



Access and Admissions: Issues and Opportunities

Joint Legislative Task Force on
Underrepresented Students in
Oregon Higher Education

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Oregon Higher Education Coordinating Commission

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Access and Admissions Issues and Opportunities:

Presentation Outline

1. What's the problem?
2. *Navigating* the system
 - a. Advising
 - b. Outreach
3. *Transforming* the system
 - a. Admissions and financial aid
 - b. Math
 - c. Adult learners

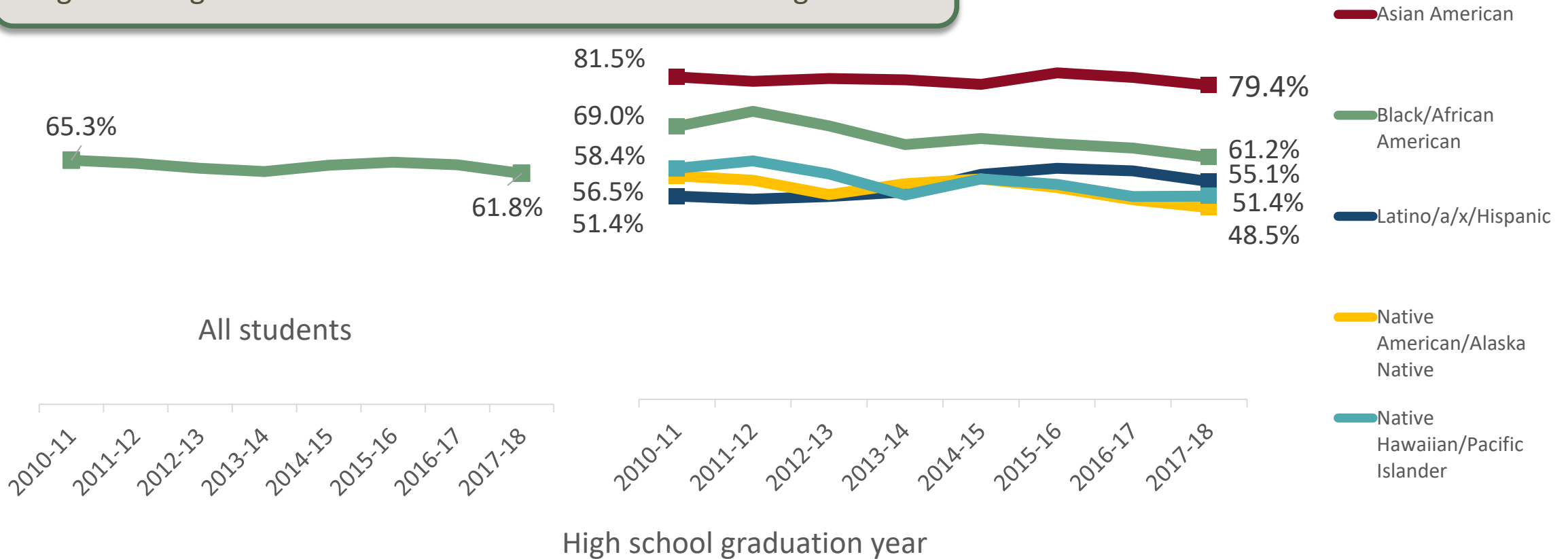
1. What's the problem?



Oregon college-going rates

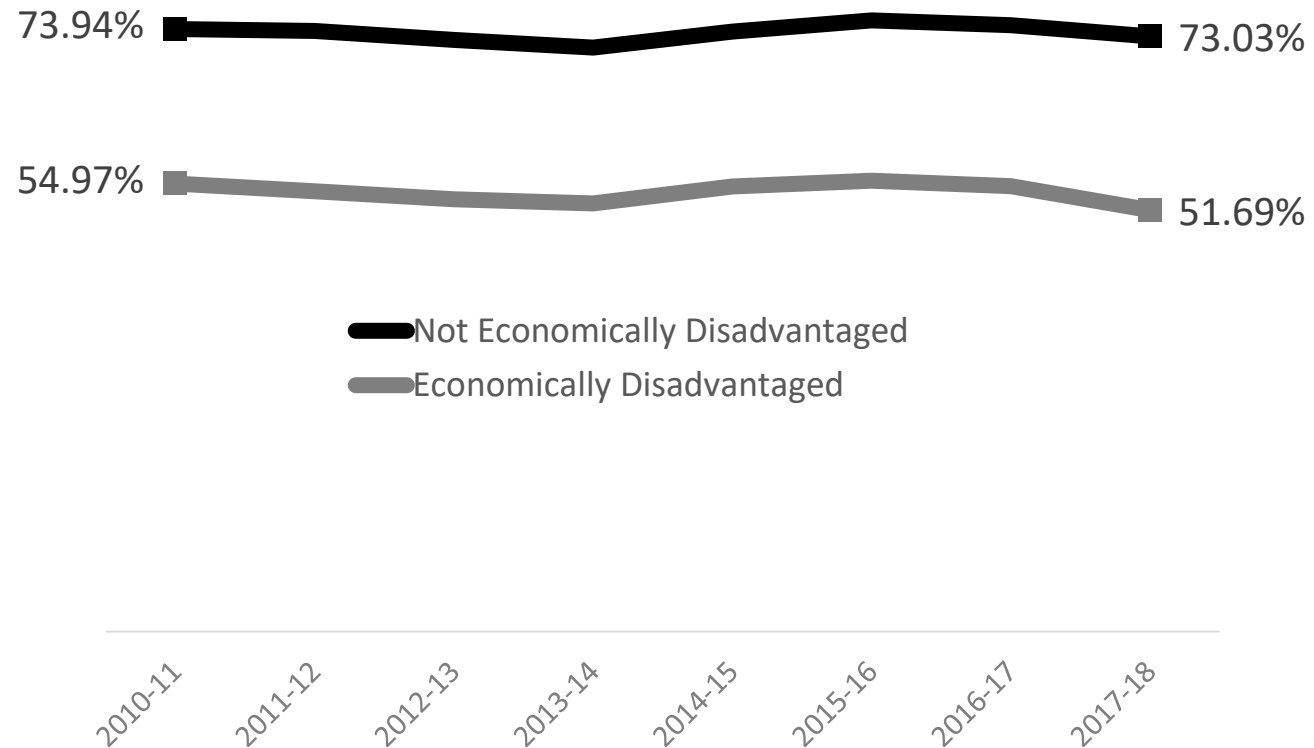
The college-going rate among Oregon high school graduates is 61.8% overall, and equity gaps persist

