

WICHE



Western Interstate Commission
For Higher Education

Oregon Higher Education in a Western Context: Data, Trends, and Strategies

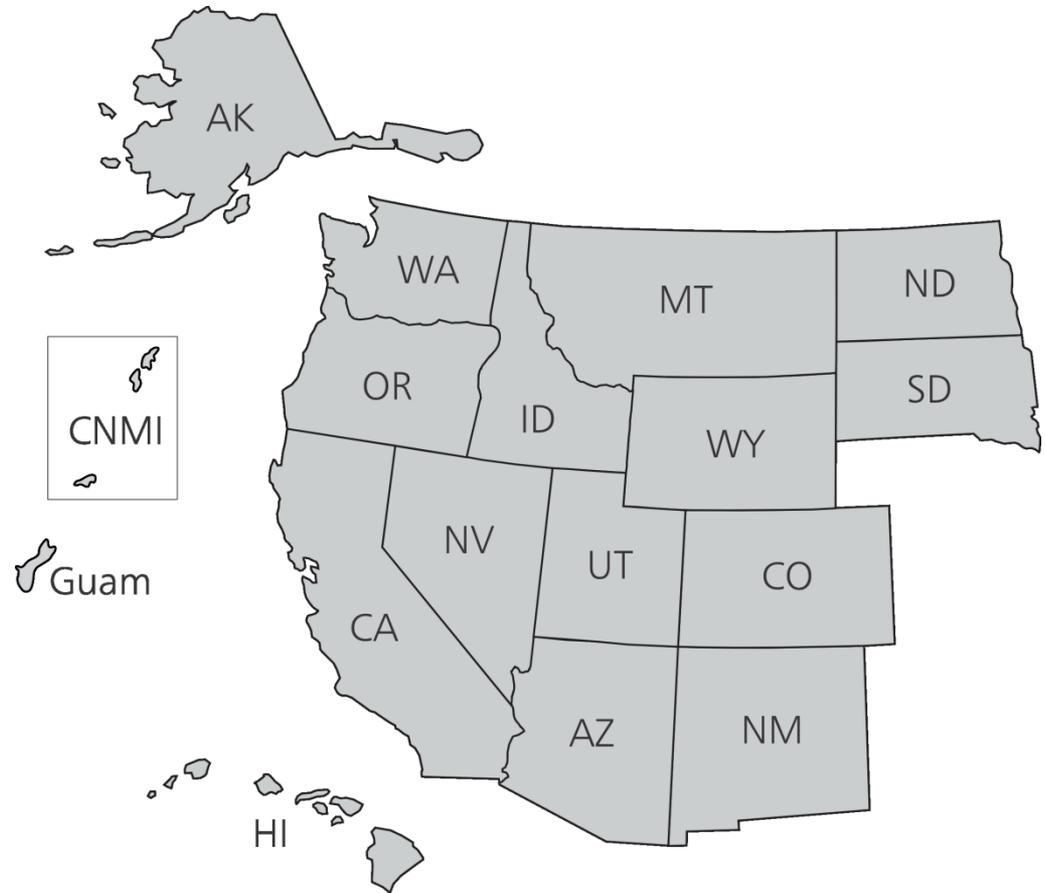
Oregon Higher Education
Coordinating Commission
August 9, 2017



What is WICHE?

The Western Interstate Commission for Higher Education - WICHE

An interstate compact formed 65 years ago

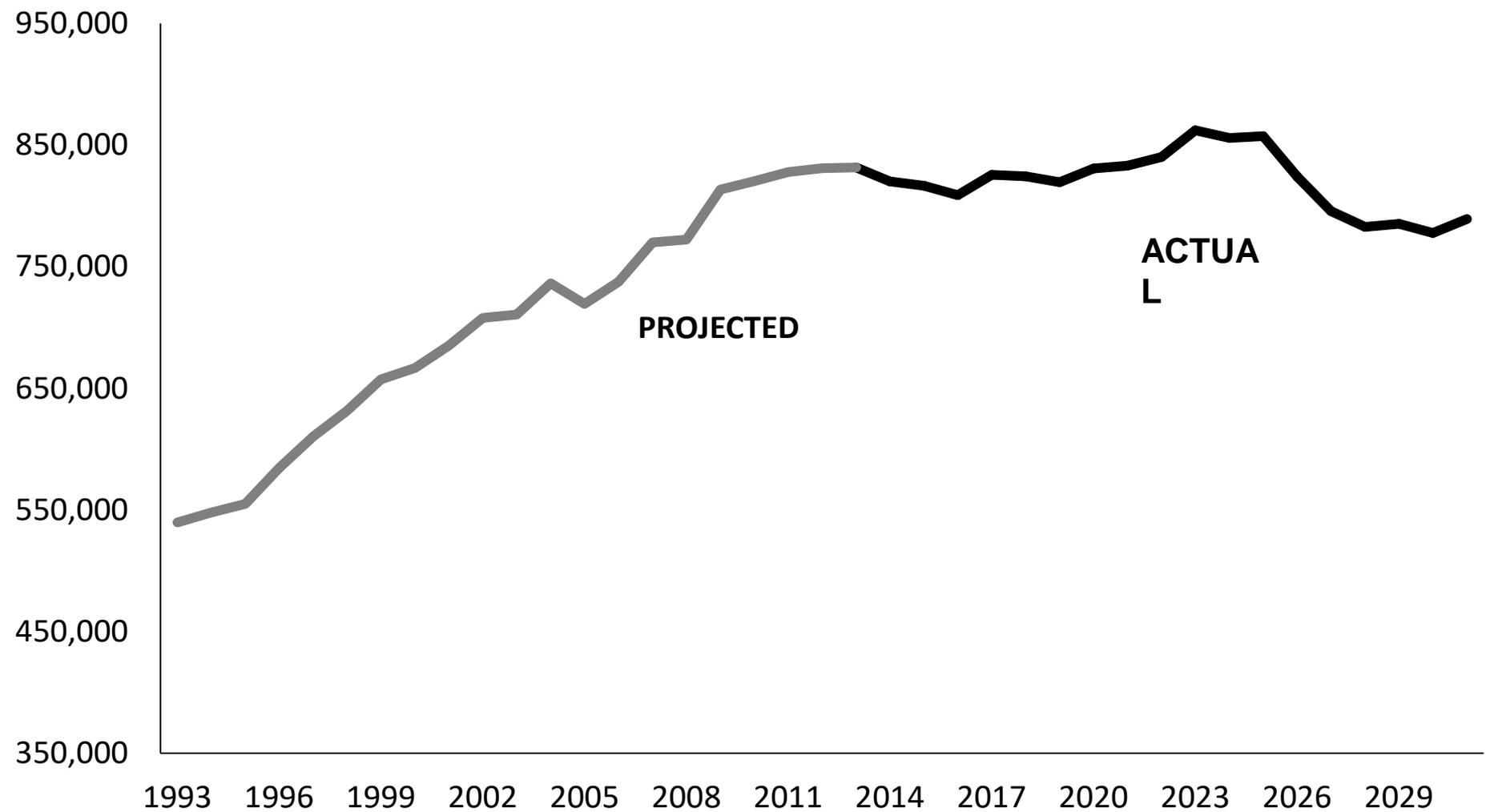


WICHE's Role in the Region

- Promotes access and excellence in higher education for all citizens of the West through:
 - Regional collaboration
 - Resource sharing
 - Sound public policy
 - Innovation

Changing Demographics in the West and Oregon

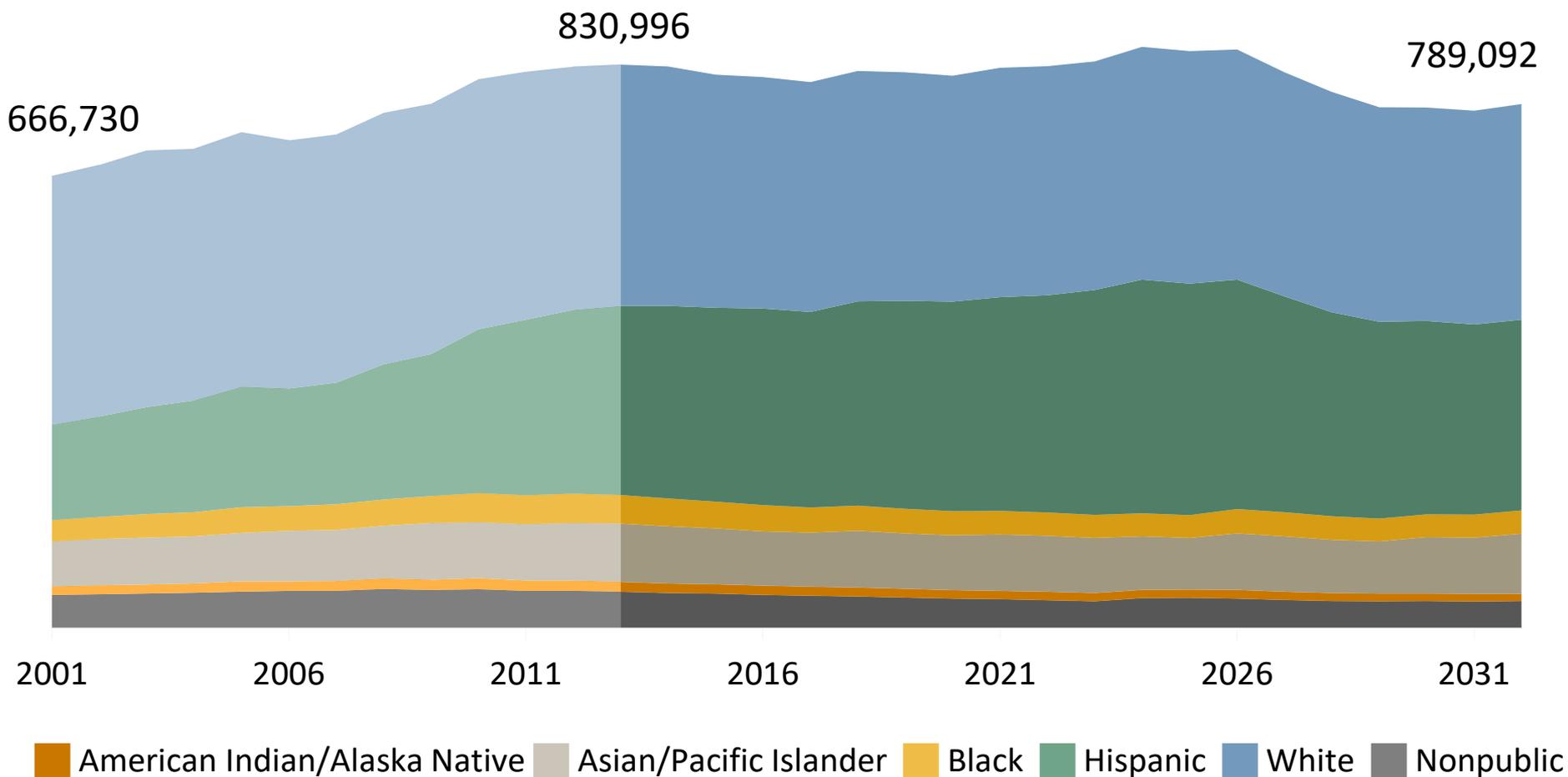
High School Graduates in the WICHE Region, 1993-94 to 2012-13 (Actual); 2013-14 to 2031-32 (Projected)



Source: Western Interstate Commission for Higher Education, "Knocking at the College Door: Projections of High School Graduates, December 2016" <http://www.wiche.edu/knocking>.



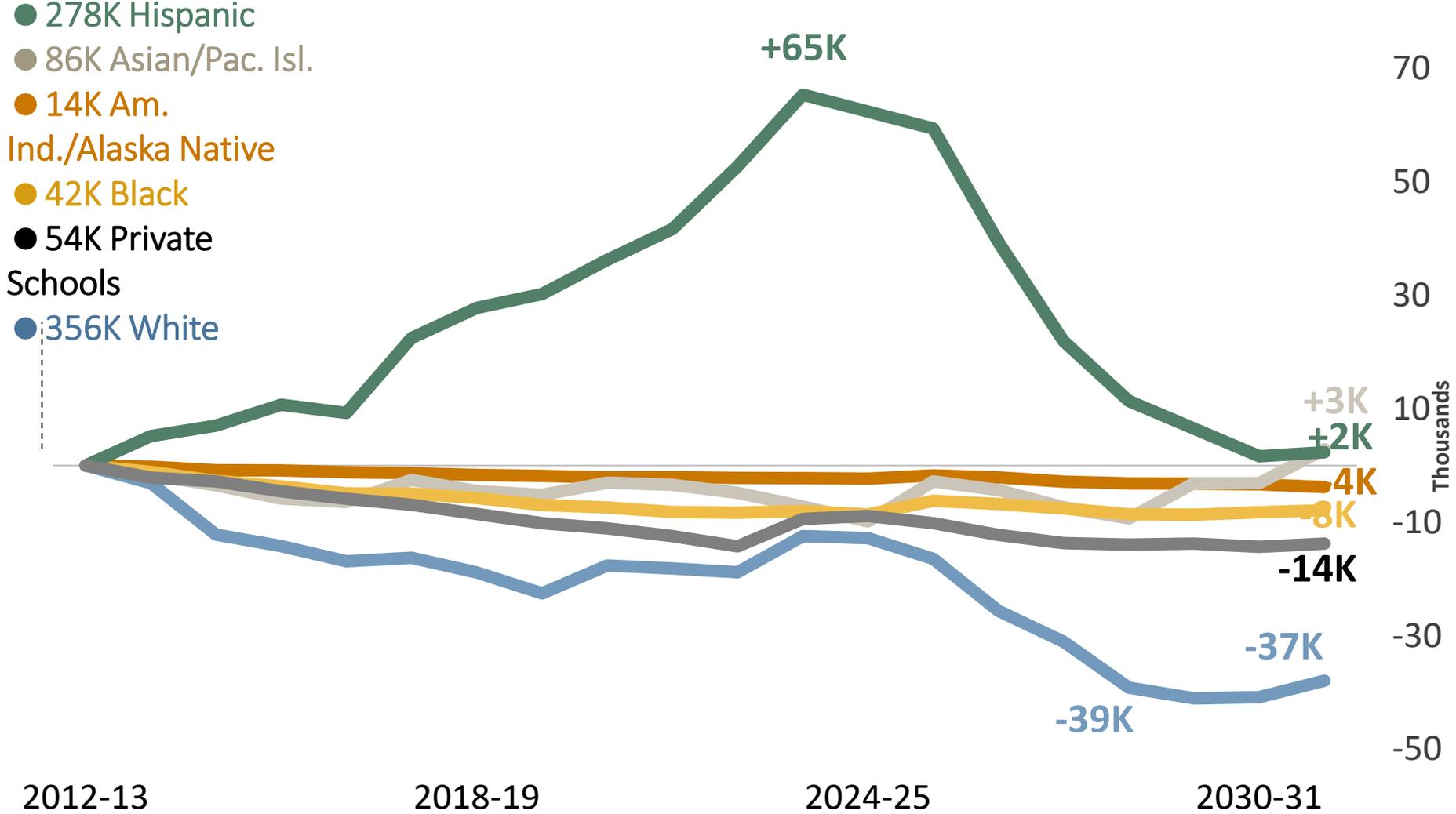
High School Graduates in the WICHE region by Race/Ethnicity, 2001-01 to 2012-13 (Actual); 2013-14 to 2031-32 (Projected)



Source: Western Interstate Commission for Higher Education, "Knocking at the College Door: Projections of High School Graduates, December 2016" <http://www.wiche.edu/knocking>.



