

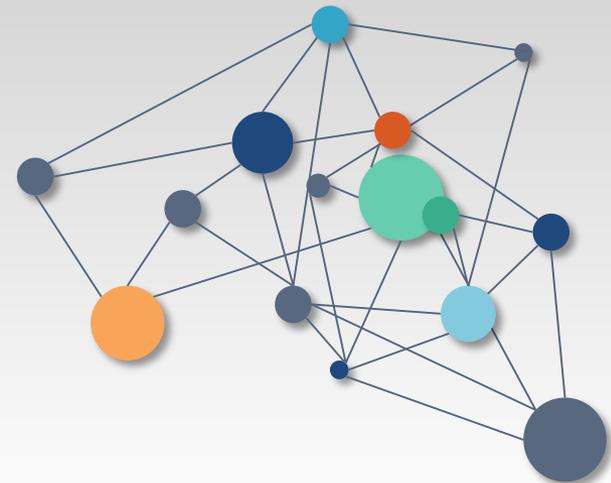
# The Role & Functions of a Coordinating Board

Oregon Higher Education Coordinating Commission  
The Dalles, Oregon  
August 11, 2016

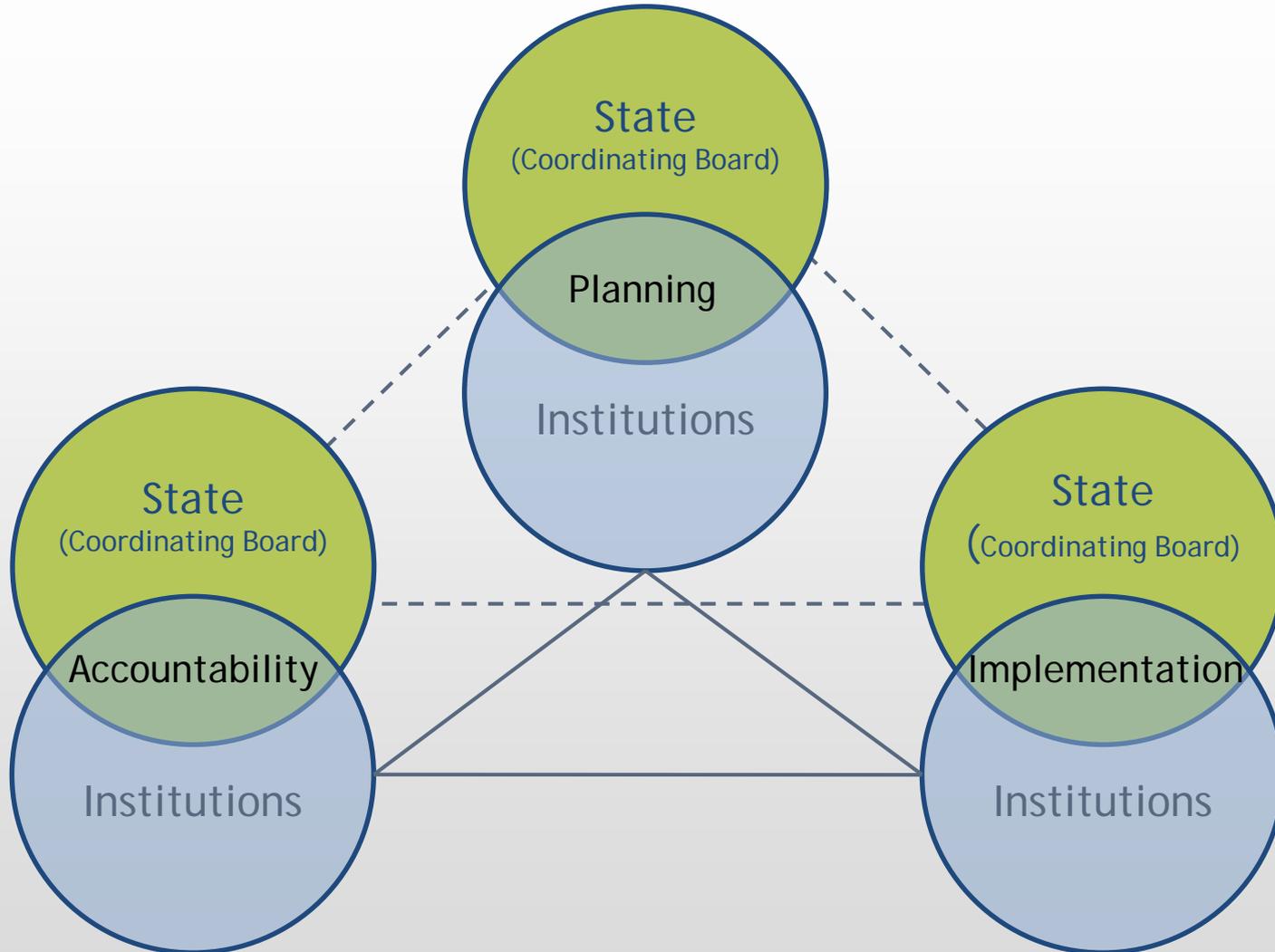


