

LFO Revised Budget Form #107BF04c

**Oregon University System  
Annual Performance Progress Report (APPR)  
for Fiscal Year 2006-07**

Submission Date: October 24, 2007

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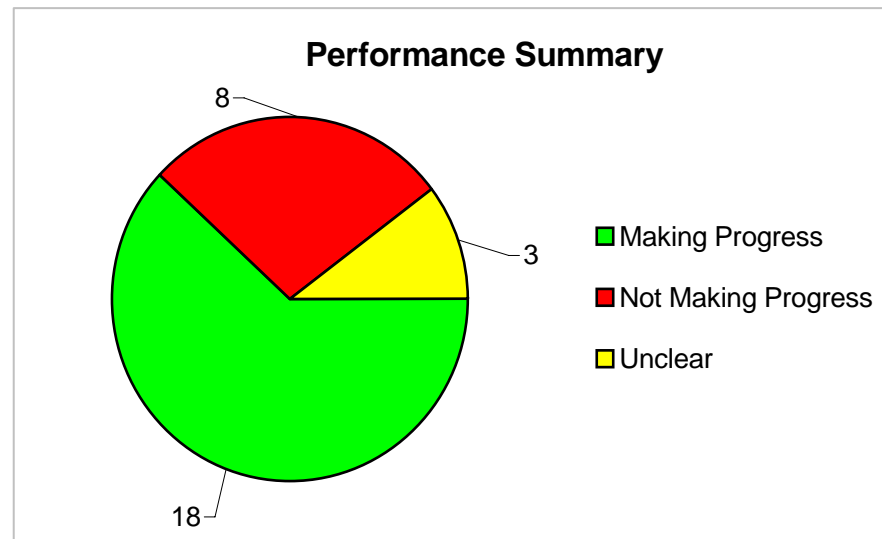
Contact: Ruth Keele	Phone: 541-346-5754
Alternate: Kimberly Rambo	Phone: 541-346-5777

**1. SCOPE OF REPORT**

- Agency programs/services addressed by key performance measures
 

Higher education services fall into three categories: instruction, research, and public service. Current key performance measures address aspects of all three. Within the broad category of instruction are measures related to affordability and access, academic quality, student progress and degree completion, and student success and satisfaction. Under research are measures of funding for sponsored projects and technology transfer metrics. Performance measures for Statewide Public Service programs (such as the Extension Service) and Oregon’s workforce needs address the public service component of higher education.
- Agency programs/services, if any, not addressed by key performance measures
 

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



**2. THE OREGON CONTEXT**

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

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

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

**3. PERFORMANCE SUMMARY**

KPMs MAKING PROGRESS or trending toward target achievement: First-Time Freshmen (page 13), Engineering Employer Satisfaction (page 17), Graduate Satisfaction (page 19), Philanthropy (page 21), Student/Faculty Ratio (page 23), Completion (page 27), Sponsored Research (page 31), Research Dollars per Faculty (page 33), Inventions (page 35), License Income (page 37), Internships (page 41), Bachelor's Degrees (page 43), Engineering and Computer Science Degrees (page 47), Graduate Success (page 49), Statewide Public Services External Funds (page 53), Time to Degree (page 57), Transfer Student Time to Degree (page 59), SWPS Volunteers (page 61).

KPMs NOT MAKING PROGRESS or not trending toward target achievement: Cost as a Percent of Income (page 9), Community College Transfers (page 15), Persistence (page 25), Transfer Student Completion (page 29), Start-Up Companies (page 39), Advanced Degrees (page 45), Employed in Oregon (page 51), Freshman Participation (page 55).

KPMs – PROGRESS UNCLEAR or target not yet set: Cost Covered by Aid – data under review (page 11), SWPS Participation – possible data anomaly (page 63), Customer Service – no targets (page 65).

**4. CHALLENGES**

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

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

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educational attainment create complicated challenges to providing the opportunities for postsecondary advancement that are critical for the future of the state and its citizens.

**5. RESOURCES USED AND EFFICIENCY**

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 \$354 million; funding for debt service and capital construction and repair brought the total general fund budget to \$370.4 million. With the addition of funds from other sources, the OUS total bottom line limited budget was \$944 million. Individual campus and program breakouts can be found in the 2006-07 Budget Report Summary: <http://www.ous.edu/dept/budget/current.php>.

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## II. KEY MEASURE ANALYSIS

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KPM #1	COST AS A PERCENT OF INCOME – Cost of attendance at OUS for a resident undergraduate (tuition & fees, room & board, other expenses) as a percent of Oregon median family income.	Measure since: 2005
<b>Goal</b>	Access: Expand access to students who meet admission standards – lower income students	
<b>Oregon Context</b>	OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income	
<b>Data source</b>	OUS Institutional Research Services; OUS Budget Office; U.S. Census	
<b>Owner</b>	OUS Strategic Programs and Planning, Charles Triplett (503) 725-5717	

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

In 2005 and 2006, the ratios of college costs to family income were higher than OUS targets. 2007-2009 targets hold steady to the current ratio, reflecting efforts to stabilize college affordability. Ideal performance on this measure would show declining ratios of cost to income.

3. **HOW WE ARE DOING**

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

4. **HOW WE COMPARE**

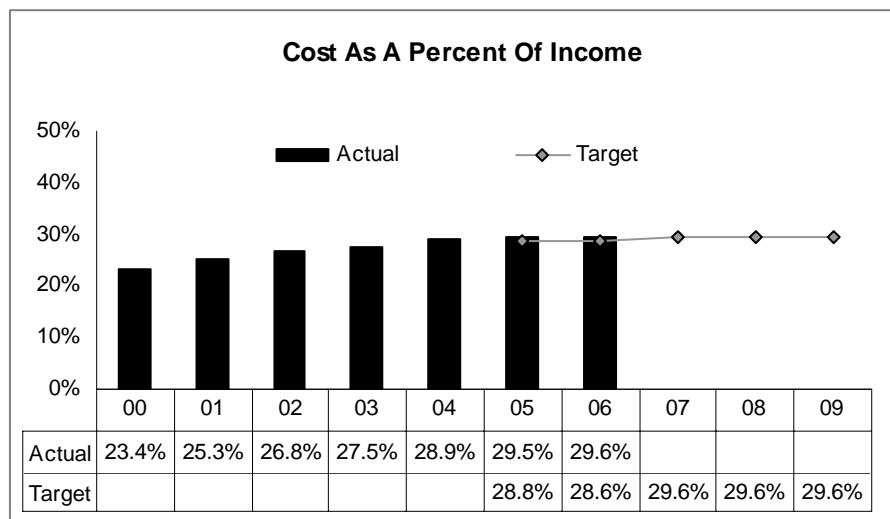
According to *Measuring Up 2006*, the national report card produced by the National Center for Public Policy and Higher Education, Oregon ranks 46<sup>th</sup> among the fifty states in the ability of families to pay the cost of public postsecondary education. For the past two studies, Oregon has received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

5. **FACTORS AFFECTING RESULTS**

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

6. **WHAT NEEDS TO BE DONE**

Early in 2004, the State Board of Higher Education established the Access and Affordability Working Group to explore options for making college more affordable for all Oregonians. This group has brought together representatives from Oregon’s education and community sectors to research the issues and



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impacts and to develop proposals for increasing need-based financial aid. The proposed Shared Responsibility Model for the Oregon Opportunity Grant will be a big step toward removing this barrier to participation. At the same time, work continues at the campus and system level to constrain tuition and fee increases and to mitigate the effects of any increases on those least able to afford them.

**7. ABOUT THE DATA**

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

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KPM #2a	COST COVERED BY AID – Percent of total cost of attendance at OUS covered by federal and state need-based aid for resident undergraduate financial aid recipients: a) Financial aid including loans	Measure since: 2004
<b>Goal</b>	Access: Expand access to students who meet admission standards – lower income students	
<b>Oregon Context</b>	OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income	
<b>Data source</b>	OUS Institutional Research Services; OUS Budget Office	
<b>Owner</b>	OUS Strategic Programs and Planning, Charles Triplett (503) 725-5717	

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

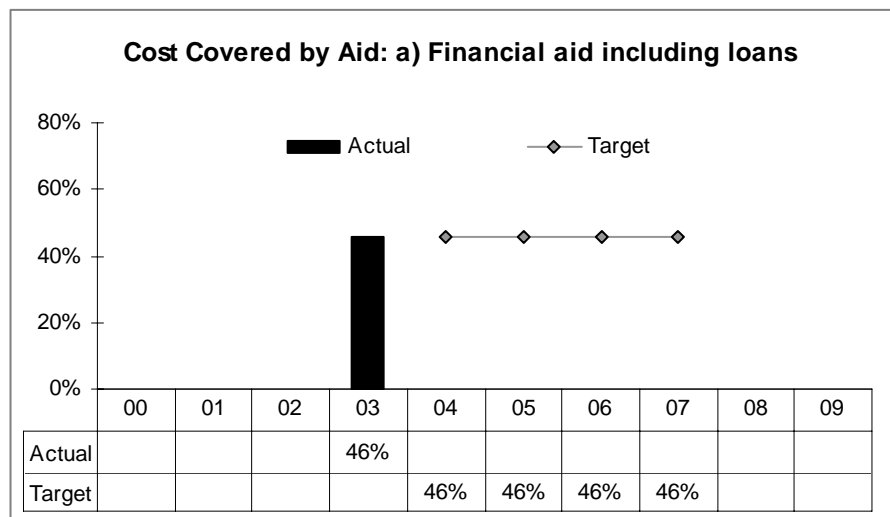
Financial aid data are currently under review. Targets for the coming biennium will be developed as new data are received.

3. **HOW WE ARE DOING**

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

4. **HOW WE COMPARE**

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



5. **FACTORS AFFECTING RESULTS**

The recent passage of SB334, the Shared Responsibility Model (SRM) for higher education, makes college more affordable for Oregonians. The SRM has four parts: the student’s contribution, available family and federal support, and finally the state’s commitment to cover the remaining cost. When fully realized, the SRM will make college affordable for every Oregon student with aspirations of postsecondary education.

6. **WHAT NEEDS TO BE DONE**

The SRM must be successfully marketed across the state to realize the full value of this unique funding opportunity.

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](http://www.ous.edu).

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KPM #2b	COST COVERED BY AID – Percent of total cost of attendance at OUS covered by federal and state need-based aid for resident undergraduate financial aid recipients: b) Financial aid excluding loans	Measure since: 2004
<b>Goal</b>	Access: Expand access to students who meet admission standards – lower income students	
<b>Oregon Context</b>	OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income	
<b>Data source</b>	OUS Institutional Research Services; OUS Budget Office	
<b>Owner</b>	OUS Strategic Programs and Planning, Charles Triplett (503) 725-5717	

1. **OUR STRATEGY**

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2. **ABOUT THE TARGETS**

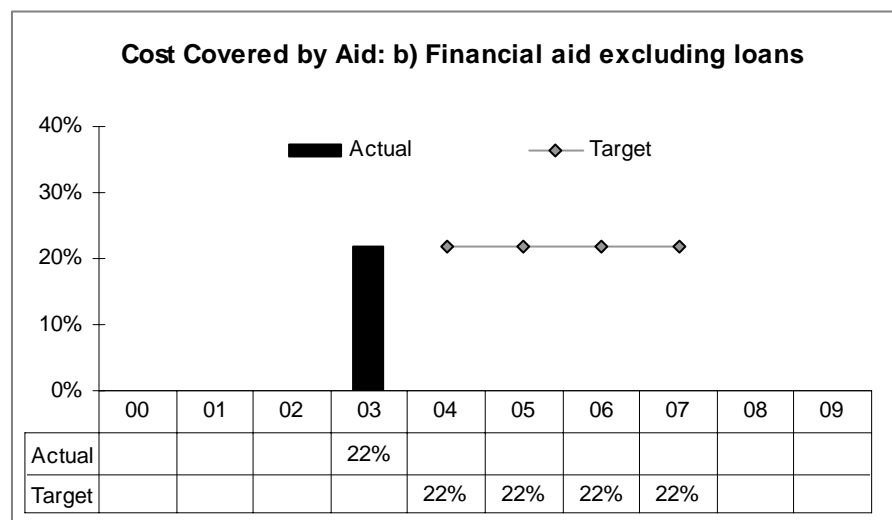
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KPM #3	FIRST-TIME FRESHMEN – Number of entering first-time freshmen	Measure since: 1997
<b>Goal</b>	Access: Expand access to students who meet admission standards – entering freshmen	
<b>Oregon Context</b>	OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income	
<b>Data source</b>	OUS Institutional Research Services, fall fourth-week enrollment reports	
<b>Owner</b>	OUS Strategic Programs and Planning, Kimberly Rambo (541) 346-5777	

