



INTRODUCTION: HIGHER EDUCATION IN OREGON

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Committee

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A vision for Oregon postsecondary education

*“The Higher Education Coordinating Commission (HECC) envisions a future in which **all Oregonians** -- and especially those whom our systems have underserved and marginalized – **benefit from the transformational power of high-quality postsecondary education and training.**”*

*“It is a future where **innovative colleges, universities, and training providers**, both public and private, help Oregonians to reach their highest potentials, **build trajectories to family-wage careers, foster a more just society, and break patterns of intergenerational poverty.**”*

*“It is a future where **postsecondary education fuels a resilient economy** by anticipating workforce needs and by fostering innovation, research, and knowledge. In the future we envision, all Oregonians enjoy well-lived lives thanks to the myriad benefits of postsecondary education and training...”*

From the HECC Strategic Framework, December 2017

State Postsecondary Education Structure

Public Board/Commission/Committee

State Agency

State Education Partners

Chief Education Office

State Board of Education
Oregon Department of Education

Teacher Standards and Practices Commission
TSPC Agency

Employment Department

Oregon Workforce Investment Board

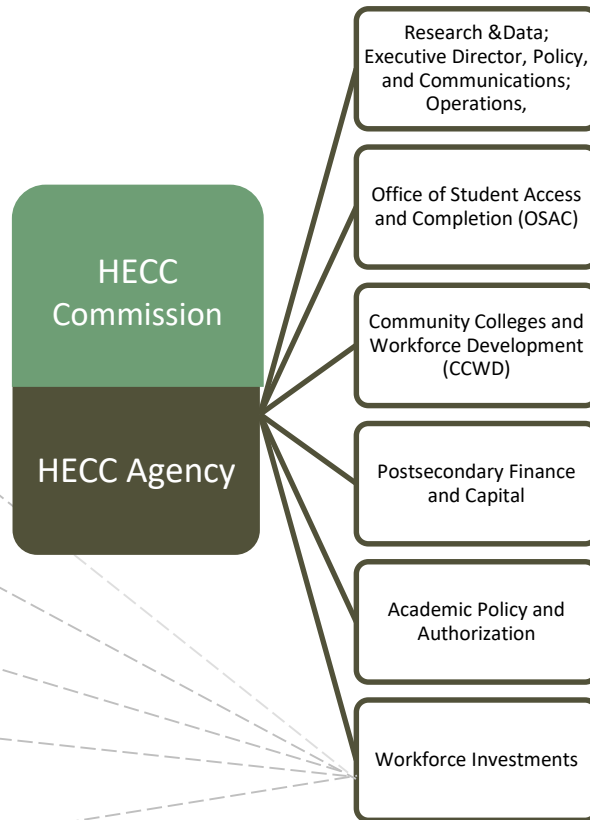
Oregon Youth Conservation Corps Advisory Committee

Oregon Volunteers Commission

STEM Investment Council

Higher Education Policy and Funding Coordination

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



Public Institution Governance

17 Community College Locally Elected Governing Boards

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

7 Oregon Public University Institutional Governing Boards (Governor-appointed, Senate-confirmed)

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

University Shared Services Enterprise

OHSU Board of Directors

OHSU

Four Strategic Action Areas Guide HECC's work to Achieve Four Key Goals

REPORTING to steer progress:

- Through advanced data analysis, evaluation, and reporting, HECC will build public and institutional commitment to meeting achievement goals and closing equity gaps.

FUNDING for success:

- HECC will develop an approach to state funding higher education and workforce that is directly linked to student success.

Streamlining Learner PATHWAYS:

- HECC will promote clear onramps to education and training, reduce barriers for transfer students, and link graduates with careers.

Expanding Opportunity through OUTREACH:

- HECC will develop a comprehensive outreach plan to ensure all Oregonians have access to affordable, relevant options for postsecondary training

Student
Success

Equity

Affordability

Economic and
Community
Impact

Key Postsecondary Education Needs and Themes – 2019 Legislative Session

Transform Lives, Build Economic mobility

- Ensure the economic, civic, and social well-being of our state and its residents, breaking long-term patterns of poverty, and transforming lives, families, and communities.

