

# Pathways to Progress

## *A Strategy for Steering, Cheering and Persevering To Achieve Oregon's Higher Education Goals*

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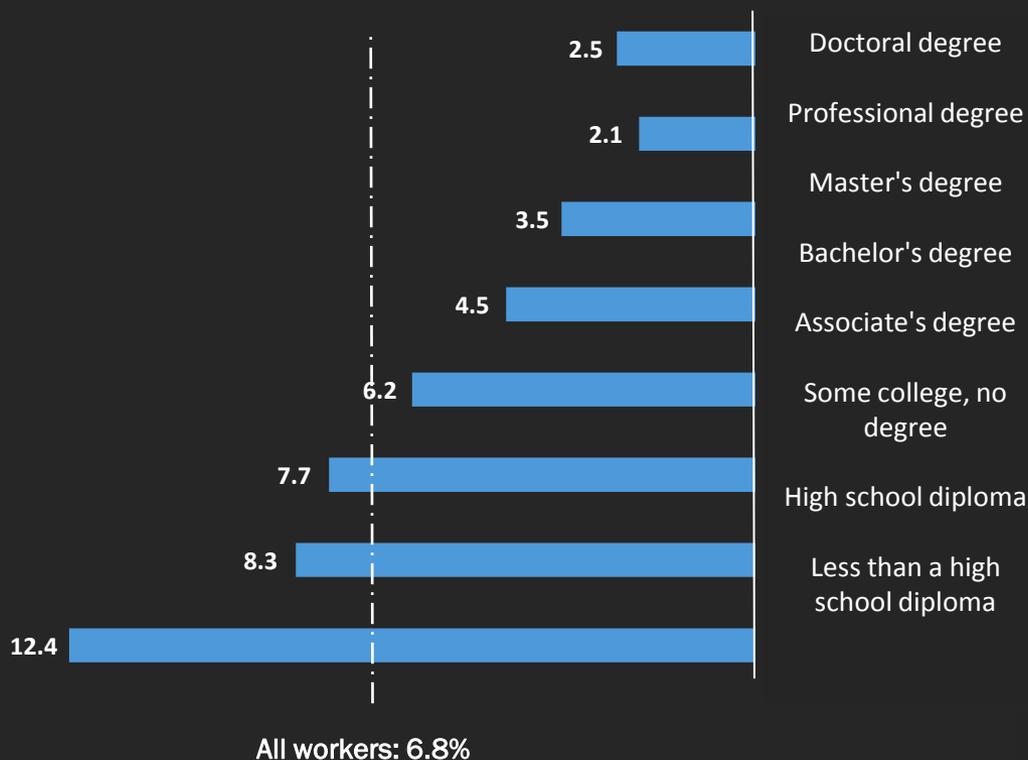
March 11, 2014

# Goal

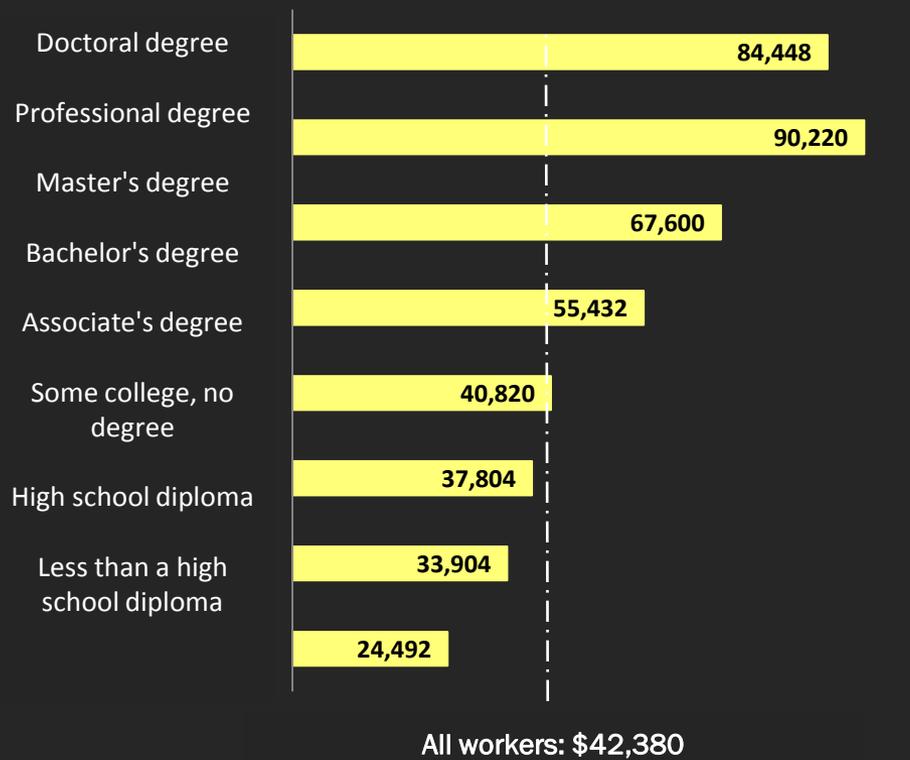
*By 2025, 40% of adult Oregonians will hold a bachelor's or advanced degree, 40% will have an associate's degree or a meaningful postsecondary certificate, and all adult Oregonians will hold a high school diploma.*

