OREGON’S 17 COMMUNITY COLLEGE: STUDENT SUCCESS AND ECONOMIC DEVELOPMENT

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

Days 7-8

BEN CANNON, Executive Director, HECC; JIM MIDDLETON, Interim Commissioner, CCWD; Campus Representatives
Introduction: Oregon’s 17 community colleges

BEN CANNON, Executive Director, HECC
JIM MIDDLETON, Interim Commissioner, CCWD
Community College Campus Representatives
## COMMUNITY COLLEGE FUNDING REQUEST

<table>
<thead>
<tr>
<th>Activity</th>
<th>Budget Items</th>
<th>2013-15 LAB</th>
<th>2015-17 GRB</th>
</tr>
</thead>
</table>
| Community College Support | Community College Support Fund  
POP 101: Tuition buy down continuation  
POP 111: Additional CCSF               | $466.9M GF  
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Total: $466.9M               | $455.0m GF  
+ $30.0M GF  
+ $15.0M GF  
Total: $500.0M               |
| Debt Service           | Community College Debt Service                                                | $26.1M            | $37.7M GF/LF               |

LAB=Legislatively Adopted Budget, GRB=Governor’s Recommended Budget, GF=General Funds, OF=Other Funds, FF=Federal Funds
Oregon has 17 community colleges with 60 satellite campuses throughout the state. Areas in white are not represented by community college districts. These counties and municipalities do not pay taxes into the state's Community College Support Fund. Currently, Grant county receives community college services through Contracts Out of District (CODs) with Blue Mt. Community College. The city of Burns and Lake County receive community college services through CODs with Treasure Valley Community College.
Each year provide students the opportunity to advance their education and acquire new skills.

Postsecondary education and skill development programs:

- Adult Literacy and English as a Second Language
- Adult Continuing Education
- Accelerated High School Learning Opportunities
- Lower Division Collegiate Transfer
- Career and Technical Education

Work with local businesses to deliver Customized Workforce Training programs designed to meet local labor market demand.

Small Business Development Centers
COMMUNITY COLLEGE AND WORKFORCE DEVELOPMENT (CCWD) ROLES

Support the 17 locally governed community college districts.

Operate the central department office in the interest of the 17 colleges, OEIB and HECC priorities, and the State.

Bridge to other departments and agencies: Workforce, Employment, K-12, Universities.
GOVERNANCE AND COLLABORATION

Existing Institutional Boards Maintained at Community Colleges

HECC activity and evolving CCWD are improving “systems approaches” even though we technically do not have a community college system.

• Collaborative research and “best practice” initiatives
• Small Business Development Center coordination
• Adult Basic Skills coordination
• Developmental Education task force
• And others…
COMMUNITY COLLEGE STUDENT ENROLLMENT

Definition: Total student enrollment was defined as the unique student headcount of every student reported to the state who was reported as enrolled in a course offered by an Oregon Community College.

Source: Data for Analysis (D4A) as of 2/11/15
COMMUNITY COLLEGE CONTRIBUTIONS TO THE “20”

Oregon Community Colleges play important role internally and in partnership with K-12 to inspire, prepare and motivate achievement at the high school level.

- **Internal:** GED, Adult Basic Ed, English Language Learning, Adult HS Diploma programs
- **Partnership:** Work with K-12 districts on early grade orientation and aspiration for younger students, curriculum coordination to strengthen transition to college, & Accelerated Learning programs providing college-level credits to students while still in high school.
- **Partnership:** Career Technical – articulation and in-high-school college credit.
Many move on to university or into job market without completing credentials.

CTE Credentials
- Career Pathways career ladder programs – credentialing along the continuum of career progression
- Less than 1-year, 1-year and 2-year certificates
- Career degrees

Transfer
- OTM (Oregon Transfer Module) – approx. 1-year
- AAOT Degree (Associate of Arts Oregon Transfer)
- ASOT’s Degree (Associate of Science Oregon Transfer) linked to specific university majors

Lower Division Transfer and Career Technical Education are key core elements of community college mission.
NEED TO DEVELOP OUTCOME EQUITY WITH UNDERREPRESENTED GROUPS

Goal (2025)
- Bachelor's or advanced degree: 40%
- Associate's degree or certificate (estimate): 17%
- High school completion: 20%
- Less than high school: 13%

Oregon working-age adults (2013)
- Bachelor's or advanced degree: 31%
- Associate's degree or certificate (estimate): 42%
- High school completion: 10%
- Less than high school: 32%

Selected racial/ethnic subgroups*
- Bachelor's or advanced degree: 14%
- Associate's degree or certificate (estimate): 40%
- High school completion: 32%
- Less than high school: 80%

*African-American, Hispanic, Native American

Source: HECC analysis of the American Community Survey
THE “PIPELINE” AND BEYOND THE “PIPELINE”

Pipeline goal: applies to expected high school class of 2025 (and beyond).

