

Highlights of Oregon Landscape Study

Presented to Senate Education Committee

December 8, 2022

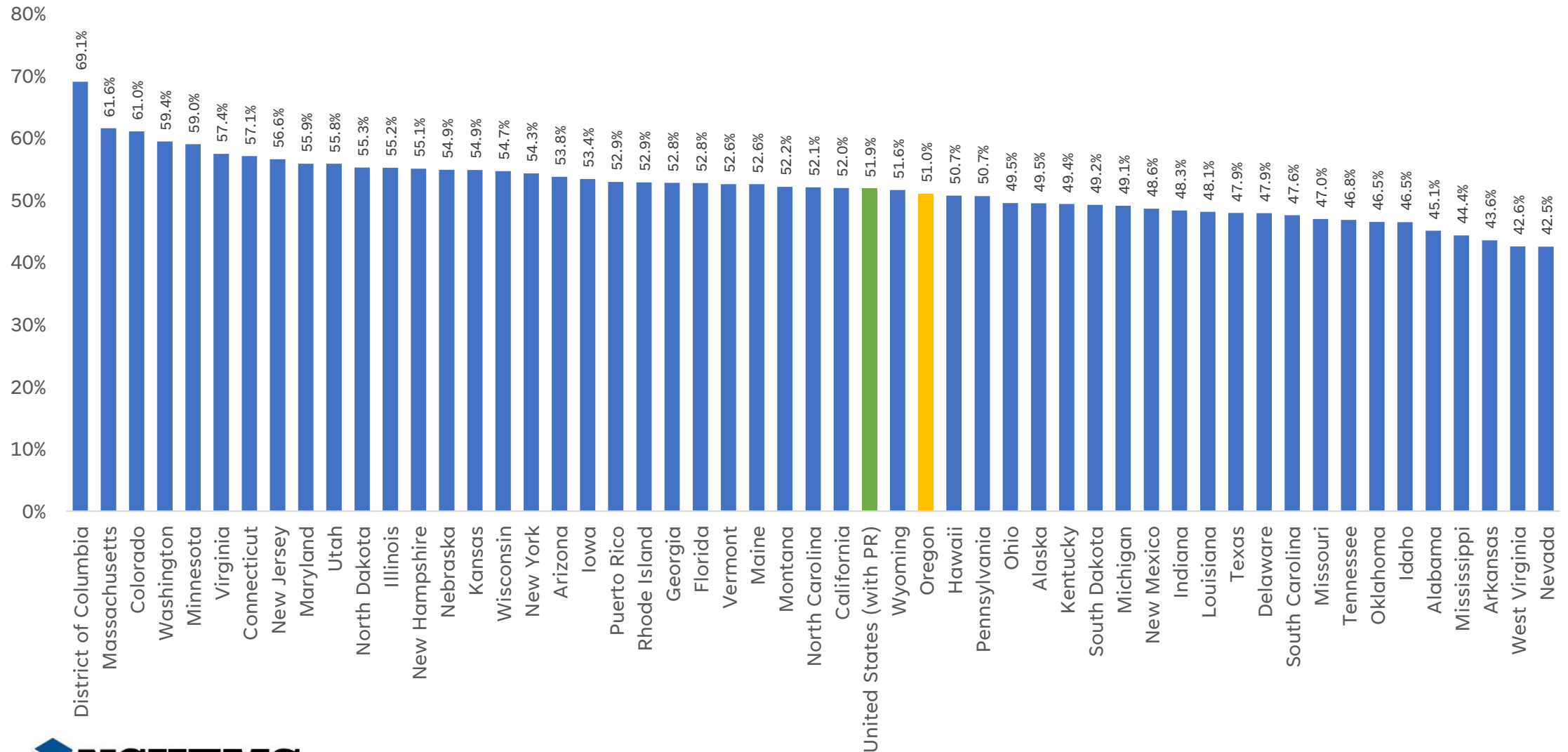
Point 1

- Oregon starts from a position of competitive disadvantage
 - In education attainment of workforce—especially with regards to attainment levels of underrepresented populations
 - In its inability to convert a “new economy” industry base into higher per capita income for its residents
 - In research capacity that can drive economic diversification and expansion
- Conditions are very different in different parts of the state
- The state does not have a statewide plan that provides direction to the development of additional higher education capacity

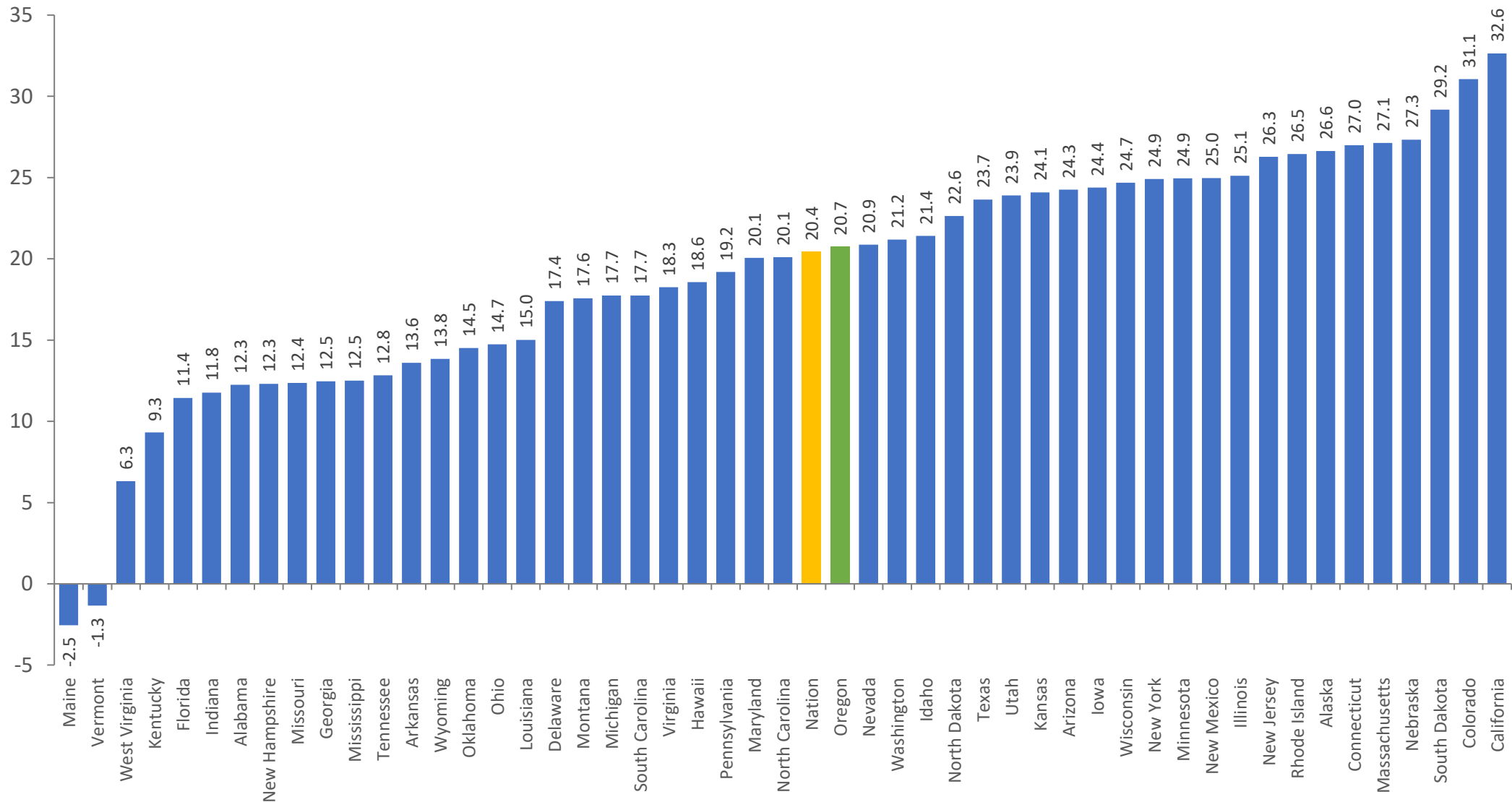
Comparing the United States with Nations and Individual States in the Percentage of Young Adult Degree Attainment (Ages 25-34), 2019

U.S. States	%	OECD Country
	↑	Korea (69.8)
Massachusetts	60	Canada (63.0), Japan (61.5)
	58	
New York	56	
Minnesota, New Jersey		Ireland, Lithuania, Luxembourg
	54	
Colorado, Illinois, Nebraska		Switzerland, Australia
Connecticut, Virginia, Maryland	52	United Kingdom
Rhode Island, Vermont, New Hampshire	50	United States
Washington, Pennsylvania, Iowa, Wisconsin, Kansas		Netherlands, Norway
North Dakota, South Dakota	48	Sweden, France
Montana		Belgium, Denmark, Israel, Spain
Maine, California	46	
Utah, Hawaii, Missouri, North Carolina		
Oregon	44	Slovenia, Latvia, New Zealand, Poland
Michigan, Georgia, Ohio, Florida		Estonia
South Carolina, Tennessee	42	Greece, Iceland, Finland, Austria
Delaware, Texas		
Indiana	40	
Wyoming, Kentucky		Slovak Republic
Idaho	38	
Alabama, Arizona		Portugal
Mississippi	36	
New Mexico, Louisiana, Alaska		Turkey
Oklahoma, Arkansas	34	Chile
West Virginia, Nevada		Germany, Czech Republic
	32	
		Costa Rica, Hungary
	30	Columbia
	28	Italy
	26	
	24	Mexico
	22	

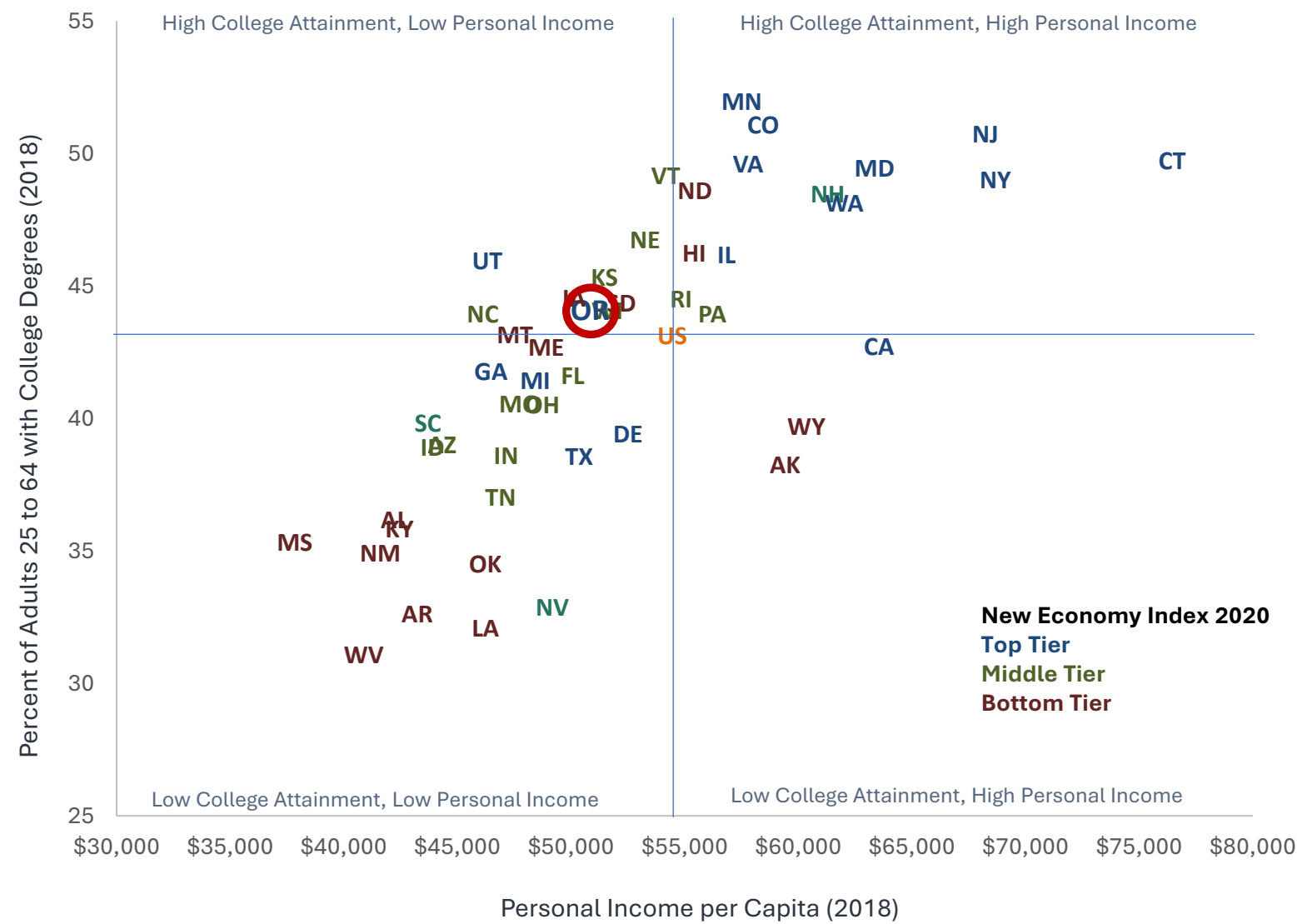
Percent of Residents Ages 25-64 With A High-Quality Certificate or Higher, 2021



