

OREGON UNIVERSITY SYSTEM

Annual Performance Progress Report (APPR) for Fiscal Year (2007-2008)

Proposed KPM's for Biennium (2009-2011)

Original Submission Date: 2008

2007-2008 KPM #	2007-2008 Approved Key Performance Measures (KPMs)
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.
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.
3	FIRST-TIME FRESHMEN - Number of entering first-timefreshmen.
4	COMMUNITY COLLEGE TRANSFERS - Number of students who are new Oregon community college transfers.
5	ENGINEERING EMPLOYER SATISFACTION - Average rating of overall quality of engineering/computer science graduates by Oregon employers (5-pt scale).
6	GRADUATE SATISFACTION - Average rating of overall quality of experience by recent OUS bachelor's graduates (5-pt scale)
7	PHILANTHROPY - TOTAL GIFTS FROM PHILANTHROPIC SOURCES (\$ IN MILLIONS). A) TOTAL, B) CAPITAL PROJECTS, C) FACULTY SUPPORT (INCLUDING CHAIRS), D) SCHOLARSHIPS, E) OTHER.
8	STUDENT/FACULTY RATIO - Ratio of students to full-time faculty.
9	PERSISTENCE - Percent of full-time freshmen who demonstrate progress by returning for the second year.
10	COMPLETION - Percent of full-time freshmen starting and completing a bachelor's degree at an OUS university (6-year graduation rate).
11	TRANSFER STUDENT COMPLETION - Percent of college transfers completing a bachelor's degree at an OUS university (4-year graduation rate).
12	SPONSORED RESEARCH - Total sponsored research and development dollars supported by external fund sources (\$ in millions) a) Total, b) Federal sources, c) Private sources.
13	RESEARCH DOLLARS PER FACULTY - Sponsored research dollars per faculty at research/doctoral universities - OSU, PSU, UO (\$ in thousands).

2007-2008 KPM #	2007-2008 Approved Key Performance Measures (KPMs)
14	INVENTIONS - Number of inventions disclosed per year.
15	LICENSE INCOME - License income per \$100M research expenditures per year.
16	START-UP COMPANIES - The number of start-up/spin-off companies per \$100M research expenditures per year.
17	INTERNSHIPS - Percent of bachelor's graduates completing an OUS-approved internship.
18	BACHELOR'S DEGREES - Total number of bachelor's degrees granted.
19	ADVANCED DEGREES - Total number of advanced degrees granted (master's, doctoral, and professional).
20	ENGINEERING AND COMPUTER SCIENCE DEGREES - Total number of degrees granted in engineering and computer sciences (all levels; includes multiple majors).
21	GRADUATE SUCCESS - Percent of graduates employed and/or continuing education.
22	EMPLOYED IN OREGON - Percent of employed graduates working in Oregon.
23	STATEWIDE PUBLIC SERVICES EXTERNAL FUNDS - External funds generated per state dollar invested in Statewide Public Services (SWPS).
24	FRESHMAN PARTICIPATION - Oregon freshman participation rate in OUS institutions.
25	TIME TO DEGREE - Average time to degree for students entering as full-time freshmen (years).
26	TRANSFER STUDENT TIME TO DEGREE - Average time to degree for community college transfers (years).
27	SWPS VOLUNTEERS - Number of volunteers associated with Statewide Public Services programs per FTE faculty in SWPS (Extension Service only).

2007-2008 KPM #	2007-2008 Approved Key Performance Measures (KPMs)
28	SWPS PARTICIPATION - Number of Oregon residents participating in activities sponsored through SWPS programs per FTE faculty in SWPS (Extension Service only).
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.
30	Percent of total best practices met by the Board.

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2009-2011
NEW	<p>Title: COST MINUS GRANT AID AS A PERCENT OF INCOME - Cost of attendance at OUS for a resident undergraduate (tuition & fees, room & board, other expenses) minus grant aid as a percent of median income.</p> <p>Rationale: As part of a continuing effort to refine its performance management function, the Oregon University System seeks a series of modifications to its legislatively-approved collection of key performance measures, including KPM 1. Consistent with agency performance philosophy and in concert with the principles embodied in the State Board of Higher Education's long-term planning, OUS proposes to reduce the overall number of key measures, focus on high-level outcomes and primary components of its mission, and align these measures with metrics used internally.</p> <p>OUS proposes to merge KPM 1 and KPM 2 into a single measure representing the concepts embedded in both. When the issue of affordability was first addressed through OUS performance measures, two areas were deemed important: the cost of college in relation to family income in Oregon and the financial assistance provided to Oregon students to help offset the cost. Following the adoption of the Shared Responsibility Model and increased funding for the Oregon Opportunity Grant, OUS proposes to merge those two concepts into a single measure. This would align the OUS metric with the principles of the model and present a more complete view of college affordability at Oregon's public universities. The suggested replacement measure is the total cost of attendance minus grant aid as a percent of median income. OUS staff are currently developing the specifics of the metric and continuing work with each campus to codify and clean the financial aid databases for consistent central reporting.</p>

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2009-2011
DELETE	<p>Title: SWPS VOLUNTEERS - Number of volunteers associated with Statewide Public Services programs per FTE faculty in SWPS (Extension Service only).</p> <p>Rationale: The request to delete SWPS volunteers arises from a conceptual framework for performance measurement within the Oregon University System which stratifies measures to ensure that the level of detail is commensurate with the locus of monitoring. This allows the Board and members of the Legislature to view a limited set of high-level outcomes, with confidence that additional and more granular metrics are being monitored at the campus or program level. By identifying the appropriate level of monitoring, we are able to capture more detail and ensure that the metrics are reviewed by those with particular expertise.</p> <p>The rationale for deleting two of the three agency measures related to Statewide Public Services (SWPS) is comparable to that noted above for technology transfer. OUS proposes to retain KPM 23 (external funds generated per state dollar invested in SWPS), while deleting those measures addressing volunteers and participants in Extension Service programs only. Again, these represent important aspects of Extension Service programs, though not the full range of services provided by all Statewide Public Service Programs (which also include the Agricultural Experiment Station and the Forest Research Laboratory). All of these departments currently employ a series of metrics which are used to monitor performance and are reported to OSU leadership. Again, the most appropriate venue for monitoring is at the program or department level. As Statewide Public Services are funded through policy option packages, which require metrics to be maintained and reported back to the legislature (but which do not, by necessity, become agency KPMs), OUS proposes that program-specific metrics for SWPS programs be submitted, approved, and reported through that process.</p>

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2009-2011
DELETE	<p>Title: SWPS PARTICIPATION - Number of Oregon residents participating in activities sponsored through SWPS programs per FTE faculty in SWPS (Extension Service only).</p> <p>Rationale: The request to delete SWPS participation arises from a conceptual framework for performance measurement within the Oregon University System which stratifies measures to ensure that the level of detail is commensurate with the locus of monitoring. This allows the Board and members of the Legislature to view a limited set of high-level outcomes, with confidence that additional and more granular metrics are being monitored at the campus or program level. By identifying the appropriate level of monitoring, we are able to capture more detail and ensure that the metrics are reviewed by those with particular expertise.</p> <p>The rationale for deleting two of the three agency measures related to Statewide Public Services (SWPS) is comparable to that noted above for technology transfer. OUS proposes to retain KPM 23 (external funds generated per state dollar invested in SWPS), while deleting those measures addressing volunteers and participants in Extension Service programs only. Again, these represent important aspects of Extension Service programs, though not the full range of services provided by all Statewide Public Service Programs (which also include the Agricultural Experiment Station and the Forest Research Laboratory). All of these departments currently employ a series of metrics which are used to monitor performance and are reported to OSU leadership. Again, the most appropriate venue for monitoring is at the program or department level. As Statewide Public Services are funded through policy option packages, which require metrics to be maintained and reported back to the legislature (but which do not, by necessity, become agency KPMs), OUS proposes that program-specific metrics for SWPS programs be submitted, approved, and reported through that process.</p>

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2009-2011
DELETE	<p>Title: START-UP COMPANIES - The number of start-up/spin-off companies per \$100M research expenditures per year.</p> <p>Rationale: The request to delete start-up companies arises from a conceptual framework for performance measurement within the Oregon University System which stratifies measures to ensure that the level of detail is commensurate with the locus of monitoring. This allows the Board and members of the Legislature to view a limited set of high-level outcomes, with confidence that additional and more granular metrics are being monitored at the campus or program level. By identifying the appropriate level of monitoring, we are able to capture more detail and ensure that the metrics are reviewed by those with particular expertise.</p> <p>Of 29 numbered OUS key performance measures, three address various aspects of technology transfer activity. Research, a fundamental mission of higher education, is currently represented by two key performance measures: KPM 12, reflecting sponsored research expenditures, and KPM 13, gauging research dollars per faculty at the three research institutions in the system. While technology transfer is, undeniably, an important component of the research function and necessary to the economic vitality of the state, it is both disproportionately represented in the full array of OUS key performance measures and incompletely defined for meaningful monitoring through these three measures. In 2006, the State Board of Higher Education established an inter-institutional Research Council, reporting directly to the Board. Among its charges, this group is responsible for facilitating and tracking technology transfer activity within the system. OUS proposes to remove the realm of technology transfer to this more appropriate venue, where the concepts of invention, licensing, and start-ups may be assessed in a more robust fashion and in fuller context by experts in the field. OUS performance staff are working with the Research Council to confirm the development of performance measures for technology transfer and other research-related areas, which will be monitored by this group and reported to the Board.</p>

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2009-2011
DELETE	<p>Title: LICENSE INCOME - License income per \$100M research expenditures per year.</p> <p>Rationale: The request to delete license income arises from a conceptual framework for performance measurement within the Oregon University System which stratifies measures to ensure that the level of detail is commensurate with the locus of monitoring. This allows the Board and members of the Legislature to view a limited set of high-level outcomes, with confidence that additional and more granular metrics are being monitored at the campus or program level. By identifying the appropriate level of monitoring, we are able to capture more detail and ensure that the metrics are reviewed by those with particular expertise.</p> <p>Of 29 numbered OUS key performance measures, three address various aspects of technology transfer activity. Research, a fundamental mission of higher education, is currently represented by two key performance measures: KPM 12, reflecting sponsored research expenditures, and KPM 13, gauging research dollars per faculty at the three research institutions in the system. While technology transfer is, undeniably, an important component of the research function and necessary to the economic vitality of the state, it is both disproportionately represented in the full array of OUS key performance measures and incompletely defined for meaningful monitoring through these three measures. In 2006, the State Board of Higher Education established an inter-institutional Research Council, reporting directly to the Board. Among its charges, this group is responsible for facilitating and tracking technology transfer activity within the system. OUS proposes to remove the realm of technology transfer to this more appropriate venue, where the concepts of invention, licensing, and start-ups may be assessed in a more robust fashion and in fuller context by experts in the field. OUS performance staff are working with the Research Council to confirm the development of performance measures for technology transfer and other research-related areas, which will be monitored by this group and reported to the Board.</p>

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2009-2011
DELETE	<p>Title: INVENTIONS - Number of inventions disclosed per year.</p> <p>Rationale: The request to delete the number of inventions disclosed per year arises from a conceptual framework for performance measurement within the Oregon University System which stratifies measures to ensure that the level of detail is commensurate with the locus of monitoring. This allows the Board and members of the Legislature to view a limited set of high-level outcomes, with confidence that additional and more granular metrics are being monitored at the campus or program level. By identifying the appropriate level of monitoring, we are able to capture more detail and ensure that the metrics are reviewed by those with particular expertise.</p> <p>Of 29 numbered OUS key performance measures, three address various aspects of technology transfer activity. Research, a fundamental mission of higher education, is currently represented by two key performance measures: KPM 12, reflecting sponsored research expenditures, and KPM 13, gauging research dollars per faculty at the three research institutions in the system. While technology transfer is, undeniably, an important component of the research function and necessary to the economic vitality of the state, it is both disproportionately represented in the full array of OUS key performance measures and incompletely defined for meaningful monitoring through these three measures. In 2006, the State Board of Higher Education established an inter-institutional Research Council, reporting directly to the Board. Among its charges, this group is responsible for facilitating and tracking technology transfer activity within the system. OUS proposes to remove the realm of technology transfer to this more appropriate venue, where the concepts of invention, licensing, and start-ups may be assessed in a more robust fashion and in fuller context by experts in the field. OUS performance staff are working with the Research Council to confirm the development of performance measures for technology transfer and other research-related areas, which will be monitored by this group and reported to the Board.</p>

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DELETE	<p>Title: ENGINEERING EMPLOYER SATISFACTION - Average rating of overall quality of engineering/computer science graduates by Oregon employers (5-pt scale).</p> <p>Rationale: The request to delete engineering employer satisfaction arises from a conceptual framework for performance measurement within the Oregon University System which stratifies measures to ensure that the level of detail is commensurate with the locus of monitoring. This allows the Board and members of the Legislature to view a limited set of high-level outcomes, with confidence that additional and more granular metrics are being monitored at the campus or program level. By identifying the appropriate level of monitoring, we are able to capture more detail and ensure that the metrics are reviewed by those with particular expertise.</p> <p>Reflecting the connection, articulated by ETIC (Engineering & Technology Industry Council), between academic preparation and employment needs, OUS established a new measure in 2003 to gauge the satisfaction of engineering employers. Over the years, consistent data collection for this measure has proven problematic. Though biennial surveys have been conducted, the comparability of results is unclear as a result of variability both in the employer sample and in the range of employment positions and academic majors being evaluated. Employer surveys, in general, pose challenges in terms of reaching a respondent who is in a position to assess the graduates' work and is also familiar with the institutions from which their employees graduated. Given the reliability and consistency issues with this survey, OUS requests permission to delete the measure. Despite this request, the system intends to maintain its diligence on the issue of employer satisfaction in this and other employment fields. Through ongoing partnerships and intensive work with industry, ETIC receives feedback on employer needs in engineering and high technology occupations, as well as their general appraisal of OUS graduates. Another dimension of graduate readiness for employment is captured in pass rates on certification or licensure exams in a number of fields (including engineering), which are tracked biennially and will be reported in the OUS Fact Book. While OUS has explored opportunities for implementing a comprehensive, systemwide survey of employers, the high cost and challenges noted above have thwarted those efforts to date. We will continue to work with campuses to determine what is done on a regular or ad hoc basis at the institution or program level.</p>

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2009-2011
DELETE	<p>Title: 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.</p> <p>Rationale: As part of a continuing effort to refine its performance management function, the Oregon University System seeks a series of modifications to its legislatively-approved collection of key performance measures, including cost covered by aid. Consistent with agency performance philosophy and in concert with the principles embodied in the State Board of Higher Education's long-term planning, OUS proposes to reduce the overall number of key measures, focus on high-level outcomes and primary components of its mission, and align these measures with metrics used internally.</p> <p>OUS proposes to merge KPM 1 and KPM 2 into a single measure representing the concepts embedded in both. When the issue of affordability was first addressed through OUS performance measures, two areas were deemed important: the cost of college in relation to family income in Oregon and the financial assistance provided to Oregon students to help offset the cost. Following the adoption of the Shared Responsibility Model and increased funding for the Oregon Opportunity Grant, OUS proposes to merge those two concepts into a single measure. This would align the OUS metric with the principles of the model and present a more complete view of college affordability at Oregon's public universities. The suggested replacement measure is the total cost of attendance minus grant aid as a percent of median income. OUS staff are currently developing the specifics of the metric and continuing work with each campus to codify and clean the financial aid databases for consistent central reporting.</p>
DELETE	<p>Title: 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.</p> <p>Rationale:</p>

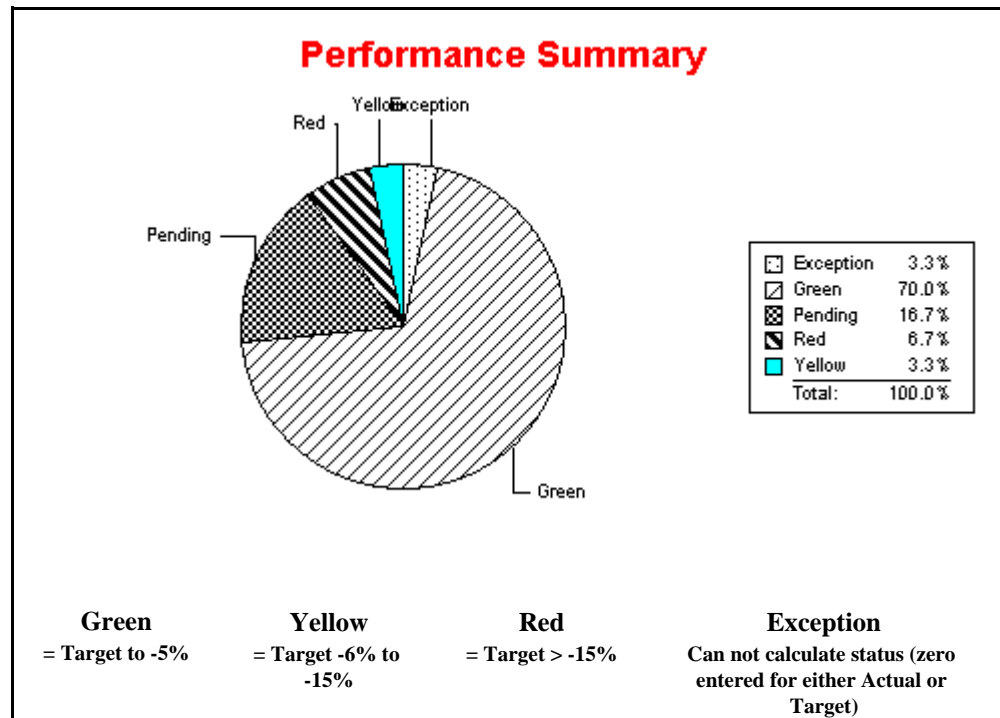
Agency Mission: The Legislative Assembly declares that the mission of all higher education in Oregon is to: 1) Enable students to extend prior educational experiences in order to reach their full potential as participating and contributing citizens by helping them develop scientific, professional, and 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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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. During 2007, an OUS learning outcomes task group began an environmental scan of current practices and rubrics and is exploring ways to further understand commonalities among recent approaches, identify national resources, consider ways to align learning outcomes with community colleges, define a process of engaging faculty, and identify needed funding and resources.

