The Role of A Coordinating Commission

Oregon in A National Context

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President, Western Interstate Commission for Higher Education (WICHE)
Why Me?

- WICHE – 16 States & Territories
  - Eight Single Governing Board States
  - Two Split Governance States w/ No Coordination
  - Five Coordinating Board States (Alaska, Colorado, New Mexico, Oregon, & Washington)

Experience in Oregon

Experience as the SHEEO in two states

- Minnesota: A Planning & Operations Board
- Colorado: A Regulatory & Operations Board
All in one governance system
  With variations
    P/20 – Idaho
    Postsecondary – Utah
    Higher education – South Dakota

Split
  The old Oregon model – 2 & 4 year split
  The California model – 5 distinct systems
    (also known as chaos and catastrophe)

Statewide Coordination
Statewide Coordination

Many variations, but two general models

Model I: Planning Boards
- Recommend on Policies and Practices
- Elements of this in the new Oregon HECC
  - Advise the OEIB
    - On goals, strategic investments, and data collection
  - Recommend consolidated budget
  - Advise the Governor & Legislature

Success of planning boards rests on
- Quality & relevance of your policy analysis,
- Political awareness,
- And, maintaining respect for and from . . .

Not on
- Playing politics
- Power, per se
Model II: Regulatory Board

This is a board with **POWER**

Elements of this in the new Oregon HECC

- Strategic Planning on the critical issues (attainment, competitiveness and quality of life, affordability, completion, and accountability)
- Funding distribution
- Academic Program review

Success of regulatory boards rests on

- Quality & relevance of your policy analysis,
- Political awareness,
- And, maintaining respect for and from . . .

Not on

- Playing politics
- Power, per se
The Buffering Role

- Dual roles: solo performer & team member
  - Solo: only entity with soul responsibility for the public agenda for Oregon Higher Education overall
  - Team Member: Work with OEIB, with institutions, with other state agencies

- The Governor must trust & value your advise
- The Legislature must trust & value your advise
- Higher Education must respect your work and accept your value
- And none of the three can perceive you as either their captive or someone else’s
- In other words – speak truth to power & listen
Your Role In Coordinating Oregon Higher Education

Establishing the public agenda
- Rely on evidence & knowledge
  - How does Oregon Compare – you need to know this better than anyone else
  - For example: How does Oregon compare, nationally & internationally on educational attainment
Comparing WICHE States with Nations and Other States in the Percentage of Young Adult Degree Attainment (Ages 25-34)

<table>
<thead>
<tr>
<th>U.S. States</th>
<th>%</th>
<th>OECD Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massachusetts</td>
<td>54</td>
<td>Korea (65.0)</td>
</tr>
<tr>
<td>North Dakota</td>
<td>52</td>
<td>Japan, Canada</td>
</tr>
<tr>
<td>Minnesota • New York</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td>48</td>
<td>Ireland</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>46</td>
<td>Norway</td>
</tr>
<tr>
<td>Connecticut • Iowa</td>
<td>46</td>
<td>New Zealand, United Kingdom</td>
</tr>
<tr>
<td>Virginia • Illinois • Maryland • South Dakota</td>
<td>44</td>
<td>Australia, Luxembourg, Israel, Belgium</td>
</tr>
<tr>
<td>Pennsylvania • Nebraska • Colorado • Vermont</td>
<td>44</td>
<td>France</td>
</tr>
<tr>
<td>Rhode Island • Kansas</td>
<td>44</td>
<td>UNITED STATES, Sweden</td>
</tr>
<tr>
<td>Montana • Wisconsin • Washington</td>
<td>42</td>
<td>Netherlands, Switzerland</td>
</tr>
<tr>
<td>Missouri • Hawaii</td>
<td>40</td>
<td>Finland, Spain, Chile</td>
</tr>
<tr>
<td>Wyoming • Maine • Delaware • Utah</td>
<td>38</td>
<td>Estonia, Denmark</td>
</tr>
<tr>
<td>Ohio • California • Oregon</td>
<td>38</td>
<td>Poland</td>
</tr>
<tr>
<td>Michigan • North Carolina</td>
<td>36</td>
<td>Iceland</td>
</tr>
<tr>
<td>Indiana • Florida • South Carolina • Georgia</td>
<td>34</td>
<td>Albania</td>
</tr>
<tr>
<td>Alaska • Kentucky • Tennessee</td>
<td>34</td>
<td>Iceland</td>
</tr>
<tr>
<td>Arizona • Mississippi • Texas</td>
<td>32</td>
<td>Slovenia, Greece</td>
</tr>
<tr>
<td>Alabama • Idaho</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Louisiana</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Oklahoma • Arkansas • West Virginia</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Nevada</td>
<td>28</td>
<td>Germany, Hungary</td>
</tr>
<tr>
<td>New Mexico</td>
<td>26</td>
<td>Portugal</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Slovak Republic</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Mexico</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Austria, Italy</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Turkey (17.4)</td>
</tr>
</tbody>
</table>

Source: 2012 OECD Education at a Glance; 2010 American Community Survey
The Relationship Between Educational Attainment, Personal Income, and the State New Economy Index (2010)

Percent of Adults 25 to 64 with College Degrees (2009)

Personal Income per Capita (2010)

High College Attainment, Low Personal Income
High College Attainment, High Personal Income
Low College Attainment, Low Personal Income
Low College Attainment, High Personal Income

Source: U.S. Census Bureau, 2010 American Community Survey; Bureau of Economic Analysis; Kauffman Foundation
Establishing the public agenda

