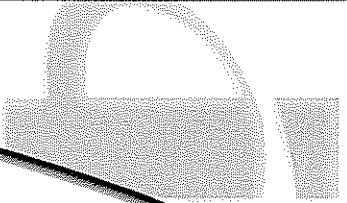
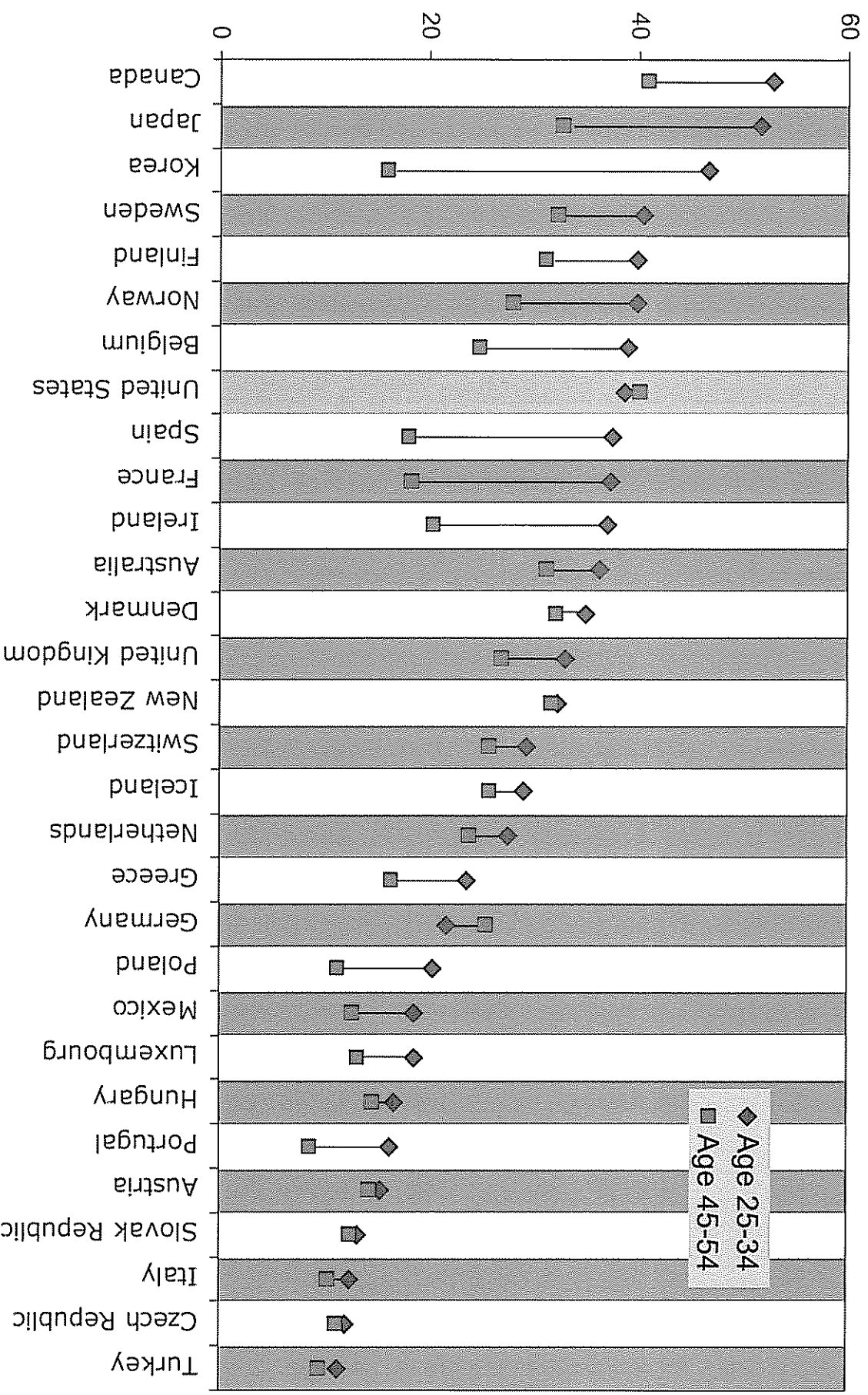


