

MEMORANDUM

To: Co-Chairs McLain and Frederick, Ways & Means Subcommittee on Education

From: Cam Preus, Executive Director

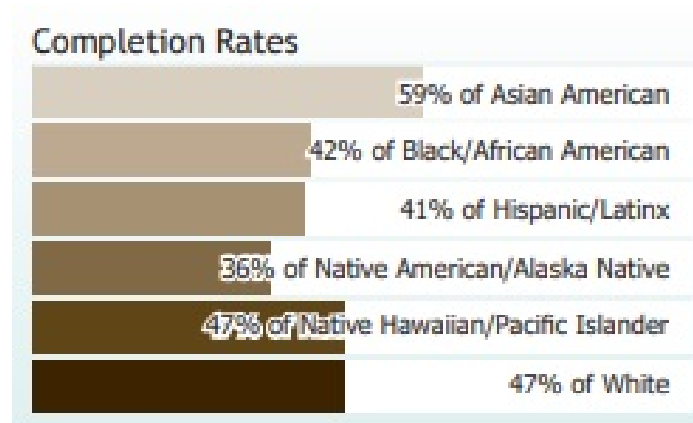
Date: March 27, 2019

Re: OCCA Ways and Means Presentation Responses

Below are responses to questions asked by the Ways and Means Subcommittee on Education during the Oregon Community College Association (OCCA) presentation on March 25, 2019.

- Rep. Alonso-Leon asked to see the total enrollment by each ethnic group and of that, the percentage of students that are completing?

Below is a graphic that depicts the degree-seeking cohort completion rate for Oregon's community colleges broken down by race and ethnicity. For community colleges, a completion is the awarding of an associate degree or career certificate, or the transfer to any 4-year university nationwide. Completion rates are the percentage of students with one of these completions among the students who were new to the institution in fall 2010, were not enrolled in dual-credit/ accelerated learning courses, and earned at least 18 quarter credits over 2 years or earned an award requiring fewer than 18 credits. This information can also be found on slide 201 of the HECC powerpoint deck.



It is worth noting that the completion rate among those with more than one racial/ethnic group is 48 percent and among those not reporting a racial/ethnic group is 48 percent.



Oregon Community College Association
260 13th Street NE, Salem, OR 97301
Phone: (503) 399-9912 Fax: (503) 399-9286
<http://www.occa17.com>

- Rep. Drazan had a question regarding Linn Benton Community College's pilot of multiple term course registration and whether or not it had an impact on student time to completion.

Judith Scott-Clayton, of the Community College Research Center, exemplified the myriad of obstacles facing students that multiple term registration seeks to address:

" They [students] must choose how many courses to take and when to take them, based on course descriptions that may provide only partial information about course content and difficulty, and program descriptions that provide little guidance about which courses should be taken when. On top of this, students may have to make tradeoffs depending upon the vagaries of class schedules and work schedules. Logistically, just obtaining all of the information needed to make wise course choices can be difficult. Information about course content and prerequisites is often located in one place, while course schedules are in another place, and the requirements for specific degree programs are spelled out in yet another location" (p. 5, 2011).

While Linn Benton is just beginning their pilot of multiple term course registration, there is evidence from other institutions- community colleges as well as universities- around the country that multiple term registration increases student persistence and ultimately success.

- Rep. Drazan asked how the funding, or not, of the two policy option packages - \$70 Million for CTE and \$70 Million for student services/wrap-arounds- would impact tuition increases?

To maintain current levels of service and to keep tuition increases to 3.5 percent or below on average statewide, colleges need to the Community College Support Fund (CCSF) to reach \$646.7 million. This is also the level of funding in the Governor's investment budget. Colleges are also seeking two separate \$70 million investments to both expand Career and Technical programs and the also to expand student success programs and wrap-around services. These investments would be dedicated to those specific purposes and would not have an effect on tuition.

