



Oregon

Tina Kotek, Governor

Higher Education Coordinating Commission

Office of the Executive Director

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April 3, 2023

Co-Chair, Senator Lew Frederick
Co-Chair, Representative Susan McLain
Joint Committee on Ways and Means, Subcommittee on Education

Dear Co-Chairs Frederick and McLain,

Thank you for the opportunity to answer questions that arose during the **April 3, 2023** Higher Education Coordinating Commission presentation to the Ways and Means Subcommittee on Education.

On slide 15, Senator Dembrow raised a question about the upward mobility of college and university students and how it might differ for those who did and those who did not complete their credentials. The data on this slide come from [Opportunity Insights](#) and cannot be disaggregated by whether or not students graduated. However, we can report from our own analyses that college and university graduates earn notably more than their peers who did not graduate, and that this holds true for students from low-income backgrounds. Like the Opportunity Insights data, our analyses show that students from low-income backgrounds earn about as much as their peers from higher income backgrounds after college. In addition, those who earned a bachelor's or associate degree earn much more than those who did not. Among public university students who were freshmen in fall 2009 and who were employed in Oregon later, those who graduated earned about \$56,500 in 2020-21 on average, compared to \$40,000 among those who did not earn a bachelor's degree. The earnings are very similar for those who had come from a low-income background and those who had not. Among community college students who were just out of high school and took lower-division collegiate coursework in fall 2009, those who graduated with an associate degree earned about \$47,000 in 2020-21, on average, compared to \$39,000 among those who did not gain the associate degree. These outcomes are also similar for students who did and did not come from low-income backgrounds. More detail can be found in Appendix A.

On slide 19, Representative McIntire asked about the "some college, no credential" category of educational attainment, noting that for many people, this represents career progression. We agree. This group encompasses a wide range of Oregonians, including those for whom postsecondary education has led to progress and success in improving their earning potential, whether by taking individual courses that support career advancement or by taking noncredit coursework and workforce training that increase employment and earnings potential. The group also includes those still enrolled in school on their way to earning a credential, as well as

those who began and then left a program of study, sometimes with significant debt but without a credential to help pay it off.

Also on slide 19, Senator Weber asked if we could show educational attainment by gender. Educational attainment is higher for women than for men, especially at the bachelor's degree and greater level. In 2021, 43% of Oregon women aged 25-34 held a bachelor's or graduate degree, compared to 33% of Oregon men. At the associate's degree and career certificate level, that gender disparity largely disappears (17% to 18%). Appendix B shows the percentages for all education levels.

On slide 25, Senator Dembrow asked if we knew the number of students enrolled part-time versus full-time, by educational sector. In general, public university students are more likely than community college students to enroll full time, and community colleges have students enrolled in non-credit coursework, while public universities do not. We show these breakouts by both number and percentage in Appendix C.

On slide 26, Representative McIntire asked about the projected number of Oregon high school graduates and whether all groups were declining in number. The overall number of high school graduates is projected to decline beginning in 2025-26. By race/ethnicity, all groups are projected to decline except for Black/African American and Latino/a/x/Hispanic students, who show slight increases. We have added the overall line from the projections we showed in Appendix D. [Projections](#) vary depending on the methodology used, and those from the Department of Administrative Services show more variation in the projections of children by age group.

If you have further questions, please do not hesitate to contact Kyle Thomas, Director of Legislative and Policy Affairs, at kyle.thomas@state.or.us or at 503-480-9596.

Sincerely,



Ben Cannon
Executive Director

Appendix A: Upward Mobility of Community College and Public University Students

Upward Mobility of Community College and Public University Students

Median earnings in 2020-21 for those employed in Oregon, among those who were first-time freshmen at public universities or new 18-year olds taking lower-division collegiate courses at community colleges in fall 2009, by sector, degree attainment, and receipt of Oregon Opportunity Grant (OOG).

