
Oregon Department of Community Colleges and Workforce Development



April 11, 2007

Presented to Joint Ways & Means Subcommittee on Education

Cam Preus-Brady, Commissioner

Community Colleges = Opportunity for Many Oregonians

“I remember my high school counselor told me I could be a plumber or a carpenter, which is when I dropped out. ...I could tell that all the counselor could see was a Latino, not an individual.

In every way, PCC gave me my start. After I graduated, I went on to PSU on a minority scholarship and finished my degree in economics. I also worked full-time! I applied for and won a fellowship at Carnegie-Mellon and that inspired me to aim even higher.

It isn't easy, and I've had so much help along the way — without the early support of PCC and my teachers there I don't know where I'd be today — but I hope everyone will really believe that they can reach their dreams. I'm the proof that it's possible.”

Joel Campos Alvis, 2001 graduate



Today

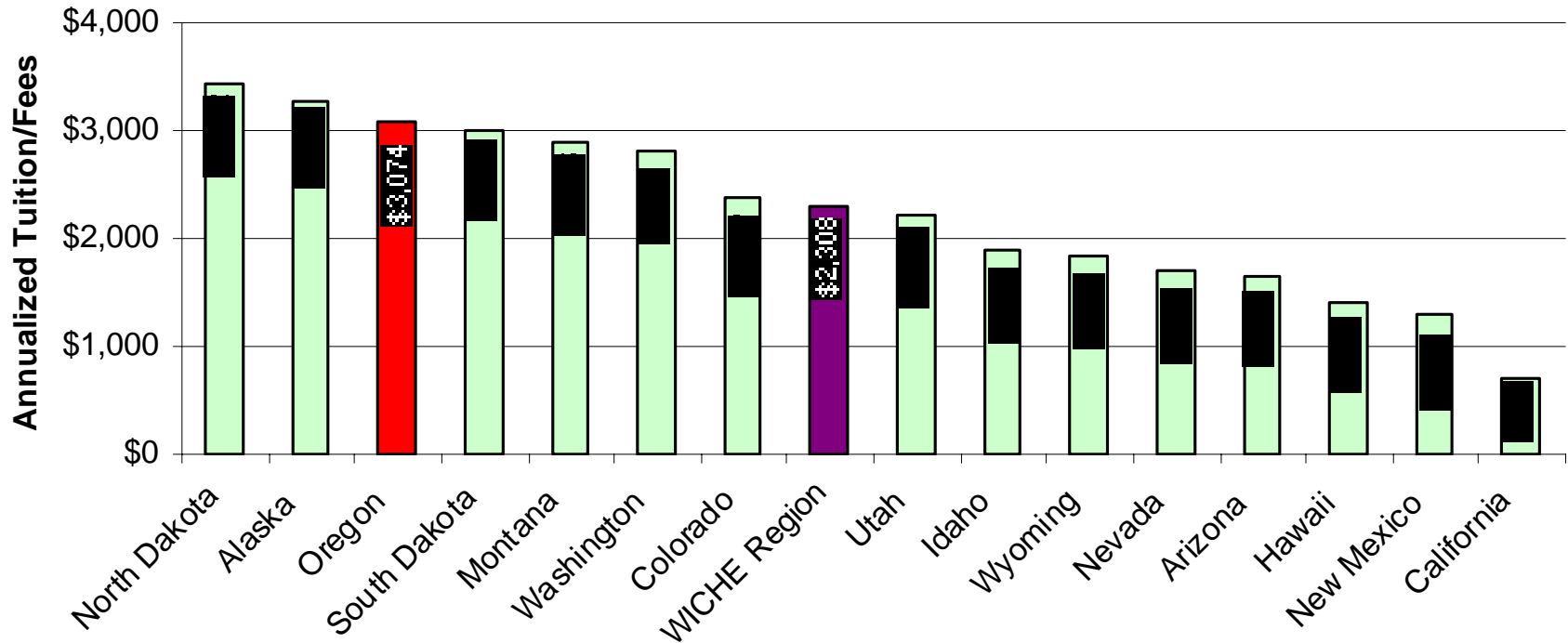
1. Are Oregonians prepared for life, work and careers in Oregon?
2. Are more Oregonians ready for postsecondary education and training?
3. Is Oregon postsecondary education affordable?
4. Do more Oregonians have certificates and degrees?
5. Are Oregon's people, communities, employers and economy benefiting?

3. Is Oregon postsecondary education affordable?

- ↔ Oregon's CC tuition/fees dropped from highest to 3rd highest in western states (KPM 16)
- ↓ Oregon received, for the 3rd report in a row, an "F" in Affordability (*Measuring Up 2006*)
- ↓ Community college tuition has risen 97% in 10 years (59% in last 5 years)
- ↑ Oregon Opportunity Grant is now available to eligible part-time students
- ↑ Over 100,000 students taking online courses

Community College Tuition is High Compared to Neighbor States

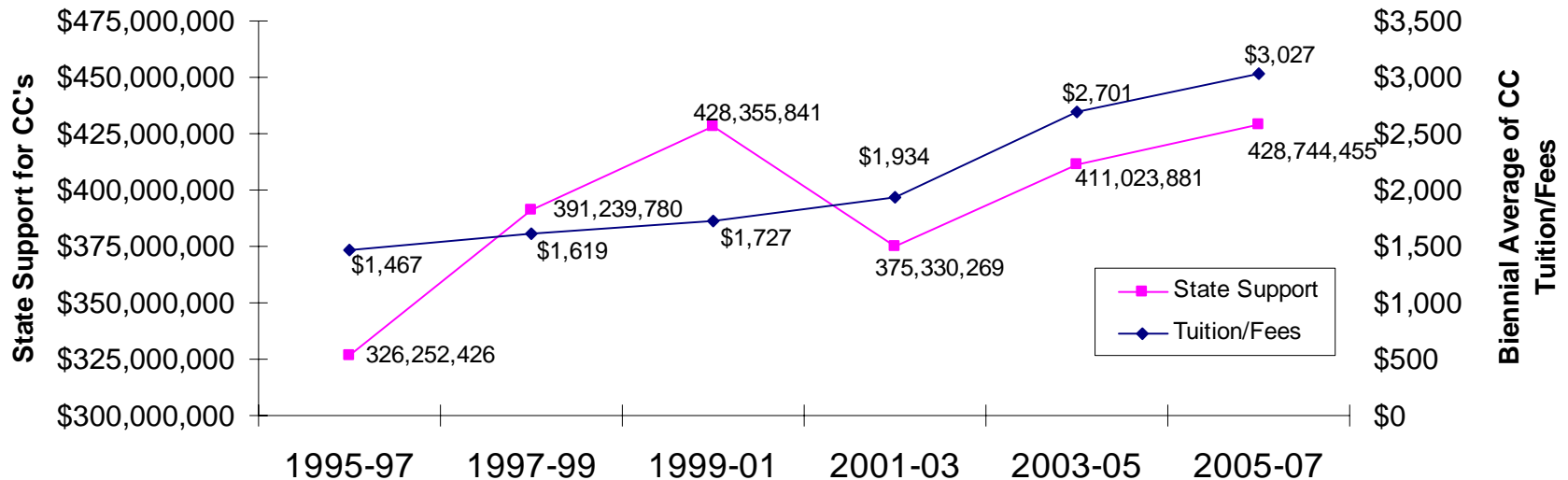
2006-07 Community College Tuition/Fees: Ranking Among 15 Western States



