

Faculty Senate Update HECC Notes 1/23/2017



The Higher Education Coordinating Commission is the State of Oregon's sole board and agency responsible for ensuring pathways to educational success from the point at which students are completing their formal high school experience and moving forward to learning, training and mastering skills in college and career training programs.

Originally chartered as a state commission by the Legislature in 2011, this body was given expanded authorities in 2013 to include both a commission and a state agency that supports and implements the commission's vision.

In creating the HECC, the Legislature consolidated state-level leadership and coordination for post-secondary education, which had been previously spread across several boards and positions.

The HECC's statutory charter outlines three primary aspirations for Oregon higher education, including: (1) improving educational attainment and completion, (2) improving Oregon's economic competitiveness and quality of life; and (3) ensuring that resident students have affordable access to colleges and universities.

The HECC is generally responsible for advising on, adopting, and implementing state policies to ensure that the network of colleges, universities, workforce development initiatives and pre-college outreach programs remain well coordinated and student-friendly.

To effectively exercise its powers, duties, and functions, the HECC works in close partnership with the governing boards, administrators, faculty, and students at the institutions it serves—playing a critical convening role for Oregon higher education and the communities it affects.

MAJOR POWERS, DUTIES, AND FUNCTIONS OF THE HECC

Providing one strategic vision for higher education in Oregon:

- Developing state goals for the postsecondary system, including community colleges, public universities, and student access programs (ORS 350.075);
- Adopting a strategic plan for achieving the state's postsecondary goals (ORS 350.075);

Making budgetary recommendations for state institutions and programs:

- Developing a comprehensive higher education budget request linked to the strategic plan (ORS 350.075);
- Recommending a consolidated higher education budget request to the Governor and the Chief Education Officer (ORS 350.075);
- Developing the biennial budget request for community colleges and public universities, and allocating legislatively approved resources (ORS 341.626, 350.075, 350.090, 350.095, 352.089);
- Approving resident tuition increases greater than 5% for public universities (ORS 352.102);

Authorizing programs and degrees:

- Approving mission statements and significant changes in academic programs for public universities (ORS 350.085, 352.089);
- Approving new community colleges' certificate and degree programs (ORS 341.465, ORS 350.075);
- Authorizing degrees for some private and out-of-state schools, (ORS 348.594 to 348.615);
- Managing licensure and teacher registration for private career schools (ORS 345.010 to 345.450, 341.440, 342.197, 348.070, 687.011);

Managing key programs in Oregon:

- In conjunction with the Oregon Workforce Investment Board and the Oregon Employment Department, managing state implementation of the federal Workforce Innovation and Opportunity Act (WIOA);
- Administering the Oregon Opportunity Grant and other student success programs through the Office of Student Access and Completion (ORS 348);
- Developing dual credit standards, transfer standards, and credit for prior learning standards (ORS 340.310, 341.430, and 350.110).

Evaluating success of efforts:

- Conducting data collection, analysis, research, and reporting across all sectors of higher education (ORS 350.075);
- Conducting annual institutional evaluations for public universities, (ORS 352.061).

The Higher Education Coordinating Commission (HECC) held a full commission December 8th meeting by phone (Clackamas Community College was closed due to weather), and the January 12th meeting was held in Salem. Many of the Portland-based commissioners joined by phone. President Schott was present, along with Provost Walsh and Vice President Craig Morris.

No secret that Oregon is in financial trouble. Governor's Budget suggested holding funding for education and higher education flat. As the \$1.8 Billion shortfall—the proposed legislative budget makes cuts across government including teacher layoff's, university tuition hikes and Medicaid reductions. Highlights as reported by Oregon Live: *K-12 Education \$7.8 Billion, or 3% less than current services, Colleges and Universities \$2. Billion or just over 1% less than current services level) Oregon Health Authority includes the Oregon Health Plan \$2.3 billion, or 28% less than current services. Department of Human Services 9%) and Public Safety (3%) are all due seeing less as well. The lowest cut is to higher education and the highest in Health Care. See:*

http://www.oregonlive.com/politics/index.ssf/2017/01/oregons_top_budget_writers_unv.html

The final HECC Strategic Plan (2016-2020) has been published in hardcopy. Noting the HECC major powers, duties and functions, the six areas guiding the Commission include:

SIX Strategic Goal Strategies

1. Goal-setting
2. Funding
3. Pathways
4. Student Support
5. Affordability
6. Economic & Community Impact

The full report is available at: <http://www.oregon.gov/highered/about/Pages/strategic-plan.aspx>

Measure 98: State Funding for Dropout Prevention, Career and College College Readiness report (See: 4.0 a <http://www.oregon.gov/highered/about/Pages/current-materials.aspx>).