Eliminate Inequity and Ensure Opportunity for All

- Eliminating inequities in the postsecondary access and success of Oregonians will move Oregon forward, promoting success and resilience for all.

Protect Affordability of Public Colleges and Universities

- Protect and bolster the affordability of public postsecondary education for our state's residents of all economic backgrounds, especially for those who are most vulnerable to increased costs.

Ensure Oregonians can Navigate the Fast-Changing 21st Century Economy

- Ensure Oregonians can rely on postsecondary education and training at many points and in many ways throughout their lives to navigate the fast-changing economy.

Foster Smooth Pathways and Informed Investments of Time and Money

- Build cross-sector partnerships that smooth educational pathways, and ensure learners can make the best choices on their investment of money, time, and effort.



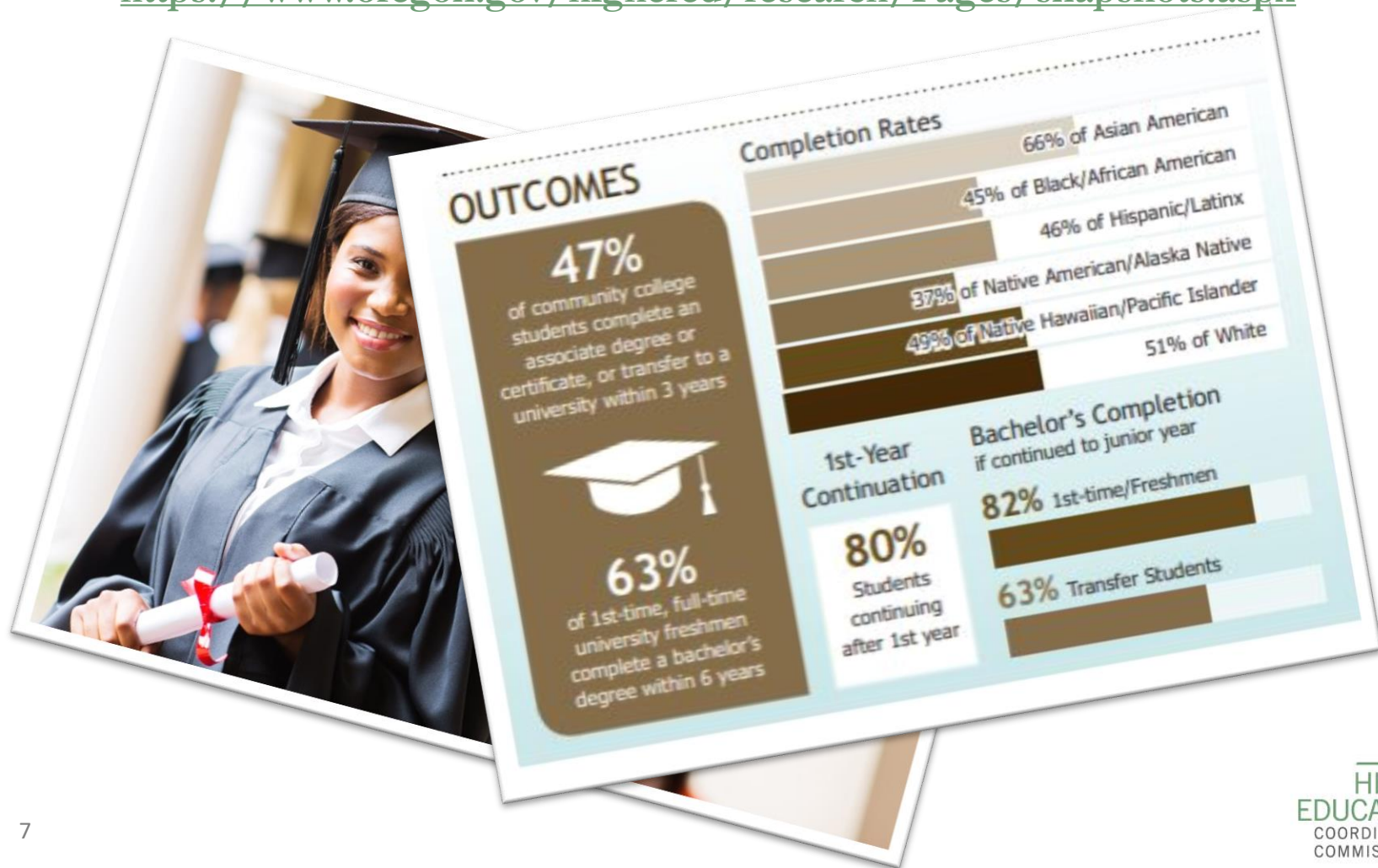
IMPROVING RETENTION/ COMPLETION

Highlights from
key initiatives

Reporting: Outcomes

HECC Statewide and Institutional Snapshots (Oregon Resident Students at Public Institutions, 2016-17)

