



Equity gaps and opportunities in Oregon postsecondary education and training

Ben Cannon, Executive Director
Oregon Higher Education Coordinating
Commission

Legislative Joint Task Force on Student Success for
Underrepresented Students in Higher Education

DECEMBER 16, 2021

HECC Vision for Oregon Postsecondary Education

We envision a future in which all Oregonians— and especially those whom our systems have underserved and marginalized—benefit from the transformational power of high-quality postsecondary education and training.

From the [HECC Strategic Framework, December 2017](#)



3225 25th Street SE, Salem, OR 97302
www.oregon.gov/HigherEd

Oregon's 40-40-20 Goal for Young Adults

40%

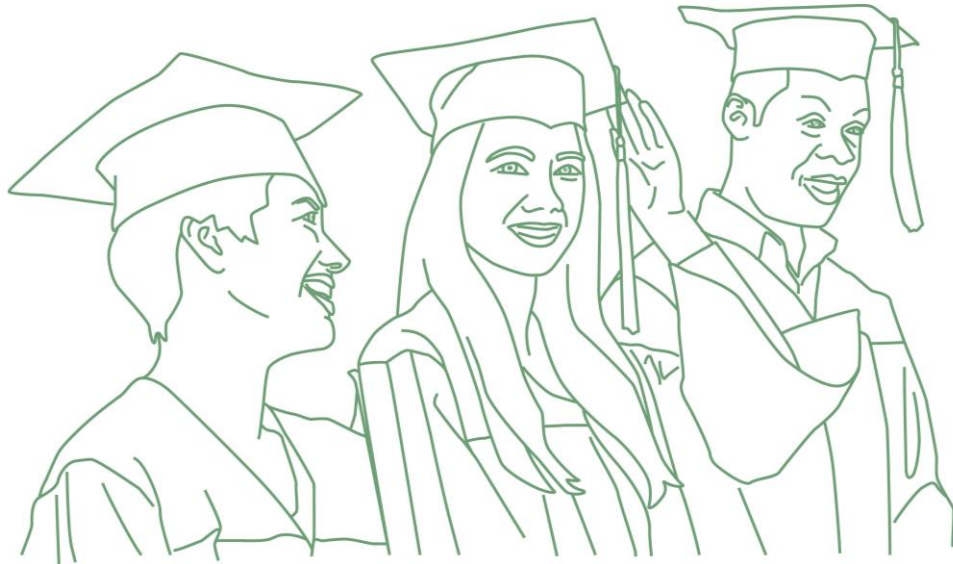
4-year degree
or more

40%

2-year degree
or short-term
career certificate

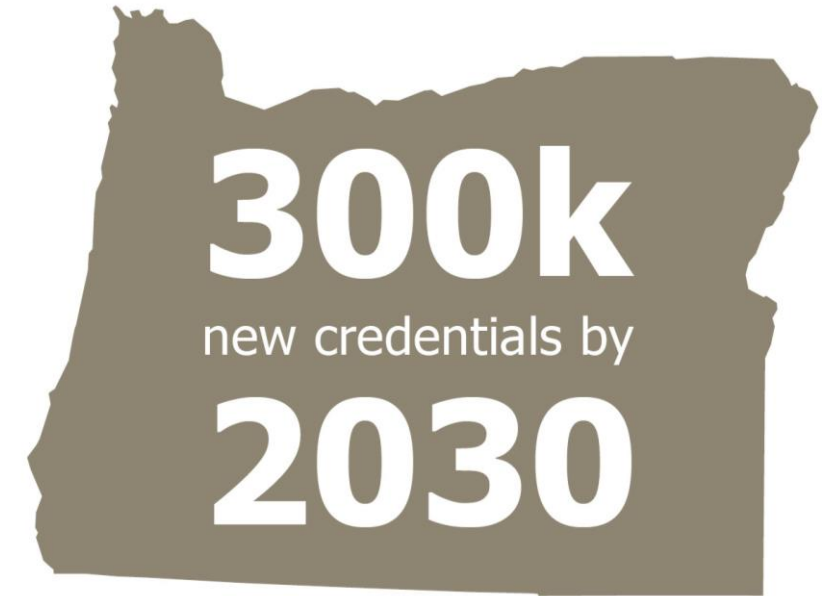
20%

High school
diploma or
equivalent

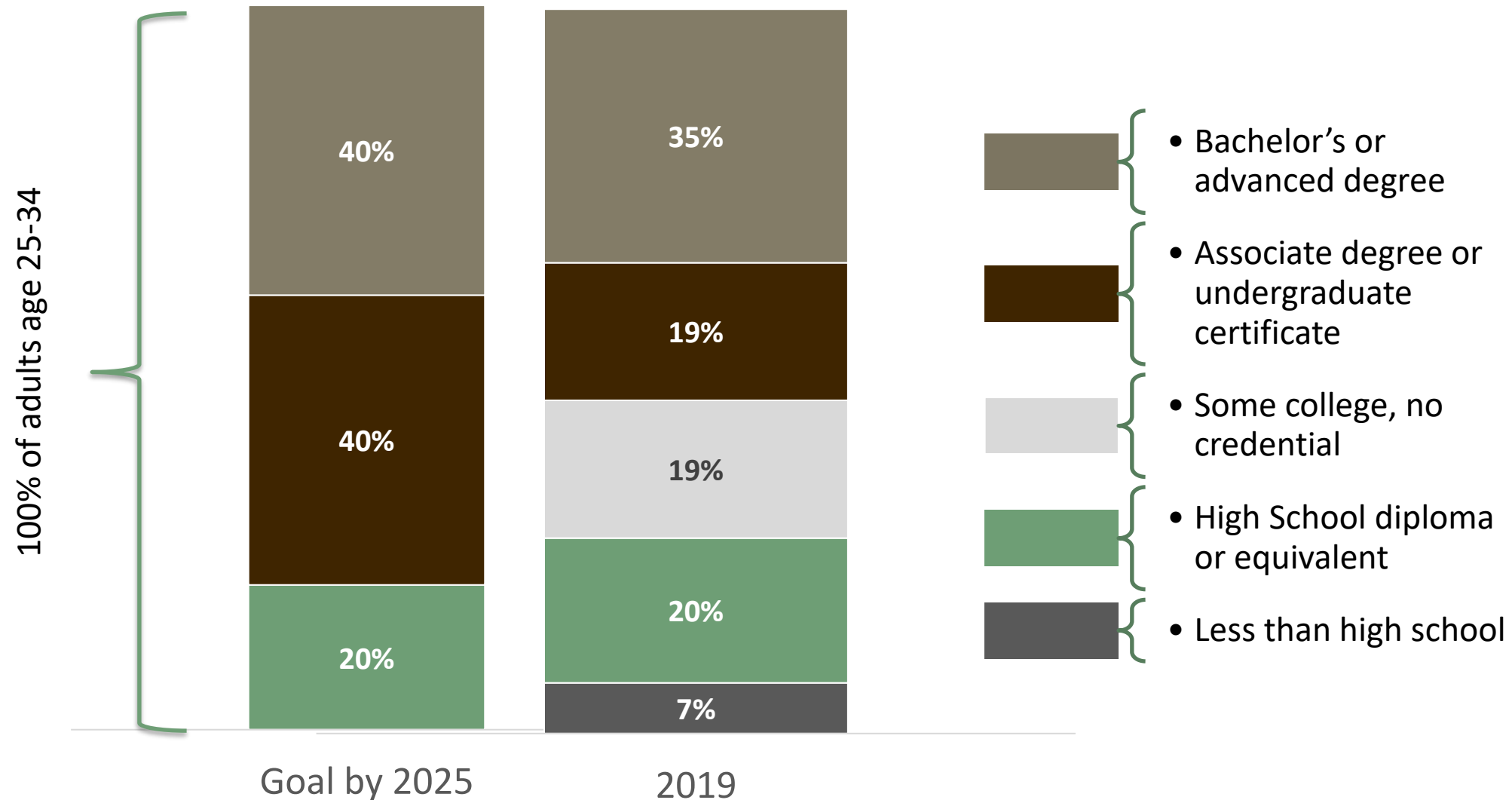


