

Higher Education and Training for Black/African American Students in Oregon

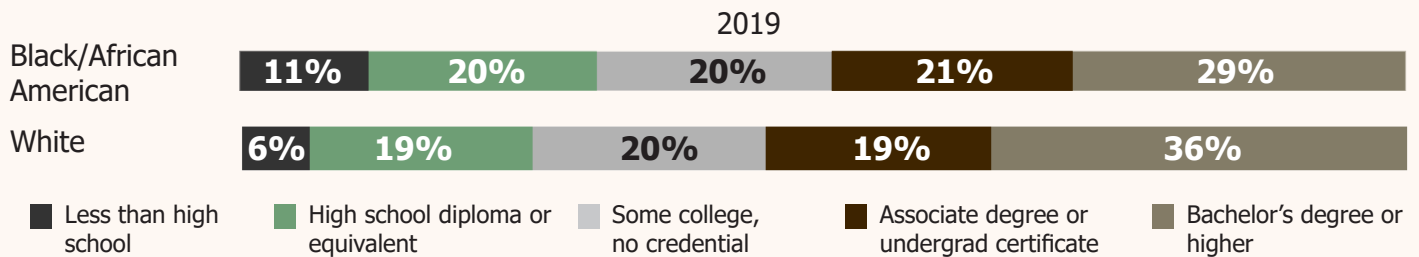
November 2021



This report presents information about education and training after high school for Oregonians who identify as Black/African American, focusing mostly their experience at Oregon’s community colleges and public universities. Postsecondary education and training is the primary route to upward mobility and economic stability for individuals and for communities, and it is a key to Oregon’s recovery from the pandemic recession. However, Oregonians do not experience these benefits to the same degree. This report compares Black/African American learners with White learners to show where equity gaps exist and where progress in reducing these gaps has or has not been made. We note that no group experiences these benefits fully. Data shown here come from educational records, employment wage records, and the U.S. Census. We use the terms, “Black” and “African American,” interchangeably, to reflect terms used by student groups and on identification forms. Adult learners self-select their racial/ethnic identity usually from seven options: “American Indian or Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Pacific Islander, White,” and no selection.

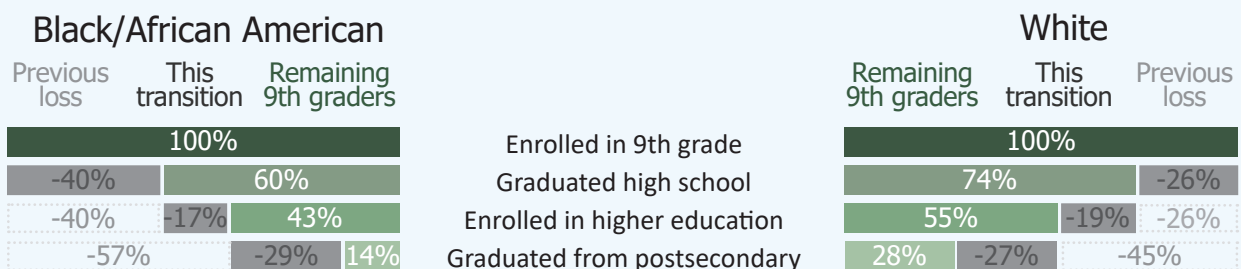
Fewer Black Oregonians Can Enjoy the Benefits of Postsecondary Education

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



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

Oregon Loses Black/African American Talent at Every Step



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

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

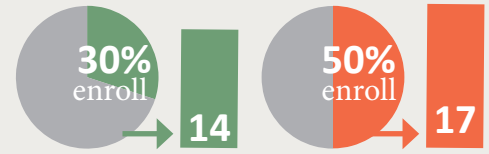
Some students are disengaged before high school and may not enroll in 9th grade. Students lost along each step in our educational system are less equipped to find and maintain economic stability for themselves, their families, and their communities. Opportunities exist at each stage to interrupt this cycle of loss and begin in the earliest grades.

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

High School is the Foundation for Postsecondary Education

Increasing options to earn college credit while in high school help many students jump-start college at little to no cost. However, Black/African American students are less likely to enroll in college courses (30%) and those who do enroll earn fewer credits before high school graduation than White students.

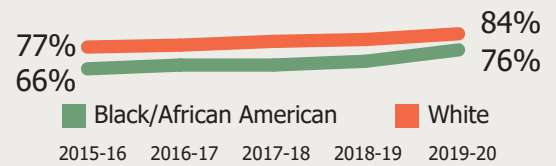
% of students taking college courses in high school and average # of credits they earn



Gaps in high school graduation have been closing, but only 76% of Oregon's Black/African American students graduate today, compared to 84% of Whites, and graduation rates were lower for earlier classes, which puts current adults seeking to earn a postsecondary credential at an even greater disadvantage.

Note: The ODE high school graduation rates shown here use a different calculation than the percentages shown on page 1.

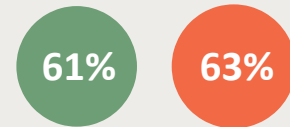
High school graduation rate



For those who do graduate from high school, the percentage who enroll in college or university within 16 months is similar for Black/African American and White students.

Note: The college-going rates shown here use a different definition than the percentage shown on page 1.

College-going rate for 2017-18 class

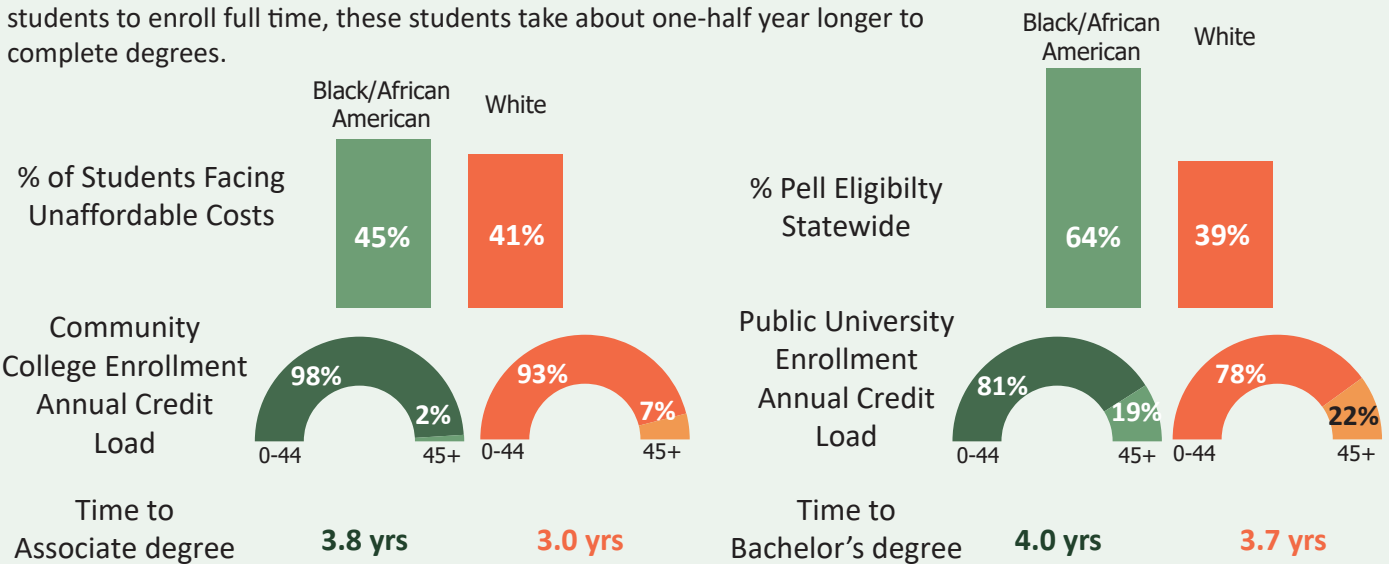


Source: Oregon Department of Education and HECC analysis of student-level data.

“I was in a program called Avid. We went on campus visits, focused on FAFSA. It was definitely a game changer for me” - Eathen

Paying for School is a Barrier for Many Black/African American Students

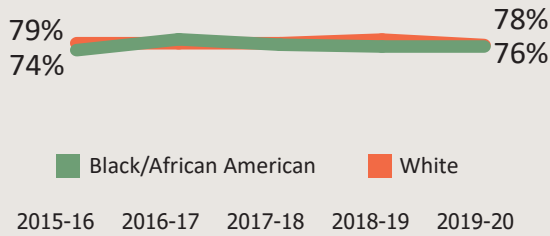
Nearly half of both Black/African American and White students in Oregon's public colleges and universities face educational costs that are higher than their expected resources (grants and scholarships, most institutional aid, expected family contribution, and estimated student earnings). These similar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



Source: HECC analysis of student-level data.

Institutions Retain Slightly Fewer Black/African American Students

Fewer Black/African American students return after their first year in college or university than their White counterparts. How many students return after their first year in college or university (the retention rate) is one indicator of the obstacles students face, which may include financial need, cultural isolation, academic challenge, and competing obligations outside of school.



2019-20 Retention Rate By Sector

	Black/African American	White
Public Universities	82.7%	83.6%
Community Colleges	73.9%	74.6%

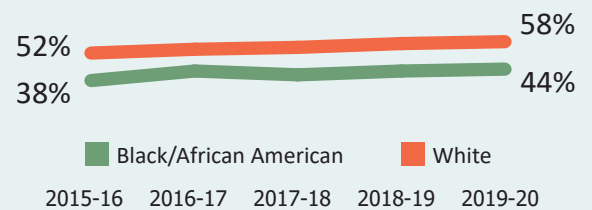
Source: HECC analysis of student-level data.