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; OSBHE 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 follows:

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; and
4. Contribute positively to the economic, civic, and cultural life of communities in all regions of Oregon.

3. PERFORMANCE SUMMARY

Green KPMs that are making progress or trending toward target achievement: first-time freshmen (#3), graduate satisfaction (#6), philanthropy (#7), student/faculty ratio (#8), persistence (#9), freshman completion (#10), sponsored research (#12), research dollars per faculty (#13), inventions (#14), license income (#15), start-up companies (#16), internships (#17), bachelor's degrees (#18), advanced degrees (#19), engineering and computer science degrees (#20), graduate success (#21), employed in Oregon (#22), SWPS external funds (#23), freshman participation (#24), time to degree (#25), and SWPS participation (#28).

Yellow and Red KPMs that are not making progress or not trending toward target achievement: cost as a percent of income (#1), community college transfers (#4), and SWPS volunteers (#27).

Pending KPMs are those where progress is not clear or targets are not yet set: cost covered by aid (#2), engineering employer satisfaction (#5), transfer student completion (#11), transfer student time to degree (#26), customer service (#29), and best practices (#30).

4. CHALLENGES

Shrinking state investment coupled with enrollment growth and demographic changes have forced Oregon universities to a critical point, creating pressure in areas such as class size and availability, student access, 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, the effects of long-term disinvestment are apparent in the key performance areas of affordability, freshman participation, and the ratio of students to full-time faculty. During the 2007 legislative session, the governor and legislature significantly increased funding for OUS and the Shared Responsibility Model. While continued investment is necessary, the noted increase will begin to alleviate some of the immediate pressure on key performance areas if it can be sustained over multiple biennia.

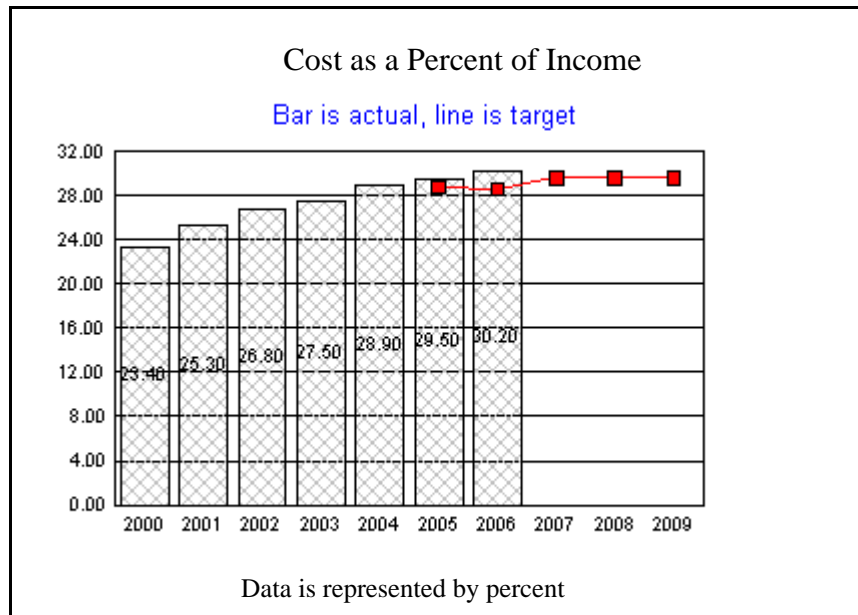
An additional challenge, faced by all state and national education agencies, is the evolving nature of student enrollment and transfer patterns, as well as student needs and expectations. Shifting demographics; the challenges of global economic competition; and individualized, non-traditional pathways 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 AND EFFICIENCY

The OUS operating budget covers education and general program expenses at all seven OUS institutions, the OSU-Cascades Campus, and the Chancellor's Office, as well as programs initiated through Industry Affairs (OMI, ETIC, OCKED), Statewide Public Services, and other systemwide initiatives. In FY 2007, General Fund appropriations for General Operations totaled \$392.6 million; funding for debt service and capital construction and repair brought the total general fund budget to \$438.8 million. With the addition of funds from other sources, the OUS total bottom

line limited budget was \$1.1billion. Individual campus and program breakouts can be found in the 2007-08 Budget Report Summary:
<http://www.ous.edu/dept/budget/current.php>

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.	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, Charles Triplett (503) 725-5717	



1. OUR STRATEGY

Ensure an appropriate balance of cost and quality at all OUS institutions.

2. ABOUT THE TARGETS

Previously reported 2006 data were based on projections of median family income (MFI). Actual 2006 MFI – as reported by the American Community Survey in 2007 – is lower than projections, causing a slight increase in the restated 2006 figure. Ideal performance on this measure shows declining ratios of cost to income.

3. HOW WE ARE DOING

In 2006, cost of college attendance relative to median family income in Oregon increased again and failed to meet target for the second year in a row. Cost as a percent of income in Oregon continues to steadily increase. 2007 projections suggest another slight increase over 2006.

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 50 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 2006, OUS capped tuition increases to 3% above the 2005-06 academic year rates but fee increases and inflation-driven non-tuition costs increased at higher rates. Lower than projected MFI increases also adversely affected this ratio. As inflation increases non-tuition costs and a weaker economy slows income growth, overall college costs will remain higher relative to Oregon income.

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. The group brought together representatives from Oregon’s education and community sectors to research the issues and impacts of increasing need-based financial aid. The outcome of that effort is the Shared Responsibility Model (SRM) for the Oregon Opportunity Grant. The SRM was adopted and funded by the 2007-09 legislature. It represents the first major investment that Oregon has made in college affordability in decades. Although Oregon has made gains with increases in the Opportunity Grant, affordability remains a barrier for low and moderate income families. However, during 2007-08, new programs were announced by OUS universities which will enable qualified applicants from low-income families to attend college.

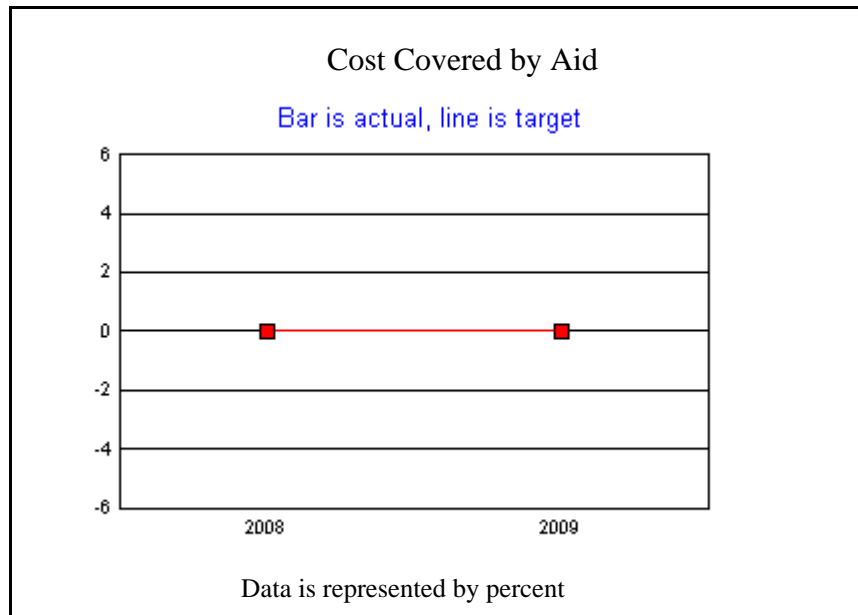
The Board of Higher Education created the Student Participation and Completion committee in the wake of the sunset Access and Affordability

Working Group to help increase student participation. The committee's work highlights continued financial barriers to access, especially when considering under-represented first-generation students and populations of color. Tuition increases in recent years have resulted in "sticker shock" for many students, and information about the broader opportunities available through the Oregon Opportunity Grant has not fully permeated these communities. Establishing effective outreach and assistance programs to help families understand the realities of college costs and financial aid will be critical to helping the state move forward.

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 and derived from the American Community Survey.

KPM #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.	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	
Owner	OUS Strategic Programs and Planning, Charles Triplett (503) 725-5717	



1. OUR STRATEGY

Manage tuition policy to provide access and maintain quality while promoting and growing student aid opportunities.

2. ABOUT THE TARGETS

Financial aid data are currently under review as noted in our request to modify. Targets will be developed as new data are made available.

3. HOW WE ARE DOING

Data collection for this measure has proven to be difficult across the various campuses and remains a work in progress. Staff in the Chancellor's Office and on OUS campuses have undertaken extensive auditing and validation procedures to identify coding and definition discrepancies and rectify those throughout the data collection and reporting processes. An analysis of this measure will be conducted when data become available.

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 50 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). It is unclear at this point how enhanced funding for the Oregon Opportunity Grant will affect this rating in future reports.

5. FACTORS AFFECTING RESULTS

The recent doubling of the Oregon Opportunity Grant through the Shared Responsibility Model (SRM) makes college more affordable for Oregonians. The SRM has four parts: the student's contribution, available family support, federal aid, and finally the state's commitment to cover the remaining cost.

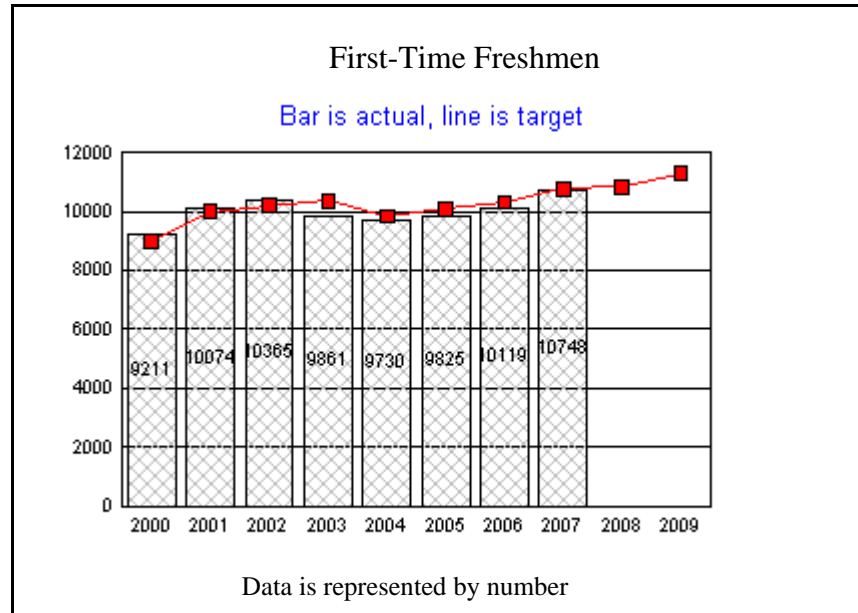
6. WHAT NEEDS TO BE DONE

Although the Oregon Opportunity Grant has doubled in funding and was restructured to allow for broader access, the program is still not fully funded. To realize the state's investment in student access and affordability, the SRM should be fully funded and marketed to students across the state. Educational outreach for historically underserved populations may be needed to raise awareness among those communities.

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.

KPM #3	FIRST-TIME FRESHMEN - Number of entering first-timefreshmen.	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	
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1. OUR STRATEGY

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

2. ABOUT THE TARGETS

Though enrollment of first-time freshmen grew in 2007, final figures fell below the target by 17 students. Since 2003, enrollment among this group of students has not met the targets; however, performance has been trending in a favorable direction. Future targets reflect the anticipated number of Oregon high school graduates and projected enrollment trends at OUS institutions.

3. HOW WE ARE DOING

Enrollment among first-time freshmen reached a high of 10,748 students, a 6.2% increase over 2006, almost meeting the target for this measure. In 2007, overall undergraduate enrollment at OUS institutions reached a high, growing 1.5% over the previous fall. Although enrollment is increasing, the growth rate has slowed in recent years.

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 several factors including postsecondary enrollment opportunities, real and perceived college costs, the availability of need-based financial aid, state and regional economic outlooks and job markets, and the aspirations of high school graduates and adult learners.

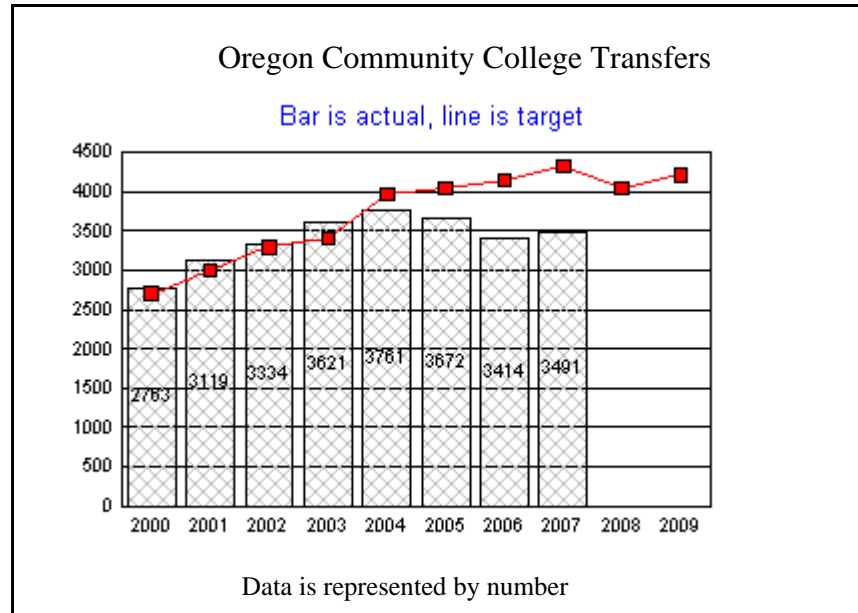
6. WHAT NEEDS TO BE DONE

OUS continues to engage in cross-sector alignment initiatives with ODE. Additionally, OUS is embarking on efforts to communicate the importance of a college education for personal fulfillment, to Oregon's workforce, and for securing a family wage job. Finally, the capacity of Oregon's public universities to accept and retain new students must be supported through funding for student support services, faculty, and facilities. Recognizing the shifting demographics and challenges facing the state, the Board's Committee on Student Participation and Completion has embarked on a statewide effort to improve access, participation, retention, and success, of underserved Oregon populations. During 2007, committee members heard testimony about particular challenges faced by rural Oregonians, racial and ethnic minorities, students with disabilities, and low-income and first-generation college students. 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

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.

