

Overview: Distance Education and Workforce Development Reports

NC-SARA contracted with the National Center for Higher Education Management Systems (NCHEMS) to create a new Distance Education and Workforce Development Report for each SARA member state. The goal for these reports is to better help states identify how distance education can be used to meet workforce needs, as well as to identify gaps in state offerings.

These reports incorporate [NC-SARA data](#) on exclusively distance education enrollment and out-of-state learning placement activity, data from IPEDS on distance education programs offered, state educational attainment measures, and workforce development data provided by Lightcast (formerly Emsi Burning Glass). For questions about this report please contact NC-SARA at data@nc-sara.org.

Please note that states may report figures other than those included in this report due to differing methodologies; please refer to the higher education system or state higher education agency for more information.

Definition of Terms:

Distance Education: Education that uses one or more types of technology to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.

Distance Education Program: A program for which all the required coursework for program completion can be completed entirely via distance education courses.

Exclusively Distance Education Enrollment (EDEE): Students who are solely taking coursework via distance education.

Out-of-State Learning Placement (OOSLP): Supervised field experiences such as, but not limited to, clinical rotations, internships, or student teaching, offered by SARA-participating institutions in locations outside their home state.

About NC-SARA

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a nonprofit organization that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance learning programs.

Today, more than 2,400 institutions participate SARA across 49 member states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands all voluntarily participate in SARA.

About NCHEMS

The National Center for Higher Education Management Systems (NCHEMS) is a private nonprofit 501(c)(3) organization whose mission is to improve strategic decision making in postsecondary education for states and institutions in the United States and abroad. Its work has touched on topics across a wide spectrum of public policy: strategic planning to finance and resource allocation to the development of new educational delivery models. Throughout its more than 50 years, NCHEMS has been a resource for turning data into usable knowledge for leaders and policymakers at all levels.

Oregon

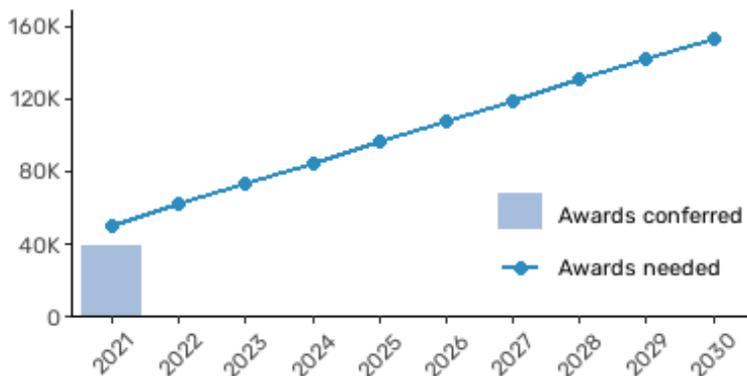
Distance Education and Workforce Development

Educational Attainment and the Workforce

Oregon's goal is for 80 percent of the population aged 25 to 64 to possess at least a postsecondary degree or certificate of value by the year 2025. In order to reach that goal by **2030**, awards from Oregon institutions will need to increase by 14.6% annually.

The industries projected to be Oregon's overall largest in 2030 are Health Care and Social Assistance, Government, and Retail Trade, and the ones projected to grow by the largest percentage are Transportation and Warehousing, Accommodation and Food Services, and Other Services (except Public Administration). This document summarizes how distance education may contribute to meeting Oregon's workforce needs.

