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STATE SUPPORT FOR OREGON COMMUNITY COLLEGES

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WORKFORCE DEVELOPMENT

April 5, 2017

Presented to: Joint Ways and Means, Education Subcommittee



PRESENTATION SCHEDULE

Day 1-2, March 27-28	<ul style="list-style-type: none">• Introduction to Higher Education Structure and Students, Progress toward State Goals, Quick Funding History
Day 3-4, March 29-30	<ul style="list-style-type: none">• Affordability: Key Factors, State Financial Aid Programs + Intro to Student Pathways
Day 5, April 3	<ul style="list-style-type: none">• Student Pathways and Transitions: Precollege, Inter-college, Private Postsecondary, Workforce
Day 6, April 4	<ul style="list-style-type: none">• Public Testimony
Days 7-8, April 5-6	<ul style="list-style-type: none">• State Support for Community Colleges• Community College presentations
Day 9, April 10	<ul style="list-style-type: none">• Public Testimony
Days 10-11, April 11-12	<ul style="list-style-type: none">• State Support for Public Universities• University presentations
Day 12, April 13	<ul style="list-style-type: none">• Capital Construction, Other Missions of Universities
Day 13, April 17	<ul style="list-style-type: none">• Public Testimony
Day 14, April 18	<ul style="list-style-type: none">• OHSU Budget and Public Testimony
Day 15, April 19	<ul style="list-style-type: none">• An Integrated postsecondary agency, HECC Operations, Conclusion

Start dates for presentation topics are tentative

BUDGET PRIORITIES: STUDENT SUCCESS

Preserve Funding for Public Institutions to Foster Student Success

- Preserve critical investments made last biennium to public colleges and universities, and make historical investments in capital and campus safety to support the ability of campuses to support student success and completion
- **Preserve 2015-17 LAB investment levels in state support for public institutions** primarily through the Public University Support Fund and Community College Support Fund, maintaining historic state investment made in Oregon campuses last session
- Invest significant increases in **capital construction bonding** to ensure access and capacity to achieve Oregon's long term education goals
- Invest in **campus safety infrastructure** to ensure that institutions are best prepared to prevent and respond to safety emergencies

COMMUNITY COLLEGES RELATED KEY PERFORMANCE METRICS

Data will be presented on Day 15, HECC Agency Operations, Appendix

KPM 4: Developmental education pass rates

KPM 5: Success of developmental education students in college math and English

KPM 6: Number of CC students who have earned 15-29 college credits

KPM 7: Number of CC students who have earned 30-44 college credits

KPM 8: Number of CC students who earn at least 45 college credits

KPM 9: Certificate and Oregon Transfer Module Earners

KPM 10: Associate Degrees

KPM 11: Completions per 100 students (credit-bearing FTE)

KPM 12: CC to university transfers

KPM 13: Earnings of CC completers

KPM 14: Earnings of CC leavers

KPM 22: Percentage of resident enrolled students who are incurring unaffordable costs, CCs and Universities

KPM 23: Percentage of resident enrolled students who are incurring unaffordable costs adjusted with institutional aid, CCs and Universities

KPM 25: Student loan default rates (CC, universities, and all)

KPM 27: Average statewide tuition and fees minus grant aid and net assessed tuition and fees per resident, undergraduate FTE (colleges and universities)

OVERVIEW

Structure and Governance

Student Enrollment and Outcomes

Community College Funding

Community College Support Fund Distribution



OREGON COMMUNITY COLLEGE STRUCTURE AND GOVERNANCE

GOVERNANCE AND COORDINATION

The 17 community colleges are independent and are governed by locally elected boards

HECC - CCWD engages with the 17 colleges directly, and through their advocacy and affinity groups, including:

- Oregon Community College Association (OCCA)
- Oregon Presidents Council (OPC)
- Council of Student Service Administrators (CSSA)
- Council of Instructional Administrators (CIA)
- Community College Business Officers
- Oregon Student Success Center

Coordinated activities include:

- Developmental Education
- Career Pathways
- Guided Pathways
- Data collection and research
- Adult Basic Skills
- Student Success

COMMUNITY COLLEGE AND HECC ROLES

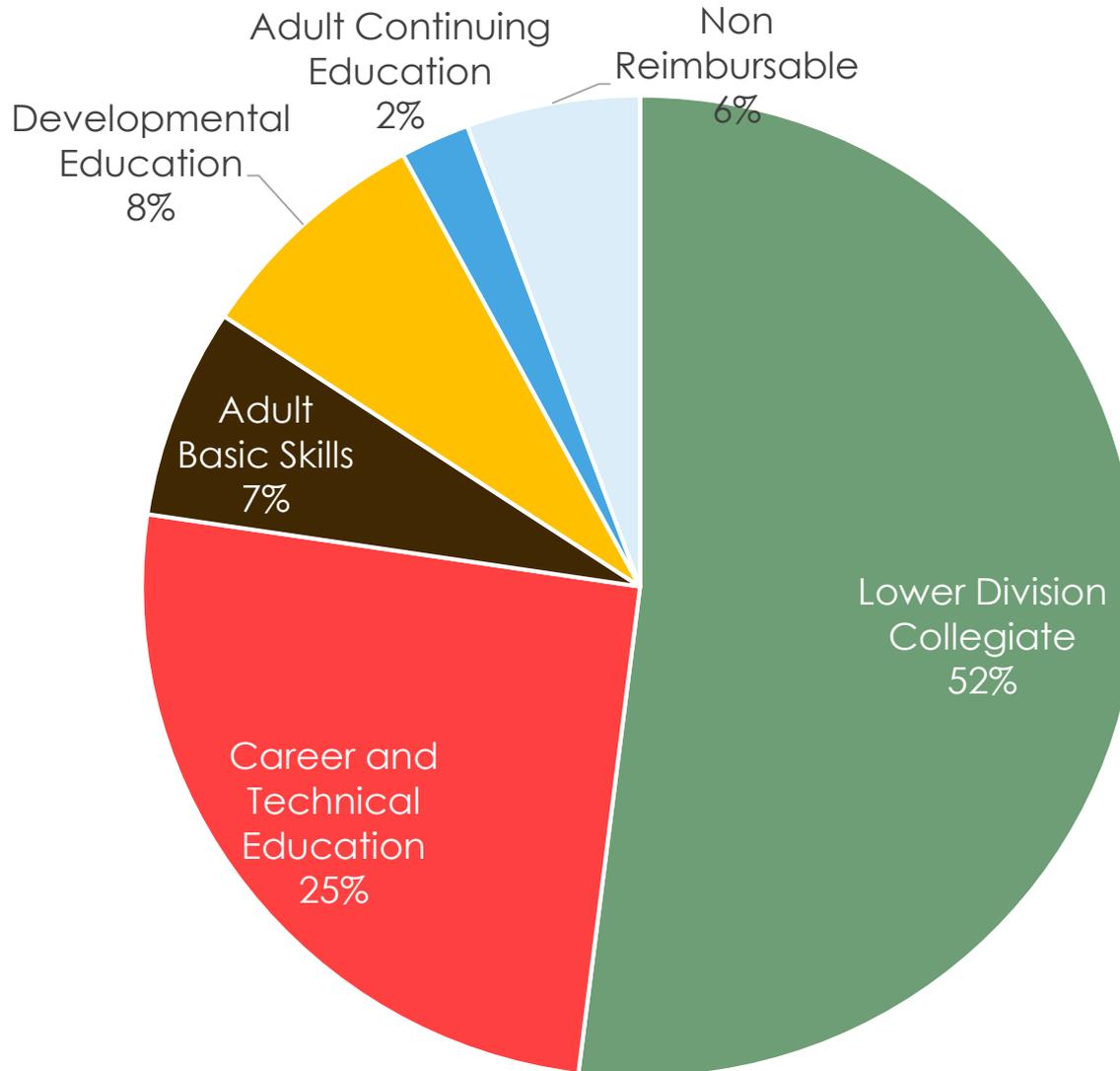
Community colleges:

- Provide open access for all Oregonians to advance their education and training
- Are a critical part of Oregon's workforce system and meeting the state's "Middle 40" goal
- Work with local businesses to deliver customized workforce training programs designed to meet local labor market demand

HECC:

- Disburses Community College Support Fund (CCSF)
- Provides technical assistance and approves programs in career and technical education
- Awards funding and oversees Adult Basic Education
- Coordinates statewide programs
- Collects and reports student level data

COMMUNITY COLLEGES' MULTIPLE MISSIONS



Total Student FTE Enrollment at All Institutions (2015-16):
95,920

Reimbursable FTE Enrollment at All Institutions (2015-16):
90,511

Source: HECC, Data for Analysis (D4A), Student Full Time Equivalent (FTE) Comparison.



HIGHER
EDUCATION
COORDINATING
COMMISSION

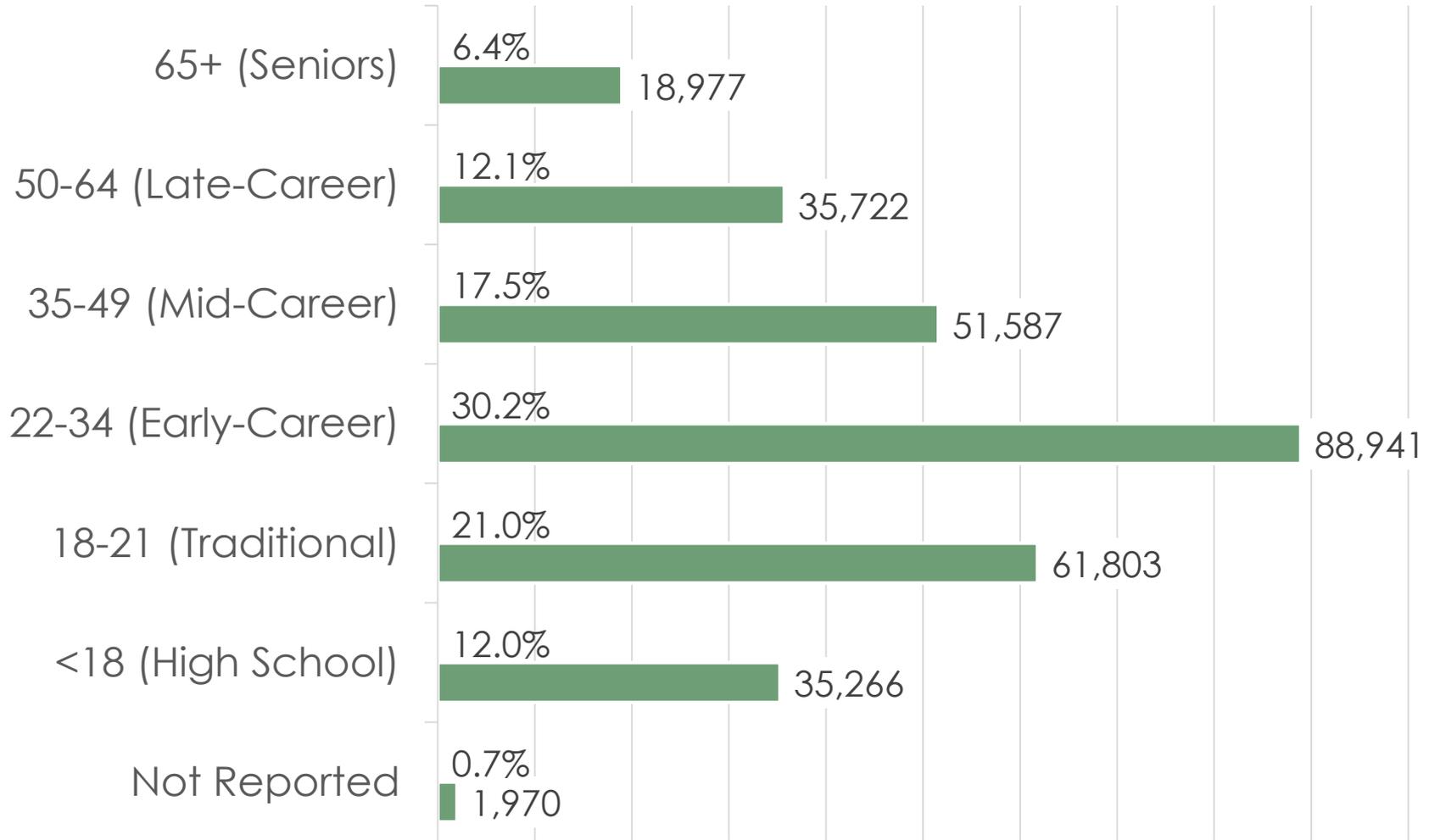


OREGON
COMMUNITY
COLLEGE
STUDENTS

Chemeketa CC

MOST COMMUNITY COLLEGE STUDENTS DO NOT ENROLL DIRECTLY FROM HIGH SCHOOL

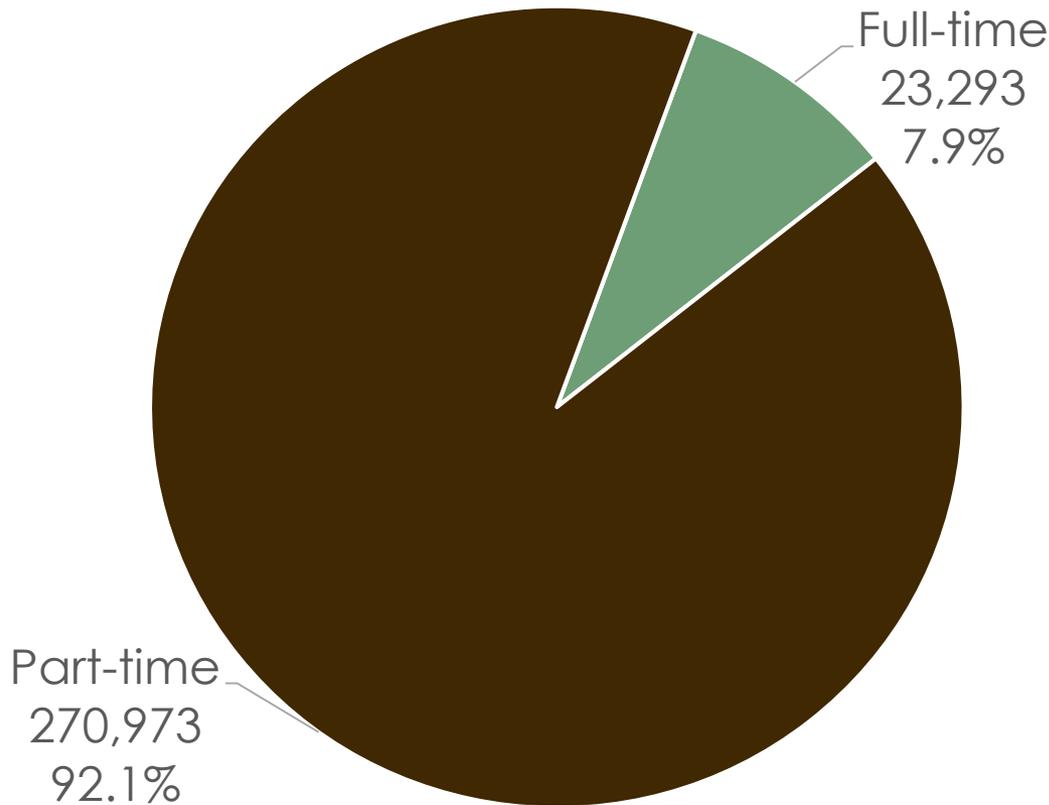
AGE



Source: HECC, Community College Headcount Enrollment (2015-16), Data for Analysis (DataMart) as of 2/6/2017.

