



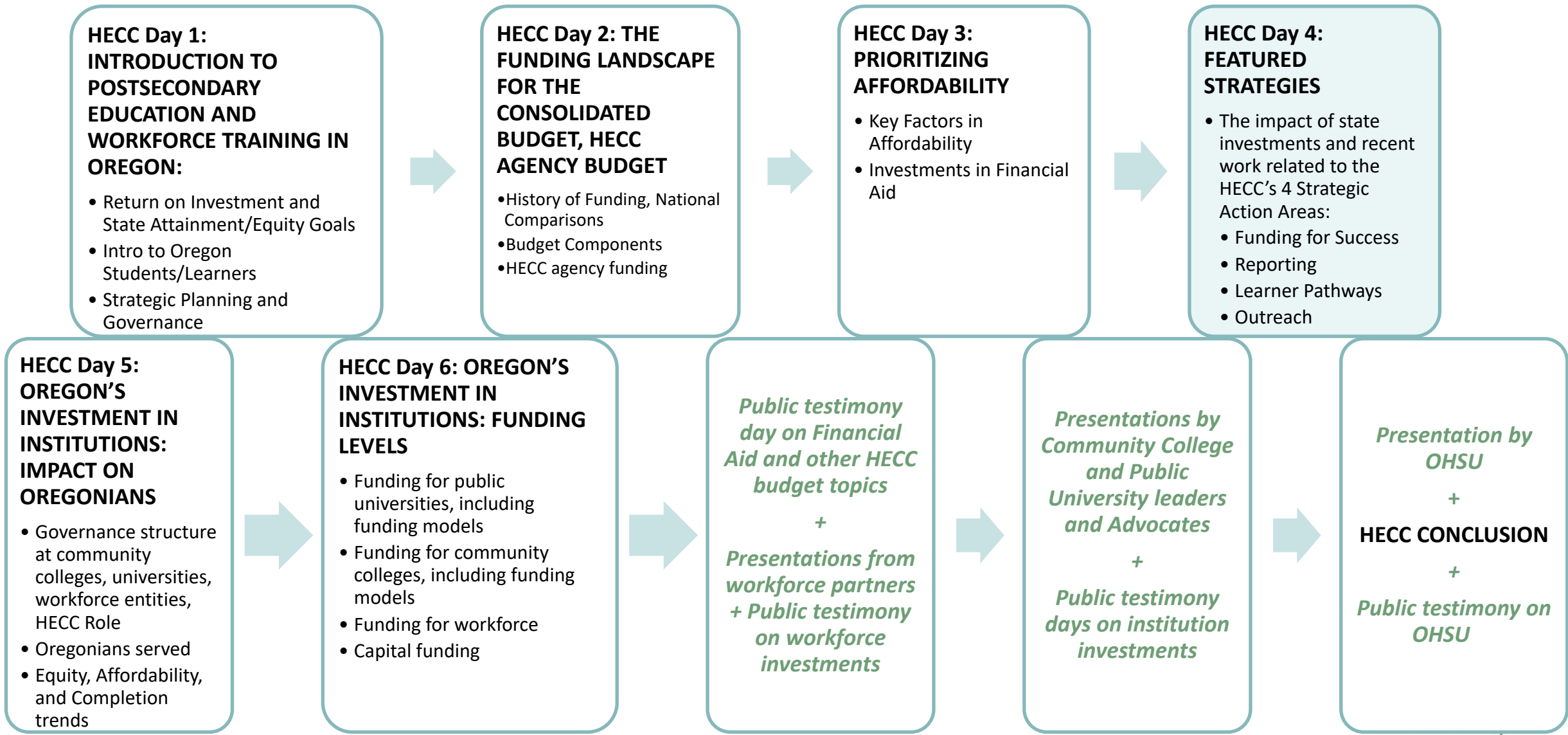
FEATURED STRATEGIES

Joint Committee on Ways and Means, Subcommittee on Education

Ben Cannon, Executive Director, HECC

APRIL 6, 2023

2023 HECC Budget Presentation Structure



HECC Budget Themes: Investments in Equitable Access and Success Pay Off for Oregon



ECONOMIC MOBILITY & WORKFORCE: Drive **Equitable Economic Mobility** and Meet Critical Workforce Needs



EQUITY: In addition to applying the Equity Lens to all Investments, **Intentionally Fund Equity Strategies**, Acting on Oregon's Historic 2022 Listening Tour



AFFORDABILITY: Prioritize College Affordability, **Bolstering Financial Aid** for Those with the Greatest Financial Need



STUDENT SUCCESS: Sustain Investment in Institutions to Serve Student, State, and Societal Needs

Four Strategic Action Areas Guide

HECC's Work to Achieve Four Key Goals

Our strategic work is in four priority areas. Through these strategic priorities, we aim to achieve our goals of **affordability, equity, student success, and economic and community impact.**

REPORTING to steer progress:

- We use data analysis and reporting to steer progress toward state attainment and equity goals.

FUNDING for success:

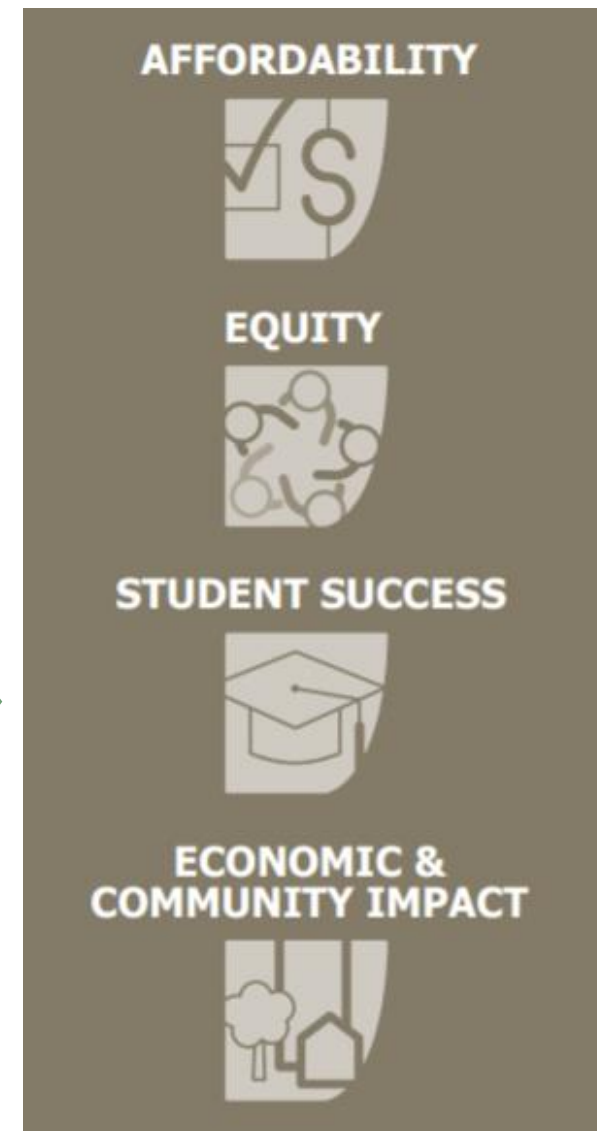
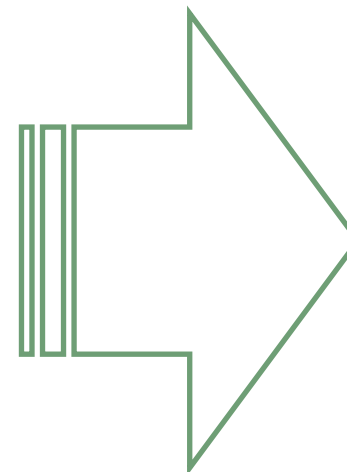
- We develop funding strategies to prioritize the success of Oregonians.

Streamlining Learner PATHWAYS:

- We make it easier to navigate and succeed in education and training, and link graduates with careers.

Expanding Opportunity through OUTREACH:

- We work to ensure equitable access to college and career resources.



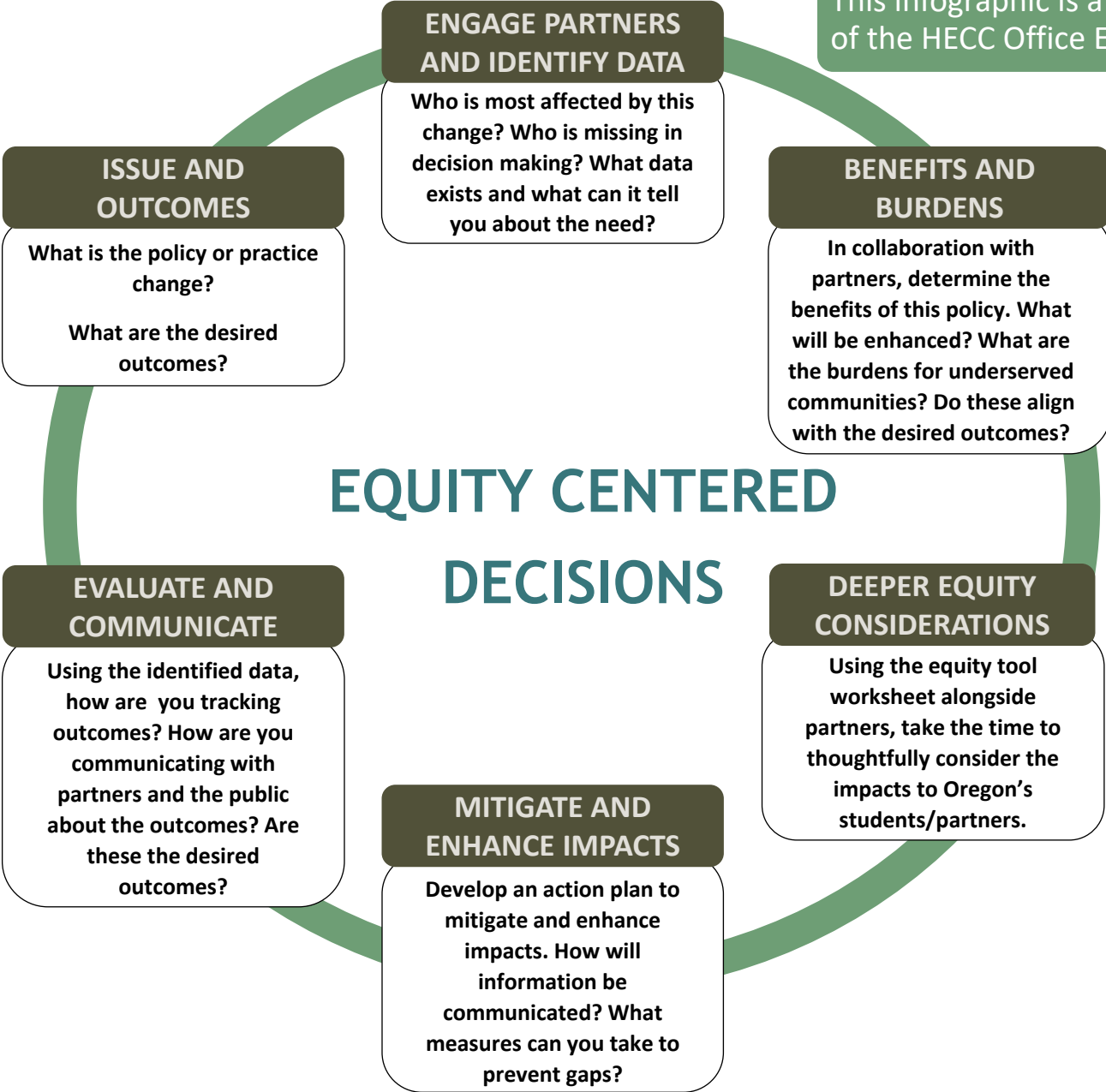
From the *HECC Strategic Framework*, December 2017

Equity Impact Protocol

The HECC is committed to explicitly identifying disparities in education outcomes to act, intervene, and invest in equity practices.

To make equity centered decisions, the HECC is focusing on applying this Equity Impact Protocol in collaboration with our partners as a guide when developing and implementing policy and procedure, and budgetary decisions.

This infographic is a condensed version of the HECC Office Equity Action Plan.



Recent HECC Equity Work Across the Agency

Three permanent DEI positions: this new team supports the operationalizing of the HECC equity commitment internally, leading efforts to increase community engagement and create new working partnerships.

Application of equity framework in the coordination of key policy development and implementation.

Cross-office collaboration and capacity building to better understand our commitment to racial equity, and the protocol for equity-centered decisions. Each of the 8 HECC offices are working on office-specific equity goals related to agency goals.

Cross agency collaboration in aligning best practice and capacity building for the Governor's equity and racial justice priorities.

HECC manages and coordinates many equity-focused state initiatives. Highlighted policy work for 2022 includes:

- Future Ready Oregon
- Tribal Student Grant
- Joint Task Force for Underrepresented Student Success in Higher Education
 - Educator Equity Plans
 - Review of the Community College Funding Model

HECC: Total State Postsecondary Education and Training Budget

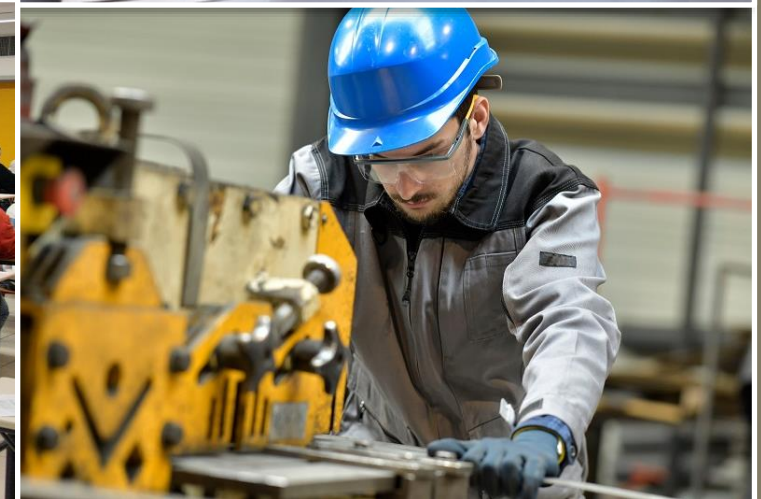
Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
Higher Education Coordinating Commission Budget: Total Budget for Postsecondary Education and Training	Includes all special payments, personal services, services and supplies, and debt service funds for all HECC programs.	\$3.92 Billion Total \$2.66B GF \$139.8M LF \$967.1M OF \$155.6M FF	\$3.32 Billion Total \$2.74B GF \$125.9M LF \$297.0M OF \$160.3M FF	\$3.76 Billion Total \$2.49B GF \$486.2M LF \$628.3M OF \$160.3M FF
Change from LAB and CSL				-4.41% from LAB +13.2% from CSL

HECC Agency Administration

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
Higher Education Coordinating Commission (HECC) agency Administration	Supports HECC’s agency office operations including 171 staff members performing policy and funding coordination across all sectors of postsecondary education and workforce.	\$76.5M Total \$40.1M GF \$21.1M OF \$15.3M FF	\$69.9M Total \$41.9M GF \$12.9M OF \$15.1M FF	\$73.3M Total \$40.3M GF \$17.8M OF \$15.1M FF
Budget growth in GRB over CSL comes from:				
<ul style="list-style-type: none"> A gain of 14 new positions (14.0 FTE). Overall growth reflected includes inflation. 				
Change from LAB and CSL				-4.18% from LAB +5.29% from CSL

FEATURED STRATEGIES: FUNDING

We develop funding strategies to
prioritize the success of Oregonians



Featured **FUNDING** Projects and Accomplishments 2021-23

→ Indicates more in upcoming slides

NEW



FUNDING for success

- Increased community engagement on the budget development process leading to our Agency Request Budget, invited strategies tied to the [Strategic Roadmap](#).
- • Launch of Future Ready Oregon investments administered by HECC.
- • [Review and Recommendations on the Community College Funding](#)
 - Implemented the awarding process for the [Oregon Tribal Student Grant](#) investment made in 2021 for students starting in fall 2022.
- • Administered Governor’s Education Emergency Relief (GEER) one-time investments in postsecondary education, working with ODE and partners.
 - Implemented 2021 increases in the [Oregon Opportunity Grant to better support students during the pandemic](#).
- • With workforce and AmeriCorps partners, supported [unemployed dislocated workers](#), students and communities during the pandemic and following the 2020 wildfires.
 - Advocated for and implemented Oregon Promise legislative changes to better serve lowest income recipients.
- • Administer funding to all 24 public institutions for support of Benefit Navigators and the consortium.
 - Distributed 2021-23 one-time state investments including college access programs: ASPIRE, AVID, BUILD EXITO Director’s Fund, College Possible, Oregon Trio.

Featured **FUNDING** Projects and Accomplishments 2021-23

ONGOING

→ Indicates more in upcoming slides

FUNDING for success

- HECC continues to administer the [Oregon Opportunity Grant \(OOG\)](#), the state's largest need-based grant for postsecondary students.
- Continued to [award other publicly financial aid programs](#) to thousands of Oregonians, including some COVID relief aid (most went directly to institutions).
- Administration of more than [600 privately-funded OSAC scholarships](#).
- • Implemented the [Student Success and Completion Model](#) to distribute funding to public universities, which was updated in 2021.
- Development and [review of capital projects for the public institutions](#), drawing on the [10-year Capital Plan](#) and the HECC prioritization process tied to state goals
- Award state funds to support [Open Educational Resources](#).
- In partnership with the Department of Revenue, market and coordinate the [Oregon Opportunity Grant Tax Credit Auction](#).
- Administration of first-generation student success grants to community colleges.
- Administration of “wrap-around grants” to high school equivalency preparation organizations statewide.
- Working with the Legislature, we have helped Oregon to become one of just a handful of states nationwide that administers its financial aid programs without regard to a student's immigration status. [Learn more about FAFSA and ORSAA here.](#)



Funding For Equitable Pandemic Recovery, Governor's Emergency Education Relief Fund (GEER)

HECC identified needs, proposed investments, and ultimately distributed GEER investments focused on relief and equitable recovery

- GEER I:
 - Higher Education Assistance Grants to public institutions to promote student resilience and success: \$6M
 - Higher Education Distance Learning Initiative: \$4M
 - Strong Start programming for incoming students at public universities: \$1.4M
- GEER II:
 - Oregon Youth Corps Summer Programs: \$500K
 - Open Educational Resources (OER) Support :\$1.2M
 - Reengagement and Retention Initiative: \$2.1M
 - Talent Innovation Equity (TIE) Grant Expansion: \$200K
- Emergency Assistance to Non-Public Schools Funds (EANS) reverted to GEER Uses:
 - Moonshot for Equity Initiative at EOU, TVCC, BMCC: \$1.6M
 - Additional Student Child Care Grant: \$750K
 - Oregon Youth Corps Program: \$2.5M
 - Facility for Agricultural Resource Management (FARM II) Blue Mountain CC: \$3.5M
 - Supplement Oregon Opportunity Grant to Promote Degree Completion: \$1.5M

Funding Emergency Response

Disaster & Economic Recovery Workforce Grants

- HECC received \$17M from the U.S. Dept. of Labor to respond to Covid-19 pandemic & September 2020 wildfires
- Subgrants to local workforce development boards supported:
 - Temporary employment opportunities
 - Career, training, and supportive services
 - Humanitarian assistance
 - Disaster relief



225 people
in temporary
employment



4,770 career
services
provided



1,055 training
services
provided



Crew of dislocated workers respond to Clackamas Co. wildfires



OregonServes AmeriCorps member

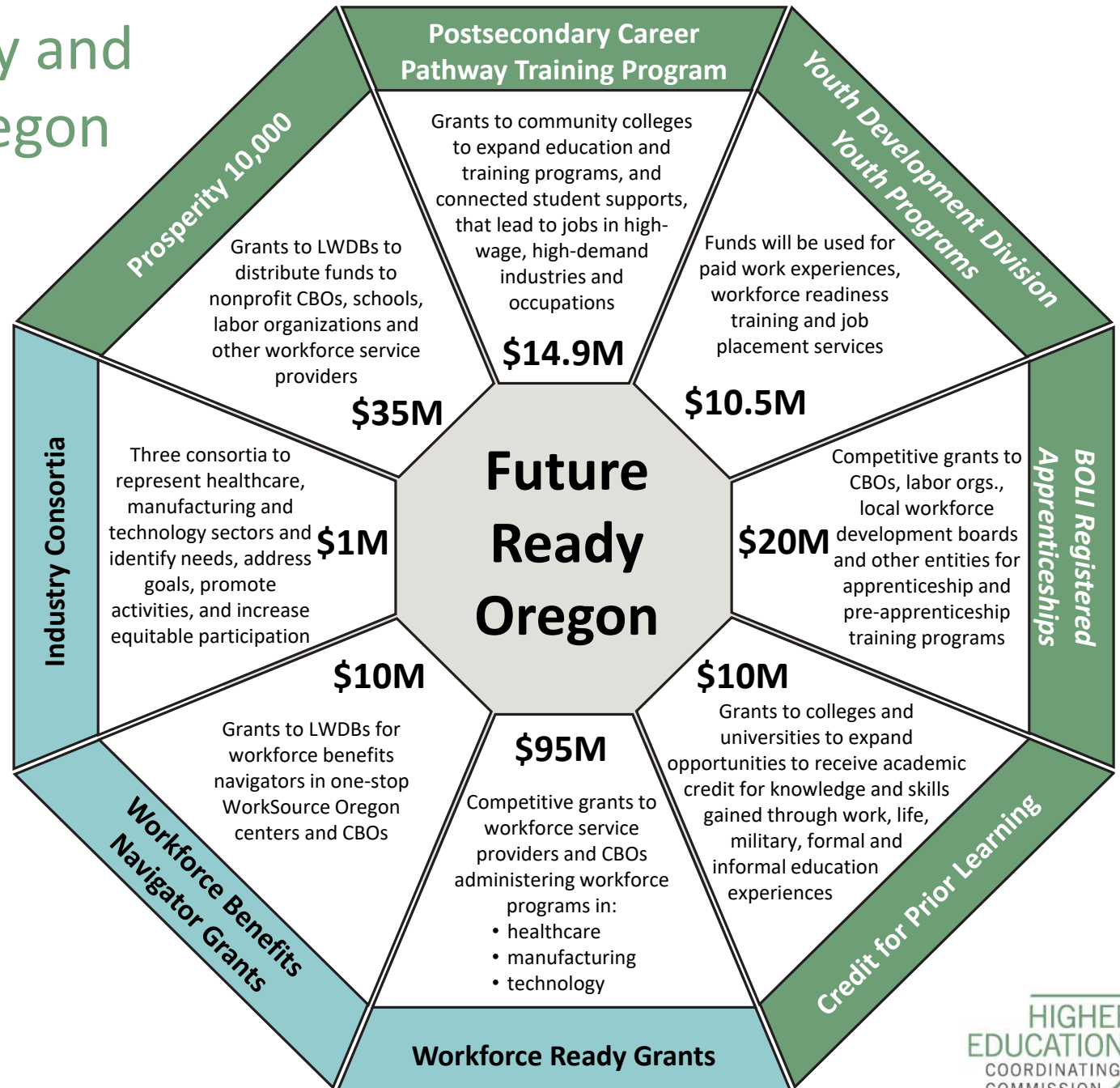
OregonServes Emergency Preparedness & Response

- **OregonServes Role in Emergency Response**
 - Coordinate national & volunteer service in statewide disaster preparedness, response & relief
 - OR Emergency Support Function 16
 - Connect communities to national service resources
- **Covid-19 Pandemic & Wildfire Response**
 - AmericCorps members in OregonServes programs provided pandemic- & wildfire-response services:
 - Virtual student mentors, coaches & support groups
 - Connecting students to local relief efforts
 - Distributing Chrome Books to students
 - Operating mobile food pantries in food deserts
 - Serving with American Red Cross & Oregon Dept. of Emergency Mgmt., to serve wildfire-impacted communities

Funding For Workforce Equity and Innovation: Future Ready Oregon

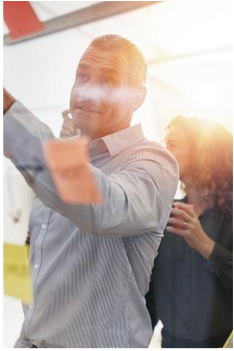
Passed in Spring 2022, SB 1545 invested \$200M to multiple agencies (including HECC) to:

- advance more equitable workforce system by expanding and innovating workforce training, and
- raise economic prosperity by connecting individuals to the training they need for well-paying jobs and connecting businesses to the skilled labor they need for growth.



The Focus of Future Ready Oregon Investments

Future Ready Oregon – SB 1545 (2022)



Leveraging existing successful programs

- Prosperity 10,000, Career Pathways, Credit for Prior Learning, Registered Apprenticeship (administered by BOLI), and Youth Programs (administered by YDD)



Encouraging innovation

- Workforce Readiness Grants, Workforce Benefits Navigators, Industry Consortia



Removing barriers to education and employment

- Serving priority populations and advancing a diverse workforce
- Co-creating workforce solutions; engaging employers, education and training providers, and community-based organizations
- Ensuring seamless career-connected learning opportunities
- Developing culturally and linguistically specific career pathways
- Supporting participants with tuition and fee assistance, wraparound supports and services

POP 406: Future Ready Oregon

Challenge:

- In 2022, the Oregon State Legislature passed Senate Bill 1545 (Future Ready Oregon), a comprehensive \$200 million package of investments that work together to advance an equitable workforce system.



Solution: POP 406

- Future Ready Oregon included both State General Fund (2021-2023) and Federal ARPA funding to support people with the education, training, and resources they need to get into good-paying jobs.
- **POP 406 in the GRB reauthorizes \$115 million in Federal ARPA funding for HECC to continue investments in Prosperity 10,000, Workforce Ready Grants, and Workforce Benefits Navigators.**

Funding Oregon's Public Universities for Student Success and Equity

More will be presented on this model on Day 6 of our presentations

The **Student Success and Completion model**, first launched in 2015, shifted the formula for distribution of state funds to the seven universities.

The change was from a model based on enrollment to a model focused on completed course hours and resident student graduation, to support Oregon's educational attainment goals.

- Holds institutions accountable for student success and equity by including **incentives for the graduation of students from prioritized populations such as those historically underrepresented** (including students of color, low-income, rural, and veteran students), **and degrees achieved in high-demand fields.**
- **The HECC completed an extensive review and update to the model in 2020-21.** The changes create further incentives for universities to improve degree outcomes and equity for Oregon students specifically with community college students who transfer.

Funding Oregon's Community Colleges for Student Success and Equity

More will be presented on this model on Day 6 of our presentations

The **community college funding model** has not been reviewed in relation to statewide and community goals in more than 10 years.

The current model distributes funding entirely through enrollment that is equalized between local property tax revenue and state taxpayer dollars.

- The HECC convened a work group composed deliberately of representatives of numerous perspectives at the institutions in an effort to ensure the funding formula is consistent with the state's higher education goals and the missions of the colleges.
- Recommendations were reviewed and discussed by the Commission in February 2023 with the Commission expected to consider action (administrative rule amendments) in June 2023.
- The recommendations include a framework that keeps much of the existing formula but adds two, student-focused components: one for student support and one for student success. Both prioritize four populations including low-income learners, adult students, career/technical education seekers, and traditionally underrepresented students as identified by race/ethnicity.

Funding for Benefit Navigators to Connect Students with Programs and Services

HECC distributes funds to public higher education institutions, administers the contracts, and supports partners questions and policy development (HB 2835, 2021)

Funding

- Distributed to 17 community colleges, 7 public universities and Portland Community College to support the Community of Practice

Role of the institutions:

- Hire benefits navigators who work with students in navigating various program eligibility and application criteria, coordinate and provide culturally specific resources (including resources for non-English speakers), and coordinate and leverage resources through collaboration with partner organizations to maximize ROI and benefit to individual students.

Community of Practice

- Convened by Portland Community College and provides best practice sharing, convenes navigators to facilitate professional development, and ensures accountability through data collection and reporting.

FEATURED STRATEGIES: REPORTING

We use data analysis and reporting to steer progress toward state attainment and equity goals



Featured REPORTING Projects and Accomplishments 2021-23

NEW

→ Indicates more in upcoming slides

REPORTING to steer progress



- Finalization in Aug 2021 of the [Strategic Roadmap for the Future of Oregon Postsecondary Education and Training](#), after extensive public and partner engagement.
- Contributed recommendations and analysis to inform the [Joint Legislative Task Force on Student Success for Underrepresented Students in Higher Education Final Report and Recommendations](#).
- [Joined partnership with U.S. Census](#) to offer employment data on graduates.
- Convened the [2022 Talent Summit that served as launch of Future Ready Oregon](#) to the business, education and workforce community.
- Issued the [Adult Learner Advisory Committee Report](#), a joint report of HECC and WTDB focused on achieving the state's adult educational attainment goal.
- • Administered the joint-agency research agenda of the [Oregon Longitudinal Data Collaborative \(OLDC\)](#), launching the [first public reports of this longitudinal data collaborative](#).
- Contributed [higher education analysis to ODE's SB 744 report](#) on high school graduation outcomes.
- Completed the [Year One Report on Future Ready Oregon investments](#), and developed a plan for assessment, accountability, and continuous improvement.
- Led a work group (SB 234) to develop [recommendations on how to maximize the impact of financial aid funds for incarcerated students](#).
- Distributed funding to support benefit navigators at the colleges and universities.

Featured REPORTING Projects and Accomplishments 2021-23

→ Indicates more in upcoming slides

ONGOING

REPORTING to steer progress



- Numerous racial equity-focused disaggregated reports including [statewide and institutional snapshots](#), statewide [key performance measures](#), and [public university evaluations](#) with a focus on students served, affordability, completion, and fiscal measures.
- Partnered with the Workforce and Talent Development Board (WTDB) and others to produce updated [Oregon Talent Assessment](#) and [other research reports](#) related to the workforce and economic issues such as [Essential Employability Skills](#), [Artificial Intelligence](#), and more.
- Issued comprehensive reports on Oregon's financial aid programs: [Oregon Opportunity Grant](#) and [Oregon Promise](#).
- Report 4th week [enrollment at public institutions](#), pandemic impacts.
- Regularly reported to representatives of the 9 federally-recognized tribes through the [Government to Government process](#) and the [Legislative Commission on Indian Services](#).
- Continued support of diversifying educator workforce: [Oregon Educator Equity Report](#), [Equity Plans](#) of education colleges.
- Numerous legislative reports on policy issues such as [open educational resources](#), [credit for prior learning](#), [common course numbering](#), [competency-based education](#), and more.
- Provided [financial aid application reporting by public high school](#), allowing schools to track progress and measure success.
- Federal reporting as part of the administration of [WIOA federally-funded workforce and adult education activities](#).

Reporting That Elevates Equity

We believe that the students and learners from currently and historically underserved communities represent Oregon’s best opportunity to improve overall educational outcomes” – Excerpt from HECC Equity Lens

We also know that means these students must be counted and represented throughout our work. HECC’s Office of Research & Data works to ensure students from underserved communities are seen and gaps in equity are identified and tracked. Here are some examples:

Snapshots

Published Snapshots for statewide, individual sectors and institutions to highlight metrics like enrollment, college affordability and completion rates by race/ethnicity among other underserved populations

Equity Briefs

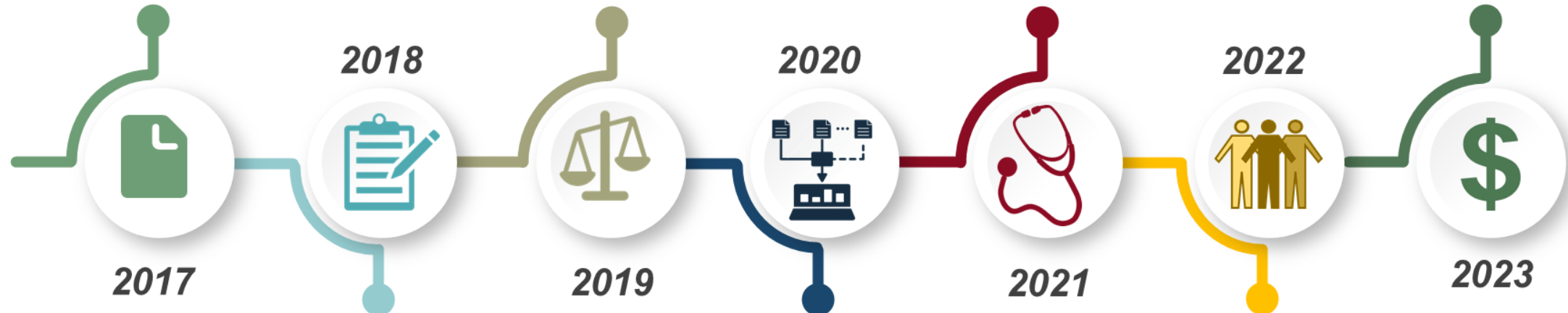
HECC published research briefs to highlight the equity gaps between underserved racial/ethnic groups for enrollment, affordability and completion of postsecondary education in public institutions

Pandemic

HECC provided data and analysis on the impact the COVID-19 pandemic had on student enrollment and retention, specifically for underserved populations

Future Ready

HECC is tasked with collecting and reporting data on programs funded through Future Ready Oregon, focusing on priority populations



2018

KPMs

HECC KPMs were changed to ensure the inclusion and evaluation of enrollment and completions rates by race/ethnicity

2020

Data Equity

HECC R&D began and continues evaluation of data and processes to ensure equity and accuracy for all groups

2022

HB2590

HECC provided data and analysis to support the Joint Taskforce for Underrepresented Students

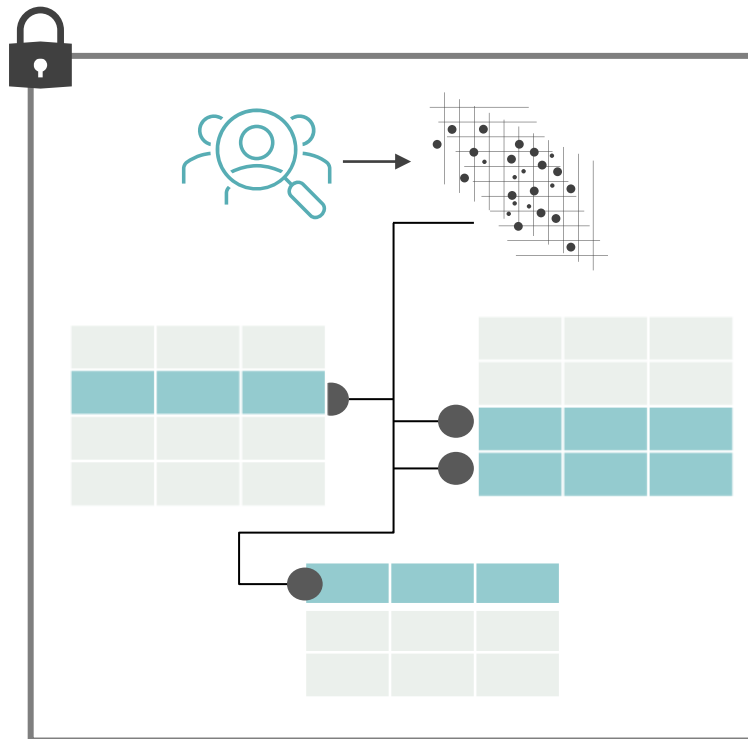
More information about this cross-agency governed program can be found at:
<https://www.oregon.gov/highered/research/Pages/OLDC.aspx>

The goal of the OLDC is to **provide actionable data-supported policy recommendations that impact student learning, training, and workforce opportunities**

Data partner agencies share data with the OLDC



OLDC applies matching logic across data partner records



OLDC produces files, reports, and publishes research*



Recently published research on the nursing education shortage

OLDC OREGON LONGITUDINAL DATA COLLABORATIVE

Addressing the nursing shortage in Oregon:
 removing barriers in nursing education

Prepared by:
 Oregon Longitudinal Data Collaborative

Lead Researcher:
 Jesse Higgins, Ph.D., M.A.
 OLDC Senior Research & Data Analyst

Contact Information:
 Ben Tate
 OLDC Director
ben.tate@perc.oregon.gov

Publish date tbd
 High-Level Findings and Recommendations from the Oregon Healthcare Education Shortage Study
<https://www.oregon.gov/highered/research/Pages/OLDC.aspx>

*The program is governed by the data partners agencies who set the agenda and reporting priorities



FEATURED STRATEGIES: LEARNER PATHWAYS

We make it easier to navigate and
succeed in education and training, and
link graduates with careers



Featured **LEARNER PATHWAYS** Projects and Accomplishments 2021-23

NEW

→ Indicates more in upcoming slides

Streamlining Learner PATHWAYS



- • Launched the [Oregon Transfer Council](#) (established in 2021 by SB 233) to develop and advance work to streamline transfer pathways.
- • Launched the [Oregon Conservation Corps](#) and the first state investments in the Oregon Youth Employment Program (OYEP) funded by the 2021 Legislature, in addition to other [workforce development grant programs serving youth and young adults](#).
- Launched investments in innovative workforce education and training pathways supporting underserved and marginalized priority populations through [Future Ready Oregon](#) (Prosperity 10,000 grants to local workforce boards, Community College Career Pathway Training Programs, Credit for Prior Learning Grants, and Workforce Ready Grants).
- Approved the first Applied Baccalaureate Programs at Oregon community colleges after developing the [approval process for these programs \(SB 3, 2019\)](#).
- Established administrative rules for a new type of [private career school](#), psilocybin training schools, after the passage of Ballot Measure 109.

Featured LEARNER PATHWAY Projects and Accomplishments 2021-23

ONGOING

→ Indicates more in upcoming slides

Streamlining Learner PATHWAYS



- • Administer workforce and education programs authorized by the [Workforce Innovation and Opportunity Act \(WIOA\)](#), working through the WTDB; these support training and career services—from job search support at WorkSource Oregon Centers to financial literacy, English language learning, and youth workforce programs.
- • Support [high school equivalency GED®](#) and [adult education providers](#) statewide. Convened the annual Adult Basic Skills Conference.
 - [Regulation, licensing, and authorization](#) of degree-granting institutions serving Oregonians, and private career schools in Oregon.
 - Review and approval of [new academic programs at Oregon’s public universities](#), and [review of new CTE programs at Oregon’s community colleges](#).
 - Through [OregonServes and AmerCorps programs](#) in Oregon, administered grants and opportunities for, service, volunteerism and civic engagement in Oregon communities.
- • Lead [peer review process for accelerated learning](#), maximizing opportunity for college credit while in high school.
- • Worked with ODE to implement the [Oregon CTE plan](#), and coordinate the postsecondary education of CTE education programs supported by federal funds.
- • Convening of cross-sector collaboratives to address statewide industry needs for employers and job-seekers.

