

# Higher Education in Oregon: Goals, Pathways, and Investments



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1. a high goal
2. clear pathways
3. investment (in outcomes)



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

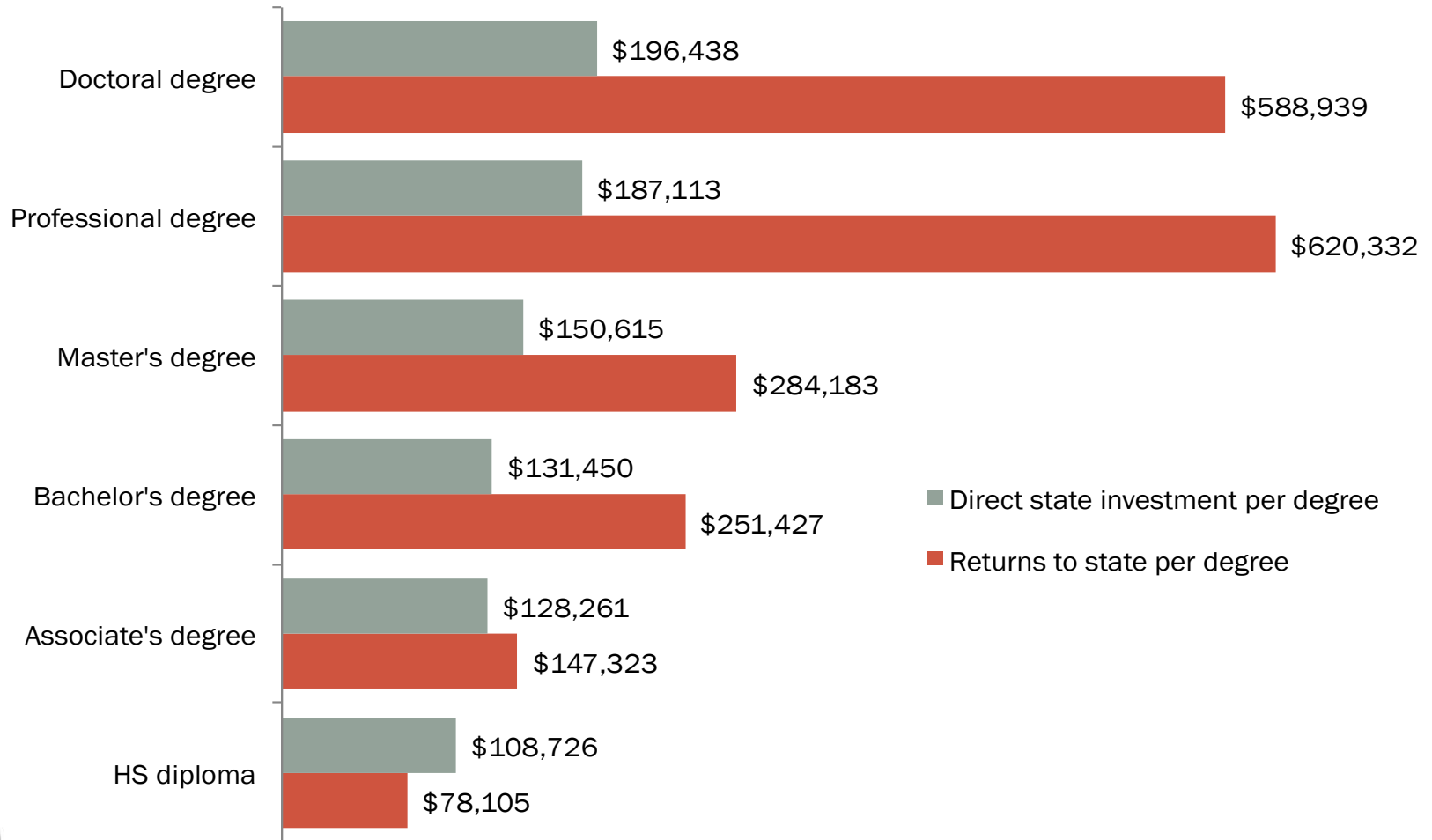
# 1. a high goal

HECC role:

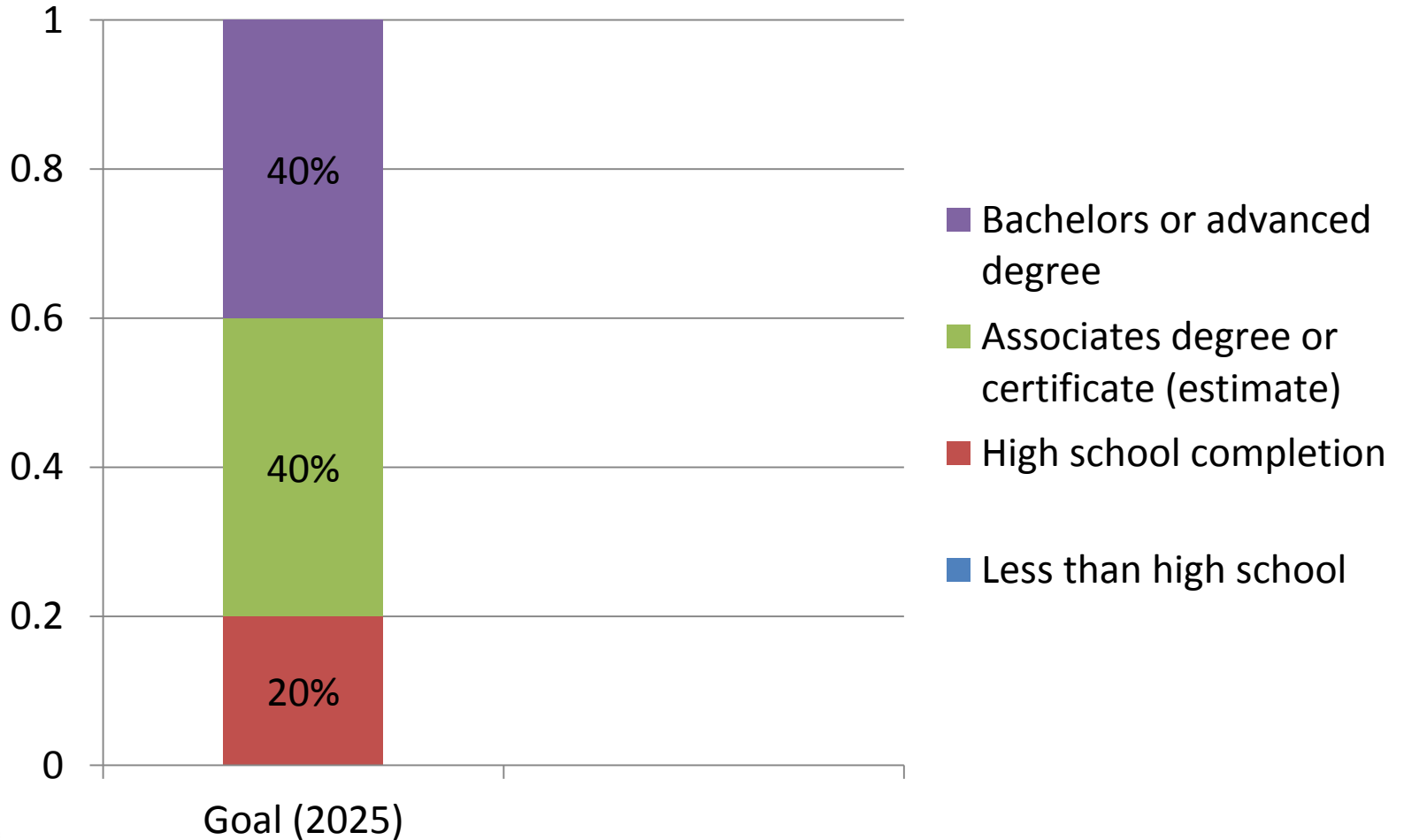
advise on goals  
monitor progress  
keep data  
evaluate institutions

