The Completion Agenda and the future of Education Funding in Oregon

OCCA – Friday the 13th of May, 2011
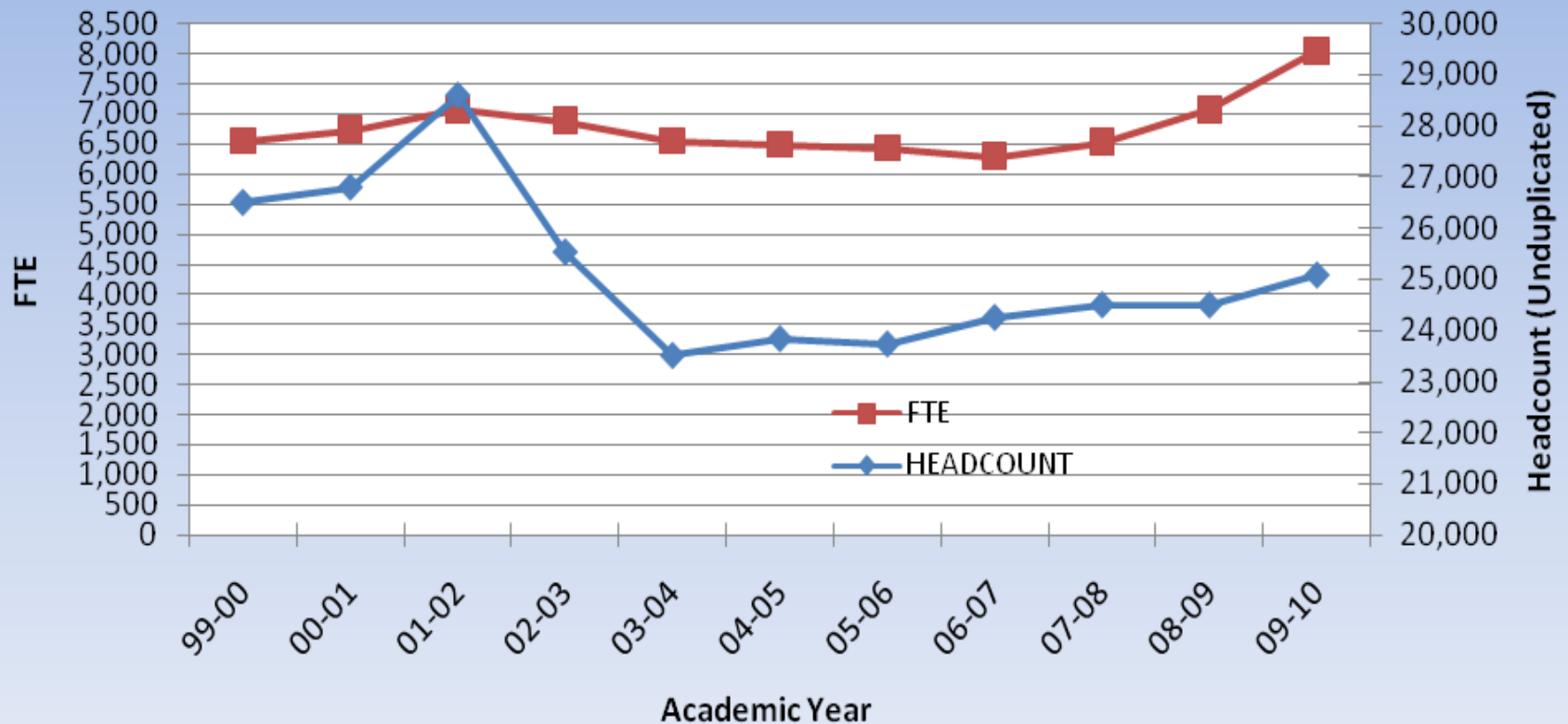
The Community College Tradition

Access

and

Quality

At LBCC – a Decade of Access

**10 Year History of Headcount and FTE**

LBCC Students: By the Numbers (2009-10)

- 25, 085 Students
- 371,000 Credits Instruction
- Equivalent to 8,250 Full-Time Students
- 2,092 Dual – Credit HS-LBCC Students
- 2,245 "College Now" HS-LBCC Students
- 1,877 LBCC/OSU Degree Partnership Students
- 724 Graduates
- 9,925 Transfers to OUS

But… What About Completion?