Current K-12 and postsecondary practices and funding are not leading high school graduates to continue their education after high school



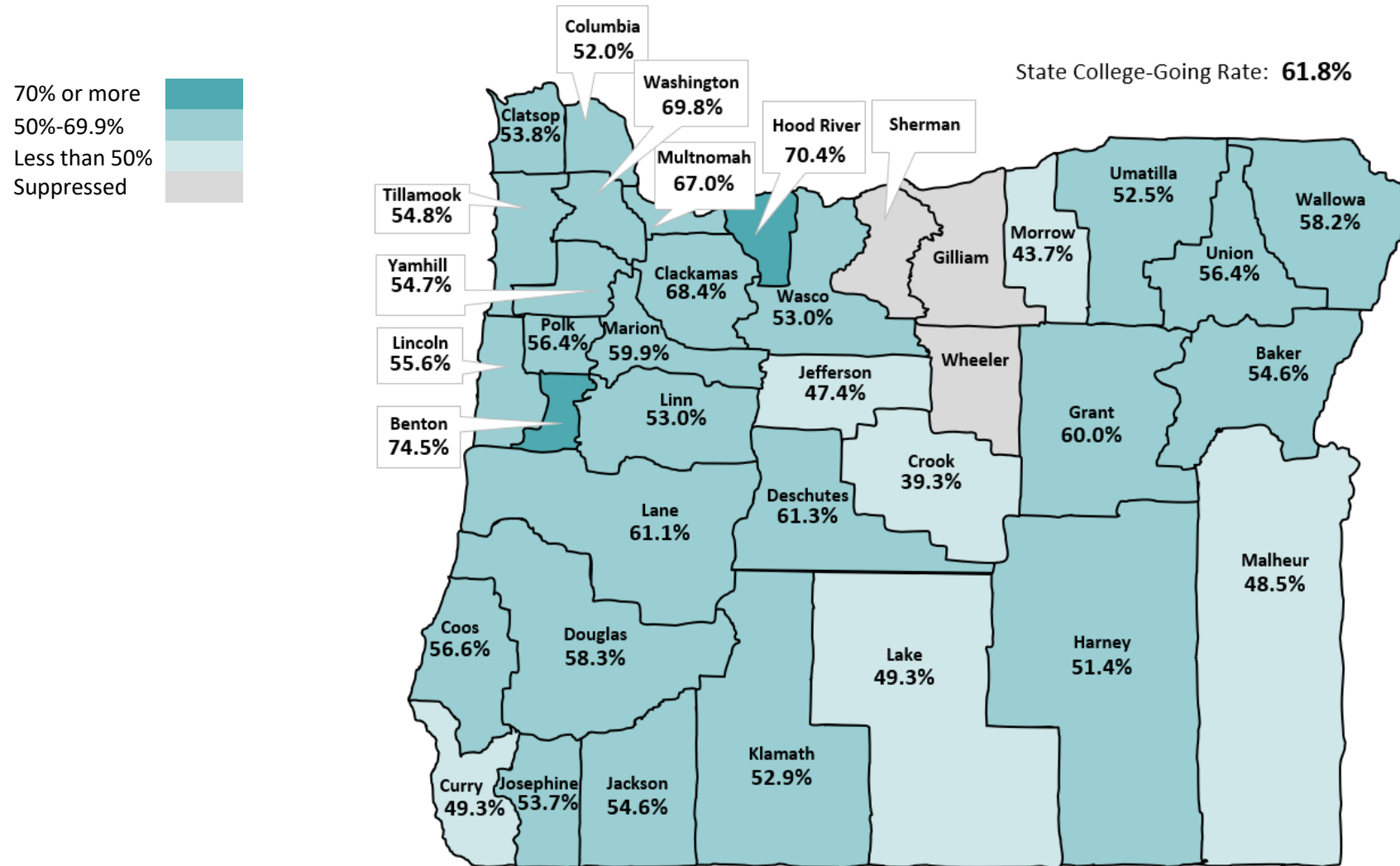
Source: Oregon Department of Education analysis of high school graduate and National Student Clearinghouse data show the percentage of high school graduates who enroll in any postsecondary institution nationwide within 16 months of high school graduation. High school graduates include all students who received a regular four-year diploma, a modified four-year diploma, or a GED within the four years of high school.