# Direct state costs and estimated returns to the state, per degree

6

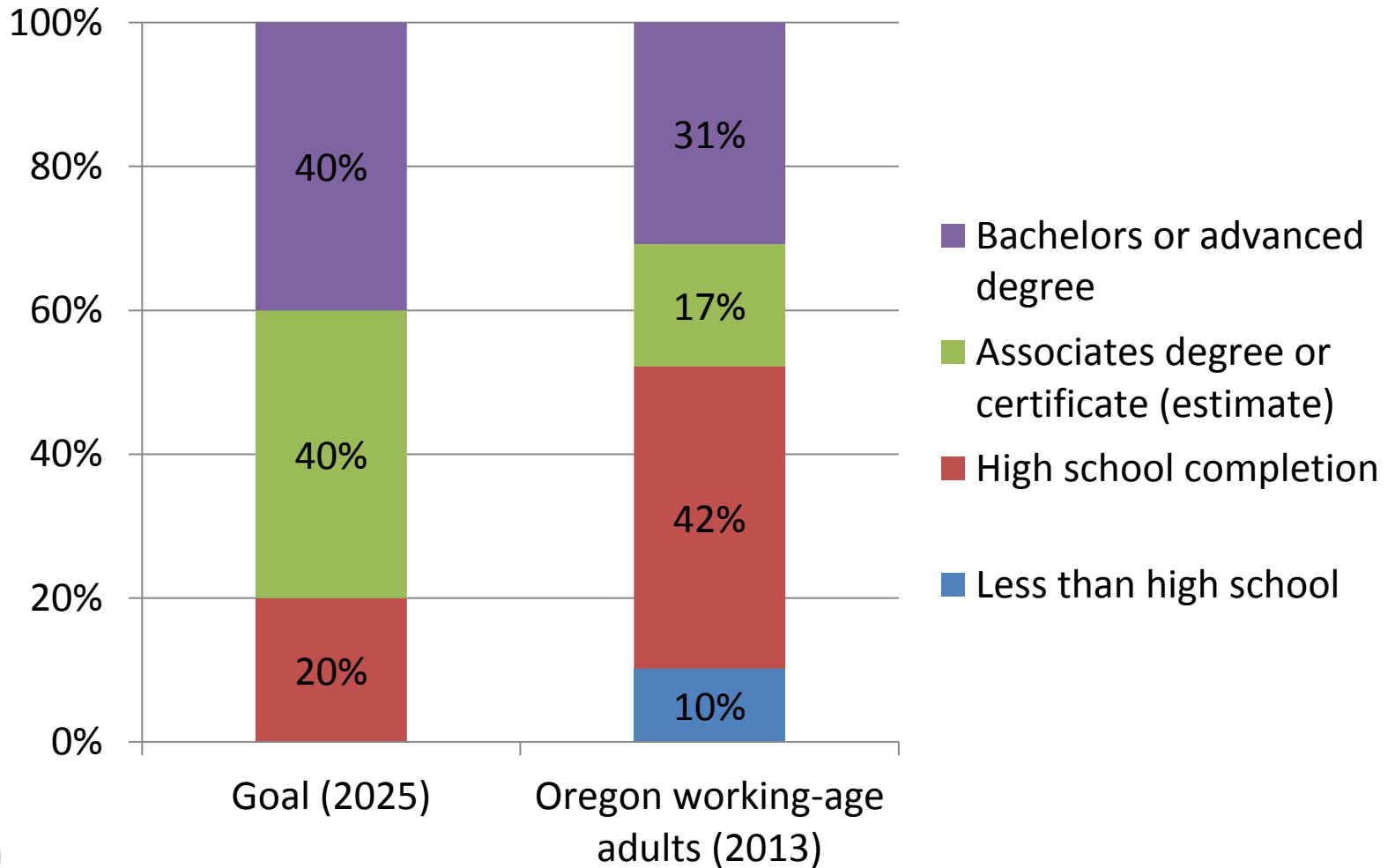


# Measuring Oregon against 40-40-20



Source: HECC analysis of the American Community Survey

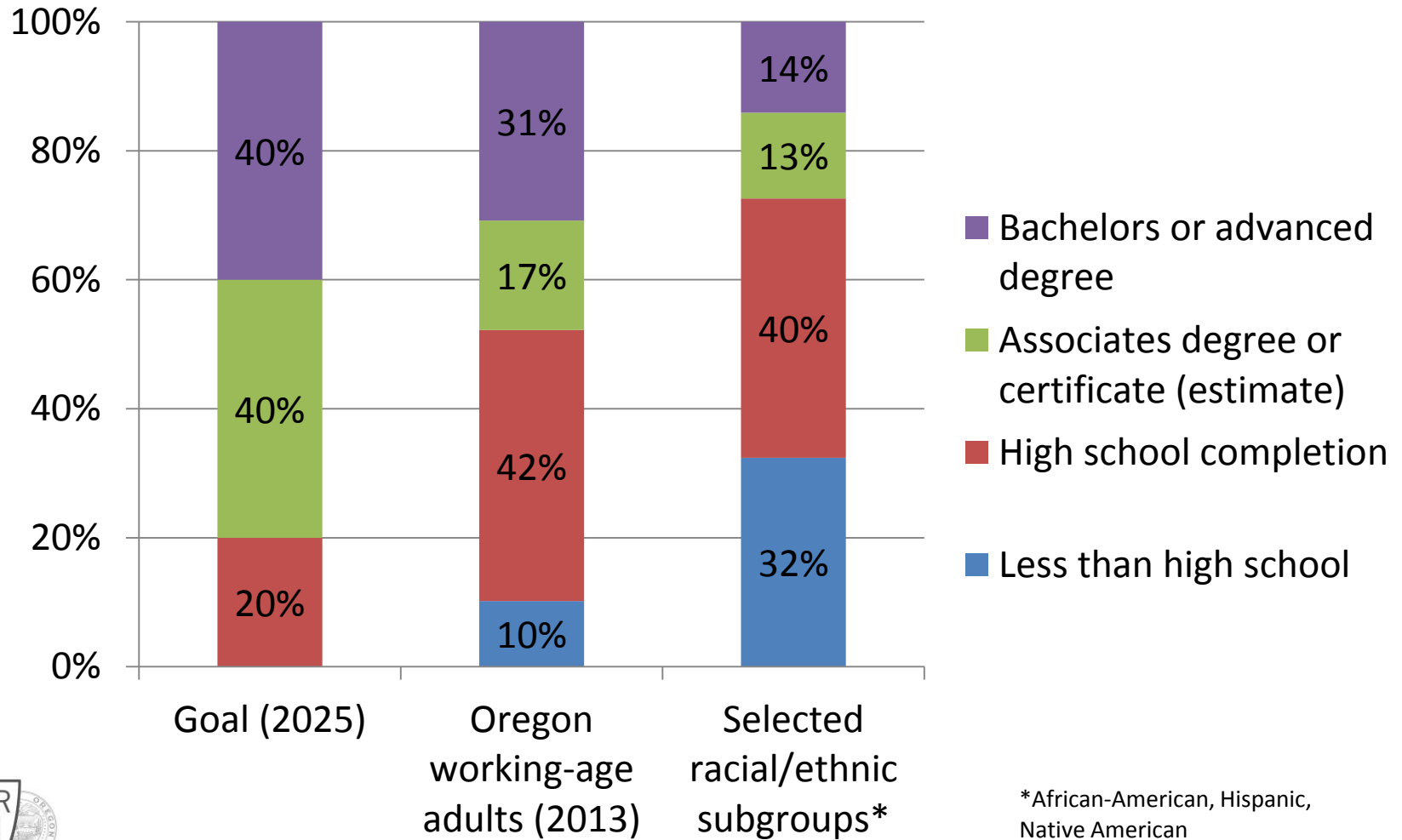
# Measuring Oregon against 40-40-20



Source: HECC analysis of the American Community Survey



# Measuring Oregon against 40-40-20



\*African-American, Hispanic, Native American