3. Is Oregon postsecondary education affordable?

Oregon Community College Tuition is Sensitive to State Investment

State Support and Tuition/Fees Per Biennium

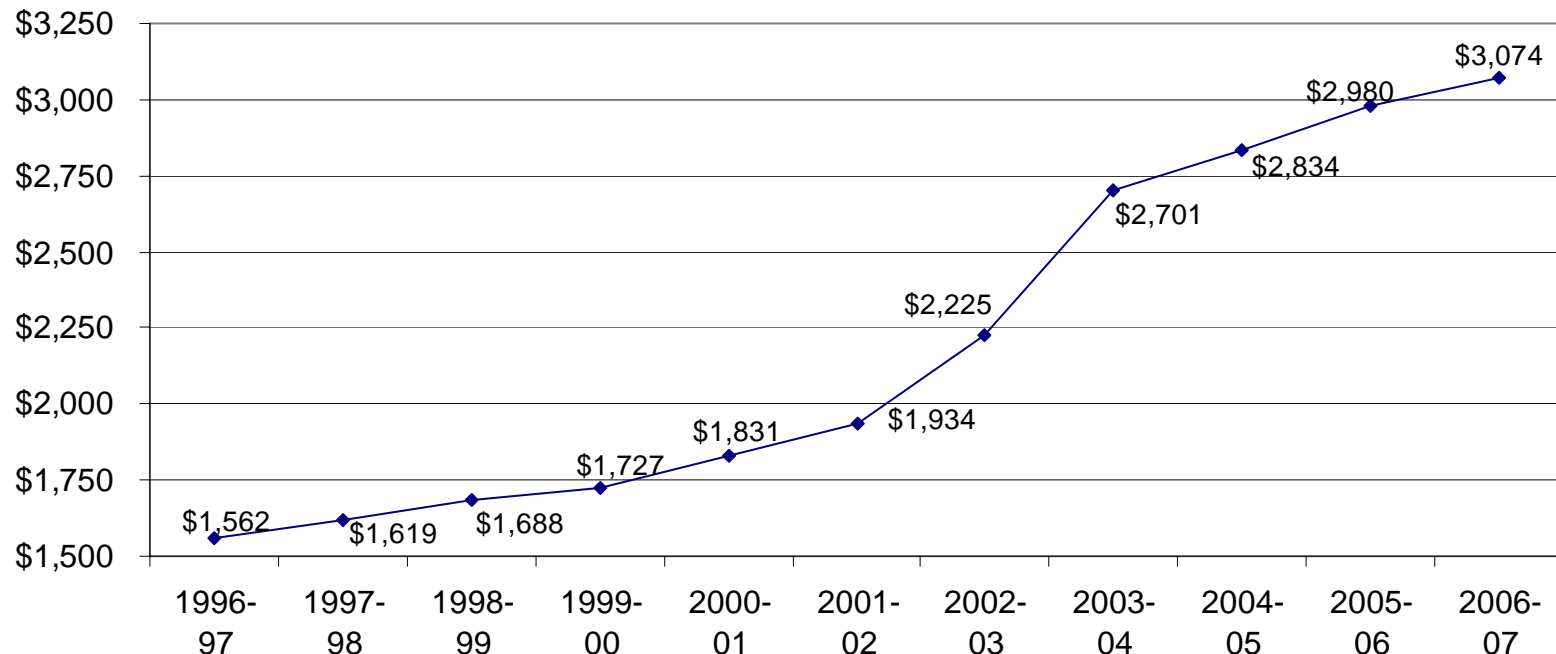


In the five years from 1997 to 2002, annual tuition and fees rose only 24%.

3. Is Oregon postsecondary education affordable?

The Loss in State Support Resulted in a **59% Rise** in Tuition in 5 Years (2001-02 to 2006-07)

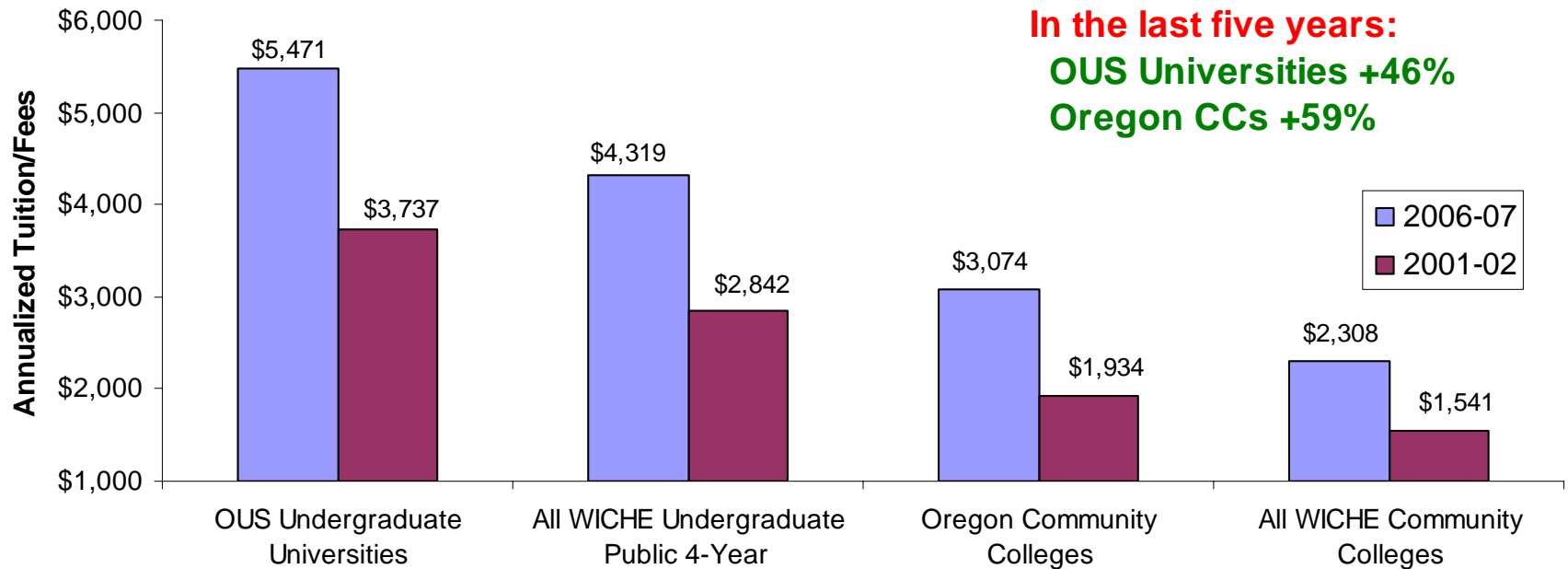
Average Annualized Oregon Community College Tuition



