

CCC Board of Education – Topic Summary
Topic: President's Business Report
Date: August 11, 2010
Prepared By: Joanne Truesdell, President/Clerk
Division/Department: President's Office
ISSUE BEFORE THE BOARD Higher Education Policy Discussions and Updates

The Oregon Higher Education Work Group made up of public university, community college and state legislators received a briefing from David Longanecker, Western Interstate Commission for Higher Education (WICHE) and Dennis Jones, National Center for Higher Education Management Systems (NCHEMS), on principles to guide policymaking for higher education governance and finance.

The briefing identified key policy roles for state legislatures, governors and community colleges/colleges and universities regarding programs designed to serve adults. The central issue in Oregon is the decline of associate/baccalaureate degrees among adults 18-44 and the goal of 40-40-20 by 2025. The goal indicates that:

- 40% of Oregonians will have attained baccalaureate or higher
- 40% of Oregonians will have attained a certificate or associate degree
- 20% of Oregonians will have achieved a high school diploma/equivalent

The policy questions include the importance of role clarification in:

- Goal setting/policy leadership for outcomes of postsecondary education
- Finance
 - Appropriations to institutions
 - Tuition
 - Student financial aid
- Regulations
- Accountability
- Governance
 - Structure
 - Allocation of decision authority – who gets to decide what

Policy formulation must be from the perspective of the state and its citizens (both individual and corporate) as institutions are a means to an end, not ends in their own right. The ends are:

- College/program completion for students
- A supply of educated workers for employers

To achieve the outcomes directed by policy we must define higher education as all educational programs –regardless of provider - designed to serve adults. While the Oregon University System and community colleges are identified, the definition includes Vocational Education Centers, Adult Basic Education and English as a Second Language programs. This is significant, since often higher education has signified four-year or above degrees.

The workgroup is charged with developing educational policy that could be promulgated through statutes, executive orders, state board rules or local board policy that supports education attainment for all Oregonians.

As our board considers institutional policy, receives accreditation updates, reviews our institutional activities and works in the community and with legislators this presentation truly sets the stage for conversations and direction for the coming years.

The Oregon Community College Association 2010 Annual Conference, "Taking Charge of Change," will be addressing the policy, outcomes and provider roles with community college boards and staff.