# Earnings and unemployment rates by educational attainment

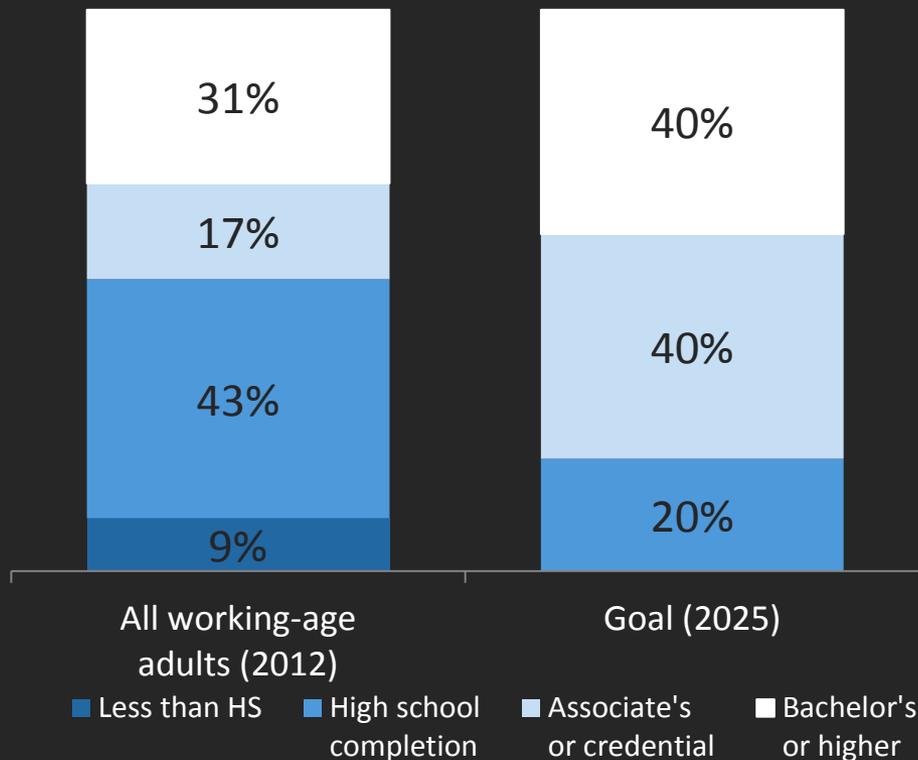
Unemployment rate in 2012 (%)



Median annual earnings in 2012 (\$)



# To reach 40-40-20 in 2012 Oregon would have needed:



- *11,000* more high school graduates
- *480,000* more adults with an Associate's or a certificate
- *189,000* more adults with at least a Bachelor's degree

