

OREGON'S 17 COMMUNITY COLLEGE: STUDENT SUCCESS AND ECONOMIC DEVELOPMENT

PRESENTED TO:
JOINT COMMITTEE ON WAYS AND MEANS,
SUBCOMMITTEE ON EDUCATION



Days 7-8

BEN CANNON, Executive Director, HECC; JIM MIDDLETON, Interim Commissioner, CCWD; Campus Representatives

Introduction: Oregon's 17 community colleges

BEN CANNON, Executive Director, HECC
JIM MIDDLETON, Interim Commissioner, CCWD
Community College Campus Representatives

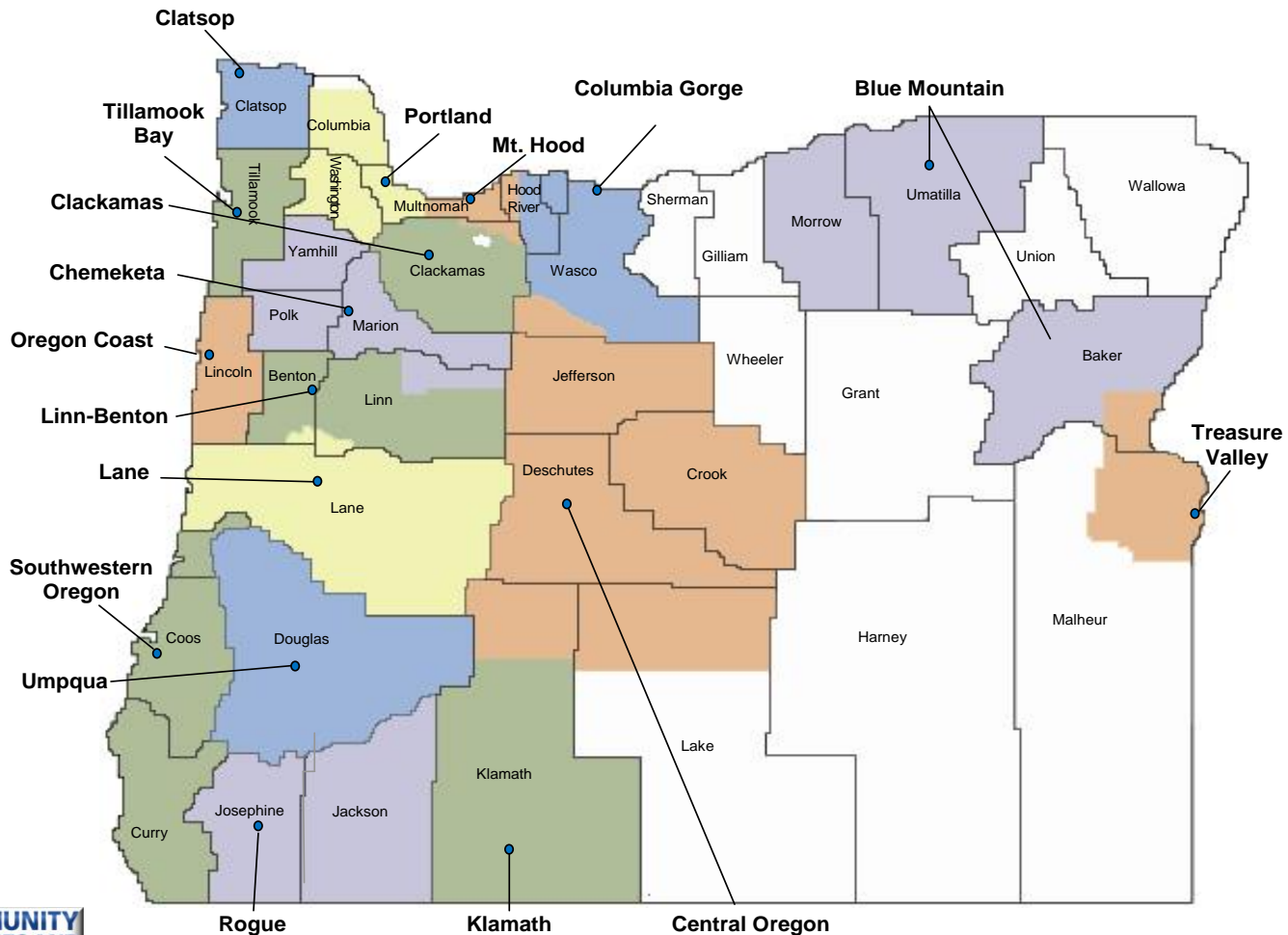


COMMUNITY COLLEGE FUNDING REQUEST

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Activity	Budget Items	2013-15 LAB	2015-17 GRB
Community College Support	Community College Support Fund POP 101: Tuition buy down continuation POP 111: Additional CCSF	\$466.9M GF -- -- Total: \$466.9M	\$455.0m GF + \$30.0M GF + \$15.0M GF Total: \$500.0M
Debt Service	Community College Debt Service	\$26.1M	\$37.7M GF/LF

OREGON COMMUNITY COLLEGES AND COMMUNITY COLLEGE DISTRICTS



OREGON COMMUNITY COLLEGES: A KEY ACCESS POINT FOR POSTSECONDARY EDUCATION

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Each year provide students the opportunity to advance their education and acquire new skills.

Postsecondary education and skill development programs:

- Adult Literacy and English as a Second Language
- Adult Continuing Education
- Accelerated High School Learning Opportunities
- Lower Division Collegiate Transfer
- Career and Technical Education

Work with local businesses to deliver Customized Workforce Training programs designed to meet local labor market demand.

Small Business Development Centers

COMMUNITY COLLEGE AND WORKFORCE DEVELOPMENT (CCWD) ROLES

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Support the 17 locally governed community college districts.

Operate the central department office in the interest of the 17 colleges, OEIB and HECC priorities, and the State.

Bridge to other departments and agencies: Workforce, Employment, K-12, Universities.

GOVERNANCE AND COLLABORATION

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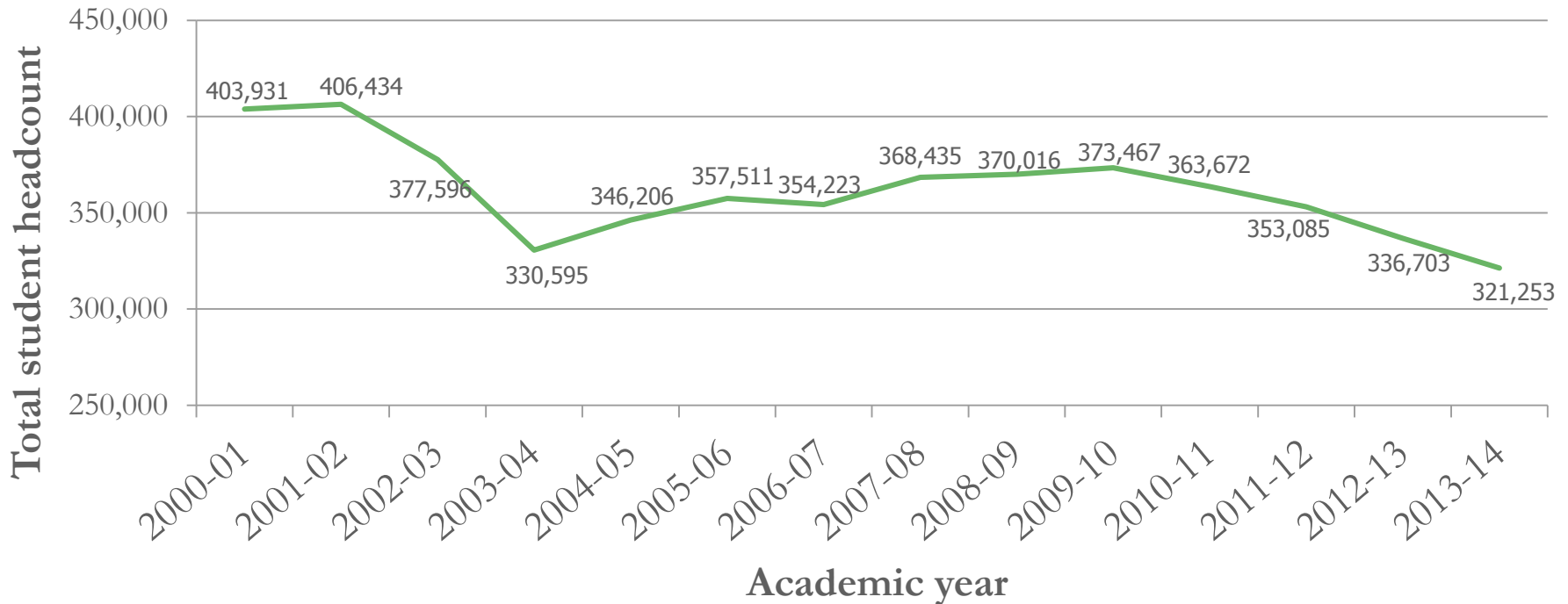
Existing Institutional Boards Maintained at Community Colleges