VAST MAJORITY OF STUDENTS ARE ATTENDING PART-TIME

Student Enrollment Headcount
Full-time vs Part-time Status 2015-16
(Total enrollment: 294,266)



Average Credit Load per Term (2014-15): 5.8 credits/term

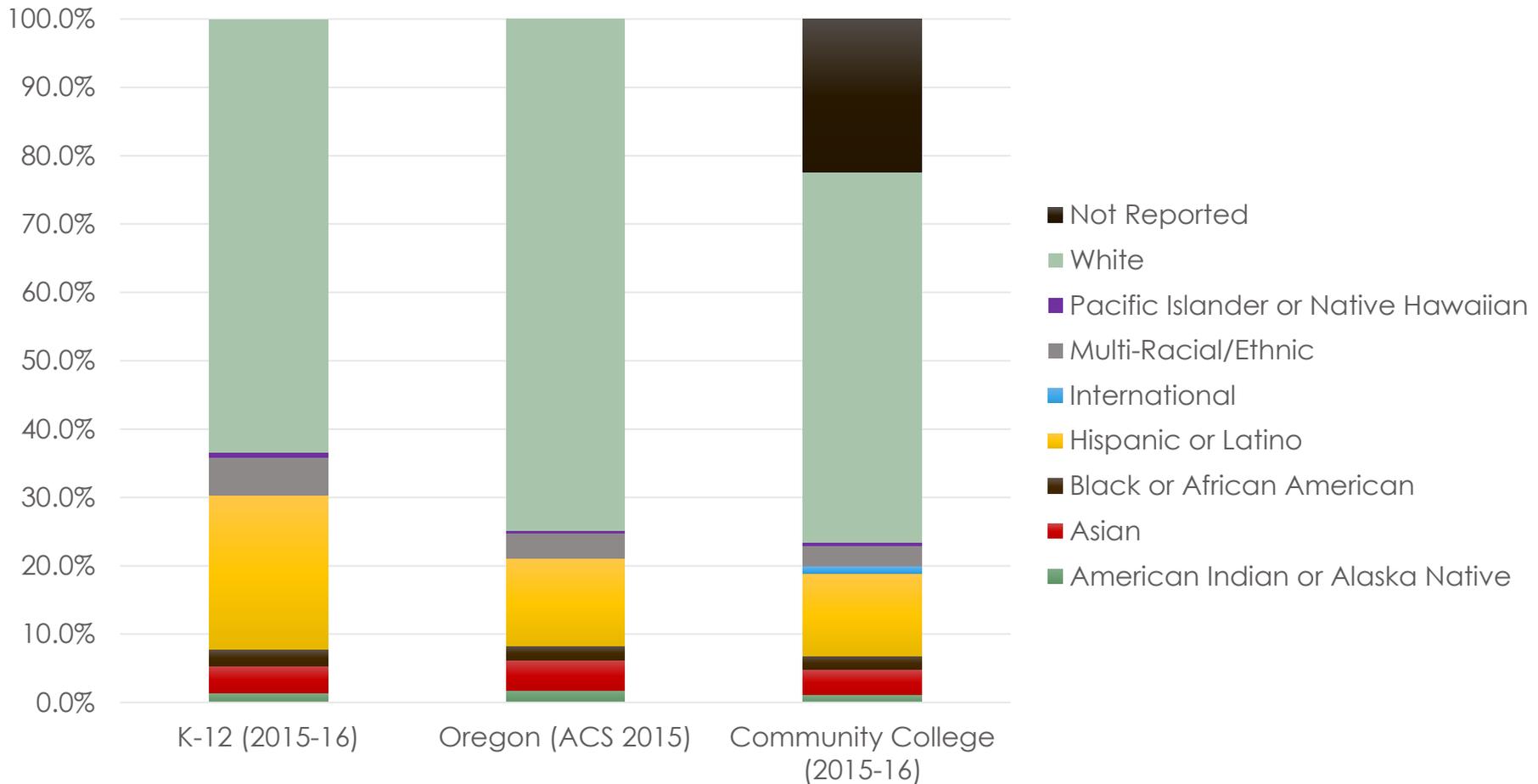
- 6.2 - Fall
- 6.1 - Winter
- 5.9 - Spring
- 3.8 - Summer

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

COMMUNITY COLLEGES REFLECT A DIVERSE OREGON

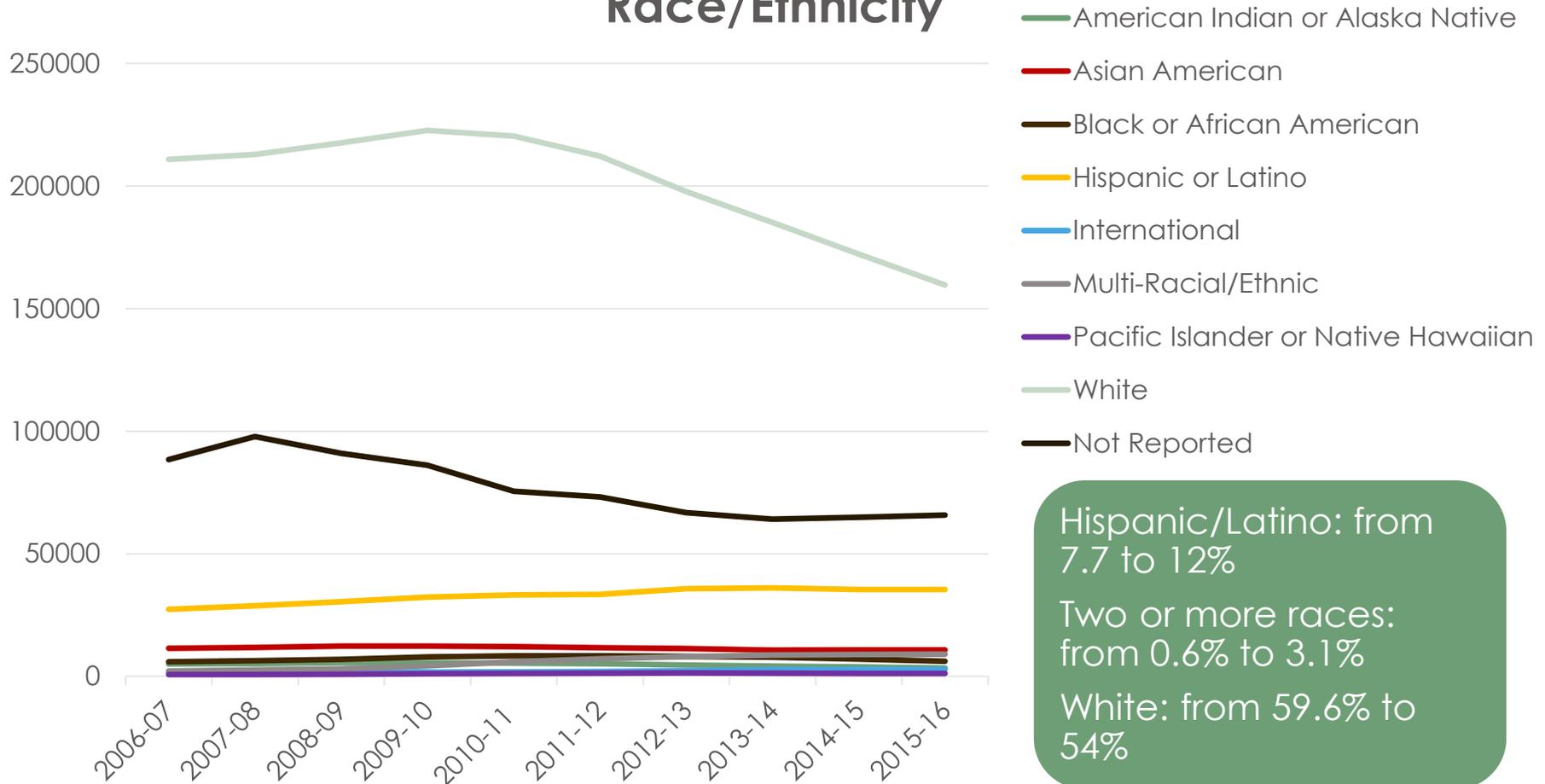
Race/Ethnicity by Sector



Source: K-12 – Oregon Department of Education; Oregon – U.S. Census Bureau, American Community Survey (2015); Community colleges - Data for Analysis (D4A)

COMMUNITY COLLEGES INCREASINGLY DIVERSE OVER TIME

Oregon Community College Student by Race/Ethnicity



Hispanic/Latino: from 7.7 to 12%
 Two or more races: from 0.6% to 3.1%
 White: from 59.6% to 54%

Source: Community College Enrollment, Data for Analysis (D4A)

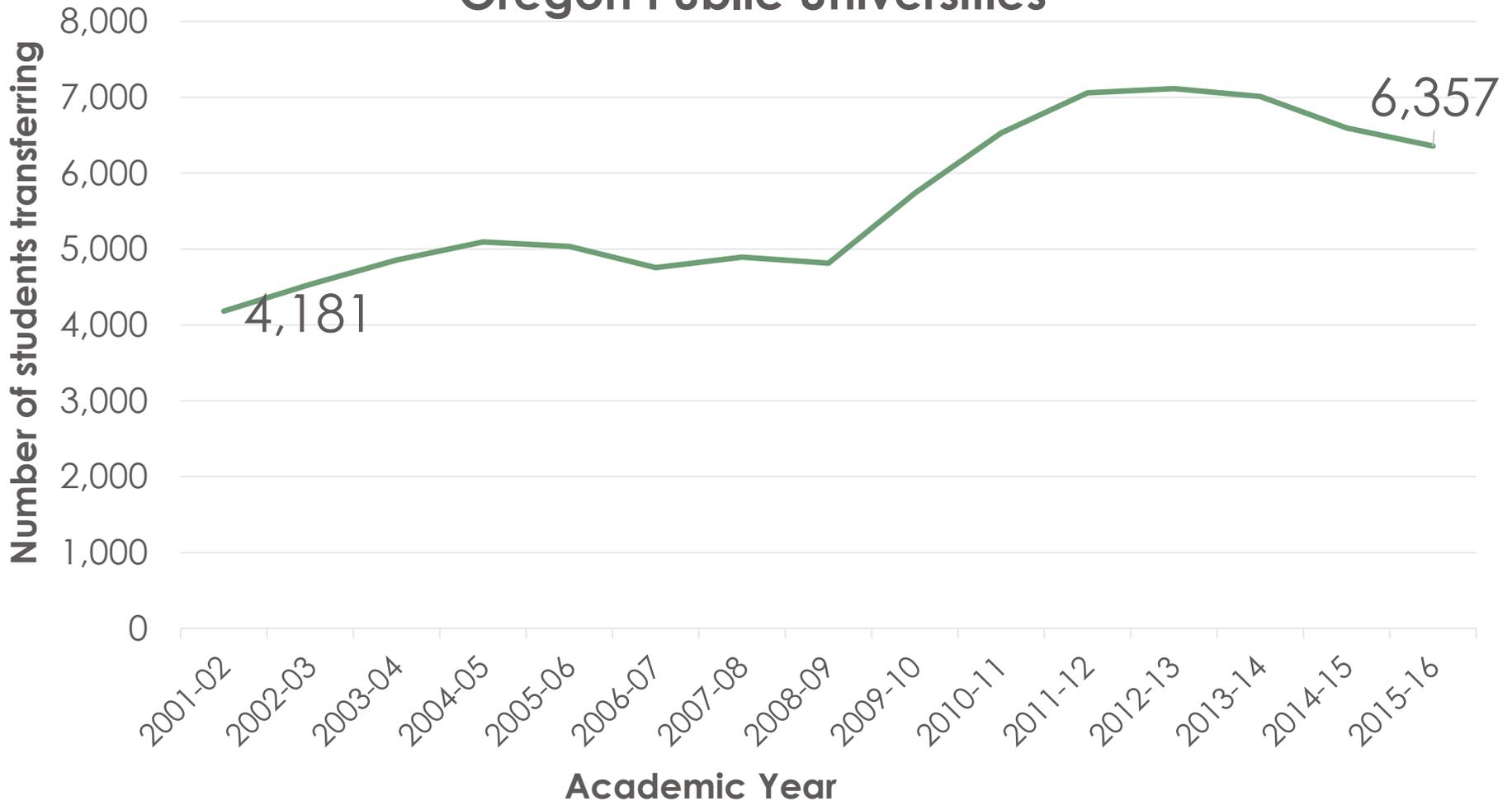
2016 COMMUNITY COLLEGE COMPLETIONS



NOTE: Includes Oregon Transfer Module, 1-2 yr. certificates

MANY OREGONIANS TRANSFER FROM COMMUNITY COLLEGES TO UNIVERSITIES

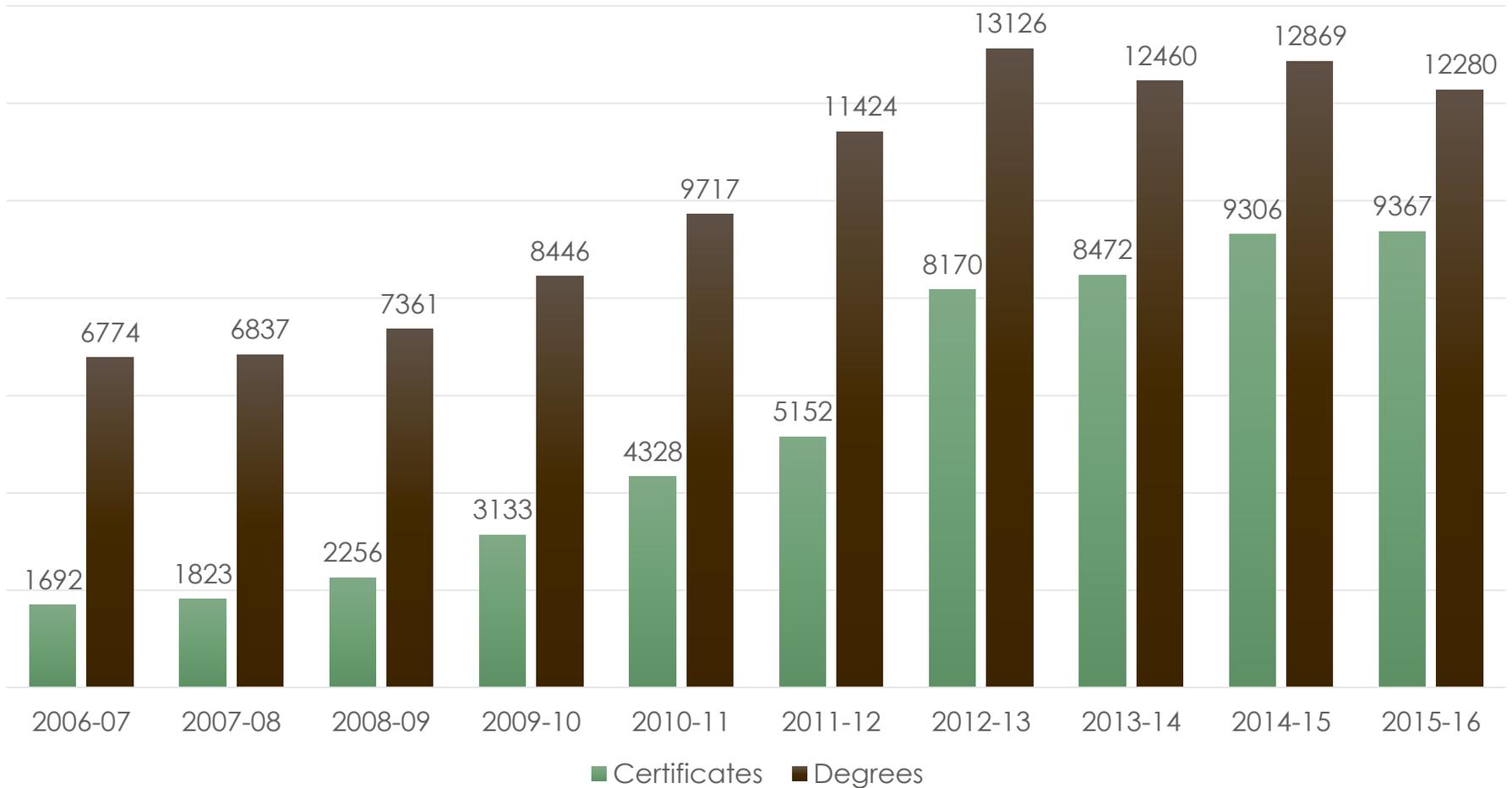
Transfers from Oregon Community Colleges to Oregon Public Universities