The college-going rate is much lower for high school graduates from economically disadvantaged backgrounds



Source: Oregon Department of Education analysis of high school graduate and National Student Clearinghouse data show the percentage of high school graduates who enroll in any postsecondary institution nationwide within 16 months of high school graduation. High school graduates 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.

Oregon's college-going rate also varies by region



Note: Data show the percentage of four-year 2017-18 high school graduates who enrolled in any postsecondary institution nationwide within 16 months. Counties with fewer than 25 students are suppressed. Source: Oregon Department of Education.



2. It's a complex
postsecondary system:
We need to help
students to navigate it

- a. Advising
- b. Outreach

The Advising Problem

There is inadequate advising/support for high school students who are considering postsecondary education and training.

Insufficient advisor capacity, with resources inequitably distributed geographically and socioeconomically.

Not enough knowledge of possible postsecondary pathways, especially CTE and apprenticeships

Not enough multi-lingual and culturally responsive materials

The Advising Opportunity

Oregon should enhance the capacity, training, equitable distribution, and support for advisors/counselors who support students in bridging to postsecondary education.

Provide more dedicated advisors in high schools

Provide dedicated training and support to advisors to help them bridge high school and postsecondary education/training

Leverage community resources, especially to reach underrepresented communities (CBOs, ASPIRE)

Promising Practice: Career Connected Learning Systems Navigators

ODE has recently funded “Career Connected Learning Systems Navigators” positions at all 17 community colleges. These individuals support schools and students within their regions in connecting to postsecondary education.

The Outreach Problem

Outreach from postsecondary providers to potential learners, including recent high school graduates as well as other adults, is inconsistent, sporadic, and characterized by institutional competition and survival as much as by public interest.

The Outreach Opportunity

Oregon could expand and systematize outreach to potential postsecondary learners.

Support CBOs and other local/regional partnerships in their work to connect students with postsecondary

Develop a statewide campaign to heighten awareness of postsecondary options

Expand community-centered models such as GED wraparound grants

Promising Practices: State Support to Engage Volunteers and Community Based Organizations

ASPIRE community mentoring program

GED Wraparound Grants

Support for college access CBOs such as College Possible, AVID, and the TRIO Association,

3. It's a complex system:
We need to *transform* it



- a. Admissions and financial aid
- b. Math
- c. Adult learners

The Admissions Problem

Admissions, registration, and financial aid processes require students to proactively reach out and navigate complex systems

Admissions
Applications

Financial Aid
Applications

Course Placement
and Registration

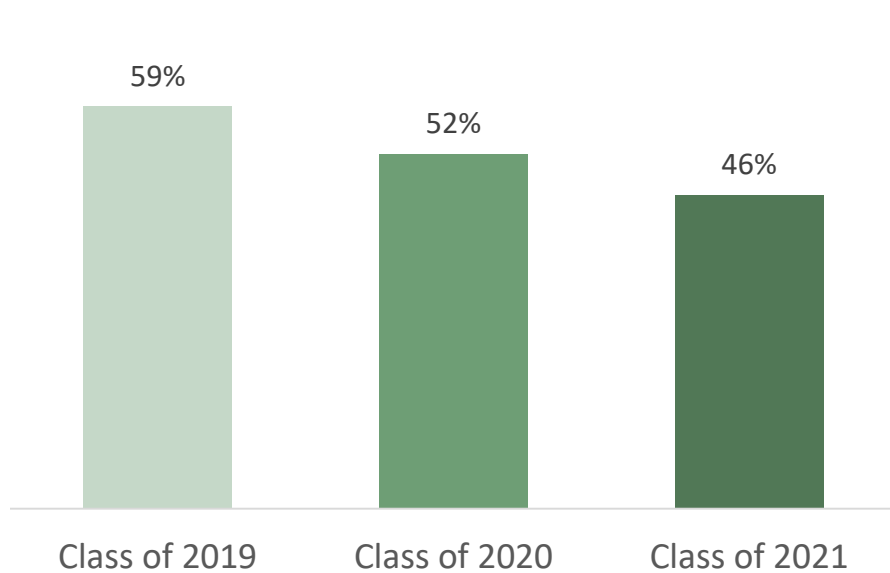
The Admissions Opportunity

Guaranteed and automatic admissions

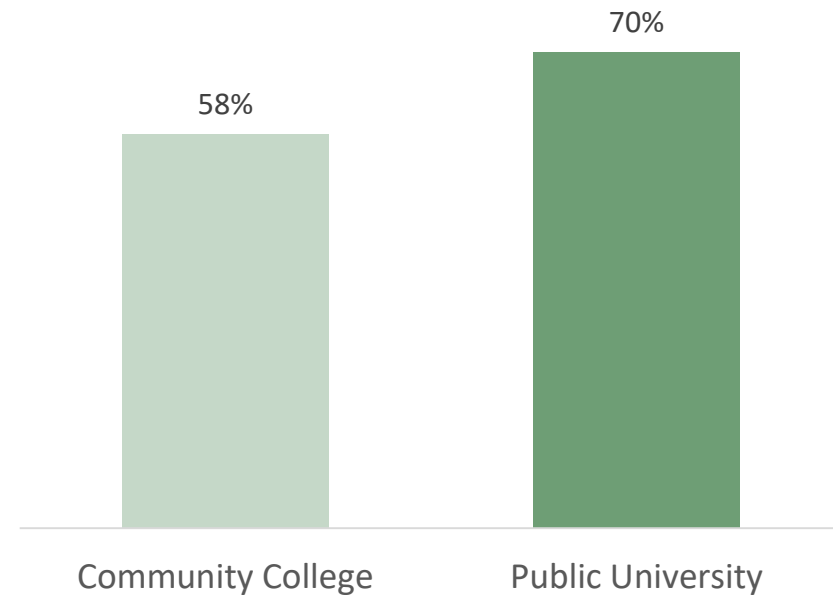
Oregon could ensure that all high school seniors who meet basic academic criteria are proactively offered “guaranteed” admission to one or more Oregon public university.