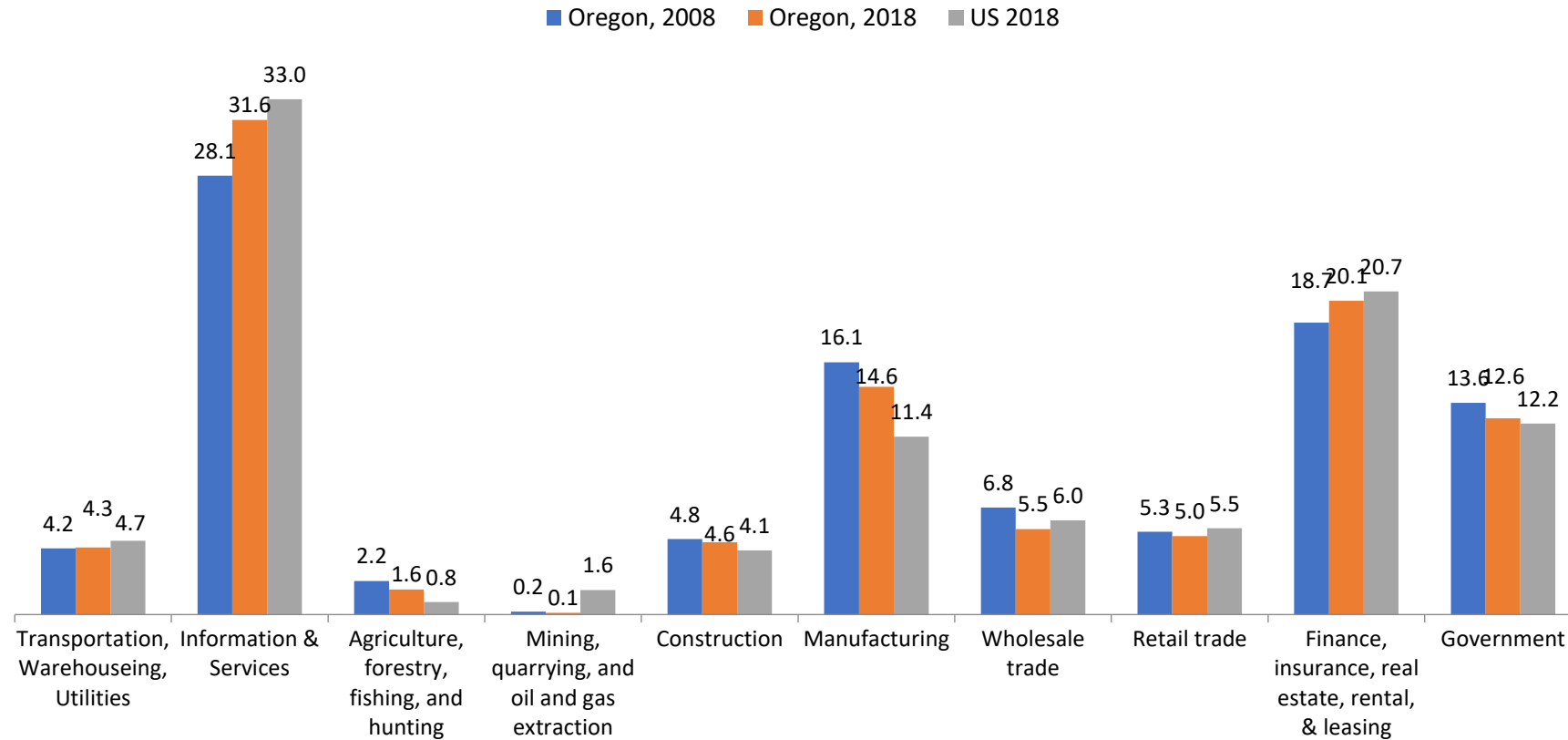
Difference in College Attainment Rates Between Whites and Underrepresented Minorities, Ages 25-64, 2021



The Relationship Between Educational Attainment, Personal Income, and the State New Economy Index

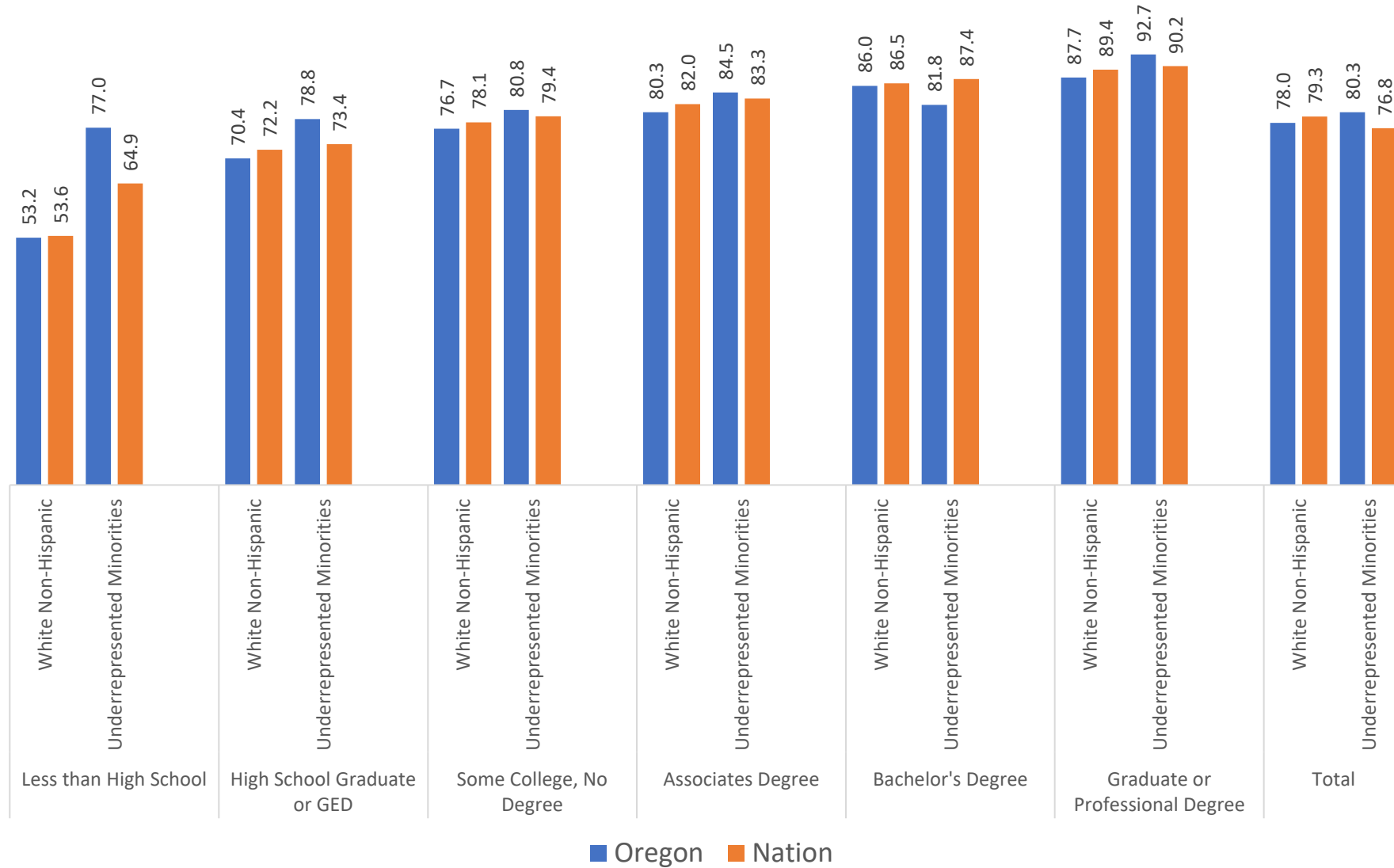


Percent of Total Gross State Product by Industry and Comparison to U.S.

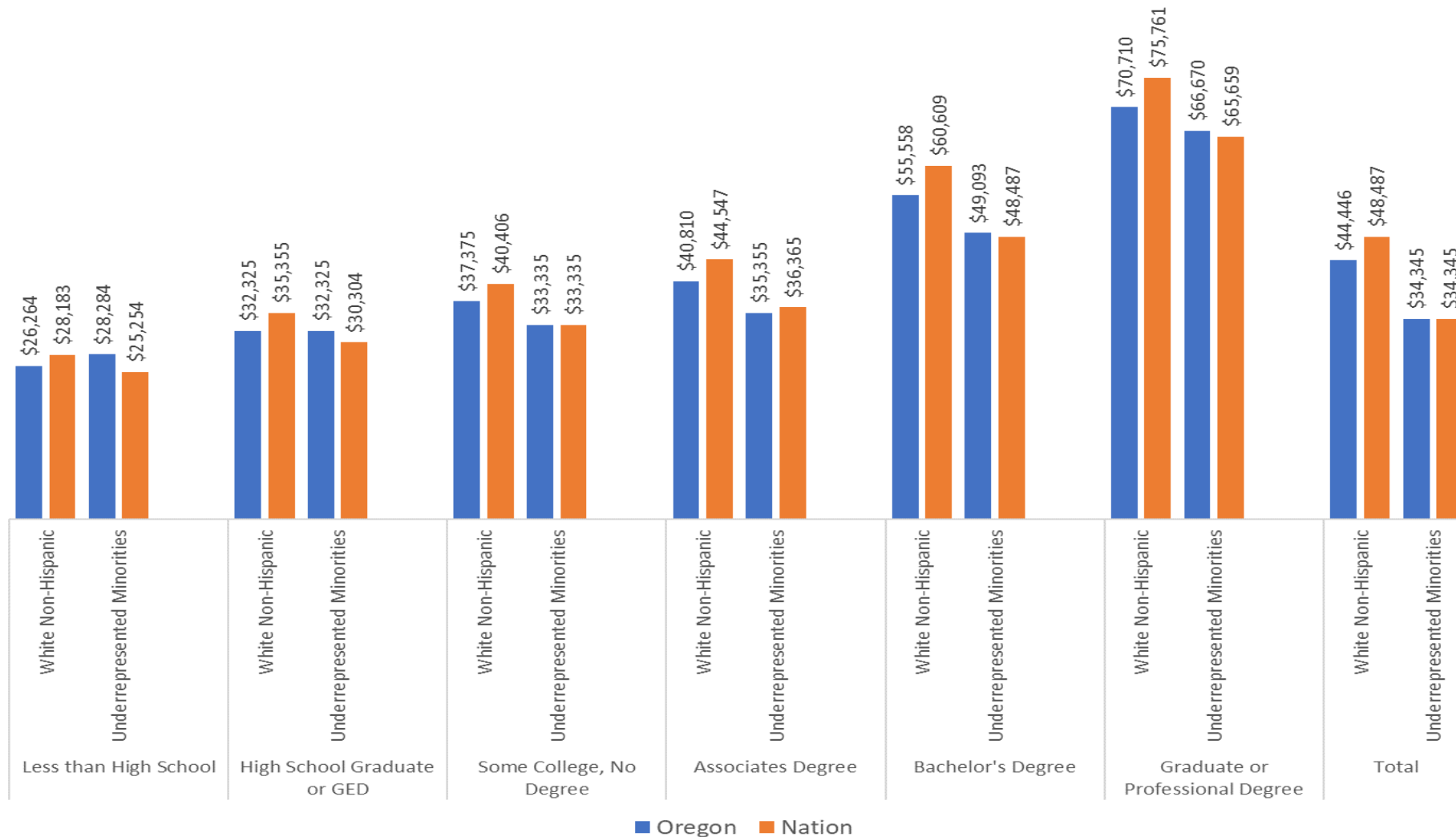


Source: Bureau of Economic Analysis.