Source: HECC Research and Data SCARF 2017

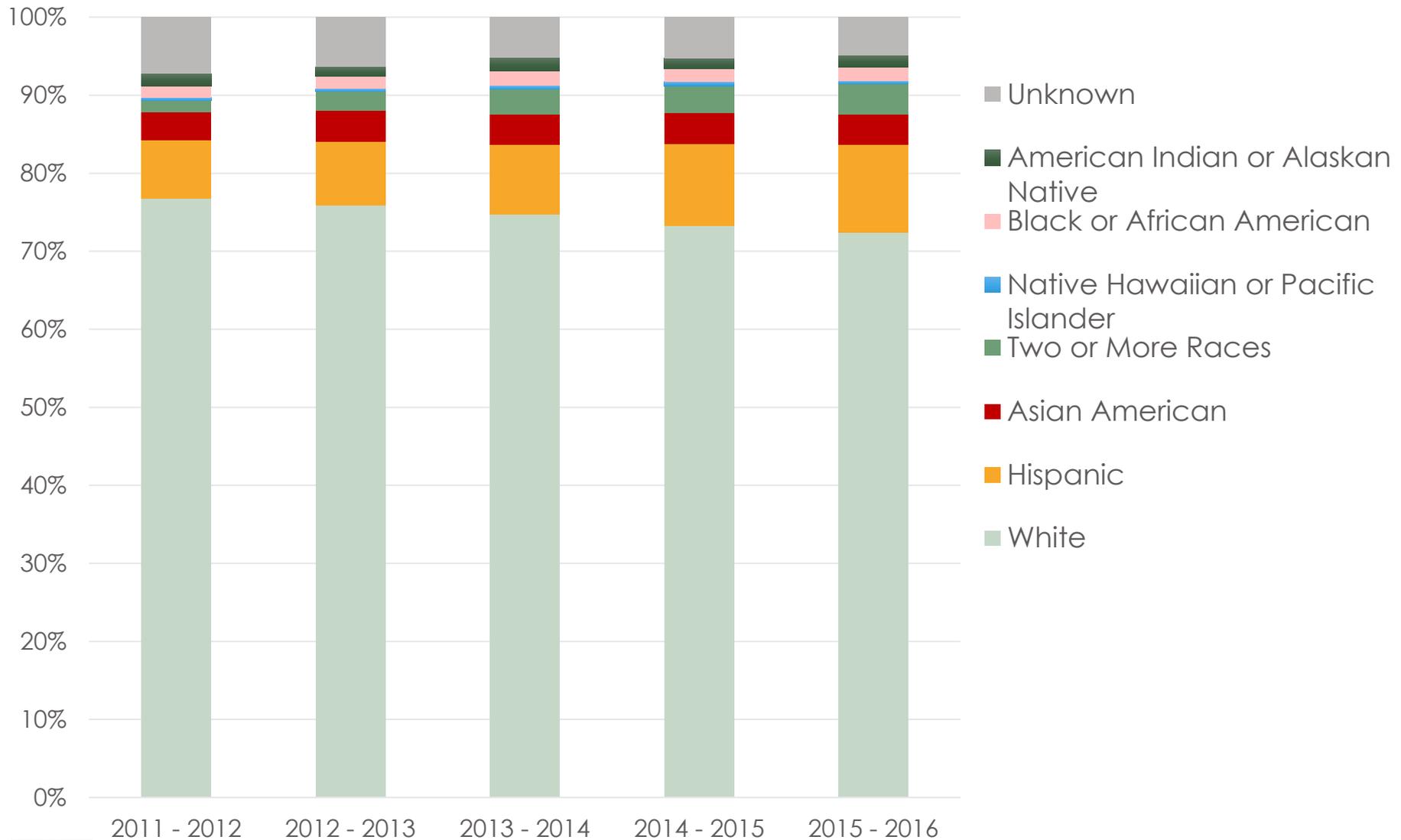
CERTIFICATE AND DEGREE COMPLETION

Total Degree and Certificates Awarded to Community College Students



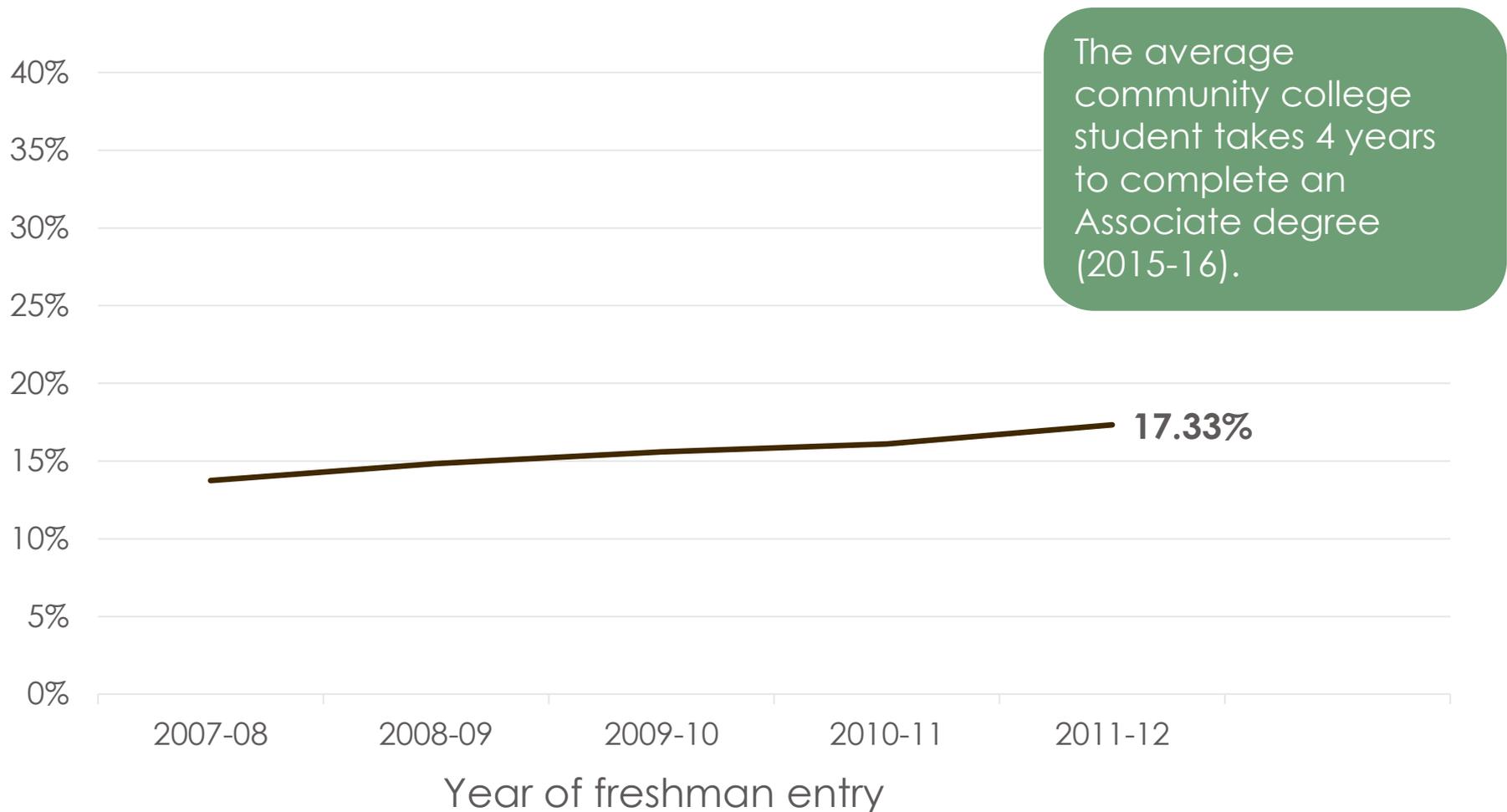
Source: Community College Completions, Data for Analysis)

HISPANIC AND MULTI-RACIAL STUDENTS ARE A GROWING PROPORTION OF COMPLETIONS



Source: Community College Enrollment, Data for Analysis

OREGON PUBLIC COMMUNITY COLLEGE 3-YEAR COMPLETION RATES, FULL-TIME FRESHMAN COHORT



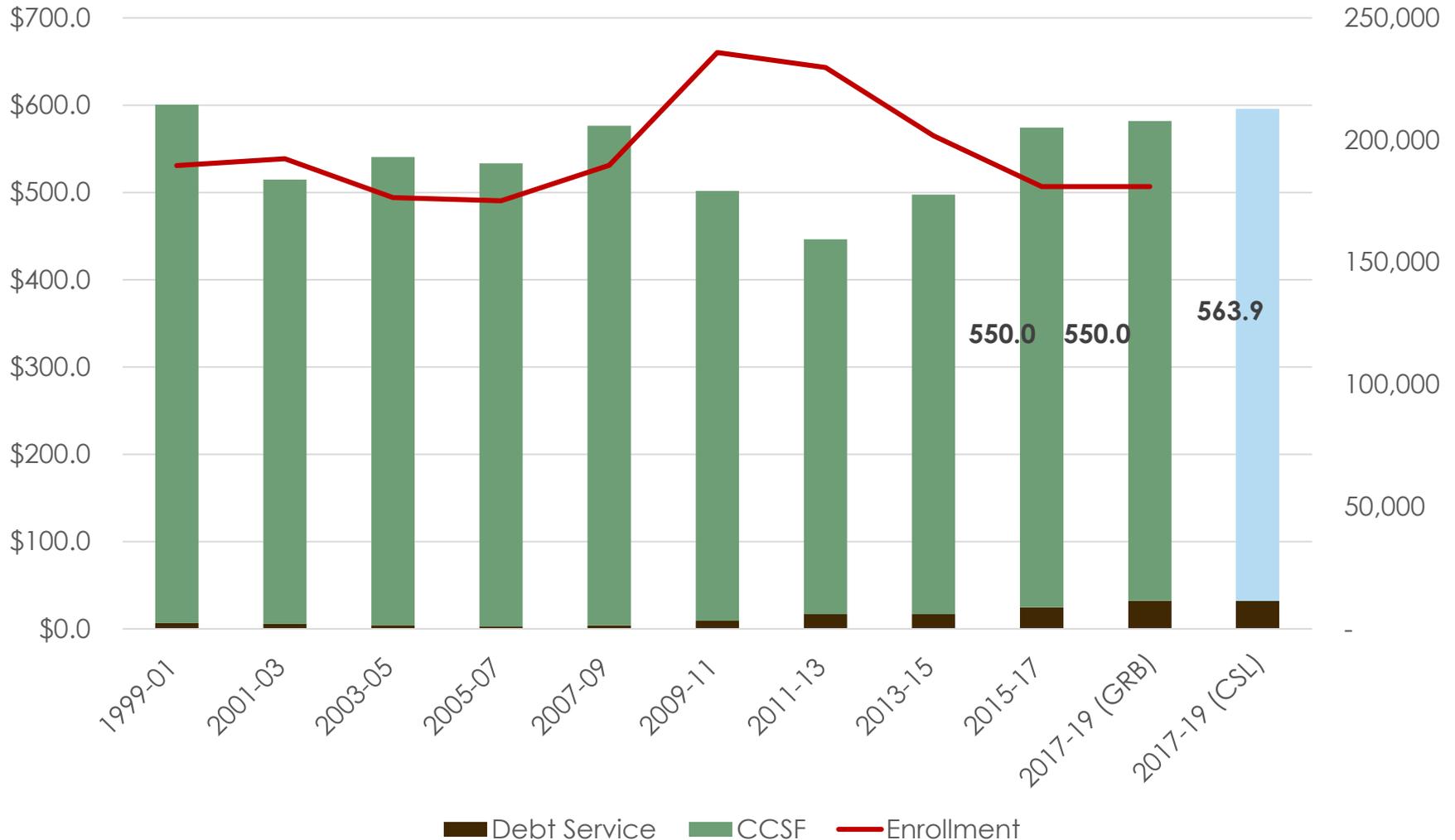
Source: IPEDS 3-year graduation rates include first-time, full-time students seeking an associate's degree and are aggregated data reported by Oregon's community colleges to the U.S. Department of Education (<https://nces.ed.gov/ipeds/Home/UseTheData>). Time to degree: HECC analysis of student-level data. Transfer students are those who first enter universities with at least 24 credits. Refers to 2015-16 Associate Degree graduates.



COMMUNITY COLLEGE FUNDING IN OREGON

COMMUNITY COLLEGE STATE FUNDING AND ENROLLMENT OVER TIME

STATE APPROPRIATIONS (IN MILLIONS) AND ENROLLMENT



Source: HECC analysis of state appropriation and student-level data.

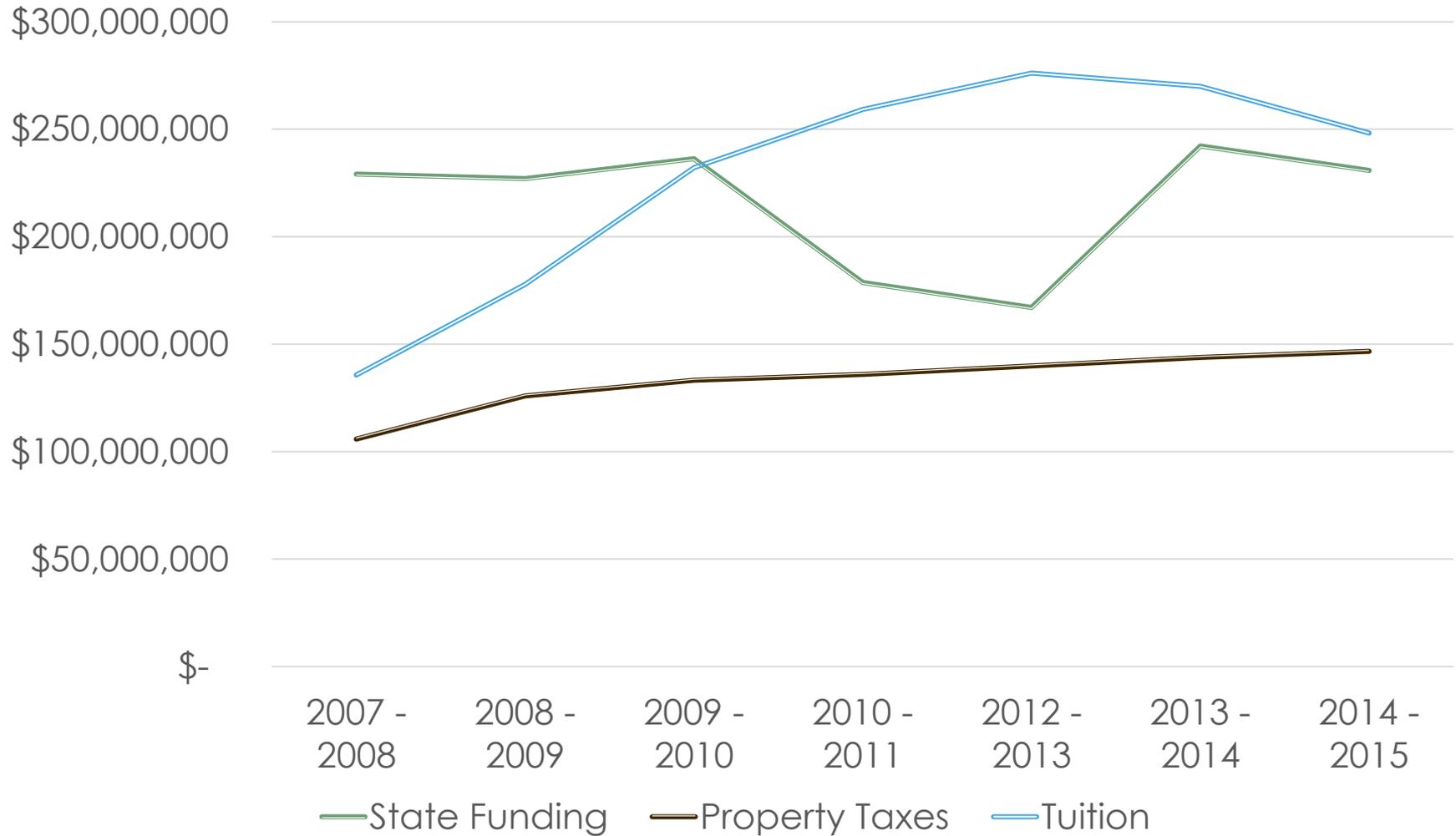
STATE APPROPRIATIONS TO PUBLIC COMMUNITY COLLEGES PER STUDENT (FTE) ADJUSTED FOR INFLATION



Notes:

