Oregon University System
Annual Performance Progress Report (APPR)
For Fiscal Year 2011-2012

September 30, 2012

OREGON UNIVERSITY SYSTEM - 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; and
3. Provide appropriate instructional, research, and public service programs to enrich the cultural life of Oregon and to support and maintain a healthy state economy.

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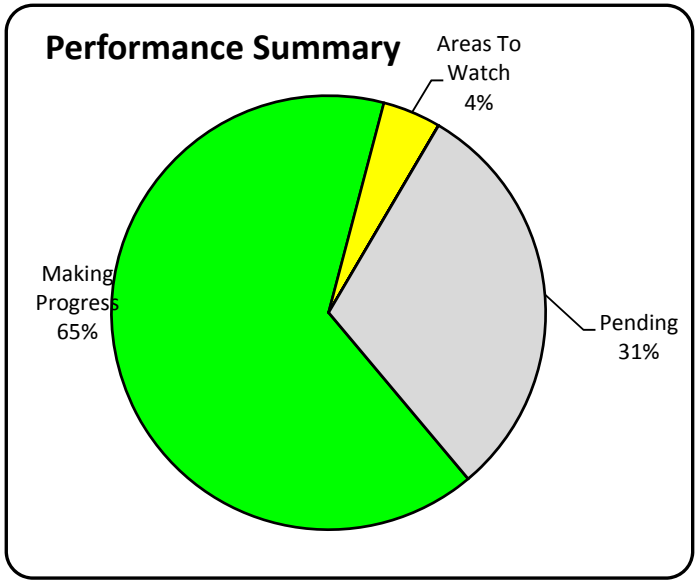
1. SCOPE OF REPORT

Agency programs/services addressed by key performance measures

OUS key performance measures (KPMs) address each aspect of the higher education mission – most easily discussed in three broad categories: instruction, research, and public service. Instruction measures assess student access and progress, degree completion, academic quality, and student success and satisfaction. Research measures focus on grant and contract expenditures as well as faculty productivity. The Statewide Public Services measure addresses one aspect of the public service component of higher education's mission.

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

OUS campuses engage in performance measurement at nearly every level of operations and many of the programs/services not addressed in these KPMs represent a level of detail monitored more appropriately –and usefully – at the system and campus levels. Additional system- and campus-level data and analysis are available online (www.ous.edu) in the annual *Performance Report to the Oregon State Board of Higher Education*, the *OUS Fact Book*, and on individual campus websites.



2. THE OREGON CONTEXT

The level of educational attainment achieved by Oregon citizens is critically important to the prosperity of Oregonians and the state. Better job prospects and income for citizens; a stronger, more competitive labor force and economy; a greater likelihood for innovation and job creation; and higher state revenues from individual and business taxes are all benefits to the state as a result of having an educated citizenry.

Several bills relating to higher education passed the legislative assembly June 2011, and three of note will set the course for higher education in Oregon over the next several years. The first, Senate Bill 242, creates the Higher Education Coordinating Commission that will coordinate postsecondary policy between the Oregon University System and community colleges. It also makes substantive reforms in public higher education in Oregon, mainly by redefining the Oregon University System as a public university system, rather than a state agency, with more authority and independence to manage its affairs, operations and obligations for the benefit of students and Oregonians. With these authorities also comes a new performance compact with the state for achieving higher education and economic related outcomes, upon which future funding will be based. OUS campuses will also provide dedicated financial aid through use of interest earnings on tuition.

The second, Senate Bill 909, establishes the Oregon Education Investment Board (OEIB) to oversee a unified public education system. It defines OEIB membership, governance, and directs OEIB to provide and maintain an integrated, statewide student-based data system.

Thirdly, Oregon's business community and education sectors are working toward achieving the 40-40-20 goals set forth by passage of Senate Bill 253. The statewide goals for educational attainment over the next 10-15 years for Oregonians include:

- Forty percent of Oregonians earning a four-year degree or more (currently 29.2%),
- Another 40 percent earning an Associate's degree or post-high school certificate (currently 26.9%),
- And the remaining 20 percent earning a high school diploma or equivalent (10.9% of Oregonians do not have a high school diploma today).

Oregon's universities are engaged in a range of diverse activities to meet Oregon's educational attainment and workforce needs. These include re-engaging citizens, keeping students enrolled, academic advising, articulation agreements to ease transition between community college or high school and universities, scholarships and incentives to help students better afford college, and providing readily available decision-making tools so students can assess their own progress toward degree attainment.

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

1. Create in Oregon an educated citizenry to support responsible roles in a democratic society and provide a globally competitive workforce to drive the State's economy, while ensuring access for all qualified Oregonians to quality postsecondary education;

2. Ensure high-quality student learning leading to subsequent student success;
3. Create original knowledge and advance innovation; and
4. Contribute positively to the economic, civic, and cultural life of communities in all regions of Oregon.

3. PERFORMANCE SUMMARY

Green KPMs are MAKING PROGRESS or trending positively (target to -5%):

First-time freshmen (#2), community college transfers (#3), persistence (#5) , completion (#6), transfer student completion (#7), freshman time to degree (#8), transfer time to degree (#9), student to faculty ratio (#11), bachelor's degrees (#15), advanced degrees (#16), engineering and computer science degrees (#17), sponsored research (#18), research per faculty (#19), philanthropy (#20), SWPS external funds (#21).

Yellow KPMs are those identified as AREAS TO WATCH (target -6% to -15%):

Freshman participation (#4)

Red KPMs are NOT MAKING PROGRESS (target > -15%):

None

PENDING KPMs are those where the status is incalculable because data or targets are unavailable:

Graduate satisfaction (#10), internships (#12), graduate success (#13), employed in Oregon (#14), cost minus grant aid as a percent of income (#1), customer service (#22), and Board best practices (#23).

4. CHALLENGES

The 2011-2013 OUS operating budget of $692.1 million represents a 16% decrease from 2009-2011 ($823.6 million); and the General Fund portion of the budget, $669.2 million, is lower than what the OUS received 10 years ago ($746.1 million), not adjusted for inflation. The 2011-13 Education and General (E&G) Program appropriation of $486.5 million is a 25% decrease from the final 2009-11 General Fund appropriation for E&G. These reductions come at a time of unparalleled enrollment demand at Oregon's universities. Total enrollment is at an all-time high for the system. The ten-year growth for the Oregon University System continues to outpace national averages, increasing 35.8% since 2001, up 26,433 students in 2011, compared to average national growth estimates of 22.8% at public 4-year universities over the last 10 years.

According to a report from the State Higher Education Finance Officers (SHEF), in 2011 Oregon's appropriations to support higher education were 44th in the country at $4,359 per full-time equivalent student, which is almost $2,000 less than the national average of $6,290. Oregon's net tuition was 25th in the country at $5,631 and was about $850 higher than the national average of $4,774. Furthermore, in 2010, Oregon's per capita income level was $36,427, a rank of 32nd in the country and more than $3,500 below the national average of $39,945. So, Oregon has lower per capita income levels, lower state funding per student, and higher tuition than the national averages, thus placing many Oregonians in a difficult position when it comes to their ability to afford a college education.

Shifting demographics, the challenges of global economic competition and non-traditional pathways to educational attainment create complicated challenges to providing the opportunities for postsecondary advancement that are critical for the future of the state and its citizens. Furthermore, shrinking state investment coupled with this significant enrollment growth is forcing Oregon universities to a critical point and creating pressure in areas such as class size and availability, support and facilities, and the ability to recruit and retain high-quality faculty. Despite significant achievements in leveraging external financial support to help mitigate lower levels of state funding, the effects of long-term disinvestment are apparent in the key performance areas of affordability, advanced degree production, and student/faculty ratios.

5. RESOURCES AND EFFICIENCY

The OUS operating budget covers education and general program expenses at all seven OUS institutions, the OSU-Cascades Campus, and the Chancellor's Office. It also includes programs initiated through OUS Industry Affairs such as the Engineering and Technology Industry Council (ETIC), the Oregon Pre-Engineering and Applied Sciences Initiative (OPAS), the Oregon Metals Initiative (OMI), and the Oregon Robotics Tournament and Outreach Programs (ORTOP). Statewide Public Services including the Agricultural Experiment Station, the Extension Service, and the Forest Research Laboratory are also included in the OUS operating budget in addition to targeted programs such as regional access and support, sponsored and signature research support, as well as campus institutes for dispute resolution, natural resources, Oregon Solutions, Oregon Climate Change Research Institute, health professions, and National Education for Women leadership program.

In FY 2011, general fund appropriations for the operating budget totaled $343.9 million; federal stimulus dollars added an additional $39 million, and funding for debt service brought the original OUS General Fund budget to $420.1 million. However, with the June 2010 Governor's allotment reduction of $31.6 million and September 2010 allotment reductions of $20.6 million, representing a $52.2 million or 12.4% reduction of the original $420.1 million, the current total General Fund budget is $367.9 million (or $32.8 million less than the FY 2010 operating budget).

The legislative session of February 2012 brought further reductions to general fund appropriations. Individual campus and program breakouts are available online in the 2011-12 Budget Report Summary. In FY 2012, the total operating budget for the general fund was $328.3 million dollars, including debt service. This total is almost $40 million dollars less revenue than was seen during FY 2011. Tuition revenue from students continues to be the single largest contributor to the OUS operating budget.

Affordability for students has multiple dimensions, each of which is very important to student success and the delivery of higher education. First, better state funding per student is needed, as this is the largest driver of public university tuition increases today. As state funding declines, tuition goes up, increasing student costs for tuition and borrowing as the state investment decreases. Higher education in Oregon has now reached the critical tipping point: as tuition increases, more and more students – particularly the most underserved – will be unable to afford to attend, and thus unable to access a college education. Second, tuition increases must be moderated. OUS is willing to do its part, but this is predicated on the receipt of adequate state funding for operating, capital and student aid. Finally, costs must be better managed at our institutions, and more efficient delivery models must be added to the program mix to get the maximum return for every dollar invested. This was the focus of Senate Bill 242 approved by the Legislature in 2011-13, but now these reforms must be pursued and implemented.

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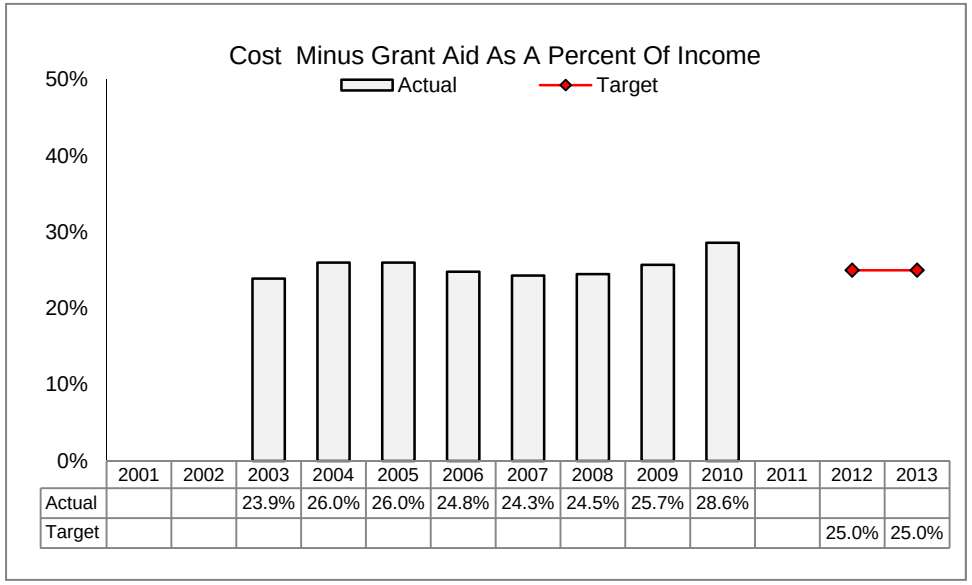
KPM #1	*COST MINUS GRANT AID AS A PERCENT OF INCOME – Average cost of attendance (tuition & fees, room & board, other expenses) minus grant aid as a percentage of Oregon median family income*	*Approved 2009*
Goal	*Access: Expand access to students who meet admission standards – lower income students*	
Oregon Context	*OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income*	
Data source	*OUS Institutional Research Services, US Census ACS*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual			23.9%	26.0%	26.0%	24.8%	24.3%	24.5%	25.7%	28.6%			
Target												25.0%	25.0%

1. **OUR STRATEGY**
   Establish tuition and financial aid policies and practices to ensure that qualified Oregonians have access to public universities, which maintain high standards of academic quality.

2. **ABOUT THE TARGETS**
   Ideal performance on this measure is a declining ratio of cost to income. The 2012 and 2013 targets of 25% represent an average of 2007-2009 actuals

3. **HOW WE ARE DOING**
   The recession has resulted in increases to tuition and decreases to the median family income level. This contributed to a 3-percentage point increase to this metric in 2010. This trend will likely continue until Oregon's unemployment rates, median family incomes, and cost of attendance for higher education begin to stabilize.

3. **HOW WE COMPARE**
   A report by the Delta Cost Project, *Trends in College Spending 1999-2009*, ranks Oregon's "average education and related expenses per FTE student" among the lowest in the nation but the student share of those costs ranks among the highest at 69% for research universities and 52% for master's institutions.

   State investment in higher education has declined or stagnated in past years as a result of ballot measures, the state's lagging economy, and competing needs for the state's financial resources. Despite campus efforts to cut budgets, find cost savings, and absorb more students without receiving additional enrollment funding, students took much of the burden of this disinvestment through tuition increases that were

not fully offset by increases in state and federal financial aid. Since 1990, even after adjusting for inflation, tuition and fees at OUS universities have more than doubled as costs shifted from the state to students. Nationally, many states have seen the share of college costs shift, over the last decade especially, from the state to the student. In Oregon in 1989-90, students paid 29% of the total per student cost; with the budget challenges of late, the student share has risen to an all-time high of 63% for 2009-10. A 2008-09 national analysis from National Center for Education Statistics Data (IPEDS) showed that of the state-student share of college cost, the students' share in Oregon was at 62% compared to a national average student share of 46%. Oregon's Western neighbors all showed significantly lower share of costs for students: Nevada (33%), Utah (41%); Idaho (38%); California (44%); Washington (49%).

4. **FACTORS AFFECTING RESULTS**

Tuition and resource fees, non-tuition costs (room and board, supplies, etc.), family income, and financial aid all play critical roles in affordability. While non-tuition costs and income are primarily driven by the economy, employment trends and financial markets, state investment and tuition play the greatest role in the "sticker price" of higher education. State investments made during the 2007-2009 legislative session allowed the student share of college costs to *decrease* for the first time in several biennia. The result was an immediate increase in participation throughout Oregon postsecondary education sectors. Reductions in OUS operating funds however over the last two biennia have necessitated greater *increases* in tuition and resource fees, effectively lowering the rate of progress made in college affordability. Additionally, the increased cost of attendance adversely affects students who earlier entered OUS when state support was greater, and may affect persistence and completion rates in the future.

6. **WHAT NEEDS TO BE DONE**

The OUS was able to keep tuition increases aligned with increases in median family income (in the 3% range annually) in the 2005-2007 and 2007-2009 biennia, but decreases in state appropriations for higher education forced tuition increases above the increases in median family income in 2008-09, 2009-10, and 2010-11. Additionally, campuses covered shortfalls in the Oregon Opportunity Grant program by increasing institutional aid, thereby maintaining affordability to the greatest extent possible. These shortfalls also created a shortened window in which students could apply for the grant, leaving many eligible students without the state need-based aid that may have ensured attendance and persistence.

While revenue forecasts begin to show improvement, state leaders should commit to a long term investment in higher education in consideration of its impact of educational attainment on the overall strength and resiliency of Oregon's economy. Accounting for just the additional income taxes that more highly educated Oregonians pay is a strong indicator of the return on investment in raising educational attainment in the state. A 2010 study, *Education Pays 2010*,[1] states that the median earnings of bachelor's degree recipients working full-time year-round in 2008 were $55,700, a much higher level of earnings than those of high school graduates, whose median earnings in the same

[1] Baum, Sandy; Ma, Jennifer; and Payea, Kathleen. (2010). Education Pays 2010: The Benefits of Higher Education for Individuals and Society. College Board Advocacy & Policy Center

period were $33,800. About $5,900 of the additional $21,900 in earnings of four-year college graduates over high school graduates went to federal, state, and local governments in the form of higher tax payments.