HECC activity and evolving CCWD are improving “systems approaches” even though we technically do not have a community college system.

- Collaborative research and “best practice” initiatives
- Small Business Development Center coordination
- Adult Basic Skills coordination
- Developmental Education task force
- And others...

COMMUNITY COLLEGE STUDENT ENROLLMENT

Community College Enrollments (Headcount)



Definition: Total student enrollment was defined as the unique student headcount of every student reported to the state who was reported as enrolled in a course offered by the an Oregon Community College.

Source: Data for Analysis (D4A) as of 2/11/15



COMMUNITY COLLEGE CONTRIBUTIONS TO THE "20"

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Oregon Community Colleges play important role internally and in partnership with K-12 to inspire, prepare and motivate achievement at the high school level.

- **Internal:** GED, Adult Basic Ed, English Language Learning, Adult HS Diploma programs
- **Partnership: Work with K-12 districts** on early grade orientation and aspiration for younger students, curriculum coordination to strengthen transition to college, & Accelerated Learning programs providing college-level credits to students while still in high school.
- **Partnership: Career Technical** – articulation and in-high-school college credit.

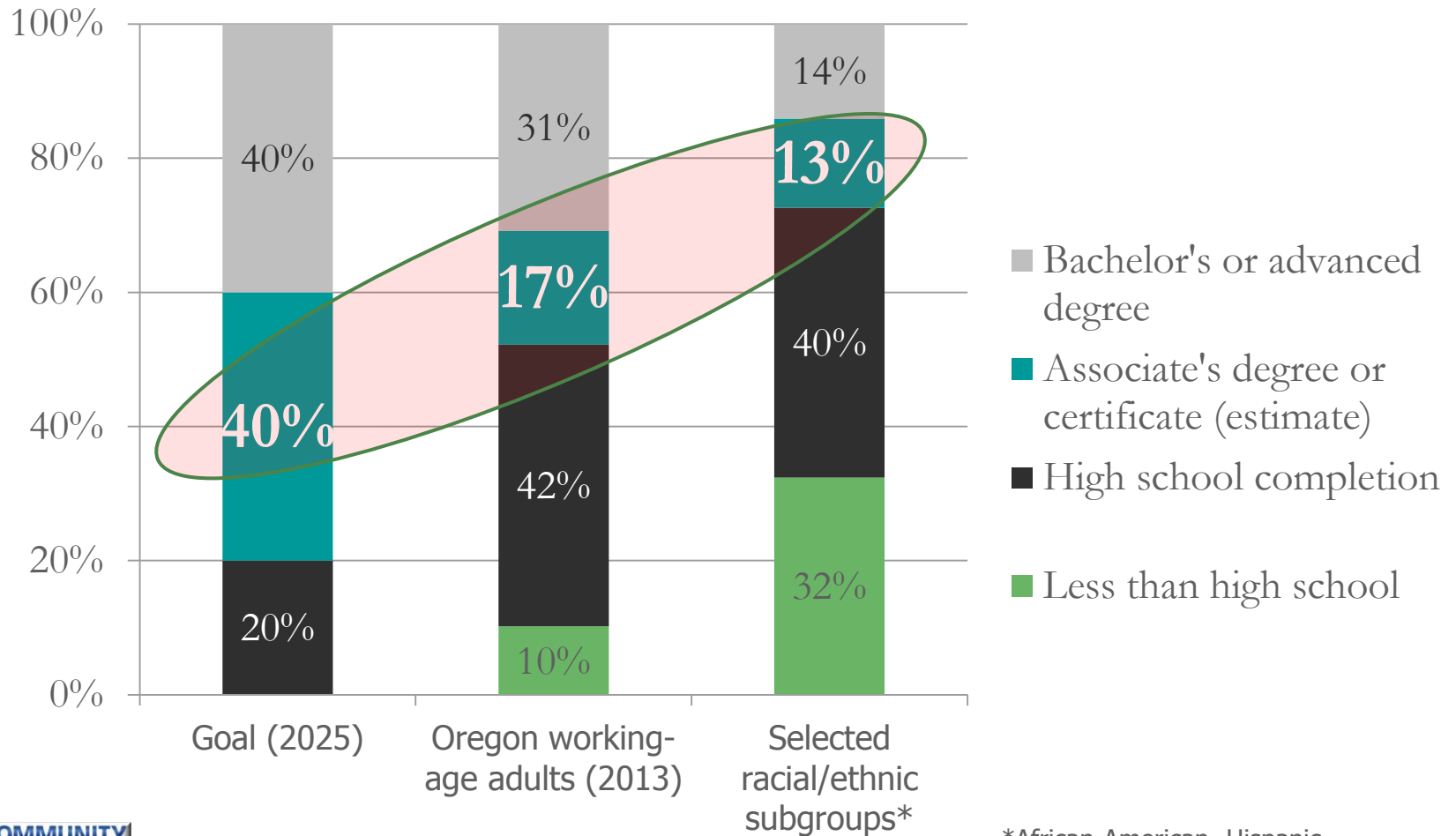
COMMUNITY COLLEGES AND THE MIDDLE 40

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Lower Division Transfer and Career Technical Education are key core elements of community college mission.

- Many move on to university or into job market without completing credentials.
- **CTE Credentials**
 - Career Pathways career ladder programs – credentialing along the continuum of career progression
 - Less than 1-year, 1-year and 2-year certificates
 - Career degrees
- **Transfer**
 - OTM (Oregon Transfer Module) – approx. 1-year
 - AAOT Degree (Associate of Arts Oregon Transfer)
 - ASOT's Degree (Associate of Science Oregon Transfer) linked to specific university majors

NEED TO DEVELOP OUTCOME EQUITY WITH UNDERREPRESENTED GROUPS



THE "PIPELINE" AND BEYOND THE "PIPELINE"

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Pipeline goal: applies to expected high school class of 2025 (and beyond).

However, 82% of current workforce will be still be part of workforce in 2025.

Fixing the pipeline will still touch only 18% of the workforce of 2025.