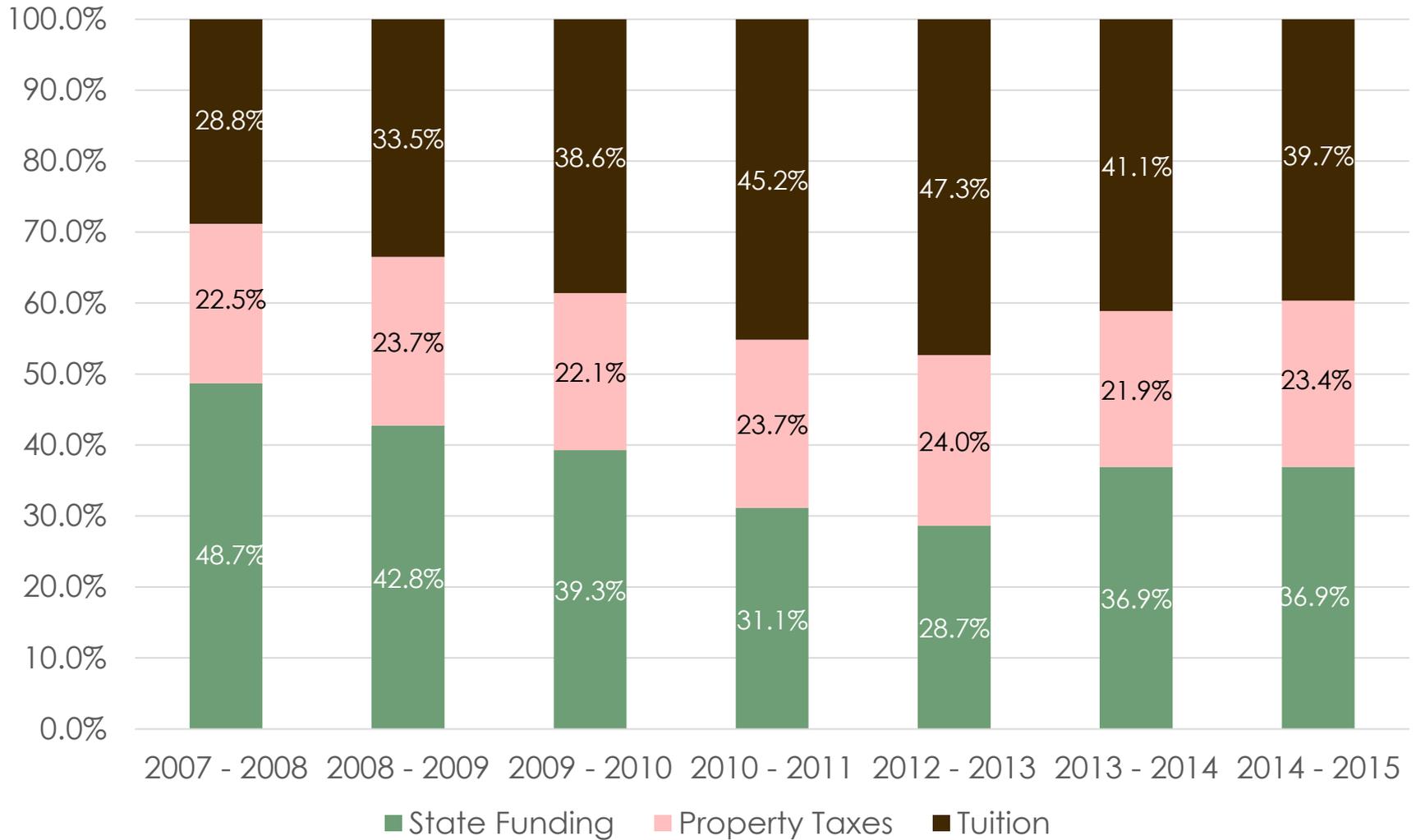
- Includes Debt Service
- Community College data includes only CCSF distributed by funding formula
- Enrollment for 2017, 2018, 2019 assumed at 2016 levels
- Inflation adjustment based on Portland CPI-U
- Excludes non-reimbursable CC enrollment

COMMUNITY COLLEGE REVENUE SOURCES



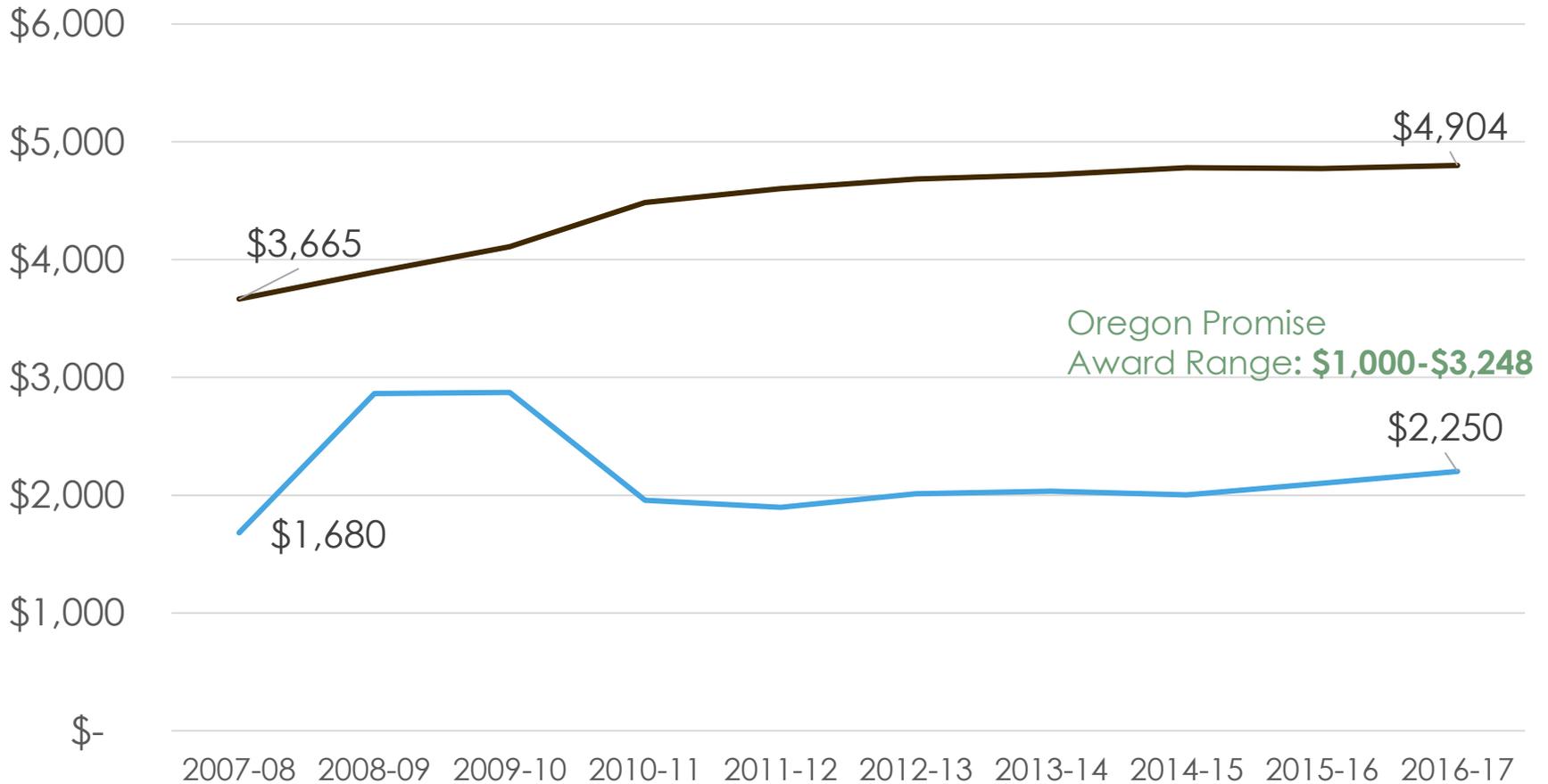
Source: Community College Financial Information System (CCFIS)

REVENUE SOURCES AS PERCENT OF TOTAL



Source: Community College Financial Information System (CCFIS)

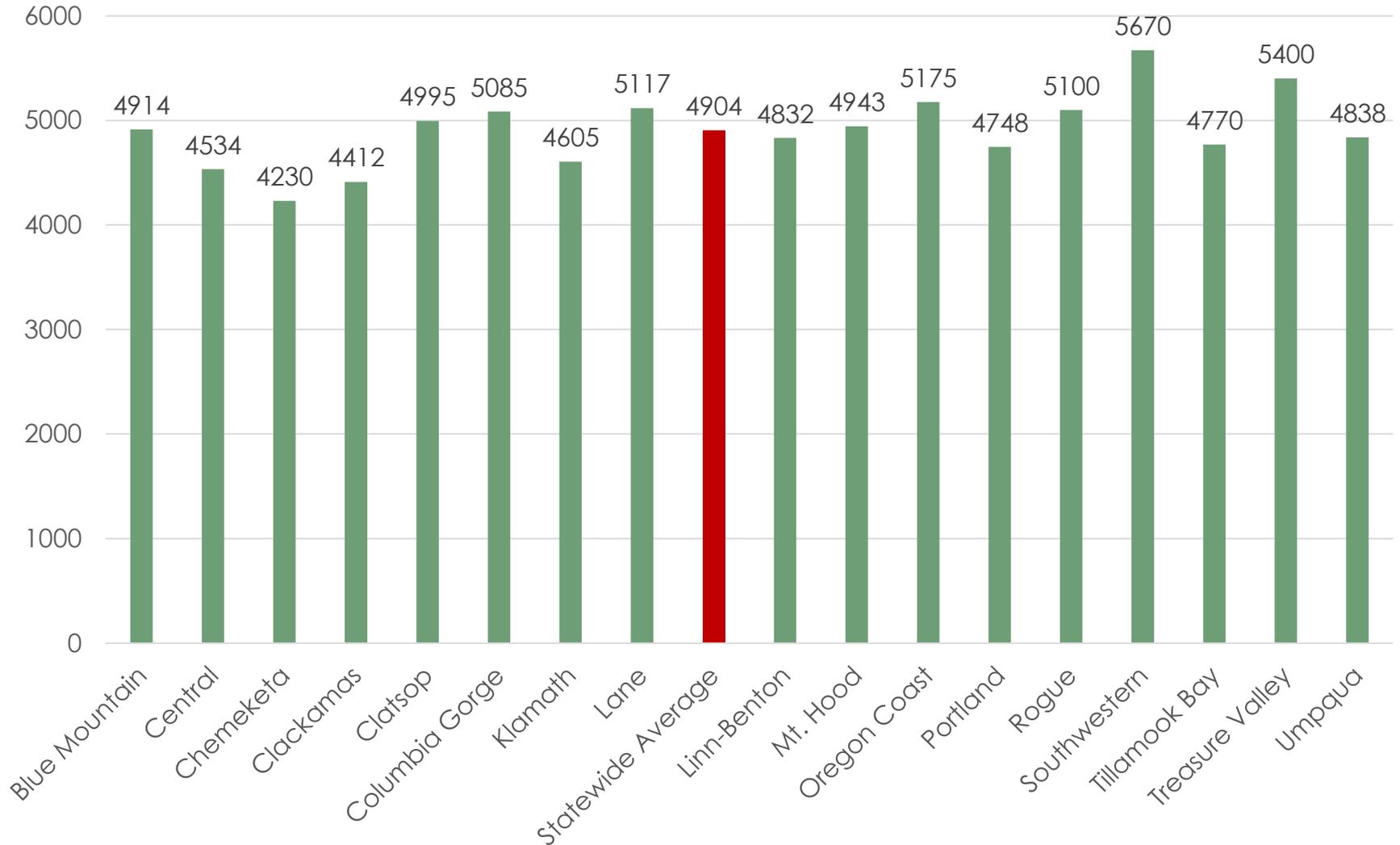
COMMUNITY COLLEGE TUITION AND FEES IN RELATION TO STATE NEED-BASED AID



- Tuition and fees adjusted for inflation (2015 dollars)
- OOG maximum grant size adjusted for inflation (2015 dollars)

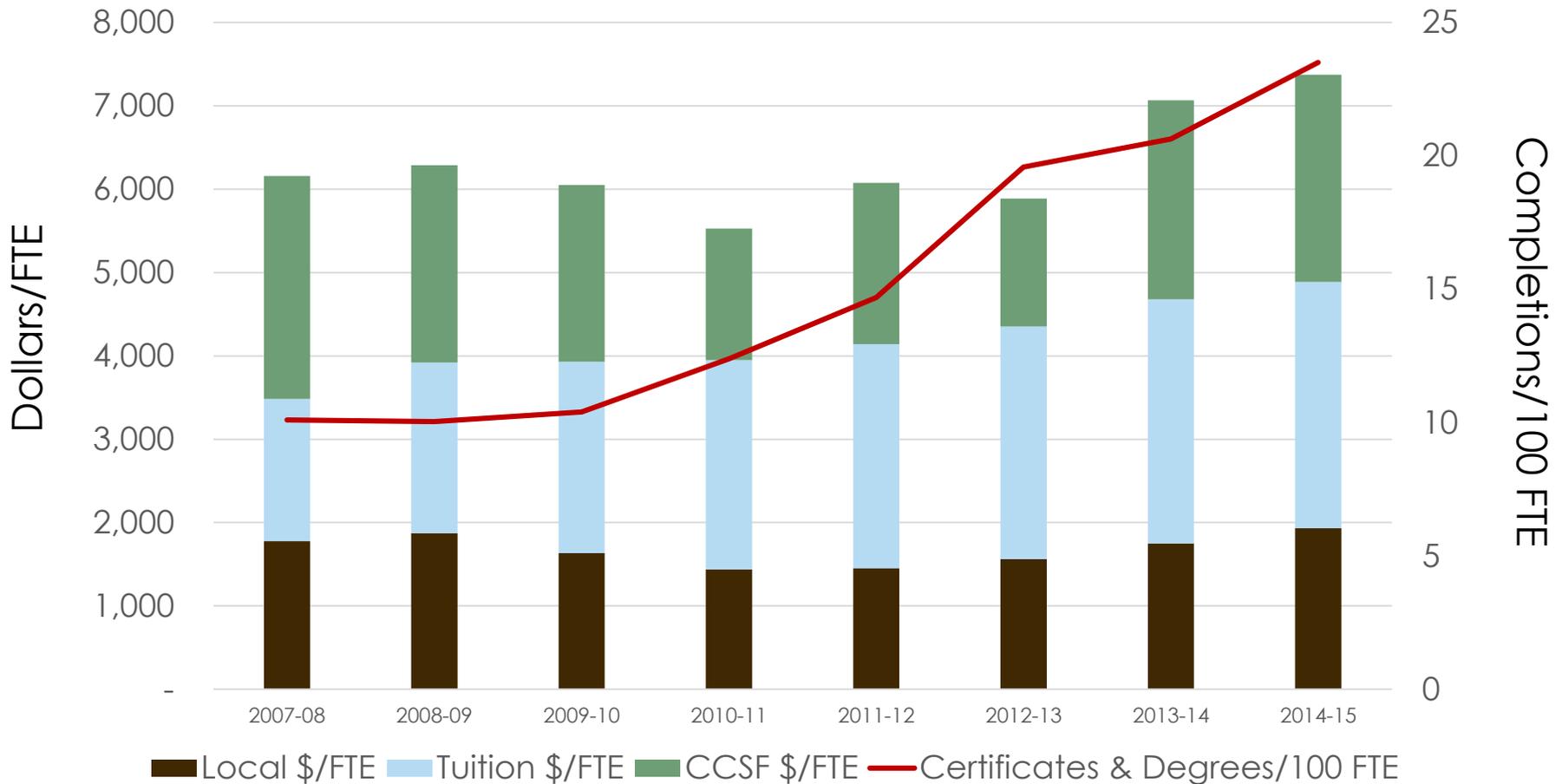
Note: Tuition and fees based on 15 credits. Inflation adjustment based on Portland CPI-U, with the exception of 2016-17 which retains its current value. Source: HECC analysis of community college and HECC data.

COMMUNITY COLLEGE TUITION AND FEES VARY SLIGHTLY ACROSS CAMPUSES (2016-17)



INCREASING PRODUCTIVITY DESPITE SHIFT IN COST SHARE

Funding and Completions per FTE



Source: Enrollment and Completions - Data for Analysis; Funding - Community College Financial Information System (CCFIS)

FEDERAL PELL GRANT: SIGNIFICANT IMPACT AT COMMUNITY COLLEGES

Pell Grant dollars awarded to students at Oregon community colleges in 2015-16 totaled \$174.8 Million. The average award was \$3,283.