National Center for Higher Education  
Management Systems

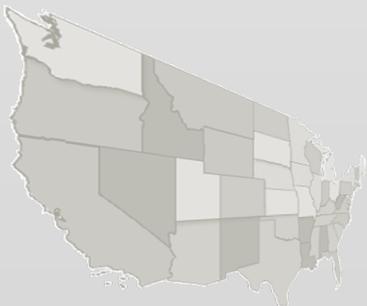
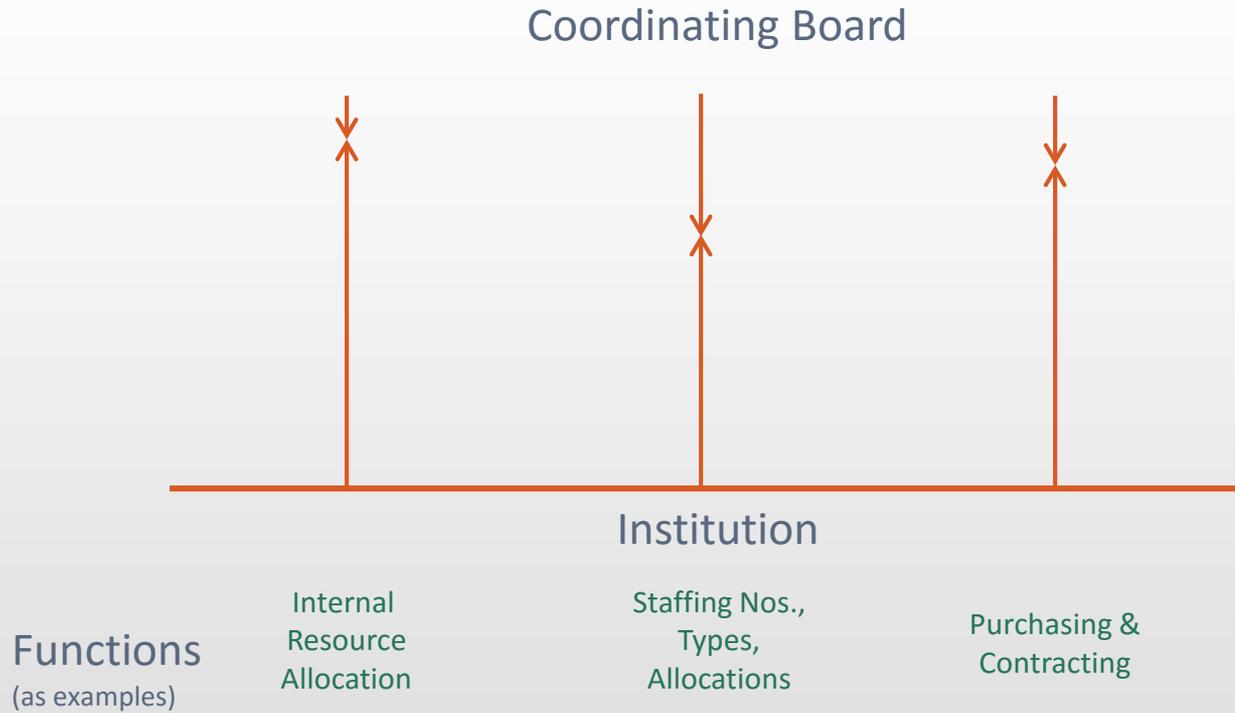
[nchems.org](http://nchems.org) • [higheredinfo.org](http://higheredinfo.org)



