



STRATEGICALLY ELEVATING STUDENT SUCCESS:

Data and Directions for HECC

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Clackamas
CC

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A vision for Oregon higher education

*“The Higher Education Coordinating Commission (HECC) envisions a future in which **all Oregonians** -- and especially those whom our systems have underserved and marginalized – **benefit from the transformational power of high-quality postsecondary education and training.**”*

*“It is a future where **innovative colleges, universities, and training providers**, both public and private, help Oregonians to reach their highest potentials, **build trajectories to family-wage careers, foster a more just society, and break patterns of intergenerational poverty.**”*

*“It is a future where **postsecondary education fuels a resilient economy** by anticipating workforce needs and by fostering innovation, research, and knowledge. In the future we envision, all Oregonians enjoy well-lived lives thanks to the myriad benefits of postsecondary education and training...”*

Educational attainment in Oregon



Oregon's 40-40-20 goal for young adults (HS class of 2025 and beyond)

40-40-20 GOAL



- Bachelor's or advanced degree
- Associate degree or certificate (est.)
- Some college, no degree
- High school diploma or equivalent
- Less than high school diploma

Source: American Community Survey data, 1-year estimates.

Measuring educational attainment

We endorse a broad understanding of what “counts” for the middle 40, including:

Two-year
Associate
degrees

One-year
certificates

Registered
apprentice-ships

Career pathways
certificates

Other credentials

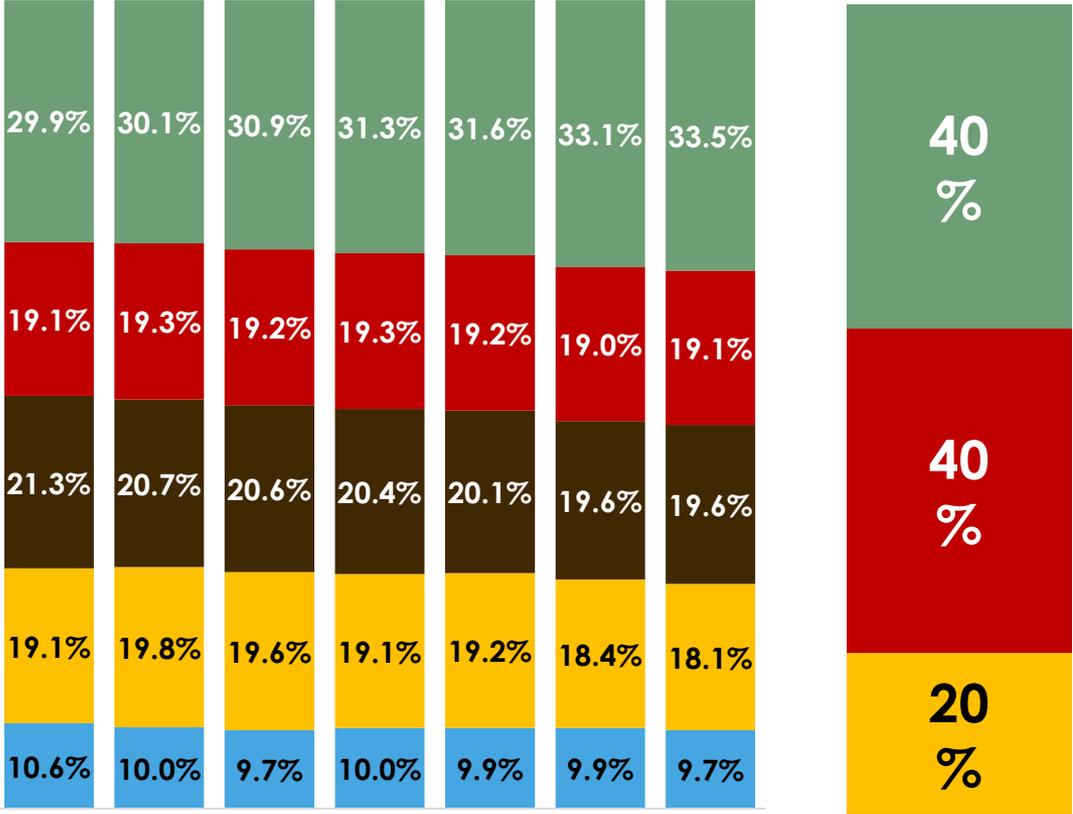
We use U.S. Census data to measure attainment, estimating the number of certificates and registered apprenticeships

Oregon attainment tends to be similar to or slightly higher than in the U.S. as a whole, and attainment has risen for both groups in recent years

How does Oregon's adult population measure up against 40-40-20?