The Financial Aid Problem

A large percentage of Oregon students do not apply for financial aid, including state and federal grant aid, for which they may be eligible.



Percentage of Oregon HS Seniors who filed a FAFSA or ORSAA



Percentage of continuing CC/PU students who filed a FAFSA or ORSAA, 2021

Notes: See <https://www.oregon.gov/highered/research/Pages/fin-aid-application-data.aspx>. Classes of 2020 and 2021 may not include filers after June 1 of their HS graduation year.

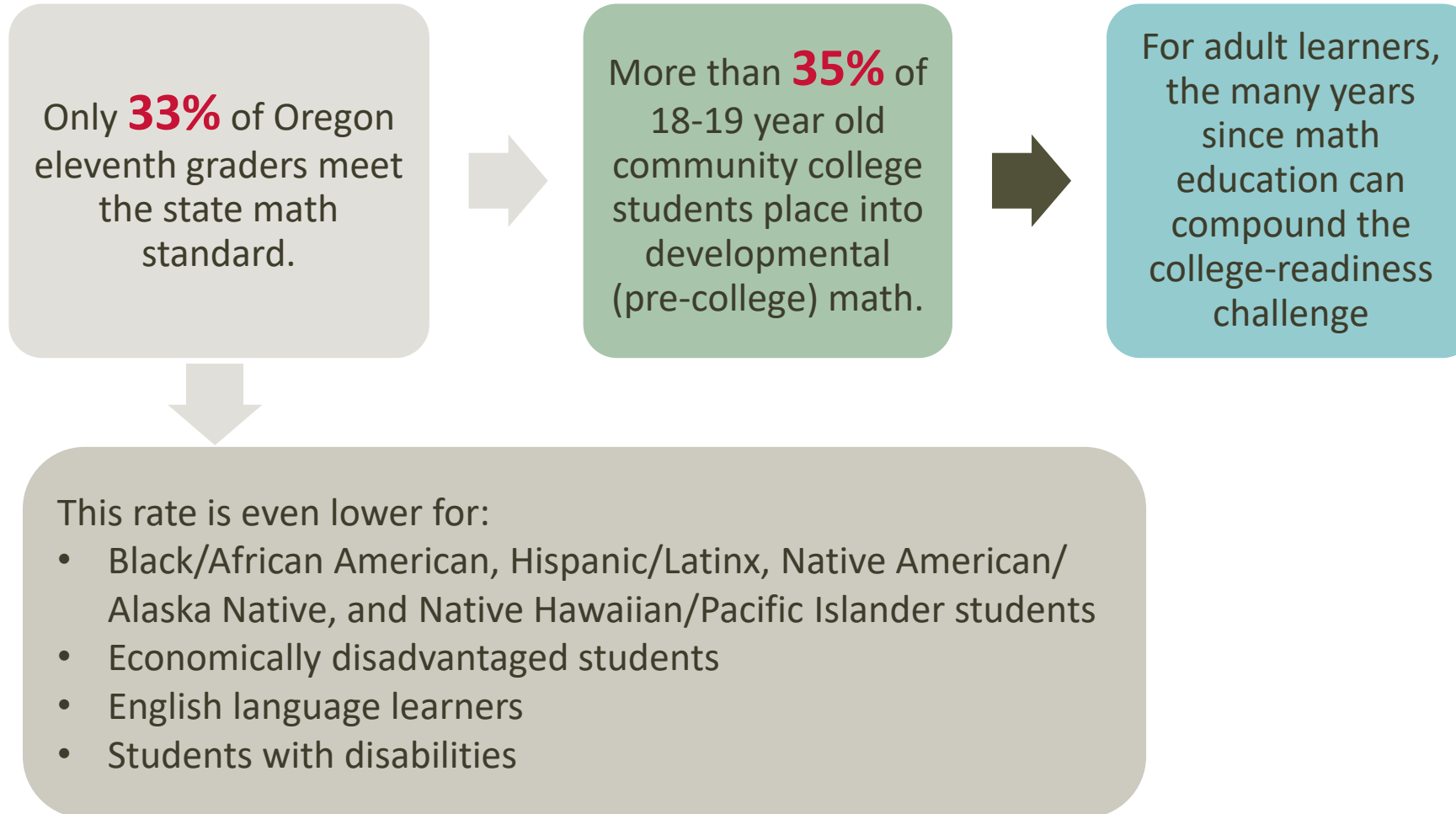
Notes: For public universities, includes all admitted undergraduates with a complete FAFSA or ORSAA for the current academic year and had earned fewer than 270 credits by the end of the year. For community colleges, includes all students with a complete FAFSA or ORSAA for the current academic year and had earned fewer than 135 credits by the end of the year.