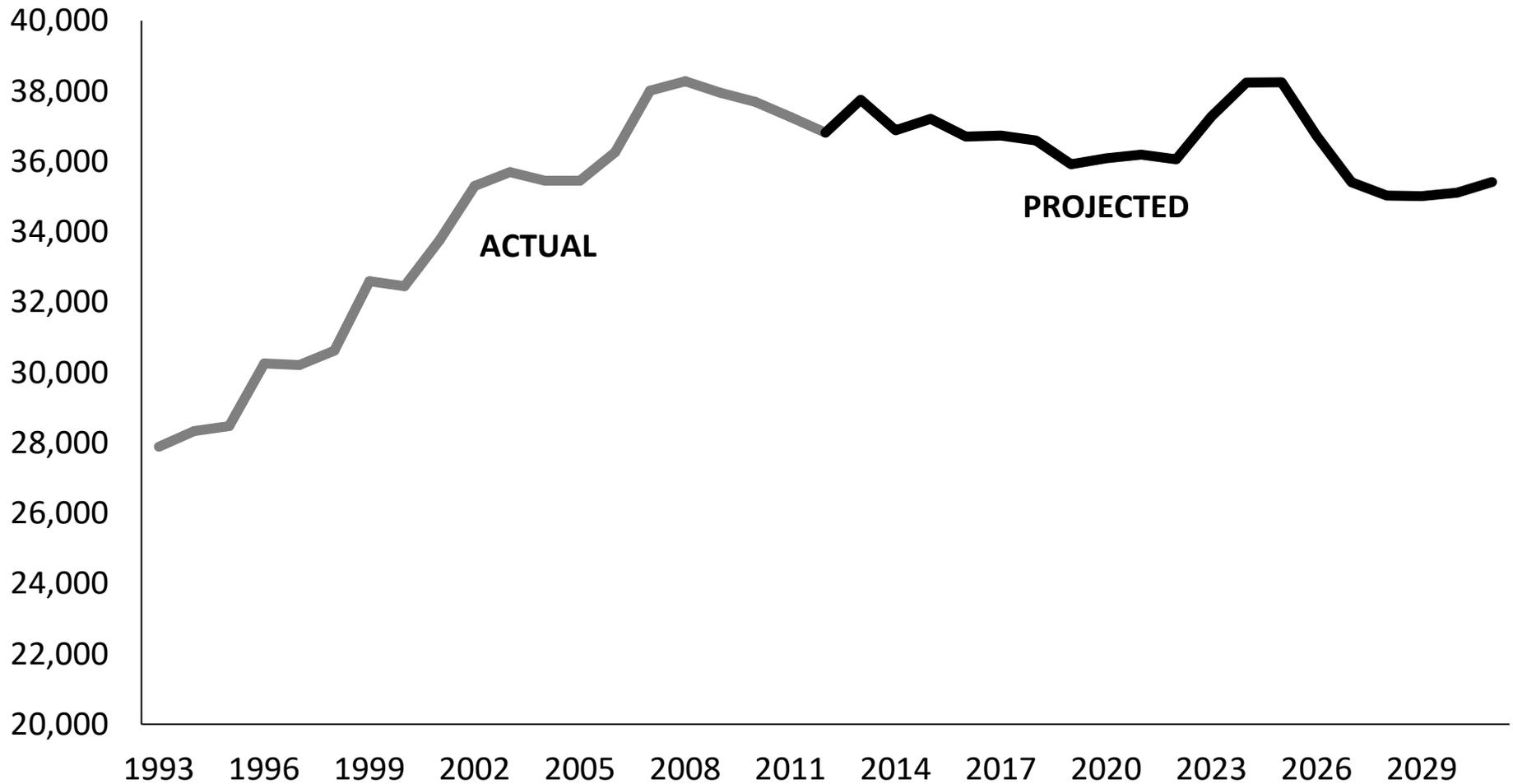
Cumulative Change in West's Public High School Graduates after 2012-13 by Race/Ethnicity



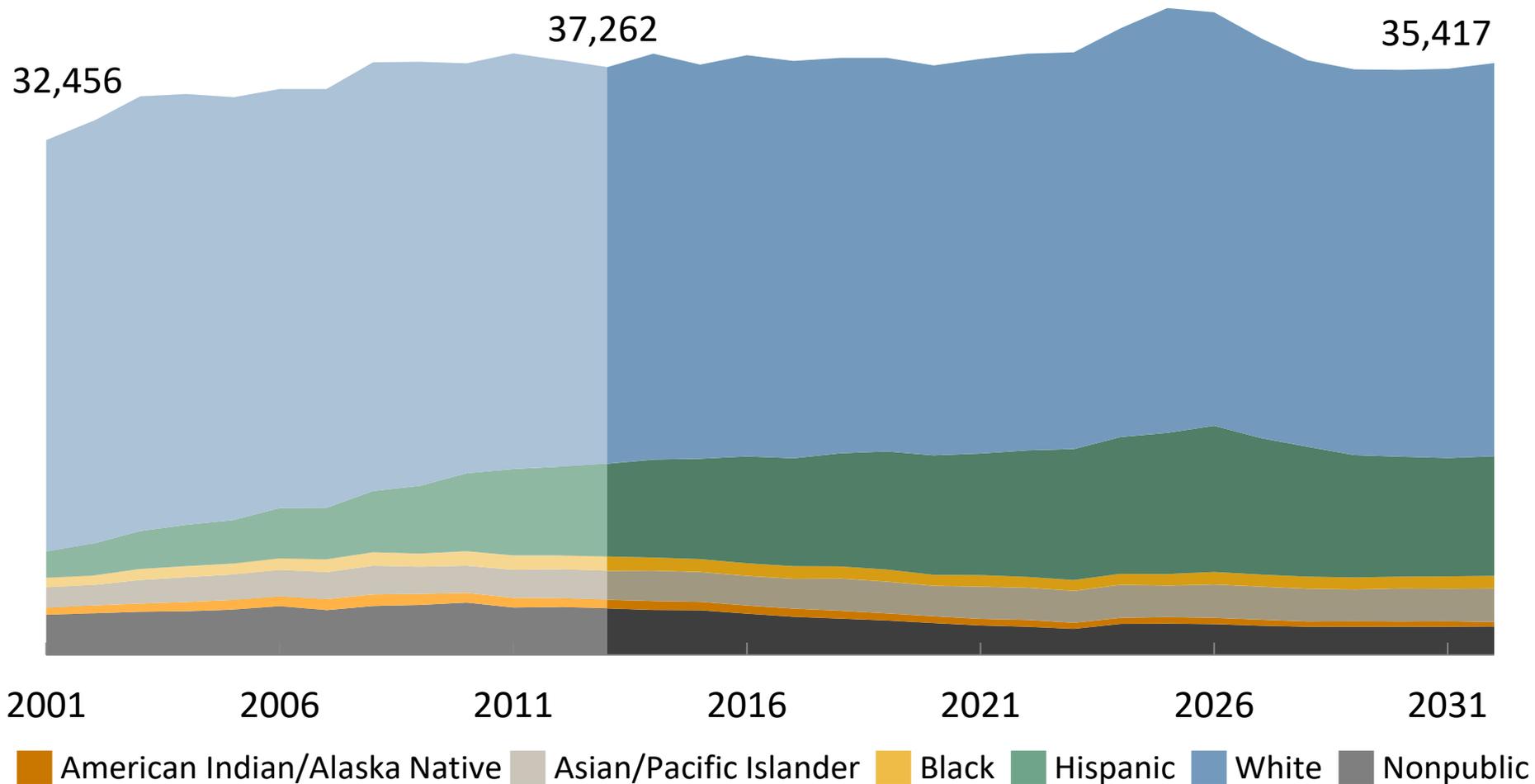
Source: Western Interstate Commission for Higher Education, "Knocking at the College Door: Projections of High School Graduates, December 2016" <http://www.wiche.edu/knocking>.



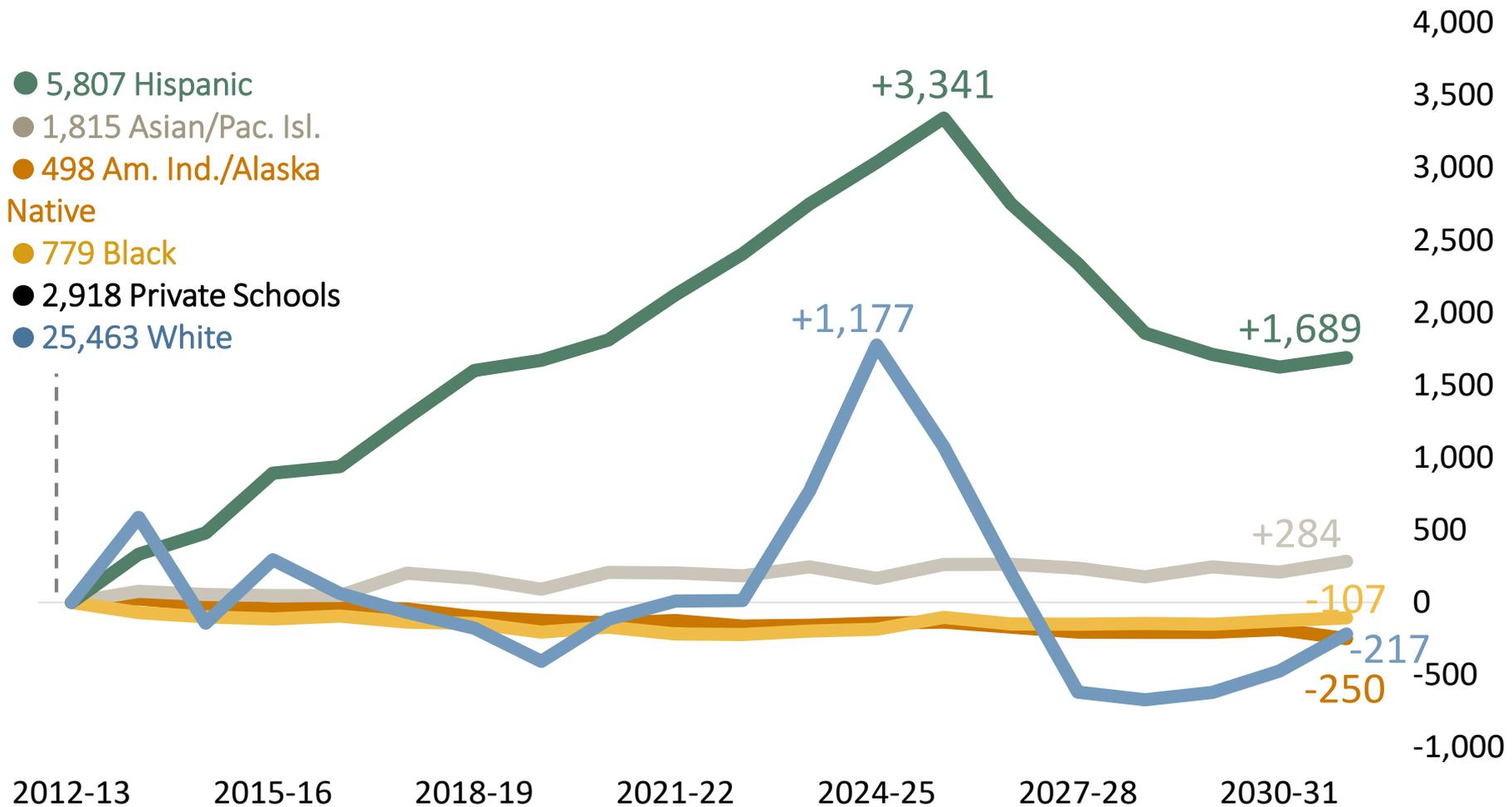
High School Graduates in Oregon, 1993-94 to 2012-13 (Actual); 2013-14 to 2031-32 (Projected)



High School Graduates in Oregon by Race/Ethnicity, 2001-01 to 2012-13 (Actual); 2013-14 to 2031-32 (Projected)



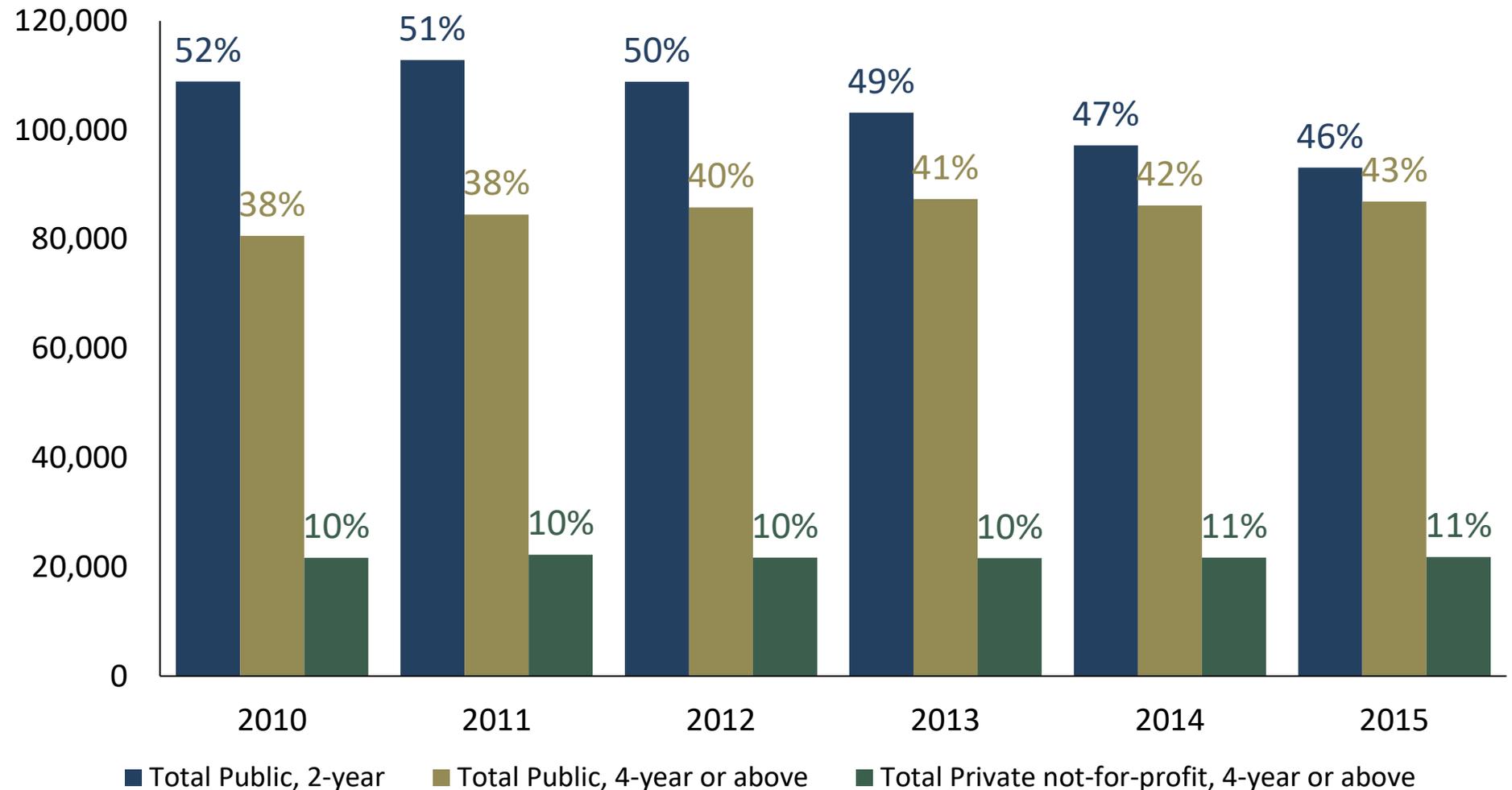
Cumulative Change in Oregon's Public High School Graduates after 2012-13 by Race/Ethnicity