Award Production Needed to Meet Oregon's Attainment Goal by 2030



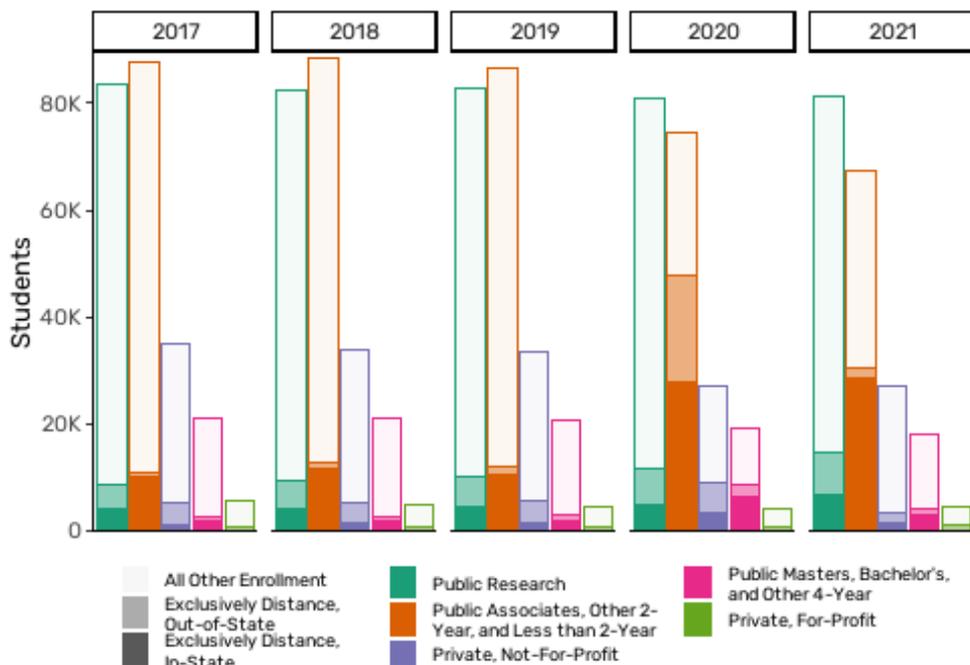
Sources: IPEDS, U.S. Census Bureau, Lumina Foundation, Georgetown Center for Education and the Workforce

College Enrollment and Distance Education

How much exclusively distance education enrollment is taking place at Oregon colleges and universities?

Oregon Enrollment by Fall Term

Exclusively Distance Education Enrollment vs. Total Enrollment



Source: IPEDS

In line with nationwide trends, overall college and university enrollment in Oregon has declined; there were 34,571 fewer students in Fall 2021 compared to Fall 2017. The number of students attending exclusively via distance education, however, grew from 28,199 (12% of enrollment) in Fall 2017 to 31,796 (14% of enrollment) in Fall 2019. The pandemic accelerated this trend, and Fall 2021 exclusively distance education enrollment was 53,656 (27% of enrollment). Of those attending exclusively via distance education in Fall 2021, 74% were in-state students from Oregon. This represents an increase from 2019, when the percentage was 58%.

In Fall 2021, the sector with the highest percentage of exclusively distance education students was Public Associates, Other 2-Year, and Less than 2-Year, while Private, Not-For-Profit was lowest.

When reading the chart above, note that the darker bands represent exclusively distance education enrollments.

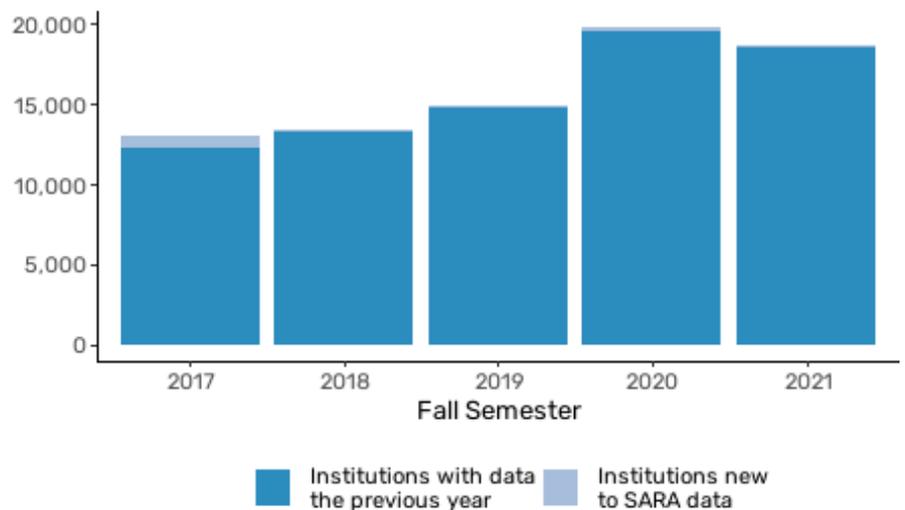
How many Oregon students are studying via distance education at out-of-state institutions?

The number of students from Oregon who study at out-of-state institutions exclusively via distance education has also increased over time.

According to NC-SARA data, in Fall 2017, 13,018 Oregon students were attending out-of-state institutions exclusively via distance education. In 2021, that number was 18,700, which was an increase of 44% over four years.