- Rely on evidence & knowledge
  - How does Oregon Compare – you need to know this better than anyone else
  - For example: How does Oregon compare, nationally & internationally on educational attainment?
  - Or, how does Oregon’s wealth and use of that wealth to find public services compare to other states, and then how does that affect the funding of Oregon public higher education compared to higher education across the country.
  - So, you need to know
Below Average Wealth; Below Average Taxes (2010)

Per capita income (2011 – Source: NCHEMS):
- Oregon: $37,909 (91% of U.S.; rank – 33th)
- U.S. Average: $41,663

Effective tax rate—state and local (2010 – Source: SHEEO):
- Oregon: 6.6% (83% of U.S.; rank – 46th)
- U.S. Average: 8%
Oregon Support of Higher Education – In Comparison (2012 -- SHEEO-SHEF)

Higher Education Appropriation per Capita
- Oregon: $218 (78% of U.S.; rank – 36th)
- U.S. Average: $281

Higher Education Appropriation/FTE
- Oregon: $3,851 (65% of U.S.; rank 37th)
- U.S. Average: $5,909

Total Educational Revenues (Appropriations & Net Tuition Revenue)/FTE
- Oregon: $9,985 (90% of U.S.; rank–37th)
- U.S. Average: $11,043
Public Higher Education Tuition Revenue Per FTE (2012)
- Oregon: $6,133 (118% of U.S.; rank -- 19th)
- U.S. Average: $5,189

Oregon Tuition & Fees – 2012-2013
- Oregon Community Colleges: $4,282
- Or. St. Colleges/Universities: $7,239--$8,307
- Research I Universities
  - UofO: Resident: $9,309; Nonresident: $28,659
  - OSU: Resident: $8,139; Nonresident: $22,323
Educational Appropriations per FTE Percent Change by State, Fiscal 2007-2012

Note: Dollars adjusted by 2012 HECA, Cost of Living Adjustment, and Enrollment Mix Index.
Source: State Higher Education Executive Officers
Establishing the public agenda

- Rely on evidence & knowledge
  - How does Oregon Compare – you need to know this better than anyone else
  - Or, how does Oregon’s wealth and use of that wealth to find public services compare to other states, and then how does that affect the funding of Oregon public higher education compared to higher education across the country.
  - And, you need to know how the demographics of the state must be incorporated into your strategic planning.
Oregon Public High School Graduates by Race/Ethnicity, 1996-97 to 2008-09 (Actual), 2009-10 to 2027-28 (Projected)
Establishing the public agenda

- Rely on evidence & knowledge
  - How does Oregon perform, not just in comparison to others, but in pursuit of the State’s Goals – and, you need to know this better than anyone else.

- So, for example, with respect to the demographics, you need to know how well you perform today on serving underrepresented groups.
Difference in College Attainment Between Whites and Minorities (Blacks, Hispanics, Native Americans) (2008-10)

Source: U.S. Census Bureau, 2008-10 American Community Survey
Educational Attainment of Whites and Minorities (Black, Hispanics, Native Americans) Aged 25-44, 2008-2010
Oregon

Source: U.S. Census Bureau, 2008-10 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File.
Establishing the public agenda

- Rely on evidence & knowledge
  - How does Oregon perform, not just in comparison to others, but in pursuit of the State’s Goals – and, you need to know this better than anyone else.

- With respect to the demographics, you need to know how well you perform today on serving underrepresented groups.

- With respect to your accountability responsibilities, you need to know how your institutions are doing on productivity.

- So you need to know
<table>
<thead>
<tr>
<th></th>
<th>Completion</th>
<th>Not Enrolled or Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OR</td>
<td>US</td>
</tr>
<tr>
<td>Public Universities</td>
<td>62%</td>
<td>61%</td>
</tr>
<tr>
<td>Private Universities</td>
<td>77%</td>
<td>72%</td>
</tr>
<tr>
<td>Community/2 yr Colleges</td>
<td>26%</td>
<td>36%</td>
</tr>
</tbody>
</table>
Credential & Degrees Awarded Per $100,000 of Education & Related Expenditures – Public Research Universities

Source: NCES, IPEDS, Completion and Finance Surveys, U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)
Credential & Degrees Awarded Per $100,000 of Education & Related Expenditures – Public Bachelor’s & Master’s Colleges & Universities

Source: NCES, IPEDS Completions and Finance Surveys, U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)
Credential & Degrees Awarded Per $100,000 of Education & Related Expenditures – Public Two-Year Institutions

Source: NCES, IPEDS Completion and Finance Surveys; U.S. Census Bureau, American Community Survey (Public Use Microworld Data Samples)
Issues You Will Need To Confront

Regulation/Oversight is the enemy of Innovation

- Some truth – protectionism has stifled innovation

- But
  - Innovation & Entrepreneurship come with RISK,
  - And public policy that plays with peoples lives can afford only so much risk.

Competition fosters quality enhancement & innovation, so let the market prevail.

- Some truth, when you have a true market
- And, markets fail on equity
Issues You Will Need To Confront

Possible Responses
- Mission differentiation
- Expand on demand, not on hunches
- Require consumer demand, not faculty or entrepreneurial interest
- Have institutions finance *ventures*, not the state
- Follow up: sustain success, reengineer promising prospects, abandon losers
- Celebrate and honor successes
Most importantly, never forget:

- Student success and enrichment of the State of Oregon are your reason for being.

Institutions are the means to the end, not the end in themselves.
- They are essential
- And they must be sustained at a level sufficient to accomplish their work
- But great institutions are not your reason for being
- They are, however, their board’s reason for being