Earlier this year during the state's revenue forecast presentation, State Economist Joe Cortright responded to a question about the most effective, fastest way that Oregon can address the down-revenue cycles in the state, and he responded: the single largest driver of attaining higher state per capita income is the number of people in the state who possess a four-year college degree. Tuition increases expected during the next several years may deter many students from pursuing higher education if these are not balanced with parallel increases in need-based aid from the state, the universities, and private donors. Establishing effective outreach and assistance programs to help families understand the realities of college costs and financial aid is critical to helping Oregon students achieve postsecondary education.

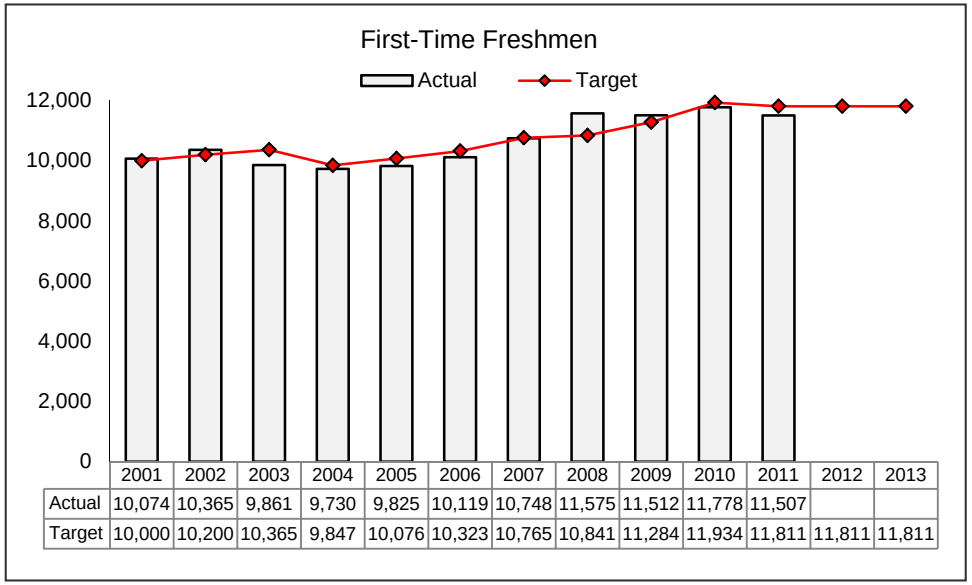
7. **ABOUT THE DATA**

Cost of attendance in OUS is derived for each student using FAFSA data. Federal and state grant aid includes federal and state grants, fee remissions, and institution support, excluding loan aid and work study. Student population is restricted to resident undergraduates with a valid FAFSA. The US Census, American Community Survey (ACS), provides median family income data.

KPM #2	*FIRST-TIME FRESHMEN – Number of entering freshmen*	*Since 1997*
Goal	*Access: Expand access to students who meet admission standards – entering freshmen*	
Oregon Context	*OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income*	
Data source	*OUS Institutional Research Services, fall fourth-week enrollment reports*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**
   Strengthen collaborative efforts with the Oregon Department of Education (ODE) to enhance college preparation and alignment. Streamline matriculation processes to increase participation rates.

2. **ABOUT THE TARGETS**
   Ideal performance on this measure is a steady, manageable increase in first-time freshman enrollment. Enrollment increases must remain in balance with university resources to maintain quality. First-time freshmen enrollment is expected to plateau as the number of Oregon high school graduates decreases.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	10,074	10,365	9,861	9,730	9,825	10,119	10,748	11,575	11,512	11,778	11,507		
Target	10,000	10,200	10,365	9,847	10,076	10,323	10,765	10,841	11,284	11,934	11,811	11,811	11,811

3. **HOW WE ARE DOING**

   Despite a slight dip Fall 2009, OUS enrolled a record 11,778 new first time freshmen in Fall 2010, an increase of 2.3% over Fall 2009. Fall 2011 enrollment is more in alignment with that of Fall 2009. OUS expects that the shift in the balance between "traditional" first-time freshmen and "non-traditional" transfer students will likely continue in the next few years due to projected declines in the number of Oregon high school graduates and significant recent growth in community college enrollments.

4. **HOW WE COMPARE**

   While there are no national norms for this particular subset of student enrollment, OUS total enrollment growth – including all extended enrollment – continues to outpace national averages, increasing 39.5% since 2000, compared to the average national growth of 29.1% at public 4-year universities between 1999 and 2009 (source: Digest of Education Statistics).

The increase in first time freshmen in U.S. 4 year public universities in the 10 years from 1999 to 2009 was 33%, whereas first time freshmen enrollment growth for OUS was 28%, with a 36% overall enrollment growth over the same time period. This higher overall enrollment growth rate for OUS was due to growth in the numbers of new transfer students.

5. **FACTORS AFFECTING RESULTS**

Myriad factors influence college enrollment including real and perceived college costs, the availability of need-based financial aid, geographic proximity of postsecondary institutions, state and regional economic outlooks and job markets, and the aspirations of high school graduates and Oregon's young adults.

6. **WHAT NEEDS TO BE DONE**

OUS continues to engage in cross-sector alignment initiatives with ODE including dual credit enrollment opportunities for high school students. Additionally, OUS is continuing efforts – in part through GEAR UP and the College Access Challenge Grant – to communicate the importance of a college education for securing a family wage job. Although decreases in 2011-2013 appropriations for OUS will make many of these efforts difficult to maintain at needed levels, the Board's Academic Strategies Committee (ASC) is continuing its focus on ways to improve access, participation, retention, and success of underserved Oregon populations.

7. **ABOUT THE DATA**

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

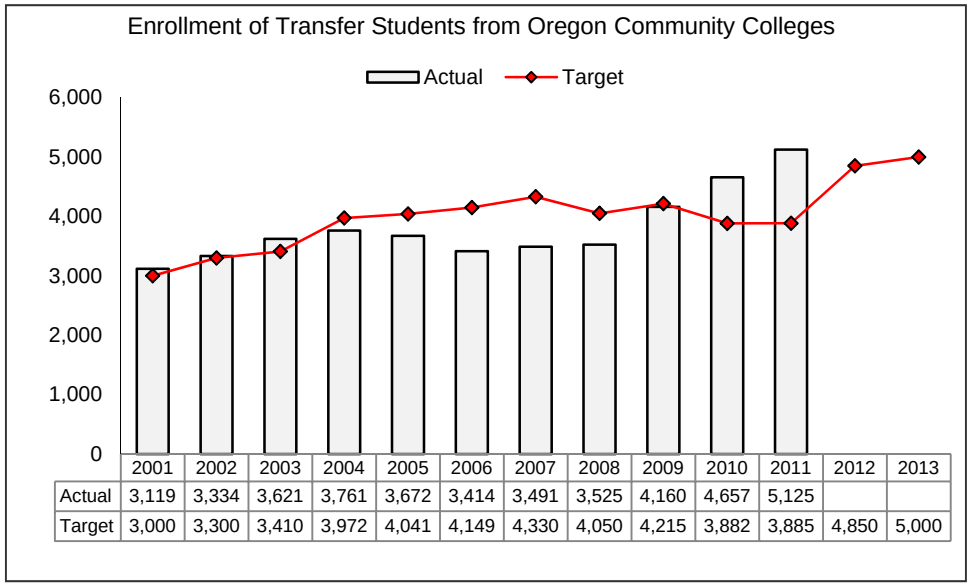
KPM #3	*COMMUNITY COLLEGE TRANSFERS – Number of students who are new Oregon community college transfers*	*Since 1997*
Goal	*Access: Expand access to students who meet admission standards – community college transfers*	
Oregon Context	*OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income*	
Data source	*OUS Institutional Research Services, fall fourth-week enrollment reports*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

   Ideal performance on this measure is a steady, manageable increase in Oregon community college transfer enrollment. Enrollment increases must remain in balance with university resources to maintain quality. Targets predict an increase in transfers resulting from record community college enrollment.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	3,119	3,334	3,621	3,761	3,672	3,414	3,491	3,525	4,160	4,657	5,125		
Target	3,000	3,300	3,410	3,972	4,041	4,149	4,330	4,050	4,215	3,882	3,885	4,850	5,000

3. **HOW WE ARE DOING**

   Fall 2011 marks the largest number of Oregon community college transfers at 5,125—already surpassing targets set for 2013. The 2011 increase marks the fifth consecutive year of growth in Oregon community college transfers enrolling in OUS. Efforts by the Joint Boards of Education and OUS campuses to ease the transition from community college to universities continue to have a positive effect.

4. **HOW WE COMPARE**

   While there are no national norms for this particular subset of student enrollment, OUS total enrollment growth – including all extended enrollment – continues to outpace national averages, increasing 39.5% since 2000, compared to the average national growth of 29.1% at public 4-year universities between 1999 and 2009.

5. **FACTORS AFFECTING RESULTS**

Several factors appear to be affecting the recent increase in transfer student enrollment. Efforts to streamline and improve articulation among Oregon's education agencies to smooth the transition from community college to university appear to be having a positive impact. Nonresident transfer student continues to increase as other states raised tuition, cut course offerings, and capped enrollment. Out of state and international students continue to be attracted to OUS' quality institutions and diverse program offerings.

6. **WHAT NEEDS TO BE DONE**

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

a. Articulated Transfer Linked Audit System (ATLAS)—provides students real time information on how and where completed courses transfer between Oregon institutions;

b. Associate of Arts/Oregon Transfer Degree (AA/OT)—completion of an Oregon Transfer Degree guarantees that a student has fully met all the lower division general education requirements to enter an OUS campus; and

c. Degree Partnership Programs – often referred to as "dual enrollment" or "co-admission" agreements – between OUS institutions and Oregon community colleges allow students to be formally enrolled at both a community college and an OUS campus at the same time. Through participation in these programs, students have access to more courses and vital student support at both campuses.

d. Reverse Transfer Agreements and Advising that allow students who have transferred from a community college prior to attaining an associate's degree to be awarded that degree while working toward a baccalaureate degree

7. **ABOUT THE DATA**

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

KPM #4	*FRESHMAN PARTICIPATION – Oregon freshman participation rate in OUS institutions*	*Since 2005*
Goal	*Access: Expand access to students who meet admission standards – entering freshmen*	
Oregon Context	*OBM24 – Some college completion, OBM26 – College completion, OBM11 – Per capita income*	
Data source	*(1) OUS Institutional Research Services (2) Oregon Department of Education (3) National Center for Education Statistics*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

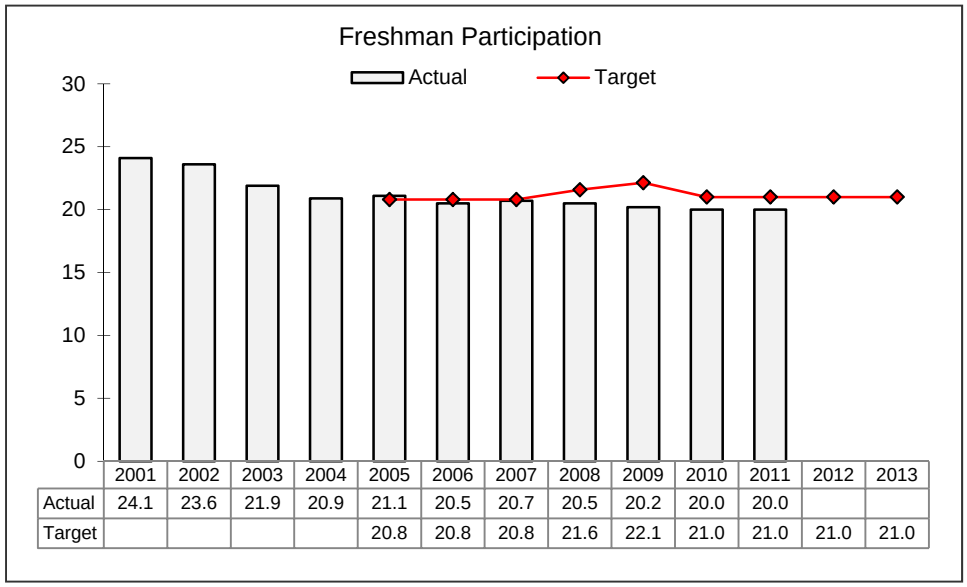
1. **OUR STRATEGY**

   Strengthen collaborative efforts with ODE to enhance college preparation and alignment and to streamline application and admission processes.

2. **ABOUT THE TARGETS**

   Ideal performance on this measure is an increasing percentage of Oregon high school graduates who enroll in OUS. Targets reflect small declines in the participation rate.

3. **HOW WE ARE DOING**



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	24.1	23.6	21.9	20.9	21.1	20.5	20.7	20.5	20.2	20.0	20.0		
Target					20.8	20.8	20.8	21.6	22.1	21.0	21.0	21.0	21.0

   The freshman participation rate—representing Oregon high school graduates enrolling in an Oregon public university— spiked at 24.1 in 2001, responding to an increase in state funding during the 1999 session. The participation rate in Fall 2010 continued this slight trending decline to 20.0 from 20.2 in Fall 2009 while the total number of Oregon high school graduates decreased by 1.1% over the same time period. The rate for 2011 stayed stable in comparison to 2010.

4. **HOW WE COMPARE**

   The percentage of Oregon young adults (25-34 years old) who have earned at least a two year degree is lower than the percentage of working adults (25-64 years old) who have earned at least a two-year degree (Lumina 2012). In other words, the next generation of Oregon's economic leaders is less educated than the current economic and community leaders. For first generation students (defined as students whose parents did not graduate college), the path to a college degree is particularly fraught with challenges and hurdles that result in a significantly lower chance of college attendance and completion (Choy 2001).

5. **FACTORS AFFECTING RESULTS**

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

4. **WHAT NEEDS TO BE DONE**

In the current 2013-15 biennium, OUS proposes funding a portfolio of high impact pre-college preparation and outreach practices in collaboration with our K-12 and Community College partners that correlate directly to student success in high school and an increased college-going rate among Oregonians. Our goal is to ensure that in Oregon there is a clear pathway for elementary, middle school and high schools students to be college- and career-ready and to remove any barriers that prevent college access and successful transitions.

Furthermore, the Common Core state Standards program—a joint effort with OUS, ODE, and CCWD-- will help ensure student success in the transition from high school to college by aligning high school exit and college entrance requirements and curricula; implementing innovative curricula in the 12th grade that responds to students' needs as identified by the 11th grade assessment; supporting high school teachers and postsecondary faculty in the transition to the CCSS; and evaluating the implementation of the CCSS in Oregon.

In addition to cross-sector alignment initiatives, OUS is strengthening efforts to communicate the importance of a college education. As the demographic character of Oregon's population shifts, the Board's Academic Strategies Committee (ASC) is continuing the work initiated by the now defunct Student Participation and Completion Committee to improve access, participation, retention, and success of underserved Oregon populations. The ASC studied and developed policy and budget recommendations for "creating a college-going culture for underrepresented students." These recommendations include "mini-grants for outreach and retention," "bilingual college access information," and "increased support for ASPIRE & GEAR UP." The committee's work focused on strategies for increasing participation rates in regions of Oregon (e.g., Portland, Central Oregon) and among specific demographic populations such as Latino and rural Oregonians.

5. **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 private high school graduates and an estimate of graduates who were home schooled. The Oregon Department of Education manages data for Oregon public high school graduates. Data for private high school graduates is provided by the National Center for Education Statistics (NCES) Private School Survey (PPS) and estimated Oregon home school completers is based on K-12 enrollment data from the NCES Common Core of Data (CCD). Additional data on freshman participation is available in the OUS Fact Book at www.ous.edu.