# New P-20 Structure

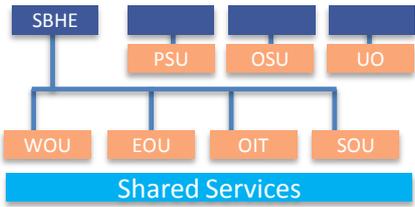
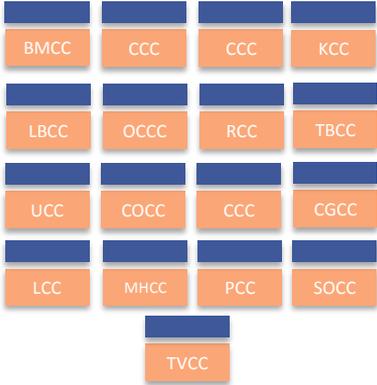
HB 3231, HB 3234, SB 270, HB 3120

Legislature/Governor

OEIB



Funding, Rules, Compacts



■ Institution  
■ Board/Council  
■ Agency



# Governance structure

<b>Old Paradigm</b>	<b>New Paradigm</b>
The public system is managed to sustain existing institutions	The public system is organized to maximize student success
State budgeting constraints encourage “opaque” cost shifts to institutions and students	Clarify impacts of state budgeting constraints on institutions and students
State provides resources to institutions based on enrollment	State provides resources to institutions to maximize learning outcomes and student success
Centralized governance and management of public universities	Centralized coordination with local governance and management of universities and colleges

# HECC Action Plan

- ✓ Broaden the pathways to our 40-40 goal
- ✓ Make the pathways accessible, affordable and supportive for students
- ✓ “Steer” the higher education enterprise
- ✓ “Cheer” the promotion of college completion and career readiness

# Broaden the Pathways to our 40-40 Goal

## *HECC Action Items:*

- ✓ Refine 40-40 goals and develop key metrics to keep us on track
- ✓ Develop profile of students to be served and needs to be met
- ✓ Work with OWIB on “middle 40” strategies
- ✓ Construct budget recommendations for institutional capacity and student support

# Make the Pathways Accessible, Affordable and Supportive for Students

## *HECC Action Items:*

- ✓ Monitor tuition policy across all of our post-secondary institutions and approve/reject university increases above 5%.
- ✓ Develop and consider recommending options for enhancing affordability, including *Pay It Forward*, free community college, and redesign of the Oregon Opportunity Grant.
- ✓ Design mechanisms to guide and coach students through post-secondary education, including web-based portal.

# “Steer” the Higher Education Enterprise

## *HECC Action Items:*

- ✓ Develop and implement distribution formula and advance funding policy recommendations
- ✓ Approve university missions and establish program approval process
- ✓ Develop evaluation criteria for university boards
- ✓ Launch *Credit for Prior Learning* pilot
- ✓ Use convening authority to promote common standards and assessment
- ✓ Use convening authority to promote textbook affordability

