



PK-20 EDUCATION: POSTSECONDARY EDUCATION AND TRAINING IN OREGON

Joint Committee on Ways and
Means, Subcommittee on Education

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HECC's 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.**”*

From the HECC Strategic Framework, December 2017

HECC Goals

AFFORDABILITY



EQUITY



STUDENT SUCCESS



ECONOMIC & COMMUNITY IMPACT



We report on our progress related to these goals in our Key Performance Measures available at:

https://www.oregon.gov/highered/research/Documents/Performance/APPR_HECC_2022-09-30.pdf

DEFINING TERMS: What do we Mean by Students or Learners?



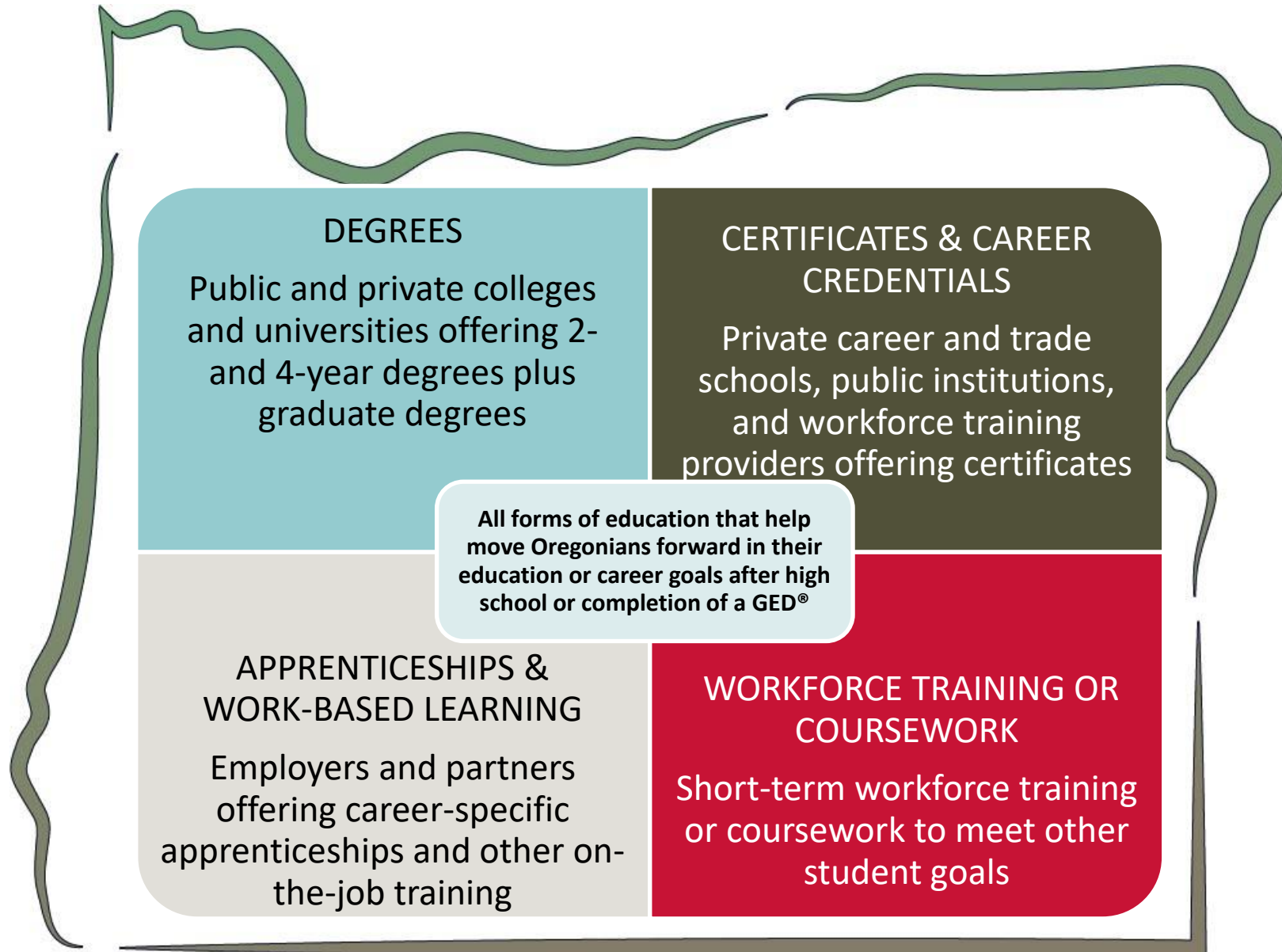
STUDENTS OR LEARNERS INCLUDE:

