



# Funding Universities for Equitable Student Success

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Commission

Illinois Commission on Equitable Public University  
Funding  
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# HECC Vision for Oregon Postsecondary Education

*We envision 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.*

From the [HECC Strategic Framework, December 2017](#)



3225 25th Street SE, Salem, OR 97302  
[www.oregon.gov/HigherEd](http://www.oregon.gov/HigherEd)

# Our Key Responsibilities

The HECC supports state goals for postsecondary education and training by a wide range of policy and funding strategies including:

- setting a strategic vision for postsecondary education and advising state leaders;
- administering the statewide higher education and workforce biennial budget of \$3.0 billion (2021-2023)
- authorizing programs and degrees;
- administering statewide financial aid, workforce, and educational programs;
- research, evaluation, and analysis.

We also directly serve Oregonians by awarding grant and scholarship aid to students, and connecting Oregonians with workforce and training resources.



The HECC is a coordinating board, not a governing board, and we work in collaboration with many partners across the postsecondary landscape.

# Oregon's 40-40-20 Goal for Young Adults

**40%**

4-year degree  
or more

**40%**

2-year degree  
or short-term  
career certificate

**20%**

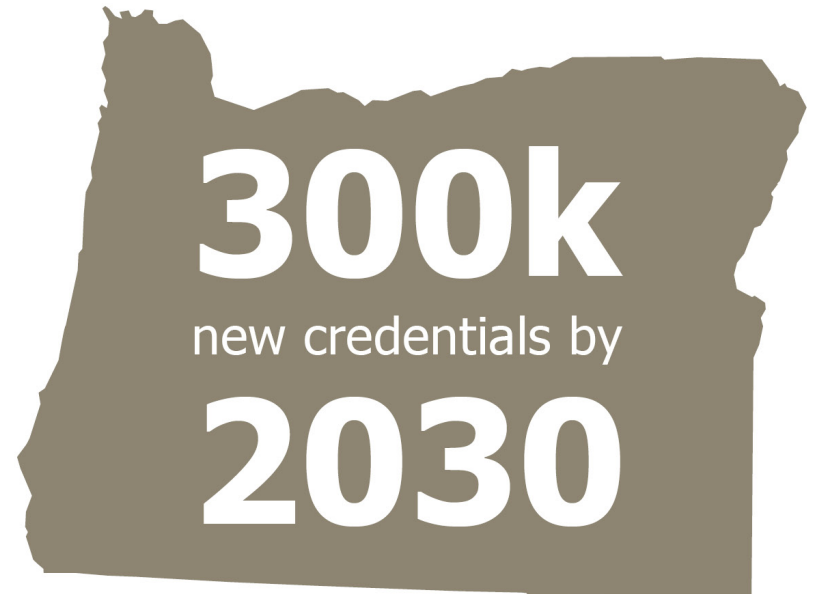
High school  
diploma or  
equivalent



More on educational attainment goals and progress toward them [on our website here:](https://www.oregon.gov/highered/about/Pages/state-goals.aspx)

<https://www.oregon.gov/highered/about/Pages/state-goals.aspx>.

# Oregon's Adult Educational Attainment Goal



# Oregon HECC Equity Lens

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; to assess the equity impact of policies and investments; **to make intentional policies, investments and systemic change to achieve an equitable educational system;** and to create clear accountability structures.
- Confirms the **importance of identifying and urgently addressing institutional and systemic barriers** that have limited access and success for many students.
- Emphasizes **historically underserved students**, with a **particular focus on racial equity**.

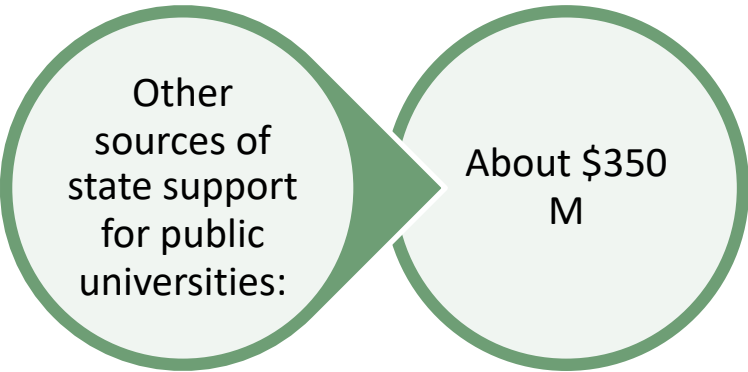


In 2021, the HECC updated and customized the Equity Lens, now titled the Oregon HECC Equity Lens, with a renewed attention on application to postsecondary education and training. See <https://www.oregon.gov/highered/about/Documents/State-Goals/Equity-Lens.pdf>