Community colleges have key role in outreach, enrollment and success for Oregonians who:

Did not complete
HS

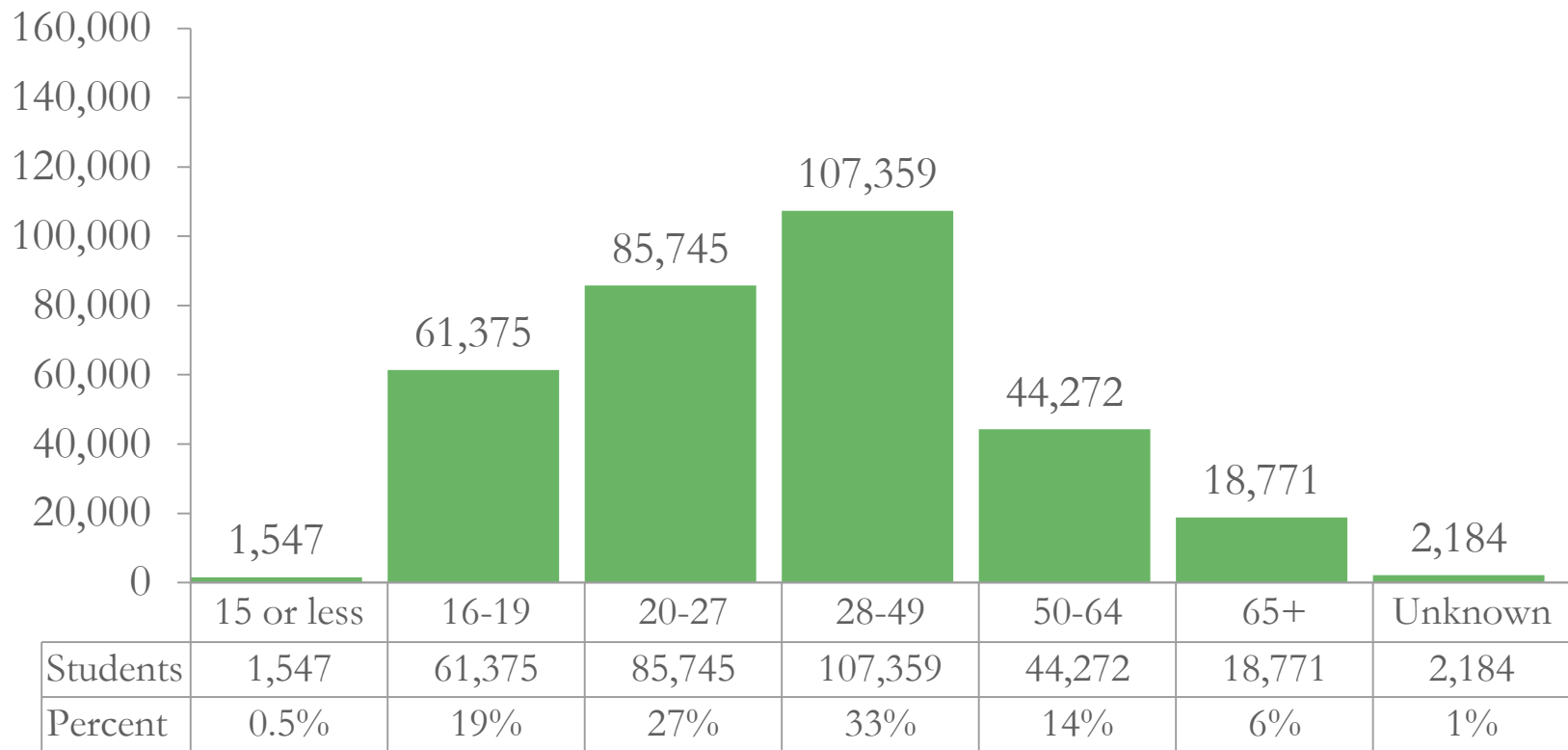
Completed but
didn't enter higher
education at
graduation

Need to upgrade
their skills

Require GED,
English Language
Learning, Adult
Basic Skills

WHO WE SERVE: AGE OF STUDENTS

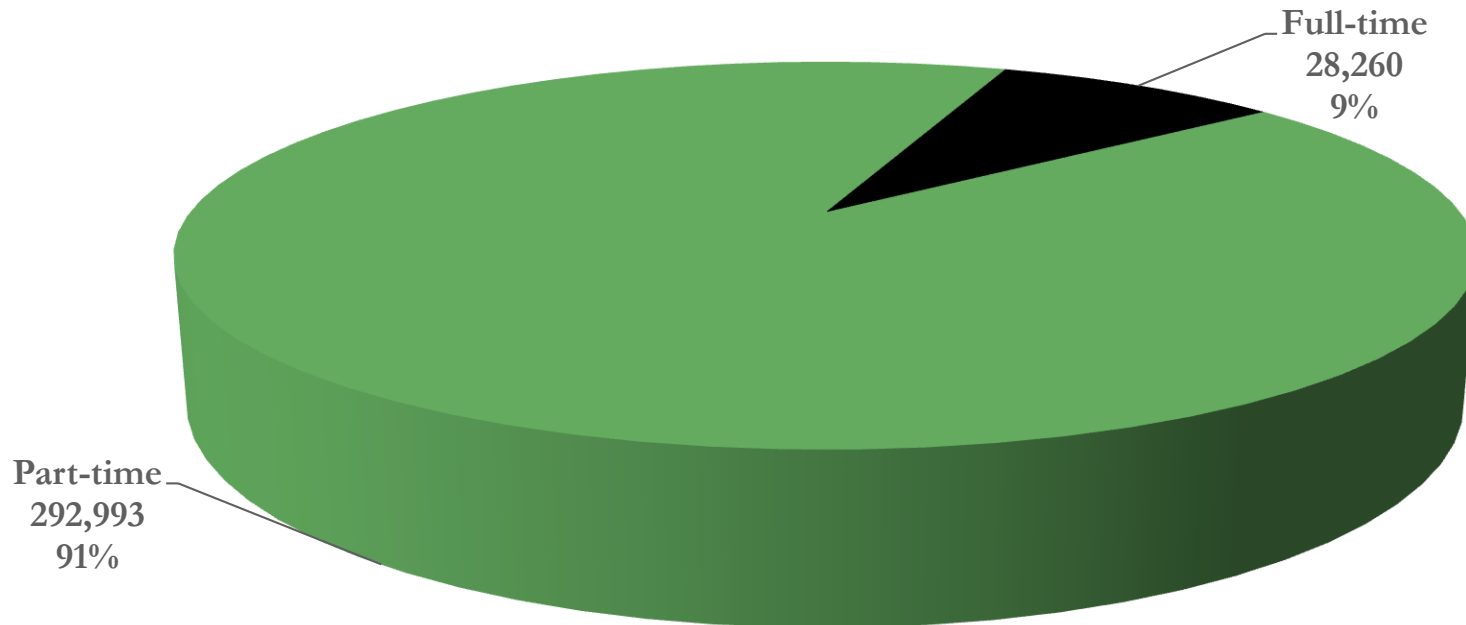
Majority of Community College Students are Outside Pipeline Focus