- Youth coming directly from secondary school
- Adults returning to education/training, or just beginning
- Workers and job-seekers who need to upskill, advance, or change careers
- Those seeking a 2- or 4- year college degree
- Those seeking to complete their High School Equivalency credential
- Those pursuing short-term credentials and/or career learning
- Transfer students
- Apprentices and others participating in work-based learning

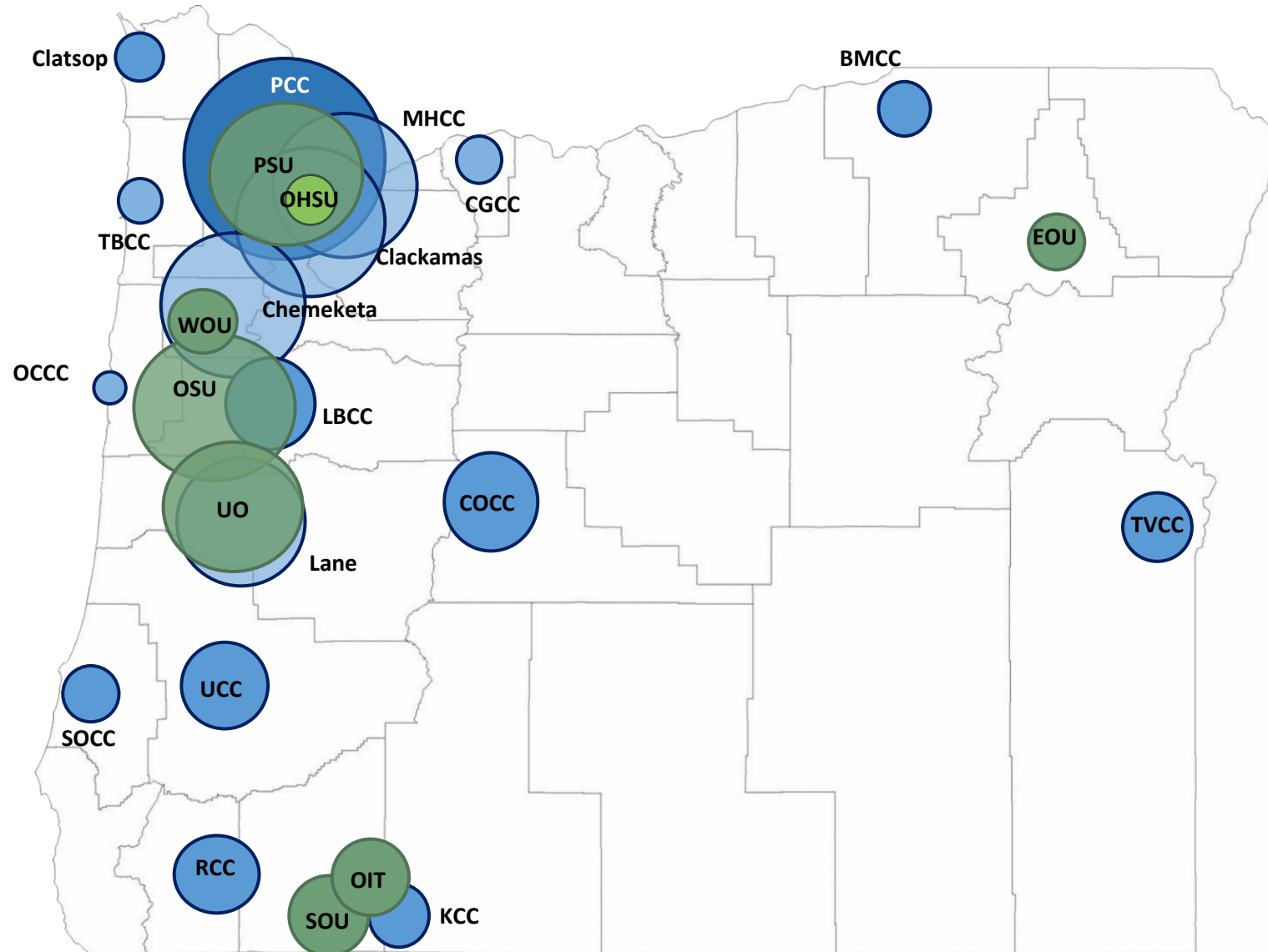
The ***HECC Equity Lens*** guides our focus on underserved students/learners:

“We focus the HECC Equity Lens on Oregonians who are currently and historically underserved in access to and success in postsecondary education and training, and in the programs and services impacting these measures. We intentionally place racial equity at the forefront to counterbalance and dismantle racist policies and practices that perpetuate inequities. We are committed to explicitly identifying and urgently addressing the most severe and persistent disparities for learners, while shifting to a more equitable education and training system for all Oregonians....”

DEFINING TERMS: What do we Mean by “Higher Education” or Postsecondary Education?



Oregonians Served by Postsecondary Institutions



TOTAL ENROLLMENT 2021-22

Academic Year Headcount

Public Institutions

Universities	118,442
Community Colleges	184,914
Oregon Health & Science University	2,984

Private Institutions

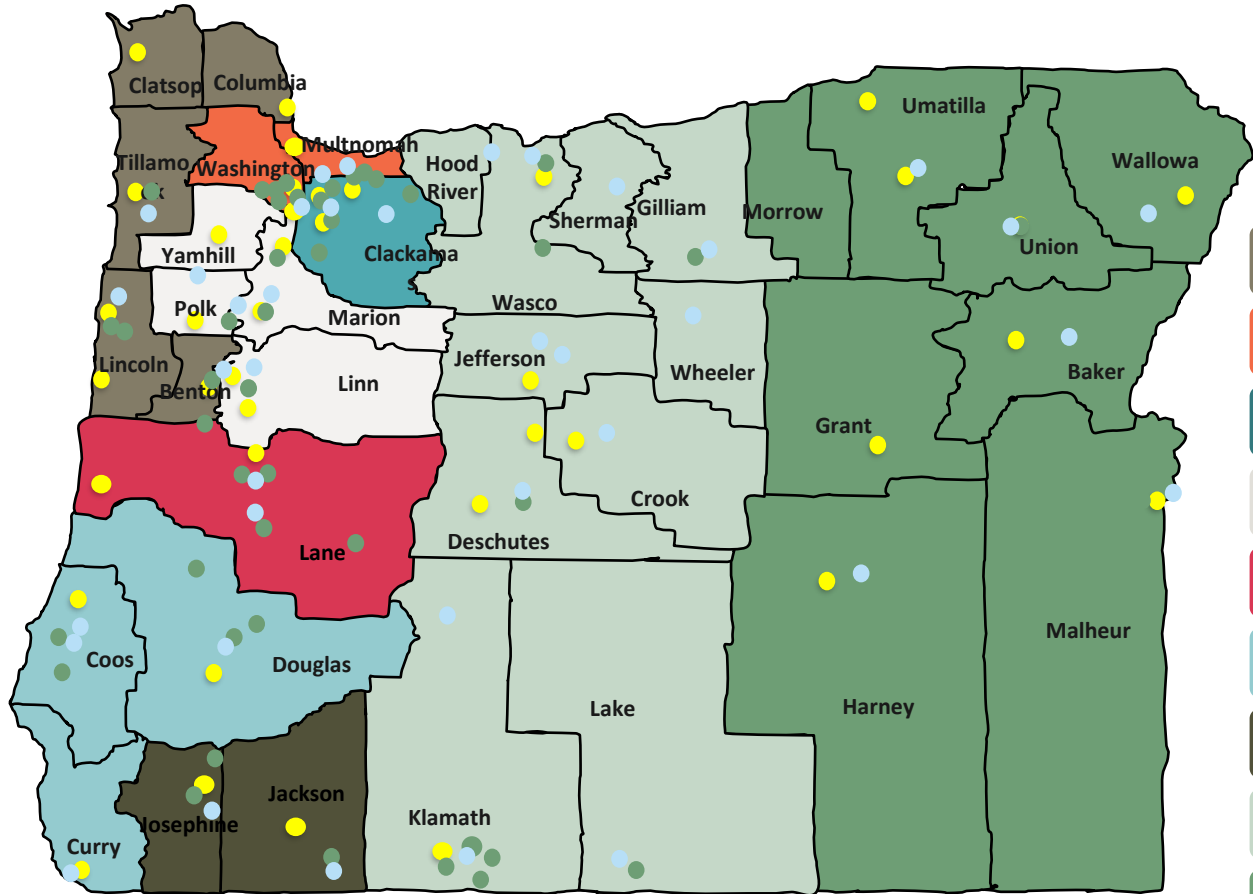
Private Degree-Granting Postsecondary Institutions	13,757
Private Career Schools	22,013