3. Is Oregon postsecondary education affordable?

CCs Are Still the Most Affordable Option for Oregon Undergraduate Students

2006-07 Oregon Undergraduate Tuition/Fees: OUS and Community Colleges



Western Interstate Commission for Higher Education, "Tuition and Fees in Public Higher Education in the West, 2006-2007" and "OUS Fact Book: 2006"

3. Is Oregon postsecondary education affordable?

Oregon Needs Affordable and Accessible Community Colleges

Affordability is only part of the equation

Tuition

+

Financial Aid

+

Operations Funding

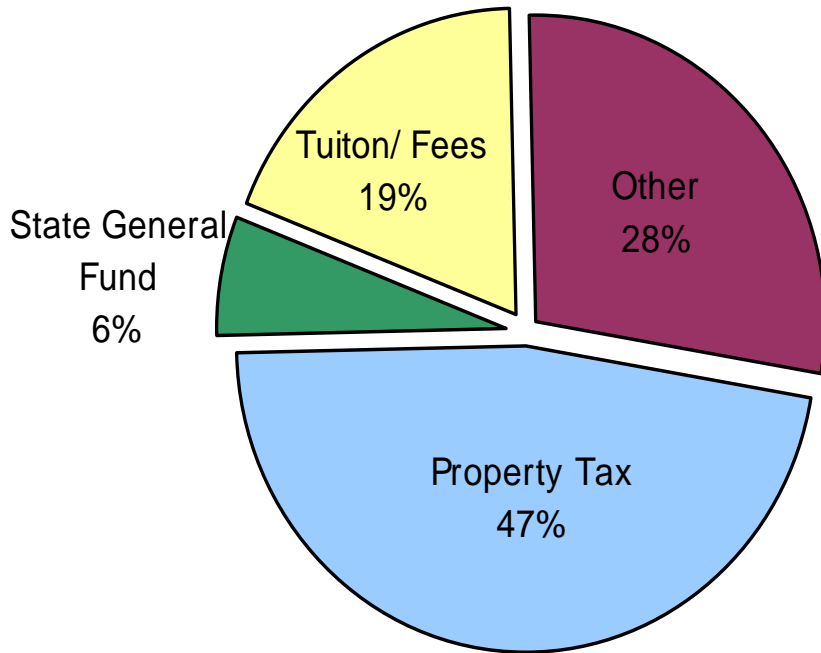
Affordability & Accessibility



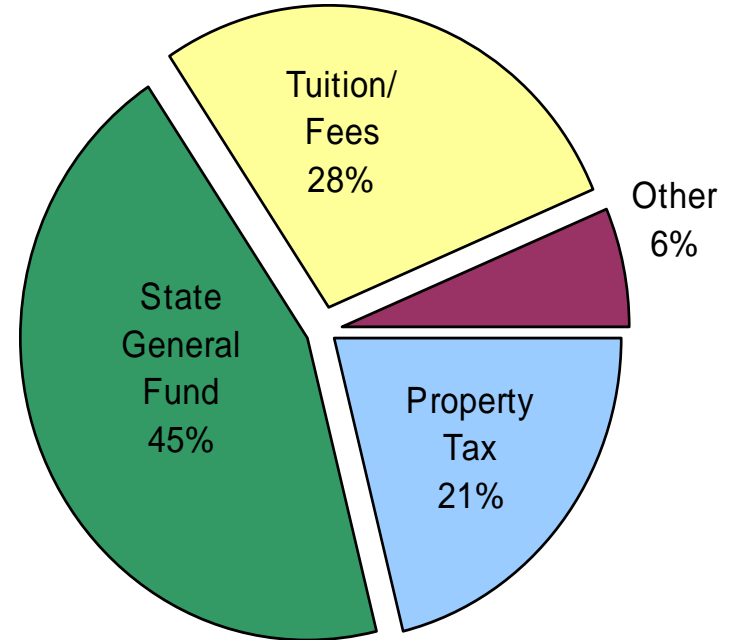
3. Is Oregon postsecondary education affordable?

Community College Funding

Funding 1989-90 (Pre-Measure 5)