Source: HECC analysis of the American Community Survey

# Adults versus the Pipeline

10

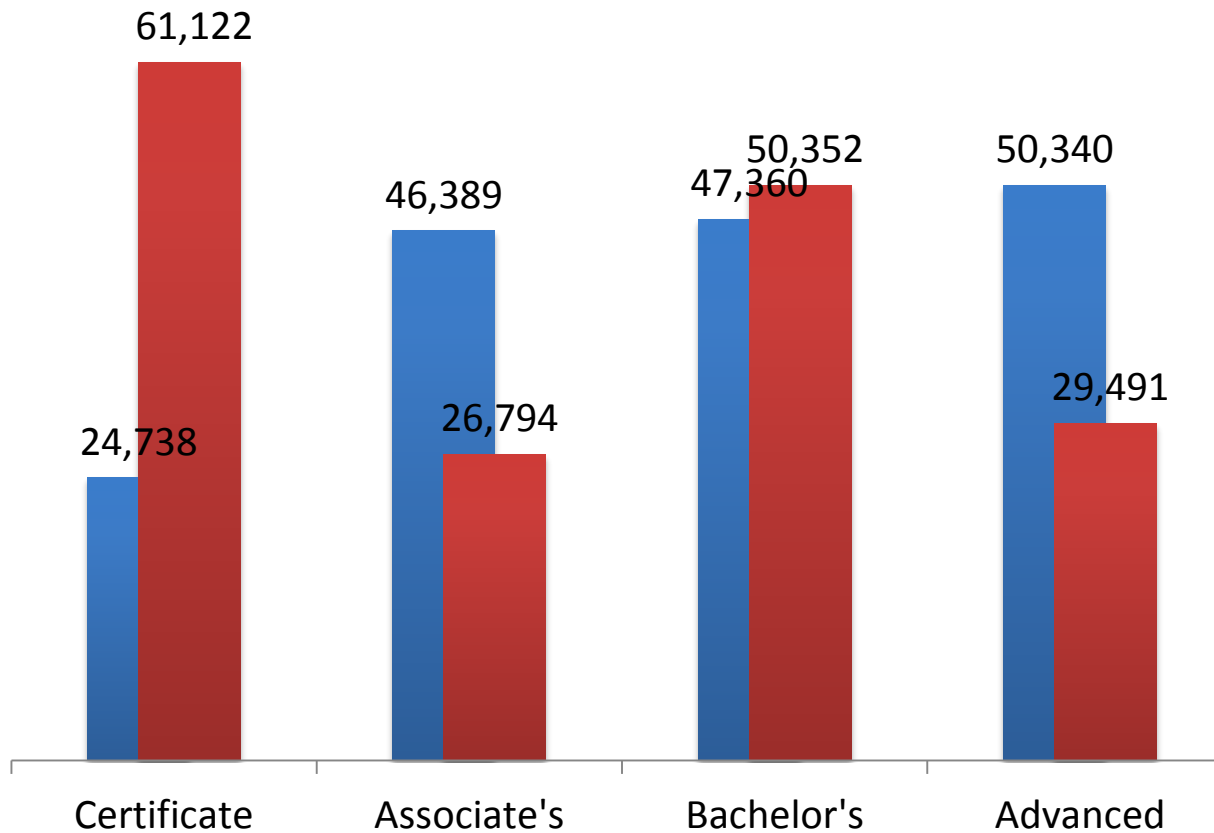
- As a “pipeline” goal, applying to the expected high school class of 2025 (and beyond).
- As a goal for the adult population, applying to working-age adults in 2025 (and beyond).
- The latter goal should be continually refined based on actual labor market needs and valuable certificates, and may not be 40-40.