Note: Total headcount may contain duplicates for students who attended multiple institutions during the same academic year.

Source: HECC analysis of student-level data from public universities, community colleges and private degree granting and career schools. All data are for the 2021-22 academic year with the exception of OHSU which is for Fall term only.

Oregon Learners and Workers Served by Federal Workforce Investments

The HECC Office of Workforce Investments funds workforce development opportunities in every county in the state through WorkSource Oregon Centers, OregonServes programs, and Oregon Youth Works programs.



● WorkSource Oregon Center
 ● OregonServes Program
 ● Oregon Youth Works Program

WORKFORCE SERVICES

Through the Office of Workforce Investments, HECC partners with many other agencies, organizations, and programs to provide needed services to Oregonians.

	<u>Participants</u>
Local Workforce Development Boards	14,886 ¹
OregonServes	7,141 ²
Oregon Youth Works Programs	1,599 ³

¹May include minimal duplicate participants served by both federal WIOA Title I programs *and* the General Fund Work Experience grant program.

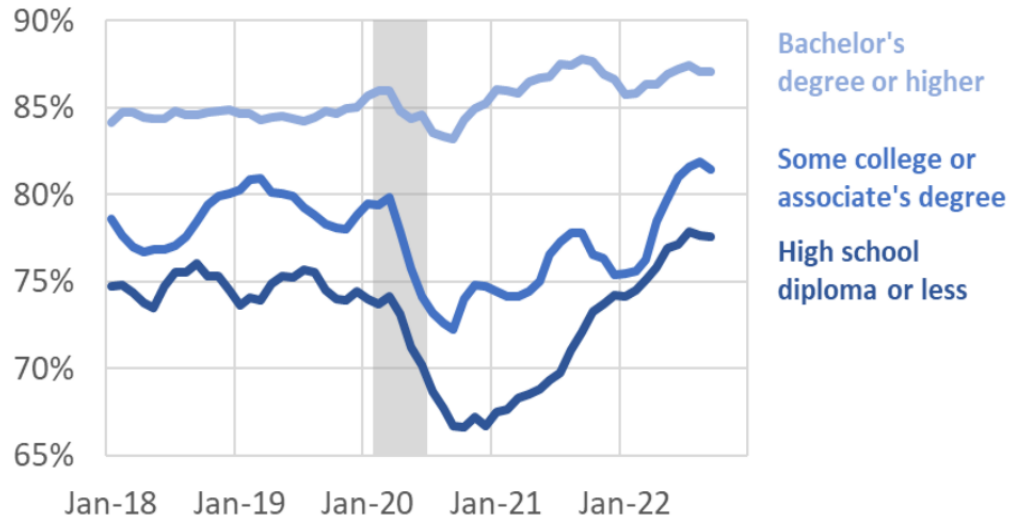
²Includes AmeriCorps members, students served, and community volunteers who participated or benefited from an OregonServes national service program.

³Includes participants in the Oregon Youth Employment Program, Oregon Youth Corps, and Oregon Conservation Corps.

