



# Introduction to Postsecondary Education and Workforce Training in Oregon

PRESENTED TO THE JOINT  
COMMITTEE ON WAYS AND  
MEANS, SUBCOMMITTEE ON  
EDUCATION

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APRIL, 2021

# Schedule (not including public testimony days)

**HECC Days 1-2: Introduction to Postsecondary Education and Training in Oregon:**

- State Goals and Higher Ed structure, Overview of Learners Served, Racial Equity Gaps/Opportunity, Dynamic/History of Funding, Pandemic Impact, Budget Components

**HECC Day 3: Affordability and Access:**

- Key Factors in Affordability, State Financial Aid and Access Programs

**HECC Day 4: Fostering Learner Pathways, HECC Agency Budget:**

- HECC Agency Budget and POPs, Learner Pathways, Private Postsecondary Education, Workforce Initiatives

**HECC Day 5: State Support for Community Colleges:**

- HECC Community College budget presentation: Learners Served, Funding Impacts, Capital Construction

Day 6 Community Colleges and OHSU Institution Day:

- Community College presentations and OHSU presentation

**HECC Day 7: State Support for Public Universities:**

- HECC University budget presentations: Students Served, Funding Impacts, Capital Construction

Day 8 University Institution Day:

- University presentations including Statewide Public Services, State Programs

**HECC conclusion Day 9 (brief, not full day)**

- HECC conclusion (brief)

# HECC Vision, Oregon's State Goals, and the Return on Investment of Postsecondary Education and Training



# A Vision for Oregon Postsecondary Education

*“The Higher Education Coordinating Commission (HECC) envisions a future in which **all Oregonians** -- and especially those whom our systems have underserved and marginalized – **benefit from the transformational power of high-quality postsecondary education and training.**”*

From the HECC Strategic Framework, December 2017

## HECC Goals

### AFFORDABILITY



### EQUITY



### STUDENT SUCCESS



### ECONOMIC & COMMUNITY IMPACT





# HECC Budget Categories



**81.4%** of HECC's \$3.18 billion budget (GRB) is distributed directly to public universities, community colleges, to students through financial aid, and to local workforce development boards.

- Oregon's 17 community colleges
- Oregon's seven public universities
- Other missions of public universities: state and statewide programs (Agriculture Experiment Station, Extension Service, Forest Research Laboratory), Sports Action Lottery
- Oregon Health & Science University (OHSU) state funds
- Student assistance (state financial aid programs)
- Workforce support and other special payments, including support for Oregon's nine local workforce development boards



**16.5%** of HECC's budget funds debt service on current and past capital construction projects at universities and colleges.

- Capital construction bonding for the public institutions
- Debt service for previous capital projects of the public institutions



**2.0%** includes HECC agency operations, including all personnel and supplies.

# Budget Themes: Investing in Postsecondary Education and Training Will Move Oregon Forward



Sustained Reinvestment to Support Affordable, Quality Postsecondary/Training Options, and Reengage the Tens of Thousands who Did Not Enroll During the Pandemic



Invest in Reskilling/ Upskilling the Workforce to Ensure Oregon Recovers Strong



Prioritize the Underserved, Eliminate Racial Equity Gaps



Address Oregon's College Affordability Crisis, Prioritizing Those Who are Struggling Most



# Higher Education Confers Powerful Economic Benefits



Educational Attainment	US Average Annual Earnings
Graduate degree	\$83,000
Bachelor's degree	\$65,000
Associate degree	\$46,000
Some college, no degree	\$43,000
High school diploma	\$39,000

7 Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers, 2019.  
Source: Current Population Survey, U.S. Department of Labor, U.S. Bureau of Labor Statistics.

# But Those Benefits are Inequitably Distributed

Percentage of individuals within a demographic group with each credential

Educational attainment	U.S. 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%

*Note: Brackets in the original image group the top three rows. For White: 14% + 23% + 19% = 56%. For Underrepresented Populations: 7% + 13% + 18% = 38%.*



# More Education is Linked to Not Only Higher Earnings but Also Lower Unemployment in Oregon, Especially During the Pandemic

Educational Attainment	Average Annual Earnings, 2019	Unemployment 2019
Bachelor's degree or more	\$61,676	2.3%
Some college or Associate degree	\$36,817	4.5%
High school diploma or equivalent	\$31,451	5.2%
No high school diploma	\$27,408	6.4%

Those with a High School Diploma or Less, and Young Oregonians, were Hardest Hit With Unemployment During COVID-19 (Fall 2020)

- **LOWER ATTAINMENT LEVELS:** Around 54% of September 2020 continued unemployment insurance claims were by individuals with a high school diploma or less, a significantly higher share than the 35% of the labor force they account for.
- **YOUNG OREGONIANS:** Those ages 25 to 34 account for roughly 27% of all unemployment insurance claimants in September 2020, but only 22% of the total labor force.

Sources: Unemployment rates and average annual earnings from U.S. Census Bureau, 2019 ACS 1 year estimates. 2019 Cost of living data from <https://livingwage.mit.edu/states/41>.

Source: Johnson, A. 2020. Characteristics of the Covered Unemployed in September 2020. Oregon Employment Department. Education data source: Bureau of Labor Statistics and U.S. Census Bureau, Center for Economic Studies, LEHD.



# Oregon's Future Calls for More Education and Training After High School

**97%**

of all Oregon jobs with above-average earnings will require a postsecondary credential or degree, 2019-2020.

Source: \*Oregon Employment Department. (2020). [Oregon Occupational Employment Projections 2019-21 and Occupational Employment Projections 2019-29](#)

**Most Oregon adults will need to earn above-average annual wages to make ends meet.**

Average annual earnings in

Oregon: \$55,349\*

Living wage required to meet expenses in Oregon for single adult with two kids:

\$84,414\*\*

\*Source: Payton, Jason. 2020. "2020 Oregon Wage Data," Oregon Employment Department, <https://www.qualityinfo.org/-/2020-oregon-wage-data?inheritRedirect=true>

\*\*Source: Glasmeier, Amy K. Living Wage Calculator. 2020. Massachusetts Institute of Technology. [livingwage.mit.edu](http://livingwage.mit.edu).

**Among occupations with above-average earnings, occupations with higher levels of education are projected to grow faster.**

Projected Job Growth in Occupations with Above Average Earnings by Preferred Education Level

2019-2029	Growth rate	Openings
Doctoral or prof. degree	10.1%	44,594
Master's degree	13.5%	132,409
Bachelor's degree	11.3%	331,638
Associate degree or postsecondary training	7.8%	220,845
High school or equivalent	6.1%	16,048

Source: Oregon Employment Department (2020). 2019-2029 Projected Job Growth by Typical Entry-Level Education. <https://www.qualityinfo.org/projections#13>  
Oregon Employment Department (2020) *Statewide 2020 Oregon Wage Information*. <https://www.qualityinfo.org/>



# Postsecondary Education Generates Upward Mobility...

## *However, Too Few Students Access This Route to Upward Mobility*

For Oregonians from low-income families who enroll in college as young adults, **62%** become middle-income or high-income earners by their mid-30s.

→ Compared to **30%** of those who do not enter college as young adults

Students from low-income families who become middle and high-income earners by their mid-30s:

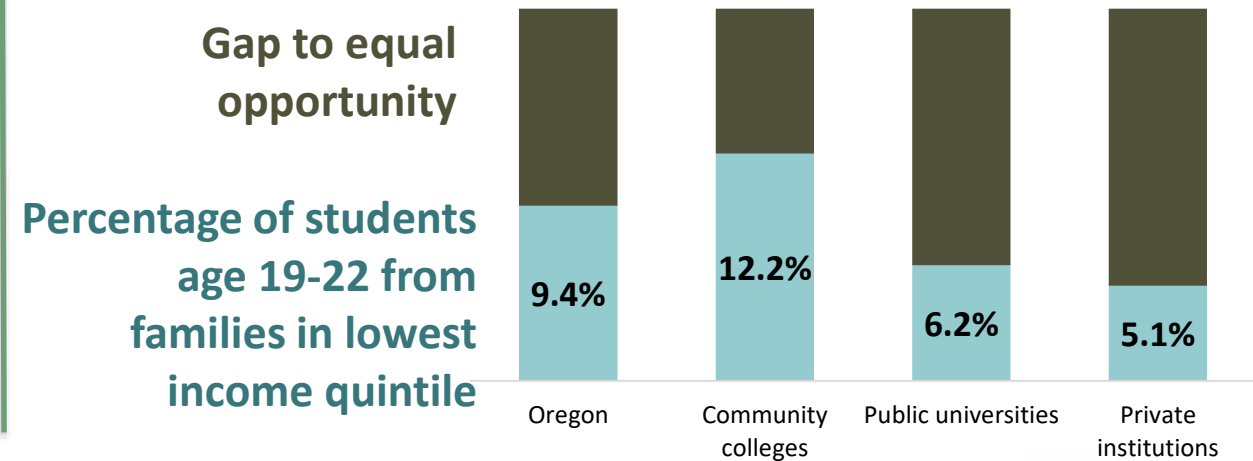
Community Colleges: **53%**

Universities: **69%**

Private institutions (10 Alliance, 2 other): **70%**

**HOWEVER**, students from low-income backgrounds are less likely to be enrolled, especially at more selective schools

Only **9.4%** of Oregon postsecondary students age 19-22 were from families with incomes in the lowest 20%



Source: Chetty, Friedman, R.J., Saez, E., Turner, N., and Yagan, D. 2017. *Mobility Report Cards: The Role of Colleges in Intergenerational Mobility*.

<https://opportunityinsights.org/data/>

Notes: Data exclude two community colleges with low enrollment. Private institutions include 10 institutions from the Oregon Alliance of Independent Colleges and Universities and two additional degree-granting private institutions. Trend in percentage of students from low-income backgrounds reflects difference between 1980 and 1991 birth cohorts.

# Postsecondary Education and Training Carry Benefits for the Whole Community

**Higher levels of postsecondary education and training correlate with...**

**HEALTH BENEFITS:**  
Higher rates of employer-provided health insurance coverage, and higher rates of activities associated with physical health

**VOTING:**  
Higher rates of voting

**CIVIC INVOLVEMENT:**  
Higher rates of civic involvement such as volunteering

**RETIREMENT:**  
Higher rates of availability and participation in retirement plans provided by their employers

**FAMILY BENEFITS:**  
Lower rates of participation in public assistance programs (Medicaid, housing assistance, SNAP, free and reduced school lunch, AND **Less likely to live in households experiencing poverty**

In addition to the benefits to the individual, states benefit from more tax revenue with higher levels of education, revenue which in turn funds state services.\*



# The Current Economic Environment Calls for Expanded Flexibility and Capacity of Postsecondary Education and Workforce Training

## 2020 Updated Oregon Talent Assessment Key Findings:

- Expand capability to **document and certify skills**, including competency-based education
- Education and training programs should be informed by **an understanding of urban compared with rural future job growth** (quality and quantity, type and industry)
- Expand education and training programs to **address technological economic disruption**
- Create policy and programs to **address the slow growth of the prime-age workforce**

## Recent WTDB-sponsored research recommends that Oregon:

- **Tailor resources to specific needs of Oregonians across numerous communities and geographies**, leverage increasing opportunities for online training, and make it easy for a large number of Oregonians affected by pandemic-related job losses to explore career and training options, including apprenticeships.
- **Support locally-oriented, community-based educational opportunities along with critical wrap-around supports** (e.g. childcare, housing, transportation, more) to ensure success.
- Build resiliency for Oregonians by explicitly **incorporating essential employment skills** in occupational training programs as well as in credential and degree programs.

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



By 2025, 40 percent of young adult Oregonians will complete a four-year degree or more, 40 percent will complete a two-year degree or short-term career certificate, and the remaining 20 percent will earn a high school diploma or equivalent. ORS 358.014

**40%**

4-year degree or more

**40%**

2-year degree or short-term career certificate

**20%**

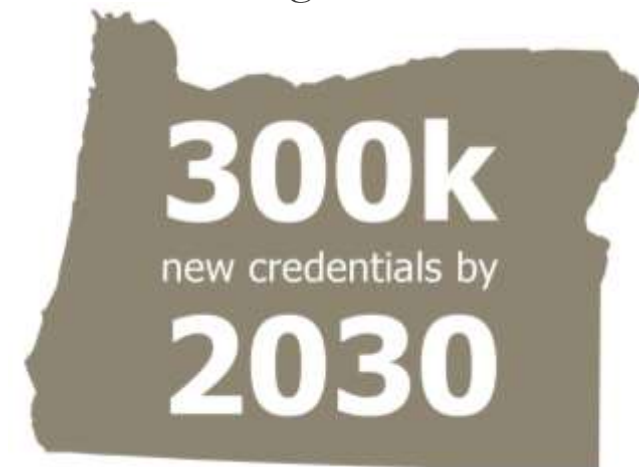
High school diploma or equivalent



# Oregon's Adult Educational Attainment Goal

Between 2020 and 2030, 300,000 adult Oregonians will earn a new degree, certificate, or other credential of value.

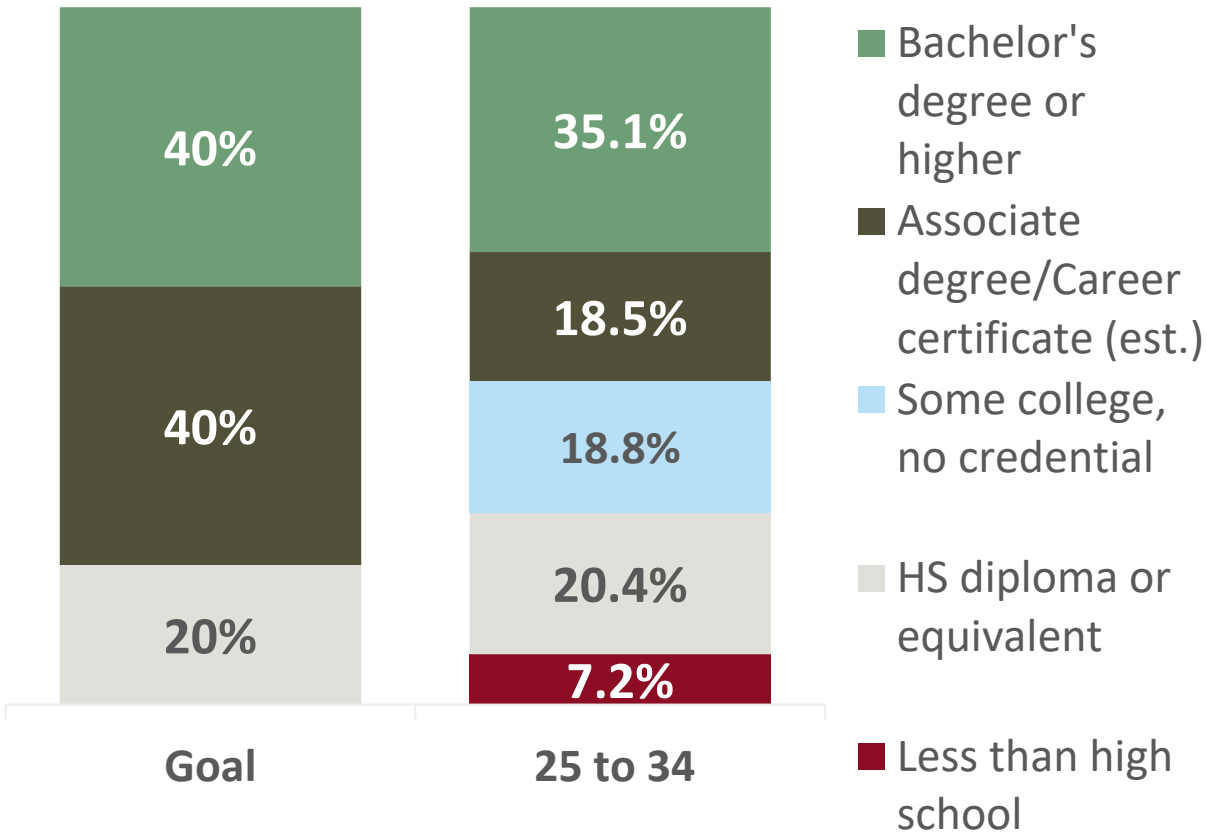
Oregon will reduce the adult educational attainment gaps by half for underserved people of color, low-income learners, and rural learners during this decade.



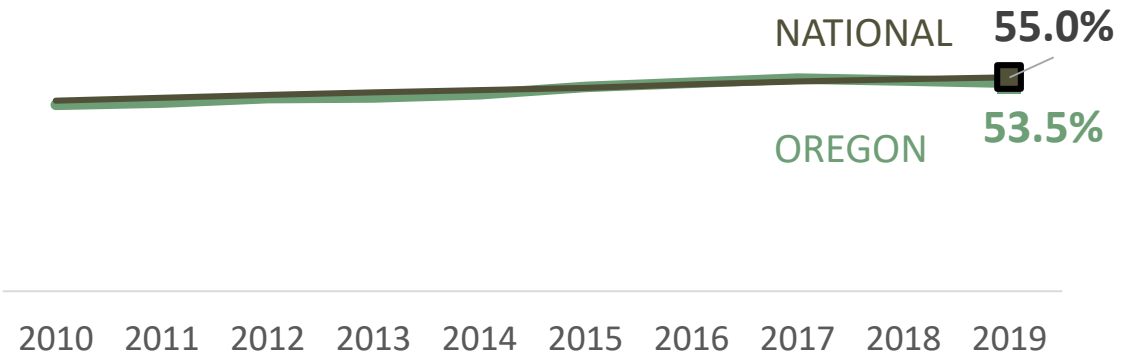
# Oregon 40-40-20 Progress: The Educational Attainment Rate has Been Rising, and is Comparable to the National Rate

Key Performance Metric #4 – Updated January 2021

**Oregon Educational Attainment Rates 2019 Versus 40-40-20 Goal - Oregon Young Adults**

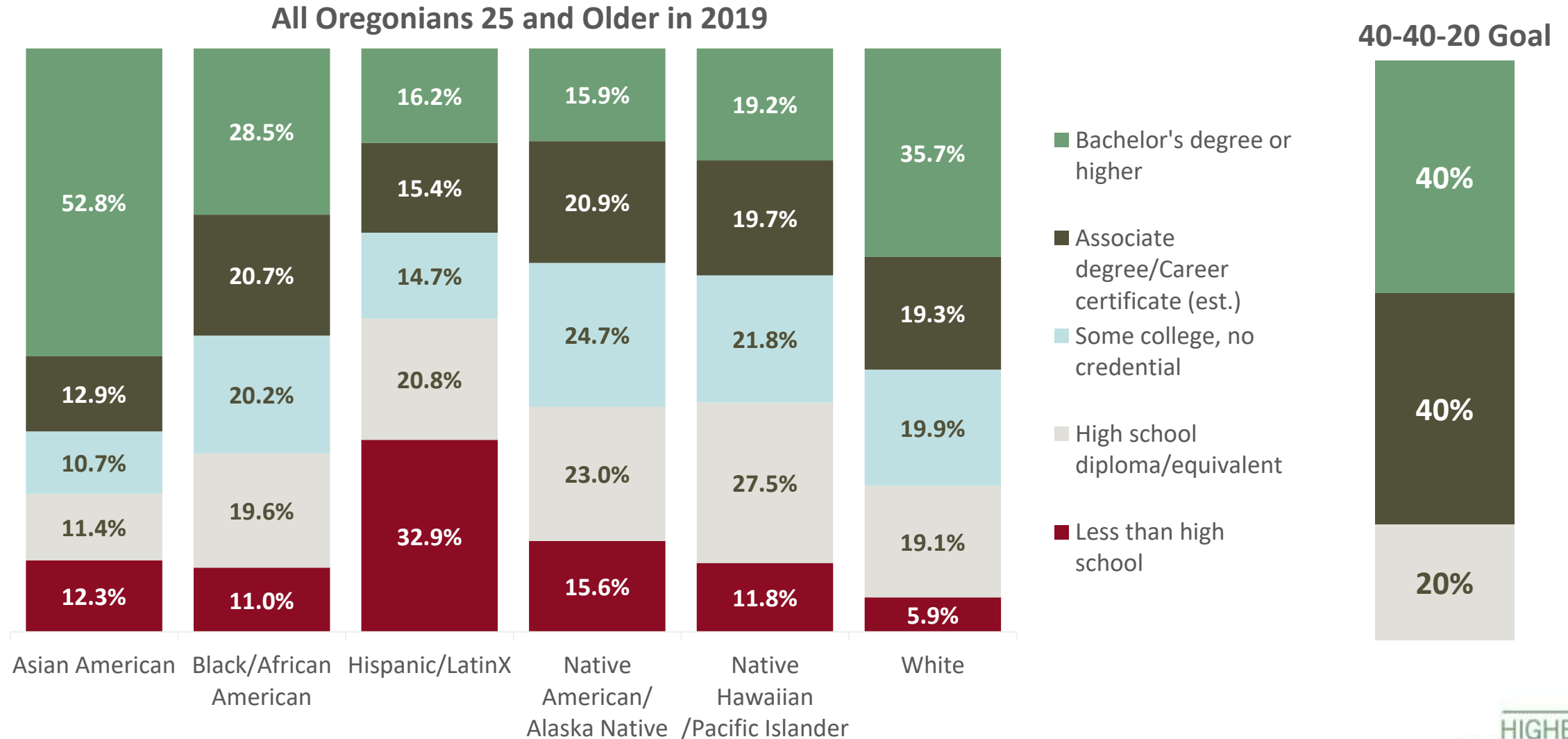


**Percent of Adults age 25-34 with any Postsecondary Credential: Oregon, Nation**



2020 provides baseline data for the adult educational attainment goal, and we will begin counting progress this year.

# Oregon Educational Attainment Varies Widely by Race/Ethnicity (Adults Age 25 and Older)





# Oregon Equity Lens

The Oregon Equity Lens was adopted by the HECC in 2014 as a cornerstone to the State's approach to education policy and budgeting.

- **Purpose:** To clearly articulate the shared goals we have for our state, the intentional policies, investments and systemic change we will make to reach our goals of an equitable educational system, and to create clear accountability structures.
- Confirms the **importance of recognizing institutional and systemic barriers** that have limited access and success for many students.
- Emphasizes **historically underserved students**, with a **particular focus on racial equity**.



In 2020, in addition to newly identified internal equity action goals, the HECC also employed and encouraged use of the **Governor's Equity Framework in COVID-19 Response and Recovery**

# Who are Oregon Learners, and How Are They Served?



# Pandemic: A Changing Landscape for Oregon Students

The overview to follow is primarily pre-pandemic data. The landscape is changing.



Massive transformation across all public and private institutions to implement health measures, shift to primarily online delivery

- **HECC has worked with OHA and Governor's office to communicate public health standards** for public and private postsecondary education and to **support dislocated workers.**
- Oregon's **colleges and universities have transformed delivery channels, services, and campus spaces** to continue their critical education and research missions, while protecting students, faculty, staff, and the broader communities as much as possible from spread of the virus.
- In the 2020-2021 academic year, **Oregon public colleges and universities offer primarily remote activities, while most offer a hybrid mix of in-person and online coursework.**
- **Many research activities continued and contributed to the state's public health response.**

# Pandemic: A Changing Landscape for Oregon Students

The overview to follow is primarily pre-pandemic data. The landscape is changing.

## Students who enroll face challenges:

- **Unemployment is high among young people**
- **Financial hardships are prevalent for students, families**
- **Online learning introduced numerous challenges that are more pronounced for underserved populations:**
  - inequitable access to technology and connectivity
  - difficulty accessing culturally responsive wrap-around services and learning support services in a remote environment
  - many students' living spaces not conducive to studying
- **The pandemic has had impacts on mental health**
- **Significant aspects of campus life altered or on pause:** sports, conferences, events, extracurricular activities, social and community engagement

**35,500+ had to forego college and career dreams in fall 2020**

- **Community college students hit hardest, with 25,000+ students unable to return**
- Enrollment has historically increased in response to economic recessions, but the severity of the COVID-19 crisis has blocked this route today
- Enrollment reductions were also steep among **CTE students and high school (accelerated learning) students**
- **Students need support to complete programs they began, and workers need support to upskill to a new economy**



# Oregon Public Postsecondary Students Today – 2019-20

## 1ST GENERATION STATUS (note: available for FAFSA filers only)

- 18% 1<sup>st</sup> gen
- 30% not 1<sup>st</sup> gen
- 52% not known

## AGE

- 45% 25+
- 37% 18-24
- 17% <18

## FINANCIAL AID

- 36% received public grant aid
- 13% received Pell (note: this is including non-credit student)

## BASIC NEEDS (national data)

- Food Insecure 33-42%
- Housing Insecure 35-60%
- Homeless 9-18%

## FULL-TIME/ PART-TIME

- 61% PT
- 8% FT

\*29% of students are enrolled in non-credit courses

## LEVEL

- 4% graduate
- 67% undergrad
- 29% non-credit only
- 1% developmental ed

## RURAL/URBAN-SURBURBAN:

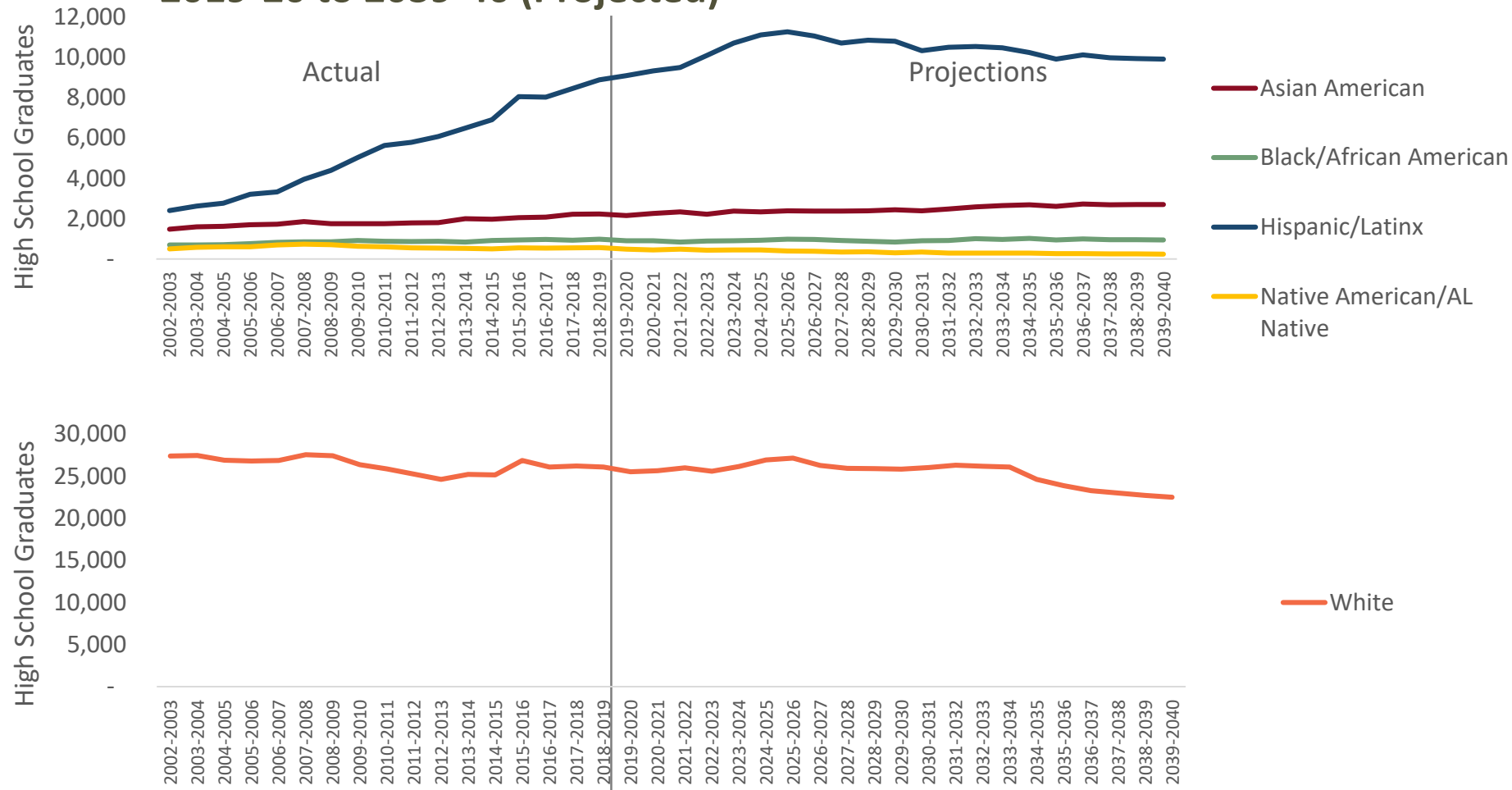
- 76% sub/urban
- 17% rural
- 7% unknown/other

Sources: Data on food insecurity from #RealCollege 2020: Five Years of Evidence on Campus Basic Needs Insecurity, based on a survey of 167,000 students at 227 colleges and universities nationwide. By Christine Baker-Smith, Vanessa Coca, Sara Goldrick-Rab, Elizabeth Looker, Brianna Richardson, and Tiffani Williams. The Hope Center for College, Community, and Justice. February 2020. [https://hope4college.com/wp-content/uploads/2020/02/2019\\_RealCollege\\_Survey\\_Report.pdf](https://hope4college.com/wp-content/uploads/2020/02/2019_RealCollege_Survey_Report.pdf)

All other data from HECC analysis of student records from public institutions and reflect Oregon undergraduate-level students, including high school students taking dual-credit courses and community college students taking non-credit courses. Data are from 2019-20. Data on first-generation status and Pell status are only available for students who file for financial aid.

# Oregon Youth Projections Show Growing Diversity

**Oregon Public High School Graduates by Race/Ethnicity, 2002-03 to 2018-19(Actual), 2019-20 to 2039-40 (Projected)**



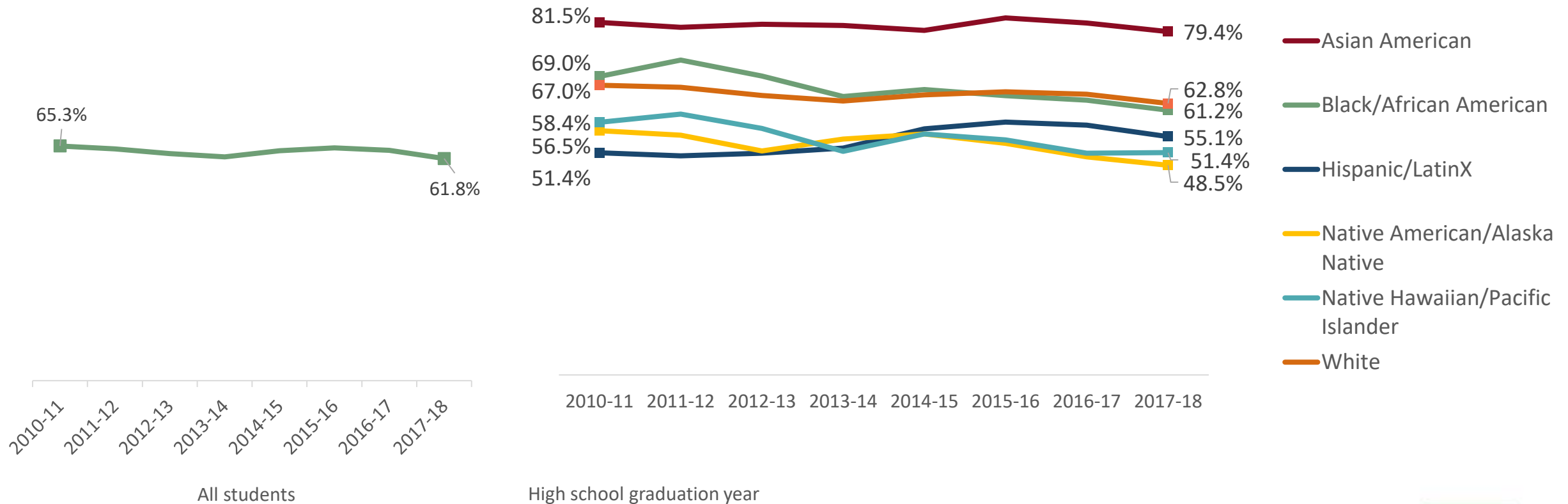
Our multicultural future needs multicultural education and training

Notes: Projections derived from HECC analysis and include progression ratios from kindergarten through high school graduation, use the most recent four years of data, and include students entering or exiting the public school system (typically through migration). Sources: Centers for Disease Control data on Oregon birth rates by race-ethnicity, National Center for Education Statistics data on Oregon public elementary and secondary school enrollment and on private high school graduates, Oregon Department of Education (ODE) data on public high school graduates, and historic ODE data on home school graduates.

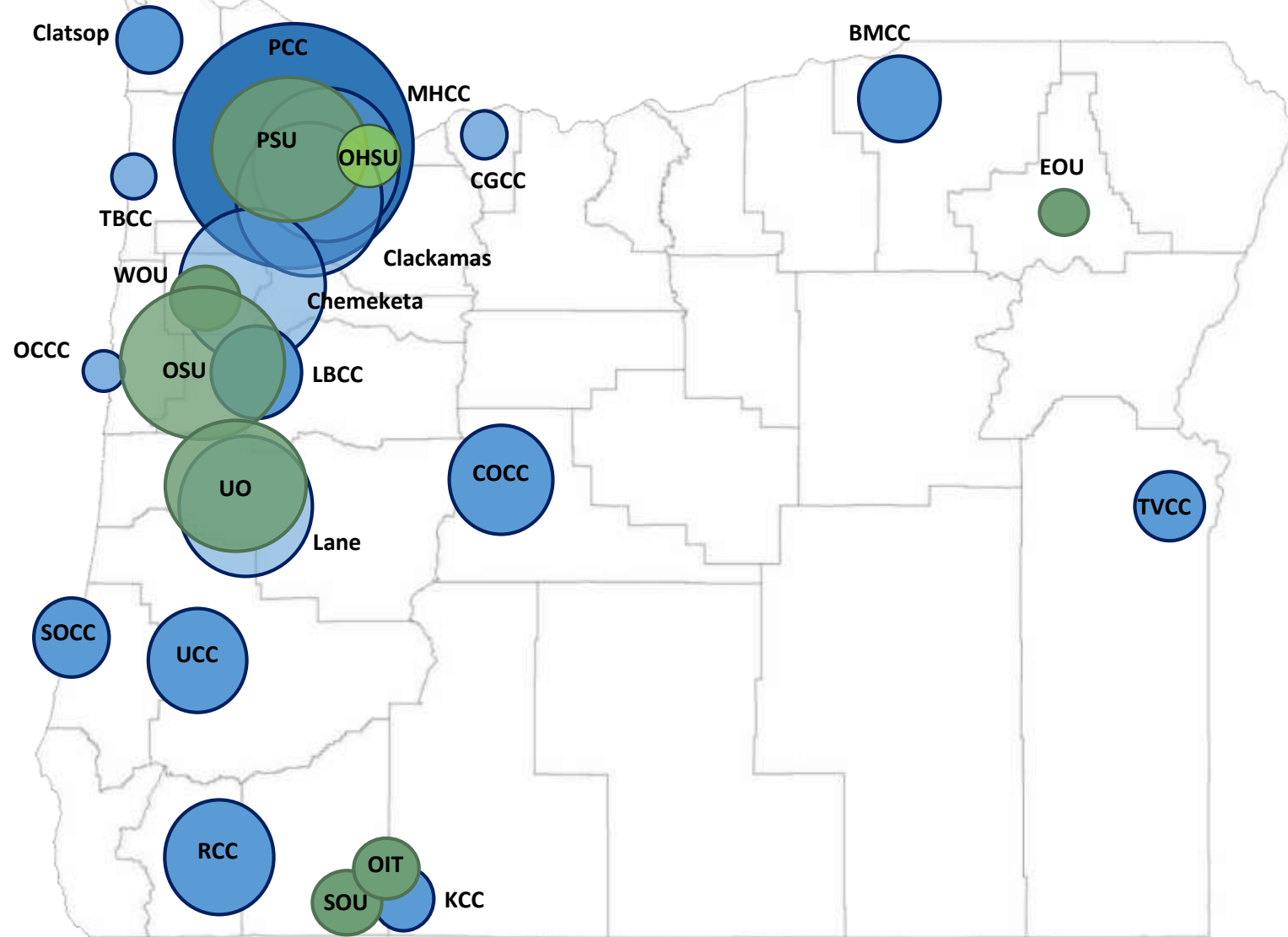
# The College-going Rate Among Oregon High School Graduates is 61.8% Overall, and Equity Gaps Persist

Key Performance Metric #1-2

Percentage of Oregon High School Graduates From 2017-18 Who Enrolled in Any College Nationwide Within 16 Months of Their 4-year High School Cohort Graduation Date



# Where are Oregonians Served?



## RESIDENT (IN-STATE) ENROLLMENT 2019-20

Academic Year Headcount

### Public Institutions

Universities	80,506
Community Colleges	225,821

### Private Institutions

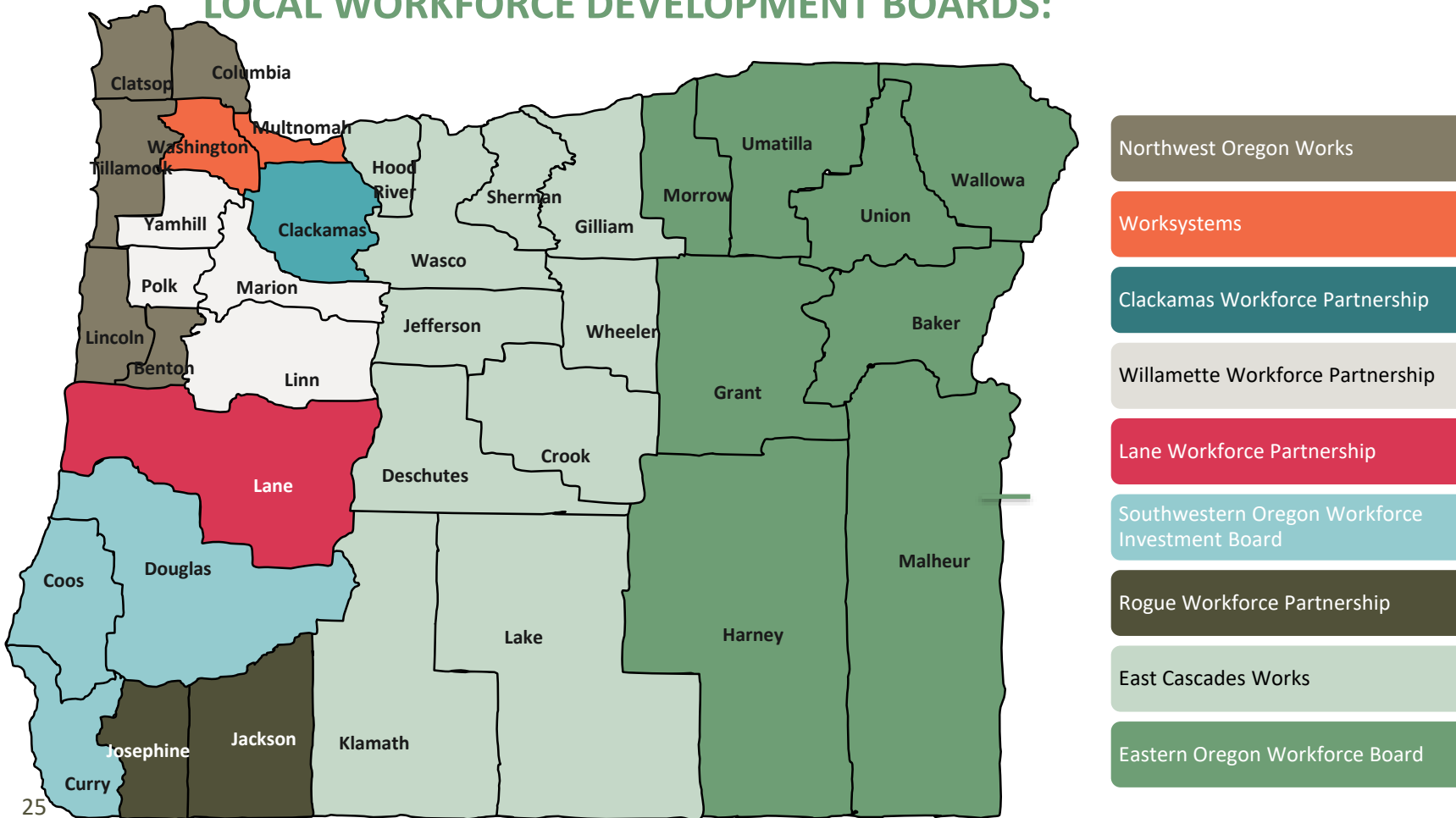
Oregon Health & Science University	3,017
Private Degree-Granting Postsecondary Institutions	19,092
Private Career Schools	22,698

**Source:** HECC analysis of student-level data from public universities, community colleges and private degree granting and career schools, including 13 of 15 Alliance member institutions. Size of circles represents relative size of enrollment at the institutions. Data are for the 2019-20 academic year, and include resident students at all levels at public universities and Alliance schools, and Oregon resident students and students from border states from community colleges, private degree-granting and career schools. Total headcount may contain duplicates for students who attended multiple institutions during the same academic year. In addition to the totals shown above, institutions also enroll many students who are not Oregon residents. In 2019-20, there were 43,572 nonresident students at public universities, 3,325 at community colleges, and 13,481 at private, independent institutions. Some nonresident students are included in the totals shown above for private institutions authorized by the HECC, as these students cannot be distinguished separately in the data. Data for OHSU reflect Fall 2019 only, all students at all levels, resident and nonresidents.

# How are Oregon Learners and Workers Served by Workforce Investments?

Through the HECC Office of Workforce Investments, HECC partners with many other agencies, organizations, and programs to provide needed services to Oregonians. HECC staffs the Oregon Workforce and Talent Development Board (WTDB).

## LOCAL WORKFORCE DEVELOPMENT BOARDS:



## WORKFORCE SERVICES

By working with WorkSource Oregon, through a partnership with local Workforce Development Boards, Oregonians received **nearly 60,000 federally-funded WIOA career and training services in 2019-20.**

The Oregon Youth Corps provides funding to agencies specifically aimed at serving youth with employment opportunities.

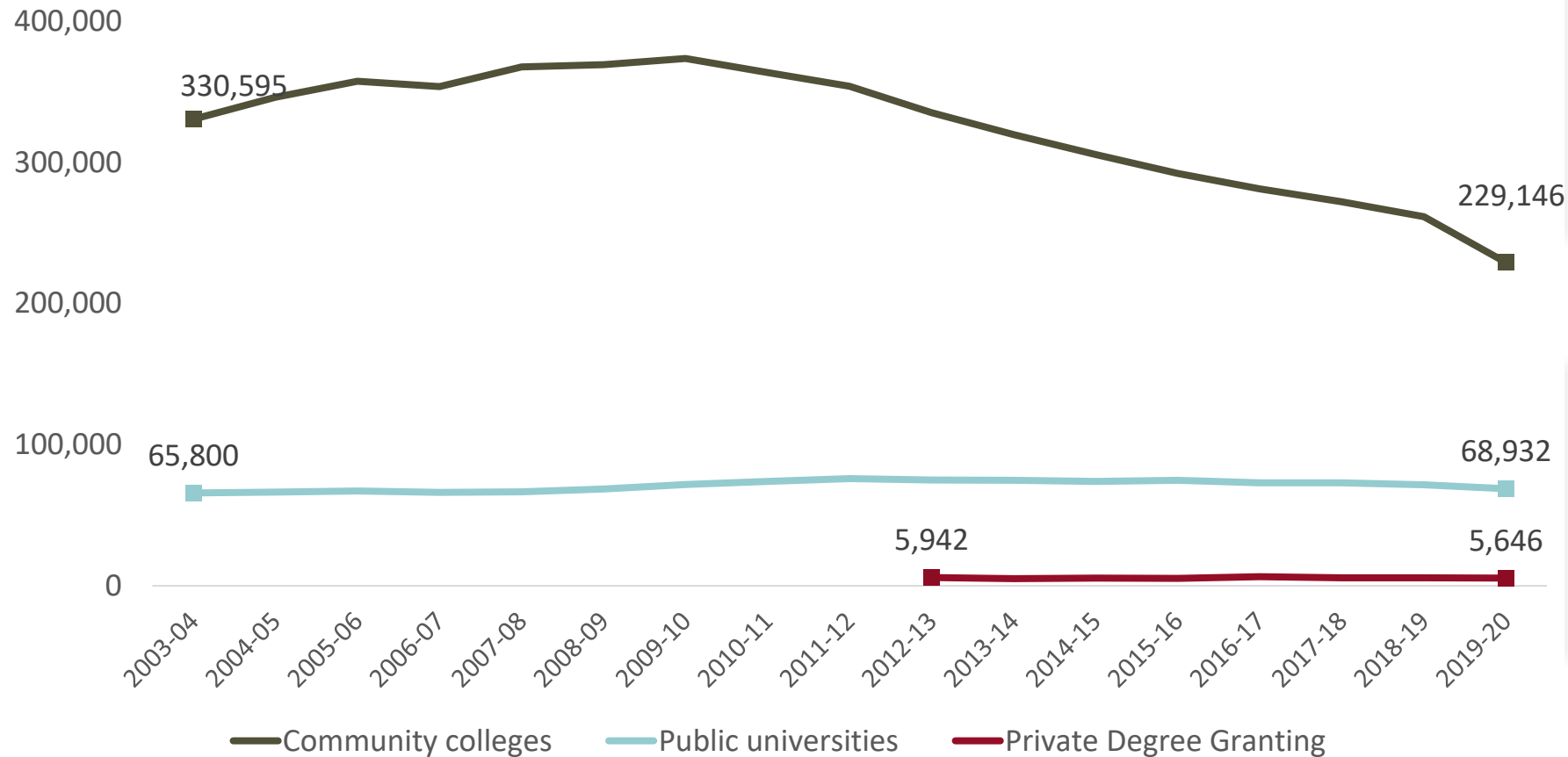
### Workforce Services

Career Services	54,199
Training Services	5,165
OR Youth Conservation Corps	355



# Pre-Pandemic, Oregon Undergraduate Enrollment was Fairly Flat at Universities and Falling at Community Colleges

Annual Number of Undergraduates By Institution Type, 2005-06 To 2019-20



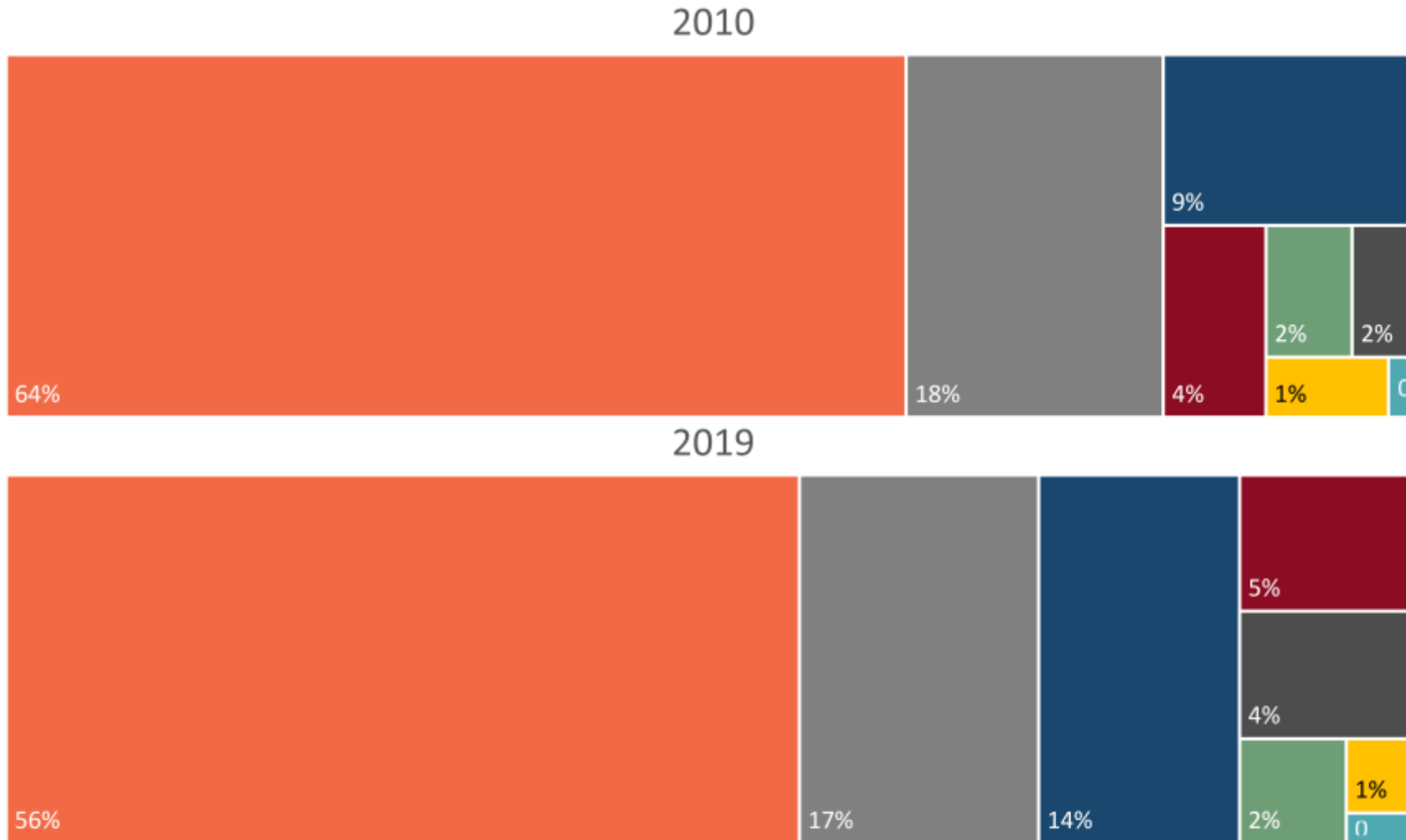
Community college enrollment is closely aligned with economic trends, and the strong economic recovery has led to declining enrollment since 2010.

Following the 2019 Recession, Oregon saw a higher rate of enrollment growth than the nation, though enrollment leveled or decreased in recent years.

Source: For public universities and community colleges: HECC analysis of student data from all institutions. Includes annual headcount for resident, undergraduate and non-admitted undergraduate students. For independent schools: HECC analysis of student data only from private institutions that are authorized by the HECC and that reported data. Includes annual headcount for resident and nonresident undergraduate students and therefore overestimates the number of undergraduates at private, degree-granting institutions authorized by the HECC, as some of the graduate students cannot be identified separately.

# Public Institutions are Serving an Increasingly Multicultural Student Body

## Percentage of Oregon Students in Different Racial/Ethnic Groups, 2010 And 2019

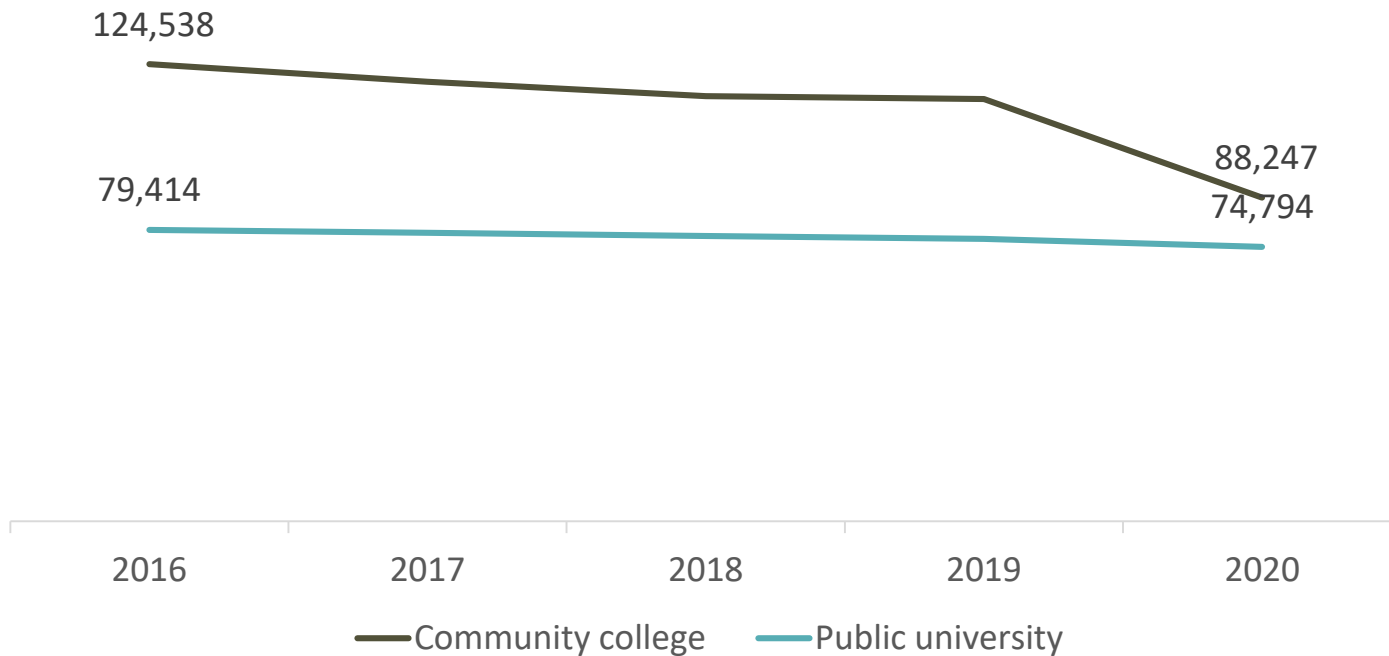


Students who are Hispanic/Latinx or multi-racial have grown in number, while access remains limited for Black/African American and Native American/Alaska Native students

Asian Americans
Black/African American
Hispanic/LatinX
Native American/Alaska Native
Native Hawaiians/Pacific Islanders
Two or more
Unknown
White

# Fall enrollment during the pandemic fell sharply at community colleges and slightly at public universities

Fall Term Undergraduate Enrollment (Headcount), Admitted Undergraduates at Public Universities and all Students at Community Colleges, 2016-2020



Changes seen during Pandemic, 2020 Enrollment compared with 2019

At the community colleges:

- Total enrollment fell 23%.
- CTE and adult basic education fell more sharply.

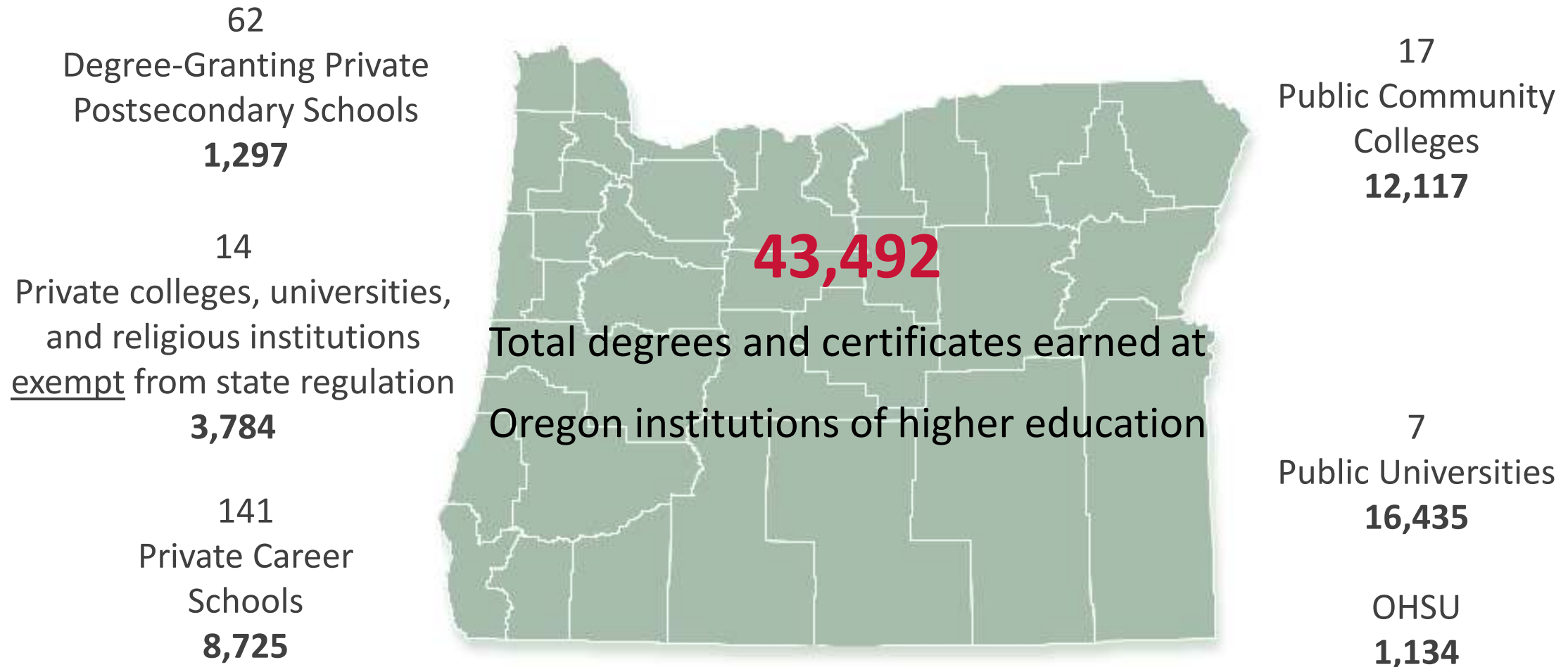
At 4-year universities:

- Enrollment of admitted undergraduates fell 2.8%.
- For Oregon residents it fell 3.3%.

Declines were steeper statewide for:

- Native American/Alaska Native students
- Rural students
- Institutions near wildfires

# Resident Student Completions in 2019-20

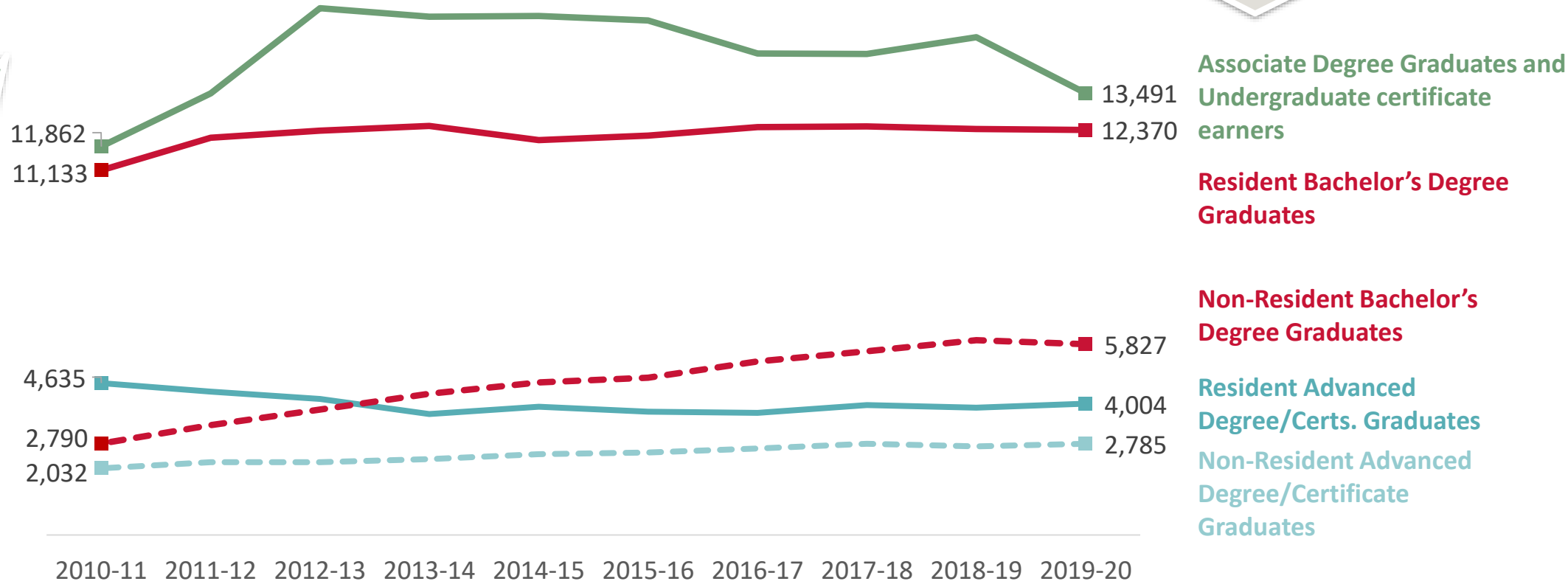


Source: HECC analysis of student-level data from public community colleges, resident students in public community colleges, universities, and students in private degree-granting and career schools that are authorized by the HECC and that reported data. Data also include completions for 14 of the 15 Alliance member private, independent institutions. For public institutions, data include undergraduate and career certificates, associate/bachelor's/master's/doctoral degrees, and post-doctoral and professional certificates for resident students at public universities and Oregon resident and border state students at community colleges. Completions for OHSU include 58 students whose degree is also recognized by Portland State University in a collaborative joint program. In addition to the totals shown above, students who are not Oregon residents complete their programs of study. In 2019-20, there were 8,645 nonresident students at public universities, 1,281 at community colleges, and 3,665 at private, independent institutions who completed a certificate or degree. Some nonresident students are included in the totals shown above for private institutions authorized by the HECC, as these students cannot be distinguished separately in the data.

# Number of Students Completing has Been Rising at Oregon Public Institutions

**MANY BACHELOR'S GRADUATES ARE TRANSFER STUDENTS:** In 2019-20, half of Oregon resident bachelor's degrees were earned by students who enrolled directly out of high school or GED; one-third were earned by students who transferred from an Oregon community college, and the remainder by students who transferred from another college or university.

**NOTE:** Students who earn multiple degrees or certificates are counted here with the highest credential earned.



Source: HECC analysis of student-level data from 17 community colleges, seven public universities. Includes Oregon Transfer Module, 1-2 yr. certificates, Associate/Bachelor/ Master/Doctoral degrees, Post-doctoral and professional certificates. Data reflect unduplicated number of students earning credentials, not number of credentials. In addition to the awards in the graph, there are some university students for which residency information is incomplete. These amount to fewer than ten students who complete a certificate or degree each year. Students who earn multiple degrees or certificates are counted here with the highest credential earned.

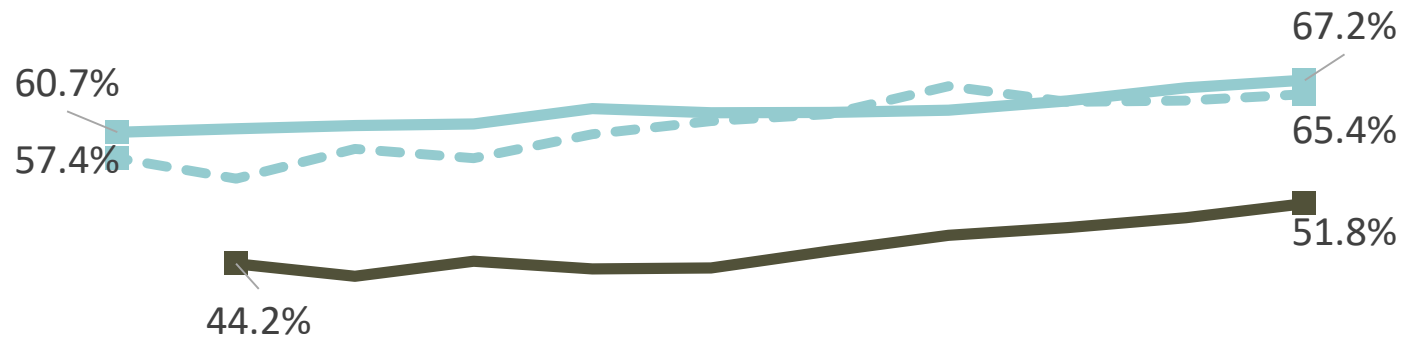




# Completion Rates Are Also Rising

Key Performance Metrics  
#5 and 7

### Public Institution Completion Rates



At public universities, overall graduation rates rose from **60.7%** to **67.2%** in the last decade. This is the percentage of first-time, full-time freshmen (resident and nonresident) who earn a bachelor's degree within six years.

At community colleges, completion and transfer rates rose from **44.2%** to **51.8%** in the last decade. This is the percentage of credential-seeking students new to the college (full-time and part-time) who earn a career certificate, associate degree, or transfer to any four-year institution nationwide within four years.

University cohort year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Community College cohort year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016

— University - Resident students     
 - - - University - Nonresident students  
— Community Colleges

Source: HECC analysis of student-level data from 17 community colleges and seven public universities. University rates include resident and nonresident, first-time, full-time freshmen and include inter-institutional graduations. Community college rates include students who attended full- or part-time, enrolled for the first time at the college, completed at least 18 quarter credits in their first two years at the college, and completed a certificate, degree, or transfer to any four-year university nationwide. This overestimates the completion rate to the extent that it excludes credential-seeking students unable to complete 18 credits in two years. The 2011 community college rate may be biased slightly upward because data are left-censored, and the 2020 rate excludes summer term completions (data not yet available).

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

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%

## 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 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%

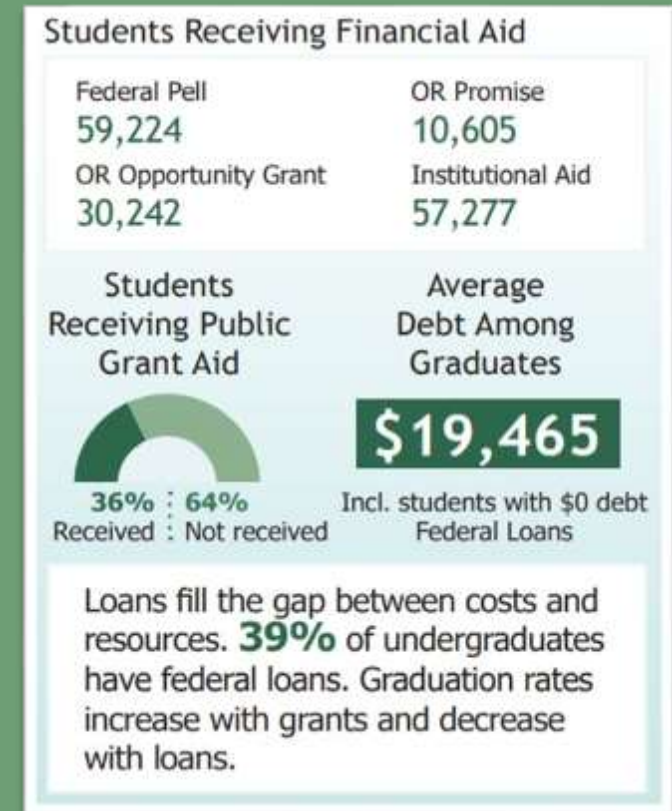
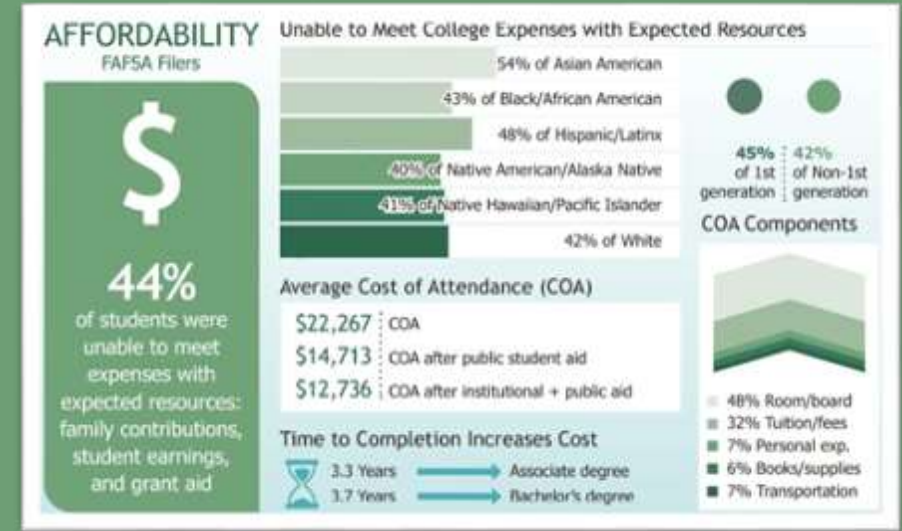
Key Performance Metric #5-6, 7-8— UPDATED February 2021

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"

# College Was Unaffordable for Many at Oregon Public Institutions 2018-19

Key Performance Metric #9-10

- **44% of students were unable to meet expenses with expected resources:** expected family contribution, student earnings, most institutional aid, and all grant aid.
- **64% of students did not receive any public grant aid.**

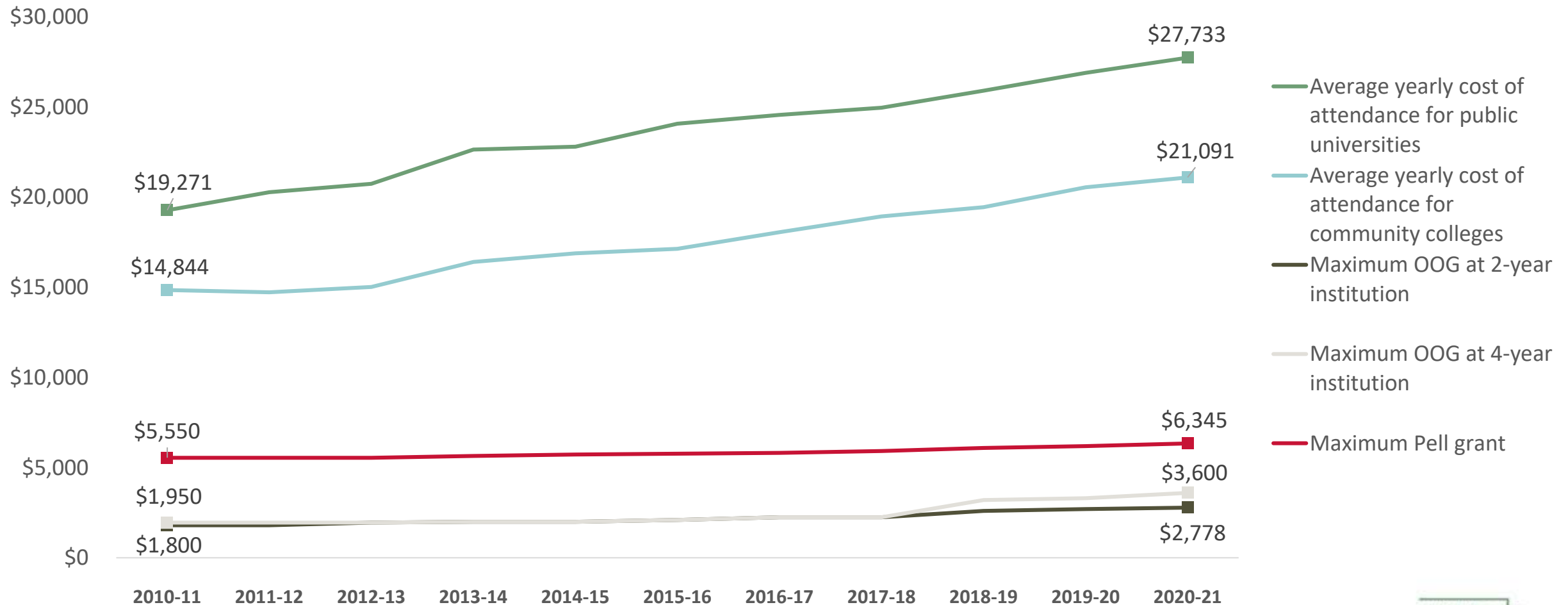


View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2018-19  
<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>

# Cost of Attendance Rises Each Year: Public Institutions

State and federal grants trail behind college cost

Average Public Institution Cost of Attendance and Maximum Need Based Financial Aid over Time



# Investing in Student Aid Raises Graduation Rates, and More Oregonians Experience the Benefits of Postsecondary Education

Research shows that state grants increase **the chance that students will complete their degrees by 2.5 to 3 percentage points.**\*

Students who receive the Oregon Opportunity Grant (OOG) are **more likely to return** after their first year and **are more likely to graduate** than other low-income Oregon students.\*\*

Nearly **one-third** of OOG recipients come from marginalized groups including underserved racial/ethnic groups, women, rural, and first-generation students.

