

Policy and Management Roles of the State, Board, System Office, and Institutions Quality

State	Board	System Office	Institution
<p>1. Legislature provides General Fund allocation to OUS to support access to quality higher education for Oregon residents.</p> <p>2. Department of Administrative Services requires periodic reporting of close to 30 OUS performance indicators related to the provisions of SB 919 (1997). These indicators are reported in <i>Links to Oregon Benchmarks</i>.</p>	<p>1. Board policy links enrollment capacity and state funding to institutional quality.</p> <p>2. Policy sets maximum sustainable enrollment capacity relative to state funding.</p> <p>3. Requires campuses to demonstrate maintenance of quality student experience and campus performance if additional students are enrolled beyond the established sustainable enrollment level.*</p> <p style="text-align: center;"><i>* Process and timeline for institution reporting to the Board is currently being developed through the Academic and Administrative Councils.</i></p>	<p>1. In accordance with 1997 SB 919, System office establishes a set of quality indicators by which all institutions are measured. Annually reports to the Board on these indicators. Quality indicators include:</p> <ul style="list-style-type: none"> • Freshman persistence; • Bachelor's completion; • Graduate and employer satisfaction; • Sponsored research dollars; • Philanthropic support. <p>2. System office monitors other measures of threats to quality:</p> <ul style="list-style-type: none"> • Student-faculty ratios; • Faculty compensation; • Facilities maintenance. 	<p>1. Institution establishes campus policies and manages resources to assure high quality student experience and campus performance. President annually reviews and sets institutional performance goals.</p> <p>2. Examples of institutional policies and management practices related to quality include: setting and awarding course credit; class scheduling; initiatives for ethnic and cultural diversity; standards and processes for awarding faculty tenure; administration of faculty compensation; and institutional support of scholarly activity.</p> <p>3. Specific institutional quality-related measures (in addition to the Systemwide indicators) may include, for example:</p> <ul style="list-style-type: none"> • Course and class section demand and supply; • Library and technology resources per student; • Faculty workload, including student advising outside the classroom; • Proportion of adjunct versus regular faculty; • Institution sponsorship of scholarly activity; • Performance of graduates on licensure exams.