KPM #4	COMMUNITY COLLEGE TRANSFERS - Number of students who are new Oregon community college transfers.	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 co-enrollment and transfer policies and procedures.

2. ABOUT THE TARGETS

In 2007, performance on this measure fell well below the target. The number of students transferring from community colleges has been lower than projected since 2004 with targets drawing on stronger growth in earlier years. Future targets reflect newer enrollment projections and take into account the slower growth rates experienced during the past three years.

3. HOW WE ARE DOING

Following two years of declines, the number of community college transfers in 2007 increased by 2.3% over 2006.

4. HOW WE COMPARE

There are no national norms for this measure.

5. FACTORS AFFECTING RESULTS

Efforts to streamline and improve articulation among Oregon's education agencies may be coming to fruition; however, in recent years the number of students transferring is not as large as projected, corresponding with a general downturn in the number of transfer students from all sources and lower enrollments at Oregon community colleges during that time.

6. WHAT NEEDS TO BE DONE

OUS campuses strive to provide access and support for transfer students entering their institutions. OUS continues to work with educational agencies on the following cross-sector initiatives in support of transfer activities:

- a. Associate of Arts/Oregon Transfer Degree (AA/OT)—to maximize effectiveness, system leaders are re-examining the purpose and structure of this degree;
- b. Oregon Transfer Module—enables students to complete first-year general education courses at any public college or university and transfer without loss of credit;
- c. Degree Partnership Programs between OUS institutions and Oregon community colleges allow for simultaneous enrollment, flexibility, and vital student support (including tutors, financial aid, and library services);

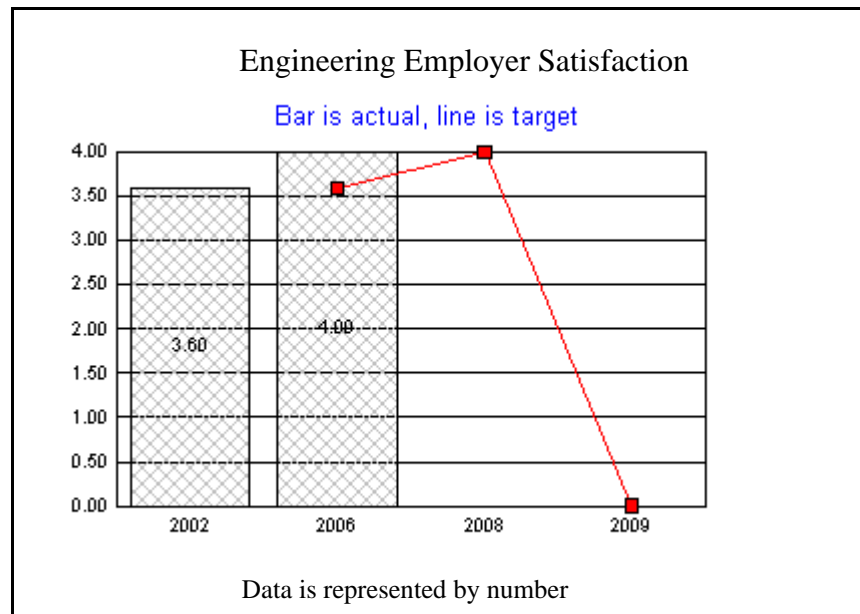
- d. Articulated Transfer Linked Audit System (ATLAS)—allows students to monitor academic progress toward their undergraduate degree;
- e. Outcome-based general education—in fall 2008, an agreement on the course criteria and outcomes for outcome-based general education will be proposed for adoption by the Joint Boards of Education and the Board of Higher Education.

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.

Note: Previously reported data for 2002 and 2003 inadvertently counted post baccalaureate students. These students have been removed and the updated figures are now consistent with current and historic data.

KPM #5	ENGINEERING EMPLOYER SATISFACTION - Average rating of overall quality of engineering/computer science graduates by Oregon employers (5-pt scale).	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

Improve engineering education by better aligning curriculum and research with Oregon’s workforce demands.

2. ABOUT THE TARGETS

Targets for 2008 are based on 2006 data. Earlier data are not comparable and the 2008 survey is not complete at this time.

3. HOW WE ARE DOING

In 2006, 84% of the employers surveyed rated OUS engineering graduates 4 or 5 in overall quality, with a mean rating of 4.0. Graduates scored high in general technical skills (87.1%) and science and mathematics (73.8%).

4. HOW WE COMPARE

There are no national norms to compare against.

5. FACTORS AFFECTING RESULTS

The 2002 and 2006 surveys were administered to different groups of employers, making the data difficult to compare. 2008 survey methodology is consistent with the 2006 survey and is currently underway. Identifying a consistent, sustainable survey group is challenging and makes data collection and analysis problematic. OUS is requesting to delete this measure.

6. WHAT NEEDS TO BE DONE

Surveyed employers rate OUS engineering graduates high in technical, science, and math skills but lower in presentation and writing skills. Providing opportunities for engineering students to improve their presentation and writing skills will help them transition more smoothly into the workplace. Internships (reported in KPM #17) provide additional opportunities for students to gain workplace experience and hone transition skills.

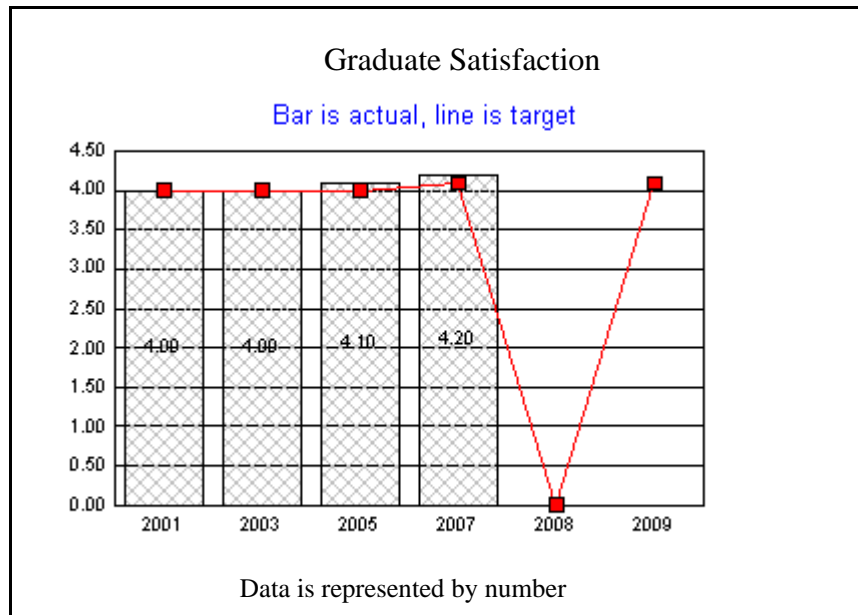
7. ABOUT THE DATA

2002 data was collected through an online survey of members of the Engineering Education Roundtable (EER), a now defunct group of professionals responsible for hiring and/or managing employees in technical or engineering fields. The 2006 and 2008 (in process) surveys are administered through an online survey tool sent to Oregon employers affiliated with either the Oregon Business Association or the Associated Oregon Industries.

OUS has requested to delete this measure due to the difficulty in administering consistent surveys through outside associations, as well as concerns about low response rates and validity. Campuses collect similar data through college and department advisory groups and are able to be responsive

to the information. At a system level, the aggregated data presented here is problematic and not reliable enough for policy decisions.

KPM #6	GRADUATE SATISFACTION - Average rating of overall quality of experience by recent OUS bachelor's graduates (5-pt scale)	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, Performance Measurement and Outcomes, Charles Triplett (503) 725-5717	



1. OUR STRATEGY

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

2. ABOUT THE TARGETS

In 2007 OUS performance on this measure exceeded the target. Future targets aim for consistently high assessments by recent graduates.

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 academic areas and preparation for employment and/or advanced educational opportunities. OUS bachelor's degree recipients from the class of 2007 continue to express satisfaction with the quality of their education, producing a mean rating of 4.2 on a 5-point scale in which 1 is "poor" and 5 is "excellent." The mean rating has increased over the past two assessment periods from 4.0 among the class of 2003 to a high of 4.2 among 2007 graduates.

4. HOW WE COMPARE

There are no national standards against which to measure OUS performance on this measure. However, in addition to an overall quality rating, graduates also provide satisfaction ratings about key academic supports and their OUS institution's contribution to their development of skills and competencies. For detailed information, please visit www.ous.edu.

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

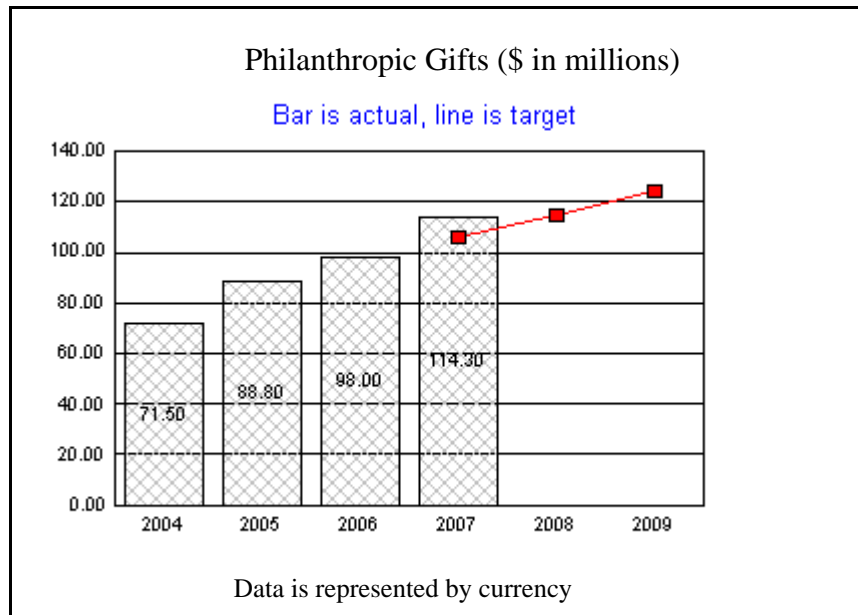
As Oregon's public universities seek to increase access and continue to work on alignment across education sectors, monitoring graduate satisfaction will remain a priority. The challenge is to identify where students are experiencing dissatisfaction and make necessary adjustments in a timely fashion.

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 the class of 2007 survey is under development; complete reports of earlier surveys are available on the OUS website at www.ous.edu.

KPM #7	PHILANTHROPY - TOTAL GIFTS FROM PHILANTHROPIC SOURCES (\$ IN MILLIONS). A) TOTAL, B) CAPITAL PROJECTS, C) FACULTY SUPPORT (INCLUDING CHAIRS), D) SCHOLARSHIPS, E) OTHER.	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

Establish funding priorities with university-affiliated foundations and promote strong relationships with alumni, businesses, and community supporters.

2. ABOUT THE TARGETS

Targets for this measure are based on total annual gifts. They anticipate a steady increase in gifts from philanthropic sources.

3. HOW WE ARE DOING

Philanthropic donations increased 17% between FY06 and FY07 despite the recent economic downturn. Strong growth in FY07 is attributable to three overlapping campus fundraising campaigns.

Total gifts in FY07 are reported in the following categories:

capital projects: \$35.8 million

faculty support: \$22.4 million

scholarships: \$17.6 million

other (includes research, service, and management support): \$38.5 million

4. HOW WE COMPARE

While there are no national norms to suggest what performance on this measure *should* be, university foundations across the nation are playing a larger role in university funding by contributing to student, faculty, and facility enhancements at a time with state appropriations remain flat.

5. FACTORS AFFECTING RESULTS

Targeted fundraising campaigns at individual institutions can affect the system total in any given year. Two OUS institutions are nearing the end of seven-year fundraising campaigns, another is just beginning its first capital campaign. The overlap of these campaigns may account for the larger than expected increase in FY07. Investment earnings and project expenditures can also affect results in a given year.

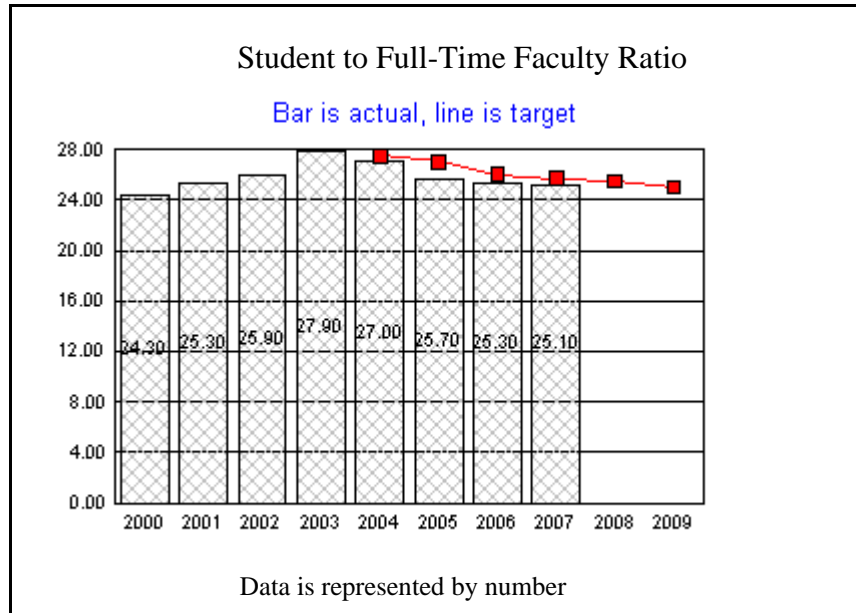
6. WHAT NEEDS TO BE DONE

University foundations should continue to work with campus leadership to establish fundraising goals and priorities. Foundation funds are used to enhance university operations rather than to cover basic operating costs. Many private donations are restricted to specific aspects of the university (e.g. scholarships, facilities, research) and are often endowed for the long-term health of organizations. Strong communication between university administrations and their affiliated foundation is paramount.

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. In order to comply with a legislative directive to report breakouts for this measure, the definition was modified in 2007. As a result of changes to GASB reporting requirements, consistent data for this measure and its component parts are not available prior to 2004. Complete audited financial statements are available on the OUS website at www.ous.edu.

KPM #8	STUDENT/FACULTY RATIO - Ratio of students to full-time faculty.	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

Continue to support full-time faculty recruitment and retention.

2. ABOUT THE TARGETS

Targets are based on the agency budget request and the Board's long-term target ratio of 22:1. To accomplish this goal, OUS is requesting additional funds in the base funding package for hiring additional full-time faculty.

3. HOW WE ARE DOING

The ratio of OUS students to full-time faculty decreased for the fourth consecutive year from a high of 27.9 in 2003. Despite these improvements, current ratios still remain considerably higher than ratios reported just ten years ago (23.4 in 1997).

4. HOW WE COMPARE

OUS institutions have significantly higher student to full-time faculty ratios when compared to their designated peer institutions. OUS research universities peers report an average ratio of 21:1, while comparator institutions for OUS regional university report an average ratio of 22:1.

5. FACTORS AFFECTING RESULTS

Both the number of full-time instructional faculty and student enrollment trends affect this measure. The ratio of students to full-time faculty is an indirect indicator of instructional quality and student support, contributing to students' ability to successfully meet their educational goals. Lower student/faculty ratios allow faculty to provide more time for mentoring and advising, more engaging learning environments, more time for student research, and ultimately, improved student completion and success.

