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PATHWAYS AND TRANSITIONS TO POSTSECONDARY SUCCESS

BEN CANNON, EXECUTIVE DIRECTOR, HECC

March 30-April 3, 2017

Presented to: Joint Ways and Means, Education Subcommittee



PRESENTATION SCHEDULE

Day 1-2, March 27-28

- Introduction to Higher Education Structure and Students, Progress toward State Goals, Quick Funding History

Day 3-4, March 29-30

- Affordability: Key Factors, State Financial Aid Programs + Intro to Student Pathways

Day 5, April 3

- Student Pathways and Transitions: Precollege, Inter-college, Private Postsecondary, Workforce

Day 6, April 4

- Public Testimony

Days 7-8, April 5-6

- State Support for Community Colleges
- Community College presentations

Day 9, April 10

- Public Testimony

Days 10-11, April 11-12

- State Support for Public Universities
- University presentations

Day 12, April 13

- Capital Construction, Other Missions of Universities

Day 13, April 17

- Public Testimony

Day 14, April 18

- OHSU Budget and Public Testimony

Day 15, April 19

- An Integrated postsecondary agency, HECC Operations, Conclusion

Start dates for presentation topics are tentative

BUDGET PRIORITIES: STUDENT PATHWAYS

Sustain Investments to Improve and Simplify Student Pathways

- Support pathways between sectors and institutions, improving transitions from high school to postsecondary, from community colleges to universities, and from education to career
- Preserve investments in HECC agency operations dedicated to fostering pathways, including:
 - **Academic and policy coordination** across the PK-20 educational system
 - **Pre-college and financial aid outreach programs**
 - Policy leadership in accelerated learning, transfer pathways, credit for prior learning, workforce pathways, and more

INTRODUCTION: KEY PATHWAYS AND TRANSITION POINTS

Pre-college preparation and transitions for youth and adults

- Youth outreach and mentoring
- Youth employment
- High school to college academic transitions
- Engagement outside the pipeline

Academic transitions and during college and between postsecondary institutions

- Streamlining transfer pathways
- Academic initiatives and pathways
- Private postsecondary education regulation and support

Career and postsecondary training to build successful futures

- Workforce programs and initiatives

GOVERNOR'S RECOMMENDED BUDGET (GRB): AGENCY BUDGET INCLUDES PATHWAYS WORK

HECC activities fostering student pathways and transitions are staffed by multiple offices and units, and funded through portions of the overall HECC agency operations budget. Some activities described in this presentation are partially or primarily funded through non-state dollars (federal, fees, grants, other).

Pathways activities/programs within the HECC agency budget with specific state budget amounts (i.e. ASPIRE and state-funded Workforce Initiatives) will be detailed in future budget slides in this presentation. **The full HECC agency operations budget will be presented in detail on our final presentation day.**

Activity	Description	2015-17 LAB	2017-19 CSL	2017-19 GRB
Support HECC agency operations	Supports HECC's agency office operations	\$24.0 M GF	\$21.9 M GF	\$23.2 M GF
Change				-3.4% from LAB +6.0% from CSL

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

BUILDING A SEAMLESS STUDENT-CENTERED SYSTEM: MANY PARTNERS, INCLUDING...

Governor and Legislature

Chief Education Office

Oregon Department of Education

Oregon Employment Department

Higher education institutions

K-12 school districts, schools

Teacher Standards and Practices Commission

Community-based organizations

Tribal entities

Oregon Workforce Investment Board

Local workforce boards

GED preparation providers

Department of Human Services

Bureau of Labor and Industry

STEM Hubs

POSTSECONDARY PATHWAYS AND TRANSITIONS, RELATED KEY PERFORMANCE METRICS

Data will be presented with HECC Agency Operations, Appendix

KPM 1: Oregon high school graduates attending college

KPM 2: College credits earned by K-12 students

KPM 3: Number of adult high school diplomas/GEDs earned

KPM 4: CC developmental education pass rates

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

KPM 9: Certificate and Oregon Transfer Module earners

KPM 10: Community college associate degrees

KPM 12: Community college to university transfers

KPM 19: Bachelor's degrees awarded to community college transfers

KPM 13: Earnings of community college completers

KPM 14: Earnings of community college leavers

KPM 21: Earnings of public university Bachelor's degree completers

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



PRE-COLLEGE
TRANSITIONS TO
POSTSECONDARY
SUCCESS:

YOUTH AND ADULTS

GOVERNOR'S RECOMMENDED BUDGET (GRB): PRE-COLLEGE TRANSITIONS AND PATHWAYS

Pre-college programs are supported by multiple HECC offices or units. The budget for these units is **included in the HECC integrated agency operations, which we will discuss on our final presentation day.** These programs are primarily supported by HECC Office of Student Access and Completion (OSAC) and Office of Workforce Investments. Some programs and activities are funded through non-General Fund/Lottery Fund dollars (federal funds, grants, other). The ASPIRE and OYCC youth workforce programs have specific state investments described below.

Activity	Description	2015-17 LAB	2017-19 CSL	2017-19 GRB
Continue Oregon ASPIRE	Continue ASPIRE program to help students plan their post-high school educational career through mentoring in more than 157 locations statewide.	\$1.6 M GF	\$1.8M GF	\$1.8 M GF
Change from 2015-17	<i>Note: a one-time federal grant of \$.7M did not continue into the new biennium.</i>			+7.4 % from LAB -2.0 % from CSL
Continue Oregon Youth Conservation Corps	Continue funding for Oregon Youth Conservation Corps by providing grants for education, training and wages to youth serving organizations across Oregon.	\$2.6M OF (Amusement Device Tax)	\$2.6M OF	\$2.6M OF
Change from 2015-17	<i>Note: in addition to state funds described here, also has \$1.2M FF, unchanged.</i>			+2.6% from LAB -0.1% from CSL

NOTE: This slide focuses primarily on General Fund (GF) and Lottery Fund (LF) dollars, excluding non-state Other Funds. LAB: Legislatively Adopted Budget, GRB: Governor's Recommended Budget, CSL: Current Service Level, M: Millions.

PRE-COLLEGE PROGRAMS AND OUTREACH



Educating
communities to
address lack of
information and
financial barriers
to college

- ASPIRE
- FAFSA Plus+
- Career College Collaborative “C3”

Presented by: JUAN BÁEZ-ARÉVALO, Interim Director,
HECC Office of Student Access and Completion (OSAC)

WHY IS OUTREACH IMPORTANT?

Oregon faces a college access gap. This gap is even wider for low-income and historically underserved populations. Providing Oregon students and families the information, skills and resources to plan for postsecondary education can help reduce this gap.

- Of the public high school class graduating class of 2006, 68% had enrolled in 2-year or 4-year institutions by age 25, but only 54% of low-income students had enrolled. *

Primary Focus: Teach individual about tools and resources to access and afford postsecondary education, make informed choices about their college and career future, and succeed in their education goals.

- HECC outreach activities are housed primarily in the Office of Student Access and Completion (OSAC).

*Source: The Education Pathway, Oregon Learns, OregonLearns.org, based on high school sophomores in 2003-04 who would graduate in 2006.

HECC-OSAC OUTREACH INITIATIVES AND PROGRAMS

FAFSA Plus+ and College Goal Oregon outreach

ASPIRE statewide mentoring program

Collaboration with state partners

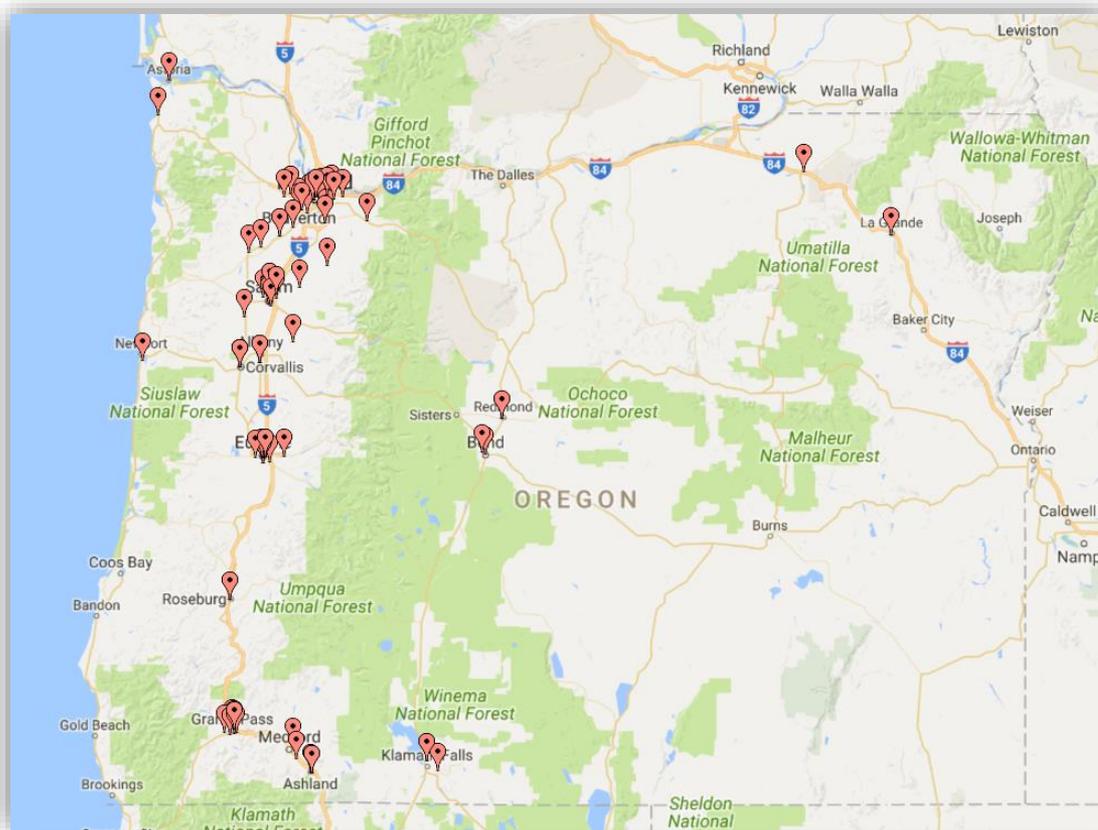
HECC ROLE

Educate diverse audiences on how to pay for college, apply for state-administered financial aid options, access mentoring, and more

Convene and collaborate with PK-20 partners

Distribute accurate information and resources on state financial aid programs

HECC-OSAC OUTREACH: EVENTS STATEWIDE



240+ events in
in rural and urban
communities throughout
Oregon during 2015-17

Types of Events: College and career fairs, financial aid outreach events, conferences

Venues: Colleges and universities, high schools, community libraries, social service agencies, and others

Audiences: Middle and high school students, current college students, adult learners, families, school counselors, and other educators

ACCESSING FEDERAL AND STATE FINANCIAL AID: THE IMPORTANCE OF THE FAFSA

National ranking:

In 2016, while Oregon was slightly below average for the percentage of total students who completed the FAFSA, Oregon was

#1 nationally

for the increase in total number of high school seniors who completed the FAFSA, compared to seniors in 2015.

