

## POSTSECONDARY EDUCATION CONSENSUS QUESTIONS

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### ACHIEVING CONSENSUS

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Reaching consensus is much like taking a temperature – does the discussion of the consensus questions indicate strong, moderate or little support. League seeks strong agreement on the issues so that a state League member agreement committee can develop a position statement from which League can take action and deliver testimony.

While members do not need to vote on the answers, they must determine whether there is a general agreement with the answers, with little or no disagreement. The roles of the discussion lead and recorder are crucial. The recorder must accurately capture the discussion, and the discussion leader summarizes the points that need to be recorded. Encourage all members to participate in the discussion.

For local Leagues with multiple units, unit report sheets should be sent to the local League for compilation of a combined consensus document to be sent to the state League office. The reports of each unit also should be sent to the LWVOR office for archival purposes.

CONSENSUS RESPONSES (DUE MARCH 1, 2017)

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Name of League/Unit \_\_\_\_\_ Number Participating \_\_\_\_\_

Contact Person \_\_\_\_\_ Contact Phone \_\_\_\_\_

1. *In 2012, the state set an educational goal of 40% of residents completing a bachelor's degree or beyond, 40% having education beyond high school (certificates, associate degrees, internships etc.) and the remaining 20% a high school degree. This is referred to as the 40-40-20 goal. Many see this goal as aspirational. For more information, see pages 13-17.*

**Is 40-40-20 a realistic or an aspirational goal?**

1. What are the important components to the realization of this goal?
2. What are the obstacles to reaching the goal?
3. In what ways does the goal need to be modified?

Comments: \_\_\_\_\_

2. *The study discusses the scope of responsibilities of HECC. HECC oversees all public higher education in Oregon, as well as licensing of private career schools, workforce development, state funding recommendations, and other higher education related activities. For more information, see pages 10-12 and 32-33.*

**2-A. Is the scope of HECC's role appropriate?**

Comments: \_\_\_\_\_

**2-B. What should be HECC’s priorities? (Name 3 – 4) Among HECC’s functions**

are:

- a. *preparation of one strategic vision for higher education,*
  - b. *developing biennial budget recommendations,*
  - c. *distribution of appropriated funds and development of funding mechanism*
  - d. *developing standards for dual credit, transfer, credit for prior learning*
  - e. *administering grants, scholarships, and student access programs*
  - f. *evaluating “success” through data collection and analysis,*
  - g. *working with other departments to implement federal Workforce and Opportunity Act*
  - h. *Licensing private career and trade schools*
- See page 11 of the report.*

Comments: \_\_\_\_\_

- 3.** *Over recent years, state funding for higher education across the country has decreased. Public higher education institutions must seek funding elsewhere, primarily through tuition increases and additional private funding. Although tuition has increased dramatically in recent years, in-state tuition does not fully cover the cost of education. As a result, universities have sought non-resident students with their much higher tuition to supplement the costs. For more information, see pages 23-26 and 33-34.*

**3-A. How should limited state funds be prioritized?**

- 1. Higher education general operating expenses
- 2. Higher education capital expense?
- 3. Financial aid for state students

Comments: \_\_\_\_\_

**3-B. Should the state funding source for each of the following be through the general fund? A designated separate funding source? When state revenues are limited what are other possibilities?**

- 1. Higher education general operating expenses
- 2. Higher education capital expenses

3. Financial aid for state students

Comments: \_\_\_\_\_

**3-C. What role should the Legislature and HECC each play when allocating these funds?**

Comments: \_\_\_\_\_

**3-D. What is the state's responsibility for assuring an appropriate balance for in-state and out-of-state students at the individual universities?**

Comments: \_\_\_\_\_

- 4.** *HECC is responsible for determining the distribution of funding to the various public higher education institutions. Prior to 2014, the distribution was chiefly based on enrollment. HECC has developed a Student Success and Completion model based on three components: mission differentiated funding, activity-based funding and completion funding. As time goes on, HECC proposes to place more emphasis on completion. For more information, see pages 14-20, 23-26, and 33-35.*

**4. What outcomes are important in evaluating the success of postsecondary education?**

Comments: \_\_\_\_\_

5. *Additional components of the higher education enterprise, including research, outreach, and athletics, have become important considerations of the mission and financial status of public institutions.*

**5-A. How important are these to the institution, students, alumni, faculty?**

Comments: \_\_\_\_\_

**5-B. Does the state have a responsibility to support these endeavors?**

Comments: \_\_\_\_\_

6. *By 2015 all the public universities in Oregon had independent boards with responsibilities for most university actions. HECC supports and works with these boards. For more information, see pages 12 and 32-33.*

**6. Is the new independent board structure a good alternative to the system-wide board that was previously in place?**

Comments: \_\_\_\_\_

7. *The Office of Student Access and Completion administers several state funded student aid programs for Oregon residents. The major programs include the Oregon Opportunity Grant, which can be used in any Oregon community college, public university or private college, and the new Oregon Promise program, which provides “free” tuition in Oregon community colleges for recent high school graduates. For more information, see pages 20-23.*

**7-A. Is the Oregon Opportunity Grant an appropriate program?**

1. How can the grants best be allocated and administered?
2. How should it be funded?

Comments: \_\_\_\_\_

**7-B. Is Oregon Promise a good model?**

1. How can it be sustained and improved?

Comments: \_\_\_\_\_

**7-C. Should the state develop additional ways to provide financial aid to Oregon Students? In what form?**

Comments: \_\_\_\_\_

**7-D. Should the state have a role in finding and administering federal and private scholarships, loans, etc.?**

Comments: \_\_\_\_\_

**8.** *As part of efforts to reduce time to completion of a degree and reducing the cost of higher education, there has been a recent emphasis on alternative paths to college credit. As part of this program, high school students are offered a variety of opportunities to earn college credits in high school through Advanced Placement and International Baccalaureate programs and other state programs. At the same time, many higher education institutions are reporting that new students are not adequately prepared. See pages 17-20 and 34-36.*

**8-A. What should be the state's role in developing these alternative paths, such as dual credit, reverse transfer, credit for prior learning?**

Comments: \_\_\_\_\_

**8-B. Is an increased emphasis on accelerated learning and college credit in high school appropriate at this time? If so, how? If not, why?**

Comments: \_\_\_\_\_

**9.** *Adequate counseling and mentoring are seen as important factors in achieving improved student success and reaching out to underserved communities. See pages 15-16.*

**9-A.** What is the state’s responsibility for ensuring adequate counseling and mentoring, including educating them on the cost and long-term impacts of postsecondary financing?

Comments: \_\_\_\_\_

**9-B.** What is the state’s responsibility for educating future students and their families about their options for postsecondary education?

Comments: \_\_\_\_\_