The NC-SARA data represents enrollments at over 2,300 institutions, or 67% of all postsecondary institutions that offer distance education. In the chart to the right, the light blue areas represent enrollments at institutions new to SARA participation – so any change is because of their inclusion, not an increase in students.

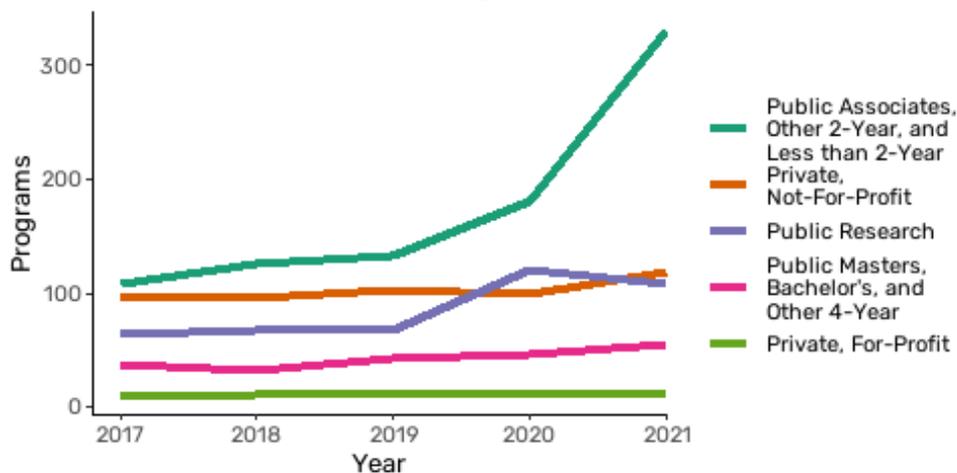
Exclusively Distance Education Enrollment
Oregon Students at Non-Oregon Institutions



Source: NC-SARA

What are the distance education offerings from Oregon institutions?

Distance Education Programs at Oregon Institutions
Over Time For All Program Levels, by Sector



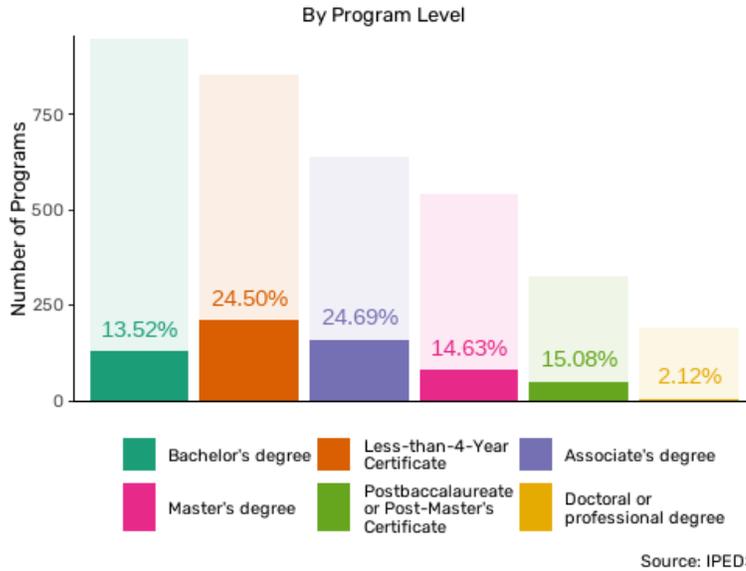
Source: IPEDS

Just as the number of distance education students has grown, the number of distance education programs has also grown, allowing students a wider variety of distance education options. A distance education program is defined as a program for which all the required coursework for program completion can be completed entirely via distance education courses.

In 2017, Oregon colleges and universities offered 318 distance education programs. By 2021, that number had grown to 626, an increase of 97%. In 2021, the sector with the largest number of distance education programs was Public Associates, Other 2-Year, and Less than 2-Year, which offered 26% of its programs (331 programs) via distance education. Across all sectors, 46% of Oregon institutions offered at least one program that could be completed entirely via distance education.

In 2021, Oregon institutions offered distance education programs in 35 disciplines. These accounted for 18% of all programs offered by institutions in the state. The largest number of distance education programs were available at the Less-than-4-Year Certificate level; there were 209 such programs across 17 Oregon institutions. The programs most commonly offered via distance education were in Business, Management, Marketing, and Related Support Services.