The Financial Aid Opportunities

Establish a FAFSA or ORSAA requirement/expectation for all graduating high school seniors (with limited opt-outs)

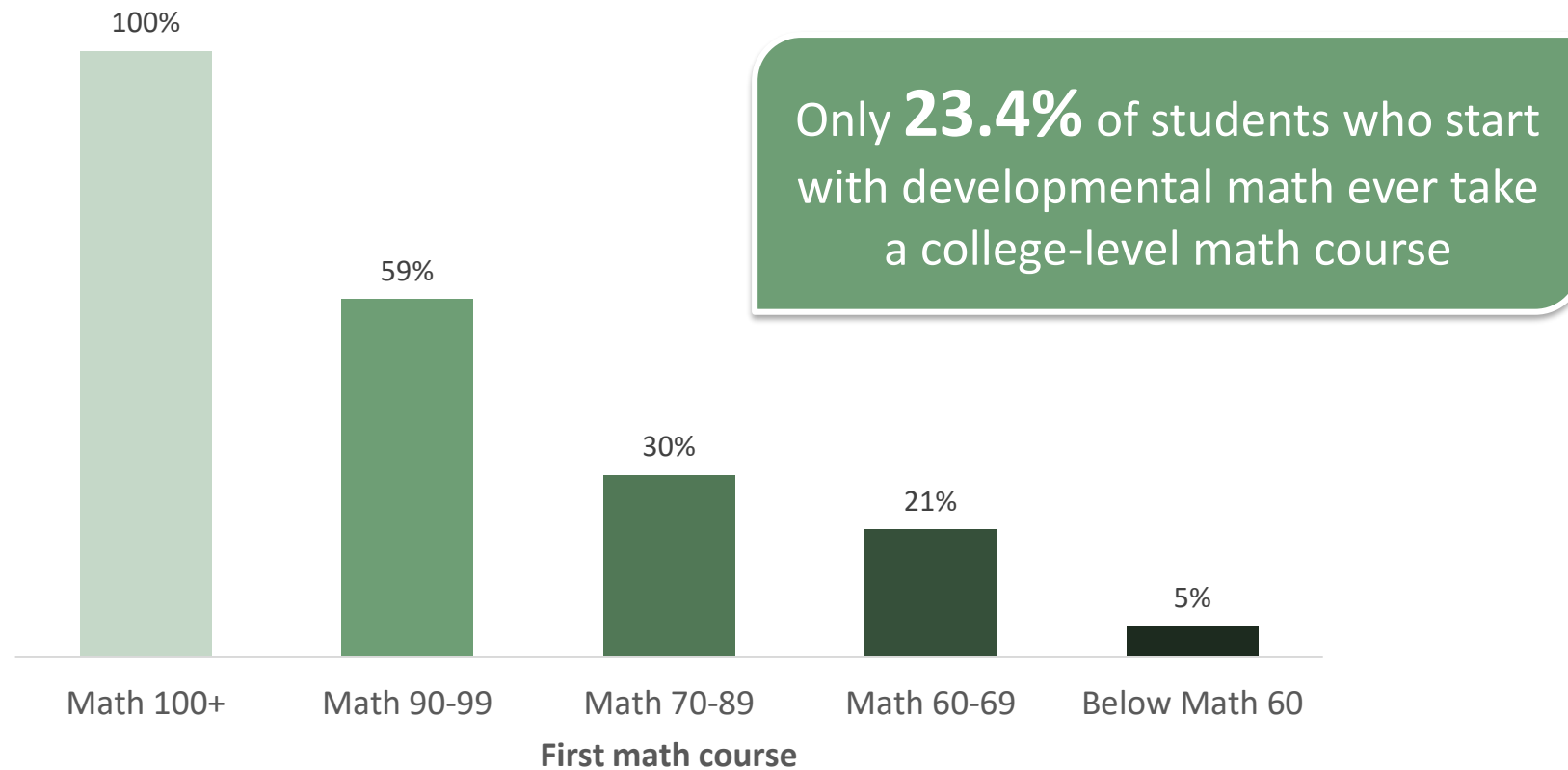
State action to proactively alert FAFSA/ORSAA filers to their potential eligibility for state and federal aid (sample award packages).

The Math Problem: Readiness



The Math Problem: Dev. Ed. Dead Ends

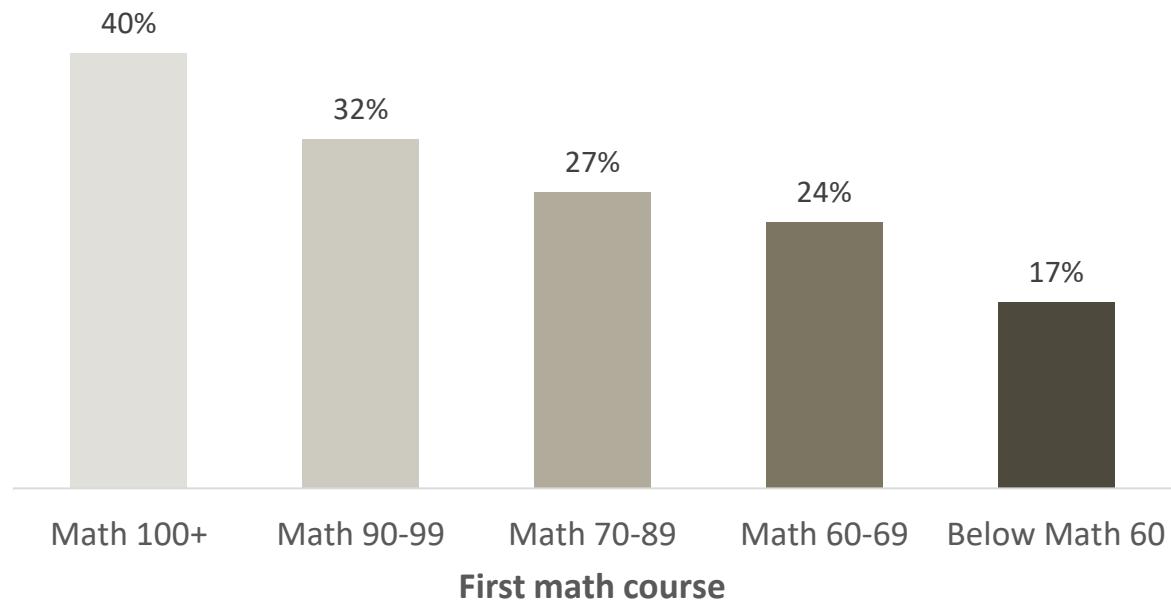
Percentage of community college students who ever enrolled in college-level math, by level of first math course