KPM #5	*PERSISTENCE – Percent of full-time freshmen who demonstrate progress by returning for the second year*	*Since 1997*
Goal	*Quality: Increase quality of undergraduate program – student success*	
Oregon Context	*OBM26 – College completion, OBM11 – Per capita income*	
Data source	*OUS Institutional Research Services*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

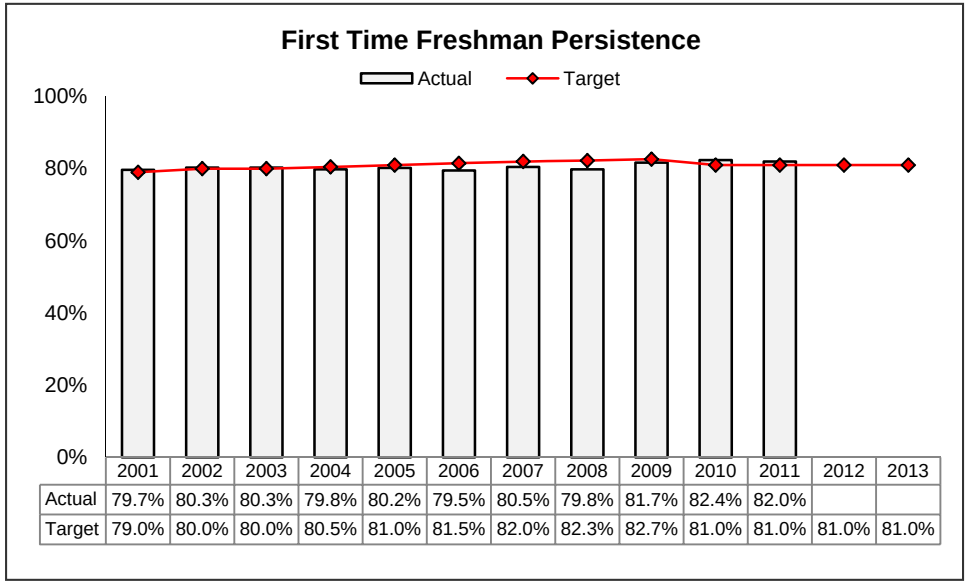
   Enhance student readiness and fortify early student support programs.

2. **ABOUT THE TARGETS**

   Ideal performance on this measure is increasing percentages of first-time freshmen students returning for a second year. Targets for 2012 and 2013 reflect projected growth in retention resulting from continued successes in new retention strategies.

3. **HOW WE ARE DOING**

   After hovering around 80% since 2000, persistence rates have increased over the last two years, with a record 82.4% of first-time freshmen returning in Fall 2010 for their sophomore year. Persistence for 2011 dipped only slightly from this all-time high.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	79.7%	80.3%	80.3%	79.8%	80.2%	79.5%	80.5%	79.8%	81.7%	82.4%	82.0%		
Target	79.0%	80.0%	80.0%	80.5%	81.0%	81.5%	82.0%	82.3%	82.7%	81.0%	81.0%	81.0%	81.0%

4. **HOW WE COMPARE**

   According to ACT Educational Services (www.act.org), the 2010 OUS persistence rate for freshmen who entered and returned to *the same* OUS institution for a second year remains well above the national mean rate of 73.3% for public four-year institutions. The persistence rate reported in this KPM is slightly higher, including those students who remain in college, but transfer to another institution within OUS.

   Source: ACT Institutional Data File, 2010

5. **FACTORS AFFECTING RESULTS**

A systemic focus on improving student retention at both the Board and campus levels appears to be resulting in positive change. Adequate academic preparation for college, combined with essential student support services (e.g., freshmen orientation and engagement programs, tutoring, academic advising, early warning programs, faculty and peer mentors) are key components to enhancing persistence and completion rates. OUS institutions develop student programs tailored to their unique student populations. In general, increasing access – particularly to populations with lower historical rates of college participation and preparation – can have a negative impact on persistence and completion. The challenge is to identify and address the needs of these students before and after they enter college.

6. **WHAT NEEDS TO BE DONE**

All OUS institutions have ongoing programs to recruit, support, retain, and graduate students. OUS's portfolio of student success projects aims to: improve effectiveness of existing academic policies and services; support early identification of students at risk; provide intentional advising and charting a pathway to degree completion; improve communication; address academic needs of under-prepared students; address financial concerns; ease transition to college using peer mentoring; focus on barriers to success for underrepresented students; make effective use of data; reduce the number of high-failure courses; and manage capacity of programs and course offerings for timely progress to graduation.

Specific initiatives that institutions will undertake include, <u>but are not limited to</u>:

- Prescriptive Degree Maps that guide students in the proper timing and pacing of their degree and major requirements
- Degree Map Milestones Tracking using a prescribed set of course progress and GPA milestones to conduct on-going audits (using data mining) of student progress towards degree completion and alerts students who are off course
- Early warning systems to identify students who are at risk of dropping out of college and to provide necessary interventions, including financial planning support and limited tuition remissions, to facilitate persistence
- Last Mile initiatives to encourage graduation of students who had dropped out of a university
- Information Dashboards to track degree applications, completions, students with 200+, 220+, 240+ credits, students who have applied to graduate, freshmen who have not registered for a course in their first year in college, and transfer students that meet requirements for an associate's degree but have dropped out of school
- Reverse Transfer Agreements and Advising that allow students who have transferred from a community college prior to attaining an associate's degree to be awarded that degree while working toward a baccalaureate degree
- Veteran services for those either returning to college or entering for the first time in need of special services to not only to deal with the GI Bill benefit programs but also the social and cultural issues they often encounter as they re-enter "normal society" at the same time they are also learning to deal with the rigors of university life
- Combined Retention and Jobs Initiatives that will provide support for additional job opportunities on campus for first-generation, low-income students.

State budget reductions coupled with record OUS enrollments challenge the effectiveness of many of these programs. Allowing OUS the flexibility to strategically deploy additional revenues realized by strong enrollment growth will help ensure that these programs remain viable and successful.

7. **ABOUT THE DATA**

Performance data represent the proportion of first-time, full-time freshmen entering an OUS institution one fall and returning to any OUS institution the following fall. Data are reported in the returning year (i.e., persistence rates reported in 2011 represent the Fall 2010 cohort returning in Fall 2011). The reporting cycle is the academic year.

KPM #6	*COMPLETION – Percent of full-time freshmen starting and completing a bachelor's degree at an OUS institution (6-year graduation rate)*	*Since 1997*
Goal	*Quality: Increase quality of undergraduate program – student success*	
Oregon Context	*OBM26 – College completion, OBM11 – Per capita income*	
Data source	*OUS Institutional Research Services*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

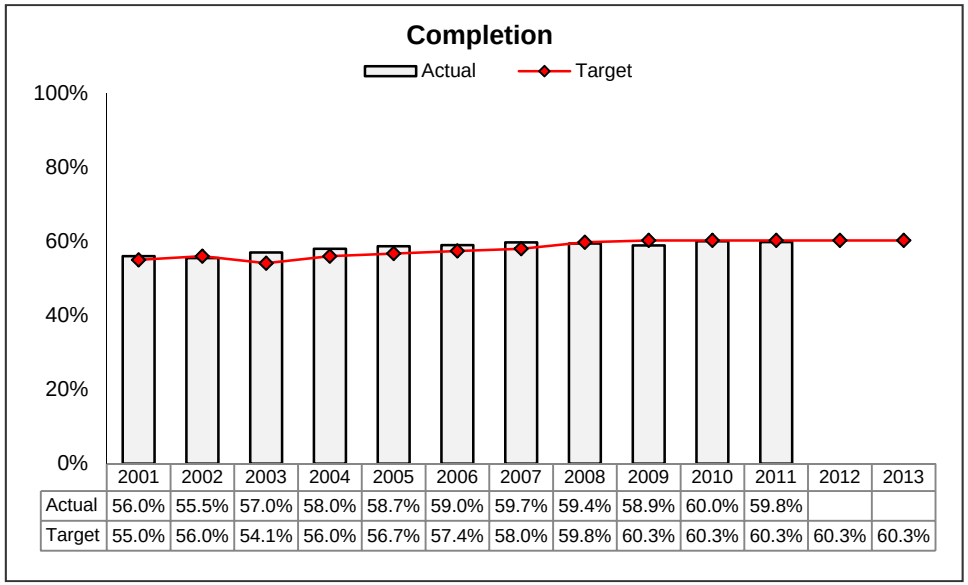
1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

A student's ability to stay in college and complete a degree is based on a number of factors: academic preparation, campus climate, college costs, family and personal issues, to name a few of the most common.

Ideal performance on this measure is a steady increase in the OUS graduation rate. A target of 60.3% in 2012 reflects a slight predicted increase in graduation rates beginning with Fall 2009.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	56.0%	55.5%	57.0%	58.0%	58.7%	59.0%	59.7%	59.4%	58.9%	60.0%	59.8%		
Target	55.0%	56.0%	54.1%	56.0%	56.7%	57.4%	58.0%	59.8%	60.3%	60.3%	60.3%	60.3%	60.3%

3. HOW WE ARE DOING

OUS graduation rates have hovered in the 59-60% range for several years.
Historically underserved populations such as students of color tend to complete at rates lower than the system average. Graduation rates for African American, American Indian, and Hispanic/Latino students were below the 2010-11 system average of 59.8% at 39.3%, 55.3%, and 53.2%, respectively but showing modest improvements over prior years. The numbers of these underrepresented students graduating with a bachelor's degree-- as well as students from rural Oregon counties, students who were Pell recipients, and students who transferred from Oregon community colleges-- are major components of the Oregon Education Investment Board's Achievement Compacts and are a focus of attention for both 2 year and 4 year institutions in Oregon.

4. HOW WE COMPARE

Oregon is ranked as the 26th state-at exactly the median- when compared nationally to the 6 year graduation rates of other states, according to the *Chronicle of Higher Education.* While OUS' average college completion rate of 54%*is about average when compared to other 4 year universities in the U.S., it is imperative that completion rates improve in order to meet the state's educational attainment needs by 2025.

* This number is lower than the number reported above, as it does not include students transferring within OUS after initial enrollment

5. FACTORS AFFECTING RESULTS

A number of factors influence student retention and completion, including adequate academic preparation for college, essential support services (e.g., freshmen orientation and engagement programs, tutoring, academic advising, early warning programs, faculty and peer mentors), financial issues, and personal and family events.

Budget constraints limit the number of classes and course selections available, making it more difficult for students to get the classes and support services they need to graduate. This is likely to increase the time it takes students to earn a degree and could potentially cause some students to leave school without completing.

6. WHAT NEEDS TO BE DONE

The Oregon Legislature acknowledged the importance of student success in its 2011 session by establishing a Task Force on Higher Education Student & Institutional Success to examine and propose strategies for funding evidence-based, high impact practices that our universities and community colleges could implement to increase student success, retention, and graduation. After its evaluation subgroup examined current and potential activities that meet these criteria, the Task Force concluded that what is needed is "a coherent, integrated approach along the student success continuum, from pre-matriculation to academic success and career preparation." Consistent with that finding, this proposal seeks to enhance student completion to realize the state's goal of 40-40-20 through a portfolio of research-supported initiatives and actions based on existing and new, successful, high impact practices.

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

7. ABOUT THE DATA

Data represent first time, full-time freshmen entering an OUS university and graduating from any OUS institution within six years (150% of normal time). Students earning an associate's degree within three years (150% of normal time) and not continuing to obtain a bachelor's degree are reflected in the graduation rate. Graduation rates for 2010-11 (reported for 2011) reflect progress of students entering OUS in Fall 2005. The reporting cycle is the academic year.

KPM #7	*TRANSFER STUDENT COMPLETION– Percent of transfer students entering with 90-134 credits who complete a bachelor's degree at an OUS institution (4-year graduation rate)*	*Since 1997 Revised 2008*
Goal	*Quality: Increase quality of undergraduate program – student success*	
Oregon Context	*OBM26 – College completion, OBM11 – Per capita income*	
Data source	*OUS Institutional Research Services*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

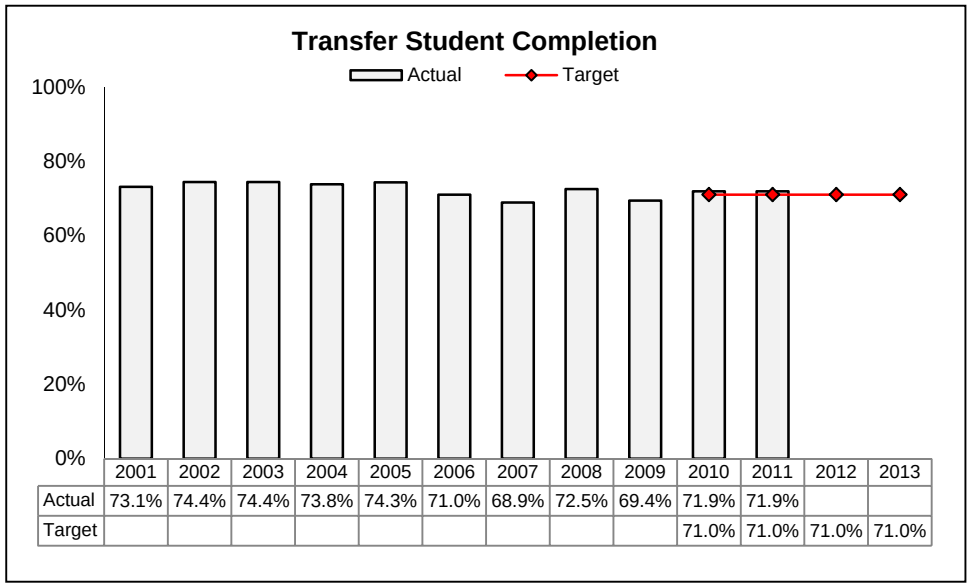
   Maintain and strengthen an array of programs and policies to support timely academic progress for transfer students.

2. **ABOUT THE TARGETS**

   Ideal performance on this measure is an increase in the percentage of transfer students completing a degree within 4 years or less. The targets represent the average of the prior 5 years of performance.

3. **HOW WE ARE DOING**

   The completion rate for transfer students has seen some shifts in recent years. The 2010 and 2011 completion rate of 71.9% reflects positive movement for this metric.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	73.1%	74.4%	74.4%	73.8%	74.3%	71.0%	68.9%	72.5%	69.4%	71.9%	71.9%		
Target										71.0%	71.0%	71.0%	71.0%

   The numbers of incoming transfer students was up 5.6% in Fall 2010 compared to Fall 2009, and up again 5.3% in Fall 2011 compared to Fall 2010. Oregon's community colleges contribute more than half of the new transfer students who entered OUS in Fall 2011. OUS continues to watch the transfer completion rate to determine if alignment efforts are helping students to move efficiently to degree completion.

4. **HOW WE COMPARE**

   There are no national norms for this measure.

5. **FACTORS AFFECTING RESULTS**

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

6. **WHAT NEEDS TO BE DONE**

OUS and Oregon community colleges continue to streamline general education requirements and eliminate policy and process barriers to college completion. Statewide alignment and academic preparation efforts are underway to ease the transition for students moving between and among Oregon's educational sectors. Examples of these efforts include the Oregon Transfer Module (OTM), ATLAS (Articulated Transfer Linked Audit System), Degree Partnership Programs and Articulation Agreements between OUS institutions and Oregon community colleges.

The Eastern Promise centers on increasing post-secondary educational opportunities for all high school students in Eastern Oregon through partnerships with Blue Mountain Community College (BMCC), Treasure Valley Community College (TVCC), Eastern Oregon University (EOU) and the Intermountain Education Services District (ESD) working together to create a seamless pipeline of students from K-12 to post-secondary and to provide the necessary tools to ensure education and workforce success. The goal is to create a "college going culture" by collaborating to create solutions which break down barriers for students by implementing innovative strategies to overcome the challenges of education in a rural setting.

As the community college sector and public 4-year institutions continue collaborative efforts in degree offerings, student attendance patterns within higher education become more varied and complex, it becomes increasingly important to understand enrollment patterns in order to identify and address barriers to transfer and completion. In addition to participation in the National Student Clearinghouse, OUS continues to work with the Office of Community Colleges and Workforce Development (CCWD) to ensure accurate and complete data on transfer students.