Oregon Programs Available via Distance Education, 2021



Five most common distance education programs in Oregon, 2021

Program Level	Discipline	Distance Education Programs
Less-than-4-Year Certificate	Business, Management, Marketing, and Related Support Services	77
Associate's degree	Business, Management, Marketing, and Related Support Services	42
Less-than-4-Year Certificate	Health Professions and Related Programs	36
Bachelor's degree	Business, Management, Marketing, and Related Support Services	33
Bachelor's degree	Health Professions and Related Programs	20
Less-than-4-Year Certificate	Computer and Information Sciences and Support Services	20

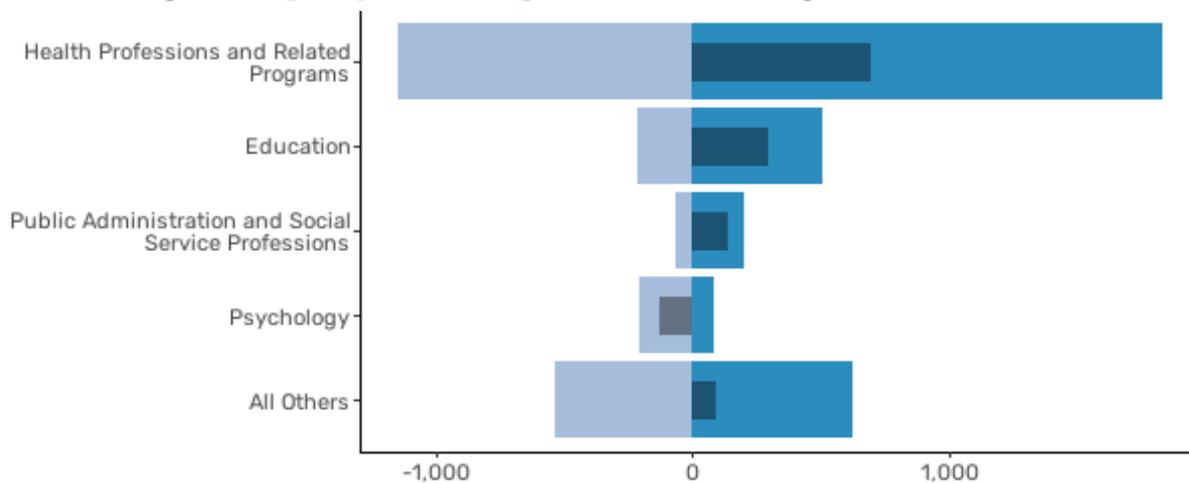
Source: IPEDS

Out-of-State Learning Placements

These learning placements include supervised field experiences such as, but not limited to, clinical rotations, internships, or student teaching.

In 2021, 3,256 total incoming students (those attending institutions in other states) participated in learning placements in Oregon, and 2,157 outgoing students attending Oregon institutions participated in learning placements in other states. The higher number of incoming students may indicate that there are job opportunities for new college graduates in Oregon. It could also be a sign that many Oregon students are attending out-of-state institutions (either via distance education or in person) but doing their learning placements back at home.