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- 371,000 Credits Instruction
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Our "Completion" Score
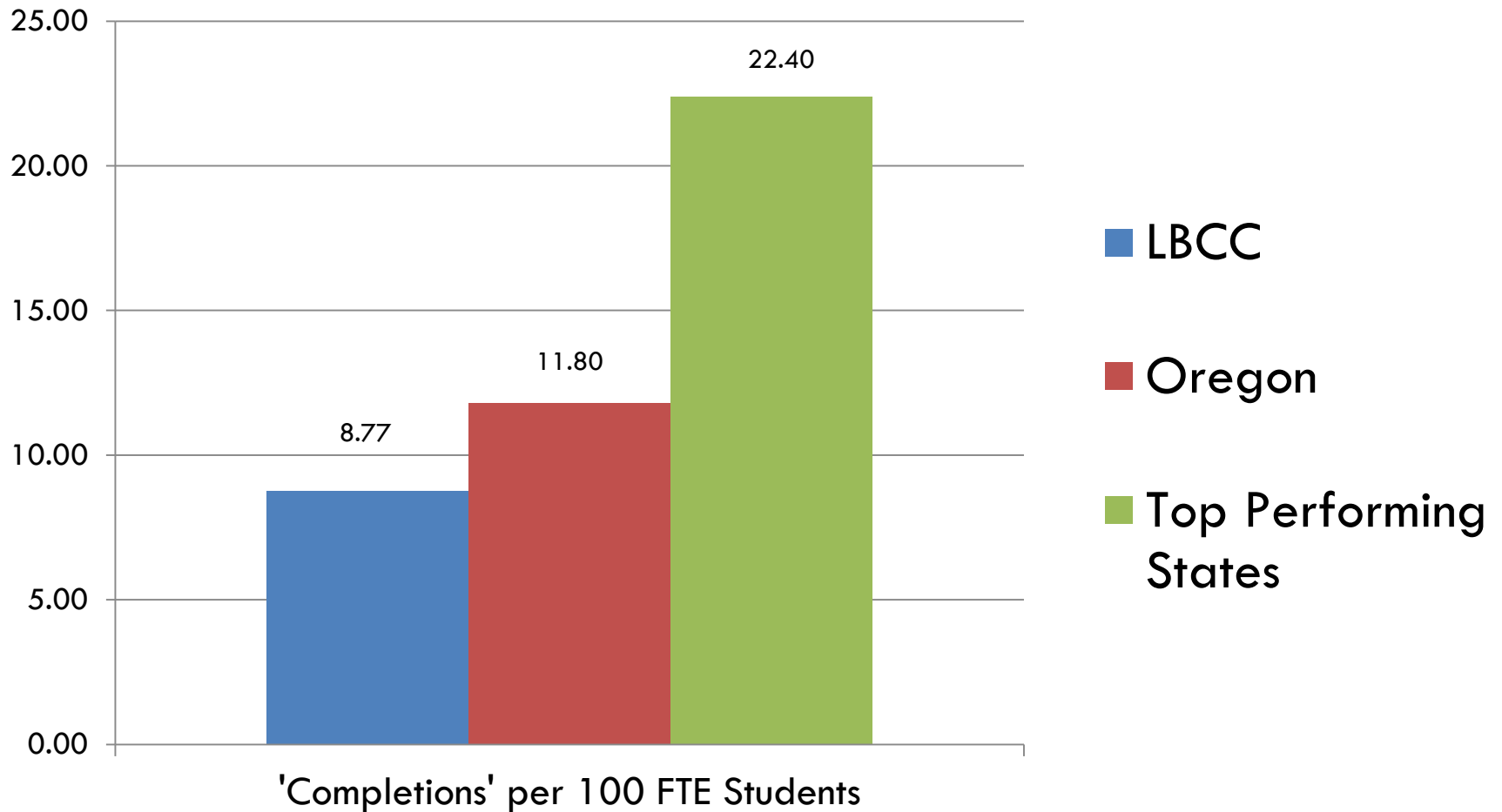
Percent of Adults with an Associate Degree or Higher by Age Group—Oregon, U.S. and Leading OECD Countries
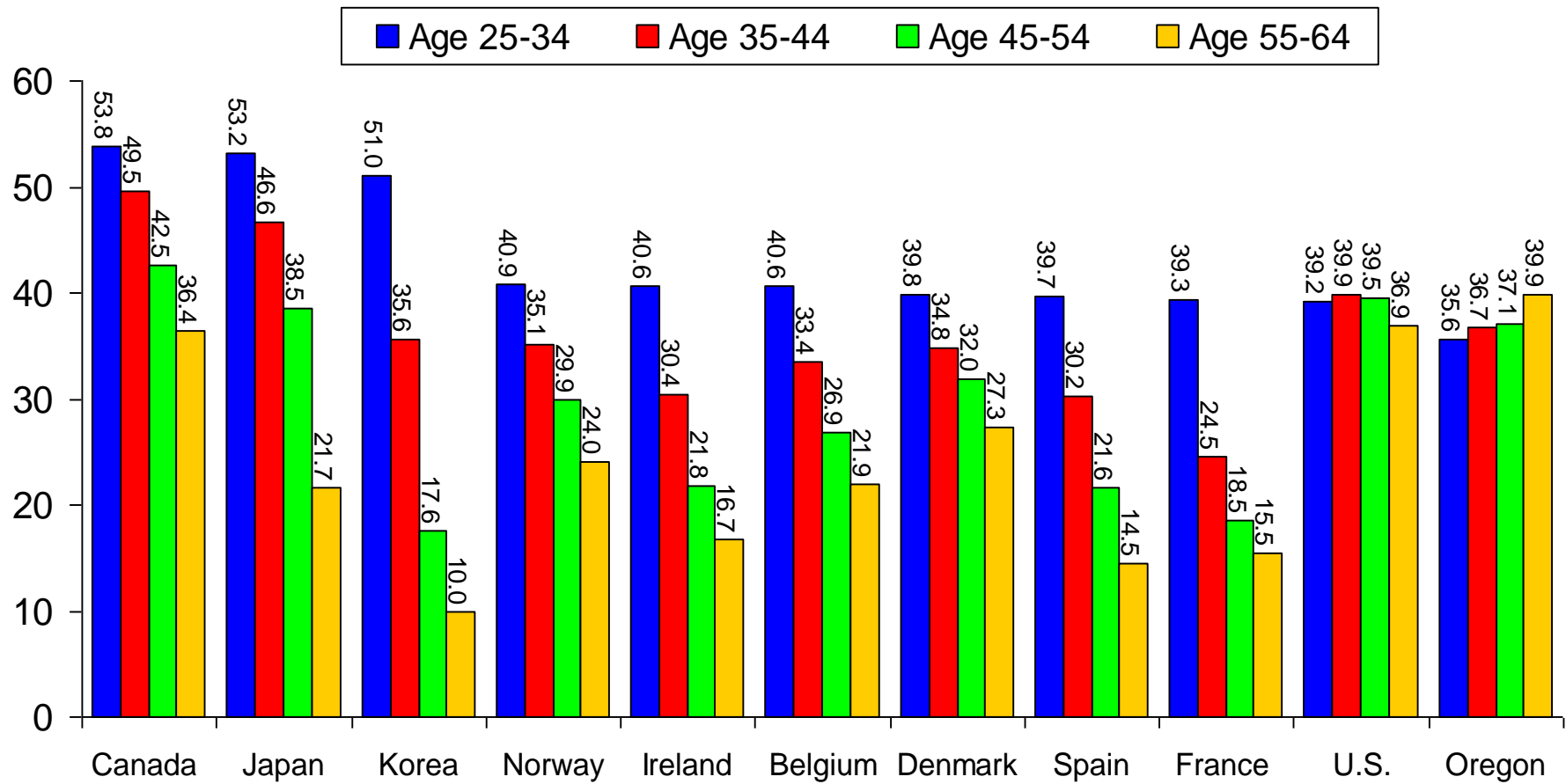
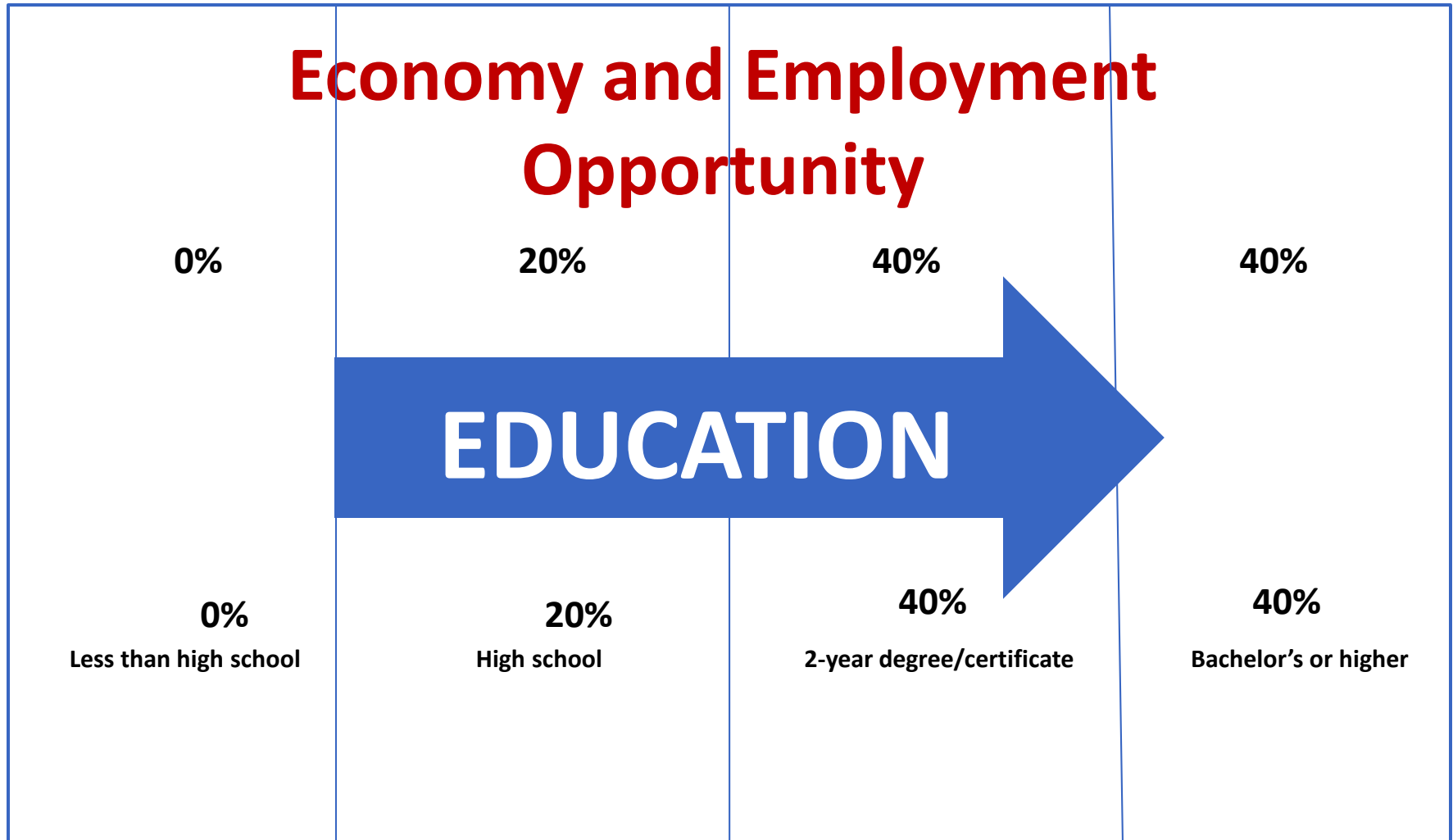Source: OECD, *Education at a Glance 2007*

