



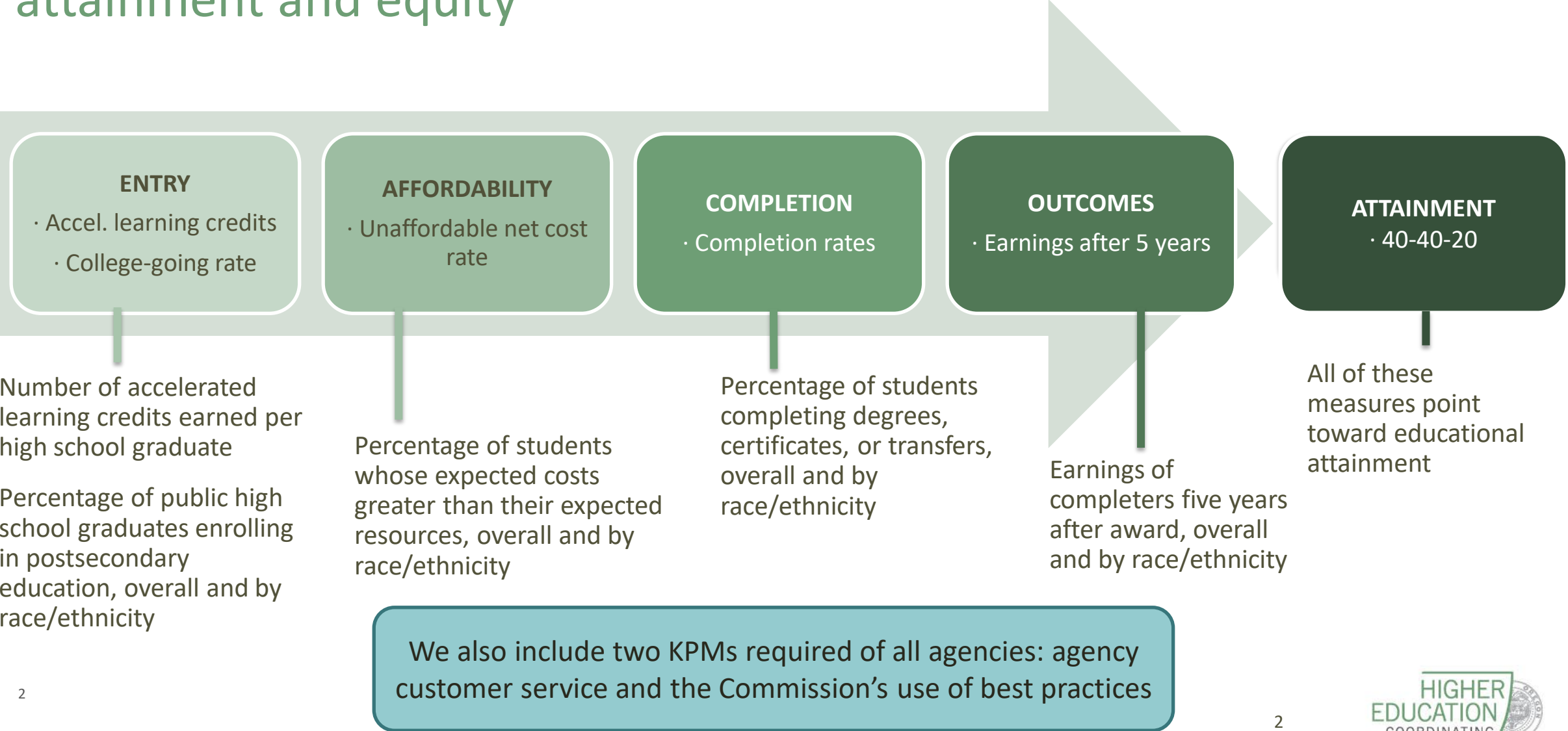
Retention and Equity in Oregon Public Higher Education

