… 40% of adult Oregonians hold at least a four-year degree by 2025
Two purposes

- Targets and funding assumptions for 5-year business plans
  - Maybe better to just give schools assumptions about tuition and State funding and let them describe what they can achieve (measure against 40-40-20 goals later)
- Framework for OEIB and HECC to set targets and funding
Today

- Method for allocating degree targets among schools
- What factors should be incorporated into or used to adjust targets?
- Linking targets to funding
OEIB and HECC will set targets

- May use population forecasting model or some other method

- For our purposes, use simple goal of 40% of all high school graduates

- NOT THE MAIN ISSUE FOR US

- MUST GET TO LEGISLATURE TAKING RESPONSIBILITY FOR NUMBER OF DEGREES IT IS WILLING TO FUND ("BUY")
Allocating targets

- **Top down approach**
  - Board allocates targets to schools taking into consideration mission, cost, institutional considerations (competitive position, financial impact, etc.)

- **Bottom up approach**
  - Board adopts statewide degree target and funding model with weights or targets for identified groups (e.g., first-generation students, low income students, etc.)
  - Schools adopt business plans identifying proposed contributions to statewide target
  - Board reconciles plans and negotiates contributions to reach target
Groups to target

- Have identified interest in
  - Rural students
  - First generation students
  - Minority students
  - Low income students
  - Adult learners
Funding per degree

High income

100%

Low income

120%
Degree readiness (ease of achieving degree)

- A potential factor for funding formula, not for setting degree targets
- Recognizes pre-enrollment credit hours achieved
- Could (not necessarily should) incorporate learning ability as measured by high school performance and/or test scores
Degree Readiness

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>High (AA degree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>110%</td>
<td>100%</td>
</tr>
<tr>
<td>Low Income</td>
<td>120%</td>
<td>110%</td>
</tr>
</tbody>
</table>

Illustrative only
Many issues not yet addressed

- Research and graduate education and degrees
- Public service
- Quality of degree
- Linking affordability to 40-40-20
Quality of degree

- What consideration should be given to quality of degree, however measured? What is the future for moving more toward proficiency assessment for degrees?

- Should the idea of “value” of different types of degrees (majors, employability, etc.) be given more consideration?

- Should there be some weight for degrees with public service and/or research components in them?