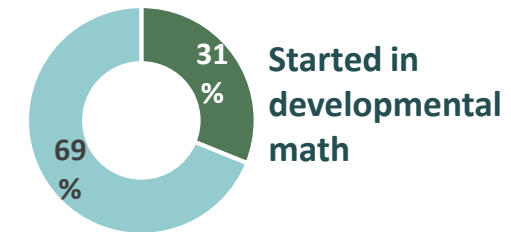
The Math Problem: Dev. Ed. Dead Ends

Only **23.3%** of students who start in developmental math earn a postsecondary credential within six years

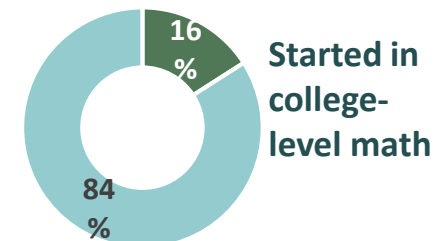
Percent of community college students who earn a postsecondary credential within six years, by level of first math



Type of credential

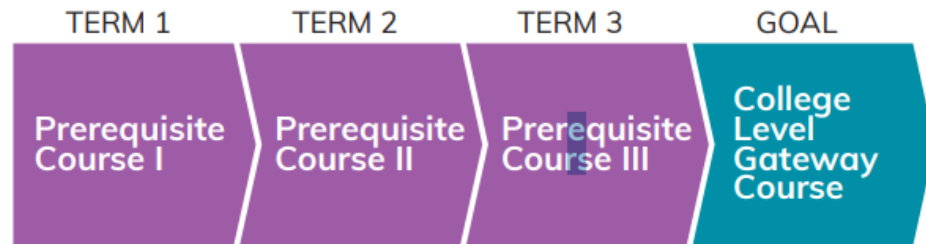


Associate degree
Certificate

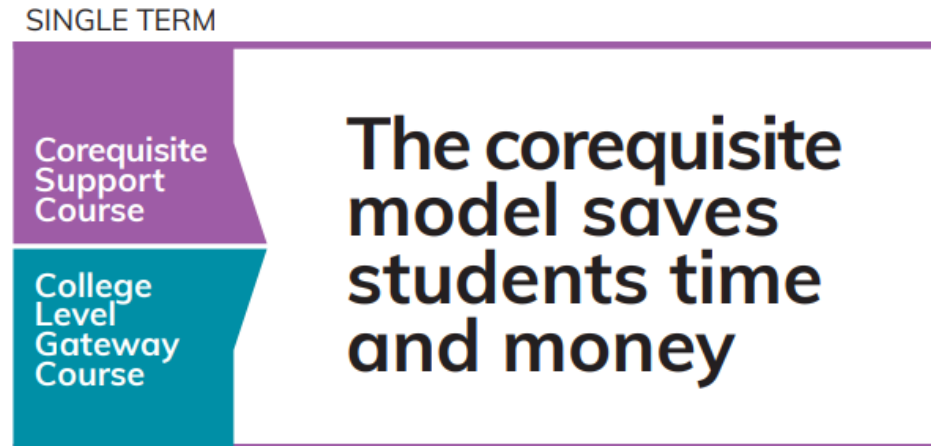


The Math Opportunity: Corequisite Support

Traditional Prerequisite Remedial Model



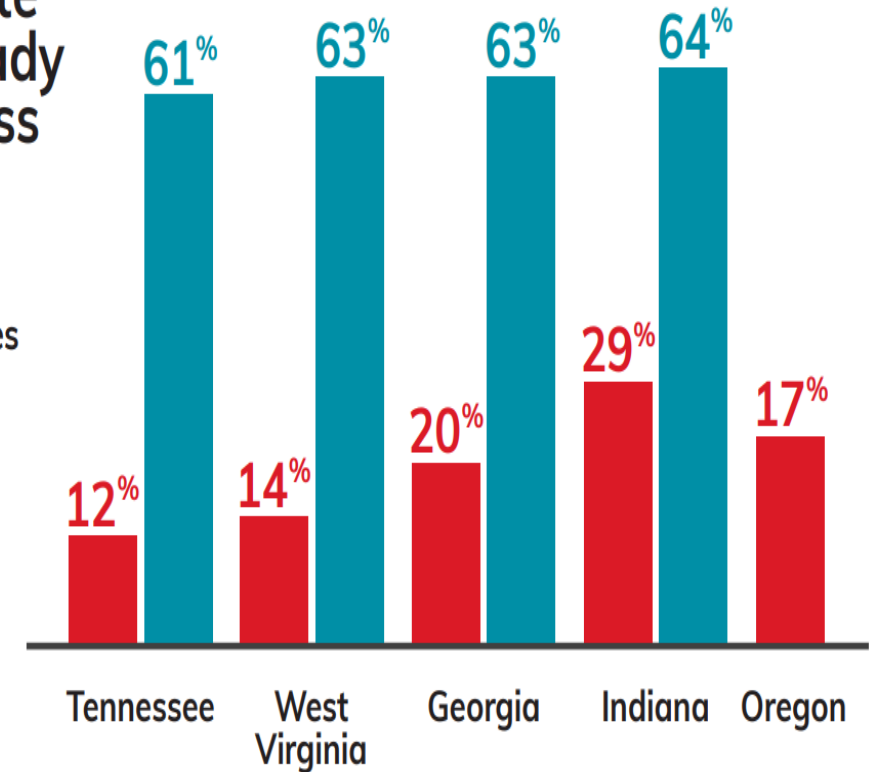
Corequisite Support Model



The corequisite model is already working across the country!

Students passing gateway math courses within one year

■ before corequisite model implementation
 ■ after corequisite model implementation



SOURCE SHEEO and CCA. Serving the Equity Imperative: Intentional Action Toward Greater Student Success (2016).

SOURCE CCA. No Room for Doubt: Moving Corequisite Support from Idea to Imperative (2021).

Other Math Opportunities

Support universities in modifying the Algebra II requirement for admission

Continue to support high schools, colleges, and universities in developing non calculus-based math pathways that are relevant to major/career

Support community colleges in developing more effective approaches for students who would be typically be placed into developmental education math, using multiple measures placement and co-requisite approaches