**1. OUR STRATEGY**

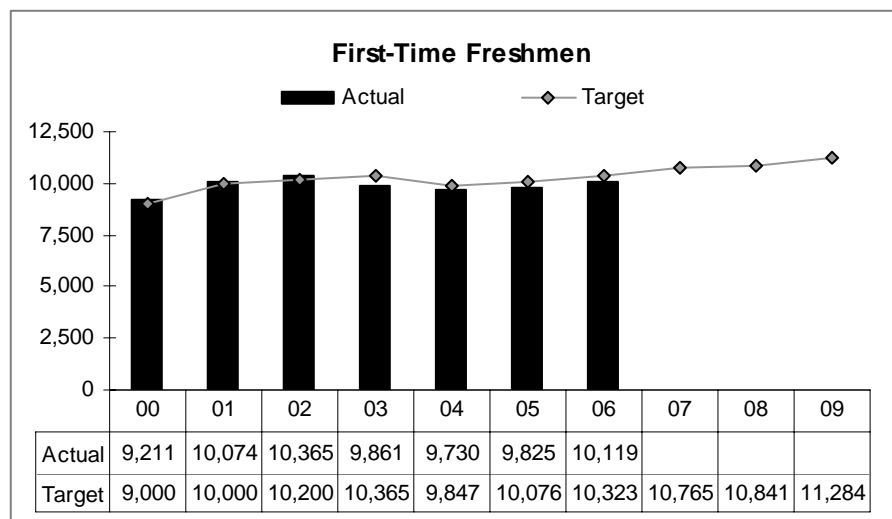
Strengthen collaborative efforts with ODE to enhance college preparation and alignment and streamline process.

**2. ABOUT THE TARGETS**

Since 2003, enrollment of first-time freshman has fallen below the anticipated number of students. Targets for the upcoming biennium reflect the number of Oregon high school graduates and projected enrollment trends at all OUS universities.

**3. HOW WE ARE DOING**

Enrollment at OUS institutions continues to increase; however, the growth rate has declined since 2003. This trend is also reflected in the number of first-time freshmen entering Oregon public universities. In fall 2006, enrollment of first-time freshmen increased substantially, returning to numbers observed in the early part of the decade. However, targets for this measure had anticipated stronger growth.



**4. HOW WE COMPARE**

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

**5. FACTORS AFFECTING RESULTS**

College enrollment is influenced by a number of factors including real and perceived college costs, the availability of need-based financial aid, state and regional economic outlooks and job markets, postsecondary educational opportunities, and the aspirations of high school graduates and adult learners. The decline may signal, in part, a loss of enrollment to competition from out-of-state institutions as noted in a 2005 survey of Oregon high school graduates (*Where Have Oregon’s Graduates Gone?*).

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**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, a subcommittee of the State Board’s Strategic Initiatives Committee is exploring means to make higher education an attainable ambition for all citizens, and to provide the necessary programs to support the unique needs of future students. Finally, the capacity of Oregon’s public universities to accept and retain new students must be supported through funding for faculty, facilities, and student support. In order to provide additional data on this topic, OUS conducts a survey biennially to understand the behaviors and choices of Oregon’s high school graduates and to monitor in-coming students’ needs and perceptions.

**7. ABOUT THE DATA**

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

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KPM #4	COMMUNITY COLLEGE TRANSFERS – Number of students who are new Oregon community college transfers	Measure since: 1997
<b>Goal</b>	Access: Expand access to students who meet admission standards – community college transfers	
<b>Oregon Context</b>	OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income	
<b>Data source</b>	OUS Institutional Research Services, fall fourth-week enrollment reports	
<b>Owner</b>	OUS Strategic Programs and Planning, Kimberly Rambo (541) 346-5777	

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

Since 2004, performance on this measure has fallen below the projected number of new Oregon community college transfers. Targets for the 2005-2007 biennium drew on growth rates among community college transfers in years prior to 2003. Future targets reflect newer enrollment projections that take into account actual enrollments in 2004 and 2005, and a slower rate of growth in those years.

3. **HOW WE ARE DOING**

In 2006, the number of admitted transfer students from Oregon community colleges decreased sharply following years of growth among this group. The downturn mirrors an overall decline in transfer activity since 2004.

4. **HOW WE COMPARE**

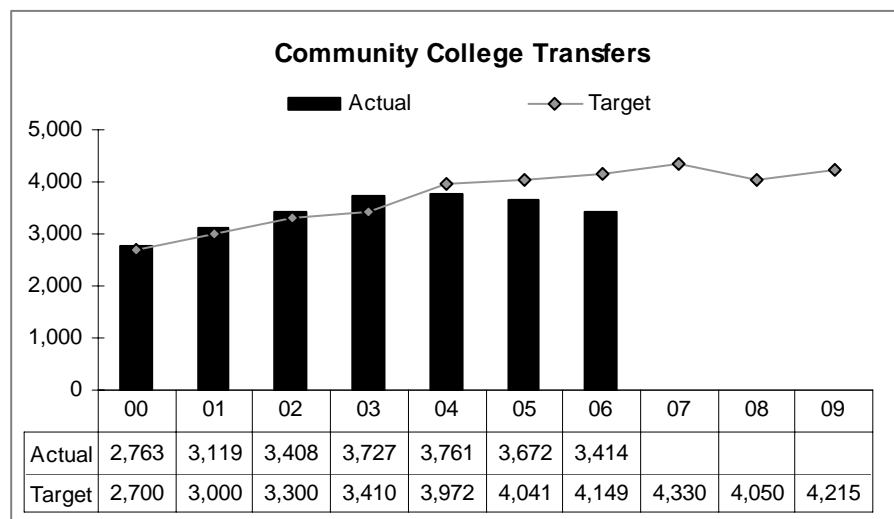
There are no national norms for this measure.

5. **FACTORS AFFECTING RESULTS**

Despite efforts to streamline and improve articulation among Oregon’s education agencies, the number of transfer students from Oregon community colleges declined in 2006, corresponding with a general downturn in the number of transfer students from all sources. This also may reflect, in part, a downward trend in enrollment among Oregon community colleges in the wake of steep tuition increases in recent years.

6. **WHAT NEEDS TO BE DONE**

The importance of this measure is reinforced by data from a biennial survey conducted by OUS indicating that among Oregon’s 2005 high school graduating class, 35% now attending Oregon community college have definite plans to transfer to OUS, and an additional 41% believe they will probably transfer. Similarly, in a survey of 2005 bachelor’s degree recipients, among graduates who began at OUS as transfer students, 52% transferred from an Oregon



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community college. Co-enrollment agreements between OUS and community colleges continue to be adopted and modified to enable students to reduce higher education expenses while maintaining a successful path to graduation. During the upcoming year, discussions will be held between Oregon community colleges and OUS campuses to reach consensus regarding a universally-transferable outcome-based general education. This type of common core would create ease of transfer, enable more efficient student progress towards a bachelor’s degree, and improve completion rates.

**7. ABOUT THE DATA**

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

## II. KEY MEASURE ANALYSIS

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

1. **OUR STRATEGY**

Improve engineering programs and better align graduates’ skills with Oregon employers’ needs.

2. **ABOUT THE TARGETS**

The 2006 target was established on the basis of the single 2002 data point. With the completion of a new survey in 2006, OUS adjusted the 2008 target to align with new data.

3. **HOW WE ARE DOING**

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

4. **HOW WE COMPARE**

While there are no national norms to compare against, efforts continue to identify appropriate standards or comparators.

5. **FACTORS AFFECTING RESULTS**

The 2002 and 2006 surveys were administered to different groups of employers, making the data difficult to compare. Identifying a consistent sustainable survey group will ensure that OUS effectively measures performance over time.

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. Creating opportunities for engineering students to practice their presentation and writing skills will help them transition successfully into the workplace.



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

## II. KEY MEASURE ANALYSIS

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KPM #6	GRADUATE SATISFACTION – Average rating of overall quality of experience by recent OUS bachelor’s graduates (5-pt scale)	Measure since: 1997
<b>Goal</b>	Quality: Increase quality of existing programs – customers’ views	
<b>Oregon Context</b>	Academic excellence; OBM26 – College completion	
<b>Data source</b>	OUS Strategic Programs and Planning, Survey of OUS Bachelor’s Graduates	
<b>Owner</b>	OUS Strategic Programs and Planning, Performance Measurement and Outcomes, Kimberly Rambo (541) 346-5777	

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

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

3. **HOW WE ARE DOING**

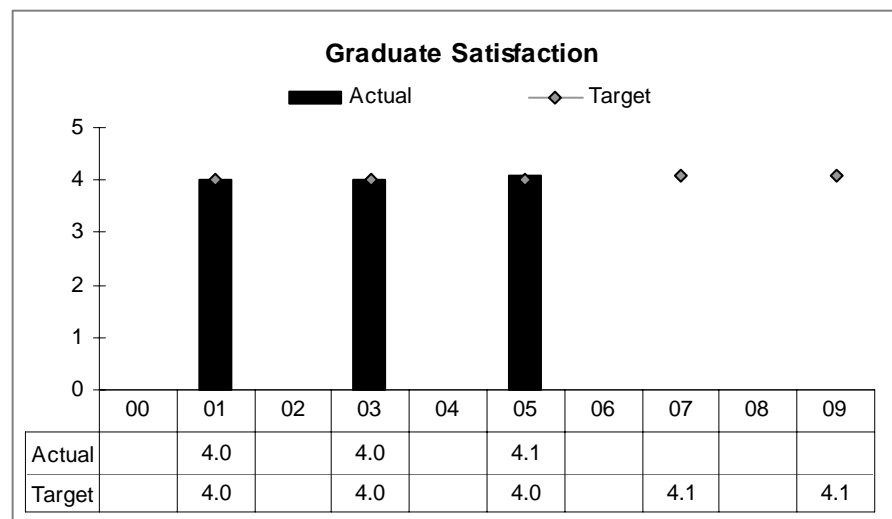
This measure reports the perceptions held by recent OUS graduates regarding the overall quality of their educational experience, including their assessment of the university’s contribution to their development in key areas, and preparation for employment or further education. Recent OUS bachelor’s graduates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

4. **HOW WE COMPARE**

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

5. **FACTORS AFFECTING RESULTS**

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



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**6. WHAT NEEDS TO BE DONE**

As Oregon’s public universities respond to increased funding for new faculty and faculty salaries, enrollment growth, regional university support, and various other system and campus initiatives, students may continue to experience the impact of prolonged reductions in state funding. During this transition period, monitoring graduate satisfaction will remain a priority. The challenge is to identify where students are still feeling the impact of reduced funding, and make necessary adjustments. Efforts are underway to find means to integrate student and graduate evaluations.

**7. ABOUT THE DATA**

Data on graduate satisfaction are obtained through a biennial survey of recent bachelor’s graduates, collected approximately one year following graduation. A full report on this and earlier surveys is available on the OUS website at [www.ous.edu](http://www.ous.edu).

## II. KEY MEASURE ANALYSIS

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<b>PM #7</b>	<b>PHILANTHROPY – Total gifts from philanthropic sources (\$ in millions)</b> a) Total, b) Capital projects, c) Faculty support (including chairs), d) Scholarships, e) Other	<b>Measure since: 1997 (modified 2007)</b>
<b>Goal</b>	Quality: Increase quality of existing programs – customers’ views	
<b>Oregon Context</b>	Academic excellence; OBM26 – College completion.	
<b>Data source</b>	OUS Controller’s Office; Annual Financial Reports	
<b>Owner</b>	OUS Strategic Programs and Planning, Charles Triplett (503) 725-5717	

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

Targets anticipate a steady continued increase in gifts from philanthropic sources.

3. **HOW WE ARE DOING**

Total gifts to universities have increased 37% since 2004. The steady increase in donations demonstrates the commitment of alumni and other supporters to the continued success of OUS institutions.