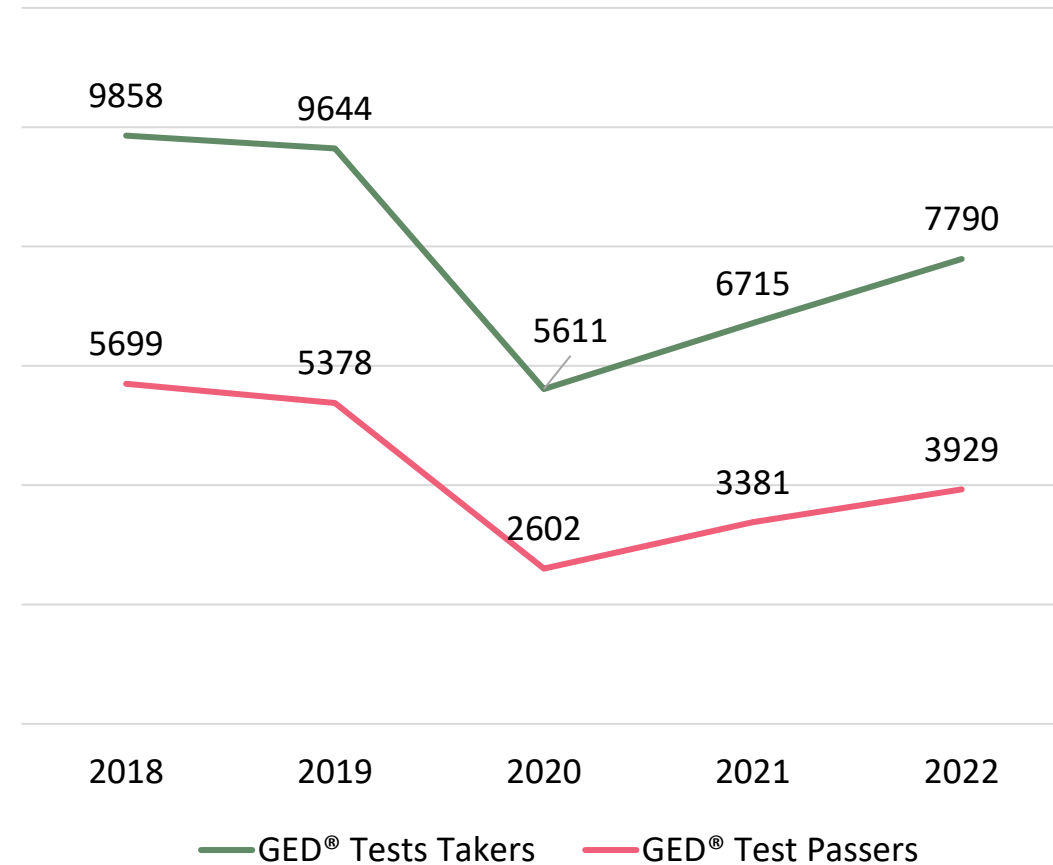
Creating Pathways to High School Equivalency Credentials

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

HECC Role:

- Provides technical assistance to GED® testing sites around the state.
- Organizes the Annual Oregon GED® Program Summit.
- In 2021-23, HECC is distributing and managing \$1.7M in state-funded grants for GED® wraparound services.

Oregon GED® Test Performance 2018-2022



Source: GED® Analytics™

Creating Pathways That Bridge High School and College (Accelerated Learning)

Access Points to College Courses

- Dual Credit and Related Partnerships
- Direct enrollment (such as Expanded Options for HS students)
- Articulations: Advanced Placement (AP) and International Baccalaureate (IB)

Strong Cross Sector Partnerships

- Advocating for expansion of equitable access to college credit opportunities for all high school students
- Monitoring to ensure credits transfer and count towards degrees and certificates

Impacts for students

- Students with accelerated college credit are more likely to graduate high school and go to college
- Students with more than 10 accelerated college credits finished college sooner, by one-half year, than students with fewer than 10 credits

HECC Role

- HECC developed and adopted standards for high school-based college credit partnership programs in 2016 (ORS 340.310)
- HECC partners with ODE to conduct a standards based peer review process (OAR 715-017-0005)
- HECC coordinates with Oregon campuses and publishes the Statewide AP and IB Course Credit Policy (ORS 350.417)
- *HECC KPM #4 is focused on accelerated learning (see Appendix): Estimated college Credits earned by high school students*

Creating Pathways to Career for Youth and Adults (CTE)

Perkins V, Strengthening Career Technical Education for 21st Century Act Highlights

Oregon's Vision for CTE:

- *Oregon will re-imagine and transform learner experiences in order to enhance their future prospects; empower their communities; and ensure equity in an inclusive sustainable, innovation-based economy.*
—from Oregon State CTE Plan

CTE State Plan Focus Areas:

- Tighter connections to employers and workforce
- Increased stakeholder engagement
- Statewide models for high-quality programs of study
- Rich opportunities for students to gain real-world experience and skills through work-based learning; and
- Career exploration beginning at least in middle school and extending through adult education.

HECC Role

- Reviews and approves CTE programs, degrees and certificates at Oregon's community colleges.
- Partners with ODE in the overall federal grant management, compliance and implementation of the secondary to postsecondary transitions. Including match requirements.
- Engages and partners in workforce preparation conversations.
- Provides technical assistance to faculty and staff.

Creating Pathways That Streamline Transfer: Legislative History

The Transfer Council's collaborative work builds on the previous work to develop **clear and comprehensive transfer pathways for community college students in Oregon as they transfer to public universities.**

Transfer Work Before 2021

- **2013:** House Bill 2970 continued the Transfer Student Bill of Rights and Responsibilities and called for the **development of new transfer degrees** in areas such as engineering.
- **2017:** House Bill 2988 attempted to mitigate credit loss by requiring community colleges and public universities to establish **foundational curricula and statewide transfer agreements** to align pathways for community college students in Oregon as they transfer to an in-state, public university.

Establishment of the Transfer Council in 2021, first convened in Oct 2021

- **2021:** SB 233 directs the HECC and community colleges and universities to **improve academic credit transfer and transfer pathways between Oregon's public community colleges and universities. The bill established the Transfer Council** and tasked them with developing recommendations on a common course numbering system, Major Transfer Maps, and other credit transfer-related concerns.

Transfer Council Participation

- Transfer Council is made up of 15 voting members and includes **representation from students, faculty and administrators.**
- **20 out of 24 of Oregon's Public Institutions participated** in aligning courses and programs statewide.
- **Faculty-driven work to align courses**
This year, 104 faculty/staff meet every 1-2 weeks.

Creating Pathways That Streamline Transfer: Accomplishments and Next Steps

Straighter Roads

- Aligning in demand lower division courses statewide
 - Approved the [first 10 commonly numbered courses at Oregon's public postsecondary institutions](#) to help students avoid having to retake courses when they transfer.
 - 39 more in demand courses by 2025
- Aligning in demand programs of study statewide.
 - Business, Computer Science, Elementary Education, and English Literature

Better Maps

- Designed student facing tools that make transfer pathway guarantees clear
- Surveyed students, advisors, faculty and administrators on the needs of a statewide transfer portal



Learn More

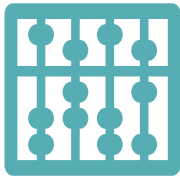
- Additional details about their accomplishment can be found in the [latest legislative report](#).
- Transfer Council and its subcommittees are public. Learn more about the Transfer Council and recent public meetings here: <https://www.oregon.gov/highered/policy-collaboration/Pages/transfer-credit.aspx>
- Sign up for public meeting notices here: <https://public.govdelivery.com/accounts/ORHECC/subscriber/new>

Creating Pathways That Help Diverse Oregonians Secure Basic Education and Literacy Skills (WIOA Title II)

HECC Role: Administer Title II Funds
Monitoring and Compliance

Collect & Report Performance Data
Technical Asst. and Prof. Develop.

Skills Gained in WIOA Title II



Numeracy



Reading



Writing



Language

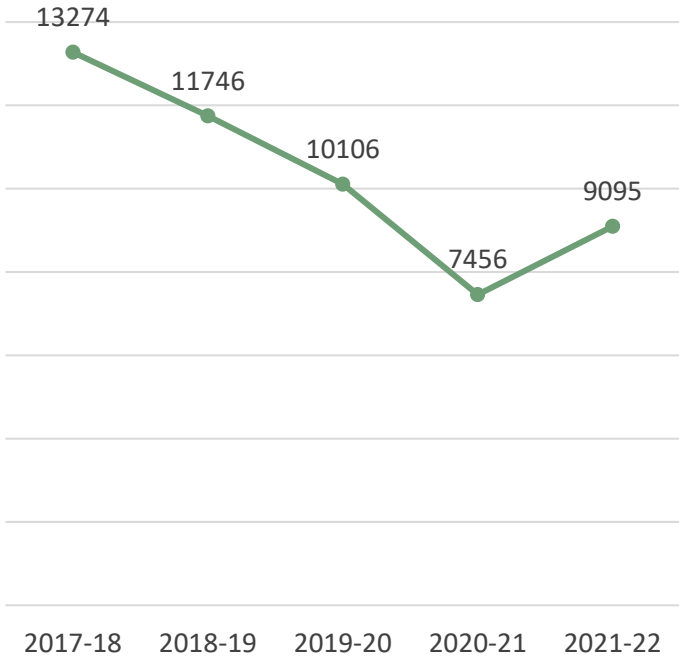


Credentials

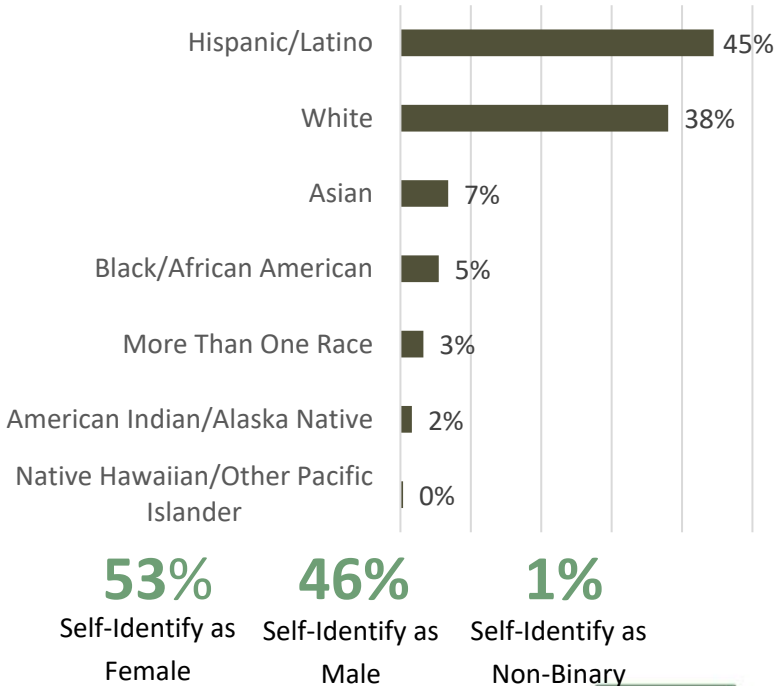


Career

Enrollment



How Students Identify



Creating Workforce Pathways to Address Industry Needs

Workforce and Talent Development Board (WTDB)

WTDB Committees/ Taskforces

- Executive
- Continuous Improvement
- Equitable Prosperity
- Artificial Intelligence
- Work Readiness

Industry Consortia

- Healthcare
- Manufacturing
- Technology

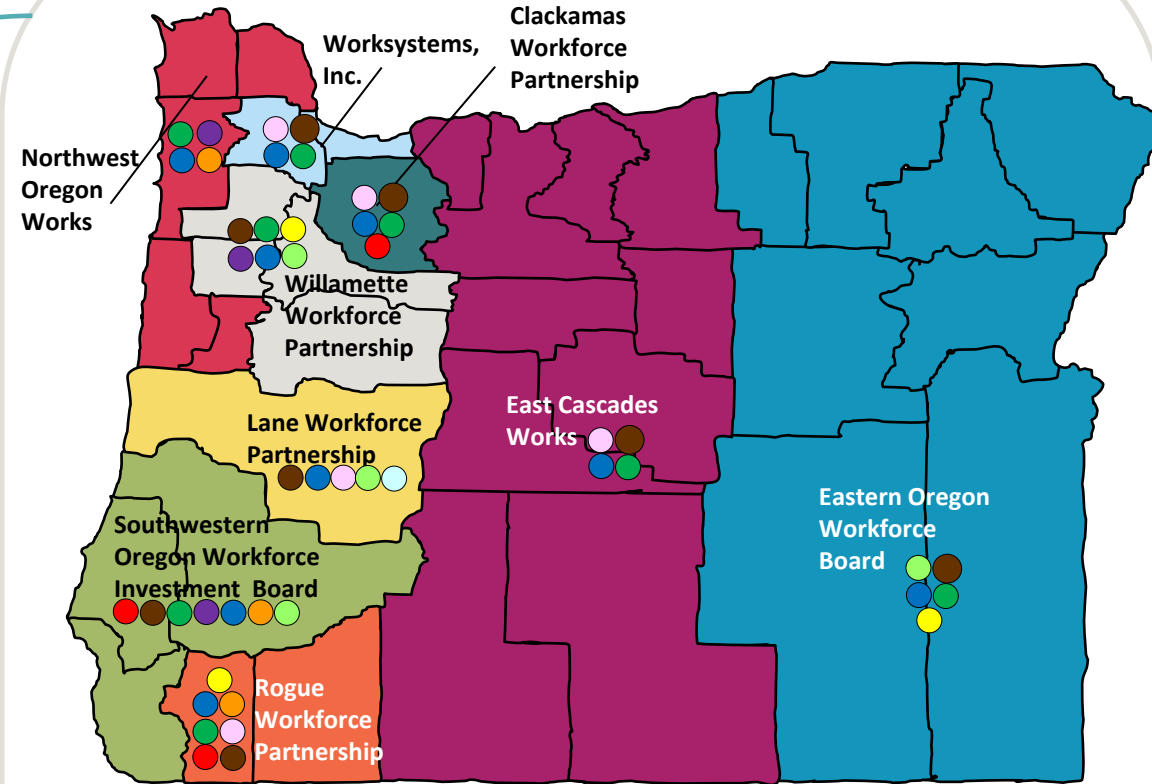
Statewide

HECC convenes cross-sector collaboratives to address statewide industry needs for employers and job-seekers.

Regional

LWDBs convene sector partnerships that bring together cross-sector partners from the same industry and labor market region to address industry needs for employers and job-seekers.

Local Workforce Development Boards



Targeted Industry Sectors

- | | | |
|-------------------------------|---------------------|------------------|
| • Childcare/Early Learning/Ed | • Manufacturing | • Transportation |
| • Construction | • Maritime | • Warehousing |
| • Healthcare | • Natural Resources | • Wood Products |
| • Leisure/Hospitality | • Technology | |

Creating Pathways to Paid Work for Young Oregonians

Paid work experiences

Career Exposure

Career Training

Employability Skills

Community Benefit

Oregon Youth Employment Program (OYEP)

- 66% participants from rural communities
- 1,599 youth served
- Work experiences in 11+ sectors



In Willamette Workforce Partnership's OYEP, Mychaela learned job skills and confidence; she now works in childcare & wants to go to nursing school.

Oregon Conservation Corps (OCC)

- Continued funding not included in GRB
- 1,300 acres treated for fire prevention
- 733 structures protected from fire
- 213 youth served

Jonah, a member of a Phoenix School of Roseburg's OCC crew, shared: "I was actually thinking of starting my own fuels reduction business, so I'm building the skills and skillset that I would need to go out on my own."



Oregon Youth Corps (OYC)

- 646 youth served
- 44K+ hrs work readiness training delivered
- 617 academic credit hours earned

Youth in Certified Personnel Service Agency, Inc.'s OYC program take part in the annual effort to trap, handle, collect biological data from & band birds in the Ladd Marsh Wildlife Area.



FEATURED STRATEGIES: OUTREACH

We work to ensure equitable access
to college and career resources.



Featured **OUTREACH** Projects and Accomplishments 2021-23

NEW

→ Indicates more in upcoming slides

Expanding Opportunity through OUTREACH, Financial Aid



- Participation in the historic outreach tour of [the Interim Joint Legislative Task Force on Student Success for Underrepresented Students in Higher Education](#)
- Collaboration with Oregon Tribes to spread the word to potential applicants of the [Oregon Tribal Student Grant](#)
- Student-focused redesign of the [OregonStudentAid.gov website](#) in 2022 to better serve Oregon students, educators, and families
- [Launch of numerous e-newsletters to expand audiences & keep our audiences informed](#) on issues such as Transfer, Financial Aid, Equity, and more, expanding our audiences
- • Consultation through the Leadership Council for Equity, the Equity Advisory Committee, and other groups
- Launch of OregonServes pilot program to support affordable housing for AmeriCorps volunteers
- • Implemented inclusive, low-barrier [Future Ready Oregon](#) grant-making processes, advancing access to opportunities for organizations serving priority populations and those new to the workforce system
- Launch in 2021 of the [Adult Learner Outreach Toolkit in 8 Languages](#)
- Customer-focused redesign of the [Workforce and Talent Development Board website](#)

Featured **OUTREACH** Projects and Accomplishments 2021-23

→ Indicates more in upcoming slides

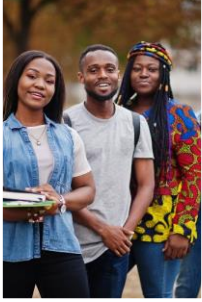
ONGOING



Expanding Opportunity through **OUTREACH**, Financial Aid

- Ongoing consultation with the nine federally recognized tribes through the Government to Government process
- • Implementing equity goals for the agency and specific goals for each office, thanks to the leadership and collaboration of HECC's Diversity, Equity, and Inclusion (DEI) team
- • Joint outreach with partners to encourage FAFSA/ORSAA completion.
 - ASPIRE program offering education, resource, and mentoring to students across the state
 - College Goal Oregon outreach events to support financial aid applications
- • Webinars, presentations, and publications on financial aid and college/career prep

Outreach to Diverse Communities: Agency-wide



Ongoing engagement through Racial Justice Council and through the HECC Equity Advisory Committee comprised of DEI experts and leaders from across the 17 public institutions.



Ongoing engagement and consultation with tribal representatives through the Government to Government process.



New Leadership Council for Equity comprised of community equity champions, initially started through the Lumina Foundation-supported TIE grant.



Collaboration with ODE and partners on Student Success Plans for American Indian/Alaska Native, Latino/a/x, African American/Black, LGBTQ+ students and rule making.



Agency-wide expectations to incorporate engagement strategies and operationalize through our equity impact protocol.

Outreach to Current and Prospective Students

Publications and Communications Activity

- Website enhancements; **OregonStudentAid.gov** has new clean look, greater accessibility, and translation capabilities
- OSAC has 26 different publications for order on our website
 - 25,663 Items ordered this year
 - 5,782 were in Spanish
- Social Media: active social media presence on Facebook, Instagram, Twitter, and YouTube

Examples OSAC Publications



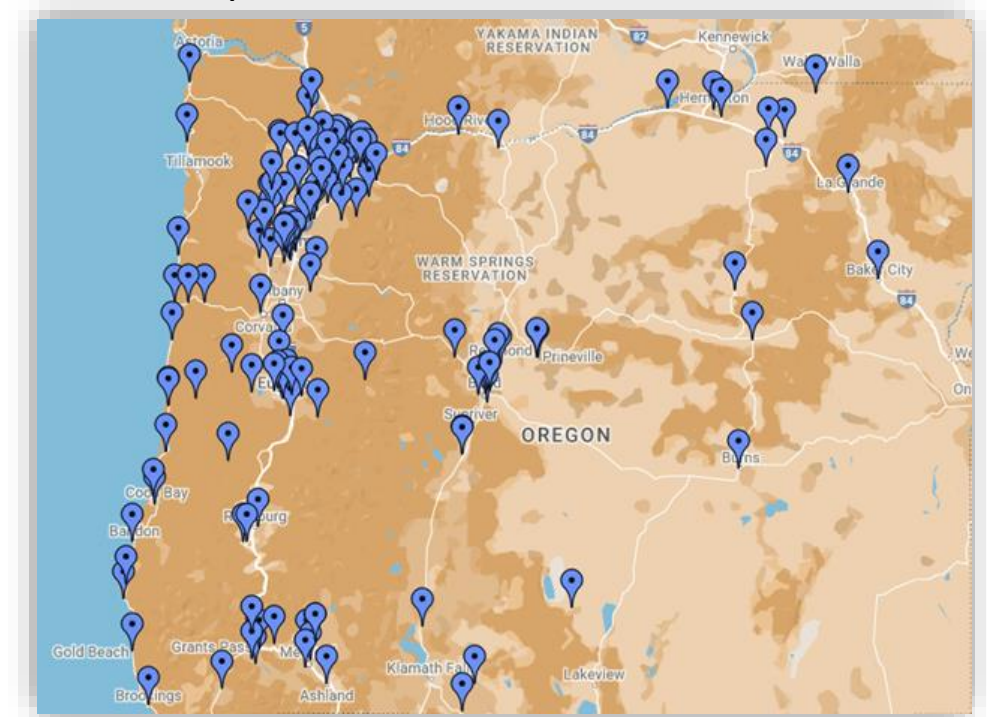
Outreach to Middle and High School Students: ASPIRE

The ASPIRE program helps educate Oregon students to become career and college ready by offering education, resources, and mentoring. Volunteer mentors work with staff and partners at sites across Oregon.

ASPIRE Serving the State of Oregon

- ASPIRE currently serves 176 sites across Oregon
- Fall Conference: To better serve our state we hosted two ASPIRE Fall Conferences this year at:
 - Western Oregon University
 - Eastern Oregon University
- Regional meetings: ASPIRE hosts regional meetings at multiple locations across the state in the spring

Map of ASPIRE Sites for PY 22-23



Outreach to Prospective Students: Events and Presentations

Types of outreach support

- OSAC offers outreach support including:
 - Facilitating presentations on financial aid and career and college readiness
 - Assisting with FAFSA/ORSAA and scholarship completion events
 - Participating in career college readiness events
 - And more
- Currently 71 sites have requested outreach support from OSAC

Outreach Requests by Location



Albany	Hillsboro	Pleasant Hill
Amity	Hood River	Portland
Beaverton	Klamath Falls	Redmond
Bend	La Grande	Rogue River
Brookings	Marcola	Roseburg
Canyonville	Milwaukie	Salem
Coos Bay	Molalla	Sandy
Estacada	Monmouth	Sixes
Elmira	Newport	Springfield
Eugene	Ontario	Tillamook
Gresham	Oregon City	Woodburn
Hermiston	Pendleton	

Outreach for FAFSA/ORSAA Completion



Our **FAFSA Plus+** sites gain access to current student-level FAFSA data, allowing their staff to provide targeted assistance to high school seniors and their families. 250+ schools and CBOs are sites.



College Goal Oregon (CGO) 2022-2023

- Free, on-site events where financial aid professionals help students complete the FAFSA/ORSAA, OSAC Scholarship Application, and college applications
- Open to graduating high school seniors, college students, and others interested in going to college
- 5 Universities, 12 community colleges, 55 High Schools participate
- OSAC partnership with the Oregon Department of Education is tracking completion rates by high school: <https://www.oregon.gov/highered/research/Pages/fin-aid-application-data.aspx>

Free Application for Federal Student Aid (**FAFSA**) | Oregon Student Aid Application (**ORSAA**)

- Students apply for public and institutional aid by completing the FAFSA or ORSAA

Outreach in Grantmaking: the Future Ready Oregon Model

Advisory Committees, Inclusive Processes, and Lessons Learned

Focus Round One funding on **capacity-building** to advance opportunities for organizations serving priority populations and new to workforce development

Provide supports for applicants, including **technical assistance** and language translation, and accessible application materials

Emphasize direct, intentional **support for priority populations** and cultural competency, lived experience, and specific knowledge of community strengths, the impacts of discrimination, and disparities in access

Prioritize **partnerships and collaboration** to engage historically underserved and vulnerable populations, advance innovation, and build capacity

Expand engagement efforts to connect with organizations new to providing workforce services, specifically CBOs in rural communities, tribal governments, and culturally specific organizations

Lead with learning – building communities of practice, ongoing technical assistance, and training to support grant recipients

Key Takeaways Today



HECC's role in **FUNDING** — whether through formulas, grants, or other mechanisms — supports strategic distribution of state investments to address state goals.



Our research, analysis, and **REPORTING** informs Oregon's progress toward our state equity and guide strategic policy decisions.



State investments help create **PATHWAYS** for students throughout the educational and workforce continuum.



OUTREACH and engagement, especially with underserved communities, is an increasing focus of HECC work.



PUBLIC INSTITUTION SUPPORT: IMPACT ON OREGONIANS

Joint Committee on Ways and
Means, Subcommittee on Education

Ben Cannon, Executive Director, HECC

**Donna Lewelling, Director, HECC Office of
Community Colleges and Workforce Development**

**Veronica Dujon, Director, HECC Office of Academic
Policy and Authorization**

**Julia Steinberger, Director, HECC Office of Workforce
Investments**

APRIL 10, 2023

2023 HECC Budget Presentation Structure

HECC Day 1: INTRODUCTION TO POSTSECONDARY EDUCATION AND WORKFORCE TRAINING IN OREGON:

- Return on Investment and State Attainment/Equity Goals
- Intro to Oregon Students/Learners
- Strategic Planning and Governance



HECC Day 2: THE FUNDING LANDSCAPE FOR THE CONSOLIDATED BUDGET, HECC AGENCY BUDGET

- History of Funding, National Comparisons
- Budget Components
- HECC agency funding



HECC Day 3: PRIORITIZING AFFORDABILITY

- Key Factors in Affordability
- Investments in Financial Aid



HECC Day 4: FEATURED STRATEGIES

- The impact of state investments and recent work related to the HECC's 4 Strategic Action Areas:
 - Funding for Success
 - Reporting
 - Learner Pathways
 - Outreach

HECC Day 5: OREGON'S INVESTMENT IN INSTITUTIONS: IMPACT ON OREGONIANS

- Governance structure at community colleges, universities, workforce entities, HECC Role
- Oregonians served
- Equity, Affordability, and Completion trends



HECC Day 6: OREGON'S INVESTMENT IN INSTITUTIONS: FUNDING LEVELS

- Funding for public universities, including funding models
- Funding for community colleges, including funding models
- Funding for workforce
- Capital funding



Public testimony day on Financial Aid and other HECC budget topics

+

Public testimony on Workforce investments



Presentations by Community College and Public University leaders and Advocates

+

Public testimony days on institution investments



Presentation by OHSU

+

HECC CONCLUSION

+

Public testimony on OHSU

HECC Budget Themes: Investments in Equitable Access and Success Pay Off for Oregon



ECONOMIC MOBILITY & WORKFORCE: Drive **Equitable Economic Mobility** and Meet Critical Workforce Needs



EQUITY: In addition to applying the Equity Lens to all Investments, **Intentionally Fund Equity Strategies**, Acting on Oregon's Historic 2022 Listening Tour



AFFORDABILITY: Prioritize College Affordability, **Bolstering Financial Aid** for Those with the Greatest Financial Need



STUDENT SUCCESS: Sustain Investment in Institutions to Serve Student, State, and Societal Needs

State Support for Community Colleges

The CCSF is 20.3% of the HECC budget.

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
Community College Support Fund (CCSF)	Funds critical investments made to public community colleges to support educational and operational expenses	\$719M Total \$707.8M GF \$11.1M OF	\$779.4M Total \$768.4M GF \$10.9M OF	\$764.1 Total \$753.1M GF \$10.9 OF
Change from LAB and CSL				+6.3% from LAB -1.9% from CSL
Debt Service on Previous Community College Capital Projects	Supports debt service on previously approved capital infrastructure projects for the community colleges	\$46.8M Total \$34.5M GF \$11.8M LF \$0.5M OF	\$51.7M Total \$39.9M GF \$11.8M LF	\$51.7M Total \$39.9M GF \$11.8M LF
Change from LAB and CSL				+10.5% from LAB 0.0% from CSL

State Support for Public Universities

The PUSF is 24.8% of the HECC budget.

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
Public University Support Fund	Funds critical investments to public universities to support educational and operational expenses	\$920.2M Total \$912.7M GF \$7.5M OF	\$972.0M GF	\$933.1M Total \$852.6M GF \$80.5M LF
Change from LAB and CSL				+1.4% from LAB -4.0% from CSL
Debt Service on Previous University Capital Projects	Supports debt service on previously approved capital projects for the universities	\$414.4M Total \$219.1M GF \$ 32.3M LF \$159.1M OF \$ 4.0M FF	\$509.9M Total \$277.4M GF \$ 33.3M LF \$195.1M OF \$ 4.0M FF	\$509.9M Total \$277.4M GF \$ 33.3M LF \$195.1M OF \$ 4.0M FF
Change from LAB and CSL				+18.7% from LAB 0.0% from CSL

Employment and Workforce Activities

The HECC Office of Workforce Investments responsible for implementing the Governor’s vision for workforce development, convening partnerships across the workforce system, and supporting and providing technical assistance to several citizen advisory boards, local workforce development boards (LWDBs), and local providers. OWI administers the adult, youth, and dislocated worker programs under Title I of the federal Workforce Innovation and Opportunity Act (WIOA), as well as other federal discretionary and state general fund grants to LWDBs. OWI also administers programs that provide paid work experiences to young Oregonians. In addition, OWI administers Oregon’s AmeriCorps State Grant Program (OregonServes). Finally, OWI provides staff support to four citizen advisory boards. Future Ready funding appears here in 21-23 LAB and 23-25 GRB but is not part of CSL.

Employment and workforce activities are 7% of the Total HECC Budget.
48% of the workforce budget is Federally Funded.

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
Employment and workforce activities	Includes funding for HECC employment and workforce activities.	\$306.4M Total	\$162.7M Total	\$272.2M Total
		\$ 53.5M GF	\$ 18.8M GF	\$ 18.8M GF
		\$127.2M OF	\$ 13.8M OF	\$123.3M OF
		\$125.7M FF	\$130.1M FF	\$130.1M FF
Change from LAB and CSL				-11.2% from LAB 67.3% from CSL

OVERVIEW OF
GOVERNANCE
STRUCTURE AND ROLES



As the State Coordinating Commission, We Work with Numerous Postsecondary Education and Training Institutions with Local Governance

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

In addition to the HECC Commission, we staff the Workforce and Talent Development Board (WTDB) and 6 other public boards/councils/committees

Local Governance of Public Higher Education Institutions and Workforce Development

17 Community Colleges with Locally-elected Governing Boards.

7 Public Universities + OHSU

Institutional Governing Boards (Governor-appointed, Senate-confirmed)

9 Local Workforce Development Boards

Private Institutions

219 Private Career Schools
(Licensed by HECC)

21 Private Degree-granting institutions based in Oregon
Authorized by HECC (ODA)

52 Out-of-state degree-granting institutions serving Oregonians through distance education

Including 32 that participate in NC-SARA

20 other degree-granting private institutions
(Exempt from state authorization requirements)

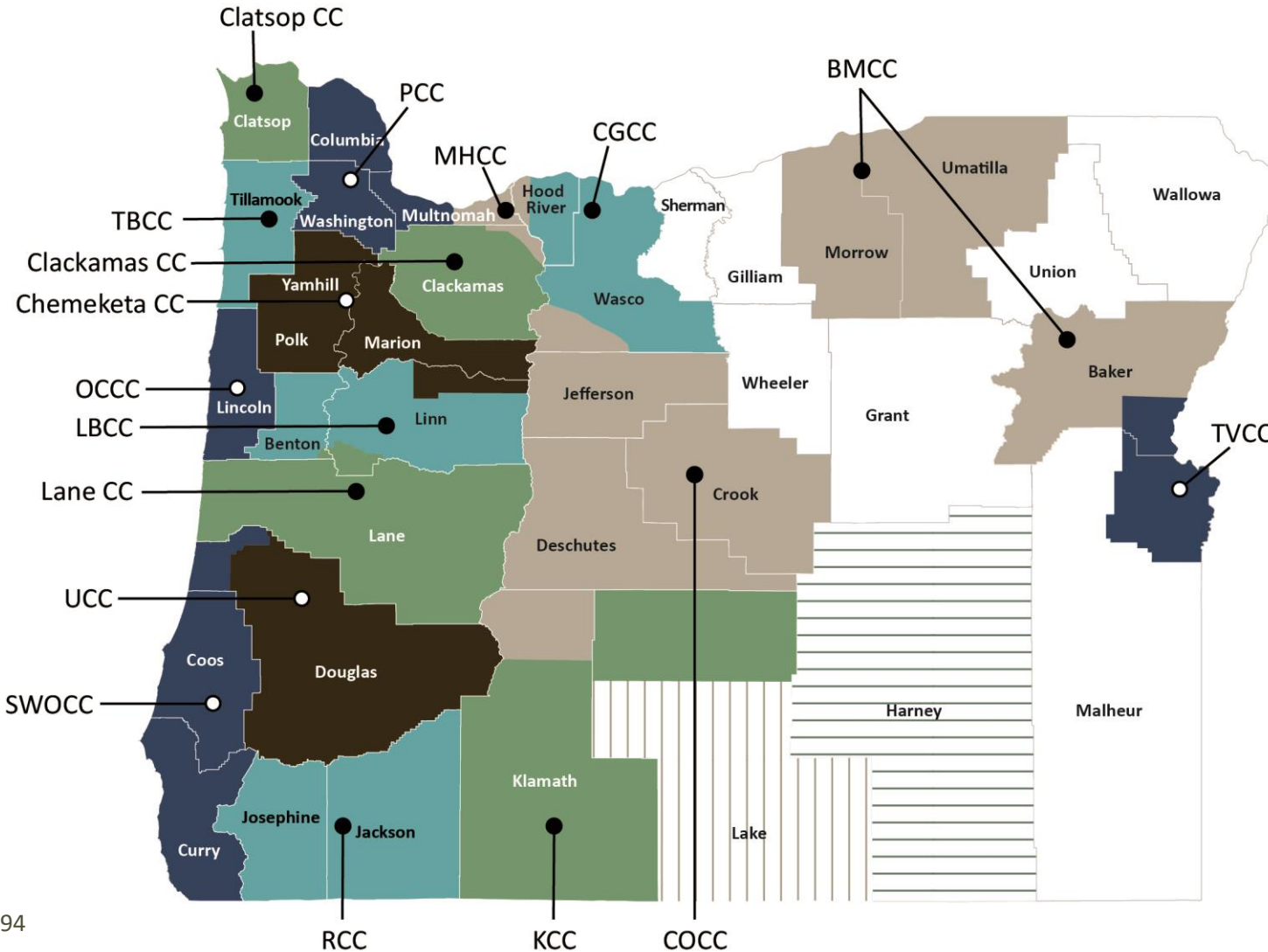
Learn more about our partners here:

<https://www.oregon.gov/highered/about/Pages/partners.aspx>



Oregon Community College Service Districts and Oregon Counties

17 community colleges with 60 satellite campuses throughout the state



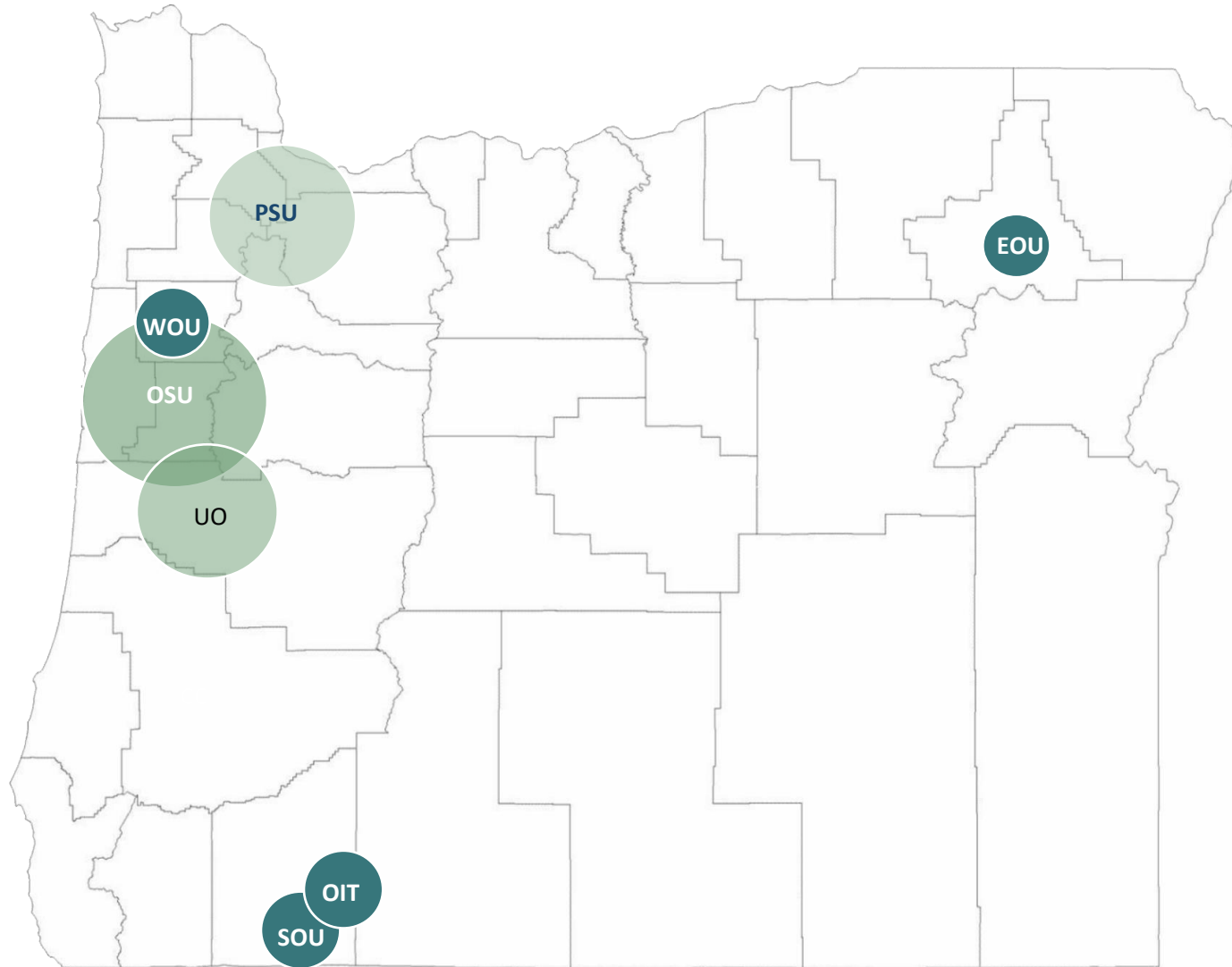
NOTES: Areas in white are not represented by community college districts. These counties and municipalities do not pay taxes into the state's Community College Support Fund. Parts of Lake and Harney Counties are served through Out of District Contracts with COCC and KCC respectively.