Percentage of Working-Aged Adults (25 to 64) Participating in the Workforce – by Education Level and Race/Ethnicity Group, 2019

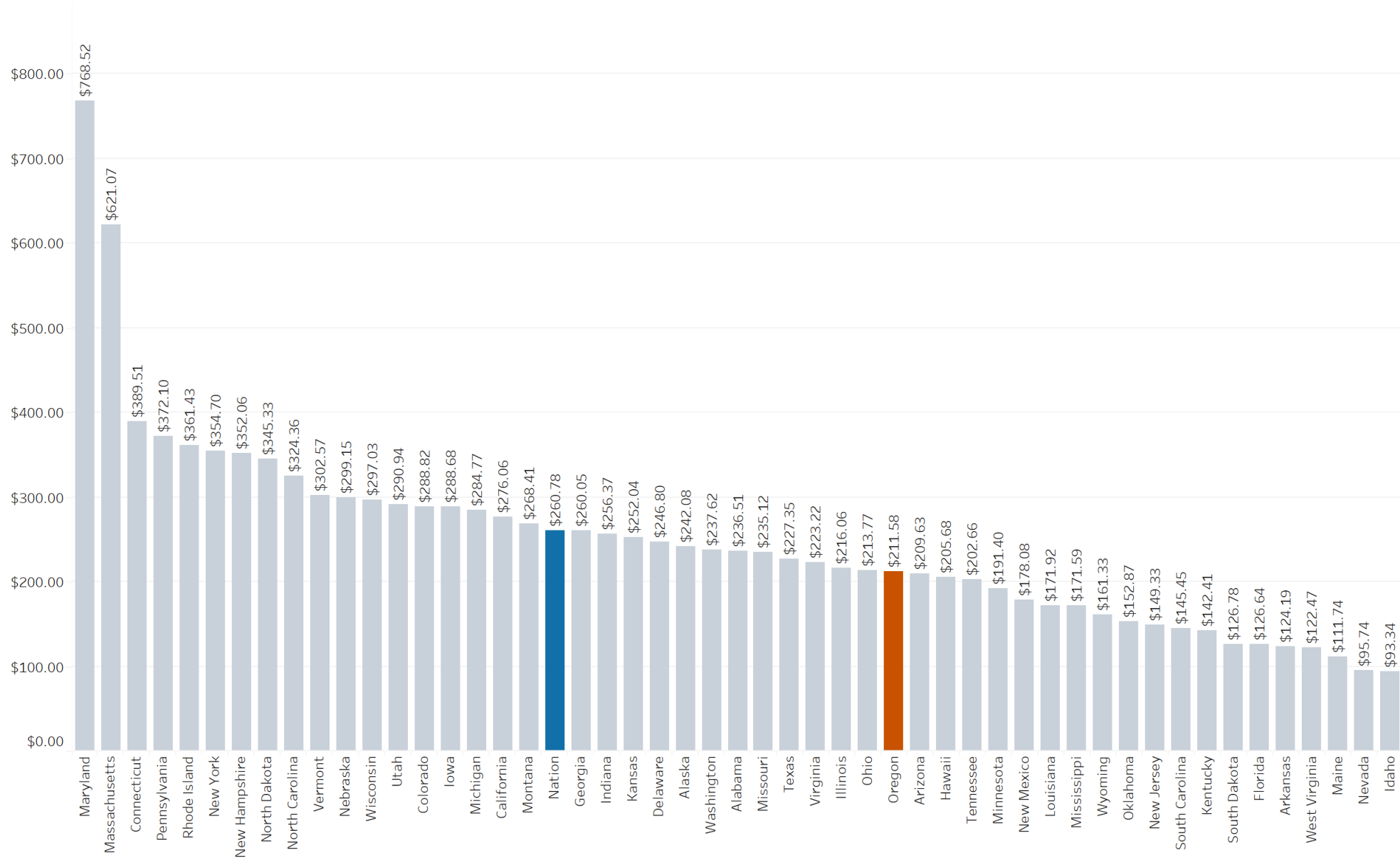


Median Annual Wages for Employed Workers Aged 25 to 64 by Education Level and Race/Ethnicity Group (2019)

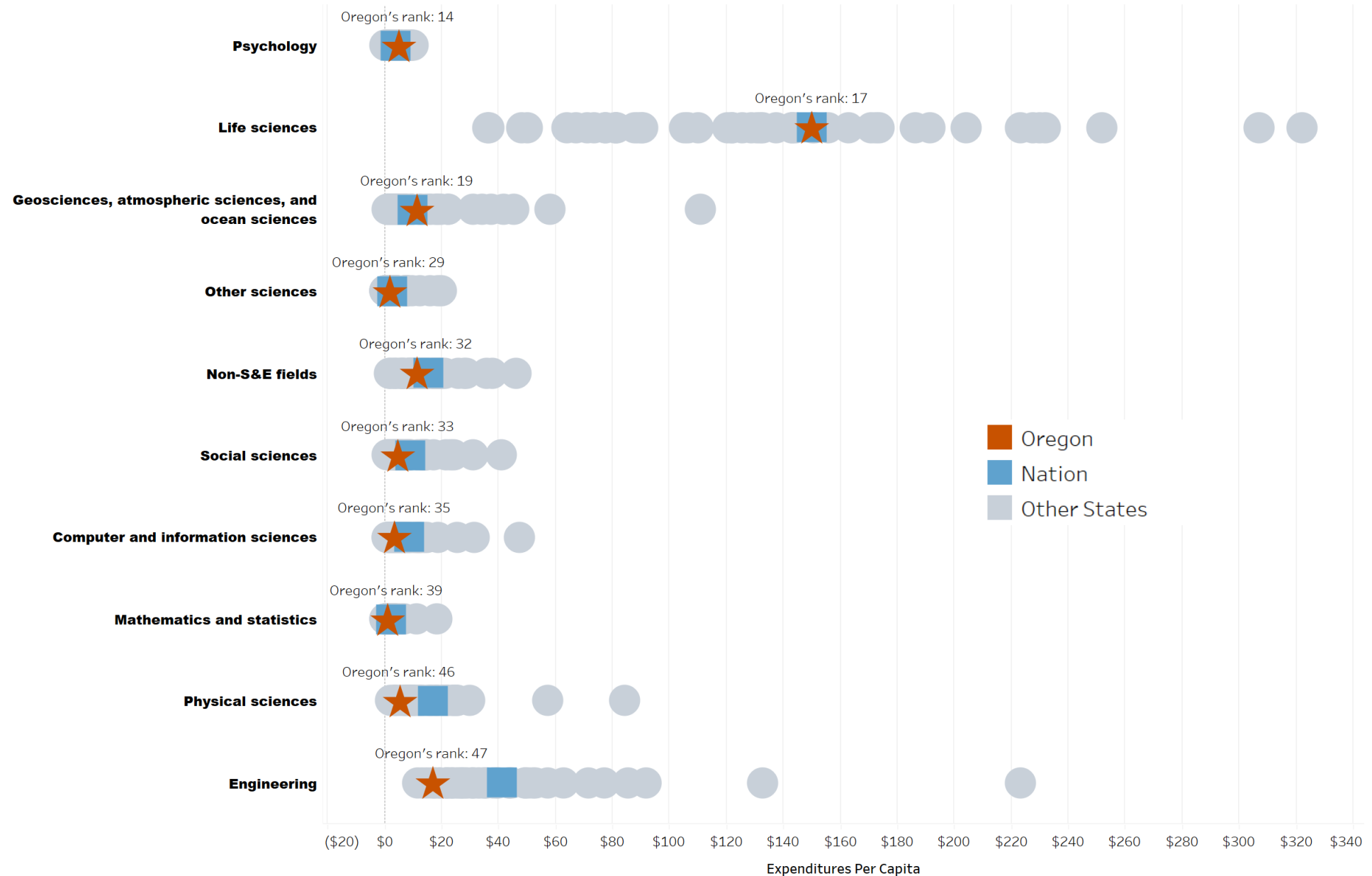


Per Capita Research Expenditures by State, 2020

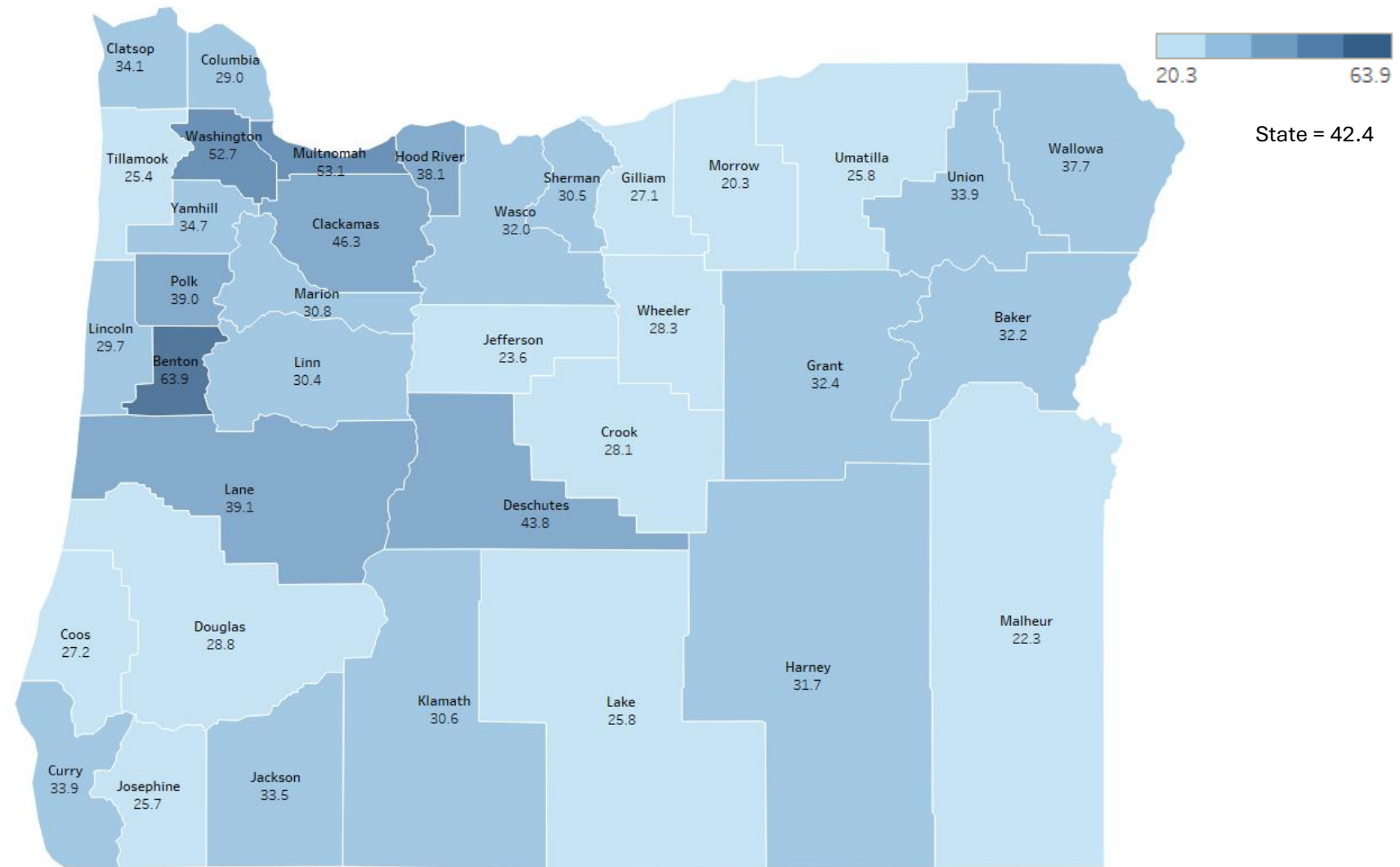
Federal and Non-Federal Sources at all institutions