# Overview of Oregon's Public University Support Fund (PUSF)

\$904.0 Million  
(2021-23)

Legislatively-adopted PUSF for HECC distribution to Oregon's seven public universities in 2021-23.



\$461.0 Million  
(FY2023)

HECC distributes 49% of the appropriation in the first year of the biennium (FY22), 51% in the second (FY23).



The amount per university is determined based on a formula the HECC establishes via administrative rule.

■ EOU ■ OIT ■ OSU ■ PSU ■ SOU ■ UO ■ WOU

# Public University Distribution Formula Architecture

## **Mission Differentiation Funding – 17%**

- Allocation off the top
- Based on historical levels + inflation
- Provides funding stability for regional institutions and acknowledges mission specific needs

## **Activity-Based Funding – 33%**

- Based on course completions
- Cost-weighting of courses by discipline

## **Outcomes-Based Funding – 50%**

- Includes degree completions at all levels
- Transfer bachelor degrees are discounted
- Additional weights for underserved students and completions in critical areas



**Total Allocation**

# Outcomes and Activities Data (83% of the total distribution)

## ACTIVITY BASED ALLOCATION



- Number of resident student credit hours completed by level and discipline (3-year average)
- Summer, fall, winter and spring quarters for the three prior academic years
- Cost weights applied by level (baccalaureate, master's, doctoral) and academic discipline to get weighted hours

## OUTCOMES BASED ALLOCATION



- Resident degree completions (3-year average)
  - Degrees completed by level and discipline
  - Transfer degree discount
  - Community College transfer degree bonus
  - Underrepresented student completions
- Points are awarded and weighted by:
  - Degree level
  - Academic discipline
  - Targeted population group
  - Area of study bonus (STEM, bilingual education)

# Points for the Outcomes Based Allocation

## Degree Weights

Baccalaureate	2.0
Master's	1.0
Professional	1.0
Doctoral	1.4
Certificate	0.2

## Cost Weights

By level of degree and  
academic discipline

## Area of Study Bonus

STEM + Health 20%  
Bilingual Education 120%

## Targeted Populations

Low Income (Pell)  
Underrepresented Minority  
Rural  
Veteran

# How it works – Outcomes-Based Allocation (approx. 50% of total)

- The example below includes hypothetical data.
- All resident student degrees are collected for all levels of instruction across all disciplines. Degree weights are applied by type of degree.
- Cost weights are applied by level/discipline combination.
- The area of study bonus, transfer discount\*, transfer bonus\* and the targeted populations bonus are applied as well.

\*For simplicity, transfer discount/bonus not shown in hypothetical scenario below.

Institution Y awards three degrees, one of which is to a student with one underrepresented characteristic						
Degree Awarded	Academic Discipline	Degree Level Weight	Cost Weight (multipli-cative)	Area of Study Bonus (additive)	Targeted Population	Outcome Points
Bachelor's degree	Engineering	2.00	2.10	0.4		4.6
Master's degree	Education	1.00	1.18	0		1.18
Doctoral degree	Psychology	1.40	2.35	0		3.29
Underrepresented student					1.0	1.0
Total Outcome Points for Institution Y						10.07