# “Cheer” the Promotion of College Completion and Career Readiness

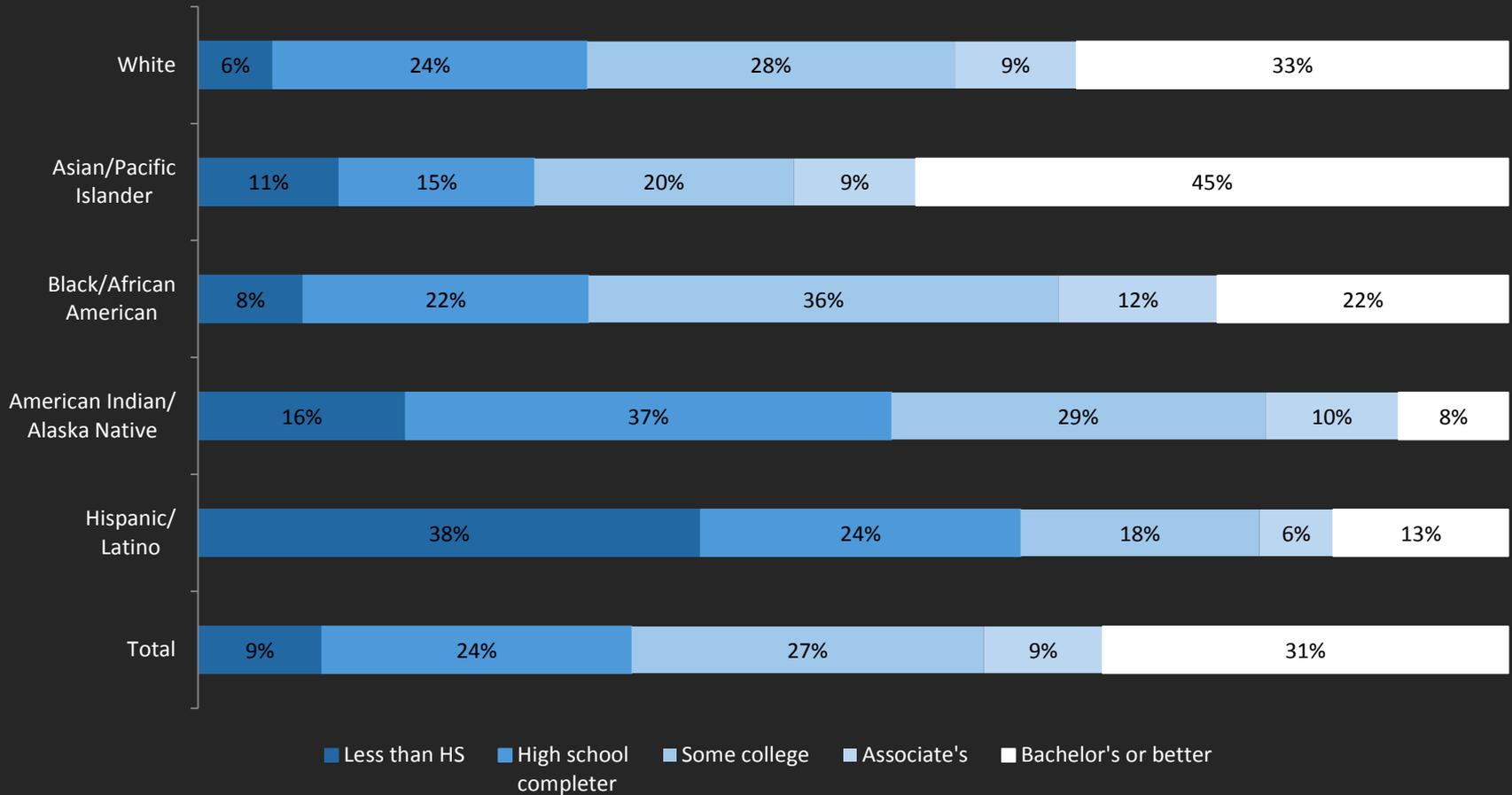
## *HECC Action Items:*

- ✓ Compile inventory of public attitudes about post-secondary education at the state and national levels
- ✓ Develop and implement an external communications plan
- ✓ Launch FAFSA completion pilot project to maximize Pell grants for Oregon students