Currently, Grant County receives community college services through Contracts Out of District (CODs) with Blue Mountain Community College.

The city of Burns and Lake County receive community college services through CODs with Treasure Valley Community College.

The colors on this document are meant to visually illustrate the district locations, but are not meant to be read as categories that have meaning due to grouping by color.

Oregon's 7 Public Universities have Diverse Missions



Approximately 74% of total public university enrollment is at the three largest institutions (PSU, UO, OSU).

Oregon's regional comprehensive universities play a significant role in the economy, community, and education attainment (EOU, SOU, WOU, OIT).

Private Postsecondary Institutions: Oversight and Types

Private, non-profit & for-profit, degree-granting colleges & universities

- 21 in Oregon, 52 public and private out-of-state, of which 32 participate in NC-SARA
- 27 eligible for Title IV US DOE Financial and State Aid
- Examples: Sumner College, Oregon College of Oriental Medicine, Pacific Bible College
- Under **HECC Office of Degree Authorization**

Private Career Schools

- 215 in Oregon
- 28 eligible for Title IV Career training & certificates (cosmetology, tattooing, tax preparation, commercial trucking, psilocybin instruction [new among others])
- Licensed and regulated by **HECC Private Career Schools Unit**

20 Exempt Private Institutions

- Religious/ministerial schools
- Accredited non-profit schools that conferred degrees for 10 years before 2005, i.e. Willamette, Linfield , Reed, etc.

HECC's Coordinating Role for Public Higher Education: Oregon's Decentralized System of Local Control

Academic Coordination

- Mission and program approval
- Transfer pathways
- Accelerated learning standards
- Other policy strategies i.e. Open Education Resources, CTE investments, Math Pathways

State Funding Administration

- State budget and capital recommendations
- Funding allocations (by formula)

Data and Reporting

- Goal-setting
- Student data collection
- Reports and evaluations

Community Colleges

- “The board of education of a community college district shall be responsible for the general supervision and control of any and all community colleges operated by the district.” (ORS 341.290)

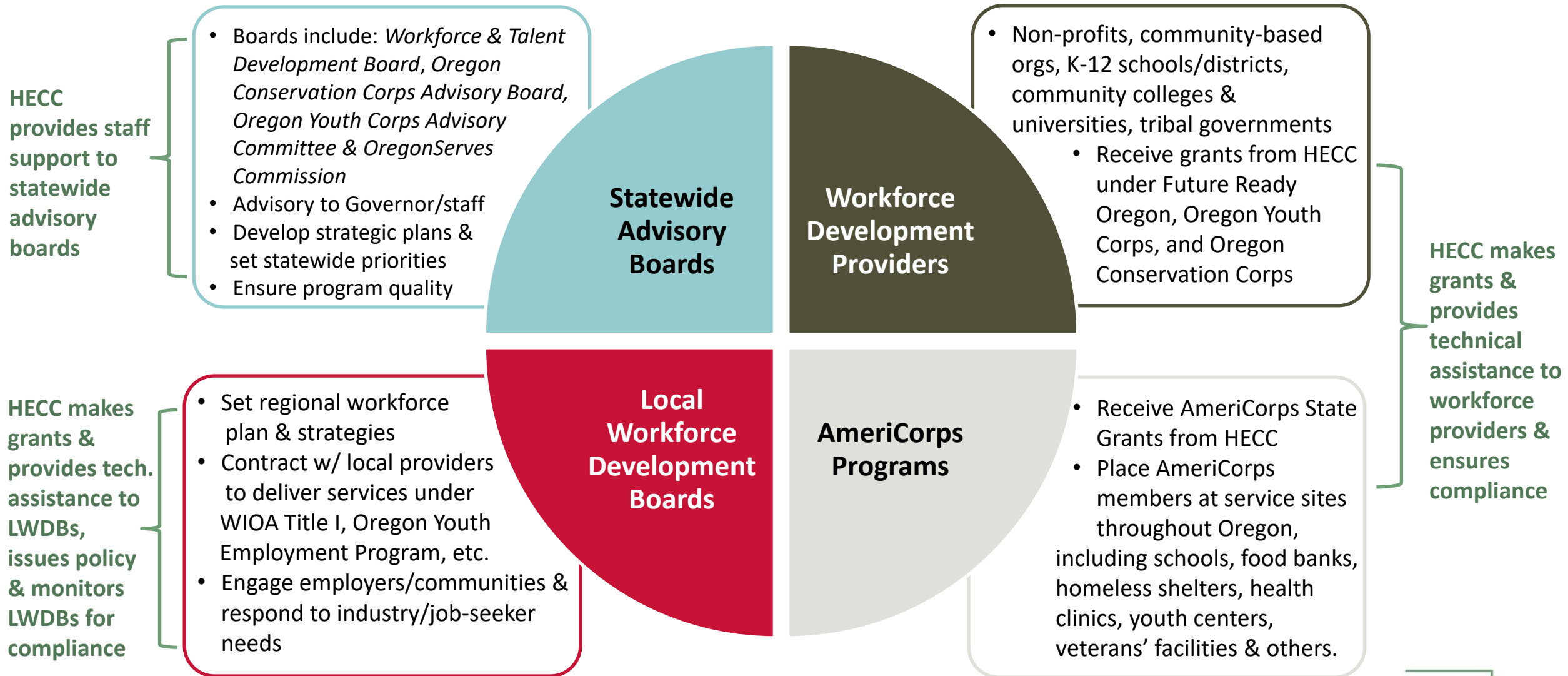
Public Universities

- “A public university listed ... is an independent public body with statewide purposes and missions. A public university shall exercise and carry out all of the powers, rights and privileges ... that are expressly conferred upon [it].” (ORS 352.039)

State of Oregon / HECC

- “[The HECC] may not exercise any authority, express or implied, statutorily provided to a governing board of a public university listed in ORS 352.002 or a community college operated under ORS chapter 341.” (ORS 350.075)

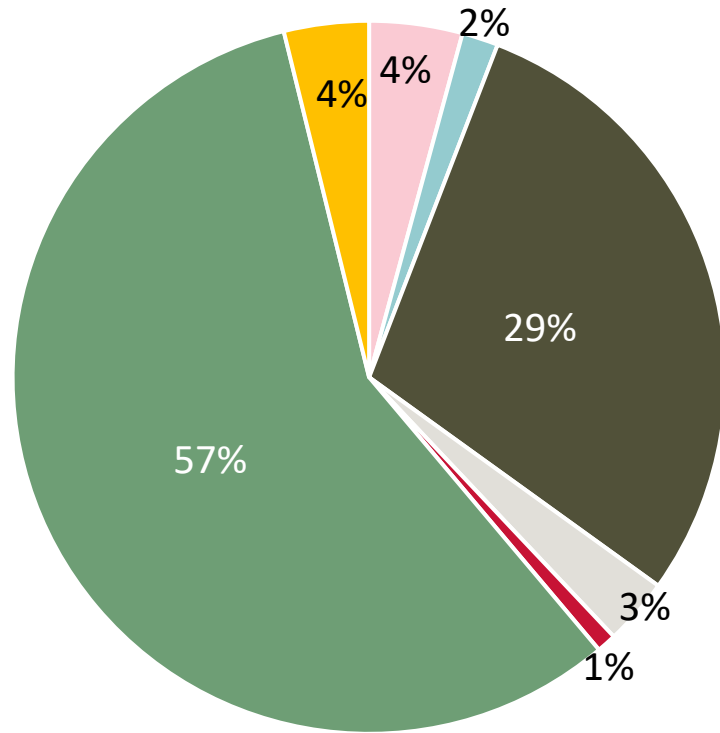
HECC Coordinates Workforce Development Strategy and Funding Statewide



IMPACT OF THE
COMMUNITY
COLLEGE
INVESTMENT ON
OREGONIANS



Community Colleges' Multiple Missions



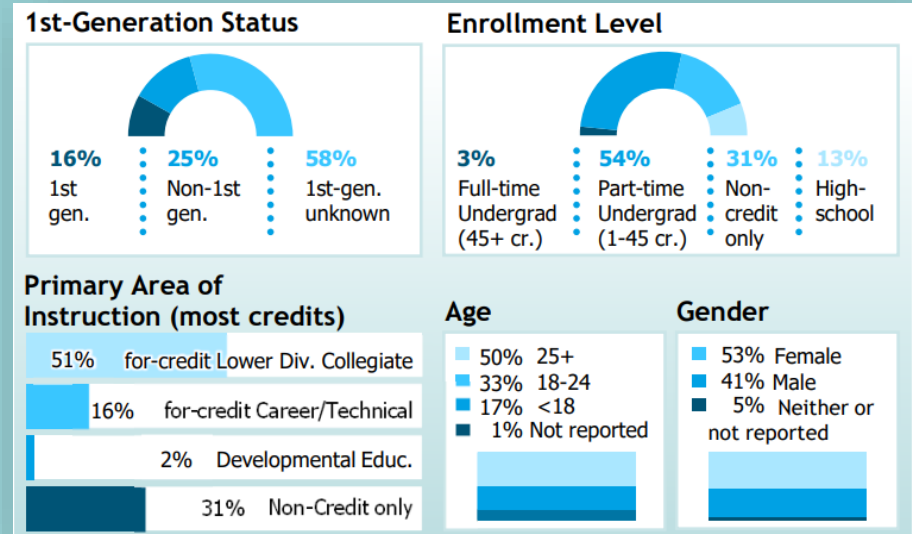
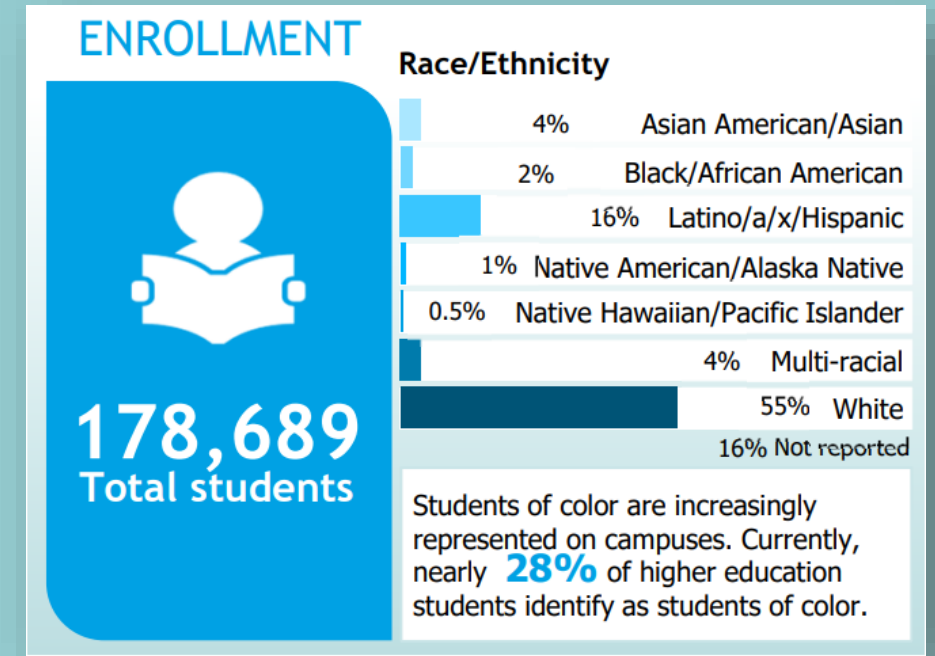
- Adult Basic Education
- Adult Continuing Educ
- Career & Technical Educ
- English as a 2nd Language
- High School Equivalency
- Lower Division Collegiate
- Post-Secondary Remedial

Total Student FTE Enrollment at All Institutions (2021-22)
63,840

Reimbursable FTE Enrollment at All Institutions (2021-22):
60,863

Snapshot of Enrollment at Oregon's Community Colleges

- Oregon's community colleges enrolled 178,689 students in 2020-21.
- 16% identified as 1st generation students, but most students (58%) did not identify whether they were 1st generation or not.
- Students of color are increasingly represented on campuses. Nearly 28% of students identified as students of color in 2020-21.

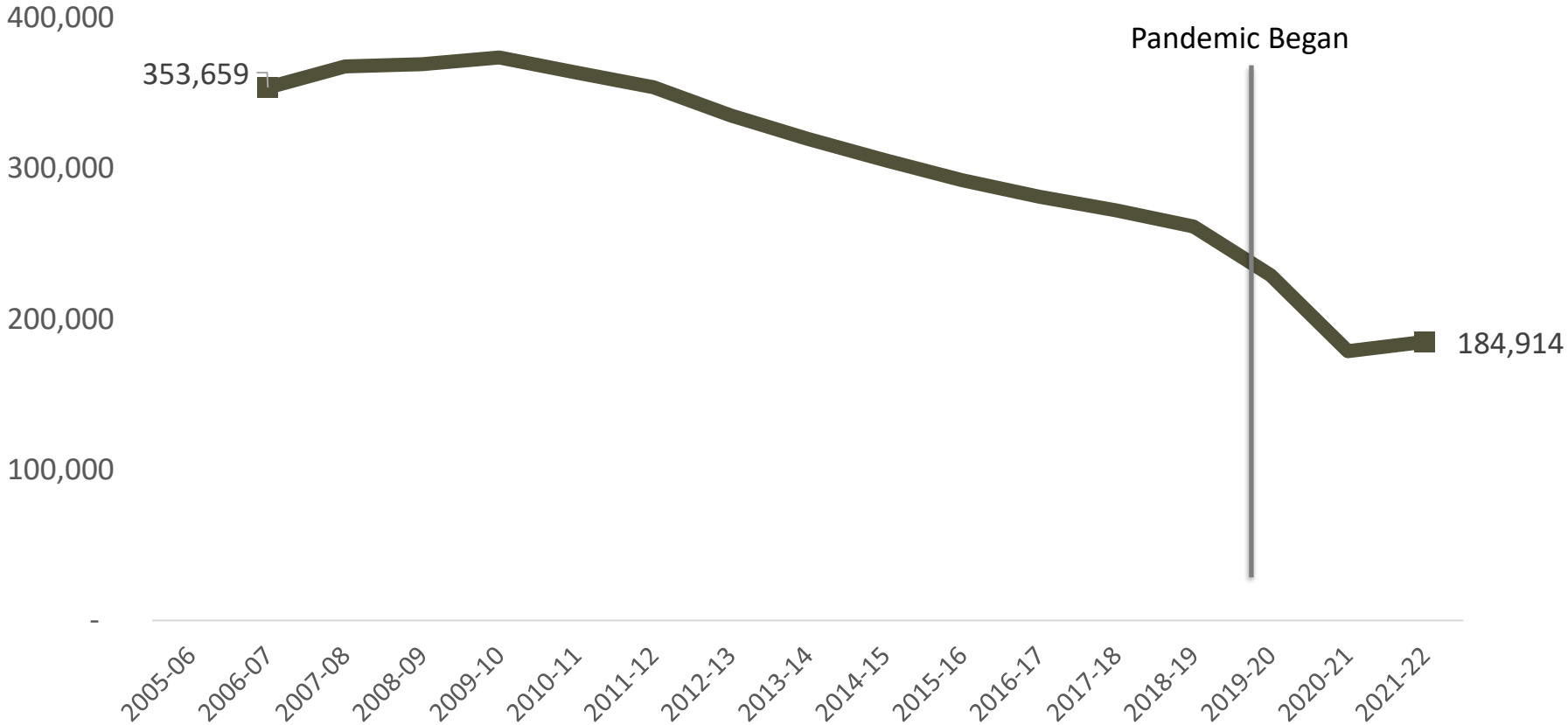


View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2020-21

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

Pandemic-related Enrollment Declines Have Stabilized But Not Returned to Pre-pandemic Levels

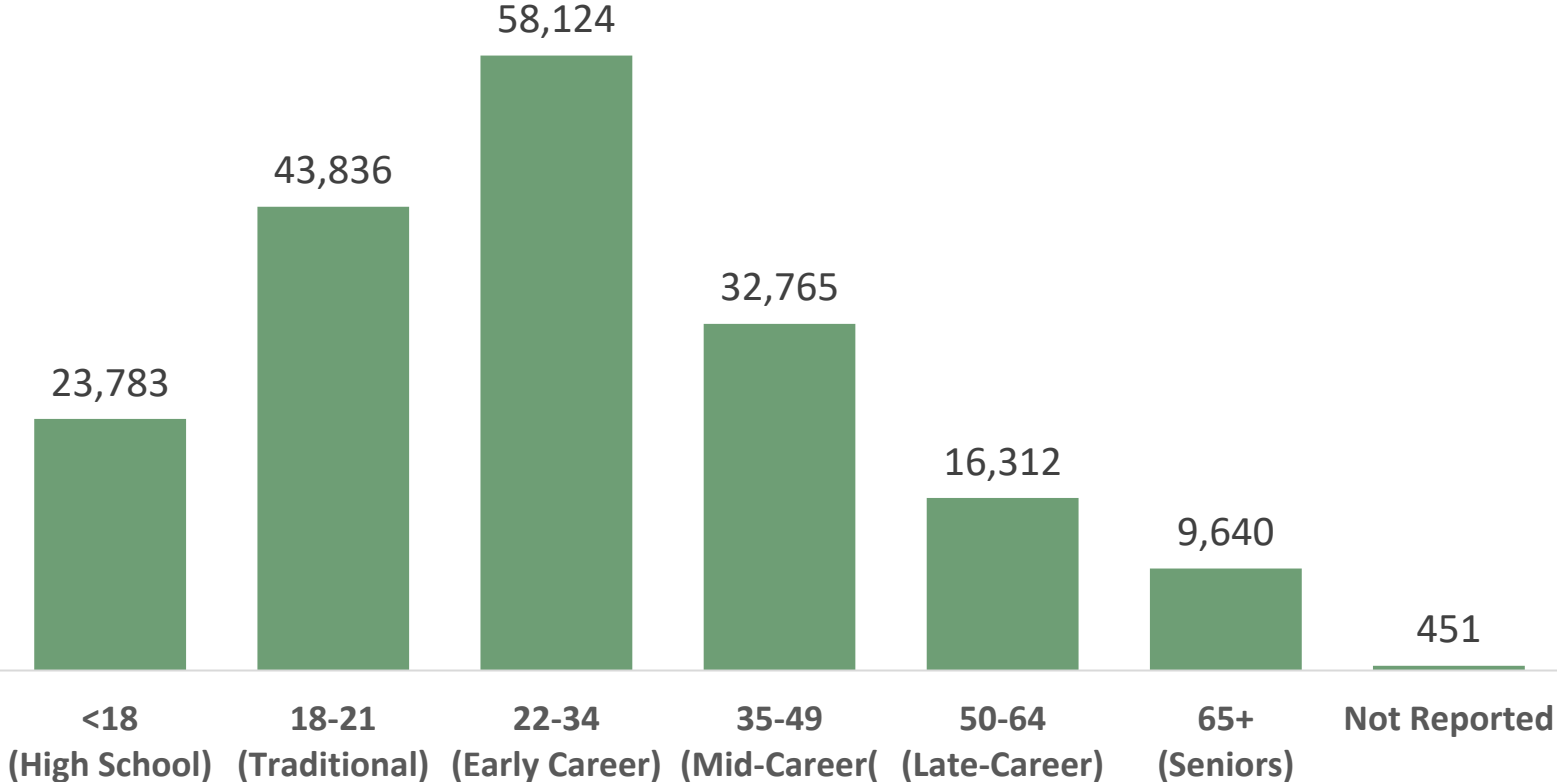
Annual Number of Community College Students, 2005-06 To 2021-22



Community college enrollment is closely aligned with economic trends, and low unemployment, combined with the pandemic, has led to declining enrollment since 2010.

Most Community College Students Do Not Enroll Directly from High School

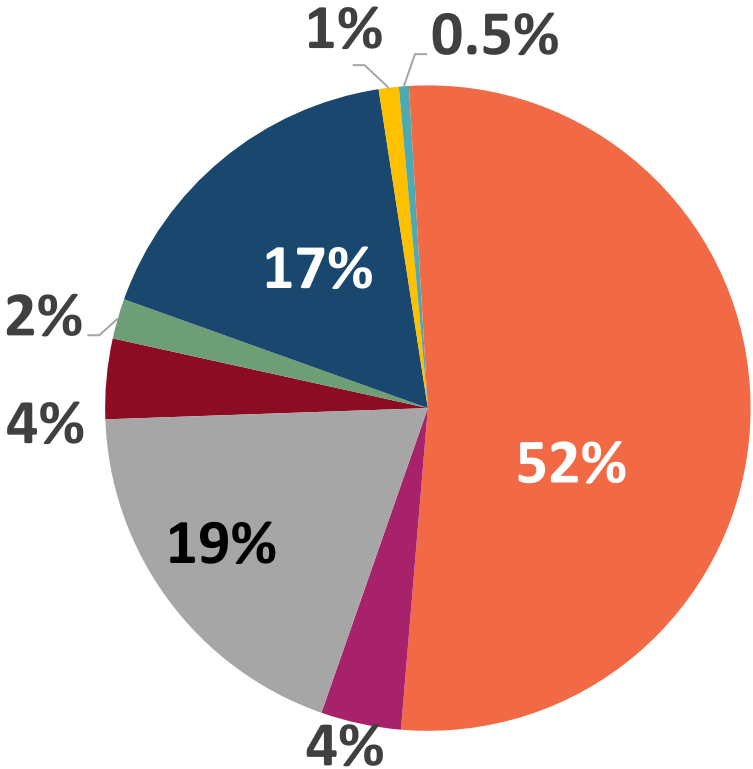
Oregon Community College Enrollment by Age, 2021-22



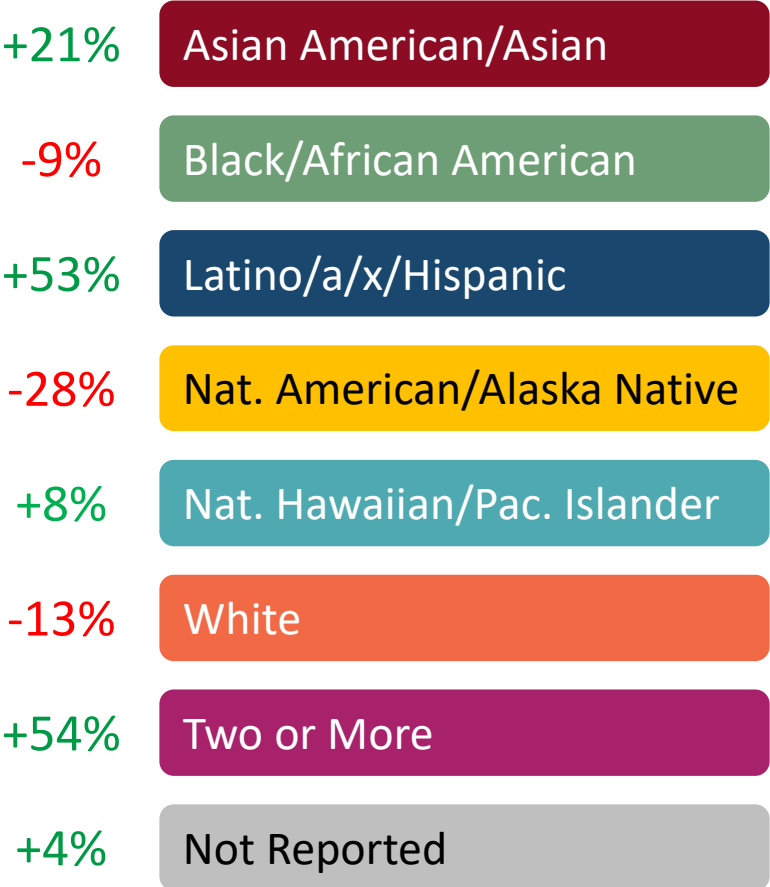
The wide mission of community colleges serves Oregonians throughout their lives

Community Colleges and Increasingly Diverse (2011-12 to 2021-22)

Community College Students



% Growth/Decline in last 10 years

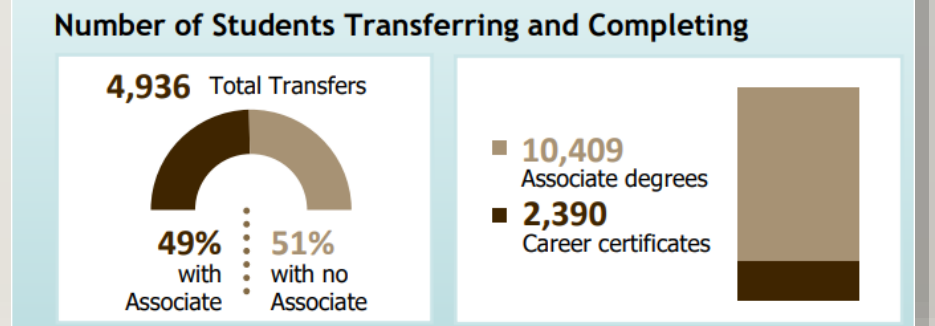
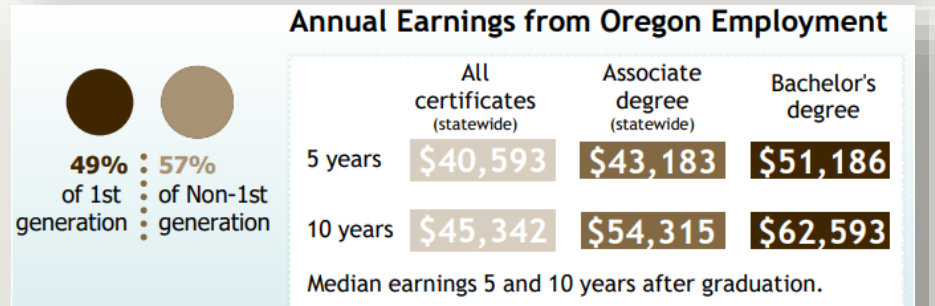
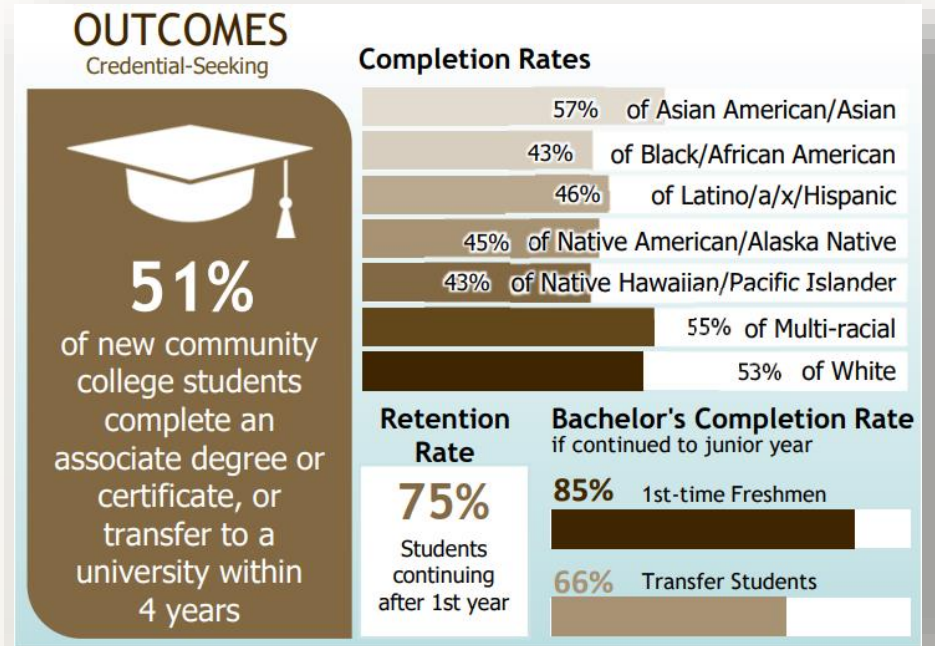


Snapshot of Outcomes at Oregon's Community Colleges

- In 2020-21, 51% of new community college students completed an associate degree or certificate, or transferred to a university within 4 years.
- The completion gap between students of color and their white classmates continues to be significant.

View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2020-21

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



Racial/ethnic Gaps in Completion Rates Have Improved for Most Groups, but Wide Gaps Remain (2021)

Key Performance Measure
#5-6

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

	Cohort Year		% Change
	2010	2017	
Asian American/Asian	53.0%	56.9%	+7%
Black/African American	35.2%	43.4%	+23%
Latino/a/x/Hispanic	37.6%	46.4%	+23%
Nat. American/AL Native	32.4%	44.7%	+38%
Nat. Hawaiian/Pac. Islander	47.5%	43.1%	-9%
White	44.3%	52.8%	+19%
All students	43.6%	51.0%	+17%

FIRST-GENERATION STUDENTS ALSO FACE A GAP:

In 2020-21, 49% of first-generation students earn an associate degree, career certificate, or transfer within four years, compared with 57% of non-first generation students.*

Source: HECC analysis of university and community college data. This KPM uses student behavior to define “credential-seeking” as accumulating 18 or more quarter credits within the period. A student is considered to have transferred if there is any evidence of enrollment at a 4-year university after the last enrollment in the community college and before the end of the three-year tracking period. Students are also new to that institution (not necessarily new to postsecondary education) in the fall term. The first year of community college completion rates shown for Native American/Alaska Native and for Native Hawaiian/Pacific Islander is 2011, not 2010. *Among FAFSA/ORSAA filers only”

Earnings For Community College Completers Have Risen Steadily For Most Groups, And Overall Gap Have Narrowed

KPM 11-12. Median earnings of community college completers five years after earning a degree or certificate, overall and by race/ethnicity.

Key Performance Measure #11-12

While the overall range in earnings became narrower, most groups saw similar rates of growth.

	Graduation cohort		
	2006-07	2014-15	% Change
Asian American/Asian	\$41,700*	\$45,400*	+9%
Black/African American	\$34,700	\$40,400	+16%
Latino/a/x/Hispanic	\$37,900	\$41,900	+11%
Native Amer./Alaska Native*	\$30,700*	\$40,000*	+30%
Native Hawaiian/Pac. Islander	\$36,400	\$40,300	+11%
White	\$37,900	\$42,500	+12%
All Students	\$37,600	\$42,400	+13%
Difference between *Top and *Bottom earners has narrowed	\$11,000	\$5,400	-51%

Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon after five complete years after earning their credential. The earnings shown for 2006-07 for students identifying as Native American/Alaska Native are an average of the earnings of graduates from 2006-06 and graduates from 2007-08 because of small numbers. NOTE: Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to less stable trends.



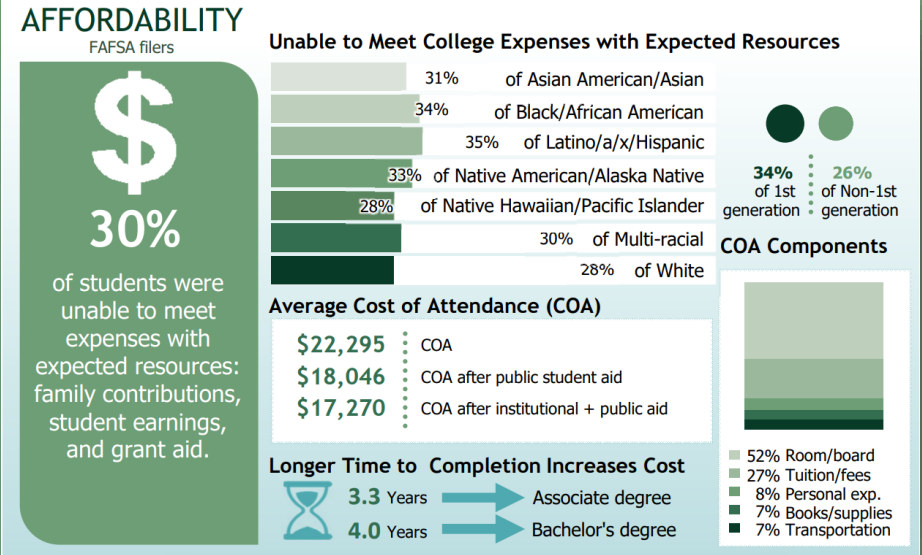
Snapshot of Affordability at Oregon Community Colleges

Key Performance Measure #9-10

- In 2020-21, 30% of students were unable to meet expenses with expected resources: family contributions, student earnings, and grant aid.
- In 2020-21, only 40% of students applied for and received financial aid.
- The average federal debt for students who receive an Associate degree is \$13,081.

View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2020-21

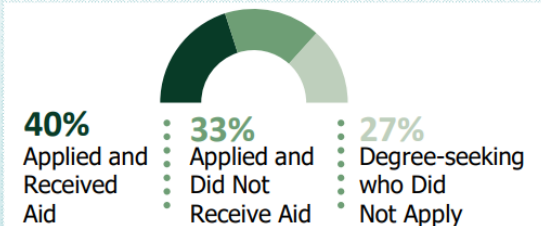
<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>



Students Receiving Financial Aid

Federal Pell	Oregon Promise
25,568	8,831
OR Opportunity Grant	Institutional Aid
15,315	16,312

Students Seeking Financial Aid



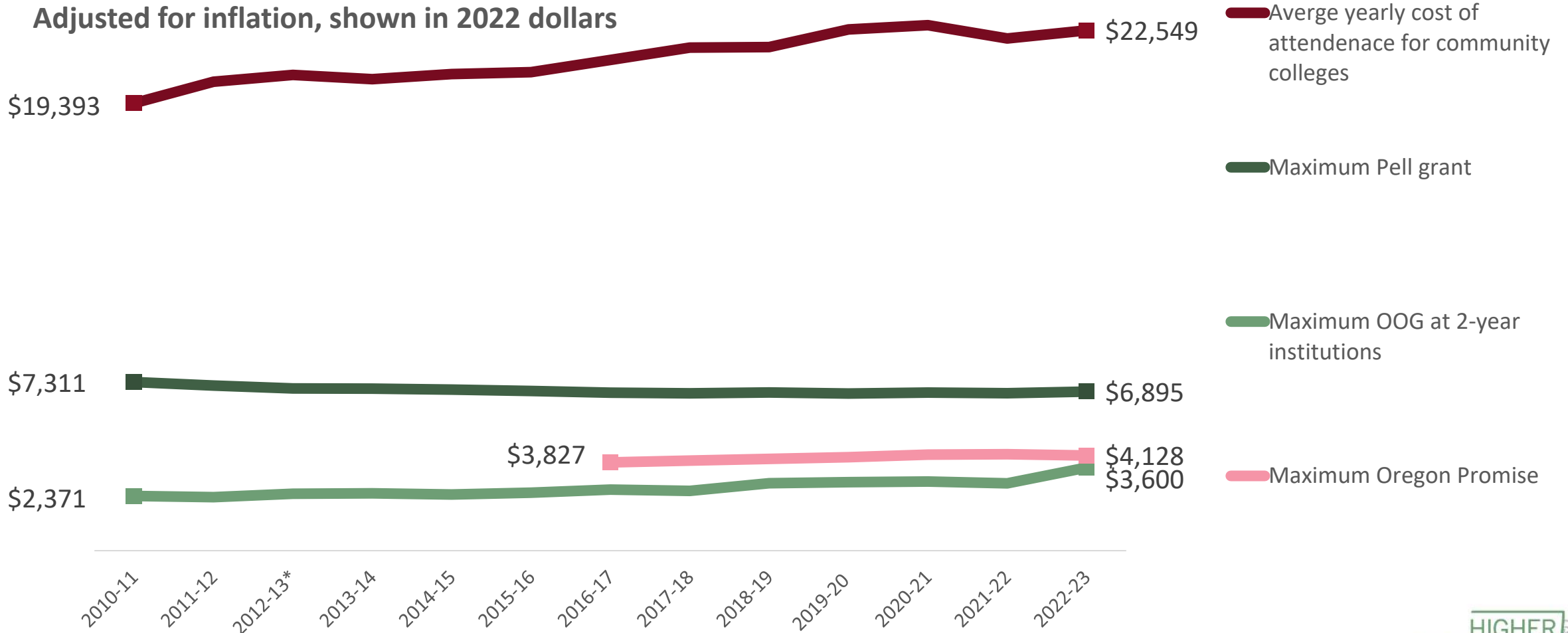
Average Debt Among Graduates

\$13,081 Inc. students with \$0 debt Federal Loans

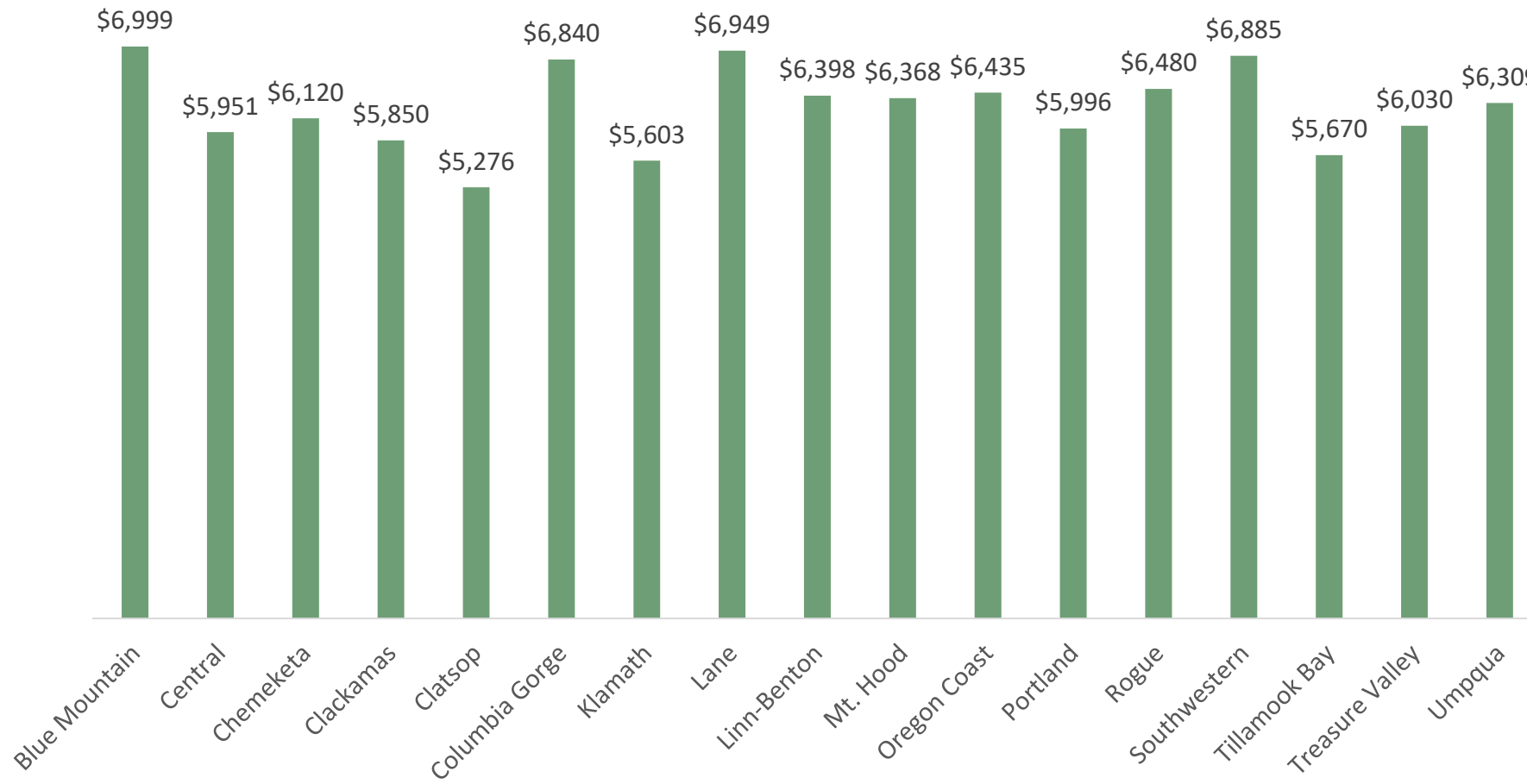
Loans fill the gap - **24%** of undergraduates have federal loans. Graduation rates rise with grants and fall with loans.