SB 253: "40-40-20"

The Legislative Assembly declares that the mission of all education beyond high school in Oregon includes achievement of the following by 2025:
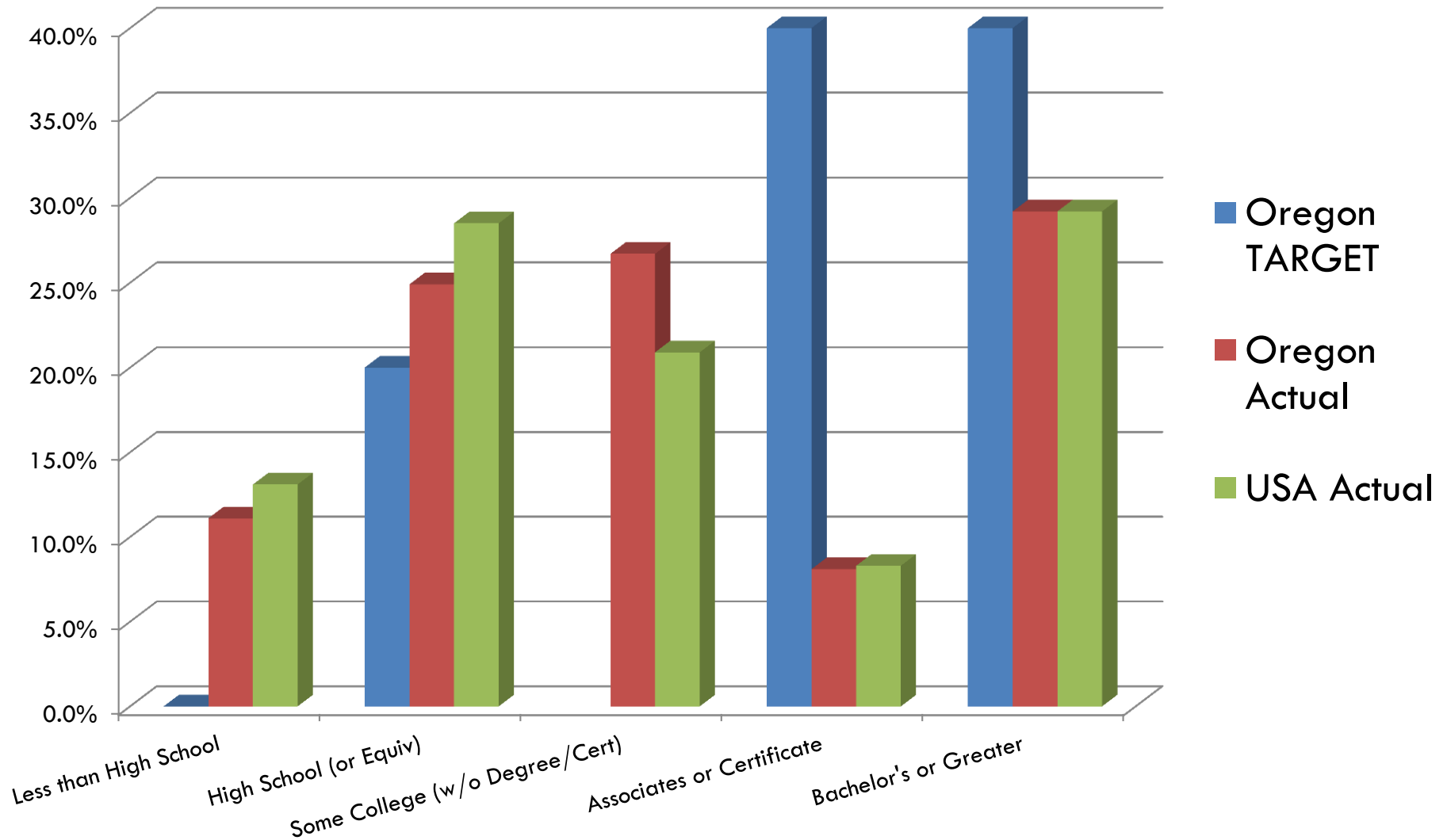
(1) Ensure that at least 40 percent of Oregonians have earned a bachelor's degree or higher;

