

Oregon University System Annual Performance Progress Report (APPR) for Fiscal Year 2005-06

2007-09 Budget Form 107BF04c

Due: September 30, 2006

Submitted: December 12, 2006

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Agency Mission

ORS 351.009 – The Legislative Assembly declares that the mission of all higher education in Oregon is to: 1) Enable students to extend prior educational experiences in order to reach their full potential as participating and contributing citizens by helping them develop scientific, professional, and technological expertise, together with heightened intellectual, cultural, and humane sensitivities and a sense of purpose; 2) Create, collect, evaluate, store, and pass on the body of knowledge necessary to educate future generations; 3) Provide appropriate instructional, research, and public service programs to enrich the cultural life of Oregon and to support and maintain a healthy state economy.

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ABOUT THIS REPORT

Purpose of Report

The purpose of this report is to summarize the agency's performance for the reporting period, how performance data are used and to analyze agency performance for each key performance measure legislatively approved for the 2005-07 biennium. The intended audience includes agency managers, legislators, fiscal and budget analysts and interested citizens.

1. PART I: EXECUTIVE SUMMARY defines the scope of work addressed by this report and summarizes agency progress, challenges and resources used.
2. PART II: USING PERFORMANCE DATA identifies who was included in the agency's performance measure development process and how the agency is managing for results, training staff and communicating performance data.
3. PART III: KEY MEASURE ANALYSIS analyzes agency progress in achieving each performance measure target and any corrective action that will be taken. This section, the bulk of the report, shows performance data in table and chart form.

KPM = Key Performance Measure

The acronym "KPM" is used throughout to indicate **Key Performance Measures. Key performance measures are those highest-level, most outcome-oriented performance measures that are used to report externally to the legislature and interested citizens. Key performance measures communicate in quantitative terms how well the agency is achieving its mission and goals. Agencies may have additional, more detailed measures for internal management.**

Consistency of Measures and Methods

Unless noted otherwise, performance measures and their method of measurement are consistent for all time periods reported

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2007-09 KPM#	2007-09 Key Performance Measures (KPMs)	Page #
1	COST AS A PERCENT OF INCOME – Cost of attendance at OUS for a resident undergraduate (tuition & fees, room & board, other expenses) as a percent of Oregon median family income.	7
2	COST COVERED BY AID – Percent of total cost of attendance at OUS covered by federal and state need-based aid for resident undergraduate financial aid recipients: a) Financial aid including loans, b) Financial aid excluding loans.	9
3	FIRST-TIME FRESHMEN – Number of entering first-time, full-time freshmen	11
4	COMMUNITY COLLEGE TRANSFERS – Number of students who are new Oregon community college transfers	13
5	ENGINEERING EMPLOYER SATISFACTION – Average rating of overall quality of engineering/computer science graduates by Oregon employers (5-pt scale)	15
6	GRADUATE SATISFACTION – Average rating of overall quality of experience by recent OUS bachelor’s graduates (5-pt scale)	17
7	PHILANTHROPY – Total gifts from philanthropic sources – foundation net assets (\$ in millions) a) Total, b) Capital projects, c) Faculty support (including chairs), d) Scholarships, e) Other	19
8	STUDENT/FACULTY RATIO – Ratio of students to full-time faculty	21
9	PERSISTENCE – Percent of full-time freshmen who demonstrate progress by returning for the second year	23
10	COMPLETION – Percent of full-time freshmen starting and completing a bachelor’s degree at an OUS university (6-year graduation rate)	25
11	TRANSFER STUDENT COMPLETION – Percent of Oregon community college transfers completing a bachelor’s degree at an OUS university (6-year graduation rate)	27
12	SPONSORED RESEARCH – Total sponsored research and development dollars supported by external fund sources (\$ in millions) a) Total, b) Federal sources, c) Private sources	29
13	RESEARCH DOLLARS PER FACULTY – Sponsored research dollars per faculty at research/doctoral universities – OSU, PSU, UO (\$ in thousands)	31
14	INVENTIONS – Number of inventions disclosed per year	33
15	LICENSE INCOME – License income per \$100M research expenditures per year	34

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2007-09 KPM#	2007-09 Key Performance Measures (KPMs)	Page #
16	START-UP COMPANIES – The number of start-up/spin-off companies per \$100M research expenditures per year	35
17	INTERNSHIPS – Percent of bachelor’s graduates completing an OUS-approved internship	37
18	BACHELOR’S DEGREES – Total number of bachelor’s degrees granted	39
19	ADVANCED DEGREES – Total number of advanced degrees granted (master’s, doctoral, and professional)	41
20	ENGINEERING AND COMPUTER SCIENCE DEGREES – Total number of degrees granted in engineering and computer sciences (all levels; includes multiple majors)	43
21	GRADUATE SUCCESS – Percent of graduates employed and/or continuing education	45
22	EMPLOYED IN OREGON – Percent of employed graduates working in Oregon	47
23	STATEWIDE PUBLIC SERVICES EXTERNAL FUNDS – External funds generated per state dollar invested in Statewide Public Services (SWPS)	48
24	FRESHMAN PARTICIPATION – Oregon freshman participation rate in OUS institutions	49
25	TIME TO DEGREE – Average time to degree for students entering as full-time freshmen (years)	51
26	TRANSFER STUDENT TIME TO DEGREE – Average time to degree for community college transfers (years)	52
27	SWPS VOLUNTEERS – Number of volunteers associated with Statewide Public Services programs per FTE faculty in SWPS (Extension Service only)	53
28	SWPS PARTICIPATION – Number of Oregon residents participating in activities sponsored through SWPS programs per FTE faculty in SWPS (Extension Service only)	55
29	CUSTOMER SERVICE – Percent of customers rating their satisfaction with the agency’s customer service as “good” or “excellent”: overall, timeliness, accuracy, helpfulness, expertise, availability of information	57

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1. SCOPE OF REPORT

- Agency programs/services addressed by key performance measures

Higher education services fall into three categories: instruction, research, and public service. Current key performance measures address aspects of all three. Within the broad category of instruction are measures related to affordability and access, academic quality, student progress and degree completion, and student success and satisfaction. Under research are measures of funding for sponsored projects and technology transfer metrics. Performance measures for Statewide Public Service programs (such as the Extension Service) and Oregon’s workforce needs address the public service component of higher education.

- Agency programs/services, if any, not addressed by key performance measures

Some of the gaps identified by OUS include direct measures of learning outcomes, original knowledge creation, student advising, educational opportunities for non-degree seeking students, and the impact of public universities on Oregon’s economy. These areas are, by their nature, difficult to measure. However, OUS is exploring the potential for metrics in these areas, beginning with student learning outcomes.

2. THE OREGON CONTEXT

The Oregon University System has a direct impact on Oregon Benchmarks 24 (some college completion), 26 (college completion), and 7b (R&D in academia) and an indirect impact on OBM 4 (net job growth) and 11 (per capita income). In pursuing activities toward these benchmarks, OUS has worked with our education partners in the state through the Joint Boards; SBHE working groups; and staff connections to the Oregon Department of Education, the Office of Community Colleges and Workforce Development, and the Oregon Student Assistance Commission. Numerous connections to Oregon’s business community, through ETIC (Engineering & Technology Industry Council), Oregon InC, the Oregon Business Council, and other cross-sector working groups, have fostered efforts to support and enhance Oregon’s workforce and economic strength.

As part of a long-range planning initiative, the State Board of Higher Education reaffirmed its commitment to the state through the articulation of four broad goals to produce the highest level of educational outcomes for Oregonians. *An Investment in Oregonians for the Future: A Plan to 2025 for the Oregon University System* describes those goals as:

1. Create in Oregon an educated citizenry to support responsible roles in a democratic society and provide a globally competitive workforce to drive the State’s economy, while ensuring access for all qualified Oregonians to quality postsecondary education.
2. Ensure high-quality student learning leading to subsequent student success.
3. Create original knowledge and advance innovation.
4. Contribute positively to the economic, civic, and cultural life of communities in all regions of Oregon.

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3. PERFORMANCE SUMMARY

KPM Progress Summary	Key Performance Measures (KPMs) with Page References	# of KPMs
KPMs MAKING PROGRESS at or trending toward target achievement	First-Time Freshmen (page 11), Engineering Employer Satisfaction (page 15), Graduate Satisfaction (page 17), Philanthropy (page 19), Student/Faculty Ratio (page 21), Persistence (page 23), Completion (page 25), Transfer Student Completion (page 27), Sponsored Research (page 29), Sponsored Research per Faculty (page 31), Inventions (page 33), License Income (page 34), Start-up Companies (page 35), Internships (page 37), Bachelor’s Degrees (page 39), Advanced Degrees (page 41), Engineering & Computer Science Degrees (page 43), Graduate Success (page 45), Statewide Public Services (SWPS) External Funds (page 48), Time to Degree (page 51), Transfer Student Time to Degree (page 52), SWPS Volunteers (page 53).	22
KPMs NOT MAKING PROGRESS not at or trending toward target achievement	Cost as a Percent of Income (page 7), Community College Transfers (page 13), Graduates Employed in Oregon (page 47), Freshman Participation (page 49).	4
KPMs - PROGRESS UNCLEAR target not yet set	Cost Covered by Aid – data under review (page 9), SWPS Participation – possible data anomaly (page 55), Customer Service – no targets (page 57).	3
Total Number of Key Performance Measures (KPMs)		29

4. CHALLENGES

Shrinking state investment coupled with enrollment growth has forced Oregon universities to a critical point, creating pressure in areas such as class size and availability, student support and facilities, and the ability to recruit and retain high-quality faculty which then has a direct impact on instruction, student mentoring, and research programs. Despite significant achievements in leveraging external financial support to help mitigate lower levels of state funding, this long-term disinvestment is apparent in the key performance areas of affordability, freshman participation, and the ratio of students to full-time faculty.

An additional challenge, faced by all state and national education agencies, is the evolving nature of student enrollment and transfer patterns, as well as student needs and expectations. Shifting demographics; the challenges of global economic competition; and individualized, non-traditional pathways to educational attainment create complicated challenges to providing the opportunities for postsecondary advancement that are critical for the future of the state and its citizens.

5. RESOURCES USED AND EFFICIENCY

In FY 2006, General Fund appropriations for General Operations totaled \$338 million; funding for debt service and capital construction and repair brought the total general fund budget to \$366.7 million. With the addition of funds from other sources, the OUS total bottom line limited budget was \$1.3 billion.

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The following questions indicate how performance measures and data are used for management and accountability purposes.

<p>1 INCLUSIVITY Describe the involvement of the following groups in the development of the agency’s performance measures: staff, elected officials, stakeholders, and citizens.</p>	<p>The development of performance measures for OUS began in 1997 with the identification of broad societal goals for public higher education, which were codified in statute with the passage of SB 919 in 1997 Legislative Assembly. These goals include: access, quality, employability, and efficiency.</p> <p>The Board of Higher Education, a lay board appointed by the Governor, discussed specific measures and indicators of these goals in the subsequent seven public board meetings which were held on campuses in all Oregon regions and which included opportunities for public testimony (Klamath Falls, La Grande, Portland, Eugene, Corvallis, and Ashland).</p> <p>OUS staff involved campus leaders (presidents, provosts, and vice presidents) in discussions about the development of performance indicators (PIs), data sources, and targets. The Board at a regular meeting approved 30 indicators/measures, many with data available.</p> <p>A planning group was formed of representatives from each campus to develop systems for collecting and aggregating campus data into agency results. This group also participated in the design of surveys of customer satisfaction (enrolled students, recent graduates, graduates 5 to 10 years later, and employers) and the economic impact of OUS on the state. They served as liaisons to translate performance goals into tangible campus activities.</p> <p>In 2000, OUS invited business leaders to review the performance measurement process, including proposed improvement targets. This feedback was valuable in clarifying public expectations for accountability reporting. This ad hoc advisory group recommended that OUS focus on a limited number of indicators most critical to success and set higher targets.</p> <p>To streamline the process and focus campus efforts to improve processes and results, the Board selected 12 key performance indicators (KPIs) out of the 30 proposed in the first year. These are regarded as key drivers to improving quality and results.</p> <p>The 29 agency performance measures reported here reflect the PIs identified in November 1997 with some modifications based on both internal process reviews and review by the 2003 and 2005 Legislative Assemblies. OUS has undertaken a long-term initiative to review performance measures and accountability reporting to improve clarity, facilitate cross-sector collaboration, and further integrate performance measurement into agency policy and management processes. Within the context of the State Board of Higher Education’s long-range planning, a performance measurement framework aligns metrics with high-level agency goals. This framework describes a tiered system for evidence-based management with a limited number of key outcome measures, a broader array of indicators reported at the Board and System level, and a wide range of detailed metrics to be monitored at the campus level.</p>
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<p>2 MANAGING FOR RESULTS How are performance measures used for management of the agency? What changes have been made in the past year?</p>	<p>The performance measures are used to compare agency performance over time and to other higher education institutions. From this process, the agency has made it a priority to align programs with desired results. During the past biennium, the Oregon University System has worked to make performance measurement an effective management and policy tool. An overarching performance and accountability framework provides a model for connecting performance measurement to strategic planning and policy initiatives. In addition, the Oregon University System is undertaking a comprehensive review of its performance measures and accountability reporting. The guiding principle for this review is to ensure that what is measured reflects what is valued, both within the system and throughout the state.</p> <p>System-level performance results, which reflect higher-level outcomes, are generally used to set policy and budget directions for future years. Campus-level data are reported annually to the Board and are a component of the formal evaluation of university presidents. Campuses are encouraged to develop systems for monitoring performance at the program level and aligning activities with strategic priorities.</p>
<p>3 STAFF TRAINING What training has staff had in the past year on the practical value and use of performance measures?</p>	<p>During the past year, staff at both the system and campus level have had an opportunity to learn more about performance measurement through dedicated training sessions and as part of broader professional development conferences. In 2005, OUS participated in a national Higher Education Accountability conference sponsored by FIPSE and SHEEO. Within OUS, training and discussions related to performance measurement occur largely through the Inter-institutional Planning and Research Council (IPRC). Topics have included the alignment of targets with strategic directions, using comparative data, and using performance measurement for internal management.</p>
<p>4 COMMUNICATING RESULTS How does the agency communicate performance results to each of the following audiences and for what purpose?</p>	<p>Formal annual reports are made to the State Board of Higher Education, Legislature, and press (since 1998) based on agency performance and individual campus performance. The purposes are to (1) describe how well we are achieving the agency’s broader goals, (2) identify risk factors to making improvements, (3) set budget priorities, (4) provide information to stakeholders and the public, and (5) increase accountability to Oregon taxpayers.</p> <p>In November 2006, campus-level performance reports were presented to the State Board of Higher Education by university presidents, linking performance targets and trends to broader university-wide strategic planning efforts, goals, and initiatives.</p> <p>In compliance with state directives, OUS reports performance results to both the executive and legislative branches of state government, and reports are posted for public review on the Oregon Progress Board website.</p> <p>OUS has focused on improving communication through greater transparency. The web-based component, begun in 2001, was designed to provide information in a format and language that would be understandable to all readers. Trend data and improvement targets are posted for both the Board-approved and Legislatively-approved measures. Performance results are available at: http://www.ous.edu/mp_home.htm.</p>

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KPM #1	COST AS A PERCENT OF INCOME – Cost of attendance at OUS for a resident undergraduate (tuition & fees, room & board, other expenses) as a percent of Oregon median family income.	Measure since: 2005
Goal	Access: Expand access to students who meet admission standards – lower income students	
Oregon Context	OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income	
Data source	OUS Institutional Research Services; OUS Budget Office; U.S. Census	
Owner	OUS Strategic Programs and Planning, Ruth Keele (541) 346-5754	

1. **OUR STRATEGY**

Pursue – at institution and Board level – policies to constrain tuition while maintaining quality.