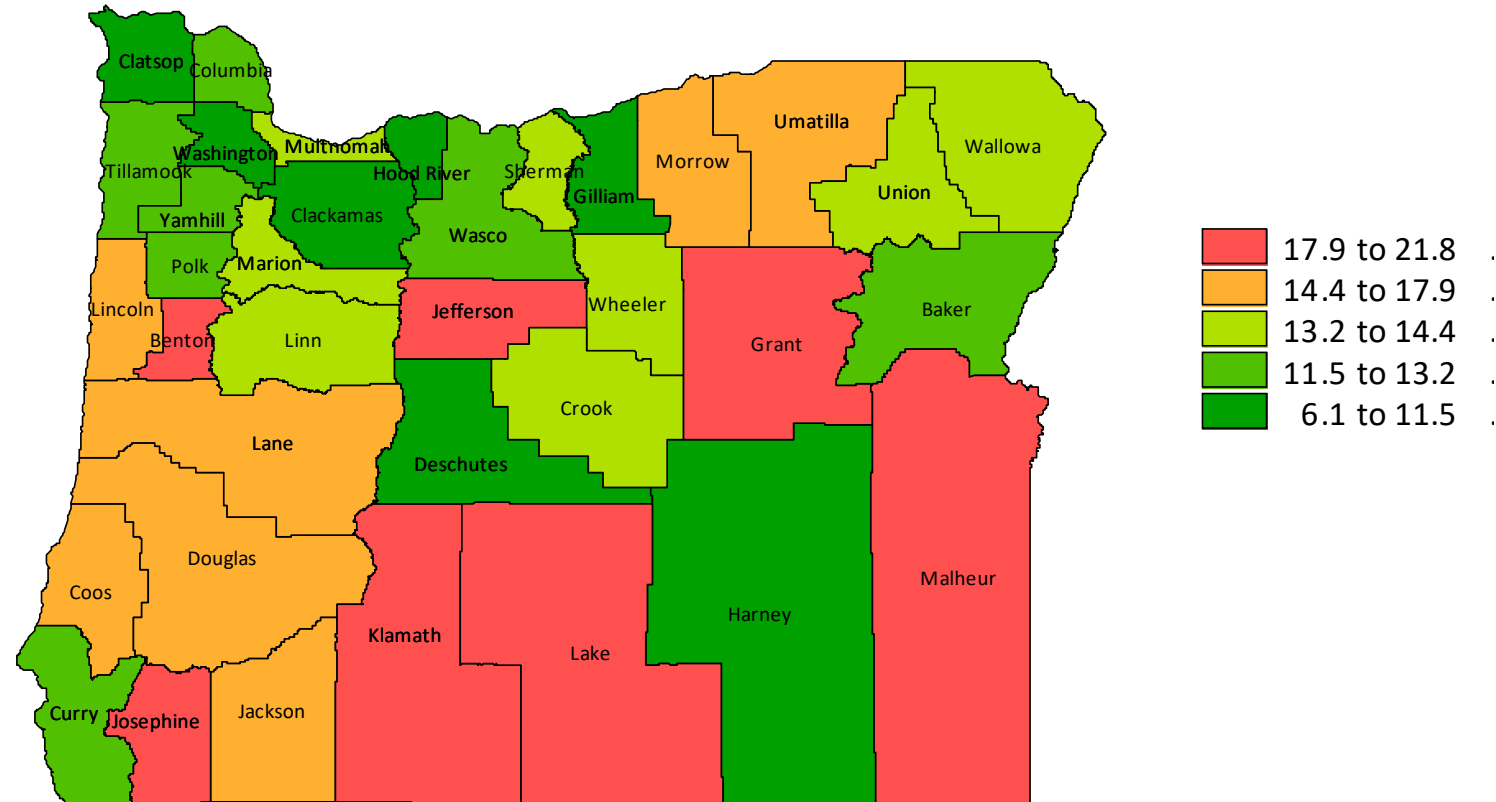
Per Capita Research Expenditures by Field, Oregon compared to other states



Percent of Adults Aged 25-64 with College Degrees – Associate & Higher – by County (2013-17)



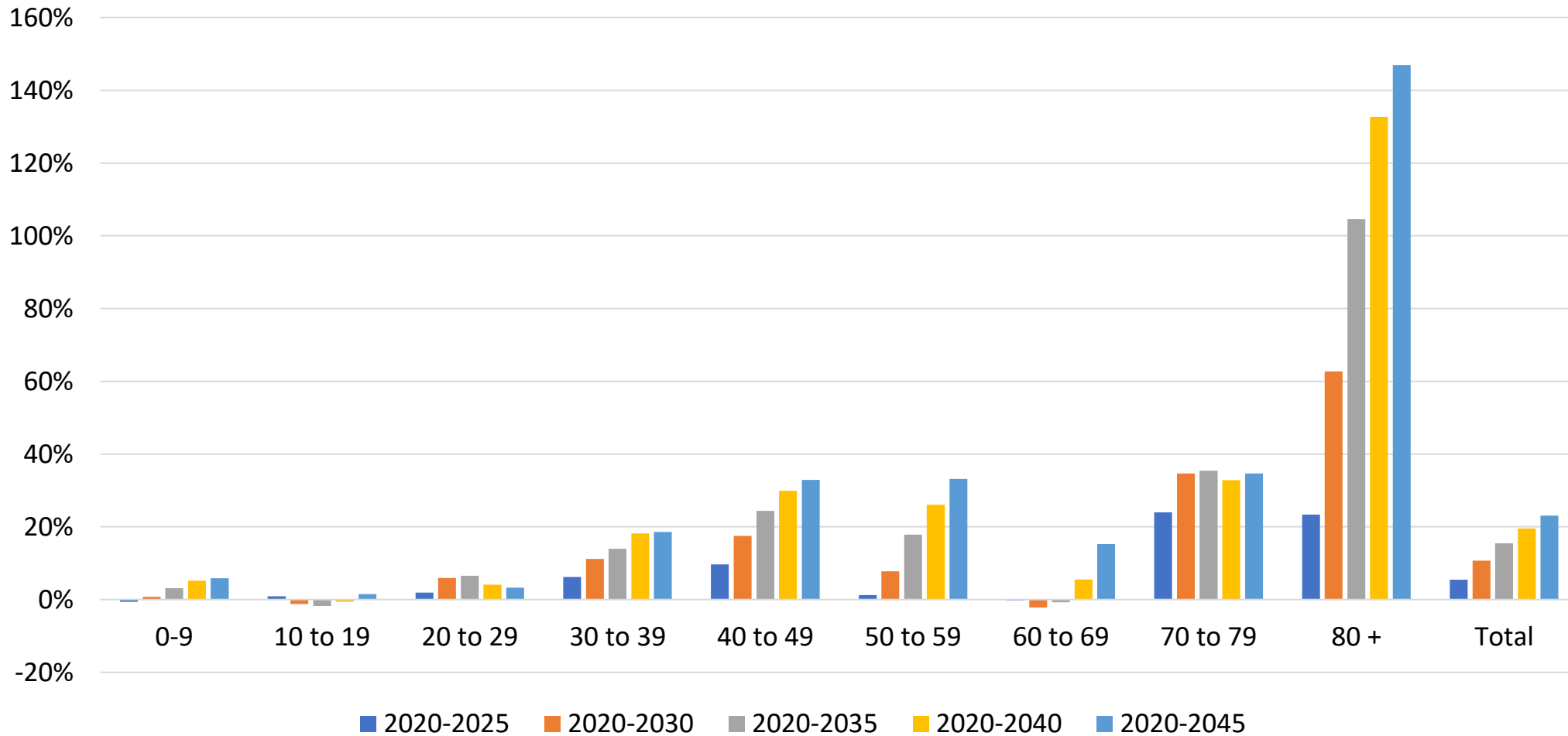
Average Annual Percent of Oregon Population Living in Poverty by County, 2015-19



Point 2

- Demography is an impediment to the state's higher education enterprise's ability to meet workforce demands
 - The number of high school graduates will not grow
 - Oregon has low high school graduation rates
 - The mix of high school graduates will change with number of white graduates declining and numbers of minority graduates (particularly Hispanics) increasing
 - Oregon has low college-going rates—particularly reflected in decreasing numbers of community college enrollments
 - California—the source of most nonresident students—will experience a significant decline in numbers of high school graduates.
 - Retention and graduation rates need improvement

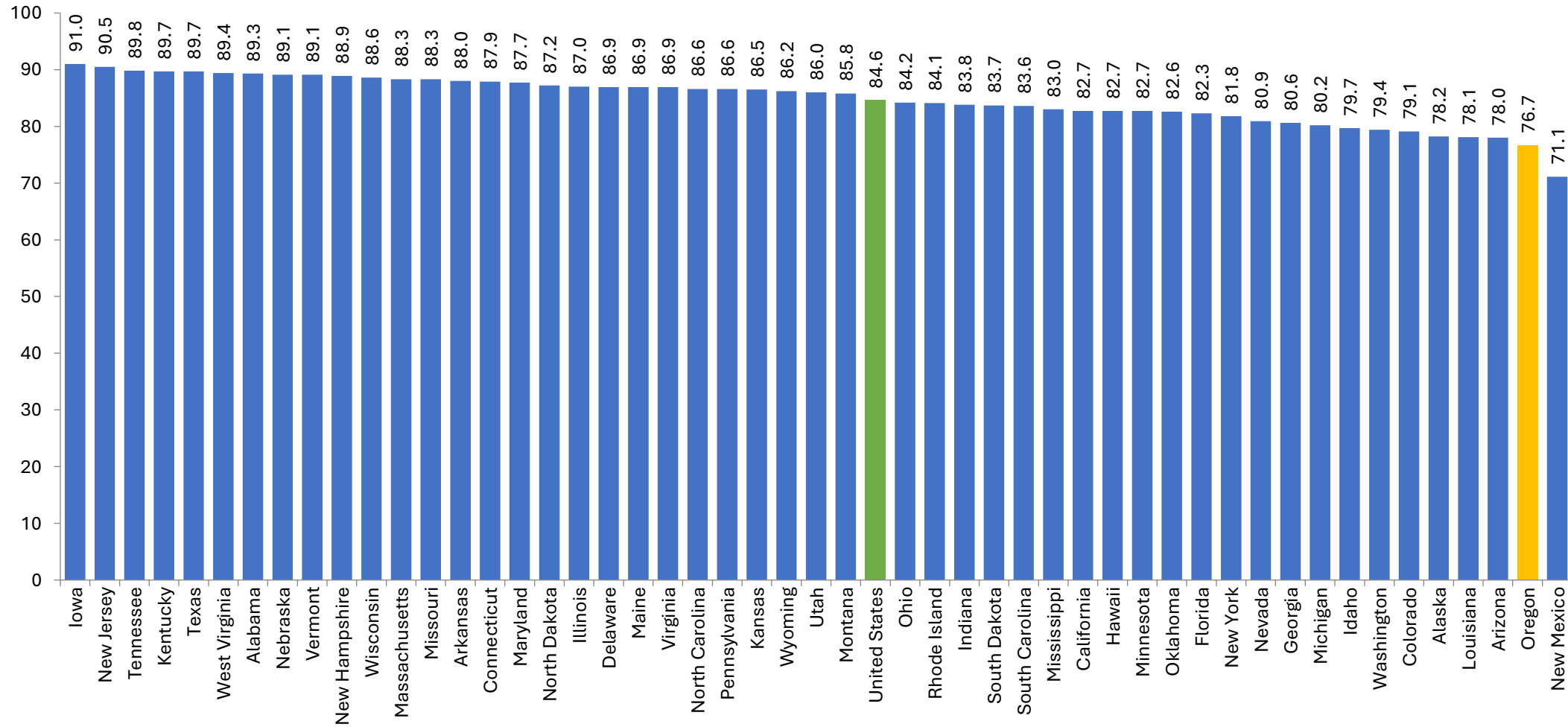
Projected Percent Change by Age Group, 2020 to 2045



Source: Portland State University, Population Research Center.