Graduation and Transfer Rates are Lower for African Americans

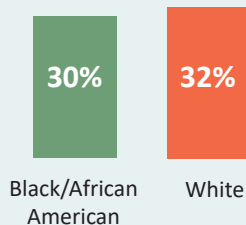
2019-20 Completion Rate By Sector

	Black/African American		White
	Num	%	%
Public Universities	309	43%	68%
Community Colleges	257	44%	54%

Completion



Transfer*



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

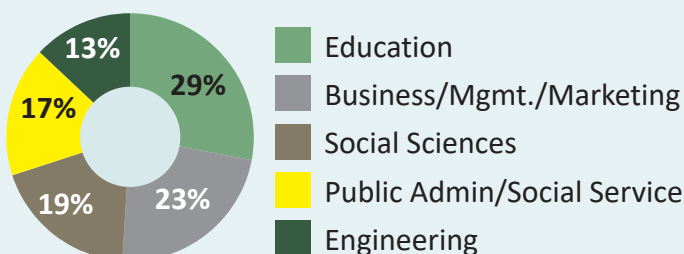
*Transfer to any four-year institution nationwide.
Source: HECC analysis of student-level data.

“For me, I had learn how to balance between continuing my education while also being there for my family when they needed me.” - Saman

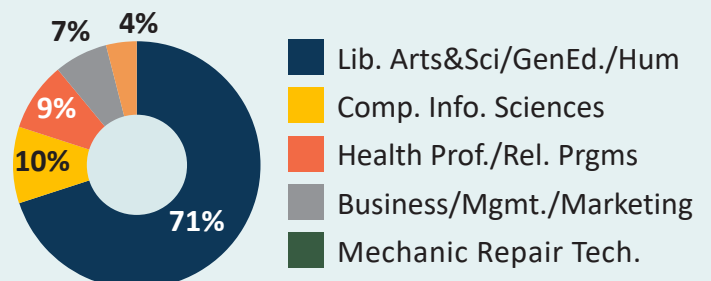
Top Majors Among Black/African American Students

Black/African American students earn certificates and degrees in areas that are similar to those earned by White students.

Top 5 University Majors



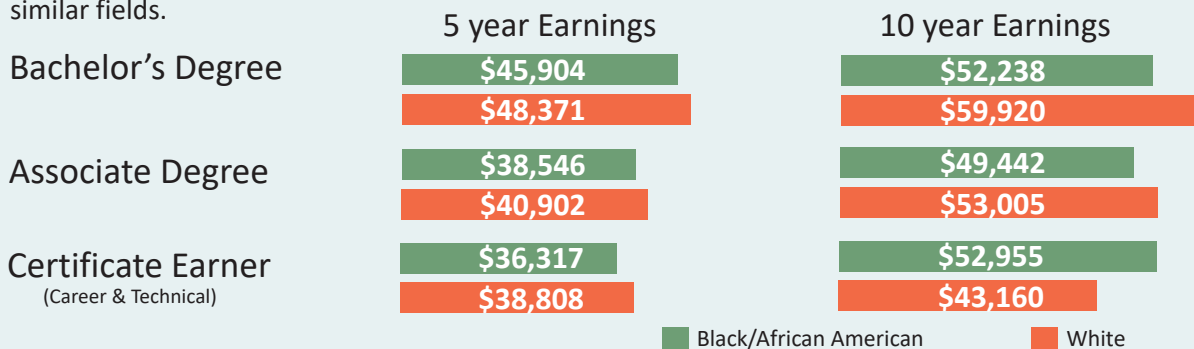
Top 5 Community College Majors



Source: HECC analysis of student-level data.

Long-term Outcomes for Black/African American Students

Both Black/African American and White students who graduate from Oregon’s public colleges and universities experience the higher earnings and lower unemployment that postsecondary credentials bring. However, earnings outcomes are generally lower for Black/African American graduates than for White graduates, despite graduating in similar fields.



No Degree

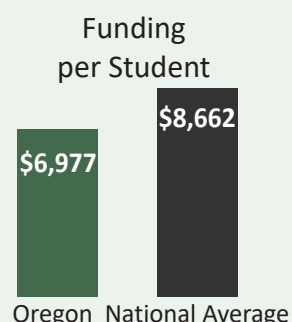
Without a postsecondary credential, Black/African American high school graduates earn about half as much as those with a bachelor’s degree earn.*

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

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

State Investment in Higher Education and Training

One way to close equity gaps in education is to invest in student outcomes. Research shows that nationally and in Oregon, increasing student financial aid increases successful completion of postsecondary programs. However, Oregon lags in per capita funding of postsecondary education and training for both students and institutions, as indicated in the chart to the right. In addition, recent evidence shows that low-income students who receive Oregon’s financial aid grants are more likely than other low-income students to complete their program of study. These programs disproportionately serve Black/African American students. For example, 34% of Black/African American students received an Oregon Opportunity Grant, compared to 24% of White students (among FAFSA filers) at all Oregon institutions.



Sources: 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. Higher Education Coordinating Commission (Cox et al). Annual Evaluation of the Oregon Opportunity Grant: House Bill 2407 (2015), 2021. Data show funding per full-time equivalent student and are from State Higher Education Executive Officers, *State Higher Education Finance Report*, 2020.

The Work in Front of Us...

The discrete measures and charts in this research brief give only a glimpse into students’ experiences. Yet even this glimpse indicates there is work to do to make the benefits of postsecondary education and training experienced equitably across Oregon. Structural investments in culturally responsive systems, financial aid, and community and student engagement can shift student trajectories to more equitable outcomes. Some of this work includes:

- **Build** on the diversity, equity, and inclusion standards for an inclusive campus culture required at all community colleges and public universities by House Bill 2864, 2017. We need to ensure the standards are fully implemented and used and have the resources needed to create culturally responsive pedagogies and safe environments for students, faculty, and staff.
- **Increase** financial aid for students. State grants increase retention and completion and disproportionately support Black/African American students.
- **Engage** culturally specific community organizations and students in the postsecondary enterprise as key partners to serve learners better.
- **Improve** coordination across institutions and across the K-12, community college, and public university sectors to increase college-going rates, transfer, and graduation and to reduce the time to completion.

Let us know how we can improve this report. info@hecc.oregon.gov

Created by HECC Office of Research and Data. Data in this version published 01/07/2022

Higher Education and Training for Asian American/Asian Students in Oregon

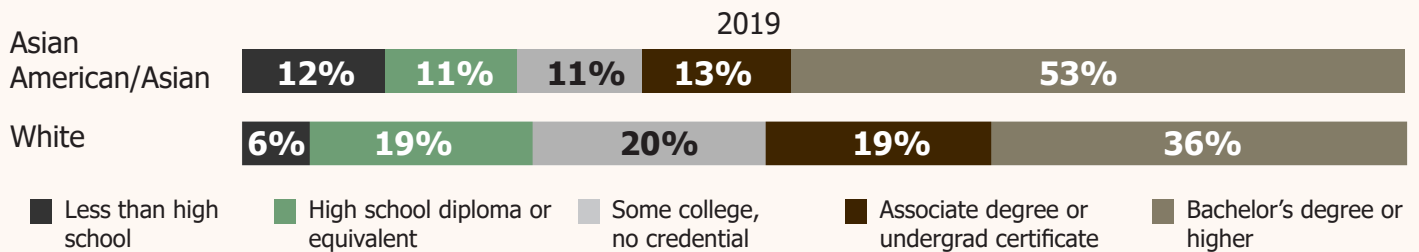
November 2021



This report presents information about education and training after high school for Oregonians who identify as Asian American/Asian, focusing mostly on their experience at Oregon’s community colleges and public universities. Postsecondary education and training is the primary route to upward mobility and economic stability for individuals and for communities, and it is a key to Oregon’s recovery from the pandemic recession. However, Oregonians do not experience these benefits to the same degree. This report compares Asian American/Asian learners with White learners to show where equity gaps exist and where progress in reducing these gaps has or has not been made. We note that no group experiences these benefits fully. Data shown here come from educational records, employment wage records, and the U.S. Census. We use the terms, “Asian American” and “Asian,” interchangeably, to reflect terms used by student groups and on identification forms. Adult learners self-select their racial/ethnic identity usually from seven options: “American Indian or Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Pacific Islander, White,” and no selection.

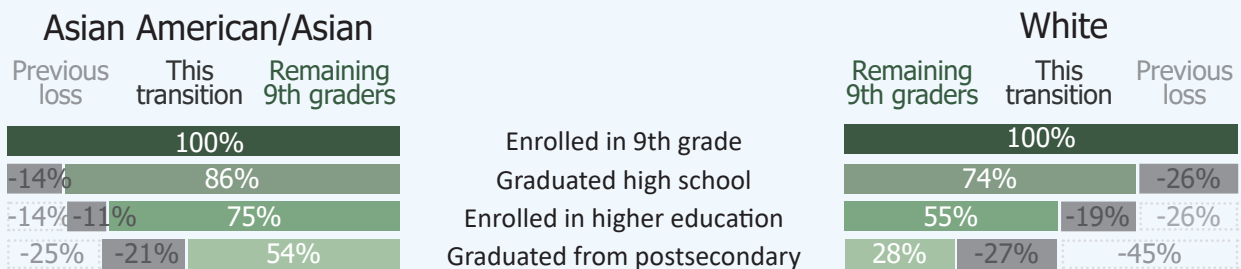
Many Asian American/Asian Oregonians Experience the Benefits of Postsecondary Education

The licensures, degrees, and career and technical certificates earned in postsecondary education and training open the door to lifelong benefits for individuals, families, and communities. Asian American/Asian Oregonians have some of the highest rates of educational attainment but also have some of the highest rates of having less than a high school diploma. The graph below shows how many Oregon adults over 25 have different levels of education and training. The rest of this report shows some of the issues leading to these differences.



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

Oregon Loses Asian American/Asian Talent at Every Step



46% of Asian/Asian American 9th graders did not obtain a college degree or certificate within six years after high school.

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

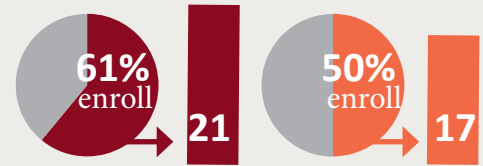
Some students are disengaged before high school and may not enroll in 9th grade. Students lost along each step in our educational system are less equipped to find and maintain economic stability for themselves, their families, and their communities. Opportunities exist at each stage to interrupt this cycle of loss and begin in the earliest grades.