2. **ABOUT THE TARGETS**

In 2005 and 2006, the ratios of college costs to family income were higher than OUS targets. Targets through 2009 hold steady to the current ratio, reflecting efforts to provide stability in the realm of college affordability. Ideal performance on this measure would show declining ratios of cost to income.

3. **HOW WE ARE DOING**

In 2006, the cost of college attendance relative to median family income in the state was held to almost the same rate as the previous year. This halted a steady rise in the ratio of college costs to Oregon family income.

4. **HOW WE COMPARE**

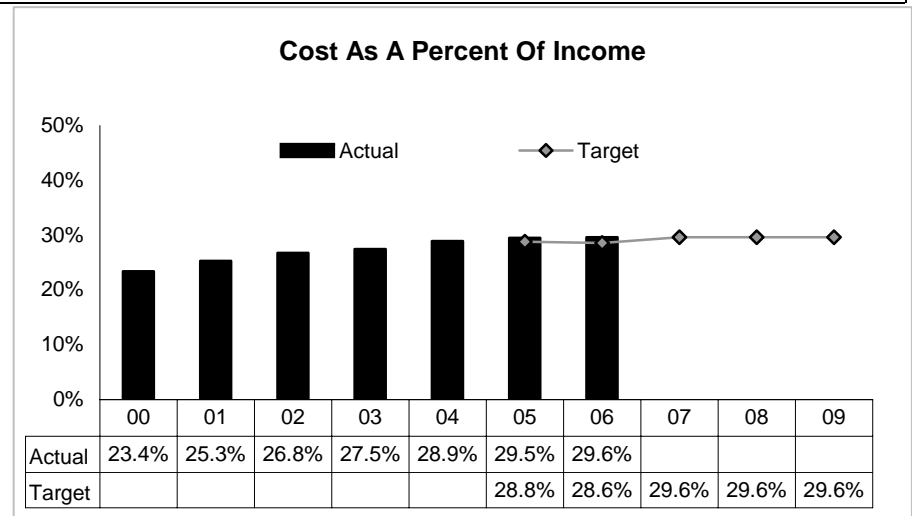
According to *Measuring Up 2006*, the national report card produced by the National Center for Public Policy and Higher Education, Oregon ranks 46th among the fifty states in the ability of families to pay the cost of public postsecondary education. For the past two studies, Oregon has received a grade of “F” on affordability (along with 42 other states in 2006).

5. **FACTORS AFFECTING RESULTS**

In 2005, while tuition increases for resident undergraduates were held to 3% or below at all universities except two, inflation drove up non-tuition costs by over 6%, further increasing the proportion of family earnings needed to cover the cost of a college education. In 2006, OUS held tuition increases to 3% at all campuses and fee increases were limited. Additionally, softer increases in inflation helped to hold the ratio steady for the first time this decade.

6. **WHAT NEEDS TO BE DONE**

Early in 2004, the State Board of Higher Education established the Access and Affordability Working Group to explore options for making college more affordable for all Oregonians. This group has brought together representatives from Oregon’s education and community sectors to research the issues and impacts and to develop proposals for increasing need-based financial aid. The proposed Shared Responsibility Model for the Oregon Opportunity Grant will



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be a big step toward removing this barrier to participation. At the same time, work continues at the campus and system level to constrain tuition and fee increases and to mitigate the effects of any increases on those least able to afford them.

7. ABOUT THE DATA

Tuition data are reported for the academic year, with detailed annual reports available on the OUS website (www.ous.edu). Non-tuition costs are obtained from the Oregon Student Assistance Commission and also represent the academic year. Median family income data are collected from the U.S. Census Bureau. Numerous reports and links to supporting information related to college affordability are available on the Access and Affordability Working Group pages of the OUS website: www.ous.edu/state_board/workgroups/aawg/work.php.

III. KEY MEASURE ANALYSIS

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KPM #2a	COST COVERED BY AID – Percent of total cost of attendance at OUS covered by federal and state need-based aid for resident undergraduate financial aid recipients: a) Financial aid including loans	Measure since: e.g. 2004
Goal	Access: Expand access to students who meet admission standards – lower income students	
Oregon Context	OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income	
Data source	OUS Institutional Research Services; OUS Budget Office; U.S. Census	
Owner	OUS Strategic Programs and Planning, Ruth Keele (541) 346-5754	

1. **OUR STRATEGY**

In conjunction with tuition policy, support viable options for student aid.

2. **ABOUT THE TARGETS**

Financial aid data are currently under review. Targets for the coming biennium will be developed as new data are received.

3. **HOW WE ARE DOING**

Preliminary data collection for this measure identified gaps in the financial aid data. All financial aid data are currently under review. An assessment of progress on this measure will be completed when data become available.

4. **HOW WE COMPARE**

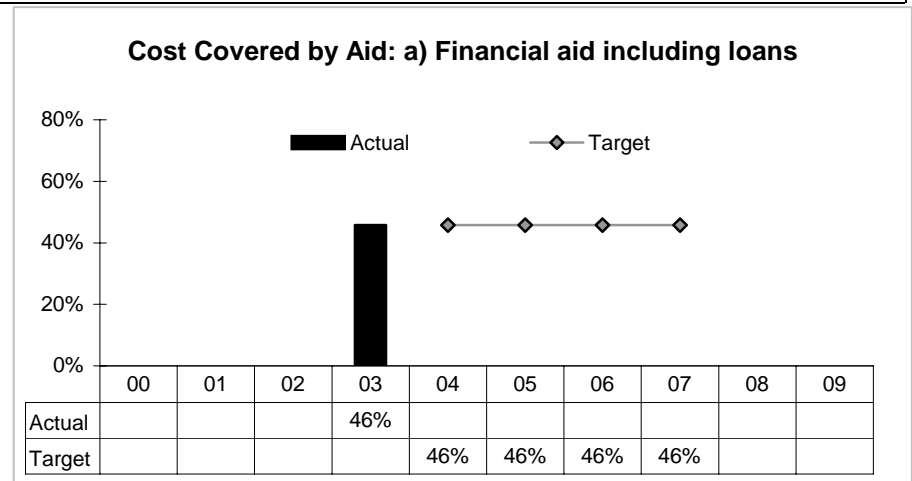
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5. **FACTORS AFFECTING RESULTS**

6. **WHAT NEEDS TO BE DONE**

7. **ABOUT THE DATA**

Data are reported for the academic year. Additional information on financial aid is provided in the OUS Fact Book at www.ous.edu.



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KPM #2b	COST COVERED BY AID – Percent of total cost of attendance at OUS covered by federal and state need-based aid for resident undergraduate financial aid recipients: b) Financial aid excluding loans	Measure since: e.g. 2004
Goal	Access: Expand access to students who meet admission standards – lower income students	
Oregon Context	OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income	
Data source	OUS Institutional Research Services; OUS Budget Office; U.S. Census	
Owner	OUS Strategic Programs and Planning, Ruth Keele (541) 346-5754	

1. OUR STRATEGY

In conjunction with tuition policy, support viable options for student aid.

8. ABOUT THE TARGETS

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9. HOW WE ARE DOING

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10. HOW WE COMPARE

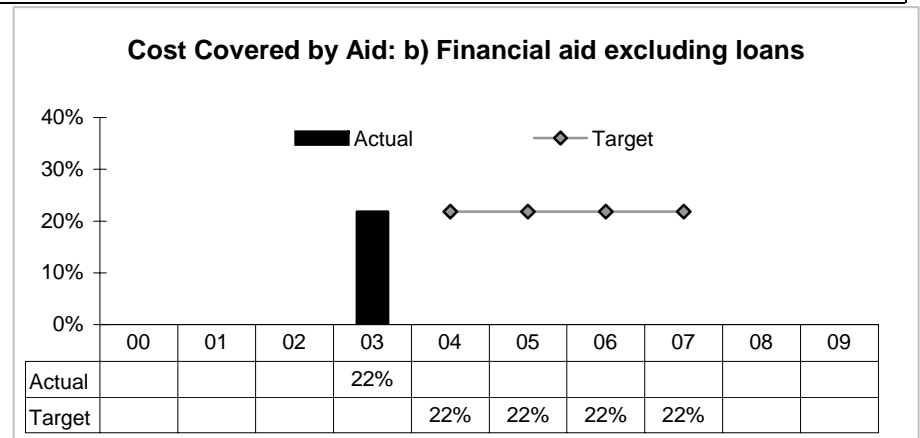
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11. FACTORS AFFECTING RESULTS

12. WHAT NEEDS TO BE DONE

13. ABOUT THE DATA

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KPM #3	FIRST-TIME FRESHMEN – Number of entering first-time, full-time freshmen	Measure since: e.g. 1997
Goal	Access: Expand access to students who meet admission standards – entering freshmen	
Oregon Context	OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income	
Data source	OUS Institutional Research Services, fall fourth-week enrollment reports	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

Strengthen collaborative efforts with ODE to enhance college preparation and alignment and streamline process.

2. **ABOUT THE TARGETS**

In recent years, enrollment of first-time freshmen has fallen below projections. Targets for the upcoming biennium reflect recent enrollment trends and projected numbers of high school graduates.

3. **HOW WE ARE DOING**

Following years of steep increases in enrollment, growth rates in recent years have declined. This overall trend is mirrored in the numbers of first-time freshmen entering Oregon’s public universities. In fall 2005, enrollment of first-time freshmen grew slightly, recovering the previous year’s loss, but falling below projections.

4. **HOW WE COMPARE**

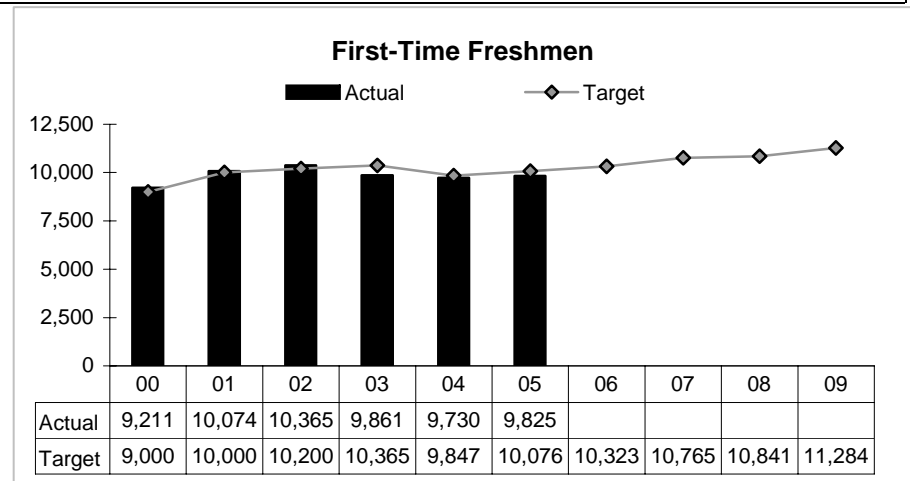
While there are no national norms for this measure, efforts are underway to identify appropriate standards or comparators.

5. **FACTORS AFFECTING RESULTS**

College enrollment is influenced by a number of factors, including real and perceived college costs, the availability of need-based financial aid, state and regional economic outlooks and job markets, postsecondary education options, and the aspirations of high school graduates and adult learners. To some extent, slight declines in first-time enrollment at OUS may reflect improved academic alignment among postsecondary sectors in the state, allowing greater flexibility for students and, in fact, improving college access.

6. **WHAT NEEDS TO BE DONE**

In addition to cross-sector alignment initiatives, OUS is strengthening efforts to communicate the importance of a college education for personal fulfillment, for Oregon’s workforce, and for securing a family-wage job. As the demographic character of Oregon’s population shifts, further work will be needed to make higher education an attainable ambition for all citizens. Finally, the capacity of Oregon’s public universities to accept and retain new students must be supported through



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funding for faculty, facilities, and student support. In order to provide additional data on this topic, OUS conducts a survey every other year to understand the behaviors and choices of Oregon’s high school graduates in order to monitor in-coming students’ needs and perceptions.

7. ABOUT THE DATA

Data are collected in the fourth week of fall term and represent one academic year. Each university provides data along prescribed parameters to a central OUS database; following the implementation of validation programs, enrollment reports are generated for consistent reporting across the system. Additional and disaggregated enrollment data are presented in the OUS Fact Book, available online at www.ous.edu.

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KPM #4	COMMUNITY COLLEGE TRANSFERS – Number of students who are new Oregon community college transfers	Measure since: e.g. 1997
Goal	Access: Expand access to students who meet admission standards – community college transfers	
Oregon Context	OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income	
Data source	OUS Institutional Research Services, fall fourth-week enrollment reports	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

In collaboration with community colleges, develop, enhance, and streamline dual enrollment and transfer policies and procedures.

2. **ABOUT THE TARGETS**

In fall 2004 and 2005, the number of community college transfers failed to meet projected targets. While previously-established targets for 2006 and 2007 have not been revised to reflect recent trends in transfer and enrollment activity, new targets for 2008 and 2009 reflect the slower rates of enrollment and declines in community college enrollment which are expected to have an impact on the number of transfers to OUS.

3. **HOW WE ARE DOING**

Following years of growth in transfers from Oregon community colleges, the number of transfer students admitted in fall 2005 fell off slightly, reflective of a broader decline in transfer activity.

4. **HOW WE COMPARE**

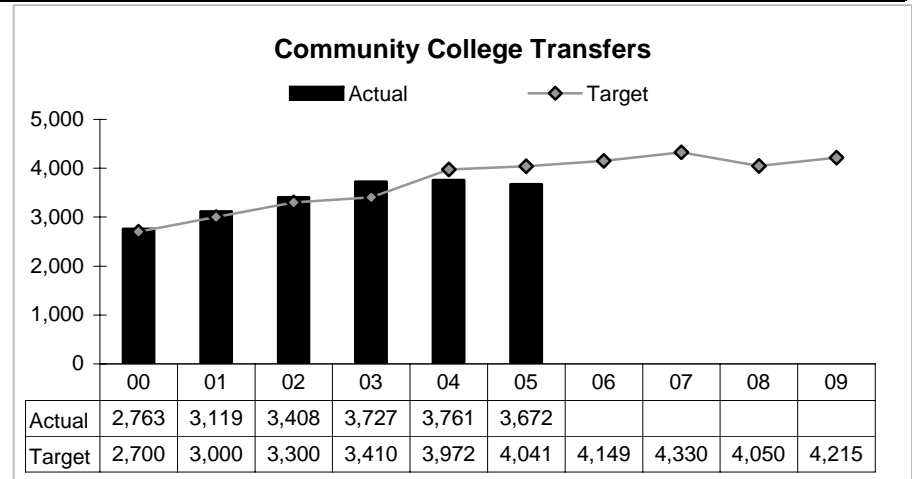
While there are no national norms to suggest what performance on this measure *should* be, efforts continue to identify appropriate standards or comparators.