# Funding by Institution – Outcomes

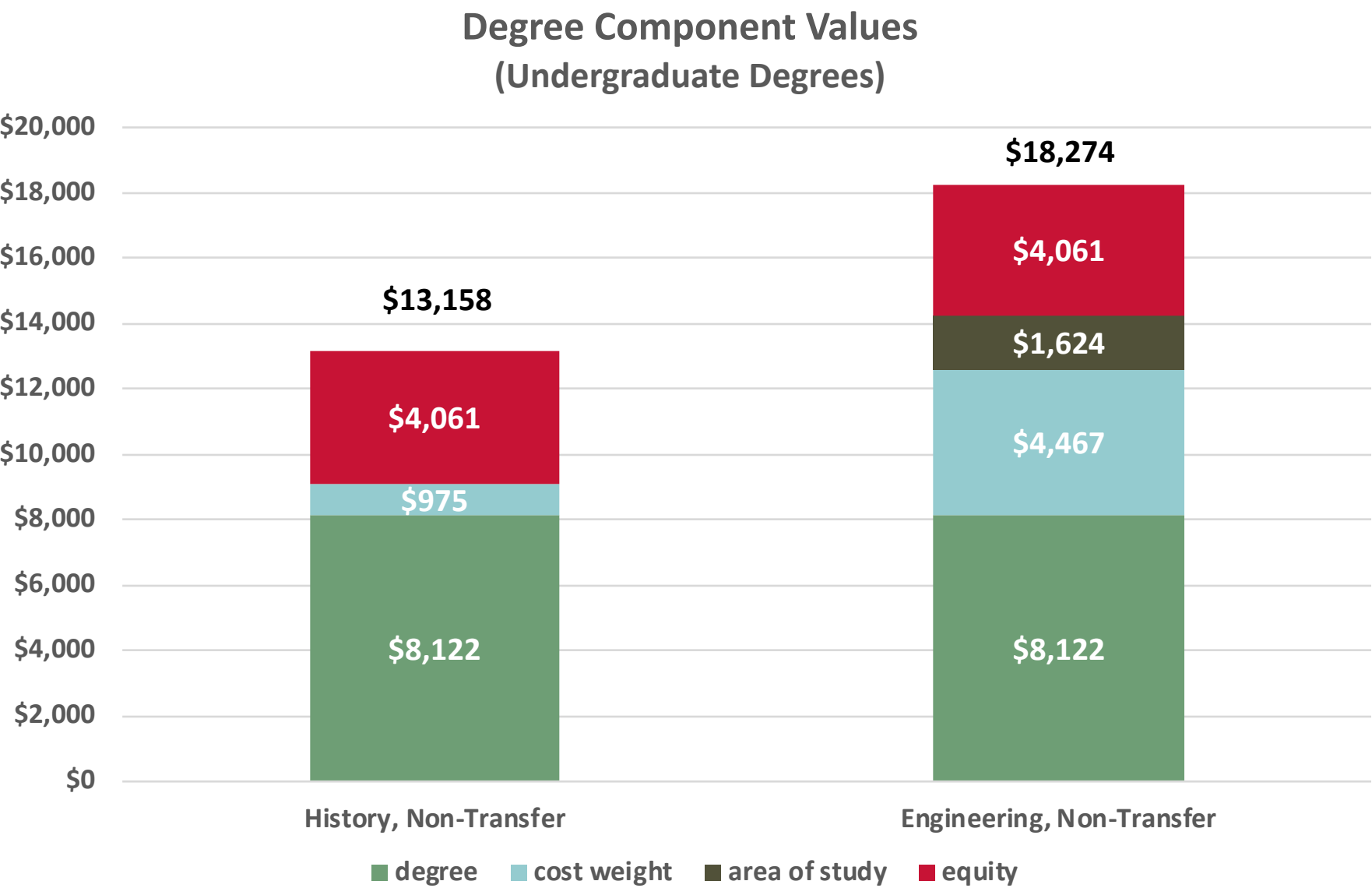
- All outcomes points for all institutions are added up.
- The total points is divided into the available funding to get a dollar value per point.
- The dollar value per point is then multiplied by the total points for each institution to get the funding for each institution.

