



Docket Item:

HECC Strategic Initiatives Tracker

Summary:

On December 14, 2017, the Commission approved the HECC 2017-2021 Strategic Framework, which describes the Commission's vision, mission, values, and four areas for strategic action ("reporting," "funding," "pathways," and "outreach."). At its January 2018 meeting, Commissioners requested standard written updates on progress within each of the Commission's strategic action areas.

The attached Strategic Initiative Tracker is provided to the Commission at every meeting. The tracker updates the Commission on key initiatives underway within each of the Commission's strategic action areas. The tracker focuses on newer, strategic initiatives for which the Commission itself is expected to play a crucial decision-making and leadership role. It does not include information on ongoing staff-led programs and other activities that are more "routine," typically due to their longer history and their status as enshrined within state or federal law/budget.

Docket Material:

Strategic Framework 2017-2021 (approved December, 2017)
Strategic initiative tracker (updated)

Staff Recommendation:

This is an informational and discussion item only. Commissioners are encouraged to use the tracker to monitor progress towards achieving the Commission's strategic objectives.



STRATEGIC INITIATIVES TRACKER
By Strategic Action Area

A. REPORTING TO STEER PROGRESS

1. Develop and publish annual institutional snapshots of student progress, affordability, equity

Timeline: *January 2018*

Status: **Completed** (April 2018)

Assigned to: Office of Research and Data

Strategic Goals: Student Success, Equity, Affordability, Economic and Community Impact

Commission Role: To ensure that institutional snapshots reflect HECC/state goals and priorities; to use the data to inform policymaking and recommendations.

Notes: Institutional, sector, and statewide snapshots were published to [the HECC website](#) on April 16, and announced via press release. Subsequent staff efforts will be on refining the snapshots and preparing the 2019 versions.

2. Develop a dashboard of state progress towards higher education and workforce goals

Timeline: *April 2018*

Status: **Completed** (March 2018)

Assigned to: Office of Research and Data

Strategic Goals: Student Success, Equity, Affordability, Economic and Community Impact

Commission Role: To ensure that proposed measures reflect HECC/state goals and priorities. Once in place, to use dashboard to monitor state progress and update Strategic Plan accordingly.

Notes: Commission reviewed and endorsed proposed [dashboard measures](#) at its February 8 meeting. Measures will be reported to Commission annually, early in each calendar year.

3. Determine whether SOU and EOU have met conditions established upon the creation of their independent Boards of Trustees

Timeline: *April 2018*

Assigned to: Office of University Coordination

Strategic Goals: Student Success, Equity, Affordability, Economic and Community Impact

Commission Role: To make final determinations about whether SOU and EOU have met their conditions, and to transmit that determination to the Governor and Legislature.

Notes: At its April 12 meeting, the Commission determined that SOU and EOU had met the Conditions. That finding, and

Status: Completed (April 2018)

its associated reports for SOU and EOU, was transmitted to the Governor, Legislative Assembly, and Boards of Trustees on May 8, 2018.

4. Develop and publish annual county-by-county reports of educational and workforce attainment

Assigned to: Office of Research & Data

Timeline: ~~June~~ August 2018

Strategic Goals: Student Success, Equity, Affordability, Economic and Community Impact

Status: On track

Commission Role: To ensure that county reports reflect HECC/state goals and priorities; to use the data to inform policymaking and recommendations.

Notes: Staff work is underway. Initial presentation to Commission in August.

5. Establish a goal for adult post-secondary educational attainment (HB 2311)

Assigned to: Office of Community College and Workforce Development, Office of Workforce Investment, with support from other offices

Timeline: ~~June~~ August 2018

Strategic Goals: Student Success, Equity

Status: On track

Commission Role: In conjunction with the state Workforce and Talent Development Board (WTDB), to set an initial goal for adult educational attainment.

Notes: A public work group, co-chaired by the HECC and WTDB chairs, will hold its third meeting June 13th and is expected to make a recommendation for HECC consideration at its August or September meeting.

B. FUNDING FOR SUCCESS

1. Develop long-term strategic funding model to meet state goals

Assigned to: Office of Executive Director (with support from other offices and HCM Strategists).

Timeline: December 2018

Strategic Goals: Student Success, Equity, Affordability, Economic and Community Impact

Status: On track

Commission Role: To provide feedback/direction to staff on the work as it proceeds; to endorse the final product; and to use the model to shape future budget requests, distribution determinations, and advocacy.

Notes: HECC staff has convened a workgroup that includes external partners (institutional and community leaders) for the purpose of advising staff on this effort. The workgroup has met

twice, with a focus on (a) identifying the gaps between current attainment and our goals; and (b) determining the overall cost of closing those gaps. A third meeting is scheduled for June 2018; it and subsequent workgroup meetings will focus on refining the cost model and developing a proposed budget structure to optimize future state investments.