As a result of growing enrollments and prolonged faculty constraints, campuses relied heavily on part-time instructional faculty between 2000 and 2006. The percent of part-time faculty grew from approximately one-quarter (24.8%) to one-third (33.0%) during that period. The proportion dropped to 31.3% in 2007 following the reversal of a two-year salary freeze and small allocations of funds for faculty recruitment and retention.

6. WHAT NEEDS TO BE DONE

OUS is requesting \$22.4 million in the 2009-11 base funding package to hire additional full-time faculty. Although these new faculty members will have an immediate measurable impact of the student/faculty ratio, their greatest impact will be on student learning, improving faculty support and increasing course offerings to serve a growing enrollment.

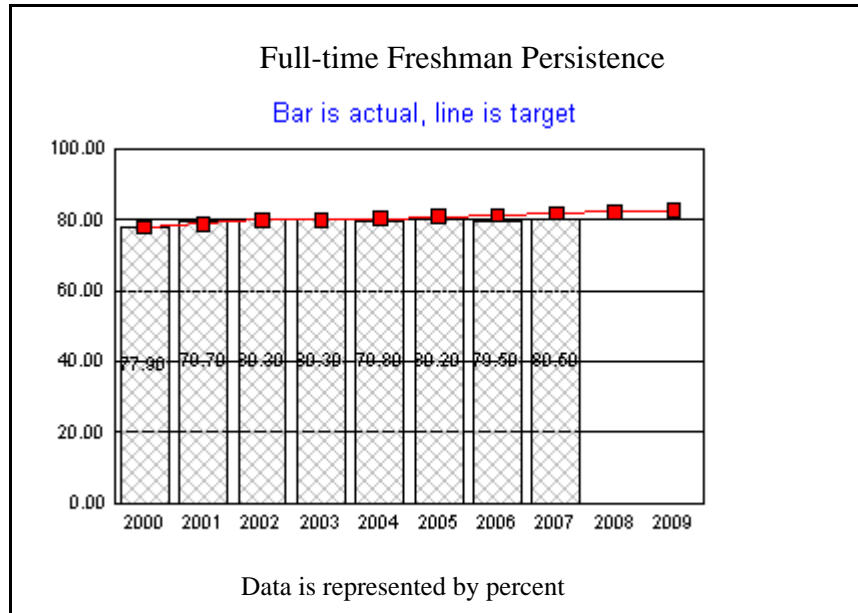
Universities are constantly challenged to maintain a balance that preserves instructional and program quality while using instructional resources in the most cost-effective way. At the campus and system levels, efforts continue to enhance faculty recruitment and retention, explore and broaden

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 headcounts, as reported in IPEDS (Integrated Postsecondary Education Data System) to the National Center for Education Statistics. Data for 2007 represent fall term of the 2007-08 academic year.

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

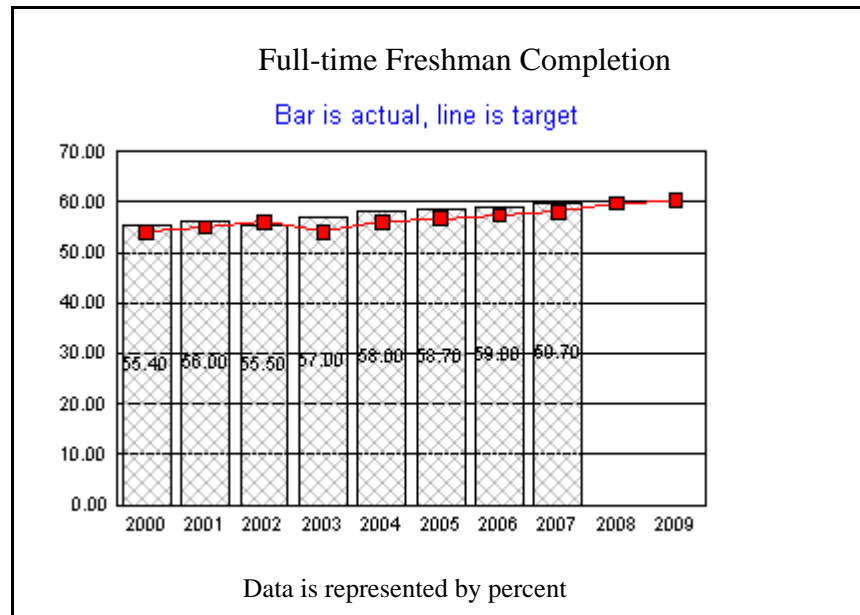
OUS institutions continue to implement instructional and support programs tailored toward the unique needs of their student populations. Campuses implement programs that monitor student progress and provide a personal connection to peers, faculty, and student activities. Programs used by campuses include: 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.

KPM #10	COMPLETION - Percent of full-time freshmen starting and completing a bachelor's degree at an OUS university (6-year graduation rate).	1999
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

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

2. ABOUT THE TARGETS

Agency targets have assumed gradual improvement and performance has exceeded targets the past five years. Future targets aim to continue the noted upward trend of this measure.

3. HOW WE ARE DOING

In 2007, completion rates reached a high of 59.7%, an increase of one full percentage point (or almost 100 additional graduates) over two years ago. OUS institutions have made great strides in raising graduation rates over the past 14 years – improving approximately 11 percentage points.

4. HOW WE COMPARE

Nationally, 52.6% of students complete a bachelor's degree within 4 years, slightly lower than 52.9% of OUS students who complete in that time.

5. FACTORS AFFECTING RESULTS

Student completion is impacted by a number of factors including adequate academic preparation for college, essential support services (freshmen orientation and engagement programs, tutoring, academic advising, early warning programs, faculty and peer mentors), financial issues, and personal and family events. Graduation rates for 2006-07 reflect the progress of students entering in 2001-02. This group of students entered with similar high school GPA and SAT scores to their classmates one year earlier, but this cohort faced steep tuition increases in 2002-03, their second year in college. The increase in the rate suggests that campus initiatives aimed at facilitating student retention and progress are likely factors in the improvement.

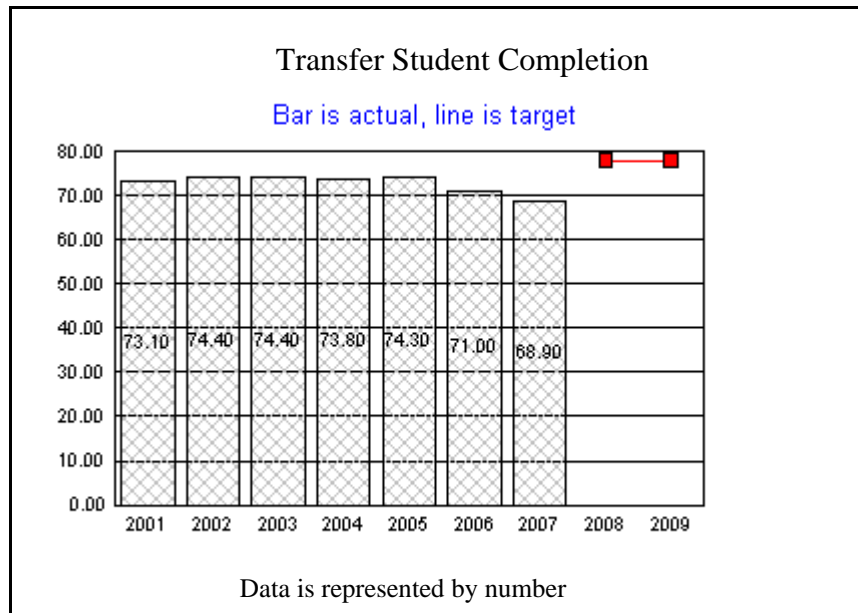
6. WHAT NEEDS TO BE DONE

OUS institutions continue to identify predictors of success and target programs to enhance student completion. System and campus initiatives to improve factors related to affordability, academic alignment (including support for the development of new Oregon public high school diploma requirements and continued enhancement of Advanced Placement and Dual Credit programs), and academic support services (such as tutoring, writing labs, peer mentoring, and early warning and intervention programs) are being employed. Student exit surveys, designed to identify reasons students are leaving, are used within some academic programs and campuses. 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

Data represent first-time, full-time freshman entering an OUS university and graduating from any OUS institution within six years. A very small number (0.001) of the degree awards contributing to this measure are associate degrees; primarily in professional health disciplines. Students earning an associate's degree within three years (150% of normal time) and not continuing on to obtain a bachelor's degree are reflected in the graduation rate. Graduation rates for 2006-07 (reported for 2007) reflect progress of students entering OUS in 2000-01. The reporting cycle is the academic year. Disaggregated data by campus are available in the annual campus performance and target setting reports in the Monitoring Performance section of the OUS website at www.ous.edu.

KPM #11	TRANSFER STUDENT COMPLETION - Percent of college transfers completing a bachelor's degree at an OUS university (4-year graduation rate).	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

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

2. ABOUT THE TARGETS

This measure was refined to provide a better understanding of transfer students' progress toward degrees. To allow comparative analysis with the traditional first-time freshman cohort, transfer students in this measure are defined as students transferring to OUS with 90-134 credits, or the equivalent of junior standing. The cohort is tracked for four years from its point of entry to correlate to the time horizon for the corresponding first-time freshman cohort. Because the performance data were recalculated, previously-established targets are no longer valid.

3. HOW WE ARE DOING

Completion rates among students transferring to OUS have decreased in the past two years. This decline comes at a time when freshman graduation rates are increasing, suggesting that transfer students may not be fully benefiting from alignment efforts.

4. HOW WE COMPARE

There are no national norms for this measure.

5. FACTORS AFFECTING RESULTS

Although *institution* variables such as course availability and credit alignment can affect completion rates, *student* variables such as financial ability to pay, personal motivation and commitment, and family and employment obligations often have a greater effect on transfer students. To minimize the effect of institution variables on transfers, OUS continues to focus on academic alignment of Oregon's public postsecondary sectors and coordinated enrollment processes, as well as renewing their attention to student support services.

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. The following statewide alignment and academic preparation efforts have been undertaken to ease transition for students moving between and among Oregon's educational sectors:

a) In fall 2008, an agreement on the course criteria and outcomes for an outcome-based general education will be proposed for adoption by the Joint Boards of Education and the Board of Higher Education;

b) System leaders are re-examining the purpose and structure of the Associate of Arts/Oregon Transfer Degree (AA/OT) to maximize effectiveness;

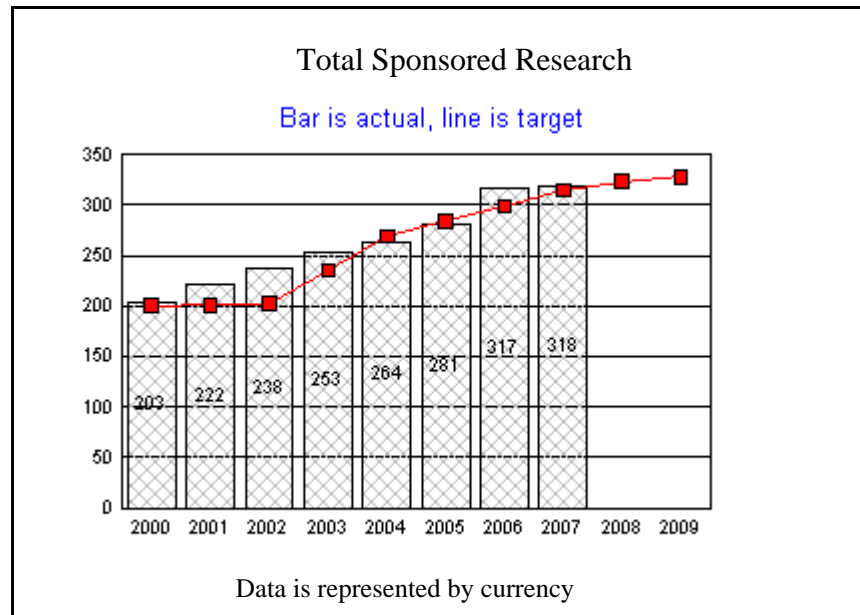
- c) The Oregon Transfer Module enables students to complete first-year general education courses at any public college or university and transfer without loss of credit;
- d) ATLAS (Articulated Transfer Linked Audit System) allows students to monitor academic progress toward their undergraduate degree;
- e) Degree Partnership Programs between OUS institutions and Oregon community colleges allow for simultaneous enrollment, flexibility, and student support (including tutors, financial aid, and library services).

Additionally, in 2007, the Board dedicated funds to reward campuses meeting performance targets in the areas of student retention, completion, and time-to-degree. 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 continues to work with CCWD to ensure accurate and complete data on transfer students.

7. ABOUT THE DATA

Data represent students entering OUS with 90-134 transfer credits (equivalent to junior standing) and graduating from any OUS institution within four years. Graduation rates for 2006-07 (reported for 2007) reflect progress of student entering OUS in 2003-04. The reporting cycle is the academic year. Additional data on transfer students are available in the OUS Fact Book, which is available online at www.ous.edu.

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.	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 internationally recognized faculty, increase graduate education, and enhance strategic research partnerships via intercampus and interdisciplinary collaborations.

2. ABOUT THE TARGETS

Targets assume continued decline in the availability of federal funds resulting in a slower growth rate.

3. HOW WE ARE DOING

OUS research expenditures increased in FY07 – despite slowed growth – reaching a new high of \$318 million. Since FY00, OUS research expenditures have increased 57%.

Federal sources account for \$207.7 million and private funds account for \$97.8 million of the total sponsored research expenditures in FY07.

Over 97% of all research expenditures in FY07 were funded by sources other than state dollars. The federal government funded 65% of OUS research activities in FY07 – a significant example of how OUS leverages state investment.

4. HOW WE COMPARE

According to the National Science Foundation, *Survey of Research and Development Expenditures at Universities and Colleges, FY2006*, Oregon maintains a very competitive research enterprise. Even when compared to much larger states, Oregon ranks 22nd in total research expenditures at public universities and 18th in total public research funded by the federal government. On a per capita basis, Oregon ranks 15th in all public R&D expenditures and 9th in public R&D funded by federal sources.

5. FACTORS AFFECTING RESULTS

A successful research enterprise is dependent on competitive faculty and strong graduate programs. Sponsored research awards are based on a competitive process and demonstrate the expertise and entrepreneurial spirit of faculty members. OUS competes in a national market to attract and retain expert faculty and graduate students. Currently, OUS faculty salaries remain between 79 to 88 percent of peer institution averages. Low faculty salaries make it difficult to compete for the best faculty, a problem that is exacerbated as faculty members retire or leave for better paying positions elsewhere.

In 2005 the Board of Higher Education created the OUS Research Council as an advisory council on research issues within Oregon. The Council promotes inter-institutional and inter-disciplinary education throughout the system and represents OUS with partners across the state. Since its inception, the Council has identified and gained support for numerous research initiatives including the signature research centers funded through Oregon InC.

6. WHAT NEEDS TO BE DONE

A successful research enterprise is built on high quality faculty, strong graduate programs, and cutting-edge infrastructure. Increasing faculty salaries to a competitive level will allow OUS to attract and retain more internationally recognized faculty, particularly in targeted areas of existing excellence such as biomedical research, sustainability, nanoscience, and microtechnologies.

