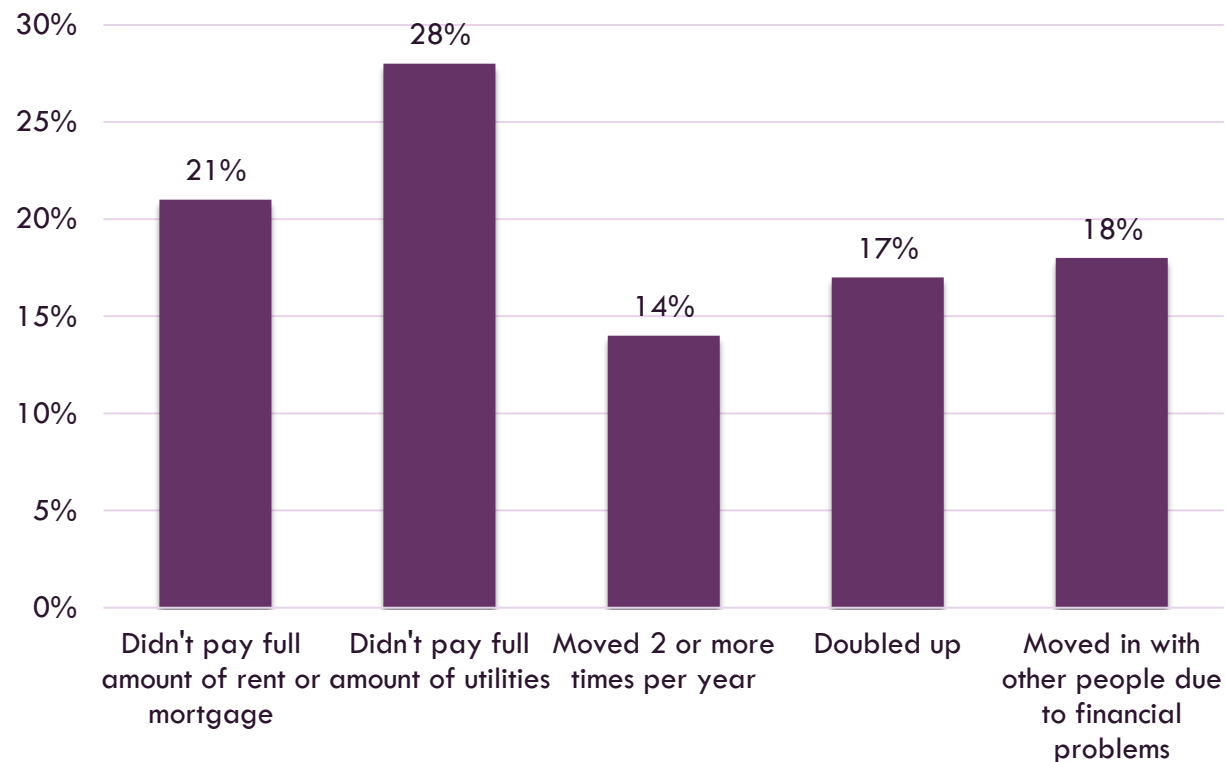
271

- 3 colleges are projected not to increase tuition
- 2 colleges are projected to increase tuition by \$1
- 5 colleges are projected to increase tuition by \$2
- 1 college is projected to increase tuition by \$3
- 4 colleges are projected to increase tuition by \$4-5
- 2 colleges are projected to increase tuition by \$7

Housing Insecurity

272

Housing Insecurity (past 12 months)



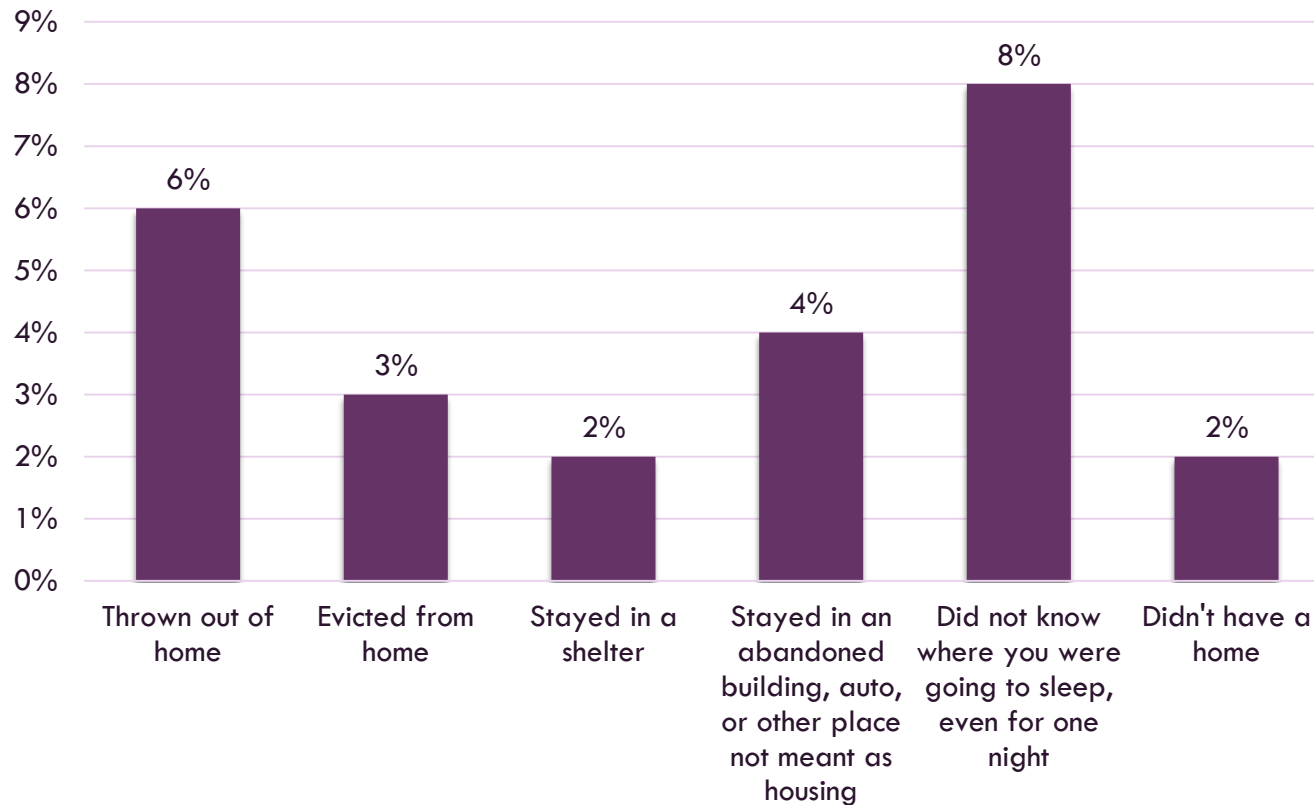
Source: Goldrick-Rab, S., Richardson, J., & Hernandez, A. March 2017. "Hungry and Homeless in College: Results from a National Study of Basic Needs Insecurity in Higher Education." Wisconsin HOPE Lab. Association of American Community College Trustees.