- Oregon Graduation rate 74%
- HS unprepared for college and career 73% (*entering Community College remediation classes)
- Regular Diploma, (HS grad: Reg. + Mod. + earned) **2014 OR expanded graduate to special education and deferred grad to attend CC*
- Goal of 90% graduation rate by 2020 (**OR is one of 21 states falling behind GradNation's goal; OR in list of 10 in BIGGEST trouble*)
- From MS to HS (Math 23-Reading 25; to ranked 49: what's the problem?)
- Even if MS was consistent to HS --Still below national average in 8th grade
- Low-income student remains at greatest risk---farther behind
- Unemployment rates indicates lack of readiness (OR teens 16 – 19 years are 22.2% unemployed; 20 – 24 years 8.8%)
- Overall unemployment rate 5.7% (* 16 to 24 yrs old = 12% of labor force, but only 27% are unemployed)
- Career Tech Ed, Early College Credit, 9th grade on track programs (*challenge bring to scale and sustain funding)
- Encourage looking at the slides & ECONorthwest Impact Report (*see 4.0b: <http://www.oregon.gov/highered/about/Pages/current-materials.aspx>)

Legislative Updates

HECC see: <http://www.oregon.gov/highered/research/Pages/2017-session.aspx>

Senate Bill 1540 “Tuition Waiver for Students Pursuing Mathematics-Related Degrees.”

Feasibility Study for estimated cost for tuition grants for program math majors (300-400 level) courses taken towards math degree (tuition grants or loan forgiveness). Mathematics Bachelors' degrees are 1.4% of the public universities. The goal is to attract and keep more qualified math teachers especially in rural areas of the state.

Private Post-Secondary Data Collection Review

Academic Year 2012 – 2015 produced 50, 302 Certificates, Associates, Bachelor, Master, and Doctoral degrees for Oregon residents.

Total Completions For the 2015-16 Academic Year By Type	
Completion Type	Preliminary Total*
Undergraduate Certificates	10,258
Associate's Degrees	776
Bachelor's Degrees	1,335
Post Baccalaureate Certificates	15
Master's Degrees	1,191
Doctorate Level Degrees	161
Unknown Type	579
Grand Total	14,315

**Only represents institutions who have reported to HECC*

Every Student Succeeds Act

Every **Student** has access to a well-rounded, equitable education. English, reading, language arts, writing; STEM –science, technology, engineering, mathematics; Computer Science; Foreign Languages, Arts, Music; Civics and Government, Economics, History, Geography; CTE -Career and Technical Education; Health, Physical Education; others. **For Teachers:** Student testing optional part of teacher evals. Provides additional resources and support for responsive, professional learning, maintains state testing grades 3 – 8, 11th in Math, language arts and science. **School District report cards:** Opportunity to learn, academic success, and college & career readiness

University Evaluations

ORS 352.061, require that HECC conducts an annual evaluation of the public universities in the state. The purpose is to evaluate the contributions of each to the State objectives for higher education as articulated in statute in the HECC's Strategic Plan. A mini history, SB 270 established individual governing boards at institutions and the HECC to conduct the annual evaluations based on ORS 352.061(2):

- a) Report the university's achievement of outcomes, measures of progress, goals, and targets; and
- b) B) assessment of the university's progress towards achieving the mission all education beyond high school as described in ORS 350.014 (40-40-20 goal).
- c) Requires HECC to assess university governing boards against the findings set forth in ORS 353.025 to include:
 1. Provide transparency, public accountability and support for university
 2. Are close to and closely focused on the individual university
 3. Do not negatively impact public universities that do not have a public board
 4. Lead to greater access and affordability for Oregon residents and do not disadvantage Oregon student relative to out-of-state students.
 5. Act in the best interest of both the university and the State of Oregon as a whole.
 6. Promote the academic success of students in support of the mission of all education beyond high school as described in ORS 350.014 (40-40-20 goal).

Parts of the report: Student Success & Access, Affordability, Academic Quality & Research, Collaboration, shared Administrative Services, Financial Metrics, and Board of Trustees

All are posted, see: <http://www.oregon.gov/highered/about/Pages/current-materials.aspx> 12.a – 12.h for complete details.