More on educational attainment goals and progress toward them [on our website here:](https://www.oregon.gov/highered/about/Pages/state-goals.aspx)
<https://www.oregon.gov/highered/about/Pages/state-goals.aspx>

Oregon's Adult Educational Attainment Goal



Despite Progress, We are Not Meeting Our Goal for Young Adults

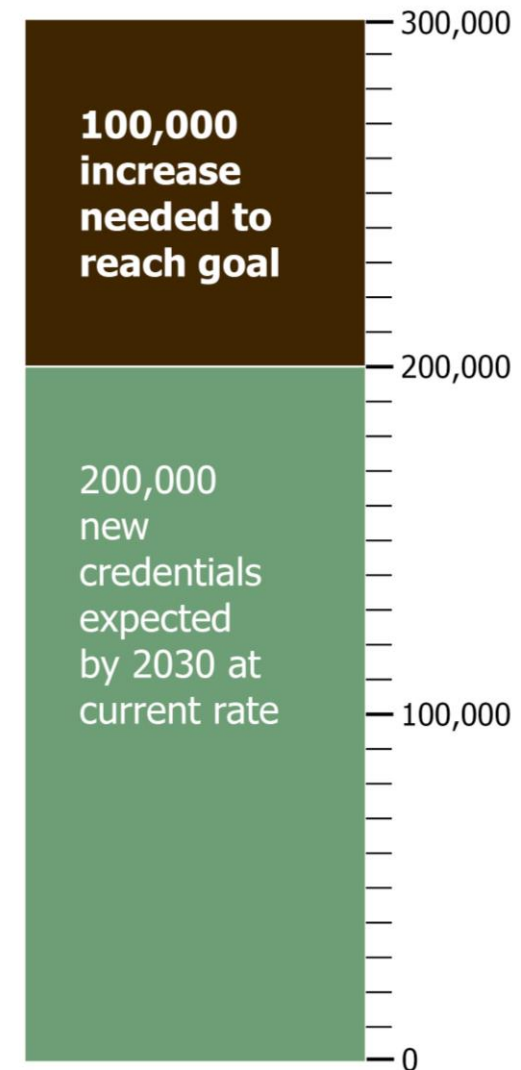


Too Few Adult Oregonians Are Accessing Postsecondary Education and Training to Meet Employer and Community Needs



As work and the economy undergo profound change, our systems of continuing education and training must grow and adapt.

OREGON AIMS FOR 300,000 CREDENTIALS BY 2030



Postsecondary Education Confers Powerful Economic Benefits To Individuals

Average annual earnings by educational level

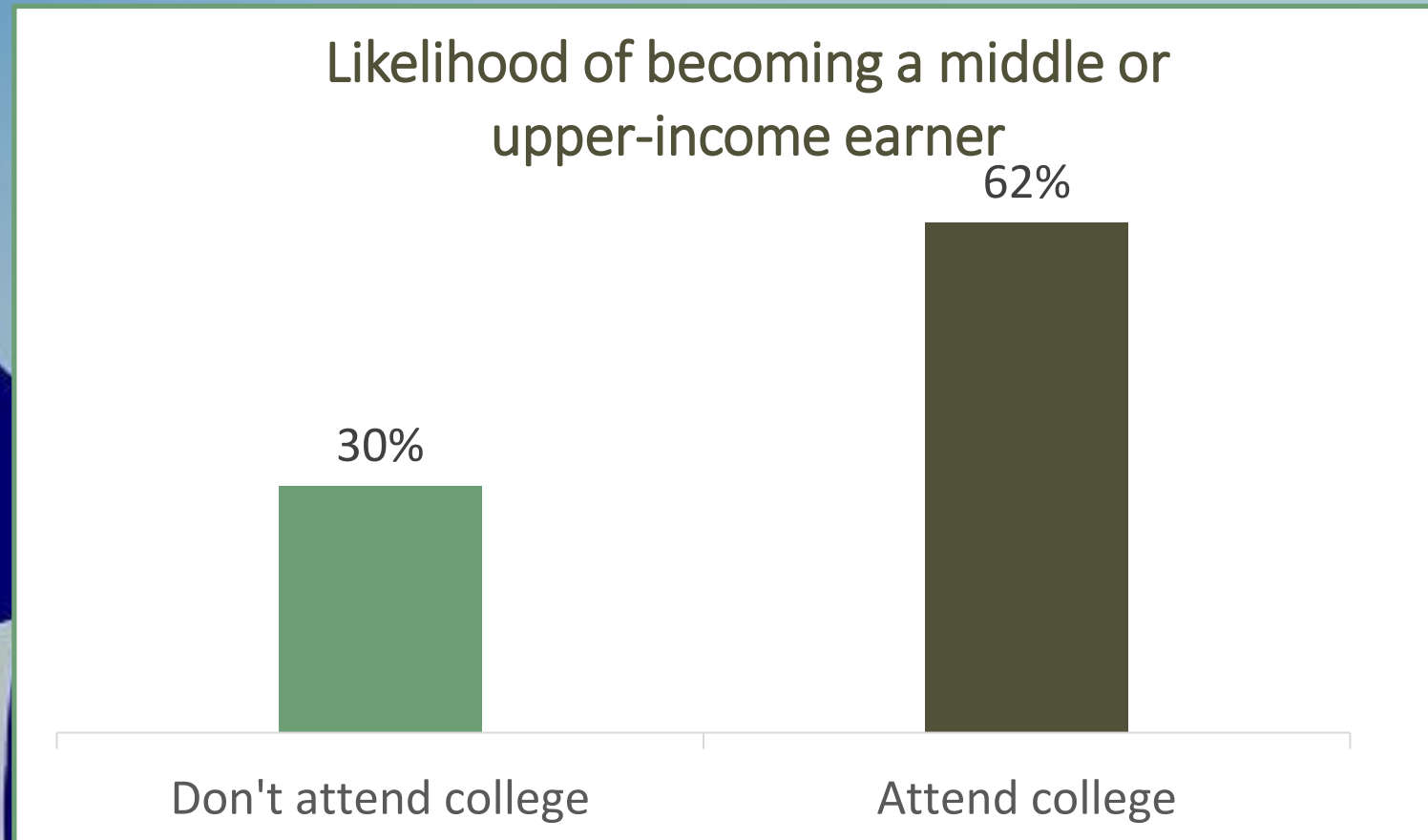
Highest level of educational attainment	Annual earnings
Graduate degree	\$83,372
Bachelor's degree	\$64,896
Associate degree	\$46,124
Some college, no degree	\$43,316
High school diploma	\$38,792
Less than a high school diploma	\$30,784