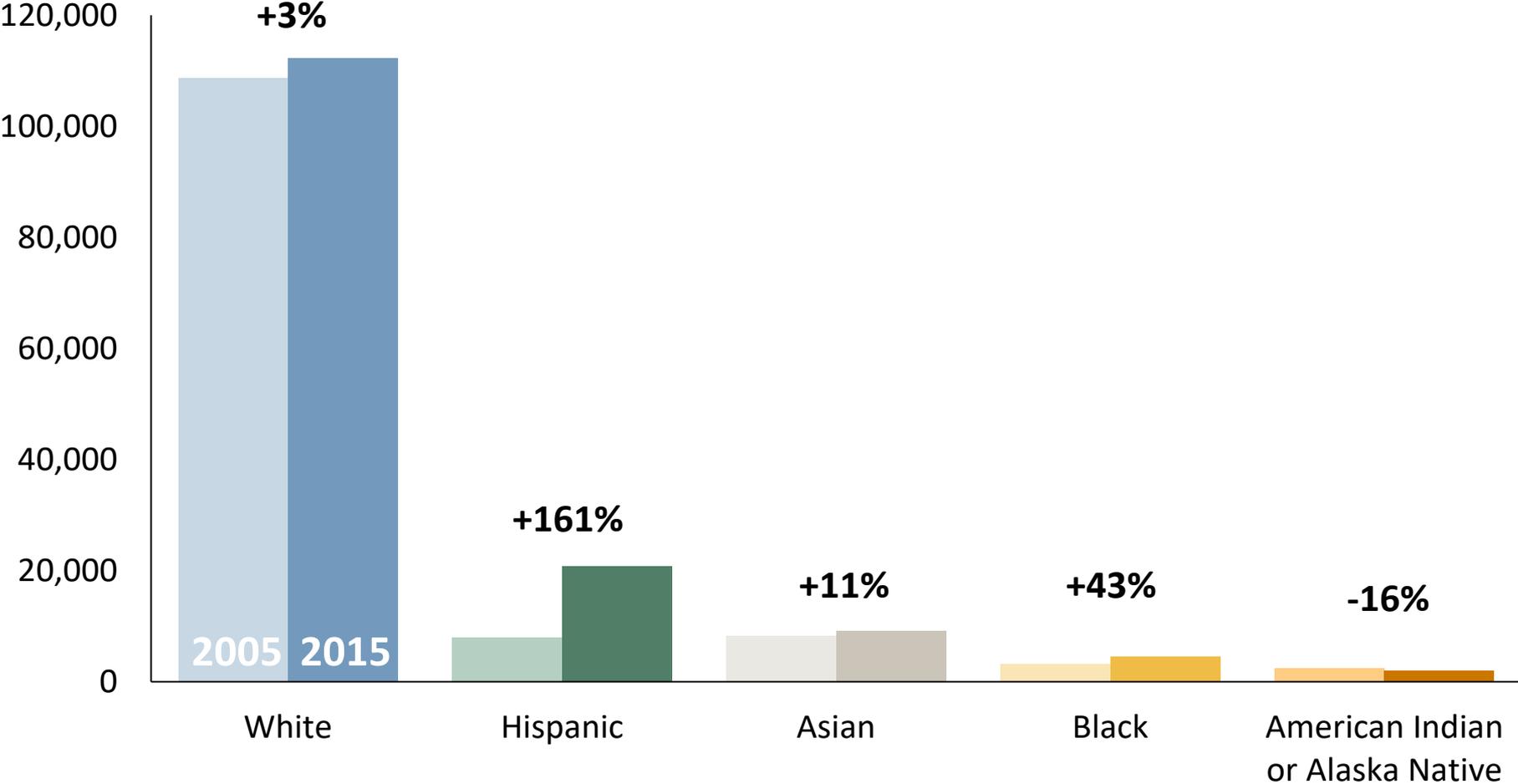
Source: Western Interstate Commission for Higher Education, "Knocking at the College Door: Projections of High School Graduates, December 2016" <http://www.wiche.edu/knocking>.

Postsecondary Trends

Oregon Undergraduate Enrollment by Institution Type, 2010-2015 (With Percent of Total Enrollment)



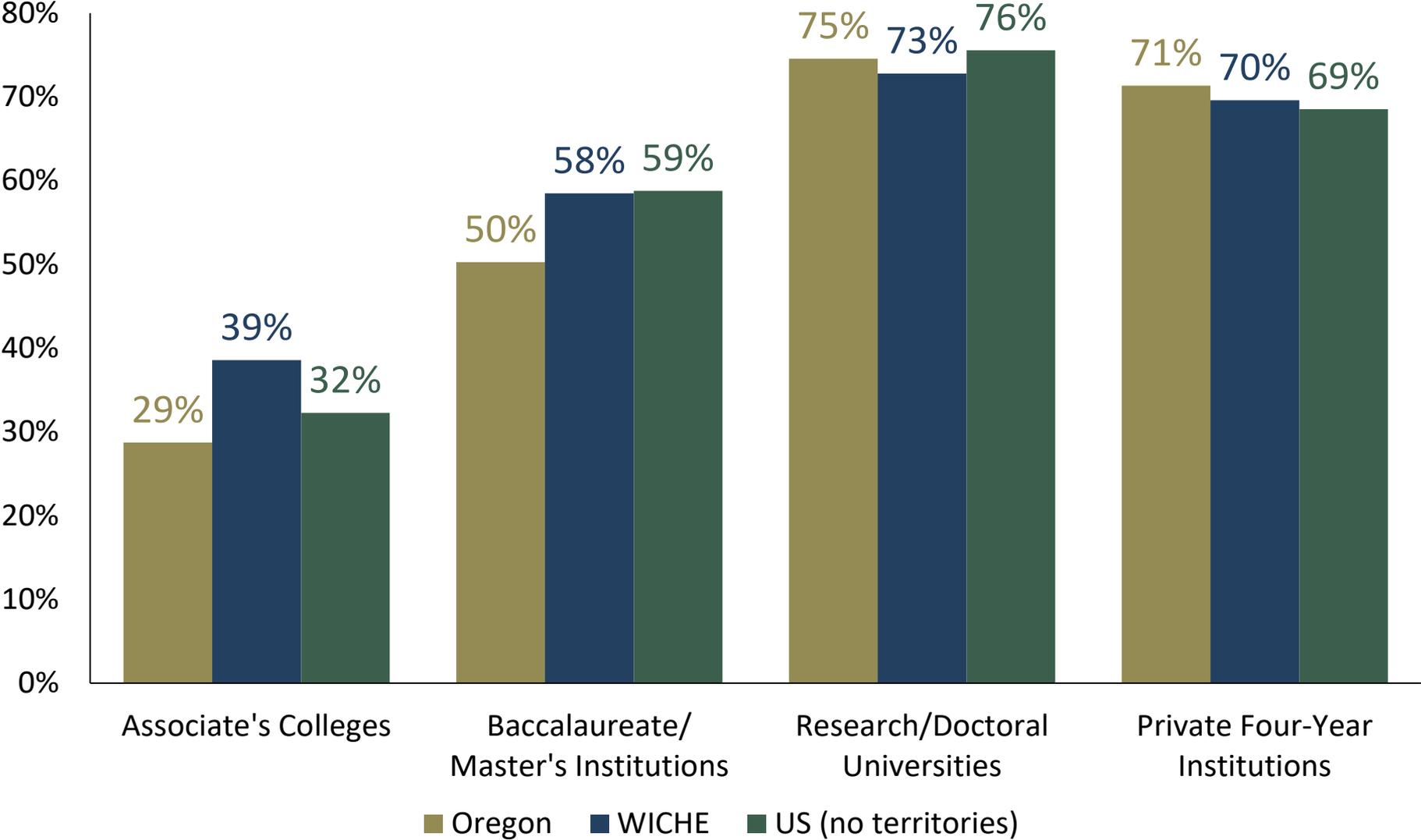
Total Undergraduate Enrollment in Oregon Public Institutions of Higher Education by Race/Ethnicity, 2005 & 2015 (With Percent Change)



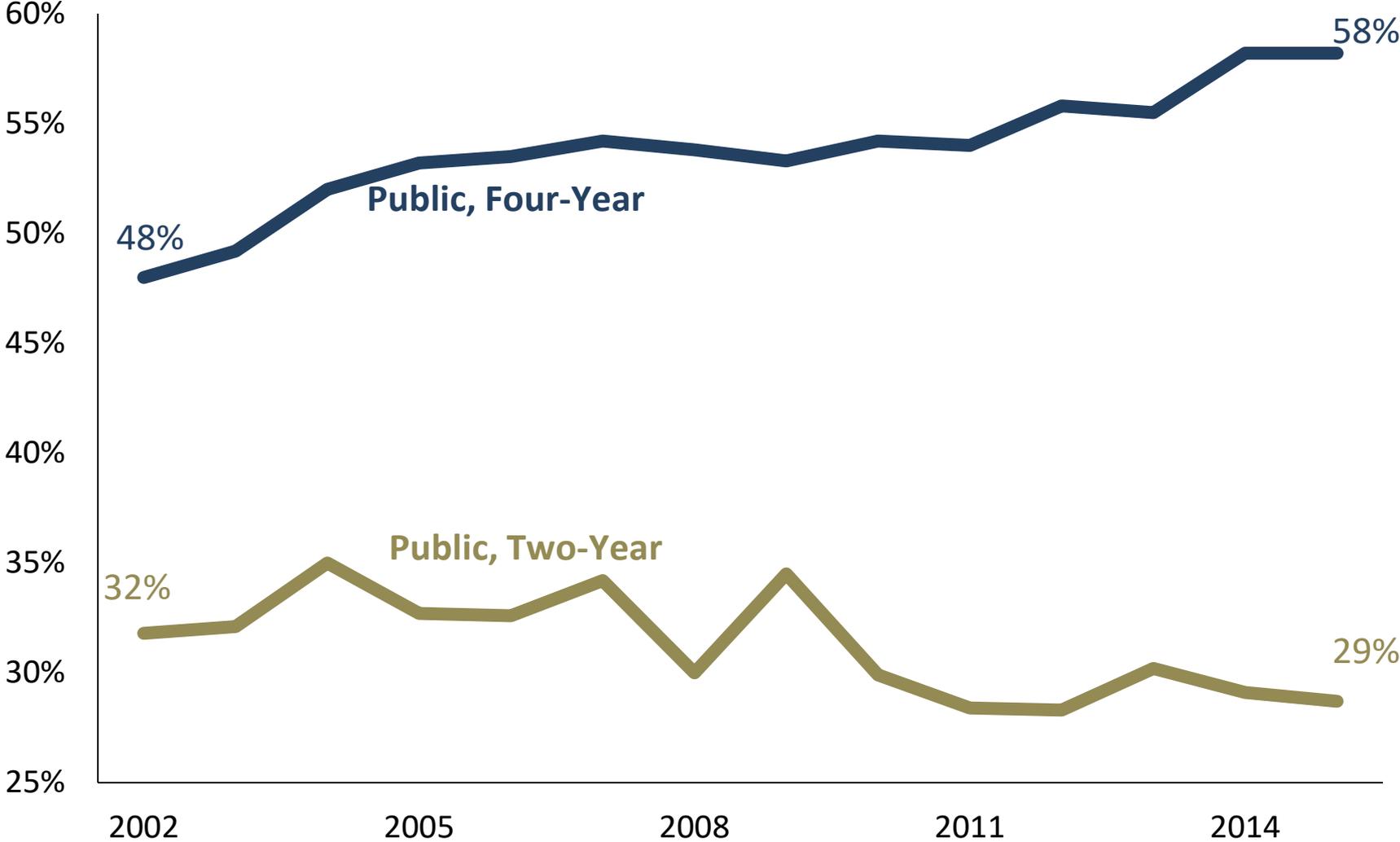
Source: IPEDS Fall Enrollment Survey 2005 & 2015.