VAST MAJORITY OF STUDENTS ARE PART-TIME: DEMANDING DIFFERENT STRATEGIES

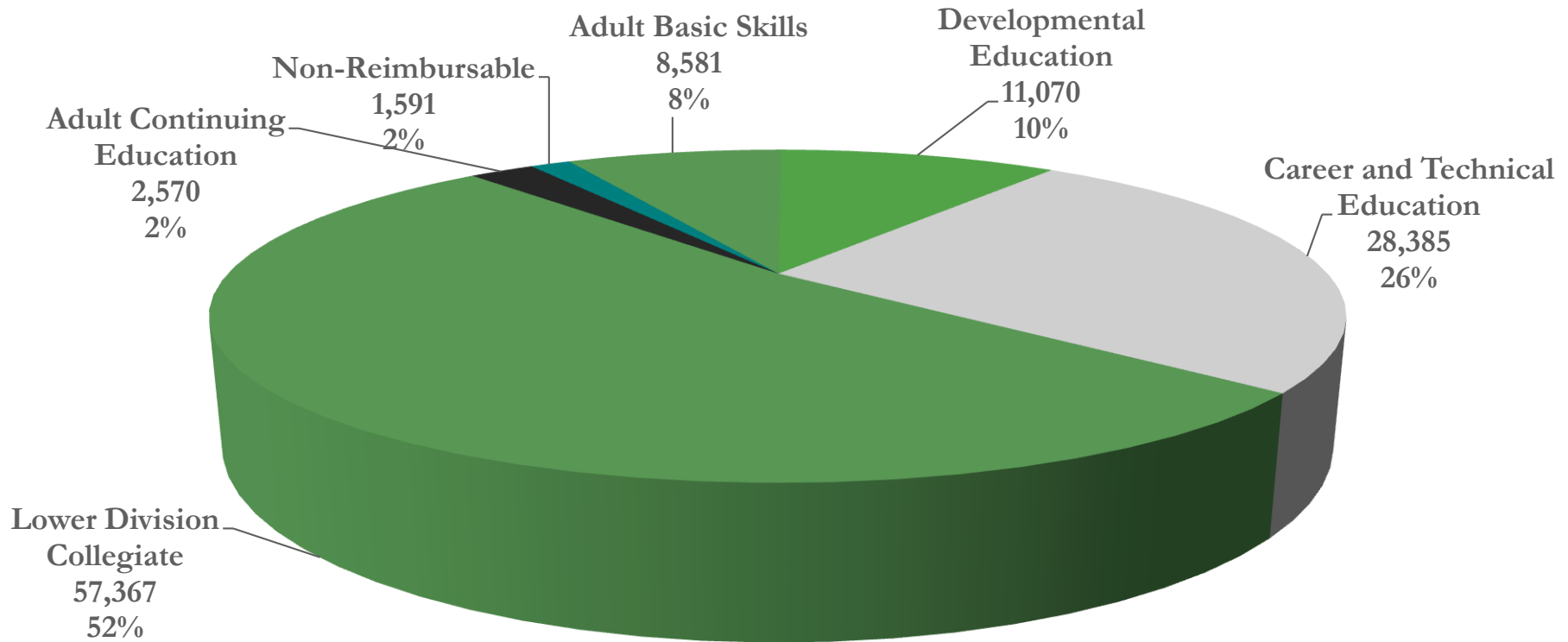
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Student Enrollment Headcount
Full-time vs Part-time Status 2013-14
Total enrollment: 321,253



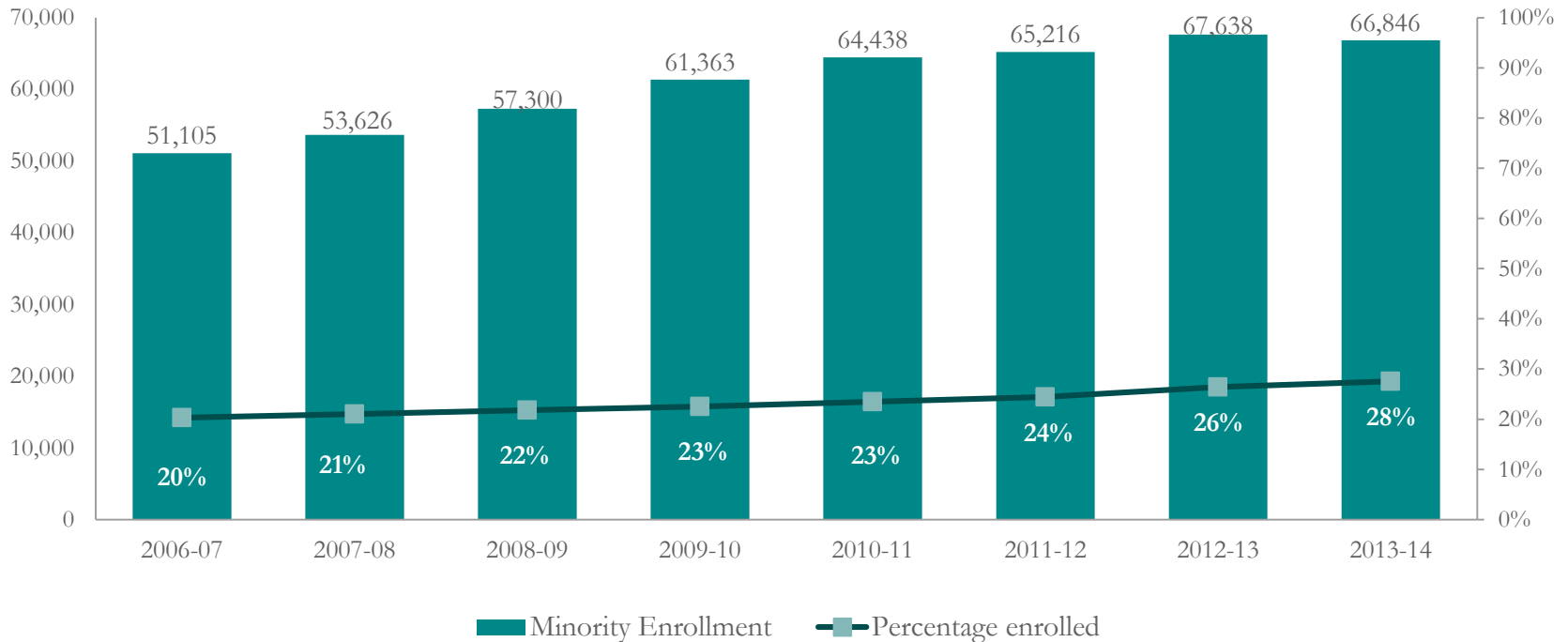
OREGON COMMUNITY COLLEGES FULL-TIME EQUIVALENT BY INSTRUCTIONAL AREA

Total FTE by Instructional Area 2013-15



STUDENT ENROLLMENT BY MINORITY RACE OR ETHNICITY

Community College Minority Student Enrollment by Academic Year
(for those identifying ethnicity)



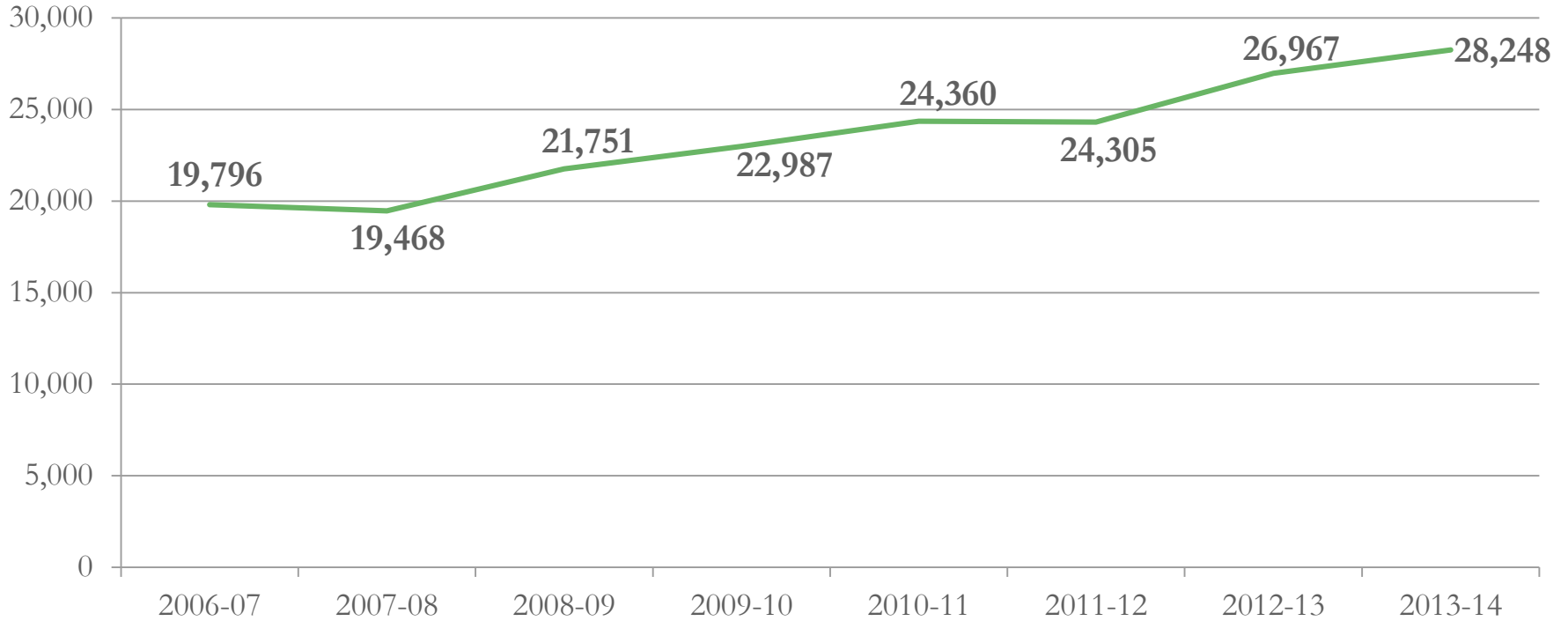
Definition: Total student enrollment was defined as the unique student headcount of every student reported to the state who was reported as enrolled in a course offered by the an Oregon Community College. Race or ethnicity determined by student's last reported Race or Ethnicity.