(2) Ensure that at least 40 percent of Oregonians have earned an associate's degree or post-secondary credential as their highest level of educational attainment; and

(3) Ensure that the remaining 20 percent or less of all Oregonians have earned a high school diploma, an extended or modified high school diploma or the equivalent of a high school diploma as their highest level of educational attainment.

Not Just about Education ➡ Economic Development

Economy and Employment Opportunity

0%	20%	40%	40%

EDUCATION ➡

0%	20%	40%	40%
Less than high school	High school	2-year degree/certificate	Bachelor's or higher

Educational Attainment (Age 25-64)

Percent of Population Age 25-64 with an Associate Degree or Higher, 2006

🟩	**41 .6 to 69 .5**
🟩	**32 .6 to 41 .6**
🟥	**27 .8 to 32 .6**
🟥	**23 .4 to 27 .8**

Oregon   37.3%

TARGET   80%
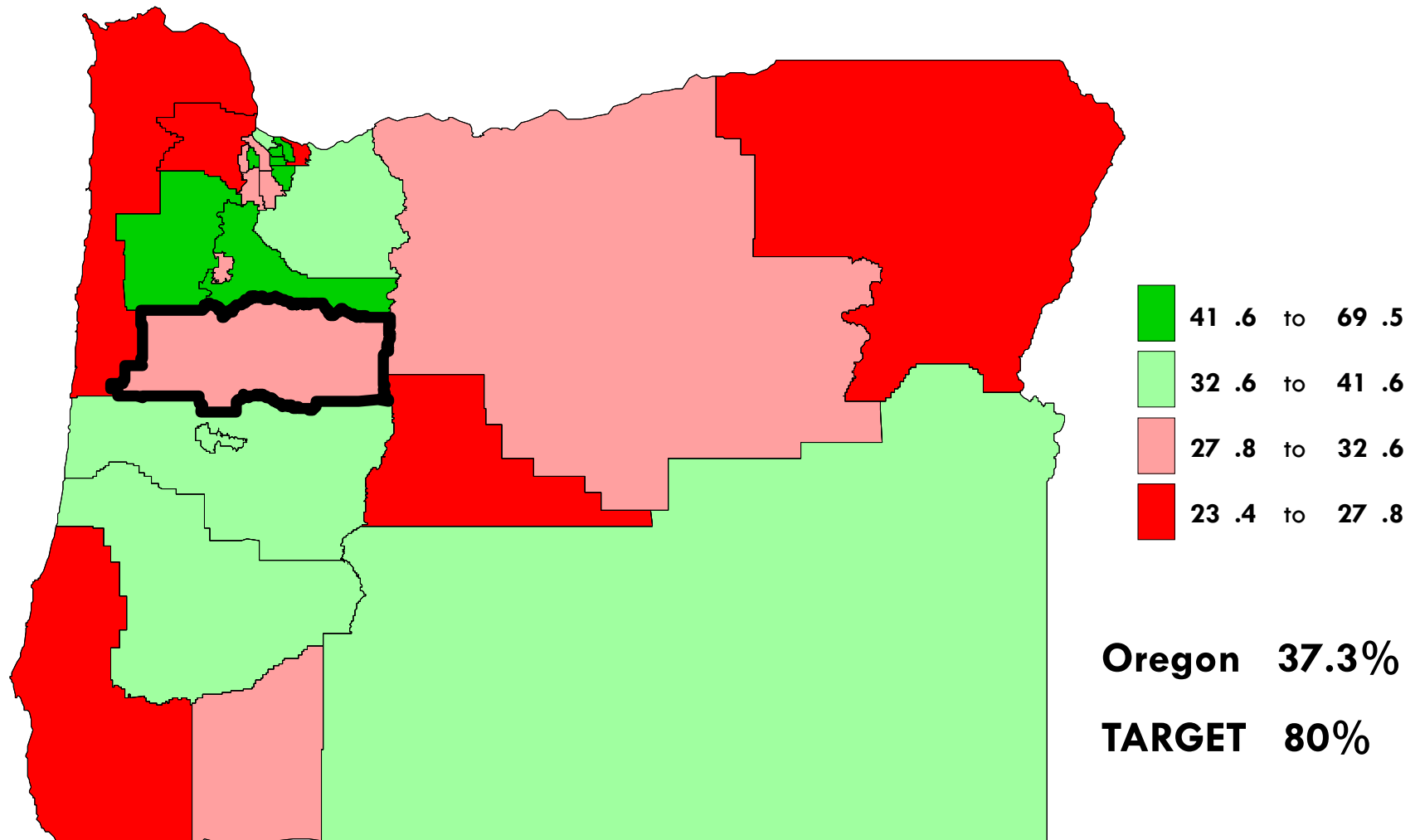
Oregon State Support of Community Colleges
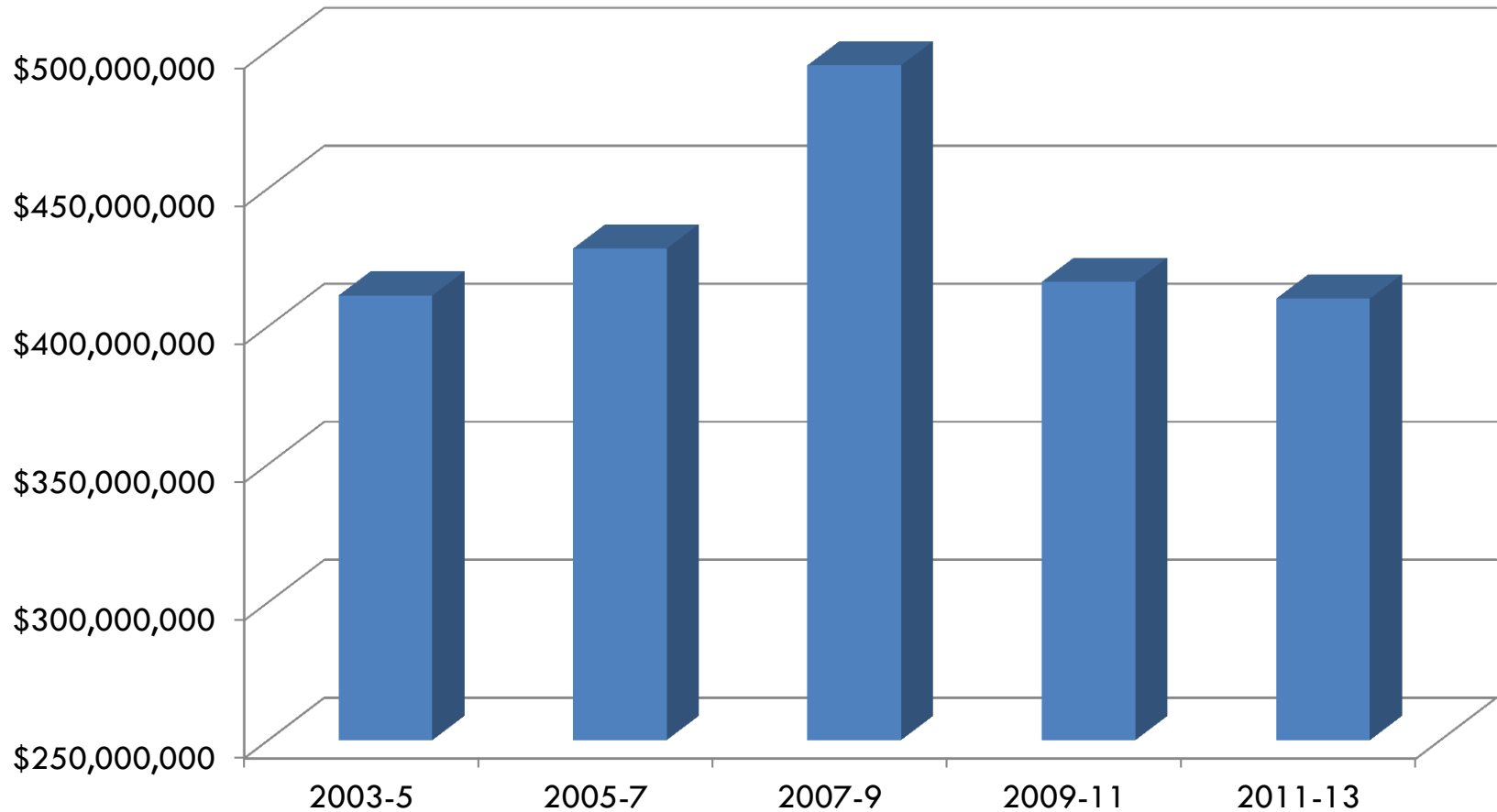
The Challenge