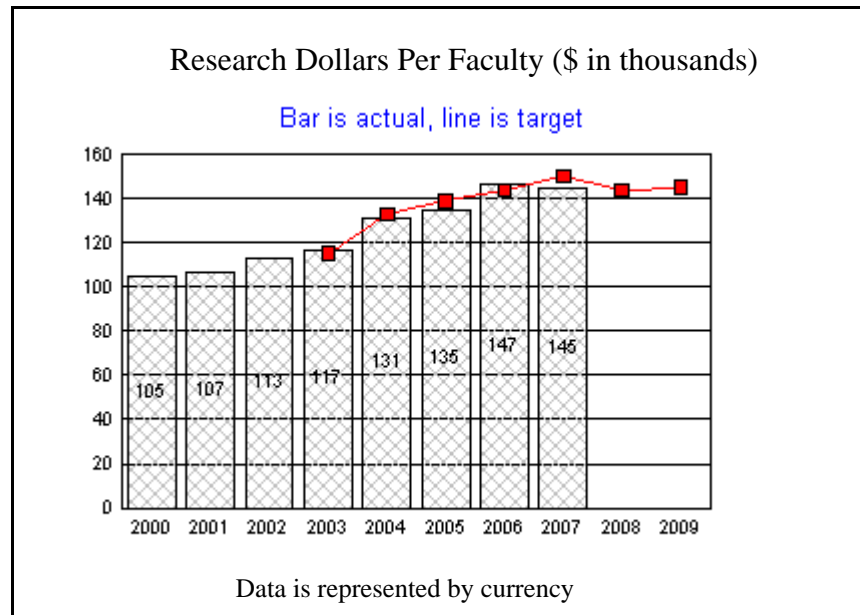
OUS must also increase the competitiveness of its graduate programs. The proposed investment listed in the 2009-11 OUS operating budget request will “facilitate the recruitment and support of additional doctoral students.” Doctoral students are an integral part of the university research enterprise. Nationally the number of doctoral degrees increased over 10% in the last ten years, while OUS doctoral degrees declined by 1%.

In addition to faculty and student investments, the OUS Research Council is recommending an investment in research infrastructure to capitalize on the strategic investments Oregon made through the Oregon Innovation Plan in 2007-09. The recommendation is aimed at developing shared facilities and equipment matching grants.

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 found in the annual campus performance and target setting reports in the Monitoring Performance section of OUS website www.ous.edu.

KPM #13	RESEARCH DOLLARS PER FACULTY - Sponsored research dollars per faculty at research/doctoral universities - OSU, PSU, UO (\$ in thousands).	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

The ratio of sponsored research dollars per faculty is expected to decline slightly as faculty losses are recovered and federal awards become more competitive. Future targets are consistent with sponsored research targets and assume a modest growth in faculty.

3. HOW WE ARE DOING

Research dollars per faculty dropped slightly in FY07. The drop is attributed to slowing research expenditures and increases in the number of full-time faculty. Despite this year's decline, OUS faculty remain very competitive nationally and, overall, research dollars per faculty have increased 38% since FY00.

4. HOW WE COMPARE

According to the National Science Foundation's, *Survey of Research and Development Expenditures at Universities and Colleges, FY2006*, Oregon researchers are very successful at attracting federal research funding. The proportion of Oregon's public academic R&D funded by federal sources is one of the highest in the country, ranking 4th among the 50 states. On a per faculty basis, Oregon universities perform among the top states in research expenditures, ranking 7th in federal and 16th in total R&D per faculty (rankings include OHSU).

5. FACTORS AFFECTING RESULTS

Sponsored research is a measure of faculty quality and productivity, as well as faculty and institutional entrepreneurship. An institution's research enterprise reflects its competitive capacity to attract and retain respected and productive faculty with mature research programs. This measure is affected by changes in external funding for sponsored research and by growth (or decline) in the number of faculty.

6. WHAT NEEDS TO BE DONE

Competitive faculty are the cornerstone of a university's research enterprise. Sponsored research awards are based on a competitive process and demonstrate the expertise and entrepreneurial spirit of faculty members. OUS competes in a national market to attract and retain expert faculty. At the current salary levels that OUS is able to offer, faculty recruitment and retention is a challenge. OUS faculty salaries are between 79 to 88 percent of their peer institution averages. Enhancing faculty salaries will greatly improve OUS recruitment efforts for top research faculty.

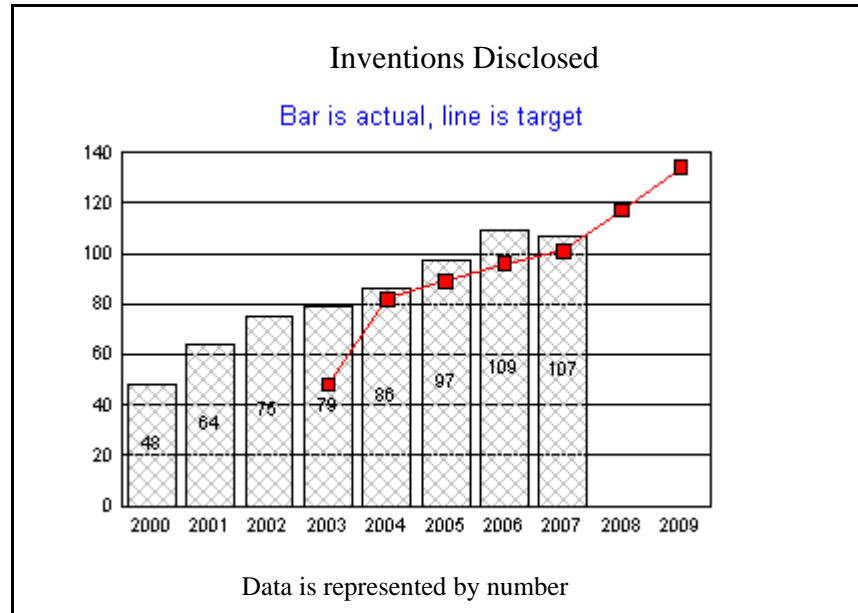
The OUS Research Council is an advisory council on research issues within Oregon. The Council promotes inter-campus and interdisciplinary research collaborations with the goal of increasing grant funding in targeted research areas. The Council is also focused on enhancing the infrastructure within Oregon 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 thousands 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.

KPM #14	INVENTIONS - Number of inventions disclosed per year.	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, AUTM Licensing Survey	
Owner	OUS Strategic Programs and Planning, Charles Triplett (503) 725-5717	



1. OUR STRATEGY

Capitalize on existing research strengths, promote inter-disciplinary and inter-institutional collaborations, and enhance commercialization capacity.

2. ABOUT THE TARGETS

Targets are set by each university and reported in the aggregate. OUS research universities continue to exceed targets in this area.

3. HOW WE ARE DOING

Although invention disclosures decreased by two in FY07, the number of inventions disclosed has more than doubled since FY00. In the last five years, invention disclosures have increased 43%.

4. HOW WE COMPARE

Comparisons are difficult for this measure due to the complex nature of technology transfer, the varying missions of reporting institutions, and the indirect relationship between fiscal research expenditures and commercialization activity in any given year.

5. FACTORS AFFECTING RESULTS

The University Venture Development Fund (UVDF), established by Senate Bill 853/582, provides a significant tax credit for donors who support university technology transfer. OUS institutions have begun to build their UVDF funds and are entering the early stages of strategic investments. This infusion of financial resources into a part of the commercialization cycle affectionately known as “the valley of death” will provide much needed capital to sustain commercialization activities.

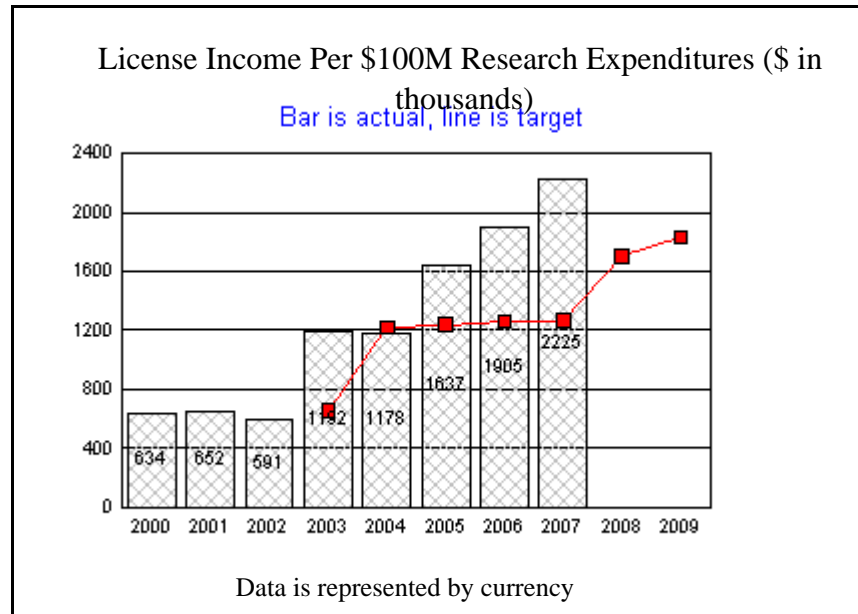
6. WHAT NEEDS TO BE DONE

OUS institutions need to fully fund the UVDF and target research activities with commercialization potential. Oregon’s 2007-09 investment in the Oregon Innovation Plan resulted in three “signature research centers” that capitalize on university research excellence. These strategic investments need continued state support as they grow towards realizing their potential. The long-term advantage of SRCs is their focus on research with commercialization potential.

7. ABOUT THE DATA

The AUTM Licensing Survey is published each fiscal year by the Association of University Technology Managers. The number of institutions responding to the AUTM Licensing Survey continues to grow each 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.

KPM #15	LICENSE INCOME - License income per \$100M research expenditures per year.	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, AUTM Licensing Survey	
Owner	OUS Strategic Programs and Planning, Charles Triplett (503) 725-5717	



1. OUR STRATEGY

Capitalize on existing research strengths, promote inter-disciplinary and inter-institutional collaborations, and enhance commercialization capacity.

2. ABOUT THE TARGETS

License income has increased substantially since FY00 but annual growth is often volatile from year to year. Future targets are based on the average growth rate because of this volatility and the indirect relationship between annual research expenditures and license income generated in a given year.

3. HOW WE ARE DOING

For the third year in a row, OUS research universities exceeded target on this measure. The higher than expected increase is attributed to strong growth in income at a time when research expenditures are slowing.

4. HOW WE COMPARE

Comparisons are difficult for this measure due to the complex nature of technology transfer, the varying missions of reporting institutions, and the indirect relationship between fiscal research expenditures and annual commercialization activity.

5. FACTORS AFFECTING RESULTS

Current transfer agreement review policies are cumbersome and often redundant, slowing the process and limiting the ability of a campus to respond quickly to commercialization opportunities. OUS is requesting relief from Department of Justice oversight over intellectual property development and dissemination. This change will allow OUS technology transfer offices greater flexibility to respond to business opportunities.

Limited funding to secure and license intellectual property is also a challenge to this measure. The UVDF helps to address this particular issue.

6. WHAT NEEDS TO BE DONE

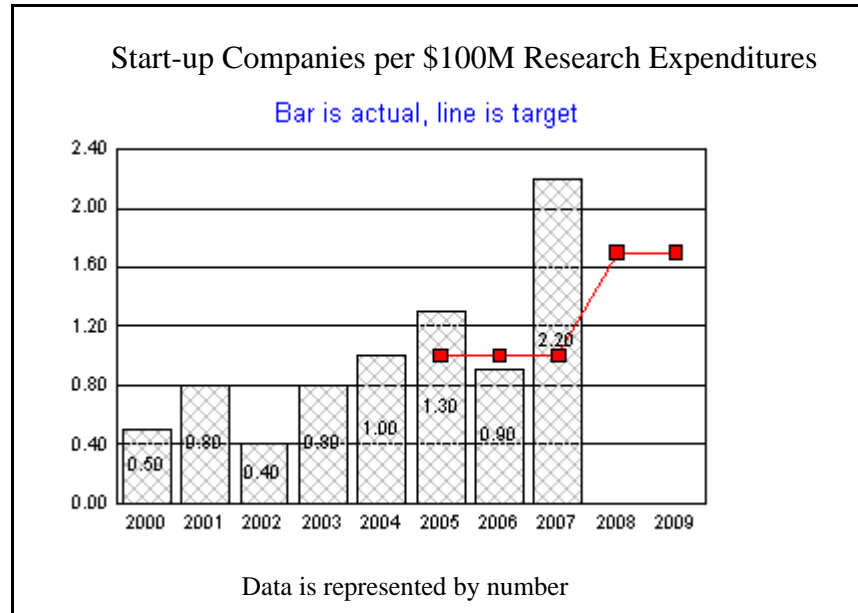
OUS is requesting relief from Department of Justice oversight of intellectual property development and dissemination. OUS is fortunate to have world-class technology transfer managers operating on our behalf. DOJ oversight is a redundant and lengthy step in the licensing process that prevents technology transfer offices from being able to respond quickly to commercialization opportunities. OUS institutions also need to fully fund the UVDF and target research activities with commercialization potential.

Oregon's 2007-09 investment in the Oregon Innovation Plan resulted in three "signature research centers" that capitalize on university research excellence. These strategic investments need continued state support as they grow towards realizing their potential. The long-term advantage of SRCs is their focus on research with commercialization potential.

7. ABOUT THE DATA

The AUTM Licensing Survey is published each fiscal year by the Association of University Technology Managers. The number of institutions responding to the AUTM Licensing Survey continues to grow each 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.

KPM #16	START-UP COMPANIES - The number of start-up/spin-off companies per \$100M research expenditures per year.	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, AUTM Licensing Survey	
Owner	OUS Strategic Programs and Planning, Charles Triplett (503) 725-5717	



1. OUR STRATEGY

Capitalize on existing research strengths, promote inter-disciplinary and inter-institutional collaborations, and enhance commercialization capacity.

2. ABOUT THE TARGETS

Targets are based on an AUTM benchmark of one start-up Company per \$100 M research expenditures as well as historical data at OUS research universities. Start-up companies per research expenditures can be very volatile from year to year. The variable nature of research and discovery makes year-to-year tracking, with an assumption of a regular pattern of growth, problematic.

3. HOW WE ARE DOING

The number of start-up companies formed in FY07 more than doubled over the previous year. Year-to-year comparisons for this measure are difficult because of the indirect relationship between annual expenditures and commercialization activity. Still, the increase in FY07 is exciting. All three of the OUS research universities contributed to at least one start-up company in FY07.

4. HOW WE COMPARE

Comparisons are difficult for this measure due to the complex nature of technology transfer, the varying missions of reporting institutions, and the indirect relationship between fiscal research expenditures and annual commercialization activity.

5. FACTORS AFFECTING RESULTS

Current transfer agreement review policies are cumbersome and often redundant, slowing the process and limiting the ability of a campus to respond quickly to commercialization opportunities. OUS is requesting relief from Department of Justice oversight over intellectual property development and dissemination. This change will allow OUS technology transfer offices greater flexibility to respond to business opportunities.

Limited funding to secure and license intellectual property is also a challenge to this measure. The UVDF helps to address this particular issue. OUS institutions should fully fund the UVDF and target research that shows potential for commercialization.

6. WHAT NEEDS TO BE DONE

OUS is requesting relief from Department of Justice oversight of intellectual property development and dissemination. OUS is fortunate to have world-class technology transfer managers operating on our behalf. DOJ oversight is a redundant and lengthy step in the licensing process that prevents technology transfer offices from being able to respond quickly to commercialization opportunities. OUS institutions also need to fully fund the UVDF and target research activities with commercialization potential.

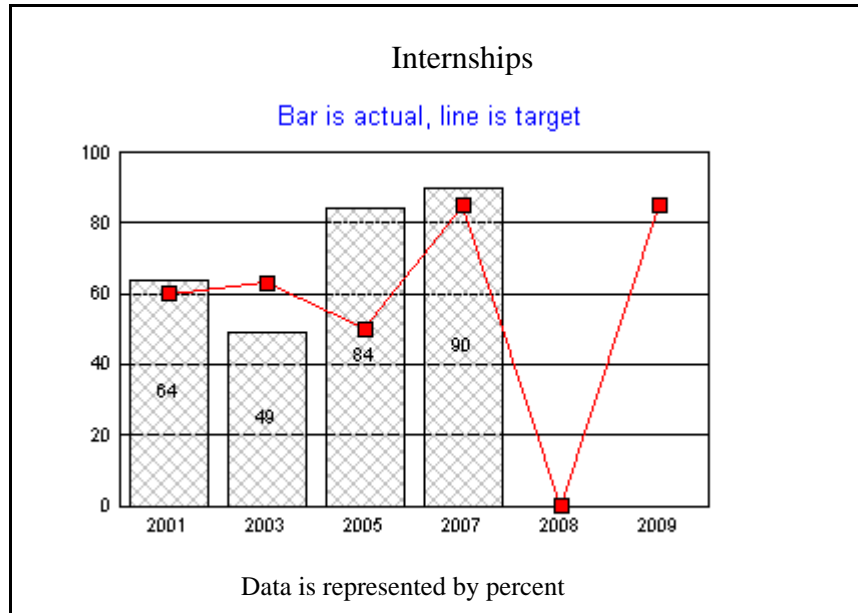
Oregon's 2007-09 investment in the Oregon Innovation Plan resulted in three "signature research centers" that capitalize on university research

excellence. These strategic investments need continued state support as they grow towards realizing their potential. The long-term advantage of SRCs is their focus on research with commercialization potential.