However, 82% of current workforce **will be still be part of workforce in 2025**.

Fixing the pipeline will still touch only 18% of the workforce of 2025.

Community colleges have key role in outreach, enrollment and success for Oregonians who:

<table>
<thead>
<tr>
<th>Did not complete HS</th>
<th>Completed but didn’t enter higher education at graduation</th>
<th>Need to upgrade their skills</th>
<th>Require GED, English Language Learning, Adult Basic Skills</th>
</tr>
</thead>
</table>
WHO WE SERVE: AGE OF STUDENTS

Majority of Community College Students are Outside Pipeline Focus

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 or less</td>
<td>1,547</td>
<td>0.5%</td>
</tr>
<tr>
<td>16-19</td>
<td>61,375</td>
<td>19%</td>
</tr>
<tr>
<td>20-27</td>
<td>85,745</td>
<td>27%</td>
</tr>
<tr>
<td>28-49</td>
<td>107,359</td>
<td>33%</td>
</tr>
<tr>
<td>50-64</td>
<td>44,272</td>
<td>14%</td>
</tr>
<tr>
<td>65+</td>
<td>18,771</td>
<td>6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2,184</td>
<td>1%</td>
</tr>
</tbody>
</table>

Source: Oregon Community College Unified Reporting System (OCCURS)
VAST MAJORITY OF STUDENTS ARE PART-TIME: DEMANDING DIFFERENT STRATEGIES

Student Enrollment Headcount
Full-time vs Part-time Status 2013-14
Total enrollment: 321,253

Definition: A student was determined as being ‘full time’ if they were reported as completing at least 510 clock hours of course work offered at an Oregon Community College.
Source: Data for Analysis (D4A) as of 2/11/15
OREGON COMMUNITY COLLEGES FULL-TIME EQUIVALENT BY INSTRUCTIONAL AREA

Total FTE by Instructional Area 2013-15

- Lower Division Collegiate: 57,367 (52%)
- Career and Technical Education: 28,385 (26%)
- Developmental Education: 11,070 (10%)
- Adult Basic Skills: 8,581 (8%)
- Non-Reimbursable: 1,591 (2%)
- Adult Continuing Education: 2,570 (2%)

Source: Data for Analysis (D4A) as of 2/11/15
STUDENT ENROLLMENT BY MINORITY RACE OR ETHNICITY

Community College Minority Student Enrollment by Academic Year (for those identifying ethnicity)

Definition: Total student enrollment was defined as the unique student headcount of every student reported to the state who was reported as enrolled in a course offered by an Oregon Community College. Race or ethnicity determined by student's last reported Race or Ethnicity.

Source: Data for Analysis (D4A) as of 2/11/15
**DUAL CREDIT HIGH SCHOOL STUDENTS**

**Definition:** Total student enrollment was defined as the unique student headcount of every student reported to the state who was reported as enrolled in a course offered by an Oregon Community College.

**Source:** Data for Analysis (D4A) as of 2/11/15
DEGREES/CERTIFICATES

Total Degrees and Certificates Awarded to Community College Students

Data Notes: Data validation is still underway, any differences reported from previous years are a result of the transition to a new data reporting system and subsequent re-reporting.