To be eligible for federal aid such as the Pell Grant, students must complete the Free Application for Federal Student Aid (FAFSA), so FAFSA completion is critical to affordability. FAFSA completion is strongly associated with postsecondary enrollment.

Nationally, approximately **\$2.7 billion** of federal Pell Grant aid went unclaimed in 2014.

Sources: *Half the FAFSA: Cutting the red tape to Postsecondary Student Aid*. Carrie Warick, Director of Policy and Advocacy. National College Access Network, 2016. Data cited is from National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS). (2002/06). <http://www.collegeaccess.org/BlogItem?dg=93febb26-b6c9-4744-b9d3-94b9d79946e5>; *2016 FAFSA Completion Rates by State*, Ahead of the Heard, Bellwether Education Partners, <http://aheadoftheheard.org/2016-fafsa-completion-rates-by-state/>

FAFSA PLUS+: PARTNERSHIP AND OUTREACH PROGRAM

Primary focus: increasing FAFSA completion so that Oregon students access all financial aid for which they are eligible to achieve their postsecondary goals.

FAFSA Plus+ Program: OSAC partnership with high schools and sites to provide targeted support aimed to increase FAFSA completion through: College Goal Oregon events, financial literacy information, scholarship resources, award letter help, and more.

- FAFSA Plus+ sites are provided access to current student-level FAFSA data, allowing educators to provide targeted assistance to high school seniors and their families.

221 sites across Oregon, 71% of Oregon high school seniors

- A new initiative, from 2013-14 to 2016-17, participation grew from 4 to 221 sites including high schools, districts, community-based organizations and access programs, Oregon GEAR UP, Trio programs, and Tribal agencies.
- As of December, 2016, participating high schools served 71% of Oregon public high school seniors, with the assistance of FAFSA Plus+ data.

COLLEGE GOAL OREGON EVENTS

College Goal Oregon: a component of FAFSA Plus+, offering free statewide events to help students and families search and apply for financial aid.

- Introduction to financial aid
- How to search for scholarships
- The OSAC Scholarship Application
- How to complete the FAFSA

Over 1,600
students

attended a College
Goal Oregon event in
2015-16

- Events generally held between November and February
- 49 sites throughout Oregon hosted over 80 events
- 230 Event Volunteers

ASPIRE OREGON: COLLEGE AND CAREER MENTORING PROGRAM

ASPIRE is the State of Oregon's mentoring program, helping students statewide to plan for, and access, education and training beyond high school.

- Provides mentoring for middle school, high school, and college students to develop a plan for meeting their college and career goals.
- Relies on volunteer participation and local community connections across Oregon.

HECC ROLE

Creates and maintains training resources and facilitates regional and statewide training events for volunteers and program coordinators

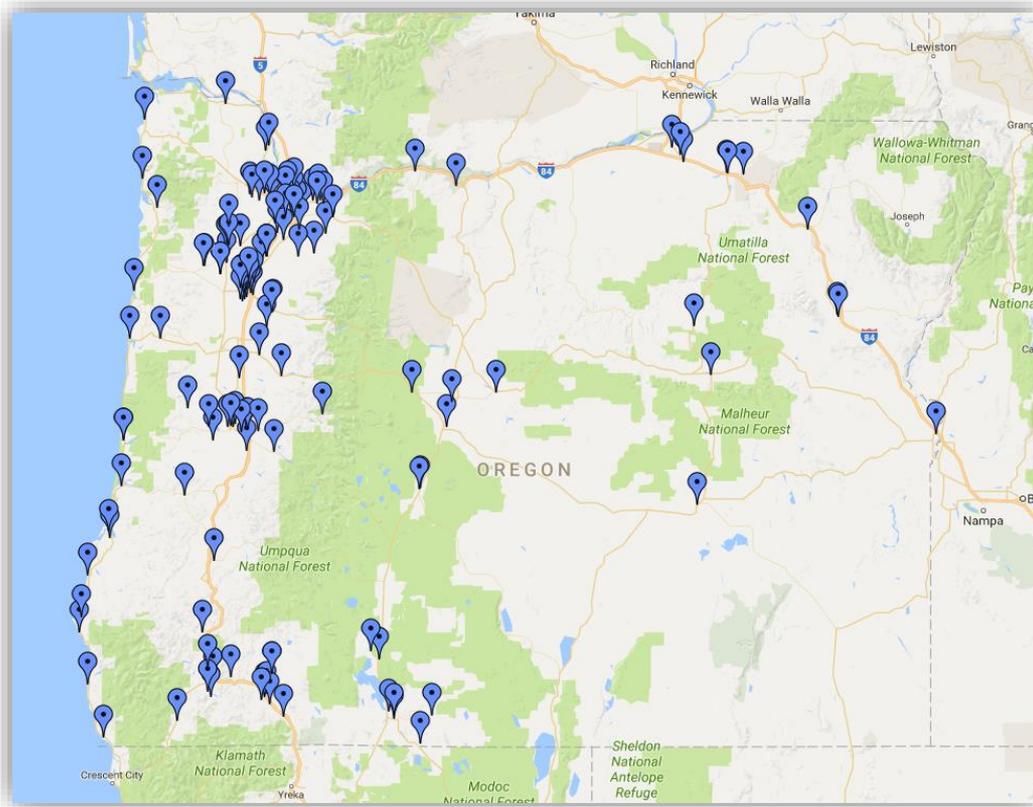
Delivers presentations to students and families on financial aid and scholarships

Publishes printed materials for students and families

Provides funding opportunities for sites to support the program

ASPIRE OREGON: SITES AND VOLUNTEER RESOURCES, 2015-16

ASPIRE facilitates volunteers efforts valued at over a **MILLION** dollars.



157 middle school, high school, community-based organization and college sites

1,575 mentors donated **54,000** hours to support students, valued at more than **\$1,230,000***

* Based on an evaluation by *Independent Sector*

For a list of participating sites: www.OregonStudentAid.gov

ASPIRE OREGON: OUR STUDENTS, 2015-16

10,250
students
served

- 35% identified as students of color
- 54% had at least one parent who did not attend college

Student
achievements

- 67% applied for at least one scholarship
- 84% applied for financial aid
- 92% applied to or are planning to attend at least one college, university, or technical/vocational program within one year of high school

HECC A KEY PARTICIPANT IN C3: SUPPORTING SUCCESS

Career College Collaborative (C3) is a collaborative initiative (since summer 2015) of counselors and educators, mobilizing educators to engage all students, especially low-income students, on viable pathways to college and career opportunities.

- 44 members
- 13 partner organizations

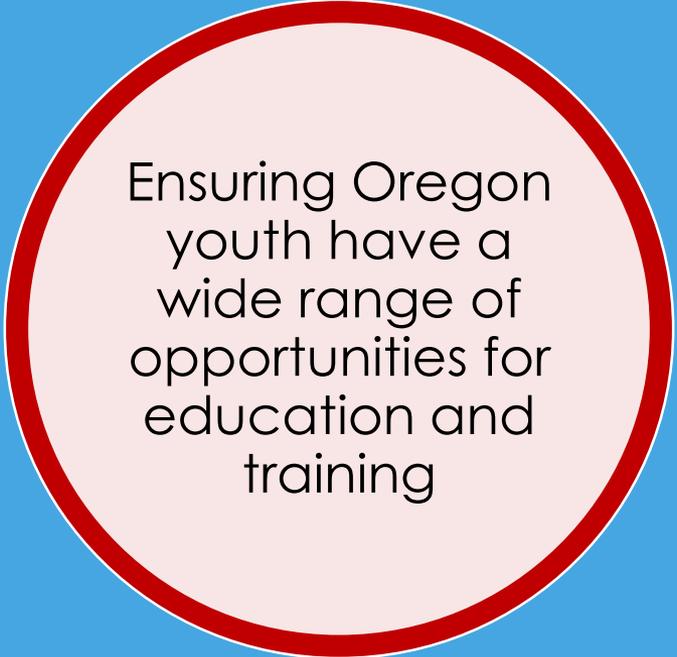
Accomplishments in the first year:

- Hosted 2016 Reach Higher Summit, a free conference for school administrators, school counselors, advisors, and college access professionals, focused on mobilizing career and college advising supports for all students.
- Facilitated Regional Achievement Collaborative work projects

HECC ROLE

HECC is a key participant, providing staffing support and convening of partners.