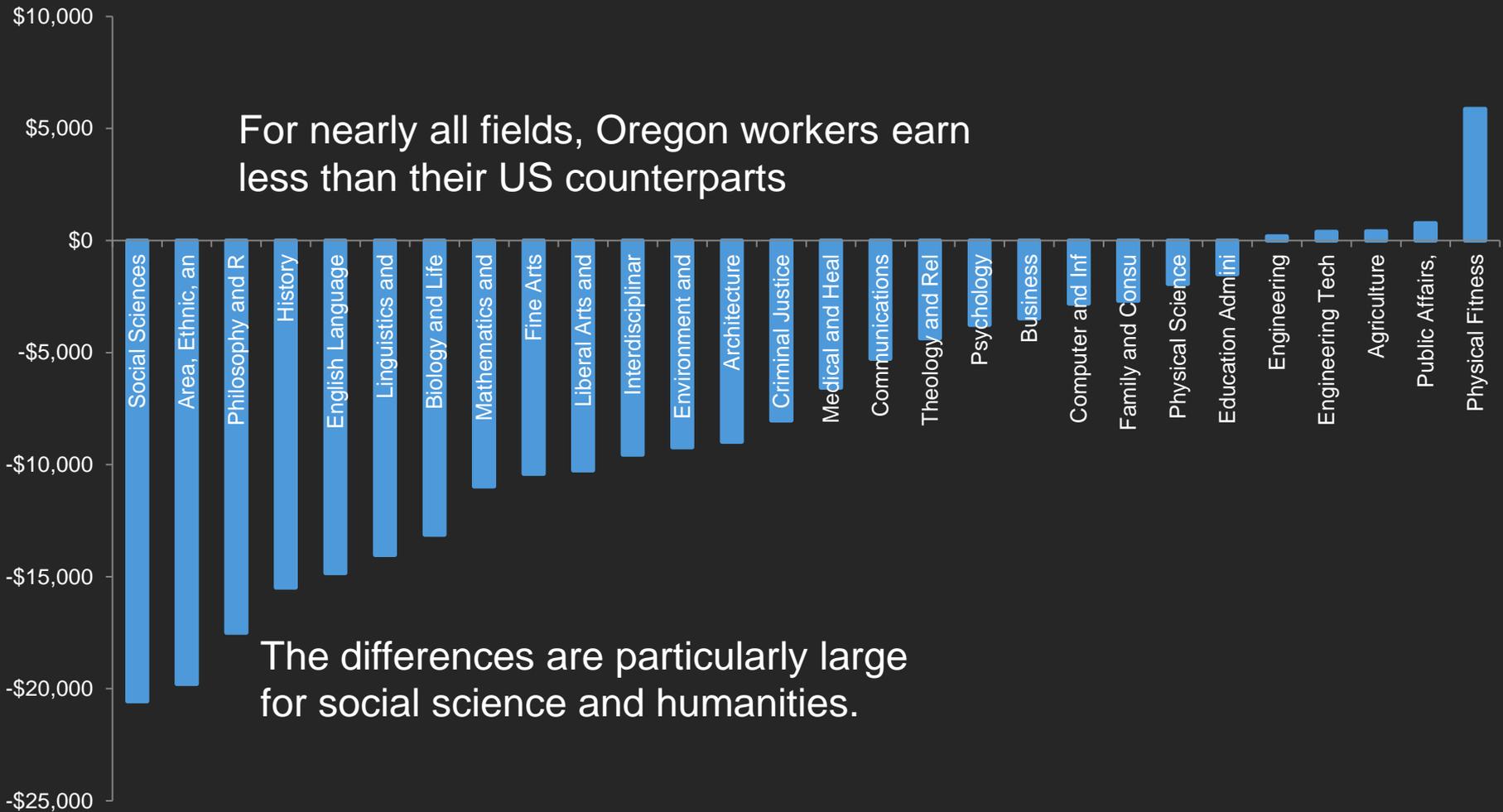
# The Challenge

- *Fundamental challenge:* Existing attainment gaps
- *Systemic challenge:* “Leaky” education pipeline
- *Demographic challenge:* Increasing share of students facing significant barriers to success
- *Economic challenge:* Increasing poverty and stagnant middle class incomes
- *Fiscal challenge:* Declining rate of growth in state support and increasing competition for general funds
- Increasing numbers of working-age Oregonians without a high school diploma and college degree