These students have a greater chance of higher earnings, and bring myriad economic and civic benefits to their communities.

\*Source: Nguyen, T. D., Kramer, J. W., & Evans, B. J. (2019). The Effects of Grant Aid on Student Persistence and Degree Attainment: A Systematic Review and Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 89(6), 831-874.

(<https://journals.sagepub.com/doi/abs/10.3102/0034654319877156>)

\*\*HECC Oregon Opportunity Grant Annual Report



# KEY TAKAWAYS: What can we do to Continue to Improve Progress for Oregon Learners and Close Equity Gaps?

PROVIDE  
SUSTAINABLE  
FUNDING FOR  
OREGON'S  
COLLEGES,  
UNIVERSITIES,  
AND WORKFORCE  
PROGRAMS

FUND  
FINANCIAL AID

MAKE  
ALTERNATE  
PATHWAYS TO  
TRAINING AND  
EMPLOYMENT  
AVAILABLE

LEAD WITH  
RACIAL JUSTICE  
AND EQUITY IN  
POLICY/FUNDING  
DECISIONS

TRANSFORM  
AND INNOVATE  
TO SERVE  
STUDENTS BEST



# Postsecondary Education and Workforce Structure, Governance, and Funding

PRESENTED TO THE JOINT  
COMMITTEE ON WAYS AND  
MEANS, SUBCOMMITTEE ON  
EDUCATION

Ben Cannon, Executive Director, HECC

Ramona Rodamaker, Deputy Director, HECC

APRIL, 2021



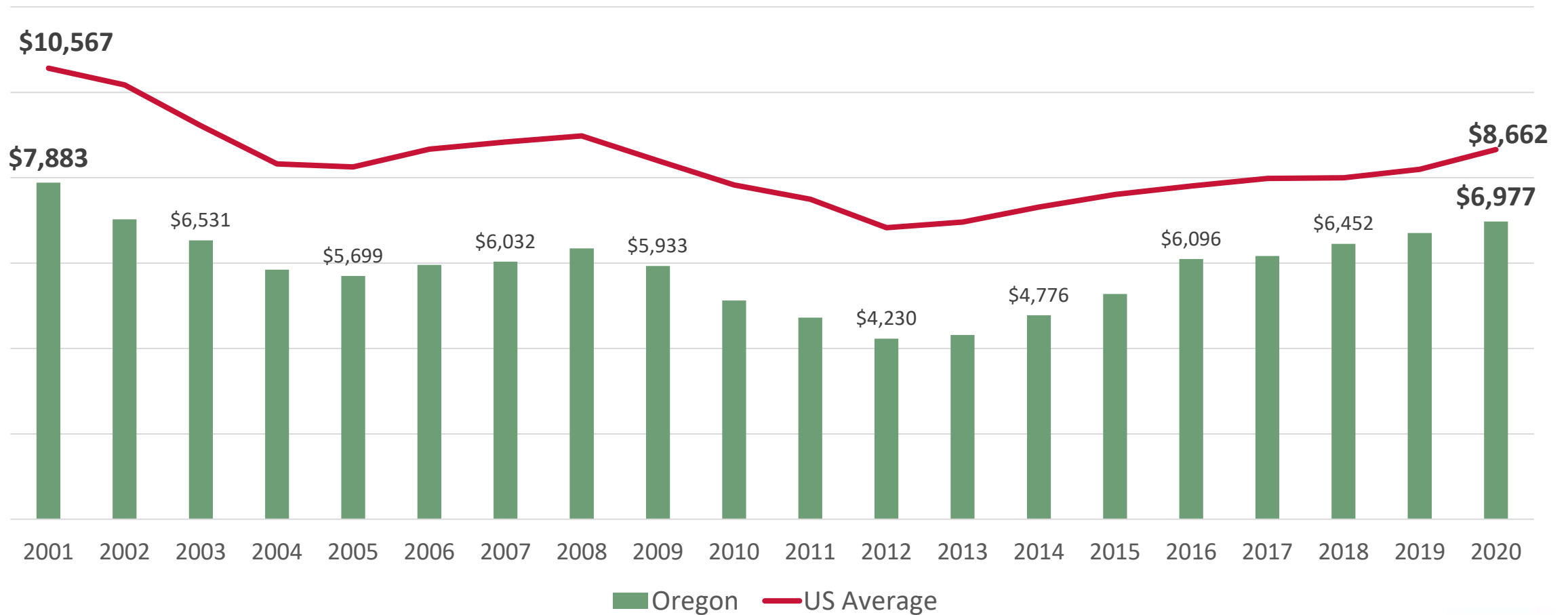
# Environmental Factors: History and Dynamics of Postsecondary Education Funding

BEN CANNON, Executive Director



# Oregon's Public Investment in Higher Education has Increased in Recent Years but Remains Well Below the National Average, Ranking 34<sup>th</sup> Among States

Higher Education Appropriations per FTE Student (inflation adjusted)



# Oregon Ranks Low Nationally in Appropriations per Student

## *Rankings Based on Preliminary Report for FY 2020*

Funding per student (FTE) in Oregon is 19% below the national average, even with large increases during the past decade.

- Since FY 2010, Oregon has increased public funding per FTE student by 40.9%.
- Since FY 2015, Oregon has increased public funding per FTE by 42.8%, the second highest in the country. This is partly due to steep enrollment declines during the same period.

Oregon continues to rank low (34<sup>th</sup>) for public appropriations per FTE student: \$6,977 vs. \$8,662 for the U.S. in FY 2020.

### How does Oregon Rank? SHEF National Data for Fiscal Year 2020

	Increase in appropriations per FTE since 2010	Increase in appropriations per FTE since 2015	Educational appropriations per FTE nationally
Oregon Rank	<b>2<sup>nd</sup></b>	<b>2<sup>nd</sup></b>	<b>34<sup>th</sup></b>



# Oregon's National Position in Funding Student Grant Aid is Significantly Lower than Average, and Trails our Neighbors

FY 2019	U.S. Average	Oregon amount	Oregon rank
State Financial Aid per FTE	\$808	\$575	25th

Oregon's investment is significantly lower than border states Washington and California, and is lower than the national average.

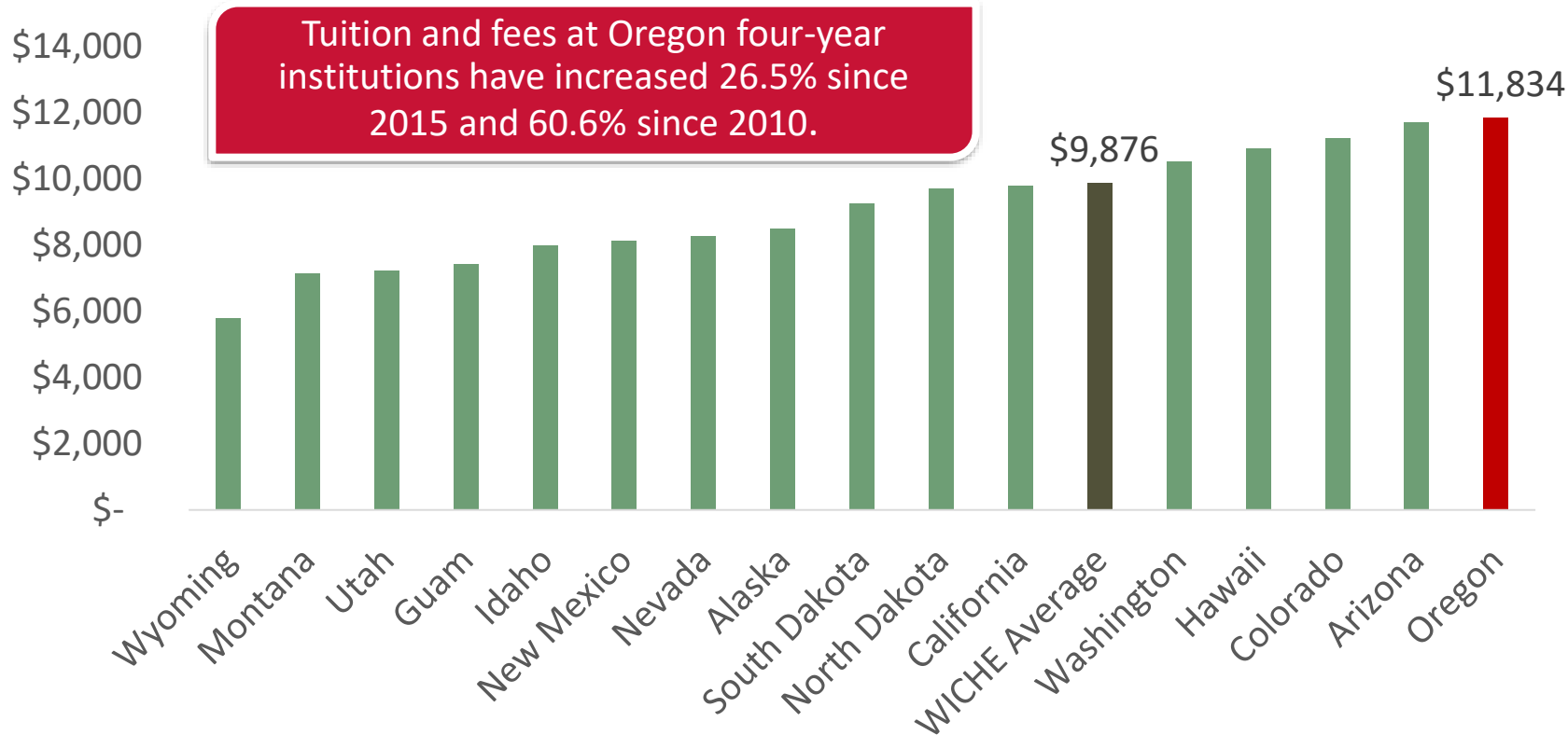
The great majority, **93.3%** of Oregon's financial aid investments go to students at public institutions.\*

## Other States

Tennessee amount	Louisiana amount	Georgia amount	Washington amount	California amount
\$2,271	\$2,009	\$1,985	\$1,879	\$1,454

# Oregon Four-Year Tuition and Fees are the Highest in Western (WICHE) states

State Average Resident Undergraduate Tuition and Fees at Four-Year Institutions, Weighted, 2020-21



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

University tuition and fees are generally 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.

# Oregon Two-Year Tuition and Fees are 2<sup>nd</sup> Highest in Western (WICHE) states

State Average Resident Undergraduate Tuition and Fees at Two-year Institutions, Weighted, 2020-21

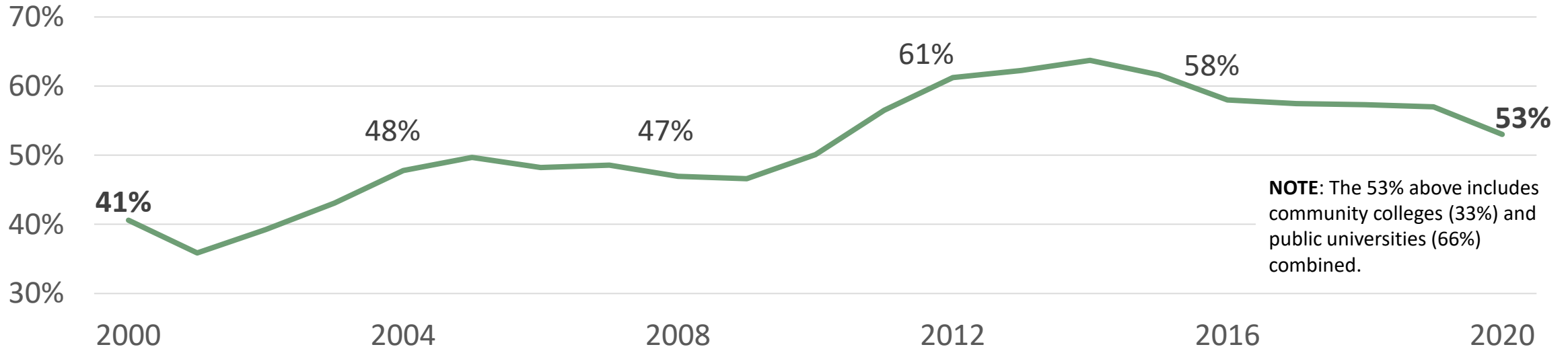


Tuition and fee levels are impacted by the costs and revenue of the institutions, and are closely impacted by state appropriations.

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

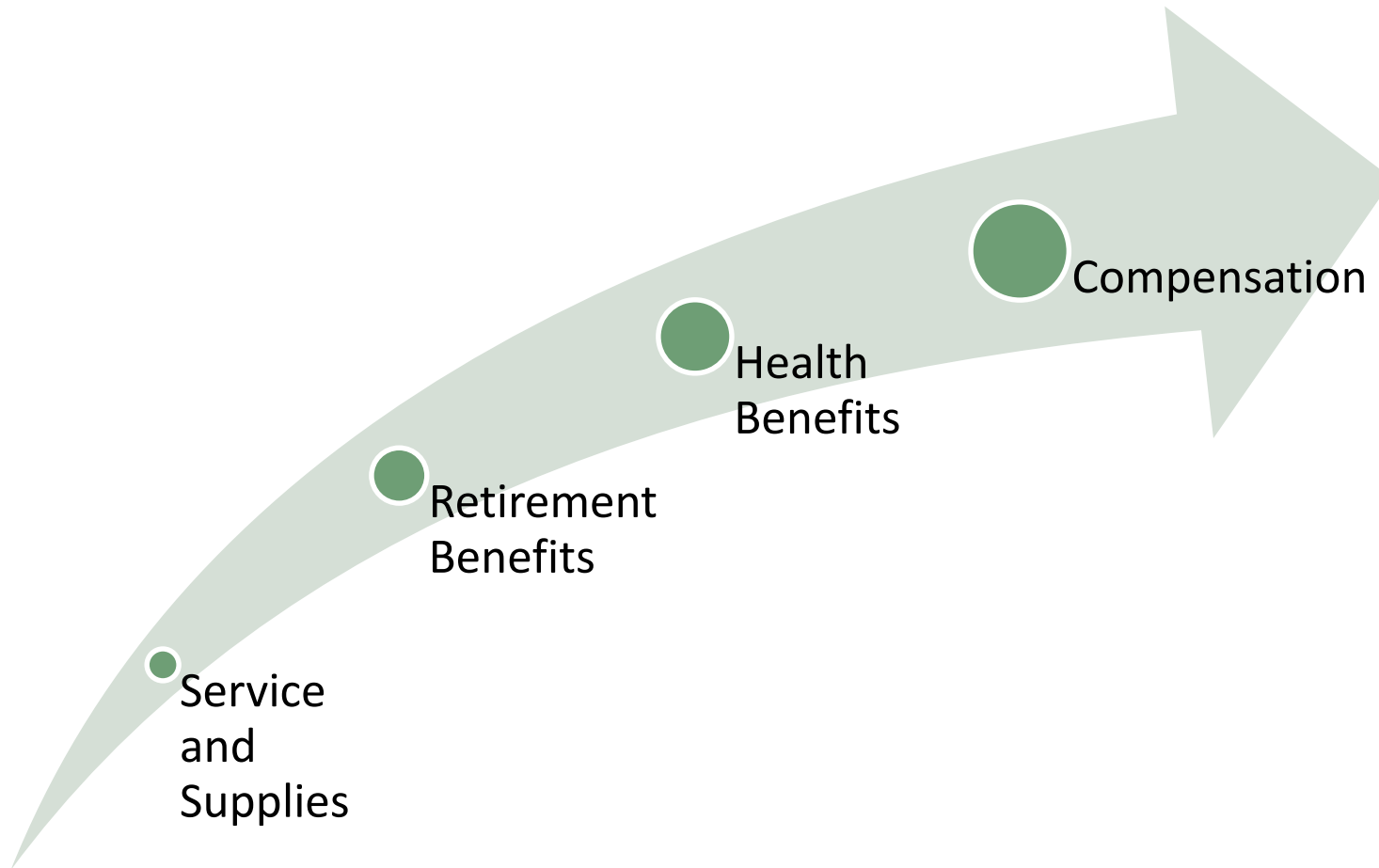
# The Result of State Investment: Students and Families Are Taking on an Increased Share of College Costs

## Student Share of Total Educational Cost



Students are now paying a much larger share of the total cost of their attendance. According to the preliminary 2020 SHEF report, from 2010-2020, net tuition and fee revenue at Oregon public institutions increased by 58% compared to 27% nationally. In 2020, net tuition and fee revenue per student of \$7,853 in Oregon was 17% higher than the national average of \$6,732.

# While Oregon Has Struggled with State Investment, Public Institutions Face Significant Cost Drivers



## Budget Cost Drivers

Projected Increase over 2019-21

Universities	Community Colleges
--------------	--------------------

**7.4%**

**6.2%**



# Fiscal Impact of Pandemic on Institutions

## ADDED COSTS

Added costs have included: technology and support for remote learning and student services; emergency paid leave for workers; PPE and cleaning; as well as testing and contact tracing.

## LOST REVENUE

Lost revenue includes: reduced tuition and fee revenue due to reduced enrollment, and reduced auxiliary revenue which includes housing, dining, and athletics.

## SPENDING REDUCTIONS

Many public institutions have already implemented budget and spending reductions, hiring freezes, use of fund balances, and other measures, but the degree of uncertainty in is unprecedented.

Estimated impact through spring 2021:

**\$111.5 M in added costs**  
**+\$414.2 M in lost revenue**  
**\$525.7 M total impact\***

**\*About 20% of Education and General Funds (E&G) budgets**

**Wildfires -  
estimated impact  
of \$4.8 M to date**

# Federal Relief to Oregon Institutions, 2020-2021

## Oregon Institutions, Higher Education Emergency Relief Fund (HEERF)

Institution	Estimated Totals by Legislative Action				Estimated Totals by Category			
	CARES Act, HEERF I	CRRSAA Act, HEERF II	ARP Act, HEERF III	TOTAL	Student Aid (minimum)	Institutional (maximum)	Other	TOTAL
Community Colleges	\$43.2M	\$102.3M	\$172.7M	<b>\$318.2M</b>	\$127.1M	\$184.3M	\$6.8M	<b>\$318.2M</b>
Public Universities	\$61.2M	\$105.0M	\$181.6M	<b>\$347.8M</b>	\$150.8M	\$194.0M	\$3.0M	<b>\$347.8M</b>
Private Institutions	\$29.6M	\$28.2M	\$47.5M	<b>\$105.3M</b>	\$47.4M	\$54.0M	\$3.9M	<b>\$105.3M</b>
<b>TOTAL</b>	<b>\$134.0M</b>	<b>\$235.5M</b>	<b>\$401.8M</b>	<b>\$771.3M</b>	<b>\$325.3M</b>	<b>\$432.2M</b>	<b>\$13.7M</b>	<b>\$771.3M</b>

### Governor's Emergency Education Relief Fund (GEER),

**GEER I:** Through Section 18002 of the CARES Act, dollars were reserved for allocation to governors' offices based on a formula that considers the states' 5-24- year-old population and the preliminary 2020 formula count for Title I, Part A ESSA distributions. **\$10 million of the GEER I for Oregon were approved to support the urgent needs of postsecondary education students impacted by the pandemic.**

### Governor's Emergency Education Relief Fund (GEER),

**GEER II:** Through Section 312(a) of CRRSAA, additional dollars were reserved for allocation to the Governor's Emergency Education Relief Fund to be awarded to states based on a formula stipulated in the legislation. Dollars are for discretionary for use in K-12 and higher education.

# Oregon's Public University Funding Formula Holds the Universities Accountable to the State's Student Success and Equity Goals

The Student Success and Completion model, first launched in 2015, shifted the formula for distribution of state funds to the seven universities from a longstanding model based on enrollment, to a model focused on completed course hours and resident student graduation, to promote progress toward Oregon's educational attainment goals.

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The funding model holds institutions accountable for student success and equity by adding **incentives for improved graduation for targeted populations such as historically underrepresented student groups** (including students of color, low-income, rural, and veteran students), **and degrees achieved in high-demand fields.**

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50 percent of the state funding distributed is now outcomes-based, 33 percent is based on course-level completions ("activities"), and 17 percent supports funding stability in recognition of the diverse missions of Oregon's public institutions.

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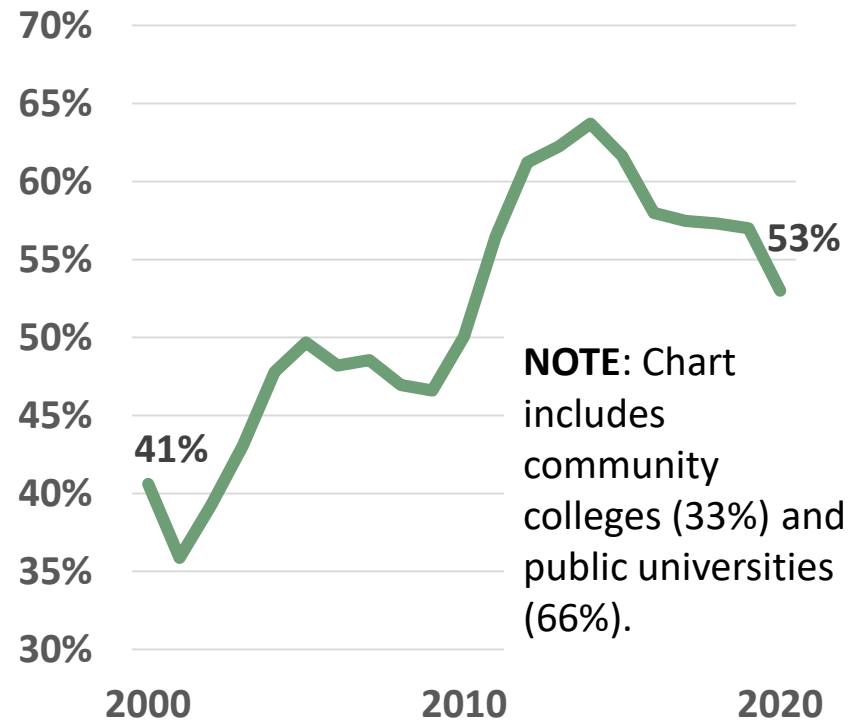
**The HECC completed an extensive review and update to the model in 2020-21.** The changes create further incentives for universities to improve degree outcomes and equity for Oregon students.

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# The Bigger Picture: With Limited State Funding, Students and Families have Taken on Higher Proportion of Costs. State Investment Supports Student Success.

- Public funding 34<sup>th</sup> in nation
- 19% below national average
- 11% reduction in per FTE funding since 2001 (adjusted for inflation)

Tuition as Share of Total Education Revenue



For every extra \$1,000 per student a state spends on its public, four-year colleges...

- A student's odds of earning a bachelor's degree by age 25 increases by 1.5%
- The likelihood a student will take on debt decreases by 2%
- The total amount a student borrows decreases by over \$5,000 by age 35

Source: State Investment in Higher Education: Effects on Human Capital Formation, Student Debt, and Long-Term Financial Outcomes of Students, Federal Reserve Bank of New York, September 2020.

Note: Total revenue includes tuition, fees, and public appropriations. Education and General Funds.

Source: [2020 State Higher Education Finance \(SHEF\) Report](#), Tables 3.2, 3.4 and 3.5.



# Governance, Structure, Strategic Planning

BEN CANNON, Executive Director





# Our Vision for Oregon Postsecondary Education:

*“The Higher Education Coordinating Commission (HECC) envisions a future in which all Oregonians -- and especially those whom our systems have underserved and marginalized – benefit from the transformational power of high-quality postsecondary education and training.*”

*“It is a future where innovative colleges, universities, and training providers, both public and private, help Oregonians to reach their highest potentials, build trajectories to family-wage careers, foster a more just society, and break patterns of intergenerational poverty.*”

*“It is a future where postsecondary education fuels a resilient economy by anticipating workforce needs and by fostering innovation, research, and knowledge. In the future we envision, all Oregonians enjoy well-lived lives thanks to the myriad benefits of postsecondary education and training...”*

From the HECC Strategic Framework, December 2017

## Our Mission:

The mission of the Higher Education Coordinating Commission, derived from its [chartering statutes](#) is to:

- **Dramatically and equitably improve postsecondary educational attainment levels;**
- **Improve Oregon’s economic competitiveness and quality of life; and**
- **Ensure that Oregon students have affordable access to colleges and universities.**



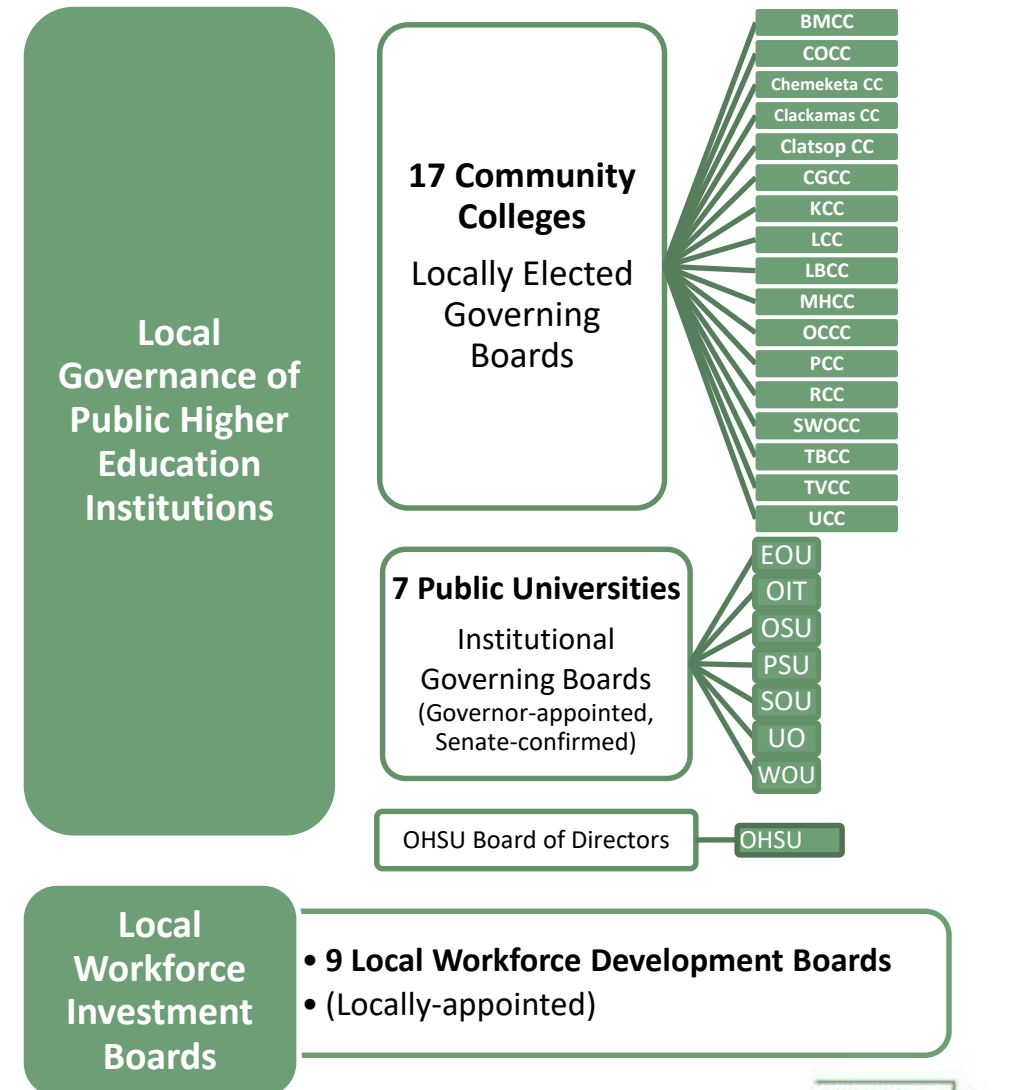
# State Postsecondary Education Structure and HECC's Coordinating Role

## HECC and affiliated boards

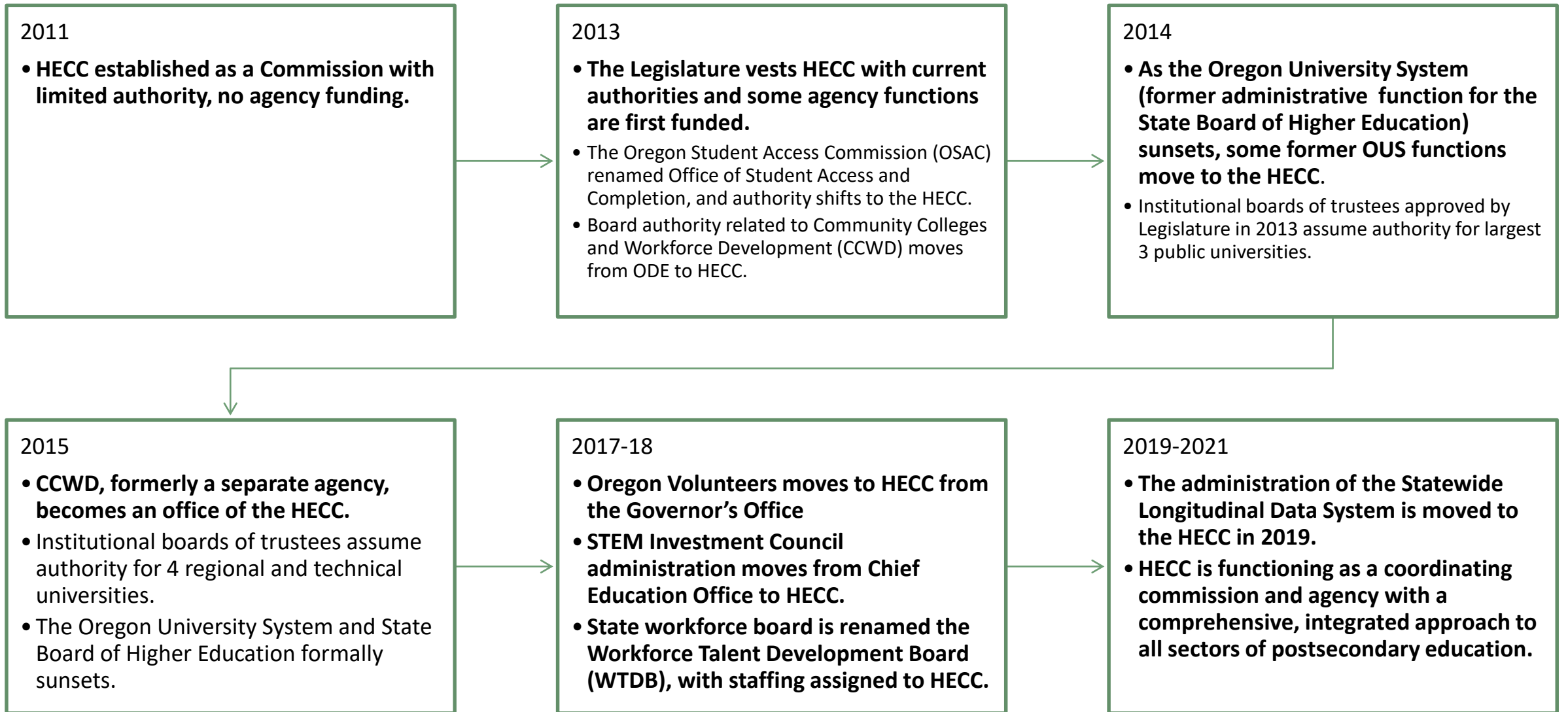
- Statewide coordination of postsecondary education policy and funding:
  - Responsibility across all sectors of higher education and workforce, public and private
  - A clearly-defined focus on coordination, not governance
  - The agency's work is guided by the HECC 14-member Commission (*Governor-appointed, senate-confirmed*).
  - The Agency is organized in 8 offices.
  - In addition to the HECC Commission, the HECC Office of Workforce Development is guided by the following state boards:
    - **Oregon Volunteers Commission**
    - **STEM Investment Council**
    - **Workforce and Talent Development Board**
    - **Oregon Youth Corps**

## State of Oregon Partners

- Oregon Governor
- Oregon Legislature
- State Agencies and Boards/Commissions
  - Early Learning Council
  - Youth Development Council
  - Oregon Department of Education, Oregon State Board of Education
  - Teachers' Standards and Practices Commission
  - Employment Department



# HECC History : Significant Changes Since the Commission was Formed



# Our Key Responsibilities

The HECC supports state goals for postsecondary education and training by a wide range of policy and funding strategies including:

- setting a strategic vision for postsecondary education and advising state leaders;
- administering the statewide higher education and workforce biennial budget of \$2.9 billion (2019-2021)
- authorizing programs and degrees;
- administering statewide financial aid, workforce, and educational programs;
- research, evaluation, and analysis.

We also directly serve Oregonians by awarding grant and scholarship aid to students, and connecting Oregonians with workforce and training resources.



The HECC is a coordinating board, not a governance board, and we work in collaboration with many partners across the postsecondary landscape.

# HECC Structure and Membership

## HECC Commission:

14 Member Volunteer Commission, Governor-Appointed

### HECC Voting Members:

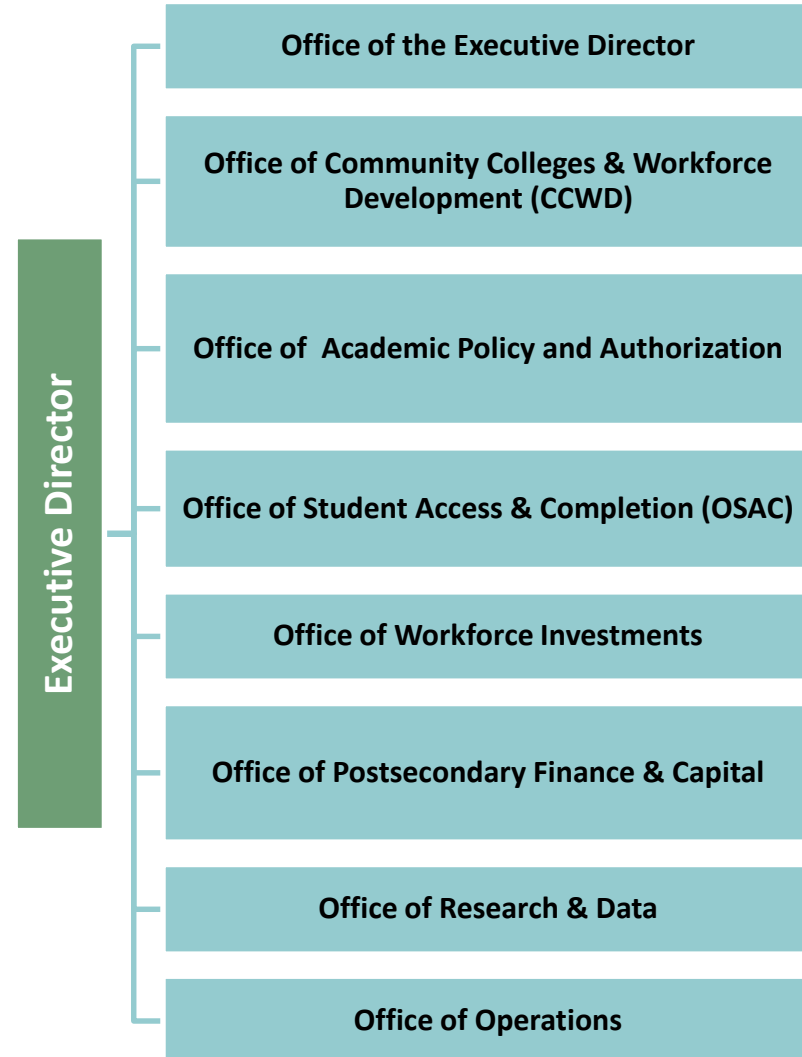
- DAVID RIVES, Chair
- SANDY ROWE, Vice-Chair
- VANESSA BECKER
- TERRY CROSS
- HELEN EDWARDS
- RICARDO LUJAN VALERIO
- RAMON RAMIREZ
- LARRY ROPER
- DUNCAN WYSE

### HECC Non-voting members

- LEE AYERS-PREBOSKI (public university faculty)
- ENRIQUE FARRERA (staff)
- FRANK GOULARD (community college faculty)
- SHELBY PICK (university student)
- ROSSY VALDOVINOS TORRES (community college student)

## HECC Agency

The agency's permanent positions decrease by one position from 148 to 147 and FTE increases from 137.37 to 138.07 in the CSL.





# HECC Strategic Planning to Achieve State Goals

[www.oregon.gov/highered/about/Pages/strategic-plan.aspx](http://www.oregon.gov/highered/about/Pages/strategic-plan.aspx)

## Strategic Plan 2016-20

The HECC is required by statute (ORS 350.075(d)) to adopt a strategic plan for state postsecondary goals. The HECC's *2016-20 Strategic Plan* charts a path forward to make progress for all Oregon's current and future students.

## Strategic Framework 2017- 2021

As an addendum and update to the 2016-2020 Strategic Plan, the Commission in 2017 adopted a Strategic Framework 2017-2021 that will guide its strategic action in the coming years. The Framework concisely describes the Commission's vision, mission, values, and beliefs, and **defines four key areas of activity to achieve goals established by the 2016-20 Strategic Plan.**

## Strategic Roadmap 2021-22

Since late 2019 the HECC has worked with partners on developing a Strategic Roadmap for the future of postsecondary education in Oregon. **This collaborative work is in progress.**

**We will report further on this work in our conclusion.**

HECC received input from more than 1,600 Oregonians: Read the [Stakeholder Outreach Insights Report here](#)

# 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:

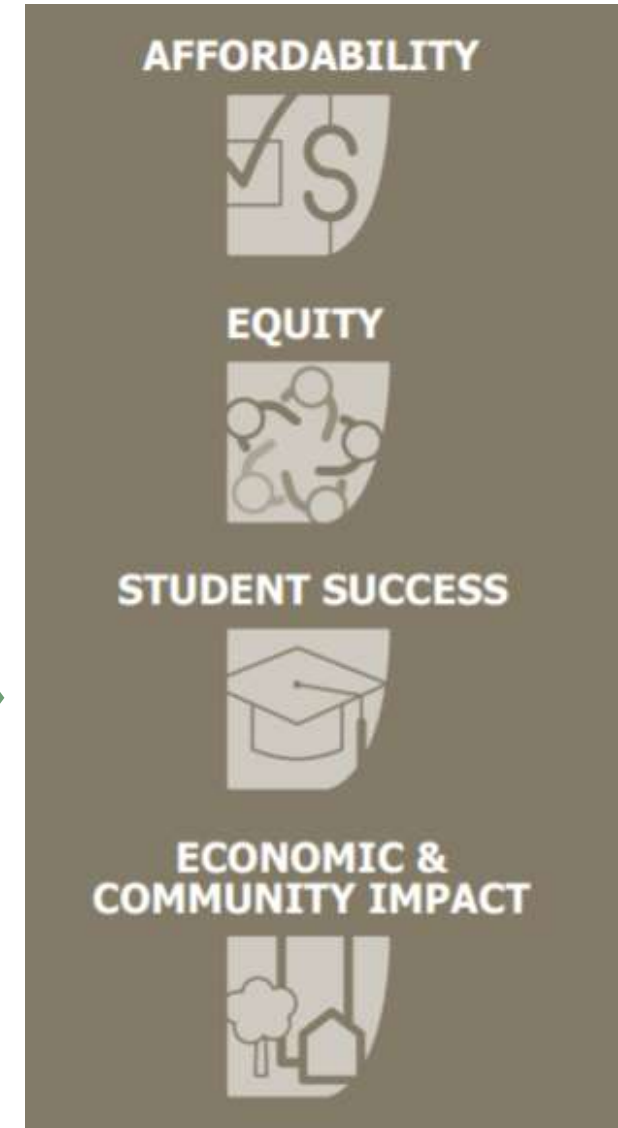
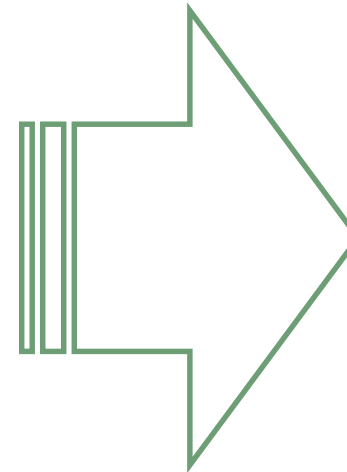
- We develop funding strategies to prioritize student success.

### 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.



# A Few of the Strategic Actions HECC Taken So Far to Improve Equitable Outcomes

## REVAMPED FUNDING FORMULA FOR UNIVERSITIES

In 2015, we overhauled the way we allocate state funding to the seven public universities. Oregon now significantly weights outcomes for students of color in our funding distribution.

## FINANCIAL AID FOR DACA AND UNDOCUMENTED STUDENTS

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.

## TARGETED GRANTS

We have developed and/or administer several grant programs specifically geared toward driving equity outcomes and prioritizing service to marginalized communities.

## TRANSFER COMPASS

Working to implement groundbreaking 2017 legislation to significantly improve transfer credit pathways from 2 to 4-year public institutions.

## EQUITY LEADERSHIP

After years of HECC proposing it, the Legislature in 2019 created and funded the agency's first permanent position focused on diversity, equity, and inclusion.

## LUMINA TIE PARTNERSHIP

With the support of a privately funded "Talent, Innovation, and Equity Partnership" grant, we are bringing more diverse leaders to the public policy table than we ever have before.

# HECC Budget Components

RAMONA RODAMAKER, Deputy  
Director



# HECC: Total Agency Budget

Activity	Description	2019-21 LAB	2021-23 CSL	2021-23 GRB
<b>Higher Education Coordinating Commission Agency Budget</b>	Includes all special payments, personal services, services and supplies, and debt service funds for all HECC programs.	<b>\$2.885 Billion Total</b> \$ 2,184 M GF \$ 144.4 M LF \$ 404.9 M OF \$ 151.8 M FF	<b>\$2.861 Billion Total</b> \$ 2,308 M GF \$ 154.3 M LF \$ 249.1 M OF \$ 148.8 M FF	<b>\$3.181 Billion Total</b> \$ 2,281 M GF \$ 152.5 M LF \$ 598.9 M OF \$ 148.7 M FF

Change from  
2019-21

+10.2% from LAB  
+11.2% from CSL



# Some Key Impacts of the Governor's Recommended Budget

The base HECC budget is \$3.18 B Total Funds, a 10.2% increase from the 2019-21 LAB and a 4.44% increase in General Funds.

Community Colleges and Public Universities are flat funded at 2019-21 LAB levels. This is a 4.1% cut to CSL and occurs as the pandemic has increased costs and reduced revenues for institutions. It will likely cause spikes in tuition and fees, and significant program cuts.

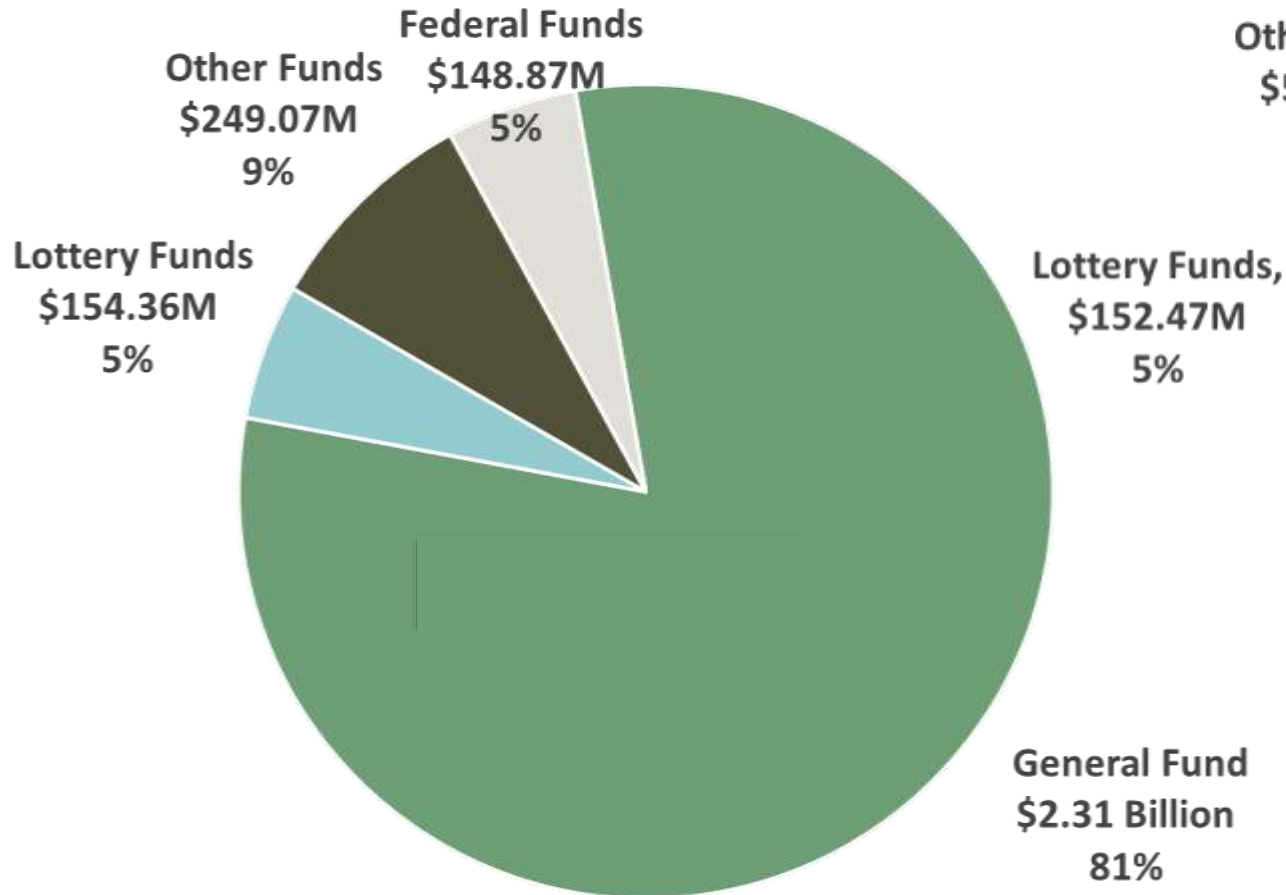
The state's largest need-based financial aid program, the Oregon Opportunity Grant, is funded at CSL; with rising student costs, this means HECC will provide fewer grants to support affordability for low-income Oregonians.

Most current activities of the HECC statewide coordinating agency are maintained, and there are investments in college access programs (\$5M), COFA (\$4M), health benefits for part-time faculty (\$10M), and increased DEI staffing (\$540K).

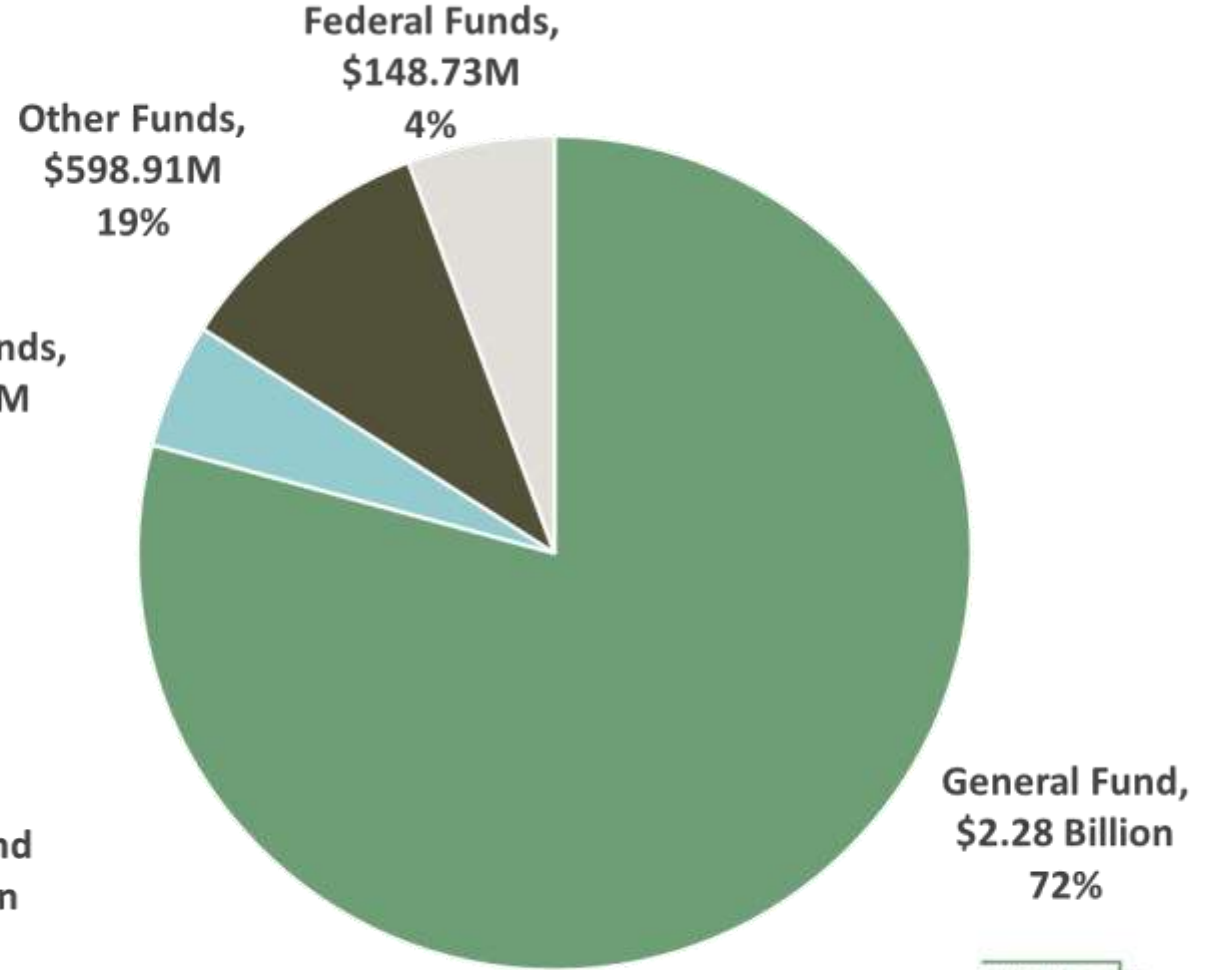
The GRB supports proposals for new employment opportunities for underserved youth (\$11.7M), transfer pathways (\$550K), IT modernization of the state's financial aid system (FAMIS-\$5.1M), and funds for college access outreach programs (\$9M).

# HECC Budget By Fund Type

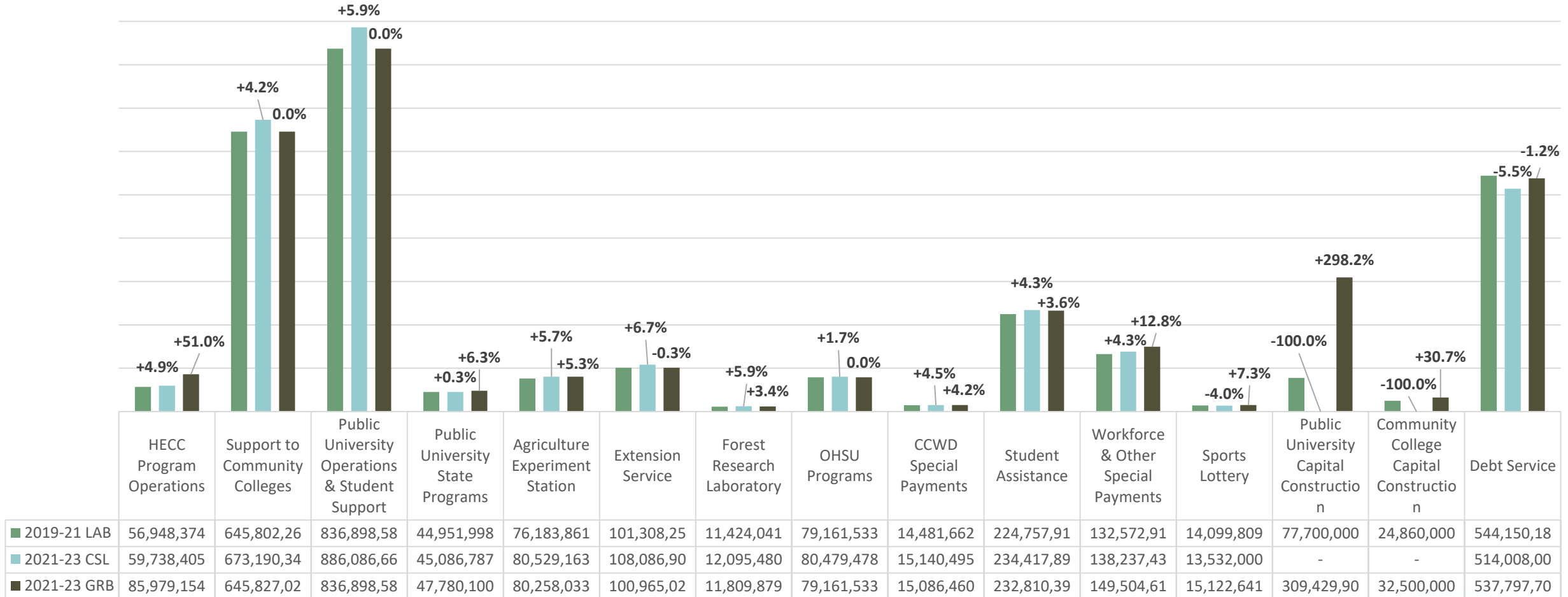
**Current Service Level:  
\$2.86 Billion**



**Governor's Recommended Budget:  
\$3.18 Billion**



# Net Change from 2019-21 LAB to 2021-23 CSL and GRB

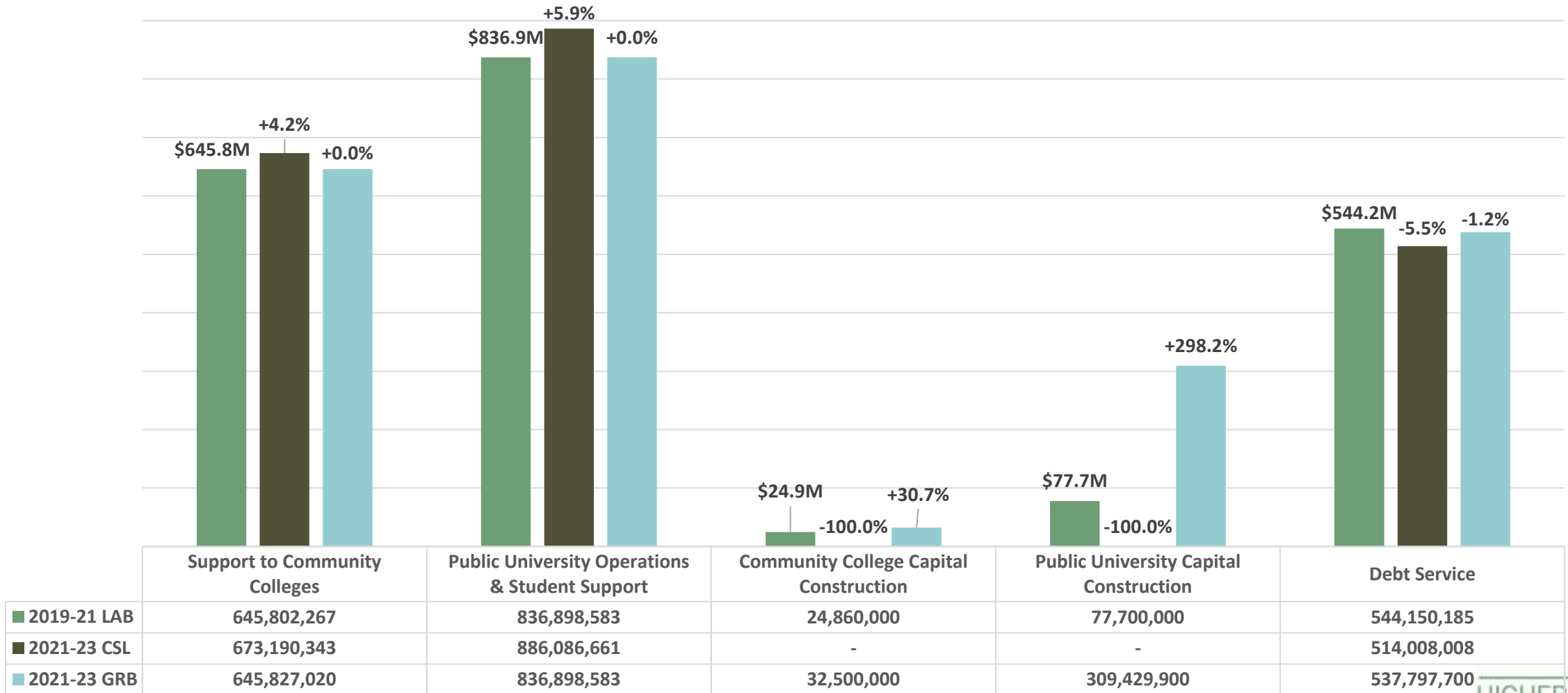


■ 2019-21 LAB    ■ 2021-23 CSL    ■ 2021-23 GRB



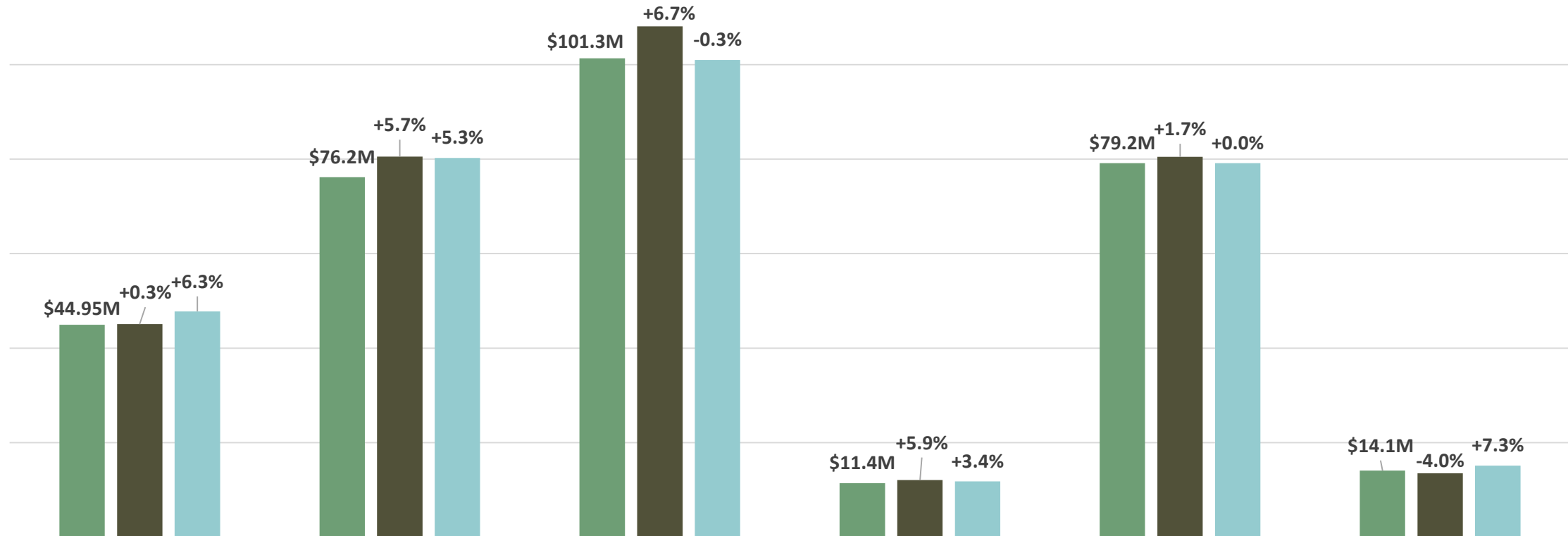
# Net Change from 2019-21 LAB to 2021-23 CSL and GRB

Public Institution Operational Funds, Capital Construction, and Debt Service



# Net Change from 2019-21 LAB to 2021-23 CSL and GRB

State Programs, Statewide Programs, OHSU, Sports Lottery



	Public University State Programs	Agricultural Experiment Station	Extension Services	Forest Research Laboratory	OHSU Programs	Sports Lottery
■ 2019-21 LAB	44,951,998	76,183,861	101,308,250	11,424,041	79,161,533	14,099,809
■ 2021-23 CSL	45,086,787	80,529,163	108,086,902	12,095,480	80,479,478	13,532,000
■ 2021-23 GRB	47,780,100	80,258,033	100,965,028	11,809,879	79,161,533	15,122,641

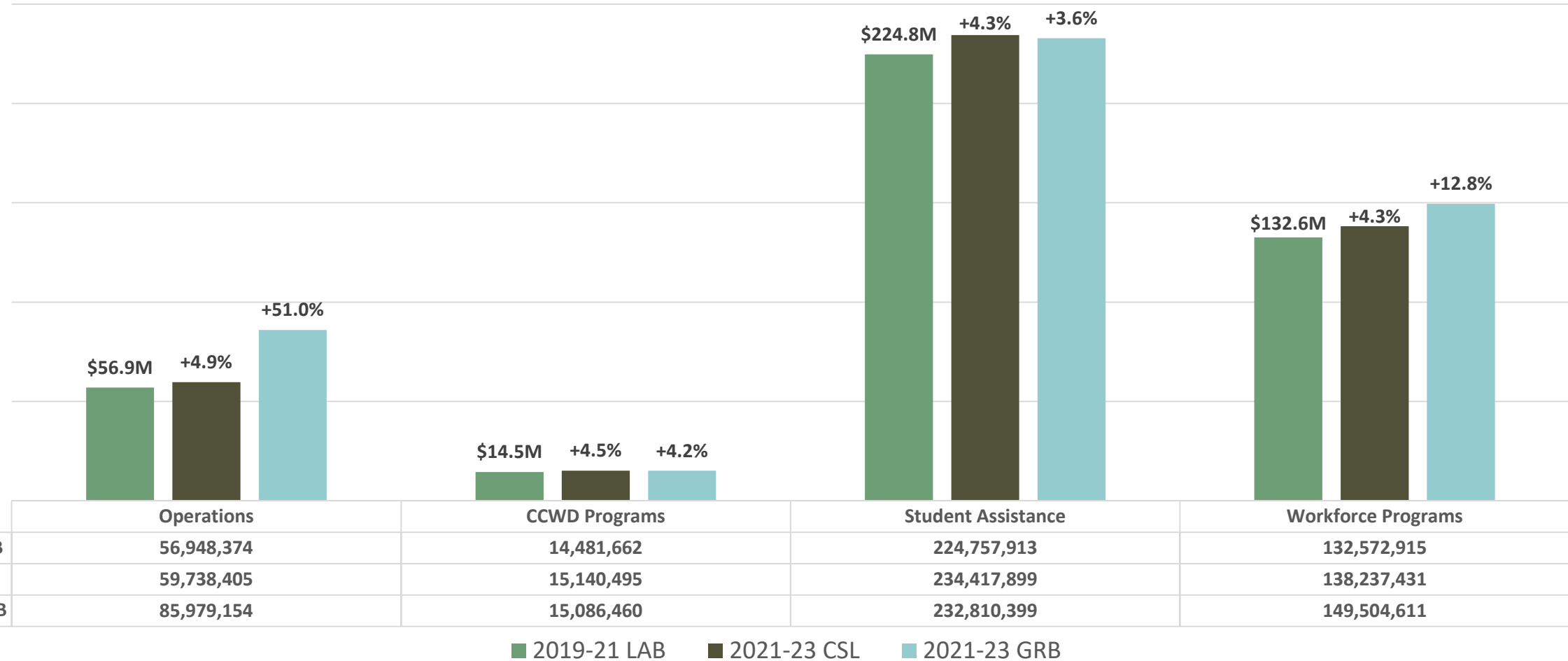
■ 2019-21 LAB ■ 2021-23 CSL ■ 2021-23 GRB





# Net Change from 2019-21 LAB to 2021-23 CSL and GRB

HECC Operations, Student Assistance (Financial Aid), Workforce & Other Special Payments

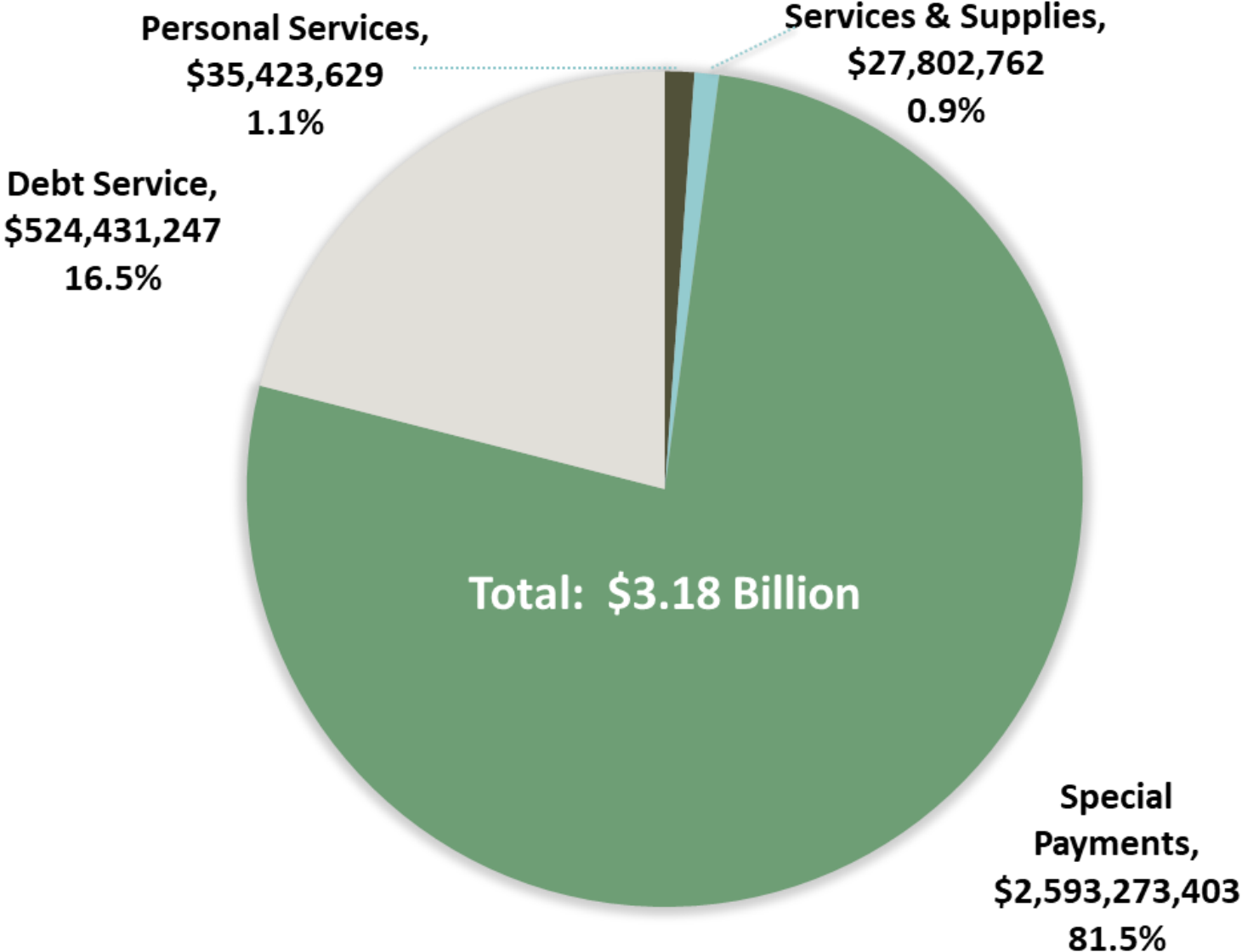


	Operations	CCWD Programs	Student Assistance	Workforce Programs
2019-21 LAB	56,948,374	14,481,662	224,757,913	132,572,915
2021-23 CSL	59,738,405	15,140,495	234,417,899	138,237,431
2021-23 GRB	85,979,154	15,086,460	232,810,399	149,504,611

\*2021-23 Director's (Operations) budget includes a \$18M funds transfer from DAS; \$4.0 million for pass-through payments to various education related non-profits; \$10.0 million for part-time faculty health care; and \$4.0 million for COFA tuition equity.