Rising Grant Aid Hasn't Closed the Affordability Gap

State and federal grants trail behind college cost



Tuition and Fees Vary Slightly Across Campuses (2022-23), and are Comparably High Among Western States



Oregon’s Average Two-Year Tuition and Fees were **2nd Highest in Western (WICHE) states in 2022-23** (see details in previous slide, Day 3)

At the community colleges, **tuition and fees are set by the locally elected governing board** of each community college on an annual basis.

Tuition and fee levels are impacted by the costs and revenue of the institutions, and are **closely impacted by state appropriations.**

The Secretary of State Audit of Community College Recommends Actions Focused on Authority, Capacity, and Expanded Reporting

Recommendation	HECC Response
1. Support HECC and colleges with needed authority, staff, and funding	<ul style="list-style-type: none">• Aimed at Governor and Legislature
2a. Publish student success metrics	<ul style="list-style-type: none">• HECC plans to publish what is currently calculated• Additional resources needed for interactive publishing
2b. Establish student success metrics	<ul style="list-style-type: none">• Many agreed-upon metrics exist currently• HECC is not reporting authority for all activities or entities
2c. Benchmark outcomes & early indicators; create early indicator KPMs	<ul style="list-style-type: none">• HECC plans to publish benchmarks on existing metrics• Additional resources needed to expand
2d. Consolidate data collections	<ul style="list-style-type: none">• Streamline current HECC requests if possible• Clarify which collections come from HECC

The Secretary of State Audit of Community College Recommends Actions Focused on Authority, Capacity, and Expanded Reporting

Recommendation	HECC Response
2e. Identify staffing needs and make legislative request.	<ul style="list-style-type: none">• Existing staff struggle to meet the current expectations• Expanded funding for data analysis would support both HECC & colleges
3. If performance-based funding is adopted, develop a plan to analyze results	<ul style="list-style-type: none">• OAR approval of newly revised formula is anticipated this spring
4. Evaluate student support programs and academic advising	<ul style="list-style-type: none">• HECC plans evaluation of future student-focused wrap-around grants
5. Continue to improve Oregon's financial aid efforts	<ul style="list-style-type: none">• HECC analyzes and reports on the return of financial aid investments• Current POPs include expanded financial aid
6. Report on community college fiscal sustainability	<ul style="list-style-type: none">• Role of local Boards and HECC's statutory authority limit reporting

THE IMPACT OF INVESTING IN PUBLIC UNIVERSITIES

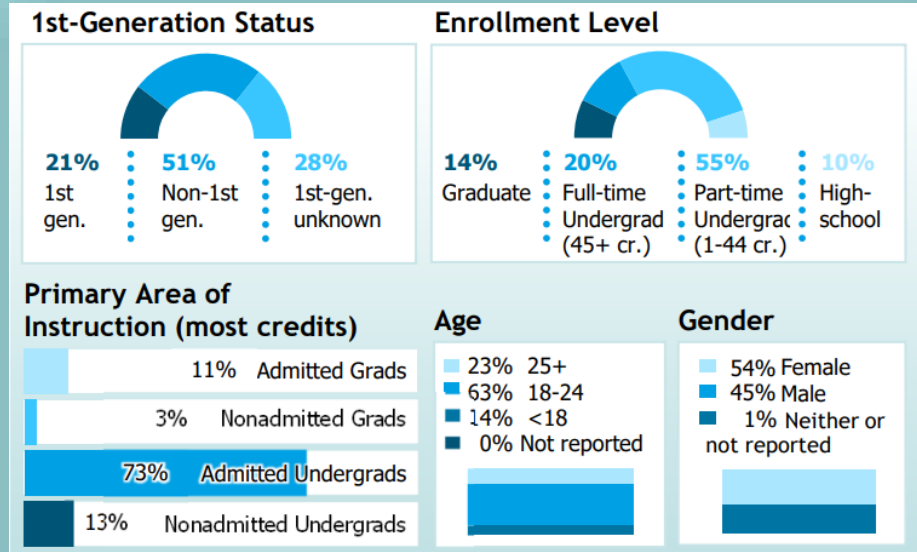
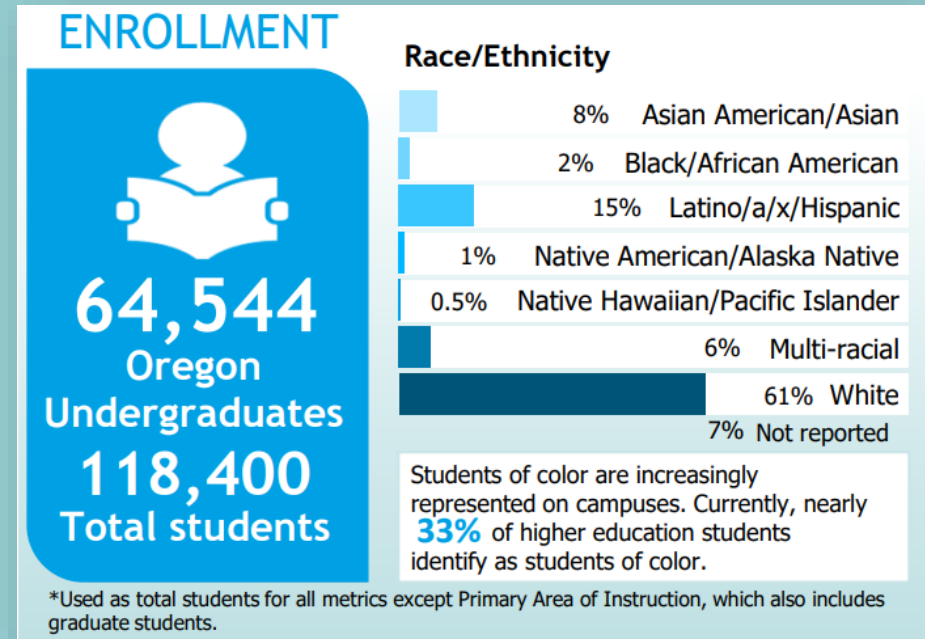


Snapshot of Enrollment at Oregon's Public Universities

- Oregon's universities enrolled 118,400 students in 2020-21, including 64,544 resident undergraduates.
- Of resident undergraduates who completed a financial aid application, 21% were 1st generation college students.
- Of resident undergraduates, 73% were admitted students and pursuing an undergraduate degree or certificate.
- Students of color are increasingly represented on campuses. Nearly 33% of students identified as students of color in 2020-21.

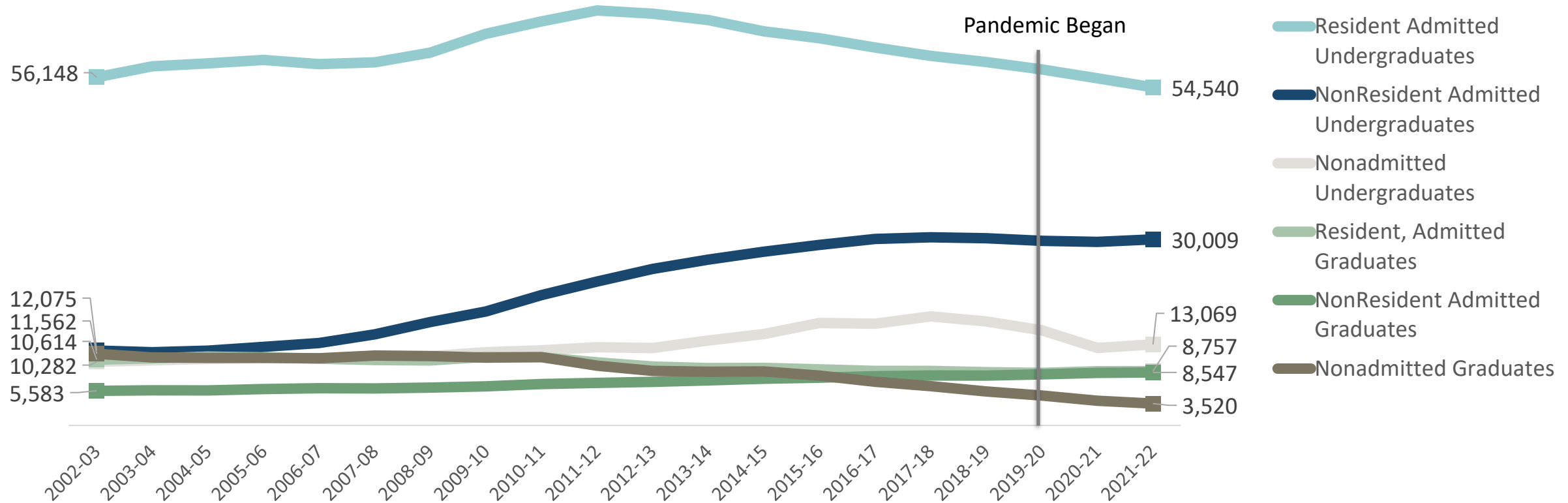
View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2020-21

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



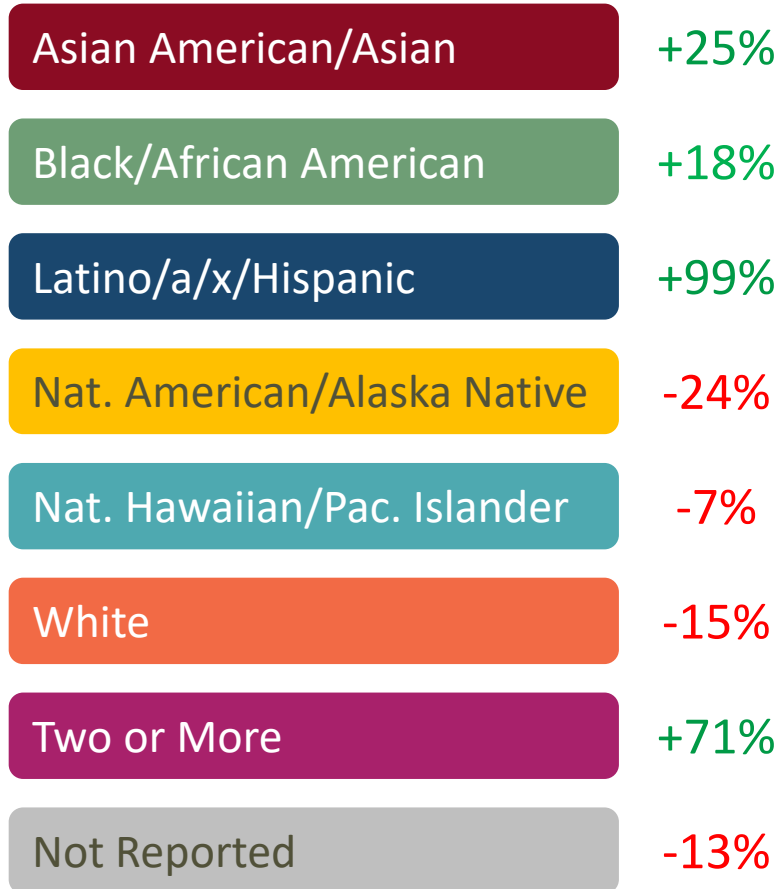
The Number of Oregon Admitted Undergraduates has Declined at the Universities, but Total Enrollment has been Relatively Stable

Annual Number of University Students By Residency and Student Level 2002-03 To 2021-22

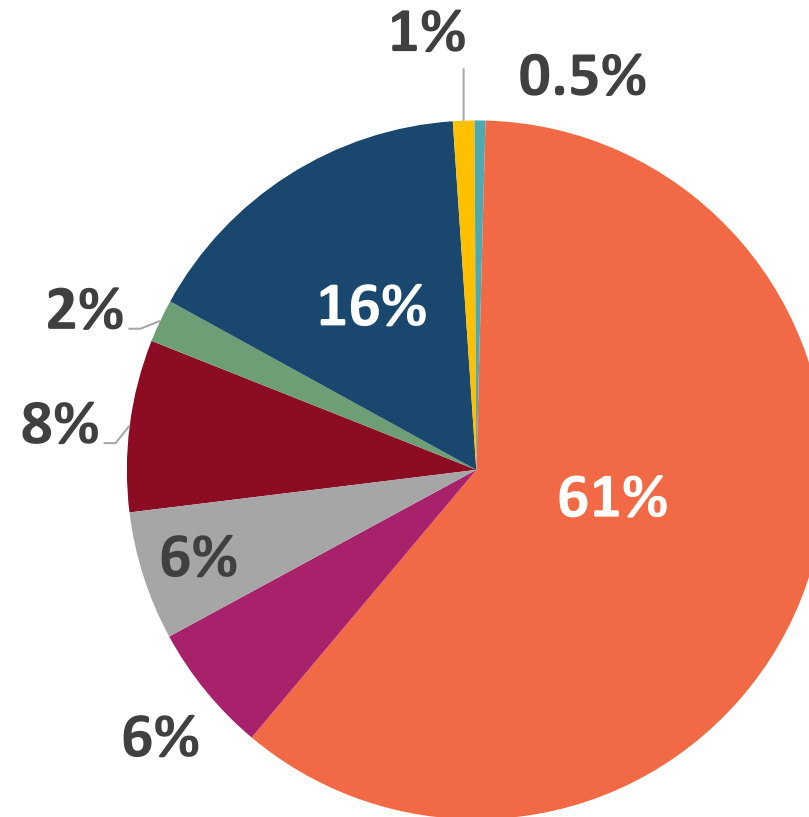


Public Universities are Increasingly Diverse (2011-12 to 2021-22)

% Growth/Decline in last 10 years



Public University Students



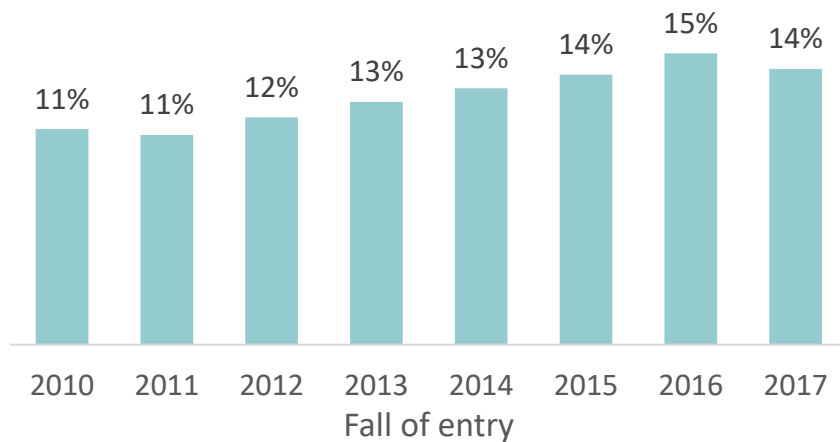
Oregon Community College Transfer Students Make up a Substantial Portion of Resident Undergraduate Students at Public Universities campuses.

The percentage of credential-seeking community college students transferring to a public university has steadily increased in recent years until the pandemic.

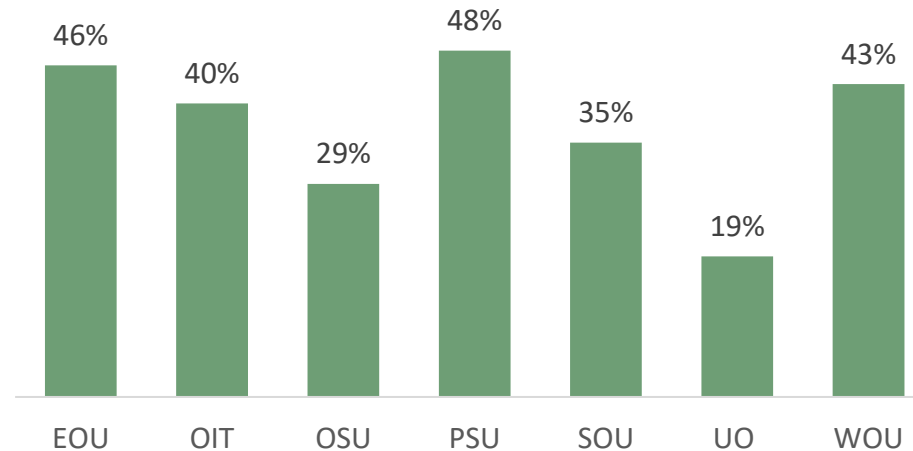
Transfer students from make up a substantial portion of resident, admitted undergraduates at the public universities: approximately **one out of every three** new Oregon undergraduates at the public universities transferred from an Oregon community college.

New community college students enrolled primarily in lower-division collegiate courses are more often from underserved racial/ethnic, first-generation, rural, and low-income backgrounds than new freshmen at the public universities.

Transfer Rate from Community College to Public University

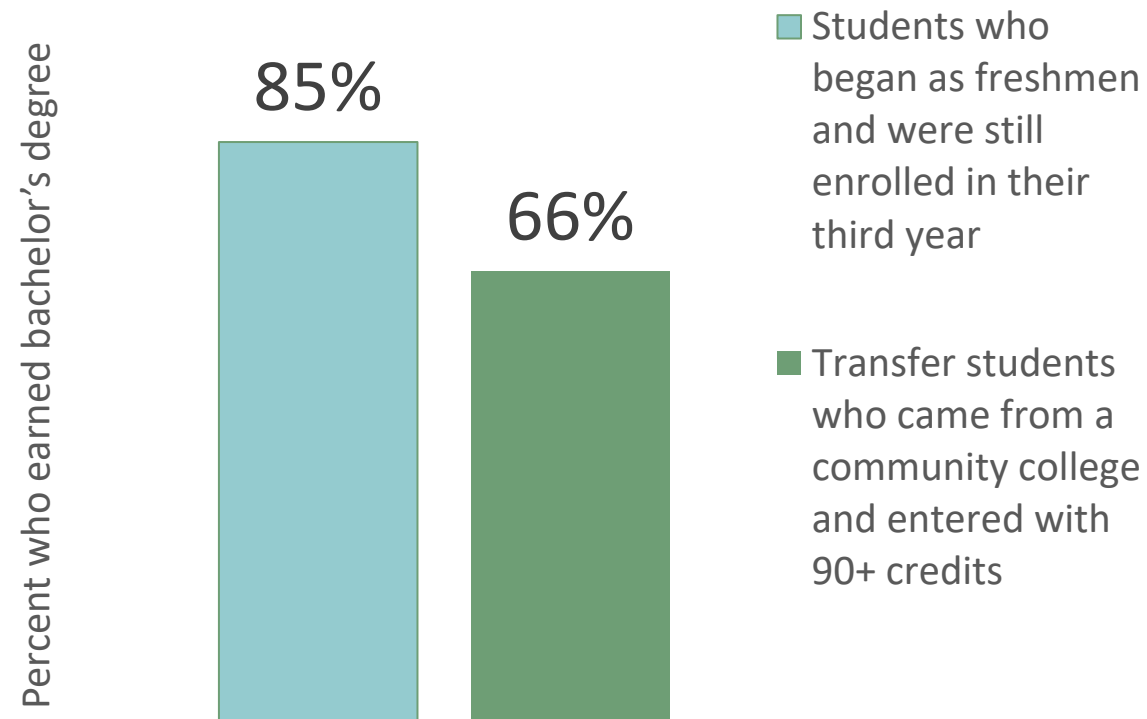


Percentage of new Oregon university undergraduates who transferred from an Oregon community college (2021-22)



The Majority of Transfer Students Complete, but not at Rates Equivalent to Peers

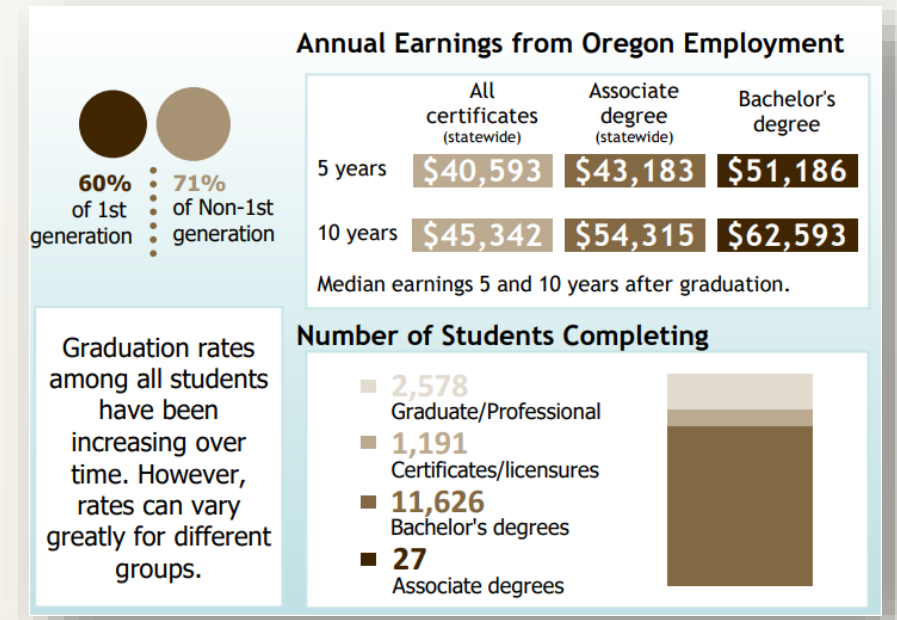
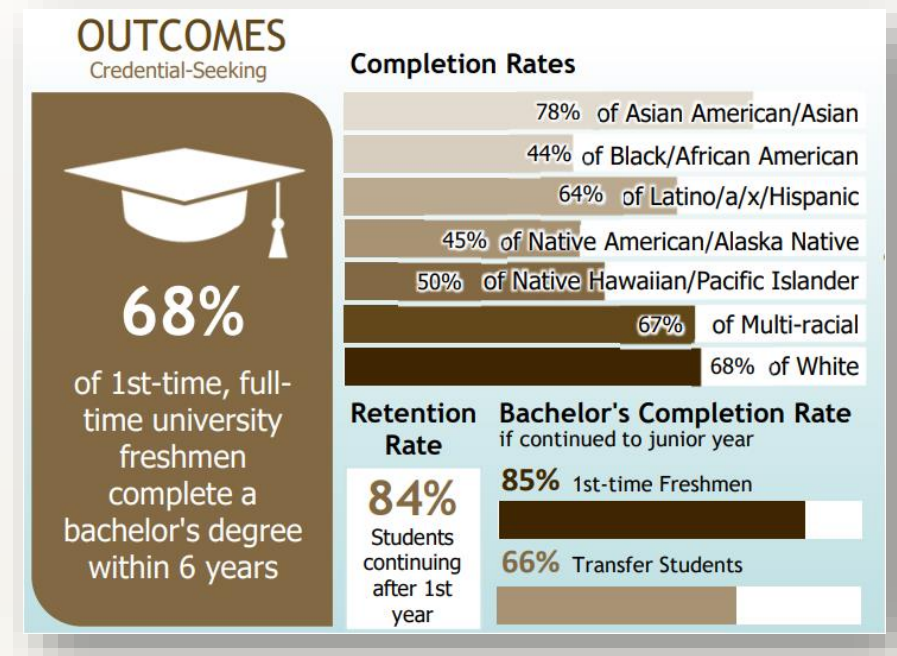
Graduation rate by transfer status, 2021-22



Transfer students face an uphill challenge with inconsistent requirements and too many hurdles that derail them on the path to completion

Snapshot of Completion at Oregon's Public Universities

- In 2020-21, 68% of 1st time, full-time university freshmen completed a bachelor's degree within 6 years.
- The completion gap between students of color and their white classmates continues to be significant.



View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2020-21

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

Racial/Ethnic Gaps in Completion Rates Have Improved for Most Groups, but Wide Gaps Remain (2021)

Key Performance Measure #7-8

KPM 7, 8: Percentage of public **university resident, first-time, full-time freshmen who earn a bachelor's degree** within 6 years, overall and by race/ethnicity

	Cohort Year		% Change
	2006	2016	
Asian American/Asian	72%	79%	+10%
Black/African American	53%	52%	-2%
Latino/a/x/Hispanic	52%	65%	+25%
Nat. American/AL Native	50%	62%	+24%
Nat. Hawaiian/Pac. Islander	60%	55%	-8%
White	62%	70%	+13%
All students	62%	70%	+13%

FIRST-GENERATION STUDENTS ALSO FACE A GAP:

In 2020-21, 60% of first-generation students earn a bachelor's degree within six years compared with 71% of non-first generation students.*

Source: HECC analysis of university and community college data. This KPM uses student behavior to define "credential-seeking" as accumulating 18 or more quarter credits within the period. A student is considered to have transferred if there is any evidence of enrollment at a 4-year university after the last enrollment in the community college and before the end of the three-year tracking period. Students are also new to that institution (not necessarily new to postsecondary education) in the fall term. The first year of community college completion rates shown for Native American/Alaska Native and for Native Hawaiian/Pacific Islander is 2011, not 2010. The first year of public university graduation rates shown for Asian American and for Native Hawaiian/Pacific Islander is 2010, not 2005. Nonresident graduation rate by race/ethnicity for the 2016 cohort is as follows for universities: Asian American (68%), Black/African American (46%), Hispanic/Latinx (57%), Nat. American/AL Native (41%), Nat. Hawaiian/Pac. Islander (37%), White (66%), All students (64%). *Among FAFSA/ORSAA filers only"

Earnings Have Risen for Most Groups, But Racial/Ethnic Disparities Have Not Narrowed

Key Performance Measure #13-14

KPM 13-14. Median earnings of university graduates with bachelor's degrees, Graduation cohort five years after completion, overall and by race/ethnicity.

Earnings grew more slowly for graduates of color than for White students and students overall.

	<u>2005-06</u>	<u>2014-15</u>	<u>% Change</u>	
Asian American/Asian	— \$51,200*	\$54,000	+5%	
Black/African American	— \$46,900	\$42,400*	-10%	
Latino/a/x/Hispanic	— \$44,700	\$49,800	+11%	
Native Amer./Alaska Native*	— \$45,000	\$51,500	+14%	
Native Hawaiian/Pac. Islander	— \$49,100	\$54,600*	+11%	
White	— \$44,300*	\$51,400	+16%	
All Students	— \$44,300	\$51,200	+15%	
Difference between *Top and *Bottom earners has widened		\$6,900	\$12,200	+77%

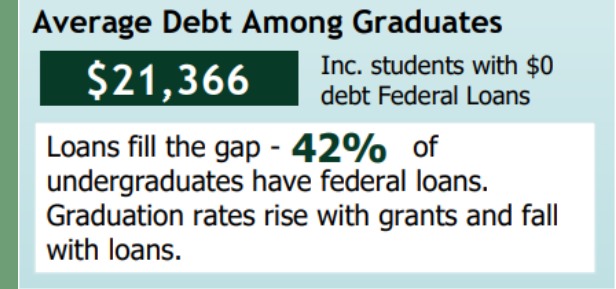
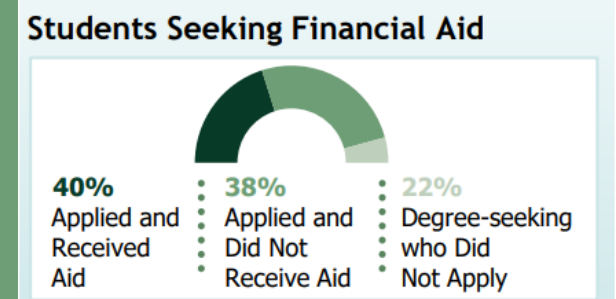
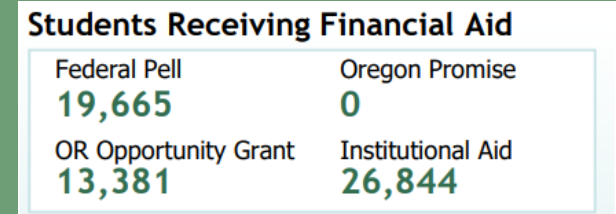
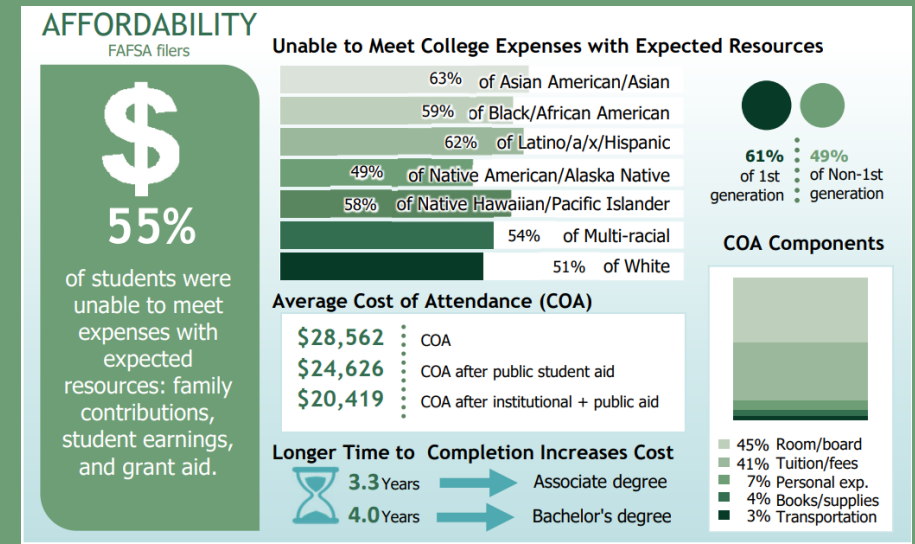
Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes bachelor's degree graduates who are employed after five complete years following their graduation, including both Oregon resident and nonresident students. The earnings shown for 2006-07 for students identifying as Native Hawaiian/Pacific Islander are an average of the earnings of graduates from 2006-06 and graduates from 2007-08 because of small numbers. NOTE: Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to less stable trends.

Snapshot of Affordability at Oregon Public Universities

Key Performance Measure #9-10

- In 2020-21, 55% of public university students were unable to meet expenses with expected resources, including family contributions, student earnings, and grant aid.
- In 2020-21, only 40% of public university students applied for and received financial aid.
- On average, students earning a Bachelor's degree leave with \$21,366 in federal loan debt.

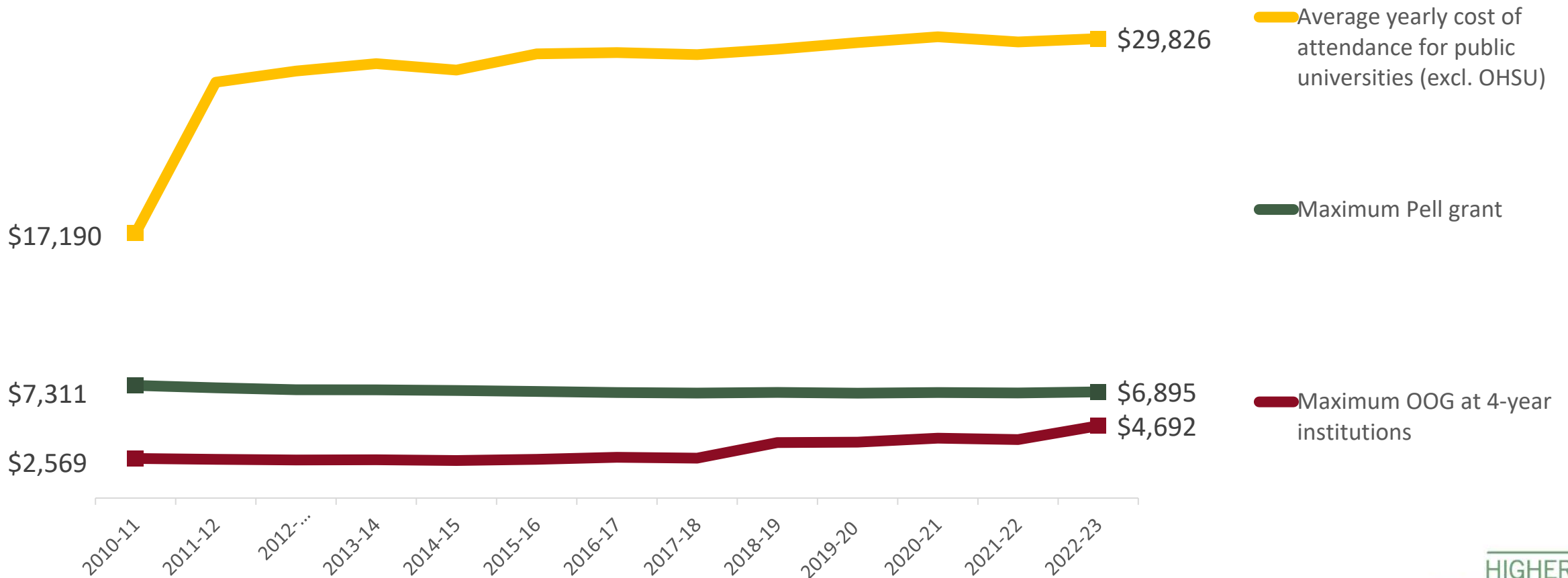
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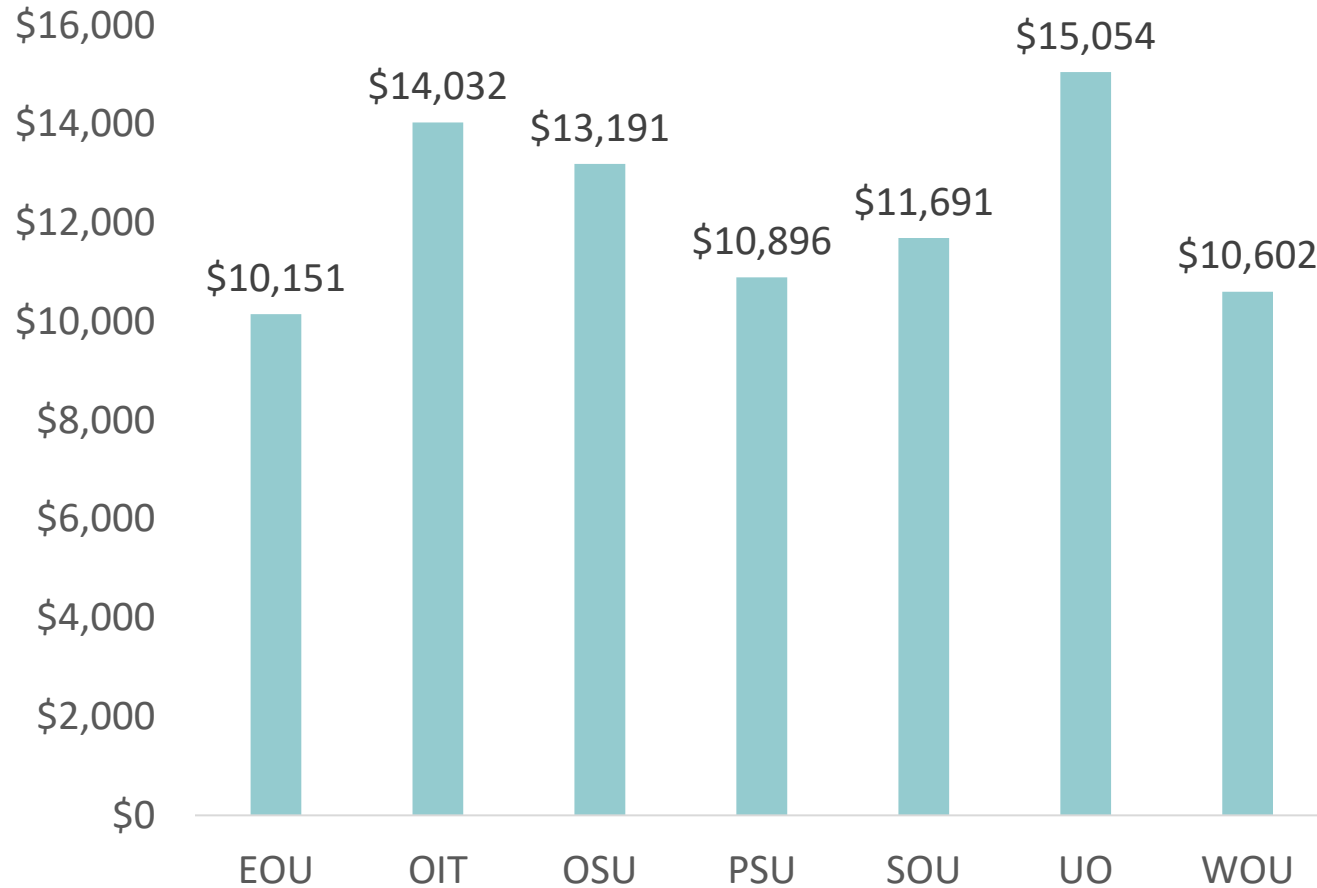
Rising Grant Aid Hasn't Closed the Affordability Gap

State and federal grants trail behind college cost

Adjusted for inflation, shown in 2022 dollars



Tuition and Fees Vary Slightly Across Campuses (2022-23), and are Comparably High Among Western States



Oregon's Average Public Four-Year Tuition and Fees were **Highest in Western (WICHE) states in 2022-23** (see details in previous slide, Day 3)

University tuition and fees are set by the Board of Trustees. Each campus has community and stakeholder processes to inform and shape the proposed increases.