PROVIDING OPPORTUNITIES FOR YOUTH DEVELOPMENT



Ensuring Oregon youth have a wide range of opportunities for education and training

- Oregon Youth Conservation Corps (OYCC)
 - Youth Outreach

Presented by: KAREN HUMELBAUGH, Director,
HECC Office of Workforce Investments

YOUNG OREGONIANS

Youth who are not working are missing*:

- Preparation for self-sufficiency later in life
- Development of work ethic
- Opportunity for career exploration
- Income that can be saved for future needs

Strategies to Serve Young People

- [Oregon Youth Conservation Corps](#)
- Summer Conservation Corps
- Community Stewardship Corps
- Federal Youth Programs

[*Source: Endangered: Youth in the Labor Force](#)

YOUTH ECONOMIC AND EMPLOYMENT BARRIERS

Youth served by workforce programs often face challenges and barriers including:

- Homeless
- Runaway
- Pregnant
- Parenting
- Foster Care
- Ex-Offender
- Disabled
- Low-income

YOUTH PARTICIPATION NUMBERS

OYCC Summer Conservation Corps

- 2013-2015: 1,332 Oregon youth
- 2015-2017 to date: 1,183

OYCC Community Stewardship Corps (School Year)

- 2013-2015: 1,207 Oregon youth
- 2015-2017 to date: 599

WIOA Youth

- 2013-2015: 5,775 Oregon youth
- 2015-2017 to date: 2,495

YOUNG PEOPLE: MEASURES OF SUCCESS

HS Completion (Degree or Certificate)

Entered into Education or Employment

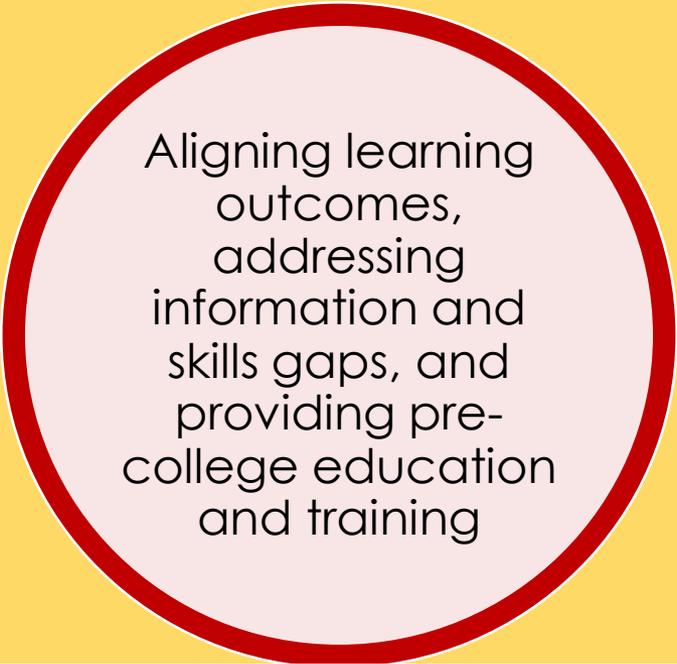
Literacy and Numeracy Gains

Wages

OYCC Hours Worked

High School Diploma Essential Skills Requirement (NCRC)

IMPROVING ACADEMIC TRANSITIONS FROM SECONDARY TO POSTSECONDARY EDUCATION



Aligning learning outcomes, addressing information and skills gaps, and providing pre-college education and training

- Career and Technical Education (CTE)
 - Career Pathways
- College Credit while in high school
 - Annual AP/IB score alignment
- Developmental Education Redesign
 - Aligning math pathways

Presented by: PATRICK CRANE, Director,
HECC Office of Community Colleges and Workforce Development (CCWD)

GOVERNOR'S RECOMMENDED BUDGET (GRB): ACADEMIC PATHWAYS AND ALIGNMENT

Academic policy and alignment work to smooth student transfer pathways into postsecondary education are supported by multiple HECC offices or units of the integrated agency.

- **Primarily supported by the HECC Office of Community Colleges and Workforce Development (CCWD) and HECC Office of University Coordination.**

These activities are included in the integrated agency budget for HECC operations, which we will present in detail on our final presentation day.

HIGH SCHOOL TO COLLEGE ACADEMIC COORDINATION: WHY?

High school graduation rate of 74.8% (2015-16)

Demonstrated value of CTE in increasing high school graduation

Opportunities for student to accelerate college-level learning

65% of recent high school graduates in Oregon take at least one developmental education course when they enter college

CAREER & TECHNICAL EDUCATION MEETS STUDENT AND BUSINESS NEEDS

Business and industry in Oregon need workers with technical skills in high-demand, high-wage careers.

Oregon students need rigorous, relevant career preparation in skilled trades, applied sciences, and modern technologies.

HECC ROLE

Review and approve CTE programs, degrees and certificates at Oregon's community colleges

Partner with Oregon Department of Education in the overall grant management, compliance and implementation of the Carl D. Perkins Grant as well as Measure 98

Engage and partner in workforce preparation conversations

Provide technical assistance to faculty and staff

CAREER PATHWAYS INITIATIVE

A statewide strategy to ensure that Oregonians are able to access and complete short-term community college Career Pathway Certificates that lead to employment in high-demand occupations.

- Comprised of 12-44 credits providing specialized education with an occupational focus, can be applied toward Associate of Applied Science (AAS) Degree.
- Since 2008, over 17,000 have been awarded.

HECC ROLE

Provides funds to all 17 community colleges through the Strategic Fund (since 2007), and through SB 5701 (2016) funding of \$600K

Funds a Statewide Pathways Initiative Director who works with HECC and Career Pathways Alliance to expand pathways in Oregon.

Manages grant agreements, approves programs, provides data for evaluation, and ensures alignment with local workforce needs and state and federal education and workforce programs.

DELIVERING HIGH QUALITY COLLEGE CREDITS IN HIGH SCHOOL

Primary Challenge: Expanding access to high quality college credits (Accelerated Learning) for all high school students in Oregon

College credit in high school can smooth the transition into a college or university by:

- Enabling high school students to better prepare for postsecondary expectations
- Lowering the cost of postsecondary degree or credential
- Fostering a college-going culture
- Increasing high school graduation rates

HECC ROLE

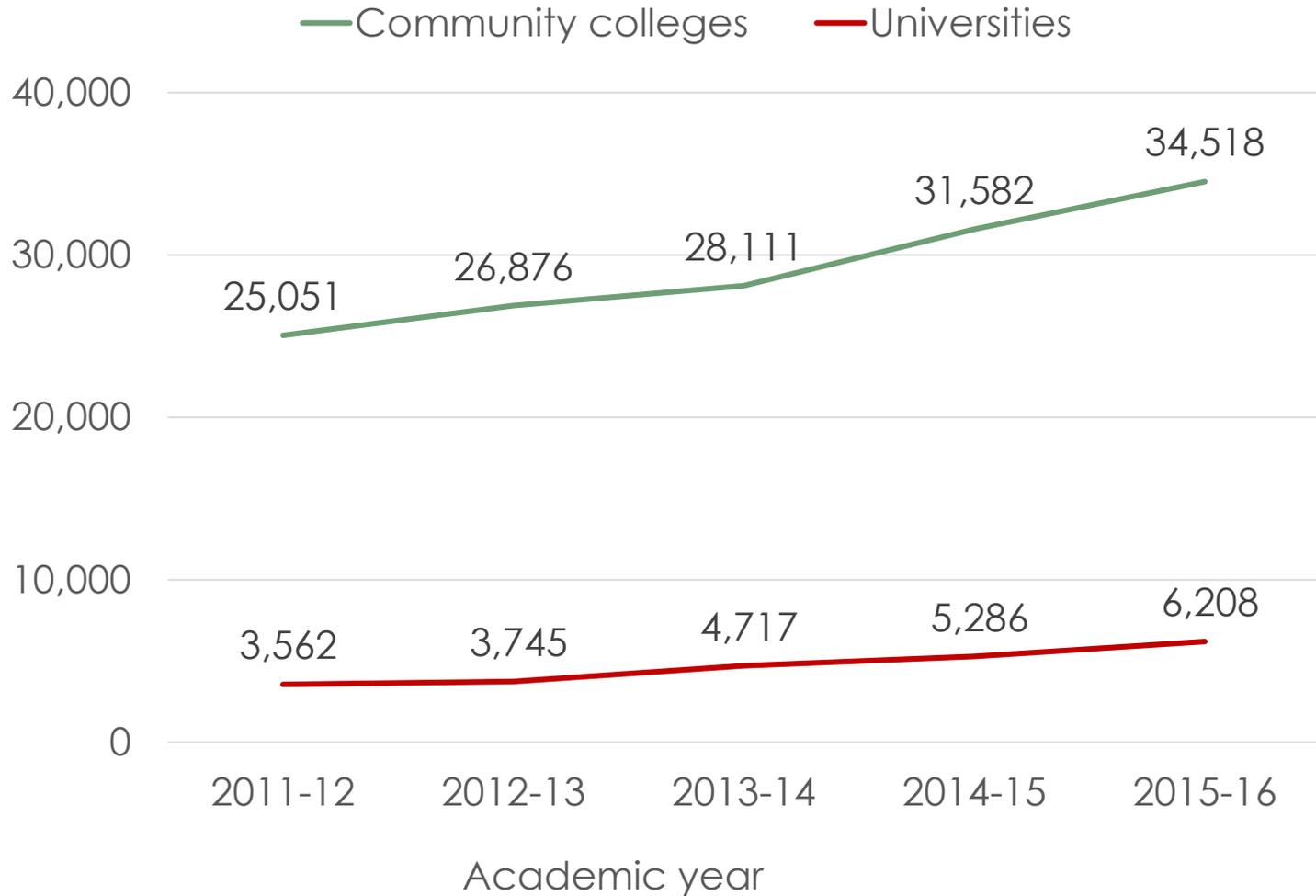
Through ORS 340.310, HECC was charged with developing standards for dual credit and other high school-based college credit partnership programs.

Ongoing review and adoption of standards (*new standards adopted in June 2016*).

Staffs an Oversight Committee responsible for approval of new programs.

RIISING NUMBER OF DUAL CREDIT STUDENTS

High school students taking dual credit



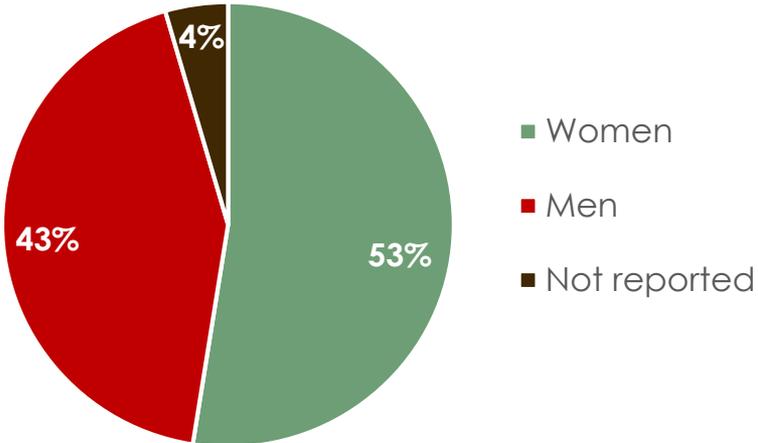
Community college dual credit students took 8 credits on average, and passed 95% of dual-credit courses

Source: HECC analysis of student-level data.
 Notes: Includes students enrolled in dual credit courses for lower division coursework and career technical education.