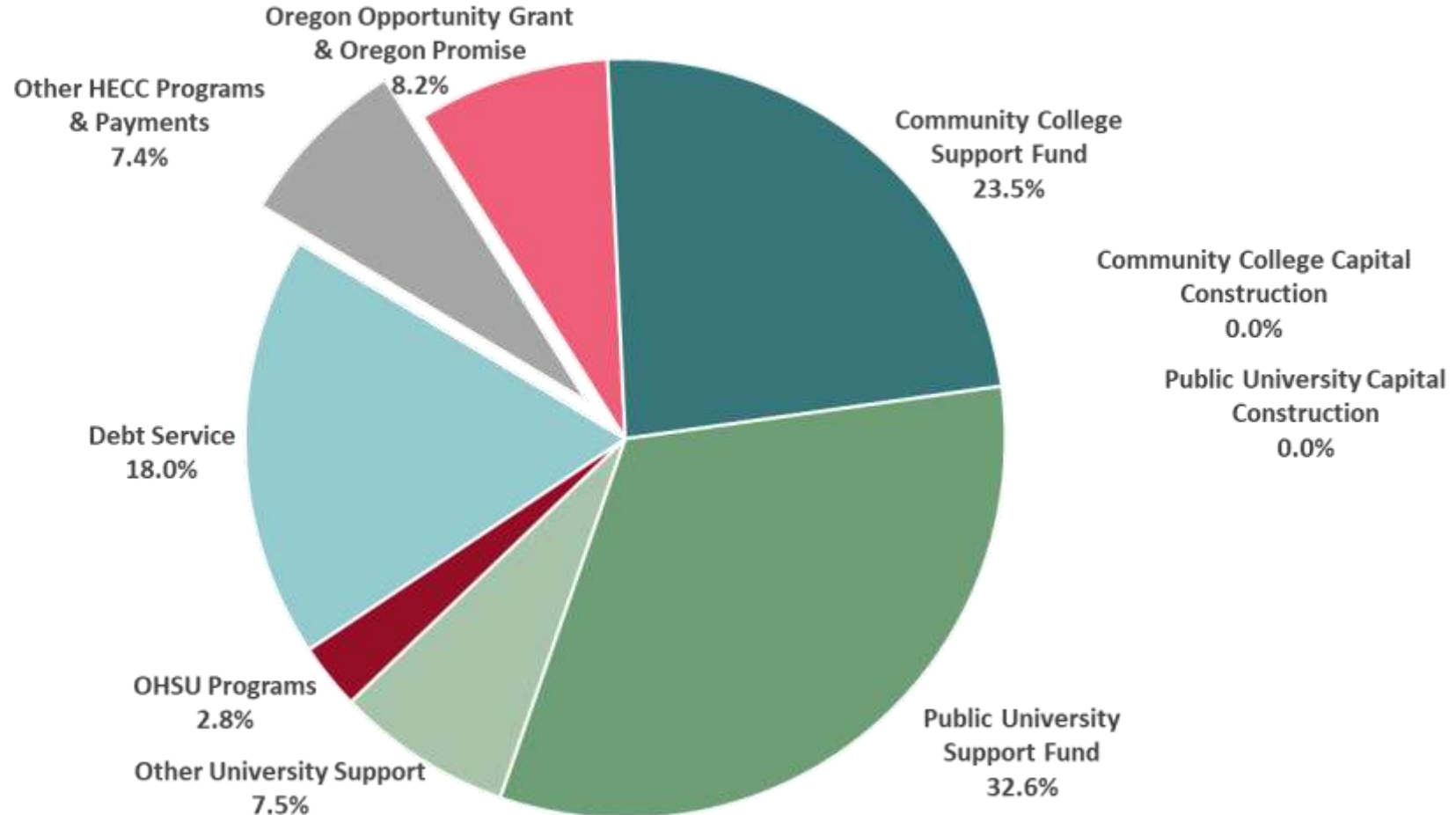


# GRB Budget By Expenditure

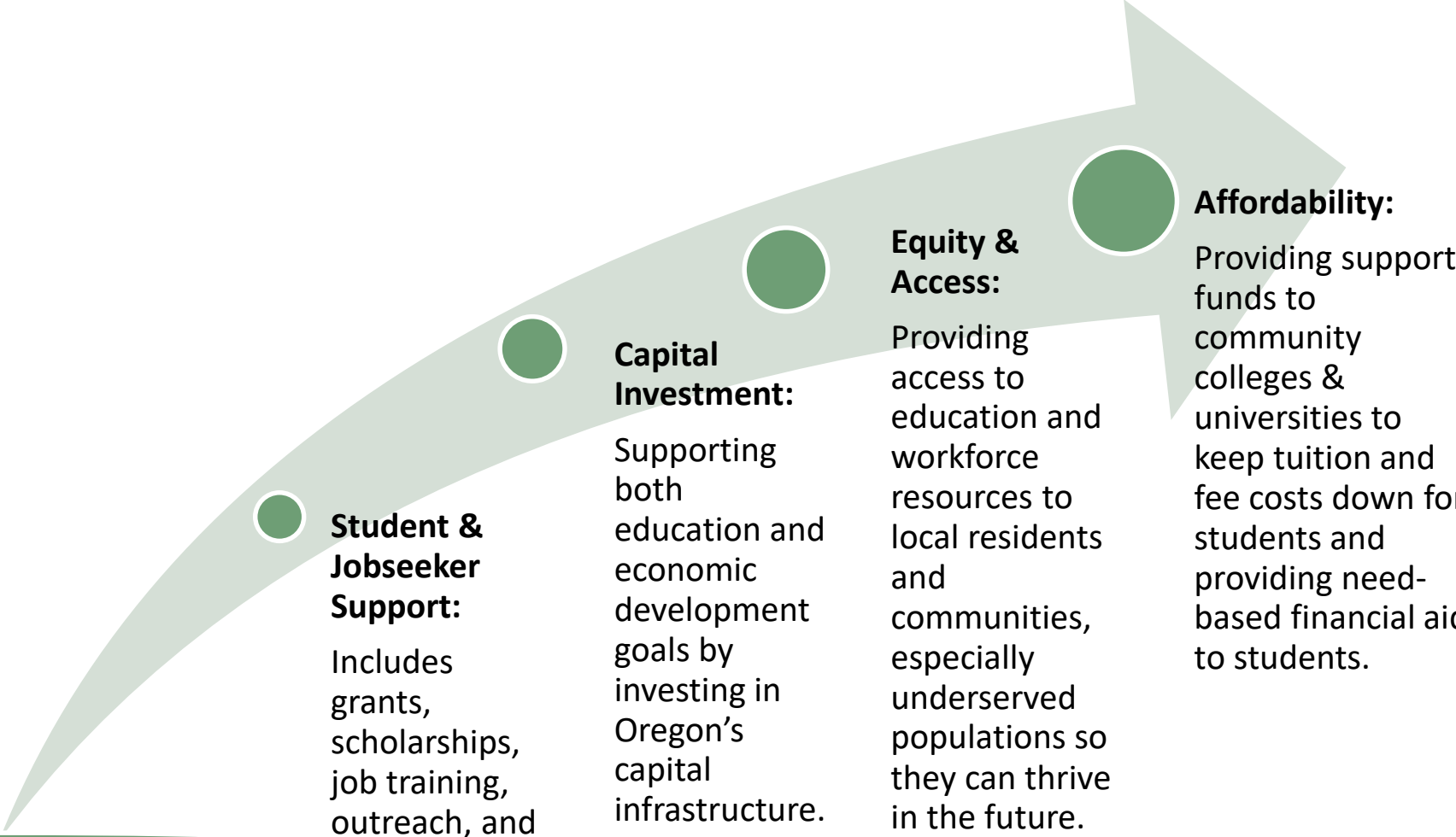


Current Service Level (CSL):

# 92.6% of HECC Budget Directly Supports Universities and Community Colleges



# What Drives HECC's Budget?



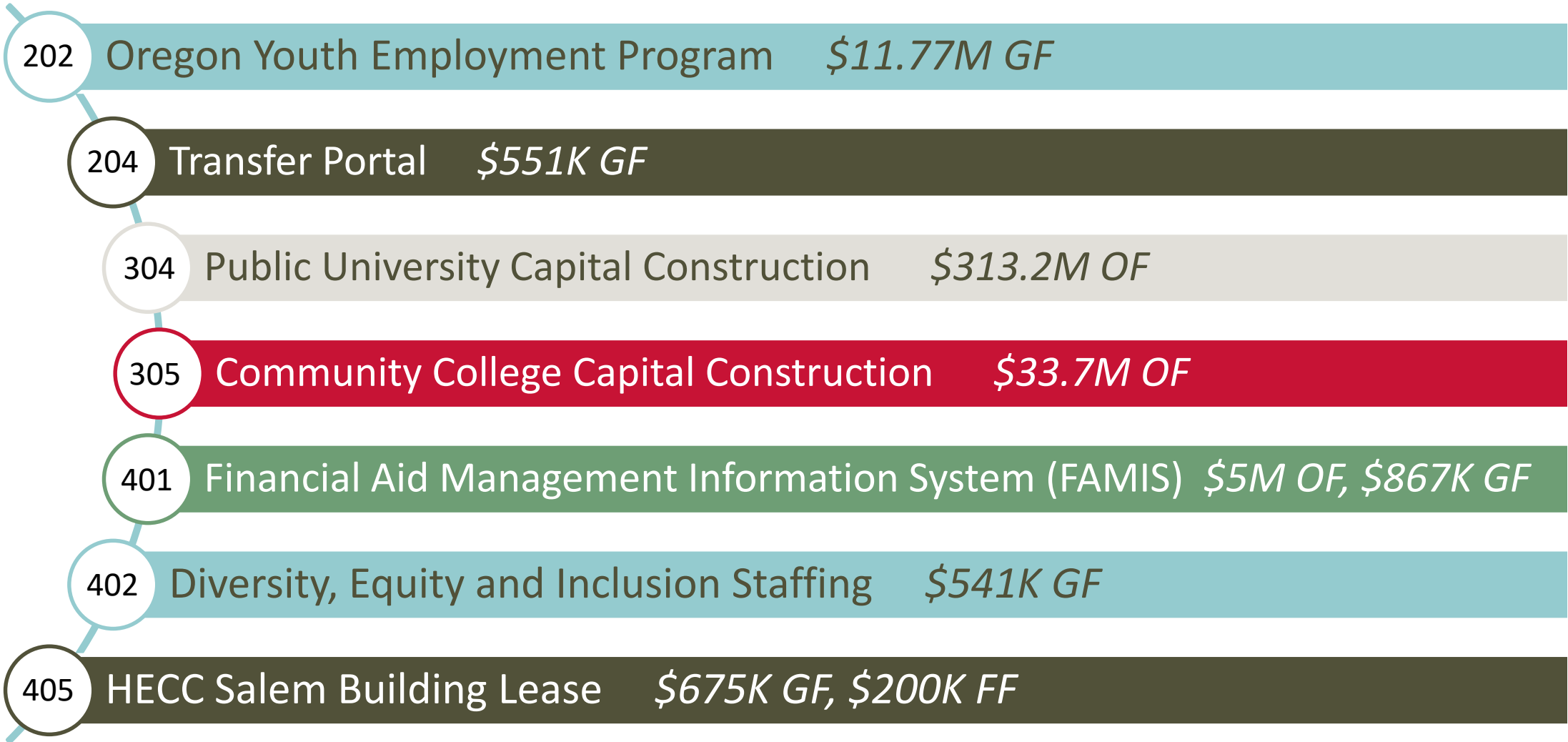
**Student & Jobseeker Support:**  
Includes grants, scholarships, job training, outreach, and other direct assistance to Oregonians.

**Capital Investment:**  
Supporting both education and economic development goals by investing in Oregon's capital infrastructure.

**Equity & Access:**  
Providing access to education and workforce resources to local residents and communities, especially underserved populations so they can thrive in the future.

**Affordability:**  
Providing support funds to community colleges & universities to keep tuition and fee costs down for students and providing need-based financial aid to students.

# HECC Policy Option Packages in GRB





# Key Performance Metrics and Legislation

RAMONA RODAMAKER, Deputy Director

Data on the our KPMs is interspersed throughout our presentations and all KPM data is included in the Appendix.



# Key Performance Metrics

## Key Performance Metrics

KPM	Milestone
1	Oregon high school graduates attending college Percentage of Oregon students enrolled in college within 16 months of their 4-year high school cohort graduation date
2	Racial/ethnic differences among Oregon high school graduates attending college
3	College credits earned by K-12 students Amount of postsecondary credit per graduate awarded to K-12 students
4	Oregon educational attainment Percent of young Oregon adults with postsecondary degree or certificate
5	Community college completion and transfer rate Percentage of community college students who complete an associate degree or certificate or who transfer to the university system within three years
6	Racial/ethnic differences for community college completion and transfer rate
7	Public university graduation rate Percentage of public university college students who complete a bachelor's degree within 6 years
8	Racial/ethnic differences for public university graduation rate

# Key Performance Metrics

## Key Performance Metrics

KPM	Milestone
9	Percentage of resident enrolled students who are incurring unaffordable costs Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid
10	Racial/ethnic differences in percentage of resident enrolled students who are incurring unaffordable costs
11	Earnings of community college completers Median earnings of community college completers five years after completion
12	Racial/ethnic differences in earnings of community college completers
13	Earnings of bachelor's degree completers Median earnings of graduates with bachelor's degrees five years after completion
14	Racial/ethnic differences in earnings of bachelor's degree completers
15	Customer service (required) Percent of customers rating their satisfaction with the agency's customer service as "good" or "excellent": overall, timeliness, accuracy, helpfulness, expertise, availability of information
16	Commission best practices (required) Percent of total best practices met by the Commission

# HECC-Sponsored Legislation: Priority Legislation

## HB 2092– Oregon Youth Employment Program:

- Youth, particularly minority youth, are chronically underserved by entry-level jobs that provide the basis for positive development of employment skills. HECC is proposing funding the program, requiring the majority of opportunities go to identified underserved youth and be designed in partnership with those communities directly to provide meaningful paid job and experiential opportunity.

## HB 2093– Financial Aid Redesign:

- The state funds two primary financial aid programs, the Oregon Opportunity Grant and the Oregon Promise. HECC intends to redesign these programs to emphasize financial need as the primary method of determining financial aid eligibility, to provide for differentiated programs for pipeline and returning learners, and to fund students on a first dollar basis, ensuring the neediest students can use other forms of aid for their expenses.

## **Credit Transfer:**

- In 2017, the legislature adopted HB 2998, requiring the establishment of core and major transfer pathways for students. This legislation lacked clear expectations for alignment, a single point of decision making, and accountability provisions, and as a result, progress has been made, but it has been incomplete. HECC sponsored SB 76, portions of which are now included in SB 233, which is likely to absolve these key observed issues.

# HECC-Sponsored Legislation: Other Agency Concepts

## **SB 75– Deceased or Disabled Public Safety Officer Program Funding:**

This concept solidifies the Commission’s authority to utilize Oregon Opportunity Grant funds to provide awards to qualified recipients of aid under the Deceased or Disabled Public Safety Officer Program, replacing a prior authority that has eroded over the course of years as statutes have been modified.

## **SB 77– Minor Revisions:**

This concept proposes to make minor and technical revisions to statutes. These changes typically cover issues such as program name changes, statutory clarifications, and repeals of outdated language.

## **HB 2089– Klamath Community College Boundary Change:**

The Higher Education Coordinating Commission is tasked with determining the boundaries of community college service districts. When the Commission issues a boundary change order, ratification by the legislature is required. This concept proposes to ratify an order by the Commission to include an unincorporated portion of Lake County into the Klamath Community College district.



# HECC-Sponsored Legislation: Other Agency Concepts

## **HB 2090– Boundary Change Process Modifications:**

Over the last two years, the Commission and staff have worked on two boundary change issues, the first such issues the Commission has considered since its founding. The Commission has determined that the statutes, written in the 1970s, require clarification and modernization to account for current processes and college funding mechanisms.

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## **HB 2091– Lane Community College Boundary Change:**

This concept proposes to ratify an order by the Commission to include an unincorporated portion of northwest Lane County into the Lane Community College district, if such an order is approved by the Commission.

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# Other Bills That Include New Investments Supported in the GRB

SB 553– Provides the right of in-state tuition for students who are citizens of the Republic of Marshall Islands, the Federated State of Micronesia, and the Republic of Palau who live in Oregon under the Compact of Free Association (COFA), provided Oregon is their first state of established residency. **The Governor’s Recommended Budget (GRB) dedicates \$4 M to this proposal.**

SB 551/HB 3007 – Health care for faculty. The GRB invests **\$10M GF to support health care benefits for public institution part-time faculty** who provide instruction at multiple institutions.

HB 2412 – Appropriates \$500,000 to College Possible. Amendments are expected to be introduced to this bill to represent GRB investment levels for College Possible, ASPIRE, AVID, BUILD EXITO, and TRIO. **The GRB provides \$1 M to each entity.**



# Postsecondary Education Affordability and Access

PRESENTED TO THE JOINT  
COMMITTEE ON WAYS AND  
MEANS, SUBCOMMITTEE ON  
EDUCATION

**Ben Cannon**, Executive Director, HECC

**Juan Baez-Arevalo**, Director, HECC -  
Office of Student Access and Completion

APRIL, 2021



# Introduction to Postsecondary Affordability

Presenter:

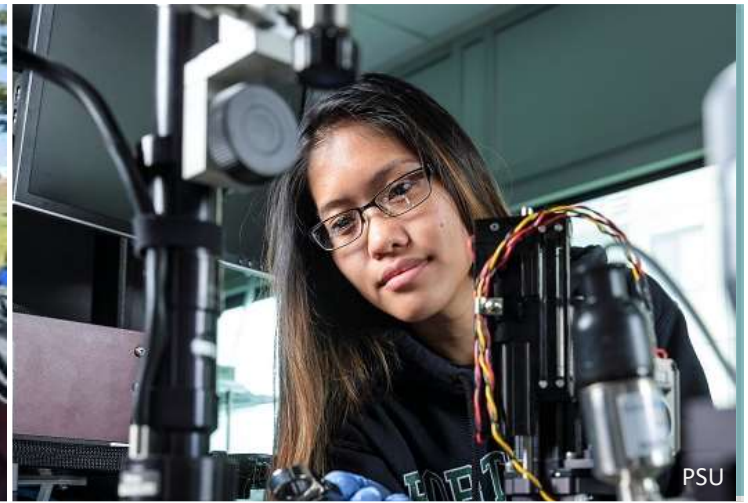
**BEN CANNON**

Executive Director, HECC

Guest Speaker:

**ELEAZAR OLAYO GOMEZ**

Portland State University student



# Budget Themes: Investing in Postsecondary Education and Training Will Move Oregon Forward



Sustained Reinvestment to Support Affordable, Quality Postsecondary/Training Options, and Reengage the Tens of Thousands Who Did Not Enroll During the Pandemic



Invest in Reskilling/ Upskilling the Workforce to Ensure Oregon Recovers Strong



Prioritize the Underserved; Eliminate Racial Equity Gaps



Address Oregon's College Affordability Crisis, Prioritizing Those Who are Struggling Most



# An Affordability Crisis for Oregonians

College is unaffordable for too many

- In 2018-19, 64% of students did not receive any grant aid
- In 2018-19, 44% of students were unable to meet expenses with expected resources: family contributions, student earnings, and grant aid

Financial aid is trailing behind the rising cost of attendance

- While the average cost of attendance at public institutions rises every year, the maximum amounts of need-based aid trail behind.

Oregon's funding of financial aid falls far below the national average and is much lower than our West Coast peers

- State financial aid per FTE student in FY 2019 was: \$575 in Oregon, \$808 at the US average, \$971 in California, and \$1,145 in Washington.



# Affordability: Multi-Dimensional Problem

Requires a Multi-Dimensional Solution

We focus today primarily on state-funded financial aid and access programs, but numerous other equity and student success initiatives the HECC budget supports also impact affordability.

Minimize the need for tuition increases

Create low-cost pathways to complete lower-division courses (*i.e. accelerated learning, Oregon Promise*)

Improve graduation rates

Support innovations that reduce costs (*i.e. Open Educational Resources*)

Increase grant aid for the lowest-income students

Smooth transfer pathways to four-year institutions

Reduce barriers to fields/careers associated with high earnings

# Oregon Students Face Cost Challenges Beyond Tuition

## Average Student Budgets: Oregon Postsecondary Institutions, 2020-21

	<b>Tuition &amp; Fees</b>	<b>Books &amp; Supplies</b>	<b>Room &amp; Board</b>	<b>Personal Expenses &amp; Transportation</b>	<b>TOTAL</b>
<b>Community Colleges</b>	\$5,962	\$1,361	\$10,431	\$3,337	<b>\$21,091</b>
<b>Public Universities</b>	\$11,306	\$1,173	\$12,416	\$2,839	<b>\$27,733</b>
<b>Private Institutions*</b>	\$37,258	\$963	\$11,665	\$2,921	<b>\$51,877</b>

These are average estimates based upon tuition and standard fees based on full-time, full-year enrollment at 15 credits per term. Actual student budgets vary widely depending on student circumstances, from availability of housing options to the variety of books/supplies costs for different programs of study.

\*Private institutions includes only Oregon degree-granting private institutions that are eligible for Oregon Opportunity Grant funds.

Sources: HECC-OSAC “2020-21 Standard Student Budgets for Oregon Public Postsecondary Institutions”  
[http://www.oregonstudentaid.gov/osac-doc/Student\\_Budgets.pdf](http://www.oregonstudentaid.gov/osac-doc/Student_Budgets.pdf). Averages calculated by HECC Research & Data.

# Too Many Oregon Students Face Food and Housing Insecurity



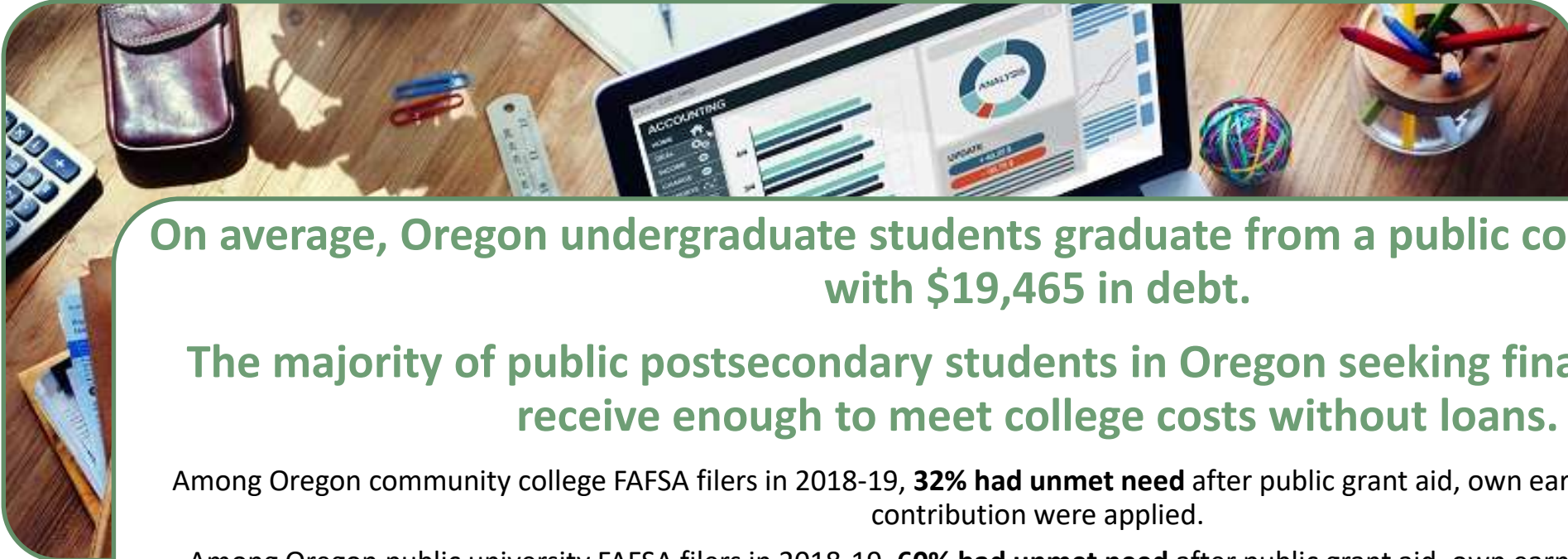
## College students are struggling with basic needs.

In the largest national survey performed by the Wisconsin HOPE Lab (surveying students at 227 institutions nationwide), **62% of community college students and 51% of university students were food or housing insecure**, and this was more prevalent among former foster youth, underrepresented students of color and first-generation students.

- 33% of university students and 42% of community college students were food insecure in the 30 days preceding the survey.
- 35% of university students and 50% of community college students were housing insecure.
- **16% of university students and 17% of community college students were homeless.**

*"#RealCollege 2020: Five Years of Evidence on Campus Basic Needs Insecurity, based on a survey of 167,000 students at 227 colleges and universities nationwide".* By C. Baker-Smith, V. Coca, S. Goldrick-Rab, E. Looker, B. Richardson, and T. Williams. The Hope Center for College, Community, and Justice. February 2020. [https://hope4college.com/wp-content/uploads/2020/02/2019\\_RealCollege\\_Survey\\_Report.pdf](https://hope4college.com/wp-content/uploads/2020/02/2019_RealCollege_Survey_Report.pdf)

# Most Students Today Can't Cover Costs Without Loans



**On average, Oregon undergraduate students graduate from a public college or university with \$19,465 in debt.**

**The majority of public postsecondary students in Oregon seeking financial aid do not receive enough to meet college costs without loans.**

Among Oregon community college FAFSA filers in 2018-19, **32% had unmet need** after public grant aid, own earnings, and expected family contribution were applied.

Among Oregon public university FAFSA filers in 2018-19, **60% had unmet need** after public grant aid, own earnings, and expected family contribution were applied.

**Loan debt disproportionately burdens underrepresented students:**

**Among public university graduates, most students of color graduate with more debt, on average, than white students.**

**Loan debt among low-income students negatively affects retention** (Herzog 2018) and completion (Franke 2019).\*

HECC Key Performance Metrics, HECC Statewide Snapshots.

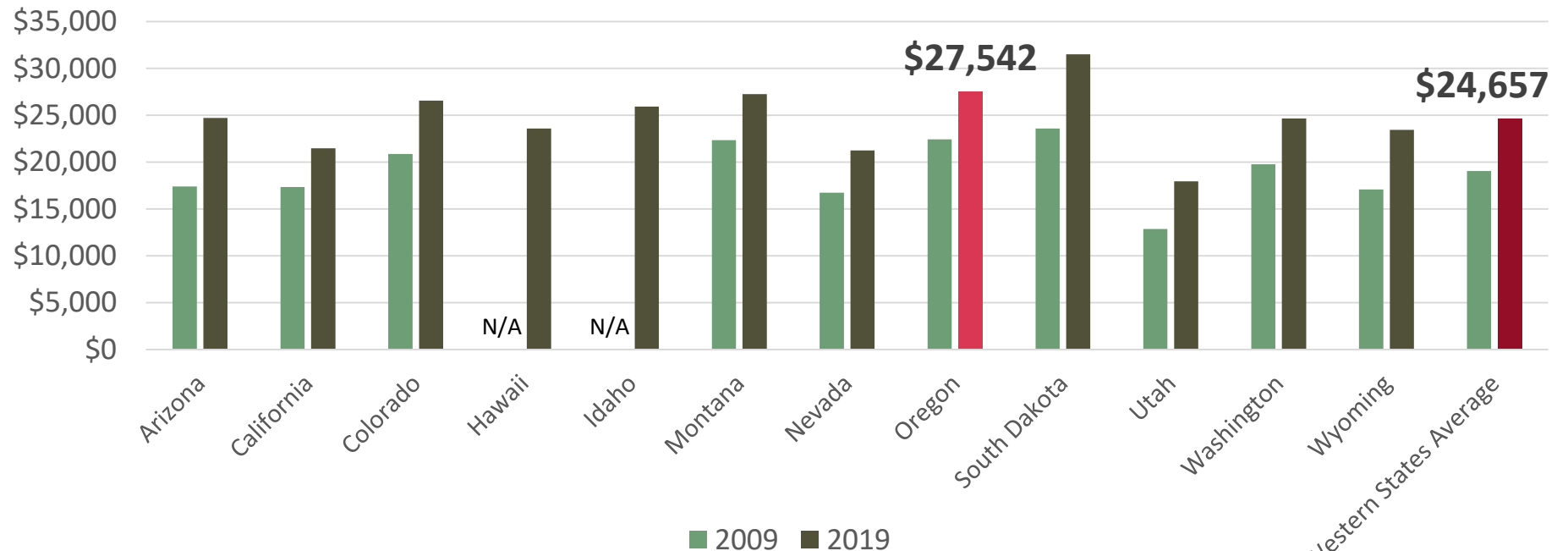
Sources: a) Herzog, Serge. "Financial aid and college persistence: Do student loans help or hurt?." Research in Higher Education 59.3 (2018): 273-301.;

b) Franke, Ray. "Take it, or leave it? Analyzing how unsubsidized federal loans affect six-year degree attainment across income groups." Journal of Student Financial Aid 48.2 (2019)

# Oregon Student Loan Debt Burden has Increased, and is Higher than Average among Western States for Bachelor's Degree Recipients (Public and Private combined)

Oregon students graduate from 4-year institutions with more debt, on average, than their neighbors in other Western states, and this debt load has increased in the last decade.

Average Loan Amount for Bachelor's Degree Recipients from Public & Private Institutions, 2009 vs. 2019, Western (WICHE) States



Adapted from The Institute for College Access and Success, "Project on Student Debt" [https://ticas.org/sites/default/files/pub\\_files/classof2009.pdf](https://ticas.org/sites/default/files/pub_files/classof2009.pdf) and [https://ticas.org/sites/default/files/pub\\_files/classof2019.pdf](https://ticas.org/sites/default/files/pub_files/classof2019.pdf). Percentage of Graduates with Debt and Average Debt of those with Loans, by State. Note - For Hawaii and Idaho in 2009 no average calculation was done because the number of usable cases with student debt data covered less than 30% of bachelor's degree recipients in the Class of 2009 or the underlying data for that state showed a change of 30% or more in average debt from the previous year.





# Grant Aid—Especially State Aid—Is Proven to Support Completion

Of the many forms of financial aid, state grant aid is where the state has influence.

## Forms of Financial Aid

Institution or Program Scholarships (privately-funded)

Institutional Fee Remissions (Tuition Discounts)

Campus Work Study

Private Student Loans

**Private Scholarships and Grants**

**Federal Pell Grant**

**Other Federal Grants** (Supplemental Education Opportunity Grants, TEACH grants, etc.)

Federal Work Study

Federal Student Loans

**State Grants (Oregon Opportunity Grant, Oregon Promise, etc.)**

Any grant aid (public or private, need-based or merit-based) increases a student's probability of completing their degree program.

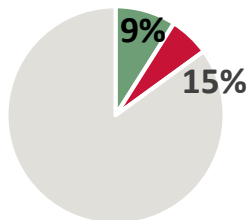
Federal grant aid increases a students' probability of completing their degree by 1.2 percentage points (on-time completion) and 1.7 percentage points (delayed completion).

**State grant aid**, in particular, increases the probability that a student will complete their degree, by 2.5 percentage points for on-time completion and 3.0 percentage points for delayed completion.

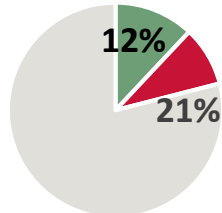


# Despite Public Grants, the Financial Burden of College Remains Much Greater for Low-Income Families

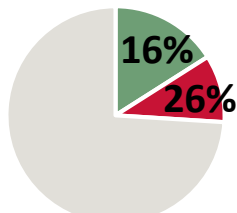
If you earn \$110,000 or more...



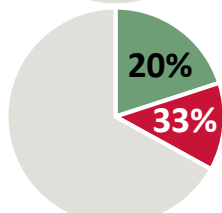
If you earn \$75,001-\$110,000/yr.



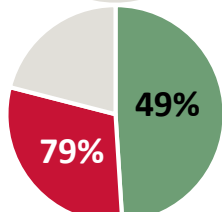
If you earn \$48,001-\$75,000/yr.



If you earn \$30,001-\$48,000/yr.



If you earn \$0-\$30,000/yr.



■ Portion of income to pay for cost of attendance at community college  
 ■ Portion of income to pay for cost of attendance at public university

Note: Percentages based on the median for each income bracket.

In Oregon in 2018-19, low-income families in the lowest-income group faced costs that were **49%** of their income for community college and **79%** of their income for public universities.

# Short Term Relief: Federal COVID Relief Dollars to Students

Federal Emergency Relief to Oregon Institutions for Student Aid			
	CARES Act HEERF I	CRRSAA Act HEERF II	ARP Act HEERF III
	Spring 2020	Spring 2021	Summer 2021
<b>Community Colleges</b>	\$20.4M	\$20.4M	\$86.3M
<b>Universities</b>	\$30.0M	\$30.0M	\$90.8M
<b>Private Institutions</b>	\$13.0M	\$11.8M	\$22.7M
<b>TOTAL</b>	<b>\$63.4M</b>	<b>\$62.2M</b>	<b>\$199.8M</b>

## Governor's Emergency Education Relief Fund Student Support

- **GEER I:** Through Section 18002 of the CARES Act, dollars were reserved for allocation to governors' offices based on a formula. \$10 million of the GEER I funds for Oregon were approved to support the urgent needs of postsecondary education students impacted by the pandemic, including **\$6M for emergency grants to students.**
- **GEER II:** Through Section 312(a) of CRRSAA, additional dollars were reserved for allocation to the Governor's Emergency Education Relief Fund.

In addition to the recent CRRSAA Act, Significant changes to federal student aid policy, including simplifying the Free Application for Federal Student Aid (FAFSA), expanding Pell Grant eligibility to incarcerated students, and more, were attached to the Consolidated Appropriations Act, 2021

# Short Term Relief: State COVID Relief



## Oregon Legislature Emergency Funding:

- The Oregon Legislature in December 2020 approved **\$932K in emergency financial assistance to support students experiencing hardship** as a result of the pandemic:
  - Oregon residents who did not qualify for federal emergency assistance, such as ORSAA filers
  - For use in 2021 winter, spring, and summer terms
  - Extra funds for Student Child Care Grant awards

# Oregon's Largest State Financial Aid Programs

These financial aid programs are 7.46% of the HECC budget

Description		2019-21 LAB	2021-23 CSL	2021-23 GRB
<b>Oregon Opportunity Grant (OOG)</b>	Funds the Oregon Opportunity Grant, Oregon's primary need-based financial aid program serving the lowest-income Oregonians.	<b>\$164.2M Total</b> \$109.5M GF \$ 40.0M LF \$ 14.7M OF	<b>\$171.2M Total</b> \$114.2M GF \$ 41.7M LF \$ 15.3M OF	<b>\$171.2M Total</b>  <i>*Lottery Funds (LF) are investment earnings from Education Stability Fund.</i>
Change from 2019-21				4.3% from LAB 0.0% from CSL
<b>Oregon Promise Grant</b>	Funds the Oregon Promise grant program for the first year of the biennium, serving recent high school graduates and GED recipients of all income levels.	<b>\$40.2M Total</b> \$40.2M GF	<b>\$42.2M Total</b> \$42.2M GF	<b>\$42.2M Total</b>
Change from 2019-21				5.1% from LAB 0.0% from CSL

# ASPIRE: Oregon's College & Career Readiness Program

Activity	Description	2019-21 LAB	2021-23 CSL	2021-23 GRB
<b>ASPIRE Program</b>	Continued support for ASPIRE program, helping students plan their post-high school educational career through mentoring in 150+ locations.	\$1.8M GF <u>\$200K OF</u> \$2.0M TF	\$1.8M GF <u>\$200K OF</u> \$2.0M TF	\$2.8M GF <u>\$200K OF</u> \$3.0M TF
Change from 2019-21				47.0% from LAB 43.3% from CSL



# Oregon's Investment in Need-Based Financial Aid: The Oregon Opportunity Grant

JUAN BAEZ-AREVALO  
Director, Office of Student  
Access and Completion





# Need-Based Aid: The Oregon Opportunity Grant (OOG)

Oregon's *only* state-funded, need-sensitive grant program

OOG awards can be used at eligible Oregon institutions for up to 4 years of full-time enrollment.

Recent maximum award amounts have been based on approximately **13%** of prior year's Cost of Attendance.

## 2020-21 Awarding (full-time)

- \$2,778 per year  
*(community college)*
- \$3,600 per year  
*(public university/private nonprofit 4-year institution)*

## GOAL:

- To increase college enrollment, completion, and affordability for Oregon students who have demonstrated financial need.

# OOG: Eligibility Requirements for Students

Be a U.S. citizen or permanent noncitizen resident\*

Be a resident of Oregon  
or a federally recognized tribe with historical ties to Oregon

Attend an eligible public/private college or university based in Oregon

Be pursuing an undergraduate degree

Be enrolled at least half-time

Demonstrate financial need (EFC)

\*Also students eligible for in-state tuition under Tuition Equity guidelines

# Public Aid: High Demand vs. Limited Supply

The OOG awards low-income students as far as funding is available, beginning with the students who have the highest financial need.

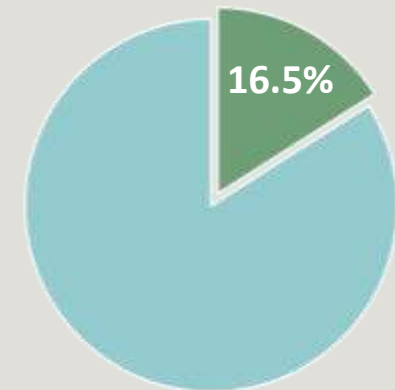
- In a typical year, more than two-thirds of Oregon’s FAFSA/ORSAA filers have financial need.

In order to award students a meaningful amount of aid, at existing funding levels, the EFC threshold for OOG recipients is currently lower than the Pell Grant threshold.

This means that every year a large segment of Pell-eligible students don’t qualify for an OOG award.

- For the 2019-20 school year approximately 33,000 students received an OOG while 64,000 students received a Pell grant. In addition, many students above the Pell threshold also have unmet need.

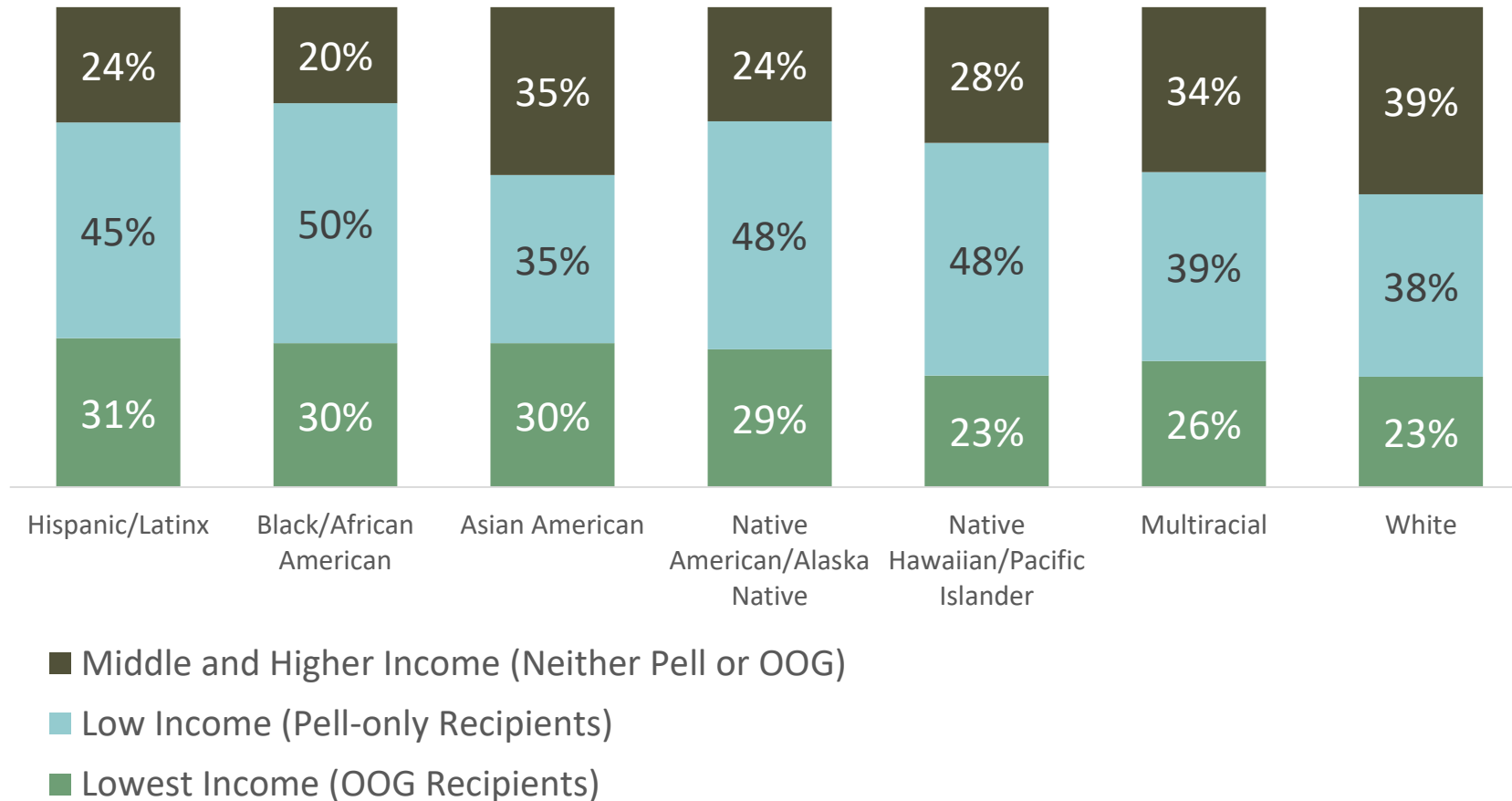
From 2009-2019, more than **2 million** applications for financial aid qualified as OOG-eligible.



Due to limited funds, only **16.5%** of these students received an OOG award.

# The OOG Disproportionately Serves Our Students of Color

Distribution of Oregon students across EFC levels for racial/ethnic groups

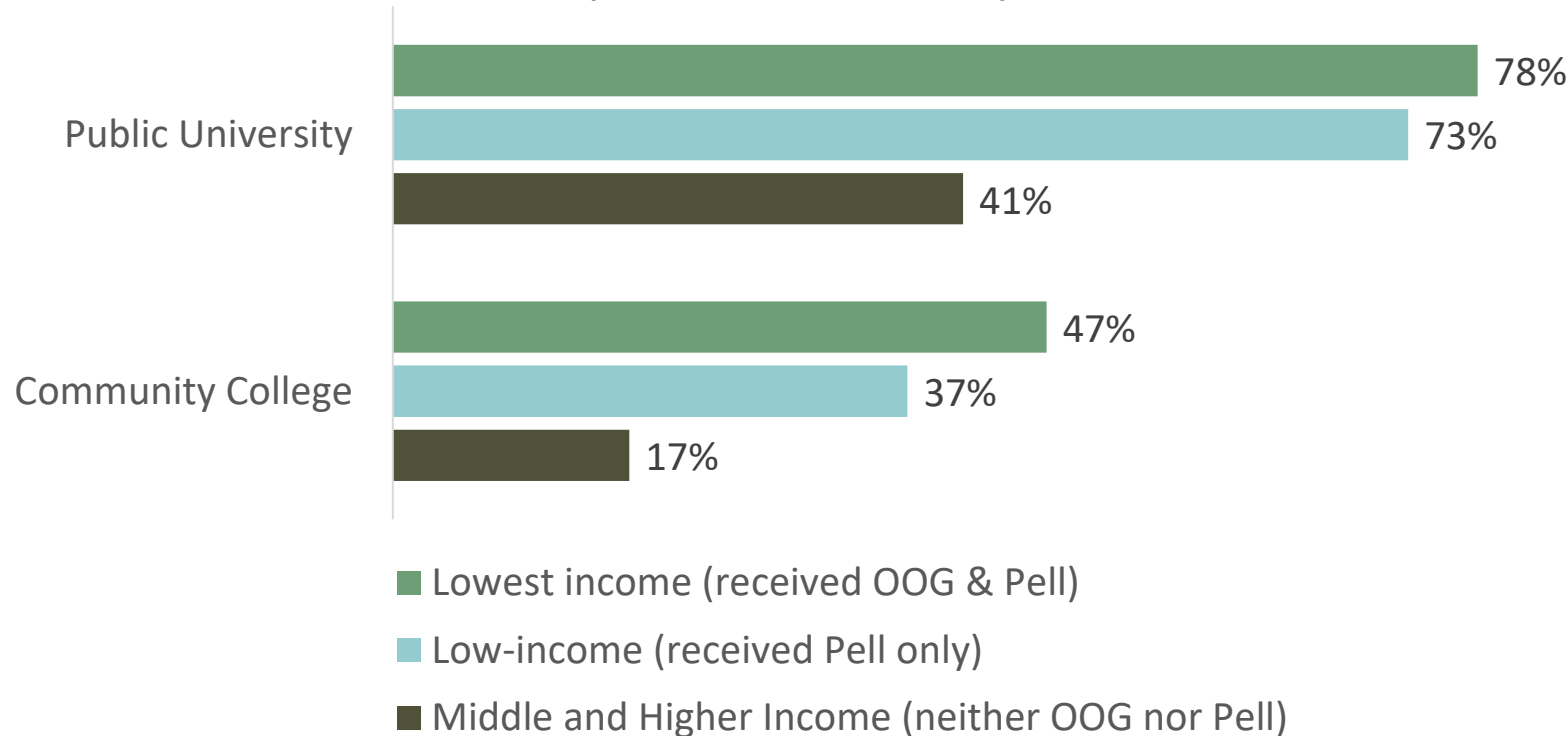


Over recent years, about half of OOG recipients are from public universities and just under half are at community colleges.

Prior to the 2018-19 awarding season, the OOG award was increased to keep up with rising cost of attendance. Limitations on program funding increases have meant fewer students have received the award.

# Even with OOG and Federal Pell Grants, Students from the Lowest-Income Backgrounds Have the Biggest Affordability Gaps

Percentage of students unable to meet expected costs of education with expected resources, by EFC level and sector



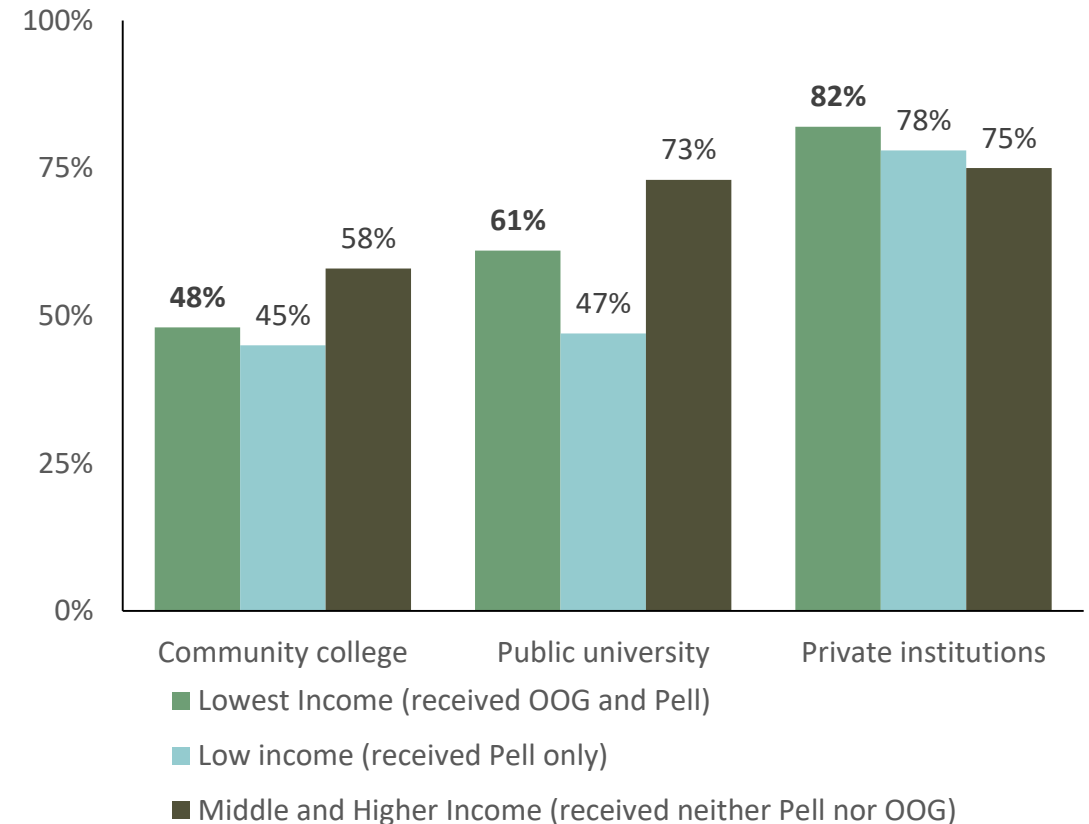
Most students from lower-income families cannot pay the expected Cost of Attendance (COA) even with grants, scholarships, institutional aid, and estimated personal income.

# OOG Recipients Continued in and Completed Their Degree Programs at Higher Rates than Other Students from Low-income Backgrounds

Students with the OOG are slightly **more likely to return** after their first year in college and are **more likely to earn** a certificate or degree than other low-income students.

Students with the OOG who complete a degree are also able to **complete their degree slightly faster** than other low-income students.

Completion rate by educational sector and EFC level



Source: HECC-R&D, January 2021, "Annual Evaluation of the Oregon Opportunity Grant: House Bill 2407 (2015)"  
<https://www.oregon.gov/highered/research/Documents/Reports/HECC-HB-2407-OOG-2021-Report.pdf>



# State Would Benefit from Additional Investment in the OOG

Completion of a postsecondary certificate or degree benefits Oregonians and communities: higher incomes, upward economic mobility lifelong health, family, and civic benefits

The OOG directly serves Oregon's historically underserved low-income populations and is linked to student success.

Primary limitation to expanding the positive OOG impacts:  
**insufficient resources**

Read more from an in-depth evaluation of the impacts of the OOG in the Annual Evaluation of the Oregon Opportunity Grant:

- <https://www.oregon.gov/highered/research/Documents/Reports/HECC-HB-2407-OOG-2021-Report.pdf>
- "If Oregon is going to emerge from the pandemic recession equitably, meet its educational goals, and enjoy the economic and social stability that accompany them, expanded state-based financial aid seems not only warranted but required."



## The Oregon Promise Grant

JUAN BAEZ-AREVALO  
Director, Office of Student  
Access and Completion



# The Oregon Promise Grant (OPG)

Funds for community college tuition for recent high school/GED graduates

Promise awards can be used at any Oregon community college, for up to 90 college credits

## 2020-21 Awarding (full-time)

- \$1,000 per year (*minimum*)
- \$4,005 per year (*maximum*)
- *Before \$50/term co-pay applied*



## GOAL:

- To increase college enrollment, completion, and affordability for recent high school graduates and GED<sup>®</sup> test graduates.

# OPG: Student Eligibility Requirements



## Earn High School Degree or Equivalent

- Graduate from an Oregon high school with a 2.5+ GPA
- Or pass the GED<sup>®</sup> test



## Enroll in Community College

- Attend college within 6 months of your HS/GED<sup>®</sup> graduation
- And enroll in at least 6 college credits

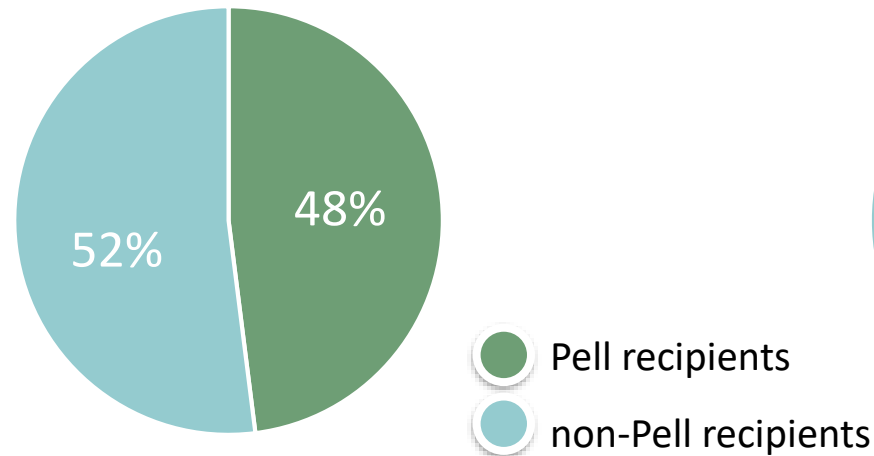
# The OPG Awarding System Distributes Funds After Other Federal and State Aid, Which Devotes Fewer Resources to Lower-Income Students

The award amount depends on student's remaining financial need to cover the average cost of tuition

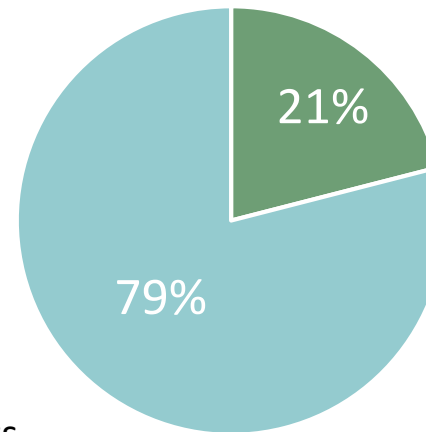
- If a student's tuition is covered in-full by other public grants, the student receives the minimum award (\$850).
- When combined with the OOG, Promise students from the lowest-income families receive a total of \$3,628.
- Meanwhile, Promise students from middle and higher-income families receive \$3,855.

*\*All award numbers above are after co-pay.*

Percentage of OPG recipients with Pell grant



Distribution of OPG funds



More than 50% of recipients are low income, but nearly 80% of the program dollars go to higher income students.



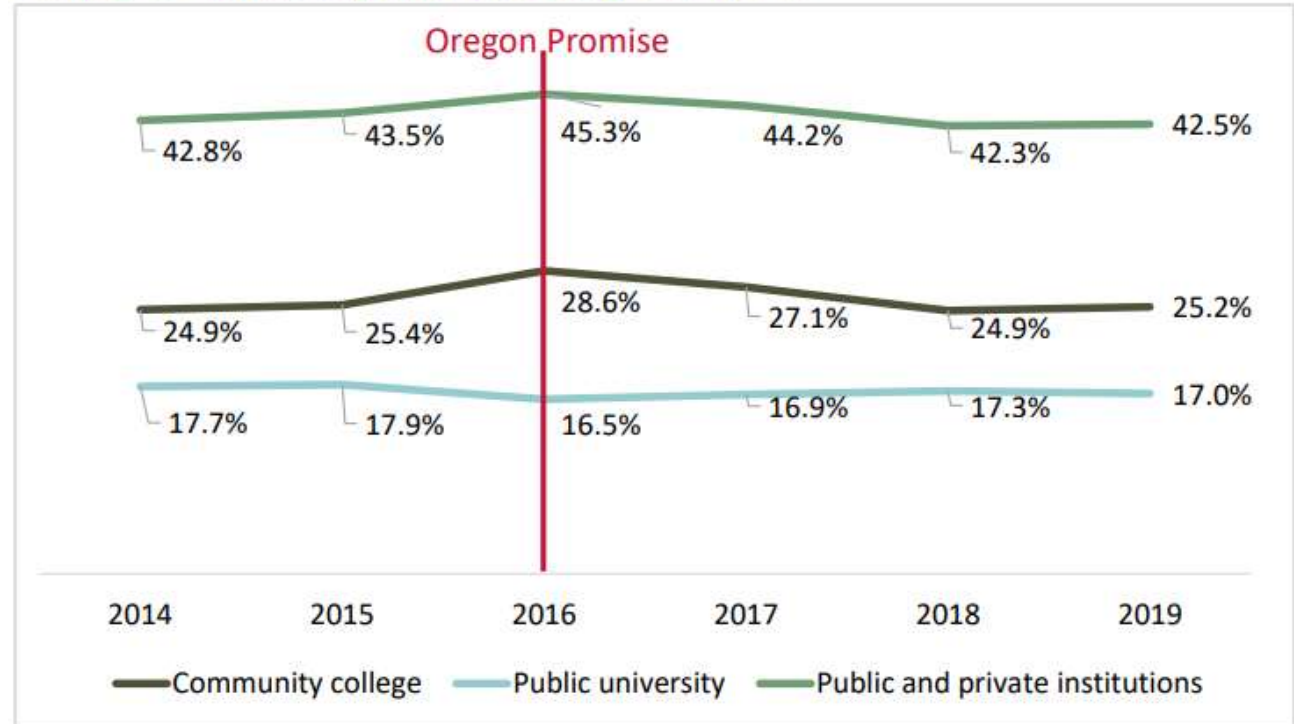
# OPG: Impact on Student Achievement

Initial program launch led to surge in college-going rates but these rates soon returned to previous levels.

## Possible reasons:

- Public awareness strongest in first year
- Instability in program funding
- Students entering workforce rather than college during the strong pre-pandemic economy

Percentage of Oregon high school graduates attending an Oregon college or university the fall after graduation.





# OPG 2020 Report Findings

## OPG Recipients and Student Impacts

- Slightly more likely to be women and Hispanic/Latinx
- 75% of recipients return for a second year of the program
- 1<sup>st</sup> cohort of Promise students appears to have earned their degree somewhat faster than HS graduates did prior to OPG's existence



## Financial Impacts

- Program's design capitalizes on federal aid dollars for low-income students (Pell grants)
- OPG award has had smaller impacts as tuition and cost of attendance rise each year

# Other Grant and Scholarship Programs

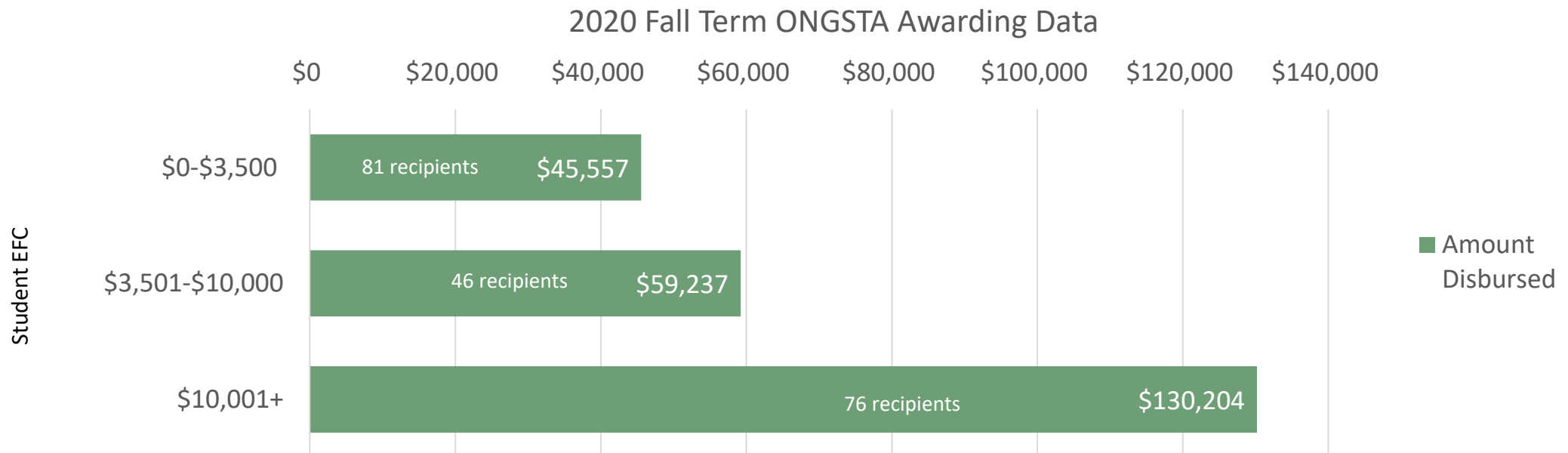
JUAN BAEZ-AREVALO  
Director, Office of Student  
Access and Completion



EOU

# Oregon National Guard Tuition Assistance (ONGSTA)

- ONGSTA provides financial aid to active drilling members of the Oregon National Guard (Air or Army) to pay for their college tuition
- Usable at Oregon community colleges, public universities, and eligible private institutions
- Provides aid to those who are not qualifying for other low-income financial aid programs



*Because of the last-dollar structure, a disproportionate amount of awards go to higher-income students.*

# Oregon Student Child Care Grant

## Support for Parents Pursuing a Degree

Grant provides funds for college students to pay for their childcare needs

Eligible applicants have a dependent under the age of 12

- Dependent can exceed 12 years old if the dependent qualifies as having special needs

Students must use an eligible childcare provider and be pursuing an undergrad degree

### Grant Recipients

- Nearly every recipient is Pell eligible and most recipients are OOG eligible
- Majority of these students have an EFC of 0
- Most students are pursuing a 4-year degree

### Recent Awarding

2019-20: 84 students awarded \$466,038

2020-21: 108 students awarded \$721,344\*

\*This includes additional funding from eBoard

School Year	Total Students	Total Degrees	% Receiving Degrees
2014-15	81	66	81%
2015-16	85	65	76%
2016-17	88	71	81%
2017-18	85	63	74%
2018-19	86	55	64%
2019-20	84	31	37%*

# Additional Financial Aid Programs

## Chafee Education and Training Grant

- Funding to help current or former foster care youth
- Federal program administered at state level by OSAC and Oregon DHS's Independent Living Program (ILP)
- Students are eligible for a maximum of 5 years or until age 26

## JOBS Plus

- Postsecondary education funding for Temporary Assistance for Needy Families (TANF) clients
- Participants redeem funds from Individual Education Accounts (IEAs)

## Barbers & Hairdressers Grant

- For students attending eligible schools of barbering, hair design, manicure, or cosmetology
- Grants based on interest earnings from endowment fund

## Deceased or Disabled Public Safety Officer Grant

- Funding for dependents of Oregon public safety officers who were killed or disabled in the line of duty
- Public safety officers include: corrections, fire service, parole and probation, among others



# OSAC Scholarships Program

## Matching Private Donors with Oregon Students

Catalog of 600+ privately-funded scholarships, which students can apply for through a single application. Variety of scholarship types available to students (need-based, merit-based, community-based, etc.)

Over 3,000 students are awarded a scholarship each year.

Award amounts range from \$500 to \$40,000

- Average award: \$4,700

For the 2019-20 school year, students received over \$19 million for their postsecondary education

- 2018-19: \$18.7 million
- 2017-18: \$17.7 million





# POP 401: FAMIS Modernization

## Easing Processes for Students, State Workers, and Stakeholders

### Challenge:

OSAC's Financial Aid Management Information System (FAMIS) is 40 years old, poses security risks to student and family financial records, is difficult for students to navigate using mobile devices, cannot be paused, and has begun causing eligibility errors that make it difficult for students to rely on their award notices.

The clumsy system also makes it very difficult to respond to legislative mandates, and disadvantages low-income and underrepresented students in particular.

### Solution: POP 401

FAMIS needs to be replaced with a financial aid system that is secure and has modern capabilities that will allow HECC to serve students and administer programs effectively and efficiently.

The agency has completed Stage 1 of the State Gate process, and Gartner consultants and EIS concur that the Return on Investment would allow us to recoup the investment within 5 years.

**Cost: \$5M OF (XI-Q bonds), \$105K OF COI, \$867K GF Debt Service= \$5.972M TF**

# Outreach Programs

JUAN BAEZ-AREVALO  
Director, Office of Student  
Access and Completion



# Outreach to Oregonians

## In-Person and Virtual Outreach

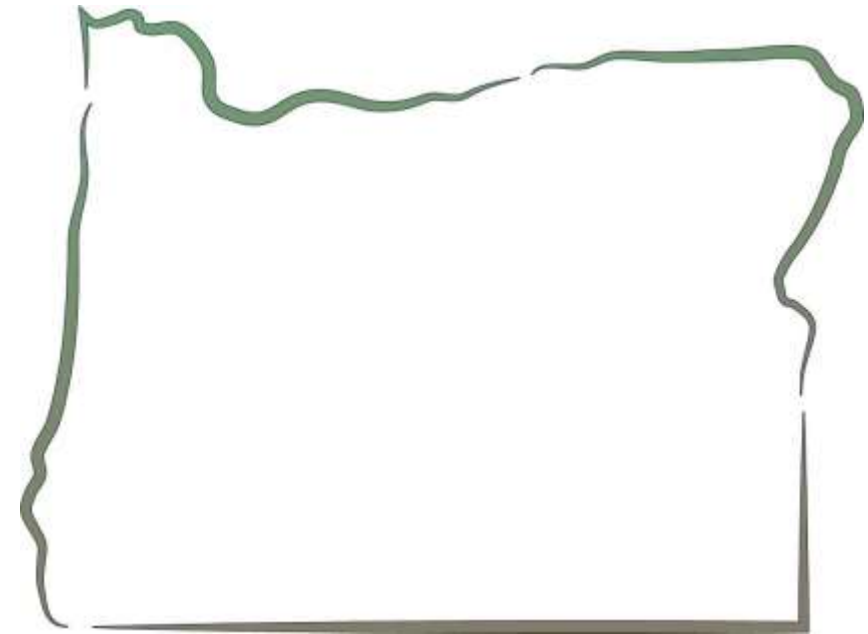
OSAC staff participate in hundreds of college and career readiness events statewide each year (college and career fairs, FAFSA/ORSA workshops, transfer fairs, etc.)

- Engaging with digital classrooms across the state through “How To” Events on OSAC Scholarship Application, Oregon Promise, Chafee ETG, and other programs
- Salem Keizer School District’s Event – College Financial Aid Opportunities for School Staff

Webinars on OSAC programs

Hosting and presenting at state and regional conferences

- ASPIRE Fall Conferences and Regional Meetings
- Cesar Chavez ‘19, MENTE Summit ‘20
- OASFAA Annual Conference, National Mentoring Summit ‘21




# Outreach to Oregonians

## Public Campaigns and Training

- Print and digital outreach via posters, planners, postcards
- Live webinars for school staff, students, and families
- Video tutorial and overview videos on our programs





**SUMMER BRIDGE**

HIGHER EDUCATION COORDINATING COMMISSION

**Programa de Divulgación de OSAC**

Límpate de escritos, papeas blancas, desinfectante de manos, artículos de tocador, etc. Si te mudas por tu cuenta (o con un compañero de cuarto) por primera vez, hay muchos elementos que necesitarás para tu nueva habitación. Afortunadamente, [EasyTech tiene una lista completa](#) de todo lo que puedes necesitar, incluyendo los suministros de limpieza informados por COVID. ¡Y asegúrate de consultar la página Residencia Life de su escuela para conocer las reglas específicas del campus también!

[Lista de PDF](#)

¿Te estás preparando para mudarte al colegio o la universidad? ¿Estás preparándote para un semestre completamente en línea? ¿En algún lugar intermedio? ¿Tienes las últimas actualizaciones de la escuela?

• Para las escuelas dentro del estado de Oregón, siempre puedes consultar [el centro de HECC para las recomendaciones de Oregón](#). Esta página tiene un enlace directo a los centros de HECC.

## Summer Bridge 2020 Campaign

- Email campaign reaching out to 17,000 recent high school graduates to prepare them for the transition to college
- Following up in 2021 to assist their college and career plans

# FAFSA/ORSAA Completion Efforts

**FAFSA  
PLUS+**

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. Nearly 250 schools and CBOs are sites.



## FAFSA/ORSAA Challenge

- Campaign to promote FAFSA/ORSAA completion; goal of increasing school's senior class completion rate by 5% relative to the prior year
- Began last school year, now in its second year

OSAC partnership with the Oregon Department of Education, OASFAA, Oregon Goes to College, and ECMC: The College Place Oregon

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

- Students are not eligible for public or institutional aid without completing the FAFSA or ORSAA



# ASPIRE: Promoting College & Career Readiness for 20+ Years

The statewide college and career readiness program administered by OSAC

## What We Do

- 1:1 and group mentoring for middle school and high school students via local volunteers
- Help students figure out their college/career goals, make a plan for their future, and determine how to pay for it
- Provide grant funding to sites in support of ASPIRE outreach and programming
- Support site coordinators through capacity building activities and technical support



## Goals & Outcomes

- Build a college-going atmosphere
- Increase # of students securing financial aid
- More students create a post high school plan
- Foster stronger community connections



# Leveraging Partnerships for the Common Good

## ADDRESSING UNDERSERVED POPULATIONS

### **Oregon Youth Authority (OYA)**

- Established 2 pilot ASPIRE sites and plan to expand to more OYA facilities
- Helping youth navigate unique challenges in pursuing education or career training

### **DEI Training**

- Keynote delivered by HECC's Director of DEI to ASPIRE Fall conference attendees (coordinators, volunteers, school staff)
- Building off momentum to incorporate more equity-based training into program

## COLLABORATION WITH AGENCIES & ACCESS ORGS

### **Oregon College Savings Plan**

- Promoting the plan to ASPIRE sites and providing webinars to interested audiences

### **Oregon Department of Transportation**

- Employees are allowed to mentor students during paid work hours

### **CORCAP**

- Coordinate with other college access groups by pooling resources to serve students better and avoid duplicating efforts

# New Investments in the GRB in College Access

Governor's budget includes \$5.0M in new GF dollars in the HECC budget to fund college outreach and support programs, with \$1.0M going to each of:



**ASPIRE:** Office of Student Access and Completion program that trains volunteer mentors to work with middle and high school students on college and career planning

**AVID (Advancement Via Individual Determination):** non-profit that partners with K-12 schools on equitable, student-centered approaches to preparing all students for college and career through differentiated social and academic supports.

**BUILD EXITO DIRECTORS FUND:** program at Portland State University providing comprehensive research training through tailored curriculum, developmental mentoring, and long-term research internships for students historically underrepresented in the health and biomedical sciences.

**COLLEGE POSSIBLE:** non-profit that supports college admission and success for students from low-income backgrounds through an intensive curriculum of coaching and near-peer support from high school through college graduation.

**OREGON TRIO ASSOCIATION:** non-profit representing 45 TRIO programs across the state focused on promoting educational equity by increasing access for low-income, first-generation, and traditionally underserved students in higher education.