7. ABOUT THE DATA

The AUTM Licensing Survey is published each fiscal year by the Association of University Technology Managers. The number of institutions responding to the AUTM Licensing Survey continues to grow each 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.

KPM #17	INTERNSHIPS - Percent of bachelor's graduates completing an OUS-approved internship.	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, Performance Measurement and Outcomes, Charles Triplett (503) 725-5717	



1. OUR STRATEGY

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

2. ABOUT THE TARGETS

In 2005, a revised survey question for collecting data regarding internships and applied learning was implemented and has resulted in what is believed to be more reliable data. As a result of this adjustment to the data collection methodology, targets are set to reflect more recent findings and survey data.

3. HOW WE ARE DOING

Among graduates of the class of 2007, 90% reported participating in at least one form of experiential learning, an increase over 84% among the class of 2005. While figures in 2005 and 2007 are higher than those reported among previous graduating classes, comparisons are complicated by changes to the survey instrument. Approximately 34% of OUS graduates indicated that participation in an experiential learning program led directly to their current employment.

4. HOW WE COMPARE

There are no national norms for this measure.

5. FACTORS AFFECTING RESULTS

Each OUS institution and specific major program tailors experiential learning programs to the needs of its students. Definitions, titles, and course information cease to reflect the full scope of opportunities and program participation. 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. Data collection through this survey 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.

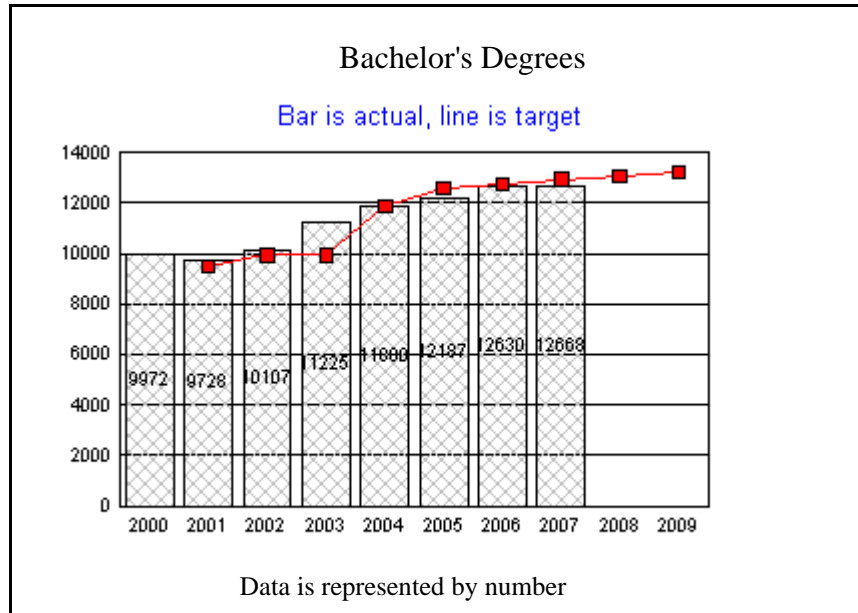
6. WHAT NEEDS TO BE DONE

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. Whether 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 the class of 2007 survey is under development; complete reports of earlier surveys are available on the OUS website at www.ous.edu.

KPM #18	BACHELOR'S DEGREES - Total number of bachelor's degrees granted.	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

Promote policies and programs that increase student access, facilitate student progress, and ensure academic quality at the undergraduate level.

2. ABOUT THE TARGETS

Baccalaureate degree awards continue to increase each year but growth rates have slowed dramatically. Performance on this measure fell short of targets in the past four years. New targets reflect recent trends and projections of more modest growth in enrollment.

3. HOW WE ARE DOING

The number of bachelor's degrees awarded grew again in 2007 but at a much slower rate than expected. Overall degree production increased by less than 1% in the past year while baccalaureate degree awards – which account for nearly three-quarters of all degrees produced – grew by only 0.3%, or 137 awards. Slowing enrollment growth throughout OUS will continue to affect this measure.

4. HOW WE COMPARE

While there are no national norms to suggest what performance on this measure should be, in 2006-07, Oregon awarded 35 bachelor's degrees at its public 4-yr universities per 10,000 population, slightly higher than the U.S. average of 33.

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 projected graduation rates.

6. WHAT NEEDS TO BE DONE

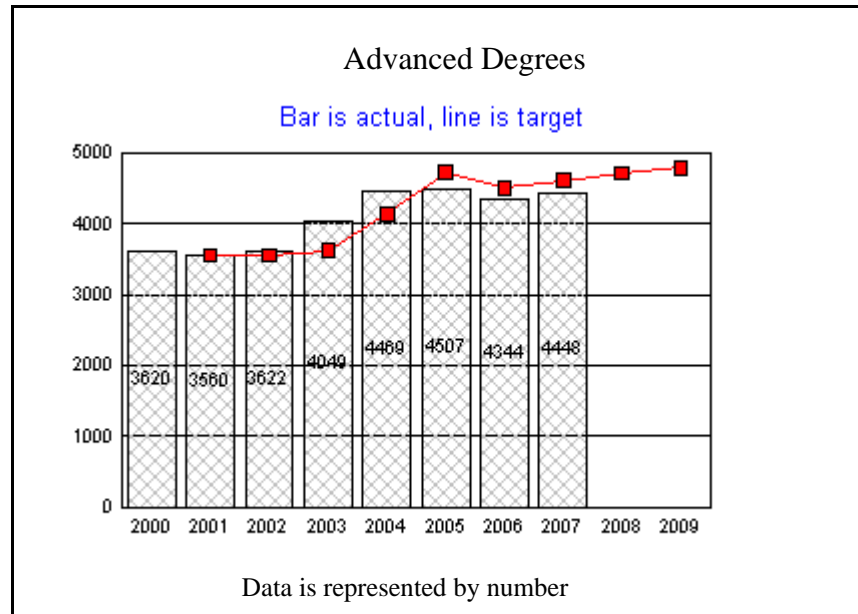
Degree production depends on qualified students entering the university, obtaining the classes they need to complete their degrees, and successfully progressing through their academic programs. OUS must monitor access and affordability, persistence and completion rates, and class and faculty capacity, including the ratio of students to full-time faculty (KPM #8), to achieve degree production. Oregon's economic and civic future depends on an educated citizenry.

Academic enrichment and other pre-college programs are the first step in getting students better prepared to succeed in college. Students who are prepared for success at the university level are more likely to enroll and persist in their studies until degree attainment. OUS is seeking policy package funding needed to engage other educational sectors, business/industry, and other partners to create educational opportunities around a common goal of student success, including efficient delivery and support systems for postsecondary education.

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.

KPM #19	ADVANCED DEGREES - Total number of advanced degrees granted (master's, doctoral, and professional).	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

Increase the number of graduate students entering and completing advanced degrees at OUS institutions through internationally-respected programs and faculty, facility development, and strong support for graduate students.

2. ABOUT THE TARGETS

In keeping with projected enrollment, OUS targets project modest growth in advanced degree awards. Earlier targets assumed faster enrollment growth than was actually realized. New targets attempt to balance slowed enrollment growth with the Board's recent focus on increasing graduate education.

3. HOW WE ARE DOING

The number of advanced degrees increased 2.3% in 2007, gaining ground against the sharp 3.6% decline the previous year. Overall, advanced degree production remains stable following significant increases in 2003 and 2004.

4. HOW WE COMPARE

While there are no national norms to suggest what performance on this measure *should* be, in 2006-07 Oregon awarded 13 advanced degrees at 4-yr public universities per 10,000 population, ranking just above the national average of 12.

5. FACTORS AFFECTING RESULTS

As with bachelor's degrees, advanced degree production is related to enrollment in earlier years and timely student progress. The state's job market often affects enrollment in advanced degrees programs. When jobs are plentiful, fewer professionals enter advanced degree programs.

This measure is also strongly influenced by faculty research and its support funding. As state resources have diminished, the ability of OUS to recruit and retain the high caliber faculty necessary for strong graduate programs is challenged. OUS institutions are also losing graduate students to whom admission offers have been extended because other universities have made more attractive financial offers.

6. WHAT NEEDS TO BE DONE

Oregon's ability to compete globally, from a solid foundation of strong graduate programs and advanced degree production, has been eroded over the past decade by diminished state resources. OUS needs to reinvest in its graduate programs to remain competitive in the academic marketplace. Investments in faculty recruitment and retention coupled with investment in graduate programs and students can help to reverse the declining trends in graduate enrollment and completion. To increase advanced degree awards, OUS must increase the competitiveness of its graduate programs. A proposed investment listed in the 2009-2011 OUS operating budget request focuses on the recruitment and support of additional doctoral students. Doctoral students are an integral part of a university's reputation and research capacity. Nationally, the number of doctoral degrees increased over

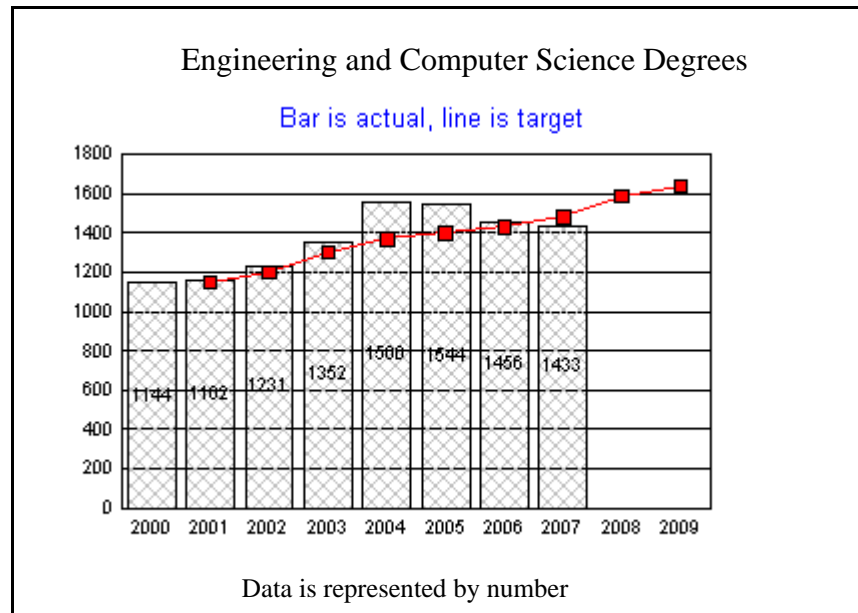
10% in the last ten years, while OUS doctoral degrees declined by 1%.

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) and the OUS Research Council, 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. 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.

KPM #20	ENGINEERING AND COMPUTER SCIENCE DEGREES - Total number of degrees granted in engineering and computer sciences (all levels; includes multiple majors).	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 achievements by further enhancing program quality and capacity, strengthening industry connections, and pursuing private investment.

2. ABOUT THE TARGETS

Targets assume modest enrollment growth and reduced demand for computer science degree programs. Earlier targets assumed faster enrollment growth in these programs than was actually realized.

3. HOW WE ARE DOING

OUS failed to meet target on this measure. Recent declines are due to sharp reductions in computer science degrees after past years of rapid growth. Engineering degrees continue to increase at about the same pace as previous years. The decline in computer science degrees appears to be a delayed effect of the "dot com bust" in the early 2000s.

4. HOW WE COMPARE

The decline in computer science enrollments and degrees is being experienced nationwide. When we compare Oregon's decline in computer science degrees to national data compiled by the Computing Research Association (CRA), we see that Oregon's declines have actually been about 25% less than the declines nationally. The CRA reported that there is some indication that interest in computer science is stabilizing. While there are no national norms for absolute growth in this measure, we believe that Oregon needs to exceed national trends in order to compete with states like California with historic strengths in engineering and computer science.

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 that may temporarily discourage students from choosing these undergraduate degrees. During periods of peak employment some students may leave programs before completing their degrees because of job opportunities.

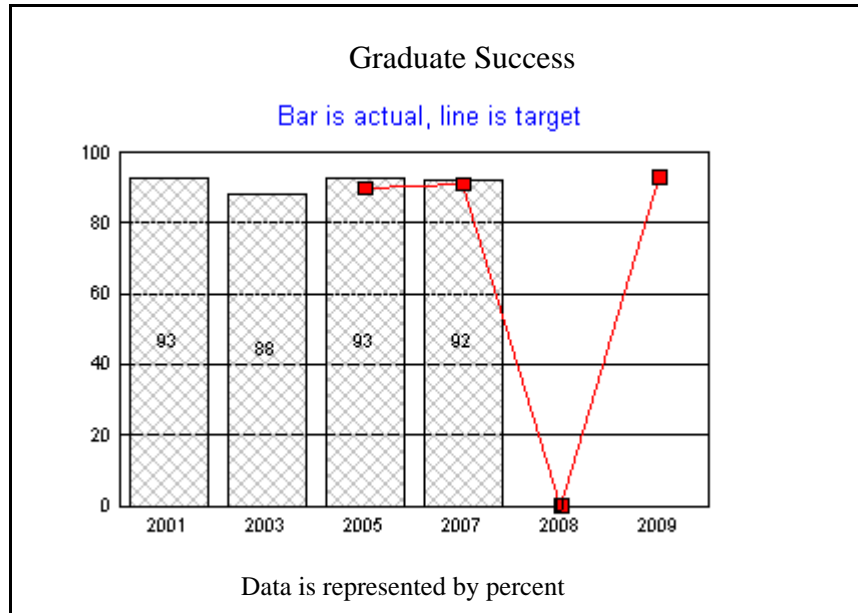
6. WHAT NEEDS TO BE DONE

Recruitment efforts should focus on students earlier in their educational careers to promote college readiness. Once students enroll, retention programs focused on first-year students help to support student success during the crucial first year. ETIC supports recruitment and retention programs at OUS campuses as well as promoting investments in research and teaching faculty and facilities.

7. ABOUT THE DATA

The measure reports bachelor's, master's, and doctoral degrees awarded in CIP codes 11, 14, and 15. The Classification of Instructional Programs 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.

KPM #21	GRADUATE SUCCESS - Percent of graduates employed and/or continuing education.	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, Performance Measurement and Outcomes, Charles Triplett (503) 725-5717	



1. OUR STRATEGY

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

2. ABOUT THE TARGETS

Performance on this measure exceeded targets in 2005 and 2007. Future targets assume continued success among OUS graduates.

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 dropped with the class of 2007 to 92%, down 1% from the class of 2005. Although the proportion of graduates employed remained the same between the two classes, the number of 2007 graduates continuing their education dropped. This percentage is notably higher than the 88% reported in 2003 following the economic downturn early in the decade.

4. HOW WE COMPARE

The proportion of graduates who were actively but unsuccessfully seeking work was 3.4% for the class of 2007, lower than the state unemployment rate of 5.3% in July and August, the months directly following graduation for most students. While the survey was being administered in April and May 2008, the statewide unemployment rate was 5.4% and 5.6%, respectively.

5. FACTORS AFFECTING RESULTS

Each OUS institution strives to prepare graduates with the skills and knowledge needed for successful job placement, advanced educational programs, and responsible engagement with their local and global communities. The employment success of graduates is dependent on the vitality of the economy and the availability of jobs for recent degree recipients, as well as the alignment of workforce needs and expectations, curricula, faculty mentoring, research and internship opportunities, and students' personal goals.