TASK FORCE ON STUDENT SUCCESS FOR UNDERREPRESENTED STUDENTS IN HIGHER EDUCATION

Ben Cannon, Executive Director

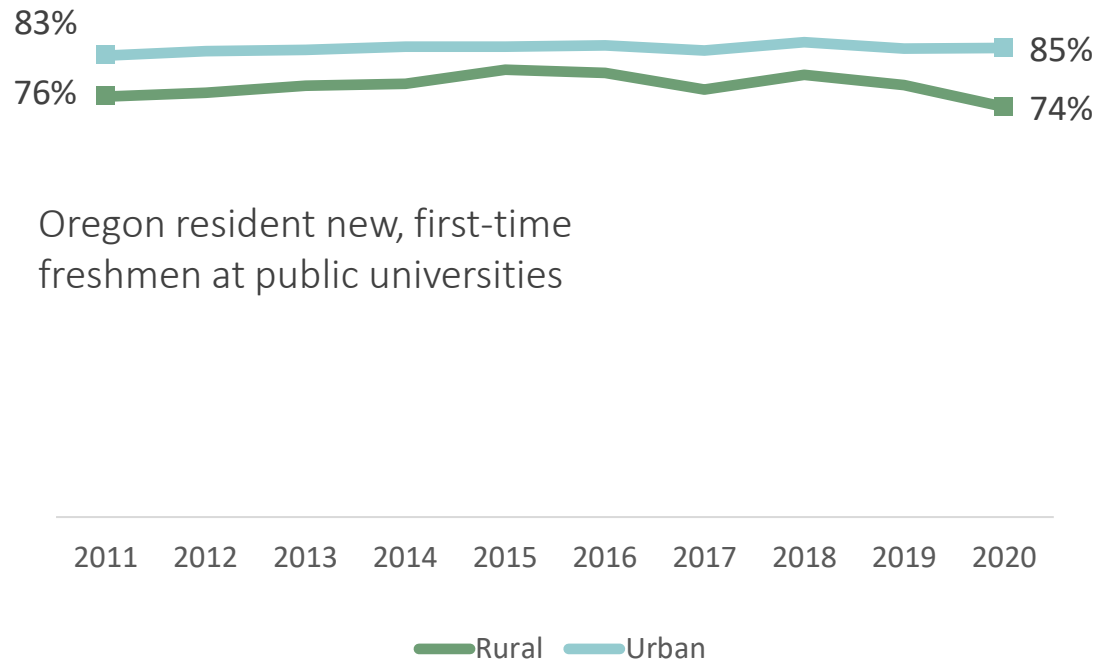
June 16, 2022

Our KPMs track progress toward the factors that contribute to attainment and equity

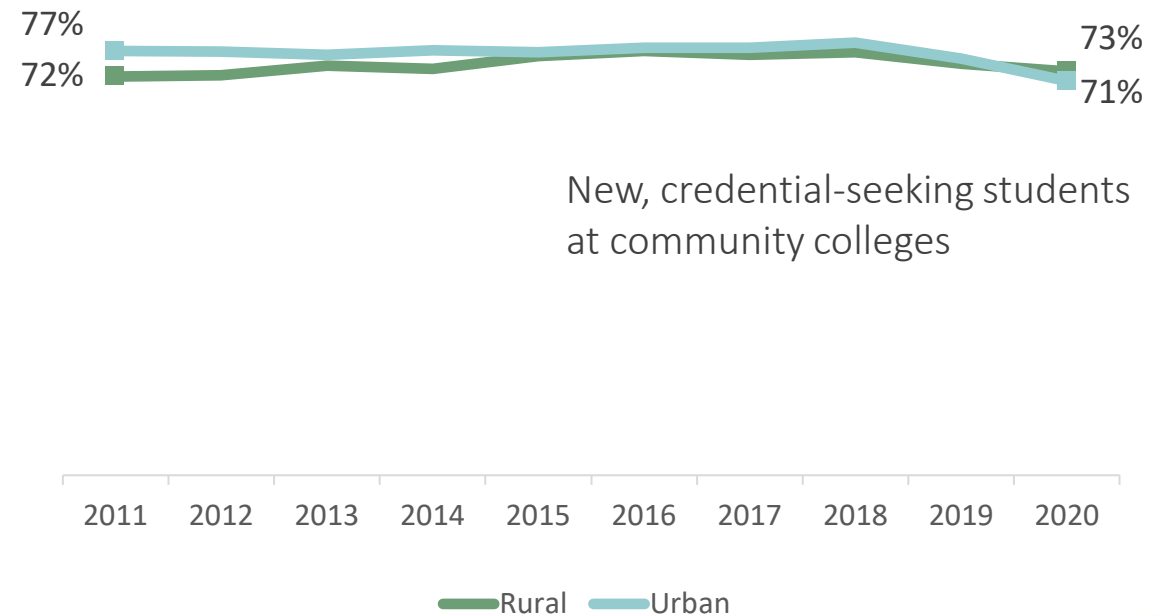


Students from rural counties are less likely than those from urban or mixed counties to return after their first year, foreshadowing later gaps in graduation