2. Develop 10-year university capital plan for state investment

Timeline: ~~December, 2018~~
Mid-2019

Status: Delayed. Contract with consultant is unlikely to be executed before Fall, 2018.

Assigned to: Office of University Coordination (with support from a contractor to be determined by RFP).

Strategic Goals: Student Success, Equity, Affordability, Economic and Community Impact

Commission Role: To provide feedback/direction to staff on the work as it proceeds; to endorse the final product; and to use the plan to shape future capital requests and advocacy.

Notes: The HECC Funding and Achievement Subcommittee met in March 2018 to begin this work. Its feedback and direction will inform the staff selection and oversight of a contractor, who is being hired through a competitive RFP (currently under development).

C. STREAMLINING LEARNER PATHWAYS

1. Implement HB 2998 in support of developing Foundational Curriculum, major-specific transfer agreements

Timeline: *Initial report due January 2018; first USTA due December 1, 2018; second due March 1, 2019*

Status: On track

Assigned to: Office of Community Colleges and Workforce Development, Office of University Coordination

Strategic Goals: Student Success, Equity, Affordability

Commission Role: To provide feedback/direction to staff and institutions to ensure that the work meets state goals for transferability; to adopt final reports to Legislature.

Notes: The public universities and community colleges submitted a joint report on best practices for advising transfer students to the Legislature on June 1, 2018. HECC staff are working with members of the Transfer Workgroup and a communications firm to develop communications tools for the Foundational Curriculum and the Unified Statewide Transfer Agreements (USTAs). The colleges and universities are on track for the Foundational Curriculum to be available to students starting in Fall 2018. Four USTA workgroups have been met and the first USTA is due to be complete on Dec 1, 2018.

2. Maximize opportunity for students to receive high quality, transferable accelerated learning while in high school

Timeline: 2018-2019

Status: On track

Assigned to: Office of Community Colleges and Workforce Development, Office of University Coordination

Strategic Goals: Student Success, Equity, Affordability

Commission Role: To receive reports from HECC staff and institutions; to monitor implementation of HECC accelerated learning standards; to make modifications to the standards if/as necessary; to advance other policies as necessary.

Notes: The Commission received an update on issues related to transferability of college credits earned through the Willamette Promise at the May 10 HECC meeting. HECC staff are participating in a Chief Education Office-convened “Sustainable Systems for Accelerated Learning” workgroup that is developing potential policy, budget, and other approaches to addressing financial barriers, credit transferability, and student and instructor support. Recommendations from that workgroup are starting to emerge in June, 2018.

D. EXPANDING OPPORTUNITY THROUGH OUTREACH

1. Develop and advocate for an outreach plan to better connect Oregonians with college and career

Timeline: August, 2018
(development)

Status: On track

Assigned to: Office of Student Access and Completion, with support from other offices

Strategic Goals: Student Success, Equity, Affordability

Commission Role: To guide the development of an outreach plan that it will incorporate into HECC’s budget and policy requests for 2019; to ensure that the outreach plan proposed by staff meets Commission goals.

Notes: HECC-OSAC staff reported to the Commission on the development of this proposal at the HECC’s April 2018 meeting. It is likely to appear as a Policy Option Package (POP) for potential inclusion within the Agency Request Budget, to be discussed at the Commission’s June and August budget meetings.

ROUTINE COMMISSION-LED PROJECTS/PROGRAMS ALIGNED WITH STRATEGIC PLAN

Approve evaluations of public universities (*annually, January*)

- Commission considerations: How should evaluations evolve to become more useful?

Approve Agency Request Budget (biennially, due September 1 of even-numbered years)

- Commission considerations: prioritized capital list (community colleges and universities), other recommendations for new investments (POPs)

Advance Recommended Legislative Concepts (biennially, due December 31 of even-numbered years)

- Commission will receive and discuss initial list of potential legislative concepts at April 2018 meeting. Staff will provide updates on LC development during 2018, for final HECC approval by December.

PARTNER HECC BOARD UPDATES

Oregon Workforce and Talent and Development Board

- A successful Talent Summit was held on May 11, 2018 with nearly 300 attendees discussing the future of work in Oregon and the potential mismatch of skills and work. This Summit will inform the Talent Plan due to the WTDB in August 2018.
- The Workforce Innovation and Opportunity Act (WIOA) Title I budget was reviewed at the June 8, 2018 WTDB meeting. These funds provide support for the state and local workforce boards and employment and training services for Adults, Dislocated Workers and Youth in Oregon. This year's allotment of \$30,431,249 was down 6.88% from 2017.