7. **ABOUT THE DATA**

Data represent students entering OUS with 90-134 transfer credits (equivalent to junior standing) and graduating from any OUS institution within four years (150% of normal time). This measure was refined in 2008 to provide a better understanding of transfer students' progress toward degrees. To allow comparative analysis with the traditional first-time freshman cohort, OUS tracks transfer student cohorts for four years from the point of entry to correlate to the time horizon for the corresponding first-time freshman cohorts. Graduation rates for 2010-11 (reported for 2011) reflect progress of students entering OUS in 2007-08. The reporting cycle is the academic year. Additional data on transfer students are available in the OUS Fact Book, which is available online at www.ous.edu.

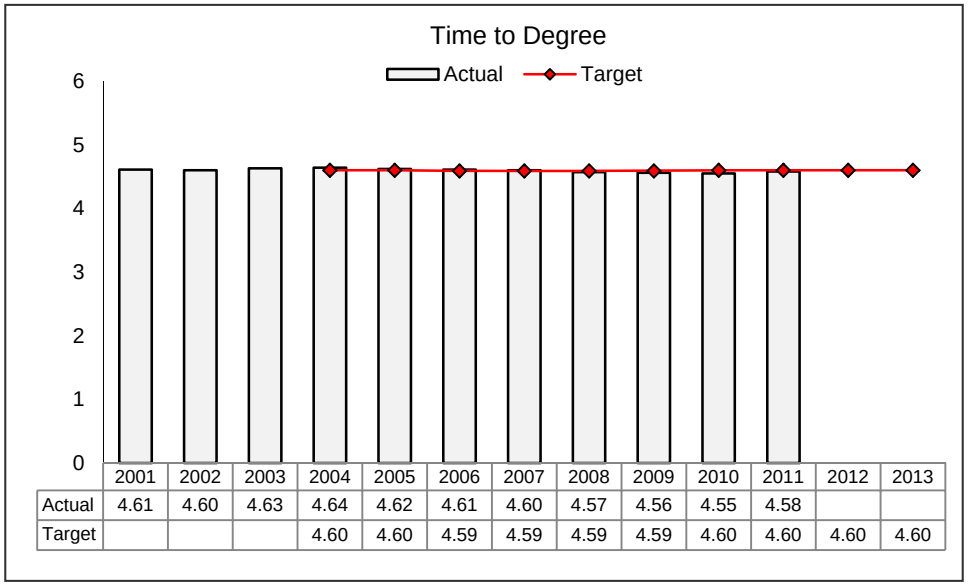
KPM #8	*TIME TO DEGREE – Average time to degree for students entering as full-time freshmen (years)*	*Since 2005*
Goal	*Quality: Increase quality of undergraduate program – student success*	
Oregon Context	*OBM26 – College completion*	
Data source	*OUS Institutional Research Services*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

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**
   Ideal performance is a decrease in the average time to complete a bachelor's degree. Projected targets expect the metric to hold steady at approximately 4.6 years to complete a degree.

3. **HOW WE ARE DOING**

   Average time to degree for 2011 graduates who began as first-time freshmen in 2005, increased slightly from 2010 but remains approximately 4 years and 2 terms (4.58 years). This is the first time in six years that the time to degree has increased.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	4.61	4.60	4.63	4.64	4.62	4.61	4.60	4.57	4.56	4.55	4.58		
Target				4.60	4.60	4.59	4.59	4.59	4.59	4.60	4.60	4.60	4.60

4. **HOW WE COMPARE**

   In the 2008-09 Baccalaureate and Beyond Longitudinal Study conducted by NCES, the median time to degree for a 2007-08 first time bachelor's degree recipients at 4-year public institutions was 55 months or 4.58 years, almost identical to that of OUS institutions in 2011.

5. **FACTORS AFFECTING RESULTS**

   Similar to completion rates, student time to degree is influenced by a variety of academic and personal factors, including academic preparation, availability of required courses, financial issues, and personal and family events. As students explore academic offerings through

multiple colleges and online venues, the impact on time to degree becomes more difficult to predict. Significant changes in this aggregate statistic will occur gradually.

6. WHAT NEEDS TO BE DONE

OUS institutions continue to identify impediments to student progress and implement strategies to become more efficient and effective. Continued cross-sector efforts to align academic requirements resulted in expanded course offerings, streamlined degree completion, and flexibility among students to progress toward completion at an individual pace.

Budget constraints may force some campuses to make cuts in the number of classes and course sections they offer. These shortages make it harder for students to get the classes they need at the time they need to take them and often extend their time in college. As OUS campuses implement the reductions forced by state funding cuts, it is essential to keep student progress a priority consideration.

7. ABOUT THE DATA

The average time to degree is an estimate of the length of time that students take to complete an undergraduate degree, either an associate or bachelor's degree, from the point at which they began their OUS career. Data reported for 2011 reflect the progress of students entering OUS in 2005-06, consistent with the completion rate cohort reported in KPM 6.

KPM #9	*TRANSFER STUDENT TIME TO DEGREE – Average time to degree for transfer students entering with 90-134 credits (years)*	*Since 2005*
Goal	*Quality: Increase quality of undergraduate program – student success*	
Oregon Context	*OBM26 – College completion*	
Data source	*OUS Institutional Research Services*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

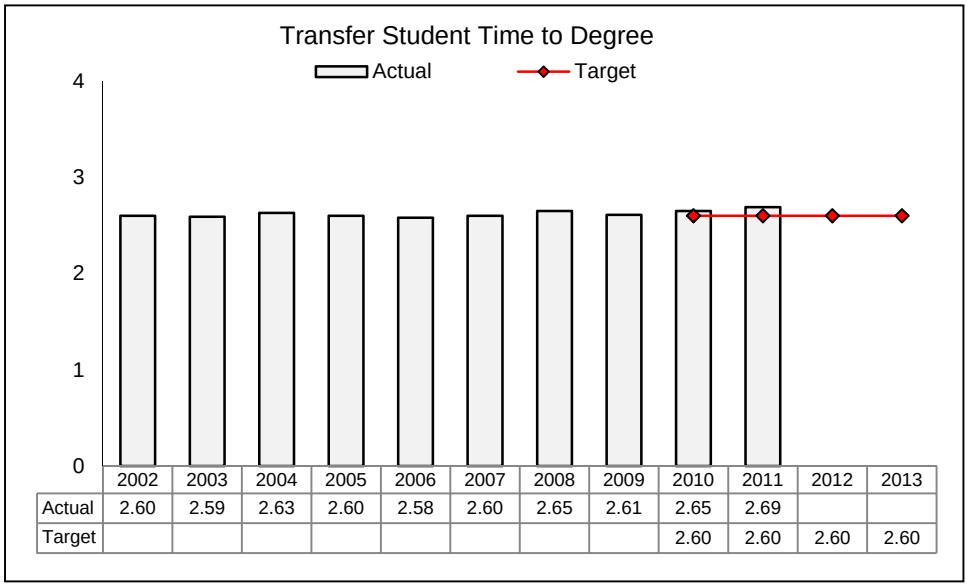
   Maintain and strengthen an array of programs and policies to support timely academic progress for transfer students.

2. **ABOUT THE TARGETS**

   Ideal performance on this measure is a decrease in the average time to degree. The definition of "transfer" student in KPMs 7 and 9 was administratively changed in 2008 to better align with other internal OUS measures. Targets for 2012 and 2013 reflect the historic average for this metric.

3. **HOW WE ARE DOING**

   Time to degree for students enrolling in OUS with 90-134 credits increased from 2.6 years in 2002 to 2.69 in 2011. Transfer students take approximately two years and two terms, on average, to complete their degrees.



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	2.60	2.59	2.63	2.60	2.58	2.60	2.65	2.61	2.65	2.69		
Target									2.60	2.60	2.60	2.60

   Transfer student trends are fluid and complex to interpret. OUS continues to watch this statistic to determine if alignment efforts are helping students to move efficiently to degree completion.

4. **HOW WE COMPARE**

   There are no national norms for this measure.

5. **FACTORS AFFECTING RESULTS**

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

6. **WHAT NEEDS TO BE DONE**

OUS and Oregon community colleges continue their work to streamline general education requirements, eliminate policy and process barriers to college completion. Alignment and academic preparation efforts like the Associate of Arts/Oregon Transfer Degree (AA/OT), the Oregon Transfer Module (OTM), and ATLAS (Articulated Transfer Linked Audit System) aim to ease the transition for students moving between and among Oregon's educational sectors. In addition, all OUS campuses have various degree partnership programs with Oregon community colleges to allow for simultaneous enrollment, flexibility, and student support (e.g., tutors, financial aid, and library services).

As student attendance patterns become more varied and complex, it is increasingly important to understand enrollment trends in order to identify and address barriers to transfer and completion. In addition to participation in the National Student Clearinghouse, OUS continues to work with CCWD to ensure accurate and complete data on transfer students.

As with KPM #8, budget constraints may cause reductions in course availability, thereby extending time to degree.

7. **ABOUT THE DATA**

The average time to degree for transfer students is an estimate of the length of time that students transferring with 90-134 credits take to complete an undergraduate degree. This measure was administratively refined in 2008 to allow comparative analysis with the traditional first-time freshman cohort. Transfer students in this measure are defined as students transferring to OUS with the equivalent of junior standing. Data reported for 2011 reflect the progress of transfer students entering OUS in 2007, consistent with the cohort reported in KPM 7.

KPM #10	*GRADUATE SATISFACTION – Average rating of overall quality of experience by recent OUS bachelor's graduates (5-pt scale)*	*Since 1997*
Goal	*Quality: Increase quality of existing programs – customers' views*	
Oregon Context	*Academic excellence; OBM26 – College completion*	
Data source	*OUS Performance Measurement and Surveys, Survey of OUS Bachelor's Graduates*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

   Ideal performance aims for consistently high assessments by recent graduates.

3. **HOW WE ARE DOING**

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	4.0		4.0		4.1		4.2						
Target	4.0		4.0		4.0		4.1		4.1		4.2		4.2

   This measure reports the perceptions held by recent OUS graduates regarding the overall quality of their educational experience, including their assessment of the university's contribution to their development in key academic areas and preparation for employment and/or advanced educational opportunities. OUS bachelor's degree recipients from the class of 2007 expressed high levels of satisfaction with the quality of their education, producing a mean rating of 4.2 on a 5-point scale in which 1 is "poor" and 5 is "excellent." The mean rating has increased over the past two assessment periods from 4.0 among the class of 2003 to a high of 4.2 among 2007 graduates. No data were available for the class of 2009, due to budget and staff reductions in the OUS Chancellor's Office, but will be available for the class of 2011 in the 2012-13 academic year.

4. **HOW WE COMPARE**

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

5. **FACTORS AFFECTING RESULTS**

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

6. **WHAT NEEDS TO BE DONE**

As Oregon's public universities seek to increase access and continue to work on alignment across education sectors, monitoring graduate satisfaction remains a priority. In times of diminished resources, important academic and non-academic student support services are reduced as administrative functions are cut to preserve instruction and course availability. The challenge is quickly identifying where students are experiencing dissatisfaction and employing available resources to make adjustments.

7. **ABOUT THE DATA**

Graduate satisfaction data are obtained through a biennial survey of recent bachelor's graduates, collected approximately one year following graduation. In addition to an overall quality rating, graduates also provide satisfaction ratings about key academic supports and the contribution of an OUS institution to their development of skills and competencies.

Staff and budget reductions within the Chancellor's Office forced the suspension of survey activity conducted by the Chancellor's Office. As a result, data for the class of 2009 – previously scheduled for release in Fall 2010 – are not available. New survey implementation is planned for the class of 2011 Bachelor's Degree recipients one year after graduation. Complete reports of earlier surveys are available on the OUS website at www.ous.edu.

KPM #11	*STUDENT/FACULTY RATIO – Ratio of students to full-time faculty*	Since 2003
Goal	*Quality: Increase quality of undergraduate program – student success*	
Oregon Context	*Academic excellence; OBM26 – College completion*	
Data source	*OUS Institutional Research Services, IPEDS Reports*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

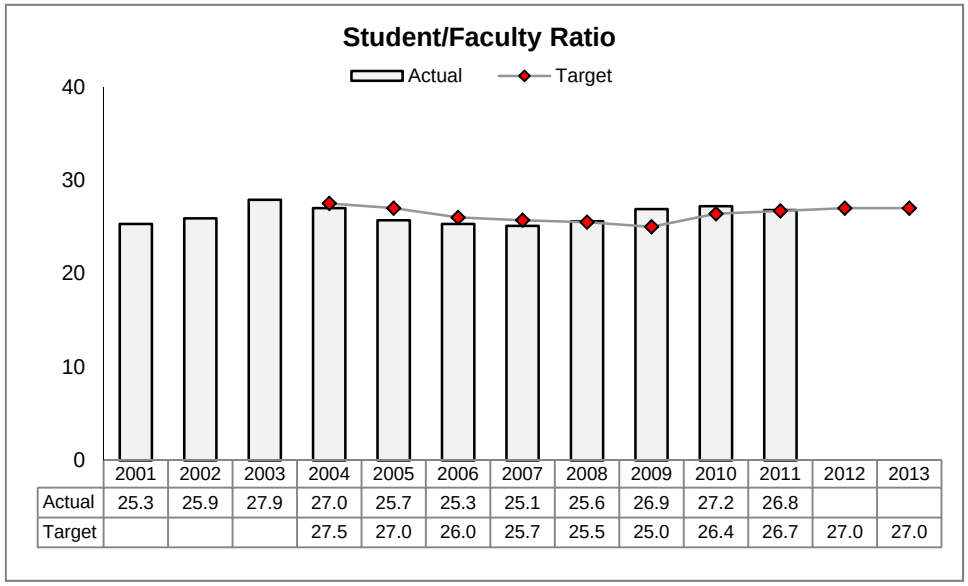
   Continue to support the recruitment and retention of full-time faculty.

2. **ABOUT THE TARGETS**

   Ideal performance on this measure is a declining ratio of students to full-time instructional faculty. A target of 27.0 for 2012 reflects OUS' goal to improve the student/faculty ratio despite the current budget situation.

3. **HOW WE ARE DOING**

   The OUS ratio of students to full-time faculty decreased from 27.2 in fall 2010 to 26.8 in fall 2011. The increases in the previous three years were in response to record enrollment growth. The current ratio of 26.8 to 1 is similar to the 2009-10 ratio of 26.9.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	25.3	25.9	27.9	27.0	25.7	25.3	25.1	25.6	26.9	27.2	26.8		
Target				27.5	27.0	26.0	25.7	25.5	25.0	26.4	26.7	27.0	27.0

To serve the classroom demands arising from rapidly growing enrollment, OUS universities have turned to part-time and adjunct faculty. While these faculty allow the universities to offer courses needed by students to graduate, adjuncts do not assume the full range of responsibilities for advising, curriculum, research, and administration in which tenure-related faculty are engaged. Thus, as a consequence of enrollment growth and greater deployment of adjuncts, the load borne by full-time tenure-related faculty has also increased.

4. **HOW WE COMPARE**

Most OUS institutions have a higher student to full-time faculty ratio when compared to their designated peer institutions. For example, peers for OUS research universities had a Fall 2009 average ratio of 21.1 to 1, while comparator institutions for OUS regional universities report a Fall 2009 average ratio of 24.0 to 1.

5. **FACTORS AFFECTING RESULTS**

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

Increasing enrollments coupled with reductions in OUS general funds has adversely affected faculty recruitment, forcing many OUS campuses to rely heavily on part-time instructional faculty.

6. **WHAT NEEDS TO BE DONE**

Universities are constantly challenged to maintain a balance that preserves instructional and program quality while employing 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 2011 represent fall term of the 2011-12 academic year.