4. **HOW WE COMPARE**

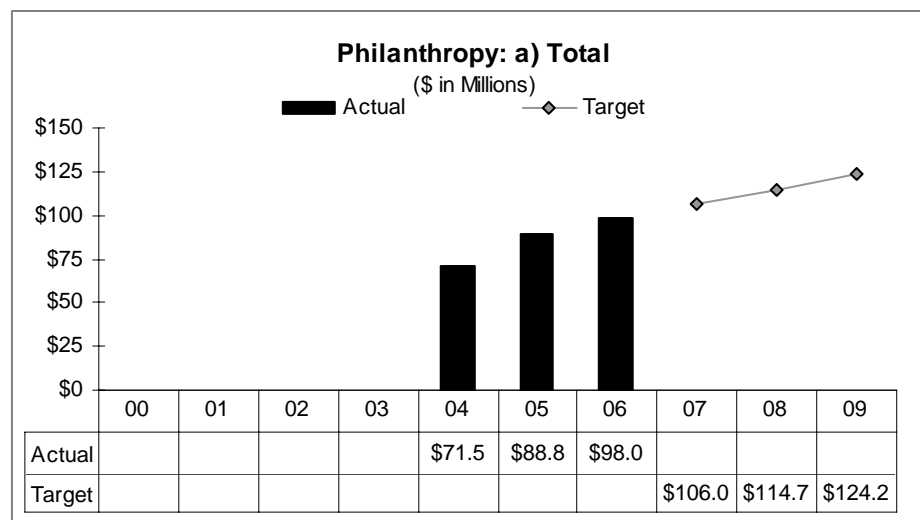
While there are no national norms to suggest what performance on this measure *should* be, efforts continue to identify appropriate standards or comparators.

5. **FACTORS AFFECTING RESULTS**

Although targets assume a steady rate of increase, targeted fundraising campaigns at individual institutions can affect the system total in any given year.

6. **WHAT NEEDS TO BE DONE**

Universities work with their affiliated foundation to set goals for fundraising and develop strategic funding priorities. Foundation funds are typically allocated to specific purposes and are intended to enhance or develop specific features of a campus program rather than cover basic operating costs.



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**7. ABOUT THE DATA**

Data are collected annually for the previous fiscal year (July 1 through June 30) and reported in the OUS audited financial statements. In order to comply with a legislative directive to report breakouts for this measure, the definition was modified somewhat 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](http://www.ous.edu).

## II. KEY MEASURE ANALYSIS

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KPM #8	STUDENT/FACULTY RATIO – Ratio of students to full-time faculty	Measure since: 2003
<b>Goal</b>	Quality: Increase quality of undergraduate program – student success	
<b>Oregon Context</b>	Academic excellence; OBM26 – College completion	
<b>Data source</b>	OUS Institutional Research Services, IPEDS Reports	
<b>Owner</b>	OUS Strategic Programs and Planning, Kimberly Rambo (541) 346-5777	

1. **OUR STRATEGY**

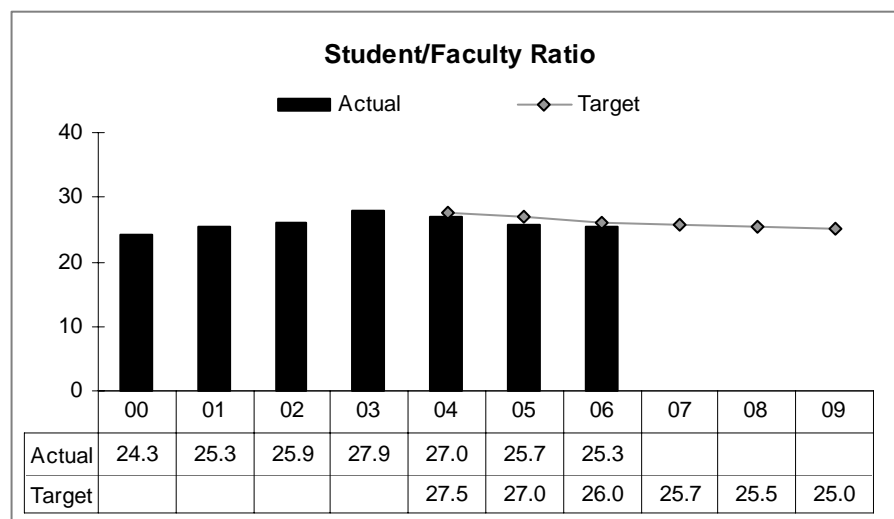
Seek new resources supporting faculty recruitment and retention.

2. **ABOUT THE TARGETS**

OUS is committed to lowering the ratio of students to full-time faculty. In 2006, the ratio continued to decline, though slightly, showing achievement beyond the target. Future targets demonstrate agency assumptions and goals for gradual and steady improvement throughout the 2007-2009 biennium. Targets shown for 2008 and 2009 are those approved during the 2007 legislative session to reflect agency funding for the biennium.

3. **HOW WE ARE DOING**

The ratio of students to full-time faculty (25.3) continues to decline after reaching a high of 27.9 in 2003-04. While the ratio is now consistent with those reported five-years ago, it still remains higher than ratios of 22 or 23 realized in the early 1990’s. While the recent declines can be attributed in part to slowing enrollment growth, increased funding for the 2007-2009 biennium will help attract additional full-time faculty and continue the noted reduction in upcoming years.



4. **HOW WE COMPARE**

Even as ratios have been lowered since 2004, the majority of OUS institutions’ student-faculty ratios remain higher than their designated peer institutions (similar four-year public universities in other states).

5. **FACTORS AFFECTING RESULTS**

The ratio of students to full-time faculty is an indicator of instructional quality and student support, contributing to students’ ability to successfully meet their educational goals. As a result of growing enrollments and prolonged faculty constraints, campuses have 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%). The proportion dropped slightly in 2005, following the reversal of a two-year salary freeze and a small allocation of funds for faculty recruitment and retention during the 2005-2007 legislative

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session. Although part-time faculty provide excellent instruction and are an important resource in meeting instructional demands, the overall growth in the proportion of part-time faculty is worrisome. Universities rely on full-time regular rank faculty for student advising and mentoring, thesis guidance, work on extracurricular student projects, curriculum and course development, public service projects, and contributions to the university community.

### 6. **WHAT NEEDS TO BE DONE**

Universities are 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 2006 represent fall term of the 2006-07 academic year. Disaggregated performance data are available at [www.ous.edu](http://www.ous.edu) in the Monitoring Performance section in the annual campus performance and target setting reports; additional data on student enrollment, faculty, and class size are available online in the OUS Fact Book.

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KPM #9	PERSISTENCE – Percent of full-time freshmen who demonstrate progress by returning for the second year	Measure since: 1997
<b>Goal</b>	Quality: Increase quality of undergraduate program – student success	
<b>Oregon Context</b>	OBM26 – College completion	
<b>Data source</b>	OUS Institutional Research Services, <i>Retention, Attrition, and Graduation of OUS Freshmen</i>	
<b>Owner</b>	OUS Strategic Programs and Planning, Kimberly Rambo (541) 346-5777	

1. **OUR STRATEGY**

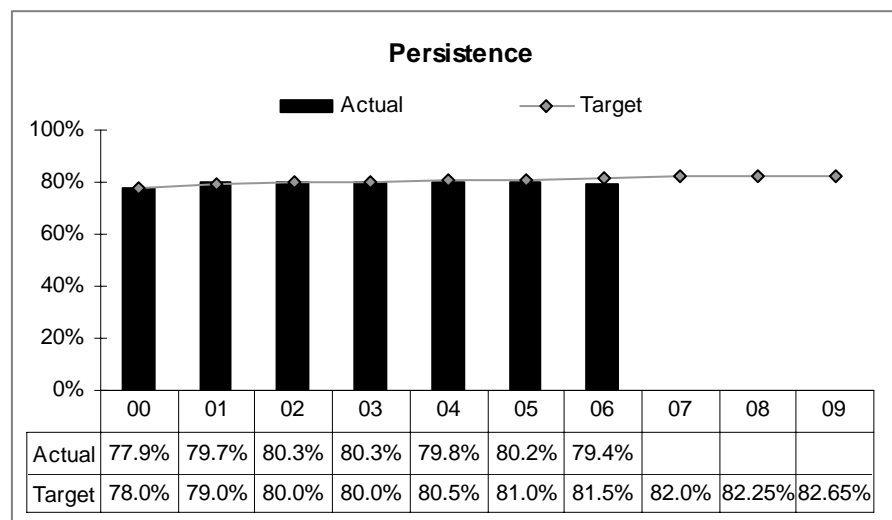
Enhance student readiness and fortify early student support programs.

2. **ABOUT THE TARGETS**

Agency targets assumed continual and somewhat ambitious improvement on the measure, and as a result were not met in the three most recent years. Future targets seek to retain and slowly improve current performance on this measure. Targets shown for 2008 and 2009 are those approved during the 2007 legislative session to reflect agency funding for the biennium.

3. **HOW WE ARE DOING**

Between 1995 and 2001, the persistence rate rose from roughly 75% to 80%, and held steady for five years. In 2006, the rate dropped eight-tenths of a percent, signaling the impact of the long-term erosion of faculty and administrative infrastructure on which student progress is dependent.



4. **HOW WE COMPARE**

The 2006 retention rate (79.4%) is higher than the average of 74.0% reported by ACT for first-time freshman cohorts at all four-year universities.

5. **FACTORS AFFECTING RESULTS**

Persistence to the second year is a vital step in the path toward a bachelor’s degree. While the overall six-year graduation rate for OUS students is 58.7%, students who return after their first-year complete at a rate of 71.7%. Campuses strive to retain students and provide support to those who are academically at-risk. In general, increasing access – particularly to populations with lower historical rates of college participation and preparation – can have a negative impact on student 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

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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. Cross-sector efforts among educational groups are underway to enhance student preparation for college and evaluate the elements critical for student success.

### **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 2006 represent the fall 2005 cohort returning in fall 2006). 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](http://www.ous.edu).

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KPM #10	COMPLETION – Percent of full-time freshmen starting and completing a bachelor’s degree at an OUS university (6-year graduation rate)	Measure since: 1999
<b>Goal</b>	Quality: Increase quality of undergraduate program – student success	
<b>Oregon Context</b>	OBM26 – College completion	
<b>Data source</b>	OUS Institutional Research Services, <i>Retention, Attrition, and Graduation of OUS Freshmen</i>	
<b>Owner</b>	OUS Strategic Programs and Planning, Kimberly Rambo (541) 346-5777	

**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 assumed continual improvement on the measure and were exceeded in each of the last four years. Targets shown for 2008 and 2009 are those approved during the 2007 legislative session to reflect agency funding for the biennium.

**3. HOW WE ARE DOING**

Between 2002 and 2006, the six-year graduation rates for students entering as freshman and completing their degree at an OUS institution has steadily increased from 55.5% to 59.0%.

**4. HOW WE COMPARE**

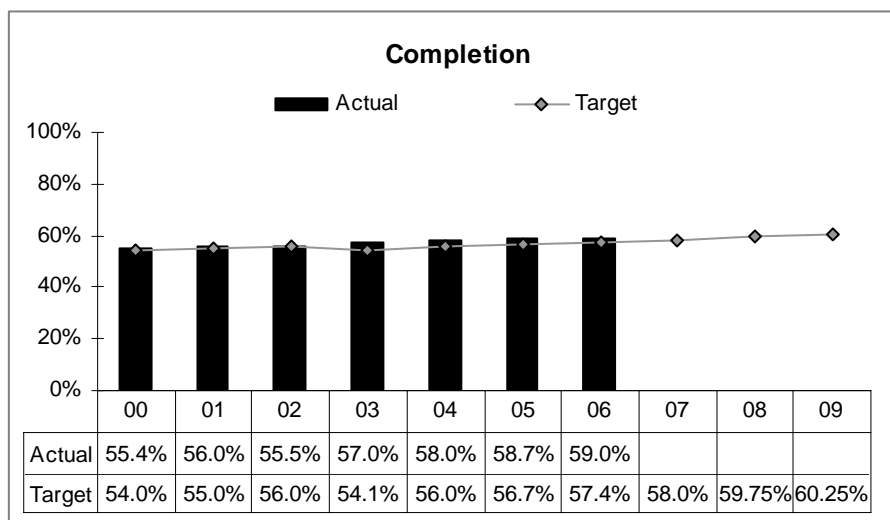
In 2005, the OUS graduation rate for students completing a degree at the same institution in which they enrolled (53.1%) is slightly higher than the national average for public four-year universities (52.6%).