Oregon Youth Conservation Corps (OYCC) Advisory Committee

- The Advisory Committee has not met since the last HECC meeting. Staff continue to distribute and administer summer and school year grants for at-risk young people across the state.

Oregon Volunteers! (aka Oregon Volunteers State Commission for AmeriCorps or Oregon Volunteers: Commission for Voluntary Action and Service)

- All staff, board functions and AmeriCorps grants are on track to transition to the HECC on July 1, 2018.

STEM Council

- Support of the state's STEM Council is transitioning to the HECC agency on July 1, 2018. Executive Director Ben Cannon and ODE Deputy Superintendent Colt Gill are co-leading the process to hire a new STEM Council Director, who will work within the HECC agency.



Values and Beliefs

- Postsecondary education, including higher education and workforce training, is critical to ensuring the economic, civic, and social well-being of our state and its residents.
- Everyone has the ability to learn, and we have an ethical and moral responsibility to ensure optimal learning environments.
- We define postsecondary education broadly including the diverse array of education credential options after high school (from apprenticeships to doctorates).
- We are committed to improving the postsecondary success of students who have been historically underserved, including students of color, English language learners, economically disadvantaged students, LGBTQ students, and students with disabilities. We will apply the HECC's [Equity Lens](#) to this mission.
- We are committed to partnership to foster a streamlined, student-focused, equitable PK-20 education system.
- Increasing access to postsecondary education and training is critical, but so too is increasing the success rates of learners who are enrolled.
- Our Commission and agency must be publicly transparent, inclusive, and collaborative. We have a particular responsibility to bring underrepresented stakeholders, students, and partners to the table.
- Planning and strategies for postsecondary education and training should reflect the state's specific talent and workforce needs.
- Competition among Oregon public postsecondary institutions can be beneficial, but we should avoid unnecessary duplication in order to promote smooth pathways for learners and the efficient use of taxpayer dollars.
- As a coordinating commission, we are mindful that we do not govern institutions that directly serve Oregon learners. We lead through a careful, rigorous approach to our specific statutory responsibilities, and by convening, championing successes, and guiding statewide strategies.

OREGON HIGHER EDUCATION Strategic Framework 2017 - 2021



HIGHER EDUCATION COORDINATING COMMISSION | FALL 2017

For more detail, including specific projects, goals, and authorities of the Higher Education Coordinating Commission, see the Commission's full [2016-2020 Strategic Plan](#).

Mission

The mission of the Higher Education Coordinating Commission, derived from our [chartering statutes](#), is to:

1. Dramatically and equitably improve postsecondary educational attainment levels;
2. Improve Oregon's economic competitiveness and quality of life; and
3. Ensure that Oregon students have affordable access to colleges and universities.

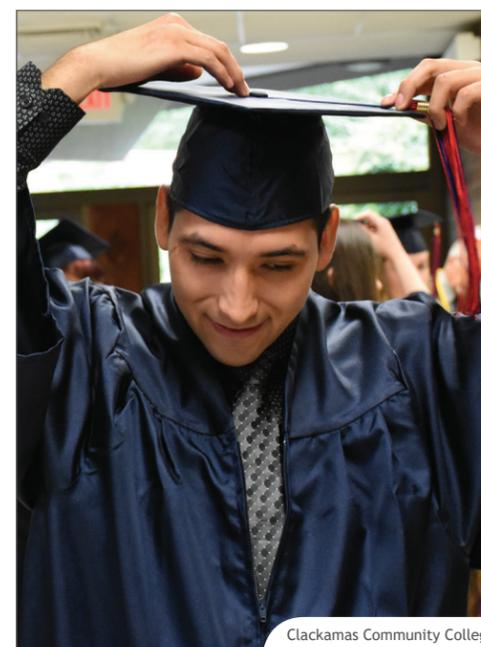
Vision

The Higher Education Coordinating Commission (HECC) envisions a future in which all Oregonians—and especially those whom our systems have underserved and marginalized—benefit from the transformational power of high-quality postsecondary education and training. It is a future where innovative public and private colleges, universities, and training providers help Oregonians to reach their highest potentials, build trajectories to family-wage careers, foster a more just society, and break patterns of intergenerational poverty. It is a future where postsecondary education fuels a resilient economy by anticipating workforce needs and by fostering innovation, research, and knowledge. In the future we envision, all Oregonians enjoy well-lived lives thanks to the myriad benefits of postsecondary education and training: higher earnings, lower unemployment rates, self-sufficiency, civic involvement, better health, and more. Our communities thrive as a result.