Oregonians 25-64 years old

40-40-20 GOAL

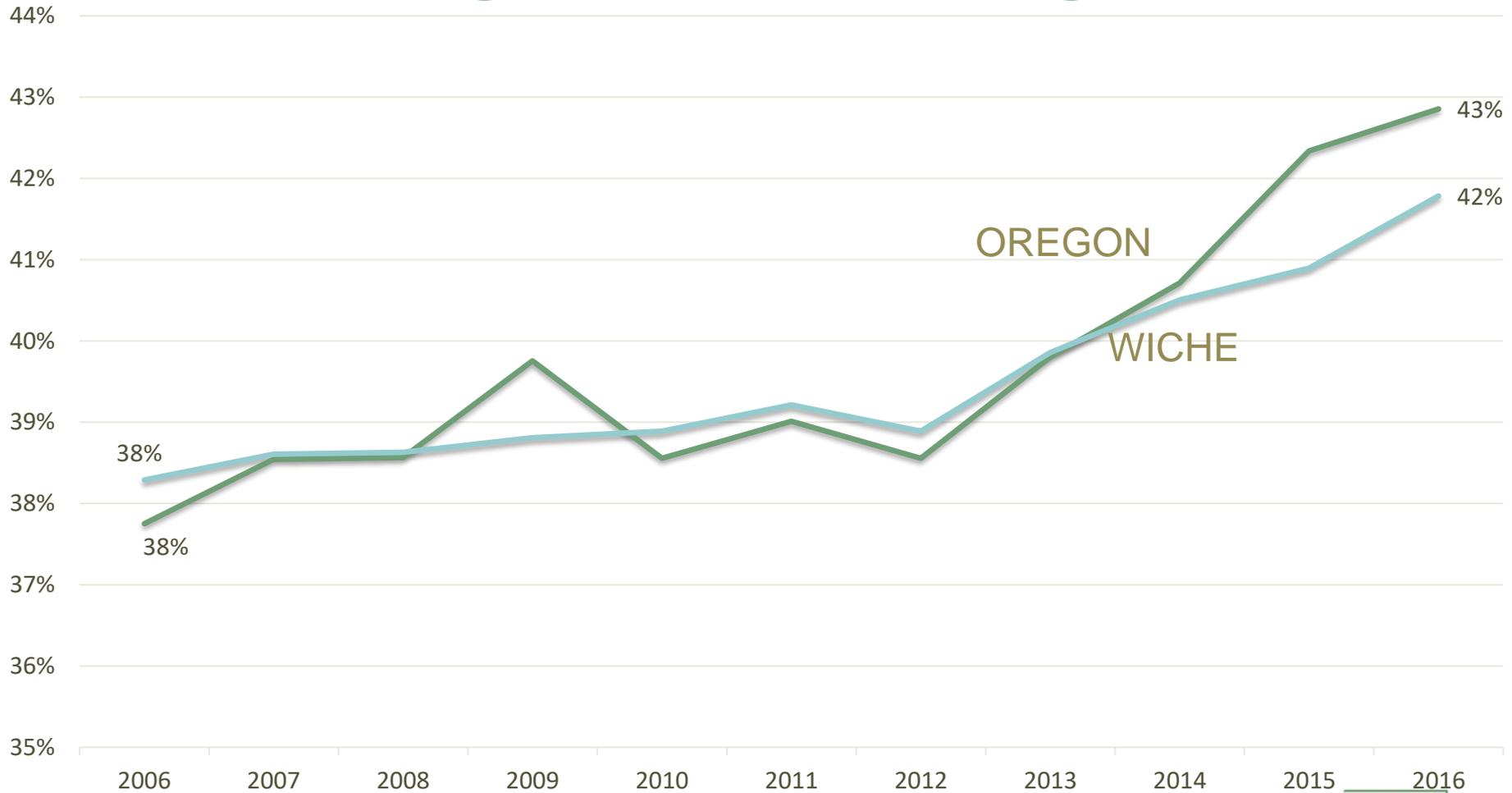


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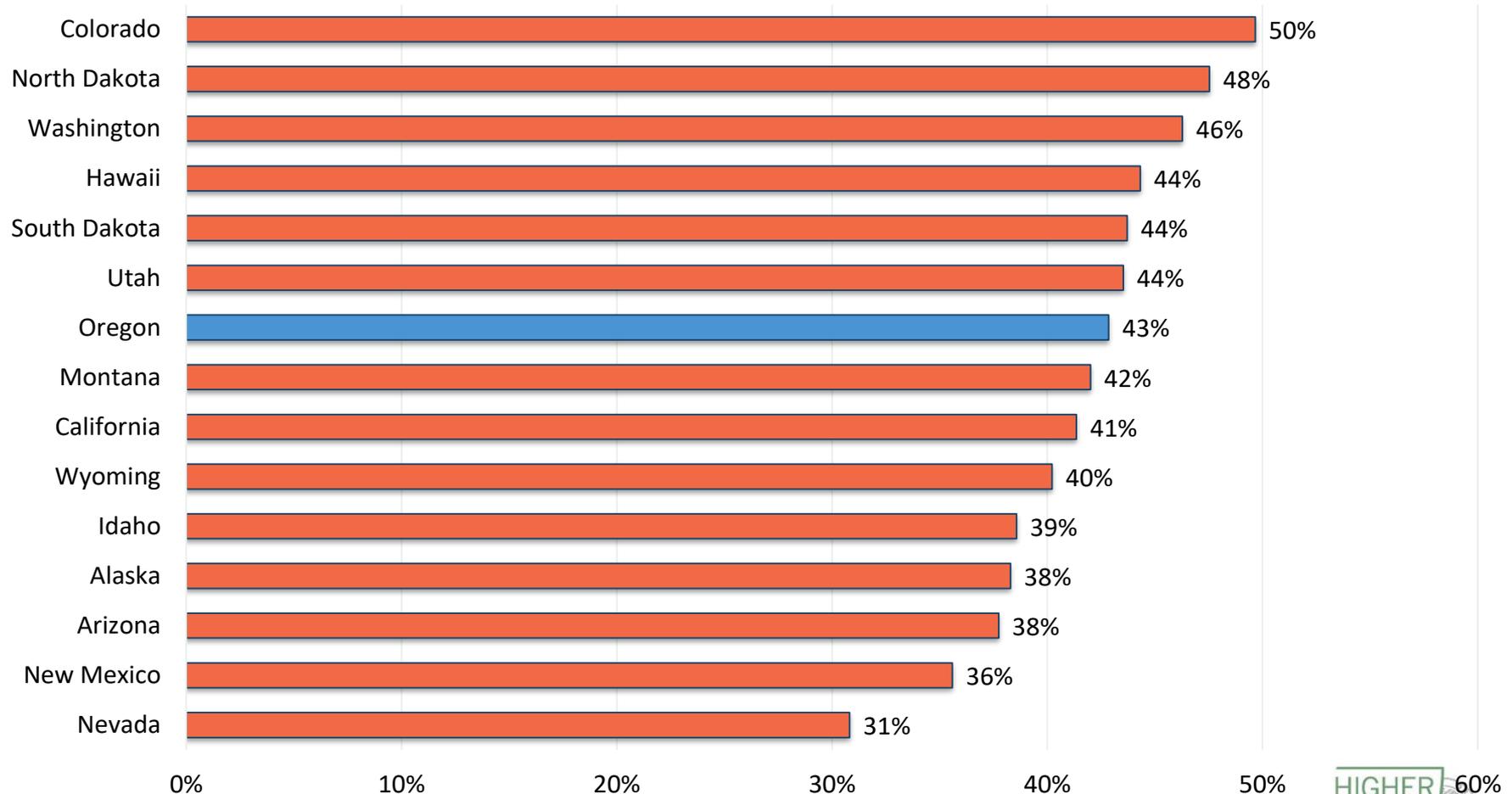
Source: American Community Survey data, 1-year estimates.



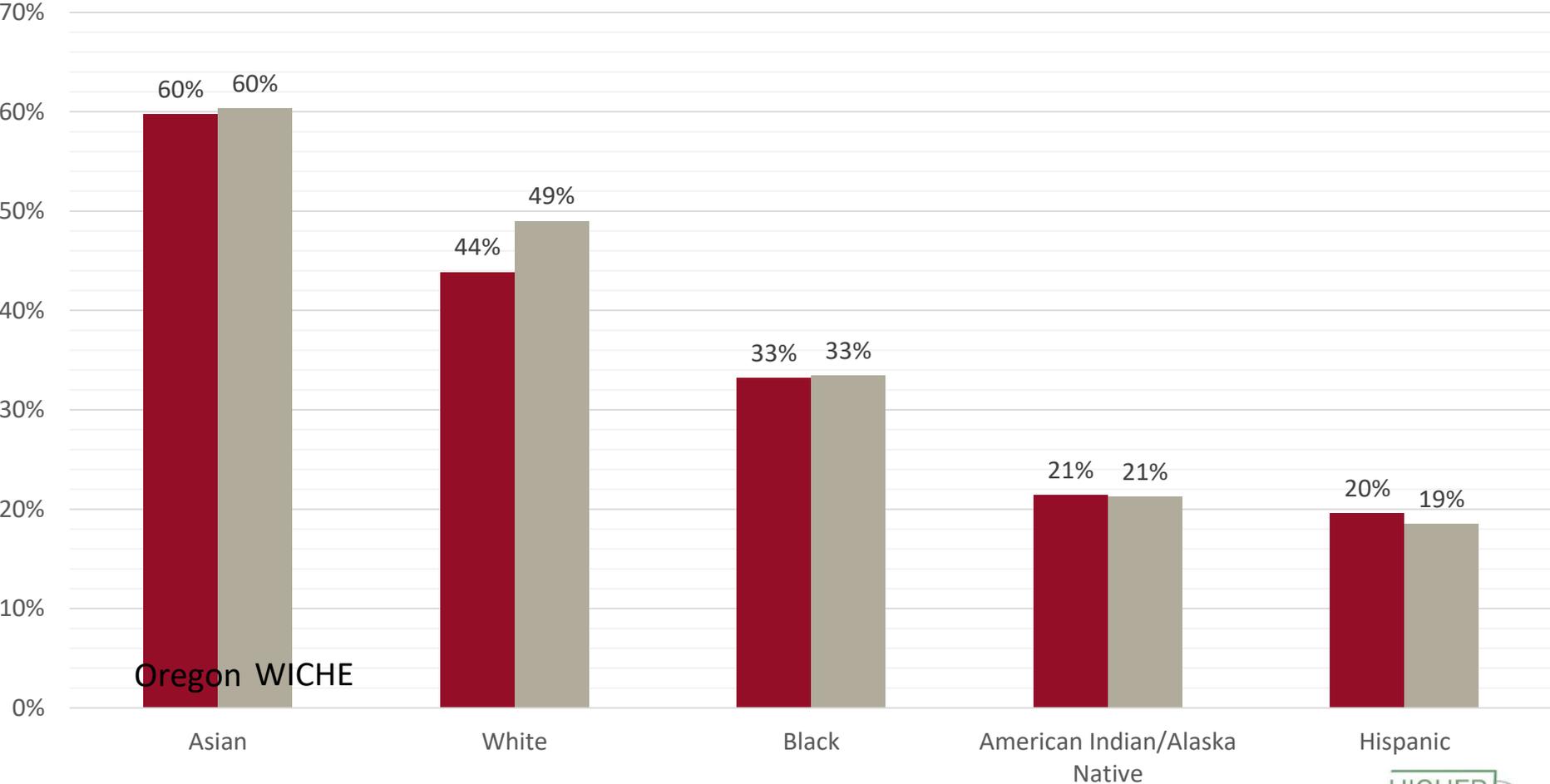
Postsecondary Educational Attainment, Associate's Degree and Above, Age 25-64



Postsecondary Educational Attainment, Associate's Degree and Above, Age 25-64



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



Oregon WICHE

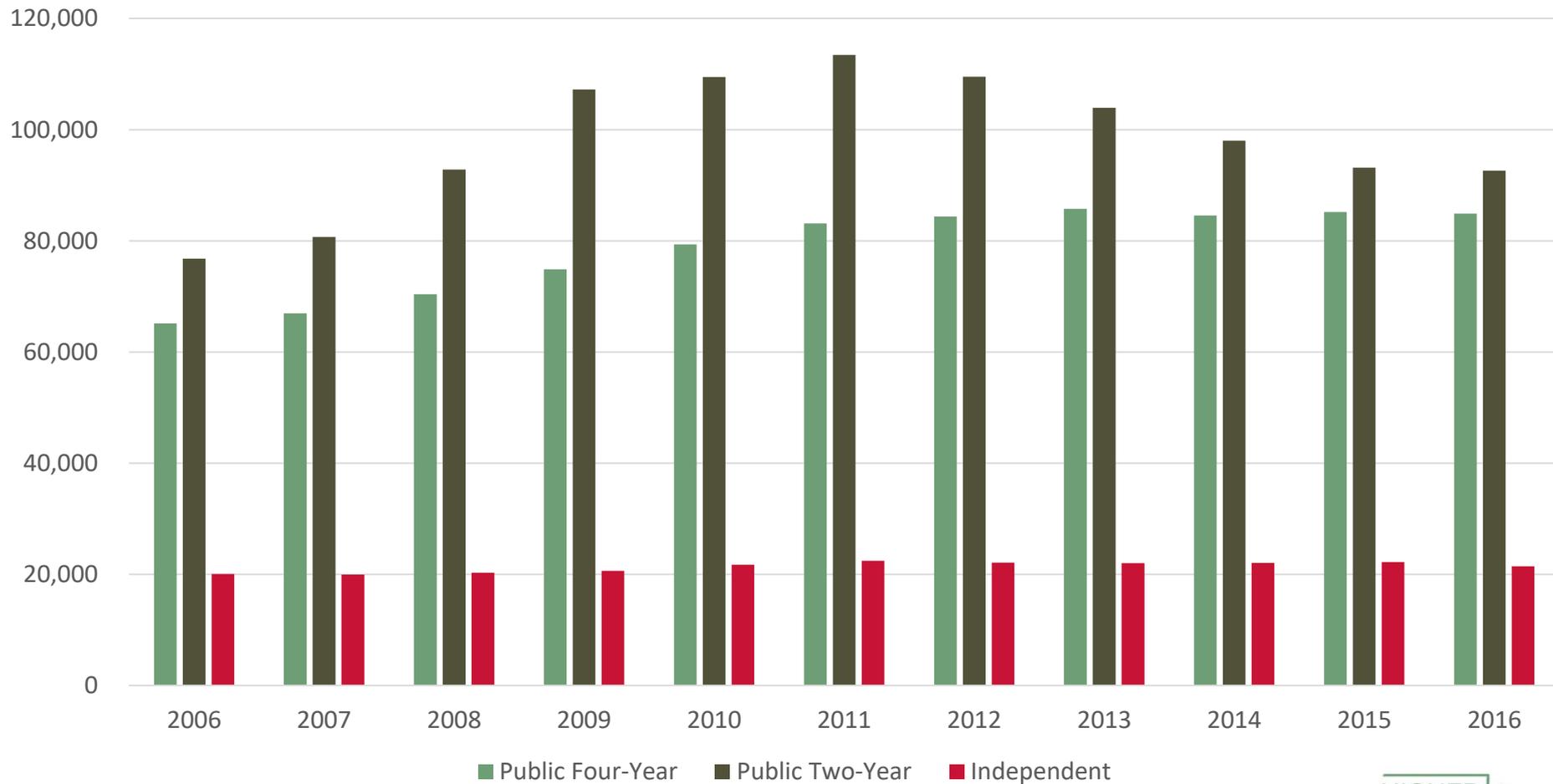
Source: U.S. Census, American Community Survey, <https://www.census.gov/hhes/socdemo/education/>.