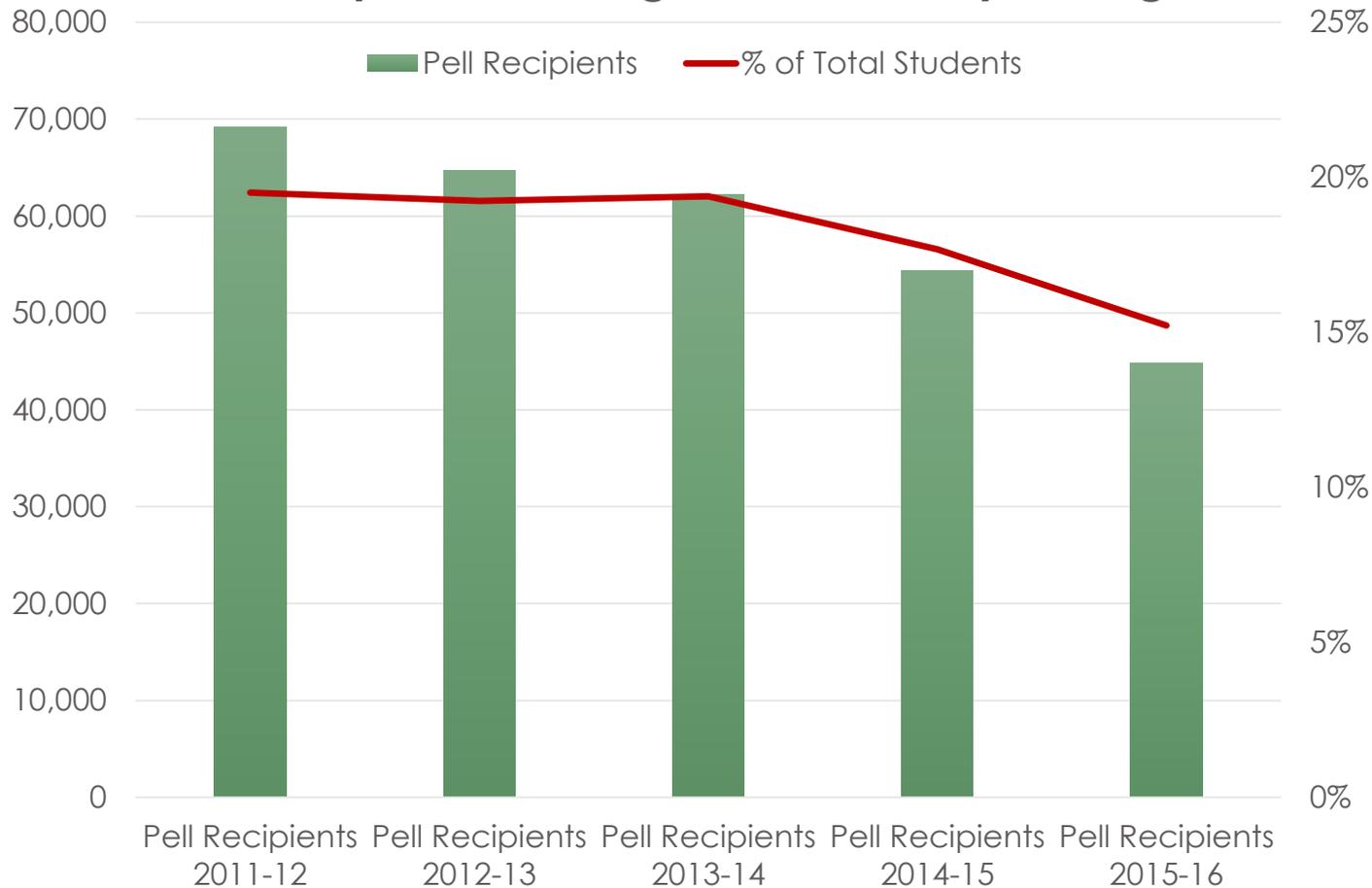
More than half of all certificate and degree completers at Oregon community colleges in 2015-16 received a Pell Grant:

- 61% of Associate degrees
- 60% of certificates

Source: HECC analysis of student-level and program data. Pell Grant amount averages are for students of Oregon public colleges and universities.

ROOM TO GROW WITH PELL GRANT

Pell Recipients in Oregon Community Colleges



Reasons students may not receive the Pell Grant:

- Lack of information
- Student or parent did not file
- Not degree seeking

Source: HECC Data for Analysis. 2/23/2017

AFFORDABILITY AND ANNUAL COLLEGE COST

	Tuition and Fees	Books and Supplies	Room and Board	Personal Expenses + Transport	Annual Cost	Total Cost to Earn 90 Credits
Full Time (45 credits per year)	\$4,904	\$1,474	\$8,719	\$2,691	\$17,788	\$35,576 (2 yrs)
Average Completer (22.5 credits per year)	\$2452	\$737	\$8719	\$2,691	\$14,799	\$58,396 (4 yrs)

While the average credit load per student is **5.8 credits per term**, these students are still responsible for the most expensive part of the cost equation, room and board. This drives up costs over time.

Sources: public tuition and fees--HECC Research & Data for Average; all other figures--HECC-OSAC, 2016 Standard Student Budgets for Oregon Public Postsecondary Institutions: http://www.oregonstudentaid.gov/osac-doc/Student_Budgets.pdf. These are average estimates. Actual student budgets vary widely.

STATE-ADMINISTERED FINANCIAL AID SUPPORT TO COMMUNITY COLLEGE STUDENTS

Oregon Opportunity
Grant

2016-17

(estimate)

Oregon Promise

Fall, 2016

22,570
grant
awards to
students

Maximum
grant
amount:
\$2,250

6,787
grant
awards to
students

Grant
amount:
\$1,000-
Maximum
of \$3,248

OREGON PROMISE SUPPORT: FIRST YEAR EXPERIENCE

The 2017-19 GRB funds Oregon Promise student support at \$1.7M, for distribution to community colleges.

HB 4076 (2016) allocated \$1.7M to HECC for distribution to community colleges.

The 2016 funding provided \$82,900 per college to provide support services to students in the form of:

- First-Year Experience
- Student Success Team
- Professional development for faculty and staff

Colleges have used funds to:

- Hire additional advisors
- Contract with AVID
- Organize comprehensive orientations
- Create Early Alert Systems
- Provide financial aid counseling

OREGON
COMMUNITY
COLLEGE
SUPPORT FUND
DISTRIBUTION

COMMUNITY COLLEGE SUPPORT FUND (CCSF)

“(1) It is in the state's interest to support a strong local community college system that meets local, regional and state economic and workforce development needs.”

– ORS 589-002-0100

The Community Colleges Support Fund (CCSF) provides funding based on Full Time Equivalent (FTE) student enrollment in approved courses, including:

- Career and Technical Education (CTE)
- Adult Basic Skills (ABS) and English as a Second Language (ESL)
- Postsecondary Remedial

State reimbursement is not available for hobby and recreation courses

HECC ALLOCATION OF THE COMMUNITY COLLEGE SUPPORT FUND (CCSF)

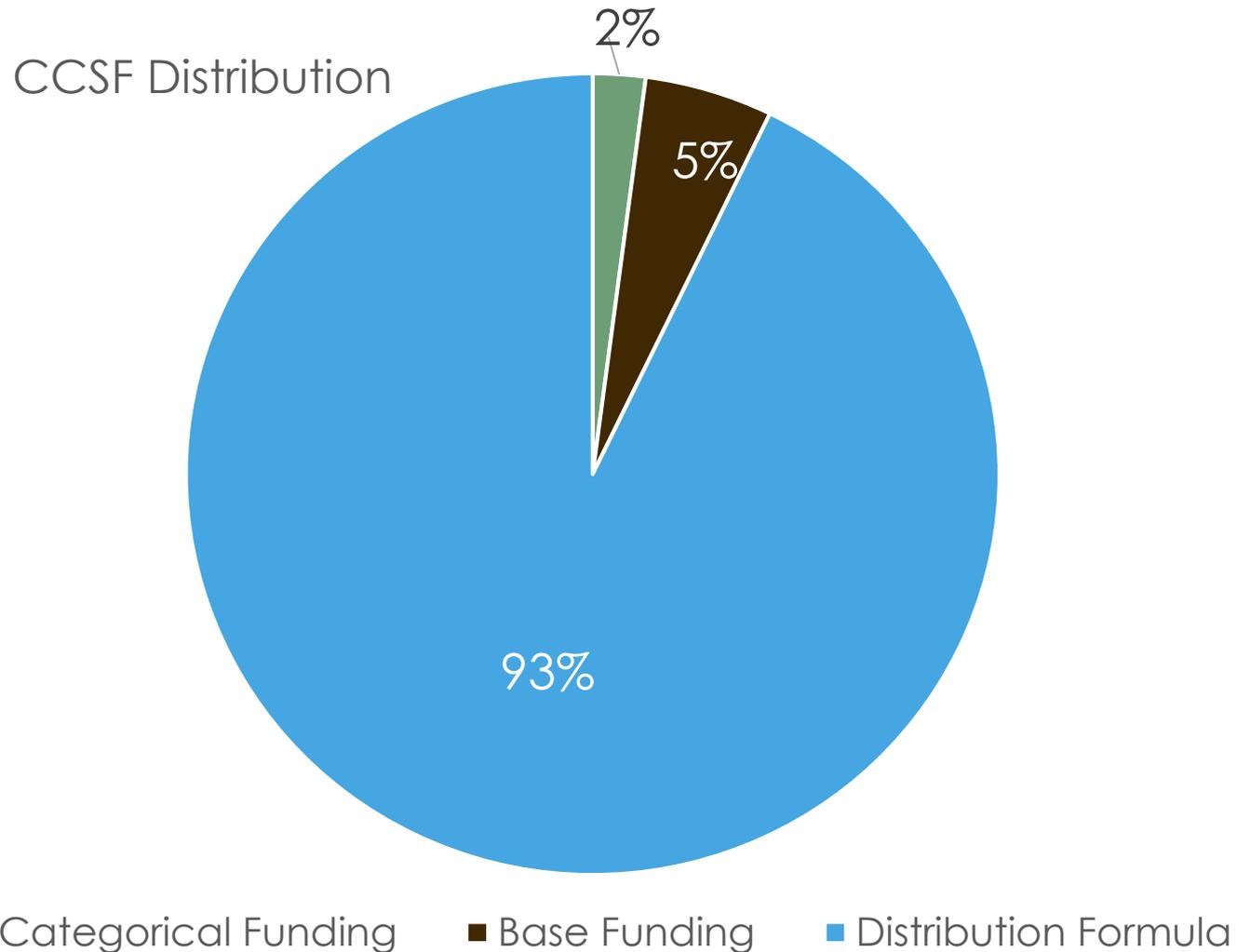
Community College Support Fund Distribution:
3 primary components

CATEGORICAL FUNDING – Taken off the top to support contracts out of district, Department of Corrections, distance learning, and strategic fund.

BASE FUNDING – Provides stable, predictable funding for basic district operations. Weighted to provide sufficient resources to small districts.

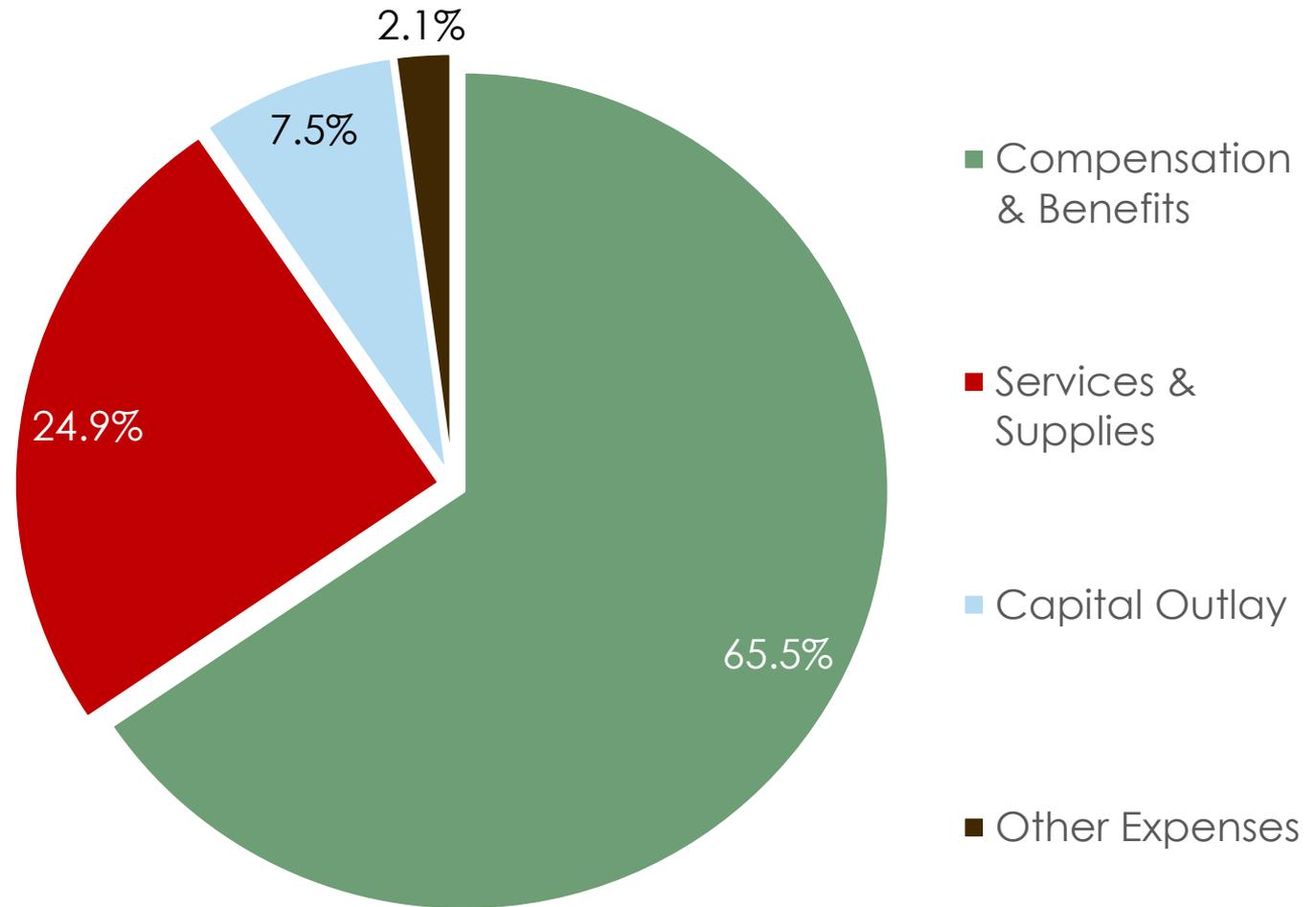
DISTRIBUTION FORMULA – Calculation considers Total Public Resources (General Fund and property taxes) to ensure equity; three-year weighted average of enrollment to ensure stability; and Growth Management to prevent erosion of the level of funding per student and provide predictability.

HECC ALLOCATION OF THE COMMUNITY COLLEGE SUPPORT FUND (CCSF)



Source: CCWD analysis of 2015-17 CCSF disbursements.

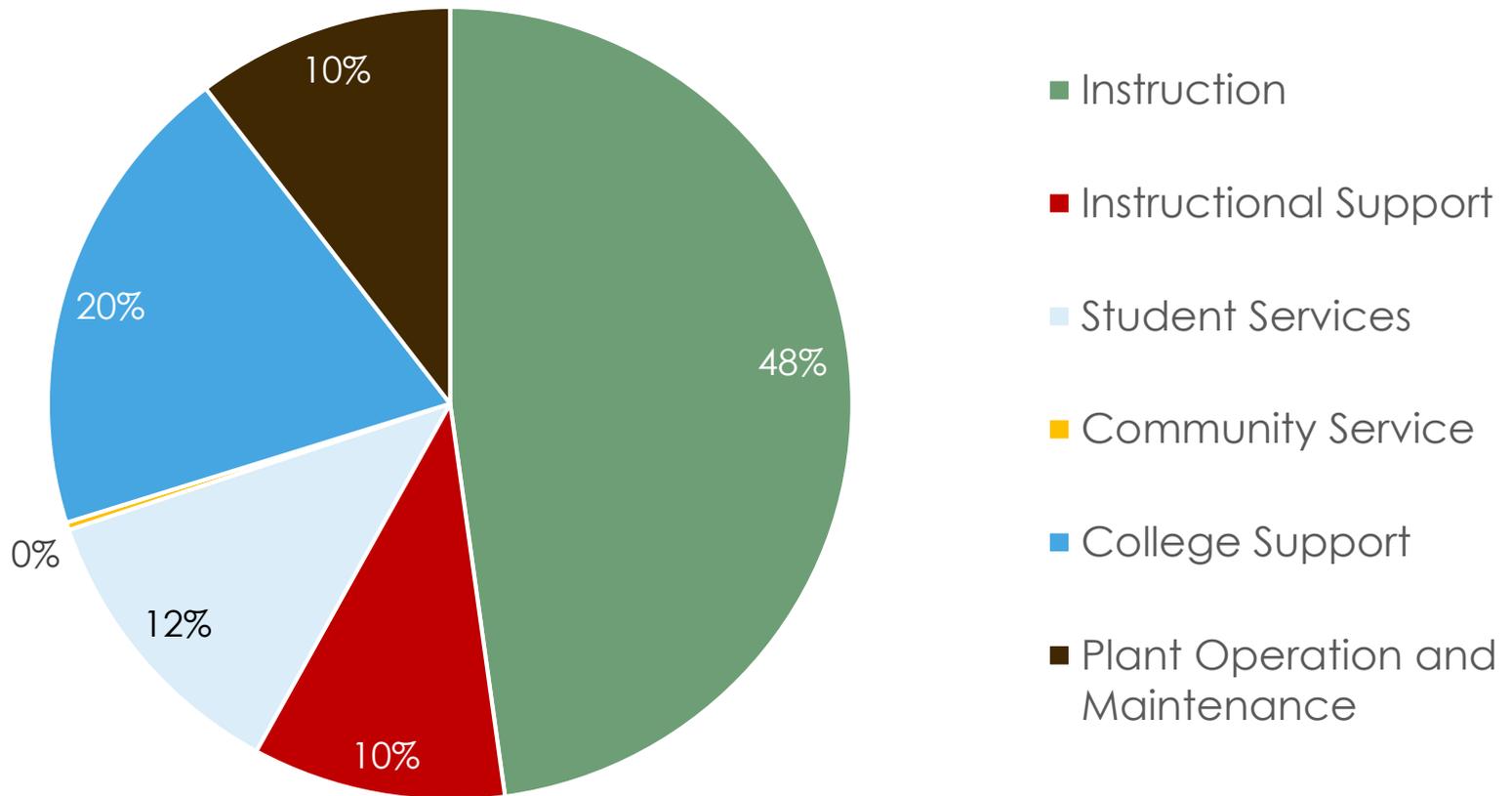
PERSONNEL DRIVES COLLEGE COSTS



Source: HECC Analysis of Community College Financial Information System (CCFIS), (2014-15).