5. **FACTORS AFFECTING RESULTS**

Despite efforts to streamline and improve articulation among Oregon’s education agencies, the number of transfer students from Oregon community colleges declined in 2005, corresponding with a general downturn in the number of transfers from all sources. This may reflect, in part, a drop in enrollment among Oregon community colleges.

6. **WHAT NEEDS TO BE DONE**

The importance of this measure is reinforced by data from a biennial survey conducted by OUS indicating that, among Oregon’s 2005 high school graduating class, 35% now attending an Oregon community college have definite plans to transfer to OUS and an additional 41% believe they will probably transfer. The Excellence in Delivery and Productivity Working Group of the Oregon State Board of Higher Education has worked to develop opportunities and program changes that will directly contribute to improvements in this area. Dual enrollment agreements between OUS and community colleges are being adopted to



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enable students to reduce higher education expenses while maintaining a successful path to graduation. The working group is also exploring a statewide common education core that is accepted for transfer by all Oregon public two- and four-year colleges and universities. This type of common core would enable more efficient student progress towards a bachelor's degree and improve graduation rates.

7. ABOUT THE DATA

Data are collected in the fourth week of fall term and represent one academic year. Each university provides data along prescribed parameters to a central OUS database; following the implementation of validation programs, enrollment reports are generated for consistent reporting across the system. Additional and disaggregated enrollment data are presented in the OUS Fact Book, available online at www.ous.edu.

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KPM #5	ENGINEERING EMPLOYER SATISFACTION – Average rating of overall quality of engineering/computer science graduates by Oregon employers (5-point scale)	Measure since: e.g. 2003
Goal	Quality: Increase quality of existing programs – customers’ views	
Oregon Context	Academic excellence; Meeting Oregon’s workforce needs; OBM26 – College completion	
Data source	OUS Strategic Programs and Planning, Survey of Oregon engineering-related employers	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

Enhance academic programs and foster alignment with workforce needs.

2. **ABOUT THE TARGETS**

Targets were initially established on the basis of the sole existing data point. With the completion of a new survey in 2006, OUS is requesting an upward adjustment for 2008 to align with new data.

3. **HOW WE ARE DOING**

In 2006, 84% of the employers surveyed rated OUS engineering graduates 4 or 5 in overall quality. Graduates also scored high in general technical skills (87.1%) and science and mathematics (73.8%).

4. **HOW WE COMPARE**

While there are no national norms to suggest what performance on this measure *should* be, efforts continue to identify appropriate standards or comparators.

5. **FACTORS AFFECTING RESULTS**

The groups of employers surveyed in 2002 and 2006 are inconsistent, making the data difficult to compare.

6. **WHAT NEEDS TO BE DONE**

Although employers rate OUS engineering graduates high in technical, science, and math skills, graduates scored lower in presentation and writing skills. Creating additional opportunities for engineering students to build presentation and writing skills will help them transition successfully into the workplace.

7. **ABOUT THE DATA**

Data is collected through a biennial web-based survey sent to Oregon employers affiliated with either the Oregon Business Association or the Associated Oregon Industries.



III. KEY MEASURE ANALYSIS

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KPM #6	GRADUATE SATISFACTION – Average rating of overall quality of experience by recent OUS bachelor’s graduates (5-pt scale)	Measure since: e.g. 1997
Goal	Quality: Increase quality of existing programs – customers’ views	
Oregon Context	Academic excellence; OBM26 – College completion	
Data source	OUS Strategic Programs and Planning, Survey of OUS Bachelor’s Graduates	
Owner	OUS Strategic Programs and Planning, Ruth Keele (541) 346-5754	

1. **OUR STRATEGY**

Continue to nurture educational quality in all academic programs and strengthen student support.

2. **ABOUT THE TARGETS**

In 2005, OUS performance on this measure exceeded the target. Future targets have been established to ensure that graduates’ assessments of academic quality remain high.

3. **HOW WE ARE DOING**

This measure reports the perceptions held by recent OUS graduates regarding the overall quality of their educational experience, including their assessment of the university’s contribution to their development in key areas and preparation for employment or further education. Recent OUS bachelor’s graduates continue to express satisfaction with the quality of their education, with 2005 graduates producing a mean rating of 4.1 on a 5-point scale in which 1 is “poor” and 5 is “excellent.”

4. **HOW WE COMPARE**

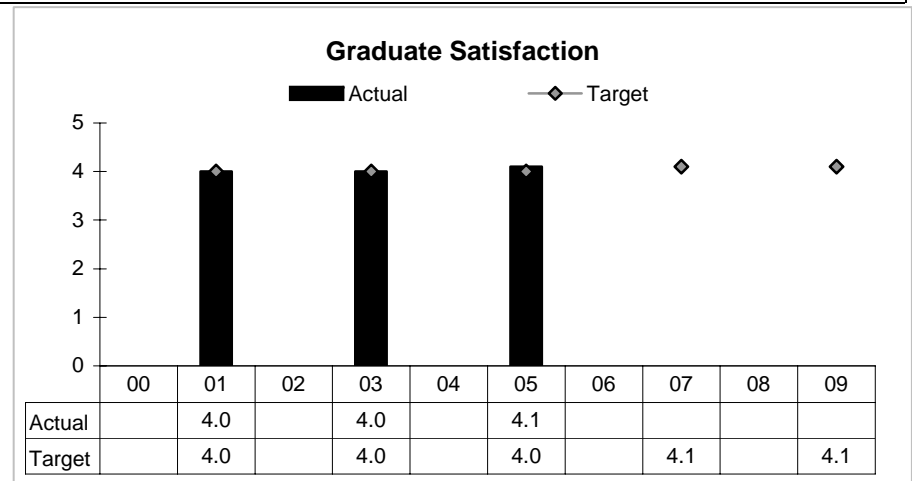
There are no national standards against which to measure OUS performance on this measure.

5. **FACTORS AFFECTING RESULTS**

OUS institutions strive to create a stimulating and supportive educational environment. While each campus designs programs and initiatives reflective of its particular student population, all of these seek to enhance intellectual rigor and academic richness, integrate living and learning opportunities, connect students to communities and workplaces outside the campus environment, provide a multi-faceted network of student support services, and create a healthy and respectful culture of learning.

6. **WHAT NEEDS TO BE DONE**

As Oregon’s public universities feel the impact of reduced state funding on tuition rates, availability and sufficiency of financial aid, faculty recruitment and retention, and student services, we must continue to monitor graduate satisfaction. The challenge is to identify in a timely manner where students are feeling



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the effects most severely. Similarly, it will be important to recognize and support those factors that most significantly improve academic quality. Efforts will continue to find means to integrate student and graduate evaluations.

7. ABOUT THE DATA

Data on graduate satisfaction are obtained through a biennial survey of recent bachelor's graduates, collected approximately one year following graduation. A full report on this and earlier surveys is available on the OUS website at www.ous.edu. Disaggregated data by campus may be viewed in the Monitoring Performance section of the website.

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KPM #7	PHILANTHROPY – Total gifts from philanthropic sources – foundation net assets (\$ in millions) a) Total, b) Capital projects, c) Faculty support (including chairs), d) Scholarships, e) Other	Measure since: e.g. 1997
Goal	Quality: Increase quality of existing programs – customers’ views	
Oregon Context	Academic excellence; OBM26 – College completion.	
Data source	OUS Controller’s Office; Annual Financial Reports	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

Communicate the existing excellence and potential of Oregon public universities and build relationships with alumni and other supporters.

2. **ABOUT THE TARGETS**

Performance on this measure has exceeded targets in the two most recent years for which data are available. While previously-established targets for 2006 and 2007 have not been revised, new targets for 2008 and 2009 have been adjusted to reflect current actuals and projections of moderate growth.

3. **HOW WE ARE DOING**

Systemwide, total foundation net assets have shown strong growth in two subsequent years, growing 15.3% in FY04 and another 12.2% in FY05, the most recent year for which data are available. Performance on this measure far exceeded targets in these years.

4. **HOW WE COMPARE**

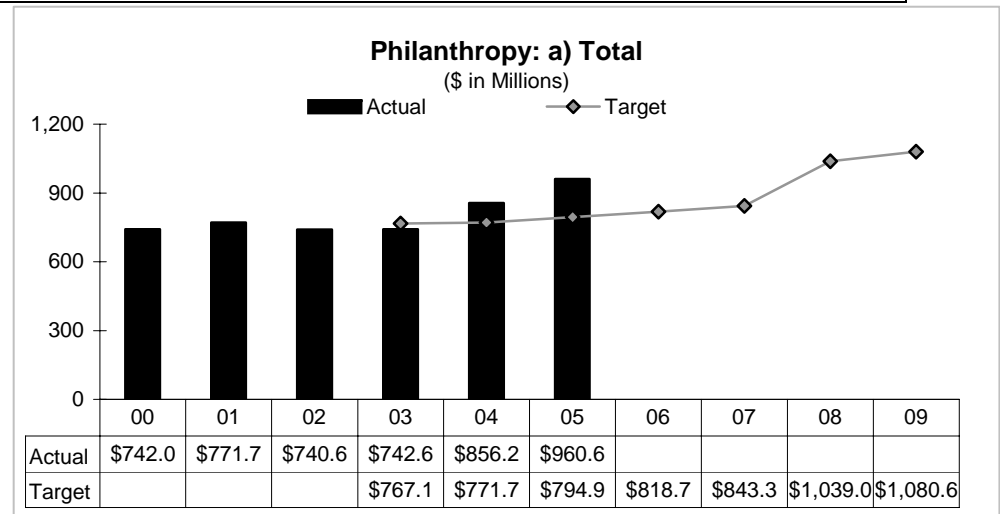
While there are no national norms to suggest what performance on this measure *should* be, efforts continue to identify appropriate standards or comparators.

5. **FACTORS AFFECTING RESULTS**

In FY05, total foundation net assets reached \$960.6 million, boosted by the strength of fundraising campaigns on several campuses. While investment returns, current projects, and the nature of individual gifts will affect a foundation’s net assets at any given time, an increase over time is a good indicator of external support and public confidence.

6. **WHAT NEEDS TO BE DONE**

University foundations receive, invest, and distribute private gifts to fund student scholarships, academic programs, building improvements, and a host of other campus efforts. Each university works with its foundation to set goals for fundraising. Foundation funds are usually designated for specific purposes and principal is often permanently or temporarily restricted and, hence, unavailable for current spending. Foundation funds are intended to enhance or develop specific features of a campus program rather than cover basic operating costs.



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7. ABOUT THE DATA

Data are collected annually for the previous fiscal year (July 1 through June 30) and reported in the OUS audited financial statements. Complete audited financial statements are available on the OUS website at www.ous.edu. Performance data on the measure are reported for each individual campus online in the Monitoring Performance section.

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KPM #8	STUDENT/FACULTY RATIO – Ratio of students to full-time faculty	Measure since: e.g. 2003
Goal	Quality: Increase quality of undergraduate program – student success	
Oregon Context	Academic excellence; OBM26 – College completion	
Data source	OUS Institutional Research Services, IPEDS Reports	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

Seek resources to support faculty recruiting and retention.

2. **ABOUT THE TARGETS**

Lower ratios of students to full-time faculty are desired. In 2005, OUS ratios declined, falling below targets for that year. To reflect the role of this measure in agency planning and to align assumptions and goals throughout agency work, OUS seeks to change the previously-approved 2007 target to reflect current actuals, with targets showing gradual improvement through the coming biennium.

3. **HOW WE ARE DOING**

After reaching a high of 27.9 in 2003-04, the ratio of students to full-time faculty declined in each of the two subsequent years to 25.7 in 2005-06. While an improvement, this remains higher than 24.3 five years earlier and the ratios of 22 or 23 seen through the early- and mid-1990s.

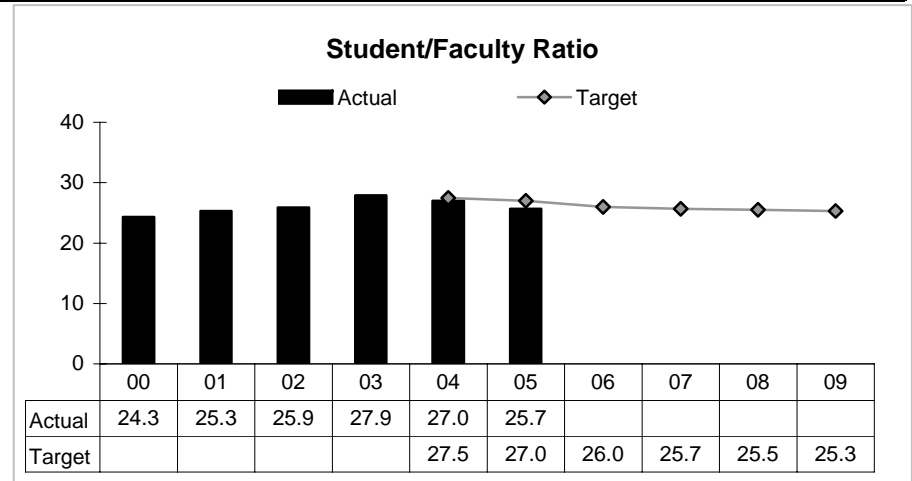
Slowing enrollment growth and further gains in recouping the faculty losses seen in 2003-04 account for declining ratios in recent years.

4. **HOW WE COMPARE**

While progress was made in 2005, student-faculty ratios at most OUS universities remained among the highest when compared to universities in other states that have been designated peer institutions. The national average is 22 to 1. This metric does not take into account part-time faculty providing classroom instruction – and, thereby, lowering class size – which varies among OUS and peer institutions.

5. **FACTORS AFFECTING RESULTS**

The ratio of students to full-time faculty is an indicator of instructional quality and student support, contributing to students’ ability to successfully meet their educational goals. As enrollment has increased, OUS institutions have attempted to work within continuing funding constraints by hiring more temporary, part-time faculty. Between 2000 and 2005, the percentage of part-time faculty grew from one quarter (24.8%) to almost one-third (32.3%). In 2005, that proportion dropped slightly, the first decline in several years. This small but important reversal followed the lifting of a two-year salary freeze and the 2005-2007 legislative allocation of a small fund for faculty recruitment and retention. Although part-time faculty provide excellent instruction and are an important resource in meeting instructional demands, the overall growth in the proportion of part-time faculty is worrisome. Universities rely on full-time,



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regular rank faculty for student advising and mentoring, thesis guidance, work on extracurricular student projects, curriculum and course development, public service projects, and contributions to the university community. The growing ratios of students to full-time faculty are evidence of the overall resource concerns that contribute to faculty departures and difficulties in successful faculty recruitment.

6. **WHAT NEEDS TO BE DONE**

Universities are challenged to maintain a ratio that preserves instructional and program quality, while also deploying institutional resources in the most cost-effective way. At the campus and system levels, efforts continue to enhance faculty recruitment and retention, explore and broader instructional methods that effectively employ technology, and monitor student satisfaction and academic achievement.