# Path for ASPIRE Moving Forward

## Further Investment in Career & College Readiness Support

- Expand number of ASPIRE sites statewide and provide them with staffing support
- Increase grant funding to sites
- Build on our summer activities to support student transition from HS
- Increase career training resources
- Advance DEI training for volunteers, coordinators, and staff
- Continue building on statewide mentoring initiative



# Fostering Learner Pathways: HECC Agency Budget and POPs, Workforce Initiatives PRESENTED TO THE JOINT COMMITTEE ON WAYS AND MEANS, SUBCOMMITTEE ON EDUCATION

BEN CANNON, Executive Director

RAMONA RODAMAKER, Deputy Director

DONNA LEWELLING, Interim Director of Community Colleges and  
Workforce Development

VERONICA DUJON, Director of Academic Policy and Authorization

KAREN MADDEN HUMELBAUGH, Director of Office of Workforce  
Investments

APRIL, 2021

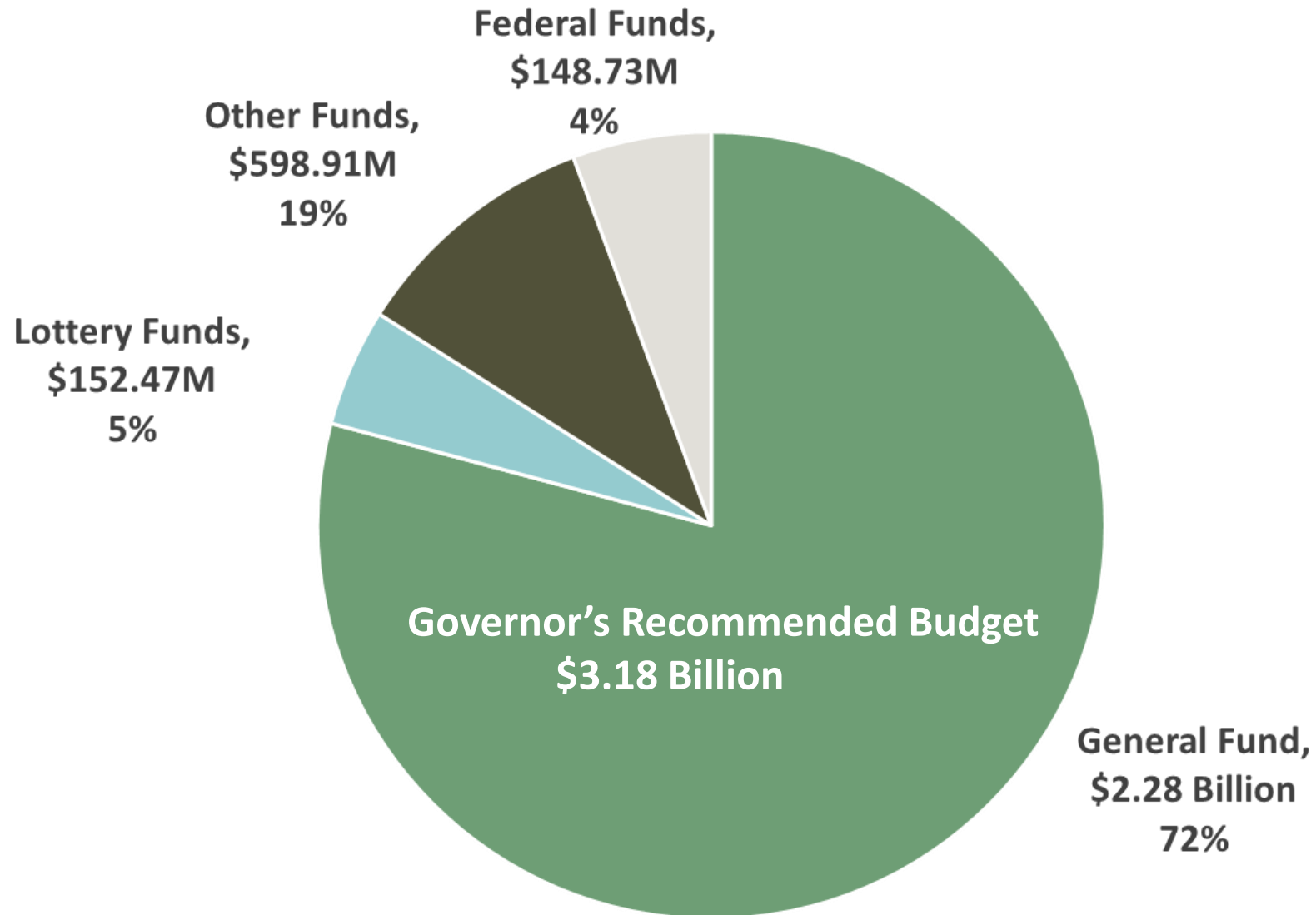


# HECC Agency Overview

BEN CANNON, Executive Director  
RAMONA RODAMAKER, Deputy  
Director



# HECC Budget By Fund Type





# HECC Budget Categories



**81.4%** of HECC's \$3.18 billion Governor's budget is distributed directly to public universities, community colleges, students through financial aid, and to Local Workforce Development Boards.

- Oregon's 17 community colleges
- Oregon's seven public universities
- Other missions of public universities: state and statewide programs (Agriculture Experiment Station, Extension Service, Forest Research Laboratory), Sports Action Lottery
- Oregon Health & Science University (OHSU) state funds
- Student assistance (state financial aid programs)
- Workforce support and other special payments, including support for Oregon's nine Local Workforce Development Board



**16.5%** of HECC's budget funds debt service on current and past capital construction projects at universities and colleges.

- Capital construction bonding for the public institutions
- Debt service for previous capital projects of the public institutions



**2.0%** includes HECC agency operations, including all personnel and supplies.

# HECC Agency Operations

Activity	Description	2019-21 LAB	2021-23 CSL	2021-23 GRB
<b>Higher Education Coordinating Commission (HECC) agency operations</b>	Supports HECC's agency office operations including 139 permanent staff members performing policy and funding coordination across all sectors of postsecondary education and workforce.	\$25.9M GF	\$34.1M GF	\$52.4M GF
		\$16.6M OF	\$13.2M OF	\$21.1M OF
		<u>\$14.4M FF</u>	<u>\$12.5M FF</u>	<u>\$12.4M FF</u>
	Budget changes in CSL reflect:	\$56.9M TF	\$59.8M TF	\$85.9M TF
	<ul style="list-style-type: none"> <li>A reduction of 9 positions (6 FTE), and a fund shift from Federal and Other Fund to General Fund necessary to comply with US Dept. of Labor approved Indirect Model requirements. All overall growth reflected is inflation.*</li> </ul>			
	Budget growth in GRB comes from:			
	<ul style="list-style-type: none"> <li>\$18M Transfer from DAS that includes \$4.0 million for pass-through payments to college access and outreach non-profits; \$10.0 million for part-time faculty health care; and \$4.0 million for Compact of Free Association (COFA) tuition equity for students from Micronesia, Palau, and the Marshall Islands</li> <li>\$5.1M FAMIS (Financial Aid Management Information System)</li> <li>\$5.1M Cost of Issuance to support University and College Capital Construction bond projects</li> </ul>			
	* Reflects half of equation for fund shift. There are corresponding reductions in OF and FF).			

Change from 2019-21

+131.3% from LAB GF  
+ 56.3% from CSL GF

+33.0% from LAB TF  
+39.8% from CSL TF

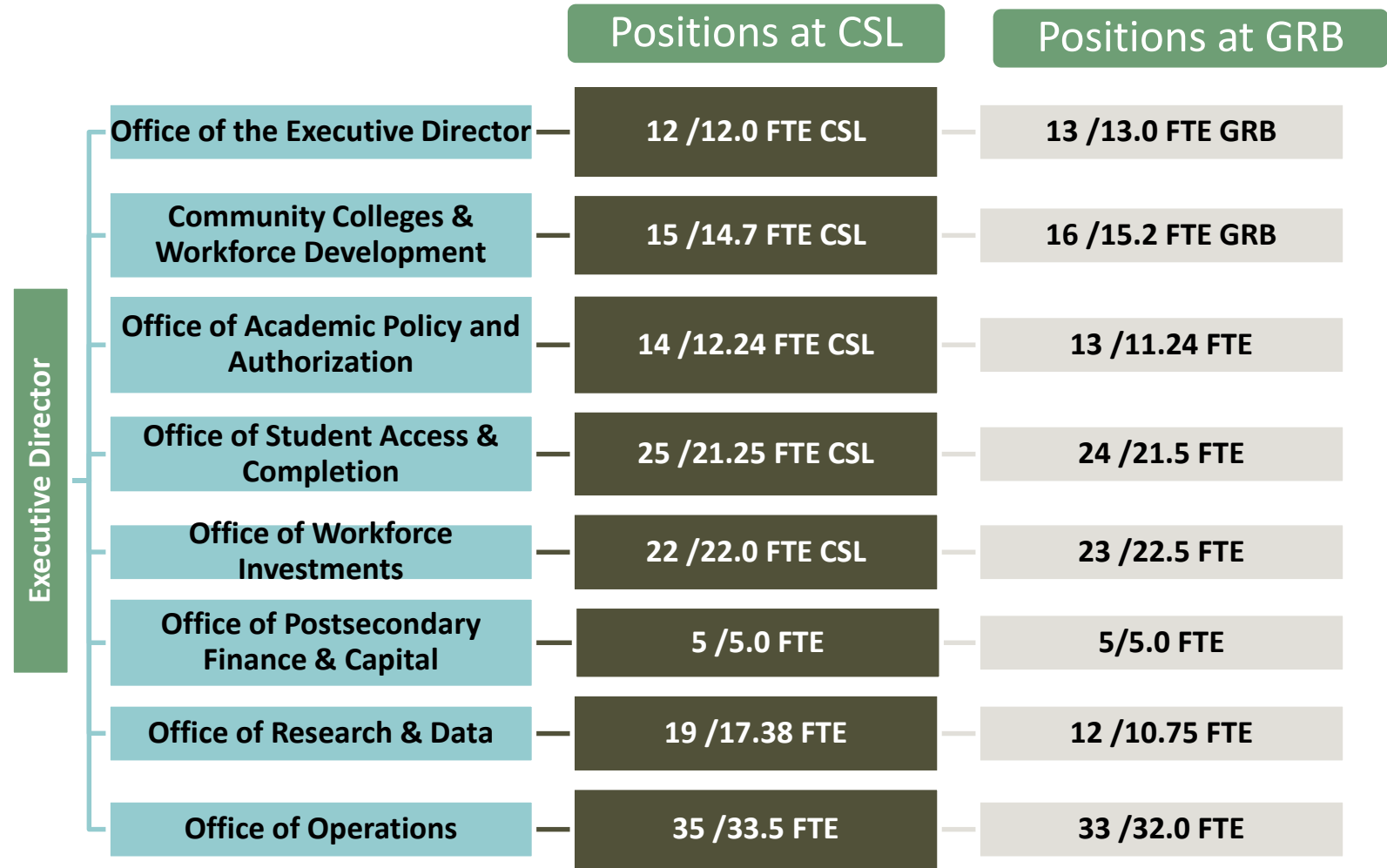
# HECC 2021-23 Organizational Chart and Positions

The Higher Education Coordinating Commission is a 14-member volunteer commission appointed by the Oregon Governor. The Commission is supported by the Higher Education Coordinating Commission state agency, comprised of eight distinct offices.

Overall, the changes in the agency's permanent positions from 2019-21 LAB are:

**CSL: Reduction of 1 position , increase of 0.7 FTE**

**GRB: A reduction of 9 positions, 6.88 FTE**



2019-21 LAB		2021-23 CSL		2021-23 GRB	
Positions	FTE	Positions	FTE	Positions	FTE
148	137.37	147	138.07	139	131.19

# HECC's Key Responsibilities

## Setting a strategic vision

Strategic planning to achieve state goals, and advising state leaders

Postsecondary enterprise budgetary recommendations

Support of five leadership/advisory boards (WTB, OYC, Stem, OV, PCS Advisory)

## Administering state funding

Administration of the \$1.4B/year postsecondary budget

Public University Funding formula (SSCM)

Financial aid awards to students

## Authorizing postsecondary programs and degrees

Approval of new academic programs

Authorization of degree-granting colleges and universities

Licensing of private career schools

## Administering financial aid, workforce, other programs

State financial aid and outreach programs (OOG, Oregon Promise, ASPIRE...)

With partners, workforce programs/strategies supported by WIOA

Adult Basic Skills, GED, OYC, and more

## Evaluating and reporting

Statewide data collection, analysis, research, and reporting

Institutional evaluations

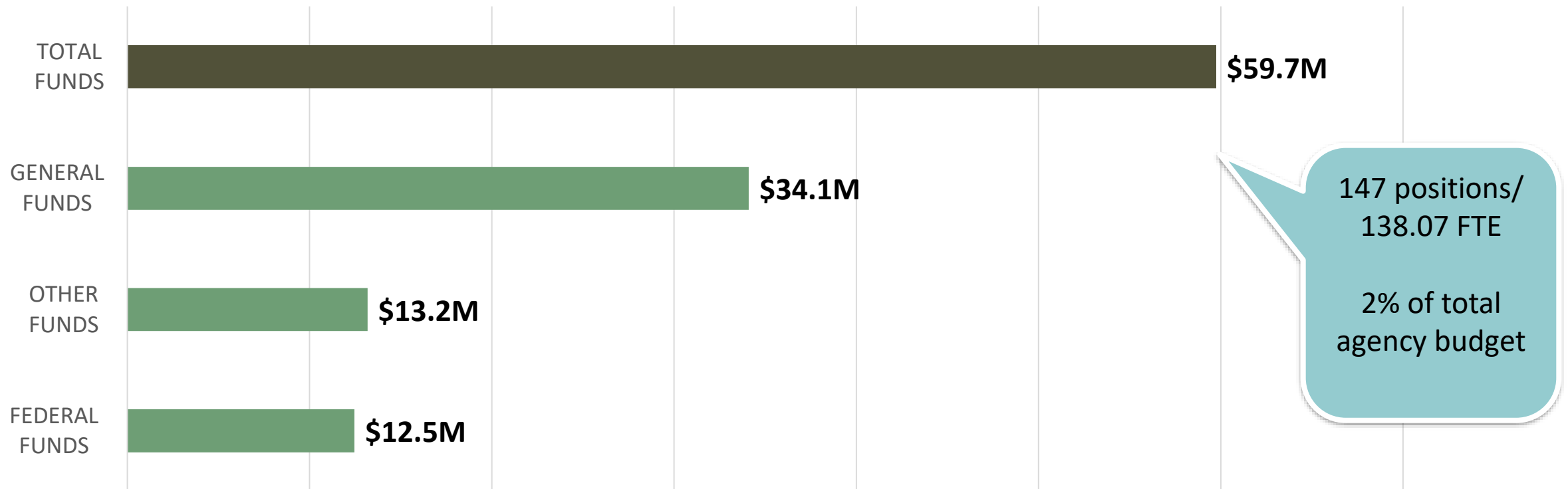
Legislative reports and research as directed



Current Service Level (CSL):

## HECC: Overall Agency

The HECC agency operations budget is funded with a mix of General Fund, Federal Funds, and other funds.

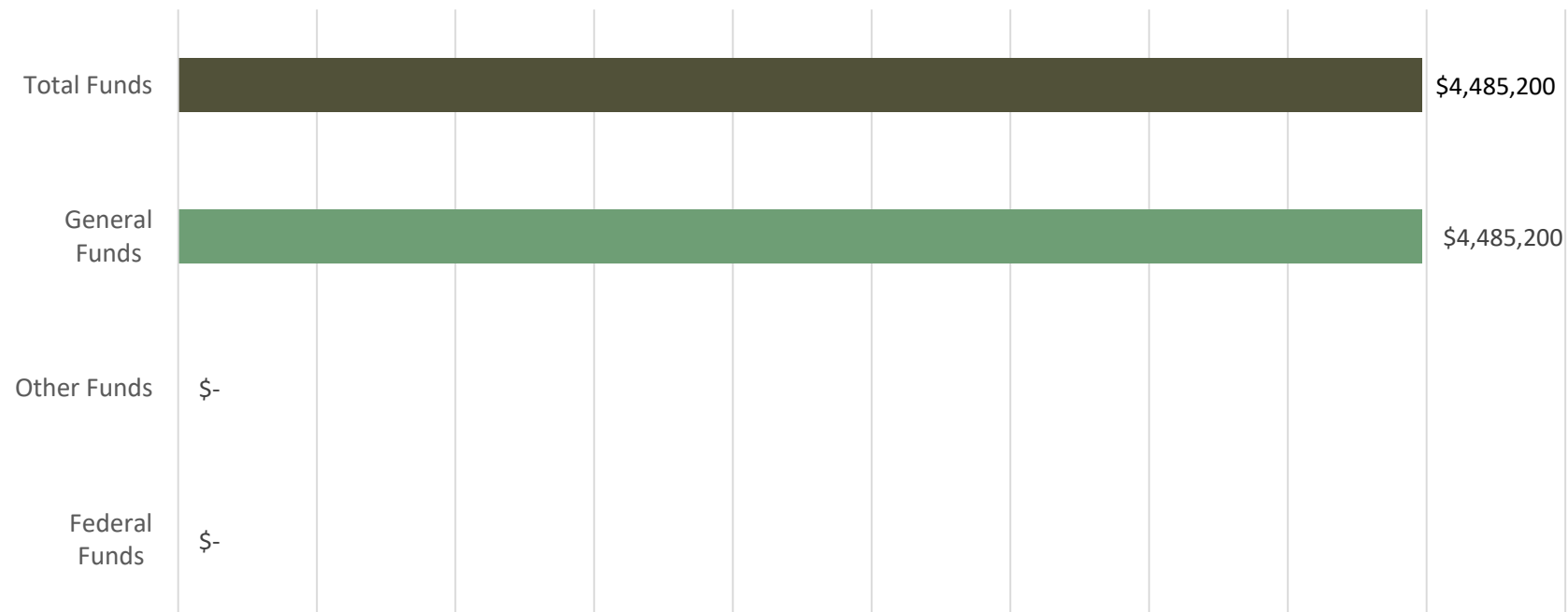




Current Service Level (CSL):

## HECC Office of Executive Director

In the HECC Agency, the Office of the Executive Director carries out the central executive role of the agency, and includes: legislative and policy development and leadership; coordination of efforts on the Commission's Strategic Plan; communications; internal auditing; commission administration; administrative rules; human resources; convening state and national stakeholders and partners; and equity, diversity, and inclusion initiatives.

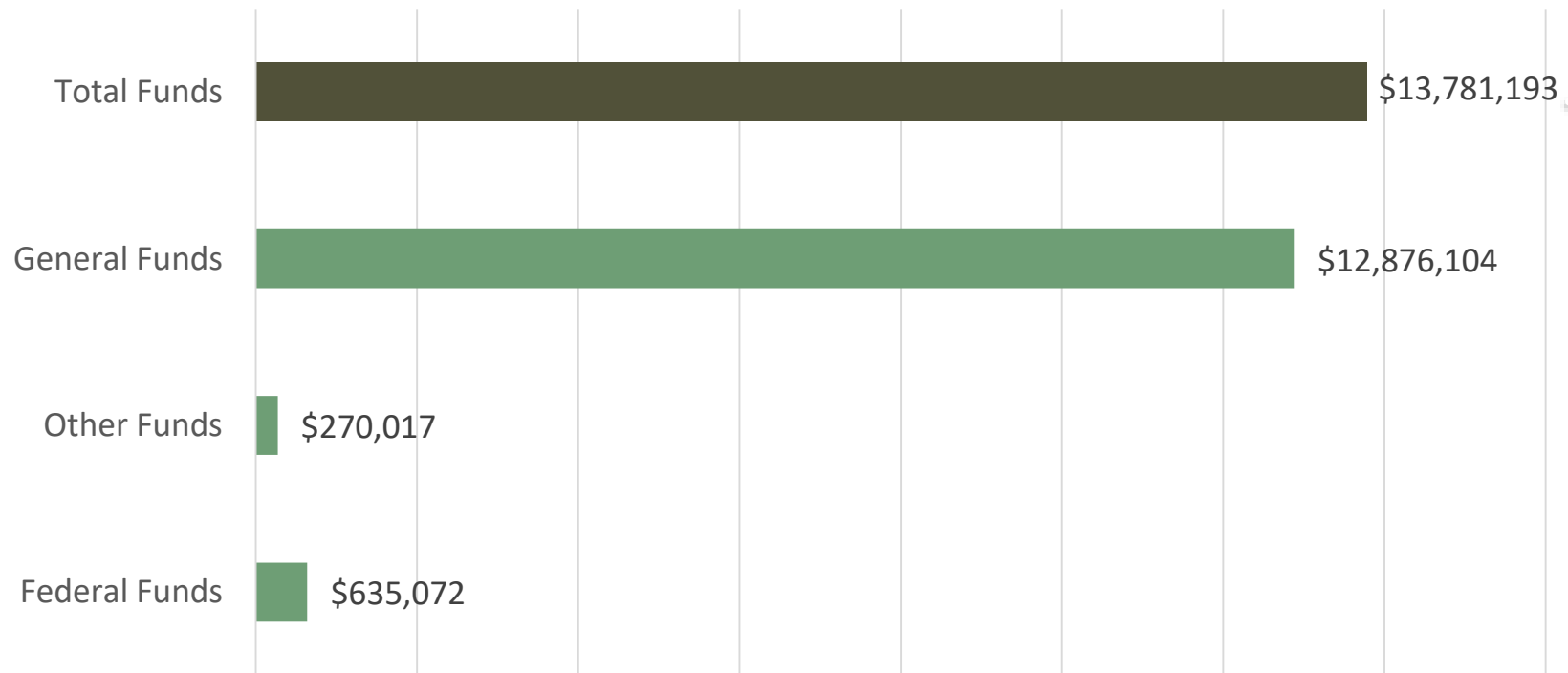


12 FTE/  
12 positions

Current Service Level (CSL):

## Operations Office

The Office of Operations primary function is to write contracts and grants and administer funds that provide resources to colleges, universities, and Local Workforce Development Boards. Operations is also responsible for all budgeting and accounting functions, payroll, procurement and grant administration, facilities, and information technology. The office provides leadership and guidance through the development of policies and strategic oversight to ensure HECC complies with state policy and federal requirements.

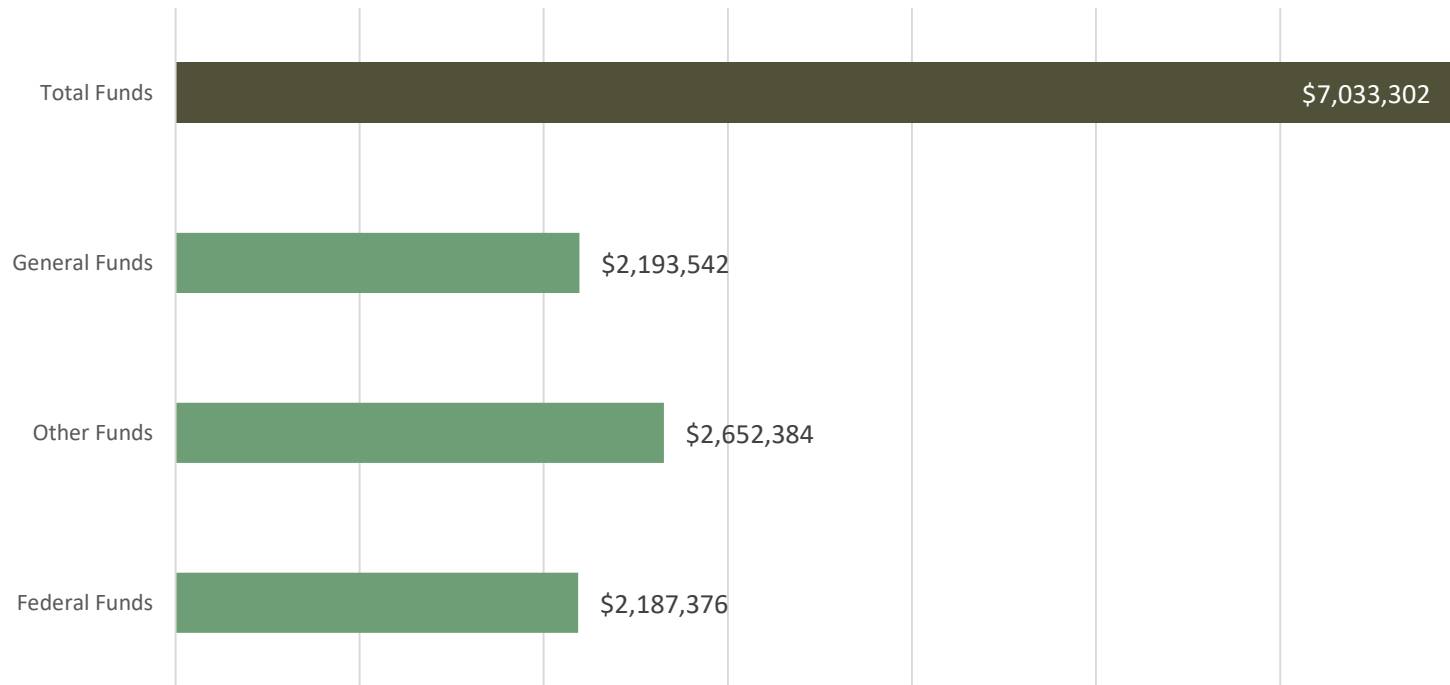


35 Positions/  
33.5 FTE

Current Service Level (CSL):

# HECC Office of Community Colleges and Workforce Development (CCWD) coordinates With the Colleges

The Office of Community Colleges and Workforce Development (CCWD) provides coordination, leadership and resources to Oregon's 17 locally-governed community colleges, 17 adult basic skills providers, community-based organizations and other partnerships. Funding for the CCWD comes predominantly from Title II of the federal Workforce Innovation and Opportunity Grant and Carl D. Perkins Career and Technical Act.



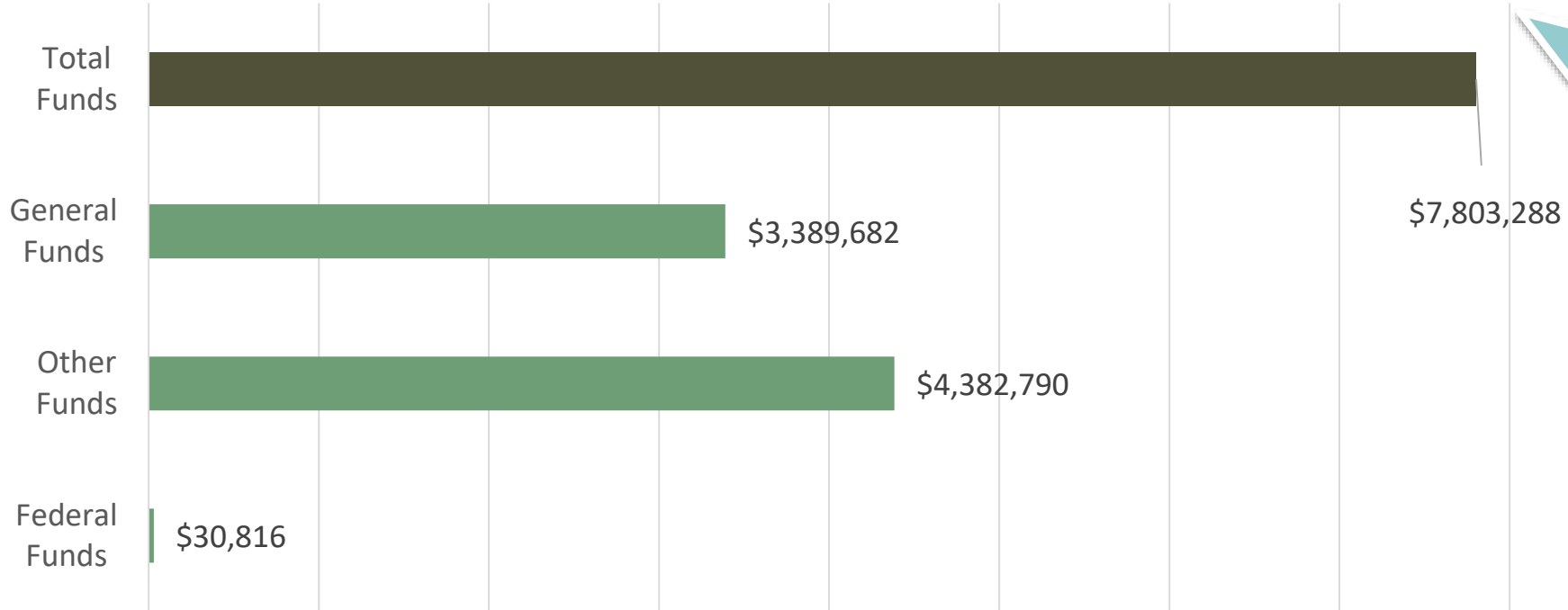
15 Positions  
14.7 FTE at CSL

Administers special  
payments in excess of  
\$15.1 M

Current Service Level (CSL):

## Office of Research and Data

The Office of Research and Data (R&D) includes the Oregon Longitudinal Data Collaborative (OLDC) budget and coordinates with institutions and agencies on student data. Funding for the R&D comes predominantly from an Other Funds transfer from Oregon Department of Education for the Oregon Longitudinal Data Collaborative.



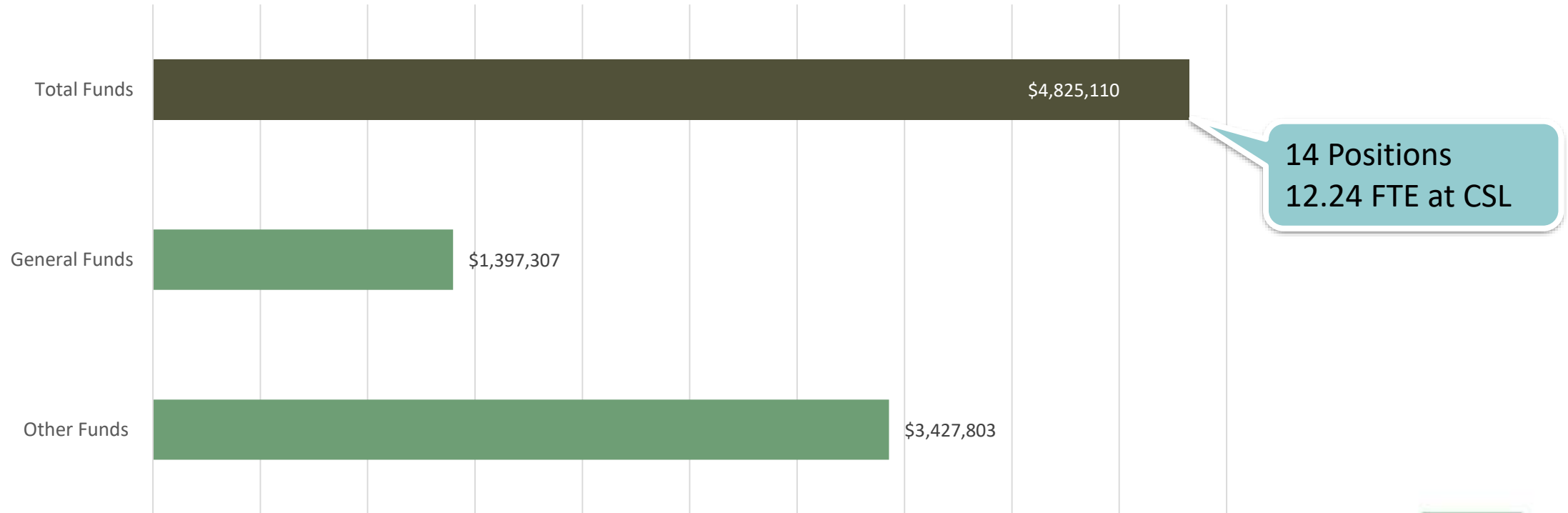
19 Positions  
17.38 FTE

*GRB eliminates much of OLDC Other Funds, reducing capacity to staff and maintain the system.*

Current Service Level (CSL):

## Office of Academic Policy and Authorization (includes Private Career Schools and University Coordination)

The Office of Academic Policy and Authorization (APA) oversees two primary areas of work: 1) the quality, integrity, and diversity of private postsecondary programs in Oregon for the benefit of students and consumers (including the Office of Degree Authorization and Private Postsecondary Education unit), and 2) public university academic policy and program approval.

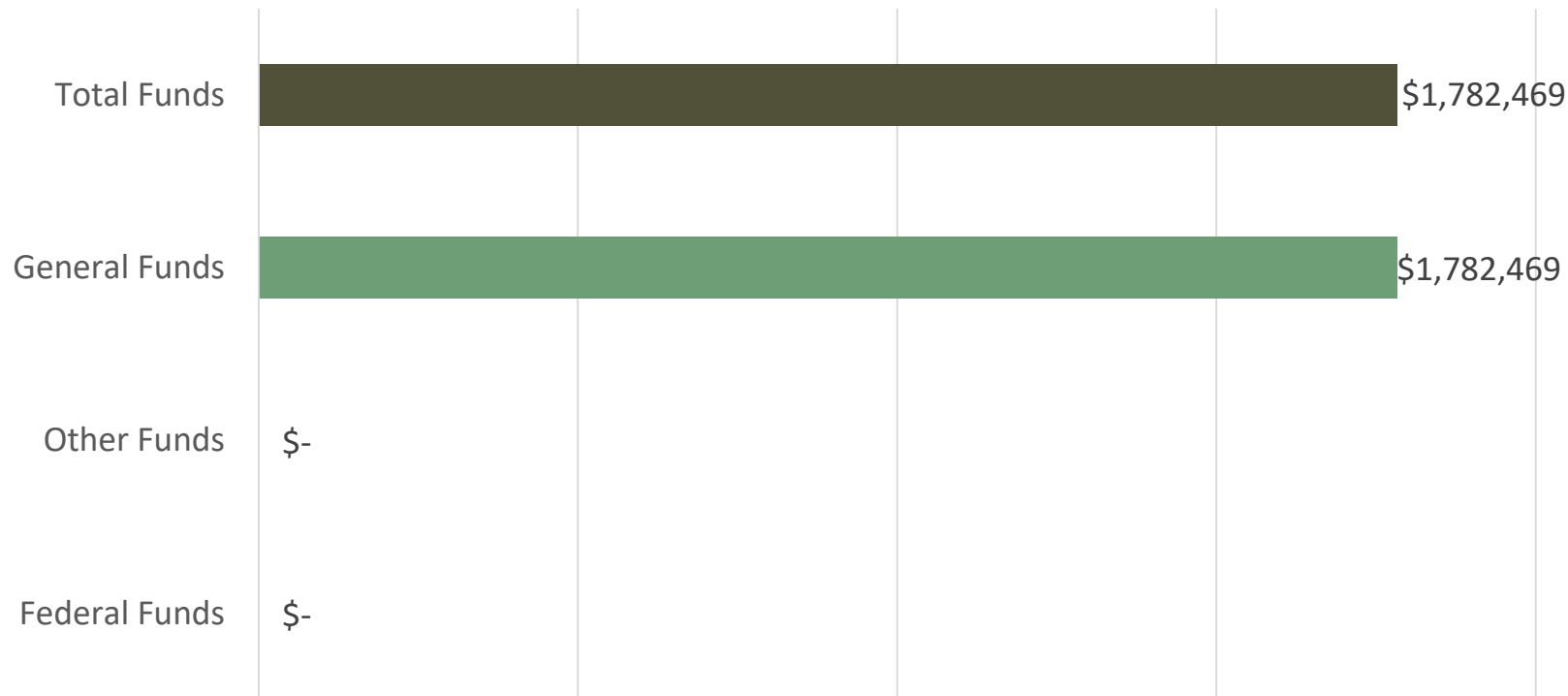




Current Service Level (CSL):

# Office of Postsecondary Finance and Capital (PFC) coordinates the Cost of Issuance for Public Universities and Community Colleges

The Office of Public Postsecondary Finance and Capital is responsible for policy and funding coordination and has responsibilities for two primary areas of work: 1) Public University Finance to support operational and educational expenses of the public institutions, and 2) Capital Funding for new construction and deferred maintenance projects at Oregon's public community colleges and universities.



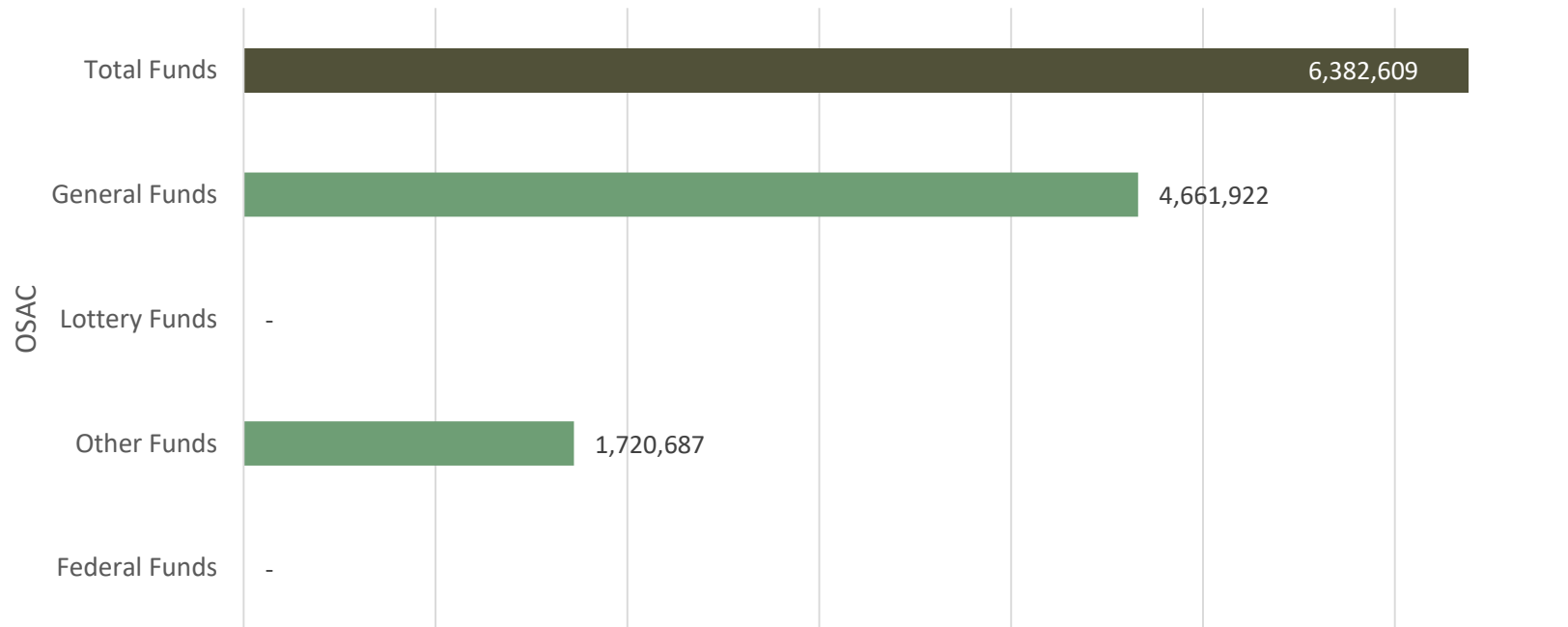
5 Positions  
5.00 FTE at  
CSL

Administers  
\$2.4 Billion in  
Payments to  
Post  
Secondary  
Education  
and Capital  
Construction  
Funds.

Current Service Level (CSL):

# HECC Office of Student Access & Completion (OSAC) administers financial aid and access programs

The HECC Office of Student Access and Completion is responsible for the administration of state financial aid and access programs, including budget recommendations, fiscal management, policy and awarding of financial aid to Oregon students at private and public institutions statewide.



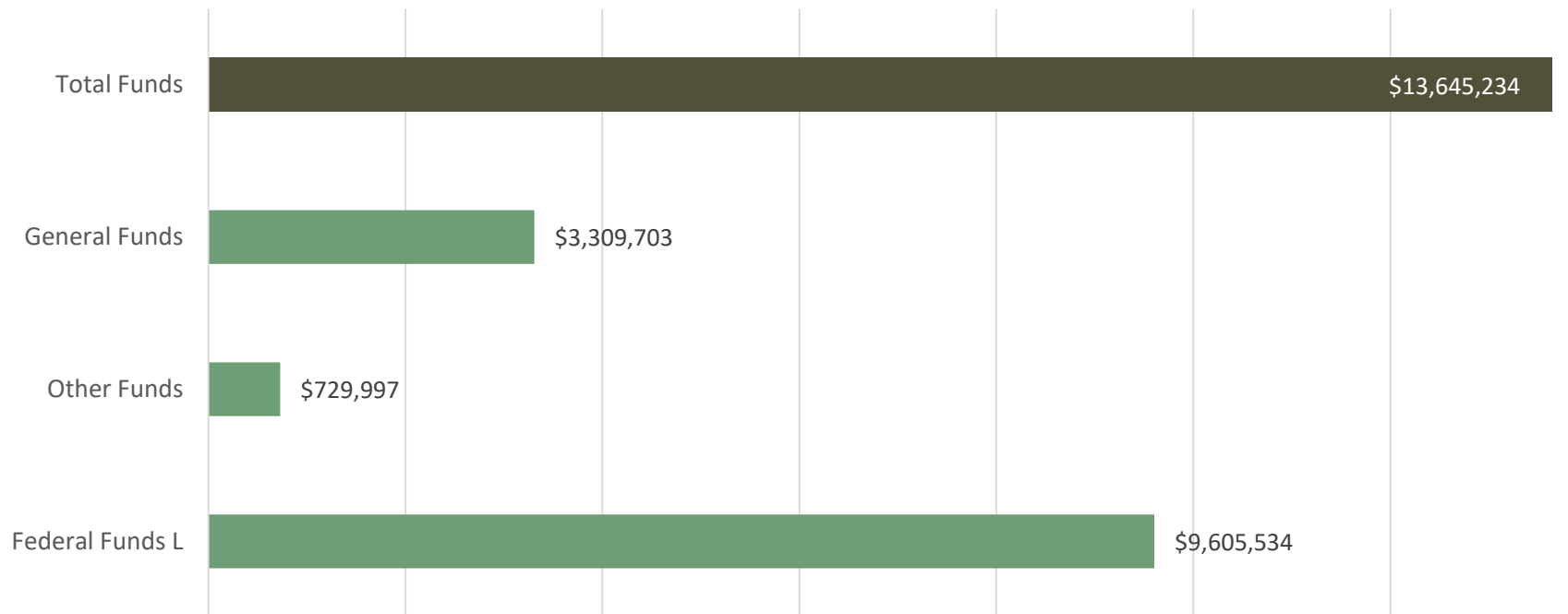
25 positions, 21.25 FTE

Administers \$234M in special payments, including Oregon Promise, Oregon Opportunity Grant, and 600+ private grants.

Current Service Level (CSL):

## HECC Office of Workforce Investments (OWI)

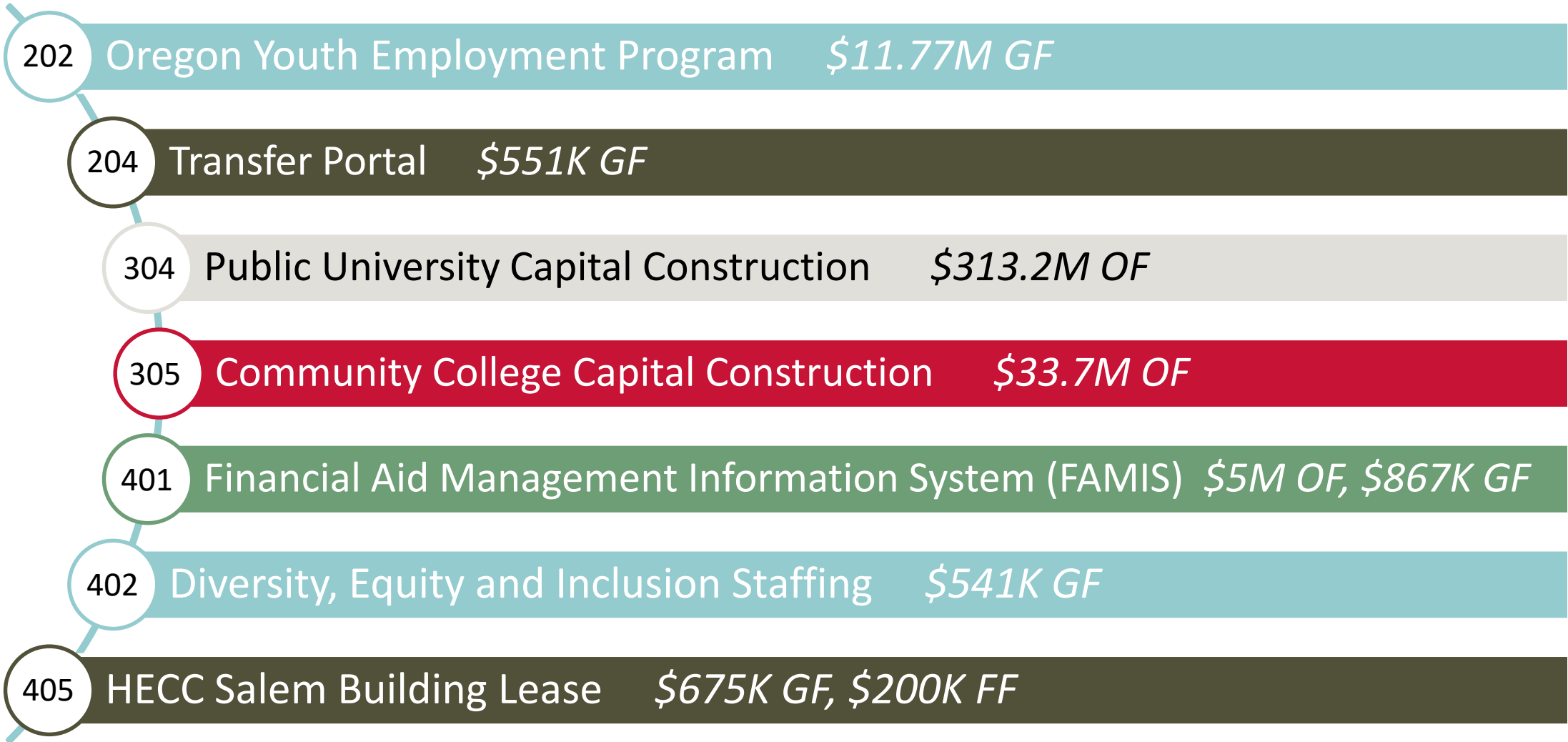
OWI administers Federal Workforce Innovation and Opportunity Act (WIOA) Title IB and National Emergency Grant funding to provide job training and other services to adults, youth, and dislocated workers. General Fund programs include Work Ready Communities and National Career Readiness certificates, technical assistance to local workforce boards, and identification and dissemination of best practices to local Boards and Back to Work Oregon. The office also includes Oregon Youth Conservation Corps and Oregon Volunteers programs.



22 Positions  
22.0 FTE at  
CSL

Administers  
\$138,237,431  
in special  
payments.

# HECC Policy Option Packages in GRB



# POP 202: Oregon Youth Employment Program

## Challenge:

In 2020, the unemployment rate among 16-19 year-olds was 28.7%, more than double the overall rate. 20-24 year-olds experienced a 22.7% unemployment rate during the same time period. African-American and Latino teenagers had a rate of 31.7 and 33% respectively.

Meanwhile, Oregon employers had trouble finding workers with essential employability skills.

## Solution: POP 202

The Oregon Youth Employment Program will provide paid work experience and workforce training to underserved youth ages 14-24 through grants to Local Workforce Development Boards, community-based organizations, and other youth organizations.

This POP will provide 1,500 youth with 8 weeks of work experience at least at minimum wage to help close employment gaps, particularly among underserved youth.

**Cost: \$11.77M GF, 1.5 FTE**



# POP 204: Transfer Portal

## Challenge:

Degree requirements across Oregon universities are not uniform, lack transparency, and change over time.

Therefore, it is often difficult for students to understand how credits transfer to receiving institutions.

This causes students to take “excess credits” and spend more time and money than should be necessary to complete their degrees.

## Solution: POP 204

Develop a plan to create a web-based Transfer Portal, a tool that students can use to understand how courses will contribute to degree completion at ALL Oregon’s public universities and community colleges.

The portal would explain how many courses are required to change institutions or majors, identify required courses and their equivalents, show how major and core transfer maps work, list transferable elective courses that will count toward degree and major requirements, etc.

**Cost: \$550K, .5 FTE**

# POP 304: Public University Capital Construction

## Challenge:

Informed by the Strategic Capital Development Plan for Oregon's Public Universities, review committees evaluated proposed capital construction projects based on their alignment with space renewal, workforce, and completion, deferred maintenance, research and economic development, and collaboration goals. The list to the right reflects the prioritized ranking of all projects that were submitted. Projects rely on XI-G and XI-Q bonds for funding.

**Cost: \$313.2M OF**

## Solution: POP 304

### List of Prioritized Projects:

- Capital Improvement & Renewal (All)
- Gateway Center Reuse/Extension ((PSU)
- Cordley Hall Renovation, Phase II (OSU)
- Inlow Hall Renovation, Phase II (EOU)
- Heritage Renovation Project (UO)
- Loso Hall Renovation, Phase II (EOU)
- Music Hall Renovation (SOU)
- Britt Hall, Phase II (SOU)
- Health Sciences Remodel (WOU)
- Learning Resource Center Rehabilitation (OIT)
- Collaborative Innovation Complex (OSU)
- New PE Building Remodel (WOU)
- Remediation & Campus Infrastructure (OSU)
- Campus Infrastructure (OIT)

# POP 305: Community College Capital Construction

## Challenge:

Under statutory authority in ORS 350.075(3), the commission approves all capital construction requests from the state's community colleges that are to be backed by state-funded debt. They prioritize proposals based on their alignment with instructional purpose, service need, facilities need, articulated objective, and local planning and needs assessment goals.

The list to the right reflects the prioritized ranking of all projects that were submitted. Projects rely on XI-G bonds for funding.

## Solution: POP 305

### List of Prioritized Projects:

- New CTE Building & Renovations (Tillamook Bay)
- Transportation Technology Complex (Rogue)
- Agricultural Center (Linn Benton)
- Building 7 Remodel (Chemeketa)
- Childcare Learning Complex (Klamath)

**Cost: \$33.7M OF**

# POP 401: FAMIS

## Challenge:

OSAC's Financial Aid Management Information System is 40 years old, poses security risks to student and family financial records, is difficult for students to navigate using mobile devices, cannot be paused, and has begun causing eligibility errors that make it difficult for students to rely on their award notices.

The clumsy system also makes it very difficult to respond to legislative mandates, and disadvantages low-income and underrepresented students in particular.

## Solution: POP 401

FAMIS needs to be replaced with a financial aid system that is secure and has modern capabilities that will allow HECC to serve students and administer programs effectively and efficiently.

The agency has completed Phase 1 of the Stage Gate process and Gartner consultants and EIS concur that the Return on Investment would allow us to recoup the investment within 5 years.

**Cost: \$5M OF (XI-Q bonds), \$105K OF COI, \$867K GF Debt Service= \$5.972M TF**

# POP 402: Diversity, Equity, and Inclusion Staffing

## Challenge:

The pandemic and recession are negatively impacting underrepresented individuals and communities of color and creating barriers to educational and workforce goals at a disproportionate rate.

Increasing staff capacity that is dedicated to DEI work internally and externally would allow the agency to advance the work in all agency programs and support services.

## Solution: POP 402

Increases HECC staffing by two positions to operationalize Oregon's equity lens, conduct outreach and community engagement, consult with Oregon's federally recognized tribes, continue the agency's TIE grant activities, and continue work to eliminate systemic racism in HECC policies throughout the agency.

This package will enable us to work more closely with underrepresented students and communities of color to advance DEI work internally and externally.

**Cost: \$540K, 2.0 FTE**

# POP 405: HECC Salem Building Lease

## Challenge:

To accommodate increased staffing levels at ODE due to the Student Success Act expansion, HECC signed a lease and relocated to a different building in May 2020, to make room for ODE's new staff.

The moving expenses were paid for by ODE, but the new lease costs slightly more. To offset costs, HECC relocated staff from the Employment Department and closed its Eugene office, which will also reduce future travel costs. The move enabled us to consolidate from three leases to one and bring all HECC staff together.

## Solution: POP 405

This POP was submitted at the request of DAS and ensures that accurate lease costs are reflected in the 2021-2023 and future budgets. The base rent was below market and commenced at \$1.75/per square foot. It supports the consolidation of HECC staff into one facility, located at 3225 25th Street SE in Salem.

**Cost: \$674K GF & \$200K FF = \$874K TF**



## Other Changes Reflected in the GRB:

### Reductions:

- OLDC, reduced by \$1.688M and 6 positions (6 FTE)

### Additions/Transfers:

- COFA: **\$4M GF**
- College Access Programs, **\$5M GF**
- Health Benefits for Part-time Faculty (pass through): **\$10M GF**

# Overall Position Changes in GRB 2021-23

The Governor's budget adds staffing capacity through three policy option packages: DEI staffing, Oregon Youth Employment, and the Transfer Portal. It totals 5 positions (4 FTE).

The GRB also removes 6 positions from the State Longitudinal Data System, reducing capacity to meet program goals.

Overall, the agency's permanent positions are reduced from 148 to 139 in the GRB and FTE declines from 137.37 to 131.19.



*+ 2 DEI Staff*

*+ 2 Oregon Youth  
Employment Program*

*+ 1 Transfer Portal*

*- 6 State Longitudinal  
Data System Positions*

# HECC AGENCY: EQUITY WORK GOALS



## Foundations

Governor's  
Equity  
Framework  
During  
Pandemic  
+  
Oregon's  
Education  
Equity Lens



## Oregon Commitment

Prioritizing Equity  
Addressing Health  
& Economic  
impacts  
Ensuring an  
Inclusive &  
welcoming  
Oregon



## HECC Commitment

The HECC will  
apply the Equity  
Lens to the agency  
responsibilities  
related to policy,  
funding, and  
programs,  
including internal,  
and external  
practices as  
education and  
workforce leaders.



## HECC Equity Goals

1. Lead the elimination of structural inequities in postsecondary education and training by centering systemic equity into all decision making.
2. Make diversity, equity, & inclusion an integral component of the agency's identity and culture.
3. Enhance culturally responsive outreach and engagement in all areas of the postsecondary education and training system.
4. Strengthen a culture of continuous learning, collaboration, and improvement.

Links: Governor's Equity Framework in COVID-19 Response and Recovery: [https://www.oregon.gov/gov/policy/Documents/EquityFrameworkCovid19\\_2020.pdf](https://www.oregon.gov/gov/policy/Documents/EquityFrameworkCovid19_2020.pdf)

# 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.

### Streamlining Learner PATHWAYS:

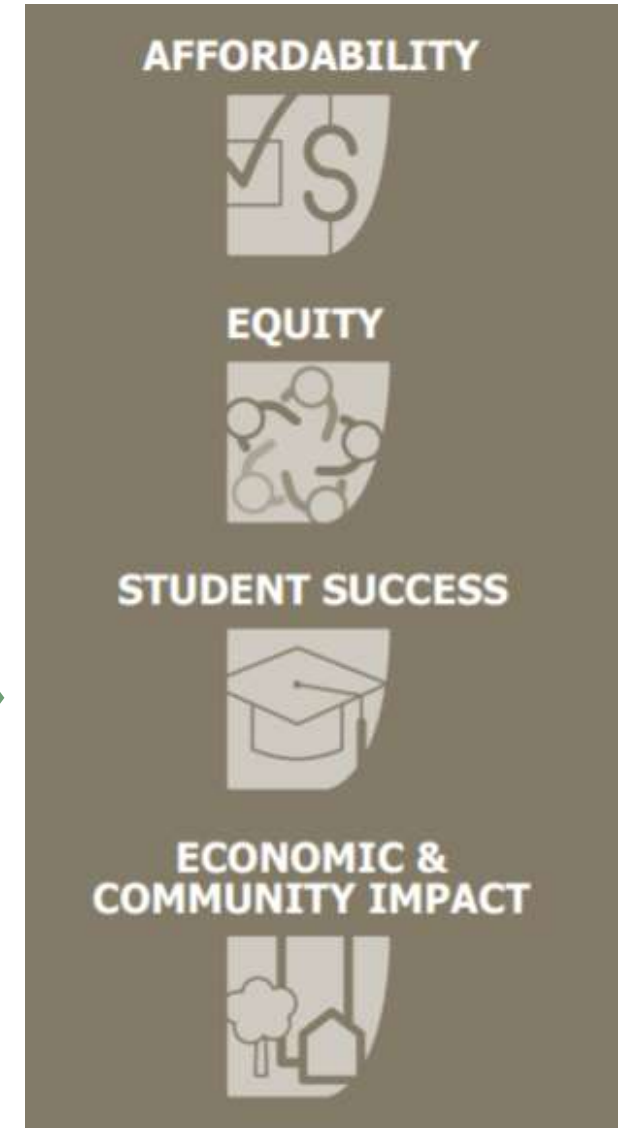
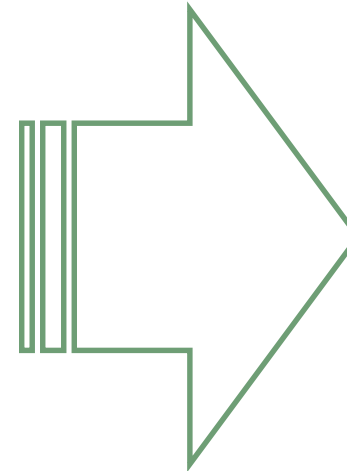
- We make it easier to navigate and succeed in education and training and link graduates with careers.

### FUNDING for success:

- We develop funding strategies to prioritize student success.

### Expanding Opportunity through OUTREACH:

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



From the *HECC Strategic Framework*, December 2017

# HECC Agency Role in Pandemic Response

View HECC COVID-19 resources at:  
<https://www.oregon.gov/highered/about/Pages/COVID19.aspx>

## Guidance, convening, coordination, and communication

- **Serving as a conduit between institutions, the Governor's office, and OHA on response**
- **With OHA, establishing standards and guidance for the safe operation of higher education institutions.**
- Monitoring federal relief efforts and engaging institutions and national partners.
- Research/reporting on pandemic impacts, including enrollment.
- Encouraging partner use of [Governor's Equity Framework for Pandemic Response](#) and [four interim guiding principles](#) for institutions to follow in pandemic response.
- Communicating institution commitments to student flexibility on issues such as admissions and financial aid.

## HECC program modifications

- Flexibility in utilizing state financial aid programs
- Temporarily authorizing out-of-state institutions to provide instruction to Oregon students learning from their homes
- Allowing private institutions to temporarily suspend operations without facing regulatory barriers
- Allocating state and federal stimulus funding to students in need
- OSAC increased electronic/online student outreach to support college readiness

## HECC workforce supports

- Worked with partners to bolster support for dislocated workers impacted by the pandemic and wildfires
- With WTDB, commissioned ECONorthwest and other researchers and policy leaders to develop reports on key workforce issues
- Secured and managed additional federal workforce grants in the early stages of the pandemic



# HECC's Work to Support Learner Pathways in Public Postsecondary Education and Training

DONNA LEWELLING, Interim  
Director, HECC Office Community  
College and Workforce  
Development

VERONICA DUJON, Ph.D., Director,  
HECC Office Academic Policy &  
Authorization





# WIOA Title II Providers helped over 12,000 Oregonians with Basic Education & Literacy Skills Necessary for Economic Stability

Focuses on improving reading, writing, numeracy, problem solving, English language acquisition and other literacy skills for Oregonians

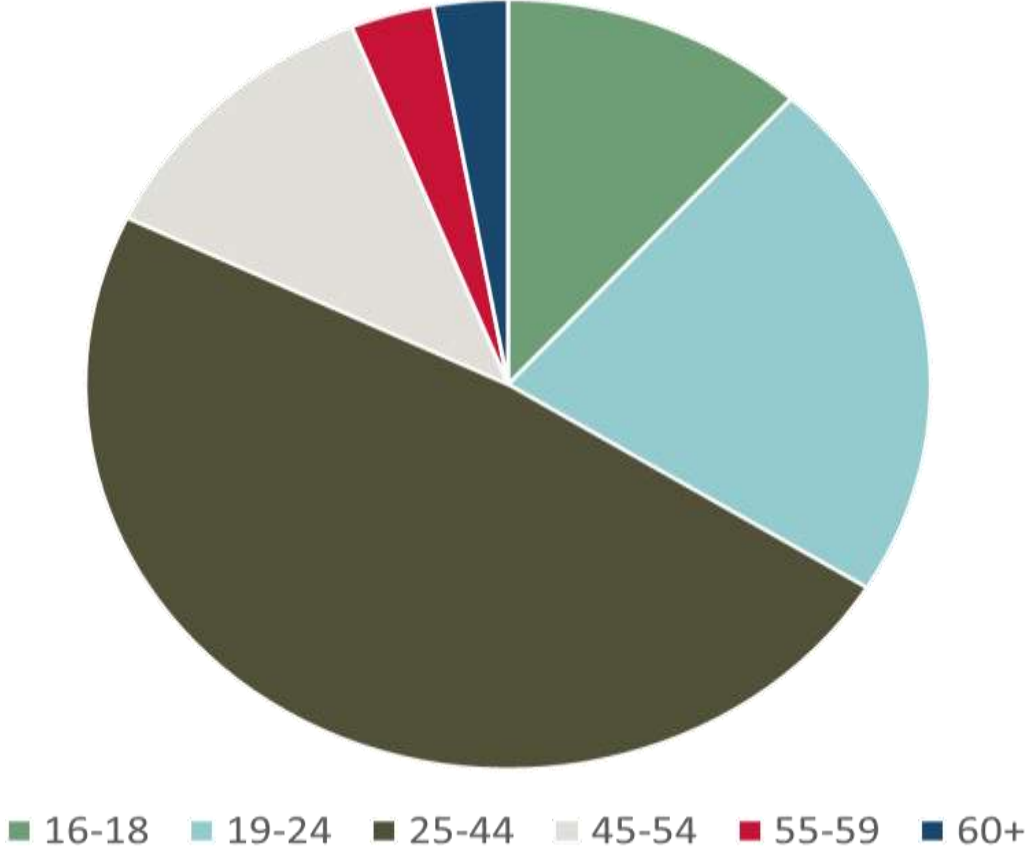
## HECC Role:

- Administer Oregon Title II Funds
  - Makes grants to providers of adult education and literacy services.
  - Collects and reports performance data.
  - Provides monitoring and professional development.

## Funding:

- Approximately \$6M Federal funds awarded based on enrollment, regional need, and performance
- 25% match (funds or in-kind) required for partners

Age of ABE Title II Students served in 2019-20



Source: TOPSPro® Enterprise Database



# HECC Coordinates High School Equivalency Credentials for More than 7,000 Oregonians each year.



## High School Equivalency Learner Success

July 1, 2019 – June 30, 2020

**A total of 7,022 students**

**took GED® test**

**GED® test passers: 3,498**

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.

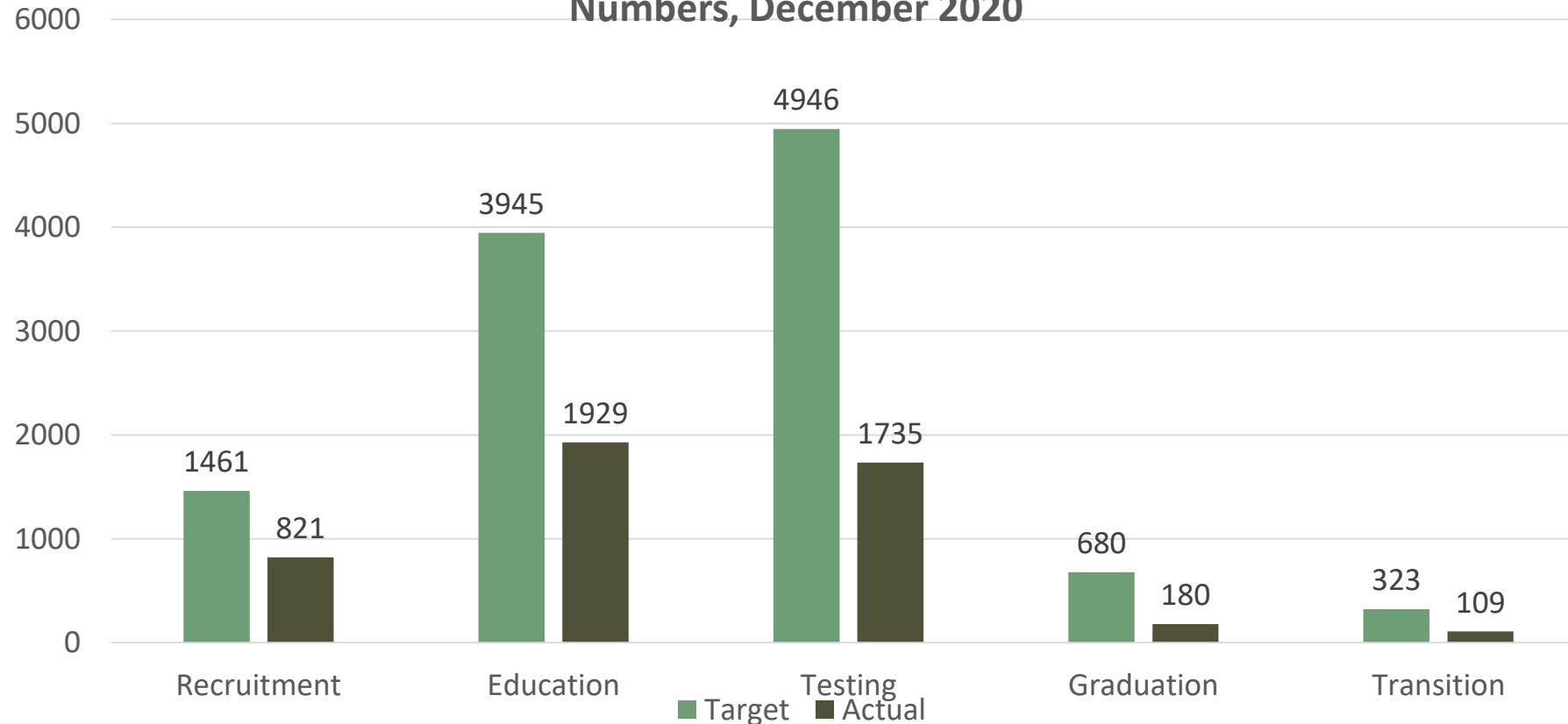
## HECC Role:

- Provides technical assistance to GED® testing sites around the state.
- Organizes the Annual Oregon GED® Program Summit.
- **In 2019-21, HECC is distributing and managing \$1.7M in state-funded grants for GED® wraparound services.**

# Oregon GED® Program Wraparound Grant

Meeting Students Needs to Succeed:

Oregon GED® Program Wraparound Grant Mid-project Status, Student Numbers, December 2020



Estimated **11,358** Students to be served in 2019-21 Biennium

Examples of Services Provided:

- Culturally relevant recruiting and advising
- Culturally relevant teaching and training
- Books
- Technology
- Testing fees
- Childcare
- Transportation



# Career & Technical Education: Benefiting both Youth and Adults

## Federal Grant Funding 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.*

### 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.
- Engages and partners in workforce preparation conversations.
- Provides technical assistance to faculty and staff.

# Accelerated Learning: Bridging High School and College Courses

## Multiple Models of Accelerated Learning

- Partnerships (Dual Credit, Sponsored Dual Credit, Assessment Based Learning Credit)
- Direct enrollment (Expanded Options for HS students taught at a college, on campus and online courses)
- Articulations (Advanced Placement (AP) and International Baccalaureate (IB) articulated courses)

## Strong Cross Sector Partnerships

- Funding and technical assistance for expansion of equitable access to college credit opportunities for all high school students
- Ensuring credits count towards degrees and certificates

## Access and Impacts

- Courses are available in nearly all public high schools
- Students from historically underserved racial/ethnic groups, rural counties, or low-income families appear less likely to be accessing accelerated learning than White, urban, and higher-income students.
- Students with accelerated learning credit are more likely to graduate high school and go to college
- 97% of credits presented to universities were accepted (Fall 2019)
- Students with more than 10 accelerated college credits finished college sooner, by one-half year, than students with fewer than 10 credits

## HECC Role

- ORS 340.310: HECC developed and adopted standards for high school-based college credit partnership programs in 2016.
- OAR 715-017-0005: HECC partners with ODE and Oversight Committee for High School-Based College Credit Partnerships to conduct a standards based peer review process.
- ORS 350.417: HECC coordinates with Oregon campuses and publishes the Statewide AP and IB Course Credit Policy



# Streamlining the Community College to University Pathways



Streamlining the community college to university transfer pathway impacts affordability and time to degree, supporting low-income, first generation and other underserved student groups.

- In 2019-20, 34% of Oregon resident bachelor's degrees were earned by students who transferred from an Oregon community college, and 15% were by students who transferred from another college or university.
- Students who transfer from an Oregon community college are:
  - More likely than direct-entry university students to be first-generation and low-income
  - Less likely than direct-entry university students to graduate from the university in a comparable time frame

## HECC Role

- Convene and facilitate cross-sector faculty, student, institutional staff and administrative leadership workgroups
- Provide research and data for problem identification
- Review of national research and reports on best practice
- Legislative reporting



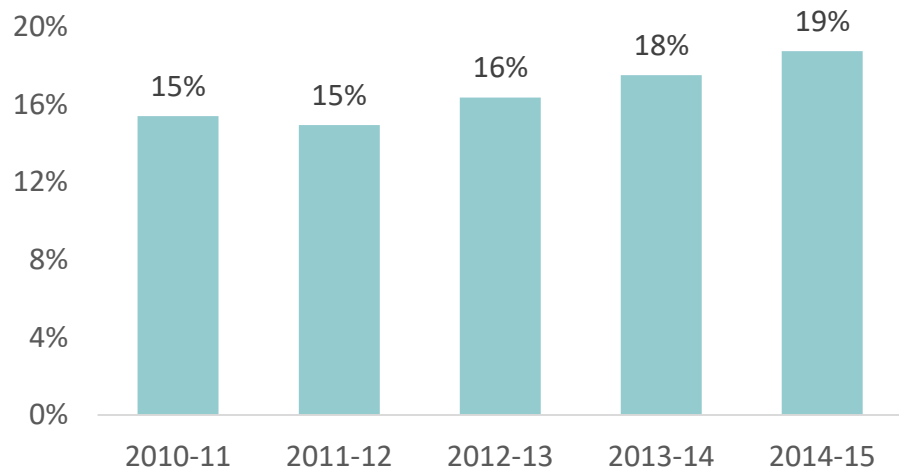
# Oregon Community College Transfer Students Make up a Substantial Portion of Resident Undergraduate Students at Public Universities campuses.

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

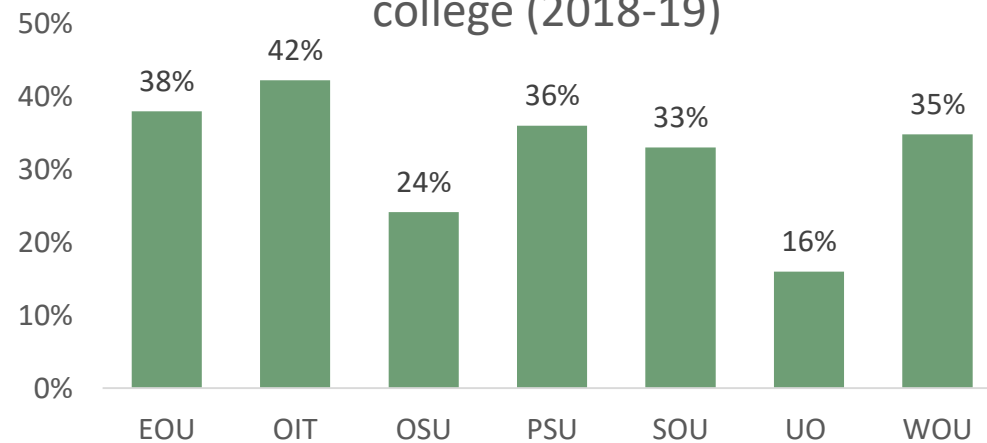
Transfer students from an Oregon community college make up a substantial portion of resident, admitted undergraduates at the public universities, ranging from **16% to 42%**.