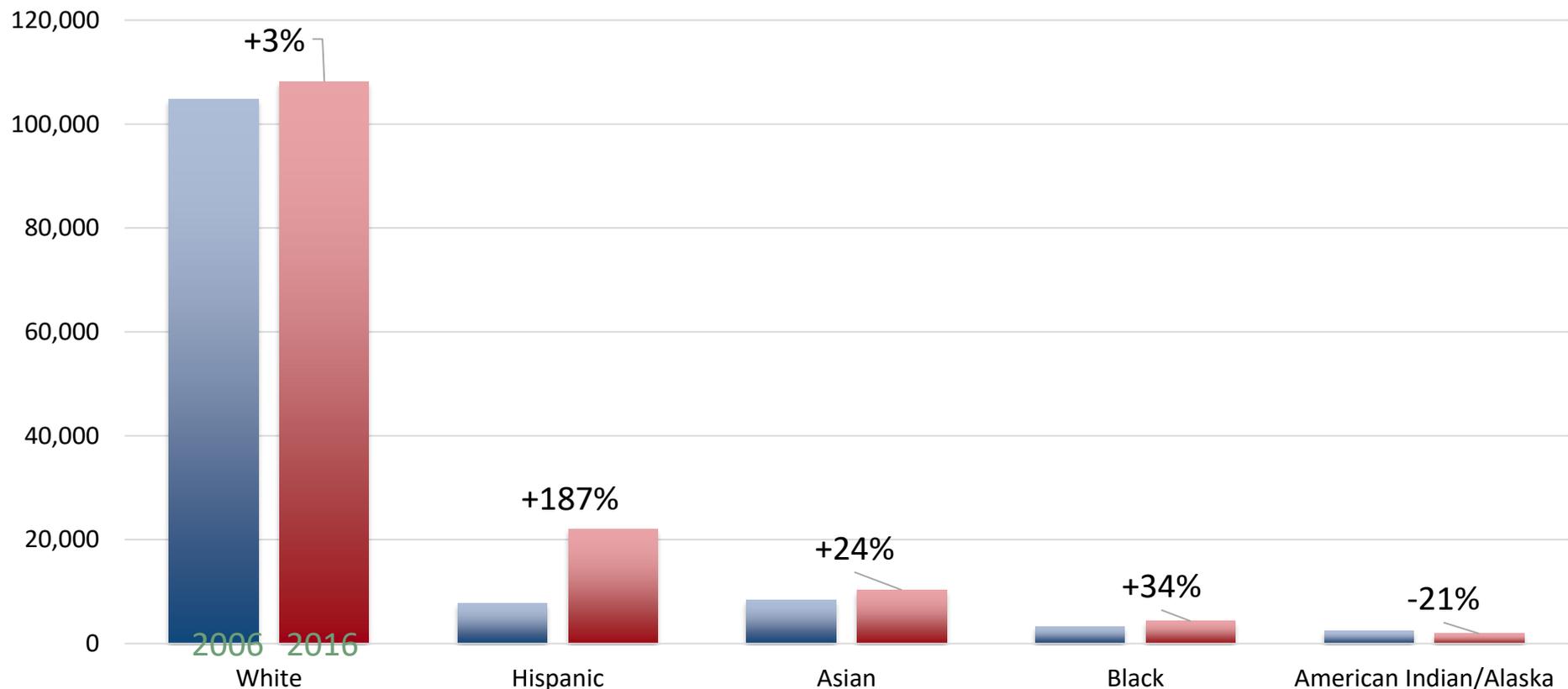


Enrollment trends
at Oregon public
institutions

Oregon Undergraduate Enrollment by Institution Type, 2006-2016



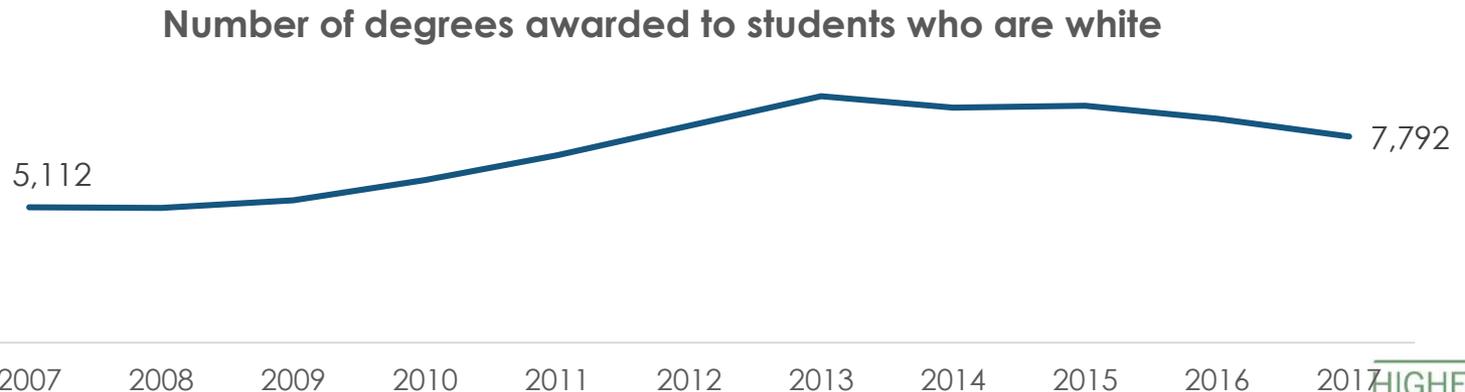
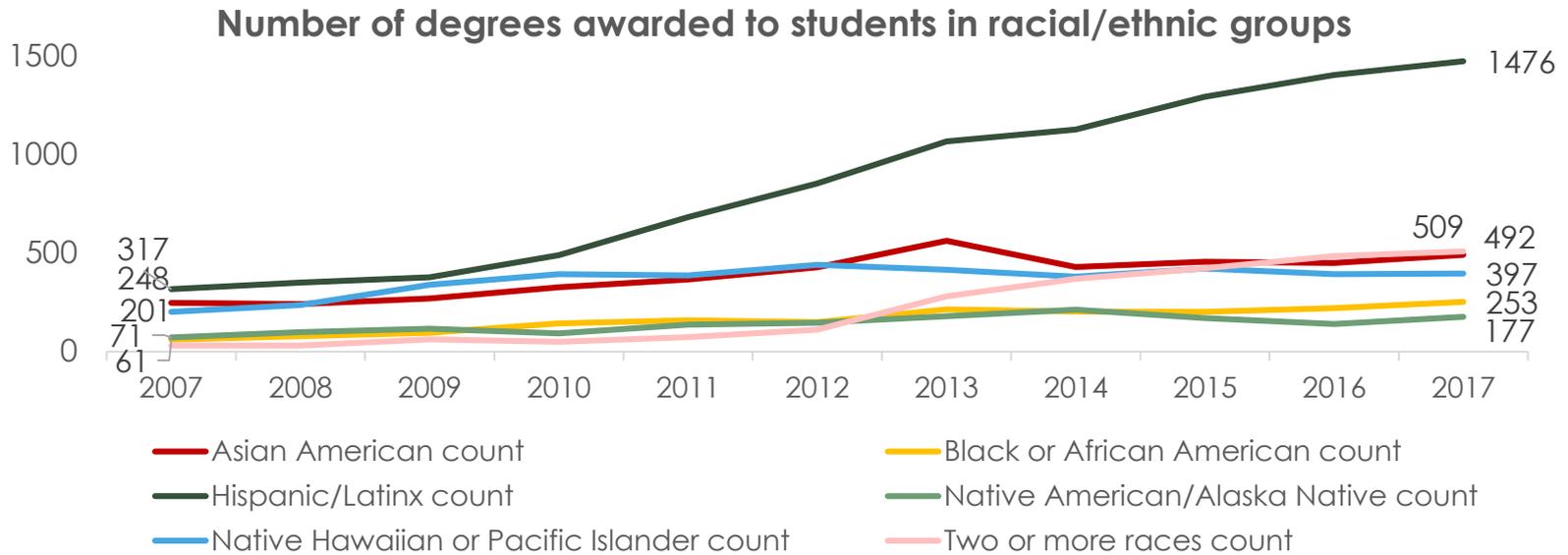
Total Undergraduate Enrollment in Oregon Public Institutions of Higher Education by Race/Ethnicity, 2006 & 2016 (With Percent Change)





Completion
numbers and rates

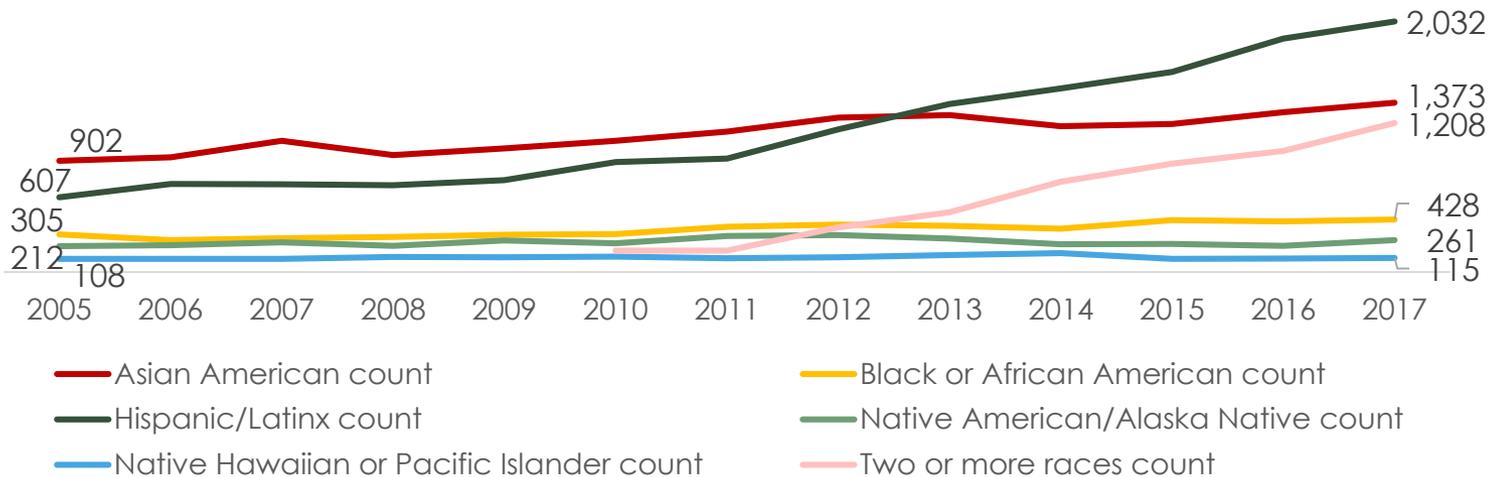
Community College Associate Degrees by race/ethnicity