- Increasing Demand for the Education and Training (over 25% increase in past three years)
- Decreased Funding (over 20% reduction in past three years)
- EQUALS Less funding per student (over 30% reduction in past three years) at a time that we need to be doing MORE!
  - AND, we need to be doing it "Better" – defined as
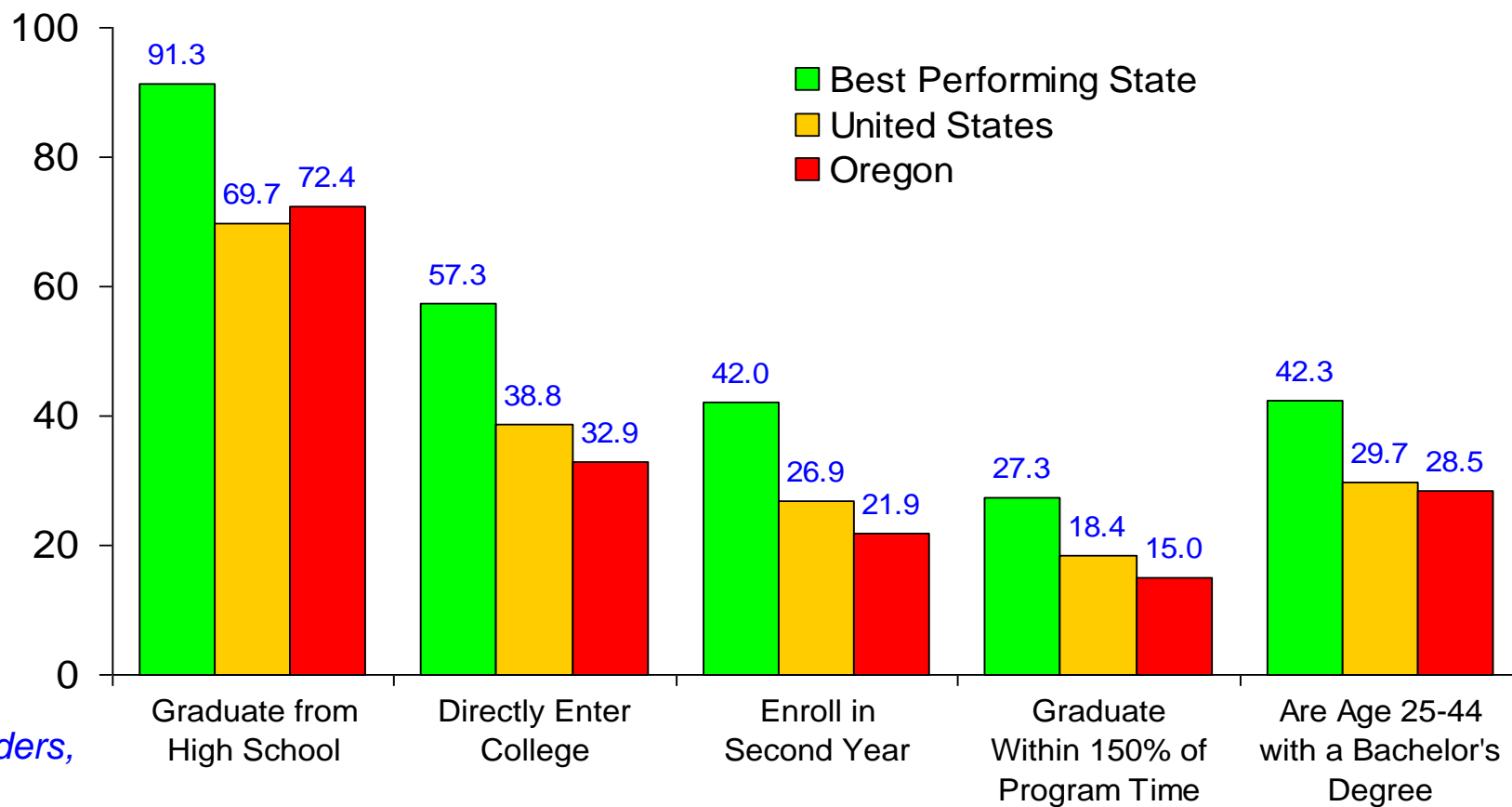
"Completion"

…. But How???