COLLEGES INVEST IN INSTRUCTION AND STUDENT SERVICES

General Fund Operating Expenditures Percent of Total Expenditures by Category (2014-15)



Source: Community College Financial Information System (CCFIS).

GOVERNOR'S RECOMMENDED BUDGET (GRB): STATE SUPPORT FOR PUBLIC COMMUNITY COLLEGES

Activity	Description	2015-17 LAB	2017-19 CSL	2017-19 GRB
Preserve Community College Support Fund (CCSF)	Preserves critical investments made last biennium to public community colleges to support educational and operational expenses	\$550.0M GF	\$563.9M GF	\$550.0M GF
Change from 2015-17				0% from LAB -2.5% from CSL
Invests in targeted programs for student success	Invests in skills center, grants to serve underserved students, and Oregon Promise student success supports	\$14.3M GF	\$5.8M GF	\$5.3M GF
Change from 2015-17				-63.4% from LAB -9.4% from CSL
Support Debt Service on Previous Community College Capital Projects	Supports debt service on previously approved capital infrastructure projects for the community colleges	\$35.1M (\$24.6M GF, \$10.5M LF)	\$43.8 M (\$32.1M GF, \$11.7M LF)	\$43.8M (\$32.1M GF, \$11.7M LF)
Change from 2015-17				+19.9%

NOTE: This slide focuses primarily on General Fund (GF) and Lottery Fund (LF) dollars, not Other Funds. LAB: Legislatively Adopted Budget, GRB: Governor's Recommended Budget, CSL: Current Service Level



COMMUNITY COLLEGE BUDGET PRESENTATION



April 6, 2017

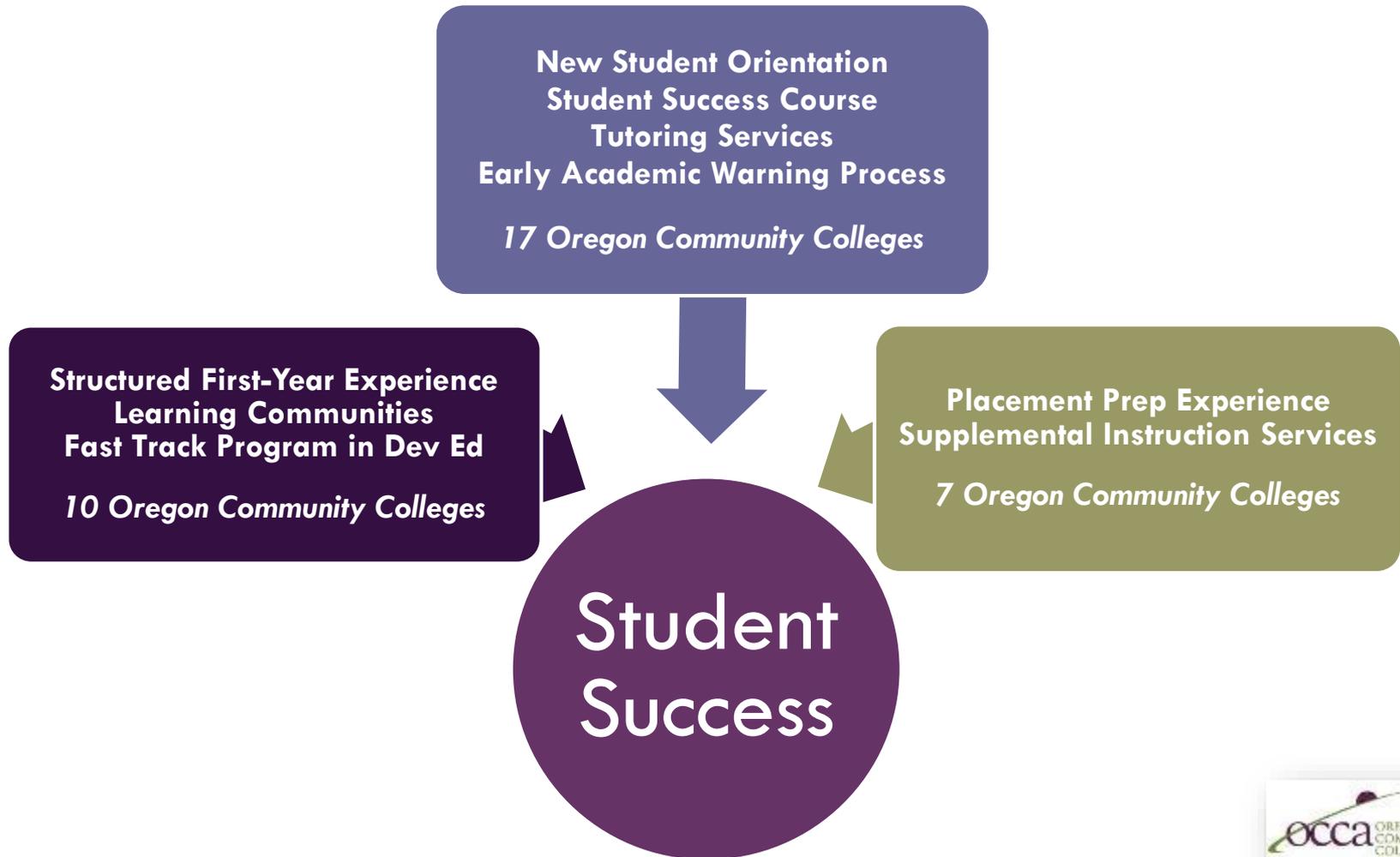
“We have committed as a society to the idea that the full range of educational opportunities should be open to all, regardless of class, race, ethnicity or age. Community colleges have been and will continue to be the fulcrum of that commitment.” – Joshua Wyner



“The American Dream is at risk. Community colleges can help reclaim it. But stepping up to the challenge will require dramatic redesign of these institutions, their missions, and most critically, students’ educational experiences.”

Building On Our Commitment to Student Success

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Developmental Education Redesign

45

- Since November 2013, all 17 colleges have voluntarily worked on developmental education redesign
- Changes that have been implemented:
 - Non-STEM math pathway
 - Multiple measures for placement
 - Integrating Reading and Writing
 - Implementing co-requisites in writing
 - Proven practices including: mandatory orientation, First Year Experience/College success courses, no late admission policy

Guided Pathways

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These highly structured student experiences encourage completion by:

- Establishing clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement
- Incorporating intake processes that help students clarify goals for college and careers
- Offering on-ramps to programs of study designed to facilitate access for students with developmental education needs
- Embedding advising, progress tracking, feedback, and support throughout a student's educational journey (Jenkins & Choo, 2014; Bailey, Jagers, & Jenkins, 2015)

Cafeteria College

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Paths to student goals unclear



Intake sorts, diverts students



Students' progress not monitored



Learning outcomes not defined and assessed across programs



Churning



Early transfer



Completion



Excess credits



Time to degree



Skill building

Guided Pathways College

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Clear roadmaps to student goals



Intake redesigned as an on-ramp



Students' progress closely tracked



Learning outcomes/assessments aligned across programs



Churning

Early transfer

Completion

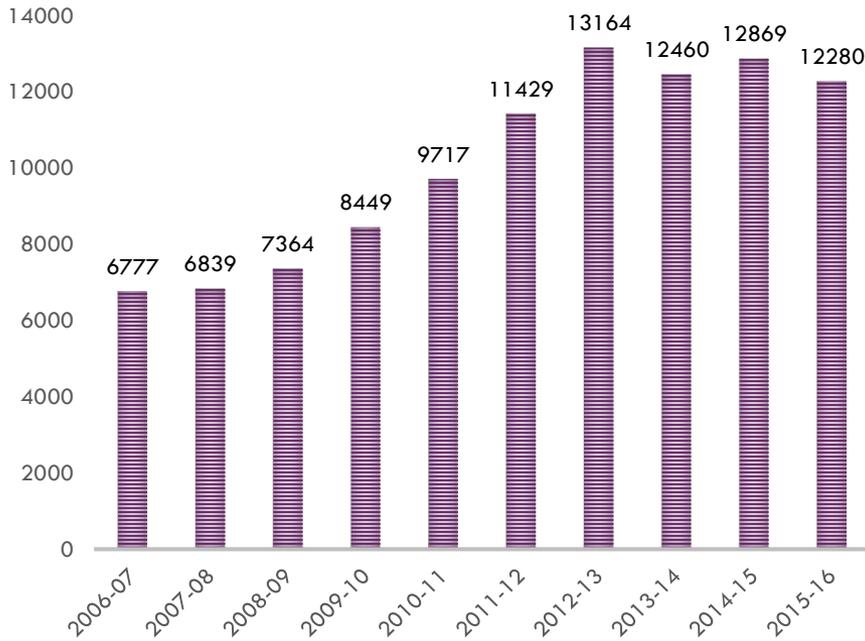
Excess credits

Time to degree

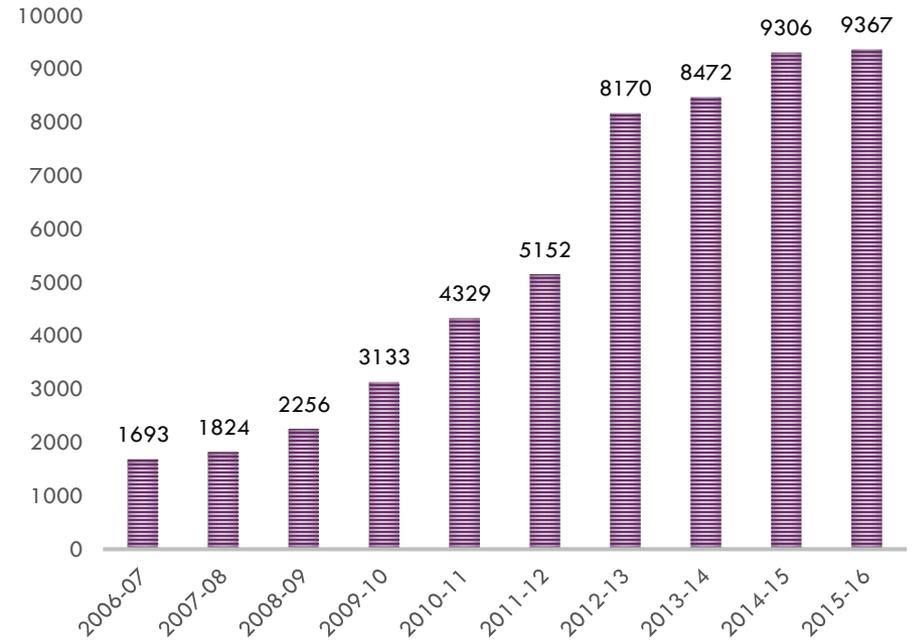
Skill building

Completion

DEGREE COMPLETION: 2007-2016



CERTIFICATE COMPLETION: 2007-2016



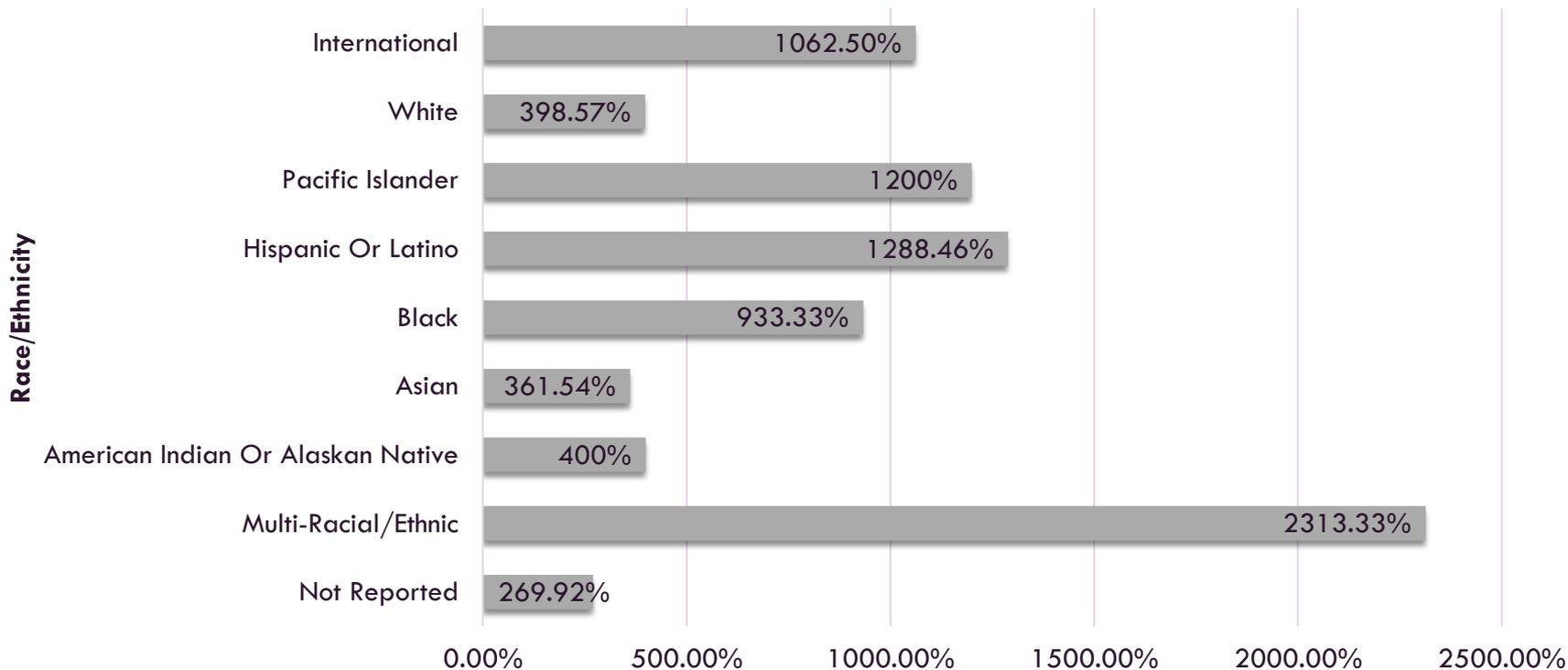
Source: Data accessed in 2017 from D4A, Oregon Community Colleges Data Mart, "Community College Institution Level Count of Awards by Type and Subtype"



Certificate Completion by Race/Ethnicity

50

Percentage Change in Certificate Completion by Race/Ethnicity: 2007 to 2016

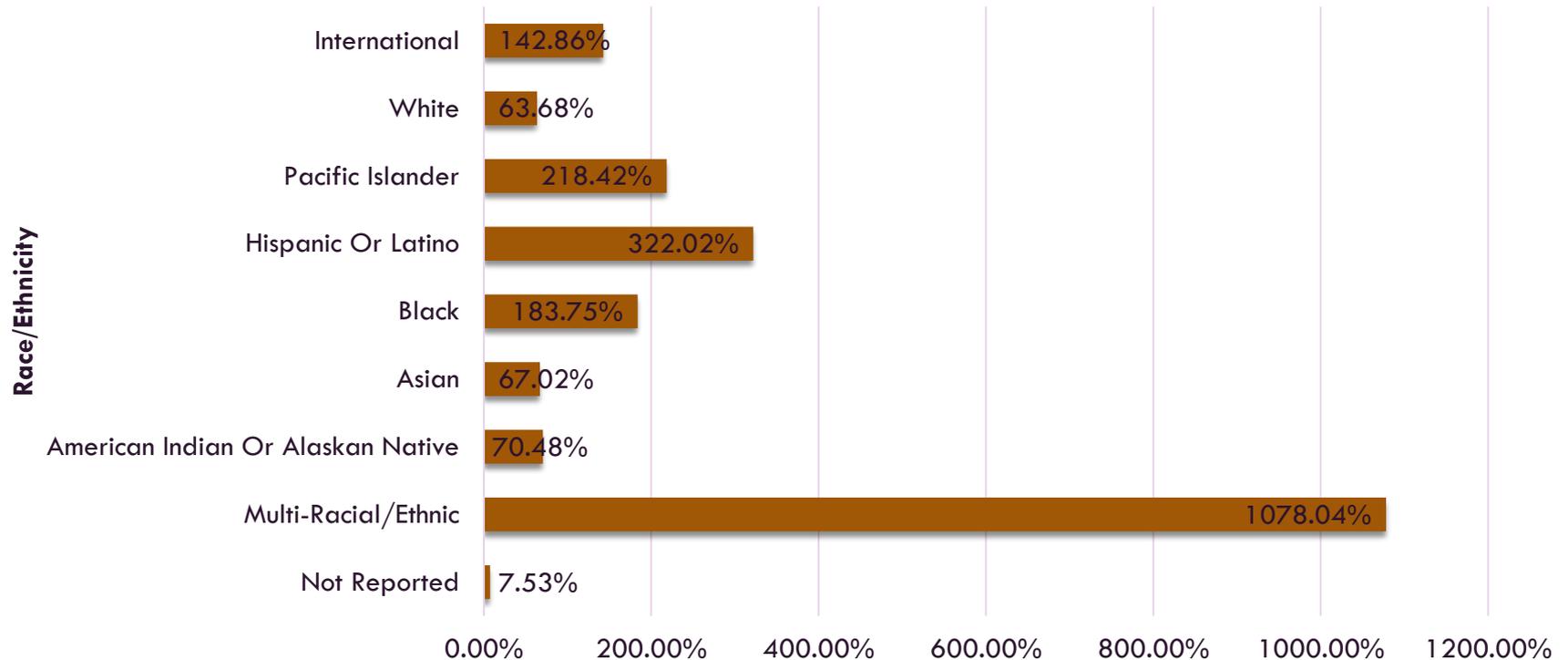


Source: Data accessed in 2017 from D4A, Oregon Community Colleges Data Mart, "Community College Institution Level Count of Awards by Type and Subtype"