Homelessness

273

Homelessness (past 12 months)

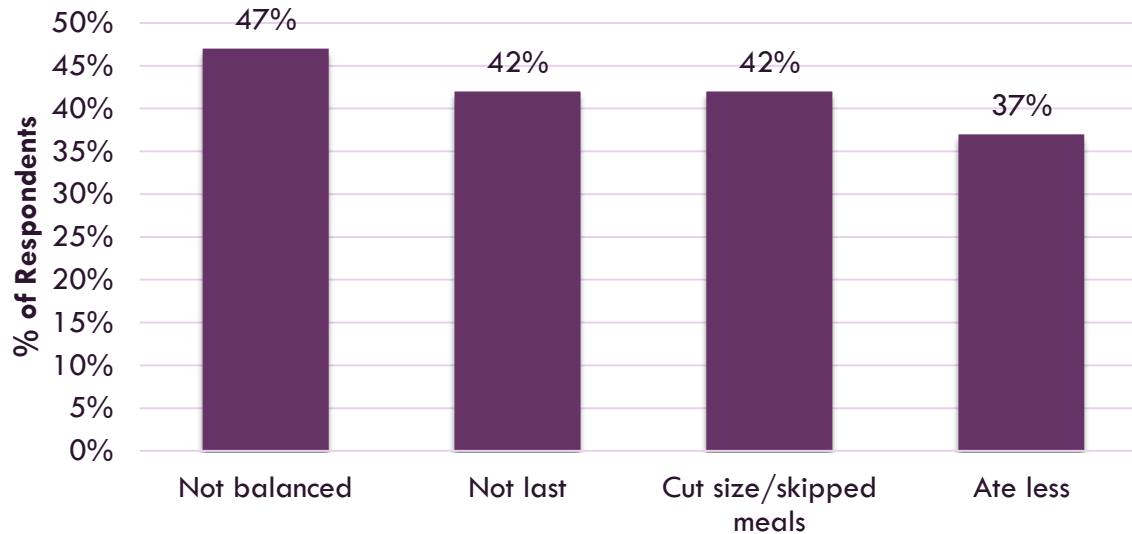


Source: Goldrick-Rab, S., Richardson, J., & Hernandez, A. March 2017. "Hungry and Homeless in College: Results from a National Study of Basic Needs Insecurity in Higher Education." Wisconsin HOPE Lab. Association of American Community College Trustees.



Affordability: Food Insecurity

Food Insecurity on College Campuses



During this academic year, since September 2014

Not balanced	I could not afford to eat balanced meals (sometimes/often true)
Not last	The food I bought just did not last, and I did not have money to get more (sometimes/often true)
Cut size/skipped meals	Ever cut the size of your meals or skipped meals because there was not enough money for food (true)
Ate less	Ever eaten less than you felt you should have because there was not enough money for food (true)

Oregon Promise Impact

275

- HB 4076 (2016) designated \$1.8 million for additional advisors for Oregon Promise students
- Ongoing funding is needed to continue to fund the advisors needed for this program

Budget Realities and Lost Opportunities



OREGON COMMUNITY COLLEGE ASSOCIATION

Andrea Henderson, Executive Director

260 13th ST NE

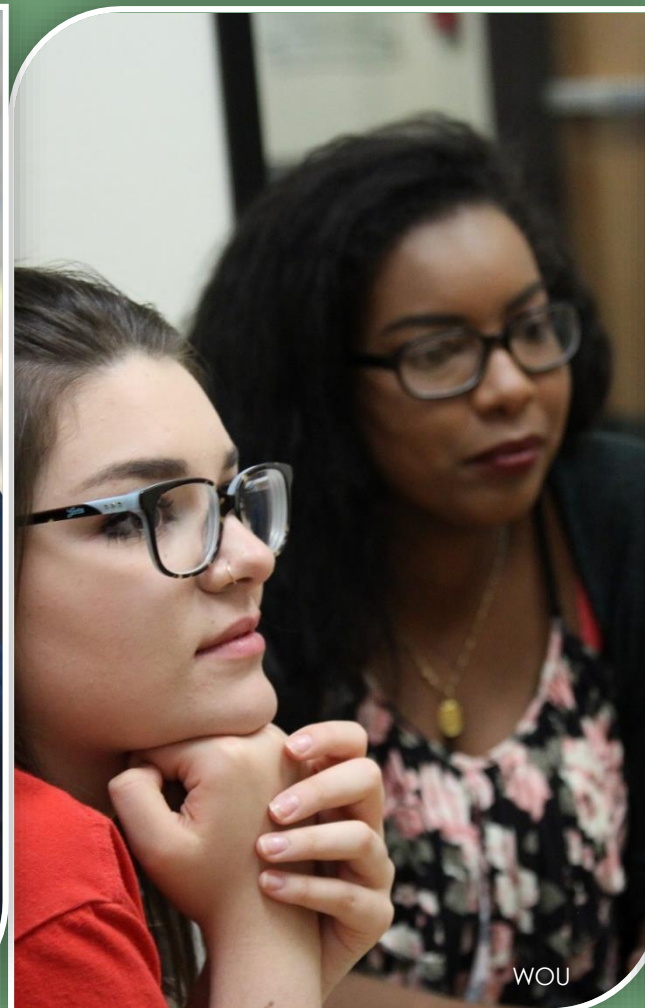
Salem, Oregon 97301

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<http://www.occa17.com>



OREGON PUBLIC UNIVERSITIES

ANDREW ROGERS, DIRECTOR, UNIVERSITY BUDGET & FINANCE

April 11, 2017
Presented to: Joint Ways and Means, Education Subcommittee



PRESENTATION SCHEDULE

Day 1-2, March 27-28	<ul style="list-style-type: none">• Introduction to Higher Education Structure and Students, Progress toward State Goals, Quick Funding History
Day 3-4, March 29-30	<ul style="list-style-type: none">• Affordability: Key Factors, State Financial Aid Programs + Intro to Student Pathways
Day 5, April 3	<ul style="list-style-type: none">• Student Pathways and Transitions: Precollege, Inter-college, Private Postsecondary, Workforce
Day 6, April 4	<ul style="list-style-type: none">• Public Testimony
Days 7-8, April 5-6	<ul style="list-style-type: none">• State Support for Community Colleges• Community College presentations
Day 9, April 10	<ul style="list-style-type: none">• Public Testimony
Days 10-11, April 11-12	<ul style="list-style-type: none">• State Support for Public Universities• University presentations
Day 12, April 13	<ul style="list-style-type: none">• Capital Construction, Other Missions of Universities
Day 13, April 17	<ul style="list-style-type: none">• Public Testimony
Day 14, April 18	<ul style="list-style-type: none">• OHSU Budget and Public Testimony
Day 15, April 19	<ul style="list-style-type: none">• An Integrated postsecondary agency, HECC Operations, Conclusion

Start dates for presentation topics are tentative

UNIVERSITIES RELATED KEY PERFORMANCE METRICS

Data will be presented with HECC Agency Operations, Appendix

KPM 15: First year retention rates, Oregon public universities

KPM 16: Six-year graduation rates, Oregon public universities

KPM 17: Number of bachelor's degrees awarded each academic year

KPM 18: Number of advanced degrees and graduate certificates awarded

KPM 19: Bachelor's degrees awarded to community college transfers

KPM 20: Graduation rate for non-traditional students

KPM 21: Earnings of public university bachelor's degree completers

KPM 22: Percentage of resident enrolled students who are incurring unaffordable costs, CCs and universities

KPM 23: Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid, CCs and universities

KPM 24: University graduate debt

KPM 25: Student loan default rates (CC, universities, and all higher ed)

KPM 26: Average cost of attendance, public universities

KPM 27: Average statewide tuition and fees minus grant aid and net assessed tuition and fees per resident, undergraduate FTE (colleges and universities)

OVERVIEW

Funding History and Request

What does the Investment do?