Reemployment has Occurred, but Employers Cannot Find the Workers They Need and Inequity Persists

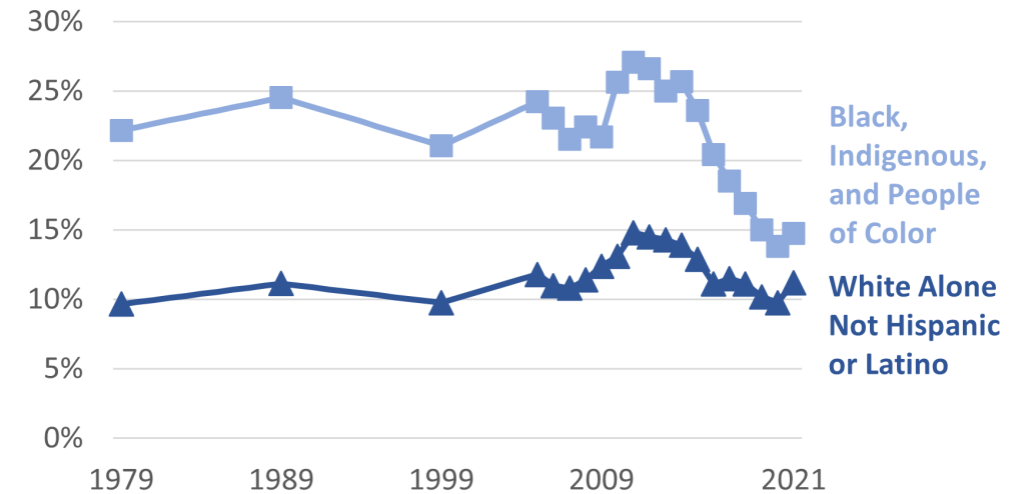
The Workers Have Fully Returned

Share of Prime-Age Oregonians (25-54) with a job



Data: Seasonally adjusted 6 mth avg | Latest: Sept 2022 | Source: IPUMS-CPS, Oregon Office of Economic Analysis

Oregon's Racial Poverty Gap Remains Large, but the Pandemic Did Not Widen It



Source: Census, IPUMS-USA, Oregon Office of Economic Analysis

Job Vacancies¹ (Fall 2022)

- 68,000 job vacancies
- 75% of vacancies were hard to fill
- 1/3 of vacancies required postsecondary education & training

¹Data from Oregon Employment Department's Job Vacancy Survey

What Does our Approach to Equitable Outcomes Look Like?

Completion and transfer rates at community colleges declined slightly, and equity gaps remain