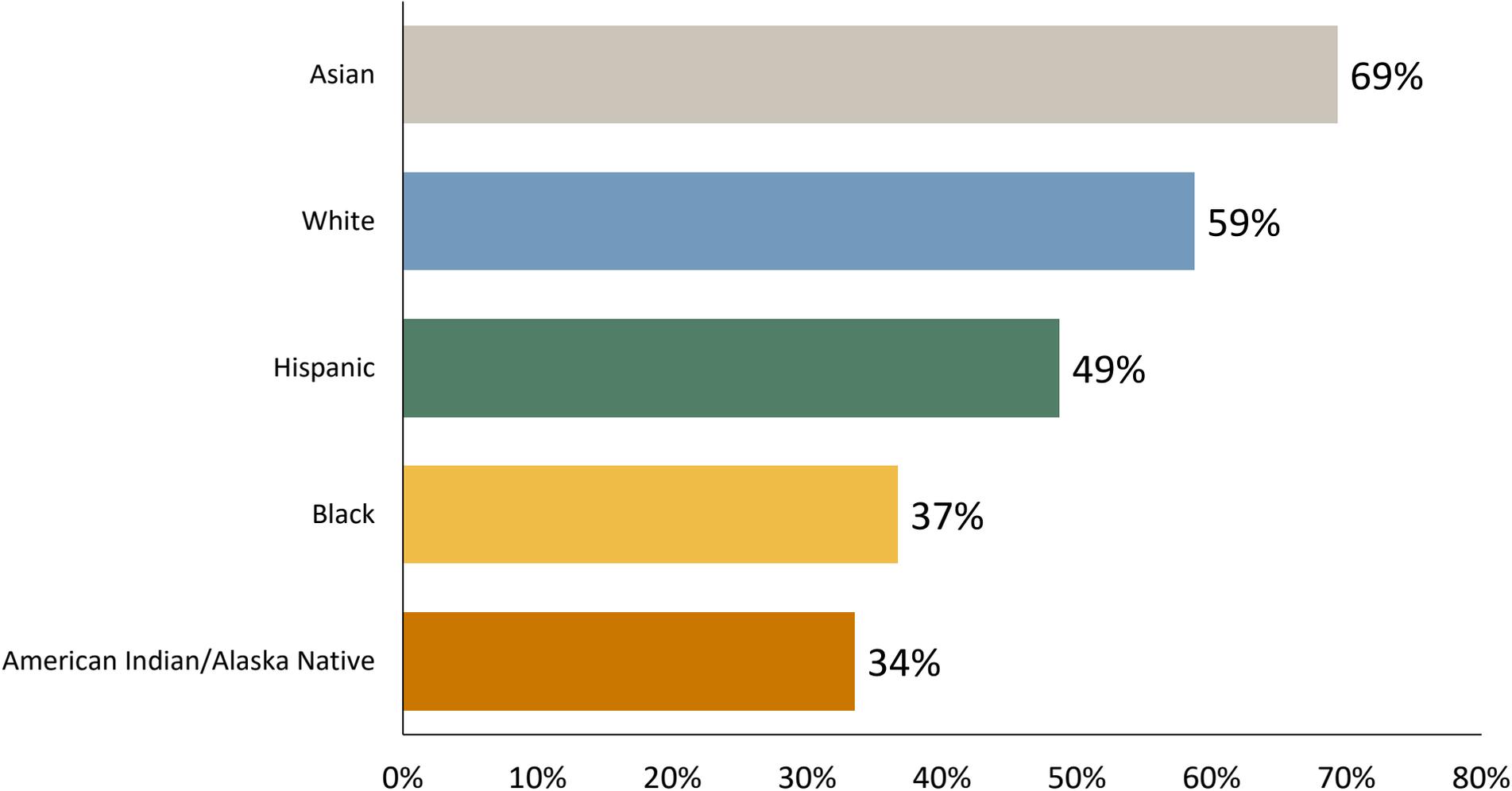
Graduation Rates by Institutional Type, 2015



Oregon Postsecondary Graduation Rates by Institutional Type, 2002-2015



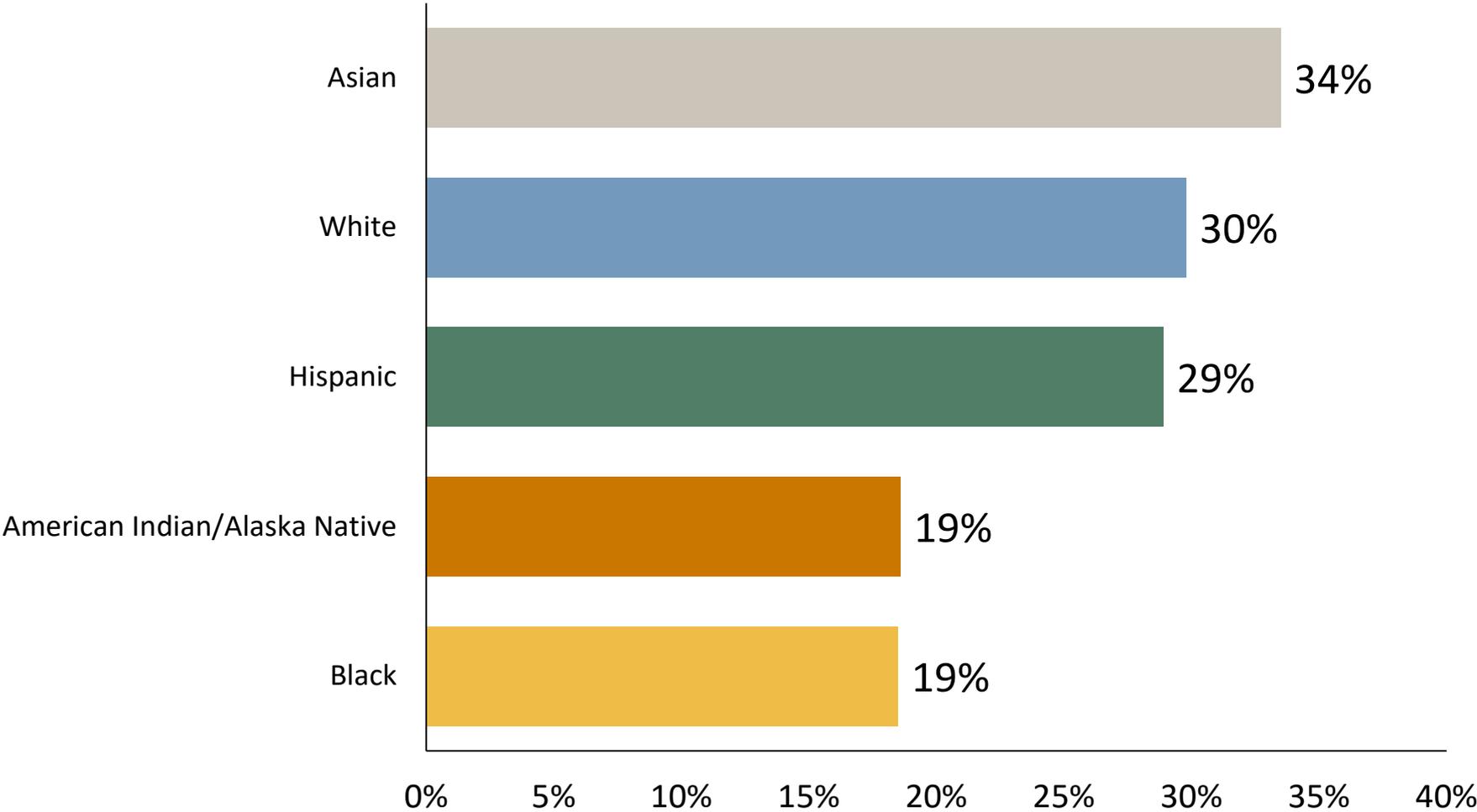
Oregon Graduation Rates at Public, Four-Year Institutions, 2015



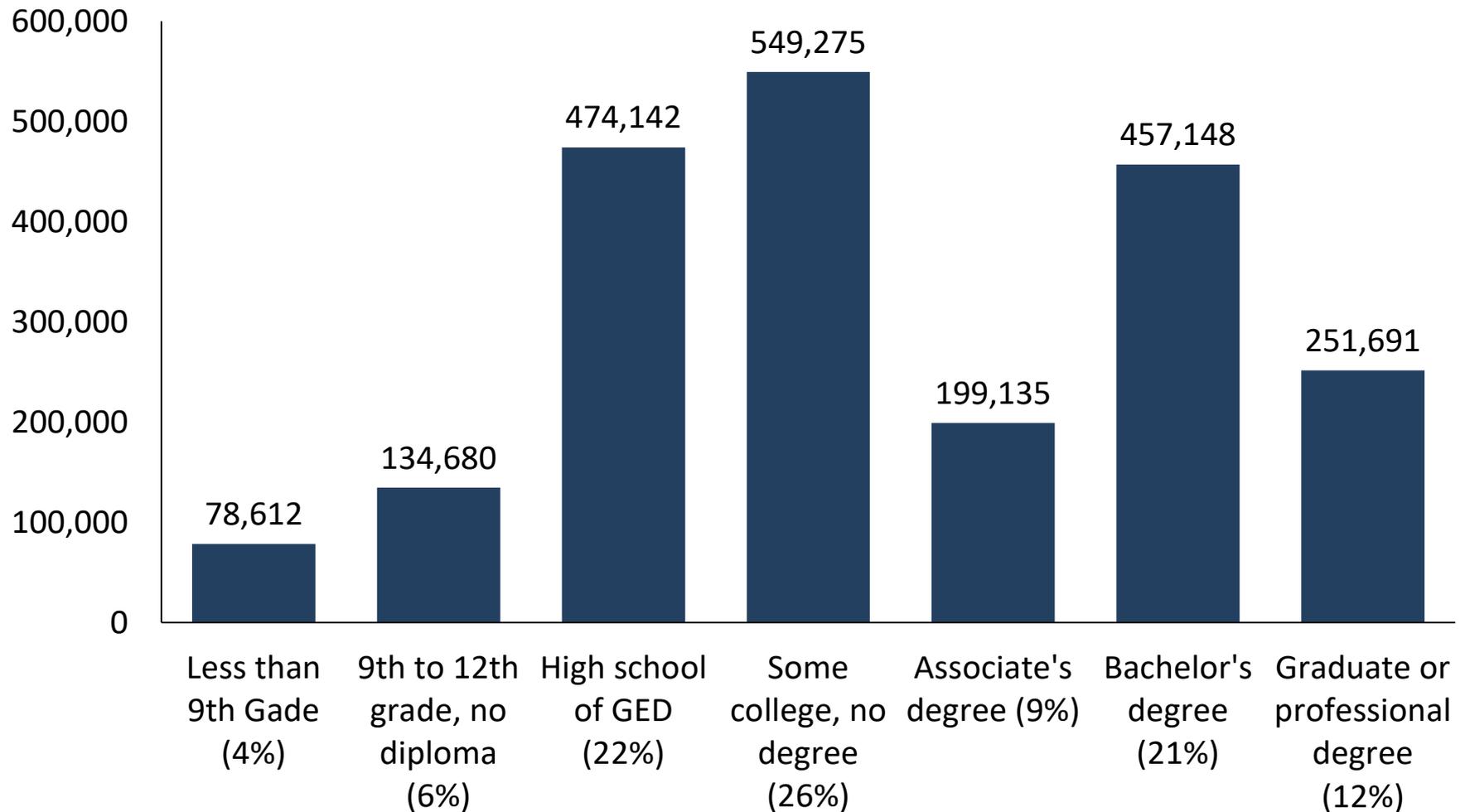
National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).
Graduation Rate Survey, 2002-2015



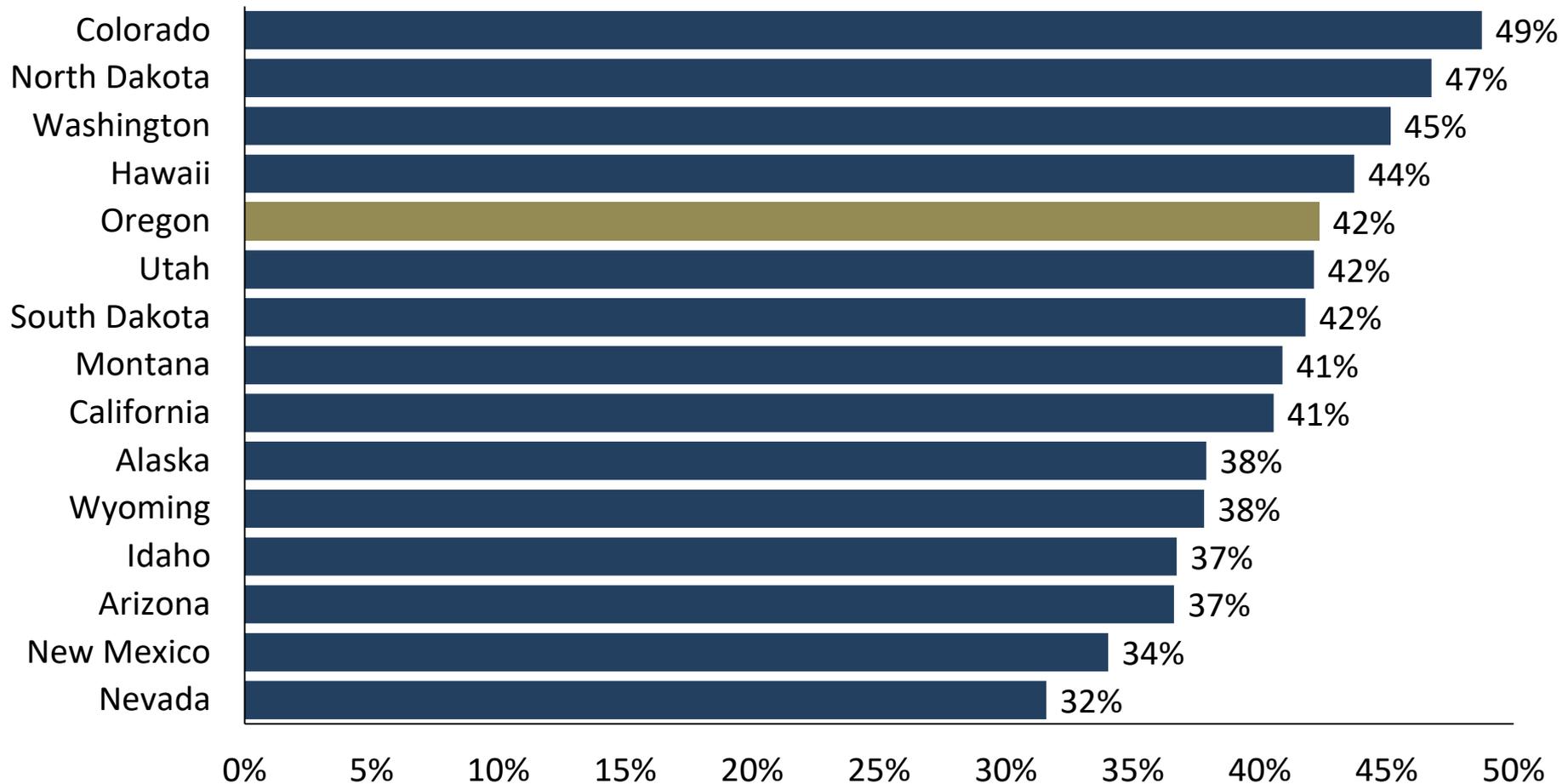
Oregon Graduation Rates at Public, Two-Year Institutions, 2015