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

High School is the Foundation for Postsecondary Education

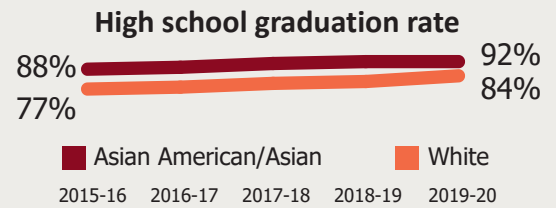
Increasing options to earn college credit while in high school help many students jump-start college at little to no cost. Many Asian American/Asian students are more likely to enroll in college courses (61%) and in fact earn more college credits before high school graduation, on average, than White students.

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



Gaps in high school graduation have been closing, and 92% of Oregon's Asian American/Asian students graduate today, compared to 84% of Whites. Graduation rates were lower for earlier classes, which puts current adults seeking to earn a postsecondary credential at a greater disadvantage.

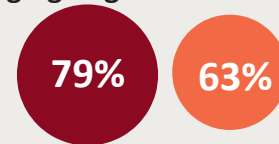
Note: The ODE high school graduation rates shown here use a different calculation than the percentages shown on page 1.



For those who do graduate from high school, about four out of five Asian American/Asian students enroll in college or university within 16 months.

Note: The college-going rates shown here use a different definition than the percentage shown on page 1.

College-going rate for 2017-18 class

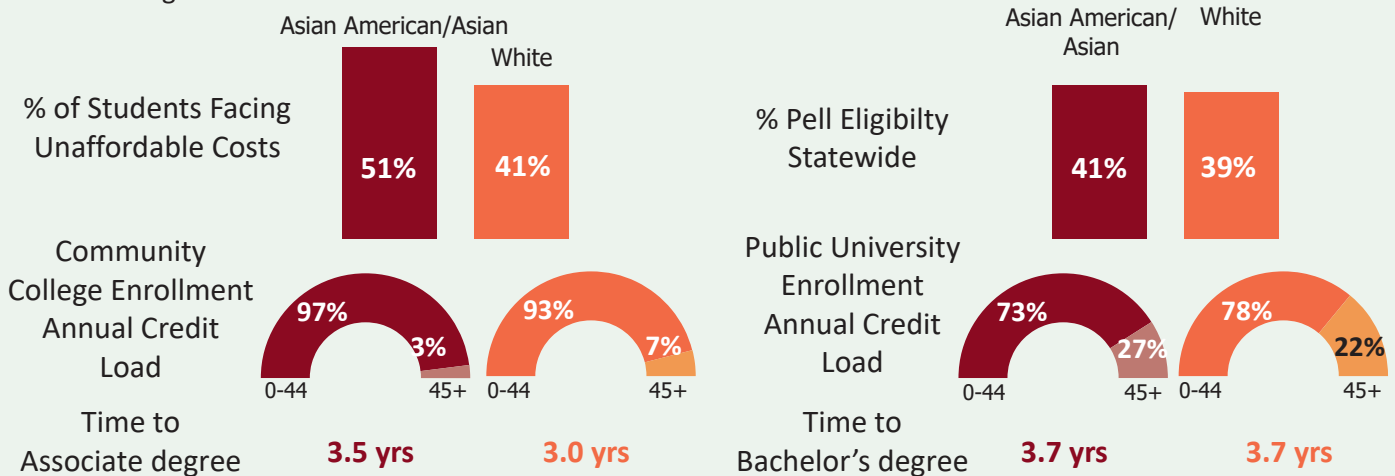


Source: Oregon Department of Education and HECC analysis of student-level data.

Oregonians who identify as Asian American or Asian are a diverse group with family origins from Eastern Asia, Southeastern Asia, and the Indian subcontinent. With many different cultural ethnicities, the postsecondary experiences of these students are just as diverse.

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

Asian American/Asians are the most likely to face unaffordable costs of education, compared to other racial/ethnic groups. Half of Asian American/Asian students in Oregon's public colleges and universities face educational costs that are higher than their expected resources, compared to 41% of White students. (Expected resources include grants and scholarships, most institutional aid, expected family contribution, and estimated student earnings). These rates are despite Asian American/Asian students' greater likelihood of coming from low-income backgrounds (measured with Pell eligibility). Thus, federal, state, institution, and private grants and scholarships are one way to support Asian American/Asian student success. Affordability worsens the longer it takes to earn a credential, as costs rise and the higher wages that come with the certificate or degree are postponed. Though Asian American/Asian students are about as likely as White students to enroll full time, these students take about one-half year longer to complete Associate degrees.



Source: HECC analysis of student-level data.

Not All Asian American/Asian Students Return for their Second Year

Most Asian American/Asian students return after their first year in college or university, but about one in seven do not. How many students return after their first year in college or university (the retention rate) is one indicator of the obstacles students face, which may include financial need, cultural isolation, academic challenge, and competing obligations outside of school.



2019-20 Retention Rate By Sector

	Asian American/Asian	White
Public Universities	92.9%	83.6%
Community Colleges	74.0%	74.6%

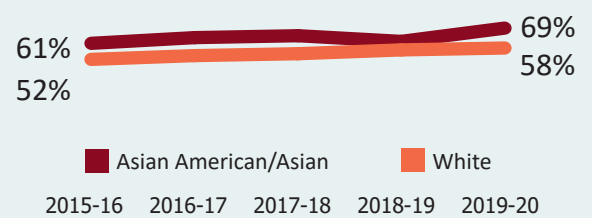
Source: HECC analysis of student-level data.

Graduation and Transfer Rates are Higher for Asian American/Asian Students

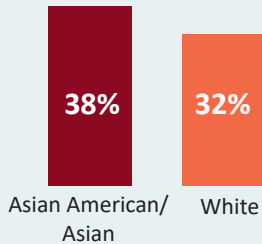
2019-20 Completion Rate By Sector

	Asian American/Asian		White
	Num	%	%
Public Universities	1,150	79%	68%
Community Colleges	587	60%	54%

Completion



Transfer*



Graduation rates at the universities and completion and transfer rates at the community colleges have been rising for both Asian American/Asian and White students and Asian American students have the highest completion rates, compared to other racial/ethnic groups. However, about three out of every ten Asian American students do not complete their program of study.

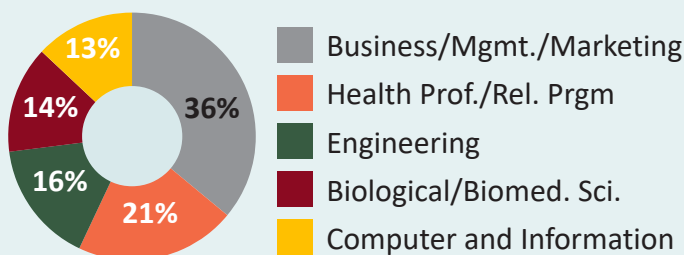
*Transfer to any four-year institution nationwide.
Source: HECC analysis of student-level data.

Scholarship makes clear how the “model minority” myth harms Asian American/Asian learners, and how “significant educational and economic achievements do not effectively shield them” from racial discrimination. - Chou, R.S. and J.R. Feagin. 2014. *The Myth of the Model Minority: Asian Americans Facing Racism*. New York: Routledge.

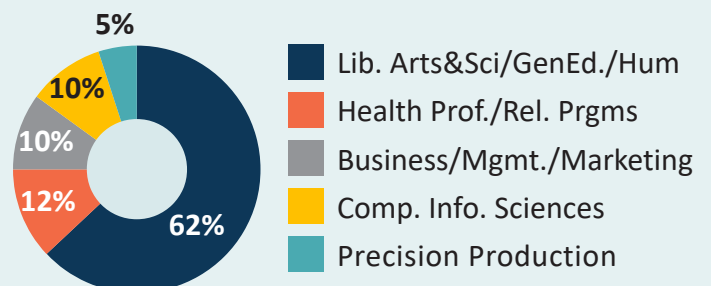
Top Majors Among Asian American/Asian Students

Asian American/Asian students earn certificates and degrees in areas that are similar to those earned by White students.

Top 5 University Majors



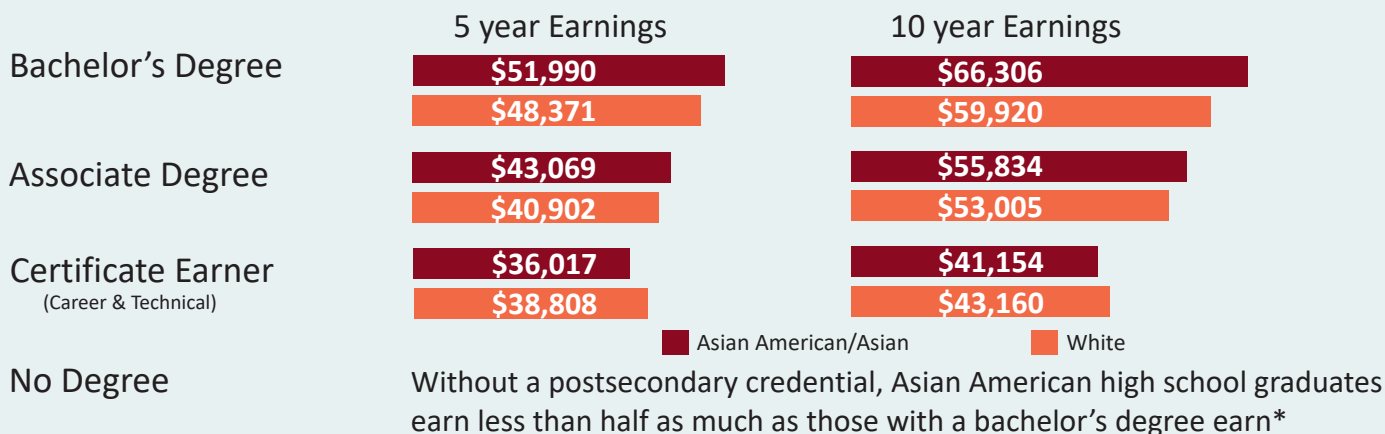
Top 5 Community College Majors



Source: HECC analysis of student-level data.