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.

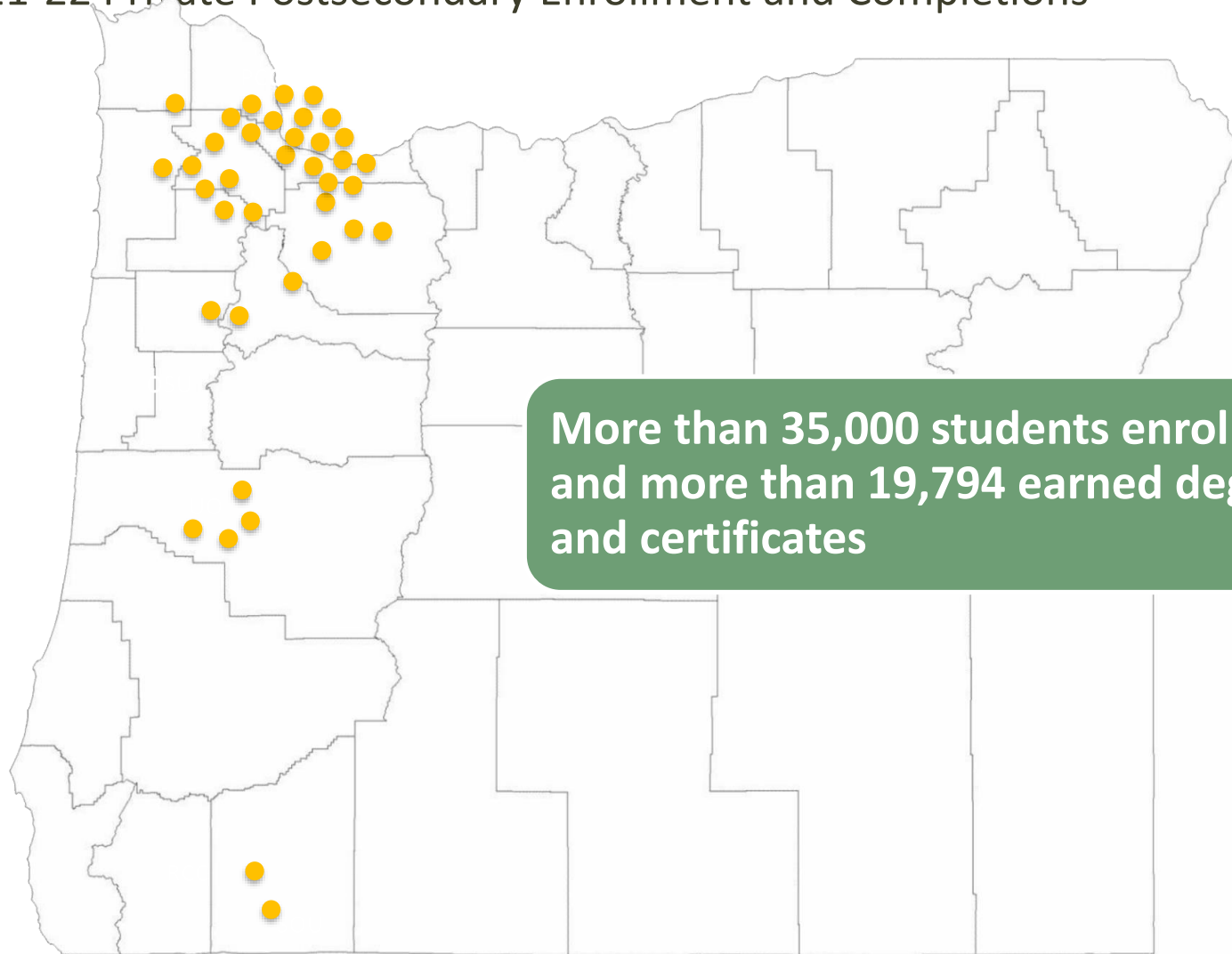
Tuition and fee levels are impacted by the costs and revenues of the institutions, and are **closely impacted by state appropriations.**

IMPACT OF OUR ROLE
WITH PRIVATE
INSTITUTIONS



Oregon's Private Postsecondary Sector Educates Thousands

2021-22 Private Postsecondary Enrollment and Completions



Degree-Granting private Colleges and universities under HECC authorization

- 64 Reported 6,760 students enrolled
- 57 Reported 1,944 completions

Private Career Schools – career oriented programs

- 112 Reported 21,870 students enrolled
- 113 Reported 10,808 completions

Private colleges, universities, and religious institutions exempt from state regulation

- 12 reported 6,597 students enrolled
- 12 reported 7,042 completions

● Locations of Private degree-granting institutions, including ODA-authorized schools based in Oregon and ODA-exempt.

NOTE: PCA school locations not represented.

Source: HECC analysis of student data reported to the HECC by regulated and exempt institutions. The number of schools above reflects only the schools that reported data for enrollment or completions. Not all private institutions reported data for this academic year.

HECC's Role: Private Postsecondary Education Oversight

The Private Career School and Office of Degree Authorization units (PPS) are part of the Office of Academic Policy and Authorization.

PPS is funded solely through Other Funds, collected through Private Career School license and Office of Degree Authorization certification fees.

Office of Degree Authorization (ODA)*

Ensures the quality of in-state, non-exempt, private higher education programs and out-of-state & online private and public higher education programs offered to Oregon students. Administers interstate reciprocity agreements for the state.

Private Career Schools (PCS)

Ensures quality of private career schools by establishing business and fiscal standards, setting instructional and curricular requirements for cosmetology, registering teachers, and providing technical assistance.

*Oregon also has numerous schools exempt from ODA authorization; this includes religious/ministerial schools, and accredited non-profit schools that conferred degrees for 10 years before 2005.

Student & Consumer Protection: ODA

Office of Degree Authorization – Degree-granting Private Colleges and Universities

Authorization: Oregon Revised Statutes 348.602

Safeguard the public value of a college degree. Terminate substandard and fraudulent programs. Evaluate academic integrity of private degree programs, evaluate minimum qualifications of academic and administrative staff, ensure student safety with site inspections.

ODA schools include:

- 21 in Oregon
- 52 public and private out-of-state, 32 participating in NC-SARA

HECC may refer student and consumer complaints to the Oregon Department of Justice Consumer Affairs Division, U.S. Department of Education, and Office of Civil Rights

*Oregon also has numerous schools exempt from ODA authorization; this includes religious/ministerial schools, and accredited non-profit schools that conferred degrees for 10 years before 2005.

Student & Consumer Protection: Private Career Schools

Private Career Schools Unit – Non-degree granting career schools

Licensure: Oregon Revised Statutes 345.120

Licensure ensures students are receiving quality education from experienced professionals; teacher registration monitors qualifications & criminal history; management of the curriculum with Oregon Health Authority aligns instruction with industry standards.

Private Career Schools in Oregon include:

- 215 schools in Oregon offering career training & certificates
- Fields include cosmetology, tattooing, tax preparation, commercial trucking, and others, including the recent addition of psilocybin provider training for which HECC established administrative rules in 2022

The Private Career Schools Unit also conducts investigations of student complaints, prescribes corrective action or other sanctions as appropriate.

HECC mediation often results in solution before a formal investigation is begun.

IMPACT OF WORKFORCE INVESTMENTS



HECC Workforce Investments Result in Wage and Employment Gains for Adults and Dislocated Workers, and Support Cross-Sector Solutions



38,786 Basic Career Services provided (FF)



88,944 Staff Assisted Services provided (FF)



5,670 Training Services (FF)



558 Work experience participants (GF)

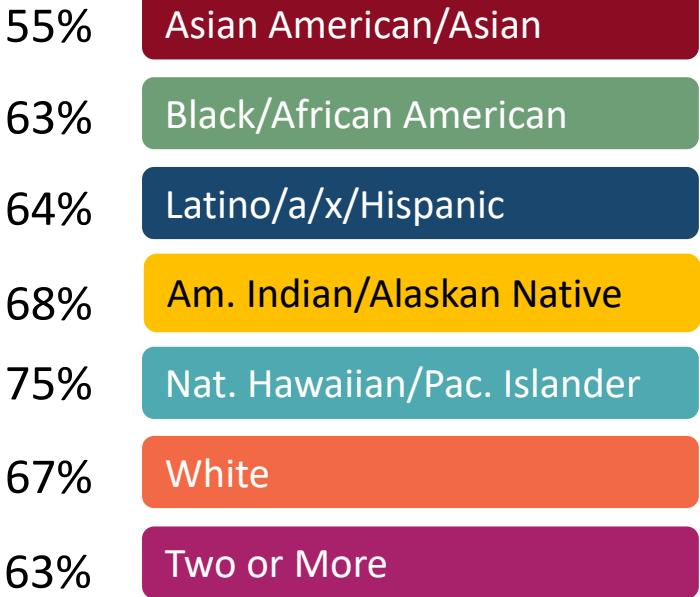


47 regional industry partnerships convened in **11** different high-demand sectors (GF)

Source: grantee quarterly reports

Most WIOA Title I participants were employed and earning **higher wages** after services

Percentage of WIOA Title 1 participants with **wage gain** four quarters after exiting services, by race/ethnicity.



Source: Oregon Employment Department Performance Reporting Information System

Notes:

- Services provided, work experience participants, and industry data reflect January 1, 2021 – December 31, 2022
- Wage gain reflects the % of participants who saw a wage gain in the 4th quarter after exiting services
- Newly employed reflected the % of participants who were unemployed upon entering services and were employed in the 3rd quarter after exiting services



HECC Workforce Investments Benefit Young Oregonians



4,979

youth served in
OYC, OCC, ODHS
YEP, WIOA Youth,
and OYEP



508

OYC youth earned
certificates



34

counties & tribes
w/OYC programs



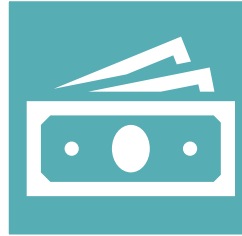
1,300

acres treated by
OCC crews



32%

ODHS YEP youth
were teen parents



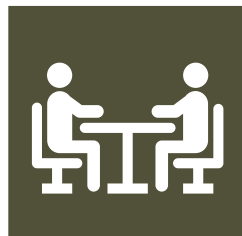
\$140,561

wages earned by
ODHS YEP youth



36%

OCC youth
identified as BIPOC



25,912

WIOA youth
services provided



440

Homeless/runaway
WIOA youth served



11+

industry sectors
hosted OYEP youth



Paid work experiences



Workforce training



Career exposure



Academic support



Essential employability skills

HECC Workforce Investments Support Volunteerism, National Services and Civic Engagement



Impact on AmeriCorps Members

405

AmeriCorps members served in Oregon and gained work experience

\$5 million

in education awards earned by AmeriCorps volunteers

1,000+

AmeriCorps sites, including schools, food banks, homeless shelters, health clinics, veterans facilities, etc.



Impact on Students

7,000+

children received education, career, and other services from AmeriCorps members and volunteers

1,230

students served reported increased academic performance

651

Students served enrolled in or earned a postsecondary credential



Impact on Communities

974

community members received disaster assistance.

35,000

hours given back to Oregon communities by local volunteers

2,100+

acres of public land restored by AmeriCorps members

Key Takeaways Today



Oregon institutions are serving Oregonians statewide, but equity gaps persist, and the pandemic enrollment drops have not rebounded.

Oregon needs to sustain the momentum of recent state reinvestments to ensure our postsecondary education/training system can meet evolving statewide societal and economic needs during pandemic recovery and beyond.

Investments in public institutions are intended to keep tuition increases moderate and manageable for students.

Invest to ensure the benefits of a credential, training, or degree are attainable for students of color, low-income communities, and all Oregonians.





PUBLIC INSTITUTION SUPPORT: FUNDING

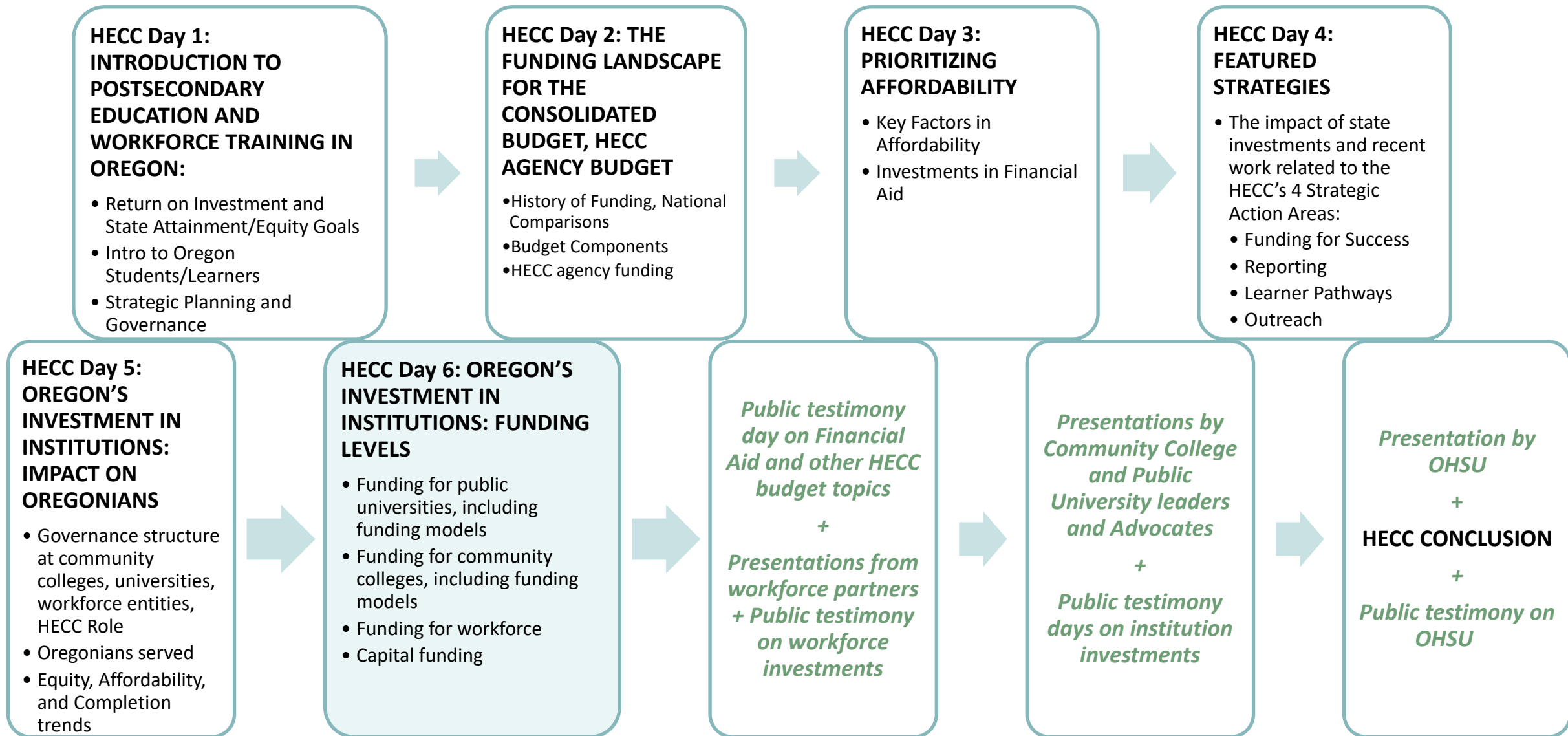
Joint Committee on Ways and
Means, Subcommittee on Education

Ben Cannon, Executive Director, HECC

**Jim Pinkard, Director, HECC Office of
Postsecondary Finance and Capital**

APRIL 11, 2023

2023 HECC Budget Presentation Structure



HECC Budget Themes: Investments in Equitable Access and Success Pay Off for Oregon



ECONOMIC MOBILITY & WORKFORCE: Drive **Equitable Economic Mobility** and Meet Critical Workforce Needs



EQUITY: In addition to applying the Equity Lens to all Investments, **Intentionally Fund Equity Strategies**, Acting on Oregon's Historic 2022 Listening Tour



AFFORDABILITY: Prioritize College Affordability, **Bolstering Financial Aid** for Those with the Greatest Financial Need



STUDENT SUCCESS: Sustain Investment in Institutions to Serve Student, State, and Societal Needs

State Support for Community Colleges

The CCSF is 20.3% of the HECC budget.

Repeated slide: for review

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
Community College Support Fund (CCSF)	Funds critical investments made to public community colleges to support educational and operational expenses	\$719M Total \$707.8M GF \$11.1M OF	\$779.4M Total \$768.4M GF \$10.9M OF	\$764.1 Total \$753.1M GF \$10.9 OF
Change from 2021-23				+6.3% from LAB -1.9% from CSL
Debt Service on Previous Community College Capital Projects	Supports debt service on previously approved capital infrastructure projects for the community colleges	\$46.8M Total \$34.5M GF \$11.8M LF \$0.5M OF	\$51.7M Total \$39.9M GF \$11.8M LF	\$51.7M Total \$39.9M GF \$11.8M LF
Change from LAB and CSL				+10.5% from LAB 0.0% from CSL

State Support for Public Universities

The PUSF is 24.8% of the HECC budget.

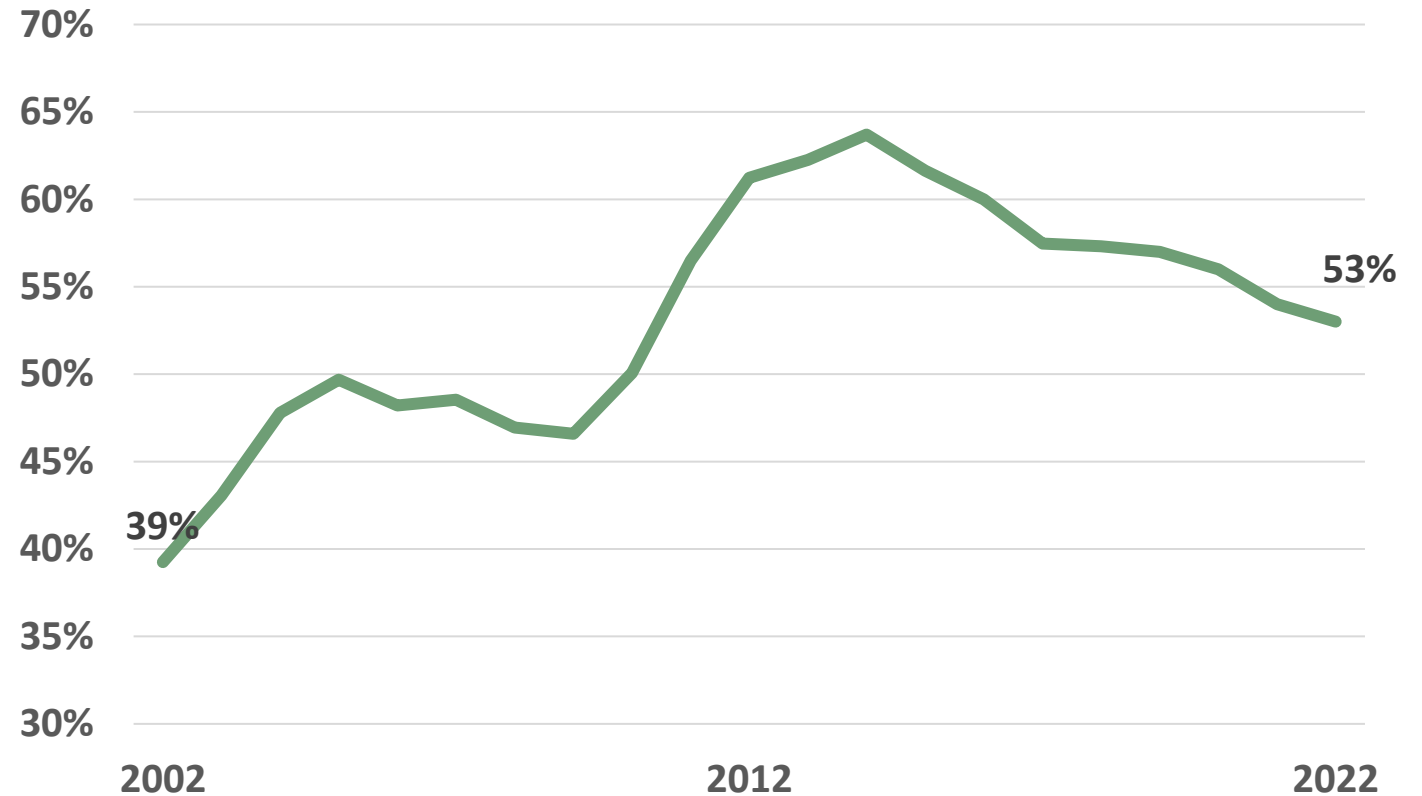
Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
Public University Support Fund	Funds critical investments to public universities to support educational and operational expenses	\$920.2M Total \$912.7M GF \$7.5M OF	\$972.0M GF	\$933.1M Total \$852.6M GF \$80.5M LF
Change from 2021-23				+1.4% from LAB -4.0% from CSL
Debt Service on Previous University Capital Projects	Supports debt service on previously approved capital projects for the universities	\$414.4M Total \$219.1M GF \$ 32.3M LF \$159.1M OF \$ 4.0M FF	\$509.9M Total \$277.4M GF \$ 33.3M LF \$195.1M OF \$ 4.0M FF	\$509.9M Total \$277.4M GF \$ 33.3M LF \$195.1M OF \$ 4.0M FF
Change from LAB and CSL				+18.7% from LAB 0.0% from CSL

With Limited State Funding, Students and Families Have Taken on a Higher Proportion of Costs

Limited State Funding:

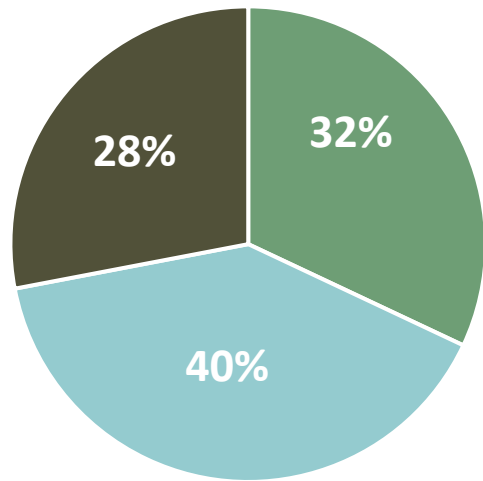
- Public funding per FTE 32nd in nation
- 21% below national average
- 3.4% reduction in per FTE funding since 2001 (adjusted for inflation)

Tuition as Share of Total Education Revenue

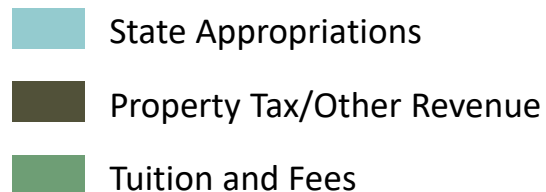
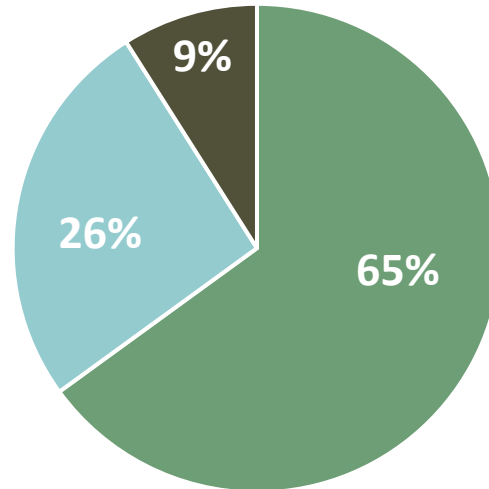


Proportion of Institution Costs Covered by Student/Families by Sector

Community Colleges
(2021)



Public Universities
(2022)



Students, through tuition and fees, are paying for a much larger proportion of total education and general expenses over time.

The State of Oregon provided 75% of the operating revenue of public universities during the 1960s. This dropped to about 60% by the 1990s, and 40% by the early 2000s.

Fiscal Impact of Pandemic on Institutions

Added cost and lost revenue

Added costs for technology and support, emergency paid leave; PPE and cleaning, among others. Lost revenue due to reduced enrollment and no housing, dining, etc.

Spending reductions but federal aid

Spending reductions like hiring freezes, use of fund balances, and other measures. Impacts were blunted largely due to federal revenue through Higher Education Emergency Relief Fund (HEERF).

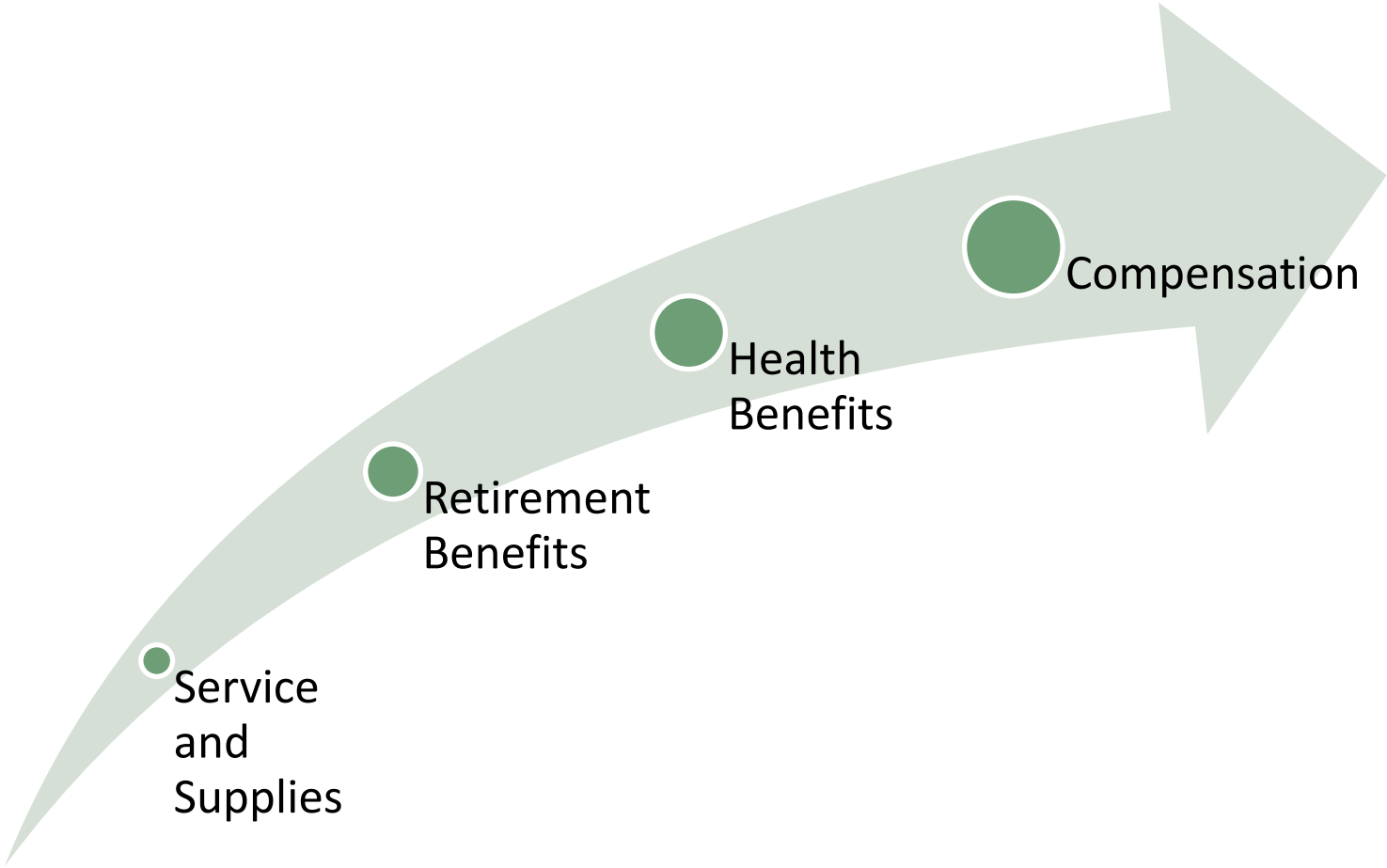
Disaster averted but issues remain

*“Oregon’s public institutions are caught in a financial bind. Demographic decline in traditional age students will cause this bind to become more constricting in a manner that hinders the state’s ability to achieve its goals.”**

Relief Funding

- ✓ 58 Oregon colleges and universities received HEERF
- ✓ 147,167 students received emergency grant aid
- ✓ \$161.2 million awarded to students
- ✓ Average emergency financial aid grant of \$1,100

Oregon's Public Institutions Face Significant Cost Drivers



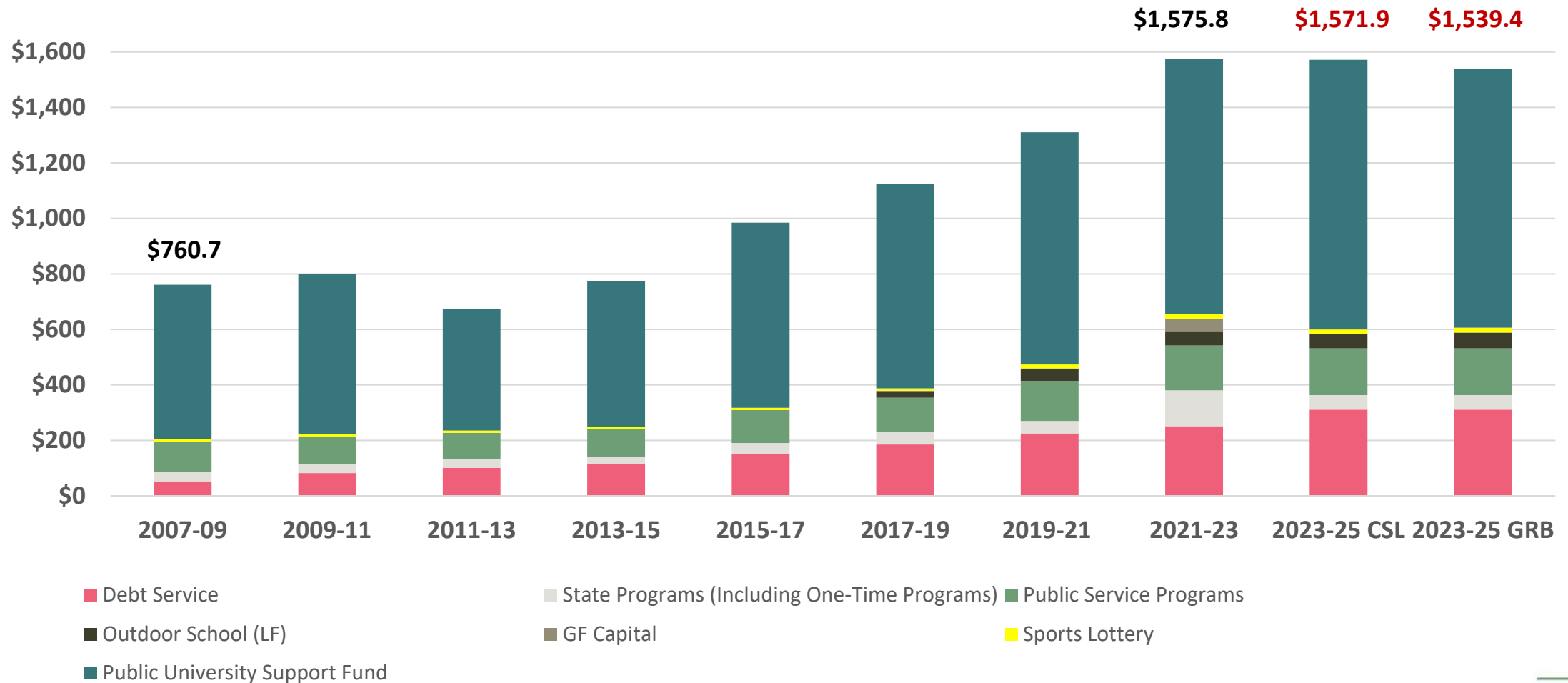
Budget Cost Drivers	
Projected Increase over 2021-23	
Universities	Community Colleges
8.7%	12.2%

PUBLIC UNIVERSITY
FUNDING: PUSF



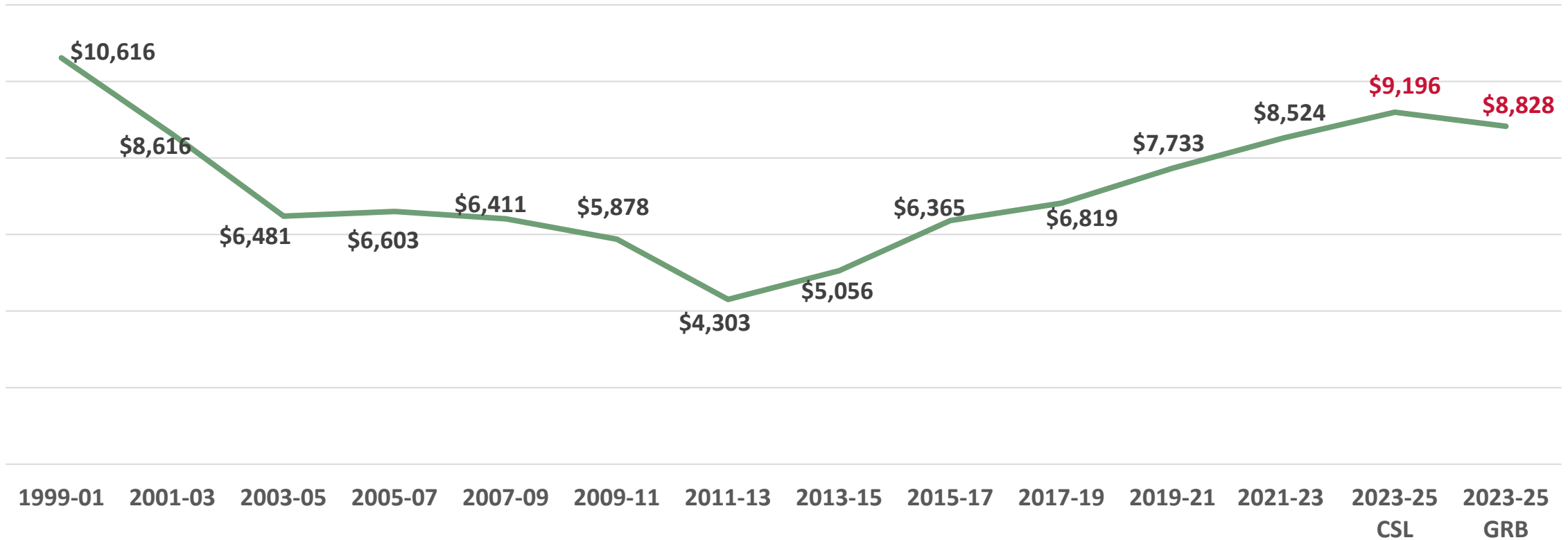
Public University Funding Has Increased in Recent Years

Total State Funding (in millions), not inflation adjusted



The Decline and Recovery of Per-Student State Funding for Universities

PUSF per Resident Student FTE (Adjusted for Inflation)

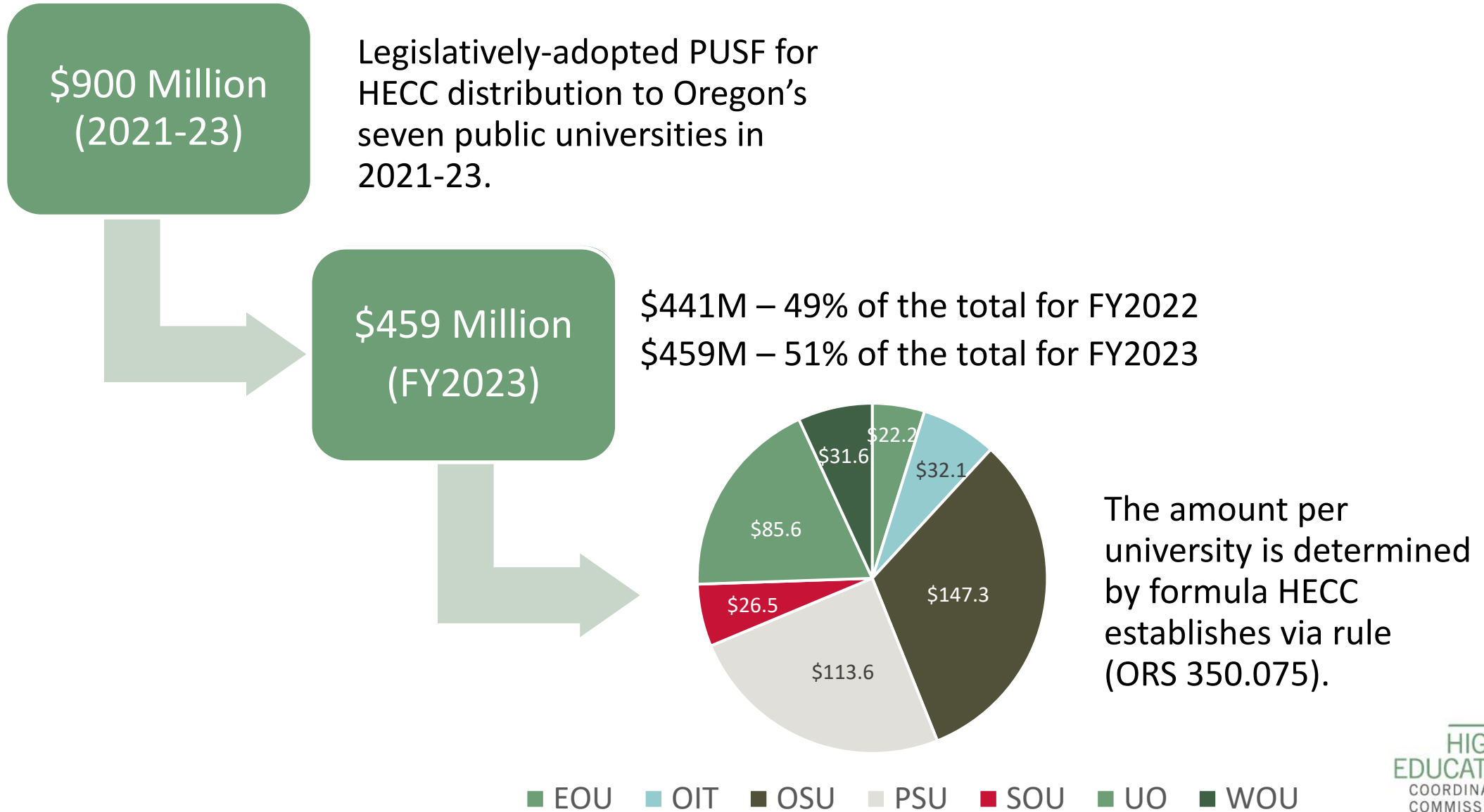


Notes:

- PUSF only. Enrollment for 2023, 2024, 2025 assumed at 2022 levels.
- Inflation adjustment based on HECA.
- Excludes non-resident university enrollment.