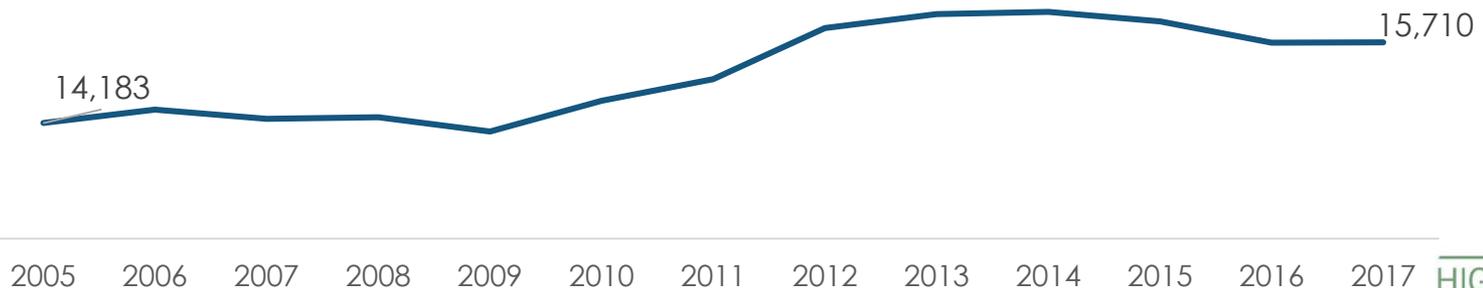
Source: HECC analysis of Oregon community college student records.

University Degrees by race/ethnicity

Number of degrees awarded to students in racial/ethnic groups

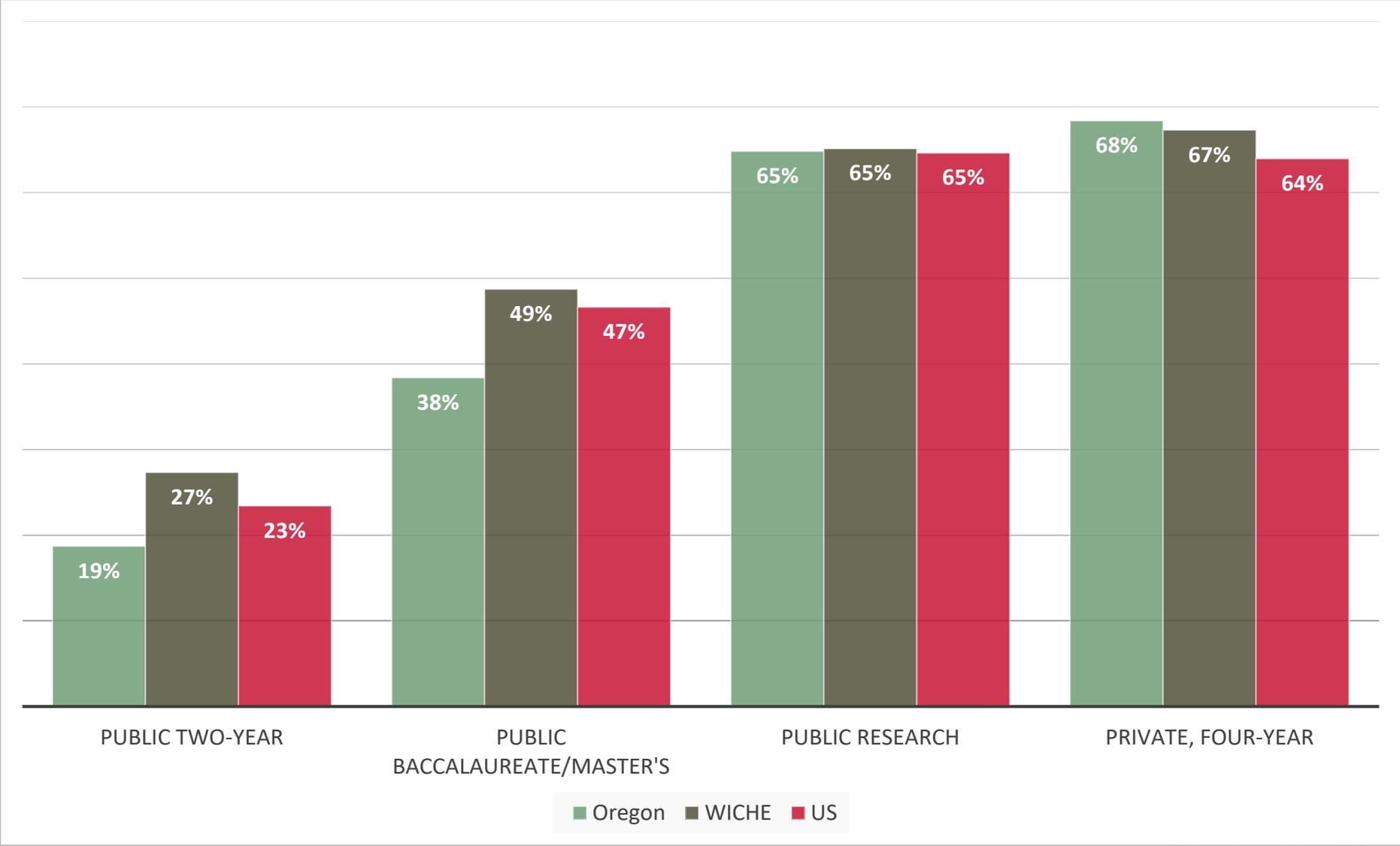


Number of degrees awarded to students who are white



Source: HECC analysis of Oregon public university student records. Includes all degrees to Oregon residents, regardless of type of degree.

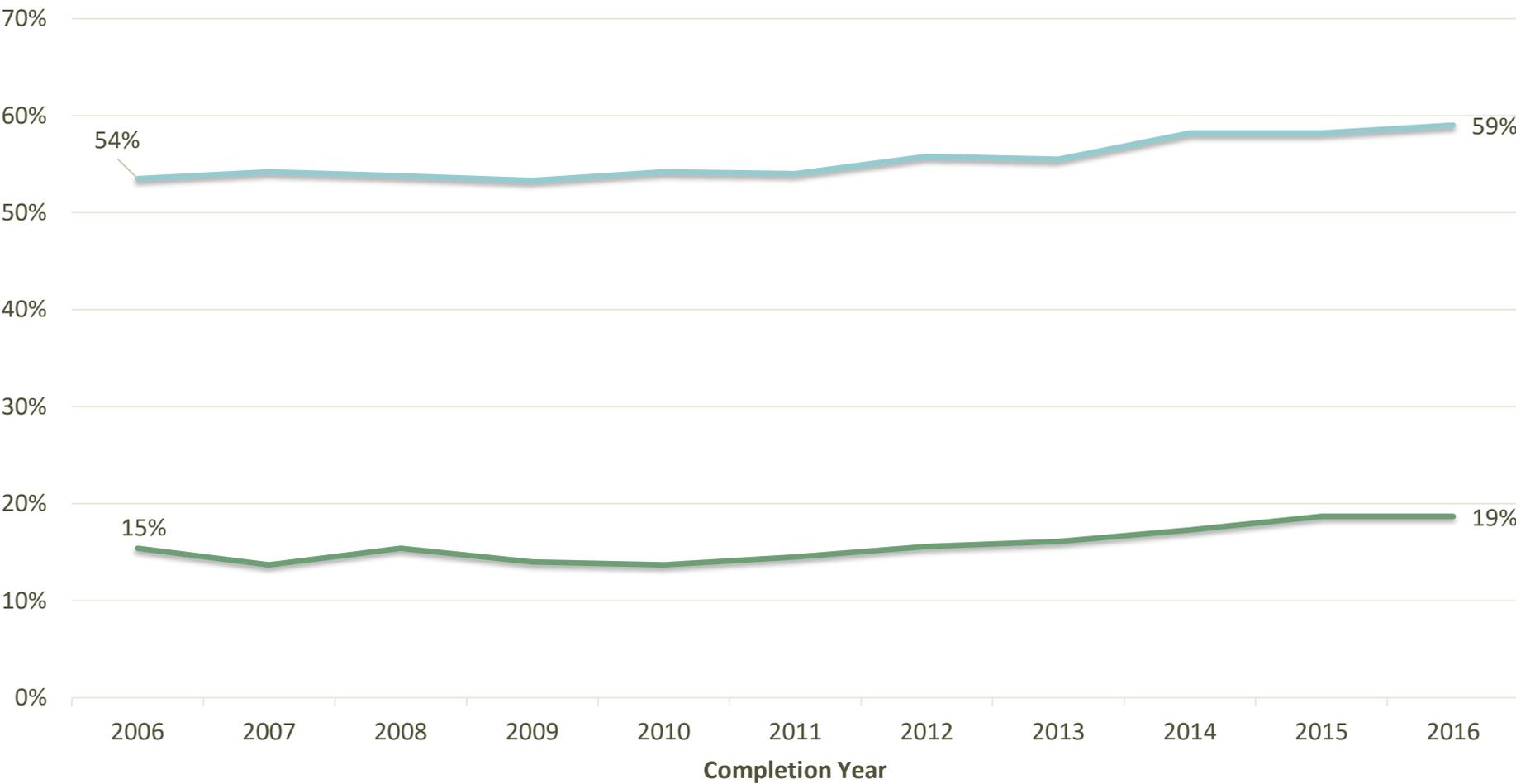
Graduation Rates by Institutional Type, 2016



