Host State Highlight: Oregon’s Focus on Equity

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“The Higher Education Coordinating Commission (HECC) envisions a future in which all Oregonians—and especially those whom our systems have underserved and marginalized—benefit from the transformational power of high-quality postsecondary education and training.”

“It is a future where innovative colleges, universities, and training providers, both public and private, help Oregonians to reach their highest potentials, build trajectories to family-wage careers, foster a more just society, and break patterns of intergenerational poverty.”

“It is a future where postsecondary education fuels a resilient economy by anticipating workforce needs and by fostering innovation, research, and knowledge. In the future we envision, all Oregonians enjoy well-lived lives thanks to the myriad benefits of postsecondary education and training...”

From the HECC Strategic Framework, December 2017
The Oregon Equity Lens was adopted by the HECC in 2014 as a cornerstone to the State’s approach to education policy and budgeting.

Purpose: To clearly articulate the shared goals we have for our state, the intentional policies, investments and systemic change we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress.

- Confirms the importance of recognizing institutional and systemic barriers that have limited access and success for many students.
- Emphasizes historically underserved students, with a particular focus on racial equity.
“The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas.” – Oregon Equity Lens
Oregon Educational Attainment Varies Widely by Race/Ethnicity, Adults Age 25 and Older

All Oregonians 25 and older in 2017

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Bachelor's degree or higher</th>
<th>Associate degree/Career certificate (est.)</th>
<th>Some college, no credential</th>
<th>High school diploma/equivalent</th>
<th>Less than high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian American</td>
<td>25.2%</td>
<td>15.2%</td>
<td>20.6%</td>
<td>23.9%</td>
<td>33.5%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>20.1%</td>
<td>14.5%</td>
<td>25.0%</td>
<td>22.7%</td>
<td>20.1%</td>
</tr>
<tr>
<td>Hispanic/LatinX</td>
<td>13.2%</td>
<td>20.7%</td>
<td>4.2%</td>
<td>19.4%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
<td>9.4%</td>
<td>6.6%</td>
<td>34.4%</td>
<td>21.4%</td>
<td>52.3%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>11.7%</td>
<td>17.3%</td>
<td>12.8%</td>
<td>14.4%</td>
<td>12.8%</td>
</tr>
<tr>
<td>White</td>
<td>13.4%</td>
<td>12.4%</td>
<td>17.3%</td>
<td>14.4%</td>
<td>8.1%</td>
</tr>
</tbody>
</table>

40-40-20 Goal

- Bachelor's degree or higher: 40%
- Associate degree/Career certificate (est.): 40%
- Some college, no credential: 40%
- High school diploma/equivalent: 20%
- Less than high school: 20%

Source: American Community Survey data, three-year rolling average of 5-year estimates.
EFFECTS OF STATE EQUITY POLICY ON COMMUNITY COLLEGES IN OREGON

National Governors’ Association
June 6, 2019
Effects of State Focus on Equity

- HECC
  - Equity Lens
  - Strategic Framework
  - Key Performance Measures
  - Higher Education “Snapshots”
  - Oregon Promise
  - Policy Reports on Equity Topics

- HB 2864 (Cultural Competency Bill)
Oregon’s Community Colleges

Student Snapshot
- 25% students of color
- 43% first-generation-in-college
- 36% receive public grant aid
- 66% are working
Equity Efforts at Colleges

- Student success programs – specific (TRIO, HEP, CAMP, Future Connect, Brother-to-Brother, Exito grant)
- Student success efforts – at scale (Guided Pathways, Career Pathways)
- Professional development – culturally responsive teaching, ELSEE, Oregon Presidents’ Council
- Campus climate – climate survey, affinity spaces, diversity committees, indigenous land acknowledgement
- Decision-making – Critical Race Theory
Developing and Implementing the SSCM

NGA Conference
June 6, 2019
David McDonald
Topics of Conversation

• Development
• Focus on Equity
• Impact on Campus Priorities
Campus Collaboration with HECC

• Workgroup with campus and HECC staff created SSCM. Diverse areas represented
• Collaborative work replicated in other areas such as Engineering Sustaining and Technology Fund and Capital Improvement
• Five-year review process
Aggressive Development

• Consultants used to frame options and experiences
• Twice monthly meetings
• HECC staff produced updated models for each meeting
• Workgroup had full access to the models

Source: https://www.wou.edu/planning/institutional-priorities/
Key Elements of SSCM

• Oregon Equity lens
• Data-driven model
• All data had to be verifiable and uniformly collected and shared
• Oregon residents
• Data smoothing (three-year average)
Oregon Equity Lens

• Starting point in model development
• Race and ethnicity explicitly prioritized (but not exclusive focus)

“everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments…”

Equity within the SSCM

• Student Populations (degrees)
  – Underrepresented Minorities
  – Low Income (Pell)
  – Rural (census data correlated to high school)
  – Veterans

• Each characteristic generates additional funds to the university ($3300 for one trait)

• Bilingual Teachers ($3,000)
Old Allocation Formula

Credit Hour
Complicated
Static
Reactive
New Allocation Formula (SSCM)

Degrees
Simple
Dynamic
Pro-active
WOU Profile (Fall 2018)

• Oldest public university in Oregon (2 years before Oregon statehood)
• 5,185 students
  • 22% of students are Latinx
  • 76% resident
  • 10% graduate students
  • 81% full time
  • 44% receive Financial Aid
Major Focus—Completions!

• Central part of new Budgeting Committee
  – Two priorities: recruitment and graduation
• Campus-wide lens for decision-making
• New program budgeting includes SSCM
Campus Discussion and Priority

• Board of Trustees training and quarterly meetings
• Annual President’s Welcome
• Faculty Senate meetings
• Academic division meetings
• Staff meetings
Student Populations

• Support all students, but extra focus on
  – Low income
    • Institutional financial aid policies
    • Tuition Policy (2.33% increase—lowest in Oregon)
    • Student Enrichment Program (TRiO)
  – Minority
    • Scholarships
    • Bilingual staff
    • Targeted support services
  – Veterans
    • Veterans Resource Center
  – Rural
    • Admission staff visits to rural high schools
    • Yield events in rural areas
    • Willamette Promise
    • Teacher Education Workforce Pipeline
Degree Areas

- Bilingual Teacher Scholars Program
  - Regional partnership
    https://www.wou.edu/teachered/bilingual-teacher-scholars/

- Salem Adult Degree Completion
  - http://www.wou.edu/provost/wou-in-salem/
  - HECC Lumina Grant

- Masters in Organizational Leadership
  - http://www.wou.edu/graduate/m-a-organizational-leadership/

- Health Care
Thinking Vertically

• Willamette Promise (high schools)
• Degree Partnerships (community colleges)
• Transfer credit articulations (community colleges)
• Retention (current students)
• Degree Completion (adult students)
• Graduate Degrees
Major Curricular Reforms

- 30-60-90 Curricular framework (4 year degrees)
  - 30 credits elective (Minimum)
  - 60 credits general education (Maximum)
  - 90 credits within the major (Maximum)

- General Education
  - New Freshmen Year Experience
  - Focus on learning outcomes, not specific courses

- Elimination of required minors

- Expansion of AB degrees (Liberal Studies)
Next Steps

- Welcome Center
- Student Success Center
- Becoming an HSI
- Regional Teacher Workforce Initiative
- Addition of Men’s Soccer
- Health Sciences Initiative
Challenges

- Policy maker awareness and appreciation
- Campus leadership change
- Decreasing state appropriations
- Refinement vs. major change pressure
- Patience AND Persistence...Change is Hard!
Questions?

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