Long-term Outcomes for Asian American/Asian Students

Both Asian American/Asian and White students who graduate from Oregon’s public colleges and universities experience the higher earnings and lower unemployment that postsecondary credentials bring. Earnings outcomes are higher for Asian American/Asian graduates than for White graduates with the exception of career certificates.

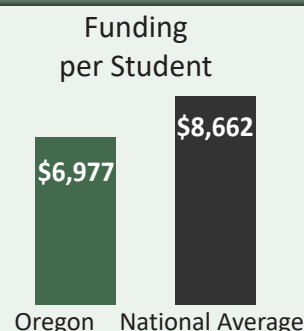


* National data for adults age 25 to 34 employed full-time, year-round.

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State Investment in Higher Education and Training

One way to close equity gaps in education is to invest in student outcomes. Research shows that nationally and in Oregon, increasing student financial aid increases successful completion of postsecondary programs. However, Oregon lags in per capita funding of postsecondary education and training for both students and institutions, as indicated in the chart to the right. In addition, recent evidence shows that low-income students who receive Oregon’s financial aid grants are more likely than other low-income students to complete their program of study. These programs disproportionately serve Asian American/Asian students. For example, 30% of Asian American/Asian students received an Oregon Opportunity Grant, compared to 24% of White students (among FAFSA filers) at all Oregon institutions.



Sources: 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. Higher Education Coordinating Commission (Cox et al). Annual Evaluation of the Oregon Opportunity Grant: House Bill 2407 (2015), 2021. Data show funding per full-time equivalent student and are from State Higher Education Executive Officers, *State Higher Education Finance Report*, 2020.

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- **Increase** financial aid for students. State grants increase retention and completion and disproportionately support Asian American/Asian students.
- **Engage** culturally specific community organizations and students in the postsecondary enterprise as key partners to serve learners better.
- **Improve** coordination across institutions and across the K-12, community college, and public university sectors to increase college-going rates, transfer, and graduation and to reduce the time to completion.

Let us know how we can improve this report. info@hecc.oregon.gov

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Higher Education and Training for Latino/a/x/Hispanic Students in Oregon

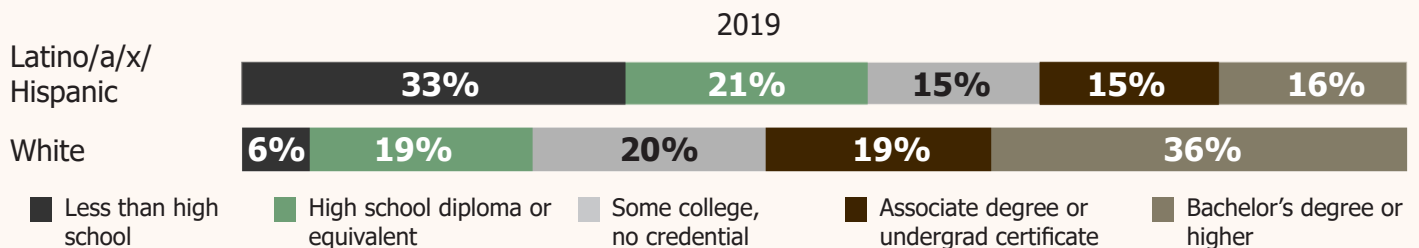
November 2021



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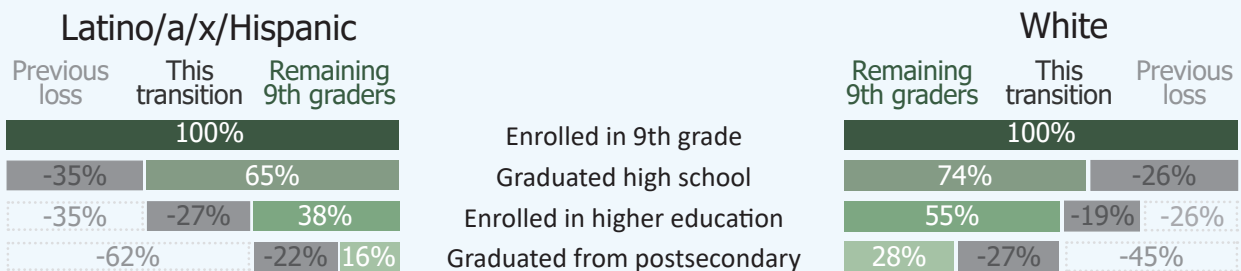
Fewer Latino/a/x/Hispanic Oregonians Can Enjoy the Benefits of Postsecondary Education

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



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

Oregon Loses Latino/a/x/Hispanic Talent at Every Step



84% of Latino/a/x/Hispanic 9th graders did not obtain a college degree or certificate within six years after high school.

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

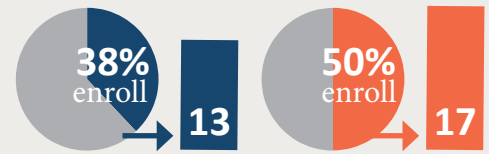
Some students are disengaged before high school and may not enroll in 9th grade. Students lost along each step in our educational system are less equipped to find and maintain economic stability for themselves, their families, and their communities. Opportunities exist at each stage to interrupt this cycle of loss and begin in the earliest grades.

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

High School is the Foundation for Postsecondary Education

Increasing options to earn college credit while in high school help many students jump-start college at little to no cost. However, Latino/a/x/Hispanic students are less likely to enroll in college courses (38%) and those who do enroll earn fewer credits before high school graduation than White students.

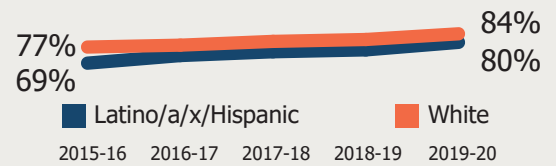
% of students taking college courses in high school and average # of credits they earn



Gaps in high school graduation have been closing, but only 80% of Oregon's Latino/a/x/Hispanic students graduate today, compared to 84% of Whites, and graduation rates were lower for earlier classes, which puts current adults seeking to earn a postsecondary credential at an even greater disadvantage.

Note: The ODE high school graduation rates shown here use a different calculation than the percentages shown on page 1.

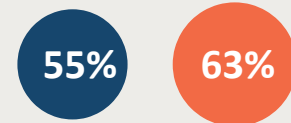
High school graduation rate



For those who do graduate from high school, the percentage who enroll in college or university within 16 months is lower for Latino/a/x/Hispanic than White students.

Note: The college-going rates shown here use a different definition than the percentage shown on page 1.

College-going rate for 2017-18 class

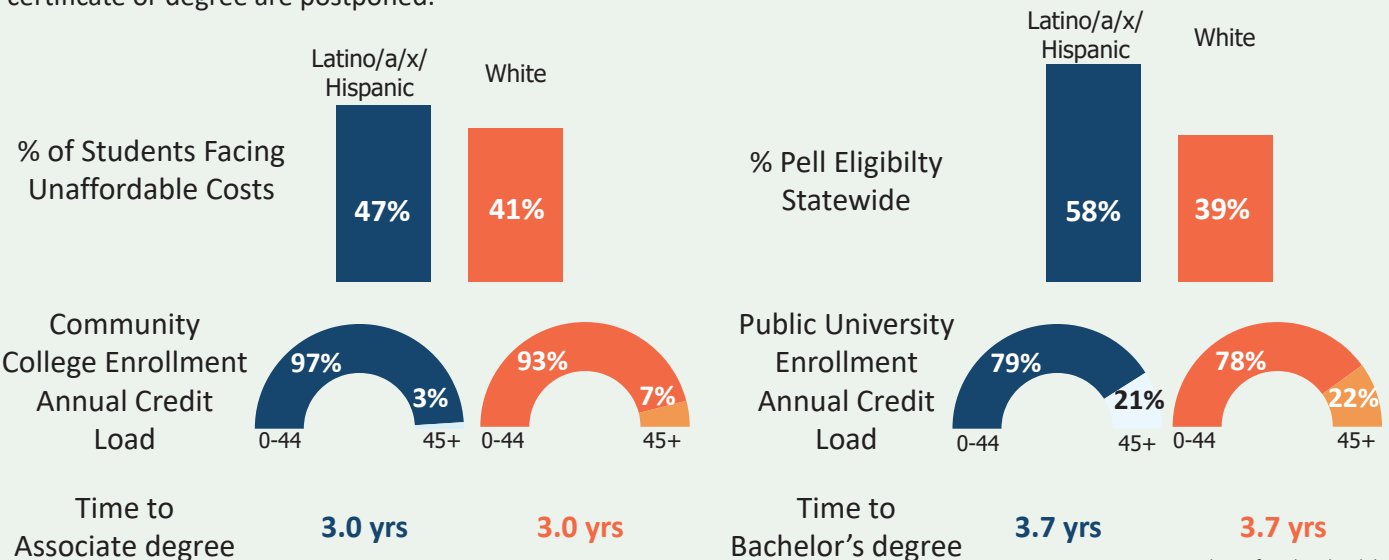


Source: Oregon Department of Education and HECC analysis of student-level data.

“My junior year I finally changed and got involved with M.E.Ch.A. and College Possible and that made the difference in my life.” - Jamie

Paying for School is a Barrier for Many Latino/a/x/Hispanic Students

Nearly half of both Latino/a/x/Hispanic and White students in Oregon's public colleges and universities face educational costs that are higher than their expected resources (grants and scholarships, most institutional aid, expected family contribution, and estimated student earnings). These similar rates are despite Latino/a/x/Hispanic students' greater likelihood of coming from low-income backgrounds (measured with Pell eligibility). Thus, federal, state, institution, and private grants and scholarships are one way to support Latino/a/x/Hispanic student success. Affordability worsens the longer it takes to earn a credential, as costs rise and the higher wages that come with the certificate or degree are postponed.