Transfer students are more likely to be 25 years or older, low-income, and first-generation than their first-time freshmen counterparts

### Transfer Rate from Community College to Public University



### Percentage of undergraduates who transferred from an Oregon community college (2018-19)



Source: HECC analysis of community college and public university student data. Community college to public university transfer rate based on a community college credential-seeking cohort. Percentages of public university undergraduates that transferred from an Oregon community college are based on resident, admitted undergraduate students in 2018-19.

## The Problem

- Since 2017, HECC has worked with partners to ensure a common core of general education courses and lower division major coursework is universally transferable
- HB 2998 (2017) establishes the framework for that work
- This is a problem of growing significance
- Significant gaps and challenges in the law:
  - Expectations for the level of curricular alignment
  - Incentives and disincentives
  - Monitoring and Reporting
  - A centralized place to communicate transfer information especially for students

## HECC Sponsored Legislation: SB 76

- Incorporated into SB 233 (a Senate Education Committee measure)
- SB 233:
  - Establishes a common course numbering system
  - Clarifies legislative expectations for curricular alignment
  - Creates a single decision point for the adoption of transfer pathways
  - Enhances accountability in the transfer work
  - Proposes transfer communications tools
  - Improves monitoring and reporting

# HECC's Work to Support Learner Pathways in Private Postsecondary Education and Training

VERONICA DUJON, Director, HECC Office  
of Academic Policy and Authorization



# 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)

Ensure 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. Administer interstate reciprocity agreements for the state.

## Private Career Schools (PCS)

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

# Student & Consumer Protection: ODA

## Office of Degree Authorization – Private Colleges and Universities

### 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.

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



# Student & Consumer Protection: Private Career Schools

## Private Career Schools Unit – non-degree granting career schools

### 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 Unit 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.

# Three Types of Private Postsecondary Institutions

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

- 21 in Oregon
- 13 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

- 177 in Oregon
- 20 eligible for Title IV
- Career training & certificates (cosmetology, tattooing, tax preparation, commercial trucking, and others)
- Licensed and regulated by **HECC Private Career Schools Unit**

## Exempt Private Institutions

- Religious/ministerial schools
- Accredited, long-standing private non-profit institutions such as Willamette University, Reed College, Linfield University

# 2019-20 Private Postsecondary Enrollment and Completions

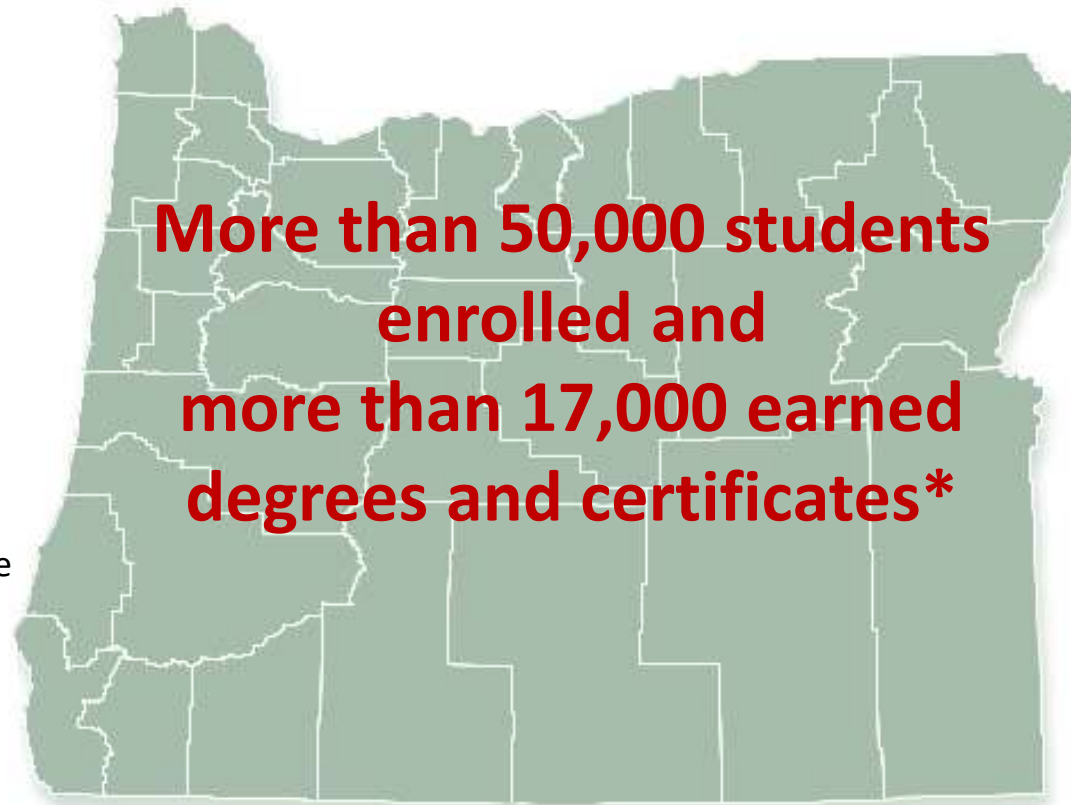
**62**

Degree-granting private colleges and universities under HECC authorization

**7,800 students**

13 private colleges, universities, and religious institutions exempt from state regulation

**Over 25,000 students**



**141**

Private Career Schools – career-oriented education programs and certificates

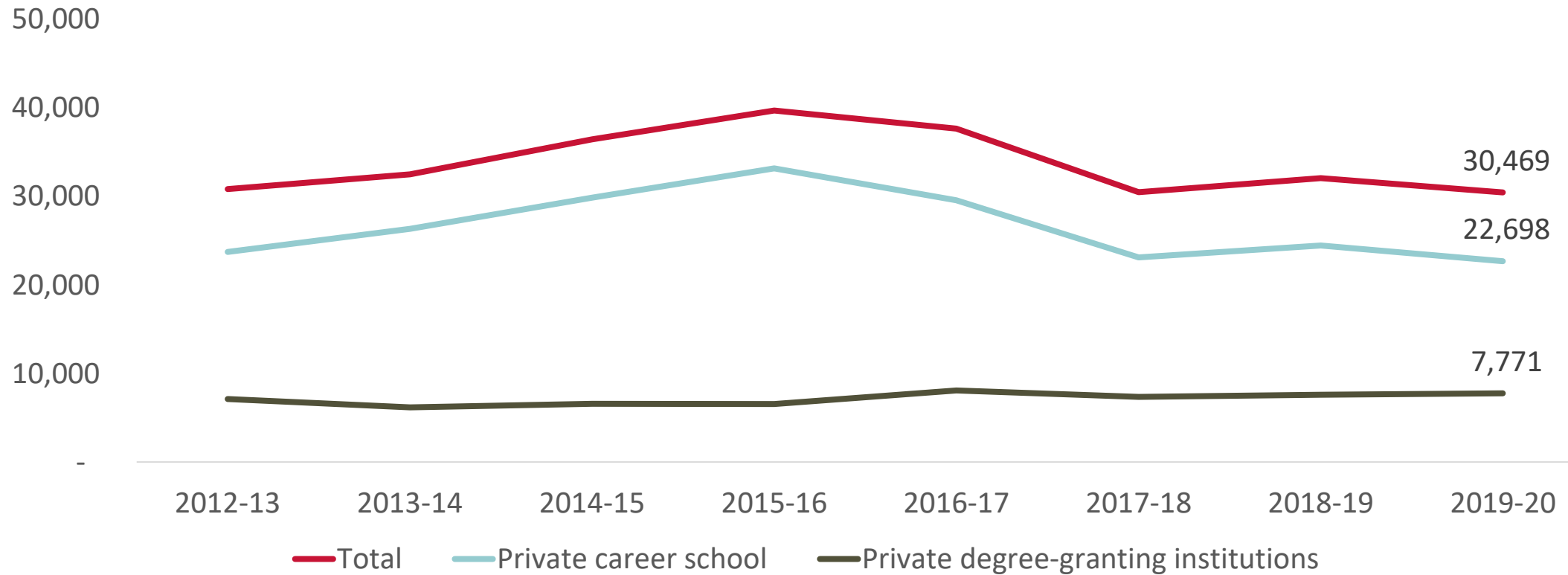
**22,700 students**

\* According to data collected Fall 2020 reported from HECC regulated private career schools and colleges. 203 colleges and career schools reporting. Alliance data includes 14 of the 15 member institutions.

# Private Postsecondary Enrollment Trends

Not including independent, non-profit and exempt schools

Annual enrollment by sector and year

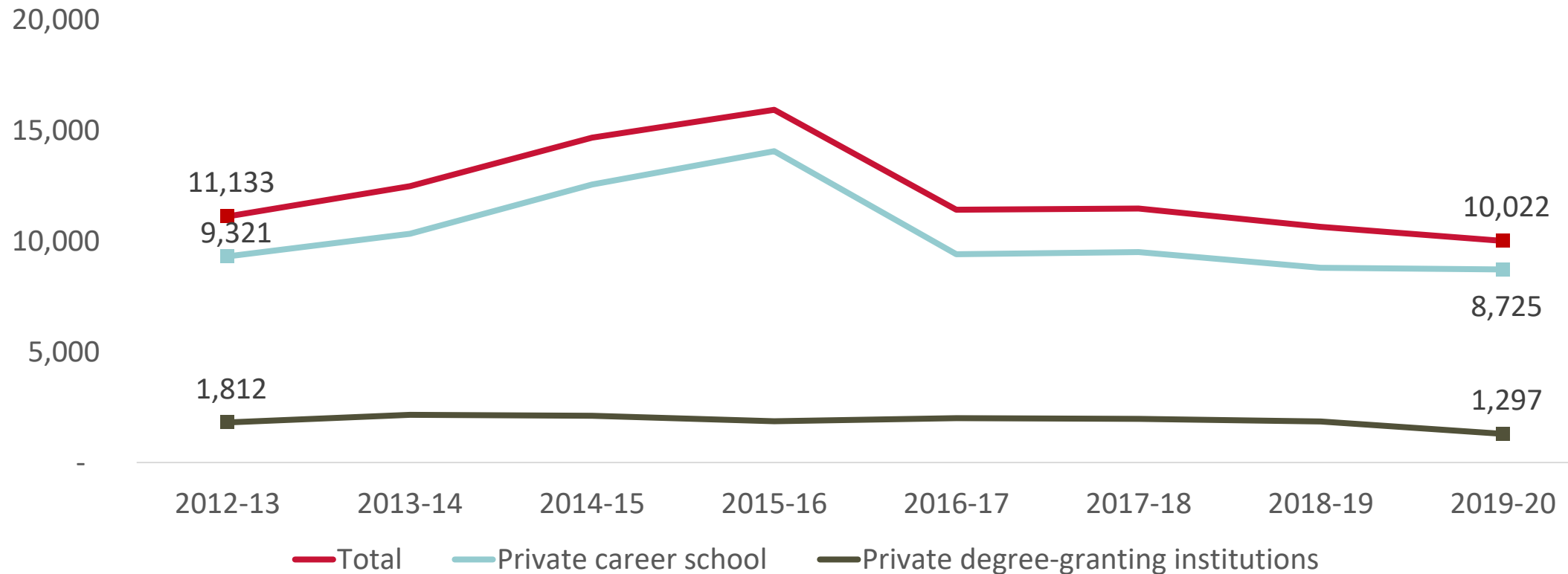


\* According to data collected Fall 2020 reported from HECC regulated private career schools and colleges. Does not include enrollments at HECC-exempt institutions, 203 colleges and career schools reporting.

# Private Postsecondary Completion Trends

Not including independent, non-profit and exempt schools

Number of students earning certificates and degrees, by sector and year



\* According to data collected Fall 2020 reported from HECC regulated private career schools and colleges. Does not include enrollments at HECC-exempt institutions, 203 colleges and career schools reporting.

# ODA and PCS Response to Pandemic: Temporary Rules

ODA OAR 583-030-0059: Schools can maintain authorization if granted temporary closure status due to unforeseeable or exigent circumstances.

ODA OAR 583-030-0063: Non-authorized out-of-state schools can be granted temporary authorization to allow Oregon resident students who have returned to Oregon to continue online or remote education.

PCS OAR 715-045-0069: Private career schools can be granted temporary school closure without penalty due to unforeseeable or exigent circumstances.

PCS OAR 715-045-0029(12): In the event the Governor issues Executive Order that leads to the temporary cessation of education activity by a school, the Commission may allow deferment of payment not to exceed one year and within three month approval increment periods.



# New Schools and Closures in Oregon (2019-2020)

## Private Career School:

**Eight (8) school closures:** Tattoo, cosmetology, tax, real estate

**Thirty (30) new schools:** Trucking, holistic nutrition, tech support, real estate, tattoo, shoe design, heavy equipment

## Office of Degree Authorization:

**Four (4) ODA closures:** Pioneer Pacific College, Kiln's College, Vincennes University, IPSL for Global Learning,

**Two (2) Alliance closures:** Oregon College of Art and Craft, Concordia University Portland\*

**Four (4) new schools:** Whitworth University, Claremont School of Theology, Concordia University St. Paul, Institute of Technology

\*These colleges were exempt from oversight by the HECC.

# HECC Student Support During School Closures

## DURING CLOSURE

### ACADEMIC TRANSITIONS:

- Secure student transcripts in some cases, manage transcript records going forward.
- Coordinate and approve formal teach-out arrangements, broker transfer options.
- Inform students of transition options: events/fairs, fact sheets, HECC website.

### FINANCIAL TRANSITIONS:

- Provide financial aid information and loan discharge options (if applicable).
- Guide students to pre-paid tuition reimbursement options:
  - Private Career Schools Tuition Protection Fund.
  - Surety Bond or Letter of Credit claim information pertaining to an ODA school closure.

## AFTER CLOSURE

### TRANSCRIPT SERVICES

- The state is the custodian of last resort for all student transcripts for all defunct institutions, and maintains these for a minimum of 25 years.
- HECC acts as the custodian of student transcripts for all closed Private Career Schools and many closed private colleges and universities (such as ITT).
- HECC conducts record searches and issues copies to former students.

# Pioneer Pacific College (PPC) Closure 2020

## Office of Degree Authorization Actions

Provided support to the 383 students who were displaced by the abrupt closure

Worked with postsecondary institutions and partners to facilitate transfer options

Developed a PPC closure web page and posted information for students

Responded to questions and provided technical assistance

Custodian of transcripts and respond to transcript requests

# Transitions to Career Success, Industry Needs

KAREN MADDEN  
HUMELBAUGH,  
Director, HECC Office of  
Workforce Investments



# HECC Office of Workforce Investments

This office administers Federal Workforce Innovation and Opportunity Act (WIOA) Title IB and National Emergency Grant funding to provide job training and other services to adults, youth, and dislocated workers. General Fund programs include Work Ready Communities and National Career Readiness certificates, technical assistance to local workforce boards, and identification and dissemination of best practices to local Boards and Back to Work Oregon. The office also includes Oregon Youth Conservation Corps and Oregon Volunteers programs.

Activity	Description	2019-21 LAB	2021-23 CSL	2021-23 GRB
<b>Employment and workforce activities</b>	Includes funding for HECC employment and workforce activities, including Oregon Youth Conservation Corp and Oregon Volunteers.	<b>\$145.3M Total</b> \$ 11.9M GF \$ 3.0M OF \$130.4M FF	<b>\$152.0M Total</b> \$ 12.0M GF \$ 4.4M OF \$135.6M FF	<b>\$163.1M Total</b> \$ 23.7M GF \$ 4.4M OF \$135.0M FF

Change from  
2019-21

+12.3% from LAB  
+ 7.3% from CSL

Employment and workforce activities  
are 10.8% of the Total Workforce  
Budget.  
89.2% of budget is Federal Funds

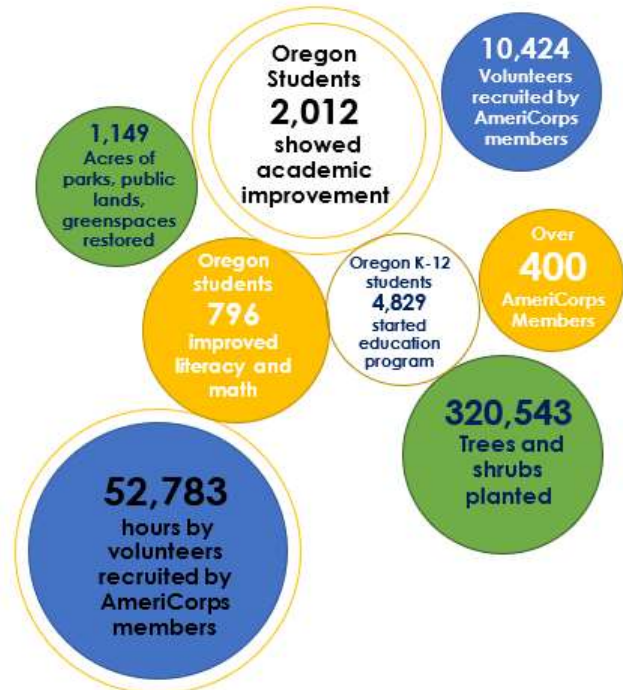
# How are Oregonians Served by Investments in the HECC OWI budget?

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

By working with WorkSource Oregon, through a partnership with local Workforce Development Boards, Oregonians received nearly 60,000 federally-funded WIOA career and training services in 2019-20.

The Oregon Youth Conservation Corps provides funding to agencies specifically aimed at serving youth, including the Summer Conservation Corps.

Through Oregon Volunteers, 400 AmeriCorps service members statewide have impacted local communities in a variety of ways:



*“Getting Things Done”* - In the 2019-2020 program year, more than 3,800 community members, of all ages and backgrounds, addressed local needs, strengthened communities, and expanded economic opportunity through serving in a branch of national service in Oregon



Workforce Services	
Career Services	54,199
Training Services	5,165
OR Youth Conservation Corps	355

National Service Educational Impacts	
<b>OV K-12 and College Success Program Impacts</b>	
- Students served by K-12 Success Prgm.	3,500
- Students served by College Success Prgm.	1,438
<b>OV Environmental Education Program Impacts</b>	
- Adults and Youth attendees	57,513
- 45% of environmental education events attendees identify as low-income or a person of color	
<b>AmeriCorps Seniors Education Program Impacts</b>	
- Youth who received one-on-one tutoring and mentoring	2,960



# Workforce Programs & Initiatives

## 2021-23 Current Service Level (CSL)

	General Fund	Lottery	Other Funds	Federal Funds	Total Funds
<b>Title 1B-- Workforce Innovation and Opportunity Act</b>				\$117,627,592	\$117,627,592
<b>Oregon Volunteer Program</b>	\$368,858		\$43	\$7,732,340	\$8,101,241
<b>Statewide Workforce Initiatives*</b>	\$9,167,695		\$1,424,080		\$10,591,775
<b>Oregon Youth Conservation Corps</b>			\$2,853,320	\$1,253,600	\$4,106,920
<b>TOTAL</b>	<b>\$9,536,553</b>	<b>\$ -</b>	<b>\$4,277,443</b>	<b>\$126,613,532</b>	<b>\$140,427,528</b>

\* Includes Local Competitiveness Strategies, Industry Engagement, Work Experience, National Career Readiness/Certified Work Ready Communities, Summer Youth Program, and Workforce Talent Development Board Innovation Grants.

# Support of Workers During Pandemic & Wildfires

Eastern Oregon Workforce Board video: [https://www.youtube.com/watch?v=suMhr\\_R0bmA](https://www.youtube.com/watch?v=suMhr_R0bmA)



# Workforce & Talent Development Board 2020-2021 Strategic Plan

*Equitable Prosperity for all Oregonians*



Advance Oregon through meaningful work, training, and education  
by empowering people and employers

**Inclusive**

**Collaborative**

**Bold**

# Workforce and Talent Development Board (WTDB)

**Talent Assessment 2020**

**Artificial Intelligence Task Force WTDB Report: Talent Development for Artificial Intelligence in a Post-Pandemic World, October 2020.**

**Essential Employability Skills Task Force Report: Essential Employability Skills, Needed Now More Than Ever, December 2020.**

**Equitable Prosperity Task Force**

# State General Funded Initiatives

Workforce Talent  
Development Board-  
Strategic Innovation  
Grants

**\$627,000**

- \$373,000 additional leveraged dollars
- Pivot to healthcare prioritization

National Career  
Readiness  
Certificates | Certified  
Work Ready  
Communities

**\$1.1 million**

- 16/36 counties are Certified Work Ready Communities
- 79,708 Oregonians have earned NCRC

# Oregon's Local Workforce Development Boards and Sector Partnerships 2021

**Mid-Willamette:** Active: Manufacturing

Healthcare  
 Transportation & Warehousing  
 Emerging: Construction

**Northwest:** Active: Advanced Manufacturing

Healthcare  
 Leisure & Hospitality  
 Active: Maritime (with Lane and Southwest)

**Lane:** Active: Technology

Collaborative  
 Active: Food & Beverage Manufacturing  
 Active: Construction/ Aggregate  
 Active: Wood Products/ Advanced Manufacturing  
 Active: Maritime (with Northwest and Southwest)

**Southwest:** Active: Healthcare

Transportation  
 Active: Maritime (with Northwest and Lane)  
 Emerging: Transportation

**Southern:**

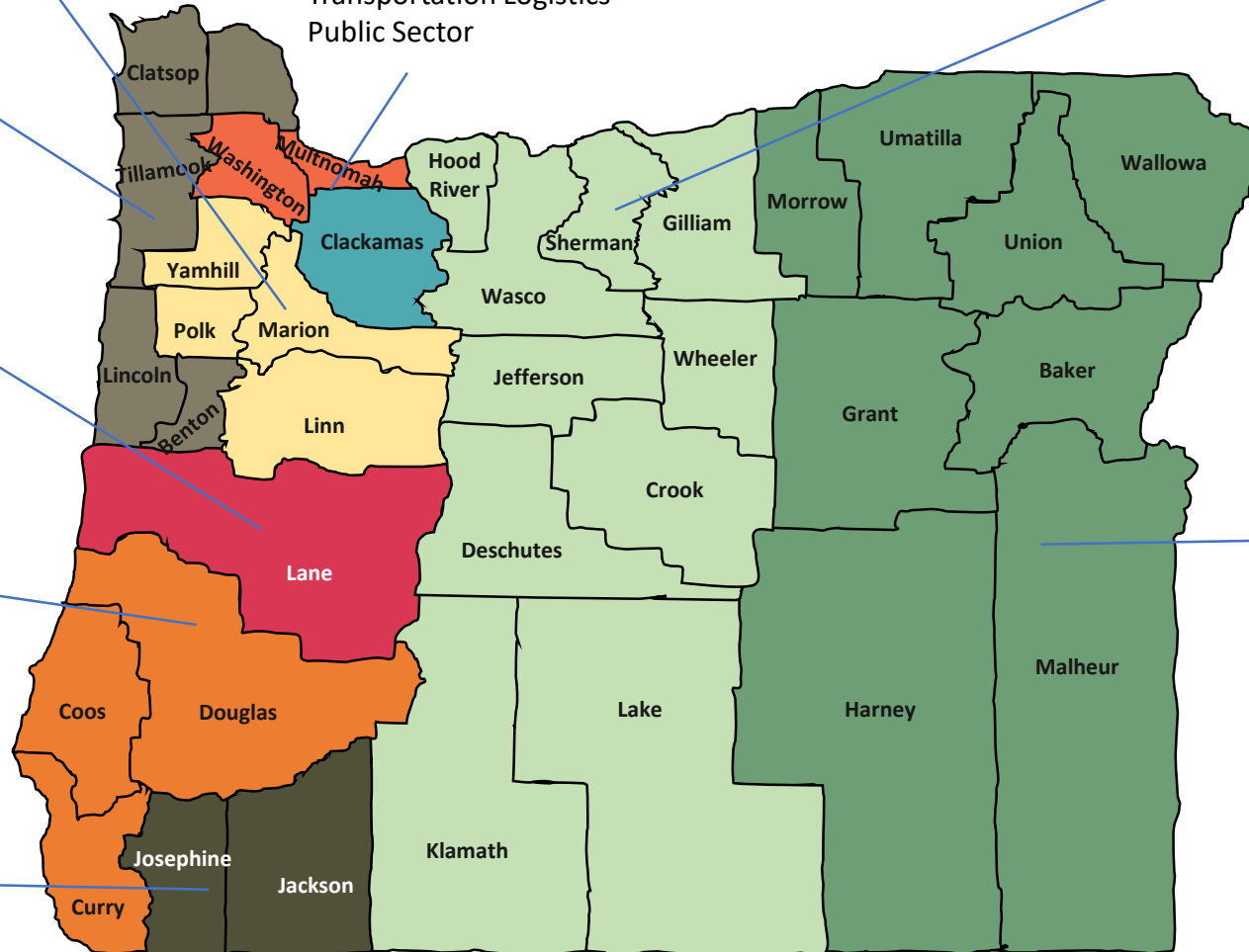
Active: Advanced Manufacturing  
 Technology  
 Healthcare  
 Natural Resources  
 Transportation & Logistics  
 Emerging: Childcare/Childhood Education

**Portland Metro/Clackamas/SW Washington Collaborative:**

Active: Manufacturing  
 Healthcare  
 Technology/Software  
 Construction  
 Emerging: Early Care & Education  
 Transportation Logistics  
 Public Sector

**East Cascades:**

Active: Manufacturing  
 Active: Healthcare  
 Active: Construction  
 Active: Tech



- Northwest Oregon Works
- Worksystems, The Portland-Metro Workforce Development Board
- Clackamas Workforce Partnership
- Willamette Workforce Partnership
- Lane Workforce Partnership
- Southwestern Oregon Workforce Investment Board
- Rogue Workforce Partnership
- East Cascades Works
- Eastern Oregon Workforce Board



# WIOA Funded Programs 2017-2019

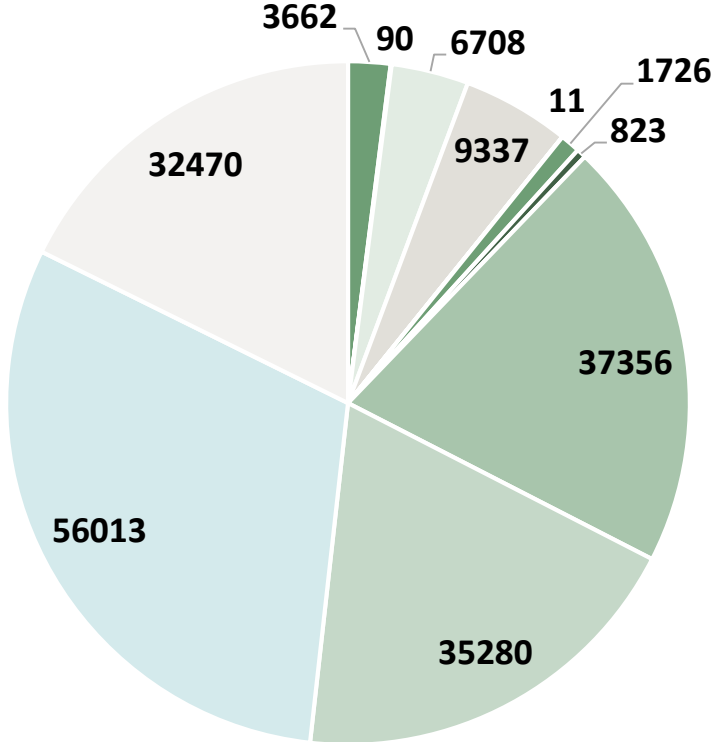
269,120 Basic Career Services to Adults and Dislocated Workers

183,476 Staff Assisted Services to Adults and Dislocated Workers

22,607 Training Services

22,782 Youth Services

Staff Assisted Services



- English as a Second Language (ESL)
- Job Shadow
- Pre-Apprenticeship
- Soft Skills Pre-Vocational
- Financial Literacy
- Other Individualized Career Service
- Outreach - Intake
- Job Search Assist.
- Workforce Information
- Individualized Employment Plan
- Work Experience/Internships



## State Funded Initiatives:

# Local Workforce Board-Led Initiatives

Local Competitiveness  
Strategies: **\$2 million**

- Local Workforce Development Boards Manage

Industry Engagement:  
**\$1.6 million**

- Locally and business-driven
- Highly responsive to industry demand

Work Experience –  
Back to Work Oregon:  
**\$4 million**

- Hire first, paid on-the-job training
- 1:1 federal dollar match

# Affiliated Boards for Programs Administered by HECC Office of Workforce Investments

## Oregon Youth Corps (OYC) Advisory Committee

Advance youth workforce and stewardship experiences that strengthen communities across Oregon.

## Oregon Volunteers (Commission for Voluntary Action & Service)

Strengthening our communities by inspiring Oregonians to actively engage, volunteer, and serve.

## STEM Investment Council

Reimagine and transform how we educate learners in order to enhance their life prospects, empower their communities, and build an inclusive, sustainable, innovation-based economy.

# HB 2092: Providing Youth with Meaningful Employment Opportunity

HECC-sponsored  
legislation

## The Problem

- Unemployment for youth, particularly minority youth is significant
  - 22.8% for Black youth (pre-pandemic)
  - 14.8% for Latino youth (pre-pandemic)
  - 8.4% overall rate (pre-pandemic)
- Oregon has youth employment programs on the books, but does not provide state general funds
  - One program, funded with tax proceeds on gaming machines, has faced budget cuts. One is entirely unfunded.

## The Solution

- Governor proposed \$11.4m in youth employment funds
- HB 2092:
  - Combines the programs under one umbrella
  - Ensures that 75% of these funds target high youth unemployment areas
  - Ensures participants are paid at least minimum wage
  - Ensure program participants are exposed to growing career areas
  - Requires program partners to engage with communities they are seeking to serve

# Policy Option Package 202: Oregon Youth Employment Program (OYEP)

Oregon Youth Corps Video: <https://www.youtube.com/watch?v=rObsHdf6v20>







# State Support of Community Colleges

PRESENTED TO THE JOINT  
COMMITTEE ON WAYS AND  
MEANS, SUBCOMMITTEE ON  
EDUCATION

**BEN CANNON**, Executive Director

**DONNA LEWELLING**, Community Colleges &  
Workforce Development

**JIM PINKARD**, Postsecondary Finance and Capital

2021



# Introduction: Oregon Community Colleges

BEN CANNON, Executive Director,  
HECC

## *Guest speakers:*

ESGAR GARCIA AVILA, graduate of  
Blue Mountain Community College

ANDES HRUBY , graduate of Central  
Oregon Community College



# Budget Themes: Investing in Postsecondary Education and Training Will Move Oregon Forward



Sustained Reinvestment to Support Affordable, Quality Postsecondary/Training Options, and Reengage the Tens of Thousands who Did Not Enroll During the Pandemic



Invest in Reskilling/Upskilling the Workforce to Ensure Oregon Recovers Strong



Prioritize the Underserved, Eliminate Racial Equity Gaps



Address Oregon's College Affordability Crisis, Prioritizing Those Who are Struggling Most



# State Support for Community Colleges

The CCSF is 25.5% of the HECC budget.

Activity	Description	2019-21 LAB	2021-23 CSL	2021-23 GRB
<b>Community College Support Fund (CCSF)</b>	Funds critical investments made to public community colleges to support educational and operational expenses	<b>\$645.8M Total</b> \$645.8M GF \$46K OF	<b>\$673.2M Total</b> \$673.2M GF \$48K OF	<b>\$645.8M Total</b> \$645.8M GF \$71K OF
Change from 2019-21				-0.0% from LAB -4.2% from CSL
<b>Debt Service on Previous Community College Capital Projects</b>	Supports debt service on previously approved capital infrastructure projects for the community colleges	<b>\$53.1M Total</b> \$39.7M GF \$13.4M LF	<b>\$53.1M Total</b> \$39.7M GF \$13.4M LF	<b>\$50.6M Total</b> \$37.2M GF \$13.4M LF
Change from 2019-21				-4.9% from LAB -4.9% from CSL

# Community Colleges: New Capital Infrastructure Funding

Activity	Description	2019-21 LAB	2021-23 CSL	2021-23 GRB
<b>Community College Capital Infrastructure Funding</b>	Bond proceeds support five new capital infrastructure projects at Chemeketa CC, Klamath CC, Linn-Benton CC, Rogue CC and Tillamook Bay CC.	\$24.9M OF Limitation	\$0	\$32.5M OF Limitation
Change from 2019-21				+30.5% from LAB

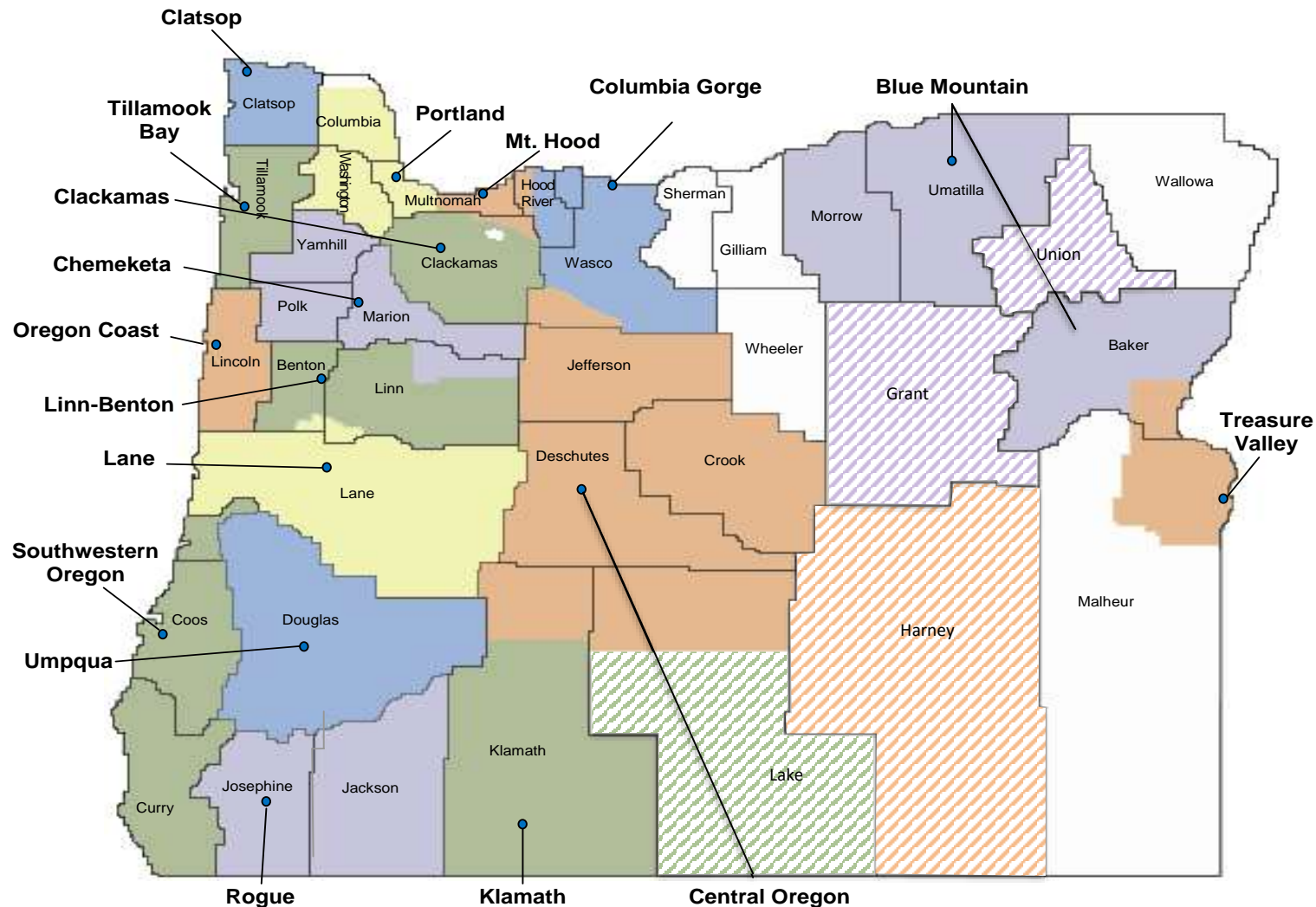


# Oregon's 17 Community Colleges: Serving Oregon Students and Communities

DONNA LEWELLING, Interim  
Director, HECC Office of  
Community Colleges and  
Workforce Development



# 17 Oregon Community College and Community College Districts



In 2019-20, the public community colleges enrolled **229,146 total students** including **225,821 Oregon residents** or from neighboring states.



# Community College and HECC Roles

Community colleges:

- Provide open access for all Oregonians to advance their education and training
- Are a critical part of Oregon's workforce system and meeting the state's "Middle 40" goal and Adult Attainment Goal
- Work with local businesses to deliver customized workforce training programs designed to meet local labor market demand

HECC:

- Disburses Community College Support Fund (CCSF)
- Provides technical assistance and approves programs in Career and Technical Education
- Awards funding and oversees Adult Basic Education
- Coordinates statewide programs and activities
- Collects and reports student level data

# Governance and Coordination

The 17 community colleges are independent and are governed by locally elected boards.

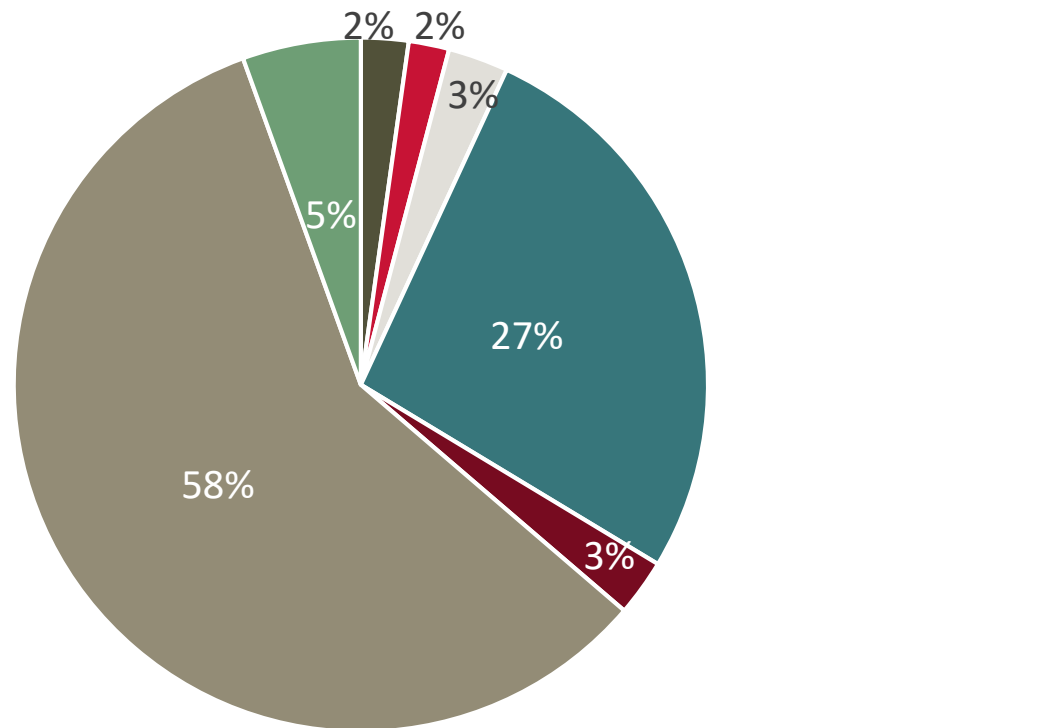
HECC-CCWD engages with the 17 colleges directly, and through their advocacy and affinity groups, including:

- Oregon Community College Association (OCCA)
- Oregon Student Success Center
- Oregon Presidents Council (OPC)
- Council of Student Service Administrators (CSSA)
- Council of Instructional Administrators (CIA)
- Community College Business Officers
- Oregon Community College Consortium of Institutional Researchers

Coordinated activities include:

- Career Pathways
- Guided Pathways
- Data collection and research
- Adult Basic Skills
- Student Success initiatives
- Workforce system engagement

# Community Colleges' Multiple Missions



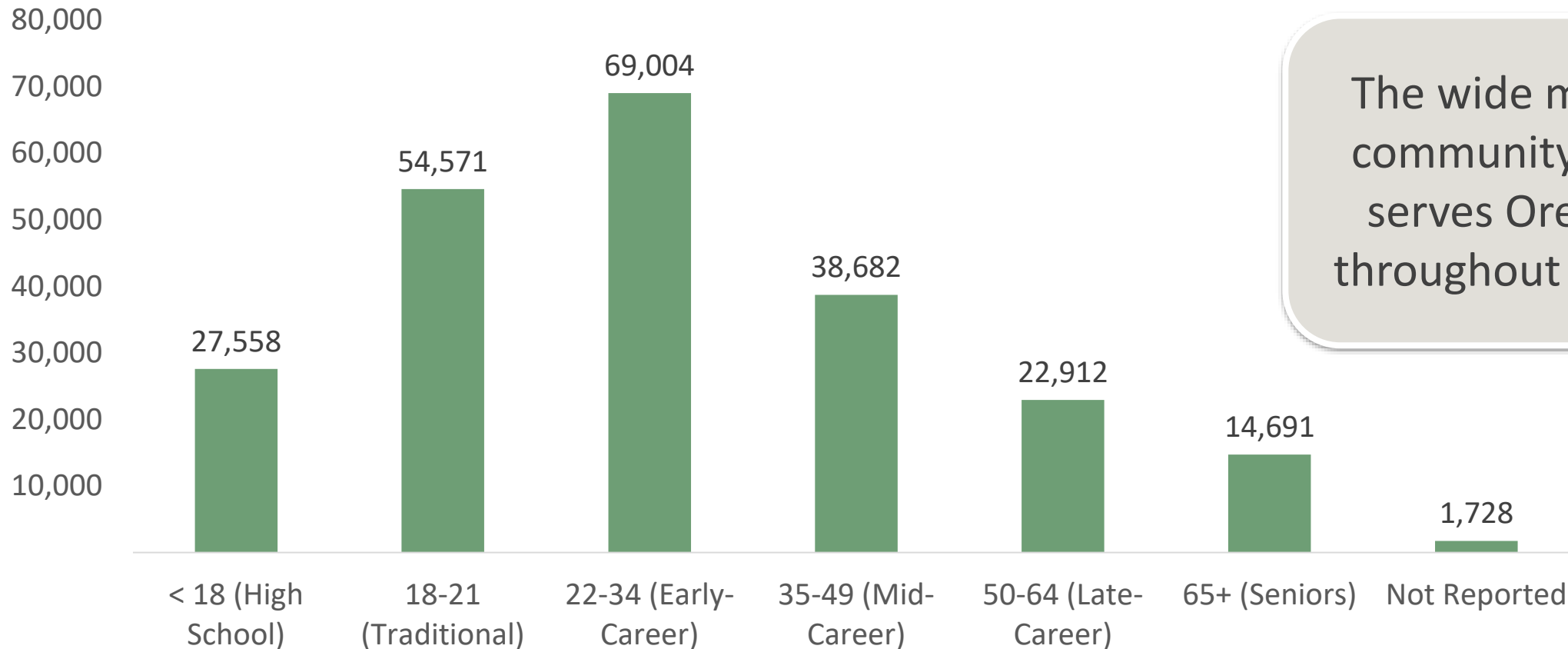
- Adult Basic Education
- Adult Continuing Ed.
- High School Equivalency
- Career and Technical Education
- English as a Second Language
- Lower Division Collegiate
- Postsecondary Remedial

Total Student FTE Enrollment at All Institutions (2019-20):  
**77,720**

Reimbursable FTE Enrollment at All Institutions (2019-20):  
**73,836**

# Most Community College Students Do Not Enroll Directly from High School

Oregon Community College Enrollment by Age, 2019-20



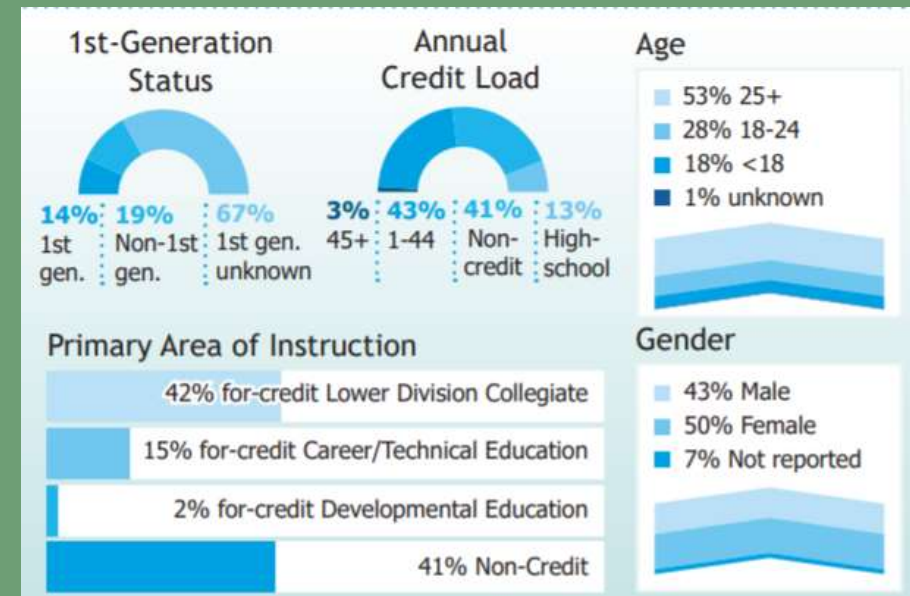
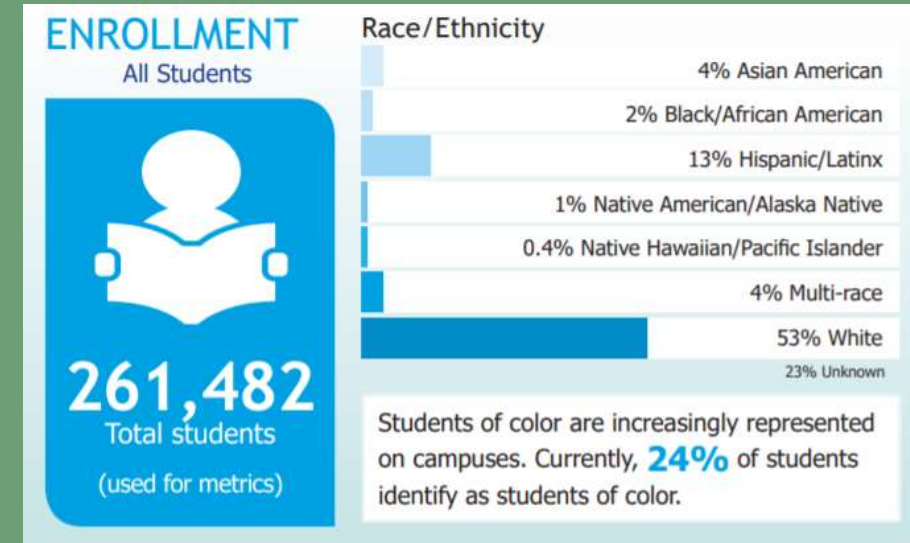
The wide mission of community colleges serves Oregonians throughout their lives

# Snapshot of Enrollment at Oregon's Oregon Community Colleges

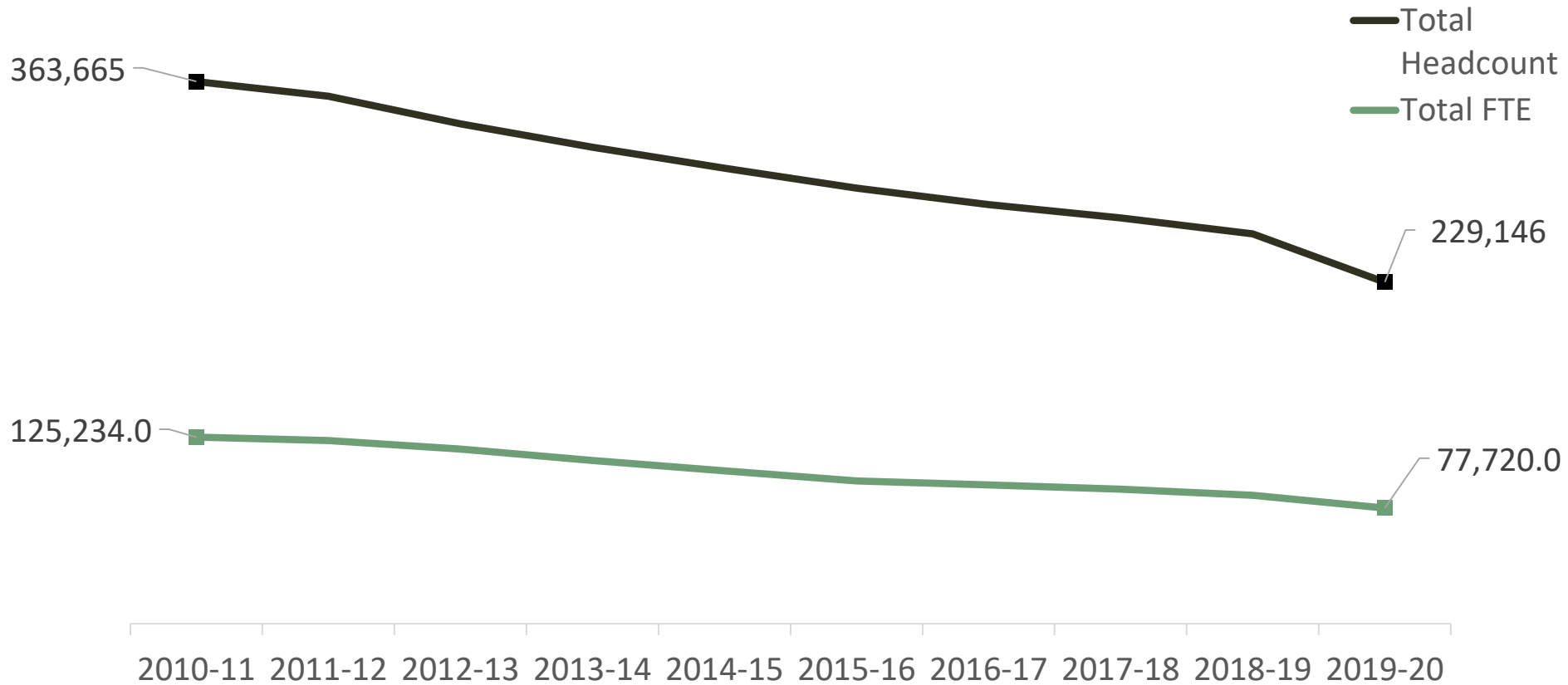
- Oregon's community colleges enrolled 261,482 students in 2018-19.
- 14% identified as 1<sup>st</sup> generation students, but most students (67%) did not identify whether they were 1<sup>st</sup> generation or not.

View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2018-19

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



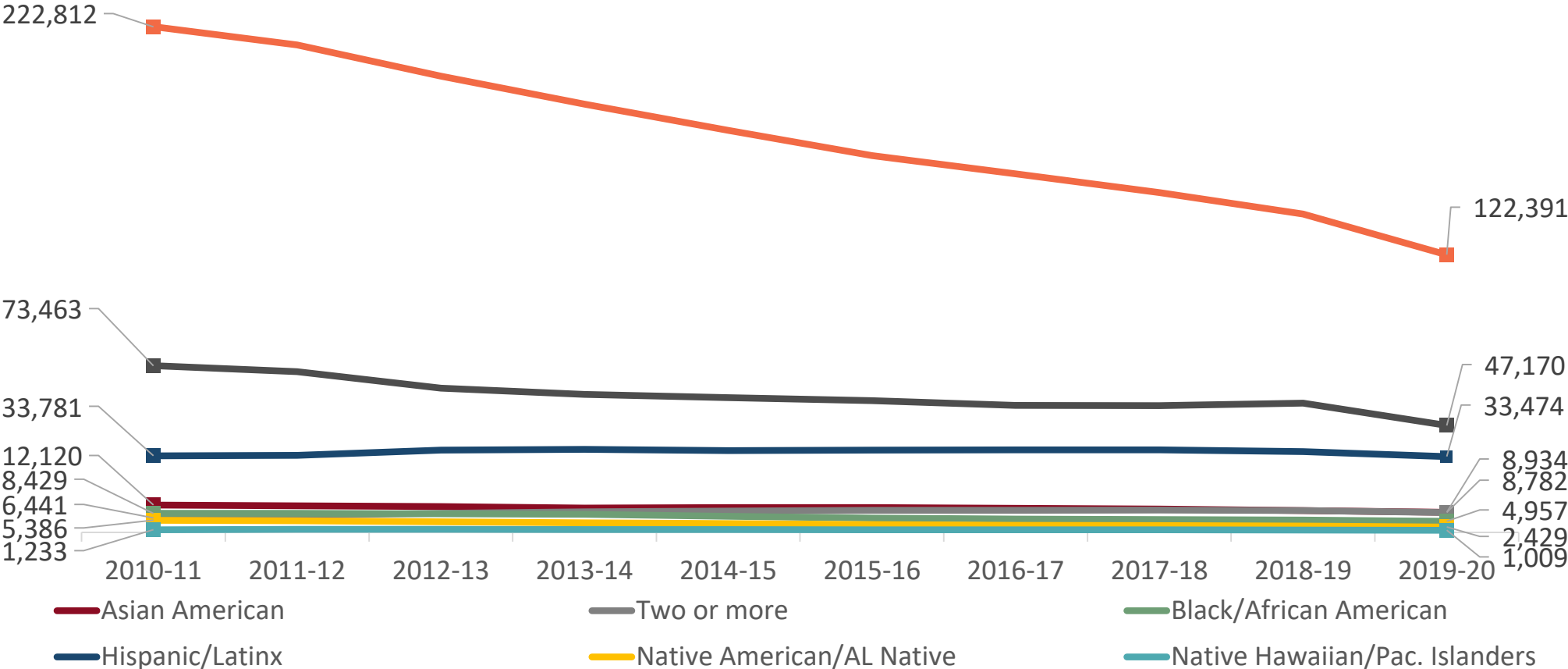
# Enrollment at the Community Colleges Has Declined in Recent Years with the Strong Economy Before the Pandemic



The pandemic in Spring 2020 led to the sharp decline in 2019-20



# Community Colleges Continue to Serve a Diverse Student Body: Annual Headcount by Race/Ethnicity Over Time

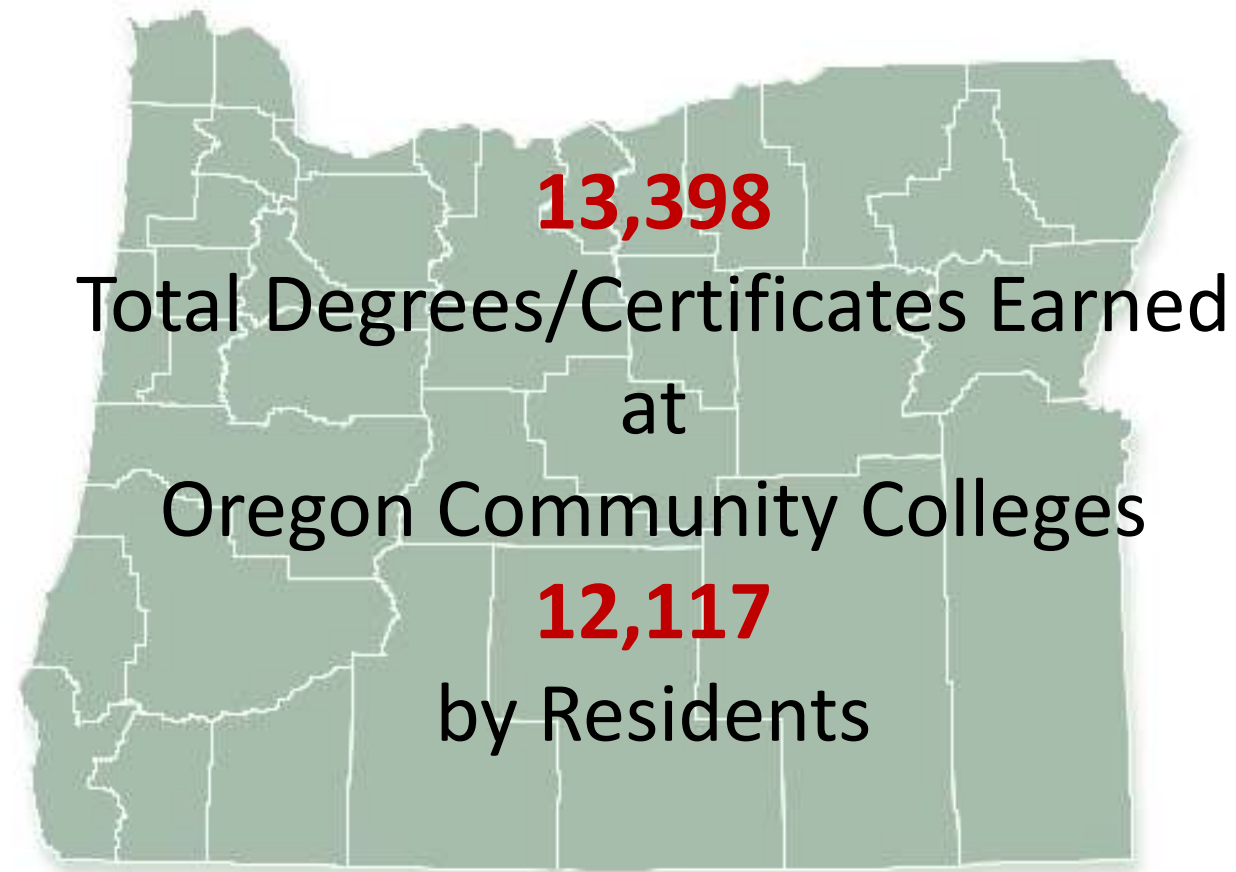


# Oregon Community College Learner Outcomes

DONNA LEWELLING, Interim Director, Office of Community Colleges and Workforce Development



# 2019-20 Completions at Community Colleges



# Snapshot of Outcomes at Oregon's Oregon Community Colleges

- In 2018-19, 49% 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, 2018-19

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

## OUTCOMES

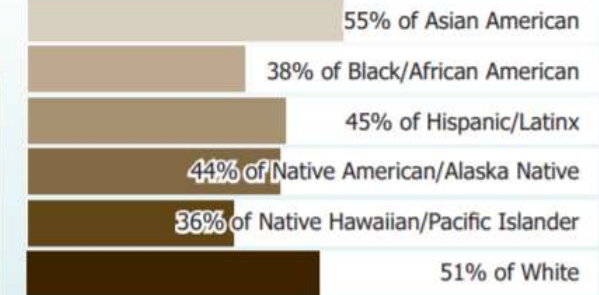
Credential-Seeking



**49%**

of new community college students complete an associate degree or certificate, or transfer to a university within 4 years

### Completion Rates



Retention Rate

**77%**  
Students continuing after 1st year

Bachelor's Completion Rate if continued to junior year

**84%** 1st-time/Freshmen  
**62%** Transfer Students

### Annual Earnings

**47%** : **54%**  
of 1st : of Non-1st  
generation : generation

Associate degree/  
Certificate : Bachelor's degree  
(statewide)  
**\$39,072** : **\$47,994**  
Median annual earnings 5 years  
after graduation

Graduation rates among all students have been slowly increasing over time. However, the gap between students of color and their white classmates continues to be significant.

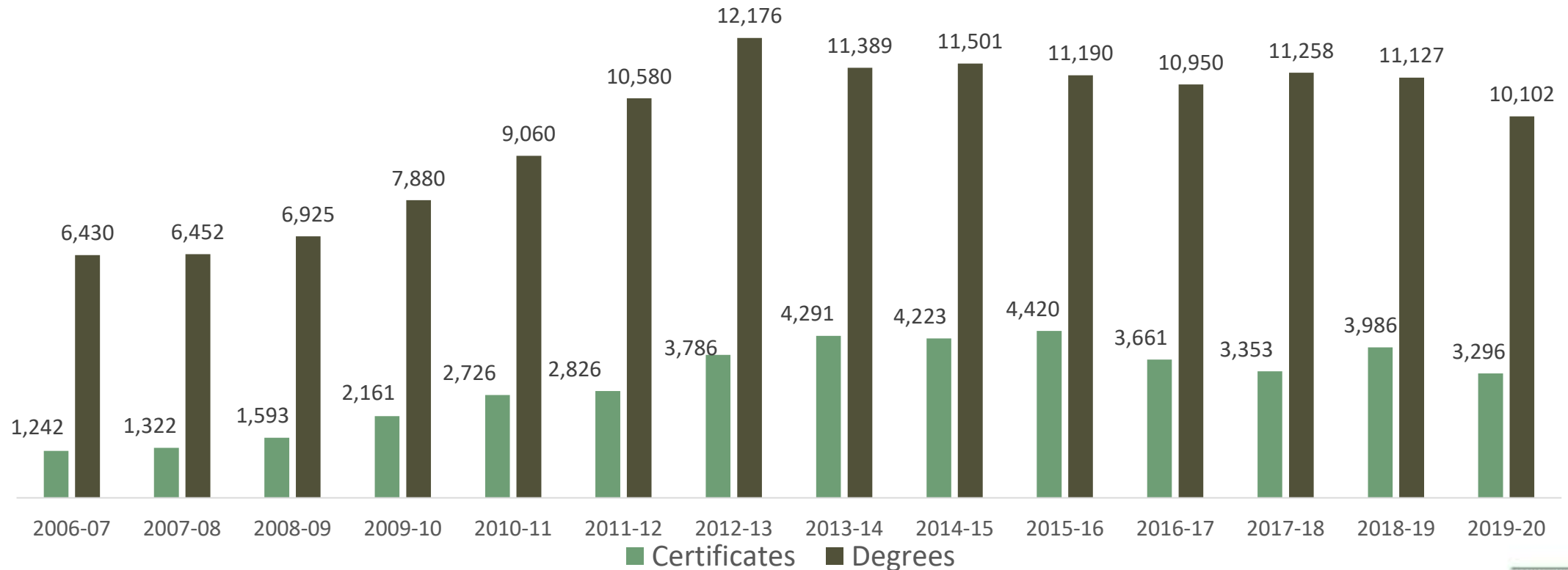
### Number of Students Completing/Transfer

**10,978** Associate degrees  
**3,984** Career certificates  
**5,690** Transfers



# The Number of Students Earning Certificates and Degrees Was Steady Prior to the Pandemic

## Number of Students Earning Degrees and Certificates at Community Colleges



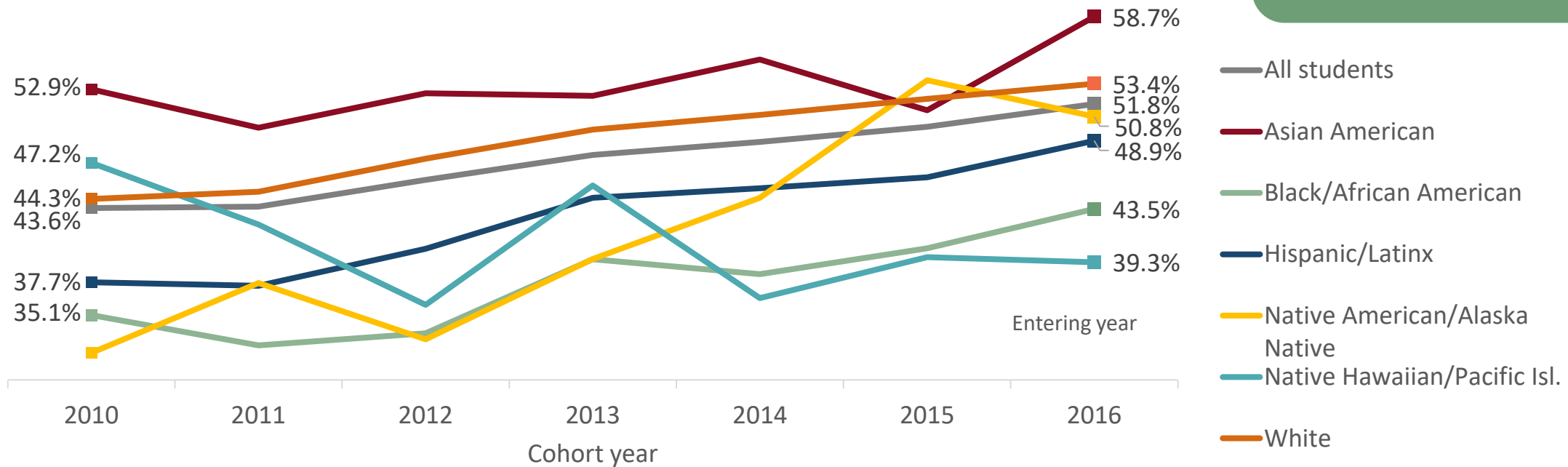


# Completion Rates at Community colleges are Rising, and Racial/ethnic Gaps have Narrowed, but Wide Gaps Remain (2019)

Key Performance Metric #5-6 –  
UPDATED February 2021

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

Rates across racial/ethnic groups have gotten closer, suggesting progress toward equity.



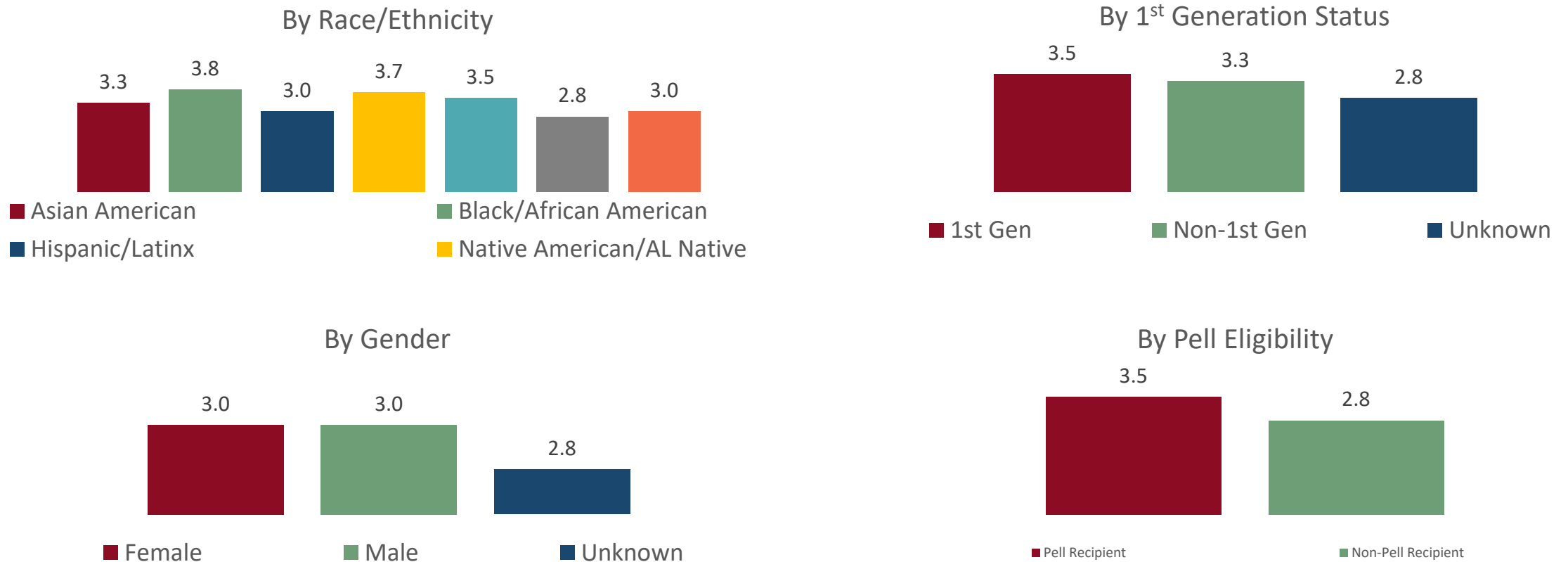
Source: HECC analysis of university and community college data.

Notes: 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.



# Students Earn Associate Degrees in Three Years on Average, but Barriers Lengthen This Time for Historically Underserved Groups

## Years to Associate Degree, Community Colleges



Source: HECC analysis of student records from community colleges. Shows median years to an Associate degree earned in 2019-20. Pell eligibility includes students who ever received a Pell grant. First generation status is indicated only for those students who filed a FAFSA or ORSAA.

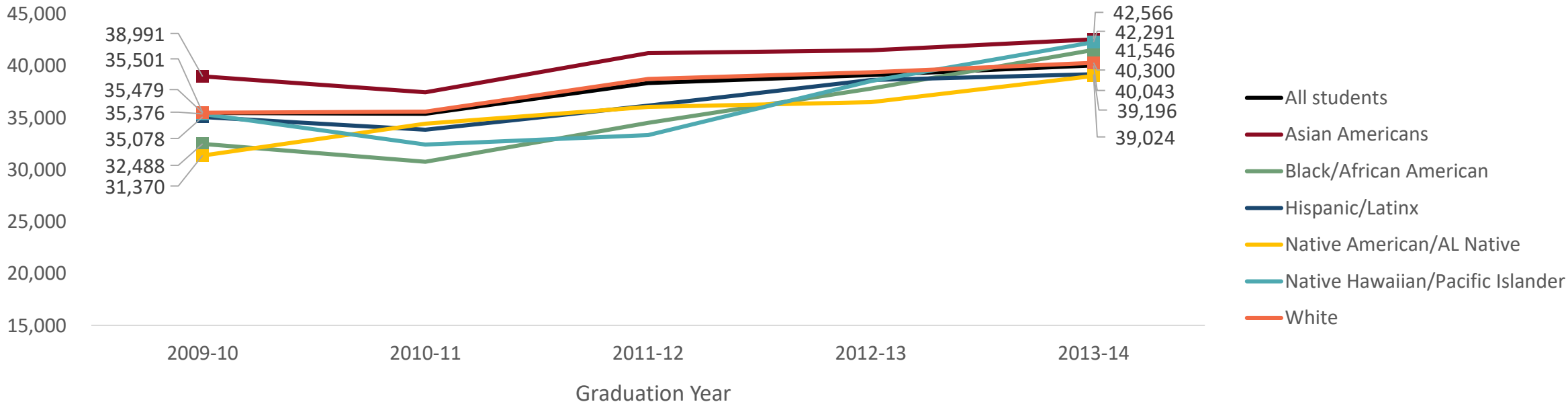


# Earnings Have Risen Steadily for Most Groups, and the Racial/Ethnic Earnings Gap has Narrowed (2019-20).

*It is too early to know if this progress will slow or reverse during the pandemic.*

Key Performance Metric  
#11-12

Median earnings of **community college completers** five years after earning a degree or certificate, overall and by race/ethnicity



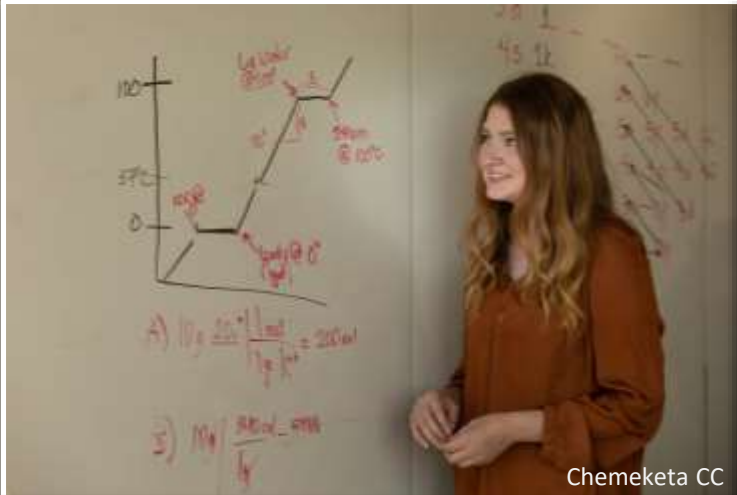
Source: HECC analysis of student-level records from Oregon community colleges and earnings data from Oregon Employment Department.