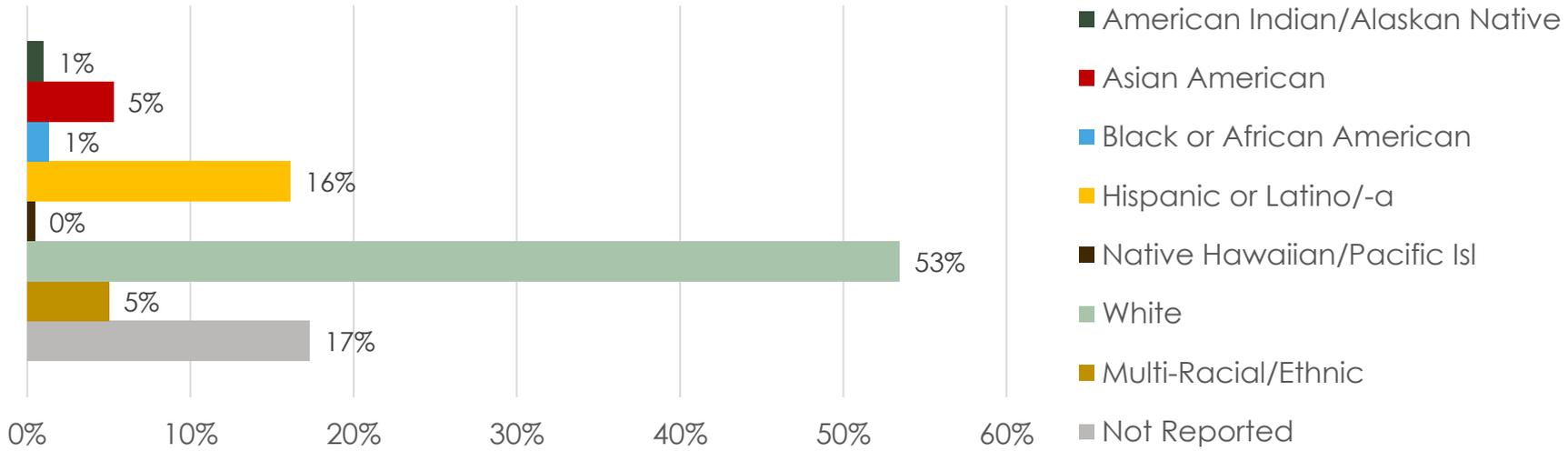
PUBLIC POSTSECONDARY DUAL CREDIT STUDENT DIVERSITY

40,726 Students in 2015-16

GENDER



RACE/ETHNICITY



Source: HECC analysis of student-level data. Community college and university enrollment, 2015-16. University data is Fall 2015
 Note: Includes students enrolled in dual credit courses for lower division coursework and career technical education

ACCELERATED LEARNING: NEXT STEPS

Review and approve new accelerated learning programs

- Oversight Committee for High School Based College Credit Partnership (HECC staffed) will approve new programs based on standards
- Data analysis on new models

Provide a forum for secondary/postsecondary partners

- Sustainable Systems for Accelerated Learning Work Group (Chief Education Office-staffed) will inform future vision and provide a forum to discuss issues that arise, such as academic quality and credit transfer

Integration with Measure 98 and other student transition and success efforts

ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) POLICY

The Advanced Placement (AP) and International Baccalaureate (IB) Statewide Course Credit Policy represents consensus among Oregon institutions on **minimum scores and transferrable credits for students**

- Transparency and consistency for students as they plan their high school course taking, exam taking, and post-secondary degrees and certificates

HECC ROLE

Convenes the AP/IB workgroup (originated with SB 342, 2005)
Coordinates annually with the College Board, International Baccalaureate, and faculty from Oregon community colleges and public universities on making and publishing these policy updates

ALIGNING MATH PATHWAYS FROM HIGH SCHOOL TO COLLEGE

In 2016, HECC and State Board of Education committed to work together on improving curricular alignment in math between K-12 and higher education. Next steps include:

- Convening mathematics instructors from K-12, community colleges and universities to raise awareness of best practices, further develop a coherent, aligned P-20 math curriculum, and identify an assessment that can be used across all sectors and regions.

DEVELOPMENTAL EDUCATION REDESIGN: COMMUNITY COLLEGE AND HECC EFFORTS

COMMUNITY COLLEGE EFFORTS

Voluntarily began the **Developmental Education Redesign Advisory Committee** in 2013 to examine national reforms and best practices.

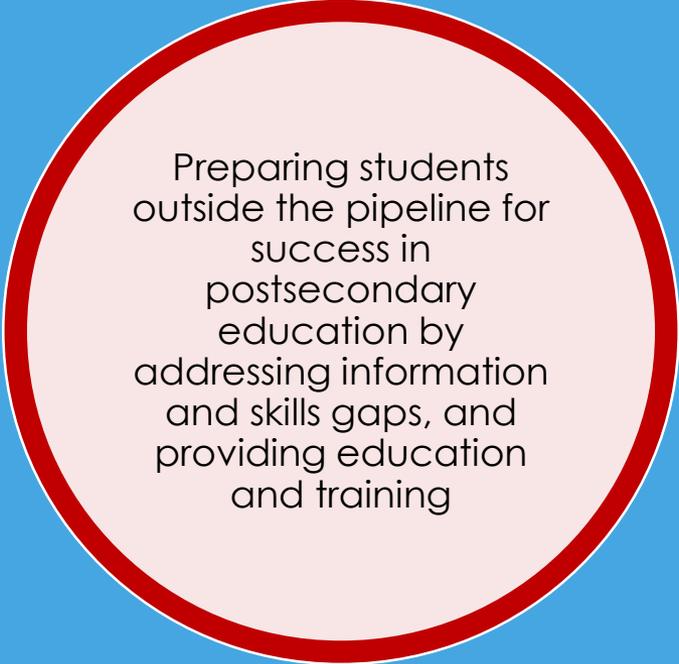
Redesign activities included changes to assessment and placement, adoption of combined reading/writing course, adoption of co-requisite models of remedial education, and development of non-STEM math pathway.

HECC ROLE

Supports community college developmental education redesign efforts with **Strategic Fund**.

With funding provided in 2016 from SB 5701 (\$600,000), **makes grants to community colleges** to expand and improve co-requisite English and writing.

ENGAGEMENT OUTSIDE THE PIPELINE



Preparing students
outside the pipeline for
success in
postsecondary
education by
addressing information
and skills gaps, and
providing education
and training

- GED and High School Equivalency
 - Adults Basic Education
 - Credit for Prior Learning

Presented by: PATRICK CRANE, Director,
HECC Office of Community Colleges and Workforce Development (CCWD)

WHY IS HIGH SCHOOL EQUIVALENCY (GENERAL EDUCATION DEVELOPMENT) IMPORTANT?

Approximately 10% of Oregon adults do not have a high school diploma or equivalency. For Hispanic Oregonians, the percentage is 39%.

- The General Education Development (GED) program provides individuals with an opportunity to earn a high school equivalency credential, in place of a high school diploma.
- Funded through GED Testing Fees, and in 2015-2017, an investment of \$2M GF.

HECC ROLE: HIGH SCHOOL EQUIVALENCY, GENERAL EDUCATION DEVELOPMENT (GED)

The Oregon GED Program is administered by HECC in partnership with: GED Testing Service, Oregon's 17 community colleges, and professionals at over 70 test prep locations across the state

HECC ROLE

Providing technical assistance to GED testing sites around the state

Organizing the annual GED Summit

In 2015-17, HECC is distributing and managing \$1.6M in state-funded grants for GED wraparound services

GENERAL EDUCATIONAL DEVELOPMENT (GED) STUDENTS ARE DIVERSE

A total of 9,102 students took GED tests in 2016

- 66% were unemployed
- 73% reported annual income of \$5,000 or less
- 39% reported a family member influenced them to obtain their GED
- 58% of students were male
- Average age of GED Test takers was 24

GED passers: 5,746

RACE/ETHNICITY (2016)

White: 52%

Hispanic: 22%

Multi-race: 18%

Black: 3%

Asian: 1%

Native American: 2%

No Answer: 1%

Hawaiian/ Pacific Islander: < 1%

ADULT BASIC EDUCATION AND LITERACY IN OREGON (ALSO KNOWN AS “TITLE II”)

Adult Education and Literacy, also known as Title II of the Workforce Innovation and Opportunity Act (WIOA), focuses on improving reading, writing, and speaking English, numeracy, problem solving, English language acquisition and other literacy skills for Oregonians

- HECC Office of Community Colleges and Workforce Development (CCWD) administers Title II funds for Oregon

Funding:

- Approximately \$5M for Oregon annually from U.S. Department of Education: Office of Career Technical and Adult Education
- Federal funds awarded based on enrollment, regional need, and performance
- 25% match (funds or in-kind) required for partners

HECC ROLE

Administers Title II funds for Oregon

Makes grants to providers of adult education and literacy services

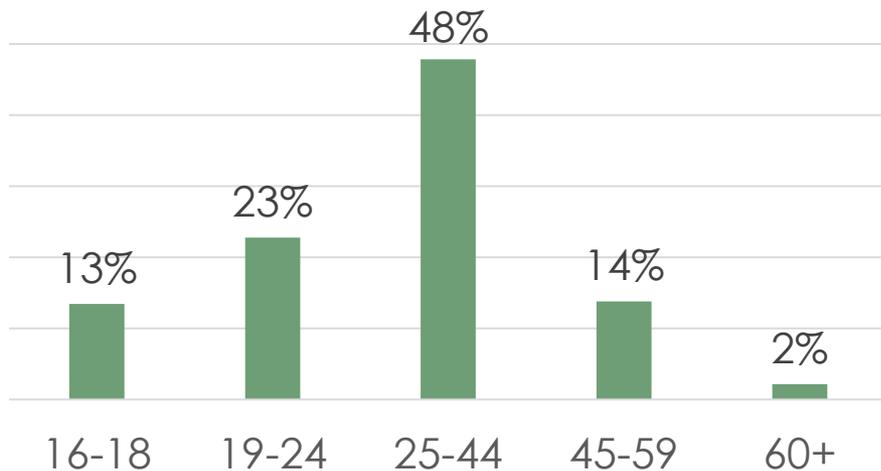
Collects and reports performance data

Provides monitoring and professional development

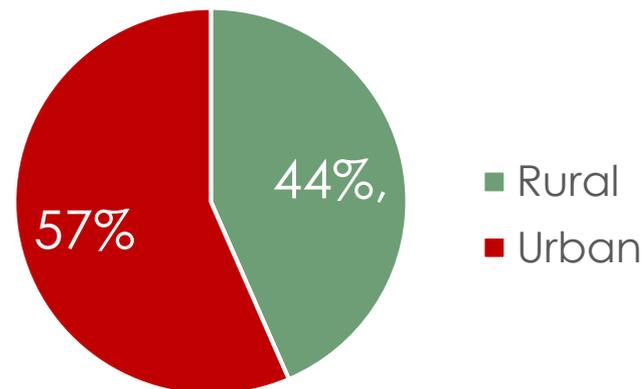
ADULT BASIC SKILLS STUDENTS IN OREGON IN 2015-16

