

**Docket Item:**

HECC Strategic Plan and Discussion

**Summary:**

A partial list of feedback received to date (meeting date in parentheses, if applicable):

- Interinstitutional Faculty Senate (10/9/15)
- State Board of Education (10/22/15)
- Oregon Education Association (10/23/15)
- STEM Council (10/23/15)
- Community College Presidents' Council (11/4/15)
- Oregon Community College Association (11/6/15)
- Public University Presidents' Council (brief presentation 9/30/15, feedback via letter)
- Public input via website

Upcoming/scheduled outreach

- Oregon Student Association (executive committee met 11/6/15, awaiting feedback)
- Equity Advisory Group (11/13/15)
- Regional Achievement Collaboratives (11/17/15)
- Targeted legislators (continuing)
- Tribes (12/4/15)
- Business/employer groups

**Core themes that have emerged from feedback to the HECC strategic plan draft outline (September 25 version):**

1. Put funding first. Almost universally, respondents want to see the HECC's "cheering" function more clearly articulated, especially with respect to state funding for higher education. Respondents noted that the HECC is responsible for advising the Legislature and Governor on the state funding requirements associated with meeting state goals. Some suggested that the draft fails to sufficiently acknowledge the state's responsibility for creating, through underfunding, the same challenges that the outline tries to address (eg affordability).

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2. Revising the goals. Significant support was expressed for the proposal to establish a separate educational attainment goal for the adult population, distinct from 40-40-20. Many also expressed skepticism about the 40-40-20 goal generally, raising concerns about its attainability, appropriateness, and usefulness.
3. Missing the mission. A number of respondents expressed concern that the draft outline insufficiently addresses key aspects of higher education's mission. For some respondents affiliated with community colleges, the draft should more clearly and explicitly emphasize programs and pathways for non-traditional students, including GED-seekers and older adults seeking training or re-training associated with employment opportunities. For respondents affiliated with universities, the draft should more clearly and explicitly emphasize the universities' role in research, economic development, and graduate education. Several respondents raised concern that the draft outline does not appear to take academic quality sufficiently into account.
4. Role of the HECC (part 1): "activist" or "context-setting"? Respondents seem split between those who appear to envision a more activist role for the HECC and those who are concerned that the Commission is at risk of overreaching its statutory charter. The former includes some who suggest that the HECC should, for example, be more active in spurring the creation of new academic programs to meet state needs, ensuring that teacher preparation programs better serve the K-12 system, driving tighter alignment between K-12 and higher education learning standards, using grant funds for specific desired programs, and holding institutions more directly accountable for making progress towards equity outcomes. The latter includes those who stress that the Commission should not become regulatory or intrusive in management decisions, at least where public and exempt institutions are concerned.
5. Role of the HECC (part 2): "channels" or "open water"? Respondents also seem divided about the extent to which the HECC should attempt to "keep institutions in their lanes" with respect to the types of degrees, programs, and regions that they serve. Some respondents affiliated with community colleges, in particular, believe the HECC's responsibility for coordination compels it to provide clear "rules of the road" about which institutions, for example, should be primarily responsible for serving high school students. Others advocate a more marketplace-like approach.
6. Innovation and transformation. Several respondents noted that the draft outline seemed not to sufficiently capture the extent of the transformation that higher education requires in order to better serve students, employers, and communities. These respondents tended to emphasize the role of distance education in bringing about this transformation.