?

#1: Achieving Greater Productivity

- ☐ Build Cost-Effective Systems

- ☐ Change the Academic Production Function

- ☐ Reduce Demand Each Student Places on the System

- ☐ Reduce Leaks in the Pipeline

(from NCHEMS / WICHE presentations)

The "Student Pipeline" – Leaks!

Of 100 9th Graders, How Many…

	Best Performing State	United States	Oregon
Graduate from High School	91.3	69.7	72.4
Directly Enter College	57.3	38.8	32.9
Enroll in Second Year	42.0	26.9	21.9
Graduate Within 150% of Program Time	27.3	18.4	15.0
Are Age 25-44 with a Bachelor's Degree	42.3	29.7	28.5

Source: NCES Common Core Data 2004; Tom Mortenson, *Postsecondary Education Opportunity*; NCES, IPEDS Fall 2004 Retention Rate File and Fall 2003 Enrollments, 2004 Graduation Rates; U.S. Census Bureau, 2005 ACS

Savings and Success if Oregon Reaches Top Performance in Degree Production

Improving efficiency of degree production to level of top states (from 11.8 to 22.4 degrees/certificates per 100 FTE)
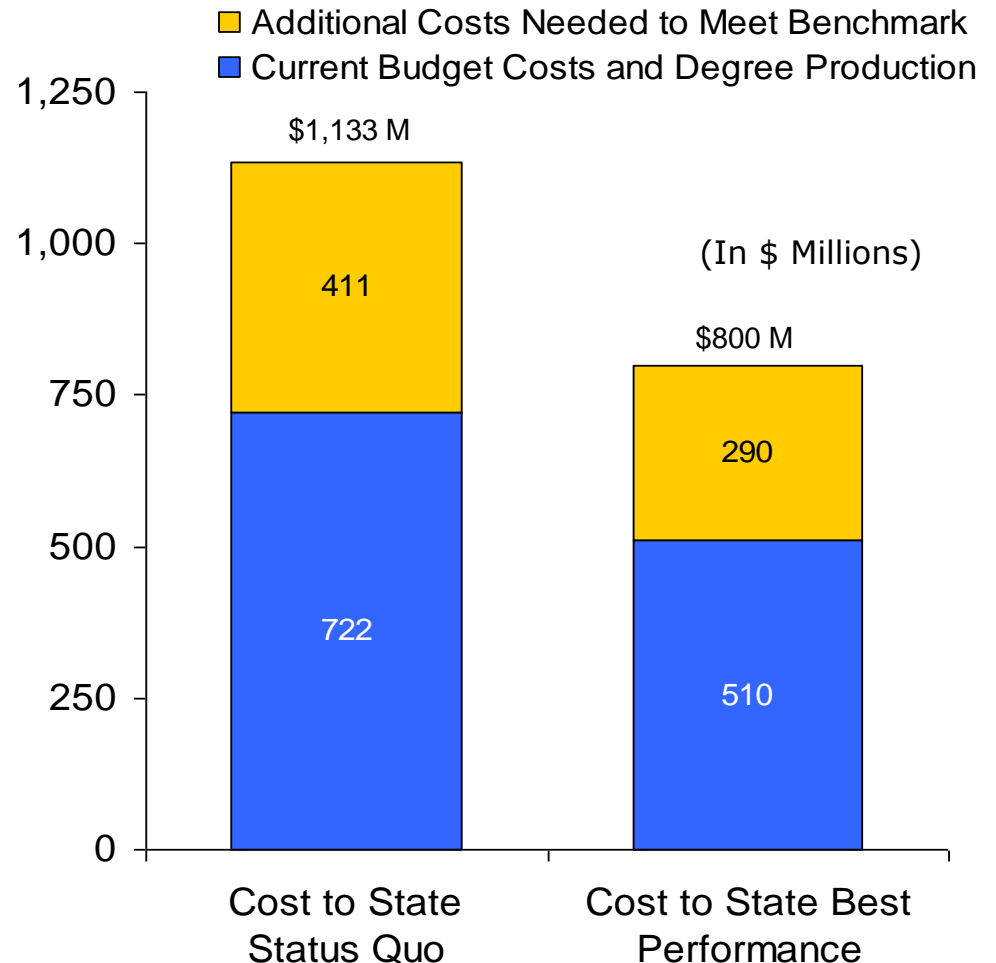
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Savings of $212 million per year

OR

Reaching 40-40-20 Target with only an additional $78 million per year

Additional Cost of reaching Target at current efficiency level is $333 million per year

#2: Shifting Focus "Beyond Student Access"

Access ➡ Success

Student ➡ Community

➡ Successful Communities

At LBCC, a Beginning…

"Helping Build Communities that are better places to live and to work, through education for the many, and not just the few."

LBCC "Core Themes"

- We will strengthen the **economic vitality of our community** by providing a better educated and technically skilled workforce.

- We will increase the **educational attainment of our community** by offering a continuum of learning opportunities.