7. **ABOUT THE DATA**

This measure represents the ratio of fall FTE enrollment (calculated as full-time headcount plus one-third of part-time headcount) to full-time faculty headcount, as reported in IPEDS (Integrated Postsecondary Education Data System) to the National Center for Education Statistics. Data for 2005 represent fall term of the 2005-06 academic year. Disaggregated performance data are available at www.ous.edu in the Monitoring Performance section; additional data on student enrollment, faculty, and class size are available online in the OUS Fact Book.

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KPM #9	PERSISTENCE – Percent of full-time freshmen who demonstrate progress by returning for the second year	Measure since: e.g. 1997
Goal	Quality: Increase quality of undergraduate program – student success	
Oregon Context	OBM26 – College completion	
Data source	OUS Institutional Research Services, <i>Retention, Attrition, and Graduation of OUS Freshmen</i>	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

Enhance student readiness and fortify early student support programs.

2. **ABOUT THE TARGETS**

While the year-to-year fluctuations have been slight, performance on this measure has fallen slightly below targets in the two most recent years. Future targets reflect a commitment to improvements in this area.

3. **HOW WE ARE DOING**

The percentage of new freshmen continuing to their second year has maintained a steady rate of 80% for five years. Annually, rates have fluctuated within one-half of a percentage point.

4. **HOW WE COMPARE**

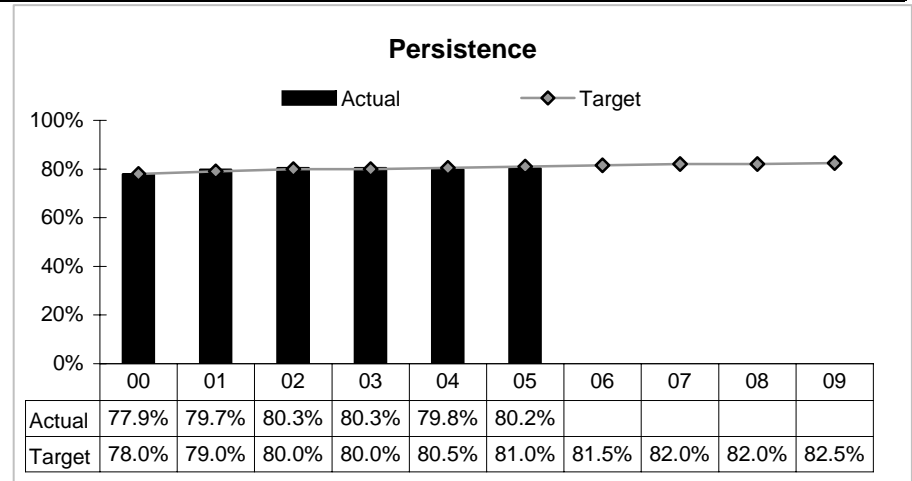
Oregon’s public universities demonstrate retention rates that are generally comparable to national averages for public universities in all states. Using data from 313 public universities, the Consortium for Student Retention Data Exchange reports 80.4% as the second-year retention rate for first-time freshman cohorts entering in fall 2004.

5. **FACTORS AFFECTING RESULTS**

Persistence to the second year is a critical first step in a student’s path to a degree. Campus efforts support student retention and provide early detection of students who are academically at-risk.

6. **WHAT NEEDS TO BE DONE**

OUS institutions have developed instructional and support programs to enhance the academic experience, provide student supports, and fortify student connections with peers, faculty, and campus life. Several campuses have put systems into place that monitor student progress and provide early warnings that students are not making progress (e.g., absences, failure to complete work or earn passing grades) so that institutions can respond more quickly to student needs. Successful institutional action involves the assessment of needs and fine-tuning of programs to meet the specific needs of different groups. Coordinated efforts across education sectors are underway to bolster student preparation for college and provide the foundation necessary for success.



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7. ABOUT THE DATA

Performance data represent the proportion of first-time, full-time freshmen entering an OUS institution one fall and returning to any OUS institution the following fall. The reporting cycle is the academic year. Disaggregated data by campus is available in the Monitoring Performance section of the OUS website at www.ous.edu.

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KPM #10	COMPLETION – Percent of full-time freshmen starting and completing a bachelor’s degree at an OUS university (6-year graduation rate)	Measure since: e.g. 1999
Goal	Quality: Increase quality of undergraduate program – student success	
Oregon Context	OBM26 – College completion	
Data source	OUS Institutional Research Services, <i>Retention, Attrition, and Graduation of OUS Freshmen</i>	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

Maintain and strengthen an array of programs and policies to support timely academic progress for all student populations.

2. **ABOUT THE TARGETS**

Since 2003, performance on this measure has far exceeded targets. Previously-approved targets through 2007 have not been revised. The target for 2008 seeks to retain the progress made in recent years, with improvement in 2009.

3. **HOW WE ARE DOING**

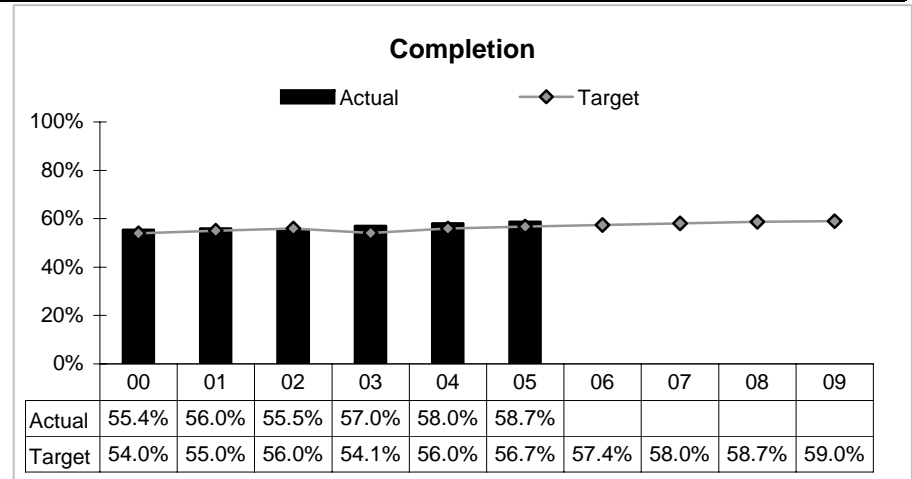
Six-year graduation rates for student entering as freshmen and completing their degree at an OUS institution continue to improve, with steady increases over the past several years. In 2004-05, 58.7% of the freshman cohort entering six years earlier had completed their degrees at an OUS institution, compared to 58.0% the previous year and 55.4% in 1999-00.

4. **HOW WE COMPARE**

The OUS six-year graduation rate for students completing a degree at the same institution in which they enrolled (53.1% in 2005) is slightly higher than the national average for public four-year universities (52.6%).

5. **FACTORS AFFECTING RESULTS**

Student completion is influenced by a variety of academic and personal factors, including academic preparation, availability of required course sections, financial issues, and personal and family events. Graduation rates for 2004-05 reflect the progress of students entering OUS in 1999-00. An analysis of this student population demonstrates that the higher completion rate cannot be directly attributed either to stronger academic preparation or tuition stability. This group entered with comparable high school GPA and SAT scores compared to their classmates one year earlier. They also faced steep tuition increases in 2002-03, their fourth year in college. This suggests that campus initiatives aimed at facilitating student retention and progress are likely factors in the improvement.



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6. WHAT NEEDS TO BE DONE

OUS institutions are identifying predictors of success to be more efficient and effective. Student exit studies, designed to identify reasons for leaving, are implemented within some campuses or programs. Participation in the National Student Clearinghouse should allow better tracking of student college enrollment and transfer patterns, providing a better understanding of the role of OUS institutions in student degree completion. Dual enrollment agreements between OUS universities and community colleges allow students to take advantage of more course offerings and progress at their own speed. Continuing cross-sector initiatives to align academic requirements also contribute to successful degree completion.

7. ABOUT THE DATA

Data represent first-time, full-time freshmen entering an OUS university and graduating from any OUS institution within six years. Graduation rates for 2004-05 reflect the progress of students entering OUS in 1999-00. The reporting cycle is the academic year. Disaggregated data by campus is available in the Monitoring Performance section of the OUS website at www.ous.edu.

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KPM #11	TRANSFER STUDENT COMPLETION – Percent of Oregon community college transfers completing a bachelor’s degree at an OUS university (6-year graduation rate)	Measure since: e.g. 1997
Goal	Quality: Increase quality of undergraduate program – student success	
Oregon Context	OBM26 – College completion	
Data source	OUS Institutional Research Services, Transfer Retention and Graduation reports	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

With community colleges, improve articulation and work to develop a deeper understanding of transfer patterns and student progress.

2. **ABOUT THE TARGETS**

Following a steep increase in 2003, completion rates for transfer students have hovered near 76%, falling just below targets in the two most recent years. Future targets reflect the importance of maintaining the performance achieved to date and striving for modest improvements.

3. **HOW WE ARE DOING**

The graduation rates for students transferring to OUS from Oregon community colleges climbed from 71.3% in 1999-00 to almost 77% in 2004-05. The one-year change from 2003-04 to 2004-05 was approximately one percentage point.

4. **HOW WE COMPARE**

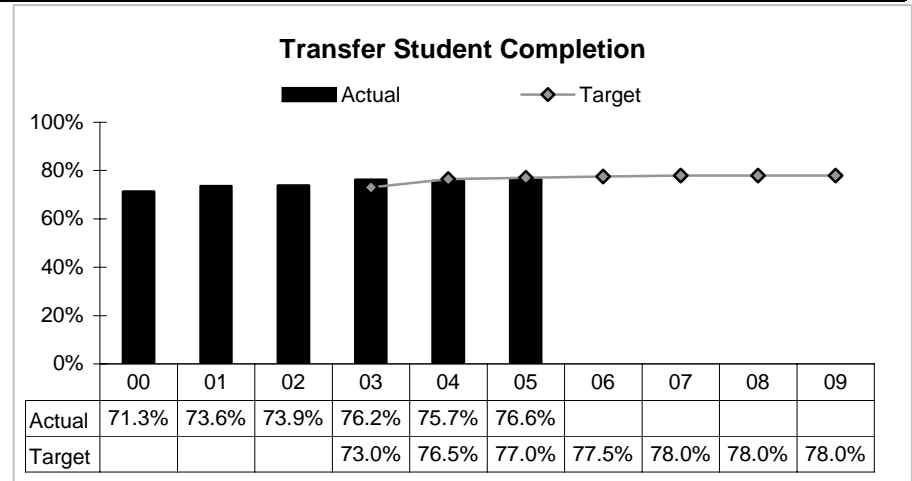
While there are no national norms for this measure, efforts are underway to identify appropriate standards or comparators.

5. **FACTORS AFFECTING RESULTS**

In addition to institutional and student influences on successful degree completion common to all OUS students, the graduation rate for Oregon community college transfers reflects the academic alignment of Oregon’s public postsecondary sectors and coordinated enrollment processes.

6. **WHAT NEEDS TO BE DONE**

OUS and Oregon community colleges continue their work to streamline general education requirements and eliminate policy and process barriers to college completion. As students become more mobile and attendance patterns more varied and complex, it is increasingly important to understand those enrollment patterns in order to identify and address barriers to transfer and subsequent academic achievement. In addition to participation in the National Student Clearinghouse, OUS is working with CCWD to develop more complete data on transfer students.



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7. ABOUT THE DATA

Data represent Oregon community college transfers enrolling at an OUS university and graduating from any OUS institution within six years. The reporting cycle is from fall term of one academic year to fall term of the next. Over the coming year, discussions will be held to explore options for improved reporting of this measure.

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KPM #12	SPONSORED RESEARCH – Total sponsored research and development dollars supported by external fund sources (\$ in millions) a) Total, b) Federal sources, c) Private sources	Measure since: e.g. 1997
Goal	Quality: Increase quality and external resources for research and scholarship programs	
Oregon Context	OBM7b – Research and development (academia)	
Data source	OUS Controller’s Office, Annual Financial Reports	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

Attract and retain productive faculty and develop university capacity for successful pursuit of outside funding.

2. **ABOUT THE TARGETS**

Despite impressive gains, performance on this measure fell somewhat short of the ambitious targets established for 2004 and 2005. New targets for 2008 and 2009 reflect slower rates of growth due, in part, to projected declines in federal funding.

3. **HOW WE ARE DOING**

OUS institutions continue to demonstrate strong annual growth in sponsored research dollars, reaching \$280.5 million in FY05, an increase of \$16.9 million – or 6.4% – over the previous year. Adjusted for inflation, the increase is \$9.4 million.

4. **HOW WE COMPARE**

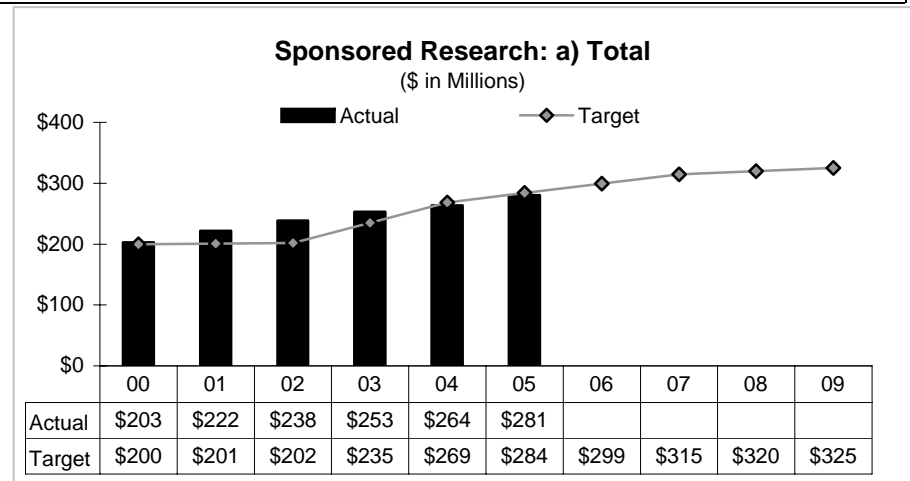
Even against much larger states, Oregon does well in total research dollars, ranking 18th among the 50 states in public university R&D funds from federal sources and 22nd in R&D support from all sources, according to the National Science Foundation, *Survey of Research and Development Expenditures at Universities and Colleges, FY2004*. A review of funding from individual federal departments indicates that Oregon ranks 13th in funds from the U.S. Department of Agriculture, 11th in funds from the Department of the Interior, and 4th in funds from the Environmental Protection Agency.

5. **FACTORS AFFECTING RESULTS**

Knowledge creation, translation, and application are important components of faculty work that distinguish it from teaching in K-12 or community colleges. These dollars are based on a competitive process and are related to the entrepreneurial capacity of the institution. Increases in this measure bolster not only academic excellence and student support, but broader economic development initiatives within the state.