But the Benefits of Postsecondary Education are Inequitably Distributed by Race

Percentage of Individuals Within A Demographic Group By Educational Level

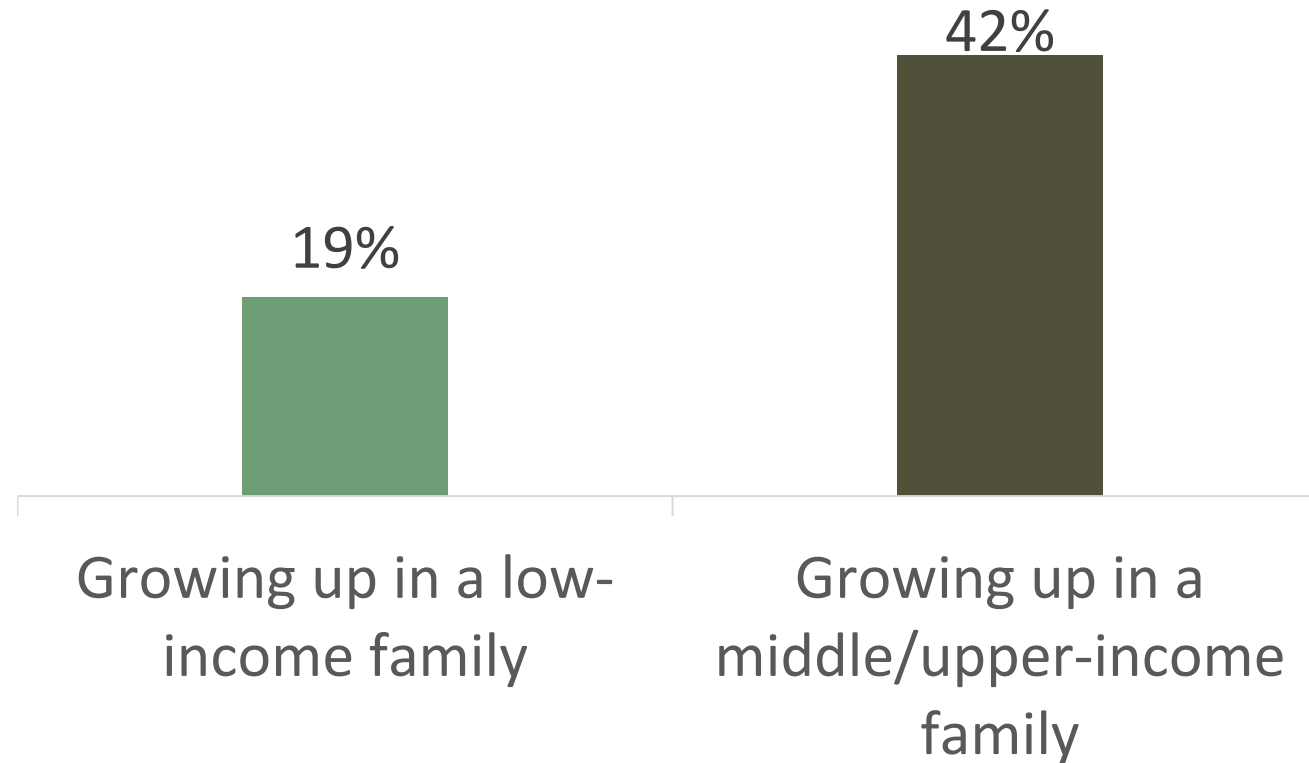
Highest level of educational attainment	Annual earnings	White	Underrepresented Populations (Black, Hispanic, Native American, and Native Hawaiian combined)
Graduate degree	\$83,372	14%	7%
Bachelor's degree	\$64,896	23%	13%
Associate degree	\$46,124	19%	18%
Some college, no degree	\$43,316	16%	16%
High school diploma	\$38,792	22%	25%
Less than a high school diploma	\$30,784	7%	22%

If You Grow up Low-income in Oregon, Postsecondary Education is a Proven Path to Upward Mobility



But You Were Much Less Likely to Access it in the First Place

An Oregonian's likelihood of earning a college degree



19%

42%

Growing up in a low-income family

Growing up in a middle/upper-income family

The Task Force aims to hear from many groups that are historically underserved on campuses. The information available for these groups varies.

Regular data	Students with historically underserved racial/ethnic identities	Students from rural areas	Students from low-income backgrounds	DACA and undocumented immigrant students
Related data	Students who are veterans	Students with historically underserved gender and sexual identities	Students who received foster care	Students who are parents or caregivers
Data in process				
No data planned	Students who are houseless	Students with disabilities	Staff who work with these groups	

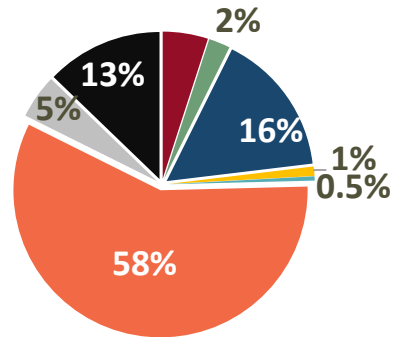
Compared to Oregon as a whole and compared to high schoolers, we know many of these groups are underrepresented in college and university

Regular data	<p>Underserved racial/ethnic identities</p> <p>College-going rates for underserved groups trail that for White students</p>	<p>Low-income background</p> <p>The college-going rate for economically disadvantaged is 52%, vs 73% for not disadvantaged</p>	<p>Rural/Urban</p> <p>18% of Oregon's population, but 13% of public postsecondary students</p>	<p>DACA and undocumented immigrants</p> <p>Limited data for postsecondary learners</p>
Related data	<p>Veterans</p> <p>8% of Oregonians</p> <p>3% of public postsecondary (underest.)</p>	<p>Underserved gender and sexual identities</p> <p>Data underway for postsecondary learners</p>	<p>Foster youth</p> <p>1% of Oregon children</p> <p>Data underway for postsecondary learners</p>	<p>Parents and caregivers</p> <p>Data underway for postsecondary learners</p>
Data in process				
No data planned		<p>Houselessness</p> <p>1% of Oregonians</p> <p>No data for postsecondary learners</p>	<p>Disability</p> <p>15% of Oregonians</p> <p>No data for postsecondary learners</p>	