- We will enhance **cultural proficiency and citizen involvement within our community** by sponsoring related learning opportunities.
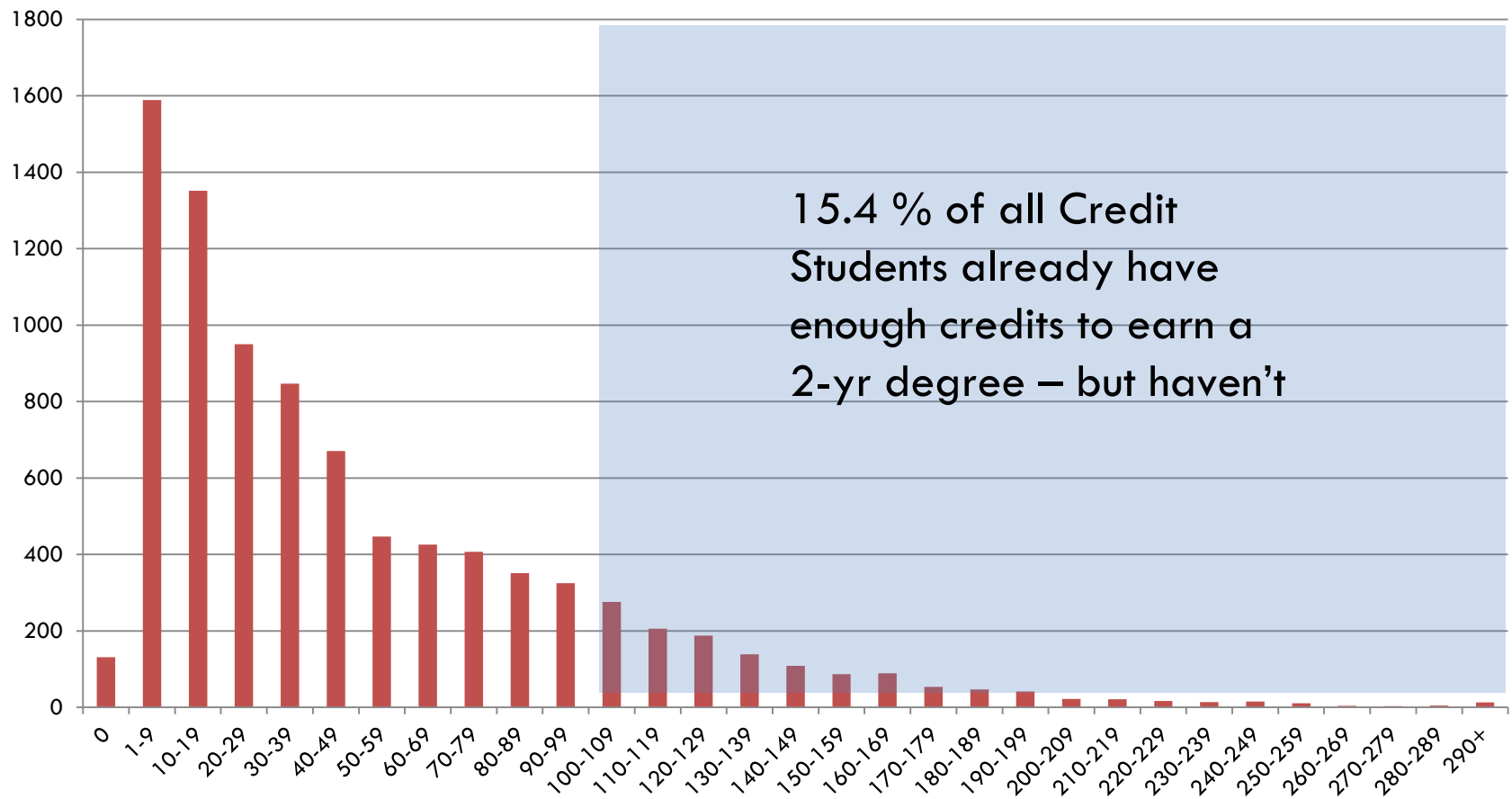
Shifting the "Unit of Measure"

From Student Success to Community Success

- Individual / Public Support = Individual v. Community "Good"?
    - How should we define and measure Return on Investment? By whom and for whom?
    - What's the Right Balance for our community colleges?
- What to Offer and To Whom – Maximizing Community Success
    - What is "Access" – really?
    - Passive v. Active models for Access decisions
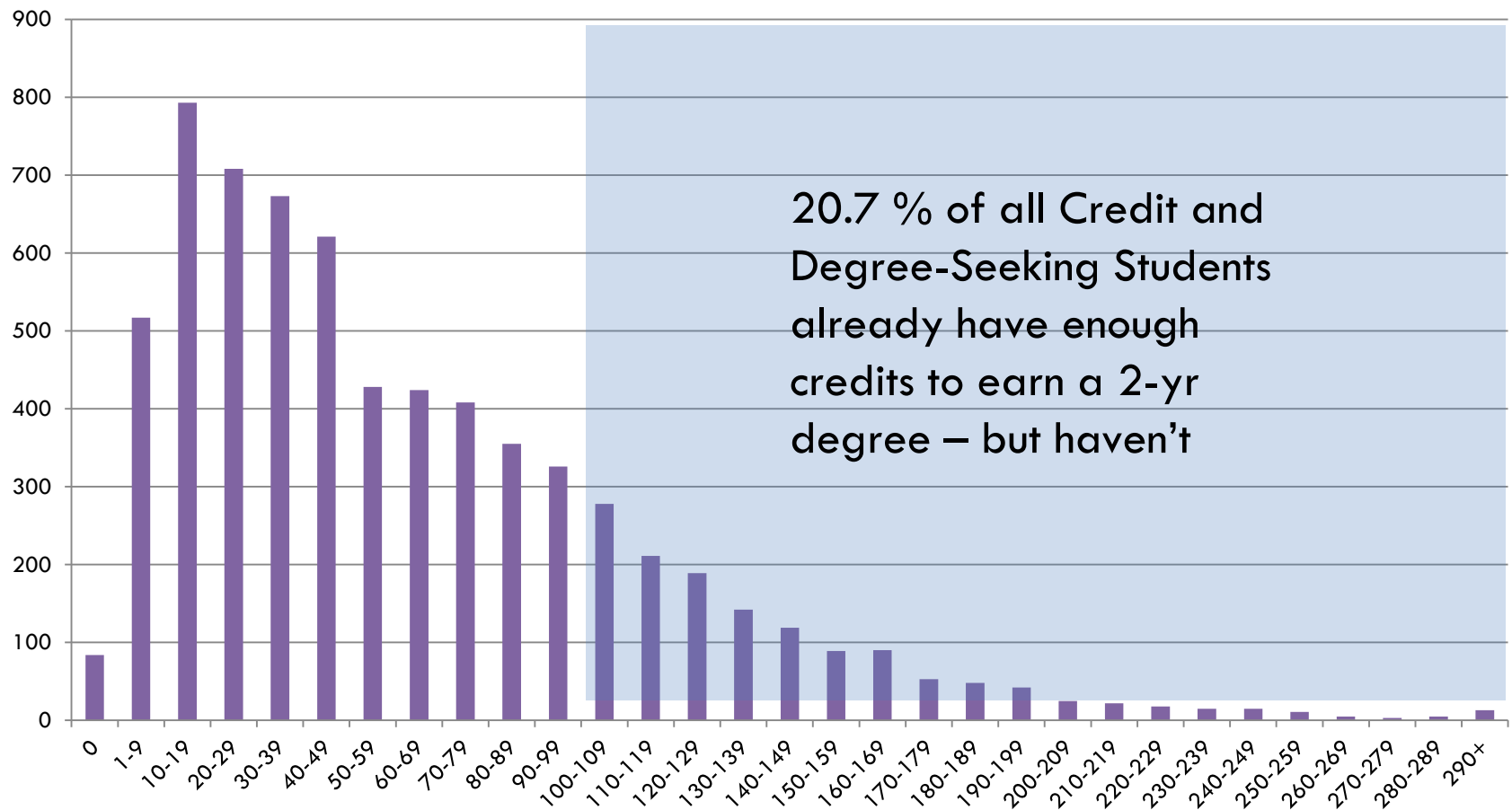   - Still a role for "Affirmative Access"?