After the Legislature Determines Total Investment, HECC Distributes

Overview of the Public University Support Fund (PUSF) Distribution



Components of the PUSF Distribution Formula

MISSION SUPPORT

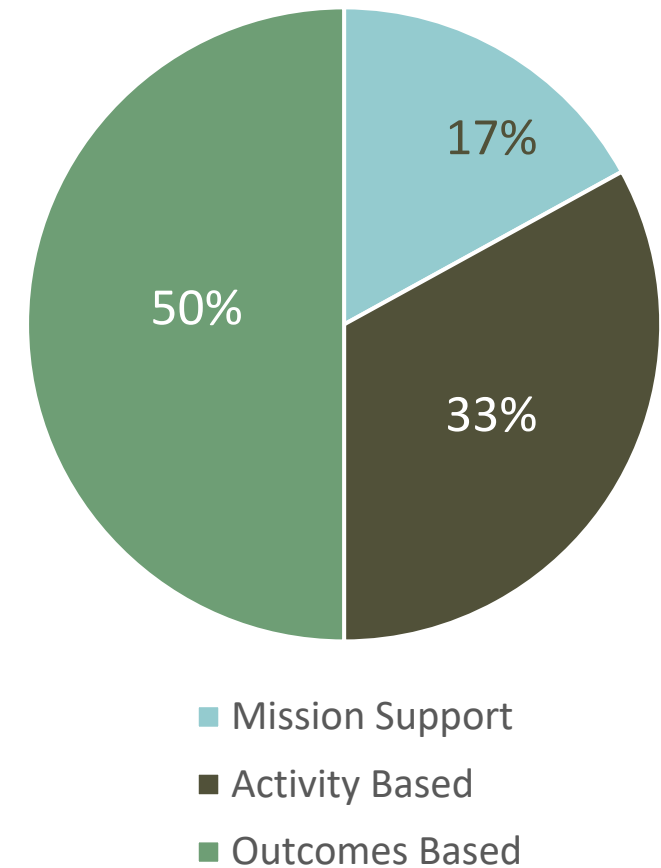
Taken off the top for base funding, regional access, public service, and research support, to acknowledge mission specific needs

ACTIVITY BASED FUNDING

Funding allocated based on course completions with cost weighting of courses by discipline and level of instruction.

OUTCOMES BASED FUNDING

Funding allocated based on degree completions at all levels with additional weights for underserved students and completions in critical areas.

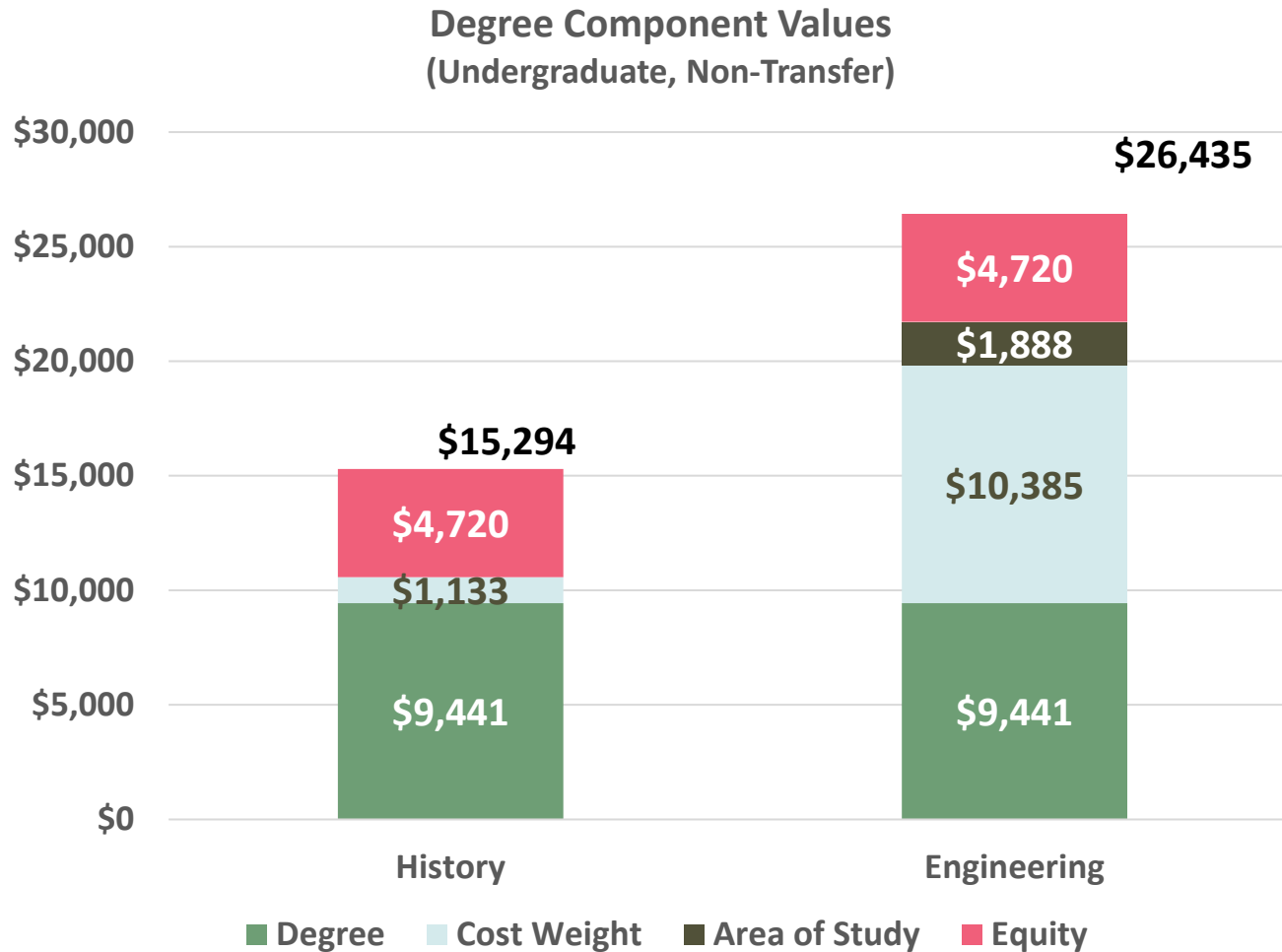


Principles of the formula are:

- Promote resident student success
- Support public service and regional missions
- Provide funding stability

How does the PUSF Formula Treat Different Types of Degrees?

An example of degrees in two majors



A focus on Equity (FY 2022)

- \$34.0 million for equity
- 5,277 average graduates
- Avg incentive of \$6,453

University Cost Drivers (Mandates)

The universities identified nearly 475 mandates they are required to fulfill.

- Nearly 300 of these are federal, ranging from discrimination provisions to financial aid provisions to copyright requirements.
- Approximately 112 state mandates apply to all universities and 32 to specific universities with an additional 33 imposed by OAR.
 - ✓ These state level (or OAR) mandates range from health care to veterans to underrepresented students to faculty and beyond.

82% of increased costs are salary and related benefits

Budget Cost Drivers – Educational & General

	Projected Increase over 2021-23	
Compensation	143,009,280	7.7%
Health Benefits	30,463,683	7.8%
Retirement Benefits	72,959,933	17.4%
Other Personnel Costs	18,343,380	7.4%
Services & Supplies	57,021,436	7.2%
Total	\$321,797,712	8.7%

Potential Funding Scenarios – PUSF

A Range of Options

Reductions	Current	2023-25 GRB	CSL	Institution Request	40-40-20 Plan
<p>-10.0% to \$810.0M</p> <p>Annual, double-digit tuition increases for resident, UG tuition</p> <p>Potential reduction of programs; layoffs, furloughs and other staffing actions</p> <p>Magnitude and mix of actions dependent on reduction amount</p>	<p>\$900.0 million</p> <p>Use of fund balances ongoing</p> <p>Existing enrollment declines for some</p> <p>Completion improvement over time</p>	<p>+3.6% to \$932.1M</p> <p>Potentially larger than normal tuition increases even with small enrollment growth</p> <p>Use of fund balance</p> <p>The potential for program and staffing changes</p>	<p>+7.9% to \$970.9M</p> <p>Tuition increases above 5% on most campuses</p> <p>Reduced student affordability</p> <p>Potential use of fund balances</p>	<p>+14.2% to \$1,028.0M</p> <p>Increased student affordability; tuition below 5%</p> <p>Enhances student support and equity-based investments</p> <p>Promotes additional progress toward statewide goals</p>	<p>+25% to \$1,125.0M</p> <p>Amount needed to reach 40-40-20 state higher education plan by 2030</p> <p>Would include the production of 2,800 additional bachelor's degrees annually</p>

OTHER PUBLIC
UNIVERSITY FUNDING &
OHSU



Regional/Technical University Planning and Support Fund

Challenge:

On a relative basis, flagship public universities are prospering while regional public universities are suffering. The regional need for affordable higher education is more important than ever. Managing the financial viability of regional institutions while addressing student affordability in the face of enrollment headwinds will be a key challenge for governing boards going forward.



Solution:

- A fund to support regional university planning intended to identify innovative approaches to financial sustainability.

This one-time funding is intended for discrete investments, not to support ongoing operational costs or offset losses on a one-time basis. The goal is to support the regional universities in becoming more effective and financially sustainable.

Cost: \$15.0M GF

Public Universities: State Programs

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
Public University State Programs	<p>Continues investments to the universities for Dispute Resolution Center, Oregon Solutions, Signature Research Centers, and other programs.</p> <p>Several one-time spending items phased out: UO Child Abuse Prevalence Study, WOU Steam line replacement, UO equip for Knight Campus, Strong Start etc.</p>	\$129.1M GF	\$52.5M GF	\$52.5M GF
Change from LAB and CSL			-59.3% from LAB 0.0% from CSL	

Public Universities: Statewide Services

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
Agricultural Experiment Station	Provides funding for the Agricultural Experiment Station.	\$80.8M GF	\$87.1M GF	\$87.1M GF
Change from 2021-23				7.9% from LAB 0.0% from CSL
Forest Research Laboratory	Preserves funding for the Forest Research Laboratory.	\$12.1M GF	\$13.1M GF	\$13.1M GF
Change from 2021-23				7.9% from LAB 0.0% from CSL
OSU Extension Service	Preserves General Funds OSU Extension Service, and continues Lottery Funds for the Outdoor Schools Program.	\$118.1M Total	\$119.9M Total	\$125.0M Total
		\$68.7M GF \$49.4M LF	\$68.4M GF \$51.5M LF	\$68.4M GF \$56.6M LF
Change from LAB and CSL				1.4% from LAB 4.2% from CSL

Public University Sports Action Lottery

Activity	Description	20-21-23 LAB	2023-25 CSL	2023-25 GRB
Sports Lottery Program	The Sports Action Lottery was established in ORS 461.535 and ORS 461.543 to provide funding for intercollegiate athletics at public universities. The statute sets aside 12% of funds for non-athletic graduate student scholarships. The remaining 88% is distributed to the intercollegiate athletic departments at public universities.	\$16.5M LF	\$16.5M LF	\$17.8M LF
Change from LAB and CSL				7.8% from LAB 7.8% from CSL

Oregon Health & Science University (OHSU)

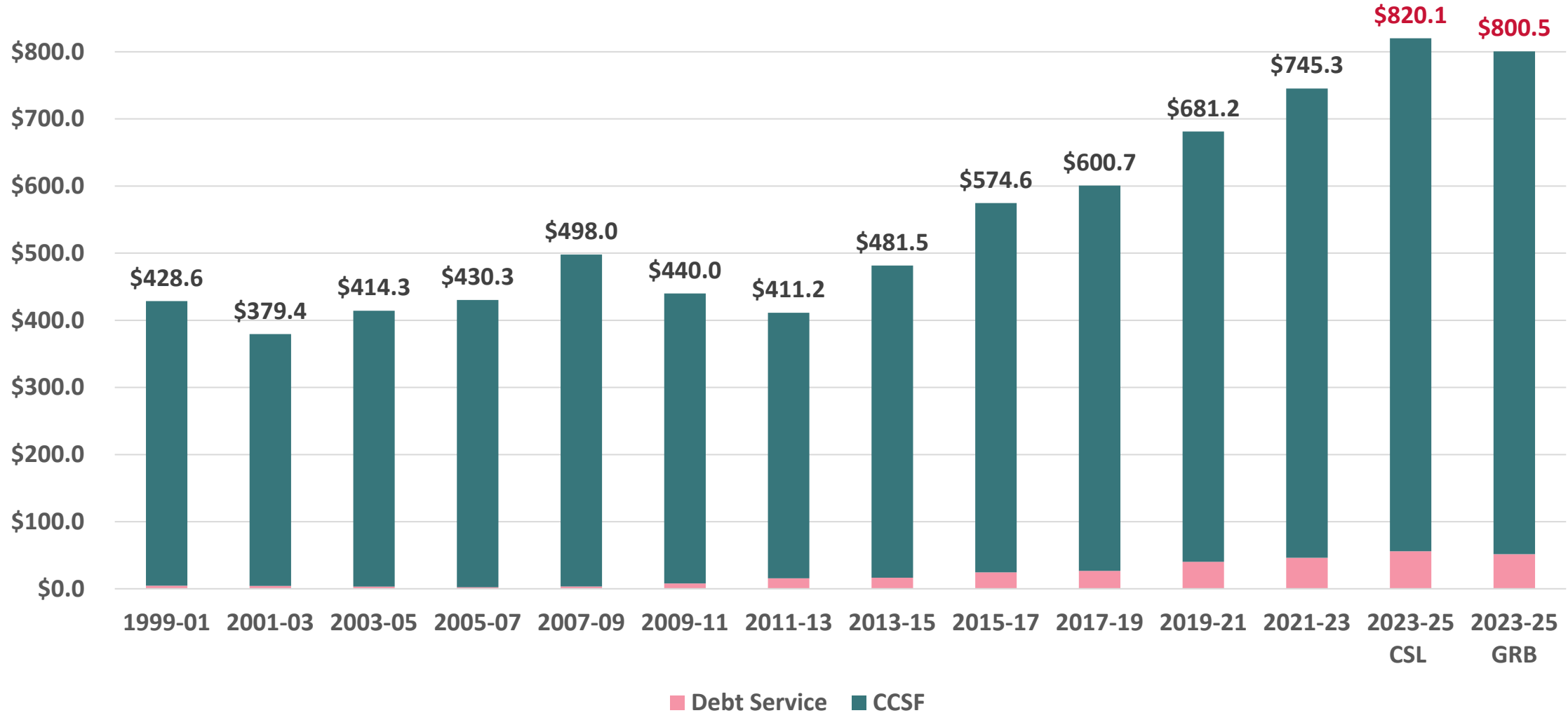
Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
Oregon Health & Science University programs	Provides funding for education and rural programs, the Child Development and Rehabilitation Center, and the Oregon Poison Center.	\$129.0M GF	\$130.0M GF	\$129.0M GF
Change from LAB and CSL				0.0% from LAB -0.8% from CSL

COMMUNITY
COLLEGE FUNDING:
CCSF



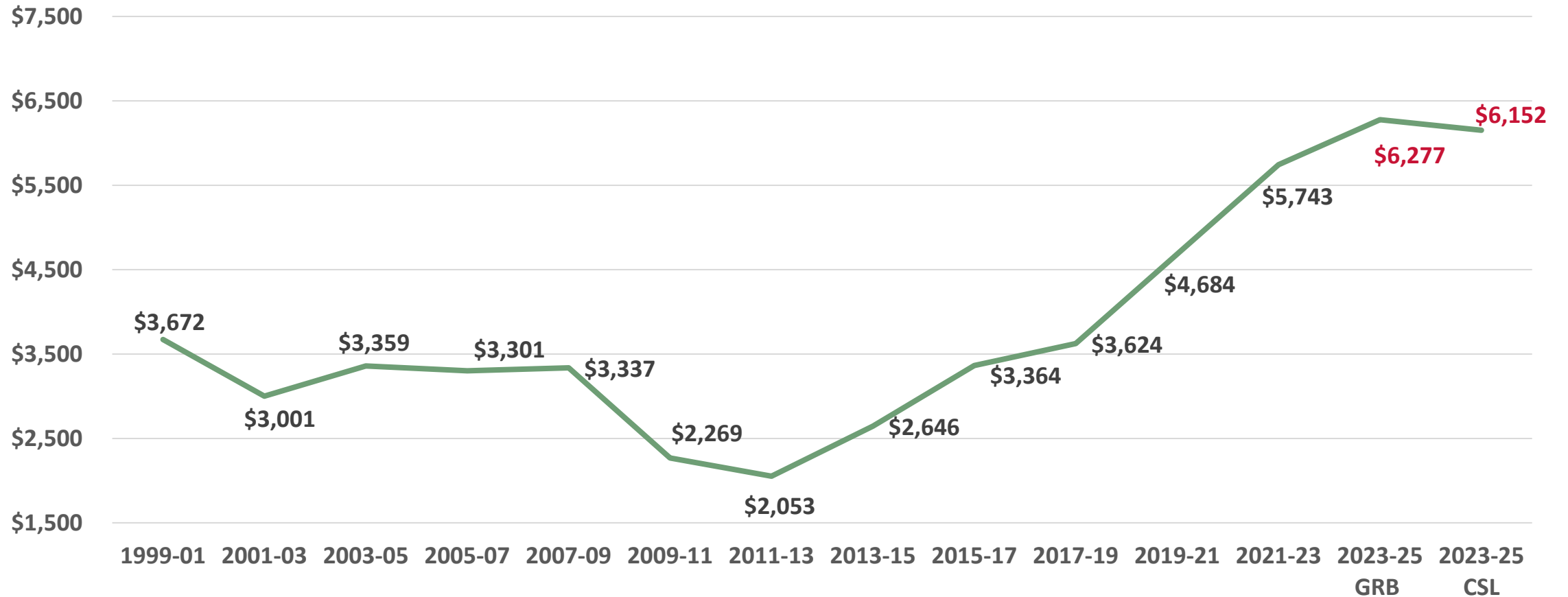
Community College Funding Has Increased in Recent Years

State Funding (in \$ millions), Not Inflation Adjusted



Community College Funding per Student Has Also Increased

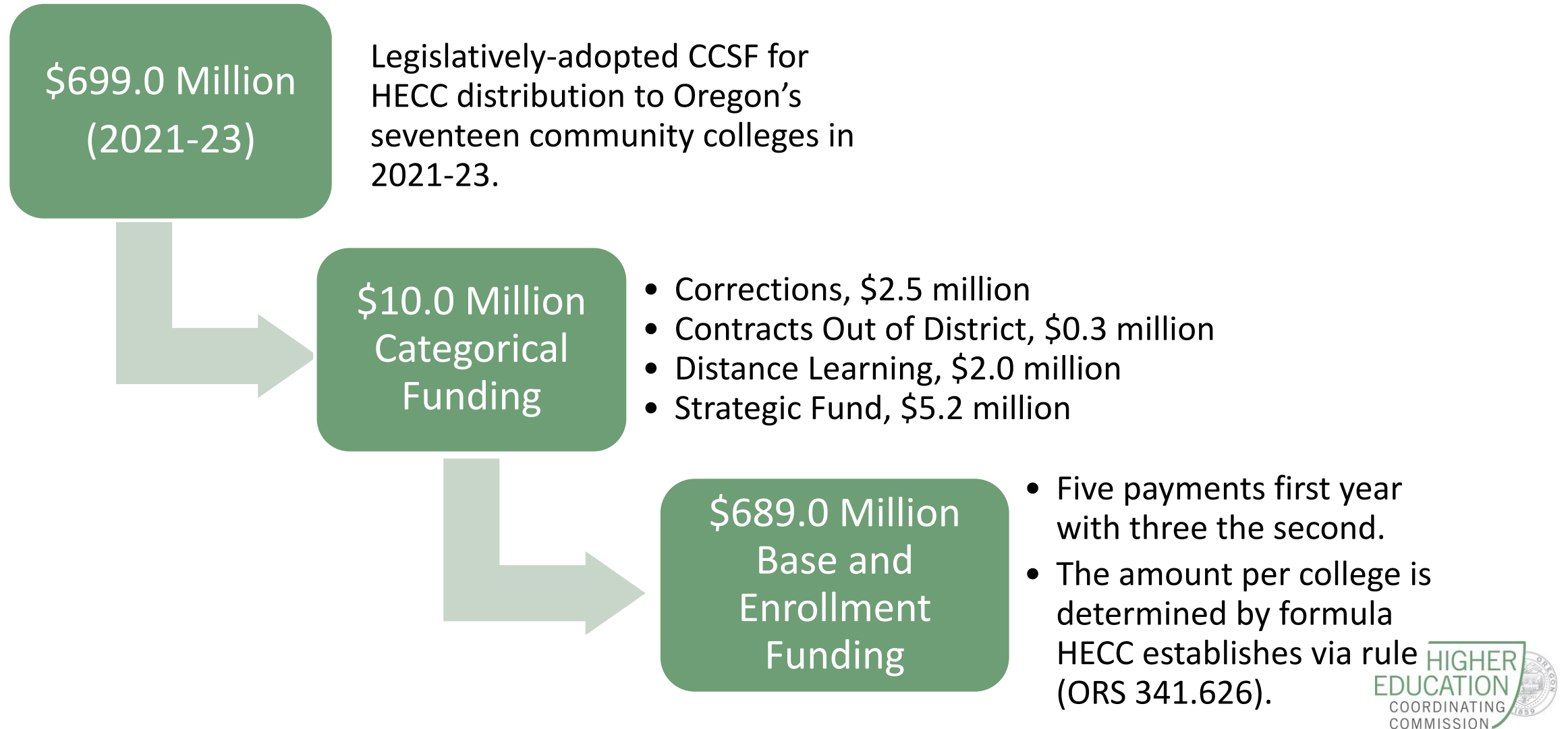
CCSF per Student FTE (Adjusted for Inflation)



Notes: Includes CCSF only. Enrollment for 2022-23 assumed at 2021-22 levels.
Inflation adjustment based on HECA.

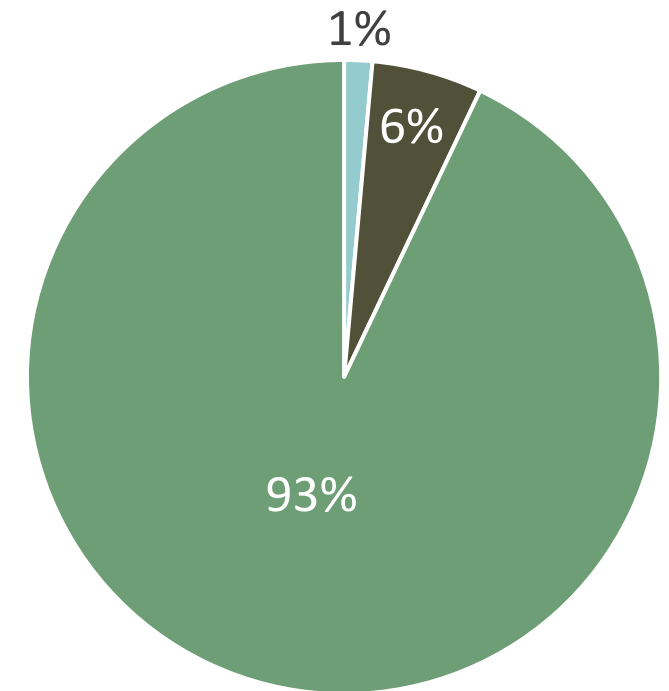
After the Legislature Determines Total Investment, HECC Distributes

Overview of the Community College Support Fund (CCSF) Distribution



Components of the Current CCSF Formula

CATEGORICAL FUNDING	BASE FUNDING	ENROLLMENT FUNDING
Taken off the top to support contracts out of district, corrections education, distance learning and strategic fund.	Provides stable, predictable funding for basic district operations. Weighted to provide sufficient resources to small districts.	Considers Total Public Resources to ensure <u>equality</u> , three-year weighted average to ensure <u>stability</u> , and Growth Management to prevent erosion of funding to provide <u>predictability</u> .



- Categorical Funding
- Base Funding
- Enrollment Funding

Principles of the formula are:

- Access and quality, meaning adequate funding per student.
- Equality meaning equalization of funding between state and local.
- Stability by using a base payment and three-year average.

CCSF Formula Review Process



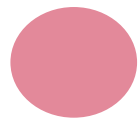
Last review was 10+ years ago



26 Workgroup members appointed Fall 2021 including institutional reps, staff/faculty (OEA & AFT-Oregon), OCCA, and HECC staff



13 Meetings: March 2022 to February 2023

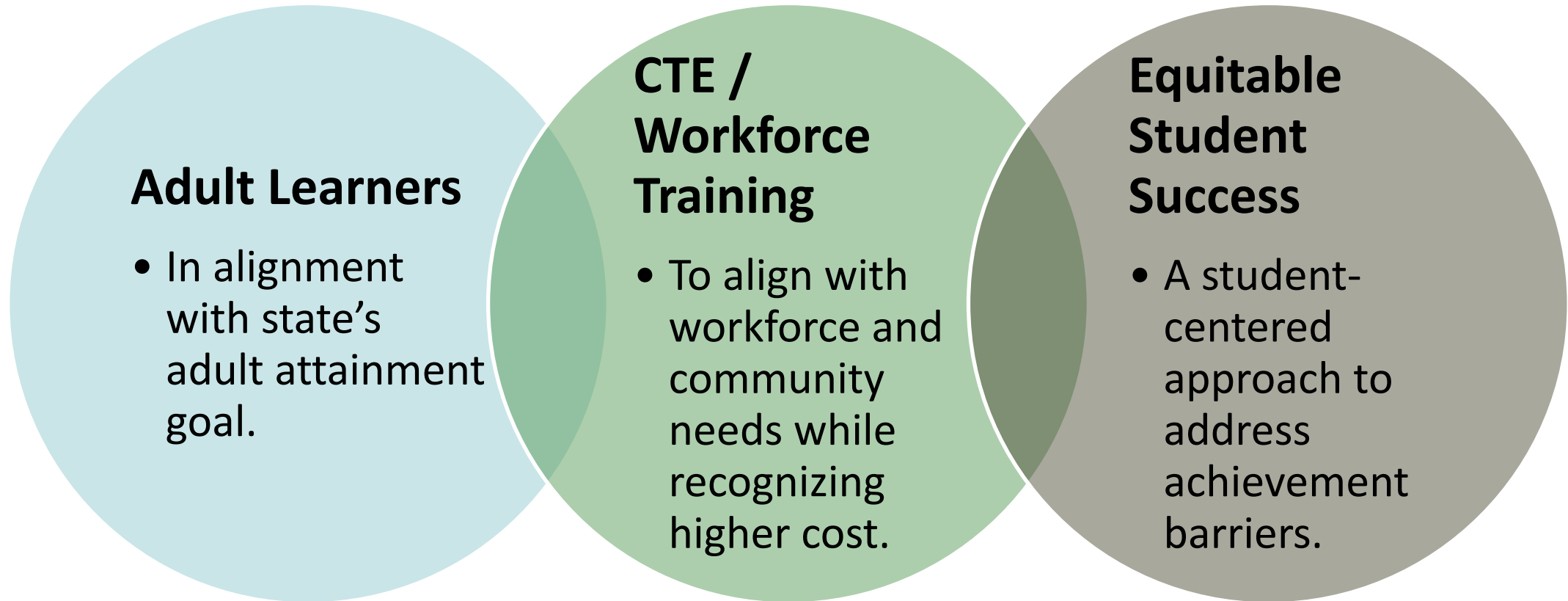


Consensus determined by group discussion, survey, and polling; focused on relative level of agreement

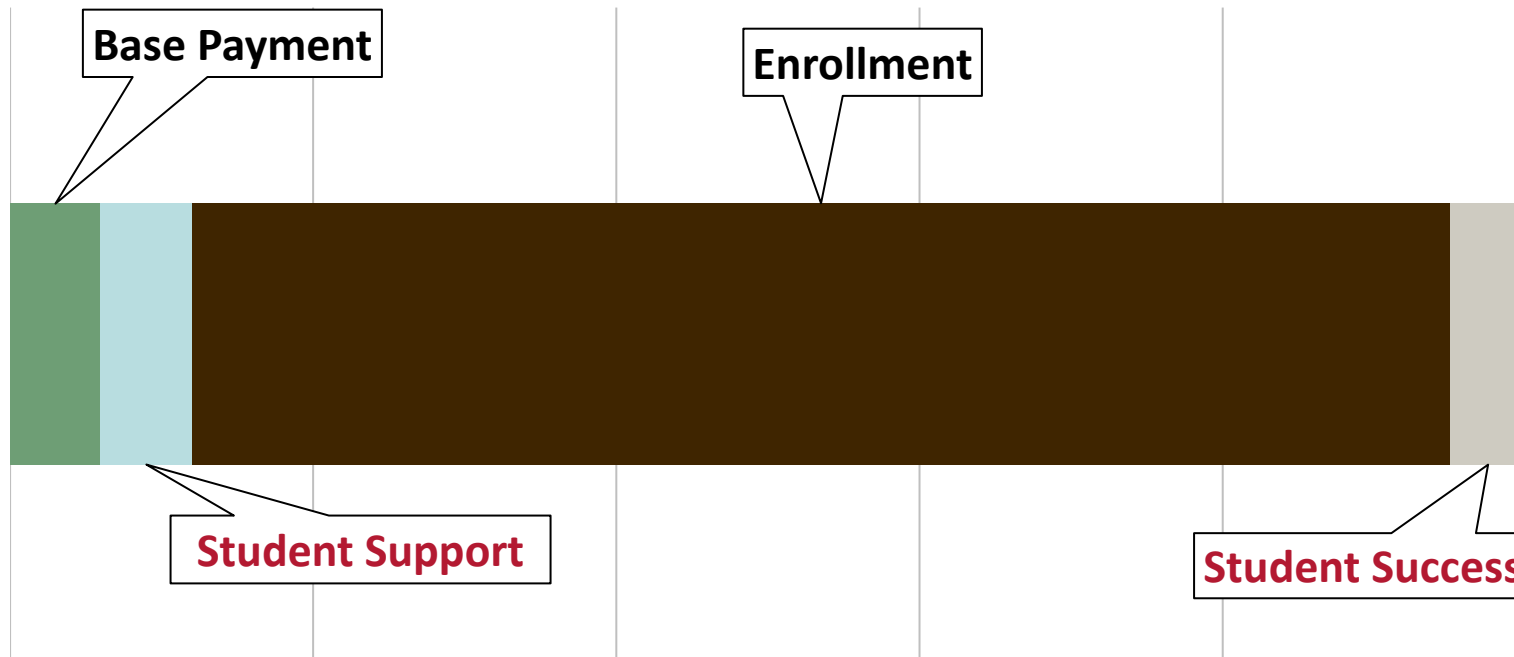
Additional Details

- Members appointed by institution/association
- Workgroup advisory to HECC Staff with recommendations from HECC staff
- Updates and discussion occurred during 9 public meetings of HECC F&A subcommittee

CCSF Formula Review: Common Ground



CCSF Formula Review: Proposed Model



- ✓ Keep base payment and equalized enrollment components.
- ✓ Add a component to provide additional funding for student support.
- ✓ Add a component for student success to incentivize progression and completion.

Both components will focus on populations who face the highest barriers to success including low-income, adults, CTE/Workforce Training, and underrepresented students.

HECC Staff Recommendations for Revisions to the CCSF Formula

Commission Action Planned for June 2023

Adopt the proposed model. Call it the Student Focused Funding Model (SFFM). Based on current data, the variances to the current model are no more than +/- 0.5% by college.

Focus on four prioritized populations. Limit student focused funding to no more than 10% of total biennial CCSF amount.

Implement the changes over three biennia starting with 2023-25, review every five years, and commit to an implementation review as well.

“Research suggests that for CC funding systems to be equitable, they must account for the different levels of support needed to provide students from different backgrounds an equal opportunity to succeed.”

Jesse Levin, Bruce Baker, Jason Lee, Drew Atchison, and Robert Kelchen, *An Examination of the Costs of Texas Community Colleges*, Institute of Education Sciences, October 2022.

Community College Cost Drivers

Personnel costs will add \$193M to college budgets in 2023-25.

New unfunded requirements will add \$4M.

Budget Cost Drivers

	Projected Increase over 2021-23	
Compensation	136,862,165	12.9%
Health Benefits	20,662,521	11.4%
Retirement Benefits	35,545,307	15.2%
Services & Supplies	22,787,696	9.8%
Other (transfers, etc.)	5,302,402	5.1%
Total	\$221,160,091	12.2%

Potential Funding Scenarios – CCSF

A Range of Options

Reduction	2021-23	2023-25 GRB	CSL	Institution Request	40-40-20 Plan
<p>-10.0% to \$629.1M</p> <p>Potentially large tuition increases</p> <p>Reduction of programs; layoffs, furloughs and other staffing reductions</p> <p>Magnitude and mix dependent on reduction amount</p>	<p>\$699.0 million</p> <p>Use of fund balances ongoing</p> <p>Existing enrollment declines assumed</p> <p>Completion improvement over time</p>	<p>+6.3% to \$748.8 million</p> <p>Potentially larger than normal tuition increases even with small enrollment growth</p> <p>Use of fund balance</p> <p>The potential for program and staffing changes</p>	<p>+9.3% to \$764.1M</p> <p>As calculated by DAS using weighted approach</p> <p>Begins with non-state employee rate and is adjusted for actual growth in benefits and pension bonds</p>	<p>+43.8% to \$1,005.2M</p> <p>Annual average tuition increases of 3.2%</p> <p>Annual enrollment growth of 1.3%</p> <p>No use of fund balance</p> <p>No new programs or staffing increases</p>	<p>+69% to \$1,181.3M</p> <p>Amount needed to reach 40-40-20 state higher education plan by 2030</p> <p>Includes the production of 3,800 additional certificates and 10,200 additional associate degrees</p>

CAPITAL CONSTRUCTION



Public Universities: Capital Funding

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
University Capital Funding	General obligation bond proceeds funding one new capital construction project and capital improvement and renewal distributions for the public universities.	\$475.9M OF Limitation	N/A	\$208.2M OF Limitation
Change from LAB and CSL				-55.9% from LAB 100% from CSL

Community Colleges: Capital Funding

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
Community College Capital Funding	There are not any new capital infrastructure projects approved in the GRB. However, 3 projects were reauthorized: Chemeketa Building 7 Remodel, Klamath Childcare Resource Learning, Rogue Transportation Technology Center. XI-G Bonds will be sold March 2025	\$56.5M OF Limitation	\$0	\$250K OF (for bond issuance)
Change from LAB and CSL				-99.6% from LAB 100% from CSL

POP 208: Public University Capital Projects

Challenge:

- Deferred maintenance is a challenge for any entity with infrastructure. The universities have struggled with keeping up with deferred maintenance for their aging infrastructures.



Solution: POP 208

POP 208 in the GRB provides \$200M for a Public University Capital Improvement and Renewal Fund to be used mainly for deferred maintenance. It also provides funds for the PSU Smith Memorial Student Union.

Cost: \$208.2M OF

POP 209: Community College Capital Projects

Challenge:

- For community colleges to qualify for state capital project bonds, they must meet certain matching requirements which have been difficult to meet in recent times.



Solution: POP 209

POP 209 in the GRB funds the bond issuance cost for three previously authorized capital projects at community colleges.