Students in Oregon's community colleges and public universities come from many backgrounds

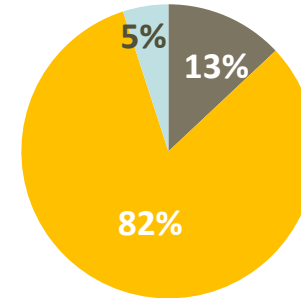
220,000 Learners
in community colleges
(excluding high schoolers)
and admitted Oregon
resident undergraduates and
graduates in public
universities

Race/Ethnicity



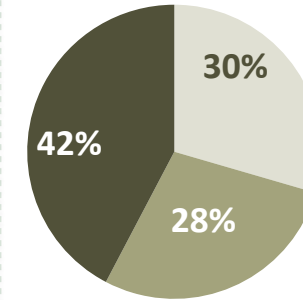
- Asian American/Asian
- Black/African American
- Latino/a/x/Hispanic
- Native Amer./Alaska Native
- Native Hawaiian/Pac. Islander
- Not Reported
- Two or more
- White

County of residence



- Rural
- Urban
- Unknown

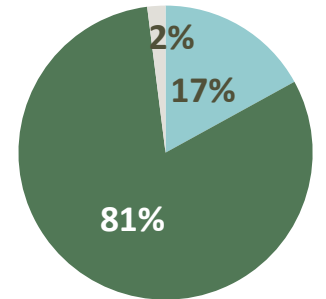
Income level



- Lowest (OOG)
- Low (Pell, no OOG)
- Middle/upper (no Pell, no OOG)

40% file FAFSA/ORSAA

Full-time/part-time



- 45+
- 1-44
- Non-credit

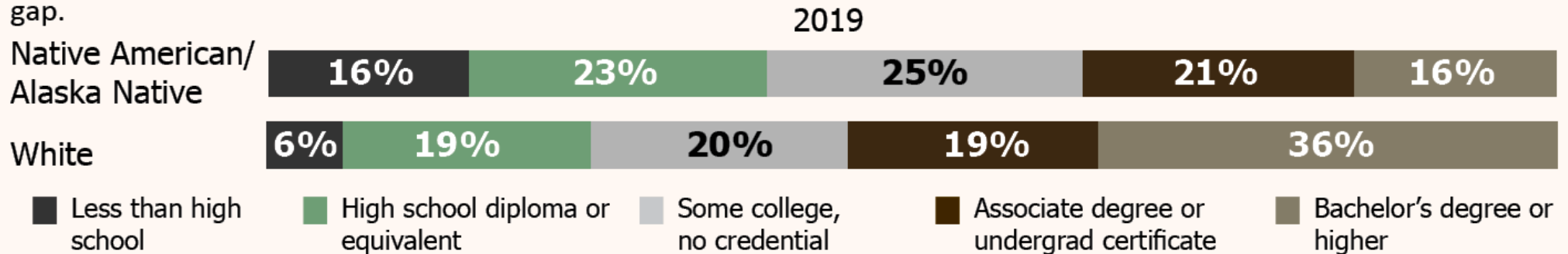
¹²Source: HECC analysis of student-level data. For public universities, data shown represent Oregon resident, admitted undergraduate and admitted graduate students only. For community colleges, data shown represent all students except high school students enrolled in accelerated learning courses. In addition, data by income group show FAFSA/ORSAA filers only.



Educational Attainment: Native American / Alaska Native

Fewer Native American/Alaska Native Oregonians Can Enjoy the Benefits of Postsecondary Education

The licensures, degrees, and career and technical certificates earned in postsecondary education and training open the door to lifelong benefits for individuals, families, and communities. Inequitable access to preparation and opportunity, marginalizing experiences, and competing obligations mean Native American/Alaska Native Oregonians are less likely than White Oregonians to enjoy these benefits. The graph below shows how many Oregon adults over 25 have different levels of education and training. The rest of this report shows some of the issues leading to this gap.

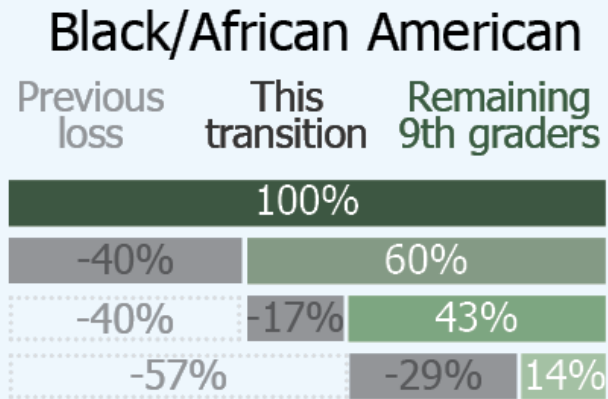


Source: U.S. Census American Community Survey. Adults 25 and older.

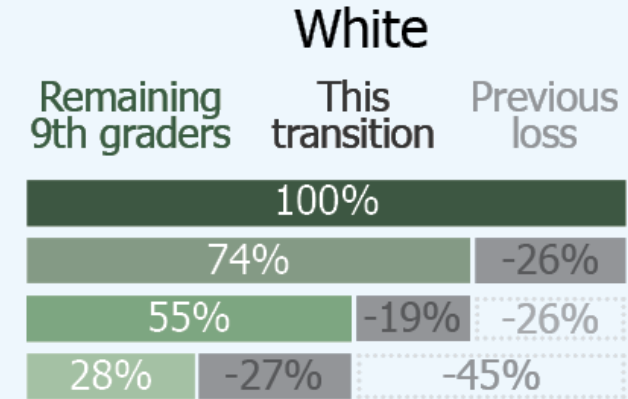


Education Pathway: Black/African American

Oregon Loses Black/African American Talent at Every Step



Enrolled in 9th grade
Graduated high school
Enrolled in higher education
Graduated from postsecondary



72% of White 9th graders did not obtain a college degree or certificate within six years after high school.

86% of Black/African American 9th graders did not obtain a college degree or certificate within six years after high school.

Students lost along each step in our educational system are less equipped to find and maintain economic stability for themselves, their families, and their communities. Opportunities exist at each stage to interrupt this cycle of loss and begin in the earliest grades.

Source: Oregon Department of Education (ODE) and HECC analysis of student-level data. Rates may differ from ODE due to cohort definitions.



High School Experience: Native Hawaiian/Pacific Islander

High School is the Foundation for Postsecondary Education

Increasing options to earn college credit while in high school helps many students jump-start college at little to no cost. However, Native Hawaiian/Pacific Islander students are less likely to enroll in college courses (28%) but those who do enroll earn slightly more credits before high school graduation than White students.