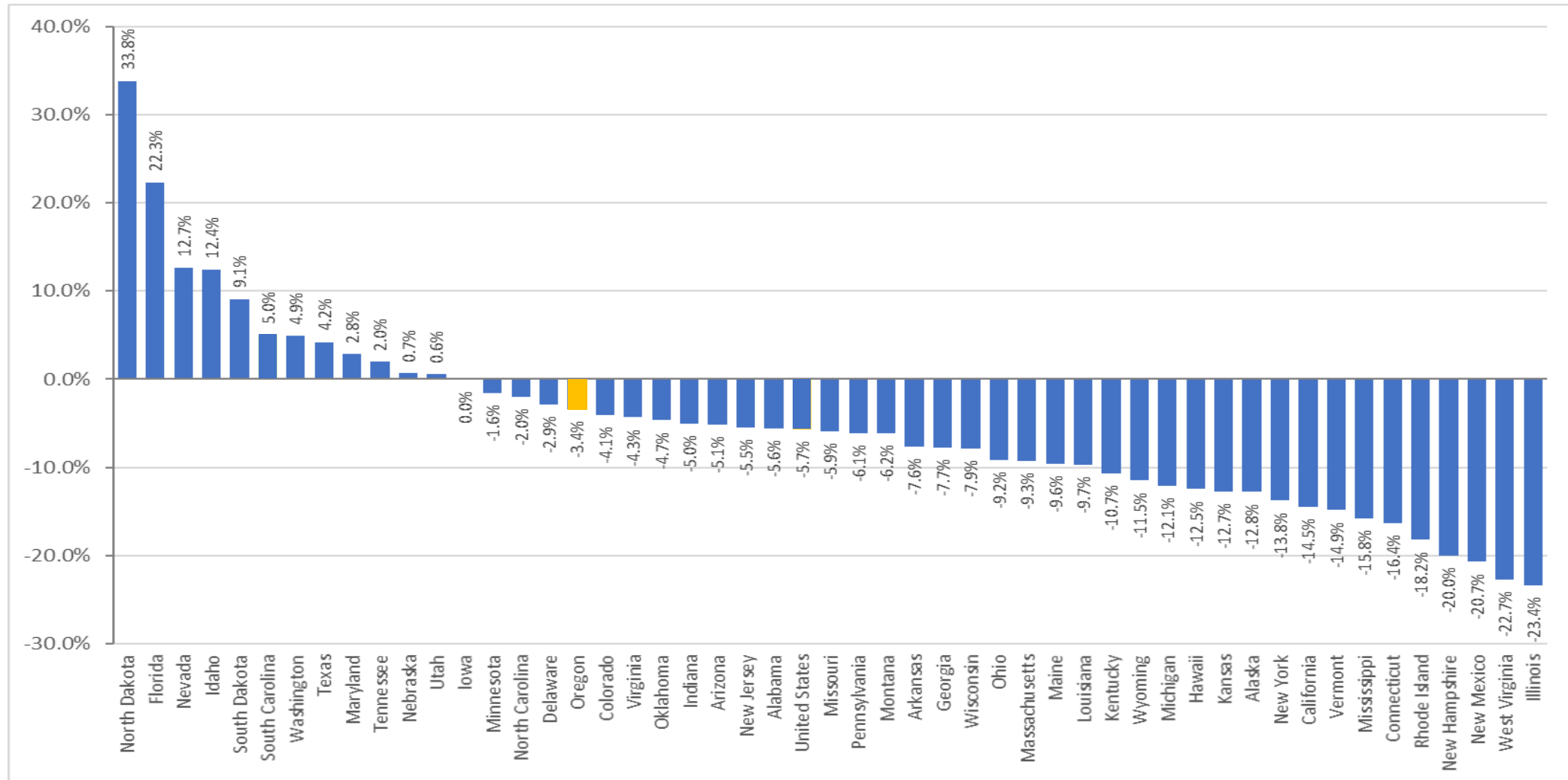
Student Pipeline, 2018

For every 100 9th graders, how many graduate from high school?

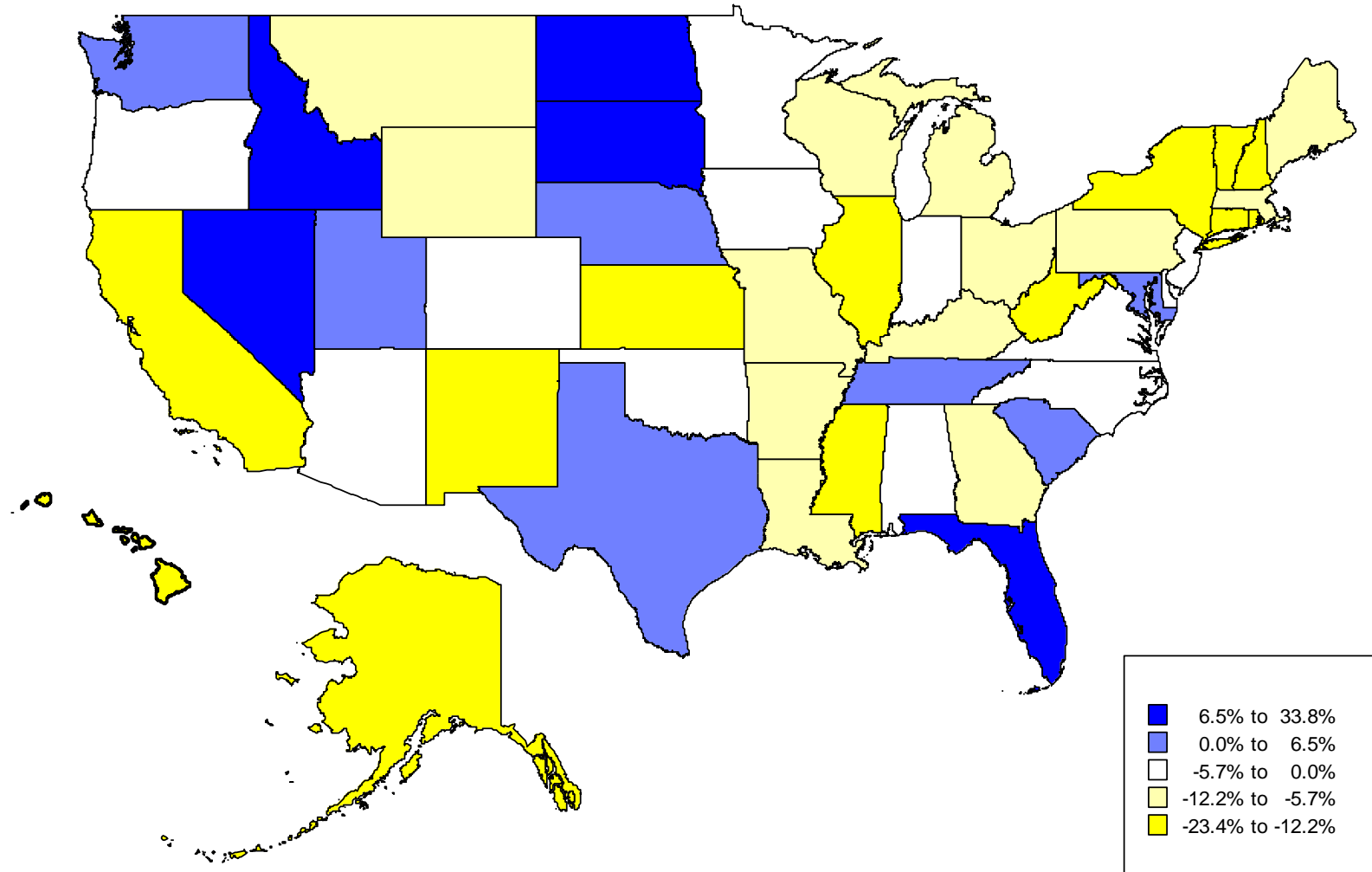


Sources: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2016–17. See Digest of Education Statistics 2018, table 219.46. Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016 (Extraction 12-28-16). NCES, IPEDS Fall 2018 Residence & Migration Enrollment File; ef2018_c Provisional Release Data File. NCES, IPEDS Fall 2018 Retention Rate File; ef2018_d Provisional Release Data File. NCES, IPEDS 2017-18 Graduation Rate File; gr2018 Provisional Release Data File.

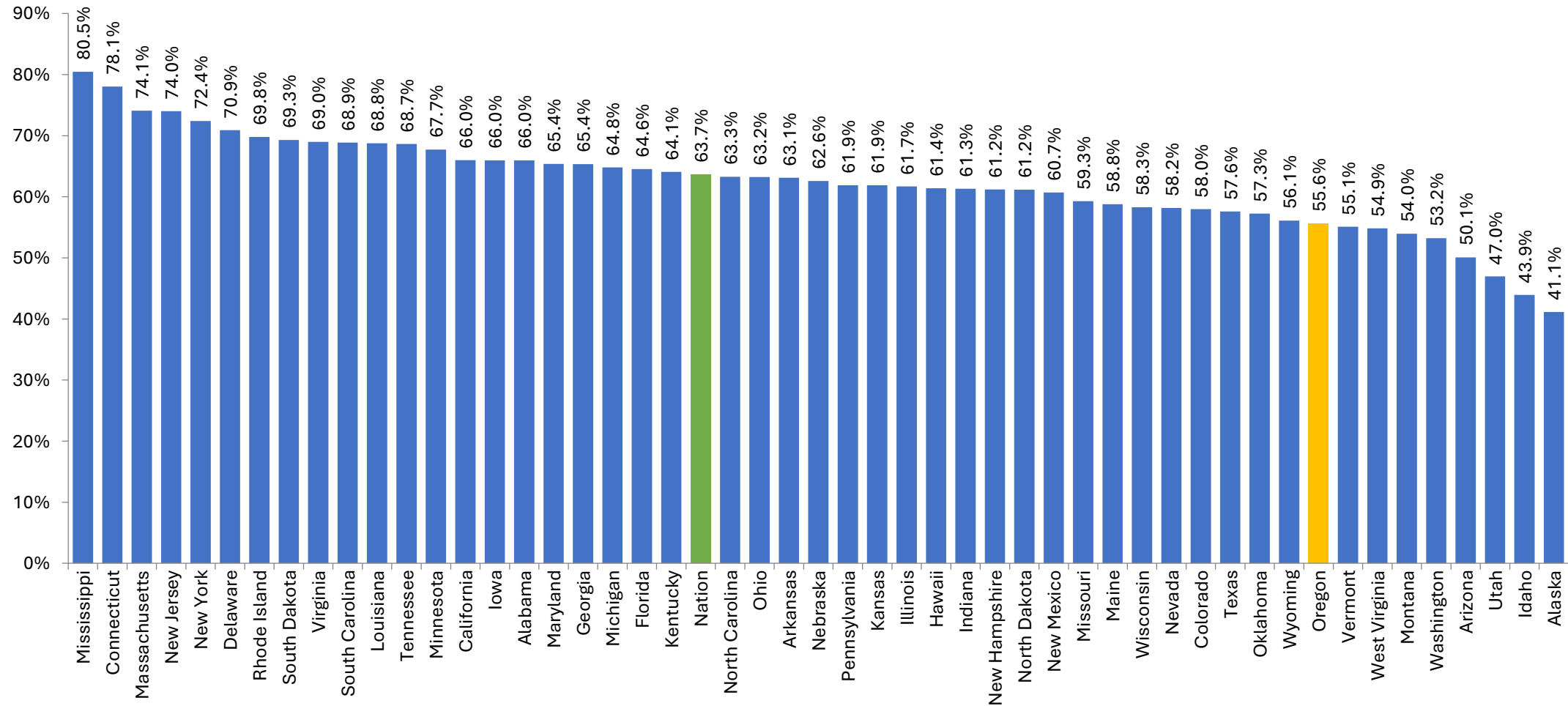
Projected Percent Change in High School Graduates, 2020-37



