

What are we and where are we going?

Premier public undergraduate & professional polytechnic university in the nation

Underling Assumptions about Higher Education in the Future

- **Funding from Oregon will reward completion, not seat time or credit hours**
- **Students more place-bound (cost-of-living driver)**
- **Rural, residential campuses need support for student life**
- **Non-resident students help pay for others, but are highly sought by many universities elsewhere already (reputation, value, connections)**
- Students and parents are seeking value (lower cost, not cheap degrees)
- Much more accomplishment-based learning (seat time is dead; credit hours dying)
- Demographics are changing (current crowd more closely tied to family structure, which means longer-term relationship building very important)

How are we getting there? Short answer—use our footprint to provide a lot of avenues to reach students and help them both achieve and save while providing the best rate of return for university investment in the short and long term

- Growth/Graduation (focus on our traditional strengths)
 - **Urban high-tech focus with allied health**
 - **Rural allied-health focus with high tech (OHSU, Sky Lakes, etc.)**
 - Removing caps that focus exclusively on Oregon needs
 - DPT; cybersecurity; applied MS degrees; other professional degrees
- Where Students Are + Value in Coming to Oregon Tech (but play to our newly developing strengths and opportunities)
 - **Online (CE; badges; certificates; micro-degrees [short time = finishing]; degree completion; Masters; non-traditional approaches)**
 - **Collaborations (CCs; doctoral universities; private liberal arts colleges; professional colleges; private sector [e.g., OMID]; international)**
 - **Focus on national reputation for additional non-resident students (currently ~25% of student population)**
 - International experience
 - Get them in and get them out – lower cost (dual credit [HST; ACP]; shorter degrees – perhaps offsetting our costs through grants [OCF, Ford Family, etc.])
 - **Student life (different solutions at different campuses)**
- Opportunities for Faculty and Staff
 - **Collaborative opportunities (e.g., stimulating partnerships; applied-research support; student-project support)**
 - **Different pathways for different faculty (e.g., more self-supporting, applied-research oriented; intro-class focus)**
 - Residing places other than Klamath Falls and Wilsonville areas
 - Development opportunities for faculty and staff support

- Balancing the Budget
 - Lower-cost/Higher-return options for bricks and mortar (leasing space; public/private partnership buildings)
 - **Riding through the highs and lows of enrollment, funding, and costs with adequate fund balances/reserves**
 - **Focus on graduation to maximize the new HECC funding model (e.g., advisors, student mentors, student life, debt amelioration, etc.)**
 - **Break tie between WUE and resident tuition through new Parliament Program (or some other name) based on discount from full non-resident tuition as opposed to surcharge based on resident tuition**
 - Increase overall percentage of non-resident students (currently 25%) by leveraging our national rankings and value...
 - ...in order to help Oregon Tech retain its public university mission that allows us to help Oregonians who need help the most (economically challenged, first-generation, rural, part-time, etc.)...
 - ...and results in job creation in Oregon rather than workforce creation for neighboring states.

How does this align with our current strategic plan?

- Strategic Goals
 - Student Success—Strategic Initiatives: **Completer Scholarships**; online offerings; **partnering with community colleges and others**
 - Faculty and Staff Success—Strategic Initiatives: **Faculty Fellowships**; Professional Development
 - Economic and Workforce Connections—Strategic Initiatives: Externships & Internships; OMID & similar partnerships; **enhance ETIC & OTC, etc.**
 - Student Access and Diversity—Strategic Initiatives: TRIO, Texting, & similar catch-/stay-up programs; **STEM (K-12); increase non-resident (+international) percentages to offset economically challenged & resident tuition**; possible resident rates to parts of northern California
 - University Financial Success—Strategic Initiatives: **Cornett Hall build & remodel; Wilsonville expansion**; increase graduation numbers; increase development opportunities

What can go wrong and how do we deal with it?

- Costs passed to us by the State rise faster than inflation + State support
 - Dramatically increase tuition (we won't be alone in this)
 - Decrease options for student degrees and services (e.g., fewer staff and faculty)
 - **Increase % of non-resident, WUE, and WUE-like ("Parliament" Program)**
- Freshmen and resident-campus enrollment declines over time (free CC, etc.)
 - Possible tuition break or preferential admission for students that start with us
 - **Marketing focus on starting majors courses in freshman year**
 - **Student recreation, life, advising center on Klamath Falls campus**
 - **Ratchet up philanthropy with focus on offsetting costs**