% of students taking college courses in high school and average # of credits they earn



Gaps in high school graduation have been closing, but only 77% of Oregon's Native Hawaiian/Pacific Islander students graduate today, compared to 84% of Whites, and graduation rates were lower for earlier classes, which puts current adults seeking to earn a postsecondary credential at an even greater disadvantage.

High school graduation rate



For those who do graduate from high school, the percentage who enroll in college or university within 16 months is lower for Native Hawaiian/Pacific Islanders than White students.

College-going rate for 2017-18 class



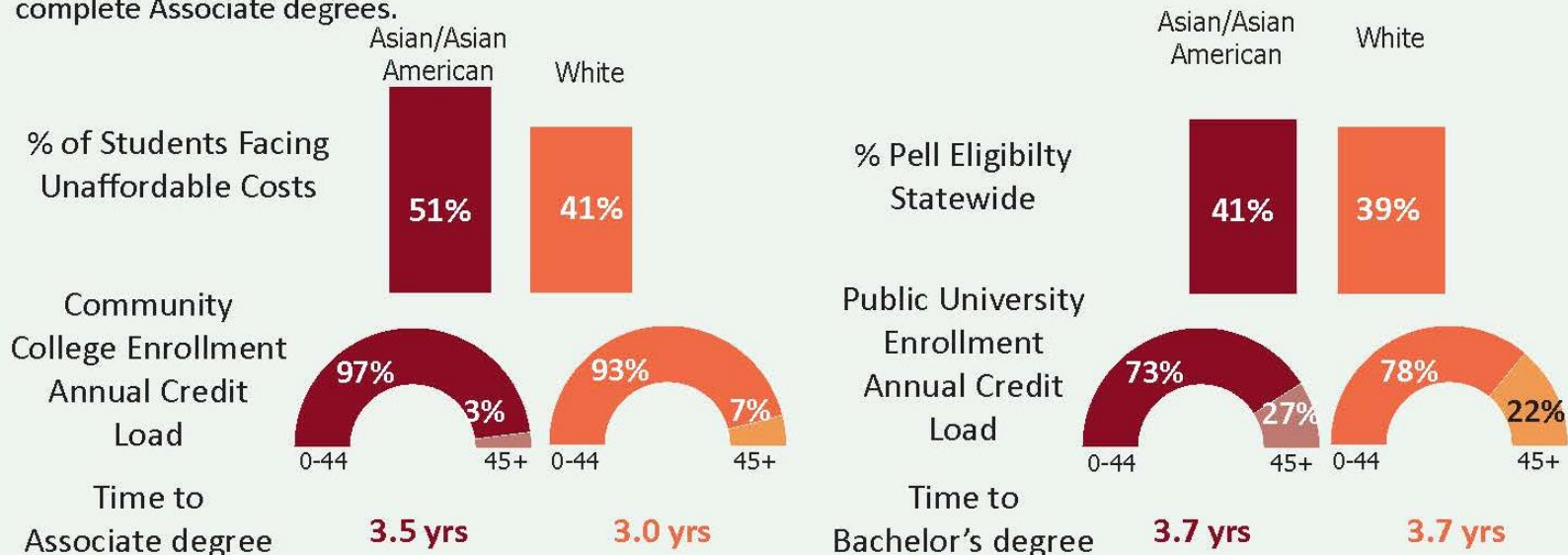
Source: Oregon Department of Education and HECC analysis of student-level data.



Affordability: Asian American / Asian

Paying for School is a Barrier for Many Asian American/Asian Students

Asian American/Asians are the most likely to face unaffordable costs of education, compared to other racial/ethnic groups. Half of Asian American/Asian students in Oregon's public colleges and universities face educational costs that are higher than their expected resources, compared to 42% of White students. (Expected resources include grants and scholarships, most institutional aid, expected family contribution, and estimated student earnings). These similar rates are despite Asian American/Asian students' greater likelihood of coming from low-income backgrounds (measured with Pell eligibility). Thus, federal, state, institution, and private grants and scholarships are one way to support Asian American/Asian student success. Affordability worsens the longer it takes to earn a credential, as costs rise and the higher wages that come with the certificate or degree are postponed. Though Asian American/Asian students are about as likely as White students to enroll full time, these students take about one-half year longer to complete Associate degrees.



Source: HECC analysis of student-level data.



Completion: Latino/a/x/Hispanic

Graduation and Transfer Rates are Lower for Latino/a/x/Hispanic Students

2019-20 Completion Rate By Sector

	Latino/a/x/Hispanic		White
	Num	%	%
Public Universities	1,987	59%	68%
Community Colleges	2,002	50%	53%

Completion



Transfer*



Graduation rates at the universities and completion and transfer rates at the community colleges have been rising for both Latino/a/x/Hispanic and White students. However, in both sectors, Latino/a/x/Hispanic students remain less likely to complete their program of study than White students.

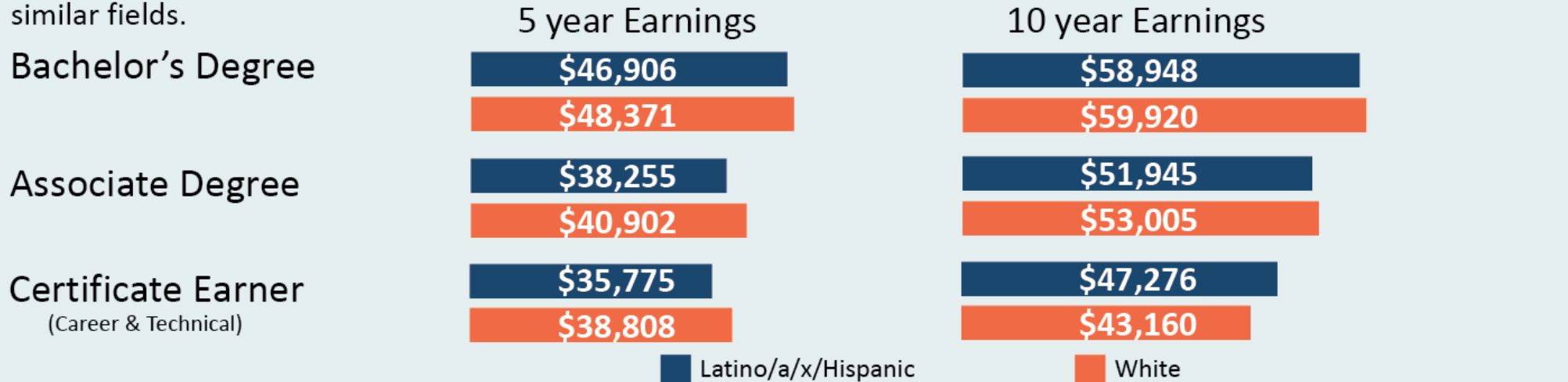
*Transfer to any four-year institution nationwide.
Source: HECC analysis of student-level data.