Projected Percent Change in High School Graduates, 2020-37

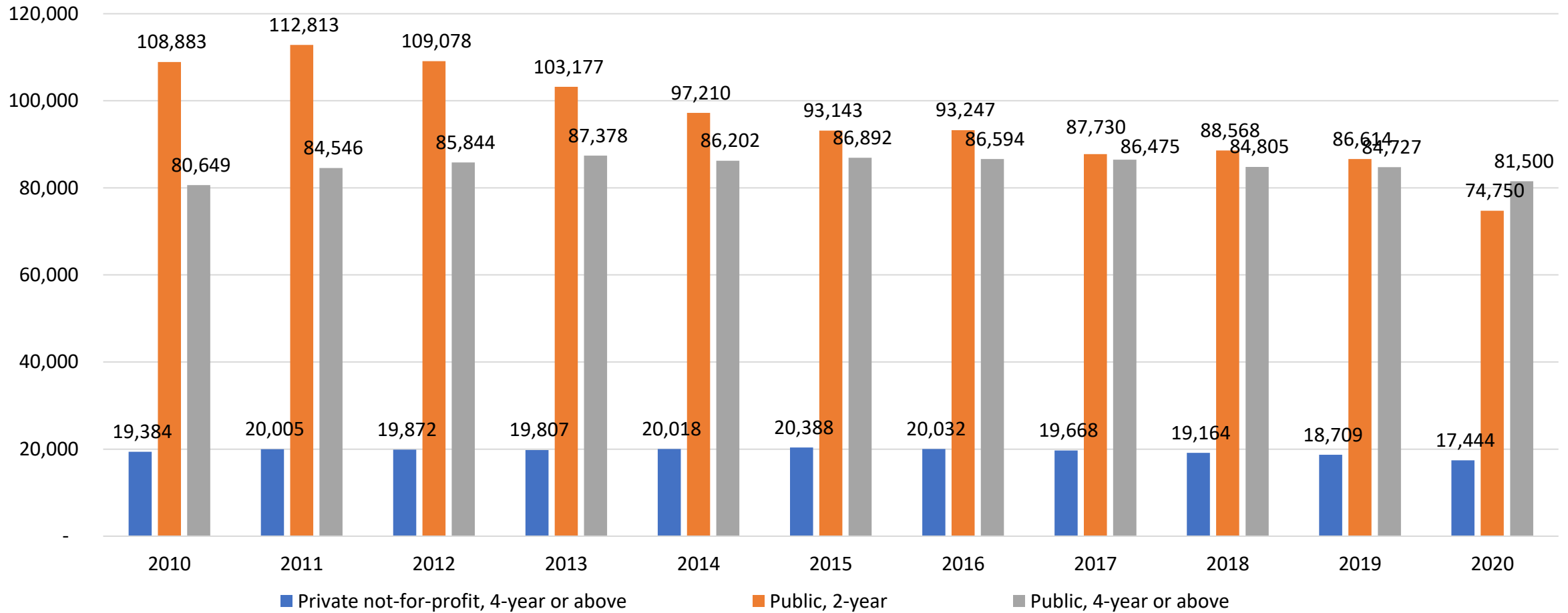


Percent of High School Graduates Directly Out of High School Going Directly to College, 2018

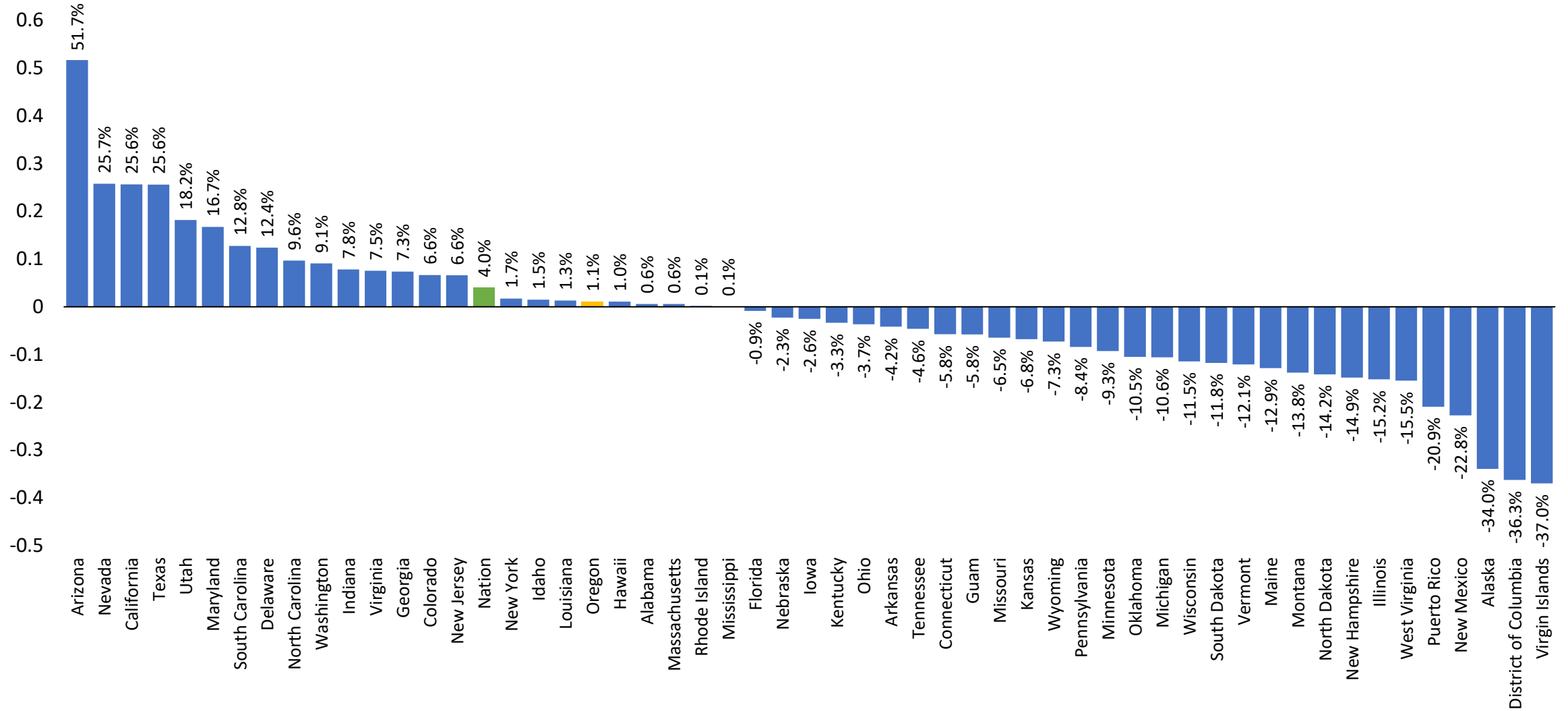


Source: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016.
NCES, IPEDS Fall 2018 Residency and Migration File; ef2018c Provisional Release Data File.

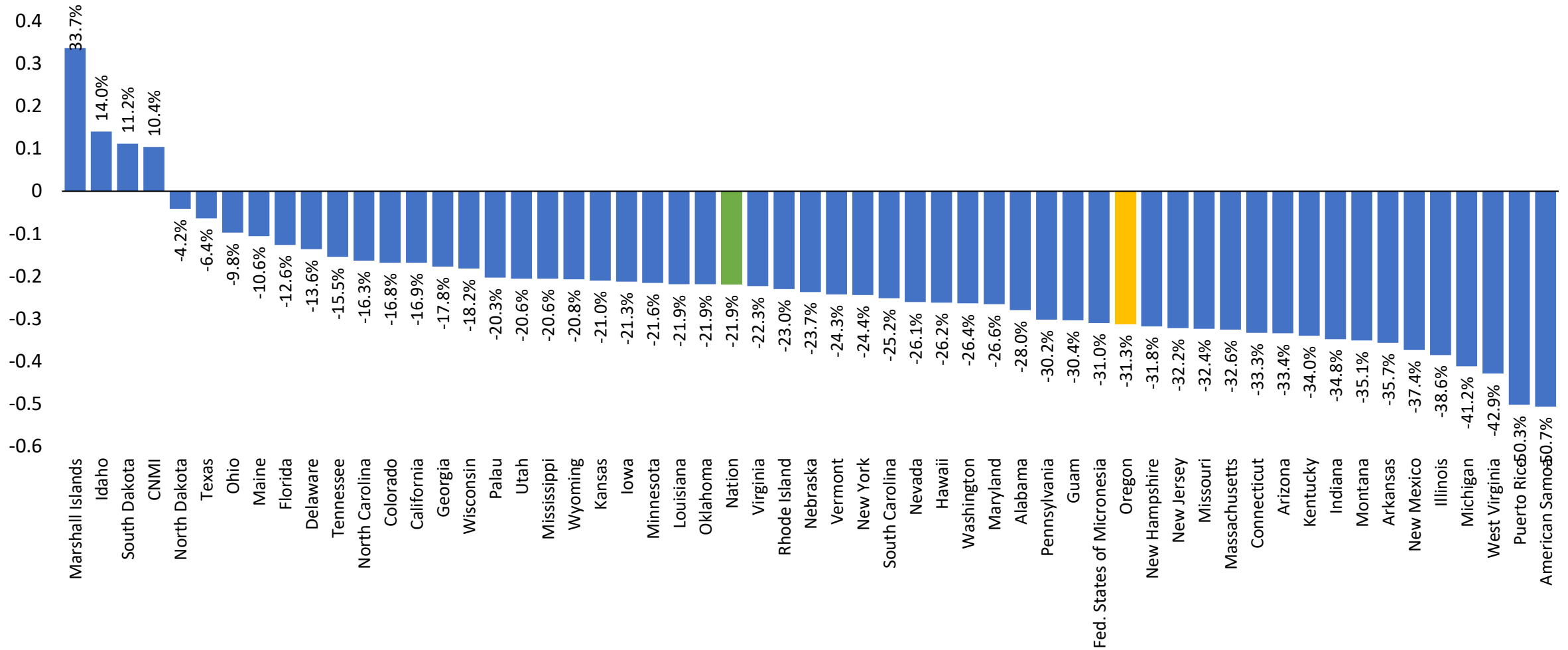
Oregon Undergraduate Enrollment, Fall 2010 to Fall 2020



Percent Change, Undergraduate Enrollment at Public Four-Year Institutions, Fall 2010 to Fall 2020

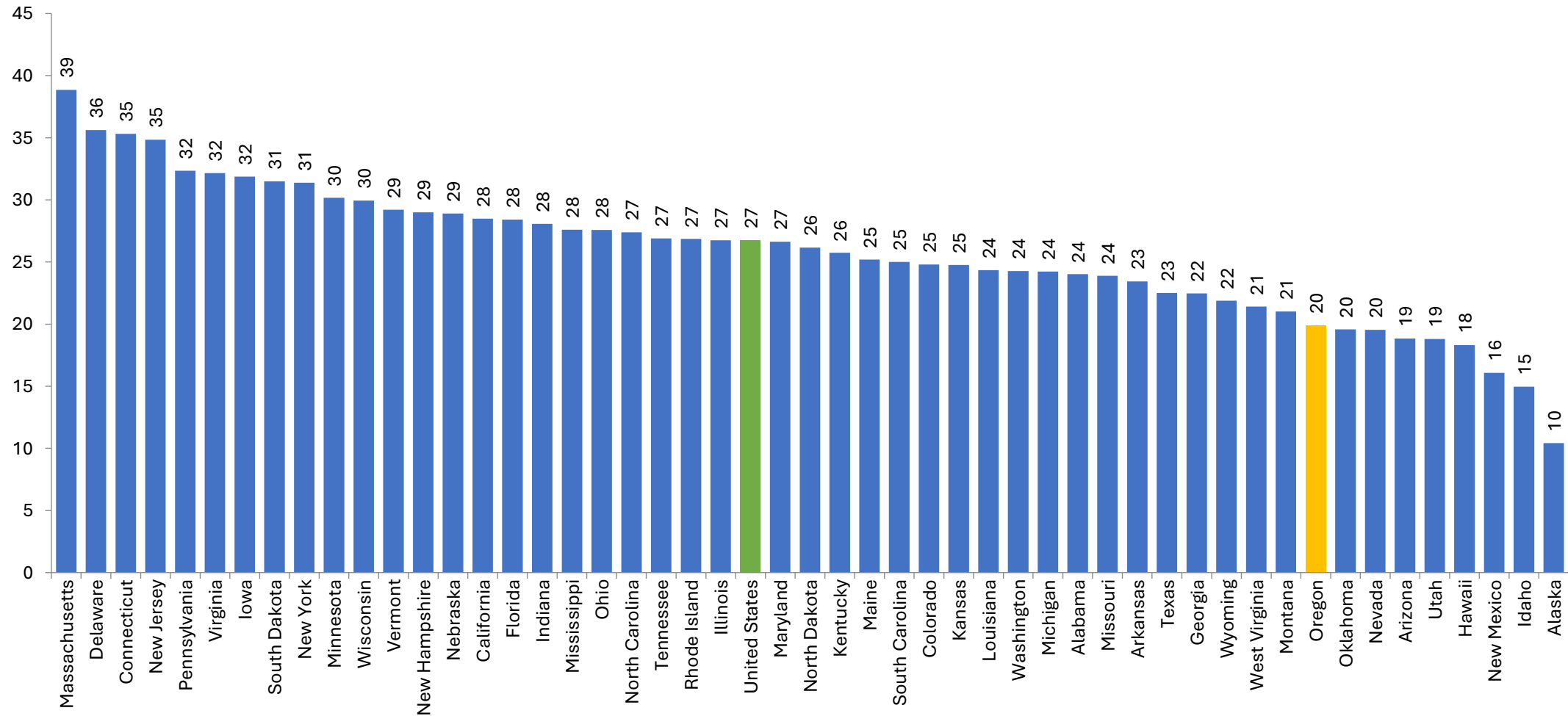


Percent Change, Undergraduate Enrollment at Public Two-Year Institutions, Fall 2010 to Fall 2020



Student Pipeline, 2018

For every 100 9th graders, how many graduate within 150% of program time?