Oregon **Outgoing**, **Incoming**, and **Net** Learning Placements, 2021

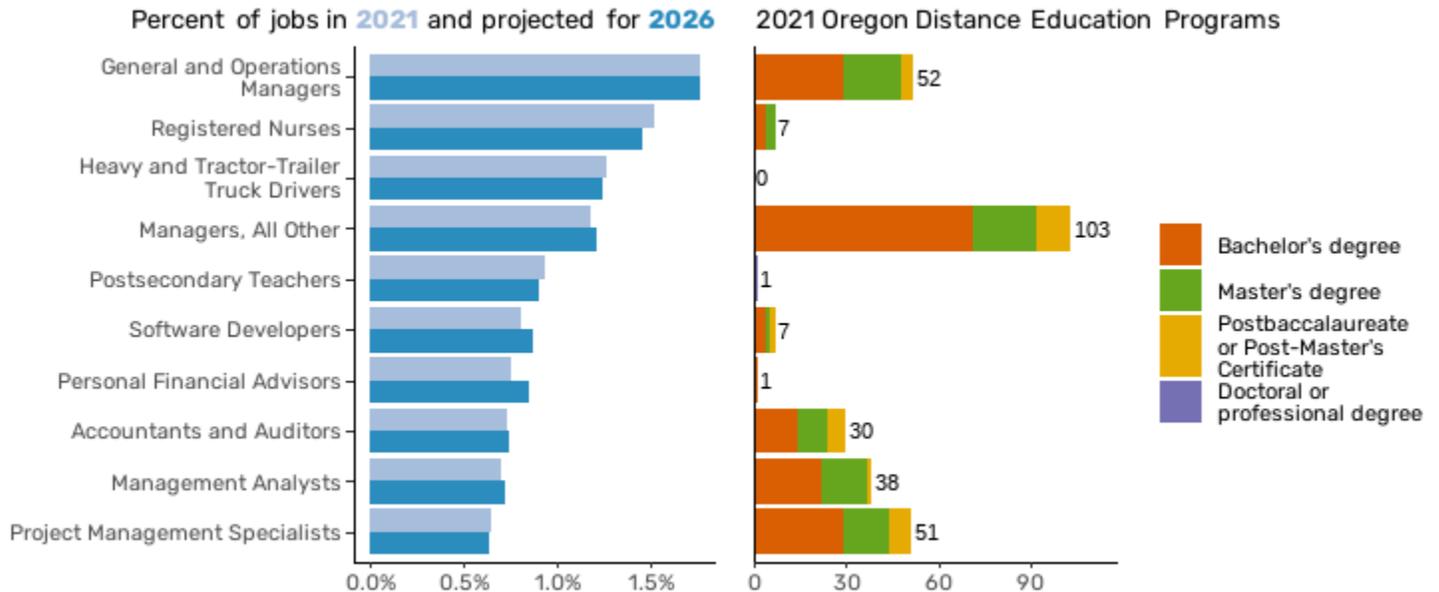


Source: NC-SARA

Workforce Development

What are the top occupations in Oregon that require a postsecondary credential or degree?

Top Oregon Occupations in That Require Some Postsecondary Education



Sources: Lightcast, IPEDS

Many of the largest occupations that require postsecondary education are expected to grow as shares of total employment over time, increasing the need for college-educated workers in Oregon. Of these ten occupations, Oregon colleges and universities offer distance education programs at the typical entry level of education, or one level higher, in nine of them.

The state's ten largest occupations requiring a postsecondary credential comprised 10% of Oregon's total jobs in 2021. Among these occupations, the largest is General and Operations Managers, and the one expected to grow by the largest percentage from 2021 to 2026 is Personal Financial Advisors.

What skills are in demand?

Among jobs with higher education requirements, the skills in highest demand in Oregon are the "common" skills of Communications, Management, and Leadership. Common skills are prevalent across many different industries and include personal attributes, behaviors, competencies, and learned skills. Among more job-specific specialized skills, those most in-demand in Oregon, based on job posting language in 2022 that also mentioned a college degree, are Marketing, Finance, and Accounting.

Top 10 In-Demand Specialized Skills in Oregon

- Marketing
- Finance
- Accounting
- Computer Science
- Auditing
- Nursing
- Data Analysis
- Project Management
- Process Improvement
- Workflow Management

Source: Lightcast

Data Details:

- Enrollment data include institutions that do not participate in Title IV financial aid.
- The five most common distance education programs may include more than five programs if there are ties.
- In the data on outgoing distance education students, please note that a small amount of the increase in students is due to an increase in the number of institutions participating in SARA and therefore reporting data.
- Outgoing distance education data exclude students studying at institutions in California, Northern Mariana Islands, Palau, Guam, Federated States of Micronesia, Marshall Islands and American Samoa.
- The out-of-state learning placements graph includes the top three programs, based on 2-digit CIP code, ranked by the number of incoming placements, the top three programs ranked by the number of outgoing placements, and the top three programs with the largest incoming vs. outgoing differences. In many cases, there is overlap in these lists. Data exclude incoming placements from institutions in California and the U.S. Territories listed above.
- The occupation graph includes the top 10 occupations that typically require a postsecondary credential or degree, based on 2021 data and 2026 projections. The top 10 for both time intervals are included, though there is significant overlap. Occupations are based on 6-digit SOC code and ranked by the number of jobs. All types of workers are counted, including those who are self-employed and those not covered by Unemployment Insurance. The distance education programs connected to these occupations are based on Lightcast's CIP-SOC crosswalk. Only programs at each occupation's typical entry level of education plus one level higher are included.