**5. FACTORS AFFECTING RESULTS**

Student completion is impacted by several academic and personal factors, including academic preparation, availability of required course sections, financial issues, and personal and family events. Graduation rates for 2005-06 reflect the progress of students entering in 2000-01. This group of students entered with similar high school GPA and SAT scores than their classmates one year earlier. They also faced steep tuition increases in 2002-03, their third year in college. This 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 such as affordability, academic alignment, 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



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and campuses. System participation in the National Student Clearinghouse should allow more targeted tracking of college enrollment and transfer patterns, and shed light on areas OUS insitutions can impact student degree completion. Continued cross-sector efforts to align academic requirements and forge co-enrollment agreements between instituions and community colleges result in expanded course offerings, streamlined degree completion, and flexibility among students to progress toward completion at an individual pace. A subcommittee of the State Board of Higher Education was convened in 2007 to address the issues of participation and completion, particularly among Oregon’s more vulnerable and underserved populations.

### **7. ABOUT THE DATA**

Data represent first-time, full-time freshman entering an OUS university and graduating from any OUS institution within six years. Graduation rates for 2005-06 (reported for 2006) 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](http://www.ous.edu).

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KPM #11	TRANSFER STUDENT COMPLETION – Percent of Oregon community college transfers completing a bachelor’s degree at an OUS university (6-year graduation rate)	Measure since: 1997
<b>Goal</b>	Quality: Increase quality of undergraduate program – student success	
<b>Oregon Context</b>	OBM26 – College completion	
<b>Data source</b>	OUS Institutional Research Services, Transfer Retention and Graduation reports	
<b>Owner</b>	OUS Strategic Programs and Planning, Kimberly Rambo (541) 346-5777	

**1. OUR STRATEGY**

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

**2. ABOUT THE TARGETS**

In 2006, transfer student completion rates decreased to 74.2%, after three years of hovering near 76%. Performance on this measure has fallen below the target since 2004. Given the variability in this measure, future targets seek to achieve and retain the goals set for 2007.

**3. HOW WE ARE DOING**

The graduation rates among students transferring to OUS from Oregon community colleges dropped over two percentage points from 76.6% in 2004-05 to 74.2% in 2005-06. This decline comes after a steady increase in the rate from 1999-00 (71.3%) through 2004-05 (76.6%).

**4. HOW WE COMPARE**

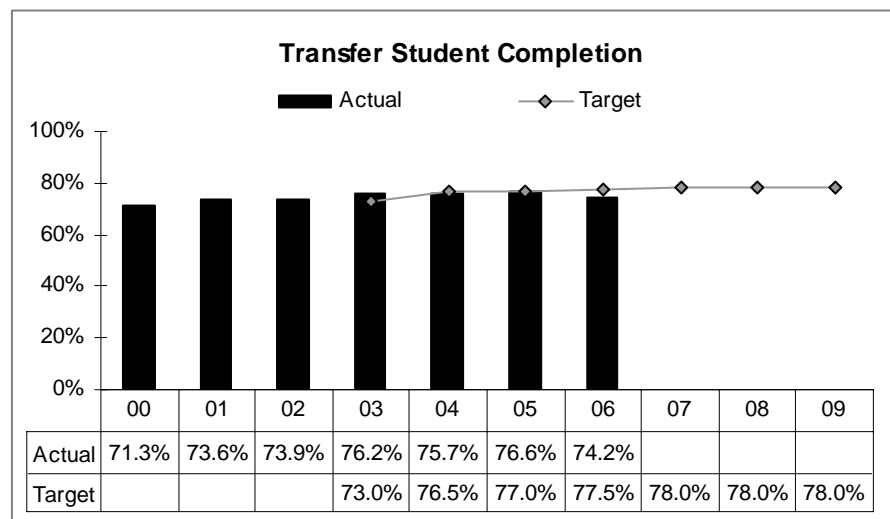
While there are no national norms for this measure, efforts are underway to identify appropriate standards or comparators.

**5. FACTORS AFFECTING RESULTS**

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

**6. WHAT NEEDS TO BE DONE**

OUS and Oregon community colleges continue their work to streamline general education requirements and eliminate policy and process barriers to college completion. Faculty at OUS campuses have developed criteria and outcomes for six general education areas. During the upcoming year, discussions will be held between Oregon community colleges and OUS campuses to reach consensus regarding a universally-transferable outcome-based general education, which should positively impact completion rates. As students become more mobile and attendance patterns more varied and complex, it is increasingly



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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 from an Oregon community college and graduating from any OUS institution within six years. Graduation rates for 2005-06 (reported for 2006) reflect progress of students entering OUS in 2000-01. The reporting cycle is the academic year. Over the coming year, discussions will be held to explore options for improved reporting of this measure. Additional data on transfer students are available in the OUS Fact Book which is available online at [www.ous.edu](http://www.ous.edu).

## II. KEY MEASURE ANALYSIS

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KPM #12	SPONSORED RESEARCH – Total sponsored research and development dollars supported by external fund sources (\$ in millions) a) Total, b) Federal sources, c) Private sources	Measure since: 1997
<b>Goal</b>	Quality: Increase quality and external resources for research and scholarship programs	
<b>Oregon Context</b>	OBM7b – Research and development (academia)	
<b>Data source</b>	OUS Controller’s Office, Annual Financial Reports	
<b>Owner</b>	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 sponsored research funding.

2. **ABOUT THE TARGETS**

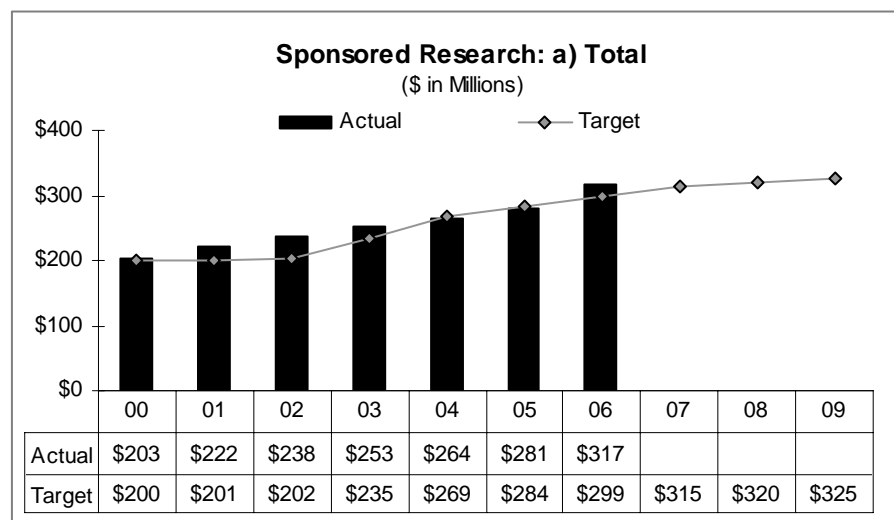
Targets for 2008 and 2009 reflect an anticipated decline in the availability of federal funds resulting in a slower growth rate.

3. **HOW WE ARE DOING**

OUS total sponsored research and other sponsored activity expenditures reached a record high of \$317 million in fiscal year 2006, an increase of 51% since fiscal year 2000.

4. **HOW WE COMPARE**

According to the National Science Foundation, *Survey of Research and Development Expenditures at Universities and Colleges, FY2005* Oregon ranks 18<sup>th</sup> among the 50 states in public university R&D funds from federal sources and 22<sup>nd</sup> in R&D expenditures from all sources. On a per capita basis Oregon ranks even higher: 14<sup>th</sup> in total per capita R&D expenditures at public universities and 9<sup>th</sup> in R&D funded by federal sources.



5. **FACTORS AFFECTING RESULTS**

A strong research enterprise is dependent on a strong faculty. Sponsored research awards are based on a competitive process and demonstrate the strength and entrepreneurial spirit of faculty members. OUS competes in a national market to attract and retain expert faculty. To remain competitive OUS must offer competitive salaries and provide adequate support services necessary for faculty to successfully compete and win R&D grants.

6. **WHAT NEEDS TO BE DONE**

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

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

**7. ABOUT THE DATA**

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

## II. KEY MEASURE ANALYSIS

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KPM #13	RESEARCH DOLLARS PER FACULTY – Sponsored research dollars per faculty at research/doctoral universities – OSU, PSU, UO (\$ in thousands)	Measure since: 1997
<b>Goal</b>	Quality: Increase quality and external resources for research and scholarship programs	
<b>Oregon Context</b>	OBM7b – Research and development (academia)	
<b>Data source</b>	OUS Controller’s Office, Annual Financial Reports; OUS Institutional Research Services	
<b>Owner</b>	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. Targets for 2008 and 2009 are consistent with sponsored research targets and assume a modest growth in faculty.

3. **HOW WE ARE DOING**

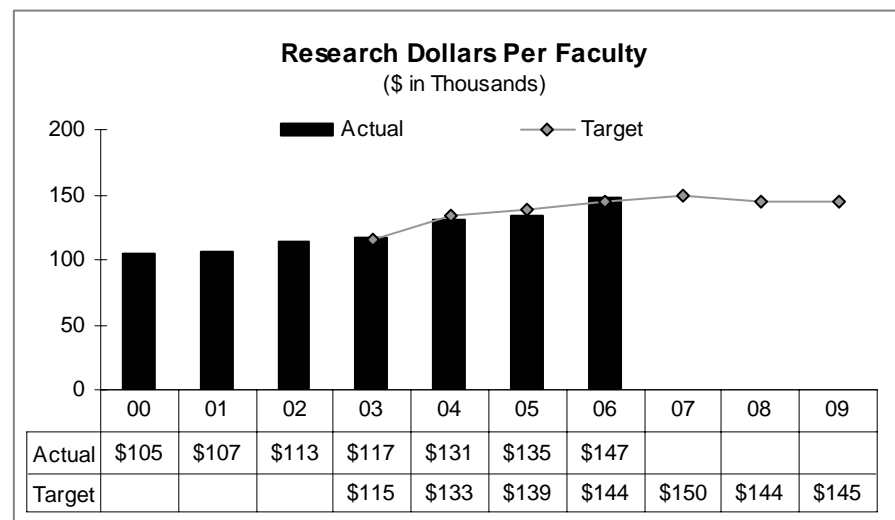
Oregon faculty are very successful at competing for federal research dollars, ranking 5<sup>th</sup> among the 50 states in the proportion of total academic R&D at public universities supported by federal funds. On a per faculty basis, Oregon universities perform among the top states in research expenditures.

4. **HOW WE COMPARE**

Oregon researchers are very successful at attracting research funding from the federal government, ranking 5<sup>th</sup> in the proportion of total academic R&D at public universities supported by federal funds. On a per faculty basis, Oregon universities perform among the top states in research expenditures, ranking 7<sup>th</sup> in federal and 12<sup>th</sup> in total R&D per faculty, based on data reported by the National Science Foundation (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 will be affected not only by increases in external funding for sponsored research, but by the growth (or decline) in the number of faculty.



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**6. WHAT NEEDS TO BE DONE**

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

## II. KEY MEASURE ANALYSIS

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

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

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

3. **HOW ARE WE DOING**

The number of inventions disclosed has more than doubled between 2000 and 2006. In the past five years, invention disclosures have increased 70%.