Interstate Passport Study: www.witche.edu/passport

(Western Interstate Commission for Higher Education) WICHE's 16 members include: Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, along with the Commonwealth of the Northern Mariana Islands and Guam (the first two of the U.S. Pacific territories and freely associated states to participate as WICHE's Pacific Islands member). Current developed passports states include Hawaii, Oregon, North Dakota, South Dakota, Utah, and Wyoming

Interstate Passport is a program that facilitates block transfer of lower-division general education based on learning outcomes and proficiency criteria. Its overarching goal is simple - to eliminate unnecessary repetition of academic work after students transfer. Designed to improve graduation rates, shorten time to degree, and save students money, the program can also strengthen existing articulation agreements and support institutions' continuous improvement efforts. All Interstate Passport's components have been designed by faculty, registrars, institutional researchers, and academic advisors.

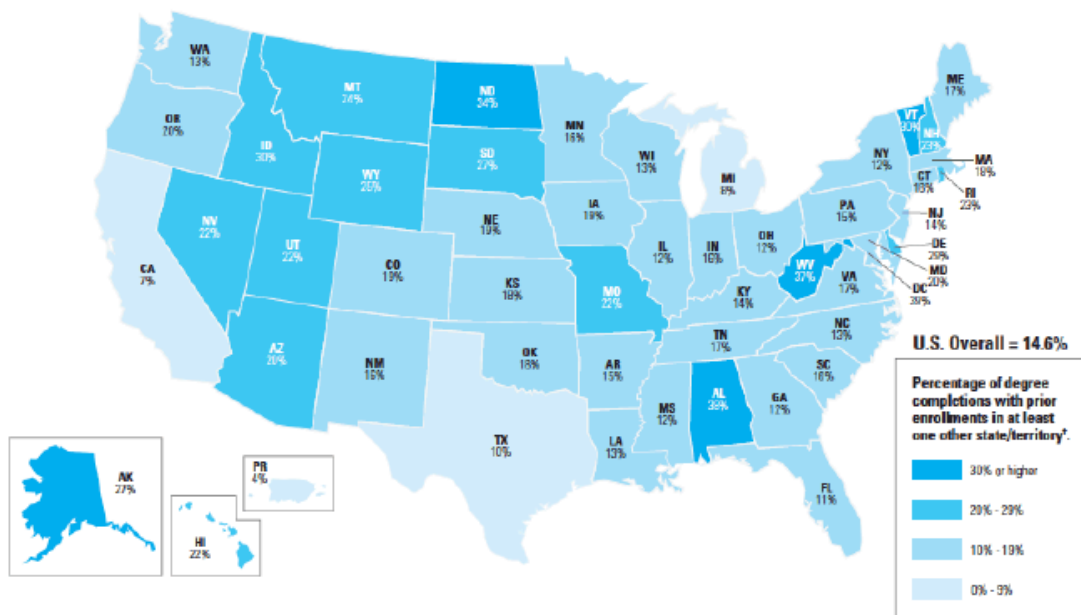
In Oregon, it is clear, that to reach the State's goals of 40-40-20 more graduation needs to occur on the Associate and Bachelor's level. Passport allows for a student to transfer credits earned in a block. It is a fewer number than the AAOT, but a larger number of credits from the OTM. Drawing from the AAC&U LEAP framework:

Foundations Skills: (1) oral communication (2) Written Communication (3) quantitative literacy

Knowledge of Concepts: (4) natural sciences, (5) human cultures (6) creative expression (7) human society and the individual

Crosscutting Skills: (8) Critical Thinking, (9) Teamwork & Value Systems

Interstate Mobility of Students Awarded Undergraduate Credential in 2013 -2014



Students were counted once in each state where they earned an undergraduate credential between July 1, 2013, and June 30, 2014. Students with any enrollments or credentials from single institutions that span multiple states were excluded from this analysis. A student was counted as having had a prior enrollment in a different state if any of the student's enrollments prior to the 2013-14 completion date were in an institution whose state differed from that of the institution that awarded the 2013-14 credential. Enrollment histories were searched for the 10-year period prior to July 1, 2013.

1: Interstate Mobility of Students

Source: *Snapshot Report: Interstate Mobility*. (2015). Herndon, VA: National Student Clearinghouse Research Center. <http://research.studentclearinghouse.org>