About the HECC

As the single state entity responsible for ensuring pathways to higher educational success for Oregonians statewide, the State of Oregon's Higher Education Coordinating Commission (HECC) sets state policy and funding strategies, administers numerous programs and over \$1.2 billion annually of public funding, and convenes partners working across the public and private higher education arena to achieve state goals. The HECC is dedicated to fostering and sustaining high quality, rewarding pathways to postsecondary opportunity and success for all Oregonians through an accessible, affordable, and coordinated network of college and career training programs.

www.Oregon.gov/HigherEd



Strategic Action Areas *How will the Commission influence outcomes?*

A REPORTING to Steer Progress

Through advanced data analysis, evaluation, and reporting, HECC will build public and institutional commitment to meeting achievement goals and closing equity gaps.

Achieving Oregon's higher education and workforce goals will require shared ownership for specific outcomes, timely data, and a better understanding of what works and what does not work. To address these needs, the HECC will work with institutional leaders and community partners to identify the specific contributions each entity can make to achieving state goals. The Commission and agency will monitor state and institutional progress, producing research and reports that drive shared accountability, better decision-making, and course corrections when needed.

Annual HECC reports will provide snapshots of statewide progress for all Oregon learners, with a particular focus on underserved populations. Drilling deeper, HECC will produce annual profiles of postsecondary institutions and of local regions that depict progress towards state goals, situating it within the economic and social context for HECC's work. Over time, the agency will produce research briefs and topic reports that analyze specific dimensions of the state's higher education and workforce investments. Finally, HECC will evaluate individual programs and initiatives to inform progress, opportunities, or adjustments needed.

B FUNDING for Success

HECC will develop an approach to state funding higher education and workforce that is directly linked to student success.

To achieve state attainment goals, higher education and workforce must be sufficiently funded. Likewise, the state's distribution processes for its resources should reflect our emphasis on student success and equity. The HECC will propose budgets to the Governor and Legislature that reflect the most efficient way public investment in higher education and workforce can increase quality and improve student outcomes.

This approach to state funding will require a view that transcends the boundaries of traditional support funds for institutions. We will consider other public investments—including capital expenditures, workforce training, and student financial aid—as components of a comprehensive approach. We will account for the way that student demographics, educational pathways, and teaching and learning are changing. We will look beyond Oregon's borders to examine how the cost of high-quality education should be shared between the state, the federal government, and students without placing undue financial burdens on families. Finally, we will explore mechanisms for ensuring state goals are attainable throughout the full economic cycle of recession and recovery.

C Streamlining Learner PATHWAYS

HECC will promote clear onramps to education and training, reduce barriers for transfer students, and link graduates with careers.

Existing educational pathways are not serving Oregonians equitably or well. To dramatically expand postsecondary educational attainment, Oregon needs to smooth pathways to success for all students, especially nontraditional and underrepresented populations.

In partnership with institutions, the HECC will promote better onramps to education and training through comprehensive, relevant education and career advising at entry and transition points. We will partner with secondary and postsecondary institutions to eliminate unnecessary impediments to student access and progress towards completion, especially transfer credit loss and redundant coursework. Finally, we will ensure that Oregonians are able to seamlessly track and transport their credits, skills, and abilities between education or training providers, and ultimately to employers, to meet their educational and professional goals.

D Expanding Opportunity through OUTREACH

HECC will develop a comprehensive outreach plan to ensure all Oregonians have access to affordable, relevant options for postsecondary training.

Too few Oregonians today receive relevant and comprehensive information about options for affordable postsecondary education and training. To significantly improve the successful transition of Oregon's youth and adult population to postsecondary education, while closing gaps in access, achievement, completion and employment, we must better connect Oregonians with affordable options for postsecondary education and training.

In partnership with PK-12, nonprofit, and regional partners, HECC will develop and advocate for a plan that expands access to effective college/career planning tools and services. This plan will apply the Equity Lens as a guide for expanding our network of partnerships and services to areas of the state that have the least amount of postsecondary participation, infrastructure, and support networks. In doing so, we will expand upon existing agency strengths—including K-12 partnerships, financial aid and planning resources, FAFSA completion efforts, mentorship, adult training, and workforce development. When implemented, we will open doors of opportunity for thousands of youth and adults who have been least engaged in postsecondary education and training, including those who are unemployed or underemployed.

Strategic Goals *How will we know we are succeeding?*



The 4 STRATEGIC ACTION AREAS are aimed to achieve the Commission's STRATEGIC GOALS, drawn from the [2016-2020 HECC Strategic Plan](#).

STUDENT SUCCESS

EQUITY

AFFORDABILITY

ECONOMIC & COMMUNITY IMPACT



Chemeketa Community College



Western Oregon University



Chemeketa Community College



Linn Benton Community College



Portland State University