

**AN INITIAL OUTLINE  
HECC STRATEGIC PLAN 2015-2020  
SEPTEMBER 10, 2015**

**Part 1: The state's higher education goals and our progress towards them**

1. Overview of the data
2. What has occurred since 2013 (our last strategic plan)
3. Challenges with the application of 40-40-20 to the adult population
4. Feasibility of achieving 40-40-20
5. Other goals for higher education and training

**Part 2: The current higher education landscape (statements of fact)**

1. Limitations on public resources, competition for state dollars and the diminished ability of students to pick up the slack through tuition mean that Oregon higher education will not meet state goals without significant changes to cost and delivery models.
2. To meet our goals, Oregon higher education must serve students who are increasingly complex: more diverse, lower income, with greater desire for options and information, a greater need for flexibility (eg in course scheduling), and a greater need for support (eg childcare).
3. Oregon students are increasingly accessing higher education through a variety of institutions, timelines, and delivery systems.
4. Higher education is a critical tool for Oregon industry and the economy through (a) skill development, including abstract and creative thinking; and (b) research and innovation that responds to and drives the Oregon economy.

**Part 3: The HECC's roles and responsibilities**

1. A review of HECC's (limited) role within the new governance arrangements for Oregon post-secondary education.
2. The HECC's statutory responsibility for adopting strategic plan for Oregon higher education. Our approach will be to describe a "big vision" that the HECC helps to advance through "little actions" and especially, through partnerships.

**Part 4: HECC strategies 2016-2020: Goal-setting; Student Supports; Pathways; Affordability**

1. **Goals.** Sharpen our state goals
  - a. Background/data/context (mostly covered above under "The state's higher education goals and our progress towards them").
  - b. A discussion of HECC levers
    - i. Data definitions, warehousing, and analysis
    - ii. Data reporting: shining a spotlight (eg KPMs, University Evaluations, VFA, Dashboards)
    - iii. Policy recommendations to Legislature, Governor
  - c. Our strategies

- i. Propose to the Legislature a new adult educational attainment goal, to be linked with labor market opportunities and economic development strategies
      - ii. In conjunction with OWIB, consider development of specific goals for dislocated workers, training, GED, etc.
      - iii. Develop interim 40-40-20 targets, both for the aggregate student population as well as subgroups.
      - iv. Public reporting in a more systematic way and with an equity focus.
      - v. Work with colleges and universities to develop stronger data mechanisms for understanding student intent.
2. **Student Support.** Improve campus and community-based support for student access and completion
  - a. Background/data/context
    - i. Student completion, not just enrollment, is our primary challenge and opportunity.
    - ii. The most effective interventions to support student success appear to be those that rely on counseling, tutoring, coaching, and mentorship.
    - iii. Institutions struggle to bring these interventions to scale.
    - iv. Community engagement (including families, community-based organizations, and others) are critical for fostering and sustaining student success, especially for underrepresented students.
  - b. How we will measure progress in this area
    - i. TBD
  - c. A discussion of HECC levers
    - i. Recommendations to Legislature and Governor on budget and policy.
    - ii. Funding allocations to public institutions.
    - iii. Strategic funds/grants to incentivize promising practices.
    - iv. Convening experts and stakeholders: to share promising practice and build partnerships among community organizations, student organizations, and campus experts.
    - v. Engaging the community beyond the campuses, forming business, community/family, workforce, K-12, partnerships and alliances to build a college going culture, help Oregonians understand the value and successful pathways to higher ed and the labor market
    - vi. Student and family outreach, to help navigate the system successfully
  - d. Our strategies
    - i. Implement, monitor, and adjust funding allocation formulas to create incentive for institutions to invest in student success.
    - ii. Support development of technical assistance center(s) to disseminate best practices for student success.
    - iii. Engage students, families, and communities as partners.
    - iv. Create “completion programs” for underrepresented students.

3. **Pathways.** Simplify systems and structures for student entry, navigation, completion, and exit to career.

- a. Background/data/context
  - i. Today's colleges and universities cannot be successful as stand-alone, isolated institutions, especially given the increasingly underrepresented, non-traditional, and mobile populations they serve.
  - ii. To effectively serve increasingly complex students who seek to access higher education in relevant and innovative methods, the P-20 system should be structured to enhance the portability, flexibility, coherence, and relevance of post-secondary options and ultimately, the ability of students to pursue successful careers.
  - iii. Flexibility for students must be sustained within an environment of guided pathways, not unlimited freedom.
- b. How we will measure progress:
  - i. completion [including employment data in the future]
  - ii. TBD
- c. A discussion of HECC levers
  - i. Publishing data
  - ii. Convening faculty, institutions
  - iii. Setting standards, creating transparent public results
  - iv. Budget development and strategic investment
- d. Our strategies
  - i. Alignment: identify general education courses that are truly portable; make CTE courses more transferable; establish common course equivalencies and outcomes; align standards for core lower division courses; support institutions in creating guided pathways for students.
  - ii. Access: enhance opportunities of high school students to access meaningful post-secondary opportunities and to transition smoothly to college or career; establish better onramps for adult learners.
  - iii. Promote structures and initiatives that engage students in exploring, deliberating, and declaring their interest/intent earlier.
  - iv. Career: Create better connection and alliance of higher education and training with employer needs

4. **Affordability.** Limit student and family cost

- a. Background/data/context
  - i. Higher education provides high ROI for individuals, for families and communities, and for the state. Just as the benefits of higher education are broadly shared, so should be the costs.

- ii. Although the cost of higher education in Oregon remains low compared to that of other state systems, we lag far behind other states in providing need-based financial aid
  - iii. Policy efforts to improve affordability for students and families have had limited success, partly because we have failed to take a more encompassing view of the subject. For example: increases in grant funding being offset by tuition increases; a policy focus on access as the primary goal of the affordability agenda, without similar levels of attention to student aspiration and success. We have not assessed with sufficient rigor the various components of an affordability agenda (price, cost of living vs. learning, grants, loans, time-to-degree, likelihood of completion) and their contribution to career and lifelong success.
- b. How we will measure progress
    - i. Development of a more comprehensive affordability benchmark
  - c. A discussion of HECC levers
    - i. Tuition cap (5% at universities)
    - ii. State investment: OOG and institutions
    - iii. Institutional accountability through reporting
    - iv. OOG allocation methodology
    - v. Policy recommendations to Legislature, Governor
    - vi. Improving completion rates, diminishing time-to-degree, improving transitions to well-paying work (see above)
  - d. Our strategies
    - i. Develop a better affordability benchmark: publicly acceptable but more nuanced than tuition
    - ii. Connect middle schoolers (and up) to the promise of affordability
    - iii. Support innovations that might lower cost structures consistent with high quality (eg textbook affordability, WGU).

## **Part 5: Conclusion**