4. **HOW WE COMPARE**

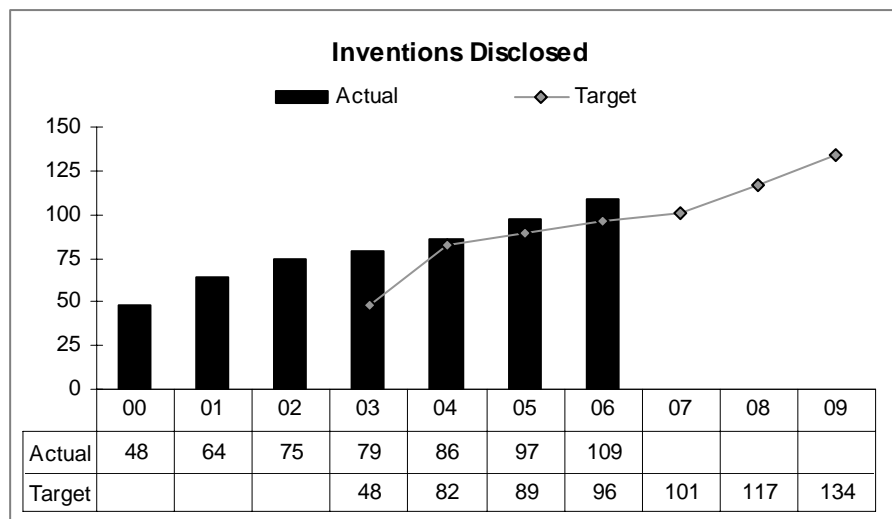
According to the *AUTM FY05 Licensing Survey* - a survey report of 191 U.S. universities, hospitals, and research institutes - Oregon meets the average of 0.4 invention disclosures per \$1 million in research. Comparisons are difficult for this measure due to the complex nature of technology transfer, the varying missions of reporting institutions, and the indirect relationship between fiscal research expenditures and annual commercialization activity.

5. **FACTORS AFFECTING RESULTS**

The recent passage of Senate Bill 853/582 allows universities to establish a University Venture Development Fund, and provides a significant tax credit for donors who support the transfer of university research to Oregon’s commercial marketplace. The kick off campaign is scheduled for October 2007 and, when fully funded, the venture fund will provide much needed capital support for research commercialization activities.

6. **WHAT NEEDS TO BE DONE**

Finalize the administrative rules for the university venture development fund and begin accepting gifts. Refine Research Council recommendations to streamline the technology transfer process. Fully fund the signature research centers identified in the Oregon Innovation Plan.



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**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. In 2005, 191 U.S. universities, hospitals, and research institutes completed the survey. 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.

## II. KEY MEASURE ANALYSIS

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

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

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

3. **HOW WE ARE DOING**

For the second year in a row, OUS research universities surpassed targets on this measure. FY06 actual performance – \$1,905,000 in license income for every \$100M in expenditures – exceeded the target by over 50%.

4. **HOW WE COMPARE**

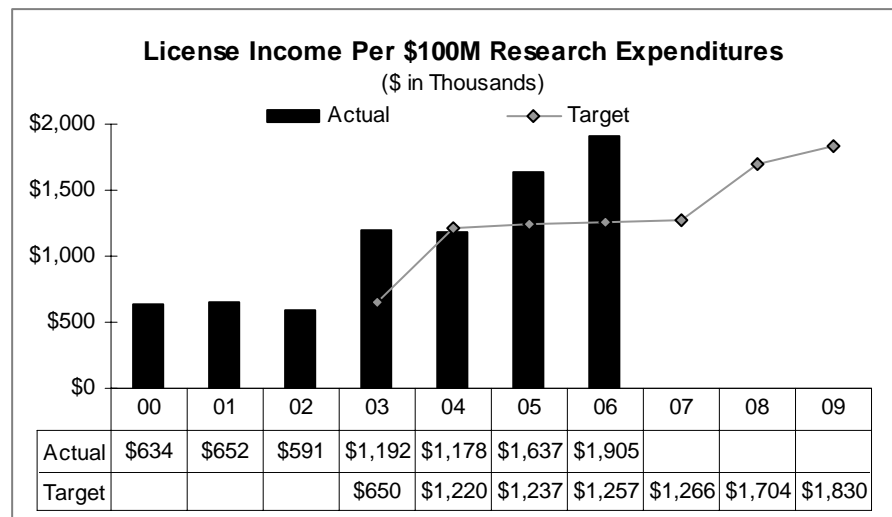
Comparisons are difficult for this measure due to the complex nature of technology transfer, the varying missions of reporting institutions, and the indirect relationship between fiscal research expenditures and commercialization activity.

5. **FACTORS AFFECTING RESULTS**

Current transfer agreement review policies are cumbersome and often redundant, slowing the whole process and limiting a campus’ ability to respond quickly to commercialization opportunities. Limited funding to secure and license intellectual property is also a challenge to this measure.

6. **WHAT NEEDS TO BE DONE**

Finalize the administrative rules for the university venture development fund and begin accepting gifts. Refine Research Council recommendations to streamline the technology transfer process. Fully fund the signature research centers identified in the Oregon Innovation Plan.



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**7. ABOUT THE DATA**

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## II. KEY MEASURE ANALYSIS

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

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

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

3. **HOW WE ARE DOING**

Despite steady growth, OUS research universities fell just short of the 2006 target. Since 2000, OUS research universities have generated 16 start-up companies.

4. **HOW WE COMPARE**

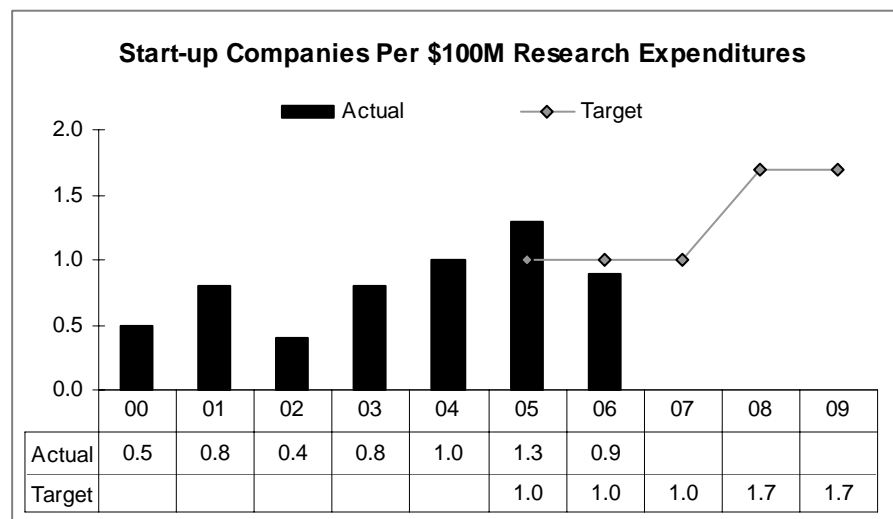
According to the *AUTM FY05 Licensing Survey*, Oregon is slightly below the 50 state average of 1.1 start-ups per \$100M research expenditures. Comparisons are difficult for this measure due to the complex nature of technology transfer and the indirect relationship between fiscal research expenditures and annual commercialization activity.

5. **FACTORS AFFECTING RESULTS**

The recent passage of Senate Bill 853/582 allows universities to establish a University Venture Development Fund, and provides a significant tax credit for donors who support the transfer of university research to Oregon’s commercial marketplace. The kick off campaign is scheduled for October 2007 and when fully funded, the venture fund will provide much needed capital support for research commercialization activities.

6. **WHAT NEEDS TO BE DONE**

Finalize the administrative rules for the university venture development fund and begin accepting gifts. Refine Research Council recommendations to streamline university technology transfer. Fully fund the signature research centers identified in the Oregon Innovation Plan.



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**7. ABOUT THE DATA**

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KPM #17	INTERNSHIPS – Percent of bachelor’s graduates completing an OUS-approved internship.	Measure since: 1997
<b>Goal</b>	State economic development: Employability of graduates	
<b>Oregon Context</b>	OBM26 – College completion	
<b>Data source</b>	OUS Strategic Programs and Planning, Survey of OUS Bachelor’s Graduates	
<b>Owner</b>	OUS Strategic Programs and Planning, Performance Measurement and Outcomes, Kimberly Rambo (541) 346-5777	

**1. OUR STRATEGY**

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

**2. ABOUT THE TARGETS**

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

**3. HOW WE ARE DOING**

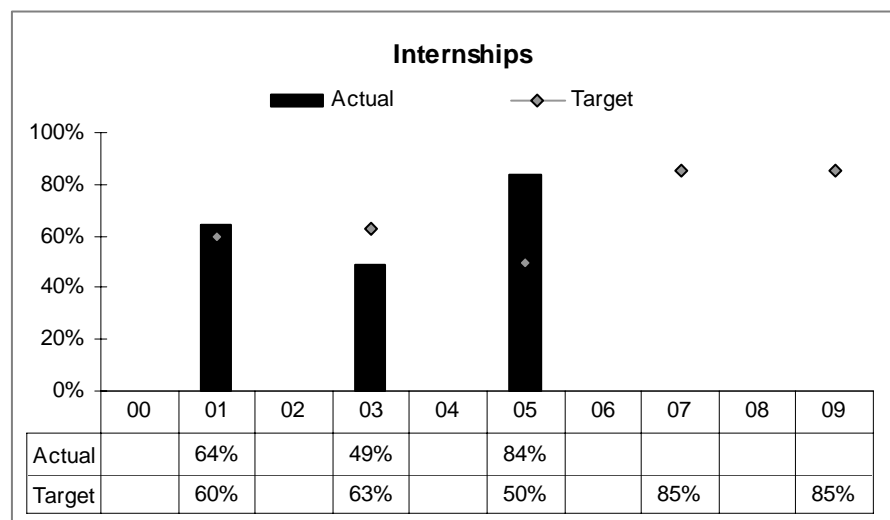
Among graduates of the class of 2004-05, 84% reported their participation in at least one form of experiential learning. While this figure is higher than those reported for previous graduating classes, comparisons are complicated by changes to the survey instrument.

**4. HOW WE COMPARE**

There are no national norms for this measure.

**5. FACTORS AFFECTING RESULTS**

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



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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 this and earlier surveys is available on the OUS website at [www.ous.edu](http://www.ous.edu).

## II. KEY MEASURE ANALYSIS

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

**1. OUR STRATEGY**

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

**2. ABOUT THE TARGETS**

Despite continued increases in the number of bachelor’s degrees awarded, performance on this measure fell slightly short of targets in the past three years. 2008 and 2009 targets reflect the more modest growth in enrollment.

**3. HOW WE ARE DOING**

The number of bachelor’s degrees awarded grew again in 2006 to a record high of 12,633. Despite the increase, OUS failed to meet the ambitious targets for the third year. Though steady gains are expected, slowing enrollment growth throughout OUS will continue to affect this measure.

**4. HOW WE COMPARE**

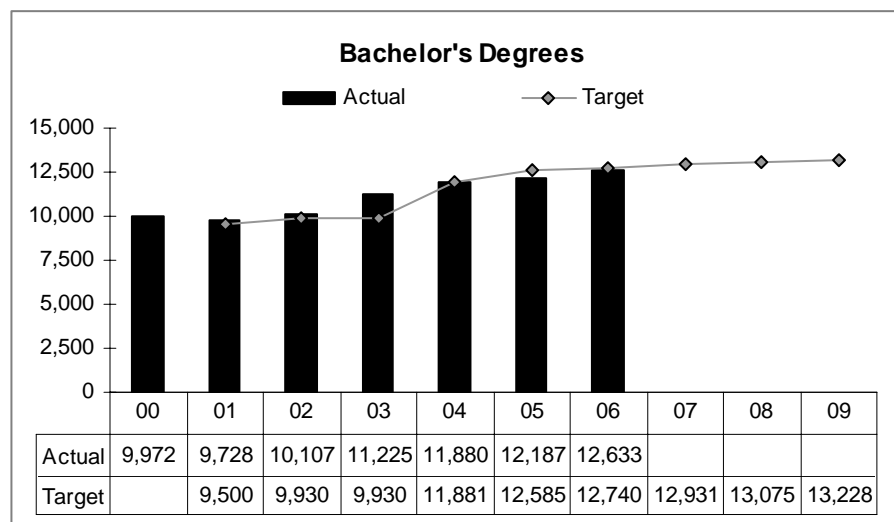
While there are no national norms to suggest what performance on this measure *should* be, at 45.6 bachelor’s degrees awarded per 10,000 population, Oregon ranks slightly below the national average of 48.1.

**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, to achieve degree production. Oregon’s economic and civic future depends on an educated citizenry. In



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its long-range planning initiative, the State Board of Higher Education has reiterated the need to promote postsecondary aspirations and opportunities among Oregonians.