data!

# What does the economy require?

12



- Adjusted five-year production level compared with OED projected need
- The production projections do not account for migration of completers in or out of Oregon, or labor force participation rates of completers.

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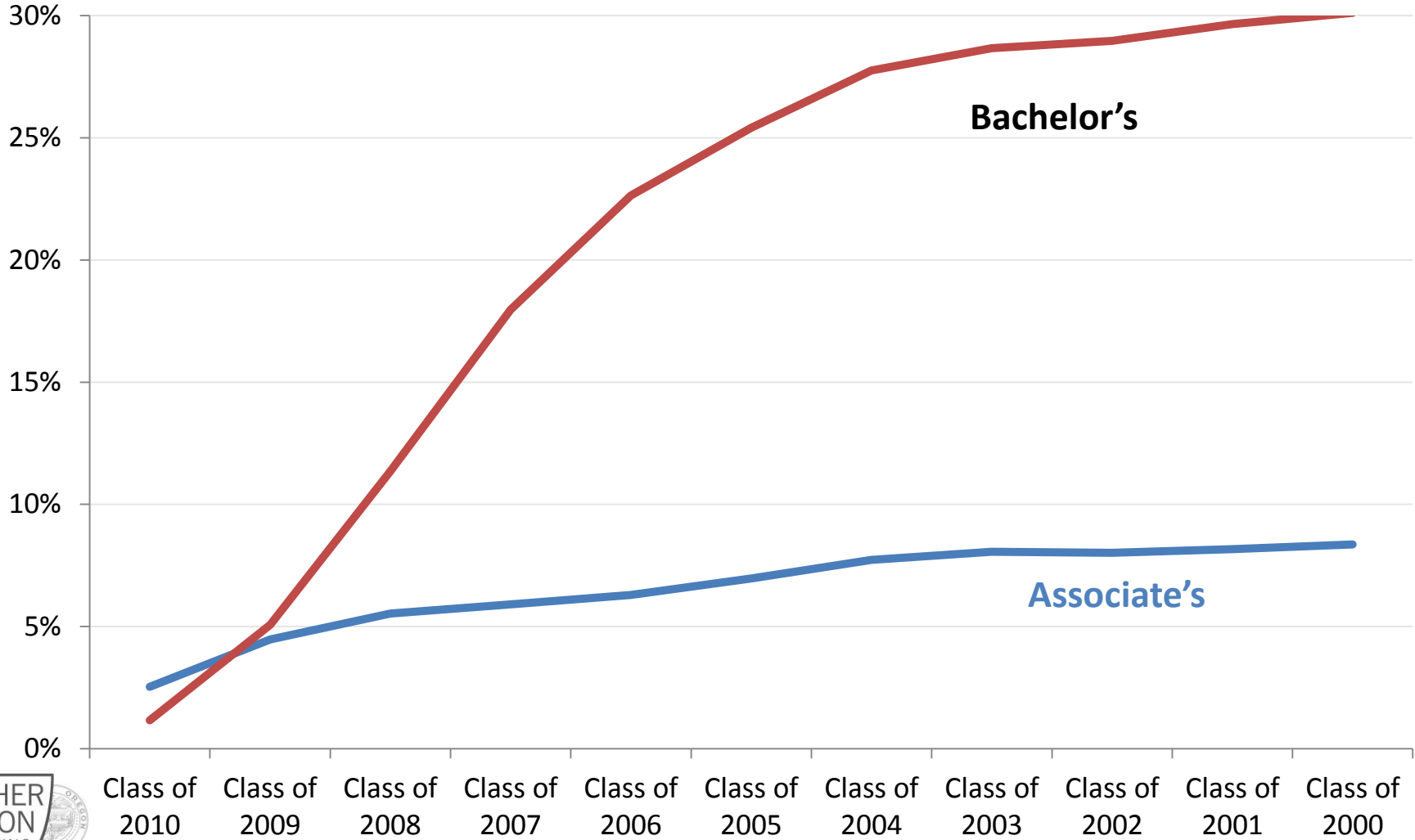
## 2. clear pathways

HECC role:

approve degrees  
approve programs  
articulate institutions  
coordinate initiatives