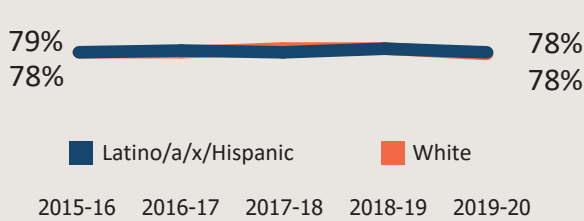


Source: HECC analysis of student-level data.

Some Latino/a/x/Hispanic Students Do Not Return for Their Second Year

Latino/a/x/Hispanic students return after their first year in college or university at similar rates to their White counterparts. How many students return after their first year in college or university (the retention rate) is one indicator of the obstacles students face, which may include financial need, cultural isolation, academic challenge, and competing obligations outside of school.

2019-20 Retention Rate By Sector



	Latino/a/x/Hispanic	White
Public Universities	81.6%	83.6%
Community Colleges	76.7%	74.6%

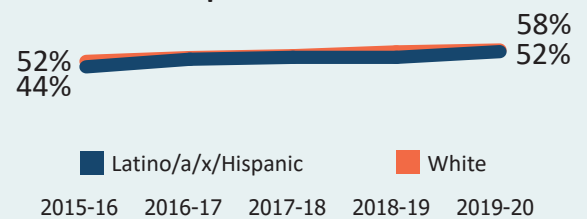
Source: HECC analysis of student-level data.

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

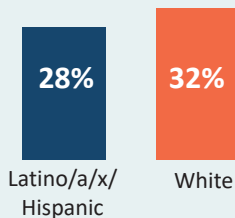
2019-20 Completion Rate By Sector

	Latino/a/x/Hispanic		White
	Num	%	%
Public Universities	1,987	59%	68%
Community Colleges	2,002	50%	54%

Completion



Transfer*



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

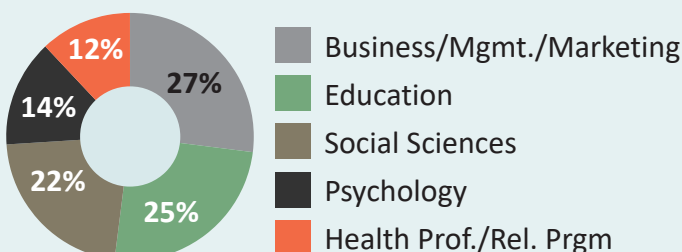
*Transfer to any four-year institution nationwide.
Source: HECC analysis of student-level data.

“The hurdles I had to face was wondering if I could even afford to go to college. I know there’s financial aid but filling out the paperwork, I didn’t know how to do it, other students who were first generation, I am sure they didn’t know how to do it as well.” - Christian

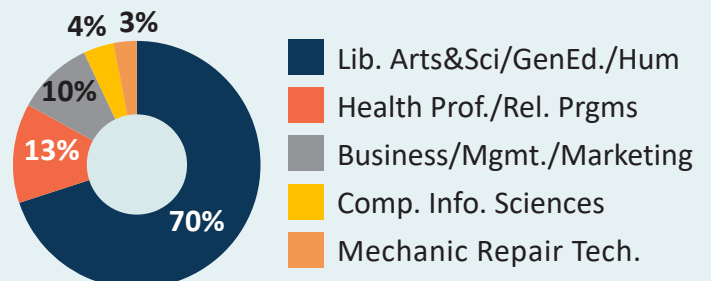
Top Majors Among Latino/a/x/Hispanic Students

Latino/a/x/Hispanic students earn certificates and degrees in areas that are similar to those earned by White students.

Top 5 University Majors



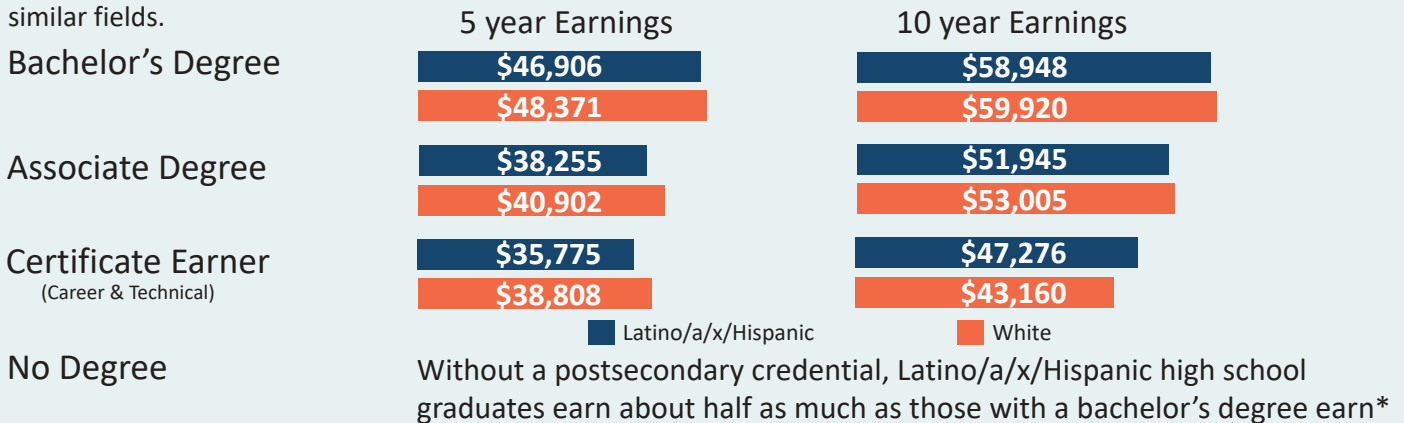
Top 5 Community College Majors



Source: HECC analysis of student-level data.

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

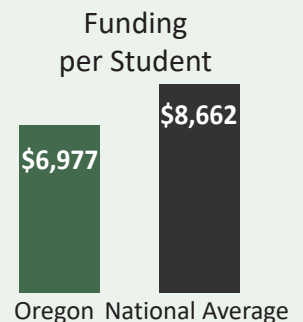
Both Latino/a/x/Hispanic and White students who graduate from Oregon's public colleges and universities experience the higher earnings and lower unemployment that postsecondary credentials bring. However, earnings outcomes are often slightly lower for Latino/a/x/Hispanic graduates than for White graduates,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



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

State Investment in Higher Education and Training

One way to close equity gaps in education is to invest in student outcomes. Research shows that nationally and in Oregon, increasing student financial aid increases successful completion of postsecondary programs. However, Oregon lags in per capita funding of postsecondary education and training for both students and institutions, as indicated in the chart to the right. In addition, recent evidence shows that low-income students who receive Oregon's financial aid grants are more likely than other low-income students to complete their program of study. These programs disproportionately serve Latino/a/x/Hispanic students. For example, 33% of Latino/a/x/Hispanic students received an Oregon Opportunity Grant, compared to 24% of White students (among FAFSA filers) at all Oregon institutions.



Sources: 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. Higher Education Coordinating Commission (Cox et al). Annual Evaluation of the Oregon Opportunity Grant: House Bill 2407 (2015), 2021. Data show funding per full-time equivalent student and are from State Higher Education Executive Officers, *State Higher Education Finance Report*, 2020.

The Work in Front of Us...

The discrete measures and charts in this research brief give only a glimpse into students' experiences. Yet even this glimpse indicates there is work to do to make the benefits of postsecondary education and training experienced equitably across Oregon. Structural investments in culturally responsive systems, financial aid, and community and student engagement can shift student trajectories to more equitable outcomes. Some of this work includes:

- **Build** on the diversity, equity, and inclusion standards for an inclusive campus culture required at all community colleges and public universities by House Bill 2864, 2017. We need to ensure the standards are fully implemented and used and have the resources needed to create culturally responsive pedagogies and safe environments for students, faculty, and staff.
- **Increase** financial aid for students. State grants increase retention and completion and disproportionately support Latino/a/x/Hispanic students.
- **Engage** culturally specific community organizations and students in the postsecondary enterprise as key partners to serve learners better.
- **Improve** coordination across institutions and across the K-12, community college, and public university sectors to increase college-going rates, transfer, and graduation and to reduce the time to completion.

Let us know how we can improve this report. info@hecc.oregon.gov

Created by HECC Office of Research and Data. Data in this version published 01/07/2022

Higher Education and Training for Native American/Alaska Native Students in Oregon

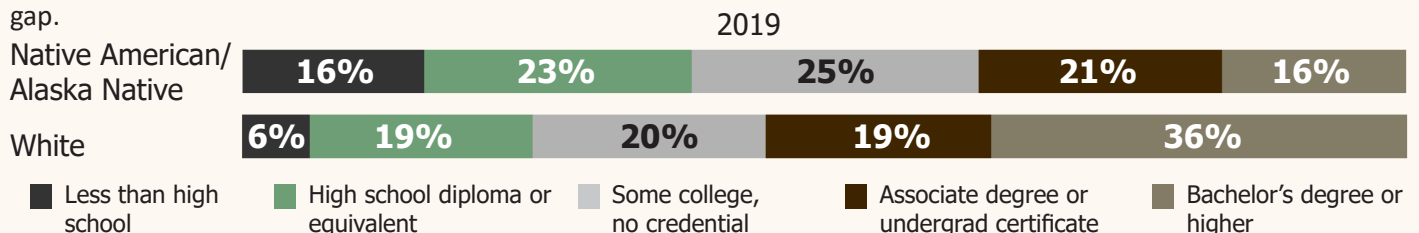
November 2021



This report presents information about education and training after high school for Oregonians who identify as Native American/Alaska Native, focusing mostly on their experience at Oregon’s community colleges and public universities. Postsecondary education and training is the primary route to upward mobility and economic stability for individuals and for communities, and it is a key to Oregon’s recovery from the pandemic recession. However, Oregonians do not experience these benefits to the same degree. This report compares Native American/Alaska Native learners with White learners to show where equity gaps exist and where progress in reducing these gaps has or has not been made. We note that no group experiences these benefits fully. Data shown here come from educational records, employment wage records, and the U.S. Census. We use the term “Native American/Alaska Native” to reflect terms used by student groups and on identification forms, recognizing that this overarching term fails to acknowledge the nations and tribes of specific students. Adult learners self-select their racial/ethnic identity usually from seven options: “American Indian or Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Pacific Islander, White,” and no selection.