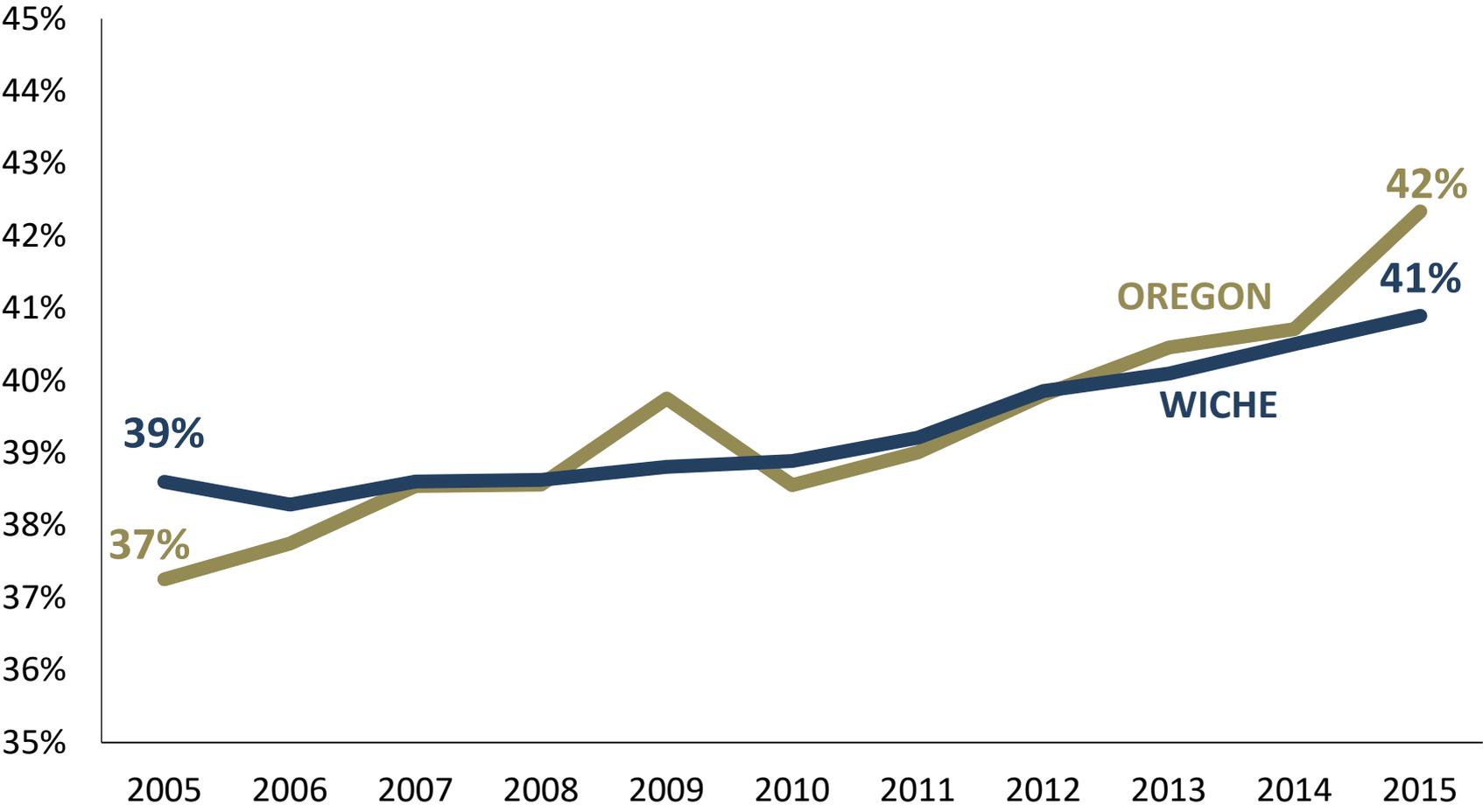
Levels of Education for Oregon Residents, Aged 25-64, 2015



Postsecondary Educational Attainment, Associate's Degree and Above, Adults Aged 25-64 (2015)



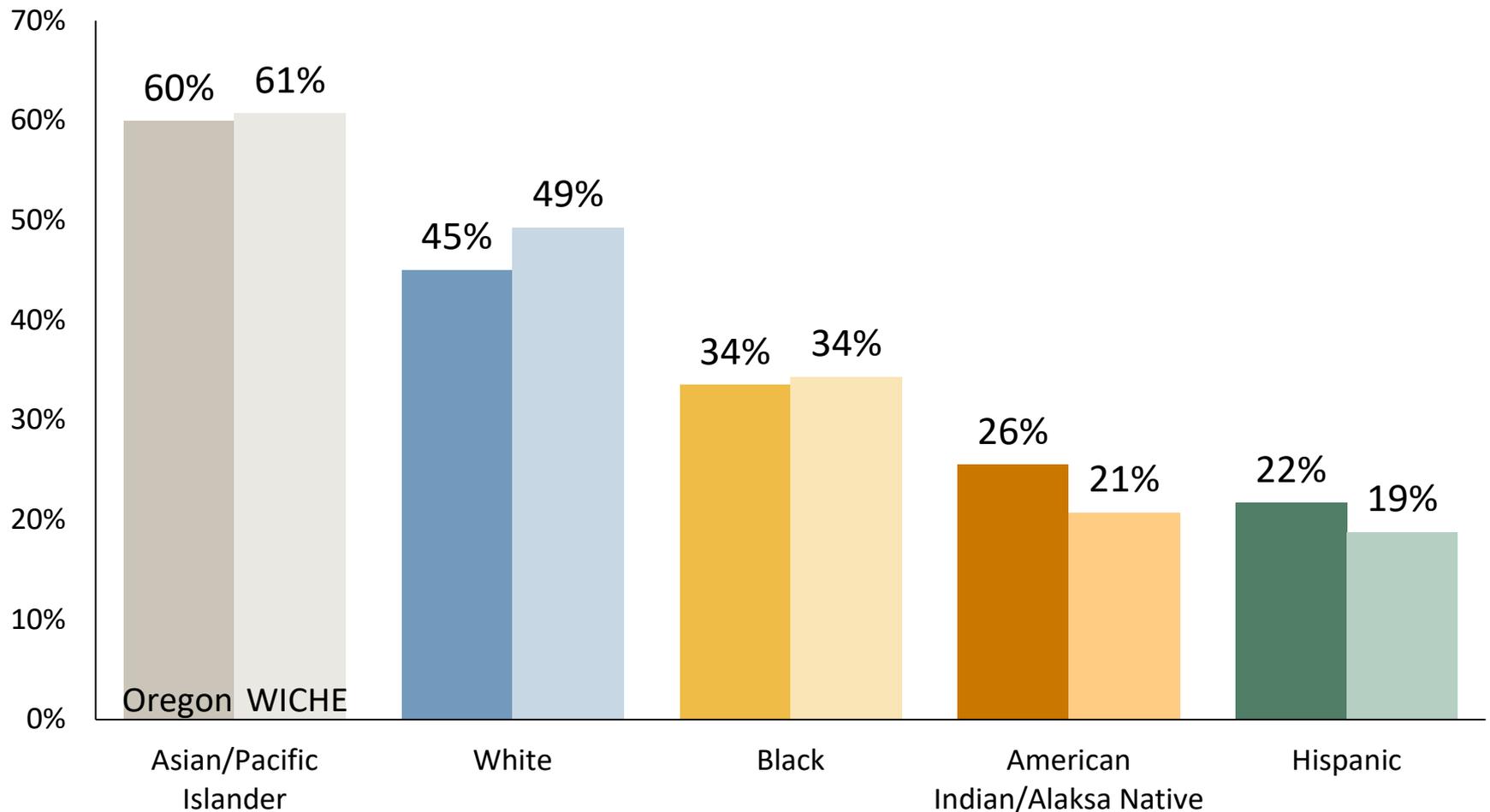
Postsecondary Educational Attainment, Associate's Degree and Above, Adults Aged 25-64, 2005-2015



Source: U.S. Census, American Community Survey, PUMS 1 Year Survey, 2015.

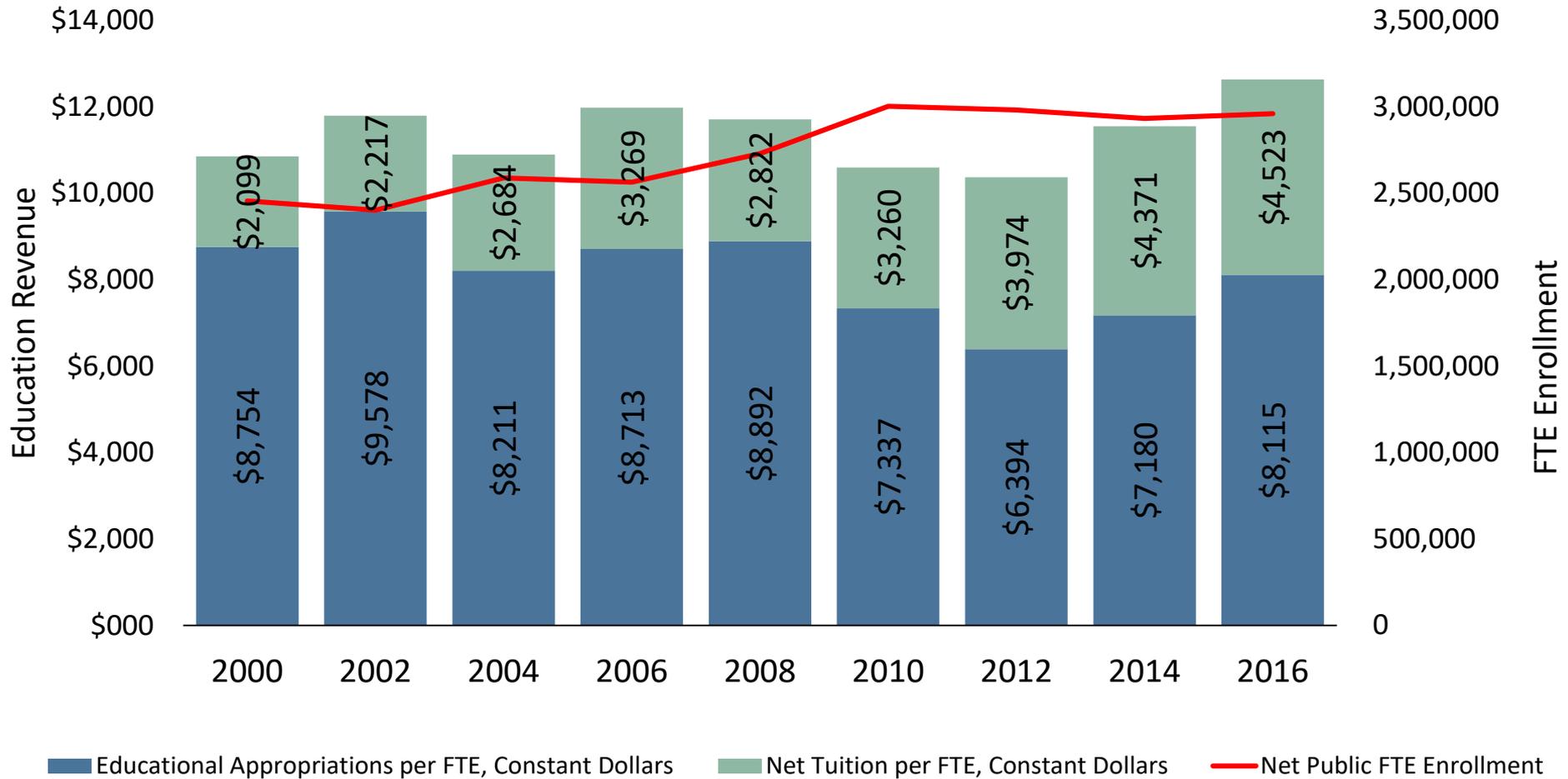


Postsecondary Educational Attainment, Associate's Degree and Above, By Race/Ethnicity, Adults Aged 25-64 (2015)



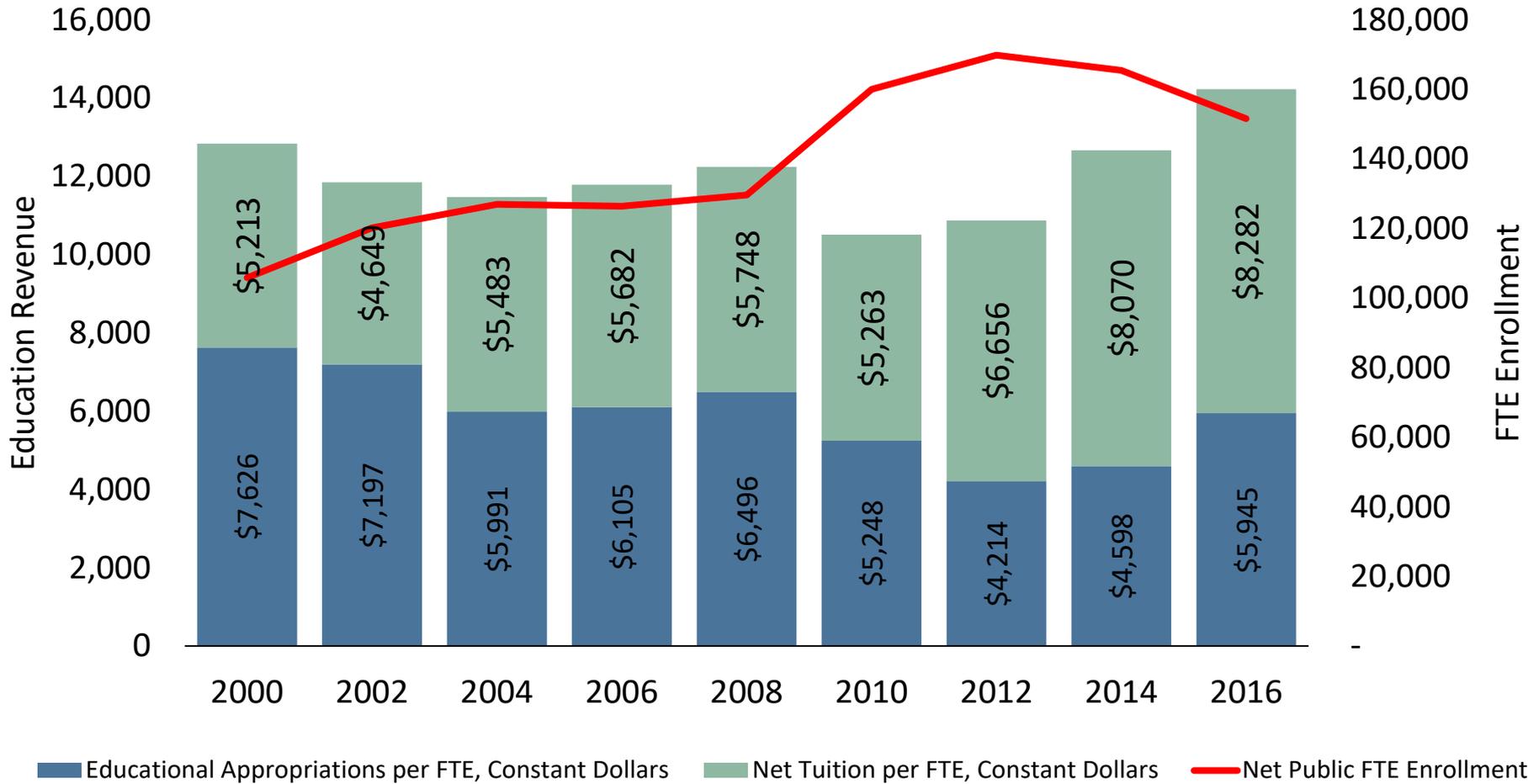
Postsecondary Funding and Finance

Public FTE Enrollment, Educational Appropriation and Total Revenue per FTE, WICHE Region, Fiscal 2000-2016