Earnings: Latino/a/x/Hispanic

Long-term Outcomes for Latino/a/x/Hispanic Students

Both Latino/a/x/Hispanic and White students who graduate from Oregon’s public colleges and universities experience the higher earnings and lower unemployment that postsecondary credentials bring. However, earnings outcomes are often slightly lower for Latino/a/x/Hispanic graduates than for White graduates, despite graduating in similar fields.



No Degree

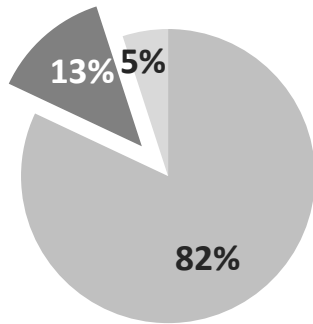
Without a postsecondary credential, Latino/a/x/Hispanic high school graduates earn about half as much as those with a bachelor’s degree earn*

* National data for adults age 25 to 34 employed full-time, year-round.

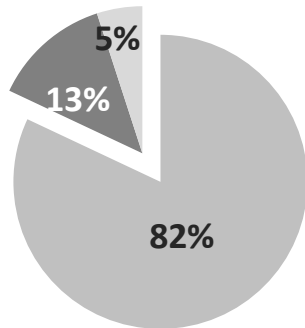
Source: HECC analysis of student-level data matched with wage records from Oregon Employment Dept. for assoc. and bach. degree graduates. Includes those employed in Oregon. National Center for Education Statistics data for high school graduates, https://nces.ed.gov/programs/raceindicators/indicator_rfd.asp

Students from rural counties are more likely to qualify for financial aid and to enroll for noncredit courses

Rural Students

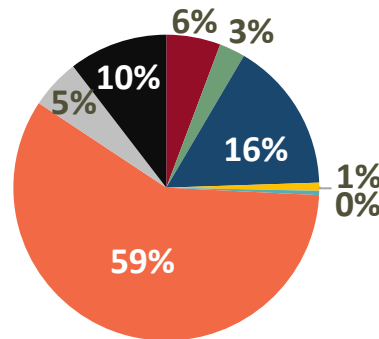
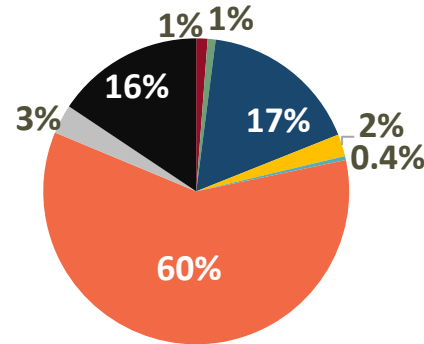


Urban Students



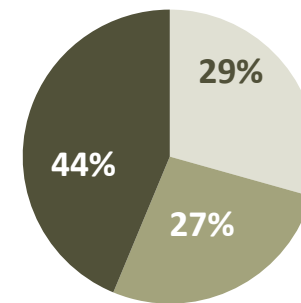
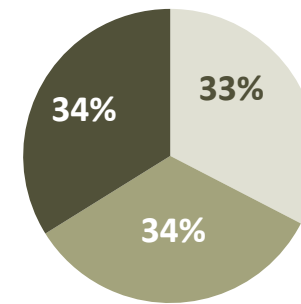
Rural/urban status determined by Oregon county of residence

Race/Ethnicity



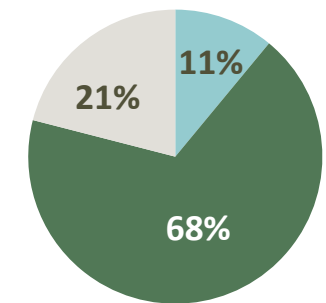
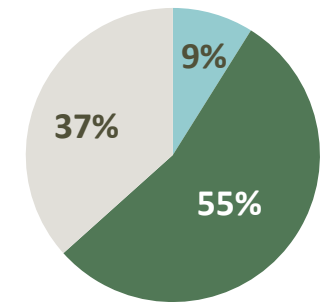
- Asian American/Asian
- Native Hawaiian/Pac. Islander
- Black/African American
- Not Reported
- Latino/a/x/Hispanic
- Two or more
- Native Amer./Alaska Native
- White

Income level



- Lowest (OOG)
- Low (Pell, no OOG)
- Middle/upper (no Pell, no OOG)

Full-time/part-time



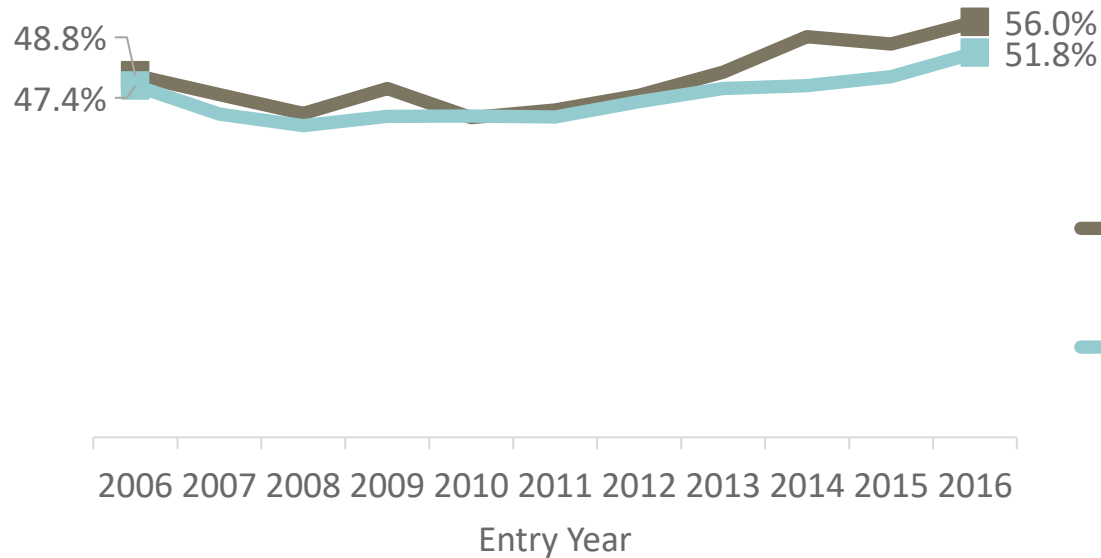
- 45+
- 1-44
- Non-credit

Source: HECC analysis of student-level data. For public universities, data shown represent Oregon resident, admitted undergraduate and admitted graduate students only. For community colleges, data shown represent all students except high school students enrolled in accelerated learning courses. In addition, data by income group show FAFSA/ORSAA filers only.