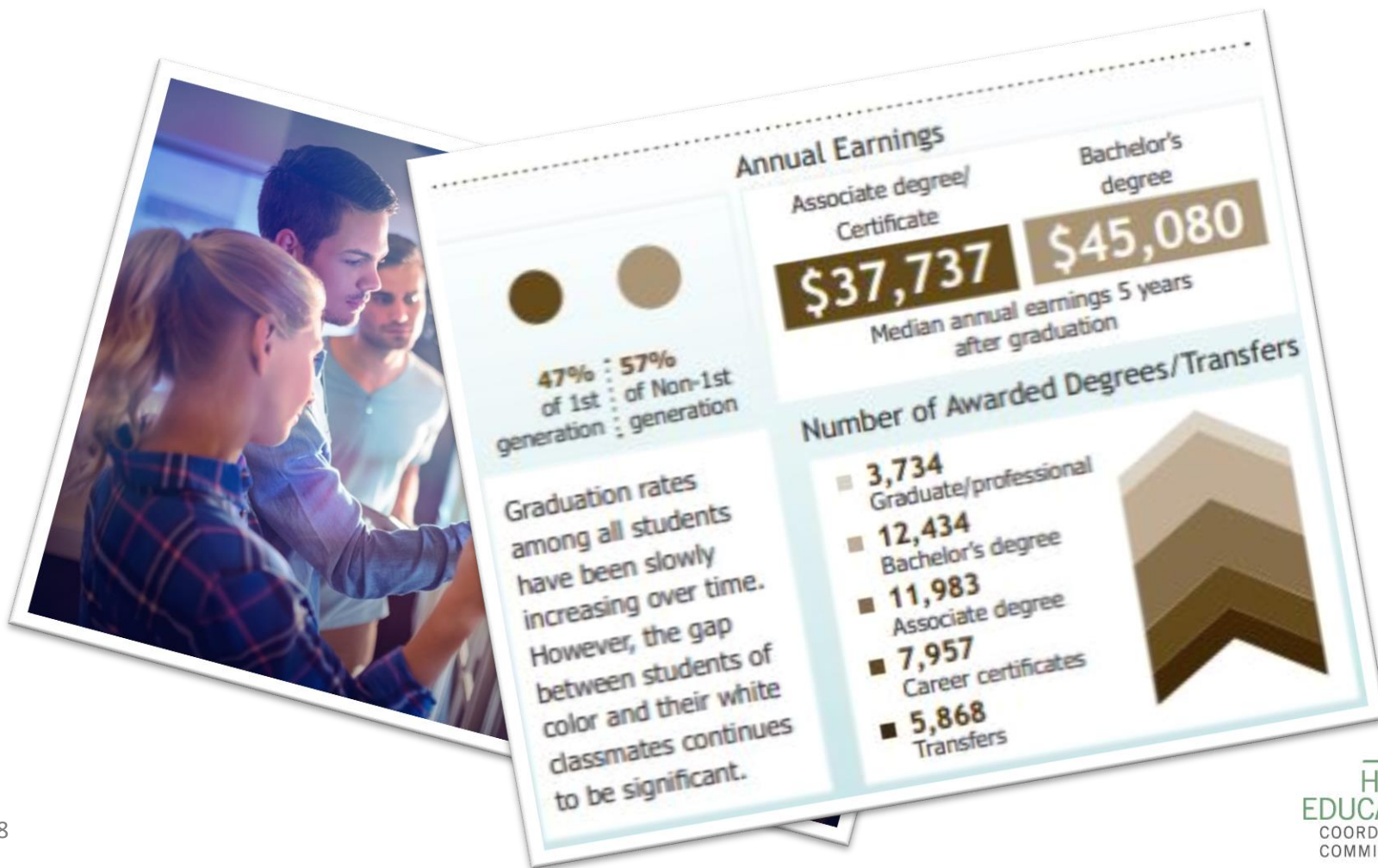
- <https://www.oregon.gov/highered/research/Pages/snapshots.aspx>