Oregon  
University  
System



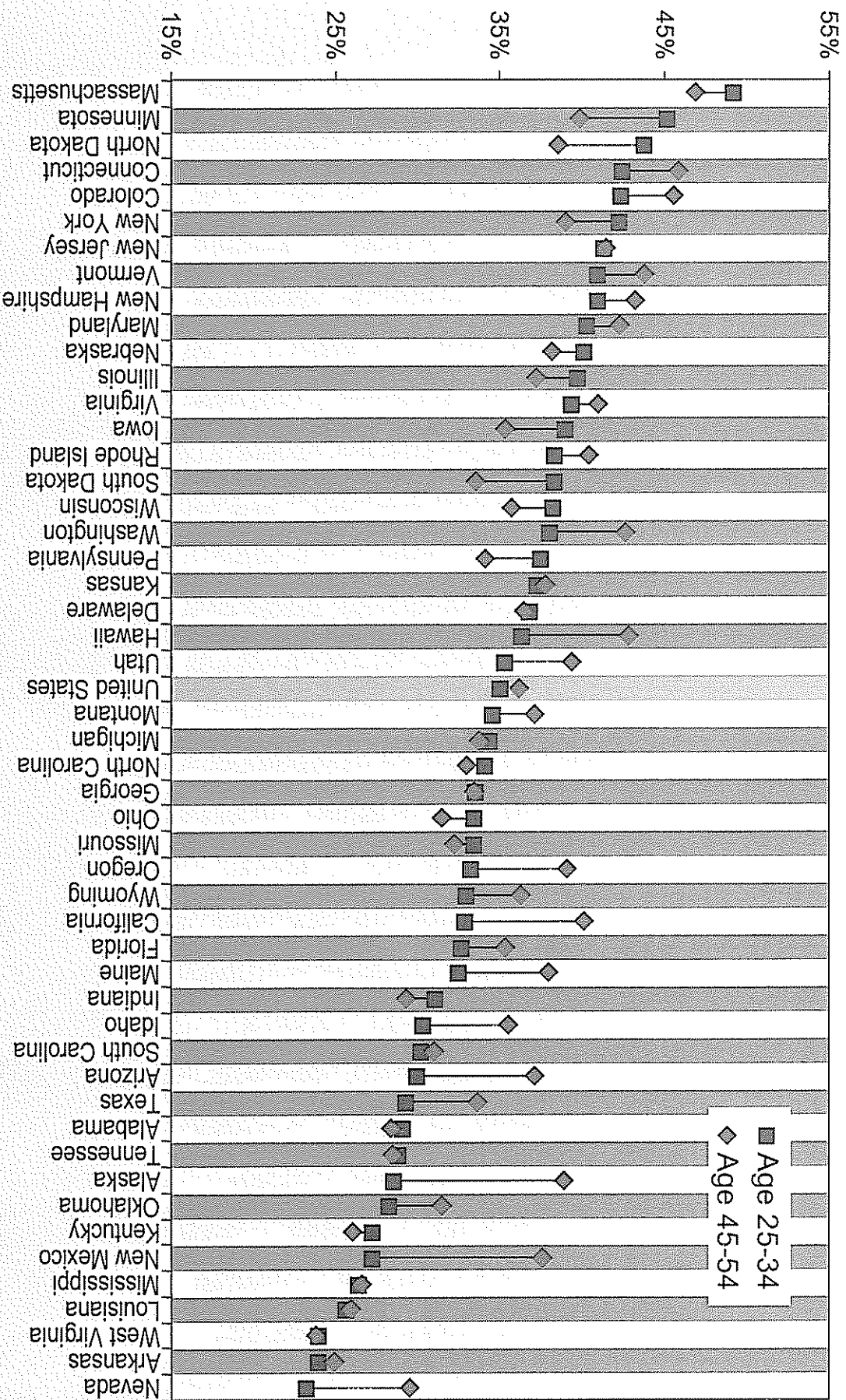
# OREGON UNIVERSITY SYSTEM

# Differences in College Attainment (Associate and Higher) Between Young and Older Adults, 2000

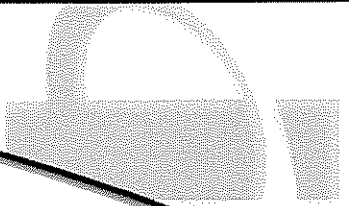


Source: Organisation of Economic Cooperation and Development, American Community Survey

# Differences in College Attainment (Associate and Higher) Between Young and Older Adults, 2000



Source: Organisation of Economic Cooperation and Development, American Community Survey



# **Who will succeed in the 21st century: Oregon natives or new Oregonians?**



# OUS Board's 20-Year Strategy

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- Secure Oregon's place in the global economy by
  - Promoting **access** to higher education for Oregonians and contributing to an **educated citizenry**
  - Ensuring **high quality student learning** for student success
  - Creating **original knowledge** and advancing **innovation**
  - Providing **economic and civic benefits** to Oregon and its communities
- Optimize each university's contribution to achieving the goals by managing OUS as a portfolio
- Create an adequate and sustainable financial structure for OUS
- Acquire sufficient administrative flexibility for OUS universities to operate efficiently, effectively, and with sound stewardship
- Facilitate an integrated approach to serving P-20 needs

# OUS Goals, Desired Outcomes, and Critical Success Drivers

Oregon's Targeted  
Outcomes Related to  
Higher Education



- Educated citizenry
- Quality jobs for all Oregonians
- Business vitality
- Development of economic capacity
- Civic engagement
- Strong and healthy communities in every region