Notes: Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon five years later.

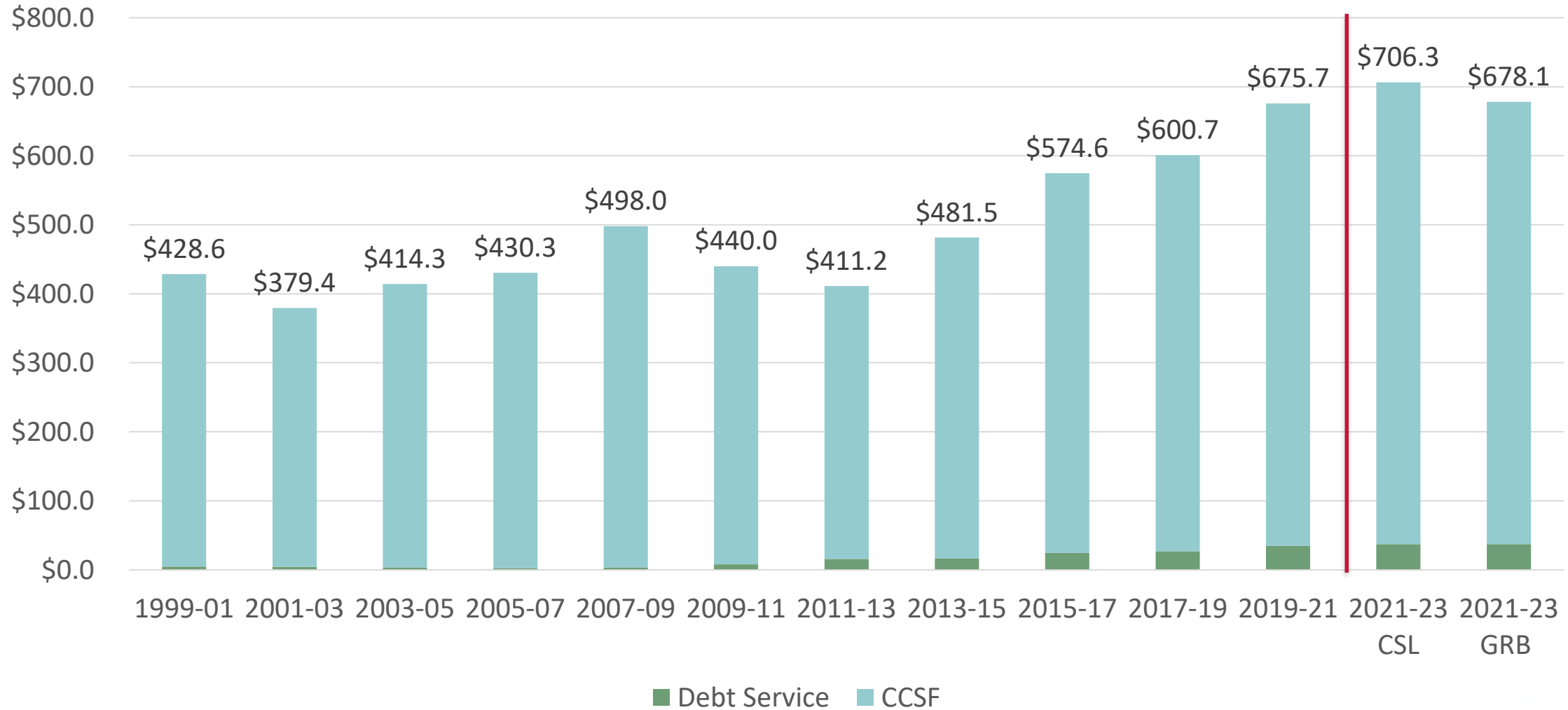


# Community College Funding in Oregon

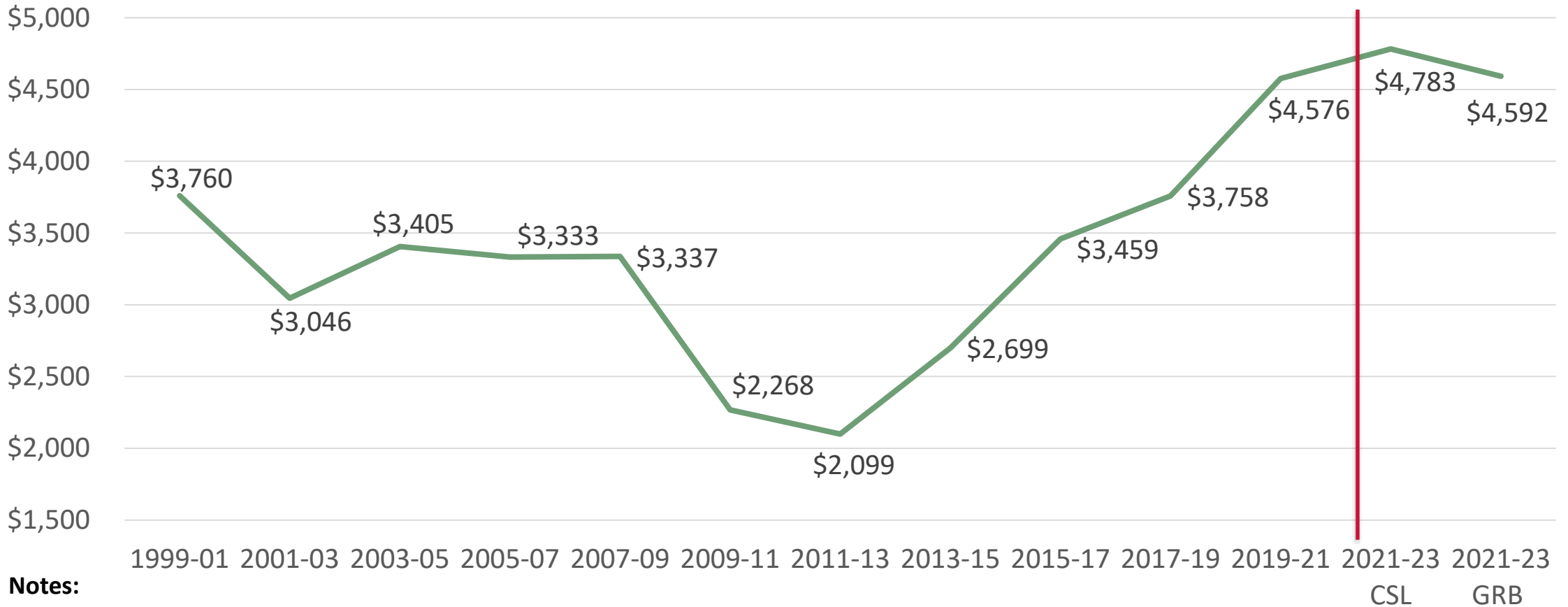
JIM PINKARD, Director of Postsecondary Finance and Capital



# Community College State Funding (in \$ millions)



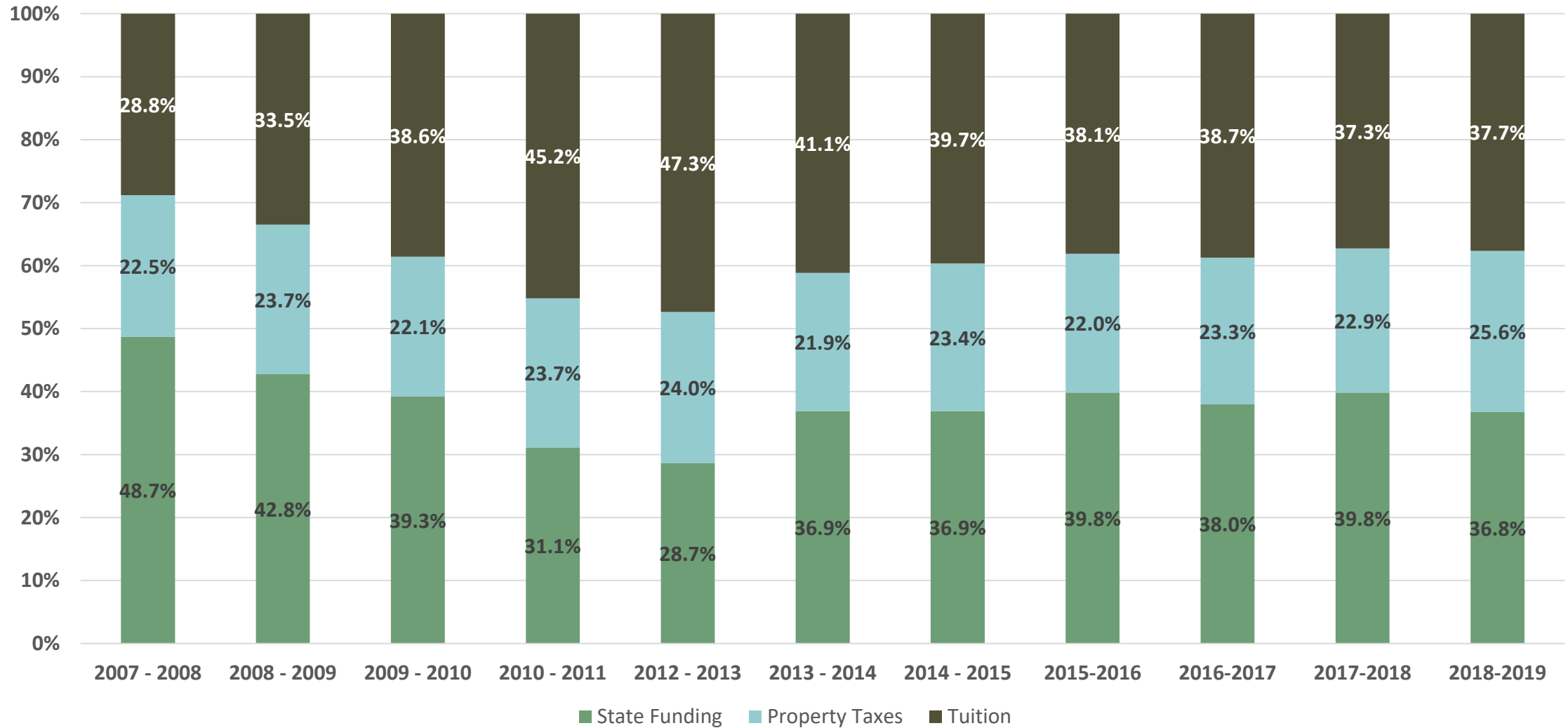
# State Appropriations per Student FTE (Adjusted for Inflation)



**Notes:**

- Includes Debt Service
- Community College data includes only CCSF distributed by funding formula
- Enrollment for 2019-21 assumed at 2019-20 levels
- Inflation adjustment based on HECA

# Revenue Sources as Percent of Total Over Time





# Affordability and Institutional Costs

JIM PINKARD, Director of  
Postsecondary Finance and Capital



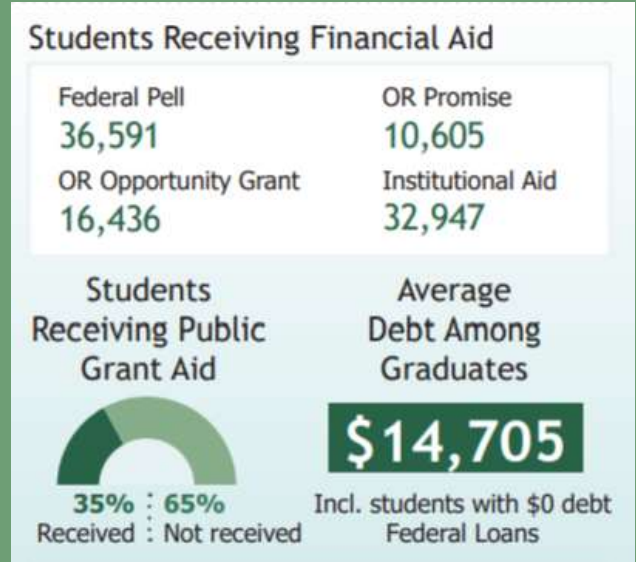
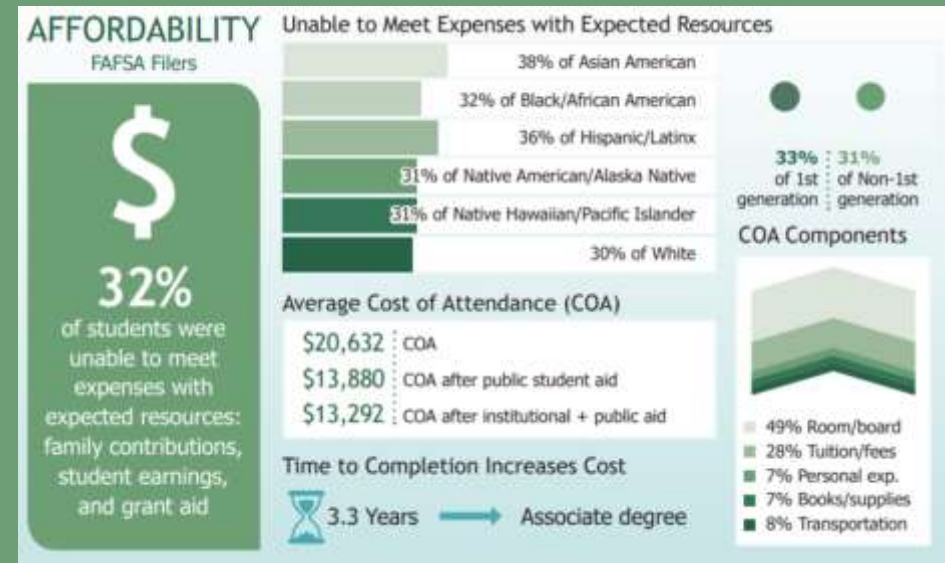
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# Snapshot of Affordability at Oregon Community Colleges

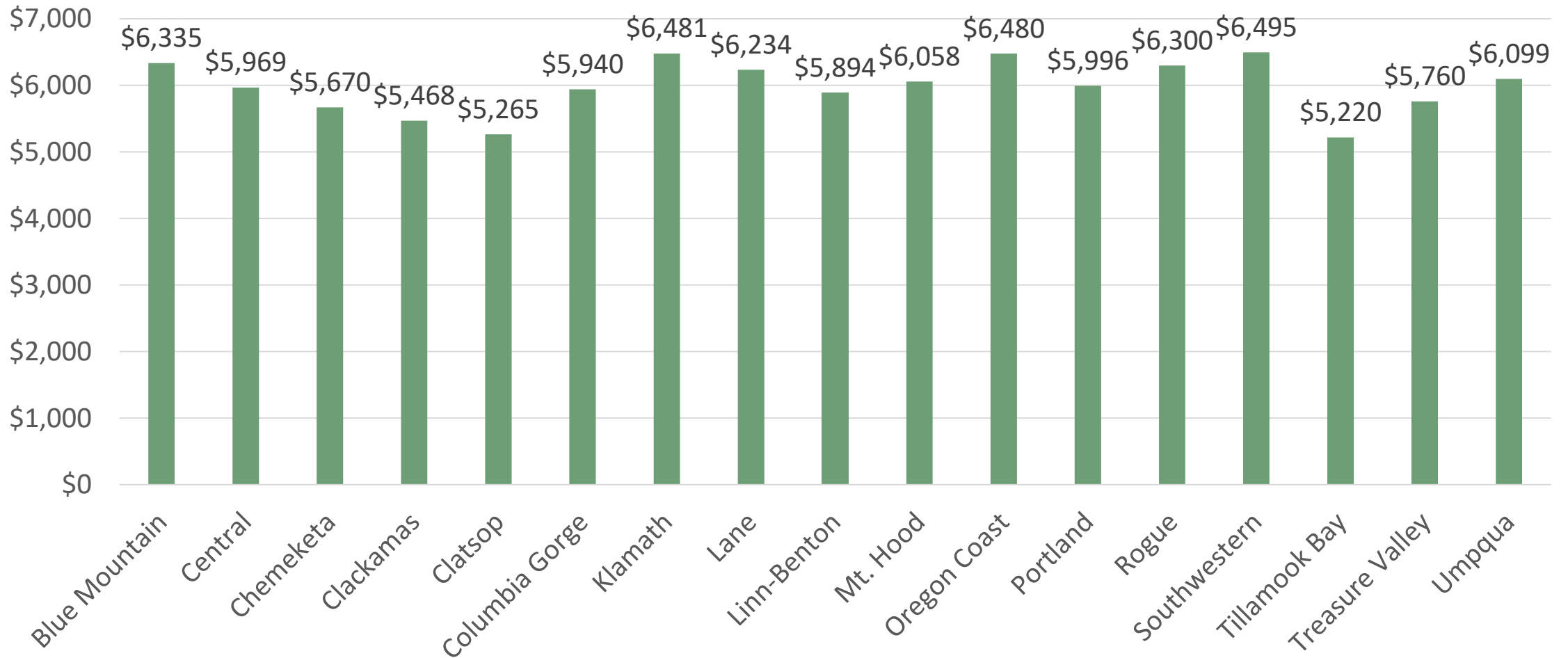
- In 2018-19, 32% of students were unable to meet expenses with expected resources: family contributions, student earnings, and grant aid
- In 2018-19, 65% of students did not receive any public grant aid
- The average federal debt for students who receive a bachelor's degree is \$14,705.

View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2018-19  
<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>



Loans fill the gap between costs and resources. 34% of undergraduates have federal loans. Graduation rates increase with grants and decrease with loans.

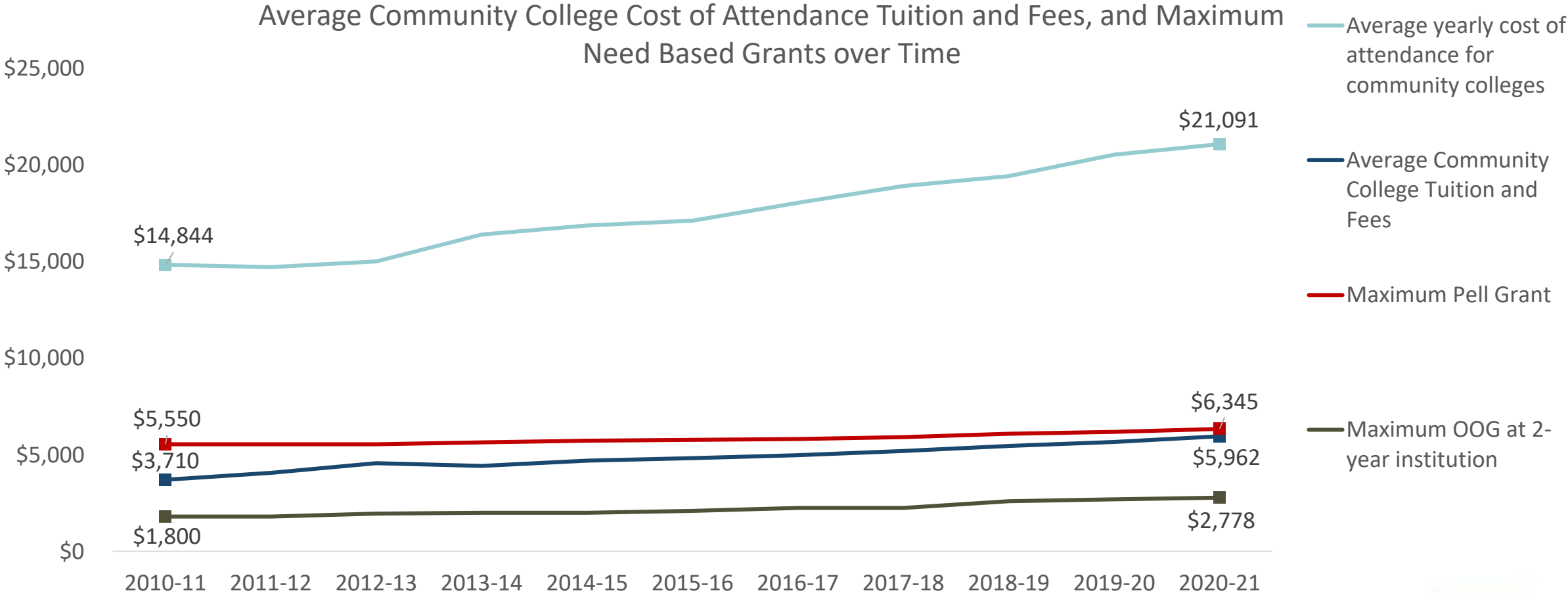
# Tuition and Fees Vary Slightly Across Campuses (2020-21)



Source: 2020-21 standard student budgets for students enrolled full-time as compiled by OSAC from institutional data. These amounts do not include insurance, loan fees, nonmandatory fees, or program-specific fees. Actual costs will vary depending upon program of study, course load, and other factors.

# Community College Cost of Attendance (including Tuition and Fees) Rises Each Year: Public Institutions

State and federal grants trail behind college cost



Source: COA and OOG data: HECC Office of Student Access and Completion. Pell Data: US Department of Education: <https://studentaid.gov/understand-aid/types/grants/pell> and <https://ifap.ed.gov/dear-colleague-letters/GEN2101>





# Oregon Community College Support and Distribution

JIM PINKARD, Director of Postsecondary Finance and Capital



# Community College Support Fund (CCSF)

“(1) It is in the state's interest to support a strong local community college system that meets local, regional and state economic and workforce development needs.”

-OAR 589-002-0100

The Community College Support Fund (CCSF) provides funding based on Full Time Equivalent (FTE) student enrollment in approved courses, including:

- Career and Technical Education (CTE)
- Adult Basic Skills (ABS) and English as a Second Language (ESL)
- Postsecondary Remedial
- Lower Division Collegiate
- Workforce Development

State reimbursement is not available for hobby and recreation courses.



# HECC Allocation of the CCSF

Community College Support Fund Distribution: **3 primary components**

**CATEGORICAL FUNDING**

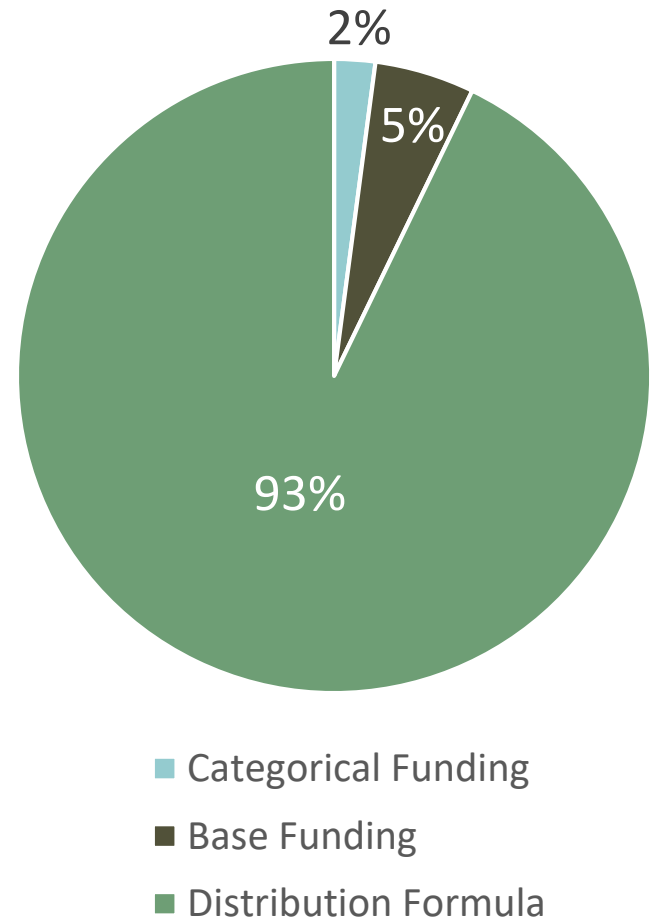
- Taken off the top to support contracts out of district, Department of Corrections, distance learning and strategic fund.

**BASE FUNDING**

- Provides stable, predictable funding for basic district operations. Weighted to provide sufficient resources to small districts.

**DISTRIBUTION FORMULA**

- Calculation considers Total Public Resources (General Fund and property taxes) to ensure equity, three-year weighted average of enrollment to ensure stability, and Growth Management to prevent erosion of the level of funding per student and provide predictability.



# Personnel Costs Drive Budget Increases

Personnel costs will add \$93M to community college budgets in 2021-23. New unfunded state and federal requirements will add \$1.7M.

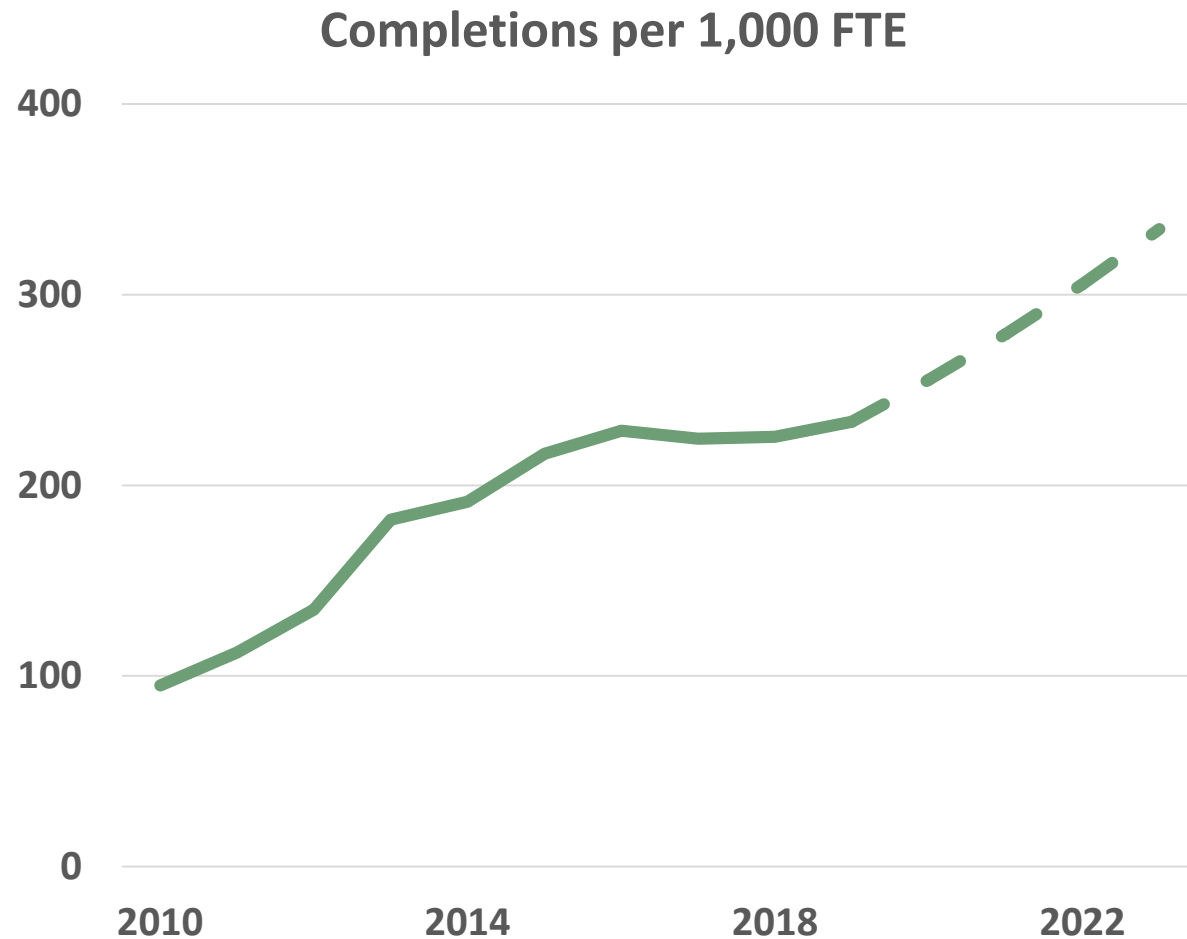
Budget Cost Drivers		
	Projected Increase over 2019-21	
Compensation	\$54,214,745	5.5%
Health Benefits	\$8,572,211	5.3%
Retirement Benefits	\$30,198,283	14.4%
Services & Supplies	\$10,398,569	5.2%
Other (transfers, etc.)	\$1,286,667	1.0%
<b>Total</b>	<b>\$104,670,475</b>	<b>6.2%</b>

# Potential Funding Scenarios – CCSF

## A Range of Options

Reductions	Current (GRB)	CSL	Base Funding	40-40-20 Plan
<b>-8.5% to \$586.4M</b>	<b>\$640.9 million</b>	<b>+4.4% to \$669.1M</b>	<b>+9.5% to \$701.8M</b>	<b>+69% to \$1,085.7M</b>
Annual tuition increases above 10%	Use of fund balances ongoing	Annual tuition increases of 4-6%	Annual average tuition increases of 3.5%	Amount needed to reach 40-40-20 state higher education plan by 2030
Use of fund balance	Annual tuition increases of at least 7%	Potential use of fund balances	No use of fund balance	Would include the production of 3,800 additional certificates and 10,200 additional associate degrees
Reduction of programs; layoffs, furloughs and other staffing reductions	Program reductions, layoffs, furloughs and other staffing reductions.	Potential staffing adjustments or program reductions.	No new programs or staffing increases.	
Magnitude and mix of actions dependent on reduction amount				

# What Can We Expect with Base Funding?



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The total number of annual completions has grown 74% since 2010.

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The number of completions per 1,000 FTE has grown to 233 in 2019.

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A similar rate of growth infers an additional 5,000 annual completions by 2023.

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# Capital Construction Request

JIM PINKARD, Director of Postsecondary Finance and Capital



# Community College Capital Construction Rules

**1**

Community college capital construction projects are funded by Article XI-G bonds or lottery funds.

**2**

Colleges may not have more than one project approved for Article XI-G funding that are awaiting match funds.

**3**

For biennia beginning on or after July 1, 2015, the aggregate amount authorized for the issuance of XI-G bonds for projects at a single college may not exceed \$8 million.

**\$348M**

Invested by State in Community College Capital Construction (XI-G and Lottery Bonds) from 2009-2021



# Community College Capital Prioritization Process

- *“The commission shall approve all capital construction requests...The commission shall list these projects in priority order”* (OAR 589-003-0100).
- HECC staff recommendations are based on institution-submitted information.
- Projects are ranked in collaboration with the institutions via a capital review committee.



# 2021-23 Community College Capital Rubric

## Administrative Rule Criteria (1-51 points)

- 10 pts – Serves an instructional purpose
- 10 pts – Meets an important, demonstrated need
- 10 pts – Meets facilities need that can't be addressed
- 7 pts – Serves to complete a comprehensive facility
- 7 pts – Meets important, articulated objective of the college
- 7 pts – Reflects evidence of local needs assessment

## Presidents' Strategic Review Criteria (1-25 points)

- 5 pts – Addresses safety and security on campus?
- 5 pts – Meets occupation, community or economic need?
- 5 pts – Includes collaboration?
- 5 pts – Intention to meet sustainability standards?
- 5 pts – Does the project support student services/spaces?

## Due Diligence Criteria (1-24 points)

- 10 pts – Statement of need and statement of solution
- 5 pts – Facility features including gross square footage
- 3 pts – Costs including planning and programming
- 6 pts – Schedule, planning and financial considerations

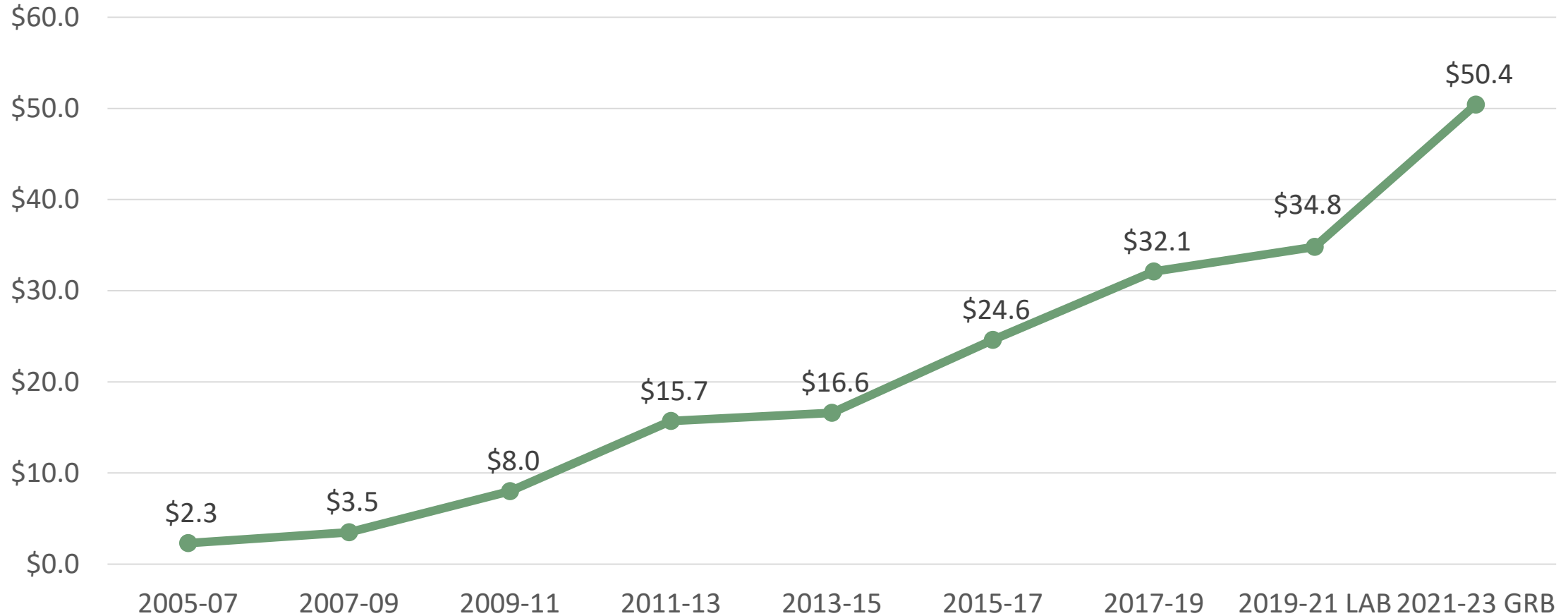
# Community College Capital Request (GRB)

## 2021-23 Biennium, GRB, in \$ millions

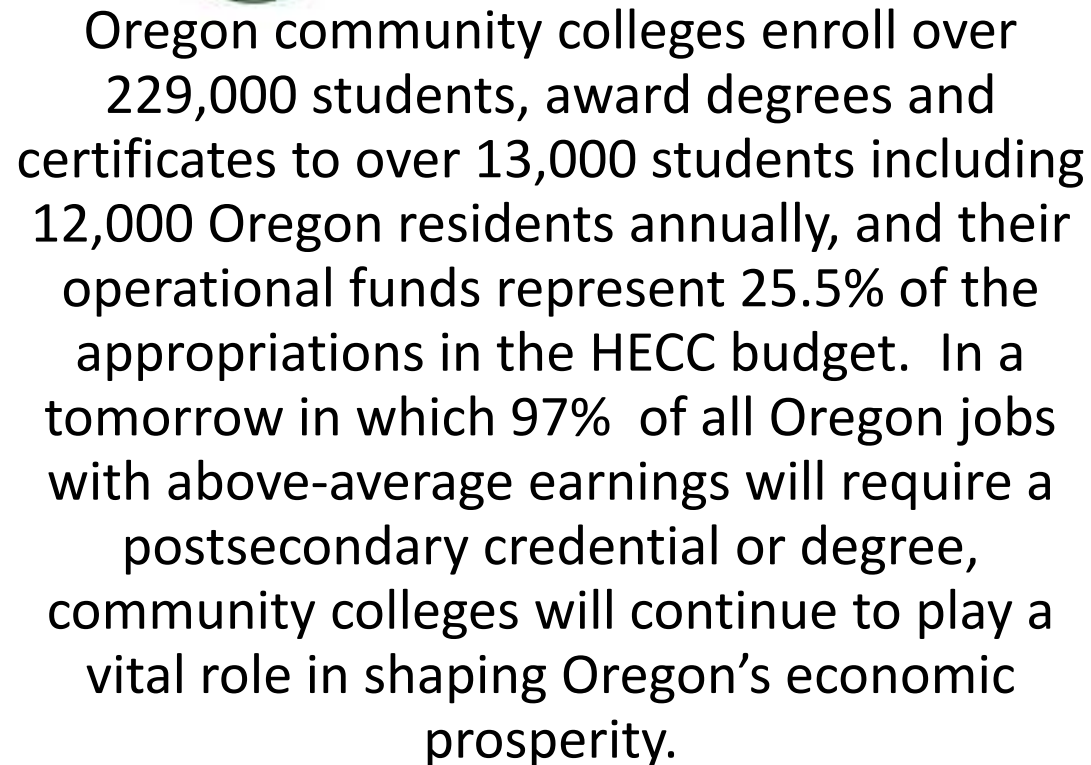
	Project	XI-G Bonds	Institutional Funds	Total Project Cost
Tillamook Bay	New CTE Building and Renovations	\$8.0	\$14.6	\$22.6
Rogue	Transportation Technology Complex	\$7.0	\$7.7	\$14.7
Linn Benton	Agricultural Center	\$8.0	\$8.0	\$16.0
Chemeketa	Building Seven Remodel	\$8.0	\$8.0	\$16.0
Klamath	Childcare Learning Complex	\$1.5	\$1.5	\$3.0
	<b>TOTALS</b>	<b>\$32.5</b>	<b>\$39.8</b>	<b>\$72.3</b>

# Community College Debt Service History

GF Funded in \$ Millions



# A Vital Role in Shaping Oregon's Economic Prosperity



Oregon community colleges enroll over 229,000 students, award degrees and certificates to over 13,000 students including 12,000 Oregon residents annually, and their operational funds represent 25.5% of the appropriations in the HECC budget. In a tomorrow in which 97% of all Oregon jobs with above-average earnings will require a postsecondary credential or degree, community colleges will continue to play a vital role in shaping Oregon's economic prosperity.

# Oregon Health & Science University OHSU

JIM PINKARD, Director of  
Postsecondary Finance and Capital





# Oregon Health & Science University (OHSU)

Activity	Description	2019-21 LAB	2021-23 CSL	2021-23 GRB
<b>Oregon Health &amp; Science University programs</b>	Provides funding for education and rural programs, the Child Development and Rehabilitation Center, and the Oregon Poison Center.	\$79.2M GF	\$80.5M GF	\$79.2M GF
Change from 2019-21				0% from LAB -1.6% from CSL



# State Support of Public Universities

PRESENTED TO THE JOINT  
COMMITTEE ON WAYS AND  
MEANS, SUBCOMMITTEE ON  
EDUCATION

**BEN CANNON**, Executive Director

**VERONICA DUJON**, Director of Academic Policy and  
Authorization

**JIM PINKARD**, Director of Postsecondary Finance and  
Capital

2021

# Introduction: Oregon Public Universities

BEN CANNON, Executive Director,  
HECC

*Guest speakers:*

TOM INSKO, President, Eastern  
Oregon University

ASHLEY COX , graduate of Oregon  
Institute of Technology





# Budget Themes: Investing in Postsecondary Education and Training Will Move Oregon Forward



Sustained Reinvestment to Support Affordable, Quality Postsecondary/Training Options, and Reengage the Tens of Thousands who Did Not Enroll During the Pandemic



Invest in Reskilling/Upskilling the Workforce to Ensure Oregon Recovers Strong



Prioritize the Underserved, Eliminate Racial Equity Gaps



Address Oregon's College Affordability Crisis, Prioritizing Those Who are Struggling Most



# State Support for Public Universities

The PUSF is 38.9% of the HECC budget.

Activity	Description	2019-21 LAB	2021-23 CSL	2021-23 GRB
<b>Public University Support Fund</b>	Funds critical investments to public universities to support educational and operational expenses	\$836.9M GF	\$886.1M GF	\$836.9M GF
Change from 2019-21				0.0% from LAB -5.9% from CSL
<b>Support Debt Service on Previous University Capital Projects</b>	Supports debt service on previously approved capital projects for the universities	<b>\$403.8M Total</b> \$200.5M GF \$ 36.9M LF \$ 4.1M OF	<b>\$403.8M Total</b> \$200.5M GF \$ 36.9M LF \$ 4.1M OF	<b>\$430.2M Total</b> \$226.8M GF \$ 36.9M LF \$ 4.1M OF
Change from 2019-21				6.5% from LAB 6.5% from CSL

# Public Universities: New Capital Funding

Activity	Description	2019-21 LAB	2021-23 CSL	2021-23 GRB
<b>University New Capital Funding</b>	New general obligation bond proceeds funding five new capital construction projects and Capital Improvement and Renewal distributions for all public universities.	\$77.7M OF Limitation	N/A	\$309.4M OF Limitation (\$80M State Paid)*  <i>*GRB recommends reserving an additional \$225M in bonding authority for 2020 session to complete work on 10-year strategic plan for capital investments.</i>
Change from 2019-21				298.2% from LAB -100% from CSL



# Public University Sports Action Lottery

Activity	Description	2019-21 LAB	2021-23 CSL	2021-23 GRB
<b>Sports Lottery Program</b>	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.	<b>\$14.1M LF</b>	<b>\$13.5M LF</b>	<b>\$15.1M LF</b>

Change from 2019-21

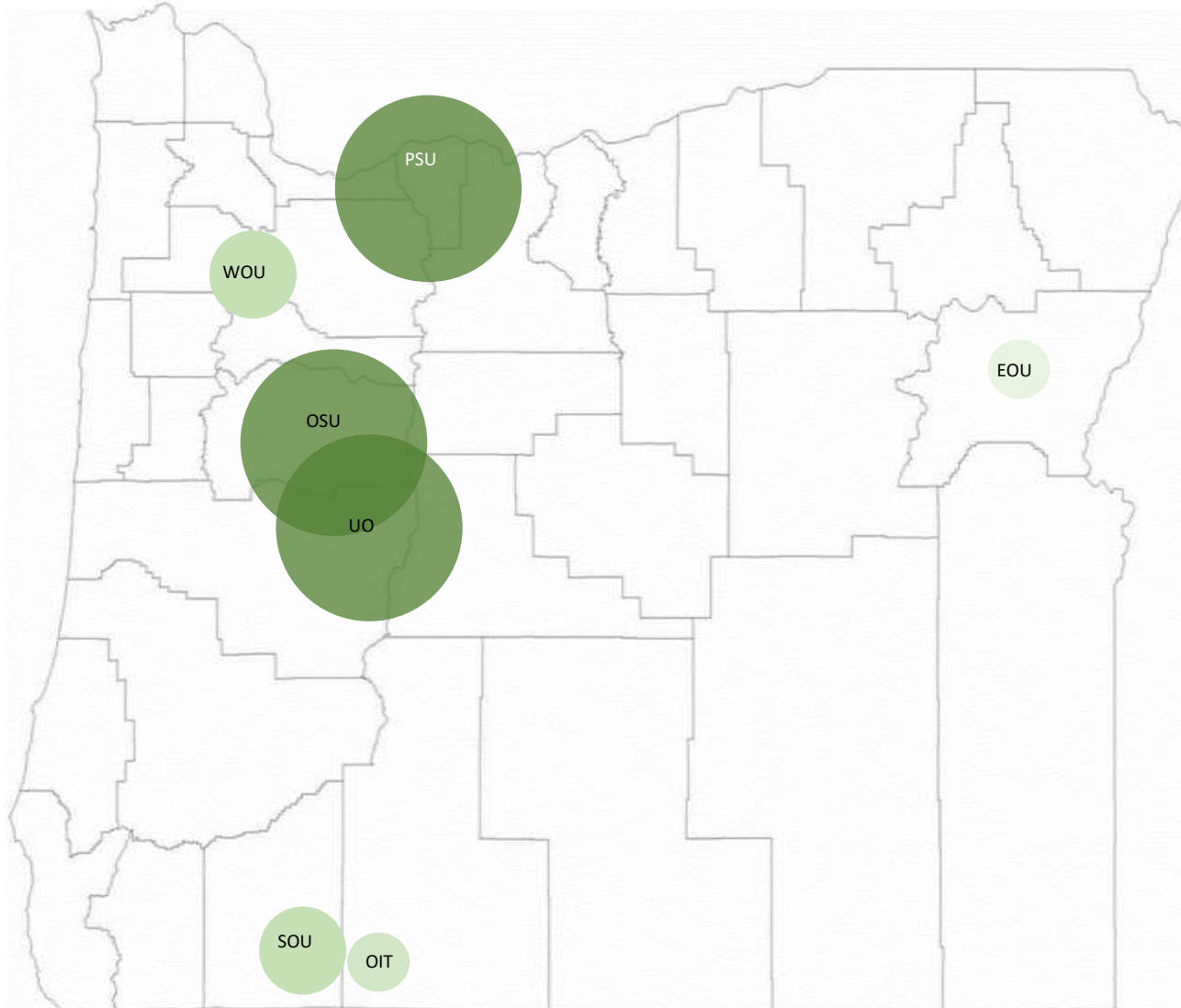
7.25% from LAB  
11.75% from CSL

# Oregon's 7 Public Universities: Serving Oregon Students and Communities

VERONICA DUJON, Ph.D.  
Director of Academic Policy &  
Authorization



# 7 Public Universities, Diverse Missions



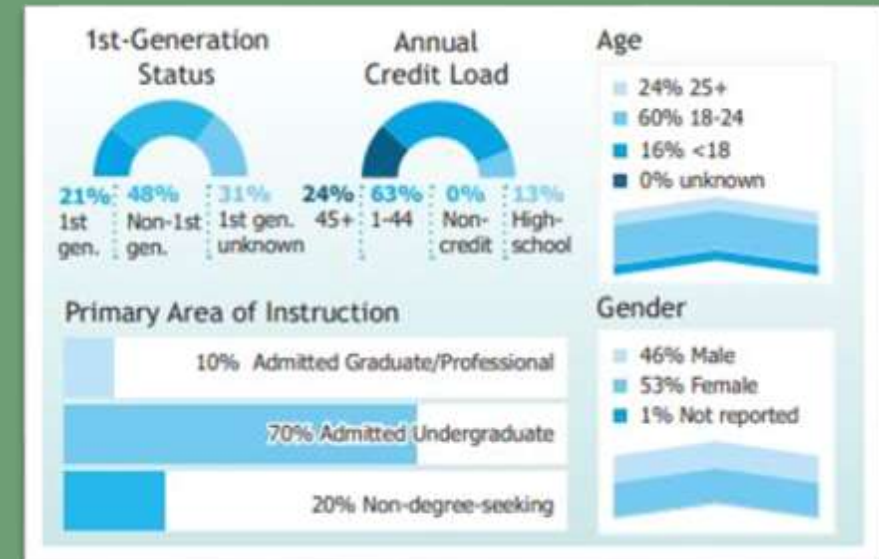
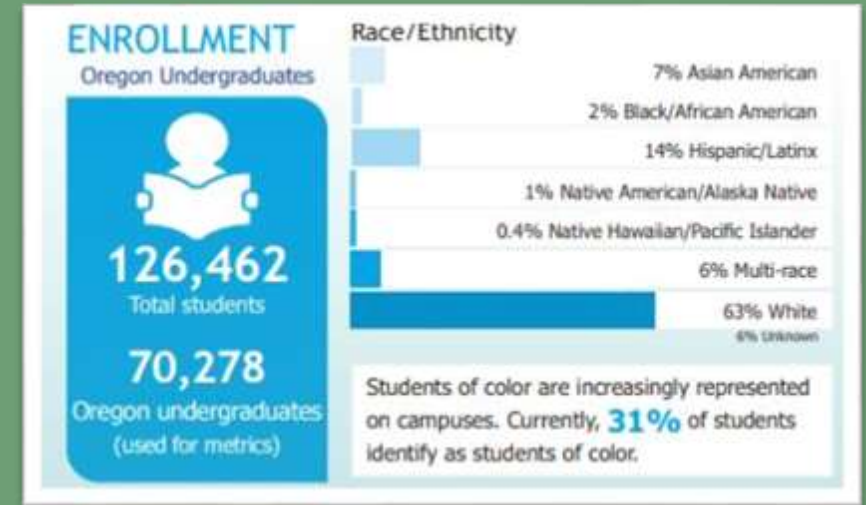
Approximately 80% of total public university enrollment is at the three largest institutions (PSU, UO, OSU).

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

# Snapshot of Enrollment at Oregon's Public Universities

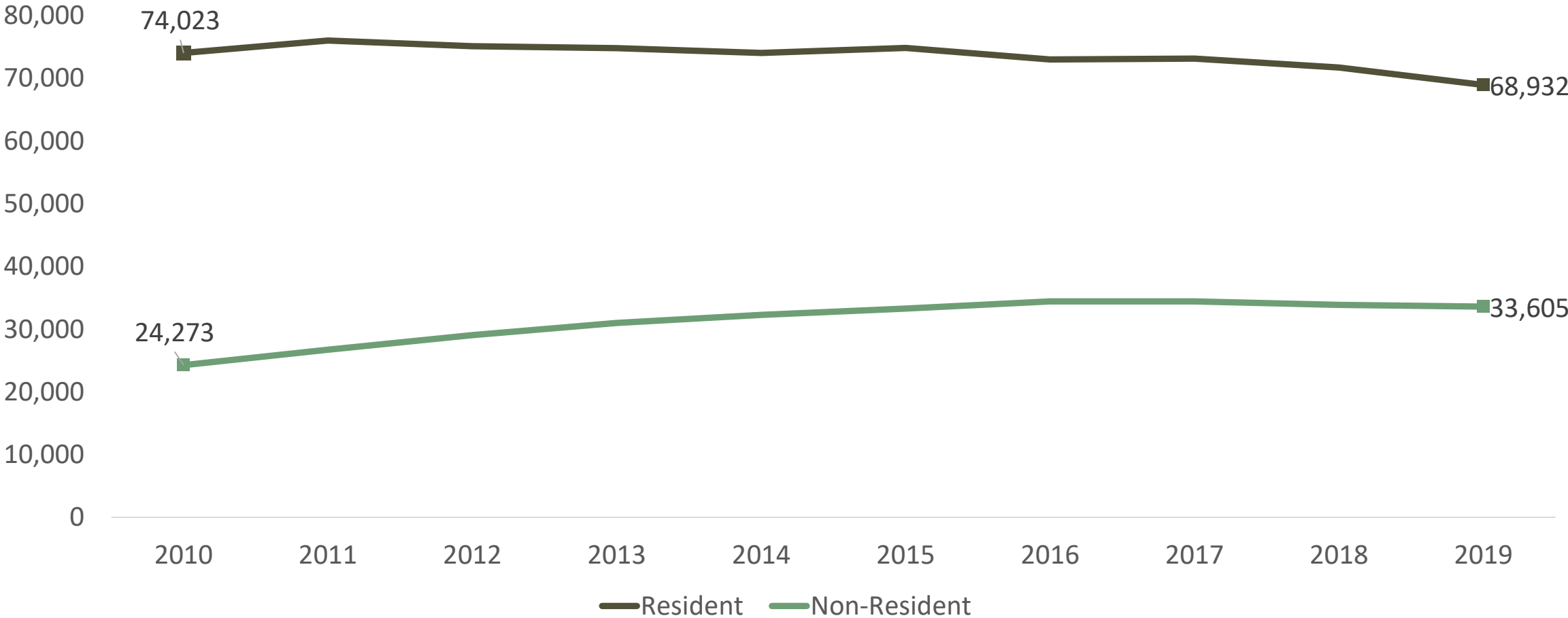
- Oregon's universities enrolled 126,462 students in 2018-19, including 70,278 resident undergraduates.
- Of resident students in universities, 21% were 1<sup>st</sup> generation college students.
- Of resident students, 70% were pursuing an undergraduate degree or certificate.
  - Primary areas of instruction:
    - 10% Admitted Graduate/Professional
    - 70% Admitted Undergraduate
    - 20% Non-degree seeking

View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2018-19  
<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>

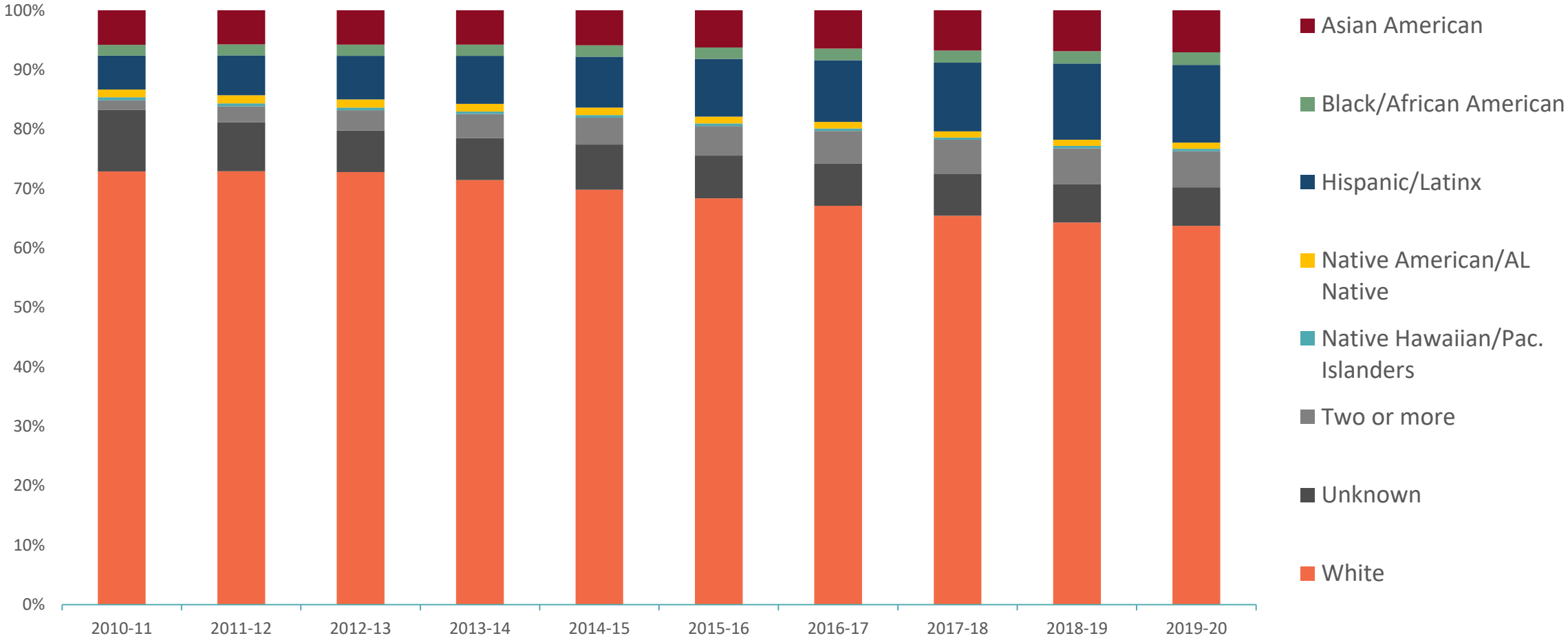


# Undergraduate Enrollment has Decreased in the Universities

Public University Undergraduate Enrollment by Headcount and Residency



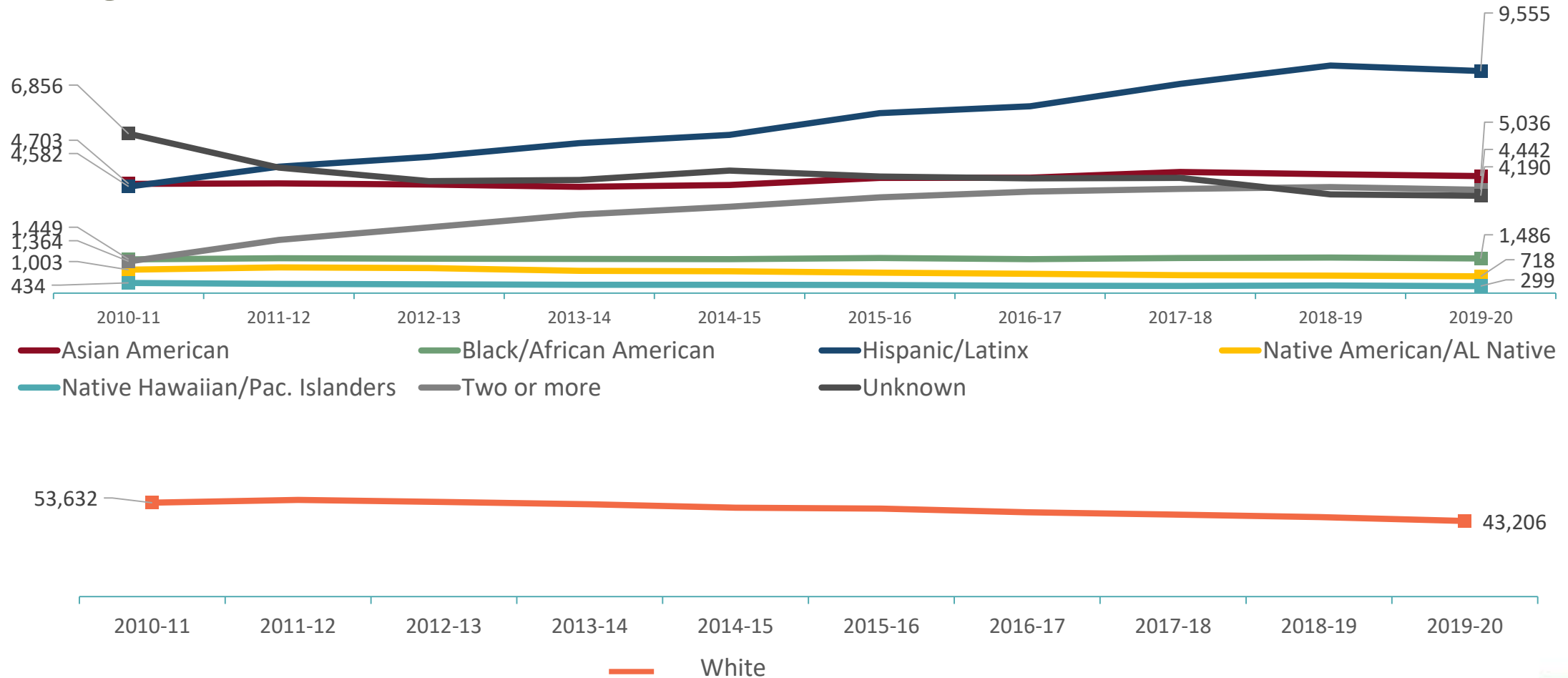
# Serving a More Diverse Student Body: Resident Enrollment by Race/Ethnicity



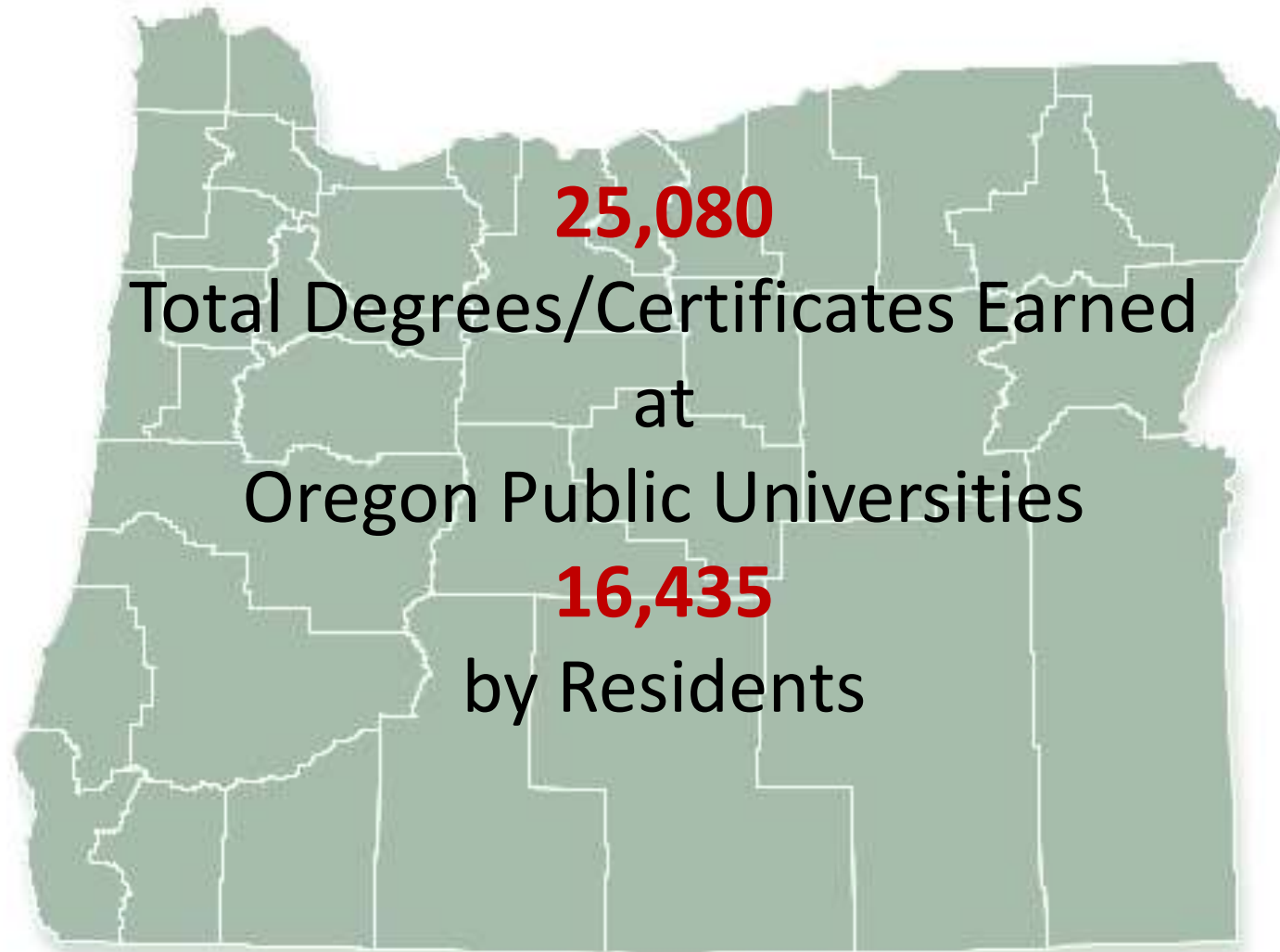


# Public Universities are Serving a Diverse Student Body:

## Resident, Public University Enrollment by Race/Ethnicity – Annual Headcount through 2019-20

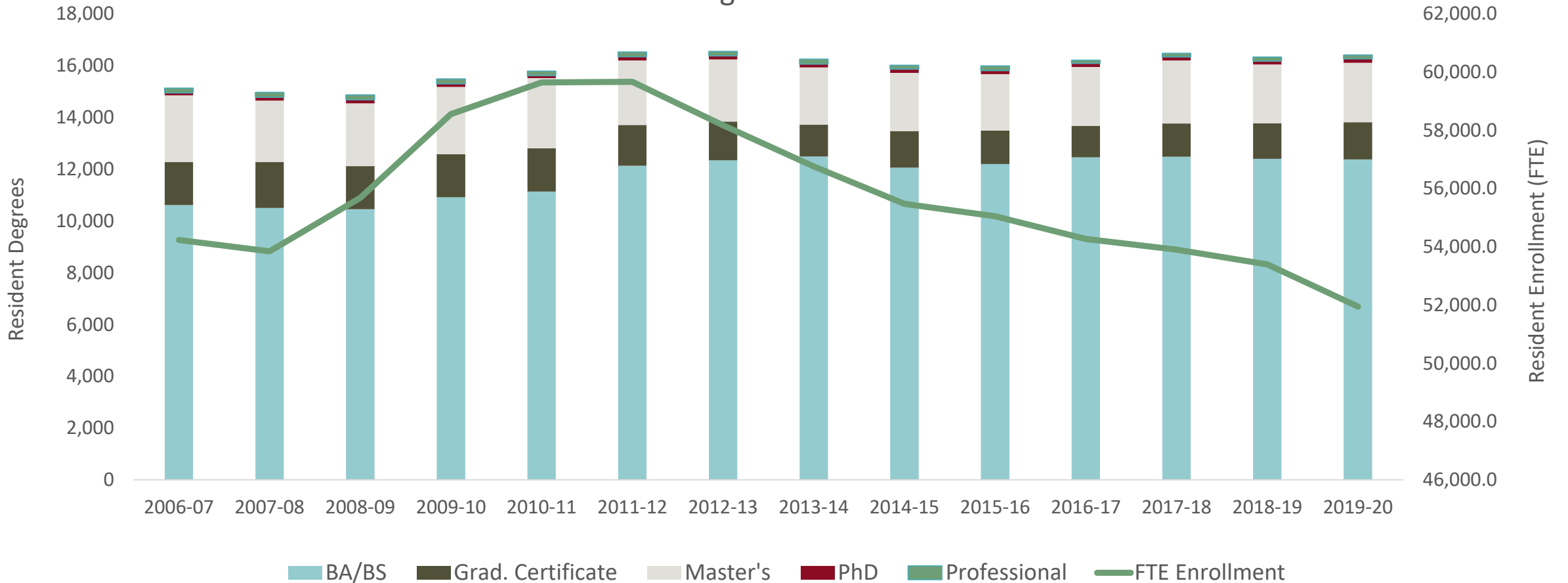


# 2019-20 Completions



# Resident Degree Completion has Increased Even as Resident Enrollment has Declined

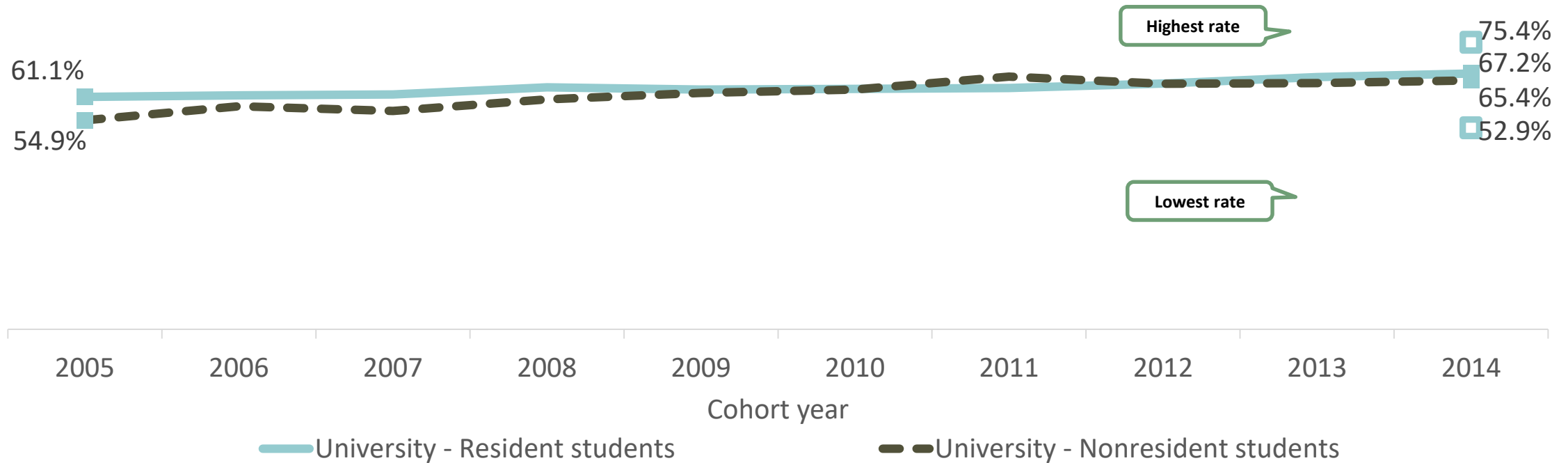
Resident Degrees and Enrollment



# Graduation Rates Have Risen at Oregon Public Universities

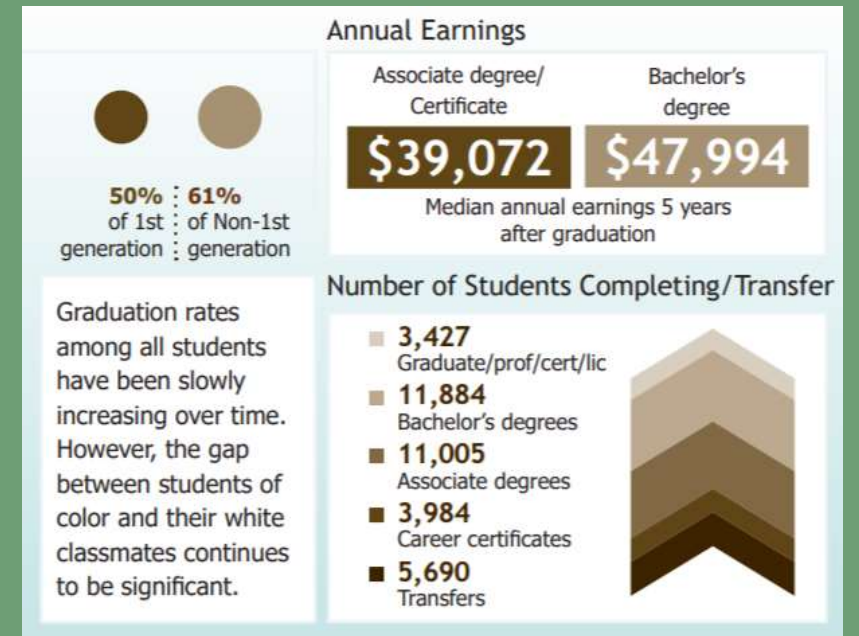
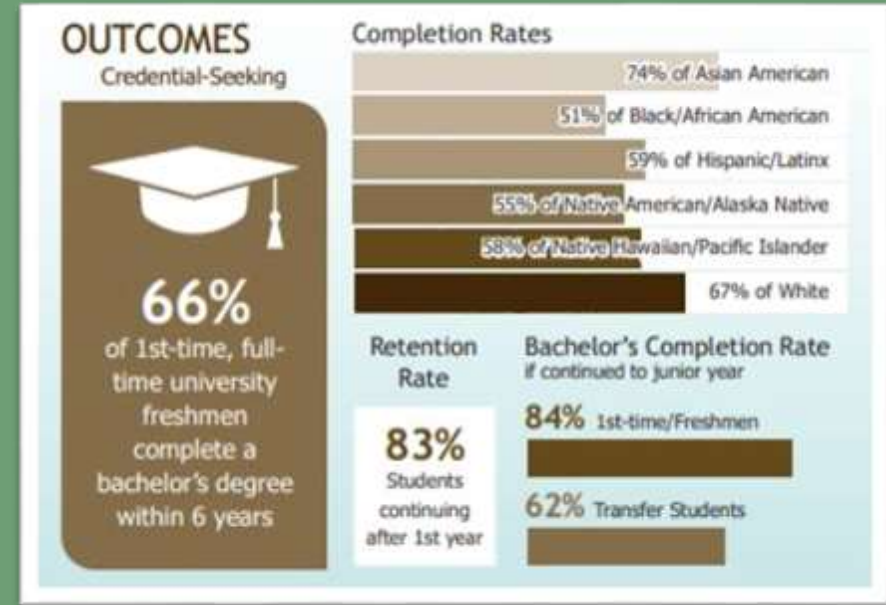
Key Performance Metric #7 –  
UPDATED February 2021

At public universities, the percentage of first-time, full-time freshmen who earn a bachelor's degree within six years rose from 61.1% to 67.2% in the last decade



# Snapshot of Completion at Oregon's Public Universities

- In 2018-19, 66% 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.