Though retention rates have fallen recently for community college students from urban and mixed counties, retention rates have generally changed little over the last decade



Oregon resident new, first-time freshmen at public universities



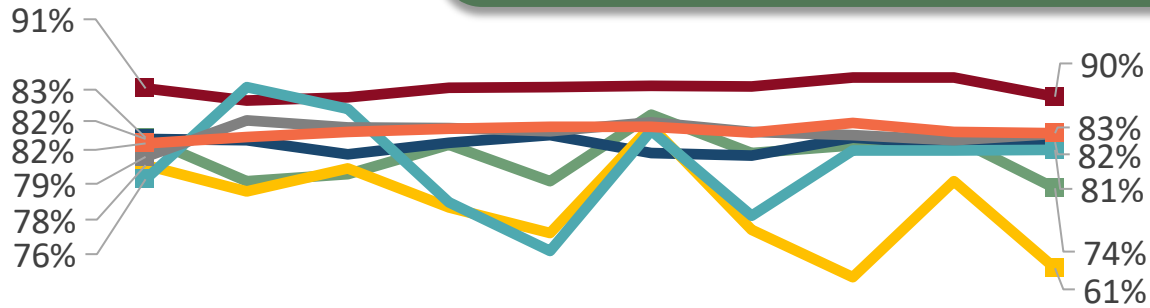
New, credential-seeking students at community colleges

Source: HECC Office of Research and Data analysis of student-level data.

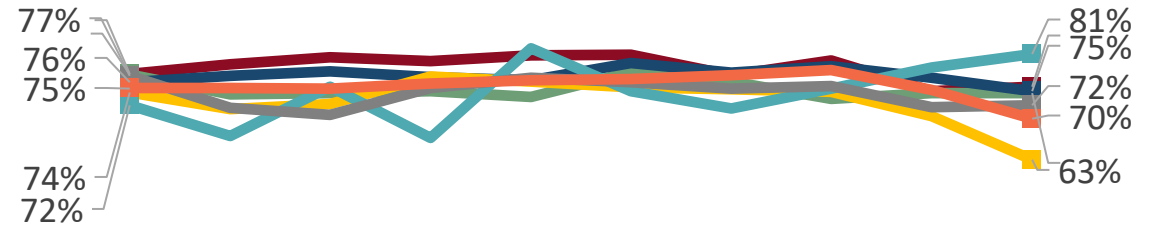


Equity gaps in retention also precede later equity gaps in graduation

Fewer students who identify as Black/African American, Latino/a/x/Hispanic, Native American/Alaska Native, Native Hawaiian/Pacific Islander return in their second year than students who identify as Asian American/Asian or White



Oregon resident, new first-time freshmen at public universities



New, credential-seeking students at community colleges

2011 2012 2013 2014 2015 2016 2017 2018 2019 2020

2011 2012 2013 2014 2015 2016 2017 2018 2019 2020

- Asian/Asian American
- Black/African American
- Latino/a/x/Hispanic
- Native American/Alaska Native
- Native Hawaiian/Pacific Islander
- Two or more
- White

Source: HECC Office of Research and Data analysis of student-level data.



Racial/ethnic Gaps in Completion Rates Have Improved, but Wide Gaps Remain (2019)

FIRST-GENERATION STUDENTS ALSO FACE A GAP:

In 2018-19, 50% of first-generation students earn a bachelor's degree within six years or earn an associate degree, career certificate, or transfer within four years, compared with 61% of non-first generation students.*

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		Difference
	2010	2016	
Asian American	52.9%	58.7%	+5.8%
Black/African American	35.1%	43.5%	+8.4%
Hispanic/Latinx	37.7%	48.9%	+11.2%
Nat. American/AL Native	37.7%	50.8%	+13.1%
Nat. Hawaiian/Pac. Islander	42.3%	39.3%	-3.0%
White	44.3%	53.4%	+9.1%
All students	43.6%	51.8%	+8.2%

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		Difference
	2005	2014	
Asian American	71.5%	79.4%	+7.9%
Black/African American	42.4%	42.9%	+0.4%
Hispanic/Latinx	52.6%	59.3%	+6.8%
Nat. American/AL Native	51.5%	52.2%	+0.7%
Nat. Hawaiian/Pac. Islander	60.0%	56.4%	-3.6%
White	62.2%	68.1%	+5.9%
All students	61.1%	67.2%	+6.1%