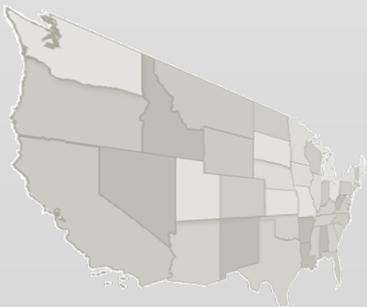
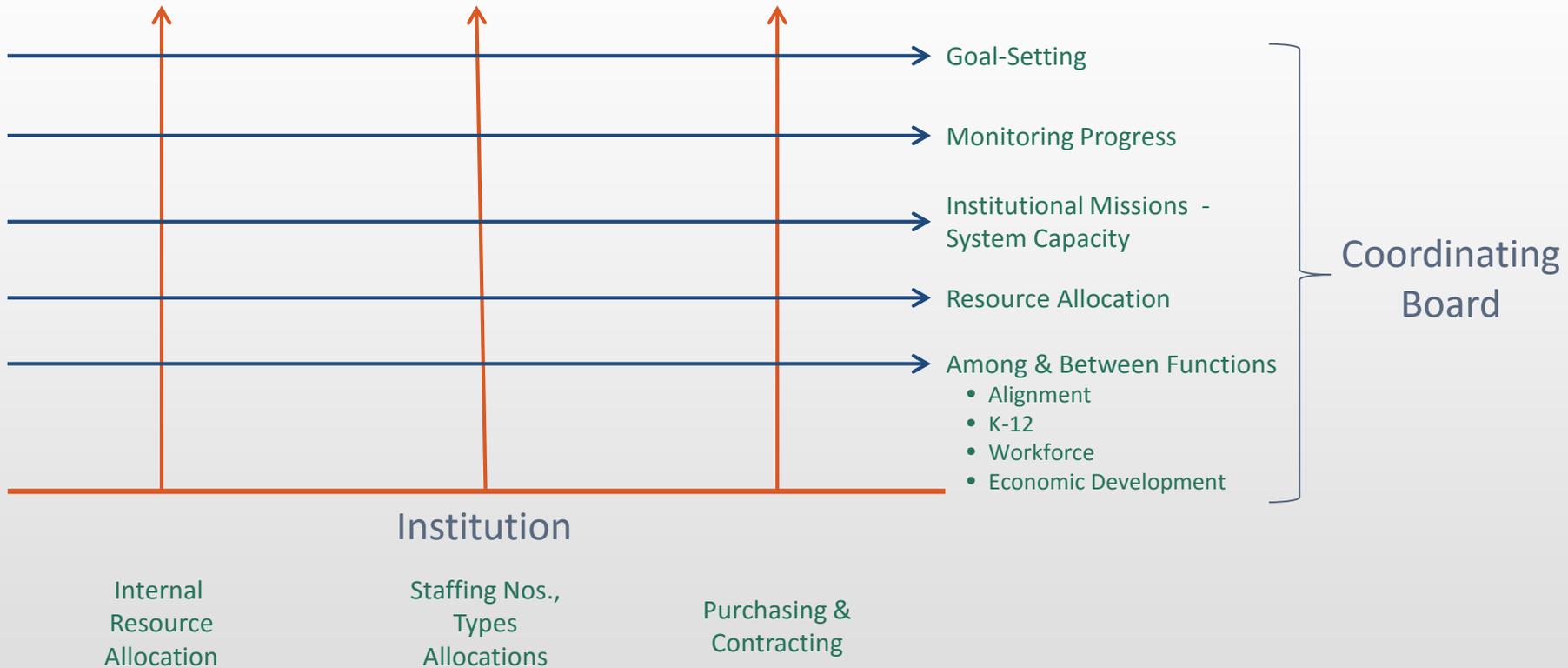
# State Role in the Higher Education Policy



# A Recipe for Contention



# A Recipe for Progress



# The Implementation Tools

Strategies for Achieving Goal Attainment	Planning and Leadership	Finance	Regulation	Accountability	Governance
Goal 1			Alignment		
Goal 2					
Goal 3					

The diagram illustrates the implementation tools for achieving goal attainment. It features a grid with six columns representing different tools: Planning and Leadership, Finance, Regulation, Accountability, and Governance. The first row is labeled 'Strategies for Achieving Goal Attainment'. A horizontal double-headed arrow spans across the bottom of the first row, with a green box labeled 'Alignment' centered over the 'Regulation' column. The second, third, and fourth rows are labeled 'Goal 1', 'Goal 2', and 'Goal 3' respectively. A vertical double-headed arrow spans across the left side of these three rows, with a green box labeled 'Consistency' centered over the 'Goal 1' row.



# Coordinating Board – Primary Functions

1. State-level planning – establishing goals and monitoring progress
2. Formulating and implementing state higher education finance policy
3. Maintain databases and conduct analyses that inform policy
4. Perform necessary regulatory functions (e.g., licensure, approval of missions)
5. Administration of state programs (e.g., student financial aid)
6. Take the lead in creating the delivery capacity necessary to effectively and efficiently achieve state goals

From Aims McGuinness “State Policy Leadership for the Future”, ECS, May 2016



# Coordinating Board – Necessary Capacities

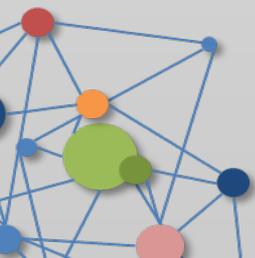
## Effective, sustained Policy Leadership requires