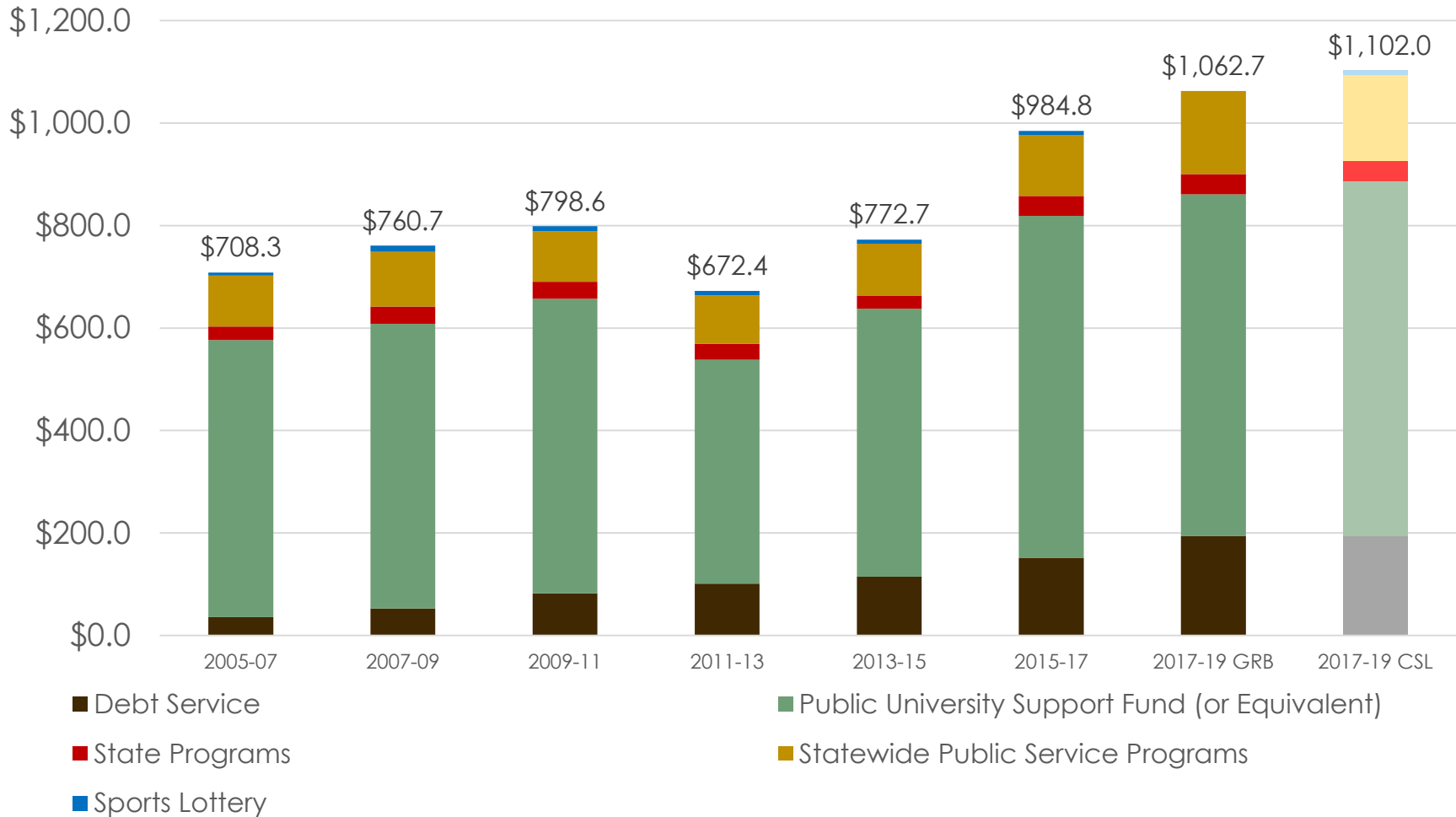
- Student Success and Completion Model
- Affordability and Institutional Costs
- University Enrollment
- University Completions

PUBLIC
UNIVERSITY
SUPPORT
FUND (PUSF)
FUNDING
REQUEST



HISTORY OF PUBLIC UNIVERSITY INVESTMENT

State Funding for Universities (in Millions)



Sources: HECC Office of University Coordination.

- Legislative funding change during the 2013-15 biennium separated State Programs from the Public University Support Fund.

- 2013-15 State Programs includes ETIC appropriation after transition to OEIB

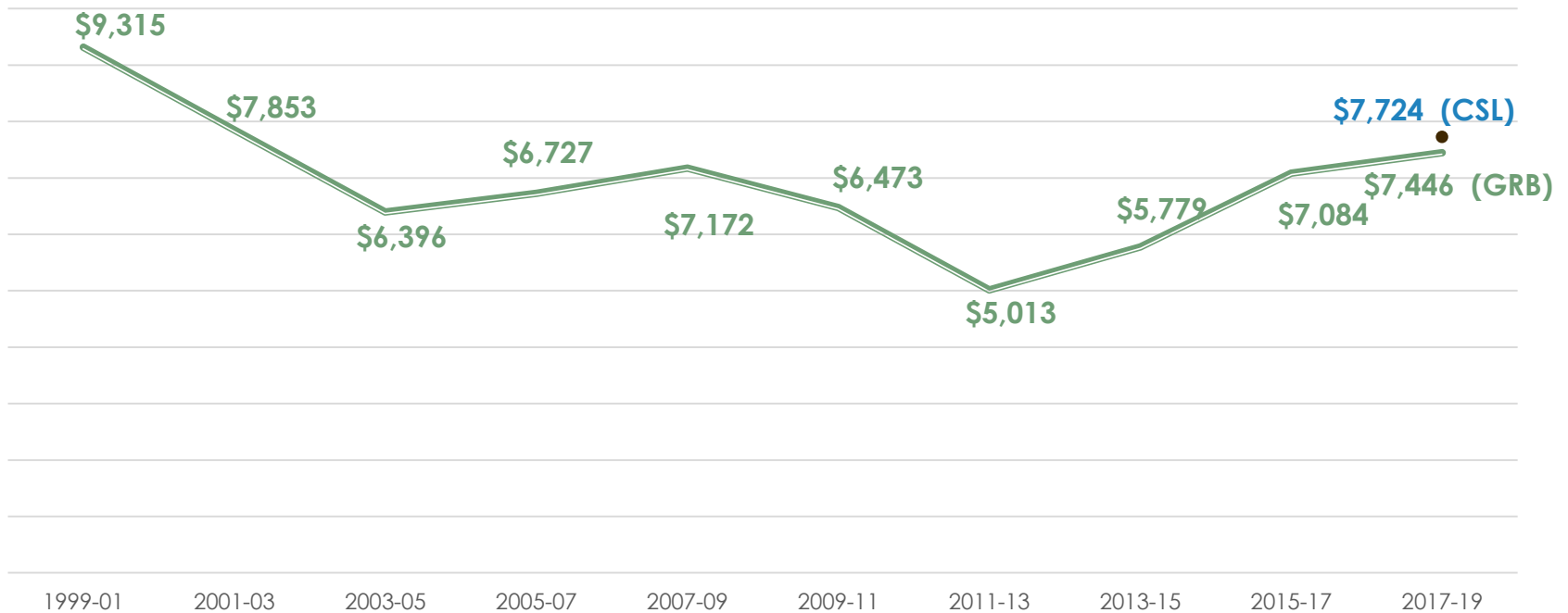
PUBLIC UNIVERSITY STATE FUNDING AND ENROLLMENT OVER TIME

STATE APPROPRIATIONS (IN MILLIONS) AND RESIDENT ENROLLMENT



NOTE: Statewide Public Services and Capital Outlays excluded.
 Source: HECC analysis of state appropriation and student-level data.