# College completion rates for recent Oregon high school graduates

16

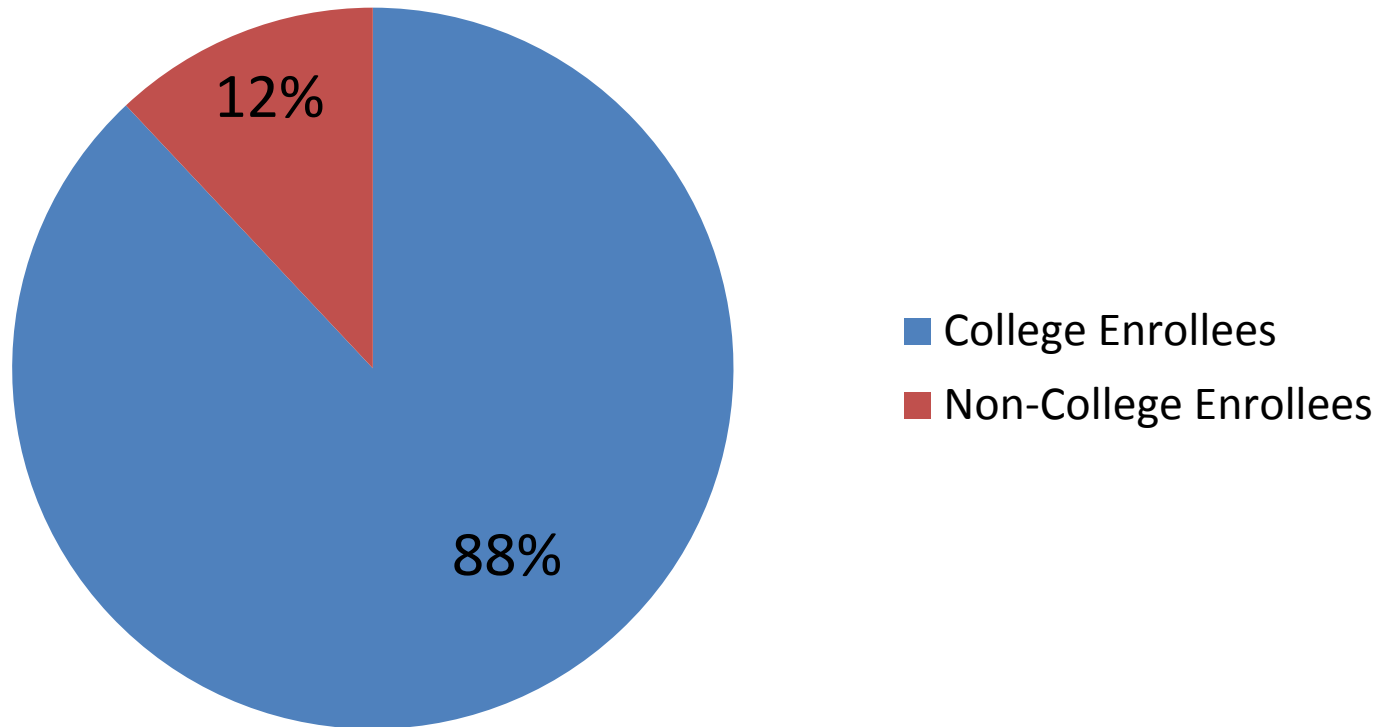




# College enrollment (US)

17

Percent of US high school graduates (2004) who had attended at least some college by age 26



# Trails that end too soon

	Completion Within Six Years		Not Enrolled or Completed	
	<i>OR</i>	<i>US</i>	<i>OR</i>	<i>US</i>
Public Universities	62%	61%	22%	23%
Private Universities	77%	72%	32%	15%
Community/2 yr Colleges	26%	36%	51%	44%





**workforce  
transfer  
guidance & support  
developmental ed.  
dual credit**

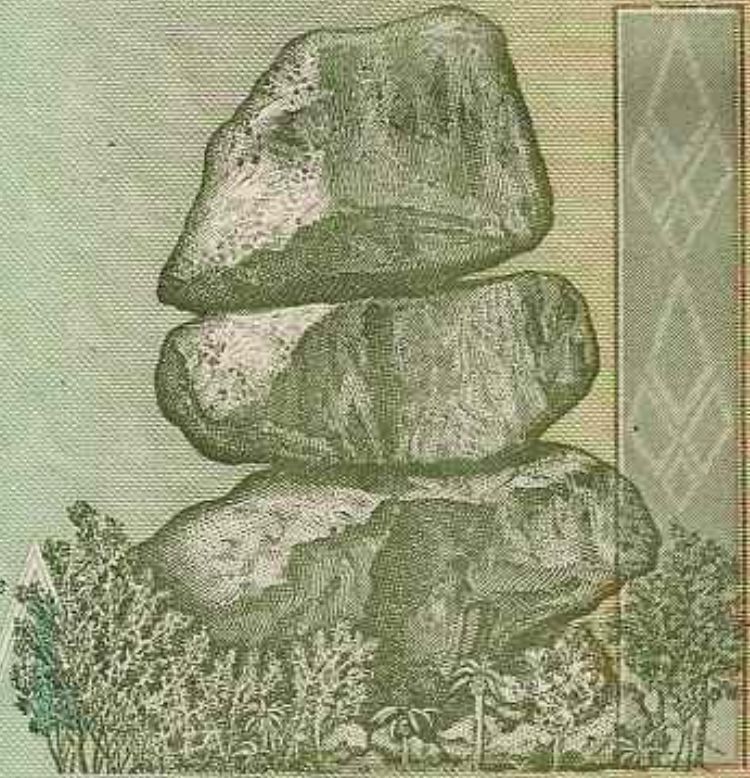
1. a high goal
2. clear pathways
- 3. investment** (in outcomes)