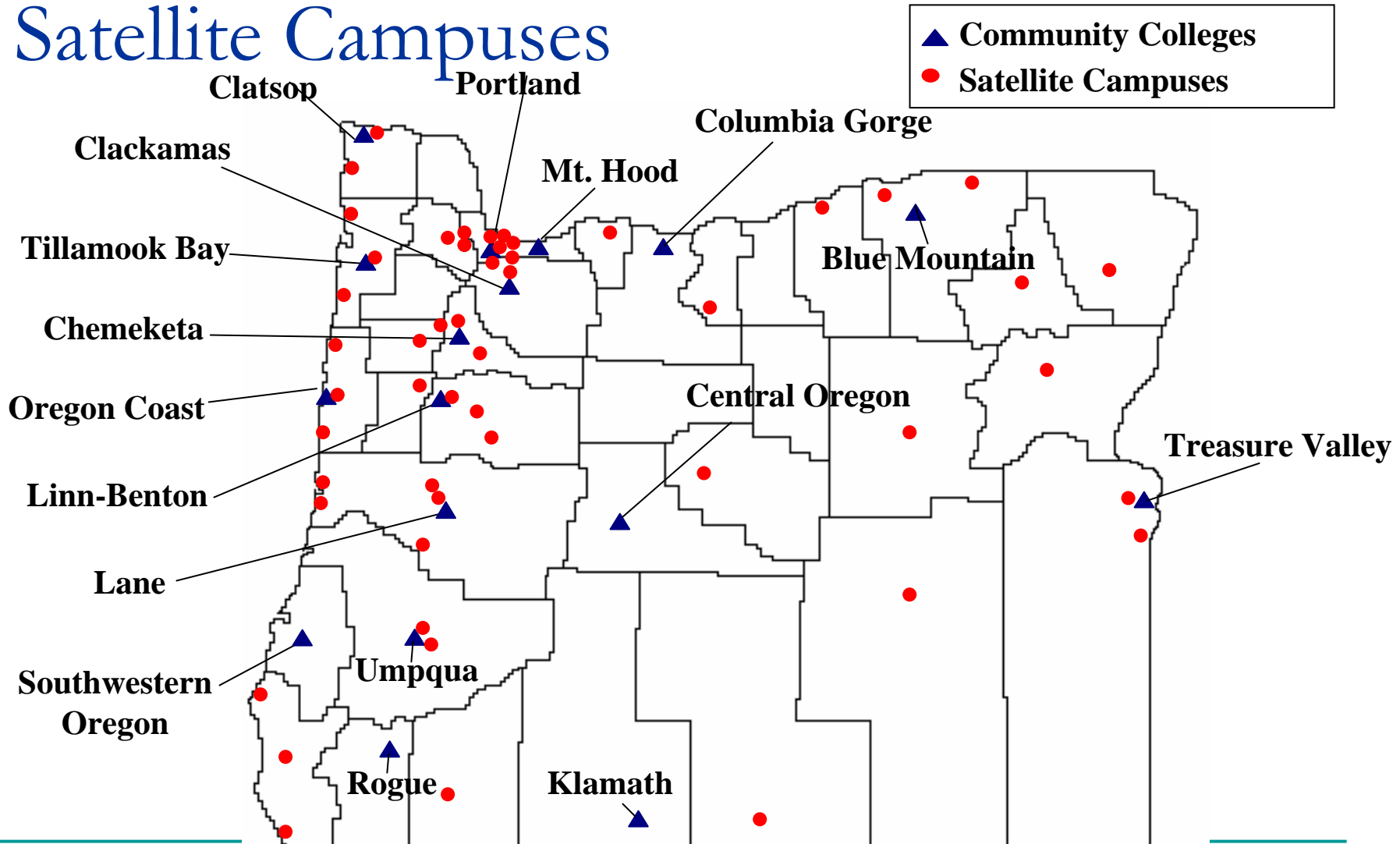


Funding 2005-07



3. Is Oregon postsecondary education affordable?

Oregon's Community Colleges and Satellite Campuses



3. Is Oregon postsecondary education affordable?

Community College Programs

Lower Division – College Transfer (44%)

College Credit Now

Dual Enrollment (high school to CCs)

Co-enrollment (between CCs and OUS)

Oregon Transfer Module (45 credits)

Associate's Transfer Degrees

Adult Basic Education and Pre-College (17%)

General Education Development

English as a Second Language

Pre-College Courses

Professional Technical (31%)

Associate's Degrees & Certificates

College Credit Now

Industry Training & Certification

Apprenticeship

Business & Industry Connections (4%)

Dislocated Workers Training

Workforce Skill Enhancement

Small Business Development Centers

Customized Training

3. Is Oregon postsecondary education affordable?

Serving and Providing Value to Oregonians

Oregonians have rated community college education as one of the top two public services since 1994. In 2006, community colleges had an 88% overall approval rating.

Community colleges are delivering results:

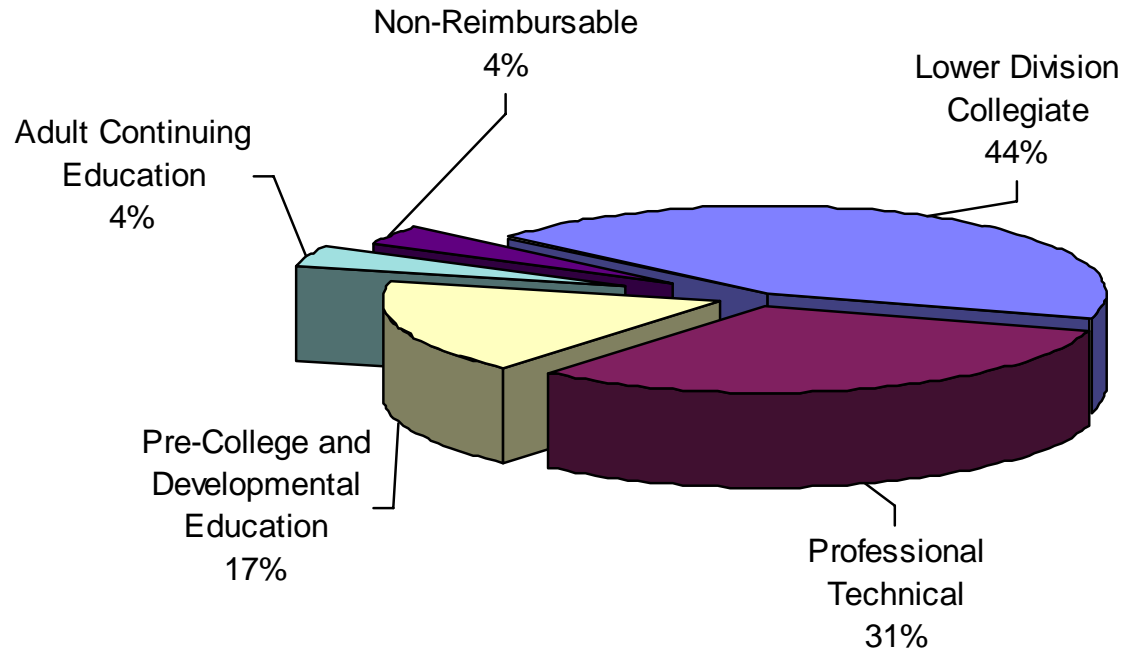
- Nearly 15,500 students transferred to OUS in 2004-05
- Approximately 50% of students in ABS programs who have the goal to transition to postsecondary education do so each year
- 93% of students in Carl Perkins Professional Technical programs achieved a GPA of 2.0 or higher.