**\$205.2 million / 50,528 points =  
\$4,061.19 per point**

## Calculation of Funding (\$4,061.19 per point)

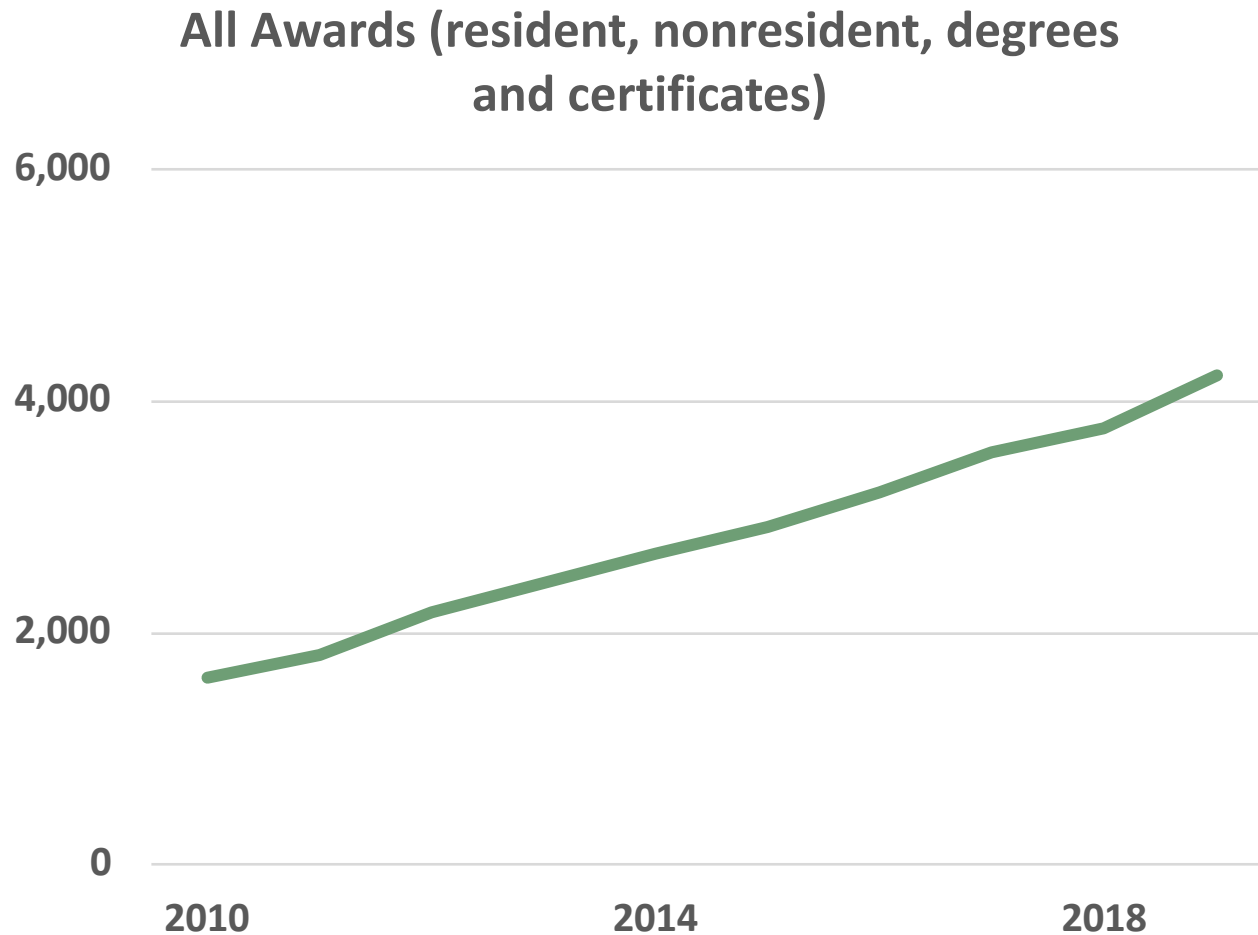
Institution	Points	Dollars
EOU	1,510	\$6,135,524
OIT	2,667	\$10,832,998
OSU	16,512	\$67,059,238
PSU	14,779	\$60,021,166
SOU	2,069	\$8,403,215
UO	10,156	\$41,246,226
WOU	2,833	\$11,505,820
<b>TOTALS</b>	<b>50,528</b>	<b>\$205,204,187</b>

# What's a degree worth?



- Shows undergraduate degrees in history and engineering
- Represents only the outcomes portion of the allocation (not activity or mission support funding)
- Assumes the graduate carries one equity characteristic

# Degrees Awarded to Underrepresented Students Are Growing



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The number of degrees awarded has grown 10% annually since 2009