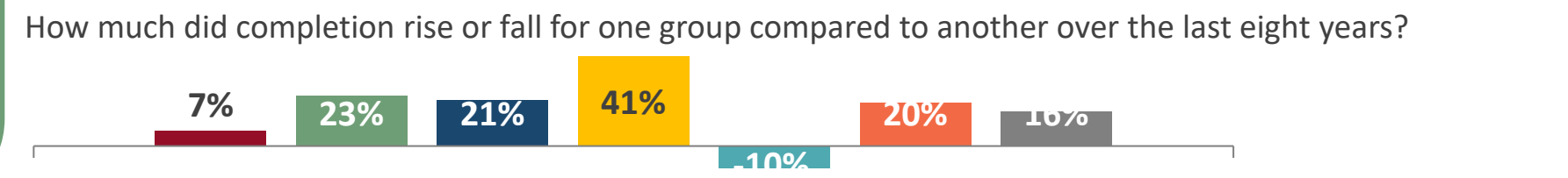
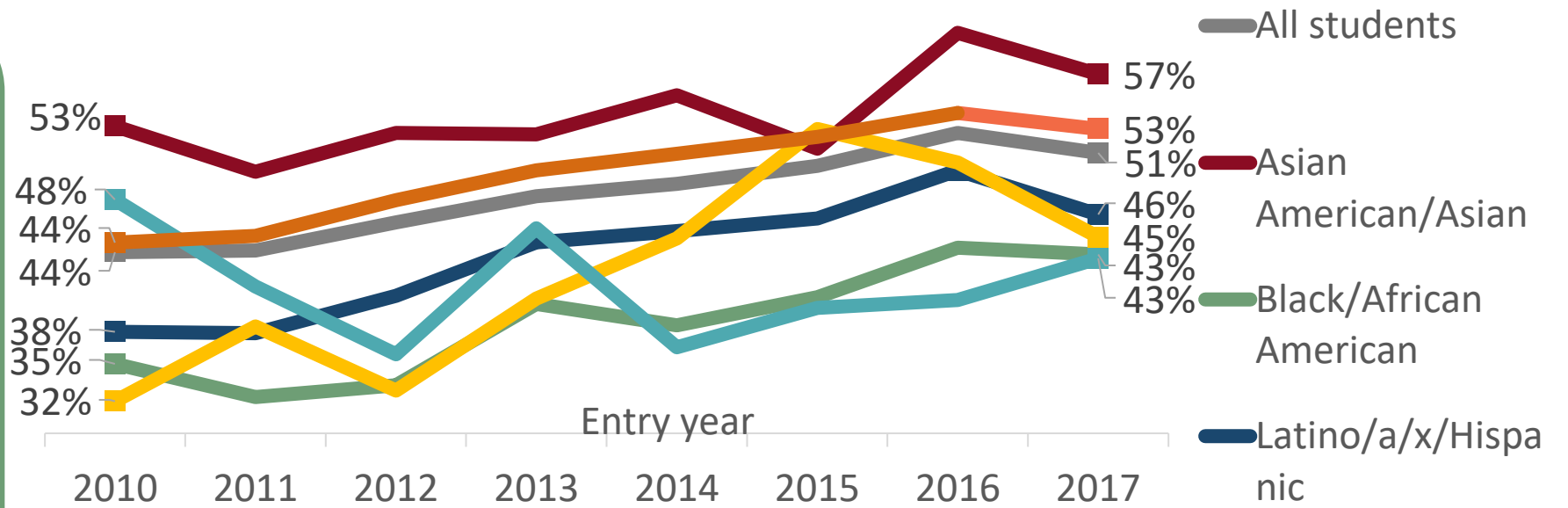
KPM 5-6. Percentage of new, credential-seeking community college students who complete a career certificate or associate degree or who transfer to a four-year institution within four years, overall and by race/ethnicity.

Goal: Rate increases over time and disparities across racial/ethnic groups disappear.

Rates are rising, but they need to rise faster for underserved groups to close equity gaps.

The overall range of rates narrowed, but wide gaps remain, and growth was proportional or lower for most students of color as for Whites.

Bars in lower graph show relative growth or decline in the completion rate for each racial/ethnic group. When underserved groups have greater growth, equity gaps are closing.



Source: HECC analysis of community college data. Credential-seeking students are those who are new to the institution in the fall terms and earn 18 or more credits or a credential of fewer than 18 credits within their first two years period. A student is considered to have transferred if there is any evidence of enrollment at a four-year university after the last enrollment in the community college and before the end of the three-year tracking period.

What Does our Approach to Equitable Outcomes Look Like?