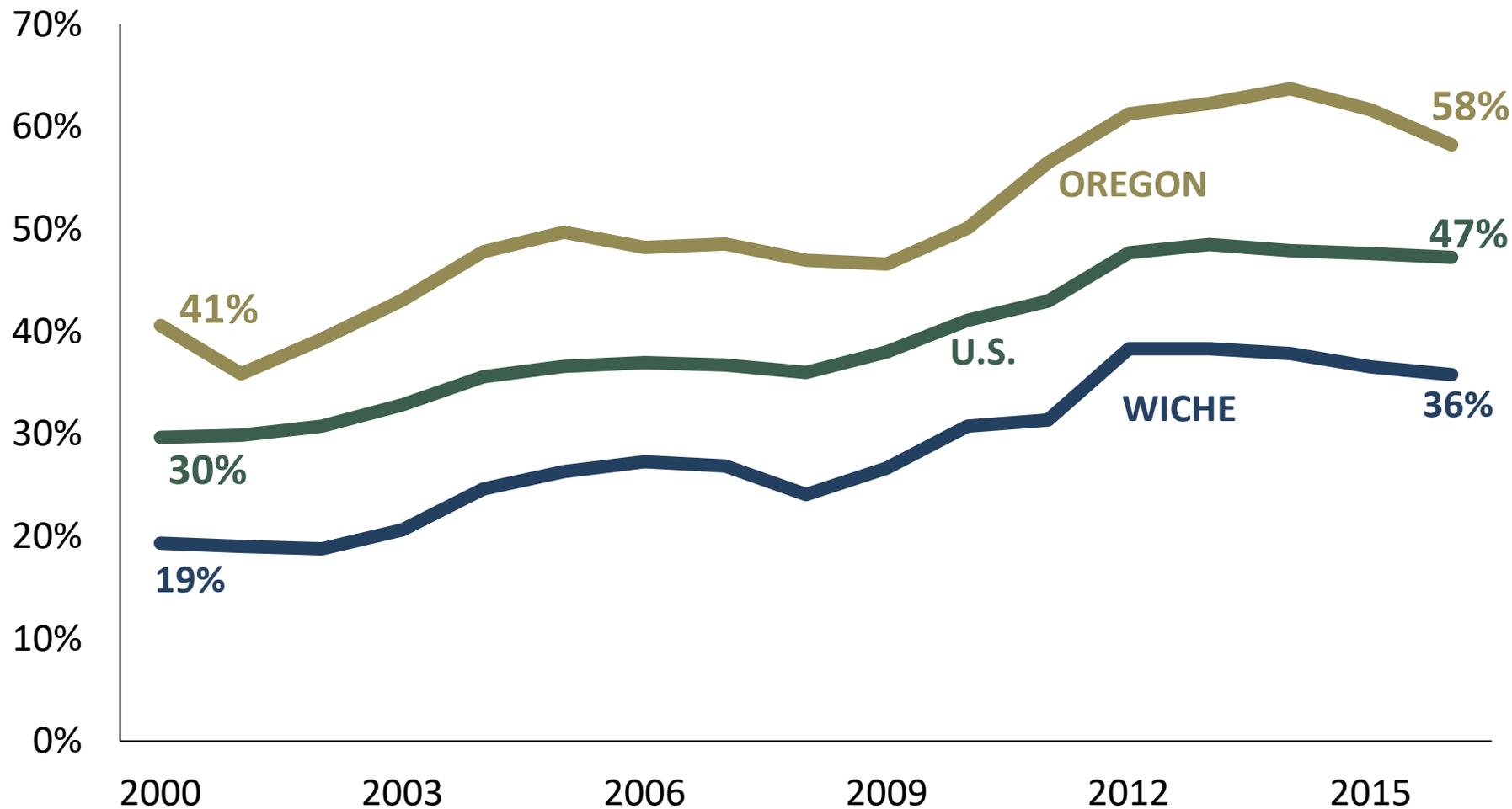
Source: State Higher Education Executive Officers, "State Higher Education Finance, The FY 2016 Report," http://sheeo.org/sites/default/files/SHEEO_SHEF_2016_Report.pdf

Public FTE Enrollment, Educational Appropriation and Total Revenue per FTE, Oregon, Fiscal 2000-2016

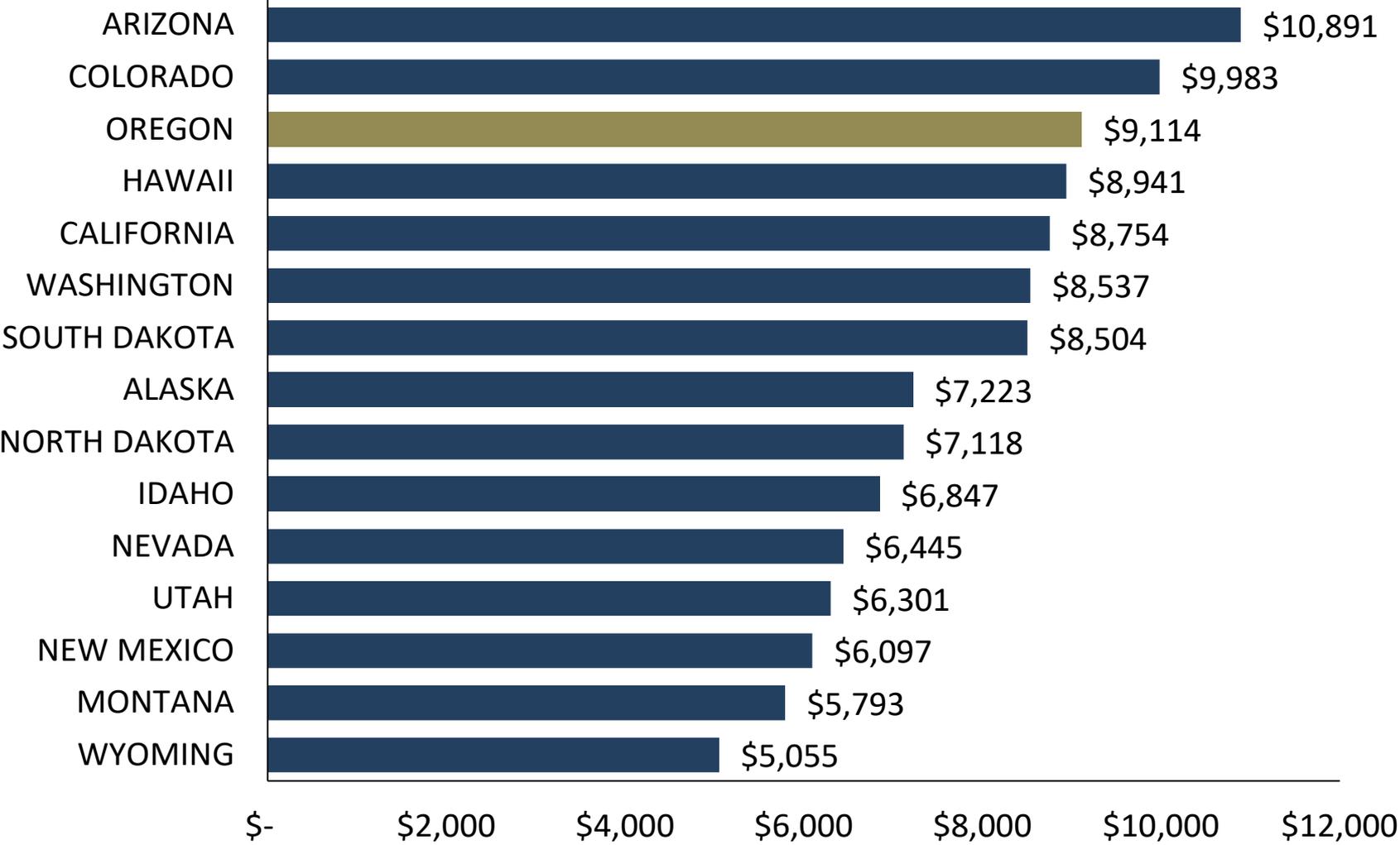


Source: State Higher Education Executive Officers, "State Higher Education Finance, The FY 2016 Report," http://sheeo.org/sites/default/files/SHEEO_SHEF_2016_Report.pdf

Tuition as a Percent of all Education Revenue, 1991-2016



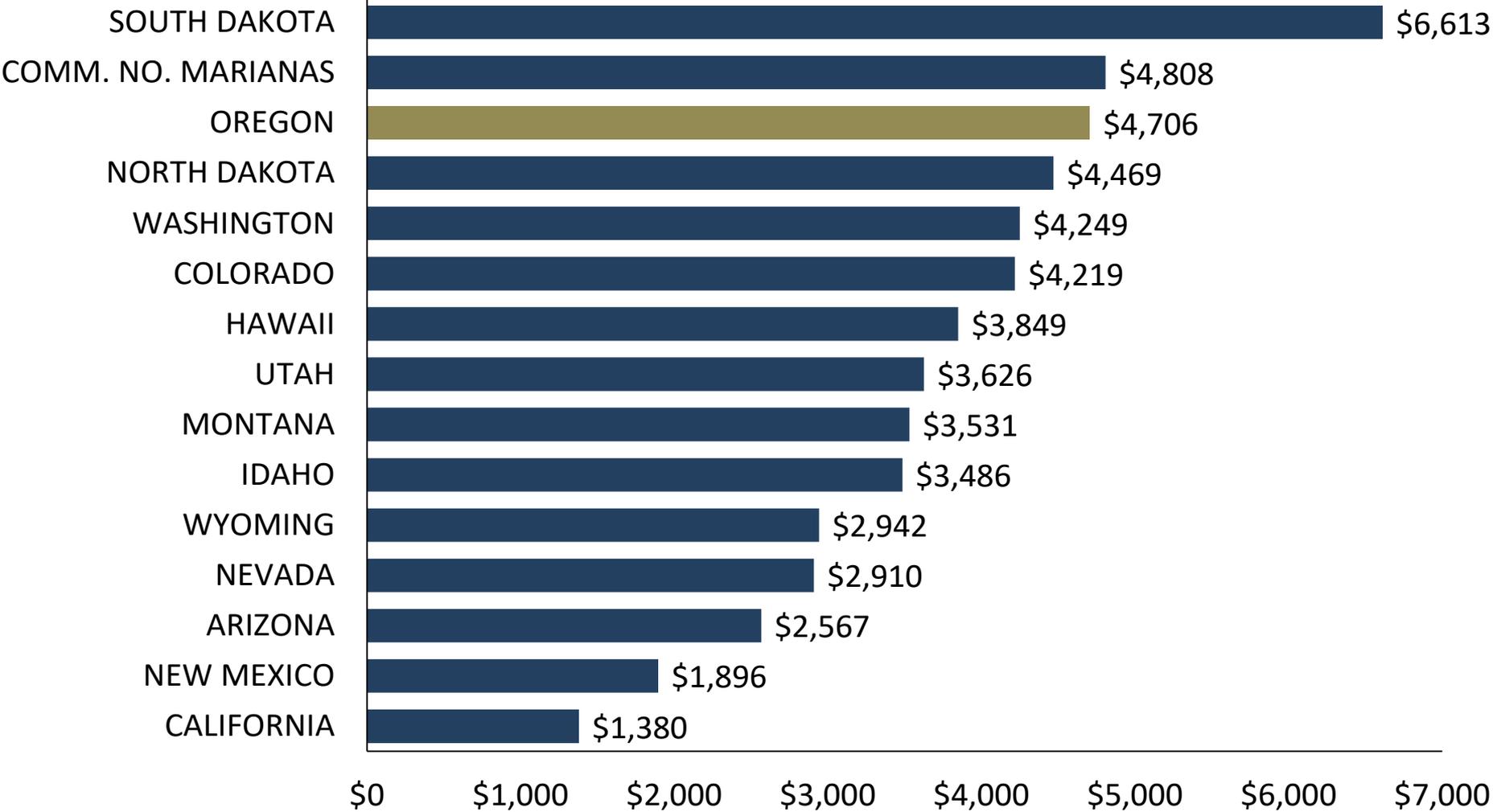
Resident Undergraduate Tuition and Fees at Four-Year Institutions, 2016-17



Source: WICHE Tuition and Fees, 2016, <http://www.wiche.edu/pub/uf>.