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The percent of degrees awarded is now at 22% of total degrees up from 9% in 2010

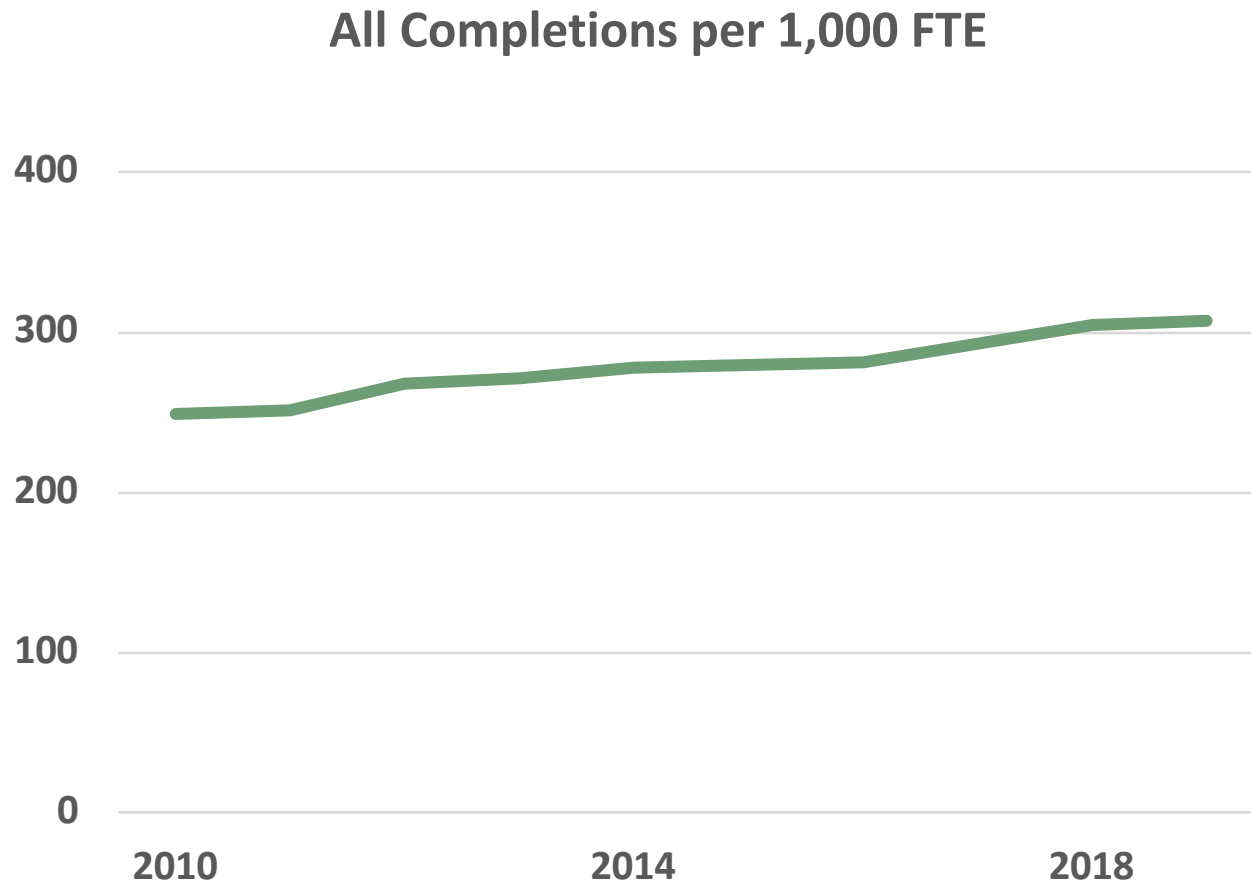
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Includes low-income, underrepresented minority, rural and military veteran

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# Completion Rates Are Improving



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The number of annual completions has grown 26% since 2010 to over 25,000 in 2019 for all completions

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The number of completions per 1,000 FTE accounts for enrollment fluctuations

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Annual compound growth of 2.3% increasing from 249 in 2010 to 307 in 2019

Note: Includes undergraduate and graduate certificates, bachelor's degrees, and advanced degrees.

## **Other takeaways from Oregon**

**Reactions, comments, questions**