KPM #12	*INTERNSHIPS – Percent of bachelor's graduates completing an OUS-approved internship*	*Since 1997*
Goal	*State economic development: Employability of graduates*	
Oregon Context	*OBM26 – College completion*	
Data source	*OUS Performance Measurement and Surveys, Survey of OUS Bachelor's Graduates*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

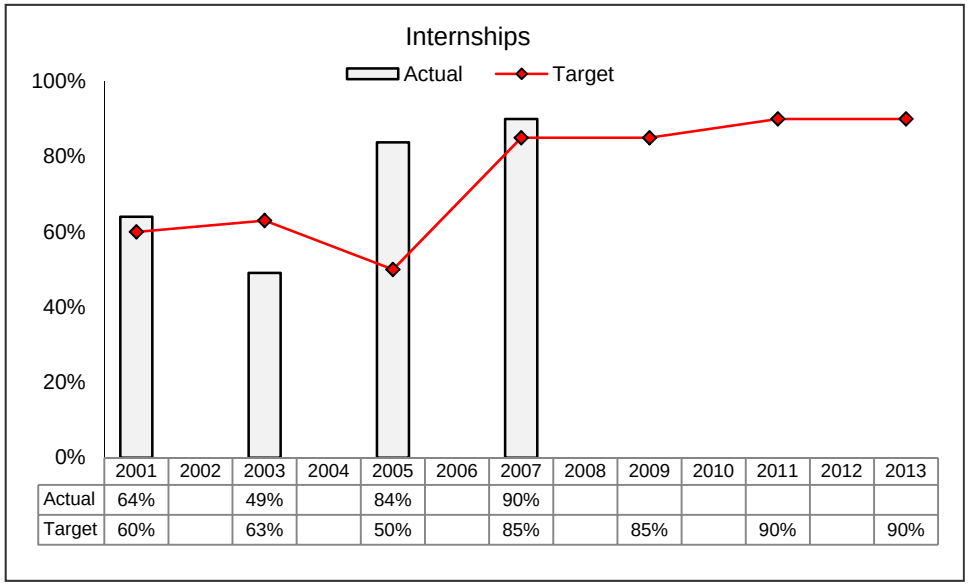
1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

   Ideal performance on this measure is an increasing number of OUS students engaging in experiential learning.

   In 2005, a revised survey question for collecting data regarding internships and applied learning was implemented and has resulted in data that are more reliable. This adjustment to the data collection methodology is responsible for the dramatic increase in targets beginning in 2007.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	64%		49%		84%		90%						
Target	60%		63%		50%		85%		85%		90%		90%

3. **HOW WE ARE DOING**

Among graduates of the class of 2007, 90% reported participating in at least one form of experiential learning. Students also experienced hands-on learning through participation in study abroad programs (16% of graduates) and the National Student Exchange (completed by 2% of graduates). Approximately 34% of OUS graduates indicated that participation in an experiential learning program led directly to their current employment. No data were available for the class of 2009, due to budget and staff reductions in the OUS Chancellor's Office, but will be available for the class of 2011 during the 2012-13 academic year.

Figures in 2005 and 2007 are higher than those reported among previous graduating classes but comparisons are invalid due to changes to the survey instrument.

4. **HOW WE COMPARE**

   There are no national norms for this measure.

5. **FACTORS AFFECTING RESULTS**

   Hands-on learning opportunities have become increasingly popular as faculty recognize their impact on student learning and students see their relevance to future goals. However, these programs require additional time and support on the part of faculty and staff, and are undermined by cuts to administrative and student support services.

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 event, students are challenged to put their classroom experience to work in a real world context. OUS is continuing efforts to accurately identify and tabulate student participation in this important aspect of student learning and graduate employability.

7. **ABOUT THE DATA**

   Data for this measure are obtained through a biennial survey of recent bachelor's graduates, collected approximately one year following graduation. Graduates are 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.

   Staff and budget reductions within the Chancellor's Office forced the suspension of survey activity conducted by the Chancellor's Office. As a result, data for the class of 2009 – previously scheduled for release in Fall 2010 – are not available. New survey implementation is planned for the class of 2011 Bachelor's Degree recipients. Complete reports of earlier surveys are available on the OUS website at www.ous.edu.

KPM #13	*GRADUATE SUCCESS – Percent of graduates employed and/or continuing education*	*Since 2003*
Goal	*State economic development: Employability of graduates*	
Oregon Context	*OBM26 – College completion*	
Data source	*OUS Performance Measurement and Surveys, Survey of OUS Bachelor's Graduates*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

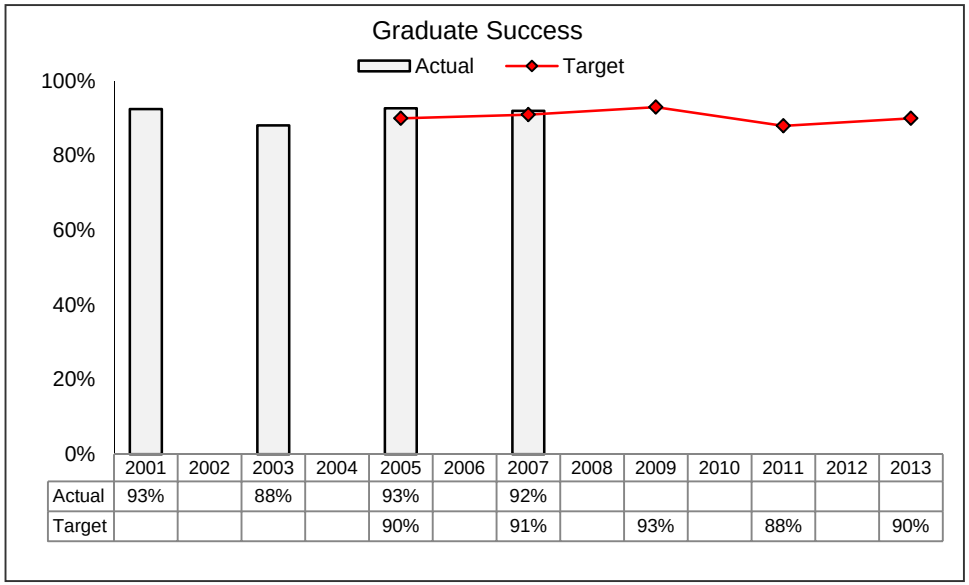
1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

   Ideal performance on this measure maintains a high level of graduates who are employed and/or enrolled. A realistic assessment of economic projections in the state resulting from the recession suggests lower performance in the near future.

3. **HOW WE ARE DOING**



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	93%		88%		93%		92%						
Target					90%		91%		93%		88%		90%

This measure reports the percentage of OUS bachelor's degree recipients who are employed and/or continuing their education approximately one year following their graduation. This percentage dropped with the class of 2007 to 92%, down 1 percentage point from the class of 2005. Although the proportion of graduates employed remained the same between the two classes, the number of 2007 graduates continuing their education dropped. This percentage is notably higher than the 88% reported in 2003 following the economic downturn early in the decade.

The recent economic recession and accompanying unemployment rates – as of June 2011 Oregon's unemployment rate was 9.4% – have undoubtedly affected recent graduate success and are likely a factor in increasing OUS graduate enrollments. No data are available for the class of 2009 due to the suspension of the source survey as a result of budget and staff reductions in the Chancellor's Office, but will be available for the class of 2011 during the 2012-13 academic year.

4. **HOW WE COMPARE**

The proportion of graduates who were actively but unsuccessfully seeking work was 3.4% for the class of 2007, lower than the state unemployment rate of 6.0% in June of 2008, one year following graduation for the majority of students.

5. **FACTORS AFFECTING RESULTS**

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

6. **WHAT NEEDS TO BE DONE**

OUS must maintain academic quality and support rigorous standards of student learning to ensure that graduates are competitive in their preparation for graduate programs and the job market. Students' engagement in applied learning experiences (KPM 12) and other high impact practices contributes to their academic and intellectual development. OUS institutions should strive to maintain the effectiveness of student career services despite recent cuts in state appropriations. 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.

Staff and budget reductions within the Chancellor's Office forced the suspension of survey activity conducted by the Chancellor's Office. As a result, data for the class of 2009 – previously scheduled for release in Fall 2010 – are not available. New survey implementation is planned for the class of 2011 Bachelor's Degree recipients. Complete reports of earlier surveys are available on the OUS website at www.ous.edu.

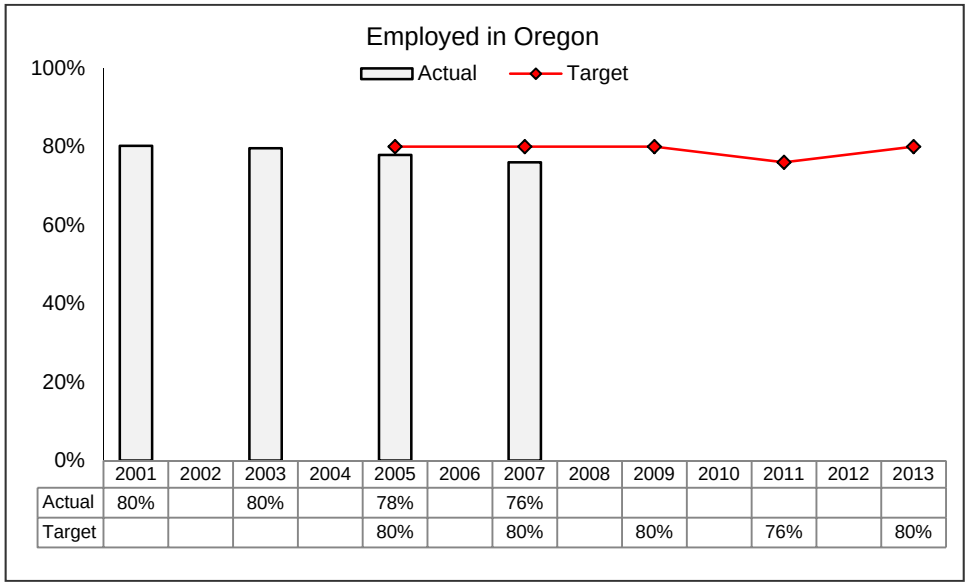
KPM #14	*EMPLOYED IN OREGON – Percent of employed graduates working in Oregon*	Since 2003
Goal	*State economic development: Employability of graduates*	
Oregon Context	*OBM26 – College completion; OBM4 – Net job growth*	
Data source	*OUS Performance Measurement and Surveys, Survey of OUS Bachelor's Graduates*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

   Ideal performance on this measure shows high percentages of OUS bachelor's graduates employed in Oregon. A realistic assessment of economic projections in the state suggests lower percentages of graduates finding employment in Oregon in the near future.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	80%		80%		78%		76%						
Target					80%		80%		80%		76%		80%

3. **HOW WE ARE DOING**

   In 2005 and 2007, the percentage of employed graduates working in Oregon fell below the target of 80%. While the percentage of graduates employed and/or enrolled following graduation (Graduate Success KPM 13) strengthened mid-decade, greater proportions of those motivated and successful graduates chose to leave the state for employment.

   The recent economic recession and accompanying unemployment rates – as of June 2011 Oregon's unemployment rate was 9.4% – have undoubtedly affected recent graduate success and the percent of employed graduates choosing to seek work in Oregon. No data are available for the class of 2009 due to the suspension of the source survey as a result of budget and staff reductions in the Chancellor's Office.

4. **HOW WE COMPARE**

   There are no standards or comparisons available for this measure.

5. **FACTORS AFFECTING RESULTS**

The migration of recent college graduates is impacted by a number of factors including job opportunities in particular fields, unemployment rates, and salary options. Among 2007 graduates who are employed outside Oregon, the most common reasons cited for leaving Oregon were more job opportunities, moving closer to family, and better salary options. Other reasons include quality of life, relocation by an employer, returning to a home state or country, military service, and weather.

6. **WHAT NEEDS TO BE DONE**

OUS campuses work directly with Oregon companies to help ensure that 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 strategies.

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.

Staff and budget reductions within the Chancellor's Office forced the suspension of survey activity conducted by the Chancellor's Office. As a result, data for the class of 2009 – previously scheduled for release in Fall 2010 – are not available. New survey implementation will be conducted for the class of 2011 Bachelor's Degree recipients. Complete reports of earlier surveys are available on the OUS website at www.ous.edu.

KPM #15	*BACHELOR'S DEGREES – Total number of bachelor's degrees granted*	Since 1997
Goal	*State economic development: Employability of graduates; Student success*	
Oregon Context	*OBM26 – College completion*	
Data source	*OUS Institutional Research Services, IPEDS Reports*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

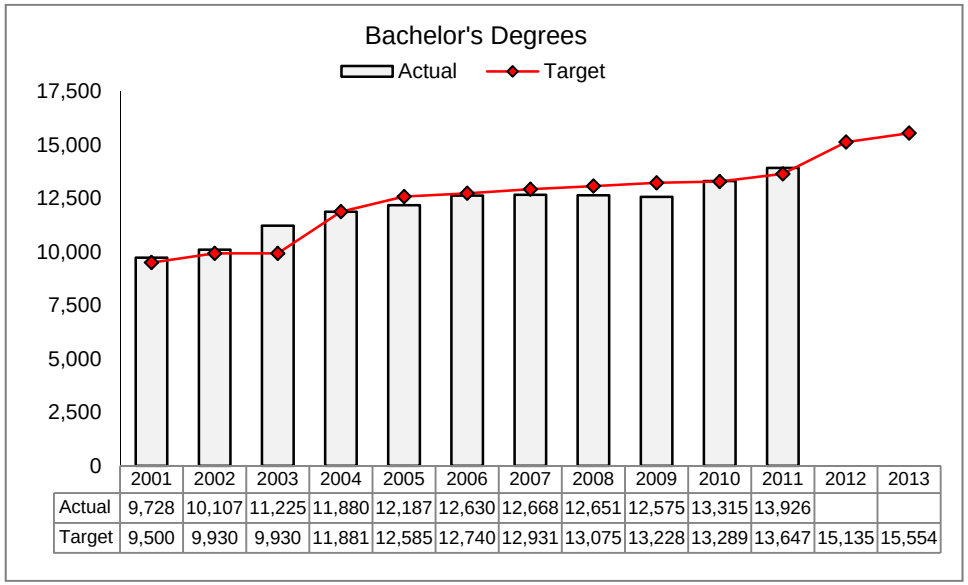
   Promote policies and programs that increase student access, facilitate student progress, and ensure academic quality at the undergraduate level.

2. **ABOUT THE TARGETS**

   Ideal performance on this measure is an increase in the number of bachelor's degree awards. Targets see an increasing trend in 2012 and 2013 due to recent enrollment and retention gains.

3. **HOW WE ARE DOING**

   OUS degrees awarded reached record levels in 2010-11 with the award of 18,694 degrees, a 4.3% increase over 2009-10 and a 36.2% increase from 10 years ago.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	9,728	10,107	11,225	11,880	12,187	12,630	12,668	12,651	12,575	13,315	13,926		
Target	9,500	9,930	9,930	11,881	12,585	12,740	12,931	13,075	13,228	13,289	13,647	15,135	15,554

   Baccalaureate awards, which account for the largest proportion of earned degrees (74%), increased by 611 awards, or 4.6% over 2009-10. Several factors influence this increase, including higher retention rates for the freshmen classes, increasing enrollment of new undergraduates and community college transfers, and an economic recession which drives more students to complete their degree programs.

4. **HOW WE COMPARE**

   While there are no national norms to suggest what performance on this measure *should* be, according to the US Census Bureau's 2011 American Community Survey (ACS) 1-year estimates, Oregon's educational rate – the percent of population 18-24 who have completed a bachelor's degree – is 26.4%, slightly higher than the national average of 22.1%.

Degrees projections through 2013 are derived from enrollment projections assuming a consistent ratio of senior and post baccaleaurate undergraduates to degrees awarded. The aspirational goal for 2025 is to reach 40% of the adult population in Oregon with a bachelor's degree or higher. While degree attainment of Oregonians is a primary goal, the inclusion of degrees awarded to non residents more fully reflects the benefit to the state. Non resident degree recipients contribute to the local economy during their college tenure and many remain in the state, bolstering Oregon's workforce.