STATE APPROPRIATIONS TO UNIVERSITIES PER STUDENT (FTE) ADJUSTED FOR INFLATION



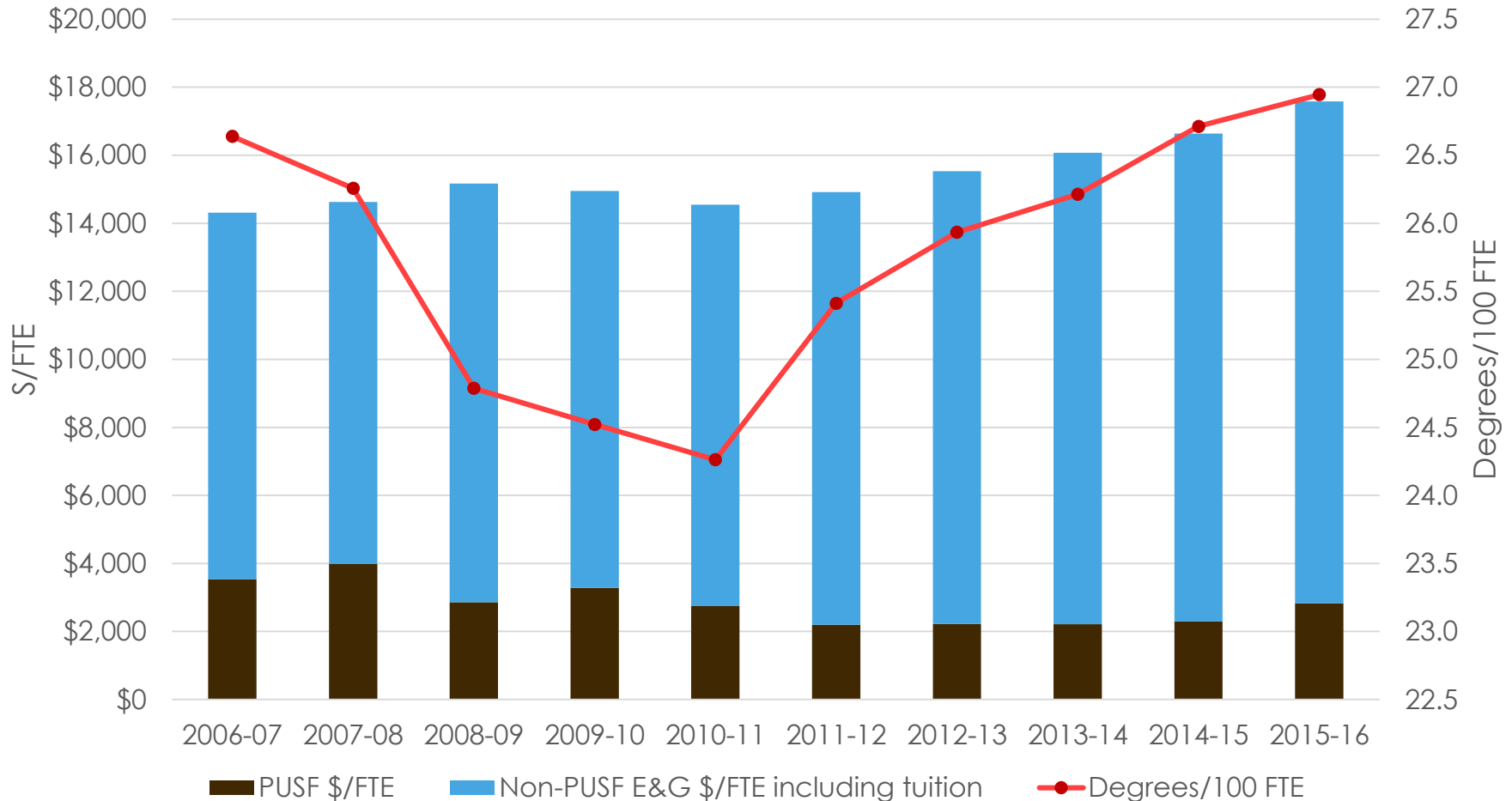
Notes:

- Includes Debt Service
- University data includes PUSF and State Programs
- Enrollment for 2017, 2018, 2019 assumed at 2016 levels
- Inflation adjustment based on Portland CPI-U
- Excludes non-resident university enrollment

Source: HECC analysis of state appropriation and student-level data.

OREGON UNIVERSITIES PRODUCE HIGH DEGREE OUTPUT WITH THEIR FUNDING

Education & General Revenues vs. Degree Output (Inflation Adjusted)



Source: HECC Office of University Coordination.



STUDENT
SUCCESS AND
COMPLETION
MODEL
(SSCM) DRIVES
INCENTIVES

INTRODUCTION TO THE SSCM, GROUNDING PRINCIPLES

Reward public universities for resident student success

Incentivize progress to degree

Incentivize degree outcomes

Incentivize underrepresented population completions

Incentivize in-demand degrees

Support valuable public service activity and regional context

Differential mission support

Regional university support

Research support

Provide transitional and institutional stability

Data averaging

Phased-in focus on completion

Stop Loss/Stop Gain

FUNDING FOR COMPLETIONS

Degrees at all levels are funded: Bachelor's through PhD's as well as graduate certificates

Cost adjustments are made to reflect program duration, program type, and for transfer students

Additional weighting is provided for students who complete from traditionally underserved student populations, including:

- Low income, underrepresented minority, rural, and veteran students

Additional weighting is provided for students who complete in areas of critical need for the state, including:

- STEM, Healthcare and Bilingual Education

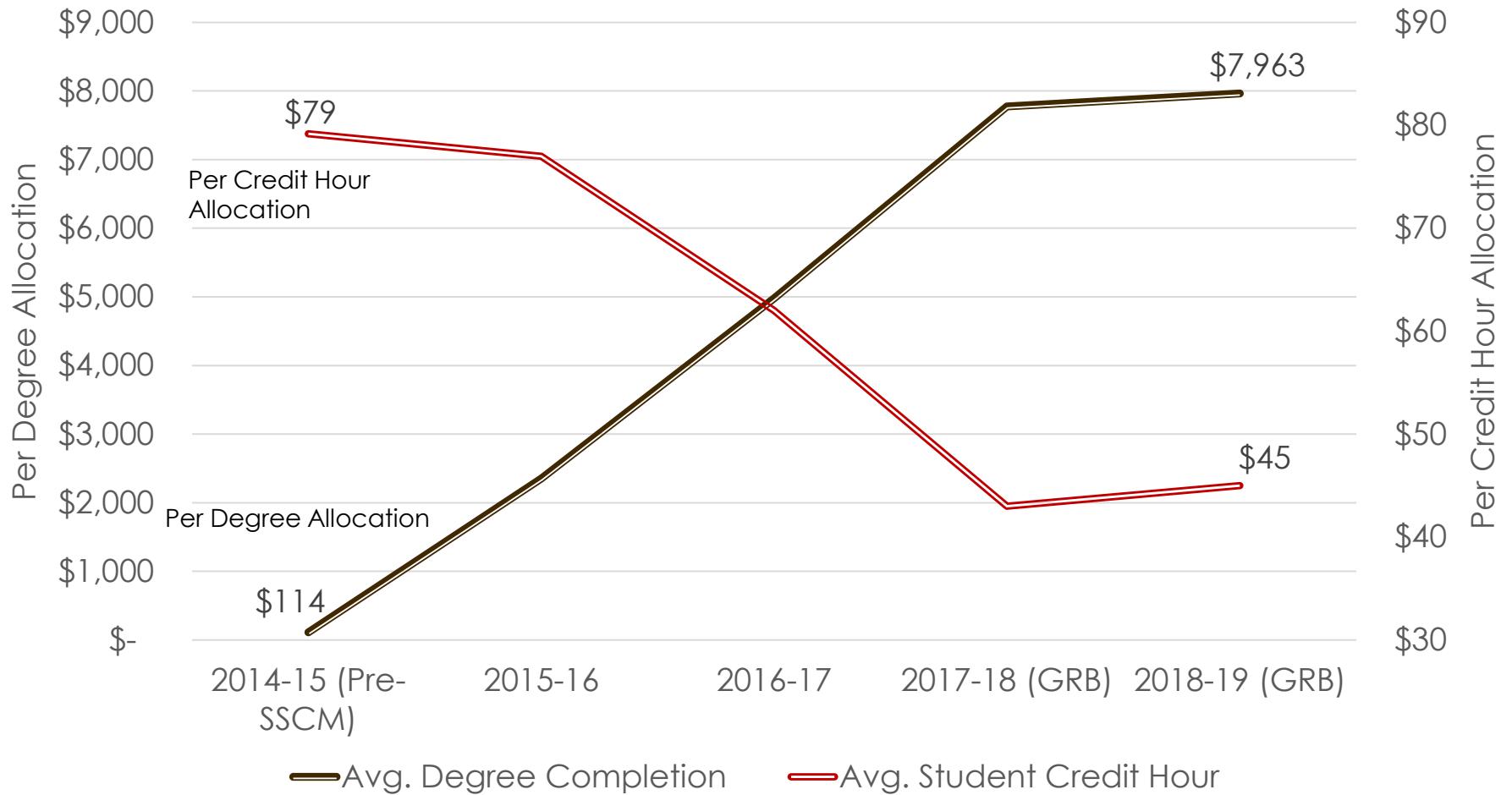
PUSF ALLOCATED OUTSIDE OF THE SSCM

SB 860 and SB 5701 provided funding to universities outside of the SSCM that is now part of the PUSF CSL.

- **SB 860** provided for a pilot program on mentoring students from low-income or first generation college-attending backgrounds.
 - WOU and OSU received the grants and this work for 18 months of the current biennium and this work will continue through the upcoming biennium.
- **SB 5701** provided funds for compensation contracts cost increases at PSU, EOU, OIT, SOU and WOU.

SSCM – INCREASING VALUE OF EACH DEGREE

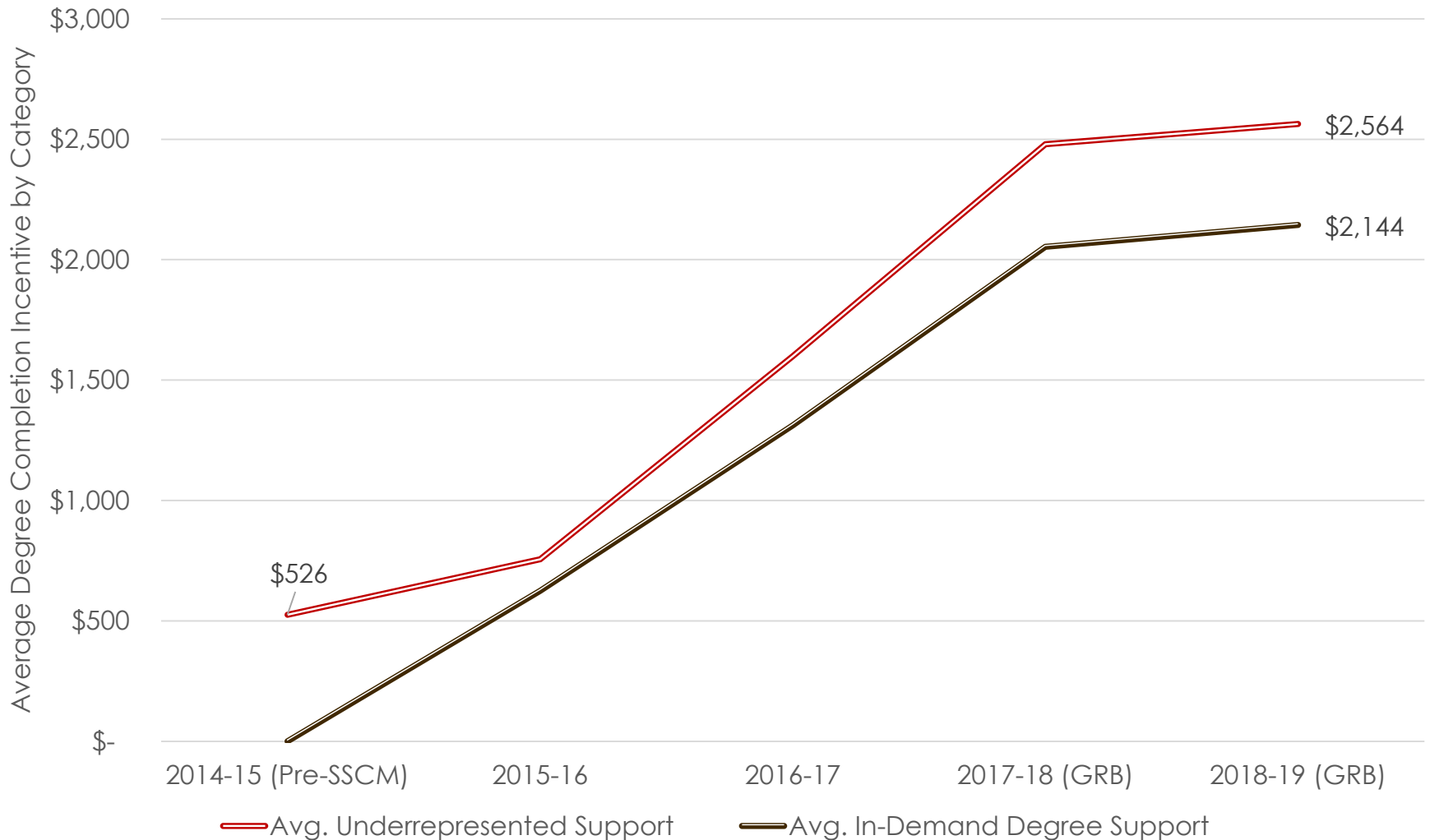
Transitioning to Stronger Completion Incentive



Source: HECC Office of University Coordination.