National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).
Graduation Rate Survey, 2016



Oregon Postsecondary Graduation Rates by Institutional Type, 2006-2016

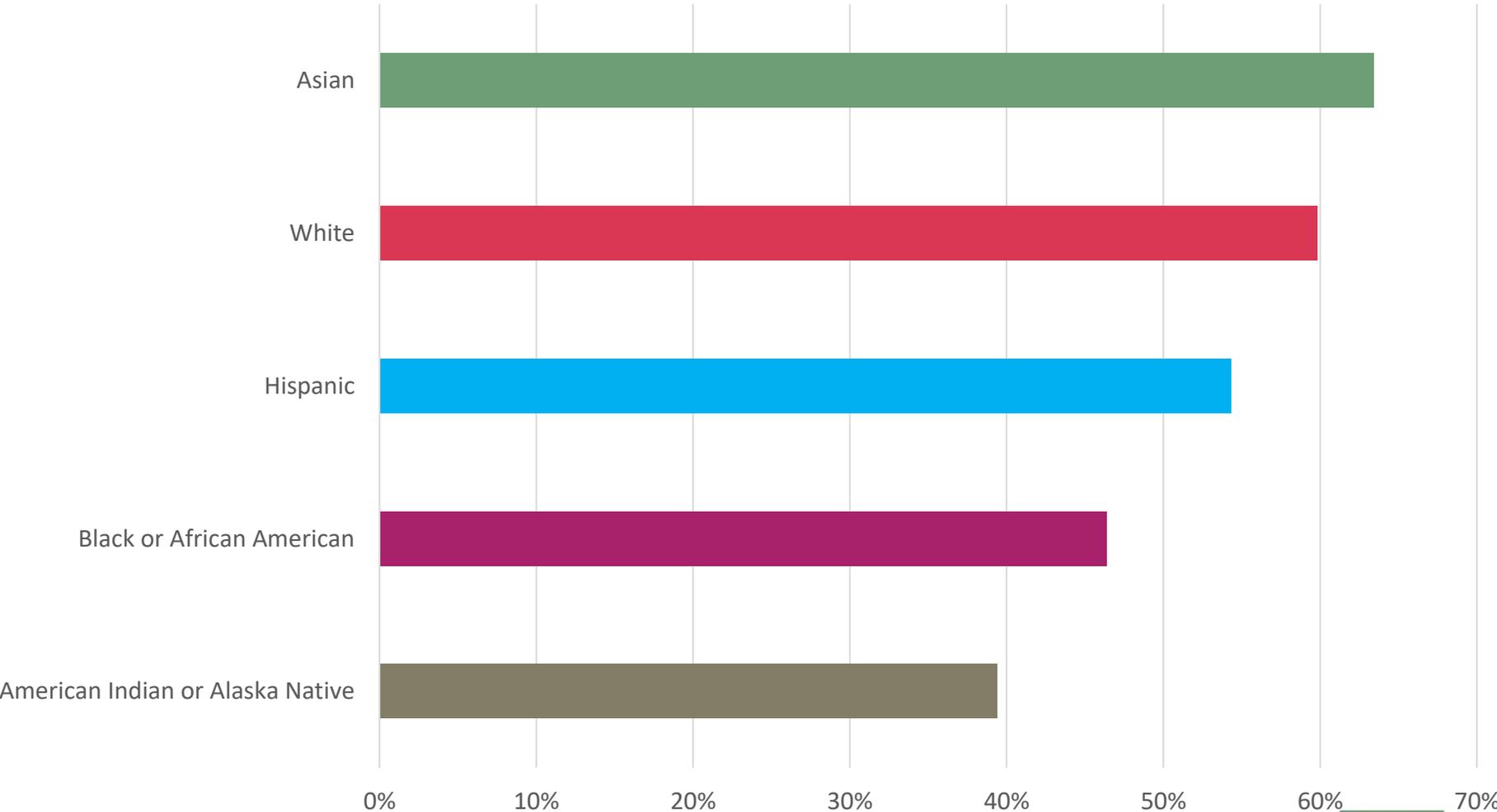


Public, Two-Year Institutions Public, Four-Year Institutions



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

Oregon Graduation Rates at Public, Four-Year Institutions, 2016



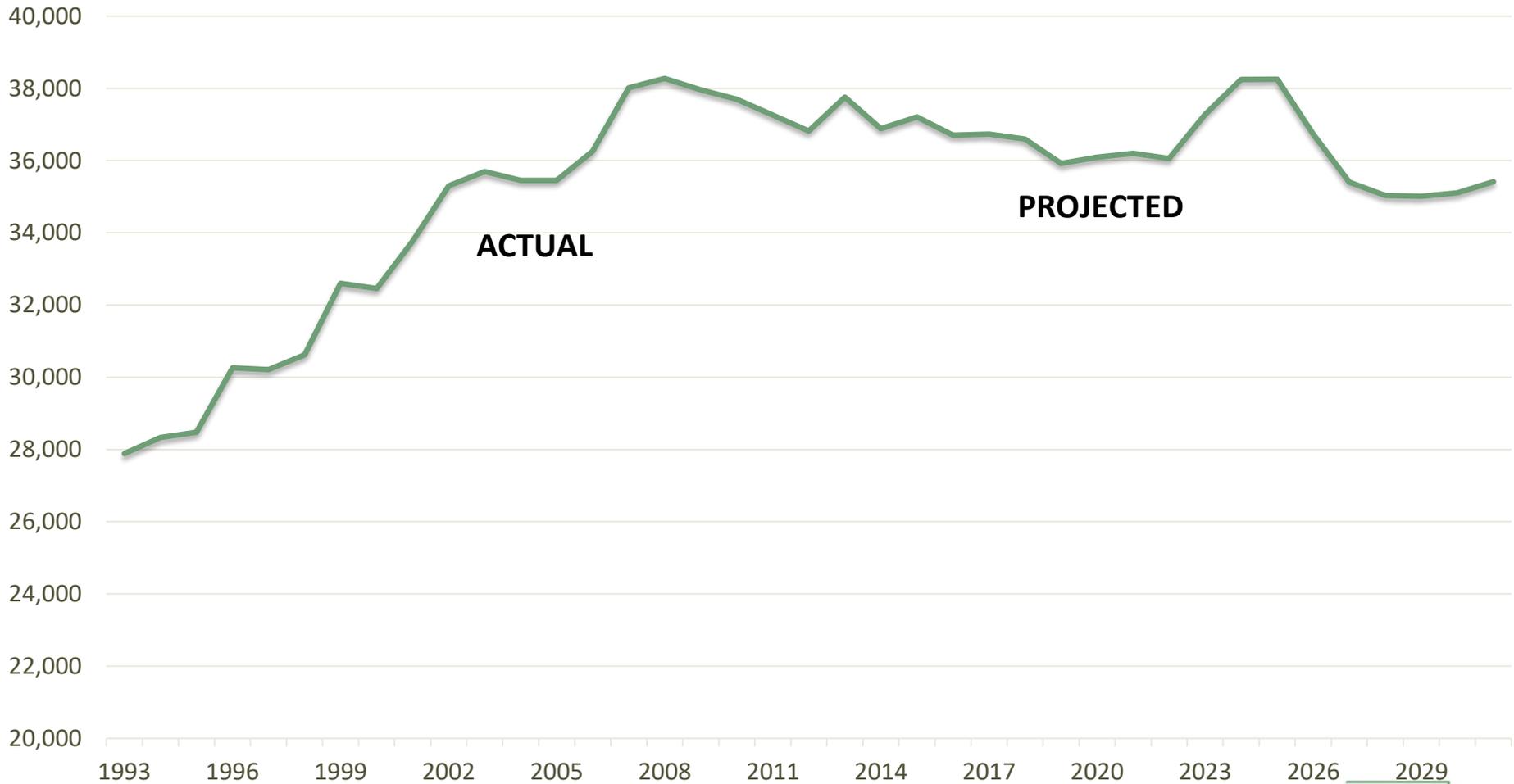
National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).
Graduation Rate Survey, 2016





Projecting future demand

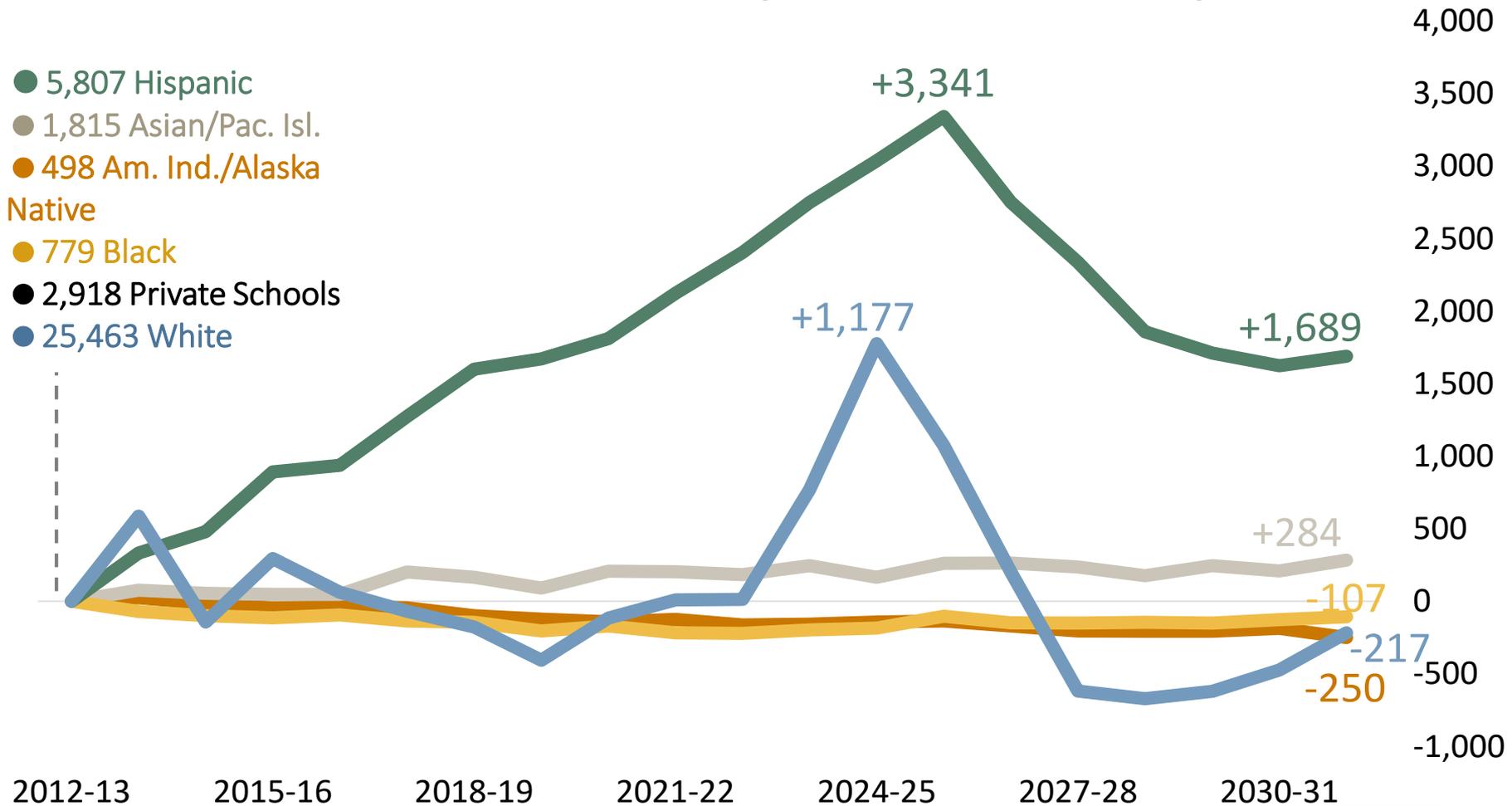
High School Graduates in Oregon, 1993-94 to 2012-13 (Actual); 2013-14 to 2031-32 (Projected)