4. **FACTORS AFFECTING RESULTS**

Trends in student access and affordability have a great effect on degree production. Access is increasingly being challenged by limited funding, changing demographics and limited availability of higher education programs in certain parts of the state where expanding access for underserved populations and regions must be a priority. Increasing retention and graduation rates, as well as increasing numbers of community college transfers are strong contributors to the increasing number of bachelor's degrees. Poor economic prospects may also contribute to students choosing to remain in school rather than face a depressed job market.

5. **WHAT NEEDS TO BE DONE**

The State of Oregon has set an ambitious goal for educational attainment, known as the "40-40-20" goal. Approved by the Oregon Legislature in 2011 in Senate Bill 253, the "40-40-20 Goal" is for 40% of adult Oregonians to hold a bachelor's or advanced degree, 40% to have an associate's degree or a meaningful postsecondary certificate, and all adult Oregonians to hold a high school diploma or equivalent by the year 2025

In addition to the retention initiatives mentioned in KPM 5, the following example represent a small subset of activities that highlight the range and types of programs that Oregon's public universities are engaged in to increase the state's educational attainment levels and to help realize the 40-40-20 goal set forth for 2025.

Re-engaging citizens: The OUS has a number of effective, innovative programs that help students stay in college and complete a degree. In particular, there is a large number of adults who have some college but, for various reasons, have not been able to complete a degree. Portland State University, in collaboration with community colleges in the greater Portland Metropolitan region, has developed degree completion programs to serve these students. The programs build on the previous higher education experience of the student and the lower division offerings at the community college to provide the final two years of a Bachelor's degree.

Keeping students enrolled: Sometimes due to lack of academic preparedness or other life factors, students struggle in their first year at a university. These students often become discouraged, leave college, and do not return. In order to increase the number of college graduates and achieve 40-40-20, Southern Oregon University has created a program for students with a focus on study skills, time management, reading comprehension, and campus resources. SOU offers these courses in the winter and spring terms at a time when students need them to get back on track, providing them with the assistance they need to prevent them from dropping out.

Academic advising: Research shows that providing timely and appropriate advising to students helps them to complete their studies, attain their degree in a shorter amount of time (saving them tuition dollars) and improve retention. Western Oregon University has created an Academic Advising and Learning Center that provides mandatory advising for all undergraduate students with required regular meetings. Once a major is declared, every student is assigned a faculty advisor. Advising staff members are multilingual, providing access to the three most prominent languages of Oregon students: English, Spanish, and Russian. Overlapping advising is provided for first-generation and low-income students as well as students with disabilities who need additional support.

Articulation agreements: Creating a postsecondary pathway for students to transition from high school and community college to a university is critical to achieving 40-40-20. Oregon Institute of Technology has created an office of Academic Agreements to create greater access for high school students, community college students and practicing professionals to its programs. The Office's charge is to manage over 100 articulation and dual enrollment agreements, direct OIT's extensive Advanced Credit Program and High School Transitions programs, and represent the campus on the pathways work with community colleges. Eastern Oregon University offers co-enrollment, bridge, and completion program opportunities to Oregon students with neighboring community colleges as well as across the state through their 16 Regional Centers. EOU also offers an array of distance education programs to create a strong and unique ladder of opportunity for students throughout Oregon.

Affordability: In order to achieve 40-40-20 there must be opportunities and support for academically qualified Oregon citizens who cannot afford a college. University of Oregon started the "Pathway Oregon" program to ensure that academically qualified, lower-income Oregonians have their tuition and fees covered with a combination of federal, state, and university funds. The highest achieving students in the program have the opportunity to be selected for a grant to cover housing costs as well. Students in this program receive targeted orientation and advising throughout their UO career. At present, there are 1,100 students in the program—many of them first generation, students of color, and from rural areas.

Providing readily accessible decision making tools: Students benefit greatly when there are tools they can use that enhance the personal advising they are already receiving. Oregon State University is using one such tool, MyDegrees Degree Audit, which allows students the ability at any time to review their progress toward degree, model possible scenarios for courses yet to be taken, and look at the classes they need if they choose to change their major.

6. **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 only counted once in these data. 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 and available online at www.ous.edu.

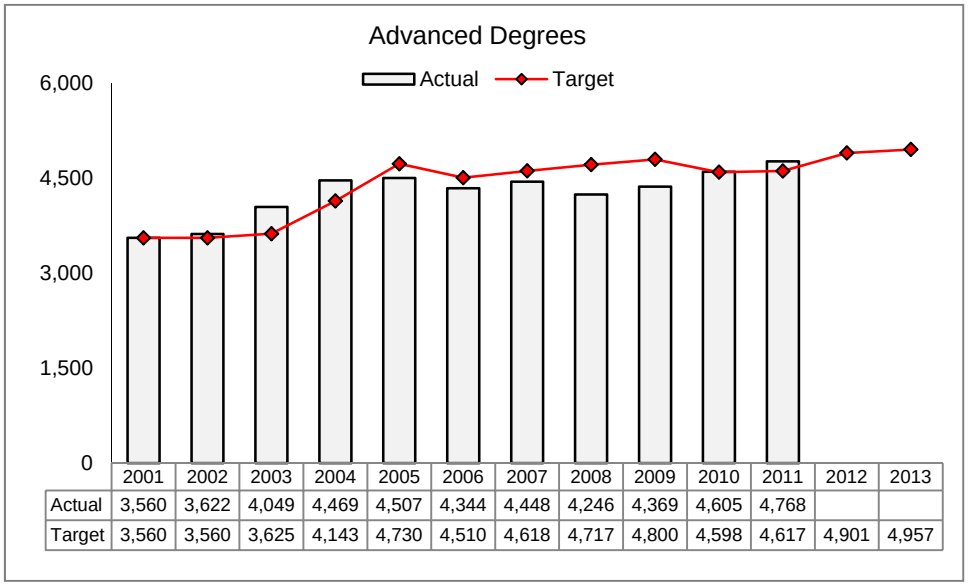
KPM #16	*ADVANCED DEGREES – Total number of advanced degrees awarded (master's, doctoral, and professional)*	Since 1997
Goal	*State economic development: Employability of graduates; Student success*	
Oregon Context	*OBM26 – College completion*	
Data source	*OUS Institutional Research Services, IPEDS Reports*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

   Ideal performance on this measure is an increase in the number of graduate students earning advanced degrees. Targets for 2012 and 2013 reflect a predicted increase in advanced degrees following recent increases to graduate program enrollment.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	3,560	3,622	4,049	4,469	4,507	4,344	4,448	4,246	4,369	4,605	4,768		
Target	3,560	3,560	3,625	4,143	4,730	4,510	4,618	4,717	4,800	4,598	4,617	4,901	4,957

3. **HOW WE ARE DOING**

   Total advanced degrees increased 3.5% in 2010-11 to 4,768, the third straight year of significant increase. Master's degree awards were the greatest driver of this with a 4.5% increase over the previous year while doctoral awards decreased by 2.8%. Increases in master's degrees may be attributed to students improving their employability during the economic downturn.

4. **HOW WE COMPARE**

   While there are no national norms to suggest what performance on this measure *should* be, according to the US Census Bureau's 2011 American Community Survey (ACS), 10.9% of Oregon's population hold a graduate degree, compared to the U.S. average of 10.6%.

3. **FACTORS AFFECTING RESULTS**

Increases in master's degrees may be attributable to students improving their employability during the economic downturn. Master's programs are typically one to two years to completion and show a strong correlation between increases in enrollment and degree awards. Doctoral programs, however, range between four and eight years from entering to completion.

Rising tuition, reduced employer support, fewer fellowships, and fewer good jobs for graduate degree recipients are four national trends that pose financial hurdles to anyone considering graduate school. Faculty research and the corresponding grants and contracts strongly influence this measure as well as reductions in state appropriation that may challenge OUS's ability to recruit and retain the high caliber faculty necessary for strong graduate programs.

4. **WHAT NEEDS TO BE DONE**

Oregon's ability to compete globally requires a solid foundation of strong graduate programs and advanced degree production. Oregon's competitiveness has eroded over the past decade from diminished state resources. Oregon needs to reinvest in its graduate programs to remain competitive in the academic marketplace. Investments in faculty recruitment and retention, coupled with investment in graduate programs and students are essential to increase advanced degree awards.

OUS has approved new advanced degree programs in response to Oregon's workforce needs. Advanced degree programs in selected fields like healthcare and engineering 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 Oregon Innovation Council (Oregon InC), 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.

5. **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 and available online at www.ous.edu.

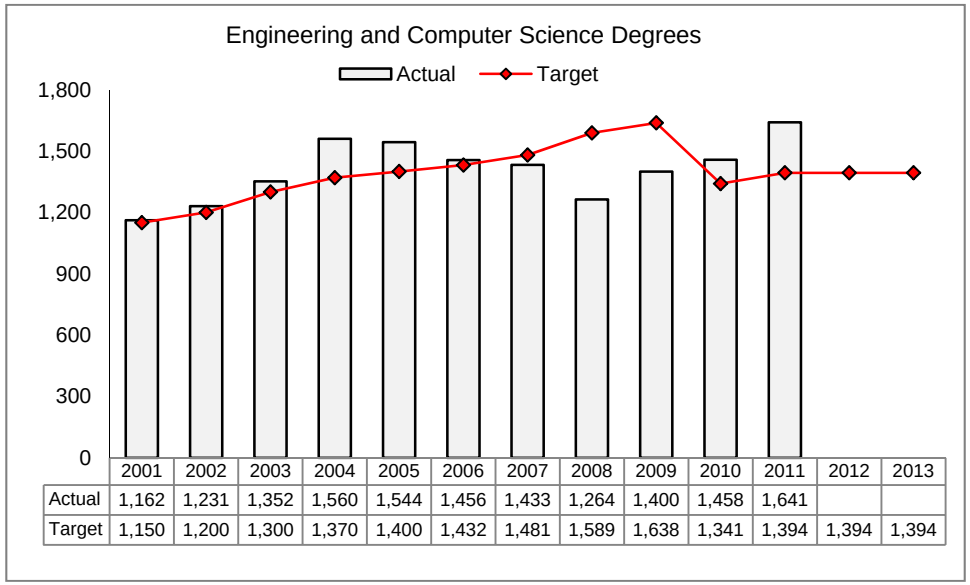
KPM #17	*ENGINEERING AND COMPUTER SCIENCE DEGREES – Total number of degrees granted in engineering and computer sciences (all levels; includes multiple majors)*	Since 1999
Goal	*State economic development: Employability of graduates*	
Oregon Context	*OBM26 – College completion*	
Data source	*OUS Institutional Research Services*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

Build on ETIC achievements by further enhancing program quality and capacity, strengthening industry connections, and pursuing private investment.

2. **ABOUT THE TARGETS**

Ideal performance on this measure is an increase in the number of degree awards in these fields. Increases in 2012 and 2013 targets reflect a projected increase to degrees awarded in computer science and engineering as a result of recent enrollment increases in those programs.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	1,162	1,231	1,352	1,560	1,544	1,456	1,433	1,264	1,400	1,458	1,641		
Target	1,150	1,200	1,300	1,370	1,400	1,432	1,481	1,589	1,638	1,341	1,394	1,394	1,394

3. **HOW WE ARE DOING**

ETIC is a key example of the OUS's partnership with the private sector to meet statewide goals of making engineering and technology education a strategic resource fueling Oregon's high tech and other sectors that use technology, including agriculture, healthcare, forestry, electronics, utilities, and retail. The membership of ETIC is made up of executives representing a wide variety of industries from throughout Oregon as well as leadership from Oregon universities.

Engineering and computer science degree awards have had 3 consecutive years of rapid growth, increasing 12.6% in the last year alone to 1,641 degrees in 2011. Earlier this decade, computer science and engineering programs (particularly those related to computer technologies) experienced sharp declines in enrollment following the dot-com bust. Renewed interest in engineering programs has resulted in recent enrollment increases and will likely increase degree production in the future.

ETIC investments have led to increases in private support, enrollment, graduations and externally funded research. Private support grew from $7.1 million in the biennium ending June 1999 to over $45 million in the biennium ending June 2011. Degrees awarded have increased over 55% at the bachelor's, master's and doctoral level since the ETIC base-line year of 1999. Externally funded research has increased from $30 million in 1999 to over $82 million per year in 2012.

4. **HOW WE COMPARE**

Nationally, the population 25 years and over with a Bachelor's degree or higher attainment in science and engineering related fields have increased from 5.5 million in 2009 to 5.7 million in 2011, an increase of 6.6% (2009 and 2011 American Community Survey, US Census)

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 pre-engineering programs in K-12 schools and hiring additional faculty that allow more diverse and more frequent course offerings. OUS and ETIC support grant opportunities for Oregon K-12 schools to implement pre-engineering programs and activities for students. One example of a pre-engineering program is eCHAMP, which helps to fund coaches and mentors to support engineering and technology youth teams modeled after athletic teams.

6. **WHAT NEEDS TO BE DONE**

ETIC investments have allowed participating campuses to increase their education and research offerings, bringing opportunities to Oregon residents and the access to talent and innovation needed by Oregon companies to produce jobs in a globally competitive economy. ETIC uses objective metrics to set goals and measure progress toward the goals. These goals are focused on producing STEM graduates in the areas most needed by Oregon's trade-sector industries. Achieving these goals will allow Oregon's economy to create new jobs at the same time it raises the average income to meet and exceed the national average. And perhaps more importantly, ETIC's focus on investing in and raising the quality of successful programs will allow students to achieve their desired outcome of an education that supports rewarding careers.

7. **ABOUT THE DATA**

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

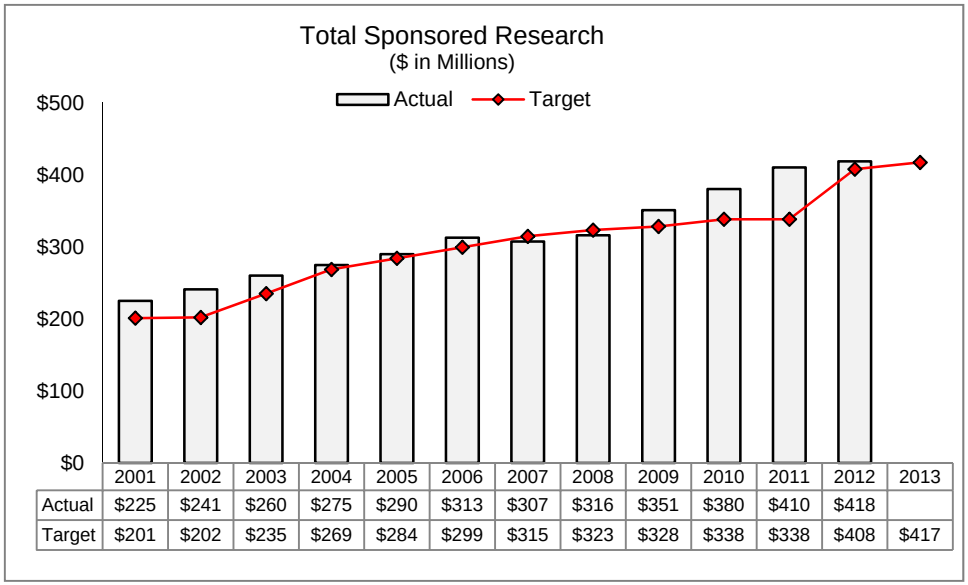
KPM #18	*SPONSORED RESEARCH – Total sponsored research and development dollars supported by external fund sources ($ in millions) a) Total, b) Federal sources, c) Private sources*	Since 1997 Revised 2010
Goal	*Quality: Increase quality and external resources for research and scholarship programs*	
Oregon Context	*OBM7b – Research and development (academia)*	
Data source	*OUS Controller's Office, Annual Financial Reports*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

   Ideal performance on this measure is increasing research expenditures. Targets for 2012 and 2013 reflect the projected increasing trend in sponsored research expenditures.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	$225	$241	$260	$275	$290	$313	$307	$316	$351	$380	$410	$418	
Target	$201	$202	$235	$269	$284	$299	$315	$323	$328	$338	$338	$408	$417

3. **HOW WE ARE DOING**

   Total sponsored research in OUS increased significantly over the decade, growing 73% since FY 2002, from a total of $241 million to $418 million in FY 2012. In just the past year, sponsored research expenditures increased nearly 2%. Nearly all of OUS sponsored activities (97% in FY 2012) are funded by sources other than state dollars. These monies provide a substantial economic impact in Oregon by attracting money from outside the state. Performance on this measure continues to exceed targets

4. **HOW WE COMPARE**

   According to the National Science Foundation's *Survey of Higher Education Research and Development, FY2010,* Oregon maintains a very competitive research enterprise even when compared to much larger states. Oregon ranked 22nd in total research expenditures at public universities and 17th in total public research funded by the federal government (rankings include OHSU).