While the two \$70 million requests do not affect tuition, should the base not be funded at \$646.7 million, a mix of program cuts and further tuition increases would be necessary. It would be extremely difficult for colleges were they to reach only the Co-Chairs budget level of \$590 for the CCSF but then also receive \$70 million to expand CTE programs, for example. In that case colleges would be simultaneously trying to cut and expand programs, which would add even more pressure on tuition revenue. Both the programs cuts that would be required and the additional increases to tuition would work to undermine the goal of investing \$70 million to double the annual number of CTE graduates from community colleges across the state. Colleges first need the CCSF to reach \$646.7 million before they can fully realize the goals intended in the two additional \$70 million investment packages.

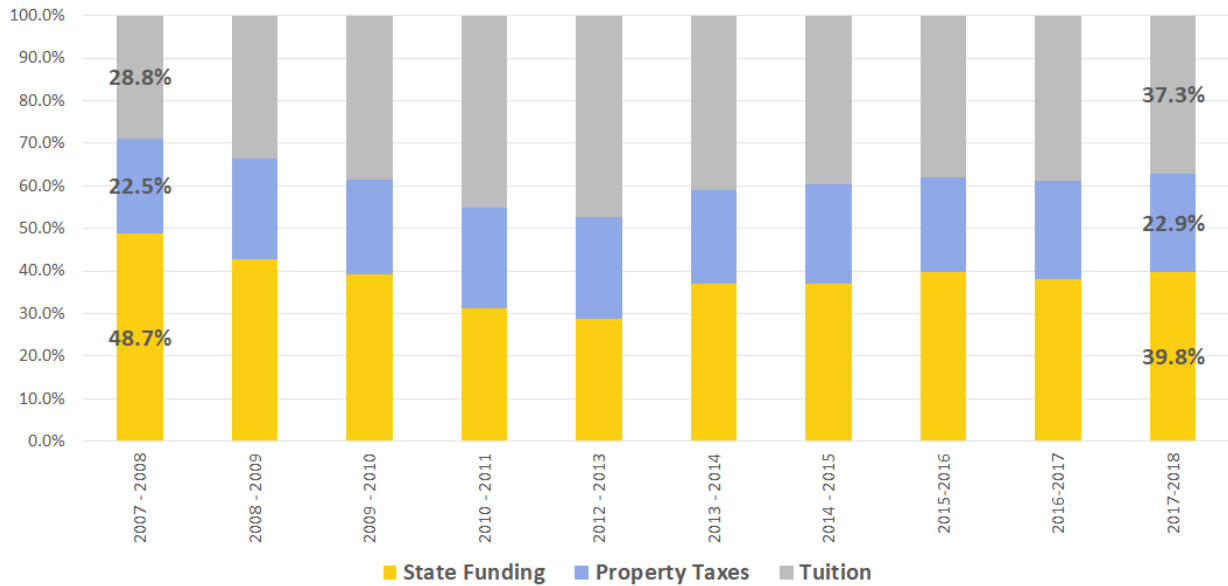
- Sen. Roblan asked where does Oregon Opportunity Grant (OOG) and Oregon Promise funding show up in community college budgets?



Oregon Community College Association
 260 13th Street NE, Salem, OR 97301
 Phone: (503) 399-9912 Fax: (503) 399-9286
<http://www.occa17.com>

The OOG and Oregon Promise are awarded to students and thus are not revenue for community colleges. The chart below highlights the three sources of revenue for community colleges: tuition, property tax and state appropriation (CCSF). To be technical, one could say that student financial aid shows up in the “tuition” portion.

Of note, the total headcount in Oregon community colleges was 272,254 in the 2017-18 academic year; that same year there were 9,530 total Oregon Promise recipients enrolled, or 3.5 percent of the total student enrollment.



Rep. Meek asked to see tuition paid by students since 1999 until now in inflation adjusted dollars. The chart below was provided by the HECC and shows the tuition adjusted for inflation from 2003-04.