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

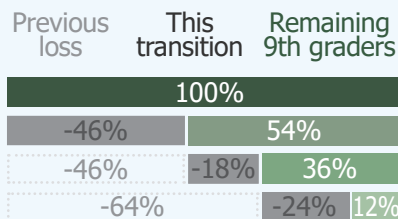
The licensures, degrees, and career and technical certificates earned in postsecondary education and training open the door to lifelong benefits for individuals, families, and communities. Inequitable access to preparation and opportunity, marginalizing experiences, and competing obligations mean Native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



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

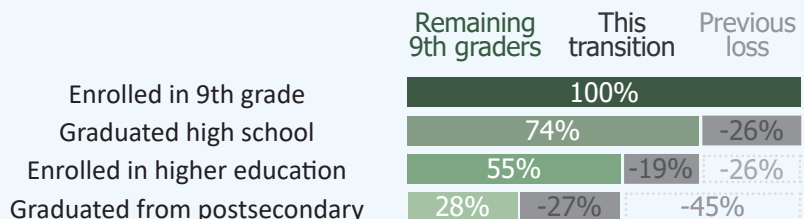
Oregon Loses Native American/Alaska Native Talent at Every Step

Native American/Alaska Native



88% of Native American/Alaska Native 9th graders did not obtain a college degree or certificate within six years after high school.

White



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

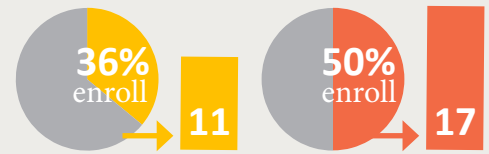
Some students are disengaged before high school and may not enroll in 9th grade. Students lost along each step in our educational system are less equipped to find and maintain economic stability for themselves, their families, and their communities. Opportunities exist at each stage to interrupt this cycle of loss and begin in the earliest grades.

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

High School is the Foundation for Postsecondary Education

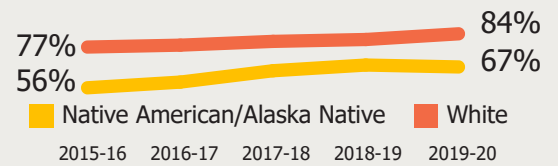
Increasing options to earn college credit while in high school help many students jump-start college at little to no cost. However, Native American/Alaska Native students are less likely to enroll in college courses (36%) and those who do enroll earn fewer credits before high school graduation than White students.

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



Gaps in high school graduation have been closing, but only 67% of Oregon's Native American/Alaska Native students graduate today, compared to 84% of Whites, and graduation rates were lower for earlier classes, which puts current adults seeking to earn a postsecondary credential at an even greater disadvantage.

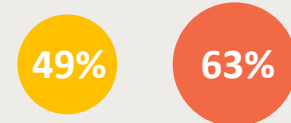
High school graduation rate



Note: The ODE high school graduation rates shown here use a different calculation than the percentages shown on page 1.

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

College-going rate for 2017-18 class



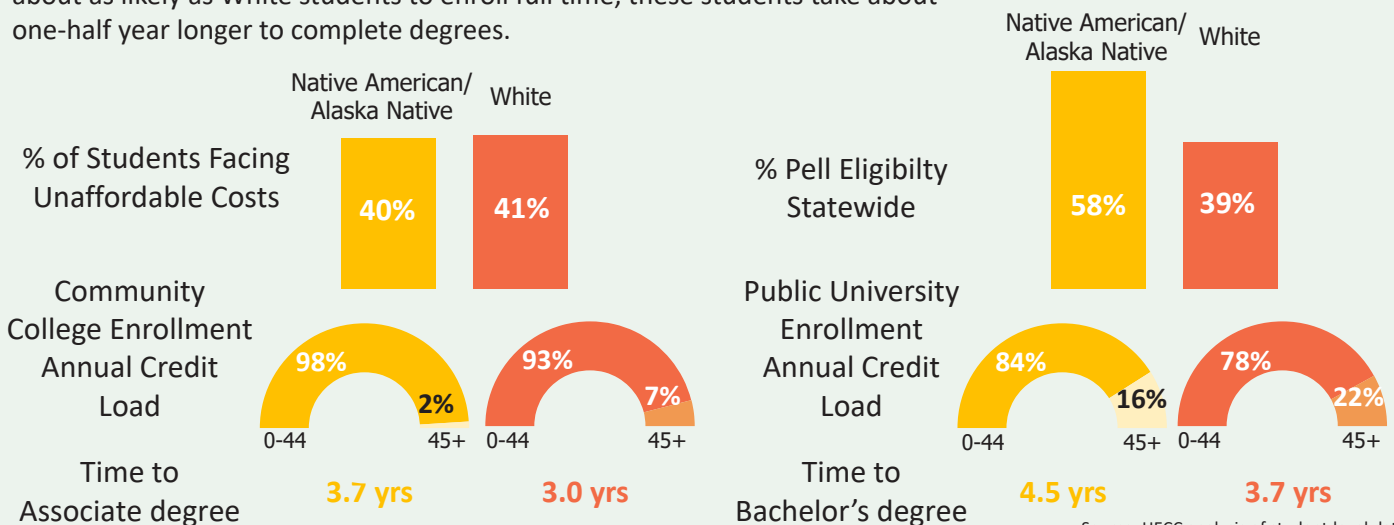
Note: The college-going rates shown here use a different definition than the percentage shown on page 1.

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

“They are going because they know how to learn but they are leaving because they don’t have the connections with their culture. How do we get the culture translated onto the campus?” - Summer

Paying for School is a Barrier for Many Native American/Alaska Native Students

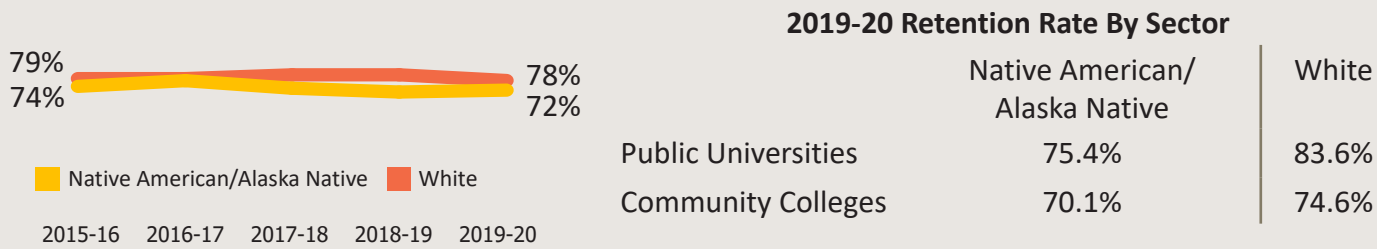
Nearly half of both Native American/Alaska Native and White students in Oregon's public colleges and universities face educational costs that are higher than their expected resources (grants and scholarships, most institutional aid, expected family contribution, and estimated student earnings). These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



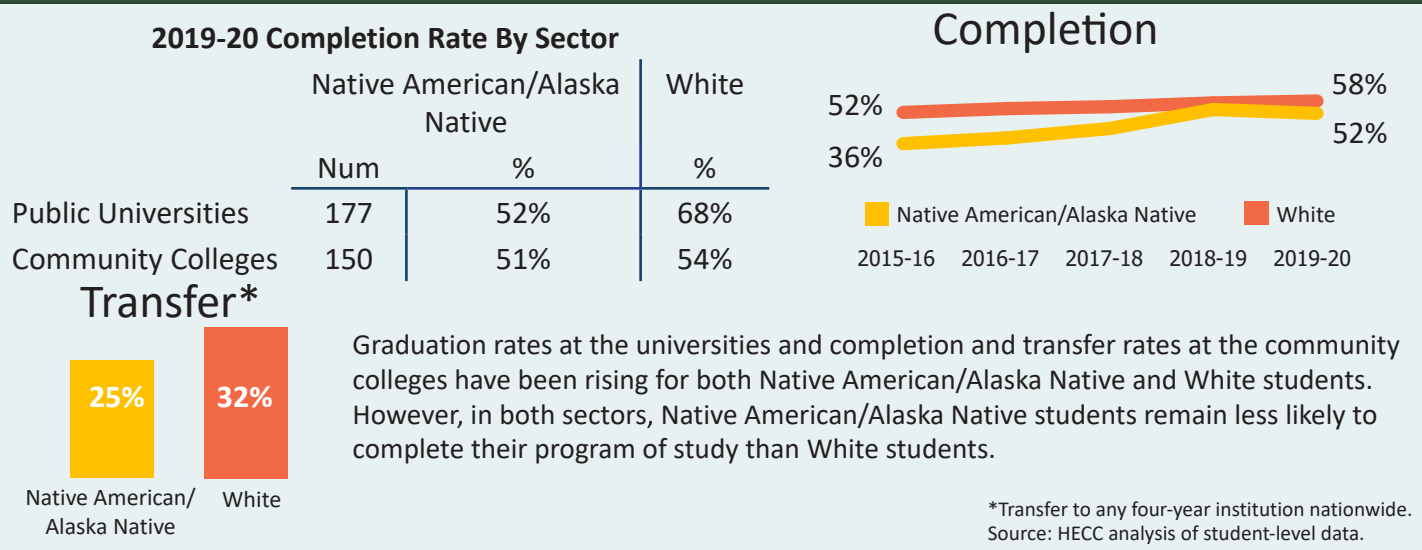
Source: HECC analysis of student-level data.