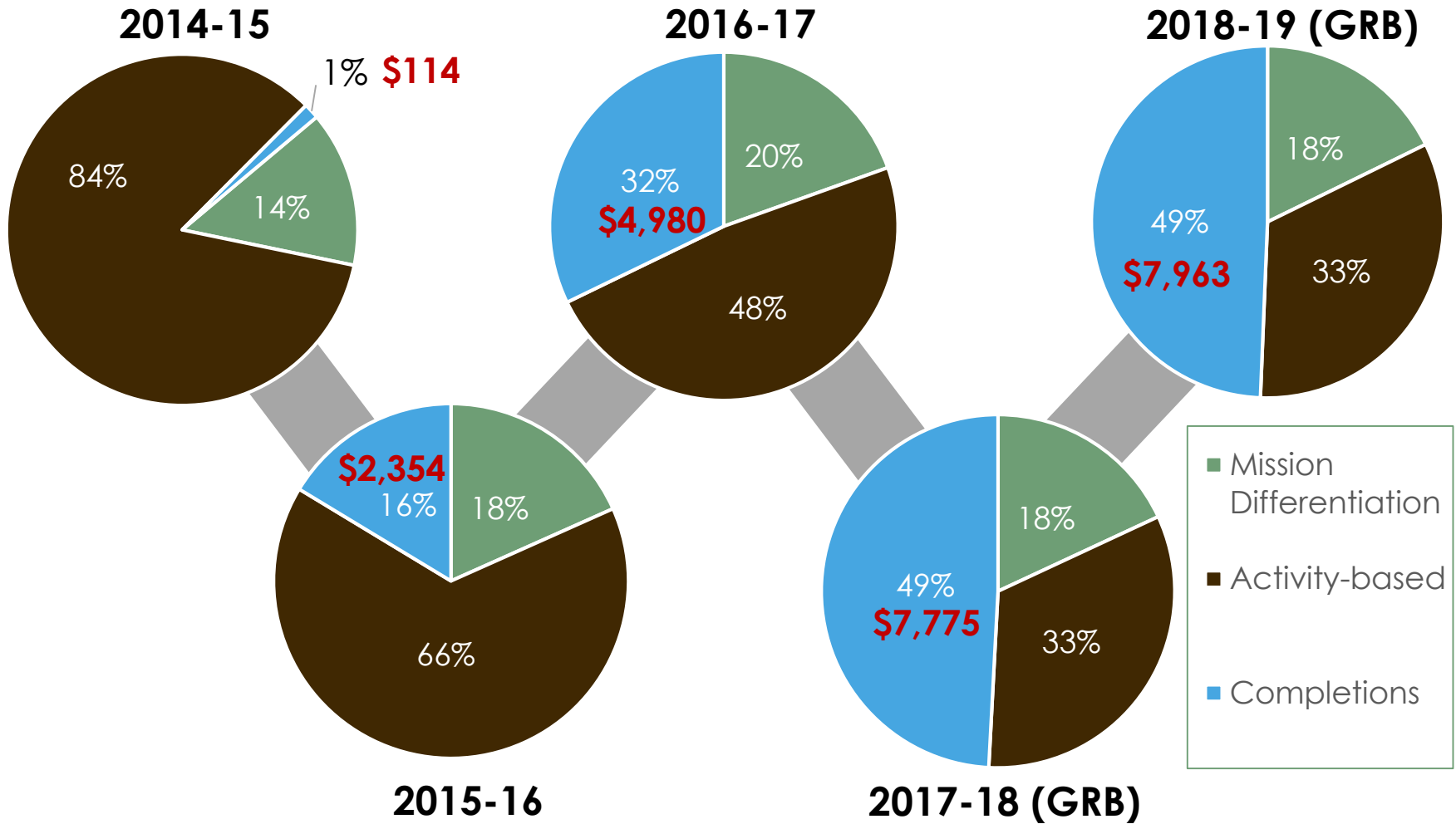
SSCM – INCREASING VALUE OF EACH DEGREE

Transitioning to Stronger Completion Incentive



Source: HECC Office of University Coordination.

INCREASING FOCUS ON COMPLETIONS

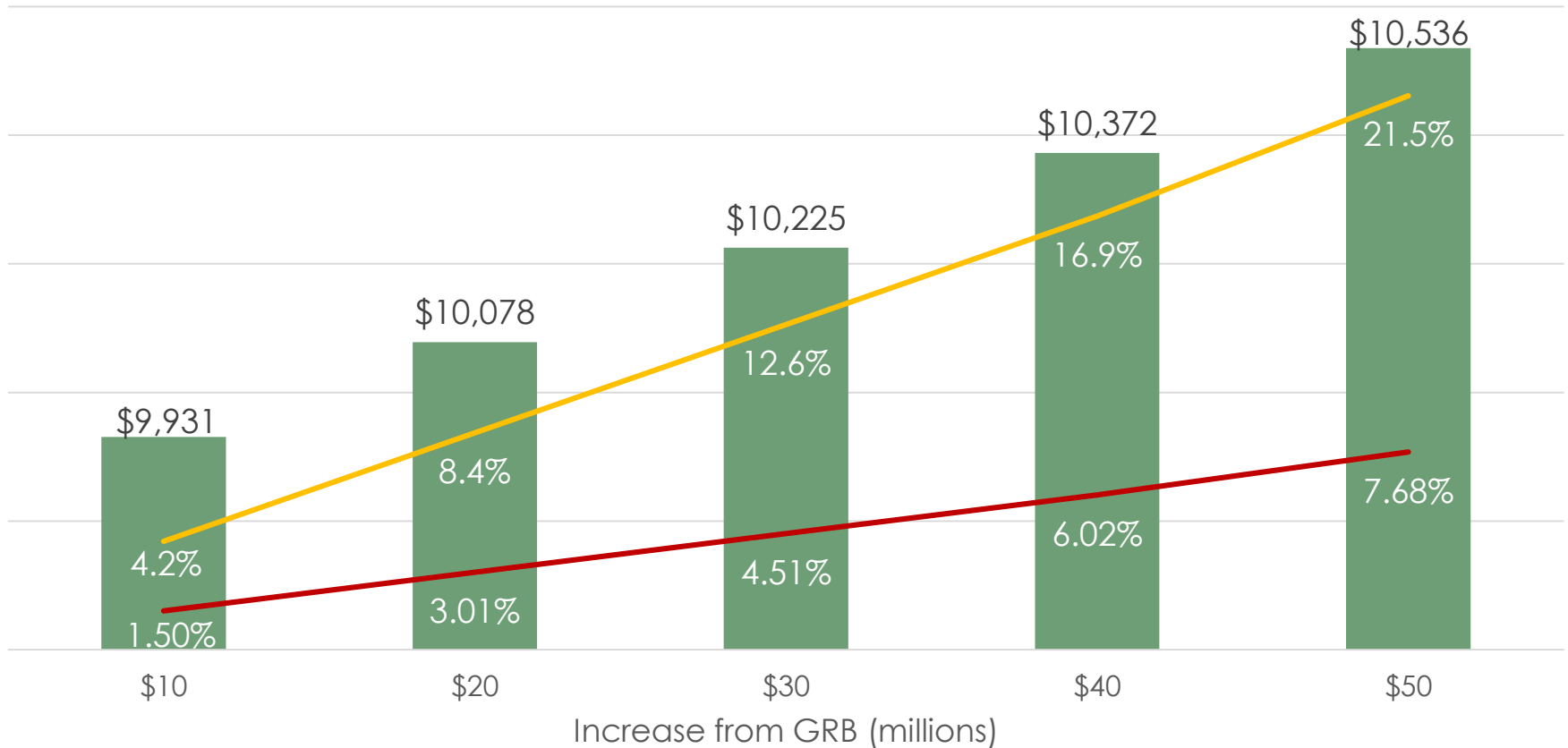


Source: HECC Office of University Coordination.

THIS BIENNIUM PRESENTS A UNIQUE OPPORTUNITY TO LEVERAGE INCENTIVES

FY18: An Opportunity to Leverage Degree Completion Incentive

Comparison against GRB (\$665M)



■ Projected Degree Incentive (\$) — Change in PUSF % — Change in Degree Incentive (%)