Source: Data For Post Secondary Analysis as of 2/13/2015
HISPANIC STUDENTS: CREDENTIALS AWARDED AT COMMUNITY COLLEGES

Source: Data For Analysis (D4A)
THE CAREER AND TECHNICAL EDUCATION CHALLENGE

Career and Technical Decline During Funding Decline

<table>
<thead>
<tr>
<th>Education Type</th>
<th>2001-02 Proportion</th>
<th>2013-14 Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Collegiate</td>
<td>39.6%</td>
<td>52.4%</td>
</tr>
<tr>
<td>Adult Continuing Education</td>
<td>8.3%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Non-Reimbursable</td>
<td>1.0%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Adult Basic Skills</td>
<td>12.4%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Developmental Education</td>
<td>5.8%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>32.9%</td>
<td>25.9%</td>
</tr>
</tbody>
</table>

**Source:** Data For Analysis (D4A), 2013-14, OCCURS 2001-02
OREGON COMMUNITY COLLEGES: A PUBLIC ASSET

Transfers from Oregon Community Colleges to the Oregon University System

Source: Oregon University System Office of Institutional Research
COMMUNITY COLLEGES HIGHLIGHT CURRENT STATE PRIORITIES

- Funding
- Affordability: potential new investments in Oregon Opportunity Grant, free community college, Pay it Forward, tuition policy
- Alignment: e.g., accelerated learning, dual credit, placement policies
- Outcomes-based funding
- Workforce training
WHAT IS THE STATE INVESTMENT?

Community College Support Fund
State General Funds (in millions)

Source: CCWD, Community College Support Fund, Formula Distribution Model
Property Taxes Reported to Department of Revenue

Source: County Certified Property Taxes, TABLE 4a
OREGON COMMUNITY COLLEGES

Average Annual In-District Tuition and Fees

Source: Western Interstate Commission for Higher Education (WICHE)
OUTCOMES-BASED FUNDING FOR OREGON’S COMMUNITY COLLEGES

To reach 40-40-20, Oregon needs to increase the number of Oregon students successfully completing the certificate, degree, and credential programs in which they have invested.

Shifts the basis for state funding distribution from enrollment – seats in a class – to access and successful completion of quality programs, joining 35 states that have moved to include outcomes as part of their funding system.

Provides resources and incentives to foster campus-level innovations to increase student success — especially among the least represented student populations such as low-income, rural and underserved minorities.
COMMUNITY COLLEGE OUTCOMES-BASED FUNDING MODEL

Model under consideration would:

Balance state priorities with local realities and needs. Focus on improving student success in key outcome areas in key areas below:

**PRE-COLLEGIATE PREPARATION**: such as completing college courses while in high school, or successfully completing developmental coursework.

**PROGRESSION**: completing 15 and 30 quarter hour units within an academic year, measures correlated with completion.

**COMPLETION**: certificates, Associate’s degrees, and transfers.

Weighting added for low-income and underrepresented groups.

*Individual college flexibility to adjust weighting to fit local realities and aspirations

Areas related to Job Placement and Workforce Training remain under development.

How have community colleges been involved?
The HECC, through the CCWD, worked closely with all 17 community college presidents to develop recommendations for outcomes-based funding in 2014. This work builds on research the community colleges started in 2012 on outcomes-based funding models.
## RESULTS FOR OREGON STUDENTS
### PROPOSED KPMS FOR COMMUNITY COLLEGES

<table>
<thead>
<tr>
<th>Community College Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of adult high school diplomas/GED’S</td>
</tr>
<tr>
<td>Number of students who earn 15-29 college credits</td>
</tr>
<tr>
<td>Number of students who earn 30-44 college credits</td>
</tr>
<tr>
<td>Number of students who earn at least 45 college credits</td>
</tr>
<tr>
<td>Number of certificates awarded and OTMs earned each academic year</td>
</tr>
<tr>
<td>Number of associate’s degrees completed each academic year</td>
</tr>
<tr>
<td>Ratio of credit bearing FTE to degrees, certificates completed, and transfer prior to completion</td>
</tr>
<tr>
<td>Number of students who transfer to any 4-year institution each academic year</td>
</tr>
</tbody>
</table>
# RESULTS FOR OREGON STUDENTS: PROPOSED KPMS, GRADUATE EARNINGS

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median earnings of college completers 4 quarters and 5 years after completion (community college)</td>
</tr>
<tr>
<td>Median earnings of students who left but earned at least 12 credits (community college)</td>
</tr>
<tr>
<td>Median earnings of graduating students (BA/BS only) 4 quarters and 5 years after graduation (university)</td>
</tr>
</tbody>
</table>
Oregon’s community colleges: Campus presentations

Community College Representatives
Campus presentations, continued

Community College Representatives
Public comment