**7. ABOUT THE DATA**

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

## II. KEY MEASURE ANALYSIS

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

**1. OUR STRATEGY**

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

**2. ABOUT THE TARGETS**

The number of advanced degrees awarded in 2006 declined for the first time in five years. Targets assumed faster enrollment growth than was actually realized. OUS targets project modest growth in degrees awarded through 2009, in keeping with projected enrollment.

**3. HOW WE ARE DOING**

Following steep increases in 2003 and 2004, the rate of growth for advanced degree production slowed in 2005 and dropped by 161 degrees in 2006.

**4. HOW WE COMPARE**

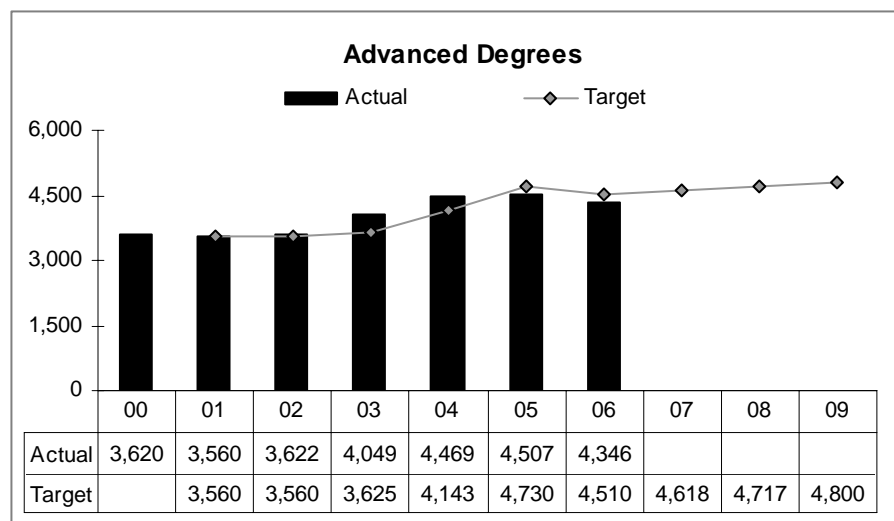
While there are no national norms to suggest what performance on this measure *should* be, at 21.0 advanced degrees awarded per 10,000 population, Oregon ranks slightly below the national average of 23.9.

**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 supporting funding.

**6. WHAT NEEDS TO BE DONE**

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



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Committee, 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](http://www.ous.edu).

## II. KEY MEASURE ANALYSIS

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

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

OUS continues to meet targets despite the obvious slowed growth and slight decline in 2006. Targets through 2009 assume modest growth in these important programs.

3. **HOW WE ARE DOING**

Following several years of strong and steady growth, the number of degrees awarded in engineering and computer science dropped for the second year in a row. This decline is, in part, a response to the economic downturn in the computing industry at the beginning of the decade. Despite slowing growth, degree production in this important area has increased 27% since 2000.

4. **HOW WE COMPARE**

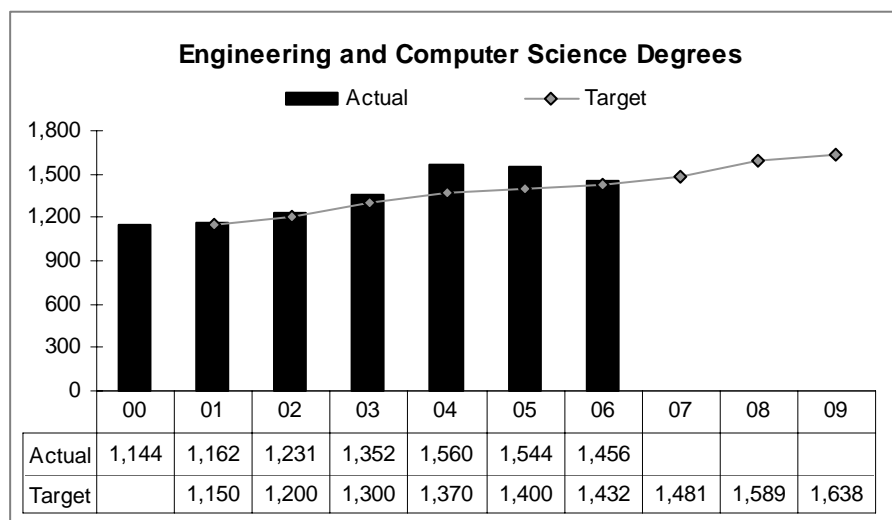
While there are no national norms to compare against, efforts continue to identify appropriate standards or comparators.

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**

Additional efforts should focus on recruiting students earlier in their educational careers and retaining students who choose to enter these programs.



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**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](http://www.ous.edu).

## II. KEY MEASURE ANALYSIS

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KPM #21	GRADUATE SUCCESS – Percent of graduates employed and/or continuing education	Measure since: 2003
<b>Goal</b>	State economic development: Employability of graduates	
<b>Oregon Context</b>	OBM26 – College completion	
<b>Data source</b>	OUS Strategic Programs and Planning, Survey of OUS Bachelor’s Graduates	
<b>Owner</b>	OUS Strategic Programs and Planning, Performance Measurement and Outcomes, Kimberly Rambo (541) 346-5777	

**1. OUR STRATEGY**

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

**2. ABOUT THE TARGETS**

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

**3. HOW WE ARE DOING**

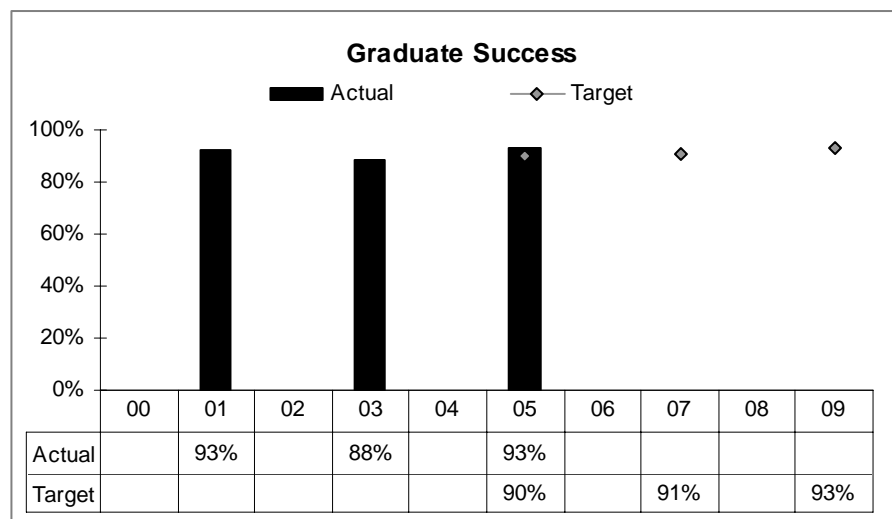
This measure reports the percentage of OUS bachelor’s degree recipients who are employed and/or continuing their education approximately one year following their graduation. This percentage rose with the class of 2005 to 93%, following a drop two years earlier in the midst of a weakened economy. An additional 4% of graduates reported that they were traveling, taking care of family, volunteering, or pursuing other activities of their choice.

**4. HOW WE COMPARE**

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

**5. FACTORS AFFECTING RESULTS**

Each OUS institution strives to prepare graduates with the skills and knowledge needed for successful job placement and/or the pursuit of advanced educational opportunities. The success of graduates is dependent on the vitality of the economy and the availability of jobs for recent degree recipients. Success is also affected by the alignment of workforce needs and expectations, curricula, faculty mentoring, research and internship opportunities, and students’ personal goals.



## II. KEY MEASURE ANALYSIS

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### 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 on this and earlier surveys is available on the OUS website at [www.ous.edu](http://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.

## II. KEY MEASURE ANALYSIS

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KPM #22	EMPLOYED IN OREGON – Percent of employed graduates working in Oregon	Measure since: 2003
<b>Goal</b>	State economic development: Employability of graduates	
<b>Oregon Context</b>	OBM26 – College completion; OBM4 – Net job growth	
<b>Data source</b>	OUS Strategic Programs and Planning, Survey of OUS Bachelor’s Graduates	
<b>Owner</b>	OUS Strategic Programs and Planning, Performance Measurement and Outcomes, Kimberly Rambo (541) 346-5777	

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

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

3. **HOW WE ARE DOING**

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

4. **HOW WE COMPARE**

There are no standards or comparisons available for this measure.

5. **FACTORS AFFECTING RESULTS**

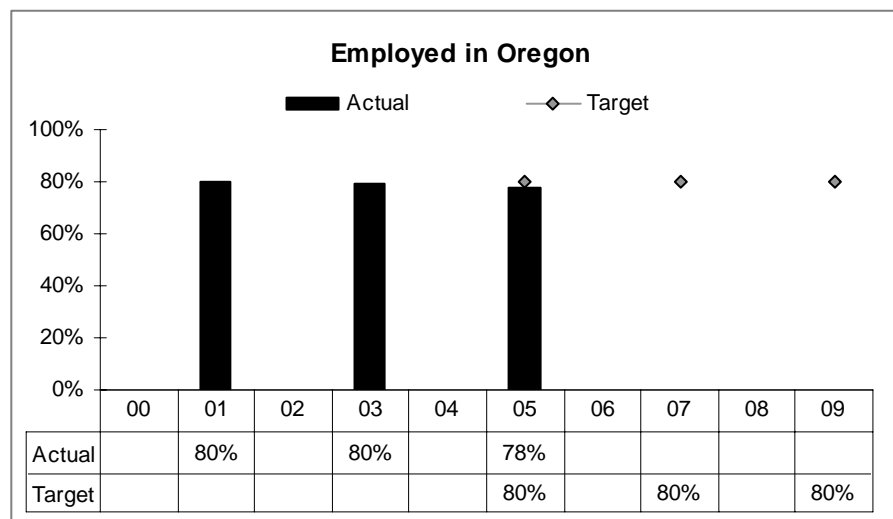
The migration of recent college graduates will be affected by job opportunities in particular fields, unemployment rates, and salary offerings not only in Oregon but in neighboring states. In general, earnings in Oregon remain lower than those in Washington or California.

6. **WHAT NEEDS TO BE DONE**

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

7. **ABOUT THE DATA**

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



## **II. KEY MEASURE ANALYSIS**

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## II. KEY MEASURE ANALYSIS

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KPM #23	STATEWIDE PUBLIC SERVICES EXTERNAL FUNDS – External funds generated per state dollar invested in Statewide Public Services (SWPS)	Measure since: 2003
<b>Goal</b>	State economic development: rural Oregon	
<b>Oregon Context</b>	Support to Oregon’s communities and industries	
<b>Data source</b>	Oregon State University, Provost’s Office	
<b>Owner</b>	OUS Strategic Programs and Planning, Charles Triplett (503) 725-5717	

**1. OUR STRATEGY**

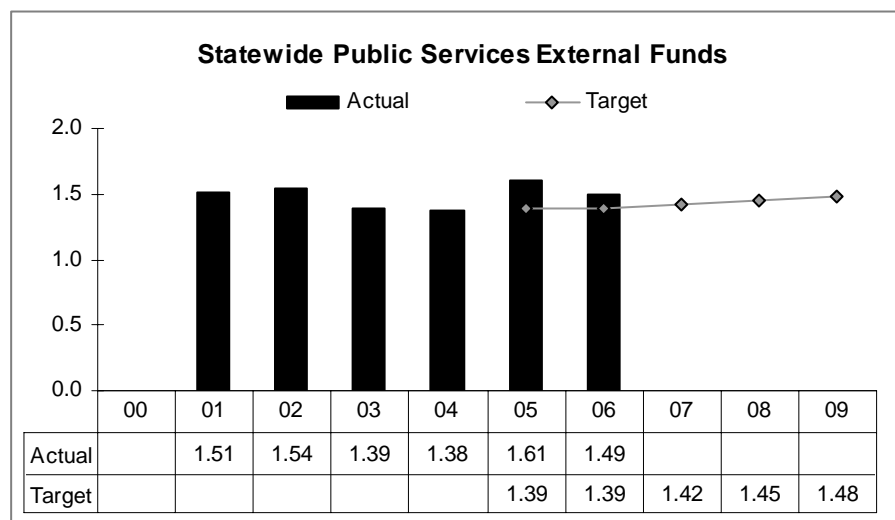
Continue to invest in and leverage SWPS programs by aggressively seeking outside grants and contracts that add value to current programs.