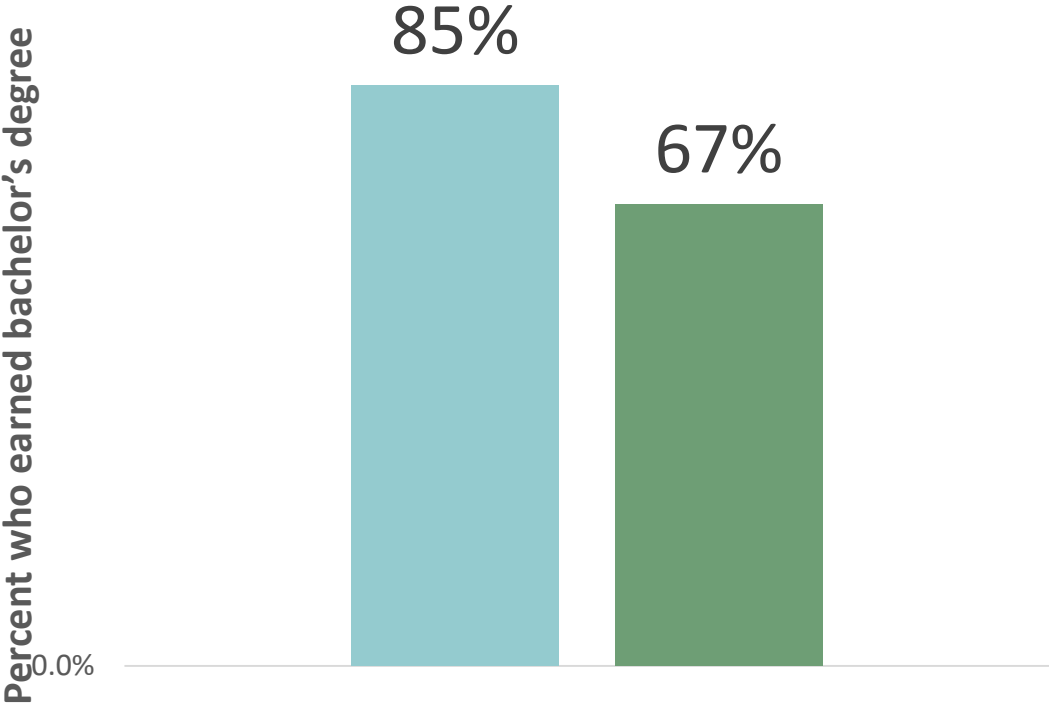


View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2018-19  
<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>

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

**GRADUATION RATE BY TRANSFER STATUS, 2019-20**

- Freshmen who were still enrolled in third year
- Transfer students who entered with 90+ credits



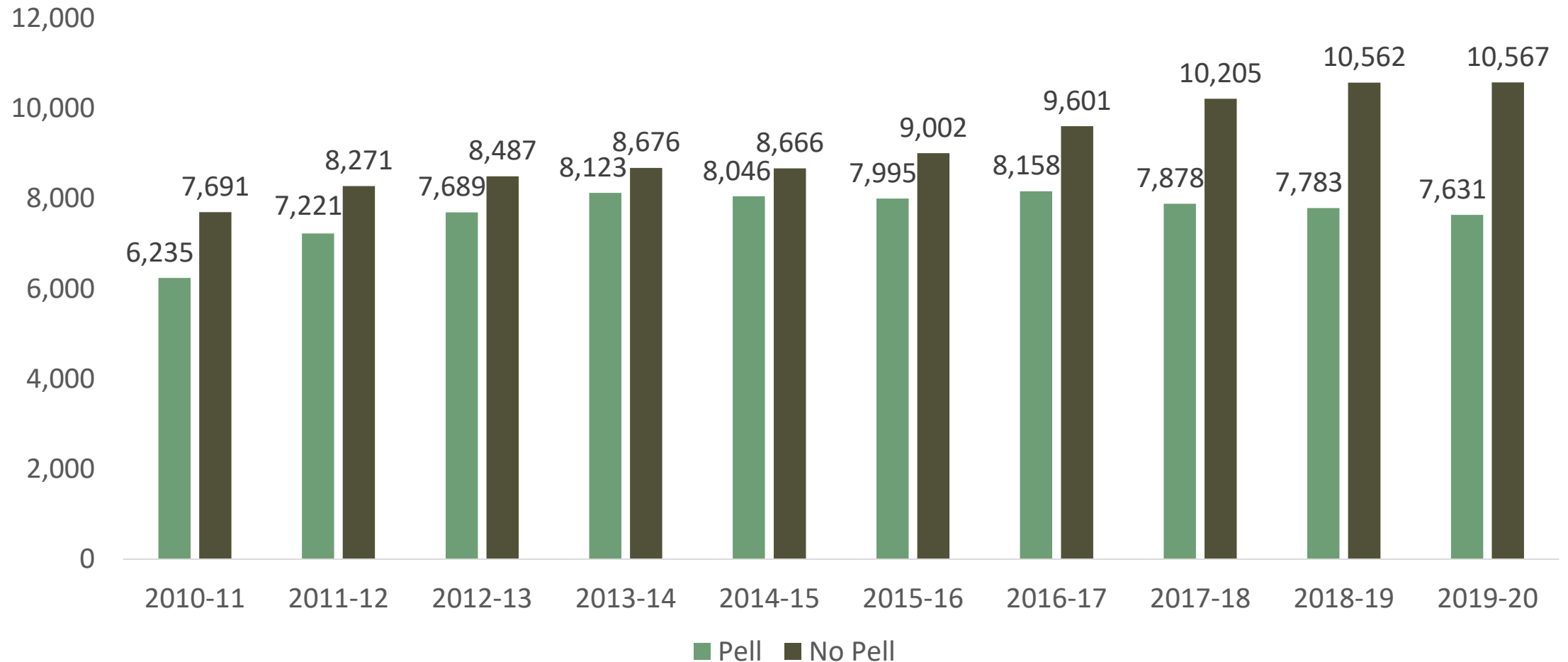
Transfer students face an uphill challenge with inconsistent requirements and too many hurdles that derail them on the path to completion

246 Source: HECC analysis of student-level records from public universities. Notes: For this analysis, “transfer students” are defined as new, resident students who were admitted to the university with 90 or more credits from an Oregon community college. Rate for non-transfer students includes new, resident, first-time, full-time freshmen who were still enrolled in their third year.





# Resident Undergraduate Degrees Awarded at Oregon Public Universities, by Pell Grant Status

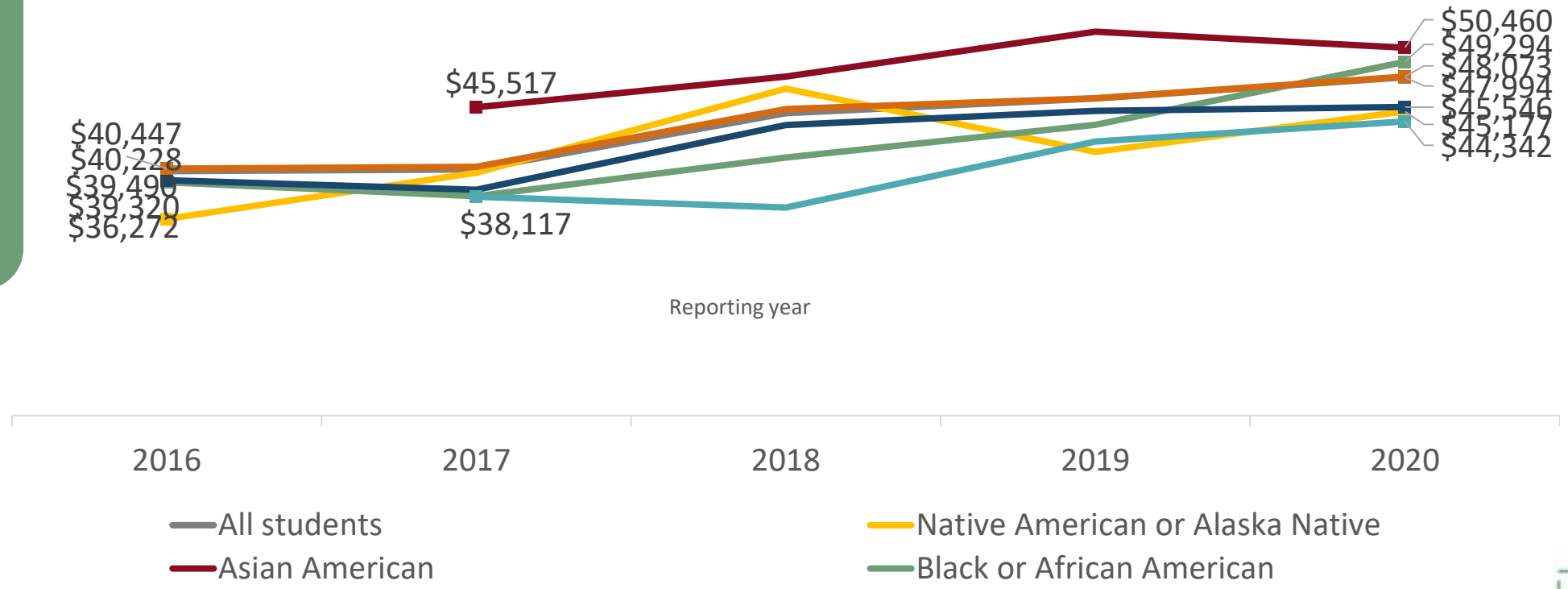


# Earnings Have Risen Steadily for Most Groups, and the Racial/ethnic Earnings Gap has Narrowed (2018-19)

Key Performance Metric  
#13-14

It is too early to know if this progress will slow or reverse as a result of the pandemic.

Median earnings of university graduates with bachelor's degrees, five years after completion, over time and disaggregated by race/ethnicity.

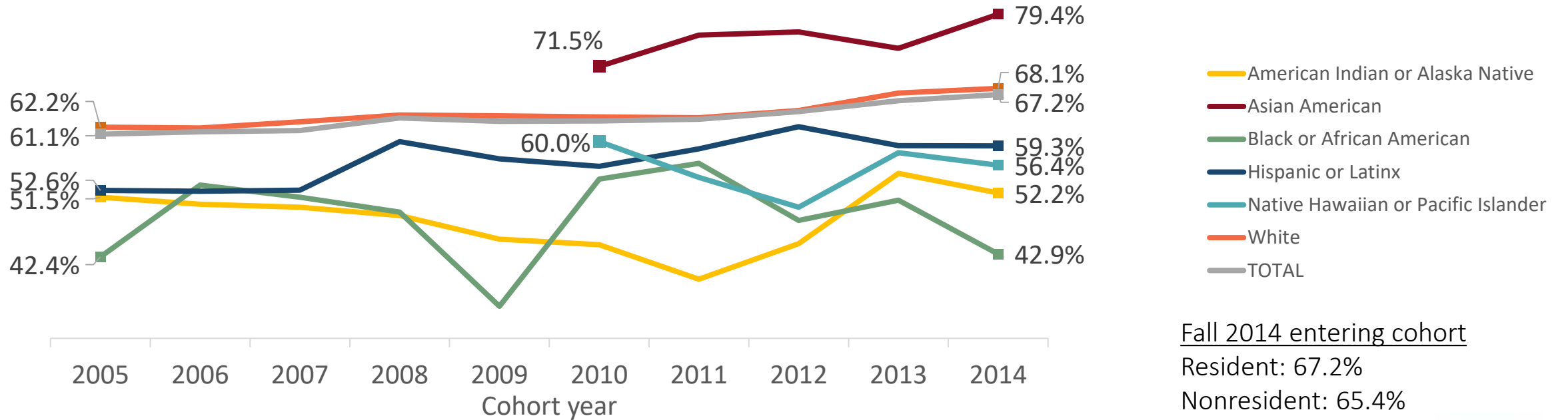


# Graduation rates at public universities are rising overall, and most racial/ethnic gaps have narrowed, but wide gaps remain (2019)

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

Key Performance Metric #7-8

Public university graduation rates have risen for Hispanic/Latinx and white students but not as noticeably for African American or Native American students.



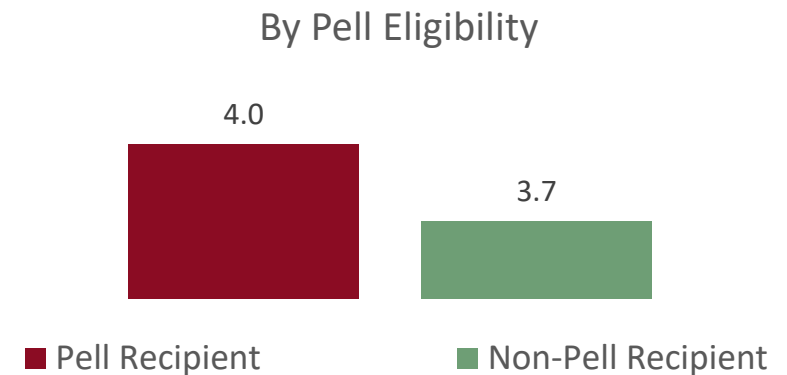
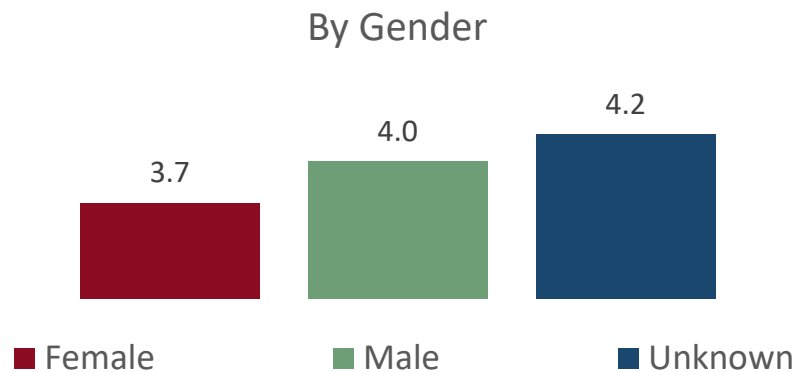
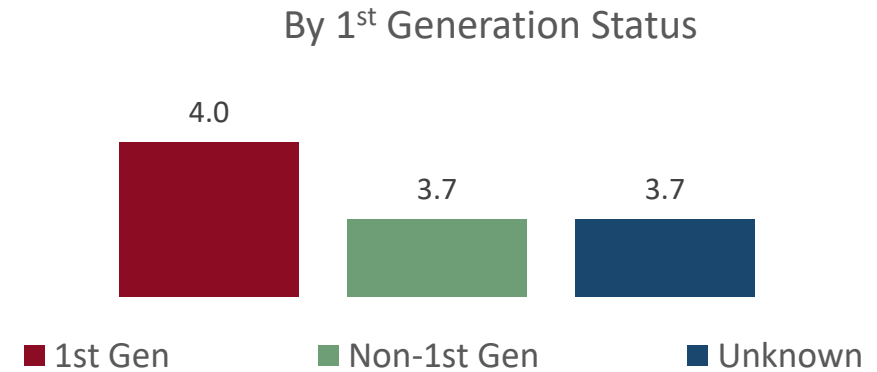
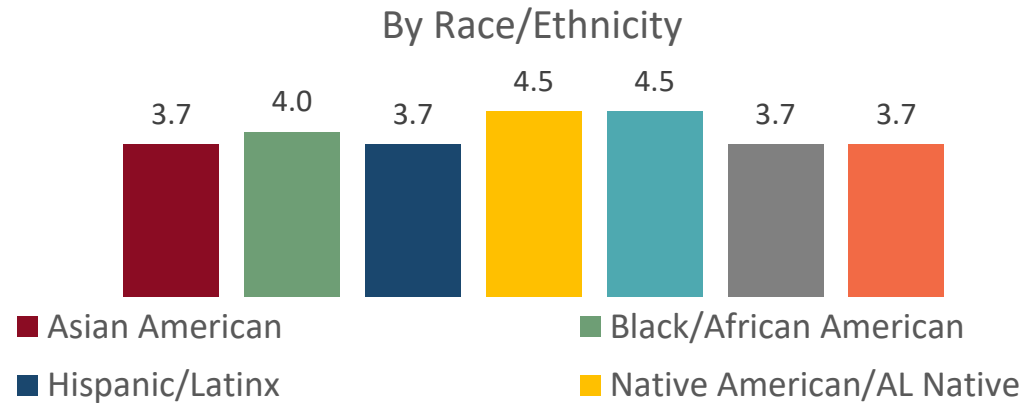
Fall 2014 entering cohort  
 Resident: 67.2%  
 Nonresident: 65.4%

Source: HECC analysis of analysis of student-level records for public university data on resident, first-time, full-time freshmen students. 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%). Notes: Currently there is no historical data for the Native Hawaiian or Pacific Islander category. Prior to the 2010 cohort, the Asian American group included Native Hawaiian and Pacific Islander categories.



# Time to Degree by Underserved groups at Universities

## Bachelor's Degree, Universities



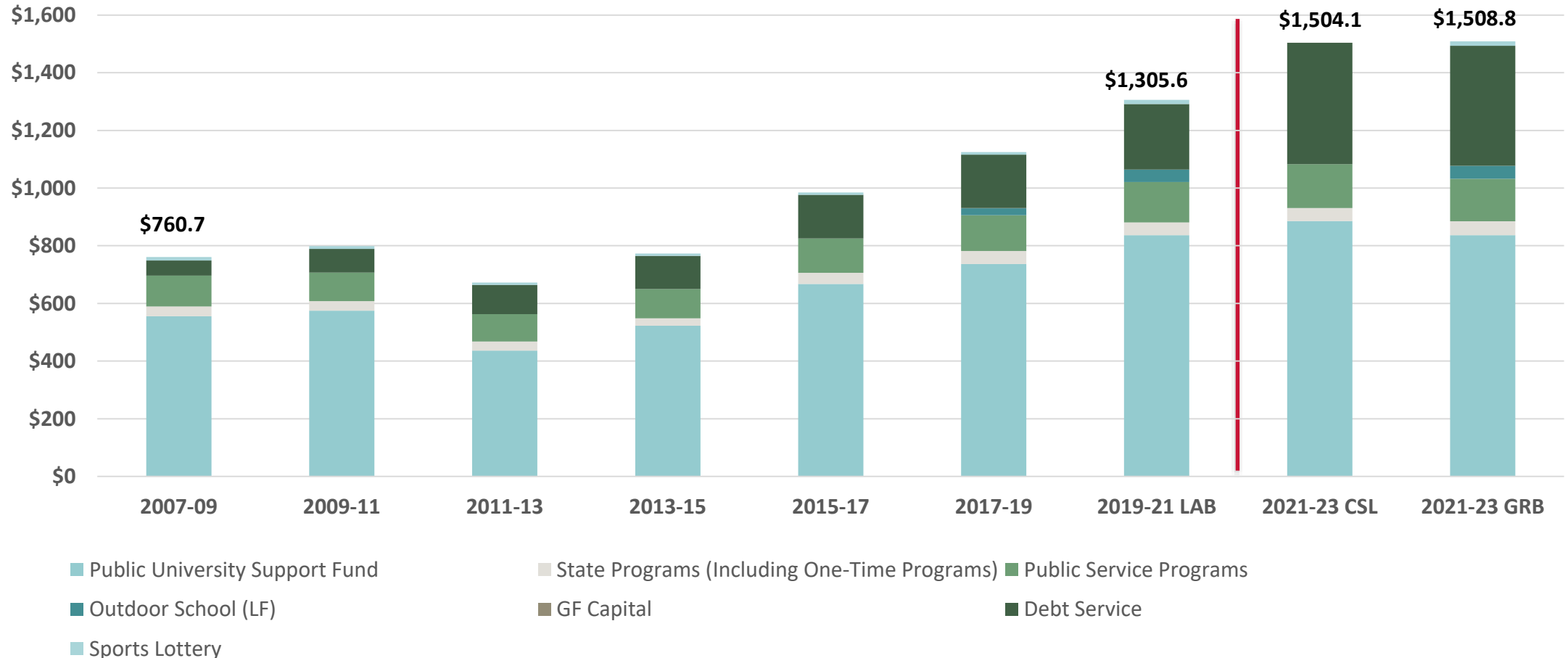
# Public University Funding in Oregon

JIM PINKARD, Director of  
Postsecondary Finance and Capital



# History of Public University Investment

State Funding for Universities (in millions)



Sources: HECC Office of Postsecondary Finance and Capital.

- Legislative funding change during the 2013-15 biennium separated State Programs from the Public University Support Fund.

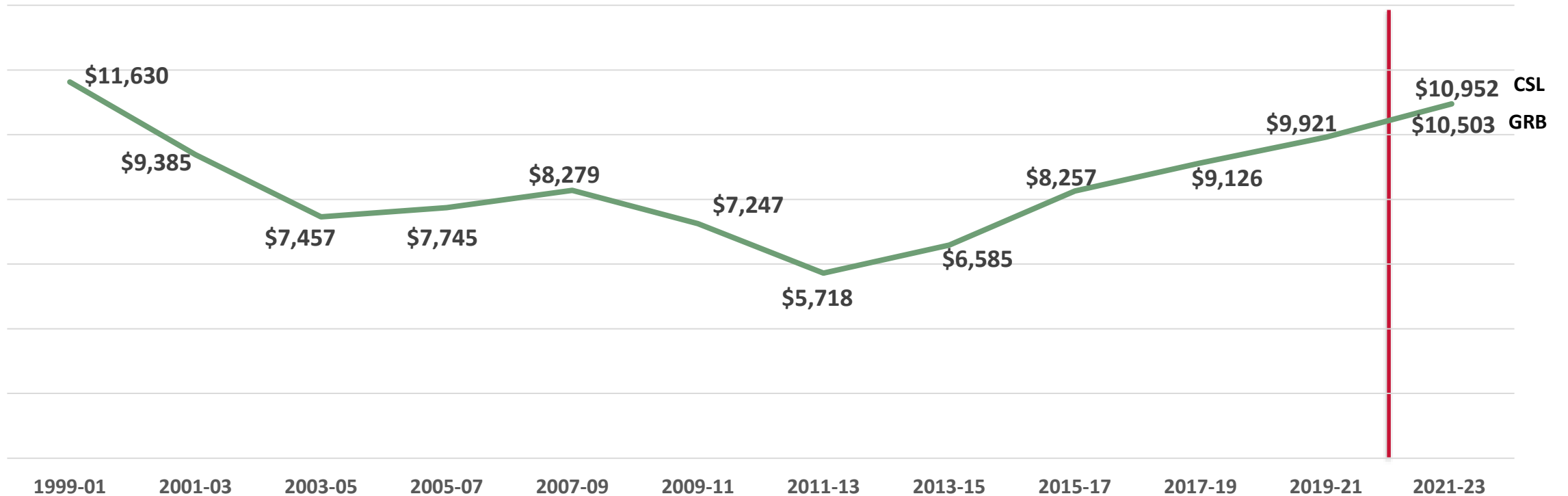
- 2013-15 State Programs includes ETIC (ETSF) appropriation after transition to OEIB



# Public University State Funding (GF Only)



# State Appropriations per Resident Student FTE (Adjusted for Inflation)



**Notes:**

- Includes Debt Service
- University data includes PUSF and State Programs
- Enrollment for 2021, 2022, 2023 assumed at 2020 levels
- Inflation adjustment based on HECA
- Excludes non-resident university enrollment

# Student Success and Completion (SSCM) Model

JIM PINKARD, Director of Postsecondary Finance and Capital



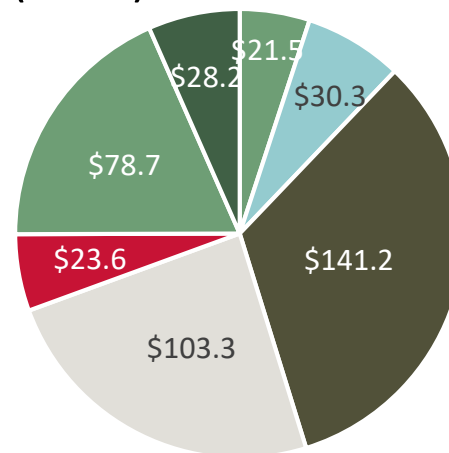
# Overview of the Public University Support Fund (PUSF)

\$836.9 Million  
(2019-21)

- Legislatively-adopted PUSF for HECC distribution to Oregon's seven public universities in 2019-21.

\$426.8 Million  
(FY2021)

- HECC distributes 49% of the appropriation in the first year of the biennium (FY20), 51% in the second (FY21).



- The amount per university is determined based on a formula the HECC establishes via administrative rule (ORS 350.075).

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

# The Transition to an Outcomes-Based Funding Formula

*The HECC's Equity Lens is a cornerstone for its policy and budgeting. Formula redesign was one of its operational uses.*

**2014**

With university independence, HECC sought accountability through a revised funding formula

**Advisory Group**

A workgroup developed a new model focused on:

- Student outcomes
- Equity
- In demand degrees
- Mission differential

**2015**

HECC adopted a new formula that aligns state resources with desired outcomes: especially equitable student success. Four-year phase-in (2015-2019).

**Commitment to review formula every five years.**

# Funding Formula Guiding Principles

## Promote resident student success

**Incentivize progress to degree**

**Incentivize degree outcomes**

**Incentivize underrepresented population completions**

**Incentivize in-demand degrees**

## Support public service activity and regional missions

**Differential mission support**

**Regional university support**

**Research support**

## Provide funding stability

**Data averaging**

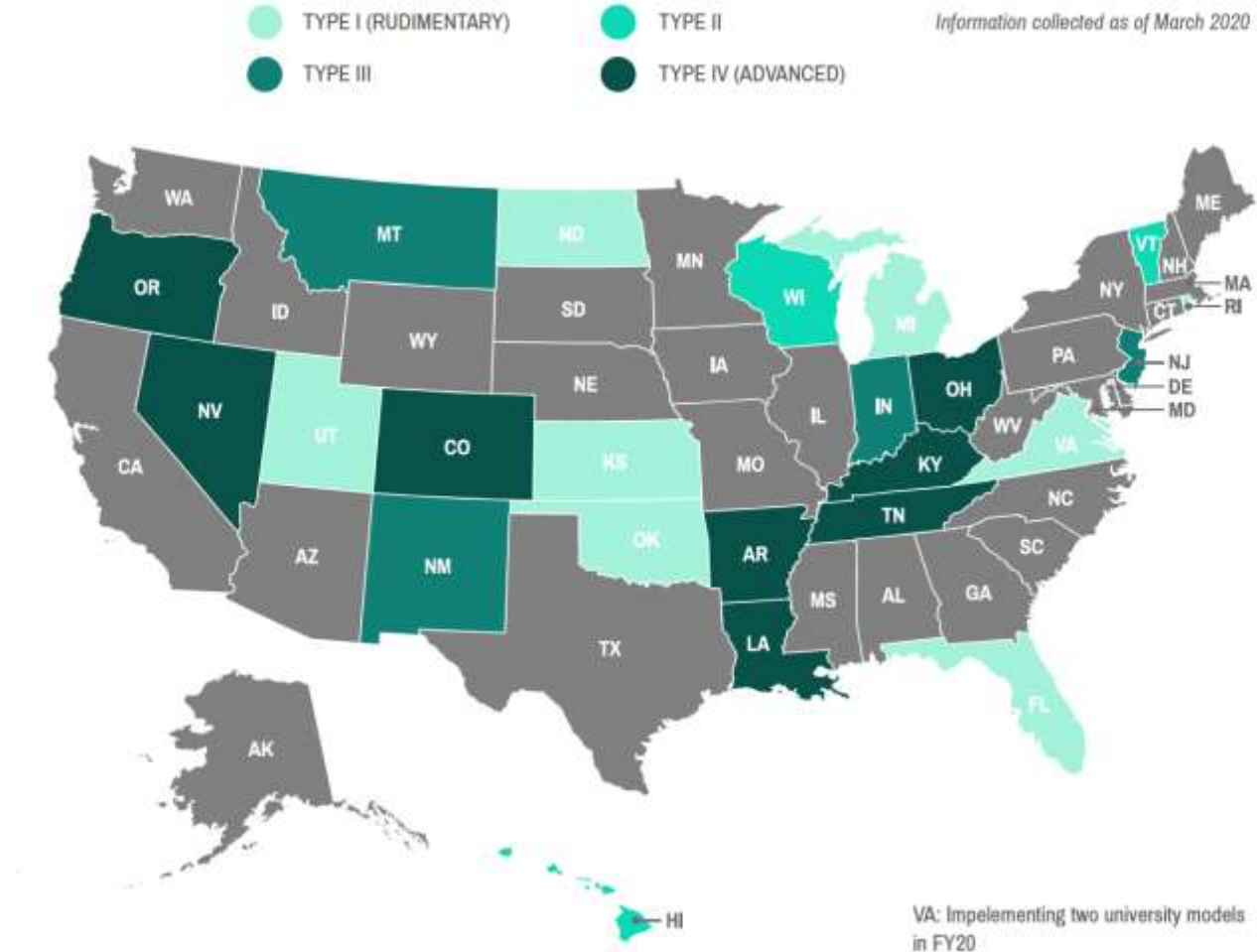
**Phased-in focus on completion**

**Stop Loss/Stop Gain**



# Closely Aligned with Best Practice

- Current formula is closely aligned with national best practice
- Type IV indicates highest level of alignment
- Among the states with higher portion of funding for completions
- Among the states with a robust equity mechanism



# Current Formula Design

## Mission Differentiation – 17%

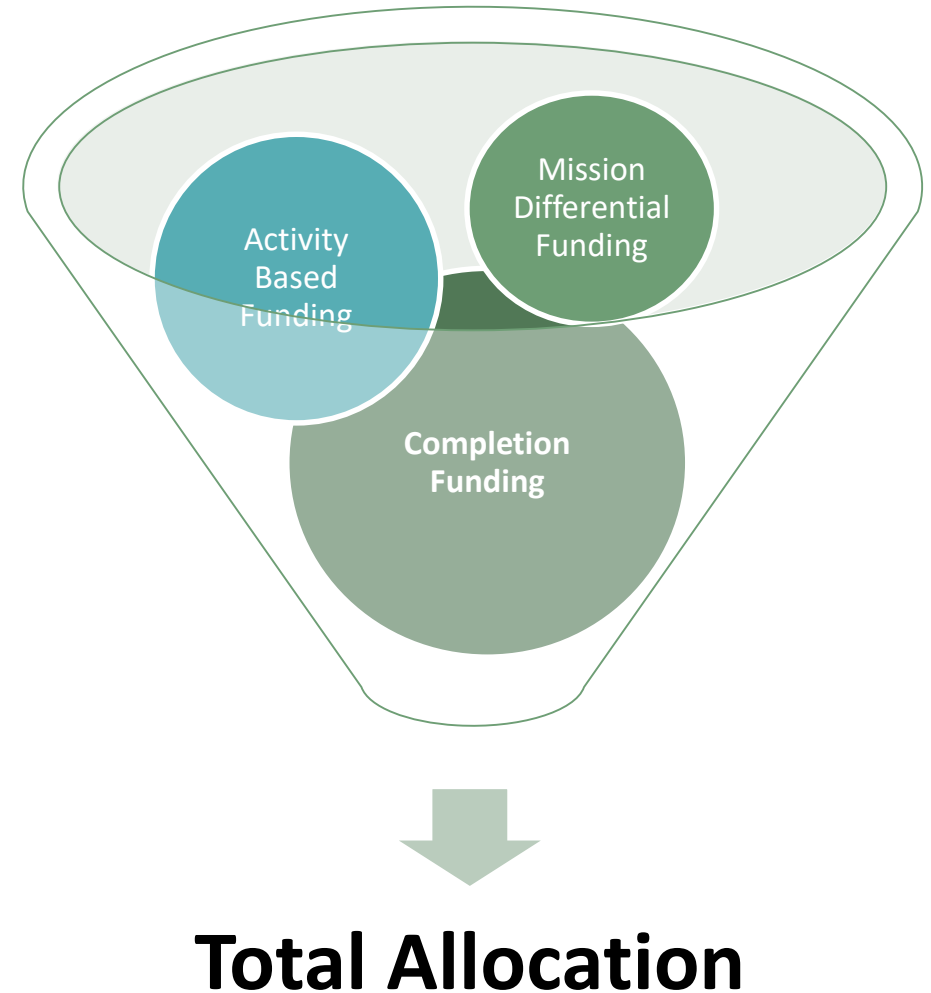
- Allocation off the top
- Based on historical levels + inflation
- Provides funding stability for regional institutions and acknowledges mission specific needs

## Activity-Based – 33%

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

## Outcomes-Based – 50%

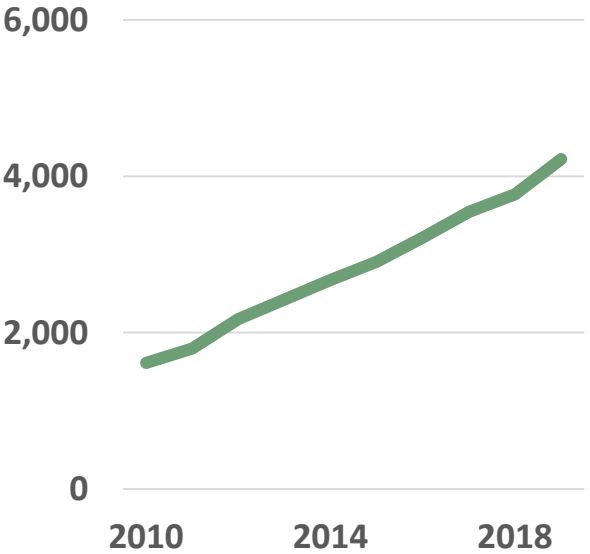
- Includes degree completions at all levels
- Transfer bachelor degrees are discounted
- Additional weights for underserved students and completions in critical areas



# Is the formula working?

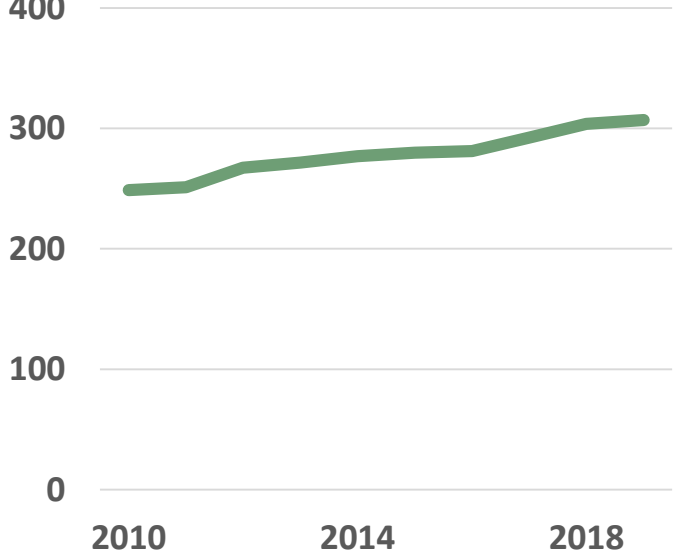
**DEGREES AWARDED TO UNDERREPRESENTED STUDENTS ARE GROWING**

- 10% annual growth in degrees awarded



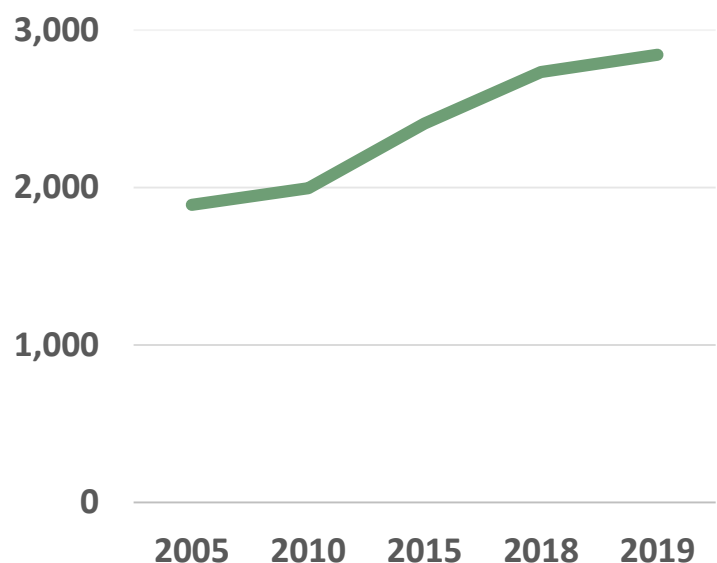
**COMPLETION RATES ARE IMPROVING**

- 2.3% annual growth in completions per 1,000 FTE

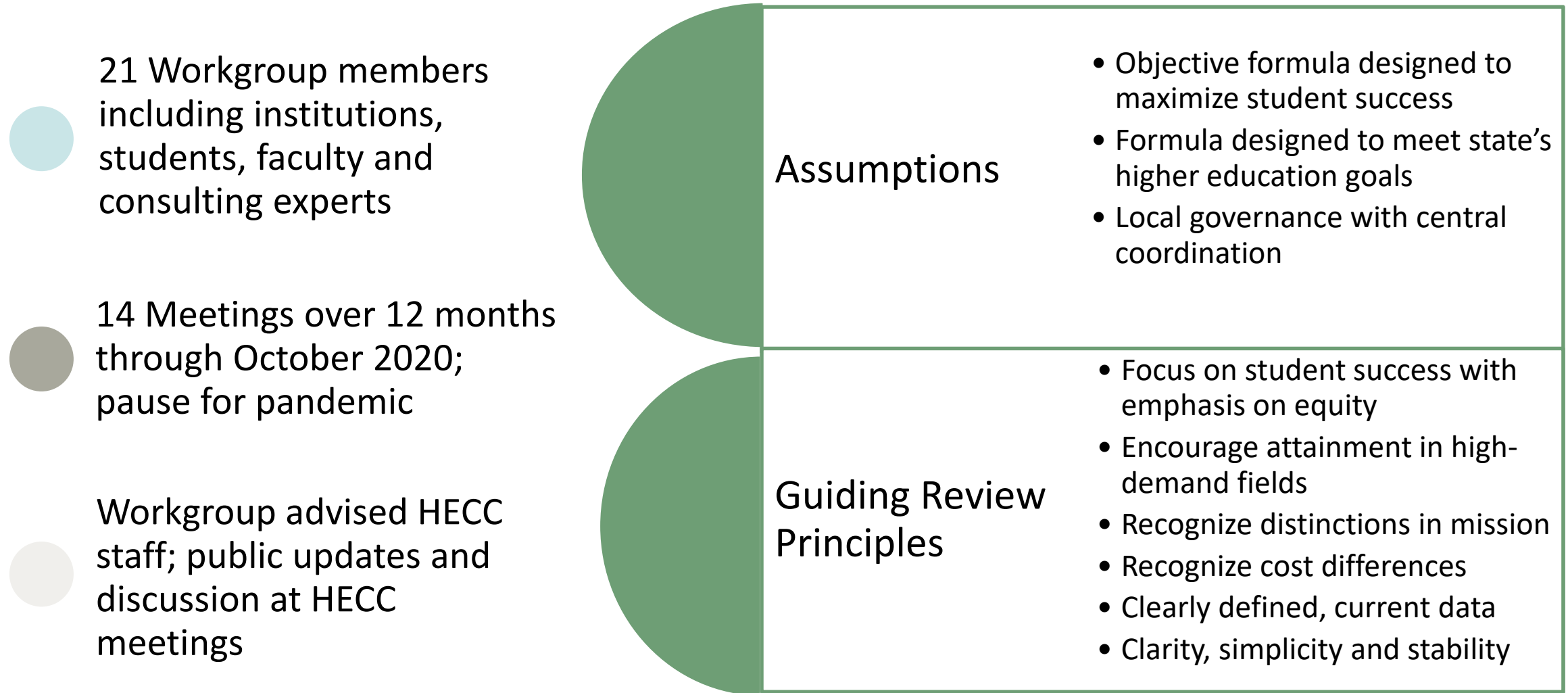


**STEM COMPLETIONS ARE GROWING**

- 50% growth in total resident, bachelor STEM degrees awarded



# 2019-2020 Funding Formula Review Process



# Process and Technical Recommendations

**Hold periodic interim advisory group meetings to discuss technical formula issues; collect surveys**

**Modernize the cost weights and apply graduate education adjustment**

**Change the definition of STEM, update bilingual education measure, and one degree per student**

**Make the area of study bonus additive rather than multiplied by the cost weight**

# Policy Recommendations

**Apply weighting to all transfer students and also apply CC transfer bonus**

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The discount recognizes that not all the instruction occurs at the awarding institution

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Further collaboration across sectors is possible underscoring transfer pathways

**Simplify mission differentiation with more objective design**

---

No more line items – four components: base payment, regional access, research and public service

---

Significantly simplified with a limited amount of funding



## Impact on Total Funding Distribution

	<b>Current</b>	<b>Revised</b>	<b>Variance</b>	
EOU	20,996,848	20,362,382	(634,466)	(3.0%)
OIT	29,421,165	28,976,212	(444,953)	(1.5%)
OSU	134,780,800	128,985,661	(5,795,139)	(4.3%)
PSU	99,712,572	102,573,689	2,861,117	2.9%
SOU	22,696,196	23,943,100	1,246,904	5.5%
UO	75,630,667	76,930,398	1,299,731	1.7%
WOU	26,842,063	28,308,871	1,466,808	5.5%
<b>TOTAL</b>	<b>\$ 410,080,311</b>	<b>\$ 410,080,311</b>	<b>-</b>	<b>-</b>

Total funding distribution by institution before and after the recommended improvements using FY2020 data

## Formula Funding per Resident FTE

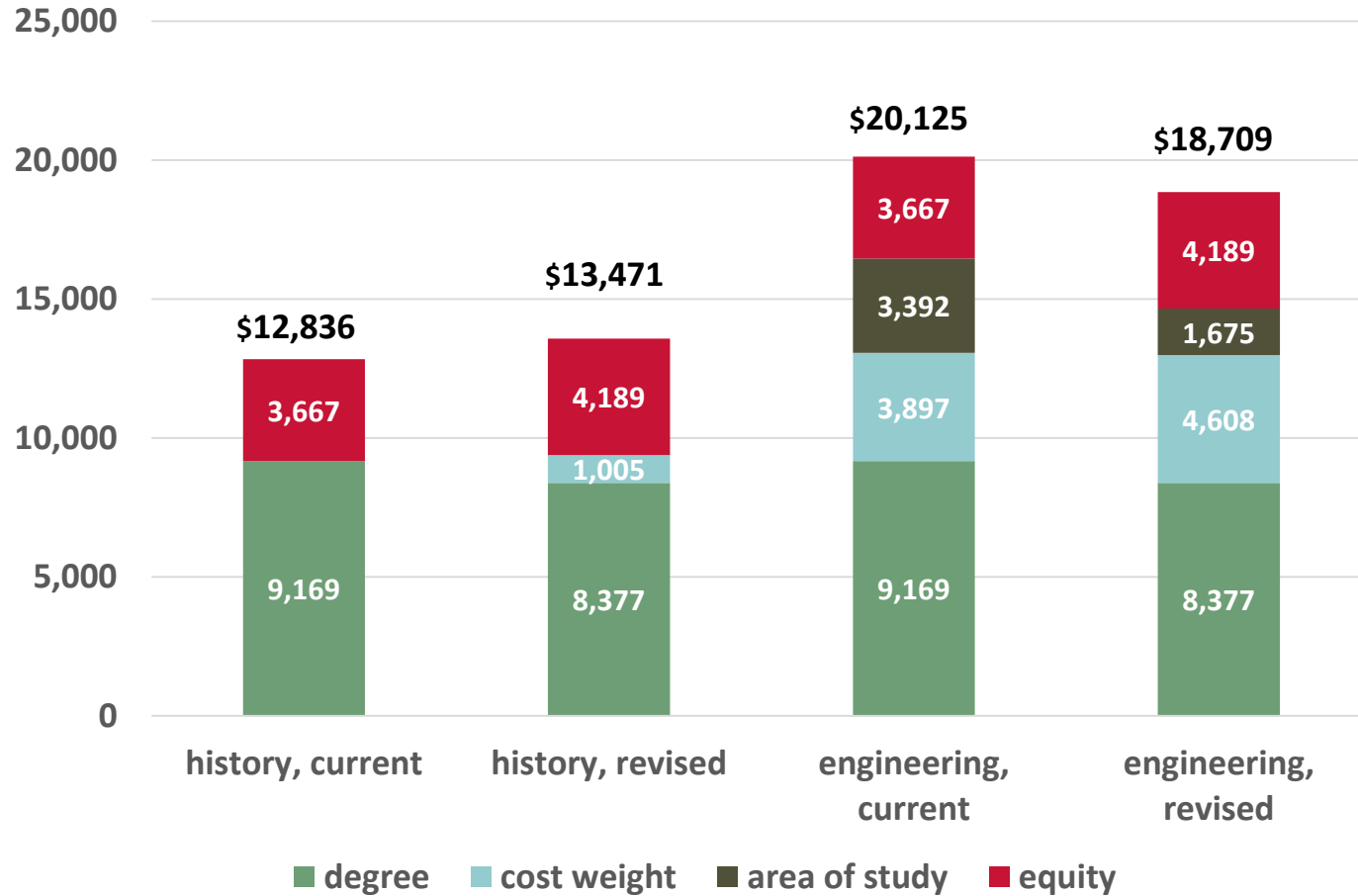
	<b>Current</b>	<b>Revised</b>	<b>Variance</b>	
EOU	13,172	12,774	(398)	(3.0%)
OIT	11,439	11,266	(173)	(1.5%)
OSU	8,346	7,987	(359)	(4.3%)
PSU	6,518	6,705	187	2.9%
SOU	8,607	9,080	473	5.5%
UO	6,668	6,782	115	1.7%
WOU	7,358	7,760	402	5.5%
<b>TOTAL</b>	<b>\$7,702</b>	<b>\$7,702</b>	-	-

Total funding distributed for all components of the formula divided by the number of full-time equivalent (FTE) resident students enrolled

Mirrors the trend in overall funding; Changes are largely due to mission differentiation redesign

# What's a degree worth?

**Degree Component Values  
(Undergraduate, Non-Transfer)**



## A Focus on Equity

\$30.6 million for equity  
15% of outcomes funding  
Avg incentive of \$5,463



\$33.0 million for equity  
16% of outcomes funding  
Avg incentive of \$5,934

# Affordability and Institutional Costs

JIM PINKARD, Director of  
Postsecondary Finance and Capital

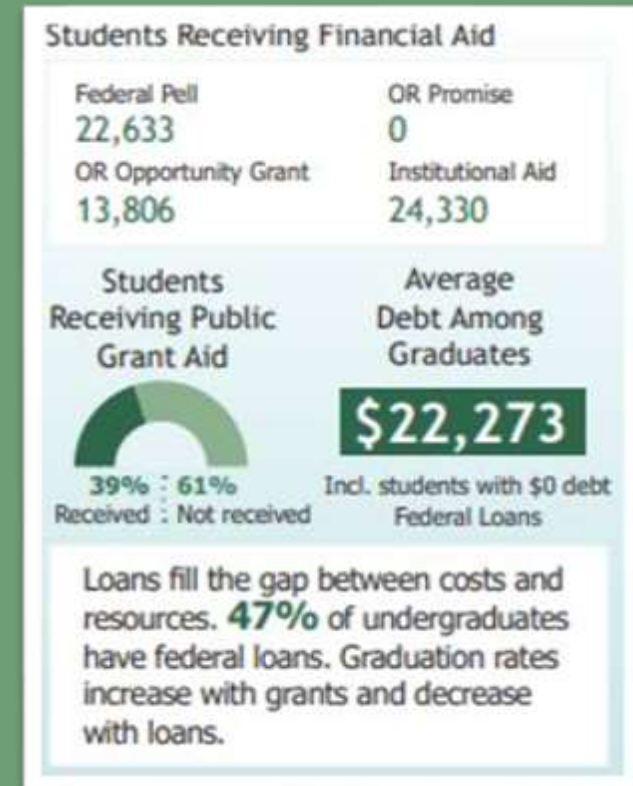
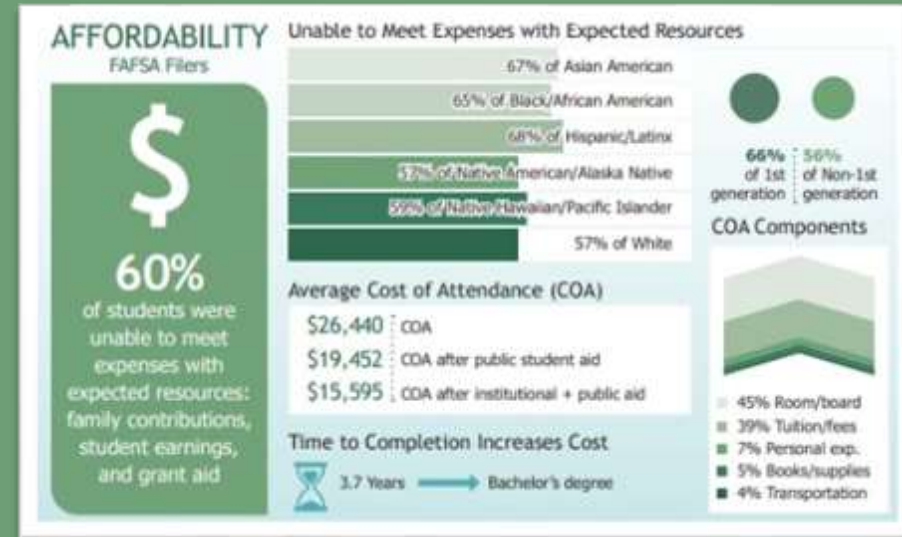


# Snapshot of Affordability at Oregon Public Universities

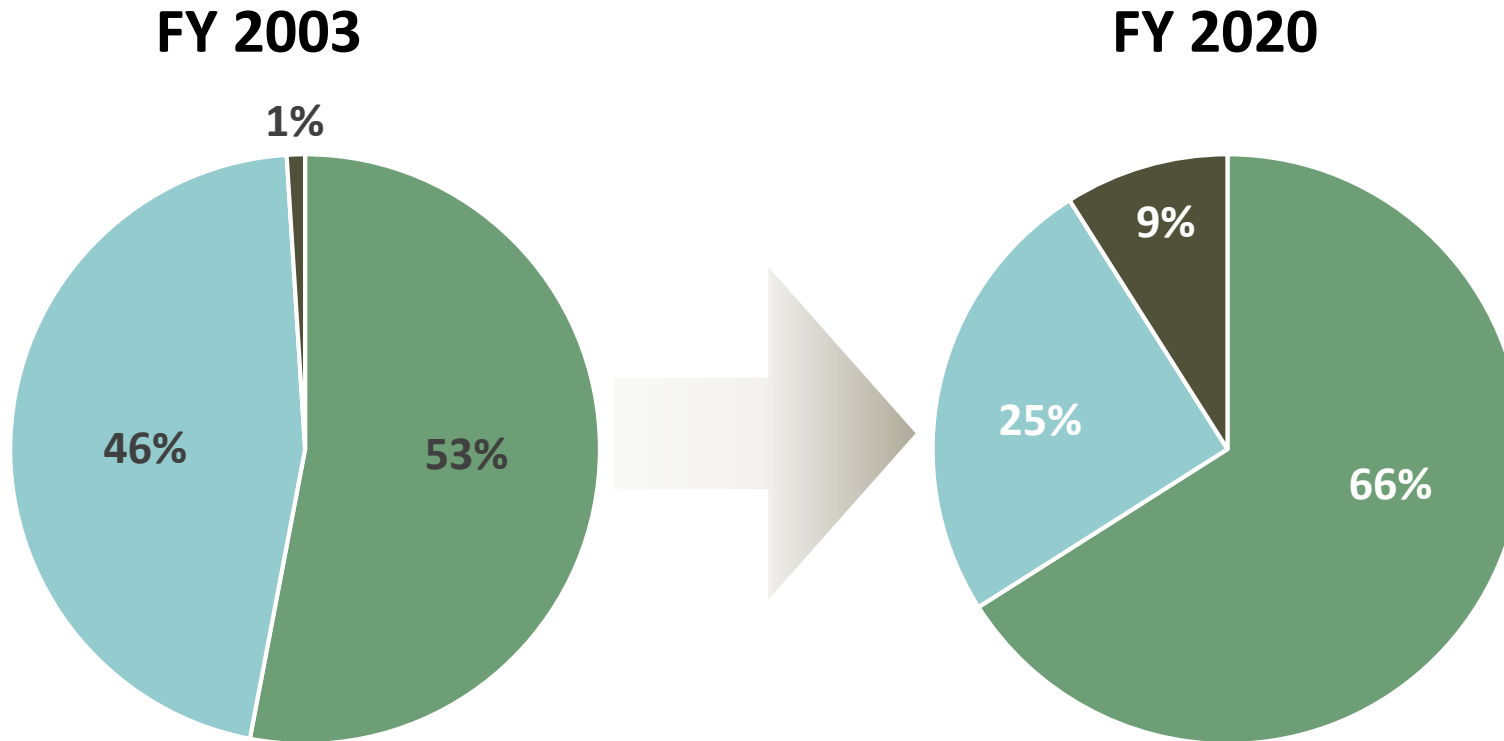
- In 2018-19, 60% of public university students were unable to meet expenses with expected resources, including family contributions, student earnings, and grant aid.
- In 2018-19, 61% of public university students did not receive any public grant aid
- On average, students earning a Bachelor's degree leave with \$22,273 in federal loan debt

View the full Statewide Snapshots Report, Oregon Resident Students at Public Institutions, 2018-19

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



# Shifting Costs from State to Student – Education and General Revenue

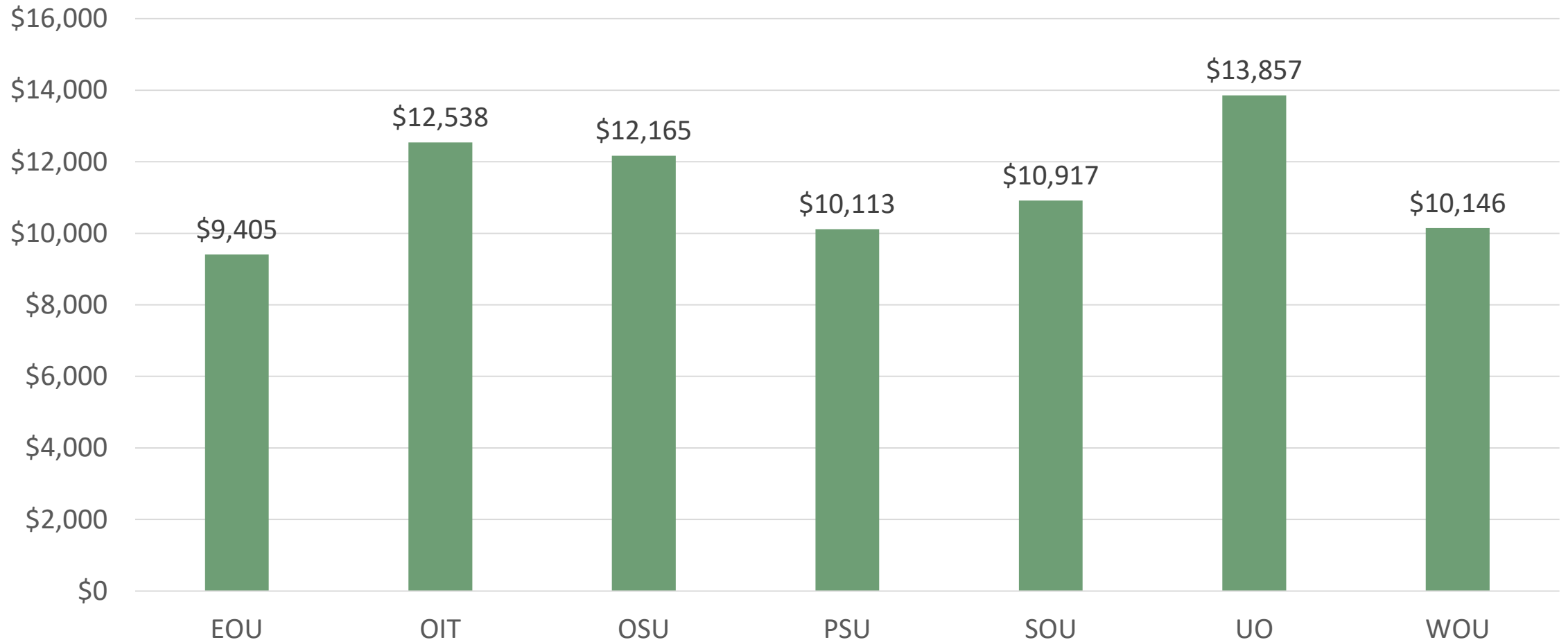


Students, through tuition and fees, are paying for a much larger proportion of total education and general expenses over time.

- State Appropriations
- Other Revenue
- Tuition and Fees



## Tuition and Fees Vary Slightly Across Campuses (2020-21)

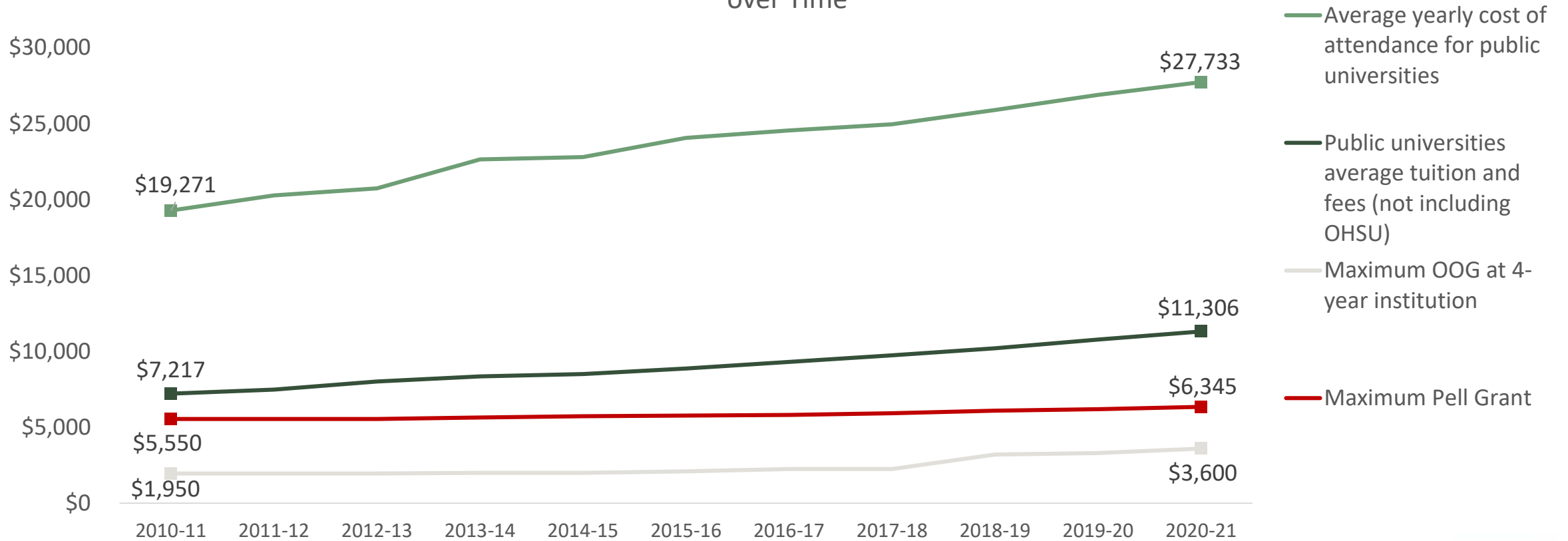


Source: 2020-21 standard student budgets for undergraduate students enrolled full-time as compiled by OSAC from institutional data. These amounts do not include insurance, loan fees, nonmandatory fees, or program-specific fees. Actual costs will vary depending upon program of study, course load, and other factors.

# Public University Cost of Attendance (including Tuition and Fees) Rises Each Year

## State and federal grants trail behind college cost

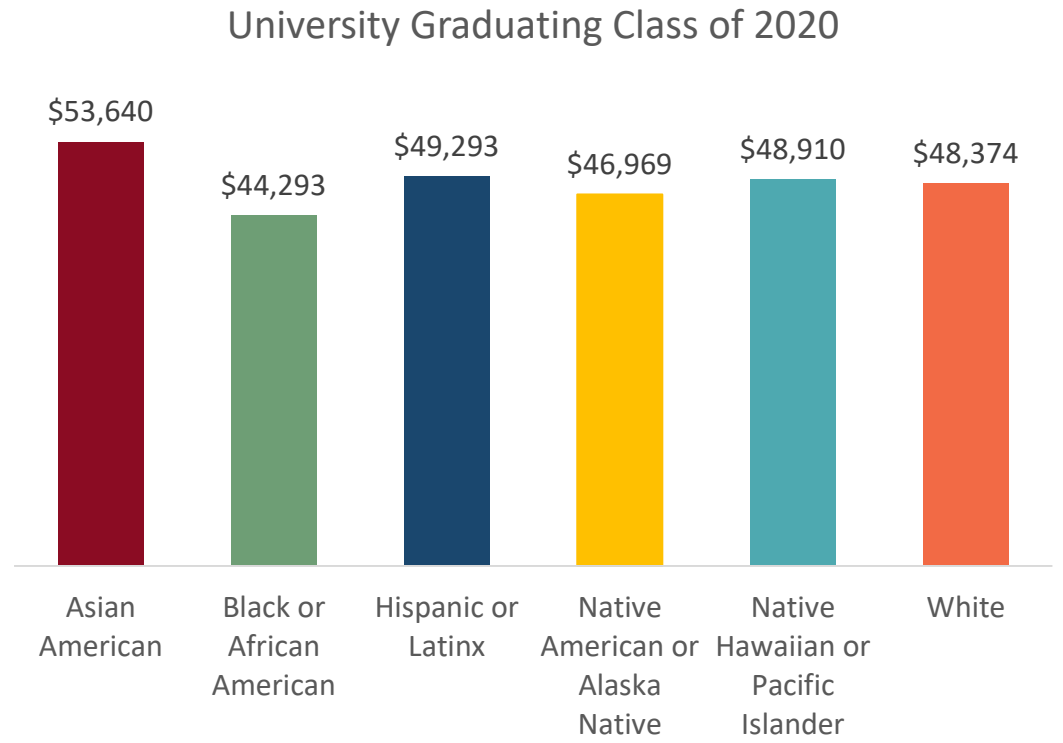
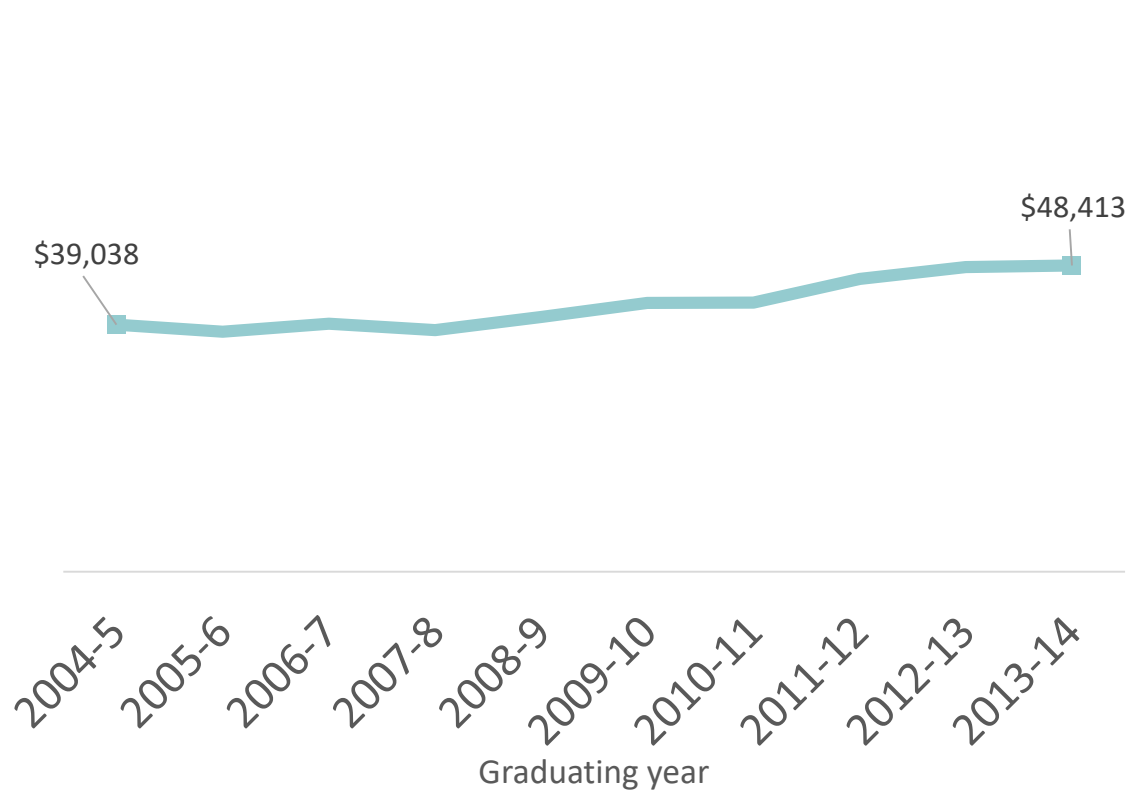
Average Public University Cost of Attendance, Tuition and Fees, and Maximum Need-Based Grants over Time



# Earnings for University Graduates Over Time and by Race/Ethnicity

Key Performance Metrics #13 and 14

**Description:** Median earnings of university graduates with bachelor's degrees, five years after completion, over time and disaggregated by race/ethnicity.



# University Cost Drivers (Mandates)

**The universities identified nearly 400 mandates they are required to fulfill.**

- Nearly 250 of these are federal, ranging from discrimination provisions to financial aid provisions to copyright requirements.
- 91 state mandates apply to all universities and 33 to specific universities with an additional 25 imposed by OAR.
  - These state level or OAR mandates range from mandates on health care to veterans to underrepresented students to faculty and beyond.

88% of increased costs are salary and related benefits

## Budget Cost Drivers – Educational & General

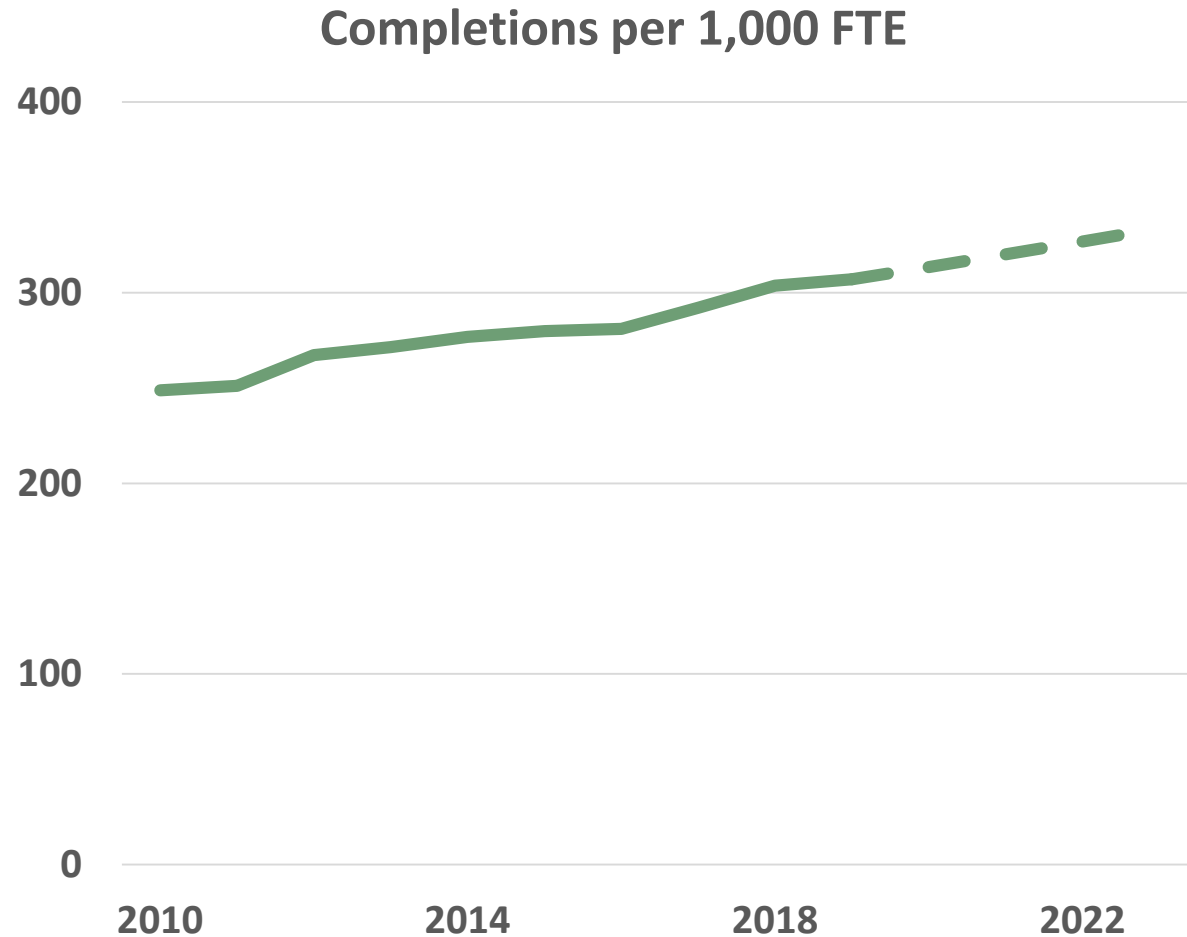
	Projected Increase over 2019-21	
Compensation	\$133,507,997	7.3%
Health Benefits	\$35,370,928	9.4%
Retirement Benefits	\$52,265,704	12.8%
Other Personnel Costs	\$18,781,947	7.5%
Services & Supplies	\$33,743,400	4.2%
<b>Total</b>	<b>\$273,669,975</b>	<b>7.4%</b>

# Potential Funding Scenarios – PUSF

## A Range of Options

Reductions	Current (GRB)	CSL	Base Funding	40-40-20 Plan
<b>-8.5% to \$765.8M</b>	<b>\$836.9 million</b>	<b>+5.9% to \$886.1M</b>	<b>+7.4% to \$898.9M</b>	<b>+25% to \$1,046.3M</b>
<p>Annual tuition increases of 10-25% for resident, undergraduate 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>Use of fund balances ongoing</p> <p>Existing enrollment declines for some</p> <p>Program reductions and other actions already taken</p>	<p>Significant tuition increases on most campuses; reduced affordability</p> <p>Potential use of fund balances</p> <p>Potential program cuts and longer graduation times</p>	<p>Would allow most universities to keep tuition at or below 5%</p> <p>Preserves student support investments</p> <p>Maintains progress toward statewide goals</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>

# What can we expect with base funding?



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The total number of annual completions has grown 26% since 2010.