6. **WHAT NEEDS TO BE DONE**

The Board of Higher Education created the OUS Research Council as an advisory council on research issues within Oregon. One function of the Council is to advance inter-campus and interdisciplinary research collaborations with the goal of increasing grant funding in targeted research areas. The Council is also



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focused on enhancing the infrastructure within Oregon to facilitate excellence in research and technology transfer, including supporting faculty efforts in grant proposal development, scholarly communications, and entrepreneurial development.

7. ABOUT THE DATA

Data represent expenditures for sponsored research and other activities using grant funds from external sources (e.g., federal, private), as reported in OUS audited financial statements. It includes funding for teaching/training grants, student services grants, library grants, and similar support. Data are reported as dollars in millions for each fiscal year. Disaggregated data for each campus can be obtained on the OUS website (www.ous.edu) in the Monitoring Performance section.

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KPM #13	RESEARCH DOLLARS PER FACULTY – Sponsored research dollars per faculty at research/doctoral universities – OSU, PSU, UO (\$ in thousands)	Measure since: e.g. 1997
Goal	Quality: Increase quality and external resources for research and scholarship programs	
Oregon Context	OBM7b – Research and development (academia)	
Data source	OUS Controller’s Office, Annual Financial Reports; OUS Institutional Research Services	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

Attract and retain productive faculty and develop university capacity for successful pursuit of research funding.

2. **ABOUT THE TARGETS**

Despite significant gains, performance on this measure fell just short of the ambitious targets for 2004 and 2005. Previously-approved targets for 2006 and 2007 have not been adjusted, but targets for 2008 and 2009 show a drop as faculty losses are recovered and federal funding declines.

3. **HOW WE ARE DOING**

Sponsored research dollars per faculty at OUS research/doctoral universities continue to increase, growing again by almost \$4,000 per faculty member in FY05. On average, faculty members at OSU, PSU, and UO generate research awards equal to over 230% of their average annual salaries.

4. **HOW WE COMPARE**

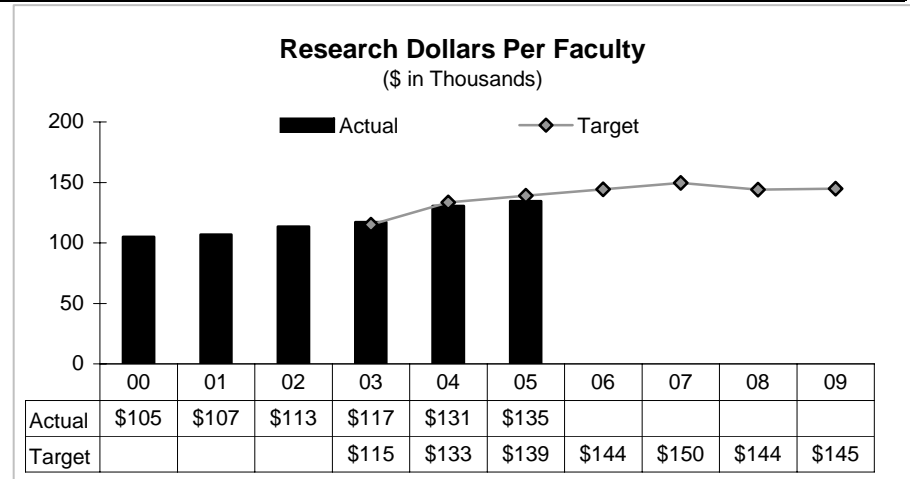
On a per faculty basis, Oregon universities perform among the top states in research expenditures, ranking 7th in federal and 12th in total R&D per faculty (including OHSU), based on data reported by the National Science Foundation.

5. **FACTORS AFFECTING RESULTS**

Sponsored research is a measure of faculty quality and productivity, as well as faculty and institutional entrepreneurship, reflecting in addition the competitive capacity of institutions to attract and retain respected and productive faculty with mature research programs. This measure will be affected not only by increases in external funding for sponsored research, but by the growth (or decline) in the number of faculty.

6. **WHAT NEEDS TO BE DONE**

The Board of Higher Education created the OUS Research Council as an advisory council on research issues within Oregon. One function of the Council is to advance inter-campus and interdisciplinary research collaborations with the goal of increasing grant funding in targeted research areas. The Council is also



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focused on enhancing the infrastructure within Oregon to facilitate excellence in research and technology transfer, including supporting faculty efforts in grant proposal development, scholarly communications, and entrepreneurial development.

7. ABOUT THE DATA

Data represent expenditures for sponsored research and other activities at OSU, PSU, and UO using grant funds from external sources (e.g., federal, private), as reported in OUS audited financial statements. It includes funding for teaching/training grants, student services grants, library grants, and similar support. Data are reported as dollars in millions for each fiscal year. Faculty data represent a headcount of full-time instructional faculty at OSU, PSU, and UO. Additional information on OUS faculty is available in the Fact Book at www.ous.edu.

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KPM #14	INVENTIONS – Number of inventions disclosed per year	Measure since: e.g. 2003
Goal	State economic development: Commercializing university research into profitable business ventures	
Oregon Context	OBM7b – Research and development (academia), OBM4 – Net job growth	
Data source	Association of University Technology Managers, <i>AUTM Licensing Survey</i>	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

Capitalize on existing research strengths, seek new opportunities, and enhance commercialization capacity.

2. **ABOUT THE TARGETS**

OUS research universities continue to exceed targets in this area, increasing the number of inventions disclosed each year.

HOW WE ARE DOING

The number of inventions disclosed doubled between 2000 and 2005.

3. **HOW WE COMPARE**

The average number of inventions disclosed by AUTM respondents in FY04 is 86.5

4. **FACTORS AFFECTING RESULTS**

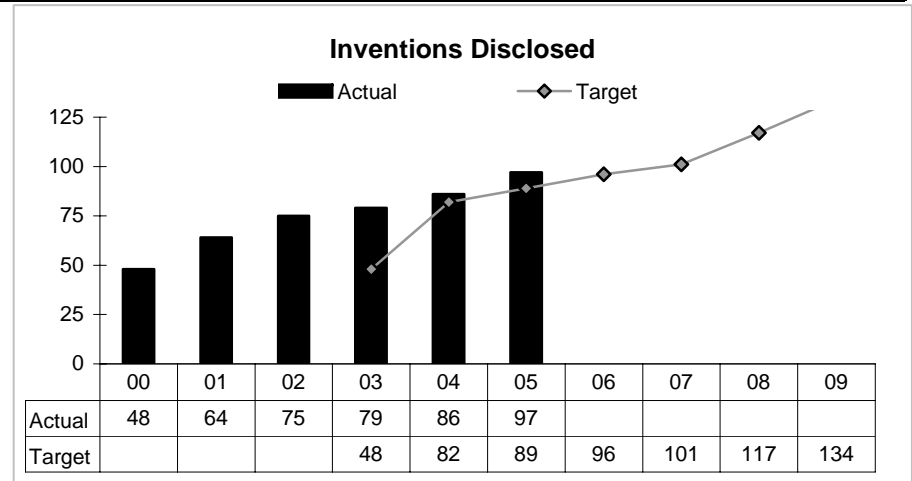
OUS research universities have made strong staffing investments in technology transfer and increased resources available to faculty engaged in research. Additionally, the Oregon State Board of Higher Education has established an OUS Research Council to help support continued growth and development of research commercialization.

5. **WHAT NEEDS TO BE DONE**

Adopt Research Council recommendations to streamline the technology transfer process and to increase support for commercialization opportunities. Capitalizing on existing research strengths and looking for opportunities to build new research programs is critical to success in this arena. The Research Council is a resource to campuses and other stakeholders engaged in statewide economic development.

6. **ABOUT THE DATA**

The AUTM Licensing Survey is published each fiscal year approximately one year behind actual fiscal year. To report the most recent activity available, OUS collects data directly from OSU, PSU, and UO. The variable nature of research and discovery makes year-to-year tracking, with an assumption of a regular pattern of growth, problematic.



III. KEY MEASURE ANALYSIS

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KPM #15	LICENSE INCOME – License income per \$100M research expenditures per year (\$ in thousands)	Measure since: e.g. 2003
Goal	State economic development: Commercializing university research into profitable business ventures	
Oregon Context	OBM7b – Research and development (academia), OBM4 – Net job growth	
Data source	Association of University Technology Managers, <i>AUTM Licensing Survey</i>	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

Capitalize on existing research strengths, seek new opportunities, and enhance commercialization capacity.

2. **ABOUT THE TARGETS**

License income has increased substantially since FY00 but has not grown consistently from year to year. Future targets are based on average growth rather than one year increases.

3. **HOW WE ARE DOING**

OUS research universities exceeded the FY05 target by 40%.

4. **HOW WE COMPARE**

Although there are no national “standards” in this area, OUS is below the average of all U.S. universities reporting to AUTM.

5. **FACTORS AFFECTING RESULTS**

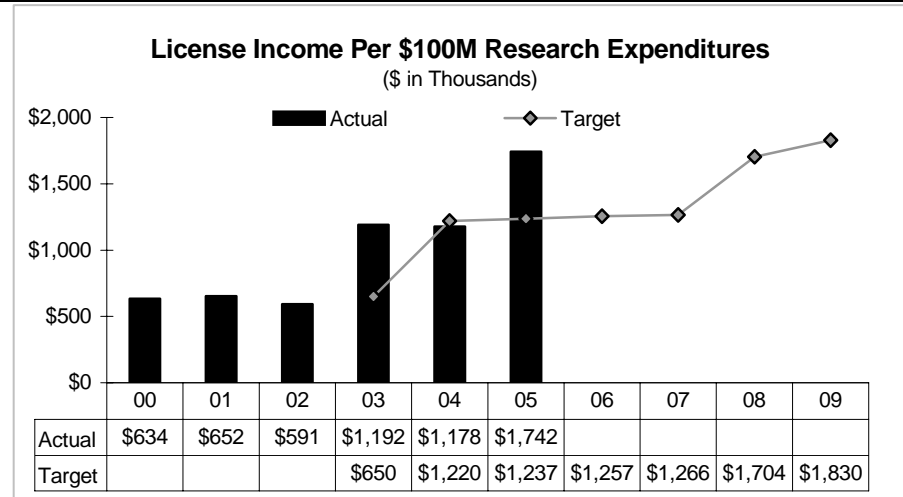
Current transfer agreement review policies are cumbersome and often redundant, slowing the whole process and limiting a campus’ ability to respond quickly to commercialization opportunities.

6. **WHAT NEEDS TO BE DONE**

Adopt Research Council recommendations to streamline the technology transfer process and to increase support for commercialization activities. Capitalizing on existing research strengths and looking for opportunities to build new research programs is critical to success in this arena. The Research Council is a resource to campuses and other stakeholders engaged in statewide economic development.

7. **ABOUT THE DATA**

The AUTM Licensing Survey is published each fiscal year approximately one year behind actual fiscal year. To report the most recent activity available, OUS collects data directly from OSU, PSU, and UO. The variable nature of research and discovery makes year-to-year tracking, with an assumption of a regular pattern of growth, problematic.



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KPM #16	START-UP COMPANIES – The number of start-up/spin-off companies per \$100M research expenditures per year	Measure since: e.g. 2003
Goal	State economic development: Commercializing university research into profitable business ventures	
Oregon Context	OBM7b – Research and development (academia), OBM4 – Net job growth	
Data source	Association of University Technology Managers, <i>AUTM Licensing Survey</i>	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

In consultation with Oregon industry, develop capacity to bridge the gap between discovery and commercialization.

2. **ABOUT THE TARGETS**

Targets are based on an AUTM benchmark of one Start-up Company per \$100 M research expenditures and the historical increases in start-up companies and research expenditures at OUS research universities.

3. **HOW WE ARE DOING**

OUS research universities exceeded the FY05 target. Since 2000, the number of start-up companies per \$100m has more than doubled.

4. **HOW WE COMPARE**

In FY04 the average number of start-ups per \$100M for AUTM survey respondents was 1.1. OUS was slightly below that average in FY04 but increased significantly in FY05. Comparative FY05 AUTM data is not yet available.

5. **FACTORS AFFECTING RESULTS**

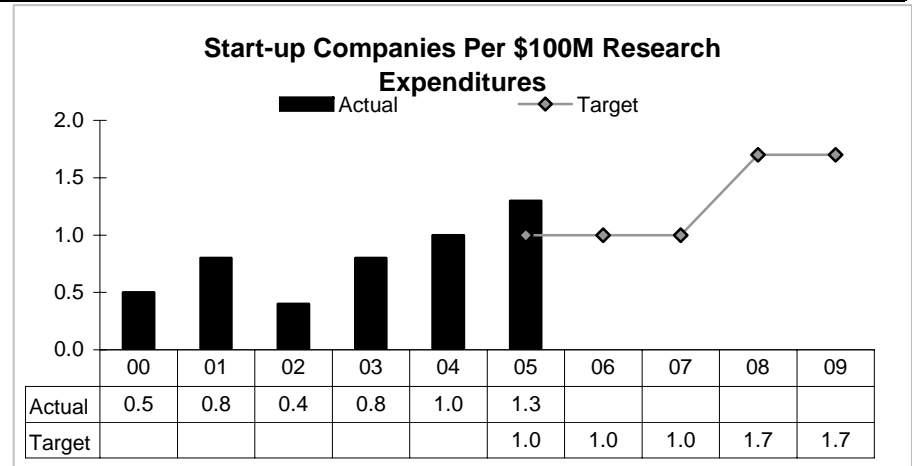
Despite significant campus investments, OUS technology transfer is under funded and often slowed by multi-layered agreement review processes.

6. **WHAT NEEDS TO BE DONE**

Adopt Research Council recommendations to streamline the technology transfer process and to increase support for commercialization activities. Capitalizing on existing research strengths and looking for opportunities to build new research programs is critical to success in this arena. The Research Council is a resource to campuses and other stakeholders engaged in statewide economic development.

7. **ABOUT THE DATA**

The AUTM Licensing Survey is published each fiscal year approximately one year behind actual fiscal year. To report the most recent activity available, OUS collects data directly from OSU, PSU, and UO. The variable nature of research and discovery makes year-to-year tracking, with an assumption of a regular pattern of growth, problematic.



III. KEY MEASURE ANALYSIS

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KPM #17	INTERNSHIPS – Percent of bachelor’s graduates completing an OUS-approved internship.	Measure since: e.g. 1997
Goal	State economic development: Employability of graduates	
Oregon Context	OBM26 – College completion	
Data source	OUS Strategic Programs and Planning, Survey of OUS Bachelor’s Graduates	
Owner	OUS Strategic Programs and Planning, Ruth Keele (541) 346-5754	

1. OUR STRATEGY

Through employer contacts and student mentoring, continue to develop, support, and encourage internship opportunities and participation.

2. ABOUT THE TARGETS

Performance in 2005 exceeded the target which was based on previous survey data. A revised survey question format for collecting data on internships and applied learning has resulted in what is believed to be more reliable data. As a result of this adjustment to the data collection methodology, OUS seeks to raise the previously-approved target for 2007 to reflect the most recent survey findings and performance data, and to continue that target for 2009.