20000000000 RESERVE BANK OF ZIMBABWE

20000000000

*I promise to pay  
the bearer on demand*

**TWENTY  
BILLION  
DOLLARS**



AB2243572



*for the Reserve Bank of Zimbabwe*

*Dr. G. Gona  
Governor*

20000000000

HARARE 2009

AB2243572

### 3. investments (in outcomes)

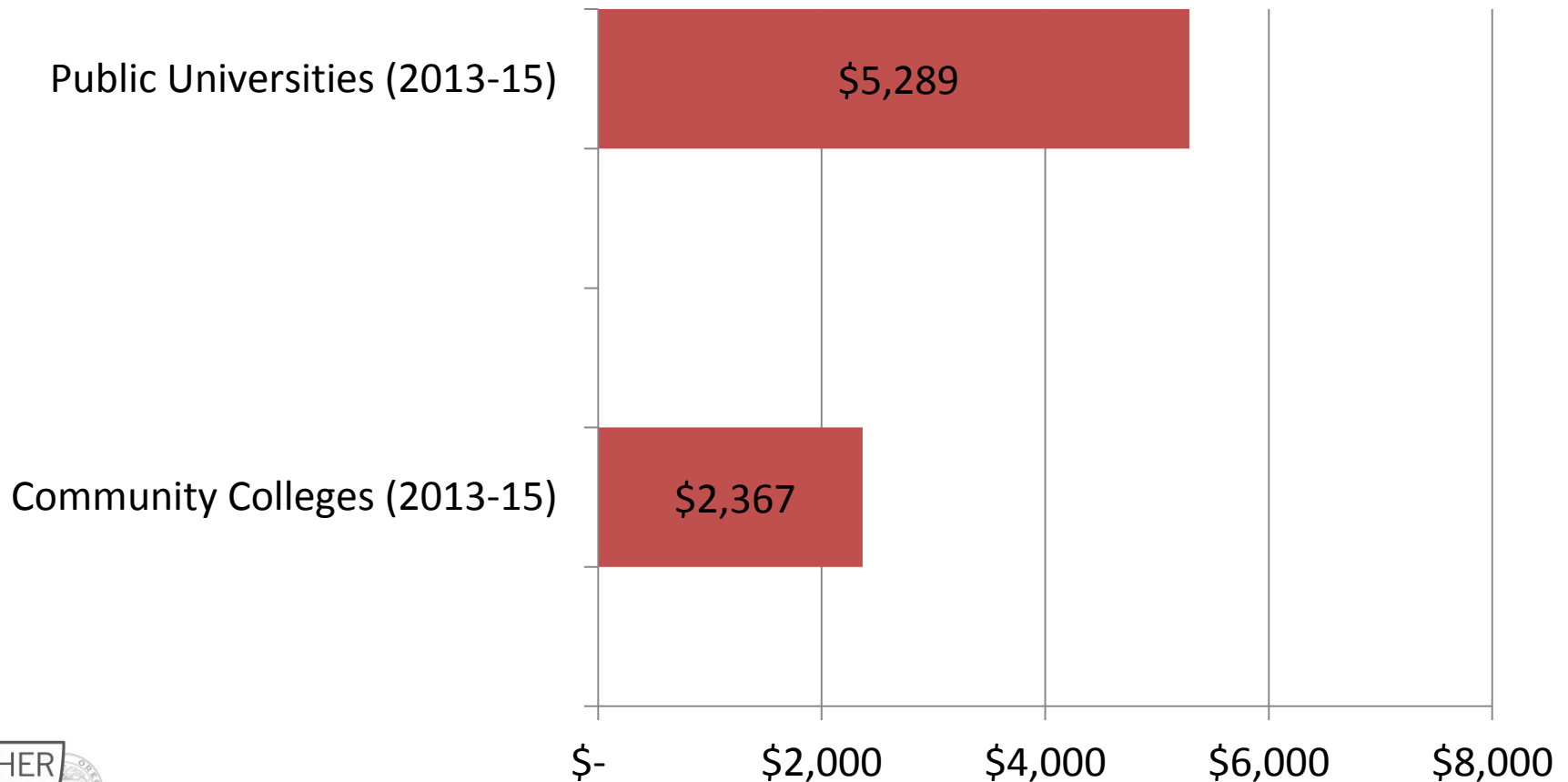
HECC role:

plan budgets  
allocate funding  
strategic initiatives  
affordability

# Oregon funding of higher education

24

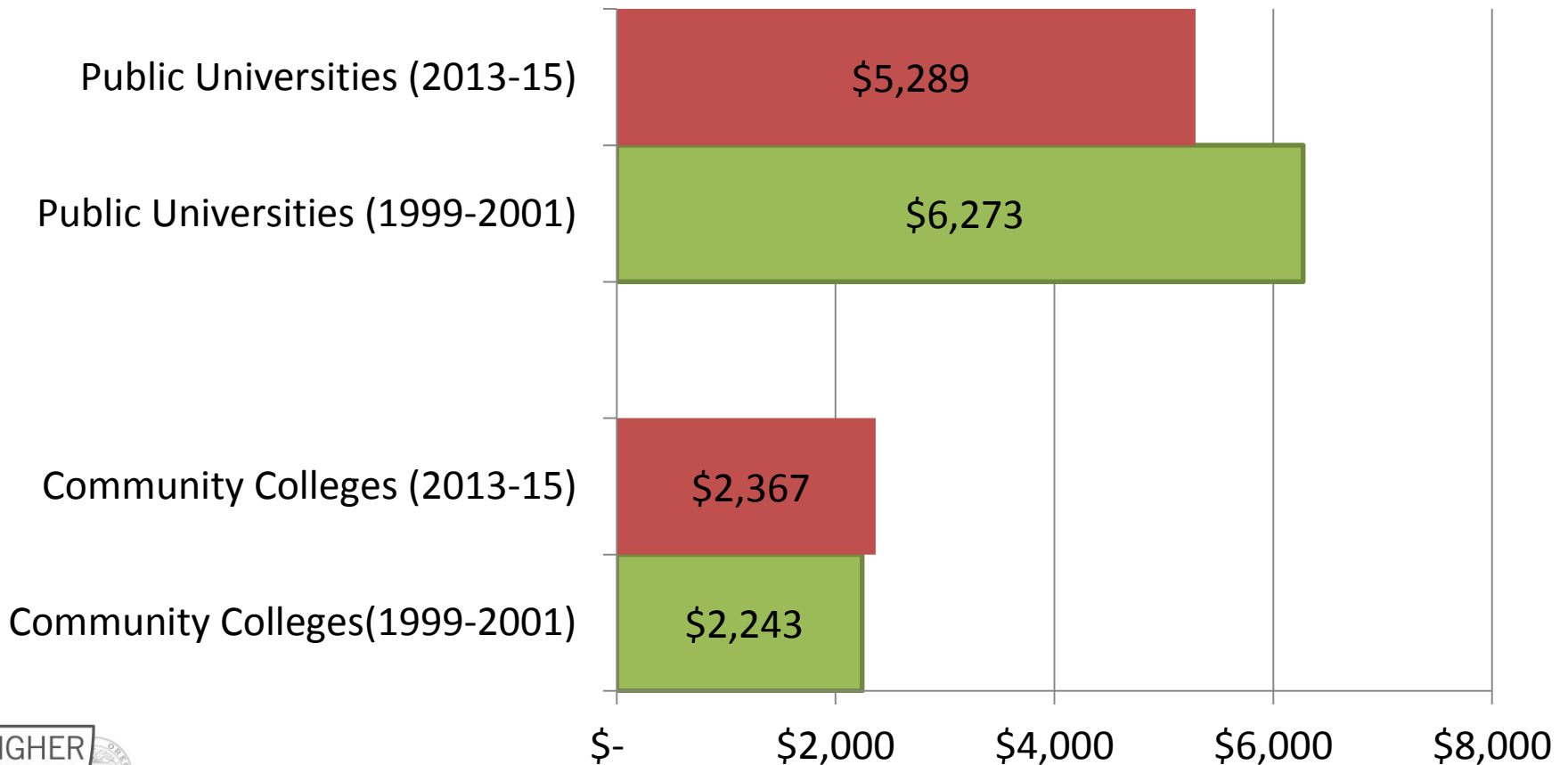
## Annual state funding per resident student (FTE)