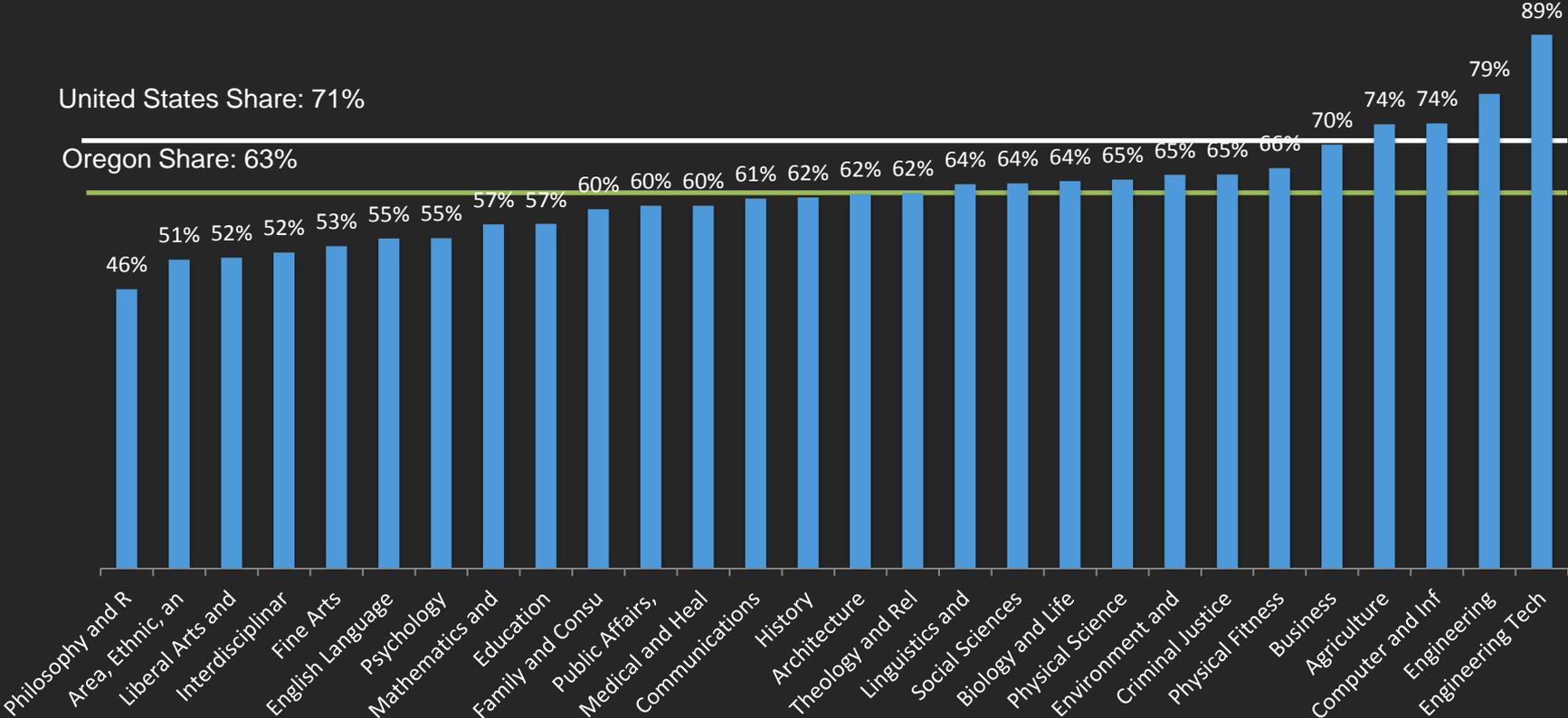
# Attainment Varies Across Subpopulations