3. HOW WE ARE DOING

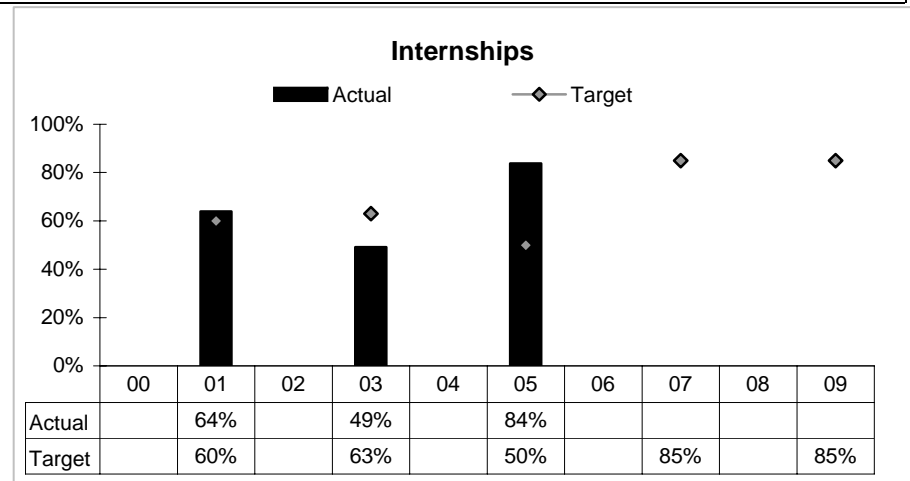
Among graduates of the class of 2004-05, 84% reported their participation in at least one form of experiential learning. While this figure is higher than those reported for previous graduating classes, comparisons are complicated by changes to the survey instrument.

4. HOW WE COMPARE

There are no national norms for this measure.

5. FACTORS AFFECTING RESULTS

The very success of OUS institutions in conveying the importance of experiential learning and encouraging integration into instructional programs also contributes to the difficulty experienced in trying to collect reliable data. Attempts to collect and tabulate internship participation in electronic student records have shown variable success as academic programs develop multiple avenues for such opportunities, many of which are embedded into existing classroom curricula. As each university and major program tailors their experiential learning programs to the needs of their students, common definitions and titles cease to reflect the full scope of opportunities and participation. Data collection through surveys is also complicated by the challenge of connecting survey descriptions to respondent perceptions. OUS is continuing efforts to accurately identify and tabulate student participation in this important contributor to student learning and graduate employability.



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6. WHAT NEEDS TO BE DONE

OUS works with university and business leaders in the state to identify the attributes that make an internship experience valuable to both the student and future employer. Experiential learning is practiced in all OUS institutions. While it's a traditional internship, international experience, or community service events, students are challenged to put their classroom experience to work in a real world context.

7. ABOUT THE DATA

Data for this measure are derived from a biennial survey of recent OUS bachelor's graduates. Graduates were queried on their participation in a variety of experiential learning exercises, including internships, clinical or student teaching experience, fieldwork, practica, capstone projects, and community service learning opportunities. A full report on this and earlier surveys is available on the OUS website at www.ous.edu.

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KPM #18	BACHELOR’S DEGREES – Total number of bachelor’s degrees granted	Measure since: e.g. 1997
Goal	State economic development: Employability of graduates; Student success	
Oregon Context	OBM26 – College completion	
Data source	OUS Institutional Research Services, IPEDS Reports	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

Continue policies and programs to support access, student progress, and academic quality at the undergraduate level.

2. **ABOUT THE TARGETS**

Despite an increase in the number of bachelor’s degrees awarded, performance on this measure failed to meet the ambitious target for 2005. Previously-approved targets for 2006-2007 were also highly ambitious and assumed faster enrollment growth than was actually realized. As a result, OUS seeks to revise these targets downward, projecting continued but modest growth in degrees awarded, in keeping with projected enrollment.

3. **HOW WE ARE DOING**

For two years – in 2003 and 2004 – OUS degree production grew dramatically, spurred by significant enrollment growth in earlier years.

While the number of bachelor’s degrees awarded grew again in 2005 to 12,187, the rate of growth has slowed.

4. **HOW WE COMPARE**

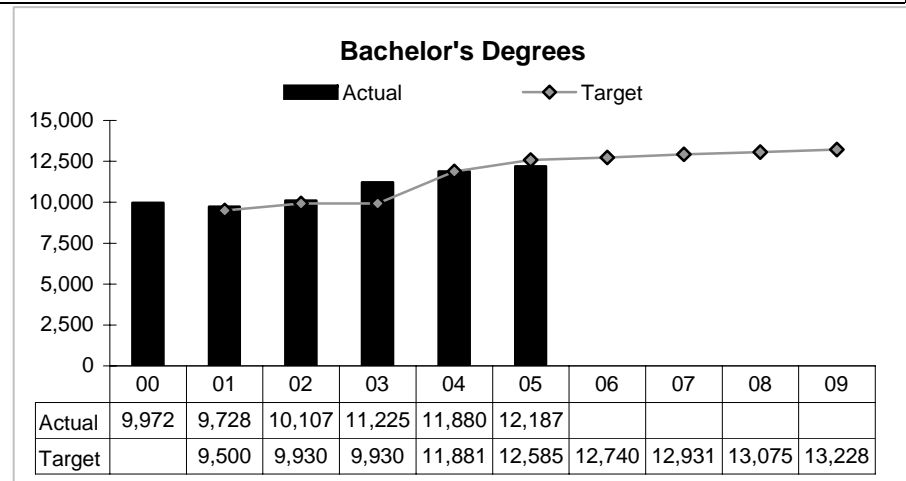
There are no national standards for bachelor’s degree production. However, six-year graduation rates for OUS students entering as freshmen (KPM #10) compare favorably to those for students at all public, four-year institutions in the nation.

5. **FACTORS AFFECTING RESULTS**

Bachelor’s degree production is affected by enrollment in earlier years and timely student progress, as demonstrated in OUS completion rates (KPM#10). Future degree production will be influenced by the slowing enrollment growth reported in KPMs #3 and #4, as well as higher graduation rates.

6. **WHAT NEEDS TO BE DONE**

Degree production depends on qualified students entering the university, obtaining the classes they need to complete their degrees, and successfully progressing through their academic programs. To achieve degree production, OUS must monitor access and affordability, persistence and completion rates, and class and faculty capacity, including the ratio of students to full-time faculty.



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Oregon’s economic and civic future depends on an educated citizenry. Recent data suggest that Oregon is, in fact, losing ground in this important competitive edge. In its long-range planning initiative, the State Board of Higher Education has reiterated the need to promote postsecondary aspirations and opportunities among Oregonians.

7. ABOUT THE DATA

Bachelor’s degrees counted for an academic year are those awarded summer term through the following spring term, which approximates the fiscal year. Students who earn a single degree with more than one major are counted only once. Data are reported to IPEDS (Integrated Postsecondary Education Data System) in an annual Completions Survey report. Additional information on degrees awarded within OUS, including breakouts by institution, degree level, and major, are reported in the OUS Fact Book, available online at www.ous.edu.

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KPM #19	ADVANCED DEGREES – Total number of advanced degrees granted (master’s, doctoral, and professional)	Measure since: e.g. 1997
Goal	State economic development: Employability of graduates; Student success	
Oregon Context	OBM26 – College completion	
Data source	OUS Institutional Research Services, IPEDS Reports.	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. OUR STRATEGY

Continue policies and programs to support access, student progress, and academic quality in graduate and professional programs.

2. ABOUT THE TARGETS

Despite an increase in the number of advanced degrees awarded, performance on this measure failed to meet the ambitious target for 2005. Previously-approved targets for 2006-2007 also assumed faster enrollment growth than was actually realized. As a result, OUS seeks to revise these targets downward, projecting continued but modest growth in degrees awarded through 2009, in keeping with projected enrollment.

3. HOW WE ARE DOING

Following steep increases in 2003 and 2004, the rate of growth for advanced degree production slowed in 2005, with 4,507 degrees awarded, an increase of 38 over the previous year. Advanced degrees represent approximately 27% of total degrees awarded by OUS.

4. HOW WE COMPARE

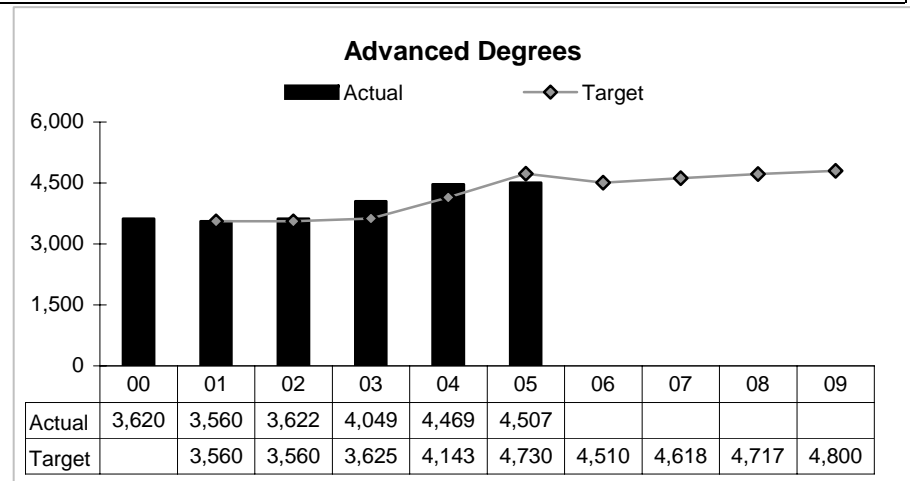
There are no national standards for advanced degree production.

5. FACTORS AFFECTING RESULTS

As with bachelor’s degrees, advanced degree production is related to enrollment in earlier years and timely student progress. This measure is also strongly influenced by faculty research and supporting funding.

6. WHAT NEEDS TO BE DONE

OUS has approved new advanced degree programs in response to Oregon’s workforce needs. Advanced degree programs in selected fields like healthcare, engineering, and computer science are essential to build research and development capacity for Oregon’s industries and universities. Through the Engineering and Technology Industry Council (ETIC), the OUS Research Council, and the State Board of Higher Education’s Academic



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Excellence/Economic Development (AEED) Working Group, OUS is working with Oregon communities and private industries to identify state needs for professionals with advanced skills and credentials to provide talent for existing and emerging industry clusters.

7. ABOUT THE DATA

Advanced degrees include master's, doctoral, and first professional degrees, counted for an academic year and awarded summer term through the following spring term, which approximates the fiscal year. Students who earn a single degree with more than one major are counted only once. Data are reported to IPEDS (Integrated Postsecondary Education Data System) in an annual Completions Survey report. Additional information on degrees awarded within OUS, including breakouts by institution, degree level, and major, are reported in the OUS Fact Book, available online at www.ous.edu.

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KPM #20	ENGINEERING AND COMPUTER SCIENCE DEGREES – Total number of degrees granted in engineering and computer sciences (all levels; includes multiple majors)	Measure since: e.g. 1999
Goal	State economic development: Employability of graduates	
Oregon Context	OBM26 – College completion.	
Data source	OUS Institutional Research Services	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. OUR STRATEGY

Build on ETIC’s achievements to further enhance program capacity and quality, strengthen industry relations, and pursue investment.

2. ABOUT THE TARGETS

The number of degrees awarded in engineering and computer science far exceeded targets in the two most recent years for which data are available. Targets through 2009 assume continued growth in this important area.

3. HOW WE ARE DOING

Following several years of strong and steady growth, the number of degrees awarded in engineering and computer science dropped slightly in 2005 to 1,544, a decline of 16 from the previous year.

4. HOW WE COMPARE

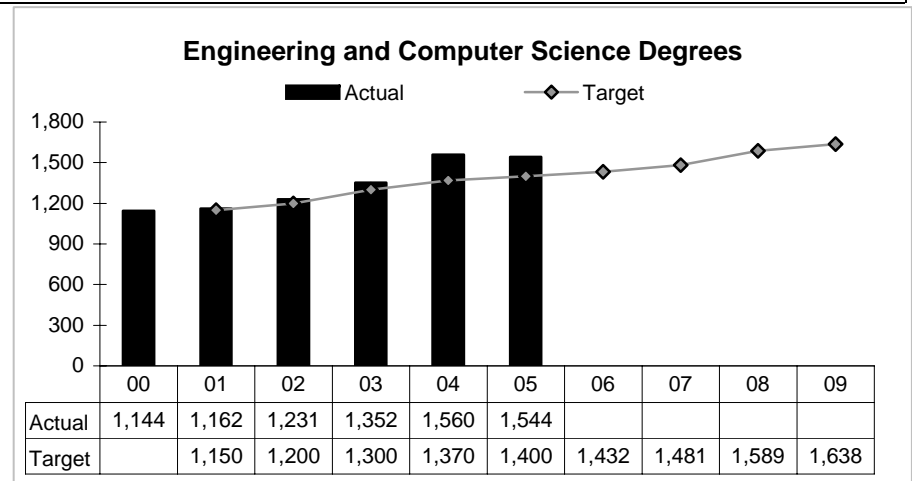
There are no national standards for this measure.

5. FACTORS AFFECTING RESULTS

Increasing the degrees granted in engineering and computer science is a key goal of the Engineering and Technology Industry Council (ETIC). Factors leading to increases include investments in hiring additional faculty in engineering and computer science that allow more diverse and more frequent course offerings. Competing factors include cyclical downturns in engineering employment – including the downturn associated with the most recent recession – that may temporarily discourage students from choosing these undergraduate degrees. In some cases graduate programs may see increases at the same time because students are somewhat more likely to continue their education rather than taking a position immediately after completing a bachelor’s degree. Ironically during periods of peak employment some students may leave programs before completing their degrees because of job opportunities.

6. WHAT NEEDS TO BE DONE

Additional effort focused on recruiting and retention of students in these programs.



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7. ABOUT THE DATA

Bachelor's, master's, and doctoral degrees awarded in Classification of Instructional Program Code (CIP) 11, 14, and 15. The CIP code system was developed by the National Center for Educational Statistics to facilitate program comparisons among institutions. Degrees are counted for an academic year and awarded summer term through the following spring term, which approximates the fiscal year. Students who earn a single degree with a double major are counted twice if both majors are within the appropriate CIP codes. Data are reported to IPEDS (Integrated Postsecondary Education Data System) in an annual Completions Survey report. Additional information on degrees awarded within OUS, including breakouts by institution, degree level, and major, are reported in the OUS Fact Book, available online at www.ous.edu.

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KPM #21	GRADUATE SUCCESS – Percent of graduates employed and/or continuing education	Measure since: e.g. 2003
Goal	State economic development: Employability of graduates	
Oregon Context	OBM26 – College completion	
Data source	OUS Strategic Programs and Planning, Survey of OUS Bachelor’s Graduates	
Owner	OUS Strategic Programs and Planning, Ruth Keele (541) 346-5754	

1. **OUR STRATEGY**

Maintain academic standards for critical learning outcomes and foster alignment with workforce needs and expectations.

2. **ABOUT THE TARGETS**

Performance on this measure exceeded the target in 2005. The new target for 2009 is consistent with the most recent performance results on this measure.

3. **HOW WE ARE DOING**

This measure reports the percentage of OUS bachelor’s degree recipients who are employed and/or continuing their education approximately one year following their graduation. This percentage rose with the class of 2005 to 93%, following a drop two years earlier in the midst of a weakened economy.