6. WHAT NEEDS TO BE DONE

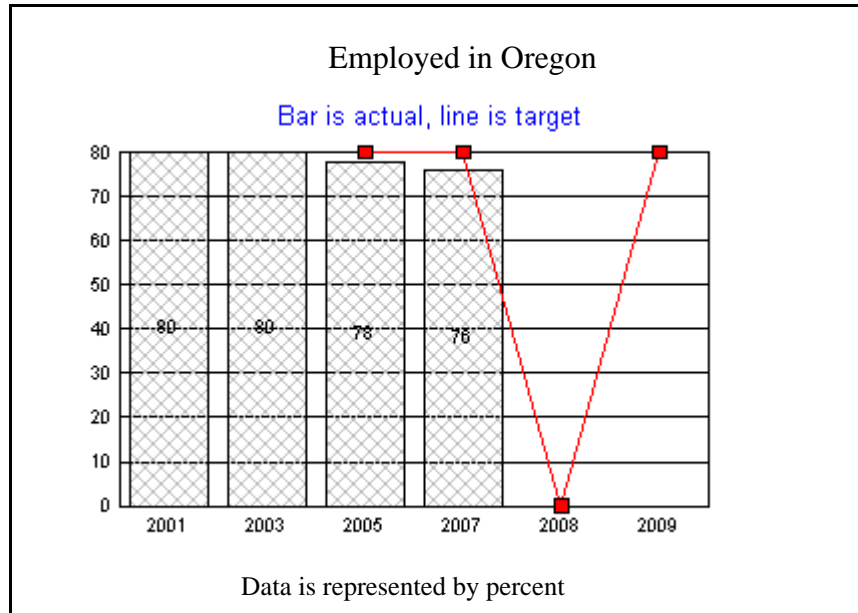
OUS institutions invest in the development and effectiveness of student career services. Drawing on university/industry relationships, campuses strive to develop programs that train graduates to meet the needs of their respective industries. Career service centers offer many programs for students to 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.

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 of the class of 2007 survey is under development; complete reports of earlier surveys are available on the OUS website at www.ous.edu. Disaggregated data by campus may be viewed in the annual campus performance and target setting reports in the Monitoring Performance section of the website.

KPM #22	EMPLOYED IN OREGON - Percent of employed graduates working in Oregon.	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, Performance Measurement and Outcomes, Charles Triplett (503) 725-5717	



1. OUR STRATEGY

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

2. ABOUT THE TARGETS

In 2005 and 2007 the percentage of employed graduates working in Oregon fell below the target of 80%. Future targets seek to retain 80% of employed graduates in the state.

3. HOW WE ARE DOING

Since 2003, the percentage of graduates employed in Oregon has dropped from 80% to 76%. While the percentage of graduates employed and/or enrolled following graduation (Graduate Success KPM #21) strengthened mid-decade, greater proportions of those motivated and successful graduates are leaving the state for employment.

4. HOW WE COMPARE

There are no standards or comparisons available for this measure.

5. FACTORS AFFECTING RESULTS

The migration of recent college graduates is impacted by a number of factors including job opportunities in particular fields, unemployment rates, and salary options. In 2007, job growth in Oregon (excluding farm labor) dropped to 1.7% from 3.0% in each of the two previous years. Among 2007 graduates who are employed outside Oregon, the most common reasons for seeking employment outside of Oregon were: more job opportunities, moving closer to family, and better salary options. Other reasons include quality of life, relocation by an employer, moving to home state or country, military service, and weather.

6. WHAT NEEDS TO BE DONE

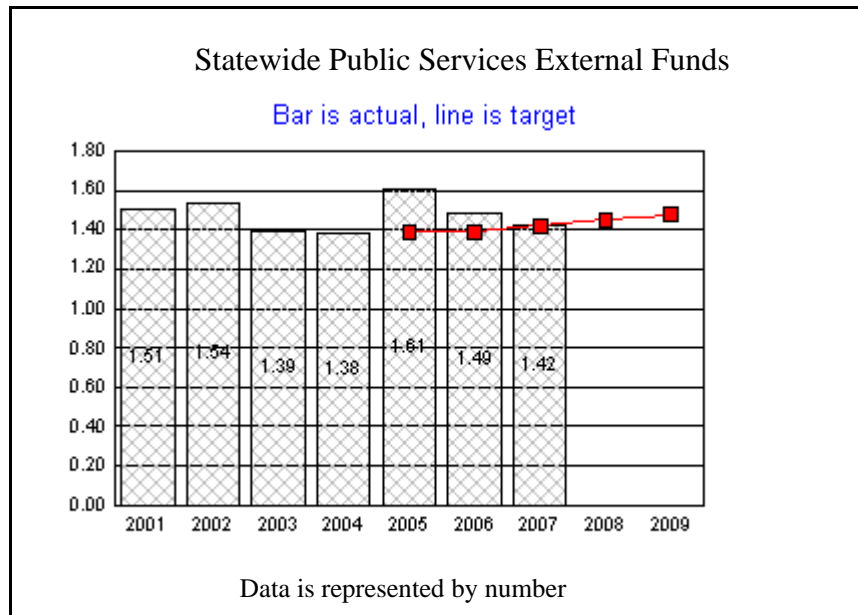
OUS campuses work directly with Oregon companies to help ensure that the curricula are in line with industry practices and future needs. This type of responsive degree planning helps to produce OUS graduates who transition effectively between their educational and professional careers. Campus career 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 the class of 2007 survey is under development; completed reports of earlier surveys are available on the OUS website at www.ous.edu.

KPM #23	STATEWIDE PUBLIC SERVICES EXTERNAL FUNDS - External funds generated per state dollar invested in Statewide Public Services (SWPS).	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, Charles Triplett (503) 725-5717	



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. Future targets are projected to remain stable based on slowing federal revenues and additional financial pressures at the county level. Flattening financial resources may result in continued declines in the future.

3. HOW WE ARE DOING

External funds for Statewide Public Services (SWPS) met the 2007 target despite decreasing for the second year in a row. External dollars support additional research for economic, environmental, and social improvements that benefit Oregonians, particularly in the agriculture and forestry sectors. For several years, federal revenues have been flattening and are expected to decline in the future. This drop in federal funds will adversely affect this ratio.

4. HOW WE COMPARE

There are no national standards or benchmark comparisons available.

5. FACTORS AFFECTING RESULTS

Beginning in 2002, state support for SWPS declined slightly and resulted in an inability to hire faculty to conduct research and research-based outreach work. Increasing state resources in FY06 and FY07 allowed SWPS increase FTE faculty, improving outreach capacity. The recent increase in FTE faculty improves SWPS opportunities to win grants and contracts that enhance programs and services.

6. WHAT NEEDS TO BE DONE

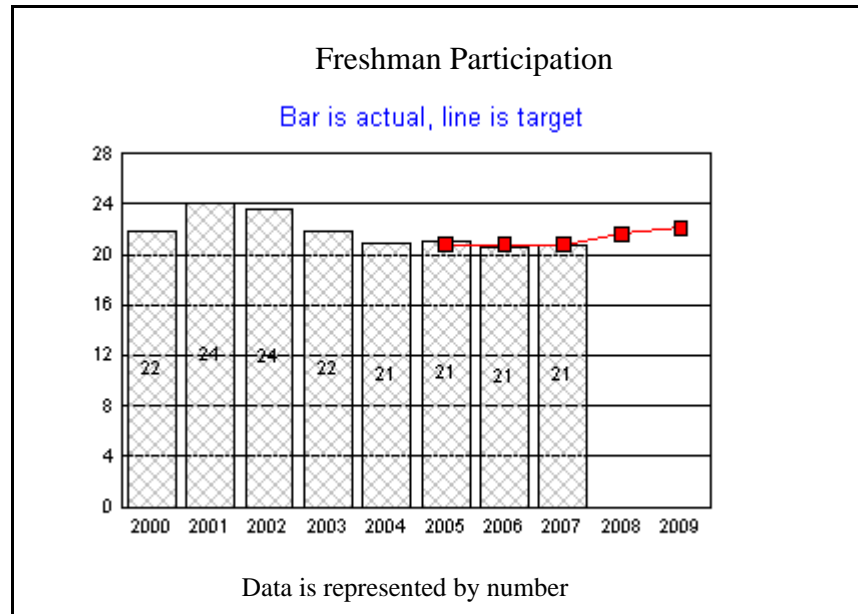
Continue to invest state funds in areas that promote positive results for external funding, such as bio-based energy production; preservation of water, watersheds, and water quality; and ecological services. Support initiatives related to foods and wood products, agriculture and forest productivity, 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.

KPM #24	FRESHMAN PARTICIPATION - Oregon freshman participation rate in OUS institutions.	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 2006 and 2007, performance on this measure, while improving, fell just below the target. Future targets are aimed to increase the rate and coincide with legislatively approved funding designated to help increase performance on this measure.

3. HOW WE ARE DOING

The freshman participation rate—representing Oregon high school graduates enrolling in an Oregon public university—spiked in 2001, responding to an increase in state funding during the 1999 session. The rate fell steadily since then, with the exception of a small upturn in 2005. In 2007, the participation rate rose again slightly in what is hoped to be a reversal of this trend. Corresponding to the declining participation rate, the proportion of new first-time freshman at OUS institutions who are Oregon residents has decreased from 81% in 2003 to 72% in 2007.

4. HOW WE COMPARE

In 2004, Oregon ranked 9th among 15 western states on the percentage of recent high school graduates enrolled in degree-granting 2-year or 4-year institutions in the state, falling slightly below the average (WICHE).

5. FACTORS AFFECTING RESULTS

Participation in postsecondary education is influenced by several factors including real and perceived college costs, the availability of need-based financial aid, state and regional economic outlook and job markets, the aspiration of high school graduates, and family and cultural values and perceptions. Additionally, it is possible that statewide access and alignment efforts could produce greater enrollment of Oregon high school graduates in postsecondary education, but lower OUS participation rates if more students choose to attend community colleges directly out of high school, entering OUS later as transfer students.

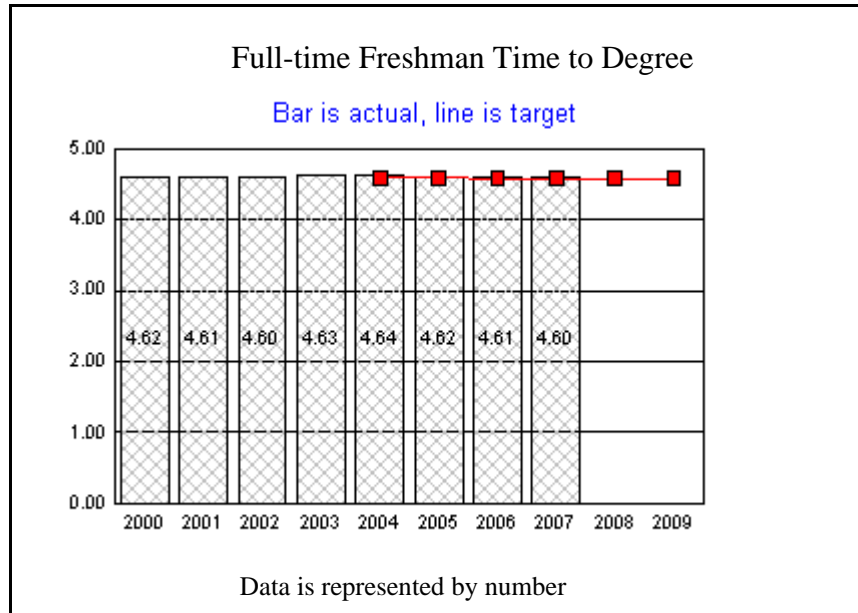
6. WHAT NEEDS TO BE DONE

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, the Board's Committee on Student Participation and Completion has embarked on a statewide effort to improve access, participation, retention, and success of underserved Oregon populations. During 2007, committee members heard public and practitioner testimony about particular challenges faced by rural Oregonians, racial and ethnic minorities, students with disabilities, and low-income and first-generation college students. 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

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.

KPM #25	TIME TO DEGREE - Average time to degree for students entering as full-time freshmen (years).	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

It is desirable to reduce the average time to complete a bachelor's degree. While the average time to complete a degree has gradually declined since 2004, performance has not met the established targets.

3. HOW WE ARE DOING

2007 graduates who began as first-time freshmen took, on average, about 4 years and two terms (4.60 years) to complete their degrees. Performance on this measure has incrementally improved and is consistent with rates reported earlier this decade.

4. HOW WE COMPARE

Nationally, 52.6% of graduates completed their degrees in four years, slightly lower than the proportion of OUS graduates who completed in that same time (52.9%).

5. FACTORS AFFECTING RESULTS

Similar to completion rates, student time to degree is influenced by a variety of academic and personal factors, including academic preparation, availability of required courses, financial issues, and personal and family events. As students explore academic offerings through multiple colleges and online venues, the impact on time to degree becomes more difficult to predict. It is expected that changes in this aggregate statistic will occur gradually.

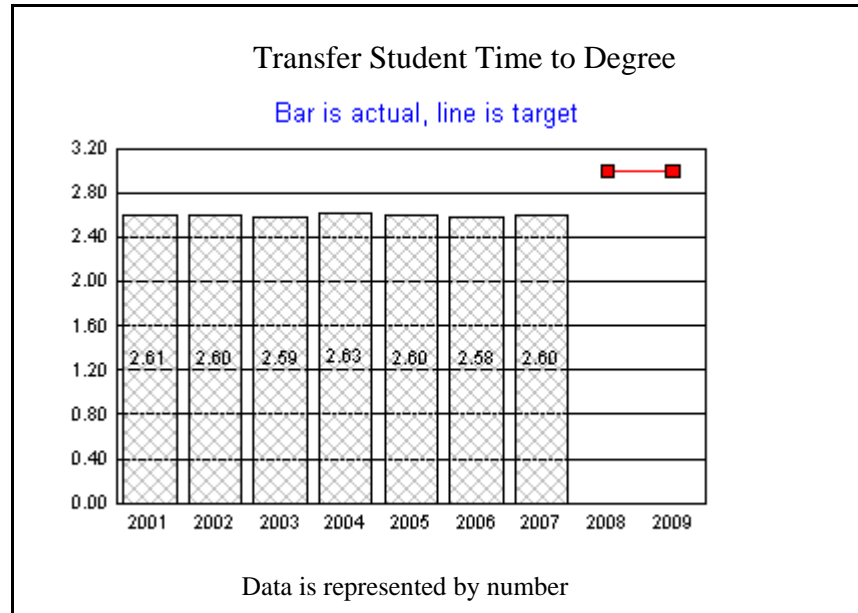
6. WHAT NEEDS TO BE DONE

OUS institutions continue to identify impediments to student progress and implement strategies to become more efficient and effective. Continued cross-sector efforts to align academic requirements result in expanded course offerings, streamlined degree completion, and flexibility among students to progress toward completion at an individual pace. In 2007 the Board dedicated funds to reward campuses meeting performance targets in this area, as well as student retention and 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, either an associate or bachelor's degree, from the point at which they begin their OUS career. Data reported for 2007 reflect the progress of students entering OUS in 2001-02, consistent with the completion rate cohort reported in KPM #10.

KPM #26	TRANSFER STUDENT TIME TO DEGREE - Average time to degree for community college transfers (years).	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

A decrease in the average time to complete a bachelor's degree reflects a positive trend. This measure was refined to provide a better understanding of transfer students' progress toward degrees. To allow comparative analysis with the traditional first-time freshman cohort, transfer students in this measure are defined as students transferring to OUS with 90-134 credits, or the equivalent of junior standing. Because the performance data were recalculated, previously-established targets are no longer valid.

3. HOW WE ARE DOING

Following their enrollment in an Oregon public university with 90-134 credits, transfer students took an estimated two years and two terms (2.60 years) on average, to complete their degrees in 2007, returning to the average seen in 2005.

4. HOW WE COMPARE

There are no national norms for this measure.