Source: Data for Analysis (D4A) as of 2/11/15



DUAL CREDIT HIGH SCHOOL STUDENTS

Dual Credit High School Students by Academic Year



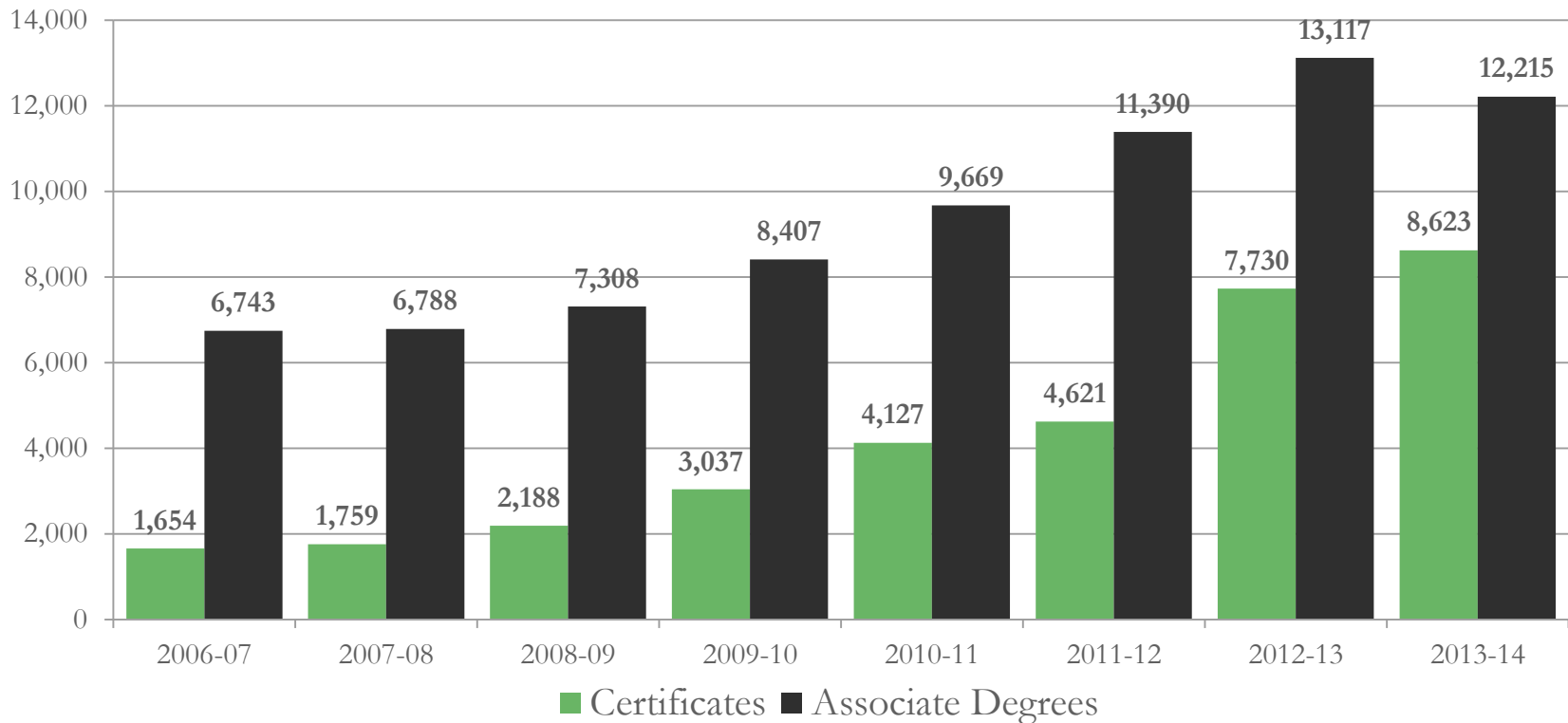
Definition: Total student enrollment was defined as the unique student headcount of every student reported to the state who was reported as enrolled in a course offered by the an Oregon Community College.

Source: Data for Analysis (D4A) as of 2/11/15



DEGREES/CERTIFICATES

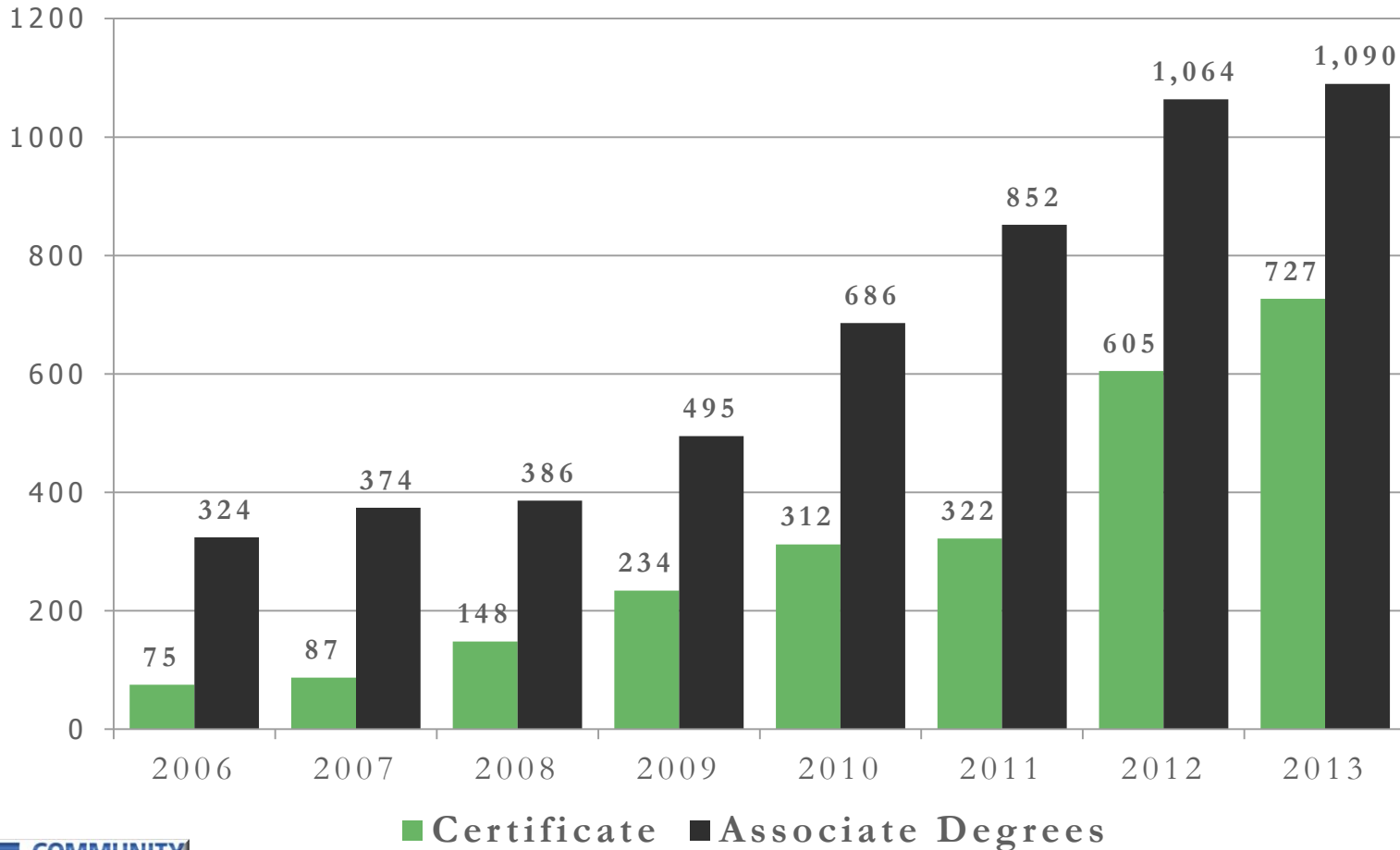
Total Degrees and Certificates Awarded to Community College Students