4. **HOW WE COMPARE**

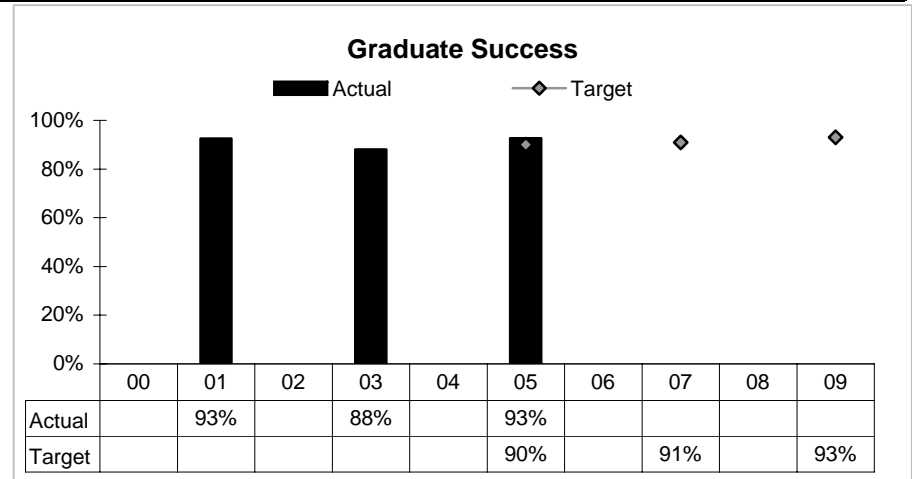
The proportion of graduates who were actively, but unsuccessfully, seeking work was 2.7% for the class of 2005, lower than the state unemployment rate of 6.2% in July and August 2005, the months directly following graduation for most students. At the time of the survey, the Oregon unemployment rate was 5.5%.

5. **FACTORS AFFECTING RESULTS**

An additional 4% of graduates reported that they were traveling, taking care of family, volunteering, or pursuing other activities of their choice.

6. **WHAT NEEDS TO BE DONE**

OUS institutions continuously invest in the development and effectiveness of student career services. Drawing on university/industry relationships, campuses strive to develop programs that train graduates to meet the needs of their respective industries. Career Service Centers offer many programs for students to gain an effective edge in their job searches. Writing workshops designed to help students create an effective resume and on-campus job fairs are a couple of ways that Career Centers support university students in their transition from campus to the workforce. Further analysis may be needed to refine our understanding of student success in areas such as occupation type, preparation, and graduate success by region or other demographic factors.



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7. ABOUT THE DATA

This measure reports the percentage of recent OUS bachelor's degree recipients who are employed and/or continuing their education approximately one year following graduation. Data on graduate success are obtained through a biennial survey of recent bachelor's graduates, collected approximately one year following graduation. A full report on this and earlier surveys is available on the OUS website at www.ous.edu. Disaggregated data by campus may be viewed in the Monitoring Performance section of the website.

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KPM #22	EMPLOYED IN OREGON – Percent of employed graduates working in Oregon	Measure since: e.g. 2003
Goal	State economic development: Employability of graduates	
Oregon Context	OBM26 – College completion; OBM4 – Net job growth	
Data source	OUS Strategic Programs and Planning, Survey of OUS Bachelor’s Graduates	
Owner	OUS Strategic Programs and Planning, Ruth Keele (541) 346-5754	

1. **OUR STRATEGY**

Maintain academic standards for critical learning outcomes and foster alignment with workforce needs in Oregon.

2. **ABOUT THE TARGETS**

In 2005, the percentage of employed graduates remaining in Oregon to work fell below the target. Future targets seek to retain 80% of employed graduates in the state.

3. **HOW WE ARE DOING**

While the percentage of recent OUS graduates employed and/or continuing their education has grown since 2003, the proportion employed in Oregon has declined to 78% of the class of 2005.

4. **HOW WE COMPARE**

There are no standards or comparisons available for this measure.

5. **FACTORS AFFECTING RESULTS**

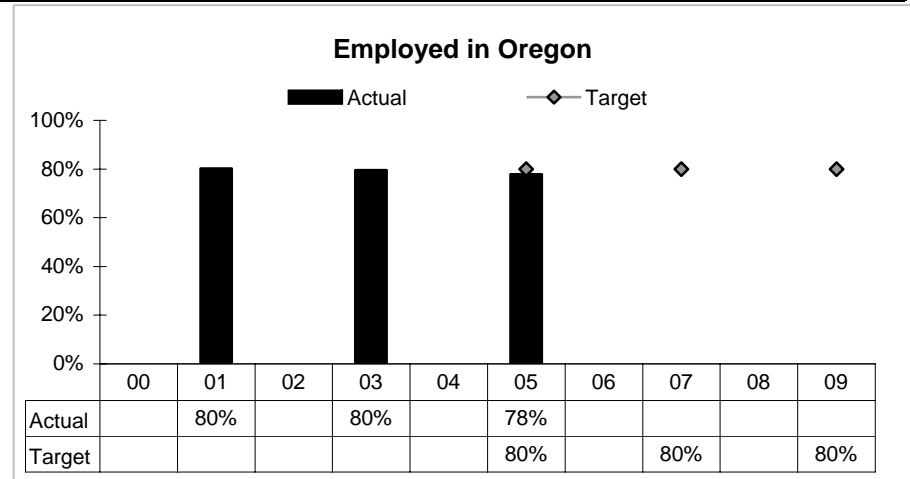
The migration of recent college graduates will be affected by job opportunities in particular fields, unemployment rates, and salary offerings not only in Oregon but in neighboring states. In general, earnings in Oregon remain lower than those in Washington or California.

6. **WHAT NEEDS TO BE DONE**

OUS campuses work directly with Oregon companies to help ensure that the curricula are in line with industry practices and future needs. This type of responsive degree planning helps to produce OUS graduates who transition effectively between their educational and professional careers. Campus Career Centers also represent a valuable link between OUS graduates and Oregon industry. Additional analyses could explore whether OUS graduates are finding employment in the existing and emerging industry clusters identified as critical to Oregon’s workforce development strategy.

7. **ABOUT THE DATA**

Data on graduate success and employment in Oregon are obtained through a biennial survey of recent bachelor’s graduates, collected approximately one year following graduation. A full report on this and earlier surveys is available on the OUS website at www.ous.edu.



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KPM #23	STATEWIDE PUBLIC SERVICES EXTERNAL FUNDS – External funds generated per state dollar invested in Statewide Public Services (SWPS)	Measure since: e.g. 2003
Goal	State economic development: rural Oregon	
Oregon Context	Support to Oregon’s communities and industries	
Data source	Oregon State University, Provost’s Office	
Owner	OUS Strategic Programs and Planning, Ruth Keele (541) 346-5754	

1. **OUR STRATEGY**

Continue to invest in and leverage SWPS programs by aggressively seeking outside grants and contracts that add value to current programs.

2. **ABOUT THE TARGETS**

The targets represent the ratio of external funds to invested state dollars. The desire is to increase this ratio. External dollars support additional research for economic, environmental, and social improvements that benefit Oregonians from the \$23 billion agriculture and forestry sectors.

3. **HOW WE ARE DOING**

The dollars leveraged by Statewide Public Services grew by over 16% in FY05 to \$1.61 for every state dollar spent.

4. **HOW WE COMPARE**

There are no national standards or benchmark comparisons available.

5. **FACTORS AFFECTING RESULTS**

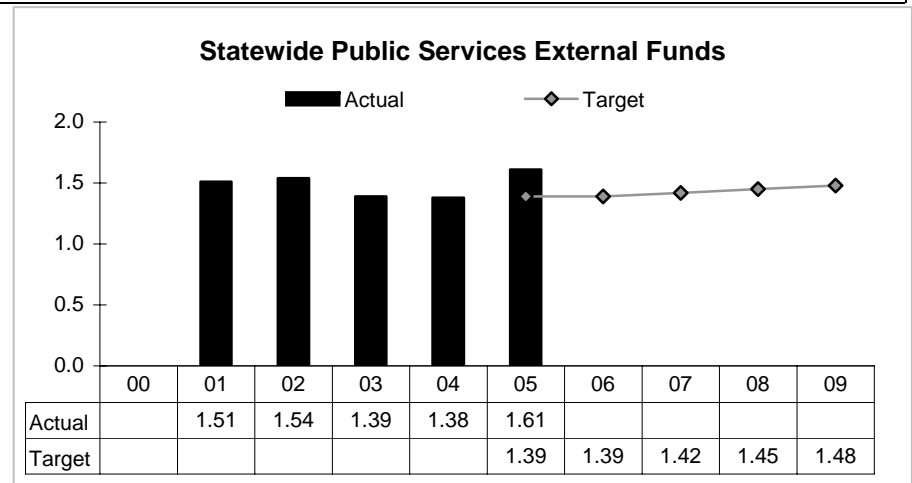
Despite a reduction in state resource expenditures in 2005, the number of external funds grew by 10.6%.

6. **WHAT NEEDS TO BE DONE**

Continue to invest state funds in areas that promote positive results for external funding, such as bio-based energy production; preservation of water, watersheds, water quality; and ecological services. Support initiatives related to foods and wood products, agriculture and forest productivity, viticulture and enology, and coastal and forest-based tourism. Receive more gifts, grants, and other revenues that are generated by research-based outreach work delivered through Extension education. Additional external funding strengthens local capacity to improve the economy, the environment, and social systems.

7. **ABOUT THE DATA**

Performance ratios are derived from state resource expenditures and expenditures from all other sources for all OSU Statewide Public Services, including the Extension Service, the Agricultural Experiment Station, and the Forest Research Laboratory.



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KPM #24	FRESHMAN PARTICIPATION – Oregon freshman participation rate in OUS institutions	Measure since: e.g. 2005
Goal	Access: Expand access to students who meet admission standards – entering freshmen	
Oregon Context	OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income	
Data source	OUS Institutional Research Services	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

Strengthen collaborative efforts with ODE to enhance college preparation and alignment and streamline process.

2. **ABOUT THE TARGETS**

In 2005, performance on this measure fell just short of the maintenance target. Previously-established targets through 2007 have been retained, but targets for the coming biennium are slightly lower to align with current trends.

3. **HOW WE ARE DOING**

The freshman participation rate – representing Oregon high school graduates enrolling in an Oregon public university – decreased for the fourth year to 20.7, down from a high of 23.8 in 2001.

4. **HOW WE COMPARE**

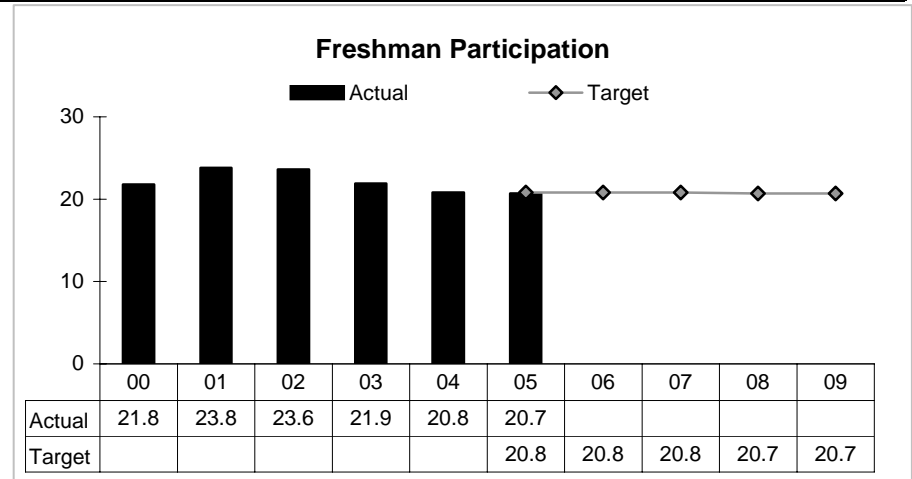
While there are no national norms to suggest what performance on this measure *should* be, efforts continue to identify appropriate standards or comparators.

5. **FACTORS AFFECTING RESULTS**

The declining Oregon freshman participation rate reported in this measure is reinforced by data collected through a biennial survey of Oregon high school graduates. Findings reported in *Where Have Oregon’s Graduates Gone?* indicate that the proportion of 2005 high school graduates attending an OUS university by the following winter term declined to 21.7% from a high of 24.9% for the class of 2001. While survey results suggest some recent graduates may be choosing Oregon community colleges immediately out of high school, there are also signs that Oregon is losing students – including high achievers – to out-of-state universities.

6. **WHAT NEEDS TO BE DONE**

In addition to cross-sector alignment initiatives, OUS is strengthening efforts to communicate the importance of a college education for personal fulfillment, for Oregon’s workforce, and for securing a family-wage job. As the demographic character of Oregon’s population shifts, further work will be needed to make higher education an attainable ambition for all citizens. Finally, the capacity of Oregon’s public universities to accept and retain new students must be supported through



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funding for faculty, facilities, and student support. In order to provide additional data on this topic, OUS conducts a survey every other year to understand the behaviors and choices of Oregon’s high school graduates in order to monitor in-coming students’ needs and perceptions

7. **ABOUT THE DATA**

The freshman participation rate is the ratio of OUS first-time freshmen from Oregon high schools (regardless of year of graduation) to Oregon high school graduates of the previous school year. The high school graduate population includes an estimate of graduates who were home schooled. Data for high school graduates is managed by the Oregon Department of Education. Additional data on freshman participation is available in the OUS Fact Book at www.ous.edu.

III. KEY MEASURE ANALYSIS

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KPM #25	TIME TO DEGREE – Average time to degree for students entering as full-time freshmen (years)	Measure since: e.g. 2005
Goal	Quality: Increase quality of undergraduate program – student success	
Oregon Context	OBM26 – College completion	
Data source	OUS Institutional Research Services	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

Maintain and strengthen an array of programs and policies to support timely academic progress for all student populations.

2. **ABOUT THE TARGETS**

For this measure, reducing the average time to a four-year degree is desirable. While performance improved in 2005, it failed to meet the established target.

3. **HOW WE ARE DOING**

Students beginning as first-time, full-time freshmen took, on average, 4.62 years to complete their degree. This effectively represents four years and two additional terms.

4. **HOW WE COMPARE**

While there are no national norms to suggest what performance on this measure *should* be, efforts continue to identify appropriate standards or comparators.