# Earnings Differential by Field: Oregon vs. US

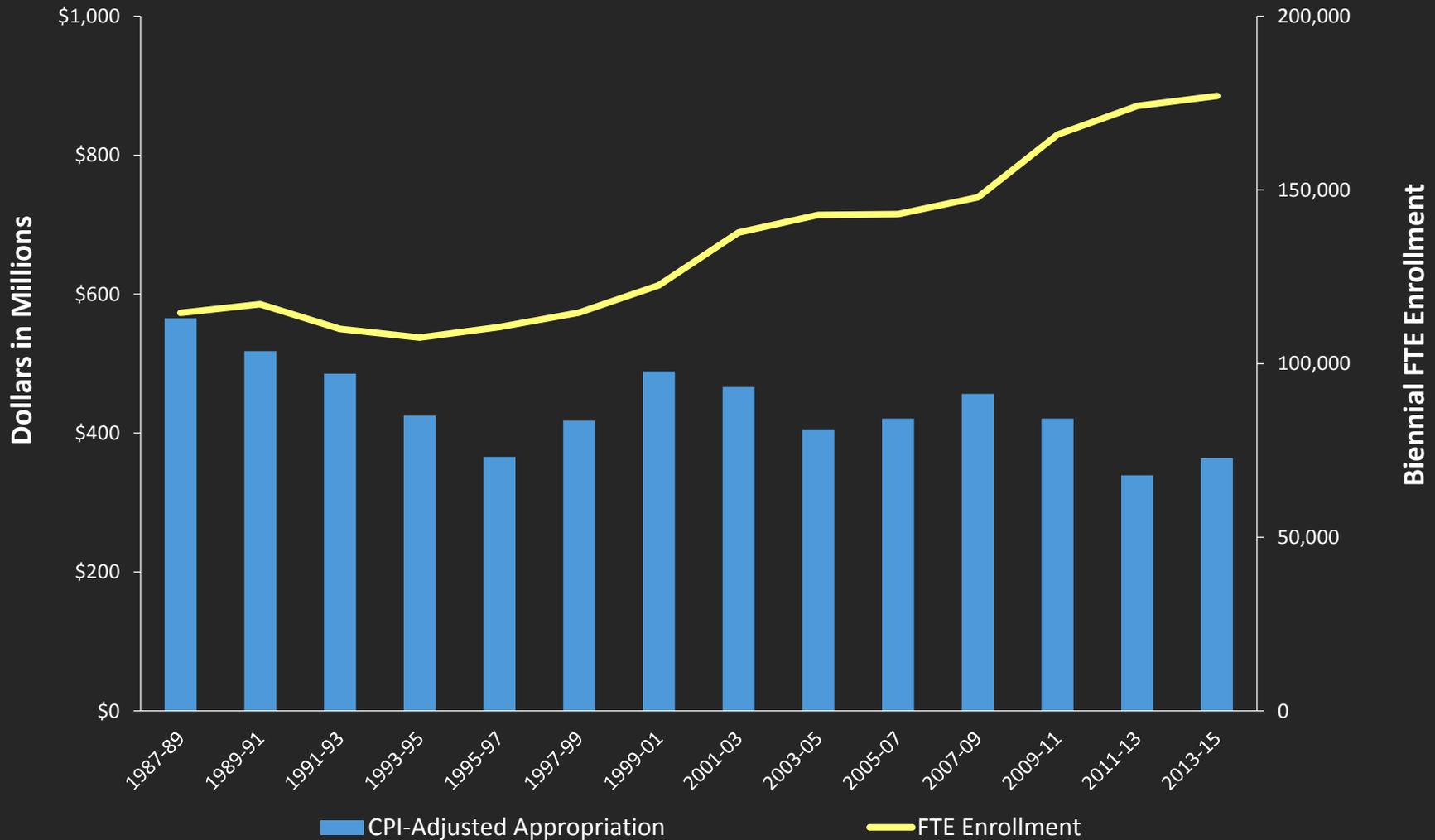


# Share of Oregonians Who Work Full-Time by Degree Field



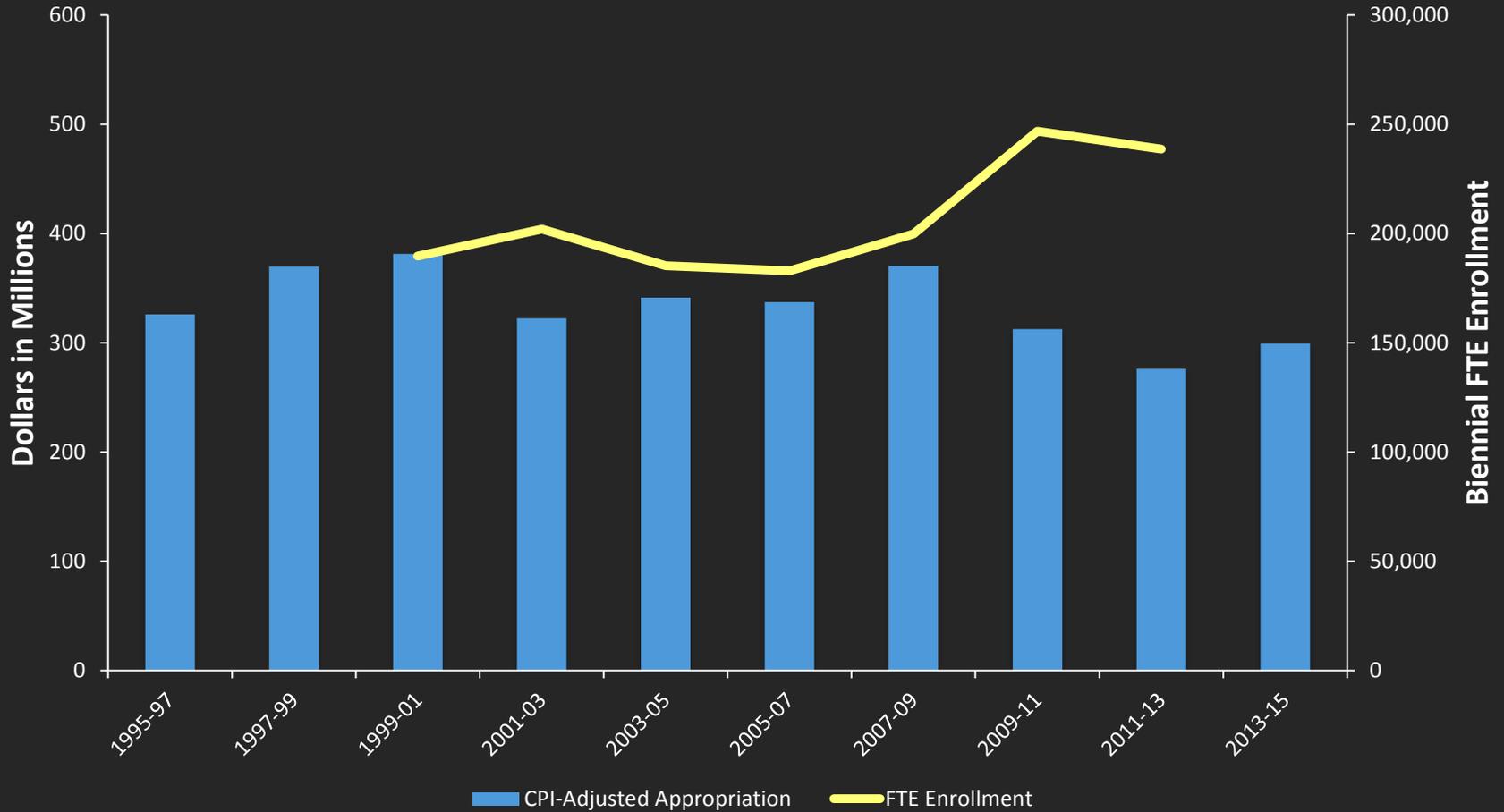
# OUS Biennial State Appropriation and FTE Enrollment

## 1987 through 2013-15



# Community College Biennial State Appropriation and FTE Enrollment

## 1995 through 2013-15



# A few ongoing questions and considerations

- Community colleges contribute not just to the post-secondary “40-40,” but to the secondary “20,” by virtue of GED programs, adult high schools, middle colleges and dual enrollment.
- Research matters. If we focus only on undergraduate student success, the HECC may ignore one of the most important aspects of being a research university.
- Our focus should be squarely on the educational attainment of Oregonians. The benefits and trade-offs of relying on out-of-state students to subsidize in-state students deserves more attention.
- What explains the increase in the costs of higher education, beyond the impacts of cost shifts to students?
- Sometimes the unavailability of certain courses is a greater barrier than tuition/fees. Thus, the relationship between affordability for students and the capacity of our institutions needs to be examined.
- The quality of educational offerings should not be an arms’ length concern for the HECC.

*The state's 40-40-20 goals commit us to a future in which all Oregonians will complete their education and gain the ability to contribute to our society and economy.*

*Success will require more than good intentions or the construct of aspirational goals; it will require reinvention, recommitment and reinvestment.*