Cost: \$250K OF

Public University Capital Construction Projects

2023-25 GRB, in \$ millions			
	Project	XI-Q Bonds	XI-F Bonds
Public Univ	Capital Improvement and Renewal (CIR)	\$200.0	-
PSU	Smith Memorial Student Union	-	\$8.2
	TOTALS	\$200.0	\$8.2

XI-F(1) BONDS

Backed by university revenues; can be utilized for non education projects; university pays debt service

XI-Q BONDS

Fully state paid; restricted to state-owned buildings only; State pays debt service

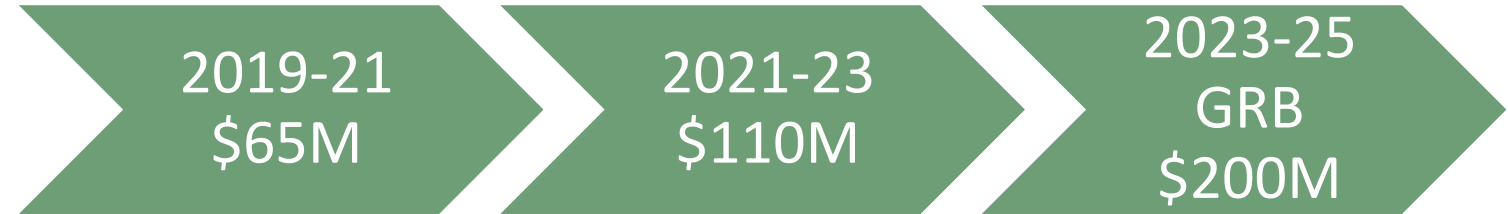
- CIR funding was the top ranked capital priority for the public universities. Article XI-F bond requests are not prioritized but are analyzed for revenue sufficiency.
- The GRB includes no new state funding for community college capital construction projects, but reauthorizes three existing projects (Chemeketa, Klamath, and Rogue).

Capital Improvement and Renewal (CIR) Funding: Public Universities

✓ For code compliance, ADA/safety related issues, critical deferred maintenance

✓ Allocated by adjusted E&G GSF and density factor

✓ Benefits all public universities

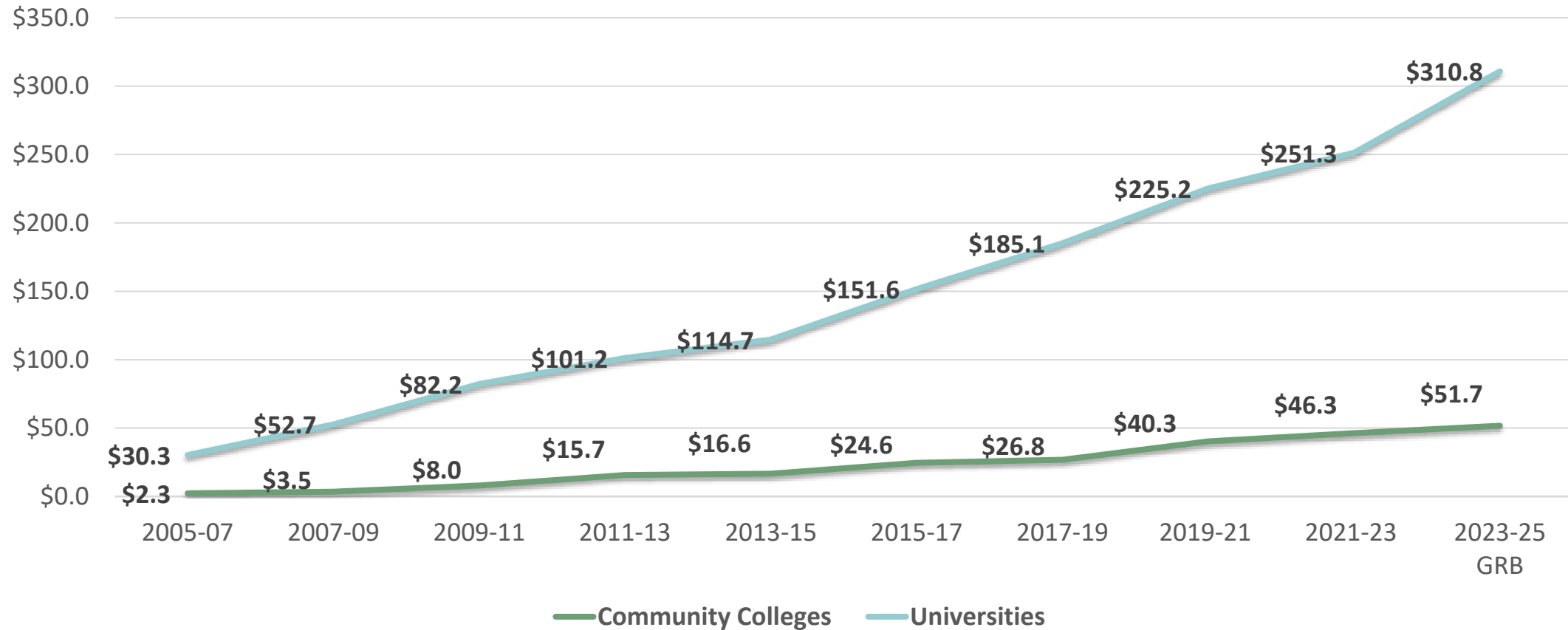


CIR-eligible projects vs. projects that receive specific legislative authorization

	CIR Projects	Named Projects
Bondable?	Yes	Yes
Involves Renewal and Improvement?	<u>Must</u> Involve	<u>May</u> Involve
Cost Structure?	Lower cost projects	Higher cost projects
Who decides?	Institution chooses priority consistent with bond requirements	Each project must be authorized by the Legislature
Funding distributed?	Legislature determines total funding amount; Funding allocated	Funding is appropriated by project

State-Funded Debt Service History

Total State Funded Debt Service GF + LF (in millions)



WORKFORCE FUNDING



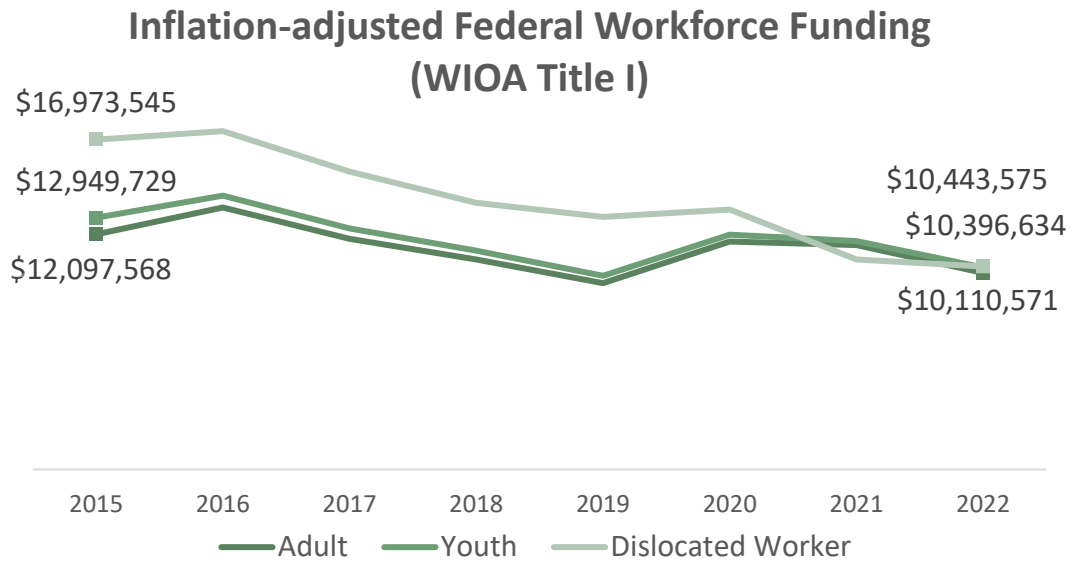
Employment and Workforce Activities

The HECC Office of Workforce Investments responsible for implementing the Governor’s vision for workforce development, convening partnerships across the workforce system, and supporting and providing technical assistance to several citizen advisory boards, local workforce development boards (LWDBs), and local providers. OWI administers the adult, youth, and dislocated worker programs under Title I of the federal Workforce Innovation and Opportunity Act (WIOA), as well as other federal discretionary and state general fund grants to LWDBs. OWI also administers programs that provide paid work experiences to young Oregonians. In addition, OWI administers Oregon’s AmeriCorps State Grant Program (OregonServes). Finally, OWI provides staff support to four citizen advisory boards. Future Ready funding appears here in 21-23 LAB and 23-25 GRB but is not part of CSL.

Employment and workforce activities are 7% of the Total HECC Budget.
48% of the workforce budget is Federally Funded.

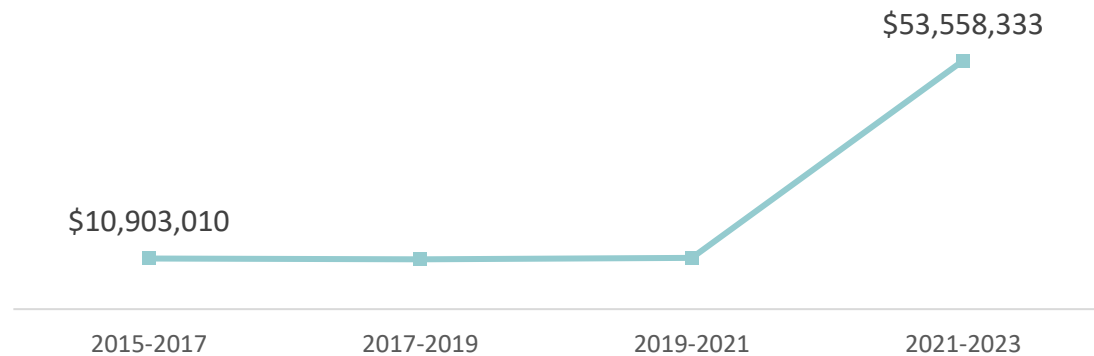
Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
Employment and workforce activities	Includes funding for HECC employment and workforce activities.	\$306.4M Total	\$162.7M Total	\$272.2M Total
		\$ 53.5M GF	\$ 18.8M GF	\$ 18.8M GF
		\$127.2M OF	\$ 13.8M OF	\$123.3M OF
		\$125.7M FF	\$130.1M FF	\$130.1M FF
Change from LAB and CSL				-11.2% from LAB 67.3% from CSL

Workforce Funding Over the Years



* Funding for 2015-2021 is inflation-adjusted in terms of July 2022 using the CPI

State General Fund Workforce Funding



Federal workforce funding in Oregon through the **Workforce Innovation and Opportunity Act (WIOA) Title I**, when adjusted for inflation,* has decreased by 36% since 2015. The WIOA funding formula also means that funding is volatile from year to year.

State funding for workforce development between was flat from 2015-2021. During the 2021-2023 biennium, state workforce funding saw a large increase, driven by the establishment of the **Oregon Youth Employment Program, Oregon Conservation Corps, and Future Ready Oregon Initiative.**

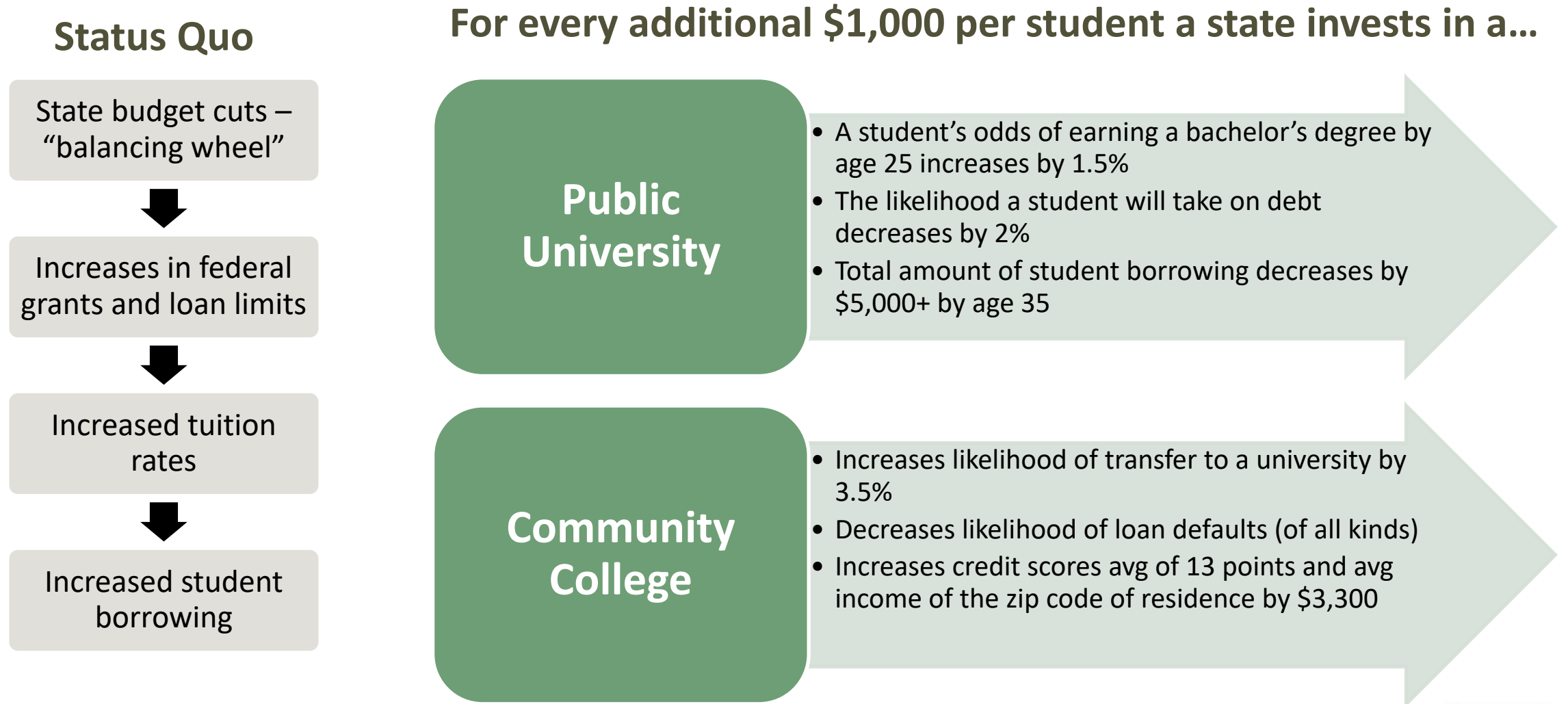
In the 2021-23 biennium, HECC also received:

- \$115M in federal American Rescue Plan Act funding for **Future Ready Oregon**
- \$17M from the U.S. Dept. of Labor for **workforce-related pandemic and wildfire response**

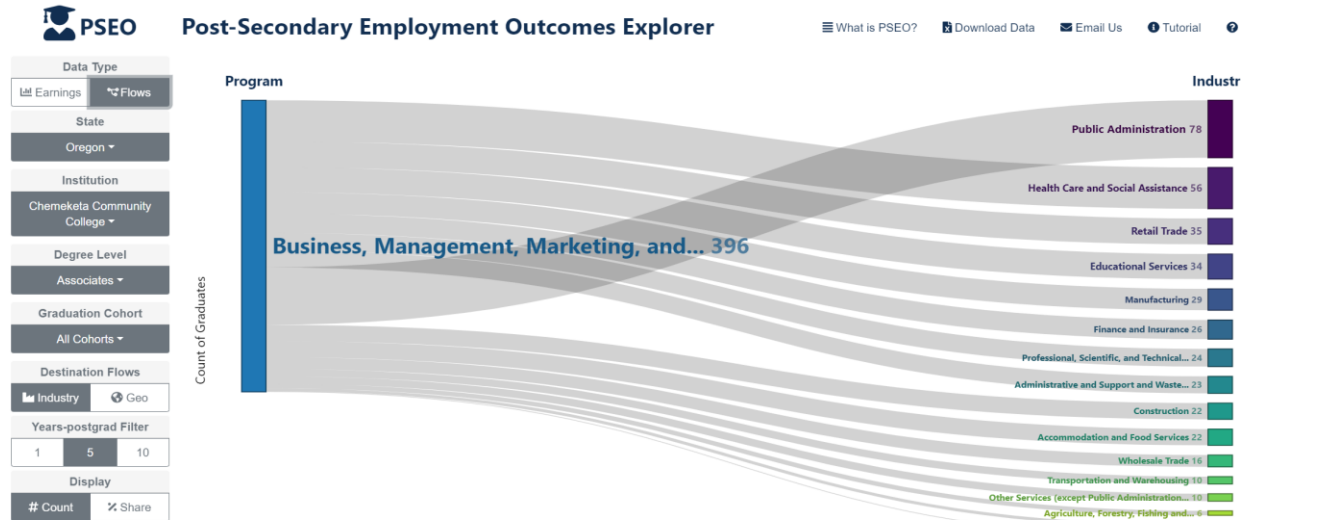
STATEWIDE FUNDING
CONSIDERATIONS:
ECONOMIC
DEVELOPMENT



The Benefit of State Support

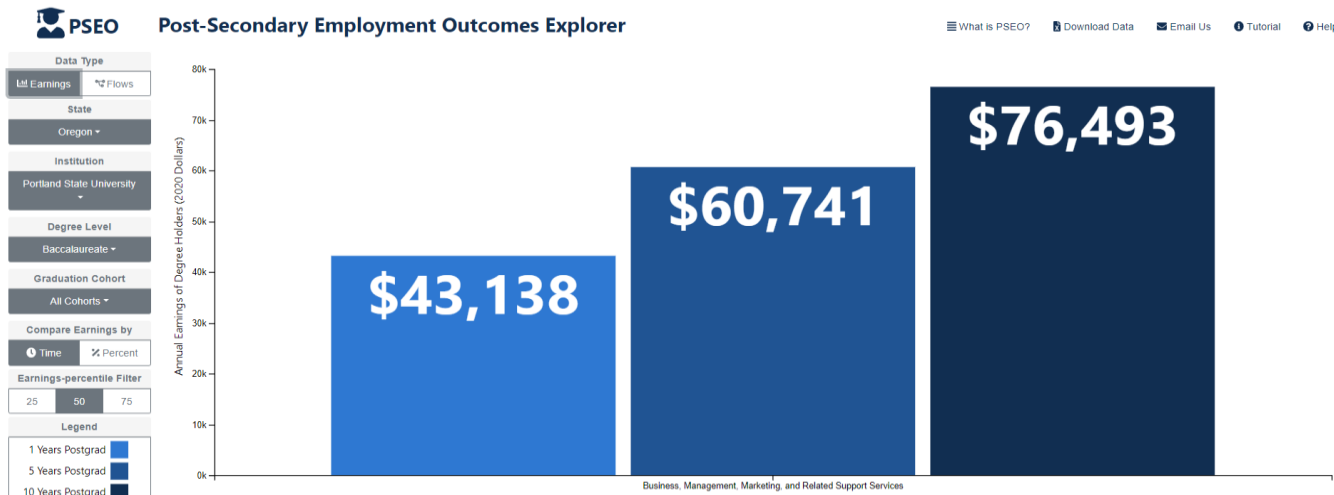


Oregon's Partnership with the U.S. Census Provides Further Insight into the Career Outcomes of Oregon Postsecondary Graduates



The Post-Secondary Employment Outcomes (PSEO) tool allows students and families, institutions, and policy-makers to track where students go and how much they earn after graduating from any of Oregon's 24 public institutions.

- www.oregon.gov/highered/research/Pages/featured-data.aspx



NCHEMS Landscape Study Recommends an Increased Focus on Economic Development, Among Other Recommendations

HECC and the public institutions can work together to positively impact Oregon's economy and communities.

- Oregon needs to not only address the critical education and workforce needs of today, but also focus boldly on the big picture of driving advancement for a thriving future.

Among the numerous findings, some key findings and recommendations with implications for the HECC include:

- Oregon needs a statewide economic development strategy that includes postsecondary education as a critical driver
- Continued urgent focus on equity
- Increased financial aid and affordability, including for adult learners
- Systemic transformation to serve learner needs – HECC has an important role to play in supporting pathways between institutions and sectors
- Commitment to coordinated and collective strategies, collaborations, and shared services among public institutions
- Investment in programs, research, and infrastructure to meet state goals
- Continued strategic focus on funding models to address state and student needs

Public Institutions Provide a Key Route to Upward Mobility, and Have Broader Economic Impact on Communities




Oregon public institutions enroll more than 303,356 students, award degrees and certificates to more than 25,000 Oregon residents, and funding for their ongoing support represents 45% of the appropriations in the HECC budget.* In a tomorrow in which 93% of all Oregon jobs with above-average earnings call for a postsecondary credential or degree to be competitive, universities will continue to provide a key route toward upward mobility for all citizens.


Economic Impact of Higher Education Institutions

- During 2020-21, the universities and community colleges employed 29,400+ staff and spent \$2.4 billion on education and related activity.
- At the community colleges alone, there is a total economic impact of \$10+ billion supporting an estimated 135,000 jobs. Each dollar invested translates to \$2.20 in return to taxpayers.

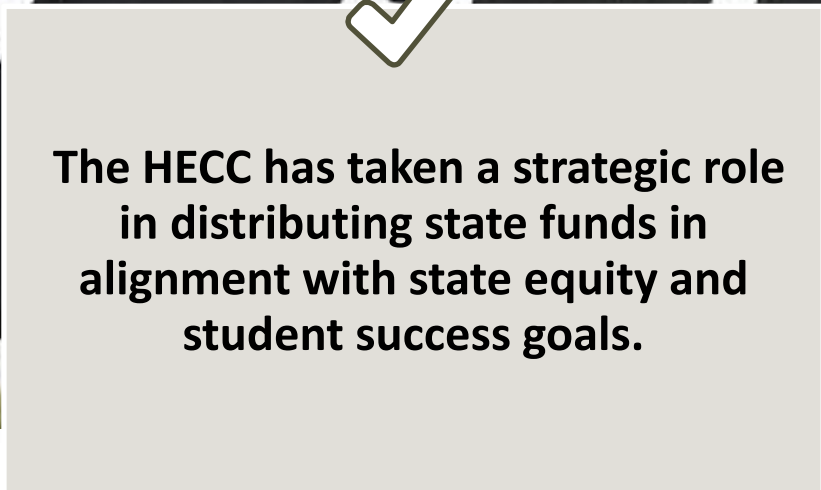
Key Takeaways Today



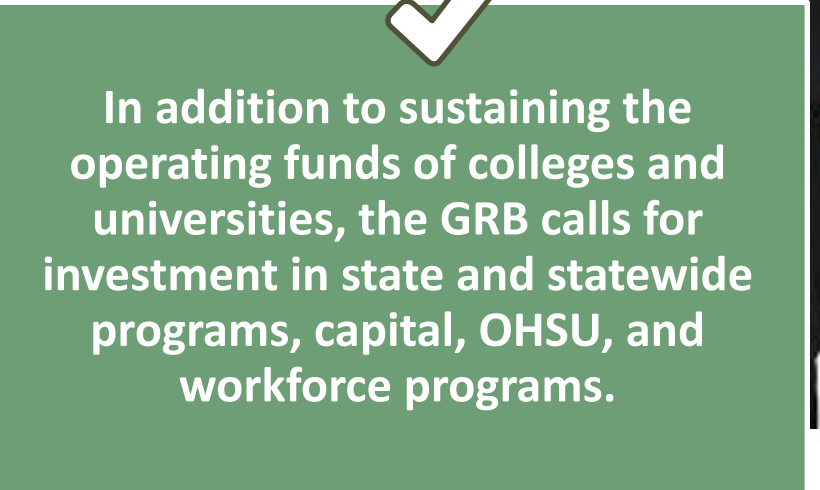
Sustaining state support for the institutions is critical to keep tuition increases manageable and to protect opportunity for Oregonians. Students and families have taken on higher proportions of college costs (through tuition) for years.



State investment has direct ties to student success, economic mobility, and career opportunity.



The HECC has taken a strategic role in distributing state funds in alignment with state equity and student success goals.



In addition to sustaining the operating funds of colleges and universities, the GRB calls for investment in state and statewide programs, capital, OHSU, and workforce programs.



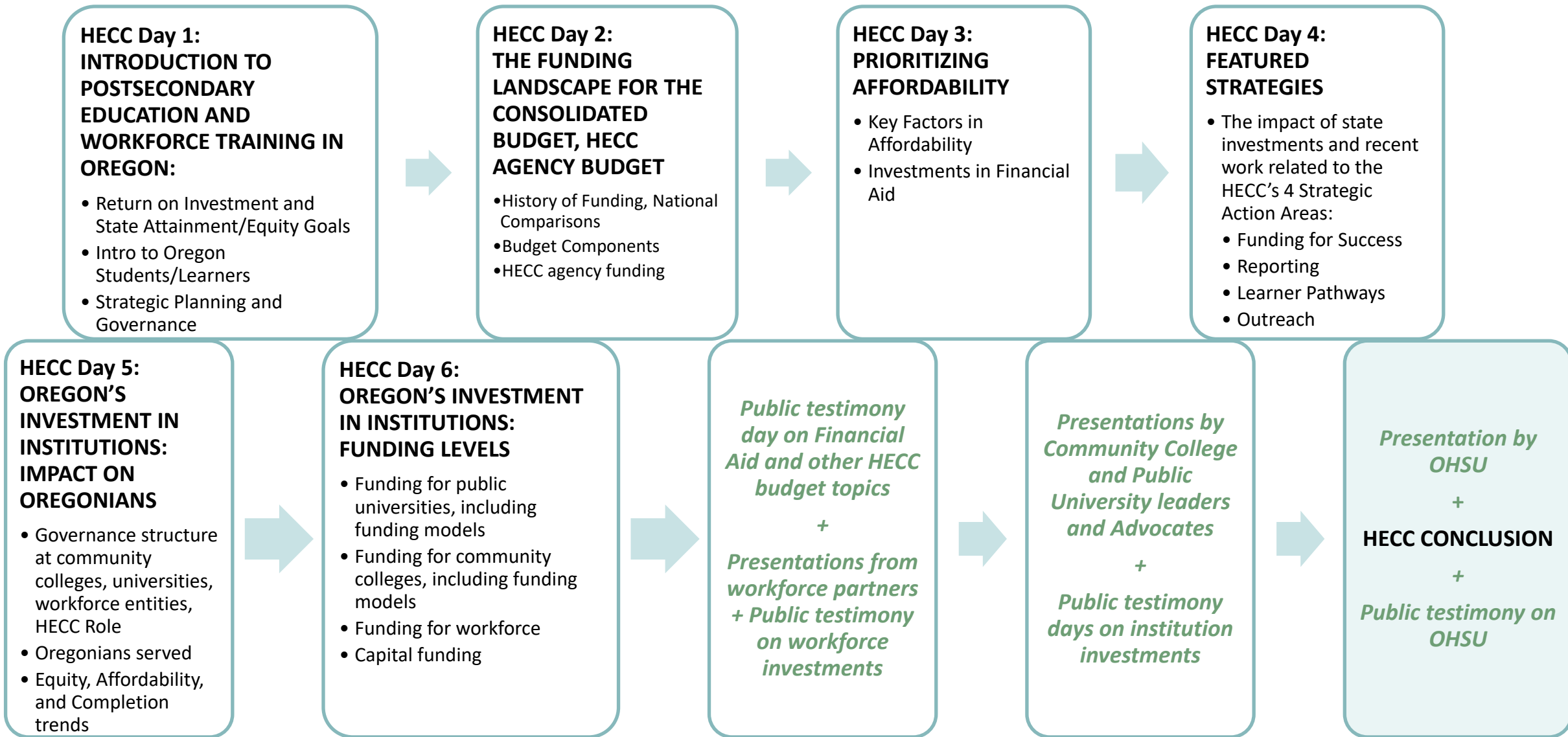
CONCLUSION:
POSTSECONDARY EDUCATION
AND TRAINING IN OREGON

Joint Committee on Ways and
Means, Subcommittee on Education

Ben Cannon, Executive Director, HECC

APRIL 26, 2023

2023 HECC Budget Presentation Structure



HECC: Total State Postsecondary Education and Training Budget

Activity	Description	2021-23 LAB	2023-25 CSL	2023-25 GRB
Higher Education Coordinating Commission Budget	Includes all special payments, services and supplies, personal services, and debt service funds for all HECC programs.	\$3.92 Billion Total \$2.66B GF \$139.8M LF \$967.1M OF \$155.6M FF	\$3.32 Billion Total \$2.74B GF \$125.9M LF \$297.0M OF \$160.3M FF	\$3.76 Billion Total \$2.49B GF \$486.2M LF \$628.3M OF \$160.3M FF

Change from
LAB and CSL

-4.4% from LAB
+13.2% from CSL

Budget Themes: ECONOMIC MOBILITY



Drive **Equitable Economic Mobility** and Meet Critical Workforce Needs

- Expand access to the many forms of postsecondary education and training—from apprenticeships to college degrees. Meet critical current and emerging workforce needs, prepare Oregonians for family-wage careers, transform the lives of individuals and their families, drive equitable economic mobility and resiliency, strengthen communities, and fuel a thriving economy.

Budget Themes: EQUITY



Apply the Equity Lens and Intentionally Fund Equity Strategies

- Invest to ensure the profound benefits of a credential, training, or degree are attainable for students of color, low-income and rural communities, and all Oregonians. Act on the Joint Legislative Taskforce’s historic listening tour to support intentional strategies and innovations that address longstanding disparities in higher education and support the success of underrepresented Oregonians at every level, from pre-college to employment.

Budget Themes: AFFORDABILITY



Prioritize College Affordability, **Bolstering Financial Aid** for Those with the Greatest Financial Need

- Address the true extent of need for those struggling most with rising college costs and food or housing instability to prevent pricing out Oregonians or overburdening them with debt. Scale up and carefully design Oregon's financial aid to better support students of today, including youth & adults.

Budget Themes: INSTITUTIONS EQUIPPED FOR STUDENT SUCCESS

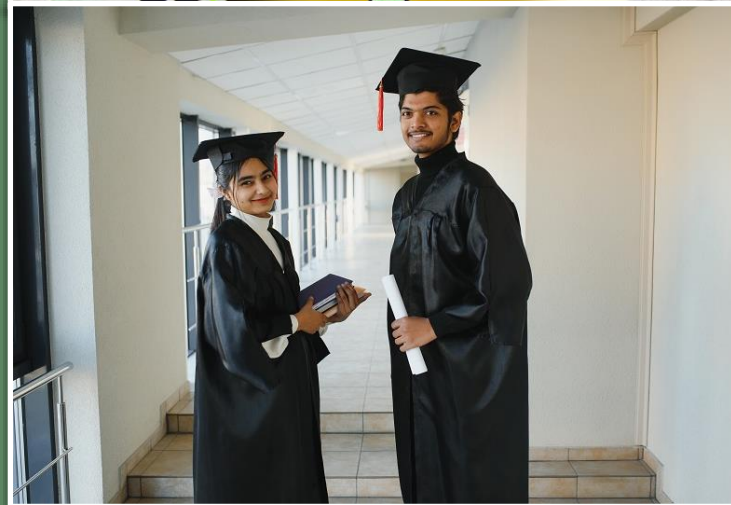


Sustain Investment in Institutions to Serve Student, State Needs

- Sustain the momentum of recent state reinvestments to ensure our public postsecondary education/training system is strong and nimble to meet evolving statewide societal and economic needs. Invest to keep tuition increases moderate and reverse the decades-long shift from the state to the student in absorbing college costs.

APPENDIX

Supplementary Information



KEY PERFORMANCE MEASURES

Our Key Performance Measures (KPMs) track progress toward the factors that contribute to attainment and equity

ENTRY

- Accelerated learning credits
- College-going rate

Number of accelerated learning credits earned per high school graduate

Percentage of public high school graduates enrolling in postsecondary education, overall and by race/ethnicity

AFFORDABILITY

- Unaffordable net cost rate

Percentage of students, overall and by race/ethnicity, whose expected costs are greater than their expected resources

COMPLETION

- Completion rates

Percentage of students, overall and by race/ethnicity, completing degrees, certificates, or transfers

MOBILITY

- 5th year earnings

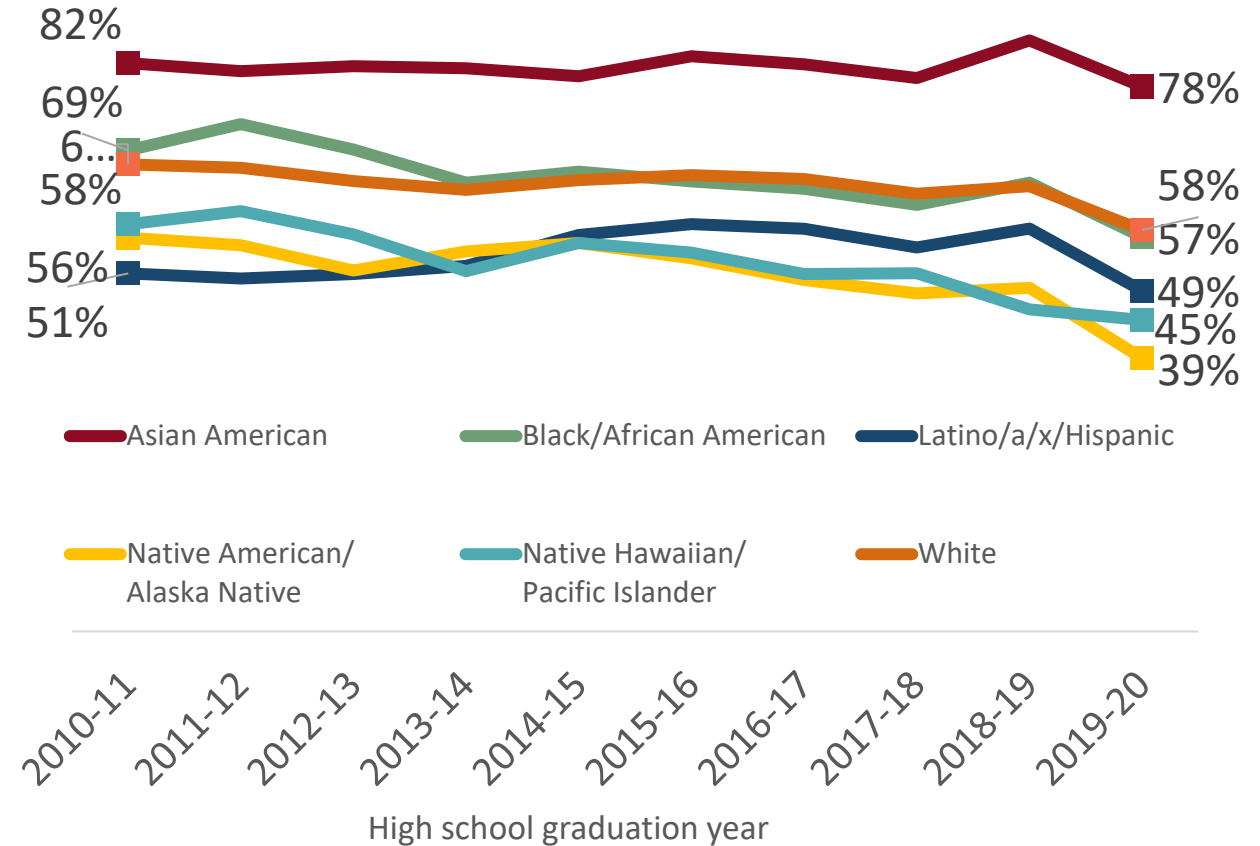
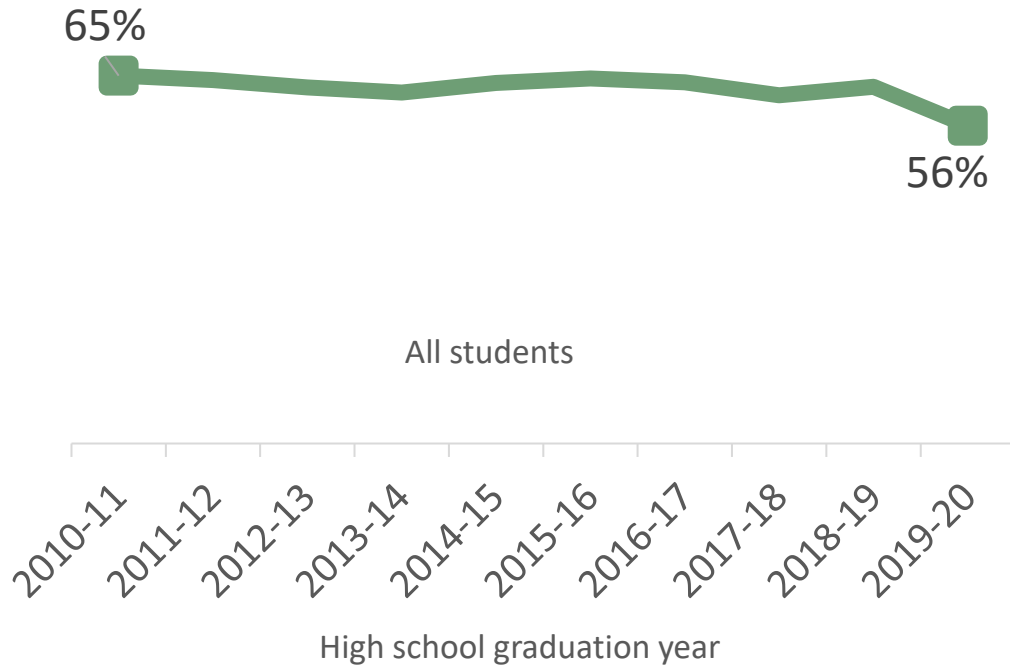
Earnings of completers five years after award, overall and by race/ethnicity

We also include a KPM to measure the Commission's use of best practices

The college-going rate of Oregon high school graduates fell markedly during the pandemic

KPM 1-2. Percentage of Oregon high school graduates who enrolled in any college nationwide within 16 months of their school cohort graduation date. For 2020 graduates, shows the percentage enrolling by fall 2021.

Goal: Rising college-going and disparities across racial/ethnic groups disappear.



All groups experienced the sharp decline in college-going among the 2020 high school graduates. Many students deferred college plans during the pandemic, and next year's rate should suggest whether this decline is an anomaly.

Source: Oregon Department of Education analysis of high school graduate and National Student Clearinghouse data. High school graduate data reflect the four-year graduation cohort and include all students who received a regular four-year diploma, a modified four-year diploma, or a GED within the four years of high school.