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



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



Most family-wage jobs still rely on postsecondary education

Of the 100 jobs with the largest growth in Oregon, 40 have above-average earnings, and 30 of these 40 require postsecondary education.

Registered nurses

General and operations managers

Accountants and auditors

Computer programmers

Business operations specialists, all other

Computer network architects

Market research analysts, marketing specialists

Computer & information research scientists

Software and web developers

Managers, all other

Lawyers

Management analysts

Computer & information systems managers

Physicians and surgeons, all other

Physical therapists

Elementary school teachers

Financial managers

Computer occupations, all other

Real estate brokers

Software developers, systems software

Civil engineers

Sales managers

Cost estimators

Marketing managers

Wholesale and manufacturing sales rep's, technical and scientific products

Industrial engineers

Massage therapists

Secondary school teachers, except special and career/technical education

Construction managers

Medical and health services managers

Salary Range: \$53,000-\$143,000

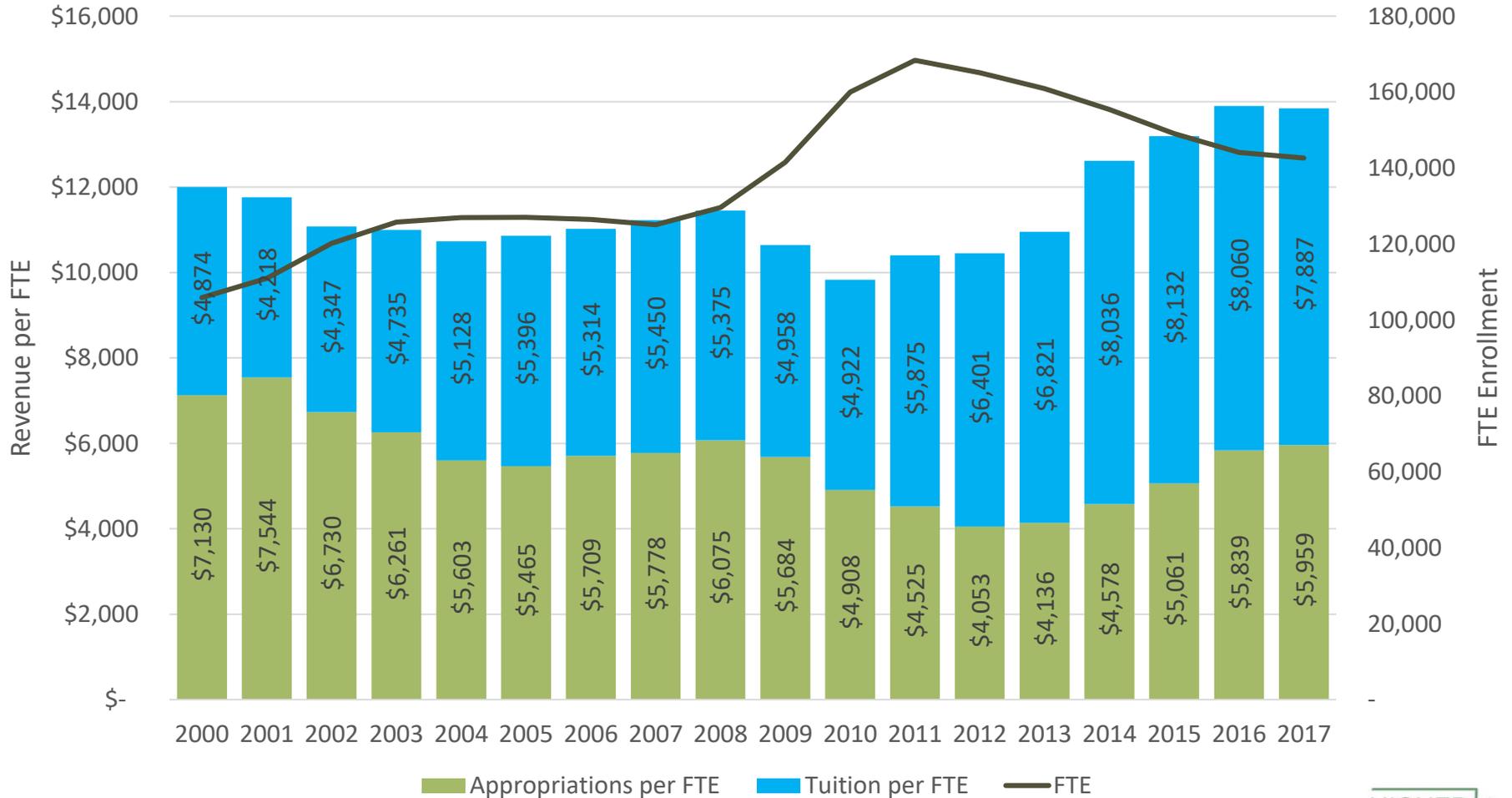
Median income for all employed Oregonians: \$48,100

Source: Employment projections from Oregon Employment Department, <https://www.qualityinfo.org/-/long-term-job-openings-fueled-by-growth-retirements> . Salary data from Bureau of Labor Statistics, *Occupations with the most job growth projected 2014-2024*, https://www.bls.gov/emp/ep_table_104.htm



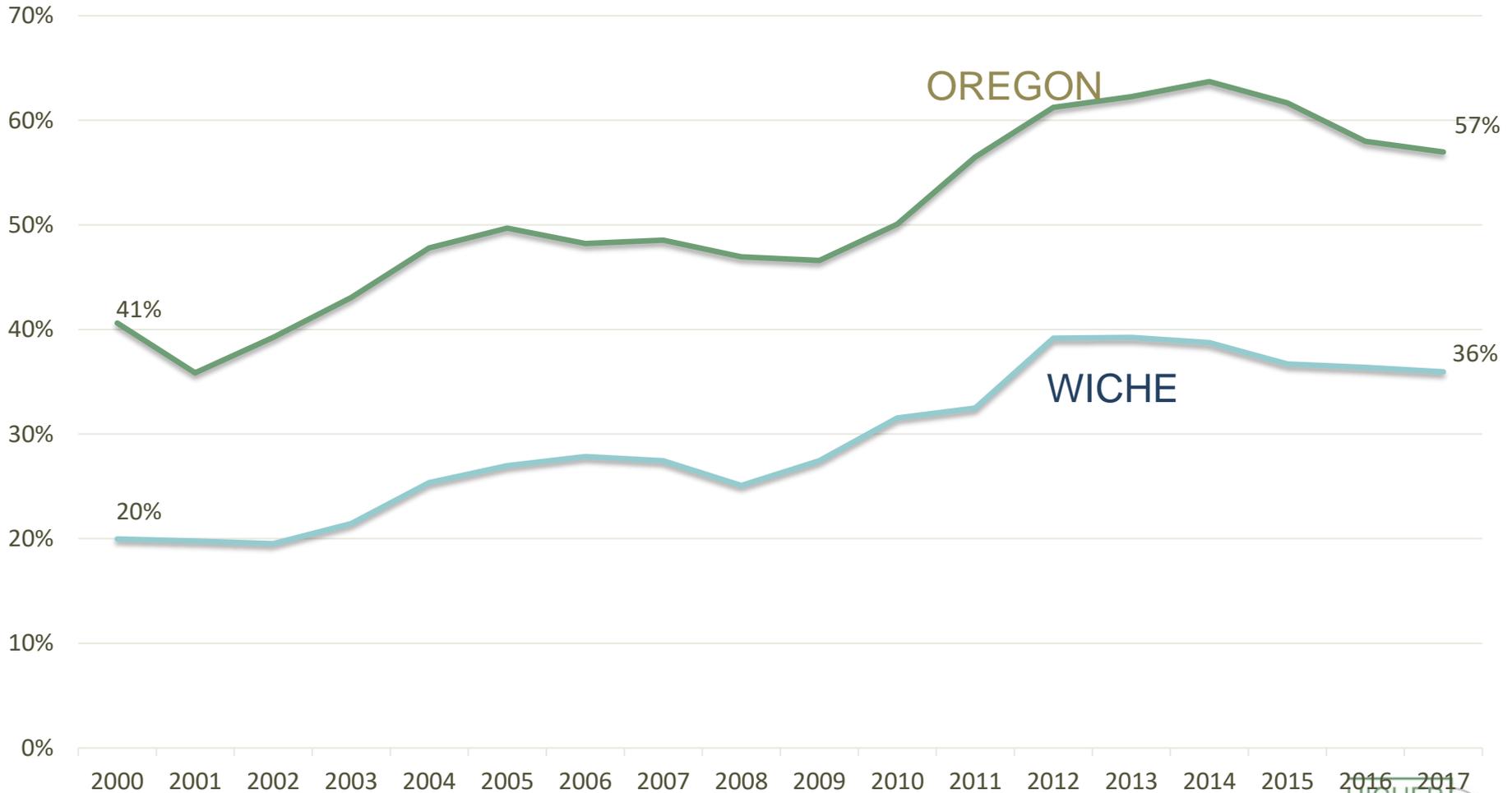
Postsecondary finance data

Public FTE Enrollment, Educational Appropriation and Total Revenue per FTE, Oregon, Fiscal 2000-2017