18,540
STUDENTS SERVED
IN 2015-16

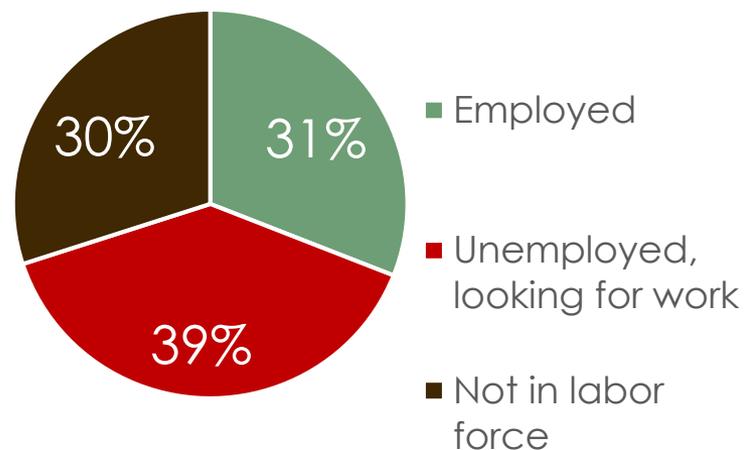
AGE



GEOGRAPHY



EMPLOYMENT STATUS (2015-16)



Source: HECC analysis of student-level data

Note: Participants are adults 16+ with 12+ contact hours with Title 2 (ABS) programs in Oregon

CREDIT FOR PRIOR LEARNING

Credit for Prior Learning is defined as: “The knowledge and skills gained through work and life experience, through military training and experience and through formal and informal education and training from institutions of higher education in the United States and in other nations” (House Bill 4059, 2012)

HECC ROLE

ORS 350.110 requires the Higher Education Coordinating Commission to appoint members to a Credit for Prior Learning (CPL) Advisory Committee.

The Advisory Committee developed CPL standards, which were adopted by the HECC in 2014 and implemented by Oregon institutions offering CPL.

HECC reports annually to the Oregon Legislative Assembly on CPL.

POSTSECONDARY
TRANSITIONS
BETWEEN
INSTITUTIONS:

**STREAMLINING
TRANSFER**

**PRIVATE
POSTSECONDARY
CONNECTIONS**



FOSTERING TRANSFER PATHWAYS



Streamlining
the community
college to
university
transfer
pathway

- Transfer trends and data
 - Transfer challenges
- Recent work and initiatives

Presented by: VERONICA DUJON, Director of Academic Planning & Policy,
HECC Office of University Coordination

GOVERNOR'S RECOMMENDED BUDGET (GRB): TRANSFER PATHWAYS

Policy and collaboration work to smooth student transfer pathways between community colleges and public universities are supported by multiple HECC offices or units of the integrated agency.

- **Primarily supported by the HECC Office of Community Colleges and Workforce Development (CCWD) and HECC Office of University Coordination.**

These activities are included in the integrated agency budget for HECC operations, which we will present in detail on our final presentation day.

WHY FOCUS ON TRANSFER?

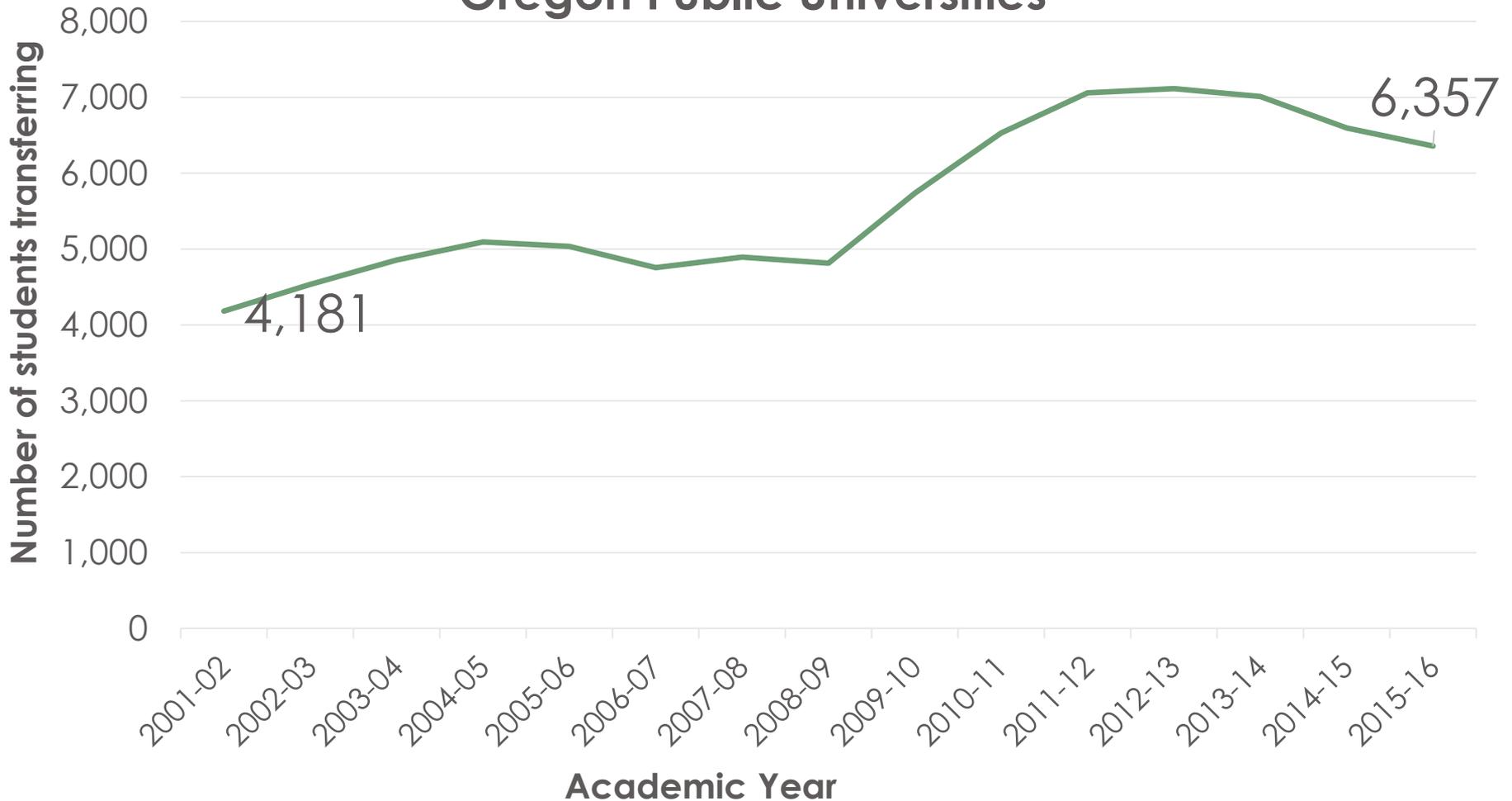
Streamlining the community college to university transfer pathway impacts affordability and time to degree, supporting low-income, first generation, and other underserved student groups

- In the U.S. between 2008-14, **44%** of students who changed institutions transferred **two or more times** over that period
- Transfer students are more likely than direct-entry university students to be first generation, students of color, and/or Pell – eligible (lower income) according to national data
- **43% of newly admitted students to Oregon public universities in 2013-14 were transfer students**
- Between 2011-14, **51% of Bachelor's completers** were transfer students

Sources: HECC research and analysis; Shapiro, D., Dundar, A., Wakhungu, P.K, Yuan, X., & Harrell, A. (2015, July). Transfer and Mobility: A National View of Student Movement in Postsecondary Institutions, Fall 2008 Cohort (Signature Report No. 9). Herndon, VA: National Student Clearinghouse Research Center; Jenkins, D & Fink, J. (2016). Tracking Transfer. Community College Research Center. The Aspen Institute. National Student Clearinghouse Research Center.

MANY OREGONIANS TRANSFER FROM COMMUNITY COLLEGES TO UNIVERSITIES

Transfers from Oregon Community Colleges to Oregon Public Universities



Source: HECC Research and Data SCARF 2017

WE ESTIMATE ABOUT HALF OF STUDENTS LOSE SOME CREDIT AT TRANSFER

54%

of transfer students are estimated to have entered universities with fewer credits than they had earned at Oregon community colleges

26%

of transfer students are estimated to have lost more than one term of work (15 credits)