5. **FACTORS AFFECTING RESULTS**

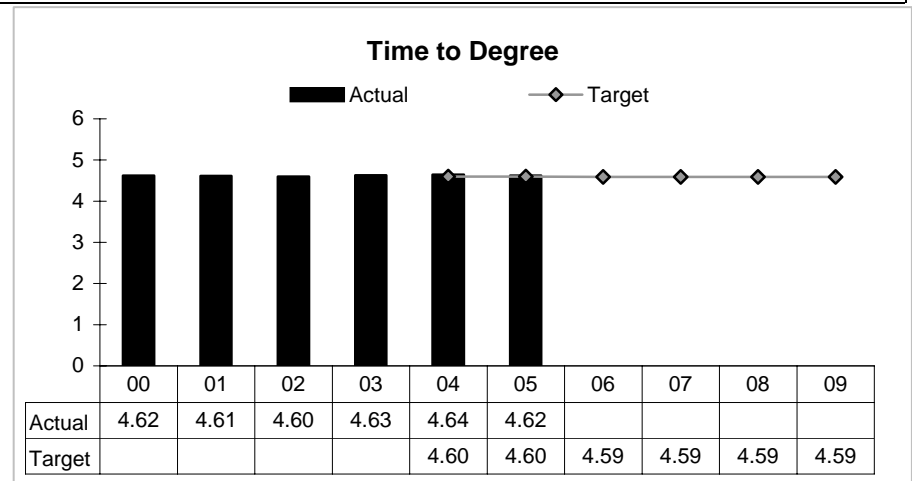
As with completion rates, student time to degree is influenced by a variety of academic and personal factors, including academic preparation, availability of required course sections, financial issues, and personal and family events.

6. **WHAT NEEDS TO BE DONE**

OUS institutions are identifying impediments to student progress to be more efficient and effective. Dual enrollment agreements between OUS universities and community colleges allow students to take advantage of more course offerings and progress at their own speed. Continuing cross-sector initiatives to align academic requirements also contribute to timely degree completion.

7. **ABOUT THE DATA**

The average time to degree is an estimate of the length of time that students take to complete an undergraduate degree from the point at which they begin their OUS career. Data reported for 2005 reflect the progress of students entering OUS in 1999-00



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KPM #26	TRANSFER STUDENT TIME TO DEGREE – Average time to degree for community college transfers (years)	Measure since: e.g. 2005
Goal	Quality: Increase quality of undergraduate program – student success	
Oregon Context	OBM26 – College completion	
Data source	OUS Institutional Research Services	
Owner	OUS Strategic Programs and Planning, Charles Triplett, (503)725-5717	

1. **OUR STRATEGY**

With community colleges, improve articulation and work to develop a deeper understanding of transfer patterns and student progress.

2. **ABOUT THE TARGETS**

For this measure, reducing the average time to a four-year degree is desirable. In 2005, performance improved beyond the established target. Targets for the coming biennium seek to maintain the progress achieved in 2005.

3. **HOW WE ARE DOING**

Following their enrollment in an Oregon public university, community college transfer students take three years, on average, to complete their bachelor’s degrees. This figure has been slowly, but steadily, declining over the past five years.

4. **HOW WE COMPARE**

While there are no national norms to suggest what performance on this measure *should* be, efforts continue to identify appropriate standards or comparators.

5. **FACTORS AFFECTING RESULTS**

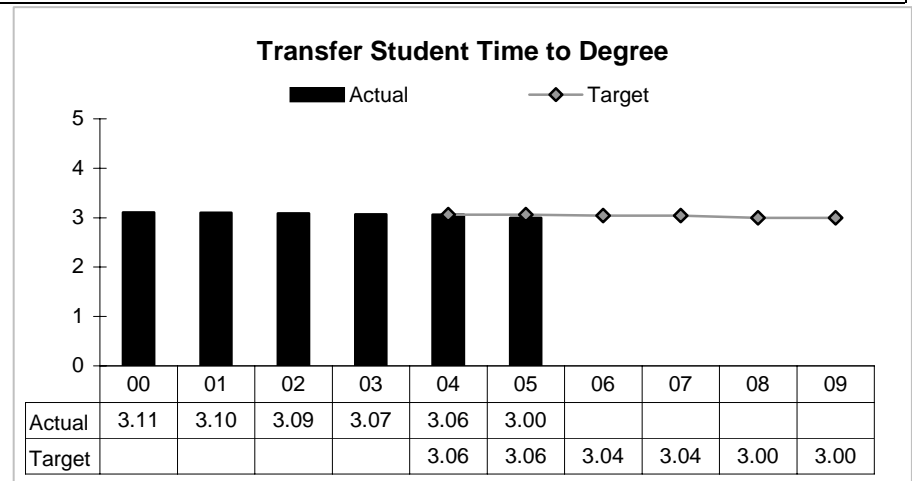
In addition to institutional and student influences on timely degree completion common to all OUS students, the time to degree for Oregon community college transfers reflects the academic alignment of Oregon’s public postsecondary sectors and coordinated enrollment processes.

6. **WHAT NEEDS TO BE DONE**

OUS and Oregon community colleges continue their work to streamline general education requirements and eliminate policy and process barriers to college completion. As students become more mobile and attendance patterns more varied and complex, it is increasingly important to understand those enrollment patterns in order to identify and address barriers to transfer and subsequent academic achievement.

7. **ABOUT THE DATA**

The average time to degree for transfer students is an estimate of the length of time that Oregon community college transfer students take to complete an undergraduate degree from the point at which they begin their OUS career.



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KPM #27	SWPS VOLUNTEERS – Number of volunteers associated with Statewide Public Services programs per FTE faculty in SWPS (Extension Service only)	Measure since: e.g. 2005
Goal	State economic development: rural Oregon	
Oregon Context	Support to Oregon’s communities and industries	
Data source	Oregon State University, Provost’s Office	
Owner	OUS Strategic Programs and Planning, Ruth Keele (541) 346-5754	

1. **OUR STRATEGY**

Encourage continued investment in the Extension Service and grow the volunteer network, especially in new and underserved areas.

2. **ABOUT THE TARGETS**

Following the development of a more accurate volunteer data collection methodology, historical performance data and targets for 2005-2007 were revised to align with the new performance data. Targets through 2009 reflect the new measurement protocol begun in 2005.

3. **HOW WE ARE DOING**

The number of volunteers per FTE faculty in Extension Service programs increased to 98.8 in 2005 from 89.0 two years earlier.

4. **HOW WE COMPARE**

There are no national standards or benchmark comparisons available.

5. **FACTORS AFFECTING RESULTS**

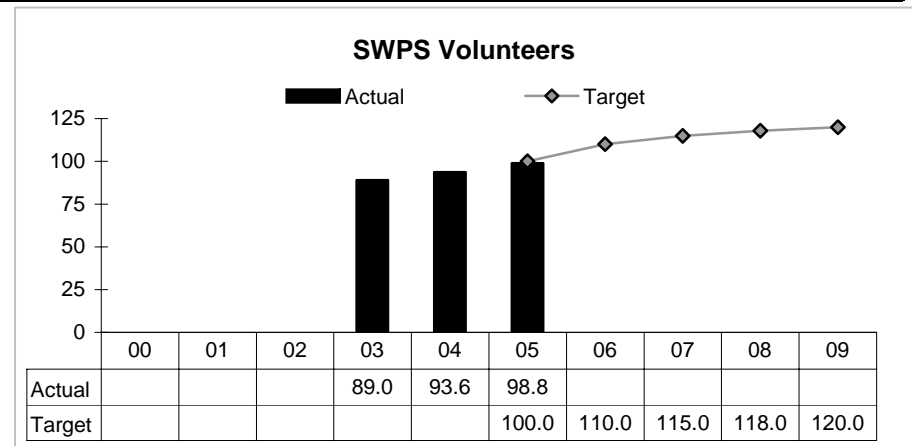
While FTE faculty returned to 2003 levels, the number of volunteers increased in 21,445, an increase of almost 18%.

6. **WHAT NEEDS TO BE DONE**

Continue training of additional volunteers and provide leadership to the existing statewide population. Enhance on-line training opportunities and expand into new communities and new subjects.

7. **ABOUT THE DATA**

Data represent the ratio of Extension Service faculty FTE to the number of Extension Service volunteers throughout the state. Preliminary data reported in 2005 were derived from a beta test which revealed a need for further refinement of the volunteer data. Figures for 2005 were collected with the revised data collection procedure; historical data for 2003 and 2004 were adjusted to conform to the revised methodology. Data are reported for a calendar year.



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III. KEY MEASURE ANALYSIS

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KPM #28	SWPS PARTICIPATION – Number of Oregon residents participating in activities sponsored through SWPS programs per FTE faculty in SWPS (Extension Service only)	Measure since: e.g. 2005
Goal	State economic development: rural Oregon	
Oregon Context	Support to Oregon’s communities and industries	
Data source	Oregon State University, Provost’s Office	
Owner	OUS Strategic Programs and Planning, Ruth Keele (541) 346-5754	

1. OUR STRATEGY

Continue to invest in a variety of Extension Service programs, including new programs in metropolitan and underserved areas.

2. ABOUT THE TARGETS

Participation figures for 2005 suggest that the extraordinarily high numbers in 2004 were an anomaly. Original targets for 2005-2007, based on 2004 data, overestimated citizen contacts. As a result, targets for 2005-2007 have been adjusted and targets through 2009 reflect a 2005 base year and anticipate faculty performance after projected new hires budgeted in 2008.

3. HOW WE ARE DOING

Almost 4,000 Oregon residents participated in Extension Service activities for every faculty FTE. This represents a meaningful increase over 2003, but appears to be far below 2004. The historical data trend suggests that 2004 was anomalous.

4. HOW WE COMPARE

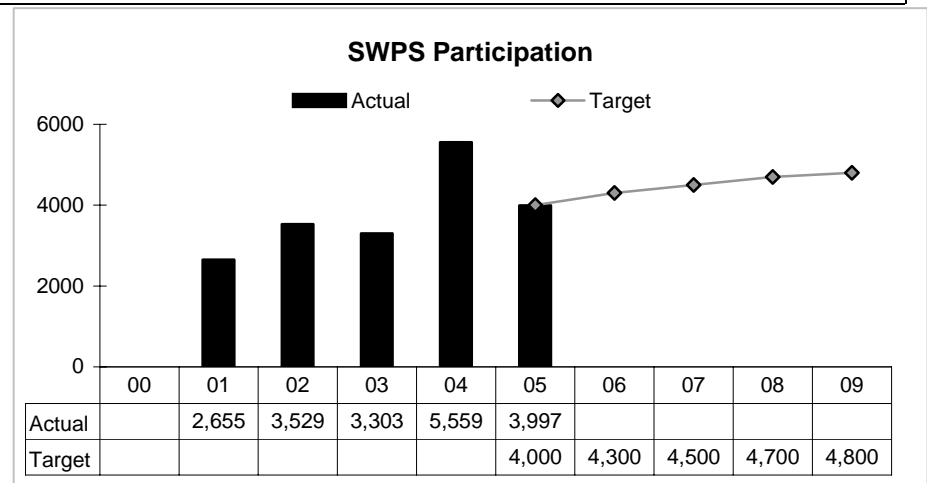
There are no national standards or benchmark comparisons available.

5. FACTORS AFFECTING RESULTS

Faculty FTE returned to 2003 levels, and the number of Oregon residents participating in Extension programs was almost 900,000.

6. WHAT NEEDS TO BE DONE

Continue to encourage participation in Statewide Public Services by Oregon residents through greater emphasis in urban markets and adoption of innovative ways to reach Oregonians with information relevant to their needs.



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7. ABOUT THE DATA

Data represent the ratio of Extension Service faculty FTE to the number of Oregon residents throughout the state participating in Extension-sponsored activities. Data are reported for a calendar year.

III. KEY MEASURE ANALYSIS

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KPM #29	CUSTOMER SERVICE : Percent of customers rating their satisfaction with the agency’s customer service as “good” or “excellent”: overall, timeliness, accuracy, helpfulness, expertise, availability of information	Measure since: 2005
Goal	Quality: increase quality of existing programs – customer’s views	
Oregon Context	OBM26 – College completion.	
Data source	OUS Strategic Programs and Planning, customer surveys	
Owner	OUS Strategic Programs and Planning, Ruth Keele (541) 346-5754	

1. **OUR STRATEGY**

Improve responsiveness to the needs of students and other constituents throughout all OUS activities.

2. **ABOUT THE TARGETS**

Targets are not yet required for this new measure.

3. **HOW WE ARE DOING**

OUS students were most satisfied with the knowledge and expertise of OUS faculty and staff, with 90.4% of respondents providing a rating of “excellent” or “good”. Students also felt strongly about the helpfulness and overall service provided by OUS institutions, rated “excellent” or “good” by 88.7% and 87.4%, respectively. Timeliness was the lowest rated customer service criteria, rated “excellent” or “good” by 83.0% of respondents.

4. **HOW WE COMPARE**

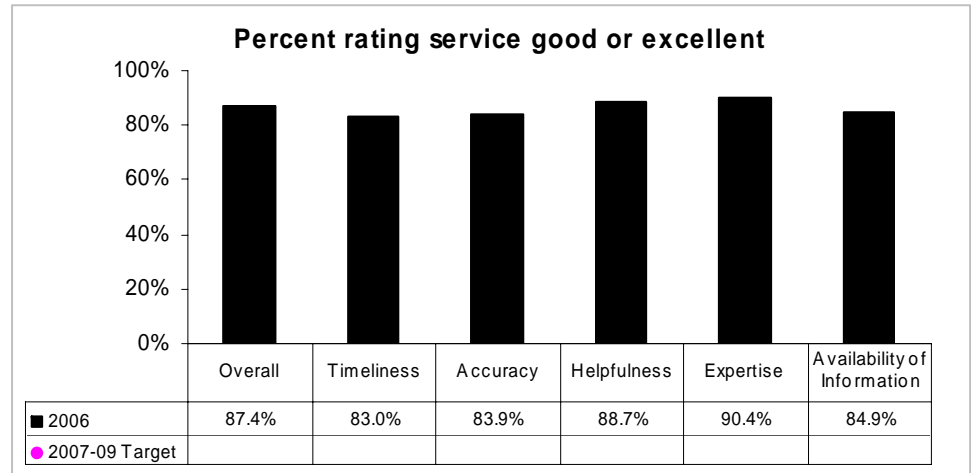
There are no national standards against which to measure OUS performance on this measure.

5. **FACTORS AFFECTING RESULTS**

OUS institutions strive to provide excellent service and meet the needs of all constituents. Each campus designs procedures, policies and programs that serve the students and constituents reflective their individual populations; however, each campus seeks to provide services—and information about programs—that is accurate, timely, and helpful using the expertise and knowledge of faculty and staff.

6. **WHAT NEEDS TO BE DONE**

As Oregon’s public universities feel the impact of reduced state funding and increased tuitions and fees, it is important to assess satisfaction of the services provided to students. The challenge is to pin-point areas of needed improvement and implement policies to improve both the overall quality of education, as well as, timeliness, accuracy, helpfulness, expertise and information of the services provided.



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7. ABOUT OUR CUSTOMER SERVICE SURVEY

The student satisfaction survey was given to undergraduate students at one regional institution, Oregon Institute of Technology, and at the University of Oregon. At OIT the survey was given to a cohort of undergraduate students attending classes at 9:00am on May 17, 2006. This cohort spanned a range of students enrolled in a variety of course disciplines and levels. The survey was given as a supplement to an individual campus assessment. At the University of Oregon the survey was included with the spring term course evaluations. Courses were selected to sample all college disciplines and various class levels. Results from both institutions were compiled and weighted according to the proportion of undergraduates enrolled at each institution spring term. In an effort to span all constituent groups, a web-based survey is also being conducted to assess satisfaction among Oregon State University 4-H Program volunteers. The fielding and results of this sub-group are being compiled and will be reported at a later date.