Degree Completion by Race/Ethnicity

51

Percentage Change in Degree Completion by Race/Ethnicity: 2007 to 2016

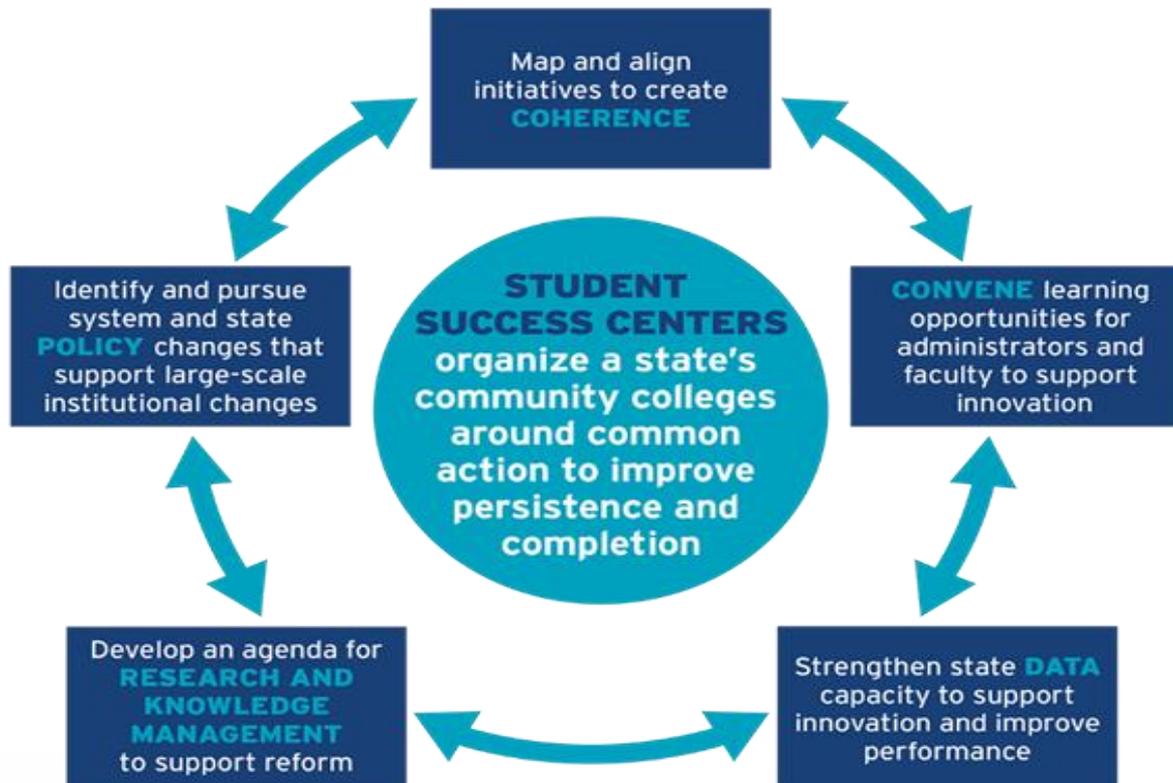


Source: Data accessed in 2017 from D4A, Oregon Community Colleges Data Mart, "Community College Institution Level Count of Awards by Type and Subtype"

Oregon Student Success Center

52

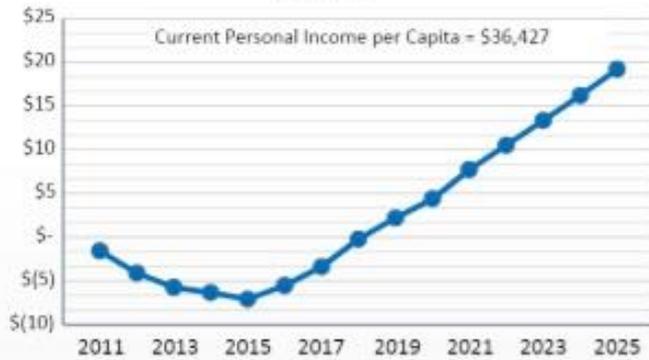
Student Success Center Strategy & Framework



Current Projections

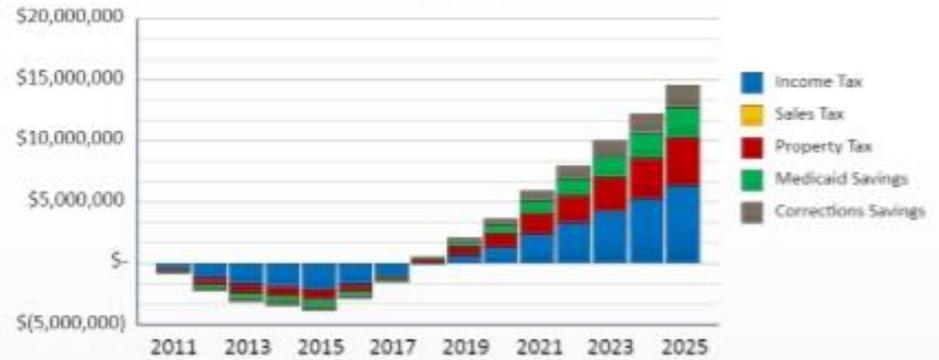
Change in Personal Income per Capita

In Current \$



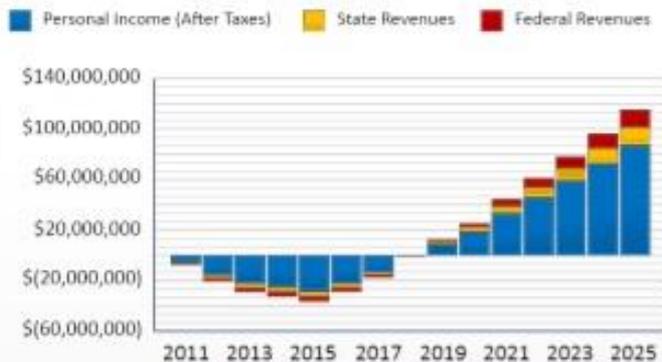
Additional State Revenues Generated

In Current \$



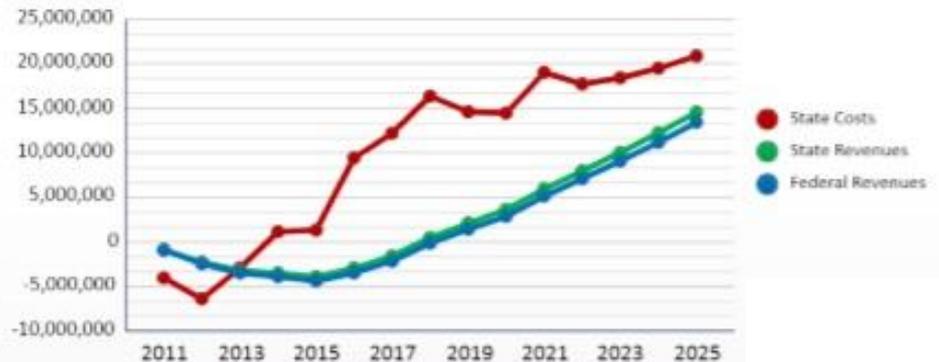
Additional Revenues Generated

In Current \$

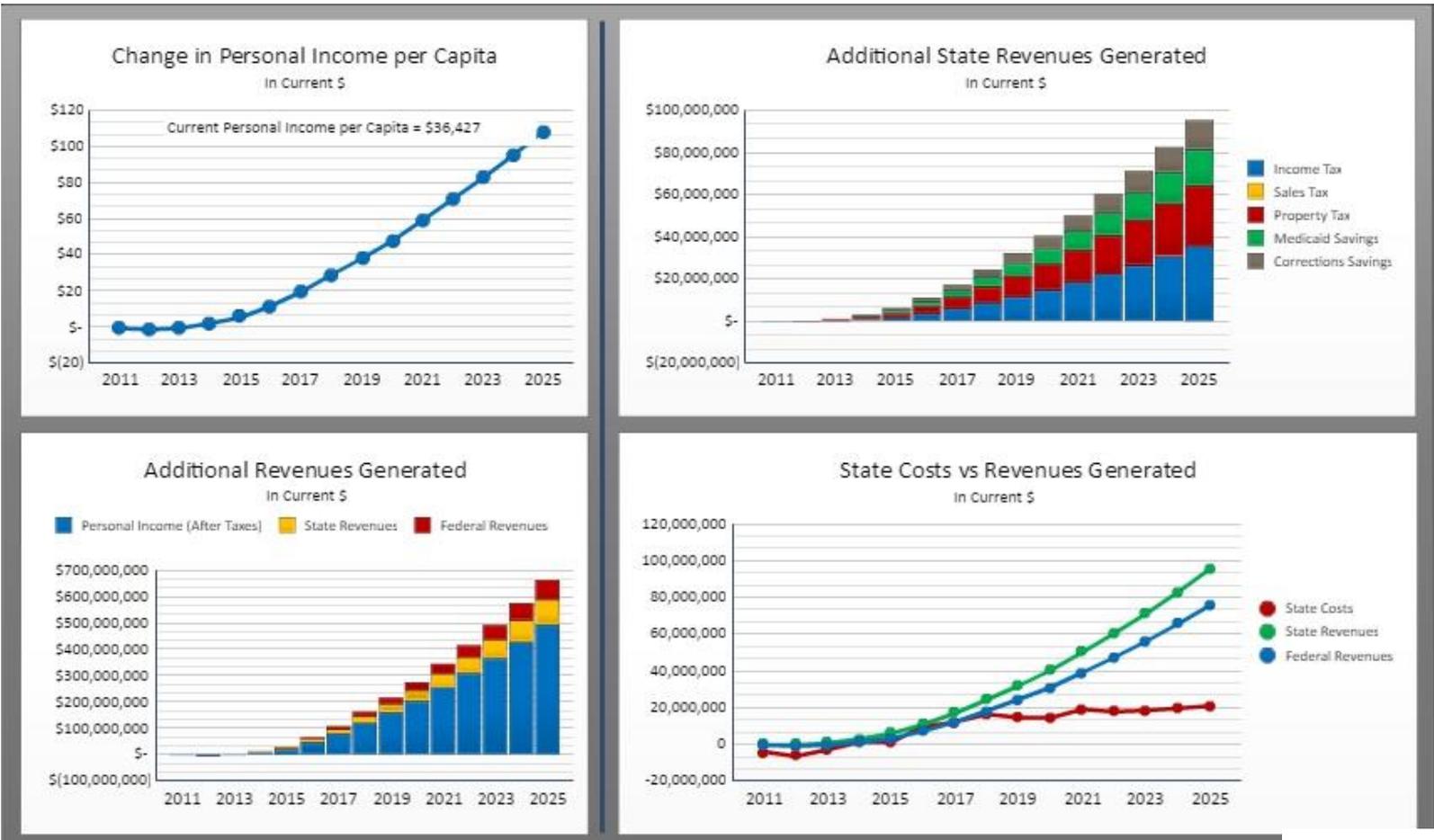


State Costs vs Revenues Generated

In Current \$



Future Trajectory



Workforce Education

55

“The economy is changing, national demographics are changing, and in this new and evolving work environment, community colleges will be the driving force behind the future workforce.”

– Carol Lincoln, Senior Program Director, MDC, October 2014

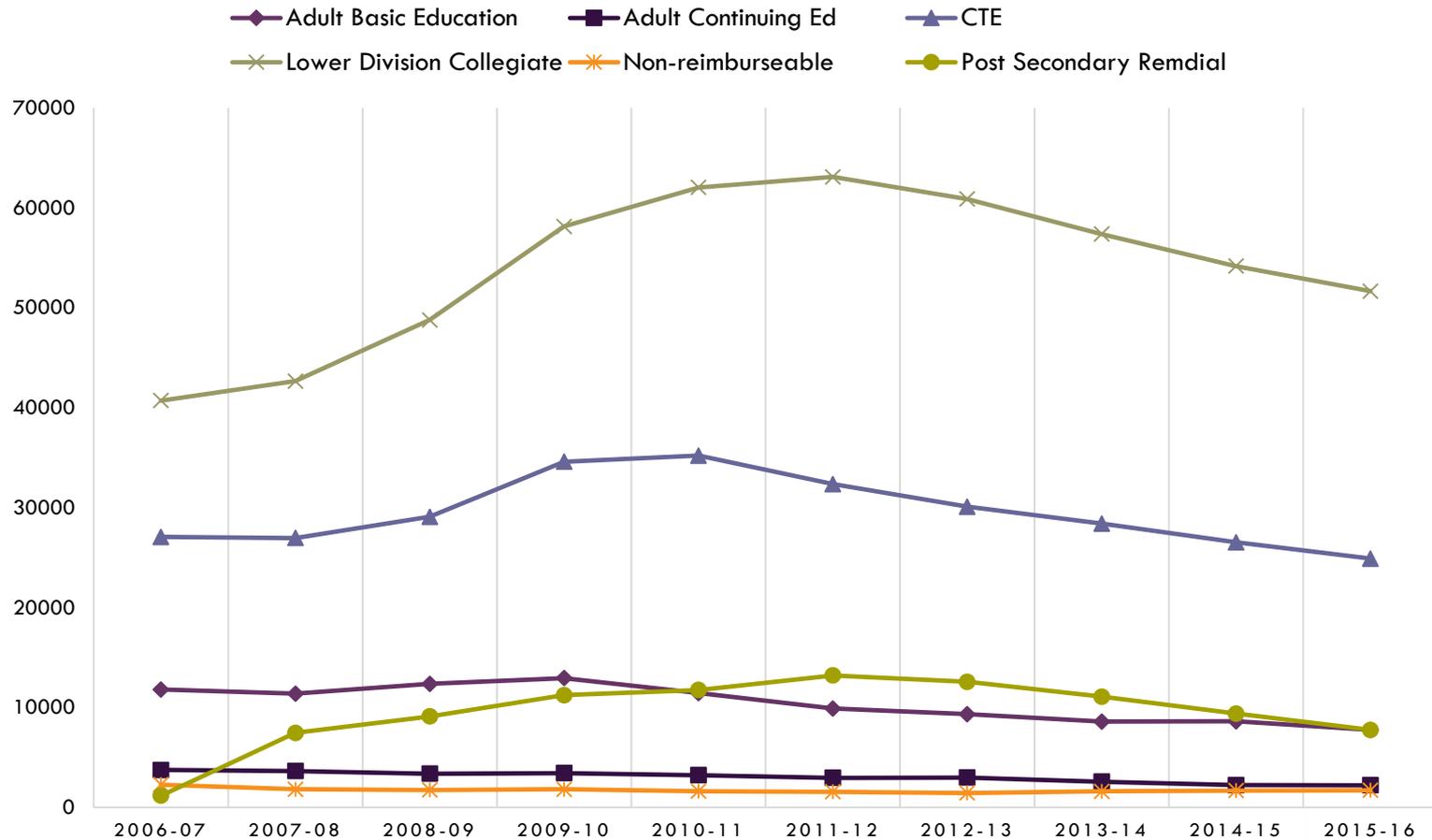
The High Cost of CTE Programs

56

- Nursing programs cost as much as \$28,722
- Medical Office Assistant programs costs as much as \$11,120
- Business Management programs cost as much as \$12,768
- Electronics Technician programs costs as much as \$15,374