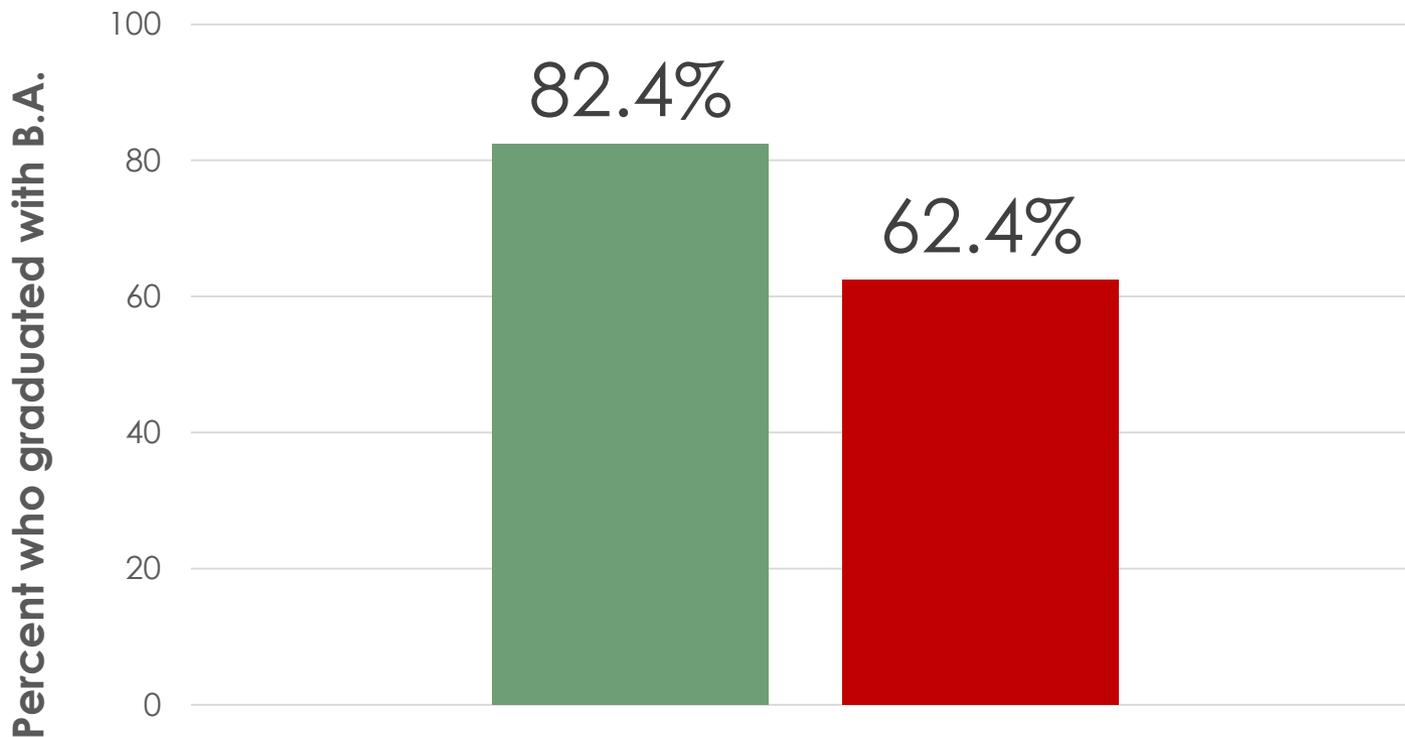
Source: HECC analysis of student-level data.

Note: For this analysis, "transfer students" are community college students enrolled either in LDC (lower division collegiate, career and technical education, or post-secondary remedial (PSR) courses and attempted at least 12 credits during the 2013-14 academic year and then enrolled in a public university in 2014-15. Community college credits earned include all credit earned since 2006-07, with an estimate of total PSR credits earned excluded from the analysis.

THE MAJORITY OF “ROBUST” TRANSFER STUDENTS COMPLETE, BUT NOT AT RATES EQUIVALENT TO PEERS

GRADUATION RATE (6-YEAR) BY TRANSFER STATUS, 2015-16

■ Non-transfer students who persisted to third year ■ Transfer students



Source: HECC analysis of student-level data.

Notes: For this analysis, “transfer students” are defined as those who were admitted based on their college GPA, which generally requires having earned at least 24-36 community college credits. For transfer students, 6-year grad rates are defined as graduation within four years after transfer.

TRANSFER PATHWAYS: PRIMARY CHALLENGES

MOBILITY AND PORTABILITY OF CREDITS:

- Students lose ground every time they transfer
- Transfer course and credit *applicability* to institutional and program requirements is a greater issue than credit transferability itself

INFORMATION RESOURCES AND SYSTEMS TO AID STUDENTS:

- Confusing array of variable requirements for similar degrees, articulation agreements, and applicability of coursework across public universities
- Lack of a common statewide transfer information system

SUCCESSFUL TRANSFER AND APPLICATION OF CREDITS AFFECT AFFORDABILITY AND COMPLETION:

- Transferring from a community college is expected to be an affordable, accessible pathway to a bachelor's degree, yet many transfer students leave without a degree and with debt

RECENT HECC TRANSFER WORK AND INITIATIVES: COLLABORATION AND CONVENING

COLLABORATION AND CONVENING

Convened partners and developed recommendations and research on transfer pathways through HB 2525 report, and engaged in ongoing collaboration on **transfer and articulation policy (Joint Transfer Articulation Committee)**.

Collaboration with institutions on innovative transfer initiatives like **Interstate Passport**.

Technical workgroup to study and make recommendations for a robust statewide **Transfer Student Information System**.

Funding to develop and maintain such a system has not been secured.

RECENT HECC TRANSFER WORK AND INITIATIVES: SMOOTHING AND ALIGNING PATHWAYS

SMOOTHING AND ALIGNING PATHWAYS

HECC and stakeholders to **re-assess and realign the statewide transfer degrees (AAOT, ASOT)** which are not currently functioning as efficient transfer mechanisms for many.

- College of Education leaders and community colleges are creating an “Ed Pathway” for community college students to enter the teaching profession.

The **Transfer Student Bill of Rights and Responsibilities** is expected to be established and adopted by the HECC by December 31, 2018.

- By Fall 2019, a process for community colleges and universities to align the most popular transfer majors statewide is expected to be established.

PRIVATE POSTSECONDARY PATHWAYS

Private
postsecondary
education
oversight and
coordination to
promote student
success:

- Veterans Affairs (VA) State Approving Agency (SAA)
 - Office of Degree Authorization (ODA)
 - Private Career School licensing (PCS)

Presented by: BEN CANNON, Executive Director, HECC; JUAN BÁEZ-ARÉVALO, Director, HECC Office of Private Postsecondary Education

GOVERNOR'S RECOMMENDED BUDGET (GRB): PRIVATE POSTSECONDARY EDUCATION

HECC's private postsecondary regulation, support, and coordination will be described in more detail on our final day of presentations, focused on the HECC integrated agency budget.

This work is carried out by the HECC Office of Private Postsecondary Education, which receives **no General Funds and is entirely funded by federal contracts and fees from institutions.**

2015-16 COMPLETIONS

47

Degree Granting Private Postsecondary Schools

(24 ODA-regulated institutions and 23 institutions exempt from ongoing regulation)

14,403*

173

Private Career Schools

7,021**



*Total completions from 18 of the 24 Oregon-based regulated schools and 23 exempt institutions who correctly reported data for the 2015-16 academic year.

**Total completions from 97 of the 201 Oregon-based schools who correctly reported data for the 2015-16 academic year.

OREGON-BASED PRIVATE POSTSECONDARY INSTITUTIONS: STUDENTS AND DEGREES

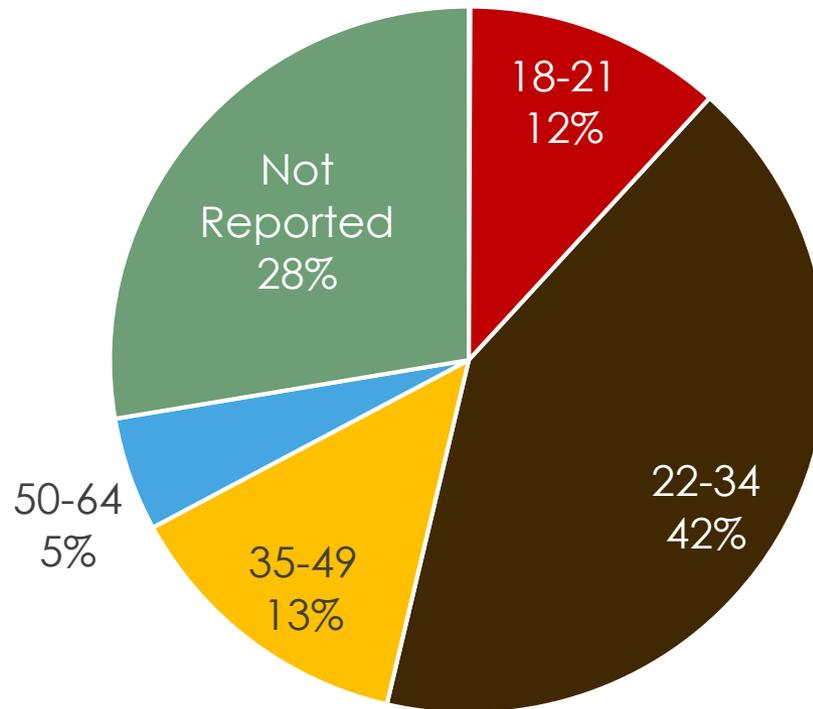
<i>Oregon Institutions reporting</i>	<i>155 out of 220*</i>
TOTAL ENROLLMENT: 2015-16	56,981
Certificates Awarded:	7,813
Associate Degrees:	541
Bachelor Degrees:	5,588
Masters Degrees:	5,805
Doctoral Degrees:	1,065
Post-Baccalaureate:	126
Unknown:	487
TOTAL DEGREES AND CERTIFICATES: 2015-16	21,424

Additionally, HECC regulates private **out-of-state distance education providers who awarded 5,454** degrees and certificates to Oregon students in 2015-16.

**Includes institutions regulated by HECC PCS licensing unit and ODA, as well as institutions exempt from ongoing regulation (Oregon Alliance of Independent Colleges and Universities). Institutions defined as "Oregon" include those with at least one physical location in Oregon. Reflects institutions reporting as of 3/15/2017. Source: HECC.*

PRIVATE REGULATED SCHOOLS: STUDENT AGE DEMOGRAPHICS, 2015-16

Enrollment By Age Group



Source: HECC. Data as of 3/15/2017. Includes institutions regulated by HECC Private Career Schools licensing unit and Office of Degree Authorization. Does not include institutions that are exempt from ongoing regulation (Oregon Alliance of Independent Colleges and Universities).

PRIVATE REGULATED SCHOOLS: EARNINGS OF GRADUATES

EARNINGS OF RECENT GRADUATES

Private Postsecondary Regulated School 2014-15 Completers

Type	2015-16 Mean Earning
Certificate	\$26,023
Associate degree	\$27,548
Bachelor's degree and higher	\$38,249

Source: HECC. Data as of 3/15/2017. Includes institutions regulated by HECC Private Career Schools licensing unit and Office of Degree Authorization. Does not include institutions that are exempt from ongoing regulation (Oregon Alliance of Independent Colleges and Universities).