Reporting: Outcomes

HECC Statewide and Institutional Snapshots (Oregon Resident Students at Public Institutions, 2016-17)

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IMPROVING RETENTION AND COMPLETION

Highlights of a few key initiatives



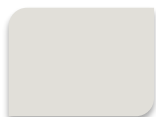
Opening the door: The Oregon Promise



Providing a better map: Guided Pathways, Career Pathways



Improving support: First-Generation Student Success Grants



Funding what matters: Outcomes-Based Formula Distributions



Smoothing the journey: Oregon Transfer Compass

Opening the door: the Oregon Promise

Student Eligibility



Recent Oregon high school graduate or GED® test graduate

2.5+ GPA
at HS graduation or
145 on all GED® tests



Oregon resident for at least 12 months prior to college attendance

90

credit limit, completed or attempted, including accelerated learning



Enroll for 6+ credits at an Oregon community college within 6 months of graduation

Apply

File a FAFSA/ORSA
File an Oregon Promise Application
Contribute a \$50 co-pay each term

Expected family contribution (EFC) may also be used as needed to control program costs

To maintain eligibility, students:

- Remain continuously enrolled for at least 6 credits each term
- File a complete FAFSA/ORSA application by published deadline
- Have earned fewer than 90 college credits

Opening the door: the Oregon Promise

Has Oregon Promise had a financial impact? **Yes.**

- More students statewide and at the colleges received public grants
- Federal aid increased by about \$8M over the first two years, compared to earlier rates

Has Oregon Promise expanded enrollment? **Probably.**

- The evidence is mixed, but even a slight expansion in enrollment is notable when college-going rates are declining because the economy is strong

Has Oregon Promise increased completion? **Not yet.**

- It's still early; many students are still enrolled
- Almost two-thirds of students have positive outcomes (credential, transfer, enrollment)
- However, many who are still enrolled in college lost eligibility, usually from a missed term
- Two-year outcomes are not higher than for recent high school graduates from earlier years

Has Oregon Promise affected equity? **Mixed.**

- Early results suggest racial/ethnic gaps in enrollment got smaller
- The design of the program means that most dollars go to students with less financial need
- Oregon Promise students may be less likely to be first-generation college students

Providing a better map: Guided Pathways

“Guided Pathways is an effort to provide students with clear, coherent education maps that include course sequences, progress milestones, and learning outcomes for any program of study. Guided Pathways assists students in understanding the steps they need to take to graduate with a degree or certificate.” – Linn-Benton Community College

10 community colleges in two cohorts currently transitioning to Guided Pathways model.

Technical assistance provided by Oregon Student Success Center and a national network coordinated by Jobs For the Future (JFF), with financial support from The Ford Family Foundation, Oregon Community Foundation, and Higher Education Coordinating Commission.

Providing a better map: Career Pathways

- Started in Oregon in 2004. All 17 community colleges participate
- A Career Pathway is a series of connected education and training programs and student support services that enable individuals to secure a job or advance in a demand industry or occupation.

Supports individual's progression along the education and career continuum = college completion and career advancement

Eases student transitions: K-12 – GED/ESL/pre-college—community college—university—workforce

Offers short-term stackable credentials leading to in-demand occupations and degrees

Integrates student support services

Responds to sector strategies, employer partnerships, and industry demand

Improving support: First-Generation Student Success Grants

Created by HB 3063 (2015) and funded with \$3.1M this biennium

Modelled after successful “Future Connect” program model developed by Portland Community College and its partners

Funded programs must include three elements: financial support for students, advising & mentoring of students, and connecting students to cohorts of peers

13 community colleges funded in 2017-19

Funding what matters: Outcome-Based Formula Distribution

Since 2015, the HECC has distributed state funding to public universities significantly on the basis of degree completion

Public university 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:

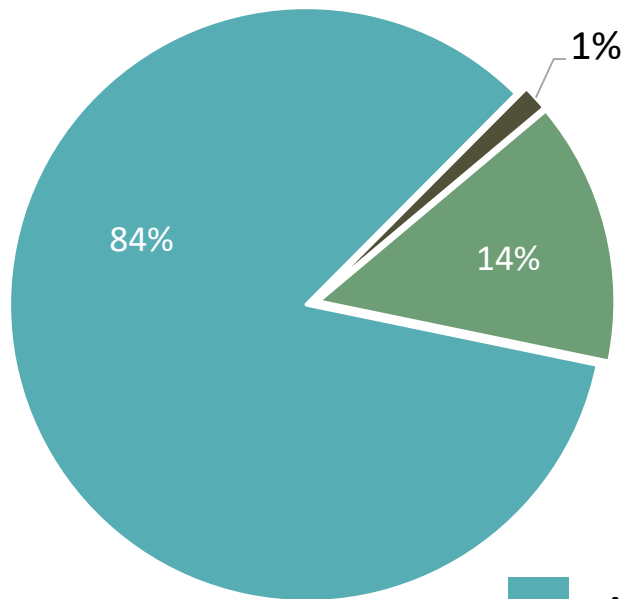
- Low income, underrepresented minority, rural, and veteran students

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

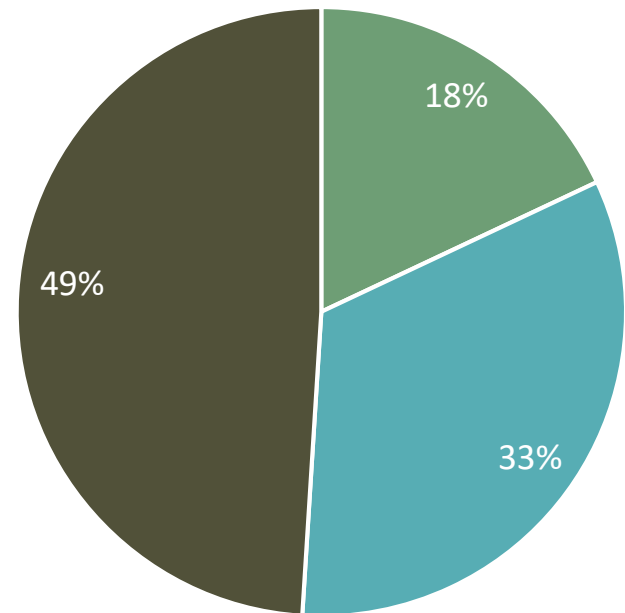
- STEM, Healthcare and Bilingual Education