Institutions Retain Fewer Native American/Alaska Native Students

Fewer Native American/Alaska Native students return after their first year in college or university than their White counterparts. How many students return after their first year in college or university (the retention rate) is one indicator of the obstacles students face, which may include financial need, cultural isolation, academic challenge, and competing obligations outside of school.



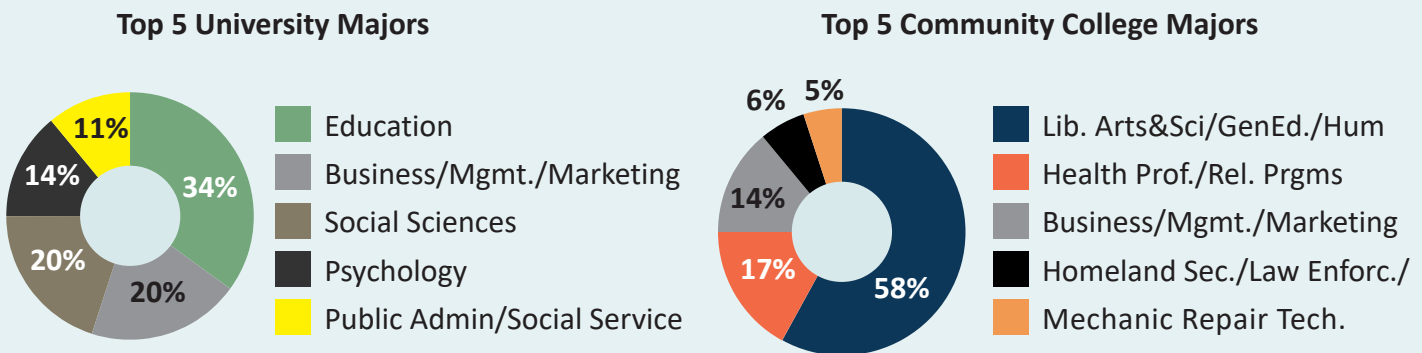
Graduation and Transfer Rates are Lower for Native American/Alaska Native Students



“I think it comes off as you can get all these scholarships as Native American...my tribe is small. You don’t realize it...they don’t get that. I’m lucky to have gotten what I’ve gotten.” - Summer

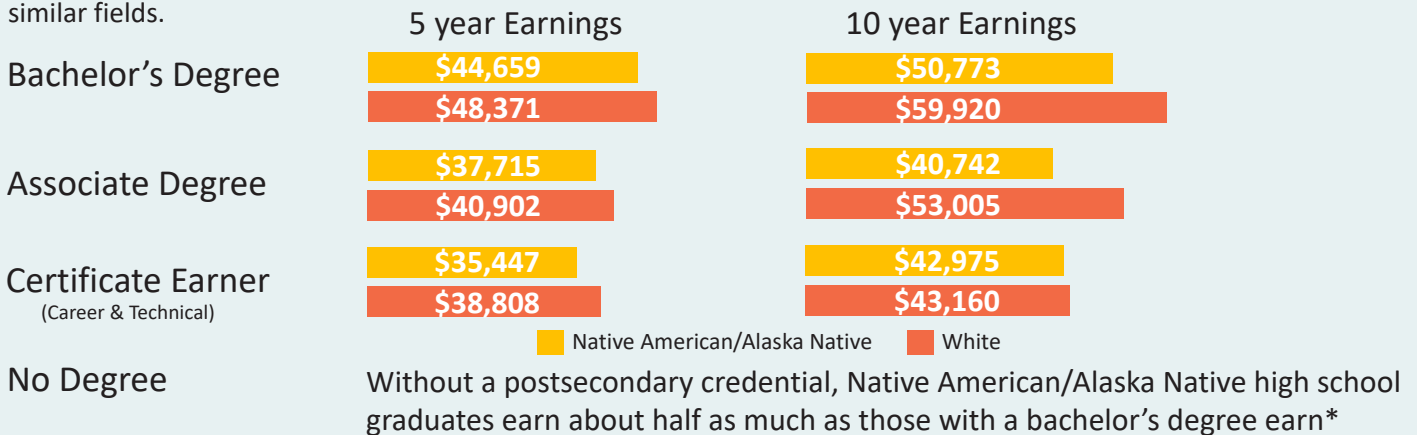
Top Majors Among Native American/Alaska Native Students

Native American/Alaska Native students earn certificates and degrees in areas that are similar to those earned by White students.



Long-term Outcomes for Native American/Alaska Native Students

Both Native American/Alaska Native and White students who graduate from Oregon's public colleges and universities experience the higher earnings and lower unemployment that postsecondary credentials bring. However, earnings outcomes are lower for Native American/Alaska Native graduates than for White graduates, despite graduating in similar fields.

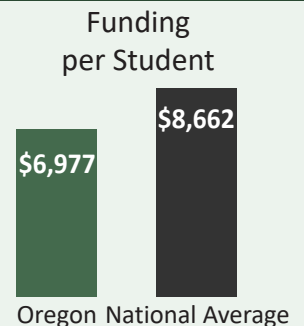


* National data for adults age 25 to 34 employed full-time, year-round.

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

State Investment in Higher Education and Training

One way to close equity gaps in education is to invest in student outcomes. Research shows that nationally and in Oregon, increasing student financial aid increases successful completion of postsecondary programs. However, Oregon lags in per capita funding of postsecondary education and training for both students and institutions, as indicated in the chart to the right. In addition, recent evidence shows that low-income students who receive Oregon's financial aid grants are more likely than other low-income students to complete their program of study. These programs disproportionately serve Native American/Alaska Native students. For example, 27% of Native American/Alaska Native students received an Oregon Opportunity Grant, compared to 24% of White students (among FAFSA filers) at all Oregon institutions.



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- **Increase** financial aid for students. State grants increase retention and completion and disproportionately support Native American/Alaska Native students.
- **Engage** culturally specific community organizations and students in the postsecondary enterprise as key partners to serve learners better.
- **Improve** coordination across institutions and across the K-12, community college, and public university sectors to increase college-going rates, transfer, and graduation and to reduce the time to completion.

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Higher Education and Training for Native Hawaiian/Pacific Islander Students in Oregon

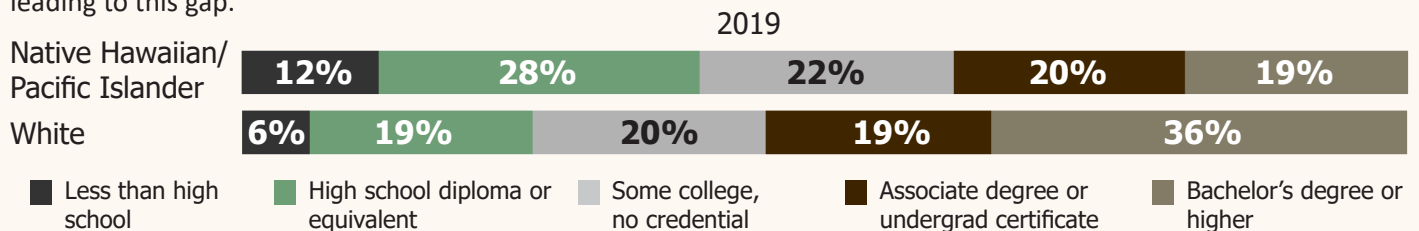
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Fewer Native Hawaiian/Pacific Islander Oregonians Can Enjoy the Benefits of Postsecondary Education

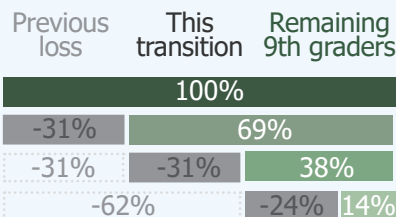
The licensures, degrees, and career and technical certificates earned in postsecondary education and training open the door to lifelong benefits for individuals, families, and communities. Inequitable access to preparation and opportunity, marginalizing experiences, and competing obligations mean Native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



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

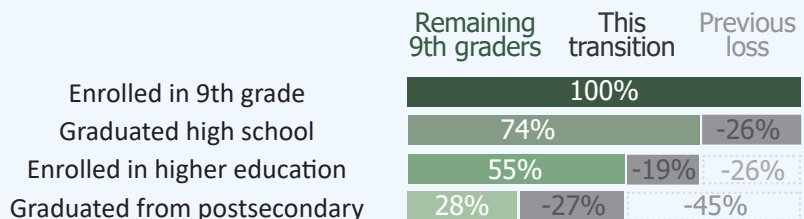
Oregon Loses Native Hawaiian/Pacific Islander Talent at Every Step

Native Hawaiian/Pacific Islander



86% of Native Hawaiian/Pacific Islander 9th graders did not obtain a college degree or certificate within six years after high school.

White



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

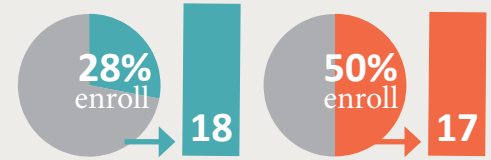
Some students are disengaged before high school and may not enroll in 9th grade. Students lost along each step in our educational system are less equipped to find and maintain economic stability for themselves, their families, and their communities. Opportunities exist at each stage to interrupt this cycle of loss and begin in the earliest grades.

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

High School is the Foundation for Postsecondary Education

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

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



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

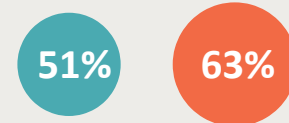
High school graduation rate



Note: The ODE high school graduation rates shown here use a different calculation than the percentages shown on page 1.