**2. ABOUT THE TARGETS**

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

**3. HOW WE ARE DOING**

External funds for Statewide Public Services (SWPS) exceeded the 2006 target despite a decrease from the 2005 ratio. The dollars leveraged by Statewide Public Services in 2006 dropped slightly despite a modest increase in 2006 state resource expenditures. However, the current rate exceeds those in 2003 and 2004.



**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 will help SWPS increase its outreach capacity and improve performance in this measure.

**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

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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.

## II. KEY MEASURE ANALYSIS

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KPM #24	FRESHMAN PARTICIPATION – Oregon freshman participation rate in OUS institutions	Measure since: 2005
<b>Goal</b>	Access: Expand access to students who meet admission standards – entering freshmen	
<b>Oregon Context</b>	OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income	
<b>Data source</b>	OUS Institutional Research Services	
<b>Owner</b>	OUS Strategic Programs and Planning, Kimberly Rambo (541) 346-5777	

**1. OUR STRATEGY**

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

**2. ABOUT THE TARGETS**

In 2006, performance on this measure fell just below the target. Agency targets for the upcoming biennium seek to hold the rate steady. Targets shown for 2008 and 2009 are those approved during the 2007 legislative session to reflect agency funding for the biennium.

**3. HOW WE ARE DOING**

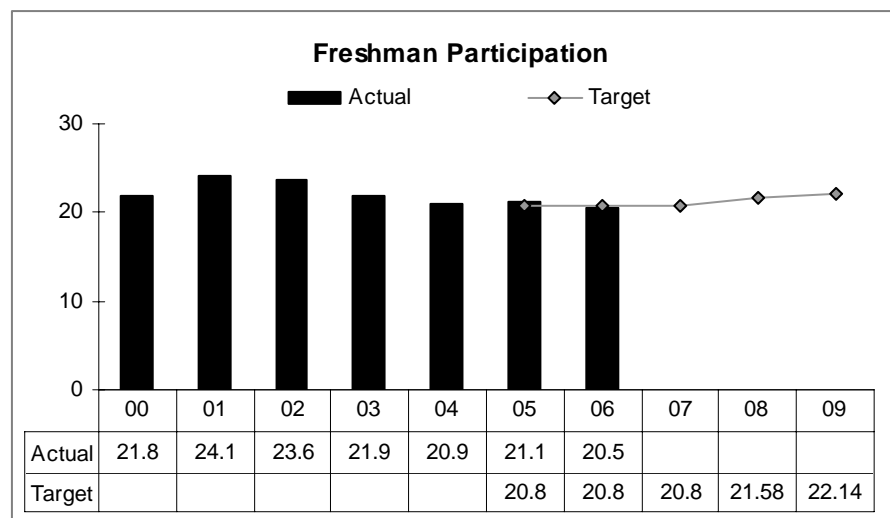
The freshman participation rate—representing Oregon high school graduates enrolling in an Oregon public university—spiked in 2001, responding to an increase in state funding during the 1999 session. The rate has fallen steadily since then, with the exception of a small upturn in 2005, and was 20.5 in 2006.

**4. HOW WE COMPARE**

In 2004, Oregon ranked 9<sup>th</sup> 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**

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



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**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, a subcommittee of the State Board’s Strategic Initiatives Committee is exploring means to make higher education an attainable ambition for all citizens, and to provide the necessary programs to support the unique needs of future students. Finally, the capacity of Oregon’s public universities to accept and retain new students must be supported through funding for faculty, facilities, and student support. In order to provide additional data on this topic, OUS conducts a survey biennially to understand the behaviors and choices of Oregon’s high school graduates and to monitor in-coming students’ needs and perceptions.

**7. ABOUT THE DATA**

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

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KPM #25	TIME TO DEGREE – Average time to degree for students entering as full-time freshmen (years)	Measure since: 2005
<b>Goal</b>	Quality: Increase quality of undergraduate program – student success	
<b>Oregon Context</b>	OBM26 – College completion	
<b>Data source</b>	OUS Institutional Research Services	
<b>Owner</b>	OUS Strategic Programs and Planning, Kimberly Rambo (541) 346-5777	

**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 a four-year degree. While time to degree has gradually declined since 2004, it has failed to meet the established targets. Future targets seek to achieve and retain the goal set for 2007.

**3. HOW WE ARE DOING**

Students beginning as first-time, full-time freshmen took, on average, 4.61 years to complete a degree. This represents an individual taking four years and two additional terms (fourteen terms total) to earn a bachelor’s degree. Performance on this measure has gradually improved since 2004, and is consistent with rates realized at the beginning of the decade.

**4. HOW WE COMPARE**

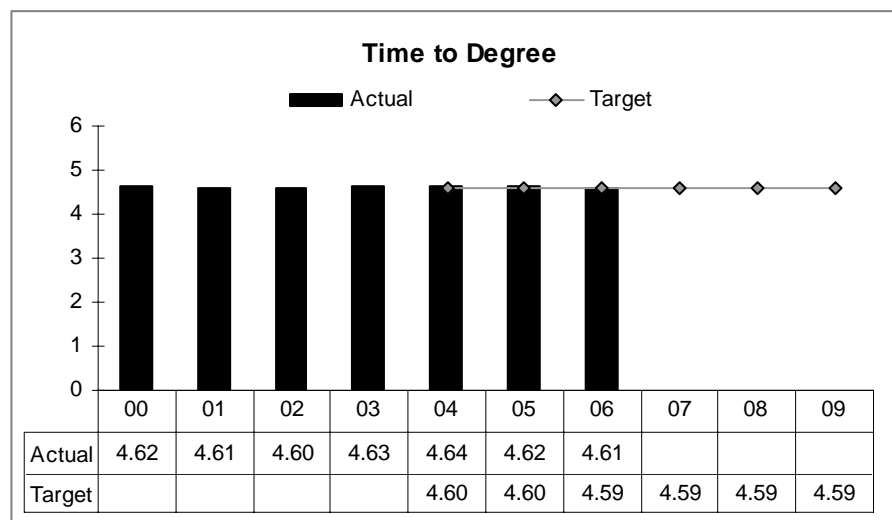
While there are no national norms to suggest what performance on this measure should be, efforts continue to identify appropriate standards or comparators.

**5. FACTORS AFFECTING RESULTS**

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.

**6. WHAT NEEDS TO BE DONE**

OUS institutions continue to identifying 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.



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**7. ABOUT THE DATA**

The average time to degree is an estimate of the length of time that students take to complete an undergraduate degree from the point at which they begin their OUS career. Data reported for 2006 reflect the progress of students entering OUS in 2000-01, consistent with the cohort reported in KPM #10.

## II. KEY MEASURE ANALYSIS

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KPM #26	TRANSFER STUDENT TIME TO DEGREE – Average time to degree for community college transfers (years)	Measure since: 2005
<b>Goal</b>	Quality: Increase quality of undergraduate program – student success	
<b>Oregon Context</b>	OBM26 – College completion	
<b>Data source</b>	OUS Institutional Research Services	
<b>Owner</b>	OUS Strategic Programs and Planning, Kimberly Rambo (541) 346-5777	

**1. OUR STRATEGY**

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

**2. ABOUT THE TARGETS**

For this measure, reducing the average time to a complete a bachelor’s degree is desirable. In 2006, the rate increased slightly but is consistent with the target for that measurement year. Future targets seek to maintain the progress realized in 2005 and 2006.

**3. HOW WE ARE DOING**

Following their enrollment in an Oregon public university, community college transfer students take three years, on average, to complete a bachelor’s degree. The rate increased slightly in 2006, after a period of steady decline between 2000 and 2005.

**4. HOW WE COMPARE**

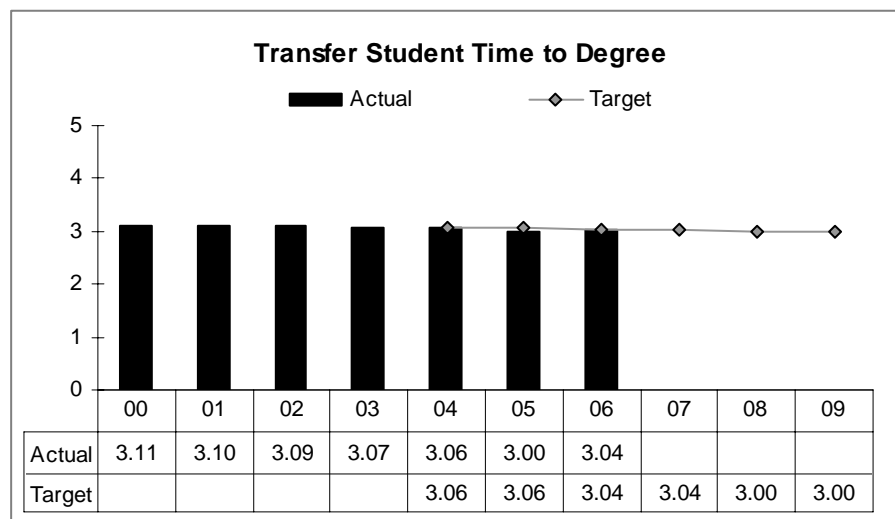
While there are no national norms for this measure, efforts are underway to identify appropriate standards or comparators.

**5. FACTORS AFFECTING RESULTS**

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

**6. WHAT NEEDS TO BE DONE**

OUS and Oregon community colleges continue their work to streamline general education requirements and eliminate policy and process barriers to college completion. Faculty at OUS campuses have developed criteria and outcomes for six general education areas. During the upcoming year, discussions will be held between Oregon community colleges and OUS campuses to reach consensus regarding a universally-transferable outcome-based general education. This type of common core would enable more efficient student progress towards a bachelor’s degree and improve 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.



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**7. ABOUT THE DATA**

The average time to degree for transfer students is an estimate of the length of time that Oregon community college transfer students take to complete an undergraduate degree from the point at which they begin their OUS career. Data reported for 2006 reflect the progress of transfer students entering OUS in 2000-01, consistent with the cohort reported in KPM #12.

## II. KEY MEASURE ANALYSIS

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<b>KPM #27</b>	<b>SWPS VOLUNTEERS – Number of volunteers associated with Statewide Public Services programs per FTE faculty in SWPS (Extension Service only)</b>	<b>Measure since: 2005</b>
<b>Goal</b>	State economic development: rural Oregon	
<b>Oregon Context</b>	Support to Oregon’s communities and industries	
<b>Data source</b>	Oregon State University, Provost’s Office	
<b>Owner</b>	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 2005-2007 were revised. Targets through 2009 reflect the new measurement protocol begun in 2005.

3. **HOW WE ARE DOING**

The number of volunteers per FTE faculty in Extension Service programs increased by close to 40% since 2003.

4. **HOW WE COMPARE**

There are no national standards or benchmark comparisons available.

5. **FACTORS AFFECTING RESULTS**

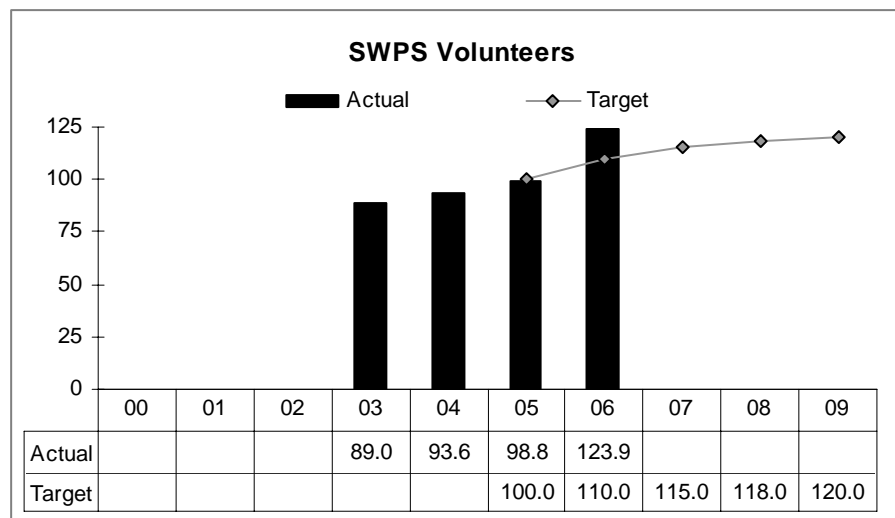
FTE faculty decreased from 217 in FY05 to 204 in FY06. This reduction in faculty combined with the increase of nearly 4,000 volunteers resulted in the dramatic increase in the 2006 volunteer to FTE ratio. Continuing decreases in the number of FTE faculty may eventually affect the outreach capacity of the Extension Service and result in a declining number of volunteers.