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 2014 cohort is as follows for universities: Asian American (64.5%), Black/African American (51.2%), Hispanic/Latinx (63.5%), Nat. American/AL Native (44.0%), Nat. Hawaiian/Pac. Islander (40.7%), White (66.7%), All students (65.4%). *Among FAFSA/ORSAAs filers only"

Funding Equitable Retention in Oregon Higher Education (2021-23)

**Public University Support
Fund**

**Community College
Support Fund**

Grantmaking (limited)

Overview of Oregon's Public University Support Fund (PUSF)

\$904.0 Million
(2021-23)

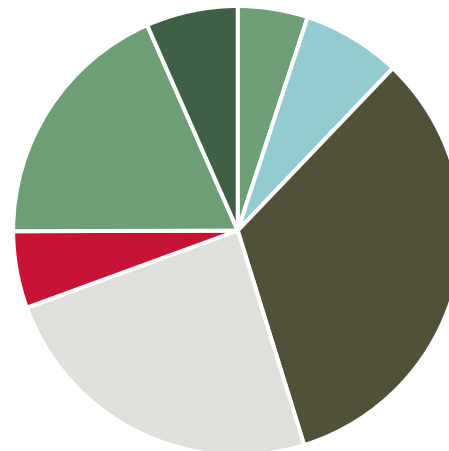
Legislatively-adopted PUSF for HECC distribution to Oregon's seven public universities in 2021-23.

Other sources of state support for public universities:

About \$350 M

\$461.0 Million
(FY2023)

HECC distributes 49% of the appropriation in the first year of the biennium (FY22), 51% in the second (FY23).



The amount per university is determined based on a formula the HECC establishes via administrative rule.

■ EOU ■ OIT ■ OSU ■ PSU ■ SOU ■ UO ■ WOU

Public University Distribution Formula Architecture

Mission Differentiation Funding – 17%

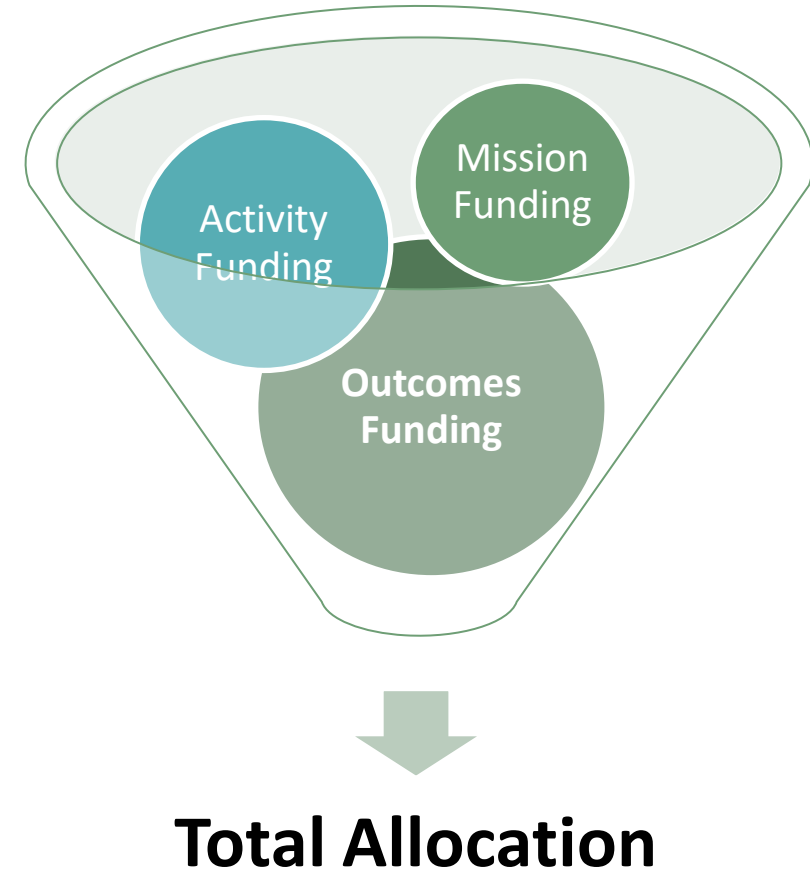
- Allocation off the top
- Based on historical levels + inflation
- Provides funding stability for regional institutions and acknowledges mission specific needs