Data Notes: Data validation is still underway, any differences reported from previous years are a result of the transition to a new data reporting system and subsequent re-reporting.

Source: Data For Post Secondary Analysis as of 2/13/2015

HISPANIC STUDENTS: CREDENTIALS AWARDED AT COMMUNITY COLLEGES

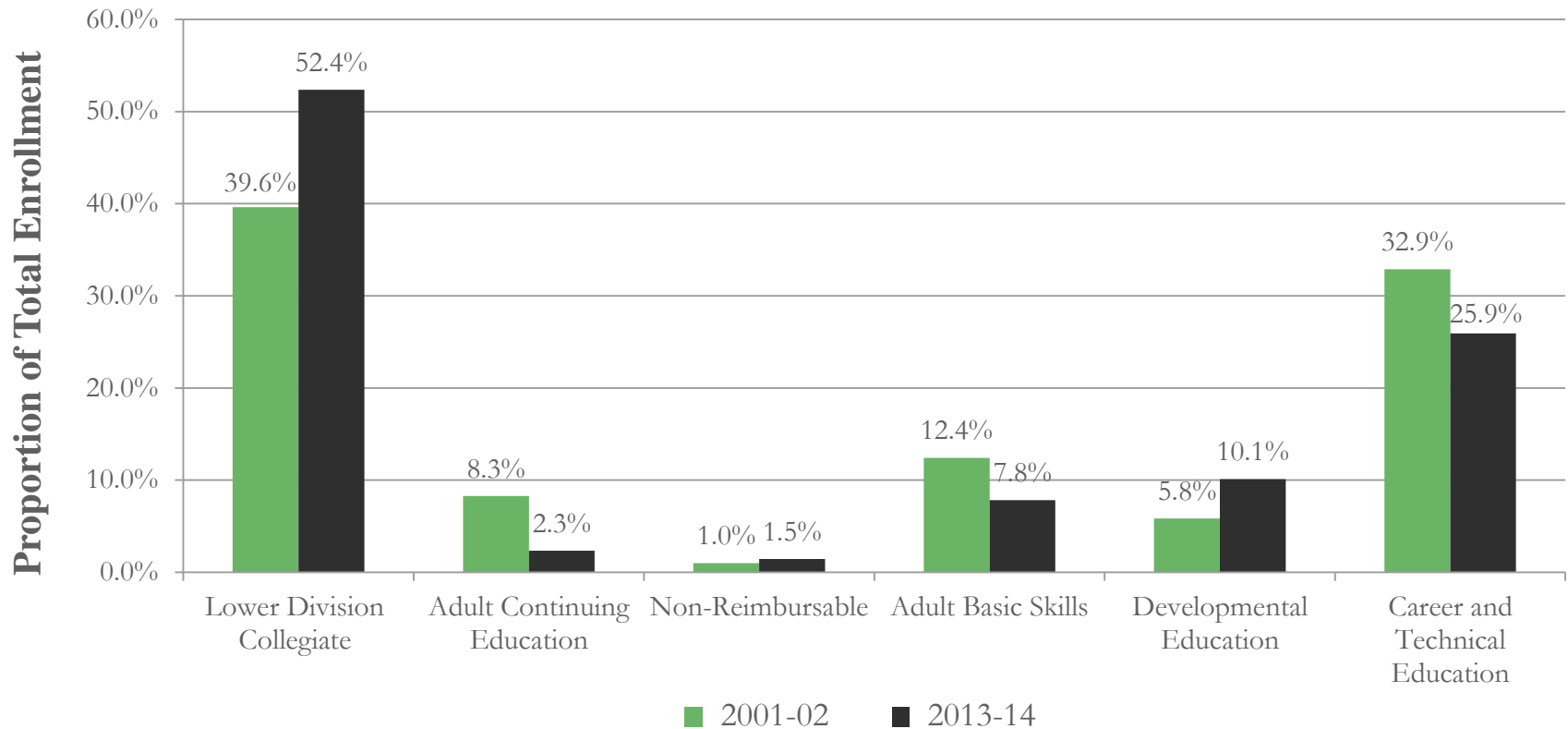


Source: Data For Analysis (D4A)

THE CAREER AND TECHNICAL EDUCATION CHALLENGE

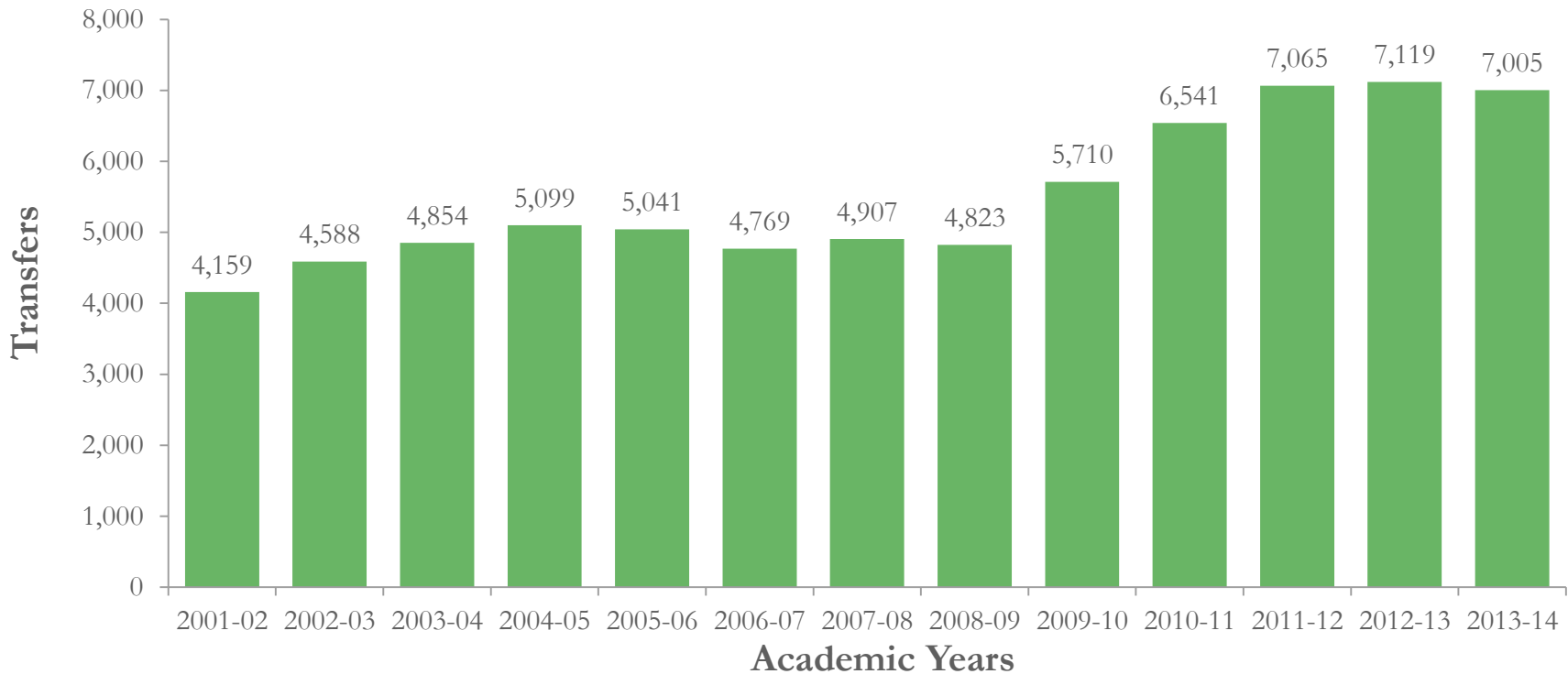
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Career and Technical Decline During Funding Decline