3. Is Oregon postsecondary education affordable?

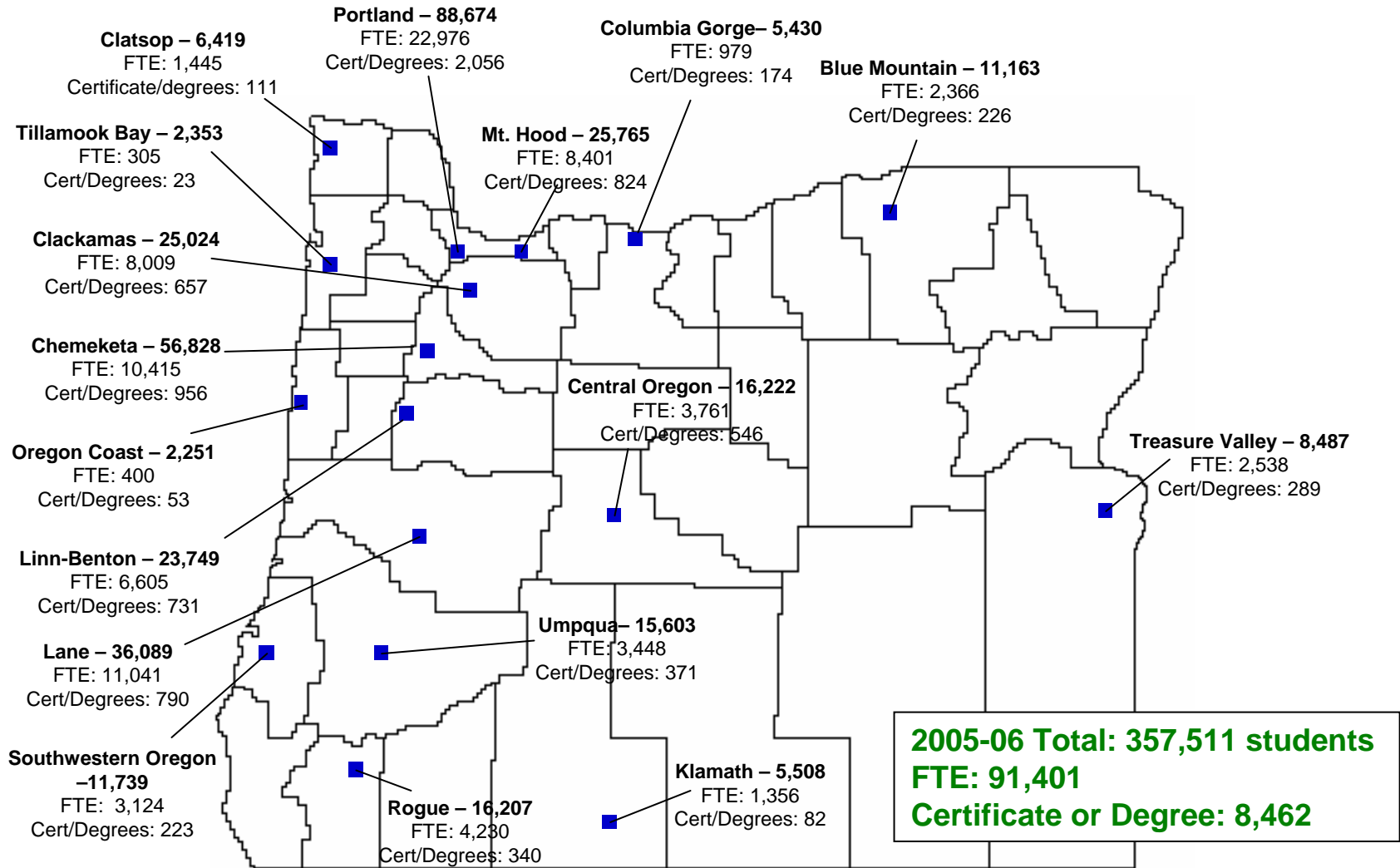
Community Colleges Are Responsive to Student Needs

**Oregon Community Colleges
Proportion of Full Time Equivalent Enrollment
by Program Area: 2005-06**



3. Is Oregon postsecondary education affordable?

Community College Results: 2005-06



3. Is Oregon postsecondary education affordable?

Community Colleges Are Providing Value

Access & Affordability: Student Goals

- *Maintain open-door policy:* Served 357,511 students; an increase of 11,300 from 2004-05; a decline of nearly 49,000 from 2001-02
- *Maintain status as most affordable postsecondary option:* Average CC tuition/fees of \$3,074 is third highest in 15 western states, but about \$2,400 less than OUS
- *Provide access for ethnic minorities:* Continue to maintain enrollment proportion equal to or greater than statewide population
- *College access through distance delivery:* More than 100,000 students taking online courses, up from 28,000 in 1998-99

Adaptability: Workforce Goals

- *Meet training needs of communities:* 59 new, 13 suspended, 19 community college programs slated to be deleted
- *Help small businesses succeed:* 5,761 individuals assisted; 8,132 trained
- *Provide customized training:* 500 employers served; 1,700 trainings for 24,000 adults
- *Maintain high employer satisfaction with customized training:* 99% of employers would contract again

3. Is Oregon postsecondary education affordable?

Community Colleges Are Providing Value

Accountability Goals

- *Serve a high percentage of Oregonians:* 12.1% of Oregonians served, down from 13% in 98-99
- *Provide a bridge between education sectors:* 15,485 community college transfers to OUS
- *Provide GED services:* 7,958 students received GED certificate
- *Help high school students get to college early:* 15,780 high school students earned 115,226 college credits from 223 high schools

Accountability: Quality Goals

- *Public approval of community college services:* #2 in the Oregon Population Survey with 88%
- *Prepare students for professional national licensing exams:* 93% (4,600 students) passed national and state exams
- *Primary college choice of high school grads:* 25% of high school students enrolled after graduation
- *CC students successful at OUS institutions:* CC students entered OUS with 3.0 GPA compared to a 2.9 for OUS first-time freshman; both had a 72% six-year graduation rate

3. Is Oregon postsecondary education affordable?

Policy Package 101: State Support to Community Colleges

- State Support to Community Colleges provides for a strong, local community college system that meets local, regional and state economic and workforce development needs.
- The CCSF sustains a range of education activities, including, undergraduate and lower-division education, professional technical education, pre-college and adult basic education, local response to workforce training and other educational services necessary at the local and state level.
- \$55.0 million Total Funds

<i>KPM</i>	<i>2007-09 Targets</i>		<i>Target Impact</i>		<i>Longer-Term</i>
	2008	2009	2008	2009	
12: PT degree/cert completion	5,156	5,259	0	15	
13: Associate degree completion	30.3%	30.6%	0	0	Impact 2011, with 1 percentage point increase over 2009 target
16: CC tuition/fees	8th	8th	0	0	

3. Is Oregon postsecondary education affordable?

Policy Package 107: Statewide Oregon Student Financial Aid Data Exchange System - OFAX

- The Oregon Student Assistance Commission developed the OFAX to ensure that financial aid data can move seamlessly between and among schools using the system. Both OUS and CCWD provide the payment for the license agreement.
- This system assists colleges to exchange crucial financial aid information meeting critical deadlines and promoting student retention and completion. The next step is to implement at each of the public post secondary institutions and OHSU the technical and process capability.
- \$.4 million Total Funds

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13: Associate degree completion	30.3%	30.6%	0	0	Impact 2011, with 1 percentage point increase over 2009 target
14: Student transfers to OUS	15.0%	15.0%	0	0.2	

3. Is Oregon postsecondary education affordable?

Policy Package 111: Virtual Learning

- Addresses the need to adjust the technology infrastructure and coordination in statewide delivery of virtual learning across the educational enterprise.
- Provides the connection among the Virtual School District, the OUS Virtual initiatives and existing community college delivery mechanisms.
- \$.2 million Total Funds

<i>KPM</i>	<i>2007-09 Targets</i>		<i>Target Impact</i>		<i>Longer-Term</i>
	2008	2009	2008	2009	
13: Associate degree completion	30.3%	30.6%	0.5	0.5	

3. Is Oregon postsecondary education affordable?

Community Colleges = Opportunity for Many Oregonians

“Chemeketa Community College has been the singular most important educational experience I have had until now.

My world has been transformed by education, and I am deeply grateful to the Chemeketa Woodburn Campus for helping me to take that first crucial step towards a college degree.

I hope that you will make it possible to keep the doors open. There are many young people out there just like me who have the talent, motivation and desire to succeed, and all they need is an opportunity.”