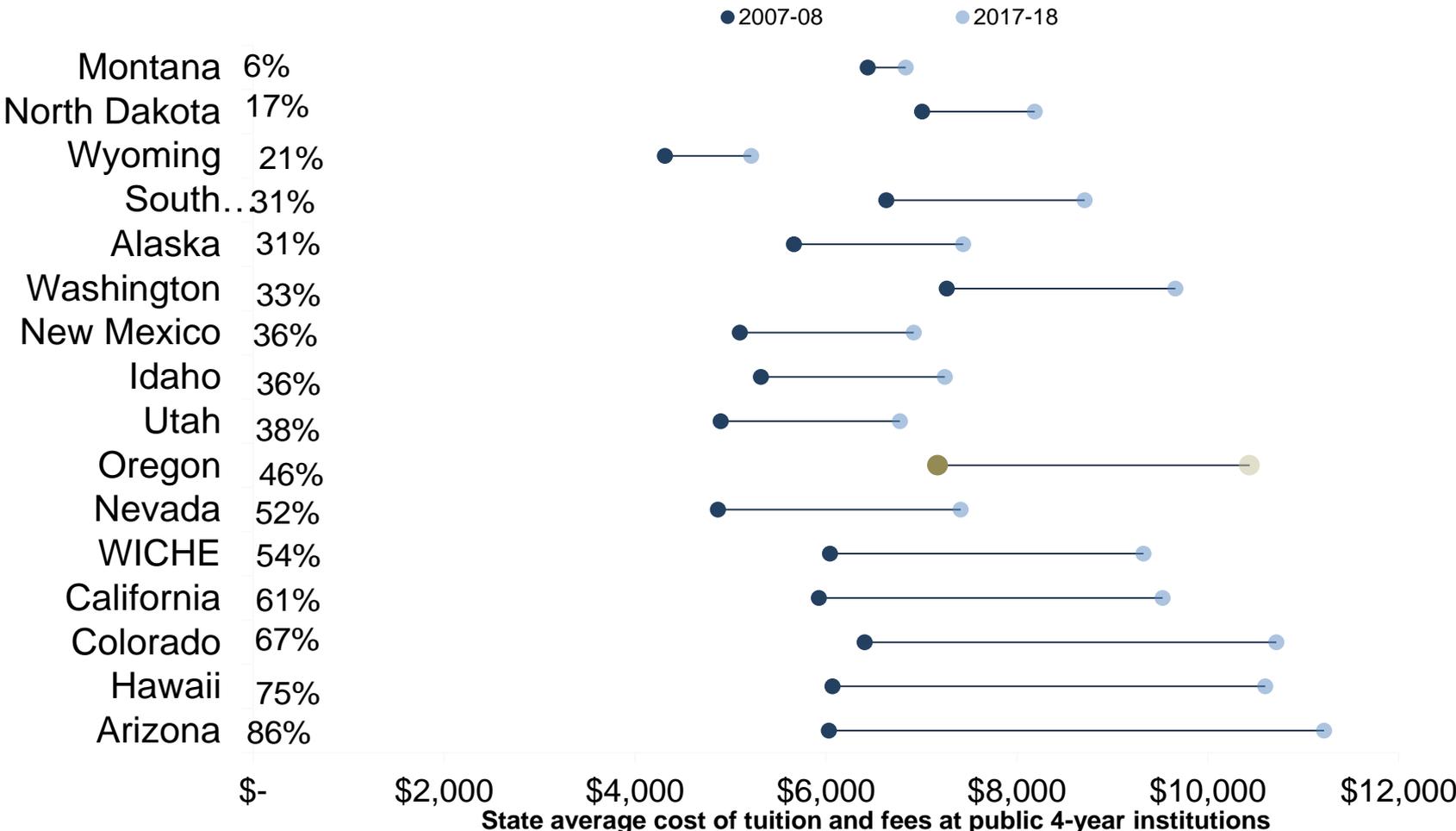
Source: State Higher Education Executive Officers, "State Higher Education Finance, The FY 2017 Report," http://www.sheeo.org/sites/default/files/project-files/SHEEO_SHEF_FY2017_FINAL.pdf

Tuition as a Percent of all Education Revenue, FY2000-FY2017



Source: State Higher Education Executive Officers, "State Higher Education Finance, The FY 2017 Report," http://www.sheeo.org/sites/default/files/project-files/SHEEO_SHEF_FY2017_FINAL.pdf

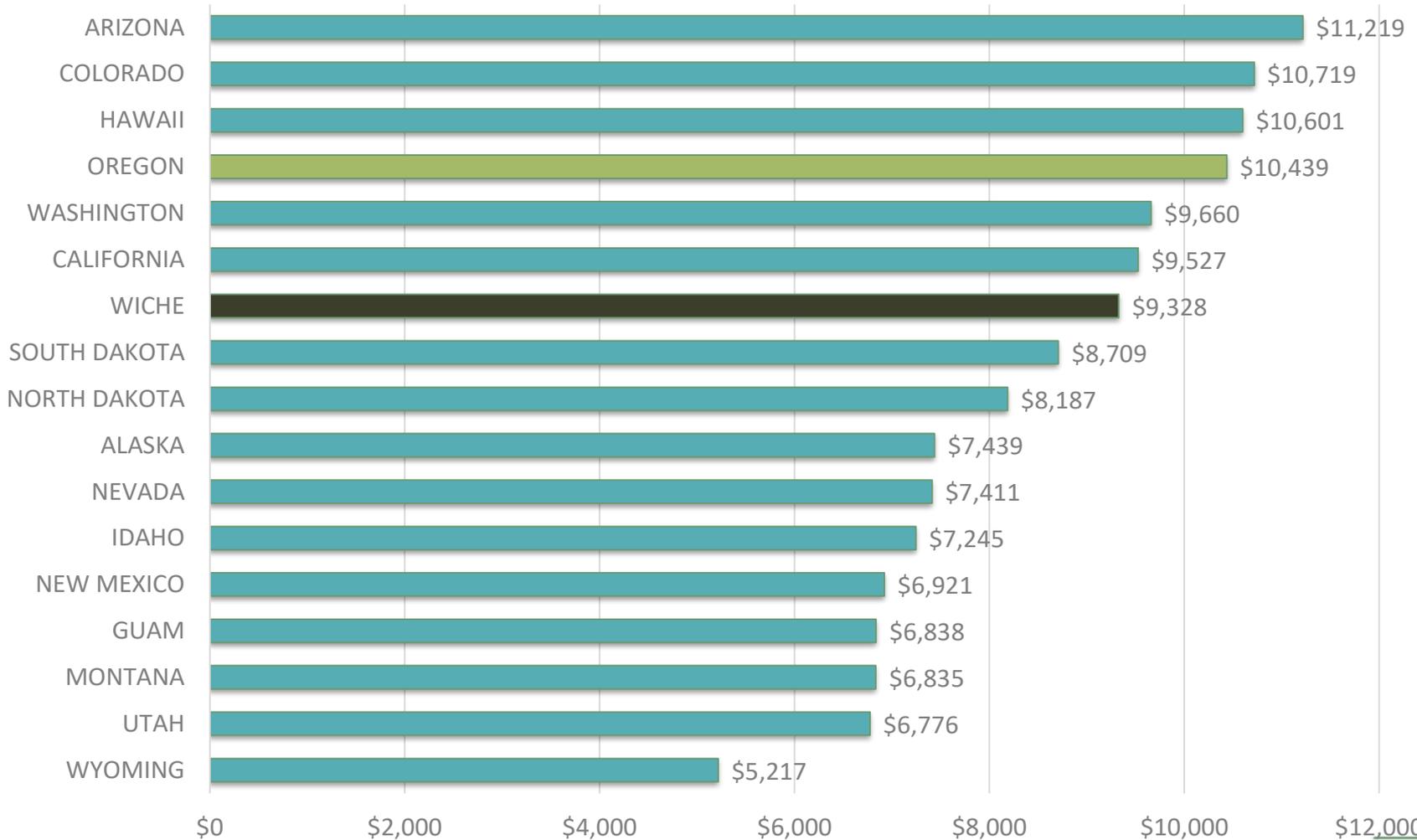
Change in Resident Undergraduate Tuition and Fees at Four-Year Institutions, from 2007-2017



Source: WICHE Tuition and Fees, 2017, <http://www.wiche.edu/pub/uf>.