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

College-going rate for 2017-18 class



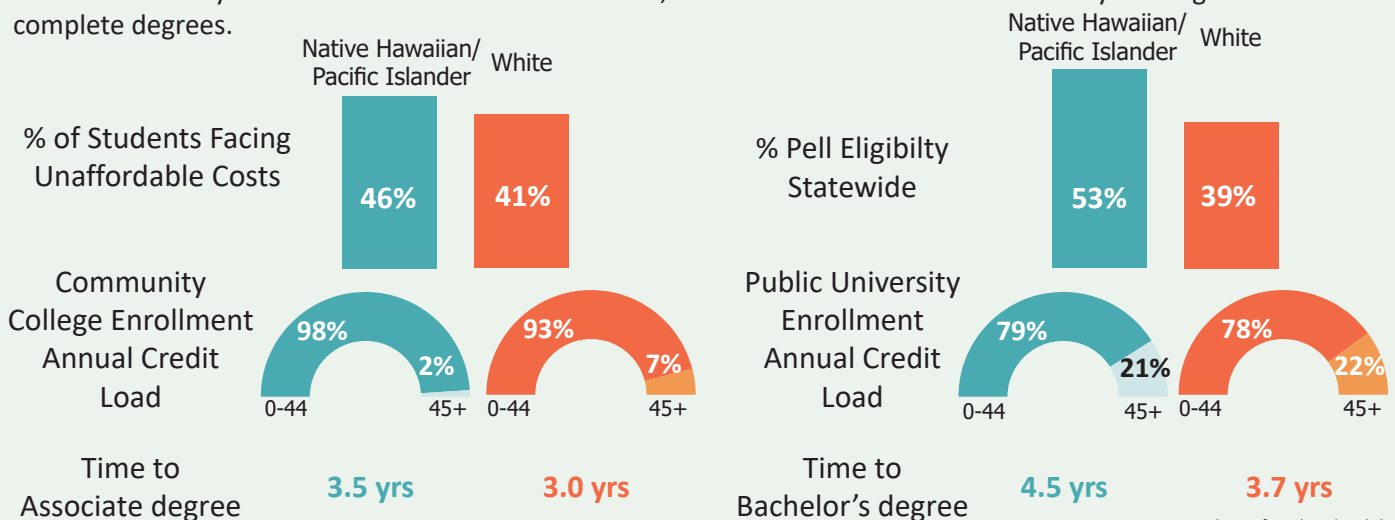
Note: The college-going rates shown here use a different definition than the percentage shown on page 1.

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

“Between me and my parents we do have a language barrier and I am first generation college student, so I was filling out the FAFSA information by myself.” - Alyssa

Paying for School is a Barrier for Many Native Hawaiian/Pacific Islander Students

Nearly half of both Native Hawaiian/Pacific Islander and White students in Oregon's public colleges and universities face educational costs that are higher than their expected resources (grants and scholarships, most institutional aid, expected family contribution, and estimated student earnings). These similar rates are despite Native Hawaiian/Pacific Islander students' greater likelihood of coming from low-income backgrounds (measured with Pell eligibility). Thus, federal, state, institution, and private grants and scholarships are one way to support Native Hawaiian/Pacific Islander student success. Affordability worsens the longer it takes to earn a credential, as costs rise and the higher wages that come with the certificate or degree are postponed. Though Native Hawaiian/Pacific Islander students are about as likely as White students to enroll full time, these students take about one-half year longer or more to complete degrees.



Source: HECC analysis of student-level data.

Retention is Similar for Native Hawaiian/Pacific Islander Students

Native Hawaiian/Pacific Islander students return after their first year in college or university at similar rates to their White counterparts. How many students return after their first year in college or university (the retention rate) is one indicator of the obstacles students face, which may include financial need, cultural isolation, academic challenge, and competing obligations outside of school.



2019-20 Retention Rate By Sector

	Native Hawaiian/ Pacific Islander	White
Public Universities	80.6%	83.6%
Community Colleges	78.5%	74.6%

Source: HECC analysis of student-level data.

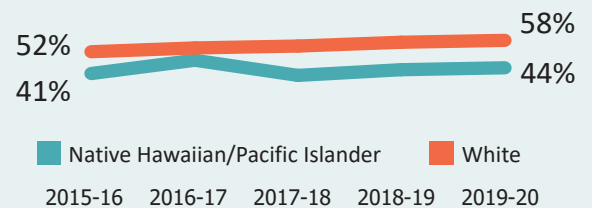
“I am usually not the majority in my class and sometimes that can be a little frustrating to be around a lot of people who don’t understand what my experience is like” - Chara

Graduation and Transfer Rates are Lower for Native Hawaiian/Pacific Islander Students

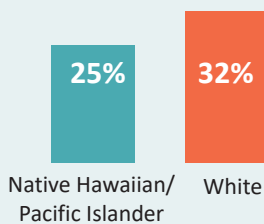
2019-20 Completion Rate By Sector

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Public Universities	50	56%	68%
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Completion



Transfer*



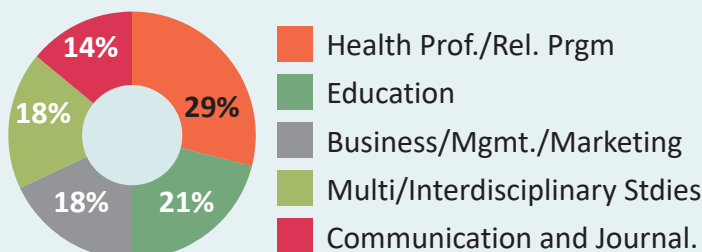
Graduation rates at the universities and completion and transfer rates at the community colleges have been rising for both Native Hawaiian/Pacific Islander and White students. However, in both sectors, Native Hawaiian/Pacific Islander students remain less likely to complete their program of study than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

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

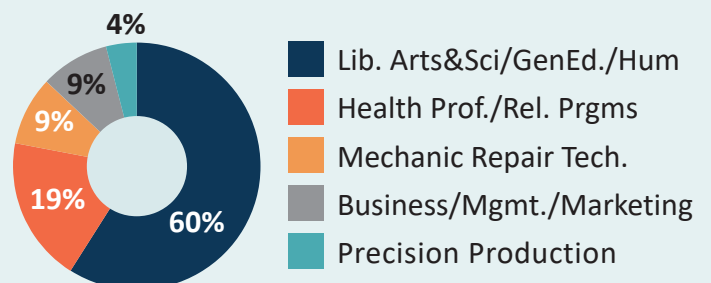
Top Majors Among Native Hawaiian/Pacific Islander Students

Native Hawaiian/Pacific Islander students earn certificates and degrees in areas that are similar to those earned by White students.

Top 5 University Majors



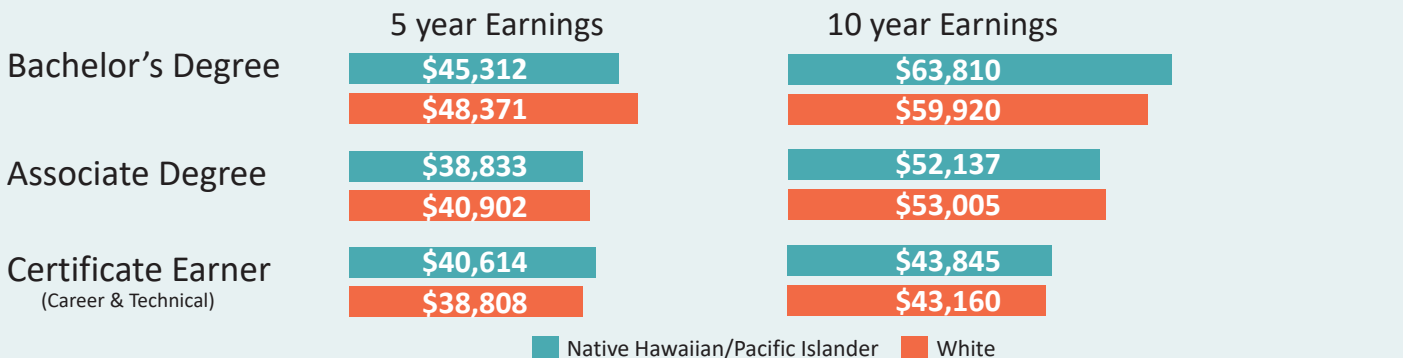
Top 5 Community College Majors



Source: HECC analysis of student-level data.

Long-term Outcomes for Native Hawaiian/Pacific Islander Students

Both Native Hawaiian/Pacific Islander and White students who graduate from Oregon's public colleges and universities experience the higher earnings and lower unemployment that postsecondary credentials bring. However, earnings outcomes are often slightly lower for Native Hawaiian/Pacific Islander graduates than for White graduates, despite graduating in similar fields.



No Degree Without a postsecondary credential, Native Hawaiian/Pacific Islander high school graduates earn about half as much as those with a bachelor's degree earn*

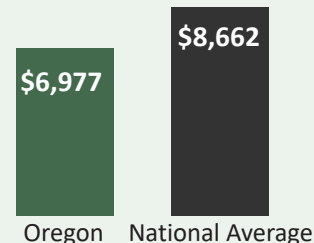
* National data for adults age 25 to 34 employed full-time, year-round.

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Funding per Student



Sources: 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. Higher Education Coordinating Commission (Cox et al). Annual Evaluation of the Oregon Opportunity Grant: House Bill 2407 (2015), 2021. Data show funding per full-time equivalent student and are from State Higher Education Executive Officers, *State Higher Education Finance Report*, 2020.

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The discrete measures and charts in this research brief give only a glimpse into students' experiences. Yet even this glimpse indicates there is work to do to make the benefits of postsecondary education and training experienced equitably across Oregon. Structural investments in culturally responsive systems, financial aid, and community and student engagement can shift student trajectories to more equitable outcomes. Some of this work includes:

- **Build** on the diversity, equity, and inclusion standards for an inclusive campus culture required at all community colleges and public universities by House Bill 2864, 2017. We need to ensure the standards are fully implemented and used and have the resources needed to create culturally responsive pedagogies and safe environments for students, faculty, and staff.
- **Increase** financial aid for students. State grants increase retention and completion and disproportionately support Native Hawaiian/Pacific Islander students.
- **Engage** culturally specific community organizations and students in the postsecondary enterprise as key partners to serve learners better.
- **Improve** coordination across institutions and across the K-12, community college, and public university sectors to increase college-going rates, transfer, and graduation and to reduce the time to completion.

Let us know how we can improve this report. info@hecc.oregon.gov

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