High school students earn an estimated 7 credits from community colleges and public universities by the time they graduate, a decline in recent years

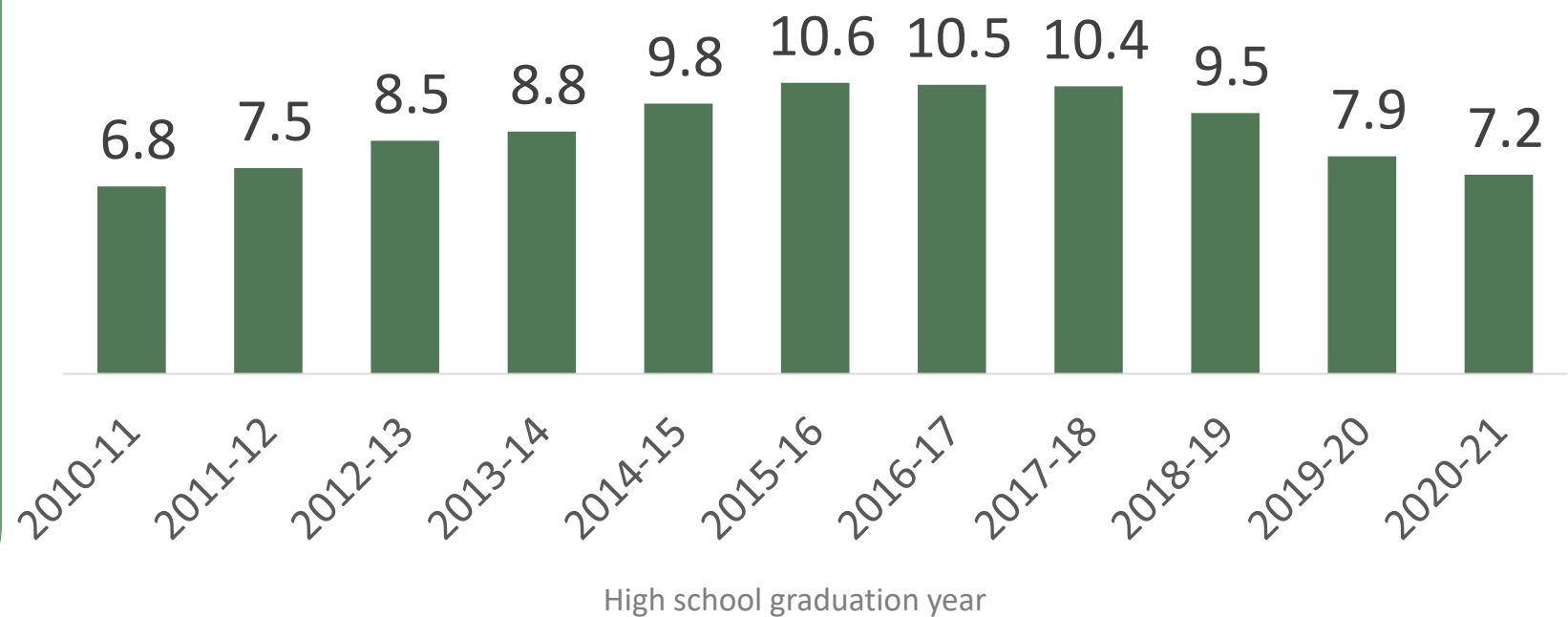
KPM 3. Amount of community college and public university credit earned by high school students before graduation. Goal: Rising accelerated learning.

Accelerated learning fell during the pandemic.

When school shifted to remote learning in spring 2020, enrollment in accelerated learning fell sharply, and it remained low through the following academic year.

Students earn this credit through high school-based partnerships with colleges and universities. Some students earn additional credit through other accelerated learning programs.

Estimated college credits earned by high school students



Source: HECC analysis of university and community college data on dual credit and Expanded Options programs. Results show an estimated average number of credits per graduate based on a synthetic cohort. Results reflect the total number of credits earned by any student in pre-high school through senior year of high school in a single academic year, divided by the number of high school students that academic year who graduated within four years. Excludes other accelerated learning programs, such as Advanced Placement and International Baccalaureate.

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

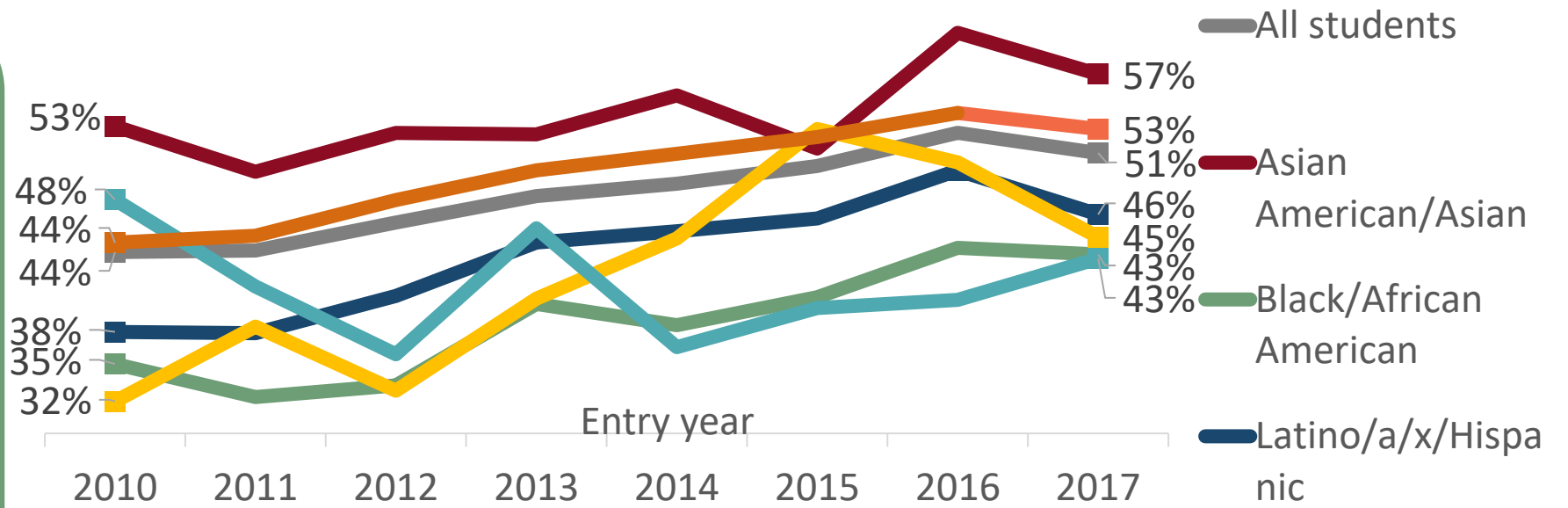
KPM 5-6. Percentage of new, credential-seeking community college students who complete a career certificate or associate degree or who transfer to a four-year institution within four years, overall and by race/ethnicity.

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

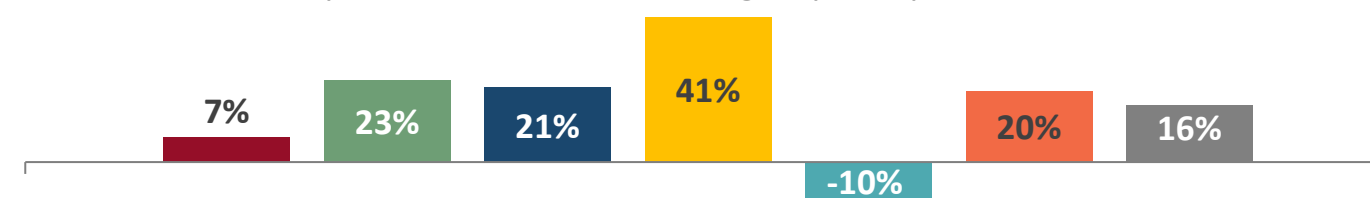
Rates are rising, but they need to rise faster for underserved groups to close equity gaps.

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.



How much did completion rise or fall for one group compared to another over the last eight years?



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.

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

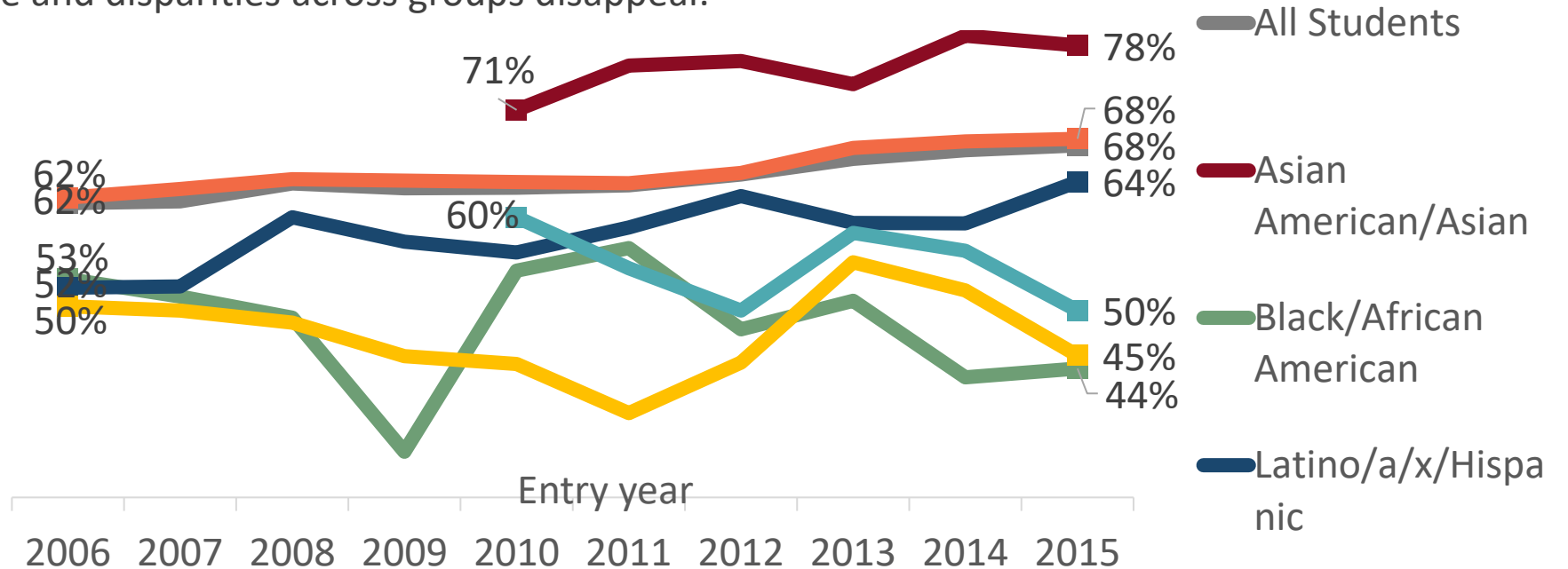
KPM 7-8. Percentage of public resident, university first-time, full-time freshmen who earn a bachelor's degree within six years, overall and by race/ethnicity.

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.



How much did graduation rates rise or fall for one group compared to another over the last decade?



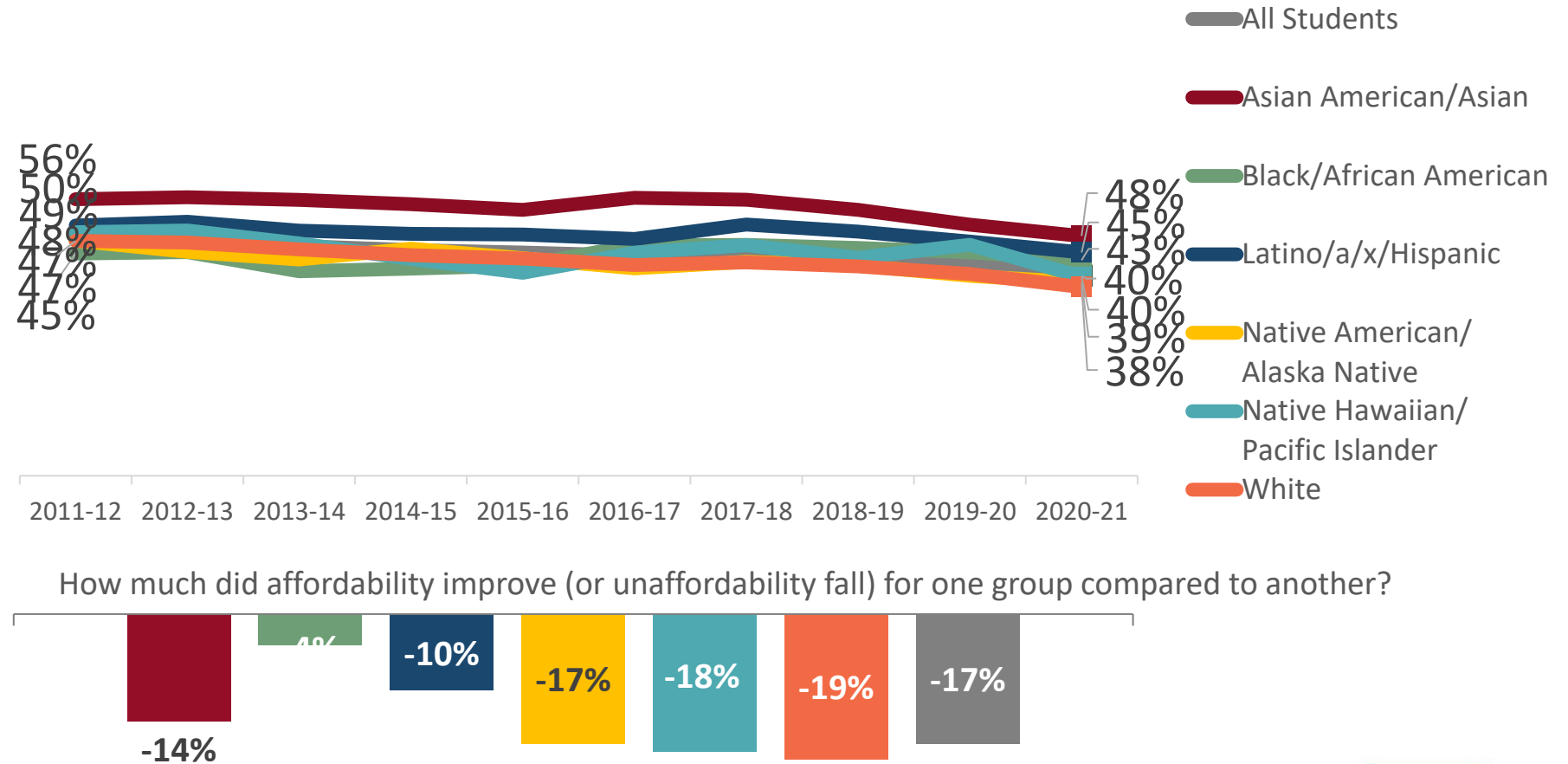
Close to half of students enrolling in public colleges and universities cannot afford the cost

KPM 7-8. Percentage of resident students who cannot meet expected costs of college or university with public grant aid, most institutional aid, expected family contributions, and estimated student earnings; overall and by race/ethnicity. Goal: Rate decreases over time and disparities across groups disappear.

Recent improvements in affordability reflect both more aid and fewer low-income students.

Costs have risen in recent years, and the racial/ethnic gap has remained flat. Asian American students are most likely to face unaffordable costs.

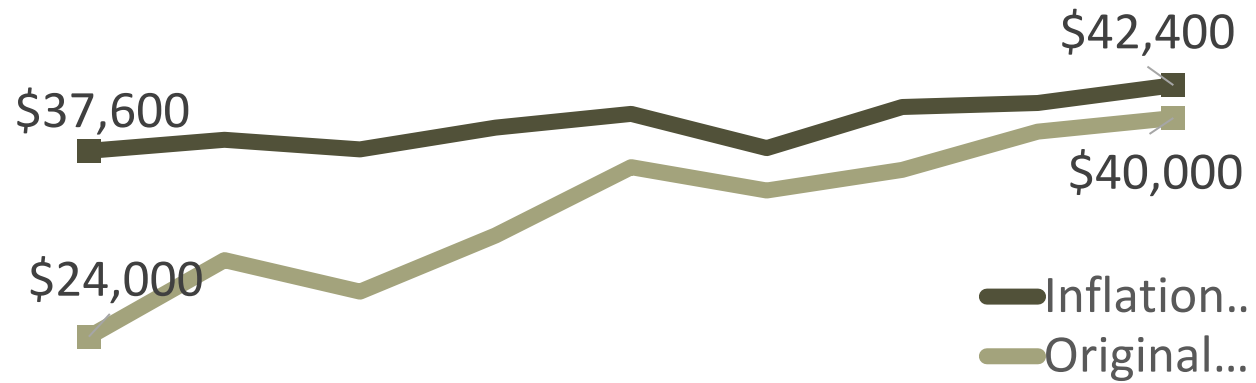
Bars in lower graph show relative amount of how much affordability improved for each racial/ethnic group. This is shown as a drop in unaffordability. When underserved groups have bigger drops, equity gaps are closing.



Earnings for community college completers have risen steadily for most groups, and the overall racial/ethnic earnings gap narrowed

KPM 11-12. Median earnings of community college completers five years after earning a degree or certificate, overall and by race/ethnicity.

Goal: Earnings rise and disparities across groups disappear.



Earnings of recent community college completers rose, even after accounting for inflation.

New groups of community college completers who are employed in Oregon earned more than previous groups, even a year into the pandemic.

Even after adjusting for inflation, those who graduated in 2014-15 earned 13 percent more than those who graduated in 2006-07 five years after earning their credential.

All community college completers

Graduation year/	2006-07/	2007-08/	2008-09/	2009-10/	2010-11/	2011-12/	2012-13/	2018-19/	2014-15/
Earnings year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018/19	2019-20	2020-21

Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon after five complete years after earning their credential. The earnings shown for 2006-07 for students identifying as Native American/Alaska Native are an average of the earnings of graduates from 2006-06 and graduates from 2007-08 because of small numbers.



Earnings for community college completers have risen steadily for most groups, and the overall racial/ethnic earnings gap narrowed

KPM 11-12. Median earnings of community college completers five years after earning a degree or certificate, overall and by race/ethnicity.

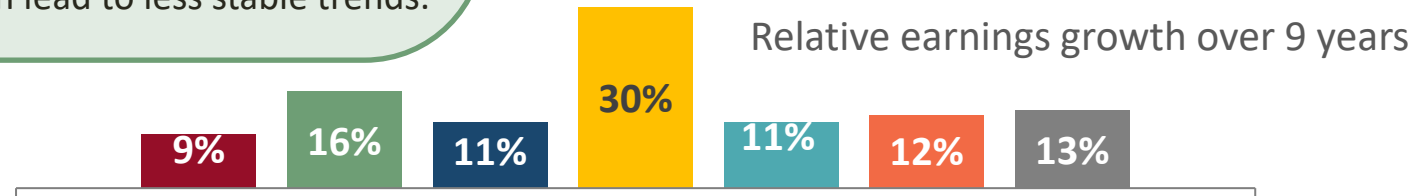
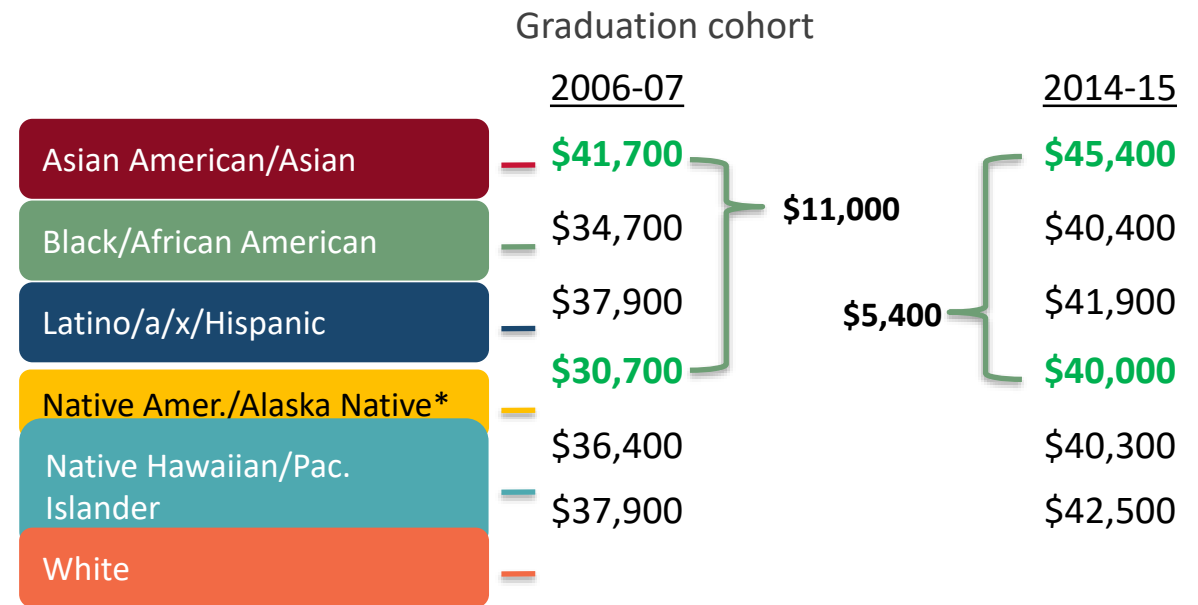
Goal: Earnings rise and disparities across groups disappear.

While the overall range in earnings became narrower, most groups saw similar rates of growth. Earnings must rise faster for underserved groups to close equity gaps.

Earnings growth was higher than average for students who identified as Black/African American and Native American/Alaska Native, but earnings growth was proportional for most groups, which does not close equity gaps for them.

Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to less stable trends.

Range across groups narrowed (inflation-adjusted dollars)

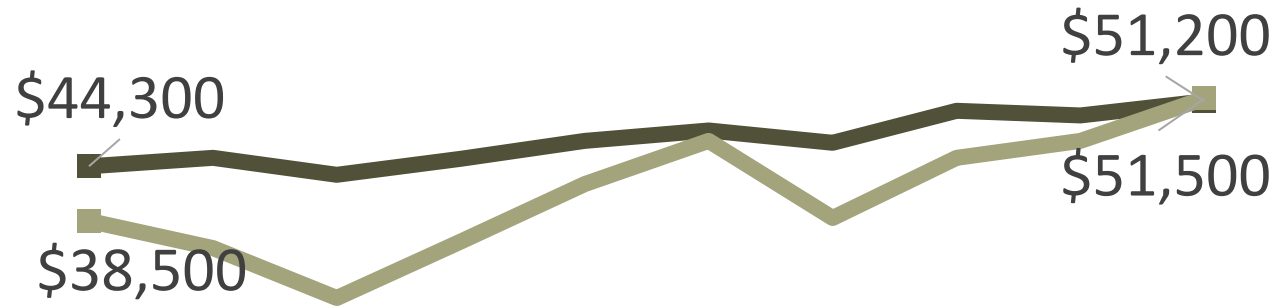


Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department. Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon after five complete years after earning their credential. The earnings shown for 2006-07 for students identifying as Native American/Alaska Native are an average of the earnings of graduates from 2006-06 and graduates from 2007-08 because of small numbers.

Earnings of bachelor's degree graduates have risen, even into the recession

KPM 13-14. Median earnings of university graduates with bachelor's degrees, five years after completion, overall and by race/ethnicity.

Goal: Earnings rise and disparities across groups disappear.



All Students

Graduation year/2005-06/ 2006-07/ 2007-08/ 2008-09/ 2009-10/ 2010-11/ 2011-12/ 2012-13/ 2018-19/ 2014-15/
Earnings year 2011-12 2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 2018/19 2019-20 2020-21

Earnings of recent university graduates rose, even after accounting for inflation.

New groups of bachelor's degree graduates who are employed in Oregon earned more than previous graduates, even a year into the pandemic.

Even after adjusting for inflation, those who graduated in 2014-15 earned five percent more than those who graduated in 2005-06 five years after earning their degree.

Earnings have risen for most groups, but racial/ethnic disparities have not narrowed

KPM 13-14. Median earnings of university graduates with bachelor's degrees, five years after completion, overall and by race/ethnicity.

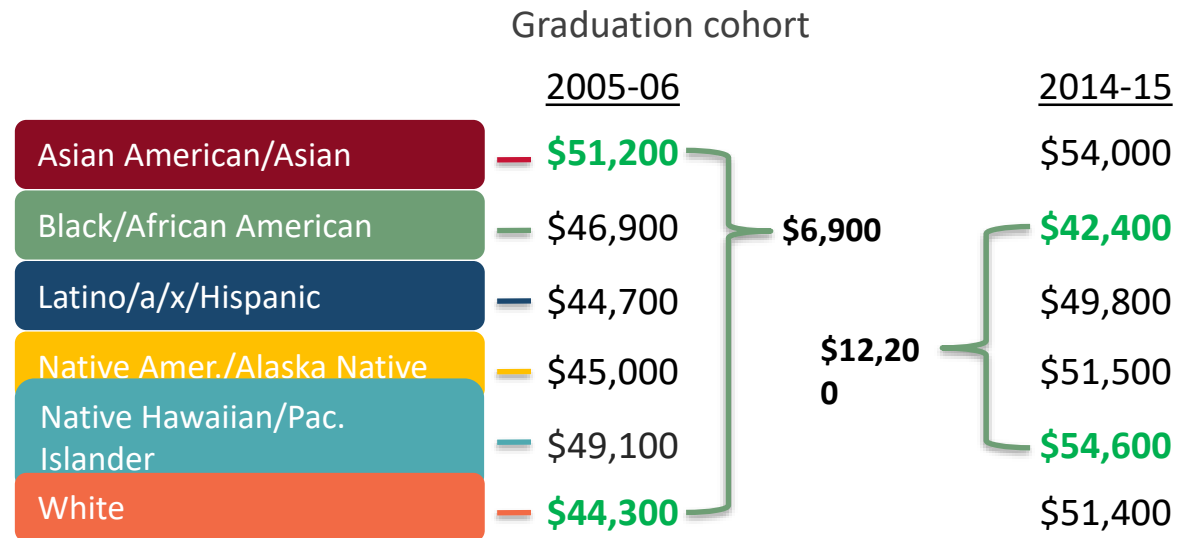
Goal: Earnings rise and disparities across groups disappear.

The overall difference in earnings across groups became wider. Earnings grew more slowly for graduates of color than for White students and students overall. To close equity gaps, earnings of underserved groups must rise faster than average.

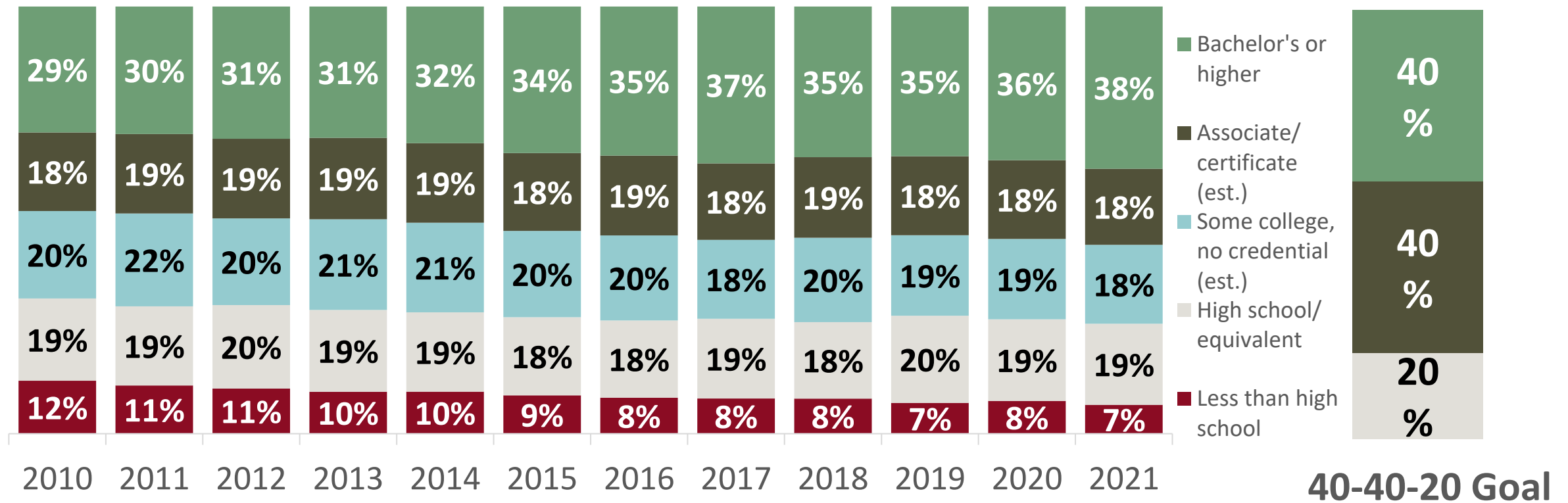
Earnings fell for subsequent groups of Black/African American graduates, showed slow growth for Asian American/Asian graduates, and showed modest but lower-than-average growth for other groups of color.

Small numbers of graduates identifying as Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander can lead to less stable trends.

Range across groups narrowed (inflation adjusted dollars)



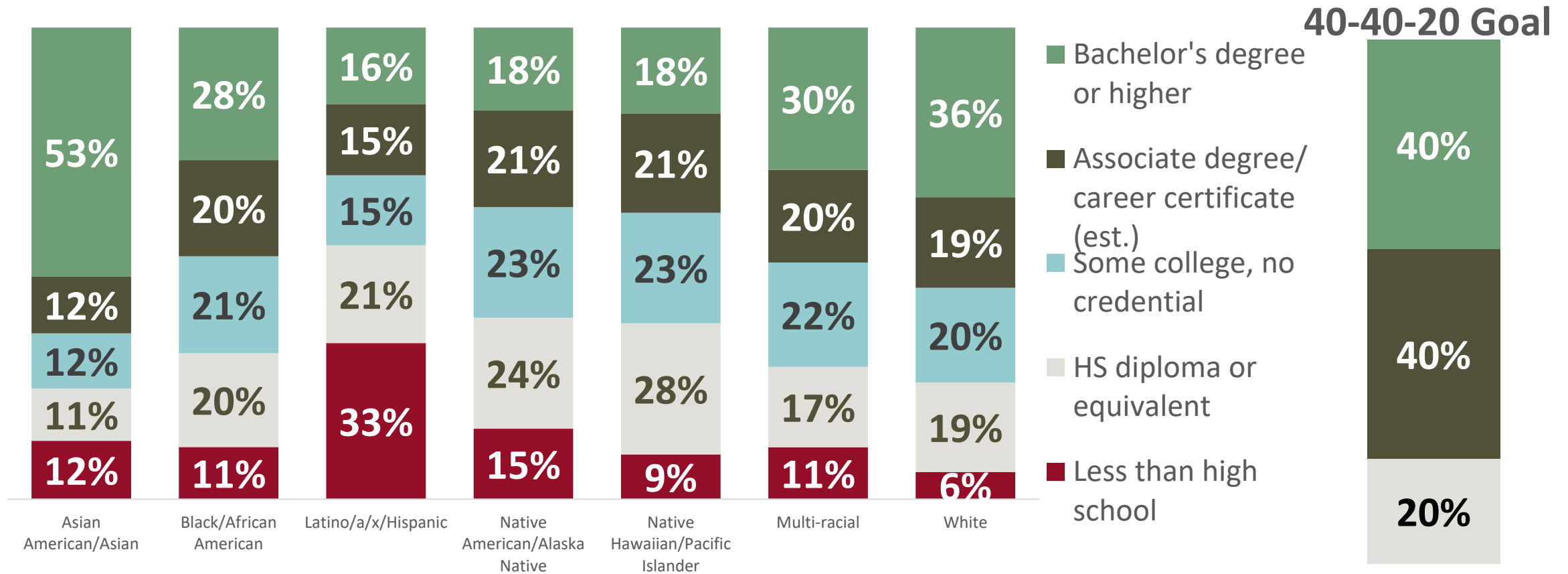
40-40-20 progress: Oregon postsecondary attainment has recently been flat, but it rose in 2021



Though college and university graduation rates continue to rise, the share of high school graduates continuing their education has not. If the recent decline in college-going rate is a pandemic anomaly, then continued slow growth or stability in educational attainment is likely. However, if the decline in college-going remains, the share of the young adult population with a postsecondary credential is likely to fall in the coming years.

Educational attainment varies widely by race/ethnicity, 2020

Educational attainment among all Oregon adults *age 25 and older*, by race/ethnicity, 2020

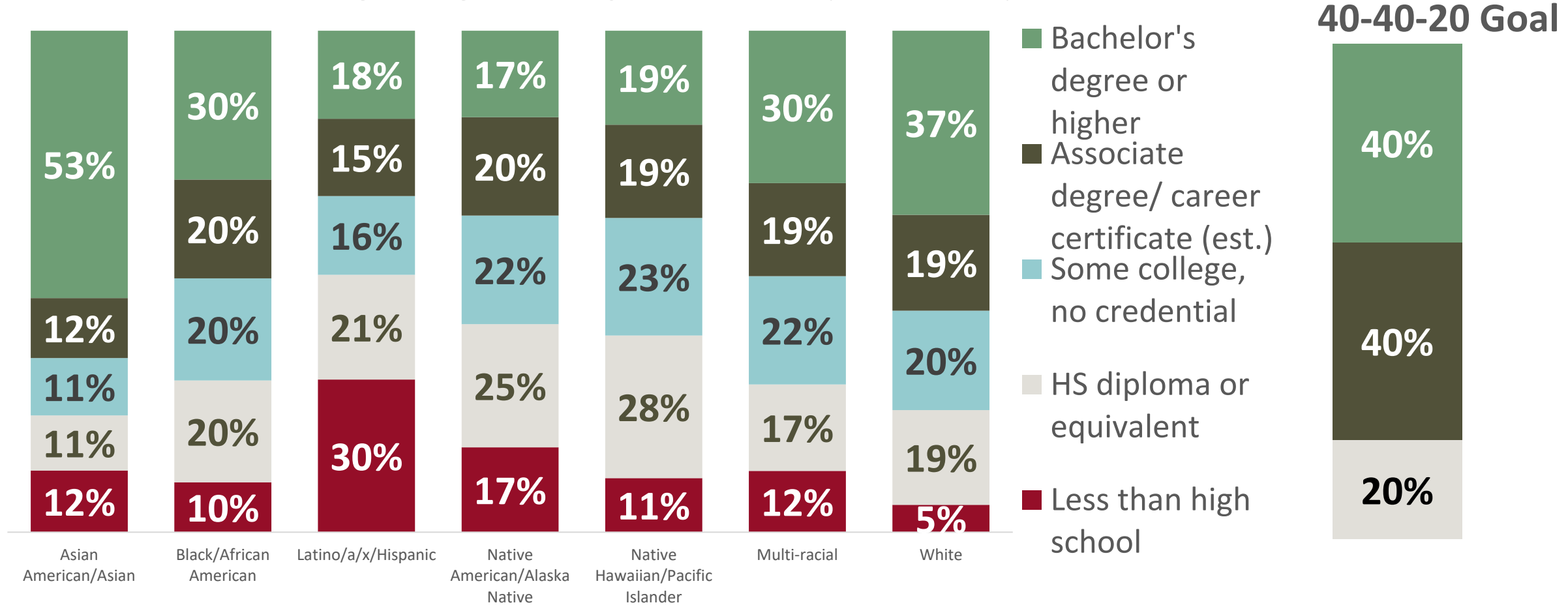


Equity gaps occur at all levels of educational attainment. These rates include all adults over age 25, though disparities in enrollment and completion among young adults echo these gaps.

Source: U.S. Census, American Community Survey (ACS) 1-year estimates, Table B15001, 2010 - 2021. Attainment rates reflect a three-year rolling average to smooth volatility resulting from smaller sample sizes. Data include an estimate of career certificates. In addition, data for 2020 include an estimated breakout of the "some college, no credential" group, who were grouped that year with associate degree earners.

Educational attainment varies widely by race/ethnicity, 2021

Educational attainment among all Oregon adults *age 25 and older*, by race/ethnicity, 2021



Equity gaps occur at all levels of educational attainment. These rates include all adults over age 25, though disparities in enrollment and completion among young adults echo these gaps.

Source: U.S. Census, American Community Survey (ACS) 1-year estimates, Table B15001, 2010 - 2021. Attainment rates reflect a three-year rolling average to smooth volatility resulting from smaller sample sizes. Data include an estimate of career certificates. In addition, data for 2020 include an estimated breakout of the "some college, no credential" group, who were grouped that year with associate degree earners.

The Commission continues to model best practices

KPM #16: Commissioners' reports of how well the Commission meets best practices.

Question	Percent (strongly) agree
Q1: I am able to devote the time and energy necessary to actively participate in Commission meetings.	75%
Q2: The amount of time expected of commissioners to prepare and participate in Commission meetings is reasonable.	75%
Q3: The amount of time expected of commissioners outside of Commission meetings is reasonable.	100%
Q4: The Commission is effectively utilizing my skills and expertise.	100%
Q5: I can speak candidly at Commission meetings.	100%
Q6: I can participate in subcommittee meetings in which I am not a subcommittee member.	75%
Q7: Serving on this Commission is satisfying.	100%
Q8: The Commission as a whole has a clear understanding of its role and responsibilities	75%
Q9: The Commission understands and respects the distinction between its responsibilities and those of management.	100%
Q10: Commissioners actively participate in discussions.	100%
Q11: The Commission has diversity of representation (e.g., gender, ethnicity, age, vocation, etc.).	100%
Q12: Commissioners listen to and value each other's comments.	100%
Q13: The leadership of the Commission is effective.	100%
Q14: Public comment during the public comment section of the meeting and during action items is a valuable opportunity to gather input.	100%
Q15: The Commission provides insight and guidance to the HECC's strategic direction.	100%
Q16: The Commission ensures agency's fiscal integrity by monitoring agency's financial policies & operating performance & by submitting agency's biennial budgets.	75%
Q17: The Commission assesses the performance of the Executive Director on an annual basis.	75%
Q18: The Commission follows the highest standards of fiduciary duty and avoids conflict of interest in decision-making.	75%
Q19: The Commission operates in a transparent and open fashion.	100%
Q20: Commission meetings have agendas and materials that are distributed far enough in advance to give them adequate consideration.	75%
Q21: Commission meetings rely on written and presentation materials that provide the right type and amount of information and are clearly written.	100%
Q22: Commission meetings cover the right combination of information-sharing, discussion, decision-making, and board education.	100%
308 Q23: Commission meetings allow enough time for the exchange of ideas and thoughtful deliberation.	100%
Q24: Commission meetings strike the right balance between long-range, strategic matters and routine matters of oversight.	100%