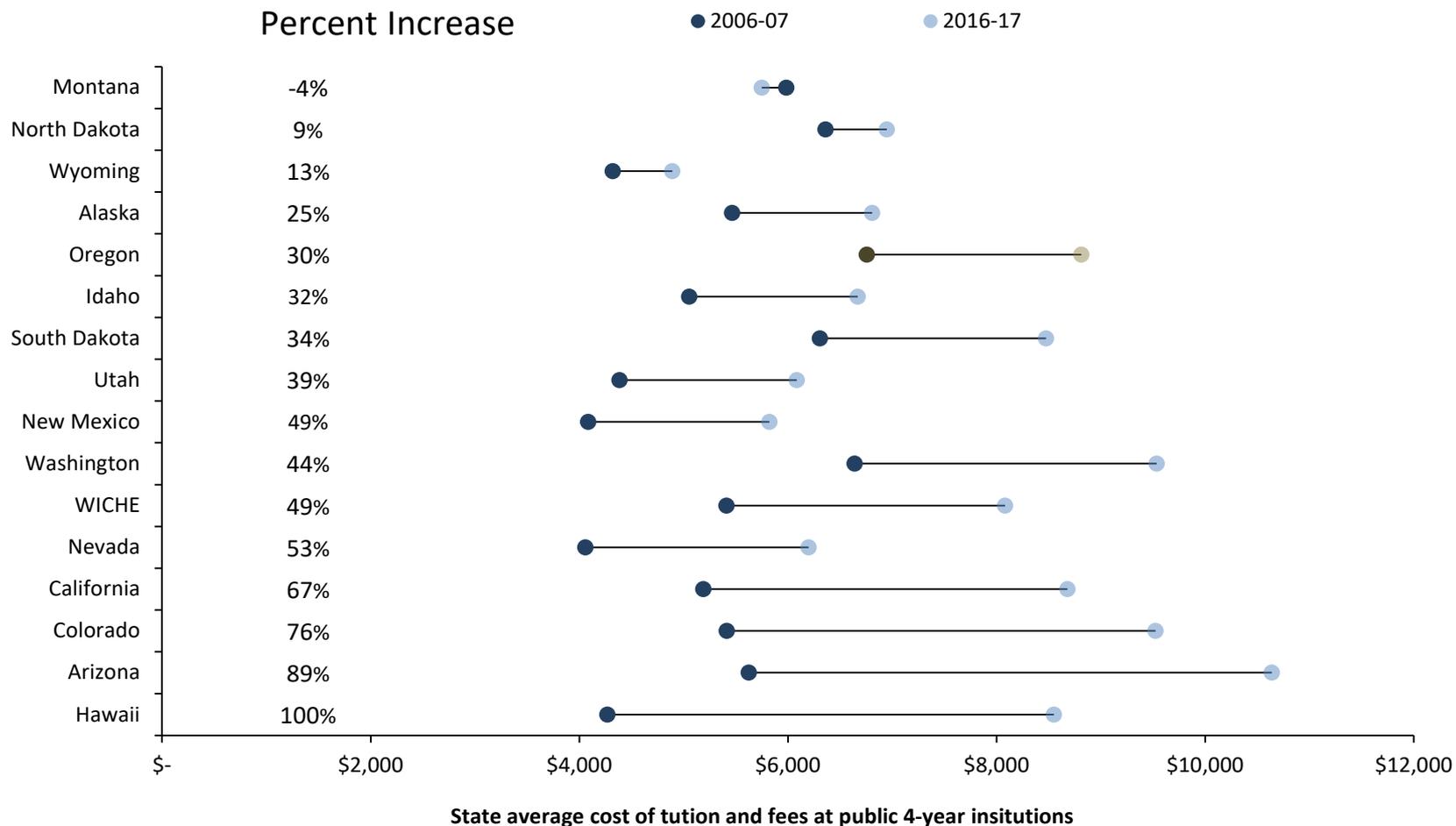
Resident Undergraduate Tuition and Fees at Two-Year Institutions, 2016-17



Source: WICHE Tuition and Fees, 2016, <http://www.wiche.edu/pub/uf>.



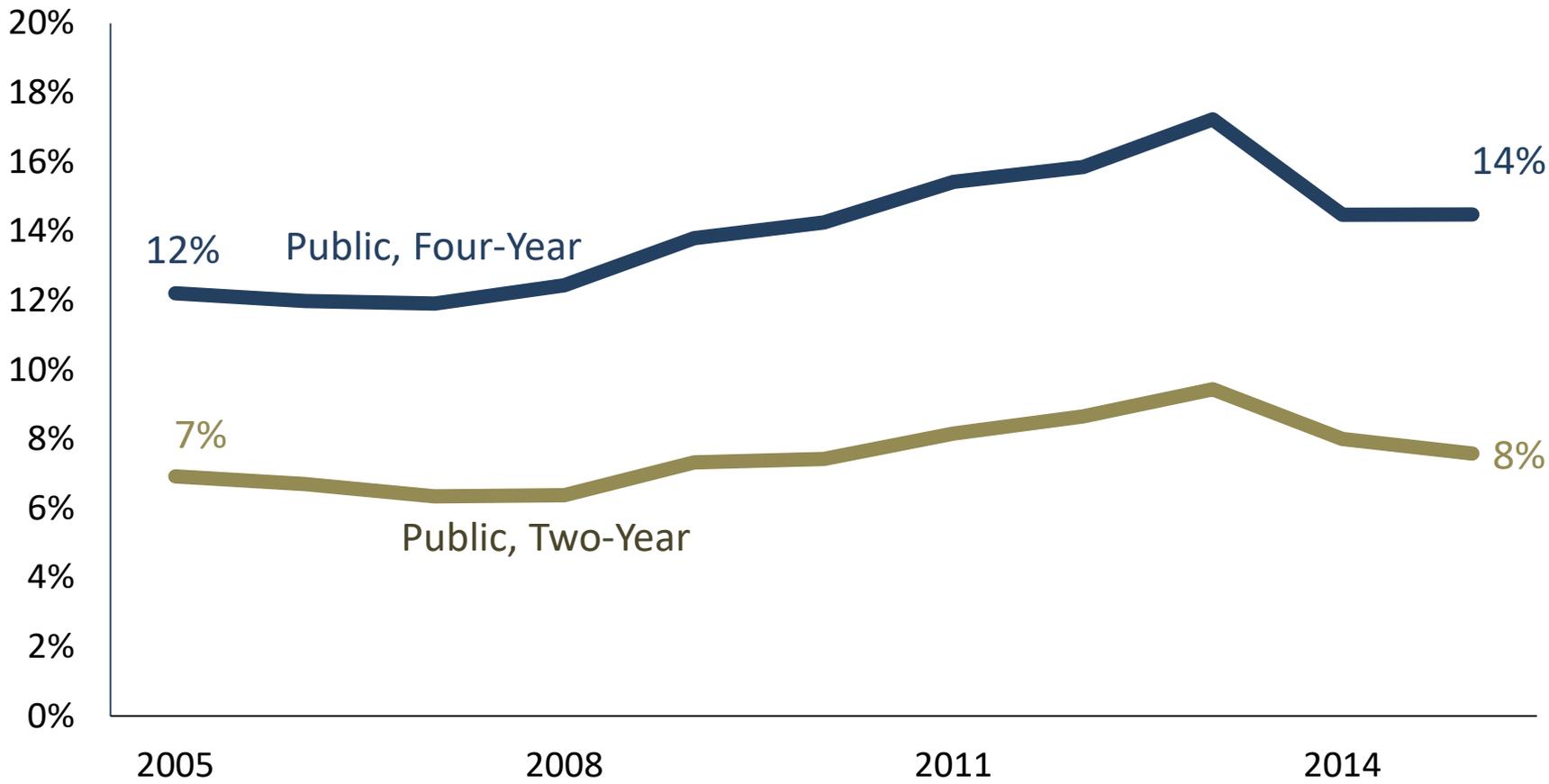
Change in Resident Undergraduate Tuition and Fees at Four-Year Institutions, from 2006-2016



Source: WICHE Tuition and Fees, 2016, <http://www.wiche.edu/pub/uf>.



Resident Undergraduate Tuition and Fees at Oregon Public Institutions as a Percent of the Median Household Income in Oregon



Source: WICHE Tuition and Fees, 2016, <http://www.wiche.edu/pub/tf> & U.S. Census Bureau, Table H-8

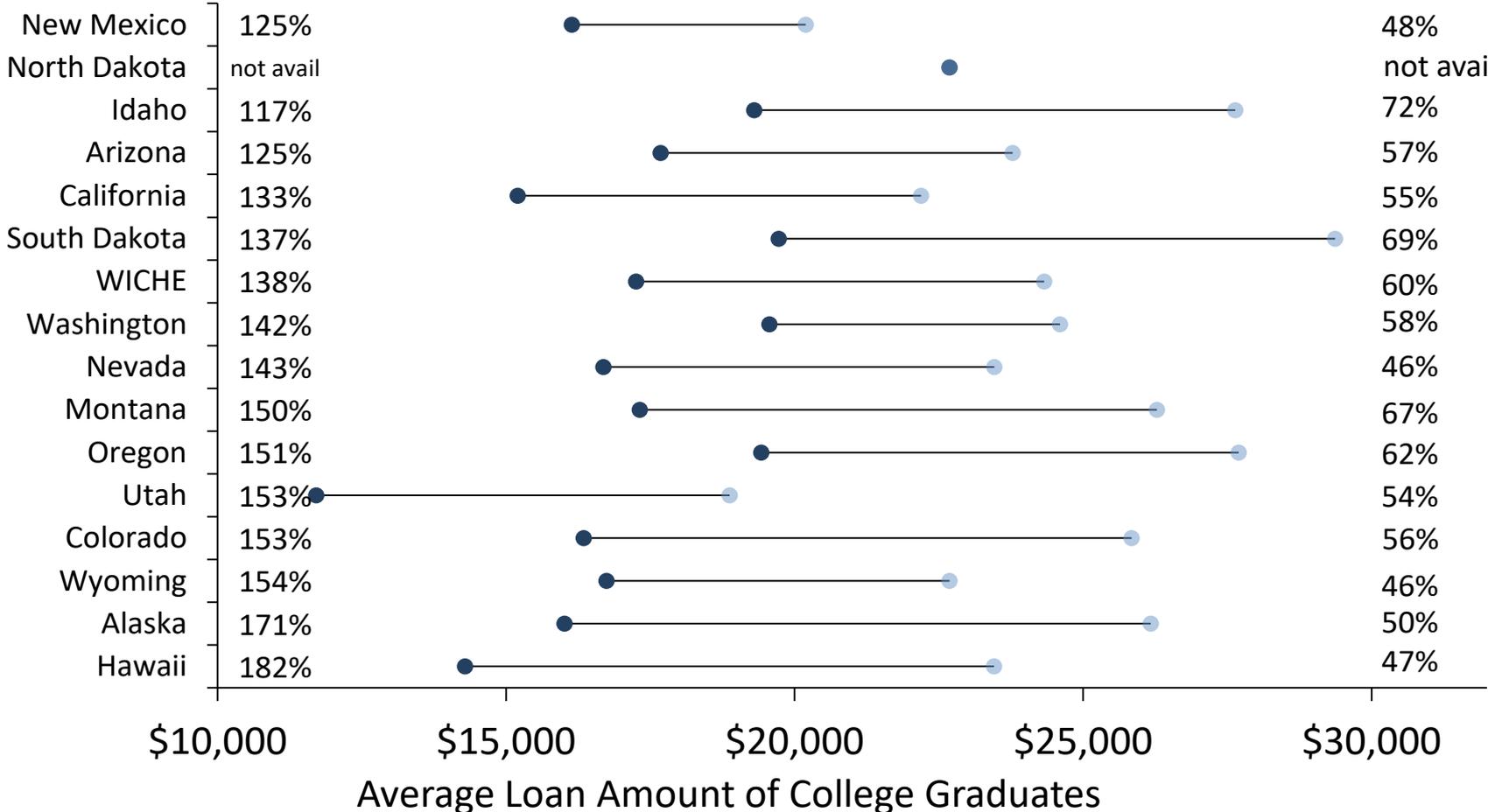


Change in Student Debt from 2005-2015

Percent Change in Loan, 2005-2015

● 2005 loan amount ● 2015 loan amount

Percent of 2015 Grads with Debt

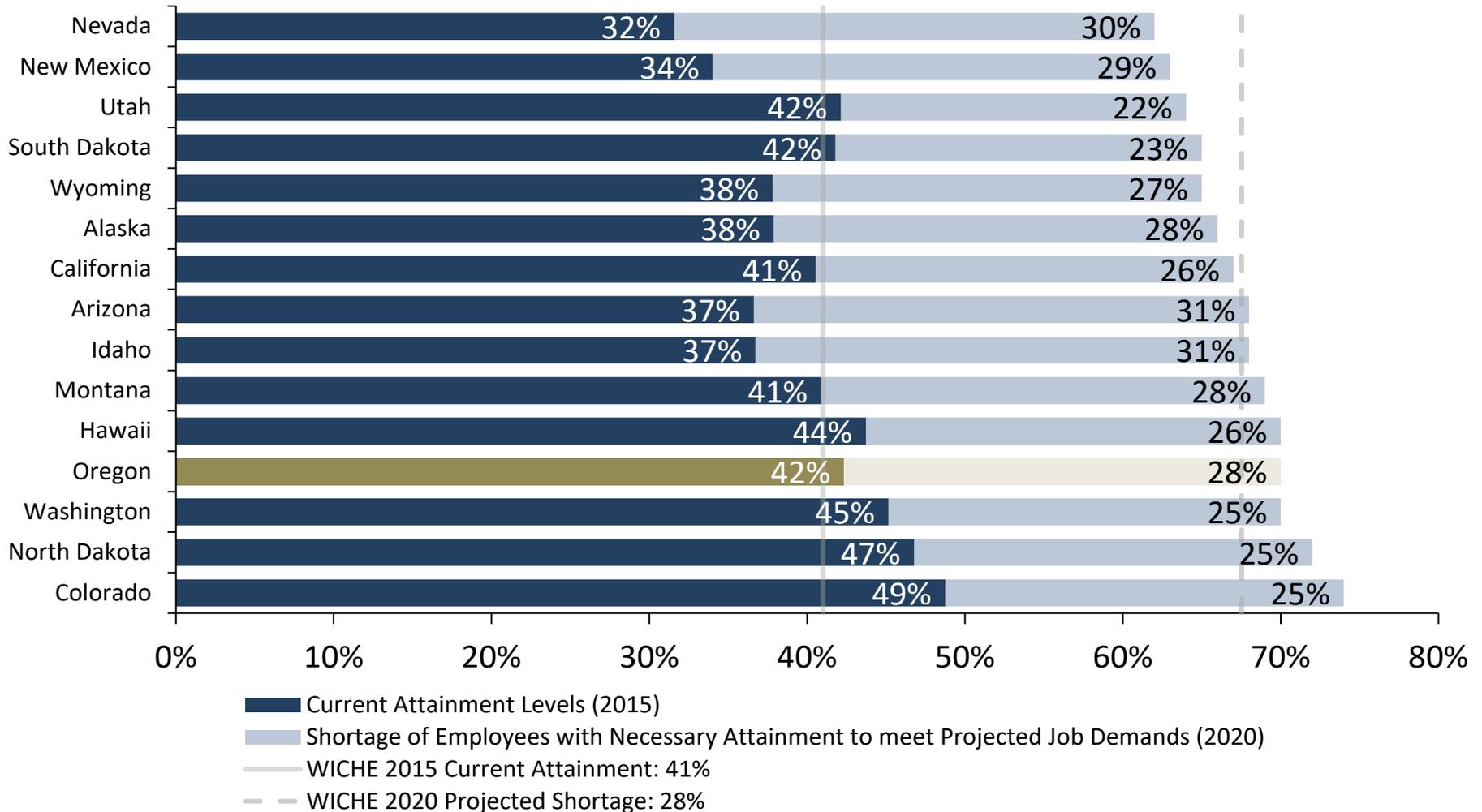


Adapted from The Institute for College Access and Success, "Project on Student Debt," <http://www.ticas.org/posd/map-state-data-2015#>.