Alfredo Mendoza



3. Is Oregon postsecondary education affordable?

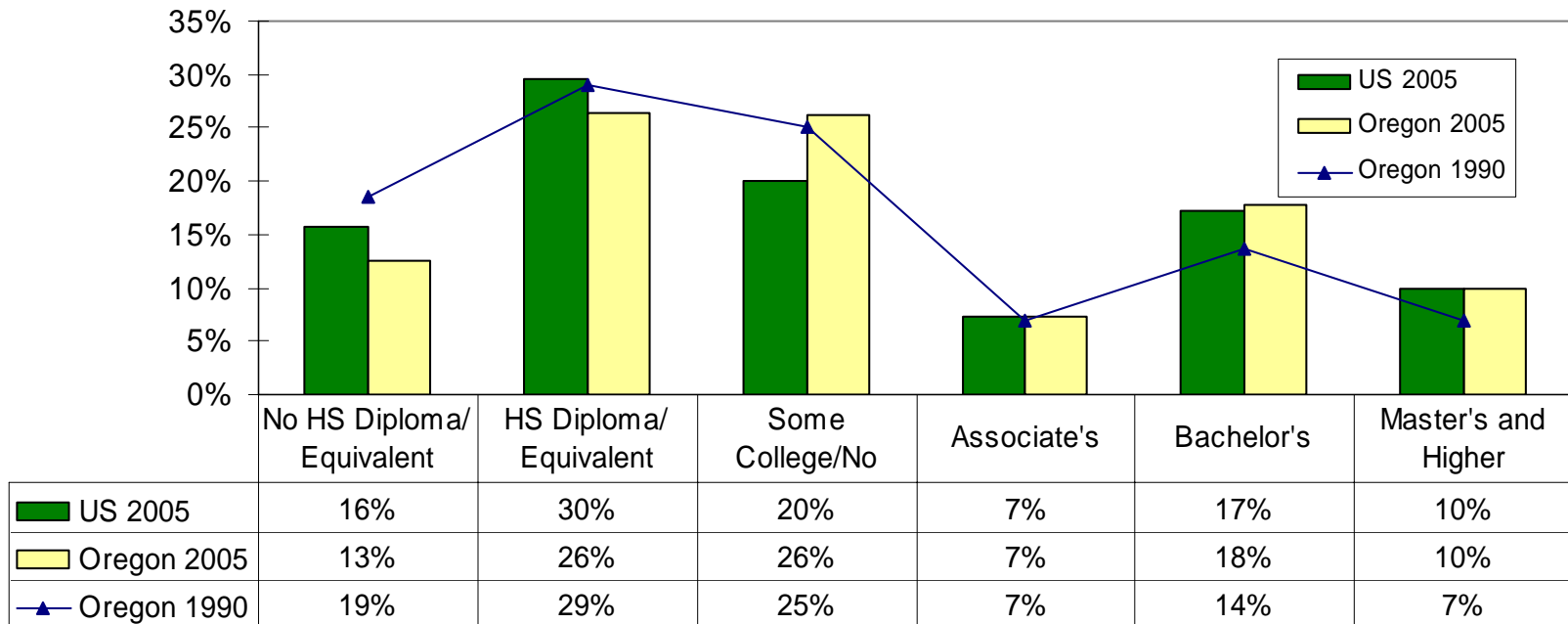
4. Do more Oregonians have certificates and degrees?

- ↑ 13% increase in nursing completions (KPM 8)
- ↑ 93% pass rate on national licensing/ certification exams (KPM 11)
- ↔ Number of PT degree/certificate completers dropped but still exceeds target (KPM 12)
- ↓ Slight downward trend in rate of associate's degree completions (KPM 13)
- ↑ Slight increase in rate of lower division students transferring to OUS (KPM 14)
- ↓ Drop in percentage of CC students persisting to a second year at OUS (new KPM 15)

Yes, but...

The percentage of Oregonians with some college or an associate's hasn't risen as much as the percentage with a bachelor's or higher.

Educational Attainment of Adults Age 25+: Oregon 1990 and 2005



U.S. Census Bureau: 1990 Census and 2005 American Community Survey

4. Do more Oregonians have certificates and degrees?

Where Does Oregon Want to Be By 2025?

Education Enterprise Target

By 2025, 40% of Oregonians have a bachelor's degree or higher, 40% have a post-secondary professional certification/associate degree and 20% have a high school diploma as highest level of education.

Education Enterprise Outcomes

- Learners are well prepared for educational advancement, employment, and citizenship
- Learners successfully progress in their current education environment
- Quality education is available and affordable
- Oregon workers have the training and education they need to raise their skills and to help Oregon businesses remain competitive in a global economy
- Education Enterprise services further benefit Oregon's economy and communities

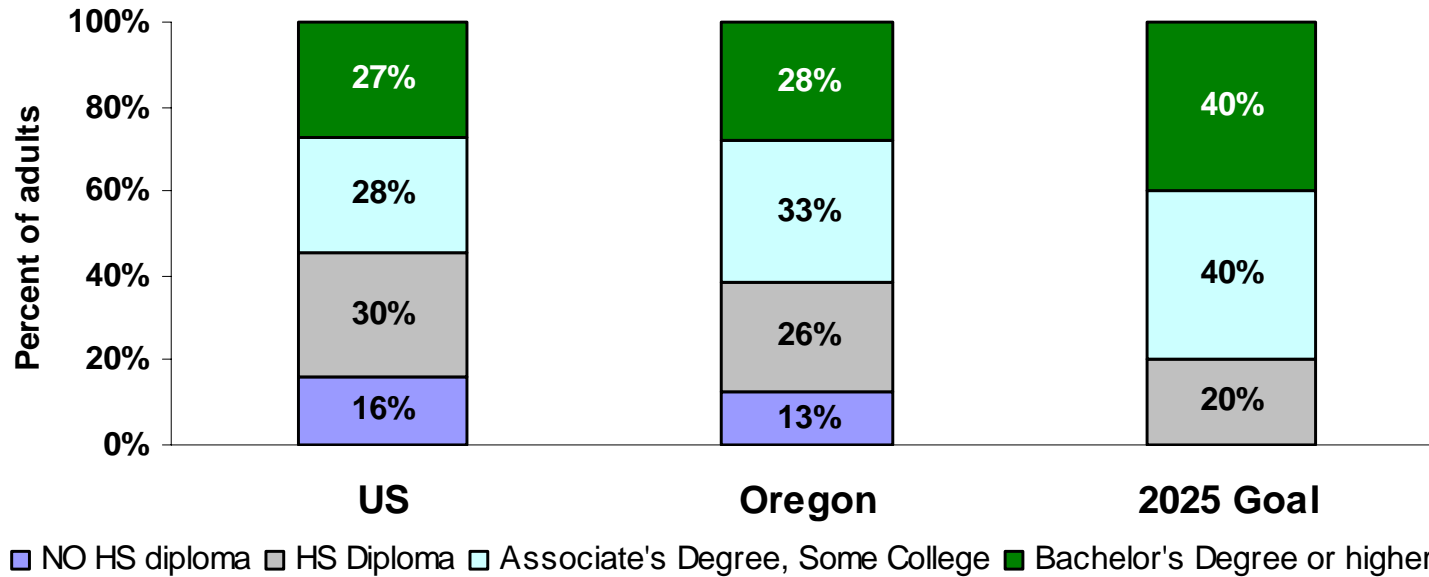


Photograph by Susan Garrett Crowley

4. Do more Oregonians have certificates and degrees?

Where is Oregon Now?