PRIVATE POSTSECONDARY: KEY RESPONSIBILITIES

Veterans Affairs (VA)- State Approving Agency

- Ensures postsecondary programs, apprenticeships and on-the job trainings (OJT) in Oregon are quality programs for veterans and their dependents

Office of Degree Authorization (ODA)

- Ensures the quality of in-state, non-exempt, private higher education programs and out-of-state private and public higher education programs offered to Oregon students

Private Career Schools (PCS)

- Ensures quality of private career schools, establishing business and fiscal standards, setting instructional and curricular requirements, and providing technical assistance

GI BILL APPROVED FACILITIES IN OREGON

HECC-SAA
approves
the following
facilities for
GI Bill
Benefits:

- 8 Public Universities (1 university has two approved campuses)
- 2 OHSU Medical and Dental
- 17 Community Colleges
- 33 Private, non-profit, degree granting
- 9 Private, for-profit, degree granting
- 37 Private career schools
- 7 Flight schools
- 174 Apprenticeship and On-the-Job-Training

OFFICE OF DEGREE AUTHORIZATION (ODA): OREGON INSTITUTIONS

ODA
evaluates and
approves
degree
programs

- All non-profit and for-profit degree-granting colleges
- Colleges lacking regional accreditation
- Colleges operating in Oregon less than ten years

In-state Private
Postsecondary
Institutions
**Approved and
Regulated**

- 17 non-profit and 7 for-profit private institutions, offering 166 degree programs
- Enroll 6,364 students
- e.g., Art Institute of Portland, Oregon College of Oriental Medicine

In-state Private
Postsecondary
Institutions
**Exempt from
Ongoing
Regulatory
Oversight**

- 23 private non-profit and regionally accredited institutions exempt from day-to-day ODA regulatory oversight
- Enroll over 37,000 students
- e.g., Willamette, Linfield

PRIVATE CAREER SCHOOLS: WHAT TRAINING DO THEY PROVIDE?

PCS evaluates
and approves
licenses

- Private career schools providing training and certificate programs in Oregon

Currently
approvals

- 173 private career schools, collectively offering 998 certificate programs
- Significant technical and vocational training opportunities for Oregonians
- Located in all corners of the state; urban and rural locations
- Wide variety of program offerings: Bookkeeping; Computer Technology/Hair Stylist/Esthetics/Nail ; Lineworker; Phlebotomy; Truck Driving; Mechanics; Real Estate and many more

RECENT PROPRIETARY SCHOOL CLOSURES IN OREGON

Private Career Schools closures:

- Thirteen in 2015
- Eight in 2016

Office of Degree Authorization School closures:

- 2015: Heald College, DeVry University
- 2016 Everest College, ITT Tech (Portland), ITT (Salem), National American University
- 2017: In teach out process: LeCordon Bleu, The University of Phoenix; other institutions are teaching out additional programs

HECC SUPPORT TO STUDENTS DURING SCHOOL CLOSURES: **REGULATION, CONSUMER PROTECTION**

REGULATORY COORDINATION

Coordinate with federal officials, state licensing boards, lenders, consumer protection agencies, Attorney General's office, bankruptcy trustees, others.

Collaborate with other states in multi-site closure situations.

CONSUMER PROTECTION

Provide up-to-date information resources to students on academic and financial options.

Protection from those who attempt taking advantage of students during difficult school closures.

- e.g., second or third party loan providers; unauthorized schools or service providers; predatory admissions or recruitment practices, etc.

HECC STUDENT SUPPORT DURING SCHOOL CLOSURES: **ACADEMIC AND FINANCIAL TRANSITIONS**

ACADEMIC TRANSITIONS:

Secure student transcripts; in some cases, manage transcript records going forward

Coordinate and approve formal teach out arrangements, broker transfer options, and coordinate with programs and schools willing to develop solutions

Inform students of transition options:

- e.g., organize transition events/fairs; electronic updates, fact sheets, website, etc.

FINANCIAL TRANSITIONS:

Provide financial aid information and loan discharge options (if applicable).

Guide students to pre-paid tuition reimbursement options:

- Private Career Schools Tuition Protection Fund.
- Surety Bond or Letter of Credit claim information pertaining to an ODA school closure.



Chemeketa CC



TRANSITIONS TO CAREER SUCCESS, INDUSTRY NEEDS

PRESENTED BY:

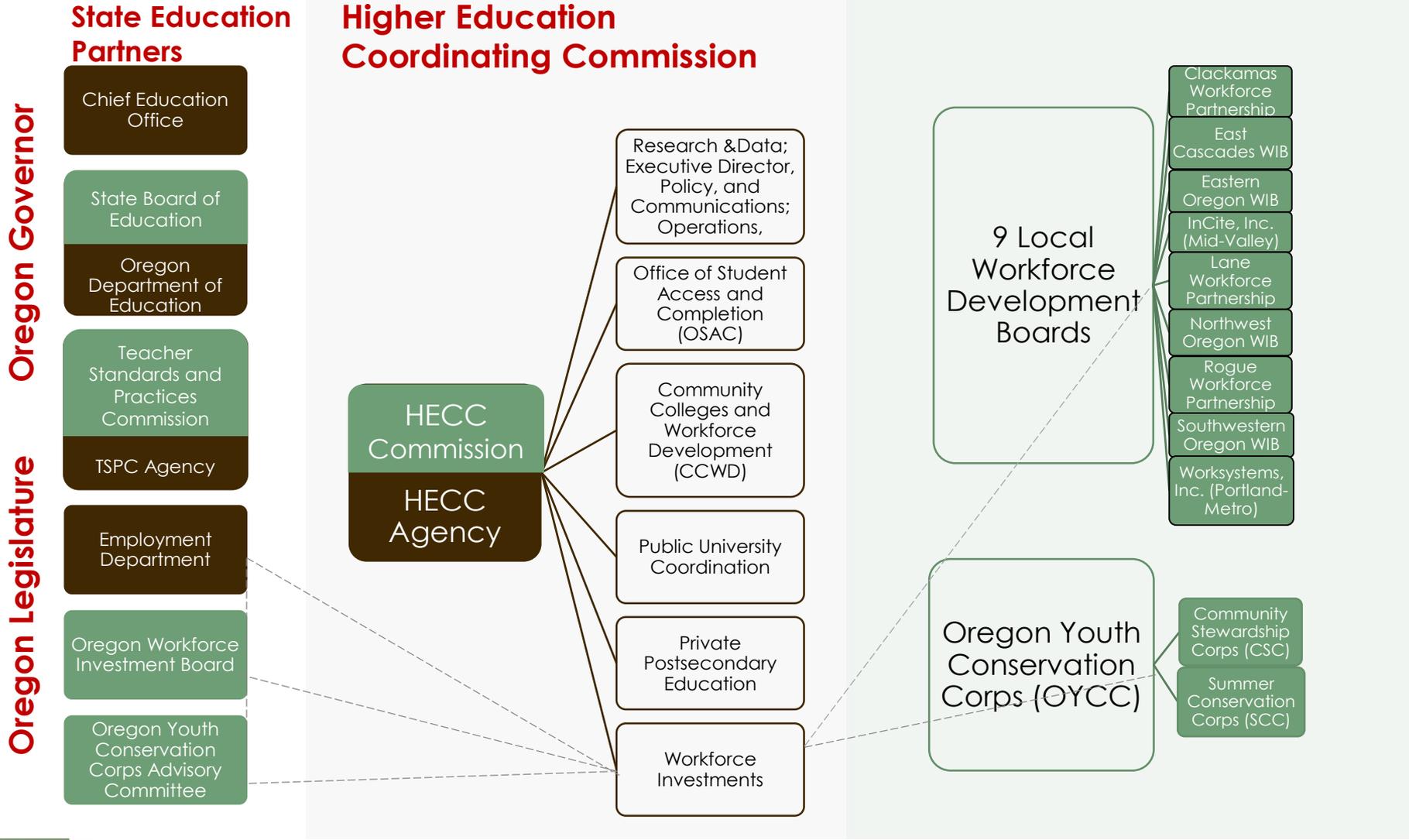
**KAREN
HUMELBAUGH,**
DIRECTOR,
HECC OFFICE OF
WORKFORCE
INVESTMENTS

GOVERNOR'S RECOMMENDED BUDGET (GRB): WORKFORCE INVESTMENTS

Workforce programs with specifically allotted state investments are listed here. **All other workforce programs described are primarily federally or other-fund-supported.** The investments below are part of the agency budget for the HECC Office of Workforce Investments, and are included in the HECC integrated agency operations budget, which will be presented in detail on our final day of presentations.

Activity	Description	2015-17 LAB	2017-19 CSL	2017-19 GRB
Continue investments to support employment and workforce activities	Provides continued but reduced state support to workforce activities that were funded in the 2015-17 biennium, including support for National Career Readiness Certificates, Back-to-Work Oregon, and other workforce activities.	\$8.2M GF	\$8.5M GF	\$7.5M GF
Change from 2015-17				-9.0% from LAB -12.3% from CSL

HIGHER EDUCATION AND WORKFORCE STRUCTURE



WORKFORCE SYSTEM SERVICES

Individuals

- Work readiness skills
- Job placement
- Career advising
- Workplace accommodations
- Adaptive technology
- Academic advising
- Adult Basic Education
- Training
- Continuing education
- Certificates and Degrees
- Supportive services
- Mental health services/referral
- Coordinate local services
- Financial safety net

Businesses

- Convene Sector Partnerships
- Assess skill needs
- Refer qualified job seekers
- Customized workforce training
- Small business development
- Work-based learning
- Internships
- On-the-Job Training
- Apprenticeship
- Wage subsidies
- Tax credits
- Worksite adaptations
- Train for use of adaptive tech
- Business development

Oregon Workforce Investment Board

- Oversight of the workforce system
- 34 members, majority from business community
- Hold system accountable for results
- Recommend policy to the Governor
- Feedback to agencies and workforce boards

<http://www.oregon.gov/owib/Pages/index.aspx>

WORKFORCE SYSTEM GOALS

Workforce system is aligned, integrated, efficient and effective to support businesses and jobs

Businesses have skilled workers to innovate and grow

Oregonians have the skills for high wage/high demand jobs

Provide young people with information and experiences to spur further career development and connect to Oregon employers

Special emphasis on: Rural communities, families experiencing multi-generational poverty, and communities of color

LOCAL WORKFORCE DEVELOPMENT BOARDS (LWDB)