# Oregon funding of higher education

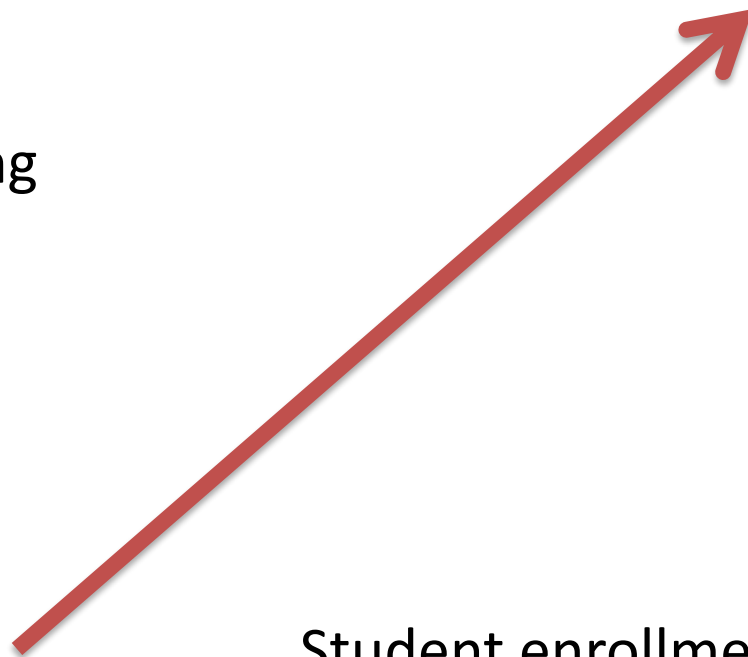
## Annual state funding per resident student (FTE)