5. **FACTORS AFFECTING RESULTS**

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

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

6. **WHAT NEEDS TO BE DONE**

These funds are invested at each campus to provide core shared facilities and services that enable research activity across broad groups on campus. The funds also sustain key research centers and institutes that coordinate groups of faculty to pursue large funding opportunities from agencies like the National Science Foundation and the National Institutes of Health. Every campus augments these funds at least 3:1 to support the research infrastructure of the campus.

The 2009 legislative assembly made strong investments in Oregon's research infrastructure through the 2009-2011 OUS capital construction budget but cuts in the OUS operating budget may outweigh those investments in the immediate future. OUS faculty salaries remain well below peer averages. Uncompetitive salaries affect the universities' ability to attract and retain nationally competitive faculty. Similarly, OUS graduate stipends are below average and cuts in program funding will make it more difficult to recruit graduate students to OUS institutions. Increasing funding for faculty salaries and graduate stipends is essential to maintaining a competitive research agenda.

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. There was an administrative change in 2010 to match national standards for calculating sponsored research. The changed data exclude gift aid and include indirect cost recovery to more accurately reflect expenditures. In most years this resulted in a slight reduction to sponsored research. Data are reported as dollars in millions for each fiscal year.

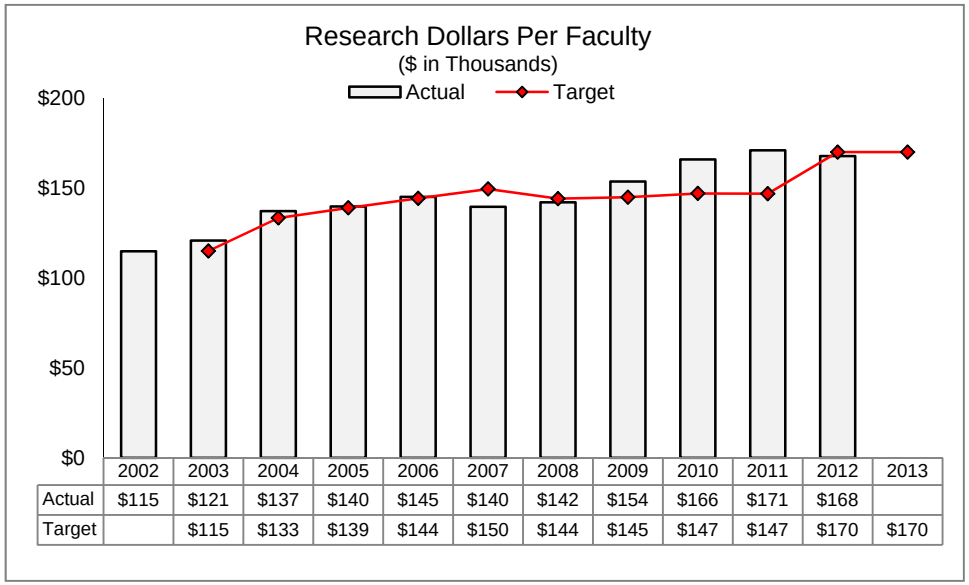
KPM #19	*RESEARCH DOLLARS PER FACULTY – Sponsored research dollars per faculty at research/doctoral universities – OSU, PSU, UO ($ in thousands)*	Since 1997
Goal	*Quality: Increase quality and external resources for research and scholarship programs*	
Oregon Context	*OBM7b – Research and development (academia)*	
Data source	*OUS Controller's Office, Annual Financial Reports; OUS Institutional Research Services*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

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

2. **ABOUT THE TARGETS**

   Ideal performance for this measure is increasing research expenditures per faculty member. Any cuts affecting research faculty, programs, or facilities will have a negative impact on this measure. Targets for 2012 and 2013 reflect the projected increasing trend in sponsored research expenditures without a commensurate increase in faculty.



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	$115	$121	$137	$140	$145	$140	$142	$154	$166	$171	$168	
Target		$115	$133	$139	$144	$150	$144	$145	$147	$147	$170	$170

3. **HOW WE ARE DOING**

   OUS faculty are successful at leveraging state, federal, and private investment in Oregon research universities. The total amount of research dollars generated has increased much more rapidly than the numbers of full time faculty employed by Oregon's research universities. Over the most recent 10 years, OSU, PSU, and UO combined have increased this investment by nearly half (from $115 to $168 million or 46%), per full time faculty member. The number of full time faculty over the same time period have only increased by 23% for these same institutions (from 1,910 in FY 2002 to 2,343 in FY 2012)

4. **HOW WE COMPARE**

   According to the National Science Foundation's *Survey of Higher Education Research and Development, FY2010,* Oregon faculty are very successful at attracting research funding. On a per faculty basis, Oregon ranks 17th among the 50 states in Research and Development expenditures from federal sources and 33rd among the 50 states in R&D from state. (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 shifts along with changes in external funding-federal, state and private- for sponsored research and by growth (or decline) in the number of faculty.

6. **WHAT NEEDS TO BE DONE**

The campuses have invested these funds strategically, and despite a decline in state support, the faculties collectively have produced significant research growth. These grant dollars support salaries for research staff and students at Oregon institutions and provide significant direct and indirect economic activity.

Competitive faculty are the cornerstone of a university's research enterprise. Sponsored research awards are based on a competitive process and demonstrate the expertise and entrepreneurial spirit of faculty members. OUS competes in a national market to attract and retain expert faculty. At current salary levels OUS faculty recruitment and retention is a challenge. Increasing faculty salaries will improve OUS recruitment efforts.

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 OUS Fact Book at www.ous.edu.

KPM #20	*PHILANTHROPY – Total gifts from philanthropic sources ($ in millions)* *a) Total, b) Capital projects, c) Faculty support (including chairs), d) Scholarships, e) Other*	Since 1997 Modified 2007
Goal	*Quality: Increase quality of existing programs – customers' views*	
Oregon Context	*Academic excellence; OBM26 – College completion*	
Data source	*OUS Controller's Office; Annual Financial Reports*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

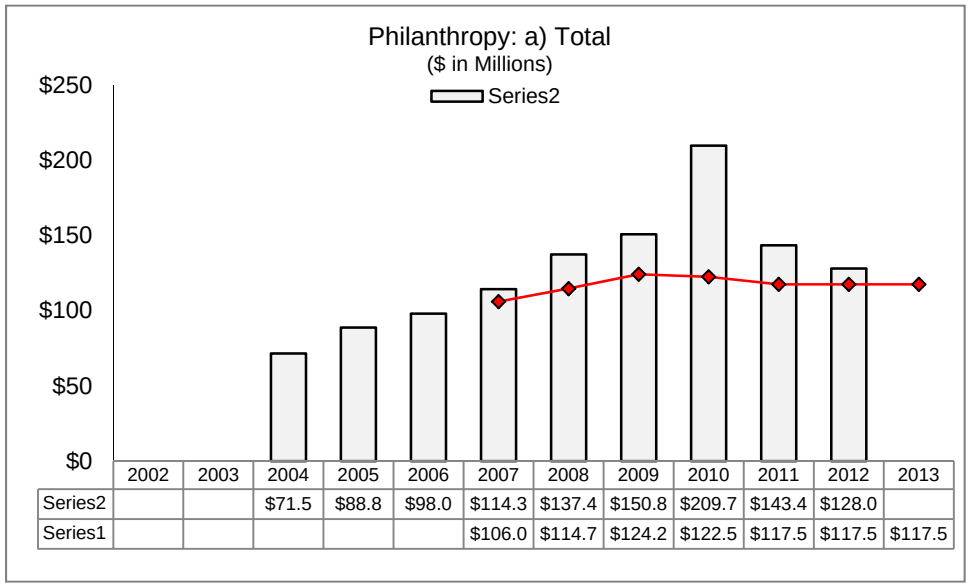
   Establish funding priorities with university-affiliated foundations and promote strong relationships with alumni, businesses, and community supporters.

2. **ABOUT THE TARGETS**

   Ideal performance is a steady increase in gifts from philanthropic sources.

3. **HOW WE ARE DOING**

   Philanthropic giving decreased by 10.7% in FY 2012. Despite the decrease, primarily in capital projects, donations are still maintaining historic levels as campus fundraising becomes increasingly vital to campus funding.



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Series2			$71.5	$88.8	$98.0	$114.3	$137.4	$150.8	$209.7	$143.4	$128.0	
Series1						$106.0	$114.7	$124.2	$122.5	$117.5	$117.5	$117.5

Total gifts in FY 2012, compared with FY 2011, are in the following categories:

Capital projects: $18.9 million compared to $36.7 in FY 2011
Faculty support: $29.1 million compared to $27.6 million in FY 2011
Scholarships: $25.3 million compared to $24.0 million in FY 2011
Other (includes research, service, and management support): $54.6 million compared to $55.1 million in FY 2011

4. **HOW WE COMPARE**

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

5. **FACTORS AFFECTING RESULTS**

Targeted fundraising campaigns at individual institutions can affect the system total in any given year. Institutions engaging in capital fundraising campaigns will often experience spikes in annual giving. The overlap of these types of capital project campaigns can account for variations between fiscal years.

6. **WHAT NEEDS TO BE DONE**

University foundations should continue to work with campus leaders to establish fundraising goals and priorities. Foundation funds enhance university operations rather than covering basic operating costs. Many private donations are restricted to specific aspects of the university (e.g. scholarships, facilities, research) and are often placed in long-term endowments. Strong communication between university administrators and their affiliated foundation is paramount.

7. **ABOUT THE DATA**

Data are collected annually for the previous fiscal year (July 1 through June 30) and reported in the OUS audited financial statements. In order to comply with a legislative directive to report breakouts for this measure, the definition was modified in 2007. Because of changes to GASB reporting requirements, consistent data for this measure and its component parts are not available prior to 2004. Complete audited financial statements are available on the OUS website at www.ous.edu.

KPM #21	*STATEWIDE PUBLIC SERVICES EXTERNAL FUNDS – External funds generated per state dollar invested in Statewide Public Services (SWPS)*	Since 2003
Goal	*State economic development: rural Oregon*	
Oregon Context	*Support to Oregon's communities and industries*	
Data source	*Oregon State University, Office of Budget and Fiscal Planning*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

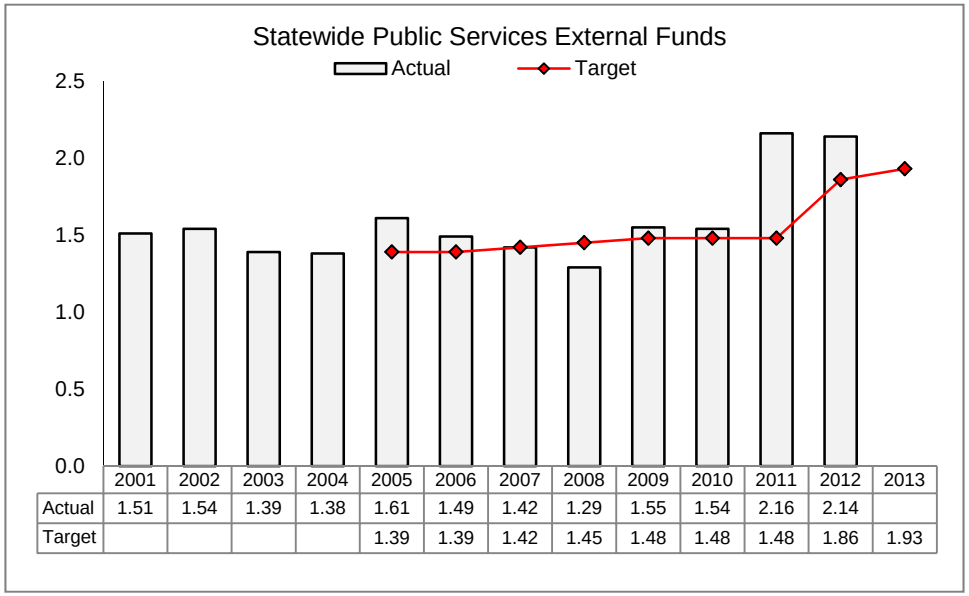
   Continue to invest in and leverage SWPS programs by aggressively seeking outside grants and contracts that add value to current programs.

2. **ABOUT THE TARGETS**

   Ideal performance on this measure is an increasing ratio of external funds generated per state dollar.

3. **HOW WE ARE DOING**

   The significant growth in 2011 and 2012 is the result of increases in federal investment in competitive research and simultaneous decreases in state support. FY 2012 state appropriations were lower due to budget cuts associated with changes in the Oregon economic forecast. External funds were higher due to increases in funding from sponsored research.



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Actual	1.51	1.54	1.39	1.38	1.61	1.49	1.42	1.29	1.55	1.54	2.16	2.14	
Target					1.39	1.39	1.42	1.45	1.48	1.48	1.48	1.86	1.93

Existing faculty hired before the recession were successful at procuring long-term grants that are still bearing fruit even at a time when state dollars are shrinking. This trend is not sustainable. Current and anticipated reductions in SWPS appropriation will reduce the FTE available to generate external funds. The performance indicator is likely to begin falling again in FY 2014.

4. **HOW WE COMPARE**

   There are no national standards or benchmark comparisons available.

5. **FACTORS AFFECTING RESULTS**

State support is essential to the ability of SWPS programs to hire faculty who conduct research and engage in research-based outreach work. Anticipated reductions in the SWPS appropriation will reduce the FTE available for research and external awards are projected to decline beginning in FY14. Additionally, as the ARRA funds expire, there will be fewer federal funds available to researchers.

6. **WHAT NEEDS TO BE DONE**

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

State funding helps provide for the continued placement of faculty and support staff statewide to ensure all Oregonians have access to community based and solution-oriented knowledge. Through continued adoption of innovative distance education technologies, Extension education will reach a greater portion of the state population. Increasing the number and capacity of trained citizen volunteers and seeking expansion of grants and contracts further extends the impact of these programs.

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. The OSU Office of Budget and Fiscal Planning Data coordinates the annual collection and analysis of College of Agricultural Sciences, the OSU Extension Service, and the College of Forestry data before collectively reporting KPM data to OUS.

KPM #22	*CUSTOMER SERVICE – Percent of customers rating their satisfaction with the agency's customer service as "good" or "excellent" in the following categories: overall, timeliness, accuracy, helpfulness, expertise, and availability of information*	Since 2005
Goal	*Quality: increase quality of existing programs – customer's views*	
Oregon Context	*OBM26 – College completion.*	
Data source	*OUS Strategic Programs and Planning, customer surveys*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

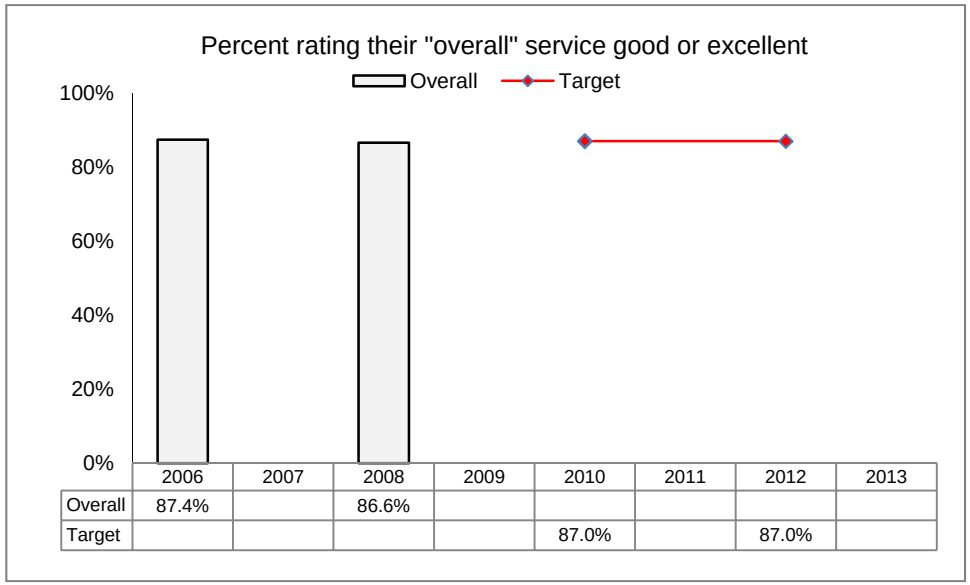
   Ensure high quality and responsiveness in meeting the needs of students and other constituents throughout all OUS activities.