Funding what matters: Outcome-Based Formula Distribution

**Public University Support Fund
FY 2015
\$276.2 M**

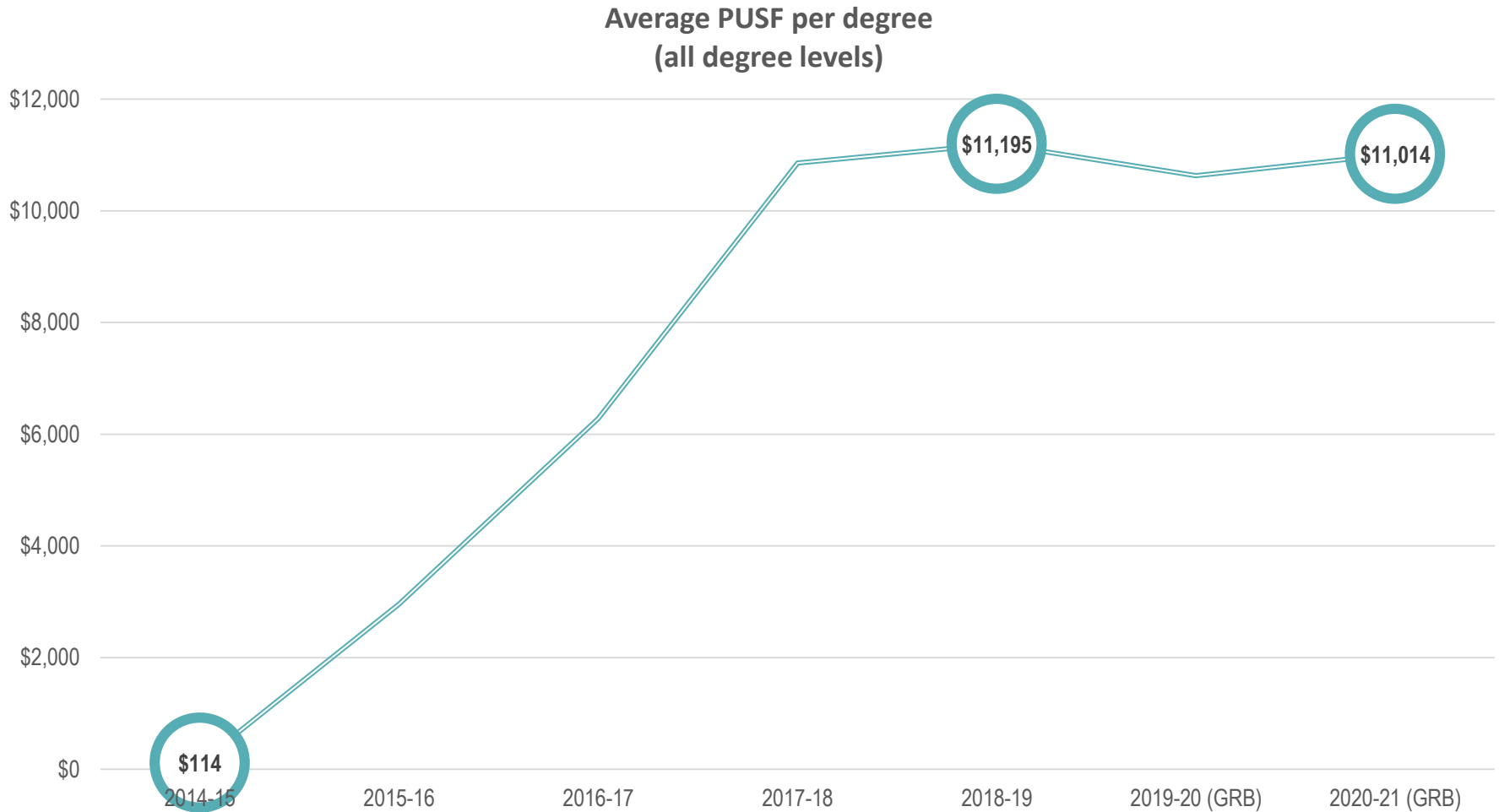


**Public University Support Fund
FY 2021 (GRB)
\$375.8 M**



-  Activity-based
-  Outcomes
-  Mission differentiation

Funding what matters: Outcome-Based Formula Distribution

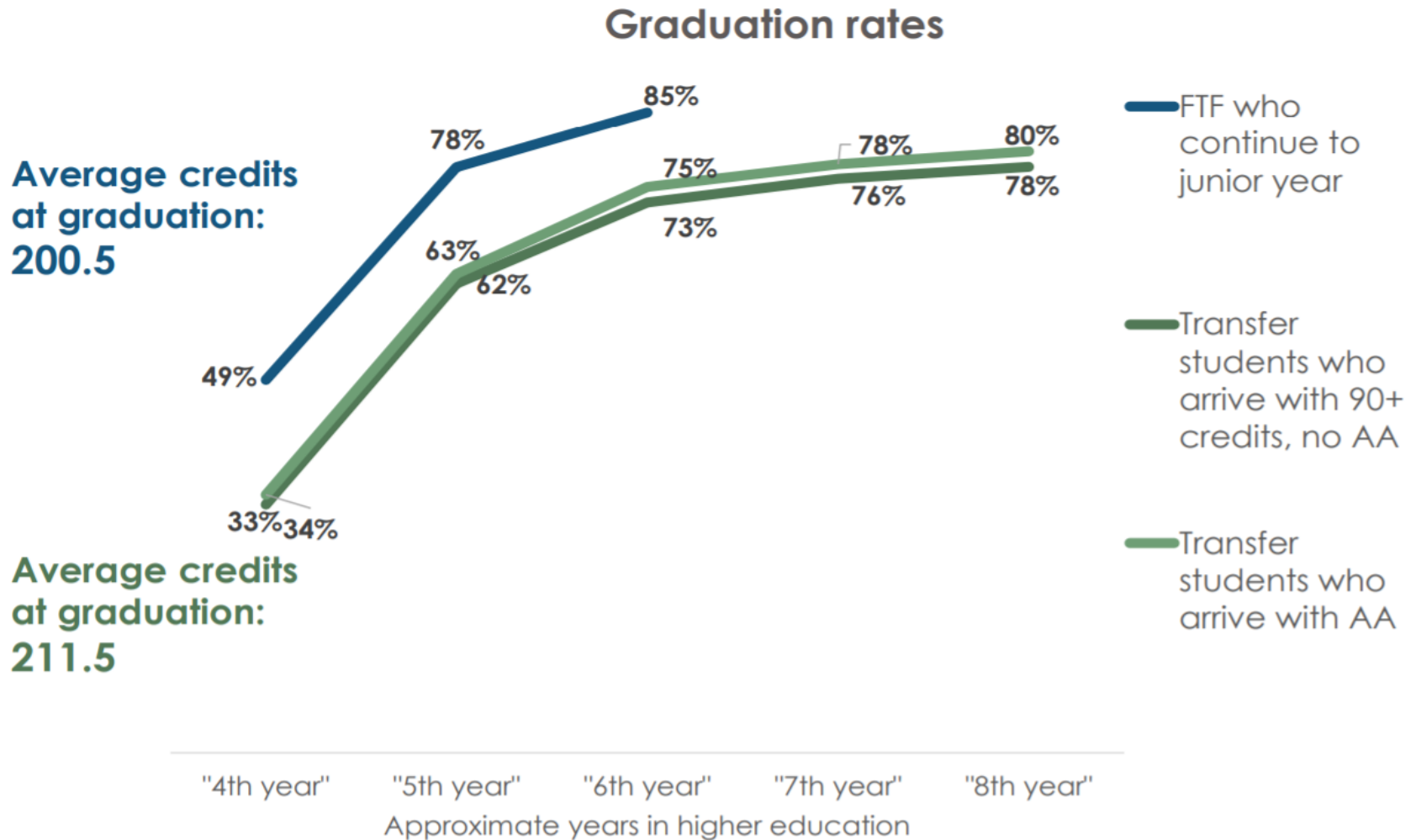




SMOOTHING
THE JOURNEY:

THE OREGON
TRANSFER
COMPASS

Oregon Transfer Before HB 2998 (2017)



HB 2998 (2017): Main Mandates

Foundational Curricula (now called Core Transfer Map)

- Available to students by 2018-19 academic year
- At least 30 credits
- All credits transfer and count toward degree requirements

Unified Statewide Transfer Agreements (USTAs) (now called Major Transfer Map)

- Major-specific pathways
- Transfer students have equivalent standing in the major as native university students upon transfer
- First by Dec. 1, 2018, second by Apr. 1, 2019, third by Dec. 1, 2019

Rebranding: Oregon Transfer Compass



- The HECC worked with HB2998 Transfer Workgroup members, and community college students
 - Developed a logo, color scheme, and font
 - Based on the state of Oregon's flag colors
- The Oregon Transfer Compass includes all of Oregon's statewide transfer tools, including:
 - AAOT/ASOT
 - OTM
 - HB2998 mandated tools



Oregon Transfer & Articulation Committee

Transfer oversight group representing faculty, administrators, and advisers from community college and universities

Charged with:

- Maintaining alignment of transfer tools and degrees
- Communication, coordination, and implementation guidance
- Mediation of student complaints regarding student transfer
- Policy consultation

Major Transfer Map Requirements

90 credits (unless different optimal transfer point identified)

Major-specific

Credits apply to bachelor's degree requirements in the major

Intended for students who know their major

Build upon a Core Transfer Map

First four:

- Biology
- Business
- Elementary Education
- English Literature

Next Steps

Finalize the first group of Major Transfer Maps (MTM)

Select majors and begin convening process on next set of Major Transfer Maps

Finalize MTM approval and agreement process

Determine, build, and implement the necessary database and communications tools required to communicate transfer work to students, advisors, and others