Graduation rates at public universities are rising overall, but wide gaps remain

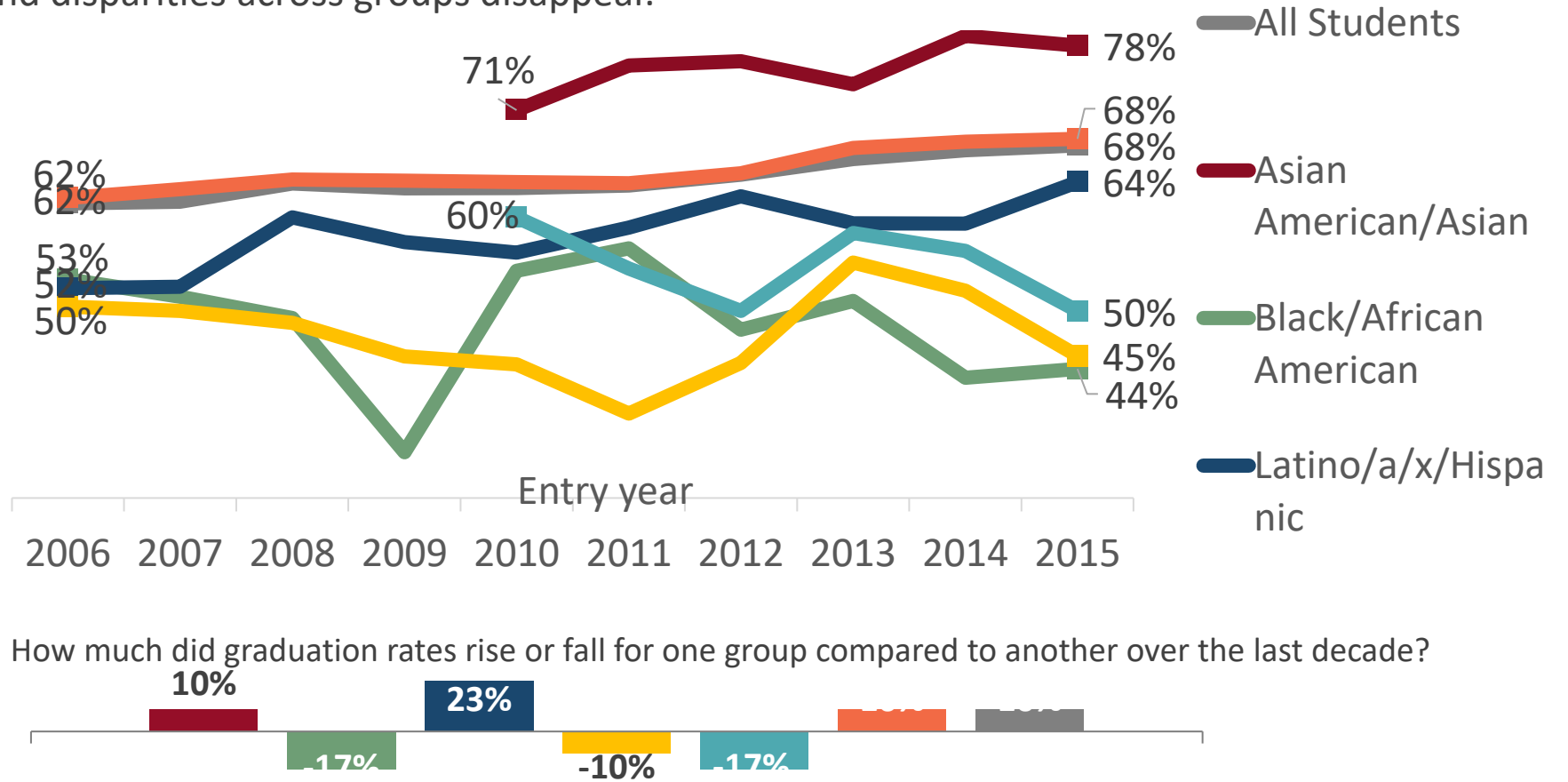
KPM 7-8. Percentage of public resident, university first-time, full-time freshmen who earn a bachelor's degree within six years, overall and by race/ethnicity.

Goal: Rate increases over time and disparities across groups disappear.

Rates are rising overall but not for all groups.

Graduation rates have been rising for Asian American/Asian, Latino/a/x/Hispanic, and White students but have not risen consistently for Black/African American, Native American/Alaska Native or Native Hawaiian/Pacific Islander students in ten years.

Bars in lower graph show relative growth or decline in the completion rate for each racial/ethnic group. When underserved groups have greater growth, equity gaps are closing.



Key Investments Impacting Our Service to Oregonians

See our fact sheet on the components of funding in the Governor's Recommended Budget, available on our website here:

www.oregon.gov/highered/policy-collaboration/Pages/2023-Session.aspx

Institution operating funds for the 24 public universities: Public University Support Fund (PUSF) and Community College Support Fund (CCSF)

State Financial Aid Programs: Oregon Opportunity Grant, Oregon Tribal Student Grant, Oregon Promise, other grant programs

Workforce System State Investments: Funds to local workforce boards, the WTDB, and youth workforce programs

Other University Funding: Statewide Programs, State Programs, Sports Action Lottery, OHSU

Future Ready Oregon investments: reauthorization

Capital Funding and Debt Service at public institutions

HECC Agency Funding: Statewide policy and funding coordination

We Collaborate with State Partners and Support Affiliated Boards

State Coordination with Numerous Locally-Governed Partners

HECC Funding and Policy Coordination

- The HECC is a coordinating board, not a governance board, and we work in collaboration with many partners across the postsecondary landscape.
- Responsibility across all sectors of higher education and workforce, public and private
- The agency's work is guided by the **HECC's 15-member Commission** (*Governor-appointed, Senate-confirmed*).