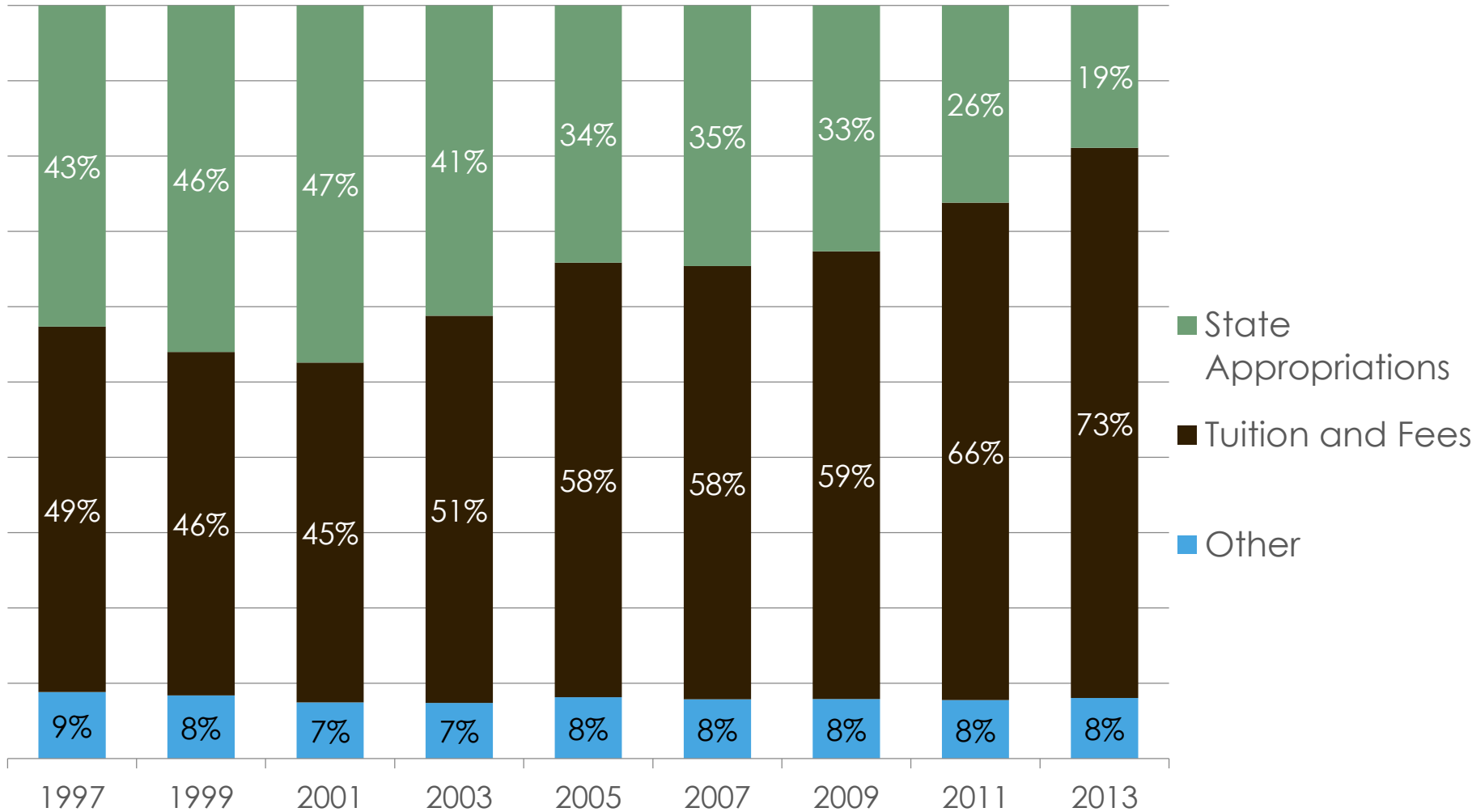
Source: HECC Office of University Coordination.



AFFORDABILITY AND INSTITUTIONAL COSTS

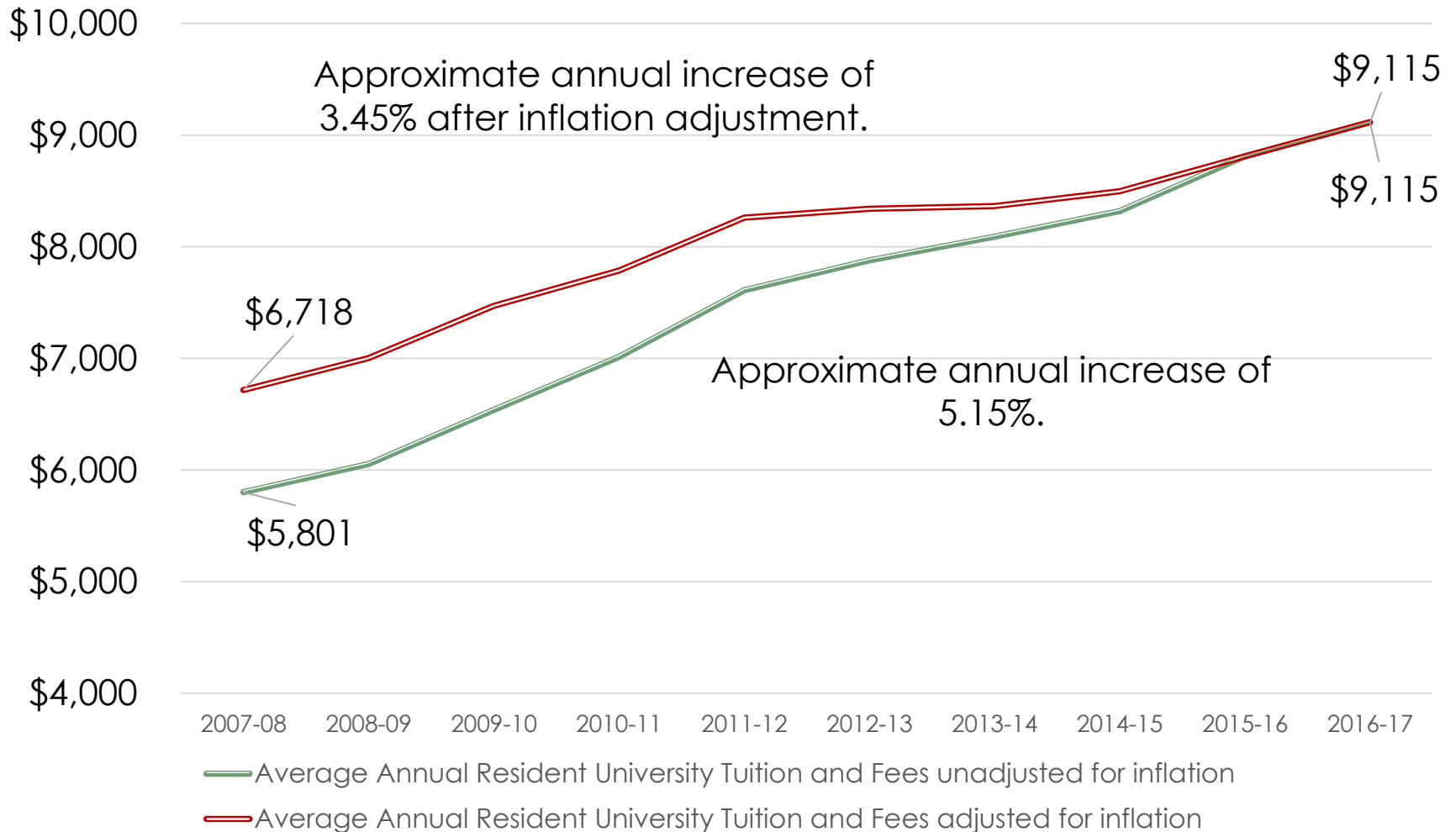
UNIVERSITY: SHIFT OF COSTS FROM STATE TO STUDENT

Public University Percentage of Total Revenue by Source



Source: OUS Institutional Research.

PUBLIC UNIVERSITY TUITION AND FEE INCREASES OVER TIME



Source: HECC analysis of university and HECC data.

Notes: Tuition and fees based on 15 credits. Inflation adjustment based on Portland CPI-U, 2015 dollars with the exception of 2016-17 which retains its current value.