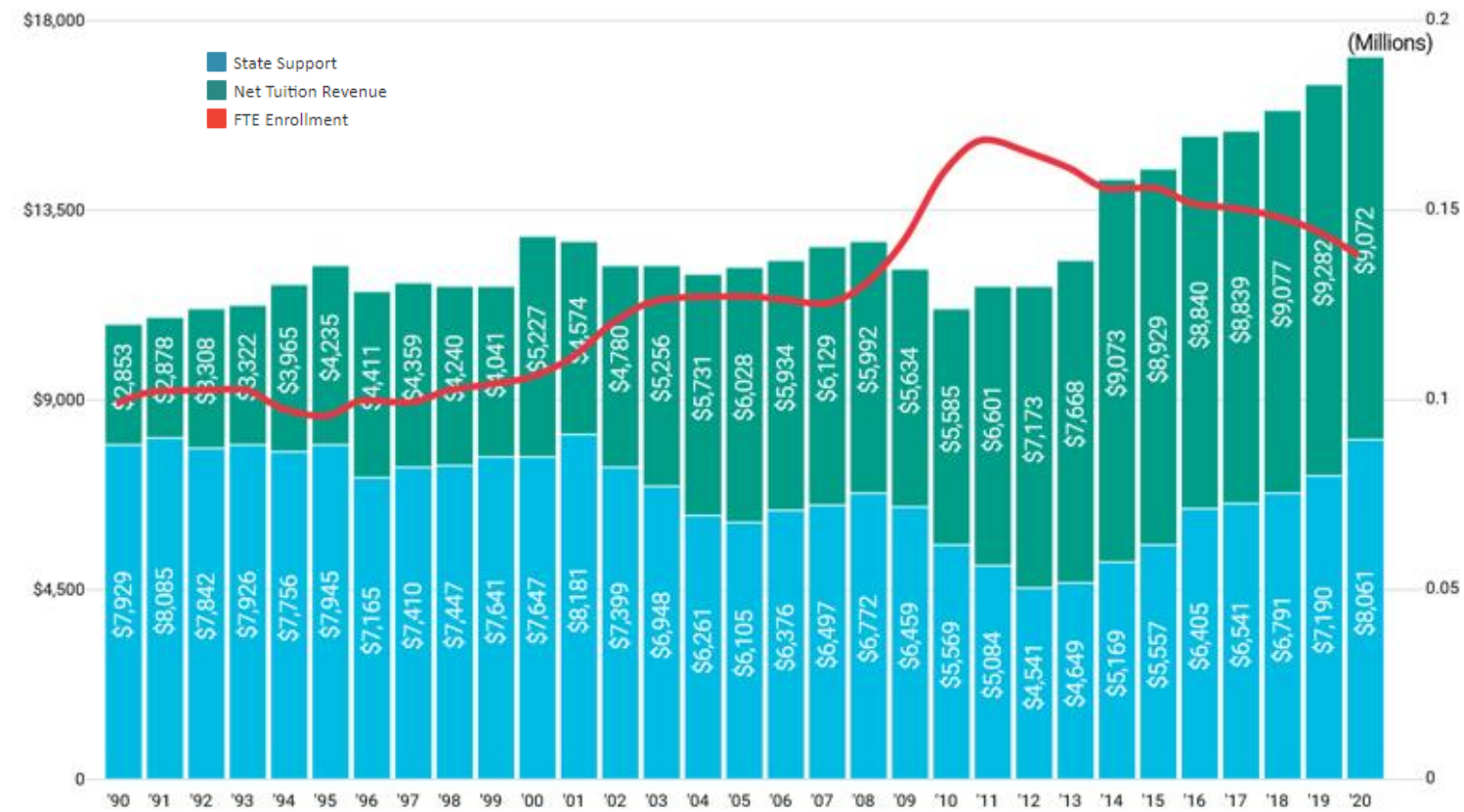


Sources: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, 2016–17. See Digest of Education Statistics 2018, table 219.46. Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016 (Extraction 12-28-16). NCES, IPEDS Fall 2018 Residence & Migration Enrollment File; ef2018_c Provisional Release Data File. NCES, IPEDS Fall 2018 Retention Rate File; ef2018_d Provisional Release Data File. NCES, IPEDS 2017-18 Graduation Rate File; gr2018 Provisional Release Data File.

Point 3

- Oregon requires students to pay a disproportionate share of the costs of supporting the state's higher education institutions
 - Particularly an issue with regard to funding the universities
 - Creates affordability issues

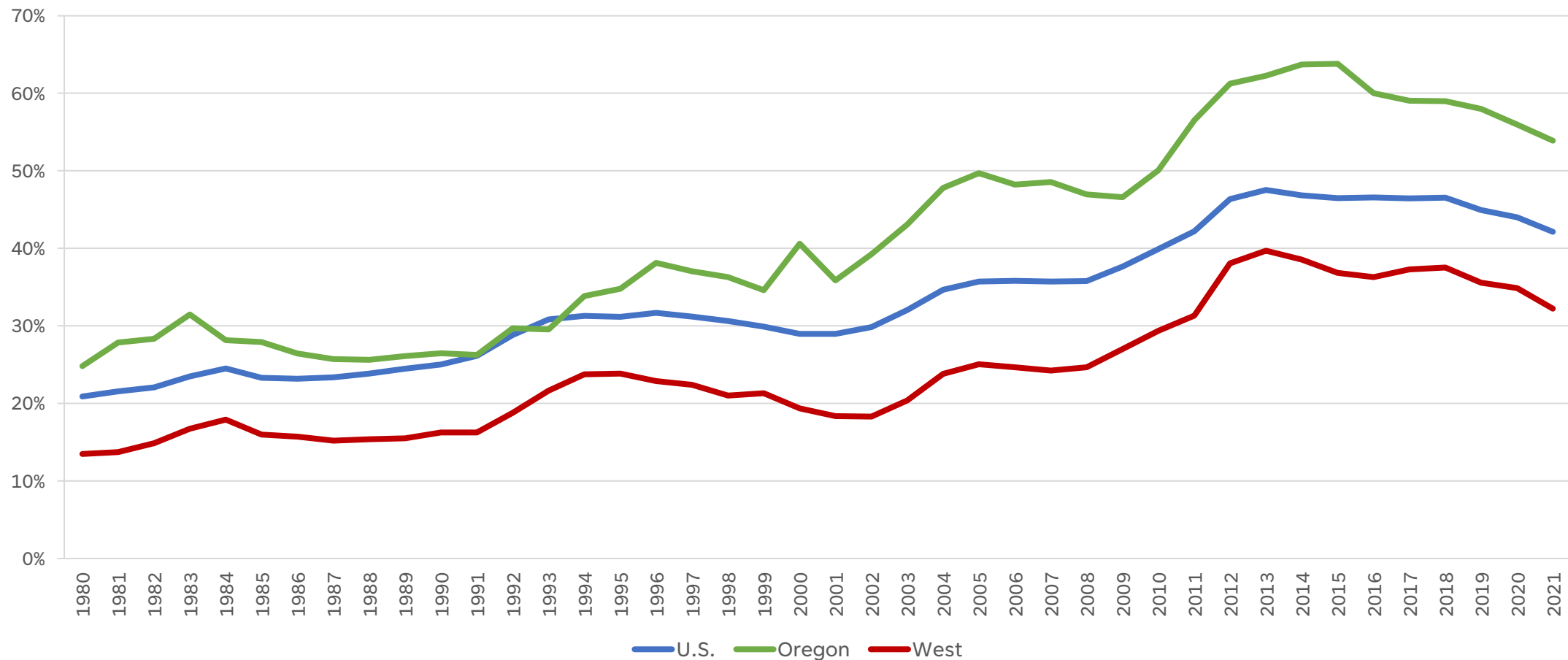
Public FTE Enrollment and Educational Appropriations per FTE, Oregon, FY 1990-2020



- Notes:**
- 1. Education appropriations are a measure of state and local support available for public higher education operating expenses and student financial aid, excluding appropriations for research, hospitals, and medical education. Education appropriations include federal stimulus funding.
 - 2. Net tuition revenue is calculated by taking the gross amount of tuition and fees, less state and institutional financial aid, tuition waivers or discounts, and medical student tuition and fees.
 - 3. Full-time equivalent enrollment converts student credit hours to full-time, academic year students, but excludes medical students.
 - 4. Constant dollars adjusted by the Consumer Price Index (CPI).

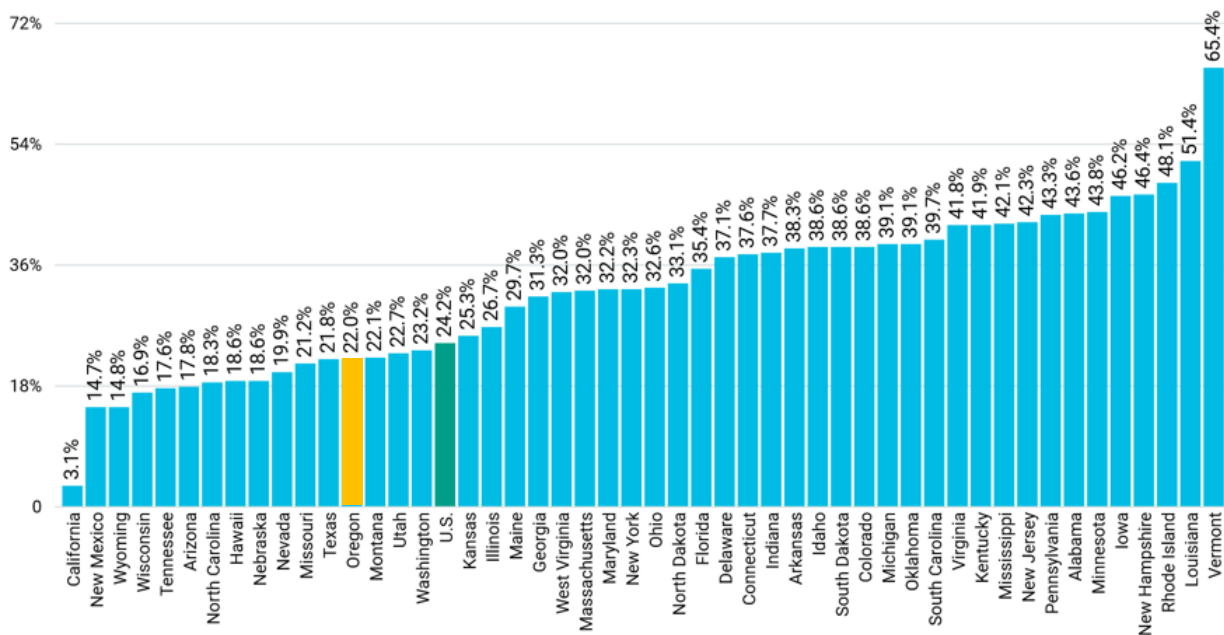
Source(s): State Higher Education Executive Officers Association