5. FACTORS AFFECTING RESULTS

Although *institution* variables such as course availability and credit alignment can affect time to degree, *student* variables such as financial ability to pay, personal motivation and commitment, and family and employment obligations often have a greater effect on transfer students. To minimize the effect of institution variables on transfers, OUS continues to focus on academic alignment of Oregon's public postsecondary sectors and coordinated enrollment processes, as well as renewing their attention to student support services.

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. Placing this measure as a priority in 2007 the Board dedicated funds to award campuses meeting performance targets in this area as well as student retention and completion. The following statewide alignment and academic preparation efforts have been undertaken to ease transition for students moving between and among Oregon's educational sectors:

- a. In fall 2008, an agreement on the course criteria and outcomes for an outcome-based general education will be proposed for adoption by the Joint Boards of Education and the Board of Higher Education;
- b. System leaders are re-examining the purpose and structure of the Associate of Arts/Oregon Transfer Degree (AA/OT) to maximize effectiveness;

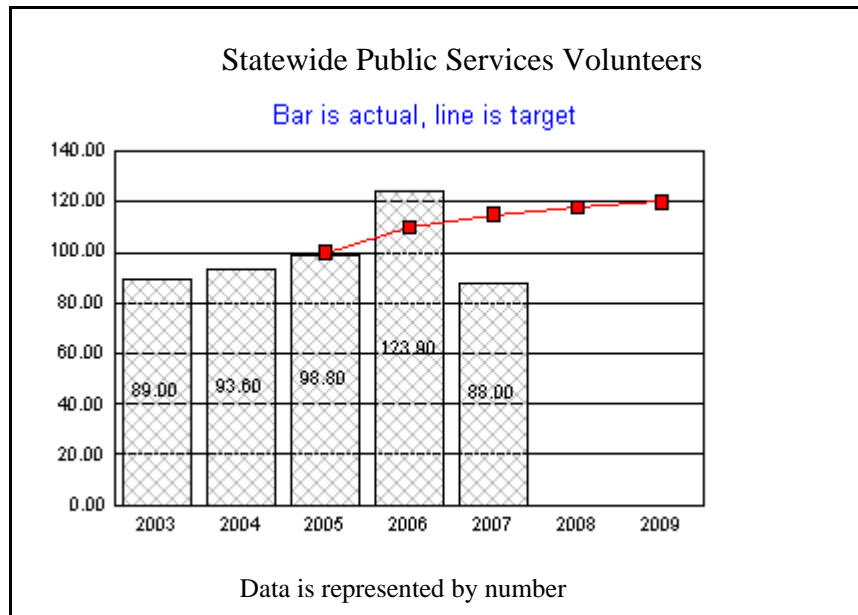
- c. The Oregon Transfer Module enables students to complete first-year general education courses at any public college or university and transfer without loss of credit;
- d. ATLAS (Articulated Transfer Linked Audit System) allows students to monitor academic progress toward their undergraduate degree;
- e. Degree Partnership Programs between OUS institutions and Oregon community colleges allow for simultaneous enrollment, flexibility, and student support (including tutors, financial aid, and library services).

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 continues to work with CCWD to ensure accurate and complete data on transfer students.

7. ABOUT THE DATA

The average time to degree for transfer students is an estimate of the length of time that college transfer students take to complete an undergraduate degree among students entering with 90-134 transfer credit and completing their degree within four years. Data reported for 2007 reflect the progress of transfer students entering OUS in 2003-04, consistent with the cohort reported in KPM #11.

KPM #27	SWPS VOLUNTEERS - Number of volunteers associated with Statewide Public Services programs per FTE faculty in SWPS (Extension Service only).	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, Charles Triplett (503) 725-5717	



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 2005-07 were revised. Future targets reflect the new measurement protocol. While results in 2006 well exceeded targets, performance in 2007 fell below the expected goal.

3. HOW WE ARE DOING

The number of volunteers per FTE faculty in the Extension Service fell in 2007, following a spike in 2006. The dramatic performance increase in 2006 is attributed to a steep influx in volunteers coupled with a decrease in FTE faculty. The 2007 ratio appears to have fallen into a more “normal” range, though lower than earlier data.

4. HOW WE COMPARE

There are no national standards or benchmark comparisons available.

5. FACTORS AFFECTING RESULTS

FTE faculty increased from 204 in 2006 to 225 in 2007. During the same period of time, volunteers decreased from 25,290 to 19,854. This reduction in volunteers coupled with the increase in faculty resulted in the dramatic decrease in the 2007 volunteer to FTE ratio. The addition of FTE faculty increases the outreach capacity of the Extension Service and should result in increased numbers of volunteers in the coming years.

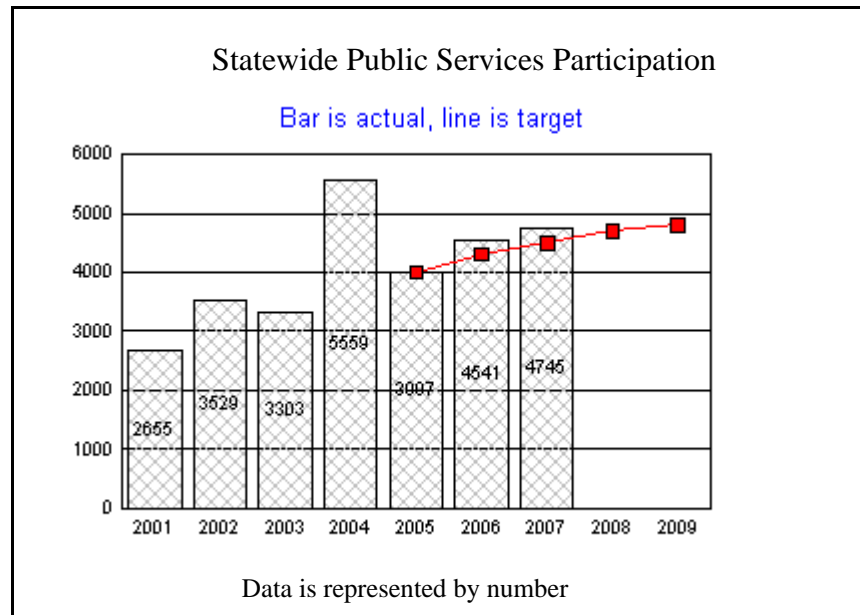
6. WHAT NEEDS TO BE DONE

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.

KPM #28	SWPS PARTICIPATION - Number of Oregon residents participating in activities sponsored through SWPS programs per FTE faculty in SWPS (Extension Service only).	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, Charles Triplett (503) 725-5717	



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 and 2006 suggest that the extraordinarily high numbers in 2004 were an anomaly. Future targets reflect increasing participation but modest growth rates.

3. HOW WE ARE DOING

The number of Oregon residents participating in Extension Service activities for every faculty FTE increased significantly in FY07. Both participant and FTE faculty numbers increased in 2007. The increases in faculty should allow even further gains in participation in coming years.

4. HOW WE COMPARE

There are no national standards or benchmark comparisons available.

5. FACTORS AFFECTING RESULTS

FTE faculty increased from 204 in 2006 to 225 in 2007. During the same period, the number of SWPS participants increased by approximately 144,000. The addition of FTE faculty increases the outreach capacity of the Extension Service and should result in increased participation in the coming years.

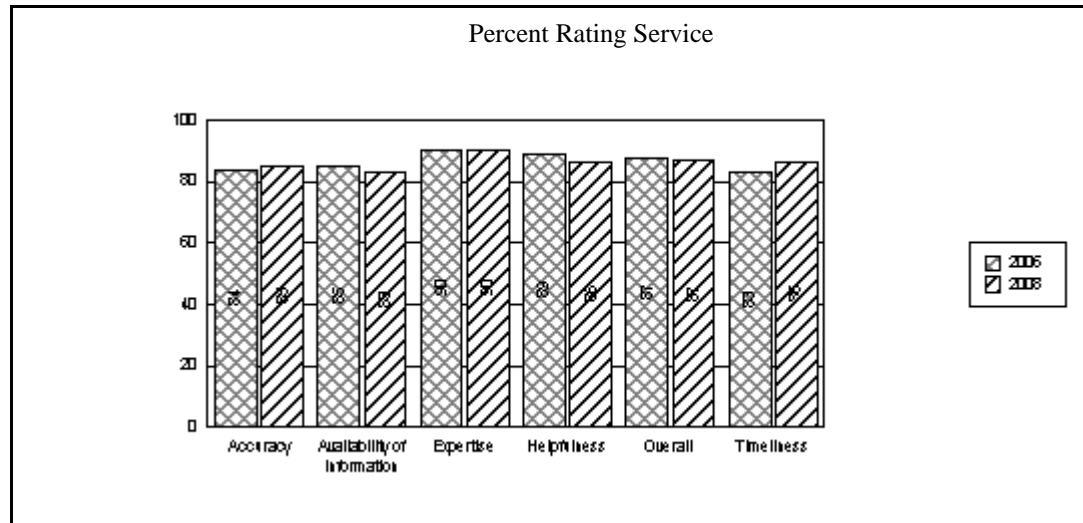
6. WHAT NEEDS TO BE DONE

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

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.

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.	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, Performance Measurement and Outcomes, Charles Triplett (503) 725-5717	



1. OUR STRATEGY

Ensure high quality and responsiveness in meeting the needs of students and other constituents throughout all OUS activities.

2. ABOUT THE TARGETS

This measure was new in 2006 and no targets were established.

3. HOW WE ARE DOING

Improvements to the survey methodology in 2008, including an expansion of the survey population, do not allow for direct comparisons to 2006 results. In 2008, almost 87% of OUS students expressed satisfaction with the overall quality of service provided by their institution. Respondents were most satisfied with the knowledge and expertise of the OUS faculty and staff, with 90.4% providing a rating of “excellent” or “average.” Students also expressed satisfaction with the helpfulness of OUS faculty and staff and timeliness of services, rated 86.4% and 86.1% respectively. It should be noted, however, that these results are based on a response rate of just 16%. These findings are consistent with those obtained through a long-standing survey of OUS graduates and reported in KPM #6. Among class of 2007 graduates, 87.6% rated the overall quality of their educational experience as a 4 or 5 on a 5-point scale in which 1 is “poor” and 5 is “excellent.”

4. HOW WE COMPARE

There are no national standards on which to compare OUS performance on this measure with other public universities or systems. Every Oregon state agency is required to implement a standard customer satisfaction survey of a constituent population.

5. FACTORS AFFECTING RESULTS

OUS institutions strive to provide excellent service to all students and meet the needs of their unique student populations. All institutions seek to use the expertise and knowledge of faculty and staff to provide services and information that is accurate, timely, and helpful.

6. WHAT NEEDS TO BE DONE

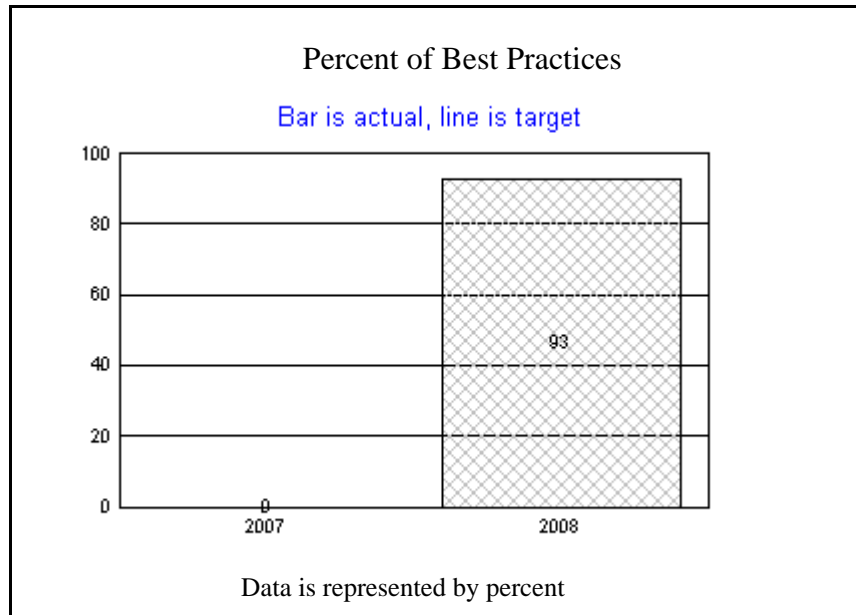
As Oregon public universities begin to implement student support programs and enhance faculty support after the prolonged reduction in state funding it is important to assess student satisfaction. The challenge is to pinpoint areas of needed improvement and implement policies to improve both the overall quality of education, timeliness, accuracy, helpfulness, expertise, and the availability of information. On an ongoing basis, each university and individual departments monitor student satisfaction through course evaluations, and exit and alumni surveys.

7. ABOUT THE DATA

Beginning in 2008, the satisfaction survey was implemented on-line. Invitations to participate in the survey were sent via email to all juniors and seniors (over 36,000) enrolled at all seven OUS institutions in late May. Students had approximately two weeks to respond to the survey. The response rate was just under 16%. Individual results were weighted by the likelihood of being selected (a weight derived by the population of

juniors and seniors at the specific institutions and the number of responses from that institution). Results were compiled and reported in aggregate.

KPM #30	Percent of total best practices met by the Board.	
Goal		
Oregon Context		
Data Source		
Owner	OUS Strategic Programs and Planning, Charles Triplett (503) 725-5717	



1. OUR STRATEGY

Provide appropriate Board oversight and management practices to fulfill the mission and goals of OUS.

2. ABOUT THE TARGETS

The target for this measure is full adherence to sound management practices.

3. HOW WE ARE DOING

Through a two-phase process, culminating in a facilitated discussion, members of the State Board of Higher Education (the Board) reached agreement that current practices conform to best practice standards on 14 of 15, or 93%, of criteria.

4. HOW WE COMPARE

There are no national norms for this measure. State agencies meeting established criteria have been required to conduct this assessment.

5. FACTORS AFFECTING RESULTS

While the results on this measure are clearly affected by the perspectives and experiences of individual Board members, there has been insufficient work with this measure to fully identify the impact of other factors.

6. WHAT NEEDS TO BE DONE

The Board agreed that it was successfully adhering to 14 of the 15 best practices criteria. Within the past year, the Board established a working group to review governance standards and procedures and provide appropriate recommendations. While the groundwork to address this best practice has begun, there are still recommendations that need to be implemented.

7. ABOUT THE DATA

OUS staff researched the established best practices criteria, outlining an assessment form and methodology and collecting information on relevant current practices. Members of the Board were given the assessment form during spring of 2008, and asked to indicate which of the best practices criteria were being met by current practices. Individual results and comments were compiled, and the Board engaged in a facilitated discussion at the July 2008 Board meeting.

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

1. INCLUSIVITY

* **Staff :** 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.

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).

OUS staff involved campus leaders (presidents, provosts, and vice presidents) in discussions about the development of performance indicators, data sources, and targets. The Board at a regular meeting approved 30 indicators/measures.

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.

* **Elected Officials:** The 30 agency performance measures reported here reflect the PIs identified in November

	<p>1997 with some modifications based on both internal process reviews and review by the Legislative Assemblies in 2003, 2005, and 2007 sessions.</p> <p>* Stakeholders: 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> <p>* Citizens: 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>2 MANAGING FOR RESULTS</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</p>	<p>Staff at both the system and campus level have opportunities to learn more about performance measurement</p>

	<p>through dedicated training sessions and as part of broader professional development conferences. 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>OUS staff also benefit from membership in local and regional associations like the Pacific Northwest Association for Institutional Research and Planning (PNAIRP) and the Oregon Public Performance Measurement Association (OPPMA). These associations and the professional development opportunities afforded by membership, help to broaden performance discussions to include national and international trends and provide forum for discussing best practices in performance measurement.</p>
<p>4 COMMUNICATING RESULTS</p>	<p>* Staff : 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 May 2008, 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>* Elected Officials: In compliance with state directives, OUS reports performance results to both the executive and legislative branches of state government.</p> <p>* Stakeholders: 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.</p> <p>* Citizens:</p> <p>OUS performance results at both the system- and campus-level are posted on the OUS website (www.ous.edu). Performance results are also communicated through agency press releases and various system publications such as the OUS Fact Book.</p>