**Educational Attainment of Adults Age 25+
2005 Estimates Compared to Oregon's 2025 Goal**



U.S. Census Bureau: 2005 American Community Survey

Chance of an Oregon high school grad going to college by age 19 is less today than ten years ago (2004 compared to 1994).

4. Do more Oregonians have certificates and degrees?

The Central and Eastern Oregon Distance Nursing Education Project (NEP)

Goal: Reduce nursing shortages in central and southeastern Oregon

- By expanding access to entry level nursing education for area residents,
- Increasing the pool of trained nurses in rural/frontier communities, and
- Enhancing retention of nursing personnel at remote hospital sites.



4. Do more Oregonians have certificates and degrees?

18-month Accelerated Training Program

- Incumbent workers receive training as registered nurses (RNs)
- Distance delivery of nursing curriculum
- Compressed skills lab training brought students to campus for 2 or 3 weekends each term
- Fully-preceptored model for site-based clinical training at participating hospitals
- Case management and support services to facilitate student success
- Off-cycle start date with instruction scheduled during six consecutive terms
- Links to opportunities for continuing education toward a Bachelor of Science in Nursing (BSN)

Bach, S. "The Central and Eastern Oregon Distance Nursing Education Project: Project Evaluation." March, 2007.

4. Do more Oregonians have certificates and degrees?

NEP Outcomes

19 students were enrolled in the NEP:

- 17 students (89.5%) successfully completed program requirements and graduated with Associate of Applied Science (AAS)
- All 17 graduates (100%) successfully passed NCLEX-RN exam, qualifying them to work as registered nurses
- As of June 2006, 16 NEP graduates (94.1%) were employed as RNs
- Two students who completed Year 1, passed the NCLEX-PN exam, and subsequently left the program before graduating are working as licensed practical nurses
- Graduation and NCLEX-RN pass rates were higher for students in the NEP distance cohort than for ALL students in traditional entering cohorts for the nursing program.

Bach, S. "The Central and Eastern Oregon Distance Nursing Education Project: Project Evaluation." March, 2007.

4. Do more Oregonians have certificates and degrees?

Policy Package 108: Healthcare Workforce Initiative

- Expands statewide access in allied health and nursing education programs, increasing instructional capacity through:
 - ❑ additional course sections of allied health, nursing, science and health occupation pre- and co-requisite courses;
 - ❑ coursework in distance and/or simulated learning formats;
 - ❑ articulation, transfer and program sharing agreements; and
 - ❑ faculty and student support for effective use of distributed, simulated and clinical instructional environments and strategies.
- \$2.2 million Total Funds

<i>KPM</i>	<i>2007-09 Targets</i>		<i>Target Impact</i>		<i>Longer-Term</i>
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4. Do more Oregonians have certificates and degrees?

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4. Do more Oregonians have certificates and degrees?

Community College Capital Construction



Capital Construction

341.009(14) Policy: The state should maintain a **policy of substantial state participation** in community college building costs and the maintenance of an adequate level of state support for operation. The district should provide a substantial portion of the funds for capital improvement as well as for operation of a community college.

4. Do more Oregonians have certificates and degrees?

Prioritizing Community College Capital Construction Projects

- Each community college submitted a **prioritized list** of no more than three capital project needs. The list could not include statutorily prohibited projects (including dormitories and athletic facilities for spectator sports) and had to conform to the current administrative rule.
- In **June 2006**, the **State Board of Education approved the list** of prioritized capital projects as presented by CCWD.
- The 2007-09 Governor's Recommended Budget includes Priority One capital **projects for twelve of Oregon's community colleges.**
- The Community College Capital Construction package requests **\$87.2 million in Article XI-G bonds.**
- Article XI-G bonds must be **matched one-to-one locally** before the bonds can be sold. The community colleges provide their match through fund raising or local bonding.

State Board of Education Process

The State Board of Education adopted rule (OAR 589-003-0100) outlining criteria for ranking capital construction projects. To qualify and be ranked, the project must:

- ❑ Clearly serve an instructional purpose
- ❑ Clearly meet an important demonstrated service need of the college
- ❑ Clearly meet a facilities need that cannot be adequately addressed through alternative, interim, or existing facilities
- ❑ Clearly serve to complete a comprehensive community college facility
- ❑ Clearly meet an important and articulated objective of the college
- ❑ Clearly reflect evidence of local planning and needs assessment

In collaboration with the community college presidents, CCWD applied guiding principles in determining the ranking of projects within the budget. These principles are:

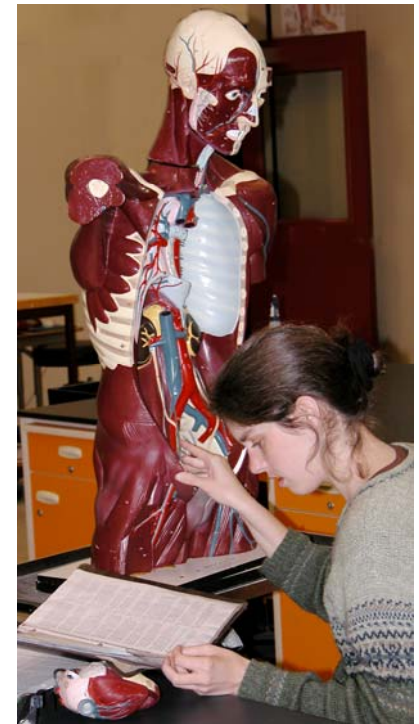
- ❑ Structural integrity and safety issues
- ❑ Connections to the Oregon University System and PreK-12
- ❑ Economic development and high demand occupations

4. Do more Oregonians have certificates and degrees?

2007-09 Capital Construction

Projects included in the 2007-09 Governor's Recommended Budget:

Clatsop	New Campus
Chemeketa	Classroom & Health Sciences
Clackamas	Allied Healthcare Center of Excellence
Central Oregon	Science & Allied Health Instructional Building
Lane	Health & Wellness Building
Linn-Benton	Science Center Expansion and Renovation
Portland	Educational Center
Treasure Valley	Community College / University Center
Blue Mountain	Hermiston Center
Umpqua	Regional Training Center
Oregon Coast	Expand Aquarium Building
Columbia Gorge	Workforce Building



4. Do more Oregonians have certificates and degrees?

Oregon Benefits from Capital Investment in Community Colleges

Oregon's people will benefit

- ❑ Capacity to serve at least 2,300 additional FTE* students statewide
- ❑ Facilities in rural and underserved areas will reduce travel time and expense
- ❑ Expanded partnerships with OUS and K-12 will promote seamless access to educational services
- ❑ Enhanced workforce services for students and communities