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.



## II. KEY MEASURE ANALYSIS

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KPM #28	SWPS PARTICIPATION – Number of Oregon residents participating in activities sponsored through SWPS programs per FTE faculty in SWPS (Extension Service only)	Measure since: 2005
<b>Goal</b>	State economic development: rural Oregon	
<b>Oregon Context</b>	Support to Oregon’s communities and industries	
<b>Data source</b>	Oregon State University, Provost’s Office	
<b>Owner</b>	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. Targets for 2007-2009 reflect increasing participation but modest growth rates.

3. **HOW WE ARE DOING**

Over 4,500 Oregon residents participated in Extension Service activities for every faculty FTE, a significant increase over 2005 but still below the 2004 figure, which appears to be an anomaly.

4. **HOW WE COMPARE**

There are no national standards or benchmark comparisons available.

5. **FACTORS AFFECTING RESULTS**

FTE faculty decreased from 217 in FY05 to 204 in FY06. The reduction in faculty combined with the increase of nearly 60,000

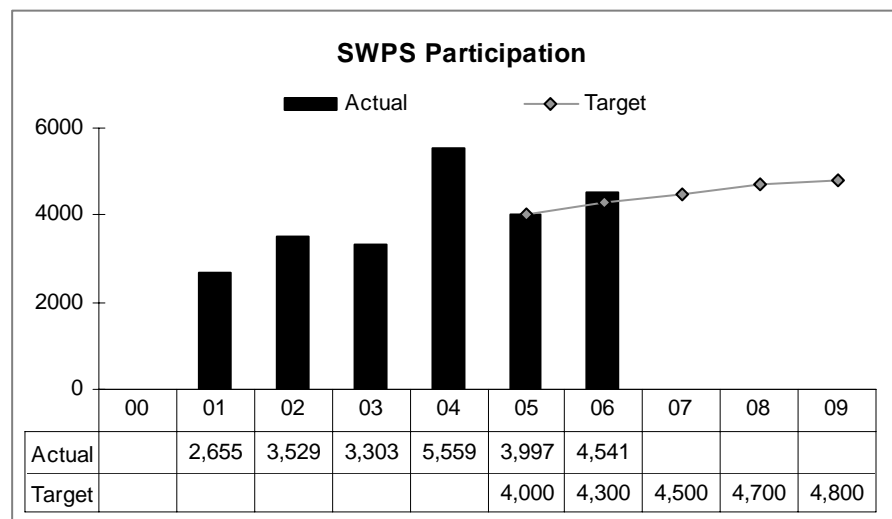
SWPS participants in FY06 accounts for the 14% increase in the FY05 ratio of participants to FTE faculty. Continuing reductions in the number of FTE faculty may eventually affect the outreach capacity of the Extension Service and result in declining participation.

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.



## II. KEY MEASURE ANALYSIS

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

KPM #29	CUSTOMER SERVICE : Percent of customers rating their satisfaction with the agency’s customer service as “good” or “excellent”: overall, timeliness, accuracy, helpfulness, expertise, availability of information	Measure since: 2005
<b>Goal</b>	Quality: increase quality of existing programs – customer’s views	
<b>Oregon Context</b>	OBM26 – College completion.	
<b>Data source</b>	OUS Strategic Programs and Planning, customer surveys	
<b>Owner</b>	OUS Strategic Programs and Planning, Performance Measurement and Outcomes, Kimberly Rambo (541) 346-5777	

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

As this is a new measure with no historical data, targets were not required.

3. **HOW WE ARE DOING**

OUS students were most satisfied with the knowledge and expertise of OUS faculty and staff, with 90.4% of respondents providing a rating of “excellent” or “good.” Students also felt strongly about the helpfulness and overall service provided by OUS institutions, rated “excellent” or “good” by 88.7% and 87.4%, respectively. Timeliness was the lowest rated customer service criteria, rated “excellent” or “good” by 83.0% of respondents. Overall, over 87% of respondents expressed satisfaction with OUS.

4. **HOW WE COMPARE**

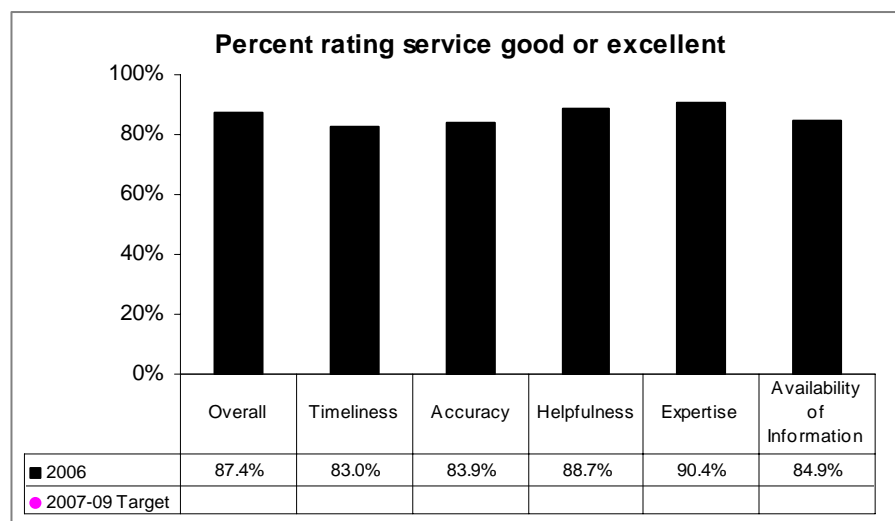
There are no national standards against which to measure OUS performance on this measure.

5. **FACTORS AFFECTING RESULTS**

OUS institutions strive to provide excellent service and meet the needs of all constituents. Each campus designs procedures, policies, and programs that serve students and constituents reflective of their individual populations; however, each institution seeks 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’s public universities feel the impact of a prolonged reduction in state funding and increased tuition and fees, it is important to assess satisfaction of services provided to students. The challenge is to pinpoint areas of needed improvement and implement policies to improve both the overall quality of education, as well as, timeliness, accuracy, helpfulness, expertise, and the availability of information.



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**7. ABOUT THE DATA**

The satisfaction survey was completed by students at one regional and one research institution (Oregon Institute of Technology and University of Oregon, respectively). A cohort of undergraduate students at OIT completed the survey in May 2006. The survey was distributed to students enrolled in a variety of academic disciplines and levels, and was a supplement to an individual campus assessment. At the UO, the survey was distributed with spring term course evaluations to students enrolled in all colleges and class levels. Results from both institutions were compiled and weighted according to the proportion of undergraduates enrolled at each institution during spring term 2006.

### III. USING PERFORMANCE DATA

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Contact: Ruth Keele	Phone: 541-346-5754
Alternate: Kimberly Rambo	Phone: 541-346-5777

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

<p><b>1 INCLUSIVITY</b> Describe the involvement of the following groups in the development of the agency’s performance measures: staff, elected officials, stakeholders, and citizens.</p>	<p>The development of performance measures for OUS began in 1997 with the identification of broad societal goals for public higher education, which were codified in statute with the passage of SB 919 in 1997 Legislative Assembly. These goals include: access, quality, employability, and efficiency.</p> <p>The Board of Higher Education, a lay board appointed by the Governor, discussed specific measures and indicators of these goals in the subsequent seven public board meetings which were held on campuses in all Oregon regions and which included opportunities for public testimony (Klamath Falls, La Grande, Portland, Eugene, Corvallis, and Ashland).</p> <p>OUS staff involved campus leaders (presidents, provosts, and vice presidents) in discussions about the development of performance indicators, data sources, and targets. The Board at a regular meeting approved 30 indicators/measures.</p> <p>A planning group was formed of representatives from each campus to develop systems for collecting and aggregating campus data into agency results. This group also participated in the design of surveys of customer satisfaction (enrolled students, recent graduates, graduates 5 to 10 years later, and employers) and the economic impact of OUS on the state. They served as liaisons to translate performance goals into tangible campus activities.</p> <p>In 2000, OUS invited business leaders to review the performance measurement process, including proposed improvement targets. This feedback was valuable in clarifying public expectations for accountability reporting. This ad hoc advisory group recommended that OUS focus on a limited number of indicators most critical to success and set higher targets.</p> <p>To streamline the process and focus campus efforts to improve processes and results, the Board selected 12 key performance indicators (KPIs) out of the 30 proposed in the first year. These are regarded as key drivers to improving quality and results.</p> <p>The 29 agency performance measures reported here reflect the PIs identified in November 1997 with some modifications based on both internal process reviews and review by the 2003 and 2005 Legislative Assemblies. OUS has undertaken a long-term initiative to review performance measures and accountability reporting to improve clarity, facilitate cross-sector collaboration, and further integrate performance measurement into agency policy and management processes. Within the context of the State Board of Higher Education’s long-range planning, a performance measurement framework aligns metrics with high-level agency goals. This framework describes a tiered system for evidence-based management with a limited number of key outcome measures, a broader array of indicators reported at the Board and System level, and a wide range of detailed metrics to be monitored at the campus level.</p>
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### **III. USING PERFORMANCE DATA**

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<p><b>2 MANAGING FOR RESULTS</b> How are performance measures used for management of the agency? What changes have been made in the past year?</p>	<p>The performance measures are used to compare agency performance over time and to other higher education institutions. From this process, the agency has made it a priority to align programs with desired results. During the past biennium, the Oregon University System has worked to make performance measurement an effective management and policy tool. An overarching performance and accountability framework provides a model for connecting performance measurement to strategic planning and policy initiatives. In addition, the Oregon University System is undertaking a comprehensive review of its performance measures and accountability reporting. The guiding principle for this review is to ensure that what is measured reflects what is valued, both within the system and throughout the state.</p> <p>System-level performance results, which reflect higher-level outcomes, are generally used to set policy and budget directions for future years. Campus-level data are reported annually to the Board and are a component of the formal evaluation of university presidents. Campuses are encouraged to develop systems for monitoring performance at the program level and aligning activities with strategic priorities.</p>
<p><b>3 STAFF TRAINING</b> What training has staff had in the past year on the practical value and use of performance measures?</p>	<p>Staff at both the system and campus level have had an opportunity to learn more about performance measurement through dedicated training sessions and as part of broader professional development conferences. In 2005, OUS participated in a national Higher Education Accountability conference sponsored by FIPSE and SHEEO. Within OUS, training and discussions related to performance measurement occur largely through the Inter-institutional Planning and Research Council (IPRC). Topics have included the alignment of targets with strategic directions, using comparative data, and using performance measurement for internal management.</p>
<p><b>4 COMMUNICATING RESULTS</b> How does the agency communicate performance results to each of the following audiences and for what purpose?</p>	<p>Formal annual reports are made to the State Board of Higher Education, Legislature, and press (since 1998) based on agency performance and individual campus performance. The purposes are to (1) describe how well we are achieving the agency’s broader goals, (2) identify risk factors to making improvements, (3) set budget priorities, (4) provide information to stakeholders and the public, and (5) increase accountability to Oregon taxpayers.</p> <p>In November 2006, campus-level performance reports were presented to the State Board of Higher Education by university presidents, linking performance targets and trends to broader university-wide strategic planning efforts, goals, and initiatives.</p> <p>In compliance with state directives, OUS reports performance results to both the executive and legislative branches of state government, and reports are posted for public review on the Oregon Progress Board website.</p> <p>OUS has focused on improving communication through greater transparency. The web-based component, begun in 2001, was designed to provide information in a format and language that would be understandable to all readers. Trend data and improvement targets are posted for both the Board-approved and Legislatively-approved measures. Performance results are available at: <a href="http://www.ous.edu/factreport/mp/index/php">http://www.ous.edu/factreport/mp/index/php</a>.</p>