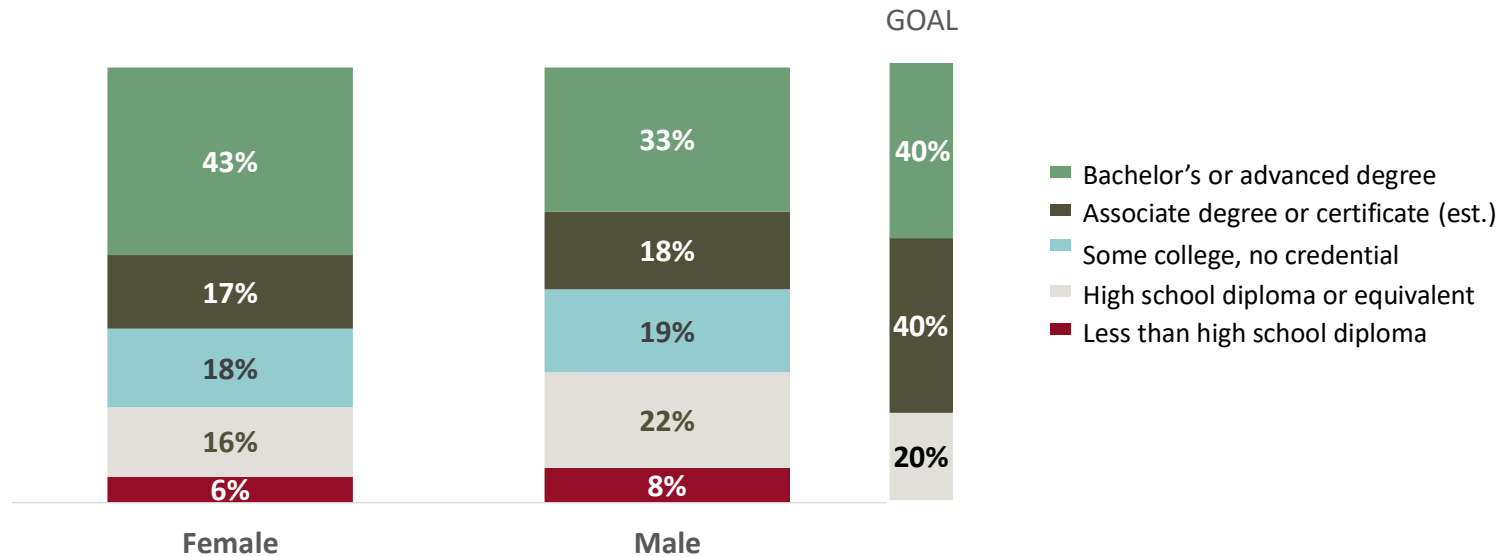
	Earned degree	Did not earn degree	All students
All community college	\$47,200	\$39,000	\$41,000
Received OOG	\$45,100	\$36,800	\$39,400
Did not receive OOG	\$47,700	\$39,400	\$41,400
All public university	\$56,600	\$40,000	\$50,800
Received OOG	\$54,000	\$39,700	\$47,600
Did not receive OOG	\$57,900	\$40,000	\$52,100

1 Source: HECC analysis of student-level data matched to Oregon Employment Department wage records. Community college students in the “earned degree” column are those who earned an associate degree at any point through 2020-21. They may or may not have earned additional degrees. Public university students in the “earned degree” column are those who earned a bachelor’s degree within six years of enrolling at the university. Earnings are shown in 2020-21 dollars and are rounded to the nearest hundred dollars.