Credits Earned Distribution (LBCC 2010)

All Credit Students

15.4 % of all Credit Students already have enough credits to earn a 2-yr degree – but haven't

Credits Earned Distribution (LBCC 2010)

All Enrolled and Matriculated Students

20.7 % of all Credit and Degree-Seeking Students already have enough credits to earn a 2-yr degree – but haven't

Different Possibilities?
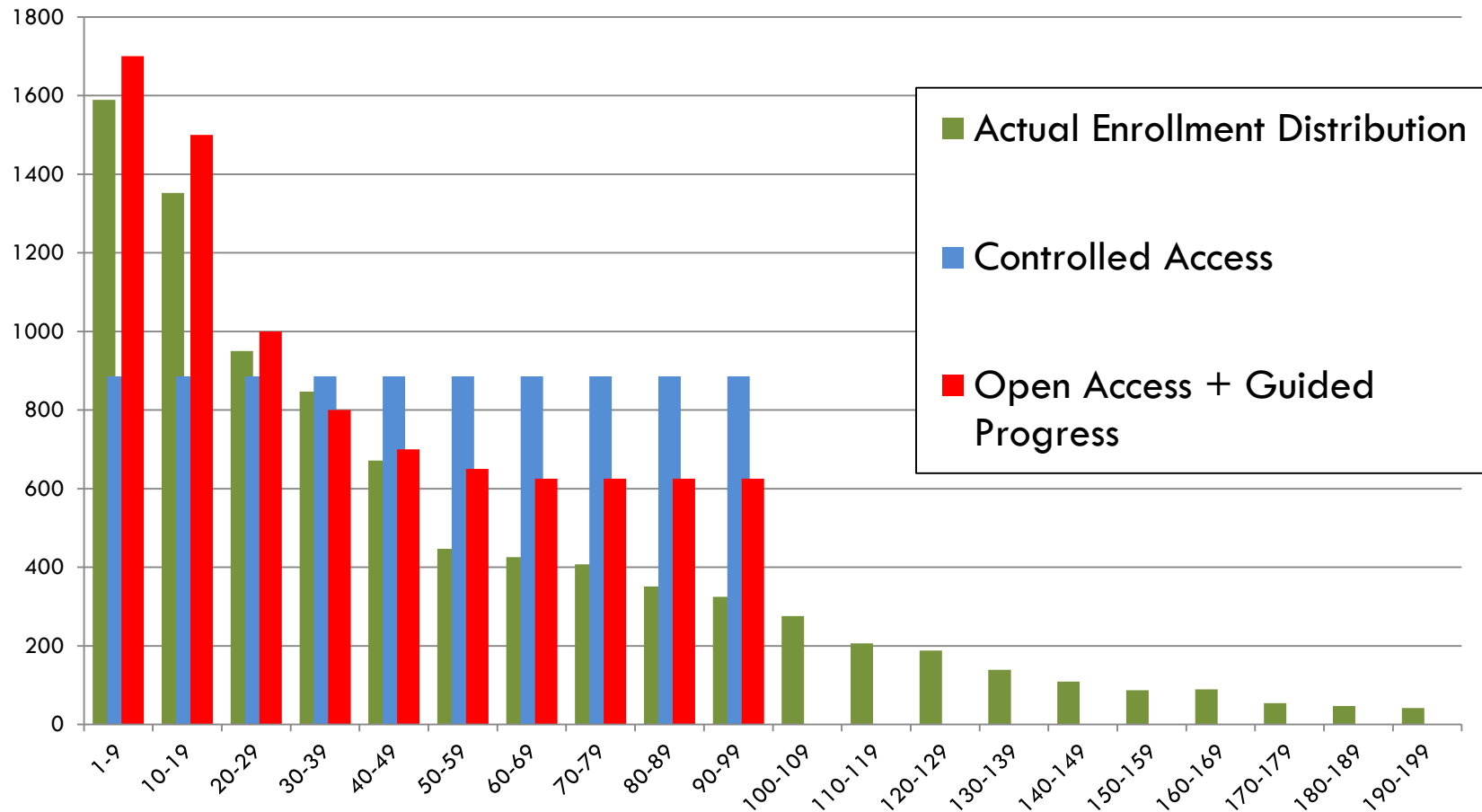
Tools for Completion

- National / State Tools

  - Clear Direction – A "Public Agenda" (SB 253)

  - Policy Leadership (SB 909)

  - Funding/Resource Allocation (Performance OR Outcomes Funding) (SB 909)

  - Accountability and Regulation (SB 909?)

- Local Tools

  - Student Success Strategies

  - Institutional Values ands Goals (Core Themes)

  - Funding/Resource Allocation (Comprehensive Educational Strategies)

  - Community Indexed Measures of Success

Questions for our Future…

- What does "Access" mean when Completion becomes the focus? Access to "What?"
- How to balance Individual and Community Benefit?
- How do we identify and focus on Community Needs?
- How do we focus on and measure Community Success?
- AND, how can we have more completers without having more FTE? (and Why?)

…an "Answer" – and More Questions

An ANSWER: Oregon Education Investment Board (SB 909)

- State defined "outcome" – 40-40-20
- Model for "seamless" educational enterprise
- Structures for "Strategic Investment" and for measuring ROI

More QUESTIONS:

- How do we define "Completion" for the middle 40?
- How do we want funding to be attached to this outcome?

Resources and References

- ACCT / Governance Institute for Student Success - http://www.governance-institute.org/

- Bill and Melinda Gates Foundation, "Completion by Design" - http://www.completionbydesign.org/resources

- AACC, "Rebalancing the Mission: The Community College Completion Challenge" - http://www.aacc.nche.edu/Publications/Briefs/Pages/rb06152010.aspx

- Inside Higher Education/Terry O'Banion, "To What End?" - http://www.insidehighered.com/views/2010/08/16/obanion

- The Education Advisory Board, "Hardwiring for Student Success" – (ask me for a hard copy)

The Completion Agenda

"You know how to get a hold of me……"

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