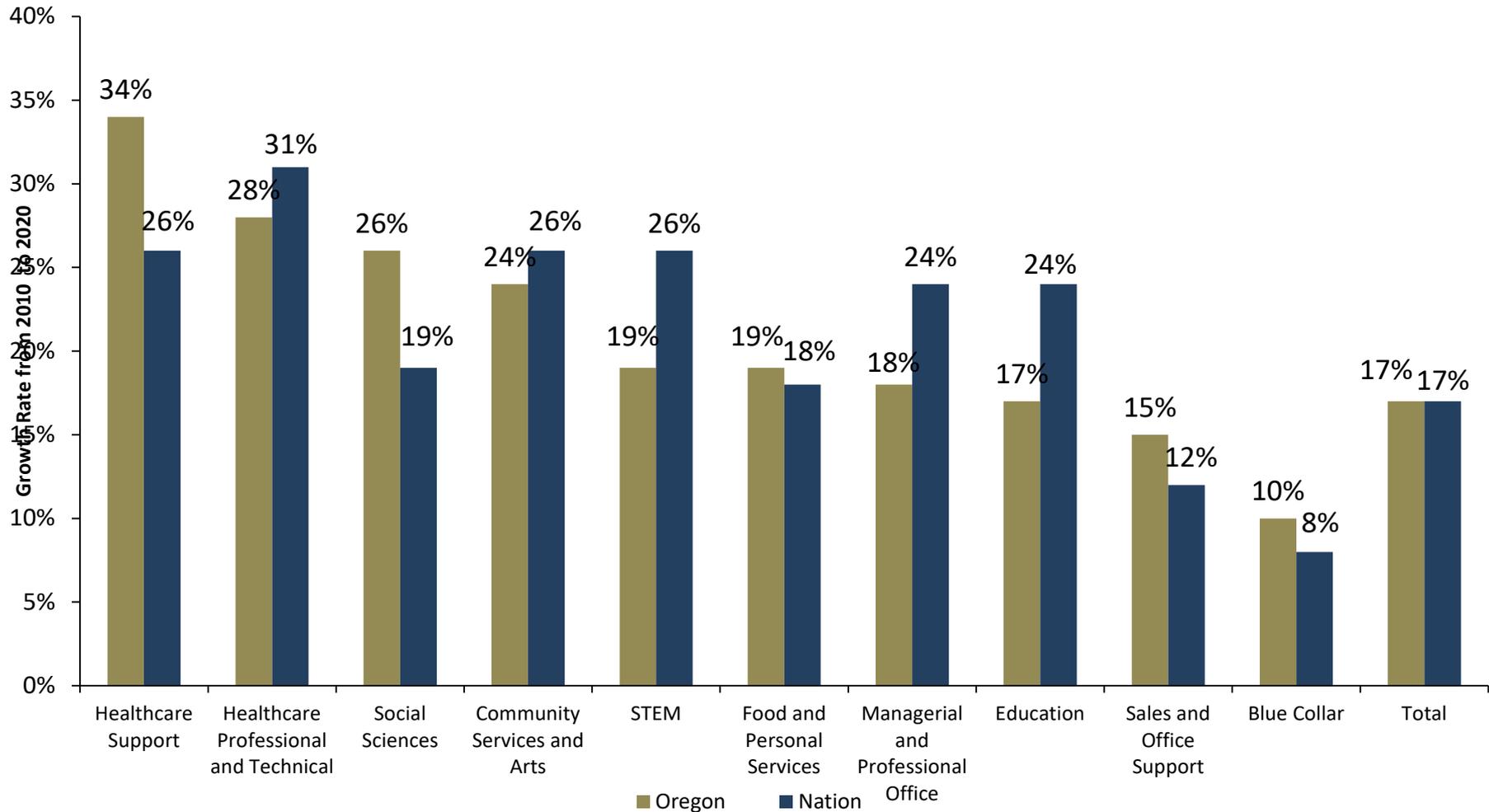


Workforce Trends

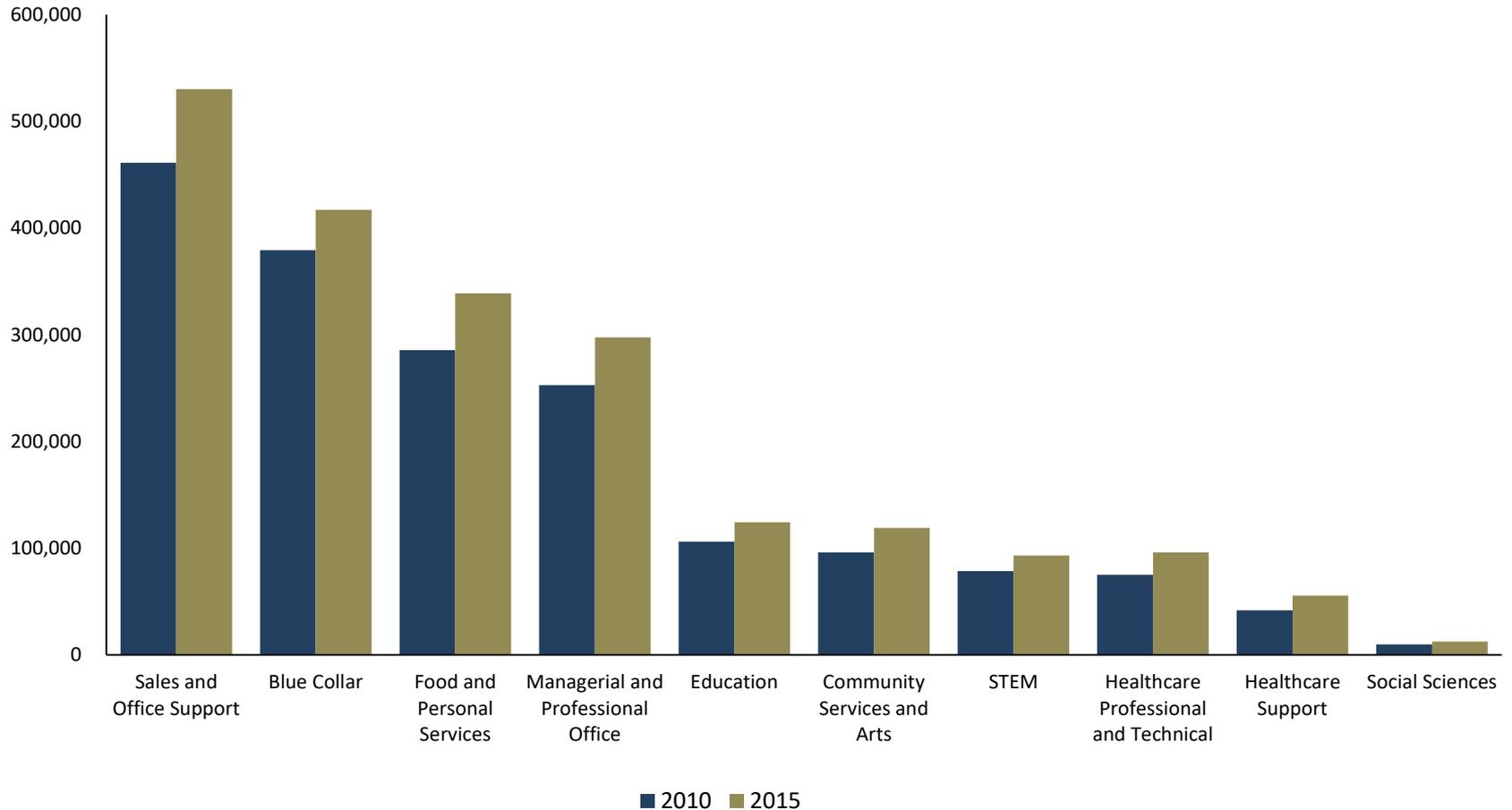
Current Attainment (Associate's & Above) Versus Future Job Demands



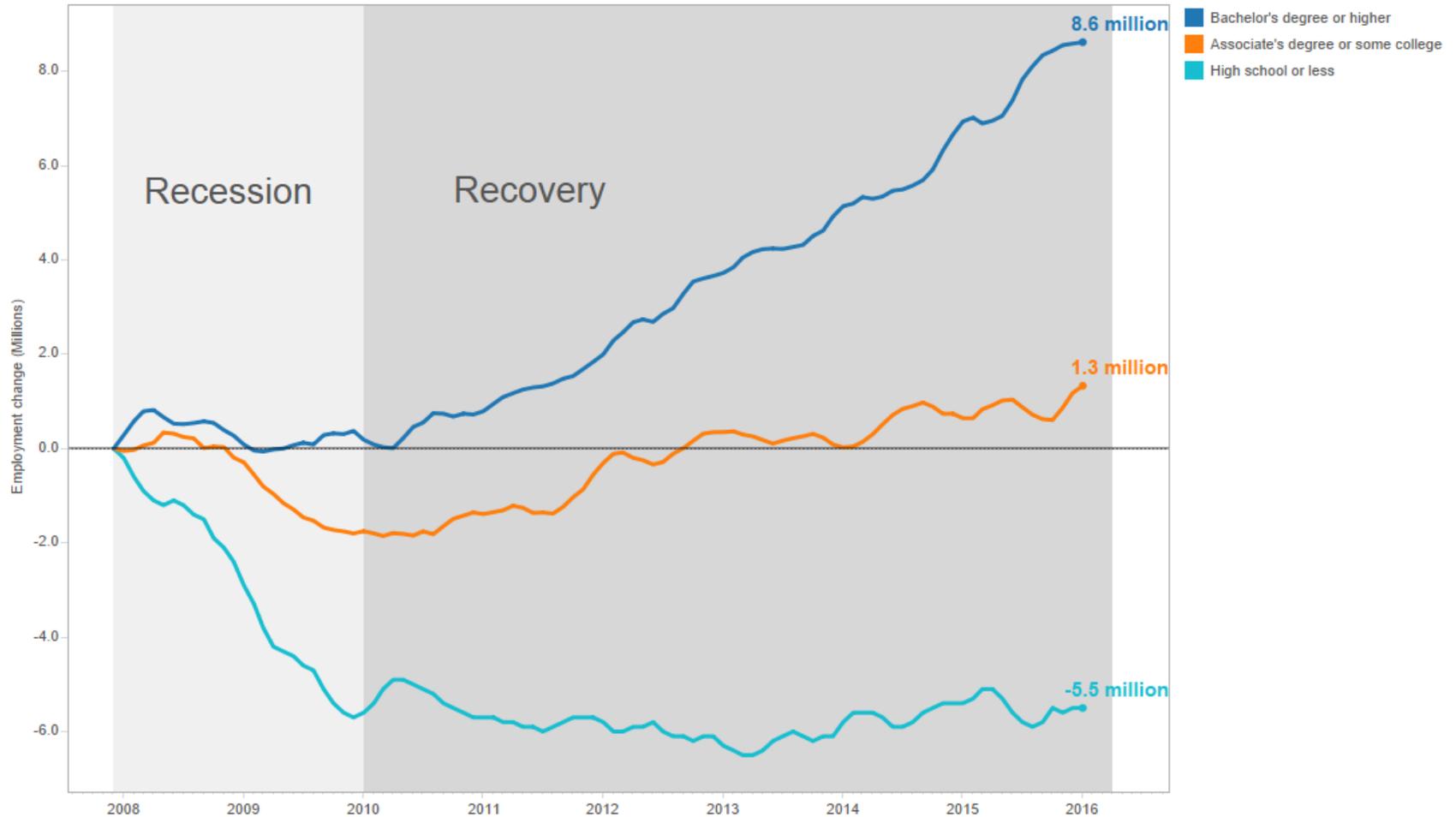
Growth Rate of Jobs from 2010 to 2020: Nation vs. Oregon



Oregon Workforce by Occupation, 2010 and 2015



Employment Change through the Recession and Recovery



In Sum

- Modest increase in the total number of high school graduates projected through 2025-26 (2.7%)
 - Increasing diversity, but not as much as the rest of the region
- Fairly steady enrollment increases
 - Minority students are enrolling at a higher rate, but still lower than White students
 - Significant variability among the institutions
- Disparities in postsecondary attainment among certain racial/ethnic groups

In Sum

- Maintaining adequate and sustained funding is challenging in light of enrollment increases
 - Substantial tuition increases at certain institutions
- Highest percentage growth is in healthcare fields, but the largest numbers are jobs that are often low-wage (sales/office support, blue collar, food and personal services)

Strategies Heading Into the Future

Coordinating Board – Primary Functions

1. State-level planning – establish goals and monitor progress
2. Formulate and implement state higher education finance policy
3. Maintain databases and conduct analyses that inform policy
4. Perform necessary regulatory functions (e.g., licensure, approval of missions)
5. Administer state programs (e.g., student financial aid)
6. Take the lead in creating the delivery capacity necessary to effectively and efficiently achieve state goals

Source: Aims McGuinness “State Policy Leadership for the Future,” Education Commission of the States, May 2016

Coordinating Board – Necessary Capacities

Effective, sustained Policy Leadership requires

- Strength to counter inappropriate political, partisan, institutional, or parochial influences
- Capacity and responsibility for articulating and monitoring state performance objectives for higher education
- Ability to engage civic, business, and public school officials (as well as state government and higher education leaders) in identifying priority issues and implementing strategies necessary to addressing them
- Recognition of the distinctions between statewide policy and institutional governance
- Information gathering and analytic capacity to inform the choice of state goals/priorities and to interpret and evaluate statewide and institutional performance in relation to these goals

Source: Dennis Jones, National Center for Higher Education Management Systems, "Presentation to Oregon Higher Education Coordinating Commission," August 2016.

Unique Challenges for Oregon

- The HECC Board is a relatively new entity leading in a fiscally competitive environment with a very active legislature.

“The most persistent policy gap is that state finance policy is disconnected from public agenda goals for higher education.”

- Aims McGuinness “State Policy Leadership for the Future,” Education Commission of the States, May 2016

Strategies for Moving Forward

- Establish and abide by clear roles and responsibilities that are distinct from those of the institutions.
- Prioritize strategies that will be most impactful for the most students within the constrained fiscal environment.
- Implement leadership training for the HECC Board to ensure competency with necessary capacities
 - Seek a trainer that understands the role of a coordinating board as opposed to the role of a board that oversees only a single institution

Unique Challenges for Oregon

- The state does not have an expanding number of students in the pipeline to meet the state's aggressive attainment goal.

Strategies for Moving Forward

- Improve and leverage the statewide longitudinal database to engage in evidence-based decision-making.
- Consider appropriate policy levers that incentivize the institutions to serve more students better.
 - Implement funding strategies that incentivize student success
 - Outcomes-based funding at the two-year institutions
 - Incentivize institutions to explore and implement evidence-based strategies that improve student outcomes
 - Dual/Concurrent Enrollment
 - Guided Pathways
 - Redesign of Developmental Education
 - Explore comprehensive, proven ways to successfully serve adult students

In the End...

- **Data** to inform decisions
- **Policy** to solve problems
- **Political Will** to make things happen

Contact Information

Joe Garcia
President

jgarcia@wiche.edu

www.wiche.edu