AVERAGE STUDENT BUDGETS, OREGON PUBLIC UNIVERSITIES, 2016-17

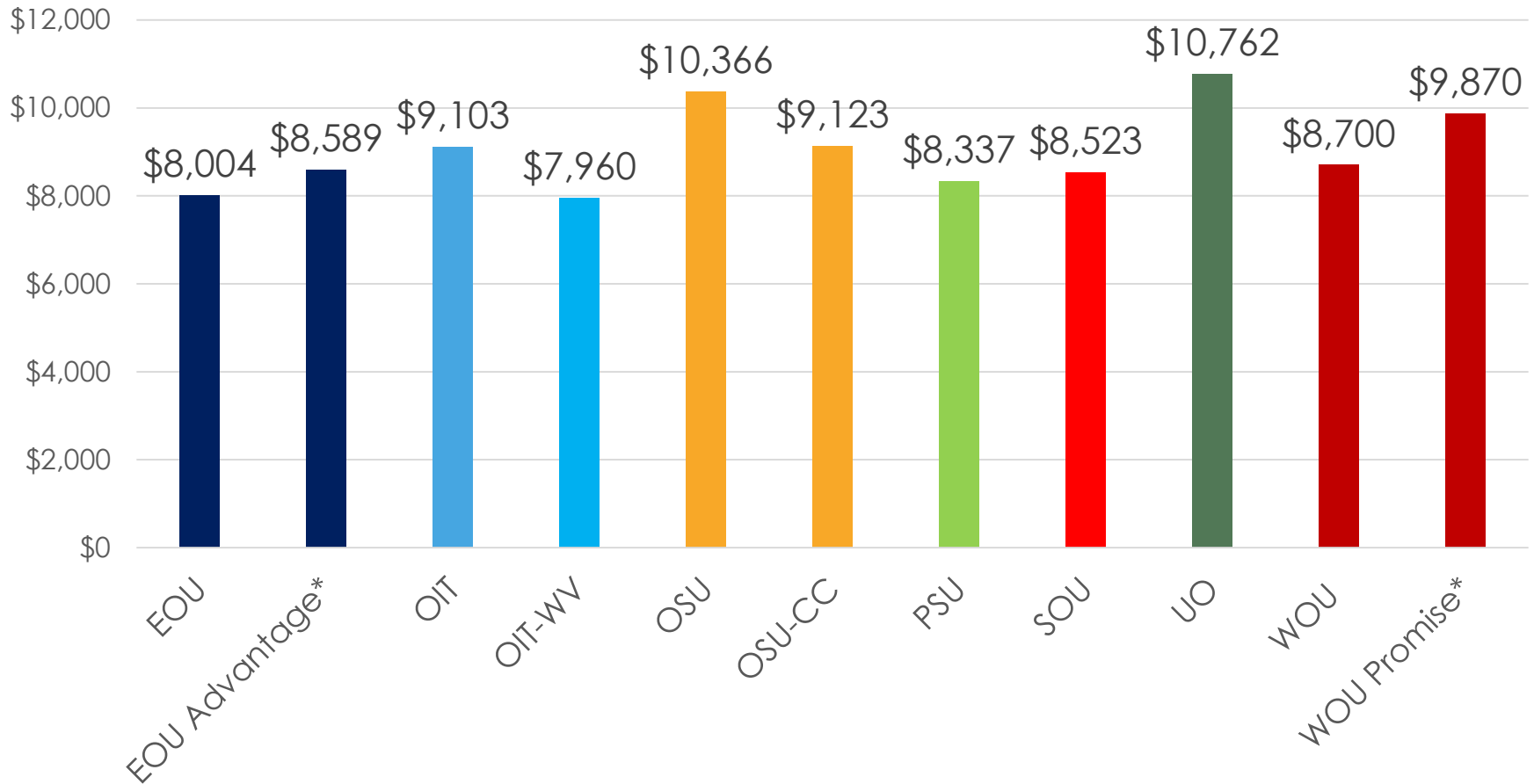
Tuition and Fees	Books and Supplies	Room and Board	Personal Expenses + Transportation	TOTAL
\$9,115	\$1,280	\$11,077	\$2,895	\$24,367

These are average estimates. Actual student budgets vary widely depending on student circumstances, from availability of housing options to the variety of books/supplies costs for different programs of study.

Source: Public tuition and fees: HECC Research & Data. All other figures: HECC-OSAC, 2016 Standard Student Budgets for Oregon Public Postsecondary Institutions:
http://www.oregonstudentaid.gov/osac-doc/Student_Budgets.pdf

CURRENT TUITION AND MANDATORY FEES FOR RESIDENT UNDERGRADUATES

Resident Tuition and Mandatory Enrollment Fees for the 2016-17 Academic Year (Full Time)

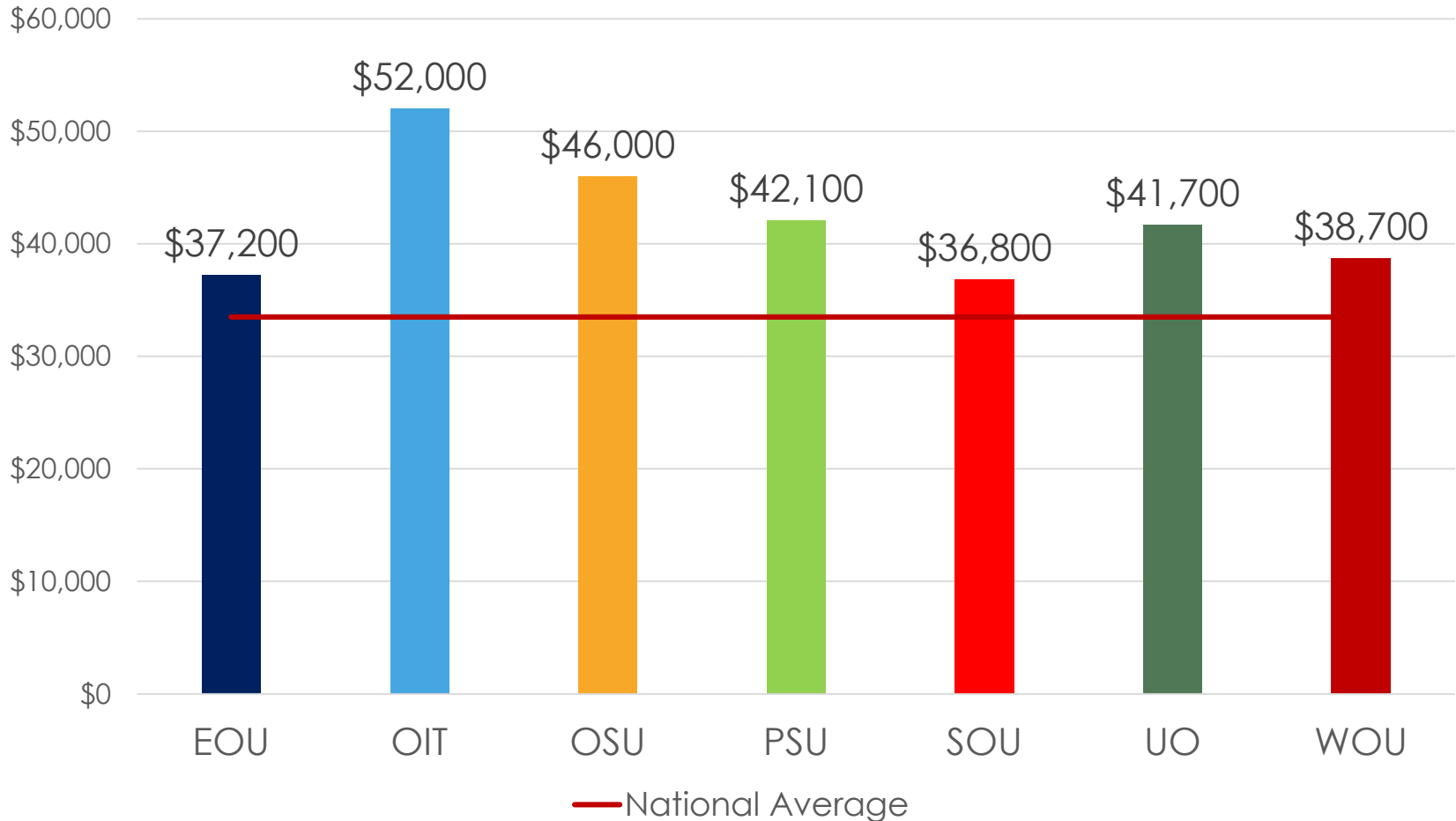


*=Entering Cohort Rate

Source: HECC Office of University Coordination

COLLEGE PAYS: OREGON STUDENTS EXCEED THE NATIONAL AVERAGE IN POST GRADUATE INCOME

Salary Ten Years After Entering for Federal Aid Recipients (National Average=\$33,500)



Source: College Scorecard (US Department of Education).