Oregon's communities will benefit

- ❑ Community health partnerships with local hospitals will promote health and wellness
- ❑ Local partnerships for free dental/medical clinics
- ❑ Improved vital local services, such as emergency centers and 911 call centers

*FTE = Full Time Equivalent

4. Do more Oregonians have certificates and degrees?

Oregon Benefits from Capital Investment in Community Colleges

Oregon's employers will benefit

- ❑ Expanded science and technology instruction will increase the skilled labor pool
- ❑ More graduates who are qualified, trained and equipped to enter the Health Sciences career fields
- ❑ Partnerships with businesses and increased opportunities for employer-driven training

Oregon's economy will benefit

- ❑ Ability to grow local workforce to meet local needs
- ❑ Sustainability and resource and energy conservation
- ❑ Jobs created in local areas for construction and faculty/staff

Policy Package 102: Capital Construction

- State Statute requires that the state “should maintain a policy of substantial state participation in community college building costs.” ORS 341.009 (14).
- This general policy guideline has resulted in the submission of requests for state Article XI-G bond investments in community college capital projects for every budget cycle in the last decade except 2001. In 2005-07, community colleges received capital construction Article XI-G bonds from the state for the first time in twenty-five years.
- \$107.3 million Total Funds

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	2008	2009	2008	2009	
8: Nursing completion	73.0%	73.7%	0	0	Impact in 2011, with a 2% increase over 2009 target
12: PT degree/cert completion	5,156	5,259	0	0	Impact 2011, with a 0.5% increase over 2008 target
13: Associate degree completion	30.3%	30.6%	0	0	Impact 2011, with 1.6% increase over 2009 target

4. Do more Oregonians have certificates and degrees?

5. Are Oregon's people, communities, employers and economy benefiting?

- Opportunities for education and training lead to family wage jobs
- The prosperity of Oregon and Oregon communities rests on the skills of the workforce
- Oregon's business needs are changing, increasing the demand for a highly educated and skilled workforce
- Investment in education and skills training lead to future economic prosperity

Benefits to Oregonians

- Higher earnings and a high rate of return on educational investment
- Annual income increase of \$85 per year for every community college credit completed
- 19% annual rate of return on community college student investment; students recover costs in 7.3 years
- Average earnings with an Associate's Degree are 117% more than a high school diploma/GED; 37% more than a high school diploma/GED
- Average increase of \$5.10 in students' lifetime earnings for every education dollar invested in community colleges (in the form of tuition, fees, books, and foregone earnings from employment)
- Workers benefit from training programs that meet their needs through redesigned coursework

5. Are Oregon's people, communities, employers and economy benefiting?

Benefits to Oregon Communities

- The state avoids \$9 in social costs every year for each community college credit completed (improved health, reduced crime, and fewer welfare and unemployment claims)
- \$39 million in social savings for the state each year attributed to community college education
- 19% annual rate of return on taxpayer investment in community colleges; recover all costs in 7.4 years
- Rural community colleges are often the social and cultural centers of their communities

5. Are Oregon's people, communities, employers and economy benefiting?

Benefits to Oregon Employers

- 93% of CC students stay in the region after leaving college and contribute to the local and state economy and labor pool
- Business and jobseekers benefit from a workforce with the basic skills and education necessary to compete for jobs and the high-demand advance skills training to remain competitive
- CCWD supports the global competitiveness of Oregon businesses by building the skills of the workforce
- Community colleges serve over 500 employers and train over 24,000 employees through Business and Industry Training Services
- Small Business Development Center clients generated 1,902 jobs in 2004, adding \$2.4 million in state and federal taxes, and trained over 7,000 small business people

5. Are Oregon's people, communities, employers and economy benefiting?

Benefits to Oregon's Economy

- The state's annual economy is \$10.4 billion stronger due to the past and present investments of the 17 community colleges (\$8 billion in regional income; \$2 billion in other indirect effects)
- Students generate \$382 million more in taxable income annually due to education received at Oregon community colleges
- The economy of the State of Oregon receives roughly \$345 million in regional income each year from college operations and capital spending
- CCWD and its partners link workforce and economic development so businesses that are locating and expanding in Oregon have a prepared and available workforce

5. Are Oregon's people, communities, employers and economy benefiting?

Policy Package 103: Agency Alignment

- This package reclassifies eight represented and two management positions in CCWD. The reclassifications permanently align the job duties and level of responsibility of the staff with the appropriate classification.
- The requested amount reflects costs based on wage information currently incurred for employees to perform the required work of the agency.
- \$.09 million Total Funds

<i>KPM</i>	<i>2007-09 Targets</i>		<i>Target Impact</i>		<i>Longer-Term</i>
	2008	2009	2008	2009	
19: Customer service	70%	70%	0	0	Without this package, employees are constrained to performing duties at a lower level, resulting in more limited customer service and lower customer service ratings

5. Are Oregon's people, communities, employers and economy benefiting?

Policy Package 104: CCWD Accountability and Education Enterprise Alignment and Support

- CCWD provides an integral connection between the community colleges and between their local and state partners in the educational enterprise and workforce.
- Recent laws and policies have created critical and time sensitive programmatic and operational mandates that the department must meet. The Department's staffing level cannot accommodate the workload required and available funds have been fully leveraged to the extent allowable under both federal and state auditing laws, rules and policies.
- This request is critical to CCWD's ability to continue to provide public stewardship and accountability.
- \$1.4 million Total Funds (9 positions)

<i>KPM</i>	<i>2007-09 Targets</i>		<i>Target Impact</i>		<i>Longer-Term</i>
	2008	2009	2008	2009	
19: Customer service	70%	70%	1	4	

5. Are Oregon's people, communities, employers and economy benefiting?

Policy Package 109: Integrated Management Information System (IMIS)

- Integrated Management Information System (IMIS) is an effort to integrate the data from the various WorkSource Oregon partners to provide research, data and evaluation on training, employment, and workforce development activities.
- Development of a Reporting Portal which will allow CCWD to combine reporting from its various data systems. Expansion of the Oregon Community College Unified Reporting System (OCCURS) to include Budget, Revenue, and Expenditure Data.
- \$1.7 million Total Funds

<i>KPM</i>	<i>2007-09 Targets</i>		<i>Target Impact</i>		<i>Longer-Term</i>
	2008	2009	2008	2009	
19: Customer service	70%	70%	1	2	

5. Are Oregon's people, communities, employers and economy benefiting?

Community Colleges = Opportunity for Many Oregonians



“If not for the Turning Point Transitions program, I would not have enrolled at LBCC. It was the beginning for me. The program raised my self esteem, giving me the fundamentals needed to get started.

LBCC has been the perfect fit for me. TRIO staff helped me work through the difficult barriers.”

JoDee Lonsdale, LBCC student and single mom