State Government Partners include (not limited to):

- Oregon Governor, including the Racial Justice Council
- Oregon Legislature
- State Agencies and Boards/Commissions
 - Early Learning Council
 - Bureau of Labor and Industry
 - Youth Development Council
 - Oregon Department of Education, Oregon State Board of Education
 - Teachers' Standards and Practices Commission
 - Employment Department
 - Educator Advancement Council

Learn more about our partners here:

www.oregon.gov/highered/about/Pages/partners.aspx



In addition to the HECC Commission, the Agency Supports 6 Affiliated Boards plus the Transfer Council

TRANSFER COUNCIL: The Oregon Legislature in 2021 passed SB 233 (2021) establishing the Transfer Council to streamline transfer pathways between 2- and 4-year institutions.

WORKFORCE AND TALENT DEVELOPMENT BOARD (WTDB): the advisory board to the Governor on workforce matters. Appointed by the Governor under the Workforce Innovation and Opportunity Act.

Public advisory boards and councils including:

- OREGON CONSERVATION CORPS ADVISORY COMMITTEE
- OREGON YOUTH CORPS ADVISORY BOARD
- OREGONSERVES COMMISSION
- PRIVATE CAREER SCHOOL ADVISORY COMMITTEE
- STEM INVESTMENT COUNCIL

Examples of HECC Inter-agency Collaboration to Address Education and Workforce Challenges for Oregonians

College/career outreach to high schools and districts on financial aid and college/career planning opportunities (ODE, K-12 schools)

Administration of federal statewide CTE funding (ODE)

College credit in high school, accelerated learning partnerships (ODE)

Annual Educator Preparation programming (TSPC, ODE, EAC)

Data and research sharing to inform state policy and funding (ODE, BOLI, YDD, OLDC partners)

Financial aid for student parents, Early Learner Educator Grant POP (ELC)

Emergency preparedness and response (OED, OEM, ODF, OSFM)

State and local workforce strategies (Employment, WorkSource Oregon)

Coordination associated with professional licensure as part of our authorization/licensing of schools (OR Health Licensing Agency, OR State Nursing Board, OHA, others)

Apprenticeship opportunities (BOLI)

Youth workforce opportunities (YDD, ODF)

Future Ready Oregon (YDD, BOLI)

Customer Service: Featured Work

TASK FORCE OUTREACH:

HECC support to encourage participation and inform work of the historical statewide tour of the Joint Task Force on Student Success for Underrepresented Students in Higher Education

GRANTS AND SCHOLARSHIPS:

Customer-focused redesign of OregonStudentAid.gov website on grants and scholarships, and outreach to Oregonians on college/career planning

ENGAGEMENT WITH DIVERSE COMMUNITIES:

Increased outreach and consultation with tribes and diverse communities, thanks to leadership and collaboration of DEI staff and the consultation process during launch of the Oregon Tribal Student Grant

EXPANDING/TRANSFORMING WORKFORCE PARTNERSHIPS:

Increased focus through Future Ready Oregon on broadening our network of workforce partners to serve diverse and priority communities

ADDRESSING TRANSFER STUDENT NEEDS:

Thanks to the Transfer Council, increased tools for students to streamline transfer from 2- to 4-year institutions

CONSUMER PROTECTION:

In the private postsecondary sector, plus service to institutions through authorization/licensing

RESPONSE TO DISLOCATED WORKERS AND EMPLOYERS:

before, during and after a layoff

OUR MULTIPLE BOARDS SUPPORT ENGAGE WITH THEIR NETWORKS:

- WTDB with the business and workforce community, OregonServes with non-profits and service organizations, OCC and OYC with youth workforce and natural resource partners, PCS with private career school network, STEM Investment Council with education and workforce partners

In KPM #15, the HECC reports Customer Service - Percent of customers rating their satisfaction with the agency's customer service as "good" or "excellent": overall, timeliness, accuracy, helpfulness, expertise, availability. The last www.oregon.gov/highered/research/Documents/Performance/APPR_HECC_2021-09-30.pdf