OREGON COMMUNITY COLLEGES: A PUBLIC ASSET

Transfers from Oregon Community Colleges to the Oregon University System



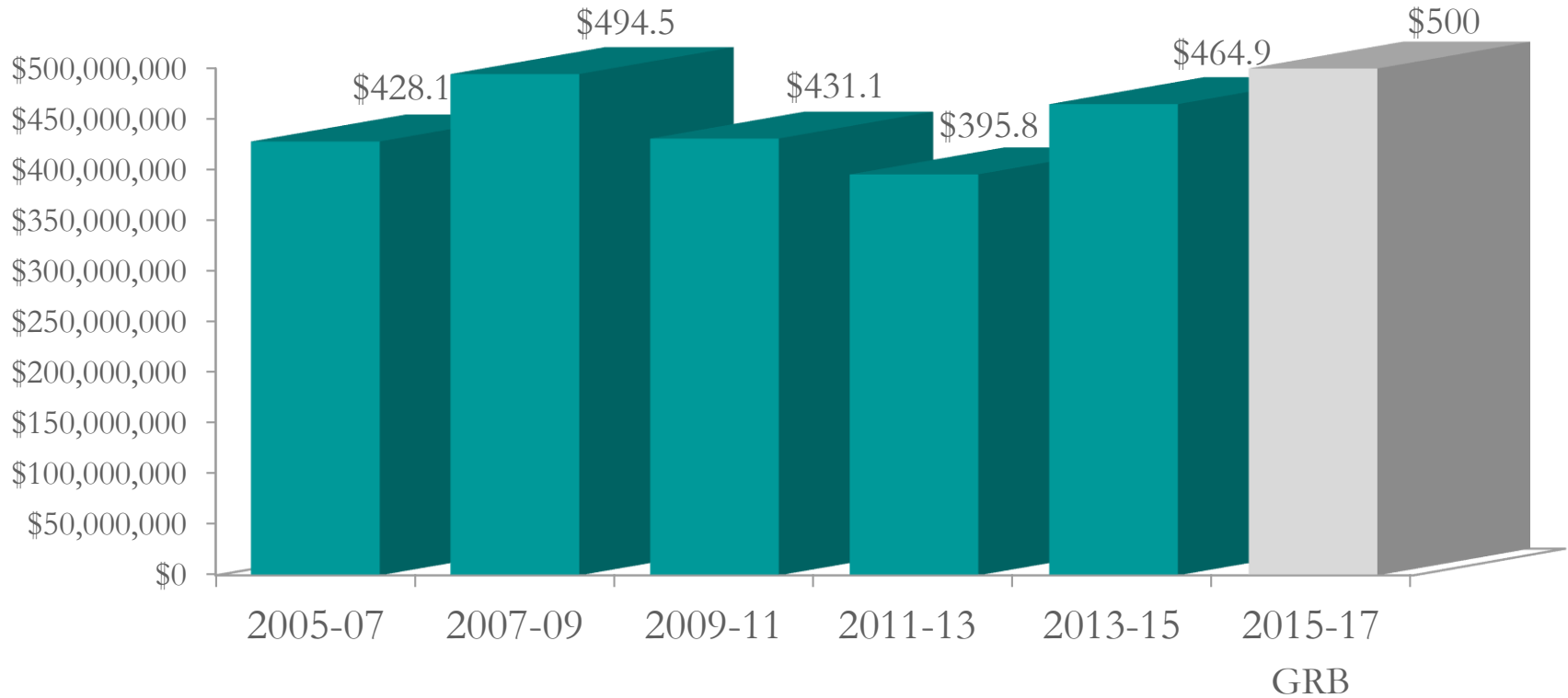
COMMUNITY COLLEGES HIGHLIGHT CURRENT STATE PRIORITIES

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- Funding
- Affordability: potential new investments in Oregon Opportunity Grant, free community college, Pay it Forward, tuition policy
- Alignment: e.g., accelerated learning, dual credit, placement policies
- Outcomes-based funding
- Workforce training

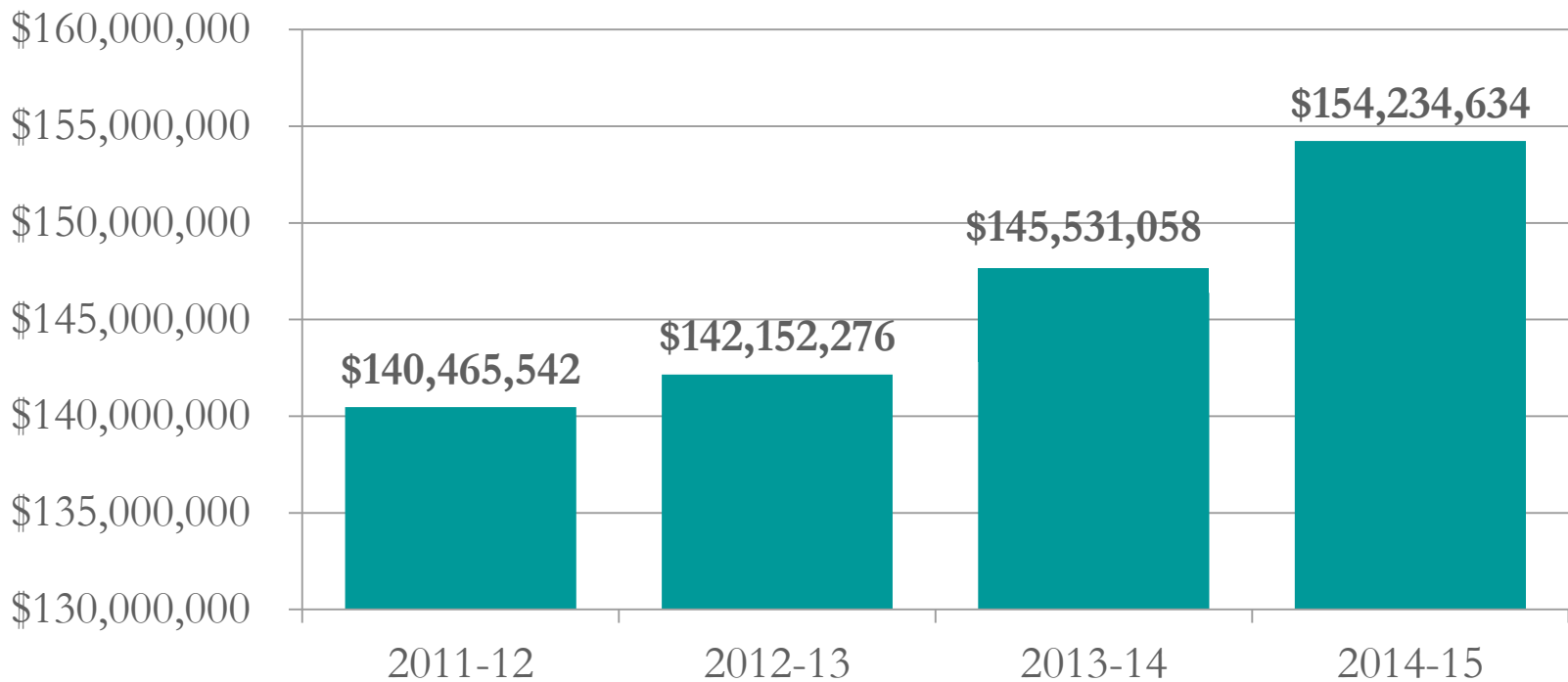
WHAT IS THE STATE INVESTMENT?