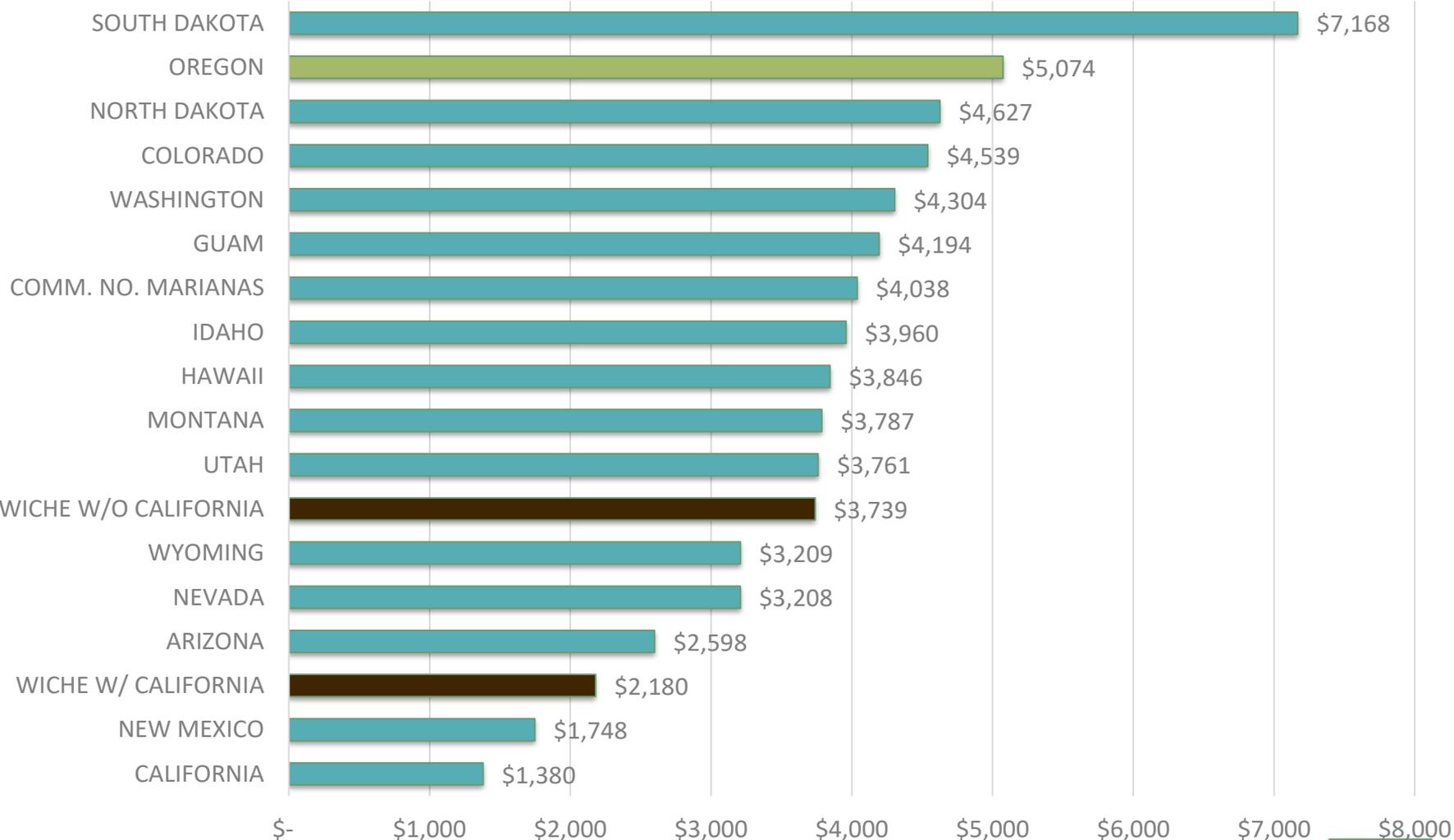


Resident Undergraduate Tuition and Fees at Four-Year Institutions, 2017-18



Source: WICHE Tuition and Fees, 2017, <http://www.wiche.edu/pub/tf>.

Resident Undergraduate Tuition and Fees at Two-Year Institutions, 2017-18

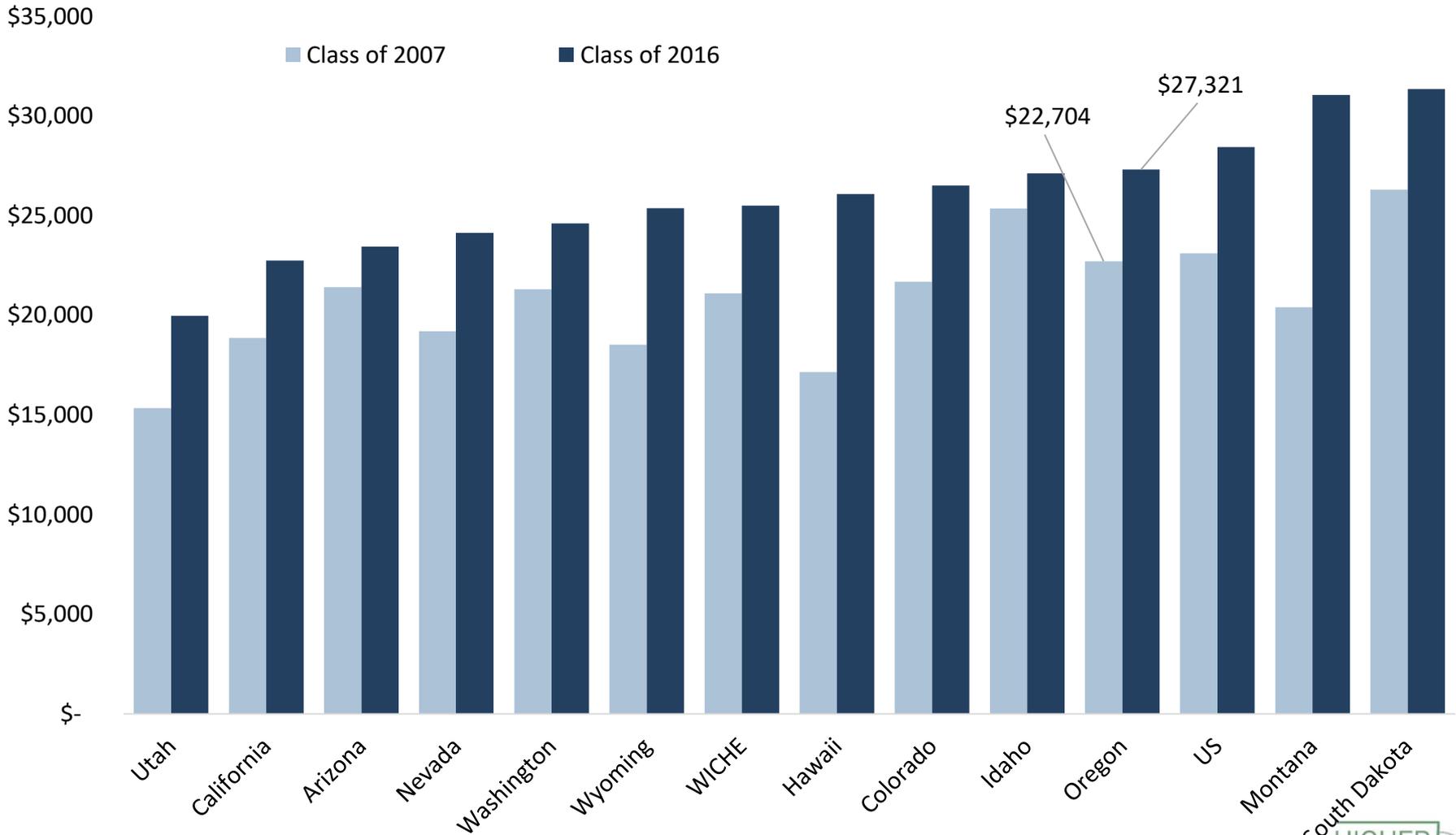


Source: WICHE Tuition and Fees, 2017, <http://www.wiche.edu/pub/tf>.



Debt Burden

Average Loan Amount for Bachelor's Recipients, 2007 vs. 2016



Adapted from The Institute for College Access and Success, "Project on Student Debt," <http://www.ticas.org/posd/map-state-data-2016#>. Adjusted to 2016 Dollars using CPI downloaded from: <https://data.bls.gov/pdq/SurveyOutputServlet>



Taking a longitudinal view

Is postsecondary education delivering on its promise of mobility?

Nationally, 82% of students from the top quartile of family income earn a Bachelor's degree, compared with just 9% of students from the bottom income quartile [President Ed Ray, 2018].

In Oregon, students who qualify for Free or Reduced Lunch in K-12 are one third as likely to earn a degree as students who don't [Oregon Learns, 2016]

The degree of income segregation across American colleges is comparable to income segregation across neighborhoods in the average American city [Equality of Opportunity Project, 2017]



The HECC's strategic focus on student success

Student and finance data, in summary...

There are major gaps between our current attainment rates and state goals, especially for the Middle 40 and for underrepresented communities.

The recession-induced enrollment boom resulted in significant increases in the number of degrees and certificates awarded by Oregon public institutions over the last decade, especially to underrepresented minorities.

Success rates for students at Oregon public institutions are slowly increasing, but a very sizable proportion of enrollees do not complete.

The “pipeline” (ie HS graduates) for new post-secondary students is not projected to significantly expand, although its diversity will.

Nation-leading increases in per-student state appropriations and tuition revenues at Oregon public institutions have improved institutional funding, but not yet to the national average and not at pace with cost pressures.

Common institutional strategies

Cultivate non-traditional students (adult, online) and new markets (out-of-state, international)

Improve communication of brand value, and marketing to Generation Z

Reboot tuition strategies

Academic transformation: eg revamped gateway courses, lower textbook costs, innovations in teaching

Increase retention and completion rates

Build the donor base

Intersections with the HECC

To advance
its vision of
opportunity,
attainment,
and equity...

- How does the HECC promote, inhibit, and shape institutional strategies?
- How does the HECC directly empower individual Oregonians?

HECC strategic action areas

Reporting

- Through advanced data analysis, evaluation, and reporting, HECC will build public and institutional commitment to meeting achievement goals and closing equity gaps.

Funding

- HECC will develop an approach to state funding for higher education and workforce that is directly linked to student success.

Pathways

- HECC will promote clear onramps to education and training, reduce barriers for transfer students, and link graduates with careers.

Outreach

- HECC will develop a comprehensive outreach plan to ensure all Oregonians have access to affordable, relevant options for postsecondary education and training.

And ways of doing it?

Voice

- Communicating the value of post-secondary education.

Advocacy

- Elevating political and public support for post-secondary education.

Leadership

- With moral purpose, articulating a set of values and expectations for post-secondary education in Oregon.

In view of the HECC's responsibilities, opportunities, and 2017-21 strategic directions ...

- How can we elevate equitable student success?