Activity-Based Funding – 33%

- Based on course completions
- Cost-weighting of courses by discipline

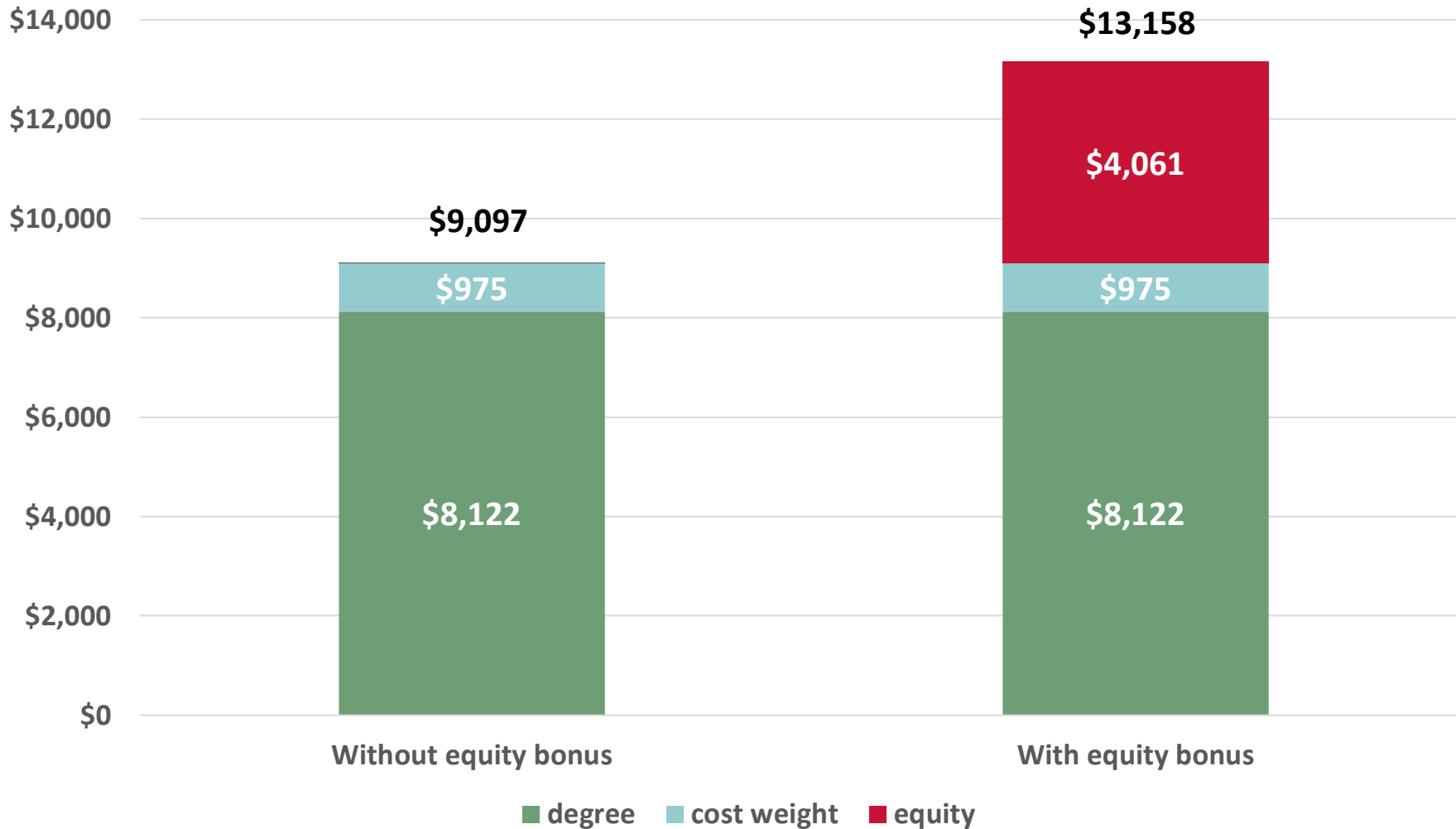
Outcomes-Based Funding – 50%

- Includes degree completions at all levels
- Transfer bachelor degrees are discounted
- Additional weights for underserved students and completions in critical areas



How is equity funded?

Sample Degree Component Values
(undergraduate, history)



- Shows undergraduate degrees
- Represents only the outcomes portion of the allocation (not activity or mission support funding)
- Assumes the graduate carries one equity characteristic

Funding Equitable Retention in Oregon Higher Education (2023-25 and beyond?)

**Public University Support
Fund**

**Community College
Support Fund**

Grantmaking (expanded?)