## OUS Goals

## Desired Outcomes

## Critical Success Drivers

1. Promote **access** to postsecondary education for all Oregonians and contribute to an **educated citizenry** for Oregon
  - Access to Oregon higher education for all Oregonians, including underserved populations (by virtue of income, geography, or family history of college attendance)
  - Successful student progress to completion
  - Opportunities for Oregon's high achieving high school graduates
  - Lifelong learning opportunities
  - Affordable cost to students
  - Availability of desired programs and classes
  - Quality programs
2. Ensure a **high quality of student learning** to support graduate success
  - Well-developed critical thinking, analytic reasoning, and writing skills of graduates
  - Strong academic programs
  - Student satisfaction
  - Students' post-graduate success
  - Presence of high quality faculty engaged in instruction
  - Supportive instructional resources and learning environment
3. Engage in the creation of **original knowledge** and advance **innovation**
  - Robust intellectual output -- quality and quantity
  - Ability to attract external resources
  - Ability to attract and develop high quality faculty in research and scholarship
  - Effective knowledge and research dissemination
  - Presence of high quality faculty engaged in research
  - Supportive research resources and environment (facilities, libraries, graduate assistantships, journal editorial support, technology transfer support, etc.)
4. Provide **economic and civic benefits** to Oregon and its communities
  - Support for Oregon's industries (knowledge creation, cluster effects, and spin-offs)
  - Labor force development in key industries and areas of labor shortage
  - Positive economic, social, and cultural impact of campuses on their communities
  - Business and community benefits provided by Statewide Public Services
  - Effective structures for postsecondary, community, and business partnerships and communication



# OUS Performance Measurement Framework

DRAFT

	Access/Educated Citizenry	High Quality Learning	Original Knowledge Creation	Economic/Civic Benefits
<b>Key measures</b>	<ul style="list-style-type: none"> <li>Degrees awarded, by level</li> <li>Degree completion rates for entering freshmen and community college transfers</li> </ul>	<ul style="list-style-type: none"> <li>Metrics of learning outcomes (TBD)</li> <li>Employment and/or graduate program enrollment rate for recent OUS bachelor's recipients</li> </ul>	<ul style="list-style-type: none"> <li>Research &amp; development dollars per faculty</li> <li>Faculty publications, citations, exhibits (TBD)</li> </ul>	<ul style="list-style-type: none"> <li>Degrees awarded in priority areas of labor force development</li> <li>Percent of employed recent graduates working in Oregon</li> </ul>
<b>Other indicators reported at the Board &amp; System level</b>	<ul style="list-style-type: none"> <li>Net cost of attendance as percent of Oregon median family income</li> <li>Participation rate of Oregon high school graduates</li> <li>Enrollment of high-GPA students from Oregon high schools</li> <li>Persistence to the second year</li> <li>Percent of Oregon high school graduates earning an OUS bachelor's degree (TBD)</li> <li>Credit hours taken by non-degree seeking students (TBD)</li> </ul>	<ul style="list-style-type: none"> <li>Student advising (TBD)</li> <li>Research experience at the undergraduate level (TBD)</li> <li>Student participation in internships/experiential learning</li> <li>Graduate satisfaction with OUS preparation &amp; educational experience</li> <li>Employer satisfaction with quality of OUS graduates</li> </ul>	<ul style="list-style-type: none"> <li>Volume of inventions</li> <li>License income</li> <li>Volume of start-ups &amp; spin-offs</li> <li>Master's and doctoral degrees awarded in natural sciences, technology, arts, humanities, social sciences, and professions</li> </ul>	<ul style="list-style-type: none"> <li>Total dollar value of external grants</li> <li>Direct economic impact on Oregon's economy (TBD)</li> <li>Oregonians served by Statewide Public Services programs</li> <li>Alumni volunteerism (TBD)</li> </ul>
<b>Additional measures monitored at the campus level</b>	<ul style="list-style-type: none"> <li>Enrollment in credit courses</li> <li>Student profiles (gender, race/ethnicity, age, geographic origin, full-time/part-time, parents' education, family income, etc.)</li> <li>College choices of high achievers</li> <li>Student costs &amp; financial aid</li> <li>Time to degree</li> <li>Transfer &amp; alignment</li> <li>Admission requirements</li> <li>Enrollment in non-credit courses</li> </ul>	<ul style="list-style-type: none"> <li>Licensure &amp; certification exam pass rates</li> <li>Student/faculty ratio</li> <li>Classroom profiles (class sizes and formats, instructor rank, etc.)</li> <li>Instructional support (expenditures, facilities, library holdings, technology infrastructure and educational delivery, faculty compensation)</li> <li>Regularly updated faculty profiles (% full-time, tenure status, teaching loads, gender, race/ethnicity, academic awards, etc.)</li> <li>Accreditations, program recognition</li> <li>Graduate school entrance exam results</li> <li>Student awards &amp; recognition</li> </ul>	<ul style="list-style-type: none"> <li>Additional metrics related to priority focus areas: nanoscience &amp; microtechnologies; sustainability &amp; natural resources; neuroscience &amp; biomedical research</li> <li>Faculty academic and research awards and recognition</li> <li>Research facilities</li> <li>Collaborative research and scholarship activity</li> </ul>	<ul style="list-style-type: none"> <li>Contributions to industry clusters</li> <li>Contributions to community cultural vitality</li> <li>Assistance to and engagement with local &amp; state businesses, industries, and communities</li> <li>Opportunities for continuing education for local communities</li> <li>Employment &amp; spillover effects relative to regional economy</li> </ul>