Appendix B: Oregon Educational Attainment by Gender, 2021

Oregon Educational Attainment by Gender, 2021

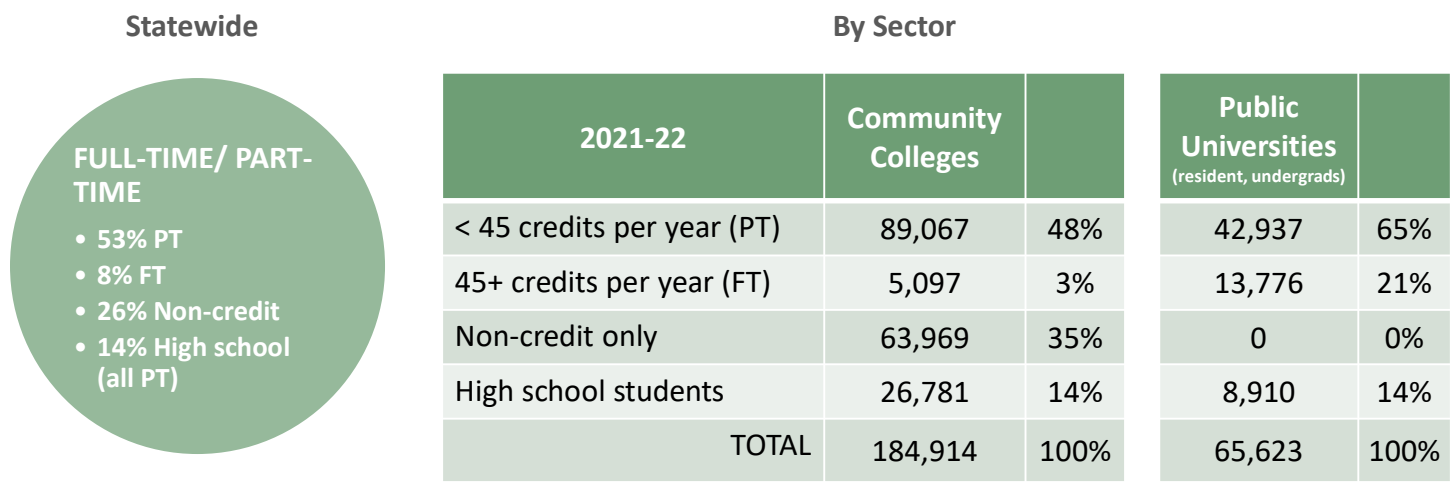


¹ Source: US Census Bureau American Community Survey (ACS), <https://data.census.gov/table?t=Age+and+Sex:Educational+Attainment&g=040XX00US41&y=2021&tid=ACSDT1Y2021.B15001>. Estimates of certificate attainment derived with estimates from Ewert and Kominski (2014), <https://www.census.gov/prod/2014pubs/p70-138.pdf>



Appendix C: Attendance Status of Community College and Public University Students

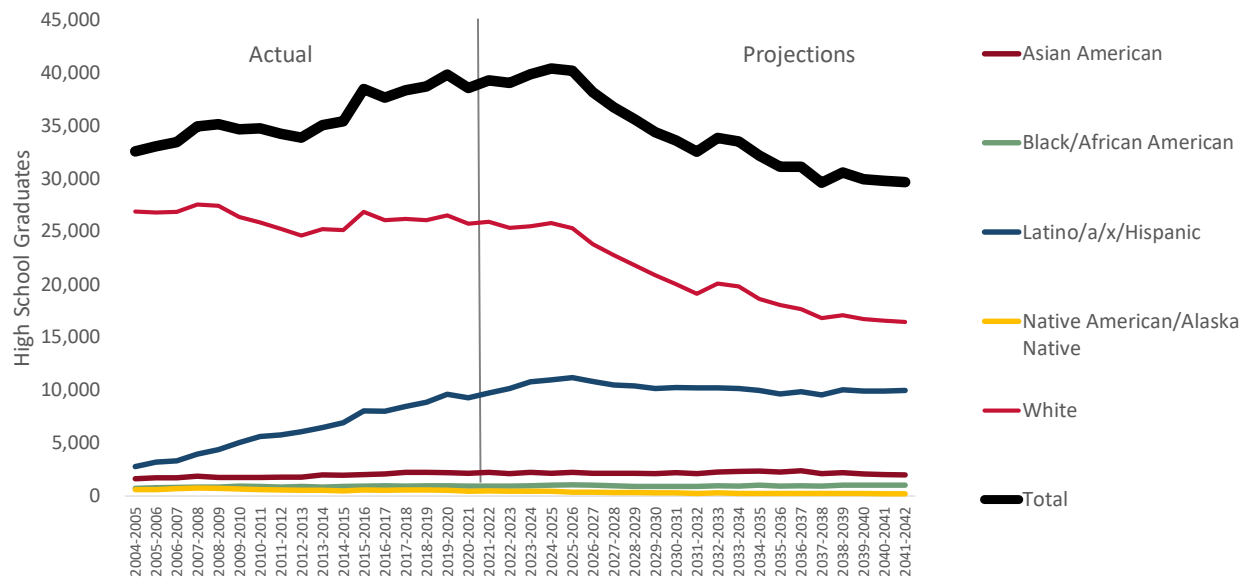
Attendance Status of Community College and Public University Students



Appendix D: Graduation by Race/Ethnicity Group

Oregon Experiencing Overall Decline in High School Graduations Among All Racial/Ethnic Groups

Oregon Public High School Graduates by Race/Ethnicity, 2004-05 to 2020-21(Actual), 2021-22 to 2041-42 (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).

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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.