The Problem for Adult Learners

Our systems struggle to connect adult learners, including those with some college but no degree, with viable options for postsecondary education and career training

Delayed postsecondary education may mean larger academic gaps, particularly for underserved groups

Prior negative experiences with education systems may inhibit enrollment, again particularly for underserved groups

Certificate/degree pathways often seem too lengthy, inflexible, and largely irrelevant to meet the needs of many working adults

Non-native English speakers have fewer postsecondary onramps

The Opportunity to Support Adult Learners

Expand short-term career pathways at CCs

Expand the ability of emerging bilingual students to participate in college/career training programs

Enhance and systematize credit for prior learning

Increase recognition of licenses/degrees earned in other countries

Prohibit institutions from withholding transcripts due to unpaid fees

Continue to develop and strengthen online and hybrid education/training options

Promising State Practices to Support Diverse Adult Students

Future Ready Oregon:
Supporting credit for
prior learning and CC
career pathways
programs

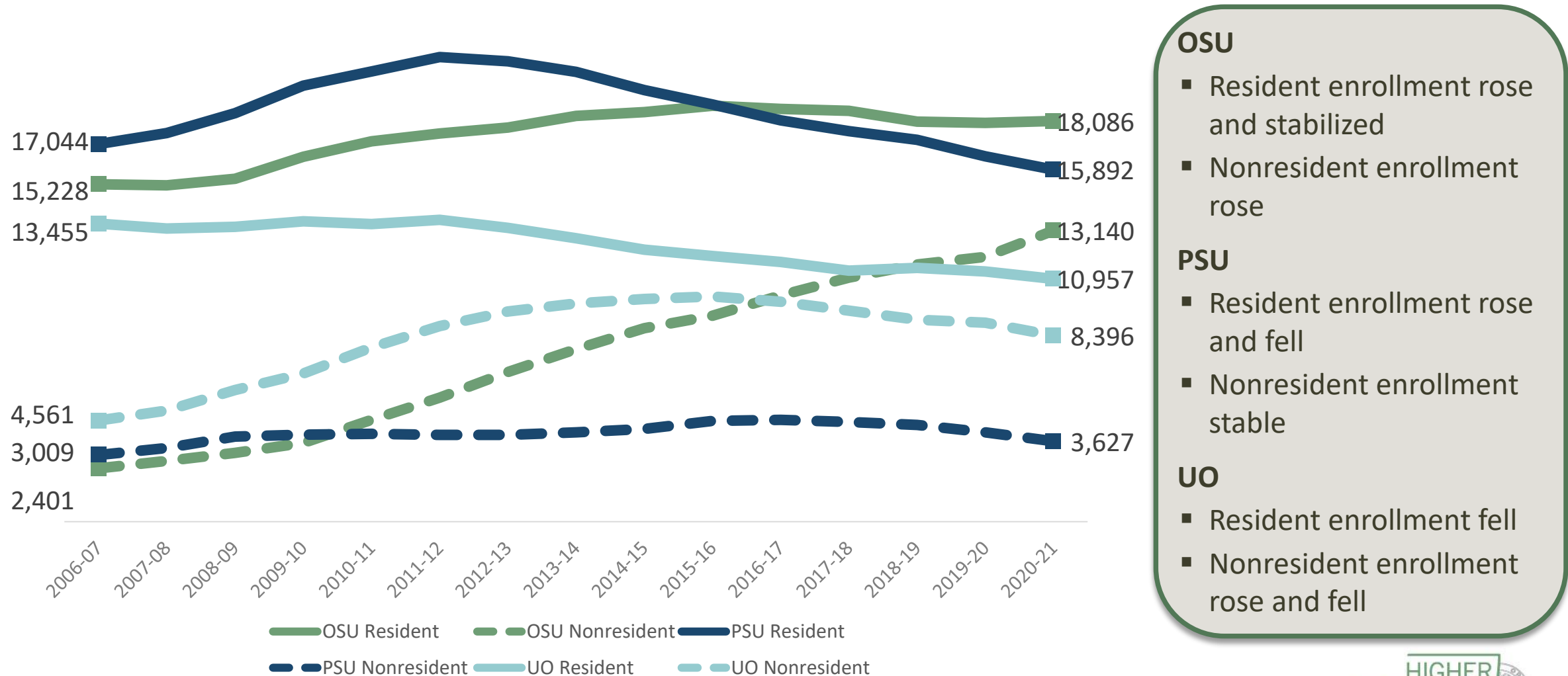
Integrated Education
and Training Models
and Vocational ESL
programs