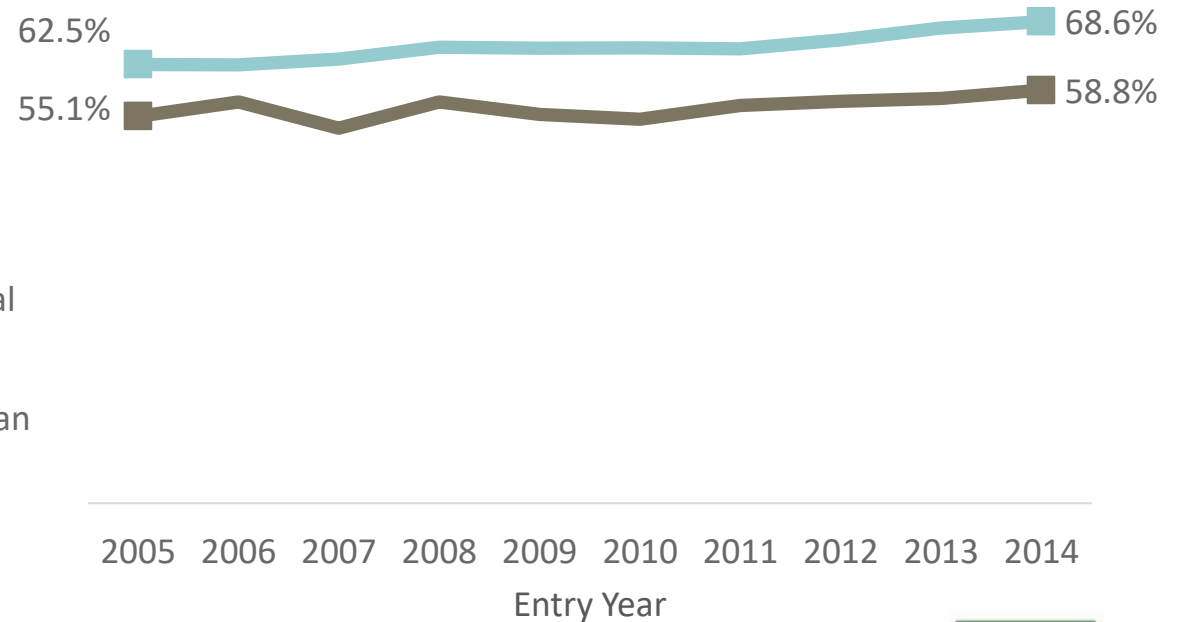
Rural students have higher completion rates at community colleges, but lower rates at the public universities

Rural/urban status determined by Oregon county of residence

Community Colleges



Public Universities (Oregon residents only)



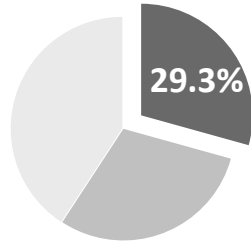
Rural

Urban

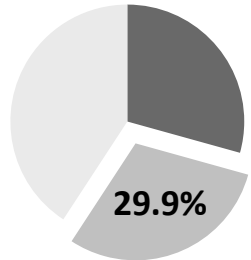
Source: HECC analysis of student-level data. Graduation rates at public universities are defined as the percentage of resident, first-time, full-time freshmen who earn a bachelor's degree within 6 years. Completion rates at the community colleges are defined as the percentage of new, credential-seeking students who complete a career certificate or associate degree or who transfer to a four-year institution within four years.

Students from lower income backgrounds are more likely to identify as students of color and be from rural counties

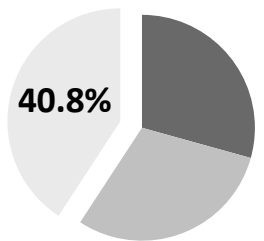
Lowest Income
(OOG
Recipients)



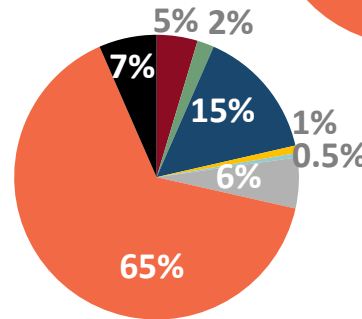
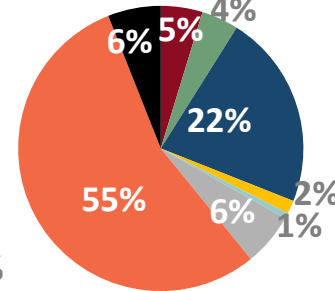
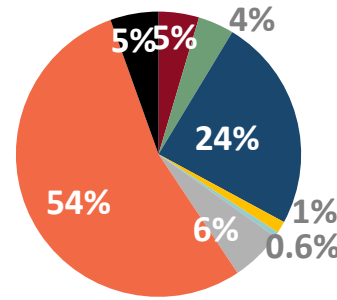
Low Income
(Pell
Recipients)



Middle/Upper
Income
(Non-Pell
Recipients)

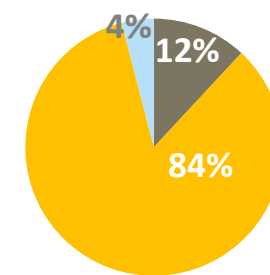
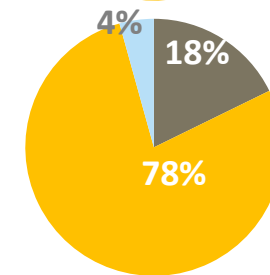
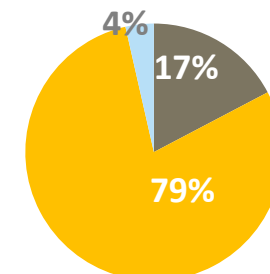


Race/Ethnicity



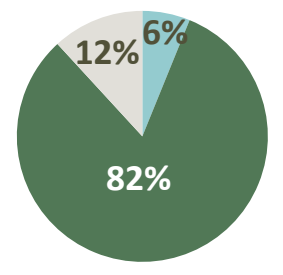
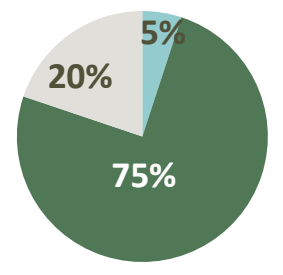
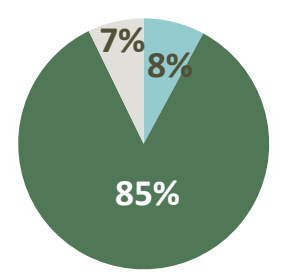
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Rural/urban



