## Framework for Discussion of Quality

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| **Urgency question**          | • Should public postsecondary education enrollments be limited to protect quality? Under what circumstances and how soon should such an action be taken in Oregon?  

• What are the minimum resource levels in each education sector below which quality cannot fall? In addition to enrollment limitation (postsecondary sectors only), what strategies are left to pursue in the wake of the 2001-2003 budget cuts? |
| **Working definition for policy development** | • Because the central focus of educational institutions is on students and faculty, quality (or excellence) relates to talent development – the success of students as active learners who acquire knowledge, competencies, and skills in application; form attitudes and gain perspectives; and meet their aspirations and goals – and the discovery, creation, and application of knowledge by faculty and students, undergraduate, graduate, and professional. Institutional quality assurance is carrying out all mission-related responsibilities in accordance with publicly accepted standards of accountability and integrity. |
| **Quality dimensions**        | • Perspectives on educational quality: what is valued by stakeholders?  

• Stakeholders  
  • recipients: students and their families  
  • service providers: institutions and instructors  
  • resource providers: students/their families, donors, state and federal  
  • employers and other clients  
  • other educational sectors to which students matriculate |
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| • Quality assurance: what approaches are used? | • Traditional approaches  
  • accreditation  
  • rankings and ratings  
  • resources  
  • outcomes  
  • licensure  
  • program reviews  
  • stakeholder evaluations of experience  
| • Emergent approaches                      | • systemic performance and accountability programs; report cards  
  • partnerships to enhance goals (e.g., student preparation, student success)  
  • active engagement of institutions to meet social, economic, and other societal needs |

Quality measures  

• What measures indicate that quality is being achieved?  

(Notice: Performance indicators need to be added for the K-12 and community college sectors.)  

• OUS performance indicators related to quality  
  • freshman persistence  
  • bachelors completion rate  
  • employer and graduate satisfaction  
  • sponsored program (research and development) expenditures  
  • philanthropic support  
  • student-faculty ratios  
  • institutional accreditation status
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| Quality and budgets in K-16                                           | • Vision and goal-driven with strong accountability reporting requirements  
|                                                                      | • Performance-based  
|                                                                      | • Peer-validated  
|                                                                      | • Degree of acceptance by legislature, governor, and public as basis for budget allocation  
|                                                                      | • Credibility of peer comparator strategy  
|                                                                      | *(Note: Questions are needed for K-12 and community colleges’ budget strategy issues.)*  
|                                                                      | • questions for OUS:  
|                                                                      | – does the peer comparator approach work?  
|                                                                      | – as RAM value drops, does OUS under- or over-perform relative to its peers?  
|                                                                      | – as RAM value drops, who are the new “funding peers” and how does OUS performance compare?  
|                                                                      | • Quality defined on a resource continuum  
|                                                                      | • What are the minimum resource levels in each sector below which quality cannot fall?  
|                                                                      | • In OUS, the resource Quality Index has declined while enrollment has increased, creating a growing gap.  

- Similarities among the K-12 Quality Education Model (QEM), the CCWD Support Fund Distribution Formula, and the OUS Resource Allocation Model (RAM)  
- Differences in acceptance of the budget models for K-12, community colleges, and OUS
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<tr>
<td>Connection to other strategic planning variables</td>
<td><em>(Note: These assumptions and assertions should be modified, as appropriate, for each sector.)</em></td>
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<td>• Mission differentiation</td>
<td>• The potential for excellence exists for institutions of all types.</td>
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<td>• Enrollment management</td>
<td>• Maintaining or enhancing quality in a declining resource environment may require limiting enrollments.</td>
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<td>• Flexibility initiatives</td>
<td>• Flexibility initiatives are intended to increase efficiencies and free resources to enhance quality.</td>
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<td>• Preparation</td>
<td>• A demonstrable relationship exists between rigorous, standards-based preparation for college and student success.</td>
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<td>• Affordability</td>
<td>• Students with unmet high financial need may have to work longer hours; this negatively impacts academic performance, retention, and persistence.</td>
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<td>• Access</td>
<td>• “Access to what?” becomes the question when quality is imperiled.</td>
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<td>• Public finance</td>
<td>• What does the public expect for its investment of resources? What will it take to increase that investment?</td>
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