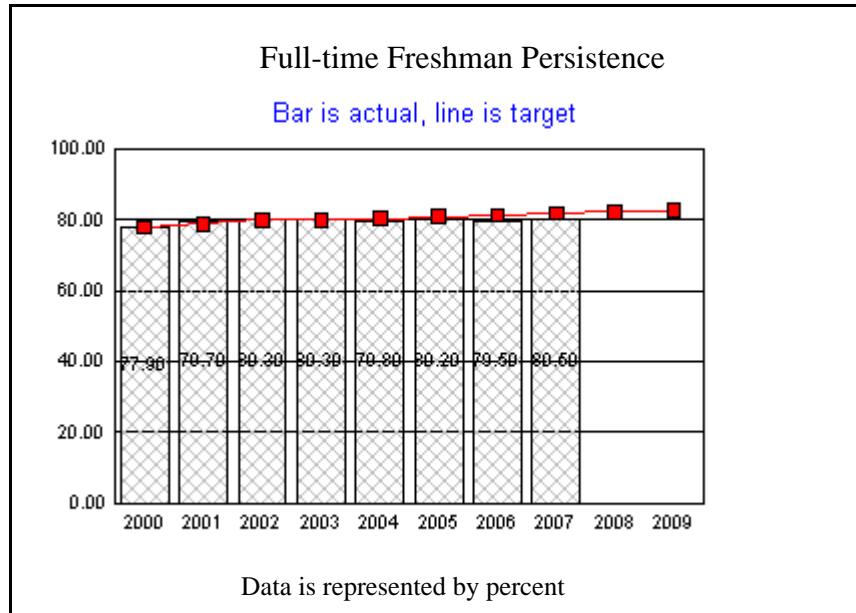


KPM #9	PERSISTENCE - Percent of full-time freshmen who demonstrate progress by returning for the second year.	1997
Goal	Quality: Increase quality of undergraduate program - student success	
Oregon Context	OBM26 -College completion	
Data Source	OUS Institutional Research Services, Retention, Attrition, and Graduation of OUS Freshmen	
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

Targets for this measure have aimed to make continual and ambitious improvements on the number of freshmen who return to OUS for a second year. Future targets seek to retain and gradually improve performance on this measure, and also reflect the impact of legislatively approved funds aimed to increase persistence.

3. HOW WE ARE DOING

In 2007, the rate reached a high of 80.5%, an increase of one full percentage point (or almost 100 students systemwide) from 2006. This increase follows a slight downturn in the rate between 2005 and 2006. Despite this improvement, persistence rates for 2007 failed to meet the ambitious targets previously established.

4. HOW WE COMPARE

The 2007 persistence rate (80.5%) is higher than the average of 73.4% reported by ACT for first-time freshman cohorts at all public four-year universities.

5. FACTORS AFFECTING RESULTS

First-to-second year retention remains a strong predictor of completion. Among first-time freshmen who persist to the second year, over 71% completed their OUS degree within 6 years, compared to 59.7% of all first-time freshmen. Adequate academic preparation for college, combined with essential support services for student who enroll (freshmen orientation and engagement programs, tutoring, academic advising, early warning programs, faculty and peer mentors), are key components to enhancing persistence and completion rates. OUS institutions develop student programs tailored to their unique student populations. In general, increasing access – particularly to populations with lower historical rates of collect participation and preparation – can have a negative impact on persistence and completion. The challenge is to identify and address the needs of these students before and after their entry into college.

6. WHAT NEEDS TO BE DONE

OUS institutions continue to implement instructional and support programs tailored toward the unique needs of their student populations. Campuses implement programs that monitor student progress and provide a personal connection to peers, faculty, and student activities. Programs used by campuses include: living and learning communities, enhanced academic advising, mentoring relationships with upper-division students, and summer bridge programs. Successful efforts will reflect OUS institutions' creation and refinement of programs designed for the specific needs of student groups which include underprepared first-time freshman, first-generation college students, and returning adults. In 2007, the Board dedicated funds

to reward campuses meeting performance targets in the areas of student retention, completion and time-to-degree. Additionally, the Board's Committee on Student Participation and Completion has embarked on a statewide effort to improve access, participation, retention, and success of underserved populations. As a result of these findings, OUS is requesting funds to support the Student Success Initiative aimed to bolster pre-college academic preparation and in-college retention and support programs.

7. ABOUT THE DATA

Performance data represent the proportion of first-time, full-time freshman entering an OUS institution one fall and returning to any OUS institution the following fall. Data are reported in the returning year (e.g., persistence rates reported in 2007 represent the fall 2006 cohort returning in fall 2007). The reporting cycle is the academic year. Disaggregated data by campus are available in the annual campus performance and target setting reports found in the Monitoring Performance section of the OUS website at www.ous.edu.