APPENDIX:

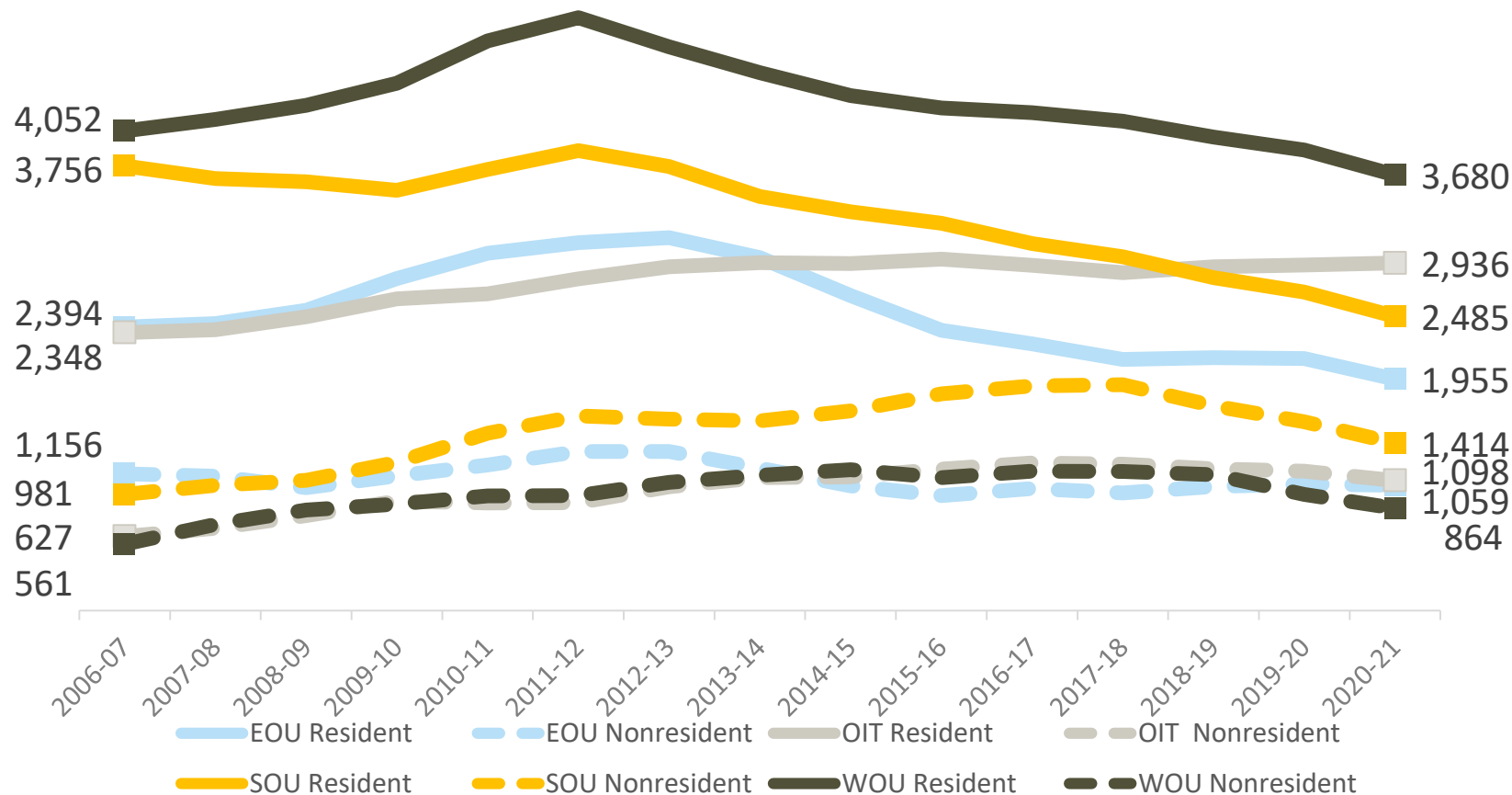
RESIDENT AND NON-
RESIDENT ENROLLMENT
TRENDS, OREGON PUBLIC
INSTITUTIONS

Over the last 15 years, enrollment of admitted undergraduates at the public universities rose after the Great Recession and has since fallen only slightly



Source: HECC Office of Research and Data. Student data includes admitted, undergraduate students.

Over the last 15 years, enrollment of admitted undergraduates at the public universities rose after the Great Recession and has since fallen only slightly



EOU

- Resident enrollment rose and stabilized
- Nonresident enrollment rose

OIT

- Resident enrollment rose
- Nonresident enrollment rose

SOU

- Resident enrollment fell
- Nonresident enrollment rose and fell

WOU

- Resident enrollment rose and fell
- Nonresident enrollment rose and stabilized