2. **ABOUT THE TARGETS**

   Ideal performance on this measure is a high level of student satisfaction.

3. **HOW WE ARE DOING**

   In 2008, almost 87% of OUS students expressed satisfaction with the overall quality of service provided by their institution.



	2006	2007	2008	2009	2010	2011	2012	2013
Overall	87.4%		86.6%					
Target					87.0%		87.0%	

Respondents were most satisfied with the knowledge and expertise of OUS faculty and staff, with 90.4% providing a rating of "excellent" or "average." Students also expressed satisfaction with the helpfulness of OUS faculty and staff and timeliness of services, rated 86.4% and 86.1% respectively.

These results are based on a response rate of approximately 16% but the findings are consistent with those obtained through a long-standing survey of OUS graduates reported in KPM 10. In this survey, 87.6% of graduates from the class of 2007 rated the overall quality of their educational experience as a 4 or 5 on a 5-point scale in which 1 is "poor" and 5 is "excellent." No data are available 2010 or later due to the suspension of the source survey as a result of budget and staff reductions in the Chancellor's Office.

4. **HOW WE COMPARE**

There are no national standards on which to compare OUS performance on this measure with other public universities or systems. Every Oregon state agency is required to implement a standard customer satisfaction survey of a constituent population, but survey populations and implementation methodologies vary widely, undermining any meaningful comparison.

5. **FACTORS AFFECTING RESULTS**

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

6. **WHAT NEEDS TO BE DONE**

As Oregon's public universities seek to increase access and continue to work on alignment across education sectors, monitoring student and graduate satisfaction remains a priority. In times of diminished resources, important academic and non-academic student support services are reduced as administrative functions are cut to preserve instruction and course availability. The challenge is quickly identifying where students are experiencing dissatisfaction and employing available resources to make adjustments. On an ongoing basis, each university and individual departments monitor student sataisfaction through course evaluations and alumni surveys.

7. **ABOUT THE DATA**

Improvements to the survey methodology in 2008, including an expansion of the survey population, do not allow for direct comparisons to 2006 results. Beginning in 2008, the satisfaction survey was implemented online. Invitations to participate in the survey were sent via email to all juniors and seniors – over 36,000 students – enrolled at all seven OUS institutions in late May. Students had approximately two weeks to respond to the survey. The response rate was just under 16%. Individual results were weighted by the likelihood of being selected (a weight derived by the population of juniors and seniors at the specific institutions and the number of responses from that institution). Results are compiled and reported in aggregate.

Staff and budget reductions within the Chancellor's Office forced the suspension of survey activity conducted by the Chancellor's Office. As a result, data for 2010 forward are not available. Complete reports of earlier surveys of recent graduates, including satisfaction data, are available on the OUS website at www.ous.edu.

KPM #23	BOARD BEST PRACTICES – Percent of best practices met by Board/Commission	Since 2008
Goal	*Effective governance and oversight*	
Oregon Context	*The 2006 Joint Legislative Audit Committee (JLAC) instructed DAS and LFO to develop best management practices performance measures with respect to governance oversight for applicable boards and commissions.*	
Data source	*Board Best Practices Assessment and Discussion*	
Owner	*OUS Performance Measurement and Surveys, Anji Duchi (541) 346-5704*	

1. **OUR STRATEGY**

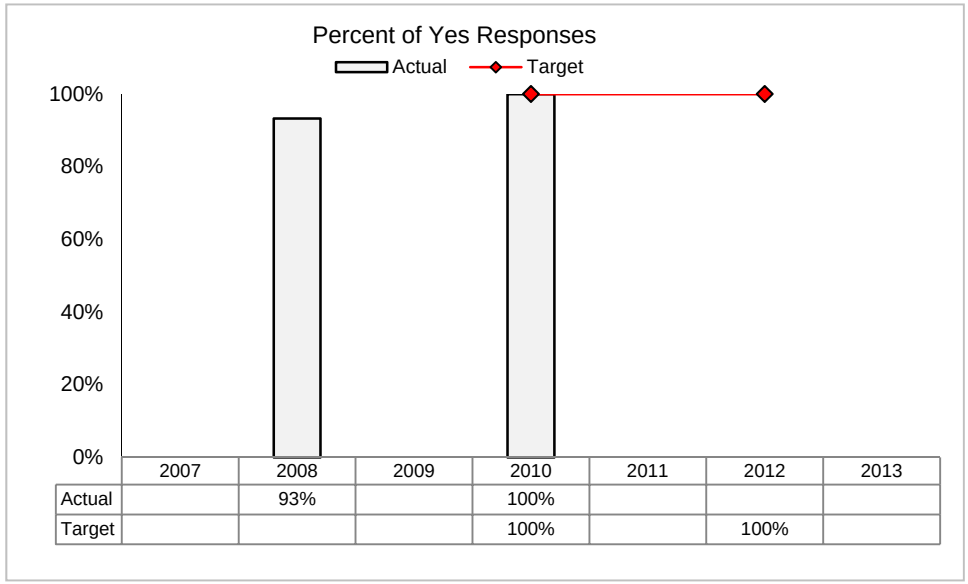
   Provide appropriate Board oversight and management practices to fulfill the mission and goals of OUS.

2. **ABOUT THE TARGETS**

   Ideal performance is full adherence to sound management practices. Targets reflect the continuing board goal to be in full compliance with best practices.

3. **HOW WE ARE DOING**

   Through a two-phase process, culminating in a facilitated discussion on October 8, 2010, members of the State Board of Higher Education reached agreement that current practices conform to best practice standards on 15 of 15, or 100%, of identified criteria.



	2007	2008	2009	2010	2011	2012	2013
Actual		93%		100%			
Target				100%		100%	

   In September 2011, the Board approved four broad action items for improving performance, each with subcomponents and an assigned project leader. These broad action items include continuously directing Board member time and energy to its highest and best use; strengthening external relationships; maintaining and strengthening connections with the campus presidents, faculty, students, and between each Board member; further refining the role of the Chancellor as the Chief Executive and the role of the Board as providing strategic governance that balances oversight and advocacy. There are plans to re-survey the Board during the 2012-13 academic year.

4. **HOW WE COMPARE**

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

5. **FACTORS AFFECTING RESULTS**

Recent activities through the Board of Higher Education's Governance and Policy Committee have provided a venue for discussing management practices and opportunities for improvement. The Governance and Policy Committee has proposed changes for institutional governance vis a vis Legislative Concept 759 introduced in August 2012.

6. **WHAT NEEDS TO BE DONE**

The Board agreed that it was successfully adhering to 15 of the 15 best practices criteria in the 2010 survey of members. During the in-depth October 2010 facilitated discussion, Board members expressed a desire to delve more deeply into a couple of the criteria to explore means of further improving practices.

7. **ABOUT THE DATA**

OUS staff researched the established best practices criteria, outlining an assessment form and methodology and collecting information on relevant current practices. Members of the Board were given the assessment form in September 2010, and asked to indicate which of the best practices criteria were being met by current practices. Individual results and comments were compiled, and the Board engaged in a facilitated discussion at the October 2010 Board meeting.

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Oregon University System
Office of Performance Measurement and Surveys

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INCLUSIVITY

Describe the involvement of the following groups in the development of the agency's performance measures: staff, elected officials, stakeholders, and citizens.

Staff:

Performance measurement and accountability have been an evolving process within OUS. Historically, the development of a performance measurement program for OUS first began in 1997 with the identification of broad societal goals for public higher education. Performance measurement was codified in statute with the passage of SB 919 by the 1997 Legislative Assembly. These goals included access, quality, employability, and efficiency.

The Oregon State 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, held on campuses in all regions of Oregon (Klamath Falls, La Grande, Portland, Eugene, Corvallis, and Ashland). These meetings included opportunities for public testimony and OUS staff involved campus leaders (presidents, provosts, and vice presidents) in discussions about the development of performance indicators, data sources, and targets. Following this open and engaging process, the Board approved 30 performance indicators.

A planning group of representatives from each campus developed 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.

Recent changes made to the performance measurement process and indicators, through passage of Senate Bill 242 in the 2011 Legislative Assembly and the resulting 'Compact with the State' is discussed further in the next section of this document under 'Managing for Results'.

Elected Officials:

The 23 agency performance measures reported here reflect a majority of the indicators initially identified in November 1997. Modifications based on both internal process reviews and review by the Legislative Assemblies in 2003, 2005, 2007, 2009, and a more recent overhaul during the 2011 session.

In addition to this APPR, OUS also reports an Annual Performance Report to the Board of Higher Education as a tool to aid in policy development, system and institution self-evaluation, and effective management. Since their adoption in 2001, a set of thirteen performance indicators provides the framework for system and campus performance evaluation. OUS is also responsible for Achievement Compacts for the Oregon Education Investment Board (OEIB) which reflect progress on bachelor's and advanced degrees awarded to Oregonians; bachelor's degrees to rural Oregonians, bachelor's degrees to transfer students from Oregon's community colleges, graduates employed in the workforce, employer and alumni satisfaction, and the number of Oregon freshmen entering with high school dual credit or other early entry credit. All of these measures are also reported for underrepresented minority Oregonians as well as for students who were Pell eligible.

Citizens:

In 2000, OUS invited business leaders to review the performance measurement process and suggest improvements. Their 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 performance targets. In response to their feedback, the Board elevated 12 key performance indicators (KPIs) out of the 30 proposed in the first year. This change streamlined data collection and analysis, and focused campus efforts on improving processes and results in critical areas of educational quality and student success.

Other Stakeholders

One key component of Senate Bill 242, passed into law in the 2011 Legislative Assembly, includes students being more broadly involved on university-based committees which develop tuition rate proposals sent to the Board of Higher Education for approval each year.

MANAGING FOR RESULTS

How are performance measures used for management of the agency? What changes have been made in the past year?

The Oregon University System (OUS) closely tracks performance at our seven universities in order to monitor improvement and examine trends that may affect higher education in the state. These results are communicated to the Board, the Legislature, campuses and the public through a variety of publications. Performance measurement is critical for providing reliable information on the performance of Oregon's public higher education sector. Monitoring performance enables institutions to benchmark their own performance against performance targets and allows for informed policy discussion and development.

As part of the annual Performance Review Process, the Oregon State Board of Higher Education reviews with each president the institution's targets for the OUS key performance indicators. In 1997, the Oregon University System adopted a performance measurement policy to align with system goals as defined by the Oregon State Board of Higher Education and to meet the mandates laid out in Senate Bill 919. Refinements in 2001, developed in consultation with campus leaders, created the array of measures currently in use, comprising twelve indicators (with a thirteenth— student-faculty ratio—added later). Institutions were asked to establish performance targets for five of those measures: (1)

freshman retention within the university, (2) total degrees awarded, (3) degrees in shortage areas, (4) graduate satisfaction, and (5) sponsored research expenditures. Each OUS university also identified two measures reflective of its institution mission and priorities for which targets would also be established. Since that time, the Board has received regular reports on system and campus progress with respect to these measures.

Under the leadership of Governor Kitzhaber and the Oregon Education Investment Board (OEIB), the OUS in aggregate, each OUS institution and other education sectors have developed Achievement Compacts which detail measurements set to inform and guide the system's work. The first Achievement Compacts were approved by the State Board of Higher Education, and approved by the OEIB in April, 2012. As the work of the OEIB on Achievement Compacts progresses, the Compact requirements are likely to change in 2013-15. These Compacts currently measure progress on bachelor's and advanced degrees awarded to Oregonians; bachelor's degrees to rural Oregonians, bachelor's degrees to transfer students from Oregon's community colleges, graduates employed in the workforce, employer and alumni satisfaction, and the number of Oregon freshmen entering with high school dual credit or other early entry credit. All of these measures are also reported for underrepresented minority Oregonians as well as for students who were Pell eligible.

The OUS Institutions will also use performance metrics to establish a similar compact with the Board of Higher Education, thus enabling the Board to manage OUS and its institutions as a portfolio of institutions. These metrics were developed in support of each campus' mission and will contain dimensions of student access and participation; academic program; and research and innovation including the intensity of these dimensions within each institution's unique mission. The state Board of Higher Education is also currently exploring ways to align campus mission metrics with the new Achievement Compacts. Performance measures will remain a requisite component of all policy option packages evaluated by the Board, and Board working groups and committees are exploring performance measurement as a means of communicating priorities and results. They are also a component of the formal evaluation of university presidents.

STAFF TRAINING

What training has staff had in the past year on the practical value and use of performance measures?

The Office of Performance Measurement and Surveys employs one full time employee who began work June 2011.

In general, OUS Performance Measurement and Institutional Research staff benefit from membership in local and regional associations like the Pacific Northwest Association for Institutional Research and Planning (PNAIRP) and the Oregon Public Performance Measurement Association (OPPMA). These associations and the professional development opportunities afforded to members, help to broaden performance discussions to include national and international trends and provide a forum for discussing best practices in performance measurement.

COMMUNICATING RESULTS

How does the agency communicate performance results to staff, elected officials, stakeholders, and citizens and for what purpose?

Staff

The State Board of Higher Education and the Oregon Legislature have received formal annual performance reports based on the OUS KPMs discussed in this report and the prior 13 Board-level KPIs elevated in 2000. The 2011 performance compact with the state and requisite compact with the campuses are still under development with the Board Academic Strategies Committee and the OUS Provost's Council. Reports will be posted on the OUS website (www.ous.edu) and available in hardcopy format upon completion.

Performance results related to specific initiatives (e.g., research, degrees, participation, etc.) are also communicated through agency press releases and various system reports such as the OUS Fact Book. The purposes of these publications are to (1) describe progress towards achieving agency goals, (2) identify risk factors to making improvements, (3) set budget and policy priorities, (4) provide information to stakeholders and the public, and (5) increase accountability to Oregon taxpayers.

Elected Officials

In compliance with current state directives, OUS reports performance results to both the executive and legislative branches of state government.

Citizens

As a testament to the success of OUS in the area of gathering information, degree production, economic impact, adult education and extension service, and alignment with preK-12 education, Oregon was given a "best practice" rating –the highest grade awarded– for a well-developed higher education accountability system. Education Sector, a think tank promoting education reform, analyzed accountability systems across the nation and identified varied results in its 2009 report, *Ready to Assemble: Grading State Higher Education Accountability Systems*. Researchers measured states in 21 categories of accountability, including affordability, degree production, and research, taking into account not only the collection of information, but effective use and reporting of the data.

The report identified Oregon's strengths as "gathering information on a wide breadth of performance measures, collecting and reporting data in a timely fashion, comparing data across time and/or against peers, aligning state priorities with concrete goals for achievement, and formally linking budgetary decisions to the performance of state postsecondary institutions." Opportunities for improvement included "proactively informing prospective students, parents, and the general public about the performance of state colleges and universities."

The full report is available at http://www.educationsector.org/research/research_show.htm?doc_id=934393 .

Other Stakeholders

OUS has focused on improving communication through greater transparency. The web-based component provides information in a format and language that would be understandable to all readers. Trend data and improvement targets are posted at http://www.ous.edu/dept/ir/performance