Develop local Strategic Plans

Labor market research and analysis

Convene, broker and leverage

Business engagement

Develop career pathways

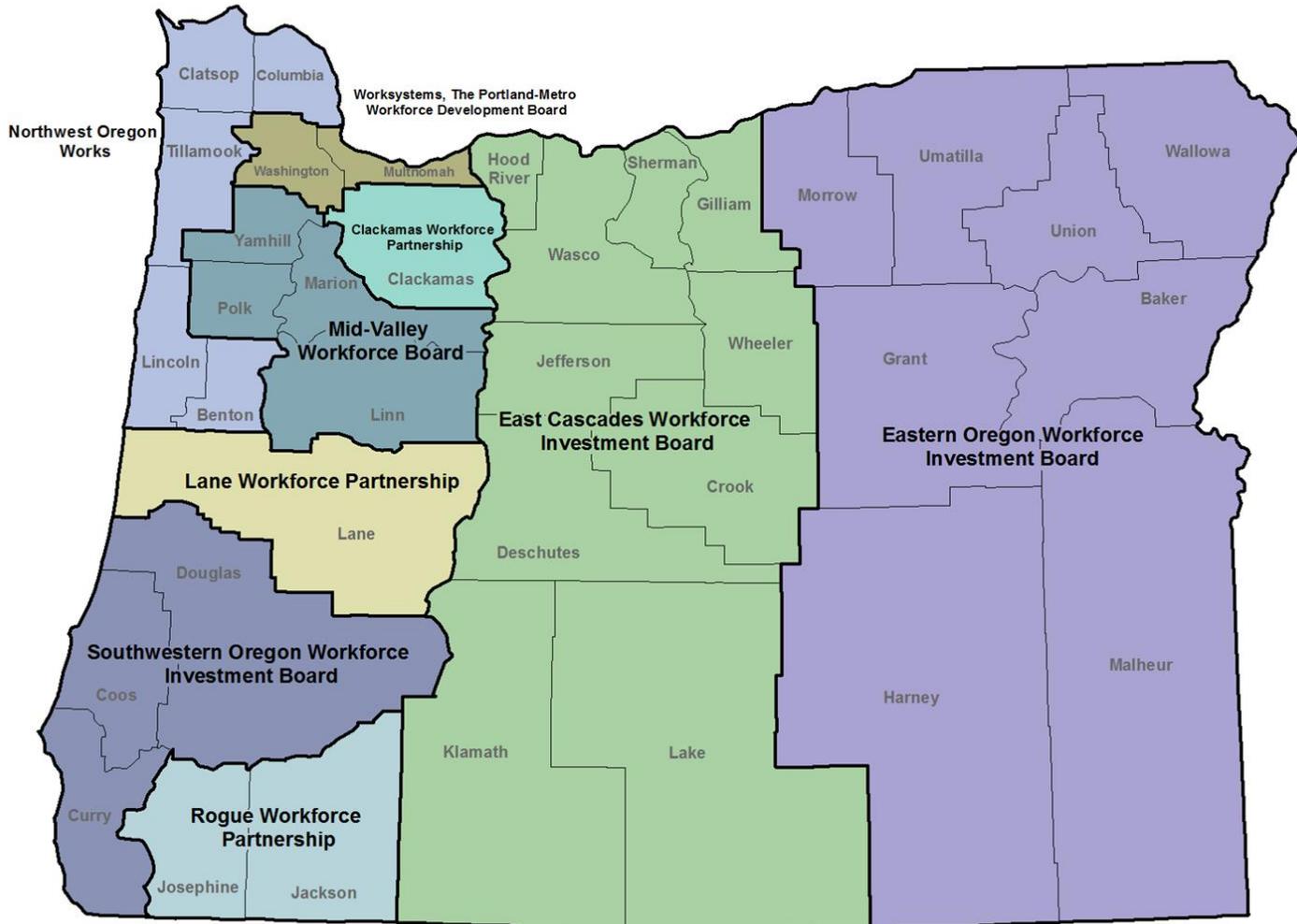
Identify and promote best practices

Convene local partners to develop targeted strategies

Use technology to maximize access

Oversee and negotiate local program performance

LOCAL WORKFORCE BOARDS



2/13/2017

TARGETED STRATEGIES TO SERVE ADULTS

On-the-Job-Training

Internships

Industry recognized certifications

Work Experience

Apprenticeship

STATE FUNDED INITIATIVES: NATIONAL CAREER READINESS CERTIFICATE

National Career Readiness Certificate (NCRC)

- Testing through ACT (American College Testing)
- Based on business profiles
- Nationally recognized and portable
- Applied Reading, Applied Mathematics, Locating Information
- 61,000 Oregonians received to date

Results

- Increase in Placement: +1.5%
- Increase in Wages: +.89/hour
- Increase in Retention: +6.68%

ACT Certified Work Ready Communities

- Economic development tool
- Demonstrate talent pipeline
- Emerging, Incumbent, Dislocated Worker
- 12 counties currently certified

STATE FUNDED INITIATIVES: BACK TO WORK OREGON

Back to Work Oregon- On the Job Training

- Hire first, On-the-Job-Training
- Wages and training
- Matched 1:1 with Federal dollars
- 3,961 Oregonians placed (2011-15)

Results

- Increase in Placement: +16.64%
- Increase in Wages: +\$1.42%
- Increase in Retention: +10.95%

STATE FUNDED INITIATIVES: INDUSTRY SECTOR STRATEGIES

Foundation for how we engage with students, job seekers and businesses

Locally and employer driven

Highly responsive to industry demand

- Solution-oriented not program-oriented
- Interdependent versus independent approach
- Industries collectively versus individually

Northwest

Emerging: Advanced Textiles
Emerging: Maritime
Exploring: Healthcare

Mid-Willamette

Active: Manufacturing
Active: Healthcare

Lane

Active: Technology Collaborative
Active: Food & Beverage Partnership
Active: Construction/Aggregate
Emerging: Wood Products Manufacturing

South Coast

Active: Healthcare
Emerging: Manufacturing/Wood Products
Exploring: Maritime & Hospitality/Tourism

Southern

Active: Rogue Advanced Manufacturing Partnership
Active: Rogue Tech Collective – Information Technology/E-Commerce
Active: Healthcare

Portland Metro

Active: Construction

Portland Metro –

Clackamas –

SW WA Collaborative

Active: Manufacturing
Active: Healthcare
Active: Technology/Software

North Cascades

Active: Technology Partnership

Eastern

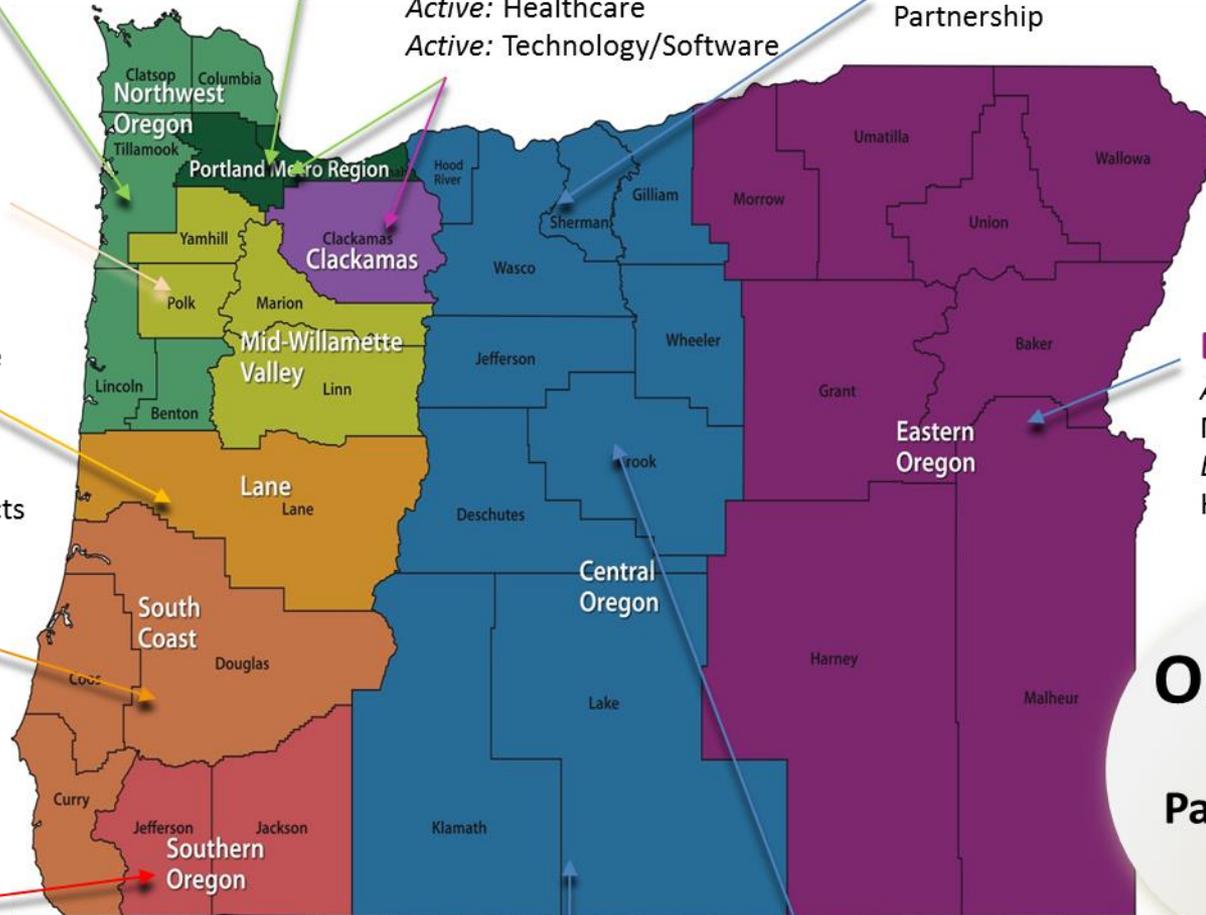
Active: Manufacturing
Exploring: Healthcare

South Cascades

Active: Specialty Ag Partnership

Central Cascades

Active: Technology Partnership
Active: Outdoor Gear Partnership



**Oregon's
Sector
Partnerships
2017**

ADULT AND DISLOCATED WORKERS: MEASURES OF SUCCESS

Employment, Earnings, Retention

Measureable Skills Gain

Credential Attainment

Certificates

- National Career Readiness Certificates (NCRC)

On the Job Trainings

- Employment, Wages, Retention