Net Tuition as a Percent of Total Educational Revenue, 1980-2021

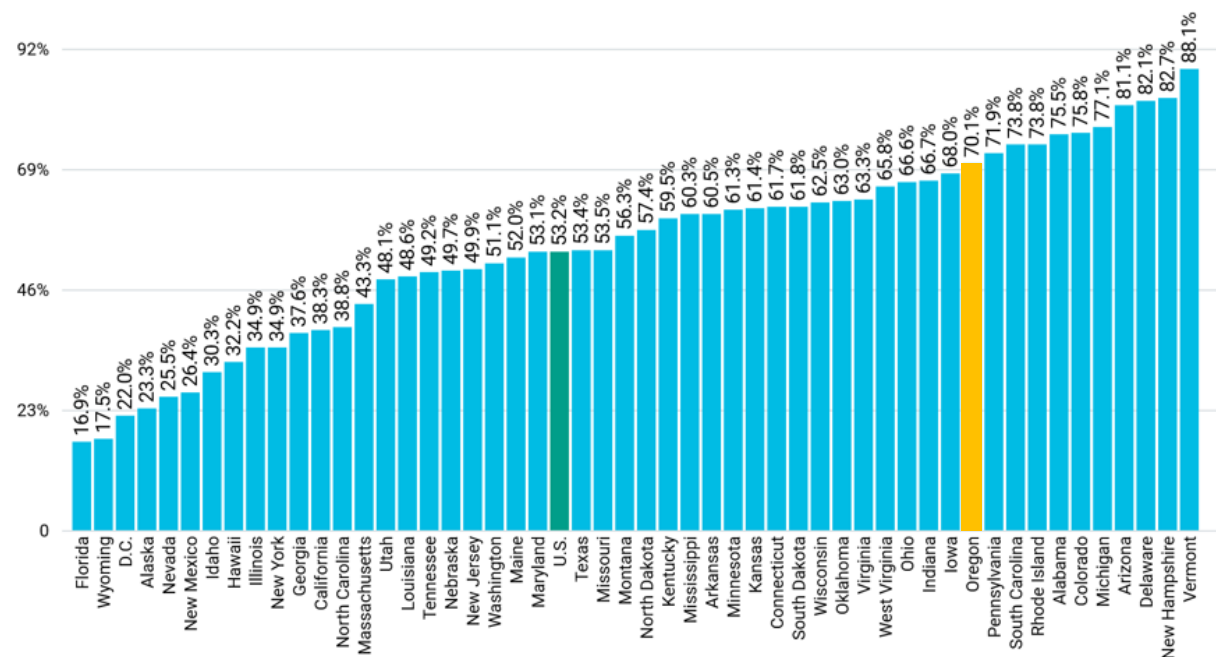


Net Tuition as a Percent of Public Higher Education Total Revenue by State and Sector, FY2020

Two-Year



Four-Year

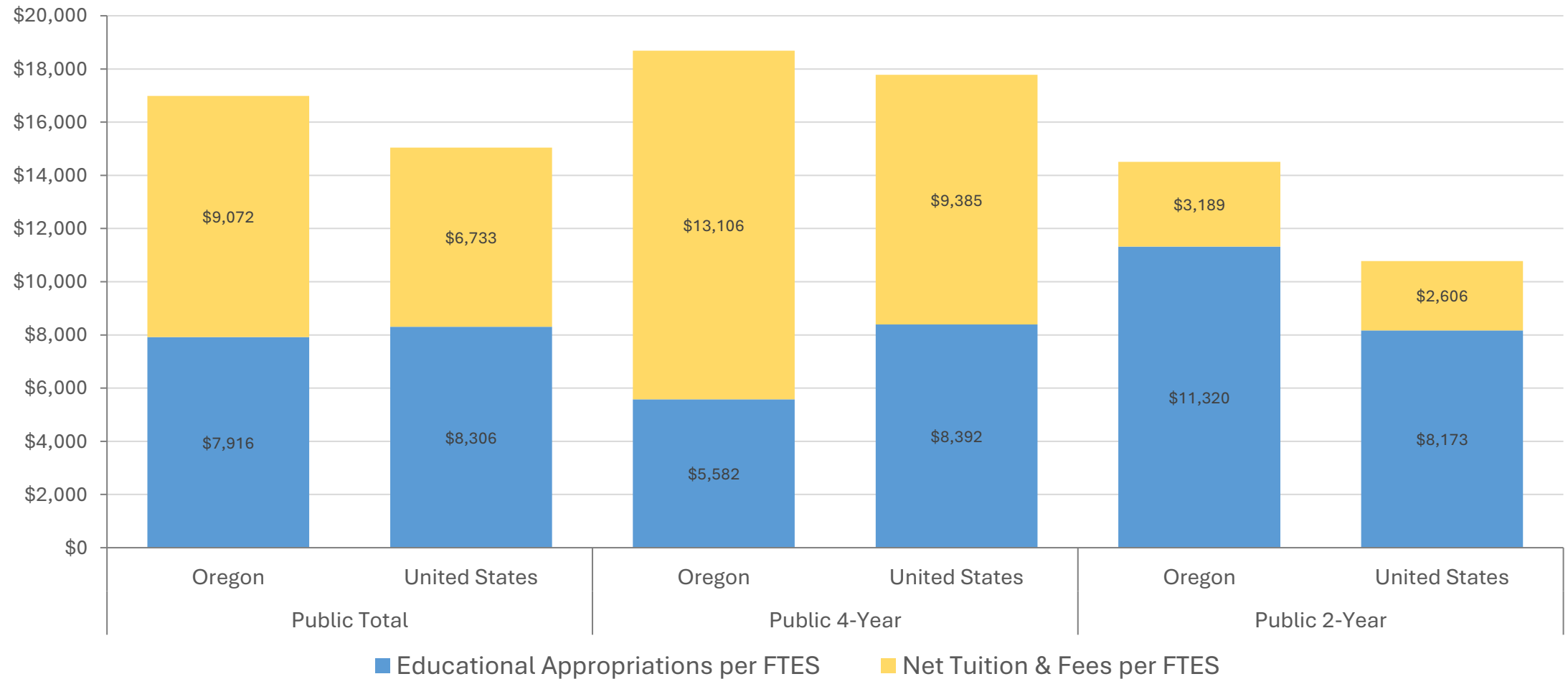


Notes:

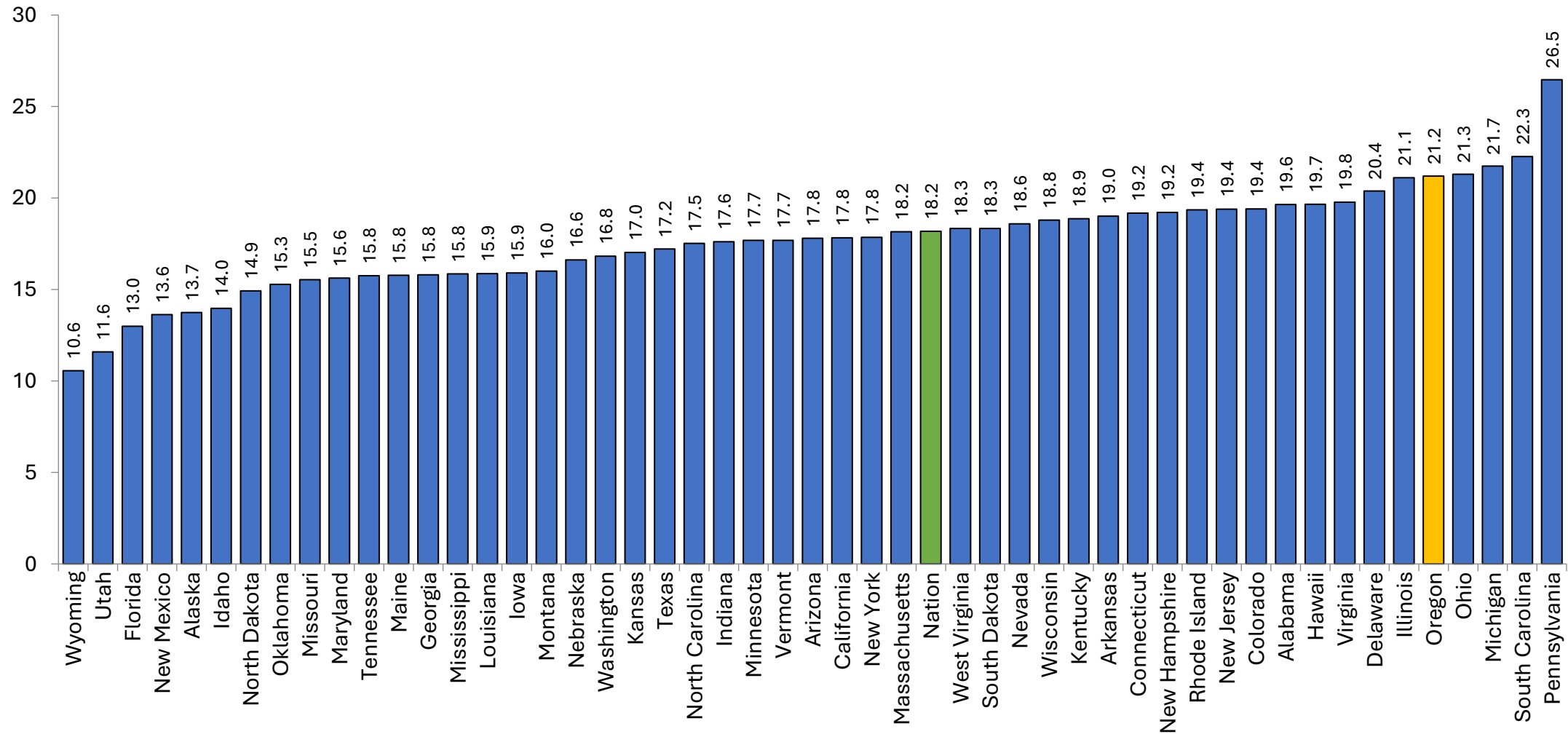
1. The student share is a measure of the proportion of total education revenue at public institutions that comes from net tuition revenue. Net tuition revenue used for capital debt service is included in net tuition revenue, but excluded from total education revenue in calculating the above figures.
2. Sector is determined at the institution level using the Carnegie Basic Classification (<https://carnegieclassifications.iu.edu/>). Baccalaureate/Associate's Colleges and "less-than-two-year" degree-granting institutions not assigned a Carnegie classification are considered two-year institutions.

Source(s): State Higher Education Executive Officers Association

Educational Appropriations vs. Net Tuition Revenue by Sector, FY 2020



Net Price as a Percent of Median Family Income, Public 4-Year Institutions, 2017-18



Recommendations

1. Promote the creation of a process for articulating a vision for the future of Oregon, with special emphases on statewide and regional economic development plans and strategies.
2. Within the context of this statewide plan, HECC should continue the development of the statewide strategic roadmap for postsecondary education to be more inclusive and to particularly address statewide and regional economic development needs.
3. Reinforce the urgency and criticality of achieving equity.
4. Oregon's public postsecondary education sector should adopt coordinated, collective, systemic behaviors in both administrative and academic areas. These can be achieved without resorting to governance changes.

Recommendations (continued)

5. Steps should be taken to purposely align state funding of both institutions and students with the goals expressed in the state's revised strategic plan.
 - The need for additional state investment.
 - Ensure that funding models reflect characteristics of students served as well as programs offered.
 - Revisit decisions to exclude out-of-state students from funding model calculations, to align funding incentives with workforce development needs.
 - Adopt funding adequacy model for CCs and use model to assess adequacy of funding for universities on a regular basis.
 - Reward production of all credentials in outcomes portions of funding models.

Recommendations (continued)

5. Align funding with goals (continued)

- Address affordability as a priority issue—including affordability for part-time adult students.
- Increase funding for Oregon Opportunity Grants.
- Consider requiring all Oregon HS graduates to complete a FAFSA as a means of increasing federal funding for student aid.
- Recognize the role played by high costs of employee benefits in increasing institutional costs and reducing affordability. Consider separating institutional employees from the state benefits pool.

Recommendations (continued)

6. Use annual accountability reports to not only measure progress toward goal achievement, but to communicate priorities and to frame discussions about ways to make improvements.
7. Conduct a structured policy audit as a device for identifying barriers to goal achievement.
8. Cultivate a culture of collaboration and mutual trust between and among HECC and the public colleges and universities.

Contact Information

Dennis P. Jones
President Emeritus

303-497-0315
dennis@nchems.org