# Allocation by enrollment

26

State funding

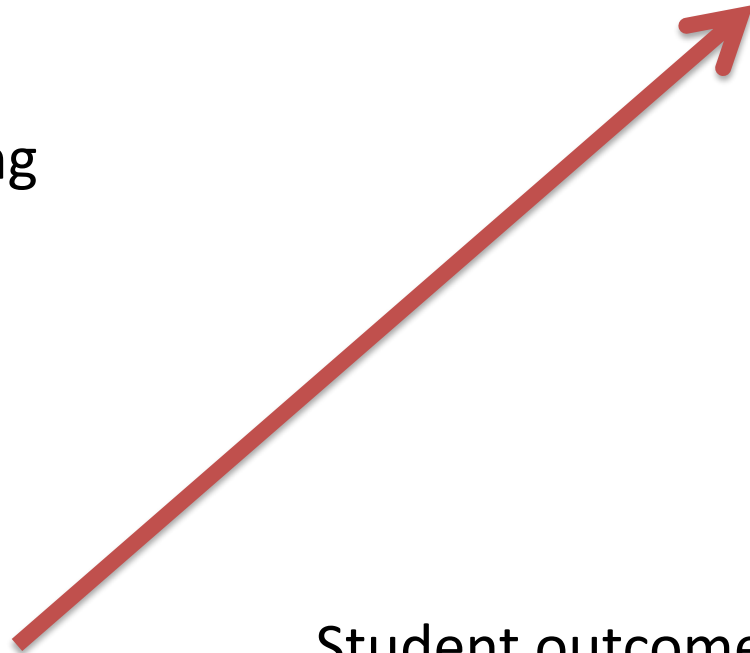


Student enrollment

# Allocation by outcomes

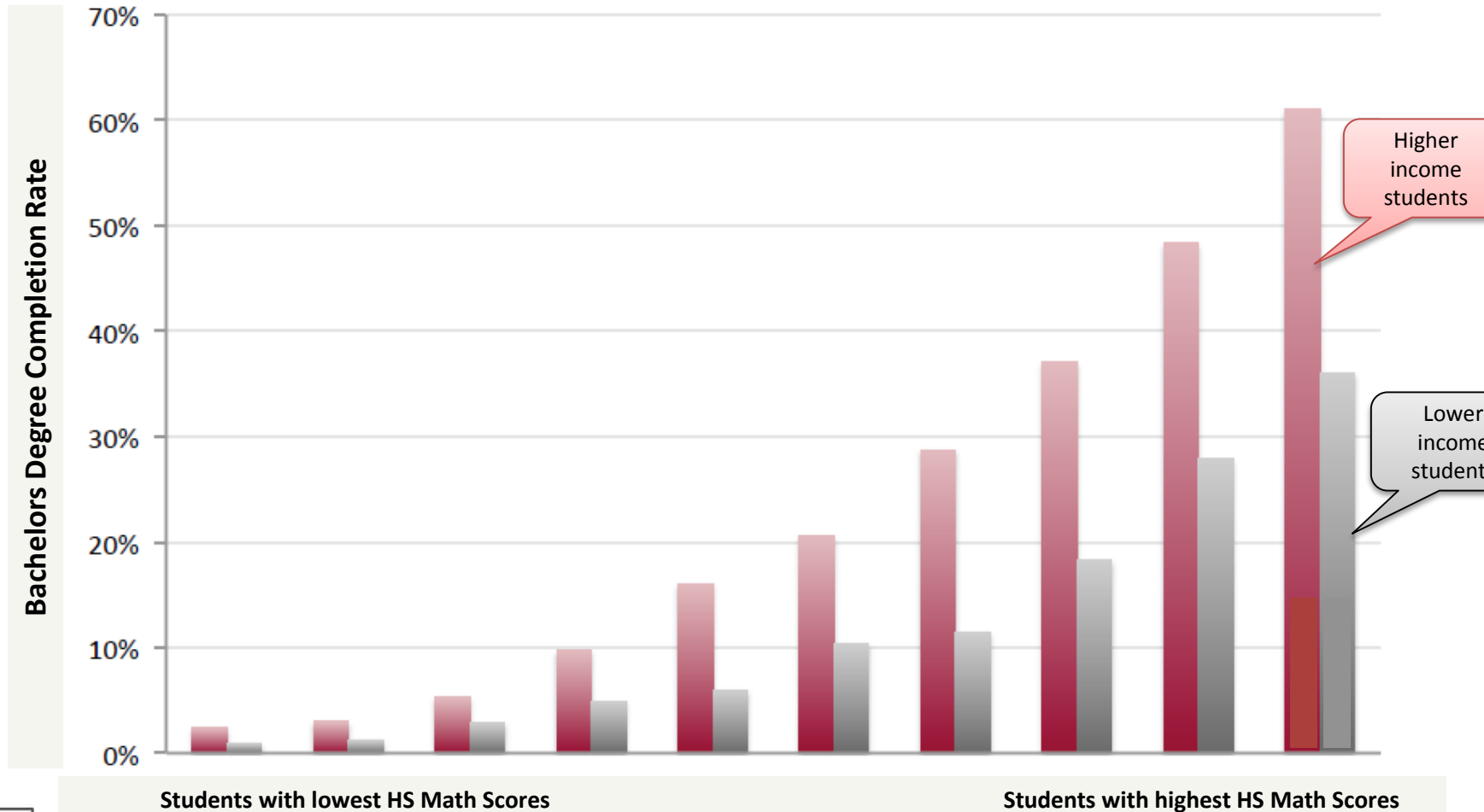
27

State funding



Student outcomes

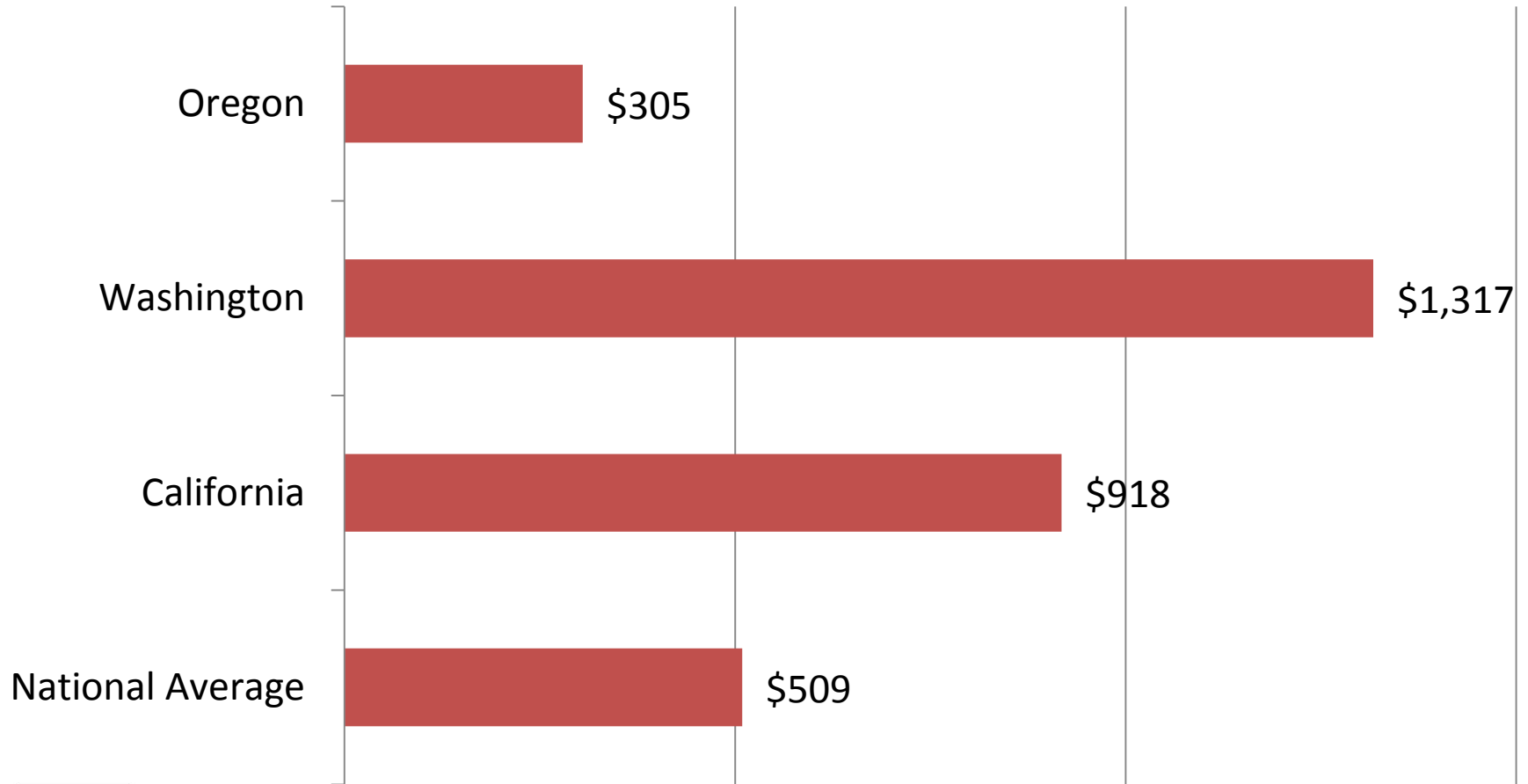
# Students in Poverty Complete College at Lower Rates Regardless of their Academic Skill Level



The ten pairs of red/gray bars above show all Oregon students divided into 10 equal-sized groups based on their high school math scores. The vertical bars show the Bachelors degree completion rate for students eligible for free/reduced price lunch vs. those who are not eligible.

# State need-based aid per student

29



# Affordability Opportunities

30

- Use institutional funding incentives to diminish time-to-degree
- Increase funding for state need-based aid (the Oregon Opportunity Grant)
- Restructure the OOG to focus on the neediest students and maximize its impact on student success

# “Steering, Cheering, and Persevering”