Community College Support Fund State General Funds (in millions)



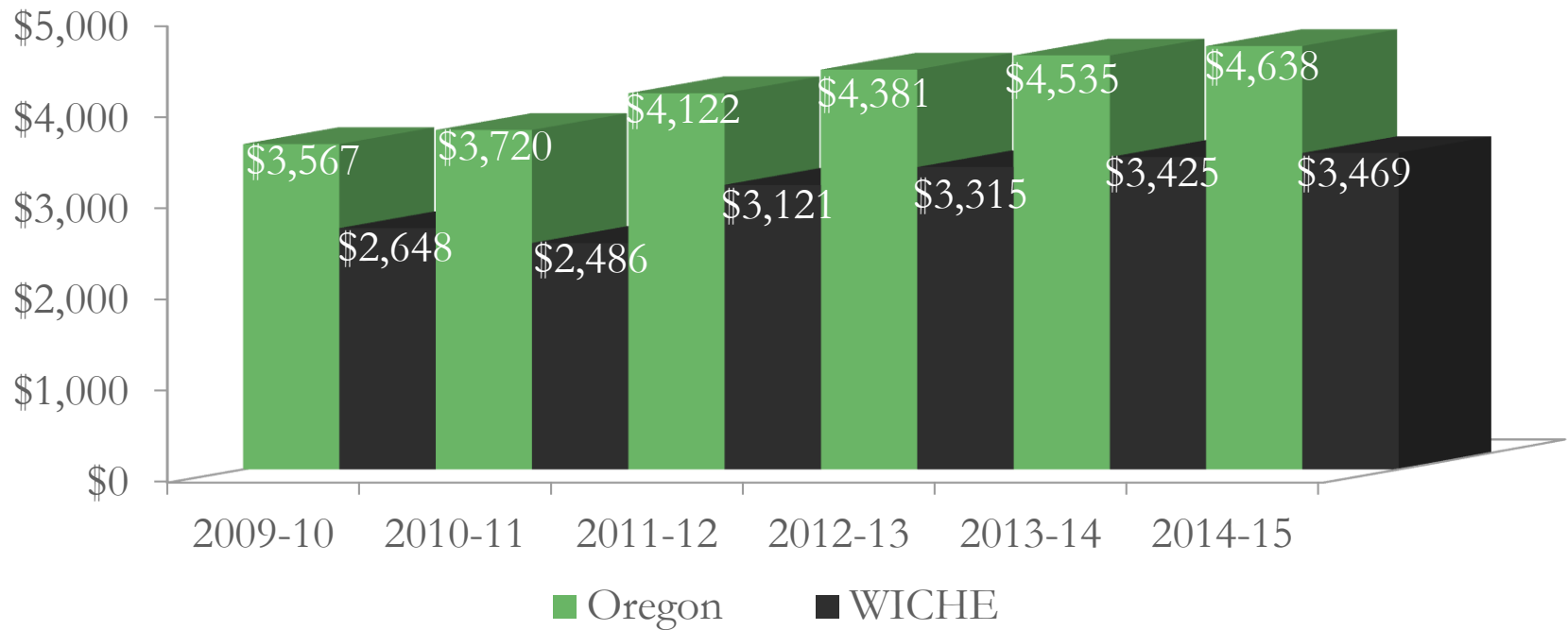
LOCAL RESOURCES

Property Taxes Reported to Department of Revenue



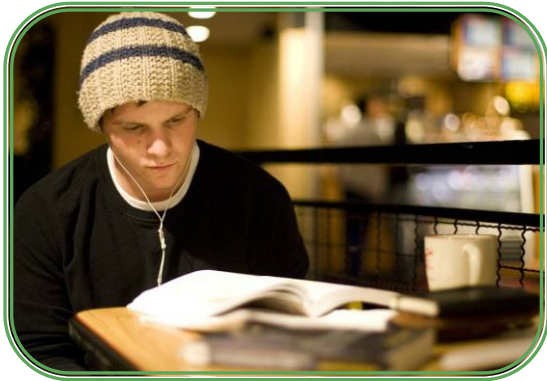
OREGON COMMUNITY COLLEGES

Average Annual In-District Tuition and Fees



OUTCOMES-BASED FUNDING FOR OREGON'S COMMUNITY COLLEGES

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To reach 40-40-20, Oregon needs to increase the number of Oregon students successfully completing the certificate, degree, and credential programs in which they have invested.



Shifts the basis for state funding distribution from enrollment – seats in a class– to access and successful completion of quality programs, joining 35 states that have moved to include outcomes as part of their funding system.



Provides resources and incentives to foster campus-level innovations to increase student success — especially among the least represented student populations such as low-income, rural and underserved minorities.

COMMUNITY COLLEGE OUTCOMES-BASED FUNDING MODEL

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Model under consideration would:

Balance state priorities with local realities and needs. Focus on improving student success in key outcome areas in key areas below:

How have community colleges been involved?

The HECC, through the CCWD, worked closely with all 17 community college presidents to develop recommendations for outcomes-based funding in 2014. This work builds on research the community colleges started in 2012 on outcomes-based funding models.

PRE-COLLEGIATE PREPARATION: such as completing college courses while in high school, or successfully completing developmental coursework.

PROGRESSION: completing 15 and 30 quarter hour units within an academic year, measures correlated with completion.

COMPLETION: certificates, Associate's degrees, and transfers.

Weighting added for low-income and underrepresented groups.

***Individual college flexibility to adjust weighting to fit local realities and aspirations**

Areas related to Job Placement and Workforce Training remain under development.

RESULTS FOR OREGON STUDENTS

PROPOSED KPMS FOR COMMUNITY COLLEGES

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Community College Measures

Number of adult high school diplomas/GED'S

Number of students who earn 15-29 college credits

Number of students who earn 30-44 college credits

Number of students who earn at least 45 college credits

Number of certificates awarded and OTMs earned each academic year

Number of associate's degrees completed each academic year

Ratio of credit bearing FTE to degrees, certificates completed, and transfer prior to completion

Number of students who transfer to any 4-year institution each academic year

RESULTS FOR OREGON STUDENTS: PROPOSED KPMS, GRADUATE EARNINGS

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Measures

Median earnings of college completers 4 quarters and 5 years after completion (community college)

Median earnings of students who left but earned at least 12 credits (community college)

Median earnings of graduating students (BA/BS only) 4 quarters and 5 years after graduation (university)

Oregon's community colleges: Campus presentations



Community College Representatives



Campus presentations, continued

Community College Representatives



Public comment