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The number of completions per 1,000 FTE has grown to 307 in 2019.

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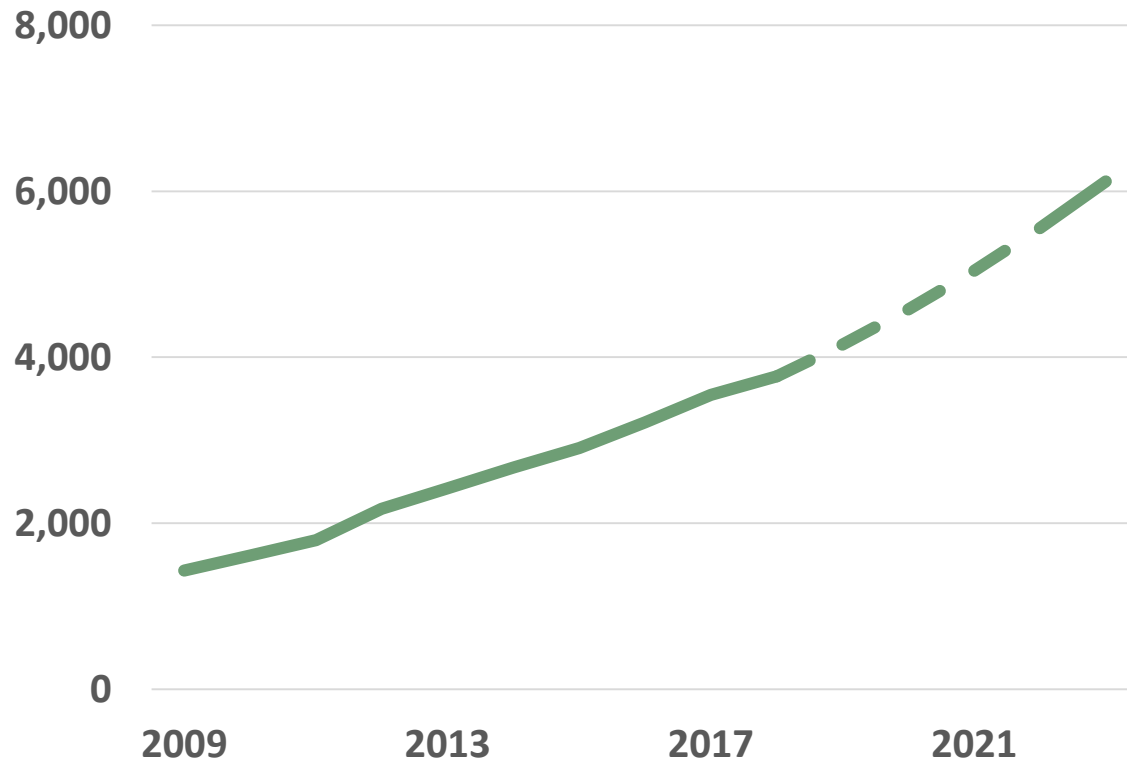
A similar rate of growth infers an additional 2,400 annual completions by 2023.

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# How About Equity Gains?

Annual Degrees Awarded to Underrepresented Students



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The number of degrees awarded has grown 10% annually since 2009.

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The percent of degrees awarded is now at 22% of total degrees up from 9% in 2010.

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A similar rate of growth implies 28-30% by 2023.

Source: Analysis of data provided by HECC Office of Research and Data.

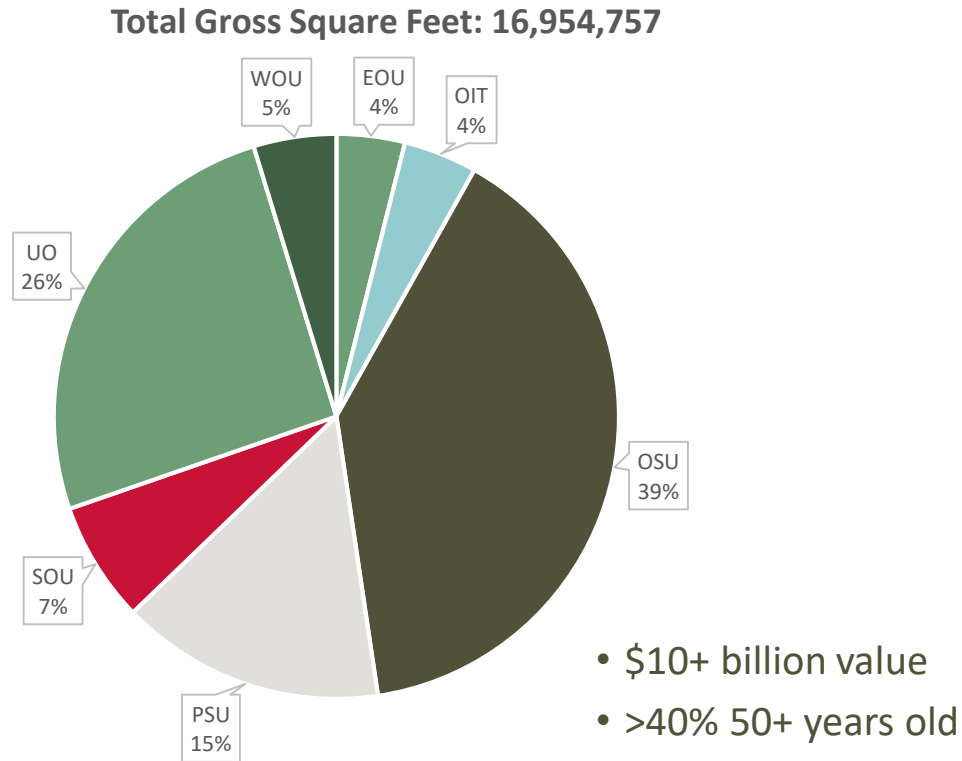
Note: Includes resident and nonresident degrees and certificates. Underrepresented includes low-income, underrepresented racial/ethnic group, military and rural students.

# Capital Construction Request

JIM PINKARD, Director of  
Postsecondary Finance and Capital



# Total Educational and General (E&G) Space



# Overview of Capital Investment Value of State Issued Bonds, 2009-2021

**\$1.25B** Invested by State in University Capital Construction Projects (XI-G, LRB and XI-Q)

**\$888M** Invested by the Universities in capital (XI-F)

# HECC University Capital Principles

**1**

All state-backed debt will support the Strategic Capital Development Plan through investments in education and student support spaces.

**2**

Institutions must plan for the ongoing operational and maintenance needs of their facilities.

**3**

State-backed debt will extend the useful life of current assets, expand the capacity to meet student needs, or further competitive advantages.

# Strategic Capital Development Plan

To provide a high-level summary of state capital needs for public universities based on demographic, economic, industry, and other environmental factors

- Developed by outside experts
- Completed October 2019
- Four main recommendations and seven key findings

## Main Recommendations

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Invest in capital renewal and improvement

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Incentivize collaboration

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Define institutional roles and missions

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Improve capital planning practices

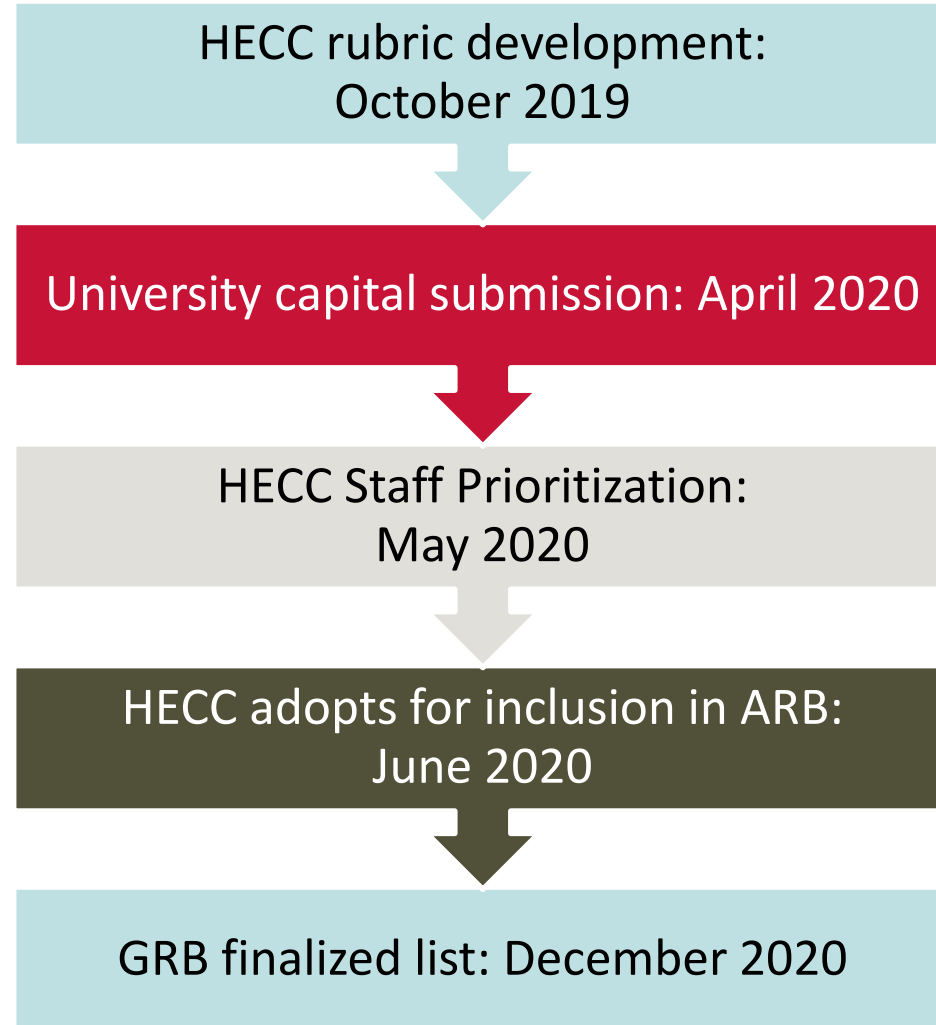
## Rubric Changes

Based on the plan, HECC revised the rubric to place more focus on:

- Renewal and repair of existing facilities
- Success of underserved students
- Addressing deferred maintenance
- Collaboration

# University Capital Prioritization Process

- *“The commission shall establish a process for reviewing [public university] requests to issue state bonds” (ORS 352.089).*
- HECC staff recommendations are based on institution-submitted information.
- Projects are scored and ranked using a Commission-adopted rubric.





# 2021-23 University Capital Rubric

Strategic Capital Development Plan  
(1-52 points)

- 24 pts – Space renewal, workforce or completion priorities
- 12 pts – Addressing deferred maintenance issues
- 8 pts – Support research & economic development
- 8 pts – Collaboration with interested parties

Operational Savings and Sustainability (1-8 points)

- Does the project reduce operational costs, support continued efficiency or increase the sustainability of the facility?

Life safety, Security or Loss of Use  
(1-10 points)

- Does the project meet life, safety and code compliance needs of mission critical items or improve the security of the facility?

Institutional Priority (1-5 points)

- What's the priority within the existing master plan?

Student Success for Underserved Populations (1-10 points)

- How will the project impact the success of students from underserved populations?

Leveraging Institutional Resources  
(1-15 points)

- Is the project funded by a campus match or pledged resources?

# Public University Capital Request (GRB)

Prioritized Capital Construction Request, 2021-23 Biennium, GRB (in thousands \$)						
Universities	Project	XI-Q	XI-G	Total State Funds	Institutional Funds	Total Project Cost
All	Capital Improvement and Renewal	80,000		80,000		80,000
PSU	The Gateway Center Reuse and Extension	45,000	5,000	50,000	5,000	55,000
OSU	Cordley Hall Renovation Phase II	61,000	25,000	86,000	57,000	143,000
EOU	Inlow Hall Renovation Phase II	17,700	565	18,265	565	18,830
UO	Heritage Renovation Project	52,650	5,850	58,500	5,850	64,350
OSU	Phase 2 Remediation & Campus Infra.	15,830	835	16,665	835	17,500
	<b>Subtotals</b>	<b>272,180</b>	<b>37,250</b>	<b>309,430</b>	<b>69,250</b>	<b>378,680</b>

## XI-F(1) BONDS

Backed by university revenues;  
Can be utilized for non education  
and general (E&G) projects  
University pays full debt service

## XI-G BONDS

University matches state  
bonding commitment. Restricted  
to higher education institutions  
State pays debt service

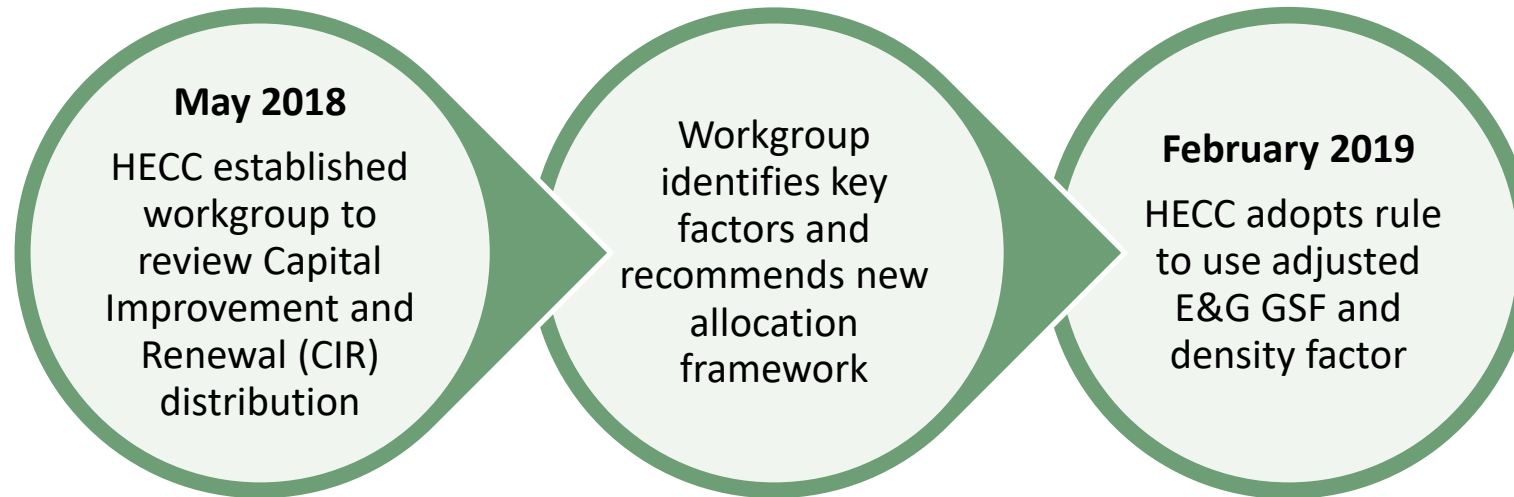
## XI-Q BONDS

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

# Capital Repair and Renewal Funding

Provides critical state funding to address:

- Current capital improvements
- Code compliance
- ADA and safety-related projects
- aka “Deferred maintenance”



**Recommendation: Increase funding from \$65M to \$80M consistent with SCDP as top priority.**

# Noteworthy Example – Partnership and Innovation

## PSU Gateway Center



Creates new space for the Graphic Design program whose graduates are in high demand

Partners with the City of Portland and TriMet

Reduces operational expense by \$1.3M annually and replaces two antiquated structures

# Noteworthy Example – Strategic Capital Development Plan Alignment

## OSU Cordley Hall Renovation, Phase II



Renovates central biological science teaching facilities

Significantly reduces deferred maintenance

Supports research science and prepares students for careers in health, science and industry

# Noteworthy Example – Modernizes and Improves Academic Space

## EOU Inlow Hall



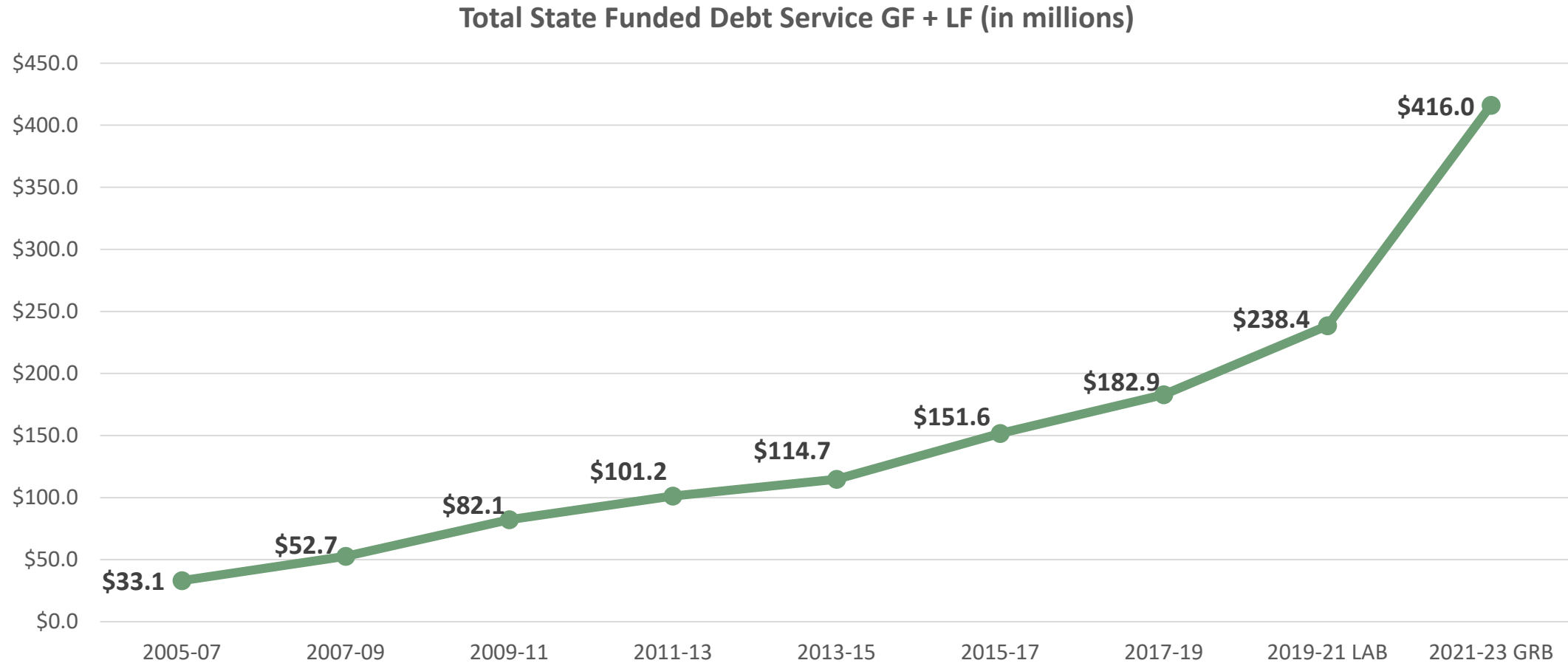
Maximizes existing space for expanded programs and access to academic support services

Completes seismic improvements and renovates building envelop, HVAC and controls

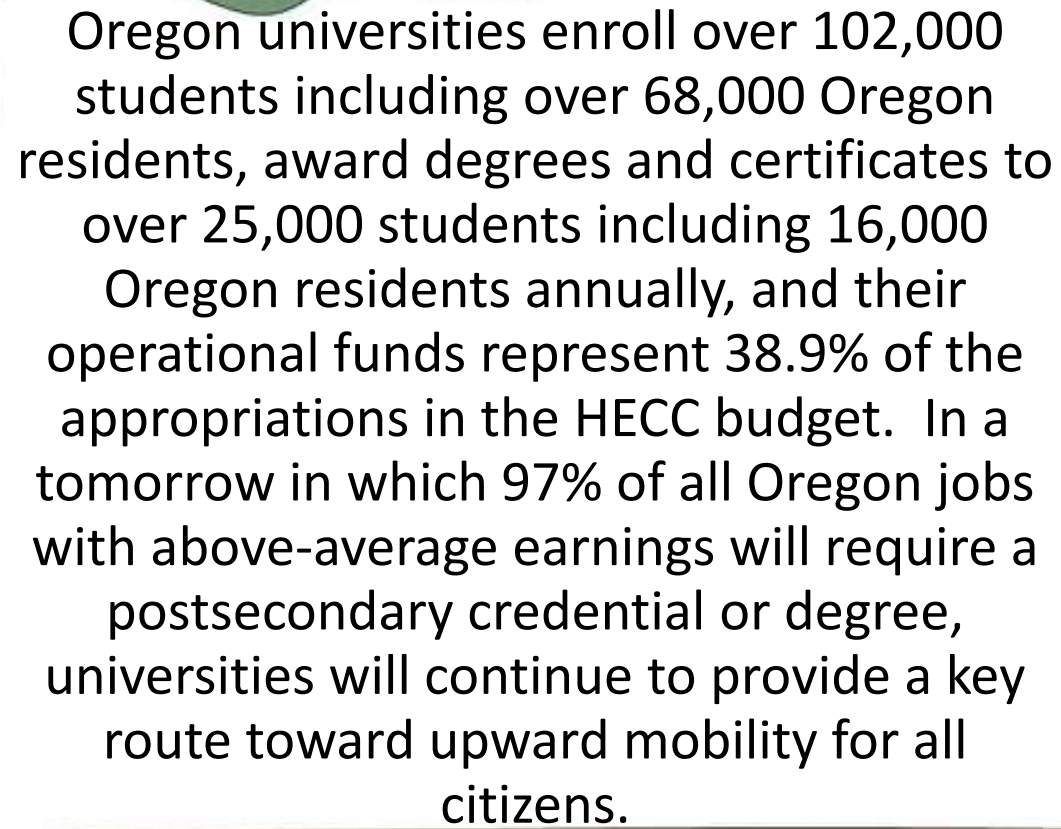
Improves energy efficiency and thermal conditions for users



# State Funded University Debt Service History



## Providing a Key Route to Upward Mobility



Oregon universities enroll over 102,000 students including over 68,000 Oregon residents, award degrees and certificates to over 25,000 students including 16,000 Oregon residents annually, and their operational funds represent 38.9% of the appropriations in the HECC budget. In a tomorrow in which 97% of all Oregon jobs with above-average earnings will require a postsecondary credential or degree, universities will continue to provide a key route toward upward mobility for all citizens.

# State Programs and Services

JIM PINKARD, Director of  
Postsecondary Finance and Capital



# Public Universities: State Programs

Activity	Description	2019-21 LAB	2021-23 CSL	2021-23 GRB
<b>Public University State Programs</b>	<p>Continues investments to the universities for Dispute Resolution Center, Oregon Solutions, Signature Research Centers, and others programs.</p> <p>Adds funding for the Veterinary Diagnostic Lab, which used to be included in the Public University Support Fund.</p>	\$44.9M GF	\$45.1M GF	\$47.8M GF
Change from 2019-21				6.29% from LAB 5.97% from CSL

# Public Universities: Statewide Services

Activity	Description	2019-21 LAB	2021-23 CSL	2021-23 GRB
<b>Agricultural Experiment Station</b>	Provides funding for the Agricultural Experiment Station.	\$76.2M GF	\$80.5M GF	\$80.3M GF
Change from 2019-21				5.3% from LAB 0.0% from CSL
<b>Forest Research Laboratory</b>	Preserves funding for the Forest Research Laboratory.	\$11.4M GF	\$12.1M GF	\$11.8M GF
Change from 2019-21				3.5% from LAB -2.5% from CSL
<b>OSU Extension Service</b>	Preserves General Funds OSU Extension Service, and continues Lottery Funds for the Outdoor Schools Program.	\$56.0M GF \$45.3M LF	\$59.3M GF \$48.8M LF	\$55.7M GF \$45.3M LF
Change from 2019-21				-0.3% from LAB -6.6% from CSL





# HECC Conclusion and Appendix

PRESENTED TO THE JOINT  
COMMITTEE ON WAYS AND  
MEANS, SUBCOMMITTEE ON  
EDUCATION

BEN CANNON, Executive Director, HECC

2021

UO



# HECC Conclusion

BEN CANNON, Executive Director



# Budget Themes: Investing in Postsecondary Education and Training Will Move Oregon Forward



Sustained Reinvestment to Support Affordable, Quality Postsecondary/Training Options, and Reengage the Tens of Thousands who Did Not Enroll During the Pandemic



Invest in Reskilling/Upskilling the Workforce to Ensure Oregon Recovers Strong



Prioritize the Underserved, Eliminate Racial Equity Gaps



Address Oregon's College Affordability Crisis, Prioritizing Those Who are Struggling Most



# Featured HECC Projects and Accomplishments 2019-21

## REPORTING to steer progress



- Worked closely with OHA and the Governor and institutions to [communicate and clarify the public health standards](#) all public and private Oregon colleges and universities must follow during Covid-19.
- Tracked impact of the pandemic: [enrollment](#), [fiscal impact](#).
- Partnered with the Workforce and Talent Development Board (WTDB) and others to produce updated [Oregon Talent Assessment](#) and [other research reports](#) related to the pandemic and workforce impacts. WTDB also convened an Equitable Prosperity Taskforce.
- Through [Talent, Innovation, and Equity \(TIE\)](#) partnership grant from Lumina Foundation, sponsored [focus group research](#) with adult learners of color.
- Comprehensive reports on Oregon’s financial aid programs: [OOG](#) and [Oregon Promise](#).
- Continued support of diversifying educator workforce: [Oregon Educator Equity Report](#), [Equity Plans](#) of education colleges, and expansion of Oregon Teachers Program scholarships.
- Numerous racial equity-focused disaggregated reports including [institutional snapshots](#), statewide [key performance measures](#), [public university evaluations](#).
- Numerous legislative reports on policy issues such as [STEM education](#), [accelerated learning](#), [transfer](#), [credit for prior learning](#), and more.
- Administration of [Statewide Longitudinal Data System](#) (transferred to HECC in 2019), which has supported Educator Preparation Programs with data.
- Joined an agreement with [Opportunity Insights](#) to advance policies that increase the upward mobility of Oregon children and families.



# Featured HECC Projects and Accomplishments 2019-21

## FUNDING for success



- HECC advocated for and administered the state’s \$932,000 E-board investment in emergency financial assistance to support students impacted by the pandemic who did not benefit for federal aid.
- After an extensive stakeholder engagement process, HECC updated and improved the Student Success and Completion Model to distribute funding to public universities.
- Completed the first ever strategic capital development plan for the public universities.
- Continued to award financial aid to thousands of Oregonians, including some COVID relief aid (most went directly to institutions).
- With workforce partners, obtained federal grants to bolster support of unemployed dislocated workers during the pandemic.
- Continued to market and coordinate the Oregon Opportunity Grant Tax Credit Auction.
- Continued first-generation student success grants to community colleges and “wrap-around grants” to high school equivalency preparation organizations statewide.

# Featured HECC Projects and Accomplishments 2019-21



## Streamlining Learner PATHWAYS

- Adopted and began implementing [overarching equity goals for the agency](#), thanks to the leadership of HECC's first permanent Director for Diversity, Equity, and Inclusion (DEI).
- Worked to advance the [State's adult attainment goal](#), advised by the WTDB Adult Learner Advisory Committee (ALAC).
- With funding from the Lumina Foundation, awarded grants to support innovative [college-community collaborations](#) to close equity gaps.
- With institutions, finalized "[Oregon Transfer Compass](#)" to improve transfer pathways.
- Led [peer review process for accelerated learning](#), maximizing opportunity for college credit while in high school.
- Extensive work to [mitigate challenges for workers and employers](#) impacted by COVID-19 and the wildfires.
- Supported implementation of cultural competency requirements (HB 2864, 2017).
- Developed the process for approval of [Applied Baccalaureate Programs](#) at community colleges (SB 3, 2019).
- In partnership with ODE, completed a [Career and Technical Education](#) (CTE) state plan that was approved by the U.S. Department of Education.
- Obtained and administered a grant to expand [registered apprenticeship opportunities](#).

# Featured HECC Projects and Accomplishments 2019-21



## Expanding Opportunity through OUTREACH, Financial Aid

- Increased workforce outreach to Oregonians impacted by wildfires and unemployment.
- With funding from the Lumina Foundation, developed and launched [outreach toolkit](#) to reach adult students of color.
- Increased outreach to and consultation with under-represented communities of color through partnership and statewide roundtable meetings with diverse communities.
- Through focus groups, surveys, and more, received public input from more than 1,500 Oregonians on the development of a [Strategic Roadmap for postsecondary education](#).
- Piloted a Summer Bridge Outreach Campaign supporting college-bound students during the pandemic.
- [FAFSA/ORSAA Challenge](#) and joint outreach with ODE to encourage FAFSA/ORSAA completion.
- Increased community outreach and public meetings in association with proposed community college boundary changes.



# HECC's Role in Strategic Planning for Oregon Postsecondary Education and Training

One of the HECC's statutory responsibilities is to adopt and implement a strategic plan for achieving the state's postsecondary goals.

- In 2017, the HECC adopted a [Strategic Framework 2017-2021](#) that concisely summarizes the Commission's updated vision, mission, values, beliefs, and four key areas of strategic action for the Commission.

Given the new challenges and opportunities that have arisen in the three years since the HECC last completed a major strategic planning effort, the Commission in 2019 initiated the development of the Roadmap to help guide the future of postsecondary education in Oregon.

- The context for this work shifted and the work was postponed during the pandemic. The HECC and partners established [four interim guiding principles](#) which emerged from the initial work, and encouraged stakeholders to keep these guiding principles in mind as they navigate the pandemic.
- **The Roadmap work is currently underway.**

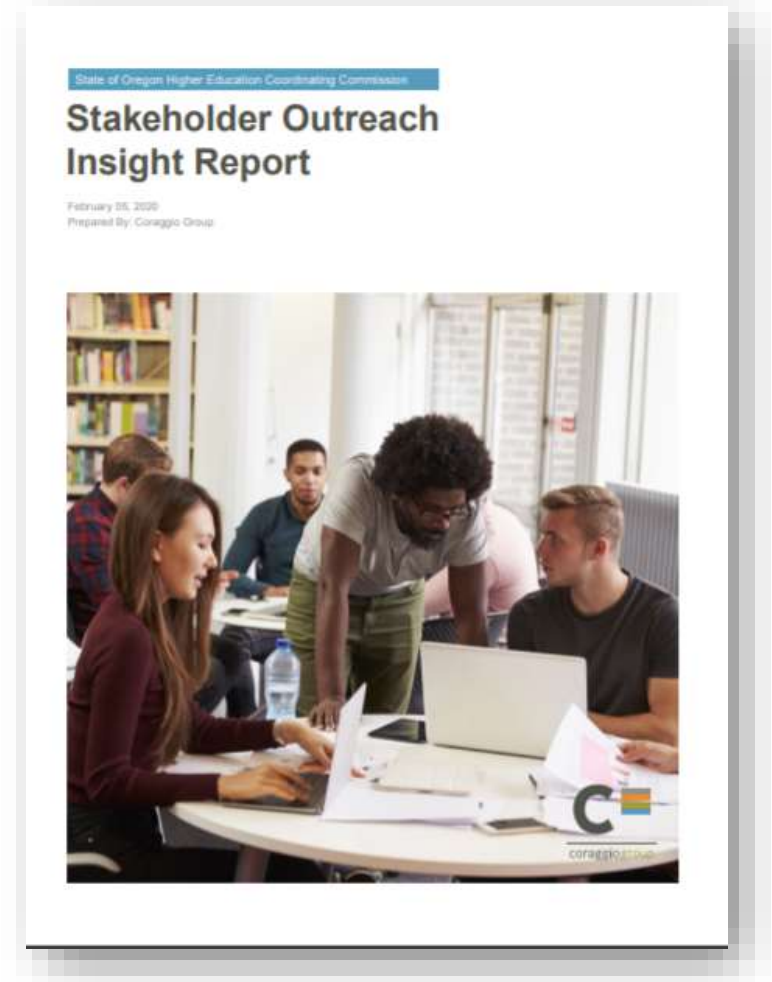


# Stakeholder Outreach for Strategic Roadmap: 2019-20

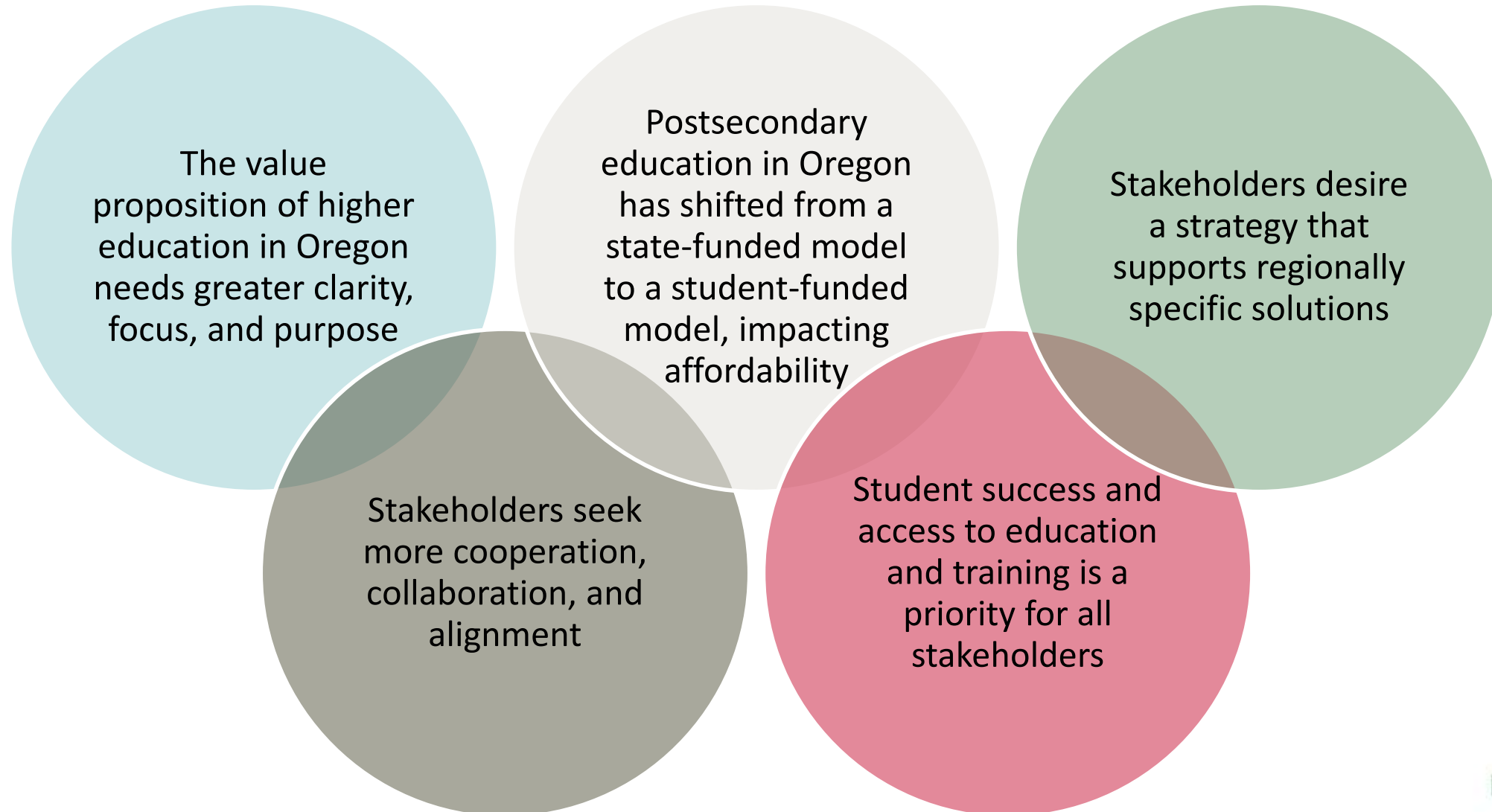
In February 2020, the HECC embarked on a public outreach campaign to receive input on the development of a strategic roadmap for the future of postsecondary education in Oregon.

The results of this outreach are summarized in the *Stakeholder Outreach Insight Report* to be presented by Coraggio Group available on our HECC website.\*

This report analyzes in detail the results of public input from more than 1,600 Oregonians. These five themes are drawn from the input of Oregon educators, students, employers and partners statewide who participated in 20 one-on-one interviews, eight focus groups across Oregon, and an online survey with 1,571 responses.



## Stakeholder Outreach for Strategic Roadmap 2019-20: Five common themes arising from the input.



# Guiding Principles During and After the Pandemic

## 1. Postsecondary education and training are central to Oregon's return to strength and prosperity:

Both from a civic as well as an economic view, we must prioritize learner success.

Our workforce must be nimble, trained and digitally-savvy to respond to economic disruptions, and to contribute the talent, innovation and knowledge needed during this crisis and beyond.

## 2. Affordability and access to postsecondary education and training require investments of state funding:

Without additional resources from the state, institutions will have no other recourse but to either 1) shrink their services and offerings and/or 2) increase other sources of revenue, primarily tuition.

Increases in tuition were significant over the past decade and, if not stabilized or reversed, will continue to price out many deserving students, especially underserved and vulnerable populations.

## 3. Equity must be central to all we do:

Any decisions regarding future funding and resource allocation, programmatic shifts, and/or policy adjustments must consider impacts to our most vulnerable and underserved populations.

## 4. To achieve our shared goals, we must all commit to collaborate and work together in new ways:

We've seen new forms of collaboration emerge through the COVID-19 crisis, and we're optimistic that we can continue to innovate and problem-solve through the challenges ahead.

Stakeholders desire increased cooperation, collaboration and alignment. Many stakeholders point to transparency in expenditures and accountability in decision making as specific areas of focus.



# HECC Appendix

## Key Performance Measures



# HECC Key Performance Measures

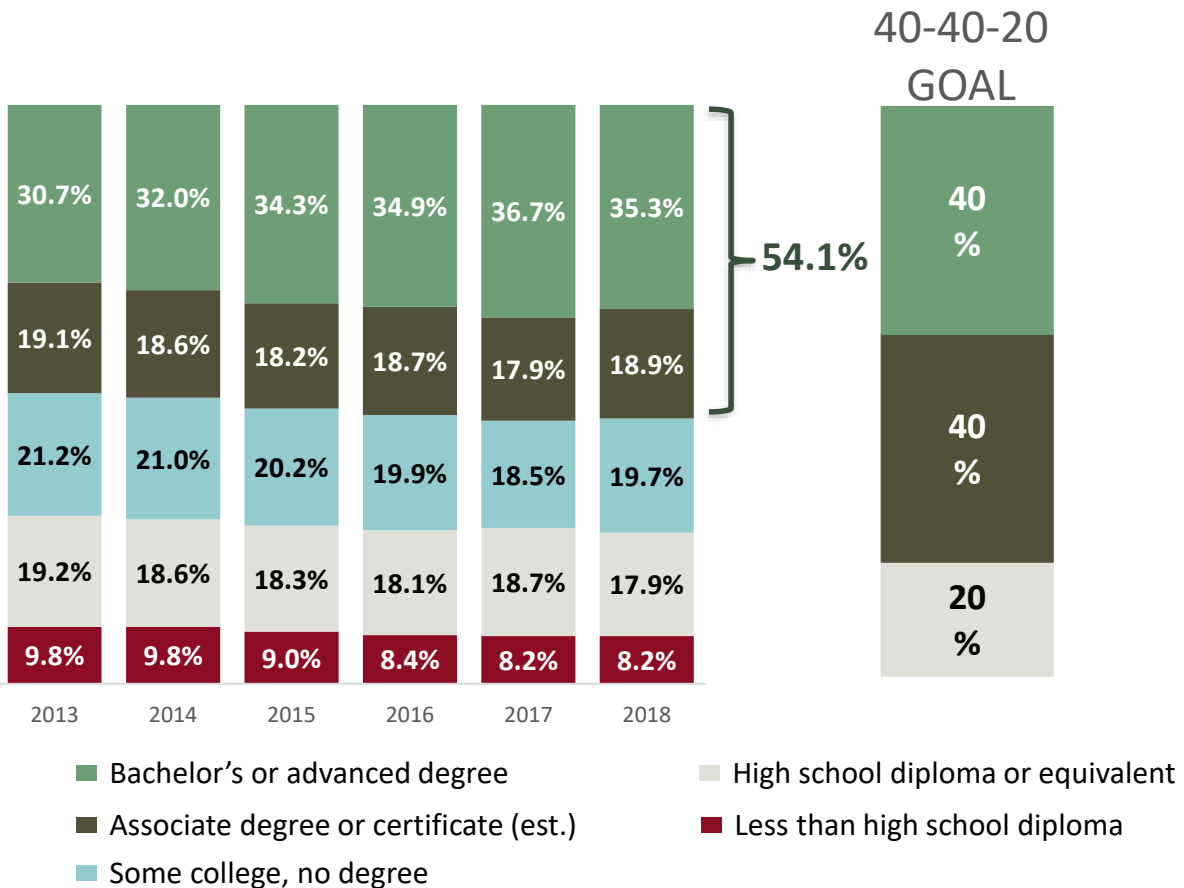
KPM	Description
1	College-going rate among Oregon high school graduates, total
2	College-going rate among Oregon high school graduates by race/ethnicity
3	Accelerated learning credits per Oregon high school graduate
4	State attainment goal: 40-40-20
5	Community college completion and transfer rate, total
6	Community college completion and transfer rate, by race/ethnicity
7	Public university graduation rate, total
8	Public university graduation rate, by race/ethnicity
9	Unaffordability of public postsecondary education, total
10	Unaffordability of public postsecondary education, by race/ethnicity
11	Earnings of community college completers, total
12	Earnings of community college completers, by race/ethnicity
13	Earnings of public university graduates, total
14	Earnings of public university graduates, by race/ethnicity
15	Customer service satisfaction – reported every other year
16	Commission/board best practices



# 40-40-20 remains Oregon's educational north star

**KPM #4:** Percent of all young adults with increasing levels of education and training

The share of young Oregonians with a post-secondary credential stabilized in the most recent year. Rates come from survey data, which can have slight fluctuations from year to year. However, even with potential survey variance, attainment remains well behind the 80% goal.



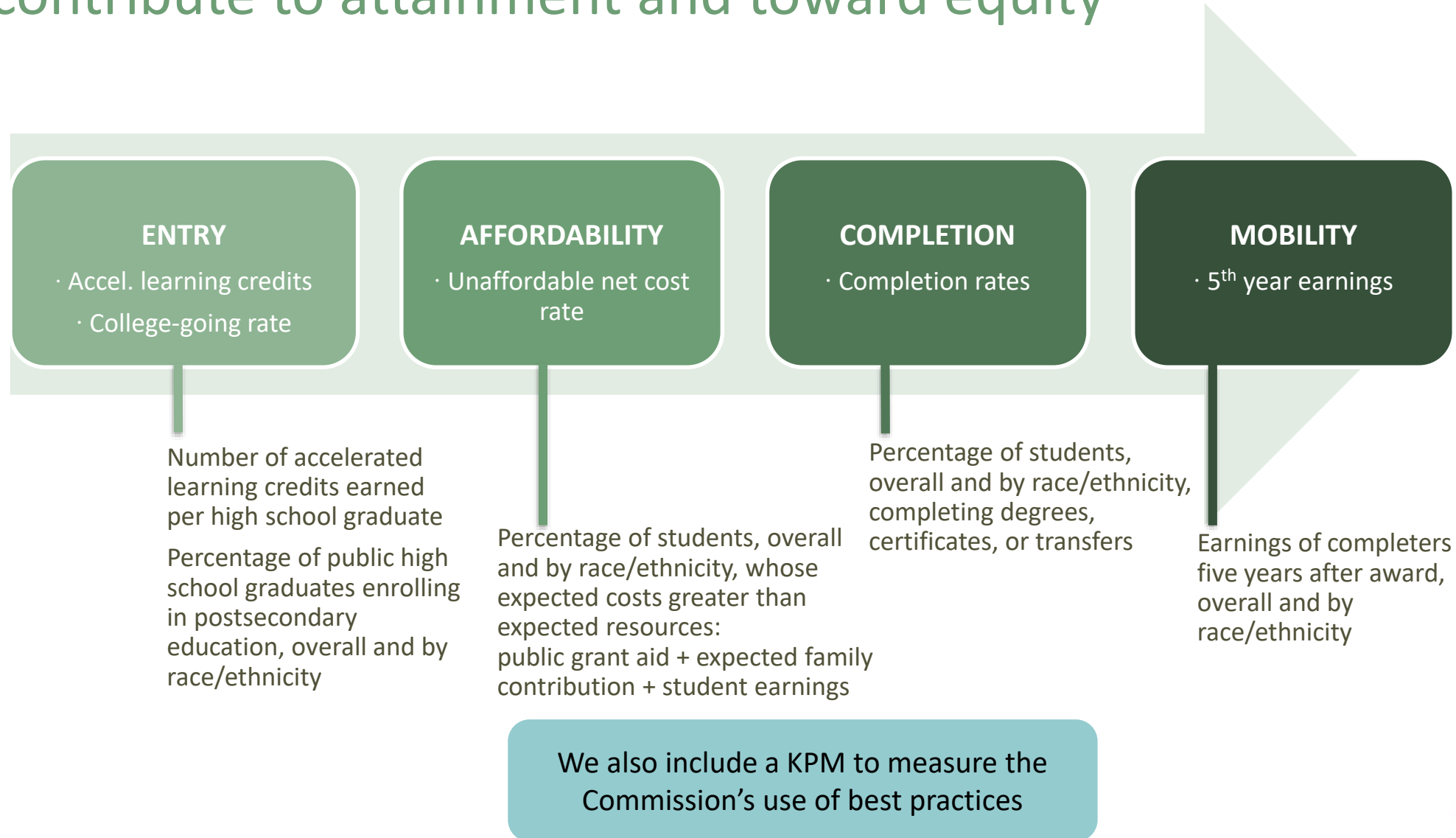
## Adult attainment goal

300,000 adults with new credentials by 2030

Gaps by race/ethnicity, income, and rural/urban cut in half

Source: US Census Bureau American Community Survey (ACS), Table #B15001, 1-year estimates. Includes current Oregon residents who completed their education and training in other states, before becoming an Oregon resident. Estimates of certificate attainment derived with estimates from Ewert and Kominski (2014), <https://www.census.gov/prod/2014pubs/p70-138.pdf>

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



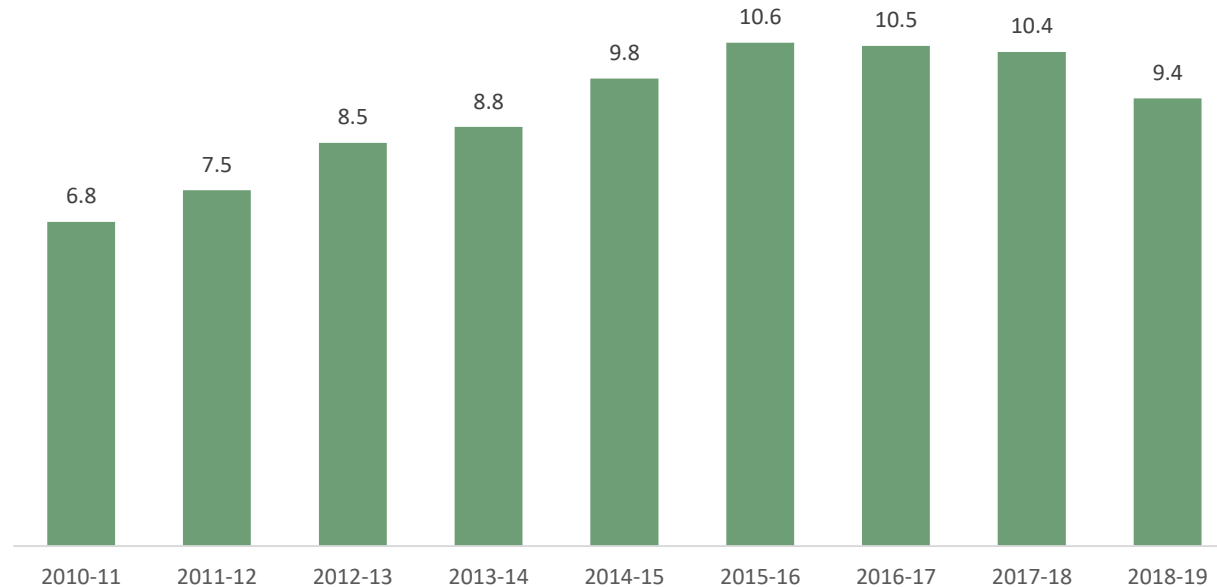
# High school graduates earn an estimated 9.4 credits from community colleges and public universities

**KPM #3:** Estimated amount of community college and public university credit earned by K-12 students before high school graduation

Credit earned through these high school-based partnerships declined slightly in the recent year.

Many students earn additional credit through other accelerated learning programs.

College Credits Earned by K-12 Students



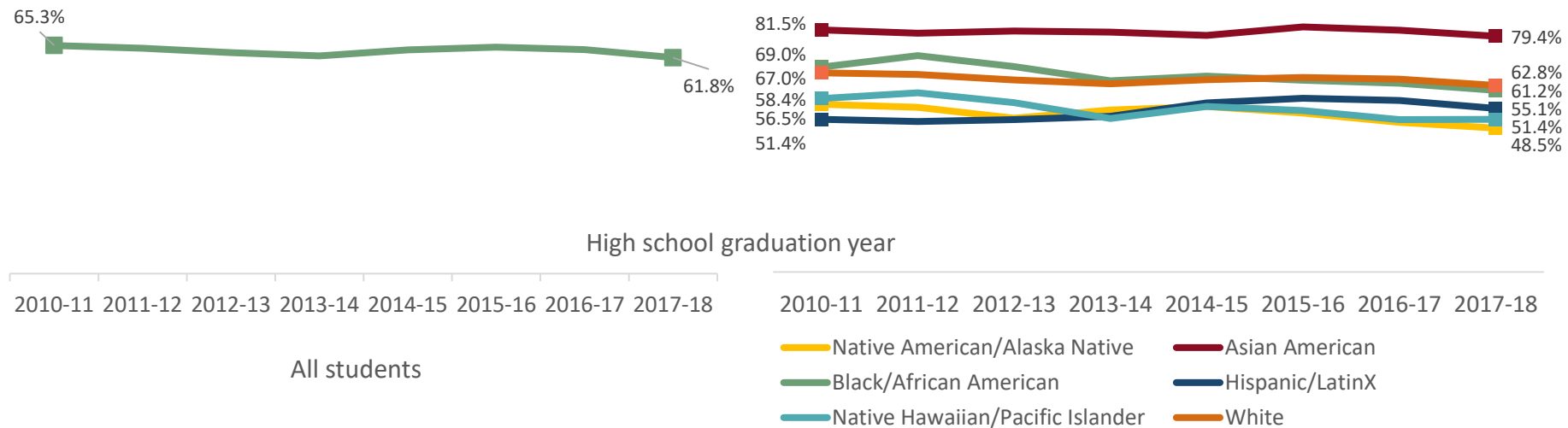
Source: HECC analysis of university and community college data on dual credit and Expanded Options programs.

Notes: Results show an average number of credits per graduate based on the total number of credits earned by any student in pre-kindergarten through senior year in a single academic year. Denominator includes high school students who graduated within 4 years and. Excludes other accelerated learning programs, including Advanced Placement and International Baccalaureate.

# The college-going rate among Oregon high school graduates has remained relatively stable

**KPM #1-2:** Percentage of Oregon high school graduates enrolled in any college nationwide within 16 months of their 4-year high school cohort graduation date

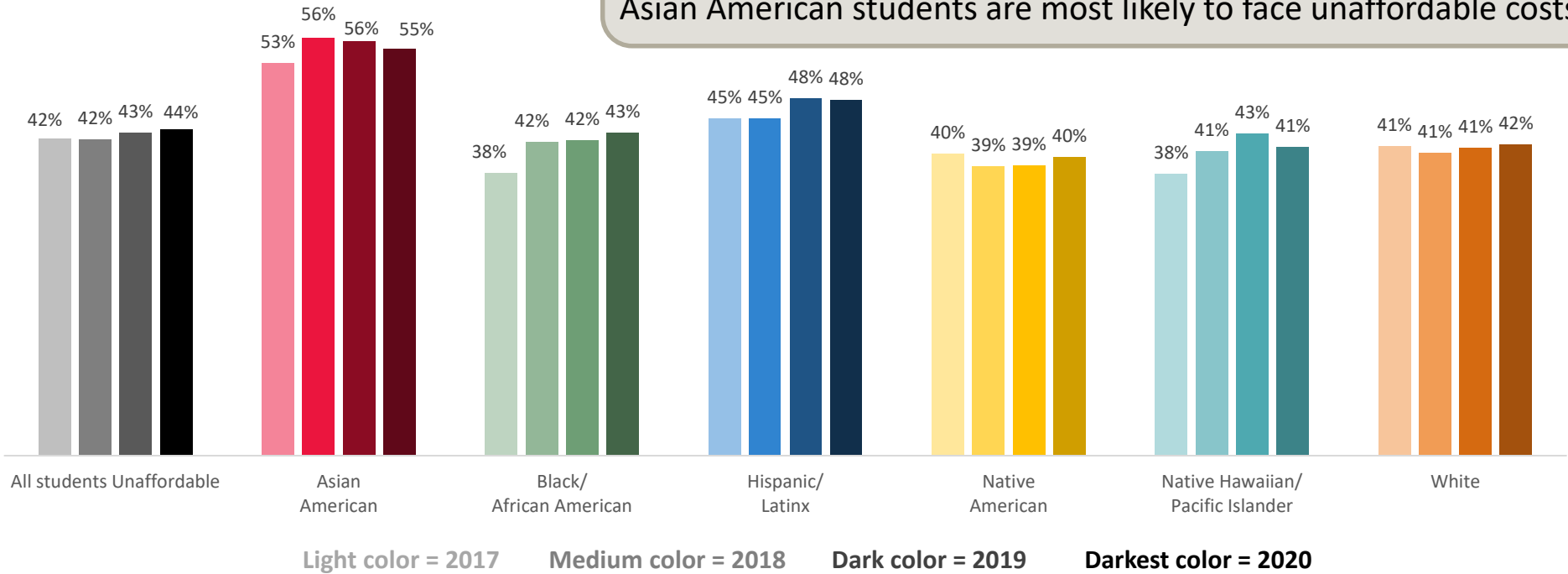
College-going rates have remained flat, reflecting Oregon’s many years of economic expansion. Strong economies and low unemployment tend to draw youth into the workforce. Equity gaps remain nearly the same, as the college-going rates for most racial/ethnic groups have remained relatively stable as well.



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

**KPM #9-10:** Percentage of resident students who cannot meet expected costs after public grant aid, expected family contributions, and estimated student earnings, overall and by race/ethnicity

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



Source: HECC analysis of Oregon public university and community college student-level records.  
 Notes: Restricted to resident, undergraduate university students and community college students who attempted at least one credit. Limited only to those students who filed a Federal Application for Student Aid (FAFSA) or Oregon Student Aid Application (ORSAA).

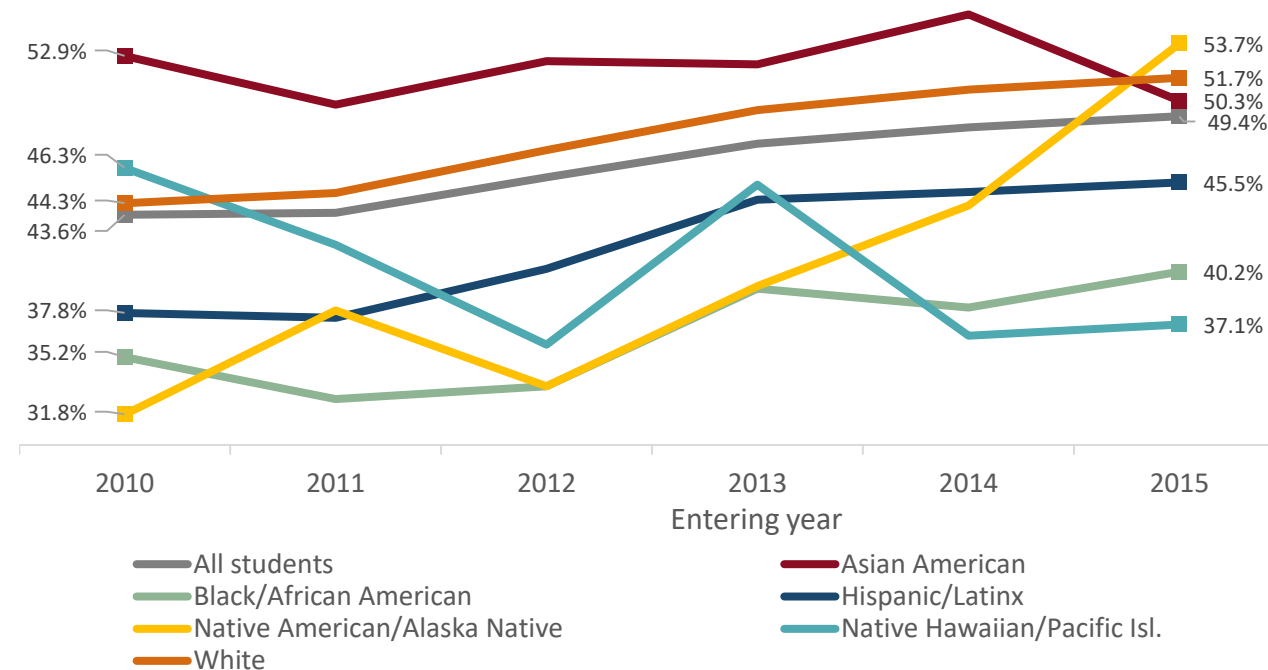


# Completion rates at community colleges continue to rise, and racial/ethnic gaps are narrower

**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

Half of new, credential-seeking students at community colleges earn a degree, certificate, or enroll at a university within four years.

Rates across racial/ethnic groups have gotten closer, suggesting progress toward equity.



Source: HECC analysis of university and community college student-level records.

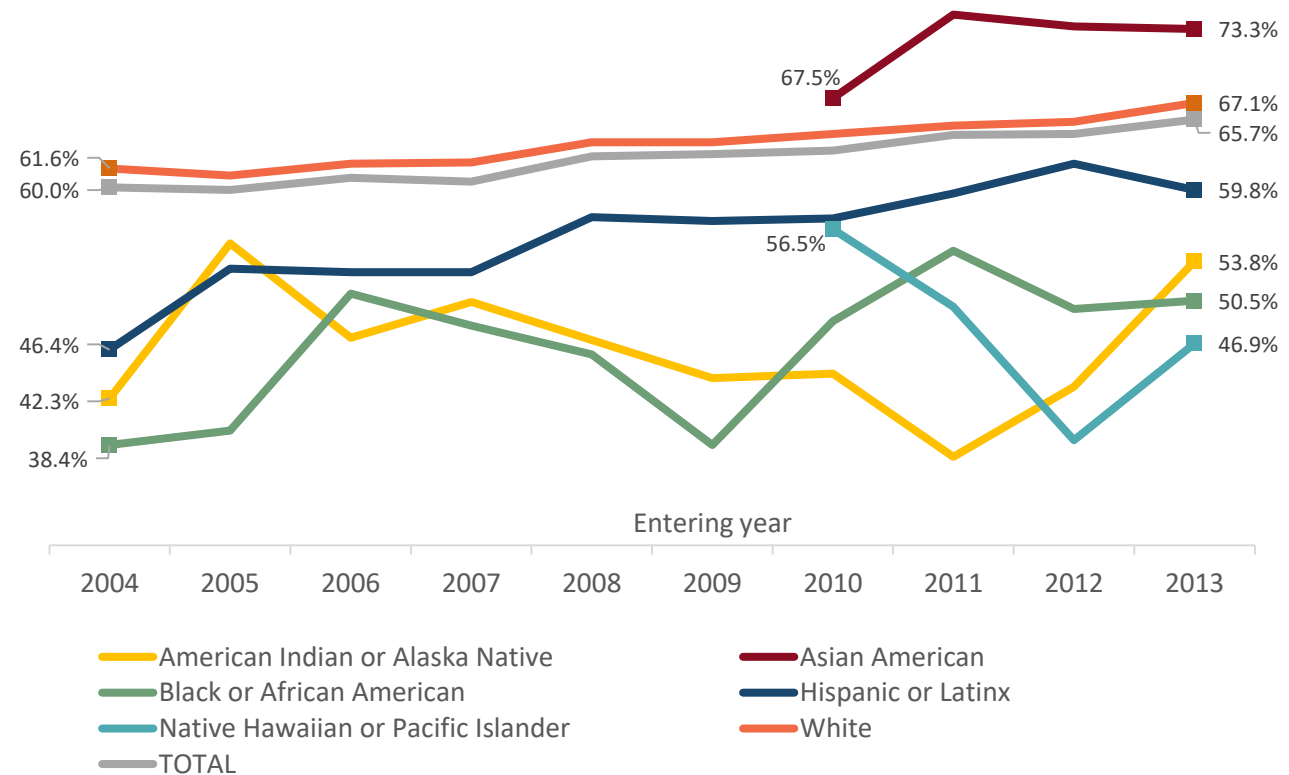
Notes: This KPM uses student behavior to define “credential-seeking” as accumulating 18 or more quarter credits within the period. A student is considered to have transferred if there is any evidence of enrollment at a 4-year university after the last enrollment in the community college and before the end of the three-year tracking period. Students are also new to that institution (not necessarily new to postsecondary education) in the fall term.



# Graduation rates at public universities are also rising, and racial/ethnic gaps also narrowing

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

Public university graduation rates have risen for Hispanic/Latinx and white students but not as noticeably for African American or Native American students.



Fall 2013 entering cohort

Resident: 66.3%

Nonresident: 64.7%

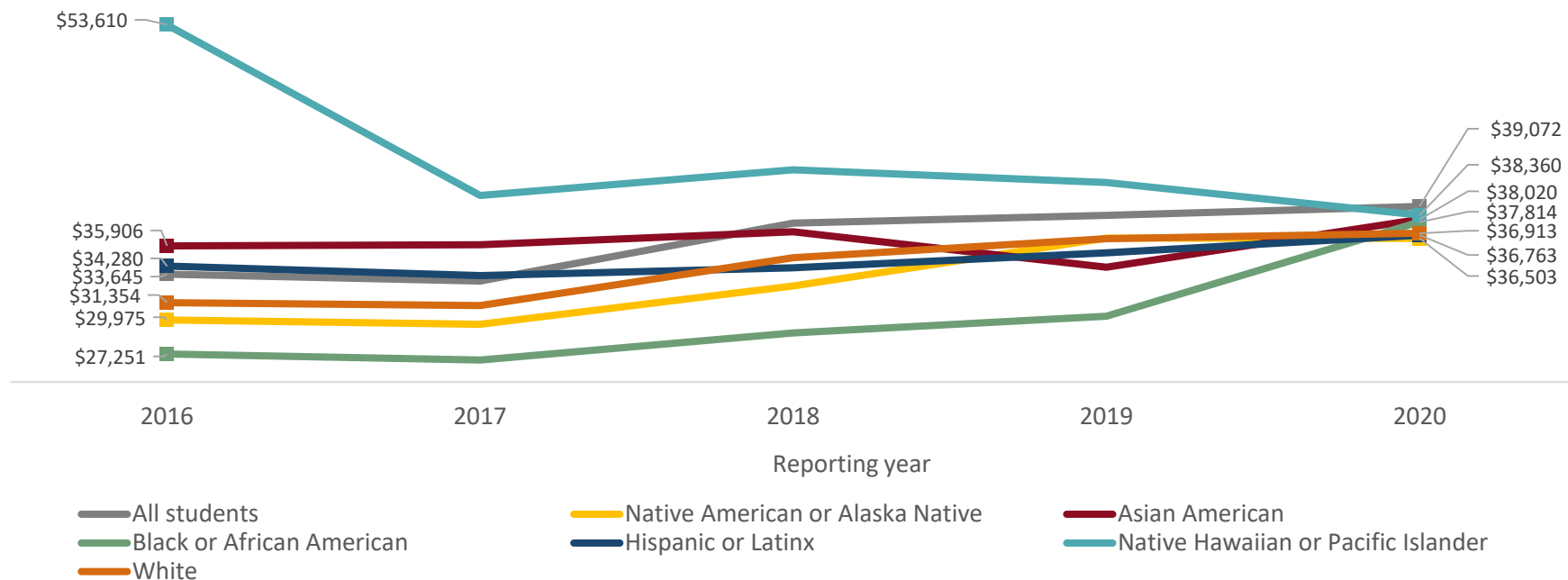
Source: HECC analysis of Oregon public university data on first-time, full-time freshmen students. Includes both Oregon residents and non-residents.

Notes: Currently there is no historical data for the Native Hawaiian or Pacific Islander category. Prior to the 2010 cohort, the Asian American group included Native Hawaiian and Pacific Islander categories.

# Earnings of community college completers continued to rise in a strong economy

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

Earnings of those who completed a certificate or degree have risen steadily for most groups, and the racial/ethnic earnings gap has narrowed.



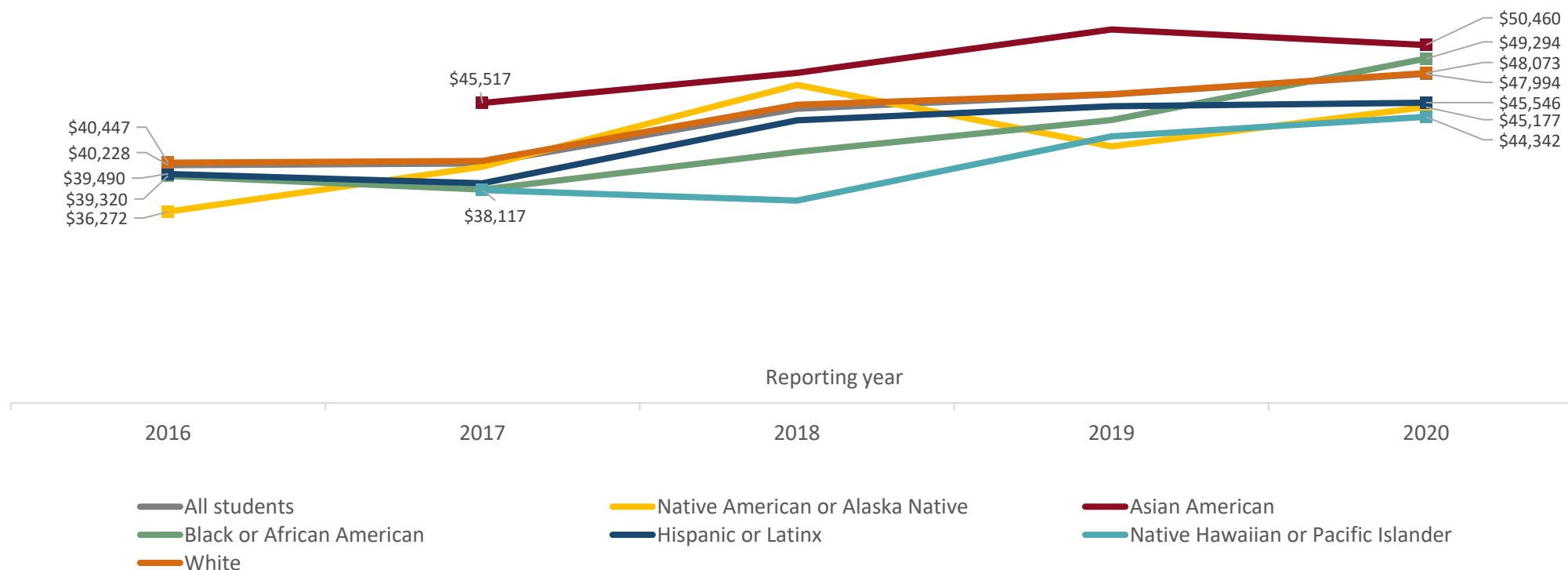
Source: HECC analysis of Oregon community college student-level records and earnings data from Oregon Employment Department.

Notes: Includes individuals who were awarded a career/technical certificate, Oregon Transfer Module (OTM) certificate, or an associate degree and were employed in Oregon five years later.

# ...as do earnings of bachelor's degree graduates

**KPM #13-14:** Median earnings of university graduates with bachelor's degrees, five years after completion, over time and disaggregated by race/ethnicity.

Earnings of those who completed a bachelor's degree have risen steadily for most groups, and the racial/ethnic earnings gap has narrowed somewhat.



# This year's results show progress and room for more growth

## **ENTRY is flat**

High school graduates earn 9.4 credits  
62% enroll in college, and equity gaps remain unchanged

## **AFFORDABILITY has declined**

44% of students face unaffordable costs, and equity gaps remain unchanged

## **COMPLETION has risen**

49% of community college, 66% of public university students complete, equity gaps have narrowed

## **MOBILITY**

Earnings rise with more education and have continued to rise in a strong economy, equity gaps have narrowed

# 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.	100%
Q2: The amount of time expected of commissioners to prepare and participate in Commission meetings is reasonable.	100%
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%
Q 5: I can speak candidly at Commission meetings.	100%
Q6: I can participate in subcommittee meetings in which I am not a subcommittee member.	100%
Q7: Serving on this Commission is satisfying.	100%
Q8. The Commission as a whole has a clear understanding of its role and responsibilities	100%
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 the agency's fiscal integrity by monitoring the agency's financial policies and operating performance and by submitting the agency's biennial budgets.	100%
Q17: The Commission assesses the performance of the Executive Director on an annual basis.	100%
Q18: The Commission follows the highest standards of fiduciary duty and avoids conflict of interest in decision-making.	100%
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.	100%
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%
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%

Source: HECC analysis of survey of Commissioners with a response rate of 69 percent.

317 Notes: The survey included 24 rated questions and 3 open-ended questions. This survey contained different questions from the previous survey in 2015 making comparisons between the years not possible.