- The strength to counter inappropriate political, partisan, institutional, or parochial influences
- The capacity and responsibility for articulating and monitoring state performance objectives for higher education
- The ability to engage civic, business, and public school officials (as well as state government and higher education leaders) in identifying priority issues and implementing strategies necessary to addressing them
- A recognition of the distinctions between statewide policy and institutional governance
- Information gathering and analytic capacity to inform the choice of state goals/priorities and to interpret and evaluate statewide and institutional performance in relation to these goals

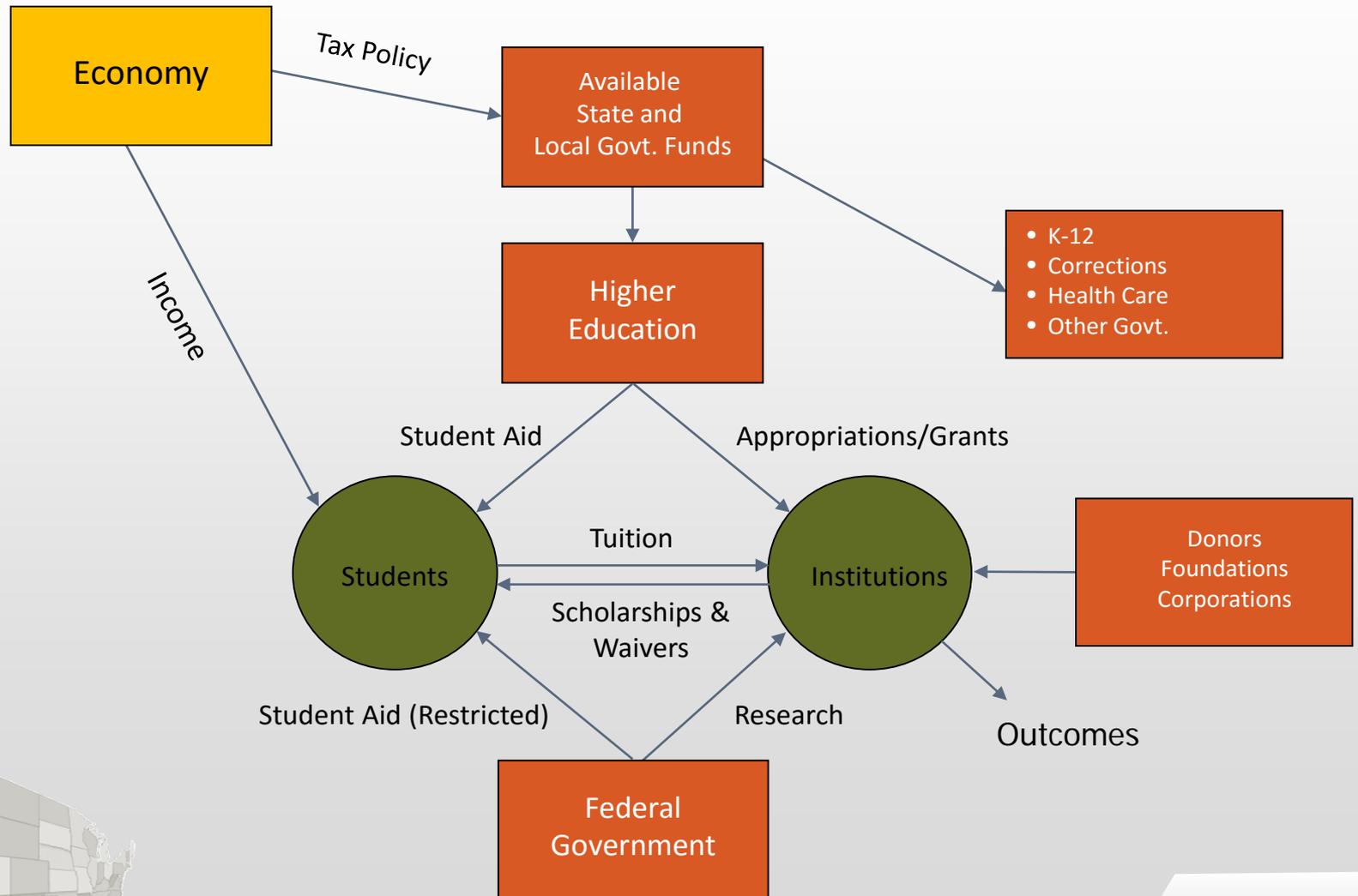
From NCPPHE “State Capacity for Higher Education Policy Leadership”, July 2005



# More Detail on the Formulation of Finance Policy



# The Flow of Funds



# Components of State Funding of Institutions