FTE by Program

FTE BY PROGRAM TYPE: 2006-2016



Source: Data accessed in 2017 from D4A, Oregon Community Colleges Data Mart, "Student Full Time Equivalent (FTE) Comparison"

One Example: Rogue Community College

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Oregon's Community Colleges: Engines for Economic Growth

Rogue Community College, 2013-14 Academic Year

A Pilot Test of Large-Scale Community College Training-Employment Matching

Specialty/Program	Number of Completers	Number Employed	Main Industries of Employment	Average Hourly Wage	Total One Year Wage
Automobile/Automotive Mechanics Technology/Technician.	12	10	Retail Trade	\$21.28	\$266,589.76
Diesel Mechanics Technology/Technician.	6	5	*	\$13.72	\$133,030.12
Manufacturing Technology/Technician.	32	22	Manufacturing, Construction, Educational Services	\$22.00	\$855,375.35
Registered Nursing/Registered Nurse.	38	38	Health Care	\$35.79	\$2,040,038.23
Welding Technology/Welder.	31	23	Manufacturing, Retail Trade, Administrative and Waste Services	\$15.38	\$456,405.81
Total	119	98		\$25.86	\$3,751,439.27

Source: *Community Colleges: Oregon's Best Investment* presentation - Graham Slater, Research Division Director, Employment Department; Peter Angstadt, President, Rogue Community College



Summary of Pilot Project: Methodology & Results

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- Each college selected five career-related programs.
- Employment Department determined whether completers of those programs found jobs in Oregon.
- 47 programs
- 1,883 completers
- 1,490 found jobs
- Average wage: \$24.09
- Total one-year wage: \$47.8 million

Potential New CTE Programs

60

- Welding
- Physical Therapy
- Cardiac Rehab
- Criminal Justice
- Construction
- Veterinary Tech
- Phlebotomy
- Fire Science
- Emergency Management
- Medical Assistant
- Advanced Manufacturing
- Animal Plant Science
- Machinery
- Automotive/Diesel
- Forestry/Natural Resources

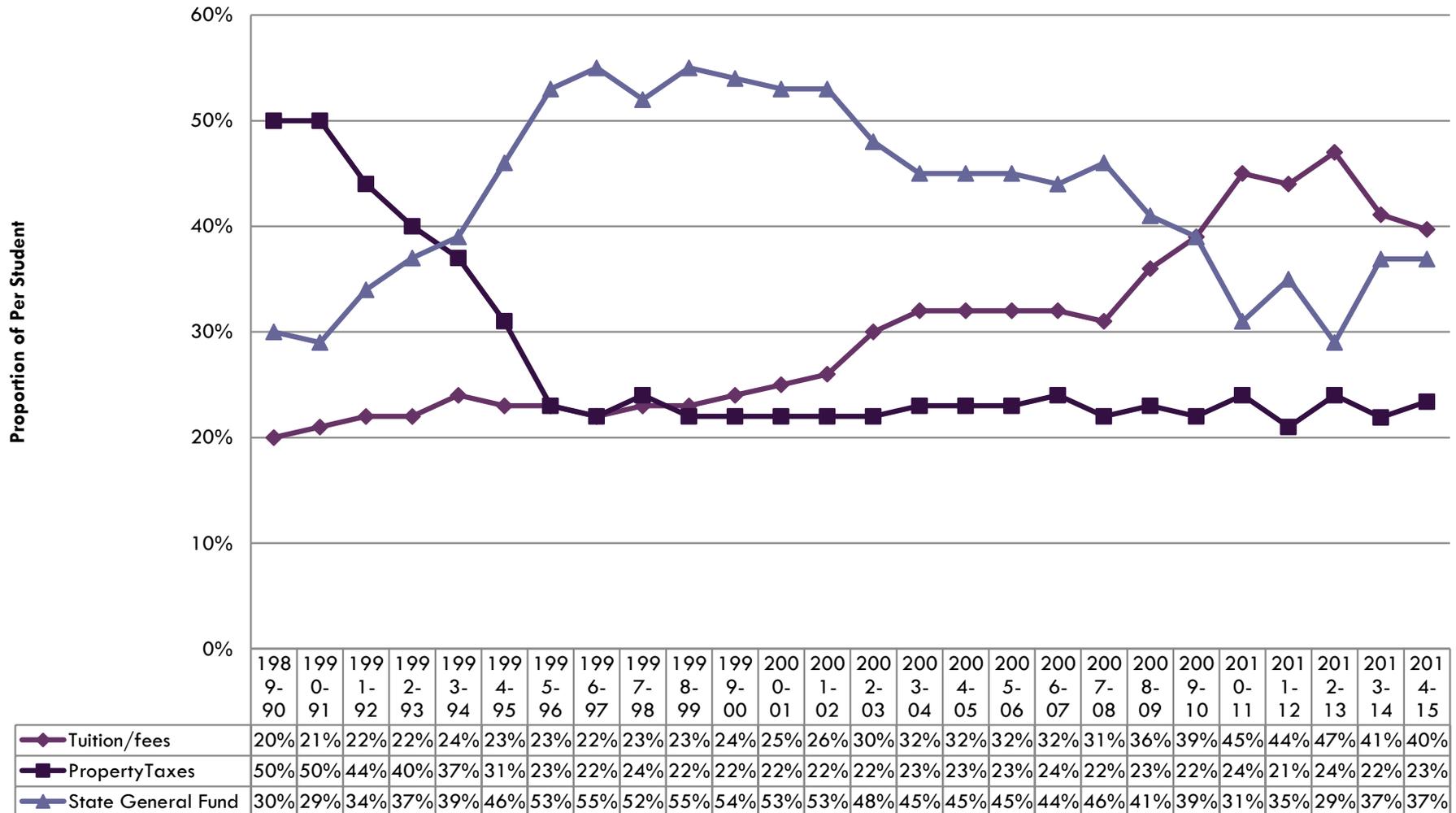
Cost Drivers

	Cost	Cost Per FTE
State-driven costs		
PERS	\$44,746,858.00	\$481.67
Paid sick leave	\$6,048,859.00	\$65.11
Minimum wage increases	\$4,196,623.00	\$45.17
Health care	\$1,486,796.00	\$16.00
Oregon Promise rollup	\$4,659,800.00	\$50.16
	\$61,138,936.00	\$658.12
Federally-driven costs		
FSLA	\$3,818,683	\$41.11
Cleary Act	\$5,135,848	\$55.28
	\$8,954,531	\$96.39
Total	\$70,093,467.00	\$754.51



Source: 2017-19 Community College Budget Discussion presented on May 3, 2016 to Higher Education Coordinating Commission Funding and Achievement Subcommittee by Patrick B. Crane, Ph.D. Director Office of Community Colleges and Workforce Development

Community College Revenue Sources



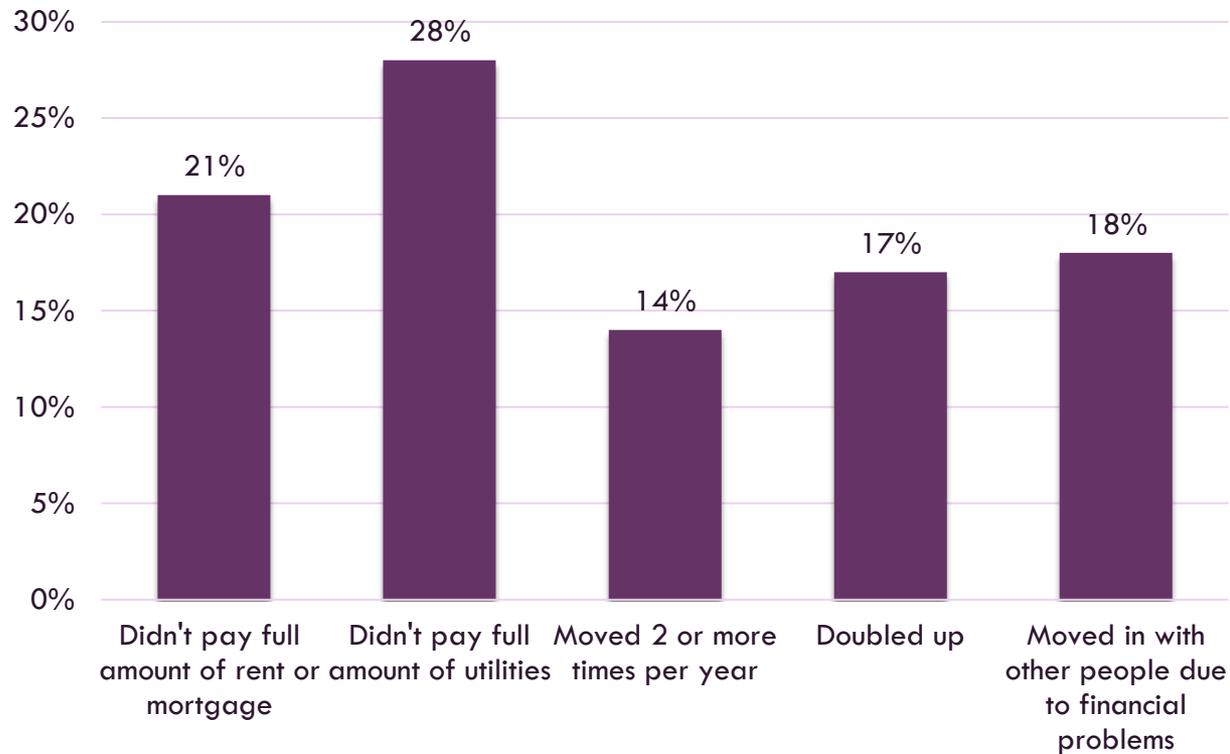
Community College Tuition: 2017-18

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- 3 colleges are projected not to increase tuition
- 2 colleges are projected to increase tuition by \$1
- 5 colleges are projected to increase tuition by \$2
- 1 college is projected to increase tuition by \$3
- 4 colleges are projected to increase tuition by \$4-5
- 2 colleges are projected to increase tuition by \$7

Housing Insecurity

Housing Insecurity (past 12 months)

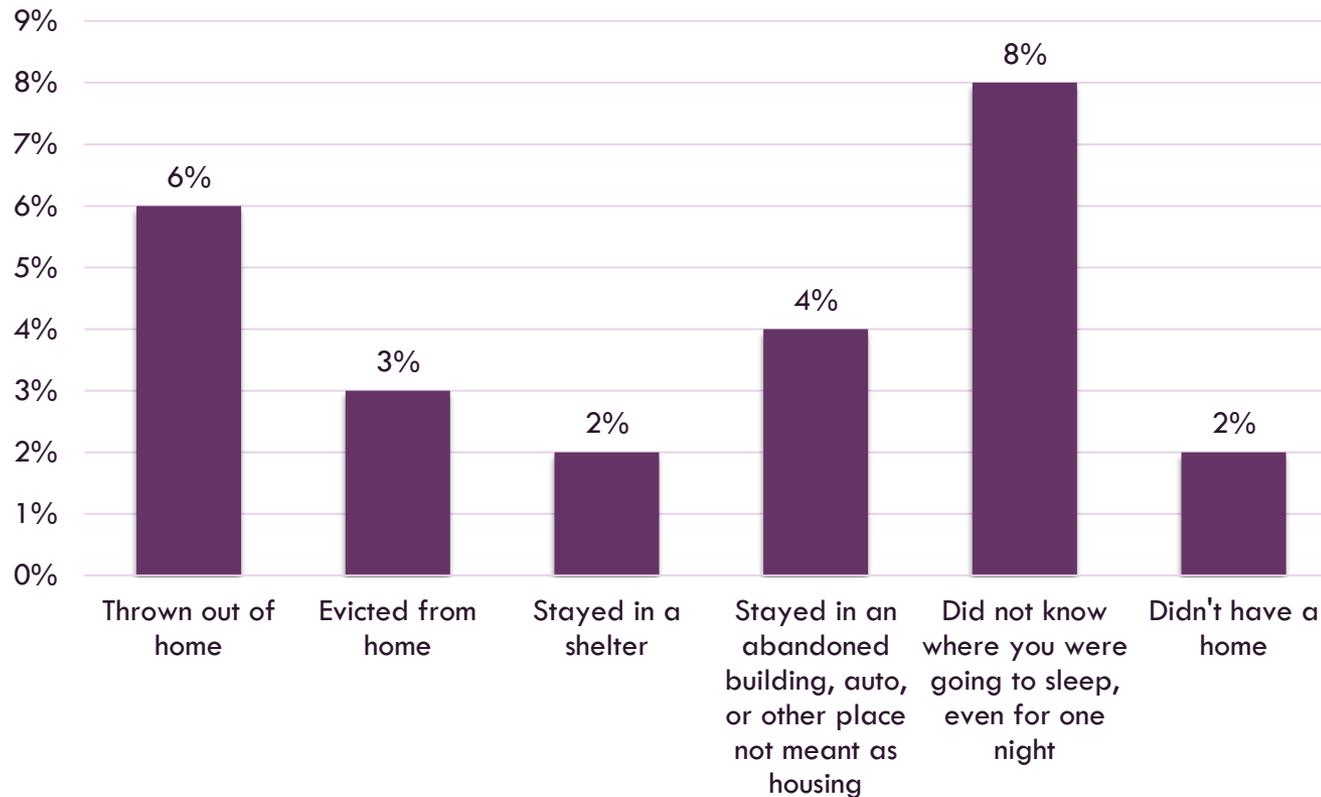


Source: Goldrick-Rab, S., Richardson, J., & Hernandez, A. March 2017. "Hungry and Homeless in College: Results from a National Study of Basic Needs Insecurity in Higher Education." Wisconsin HOPE Lab. Association of American Community College Trustees.



Homelessness

Homelessness (past 12 months)

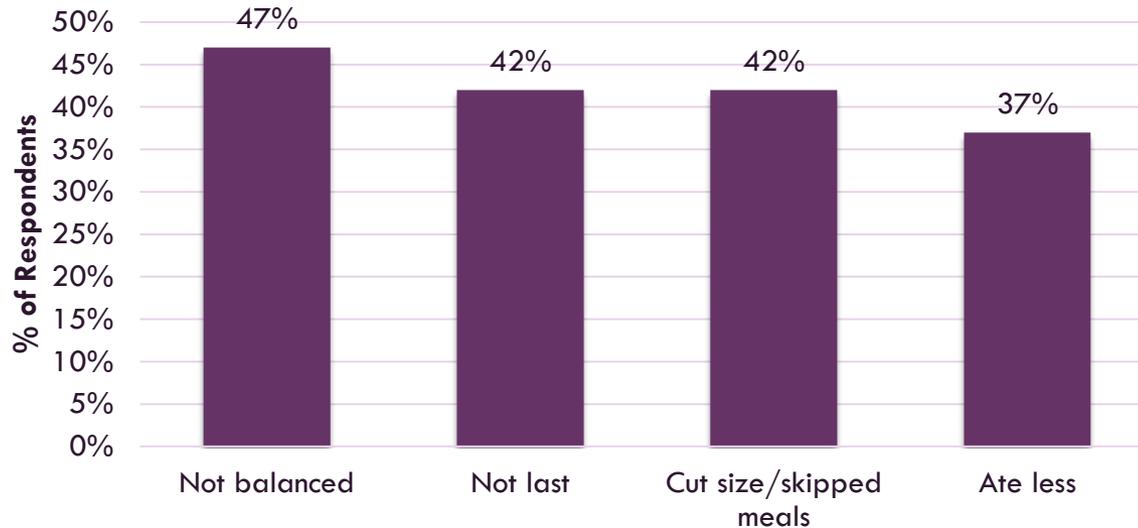


Source: Goldrick-Rab, S., Richardson, J., & Hernandez, A. March 2017. "Hungry and Homeless in College: Results from a National Study of Basic Needs Insecurity in Higher Education." Wisconsin HOPE Lab. Association of American Community College Trustees.



Affordability: Food Insecurity

Food Insecurity on College Campuses



During this academic year, since September 2014

Not balanced	I could not afford to eat balanced meals (sometimes/often true)
Not last	The food I bought just did not last, and I did not have money to get more (sometimes/often true)
Cut size/skipped meals	Ever cut the size of your meals or skipped meals because there was not enough money for food (true)
Ate less	Ever eaten less than you felt you should have because there was not enough money for food (true)

Oregon Promise Impact

67

- HB 4076 (2016) designated \$1.8 million for additional advisors for Oregon Promise students
- Ongoing funding is needed to continue to fund the advisors needed for this program

Budget Realities and Lost Opportunities



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