- Rural
- Urban
- Unknown

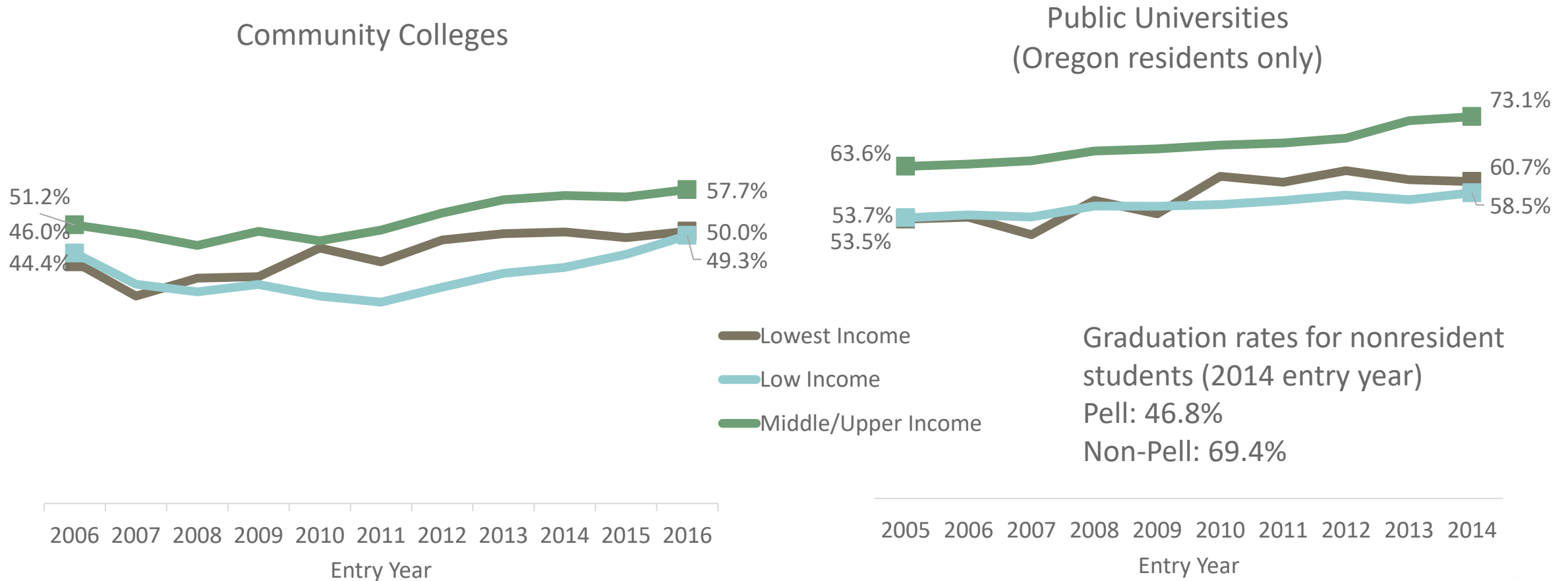
Full-time/part-time



- 45+
 - 0-44
 - Non-credit
- HIGHER EDUCATION**
COORDINATING COMMISSION

Students from lower-income backgrounds are less likely to complete their program of study than those from middle/upper income backgrounds

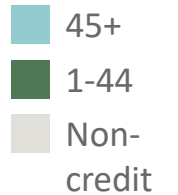
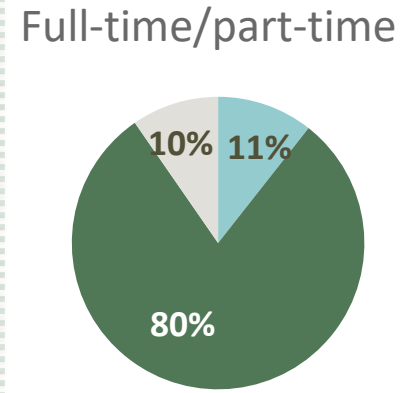
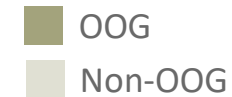
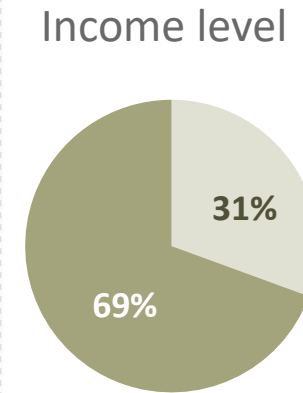
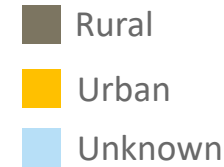
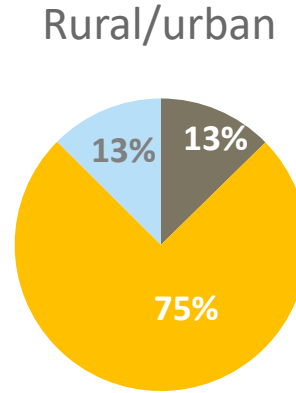
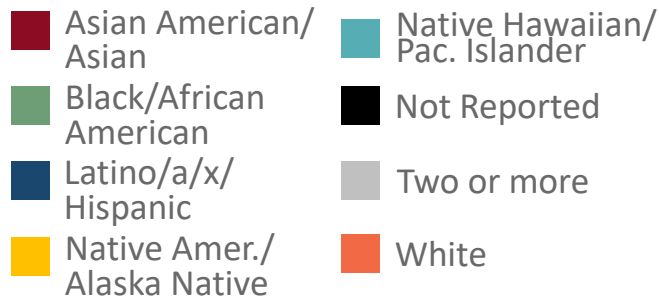
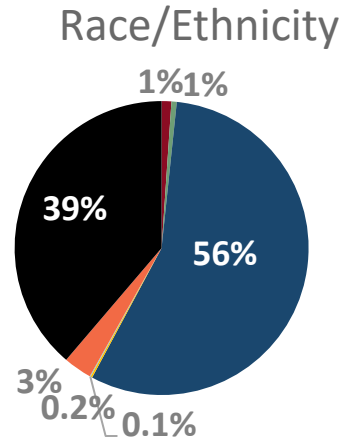
Students in the lowest income group (with Pell and OOG grants) have slightly higher rates than other low-income students (those receiving a Pell only)



Source: HECC analysis of student-level data. Graduation rates at public universities are defined as the percentage of resident, first-time, full-time freshmen who earn a bachelor's degree within 6 years. Completion rates at the community colleges are defined as the percentage of new, credential-seeking students who complete a career certificate or associate degree or who transfer to a four-year institution within four years.

Since 2016, certain immigrant students can file for state financial aid. Since 2013, they can receive in-state tuition at the public universities.

Students filing ORSAA applications or who received Tuition Equity at the universities comprise less than 1% of all undergraduate students



Common Barriers to Postsecondary Access



High costs

Complex systems

Admissions and financial aid

Cultural signals

Common Barriers to Postsecondary Completion And Career



Food and housing insecurity

Complex pathways

Inflexible schedules, modalities

Climate issues

A Strategic Roadmap for Postsecondary Education

**Transform and innovate
to serve learners best**

**Center higher
education and
workforce training
capacity on current and
future state needs**

**Ensure that
postsecondary learners
can afford to meet their
basic needs**

**Create and support a
continuum of pathways
from education and
training to career**

**Increase public
investment to meet
Oregon's postsecondary
goals**